

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



## Structured Items Report

**Response Rate: 89% (1285/1438)**

**Administered in Spring 2018 (with the help of Labor Supervisors)**

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

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

## Berea-Specific Student Satisfaction Survey 2018

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

Circle your responses directly on the survey.

### Importance to me....

### ...My level of satisfaction

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	Each item below describes an expectation about your experiences at Berea College. On the <i>left</i> , tell us how <u>important</u> it is for Berea College to meet this expectation. On the <i>right</i> , tell us how <u>satisfied</u> you are that Berea College has met this expectation.									
								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	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. Being involved in service is an important part of my Berea College experience.	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 services of the Center for Teaching and Learning 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 Carter G. 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

1 - not important at all							Each item below describes an expectation about your experiences at Berea College. On the <i>left</i> , tell us how <u>important</u> it is for Berea College to meet this expectation. On the <i>right</i> , tell us how <u>satisfied</u> you are that Berea College 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. My labor supervisor(s) care about me as an individual.	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. The College has adequate environmental/sustainability practices in place.	1	2	3	4	5	6	7	n/a				
1	2	3	4	5	6	7	dna	37. There are adequate volunteer opportunities for me to provide 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. I feel comfortable seeking assistance from librarians in the library.	1	2	3	4	5	6	7	n/a				
1	2	3	4	5	6	7	dna	43. I feel comfortable seeking assistance from student workers in the library.	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				
1	2	3	4	5	6	7	dna	45. Teaching assistants, learning assistants, tutors, and peer leaders I have worked with have helped me learn.	1	2	3	4	5	6	7	n/a				
1	2	3	4	5	6	7	dna	46. The services offered by Writing Resources (currently located in the basement of the library) have helped me improve as a writer.	1	2	3	4	5	6	7	n/a				

Thanks for your input.

## 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 using technology for entertainment (Netflix, social media, gaming, 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.

If applicable, describe a time in a course when, due to your identity or background, you felt that you weren't being heard, felt left out, or otherwise excluded during your educational experience at Berea.

*Thanks for your input.*

## Berea-Specific Student Satisfaction Survey

Every full-time student at Berea College is provided a laptop when they arrive on campus. This is part of the EDGE (Empowering a Dynamic Generation through Education) program which has been in place for the last ten years. The technology fee paid by each student helps pay for this program. In the last few years, Information Systems and Services (IS&S) has been exploring other technology options.

**Rank the following Berea-issued technology/device in order of your preference. (1 - top to 5 - lowest)**

**Please comment on your preferences.**

- The current laptop setup.
- A laptop that is replaced every 2 years.
- A smart device like a tablet.
- A combination laptop/tablet.
- A Berea-issued cell phone.

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IS&S receives many student concerns regarding the College's Internet capacity. The top applications used are Netflix, YouTube, Facebook, Spotify, and iTunes. Over the last 7 years, the College has increased its total Internet capacity from 50 megabits to 1 gigabyte at a considerable cost. The College cannot continue to increase spending in this area indefinitely.

**What suggestions do you have regarding how to fairly manage Internet use?**

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Internet hacking and phishing has been rising every year. Infections have been found in 1 in every 4 systems on campus; more than half of the infected systems are student computers.

**Do you know how to keep your identity/credentials secure on your computer and other devices?**

\_\_\_\_\_Yes      \_\_\_\_\_No      \_\_\_\_\_Unsure

**Do you know how to keep your devices free of viruses and other malware?**

\_\_\_\_\_Yes      \_\_\_\_\_No      \_\_\_\_\_Unsure

**If security training was offered, would you attend?**

\_\_\_\_\_Yes      \_\_\_\_\_No      \_\_\_\_\_Unsure

Thanks for your input.

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**From:** Judith Weckman  
**Sent:** Friday, January 26, 2018 10:09 AM  
**Cc:** Lyle D. Roelofs; Sylvia E. Asante; David Slinker; Clara Chapman  
**Subject:** Labor Supervisors--Allow Time During Work--Student Satisfaction Survey

Dear Labor Supervisor,

Sometime between February 12<sup>th</sup> and March 2<sup>nd</sup>, we ask that all labor supervisors 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 administer the survey through the Labor Program. We use a national survey in combination with one we have constructed specifically for Berea students.

The results of this survey are used to make improvements across all areas affecting students including academics, residential life, student support, and more.

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 (from 1998 to 2013), click [here](#).

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

Sylvia Asante, Dean of Labor  
Labor Program Office

February 5, 2018

Dear Labor Supervisor,

You recently received an e-mail (on January 26) from Judith Weckman and Sylvia Asante regarding the administration of the student satisfaction surveys to your **primary labor students**. Included in this envelope are:

- paper-clipped packets for each of your primary students. These packets include instructions and 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 surveys

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 12 and March 2.**  
**Here's what you need to do:**

1. Designate a student to collect all of your labor team's surveys, seal the 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.
3. Be on the alert for students who may have trouble filling out bubble sheets or reading small text. **If a student needs an alternate way to complete the survey, please have them contact me.**

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  
Ext. 3790  
chapmanc@berea.edu

February 12, 2018

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 labor department 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 fifth 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 where 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	History	0018
Agriculture and Natural Resources	0002	Independent	0019
Applied Science and Mathematics	0003	Mathematics	0020
Art	0004	Music	0021
Asian Studies	0005	Nursing	0022
Biology	0006	Peace and Social Justice Studies	0023
Business Administration	0007	Philosophy	0024
Chemistry	0008	Physics	0025
Child and Family Studies	0009	Political Science	0026
Communication	0010	Psychology	0027
Computer and Information Science	0011	Religion	0028
Economics	0012	Sociology	0029
Education Studies	0013	Spanish	0030
English	0014	Technology and Applied Design	0031
French	0015	Theatre	0032
German	0016	Women’s and Gender Studies	0033
Health and Human Performance	0017	Undecided/Undeclared	0034

- 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@bereda.edu](mailto:chapmanc@bereda.edu).

## E-mail follow-ups during SSI Administration

Sent: February 22, 2018 to **supervisors with no surveys received**

Subject: Still Need your Student Satisfaction Surveys

We are finishing up the second week of survey administration and have not yet received the surveys from your department. 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 2 @ 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  
Office of Institutional Research and Assessment

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Sent: February 26, 2018 (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 starting 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 2 @ 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: February 28, 2018 (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 2 @ 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 12, 2018 (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.

**Is this still true?**

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 23.**

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 29, 2018 (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

## Clara Chapman

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**From:** Judith Weckman  
**Sent:** Friday, February 16, 2018 10:05 AM  
**To:** #Staff\_Announce; #Students\_Announce; #Retirees; #Faculty\_Announce  
**Subject:** Friday Fact File: How we use student satisfaction surveys  
**Attachments:** SSI Infographic (2018 during administration).pdf

The following infographic illustrates findings (**and actions taken**) from **previous** Student Satisfaction Surveys (administered every five years at the College). *Berea College students are currently completing this survey during their labor time. The results, with national comparisons, will be shared by early fall.*

A comprehensive report of previous findings (since 1998) can be found [here](#). Accessible text is attached.



# Student Satisfaction Survey Results and Actions Taken

## Strengths Identified

Areas of High Satisfaction

Library

Academic Excellence

Faculty

Labor Program

Advising

Adequate Financial Aid

## Challenges Identified

High importance lower satisfaction

Career and Graduate School Preparation

Residence Halls

Financial Aid Counselors

Public Safety

Dining Services

## Actions Taken

Three new staff members hired, weekly career planning sessions now offered for majors/groups, and daily one-on-one counseling provided for career exploration.

After 2013, three residence halls were renovated and Deep Green Hall was built.

A Family Engagement Counselor was hired to help students transition from high school to college and made available for one-on-one financial aid counseling.

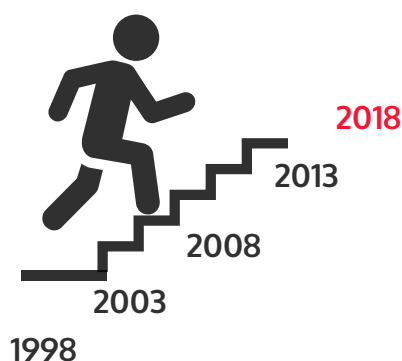
Additional lighting added on campus and over 100 cameras installed. More student parking spaces were added and officer presence increased.

Longer hours and unlimited card swipes were put in place.

*Comments and data provided by students provided rich insight into student needs, especially for first-year students. We sent a counselor to first-year residence halls to meet with students and discuss counseling needs. We also met with both students and parents during orientation to introduce counseling services.*

**-Dr. Sue Reimondo, Director of Berea College Counseling Services**

### What will the 2018 results tell us?



## Students make your voice heard by completing the survey in your labor department!

## Clara Chapman

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**From:** Judith Weckman  
**Sent:** Thursday, March 1, 2018 10:49 AM  
**Cc:** Clara Chapman; Chad Berry  
**Subject:** We need the student satisfaction surveys!

Dear Faculty Member,

All faculty members who are also labor supervisors were sent a packet of student satisfaction surveys in early February to be completed by labor students. This is an institutional project sanctioned by the College.

I am sending this email because we have not yet received surveys from your labor students. **We will extend the deadline to the end of the week after spring break.**

We only administer this survey every five years and last time we had a 90% response rate (we are at 60% currently). The feedback that we get from our students is used in many ways to improve programming and services (e.g., faculty development, counseling, library, advising, labor, technology use, and in many more areas).

Please email or call me if you have any questions or need another survey packet!

Thanks,

-J

Judith Weckman, Director  
Office of Institutional Research and Assessment  
CPO 2177

985-3791

## Clara Chapman

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**From:** Judith Weckman  
**Sent:** Thursday, March 1, 2018 11:09 AM  
**Cc:** Clara Chapman  
**Subject:** We need the student satisfaction surveys!

Dear Staff Member,

All staff members who are labor supervisors were sent a packet of student satisfaction surveys in early February to be completed by labor students. This is an institutional project sanctioned by the College.

I am sending this email because we have not yet received surveys from your labor students. **We will extend the deadline to the end of the week after spring break.**

We only administer this survey every five years and last time we had a 90% response rate (we are at 60% currently). The feedback that we get from our students is used in many ways to improve programming and services (e.g., faculty development, counseling, library, advising, labor, technology use, and in many more areas).

Please email or call me if you have any questions or need another survey packet!

Thanks,

-J

Judith Weckman, Director  
Office of Institutional Research and Assessment  
CPO 2177

985-3791



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

Noel-Levitz Student  
Satisfaction Inventory

### ALL STUDENTS

	1998		2003		2008		2013		2018		Difference between Berea								
	Berea (N = 1069)	4-Year Private	Berea (N = 1193)	4-Year Private	Berea (N = 777)	4-Year Private	Berea (N = 1262)	4-Year Private	Berea (N = 1285)	4-Year Private	1998 to 2003	2003 to 2008	2008 to 2013	2013 to 2018					
Academic Advising		5.37	5.31	***	5.35	5.20	***	5.60	5.30	**	5.57	5.52	***	5.62	5.60		***		
Campus Climate	***	4.88	5.13		5.07	5.07	***	5.40	5.16	***	5.25	5.35	***	5.15	5.38	*	***	**	*
Campus Life	***	4.48	4.73		4.68	4.70		4.84	4.78	***	4.68	4.99	***	4.66	5.07	*	***	***	
Campus Support Services	**	5.12	5.02	***	5.22	5.07	***	5.56	5.26	***	5.32	5.46	***	5.36	5.55	*	***	***	
Concern for the Individual	***	4.85	5.15	**	4.95	5.05	***	5.37	5.14	***	5.19	5.34	***	5.13	5.40	*	***	***	
Instructional Effectiveness	***	5.17	5.30		5.24	5.22	***	5.58	5.32	***	5.38	5.49	**	5.46	5.55		***	***	*
Recruitment and Financial Aid	***	4.54	4.85	**	4.70	4.80	***	5.10	4.92	*	5.04	5.12	***	5.09	5.21	*	***		
Registration Effectiveness	***	4.62	4.94		4.85	4.87	***	5.15	4.99	***	4.86	5.18	***	4.90	5.24	*	***	***	
Safety and Security	***	3.70	4.63	***	4.19	4.67	***	4.28	4.74	***	4.34	5.00	***	3.90	5.06	*			***
Service Excellence	***	4.59	4.96	***	4.78	4.90	***	5.19	5.02	***	4.97	5.22	***	5.05	5.31	*	***	***	*
Student Centeredness	***	4.87	5.22	***	5.03	5.15	**	5.37	5.25	***	5.21	5.43	***	5.13	5.45	*	***	***	

### AFRICAN-AMERICANS

	1998		2003		2008		2013		2018		Difference between Berea								
	Berea (N = 74)	4-Year Private	Berea (N = 183)	4-Year Private	Berea (N = 88)	4-Year Private	Berea (N = 209)	4-Year Private	Berea (N = 196)	4-Year Private	1998 to 2003	2003 to 2008	2008 to 2013	2013 to 2018					
Academic Advising		5.12	5.06		5.29	5.11	***	5.79	5.21		5.64	5.46		5.60	5.57		***		
Campus Climate		4.73	4.60		5.01	4.92	***	5.49	5.00		5.27	5.22	*	5.09	5.32	*(p<=.07)	*		
Campus Life		4.49	4.29		4.69	4.55	*	4.97	4.67		4.76	4.88	***	4.66	5.05				
Campus Support Services	**	5.26	4.80		5.21	5.04	***	5.63	5.21		5.44	5.42	*	5.38	5.56		***	*	
Concern for the Individual		4.53	4.66		4.86	4.82	***	5.40	4.95		5.26	5.17	**	5.04	5.31		***	*(p<=.07)	
Instructional Effectiveness		4.96	4.87		5.16	5.10	**	5.56	5.17		5.38	5.37		5.38	5.50		**		
Recruitment and Financial Aid		4.28	4.46		4.63	4.74	**	5.24	4.84		5.18	5.11		5.13	5.24		***		
Registration Effectiveness		4.69	4.53		4.74	4.79	*	5.20	4.92		5.13	5.18	**	5.01	5.29		*		
Safety and Security	***	3.63	4.20	***	4.01	4.60	*	4.35	4.64	***	4.28	4.91	***	3.91	5.11				**
Service Excellence		4.56	4.57		4.80	4.80	**	5.26	4.92		5.19	5.17	**	5.09	5.32		***		
Student Centeredness		4.57	4.64		4.93	4.95	**	5.45	5.05		5.21	5.26	***	5.00	5.36	*(p<=.07)	***	*	***

### INTERNATIONAL

	1998		2003		2008		2013		2018		Difference between Berea								
	Berea (N = 70)	4-Year Private	Berea (N = 86)	4-Year Private	Berea (N = 56)	4-Year Private	Berea (N = 100)	4-Year Private	Berea (N = 115)	4-Year Private	1998 to 2003	2003 to 2008	2008 to 2013	2013 to 2018					
Academic Advising	***	5.38	5.05	***	5.54	5.01	*	5.57	5.13	*	5.72	5.41	*	5.69	5.43				
Campus Climate		4.88	4.84	***	5.54	4.90	***	5.74	4.98	**	5.59	5.28		5.52	5.33				
Campus Life		4.49	4.50	***	5.11	4.56	***	5.30	4.65	***	5.00	5.00		4.88	5.08	*	*		
Campus Support Services	***	5.13	4.83	***	5.59	4.93	***	5.83	5.05		5.55	5.39		5.57	5.48	*			
Concern for the Individual		4.86	4.85	**	5.20	4.84	**	5.41	4.94		5.38	5.24		5.28	5.28	*			
Instructional Effectiveness	***	5.18	4.99	***	5.51	5.04	***	5.68	5.12		5.58	5.39		5.53	5.45				
Recruitment and Financial Aid		4.54	4.48	***	5.06	4.54	***	5.51	4.67	*	5.30	5.01	**	5.46	5.13				
Registration Effectiveness	**	4.62	4.75	***	5.27	4.76	***	5.58	4.88		5.17	5.16		5.11	5.20	*	*	*	
Safety and Security	***	3.66	4.64	*	5.03	4.67	**	5.16	4.71		5.13	5.08	***	4.40	5.17	*			***
Service Excellence	***	4.58	4.78	***	5.22	4.79	***	5.60	4.90		5.38	5.22		5.34	5.30	*			
Student Centeredness		4.89	4.91	***	5.48	4.95	***	5.64	5.05		5.54	5.33		5.56	5.37	*			***

\*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%; Spring 2018: 89%

**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>6.06</b>	0.5	0.4	1.5	9.9	13.5	25.8	47.3	0.2	1.0	1. Most students feel a sense of belonging here.	0.7	0.2	2.0	3.7	8.0	17.0	26.0	27.1	15.3	<b>5.05</b>		
<b>6.36</b>	0.0	0.2	0.5	5.2	8.6	27.5	56.1	0.1	1.1	2. The campus staff are caring and helpful.	0.8	0.1	0.8	1.7	3.2	10.9	23.9	37.4	21.2	<b>5.55</b>		
<b>6.20</b>	0.2	0.3	0.7	7.2	12.7	26.2	51.1	0.1	1.6	3. Faculty care about me as an individual.	0.9	0.1	0.9	1.4	4.4	12.8	21.2	32.9	25.2	<b>5.54</b>		
<b>6.04</b>	0.2	0.9	1.7	10.0	12.6	25.7	45.7	1.6	1.7	4. Admissions staff are knowledgeable.	1.4	2.8	1.1	2.6	5.8	20.8	18.5	28.3	18.7	<b>5.22</b>		
<b>6.30</b>	0.3	0.1	0.9	7.3	8.7	22.6	57.4	1.2	1.3	5. Financial aid counselors are helpful.	1.2	2.5	4.2	4.1	9.0	17.2	20.5	24.3	16.9	<b>4.93</b>		
<b>6.51</b>	0.1	0.2	0.2	4.0	6.0	22.0	66.3	0.0	1.2	6. My academic advisor is approachable.	1.2	0.0	0.9	2.2	3.8	8.4	12.5	25.8	45.1	<b>5.91</b>		
<b>6.54</b>	0.2	0.2	0.6	4.6	6.1	15.1	71.9	0.0	1.4	7. The campus is safe and secure for all students.	1.5	0.1	3.7	6.4	12.1	15.9	24.4	24.8	11.3	<b>4.73</b>		
<b>6.62</b>	0.0	0.0	0.3	3.3	3.5	19.1	71.3	0.0	2.5	8. The content of the courses within my major is valuable.	2.1	0.2	0.6	1.3	4.6	7.8	17.7	36.0	29.6	<b>5.73</b>		
<b>4.77</b>	6.5	5.2	6.5	22.3	21.0	15.5	19.8	2.1	1.2	9. A variety of intramural activities are offered.	1.2	6.5	1.2	1.6	3.0	28.7	16.9	24.4	16.7	<b>5.15</b>		
<b>5.95</b>	0.2	0.3	1.3	9.4	18.7	28.7	39.0	0.9	1.4	10. Administrators are approachable to students.	1.4	1.2	2.4	3.0	7.9	19.8	25.1	24.3	14.7	<b>4.99</b>		
<b>6.25</b>	0.0	0.3	0.8	8.2	11.2	21.5	55.4	0.9	1.6	11. Billing policies are reasonable.	1.8	0.9	3.9	4.4	11.8	20.8	18.8	23.1	14.6	<b>4.79</b>		
<b>6.32</b>	0.0	0.1	1.4	7.2	8.7	22.0	58.5	0.5	1.6	12. Financial aid awards are announced to students in time to be helpful in college planning.	1.2	1.4	3.7	4.1	8.4	19.5	19.8	24.2	17.7	<b>4.96</b>		
<b>5.87</b>	0.2	0.9	2.1	11.8	18.3	24.4	40.6	0.6	1.1	13. Library staff are helpful and approachable.	1.1	1.6	0.5	0.6	1.9	14.6	14.4	30.4	34.9	<b>5.80</b>		
<b>6.41</b>	0.1	0.0	0.5	4.9	8.3	23.6	60.8	0.3	1.5	14. My academic advisor is concerned about my success as an individual.	1.2	0.2	1.3	2.5	4.3	10.8	15.5	25.5	38.8	<b>5.72</b>		
<b>6.34</b>	0.2	0.0	0.6	7.1	8.9	21.7	59.0	1.1	1.5	15. The staff in the health services area are competent.	1.3	3.2	2.2	3.1	5.1	17.3	19.6	27.7	20.5	<b>5.24</b>		
<b>6.57</b>	0.1	0.2	0.2	4.0	4.0	19.5	69.3	0.3	2.5	16. The instruction in my major field is excellent.	1.9	0.9	0.9	1.4	4.0	8.6	18.0	34.8	29.5	<b>5.71</b>		
<b>6.58</b>	0.1	0.1	0.1	4.7	4.5	16.9	72.5	0.2	1.0	17. Adequate financial aid is available for most students.	0.9	0.2	1.6	1.6	5.9	11.3	17.4	27.1	33.9	<b>5.61</b>		
<b>6.18</b>	0.2	0.3	1.2	6.8	12.6	28.2	49.2	0.3	1.2	18. Library resources and services are adequate.	1.0	0.9	0.2	0.6	2.7	11.1	18.6	33.9	31.0	<b>5.78</b>		
<b>6.11</b>	0.2	0.5	1.1	8.6	13.3	27.2	47.7	0.2	1.2	19. My academic advisor helps me set goals to work toward.	0.9	0.9	2.8	3.0	6.6	18.1	16.7	25.0	26.1	<b>5.26</b>		
<b>5.98</b>	0.4	0.4	1.1	12.8	13.2	23.1	43.5	4.4	1.1	20. The business office is open during hours which are convenient for most students.	1.2	7.2	5.1	5.4	12.5	22.3	17.7	16.7	12.0	<b>4.53</b>		
<b>6.03</b>	2.8	1.3	1.6	8.2	8.7	18.1	51.7	6.8	0.9	21. The amount of student parking space on campus is adequate.	0.9	8.2	33.9	17.4	14.6	12.3	7.2	2.9	2.7	<b>2.57</b>		
<b>6.25</b>	0.5	0.2	0.5	8.9	8.4	19.8	54.8	5.8	1.1	22. Counseling staff care about students as individuals.	2.0	13.8	3.1	4.2	5.8	22.0	13.1	21.0	15.0	<b>4.91</b>		
<b>6.47</b>	0.2	0.6	0.9	4.6	4.7	19.4	65.7	2.6	1.3	23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).	1.8	3.1	7.4	9.4	15.6	16.0	22.8	16.4	7.5	<b>4.23</b>		
<b>4.64</b>	9.6	5.4	5.8	22.3	14.2	15.2	20.1	6.4	1.1	24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	1.5	12.1	6.0	6.2	8.5	35.1	13.7	10.4	6.5	<b>4.17</b>		
<b>6.41</b>	0.0	0.2	0.5	6.6	6.9	21.6	63.3	0.0	0.9	25. Faculty are fair and unbiased in their treatment of individual students.	1.1	0.1	2.7	4.8	11.2	16.7	24.0	25.3	14.1	<b>4.89</b>		
<b>5.78</b>	1.1	0.9	2.1	13.2	15.7	21.4	37.5	7.0	1.1	26. Computer labs are adequate and accessible.	1.5	12.5	1.5	1.6	4.3	23.9	15.3	22.3	17.1	<b>5.15</b>		
<b>6.09</b>	0.3	0.5	0.9	9.5	11.7	28.6	45.4	1.3	1.9	27. The personnel involved in registration are helpful.	1.6	2.1	1.7	2.3	5.9	22.5	20.5	26.1	17.3	<b>5.13</b>		
<b>6.12</b>	1.0	0.9	1.2	8.9	9.7	22.3	50.8	3.8	1.4	28. Parking lots are well-lighted and secure.	1.2	6.5	9.4	8.6	14.7	19.5	18.4	14.2	7.5	<b>4.10</b>		
<b>6.37</b>	0.2	0.1	1.1	5.5	8.2	23.5	60.3	0.0	1.1	29. It is an enjoyable experience to be a student on this campus.	0.8	0.1	5.0	5.3	10.4	16.6	22.4	25.3	14.2	<b>4.80</b>		
<b>5.66</b>	1.6	1.2	2.3	13.0	19.3	23.4	33.3	4.1	1.7	30. Residence hall staff are concerned about me as an individual.	1.6	5.0	5.4	5.8	8.2	25.0	18.3	18.4	12.5	<b>4.60</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>5.82</b>	3.2	0.9	1.7	13.9	8.6	19.2	44.3	6.6	1.6	31. Males and females have equal opportunities to participate in intercollegiate athletics.	1.6	13.8	0.9	0.8	1.9	23.8	11.0	24.7	21.5	<b>5.40</b>		
<b>6.10</b>	0.5	0.7	0.9	9.1	12.0	25.4	47.8	2.1	1.5	32. Tutoring services are readily available.	1.2	6.0	0.7	1.1	4.4	15.3	18.0	27.5	25.8	<b>5.53</b>		
<b>6.54</b>	0.1	0.1	0.5	5.0	4.8	18.3	70.0	0.0	1.2	33. My academic advisor is knowledgeable about requirements in my major.	1.1	0.5	1.8	2.6	3.5	10.7	12.9	25.0	41.9	<b>5.78</b>		
<b>6.53</b>	0.0	0.1	0.5	3.9	5.9	20.3	67.9	0.0	1.3	34. I am able to register for classes I need with few conflicts.	1.1	0.1	5.8	6.8	14.2	11.3	22.3	22.9	15.6	<b>4.71</b>		
<b>6.19</b>	0.2	0.1	0.9	8.8	9.3	28.8	48.9	1.7	1.4	35. The assessment and course placement procedures are reasonable.	1.5	2.3	2.3	30.0	5.8	23.5	22.2	26.4	13.2	<b>5.00</b>		
<b>6.49</b>	0.2	0.3	0.9	5.6	5.6	15.6	68.5	1.7	1.6	36. Security staff respond quickly in emergencies.	1.8	5.8	10.1	9.6	15.6	16.4	15.9	14.3	10.5	<b>4.12</b>		
<b>5.74</b>	2.1	1.4	2.5	13.2	14.9	24.8	39.2	0.7	1.2	37. I feel a sense of pride about my campus.	1.3	1.2	3.3	3.1	5.6	20.5	21.0	24.3	19.7	<b>5.09</b>		
<b>6.29</b>	0.5	0.4	1.3	6.1	8.9	21.7	56.3	3.8	1.1	38. There is an adequate selection of food available in the cafeteria.	1.4	3.7	15.9	12.5	19.4	14.9	16.9	9.4	6.0	<b>3.60</b>		
<b>6.55</b>	0.0	0.1	0.4	4.6	4.8	18.9	69.7	0.1	1.4	39. I am able to experience intellectual growth here.	1.3	0.2	1.1	1.0	3.3	9.0	16.8	32.4	34.9	<b>5.80</b>		
<b>6.20</b>	0.4	0.4	1.4	6.5	11.1	24.8	50.4	3.4	1.6	40. Residence hall regulations are reasonable.	2.2	3.3	12.5	9.3	13.5	16.5	16.7	16.1	9.8	<b>4.09</b>		
<b>6.38</b>	0.1	0.3	0.6	5.8	7.2	25.1	59.4	0.2	1.2	41. There is a commitment to academic excellence on this campus.	0.8	0.5	0.5	0.9	2.4	10.9	17.7	31.1	35.4	<b>5.83</b>		
<b>5.47</b>	2.9	1.5	3.8	15.3	17.7	25.4	29.6	2.3	1.6	42. There are sufficient number of weekend activities for students.	1.2	4.2	5.8	7.2	12.9	24.2	17.8	15.6	11.1	<b>4.40</b>		
<b>5.95</b>	0.2	0.5	1.8	12.7	12.3	24.5	41.0	5.4	1.6	43. Admissions counselors respond to prospective students' unique needs and requests.	1.4	9.3	1.2	2.1	4.7	24.0	17.4	23.0	16.8	<b>5.14</b>		
<b>6.15</b>	0.2	0.1	0.9	9.5	10.4	26.8	47.1	2.8	2.3	44. Academic support services adequately meet the needs of students.	1.9	6.8	1.4	1.9	4.0	23.3	19.6	24.3	16.7	<b>5.17</b>		
<b>6.34</b>	0.2	0.2	0.9	6.0	9.6	22.3	59.3	0.3	1.2	45. Students are made to feel welcome on this campus.	0.9	0.2	2.0	2.0	7.3	15.0	22.1	28.2	22.3	<b>5.29</b>		
<b>5.84</b>	1.3	0.8	1.5	12.5	15.7	27.4	38.8	0.8	1.2	46. I can easily get involved in campus organizations.	1.1	2.1	1.8	2.0	5.7	19.0	21.9	26.1	20.2	<b>5.24</b>		
<b>6.32</b>	0.0	0.2	0.9	5.4	10.2	25.6	55.9	0.3	1.6	47. Faculty provide timely feedback about student progress in a course.	1.2	0.5	2.5	4.2	11.7	17.3	26.9	22.7	13.0	<b>4.85</b>		
<b>6.10</b>	0.5	0.2	1.4	10.3	10.0	24.5	47.3	4.0	1.9	48. Admissions counselors accurately portray the campus in their recruiting practices.	1.6	6.1	5.1	4.6	11.8	21.4	17.4	18.3	13.8	<b>4.64</b>		
<b>6.28</b>	0.4	0.2	0.5	7.3	8.9	24.4	55.3	1.4	1.5	49. There are adequate services to help me decide upon a career.	1.4	3.2	2.3	3.0	7.2	16.3	21.8	24.3	20.5	<b>5.17</b>		
<b>6.18</b>	0.2	0.1	0.7	9.1	10.3	28.6	49.3	0.5	1.2	50. Class change (drop/add) policies are reasonable.	1.3	1.9	2.6	2.0	5.6	14.6	19.8	29.3	22.9	<b>5.34</b>		
<b>5.98</b>	0.5	1.1	2.2	11.6	12.3	23.3	46.6	0.9	1.6	51. This institution has a good reputation within the community.	1.6	1.1	2.6	2.6	6.8	16.3	16.3	25.1	27.6	<b>5.33</b>		
<b>5.61</b>	2.3	0.9	2.8	16.4	14.3	19.1	35.1	7.0	1.9	52. The student center is a comfortable place for students to spend their leisure time.	2.8	12.9	3.7	3.3	6.4	26.1	13.6	17.6	13.5	<b>4.77</b>		
<b>6.29</b>	0.1	0.2	0.7	7.4	9.3	23.8	56.4	0.2	1.9	53. Faculty take into consideration student differences as they teach a course.	1.5	0.3	3.3	3.7	9.1	17.1	24.4	25.0	15.6	<b>4.96</b>		
<b>5.50</b>	1.4	2.0	2.9	18.3	14.6	20.5	30.0	9.1	1.5	54. Bookstore staff are helpful.	1.8	15.0	3.8	2.4	5.4	27.4	12.5	17.4	14.2	<b>4.82</b>		
<b>6.44</b>	0.1	0.0	0.5	5.4	6.5	22.8	62.7	0.2	1.8	55. Major requirements are clear and reasonable.	1.7	0.4	1.9	1.6	6.8	11.8	18.9	31.4	25.4	<b>5.46</b>		
<b>5.53</b>	2.3	1.5	3.1	17.4	15.4	21.0	33.2	4.1	2.0	56. The student handbook provides helpful information about campus life.	2.0	9.0	3.3	2.4	5.3	31.0	15.3	19.5	12.1	<b>4.79</b>		
<b>6.11</b>	0.7	0.4	0.5	11.1	10.0	24.3	49.3	2.3	1.4	57. I seldom get the "run-around" when seeking information on this campus.	1.2	3.3	9.4	7.7	13.8	22.0	16.3	15.1	11.1	<b>4.23</b>		
<b>6.43</b>	0.1	0.2	0.4	5.4	6.1	24.7	61.9	0.1	1.2	58. The quality of instruction I receive in most of my classes is excellent.	1.2	0.1	0.7	1.4	4.5	11.6	23.3	35.6	21.5	<b>5.52</b>		
<b>6.35</b>	0.1	0.2	0.4	6.8	7.8	25.1	58.0	0.2	1.4	59. This institution shows concern for students as individuals.	1.4	0.3	3.0	4.8	8.5	15.3	21.9	25.1	19.8	<b>5.06</b>		
<b>5.83</b>	1.1	0.8	2.4	12.6	15.6	25.6	40.2	0.1	1.6	60. I generally know what's happening on campus.	1.6	0.4	3.4	4.0	7.9	22.2	21.1	23.0	16.6	<b>4.92</b>		
<b>6.07</b>	0.2	0.2	0.8	12.5	9.7	24.0	45.4	5.7	1.6	61. Adjunct faculty are competent as classroom instructors.	1.4	8.6	0.8	1.3	3.2	23.4	16.5	26.5	18.3	<b>5.29</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	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>6.36</b>	0.3	0.3	1.1	7.3	7.5	18.4	63.1	0.2	1.6	62. There is a strong commitment to racial harmony on this campus.	1.2	0.2	1.6	2.2	5.5	12.6	18.1	29.3	29.3	<b>5.52</b>		
<b>6.18</b>	0.2	0.3	1.1	9.6	9.6	24.0	51.1	2.6	1.6	63. Student disciplinary procedures are fair.	1.6	6.5	5.1	4.0	8.4	22.2	16.1	21.5	14.6	<b>4.77</b>		
<b>6.05</b>	0.5	0.8	1.6	10.9	10.9	22.8	48.3	2.3	1.9	64. New student orientation services help students adjust to college.	1.7	3.4	2.8	4.9	7.6	21.3	17.6	21.9	18.8	<b>4.97</b>		
<b>6.36</b>	0.1	0.2	0.6	5.8	7.1	27.2	57.4	0.2	1.5	65. Faculty are usually available after class and during office hours.	1.9	0.3	0.7	1.1	3.0	11.1	18.0	31.1	33.0	<b>5.76</b>		
<b>6.53</b>	0.3	0.1	0.3	5.5	4.4	14.0	66.7	7.5	1.2	66. Tuition paid is a worthwhile investment.	2.4	7.7	1.2	0.4	2.4	10.3	9.8	22.0	43.8	<b>5.99</b>		
<b>6.40</b>	0.1	0.2	1.2	6.0	6.8	21.2	62.8	0.3	1.4	67. Freedom of expression is protected on campus.	2.1	0.3	4.0	3.0	8.1	15.9	17.4	25.1	24.3	<b>5.17</b>		
<b>6.54</b>	0.1	0.0	0.3	4.7	5.5	18.2	69.2	0.1	1.9	68. Nearly all of the faculty are knowledgeable in their field.	2.2	0.1	0.9	0.9	2.2	9.7	13.7	34.3	36.0	<b>5.88</b>		
<b>6.46</b>	0.2	0.2	0.5	4.5	6.8	22.6	63.7	0.1	1.5	69. There is a good variety of courses provided on this campus.	1.1	0.1	1.4	2.9	5.6	11.3	19.2	30.8	27.6	<b>5.50</b>		
<b>5.97</b>	0.3	0.1	0.6	11.3	9.1	18.1	33.5	25.1	1.8	70. Graduate teaching assistants are competent as classroom instructors.	2.3	30.9	1.6	0.9	1.6	23.3	10.9	17.0	11.5	<b>5.07</b>		
<b>6.12</b>	0.2	0.2	1.2	9.1	12.3	25.2	47.8	2.2	1.9	71. Channels for expressing student complaints are readily available.	1.8	4.6	4.9	6.1	14.2	20.7	18.9	15.6	13.2	<b>4.52</b>		
<b>6.25</b>	0.2	0.2	0.8	6.8	10.2	27.2	52.8	0.2	1.5	72. On the whole, the campus is well-maintained.	1.2	0.3	1.4	1.9	5.4	14.0	18.8	34.3	22.6	<b>5.44</b>		
<b>6.10</b>	0.5	0.4	1.4	10.8	9.2	23.0	48.8	4.2	1.6	73. Student activity fees are put to good use.	1.7	7.1	4.9	4.6	8.2	26.3	16.2	17.2	13.8	<b>4.66</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:**

	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	Mean
Part-time students	5.6	25.4	2.4	2.0	3.8	25.6	11.2	14.2	9.7	<b>4.78</b>
Evening students	5.8	31.2	3.0	2.7	5.0	24.9	9.5	10.5	7.5	<b>4.53</b>
Older, returning learners	5.8	12.5	1.7	1.6	4.3	20.6	16.0	21.5	16.0	<b>5.15</b>
Under-represented populations	5.8	7.2	1.4	3.1	4.3	15.2	14.2	25.0	23.8	<b>5.39</b>
Commuters	5.8	15.6	5.3	5.7	9.3	21.3	12.3	14.6	10.1	<b>4.45</b>
Students with disabilities	5.6	10.3	2.2	3.8	6.6	16.3	14.8	22.1	18.3	<b>5.11</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>6.80</b>	0.3	0.0	0.2	2.6	1.5	6.3	86.9	0.2	2.0	Cost
<b>6.76</b>	0.2	0.1	0.3	2.4	2.3	8.4	83.9	0.4	1.9	Financial aid
<b>6.17</b>	0.8	0.9	1.6	5.4	13.1	23.1	52.7	0.1	2.3	Academic reputation
<b>5.47</b>	5.4	2.6	3.9	12.8	15.5	19.3	38.3	0.2	2.1	Size of institution
<b>3.06</b>	41.2	8.3	5.8	12.7	6.5	4.7	14.2	4.2	2.4	Opportunity to play sports
<b>4.49</b>	13.5	5.9	6.8	17.5	16.6	14.1	20.2	3.0	2.3	Recommendation from family/friends
<b>4.38</b>	14.2	6.5	7.6	18.5	16.7	13.5	18.8	1.9	2.3	Geographic setting
<b>4.94</b>	7.2	4.0	6.5	16.4	20.5	20.2	22.0	0.6	2.5	Campus appearance
<b>5.10</b>	6.5	3.4	5.2	17.7	15.9	18.8	27.3	2.7	2.5	Personalized attention prior to enrollment

**Strengths and Challenges by Selected Student Groups  
Spring 2018 Administration**

<b>HIGH PRIORITY STRENGTH</b>	<b>All Students Males (N = 517)</b>	<b>All Students Females (N = 741)</b>	<b>African- American Males (N = 61)</b>	<b>African- American Females (N = 194)</b>	<b>All Other Domestic Males (N = 410)</b>	<b>All Other Domestic Females (N = 504)</b>	<b>Inter- national Males (N = 53)</b>	<b>Inter- national Females (N = 59)</b>	<b>Hispanic Males (N = 65)</b>	<b>Hispanic Females (N = 90)</b>	<b>White Males from Appalachian At Risk and Distressed Counties (N = 115)</b>	<b>Freshmen (N = 393)</b>	<b>Sophomores (N = 319)</b>	<b>Juniors (N = 317)</b>	<b>Seniors (N = 250)</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.															
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 2018 Administration**

Noel-Levitz Student  
Satisfaction Inventory

<b>HIGH PRIORITY STRENGTH</b>	<b>All Students Males (N = 517)</b>	<b>All Students Females (N = 741)</b>	<b>African- American Males (N = 61)</b>	<b>African- American Females (N = 194)</b>	<b>All Other Domestic Males (N = 410)</b>	<b>All Other Domestic Females (N = 504)</b>	<b>Inter- national Males (N = 53)</b>	<b>Inter- national Females (N = 59)</b>	<b>Hispanic Males (N = 65)</b>	<b>Hispanic Females (N = 90)</b>	<b>White Males from Appalachian At Risk and Distressed Counties (N = 115)</b>	<b>Freshmen (N = 393)</b>	<b>Sophomores (N = 319)</b>	<b>Juniors (N = 317)</b>	<b>Seniors (N = 250)</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 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 2018 Administration**

<b>HIGH PRIORITY STRENGTH</b>	<b>All Students Males (N = 517)</b>	<b>All Students Females (N = 741)</b>	<b>African- American Males (N = 61)</b>	<b>African- American Females (N = 194)</b>	<b>All Other Domestic Males (N = 410)</b>	<b>All Other Domestic Females (N = 504)</b>	<b>Inter- national Males (N = 53)</b>	<b>Inter- national Females (N = 59)</b>	<b>Hispanic Males (N = 65)</b>	<b>Hispanic Females (N = 90)</b>	<b>White Males from Appalachian At Risk and Distressed Counties (N = 115)</b>	<b>Freshmen (N = 393)</b>	<b>Sophomores (N = 319)</b>	<b>Juniors (N = 317)</b>	<b>Seniors (N = 250)</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 2018 Administration**

Noel-Levitz Student  
Satisfaction Inventory

<b>HIGH PRIORITY STRENGTH</b>	<b>All Students Males (N = 517)</b>	<b>All Students Females (N = 741)</b>	<b>African- American Males (N = 61)</b>	<b>African- American Females (N = 194)</b>	<b>All Other Domestic Males (N = 410)</b>	<b>All Other Domestic Females (N = 504)</b>	<b>Inter- national Males (N = 53)</b>	<b>Inter- national Females (N = 59)</b>	<b>Hispanic Males (N = 65)</b>	<b>Hispanic Females (N = 90)</b>	<b>White Males from Appalachian At Risk and Distressed Counties (N = 115)</b>	<b>Freshmen (N = 393)</b>	<b>Sophomores (N = 319)</b>	<b>Juniors (N = 317)</b>	<b>Seniors (N = 250)</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 2018 Administration**

<b>HIGH PRIORITY STRENGTH</b>	<b>All Students Males (N = 517)</b>	<b>All Students Females (N = 741)</b>	<b>African- American Males (N = 61)</b>	<b>African- American Females (N = 194)</b>	<b>All Other Domestic Males (N = 410)</b>	<b>All Other Domestic Females (N = 504)</b>	<b>Inter- national Males (N = 53)</b>	<b>Inter- national Females (N = 59)</b>	<b>Hispanic Males (N = 65)</b>	<b>Hispanic Females (N = 90)</b>	<b>White Males from Appalachian At Risk and Distressed Counties (N = 115)</b>	<b>Freshmen (N = 393)</b>	<b>Sophomores (N = 319)</b>	<b>Juniors (N = 317)</b>	<b>Seniors (N = 250)</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 <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.															

**Cohort Type by Sex**  
**Spring 2018 Administration**  
*Items in Survey Order*

Item	African-American Females			African-American Males			Other Domestic Females			Other Domestic Males			International Females			International Males		
	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.	6.31	4.76	1.55	5.87	4.85	1.02	6.24	5.11	1.14	5.70	5.10	0.60	6.36	5.52	0.84	6.04	5.08	0.96
2. The campus staff are caring and helpful.	6.48	5.27	1.21	6.26	5.52	0.75	6.51	5.58	0.93	6.12	5.57	0.56	6.54	5.88	0.66	6.33	5.79	0.54
3. Faculty care about me as an individual.	6.40	5.38	1.02	5.92	5.51	0.41	6.37	5.57	0.80	5.91	5.51	0.40	6.35	5.84	0.50	6.37	5.75	0.62
4. Admissions staff are knowledgeable.	6.26	5.23	1.03	5.88	5.22	0.66	6.16	5.20	0.96	5.82	5.18	0.63	6.04	5.58	0.46	5.92	5.33	0.59
5. Financial aid counselors are helpful.	6.53	5.04	1.49	5.88	5.02	0.86	6.42	4.74	1.68	6.08	4.92	1.16	6.51	5.59	0.92	6.31	5.71	0.61
6. My academic advisor is approachable.	6.59	5.84	0.75	6.48	5.88	0.59	6.65	5.96	0.69	6.32	5.84	0.48	6.43	6.15	0.28	6.55	5.96	0.59
7. The campus is safe and secure for all students.	6.70	4.39	2.31	6.27	5.13	1.13	6.72	4.61	2.11	6.29	4.84	1.45	6.54	5.09	1.44	6.53	5.50	1.03
8. The content of the courses within my major is valuable.	6.67	5.65	1.02	6.33	5.48	0.84	6.71	5.85	0.86	6.52	5.72	0.80	6.60	5.69	0.91	6.69	5.42	1.27
9. A variety of intramural activities are offered.	5.03	5.25	-0.22	5.22	5.25	-0.04	4.60	5.16	-0.55	4.67	5.07	-0.40	5.15	5.35	-0.20	5.38	5.06	0.32
10. Administrators are approachable to students.	6.17	4.83	1.34	5.86	5.36	0.50	6.02	4.93	1.10	5.75	4.97	0.78	6.19	5.57	0.62	5.88	5.38	0.50
11. Billing policies are reasonable.	6.40	4.61	1.80	5.87	4.83	1.03	6.35	4.81	1.54	6.07	4.82	1.26	6.49	5.04	1.46	6.35	4.71	1.63
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.49	4.99	1.50	6.10	5.10	1.00	6.38	4.90	1.48	6.18	4.93	1.25	6.31	5.36	0.96	6.40	5.18	1.22
13. Library staff are helpful and approachable.	6.23	5.92	0.31	6.00	5.88	0.12	5.93	5.79	0.14	5.54	5.67	-0.13	6.36	6.14	0.21	6.06	6.04	0.02
14. My academic advisor is concerned about my success as an individual.	6.59	5.66	0.93	6.34	5.68	0.66	6.50	5.81	0.69	6.21	5.65	0.56	6.65	5.65	1.00	6.41	5.64	0.77
15. The staff in the health services area are competent.	6.53	5.22	1.31	6.25	5.33	0.92	6.47	5.23	1.24	6.05	5.24	0.81	6.61	5.09	1.52	6.53	5.52	1.01

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Response Rates: Spring 2018: 89%

**Cohort Type by Sex**  
**Spring 2018 Administration**  
*Items in Survey Order*

Item	African-American Females			African-American Males			Other Domestic Females			Other Domestic Males			International Females			International Males		
	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.	6.65	5.65	1.00	6.50	5.59	0.91	6.65	5.83	0.83	6.45	5.70	0.75	6.58	5.44	1.15	6.61	5.34	1.27
17. Adequate financial aid is available for most students.	6.66	5.54	1.12	6.33	5.49	0.84	6.71	5.66	1.04	6.40	5.55	0.86	6.77	5.77	1.00	6.65	5.81	0.84
18. Library resources and services are adequate.	6.35	5.90	0.45	6.15	5.64	0.51	6.25	5.81	0.44	5.96	5.69	0.26	6.46	6.04	0.43	6.33	5.67	0.67
19. My academic advisor helps me set goals to work toward.	6.33	5.26	1.07	5.97	5.12	0.85	6.14	5.28	0.86	5.93	5.25	0.67	6.50	5.32	1.18	6.24	5.27	0.97
20. The business office is open during hours which are convenient for most students.	6.22	4.51	1.71	5.59	4.73	0.86	6.04	4.48	1.56	5.85	4.43	1.42	6.11	5.11	1.00	5.81	4.96	0.85
21. The amount of student parking space on campus is adequate.	6.10	2.59	3.51	5.91	3.11	2.81	6.29	2.42	3.87	5.92	2.56	3.37	5.06	3.20	1.86	5.07	2.86	2.20
22. Counseling staff care about students as individuals.	6.42	4.86	1.56	6.24	5.11	1.13	6.47	4.89	1.57	5.98	4.89	1.09	6.18	5.08	1.10	5.71	4.93	0.77
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.58	4.05	2.53	6.49	4.25	2.24	6.57	4.14	2.43	6.27	4.29	1.98	6.72	4.64	2.08	6.37	4.65	1.73
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.07	4.43	0.63	5.05	4.05	1.00	4.48	4.08	0.39	4.52	4.16	0.36	4.37	4.24	0.13	5.33	4.26	1.08
25. Faculty are fair and unbiased in their treatment of individual students.	6.55	4.62	1.94	6.20	4.69	1.51	6.56	5.02	1.54	6.16	4.83	1.33	6.59	4.97	1.62	6.55	5.19	1.36
26. Computer labs are adequate and accessible.	5.98	5.12	0.86	6.02	5.11	0.90	5.76	5.16	0.60	5.60	5.10	0.50	6.04	5.62	0.42	6.14	5.16	0.98
27. The personnel involved in registration are helpful.	6.32	5.06	1.26	6.14	5.47	0.68	6.15	5.09	1.06	5.88	5.05	0.83	6.26	5.68	0.57	6.10	5.39	0.71
28. Parking lots are well-lighted and secure.	6.31	3.92	2.40	5.93	4.55	1.38	6.43	3.94	2.48	5.87	4.24	1.63	5.31	4.25	1.06	5.32	4.47	0.85
29. It is an enjoyable experience to be a student on this campus.	6.48	4.60	1.87	6.15	4.60	1.55	6.50	4.94	1.56	6.18	4.61	1.57	6.51	5.63	0.88	6.31	5.08	1.24

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**Cohort Type by Sex**  
**Spring 2018 Administration**  
*Items in Survey Order*

Item	African-American Females			African-American Males			Other Domestic Females			Other Domestic Males			International Females			International Males		
	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.	6.10	4.65	1.45	5.50	4.88	0.62	5.69	4.60	1.09	5.44	4.58	0.87	5.75	4.14	1.61	5.58	4.80	0.78
31. Males and females have equal opportunities to participate in intercollegiate athletics.	6.06	5.36	0.70	5.89	5.60	0.29	5.92	5.38	0.54	5.62	5.44	0.17	5.46	5.32	0.14	5.78	5.26	0.52
32. Tutoring services are readily available.	6.37	5.48	0.89	6.04	5.71	0.32	6.25	5.57	0.67	5.83	5.44	0.39	6.13	5.68	0.45	5.82	5.62	0.20
33. My academic advisor is knowledgeable about requirements in my major.	6.67	5.73	0.94	6.33	5.48	0.84	6.64	5.79	0.85	6.37	5.79	0.58	6.62	5.96	0.66	6.53	5.85	0.68
34. I am able to register for classes I need with few conflicts.	6.64	4.86	1.79	6.39	4.58	1.82	6.64	4.76	1.88	6.36	4.56	1.80	6.50	4.72	1.78	6.59	4.90	1.68
35. The assessment and course placement procedures are reasonable.	6.27	4.92	1.36	6.02	5.00	1.02	6.30	5.04	1.26	6.01	5.01	1.00	6.23	5.18	1.05	6.43	4.61	1.82
36. Security staff respond quickly in emergencies.	6.65	3.78	2.87	6.27	4.23	2.04	6.70	4.01	2.69	6.19	4.21	1.99	6.54	4.85	1.68	6.42	4.69	1.73
37. I feel a sense of pride about my campus.	6.02	4.96	1.05	5.43	4.79	0.64	5.87	5.30	0.58	5.40	4.85	0.55	6.11	5.78	0.33	6.12	5.15	0.96
38. There is an adequate selection of food available in the cafeteria.	6.43	3.10	3.33	6.18	3.75	2.44	6.38	3.59	2.79	6.08	3.84	2.24	6.58	3.56	3.02	6.31	3.53	2.78
39. I am able to experience intellectual growth here.	6.62	5.80	0.83	6.43	5.73	0.70	6.66	5.91	0.75	6.37	5.71	0.66	6.71	6.05	0.66	6.65	5.33	1.31
40. Residence hall regulations are reasonable.	6.34	4.29	2.05	6.12	4.47	1.65	6.32	3.90	2.42	6.03	4.10	1.92	6.23	4.55	1.69	5.88	4.08	1.81
41. There is a commitment to academic excellence on this campus.	6.40	5.81	0.60	6.03	5.58	0.45	6.53	5.95	0.58	6.17	5.69	0.48	6.72	6.24	0.48	6.47	5.62	0.86
42. There are a sufficient number of weekend activities for students.	5.84	4.12	1.72	5.64	4.44	1.21	5.46	4.51	0.95	5.23	4.28	0.95	5.75	5.00	0.75	5.63	4.48	1.15
43. Admissions counselors respond to prospective students' unique needs and requests.	6.32	5.18	1.14	5.88	5.28	0.60	6.00	5.12	0.88	5.74	5.09	0.65	5.74	5.22	0.52	5.89	5.28	0.61

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44. Academic support services adequately meet the needs of students.	6.39	5.07	1.32	6.07	5.21	0.85	6.25	5.14	1.11	5.89	5.14	0.75	6.44	5.53	0.91	6.02	5.44	0.58
45. Students are made to feel welcome on this campus.	6.49	5.21	1.28	6.22	5.28	0.93	6.49	5.39	1.11	6.05	5.12	0.93	6.56	5.84	0.72	6.41	5.40	1.01
46. I can easily get involved in campus organizations.	6.16	5.18	0.97	5.97	5.51	0.46	5.94	5.21	0.72	5.50	5.14	0.35	6.16	5.62	0.54	5.86	5.64	0.22
47. Faculty provide timely feedback about student progress in a course.	6.53	4.68	1.84	6.18	5.25	0.93	6.40	4.83	1.57	6.13	4.78	1.35	6.51	5.25	1.26	6.32	5.37	0.95
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.34	4.44	1.90	6.08	4.87	1.22	6.21	4.67	1.53	5.92	4.53	1.40	5.78	5.14	0.64	6.02	5.07	0.95
49. There are adequate services to help me decide upon a career.	6.49	5.18	1.31	6.23	5.05	1.18	6.40	5.22	1.19	5.97	5.06	0.91	6.50	5.29	1.21	6.55	5.62	0.93
50. Class change (drop/add) policies are reasonable.	6.35	5.38	0.97	6.17	5.55	0.61	6.26	5.44	0.82	5.95	5.21	0.74	6.32	5.26	1.05	6.43	5.14	1.29
51. This institution has a good reputation within the community.	6.15	5.39	0.76	5.85	5.53	0.31	6.11	5.42	0.69	5.64	4.98	0.66	6.36	5.95	0.41	6.49	6.02	0.47
52. The student center is a comfortable place for students to spend their leisure time.	5.99	4.79	1.20	6.02	5.30	0.71	5.71	4.78	0.93	5.26	4.65	0.61	5.40	5.08	0.32	5.63	4.52	1.11
53. Faculty take into consideration student differences as they teach a course.	6.44	4.74	1.70	6.09	4.93	1.15	6.43	5.05	1.38	6.02	4.95	1.07	6.63	5.12	1.50	6.51	4.94	1.57
54. Bookstore staff are helpful.	5.82	5.01	0.81	5.75	5.07	0.67	5.54	4.78	0.76	5.25	4.73	0.52	5.55	4.80	0.75	5.57	4.91	0.66
55. Major requirements are clear and reasonable.	6.56	5.36	1.20	6.33	5.37	0.97	6.55	5.52	1.02	6.25	5.37	0.88	6.53	5.78	0.76	6.55	5.53	1.02
56. The student handbook provides helpful information about campus life.	5.78	4.74	1.04	5.53	5.02	0.52	5.64	4.77	0.86	5.22	4.67	0.55	5.64	5.36	0.28	5.92	5.15	0.77
57. I seldom get the "run-around" when seeking information on this campus.	6.25	4.33	1.92	6.19	4.72	1.47	6.20	4.08	2.11	5.96	4.14	1.82	6.30	4.83	1.47	5.63	5.00	0.63

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	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.	6.50	5.35	1.15	6.17	5.50	0.67	6.59	5.64	0.95	6.24	5.46	0.77	6.52	5.39	1.13	6.45	5.54	0.91
59. This institution shows concern for students as individuals.	6.47	5.01	1.47	6.15	5.15	1.00	6.51	5.10	1.41	6.07	4.87	1.20	6.64	5.69	0.95	6.37	5.56	0.81
60. I generally know what's happening on campus.	5.99	5.02	0.98	5.92	5.22	0.70	6.00	4.89	1.11	5.57	4.85	0.71	5.91	4.95	0.97	5.61	5.17	0.43
61. Adjunct faculty are competent as classroom instructors.	6.23	5.13	1.11	5.98	5.25	0.74	6.17	5.33	0.84	5.83	5.29	0.54	6.32	5.51	0.81	6.31	5.36	0.94
62. There is a strong commitment to racial harmony on this campus.	6.48	5.12	1.36	6.08	5.22	0.86	6.56	5.67	0.89	6.08	5.57	0.51	6.47	5.67	0.80	6.28	5.37	0.91
63. Student disciplinary procedures are fair.	6.35	4.56	1.79	6.00	4.93	1.07	6.31	4.78	1.53	5.96	4.78	1.18	6.21	5.00	1.21	6.19	4.98	1.21
64. New student orientation services help students adjust to college.	6.36	4.93	1.43	5.97	5.07	0.90	6.12	4.92	1.20	5.76	4.89	0.87	6.34	5.53	0.81	6.39	5.43	0.96
65. Faculty are usually available after class and during office hours.	6.54	5.71	0.84	6.36	5.86	0.49	6.47	5.78	0.69	6.10	5.63	0.47	6.66	6.22	0.43	6.43	6.15	0.28
66. Tuition paid is a worthwhile investMalest.	6.68	5.90	0.78	6.33	6.02	0.31	6.66	6.14	0.52	6.31	5.79	0.53	6.69	6.32	0.37	6.57	6.14	0.43
67. Freedom of expression is protected on campus.	6.59	5.18	1.41	6.15	5.03	1.12	6.52	5.38	1.14	6.19	4.93	1.26	6.60	5.61	1.00	6.30	4.74	1.56
68. Nearly all of the faculty are knowledgeable in their field.	6.65	5.63	1.02	6.32	5.93	0.38	6.67	6.00	0.66	6.38	5.88	0.50	6.52	5.75	0.76	6.56	5.69	0.87
69. There is a good variety of courses provided on this campus.	6.57	5.44	1.13	6.37	5.49	0.88	6.61	5.64	0.97	6.23	5.42	0.81	6.43	5.45	0.98	6.55	5.12	1.43
70. Graduate teaching assistants are competent as classroom instructors.	6.20	4.99	1.21	5.73	5.16	0.57	6.05	5.12	0.93	5.79	5.07	0.71	5.97	5.00	0.97	6.24	4.94	1.30
71. Channels for expressing student complaints are readily available.	6.34	4.51	1.84	6.02	5.00	1.02	6.20	4.51	1.69	5.94	4.37	1.57	6.15	5.10	1.05	6.14	4.54	1.60
72. On the whole, the campus is well-maintained.	6.40	5.41	0.99	6.15	5.28	0.87	6.36	5.52	0.84	6.01	5.34	0.67	6.49	5.79	0.70	6.33	5.50	0.83
73. Student activities fees are put to good use.	6.35	4.63	1.72	6.12	4.76	1.36	6.23	4.67	1.56	5.83	4.47	1.36	6.21	5.61	0.60	5.96	4.94	1.02

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Response Rates: Spring 2018: 89%

# Strengths and Challenges Berea and Four-Year Private Institutions All Students (N = 1,285)

2018 Noel Levitz Student  
Satisfaction Inventory

## CHALLENGES

Very Important  
**HIGHER PRIORITY**

## STRENGTHS

- **The campus is safe and secure for all students** (Strength for National)
- I am able to register for classes I need with few conflicts.\*
- Security staff respond quickly in emergencies.\*
- Living conditions in the residence halls are comfortable.\* (Lower Priority for National)
- Faculty are fair and unbiased in their treatment of individual students.\*
- It is an enjoyable experience to be a student on this campus.\*
- Faculty provide timely feedback about student progress in a course.\*
- Financial aid counselors are helpful.\*
- There is an adequate selection of food available in the cafeteria.\* (Lower Priority for National)
- Billing policies are reasonable.\* (Lower priority for National)
- **Residence hall regulations are reasonable.**

- The content of the courses within my major is valuable.\*
- **Adequate financial aid is available for most students.** (Challenge for National)
- The instruction in my major field is excellent.\*
- I am able to experience intellectual growth here.\*
- My academic advisor is knowledgeable about requirements in my major.\*
- Nearly all of the faculty are knowledgeable in their field\*
- **Tuition paid is a worthwhile investment.** (Challenge for National)
- My academic advisor is approachable.\*
- **There is a good variety of courses provided on this campus.**
- The quality of 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.\*
- **There is a strong commitment to racial harmony 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.**

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 disciplinary procedure are fair.**
- **Parking lots are well-lighted and secure.**
- Channels for expressing student complaints are readily available.\*
- I seldom get the “run-around” when seeking information on this campus.\*
- Admissions counselors accurately portray the campus in their recruiting practices.\*
- 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.**

- Library resources and services are adequate.\*
- 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

Males: N = 517  
Females: N = 741

2018 Noel Levitz Student  
Satisfaction Inventory

## All Students by Sex

### CHALLENGES

Very Important  
**HIGHER PRIORITY**

### STRENGTHS

- The campus is safe and secure for all students.
- I am able to register for classes I need with few conflicts.
- Security staff respond quickly in emergencies.
- Living conditions in the residence halls are comfortable.
- It is an enjoyable experience to be a student on this campus.
- Faculty provide timely feedback about student progress in a course.
- There is an adequate selection of food available in the cafeteria.
- Billing policies are reasonable.
  
- *Faculty are fair and unbiased in their treatment of individual students.*
- *Freedom of expression is protected on campus.*
- *Financial aid awards are announced to students in time to be helpful in college planning.*
- *Residence hall regulations are reasonable (Lower priority for females)*
  
- *Financial aid counselors are helpful.*
- *Parking lots are well-lighted and secure (Lower priority for all and males)*

- The content of the courses within my major is valuable.
- Adequate financial aid is available for most students.
- The instruction in my major field is excellent.
- I am able to experience intellectual growth here.
- My academic advisor is knowledgeable about requirements in my major.
- Nearly all of the faculty are knowledgeable in their field.
- Tuition paid is a worthwhile investment.
- My academic advisor is approachable.
- The quality of 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.
- There is a strong commitment to racial harmony 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. (lower priority for males)*
- *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.

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.
- Admissions counselors accurately portray the campus in their recruiting practices.
- 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.
  
- *Bookstore staff are helpful.*
- *The student handbook provides helpful information about campus life.*
  
- *Student disciplinary procedures are fair.*

- Library resources and services are adequate.
- Tutoring services are readily available.
- Library staff are helpful and approachable.
  
- *Males and females have equal opportunities to participate in intercollegiate athletics.*

FOR BOTH MALES AND FEMALES, BUT NOT ALL STUDENTS

- 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.

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 males while items in dark pink are only for females. 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, Males, and Females

**Strengths and Challenges**  
**Berea and Four-Year Private Institutions**  
**Male Students (N = 517)**

2018 Noel Levitz Student  
Satisfaction Inventory

**CHALLENGES**

Very Important  
**HIGHER PRIORITY**

**STRENGTHS**

- I am able to register for classes I need with few conflicts.\*
- **The campus is safe and secure for all students.** (Strength for National)
- Living conditions in the residence halls are comfortable. (Lower priority for National)
- Security staff respond quickly in emergencies.\*
- Faculty are fair and unbiased in their treatment of individual students.\*
- **Freedom of expression is protected on campus.**
- It is an enjoyable experience to be a student on this campus.\*
- Financial aid awards are announced to students in time to be helpful in college planning.\*
- Faculty provide timely feedback about student progress in a course.\*
- There is an adequate selection of food available in the cafeteria. (Lower priority for National)
- Billing policies are reasonable. (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.\*
- **Adequate financial aid is available for most students.** (Challenge for National)
- I am able to experience intellectual growth here.\*
- Nearly all of the faculty are knowledgeable in their field.\*
- My academic advisor is knowledgeable about requirements in my major.\*
- My academic advisor is approachable.\*
- **Tuition paid is a worthwhile investment.** (Challenge for National)
- **The quality of instruction I receive in most of my classes is excellent.** (Challenge for National)
- 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.\*
- There is a strong commitment to racial harmony on this campus. (Lower priority for National)

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

- Channels for expressing student complaints are readily available.\*
- I seldom get the 'run-around' when seeking information on this campus.\*
- Admissions counselors accurately portray the campus in their recruiting practices.\*
- Student activities fees are put to good use.\*
- The amount of student parking space on campus is adequate.\*
- **Parking lots are well-lighted and secure.**
- **The business office is open during hours which are convenient for most students.**
- Residence hall staff are concerned about me as an individual.\*
- The student center is a comfortable place for students to spend their leisure time.\*
- **Bookstore staff are helpful.**
- **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.\*

- Library resources and services are adequate.\*
- Faculty care about me as an individual. (Higher priority for National)
- Tutoring services are readily available.\*
- Males and females have equal opportunities to participate in intercollegiate athletics.\*
- 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 male students.**

# Strengths and Challenges Berea and Four-Year Private Institutions Female Students (N = 741)

2018 Noel Levitz Student  
Satisfaction Inventory

## CHALLENGES

Very Important  
**HIGHER PRIORITY**

## STRENGTHS

- **The campus is safe and secure for all students.** (Strength for National)
- Security staff respond quickly in emergencies.\*
- I am able to register for classes I need with few conflicts.\*
- Living conditions in the residence halls are comfortable.\*
- **It is an enjoyable experience to be a student on this campus.**
- Financial aid counselors are helpful.\*
- Faculty provide timely feedback about student progress in a course.\*
- There is an adequate selection of food available in the cafeteria. (Lower priority for National)
- Billing policies are reasonable. (Lower priority for National)
- Parking lots are well-lighted and secure. (Lower priority for National)

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.

- **Adequate financial aid is available for most students.** (Challenge for National)
- The content of the courses within my major is valuable.\*
- **Tuition paid is a worthwhile investment.** (Challenge for National)
- I am able to experience intellectual growth here.\*
- The instruction in my major field is excellent.\*
- My academic advisor is knowledgeable about requirements in my major.\*
- Nearly all of the faculty are knowledgeable in their field.\*
- My academic advisor is approachable.\*
- **There is a good variety of courses provided on this campus.**
- The quality of instruction I receive in most of my classes is excellent.\*
- My academic advisor is concerned about my success as an individual.\*
- **There is a strong commitment to racial harmony on this campus.**
- 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.\*
- **Faculty care about me as an individual.**

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

Very Dissatisfied

**LOWER PRIORITY**

Very Satisfied

- Residence hall regulations are reasonable.\*
- **Student disciplinary procedures are fair.**
- Student activities fees are put to good use.\*
- Channels for expressing student complaints are readily available.\*
- **Admissions counselors accurately portray the campus in their recruiting practices.**
- I seldom get the 'run-around' when seeking information on this campus.\*
- The amount of student parking space on campus is adequate.\*
- **The business office is open during hours which are convenient for most students.**
- 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.\*

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 resources and services are adequate.\*
- Tutoring services are readily available.\*
- Library staff are helpful and approachable.\*

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 female students.**

**Strengths and Challenges**  
**Berea and Four-Year Private Institutions**  
**African-American Students\*\* (N = 255)**

2018 Noel Levitz Student  
Satisfaction Inventory

**CHALLENGES**

Very Important  
**HIGHER PRIORITY**

**STRENGTHS**

- **The campus is safe and secure for all students.** (Strength for National)
- I am able to register for classes I need with few conflicts.\*
- Living conditions in the residence halls are comfortable. (Lower priority for National)
- Security staff respond quickly in emergencies.\*
- Faculty are fair and unbiased in their treatment of individual students.\*
- **Faculty provide timely feedback about student progress in a course.**
- It is an enjoyable experience to be a student on this campus.\*
- 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.\*

- The instruction in my major field is excellent.\*
- **Tuition paid is a worthwhile investment.** (Challenge for National)
- My academic advisor is knowledgeable about requirements in my major.\*
- The content of the courses within my major is valuable.\*
- **Adequate financial aid is available for most students.** (Challenge for National)
- I am able to experience intellectual growth here.\*
- Nearly all of the faculty are knowledgeable in their field.\*
- My academic advisor is approachable.\*
- My academic advisor is concerned about my success as an individual.\*
- **There is a good variety of courses provided on this campus.**
- Faculty are usually available after class and during office hours.\*
- There is a commitment to academic excellence on this campus.\*
- **Class change (drop/add) policies are reasonable.**
- 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.\*
- **Residence hall regulations are reasonable.**
- **Admissions counselors accurately portray the campus in their recruiting.**
- Billing policies are reasonable.\*
- **Student disciplinary procedures are fair.**
- Channels for expressing student complaints are readily available.\*
- I seldom get the "run-around" when seeking information on this campus.\*
- **Parking lots are well lighted and secure.**
- **The business office is open during the 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 intercollegiate athletic programs contribute to a strong sense of school spirit.\*

- Tutoring services are readily available. (Higher priority for National)
- **Faculty care about me as an individual.**
- Library staff are helpful and approachable.\*
- **This institution has a good reputation within the community.**
- **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.**

\*\*Based on official college information (which includes those students who chose more than one race).

# Strengths and Challenges Berea and Four-Year Private Institutions African-American Students\*\* by Sex

Males: N = 61  
Females: N = 194

2018 Noel Levitz Student  
Satisfaction Inventory

## CHALLENGES

Very Important  
**HIGHER PRIORITY**

## STRENGTHS

- The campus is safe and secure for all students.
- I am able to register for classes I need with few conflicts.
- Living conditions in the residence halls are comfortable.
- 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.
- There is an adequate selection of food available in the cafeteria.
  
- Counseling staff care about students as individuals.
- There are adequate services to help me decide upon a career.
- I seldom get the 'run-around' when seeking information on this campus. (*Lower priority for females and all*)
- Freedom of expression is protected on campus.
- Student activities fees are put to good use (*Lower priority for females and all*)
- Residence hall regulations are reasonable (*Lower priority for females and all*)
- *Faculty take into consideration student differences as they teach a course.*
  
- *Billing policies are reasonable. (Lower priority for males and all)*
- *Faculty provide timely feedback about student progress in a course.*

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

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.
- Student disciplinary procedures are fair.
- 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
- There are a sufficient number of weekend activities for students.
- The intercollegiate athletic programs contribute to a strong sense of school spirit.
  
- Most students feel a sense of belonging here.
- I feel a sense of pride about my campus.
- *The business office is open during the hours which are convenient for most students.*
  
- *Channels for expressing student complaints are readily available.*

- Tutoring services are readily available.
- Library staff are helpful and approachable.
- This institution has a good reputation within the community.
  
- *I can easily get involved in campus organizations.*
- *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: Seven-point scales were used. Items in blue are only for males while items in dark pink are only for females. 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, Males, and Females

\*\*Based on official college information (which includes those students who chose more than one race).

# Strengths and Challenges

**All Other Domestic Students (N = 914)**

2018 Noel Levitz Student  
Satisfaction Inventory

## CHALLENGES

Very Important  
**HIGHER PRIORITY**

## STRENGTHS

- The campus is safe and secure for all students.
- I am able to register for classes I need with few conflicts.
- Security staff respond quickly in emergencies.
- Living conditions in the residence halls are comfortable.
- Faculty are fair and unbiased in their treatment of individual students.
- It is an enjoyable experience to be a student on this campus.
- Financial aid awards are announced to students in time to be helpful in college planning.
- Faculty provide timely feedback about student progress in a course.
- Financial aid counselors are helpful.
- There is an adequate selection of food available in the cafeteria.
- Billing policies are reasonable.
- Residence hall regulations are reasonable.
- Parking lots are well-lighted and secure.

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

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**

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

- Faculty care about me as an individual.
- Library resources and services are adequate.
- 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

Males: N = 410  
Females: N = 504

2018 Noel Levitz Student  
Satisfaction Inventory

## All Other Domestic Students by Sex

### CHALLENGES

Very Important  
HIGHER PRIORITY

### STRENGTHS

- The campus is safe and secure for all students.
- I am able to register for classes I need with few conflicts.
- Security staff respond quickly in emergencies.
- Living conditions in the residence halls are comfortable.
- Faculty are fair and unbiased in their treatment of individual students.
- It is an enjoyable experience to be a student on this campus.
- Faculty provide timely feedback about student progress in a course.
- There is an adequate selection of food available in the cafeteria.
- Billing policies are reasonable.
- *Freedom of expression is protected on campus.*
- *Financial aid awards are announced to students in time to be helpful in college planning.*
- *Residence hall regulations are reasonable. (Lower priority for females)*
- *Counseling staff care about students as individuals.*
- *Parking lots are well-lighted and secure. (Lower priority for males)*
- *Financial aid counselors are helpful.*

- The content of the courses within my major is valuable.
- Adequate financial aid is available for most students.
- The instruction in my major field is excellent.
- Nearly all of the faculty are knowledgeable in their field.
- I am able to experience intellectual growth here.
- My academic advisor is knowledgeable about requirements in my major.
- Tuition paid is a worthwhile investment.
- My academic advisor is approachable.
- The quality of instruction I receive in most of my classes is excellent.
- There is a commitment to academic excellence on this campus.
- My academic advisor is concerned about my success as an individual.
- There is a strong commitment to racial harmony 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. (Lower priority for males and all)*
- *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.

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

Very Dissatisfied

LOWER PRIORITY

Very Satisfied

- The amount of student parking space on campus is adequate.
- I seldom get the 'run-around' when seeking information on this campus.
- Channels for expressing student complaints are readily available.
- Admissions counselors accurately portray the campus in their recruiting practices.
- Student activities fees are put to good use.
- The business office is open during hours which are convenient for most students.
- Residence hall staff are concerned about me as an individual.
- 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.
- *The student center is a comfortable place for students to spend their leisure time.*
- *Bookstore staff are helpful.*
- *Student disciplinary procedures are fair.*

- Library resources and services are adequate.
- Tutoring services are readily available.
- 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: Seven-point scales were used. Items in blue are only for males while items in dark pink are only for females. 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, Males, and Females

# Strengths and Challenges Berea and Four-Year Private Institutions International Students (N = 112)

2018 Noel Levitz Student  
Satisfaction Inventory

## CHALLENGES

Very Important  
**HIGHER PRIORITY**

## STRENGTHS

- The instruction in my major field is excellent.\*
- The staff in the health services area are competent. (Lower priority for National)
- Faculty take into consideration student differences as they teach a course.\*
- Faculty are fair and unbiased in their treatment of individual students.
- Living conditions in the residence halls are comfortable.\*
- I am able to register for classes I need with few conflicts.\*
- The campus is safe and secure for all students. (Strength for National)
- There is a good variety of courses provided on this campus.\*
- Security staff respond quickly in emergencies.
- Freedom of expression is protected on campus.
- There is an adequate selection of food available in the cafeteria. (Lower priority for National)
- Billing polices are reasonable. (Lower priority for National)

- Adequate financial aid is available for most students. (Challenge for National)
- I am able to experience intellectual growth here.\*
- Tuition paid is a worthwhile investment. (Challenge for National)
- There is a commitment to academic excellence on this campus.
- My academic advisor is knowledgeable about requirements in my major.\*
- Faculty are usually available after class and during office hours.\*
- Major requirements are clear and reasonable.\*
- My academic advisor is concerned about my success as an individual.
- Nearly all of the faculty are knowledgeable in their field.\*
- Students are made to feel welcome on this campus.\*
- My academic advisor is approachable.\*
- The campus staff are caring and helpful.\*
- This institution has a good reputation within the community.\*
- On the whole, the campus is well-maintained.\*
- Financial aid counselors are helpful. (Low Priority Challenge for National)
- Library resources and services are adequate.\*

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

- The assessment and course placement procedures are reasonable.
- Student disciplinary procedures are fair.
- Channels for expressing student complaints are readily available.\*
- Graduate teaching assistants are competent as classroom instructors.
- Residence hall regulations are reasonable.
- I seldom get the "run-around" when seeking information on this campus.
- Counseling staff care about students as individuals.
- There are a sufficient number of weekend activities for students.
- Residence hall staff are concerned about me as an individual.
- Bookstore staff are helpful. (Low priority Strength for National)
- The student center is a comfortable place for students to spend their leisure time.
- Parking lots are well-lighted and secure.
- The amount of student parking space on campus is adequate.\*
- The intercollegiate athletics programs contribute to a strong sense of school spirit.

- Faculty care about me as an individual.
- Library staff are helpful and approachable.\*
- Tutoring services are readily available.

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

## Hispanic Students (N = 155)

2018 Noel Levitz Student  
Satisfaction Inventory

### CHALLENGES

Very Important  
HIGHER PRIORITY

### STRENGTHS

- I am able to register for classes I need with few conflicts.
- Living conditions in the residence halls are comfortable.
- Security staff respond quickly in emergencies.
- The campus is safe and secure for all students.
- It is an enjoyable experience to be a student on this campus.
- 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.
- Faculty provide timely feedback about student progress in a course.
- Counseling staff care about me as individuals.
- Residence hall regulations are reasonable.
- Student disciplinary procedures are fair.

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

Very Satisfied

LOWER PRIORITY

- Parking lots are well-lighted and secure.
- Student activities fees are put to good use.
- There is an adequate selection of food available in the cafeteria.
- Channels for expressing student complaints are readily available.
- Admissions counselors accurately portray the campus in their recruiting practices.
- The business office is open during hours which are convenient for most students.
- The amount of student parking space on campus is adequate.
- I seldom get the 'run-around' when seeking information on this campus.
- 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 student handbook provides helpful information about campus life.
- Bookstore staff are helpful.
- 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.
- 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

Males: N = 65  
Females: N = 90

2018 Noel Levitz Student  
Satisfaction Inventory

## Hispanic Students by Sex

### CHALLENGES

Very Important  
HIGHER PRIORITY

### STRENGTHS

- I am able to register for classes I need with few conflicts.
- Living conditions in the residence halls are comfortable.
- Security staff respond quickly in emergencies.
- The campus is safe and secure for all students.
- It is an enjoyable experience to be a student on this campus.
- 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.*
- *Faculty take into consideration student differences as they teach a course.*
- *Residence hall regulations are reasonable.* (Lower priority for females)
- *Counseling staff care about me as individuals.*
- *Student disciplinary procedures are fair.*
- *Faculty are fair and unbiased in their treatment of individual students.*
- *Parking lots are well-lighted and secure.* (Lower priority for males and all)

- The content of the courses within my major is valuable.
- Nearly all of the faculty are knowledgeable in their field.
- I am able to experience intellectual growth here.
- My academic advisor is approachable.
- Tuition paid is a worthwhile investment.
- My academic advisor is knowledgeable about requirements in my major.
- Adequate financial aid is available for most students.
- The instruction in my major field 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.
- *There is a strong commitment to racial harmony on this campus.*
- *Library resources and services are adequate.* (Lower priority for females)
- *On the whole, the campus is well-maintained.*
- *There is a good variety of courses provided on this campus.*
- *The quality of instruction I receive in most of my classes is excellent.*
- *The campus staff are caring and helpful.* (Lower priority for males)
- *Freedom of expression is protected on campus.*
- *Faculty care about me as an individual.* (Lower priority for males and all)

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.
- There is an adequate selection of food available in the cafeteria.
- 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.
- I seldom get the 'run-around' when seeking information on this campus.
- 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 student handbook provides helpful information about campus life.
- Bookstore staff are helpful.
- The intercollegiate athletic programs contribute to a strong sense of school spirit.
- *Admissions counselors accurately portray the campus in their recruiting practices.*
- *The assessment and course placement procedures are reasonable.*

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

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 males while items in dark pink are only for females. 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, Males, and Females.

# Strengths and Challenges

All Students from At-Risk or Distressed Counties (N = 294)

2018 Noel Levitz Student Satisfaction Inventory

## CHALLENGES

Very Important  
HIGHER PRIORITY

## STRENGTHS

- The campus is safe and secure for all students.
- I am able to register for classes I need with few conflicts.
- Security staff respond quickly in emergencies.
- Living conditions in the residence halls are comfortable.
- Faculty are fair and unbiased in their treatment of individual students.
- It is an enjoyable experience to be a student on this campus.
- Faculty provide timely feedback about student progress in a course.
- There is an adequate selection of food available in the cafeteria.
- Financial aid counselors are helpful.
- Parking lots are well-lighted and secure.
- Residence hall regulations are reasonable.
- The amount of student parking space on campus is adequate.
- Billing policies are reasonable.

- 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.
- Nearly all of the faculty are knowledgeable in their field.
- My academic advisor is approachable.
- I am able to experience intellectual growth here.
- Tuition paid is a worthwhile investment.
- The quality of instruction I receive in most of my classes is excellent.
- There is a good variety of courses provided on this campus.
- Major requirements are clear and reasonable.
- There is a commitment to academic excellence on this campus.
- My academic advisor is concerned about my success as an individual.
- The campus staff are caring and helpful.
- There is a strong commitment to racial harmony on this campus.
- Faculty are usually available after class and during office hours.

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 disciplinary procedures are fair.
- 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.
- Student activities fees are put to good use.
- The business office is open during hours which are convenient for most students.
- Residence hall staff are concerned about me as an individual.
- 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.

- On the whole, the campus is well-maintained.
- Faculty care about me as an individual.
- Library resources and services are adequate.
- 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

Males: N = 124  
Females: N = 170

2018 Noel Levitz Student  
Satisfaction Inventory

## Students from At-Risk or Distressed Counties by Sex

### CHALLENGES

Very Important  
HIGHER PRIORITY

### STRENGTHS

- The campus is safe and secure for all students.
- I am able to register for classes I need with few conflicts.
- Security staff respond quickly in emergencies.
- Living conditions in the residence halls are comfortable.
- Faculty are fair and unbiased in their treatment of individual students.
- Faculty provide timely feedback about student progress in a course.
- There is an adequate selection of food available in the cafeteria.
- The amount of student parking space on campus is adequate.
- *Billing policies are reasonable.* (Lower priority for females)
- *It is an enjoyable experience to be a student on this campus.*
- *Freedom of expression is protected on campus.*
- *This institution shows concern for students as individuals.*
- *Counseling staff care about students as individuals.*
- *Financial aid counselors are helpful.*
- *Parking lots are well-lighted and secure.* (Lower priority for males)
- *Residence hall regulations are reasonable.* (Lower priority for males)

- 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.
- Nearly all of the faculty are knowledgeable in their field.
- My academic advisor is approachable.
- I am able to experience intellectual growth here.
- Tuition paid is a worthwhile investment.
- The quality of instruction I receive in most of my classes is excellent.
- There is a good variety of courses provided on this campus.
- There is a commitment to academic excellence on this campus.
- My academic advisor is concerned about my success as an individual.
- The campus staff are caring and helpful.
- There is a strong commitment to racial harmony on this campus.
- Faculty are usually available after class and during office hours.
- *Major requirements are clear and reasonable.*
- *Library resources and services are adequate.* (Lower priority for all and females)
- *Adequate financial aid is available for most 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

- Student disciplinary procedures are fair.
- 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.
- Student activities fees are put to good use.
- The business office is open during hours which are convenient for most students.
- There are a sufficient number of weekend activities for students.
- The intercollegiate athletic programs contribute to a strong sense of school spirit.
- *The student handbook provides helpful information about campus life.*
- *I generally know what's happening on campus.*
- *The student center is a comfortable place for students to spend their leisure time.*
- *Residence hall staff are concerned about me as an individual.*

- On the whole, the campus is well-maintained.
- Library staff are helpful and approachable.
- *Faculty care about me as an individual.*
- *Tutoring services are readily available.*

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 males while items in dark pink are only for females. 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, Males, and Females.

# Strengths and Challenges

## White Males from At-Risk or Distressed Counties (N = 115)

2018 Noel Levitz Student Satisfaction Inventory

### CHALLENGES

Very Important  
HIGHER PRIORITY

### STRENGTHS

- The campus is safe and secure for all students.
- I am able to register for classes I need with few conflicts.
- Security staff respond quickly in emergencies.
- Living conditions in the residence halls are comfortable.
- Faculty are fair and unbiased in their treatment of individual students.
- Freedom of expression is protected on campus.
- There is an adequate selection of food available in the cafeteria.
- It is an enjoyable experience to be a student on this campus.
- Billing policies are reasonable.
- The amount of student parking space on campus is adequate.
- This institution shows concern for students as individuals.
- Parking lots are well-lighted and secure.

- 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.
- My academic advisor is approachable.
- Nearly all of the faculty are knowledgeable in their field.
- I am able to experience intellectual growth here.
- There is a good variety of courses provided on this campus.
- The quality of instruction I receive in most of my classes is excellent.
- Major requirements are clear and reasonable.
- 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.
- 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.
- Student disciplinary procedures are fair.
- 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.
- Student activities fees are put to good use.
- This institution has a good reputation within the community.
- The student handbook provides helpful information about campus life.
- 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.

- There is a strong commitment to racial harmony on this campus.
- Faculty care about me as an individual..
- 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

2018 Noel Levitz Student  
Satisfaction Inventory

**All Freshmen (N = 393)**

## CHALLENGES

Very Important  
**HIGHER PRIORITY**

## STRENGTHS

- I am able to register for classes I need with few conflicts.
- The campus is safe and secure for all students.
- Security staff respond quickly in emergencies.
- Living conditions in the residence halls are comfortable.
- Major requirements are clear and reasonable.
- It is an enjoyable experience to be a student on this campus.
- Faculty are fair and unbiased in their treatment of individual students.
- My academic advisor is knowledgeable about requirements in my major.
- There is an adequate selection of food available in the cafeteria.
- Faculty provide timely feedback about student progress in a course.
- The assessment and course placement procedures are reasonable.
- Faculty take into consideration student differences as they teach a course.
- Residence hall regulations are reasonable.

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

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.
- Student activities fees are put to good use.
- Channels for expressing student complaints are readily available.
- I seldom get the 'run-around' when seeking information on this campus.
- Parking lots are well-lighted and secure.
- The business office is open during hours which are convenient for most students.
- Residence hall staff are concerned about me as an individual.
- The amount of student parking space on campus is adequate.
- Bookstore staff are helpful.
- There are a sufficient number of weekend activities for students.
- The intercollegiate athletic programs contribute to a strong sense of school spirit.

- Library resources and services are adequate.
- Tutoring services are readily available.
- Faculty care about me as an individual.
- Males and females have equal opportunities to participate in intercollegiate athletics.
- 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 Sophomores (N = 319)

2018 Noel Levitz Student Satisfaction Inventory

## CHALLENGES

Very Important  
HIGHER PRIORITY

## STRENGTHS

- I am able to register for classes I need with few conflicts.
- The campus is safe and secure for all students.
- 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.
- 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.
- It is an enjoyable experience to be a student on this campus.
- Faculty provide timely feedback about student progress in a course.
- There is an adequate selection of food available in the cafeteria.
- This institution shows concern for students as individuals.
- Billing policies are reasonable.

- The content of the courses within my major is valuable.
- My academic advisor is knowledgeable about requirements in my major.
- Adequate financial aid is available for most students.
- The instruction in my major field is excellent.
- I am able to experience intellectual growth here.
- Nearly all of the faculty are knowledgeable in their field.
- My academic advisor is approachable.
- Tuition paid is a worthwhile investment.
- There is a good variety of courses provided on this campus.
- 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.
- 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.
- 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

- Residence hall regulations are reasonable.
- Student disciplinary procedures are fair.
- Admissions counselors accurately portray the campus in their recruiting practices.
- Channels for expressing student complaints are readily available.
- The amount of student parking space on campus is adequate.
- I seldom get the "run-around" when seeking information on this campus.
- Parking lots are well-lighted and secure.
- Student activities fees are put to good use.
- The business office is open during hours which are convenient for most students.
- 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.

- Library resources and services are adequate..
- 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 = 317)

2018 Noel Levitz Student  
Satisfaction Inventory

## CHALLENGES

Very Important  
HIGHER PRIORITY

## STRENGTHS

- I am able to register for classes I need with few conflicts.
- The campus is safe and secure for all students.
- 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.
- It is an enjoyable experience to be a student on this campus.
- Faculty provide timely feedback about student progress in a course.
- Student disciplinary procedures are fair.
- Financial aid awards are announced to students in time to be helpful in college planning.
- There is an adequate selection of food available in the cafeteria.
- Residence hall regulations are reasonable.

- My academic advisor is knowledgeable about requirements in my major.
- The content of the courses within my major is valuable.
- Tuition paid is a worthwhile investment.
- Nearly all of the faculty are knowledgeable in their field.
- The instruction in my major field is excellent.
- I am able to experience intellectual growth here.
- My academic advisor is approachable.
- Adequate financial aid is available for most students.
- The quality of instruction I receive in most of my classes is excellent.
- Major requirements are clear and reasonable.
- 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.
- The campus staff are caring and helpful.
- On the whole, the campus is well-maintained.
- 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

- Billing policies are reasonable.
- Parking lots are well-lighted and secure.
- 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.
- I seldom get the 'run-around' when seeking information on this campus.
- Admissions counselors accurately portray the campus in their recruiting practices.
- The business office is open during hours which are convenient for most students.
- 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.

- Library resources and services are adequate.
- 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

2018 Noel Levitz Student  
Satisfaction Inventory

**All Seniors (N = 250)**

## CHALLENGES

Very Important  
**HIGHER PRIORITY**

## STRENGTHS

- The campus is safe and secure for all students.
- 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.
- Financial aid counselors are helpful.
- I seldom get the “run-around” when seeking information on this campus.
- Counseling staff care about students as individuals.
- There is an adequate selection of food available in the cafeteria.

- My academic advisor is knowledgeable about requirements in my major.
- The content of the courses within my major is valuable.
- The instruction in my major field is excellent.
- I am able to experience intellectual growth here.
- Adequate financial aid is available for most students.
- Nearly all of the faculty are knowledgeable in their field.
- My academic advisor is approachable.
- My academic advisor is concerned about my success as an individual.
- Tuition paid is a worthwhile investment.
- Major requirements are clear and reasonable.
- The quality of instruction I receive in most of my classes is excellent.
- There is a commitment to academic excellence on this campus.
- There is a strong commitment to racial harmony 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.
- 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

**LOWER PRIORITY**

Very Satisfied

- Channels for expressing student complaints are readily available.
- Parking lots are well-lighted and secure.
- Billing policies are reasonable.
- Student activities fees are put to good use.
- Residence hall regulations are reasonable.
- Admissions counselors accurately portray the campus in their recruiting practices.
- The amount of student parking space on campus is adequate.
- Student disciplinary procedures are fair.
- The business office is open during hours which are convenient for most students.
- The student handbook provides helpful information about campus life.
- 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.

- 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

**Noel-Levitz (National) Student Satisfaction Inventory (SSI)**  
**Items Organized within Item Groups**

**Academic Advising**

- 6. My academic advisor is approachable.
- 14. My academic advisor is concerned about my success as an individual.
- 19. My academic advisor helps me set goals to work toward.
- 33. My academic advisor is knowledgeable about requirements in my major.
- 55. Major requirements are clear and reasonable.

**Campus Climate**

- 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.
- 7. The campus is safe and secure for all students.
- 10. Administrators are approachable to students.
- 29. It is an enjoyable experience to be a student on this campus.
- 37. I feel a sense of pride about my campus.
- 41. There is a commitment to academic excellence on this campus.
- 45. Students are made to feel welcome on this campus.
- 51. This institution has a good reputation within the community.
- 57. I seldom get the "run-around" when seeking information on this campus.
- 59. This institution shows concern for students as individuals.
- 60. I generally know what's happening on campus.
- 62. There is a strong commitment to racial harmony on this campus.
- 66. Tuition paid is a worthwhile investment.
- 67. Freedom of expression is protected on campus.
- 71. Channels for expressing student complaints are readily available.

**Campus Life**

- 9. A variety of intramural activities are offered.
- 23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.)
- 24. The intercollegiate athletic programs contribute to a strong sense of school spirit.
- 30. Residence hall staff are concerned about me as an individual.
- 31. Males and females have equal opportunities to participate in intercollegiate athletics.
- 38. There is an adequate selection of food available in the cafeteria.
- 40. Residence hall regulations are reasonable.
- 42. There are a sufficient number of weekend activities for students.
- 46. I can easily get involved in campus organizations.
- 52. The student center is a comfortable place for students to spend their leisure time.
- 56. The student handbook provides helpful information about campus life.
- 63. Student disciplinary procedures are fair.
- 64. New student orientation services help students adjust to college.
- 67. Freedom of expression is protected on campus.
- 73. Student activities fees are put to good use.

**Campus Support Services**

- 13. Library staff are helpful and approachable.
- 18. Library resources and services are adequate.
- 26. Computer labs are adequate and accessible.
- 32. Tutoring services are readily available.
- 44. Academic support services adequately meet the needs of students.
- 49. There are adequate services to help me decide upon a career.
- 54. Bookstore staff are helpful.

NOTE: Items can be a part of more than one item group.

**Noel-Levitz (National) Student Satisfaction Inventory (SSI)**  
**Items Organized within Item Groups**

**Concern for the Individual**

- 3. Faculty care about me as an individual.
- 14. My academic advisor is concerned about my success as an individual.
- 22. Counseling staff care about students as individuals.
- 25. Faculty are fair and unbiased in their treatment of individual students.
- 30. Residence hall staff are concerned about me as an individual.
- 59. This institution shows concern for students as individuals.

**Instructional Effectiveness**

- 3. Faculty care about me as an individual.
- 8. The content of the courses within my major is valuable.
- 16. The instruction in my major field is excellent.
- 25. Faculty are fair and unbiased in their treatment of individual students.
- 39. I am able to experience intellectual growth here.
- 41. There is a commitment to academic excellence on this campus.
- 47. Faculty provide timely feedback about student progress in a course.
- 53. Faculty take into consideration student differences as they teach a course.
- 58. The quality of instruction I receive in most of my classes is excellent.
- 61. Adjunct faculty are competent as classroom instructors.
- 65. Faculty are usually available after class and during office hours.
- 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.

**Recruitment and Financial Aid**

- 4. Admissions staff are knowledgeable.
- 5. Financial aid counselors are helpful.
- 12. Financial aid awards are announced to students in time to be helpful in college planning.
- 17. Adequate financial aid is available for most students.
- 43. Admissions counselors respond to prospective students' unique needs and requests.
- 48. Admissions counselors accurately portray the campus in their recruiting practices.

**Registration Effectiveness**

- 11. Billing policies are reasonable.
- 20. The business office is open during hours which are convenient for most students.
- 27. The personnel involved in registration are helpful.
- 34. I am able to register for classes I need with few conflicts.
- 50. Class change (drop/add) policies are reasonable.

**Safety and Security**

- 7. The campus is safe and secure for all students.
- 21. The amount of student parking space on campus is adequate.
- 28. Parking lots are well-lighted and secure.
- 36. Security staff respond quickly in emergencies.

**Service Excellence**

- 2. The campus staff are caring and helpful.
- 13. Library staff are helpful and approachable.
- 15. The staff in the health services area are competent.
- 22. Counseling staff care about students as individuals.
- 27. The personnel involved in registration are helpful.
- 57. I seldom get the "run-around" when seeking information on this campus.
- 60. I generally know what's happening on campus.
- 71. Channels for expressing student complaints are readily available.

NOTE: Items can be a part of more than one item group.

**Noel-Levitz (National) Student Satisfaction Inventory (SSI)**  
**Items Organized within Item Groups**

**Student Centeredness**

1. Most students feel a sense of belonging here.
2. The campus staff are caring and helpful.
10. Administrators are approachable to students.
29. It is an enjoyable experience to be a student on this campus.
45. Students are made to feel welcome on this campus.
59. This institution shows concern for students as individuals.

NOTE: Items can be a part of more than one item group.

**All Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items in Survey Order*

Item	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
1. Most students feel a sense of belonging here.	6.06	5.05	1.01	5.95	5.12	0.83	-0.07
2. The campus staff are caring and helpful.	6.36	5.55	0.81	6.28	5.47	0.81	0.08
3. Faculty care about me as an individual.	6.20	5.54	0.66	6.13	5.47	0.66	0.07
4. Admissions staff are knowledgeable.	6.04	5.22	0.82	6.00	5.17	0.83	0.05
5. Financial aid counselors are helpful.	6.30	4.93	1.37	6.24	4.90	1.34	0.03
6. My academic advisor is approachable.	6.51	5.91	0.60	6.47	5.81	0.66	0.10
7. The campus is safe and secure for all students.	6.54	4.73	1.81	6.45	5.35	1.10	-0.62
8. The content of the courses within my major is valuable.	6.62	5.73	0.89	6.59	5.58	1.01	0.15
9. A variety of intramural activities are offered.	4.77	5.15	-0.38	4.66	5.10	-0.44	0.05
10. Administrators are approachable to students.	5.95	4.99	0.96	5.80	5.02	0.78	-0.03
11. Billing policies are reasonable.	6.25	4.79	1.46	6.15	4.73	1.42	0.06
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.32	4.96	1.36	6.20	4.98	1.22	-0.02
13. Library staff are helpful and approachable.	5.87	5.80	0.07	5.82	5.63	0.19	0.17
14. My academic advisor is concerned about my success as an individual.	6.41	5.72	0.69	6.37	5.69	0.68	0.03
15. The staff in the health services area are competent.	6.34	5.24	1.10	6.30	4.58	1.72	0.66
16. The instruction in my major field is excellent.	6.57	5.71	0.86	6.55	5.54	1.01	0.17
17. Adequate financial aid is available for most students.	6.58	6.61	-0.03	6.51	5.52	0.99	1.09
18. Library resources and services are adequate.	6.18	5.78	0.40	6.17	5.61	0.56	0.17
<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 2018: 89%; Spring 2013: 90%

**All Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items in Survey Order*

Item	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
19. My academic advisor helps me set goals to work toward.	6.11	5.26	0.85	5.99	5.18	0.81	0.08
20. The business office is open during hours which are convenient for most students.	5.98	4.53	1.45	5.94	4.61	1.33	-0.08
21. The amount of student parking space on campus is adequate.	6.03	2.57	3.46	5.73	2.84	2.89	-0.27
22. Counseling staff care about students as individuals.	6.25	4.91	1.34	6.02	5.10	0.92	-0.19
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.47	4.23	2.24	6.33	4.19	2.14	0.04
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	4.64	4.17	0.47	4.61	4.06	0.55	0.11
25. Faculty are fair and unbiased in their treatment of individual students.	6.41	4.89	1.52	6.39	4.86	1.53	0.03
26. Computer labs are adequate and accessible.	5.78	5.15	0.63	5.59	5.11	0.48	0.04
27. The personnel involved in registration are helpful.	6.09	5.13	0.96	6.04	5.09	0.95	0.04
28. Parking lots are well-lighted and secure.	6.12	4.10	2.02	5.90	4.50	1.40	-0.40
29. It is an enjoyable experience to be a student on this campus.	6.37	4.80	1.57	6.38	5.05	1.33	-0.25
30. Residence hall staff are concerned about me as an individual.	5.66	4.60	1.06	5.61	4.80	0.81	-0.20
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.82	5.40	0.42	5.47	5.38	0.09	0.02
32. Tutoring services are readily available.	6.10	5.53	0.57	5.95	5.47	0.48	0.06
33. My academic advisor is knowledgeable about requirements in my major.	6.54	5.78	0.76	6.53	5.76	0.77	0.02
34. I am able to register for classes I need with few conflicts.	6.53	4.71	1.82	6.51	4.58	1.93	0.13
35. The assessment and course placement procedures are reasonable.	6.19	5.00	1.19	6.11	4.98	1.13	0.02
36. Security staff respond quickly in emergencies.	6.49	4.12	2.37	6.40	4.57	1.83	-0.45

<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 2018: 89%; Spring 2013: 90%

**All Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items in Survey Order*

Item	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
37. I feel a sense of pride about my campus.	5.74	5.09	0.65	5.73	5.05	0.68	0.04
38. There is an adequate selection of food available in the cafeteria.	6.29	3.60	2.69	6.21	3.55	2.66	0.05
39. I am able to experience intellectual growth here.	6.55	5.80	0.75	6.49	5.71	0.78	0.09
40. Residence hall regulations are reasonable.	6.20	4.09	2.11	6.09	4.13	1.96	-0.04
41. There is a commitment to academic excellence on this campus.	6.38	5.83	0.55	6.34	5.77	0.57	0.06
42. There are a sufficient number of weekend activities for students.	5.47	4.40	1.07	5.40	4.31	1.09	0.09
43. Admissions counselors respond to prospective students' unique needs and requests.	5.95	5.14	0.81	5.85	5.08	0.77	0.06
44. Academic support services adequately meet the needs of students.	6.15	5.17	0.98	6.03	5.12	0.91	0.05
45. Students are made to feel welcome on this campus.	6.34	5.29	1.05	6.24	5.44	0.80	-0.15
46. I can easily get involved in campus organizations.	5.84	5.24	0.60	5.72	5.28	0.44	-0.04
47. Faculty provide timely feedback about student progress in a course.	6.32	4.85	1.47	6.31	4.93	1.38	-0.08
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.10	4.64	1.46	6.03	4.59	1.44	0.05
49. There are adequate services to help me decide upon a career.	6.28	5.17	1.11	6.16	4.88	1.28	0.29
50. Class change (drop/add) policies are reasonable.	6.18	5.34	0.84	6.08	5.29	0.79	0.05
51. This institution has a good reputation within the community.	5.98	5.33	0.65	6.03	5.69	0.34	-0.36
52. The student center is a comfortable place for students to spend their leisure time.	5.61	4.77	0.84	5.47	4.68	0.79	0.09
53. Faculty take into consideration student differences as they teach a course.	6.29	4.96	1.33	6.18	4.86	1.32	0.10
54. Bookstore staff are helpful.	5.50	4.82	0.68	5.75	5.37	0.38	-0.55
<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 2018: 89%; Spring 2013: 90%



**All Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items in Survey Order*

Item	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
55. Major requirements are clear and reasonable.	6.44	5.46	0.98	6.43	5.38	1.05	0.08
56. The student handbook provides helpful information about campus life.	5.53	4.79	0.74	5.44	4.88	0.56	-0.09
57. I seldom get the "run-around" when seeking information on this campus.	6.11	4.23	1.88	6.09	4.26	1.83	-0.03
58. The quality of instruction I receive in most of my classes is excellent.	6.43	5.52	0.91	6.46	5.47	0.99	0.05
59. This institution shows concern for students as individuals.	6.35	5.06	1.29	6.27	5.17	1.10	-0.11
60. I generally know what's happening on campus.	5.83	4.52	1.31	5.71	5.12	0.59	-0.60
61. Adjunct faculty are competent as classroom instructors.	6.07	5.29	0.78	5.95	5.19	0.76	0.10
62. There is a strong commitment to racial harmony on this campus.	6.36	5.52	0.84	6.06	5.43	0.63	0.09
63. Student disciplinary procedures are fair.	6.18	4.77	1.41	6.08	4.90	1.18	-0.13
64. New student orientation services help students adjust to college.	6.05	4.97	1.08	5.97	5.12	0.85	-0.15
65. Faculty are usually available after class and during office hours.	6.36	5.76	0.60	6.32	5.73	0.59	0.03
66. Tuition paid is a worthwhile investment.	6.53	5.99	0.54	6.51	5.99	0.52	0.00
67. Freedom of expression is protected on campus.	6.40	5.17	1.23	6.29	5.39	0.90	-0.22
68. Nearly all of the faculty are knowledgeable in their field.	6.54	5.88	0.66	6.50	5.87	0.63	0.01
69. There is a good variety of courses provided on this campus.	6.46	5.50	0.96	6.40	5.28	1.12	0.22
70. Graduate teaching assistants are competent as classroom instructors.	5.97	5.07	0.90	5.79	4.89	0.90	0.18
71. Channels for expressing student complaints are readily available.	6.12	4.52	1.60	5.99	4.45	1.54	0.07
72. On the whole, the campus is well-maintained.	6.25	5.44	0.81	6.19	5.52	0.67	-0.08
73. Student activities fees are put to good use.	6.10	4.66	1.44	5.98	4.48	1.50	0.18

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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 2018: 89%; Spring 2013: 90%

**Spring 2018 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.	6.14	4.75	1.38	6.28	4.71	1.56	6.48	4.78	1.70
4. My academic advisor has helped me plan for a future career.	6.30	4.92	1.38	6.41	4.83	1.58	6.54	5.00	1.54
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.).	6.18	4.45	1.73	6.34	4.62	1.72	6.43	5.04	1.39
9. My academic advisor helped me make the transition from high school to college.	5.81	4.77	1.04	6.09	4.78	1.31	6.09	4.93	1.16
10. Having my GSTR 110 instructor as my advisor helped me succeed in my first year.	5.83	4.87	0.95	6.00	4.85	1.15	6.03	4.70	1.33
<b>Average Ratings for Item Group: "Academic Advising"</b>	<b>6.07</b>	<b>4.86</b>	<b>1.21</b>	<b>6.22</b>	<b>4.88</b>	<b>1.34</b>	<b>6.33</b>	<b>4.84</b>	<b>1.49</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.	6.35	5.36	0.99	6.52	5.37	1.15	6.66	5.07	1.59
2. The academic program provides me with adequate opportunities to explore personal interests.	6.43	5.41	1.02	6.51	5.38	1.14	6.64	5.43	1.21
<b>Average Ratings for Item Group: "Academic Program"</b>	<b>6.39</b>	<b>5.39</b>	<b>1.00</b>	<b>6.52</b>	<b>5.38</b>	<b>1.14</b>	<b>6.65</b>	<b>5.25</b>	<b>1.40</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
<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

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

Response Rates: Spring 2018: 89%

**Spring 2018 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>Career Development and Internships</b>								
15. There are sufficient services on campus to help me prepare for a future career	6.29	5.47	0.83	6.43	5.47	0.96	6.44	5.54	0.89
24. The Office of Internships contribute to my overall education	5.87	5.32	0.56	6.00	5.38	0.62	6.41	5.89	0.52
25. The Career Development Office contributes to my overall education	5.79	5.08	0.70	6.00	5.23	0.76	6.40	5.83	0.57
<b>Average Ratings for Item Group: "Career Development and Internships"</b>	<b>5.99</b>	<b>5.27</b>	<b>0.72</b>	<b>6.14</b>	<b>5.34</b>	<b>0.80</b>	<b>6.43</b>	<b>5.78</b>	<b>0.65</b>

	All Students			African-American Students			International Students		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
	<b>Center for Teaching and Learning</b>								
16. The services of the Center for Teaching and Learning are adequate to support the needs of students.	6.06	5.31	0.75	6.22	5.45	0.77	6.29	5.34	0.95
45. Teaching assistants, learning assistants, tutors, and peer leaders I have worked with have helped me learn.	6.22	5.58	0.64	6.35	5.52	0.83	6.34	5.64	0.70
46. The services offered by Writing Resouces (currently located in the basement of the library) have helped me improve as a writer.	5.93	5.14	0.79	6.14	5.09	1.06	6.16	5.15	1.01
<b>Average Ratings for Item Group: "Center for Transformative Learning"</b>	<b>6.09</b>	<b>5.36</b>	<b>0.73</b>	<b>6.27</b>	<b>5.37</b>	<b>0.90</b>	<b>6.26</b>	<b>5.41</b>	<b>0.85</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
<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

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

Response Rates: Spring 2018: 89%

**Spring 2018 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 services of the Center for Teaching and Learning are adequate to support the needs of students.	6.06	5.31	0.75	6.22	5.45	0.77	6.29	5.34	0.95
19. The Appalachian Center contributes to my overall education.	4.88	4.48	0.40	4.75	4.06	0.69	4.79	4.55	0.25
20. The Center for International Education contributes to my overall education.	5.55	5.17	0.38	5.53	4.91	0.62	6.25	6.02	0.23
21. The Campus Christian Center contributes to my overall education.	4.64	4.35	0.28	5.05	4.55	0.50	5.18	4.86	0.32
22. The Center for Excellence through Service (CELTS) contributes to my overall education.	4.96	4.62	0.34	5.18	4.66	0.52	5.35	4.85	0.50
23. The Carter G. Woodson Center contributes to my overall education.	4.99	4.69	0.29	5.72	5.28	0.44	5.12	4.92	0.20
24. The Office of Internships contributes to my overall education.	5.87	5.32	0.56	6.00	5.38	0.62	6.41	5.89	0.52
25. The Career Development Office contributes to my overall education.	5.79	5.08	0.70	6.00	5.23	0.76	6.40	5.83	0.57
26. The Black Cultural Center Contributes to my overall education.	5.09	4.60	0.50	5.85	5.07	0.78	5.13	4.72	0.41
<b>Average Ratings for Item Group: "Centers"</b>	<b>5.33</b>	<b>4.78</b>	<b>0.55</b>	<b>5.59</b>	<b>4.89</b>	<b>0.70</b>	<b>5.69</b>	<b>5.25</b>	<b>0.44</b>
<b>Diversity</b>									
17. The student body is racially/ ethnically diverse.	6.17	5.68	0.49	6.37	5.22	1.16	6.38	5.62	0.76
18. The racial/ethnic diversity of the student body contributes to my overall education.	5.98	5.57	0.41	6.10	5.38	0.72	6.13	5.61	0.52
<b>Average Ratings for Item Group: "Diversity"</b>	<b>6.08</b>	<b>5.63</b>	<b>0.45</b>	<b>6.23</b>	<b>5.29</b>	<b>0.94</b>	<b>6.25</b>	<b>5.60</b>	<b>0.65</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								
<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								

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

Response Rates: Spring 2018: 89%

**Spring 2018 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>Faculty</b>									
29. My personal relationships with others at the College contribute to my overall education.	6.21	5.82	0.39	6.24	5.65	0.59	6.32	5.81	0.51
35. Faculty members provide feedback that helps me know what to do to improve my performance.	6.38	5.42	0.96	6.47	5.34	1.13	6.58	5.61	0.97
<b>Average Ratings for Item Group: "Faculty"</b>	<b>6.30</b>	<b>5.62</b>	<b>0.68</b>	<b>6.36</b>	<b>5.49</b>	<b>0.87</b>	<b>6.44</b>	<b>5.71</b>	<b>0.73</b>
<b>General Studies Program</b>									
<b>General Studies Program</b>									
6. Convocations have enriched my education at the College.	5.13	4.45	0.68	5.17	4.62	0.56	5.68	5.18	0.50
10. Having my GSTR 110 instructor as my advisor helped me succeed in my first year.	5.83	4.87	0.95	6.00	4.85	1.15	6.03	4.70	1.33
11. GSTR courses have helped me develop my writing skills.	5.86	5.15	0.71	6.05	5.25	0.80	6.17	5.45	0.72
12. GSTR courses have helped me develop my critical thinking skills.	5.88	5.12	0.76	6.08	5.27	0.82	6.11	5.31	0.80
13. GSTR courses have helped me develop my quantitative reasoning skills.	5.62	4.74	0.88	5.82	4.93	0.89	5.92	4.89	1.03
<b>Average Ratings for Item Group: "General Studies Program"</b>	<b>5.66</b>	<b>4.84</b>	<b>0.82</b>	<b>5.83</b>	<b>4.96</b>	<b>0.87</b>	<b>5.98</b>	<b>5.06</b>	<b>0.92</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								
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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 2018: 89%

**Spring 2018 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>Labor Program</b>									
7. The Labor Program has been a valuable part of my overall education.	6.12	5.67	0.45	5.94	5.45	0.49	6.49	6.13	0.35
27. My labor supervisor(s) care about me as an individual	6.34	6.02	0.32	6.42	5.90	0.52	6.50	6.22	0.28
29. My personal relationships with others at the College contribute to my overall education.	6.21	5.82	0.39	6.24	5.65	0.59	6.32	5.81	0.51
33. I understand the goals and expectations of the Labor Program.	6.25	5.92	0.33	6.26	5.70	0.56	6.51	6.05	0.46
39. My labor supervisor is helping me understand the relationship between work and my overall education.	6.14	5.69	0.45	6.19	5.46	0.72	6.44	5.96	0.48
<b>Average Ratings for Item Group: "Labor Program"</b>	<b>6.22</b>	<b>5.83</b>	<b>0.39</b>	<b>6.22</b>	<b>5.64</b>	<b>0.58</b>	<b>6.47</b>	<b>6.05</b>	<b>0.42</b>

	All Students			African-American Students			International Students		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
<b>Library</b>									
41. I can identify, find, and use relevant and appropriate sources of information at the library.	6.17	5.67	0.50	6.32	5.62	0.70	6.33	5.81	0.53
42. I feel comfortable seeking assistance from librarians in the library	6.03	5.76	0.27	6.28	5.78	0.50	6.25	6.01	0.25
43. . I feel comfortable seeking assistance from student workers in the library.	6.00	5.65	0.34	6.24	5.64	0.60	6.25	5.90	0.35
44. The library has adequate spaces for quiet individual study.	6.31	5.88	0.43	6.45	5.95	0.50	6.42	5.81	0.61
<b>Average Ratings for Item Group: "Library"</b>	<b>6.13</b>	<b>5.74</b>	<b>0.39</b>	<b>6.32</b>	<b>5.76</b>	<b>0.56</b>	<b>6.32</b>	<b>5.88</b>	<b>0.44</b>

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Response Rates: Spring 2018: 89%

**Spring 2018 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>Residential/Campus Life</b>									
14. There is sufficient study space on the campus.	6.23	5.45	0.78	6.30	5.37	0.93	6.43	5.49	0.94
28. I have made friends at Berea College.	6.40	6.02	0.38	6.42	5.82	0.60	6.56	6.12	0.44
29. My personal relationships with others at the College contribute to my overall education.	6.21	5.82	0.39	6.24	5.65	0.59	6.32	5.81	0.51
30. There is a feeling of community in my residence hall.	5.61	4.68	0.93	5.88	4.79	1.09	5.72	4.86	0.87
31. There is a feeling of community in the Ecovillage.	5.37	4.73	0.64	5.58	4.82	0.76	5.49	4.51	0.98
32. There is sufficient space on campus for extracurricular activities (for example, sports, clubs, musical ensembles, outdoor activities, etc.).	5.94	5.12	0.82	6.14	5.18	0.96	6.01	5.30	0.71
34. I feel safe on campus.	6.47	5.12	1.35	6.57	4.93	1.64	6.55	5.42	1.14
<b>Average Ratings for Item Group: "Residential/Campus Life"</b>	<b>6.00</b>	<b>5.27</b>	<b>0.73</b>	<b>6.14</b>	<b>5.15</b>	<b>0.99</b>	<b>6.13</b>	<b>5.30</b>	<b>0.83</b>

	All Students			African-American Students			International Students		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
<b>Service</b>									
8. Being involved in service is an important part of my Berea College experience	5.71	5.37	0.34	5.82	5.44	0.37	6.16	5.70	0.45
22. The Center for Excellence through Service (CELTs) contributes to my overall education.	4.96	4.62	0.34	5.18	4.66	0.52	5.35	4.85	0.50
37. There are adequate opportunities for me to provide community and other service.	5.79	5.37	0.42	6.02	5.38	0.63	6.05	5.64	0.41
<b>Average Ratings for Item Group: "Service"</b>	<b>5.52</b>	<b>5.16</b>	<b>0.36</b>	<b>5.72</b>	<b>5.22</b>	<b>0.50</b>	<b>5.84</b>	<b>5.38</b>	<b>0.46</b>

	All Students			African-American Students			International Students		
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap
<b>Miscellaneous</b>									
36. The College has adequate environmental/sustainability practices in place.	6.01	5.51	0.50	6.11	5.43	0.68	6.37	5.75	0.62
38. My use of the Internet and other technology contributes to my overall education.	6.38	5.31	1.07	6.45	5.24	1.21	6.48	5.53	0.94

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Response Rates: Spring 2018: 89%

**All Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Academic Advising</b>							
6. My academic advisor is approachable.	6.51	5.91	0.60	6.47	5.81	0.66	0.10
14. My academic advisor is concerned about my success as an individual.	6.41	5.72	0.69	6.37	5.69	0.68	0.03
19. My academic advisor helps me set goals to work toward.	6.11	5.26	0.85	5.99	5.18	0.81	0.08
33. My academic advisor is knowledgeable about requirements in my major.	6.54	5.78	0.76	6.53	5.76	0.77	0.02
55. Major requirements are clear and reasonable.	6.44	5.46	0.98	6.43	5.38	1.05	0.08
<b>Average Ratings for Item Group: "Academic Advising"</b>	<b>6.40</b>	<b>5.62</b>	<b>0.78</b>	<b>6.36</b>	<b>5.57</b>	<b>0.79</b>	<b>0.05</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Climate</b>							
1. Most students feel a sense of belonging here.	6.06	5.05	1.01	5.95	5.12	0.83	-0.07
2. The campus staff are caring and helpful.	6.36	5.55	0.81	6.28	5.47	0.81	0.08
3. Faculty care about me as an individual.	6.20	5.54	0.66	6.13	5.47	0.66	0.07
7. The campus is safe and secure for all students.	6.54	4.73	1.81	6.45	5.35	1.10	-0.62
10. Administrators are approachable to students.	5.95	4.99	0.96	5.80	5.02	0.78	-0.03
29. It is an enjoyable experience to be a student on this campus.	6.37	4.80	1.57	6.38	5.05	1.33	-0.25
37. I feel a sense of pride about my campus.	5.74	5.09	0.65	5.73	5.05	0.68	0.04
41. There is a commitment to academic excellence on this campus.	6.38	5.83	0.55	6.34	5.77	0.57	0.06
45. Students are made to feel welcome on this campus.	6.34	5.29	1.05	6.24	5.44	0.80	-0.15
51. This institution has a good reputation within the community.	5.98	5.33	0.65	6.03	5.69	0.34	-0.36
57. I seldom get the "run-around" when seeking information on this campus.	6.11	4.23	1.88	6.09	4.26	1.83	-0.03
59. This institution shows concern for students as individuals.	6.35	5.06	1.29	6.27	5.17	1.10	-0.11
60. I generally know what's happening on campus.	5.83	4.92	0.91	5.71	5.12	0.59	-0.20
62. There is a strong commitment to racial harmony on this campus.	6.36	5.52	0.84	6.06	5.43	0.63	0.09
66. Tuition paid is a worthwhile investment.	6.53	5.99	0.54	6.51	5.99	0.52	0.00
67. Freedom of expression is protected on campus.	6.40	5.17	1.23	6.29	5.39	0.90	-0.22
71. Channels for expressing student complaints are readily available.	6.12	4.52	1.60	5.99	4.45	1.54	0.07
<b>Average Ratings for Item Group: "Campus Climate"</b>	<b>6.21</b>	<b>5.15</b>	<b>1.06</b>	<b>6.13</b>	<b>5.25</b>	<b>0.88</b>	<b>-0.10</b>

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**All Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Life</b>							
9. A variety of intramural activities are offered.	4.77	5.15	-0.38	4.66	5.10	-0.44	0.05
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.47	4.23	2.24	6.33	4.19	2.14	0.04
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	4.64	4.17	0.47	4.61	4.06	0.55	0.11
30. Residence hall staff are concerned about me as an individual.	5.66	4.60	1.06	5.61	4.80	0.81	-0.20
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.82	5.40	0.42	5.47	5.38	0.09	0.02
38. There is an adequate selection of food available in the cafeteria.	6.29	3.60	2.69	6.21	3.55	2.66	0.05
40. Residence hall regulations are reasonable.	6.20	4.09	2.11	6.09	4.13	1.96	-0.04
42. There are a sufficient number of weekend activities for students.	5.47	4.40	1.07	5.40	4.31	1.09	0.09
46. I can easily get involved in campus organizations.	5.84	5.24	0.60	5.72	5.28	0.44	-0.04
52. The student center is a comfortable place for students to spend their leisure time.	5.61	4.77	0.84	5.47	4.68	0.79	0.09
56. The student handbook provides helpful information about campus life.	5.53	4.79	0.74	5.44	4.88	0.56	-0.09
63. Student disciplinary procedures are fair.	6.18	4.77	1.41	6.08	4.90	1.18	-0.13
64. New student orientation services help students adjust to college.	6.05	4.97	1.08	5.97	5.12	0.85	-0.15
67. Freedom of expression is protected on campus.	6.40	5.17	1.23	6.29	5.39	0.90	-0.22
73. Student activities fees are put to good use.	6.10	4.66	1.44	5.98	4.48	1.50	0.18
<b>Average Ratings for Item Group: "Campus Life"</b>	<b>5.81</b>	<b>4.66</b>	<b>1.15</b>	<b>5.69</b>	<b>4.68</b>	<b>1.01</b>	<b>-0.02</b>

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	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Support Services</b>							
13. Library staff are helpful and approachable.	5.87	5.80	0.07	5.82	5.63	0.19	0.17
18. Library resources and services are adequate.	6.18	5.78	0.40	6.17	5.61	0.56	0.17
26. Computer labs are adequate and accessible.	5.78	5.15	0.63	5.59	5.11	0.48	0.04
32. Tutoring services are readily available.	6.10	5.53	0.57	5.95	5.47	0.48	0.06
44. Academic support services adequately meet the needs of students.	6.15	5.17	0.98	6.03	5.12	0.91	0.05
49. There are adequate services to help me decide upon a career.	6.28	5.17	1.11	6.16	4.88	1.28	0.29
54. Bookstore staff are helpful.	5.50	4.82	0.68	5.75	5.37	0.38	-0.55
<b>Average Ratings for Item Group: "Campus Support Services"</b>	<b>5.99</b>	<b>5.36</b>	<b>0.63</b>	<b>5.93</b>	<b>5.32</b>	<b>0.61</b>	<b>0.04</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Concern for the Individual</b>							
3. Faculty care about me as an individual.	6.20	5.54	0.66	6.13	5.47	0.66	0.07
14. My academic advisor is concerned about my success as an individual.	6.41	5.72	0.69	6.37	5.69	0.68	0.03
22. Counseling staff care about students as individuals.	6.25	4.91	1.34	6.02	5.10	0.92	-0.19
25. Faculty are fair and unbiased in their treatment of individual students.	6.41	4.89	1.52	6.39	4.86	1.53	0.03
30. Residence hall staff are concerned about me as an individual.	5.66	4.60	1.06	5.61	4.80	0.81	-0.20
59. This institution shows concern for students as individuals.	6.35	5.06	1.29	6.27	5.17	1.10	-0.11
<b>Average Ratings for Item Group: "Concern for the Individual"</b>	<b>6.22</b>	<b>5.13</b>	<b>1.09</b>	<b>6.14</b>	<b>5.19</b>	<b>0.95</b>	<b>-0.06</b>

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	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Instructional Effectiveness</b>							
3. Faculty care about me as an individual.	6.20	5.54	0.66	6.13	5.47	0.66	0.07
8. The content of the courses within my major is valuable.	6.62	5.73	0.89	6.59	5.58	1.01	0.15
16. The instruction in my major field is excellent.	6.57	5.71	0.86	6.55	5.54	1.01	0.17
25. Faculty are fair and unbiased in their treatment of individual students.	6.41	4.89	1.52	6.39	4.86	1.53	0.03
39. I am able to experience intellectual growth here.	6.55	5.80	0.75	6.49	5.71	0.78	0.09
41. There is a commitment to academic excellence on this campus.	6.38	5.83	0.55	6.34	5.77	0.57	0.06
47. Faculty provide timely feedback about student progress in a course.	6.32	4.85	1.47	6.31	4.93	1.38	-0.08
53. Faculty take into consideration student differences as they teach a course.	6.29	4.96	1.33	6.18	4.86	1.32	0.10
58. The quality of instruction I receive in most of my classes is excellent.	6.43	5.52	0.91	6.46	5.47	0.99	0.05
61. Adjunct faculty are competent as classroom instructors.	6.07	5.29	0.78	5.95	5.19	0.76	0.10
65. Faculty are usually available after class and during office hours.	6.36	5.76	0.60	6.32	5.73	0.59	0.03
68. Nearly all of the faculty are knowledgeable in their field.	6.54	5.88	0.66	6.50	5.87	0.63	0.01
69. There is a good variety of courses provided on this campus.	6.46	5.50	0.96	6.40	5.28	1.12	0.22
70. Graduate teaching assistants are competent as classroom instructors.	5.97	5.07	0.90	5.79	4.89	0.90	0.18
<b>Average Ratings for Item Group: "Instructional Effectiveness"</b>	<b>6.38</b>	<b>5.46</b>	<b>0.92</b>	<b>6.33</b>	<b>5.38</b>	<b>0.95</b>	<b>0.08</b>

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	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Recruitment and Financial Aid</b>							
4. Admissions staff are knowledgeable.	6.04	5.22	0.82	6.00	5.17	0.83	0.05
5. Financial aid counselors are helpful.	6.30	4.93	1.37	6.24	4.90	1.34	0.03
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.32	4.96	1.36	6.20	4.98	1.22	-0.02
17. Adequate financial aid is available for most students.	6.58	5.61	0.97	6.51	5.52	0.99	0.09
43. Admissions counselors respond to prospective students' unique needs and requests.	5.95	5.14	0.81	5.85	5.08	0.77	0.06
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.10	4.64	1.46	6.03	4.59	1.44	0.05
<b>Average Ratings for Item Group: "Recruitment and Financial Aid"</b>	<b>6.22</b>	<b>5.09</b>	<b>1.13</b>	<b>6.14</b>	<b>5.04</b>	<b>1.10</b>	<b>0.05</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Registration Effectiveness</b>							
11. Billing policies are reasonable.	6.25	4.79	1.46	6.15	4.73	1.42	0.06
20. The business office is open during hours which are convenient for most students.	5.98	4.53	1.45	5.94	4.61	1.33	-0.08
27. The personnel involved in registration are helpful.	6.09	5.13	0.96	6.04	5.09	0.95	0.04
34. I am able to register for classes I need with few conflicts.	6.53	4.71	1.82	6.51	4.58	1.93	0.13
50. Class change (drop/add) policies are reasonable.	6.18	5.34	0.84	6.08	5.29	0.79	0.05
<b>Average Ratings for Item Group: "Registration Effectiveness"</b>	<b>6.21</b>	<b>4.90</b>	<b>1.31</b>	<b>6.15</b>	<b>4.86</b>	<b>1.29</b>	<b>0.04</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 2018: 89%; Spring 2013: 90%

**All Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Safety and Security</b>							
7. The campus is safe and secure for all students.	6.54	4.73	1.81	6.45	5.35	1.10	-0.62
21. The amount of student parking space on campus is adequate.	6.03	2.57	3.46	5.73	2.84	2.89	-0.27
28. Parking lots are well-lighted and secure.	6.12	4.10	2.02	5.90	4.50	1.40	-0.40
36. Security staff respond quickly in emergencies.	6.49	4.12	2.37	6.40	4.57	1.83	-0.45
<b>Average Ratings for Item Group: "Safety and Security"</b>	<b>6.30</b>	<b>3.90</b>	<b>2.40</b>	<b>6.13</b>	<b>4.34</b>	<b>1.79</b>	<b>-0.44</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Service Excellence</b>							
2. The campus staff are caring and helpful.	6.36	5.55	0.81	6.28	5.47	0.81	0.08
13. Library staff are helpful and approachable.	5.87	5.80	0.07	5.82	5.63	0.19	0.17
15. The staff in the health services area are competent.	6.34	5.24	1.10	6.30	4.58	1.72	0.66
22. Counseling staff care about students as individuals.	6.25	4.91	1.34	6.02	5.10	0.92	-0.19
27. The personnel involved in registration are helpful.	6.09	5.13	0.96	6.04	5.09	0.95	0.04
57. I seldom get the "run-around" when seeking information on this campus.	6.11	4.23	1.88	6.09	4.26	1.83	-0.03
60. I generally know what's happening on campus.	5.83	4.92	0.91	5.71	5.12	0.59	-0.20
71. Channels for expressing student complaints are readily available.	6.12	4.52	1.60	5.99	4.45	1.54	0.07
<b>Average Ratings for Item Group: "Service Excellence"</b>	<b>6.12</b>	<b>5.05</b>	<b>1.07</b>	<b>6.03</b>	<b>4.97</b>	<b>1.06</b>	<b>0.08</b>

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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 2018: 89%; Spring 2013: 90%

**All Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Student Centeredness</b>							
1. Most students feel a sense of belonging here.	6.06	5.05	1.01	5.95	5.12	0.83	-0.07
2. The campus staff are caring and helpful.	6.36	5.55	0.81	6.28	5.47	0.81	0.08
10. Administrators are approachable to students.	5.95	4.99	0.96	5.80	5.02	0.78	-0.03
29. It is an enjoyable experience to be a student on this campus.	6.37	4.80	1.57	6.38	5.05	1.33	-0.25
45. Students are made to feel welcome on this campus.	6.34	5.29	1.05	6.24	5.44	0.80	-0.15
59. This institution shows concern for students as individuals.	6.35	5.06	1.29	6.27	5.17	1.10	-0.11
<b>Average Ratings for Item Group: "Student Centeredness"</b>	<b>6.24</b>	<b>5.13</b>	<b>1.11</b>	<b>6.15</b>	<b>5.21</b>	<b>0.94</b>	<b>-0.08</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 2018: 89%; Spring 2013: 90%

**African-American Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

Noel Levitz Student  
Satisfaction Inventory

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Academic Advising</b>							
6. My academic advisor is approachable.	6.63	5.94	0.69	6.41	5.78	0.63	0.16
14. My academic advisor is concerned about my success as an individual.	6.57	5.68	0.89	6.41	5.76	0.65	-0.08
19. My academic advisor helps me set goals to work toward.	6.34	5.41	0.93	6.14	5.31	0.83	0.10
33. My academic advisor is knowledgeable about requirements in my major.	6.62	5.66	0.96	6.48	5.88	0.60	-0.22
55. Major requirements are clear and reasonable.	6.53	5.32	1.21	6.38	5.46	0.92	-0.14
<b>Average Ratings for Item Group: "Academic Advising"</b>	<b>6.54</b>	<b>5.60</b>	<b>0.94</b>	<b>6.37</b>	<b>5.64</b>	<b>0.73</b>	<b>-0.04</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Climate</b>							
1. Most students feel a sense of belonging here.	6.21	4.70	1.51	5.80	4.86	0.94	-0.16
2. The campus staff are caring and helpful.	6.45	5.31	1.14	6.32	5.55	0.77	-0.24
3. Faculty care about me as an individual.	6.31	5.36	0.95	6.08	5.50	0.58	-0.14
7. The campus is safe and secure for all students.	6.62	4.65	1.97	6.50	5.33	1.17	-0.68
10. Administrators are approachable to students.	6.18	5.16	1.02	5.99	5.27	0.72	-0.11
29. It is an enjoyable experience to be a student on this campus.	6.42	4.60	1.82	6.39	4.87	1.52	-0.27
37. I feel a sense of pride about my campus.	5.94	4.88	1.06	5.72	4.88	0.84	0.00
41. There is a commitment to academic excellence on this campus.	6.33	5.79	0.54	6.33	5.97	0.36	-0.18
45. Students are made to feel welcome on this campus.	6.47	5.22	1.25	6.27	5.46	0.81	-0.24
51. This institution has a good reputation within the community.	6.15	5.49	0.66	6.10	5.75	0.35	-0.26
57. I seldom get the "run-around" when seeking information on this campus.	6.15	4.47	1.68	6.21	4.63	1.58	-0.16
59. This institution shows concern for students as individuals.	6.40	5.01	1.39	6.31	5.28	1.03	-0.27
60. I generally know what's happening on campus.	5.98	5.10	0.88	6.02	5.26	0.76	-0.16
62. There is a strong commitment to racial harmony on this campus.	6.41	5.03	1.38	6.22	5.12	1.10	-0.09
66. Tuition paid is a worthwhile investment.	6.58	5.91	0.67	6.38	5.98	0.40	-0.07
67. Freedom of expression is protected on campus.	6.49	5.15	1.34	6.23	5.20	1.03	-0.05
71. Channels for expressing student complaints are readily available.	6.30	4.65	1.65	6.05	4.58	1.47	0.07
<b>Average Ratings for Item Group: "Campus Climate"</b>	<b>6.32</b>	<b>5.09</b>	<b>1.23</b>	<b>6.17</b>	<b>5.27</b>	<b>0.90</b>	<b>-0.18</b>

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Response Rates: Spring 2018: 89%; Spring 2013: 90%

**African-American Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

Noel Levitz Student  
Satisfaction Inventory

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Life</b>							
9. A variety of intramural activities are offered.	5.10	5.37	-0.27	5.13	5.29	-0.16	0.08
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.61	4.08	2.53	6.44	4.19	2.25	-0.11
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	5.28	4.42	0.86	5.36	4.12	1.24	0.30
30. Residence hall staff are concerned about me as an individual.	5.97	4.63	1.34	5.71	4.84	0.87	-0.21
31. Males and females have equal opportunities to participate in intercollegiate athletics.	6.08	5.38	0.70	5.75	5.47	0.28	-0.09
38. There is an adequate selection of food available in the cafeteria.	6.39	3.21	3.18	6.20	3.31	2.89	-0.10
40. Residence hall regulations are reasonable.	6.25	4.40	1.85	6.16	4.45	1.71	-0.05
42. There are a sufficient number of weekend activities for students.	5.83	4.16	1.67	5.77	4.22	1.55	-0.06
46. I can easily get involved in campus organizations.	6.17	5.29	0.88	5.99	5.52	0.47	-0.23
52. The student center is a comfortable place for students to spend their leisure time.	6.02	4.85	1.17	5.88	4.92	0.96	-0.07
56. The student handbook provides helpful information about campus life.	5.74	4.85	0.89	5.93	4.99	0.94	-0.14
63. Student disciplinary procedures are fair.	6.29	4.62	1.67	6.15	4.95	1.20	-0.33
64. New student orientation services help students adjust to college.	6.29	4.93	1.36	6.23	5.29	0.94	-0.36
67. Freedom of expression is protected on campus.	6.49	5.15	1.34	6.23	5.20	1.03	-0.05
73. Student activities fees are put to good use.	6.34	4.62	1.72	6.05	4.72	1.33	-0.10
<b>Average Ratings for Item Group: "Campus Life"</b>	<b>6.06</b>	<b>4.66</b>	<b>1.40</b>	<b>5.93</b>	<b>4.76</b>	<b>1.17</b>	<b>-0.10</b>

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**African-American Students**  
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	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Support Services</b>							
13. Library staff are helpful and approachable.	6.25	5.89	0.36	5.91	5.77	0.14	0.12
18. Library resources and services are adequate.	6.34	5.82	0.52	6.19	5.68	0.51	0.14
26. Computer labs are adequate and accessible.	6.04	5.10	0.94	6.00	5.31	0.69	-0.21
32. Tutoring services are readily available.	6.29	5.54	0.75	6.21	5.39	0.82	0.15
44. Academic support services adequately meet the needs of students.	6.37	5.13	1.24	6.14	5.29	0.85	-0.16
49. There are adequate services to help me decide upon a career.	6.46	5.15	1.31	6.28	5.10	1.18	0.05
54. Bookstore staff are helpful.	5.83	5.01	0.82	6.01	5.54	0.47	-0.53
<b>Average Ratings for Item Group: "Campus Support Services"</b>	<b>6.22</b>	<b>5.38</b>	<b>0.84</b>	<b>6.11</b>	<b>5.44</b>	<b>0.67</b>	<b>-0.06</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Concern for the Individual</b>							
3. Faculty care about me as an individual.	6.31	5.36	0.95	6.08	5.50	0.58	-0.14
14. My academic advisor is concerned about my success as an individual.	6.57	5.68	0.89	6.41	5.76	0.65	-0.08
22. Counseling staff care about students as individuals.	6.37	4.90	1.47	6.11	5.35	0.76	-0.45
25. Faculty are fair and unbiased in their treatment of individual students.	6.51	4.66	1.85	6.34	4.82	1.52	-0.16
30. Residence hall staff are concerned about me as an individual.	5.97	4.63	1.34	5.71	4.84	0.87	-0.21
59. This institution shows concern for students as individuals.	6.40	5.01	1.39	6.31	5.28	1.03	-0.27
<b>Average Ratings for Item Group: "Concern for the Individual"</b>	<b>6.36</b>	<b>5.04</b>	<b>1.32</b>	<b>6.16</b>	<b>5.26</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 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Instructional Effectiveness</b>							
3. Faculty care about me as an individual.	6.31	5.36	0.95	6.08	5.50	0.58	-0.14
8. The content of the courses within my major is valuable.	6.60	5.70	0.90	6.53	5.71	0.82	-0.01
16. The instruction in my major field is excellent.	6.65	5.68	0.97	6.53	5.60	0.93	0.08
25. Faculty are fair and unbiased in their treatment of individual students.	6.51	4.66	1.85	6.34	4.82	1.52	-0.16
39. I am able to experience intellectual growth here.	6.58	5.77	0.81	6.40	5.66	0.74	0.11
41. There is a commitment to academic excellence on this campus.	6.33	5.79	0.54	6.33	5.97	0.36	-0.18
47. Faculty provide timely feedback about student progress in a course.	6.48	4.88	1.60	6.28	4.86	1.42	0.02
53. Faculty take into consideration student differences as they teach a course.	6.37	4.80	1.57	6.24	4.84	1.40	-0.04
58. The quality of instruction I receive in most of my classes is excellent.	6.43	5.46	0.97	6.37	5.37	1.00	0.09
61. Adjunct faculty are competent as classroom instructors.	6.27	5.20	1.07	6.03	5.24	0.79	-0.04
65. Faculty are usually available after class and during office hours.	6.50	5.76	0.74	6.28	5.61	0.67	0.15
68. Nearly all of the faculty are knowledgeable in their field.	6.58	5.74	0.84	6.30	5.82	0.48	-0.08
69. There is a good variety of courses provided on this campus.	6.51	5.45	1.06	6.35	5.21	1.14	0.24
70. Graduate teaching assistants are competent as classroom instructors.	6.09	4.99	1.10	5.81	4.98	0.83	0.01
<b>Average Ratings for Item Group: "Instructional Effectiveness"</b>	<b>6.45</b>	<b>5.38</b>	<b>1.07</b>	<b>6.29</b>	<b>5.38</b>	<b>0.91</b>	<b>0.00</b>

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	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Recruitment and Financial Aid</b>							
4. Admissions staff are knowledgeable.	6.29	5.27	1.02	6.22	5.46	0.76	-0.19
5. Financial aid counselors are helpful.	6.43	5.14	1.29	6.39	5.27	1.12	-0.13
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.47	5.10	1.37	6.34	4.92	1.42	0.18
17. Adequate financial aid is available for most students.	6.62	5.62	1.00	6.44	5.35	1.09	0.27
43. Admissions counselors respond to prospective students' unique needs and requests.	6.25	5.17	1.08	6.04	5.31	0.73	-0.14
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.31	4.45	1.86	6.26	4.77	1.49	-0.32
<b>Average Ratings for Item Group: "Recruitment and Financial Aid"</b>	<b>6.39</b>	<b>5.13</b>	<b>1.26</b>	<b>6.29</b>	<b>5.18</b>	<b>1.11</b>	<b>-0.05</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Registration Effectiveness</b>							
11. Billing policies are reasonable.	6.33	4.84	1.49	6.23	4.56	1.67	0.28
20. The business office is open during hours which are convenient for most students.	6.12	4.70	1.42	6.03	5.27	0.76	-0.57
27. The personnel involved in registration are helpful.	6.37	5.16	1.21	6.27	5.37	0.90	-0.21
34. I am able to register for classes I need with few conflicts.	6.64	4.90	1.74	6.45	5.05	1.40	-0.15
50. Class change (drop/add) policies are reasonable.	6.37	5.43	0.94	6.21	5.40	0.81	0.03
<b>Average Ratings for Item Group: "Registration Effectiveness"</b>	<b>6.37</b>	<b>5.01</b>	<b>1.36</b>	<b>6.24</b>	<b>5.13</b>	<b>1.11</b>	<b>-0.12</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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	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Safety and Security</b>							
7. The campus is safe and secure for all students.	6.62	4.65	1.97	6.50	5.33	1.17	-0.68
21. The amount of student parking space on campus is adequate.	6.05	2.86	3.19	5.96	2.80	3.16	0.06
28. Parking lots are well-lighted and secure.	6.23	4.12	2.11	6.21	4.34	1.87	-0.22
36. Security staff respond quickly in emergencies.	6.58	3.94	2.64	6.25	4.51	1.74	-0.57
<b>Average Ratings for Item Group: "Safety and Security"</b>	<b>6.37</b>	<b>3.91</b>	<b>2.46</b>	<b>6.24</b>	<b>4.28</b>	<b>1.96</b>	<b>-0.37</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Service Excellence</b>							
2. The campus staff are caring and helpful.	6.45	5.31	1.14	6.32	5.55	0.77	-0.24
13. Library staff are helpful and approachable.	6.25	5.89	0.36	5.91	5.77	0.14	0.12
15. The staff in the health services area are competent.	6.48	5.26	1.22	6.23	4.99	1.24	0.27
22. Counseling staff care about students as individuals.	6.37	4.90	1.47	6.11	5.35	0.76	-0.45
27. The personnel involved in registration are helpful.	6.37	5.16	1.21	6.27	5.37	0.90	-0.21
57. I seldom get the "run-around" when seeking information on this campus.	6.15	4.47	1.68	6.21	4.63	1.58	-0.16
60. I generally know what's happening on campus.	5.98	5.10	0.88	6.02	5.26	0.76	-0.16
71. Channels for expressing student complaints are readily available.	6.30	4.65	1.65	6.05	4.58	1.47	0.07
<b>Average Ratings for Item Group: "Service Excellence"</b>	<b>6.29</b>	<b>5.09</b>	<b>1.20</b>	<b>6.14</b>	<b>5.19</b>	<b>0.95</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 2018: 89%; Spring 2013: 90%

**African-American Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Student Centeredness</b>							
1. Most students feel a sense of belonging here.	6.21	4.70	1.51	5.80	4.86	0.94	-0.16
2. The campus staff are caring and helpful.	6.45	5.31	1.14	6.32	5.55	0.77	-0.24
10. Administrators are approachable to students.	6.18	5.16	1.02	5.99	5.27	0.72	-0.11
29. It is an enjoyable experience to be a student on this campus.	6.42	4.60	1.82	6.39	4.87	1.52	-0.27
45. Students are made to feel welcome on this campus.	6.47	5.22	1.25	6.27	5.46	0.81	-0.24
59. This institution shows concern for students as individuals.	6.40	5.01	1.39	6.31	5.28	1.03	-0.27
<b>Average Ratings for Item Group: "Student Centeredness"</b>	<b>6.36</b>	<b>5.00</b>	<b>1.36</b>	<b>6.18</b>	<b>5.21</b>	<b>0.97</b>	<b>-0.21</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 2018: 89%; Spring 2013: 90%

**International Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

Noel Levitz Student  
Satisfaction Inventory

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Academic Advising</b>							
6. My academic advisor is approachable.	6.50	6.02	0.48	6.55	6.03	0.52	-0.01
14. My academic advisor is concerned about my success as an individual.	6.53	5.67	0.86	6.51	5.65	0.86	0.02
19. My academic advisor helps me set goals to work toward.	6.37	5.29	1.08	6.33	5.26	1.07	0.03
33. My academic advisor is knowledgeable about requirements in my major.	6.59	5.86	0.73	6.63	5.94	0.69	-0.08
55. Major requirements are clear and reasonable.	6.61	5.63	0.98	6.53	5.74	0.79	-0.11
<b>Average Ratings for Item Group: "Academic Advising"</b>	<b>6.52</b>	<b>5.69</b>	<b>0.83</b>	<b>6.51</b>	<b>5.72</b>	<b>0.79</b>	<b>-0.03</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Climate</b>							
1. Most students feel a sense of belonging here.	6.29	5.34	0.95	5.97	5.28	0.69	0.06
2. The campus staff are caring and helpful.	6.47	5.84	0.63	6.37	5.70	0.67	0.14
3. Faculty care about me as an individual.	6.36	5.83	0.53	6.22	5.66	0.56	0.17
7. The campus is safe and secure for all students.	6.58	5.32	1.26	6.58	5.67	0.91	-0.35
10. Administrators are approachable to students.	6.07	5.50	0.57	5.88	5.41	0.47	0.09
29. It is an enjoyable experience to be a student on this campus.	6.39	5.37	1.02	6.53	5.55	0.98	-0.18
37. I feel a sense of pride about my campus.	6.12	5.49	0.63	6.17	5.84	0.33	-0.35
41. There is a commitment to academic excellence on this campus.	6.58	5.95	0.63	6.47	5.87	0.60	0.08
45. Students are made to feel welcome on this campus.	6.50	5.68	0.82	6.31	5.84	0.47	-0.16
51. This institution has a good reputation within the community.	6.45	5.97	0.48	6.28	6.05	0.23	-0.08
57. I seldom get the "run-around" when seeking information on this campus.	6.01	4.92	1.09	5.91	4.97	0.94	-0.05
59. This institution shows concern for students as individuals.	6.52	5.60	0.92	6.49	5.46	1.03	0.14
60. I generally know what's happening on campus.	5.81	5.13	0.68	6.05	5.48	0.57	-0.35
62. There is a strong commitment to racial harmony on this campus.	6.39	5.53	0.86	6.24	5.50	0.74	0.03
66. Tuition paid is a worthwhile investment.	6.66	6.26	0.40	6.52	6.24	0.28	0.02
67. Freedom of expression is protected on campus.	6.48	5.26	1.22	6.47	5.60	0.87	-0.34
71. Channels for expressing student complaints are readily available.	6.17	4.79	1.38	6.21	4.91	1.30	-0.12
<b>Average Ratings for Item Group: "Campus Climate"</b>	<b>6.35</b>	<b>5.52</b>	<b>0.83</b>	<b>6.27</b>	<b>5.59</b>	<b>0.68</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 2018: 89%; Spring 2013: 90%

**International Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Life</b>							
9. A variety of intramural activities are offered.	5.27	5.23	0.04	5.18	5.11	0.07	0.12
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.56	4.69	1.87	6.47	4.63	1.84	0.06
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	4.88	4.17	0.71	4.99	4.54	0.45	-0.37
30. Residence hall staff are concerned about me as an individual.	5.71	4.46	1.25	5.92	4.87	1.05	-0.41
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.70	5.37	0.33	5.85	5.63	0.22	-0.26
38. There is an adequate selection of food available in the cafeteria.	6.43	3.54	2.89	6.43	3.76	2.67	-0.22
40. Residence hall regulations are reasonable.	6.09	4.28	1.81	6.25	4.51	1.74	-0.23
42. There are a sufficient number of weekend activities for students.	5.75	4.75	1.00	5.88	4.46	1.42	0.29
46. I can easily get involved in campus organizations.	6.06	5.68	0.38	5.96	5.61	0.35	0.07
52. The student center is a comfortable place for students to spend their leisure time.	5.55	4.84	0.71	5.64	4.95	0.69	-0.11
56. The student handbook provides helpful information about campus life.	5.81	5.23	0.58	5.84	5.41	0.43	-0.18
63. Student disciplinary procedures are fair.	6.22	5.04	1.18	6.23	5.19	1.04	-0.15
64. New student orientation services help students adjust to college.	6.40	5.50	0.90	6.27	5.76	0.51	-0.26
67. Freedom of expression is protected on campus.	6.48	5.26	1.22	6.47	5.60	0.87	-0.34
73. Student activities fees are put to good use.	6.15	5.24	0.91	6.13	5.11	1.02	0.13
<b>Average Ratings for Item Group: "Campus Life"</b>	<b>5.95</b>	<b>4.88</b>	<b>1.07</b>	<b>5.97</b>	<b>5.00</b>	<b>0.97</b>	<b>-0.12</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 2018: 89%; Spring 2013: 90%

**International Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Support Services</b>							
13. Library staff are helpful and approachable.	6.20	6.09	0.11	6.23	6.04	0.19	0.05
18. Library resources and services are adequate.	6.37	5.87	0.50	6.42	5.69	0.73	0.18
26. Computer labs are adequate and accessible.	6.13	5.38	0.75	6.16	5.55	0.61	-0.17
32. Tutoring services are readily available.	6.06	5.68	0.38	6.22	5.75	0.47	-0.07
44. Academic support services adequately meet the needs of students.	6.25	5.48	0.77	6.26	5.39	0.87	0.09
49. There are adequate services to help me decide upon a career.	6.50	5.47	1.03	6.42	5.11	1.31	0.36
54. Bookstore staff are helpful.	5.58	4.88	0.70	6.04	5.32	0.72	-0.44
<b>Average Ratings for Item Group: "Campus Support Services"</b>	<b>6.16</b>	<b>5.57</b>	<b>0.59</b>	<b>6.25</b>	<b>5.55</b>	<b>0.70</b>	<b>0.02</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Concern for the Individual</b>							
3. Faculty care about me as an individual.	6.36	5.83	0.53	6.22	5.66	0.56	0.17
14. My academic advisor is concerned about my success as an individual.	6.53	5.67	0.86	6.51	5.65	0.86	0.02
22. Counseling staff care about students as individuals.	5.97	5.04	0.93	5.95	5.39	0.56	-0.35
25. Faculty are fair and unbiased in their treatment of individual students.	6.56	5.05	1.51	6.58	5.24	1.34	-0.19
30. Residence hall staff are concerned about me as an individual.	5.71	4.46	1.25	5.92	4.87	1.05	-0.41
59. This institution shows concern for students as individuals.	6.52	5.60	0.92	6.49	5.46	1.03	0.14
<b>Average Ratings for Item Group: "Concern for the Individual"</b>	<b>6.28</b>	<b>5.28</b>	<b>1.00</b>	<b>6.28</b>	<b>5.38</b>	<b>0.90</b>	<b>-0.10</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 2018: 89%; Spring 2013: 90%



**International Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Instructional Effectiveness</b>							
3. Faculty care about me as an individual.	6.36	5.83	0.53	6.22	5.58	0.64	0.25
8. The content of the courses within my major is valuable.	6.68	5.60	1.08	5.66	6.65	-0.99	-1.05
16. The instruction in my major field is excellent.	6.60	5.44	1.16	6.57	5.74	0.83	-0.30
25. Faculty are fair and unbiased in their treatment of individual students.	6.56	5.05	1.51	6.58	5.24	1.34	-0.19
39. I am able to experience intellectual growth here.	6.70	5.73	0.97	6.62	5.76	0.86	-0.03
41. There is a commitment to academic excellence on this campus.	6.58	5.95	0.63	6.47	5.87	0.60	0.08
47. Faculty provide timely feedback about student progress in a course.	6.46	5.29	1.17	6.42	5.36	1.06	-0.07
53. Faculty take into consideration student differences as they teach a course.	6.54	5.02	1.52	6.46	5.33	1.13	-0.31
58. The quality of instruction I receive in most of my classes is excellent.	6.50	5.49	1.01	6.60	5.56	1.04	-0.07
61. Adjunct faculty are competent as classroom instructors.	6.30	5.44	0.86	6.20	5.49	0.71	-0.05
65. Faculty are usually available after class and during office hours.	6.51	6.22	0.29	6.57	5.99	0.58	0.23
68. Nearly all of the faculty are knowledgeable in their field.	6.56	5.78	0.78	6.67	6.00	0.67	-0.22
69. There is a good variety of courses provided on this campus.	6.48	5.32	1.16	6.63	5.42	1.21	-0.10
70. Graduate teaching assistants are competent as classroom instructors.	6.12	4.97	1.15	5.92	5.13	0.79	-0.16
<b>Average Ratings for Item Group: "Instructional Effectiveness"</b>	<b>6.51</b>	<b>5.53</b>	<b>0.98</b>	<b>6.48</b>	<b>5.58</b>	<b>0.90</b>	<b>-0.05</b>

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Response Rates: Spring 2018: 89%; Spring 2013: 90%

**International Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Recruitment and Financial Aid</b>							
4. Admissions staff are knowledgeable.	6.05	5.44	0.61	5.98	5.45	0.53	-0.01
5. Financial aid counselors are helpful.	6.46	5.64	0.82	6.25	5.36	0.89	0.28
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.40	5.32	1.08	6.33	5.33	1.00	-0.01
17. Adequate financial aid is available for most students.	6.71	5.85	0.86	6.61	5.29	1.32	0.56
43. Admissions counselors respond to prospective students' unique needs and requests.	5.86	5.28	0.58	5.95	5.22	0.73	0.06
48. Admissions counselors accurately portray the campus in their recruiting practices.	5.95	5.17	0.78	5.88	5.16	0.72	0.01
<b>Average Ratings for Item Group: "Recruitment and Financial Aid"</b>	<b>6.25</b>	<b>5.46</b>	<b>0.79</b>	<b>6.17</b>	<b>5.30</b>	<b>0.87</b>	<b>0.16</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Registration Effectiveness</b>							
11. Billing policies are reasonable.	6.44	4.95	1.49	6.09	4.68	1.41	0.27
20. The business office is open during hours which are convenient for most students.	6.02	4.98	1.04	5.96	5.23	0.73	-0.25
27. The personnel involved in registration are helpful.	6.21	5.56	0.65	5.96	5.23	0.73	0.33
34. I am able to register for classes I need with few conflicts.	6.53	4.81	1.72	6.11	5.60	0.51	-0.79
50. Class change (drop/add) policies are reasonable.	6.38	5.25	1.13	6.58	5.04	1.54	0.21
<b>Average Ratings for Item Group: "Registration Effectiveness"</b>	<b>6.32</b>	<b>5.11</b>	<b>1.21</b>	<b>6.19</b>	<b>5.17</b>	<b>1.02</b>	<b>-0.06</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 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Safety and Security</b>							
7. The campus is safe and secure for all students.	6.58	5.32	1.26	6.58	5.67	0.91	-0.35
21. The amount of student parking space on campus is adequate.	5.09	3.02	2.07	4.58	4.36	0.22	-1.34
28. Parking lots are well-lighted and secure.	5.38	4.33	1.05	5.49	4.95	0.54	-0.62
36. Security staff respond quickly in emergencies.	6.48	4.72	1.76	6.53	5.39	1.14	-0.67
<b>Average Ratings for Item Group: "Safety and Security"</b>	<b>5.92</b>	<b>4.40</b>	<b>1.52</b>	<b>5.85</b>	<b>5.13</b>	<b>0.72</b>	<b>-0.73</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Service Excellence</b>							
2. The campus staff are caring and helpful.	6.47	5.84	0.63	6.37	5.70	0.67	0.14
13. Library staff are helpful and approachable.	6.20	6.09	0.11	6.23	6.04	0.19	0.05
15. The staff in the health services area are competent.	6.57	5.28	1.29	6.29	4.91	1.38	0.37
22. Counseling staff care about students as individuals.	5.97	5.04	0.93	5.95	5.39	0.56	-0.35
27. The personnel involved in registration are helpful.	6.21	5.56	0.65	6.11	5.60	0.51	-0.04
57. I seldom get the "run-around" when seeking information on this campus.	6.01	4.92	1.09	5.91	4.97	0.94	-0.05
60. I generally know what's happening on campus.	5.81	5.13	0.68	6.05	5.48	0.57	-0.35
71. Channels for expressing student complaints are readily available.	6.17	4.79	1.38	6.21	4.91	1.30	-0.12
<b>Average Ratings for Item Group: "Service Excellence"</b>	<b>6.18</b>	<b>5.34</b>	<b>0.84</b>	<b>6.14</b>	<b>5.38</b>	<b>0.76</b>	<b>-0.04</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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**International Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Student Centeredness</b>							
1. Most students feel a sense of belonging here.	6.29	5.34	0.95	5.97	5.28	0.69	0.06
2. The campus staff are caring and helpful.	6.47	5.84	0.63	6.37	5.70	0.67	0.14
10. Administrators are approachable to students.	6.07	5.50	0.57	5.88	5.41	0.47	0.09
29. It is an enjoyable experience to be a student on this campus.	6.39	5.37	1.02	6.53	5.55	0.98	-0.18
45. Students are made to feel welcome on this campus.	6.50	5.68	0.82	6.31	5.84	0.47	-0.16
59. This institution shows concern for students as individuals.	6.52	5.60	0.92	6.49	5.46	1.03	0.14
<b>Average Ratings for Item Group: "Student Centeredness"</b>	<b>6.38</b>	<b>5.56</b>	<b>0.82</b>	<b>6.26</b>	<b>5.54</b>	<b>0.72</b>	<b>0.02</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 2018: 89%; Spring 2013: 90%

**Male Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Academic Advising</b>							
6. My academic advisor is approachable.	6.37	5.86	0.51	6.35	5.90	0.45	-0.04
14. My academic advisor is concerned about my success as an individual.	6.25	5.66	0.59	6.28	5.74	0.54	-0.08
19. My academic advisor helps me set goals to work toward.	5.96	5.24	0.72	5.84	5.29	0.55	-0.05
33. My academic advisor is knowledgeable about requirements in my major.	6.38	5.76	0.62	6.40	5.77	0.63	-0.01
55. Major requirements are clear and reasonable.	6.31	5.40	0.91	6.26	5.31	0.95	0.09
<b>Average Ratings for Item Group: "Academic Advising"</b>	<b>6.25</b>	<b>5.58</b>	<b>0.67</b>	<b>6.22</b>	<b>5.60</b>	<b>0.62</b>	<b>-0.02</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Climate</b>							
1. Most students feel a sense of belonging here.	5.75	5.09	0.66	5.72	5.05	0.67	0.04
2. The campus staff are caring and helpful.	6.17	5.59	0.58	6.17	5.40	0.77	0.19
3. Faculty care about me as an individual.	5.96	5.55	0.41	5.98	5.47	0.51	0.08
7. The campus is safe and secure for all students.	6.31	4.97	1.34	6.26	5.40	0.86	-0.43
10. Administrators are approachable to students.	5.78	5.07	0.71	5.65	4.99	0.66	0.08
29. It is an enjoyable experience to be a student on this campus.	6.20	4.68	1.52	6.28	4.88	1.40	-0.20
37. I feel a sense of pride about my campus.	5.48	4.91	0.57	5.59	4.80	0.79	0.11
41. There is a commitment to academic excellence on this campus.	6.21	5.70	0.51	6.22	5.61	0.61	0.09
45. Students are made to feel welcome on this campus.	6.11	5.21	0.90	6.08	5.36	0.72	-0.15
51. This institution has a good reputation within the community.	5.75	5.16	0.59	5.90	5.55	0.35	-0.39
57. I seldom get the "run-around" when seeking information on this campus.	5.96	4.31	1.65	6.02	4.32	1.70	-0.01
59. This institution shows concern for students as individuals.	6.11	5.01	1.10	6.10	5.16	0.94	-0.15
60. I generally know what's happening on campus.	5.61	4.95	0.66	5.57	5.05	0.52	-0.10
62. There is a strong commitment to racial harmony on this campus.	6.11	5.52	0.59	5.85	5.36	0.49	0.16
66. Tuition paid is a worthwhile investment.	6.36	5.86	0.50	6.39	5.86	0.53	0.00
67. Freedom of expression is protected on campus.	6.21	4.95	1.26	6.16	5.20	0.96	-0.25
71. Channels for expressing student complaints are readily available.	5.97	4.48	1.49	5.95	4.47	1.48	0.01
<b>Average Ratings for Item Group: "Campus Climate"</b>	<b>6.00</b>	<b>5.12</b>	<b>0.88</b>	<b>6.00</b>	<b>5.18</b>	<b>0.82</b>	<b>-0.06</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 2018: 89%; Spring 2013: 90%

**Male Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Life</b>							
9. A variety of intramural activities are offered.	4.82	5.09	-0.27	4.88	5.13	-0.25	-0.04
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.31	4.33	1.98	6.19	3.99	2.20	0.34
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	4.67	4.16	0.51	4.72	4.11	0.61	0.05
30. Residence hall staff are concerned about me as an individual.	5.46	4.65	0.81	5.43	4.80	0.63	-0.15
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.67	5.45	0.22	5.35	5.40	-0.05	0.05
38. There is an adequate selection of food available in the cafeteria.	6.13	3.80	2.33	6.04	3.55	2.49	0.25
40. Residence hall regulations are reasonable.	6.03	4.16	1.87	5.96	4.06	1.90	0.10
42. There are a sufficient number of weekend activities for students.	5.32	4.33	0.99	5.39	4.24	1.15	0.09
46. I can easily get involved in campus organizations.	5.60	5.25	0.35	5.54	5.24	0.30	0.01
52. The student center is a comfortable place for students to spend their leisure time.	5.38	4.71	0.67	5.41	4.63	0.78	0.08
56. The student handbook provides helpful information about campus life.	5.34	4.78	0.56	5.35	4.80	0.55	-0.02
63. Student disciplinary procedures are fair.	5.99	4.84	1.15	5.95	4.79	1.16	0.05
64. New student orientation services help students adjust to college.	5.85	4.97	0.88	5.81	5.05	0.76	-0.08
67. Freedom of expression is protected on campus.	6.21	4.95	1.26	6.16	5.20	0.96	-0.25
73. Student activities fees are put to good use.	5.88	4.57	1.31	5.84	4.60	1.24	-0.03
<b>Average Ratings for Item Group: "Campus Life"</b>	<b>5.65</b>	<b>4.67</b>	<b>0.98</b>	<b>5.63</b>	<b>4.66</b>	<b>0.97</b>	<b>0.01</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 2018: 89%; Spring 2013: 90%

**Male Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Support Services</b>							
13. Library staff are helpful and approachable.	5.63	5.73	-0.10	5.77	5.64	0.13	0.09
18. Library resources and services are adequate.	6.01	5.69	0.32	6.09	5.55	0.54	0.14
26. Computer labs are adequate and accessible.	5.71	5.12	0.59	5.69	5.16	0.53	-0.04
32. Tutoring services are readily available.	5.86	5.49	0.37	5.84	5.44	0.40	0.05
44. Academic support services adequately meet the needs of students.	5.93	5.21	0.72	5.86	5.12	0.74	0.09
49. There are adequate services to help me decide upon a career.	6.07	5.13	0.94	6.02	4.84	1.18	0.29
54. Bookstore staff are helpful.	5.35	4.80	0.55	5.67	5.35	0.32	-0.55
<b>Average Ratings for Item Group: "Campus Support Services"</b>	<b>5.80</b>	<b>5.32</b>	<b>0.48</b>	<b>5.88</b>	<b>5.32</b>	<b>0.56</b>	<b>0.00</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Concern for the Individual</b>							
3. Faculty care about me as an individual.	5.96	5.55	0.41	5.98	5.47	0.51	0.08
14. My academic advisor is concerned about my success as an individual.	6.25	5.66	0.59	6.28	5.74	0.54	-0.08
22. Counseling staff care about students as individuals.	5.98	4.93	1.05	5.78	5.00	0.78	-0.07
25. Faculty are fair and unbiased in their treatment of individual students.	6.21	4.87	1.34	6.27	4.77	1.50	0.10
30. Residence hall staff are concerned about me as an individual.	5.46	4.65	0.81	5.43	4.80	0.63	-0.15
59. This institution shows concern for students as individuals.	6.11	5.01	1.10	6.10	5.16	0.94	-0.15
<b>Average Ratings for Item Group: "Concern for the Individual"</b>	<b>6.00</b>	<b>5.12</b>	<b>0.88</b>	<b>5.98</b>	<b>5.17</b>	<b>0.81</b>	<b>-0.05</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 2018: 89%; Spring 2013: 90%

**Male Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Instructional Effectiveness</b>							
3. Faculty care about me as an individual.	5.96	5.55	0.41	5.98	5.47	0.51	0.08
8. The content of the courses within my major is valuable.	6.52	5.67	0.85	6.52	5.44	1.08	0.23
16. The instruction in my major field is excellent.	6.47	5.65	0.82	6.45	5.46	0.99	0.19
25. Faculty are fair and unbiased in their treatment of individual students.	6.21	4.87	1.34	6.27	4.77	1.50	0.10
39. I am able to experience intellectual growth here.	6.42	5.69	0.73	6.36	5.54	0.82	0.15
41. There is a commitment to academic excellence on this campus.	6.21	5.70	0.51	6.22	5.61	0.61	0.09
47. Faculty provide timely feedback about student progress in a course.	6.15	4.91	1.24	6.13	4.95	1.18	-0.04
53. Faculty take into consideration student differences as they teach a course.	6.09	4.96	1.13	6.00	4.89	1.11	0.07
58. The quality of instruction I receive in most of my classes is excellent.	6.26	5.50	0.76	6.34	5.41	0.93	0.09
61. Adjunct faculty are competent as classroom instructors.	5.89	5.30	0.59	5.80	5.16	0.64	0.14
65. Faculty are usually available after class and during office hours.	6.18	5.72	0.46	6.19	5.62	0.57	0.10
68. Nearly all of the faculty are knowledgeable in their field.	6.40	5.88	0.52	6.37	5.70	0.67	0.18
69. There is a good variety of courses provided on this campus.	6.29	5.40	0.89	6.26	5.08	1.18	0.32
70. Graduate teaching assistants are competent as classroom instructors.	5.83	5.08	0.75	5.70	4.94	0.76	0.14
<b>Average Ratings for Item Group: "Instructional Effectiveness"</b>	<b>6.21</b>	<b>5.43</b>	<b>0.78</b>	<b>6.12</b>	<b>5.24</b>	<b>0.88</b>	<b>0.19</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.

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**Male Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Recruitment and Financial Aid</b>							
4. Admissions staff are knowledgeable.	5.83	5.22	0.61	5.89	5.14	0.75	0.08
5. Financial aid counselors are helpful.	6.09	5.03	1.06	6.10	4.96	1.14	0.07
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.19	5.01	1.18	6.04	5.11	0.93	-0.10
17. Adequate financial aid is available for most students.	6.42	5.58	0.84	6.39	5.58	0.81	0.00
43. Admissions counselors respond to prospective students' unique needs and requests.	5.78	5.16	0.62	5.68	5.05	0.63	0.11
48. Admissions counselors accurately portray the campus in their recruiting practices.	5.95	4.64	1.31	5.90	4.50	1.40	0.14
<b>Average Ratings for Item Group: "Recruitment and Financial Aid"</b>	<b>6.05</b>	<b>5.11</b>	<b>0.94</b>	<b>6.00</b>	<b>5.06</b>	<b>0.94</b>	<b>0.05</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Registration Effectiveness</b>							
11. Billing policies are reasonable.	6.07	4.83	1.24	6.04	4.79	1.25	0.04
20. The business office is open during hours which are convenient for most students.	5.81	4.53	1.28	5.84	4.73	1.11	-0.20
27. The personnel involved in registration are helpful.	5.93	5.14	0.79	5.91	5.08	0.83	0.06
34. I am able to register for classes I need with few conflicts.	6.39	4.61	1.78	6.41	4.49	1.92	0.12
50. Class change (drop/add) policies are reasonable.	6.03	5.27	0.76	5.98	5.15	0.83	0.12
<b>Average Ratings for Item Group: "Registration Effectiveness"</b>	<b>6.05</b>	<b>4.88</b>	<b>1.17</b>	<b>6.02</b>	<b>4.87</b>	<b>1.15</b>	<b>0.01</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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**Male Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Safety and Security</b>							
7. The campus is safe and secure for all students.	6.31	4.97	1.34	6.26	5.40	0.86	-0.43
21. The amount of student parking space on campus is adequate.	5.83	2.66	3.17	5.70	2.87	2.83	-0.21
28. Parking lots are well-lighted and secure.	5.82	4.30	1.52	5.62	4.73	0.89	-0.43
36. Security staff respond quickly in emergencies.	6.23	4.28	1.95	6.15	4.54	1.61	-0.26
<b>Average Ratings for Item Group: "Safety and Security"</b>	<b>6.05</b>	<b>4.07</b>	<b>1.98</b>	<b>5.94</b>	<b>4.35</b>	<b>1.59</b>	<b>-0.28</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Service Excellence</b>							
2. The campus staff are caring and helpful.	6.17	4.59	1.58	6.17	5.40	0.77	-0.81
13. Library staff are helpful and approachable.	5.63	5.73	-0.10	5.77	5.64	0.13	0.09
15. The staff in the health services area are competent.	6.11	5.28	0.83	6.07	4.76	1.31	0.52
22. Counseling staff care about students as individuals.	5.98	4.93	1.05	5.78	5.00	0.78	-0.07
27. The personnel involved in registration are helpful.	5.93	5.14	0.79	5.91	5.08	0.83	0.06
57. I seldom get the "run-around" when seeking information on this campus.	5.96	4.31	1.65	6.02	4.32	1.70	-0.01
60. I generally know what's happening on campus.	5.61	4.95	0.66	5.57	5.05	0.52	-0.10
71. Channels for expressing student complaints are readily available.	5.97	4.48	1.49	5.85	4.47	1.38	0.01
<b>Average Ratings for Item Group: "Service Excellence"</b>	<b>5.92</b>	<b>5.06</b>	<b>0.86</b>	<b>4.99</b>	<b>6.00</b>	<b>-1.01</b>	<b>-0.94</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 2018: 89%; Spring 2013: 90%

**Male Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Student Centeredness</b>							
1. Most students feel a sense of belonging here.	5.75	5.09	0.66	5.72	5.05	0.67	0.04
2. The campus staff are caring and helpful.	6.17	5.59	0.58	6.17	5.40	0.77	0.19
10. Administrators are approachable to students.	5.78	5.07	0.71	5.65	4.99	0.66	0.08
29. It is an enjoyable experience to be a student on this campus.	6.20	4.68	1.52	6.28	4.88	1.40	-0.20
45. Students are made to feel welcome on this campus.	6.11	5.21	0.90	6.08	5.36	0.72	-0.15
59. This institution shows concern for students as individuals.	6.11	5.01	1.10	6.10	5.15	0.95	-0.14
<b>Average Ratings for Item Group: "Student Centeredness"</b>	<b>6.02</b>	<b>5.11</b>	<b>0.91</b>	<b>6.00</b>	<b>5.15</b>	<b>0.85</b>	<b>-0.04</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.

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

Response Rates: Spring 2018: 89%; Spring 2013: 90%

**Female Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Academic Advising</b>							
6. My academic advisor is approachable.	6.61	5.94	0.67	6.59	5.79	0.80	0.15
14. My academic advisor is concerned about my success as an individual.	6.53	5.75	0.78	6.46	5.70	0.76	0.05
19. My academic advisor helps me set goals to work toward.	6.21	5.28	0.93	6.12	5.13	0.99	0.15
33. My academic advisor is knowledgeable about requirements in my major.	6.64	5.78	0.86	6.66	5.76	0.90	0.02
55. Major requirements are clear and reasonable.	6.54	5.50	1.04	6.56	5.45	1.11	0.05
<b>Average Ratings for Item Group: "Academic Advising"</b>	<b>6.50</b>	<b>5.65</b>	<b>0.85</b>	<b>6.48</b>	<b>5.56</b>	<b>0.92</b>	<b>0.09</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Climate</b>							
1. Most students feel a sense of belonging here.	6.26	5.05	1.21	6.12	5.18	0.94	-0.13
2. The campus staff are caring and helpful.	6.49	5.53	0.96	6.38	5.54	0.84	-0.01
3. Faculty care about me as an individual.	6.36	5.54	0.82	6.25	5.50	0.75	0.04
7. The campus is safe and secure for all students.	6.70	4.60	2.10	6.61	5.31	1.30	-0.71
10. Administrators are approachable to students.	6.07	4.95	1.12	5.93	5.05	0.88	-0.10
29. It is an enjoyable experience to be a student on this campus.	6.48	4.90	1.58	6.48	5.17	1.31	-0.27
37. I feel a sense of pride about my campus.	5.92	5.24	0.68	5.83	5.24	0.59	0.00
41. There is a commitment to academic excellence on this campus.	6.50	5.93	0.57	6.45	5.91	0.54	0.02
45. Students are made to feel welcome on this campus.	6.49	5.37	1.12	6.36	5.52	0.84	-0.15
51. This institution has a good reputation within the community.	6.15	5.45	0.70	6.14	5.81	0.33	-0.36
57. I seldom get the "run-around" when seeking information on this campus.	6.21	4.20	2.01	6.16	4.22	1.94	-0.02
59. This institution shows concern for students as individuals.	6.51	5.11	1.40	6.40	5.18	1.22	-0.07
60. I generally know what's happening on campus.	6.00	4.93	1.07	5.80	5.20	0.60	-0.27
62. There is a strong commitment to racial harmony on this campus.	6.53	5.53	1.00	6.20	5.50	0.70	0.03
66. Tuition paid is a worthwhile investment.	6.66	6.08	0.58	6.62	6.12	0.50	-0.04
67. Freedom of expression is protected on campus.	6.54	5.33	1.21	6.39	5.56	0.83	-0.23
71. Channels for expressing student complaints are readily available.	6.23	4.55	1.68	6.12	4.44	1.68	0.11
<b>Average Ratings for Item Group: "Campus Climate"</b>	<b>6.36</b>	<b>5.19</b>	<b>1.17</b>	<b>6.24</b>	<b>5.31</b>	<b>0.93</b>	<b>-0.12</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 2018: 89%; Spring 2013: 90%

**Female Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Life</b>							
9. A variety of intramural activities are offered.	4.74	5.18	-0.44	4.51	5.09	-0.58	0.09
23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air, etc.)	6.59	4.16	2.43	6.44	4.36	2.08	-0.20
24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	4.63	4.18	0.45	4.52	4.03	0.49	0.15
30. Residence hall staff are concerned about me as an individual.	5.80	4.57	1.23	5.77	4.82	0.95	-0.25
31. Males and females have equal opportunities to participate in intercollegiate athletics.	5.92	5.37	0.55	5.54	5.35	0.19	0.02
38. There is an adequate selection of food available in the cafeteria.	6.40	3.46	2.94	6.34	3.55	2.79	-0.09
40. Residence hall regulations are reasonable.	6.31	4.04	2.27	6.19	4.18	2.01	-0.14
42. There are a sufficient number of weekend activities for students.	5.59	4.44	1.15	5.42	4.40	1.02	0.04
46. I can easily get involved in campus organizations.	6.01	5.24	0.77	5.85	5.33	0.52	-0.09
52. The student center is a comfortable place for students to spend their leisure time.	5.76	4.81	0.95	5.52	4.74	0.78	0.07
56. The student handbook provides helpful information about campus life.	5.66	4.82	0.84	5.51	4.97	0.54	-0.15
63. Student disciplinary procedures are fair.	6.31	4.74	1.57	6.18	5.00	1.18	-0.26
64. New student orientation services help students adjust to college.	6.20	4.99	1.21	6.09	5.18	0.91	-0.19
67. Freedom of expression is protected on campus.	6.54	5.33	1.21	6.39	5.56	0.83	-0.23
73. Student activities fees are put to good use.	6.26	4.72	1.54	6.10	4.41	1.69	0.31
<b>Average Ratings for Item Group: "Campus Life"</b>	<b>5.92</b>	<b>4.67</b>	<b>1.25</b>	<b>5.77</b>	<b>4.73</b>	<b>1.04</b>	<b>-0.06</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.

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

Response Rates: Spring 2018: 89%; Spring 2013: 90%

**Female Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Campus Support Services</b>							
13. Library staff are helpful and approachable.	6.05	5.85	0.20	5.87	5.65	0.22	0.20
18. Library resources and services are adequate.	6.30	5.84	0.46	6.25	5.68	0.57	0.16
26. Computer labs are adequate and accessible.	5.85	5.17	0.68	5.53	5.09	0.44	0.08
32. Tutoring services are readily available.	6.26	5.55	0.71	6.06	5.53	0.53	0.02
44. Academic support services adequately meet the needs of students.	6.30	5.15	1.15	6.15	5.16	0.99	-0.01
49. There are adequate services to help me decide upon a career.	6.44	5.21	1.23	6.29	4.91	1.38	0.30
54. Bookstore staff are helpful.	5.61	4.82	0.79	5.81	5.41	0.40	-0.59
<b>Average Ratings for Item Group: "Campus Support Services"</b>	<b>6.12</b>	<b>5.39</b>	<b>0.73</b>	<b>5.99</b>	<b>5.30</b>	<b>0.69</b>	<b>0.09</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Concern for the Individual</b>							
3. Faculty care about me as an individual.	6.36	5.54	0.82	6.25	5.50	0.75	0.04
14. My academic advisor is concerned about my success as an individual.	6.53	5.75	0.78	6.46	5.70	0.76	0.05
22. Counseling staff care about students as individuals.	6.43	4.90	1.53	6.21	5.18	1.03	-0.28
25. Faculty are fair and unbiased in their treatment of individual students.	6.55	4.90	1.65	6.50	4.94	1.56	-0.04
30. Residence hall staff are concerned about me as an individual.	5.80	4.57	1.23	5.77	4.82	0.95	-0.25
59. This institution shows concern for students as individuals.	6.51	5.11	1.40	6.40	5.18	1.22	-0.07
<b>Average Ratings for Item Group: "Concern for the Individual"</b>	<b>6.37</b>	<b>5.14</b>	<b>1.23</b>	<b>6.25</b>	<b>5.20</b>	<b>1.05</b>	<b>-0.06</b>

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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 2018: 89%; Spring 2013: 90%

**Female Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Instructional Effectiveness</b>							
3. Faculty care about me as an individual.	6.36	5.54	0.82	6.25	5.50	0.75	0.04
8. The content of the courses within my major is valuable.	6.68	5.79	0.89	6.67	5.70	0.97	0.09
16. The instruction in my major field is excellent.	6.64	5.75	0.89	6.65	5.62	1.03	0.13
25. Faculty are fair and unbiased in their treatment of individual students.	6.55	4.90	1.65	6.50	4.94	1.56	-0.04
39. I am able to experience intellectual growth here.	6.65	5.90	0.75	6.59	5.86	0.73	0.04
41. There is a commitment to academic excellence on this campus.	6.50	5.93	0.57	6.45	5.91	0.54	0.02
47. Faculty provide timely feedback about student progress in a course.	6.44	4.82	1.62	6.44	4.94	1.50	-0.12
53. Faculty take into consideration student differences as they teach a course.	6.44	4.96	1.48	6.32	4.88	1.44	0.08
58. The quality of instruction I receive in most of my classes is excellent.	6.55	5.54	1.01	6.58	5.53	1.05	0.01
61. Adjunct faculty are competent as classroom instructors.	6.21	5.29	0.92	6.05	5.23	0.82	0.06
65. Faculty are usually available after class and during office hours.	6.51	5.79	0.72	6.43	5.84	0.59	-0.05
68. Nearly all of the faculty are knowledgeable in their field.	6.64	5.89	0.75	6.61	6.01	0.60	-0.12
69. There is a good variety of courses provided on this campus.	6.58	5.57	1.01	6.50	5.45	1.05	0.12
70. Graduate teaching assistants are competent as classroom instructors.	6.09	5.07	1.02	5.87	4.89	0.98	0.18
<b>Average Ratings for Item Group: "Instructional Effectiveness"</b>	<b>6.50</b>	<b>5.49</b>	<b>1.01</b>	<b>6.38</b>	<b>5.35</b>	<b>1.03</b>	<b>0.14</b>

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**Female Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Recruitment and Financial Aid</b>							
4. Admissions staff are knowledgeable.	6.18	5.23	0.95	6.08	5.20	0.88	0.03
5. Financial aid counselors are helpful.	6.44	4.86	1.58	6.35	4.85	1.50	0.01
12. Financial aid awards are announced to students in time to be helpful in college planning.	6.39	4.94	1.45	6.33	4.90	1.43	0.04
17. Adequate financial aid is available for most students.	6.69	5.63	1.06	6.62	5.51	1.11	0.12
43. Admissions counselors respond to prospective students' unique needs and requests.	6.06	5.13	0.93	5.98	5.12	0.86	0.01
48. Admissions counselors accurately portray the campus in their recruiting practices.	6.21	4.63	1.58	6.13	4.66	1.47	-0.03
<b>Average Ratings for Item Group: "Recruitment and Financial Aid"</b>	<b>6.33</b>	<b>5.07</b>	<b>1.26</b>	<b>6.24</b>	<b>5.05</b>	<b>1.19</b>	<b>0.02</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Registration Effectiveness</b>							
11. Billing policies are reasonable.	6.37	4.76	1.61	6.25	4.71	1.54	0.05
20. The business office is open during hours which are convenient for most students.	6.10	4.54	1.56	6.02	4.56	1.46	-0.02
27. The personnel involved in registration are helpful.	6.20	5.12	1.08	6.15	5.13	1.02	-0.01
34. I am able to register for classes I need with few conflicts.	6.62	4.79	1.83	6.60	4.66	1.94	0.13
50. Class change (drop/add) policies are reasonable.	6.29	5.39	0.90	6.17	5.42	0.75	-0.03
<b>Average Ratings for Item Group: "Registration Effectiveness"</b>	<b>6.32</b>	<b>4.92</b>	<b>1.40</b>	<b>6.24</b>	<b>4.88</b>	<b>1.36</b>	<b>0.04</b>

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**Female Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Safety and Security</b>							
7. The campus is safe and secure for all students.	6.70	4.60	2.10	6.61	5.31	1.30	-0.71
21. The amount of student parking space on campus is adequate.	6.16	2.52	3.64	5.78	2.82	2.96	-0.30
28. Parking lots are well-lighted and secure.	6.32	3.96	2.36	6.10	4.36	1.74	-0.40
36. Security staff respond quickly in emergencies.	6.66	4.00	2.66	6.59	4.61	1.98	-0.61
<b>Average Ratings for Item Group: "Safety and Security"</b>	<b>6.46</b>	<b>3.78</b>	<b>2.68</b>	<b>6.27</b>	<b>4.24</b>	<b>2.03</b>	<b>-0.46</b>

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Service Excellence</b>							
2. The campus staff are caring and helpful.	6.49	5.53	0.96	6.38	5.54	0.84	-0.01
13. Library staff are helpful and approachable.	6.05	5.85	0.20	5.87	5.65	0.22	0.20
15. The staff in the health services area are competent.	6.49	5.21	1.28	6.47	4.46	2.01	0.75
22. Counseling staff care about students as individuals.	6.43	4.90	1.53	6.21	5.18	1.03	-0.28
27. The personnel involved in registration are helpful.	6.20	5.12	1.08	6.15	5.13	1.02	-0.01
57. I seldom get the "run-around" when seeking information on this campus.	6.21	4.20	2.01	6.16	4.22	1.94	-0.02
60. I generally know what's happening on campus.	6.00	4.93	1.07	5.80	5.20	0.60	-0.27
71. Channels for expressing student complaints are readily available.	6.23	4.55	1.68	6.12	4.44	1.68	0.11
<b>Average Ratings for Item Group: "Service Excellence"</b>	<b>6.26</b>	<b>5.04</b>	<b>1.22</b>	<b>6.15</b>	<b>4.96</b>	<b>1.19</b>	<b>0.08</b>

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**Female Students**  
**Spring 2018 Compared to Spring 2013 Administration**  
*Items organized by Item Group*

	Spring 2018			Spring 2013			Difference between Satisfaction Means (2018 minus 2013)
	Importance	Satisfaction	Gap	Importance	Satisfaction	Gap	
<b>Student Centeredness</b>							
1. Most students feel a sense of belonging here.	6.26	5.05	1.21	6.12	5.18	0.94	-0.13
2. The campus staff are caring and helpful.	6.49	5.53	0.96	6.38	5.54	0.84	-0.01
10. Administrators are approachable to students.	6.07	4.95	1.12	5.93	5.05	0.88	-0.10
29. It is an enjoyable experience to be a student on this campus.	6.48	4.90	1.58	6.48	5.17	1.31	-0.27
45. Students are made to feel welcome on this campus.	6.49	5.37	1.12	6.36	5.52	0.84	-0.15
59. This institution shows concern for students as individuals.	6.51	5.11	1.40	6.40	5.18	1.22	-0.07
<b>Average Ratings for Item Group: "Student Centeredness"</b>	<b>6.39</b>	<b>5.15</b>	<b>1.24</b>	<b>6.28</b>	<b>5.28</b>	<b>1.00</b>	<b>-0.13</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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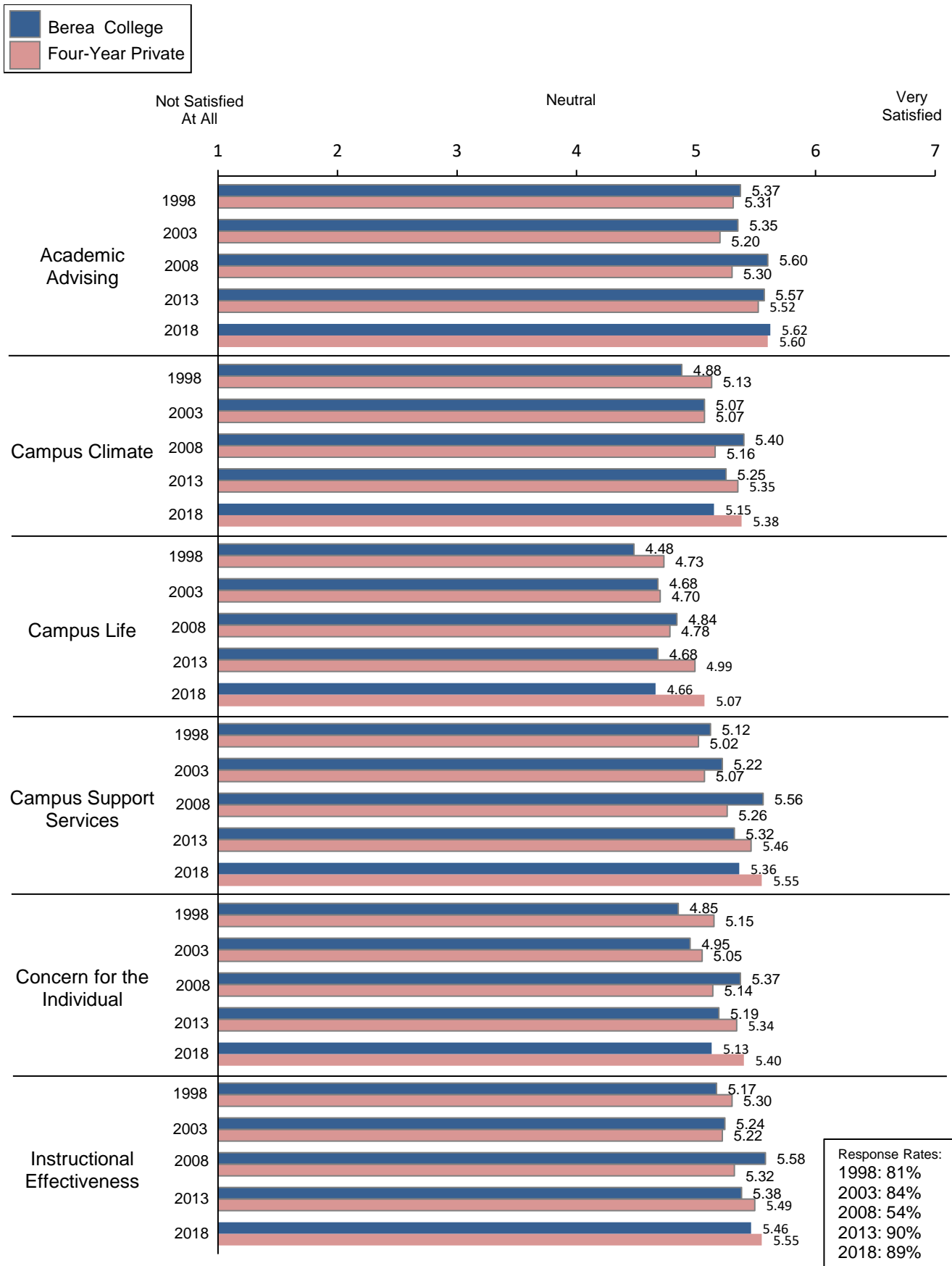
NOTE: Importance and Satisfaction ratings are on 7-point scales (7 = very important/very satisfied); Gap is Importance minus Satisfaction.

Response Rates: Spring 2018: 89%; Spring 2013: 90%

## All Students

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

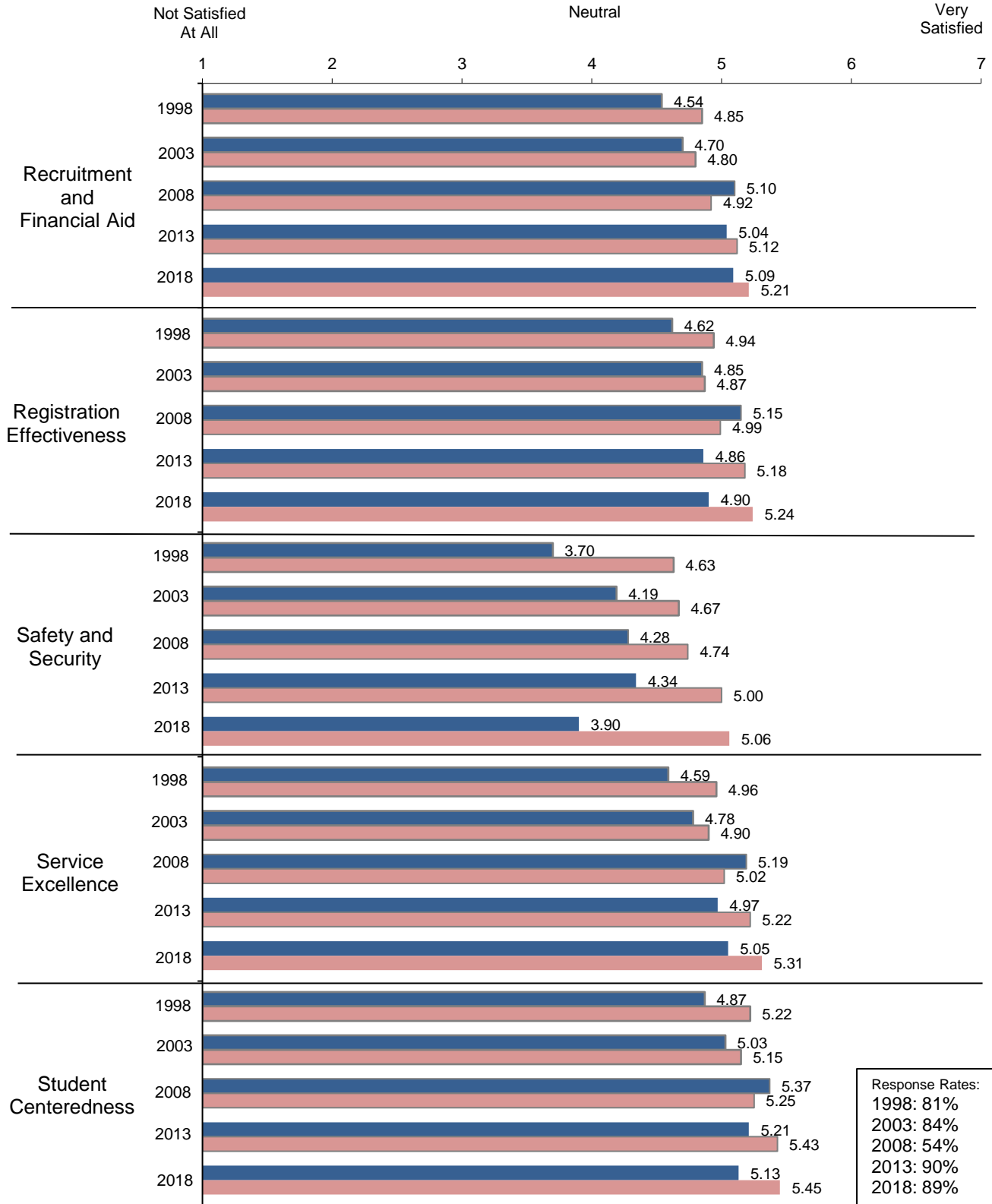
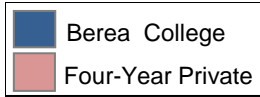
Noel-Levitz Student  
Satisfaction Inventory



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

**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%  
 2018: 89%

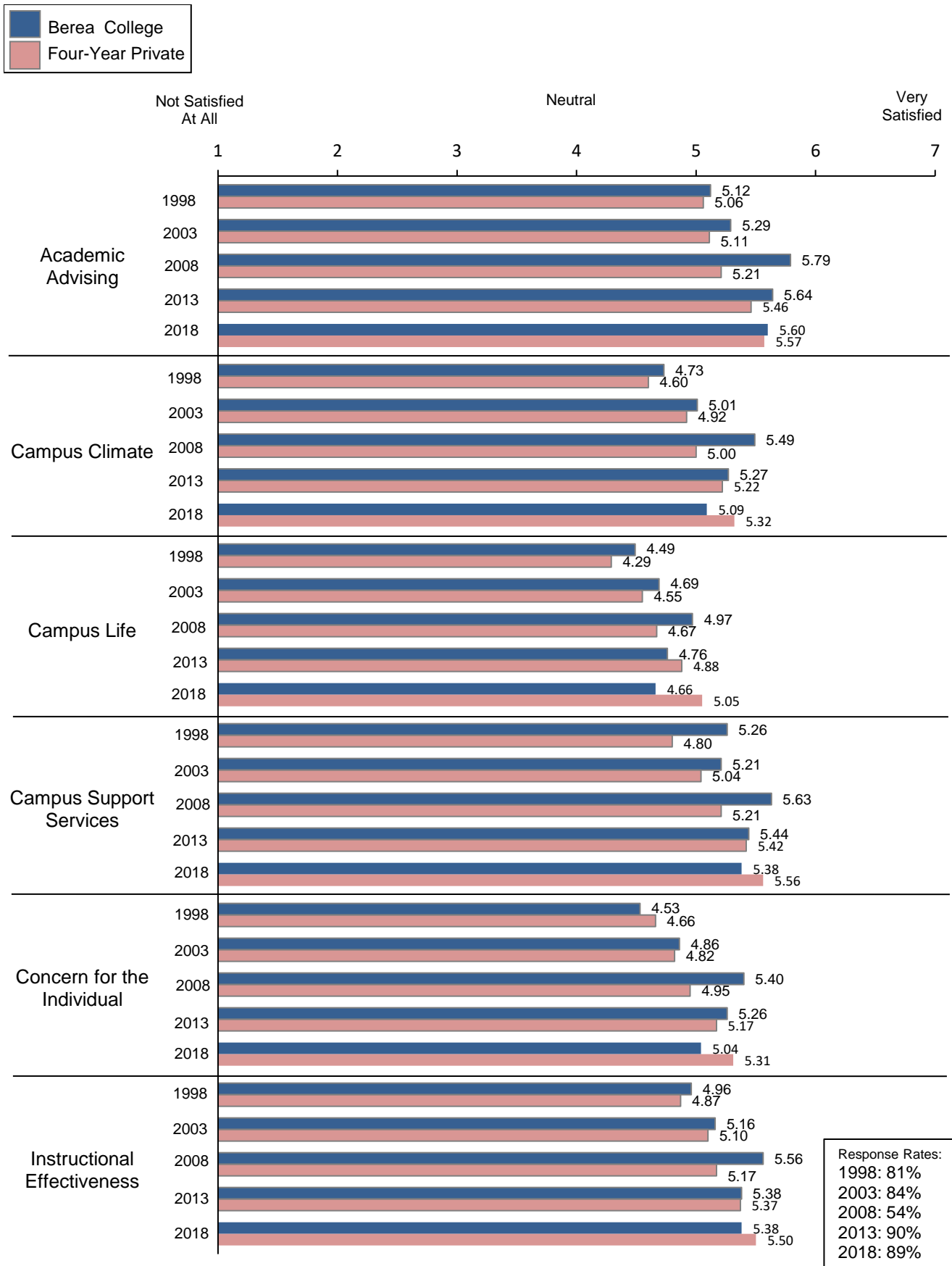
NOTE: The graphs above are means of individual item's means within the group.

# African American Students

## Berea College vs. Four-Year Private Institutions

### Satisfaction Ratings by Item Groups

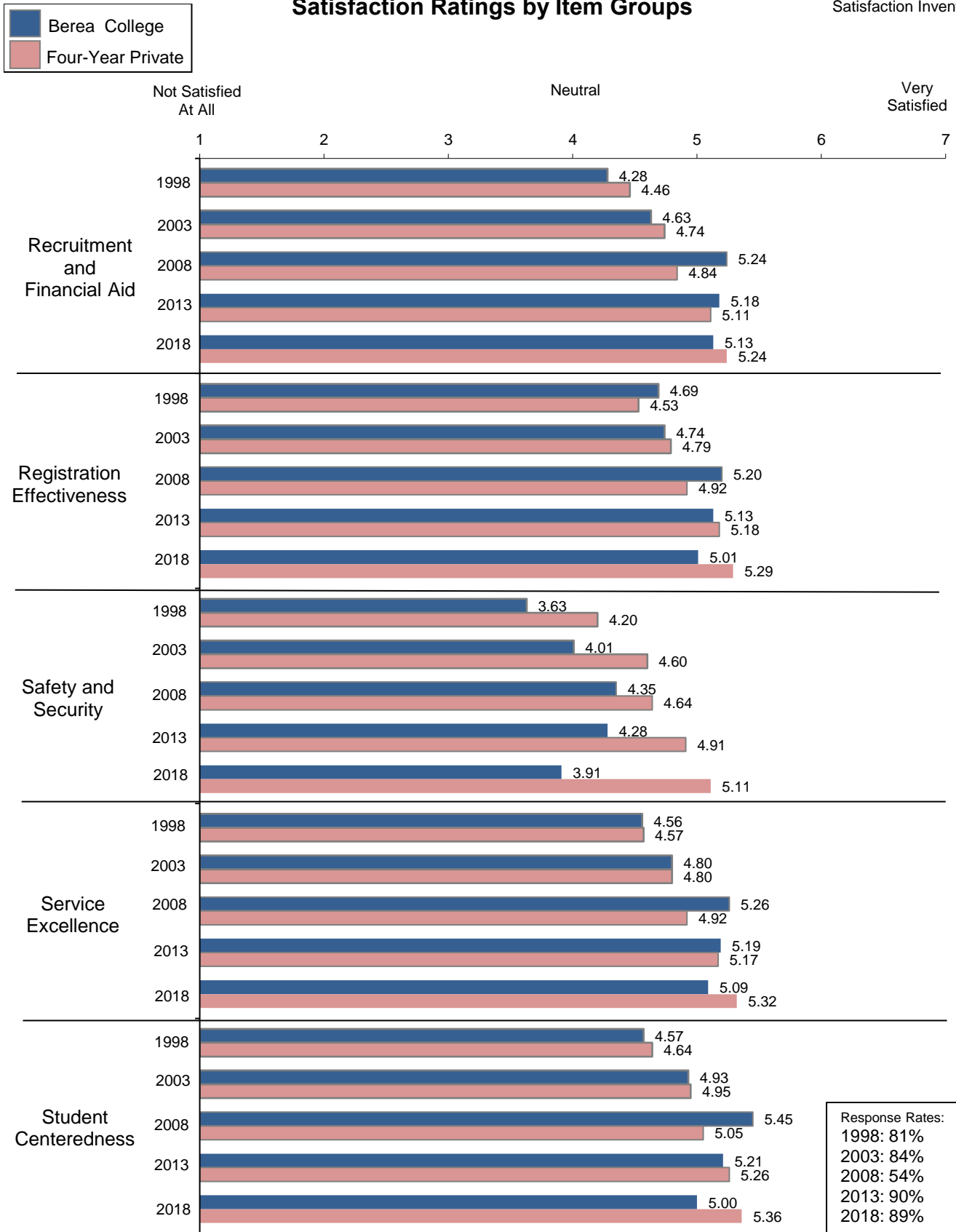
Noel-Levitz Student Satisfaction Inventory



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

## African-American 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%  
 2018: 89%

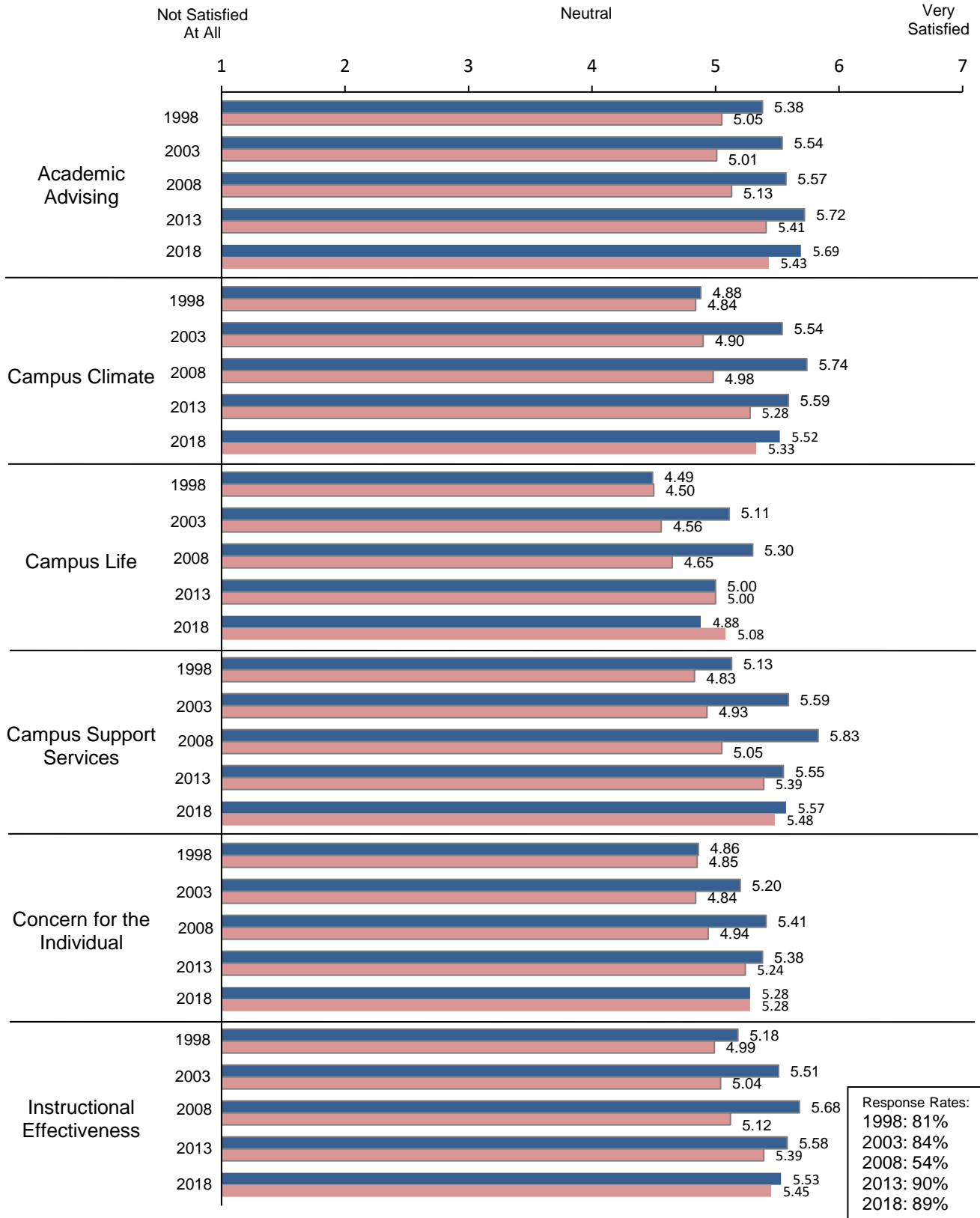
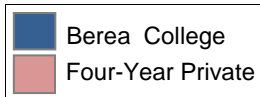
NOTE: The graphs above are means of individual item's means within the group.

# International Students

## Berea College vs. Four-Year Private Institutions

### Satisfaction Ratings by Item Groups

Noel-Levitz Student Satisfaction Inventory

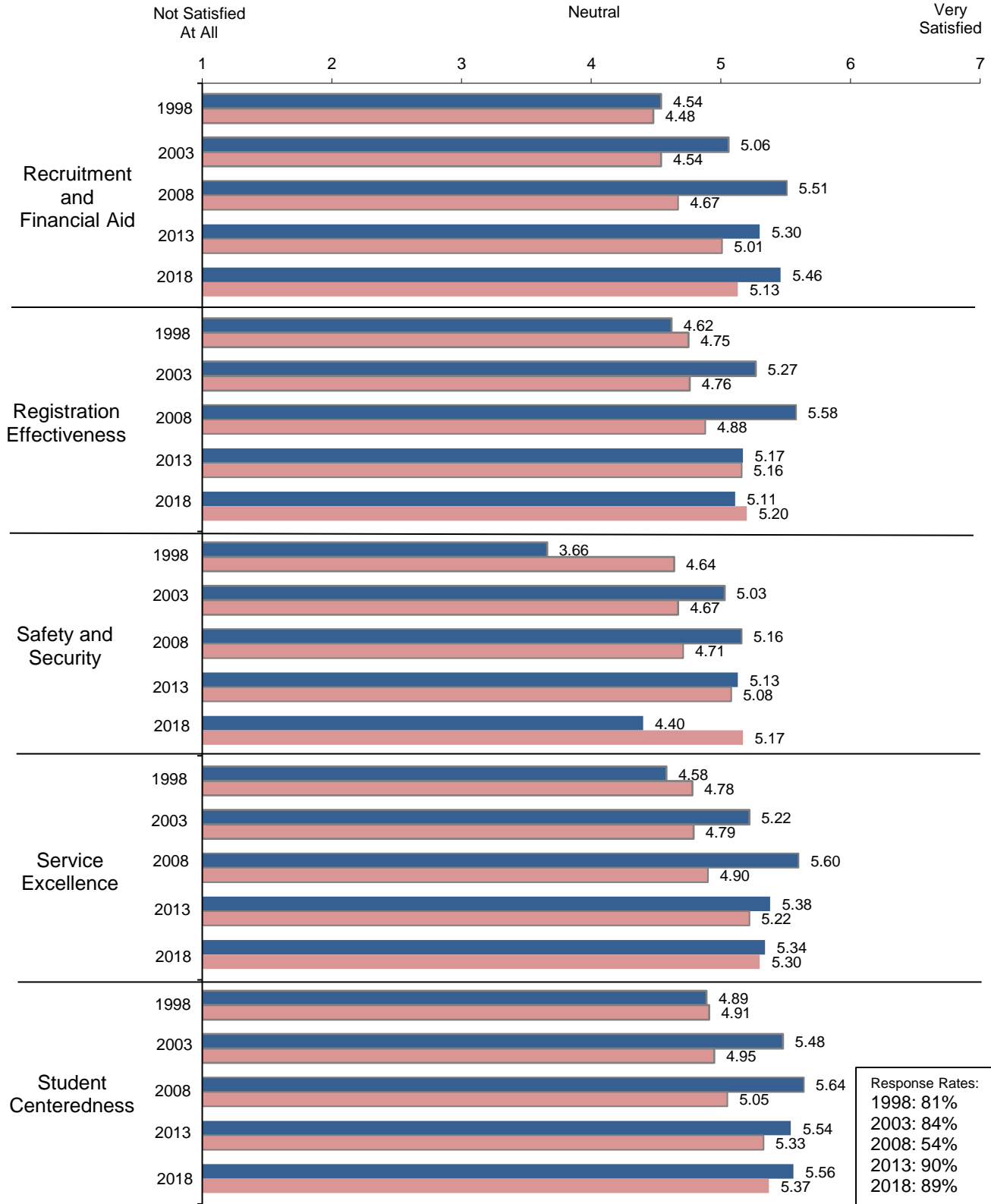
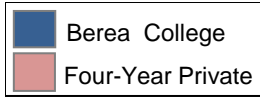


Response Rates:  
 1998: 81%  
 2003: 84%  
 2008: 54%  
 2013: 90%  
 2018: 89%

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



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 2003: 84%  
 2008: 54%  
 2013: 90%  
 2018: 89%

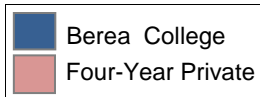
NOTE: The graphs above are means of individual item's means within the group.



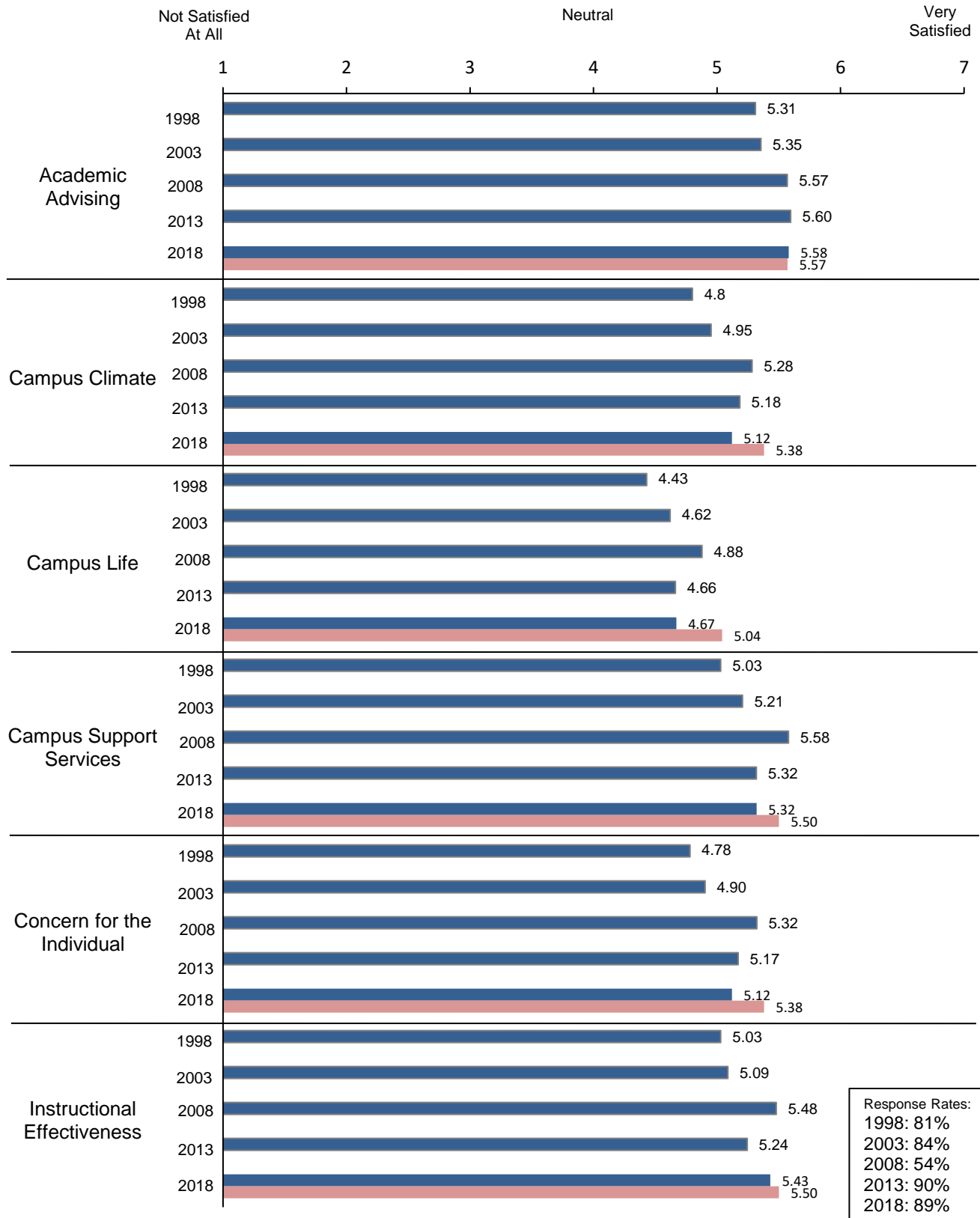
## Male Students

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

Noel-Levitz Student  
Satisfaction Inventory



NOTE: National comparison not available prior to 2018.



Response Rates:  
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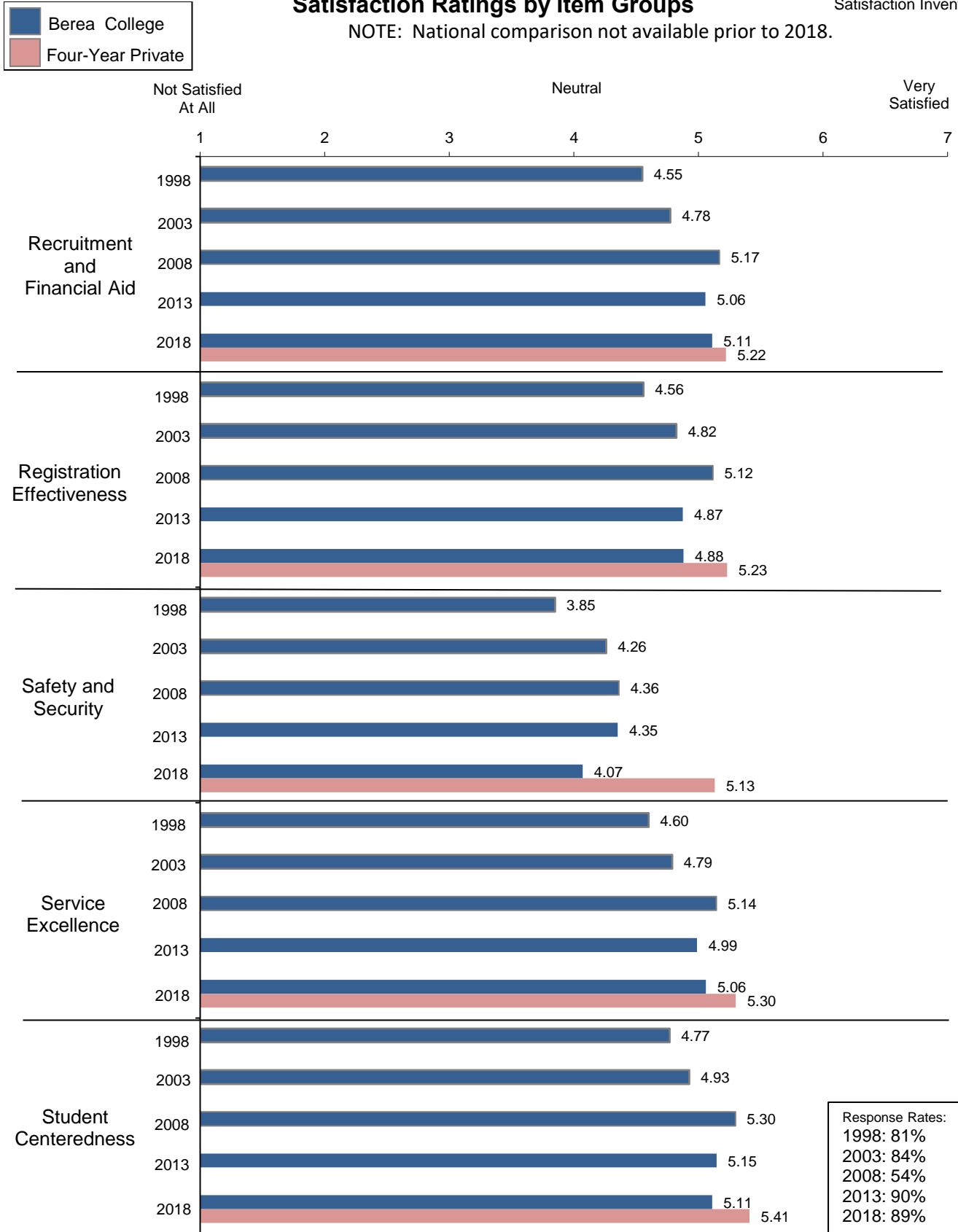
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## Male Students

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

Noel-Levitz Student  
Satisfaction Inventory

NOTE: National comparison not available prior to 2018.



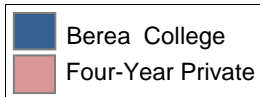
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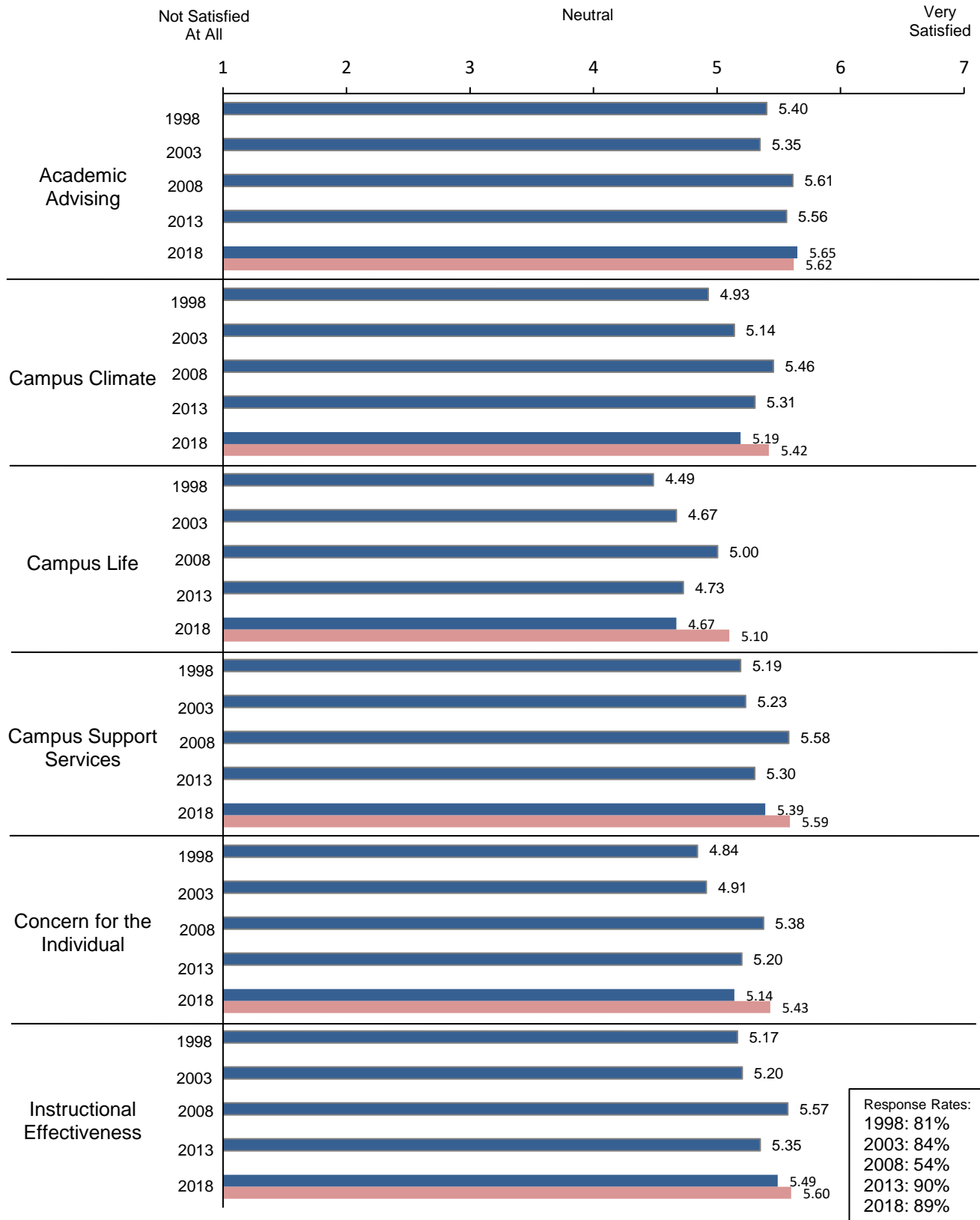
## Female Students

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

Noel-Levitz Student  
Satisfaction Inventory



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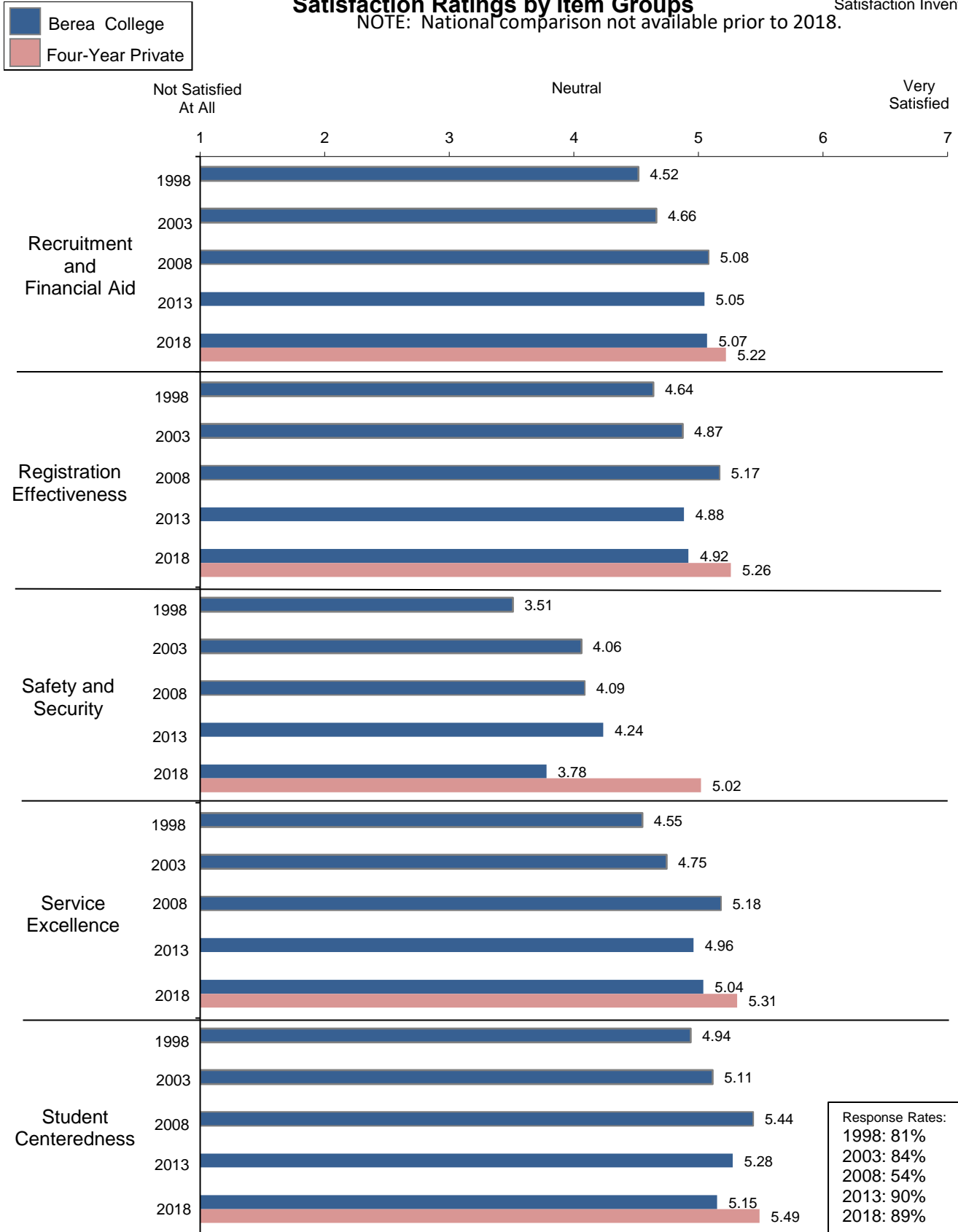
NOTE: The graphs above are means of individual item's means within the group.

## Female Students

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

Noel-Levitz Student  
Satisfaction Inventory

NOTE: National comparison not available prior to 2018.

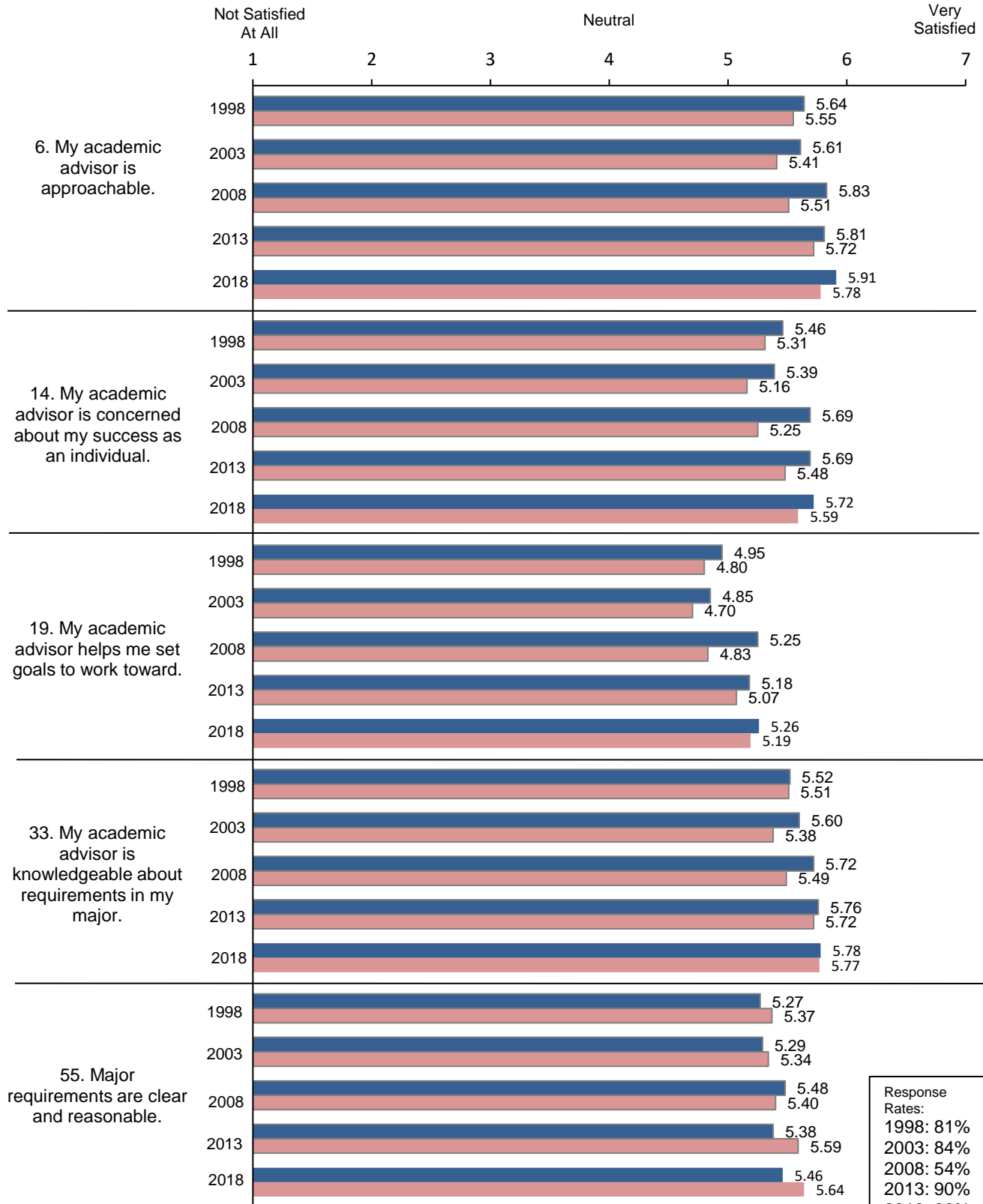
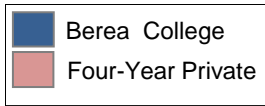


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**All Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Academic Advising**

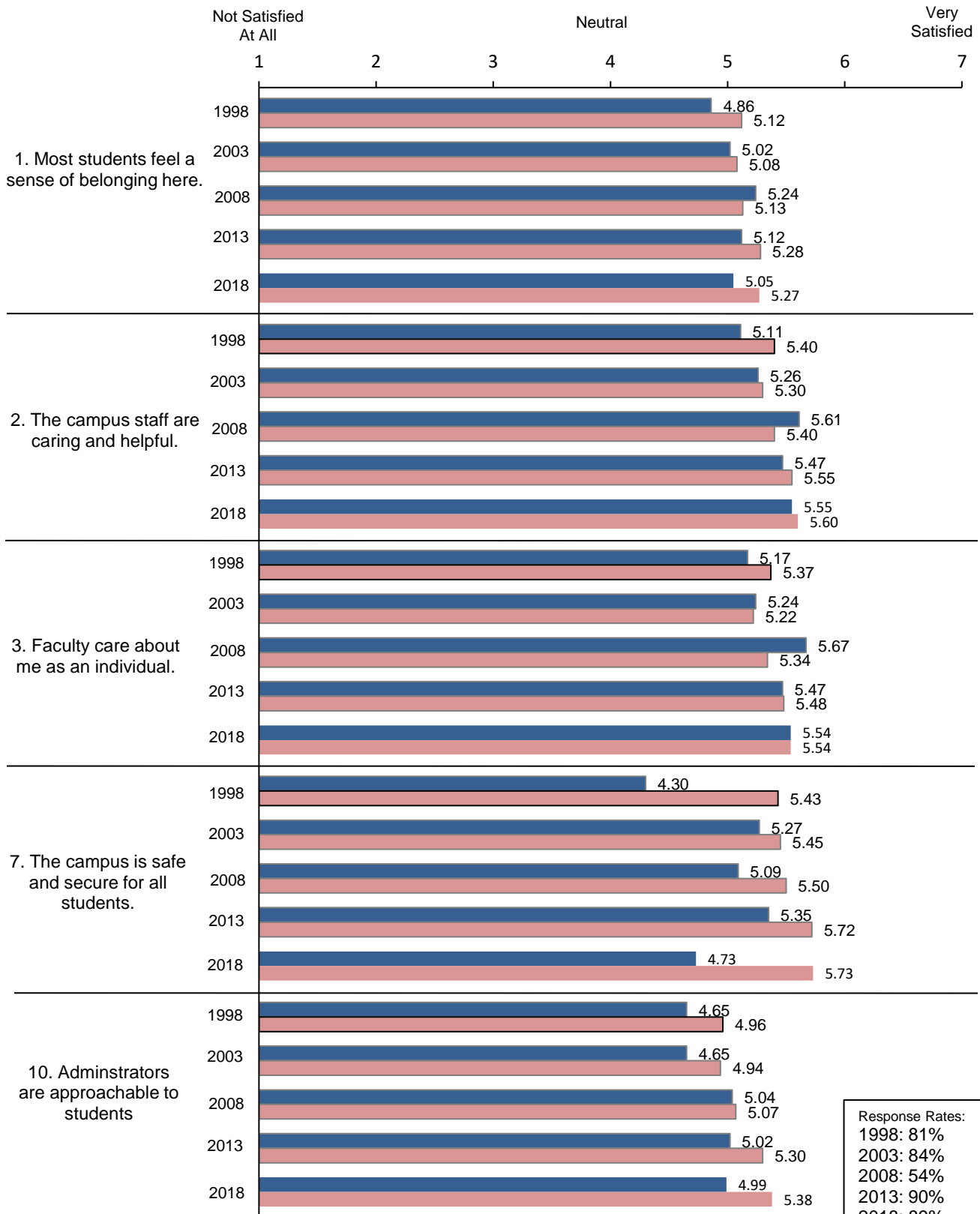
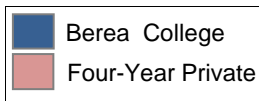
Noel-Levitz Student  
Satisfaction Inventory



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

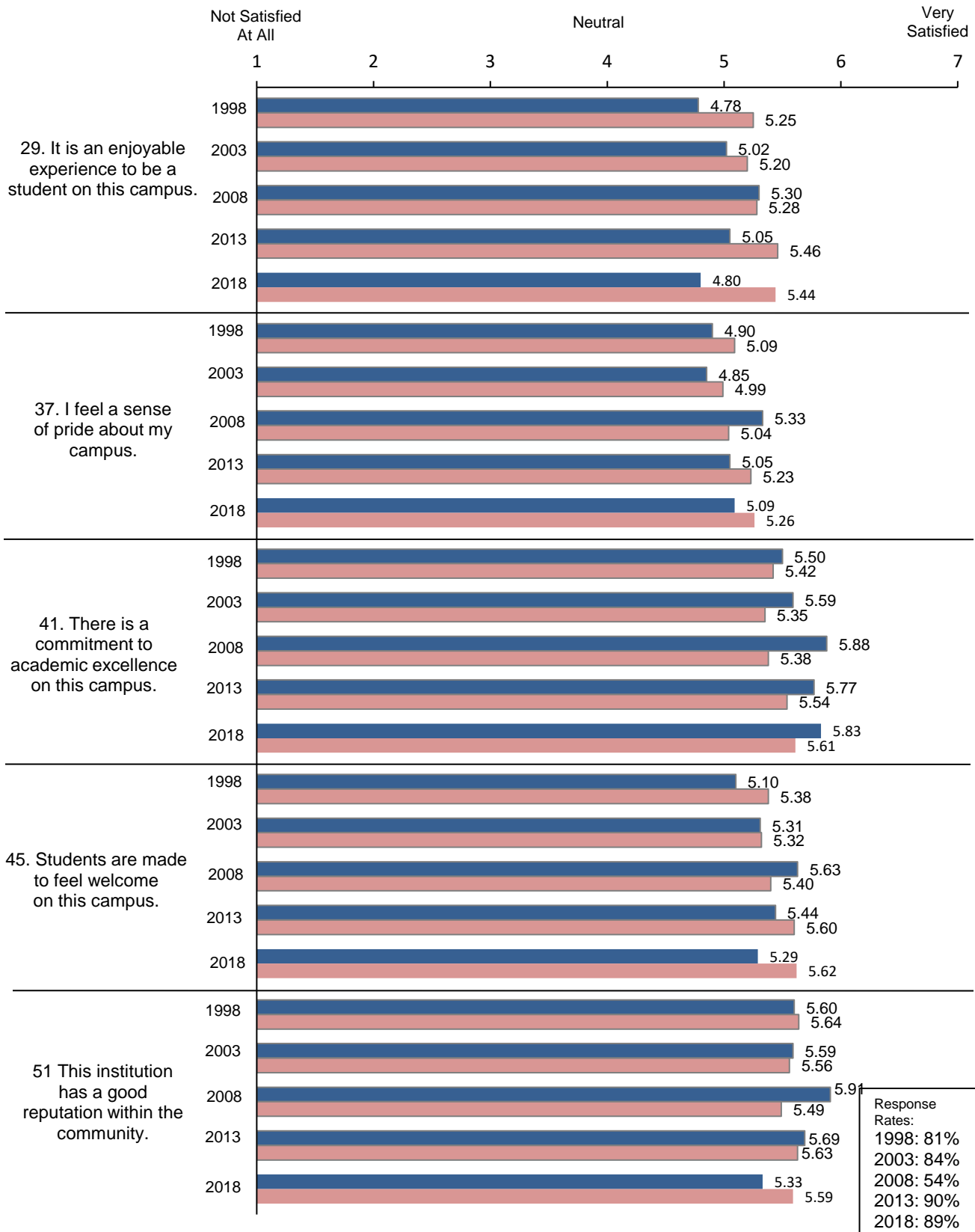
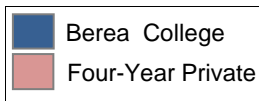
Noel-Levitz Student  
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**All Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Climate**

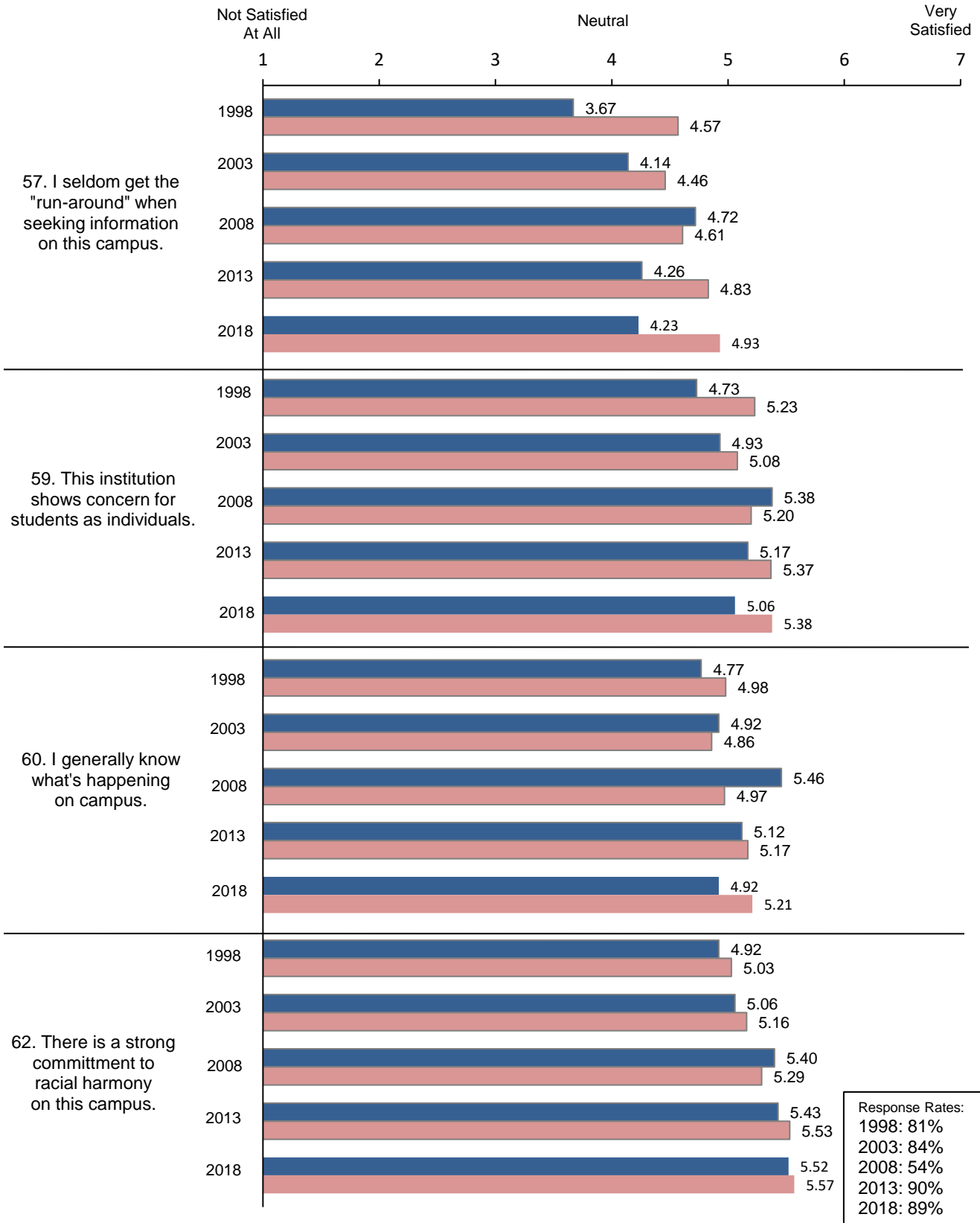
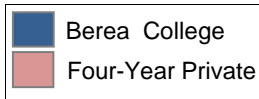
Noel-Levitz Student  
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**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Climate**

Noel-Levitz Student Satisfaction Inventory

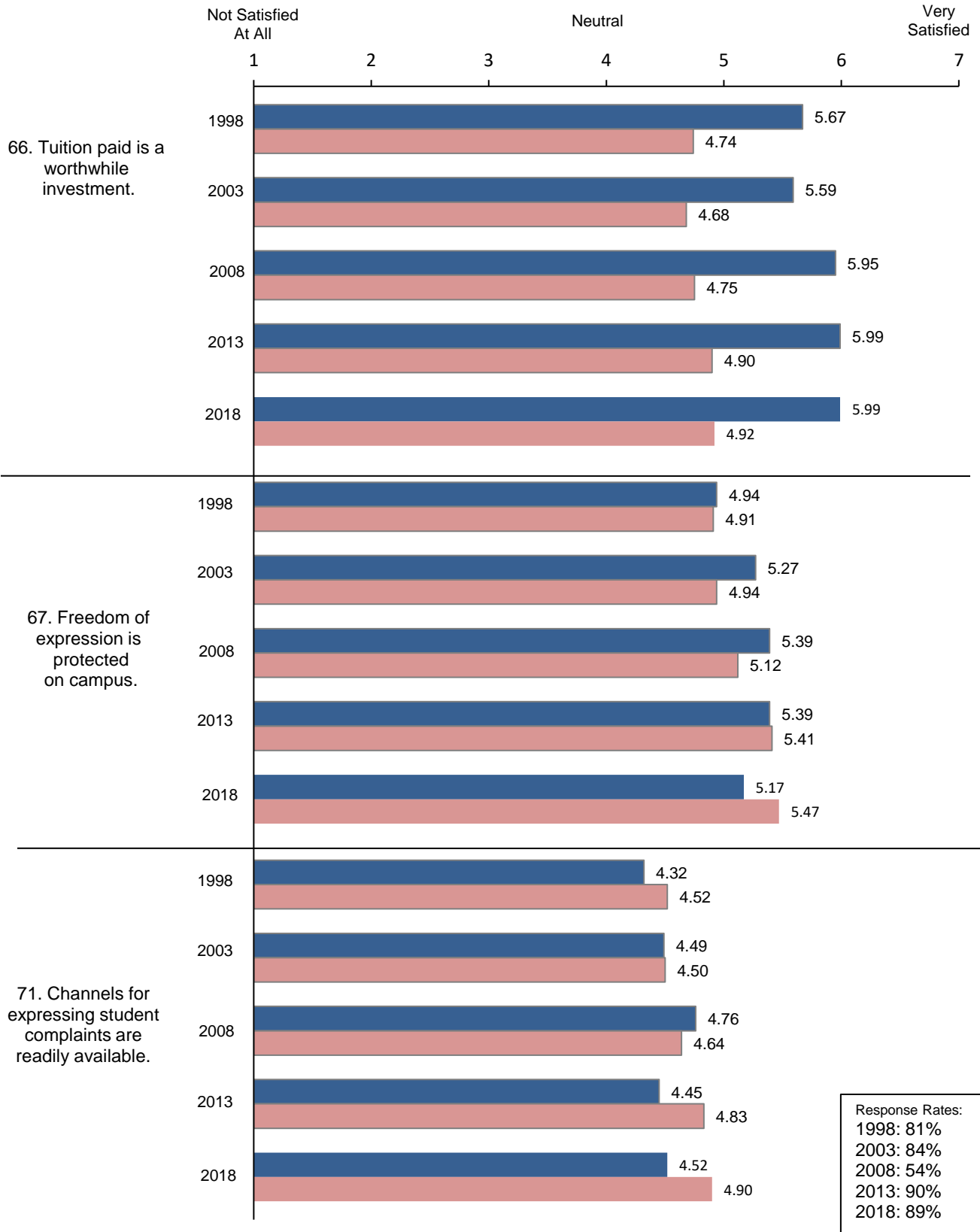
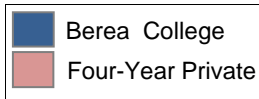


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**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Climate**

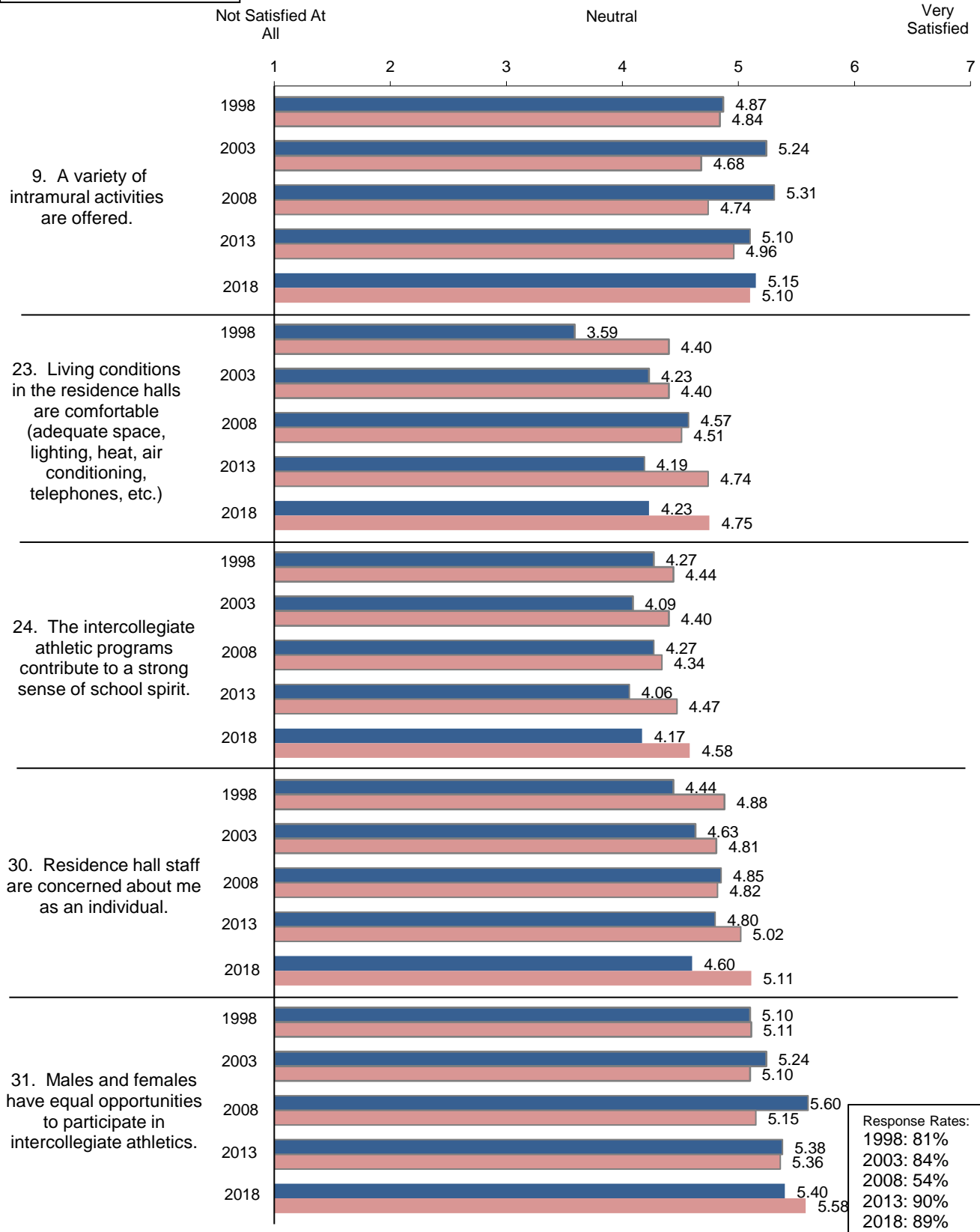
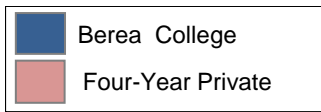
Noel-Levitz Student Satisfaction Inventory



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

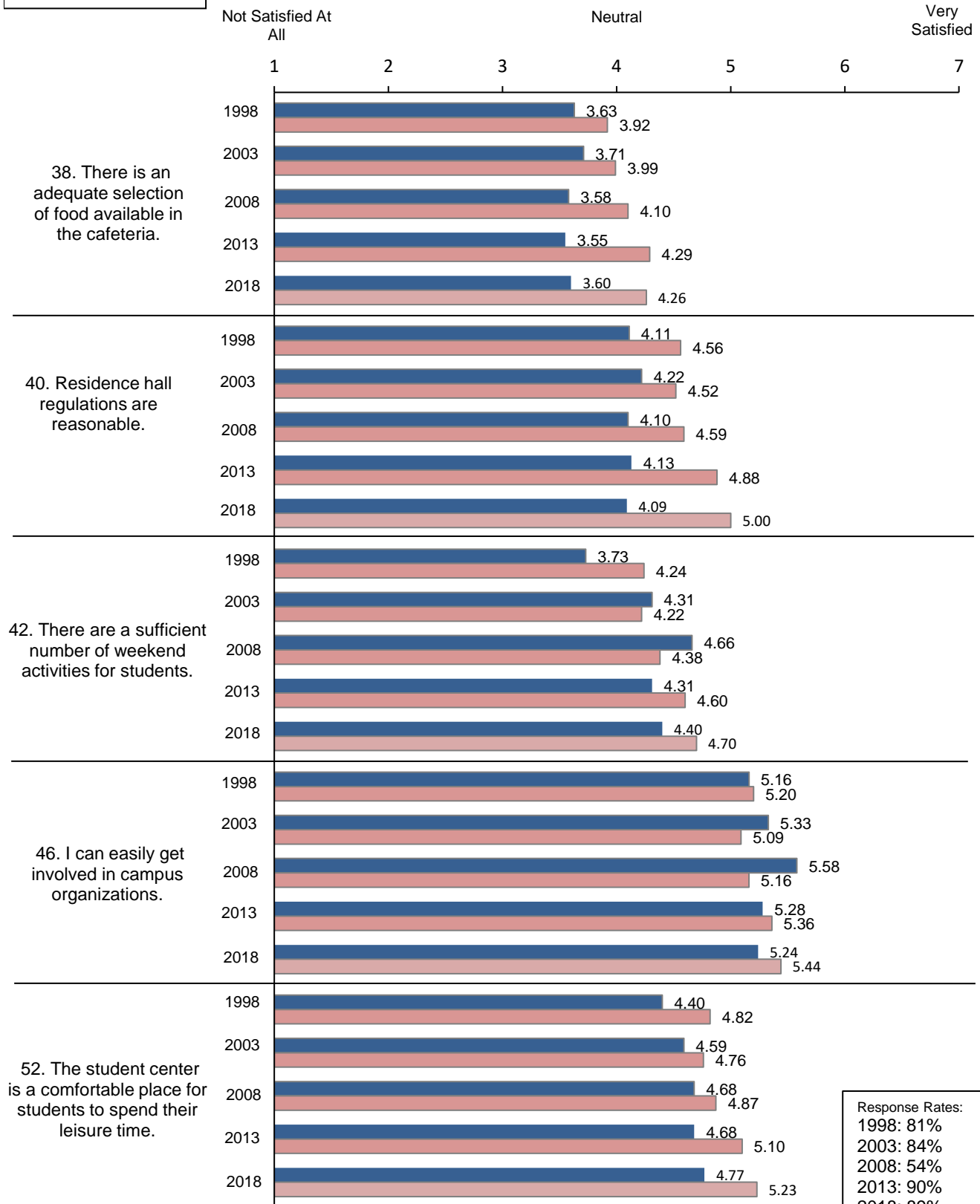
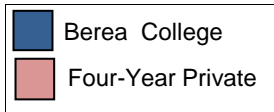
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**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Life**

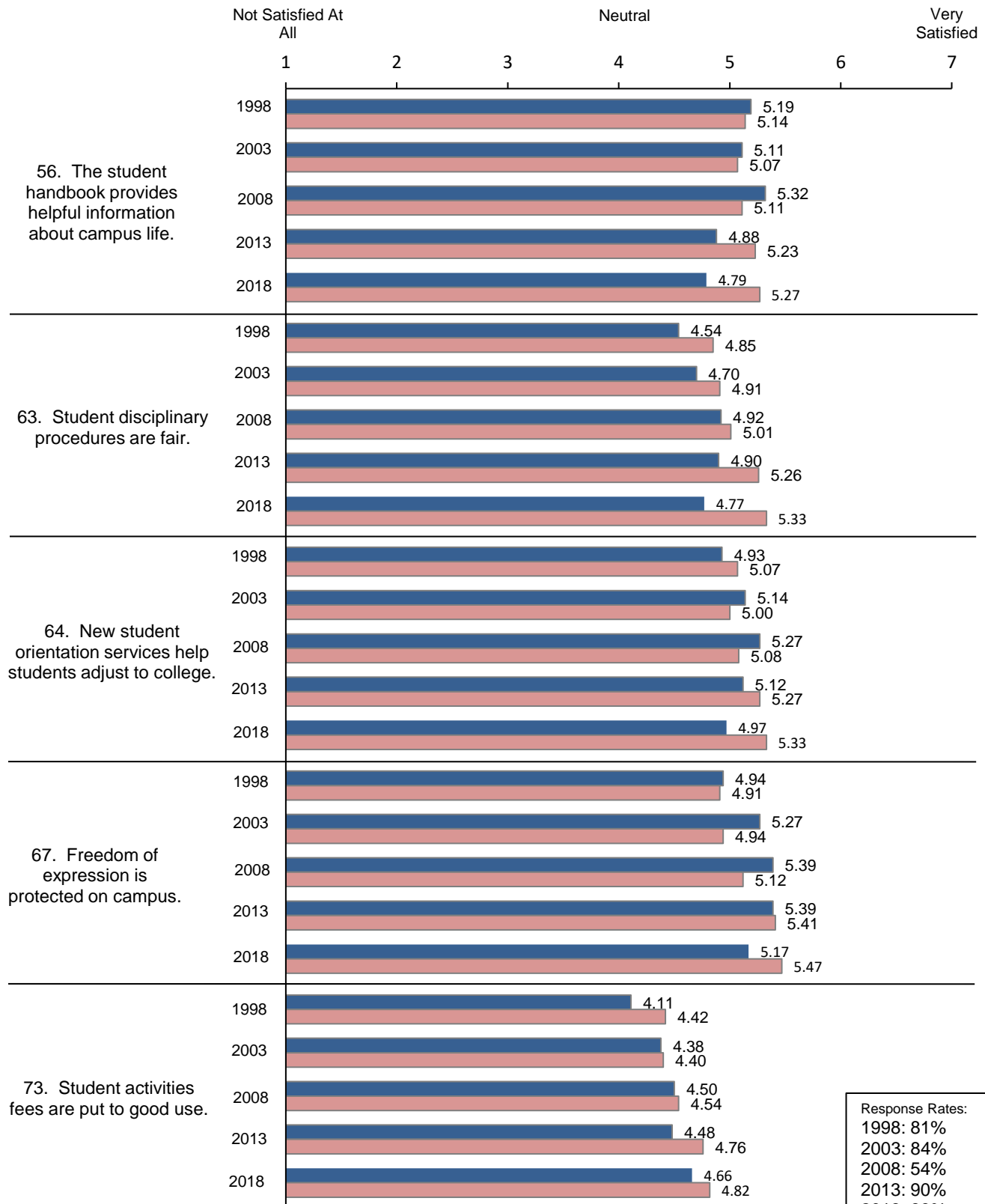
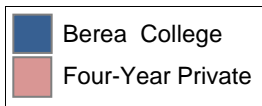
Noel-Levitz Student Satisfaction Inventory



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

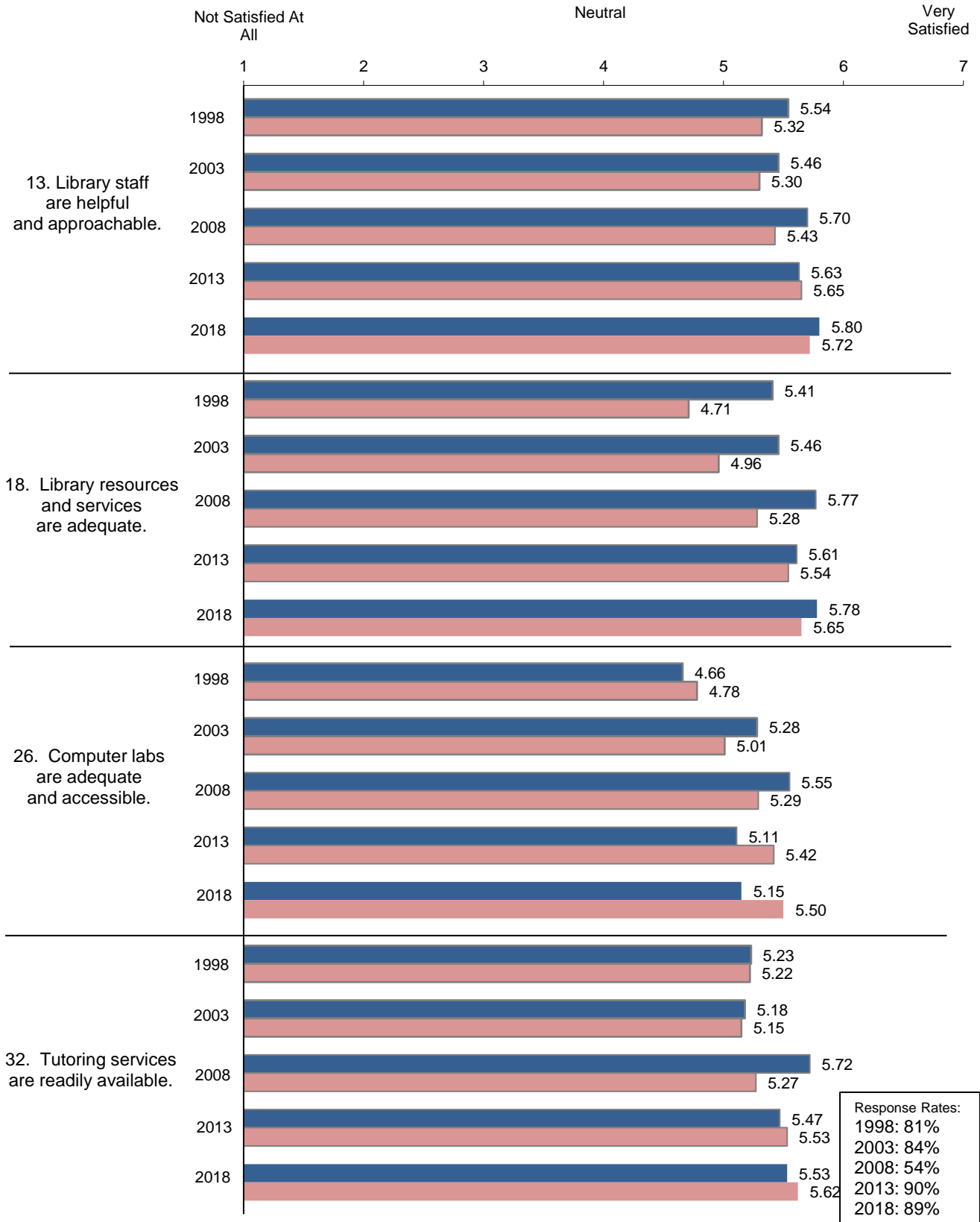
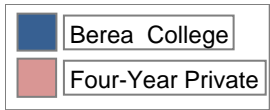
Noel-Levitz Student  
Satisfaction Inventory



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

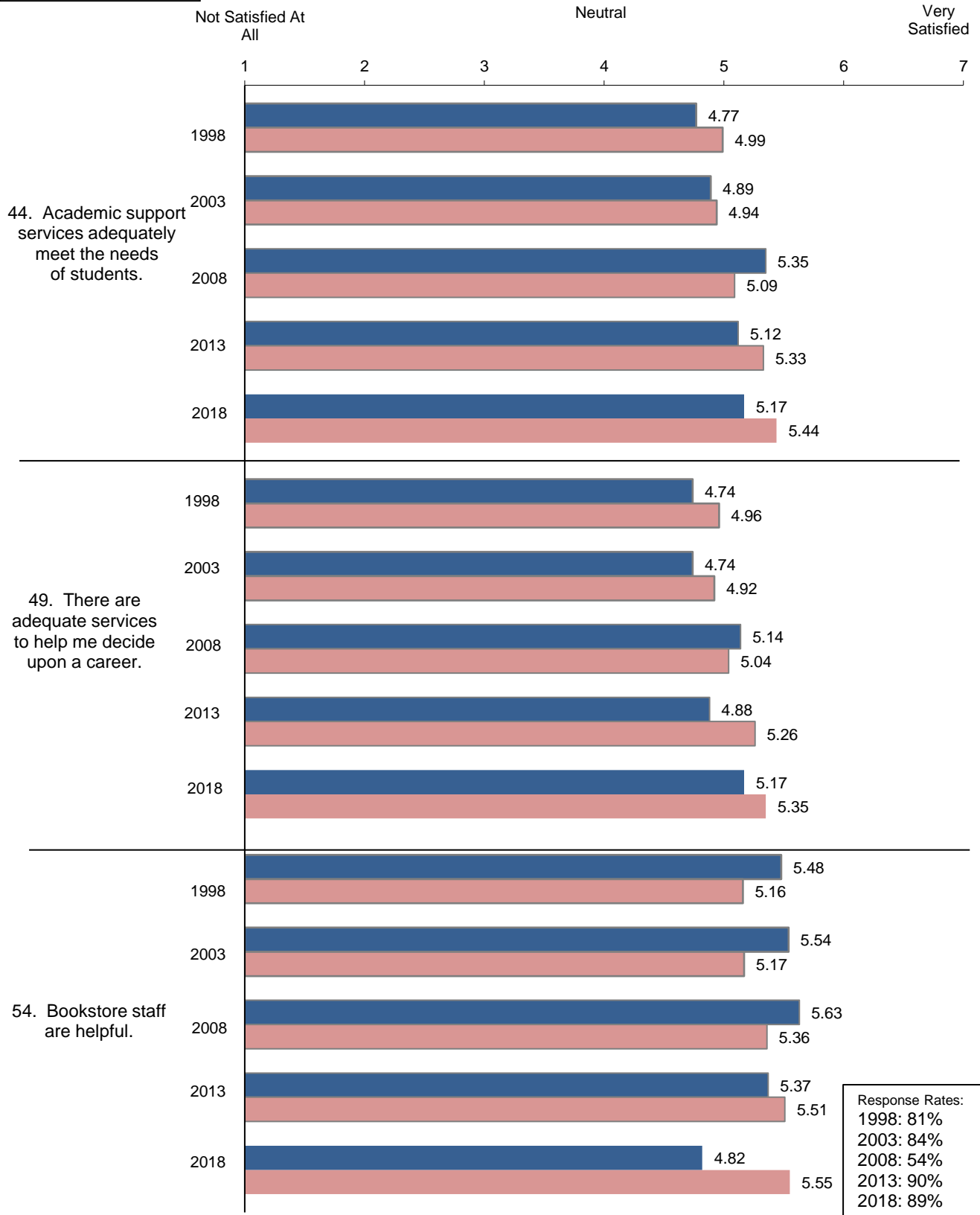
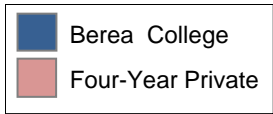
Noel-Levitz Student  
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**All Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Support Services**

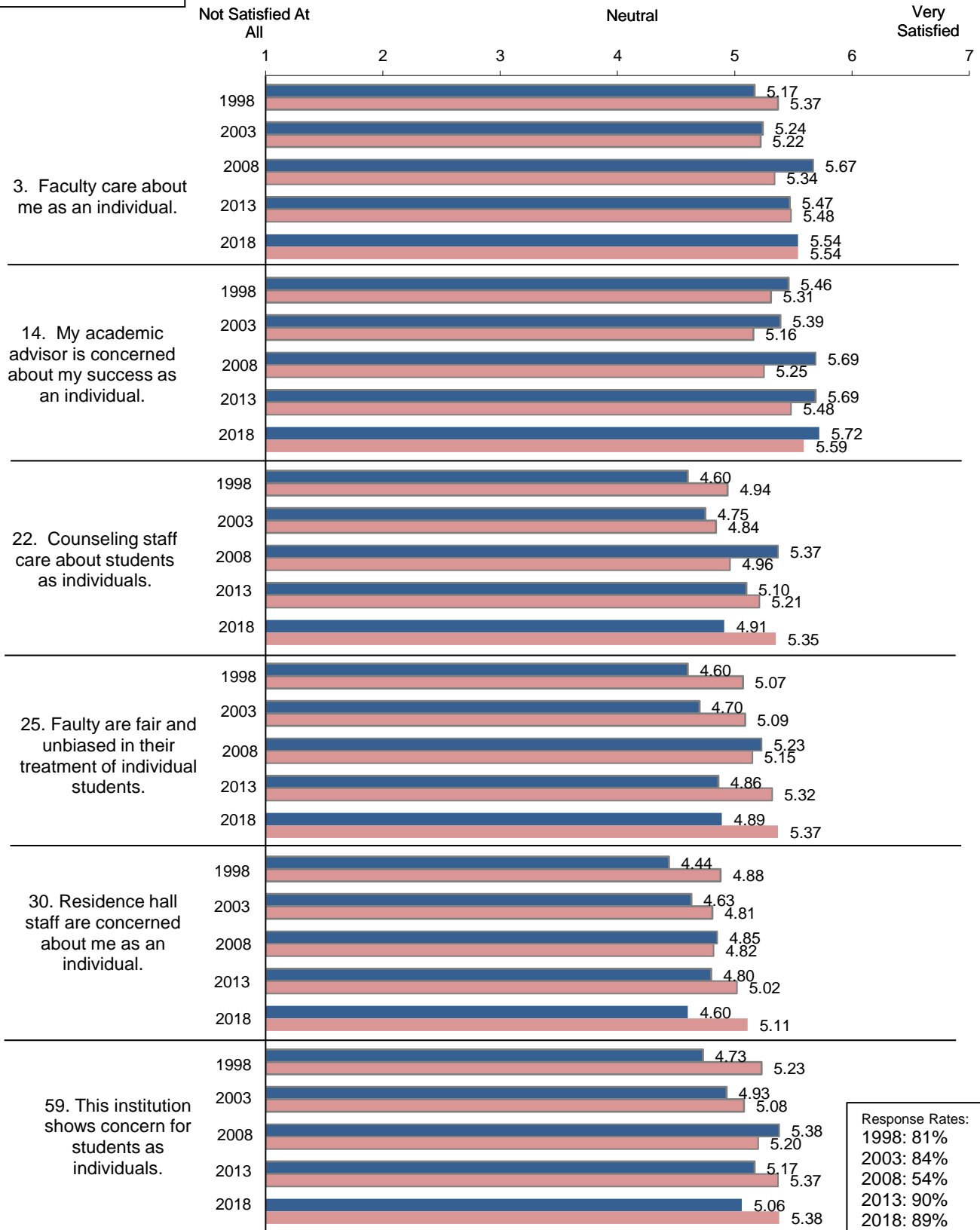
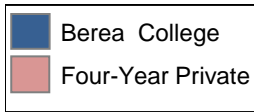
Noel-Levitz Student Satisfaction Inventory



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

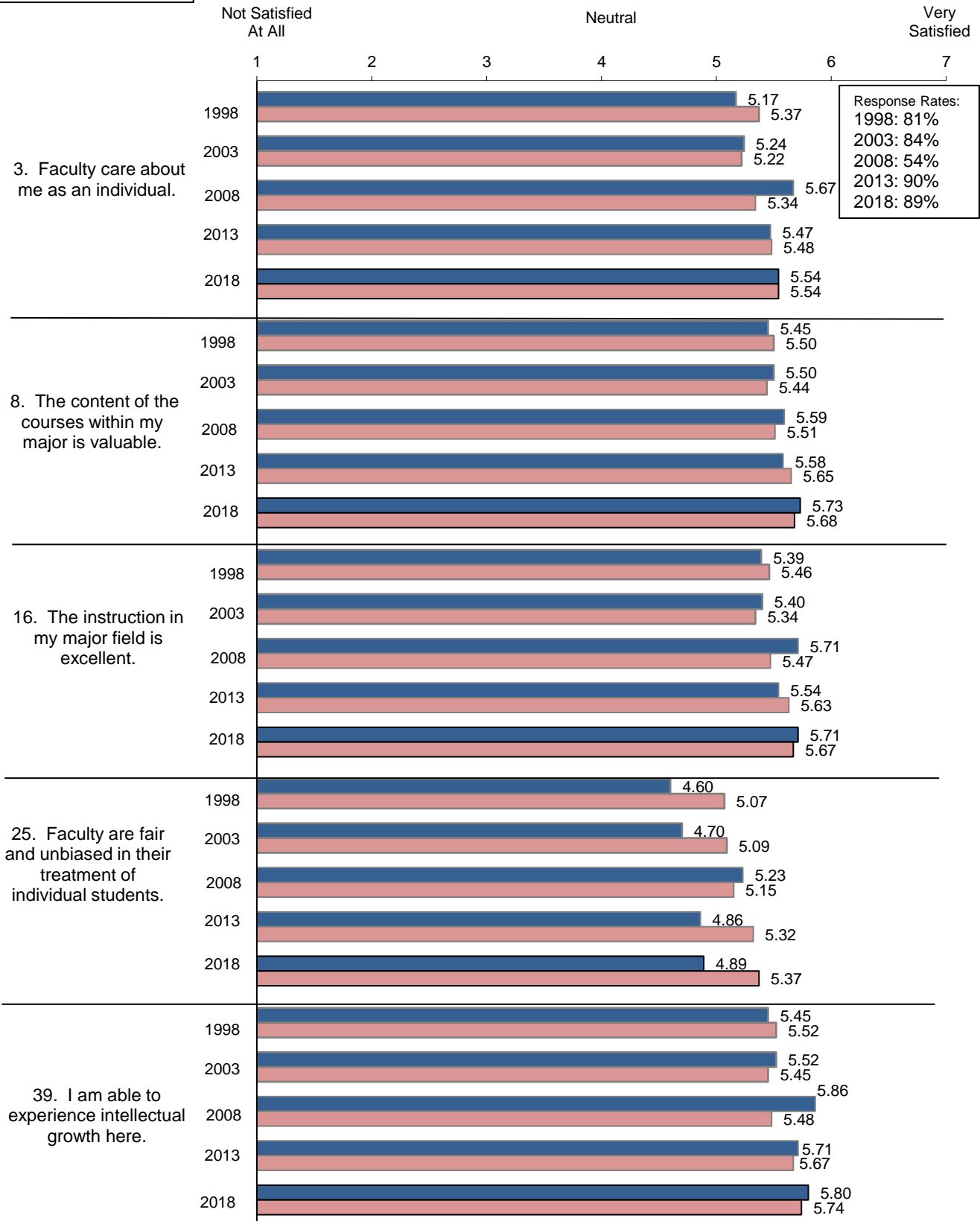
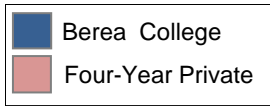
Noel-Levitz Student  
Satisfaction Inventory



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

Noel-Levitz Student Satisfaction Inventory

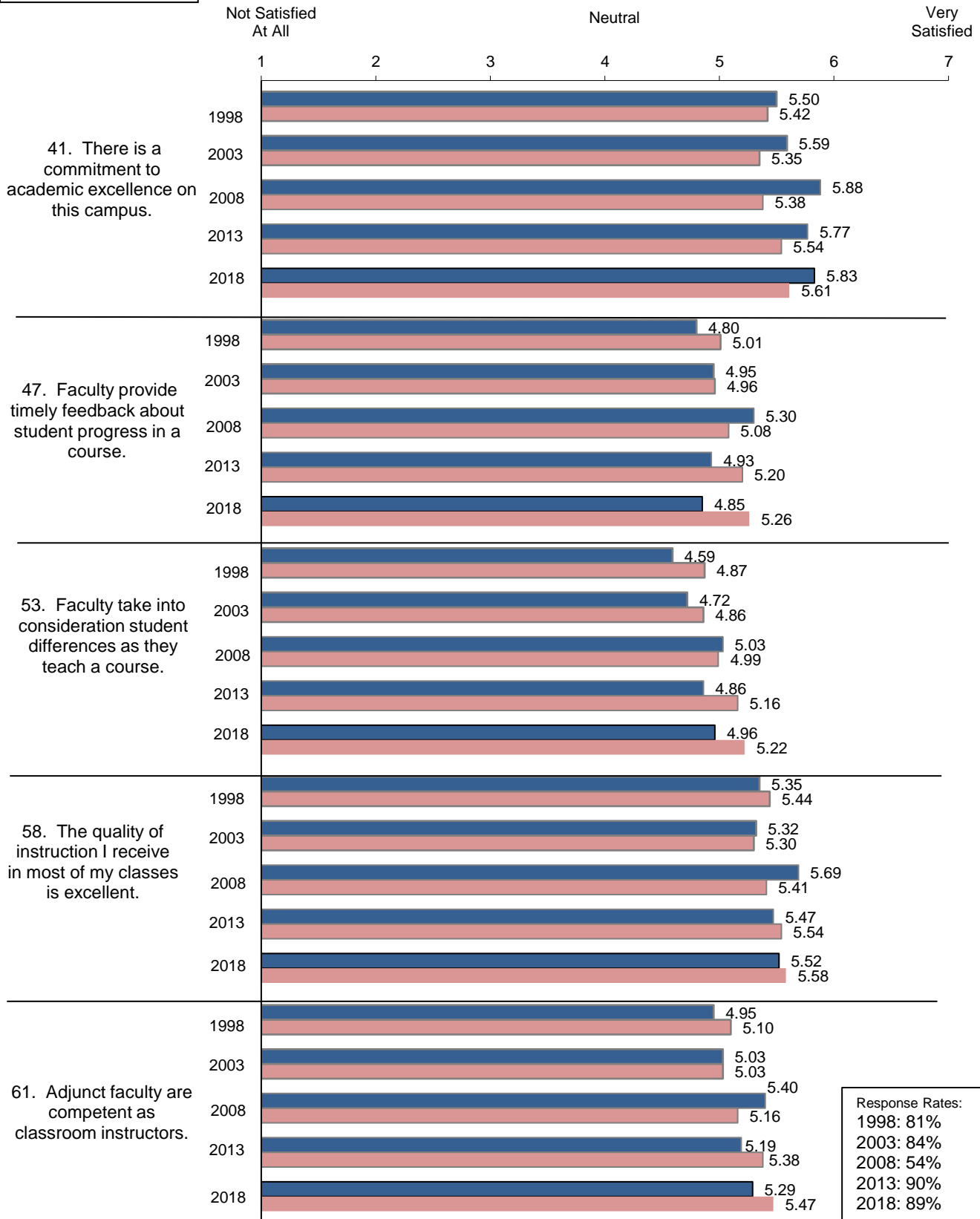
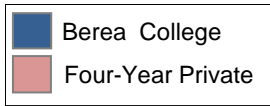


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**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
*Instructional Effectiveness*

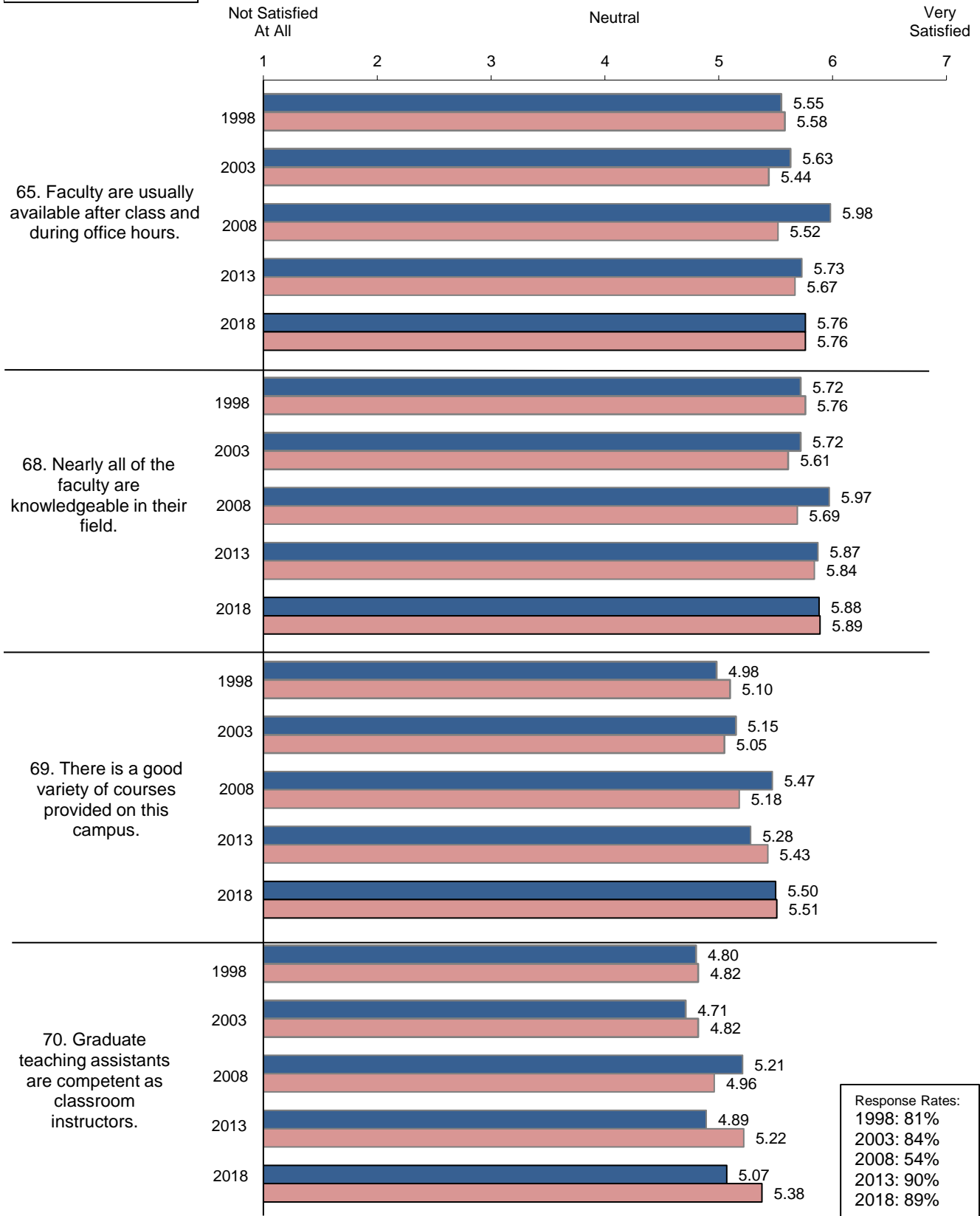
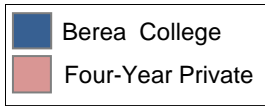
Noel-Levitz Student  
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**All Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
*Instructional Effectiveness*

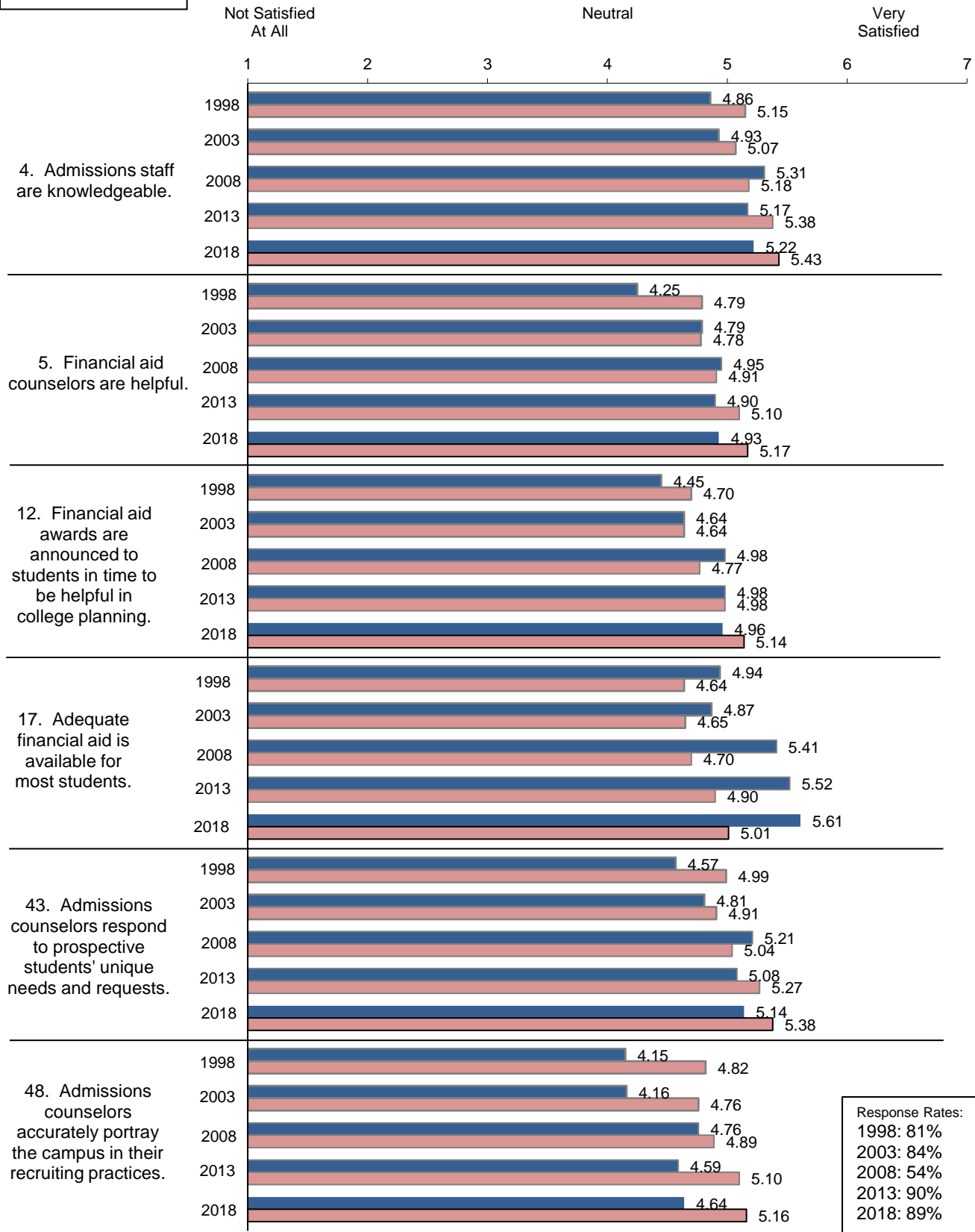
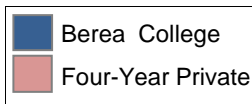
Noel-Levitz Student Satisfaction Inventory



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

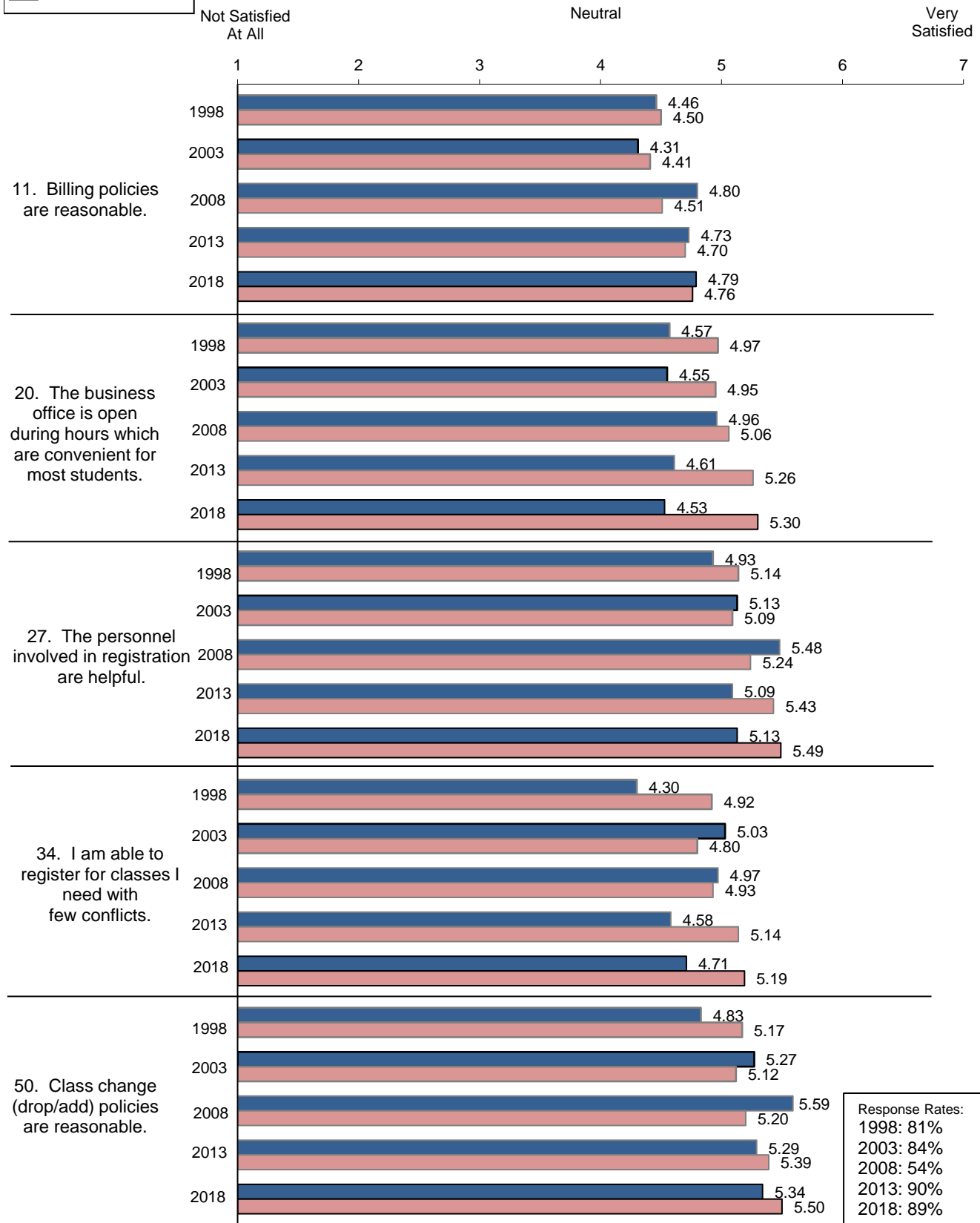
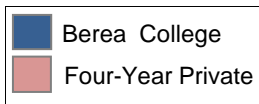
Noel-Levitz Student  
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**All Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Registration Effectiveness**

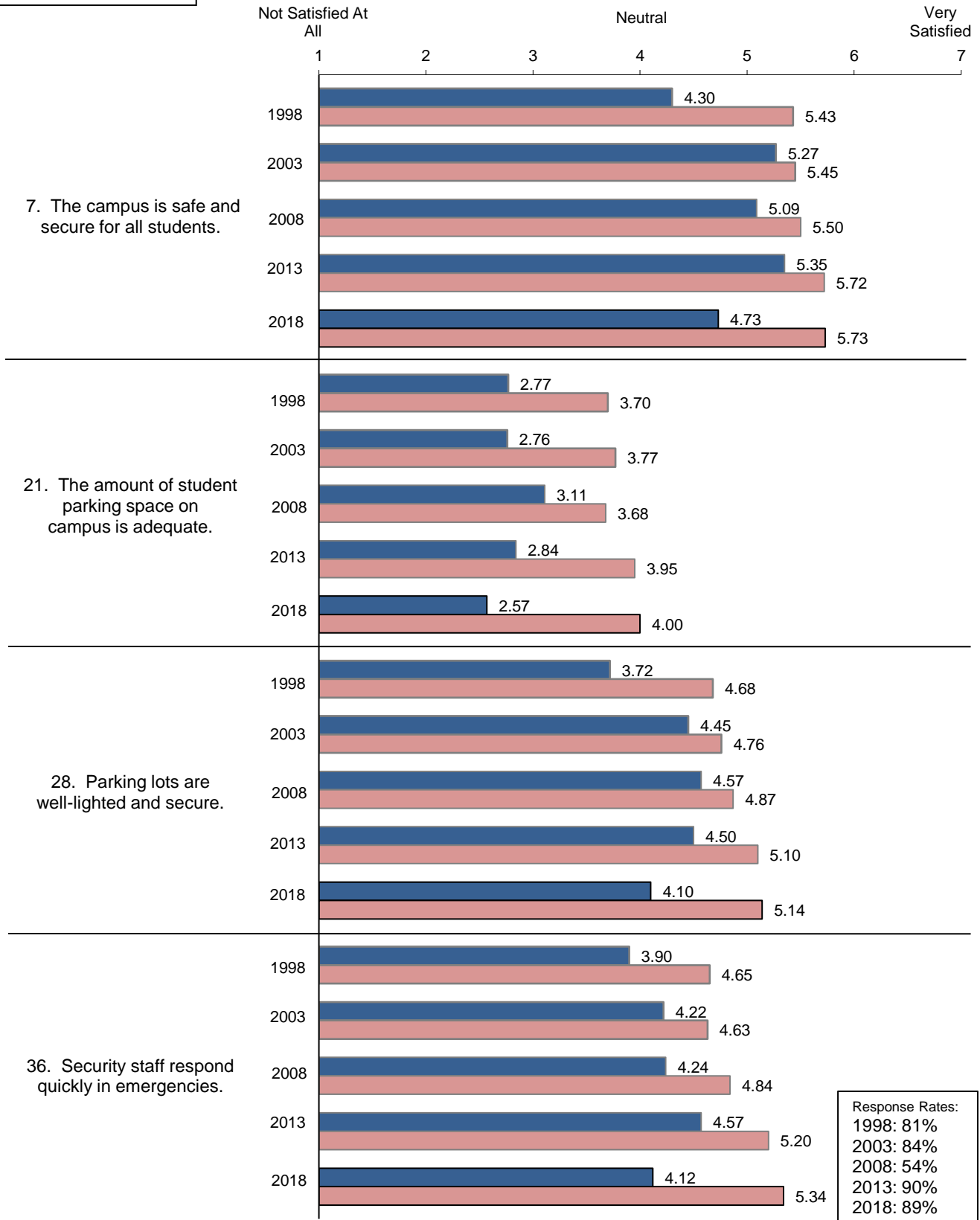
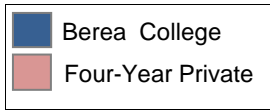
Noel-Levitz Student  
Satisfaction Inventory



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

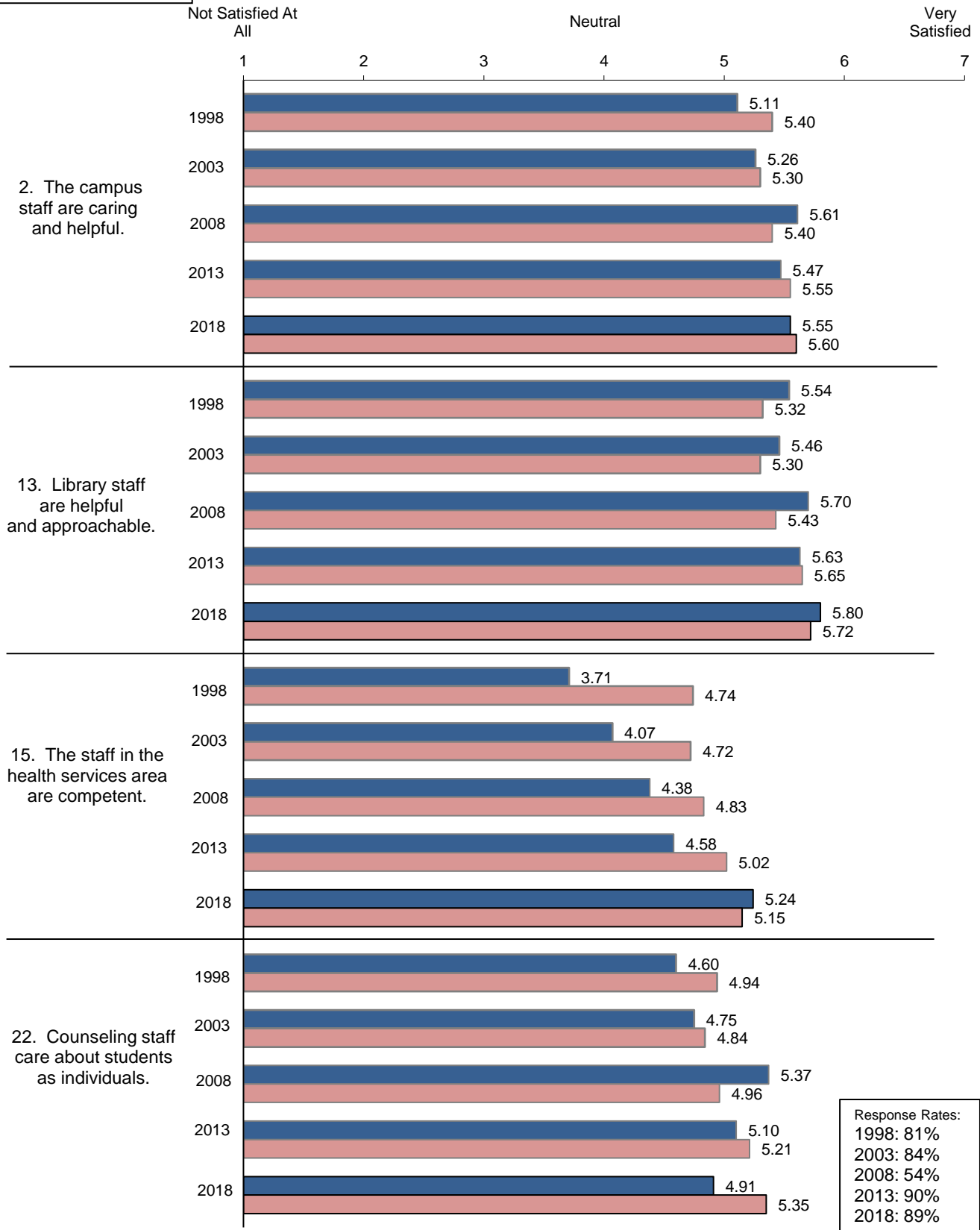
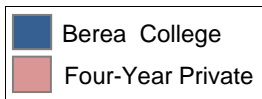
Noel-Levitz Student  
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**All Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
*Service Excellence*

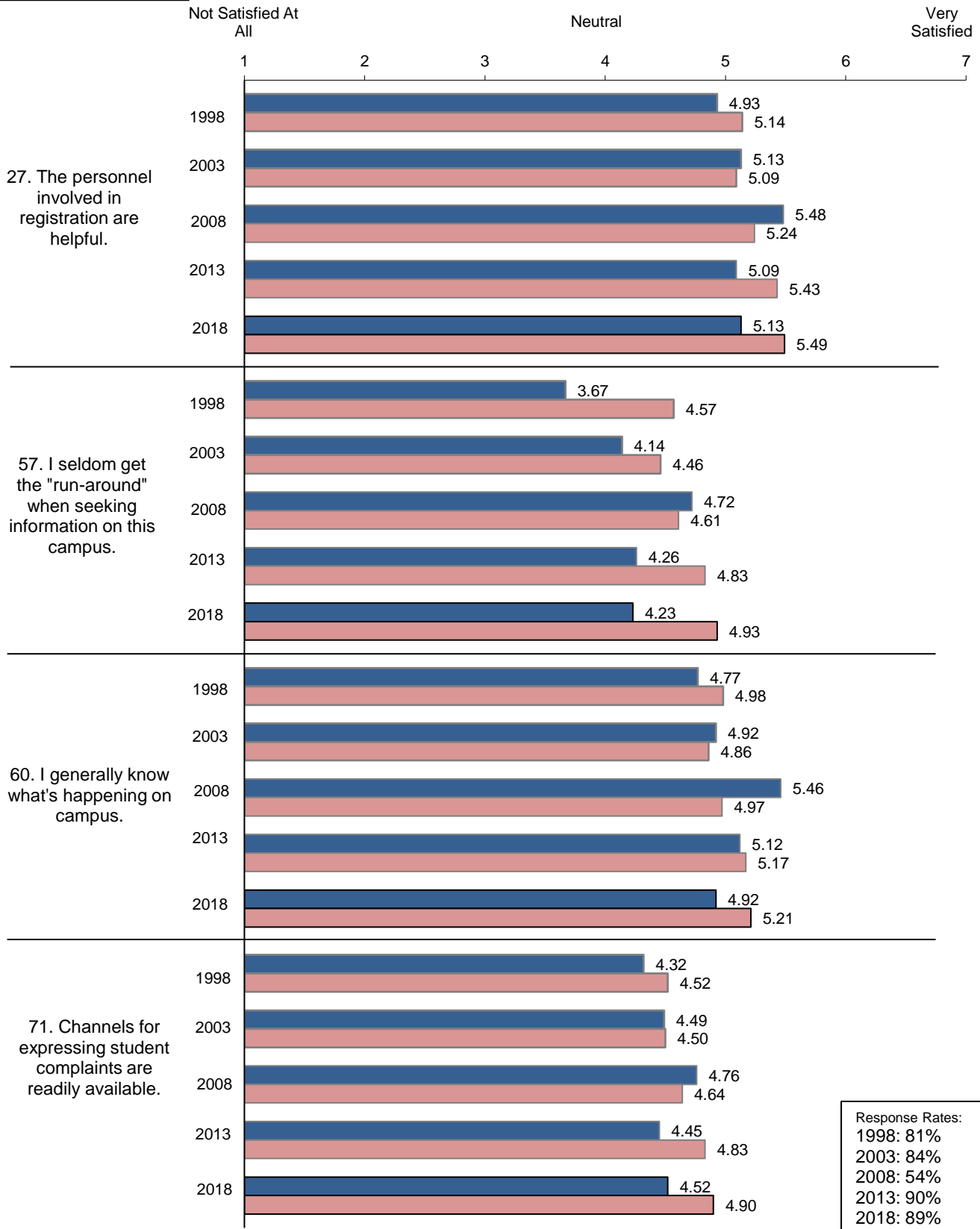
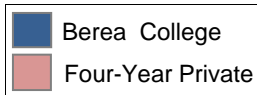
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**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
*Service Excellence*

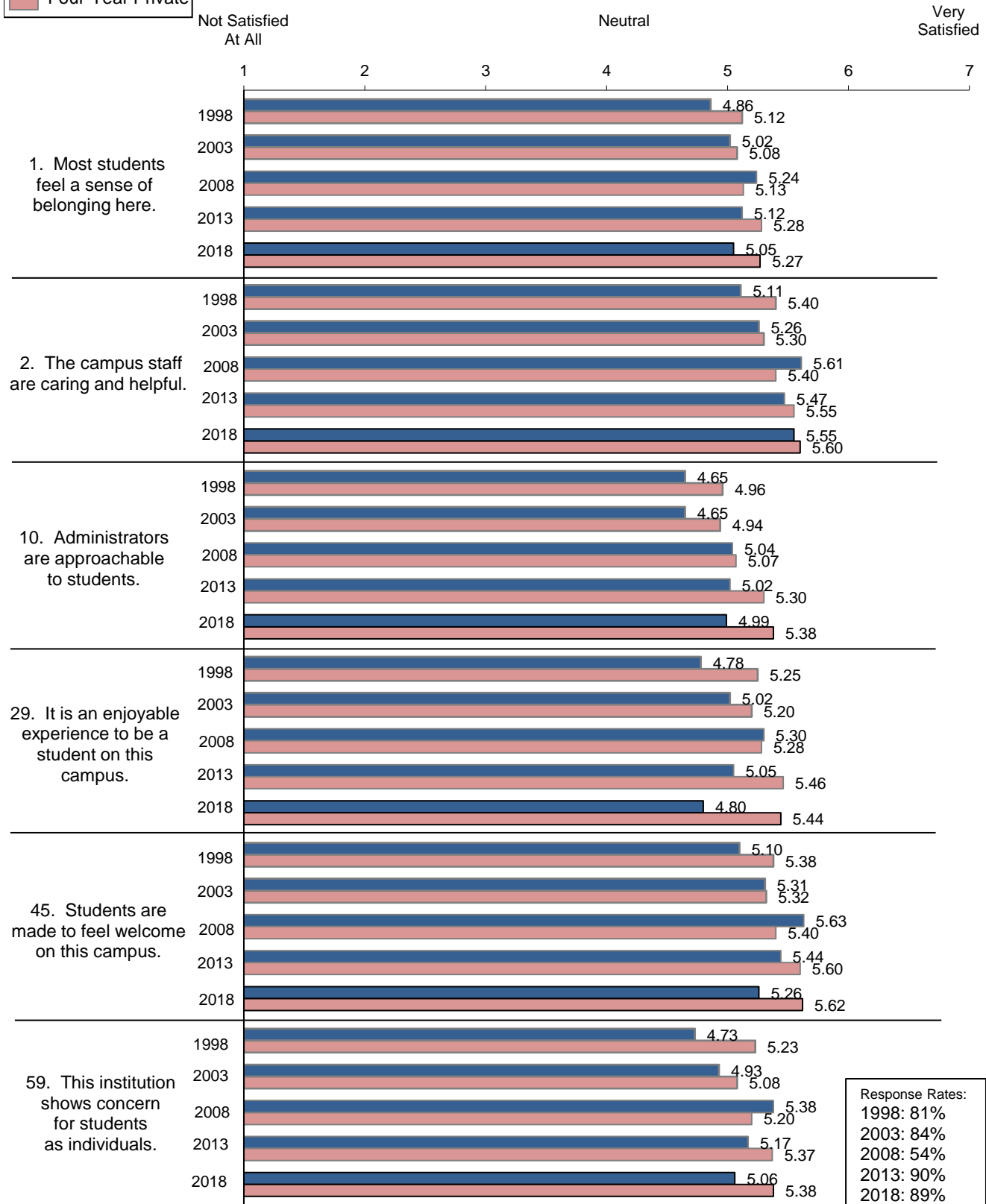
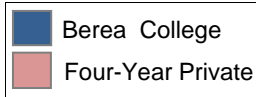
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**All Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
*Student Centeredness*

Noel-Levitz Student  
Satisfaction Inventory

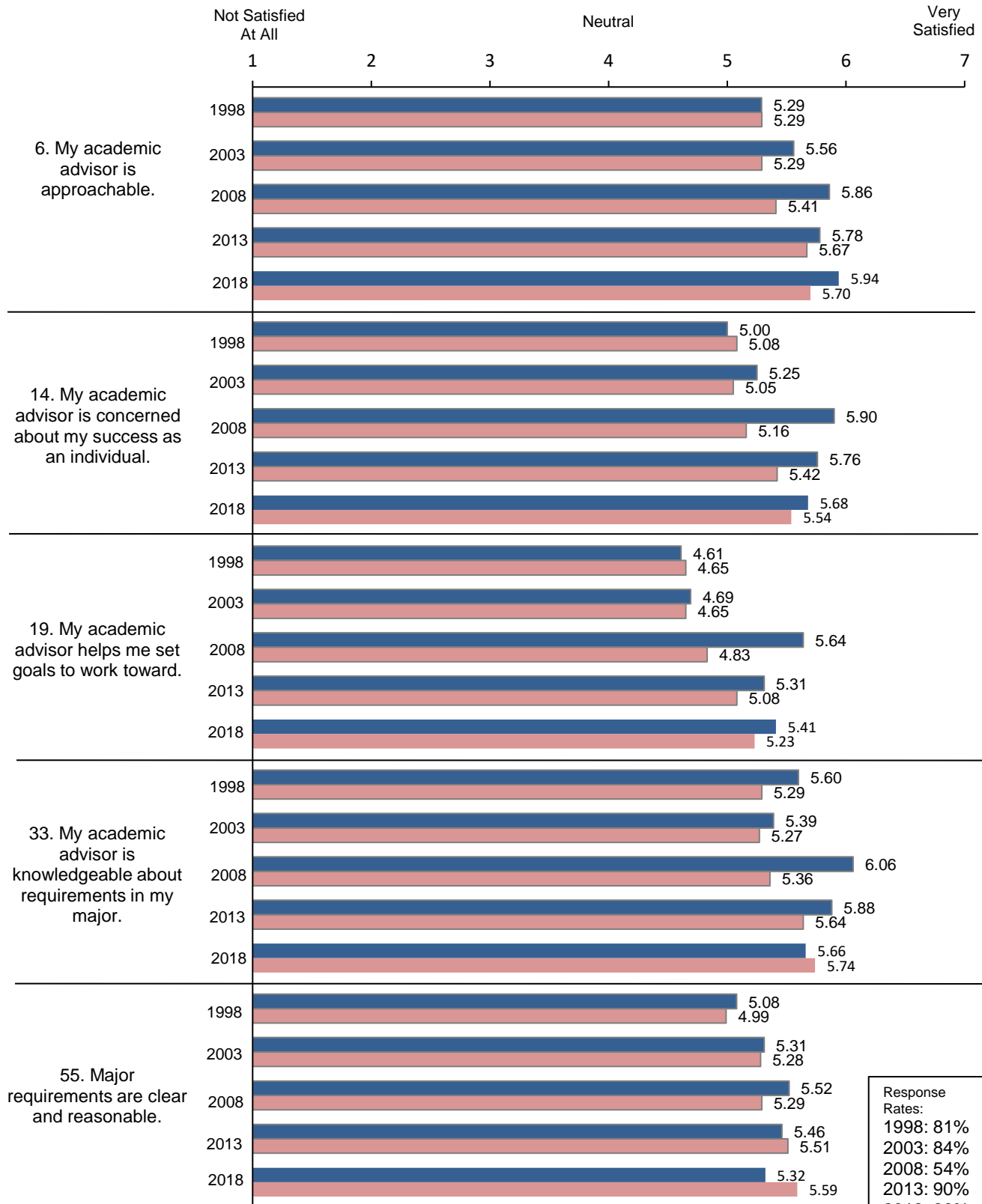
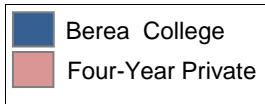


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**African-American Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Academic Advising**

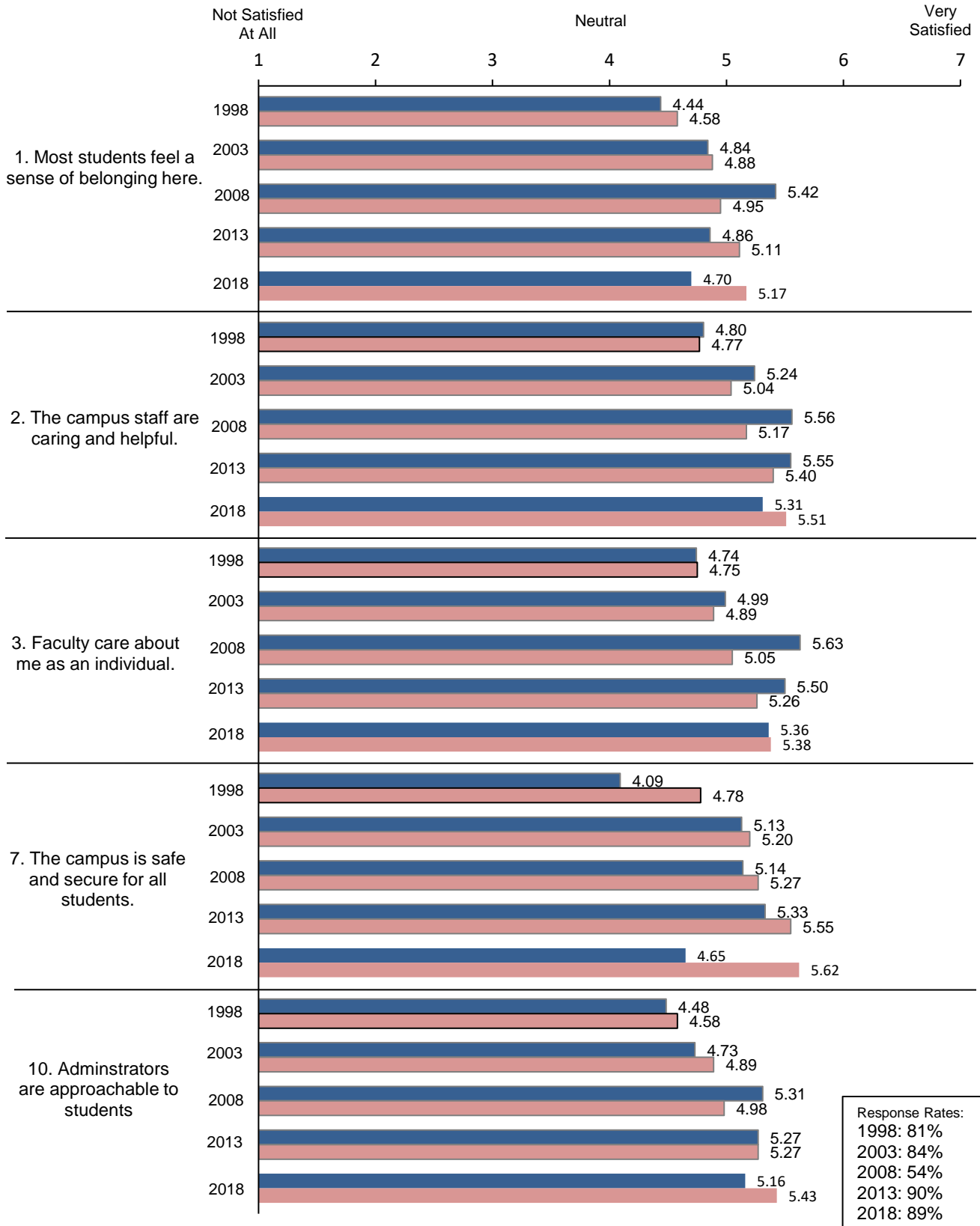
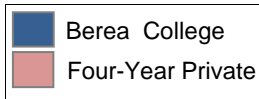
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**African-American Students**  
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**Satisfaction Ratings within Item Group:**  
**Campus Climate**

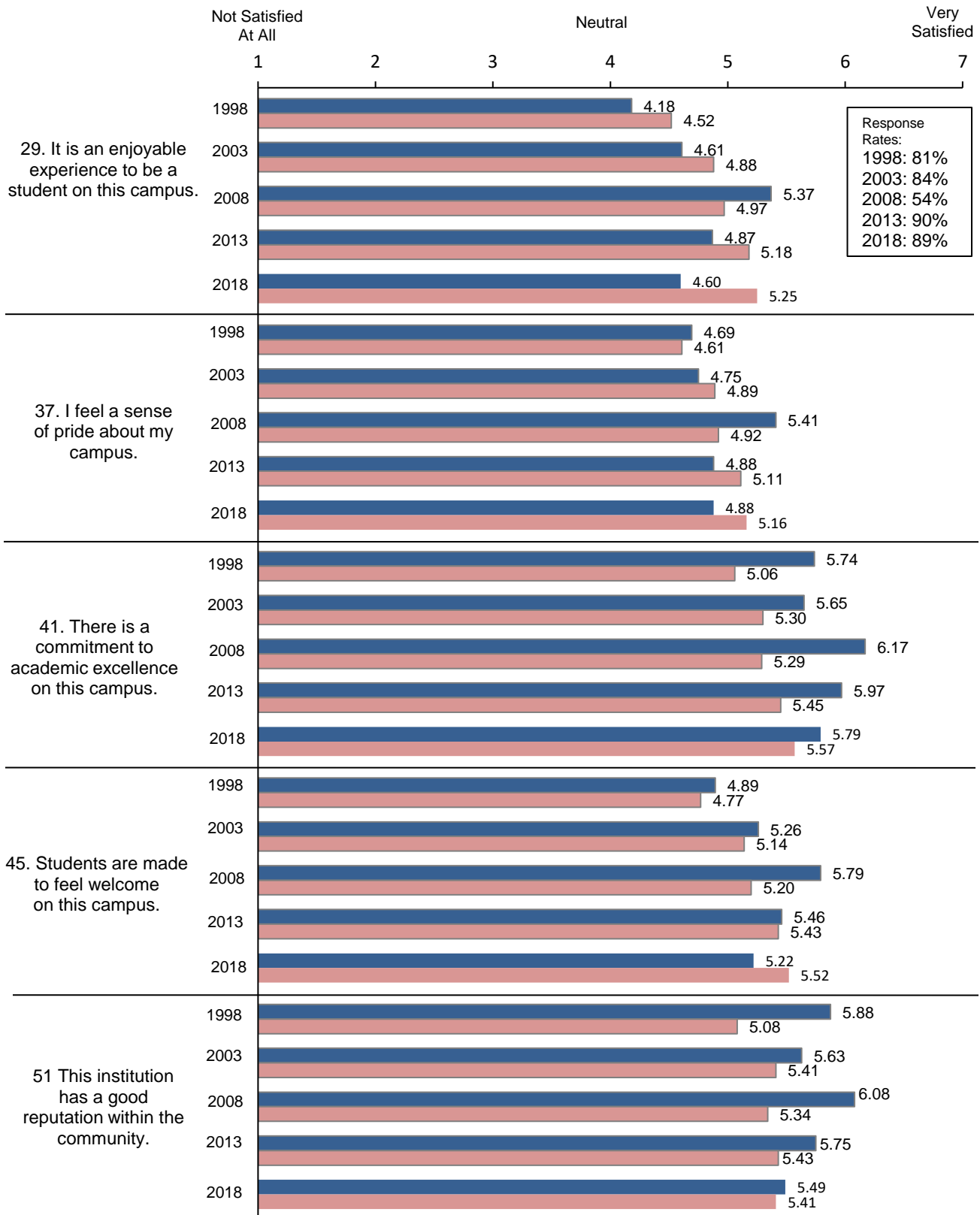
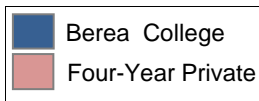
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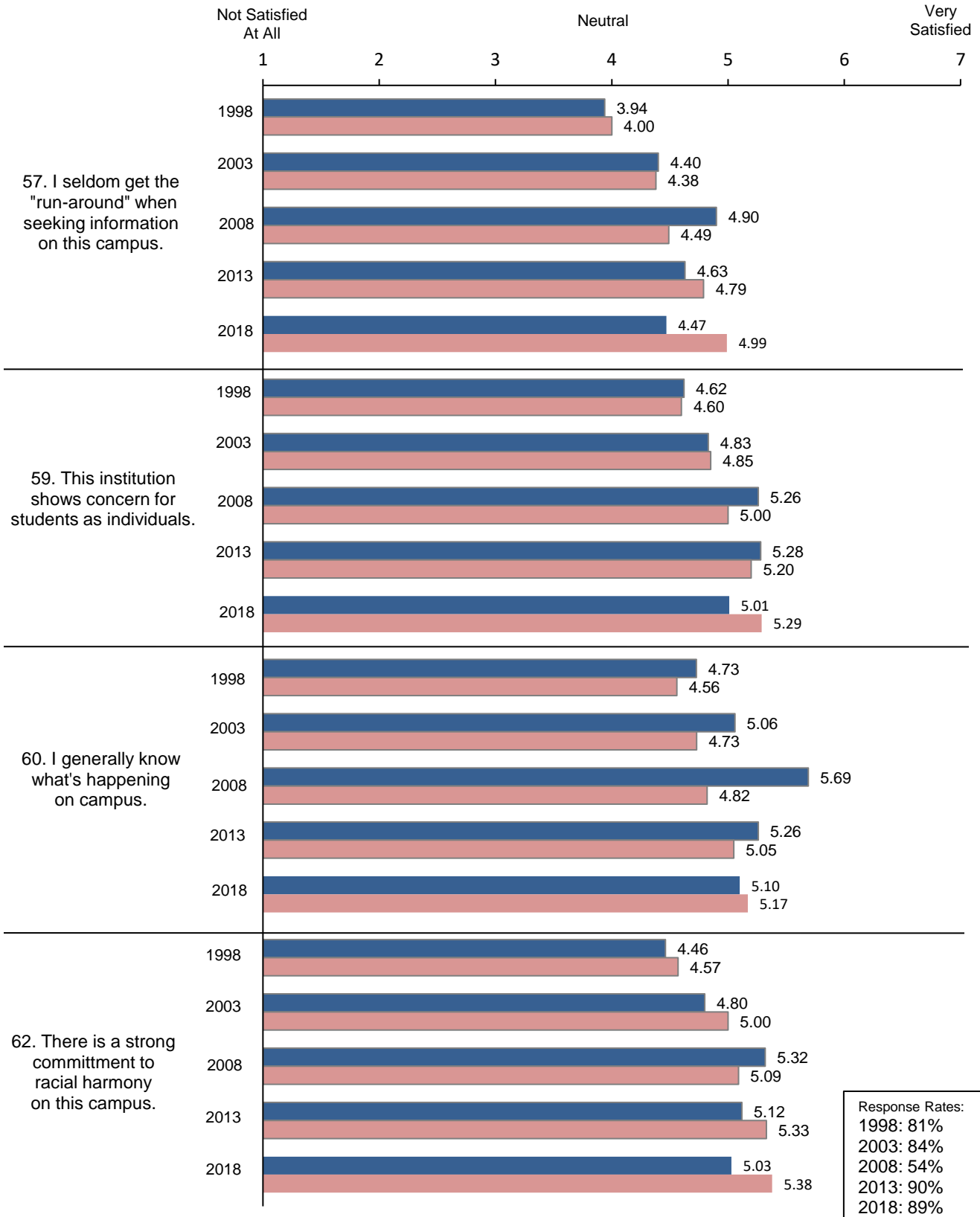
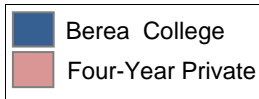
**African-American Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Climate**

Noel-Levitz Student  
Satisfaction Inventory



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

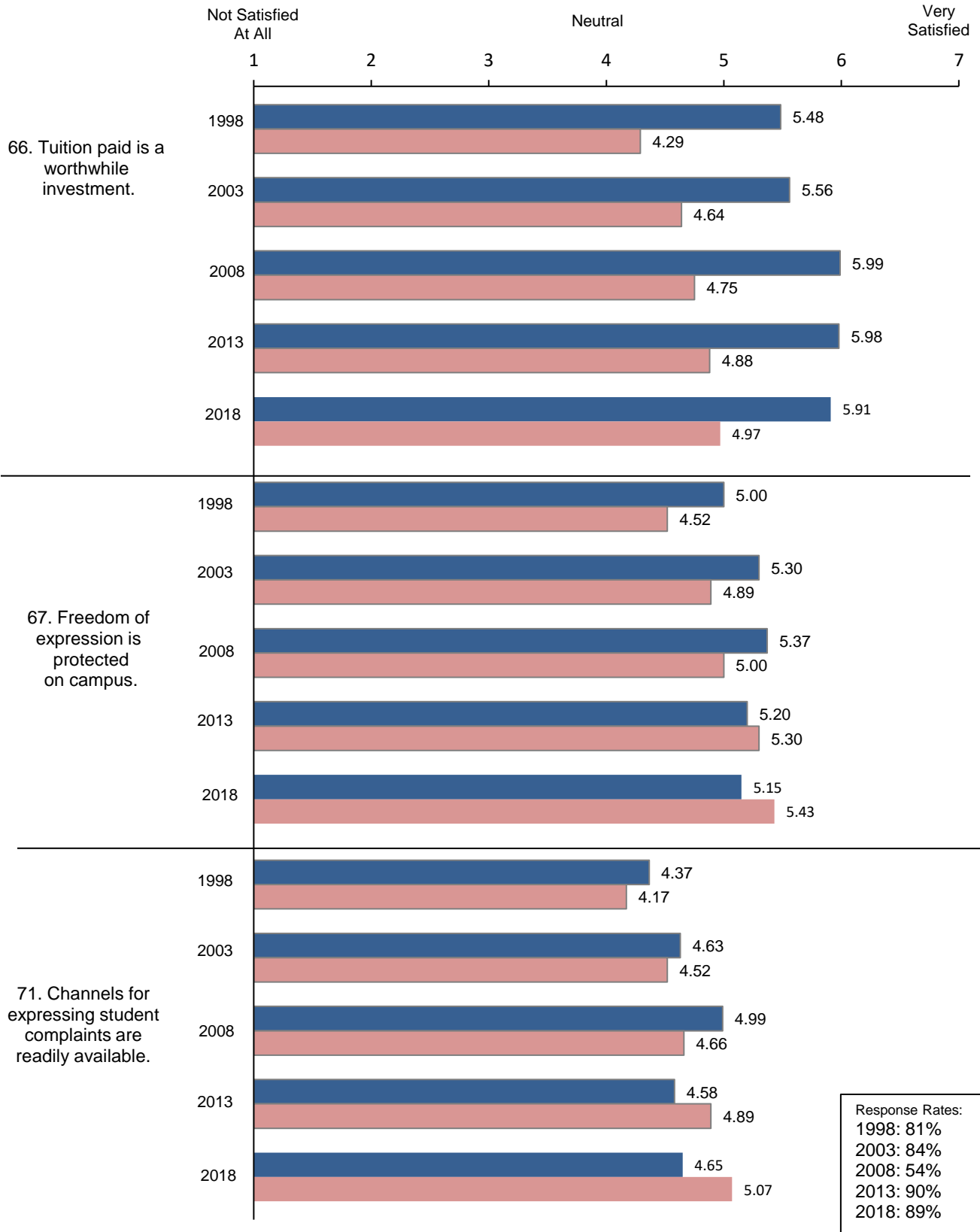
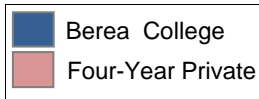
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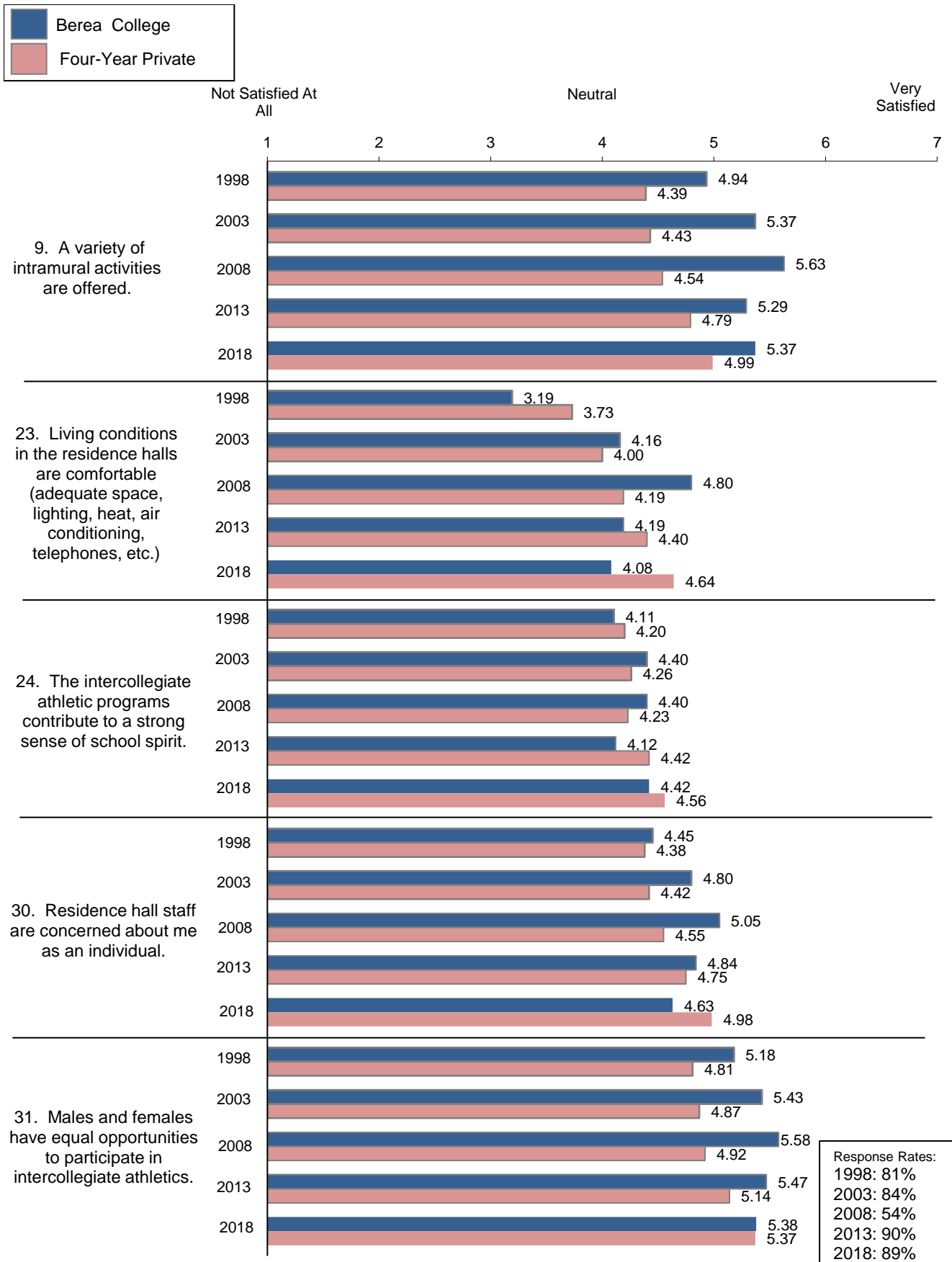
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**Satisfaction Ratings within Item Group:**  
**Campus Life**

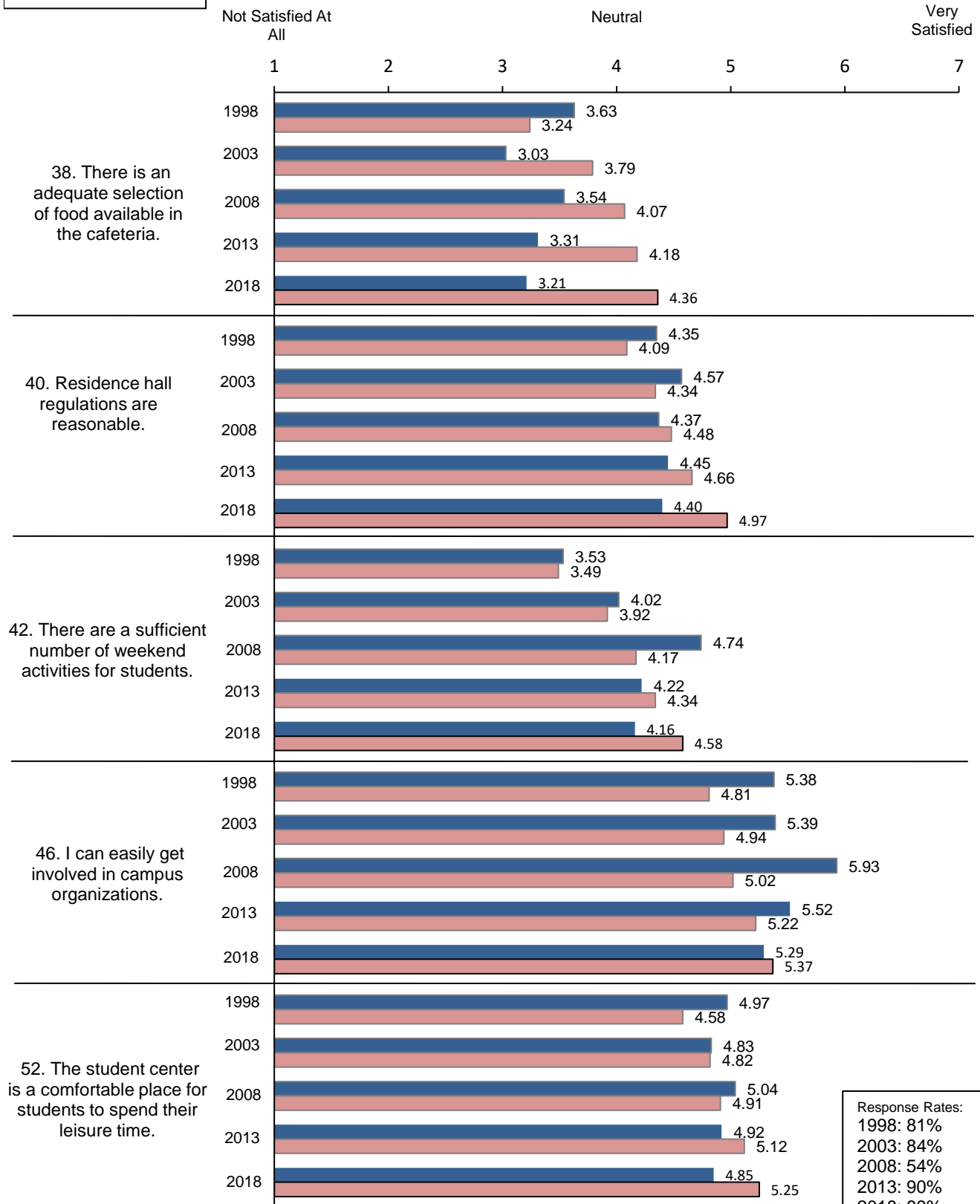
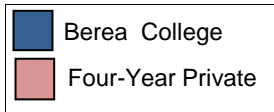
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**Campus Life**

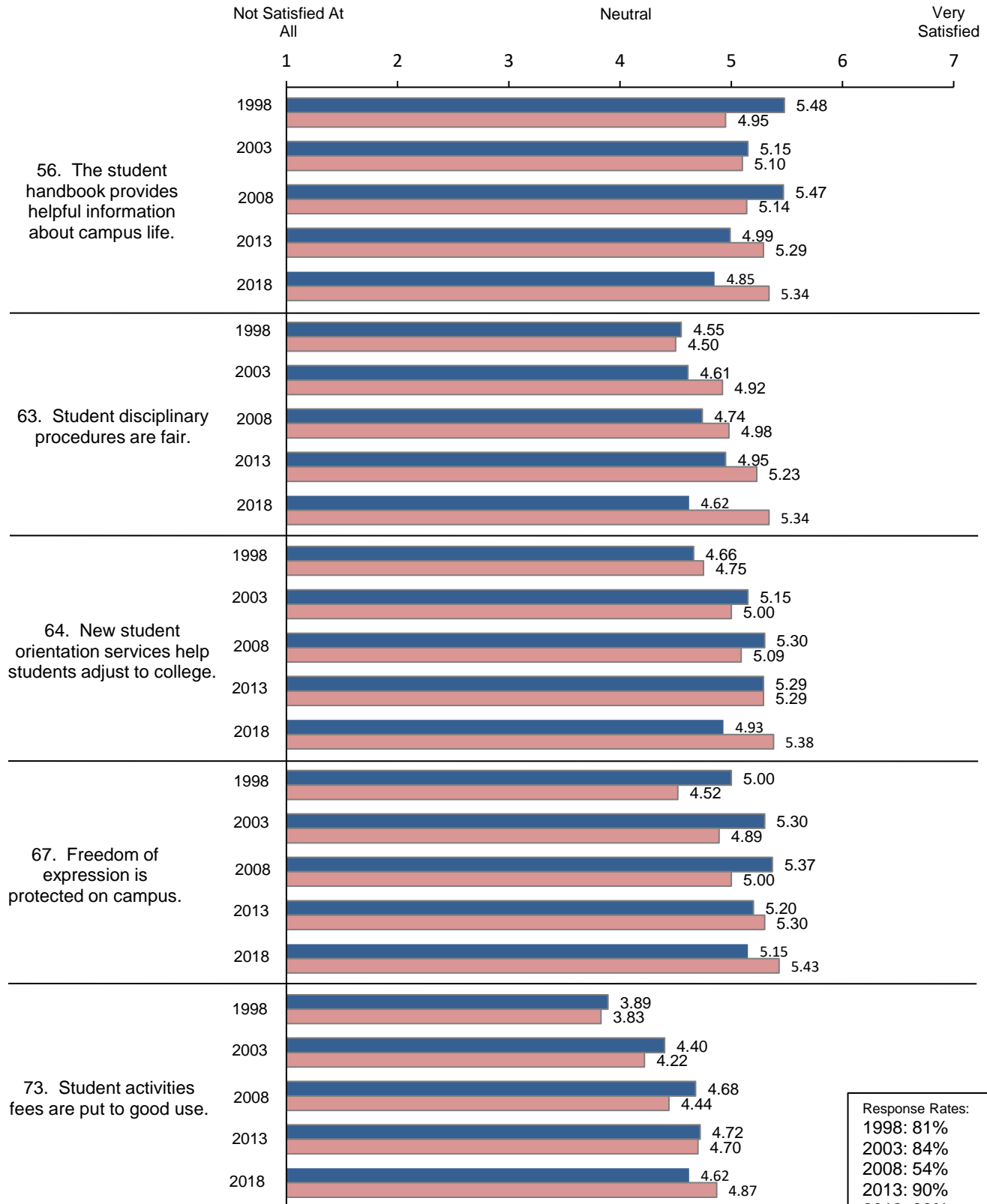
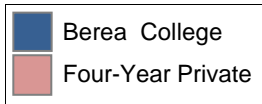
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**African-American Students**  
**Berea College vs. Four-Year Institutions**  
**Satisfaction Ratings within Item Group:**  
*Campus Life*

Noel-Levitz Student  
Satisfaction Inventory

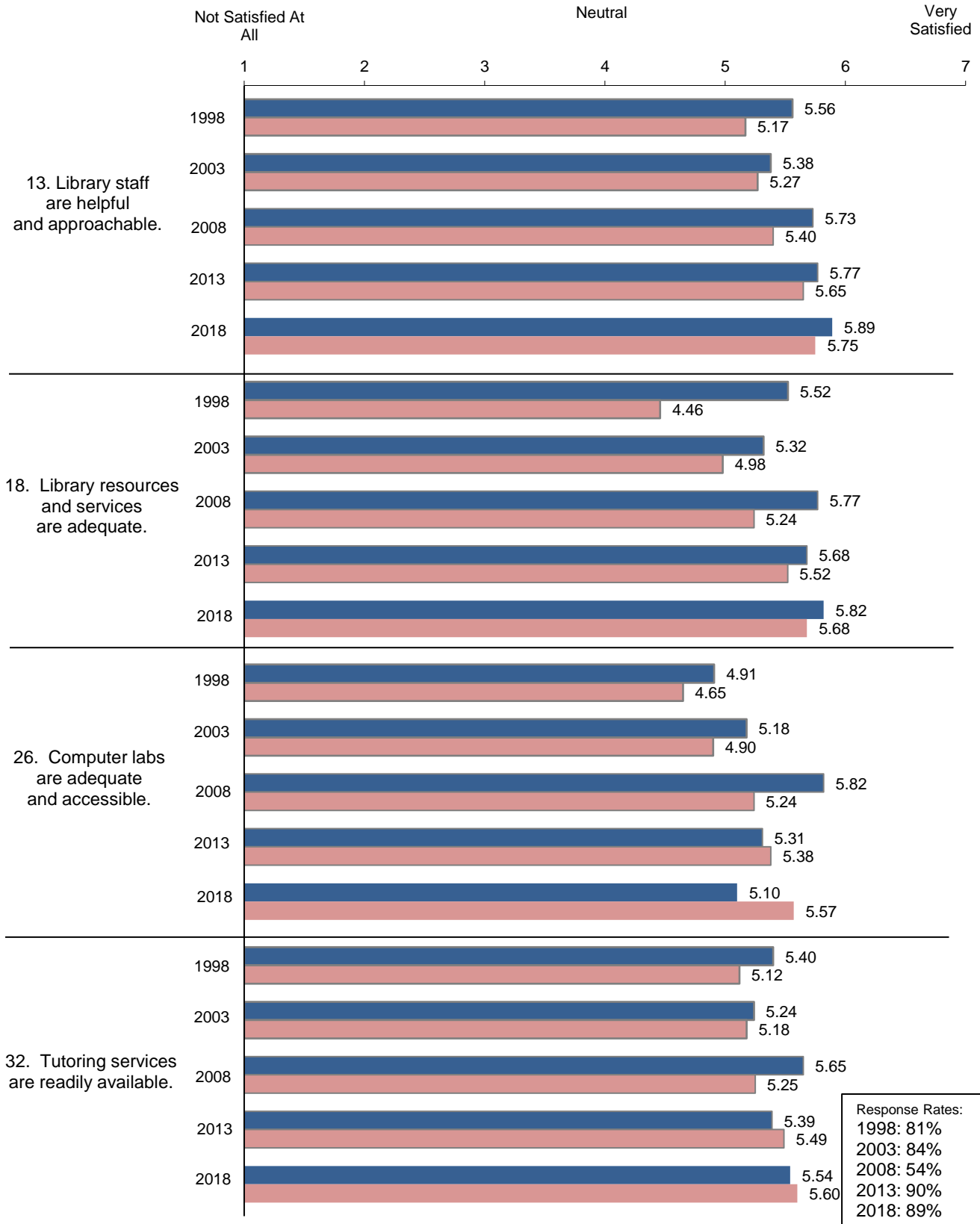
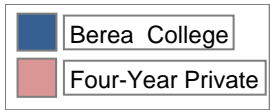


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**African-American Students**  
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**Satisfaction Ratings within Item Group:**  
**Campus Support Services**

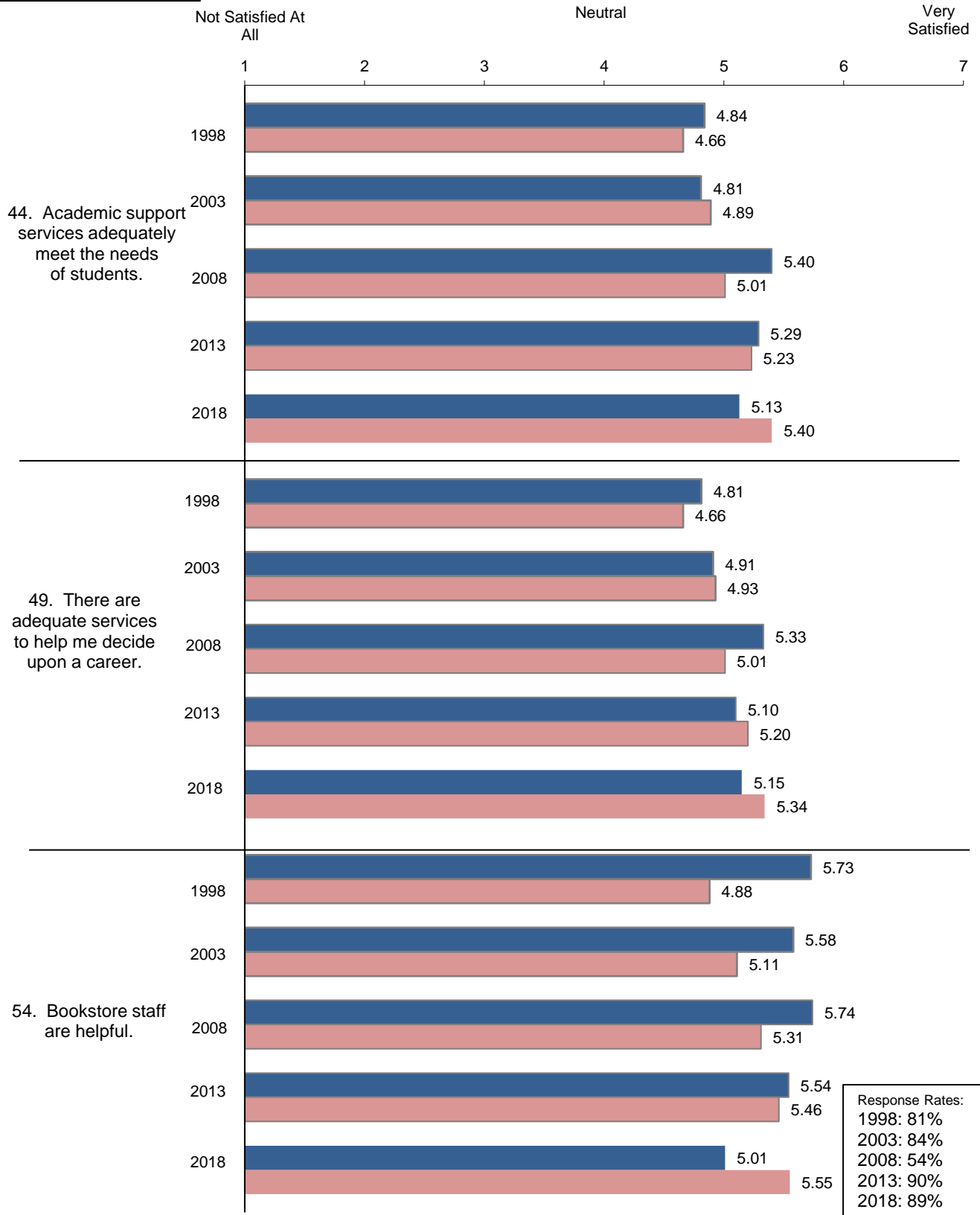
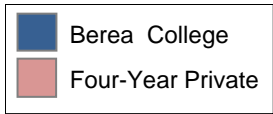
Noel-Levitz Student  
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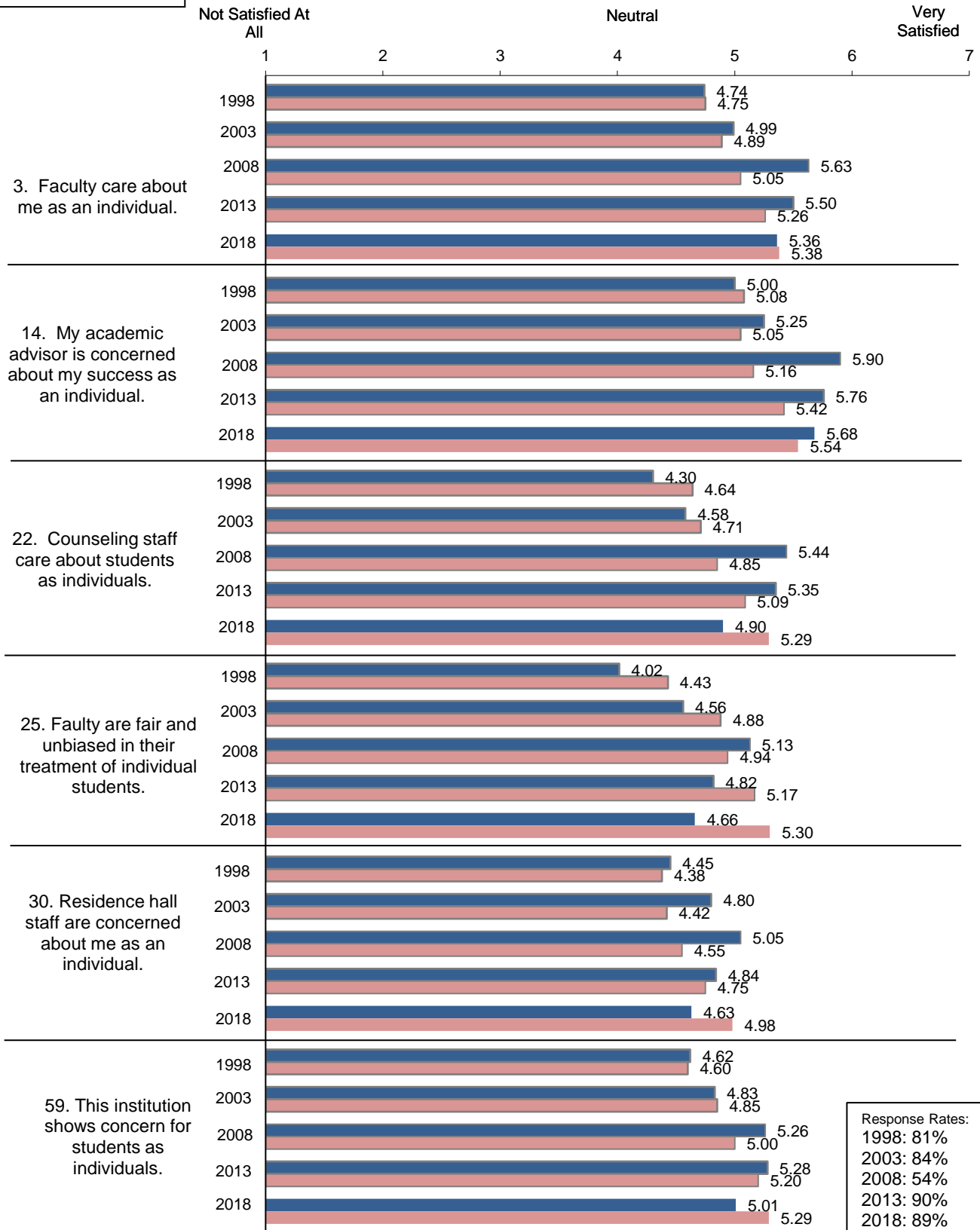
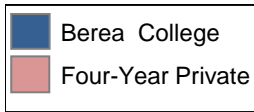
**African-American Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Support Services**

Noel-Levitz Student Satisfaction Inventory



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

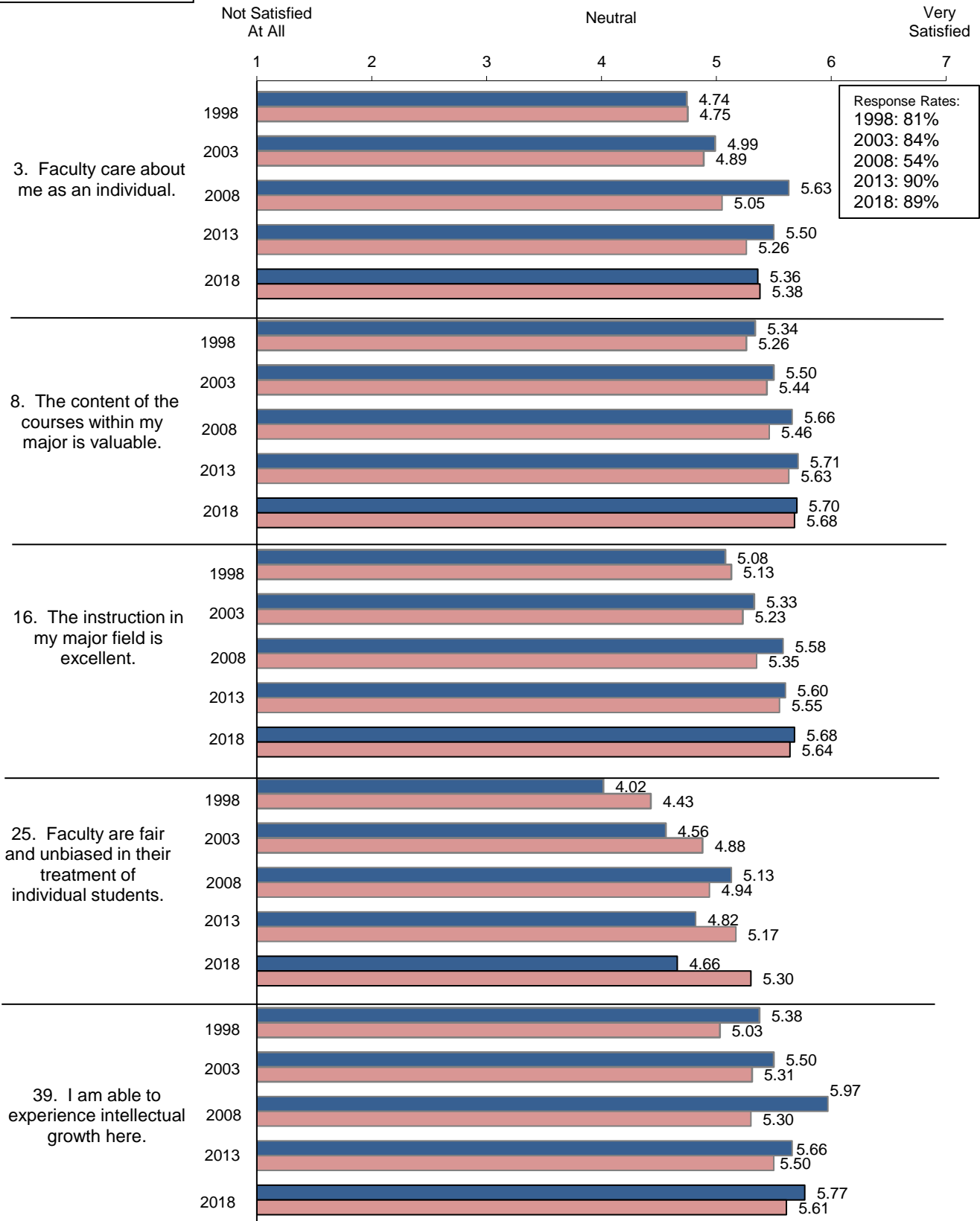
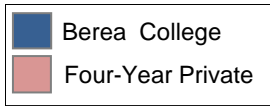
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**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
***Instructional Effectiveness***

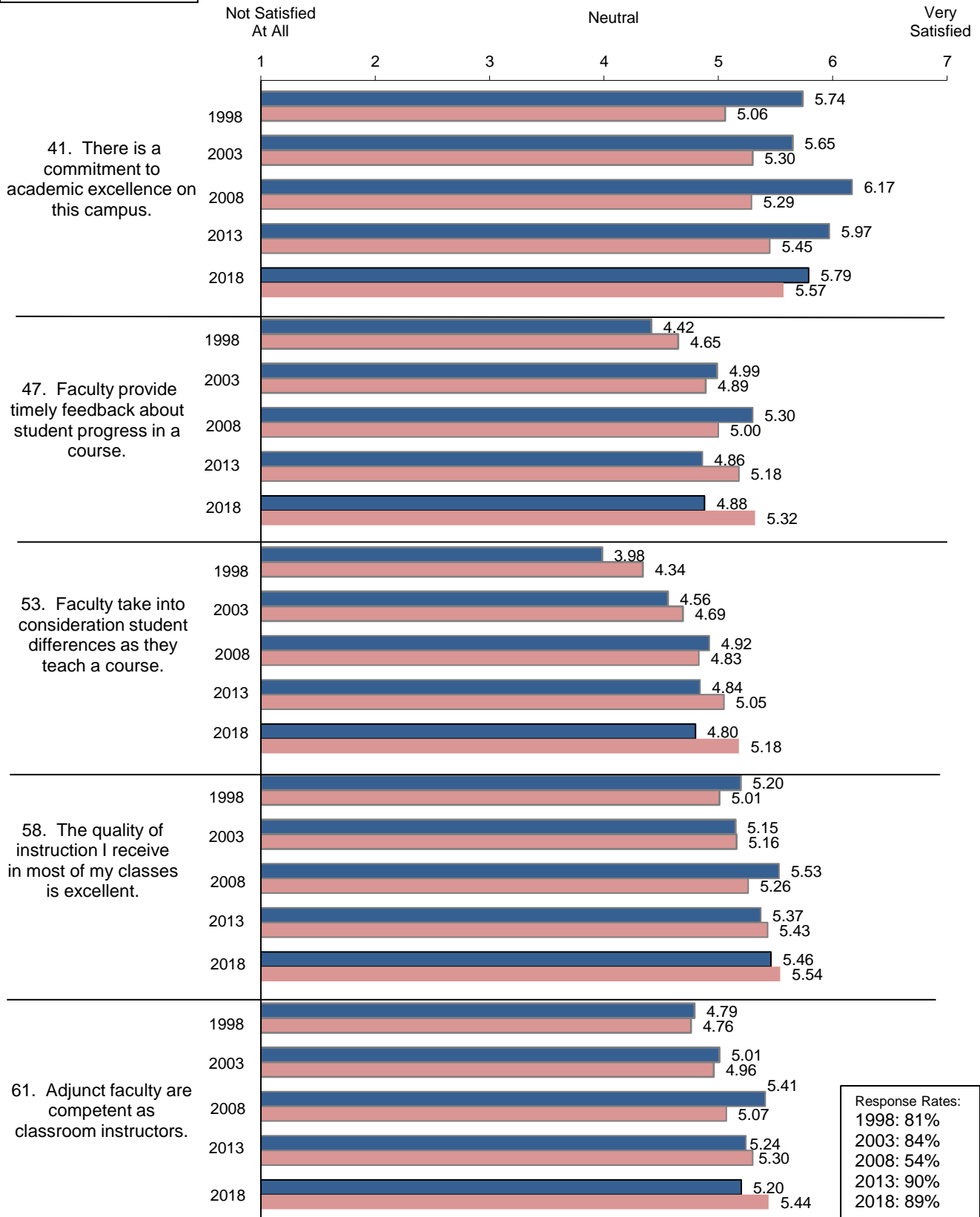
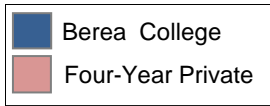
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**Satisfaction Ratings within Item Group:**  
*Instructional Effectiveness*

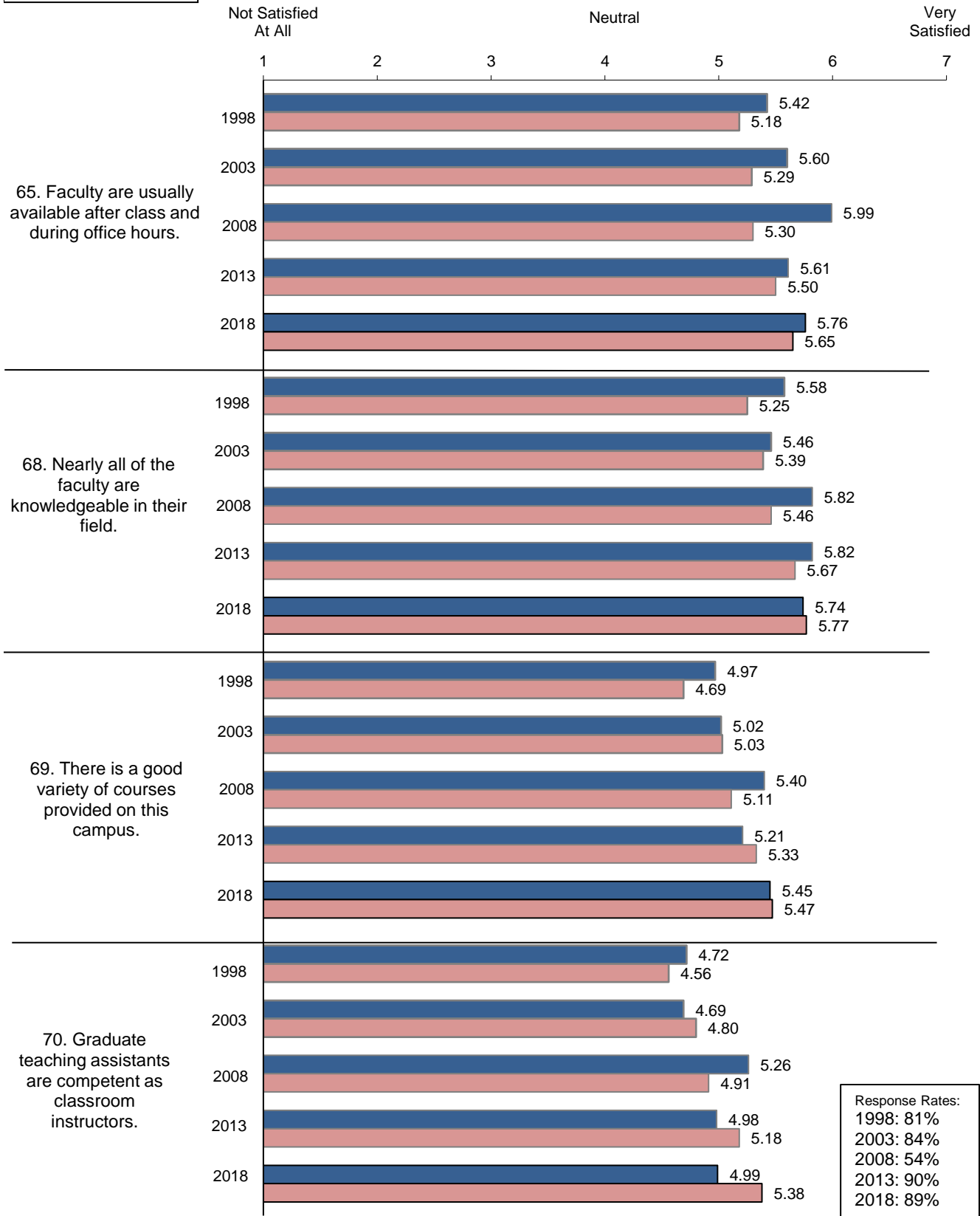
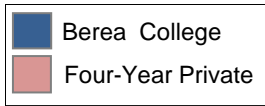
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**Satisfaction Ratings within Item Group:**  
***Instructional Effectiveness***

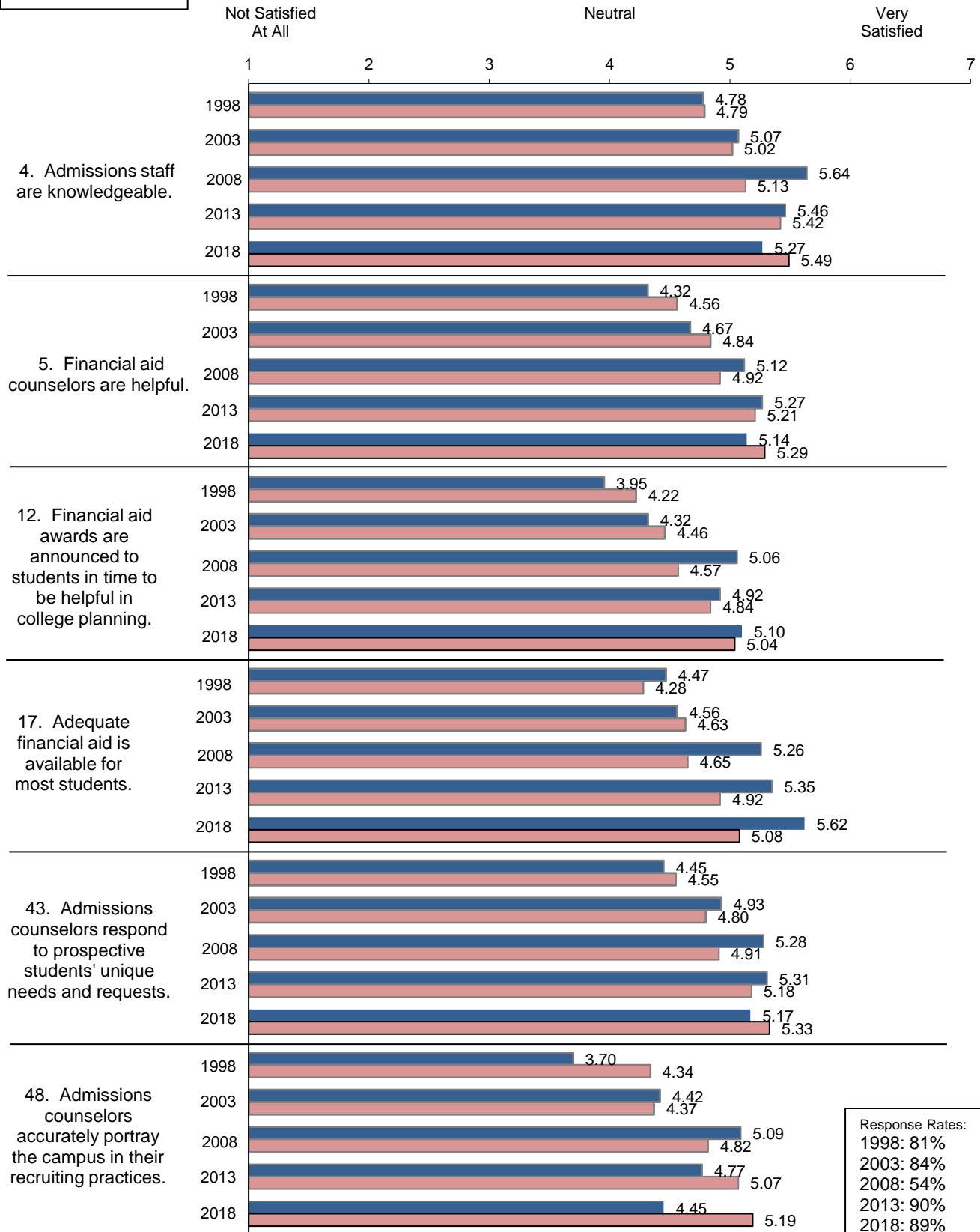
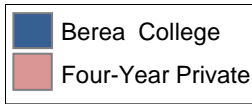
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**Satisfaction Ratings within Item Group:**  
**Recruitment and Financial Aid**

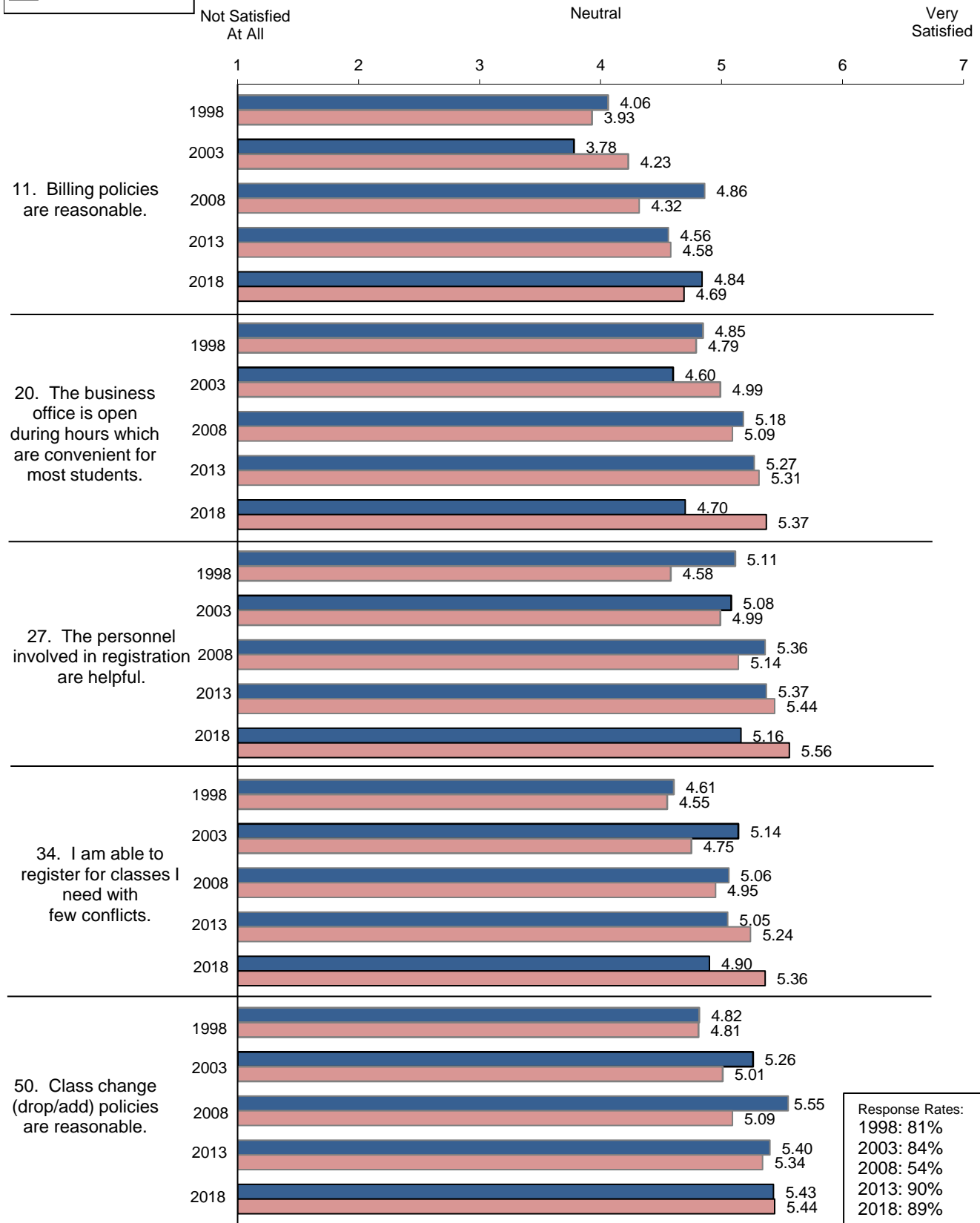
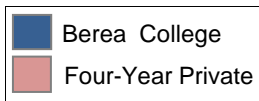
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**Satisfaction Ratings within Item Group:**  
**Registration Effectiveness**

Noel-Levitz Student  
Satisfaction Inventory

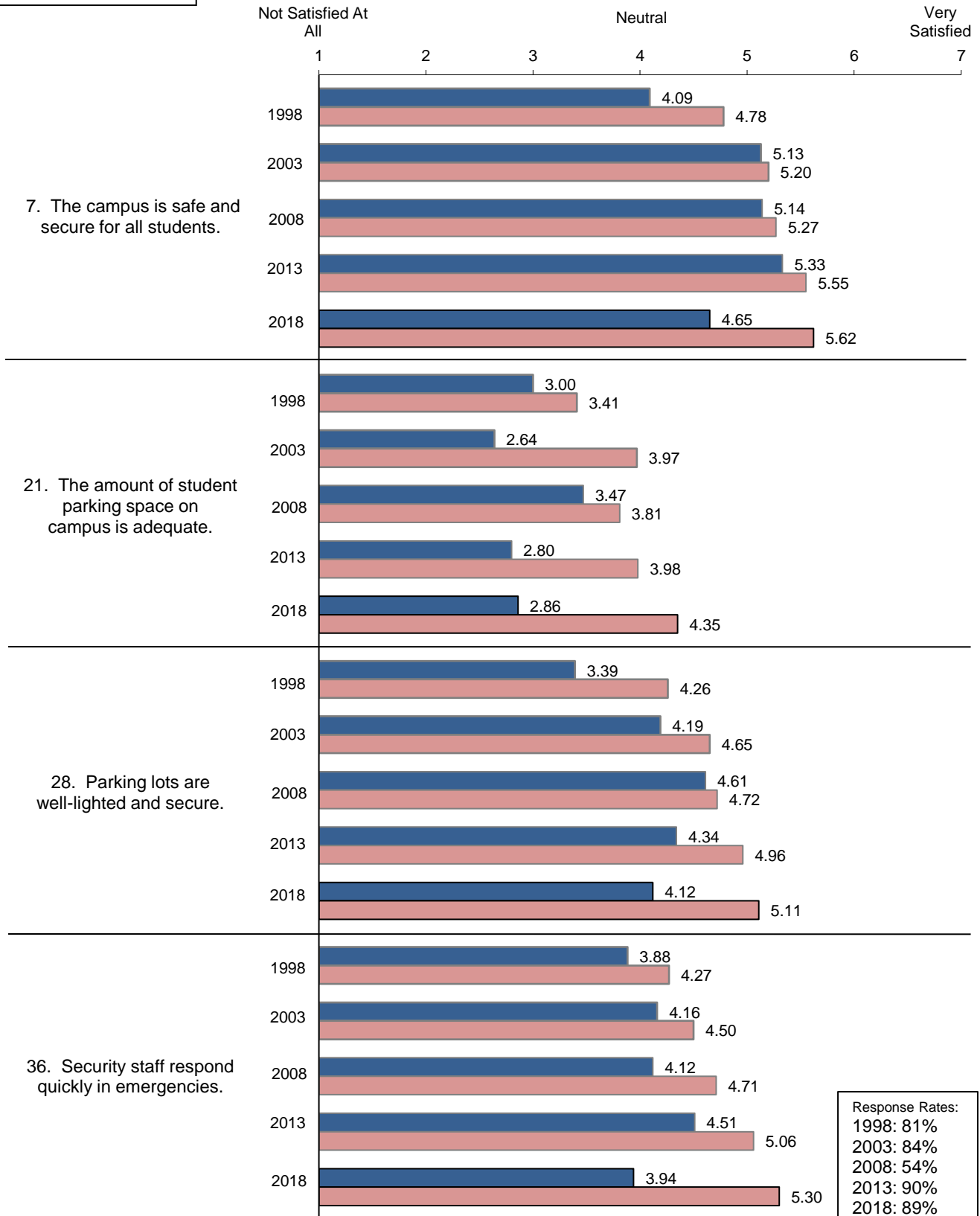
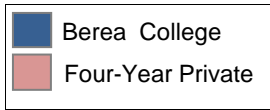


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**Satisfaction Ratings within Item Group:**  
*Safety and Security*

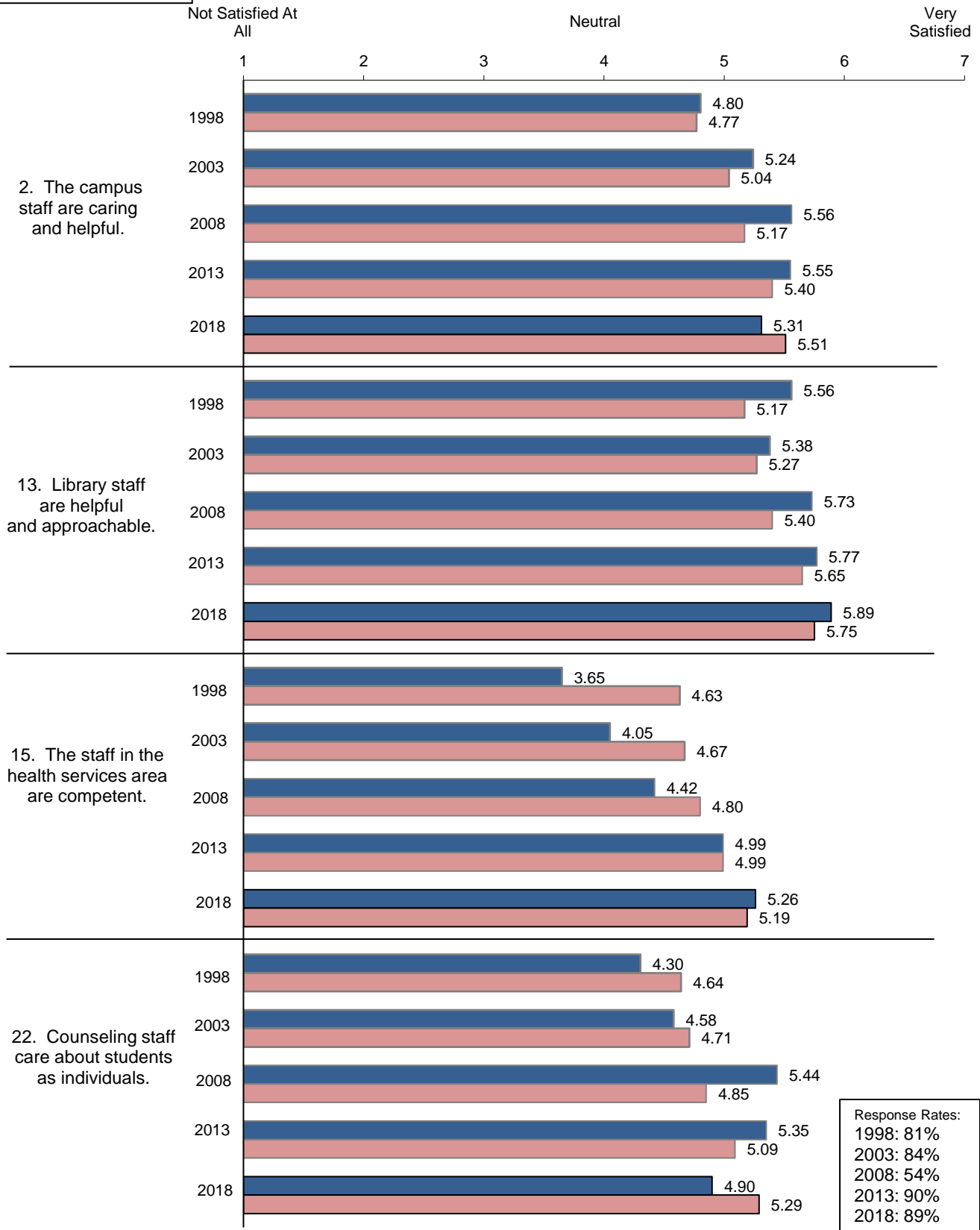
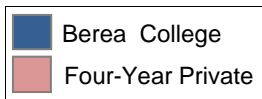
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**Satisfaction Ratings within Item Group:**  
*Service Excellence*

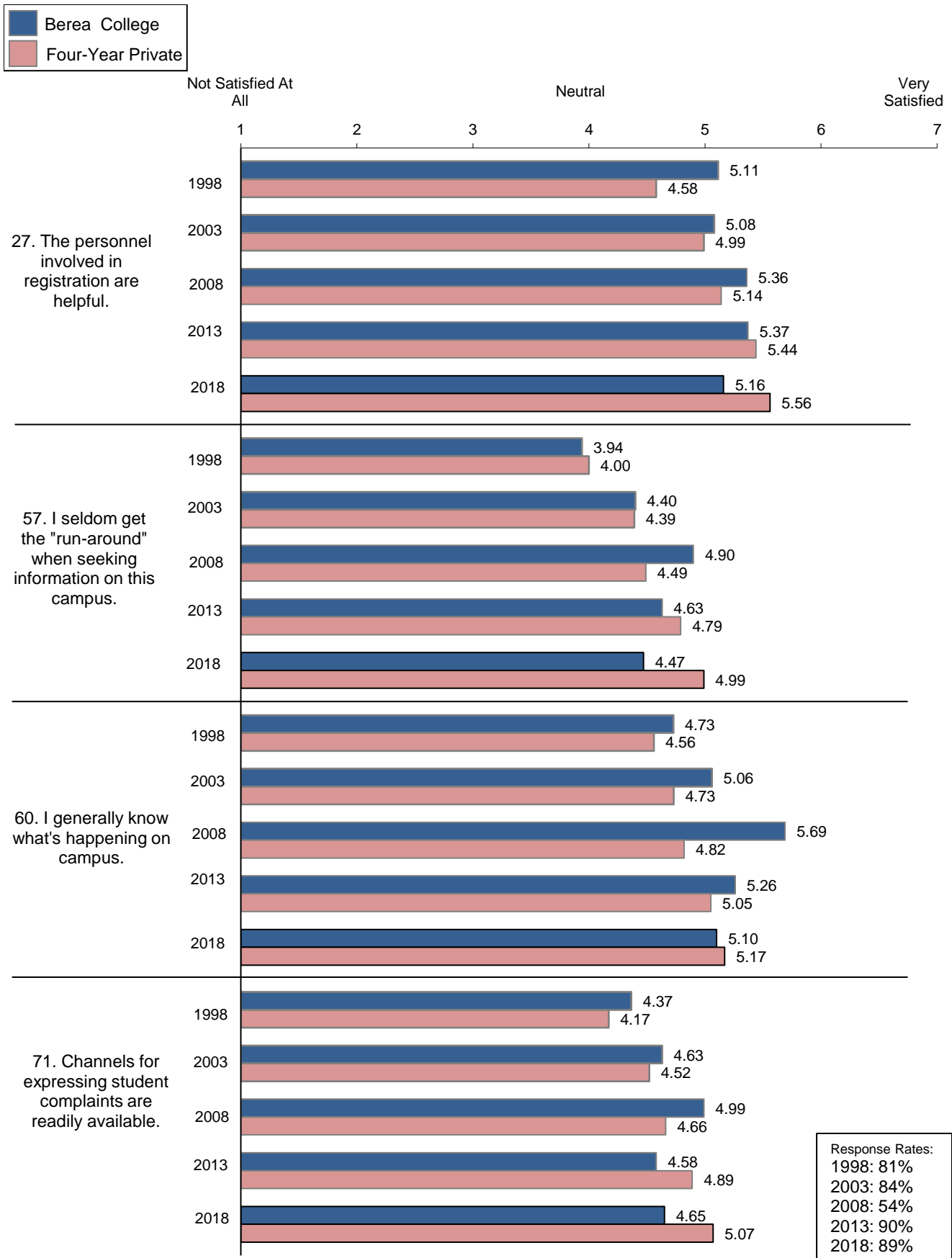
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**Satisfaction Ratings within Item Group:**  
*Service Excellence*

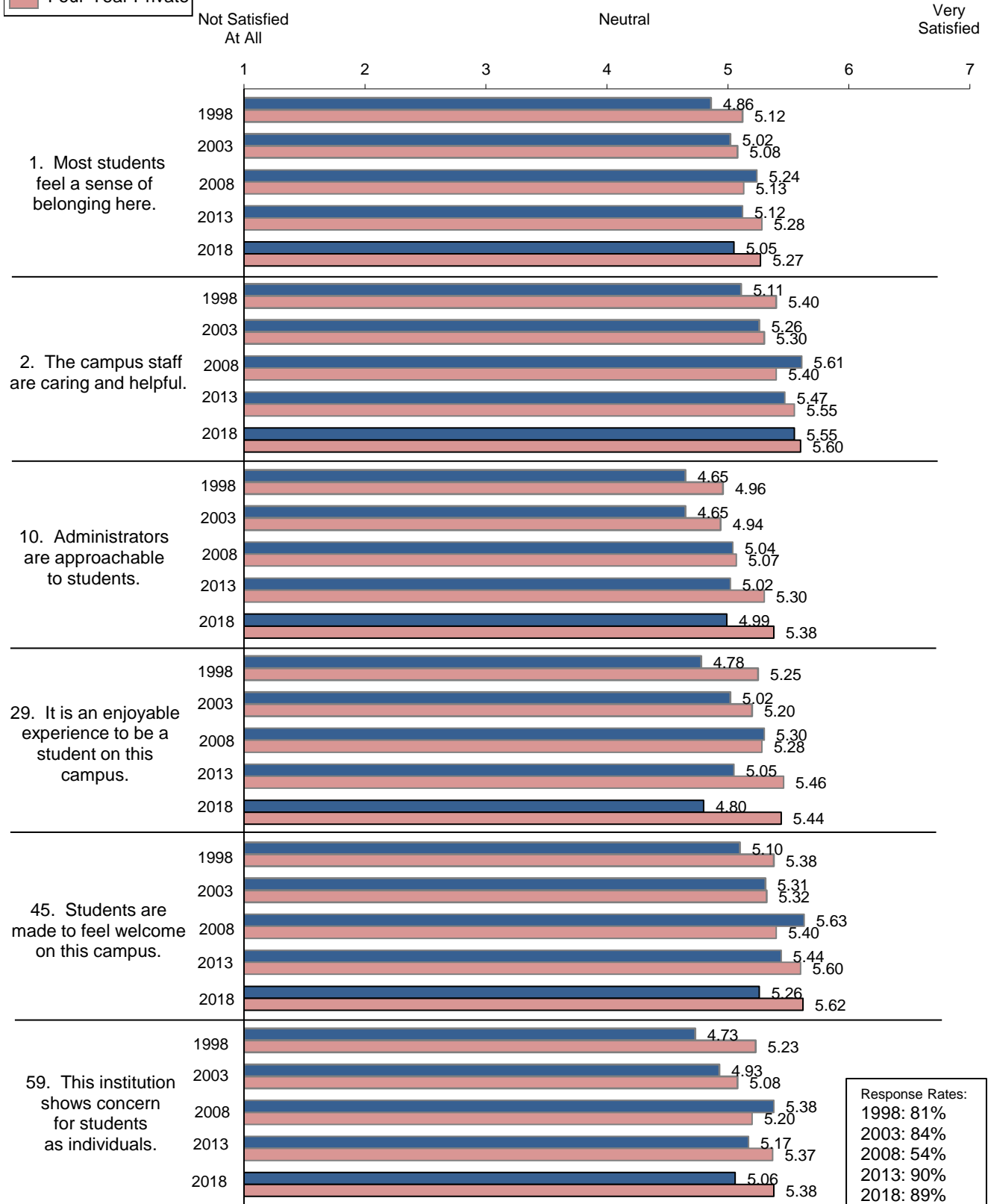
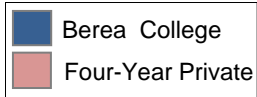
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**Satisfaction Ratings within Item Group:**  
**Student Centeredness**

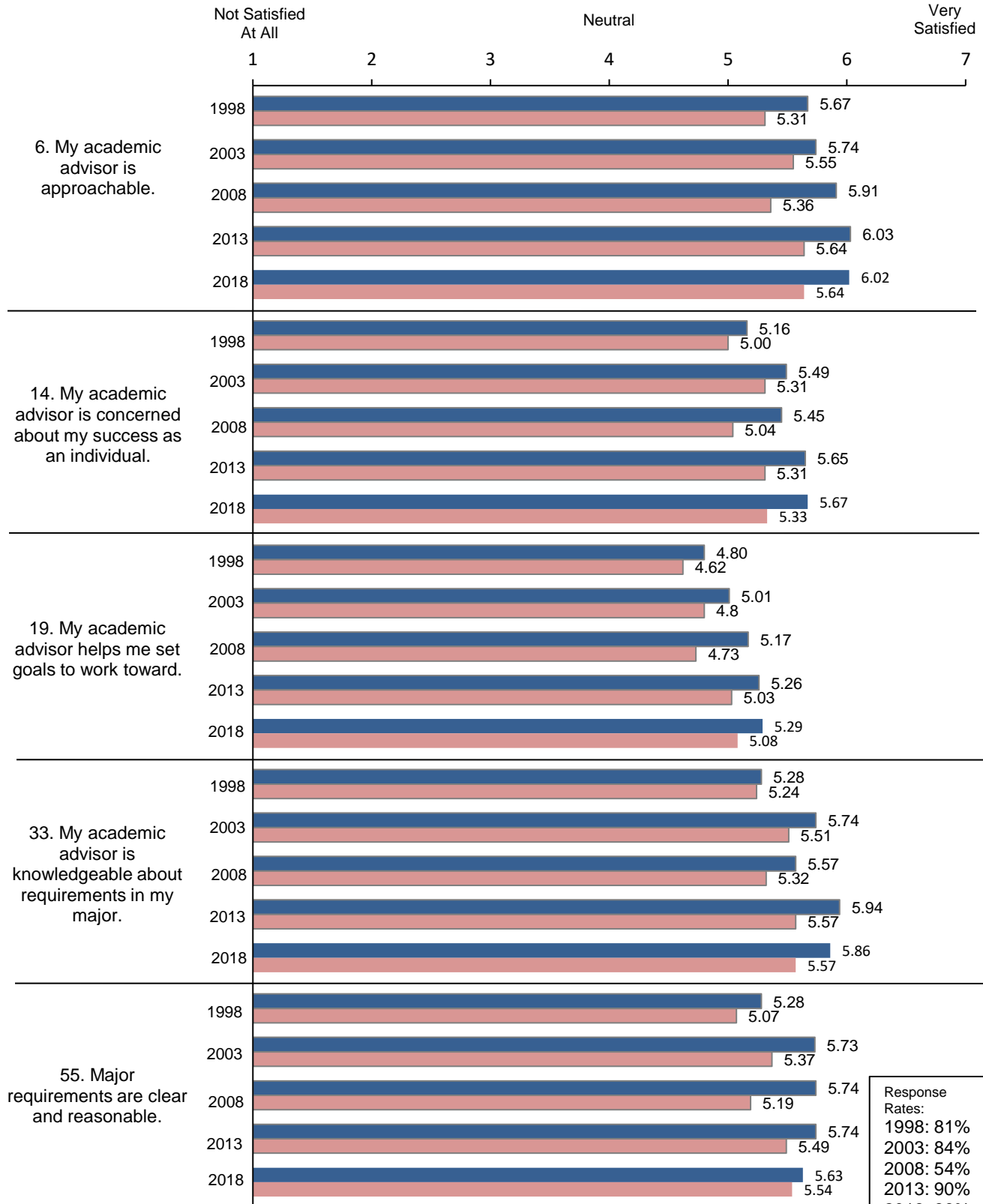
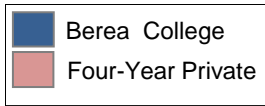
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**Satisfaction Ratings within Item Group:**  
**Academic Advising**

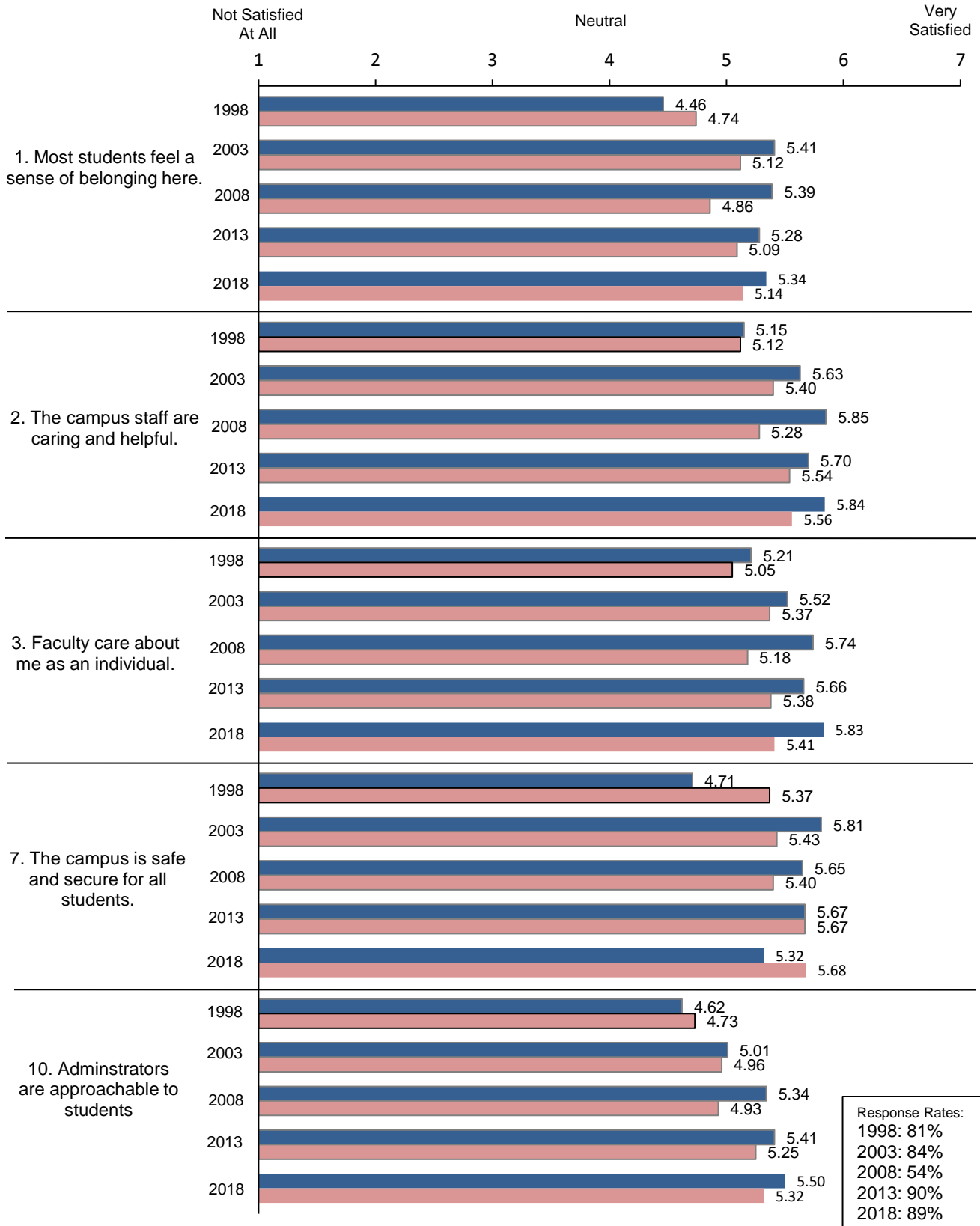
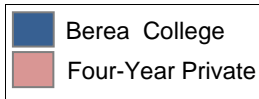
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**Satisfaction Ratings within Item Group:**  
**Campus Climate**

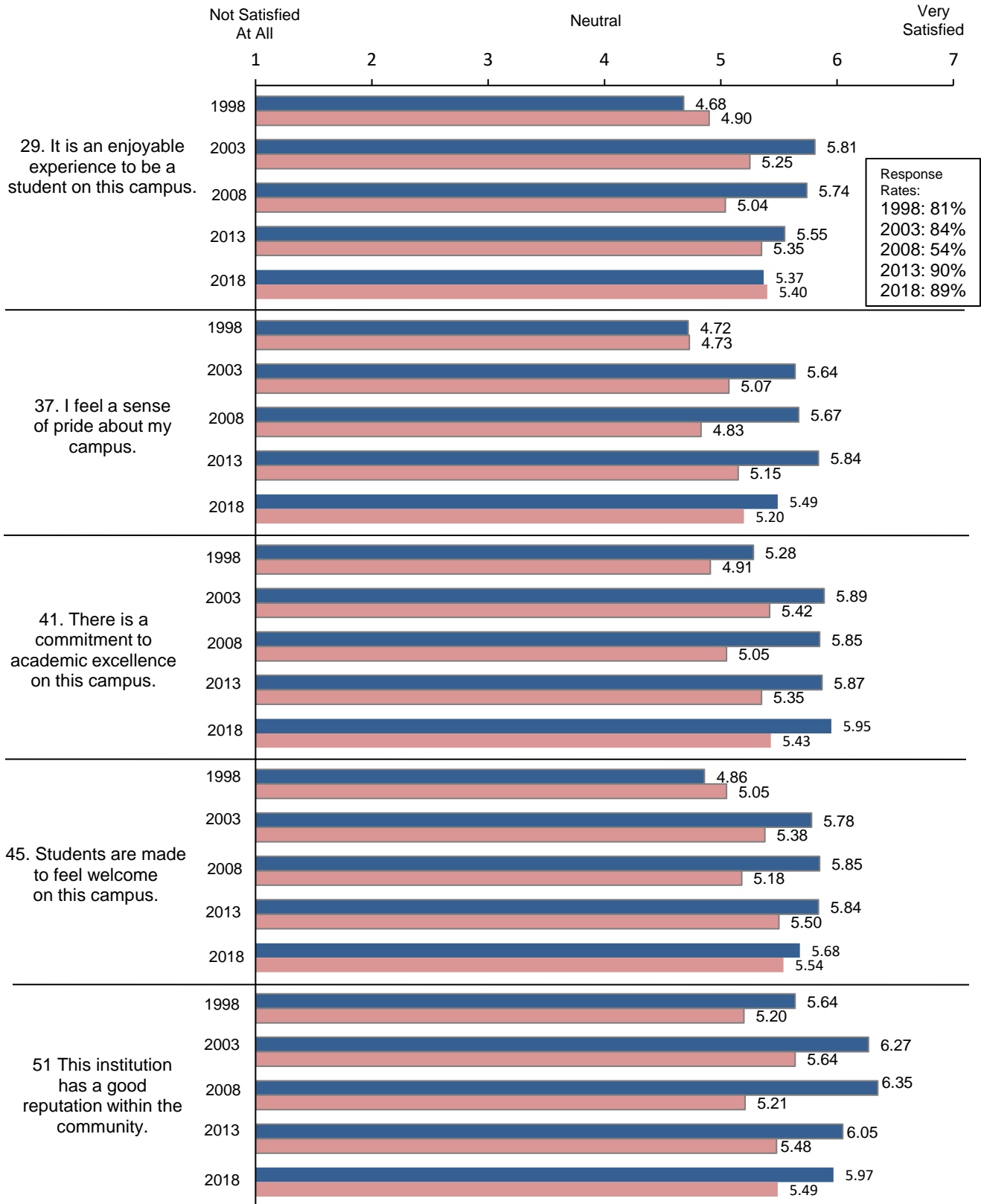
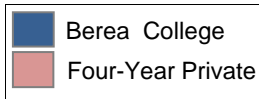
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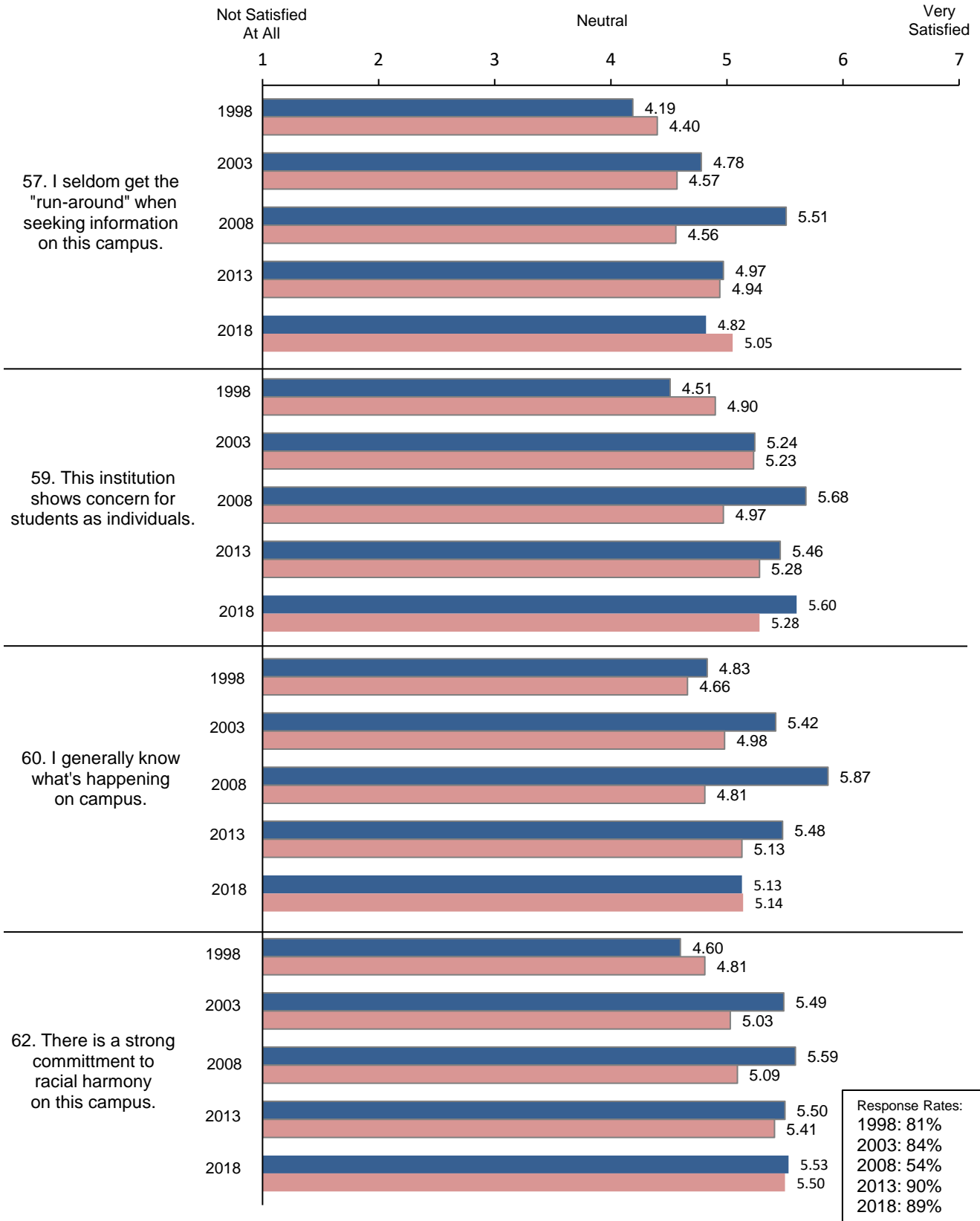
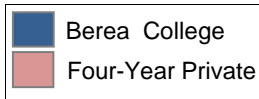
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Noel-Levitz Student Satisfaction Inventory

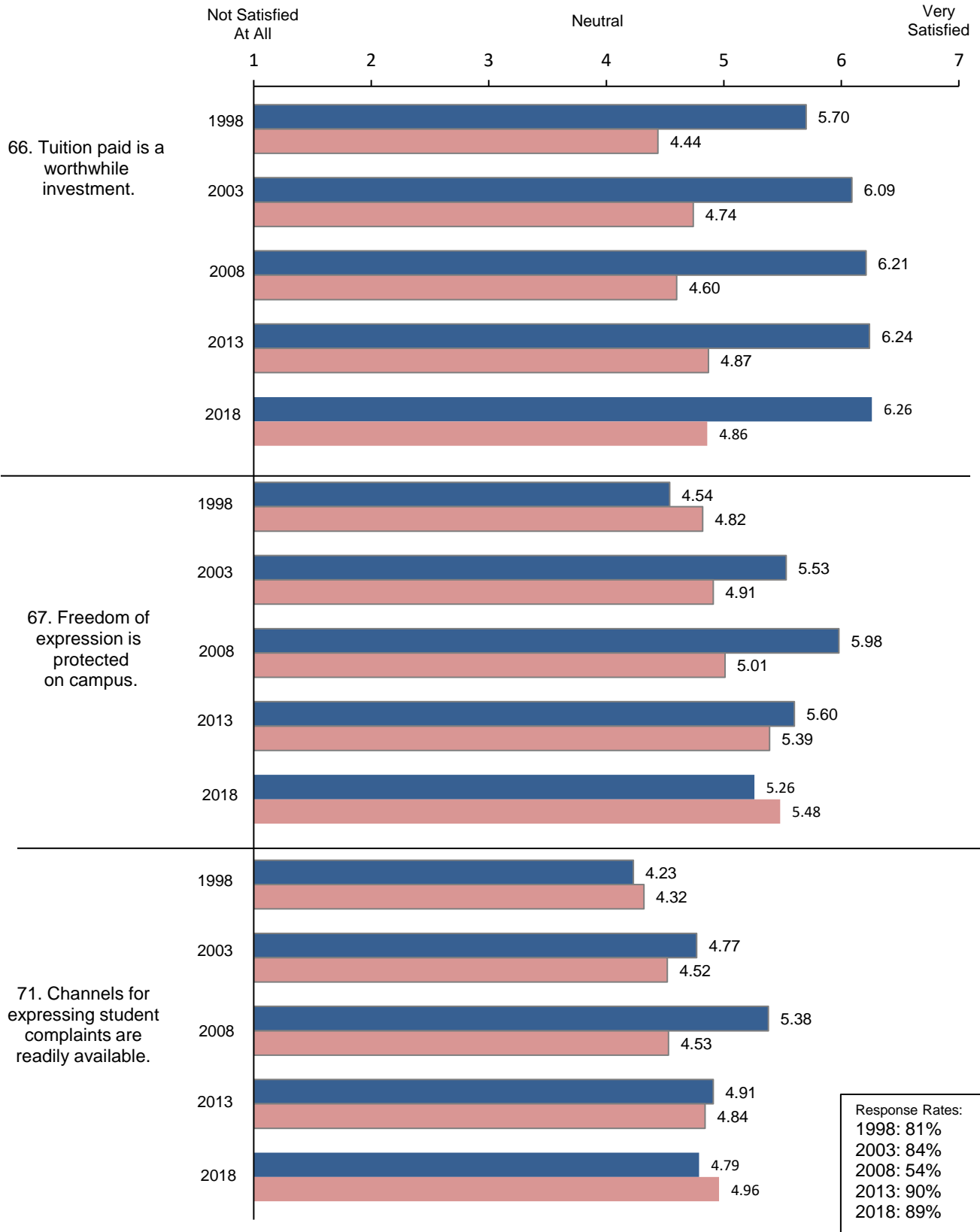
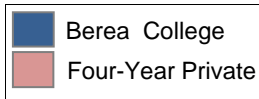


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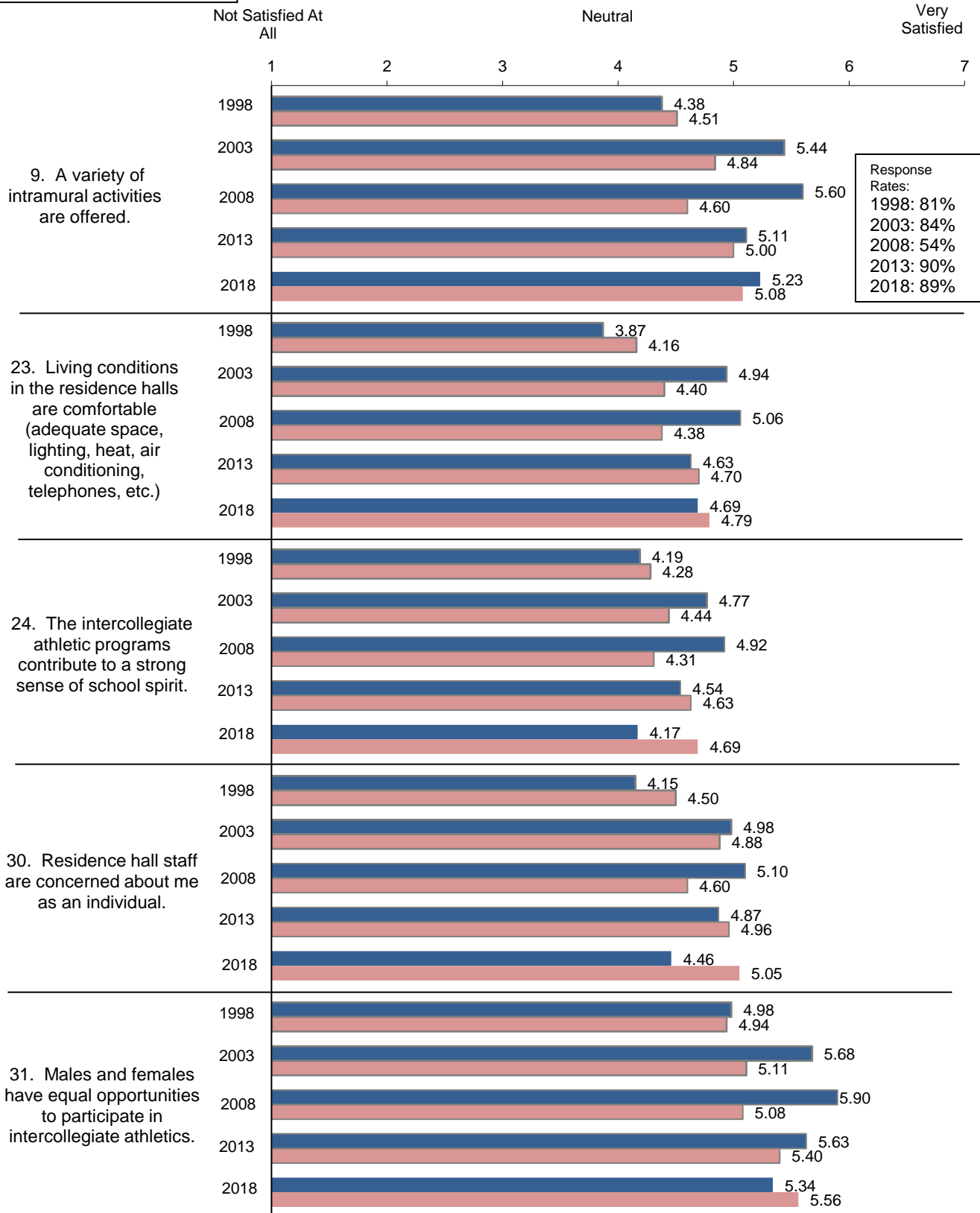
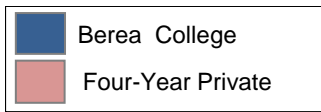
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**Satisfaction Ratings within Item Group:**  
*Campus Life*

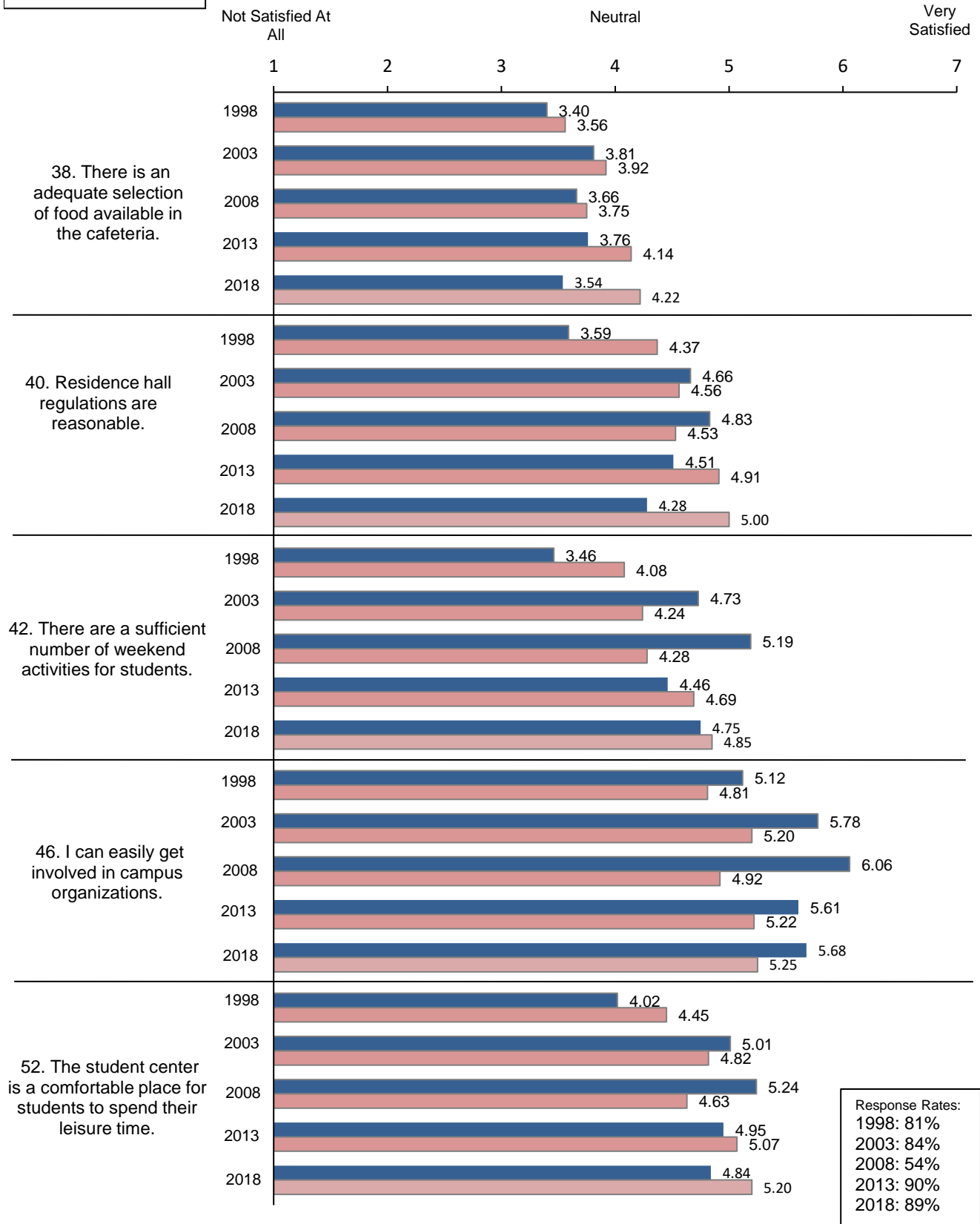
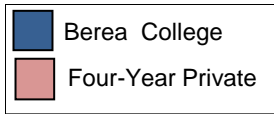
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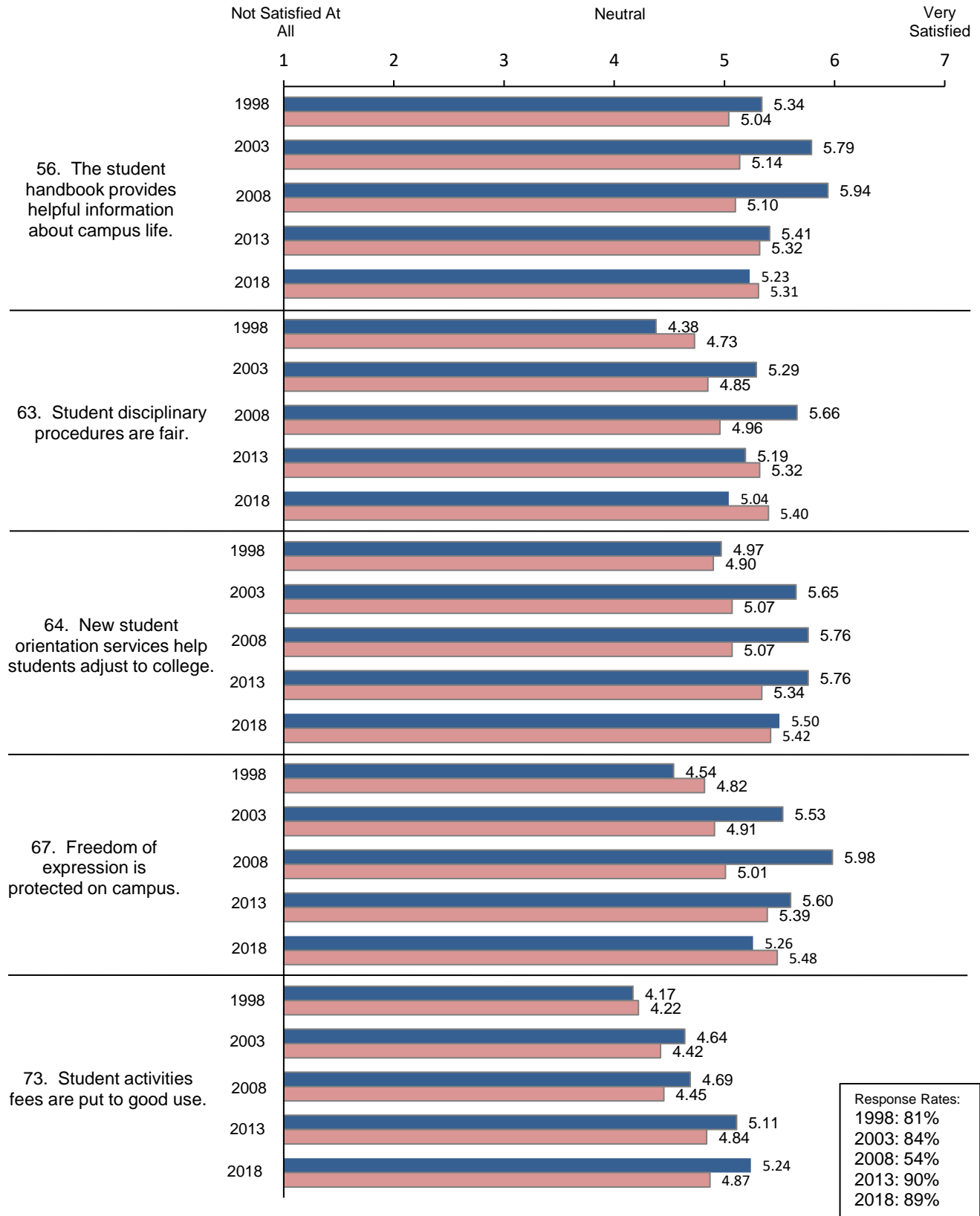
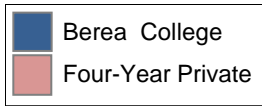
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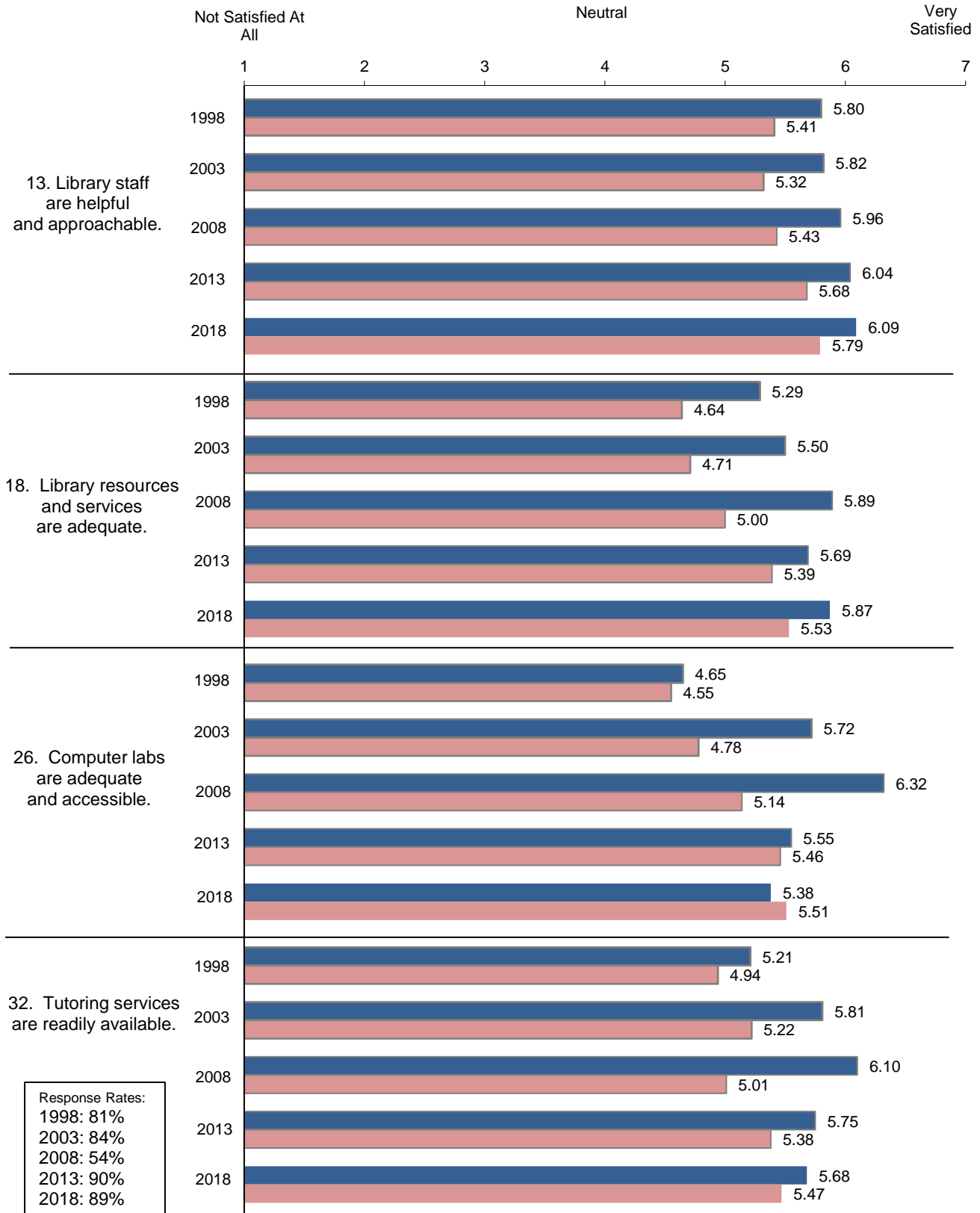
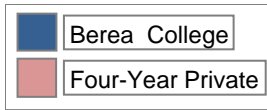
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**Campus Support Services**

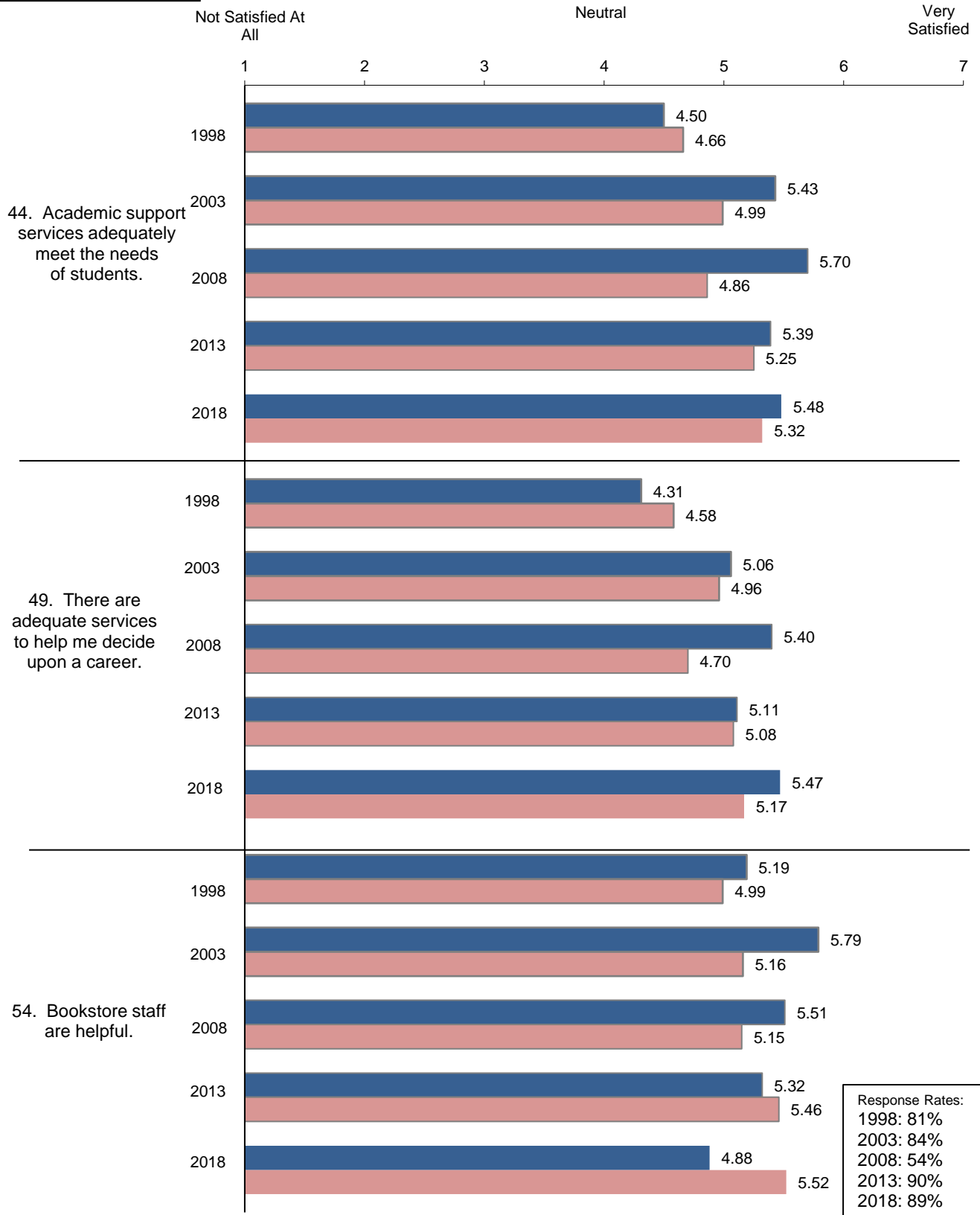
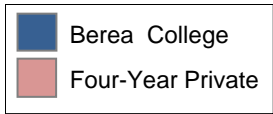
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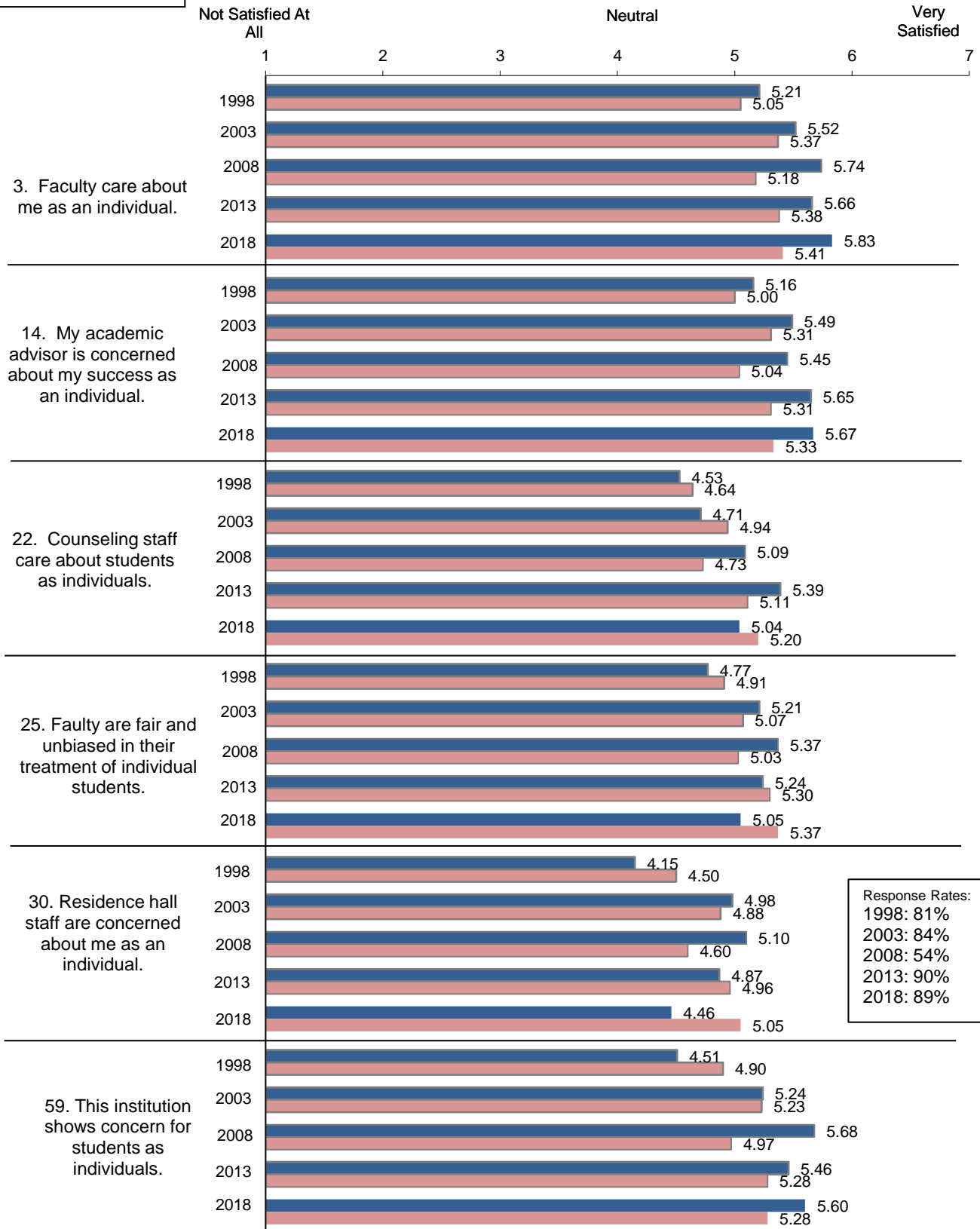
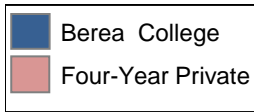
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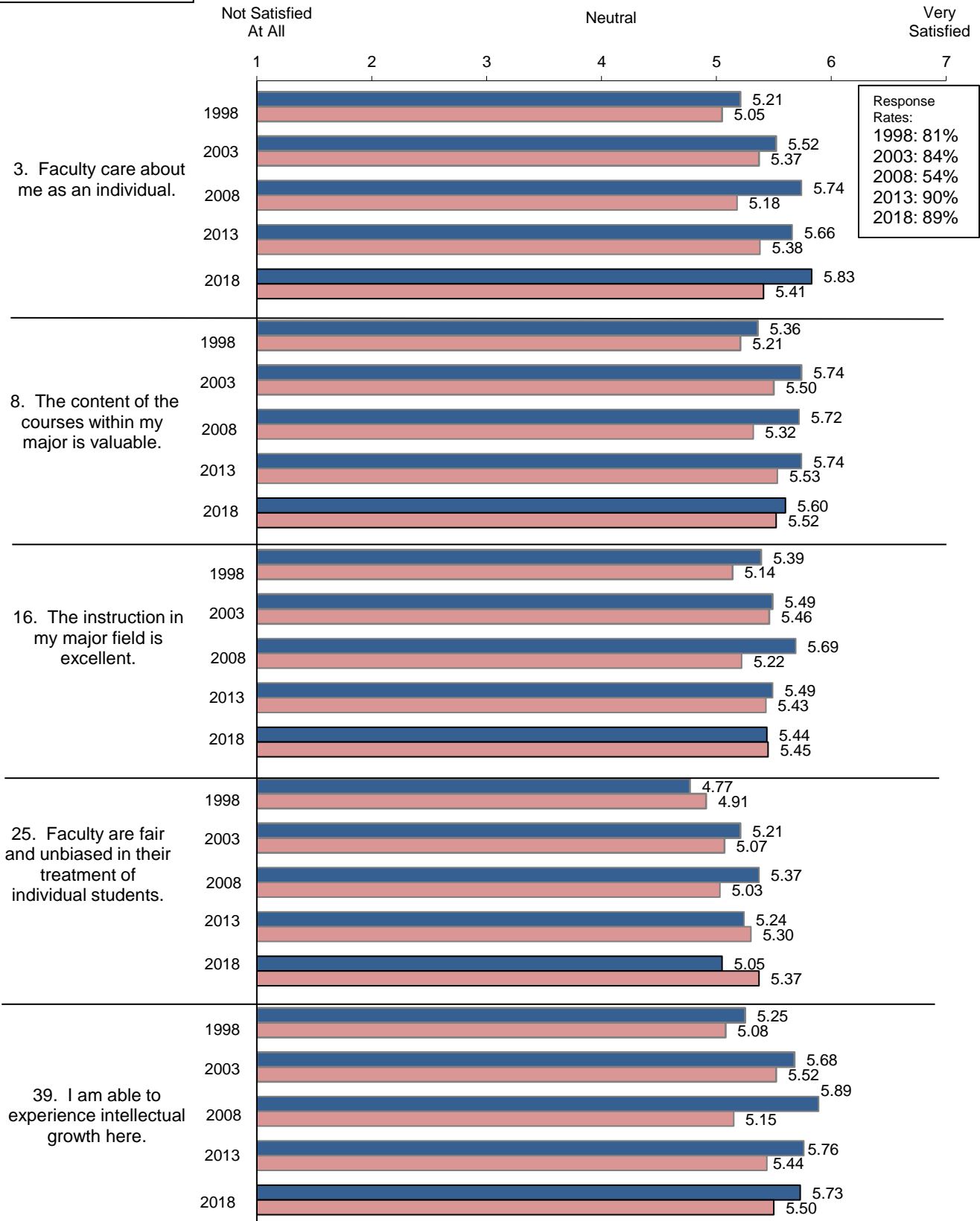
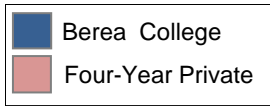
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*Instructional Effectiveness*

Noel-Levitz Student Satisfaction Inventory

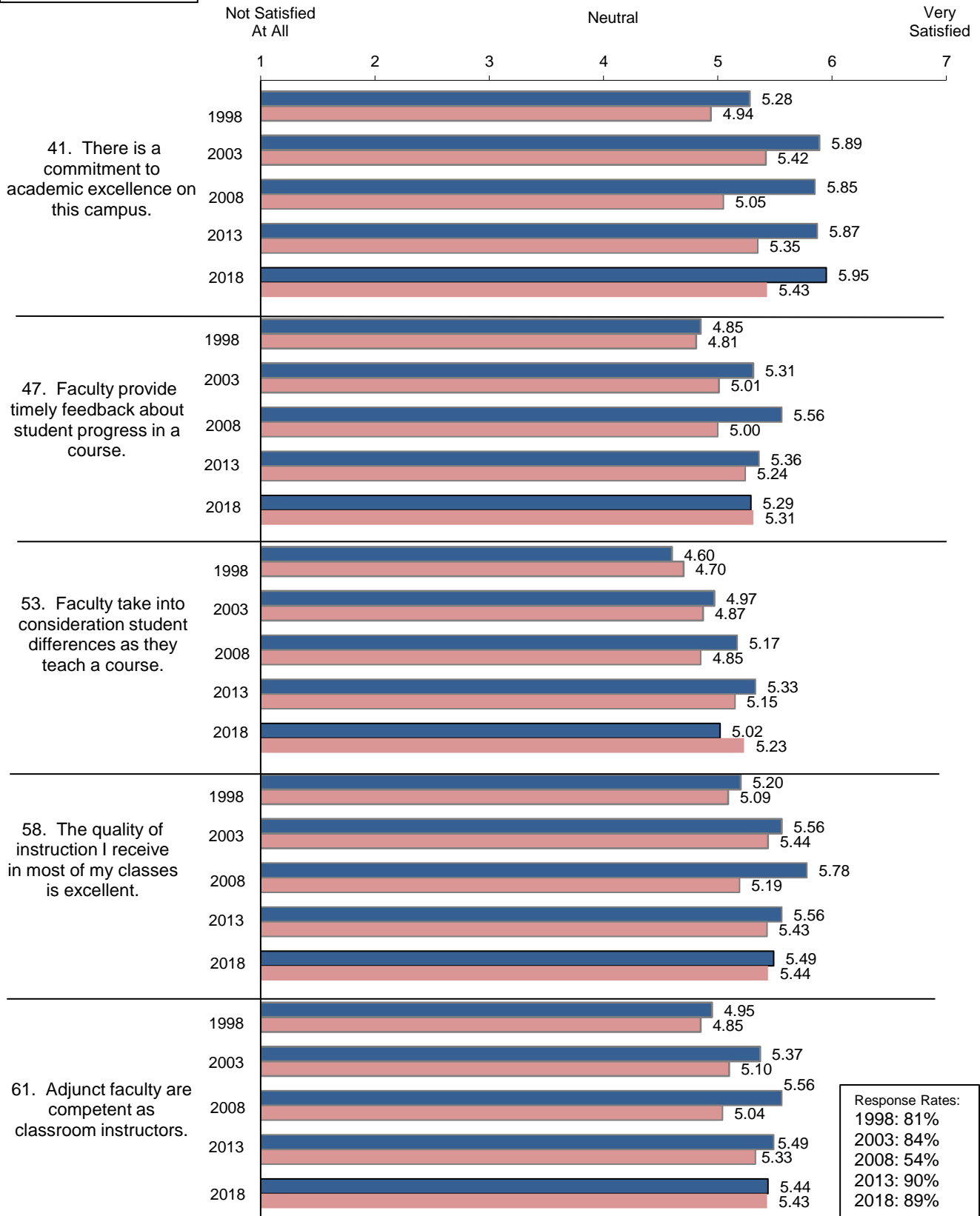
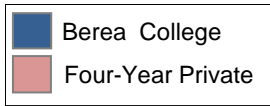


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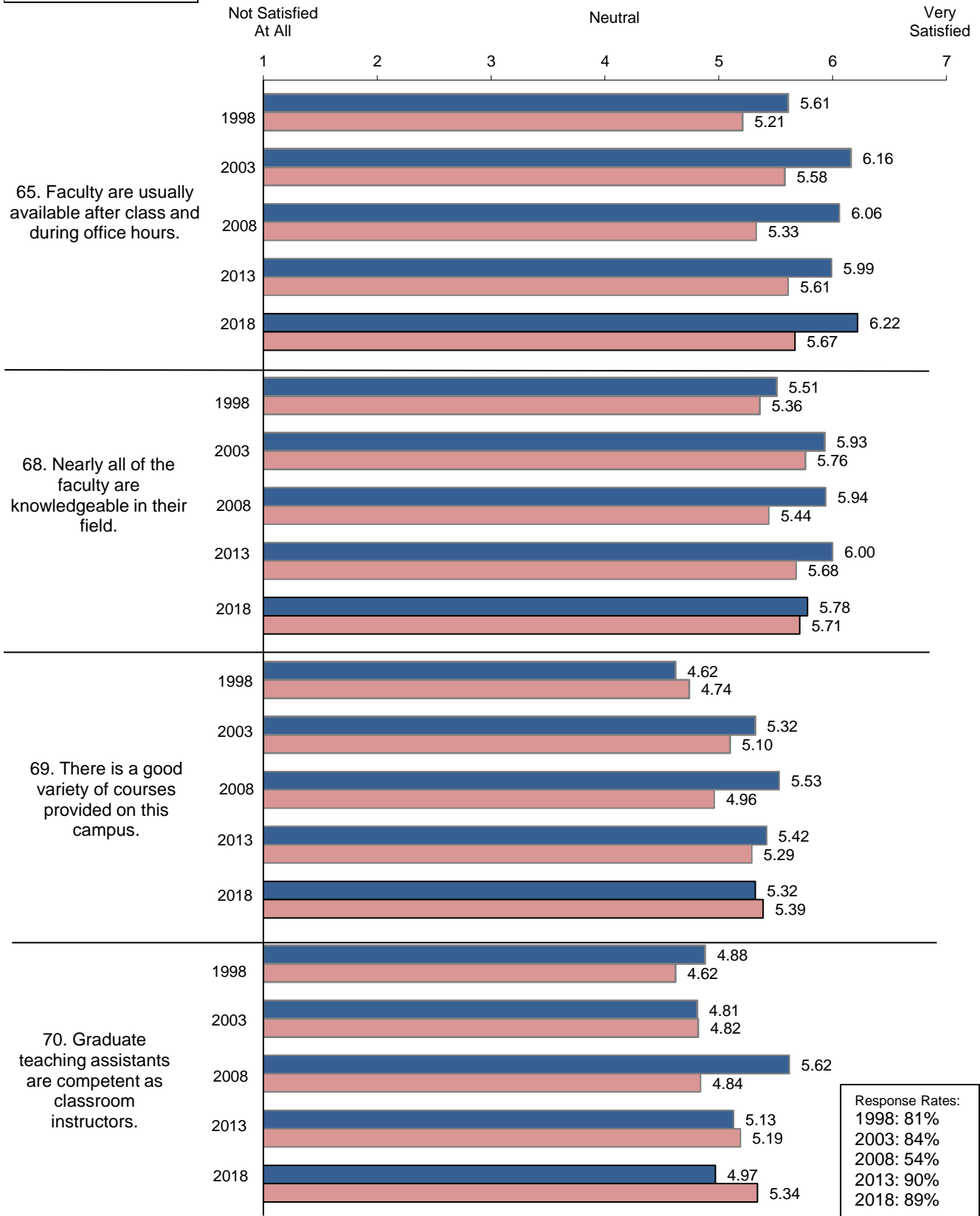
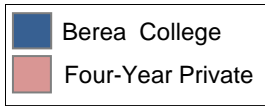
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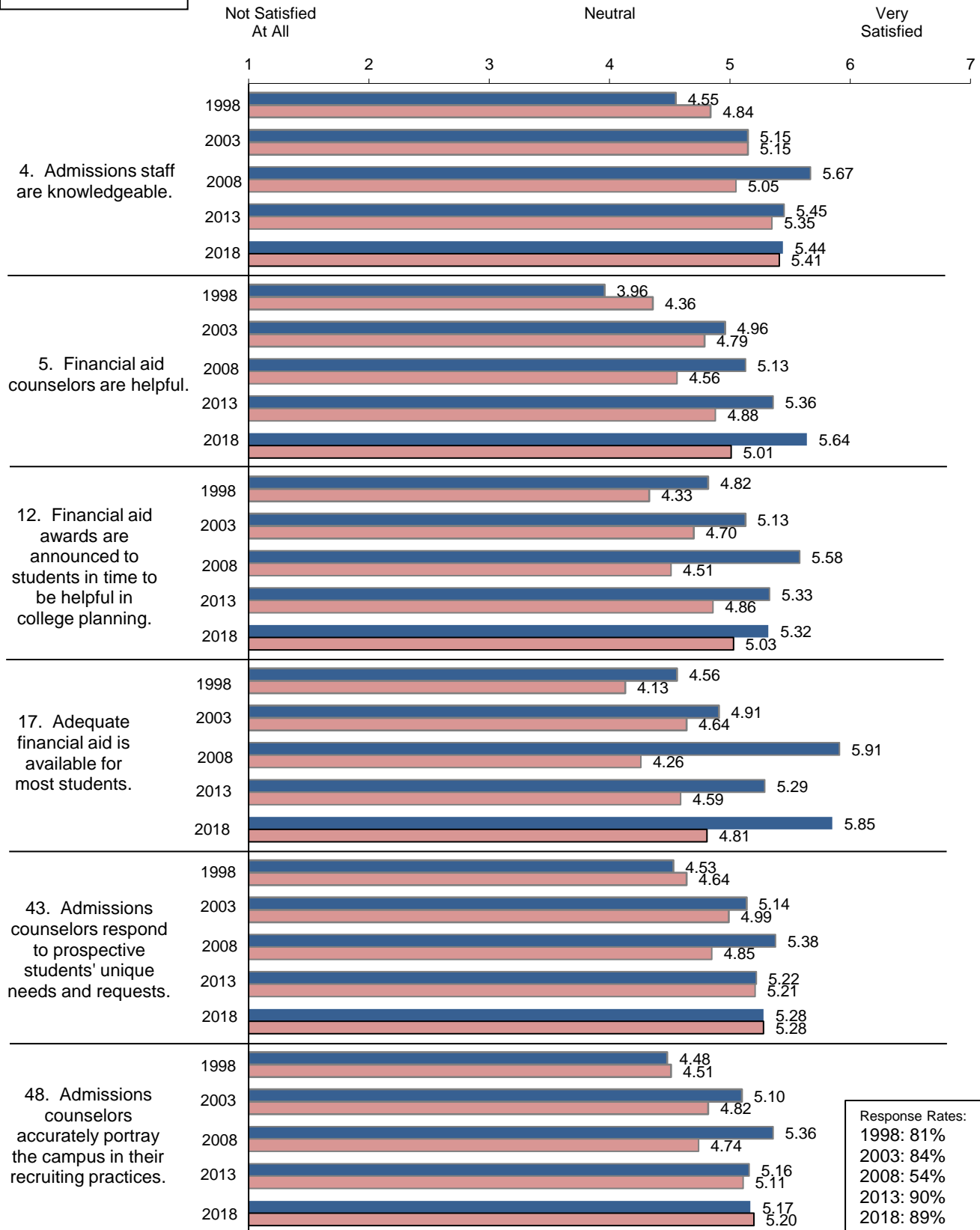
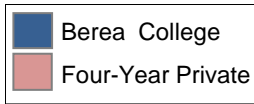
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***Recruitment and Financial Aid***

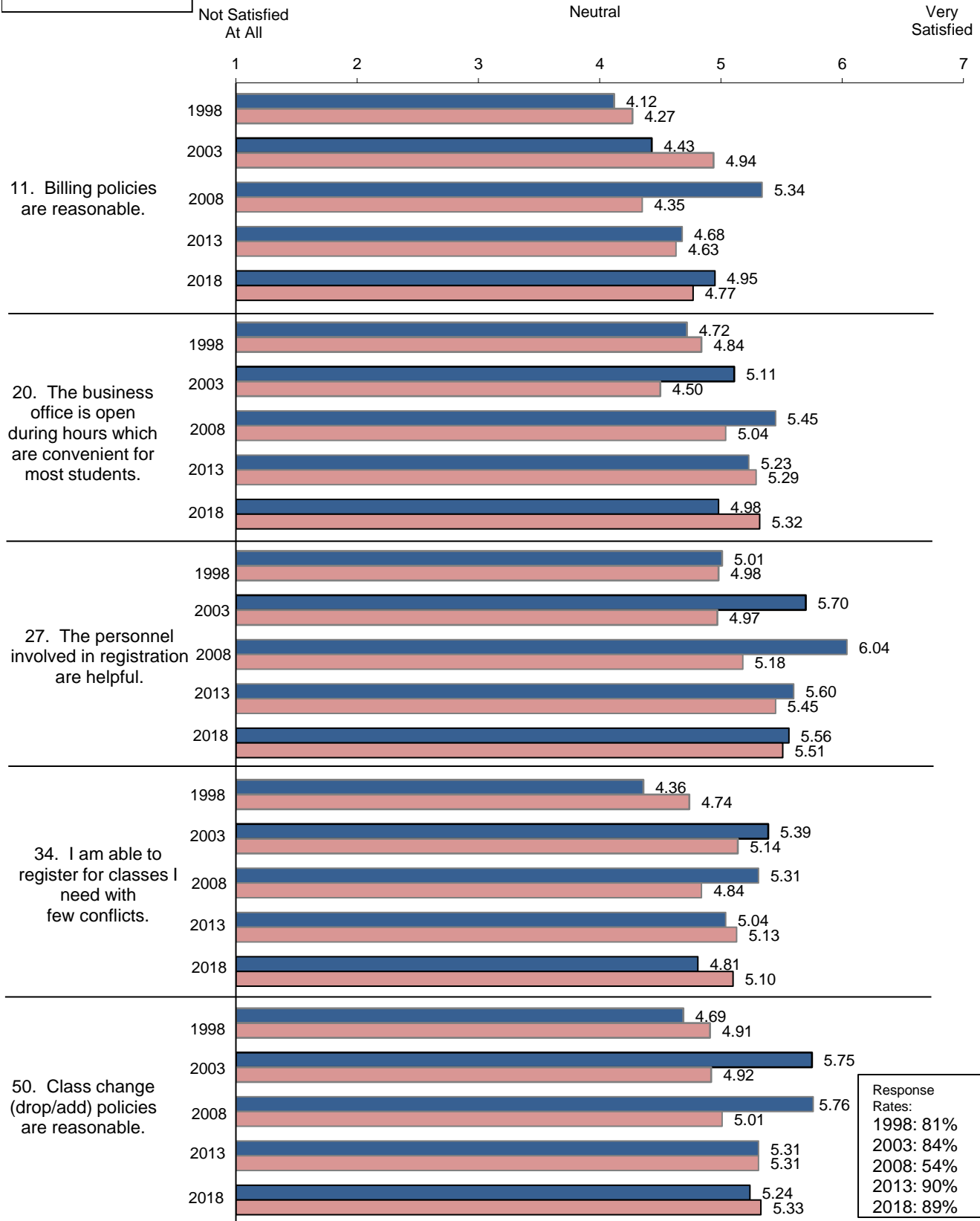
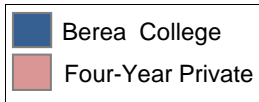
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**Registration Effectiveness**

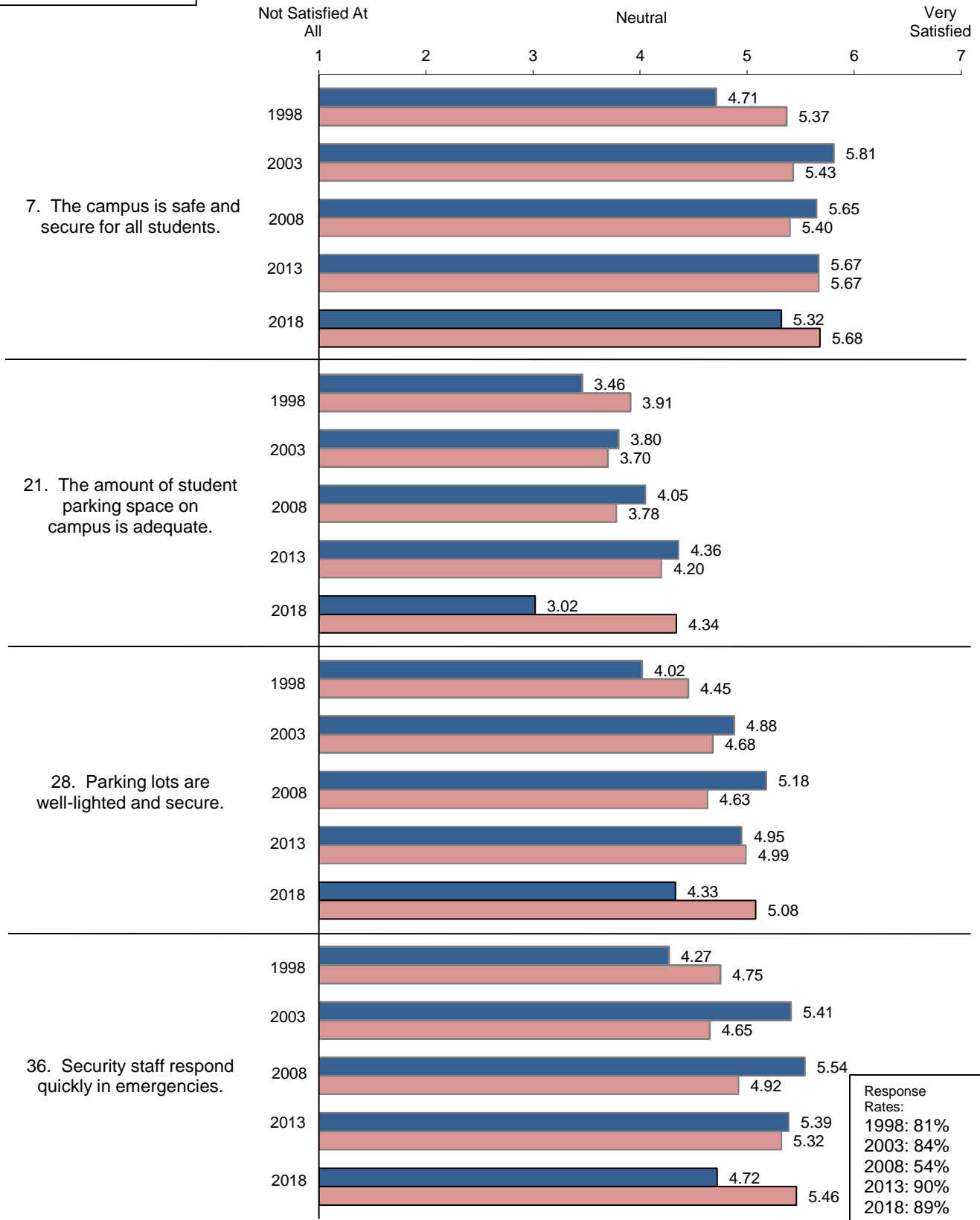
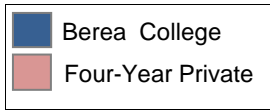
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*Safety and Security*

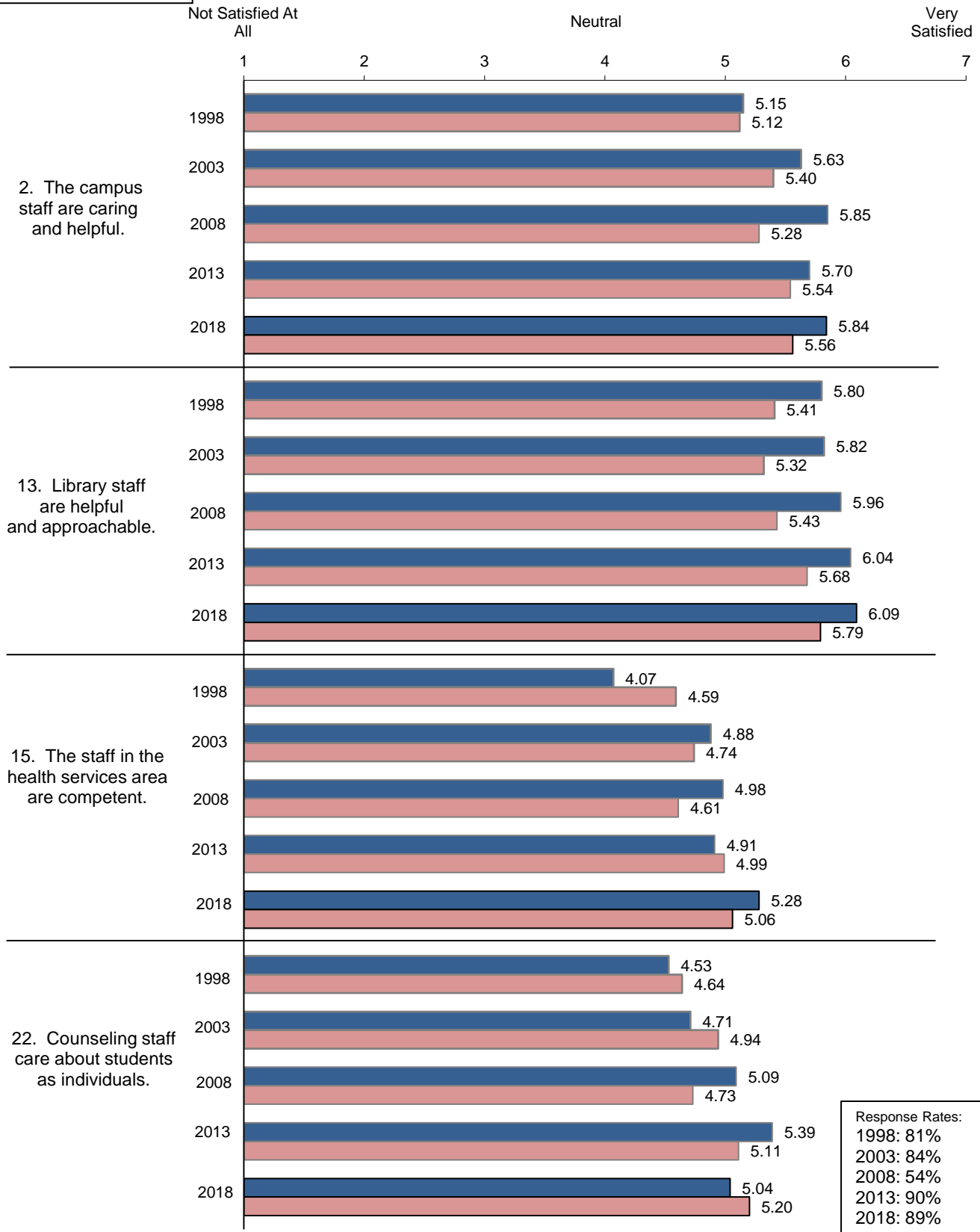
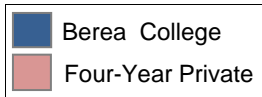
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**Satisfaction Ratings within Item Group:**  
*Service Excellence*

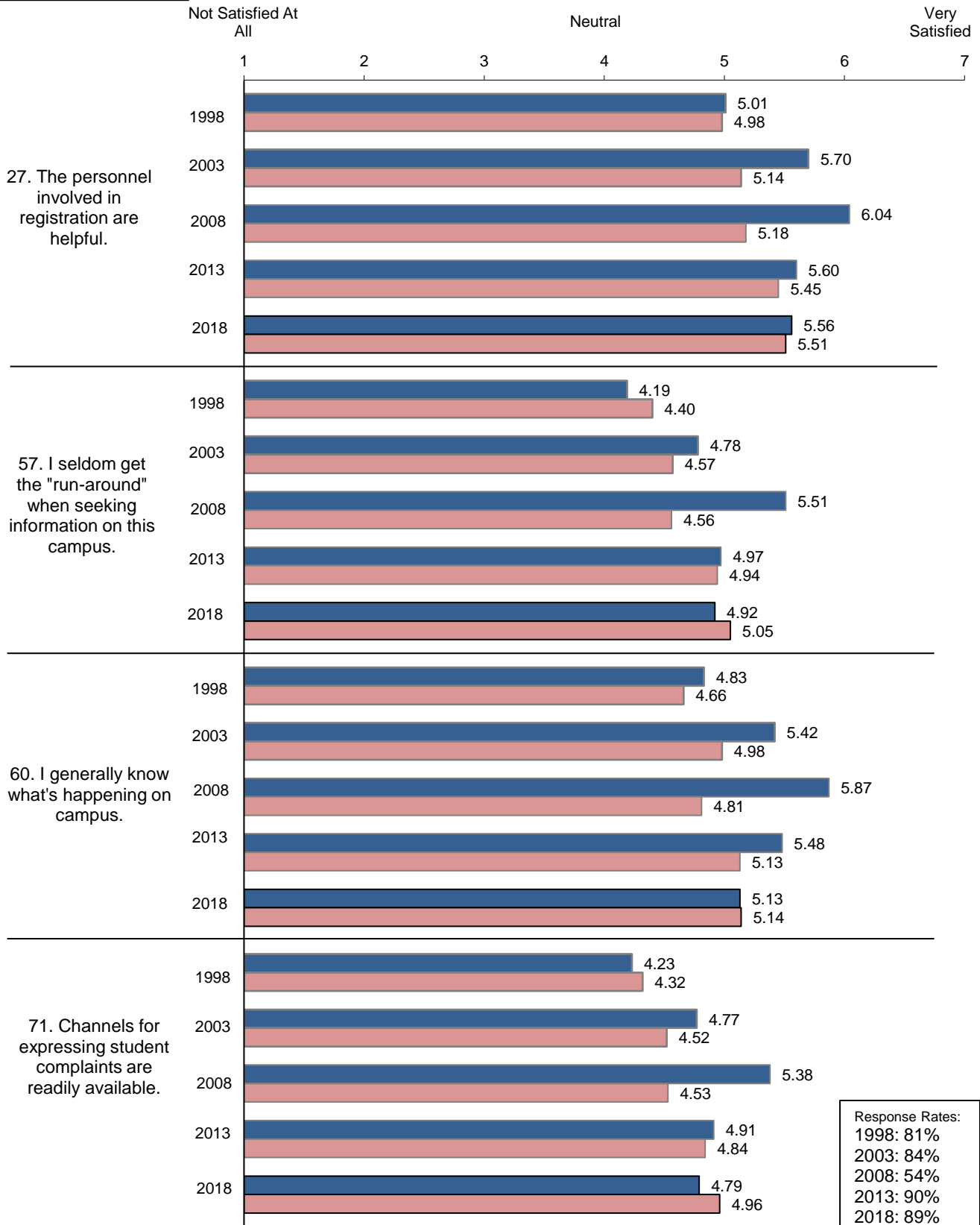
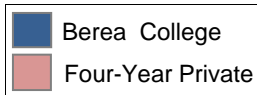
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**Satisfaction Ratings within Item Group:**  
***Service Excellence***

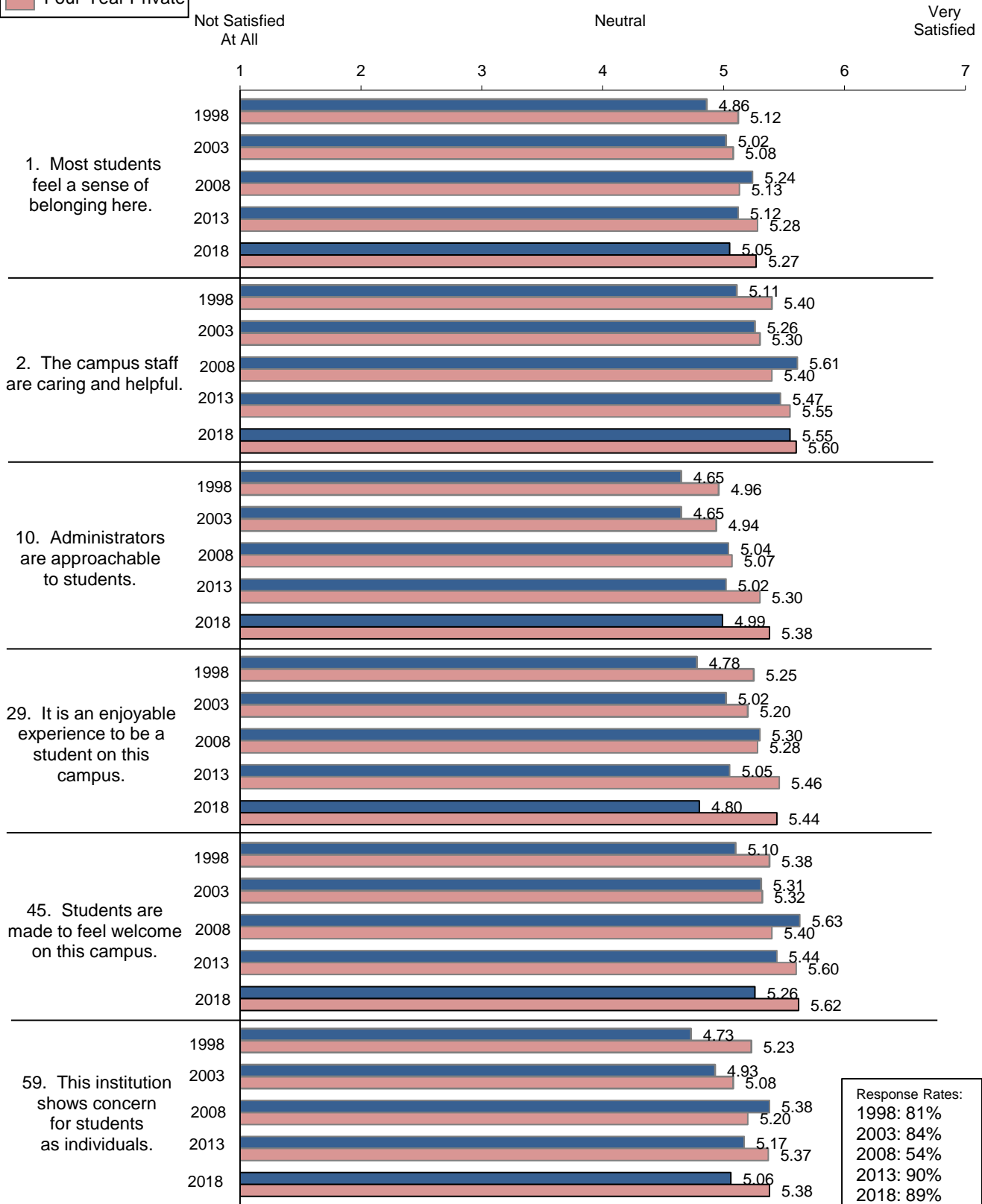
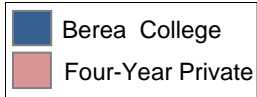
Noel-Levitz Student  
Satisfaction Inventory



Response Rates:  
1998: 81%  
2003: 84%  
2008: 54%  
2013: 90%  
2018: 89%

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

Noel-Levitz Student  
Satisfaction Inventory



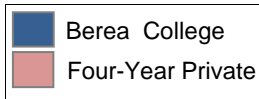
Response Rates:  
 1998: 81%  
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 2013: 90%  
 2018: 89%





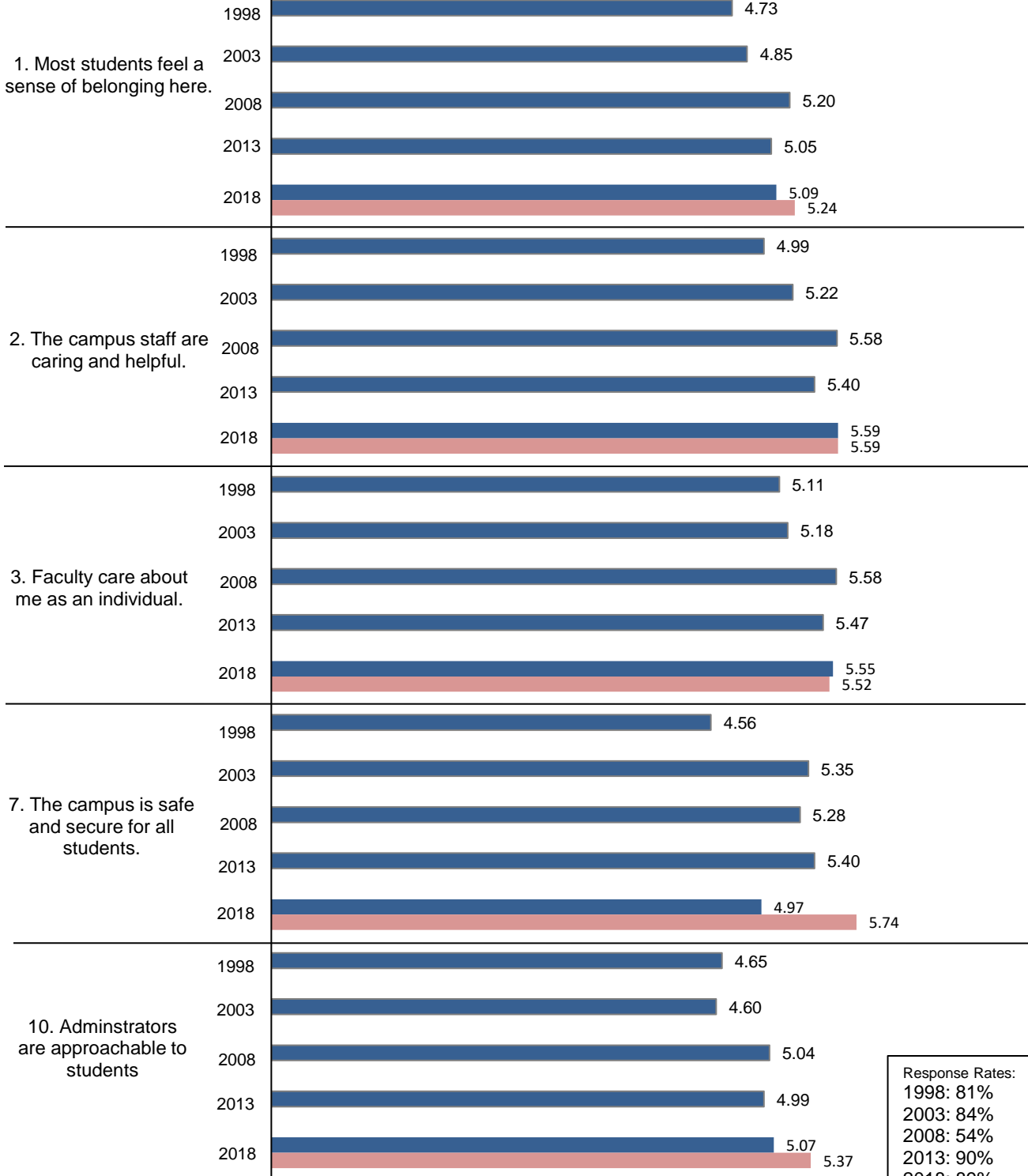
**Male Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Climate**

Noel-Levitz Student Satisfaction Inventory



National data not available prior to 2018.

Not Satisfied At All      Neutral      Very Satisfied  
 1      2      3      4      5      6      7

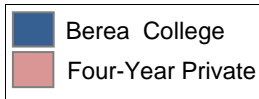


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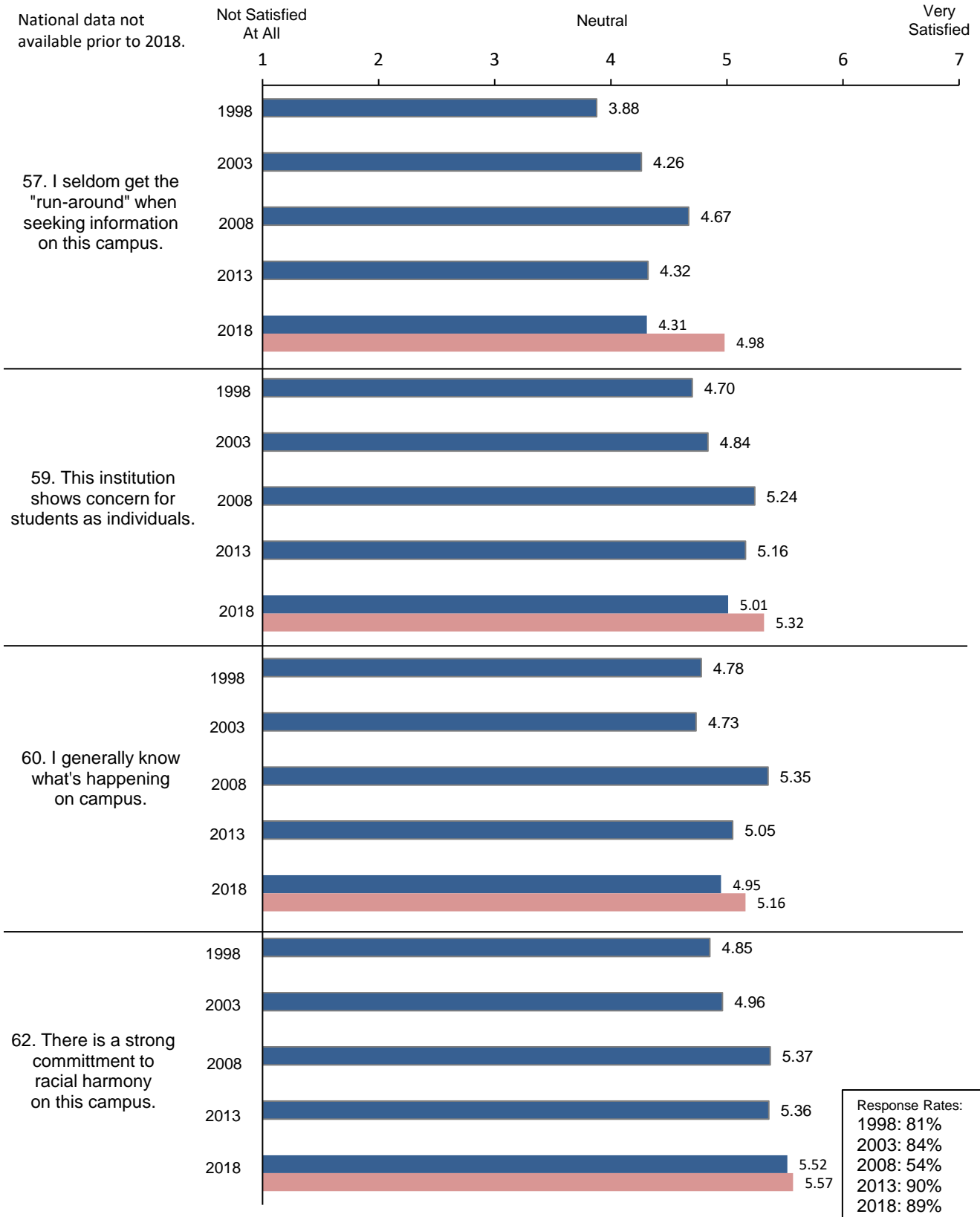


**Male Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Climate**

Noel-Levitz Student Satisfaction Inventory



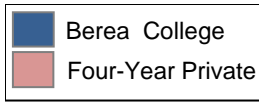
National data not available prior to 2018.



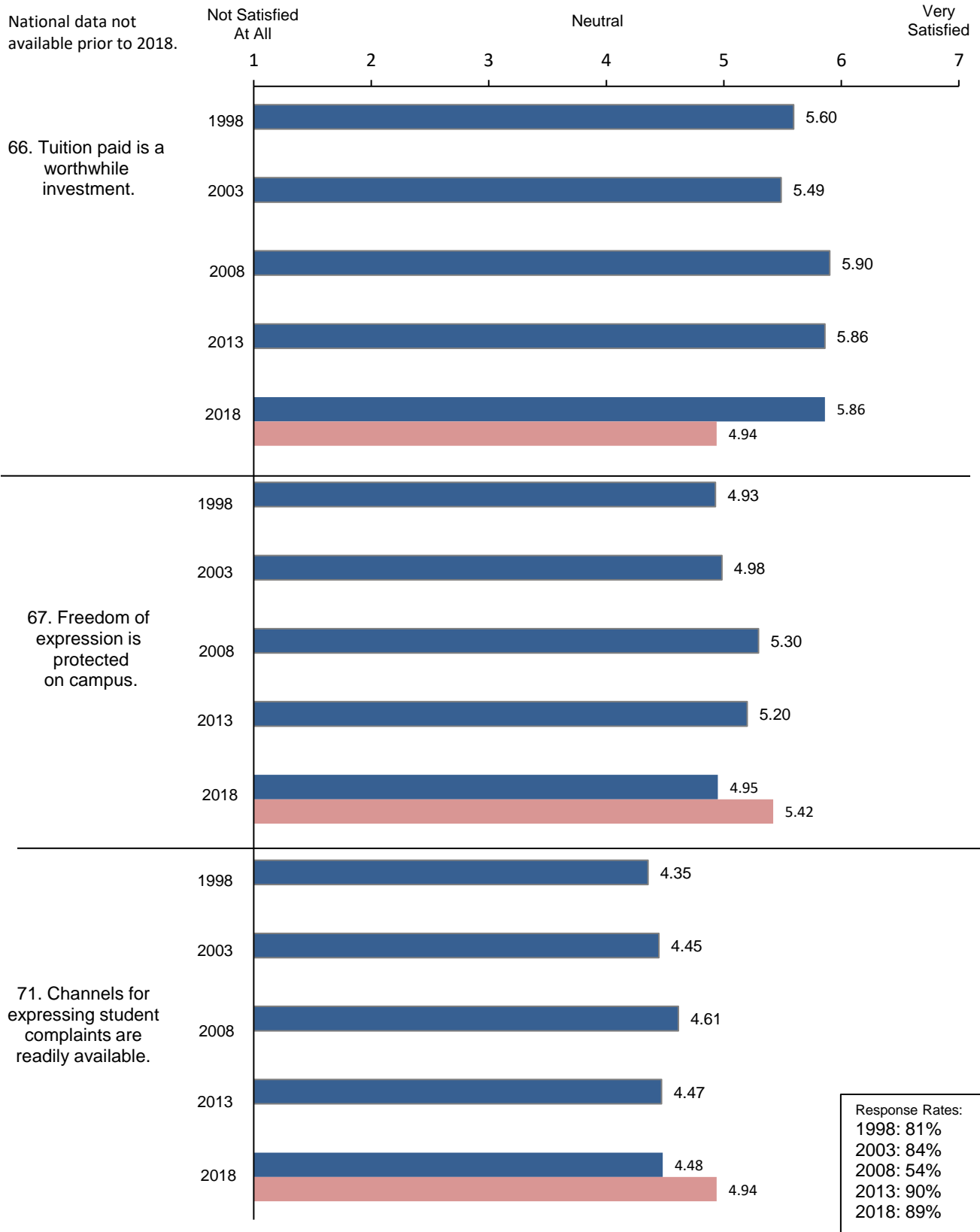
Response Rates:  
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 2013: 90%  
 2018: 89%

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

Noel-Levitz Student Satisfaction Inventory



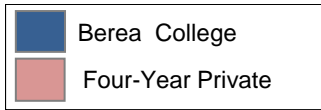
National data not available prior to 2018.



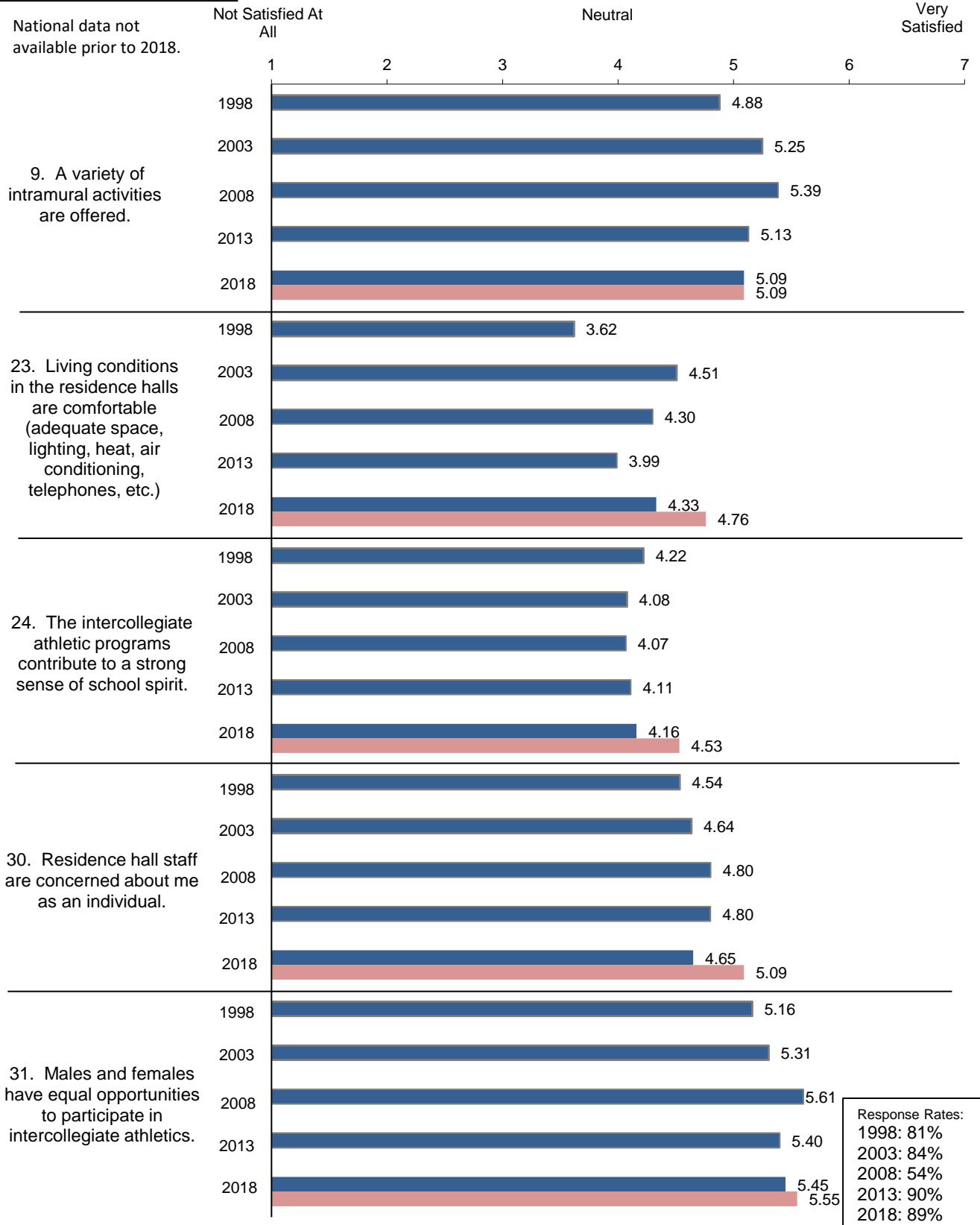
Response Rates:  
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 2013: 90%  
 2018: 89%

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

Noel-Levitz Student Satisfaction Inventory



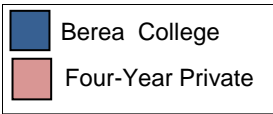
National data not available prior to 2018.



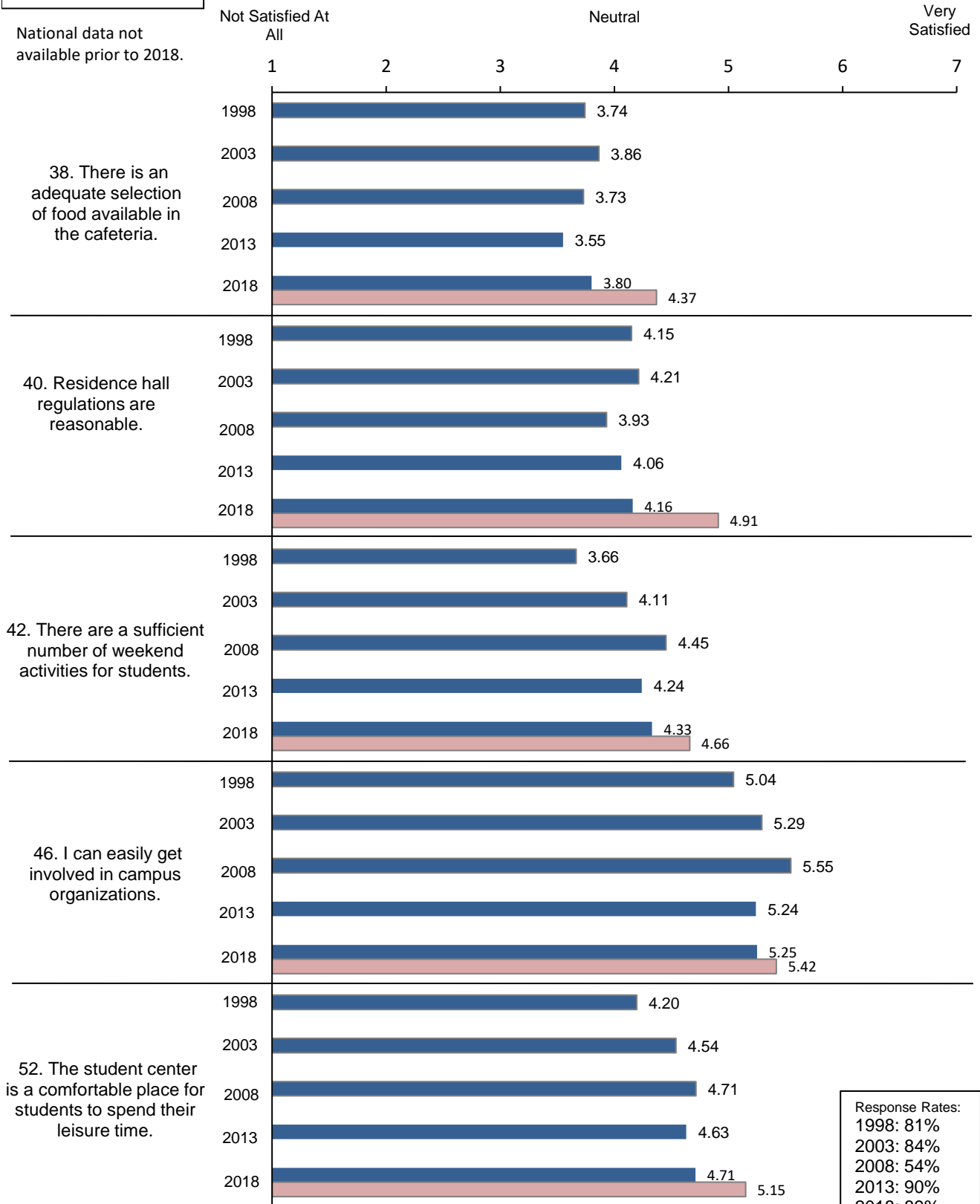
Response Rates:  
 1998: 81%  
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**Male Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Life**

Noel-Levitz Student Satisfaction Inventory



National data not available prior to 2018.



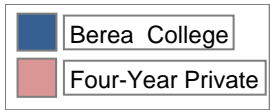
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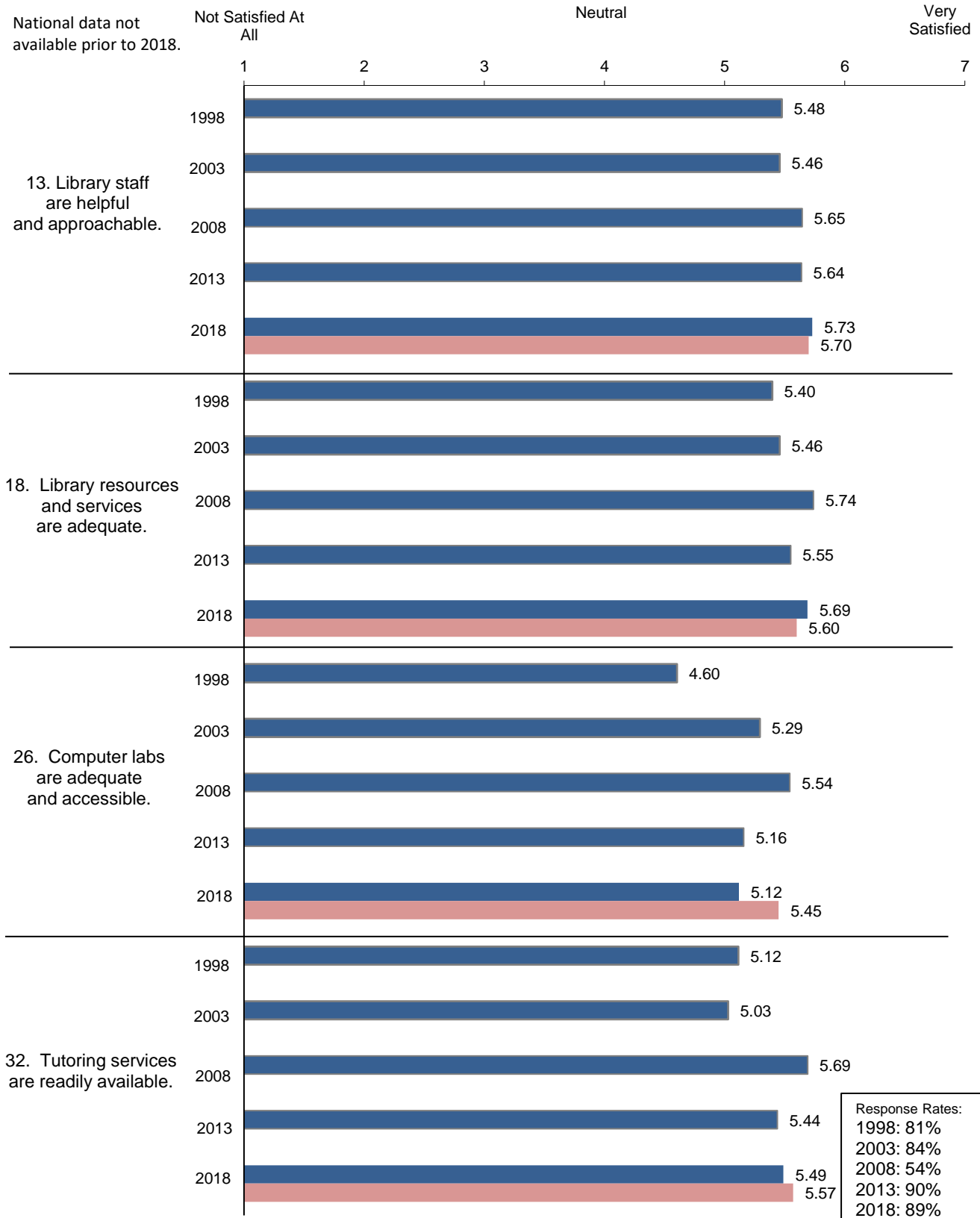


**Male Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Support Services**

Noel-Levitz Student Satisfaction Inventory



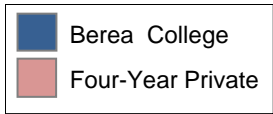
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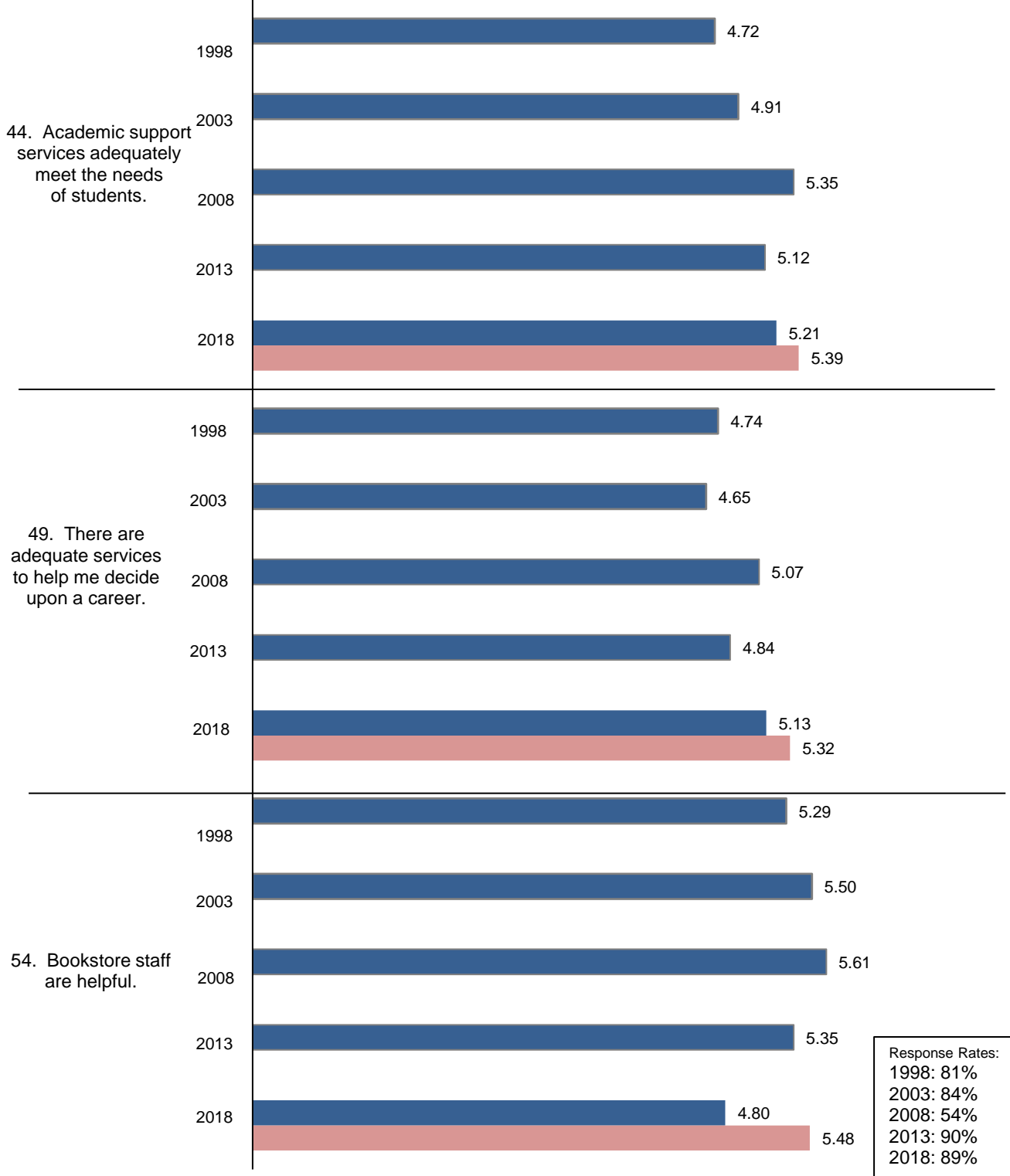
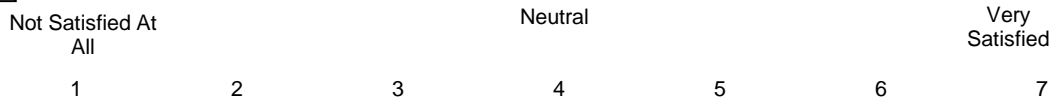
Response Rates:  
 1998: 81%  
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 2013: 90%  
 2018: 89%

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

Noel-Levitz Student Satisfaction Inventory



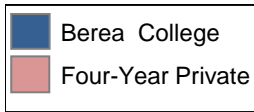
National data not available prior to 2018.



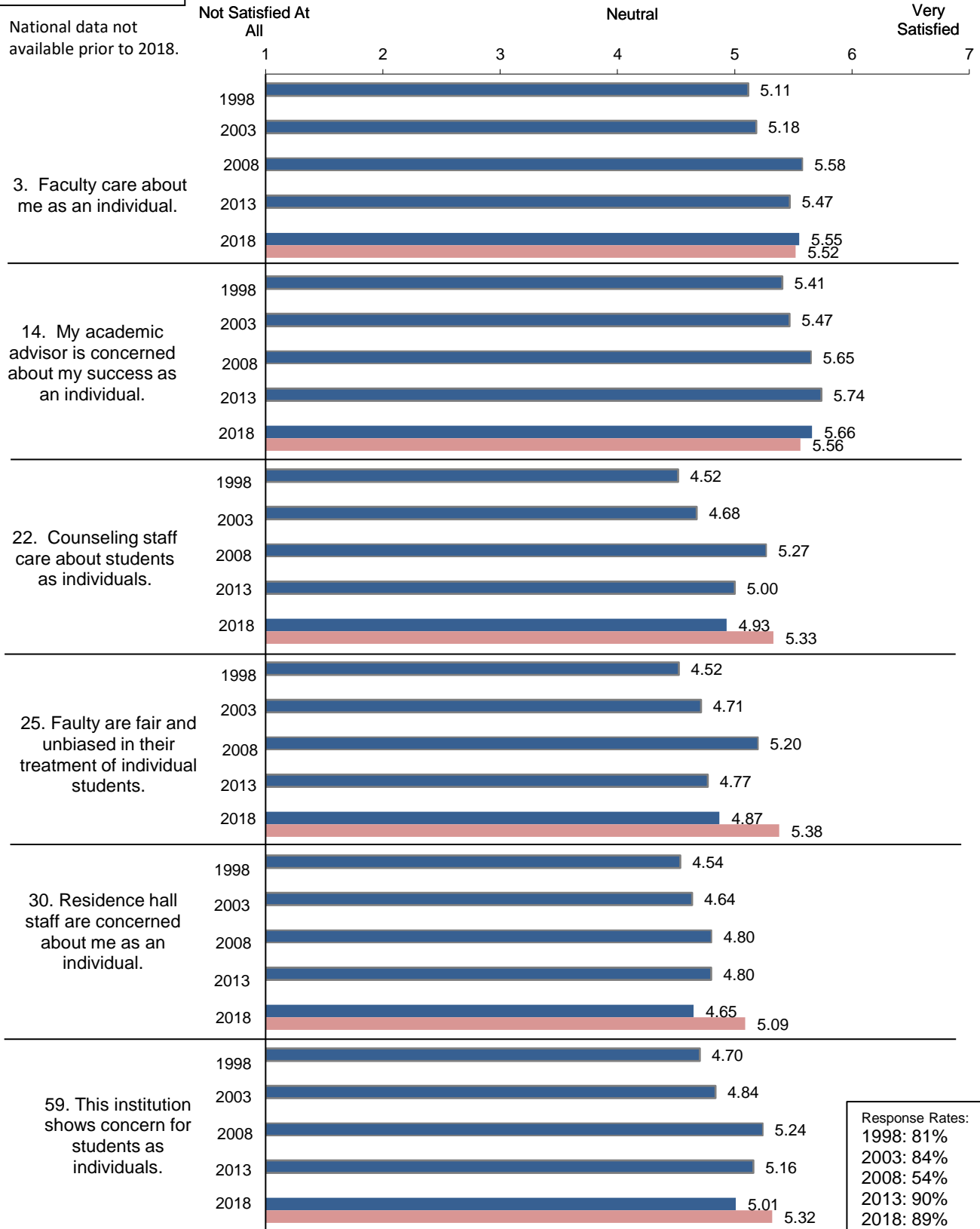
Response Rates:  
 1998: 81%  
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 2008: 54%  
 2013: 90%  
 2018: 89%

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

Noel-Levitz Student  
Satisfaction Inventory



National data not available prior to 2018.



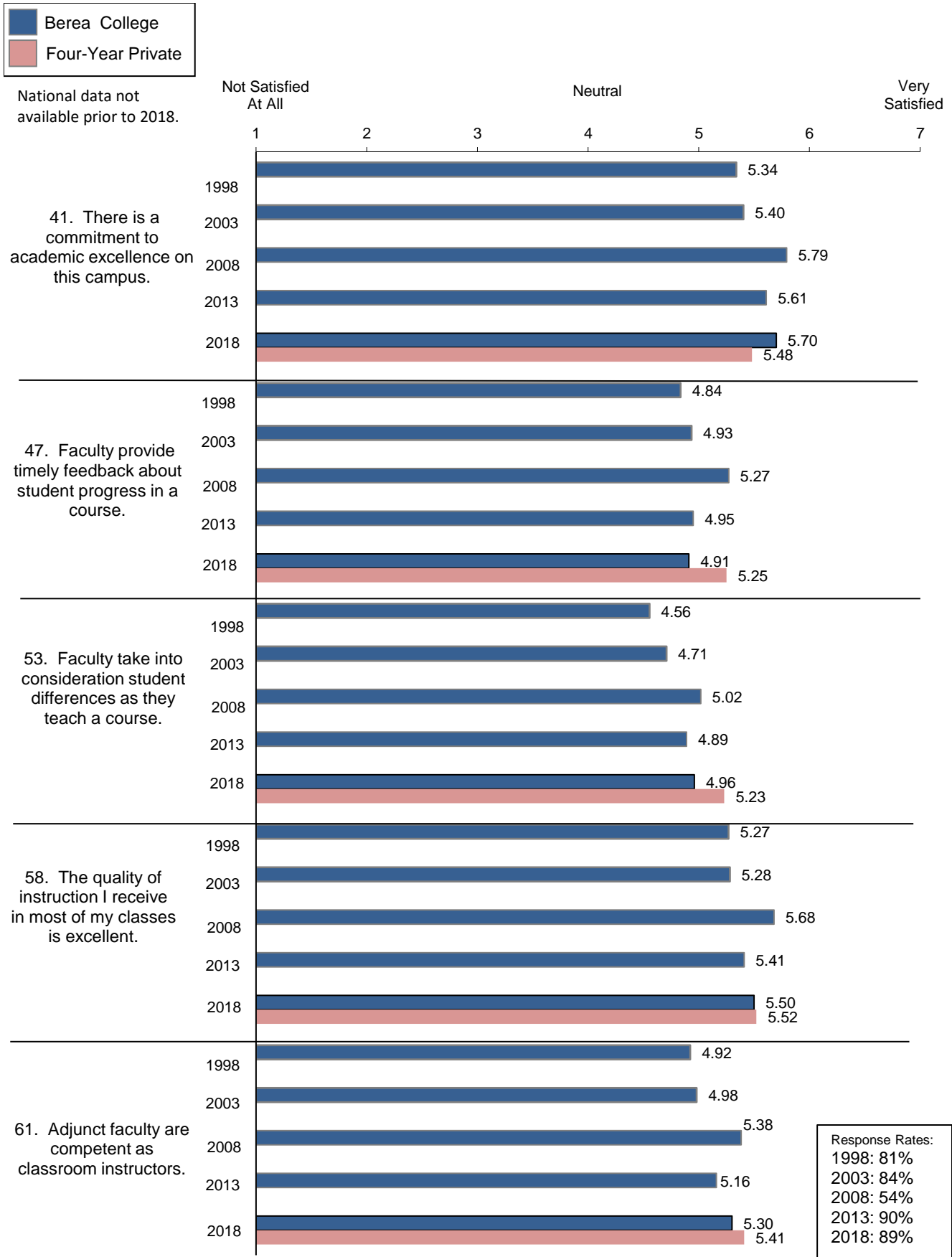
Response Rates:  
 1998: 81%  
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## Male Students

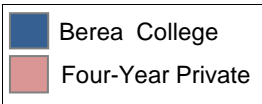
### Berea College vs. Four-Year Private Institutions Satisfaction Ratings within Item Group: *Instructional Effectiveness*

Noel-Levitz Student  
Satisfaction Inventory

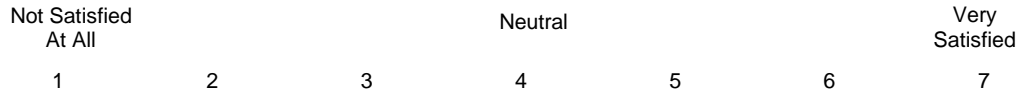


**Male Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
***Instructional Effectiveness***

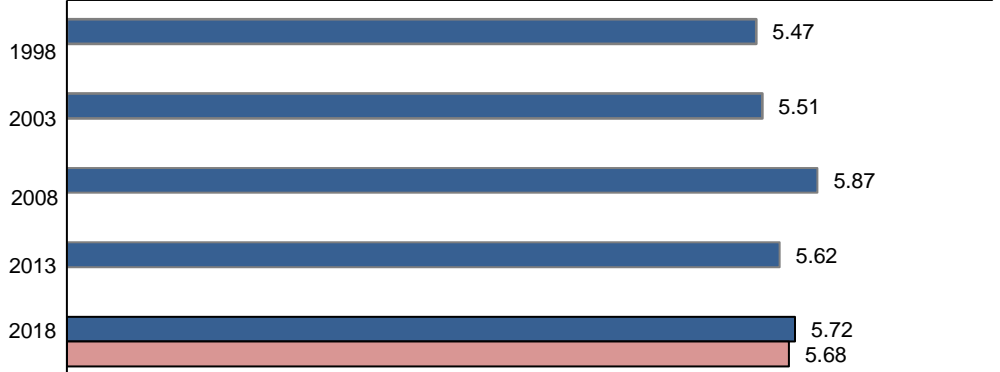
Noel-Levitz Student Satisfaction Inventory



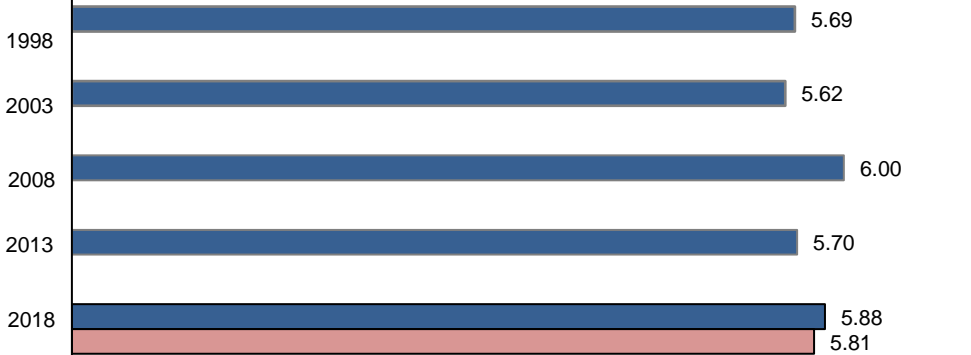
National data not available prior to 2018.



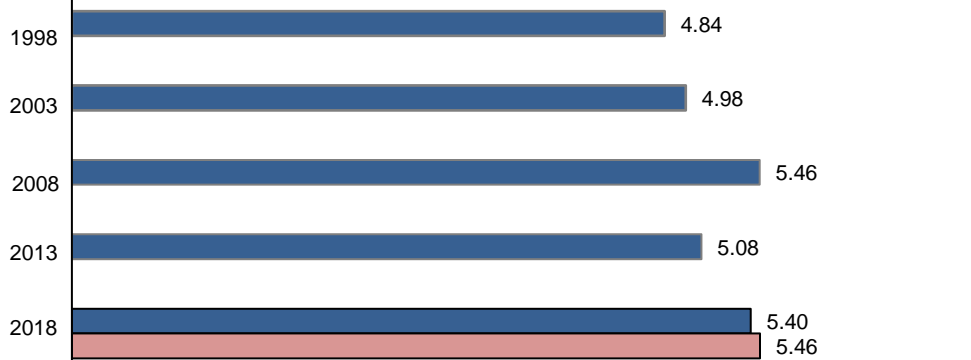
65. Faculty are usually available after class and during office hours.



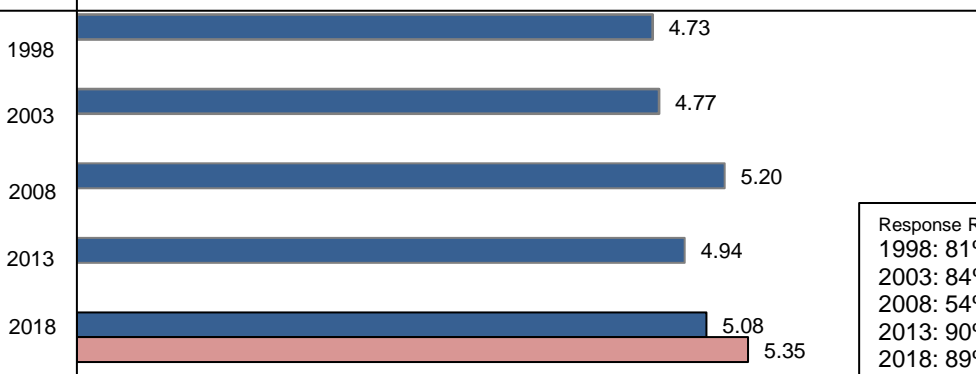
68. Nearly all of the faculty are knowledgeable in their field.



69. There is a good variety of courses provided on this campus.



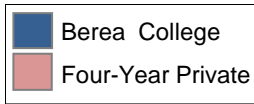
70. Graduate teaching assistants are competent as classroom instructors.



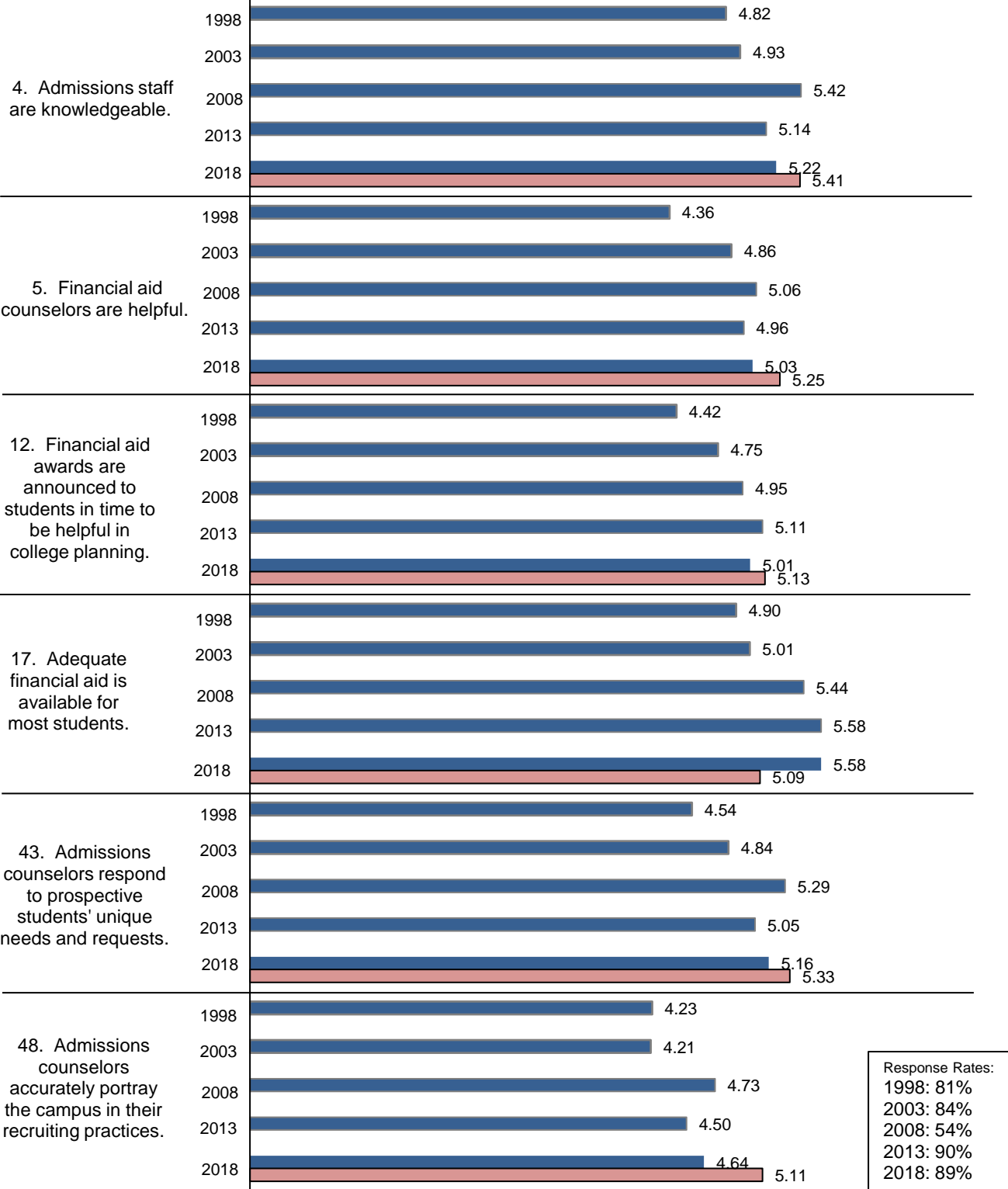
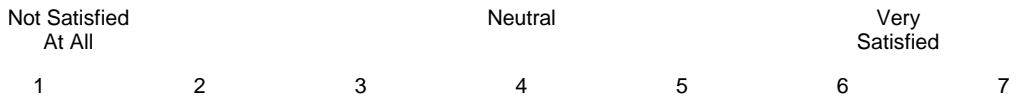
Response Rates:  
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 2013: 90%  
 2018: 89%

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

Noel-Levitz Student Satisfaction Inventory



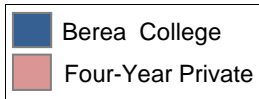
National data not available prior to 2018.



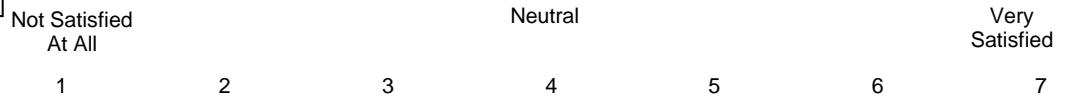
Response Rates:  
 1998: 81%  
 2003: 84%  
 2008: 54%  
 2013: 90%  
 2018: 89%

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

Noel-Levitz Student  
Satisfaction Inventory



National data not available prior to 2018.

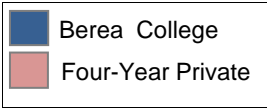


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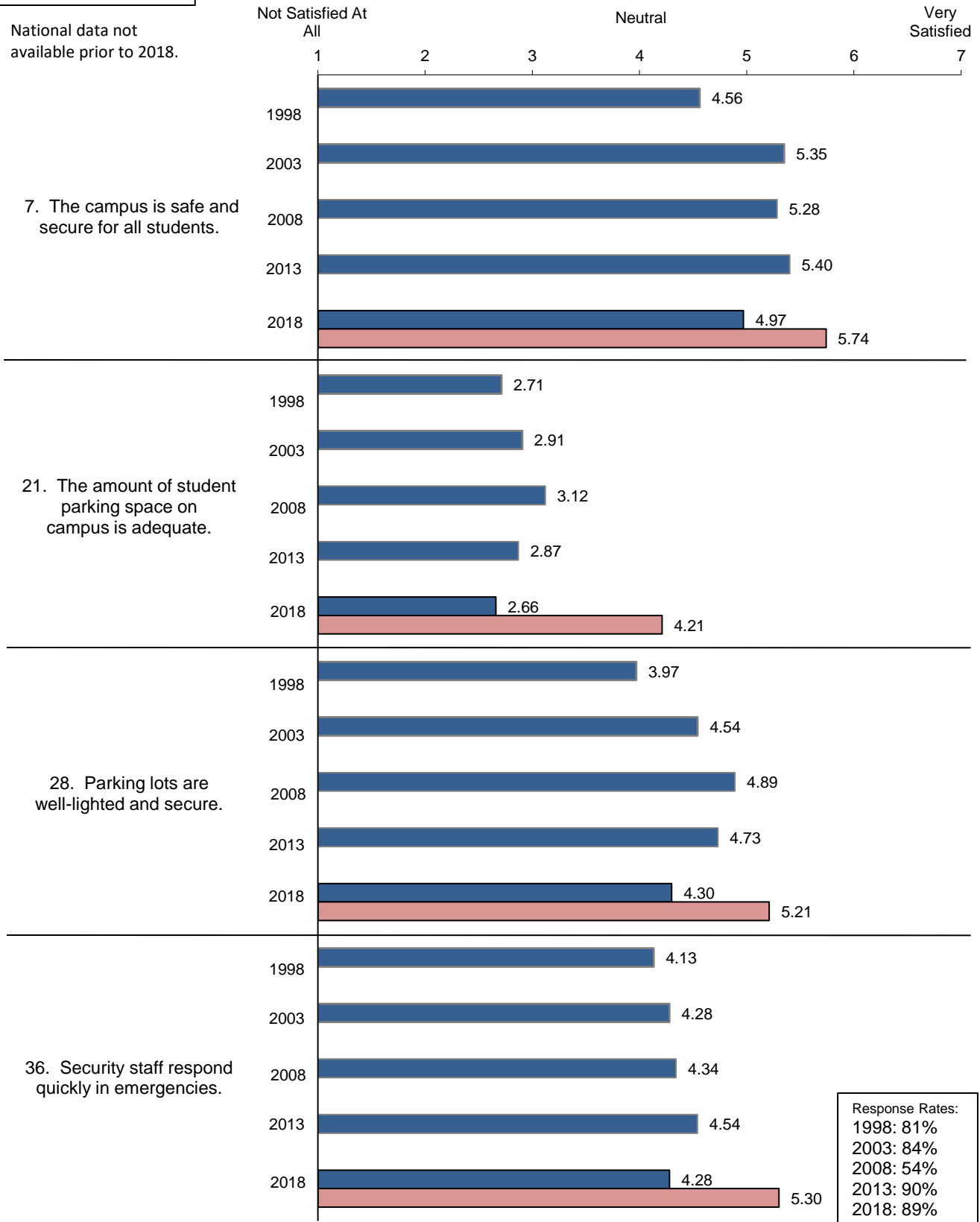


**Male Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
*Safety and Security*

Noel-Levitz Student Satisfaction Inventory



National data not available prior to 2018.



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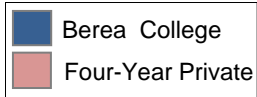


# Male Students

## Berea College vs. Four-Year Private Institutions

### Satisfaction Ratings within Item Group: *Student Centeredness*

Noel-Levitz Student  
Satisfaction Inventory



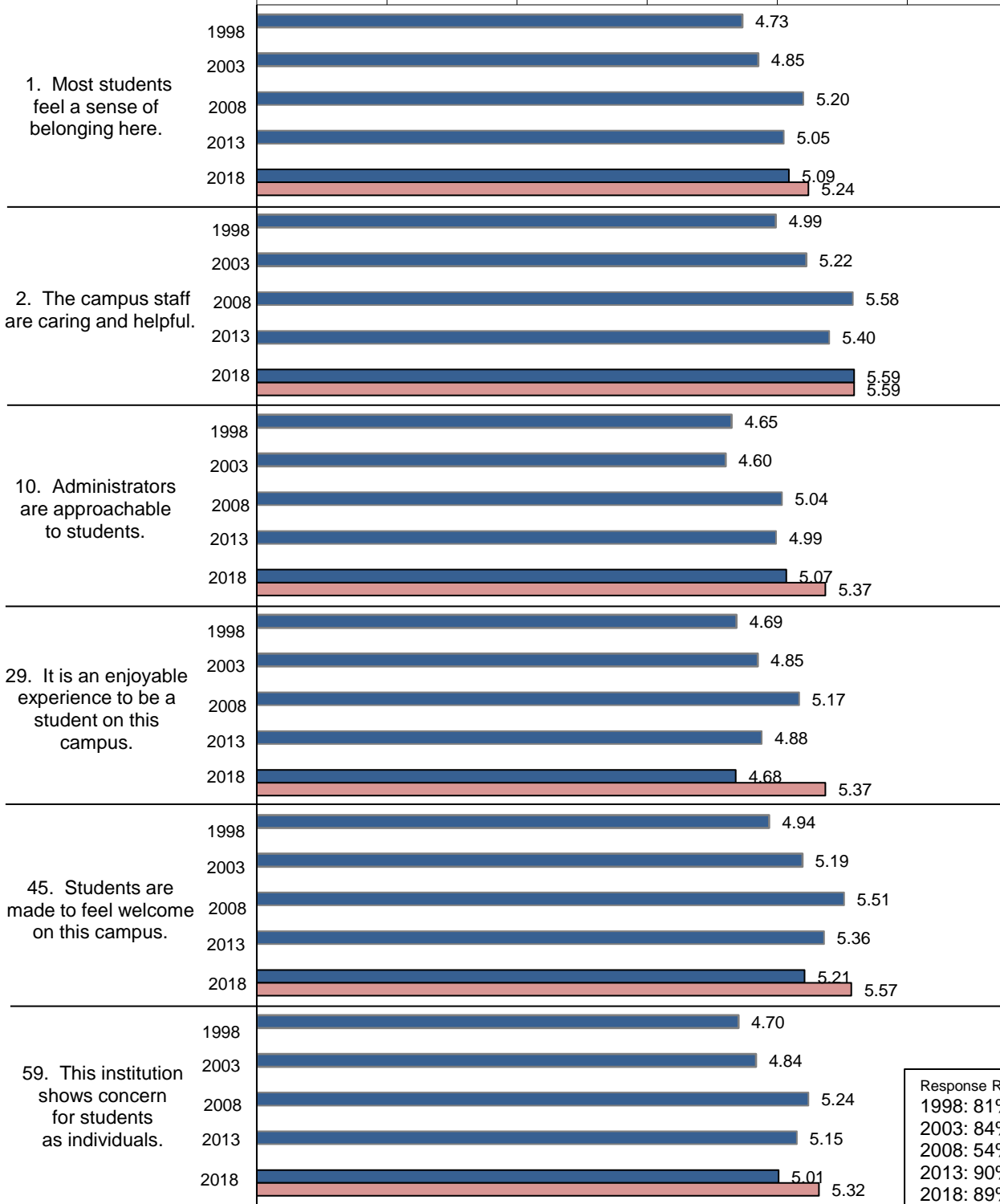
National data not  
available prior to 2018.

Not Satisfied  
At All

Neutral

Very  
Satisfied

1                    2                    3                    4                    5                    6                    7



Response Rates:  
1998: 81%  
2003: 84%  
2008: 54%  
2013: 90%  
2018: 89%

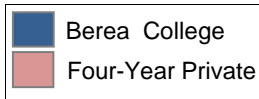




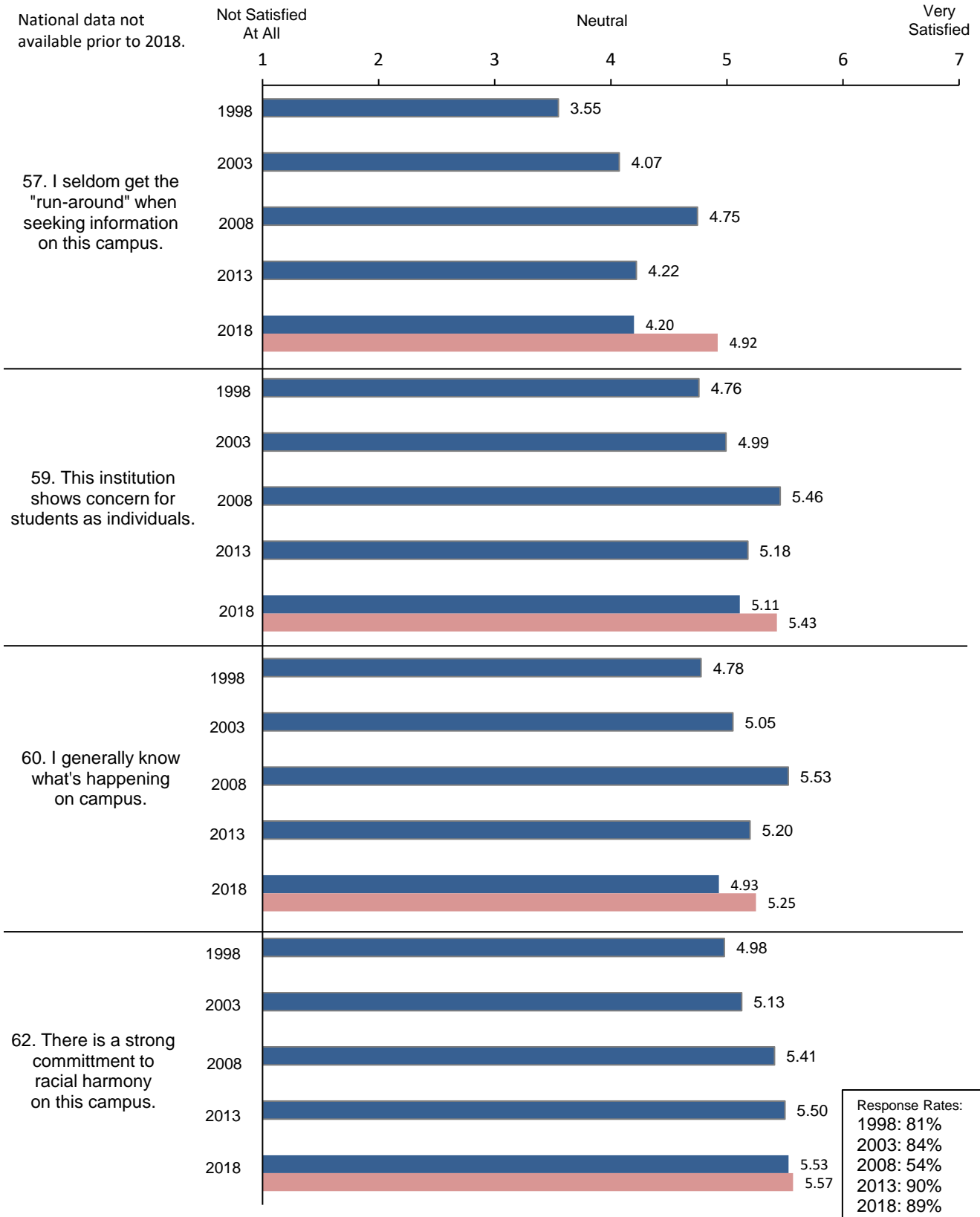


**Female Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Climate**

Noel-Levitz Student Satisfaction Inventory



National data not available prior to 2018.

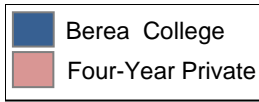


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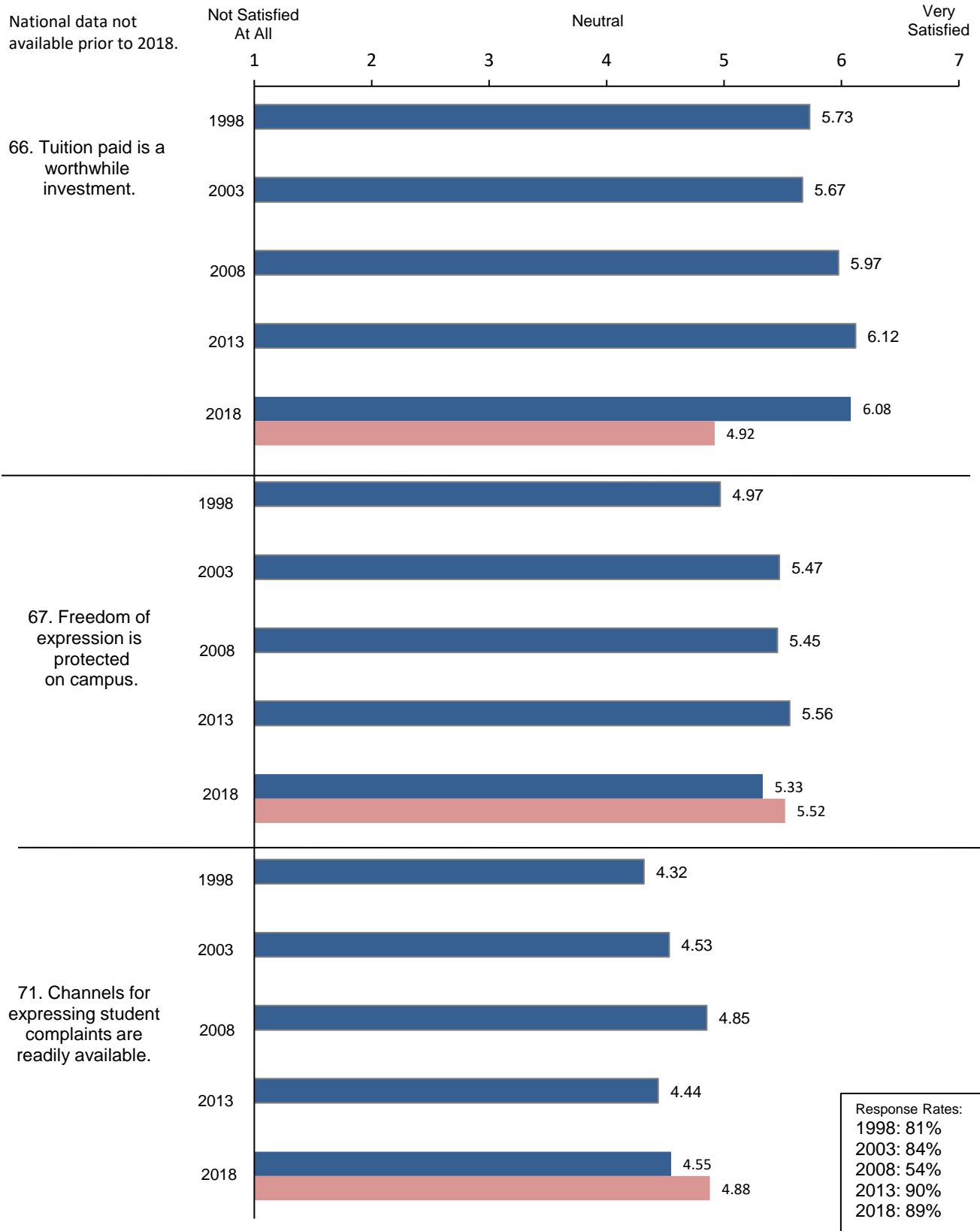


**Female Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Climate**

Noel-Levitz Student Satisfaction Inventory



National data not available prior to 2018.

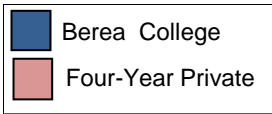


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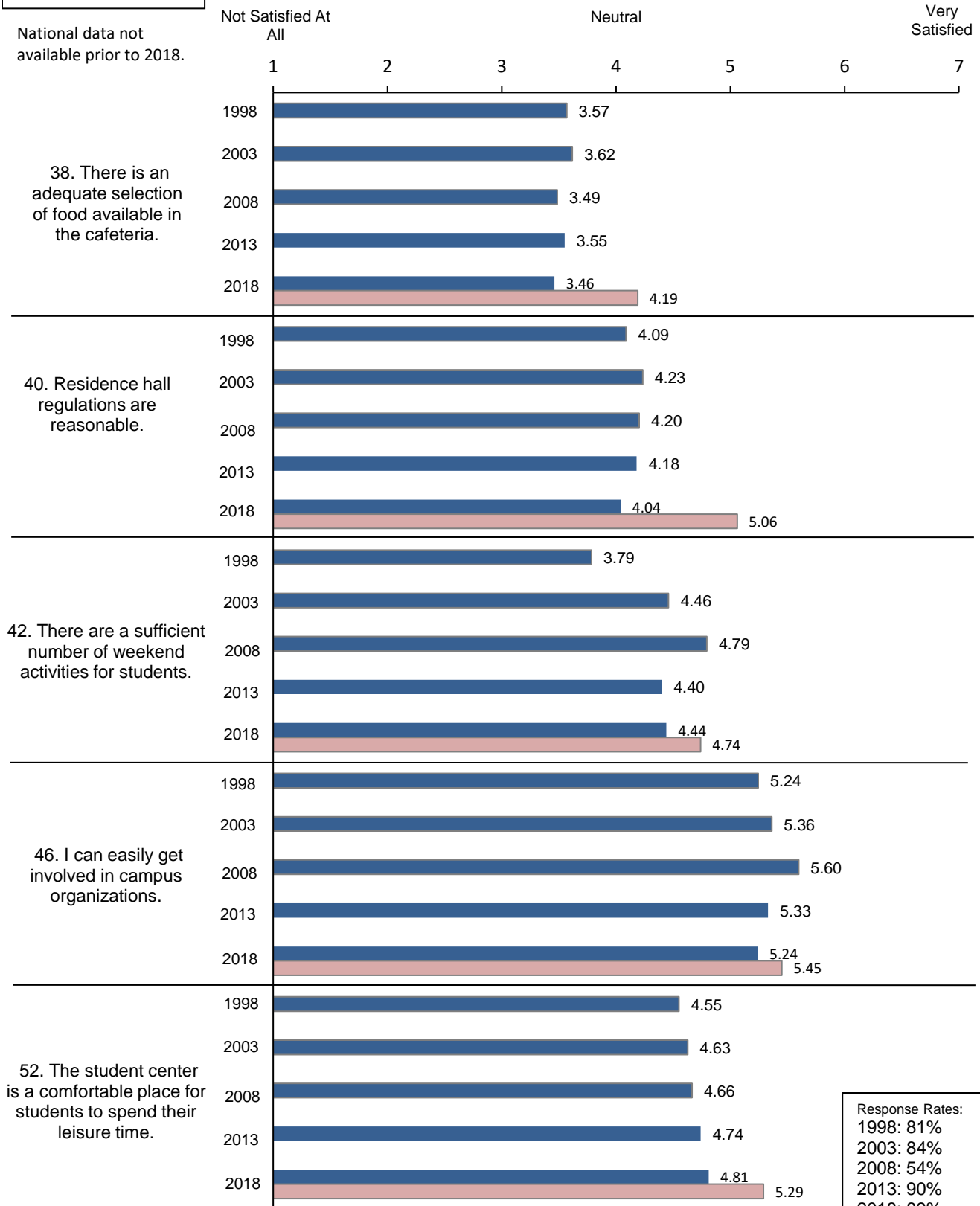


**Female Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Campus Life**

Noel-Levitz Student Satisfaction Inventory



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Response Rates:  
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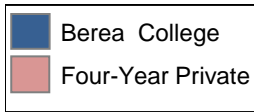




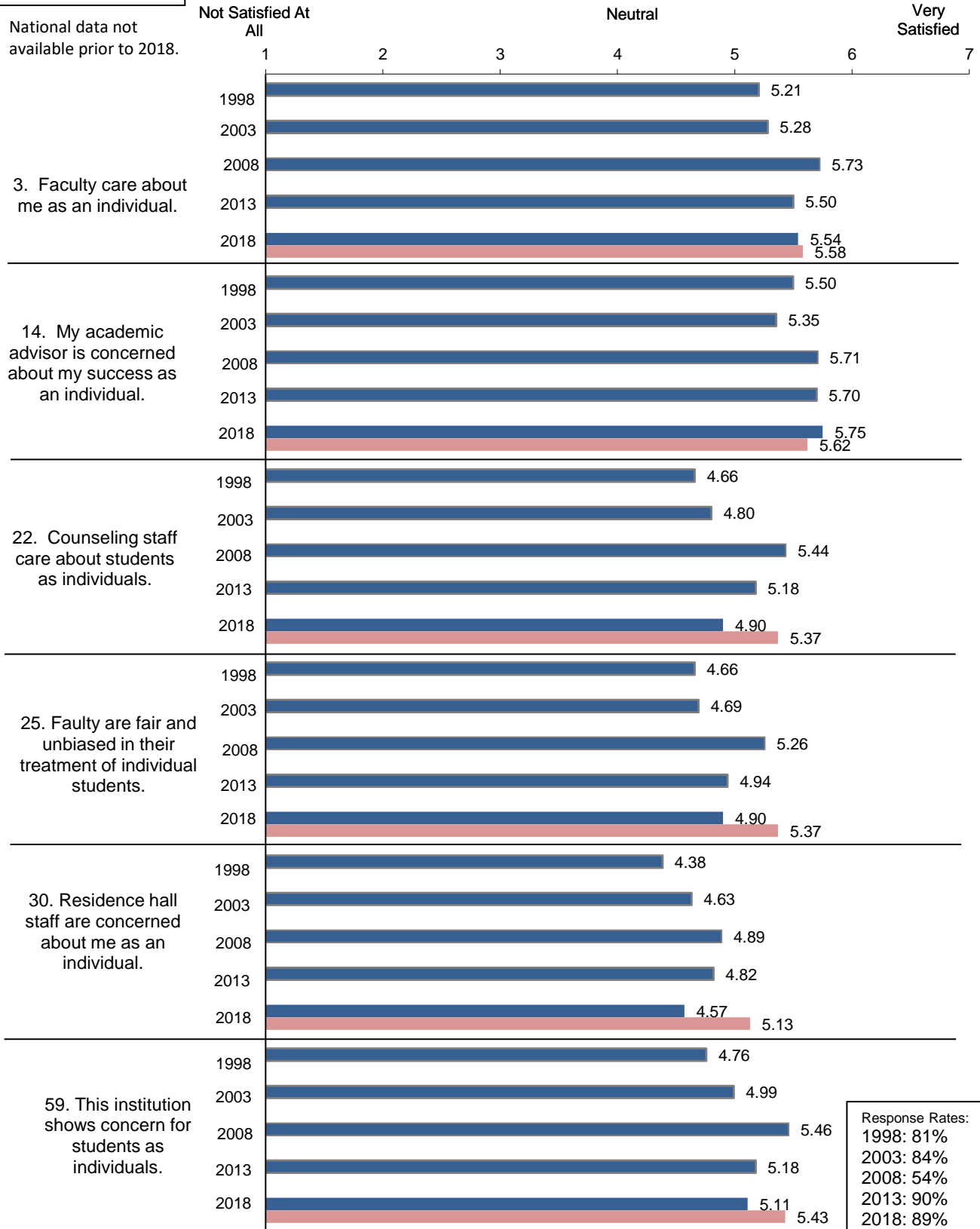


**Female Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Concern for the Individual**

Noel-Levitz Student  
Satisfaction Inventory



National data not available prior to 2018.



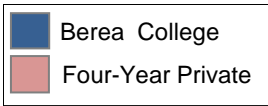
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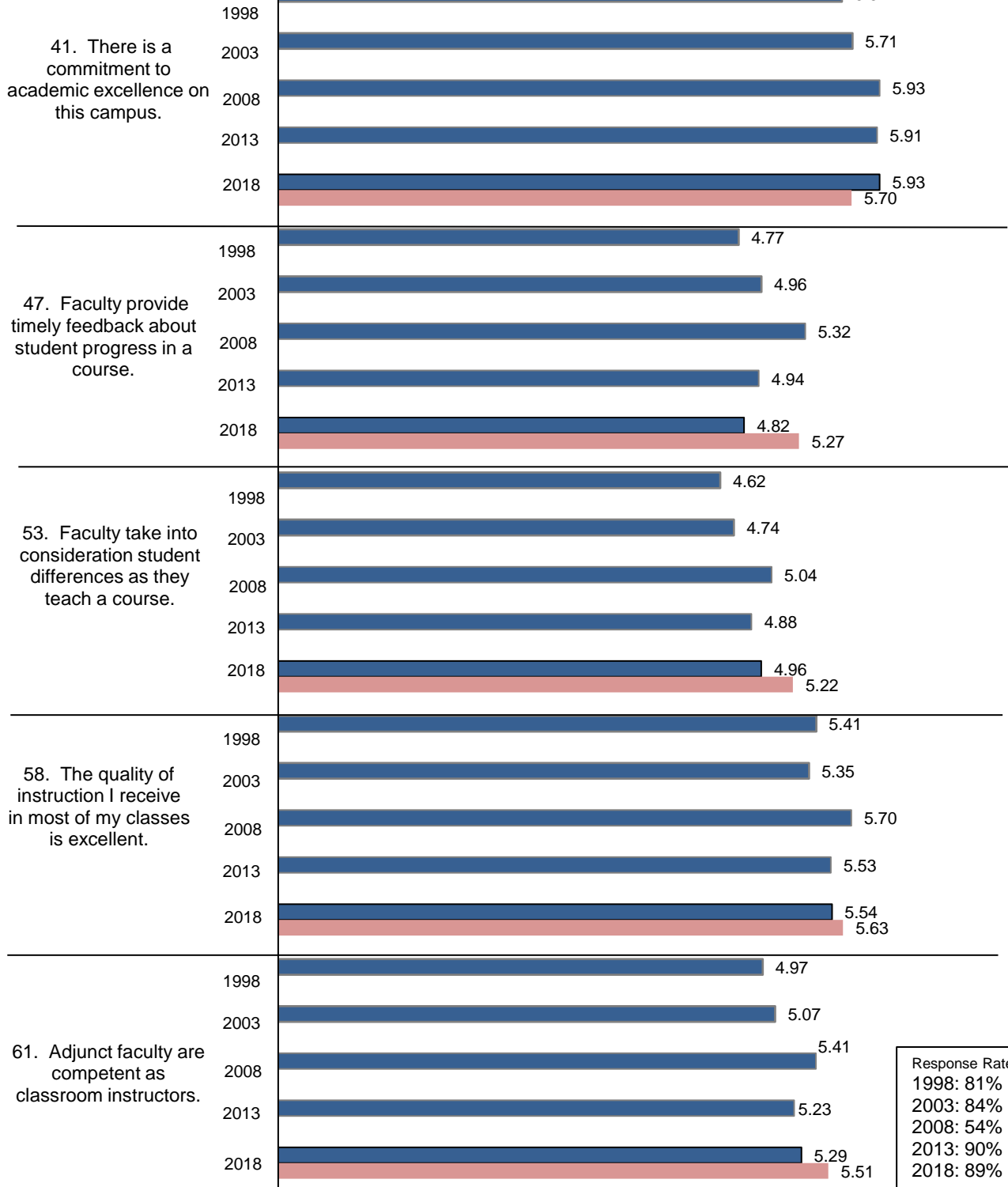
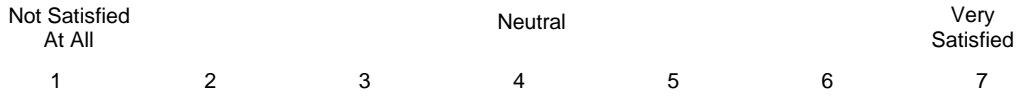


**Female Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
*Instructional Effectiveness*

Noel-Levitz Student  
Satisfaction Inventory



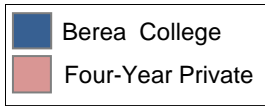
National data not available prior to 2018.



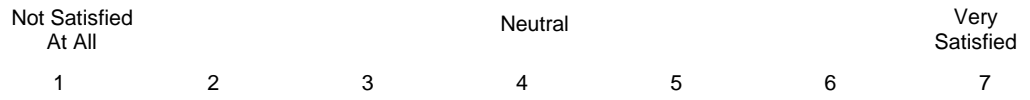
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**Female Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
*Instructional Effectiveness*

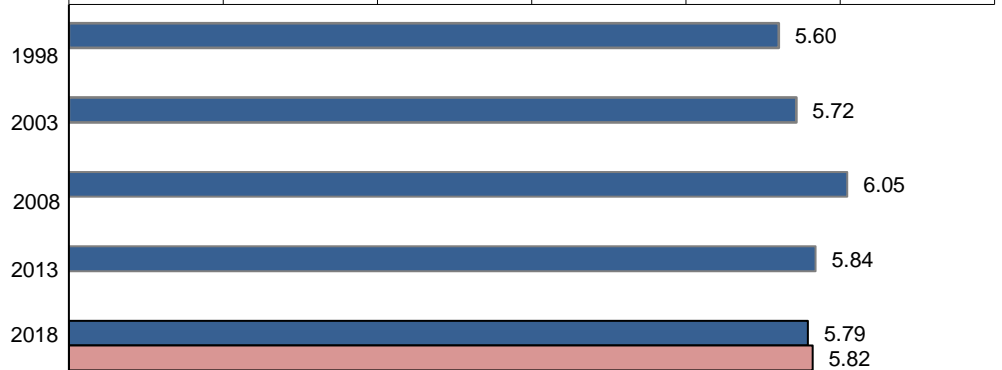
Noel-Levitz Student Satisfaction Inventory



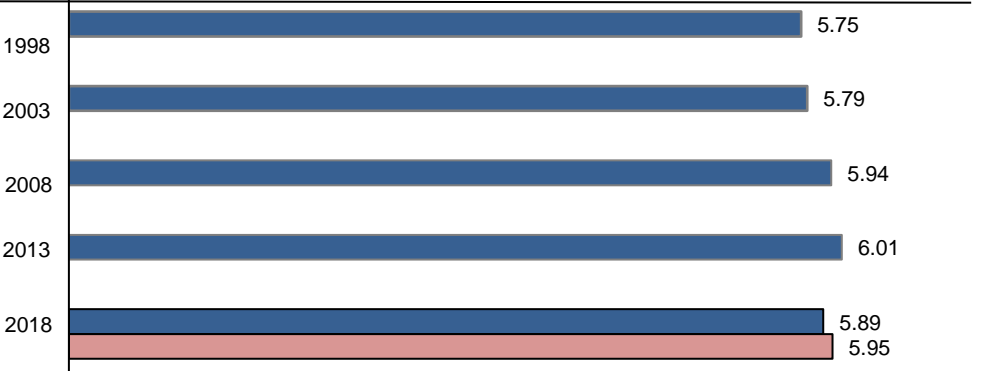
National data not available prior to 2018.



65. Faculty are usually available after class and during office hours.



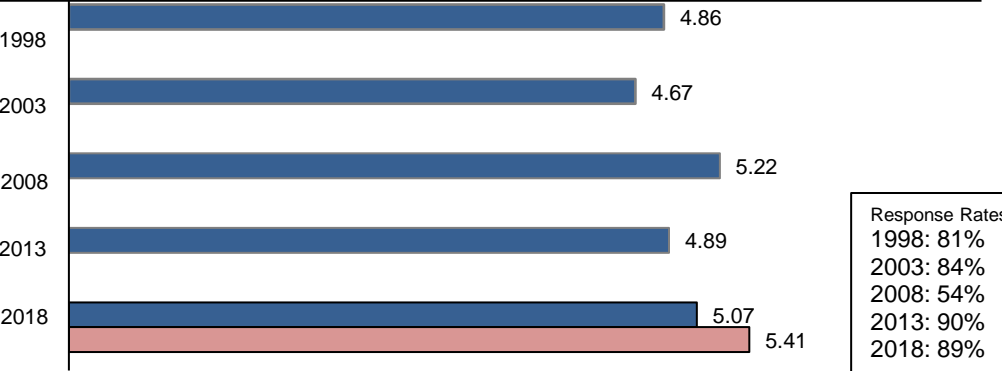
68. Nearly all of the faculty are knowledgeable in their field.



69. There is a good variety of courses provided on this campus.



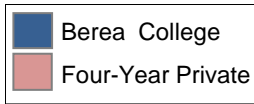
70. Graduate teaching assistants are competent as classroom instructors.



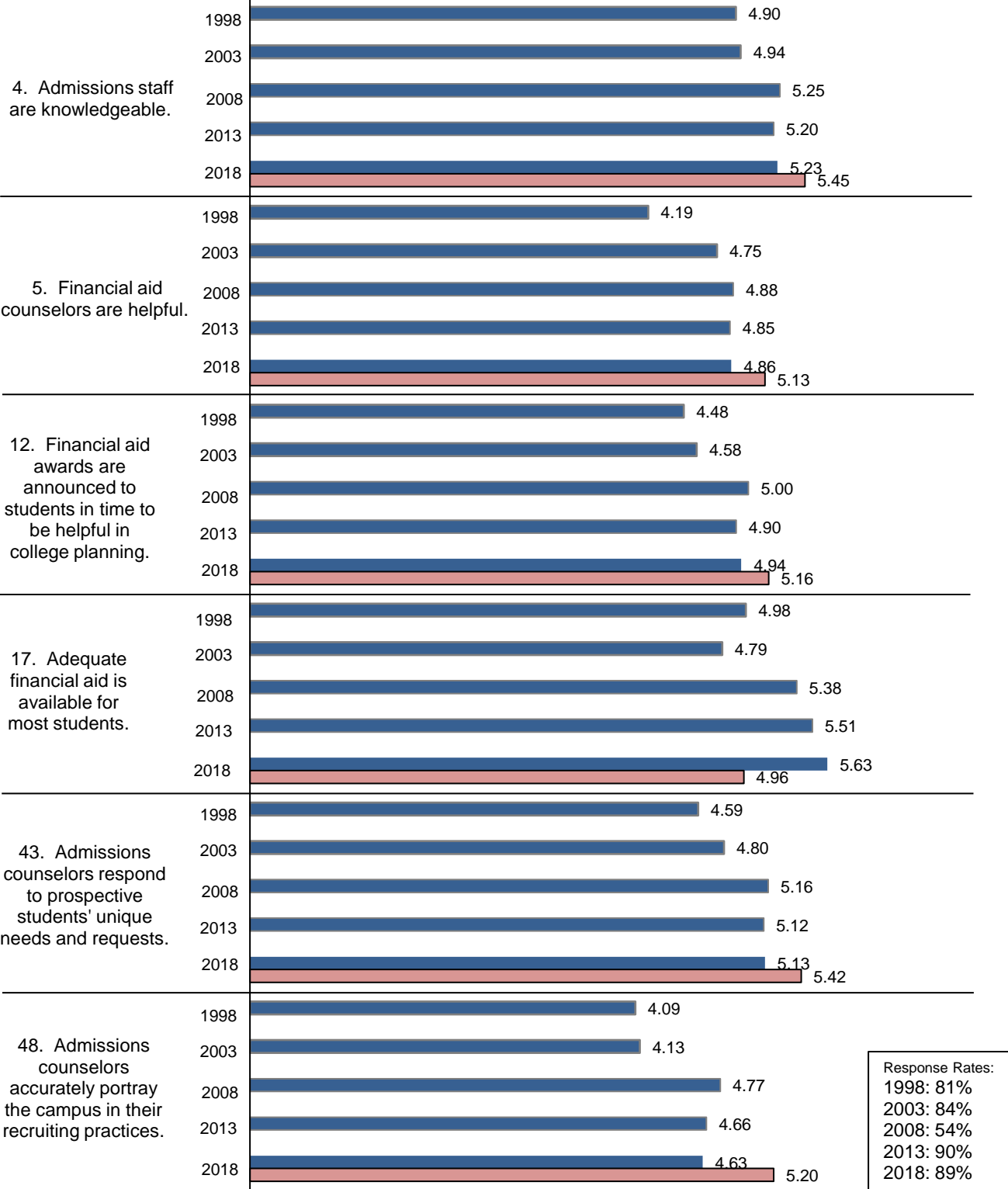
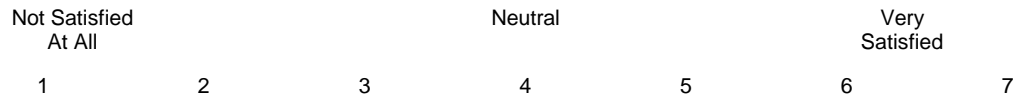
Response Rates:  
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**Female Students**  
**Berea College vs. Four-Year Private Institutions**  
**Satisfaction Ratings within Item Group:**  
**Recruitment and Financial Aid**

Noel-Levitz Student  
Satisfaction Inventory



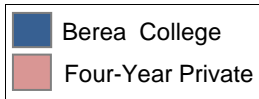
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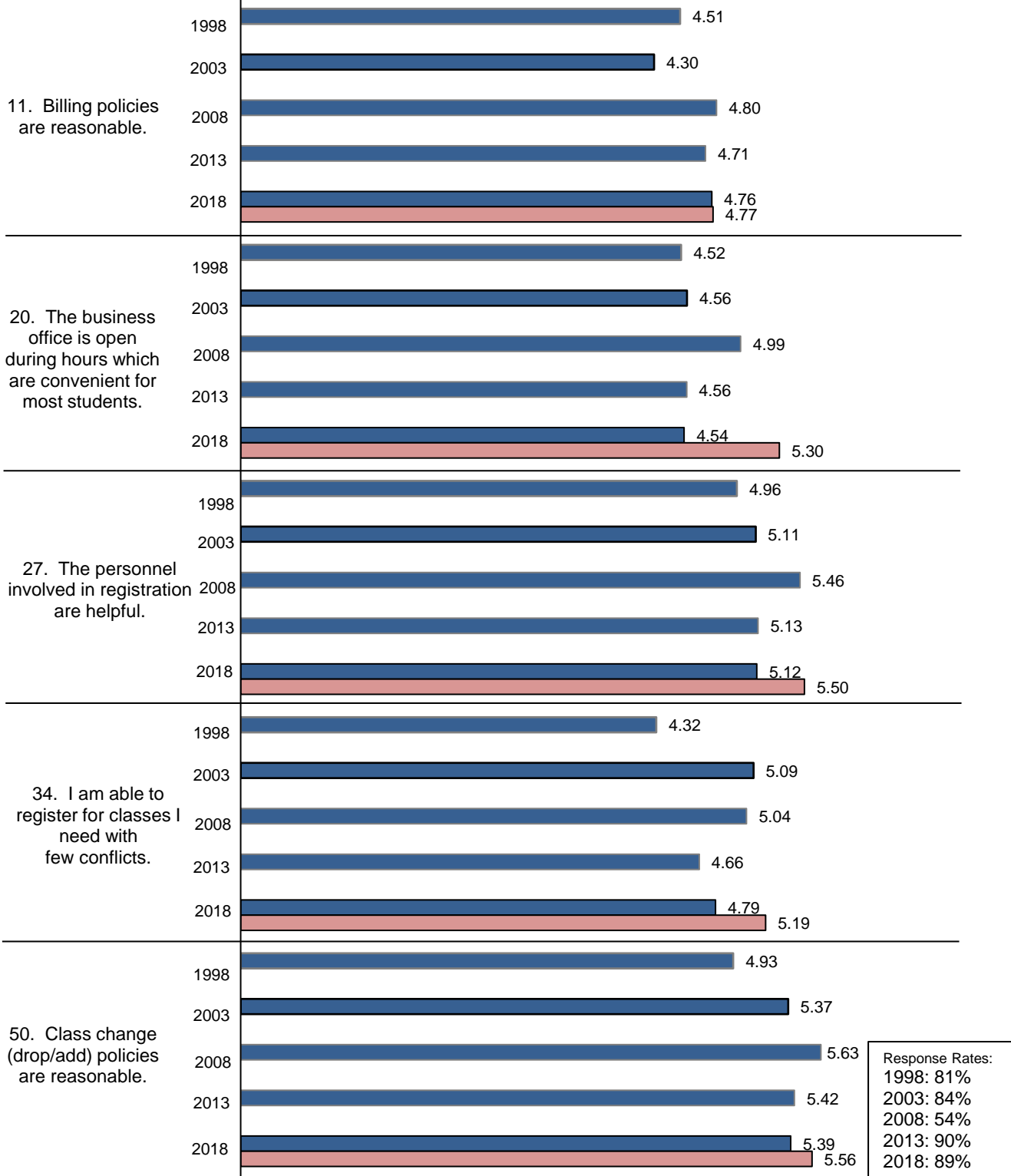
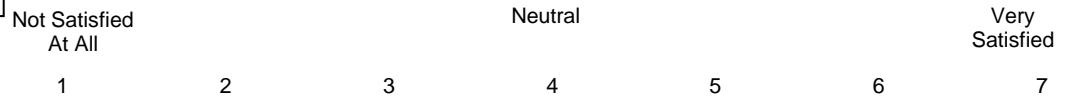
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2018: 89%

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

Noel-Levitz Student  
Satisfaction Inventory



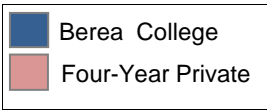
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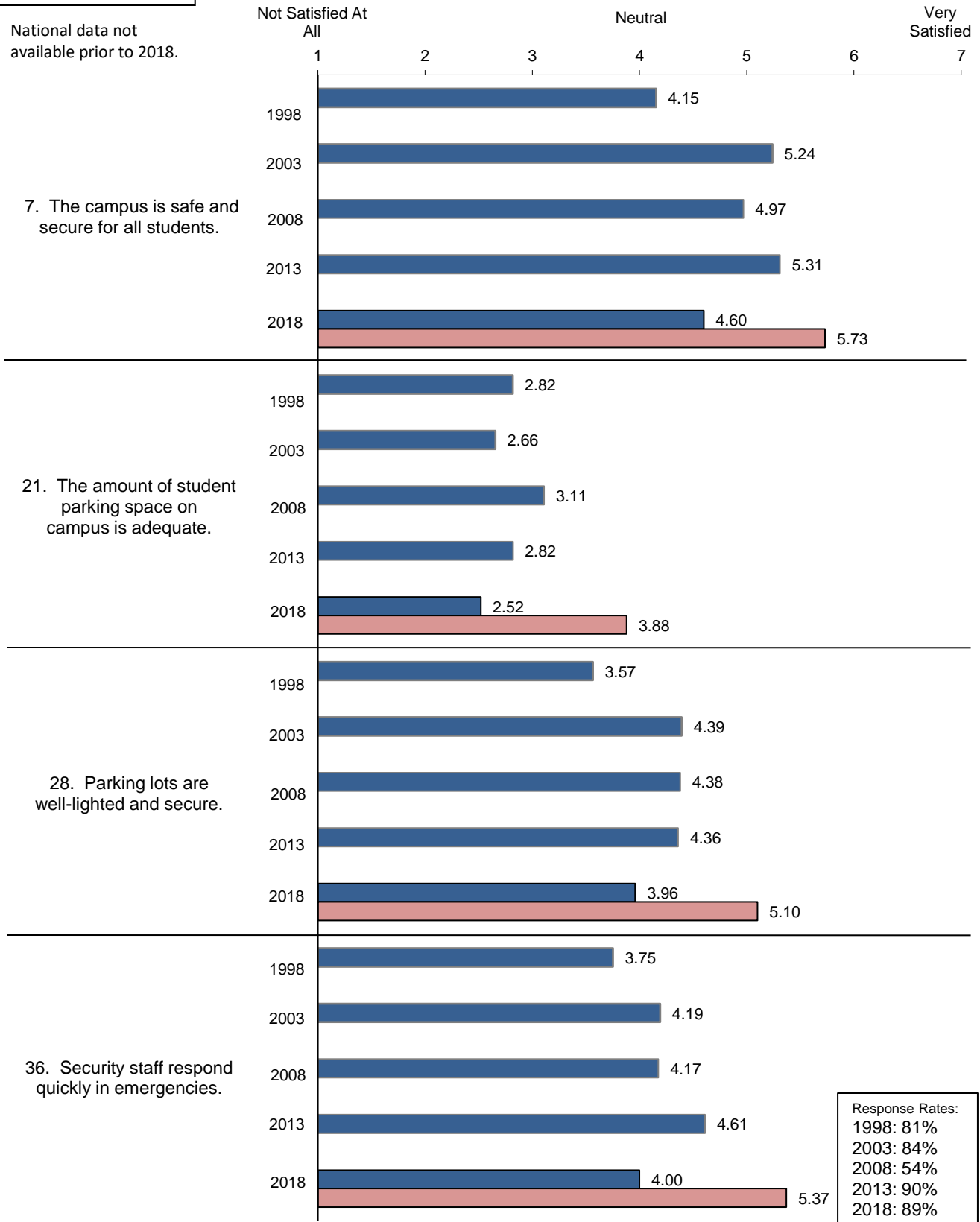
Response Rates:  
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2018: 89%

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

Noel-Levitz Student Satisfaction Inventory



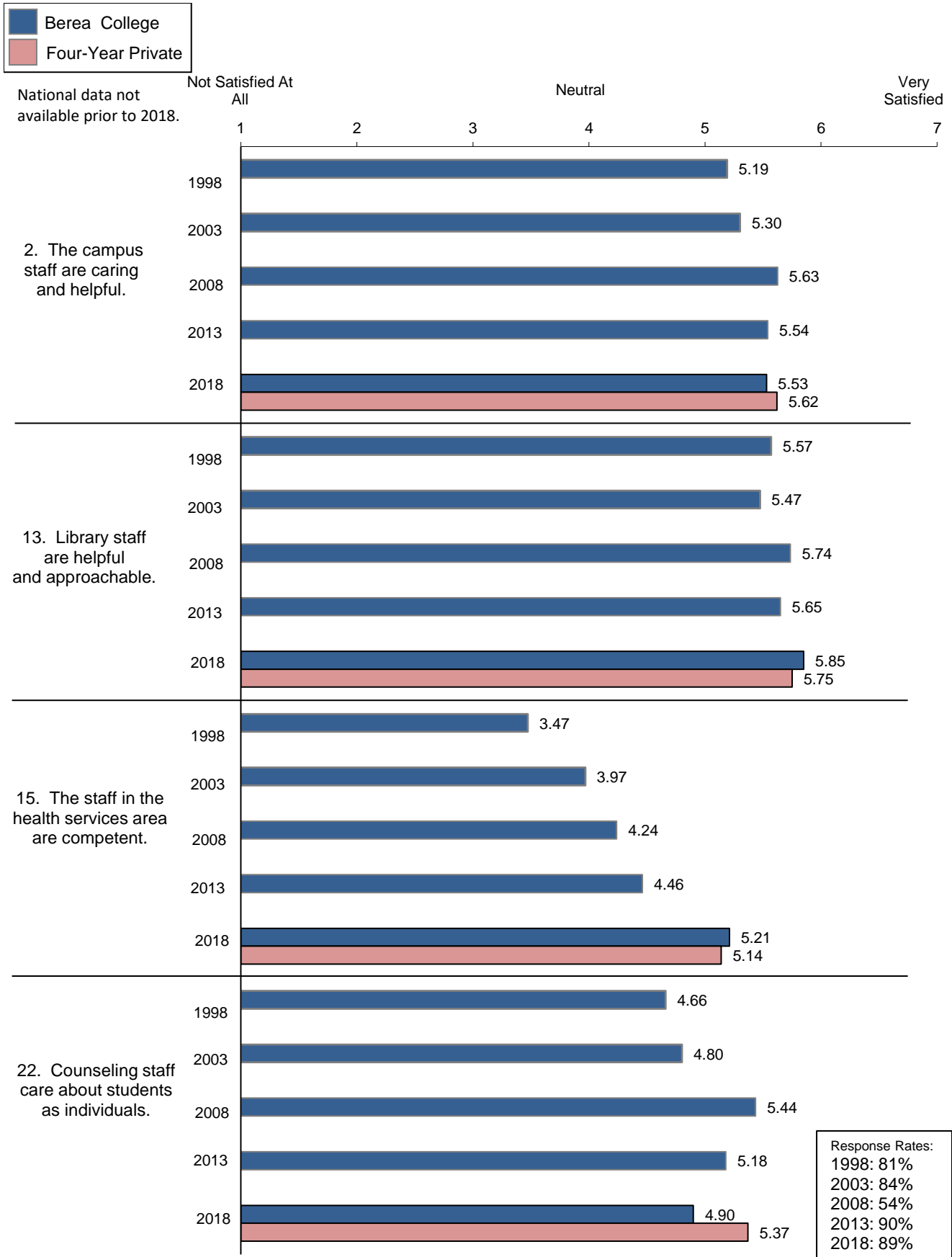
National data not available prior to 2018.



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

Noel-Levitz Student Satisfaction Inventory



Response Rates:  
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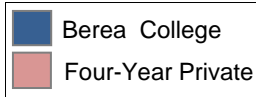




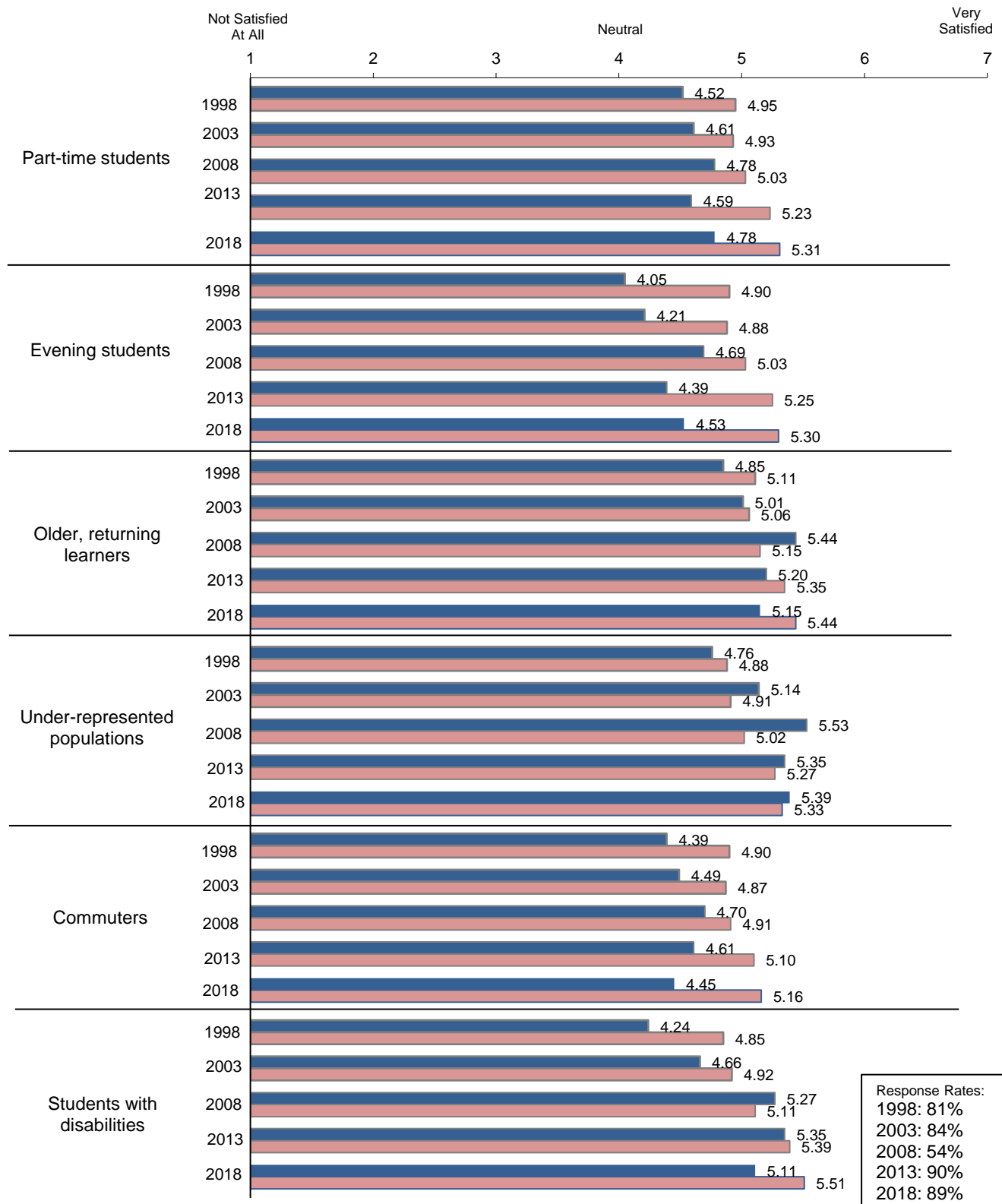
## All Students

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

Noel-Levitz Student  
Satisfaction Inventory



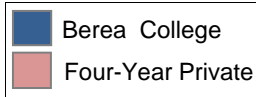
*How satisfied are you that this campus demonstrates a commitment to meeting the needs of:*



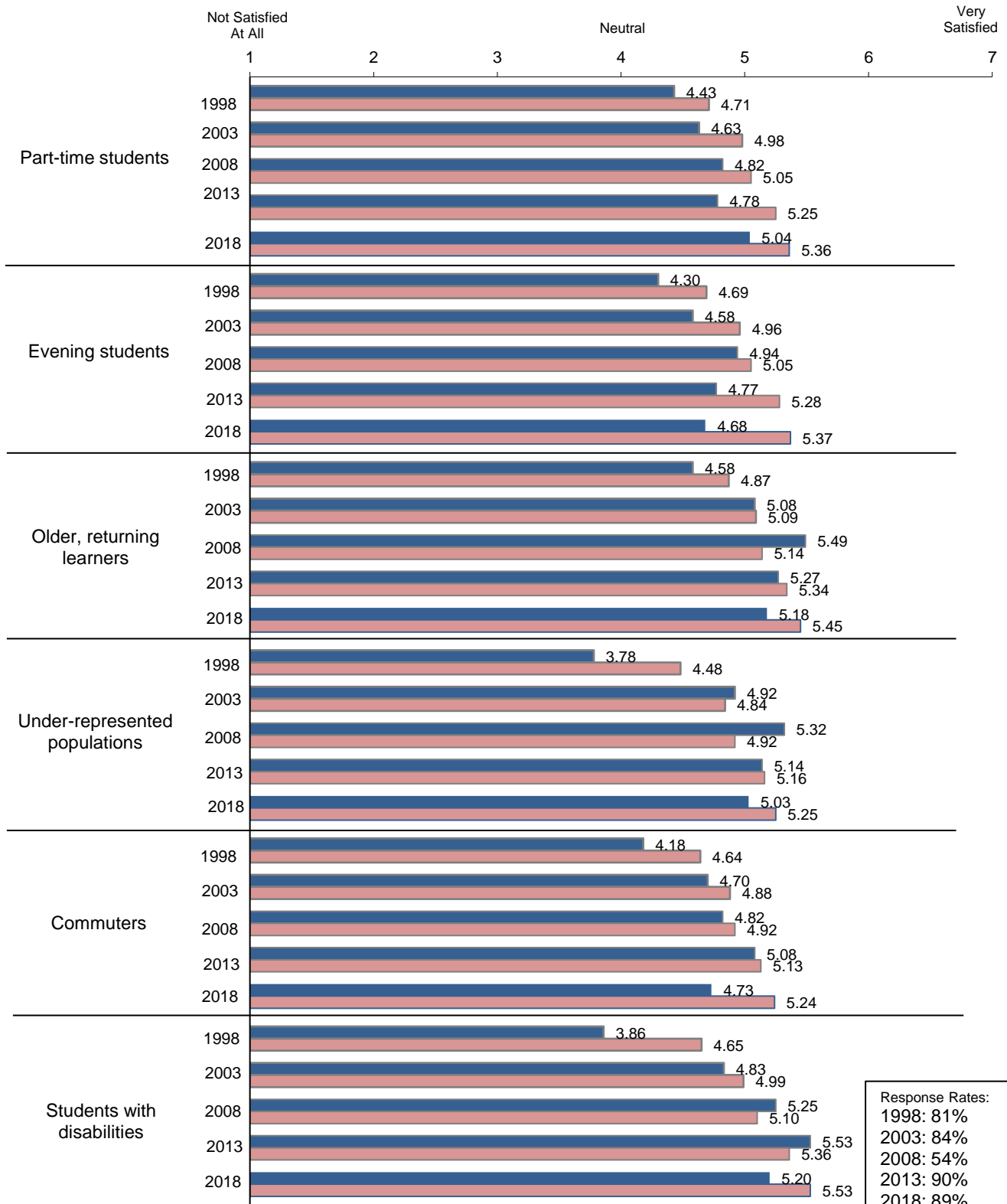
**Response Rates:**  
 1998: 81%  
 2003: 84%  
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## African-American Students Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



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

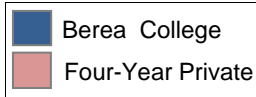


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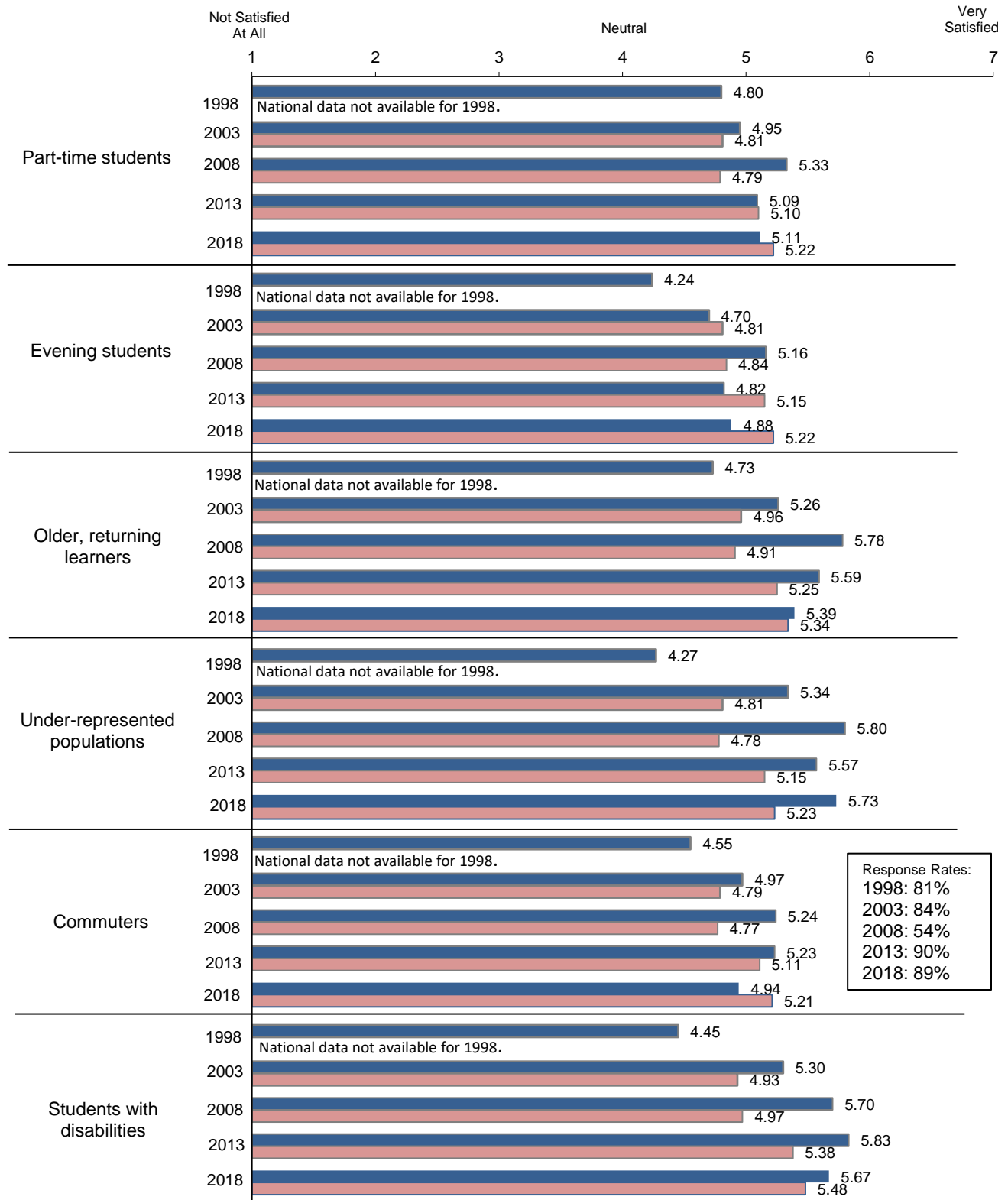
# International Students

## 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:*

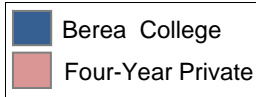


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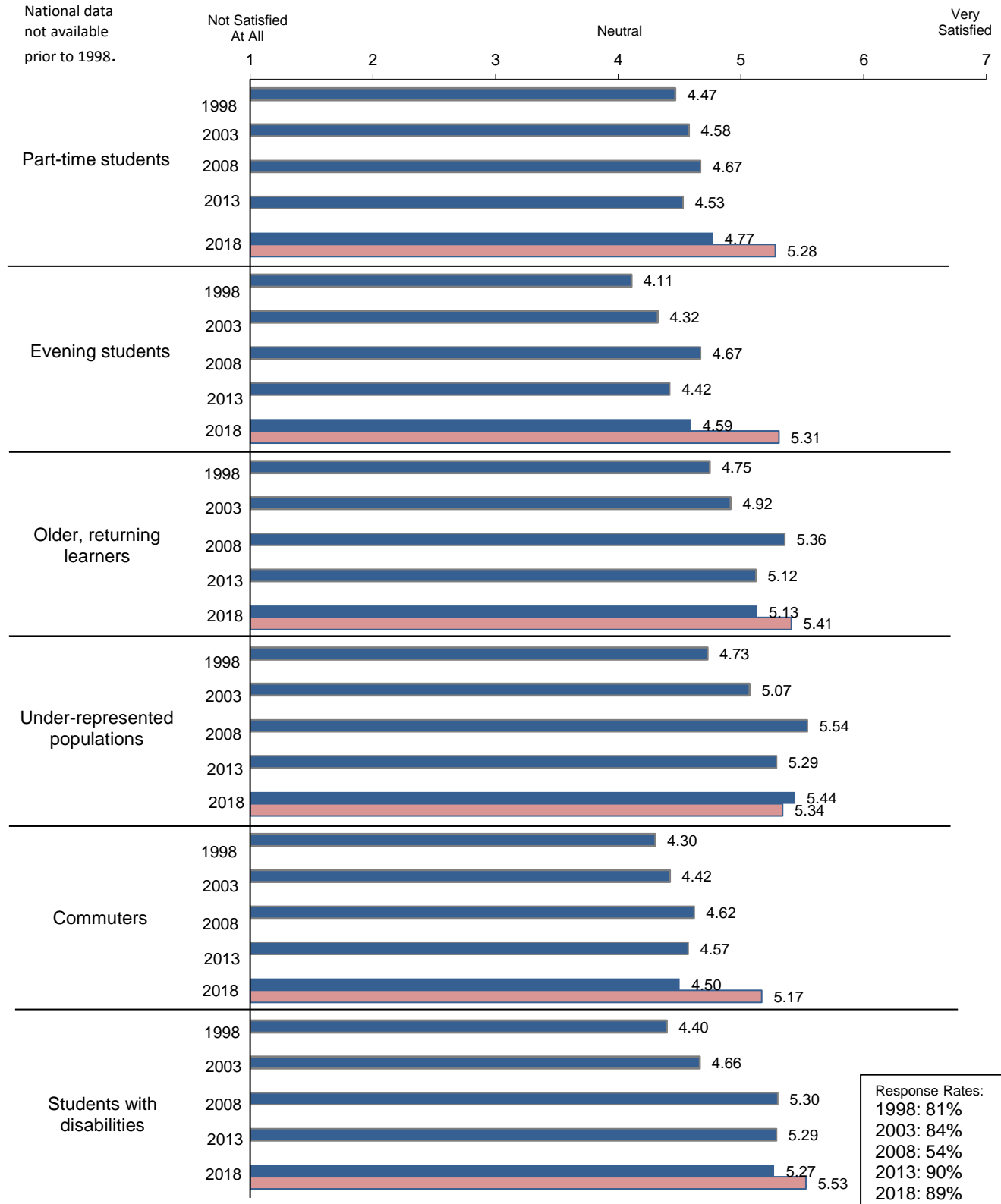
## Male Students

### 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:*

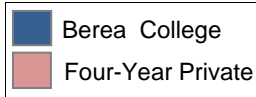


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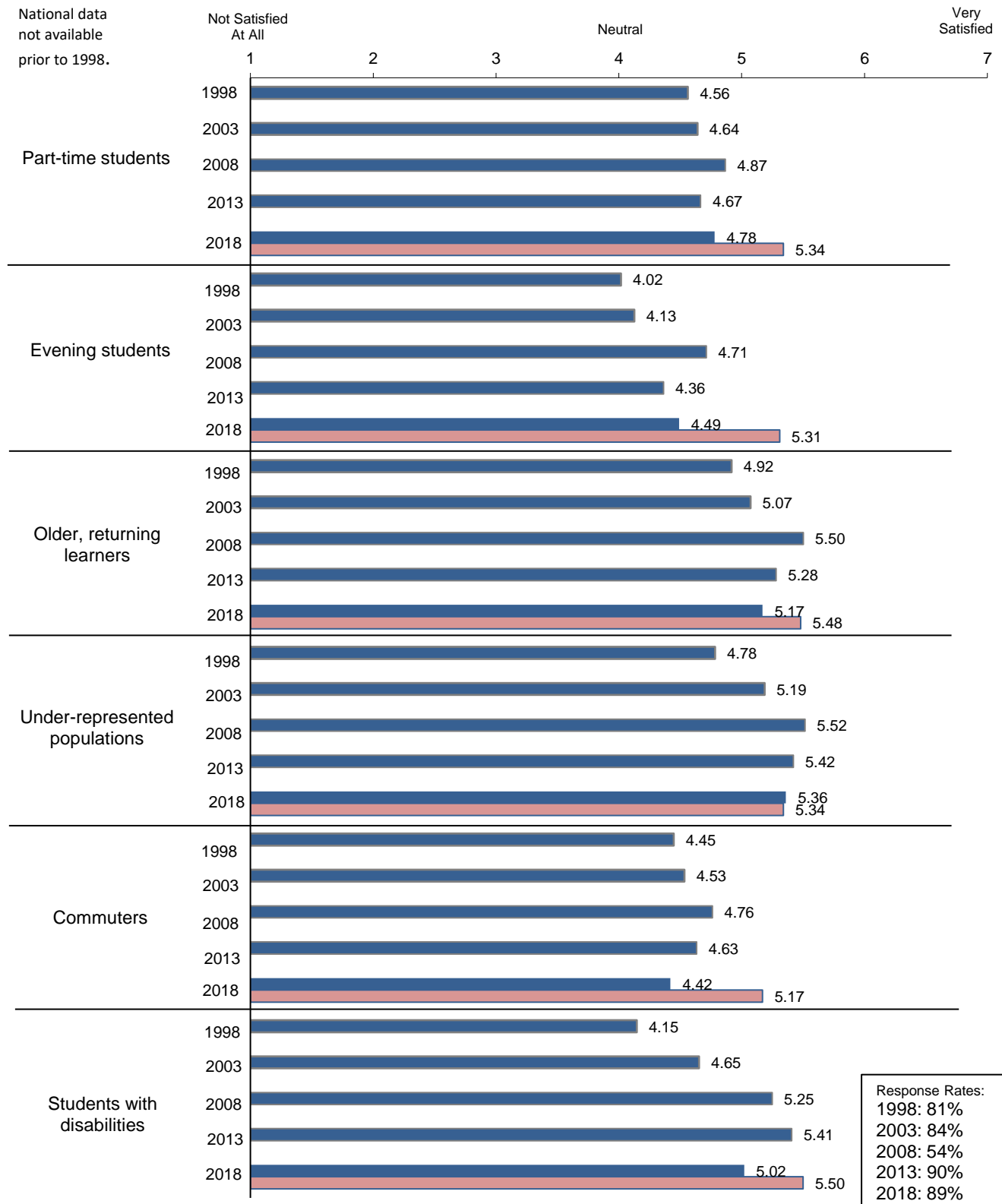
## Female Students

### 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:*

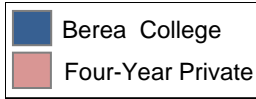


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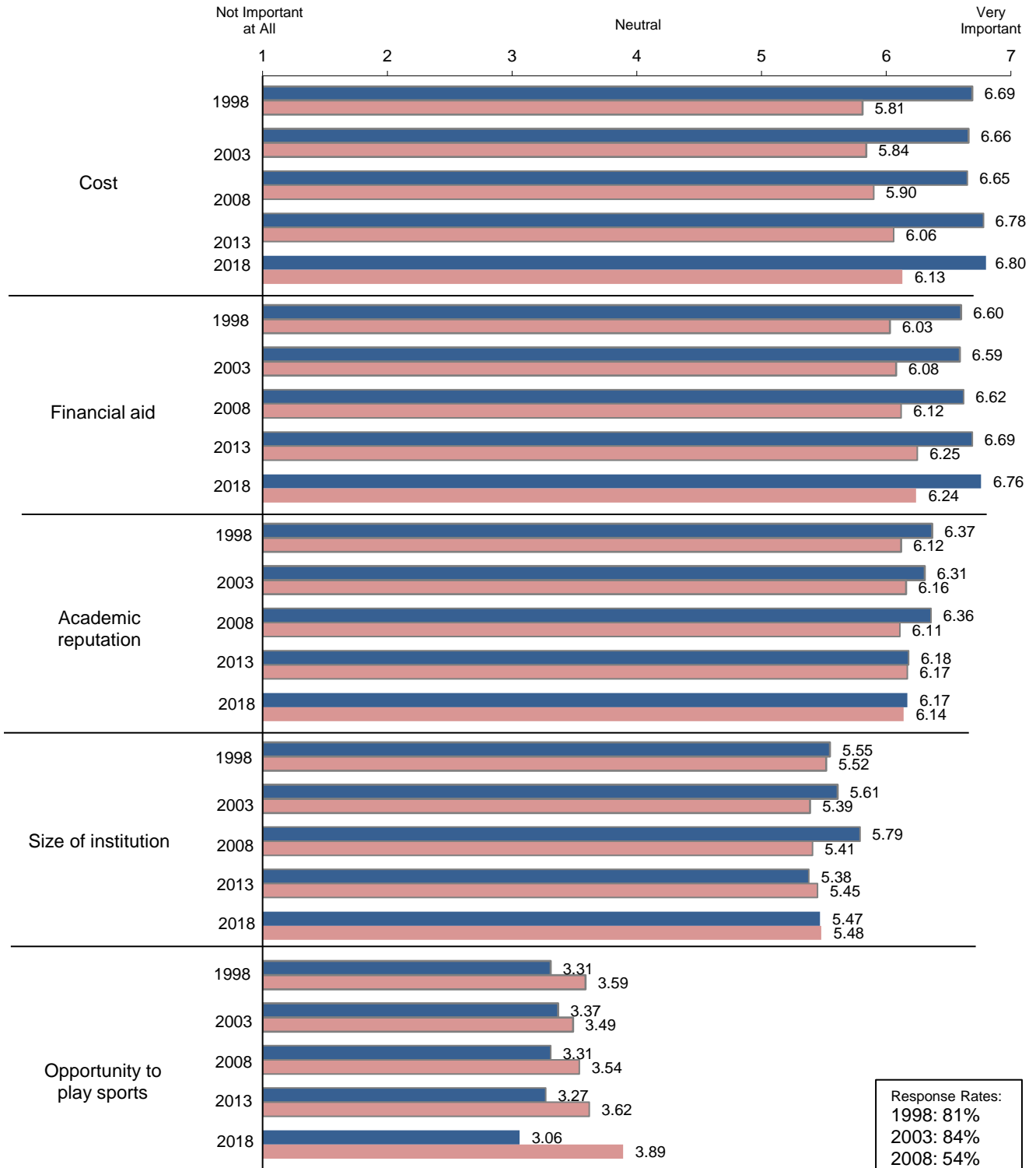
# All Students

## 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?*

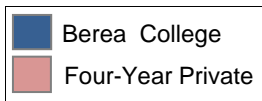


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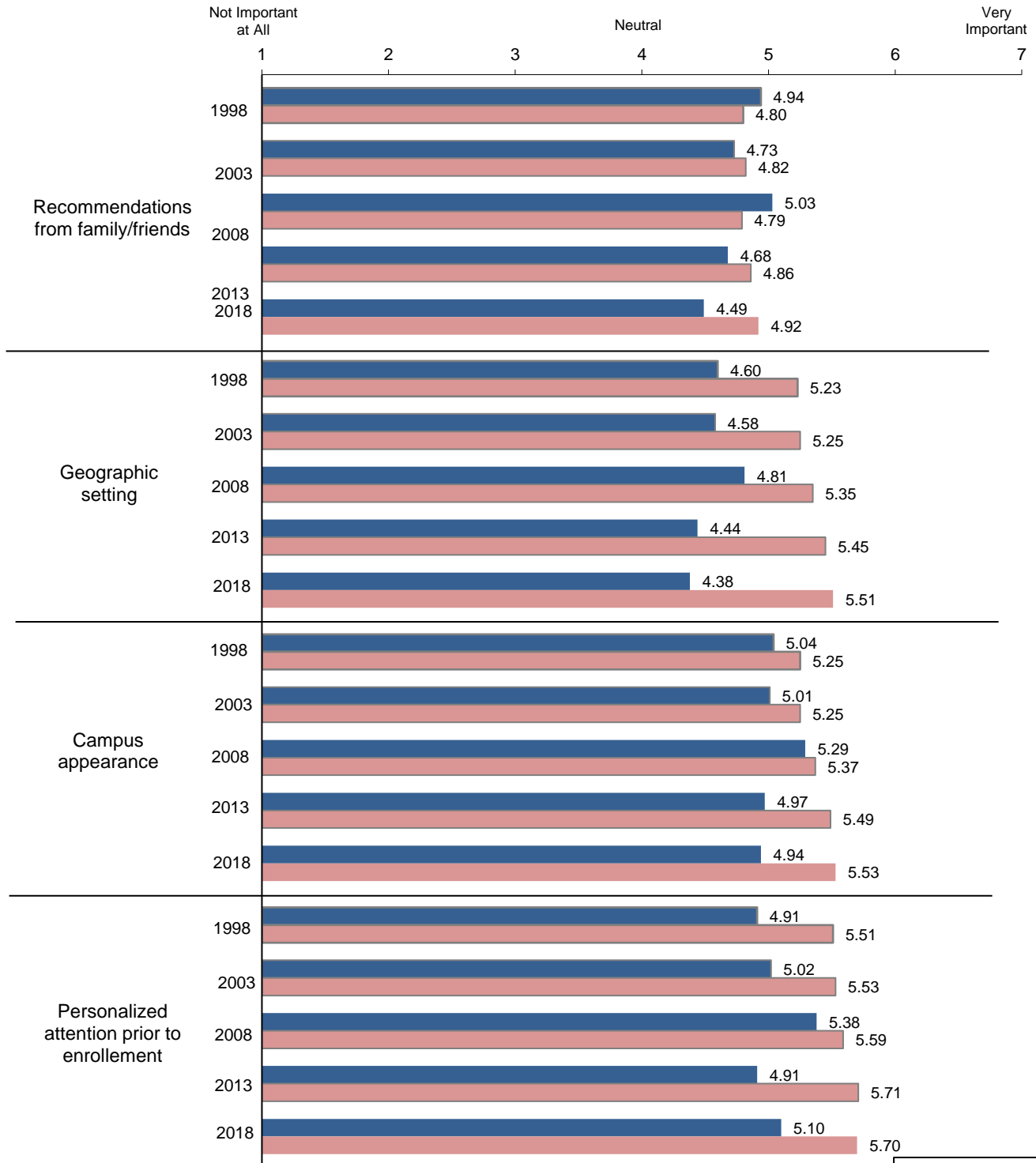
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## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



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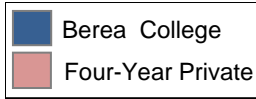


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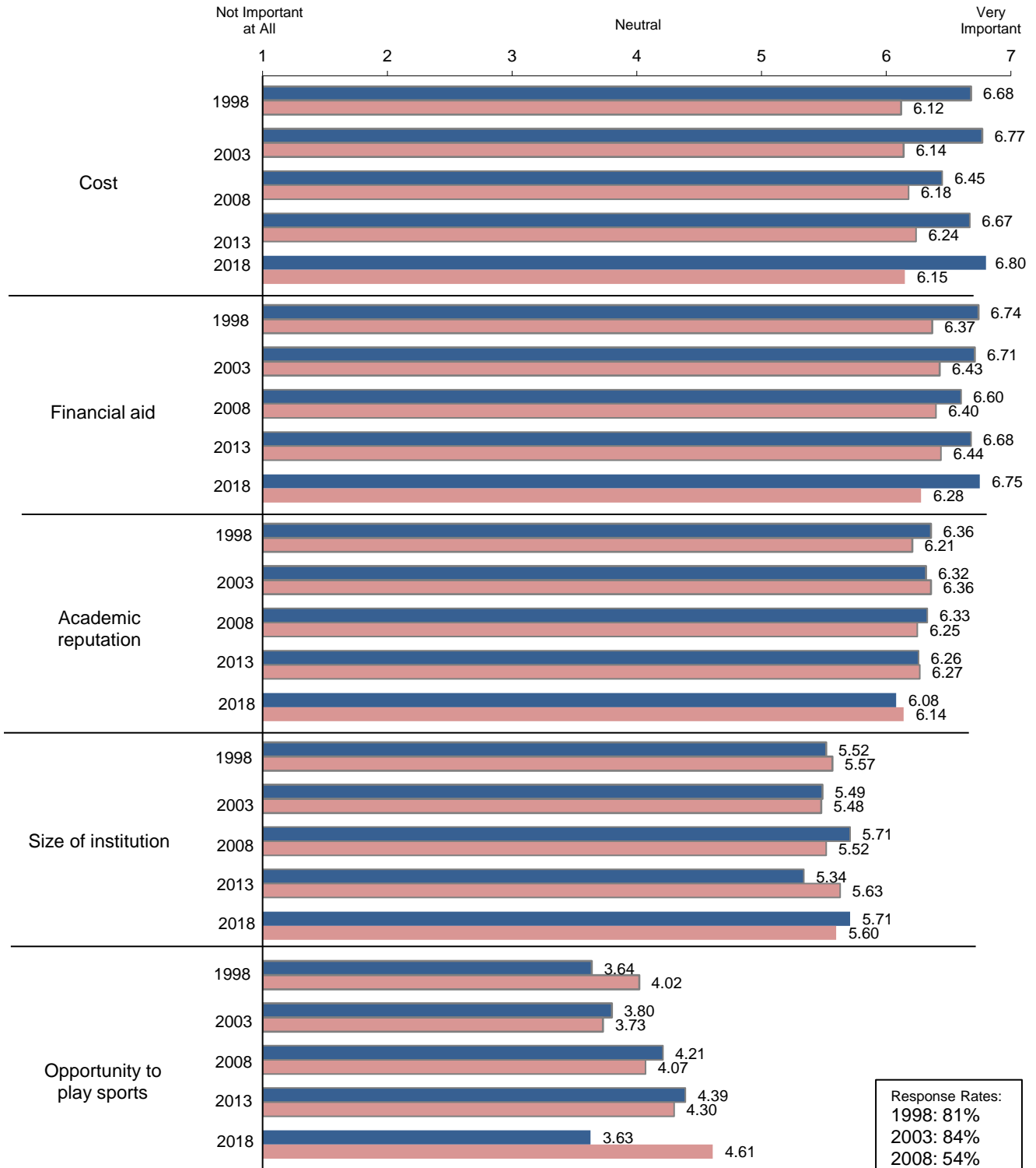
# African-American Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



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



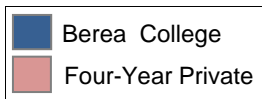
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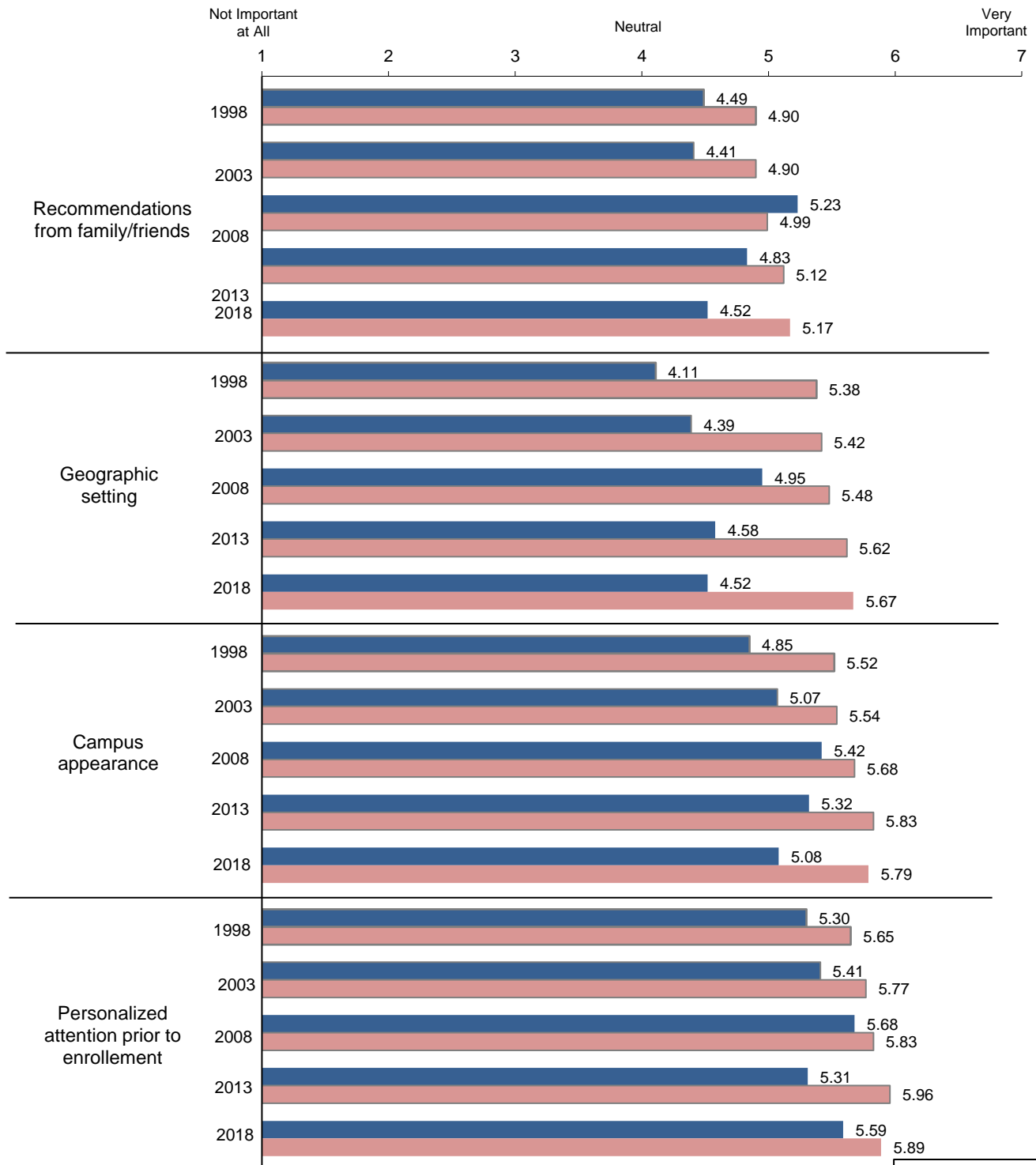
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## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



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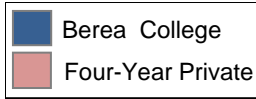


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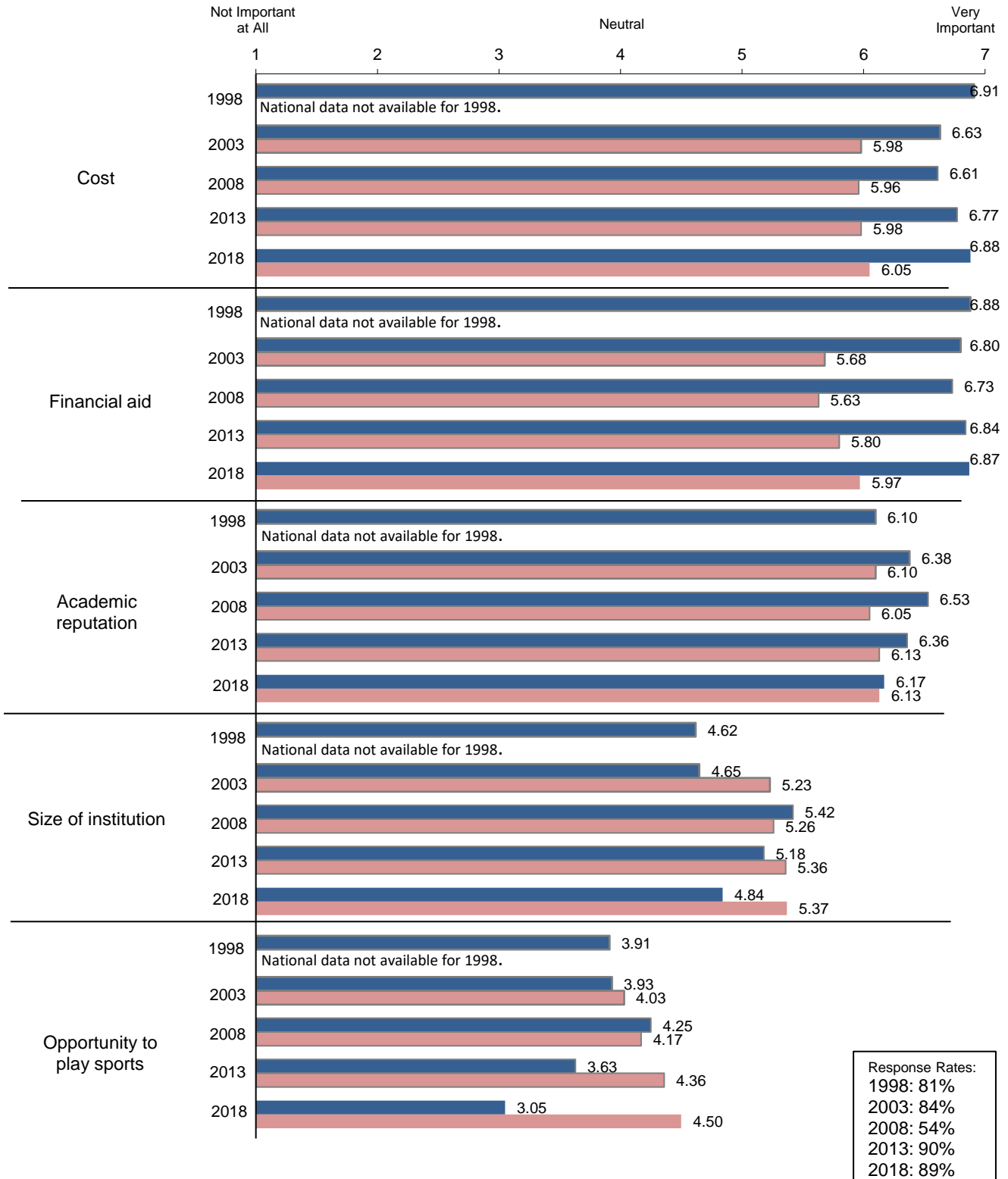
# International Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



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

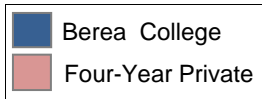


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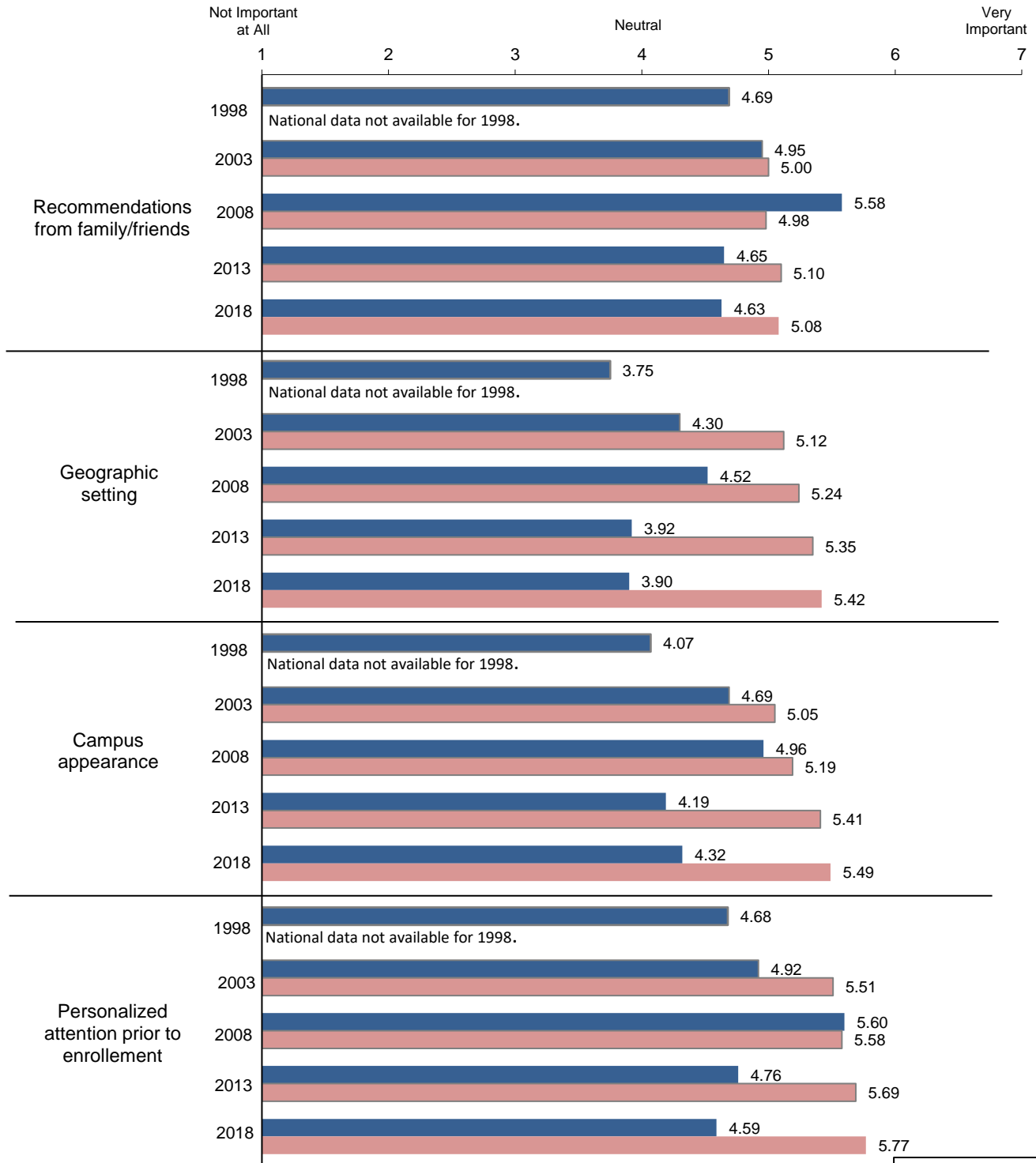
# International Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



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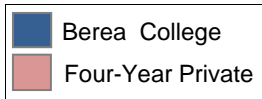
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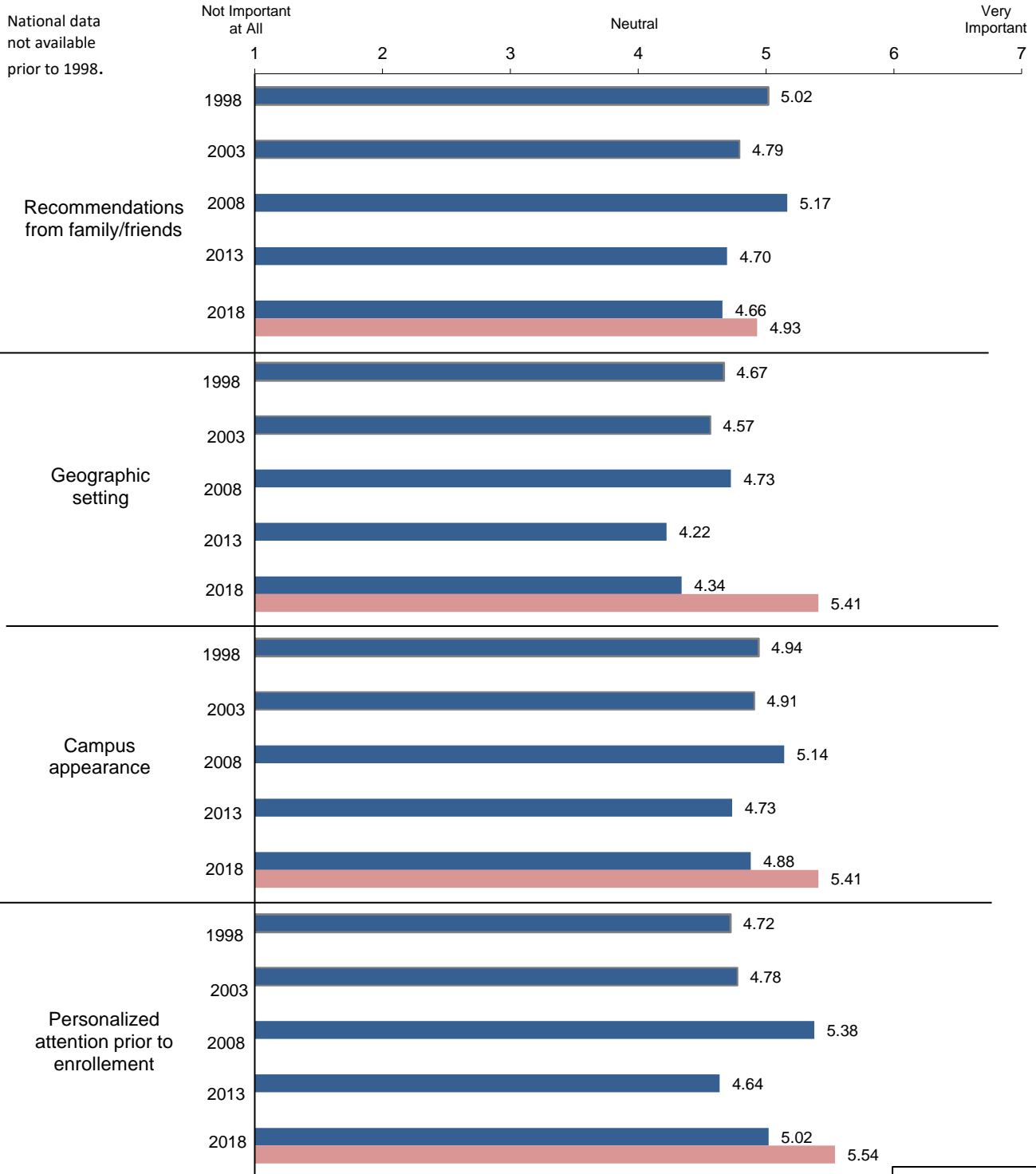
# Male Students

## 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?*

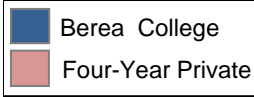


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# Female Students

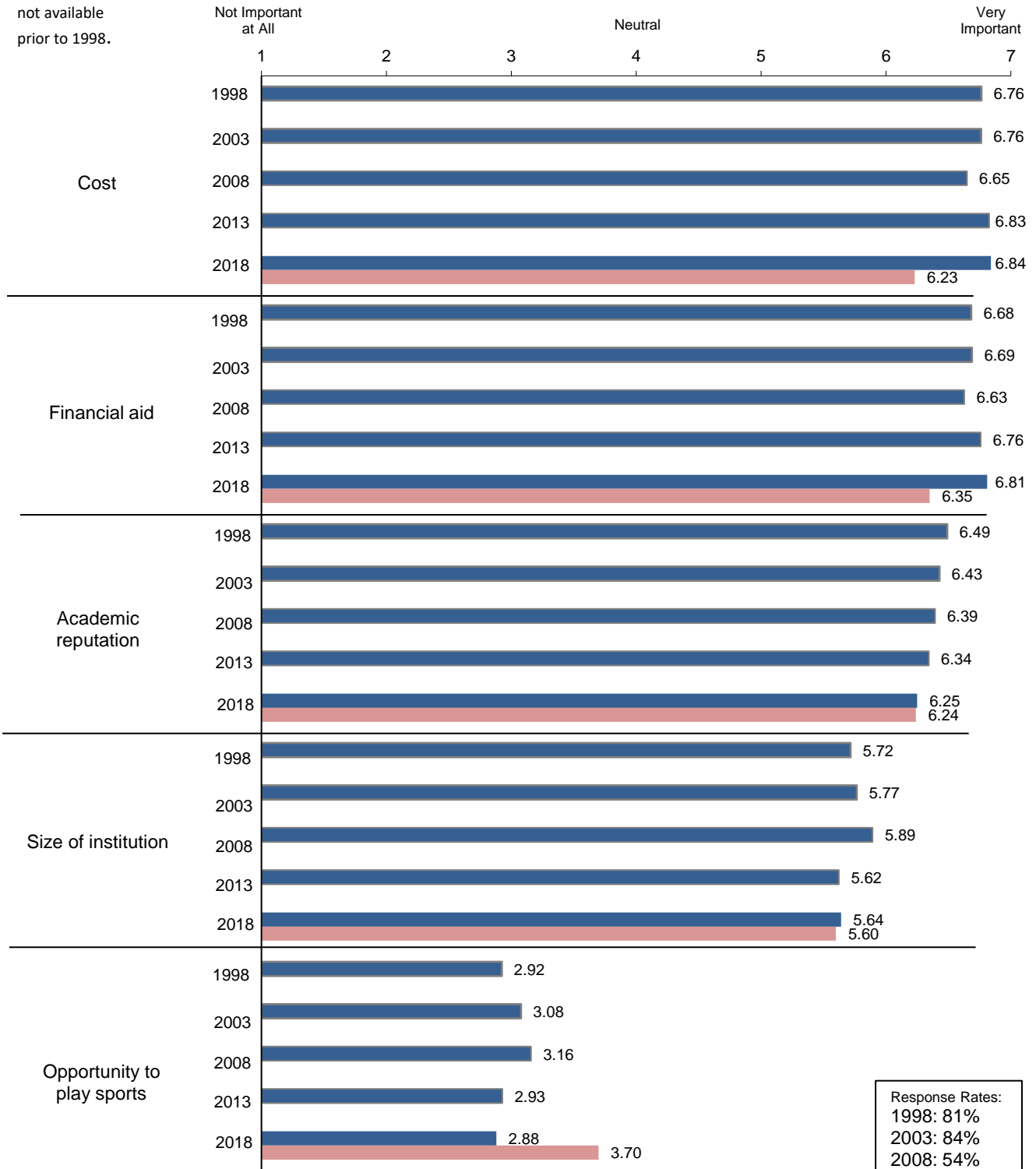
## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



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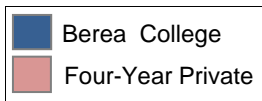


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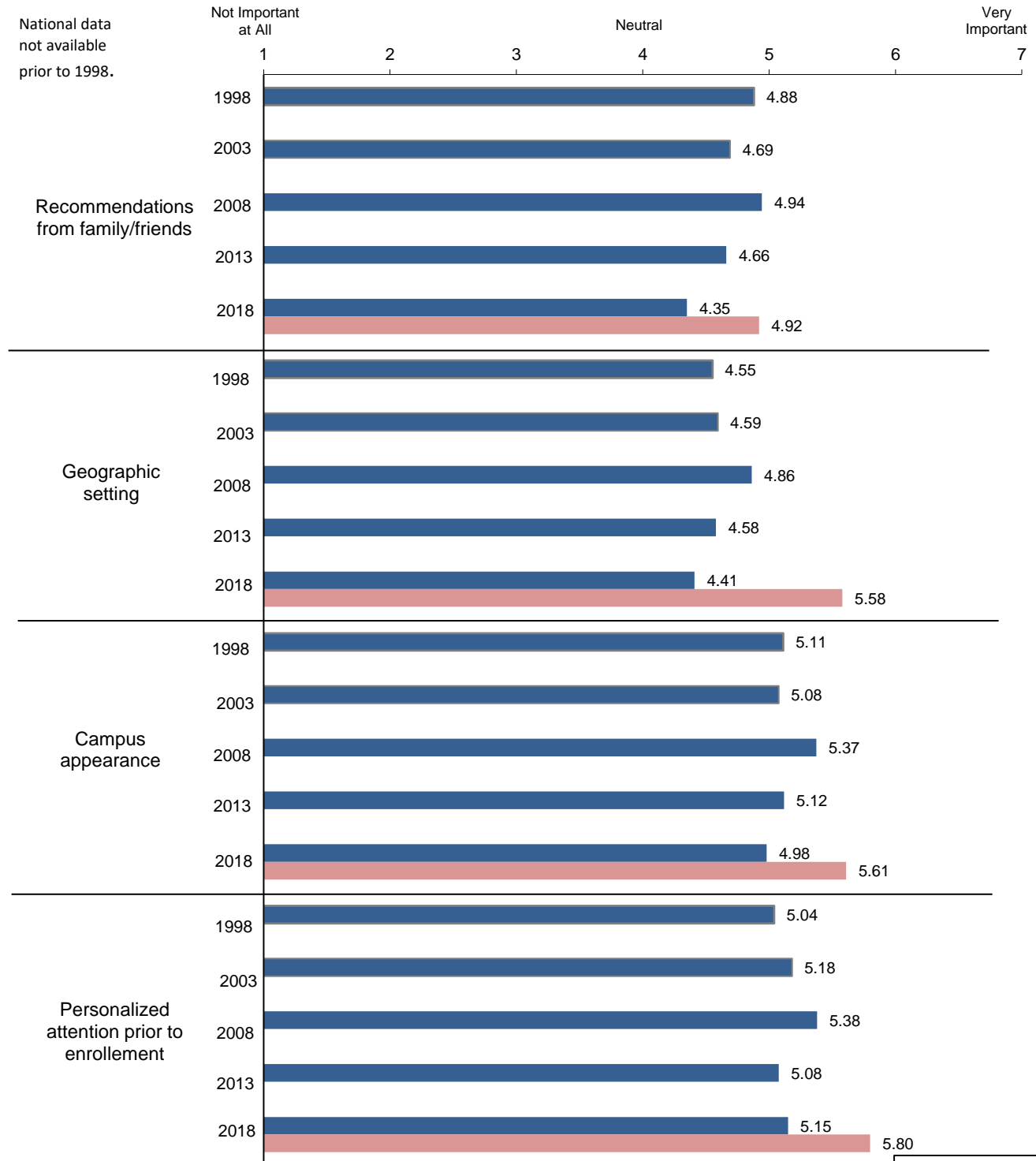
# Female Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



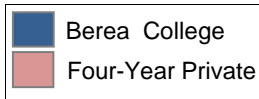
*How important were each of the following factors in your decision to enroll here?*



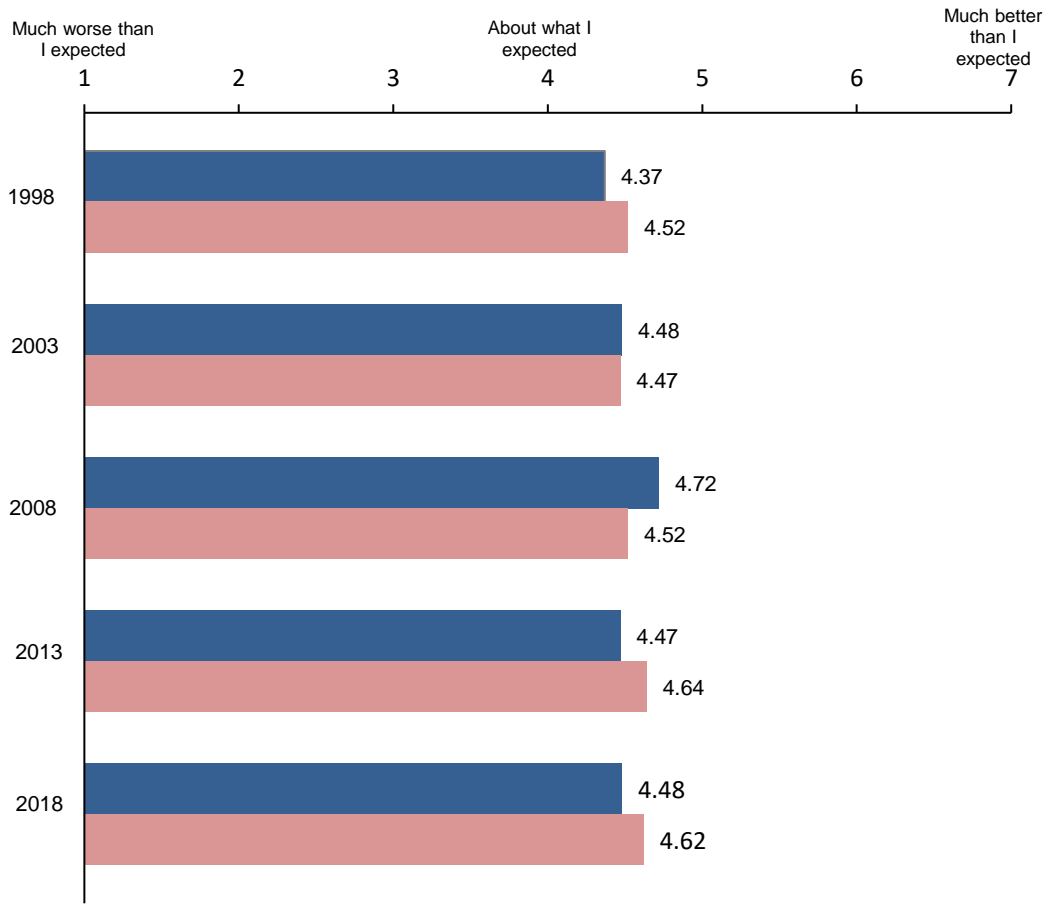
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**All Students**  
**Berea College vs. Four-Year Private Institutions**

Noel-Levitz Student  
Satisfaction Inventory



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



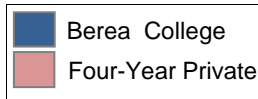
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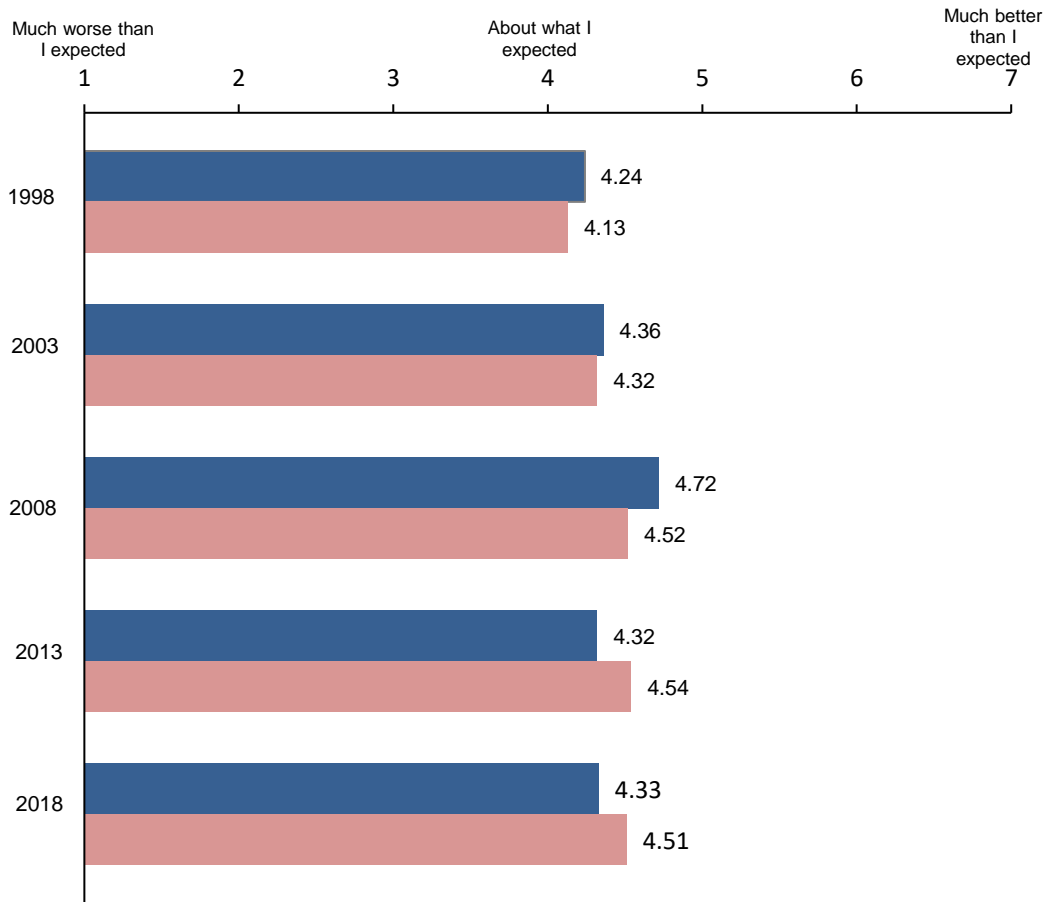
# African-American Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



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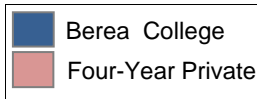


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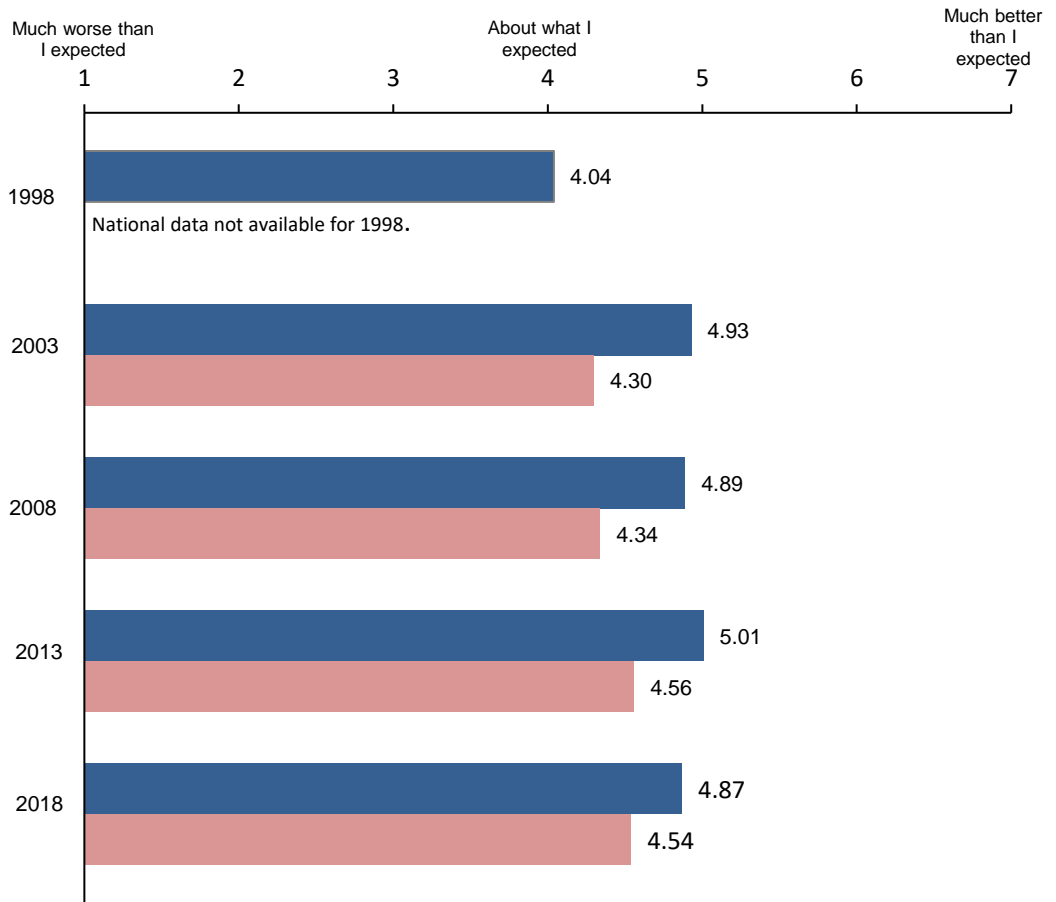
# International Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



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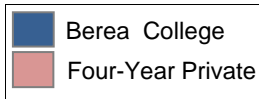


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# Male Students

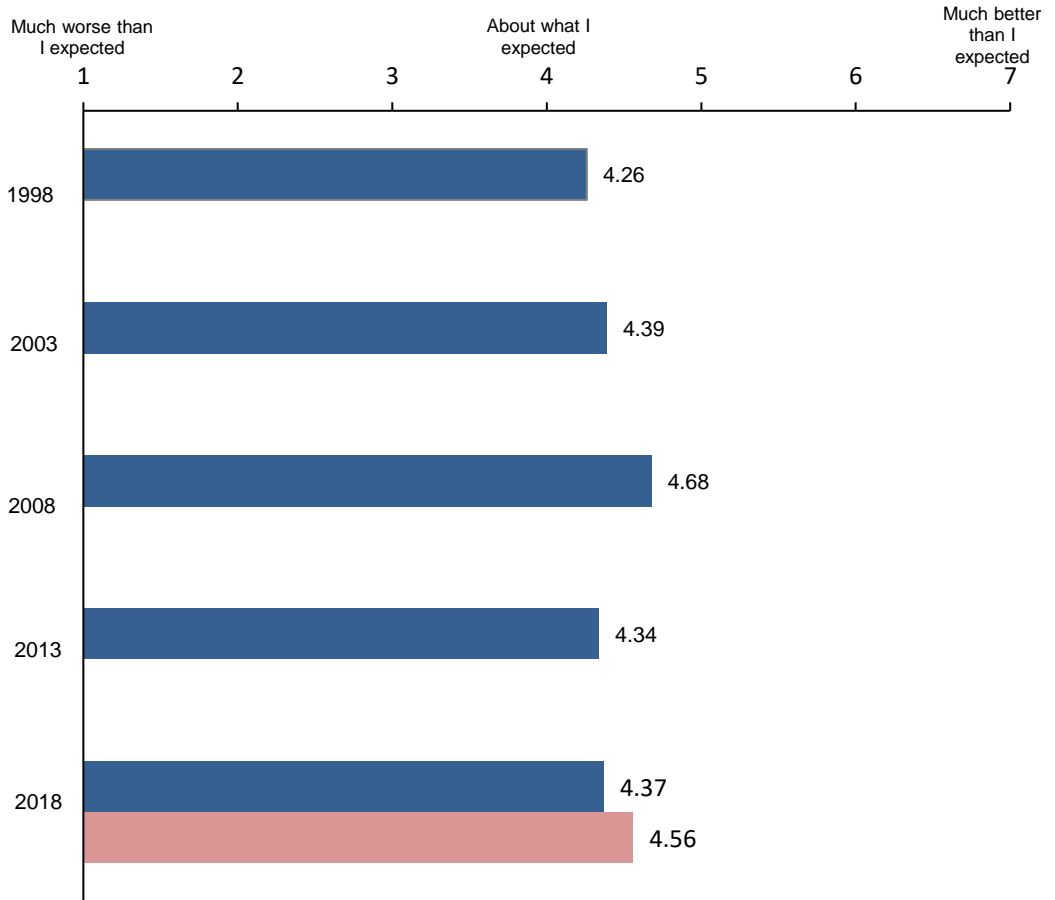
## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



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

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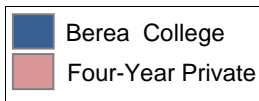


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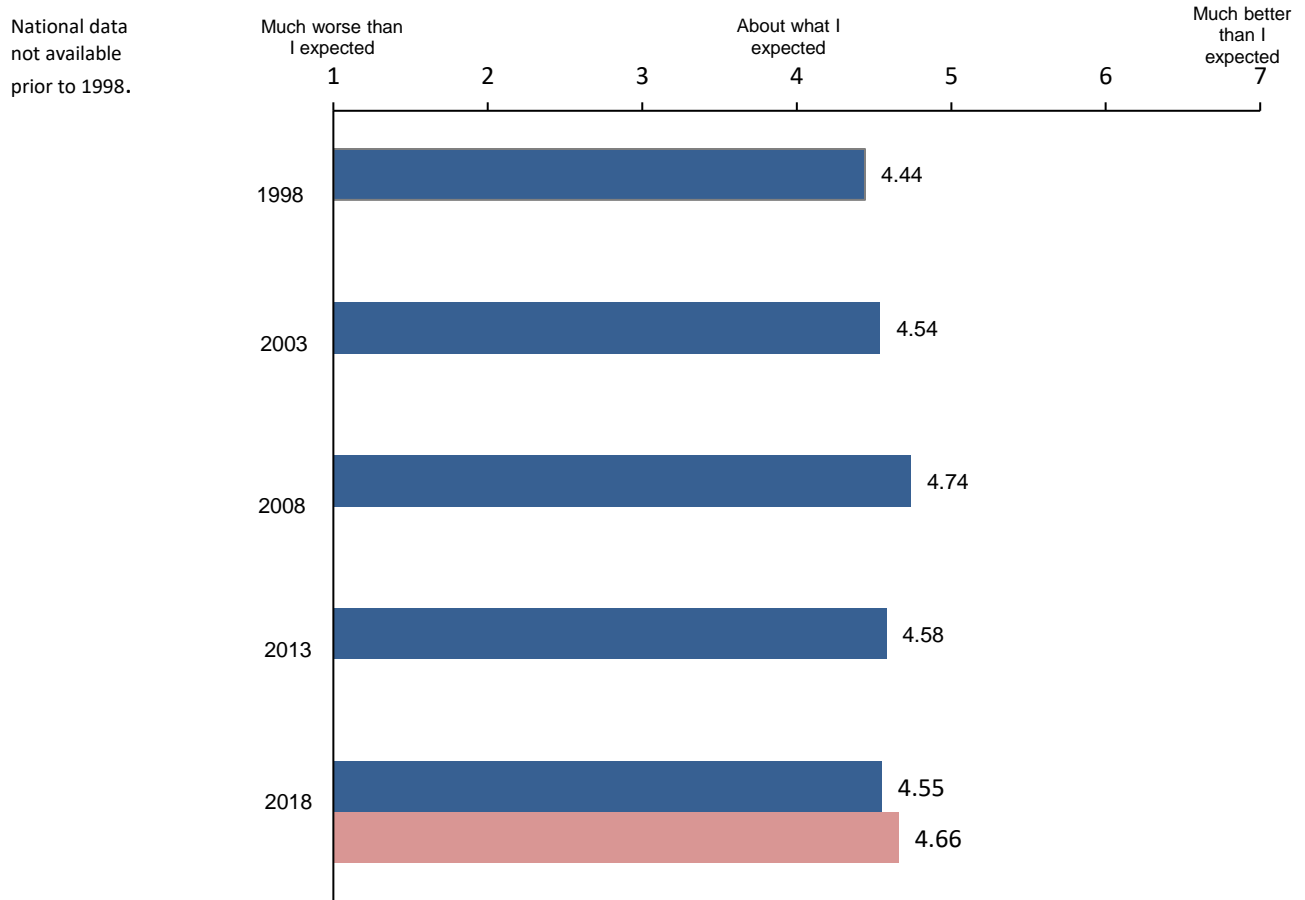
# Female Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



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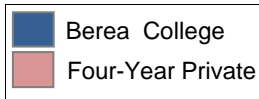


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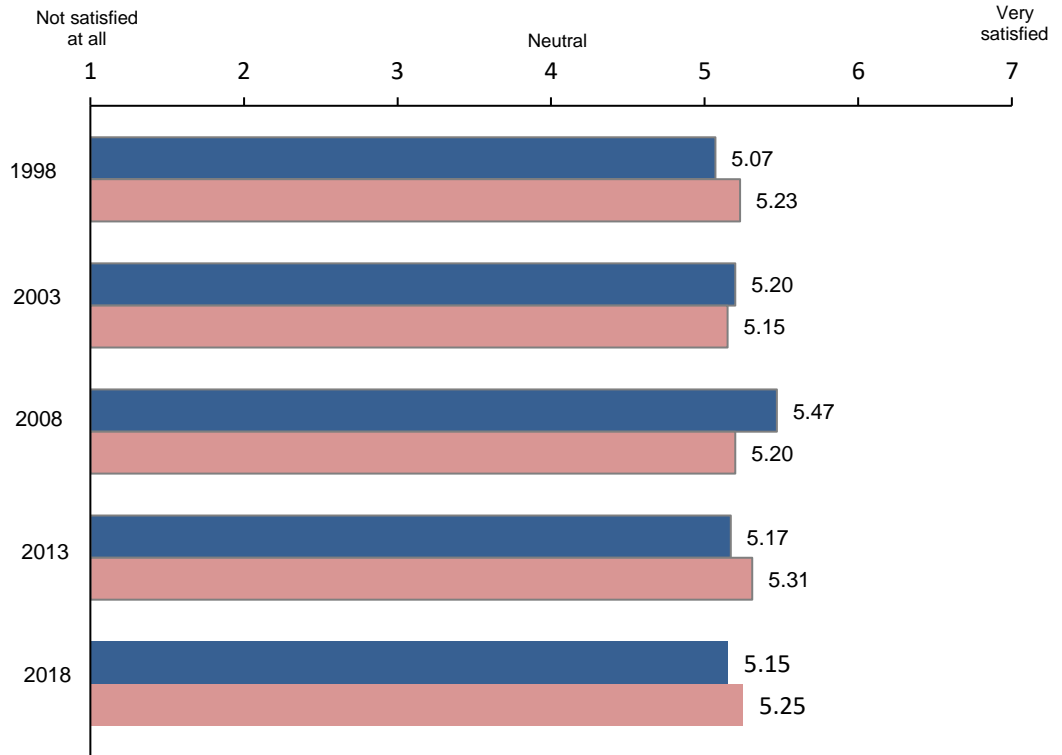
# All Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



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

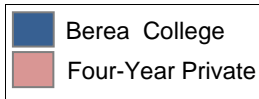


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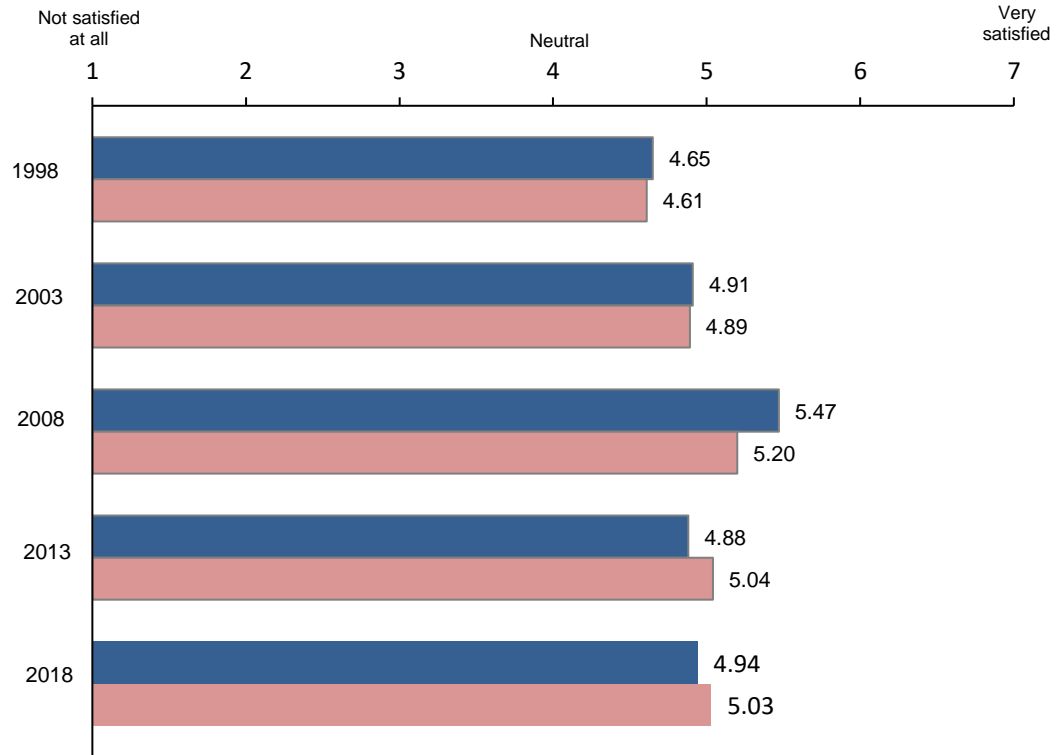
# African-American Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



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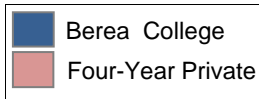


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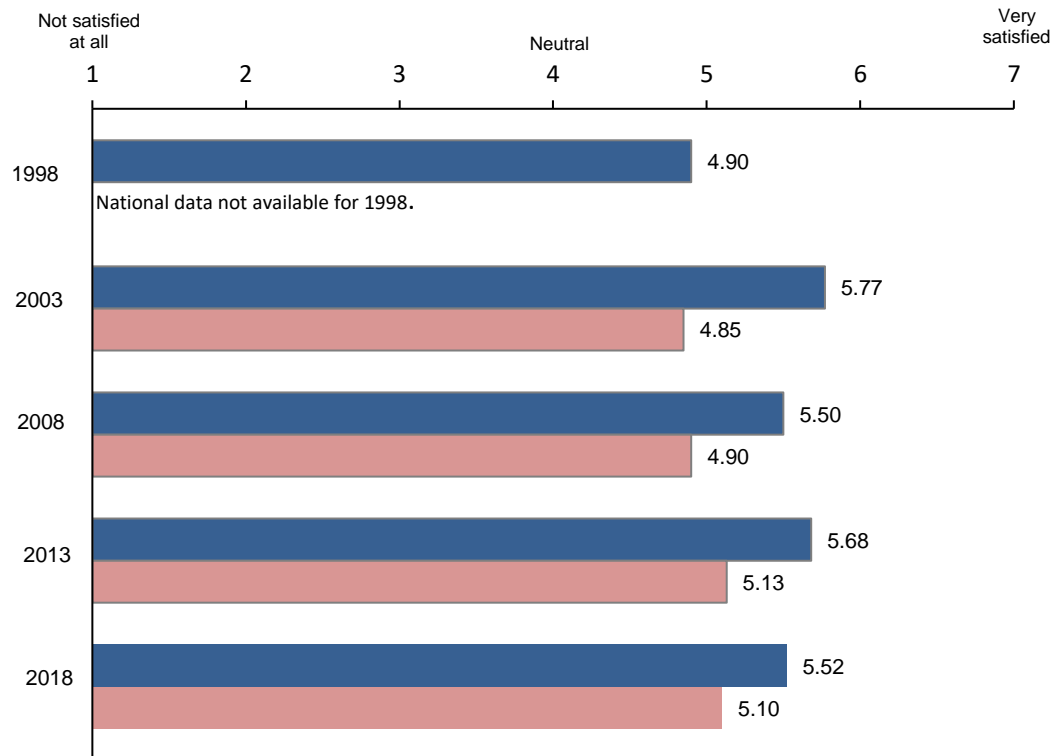
# International Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



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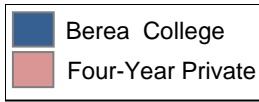


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# Male Students

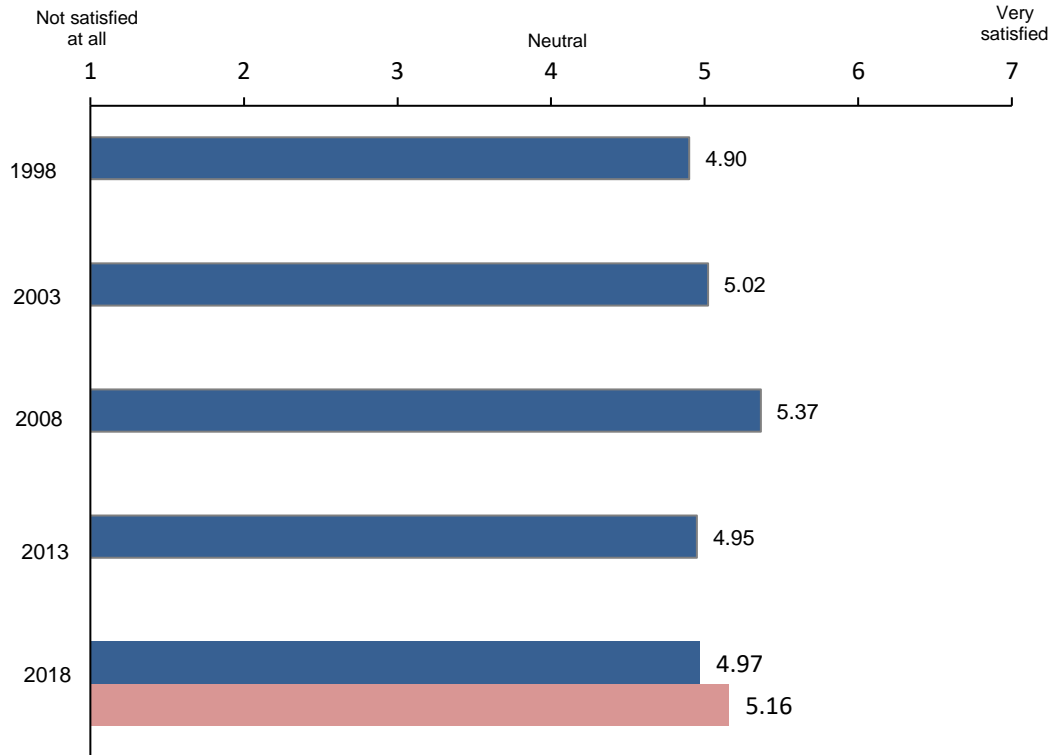
## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



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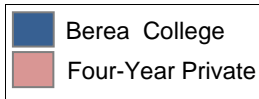
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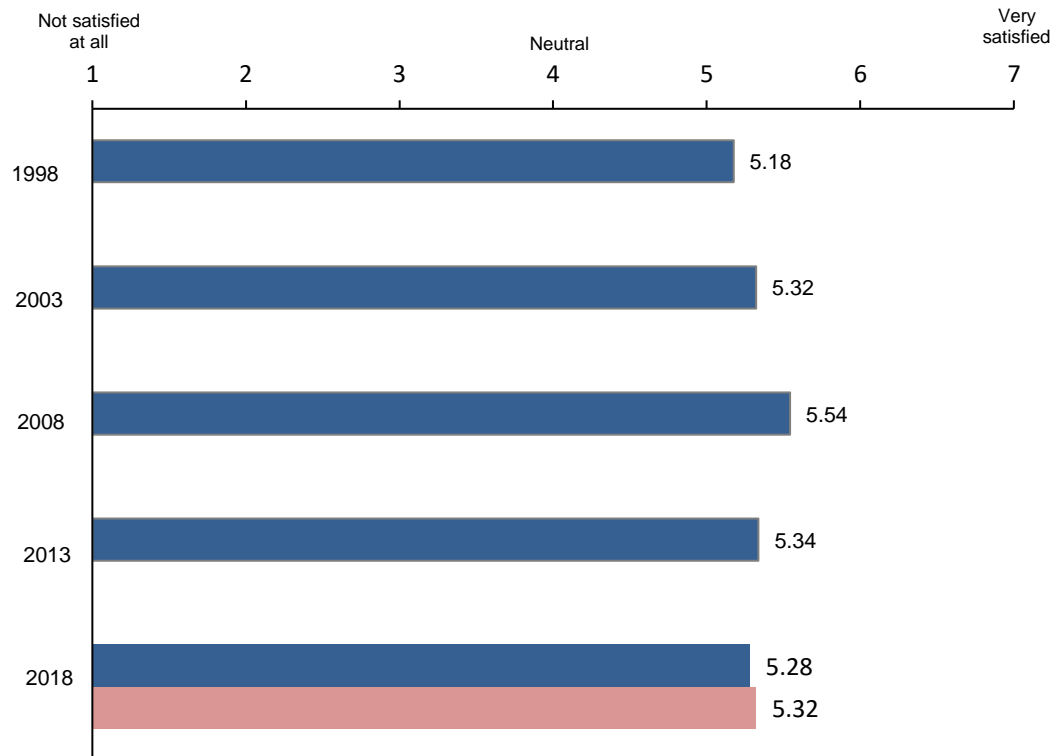
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Noel-Levitz Student Satisfaction Inventory



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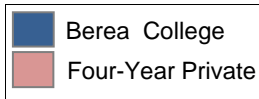


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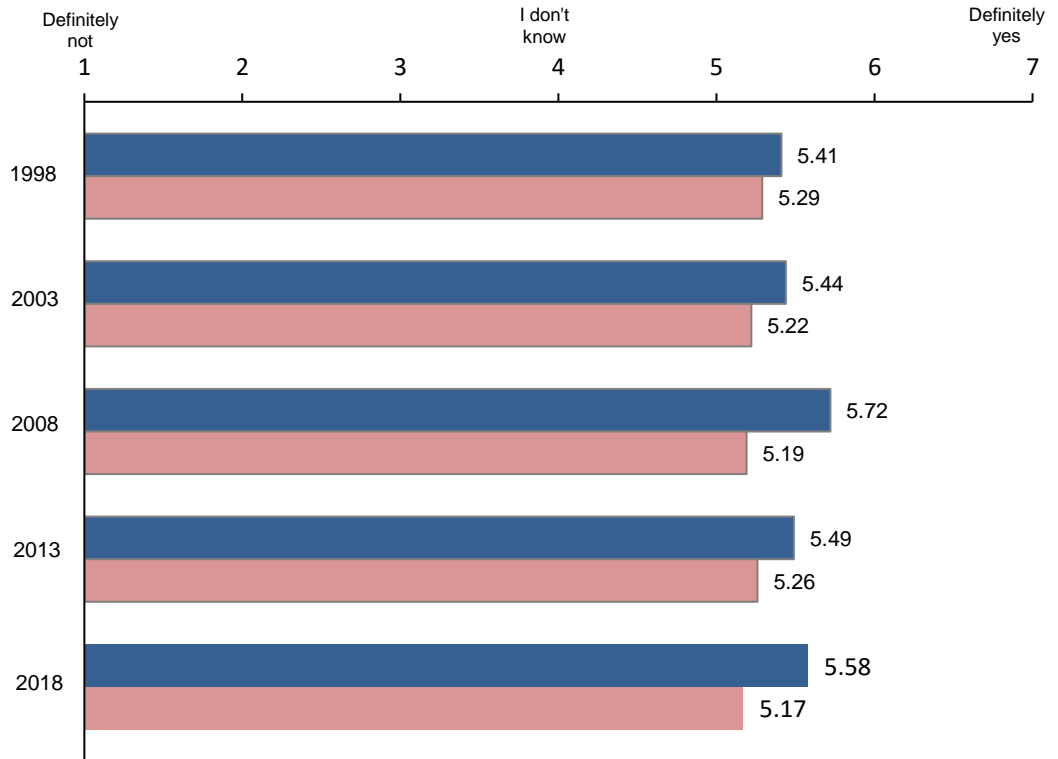
# All Students

## 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?*

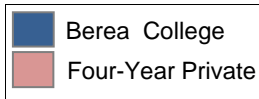


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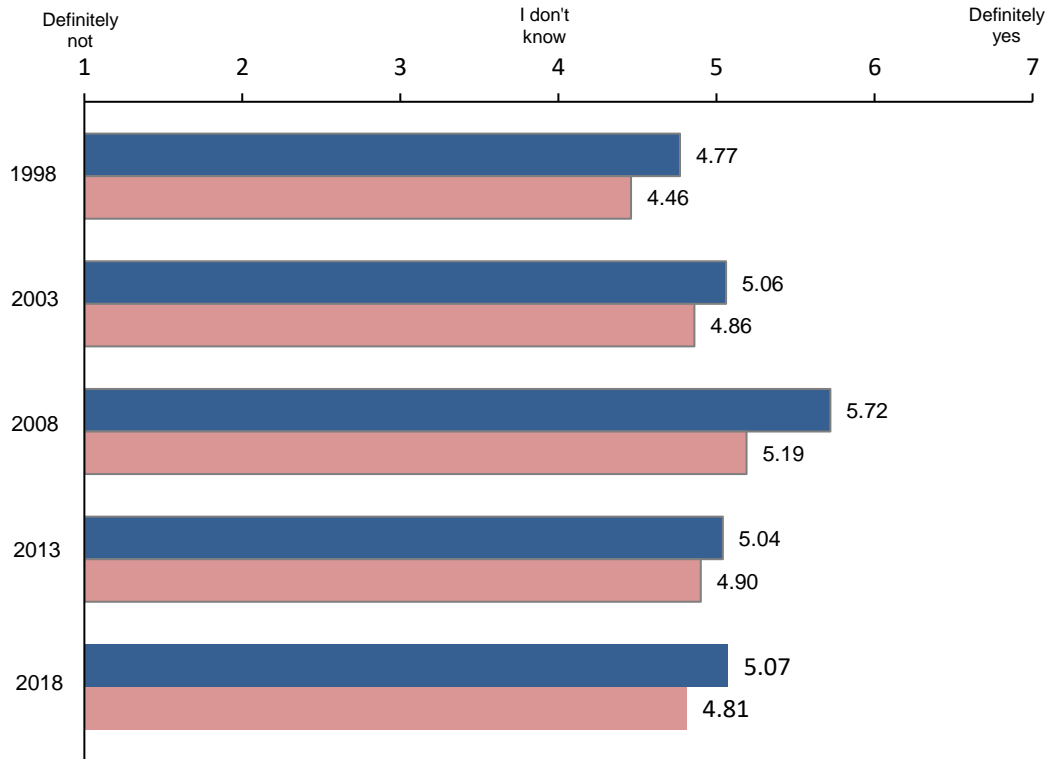
# African-American Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



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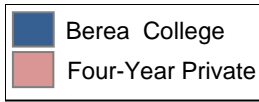


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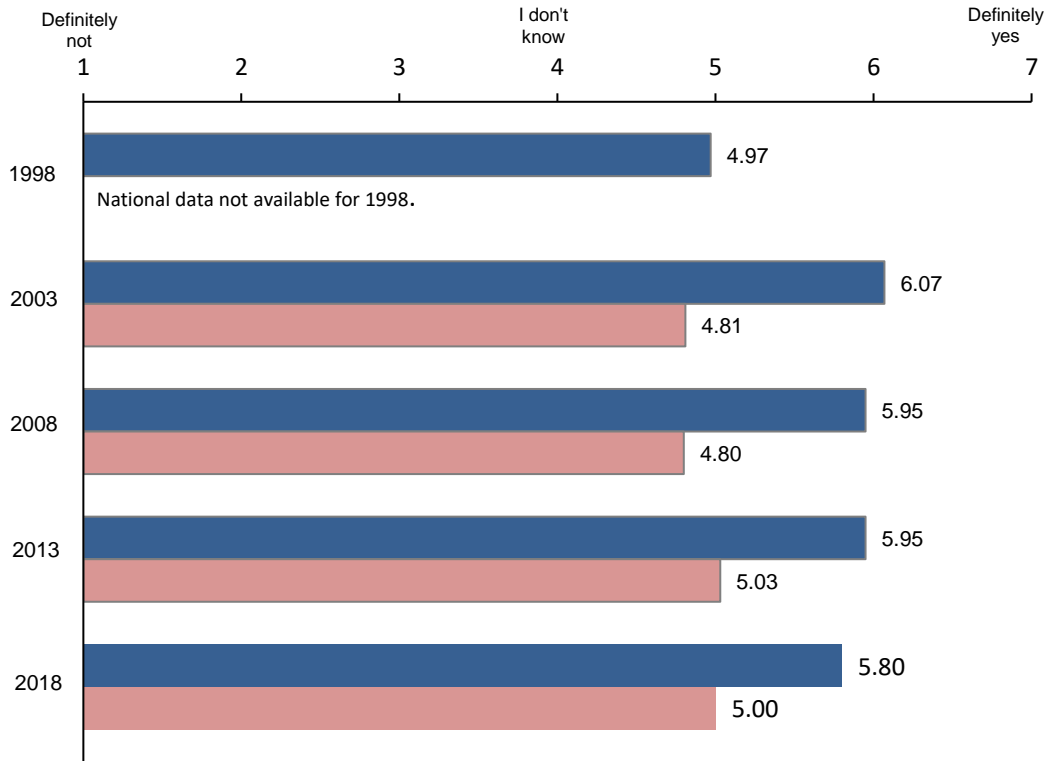
# International Students

## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student  
Satisfaction Inventory



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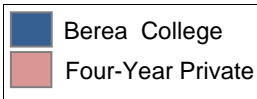


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# Male Students

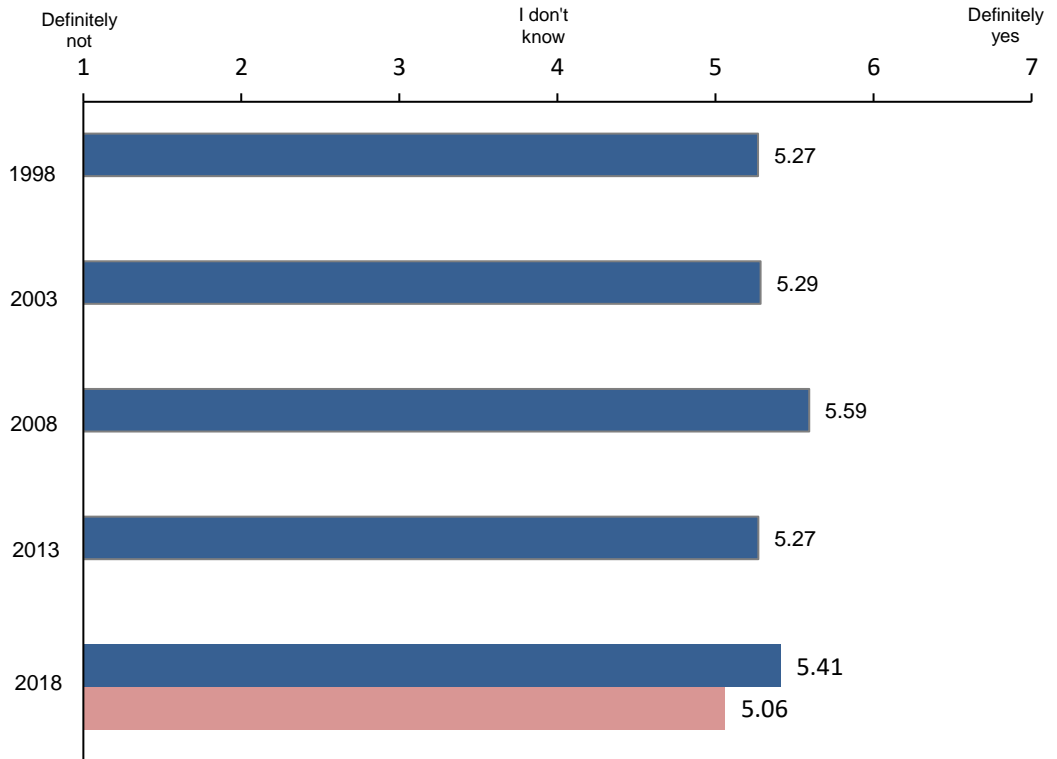
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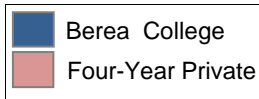


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# Female Students

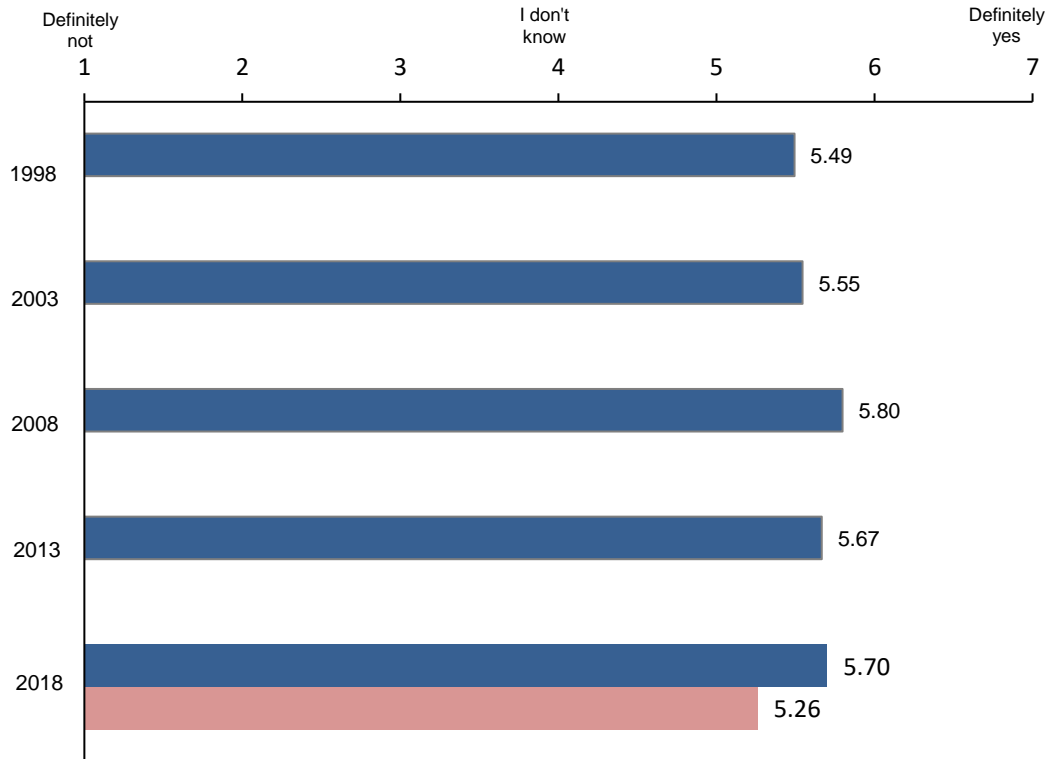
## Berea College vs. Four-Year Private Institutions

Noel-Levitz Student Satisfaction Inventory



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**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 satisfied at all - 1		not very satisfied - 2	somewhat dissatisfied - 3	neutral - 4	somewhat satisfied - 5	satisfied - 6	very satisfied - 7	Missing Info				
<b>6.35</b>	0.5	0.1	0.2	6.0	8.7	25.2	58.2	0.2	0.9	1. The range of major programs available at Berea is adequate.	0.8	0.5	1.4	2.0	7.4	11.2	23.4	33.8	19.6	<b>5.36</b>		
<b>6.43</b>	0.2	0.1	0.2	4.0	7.8	26.6	59.6	0.2	1.4	2. The academic program provides me with adequate opportunities to explore personal interests.	0.9	0.0	1.4	2.0	6.4	11.2	24.3	31.5	22.3	<b>5.41</b>		
<b>6.14</b>	0.4	0.7	1.0	8.7	10.2	19.0	47.4	11.0	1.5	3. My academic advisor has helped me plan for getting into graduate school.	2.0	18.9	4.6	3.8	7.1	20.2	13.6	15.4	14.5	<b>4.75</b>		
<b>6.30</b>	0.2	0.3	0.6	7.1	8.9	22.8	55.5	3.1	1.5	4. My academic advisor has helped me plan for a future career.	1.2	7.4	4.7	4.2	8.3	18.4	16.7	19.1	20.0	<b>4.92</b>		
<b>6.18</b>	0.7	0.4	0.7	8.5	10.4	23.8	52.0	1.6	1.8	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.).	1.3	2.7	4.2	3.1	6.3	15.5	17.1	21.8	28.0	<b>5.25</b>		
<b>5.13</b>	7.1	3.3	4.5	17.5	16.3	20.1	28.8	0.7	1.6	6. Convocations have enriched my education at the College.	1.4	0.3	11.0	6.7	8.6	18.0	22.5	17.5	13.9	<b>4.45</b>		
<b>6.12</b>	0.6	0.5	1.8	8.1	11.2	26.5	49.5	0.3	1.5	7. The Labor Program has been a valuable part of my overall education.	1.4	0.1	1.8	1.4	3.9	12.6	15.8	27.9	35.1	<b>5.67</b>		
<b>5.71</b>	2.2	1.1	2.1	13.4	16.7	22.8	37.7	2.1	1.9	8. Being involved in service is an important part of my Berea College experience.	1.7	4.2	1.6	1.3	3.3	20.4	18.5	25.6	23.3	<b>5.37</b>		
<b>5.81</b>	2.3	1.3	2.4	11.6	10.9	21.1	40.8	7.9	1.6	9. My academic advisor helped me make the transition from high school to college.	2.3	10.0	5.8	3.9	7.6	21.1	15.9	15.0	18.3	<b>4.77</b>		
<b>5.83</b>	3.1	0.9	1.7	12.1	11.7	19.4	43.8	5.7	1.7	10. Having my GSTR 110 instructor as my advisor helped me succeed in my first year.	1.4	6.6	8.8	5.0	7.6	14.6	13.4	16.5	26.0	<b>4.87</b>		
<b>5.86</b>	2.3	0.9	2.0	10.4	14.8	24.2	43.1	0.8	1.6	11. GSTR courses have helped me develop my writing skills.	1.6	0.4	4.5	4.1	5.3	14.0	22.5	26.2	21.5	<b>5.15</b>		
<b>5.88</b>	2.0	0.9	1.6	11.0	14.8	24.0	43.4	0.8	1.6	12. GSTR courses have helped me develop my critical thinking skills.	1.1	0.5	5.0	4.1	5.5	15.9	19.9	24.8	23.1	<b>5.12</b>		
<b>5.62</b>	3.4	1.1	2.7	14.7	15.4	22.2	37.3	1.5	1.7	13. GSTR courses have helped me develop my quantitative reasoning skills.	1.4	1.7	6.7	3.7	7.2	23.1	21.4	18.9	15.8	<b>4.74</b>		
<b>6.23</b>	0.5	0.4	0.8	7.5	10.8	23.5	54.7	0.5	1.3	14. There is sufficient study space on the campus.	1.0	0.8	2.1	2.2	7.0	11.3	20.7	25.4	29.5	<b>5.45</b>		
<b>6.29</b>	0.2	0.5	0.7	6.3	10.4	23.6	56.1	0.9	1.4	15. There are sufficient services on campus to help me prepare for a future career.	1.3	1.9	1.3	1.4	4.8	15.7	19.5	28.7	25.5	<b>5.47</b>		
<b>6.06</b>	0.5	0.3	1.3	10.4	9.9	25.1	44.0	6.6	1.8	16. The services of the Center for Teaching and Learning are adequate to support the needs of students.	2.0	10.0	1.5	1.3	3.5	19.6	17.4	25.5	19.2	<b>5.31</b>		
<b>6.17</b>	1.2	1.0	1.4	8.1	9.4	19.9	56.9	0.7	1.4	17. The student body is racially/ethnically diverse.	1.3	0.5	1.3	1.3	4.1	11.5	18.6	26.6	34.6	<b>5.68</b>		
<b>5.98</b>	2.0	0.9	1.6	11.2	10.3	21.5	49.3	1.6	1.6	18. The racial/ethnic diversity of the student body contributes to my overall education.	1.4	2.2	1.7	1.3	2.4	16.8	17.9	24.8	31.4	<b>5.57</b>		
<b>4.88</b>	6.1	4.2	4.8	24.0	13.6	14.3	22.9	9.0	1.3	19. The Appalachian Center contributes to my overall education.	1.3	15.9	6.5	2.9	4.9	32.4	13.0	11.7	11.2	<b>4.48</b>		
<b>5.55</b>	2.9	2.0	2.7	17.1	11.2	19.2	35.3	8.1	1.6	20. The Center for International Education contributes to my overall education.	1.6	13.2	2.8	2.0	3.4	23.2	14.0	18.1	21.8	<b>5.17</b>		
<b>4.64</b>	10.7	3.8	4.9	21.8	11.9	12.7	20.8	12.0	1.3	21. The Campus Christian Center contributes to my overall education.	1.5	20.3	6.7	3.6	5.6	30.4	12.5	10.2	9.2	<b>4.35</b>		
<b>4.96</b>	6.1	3.3	3.1	23.2	13.1	14.5	23.9	11.9	1.3	22. The Center for Excellence through Service (CELTS) contributes to my overall education.	1.3	19.1	5.3	2.7	5.1	28.4	13.8	11.9	12.6	<b>4.62</b>		
<b>4.99</b>	6.1	3.3	3.1	23.2	13.1	14.5	24.0	11.3	1.4	23. The Carter G. Woodson Center contributes to my overall education	1.1	18.7	4.5	2.4	4.8	28.4	14.1	13.9	12.3	<b>4.69</b>		
<b>5.87</b>	1.7	1.1	1.6	13.0	10.8	20.7	43.1	6.6	1.3	24. The Office of Internships contributes to my overall education.	0.7	12.2	2.9	1.2	3.5	19.6	15.6	19.6	24.9	<b>5.32</b>		

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

Berea-Specific  
Satisfaction Survey

Mean	Importance to me....								...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>5.79</b>	1.6	0.5	0.9	16.1	11.2	20.2	37.7	9.6	2.1	25. The Career Development Office contributes to my overall education	2.4	15.6	2.2	1.6	3.9	24.2	15.5	16.6	18.0	<b>5.08</b>
<b>5.09</b>	5.4	2.0	2.7	22.3	12.6	13.9	24.7	14.3	2.0	26. The Black Cultural Center contributes to my overall education.	2.4	22.8	4.9	2.5	3.6	28.2	13.5	11.6	10.4	<b>4.60</b>
<b>6.34</b>	0.2	0.1	0.5	6.7	9.1	22.5	58.5	0.4	2.0	27. My labor supervisor(s) care about me as an individual.	2.2	0.1	1.4	1.2	2.7	8.0	12.3	22.0	50.1	<b>6.02</b>
<b>6.40</b>	0.6	0.2	1.0	5.3	7.0	20.6	62.9	0.5	2.0	28. I have made friends at Berea College.	1.7	0.4	0.9	1.6	3.3	7.5	13.1	20.8	50.6	<b>6.02</b>
<b>6.21</b>	0.6	0.5	0.9	7.8	10.1	22.5	54.3	1.1	2.1	29. My personal relationships with others at the College contribute to my overall education.	2.0	1.0	1.8	0.6	2.7	11.2	15.2	25.8	39.7	<b>5.82</b>
<b>5.61</b>	3.2	1.5	2.7	12.2	16.0	19.6	35.3	7.2	2.2	30. There is a feeling of community in my residence hall.	2.4	8.6	6.7	4.4	8.1	20.8	16.8	15.9	16.3	<b>4.68</b>
<b>5.37</b>	2.7	0.9	0.9	11.4	6.1	8.6	18.5	47.8	3.0	31. There is a feeling of community in the Ecovillage.	4.0	56.6	2.2	0.9	2.0	15.4	5.7	6.3	6.9	<b>4.73</b>
<b>5.94</b>	1.0	0.7	1.5	11.3	12.6	25.3	41.9	3.5	2.3	32. There is sufficient space on campus for extracurricular activities (for example, sports, clubs, musical ensembles, outdoor activities, etc.).	1.8	4.4	3.0	3.1	6.1	18.3	19.3	24.3	19.6	<b>5.12</b>
<b>6.25</b>	0.4	0.0	0.6	7.3	10.2	25.6	53.1	0.6	2.1	33. I understand the goals and expectations of the Labor Program.	2.0	0.2	0.9	0.5	1.6	10.4	15.8	28.0	40.5	<b>5.92</b>
<b>6.47</b>	0.2	0.2	0.5	5.3	7.0	17.9	66.3	0.4	2.3	34. I feel safe on campus.	2.0	0.3	2.7	3.8	10.1	12.9	21.6	26.2	20.5	<b>5.12</b>
<b>6.38</b>	0.2	0.2	0.2	5.9	7.5	25.0	58.4	0.3	2.4	35. Faculty members provide feedback that helps me know what to do to improve my performance.	2.3	0.2	1.1	1.3	6.1	13.5	23.3	29.8	22.5	<b>5.42</b>
<b>6.01</b>	1.3	0.5	1.6	11.4	11.4	21.8	48.4	1.2	2.4	36. The College has adequate environmental/sustainability practices in place.	2.0	1.3	1.1	1.3	4.5	15.4	18.9	29.5	26.0	<b>5.51</b>
<b>5.79</b>	1.9	1.0	1.6	14.1	12.5	23.5	39.6	3.8	2.0	37. There are adequate volunteer opportunities for me to provide service.	2.4	6.4	1.3	1.1	4.2	20.0	17.8	23.0	23.8	<b>5.37</b>
<b>6.38</b>	0.4	0.2	0.7	6.3	8.0	19.6	62.1	0.5	2.1	38. My use of the Internet and other technology contributes to my overall education.	2.2	0.3	4.5	3.8	7.0	11.5	17.3	22.2	31.3	<b>5.31</b>
<b>6.14</b>	0.4	0.2	0.8	10.2	10.8	23.9	50.2	1.0	2.4	39. My labor supervisor is helping me understand the relationship between work and my overall education.	2.2	0.5	2.3	0.8	2.9	13.8	16.3	23.9	37.3	<b>5.69</b>
<b>6.03</b>	0.9	0.2	0.7	11.9	11.2	25.1	45.3	2.0	2.6	40. I feel comfortable seeking assistance from librarians and student workers at the library.	2.1	2.7	0.8	1.3	2.7	16.8	13.6	26.0	34.1	<b>5.68</b>
<b>6.17</b>	0.4	0.1	0.7	8.2	11.2	27.8	48.5	1.1	2.0	41. I can identify, find, and use relevant and appropriate sources of information at the library.	2.1	1.5	0.9	0.7	2.5	14.4	18.8	28.0	31.1	<b>5.67</b>
<b>6.03</b>	0.8	0.4	0.9	10.4	13.0	25.6	45.2	1.6	2.1	42. I feel comfortable seeking assistance from librarians in the Library	2.0	2.0	1.1	0.5	1.8	15.6	14.6	26.9	35.6	<b>5.76</b>
<b>6.00</b>	0.8	0.4	1.0	11.2	13.7	24.4	44.6	1.6	2.2	43. I feel comfortable seeking assistance from student workers in the Library.	2.0	2.0	1.4	1.0	2.0	15.9	16.6	26.7	32.4	<b>5.65</b>
<b>6.31</b>	0.5	0.1	0.8	6.5	9.4	21.6	57.6	1.1	2.4	44. The library has adequate spaces for quiet individual study.	1.7	1.1	1.3	1.4	2.7	9.8	13.6	26.5	41.9	<b>5.88</b>
<b>6.22</b>	0.6	0.0	0.7	7.9	10.4	24.3	52.2	2.1	1.8	45. Teaching assistants, learning assistants, tutors, and peer leaders I have worked with have helped me learn.	2.0	2.8	1.1	2.0	3.3	13.0	19.7	27.3	28.8	<b>5.58</b>
<b>5.93</b>	1.3	0.5	0.9	12.8	10.1	18.6	40.6	13.3	2.0	46. The services offered by Writing Resources (currently located in the basement of the library) have helped me improve as a writer.	2.4	21.1	2.5	1.6	3.1	21.3	13.7	15.7	18.5	<b>5.14</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>2.70</b>	19.4	24.7	26.0	19.2	7.5	3.2	1. I spend too much time using technology for entertainment (Netflix, social media, gaming, etc.).
<b>1.90</b>	40.1	36.0	13.0	5.4	2.3	3.1	2. Technology activities for entertainment are interfering with my relationships with others.
<b>2.14</b>	35.7	30.8	14.7	11.3	3.8	3.6	3. I have trouble forming relationships with peers.
<b>2.31</b>	23.3	37.9	21.4	9.9	3.9	3.6	4. I have trouble forming relationships with faculty.
<b>3.21</b>	9.3	15.9	29.5	29.1	12.6	3.6	5. I am managing stress well.
<b>3.53</b>	3.9	12.9	26.0	35.3	18.5	3.3	6. My physical health is good.
<b>3.38</b>	7.1	14.9	24.8	34.0	16.1	3.0	7. My mental health is good.
<b>3.61</b>	4.2	8.8	28.4	34.1	21.2	3.2	8. My spiritual health is good.
<b>3.43</b>	6.0	15.1	24.5	33.5	17.7	3.2	9. My emotional health is good.

**Strengths and Challenges by Selected Student Groups  
Spring 2018 Administration**

Berea-Specific  
Satisfaction Survey

	All Males (N = 518)	All Females (N = 745)	African-American Males (N = 60)	African-American Females (N = 189)	All Other Domestic Males (N = 409)	All Other Domestic Females (N = 498)	International Males (N = 49)	International Females (N = 58)	Hispanic Males (N = 64)	Hispanic Females (N = 88)	White Males from Appalachian At Risk and Distressed Counties (N = 116)	Freshmen (N = 295)	Sophomores (N = 285)	Juniors (N = 326)	Seniors (N = 355)
<b>HIGH PRIORITY STRENGTH</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. Being involved in service is an important part of my Berea College experience.															
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.															
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 services of the Center for Teaching and Learning 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 Carter G. 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.															
<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														
<b>LOW PRIORITY CHALLENGE:</b>	Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the														

**Strengths and Challenges by Selected Student Groups  
Spring 2018 Administration**

Berea-Specific  
Satisfaction Survey

	All Males (N = 518)	All Females (N = 745)	African-American Males (N = 60)	African-American Females (N = 189)	All Other Domestic Males (N = 409)	All Other Domestic Females (N = 498)	International Males (N = 49)	International Females (N = 58)	Hispanic Males (N = 64)	Hispanic Females (N = 88)	White Males from Appalachian At Risk and Distressed Counties (N = 116)	Freshmen (N = 295)	Sophomores (N = 285)	Juniors (N = 326)	Seniors (N = 355)
<b>HIGH PRIORITY STRENGTH</b>															
<b>LOW PRIORITY STRENGTH</b>															
<b>HIGH PRIORITY CHALLENGE</b>															
<b>LOW PRIORITY CHALLENGE</b>															
27. My labor supervisor(s) care about me as an individual.															
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. The College has adequate environmental/sustainability practices in place.															
37. There are adequate volunteer opportunities for me to provide service.															
38. My use of the Internet and other technology contributes to my overall education.															
39. My labor supervisor is helping me understand the relationship between work and my overall education.															
41. I can identify, find, and use relevant and appropriate sources of information at the library.															
42. I feel comfortable seeking assistance from librarians in the library.															
43. I feel comfortable seeking assistance from student workers in the library.															
44. The library has adequate spaces for quiet individual study.															
45. Teaching assistants, learning assistants, tutors, and peer leaders I have worked with have helped me learn.															
46. The services offered by Writing Resources (currently located in the basement of the library) have helped me improve as a writer.															
<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														
<b>LOW PRIORITY CHALLENGE:</b>	Below the median in importance and at or below the bottom quartile of satisfaction OR at or above the														

**Spring 2018 Administration: Items in Survey Order**  
**All Students and by Cohort Type by Sex**

Berea-Specific  
Satisfaction Survey

Item	All Students			African-American Females			African-American Males			Other Domestic Females			Other Domestic Males			International Females			International Males		
	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.	6.35	5.36	0.99	6.58	5.32	1.26	6.32	5.55	0.76	6.40	5.44	0.96	6.10	5.32	0.78	6.66	5.03	1.62	6.67	5.12	1.54
2. The academic program provides me with adequate opportunities to explore personal interests.	6.43	5.41	1.02	6.54	5.34	1.21	6.42	5.51	0.91	6.51	5.53	0.97	6.23	5.26	0.97	6.62	5.62	1.00	6.67	5.20	1.46
3. My academic advisor has helped me plan for getting into graduate school.	6.14	4.75	1.38	6.33	4.63	1.71	6.08	5.02	1.06	6.19	4.78	1.41	5.89	4.74	1.16	6.39	4.63	1.76	6.60	4.97	1.62
4. My academic advisor has helped me plan for a future career.	6.30	4.92	1.38	6.41	4.82	1.59	6.43	4.87	1.55	6.36	5.00	1.36	6.10	4.86	1.24	6.47	4.89	1.58	6.62	5.13	1.49
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.).	6.18	5.25	0.93	6.38	5.21	1.17	6.18	5.40	0.78	6.28	5.37	0.91	5.89	5.16	0.73	6.49	4.91	1.58	6.36	5.19	1.17
6. Convocations have enriched my education at the College.	5.13	4.45	0.68	5.24	4.65	0.59	4.95	4.50	0.45	5.16	4.54	0.62	4.93	4.04	0.89	5.78	5.26	0.52	5.56	5.08	0.47
7. The Labor Program has been a valuable part of my overall education.	6.12	5.67	0.45	6.02	5.48	0.54	5.66	5.34	0.32	6.27	5.92	0.35	5.96	5.41	0.55	6.49	6.12	0.37	6.48	6.15	0.33
8. Being involved in service is an important part of my Berea College experience.	5.71	5.37	0.34	5.90	5.54	0.36	5.54	5.09	0.44	5.77	5.43	0.34	5.46	5.17	0.29	6.18	5.63	0.54	6.13	5.79	0.34
9. My academic advisor helped me make the transition from high school to college.	5.81	4.77	1.04	6.12	4.69	1.43	6.00	5.10	0.90	5.87	4.79	1.07	5.51	4.71	0.80	6.08	4.90	1.18	6.10	4.98	1.12
10. Having my GSTR 110 instructor as my advisor helped me succeed in my first year.	5.83	4.87	0.95	6.00	4.74	1.26	5.98	5.23	0.76	5.77	4.82	0.95	5.73	4.99	0.74	6.11	4.59	1.52	5.93	4.84	1.09
11. GSTR courses have helped me develop my writing skills.	5.86	5.15	0.71	6.09	5.26	0.83	5.93	5.23	0.70	5.88	5.13	0.74	5.66	5.02	0.64	6.25	5.38	0.86	6.09	5.53	0.55
12. GSTR courses have helped me develop my critical thinking skills.	5.88	5.12	0.76	6.15	5.30	0.85	5.86	5.16	0.70	5.91	5.09	0.83	5.64	5.02	0.63	6.19	5.40	0.79	6.00	5.20	0.80
13. GSTR courses have helped me develop my quantitative reasoning skills.	5.62	4.74	0.88	5.89	4.96	0.93	5.62	4.86	0.76	5.61	4.61	1.00	5.43	4.74	0.68	5.88	4.80	1.08	5.98	5.00	0.98
14. There is sufficient study space on the campus.	6.23	5.45	0.78	6.31	5.32	0.99	6.24	5.52	0.72	6.29	5.47	0.82	6.07	5.46	0.60	6.56	5.57	0.99	6.26	5.39	0.87
15. There are sufficient services on campus to help me prepare for a future career.	6.29	5.47	0.83	6.50	5.47	1.03	6.21	5.48	0.72	6.36	5.54	0.81	6.09	5.34	0.75	6.48	5.51	0.97	6.38	5.58	0.79
<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 2018: 89%

**Spring 2018 Administration: Items in Survey Order**  
**All Students and by Cohort Type by Sex**

Berea-Specific  
Satisfaction Survey

Item	All Students			African-American Females			African-American Males			Other Domestic Females			Other Domestic Males			International Females			International Males		
	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap	Imp	Sat	Gap
16.The services of the Center for Teaching and Learning are adequate to support the needs of students.	6.06	5.31	0.75	6.27	5.50	0.77	6.05	5.30	0.76	6.19	5.35	0.84	5.74	5.16	0.59	6.38	5.36	1.02	6.18	5.32	0.86
17. The student body is racially/ethnically diverse.	6.17	5.68	0.49	6.42	5.18	1.24	6.21	5.33	0.88	6.35	5.88	0.47	5.78	5.74	0.04	6.45	5.66	0.79	6.28	5.57	0.72
18. The racial/ethnic diversity of the student body contributes to my overall education.	5.98	5.57	0.41	6.21	5.41	0.80	5.76	5.28	0.48	6.19	5.80	0.39	5.59	5.40	0.20	6.25	5.77	0.47	5.98	5.40	0.58
19. The Appalachian Center contributes to my overall education.	4.88	4.48	0.40	4.79	4.07	0.72	4.60	4.04	0.56	5.13	4.72	0.41	4.68	4.42	0.26	4.62	4.57	0.05	5.02	4.51	0.51
20. The Center for International Education contributes to my overall education.	5.55	5.17	0.38	5.56	4.94	0.63	5.41	4.83	0.58	5.68	5.32	0.36	5.18	4.88	0.30	6.36	6.07	0.29	6.11	5.96	0.15
21. The Campus Christian Center contributes to my overall education.	4.64	4.35	0.28	5.09	4.64	0.45	4.89	4.23	0.67	4.54	4.32	0.22	4.36	4.13	0.22	5.31	5.02	0.29	5.02	4.67	0.35
22. The Center for Excellence through Service (CELTS) contributes to my overall education.	4.96	4.62	0.34	5.21	4.72	0.50	5.08	4.49	0.59	5.11	4.73	0.38	4.51	4.36	0.16	5.72	5.09	0.63	4.86	4.51	0.35
23. The Carter G. Woodson Center contributes to my overall education.	4.99	4.69	0.29	5.80	5.34	0.46	5.45	5.08	0.37	4.91	4.56	0.35	4.56	4.38	0.17	5.27	5.00	0.27	4.93	4.81	0.12
24. The Office of Internships contributes to my overall education.	5.87	5.32	0.56	6.10	5.52	0.58	5.67	4.96	0.71	5.92	5.37	0.55	5.59	5.05	0.54	6.51	5.93	0.58	6.30	5.85	0.45
25. The Career Development Office contributes to my overall education.	5.79	5.08	0.70	6.08	5.31	0.76	5.73	4.98	0.75	5.82	5.05	0.77	5.43	4.80	0.63	6.39	5.76	0.62	6.42	5.91	0.51
26. The Black Cultural Center contributes to my overall education.	5.09	4.60	0.50	6.01	5.12	0.89	5.31	4.90	0.41	5.00	4.50	0.50	4.67	4.32	0.34	5.09	4.83	0.26	5.19	4.59	0.59
27. My labor supervisor(s) care about me as an individual.	6.34	6.02	0.32	6.52	5.90	0.62	6.11	5.91	0.20	6.44	6.15	0.29	6.13	5.90	0.23	6.57	6.33	0.24	6.40	6.08	0.32
28. I have made friends at Berea College.	6.40	6.02	0.38	6.49	5.81	0.68	6.21	5.84	0.37	6.52	6.11	0.42	6.19	6.01	0.18	6.55	6.31	0.24	6.57	5.90	0.68
29. My personal relationships with others at the College contribute to my overall education.	6.21	5.82	0.39	6.29	5.65	0.64	6.07	5.66	0.41	6.32	6.01	0.31	6.05	5.72	0.33	6.29	5.93	0.36	6.35	5.67	0.67
30. There is a feeling of community in my residence hall.	5.61	4.68	0.93	5.92	4.63	1.29	5.77	5.30	0.46	5.60	4.55	1.05	5.41	4.70	0.71	5.67	4.88	0.80	5.79	4.83	0.96
31. There is a feeling of community in the Ecovillage.	5.37	4.73	0.64	5.69	4.71	0.98	5.27	5.10	0.17	5.51	4.78	0.73	5.08	4.68	0.41	5.48	4.58	0.90	5.50	4.43	1.07
<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 2018: 89%

**Spring 2018 Administration: Items in Survey Order**  
**All Students and by Cohort Type by Sex**

Berea-Specific  
Satisfaction Survey

Item	All Students			African-American Females			African-American Males			Other Domestic Females			Other Domestic Males			International Females			International Males		
	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.).	5.94	5.12	0.82	6.18	5.23	0.96	5.98	5.02	0.96	5.96	5.14	0.82	5.78	5.03	0.76	6.02	5.61	0.40	6.00	4.92	1.08
33. I understand the goals and expectations of the Labor Program.	6.25	5.92	0.33	6.29	5.69	0.60	6.16	5.74	0.42	6.36	6.10	0.26	6.05	5.81	0.24	6.55	6.16	0.39	6.46	5.92	0.54
34. I feel safe on campus.	6.47	5.12	1.35	6.65	4.76	1.89	6.32	5.47	0.84	6.62	4.90	1.72	6.21	5.43	0.78	6.57	5.40	1.17	6.53	5.43	1.10
35. Faculty members provide feedback that helps me know what to do to improve my performance.	6.38	5.42	0.96	6.53	5.28	1.26	6.28	5.56	0.72	6.46	5.48	0.98	6.18	5.35	0.83	6.54	5.67	0.87	6.62	5.53	1.09
The College has adequate environmental/sustainability practices in place.	6.01	5.51	0.50	6.17	5.38	0.79	5.91	5.58	0.33	6.15	5.58	0.57	5.69	5.41	0.28	6.42	5.95	0.47	6.30	5.51	0.79
37. There are adequate volunteer opportunities for me to provide service.	5.79	5.37	0.42	6.15	5.41	0.74	5.59	5.30	0.29	5.87	5.42	0.45	5.50	5.24	0.26	6.14	5.87	0.27	5.93	5.36	0.57
38. My use of the Internet and other technology contributes to my overall education.	6.38	5.31	1.07	6.44	5.32	1.12	6.47	5.00	1.47	6.42	5.31	1.11	6.25	5.30	0.95	6.47	5.52	0.95	6.49	5.55	0.94
39. My labor supervisor is helping me understand the relationship between work and my overall education.	6.14	5.69	0.45	6.29	5.46	0.83	5.84	5.46	0.37	6.24	5.89	0.35	5.93	5.53	0.40	6.47	6.02	0.45	6.41	5.90	0.52
41. I can identify, find, and use relevant and appropriate sources of information at the library.	6.17	5.67	0.50	6.35	5.60	0.75	6.21	5.67	0.54	6.24	5.76	0.47	5.96	5.55	0.40	6.48	5.95	0.54	6.15	5.65	0.51
42. I feel comfortable seeking assistance from the librarians in the library.	6.03	5.76	0.27	6.32	5.77	0.55	6.14	5.81	0.34	6.09	5.77	0.32	5.75	5.67	0.08	6.38	6.23	0.14	6.11	5.75	0.36
43. I feel comfortable seeking assistance from the student workers in the library.	6.00	5.65	0.34	6.28	5.61	0.66	6.12	5.74	0.39	6.03	5.63	0.41	5.73	5.62	0.11	6.34	6.09	0.25	6.15	5.69	0.46
44. The library has adequate spaces for quiet individual study.	6.31	5.88	0.43	6.49	5.95	0.54	6.33	5.93	0.40	6.38	5.88	0.50	6.11	5.87	0.24	6.58	6.12	0.46	6.22	5.44	0.78
45. Teaching assistants, learning assistants, tutors, and peer leaders I have worked with have helped me learn.	6.22	5.58	0.64	6.41	5.51	0.90	6.16	5.55	0.61	6.32	5.62	0.70	5.97	5.55	0.43	6.39	5.79	0.60	6.28	5.47	0.81
46. The services offered by Writing Resources (currently located in the basement of the library) have helped me improve as a writer.	5.93	5.14	0.79	6.15	5.03	1.11	6.13	5.24	0.89	6.03	5.20	0.83	5.60	5.08	0.52	6.22	5.08	1.14	6.09	5.24	0.85
<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 2018: 89%

# Strengths and Challenges

2018 Berea-Specific  
Satisfaction Survey

**All Students (N = 1,273)**

Very Important

HIGHER PRIORITY

## CHALLENGES

## STRENGTHS

- I feel safe on campus.
- 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.
- My use of the Internet and other technology contributes to my overall education.
- 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 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.
- My labor supervisor(s) care about me as an individual.
- The library has adequate spaces for quiet and individual study.
- I understand the goals and expectations of the Labor Program.
- My personal relationships with others at the College contribute to my overall education.
- The student body is racially/ethnically diverse.
- I can identify, find, and use relevant and appropriate sources of information 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.
- I feel comfortable seeking assistance from librarians in the library.

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

- 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.
- There is a feeling of community in my residence hall.
- There is a feeling of community in the Ecovillage.
- Convocations have enriched my education at the College.
- The Black Cultural Center contributes to my overall education.
- The Carter G. Woodson 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.
- The Campus Christian Center contributes to my overall education.

- I feel comfortable seeking assistance from student workers in the library.

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

## All Students by Sex

### CHALLENGES

Very Important  
 HIGHER PRIORITY

### STRENGTHS

- I feel safe on campus.
- 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.
- My use of the Internet and other technology contributes to my overall education.
- 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 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 space on campus for extracurricular activities (for example, sports, clubs, musical ensembles, outdoor activities, etc.)

- I have made friends at Berea College.
- My labor supervisor(s) care about me as an individual.
- The library has adequate spaces for quiet and individual study.
- I understand the goals and expectations of the Labor Program.
- My personal relationships with others at the College contribute to my overall education.
- The student body is racially/ethnically diverse.
- I can identify, find, and use relevant and appropriate sources of information 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 racial/ethnic diversity of the student body contributes to my overall education.*
- *I feel comfortable seeking assistance from librarians in the library. (Lower priority for females)*
- Teaching assistants, learning assistants, tutors, and peer leaders I have worked with have helped me learn.

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

- 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.
- There is a feeling of community in my residence hall.
- There is a feeling of community in the Ecovillage.
- Convocations have enriched my education at the College.
- The Black Cultural Center contributes to my overall education.
- The Carter G. Woodson 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.
- The Campus Christian Center contributes to my overall education.

- *I feel comfortable seeking assistance from student workers in the library.*

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 = 249)**

2018 Berea-Specific  
Satisfaction Survey

## CHALLENGES

Very Important  
**HIGHER PRIORITY**

## STRENGTHS

- I feel safe on campus.
- The range of major programs available at Berea is adequate.
- 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.
- My use of the Internet and other technology contributes to my overall education.
- My academic advisor has helped me plan for a future career.
- The student body is racially/ethnically diverse.
- 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 library has adequate spaces for quiet individual study.
- There are sufficient services on campus to help me prepare for a future career.
- I have made friends at Berea College.
- My labor supervisor(s) care about me as an individual.
- Teaching assistants, learning assistants, tutors, and peer leaders I have worked with have helped me learn.
- I can identify, find, and use relevant and appropriate sources of information at the library.
- I feel comfortable seeking assistance from librarians in 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.
- I feel comfortable seeking assistance from student workers in 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

- 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.
- There is a feeling of community in my residence hall.
- There is a feeling of community in the Ecovillage.
- The Center for International Education contributes to my overall education.
- The Center for Excellence through Service (CELTS) 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.

- *None.*

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 by Sex

#### CHALLENGES

Very Important  
 HIGHER PRIORITY

#### STRENGTHS

- I feel safe on campus.
- The range of major programs available at Berea is adequate.
- The academic program provides me with adequate opportunities to explore personal interests.
- My use of the Internet and other technology contributes to my overall education.
- My academic advisor has helped me plan for a future career.
- The student body is racially/ethnically diverse.
- My academic advisor has helped me plan for getting into graduate school.
- *The services offered by Writing Resources (currently located in the basement of the library) have helped me improve as a writer.*
- *Faculty members provide feedback that helps me know what to do to improve my performance. (High priority STRENGTH for males)*
- *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.).*

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.

- The library has adequate spaces for quiet individual study.
- I have made friends at Berea College.
- My labor supervisor(s) care about me as an individual.
- Teaching assistants, learning assistants, tutors, and peer leaders I have worked with have helped me learn.
- I can identify, find, and use relevant and appropriate sources of information at the library.
- I feel comfortable seeking assistance from librarians in 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.
- I feel comfortable seeking assistance from student workers in the library.

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.
- The Center for International Education contributes to my overall education.
- The Center for Excellence through Service (CELTS) 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.
- *There is sufficient space on campus for extracurricular activities (for example, sports, clubs, musical ensembles, outdoor activities, etc.).*
- *The Career Development Office contributes to my overall education.*
- *The Office of Internships contributes to my overall education. (High priority STRENGTH for females)*
- *GSTR courses have helped me develop my quantitative reasoning skills.*
- *The Black Cultural Center contributes to my overall education.*
- *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.*
- *There is a feeling of community in the Ecovillage.*

- *The College has adequate environmental/sustainability practices in place.*
- *Being involved in service is an important part of my Berea College experience.*

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

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

Very Unimportant

# Strengths and Challenges

All Other Domestic Students (N = 907)

2018 Berea-Specific  
Satisfaction Survey

## CHALLENGES

Very Important  
HIGHER PRIORITY

## STRENGTHS

- I feel safe on campus.
- The academic program provides me with adequate opportunities to explore personal interests.
- 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.
- 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 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.
- My labor supervisor(s) care about me as an individual.
- The library has adequate spaces for quiet individual study.
- I understand the goals and expectations of the Labor Program.
- 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.
- My labor supervisor is helping me understand the relationship between work and my overall education.
- The student body is racially/ethnically diverse.
- I feel comfortable seeking assistance from librarians in the library.

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

- 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.
- There is a feeling of community in the residence hall.
- There is a feeling of community in the Ecovillage.
- Convocations have enriched my education at the College.
- The Appalachian Center 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.
- The Carter G. Woodson Center contributes to my overall education.
- The Campus Christian Center contributes to my overall education.

- I feel comfortable seeking assistance from student workers in the library.

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 by Sex

Very Important  
**HIGHER PRIORITY**

**CHALLENGES** **STRENGTHS**

- I feel safe on campus.
- The academic program provides me with adequate opportunities to explore personal interests.
- 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.
- 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 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 are sufficient services on campus to help me prepare for a future career.
- There is sufficient space on campus for extracurricular activities on campus (for example, sports, clubs, musical ensembles, outdoor activities, etc.).

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.

- I have made friends at Berea College.
- My labor supervisor(s) care about me as an individual.
- The library has adequate spaces for quiet individual study.
- I understand the goals and expectations of the Labor Program.
- 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.
- My labor supervisor is helping me understand the relationship between work and my overall education.
- The student body is racially/ethnically diverse.
  
- *I feel comfortable seeking assistance from librarians in the library.* (Lower priority for females)
- Teaching assistants, learning assistants, tutors, and peer leaders I have worked with have helped me learn.
  
- *The Labor Program has been a valuable part of my overall education.*
- *The racial/ethnic diversity of the student body contributes to my overall education.*

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.
- GSTR courses have helped me develop my quantitative reasoning skills.
- There is a feeling of community in the residence hall.
- There is a feeling of community in the Ecovillage.
- Convocations have enriched my education at the College.
- The Appalachian Center 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.
- The Carter G. Woodson Center contributes to my overall education.
- The Campus Christian Center contributes to my overall education.
  
- The Career Development Office contributes to my overall education.
  
- *Having my GSTR 110 instructor as my advisor helped me succeed in my first year.*

- *I feel comfortable seeking assistance from student workers in the library.*

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 International Students (N = 107)

2018 Berea-Specific  
Satisfaction Survey

## CHALLENGES

Very Important  
HIGHER PRIORITY

## STRENGTHS

- The range of major programs available at Berea is adequate.
- 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.
- I feel safe on campus.
- My academic advisor has helped me plan for a future career.
- My academic advisor has helped me plan for getting into graduate school.
- My use of the Internet and other technology contributes to my overall education.
- 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.).

- I have made friends at Berea College.
- I understand the goals and expectations of the Labor Program.
- My labor supervisor(s) care about me as an individual.
- 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.
- The Office of Internships contributes to my overall education.
- The Career Development Office contributes 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

Very Satisfied

LOWER PRIORITY

- The services offered by Writing Resources (currently located in the basement of the library) have helped me improve as a writer.
- 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.
- GSTR courses have helped me develop my quantitative reasoning skills.
- There is a feeling of community in my residence hall.
- There is a feeling of community in the Ecovillage.
- The Center for Excellence through Service (CELTs) contributes to my overall education.
- The Campus Christian Center contributes to my overall education.
- The Black Cultural Center contributes to my overall education.
- The Carter G. Woodson Center contributes to my overall education.
- The Appalachian Center contributes to my overall education.

- My personal relationships with others at the College contribute to my overall education.
- I feel comfortable seeking assistance from librarians in the library.
- I feel comfortable seeking assistance from student workers in the library.
- The Center for International Education 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.

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

Very Unimportant

## Strengths and Challenges

### All International Students by Sex

#### CHALLENGES

Very Important  
 HIGHER PRIORITY

#### STRENGTHS

- The range of major programs available at Berea is adequate.
- The academic program provides me with adequate opportunities to explore personal interests
- I feel safe on campus.
- 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.).
- *Faculty members provide feedback that helps me know what to do to improve my performance.*
- There is sufficient study space on the 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.

- I have made friends at Berea College.
- I understand the goals and expectations of the Labor Program.
- My labor supervisor(s) care about me as an individual.
- 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.
- *The Office of Internships contributes to my overall education.*
- *The Career Development Office 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.
- The College has adequate environmental/sustainability practices in place.

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.
- 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.
- There is a feeling of community in my residence hall.
- There is a feeling of community in the Ecovillage.
- The Campus Christian Center contributes to my overall education.
- The Black Cultural Center contributes to my overall education.
- The Carter G. Woodson Center contributes to my overall education.
- The Appalachian Center contributes to my overall education.
- *The Center for Excellence through Service (CELTs) contributes to my overall education.*
- There is sufficient space on campus for extracurricular activities (for example, sports, clubs, musical ensembles, outdoor activities, etc.).
- *The services offered by Writing Resources (currently located in the basement of the library) have helped me improve as a writer.*
- *The services of the Center for Teaching and Learning are adequate to support the needs of 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.

- I feel comfortable seeking assistance from librarians in the library.
- I feel comfortable seeking assistance from student workers in the library.
- The Center for International Education contributes to my overall education.
- *Being involved in service is an important part of my Berea College experience.*

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

Very Unimportant

# Strengths and Challenges

All Hispanic Students (N = 152)

2018 Berea-Specific  
Satisfaction Survey

## CHALLENGES

Very Important  
HIGHER PRIORITY

## STRENGTHS

- My use of the Internet and other technology contributes to my overall education.
- I feel safe on campus.
- 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.
- 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.).
- The services of the Center for Teaching and Learning are adequate to support the needs of students.
- My academic advisor has helped me plan for getting into graduate school.

- I have made friends at Berea College.
- The library has adequate spaces for quiet and individual study.
- The student body is racially/ethnically diverse.
- My labor supervisor(s) care about me as an individual.
- I understand the goals and expectations of the Labor Program.
- My personal relationships with others at the College contribute to my overall education.
- My labor supervisor is helping me understand the relationship between work and my overall education.
- I can identify, find, and use relevant and appropriate sources of information at the library.
- The College has adequate environmental/sustainability practices in place.

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

- There is sufficient space on campus for extracurricular activities (for example, sports, clubs, musical ensembles, outdoor activities, etc.).
- There is a feeling of community in my residence hall.
- GSTR courses have helped me develop my quantitative reasoning skills.
- My academic advisor helped me make the transition from high school to college.
- The Center for International Education contributes to my overall education.
- The Black Cultural Center contributes to my overall education.
- The Carter G. Woodson Center contributes to my overall education.
- The Center for Excellence through Service (CELTS) contributes to my overall education.
- Convocations have enriched my education at the College.
- The Appalachian Center contributes to my overall education.
- The Campus Christian Center contributes to my overall education.

- I feel comfortable seeking assistance from librarians in the library.
- I feel comfortable seeking assistance from student workers in the library.

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.

Males (N = 64)  
Females (N = 88)

## Strengths and Challenges

### All Hispanic Students by Sex

2018 Berea-Specific  
Satisfaction Survey

#### CHALLENGES

Very Important  
HIGHER PRIORITY

#### STRENGTHS

- My use of the Internet and other technology contributes to my overall education.
- I feel safe on campus.
- The academic program provides me with adequate opportunities to explore personal interests.
- My academic advisor has helped me plan for a future career.
- *The services of the Center for Teaching and Learning are adequate to support the needs of students. (Lower priority for females)*
- 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 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. (Lower priority for males)*

- I have made friends at Berea College.
- The library has adequate spaces for quiet and individual study.
- My labor supervisor(s) care about me as an individual.
- I understand the goals and expectations of the Labor Program.
- 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.
- The College has adequate environmental/sustainability practices in place.
- *The student body is racially/ethnically diverse.*
- Teaching assistants, learning assistants, tutors, and peer leaders I have worked with have helped me learn.
- I feel comfortable seeking assistance from student workers in the library. (Lower priority for all students)
- I feel comfortable seeking assistance from librarians in the library. (Lower priority for females and all)
- *My labor supervisor is helping me understand the relationship between work and my overall education.*
- *The racial/ethnic diversity of the student body contributes 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

Very Satisfied

LOWER PRIORITY

- There is a feeling of community in my residence hall.
- The Carter G. Woodson Center contributes to my overall education.
- The Appalachian Center contributes to my overall education.
- *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 quantitative reasoning skills.*
- *My academic advisor helped me make the transition from high school to college.*
- *The Center for International Education 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.*
- *Convocations have enriched my education at the College.*
- *The Campus Christian Center contributes to my overall education.*
- Having my GSTR 110 instructor as my advisor helped me succeed in my first year.
- The Career Development Office contributes to my overall education.
- *The services offered by Writing Resources (currently located in the basement of the library) have helped me improve as a writer.*

- *The Labor Program has been a valuable part of 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

NOTES: Seven-point scales were used. Items in blue are only for males while items in dark pink are only for females. 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, Males, and Females.



# Strengths and Challenges

2018 Berea-Specific  
Satisfaction Survey

## Students from At-Risk or Distressed Appalachian Counties (N = 296)

Very Important

HIGHER PRIORITY

### CHALLENGES

- I feel safe on campus.
- The academic program provides me with adequate opportunities to explore personal interests.
- The range of major programs available at Berea is adequate.
- 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.
- My academic advisor has helped me plan for a future career.
- My academic advisor has helped me understand the importance of enriching activities.
- 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 have made friends at Berea College.
- My labor supervisor(s) care about me as an individual.
- The library has adequate spaces for individual study.
- 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.
- The Labor Program has been a valuable part of my overall education.
- 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.
- The student body is racially/ethnically diverse.
- I feel comfortable seeking assistance from librarians in the library.
- I feel comfortable seeking assistance from student workers in the library.

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 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.
- There is a feeling of community in the Ecovillage.
- The Appalachian Center contributes to my overall education.
- Convocations have enriched my education at the College.
- The Black Cultural Center contributes to my overall education.
- The Center for Excellence through Service (CELTS) contributes to my overall education.
- The Carter G. Woodson Center contributes to my overall education.
- The Campus Christian Center contributes to my overall education.

- The racial/ethnic diversity of the student body 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.

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

Very Unimportant

## Strengths and Challenges

### Students from At-Risk or Distressed Appalachian Counties by Sex

#### 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.
- 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.
- My academic advisor has helped me plan for getting into graduate school.
- *My academic advisor has helped me plan for a future career.*
- *Having my GSTR 110 instructor as my advisor helped me succeed in my first year. (Lower priority for Females and All)*
- *I feel safe on campus. (High Priority STRENGTH for Males)*
- *My academic advisor has helped me understand the importance of enriching activities.*

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.

- I have made friends at Berea College.
- My labor supervisor(s) care about me as an individual.
- The library has adequate spaces for individual study.
- 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.
- The Labor Program has been a valuable part of my overall education.
- 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 feel comfortable seeking assistance from librarians in the library.
- *I feel comfortable seeking assistance from student workers in the library. (Lower priority for Females)*
- *The student body is racially/ethnically diverse. (Lower priority for Males)*
- *The racial/ethnic diversity of the student body contributes to my overall education. (Lower priority for All)*

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.
- GSTR courses have helped me develop my quantitative reasoning skills.
- There is a feeling of community in the Ecovillage.
- The Appalachian Center contributes to my overall education.
- Convocations have enriched my education at the College.
- The Black Cultural Center contributes to my overall education.
- The Center for Excellence through Service (CELTS) contributes to my overall education.
- The Carter G. Woodson Center contributes to my overall education.
- The Campus Christian Center contributes to my overall education.
- *GSTR courses have helped me develop my writing skills.*
- *GSTR courses have helped me develop my critical thinking skills.*
- *The Office of Internships contributes to my overall education.*
- *The Career Development Office contributes to my overall education.*
- *There is a feeling of community in my residence hall.*

See above for lower priority.

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

2018 Berea-Specific  
Satisfaction Survey

## All White Male Students from At-Risk or Distressed Appalachian Counties (N = 116)

### 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.
- 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.
- My academic advisor has helped me plan for getting into graduate school.
- Having my GSTR 110 instructor as my advisor helped me succeed in my first year.

- I have made friends at Berea College.
- My labor supervisor(s) care about me as an individual.
- I feel safe on campus.
- 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.
- The library has adequate spaces for individual study.
- 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.
- My personal relationships with others at the College contribute to my overall education.
- I feel comfortable seeking assistance from student workers in the library.
- I feel comfortable seeking assistance from librarians in the library.

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 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.
- The Office of Internships contributes to my overall education.
- The Career Development Office contributes to my overall education.
- GSTR courses have helped me develop my quantitative reasoning skills.
- There is a feeling of community in my residence hall.
- Convocations have enriched my education at the College.
- The Black Cultural Center contributes to my overall education.
- There is a feeling of community in the Ecovillage.
- The Center for Excellence through Service (CELTS) contributes to my overall education.
- The Carter G. Woodson Center contributes to my overall education.
- The Campus Christian 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

# Strengths and Challenges

Freshmen (N = 295)

2018 Berea-Specific  
Satisfaction Survey

## CHALLENGES

Very Important  
HIGHER PRIORITY

## STRENGTHS

- The academic program provides me with adequate opportunities to explore personal interests.
- I feel safe on campus.
- The range of major programs is available at Berea is adequate.
- 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.
- 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.).
- The services offered by Writing Resources (currently located in the basement of the library) have helped me improve as a writer.
- My academic advisor has helped me plan for getting into graduate school.

- 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.
- Teaching assistants, learning assistants, tutors, and peer leaders I have worked with have helped me learn.
- There is sufficient study space on the campus.
- The student body is racially/ethnically diverse.
- My labor supervisor(s) care about me as an individual.
- My personal relationships with others at the College contribute to my overall education.
- I feel comfortable seeking assistance from librarians in the library.

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 helped me make the transition from high school to college.
- GSTR courses have helped me develop my quantitative reasoning skills.
- 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 Black Cultural Center contributes to my overall education.
- The Carter G. Woodson Center contributes to my overall education.
- The Appalachian Center contributes to my overall education.
- The Center for Excellence through Service (CELTs) contributes to my overall education.
- The Campus Christian Center contributes to my overall education.

- I feel comfortable seeking assistance from student workers in the library.
- The College has adequate environmental/sustainability practices in place.
- The racial/ethnic diversity of the student body 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.

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

2018 Berea-Specific  
Satisfaction Survey

**Sophomores (N = 285)**

Very Important

HIGHER PRIORITY

## CHALLENGES

- I feel safe on campus.
- 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 use of the Internet and other technology contributes to my overall education.
- 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.).
- 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 have made friends at Berea College.
- The library has adequate spaces for quiet individual study.
- My labor supervisor(s) care about me as an individual.
- I understand the goals and expectations of the Labor Program.
- Teaching assistants, learning assistants, tutors, and peer leaders I have worked with have helped me learn.
- The student body is racially/ethnically diverse.
- I can identify, find, and use relevant and appropriate sources of information at the library.
- My labor supervisor is helping me understand the relationship between work and my overall education.
- 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 feel comfortable seeking assistance from librarians in the library.

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.).
- 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.
- The Career Development Office contributes to my overall education.
- GSTR courses have helped me develop my quantitative reasoning skills.
- There is a feeling of community in my residence hall.
- There is a feeling of community in the Ecovillage.
- Convocations have enriched my education at the College.
- The Black Cultural Center contributes to my overall education.
- The Carter G. Woodson 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.
- The Campus Christian 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.

- *None.*

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

2018 Berea-Specific  
Satisfaction Survey

**Juniors (N = 326)**

Very Important

**HIGHER PRIORITY**

## CHALLENGES

- I feel safe on campus.
- My use of the Internet and other technology contributes to my overall education.
- 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 is available at Berea is adequate.
- Faculty members provide feedback that helps me know what to do to improve my performance.
- 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.

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 labor supervisor(s) care about me as an individual.
- The library has adequate spaces for quiet individual study.
- My personal relationships with others at the College contribute to my overall education.
- Teaching assistants, learning assistants, tutors, and peer leaders I have worked with have helped me learn.
- 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.
- 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 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.).
- 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.
- There is a feeling of community in my residence hall.
- GSTR courses have helped me develop my quantitative reasoning skills.
- There is a feeling of community in the Ecovillage.
- Convocations have enriched my education at the College.
- The Black Cultural Center contributes to my overall education.
- The Carter G. Woodson 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.
- The Campus Christian 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.

- I feel comfortable seeking assistance from librarians in the library.
- I feel comfortable seeking assistance from student workers in the library.

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

2018 Berea-Specific  
Satisfaction Survey

Seniors (N = 355)

Very Important

HIGHER PRIORITY

## CHALLENGES

## STRENGTHS

- I feel safe on campus.
- The academic program provides me with adequate opportunities to explore personal interests.
- 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.
- My academic advisor has helped me plan for a future career.
- The range of major programs is available at Berea is adequate.
- There is sufficient study space on the campus.
- My academic advisor has helped me plan for getting into graduate school.

- My labor supervisor(s) care about me as an individual.
- I have made friends at Berea College.
- 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.
- The library has adequate spaces for quiet individual study.
- 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.
- I can identify, find, and use relevant and appropriate sources of information at the library.
- The racial/ethnic diversity of the student body contributes 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 helped me make the transition from high school to college.
- GSTR courses have helped me develop my quantitative reasoning skills.
- There is a feeling of community in my residence hall.
- There is a feeling of community in the Ecovillage.
- The Black Cultural Center contributes to my overall education.
- Convocations have enriched my education at the College.
- The Carter G. Woodson Center contributes to my overall education.
- The Center for Excellence in Learning 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.

- I feel comfortable seeking assistance from librarians in the library.
- I feel comfortable seeking assistance from student workers in the library.

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.

## **Berea-Specific Student Satisfaction Survey**

### **Items Organized within Item Groups**

#### **Academic Advising**

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.).
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.

#### **Academic Program**

1. The range of major programs available at Berea is adequate. (wording change in 2013)
2. The academic program provides me with adequate opportunities to explore personal interests.

#### **Career Development and Internships**

15. There are sufficient services on campus to help me prepare for a future career.
24. The Office of Internships contributes to my overall education.
25. The Career Development Office contributes to my overall education.

#### **Centers**

16. The services of the Center for Teaching and Learning are adequate to support the needs of students. (change in office name in 2018)
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 overall education.
22. The Center for Excellence through Service (CELTTS) contributes to my overall education.
23. The Carter G. 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.

#### **Center for Teaching and Learning**

16. The services of the Center for Teaching and Learning are adequate to support the needs of students. (change in office name in 2018)
45. Teaching assistants, learning assistants, tutors, and peer leaders I have worked with have helped me learn. (added in 2018)
46. The services offered by Writing Resources (currently located in the basement of the library) have helped me improve as a writer. (added in 2018)

#### **Diversity**

17. The student body is racially/ethnically diverse.
18. The racial/ethnic diversity of the student body contributes to my overall education.

#### **Faculty**

27. Faculty are concerned about individual student learning. (not asked in 2018)
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. (wording change in 2018)

#### **General Studies Program**

6. Convocations have enriched my education at the 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.
13. GSTR courses have helped me develop my quantitative reasoning skills

NOTE: Items can be a part of more than one item group.



**Berea-Specific Student Satisfaction Survey**  
**Items Organized within Item Groups**

**Labor Program**

- 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. (not asked in 2018)
- 27. My labor supervisor(s) care about me as an individual. (added in 2018)
- 29. My personal relationships with others at the College contribute to my overall education.
- 33. I understand the goals and expectations of the Labor Program.
- 39. My labor supervisor is helping me understand the relationship between work and my overall education.

**Library**

- 40. I feel comfortable seeking assistance from librarians and student workers at the library. (question separated into two questions in 2018)
- 41. I can identify, find, and use relevant and appropriate sources of information at the library.
- 42. I feel comfortable seeking assistance from librarians in the library. (added in 2018 – separated)
- 43. I feel comfortable seeking assistance from student workers in the library. (added in 2018 – separated)
- 44. The library has adequate spaces for quiet individual study.
- 42. Contacting the library via e-mail or phone is a helpful service. (not asked in 2018)
- 43. When the library is not open, I know I can use Ask-a-Librarian (not asked in 2018)

**Residential/Campus Life**

- 14. There is sufficient study space on the campus
- 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.).
- 34. I feel safe on campus.

**Service**

- 8. Being involved in service is an important part of my Berea College experience. (added in 2018)
- 22. The Center for Excellence through Service (CELTS) contributes to my overall education.
- 37. There are adequate volunteer opportunities for me to provide service. (wording change in 2018)

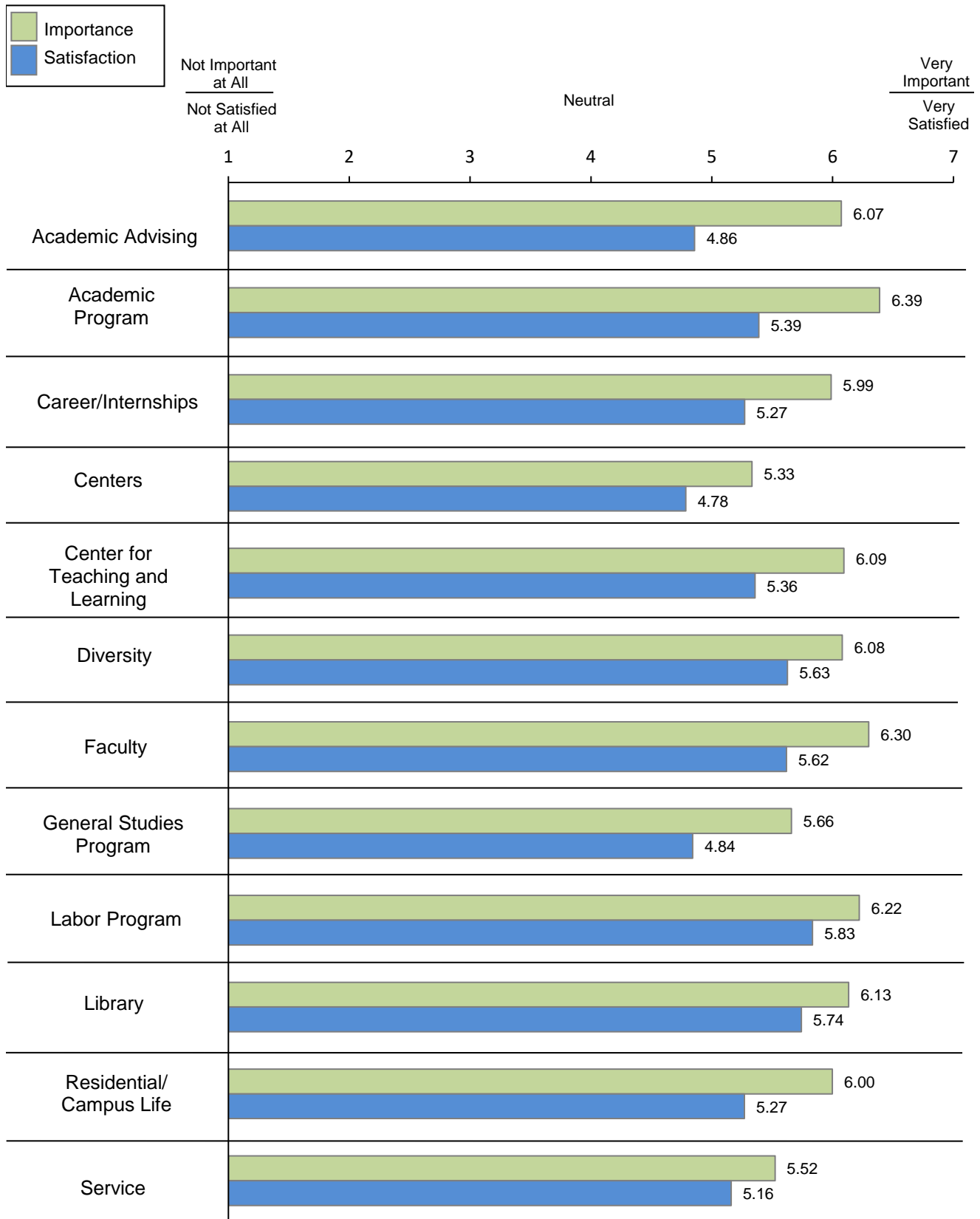
**Miscellaneous**

- 36. The College has adequate environmental/sustainability practices in place. (wording change in 2018)
- 38. My use of the Internet and other technology contributes to my overall education.

NOTE: Items can be a part of more than one item group.

**All Students**  
**Importance and Satisfaction Ratings by Item Groups**  
**2018 Administration**

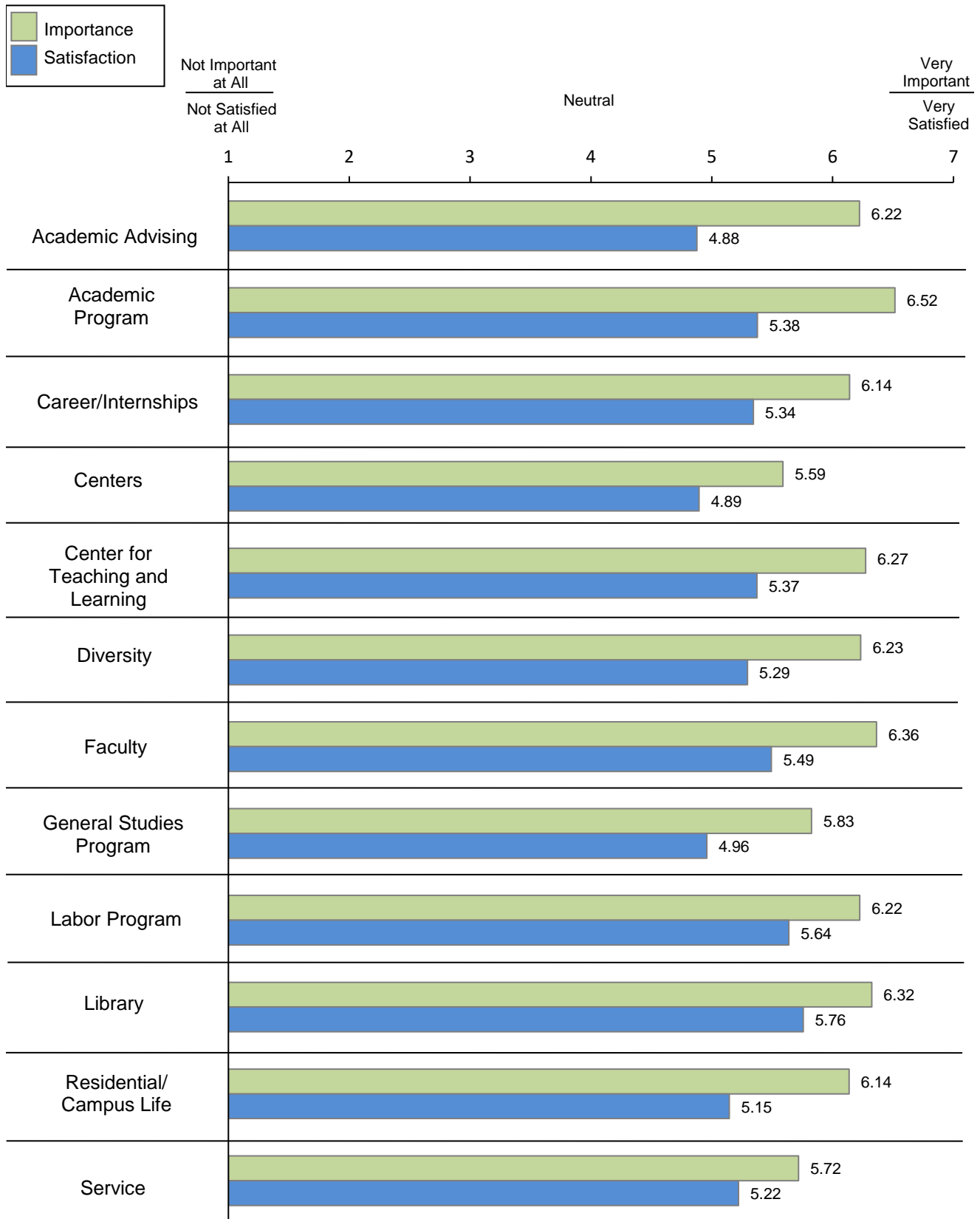
Berea-Specific  
Satisfaction Survey



Response Rates:  
2018: 89%

**African-American Students**  
**Importance and Satisfaction Ratings by Item Groups**  
**2018 Administration**

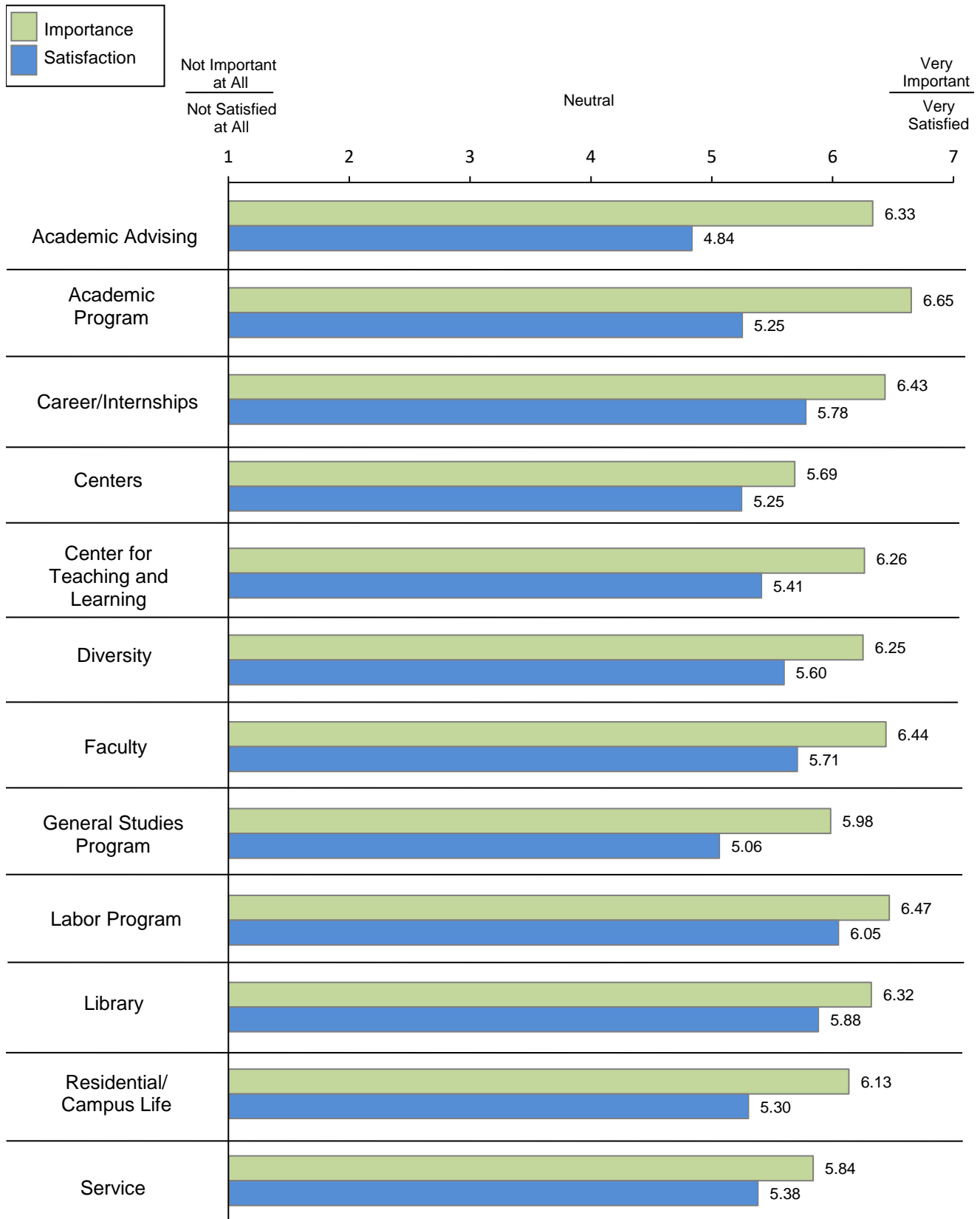
Berea-Specific  
Satisfaction Survey



Response Rates:  
2018: 89%

**International Students**  
**Importance and Satisfaction Ratings by Item Groups**  
**2018 Administration**

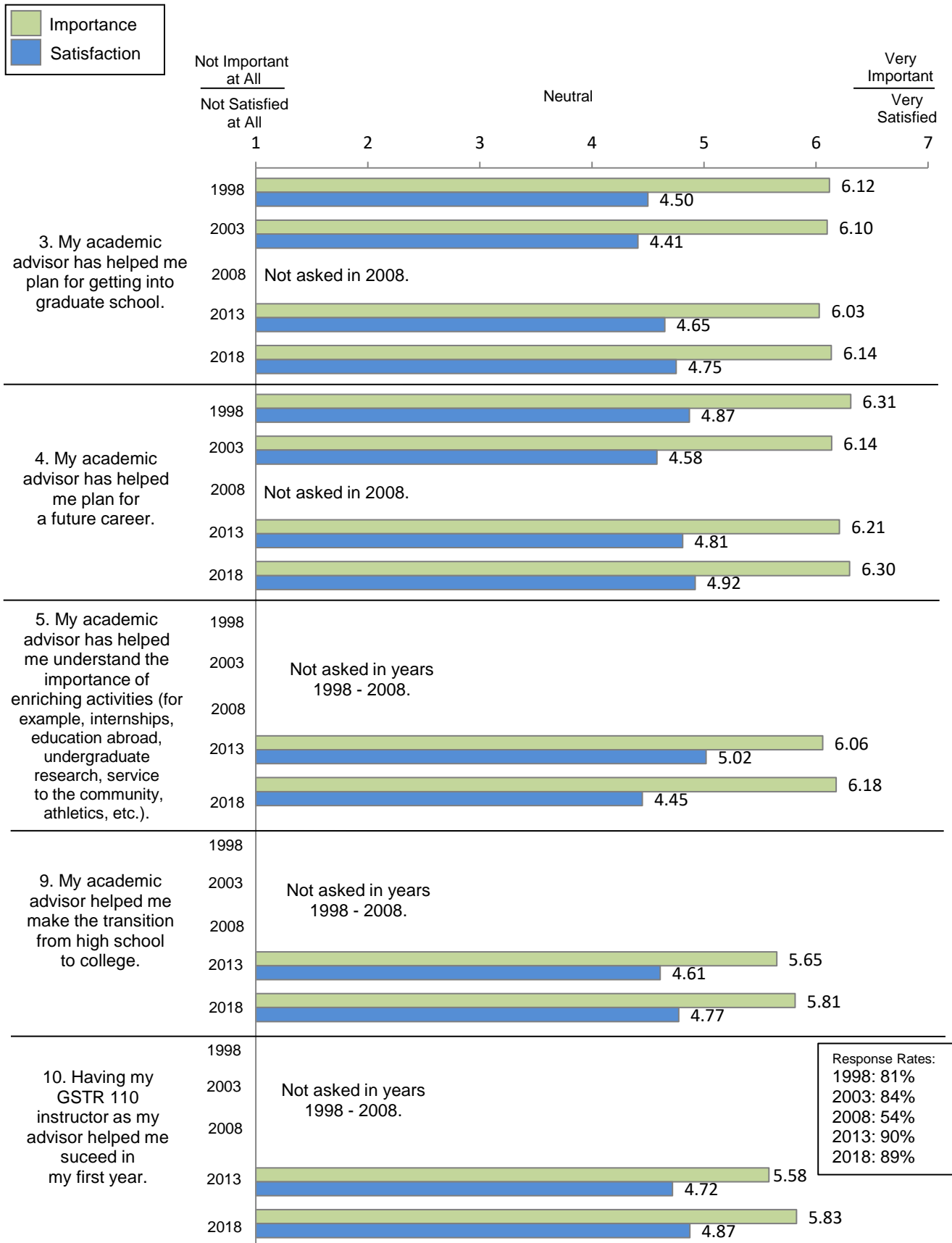
Berea-Specific  
Satisfaction Survey



Response Rates:  
2018: 89%

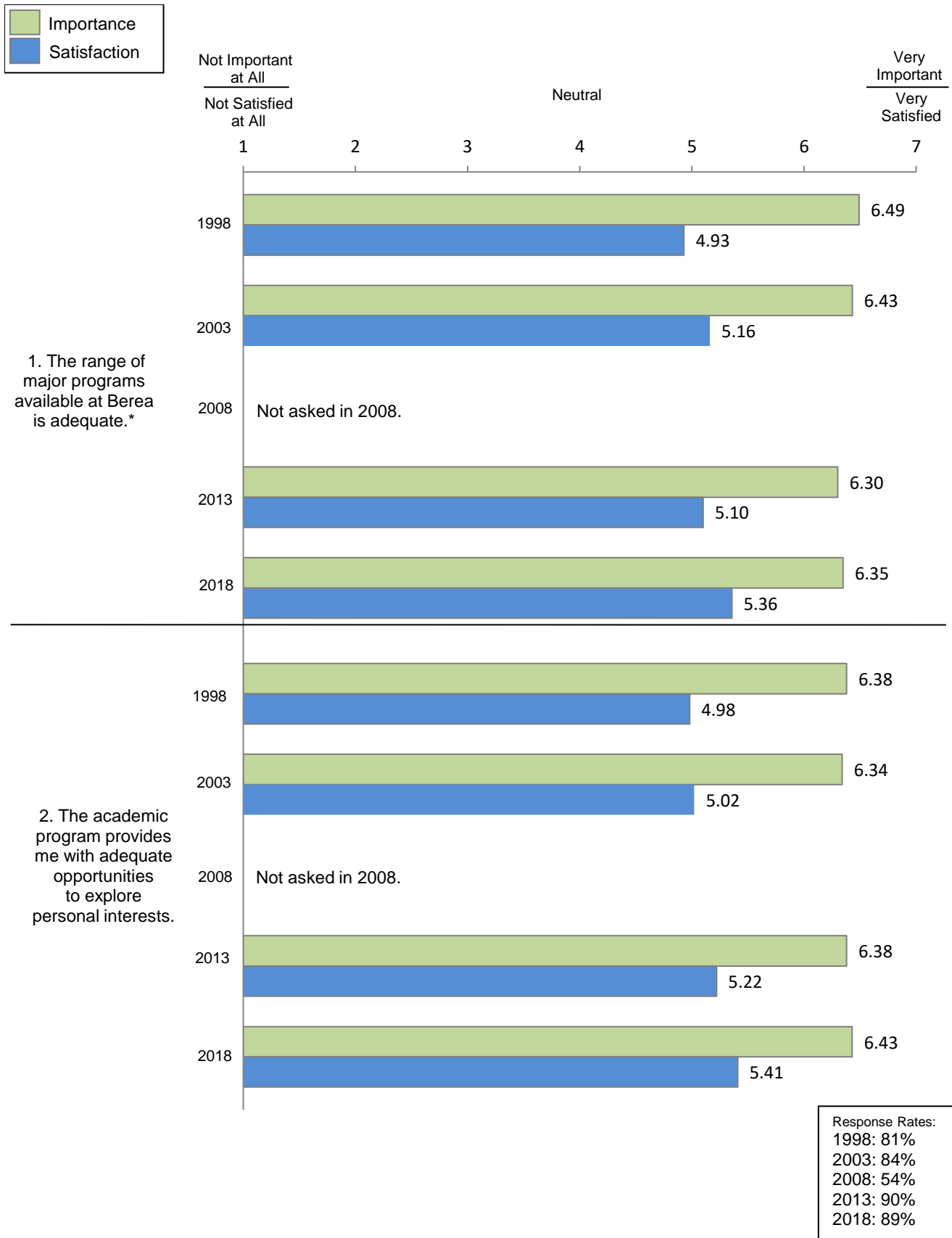
**All Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Academic Advising**

Berea-Specific  
Satisfaction Survey



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

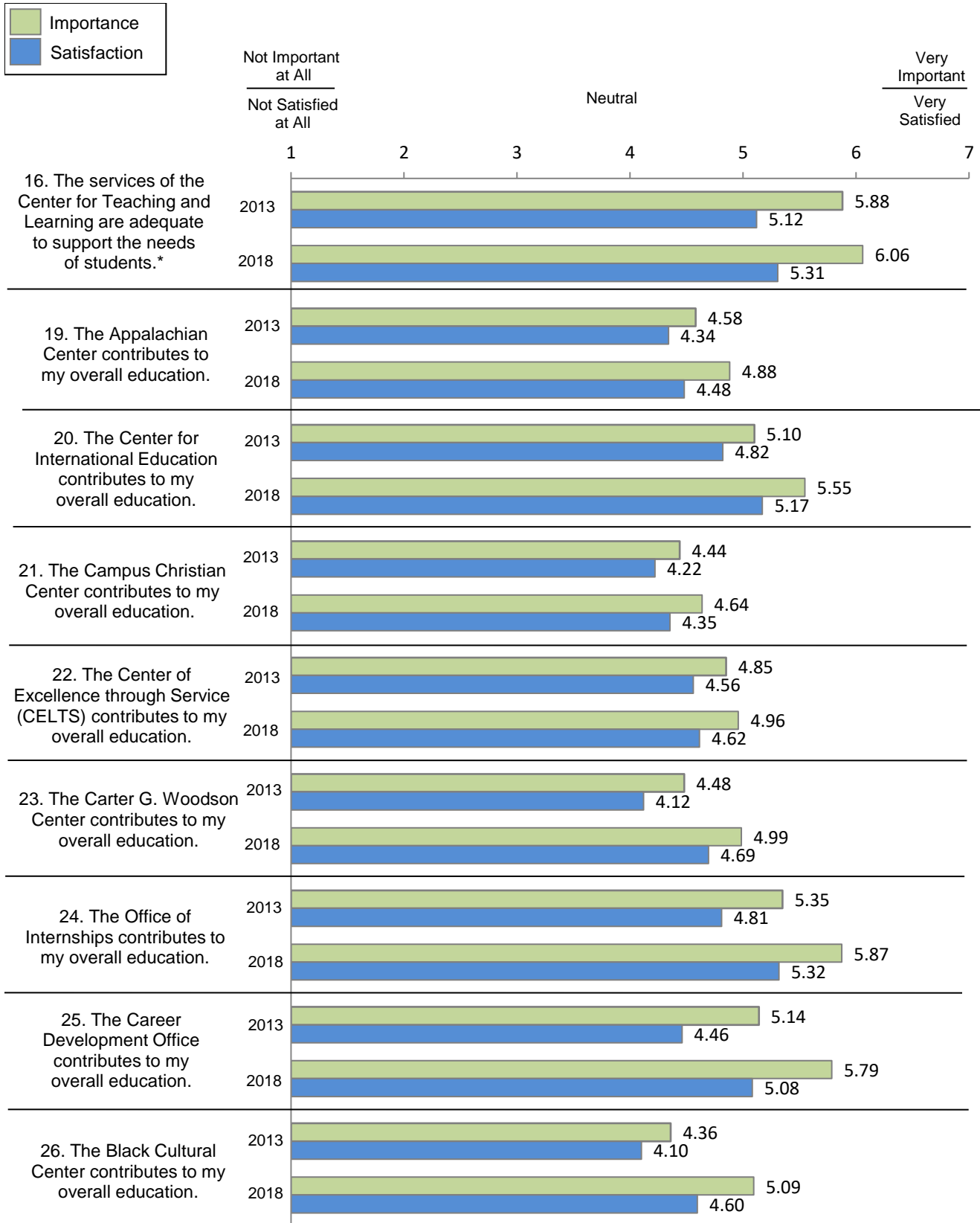
Berea-Specific  
Satisfaction Survey



\*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

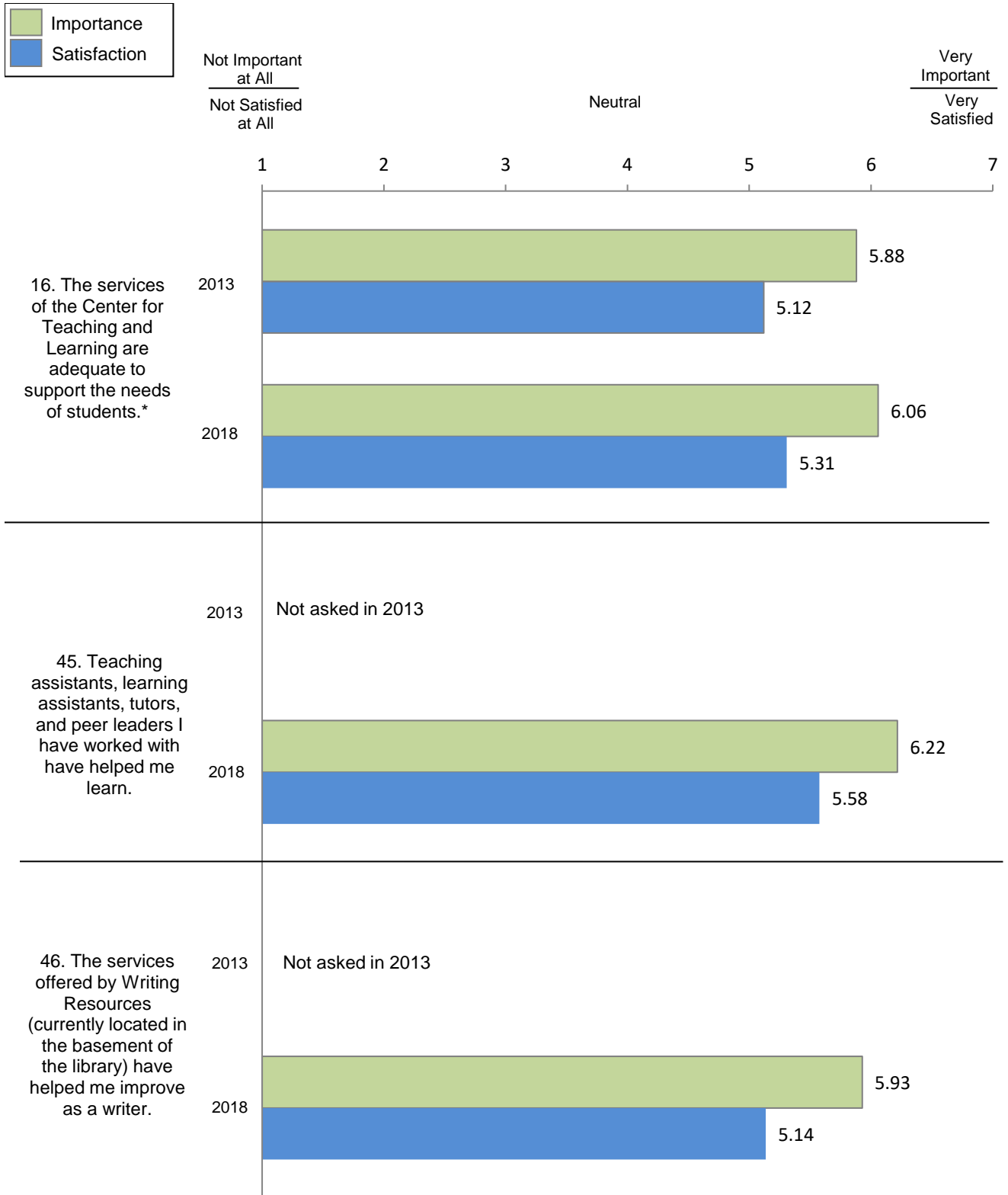


\*Wording change in 2018.  
 NOTE: All questions added in 2013.

Response Rates: 2013: 90% 2018: 89%
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**All Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Center for Teaching and Learning**

Berea-Specific  
Satisfaction Survey



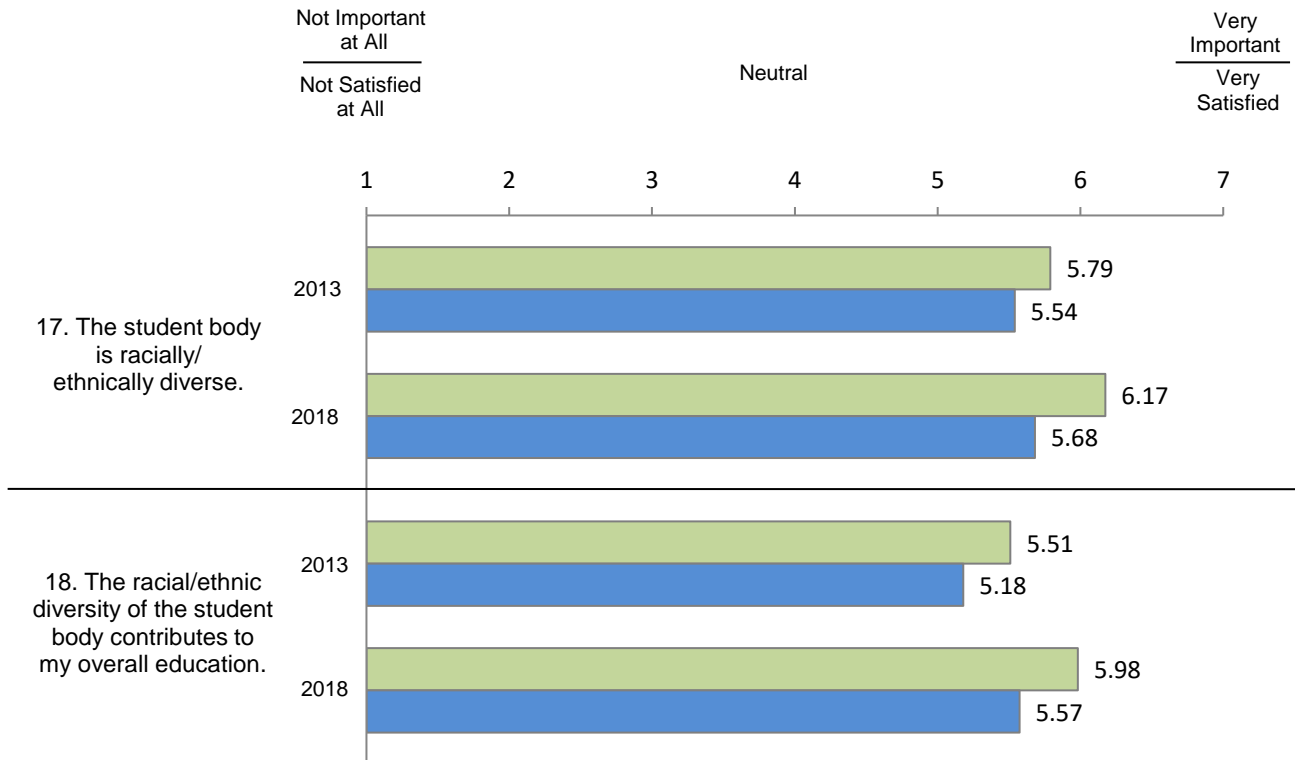
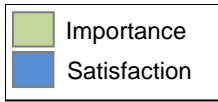
\*Wording change in 2018.

Response Rates:  
2013: 90%  
2018: 89%



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

Berea-Specific  
Satisfaction Survey



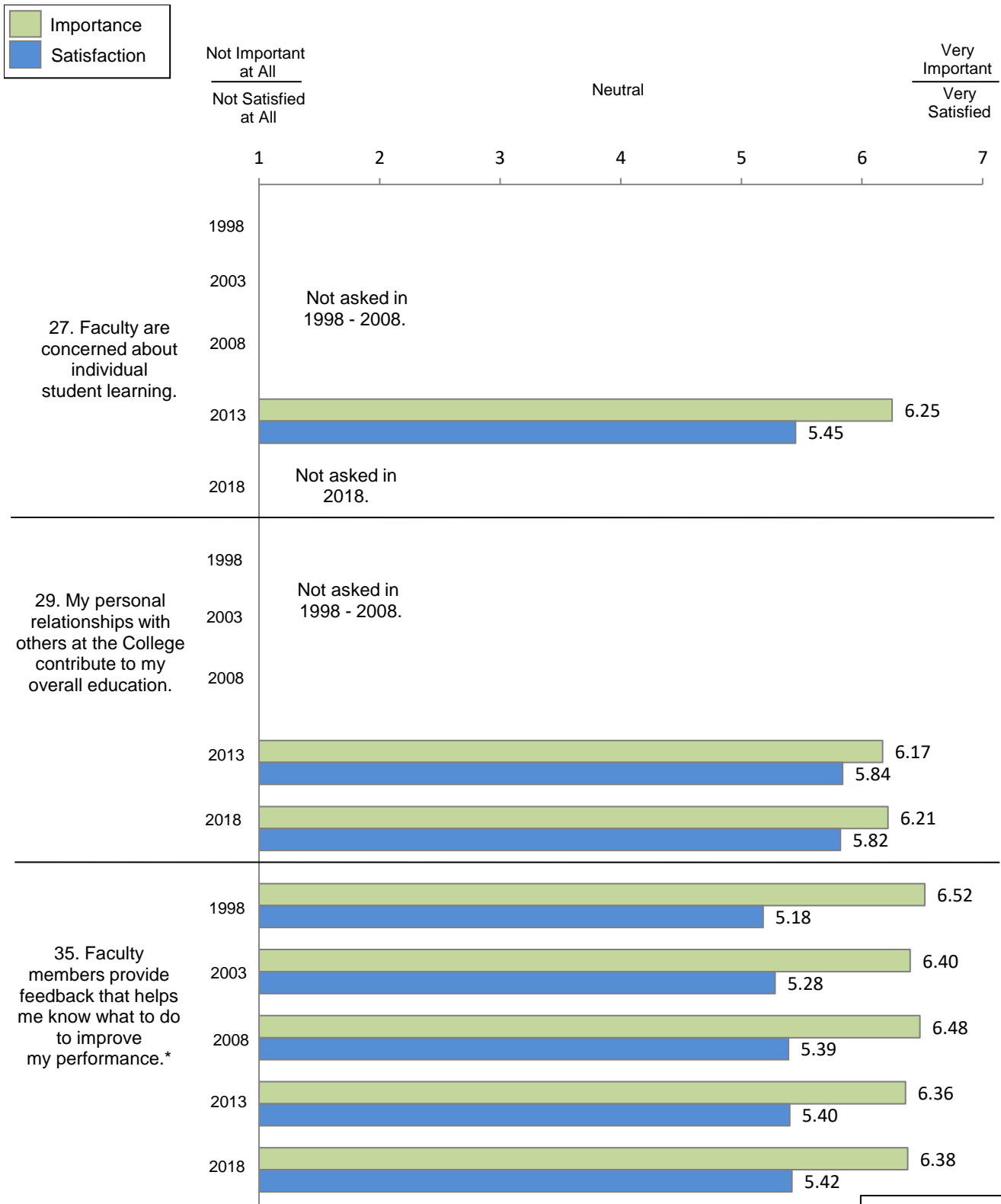
NOTE: All questions added in 2013.

Response Rates:  
2013: 90%  
2018: 89%

**All Students**

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

Berea-Specific  
Satisfaction Survey

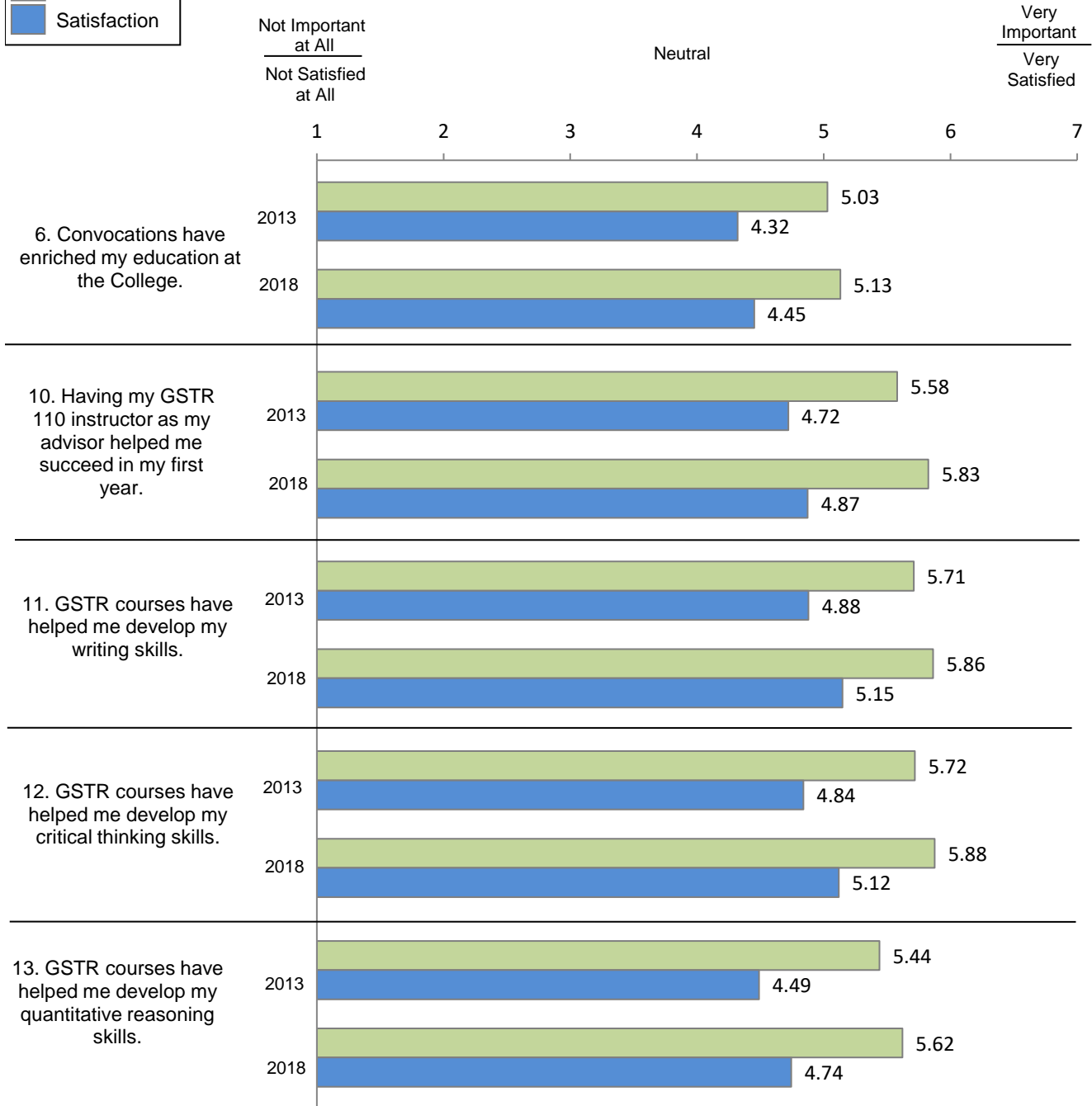
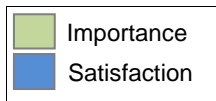


Response Rates:  
1998: 81%  
2003: 84%  
2008: 54%  
2013: 90%  
2018: 89%

\*Wording change in 2018.

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

Berea-Specific  
Satisfaction Survey

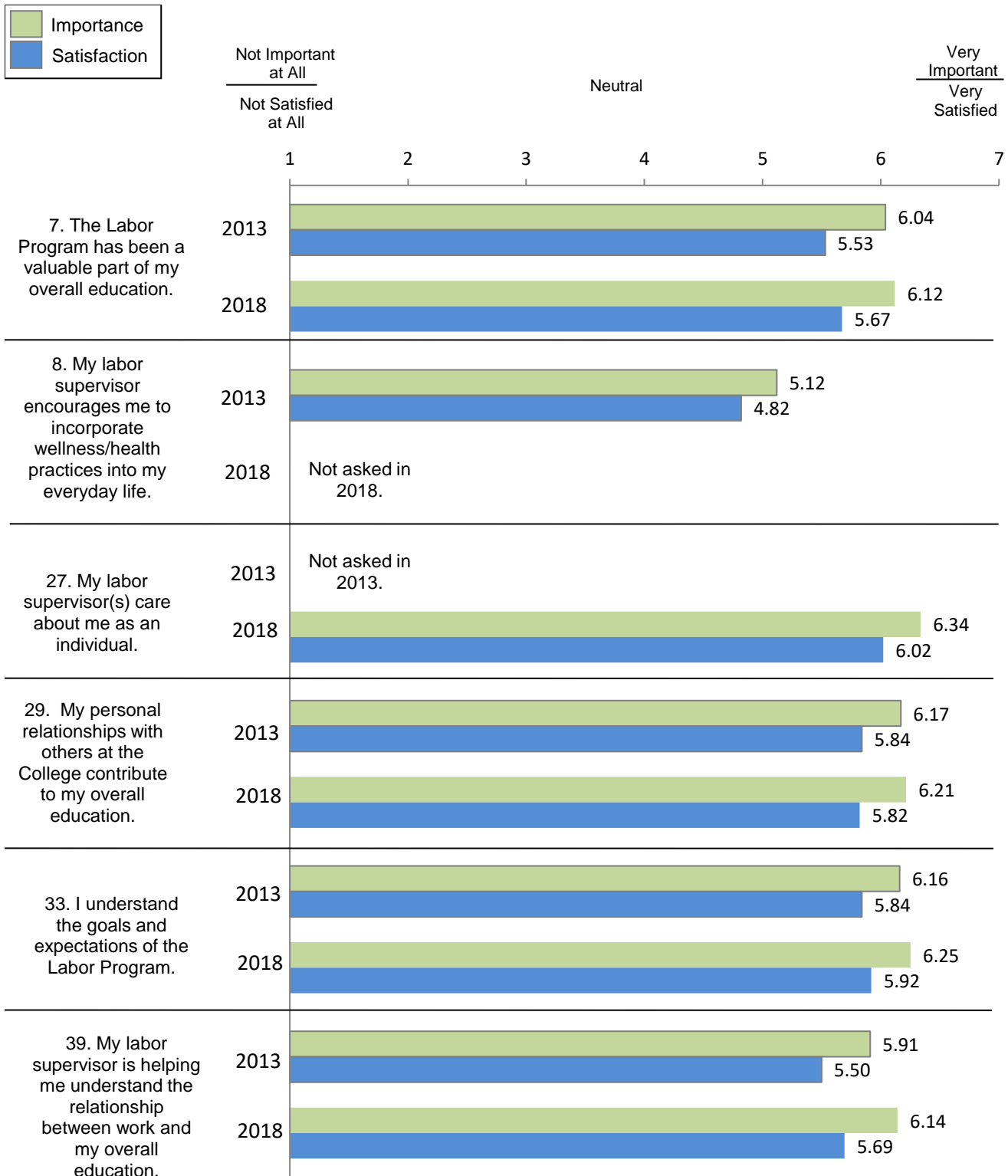


NOTE: All questions added in 2013.

Response Rates:  
2013: 90%  
2018: 89%

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

Berea-Specific  
Satisfaction Survey

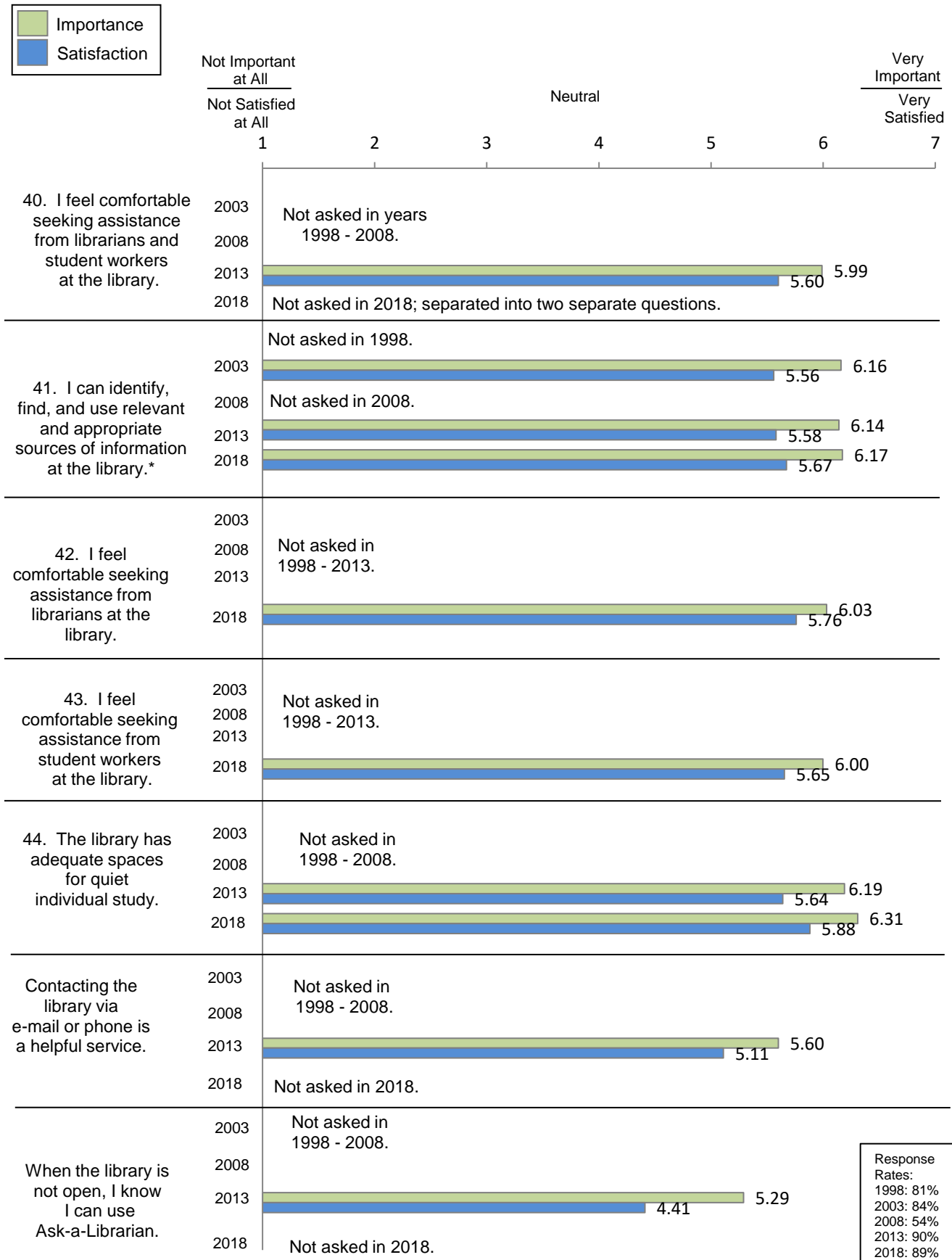


Response Rates:  
2013: 90%  
2018: 89%

NOTE: Most questions added in 2013.

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

Berea-Specific  
Satisfaction Survey

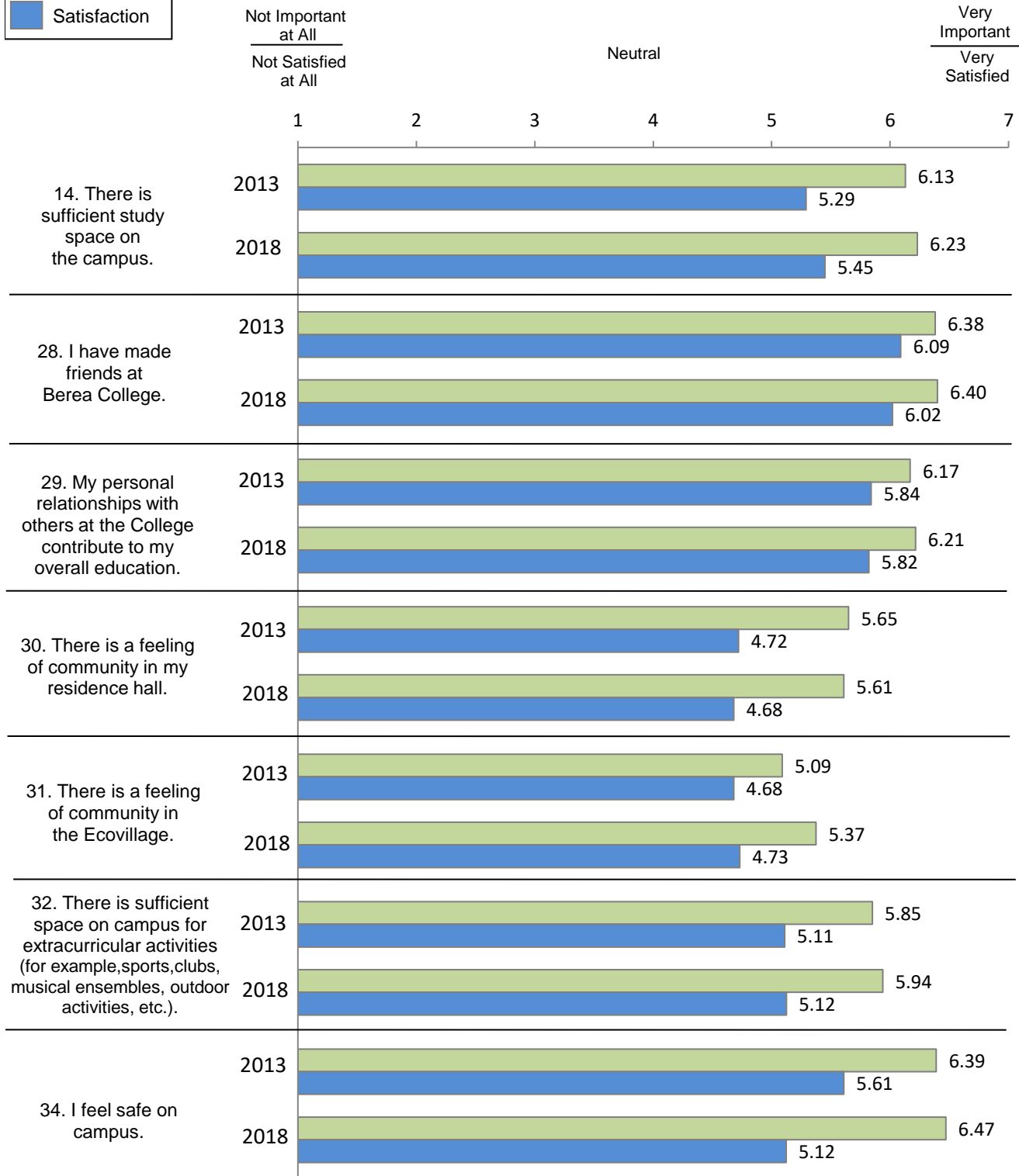
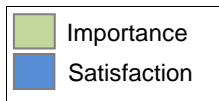


Response Rates:  
 1998: 81%  
 2003: 84%  
 2008: 54%  
 2013: 90%  
 2018: 89%

\*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



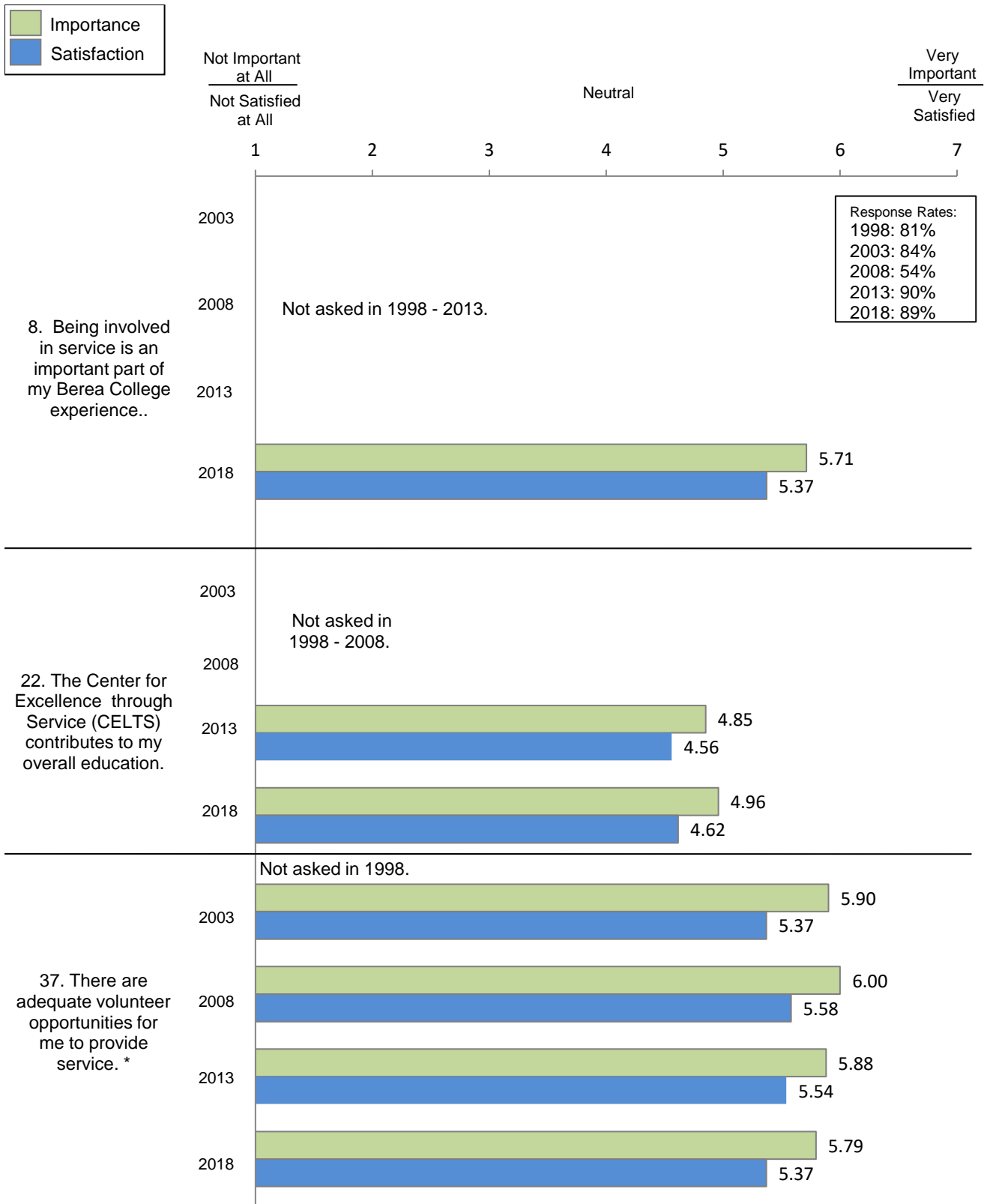
Response Rates:  
2013: 90%  
2018: 89%

NOTE: All questions added in 2013.

## All Students

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

Berea-Specific  
Satisfaction Survey

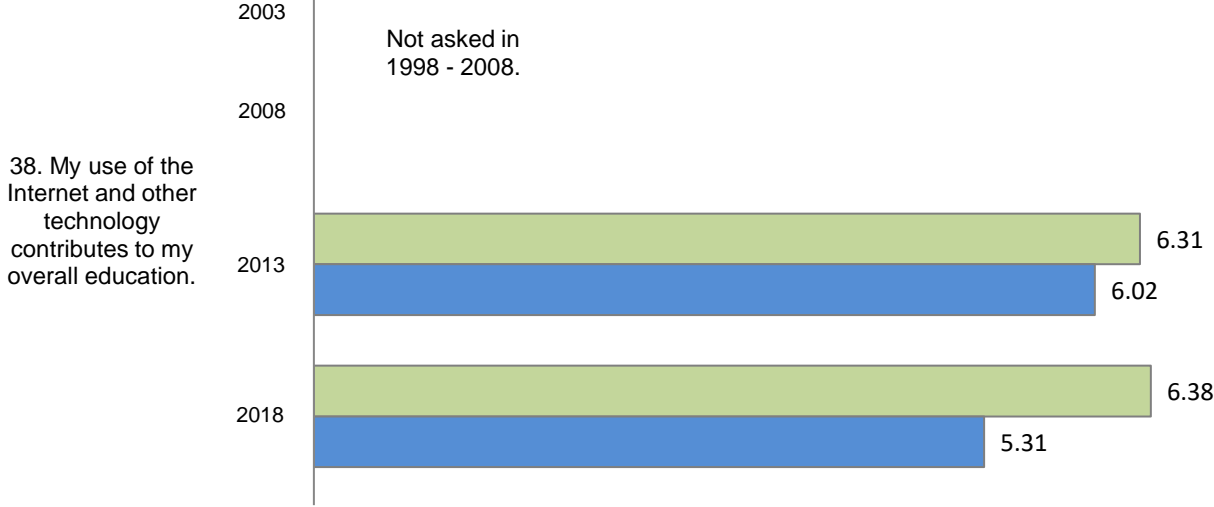
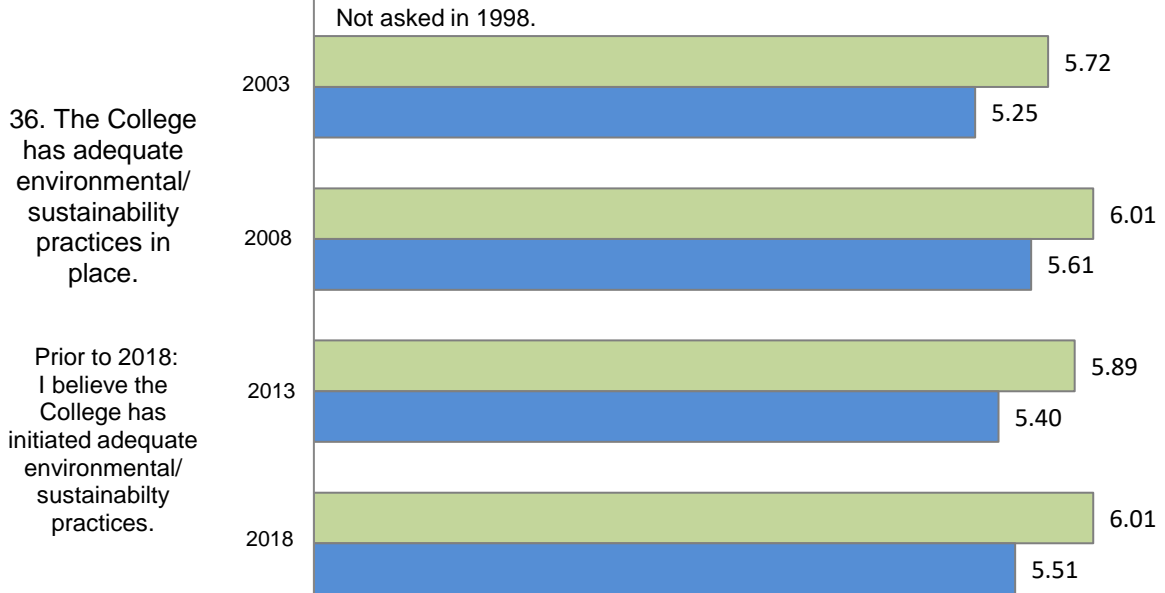
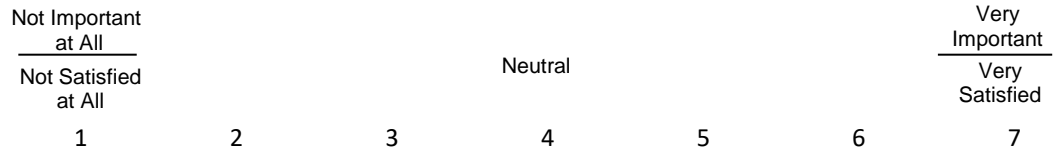
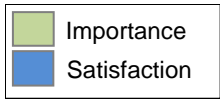


\*Wording prior to 2018: There are adequate opportunities for me to provide community and other service.

\*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



Response Rates:
1998: 81%
2003: 84%
2008: 54%
2013: 90%
2018: 89%

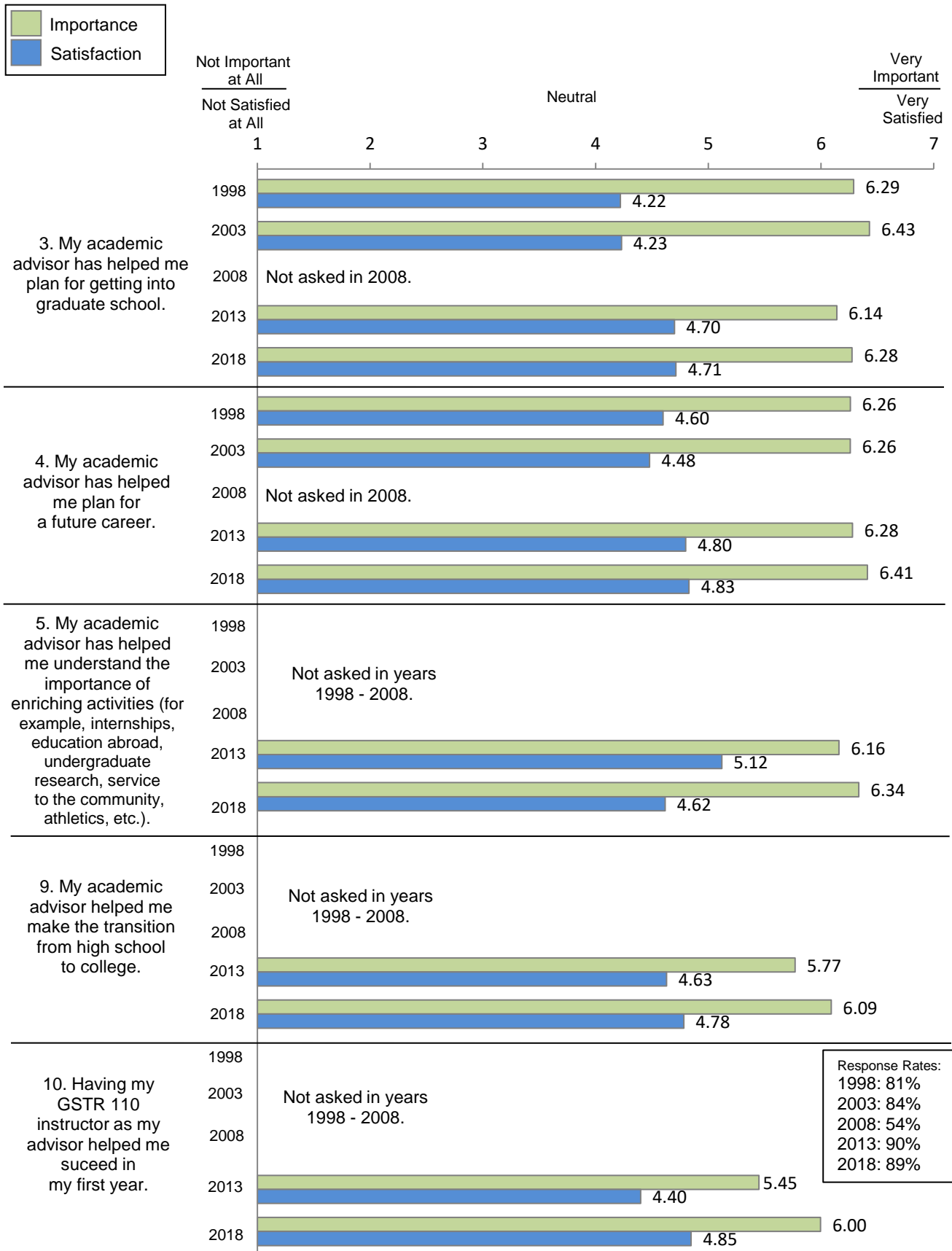
\*Prior to 2013 this item was worded, "I believe the college has initiated adequate environmental/sustainability practices (like recycling, energy management, etc.)".



## African-American Students

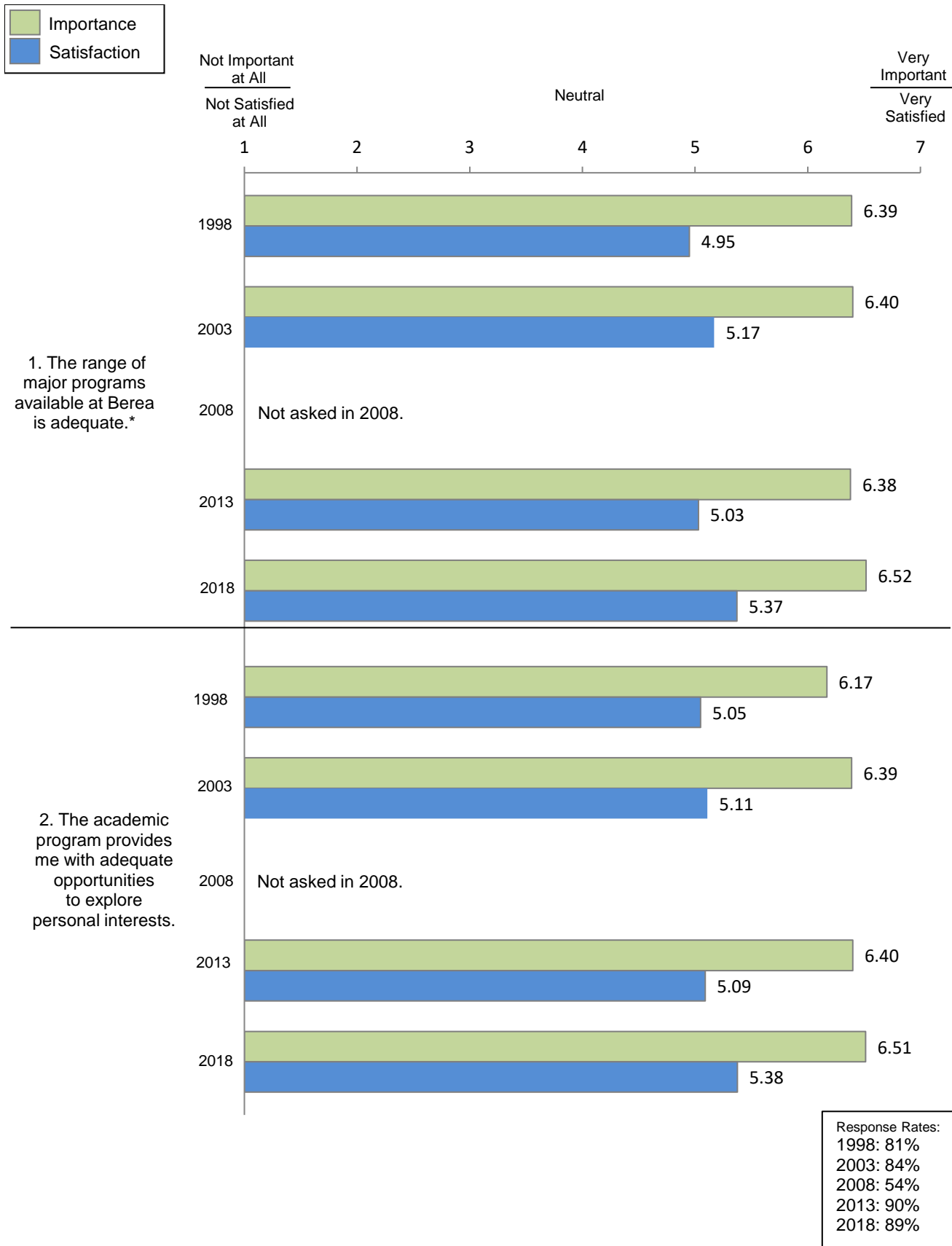
### Importance and Satisfaction Ratings within Item Group: *Academic Advising*

Berea-Specific  
Satisfaction Survey



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

Berea-Specific  
Satisfaction Survey

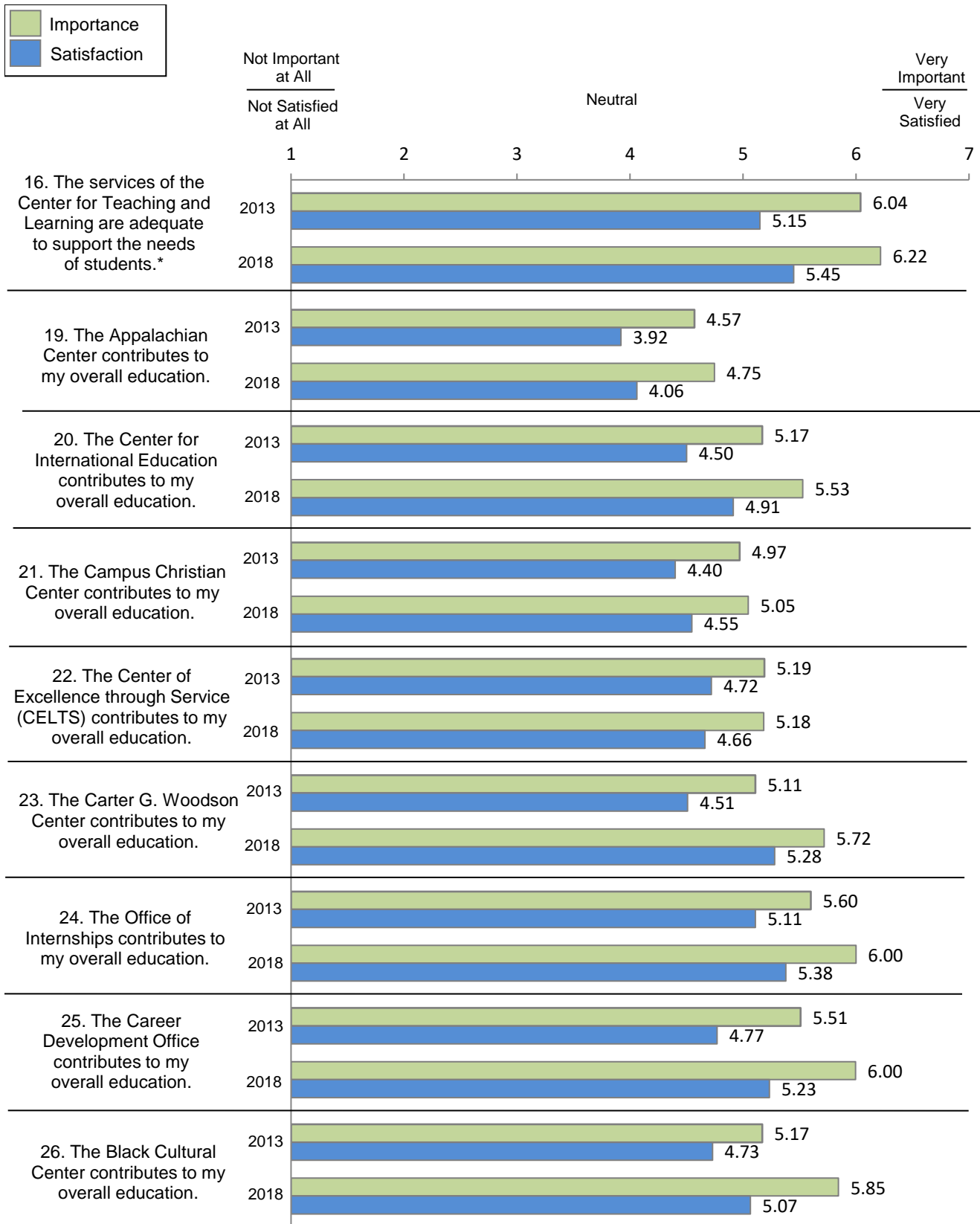


\*Prior to 2013 this item was worded, "The range of my major programs available at Berea is adequate given my interests and needs."

## African-American Students

### Importance and Satisfaction Ratings within Item Group: Centers

Berea-Specific  
Satisfaction Survey



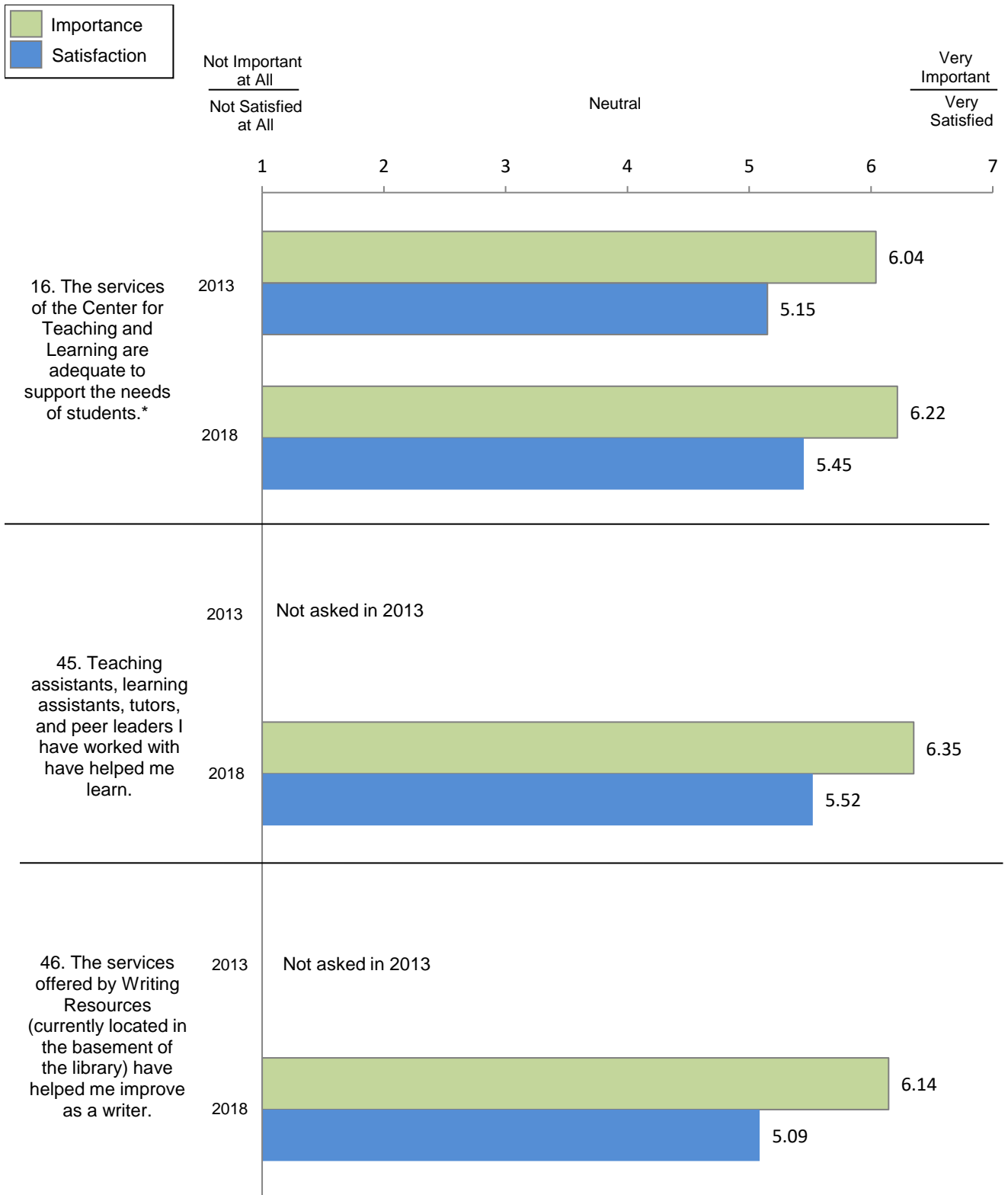
\*Wording change in 2018.

NOTE: All questions added in 2013.

Response Rates:  
2013: 90%  
2018: 89%

**African-American Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Center for Teaching and Learning**

Berea-Specific  
Satisfaction Survey

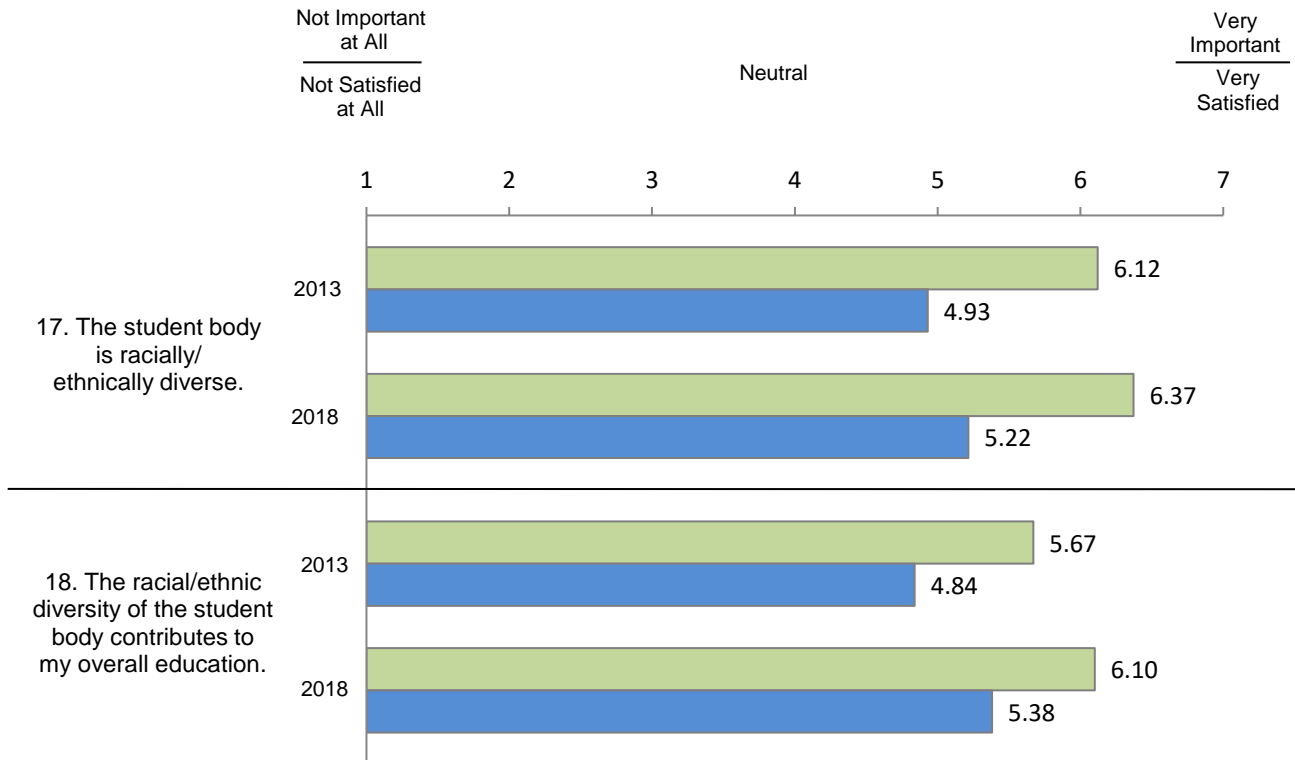
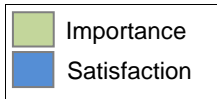


\*Wording change in 2018.

Response Rates: 2013: 90% 2018: 89%
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**African-American Students**  
**Importance and Satisfaction Ratings within Item Group:**  
***Diversity***

Berea-Specific  
Satisfaction Survey



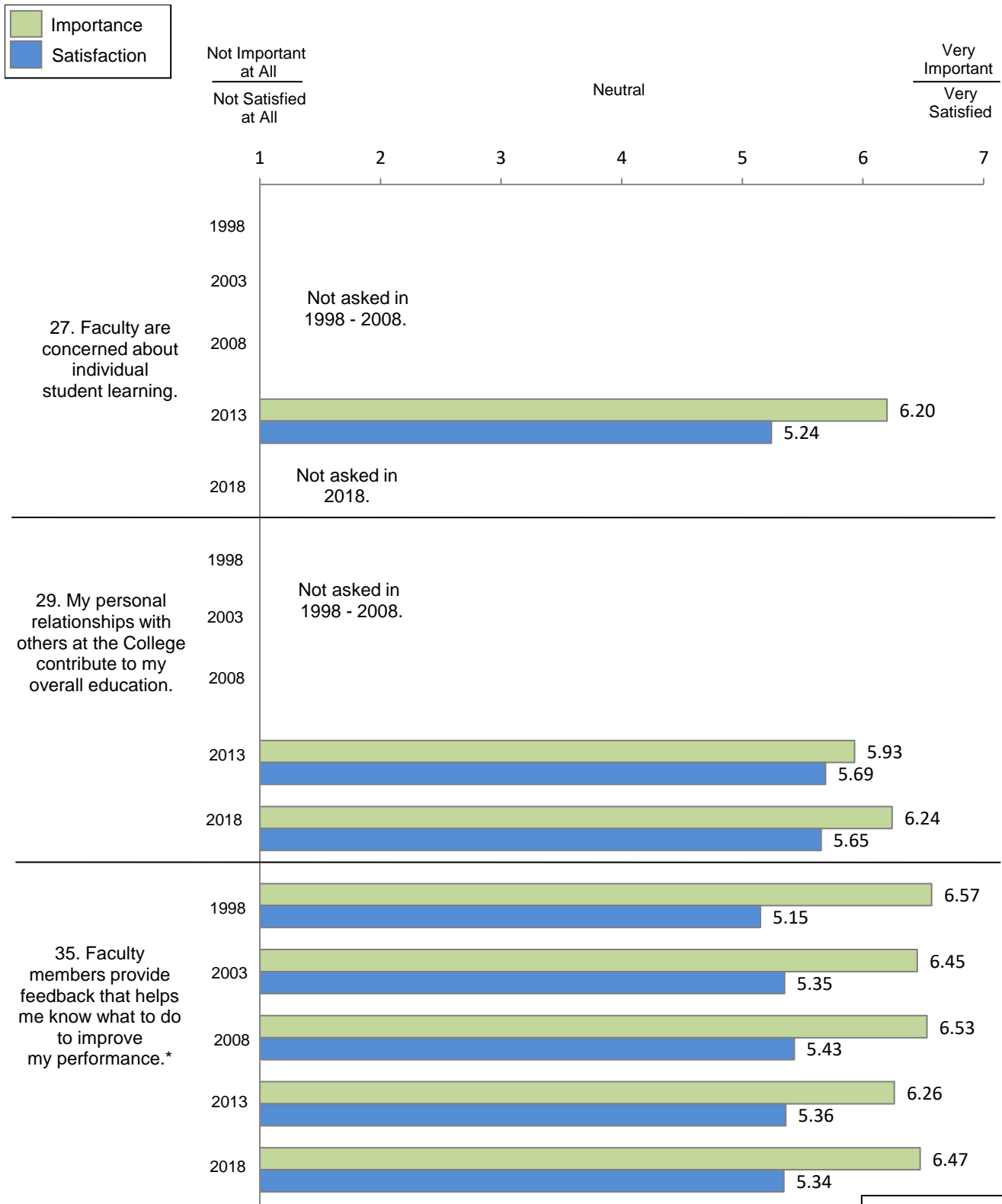
NOTE: All questions added in 2013.

Response Rates:  
2013: 90%  
2018: 89%

# African-American Students

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

Berea-Specific  
Satisfaction Survey

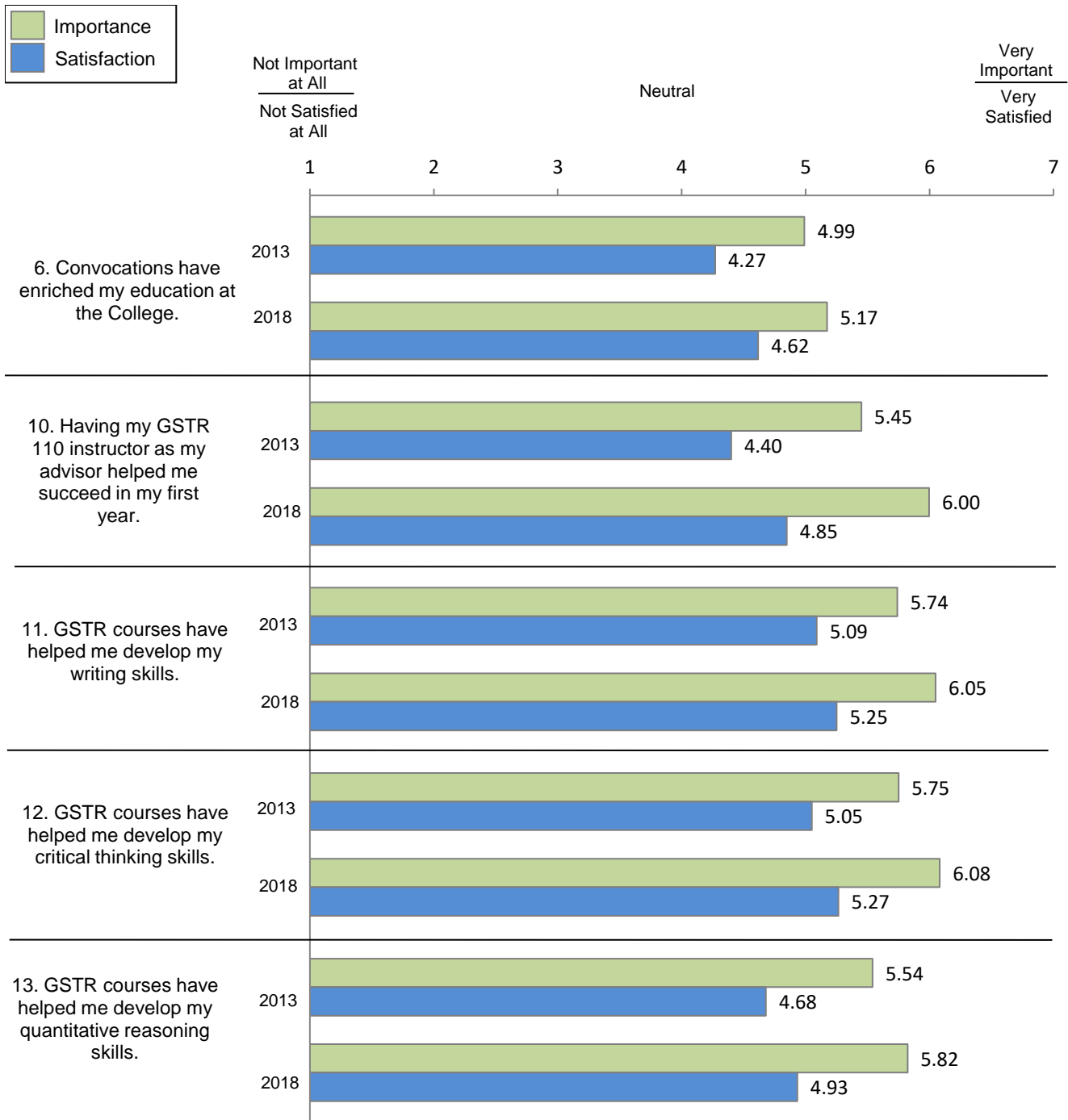


Response Rates:  
 1998: 81%  
 2003: 84%  
 2008: 54%  
 2013: 90%  
 2018: 89%

\*Wording change in 2018.

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

Berea-Specific  
Satisfaction Survey

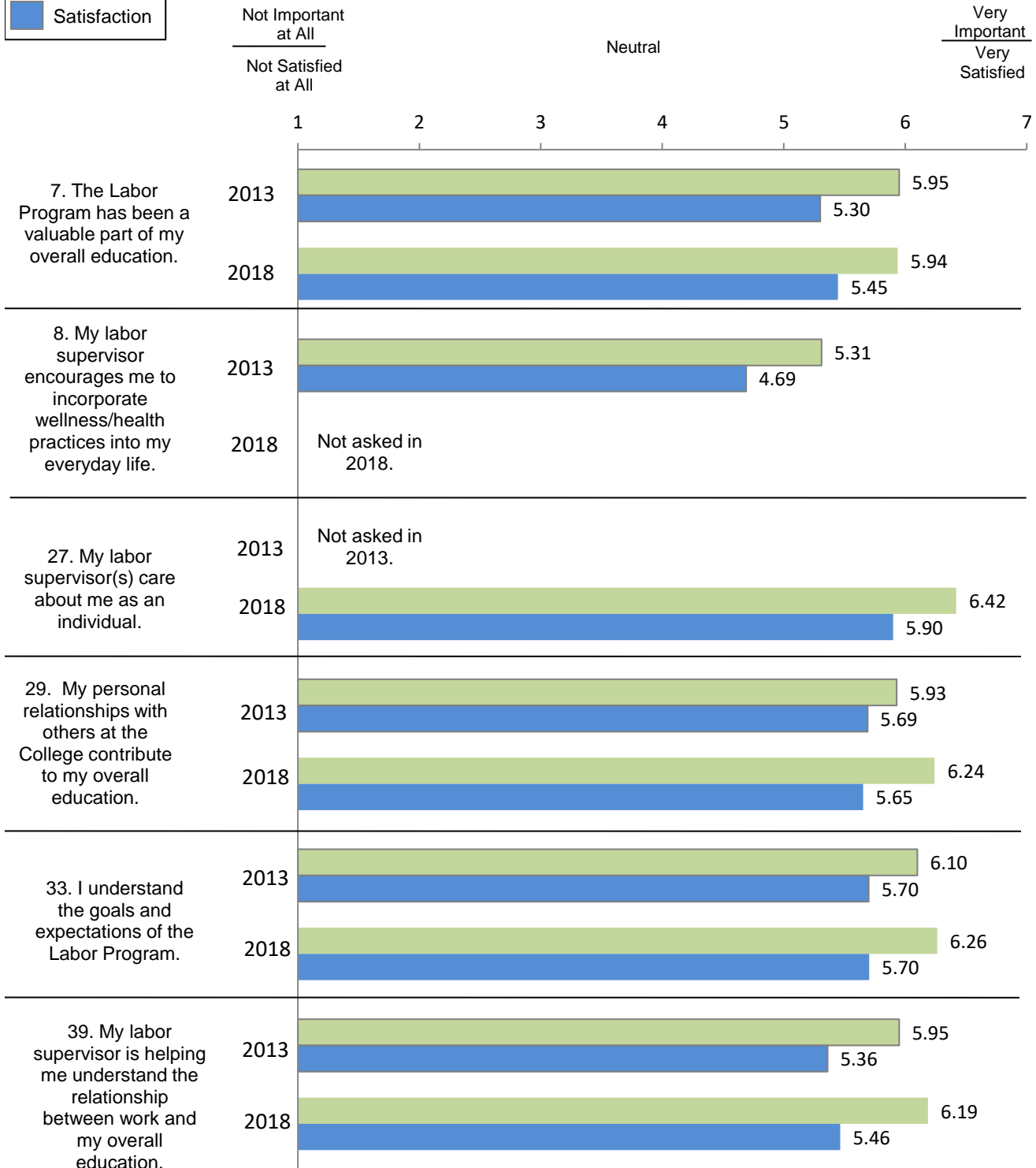
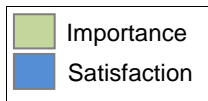


NOTE: All questions added in 2013.

Response Rates:  
2013: 90%  
2018: 89%

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

Berea-Specific  
Satisfaction Survey



NOTE: Most questions added in 2013.

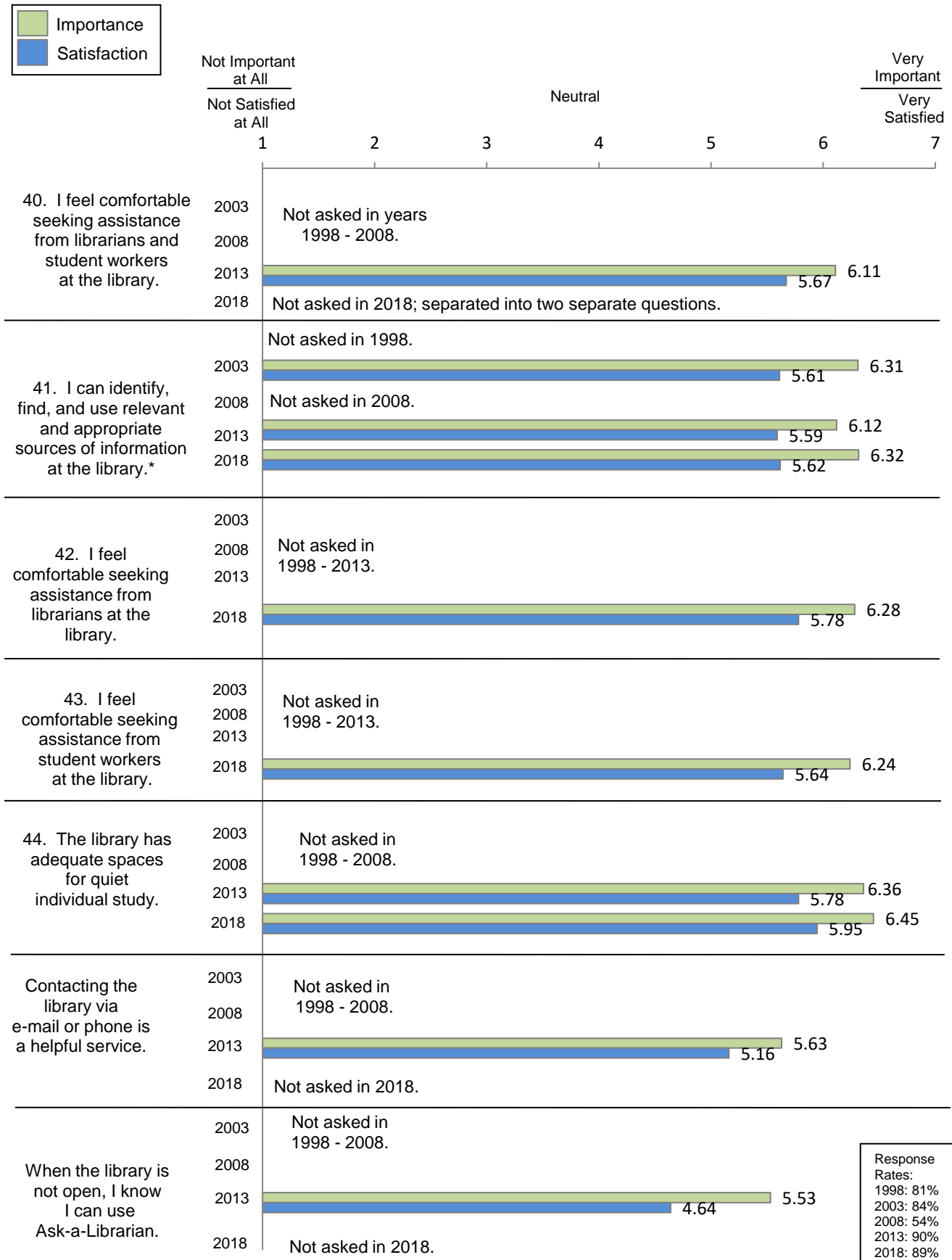
Response Rates:  
2013: 90%  
2018: 89%



## African-American Students

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

Berea-Specific  
Satisfaction Survey

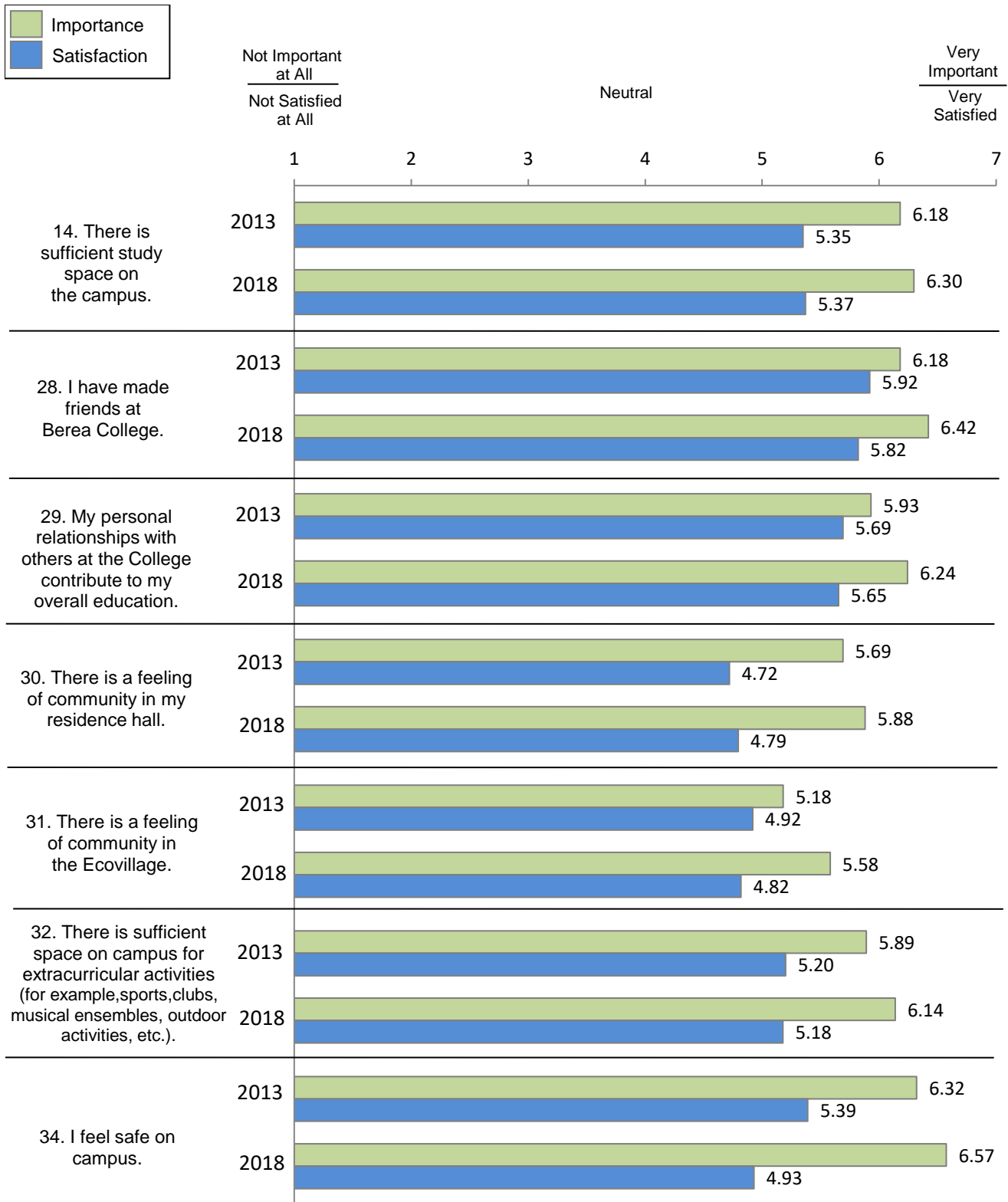


Response Rates:  
1998: 81%  
2003: 84%  
2008: 54%  
2013: 90%  
2018: 89%

\*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



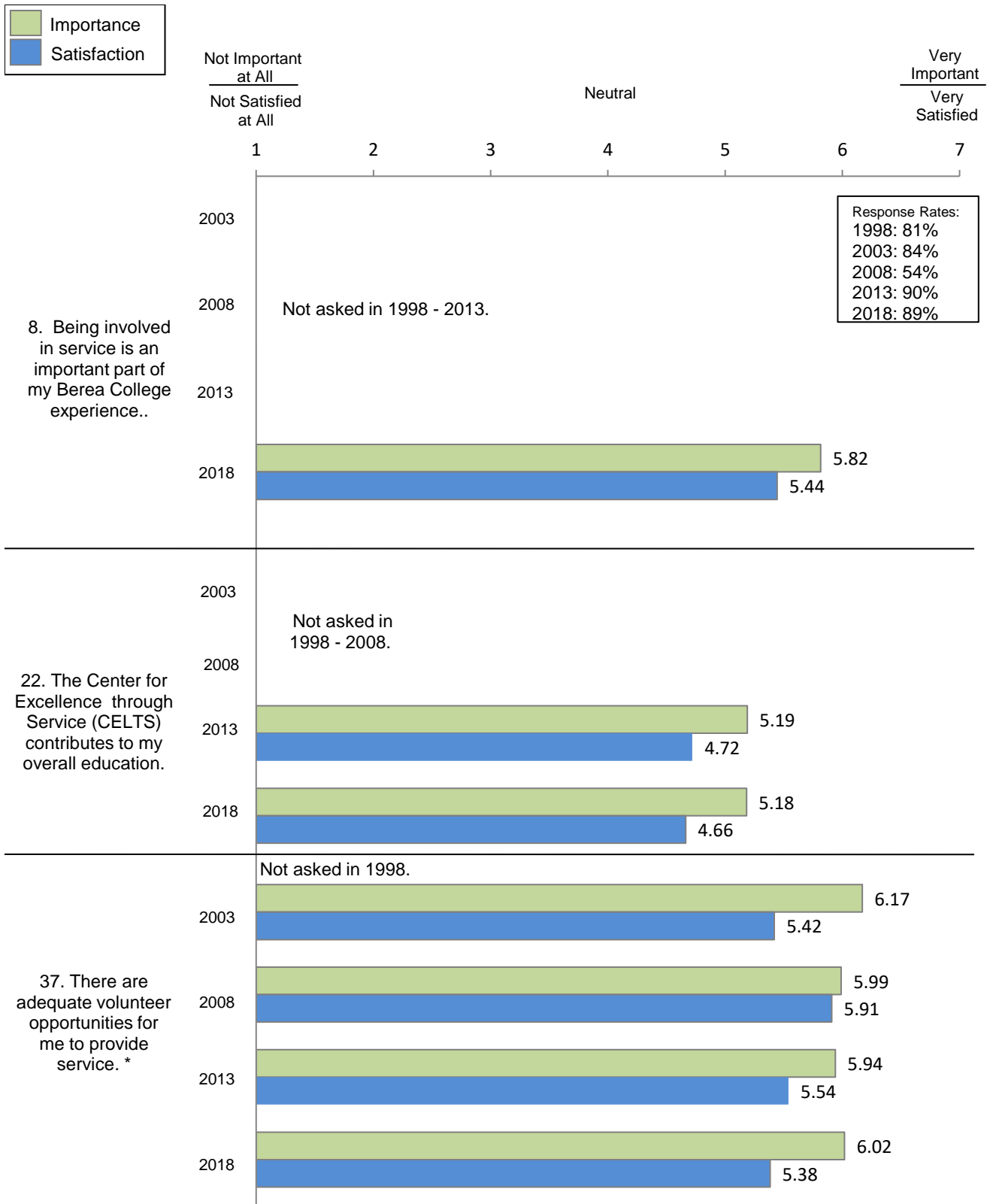
Response Rates:  
2013: 90%  
2018: 89%

NOTE: All questions added in 2013.

## African-American Students

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

Berea-Specific  
Satisfaction Survey

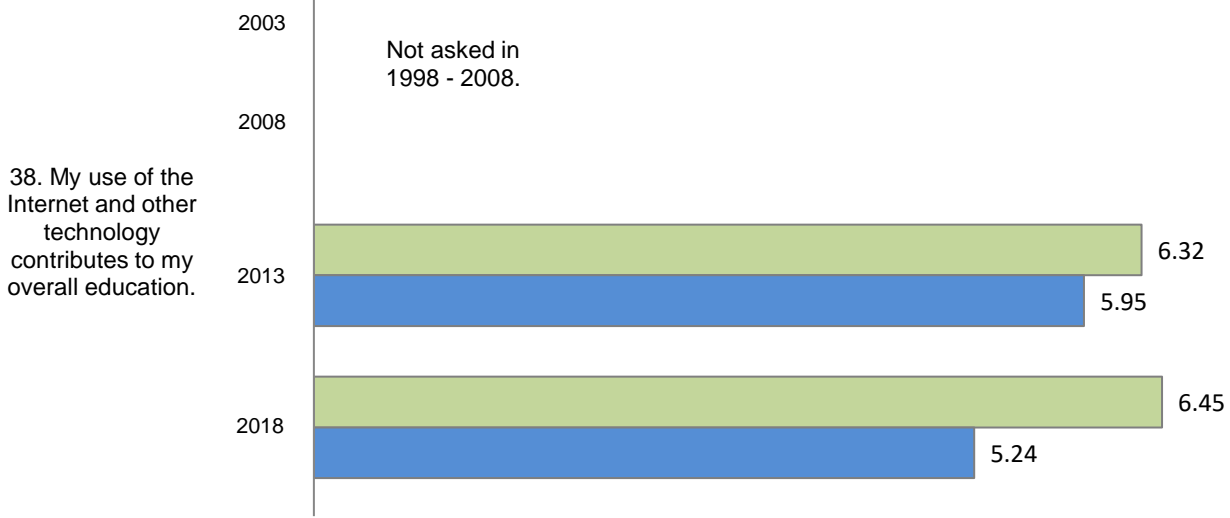
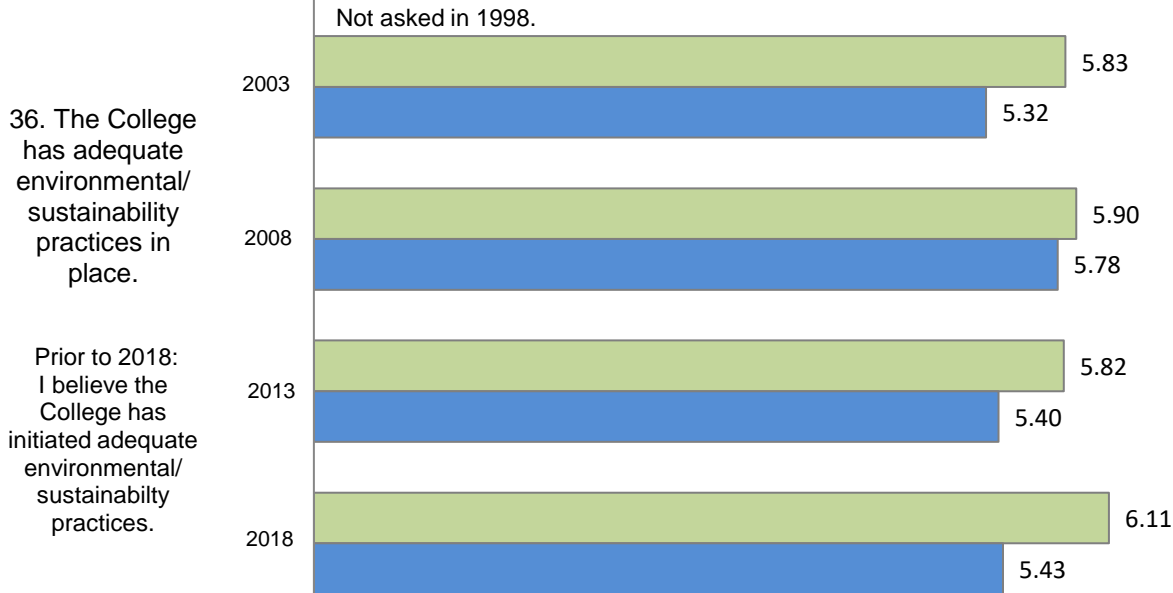
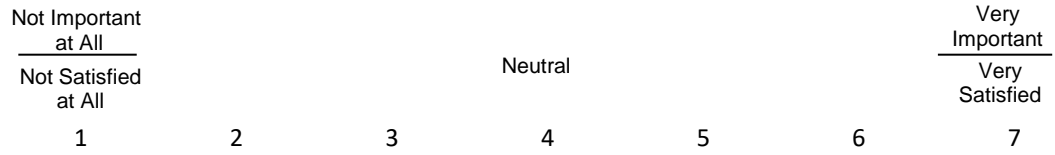
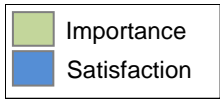


\*Wording prior to 2018: There are adequate opportunities for me to provide community and other service.

\*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



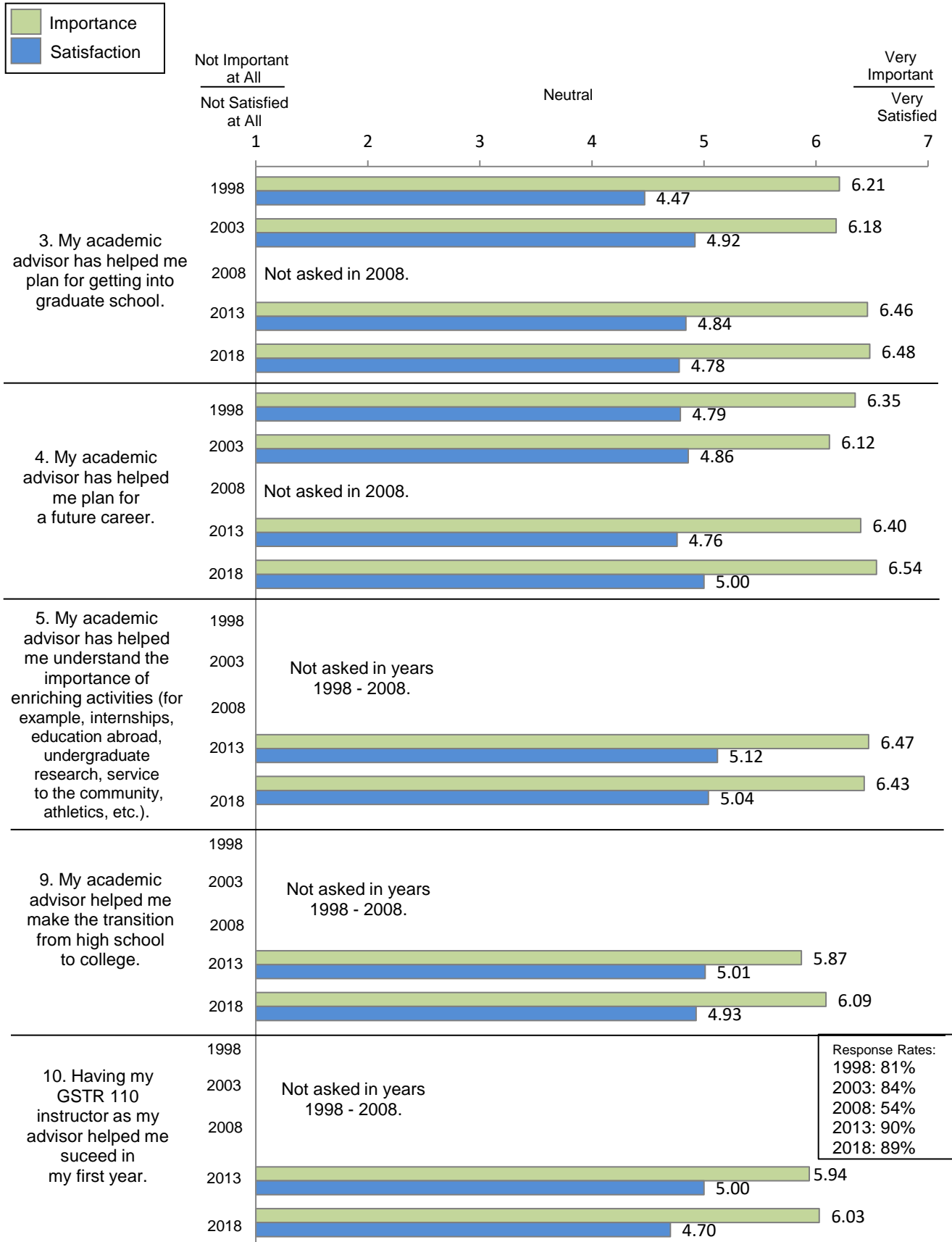
Response Rates:
1998: 81%
2003: 84%
2008: 54%
2013: 90%
2018: 89%

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

# International Students

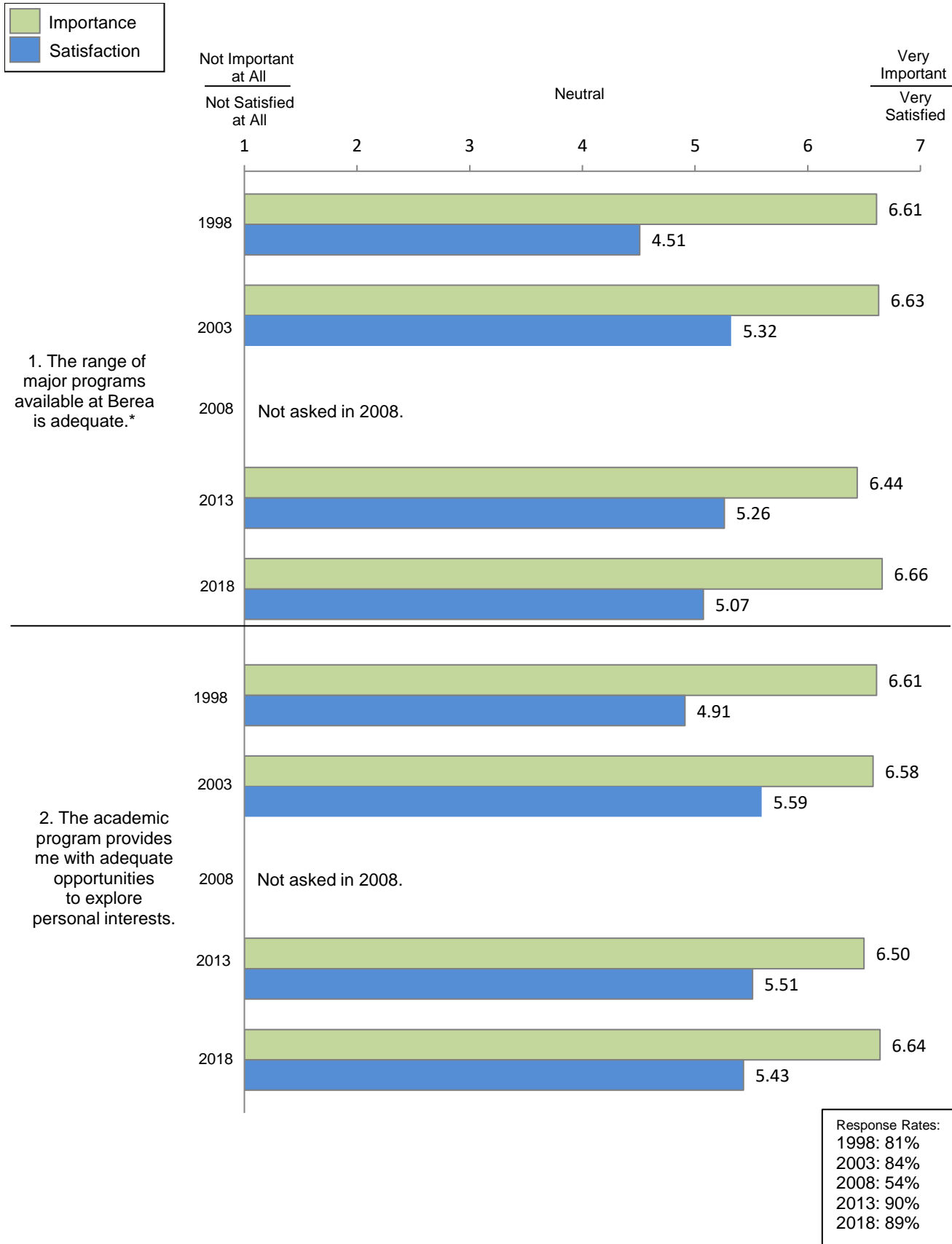
## Importance and Satisfaction Ratings within Item Group: *Academic Advising*

Berea-Specific  
Satisfaction Survey



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

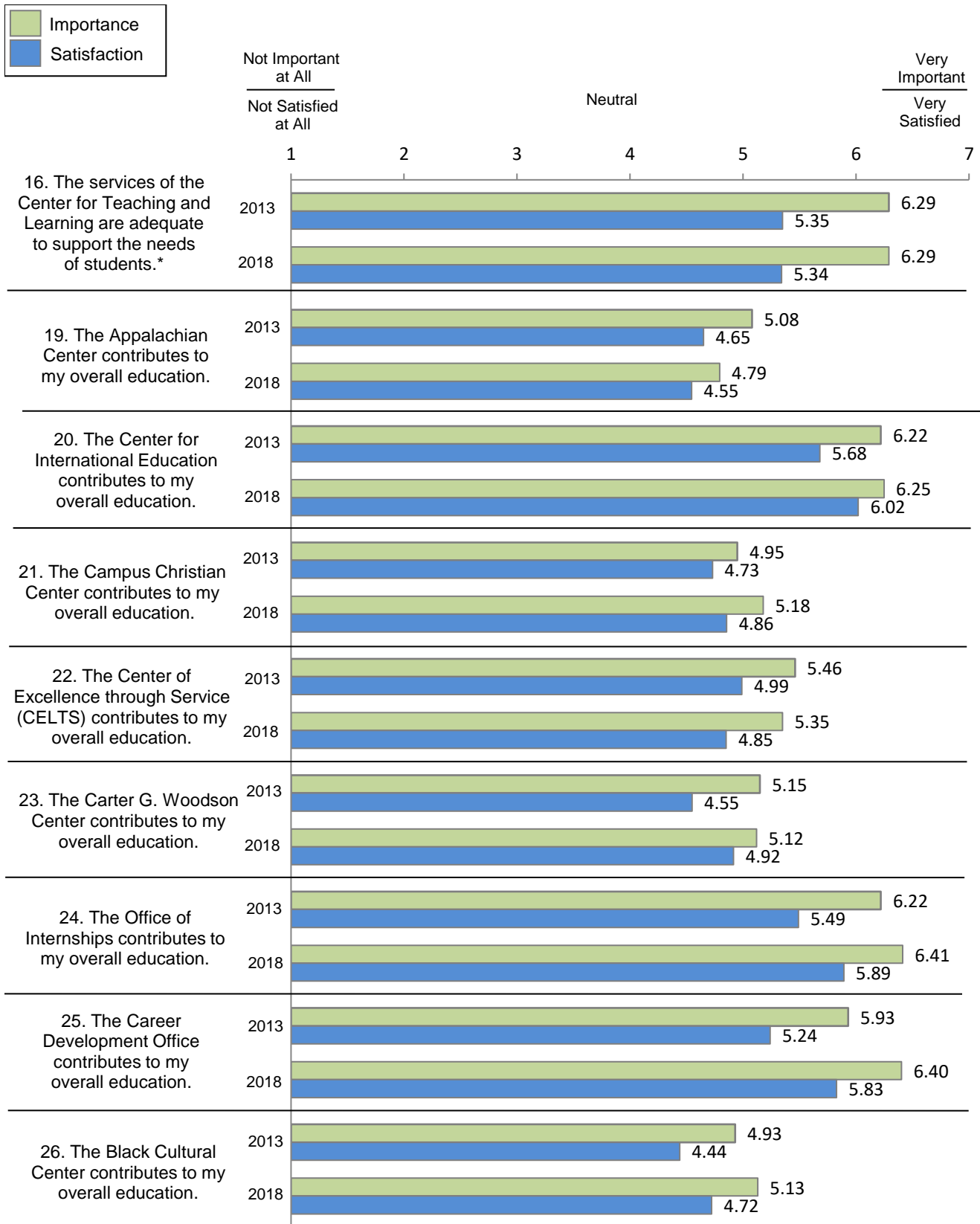
Berea-Specific  
Satisfaction Survey



\*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

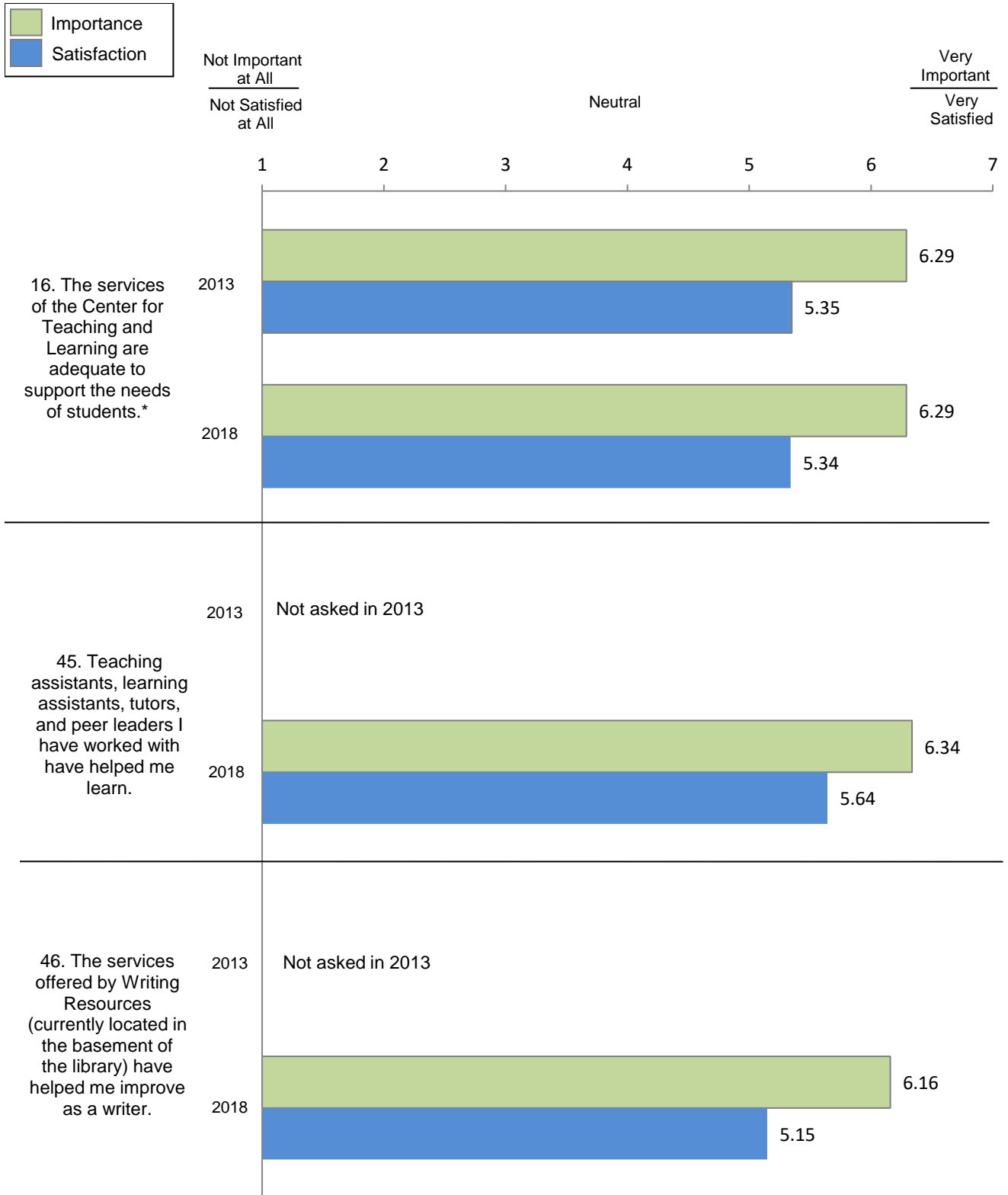


\*Wording change in 2018.  
NOTE: All questions added in 2013.

Response Rates:  
2013: 90%  
2018: 89%

**International Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Center for Teaching and Learning**

Berea-Specific  
Satisfaction Survey



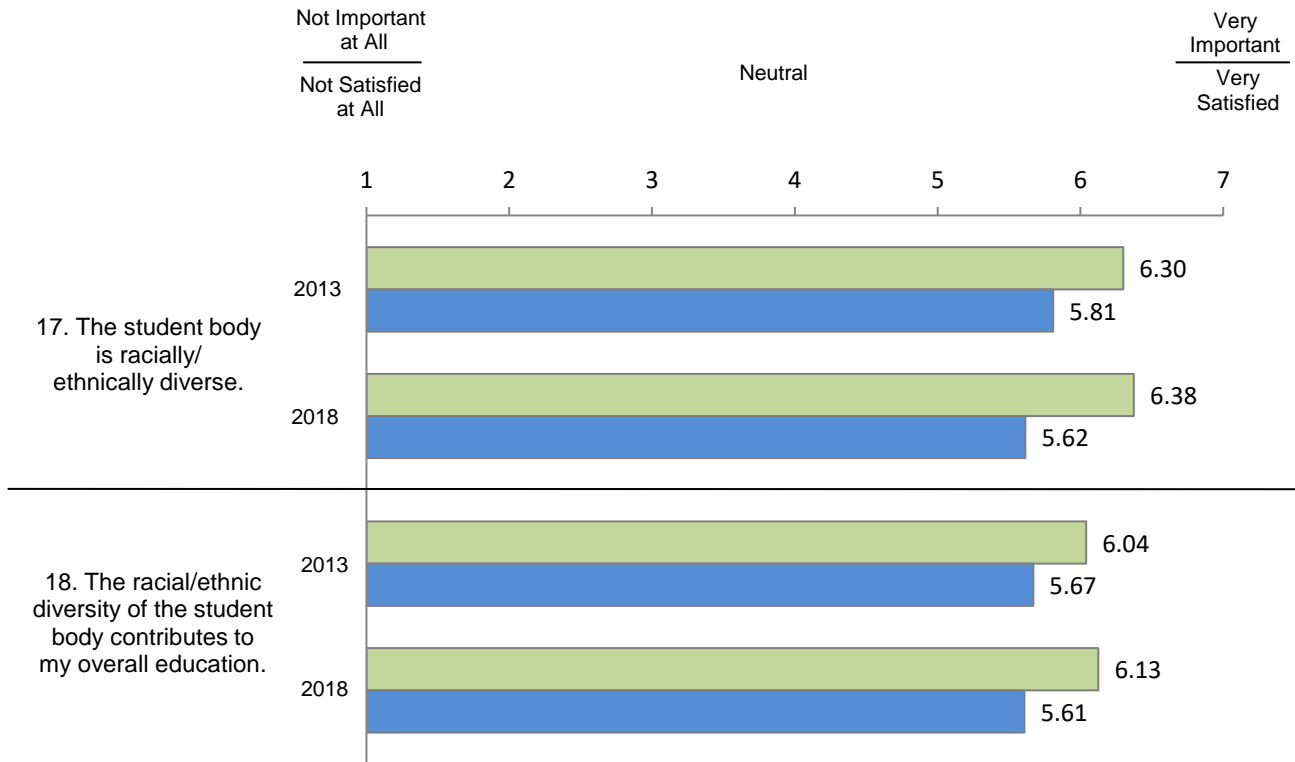
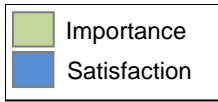
\*Wording change in 2018.

Response Rates:  
2013: 90%  
2018: 89%



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

Berea-Specific  
Satisfaction Survey



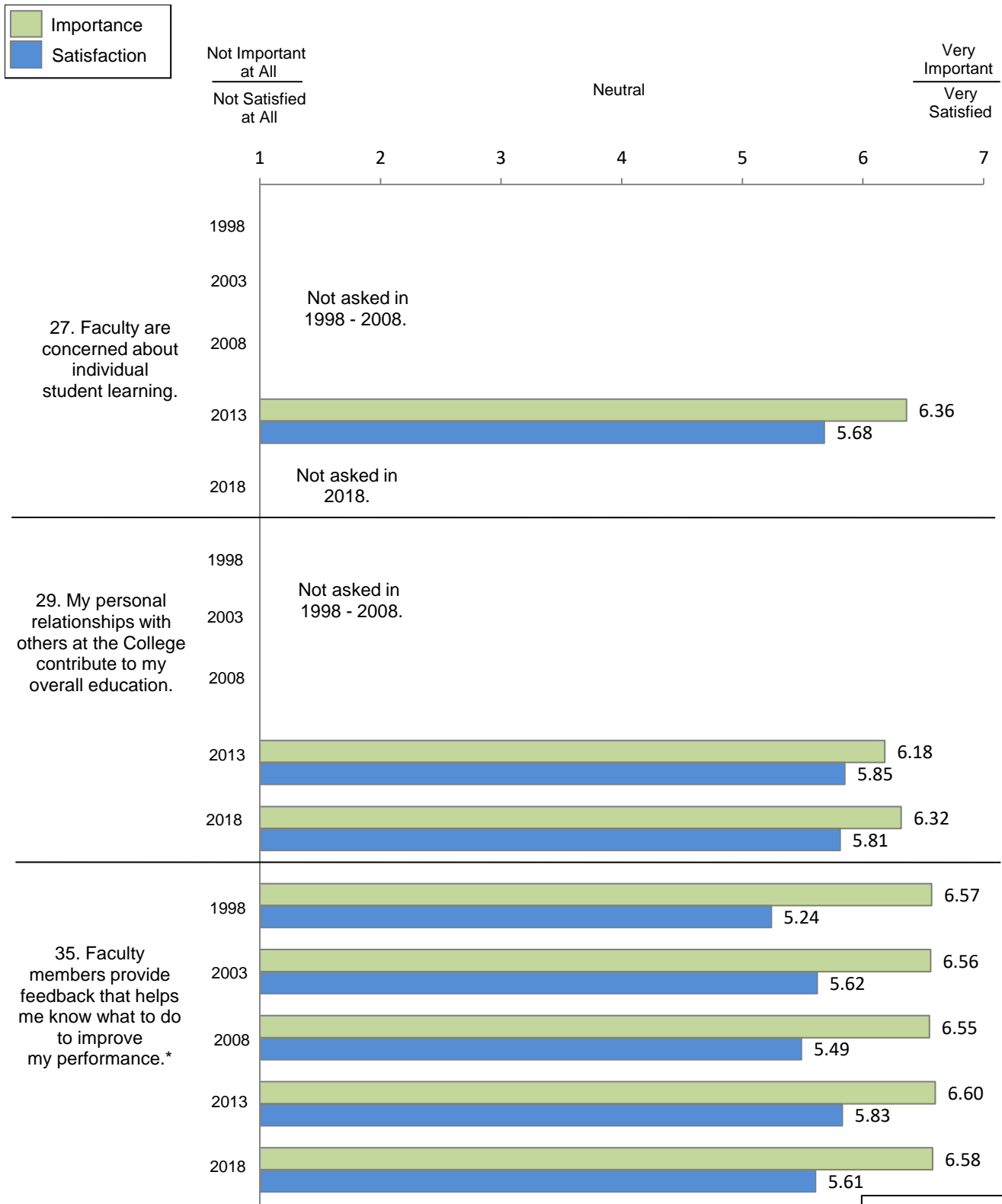
NOTE: All questions added in 2013.

Response Rates:  
2013: 90%  
2018: 89%

# International Students

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

Berea-Specific  
Satisfaction Survey

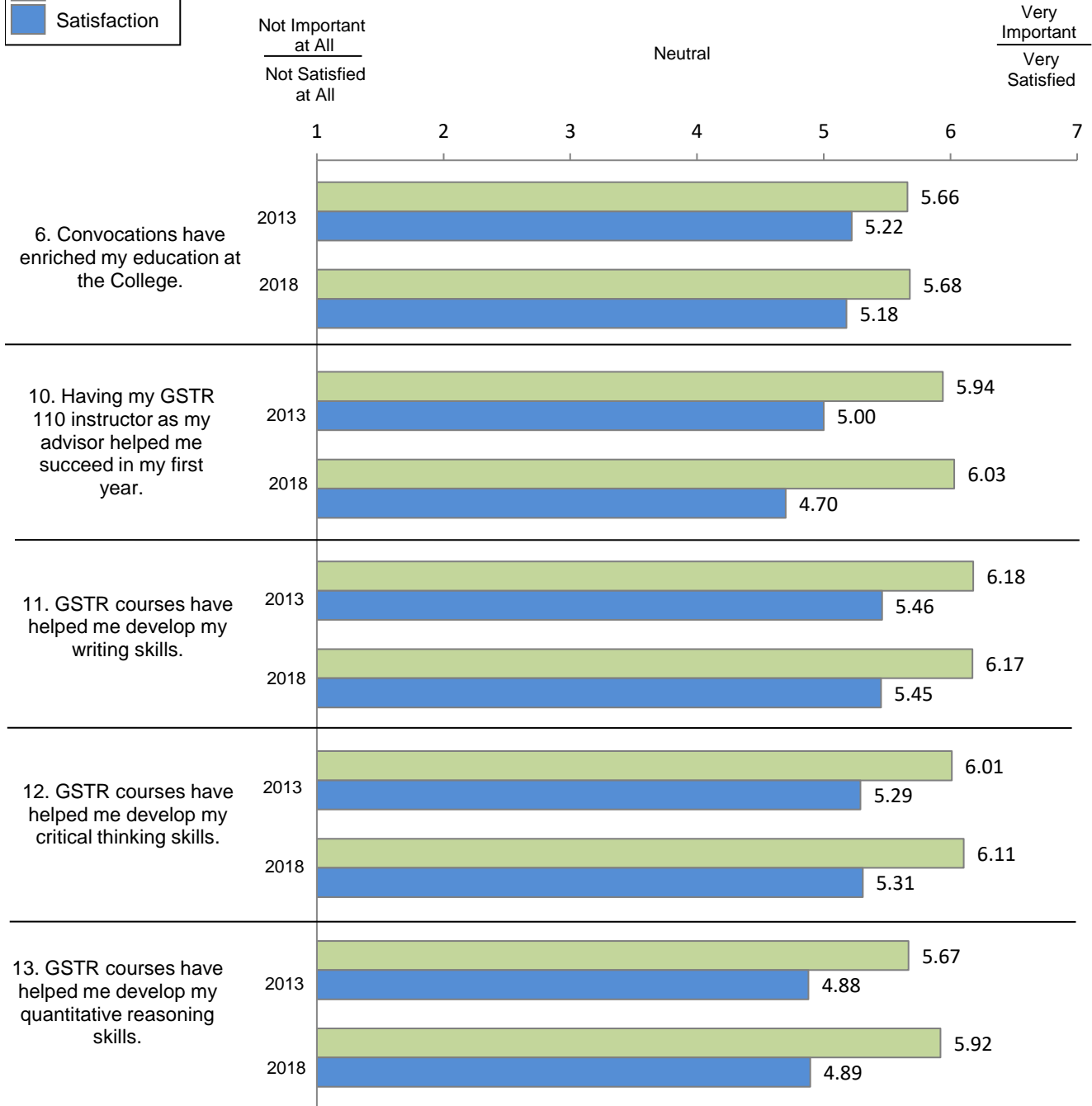
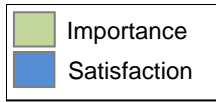


Response Rates:  
 1998: 81%  
 2003: 84%  
 2008: 54%  
 2013: 90%  
 2018: 89%

\*Wording change in 2018.

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

Berea-Specific  
Satisfaction Survey

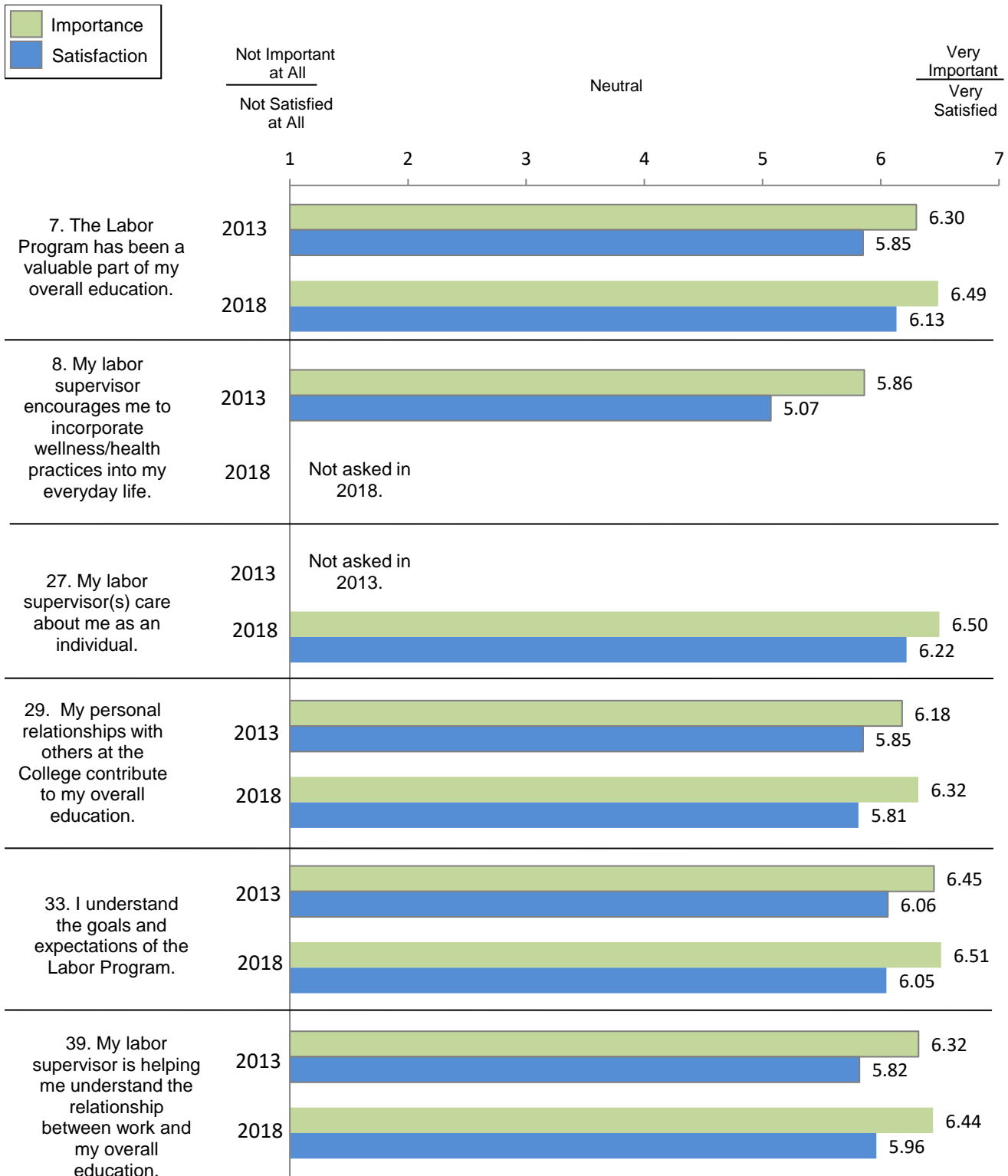


NOTE: All questions added in 2013.

Response Rates:  
2013: 90%  
2018: 89%

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

Berea-Specific  
Satisfaction Survey



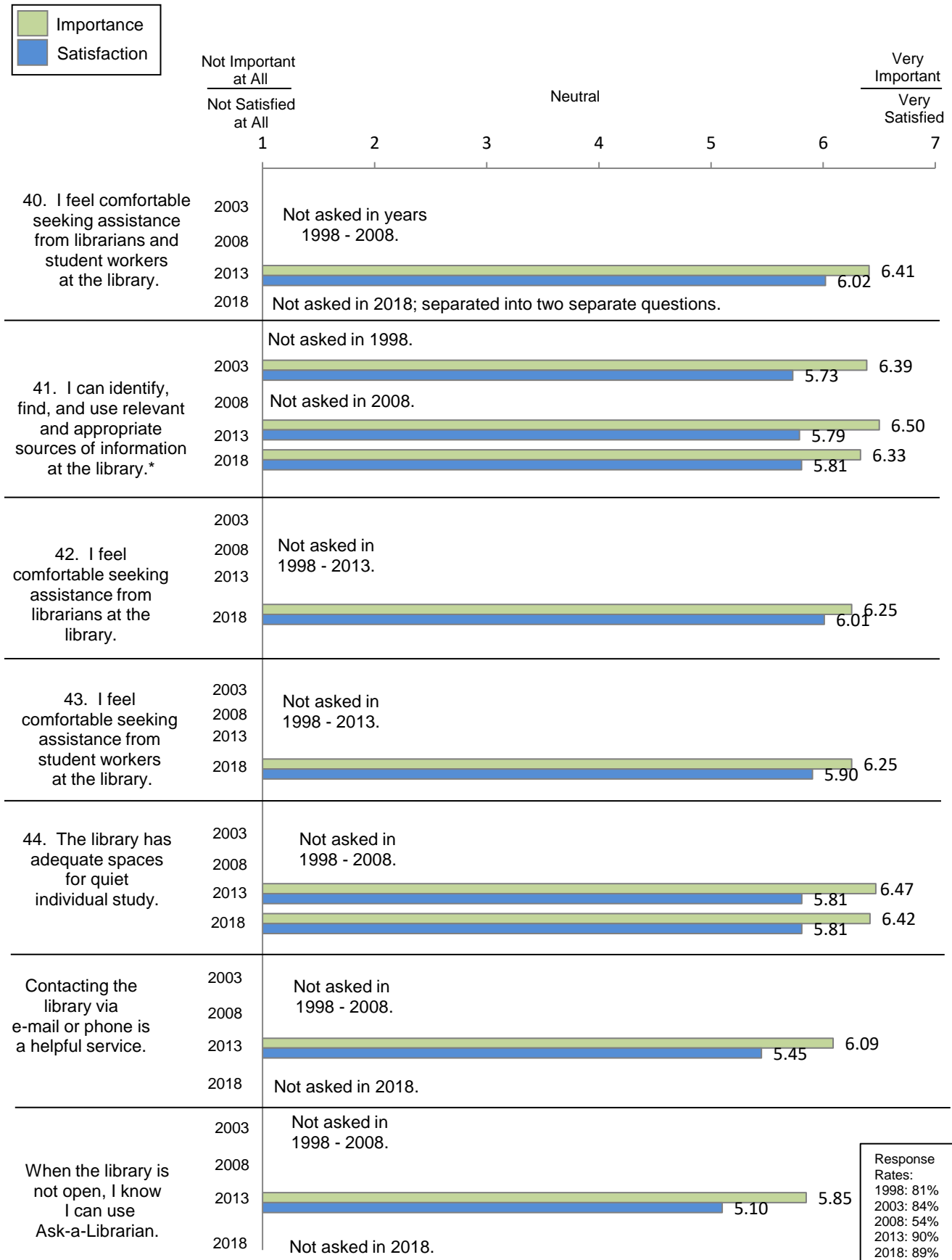
Response Rates:  
2013: 90%  
2018: 89%

NOTE: Most questions added in 2013.

# International Students

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

Berea-Specific  
Satisfaction Survey

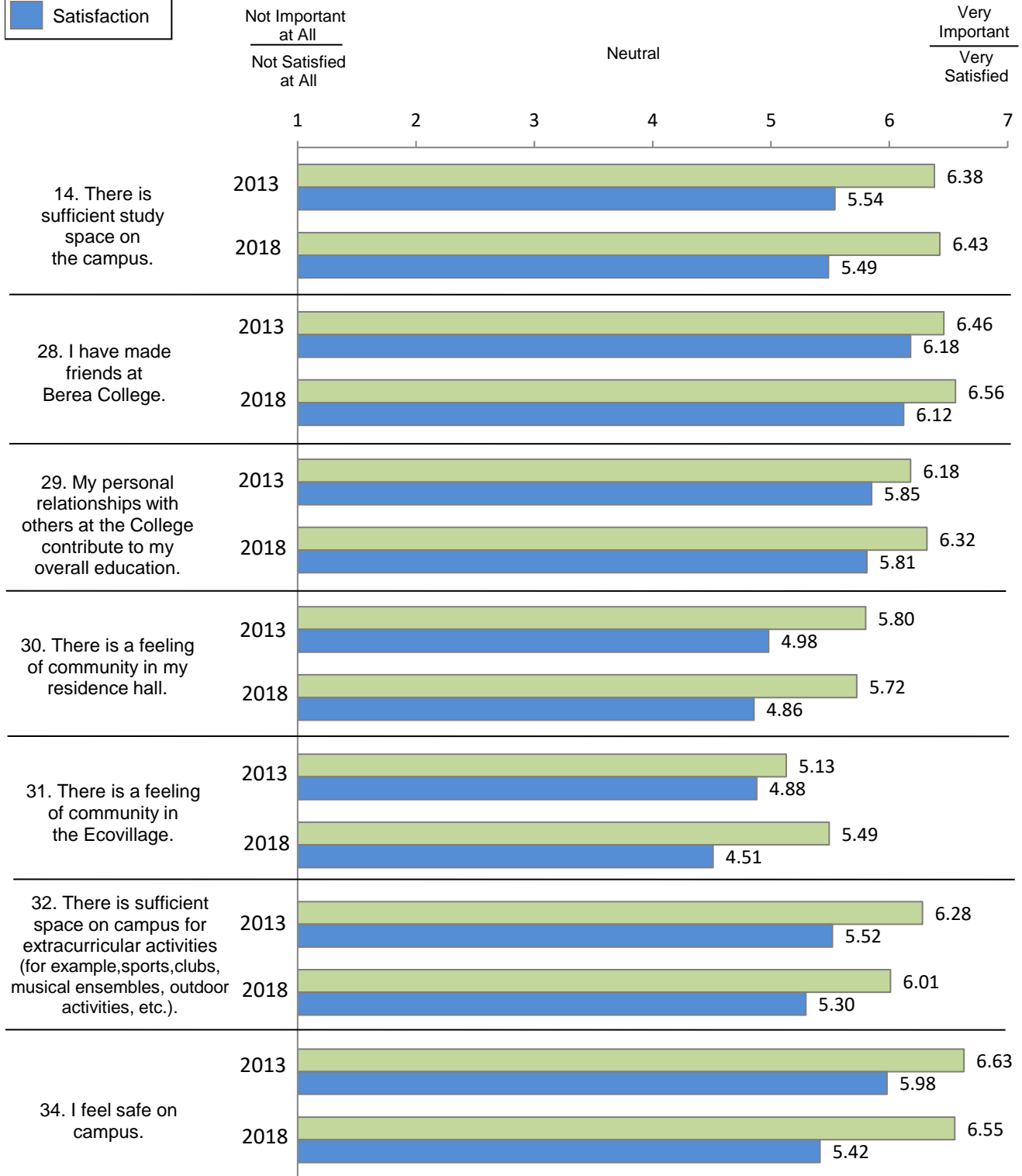
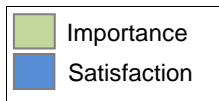


Response Rates:  
1998: 81%  
2003: 84%  
2008: 54%  
2013: 90%  
2018: 89%

\*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



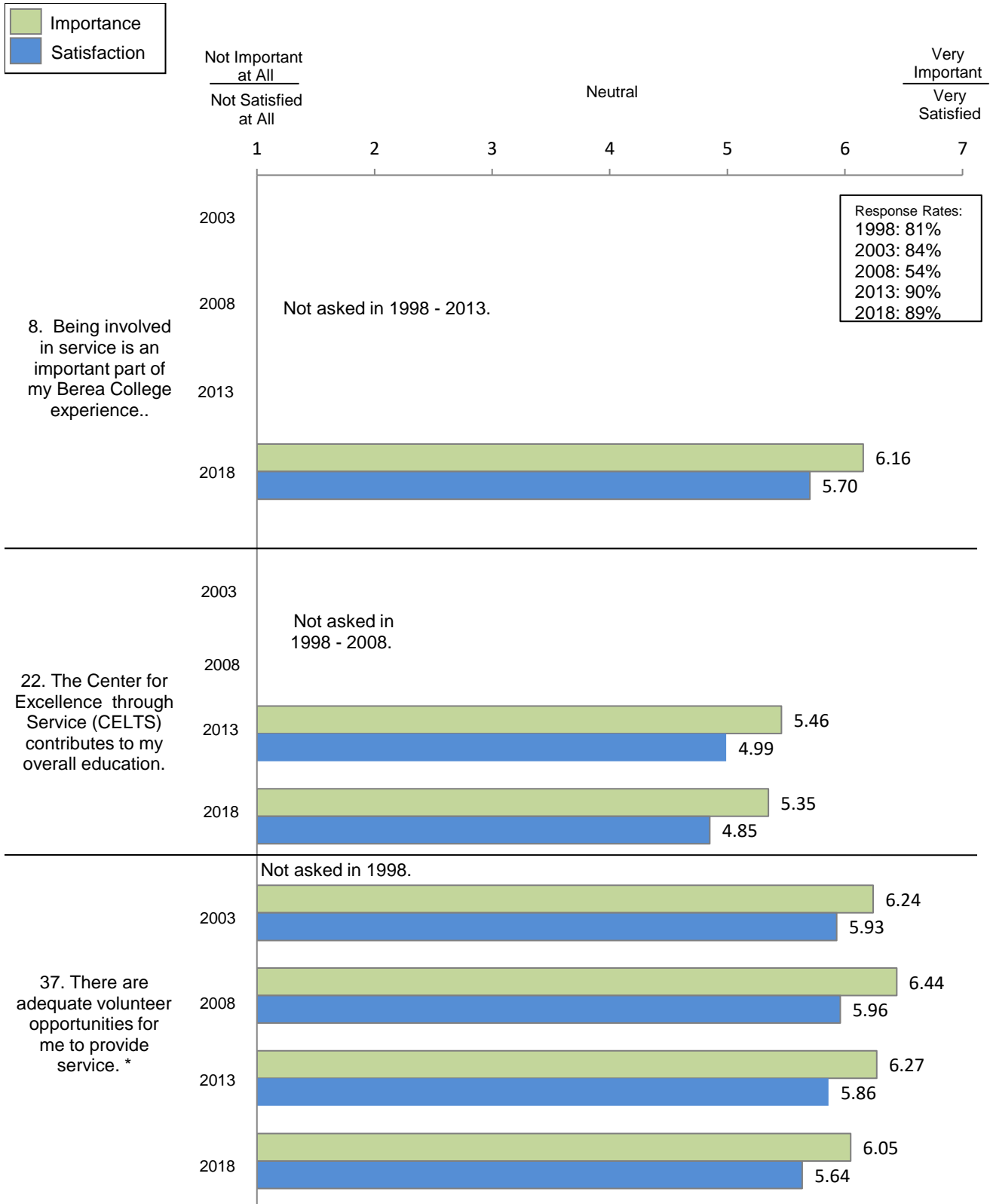
Response Rates:  
2013: 90%  
2018: 89%

NOTE: All questions added in 2013.

# International Students

## Importance and Satisfaction Ratings within Item Group: Service

Berea-Specific  
Satisfaction Survey

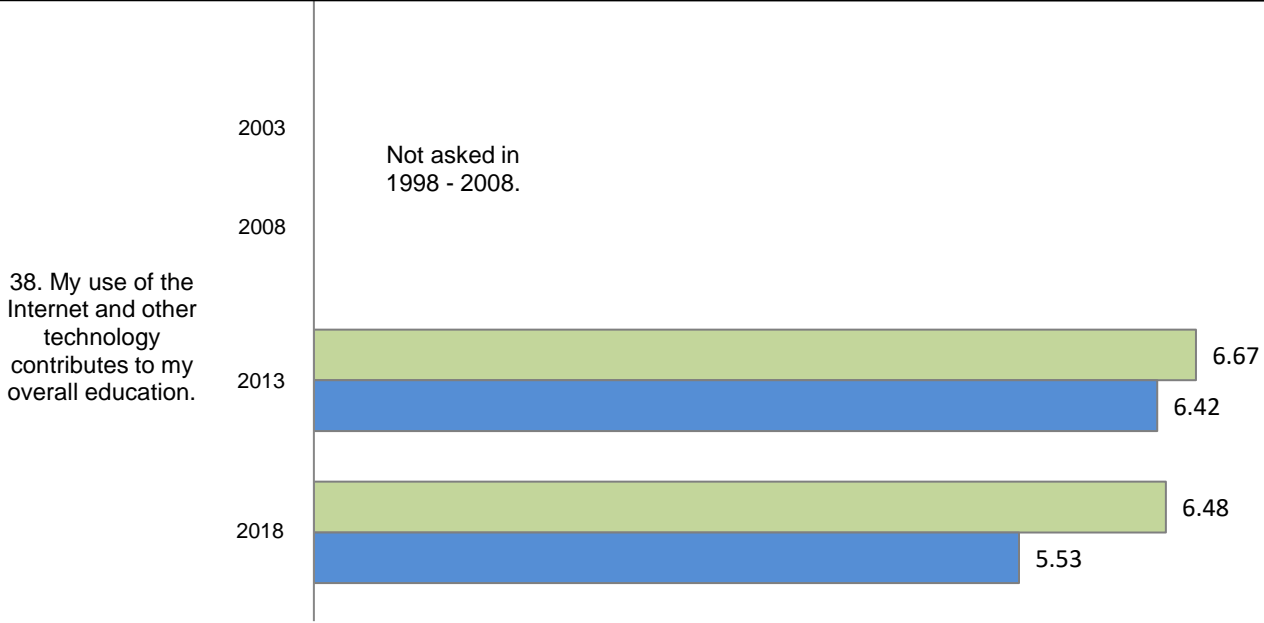
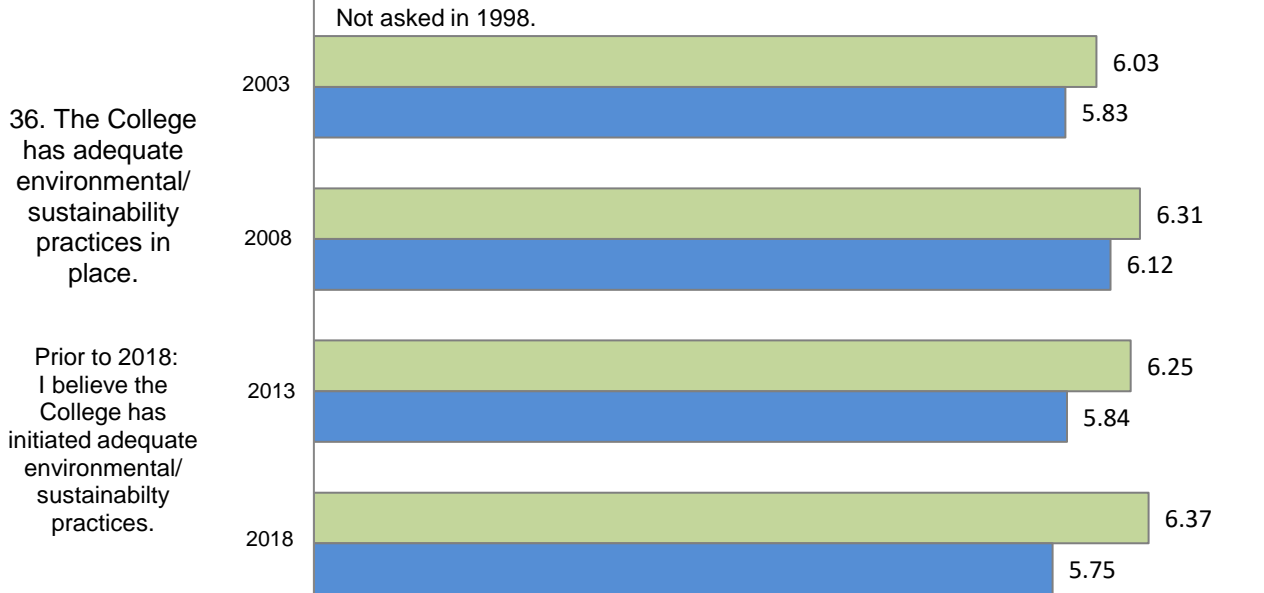
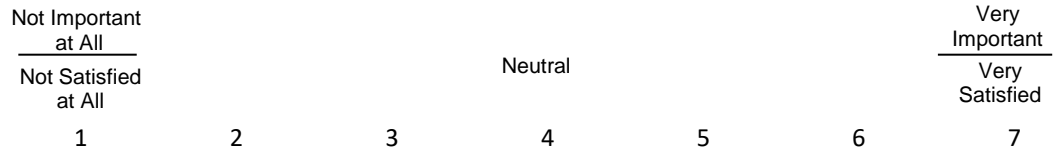
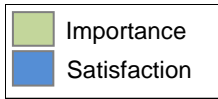


\*Wording prior to 2018: There are adequate opportunities for me to provide community and other service.

\*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



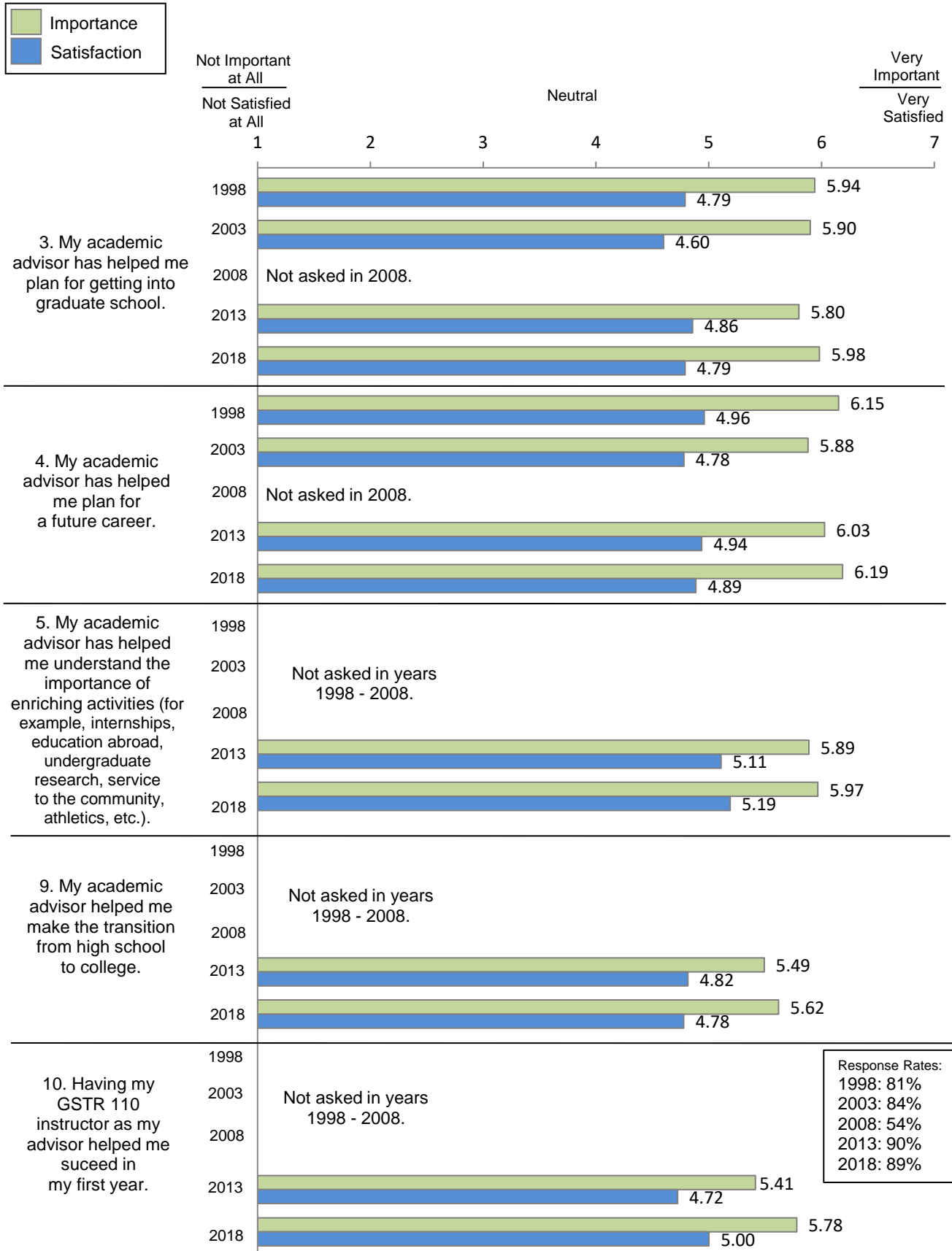
Response Rates:
1998: 81%
2003: 84%
2008: 54%
2013: 90%
2018: 89%

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



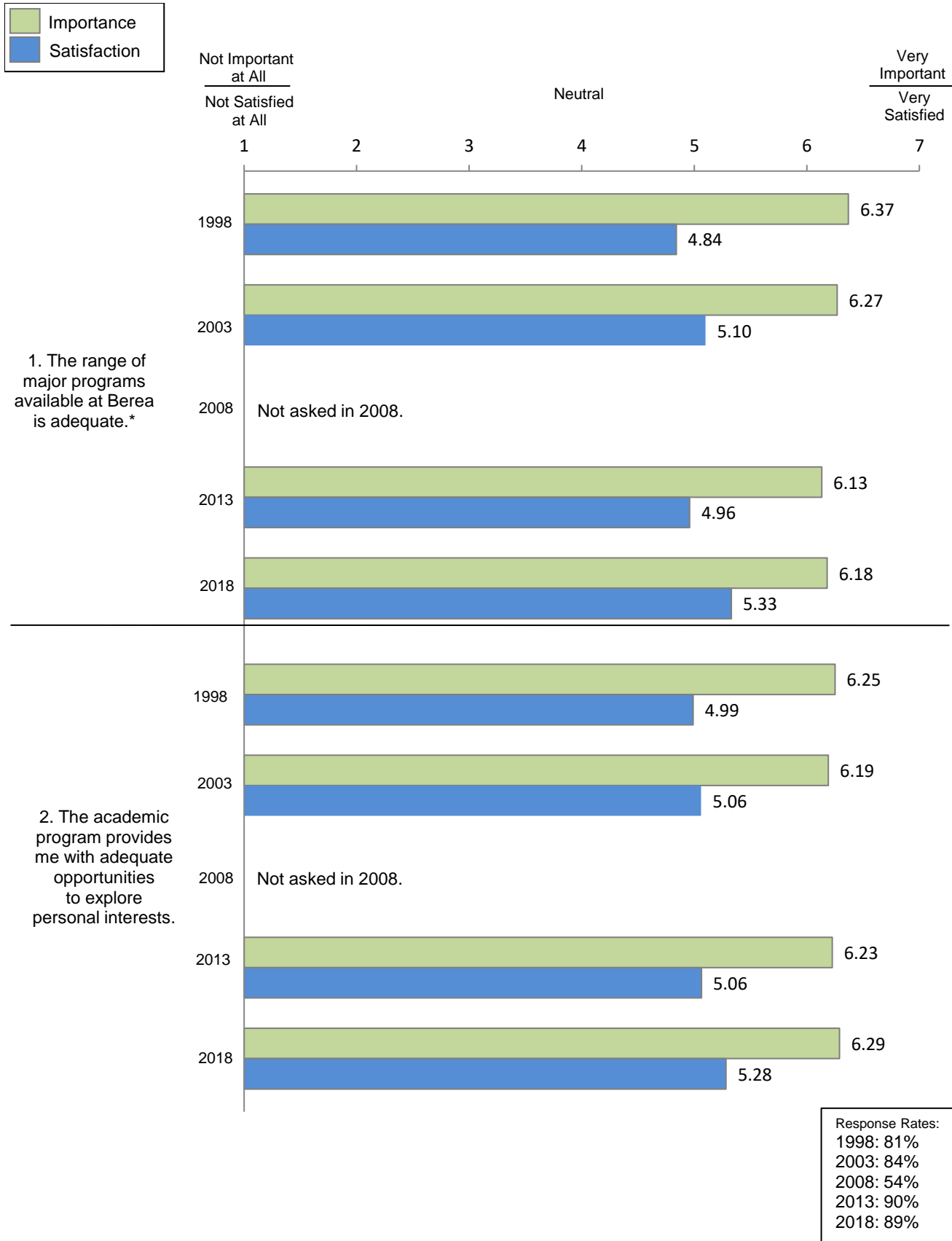
**Male Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Academic Advising**

Berea-Specific  
Satisfaction Survey



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

Berea-Specific  
Satisfaction Survey

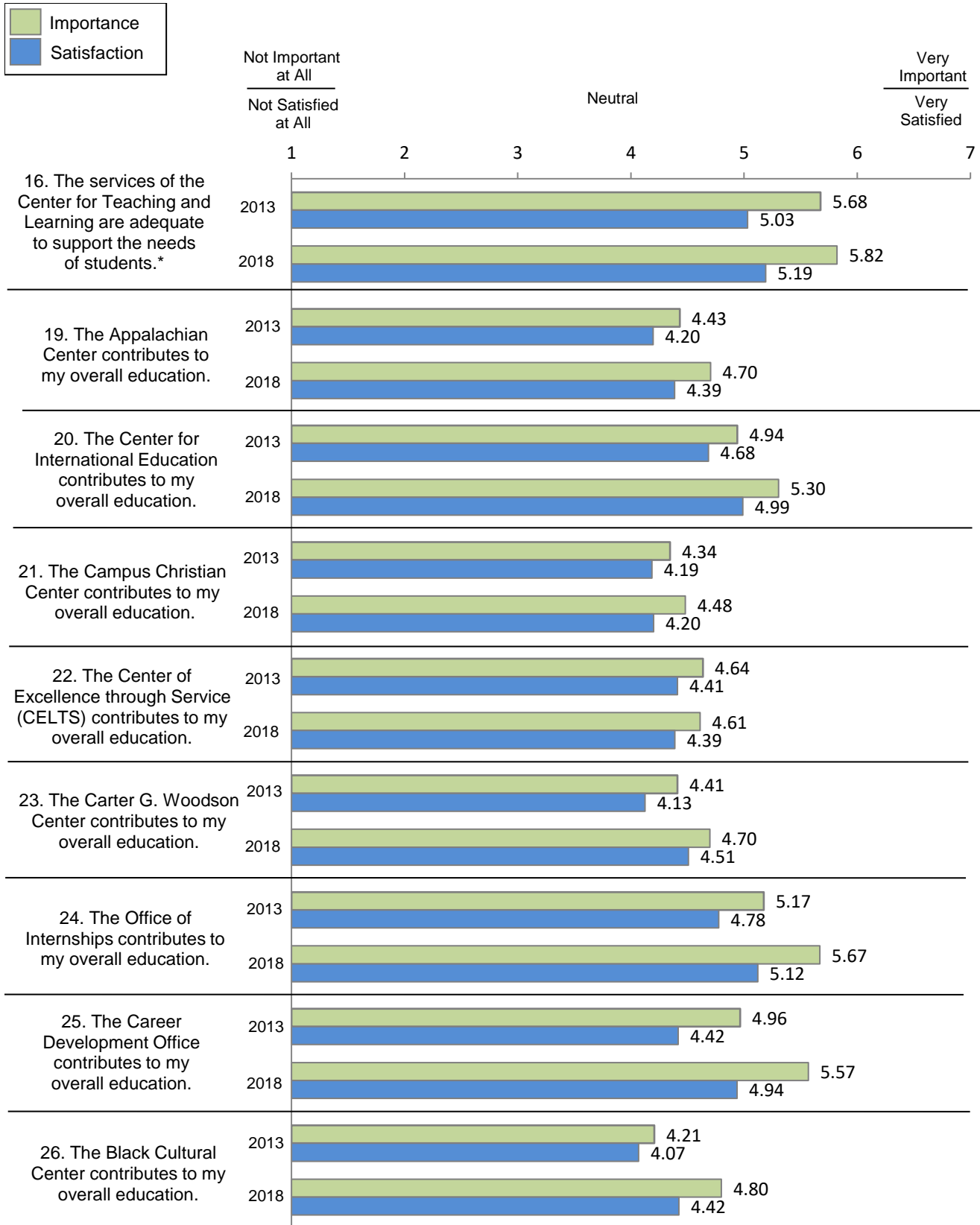


\*Prior to 2013 this item was worded, "The range of my major programs available at Berea is adequate given my interests and needs."

## Male Students

### Importance and Satisfaction Ratings within Item Group: Centers

Berea-Specific  
Satisfaction Survey



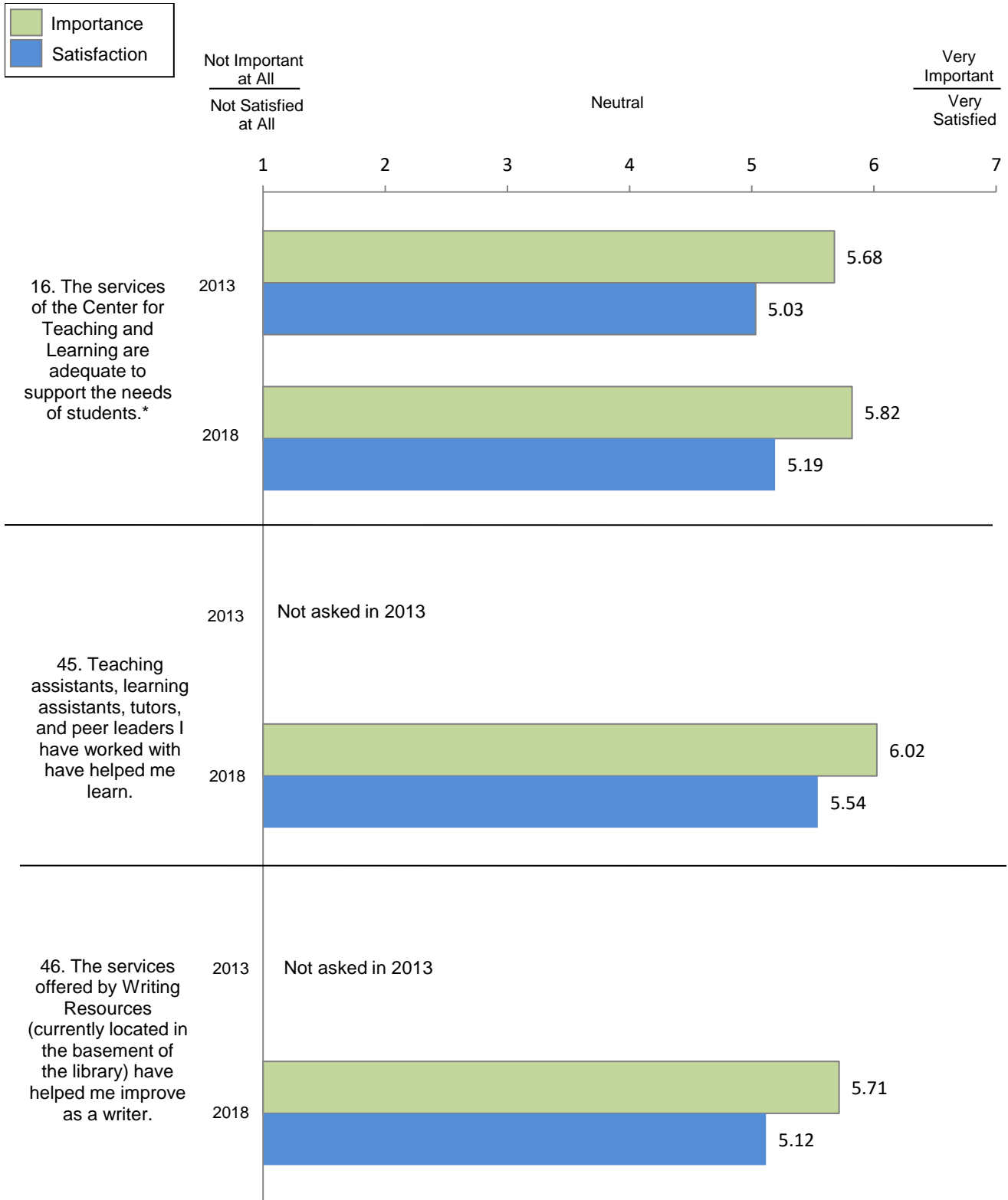
\*Wording change in 2018.

NOTE: All questions added in 2013.

Response Rates: 2013: 90% 2018: 89%
---

**Male Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Center for Teaching and Learning**

Berea-Specific  
Satisfaction Survey

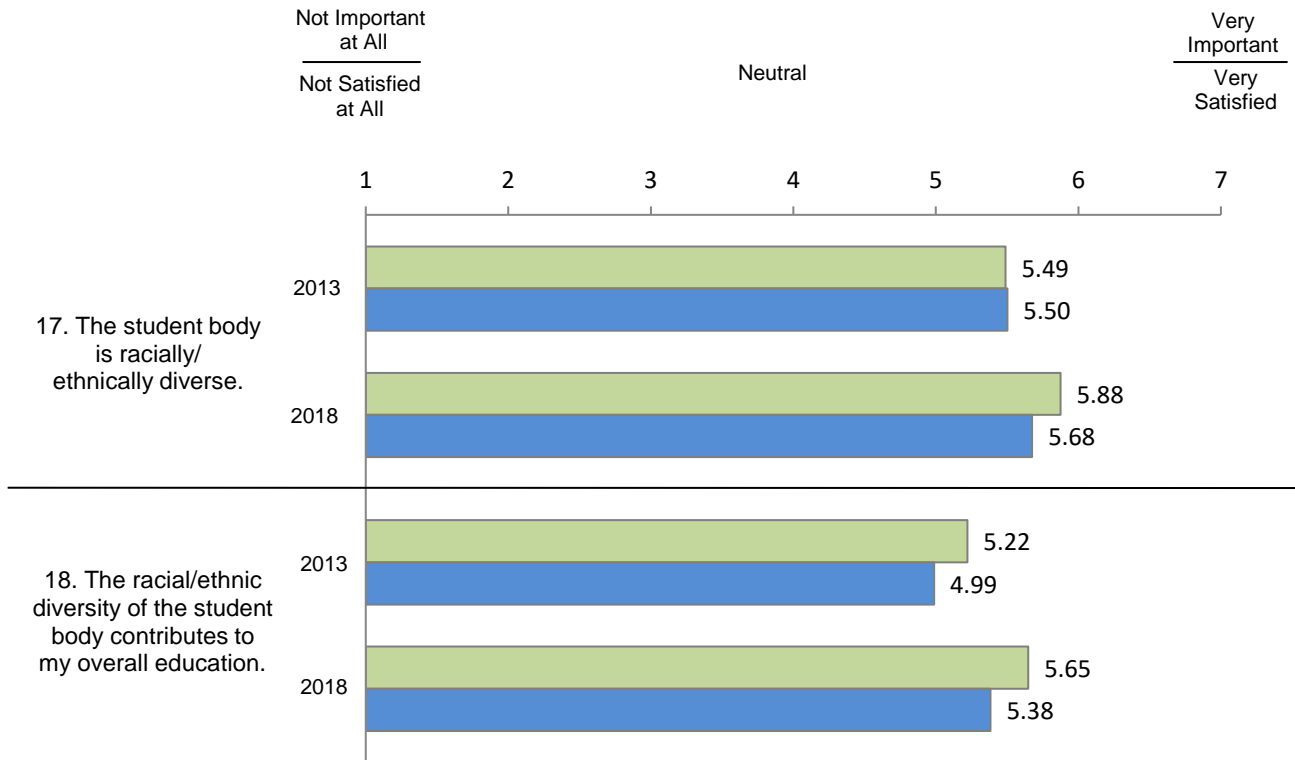
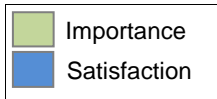


\*Wording change in 2018.

Response Rates:  
2013: 90%  
2018: 89%

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

Berea-Specific  
Satisfaction Survey



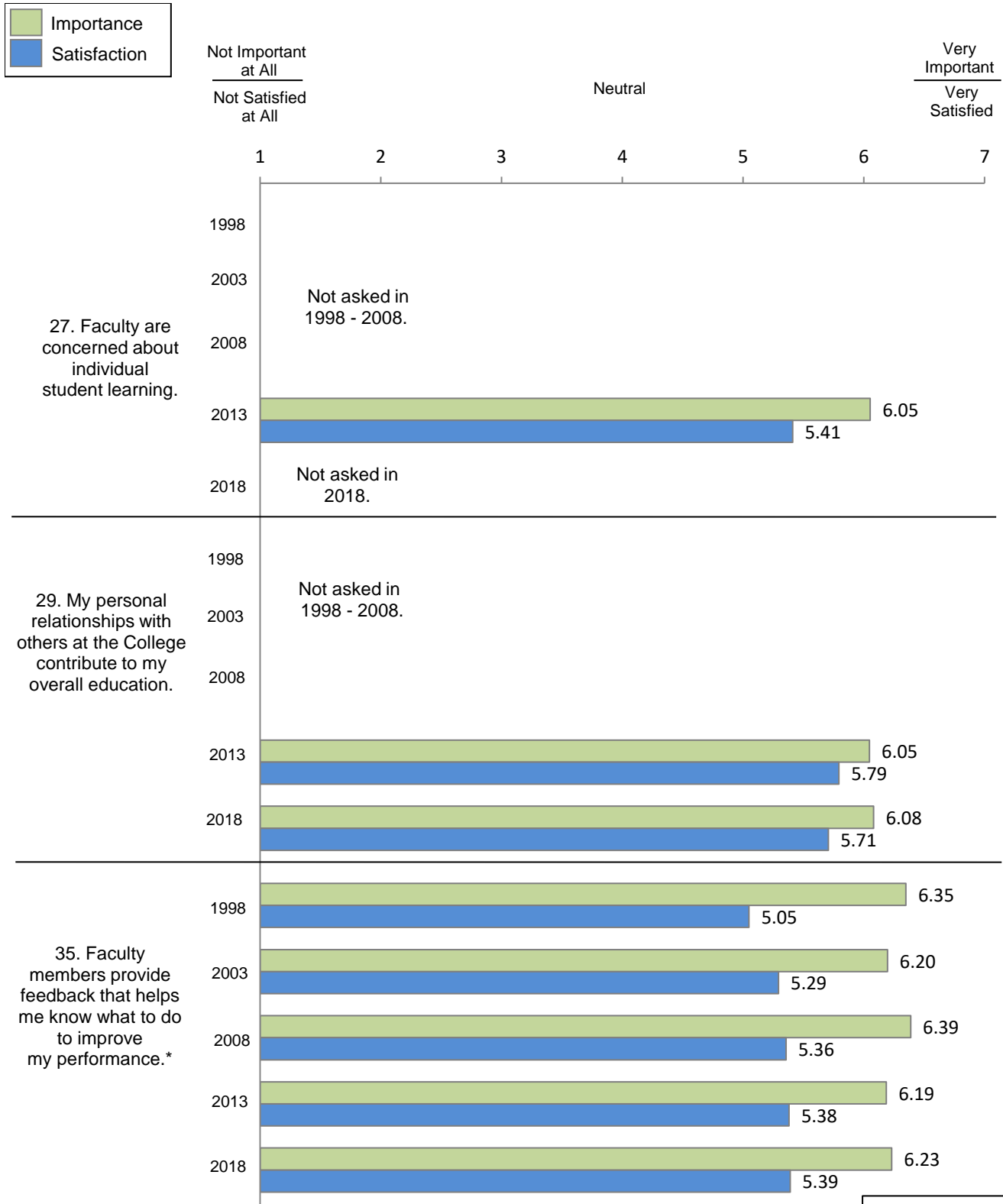
NOTE: All questions added in 2013.

Response Rates:  
2013: 90%  
2018: 89%

# Male Students

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

Berea-Specific  
Satisfaction Survey

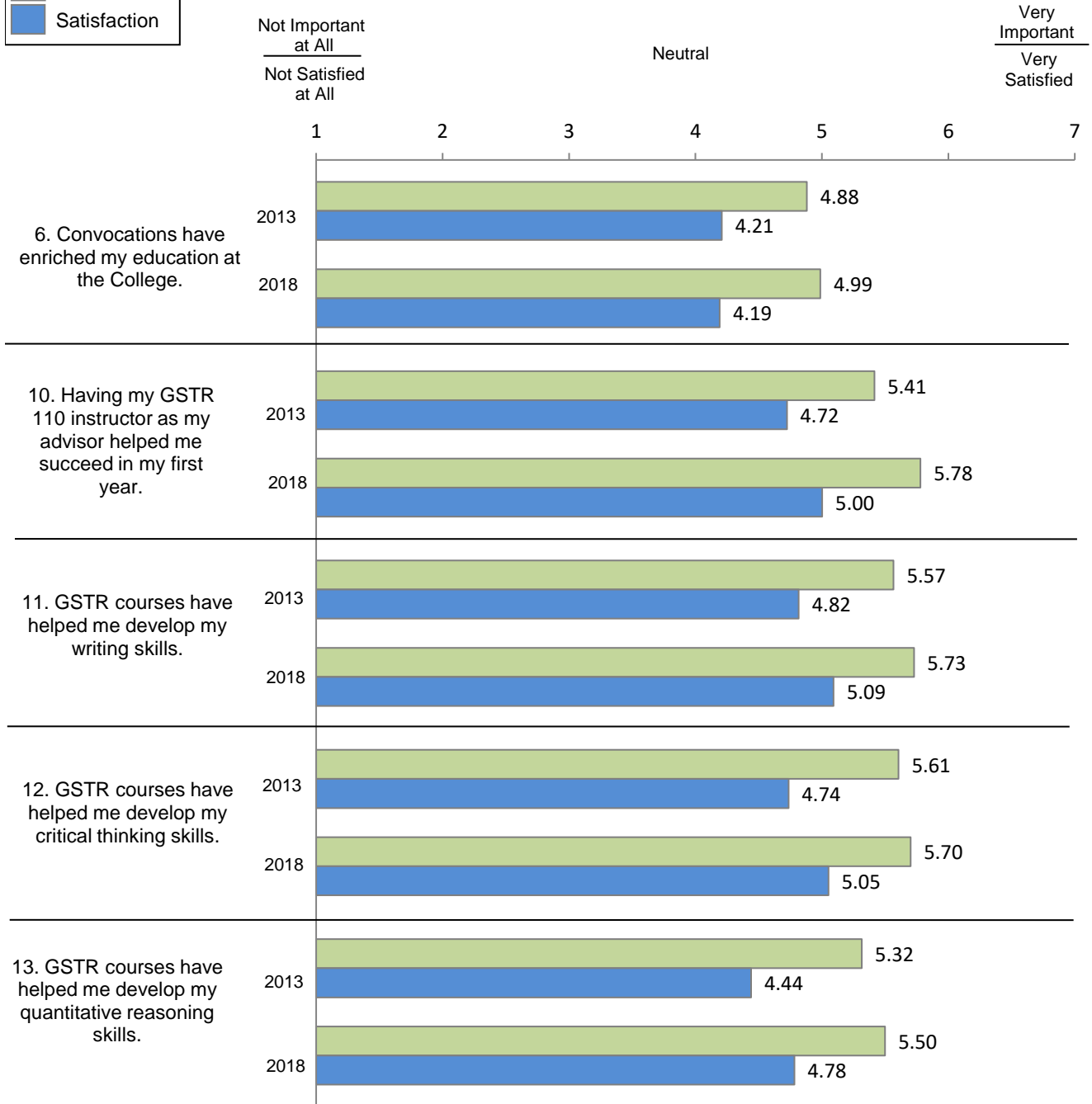
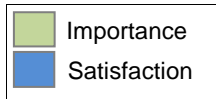


Response Rates:  
 1998: 81%  
 2003: 84%  
 2008: 54%  
 2013: 90%  
 2018: 89%

\*Wording change in 2018.

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

Berea-Specific  
Satisfaction Survey

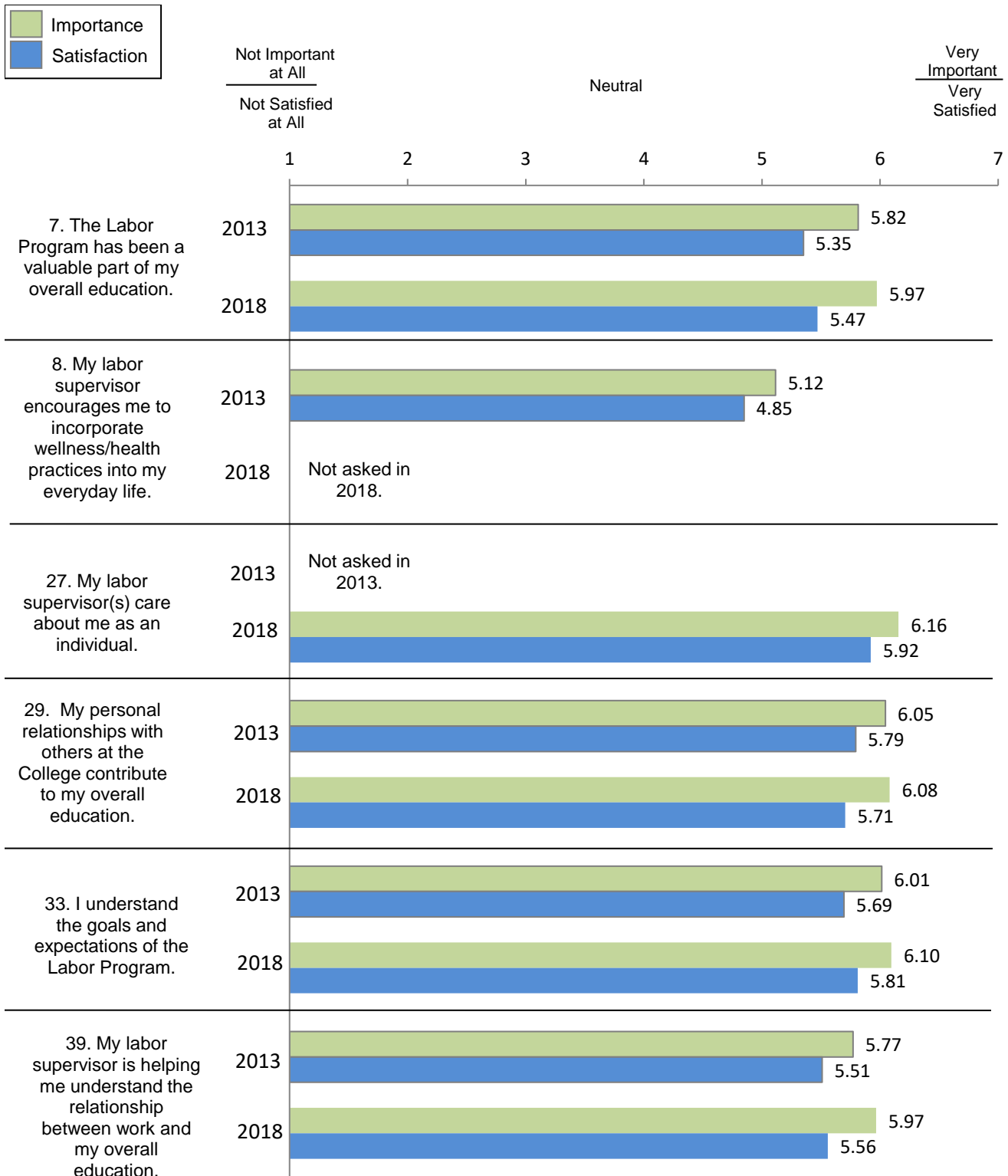


NOTE: All questions added in 2013.

Response Rates:  
2013: 90%  
2018: 89%

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

Berea-Specific  
Satisfaction Survey



Response Rates:  
2013: 90%  
2018: 89%

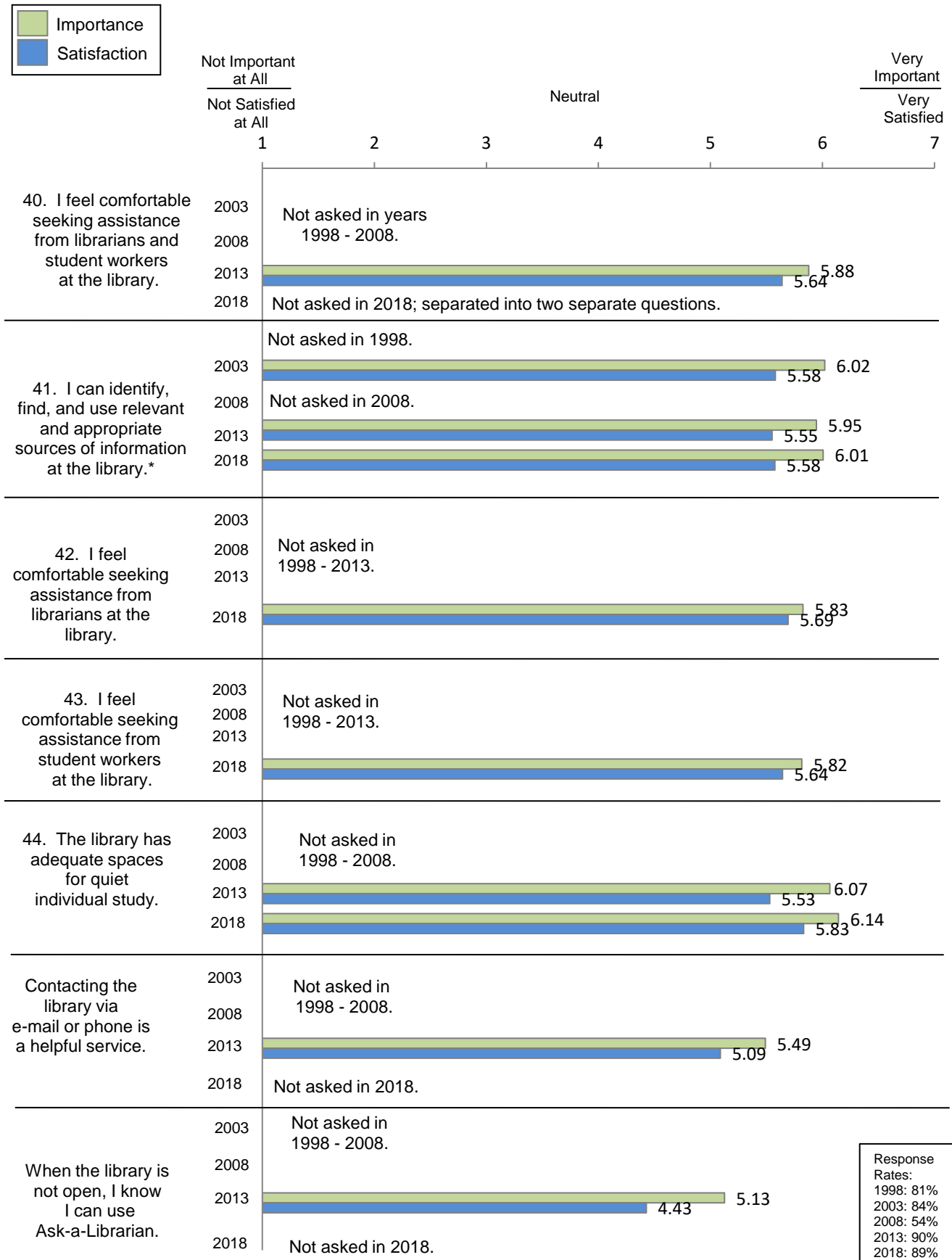
NOTE: Most questions added in 2013.



# Male Students

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

Berea-Specific  
Satisfaction Survey

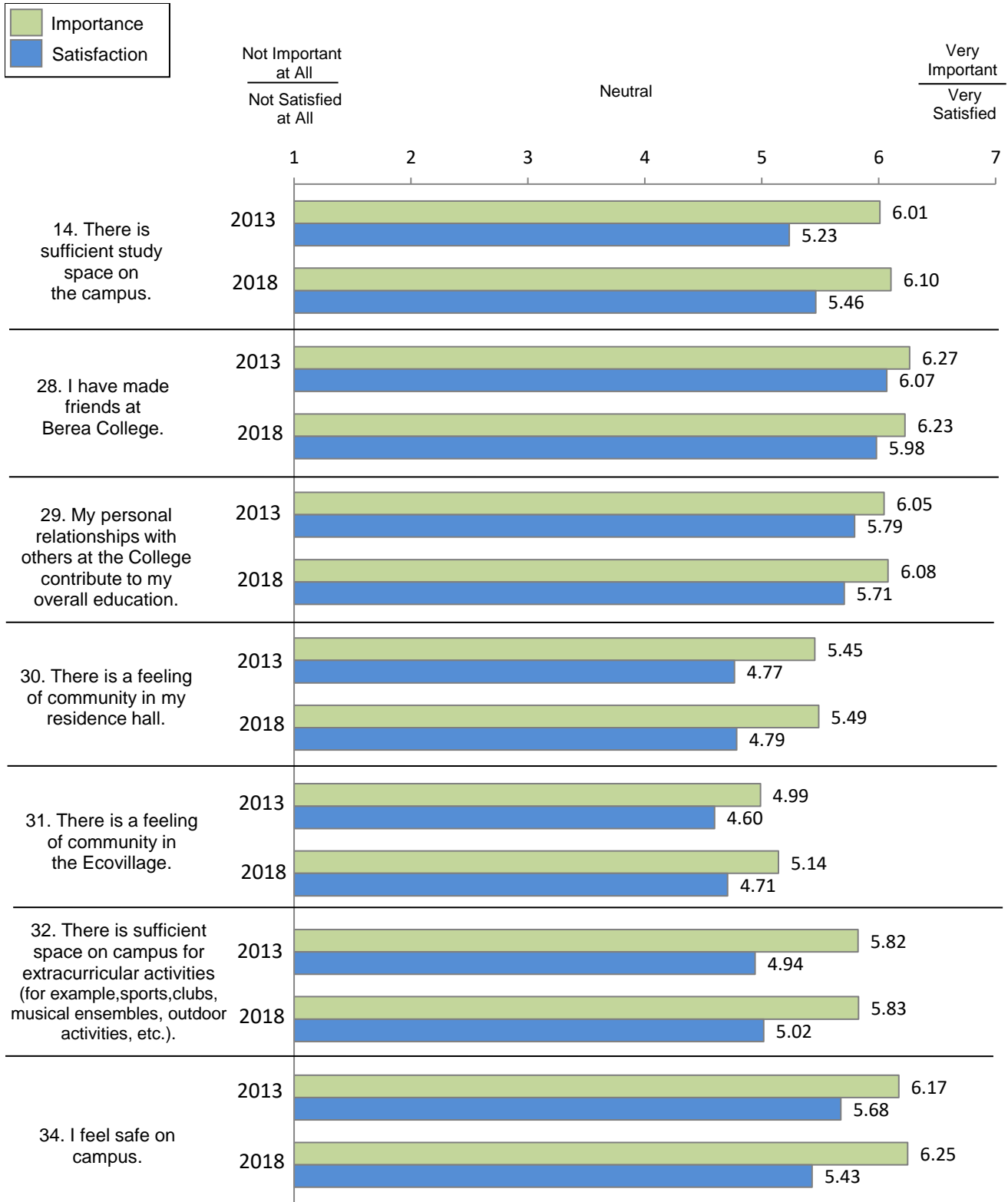


Response Rates:  
1998: 81%  
2003: 84%  
2008: 54%  
2013: 90%  
2018: 89%

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

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

Berea-Specific  
Satisfaction Survey



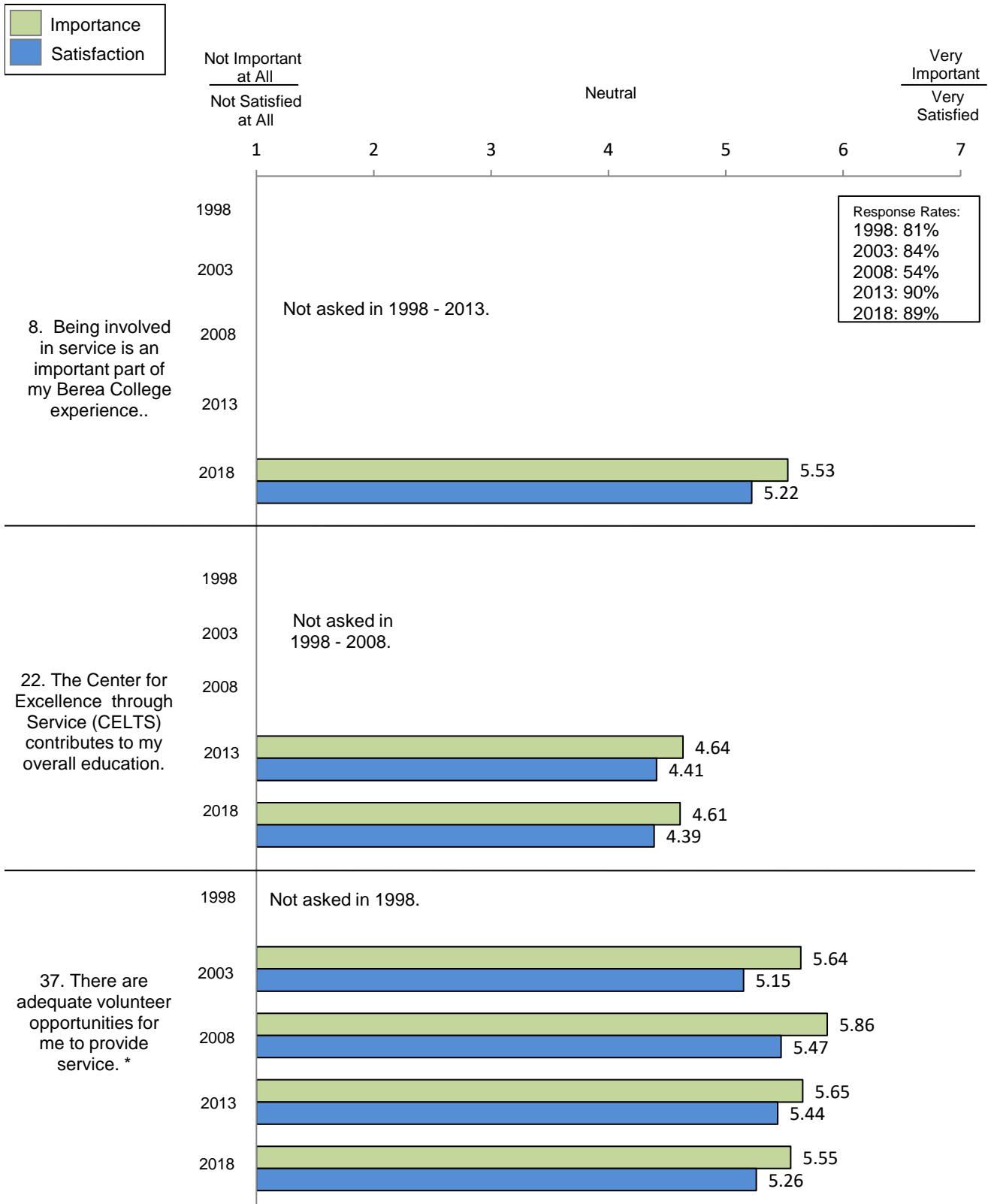
Response Rates:  
2013: 90%  
2018: 89%

NOTE: All questions added in 2013.

## Male Students

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

Berea-Specific  
Satisfaction Survey

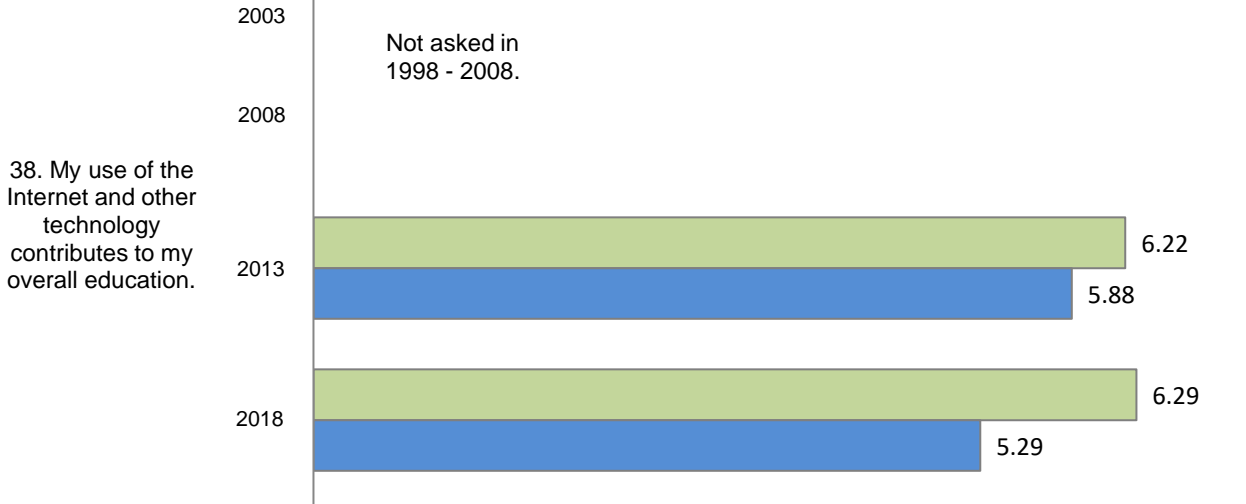
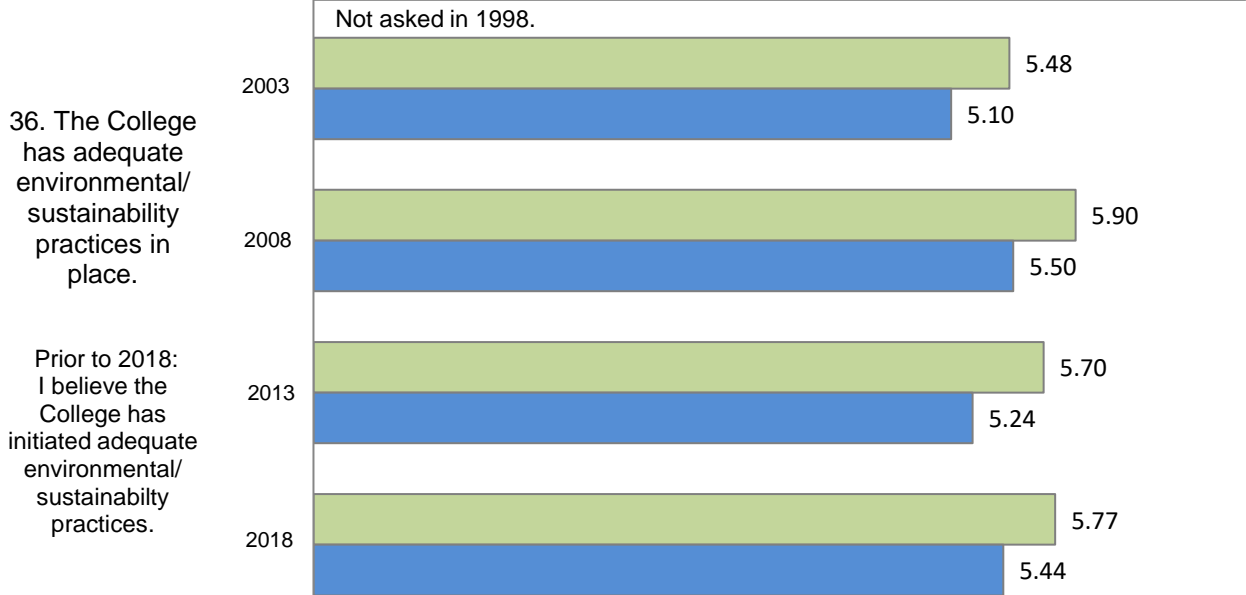
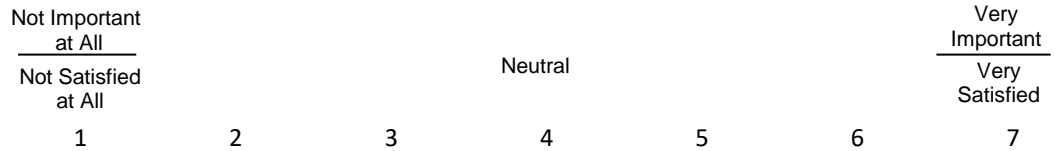
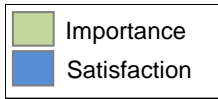


\*Wording prior to 2018: There are adequate opportunities for me to provide community and other service.

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

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

Berea-Specific  
Satisfaction Survey



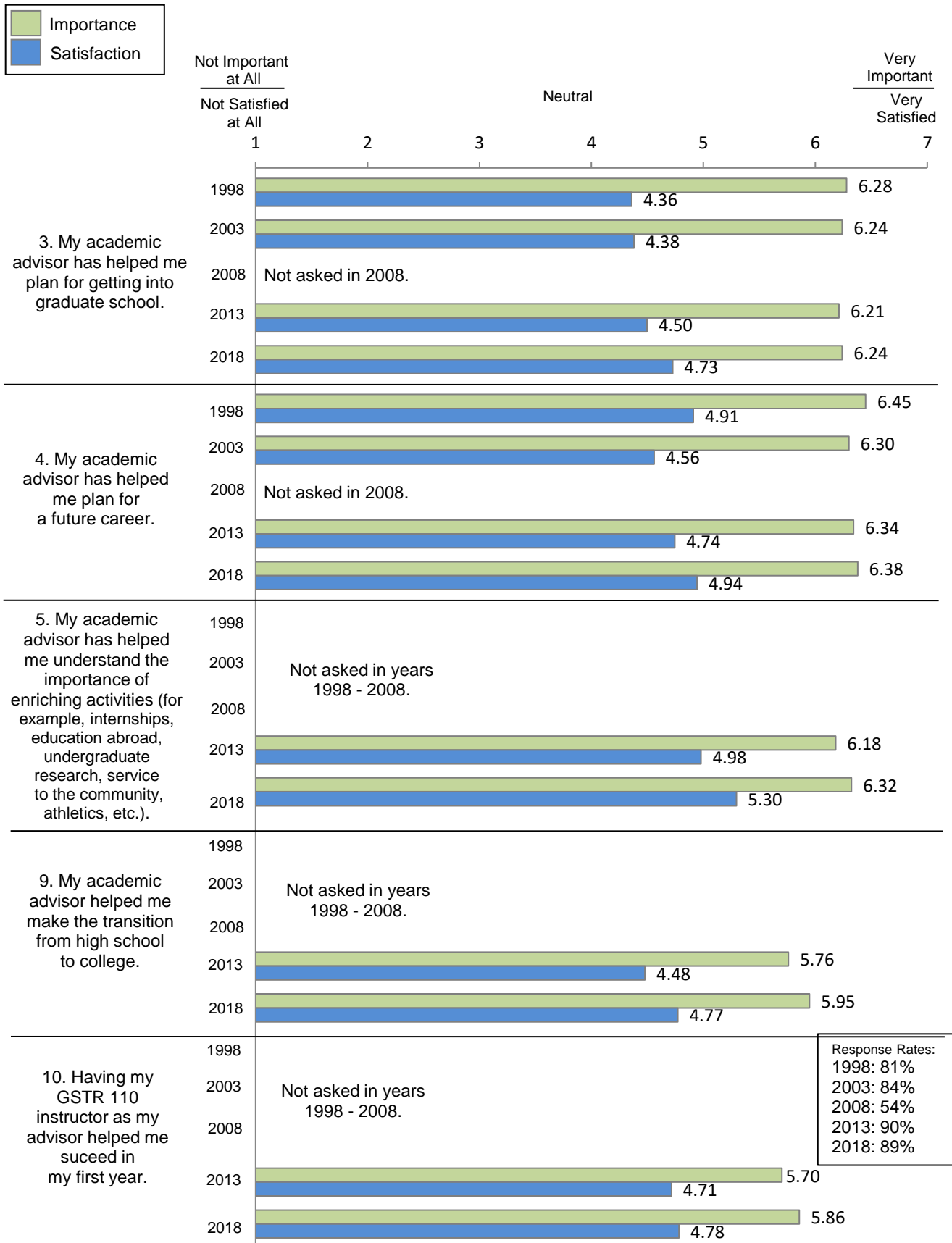
Response Rates:
1998: 81%
2003: 84%
2008: 54%
2013: 90%
2018: 89%

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

## Female Students

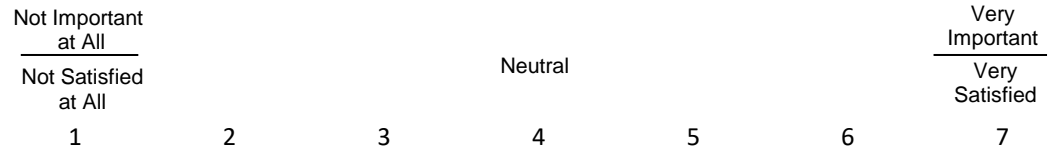
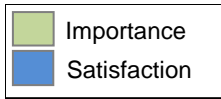
### Importance and Satisfaction Ratings within Item Group: *Academic Advising*

Berea-Specific  
Satisfaction Survey

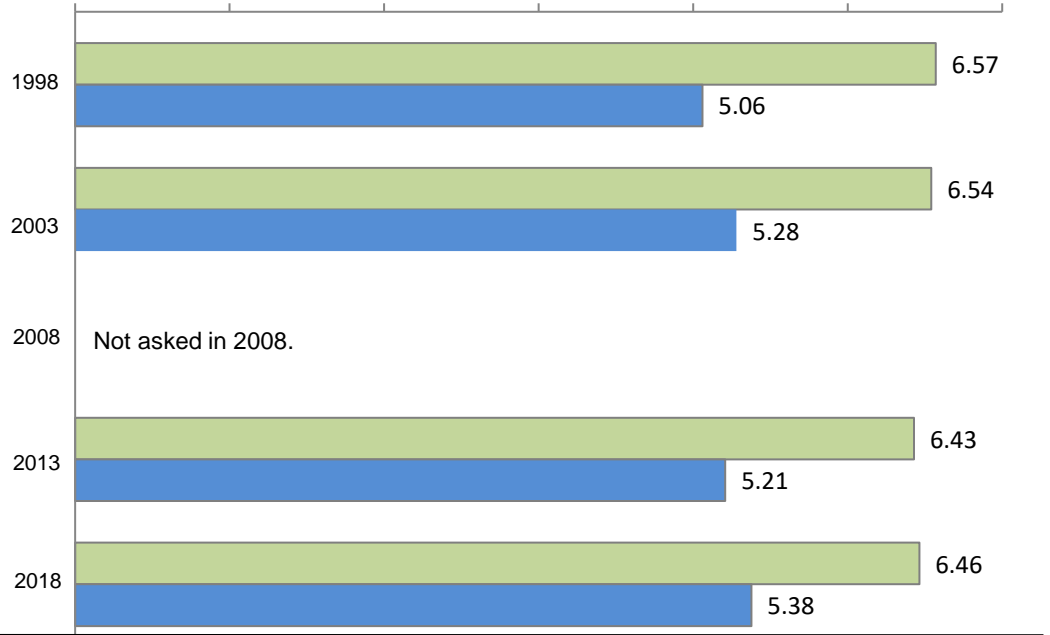


**Female Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Academic Program**

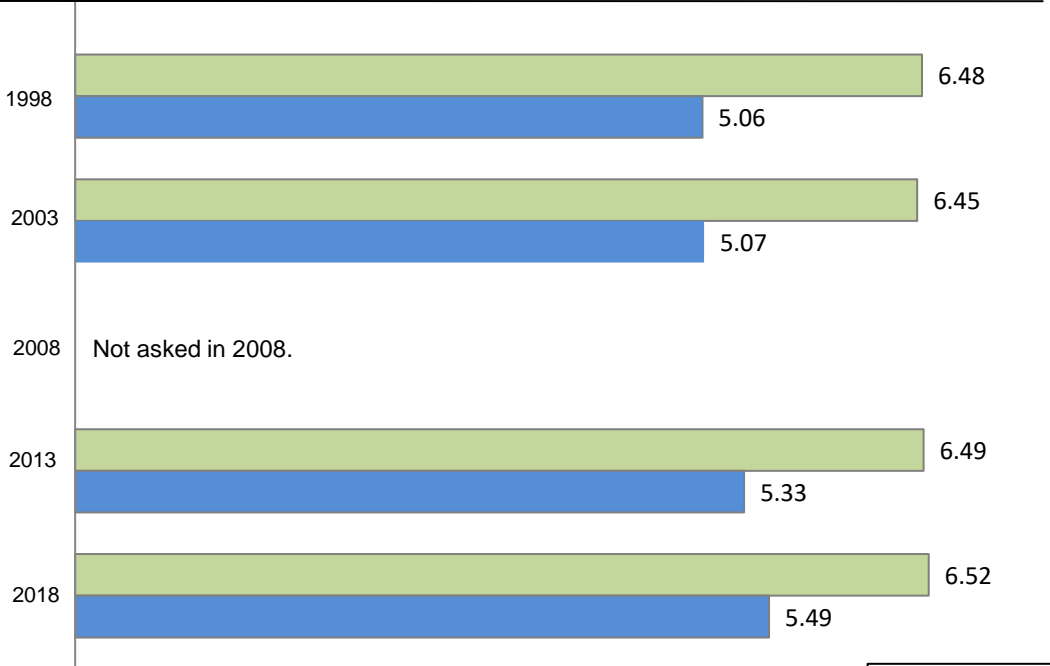
Berea-Specific  
Satisfaction Survey



1. The range of major programs available at Berea is adequate.\*



2. The academic program provides me with adequate opportunities to explore personal interests.



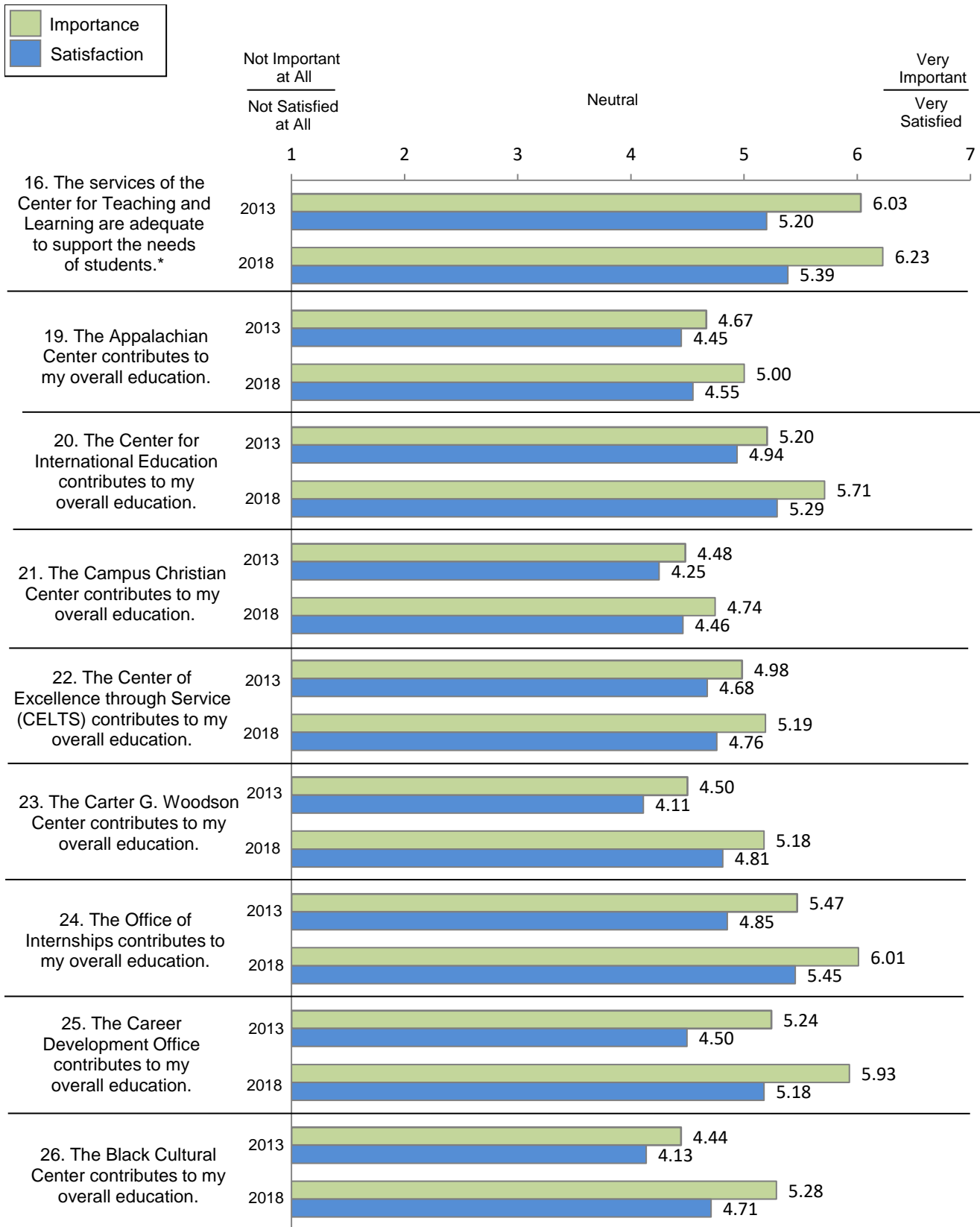
Response Rates:  
 1998: 81%  
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 2008: 54%  
 2013: 90%  
 2018: 89%

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

## Female Students

### Importance and Satisfaction Ratings within Item Group: Centers

Berea-Specific  
Satisfaction Survey

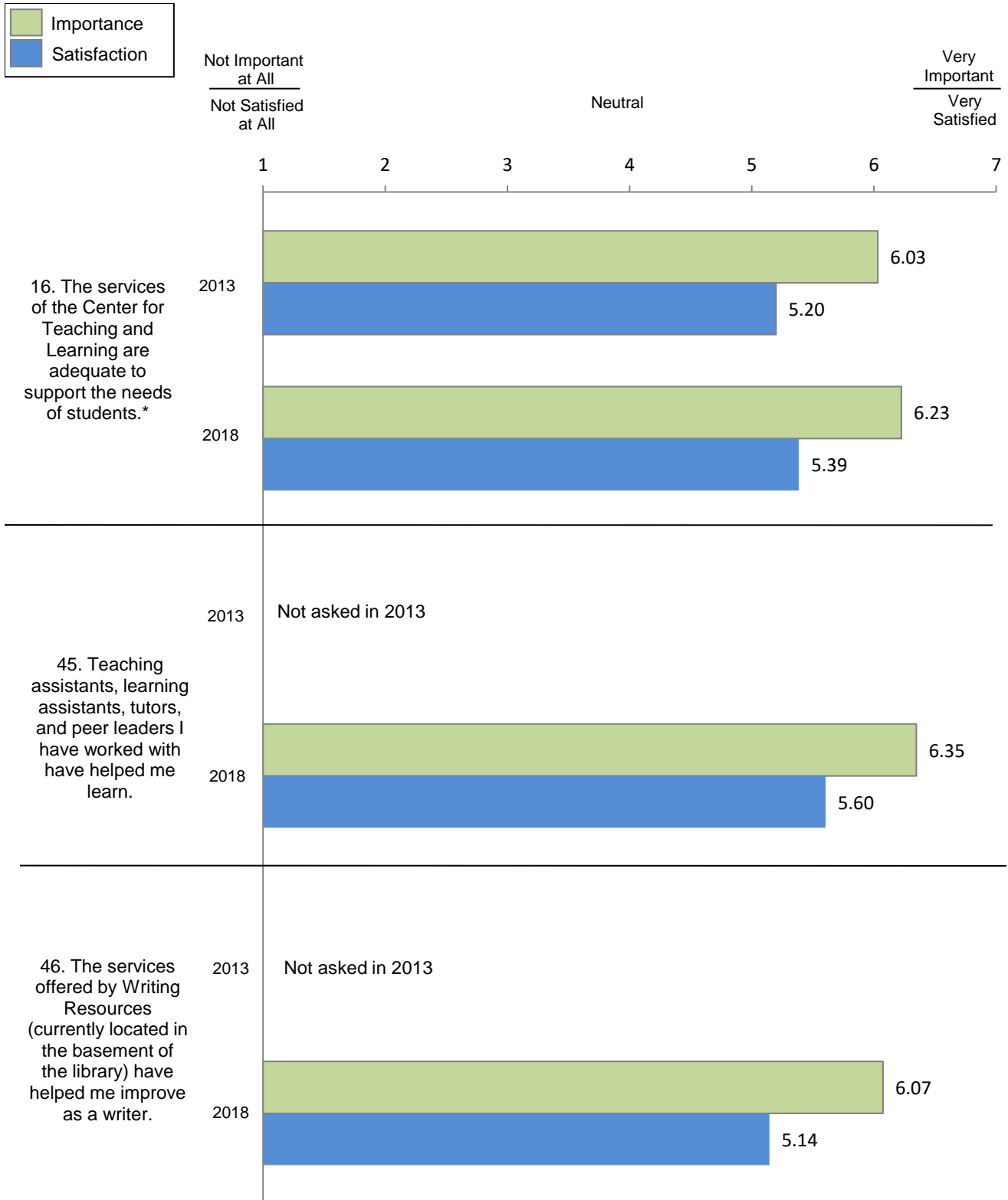


\*Wording change in 2018.  
NOTE: All questions added in 2013.

Response Rates: 2013: 90% 2018: 89%
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**Female Students**  
**Importance and Satisfaction Ratings within Item Group:**  
**Center for Teaching and Learning**

Berea-Specific  
Satisfaction Survey



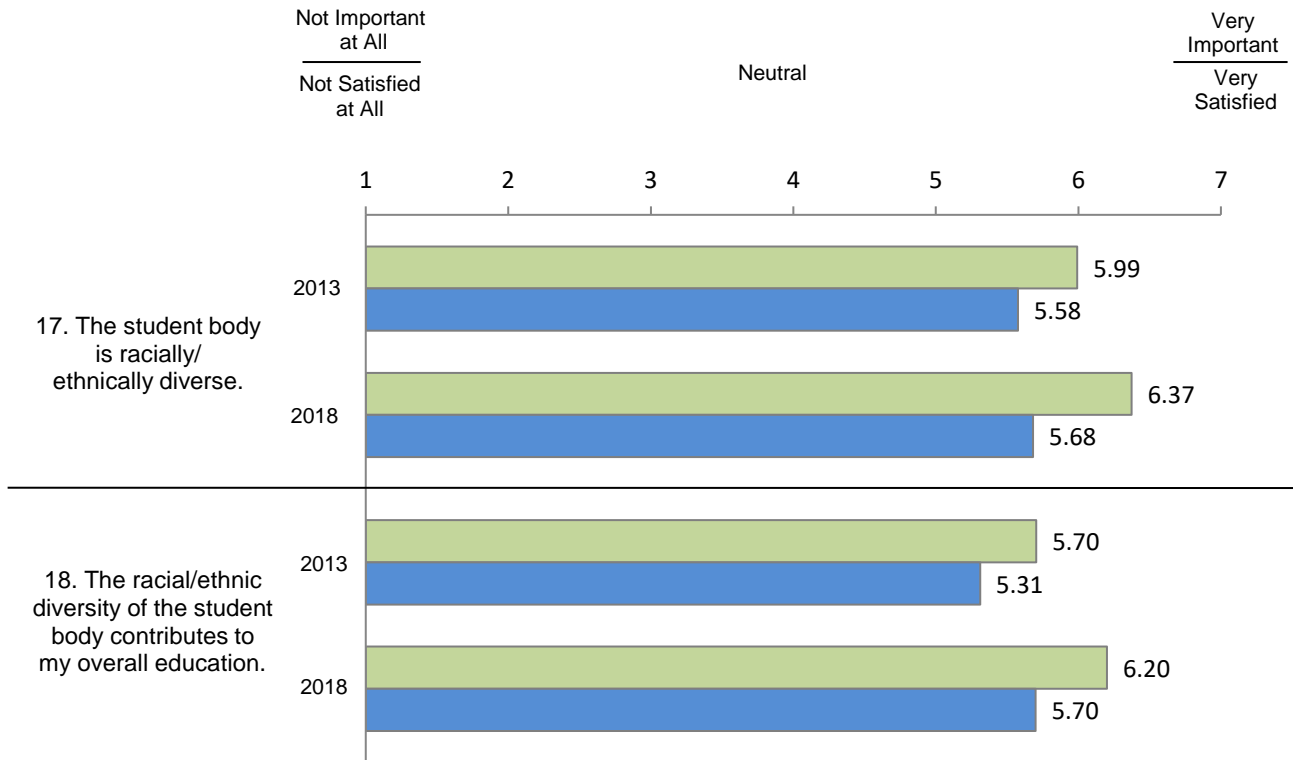
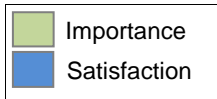
\*Wording change in 2018.

Response Rates: 2013: 90% 2018: 89%
---



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

Berea-Specific  
Satisfaction Survey



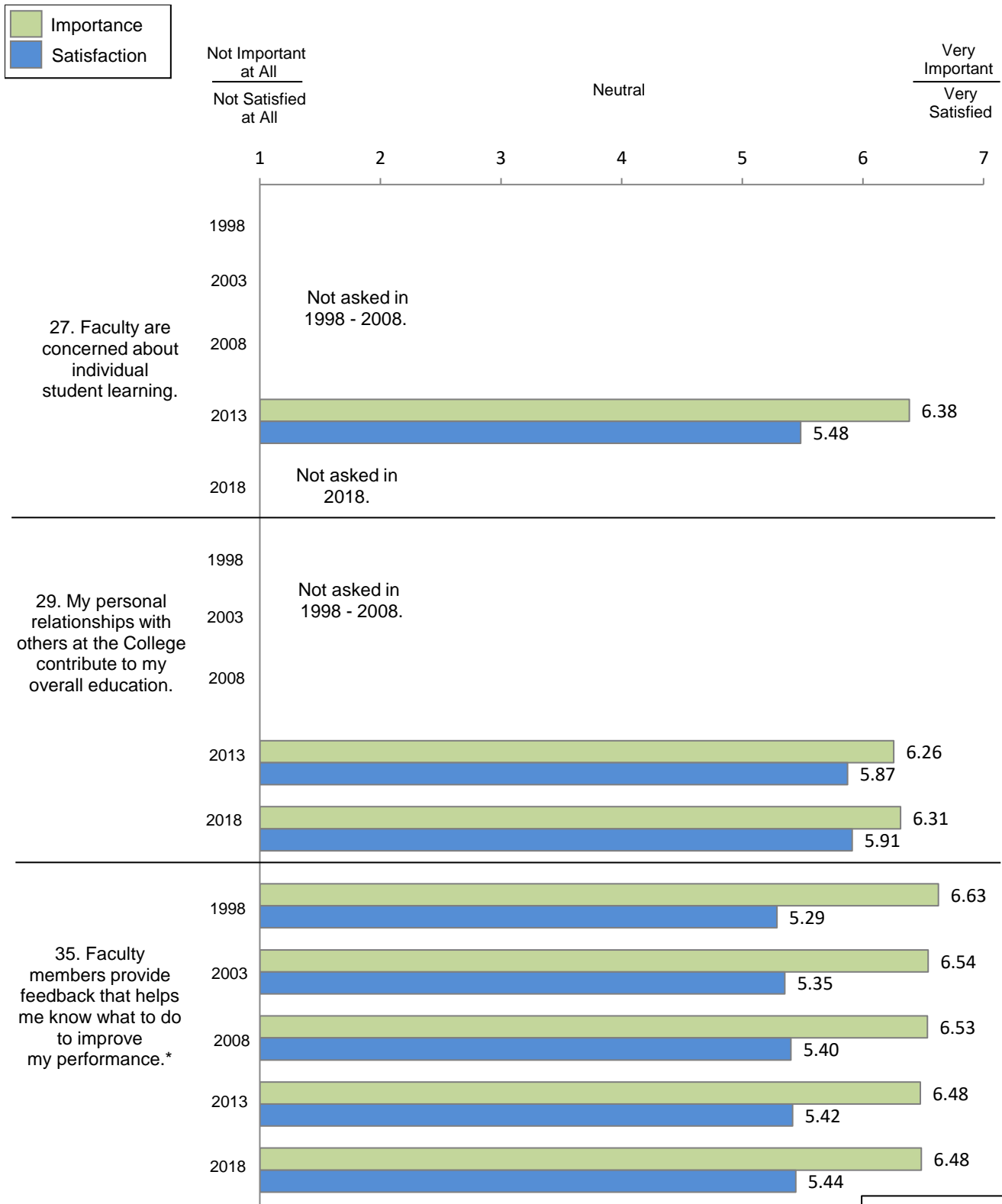
NOTE: All questions added in 2013.

Response Rates:  
2013: 90%  
2018: 89%

## Female Students

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

Berea-Specific  
Satisfaction Survey

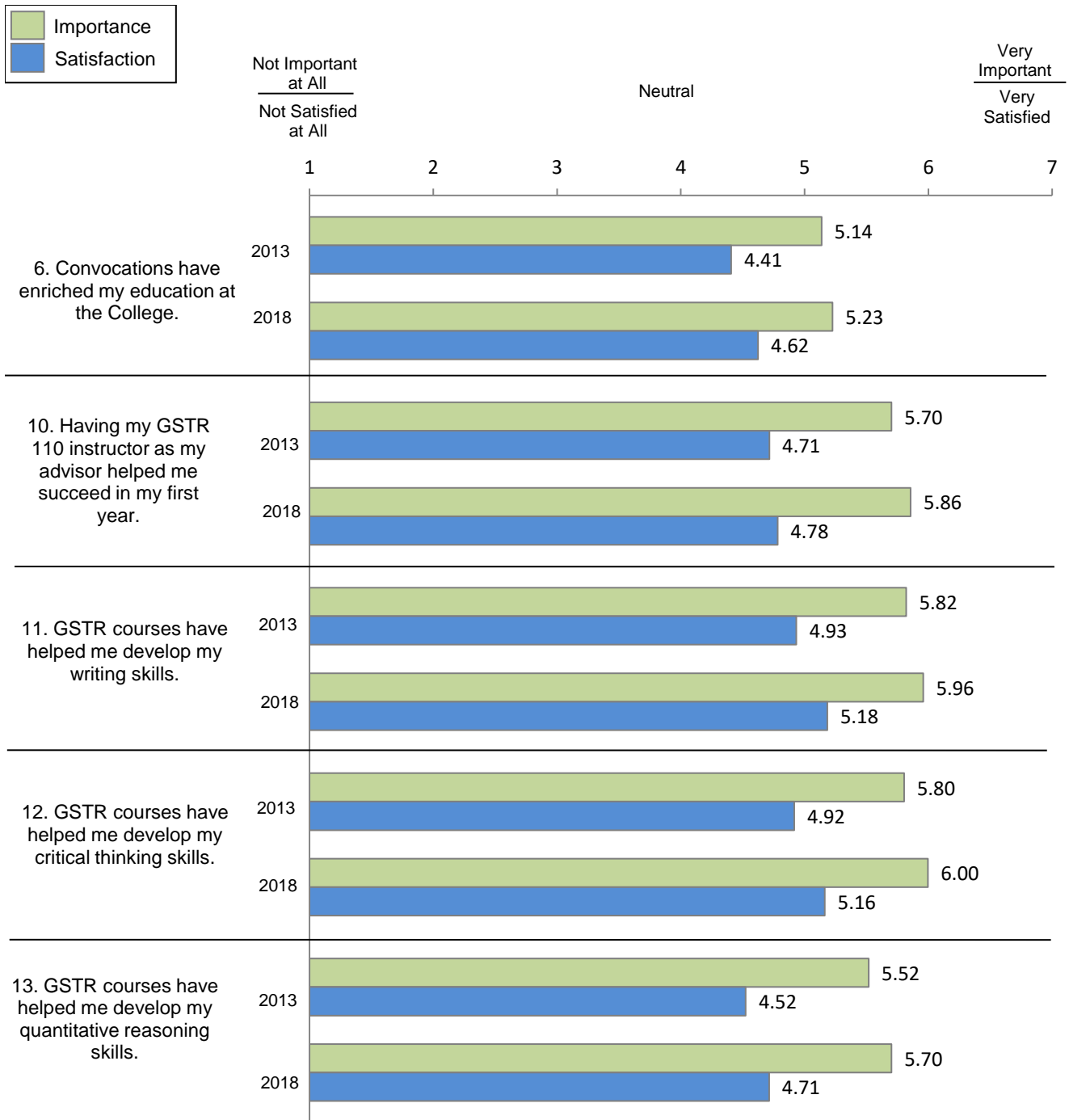


Response Rates:  
1998: 81%  
2003: 84%  
2008: 54%  
2013: 90%  
2018: 89%

\*Wording change in 2018.

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

Berea-Specific  
Satisfaction Survey

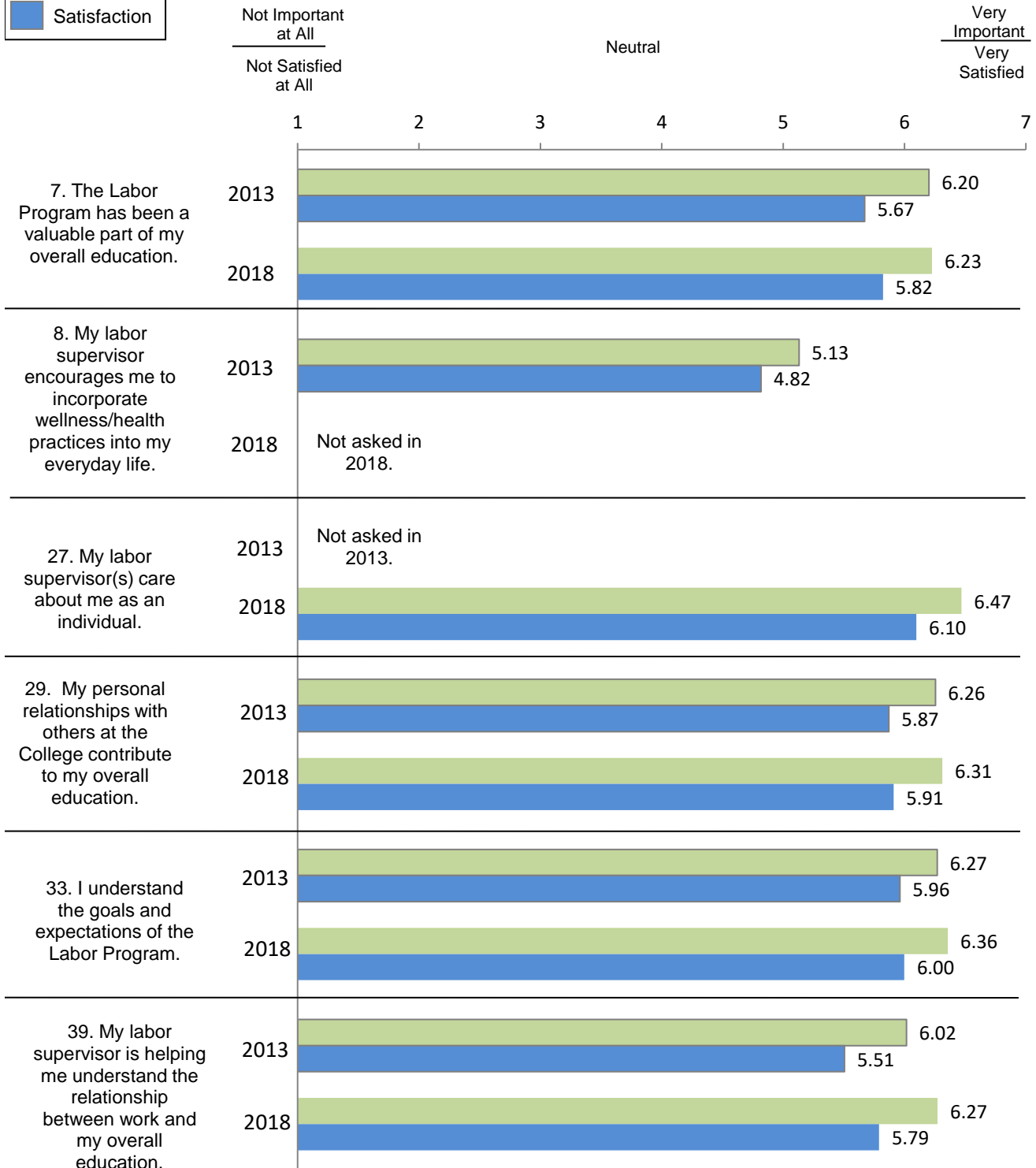
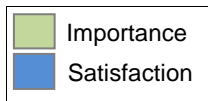


NOTE: All questions added in 2013.

Response Rates:  
2013: 90%  
2018: 89%

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

Berea-Specific  
Satisfaction Survey



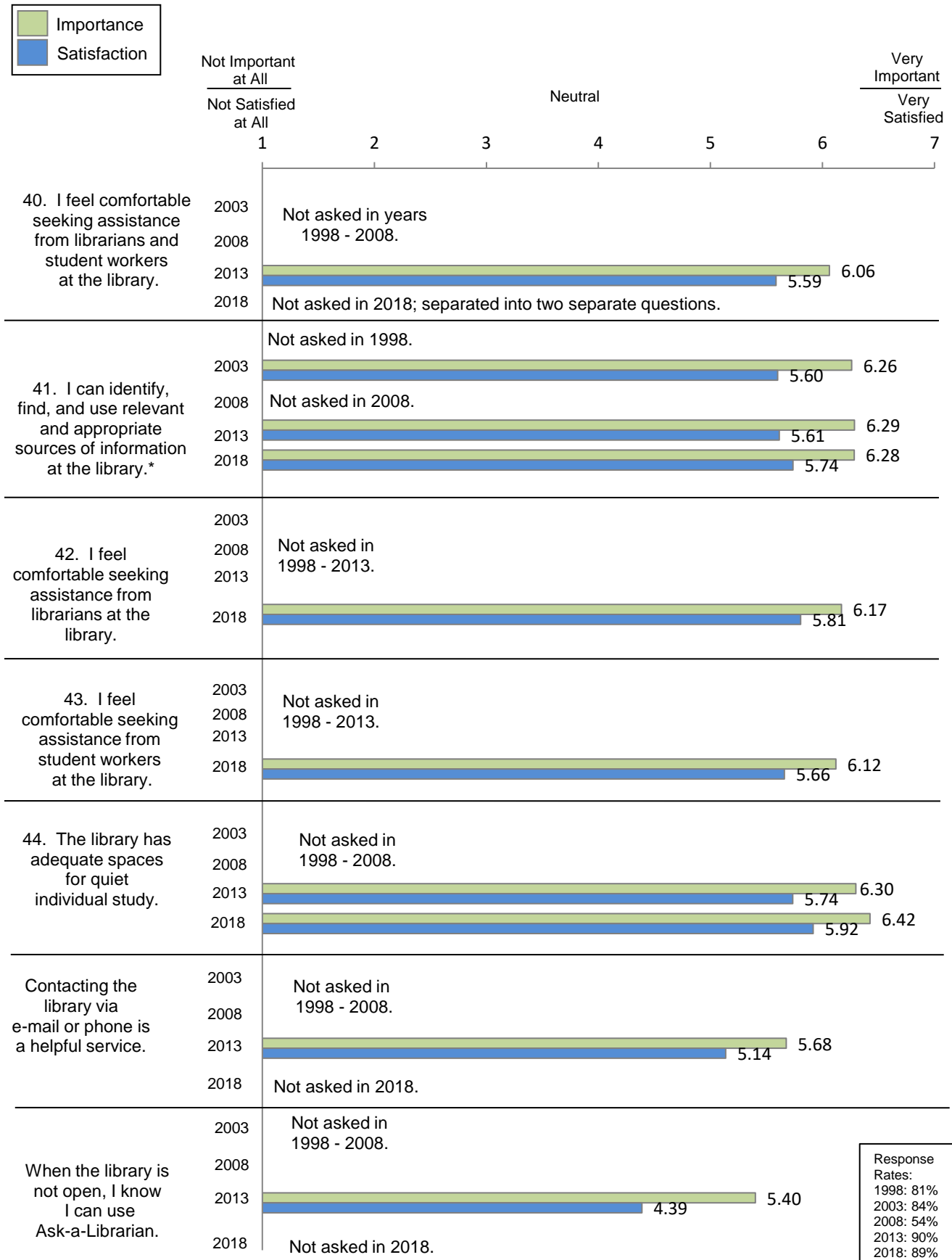
Response Rates:  
2013: 90%  
2018: 89%

NOTE: Most questions added in 2013.

## Female Students

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

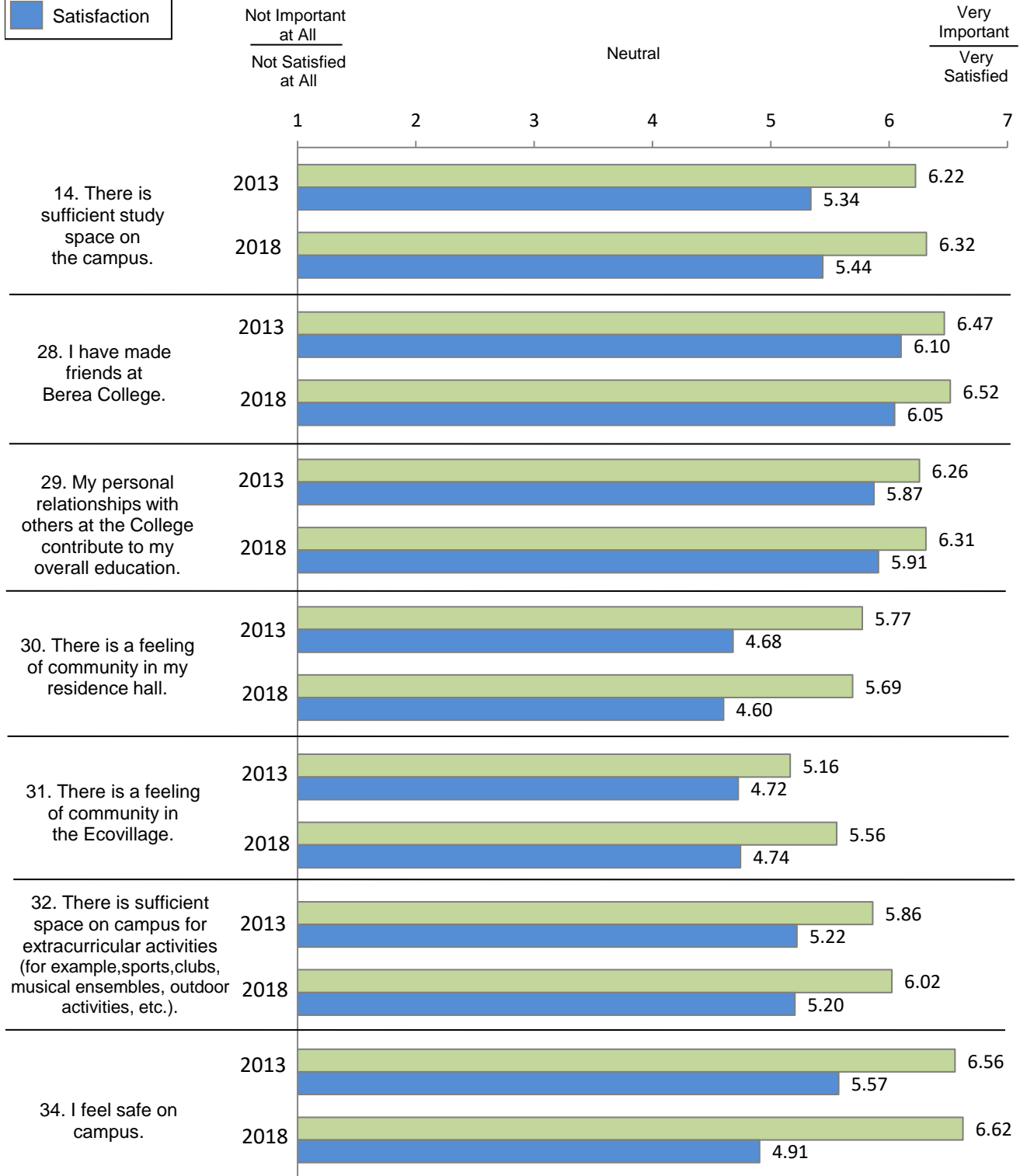
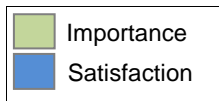
Berea-Specific  
Satisfaction Survey



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

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

Berea-Specific  
Satisfaction Survey



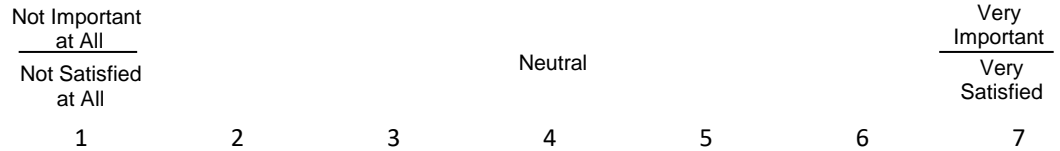
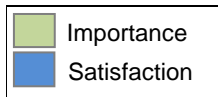
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2018: 89%

NOTE: All questions added in 2013.

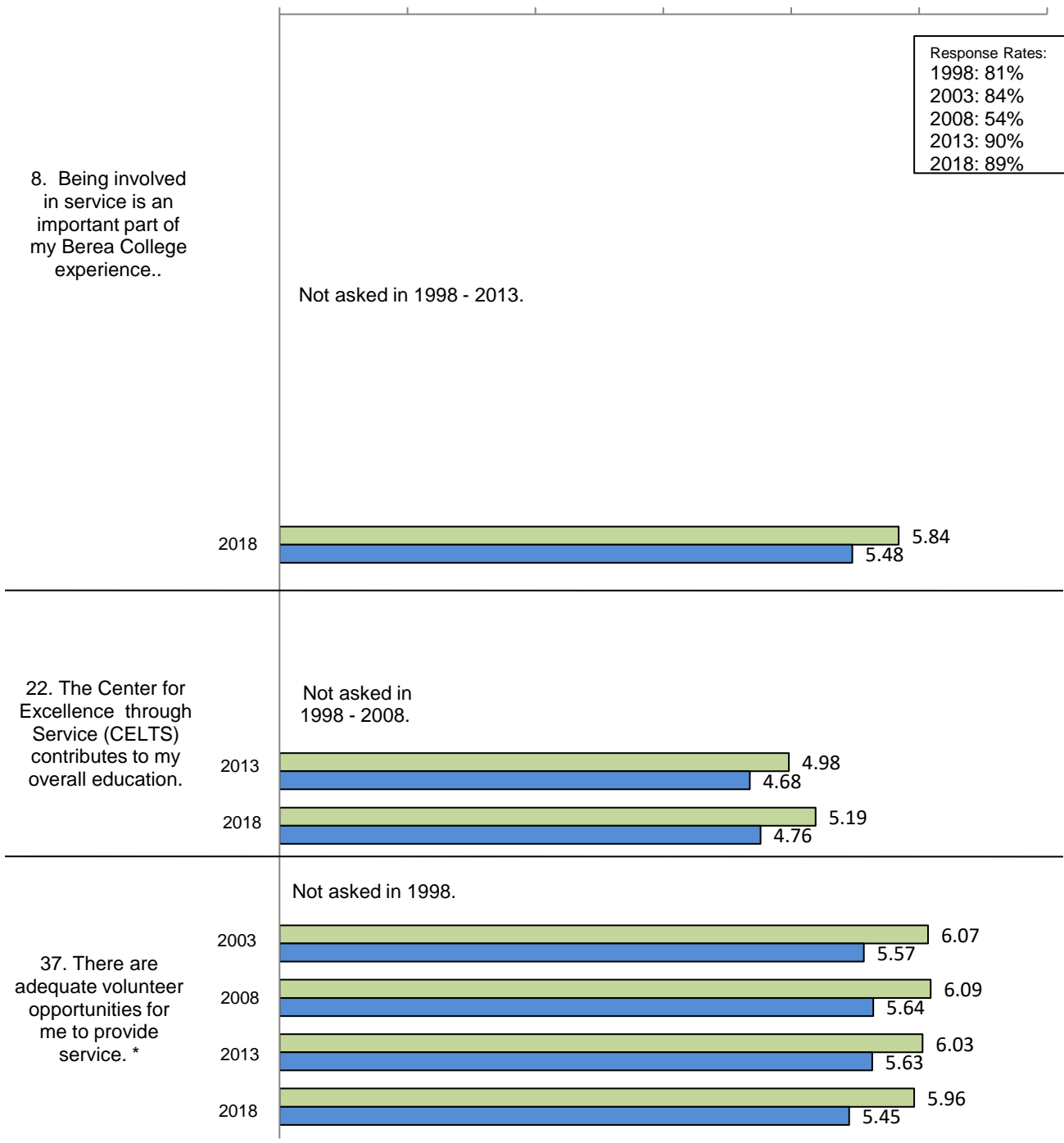
## Female Students

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

Berea-Specific  
Satisfaction Survey



Response Rates:  
1998: 81%  
2003: 84%  
2008: 54%  
2013: 90%  
2018: 89%

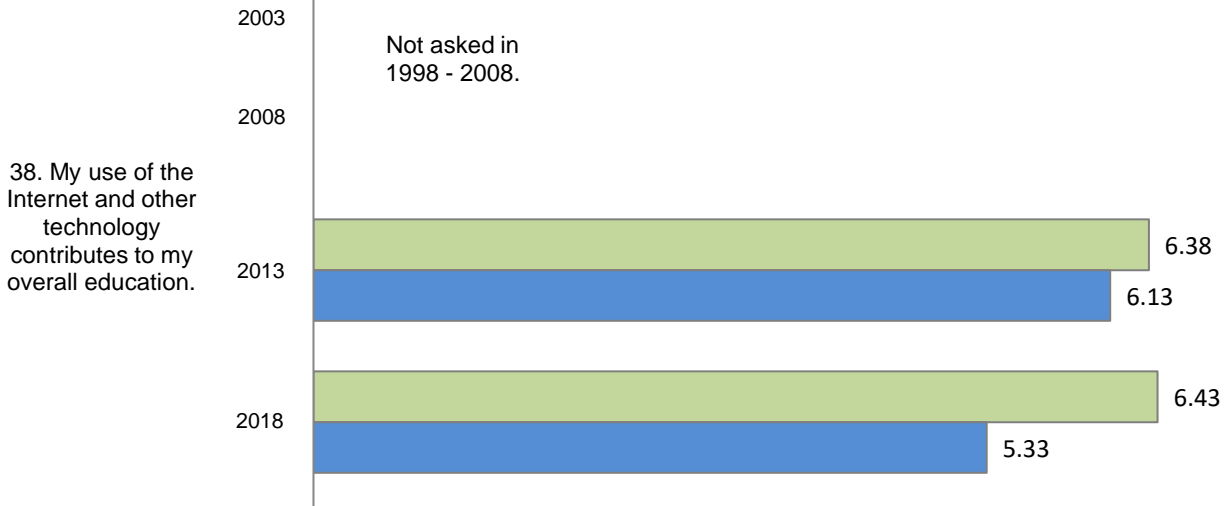
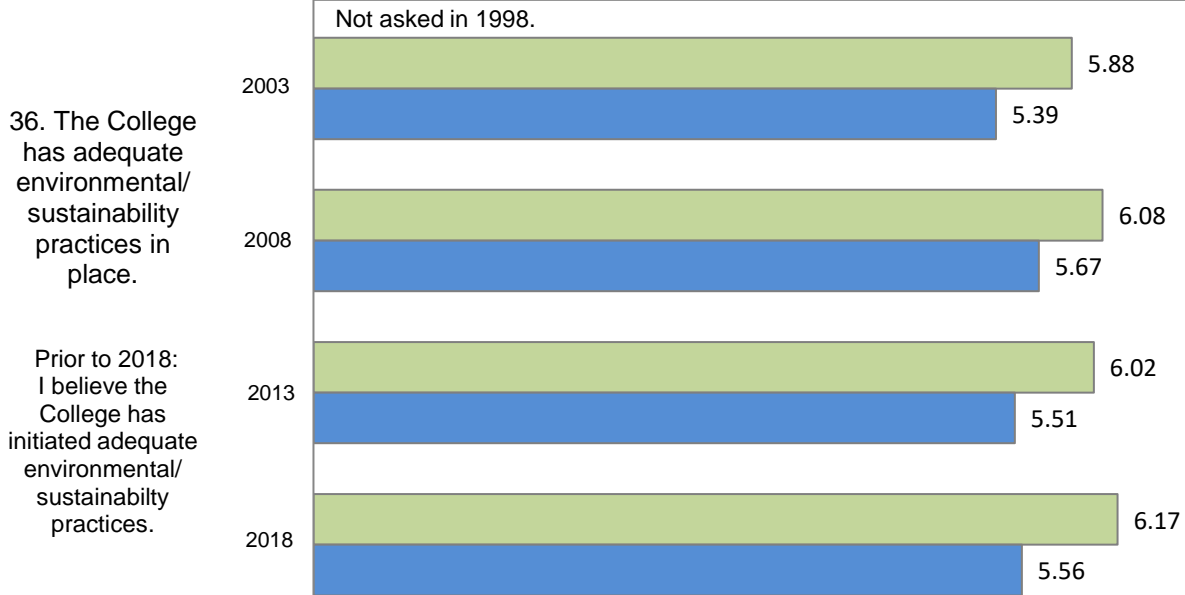
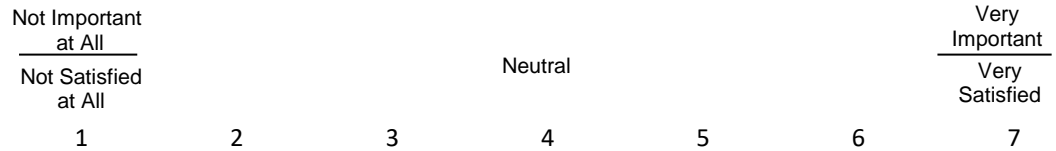
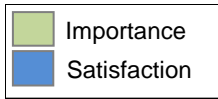


\*Wording prior to 2018: There are adequate opportunities for me to provide community and other service.

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

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

Berea-Specific  
Satisfaction Survey



Response Rates:
1998: 81%
2003: 84%
2008: 54%
2013: 90%
2018: 89%

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



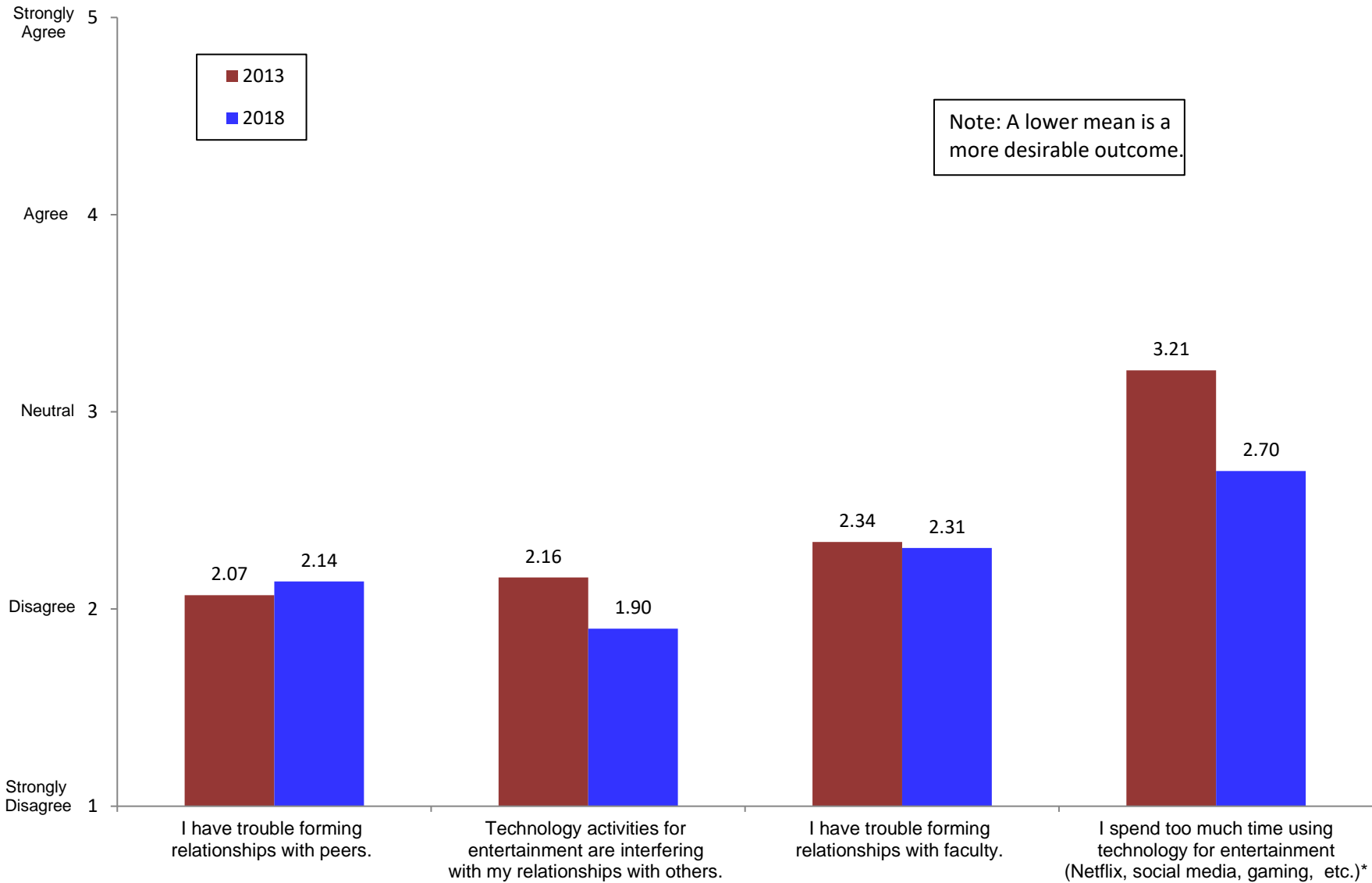
**Berea-Specific Student Satisfaction Survey**  
**Agreement Items List**

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

- I spend too much time using technology for entertainment (Netflix, social media, gaming, etc.).
- Technology activities for entertainment are interfering with my relationships with others.
- I have trouble forming relationships with peers.
- I have trouble forming relationships with faculty.
- I am managing stress well.
- My physical health is good.
- My mental health is good.
- My spiritual health is good.
- My emotional health is good.

# All Students

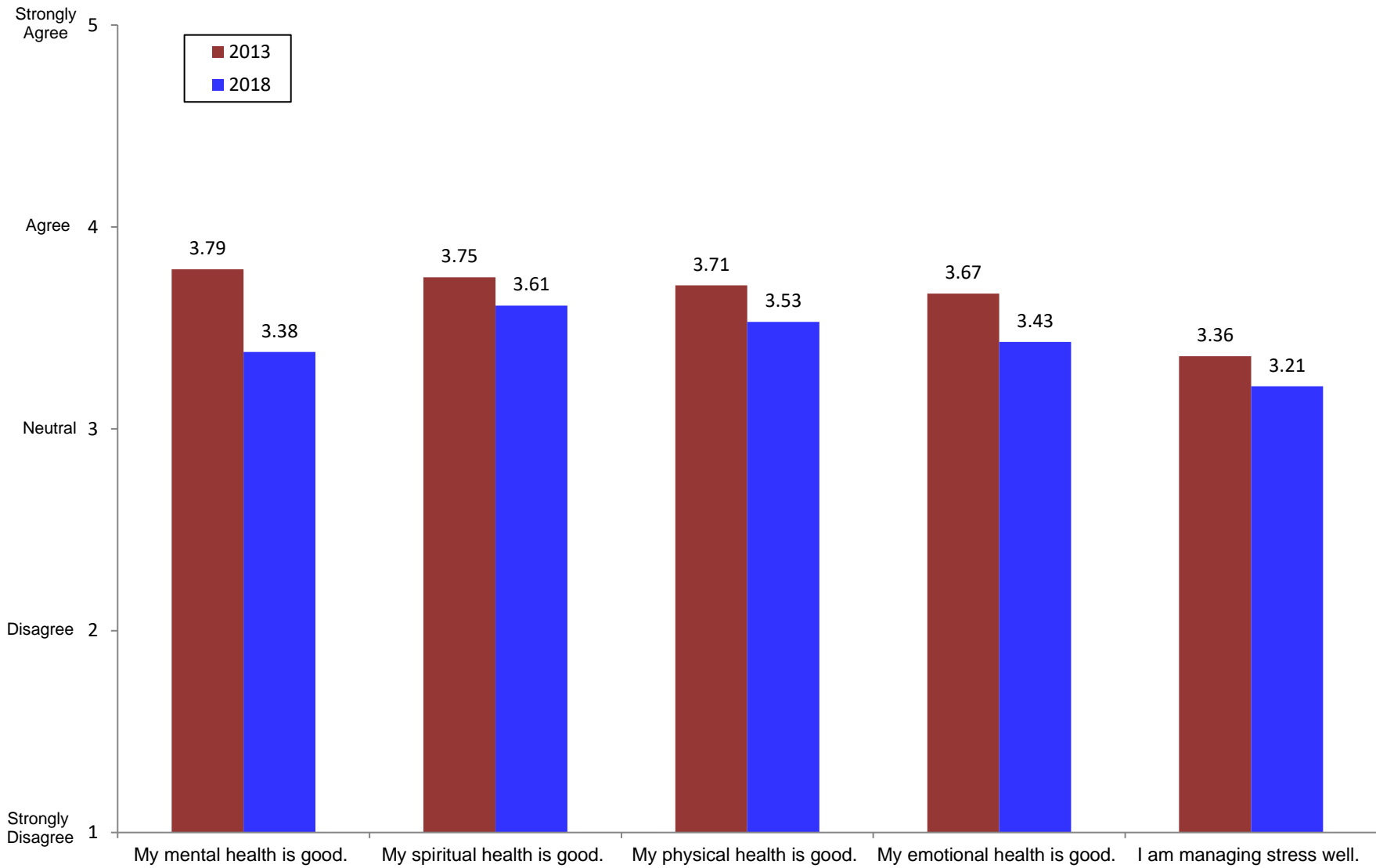
Rate your level of agreement with the following statements:



\*Slight wording change in 2018.

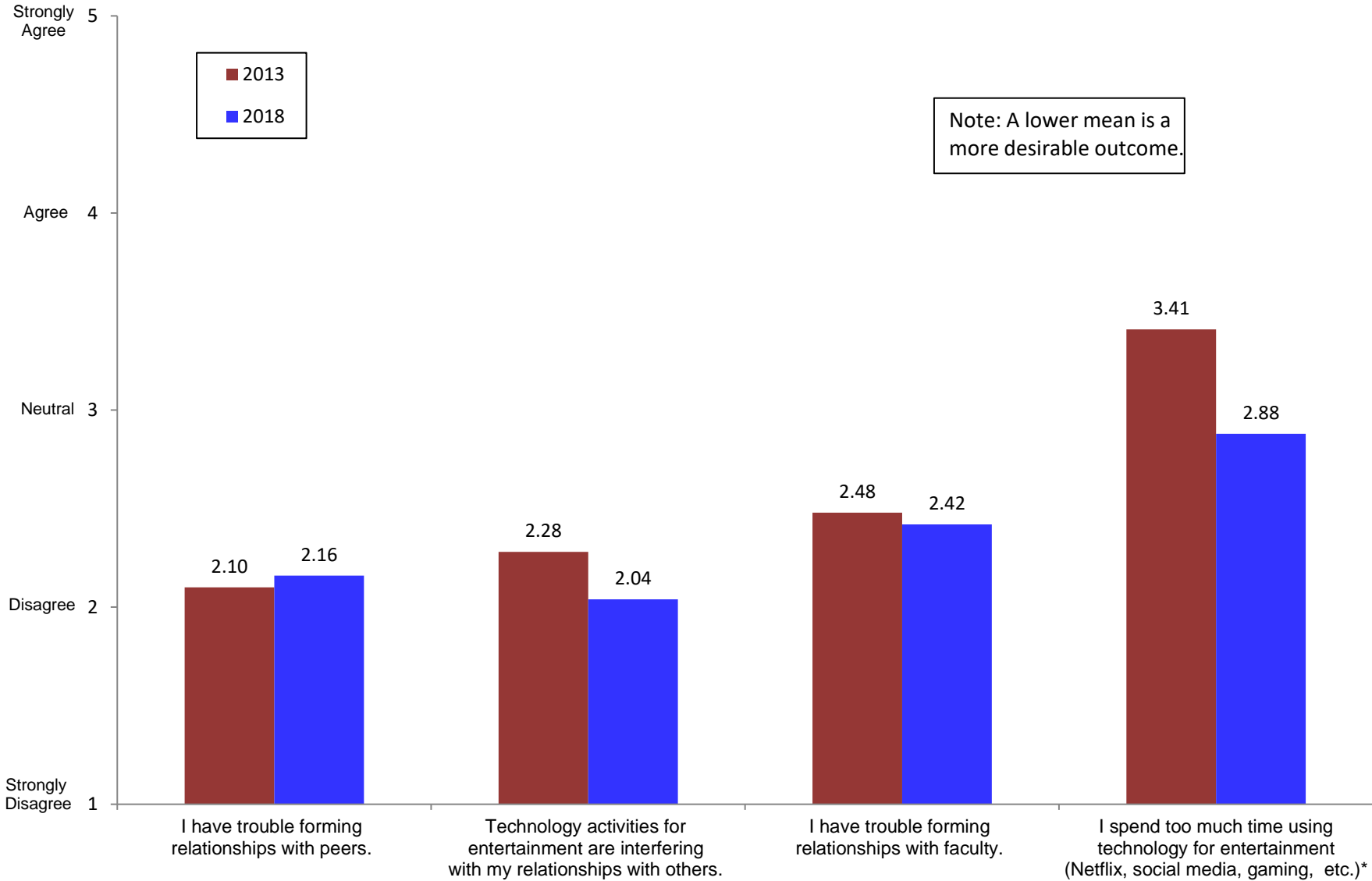
# All Students

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



# African-American Students

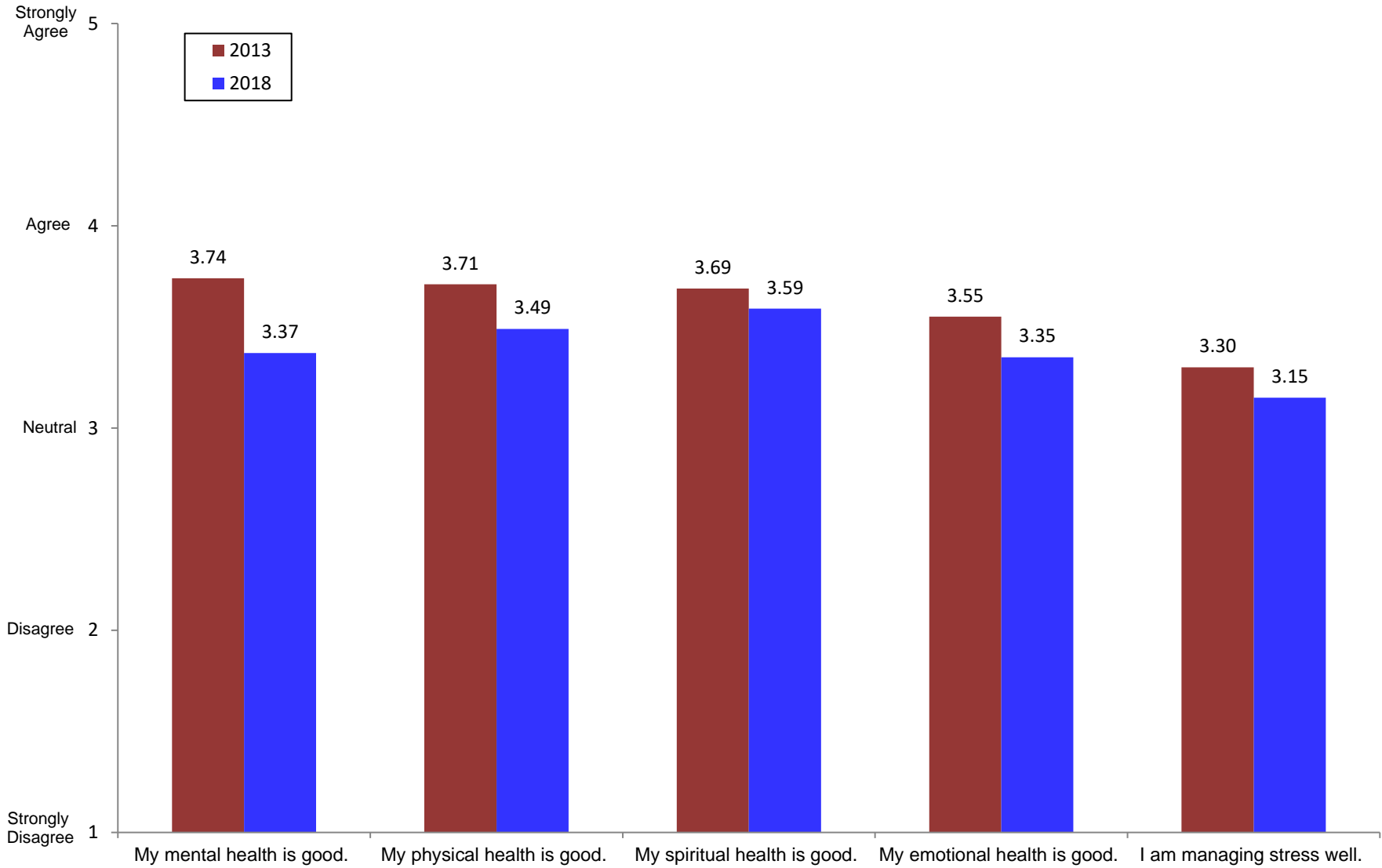
Rate your level of agreement with the following statements:



\*Slight wording change in 2018.

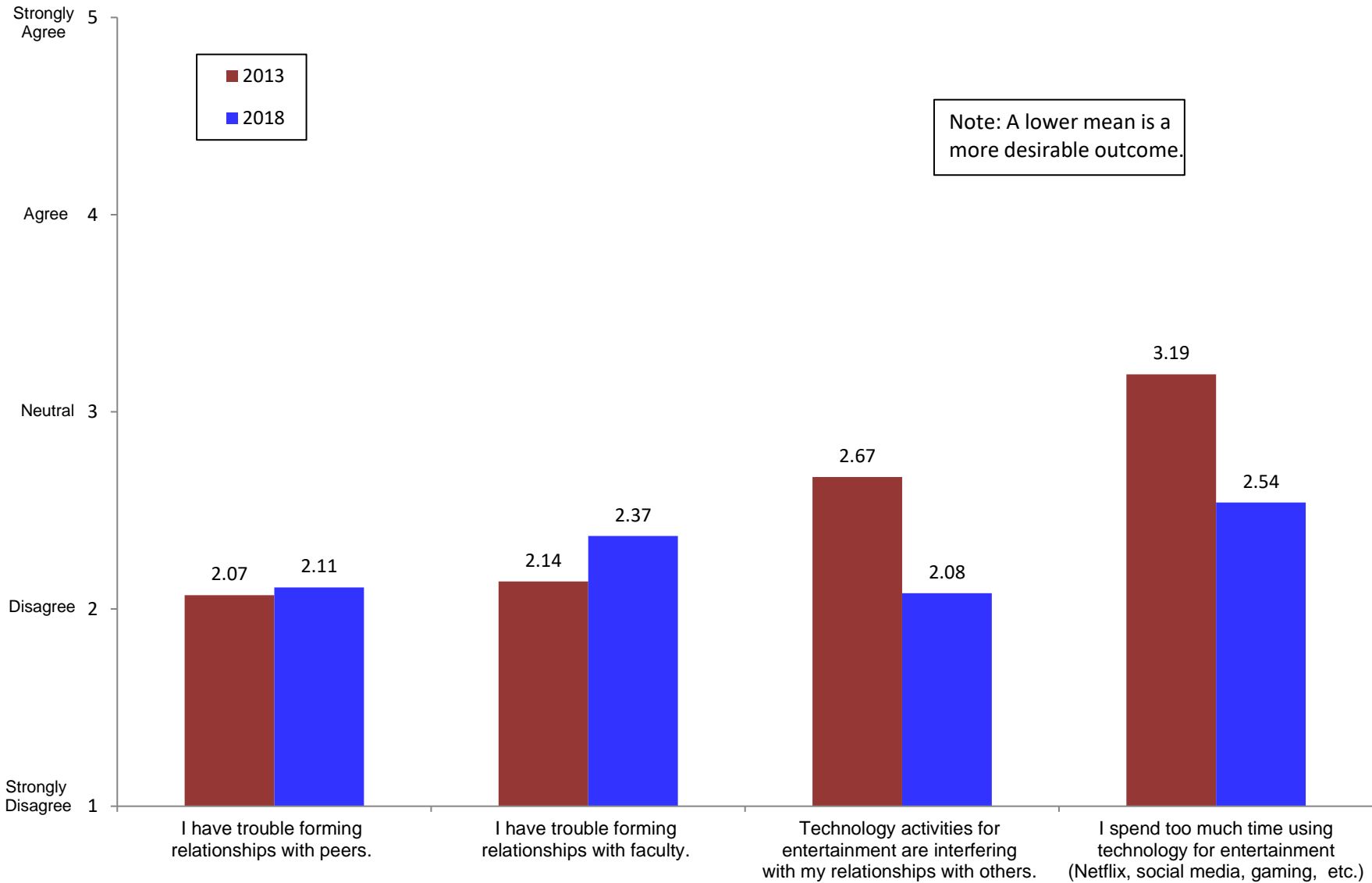
# African-American Students

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



# International Students

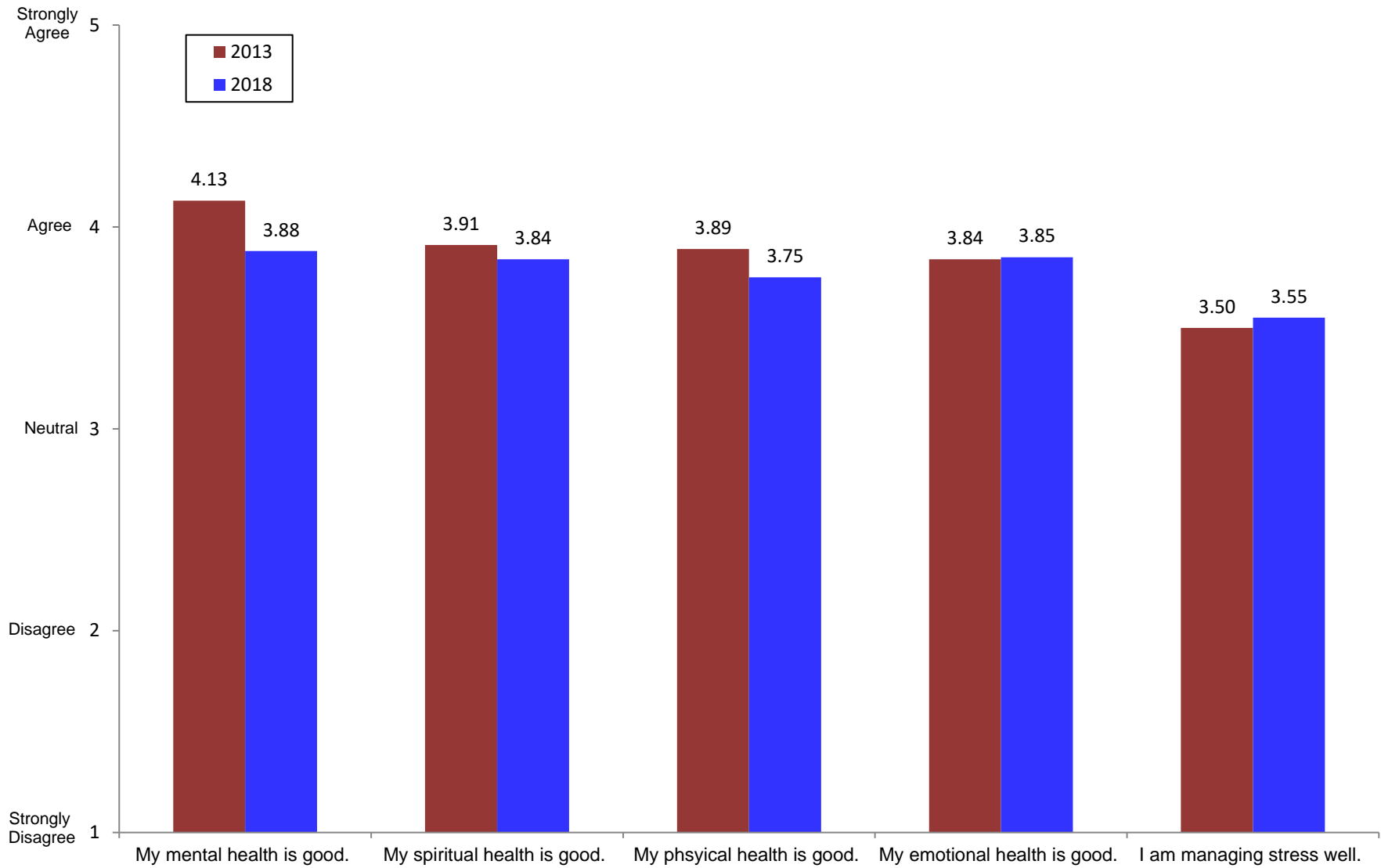
Rate your level of agreement with the following statements:



\*Slight wording change in 2018.

# International Students

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



## Berea-Specific Student Satisfaction Inventory Results: Technology Questions

Response Rate: 89%

*Every full-time student at Berea College is provided a laptop when they arrive on campus. This is part of the EDGE (Empowering a Dynamic Generation through Education) program which has been in place for the last ten years. The technology fee paid by each student helps pay for this program. In the last few years, Information Systems and Services (IS&S) has been exploring the technology options.*

**Rate the following Berea-issued technology/device in order of your preference. (1 – top to 5 – lowest).**

The top vote is for “a laptop that is replaced every 2 years” – more than half of respondents ranked that as #1 and over 76% ranked it first or second. The next top vote-getter was a combination laptop/tablet. Respondents did not think that a Berea-issued cell phone was a good idea.

	The current laptop setup	A laptop that is replaced every 2 years	A smart device like a tablet	A combination laptop/tablet	A Berea-issued cell phone
<b>1 (top)</b>	16.4%	51.1%	2.3%	22.4%	3.0%
<b>2</b>	25.8%	25.4%	10.4%	25.9%	2.0%
<b>3</b>	23.2%	7.8%	25.7%	29.1%	5.1%
<b>4</b>	18.0%	4.4%	45.0%	10.7%	10.3%
<b>5 (lowest)</b>	8.5%	3.8%	7.0%	3.0%	70.0%
<b>No ranking</b>	8.2%	7.5%	9.7%	8.9%	9.7%



## Berea-Specific Student Satisfaction Inventory Results: Technology Questions

Response Rate: 89%

*Internet hacking and phishing has been rising every year. Infections have been found in 1 in every 4 systems on campus; more than half of the infected systems are student computers.*

### **Do you know how to keep your identity/credentials secure on your computer and other devices?**

	Number and Percent of Respondents	
Yes	684	53.7%
No	195	15.3%
Unsure	320	25.1%
No response	74	5.8%

### **Do you know how to keep your devices free of viruses and other malware?**

	Number and Percent of Respondents	
Yes	640	50.3%
No	265	20.8%
Unsure	295	23.2%
No response	73	5.7%

### **If security training was offered, would you attend?**

	Number and Percent of Respondents	
Yes	502	39.4%
No	314	24.7%
Unsure	383	30.1%
No response	74	5.8%