

Career Planning, Internships, Graduate School and Employment after Graduation

Student, Faculty, and Staff Survey Items



Student survey names listed in blue
Faculty and Staff survey names listed in green

Student, Faculty, and Staff Survey Feedback by Topical Area:
Career Planning, Internships, Graduate School, and Employment after Graduation

Cooperative Institutional Research Program (CIRP), Entering Fall Term First-Year and New Transfer Students

2020 Theme Report – Includes comparisons with other Non-Sectarian Institutions

Theme: Career Planning - *these items relate to career plans and preparation for future careers.*

Student's Intended Major

What is the highest academic degree that you intend to obtain?

Student's Intended Career

Parent/Guardian 1 Career

Parent/Guardian 2 Career

Current employment status:

- Parent/Guardian 1
- Parent/Guardian 2

In deciding to go to college, how important to you was each of the following reasons?

- To be able to get a better job
- To gain a general education and appreciation of ideas
- To make me a more cultured person
- To be able to make more money
- To learn more about things that interest me
- To get training for a specific career
- To prepare myself for graduate or professional school

How important was each reason in your decision to come here?

- This college's graduates gain admission to top graduate/professional schools
- This college's graduates get good jobs

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

- Becoming accomplished in one of the performing arts (acting, dancing, etc.)
- Becoming an authority in my field
- Being very well off financially
- Making a theoretical contribution to science
- Becoming successful in a business of my own

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

- Change major field
- Change your career choice

Cooperative Institutional Research Program (CIRP), continued:

Graphical Report (Recent Trends, 2020, Historical Trends)

What is the highest academic degree that you intend to obtain?

In deciding to go to college, how important to you was each of the following reasons?

- To be able to get a better job (not asked in 2008)
- To be able to make more money (not asked in 2008)
- To gain a general education and appreciation of ideas (not asked in 2008)
- To make me a more cultured person (not asked in 2008)
- To learn more about things that interest me (not asked in 2008)
- To get training for a specific career (not asked in 2008)
- To prepare myself for graduate or professional school (not asked in 2008)

How important was each reason in your decision to come here

- This college's graduates gain admission to top graduate/professional schools (added in 2004)
- This college's graduates get good jobs (added in 2004)

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

- Becoming accomplished in one of the performing arts (acting, dancing, etc.)
- Being very well off financially
- Making a theoretical contribution to science
- Becoming successful in a business of my own
- Becoming an authority in my field

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

- Change major field
- Change career choice

Indicate your agreement with each of the following statements.

- Women should receive the same salary opportunities for advancement as men in comparable positions (asked in 2018)

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

2014 Graphical Report

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

- Prepare students for graduate or advanced education

Academic Advising Module

During the past year, how often have you done each of the following with your advisees?

- Discussed career and post-graduation goals

During the past year, how often have you provided your advisees with:

- Encouragement to pursue graduate/professional study
- Help in achieving their professional goals

National Survey of Student Engagement (NSSE), First-Year & Senior Students:
Spring 2003, 2007, 2010, 2014, and 2019

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

- Talked about career plans with a faculty member

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

- Acquiring job or work-related knowledge and skills

About how many hours do you spend in a typical 7-day week doing each of the following?

- Working for pay on campus
- Working for pay off campus

Indicate the quality of your interactions with the following people at your institution.

- Student services staff (career services, student activities, housing, etc.) (new for 2014)

Which of the following have you done or do you plan to do before your graduate from your institution?

- Participate in an internship, co-op, field experience, student teaching, or clinical placement

Berea-Specific Items (2003, 2007, and 2010 – not asked on 2010 administration)

To what extent do you agree with the following statements:

- My experience in the work program has influenced my career goals
- I have become a more productive worker because of my work college experience
- My participation in the work program will increase my value in the job market

Faculty/Student Comparisons (FSSE/NSSE)

FSSE: During the current school year, about how often have you done each of the following with the undergraduate students you teach or advise?

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

- Talked about career plans with a faculty member

FSSE: Indicate your perception of the quality of student interactions with the following people at your institution.

NSSE: Indicate the quality of your interactions with the following people at your institution.

- Student services staff (career services, student activities, housing, etc.)

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

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

- Acquiring job- or work-related knowledge and skills

FSSE: In an average 7-day week, about how many hours do you think the typical student in your selected course section spends doing each of the following?

NSSE: About how many hours do you spend in a typical 7-day week doing the following?

- Working for pay on campus
- Working for pay off campus

FSSE: How important is it to you that your undergraduate at your institution do the following before they graduate?

NSSE: Which of the following have you done or do you plan to do before you graduate?

- Participate in an internship, co-op, field experience, student teaching, or clinical placement

[Student Satisfaction Inventory \(SSI\), All Students: 1998, 2003, 2008, 2013, and 2018](#)

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

Breakdowns by: All Students, International Students, and African American Students
Satisfaction Ratings

- There are adequate services to help me decide upon a career

Berea-Specific Items

Breakdowns by: All Students, International Students, and African American Students
Importance/Satisfaction Ratings

- My academic advisor has helped me plan for getting into graduate school
- My academic advisor has helped me plan for a future career
- There are sufficient services on campus to help me prepare for a future career (*added in 2013*)
- The Career Development Office contributes to my overall education (*added in 2013*)
- The Office of Internships contributes to my overall education

[Graduating Seniors' Survey \(includes ACT College Outcomes Survey\)](#)

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

- My experiences here have equipped me to deal with possible career changes

Indicate your level of satisfaction with each of the following:

- Career development services (formerly "Career planning services")
- Practical work experience offered in areas related to my major
- Job placement services (e.g. opportunities to link with employers)

How large a contribution do you feel your educational experiences at this college have made to your growth and preparation in each of the following areas:

- Preparation for further study
- Preparation for career

How much progress have you made toward the following outcome?

- Developing effective job-seeking skills (e.g. interviewing, resume construction)
- Learning about career options

Responsibilities and Time Allocations (number of hours per week you currently spend on each type of activity)

- Other learning experiences (e.g. Internships, Practicum)

Berea-Specific Items

Rate the importance to you of each of the following:

- Finding work that is challenging and that stimulates personal growth
- Finding a fulfilling career

Did you participate in an academic internship while at Berea?

[Career Development and Internship – An addition to the Berea-Created ACT College Outcomes Survey:](#)

The full report is available online at: [Full Report](#)

Historical Survey Data (Prior to 2012)

Berea-Specific Entering Survey, Entering Fall Term Students

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

- To earn a post graduate degree such as a Masters, Ph.D., or M.D.

Indicate how much help you need in each of the following areas:

- Identifying a good career for me
- Identifying an area of study
- Knowing about job opportunities in my career area of interest
- Knowing what educational requirements or training is necessary for the jobs I am interested in
- Obtaining work experience in the areas I am interested in
- Developing good job seeking skills
- Learning about educational opportunities after graduation

Rate the importance to you of each of the following

- Finding a fulfilling career
- Finding work that is challenging and that stimulates personal growth (*not asked since 2010*)

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

Students reporting they were “satisfied” or “very satisfied” with:

- Career center/services

Percentage of students reporting “frequently” or “occasionally” feeling

- Concerned about life after college

Percentage of students who indicated “yes” to: Since entering this college:

- Decided to pursue a different major
- Changed your career choice
- Declared your major

Percent of students noting they are “satisfied” or “very satisfied” with the following:

- Relevance of coursework to future career plans

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

We are interested in knowing about your experience over the past year with careers in business, industry, government, health, and education. Examples include interning at a marketing agency, preparing a business plan for an engineering firm as part of the class assignment, assisting at law office, doing a clinical practicum at a hospital, and being a research assistant on a professor’s project.

- Have you had similar experience in the past 12 months?

African-American Student Survey, Spring 2003

How much have career and educational planning skills contributed to your overall success and well-being at BC?

Rate your level of personal need for career and educational planning skills

To what extent is this need (career and educational planning skills) being met by services at the college?

How important are career and educational planning skills to your overall success and well-being at Berea College?

How satisfied are you with the services or programs aimed at fulfilling this need (career and educational planning skills)?

Counseling and Psychological Services Survey, All 2006 Students

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

- Identifying a career
- Choosing/changing a major
- Conflict with parents about choice of major

Berea-Specific Exit Survey, Graduating Seniors

What is the highest degree you intend to obtain?

How well did Berea College help you:

- To prepare for a vocation

What do you plan to do in the immediate future?

What are your long range plans?

Overall, do you feel prepared to go on to a job or begin a career?

Overall, do you feel prepared to enter graduate school if you wanted to?

ACT Alumni Survey, Graduates two years after graduation

What is the major reason you continued your education?

- To satisfy job/career requirements
- To learn a new occupation
- To increase earning power
- To obtain or maintain a license or certificate
- For general self-improvement
- Other

How well did this college prepare you for your continuing education?

How many credit hours have you earned since graduating from this college?

What has been your primary enrollment status during your continuing education?

Indicate whatever each of the following was a major problem, minor problem, or not a problem in obtaining your first job after graduation.

- Deciding what I wanted to do
- Knowing how to find job openings
- Scheduling interviews
- Writing a resume, vita, or letter of introduction
- Major finding a job that paid enough
- Completing job applications
- Finding a job for which I was trained
- Finding a job where I wanted to live
- Finding the kind of job I wanted
- Race/sex discrimination

What was your annual salary/income in the first job you held after college?

Indicate the number of full-time jobs you have held since leaving this college?

Indicate the primary reason you are now unemployed?

- Have been unable to find a full-time job since college
- Was laid off by employer
- Quit to find another job
- Health/personal reasons
- Do not desire employment at this time
- Other

How long have you actively been seeking employment?

Have you sought help from this college's placement office?

What is your current annual salary/income?

How well did this college prepare you for your present occupation?

How closely related is your current occupation to your major at this college?

ACT Alumni Survey, continued

Indicate your satisfaction with the following aspects of your present job

- Challenge
- Location
- Salary and Benefits
- Advancement potential
- Working Conditions
- Career Potential

How much did your education at this college contribute to your personal growth in each of the following areas?

- Career counseling

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

- Internships for academic credit

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

How closely related is your current job to the major in which you received your most recent degree/certification/diploma?

Indicate your level of satisfaction with each of the following aspects of your current job

- Salary
- Fringe benefits
- Support for continuing education or in-serving training programs
- Autonomy and independence
- Intellectual challenge
- Opportunities for advancement
- Opportunities to participate in decision making
- Opportunities to exercise initiative
- Opportunities to be creative
- Feeling of accomplishment
- Social status or recognition

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

- Learning about career options

How well did your experiences at this college prepare you for your first job after graduating from this college?

How well did your experiences at this college prepare you for your current job?

Berea-Specific Items

- The Berea College labor program positively influences my later work life
- Compared to my co-workers who have college degrees, I believe my education at Berea better prepared me for my work
- Participation in work/labor program increases my ability to continue my education after Graduation

[Berea-Specific Alumni Survey, Spring 2010,
Graduates from the 1980s, 1990s, and 2000s \(with valid email addresses\)](#)

What are you currently doing? (employment, education, etc.)

Degree/diplomas that you have earned after Berea College

If you have completed post-graduate academic work,

- how well did your Berea College experience prepare you for it?

Which of the following best describes your current employer?

How closely related is your **current job** to your major at Berea College?

If you have completed post-graduate academic work,

- How well did your undergraduate experiences at Berea College prepare you for your current job?

Overall how well did your Berea College experiences prepare you for a life of...

- Meaningful work

[ACT Alumni Outcomes Survey, Fall 2010 \(Work Colleges Consortium Project\), 1992-93 through 2006-07 Graduates](#)

Which of the following best describing your primary work status at this time?

Degree/certificate/diploma completed at a school other than Berea.

Which best describes the type of organization by which you are now employed?

How closely related is **your current job** to the major/field in which you received your most recent degree/certificate/diploma?

How well did your experiences at this school prepare you for your current job?

How closely related was **your first full-time job** to the major/field in which you received your first degree/certificate/diploma from the school?

First, indicate your opinion of the importance of the skill an individual's efforts to be personally/professionally successful in today's world. Then, indicate the impact of your experiences at this school on your attainment of each skill.

- Learning about existing and emerging career options

Indicate your level of satisfaction with each aspects of this school listed below

- Preparation for further academic study

[Berea-Specific Items](#)

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

My Work Program Experience...

- Helped prepare me for my first job
- Helped prepare for my current job (if different)
- Helped me to appreciate the value and dignity of work
- Increased my ability to continue my education after graduation

Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



Administered Fall Terms 2002, 2004, 2006, 2008,
2010, 2012, 2014, 2016, 2018, and 2020

[Select to see survey instruments](#)

Response Rates:			
2002	87.6%	2004	93.2%
2006	85.6%	2008	89.6%
2010	87.0%	2012	76.0%
2014	84.0%	2016	74.7%
2018	64.0%	2020	74.0%

Theme: Career Planning -- *These items relate to career plans and preparation for future careers.*

- Student's intended major (aggregated):
 - Agriculture*
 - Biological and Life Sciences*
 - Business*
 - Education*
 - Engineering*
 - English*
 - Health Professions*
 - History or Political Science*
 - Arts & Humanities*
 - Fine Arts*
 - Mathematics or Computer Science*
 - Physical Science*
 - Social Science*
 - Justice and Security*
 - Library Science*
 - Other, Non-Technical*
 - Undecided*

- Highest academic degree planned:
 - None*
 - Vocational certificate*
 - Associate (A.A., A.S., or equivalent)*
 - Bachelor's degree (B.A., B.S., B.D., etc.)*
 - Master's degree (M.A., M.S., M.B.A., etc.)*
 - J.D. (Law)*
 - M.D., D.D.S., D.V.M., etc. (Medical)*
 - Ph.D.*
 - Professional Doctorate (Ed.D., Psy.D., etc.)*
 - Other*

- Student's/Parent/Guardian's intended career (aggregated)
 - Artist*
 - Business*
 - Business (Administrative Assistant)*
 - Clergy*
 - Educators*
 - Education Administrator*
 - Doctor (MD, DDS or DVM)*
 - Engineer*
 - IT Professional*
 - Farmer, Forester, or Environmentalist*
 - Health Professional*
 - Homemaker/Stay-at-Home Parent*
 - Lawyer/Judge*
 - Military*
 - Nurse*
 - Research scientist (e.g., Biologist, Chemist, Physicist)*
 - Social/Non-Profit Services*
 - Skilled Worker (e.g., Plumber, Electrician, Construction)*
 - Other choice*
 - Undecided*

- Current employment status:
(*Employed, Seasonally employed, Not employed, Retired, Unknown/Not applicable*)
 1. Parent/Guardian1
 2. Parent/Guardian2

- In deciding to go to college, how important to you was each of the following reasons?
(*Very Important = 3, Somewhat Important = 2, Not Important = 1*)
 1. To be able to get a better job
 2. To gain a general education and appreciation of ideas
 3. To make me a more cultured person
 4. To be able to make more money
 5. To learn more about things that interest me
 6. To get training for a specific career
 7. To prepare myself for graduate or professional school

- How important was each reason in your decision to come here?
(*Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1*)
 1. This college's graduates gain admission to top graduate/professional schools
 2. This college's graduates get good jobs

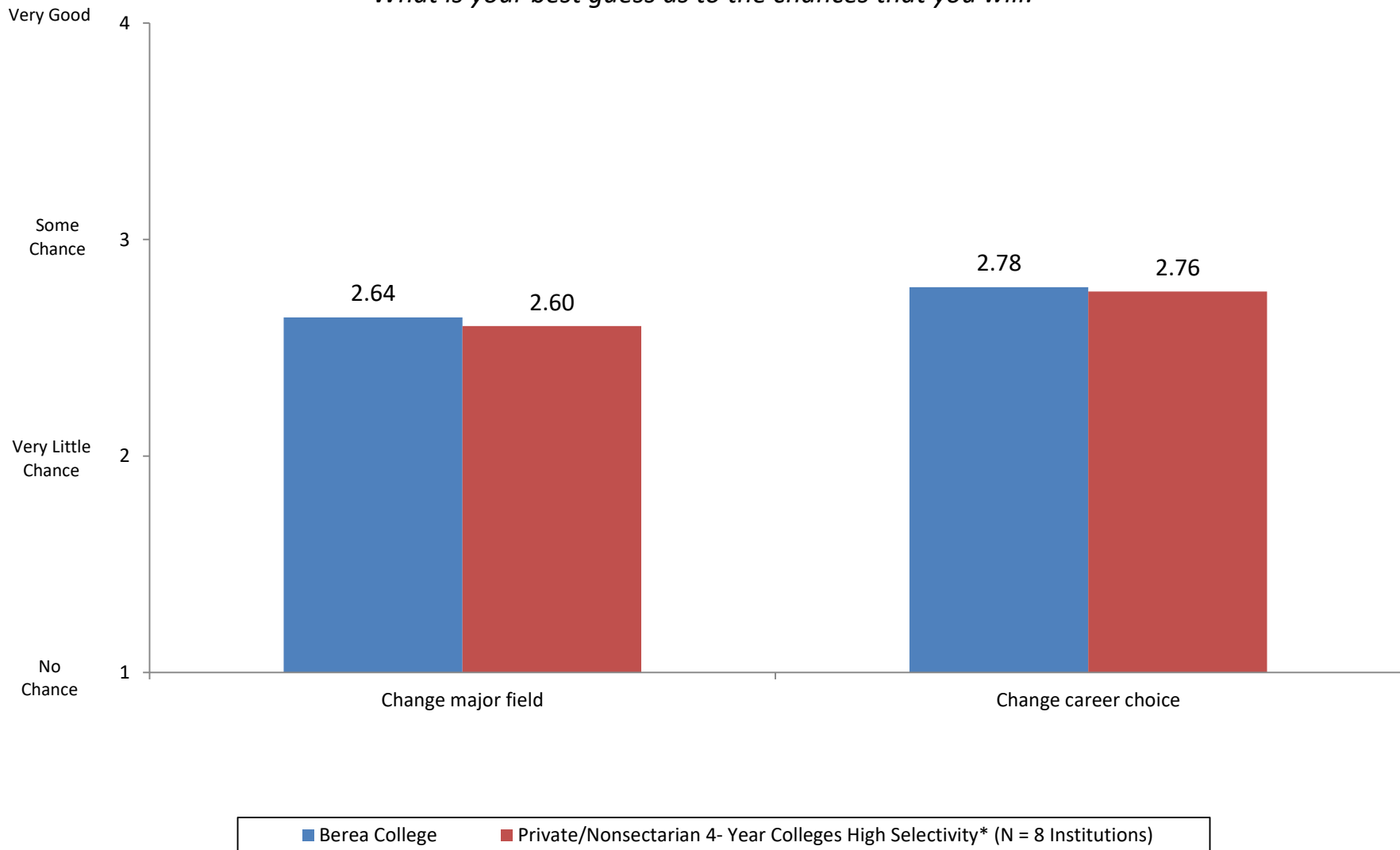
- Please indicate the importance to you personally of each of the following:
(*Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1*)
 1. Becoming accomplished in one of the performing arts (acting, dancing, etc.)
 2. Becoming an authority in my field
 3. Being very well off financially
 4. Making a theoretical contribution to science
 5. Becoming successful in a business of my own

- What is your best guess as to the chances that you will:
(*Very Good Chance = 4, Some Chance = 3, Very Little Chance = 2, No Chance = 1*)
 1. Change major field
 2. Change career choice

THEME: Career Planning

(Based on First-Year Students Only)

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



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

Theme: *Career Planning*

(Based on First-Year Students Only)

Career Planning

	Student's Probable Major (aggregated)	
	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 15 Institutions)
Agriculture	0.5%	0.1%
Biological & Life Sciences	15.9%	21.8%
Business	10.6%	10.4%
Education	5.3%	3.4%
Engineering	3.9%	3.2%
English	1.0%	2.3%
Health Professions	20.3%	5.2%
History or Political Science	1.9%	8.7%
Arts & Humanities	2.9%	3.3%
Fine Arts	5.3%	2.7%
Mathematics or Computer Science	5.8%	4.0%
Physical Science	1.9%	4.6%
Social Science	8.7%	13.2%
Justice & Security	1.0%	0.4%
Library Science	0.0%	0.0%
Other Non-technical	1.4%	2.0%
Undecided	13.5%	14.8%

*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

Theme: *Career Planning*

(Based on First-Year Students Only)

**Student's Intended
Career/Occupation**

	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 8 Institutions)
<i>Artist</i>	6.8%	4.0%
<i>Business</i>	9.8%	13.7%
<i>Business (Admin Assistant)</i>	0.0%	0.1%
<i>Clergy</i>	0.5%	0.2%
<i>Educators</i>	5.4%	5.4%
<i>Education Administrator</i>	2.4%	0.8%
<i>Doctor (MD, DDS or DVM)</i>	12.7%	14.4%
<i>Engineer</i>	3.9%	3.3%
<i>IT Professional</i>	5.4%	2.5%
<i>Farmer, Forester, or Environmentalist</i>	2.9%	1.5%
<i>Health Professional</i>	15.1%	9.9%
<i>Homemaker/Stay-at-Home Parent</i>	0.0%	0.0%
<i>Lawyer/Judge</i>	2.9%	7.0%
<i>Military</i>	0.0%	0.5%
<i>Nurse</i>	7.3%	1.4%
<i>Research Scientist (e.g., Biologist, Chemist, Physicist)</i>	2.0%	6.0%
<i>Social/Non-Profit Services</i>	0.5%	1.2%
<i>Skilled worker (e.g., Plumber, Electrician, Construction)</i>	0.0%	0.3%
<i>Other Choice</i>	8.8%	10.0%
<i>Undecided</i>	13.7%	17.8%

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Theme: *Career Planning*

(Based on First-Year Students Only)

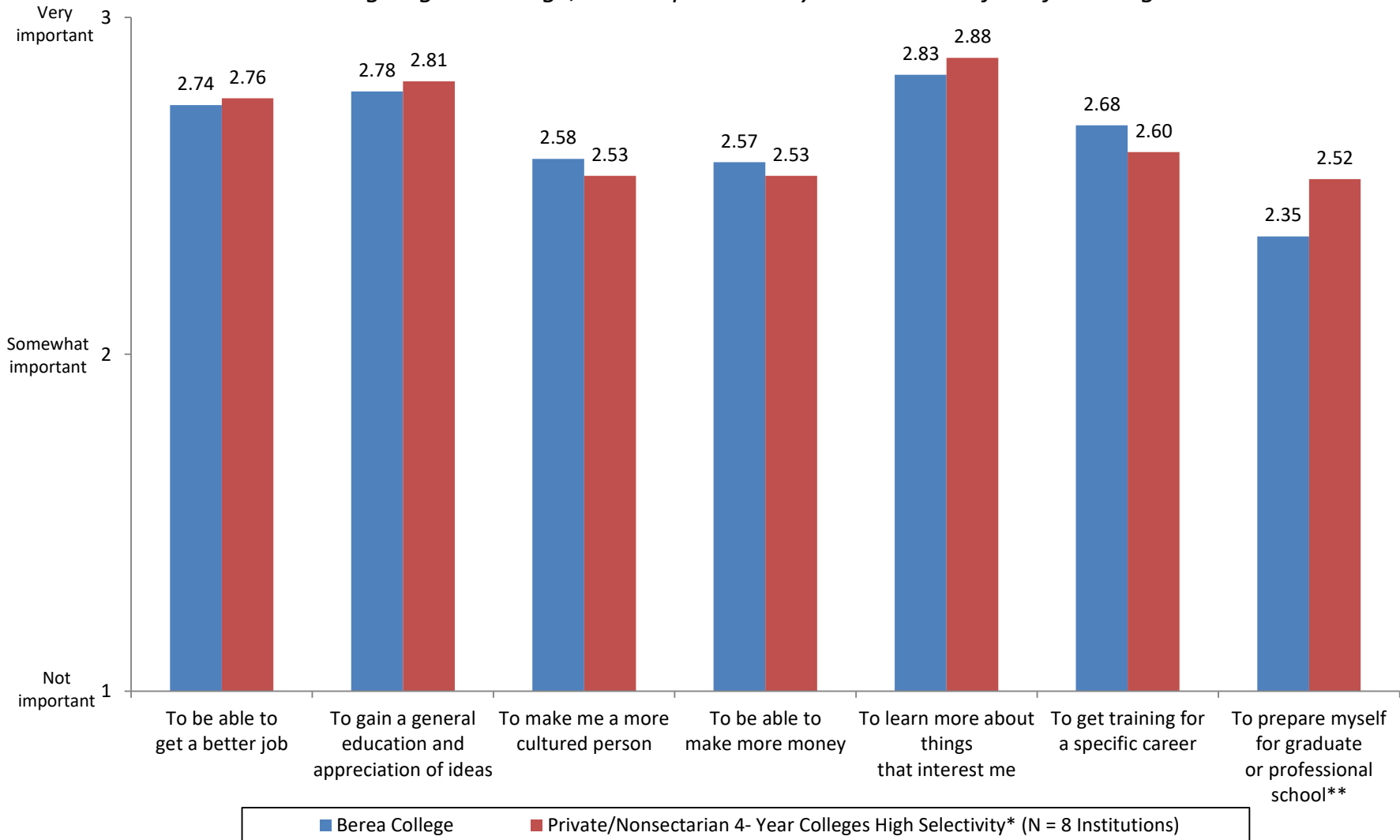
<u>Career/Occupation</u>	Parent/Guardian 1 Career		Parent/Guardian 2 Career	
	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 8 Institutions)	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 8 Institutions)
<i>Artist</i>	0.0%	2.2%	1.0%	2.0%
<i>Business</i>	15.6%	29.8%	6.9%	23.7%
<i>Business (Admin Assistant)</i>	2.9%	1.5%	0.0%	1.2%
<i>Clergy</i>	0.0%	0.7%	0.0%	0.5%
<i>Educators</i>	4.4%	10.3%	2.0%	7.0%
<i>Education Administrator</i>	3.4%	4.8%	3.0%	3.8%
<i>Doctor (MD, DDS or DVM)</i>	2.0%	4.6%	0.0%	2.5%
<i>Engineer</i>	1.5%	3.0%	1.5%	2.6%
<i>IT Professional</i>	0.0%	2.7%	1.0%	3.3%
<i>Farmer, Forester, or Environmentalist</i>	1.5%	0.7%	1.0%	0.9%
<i>Health Professional</i>	3.9%	4.7%	3.9%	3.6%
<i>Homemaker/Stay-at-Home Parent</i>	8.3%	3.7%	6.9%	10.2%
<i>Lawyer/Judge</i>	0.0%	4.2%	0.5%	2.9%
<i>Military</i>	1.0%	0.7%	0.5%	0.6%
<i>Nurse</i>	4.4%	3.0%	1.0%	1.6%
<i>Research Scientist (e.g., Biologist, Chemist, Physicist)</i>	0.5%	0.8%	0.5%	0.7%
<i>Social/Non-Profit Services</i>	1.0%	2.1%	1.0%	1.6%
<i>Skilled worker (e.g., Plumber, Electrician, Construction)</i>	12.2%	4.0%	13.3%	6.5%
<i>Other Choice</i>	30.2%	15.1%	36.9%	20.0%
<i>Undecided</i>	7.3%	1.6%	19.2%	4.9%

*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

THEME: Career Planning

(Based on First-Year Students Only)

In deciding to go to college, how important to you was each of the following reasons?



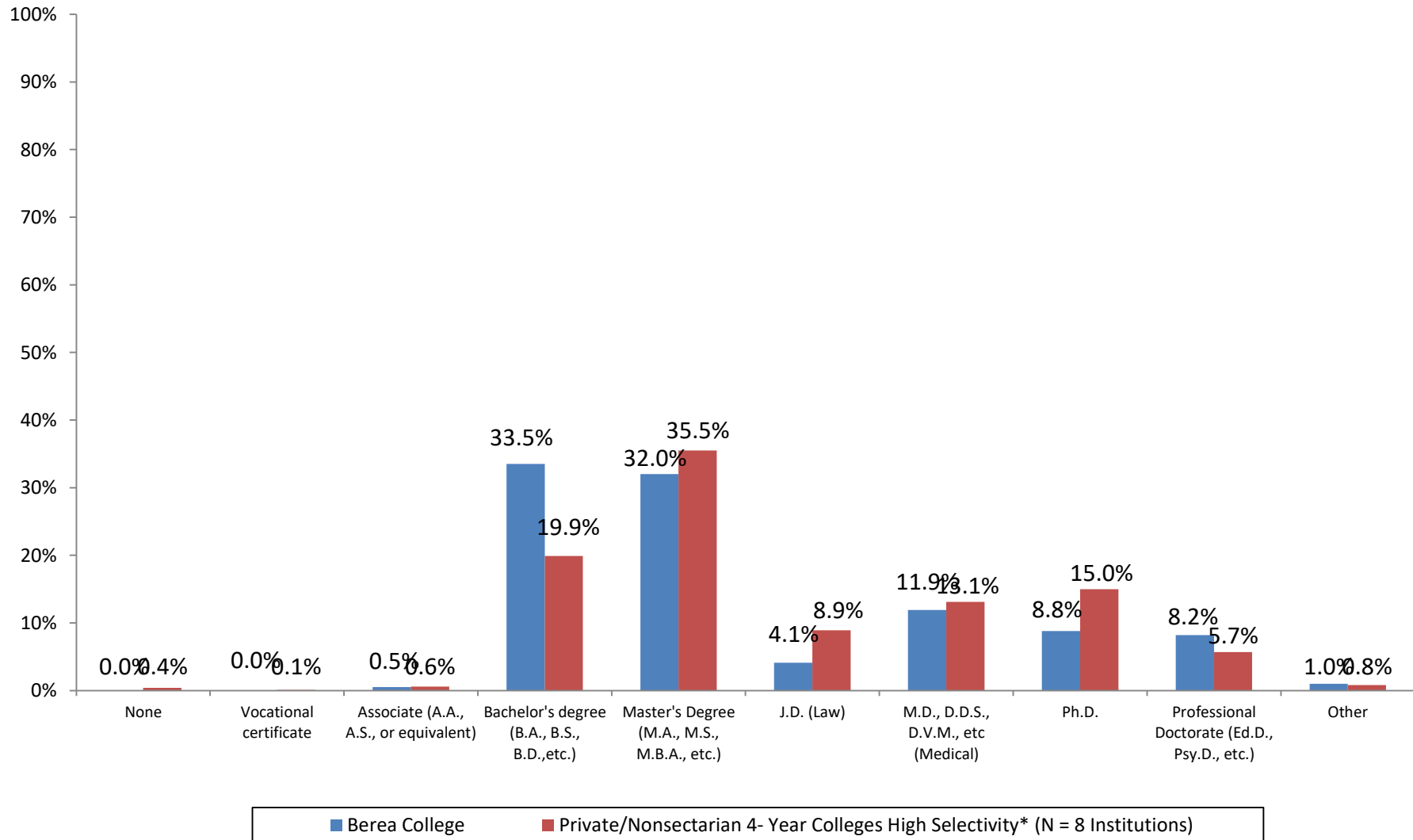
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Career Planning

(Based on First-Year Students Only)

What is the highest academic degree that you intend to obtain?

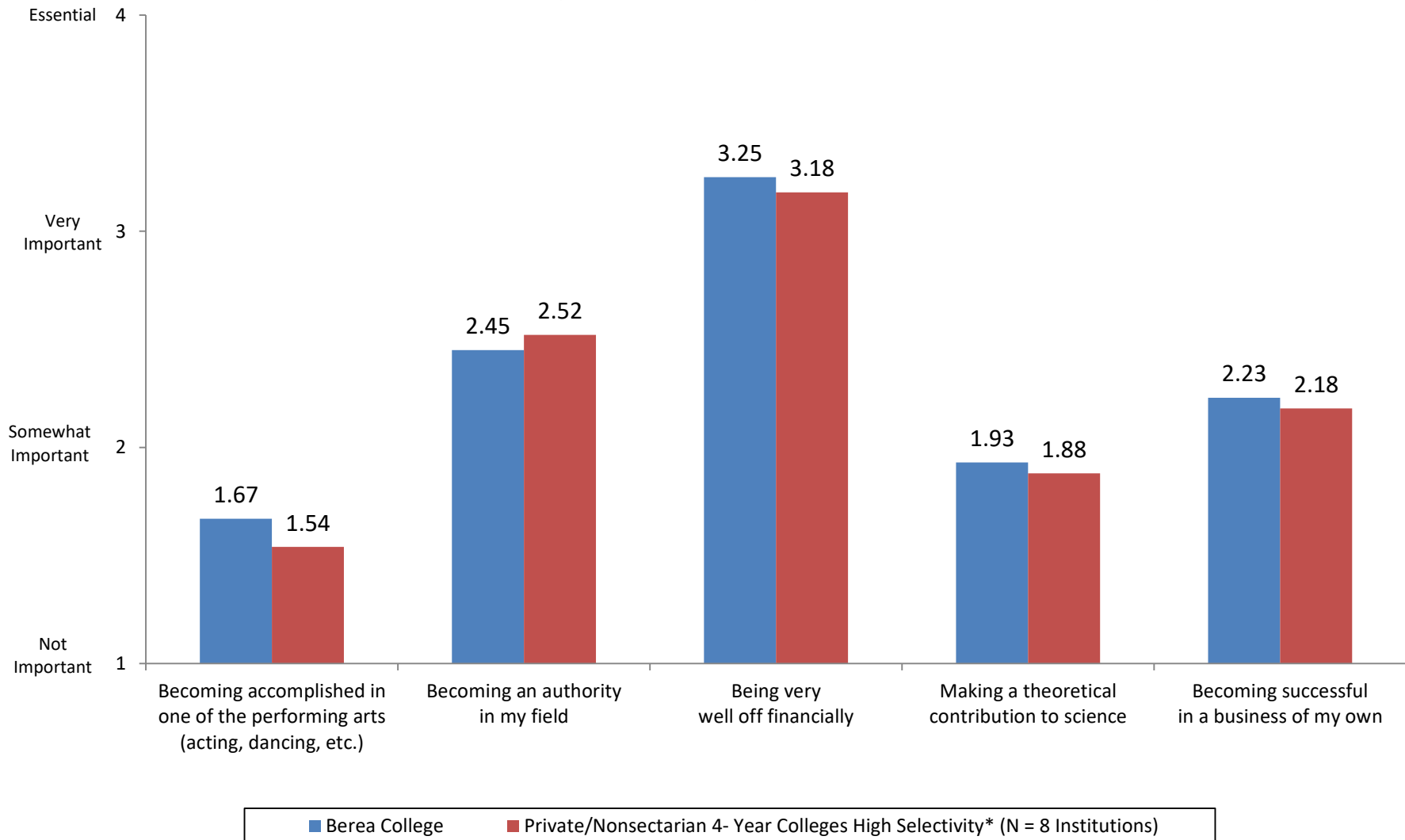


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Career Planning

(Based on First-Year Students Only)

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

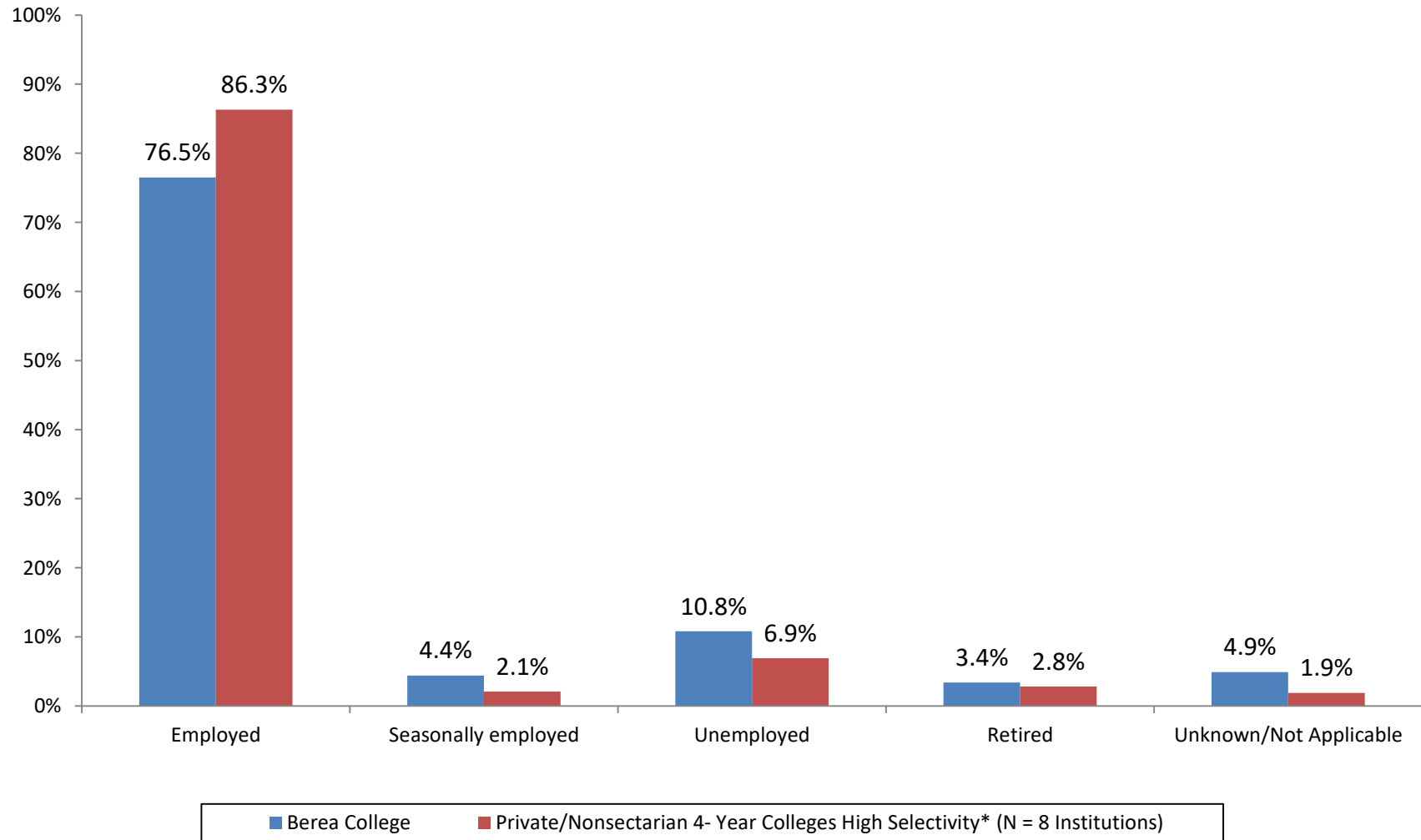


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Career Planning

(Based on First-Year Students Only)

Parent/Guardian 1 Current Employment Status:

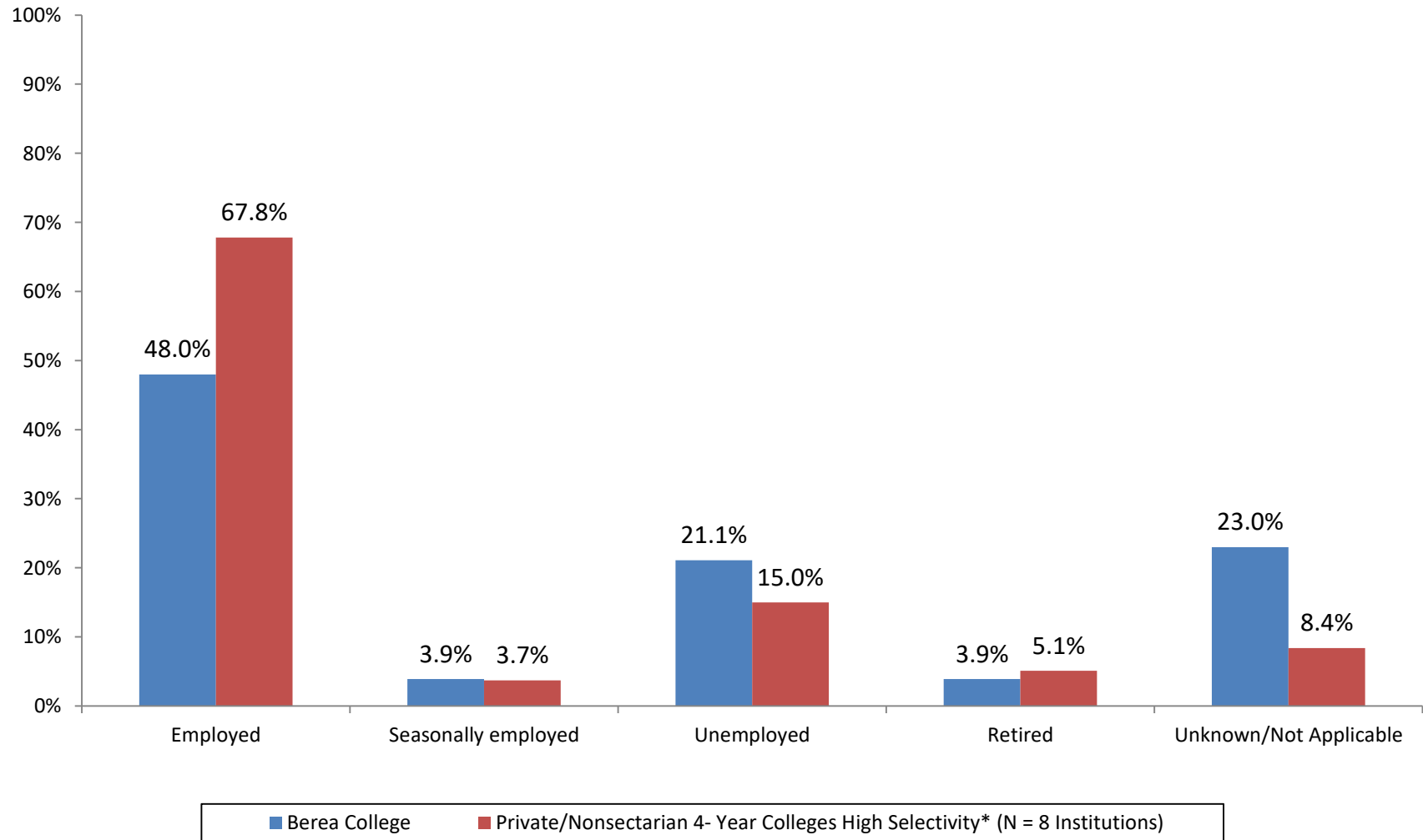


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THEME: Career Planning

(Based on First-Year Students Only)

Parent/Guardian 2 Current Employment Status:

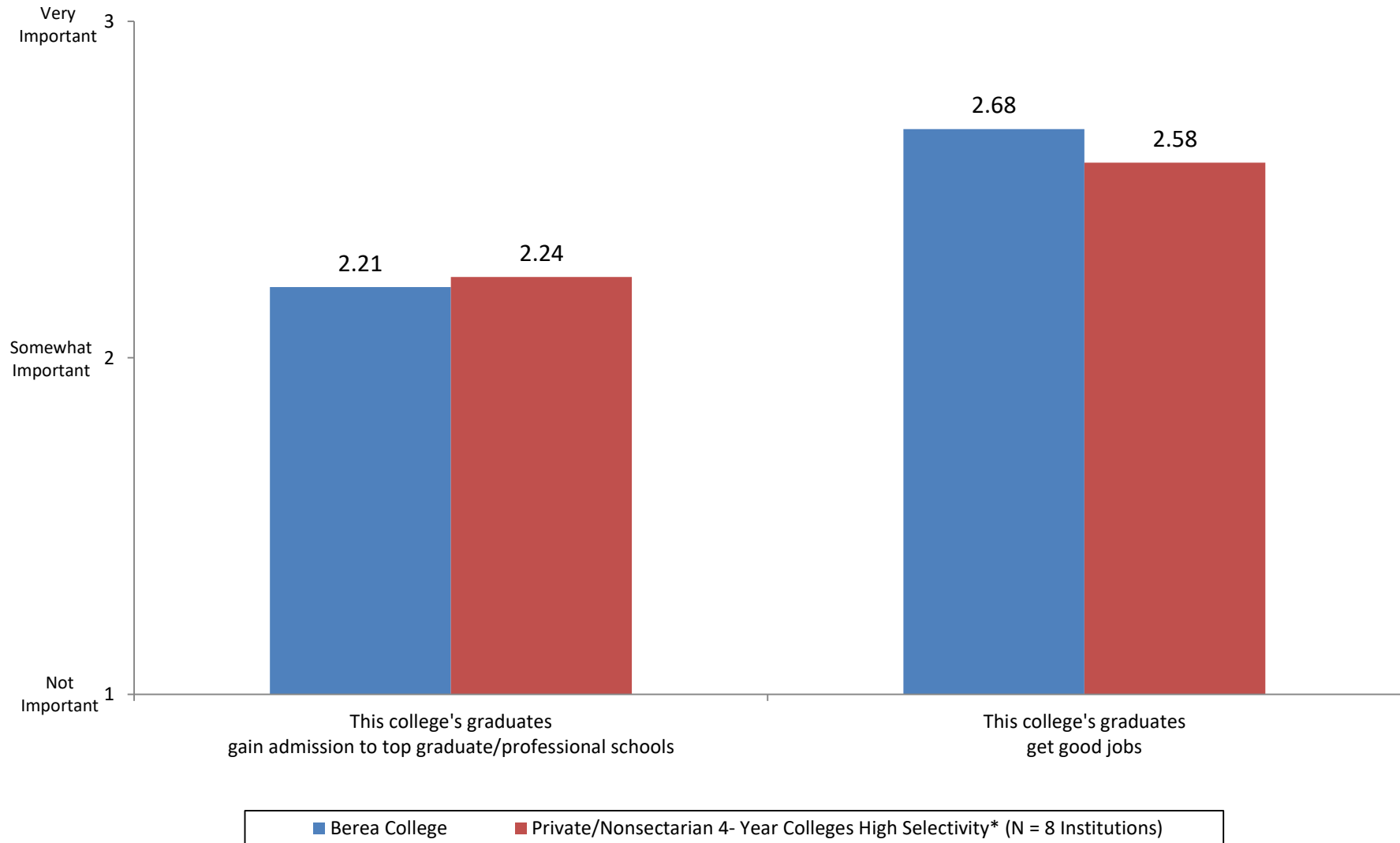


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THEME: Career Planning

(Based on First-Year Students Only)

How important was each reason in your decision to come here?



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

What is the highest academic degree that you intend to obtain?

	2004		2006		2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	1%	1%	0.3%	1%	0.3%	1%	1%	1%	0.4%	1%	0.3%	0.3%	0.3%	1%	1%	1%	0%	0.4%
Vocational certificate	0%	0.1%	0%	0.2%	0%	0.2%	0%	0.1%	0%	0.2%	1%	0.1%	0%	0.2%	0.0%	0.2%	0%	0.1%
Associate	0.3%	1%	0%	1%	0%	1%	0.3%	0.4%	1%	0.4%	1%	0.4%	1%	1%	0.4%	0.2%	1%	1%
Bachelor's degree	14%	24%	20%	29%	21%	27%	15%	18%	24%	20%	22%	24%	18%	23%	25%	18%	34%	20%
Master's degree	38%	47%	41%	46%	36%	46%	37%	41%	38%	44%	35%	43%	40%	42%	36%	38%	32%	36%
J.D. (Law)	6%	5%	4%	4%	3%	3%	6%	5%	2%	5%	3%	3%	4%	4%	3%	6%	4%	9%
Medical Doctorate	9%	7%	12%	6%	11%	6%	10%	10%	11%	11%	11%	10%	11%	10%	8%	15%	12%	13%
Ph.D.	29%	14%	21%	12%	27%	14%	29%	22%	22%	19%	26%	18%	25%	18%	14%	14%	9%	15%
Professional Doctorate	*	*	*	*	*	*	*	*	*	*	*	*	8%	5%	12%	7%	8%	6%
Other	3%	2%	1%	2%	2%	2%	2%	3%	2%	2%	1%	0.9%	1%	1%	2%	1%	1%	1%

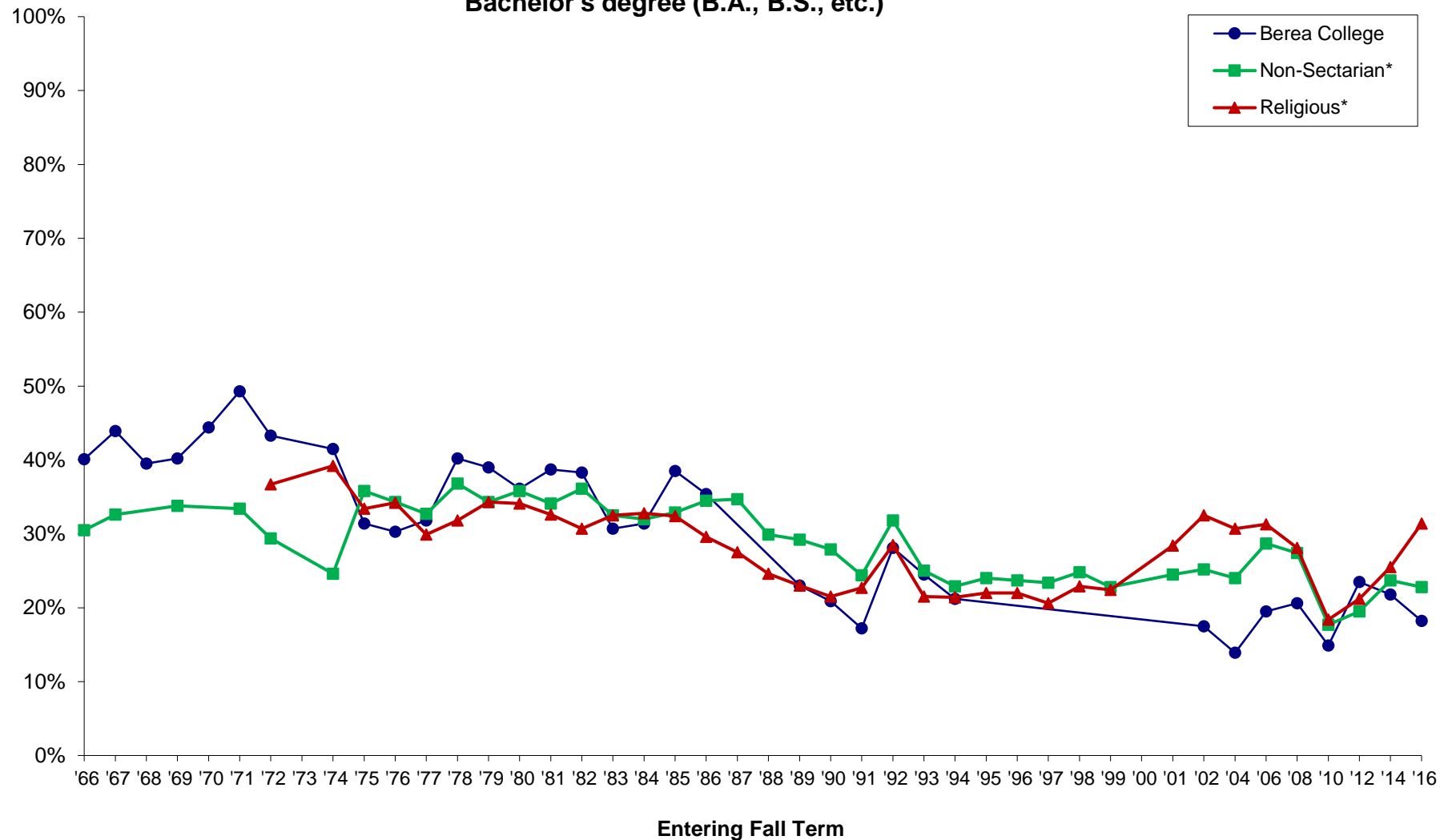
NOTES: Medical Doctorate includes M.D., D.V.M, DDS, etc.; Ph.D. category added 2016 (prev.: Ph.D and Ed.D.)

*Professional Doctorate (Ed.D, Psy.D.) category added 2016

What is the highest degree that you intend to obtain?

	Berea	Non-Sectarian (High Selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	0.3%	0.6%	0.7%	0.7%	0.5%
Vocational certificate	0.3%	0.2%	0.2%	0.1%	0.1%
Associate (A.A. or equivalent)	0.6%	0.7%	0.9%	0.7%	0.6%
Bachelor's degree (B.A., B.S., etc.)	18.2%	22.8%	25.7%	27.6%	23%
Master's degree (M.A., M.S., etc.)	39.8%	42.4%	39.7%	43.5%	41%
J.D. (Law)	3.7%	4.3%	3.8%	2.7%	4.1%
M.D., D.O., D.D.S., or D.V.M.	10.8%	10%	9.9%	7.1%	11.5%
Ph.D	17.6%	12.7%	12.0%	11.0%	12.9%
Professional Doctorate (Ed.D, Psy D., etc)	7.4%	5.3%	6.3%	5.9%	5.7%
Other	1.2%	1%	0.9%	0.8%	0.7%

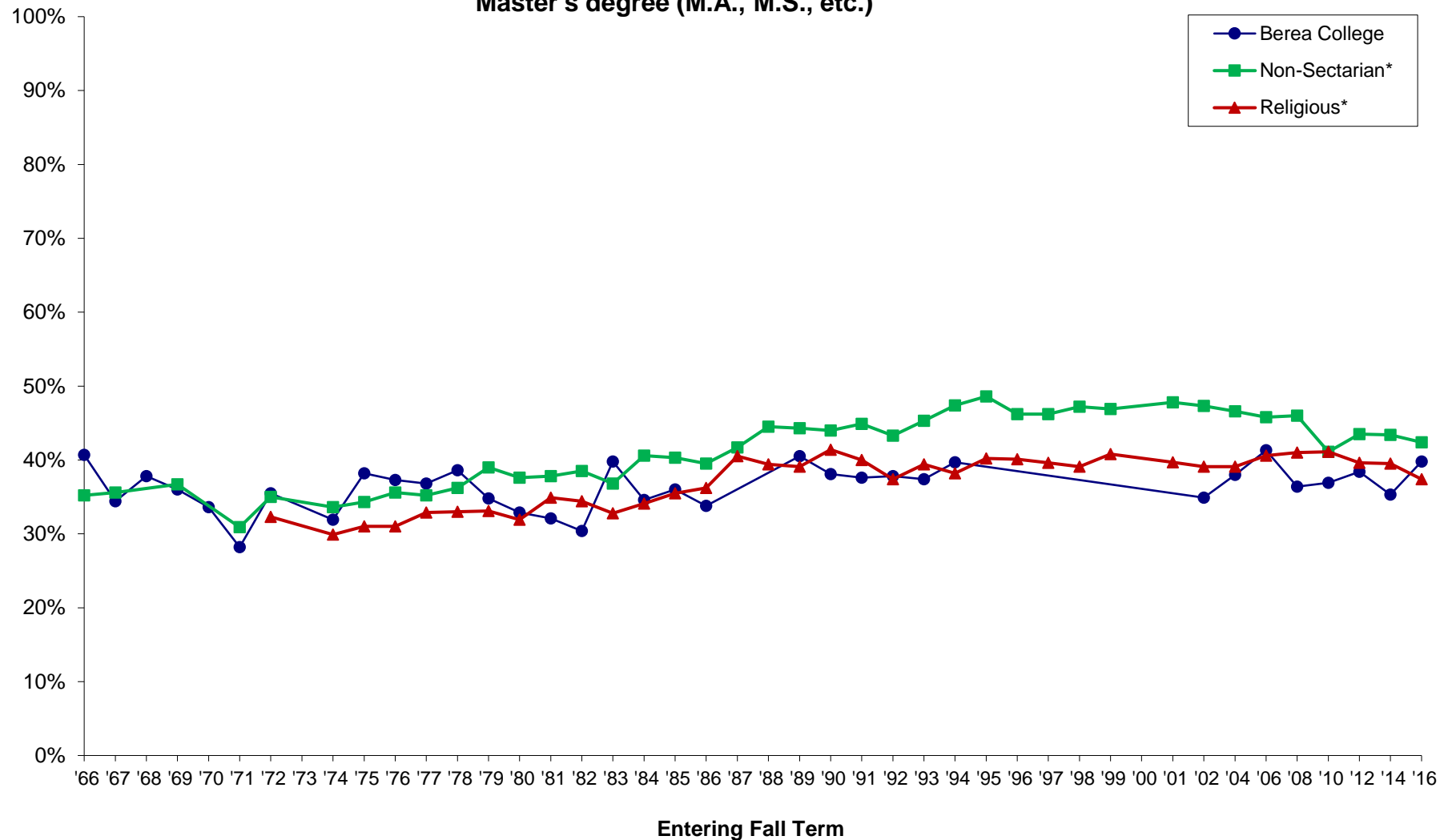
What is the highest degree that you intend to obtain?
Bachelor's degree (B.A., B.S., etc.)



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

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

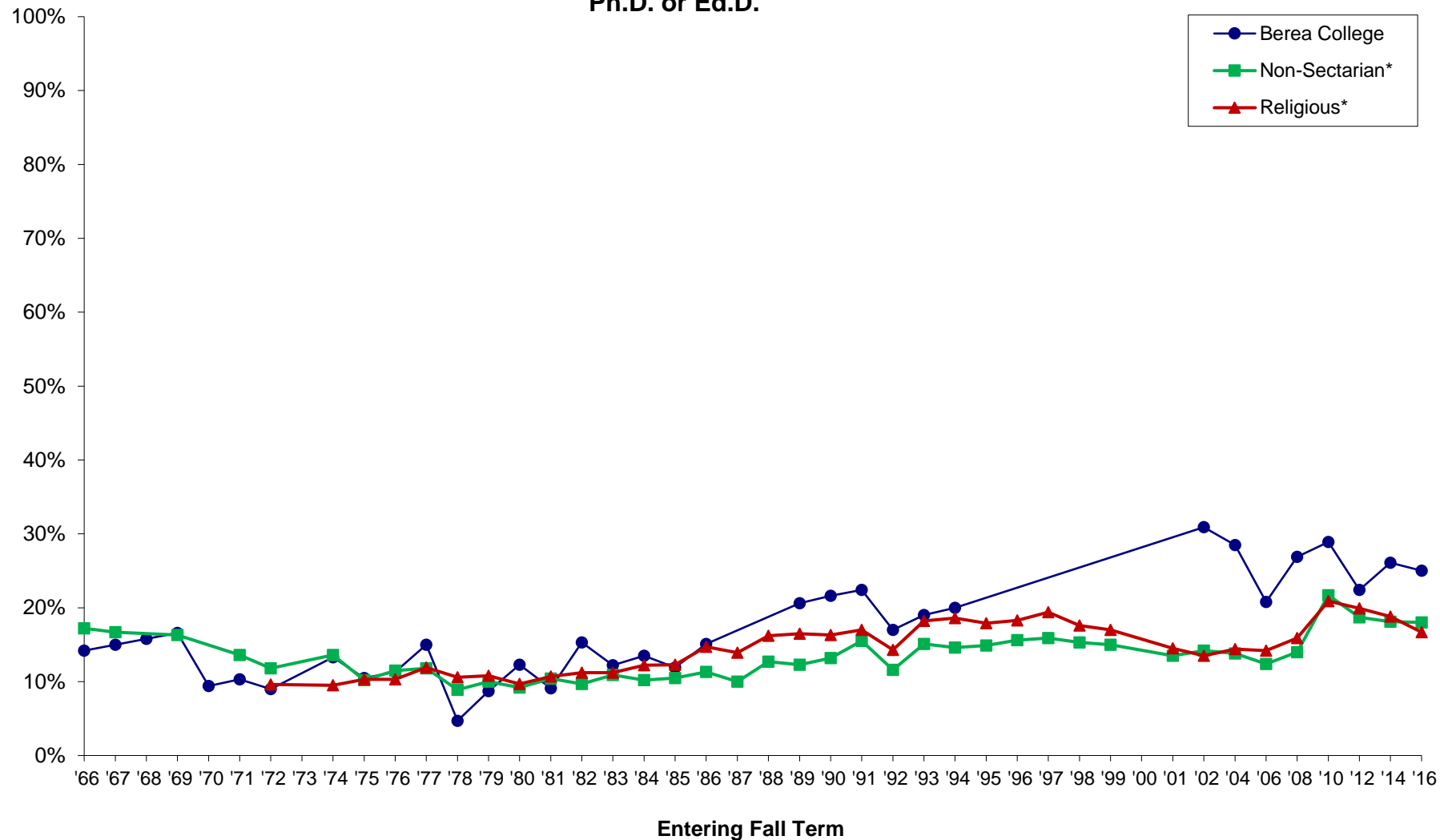
What is the highest degree that you intend to obtain?
Master's degree (M.A., M.S., etc.)



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

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

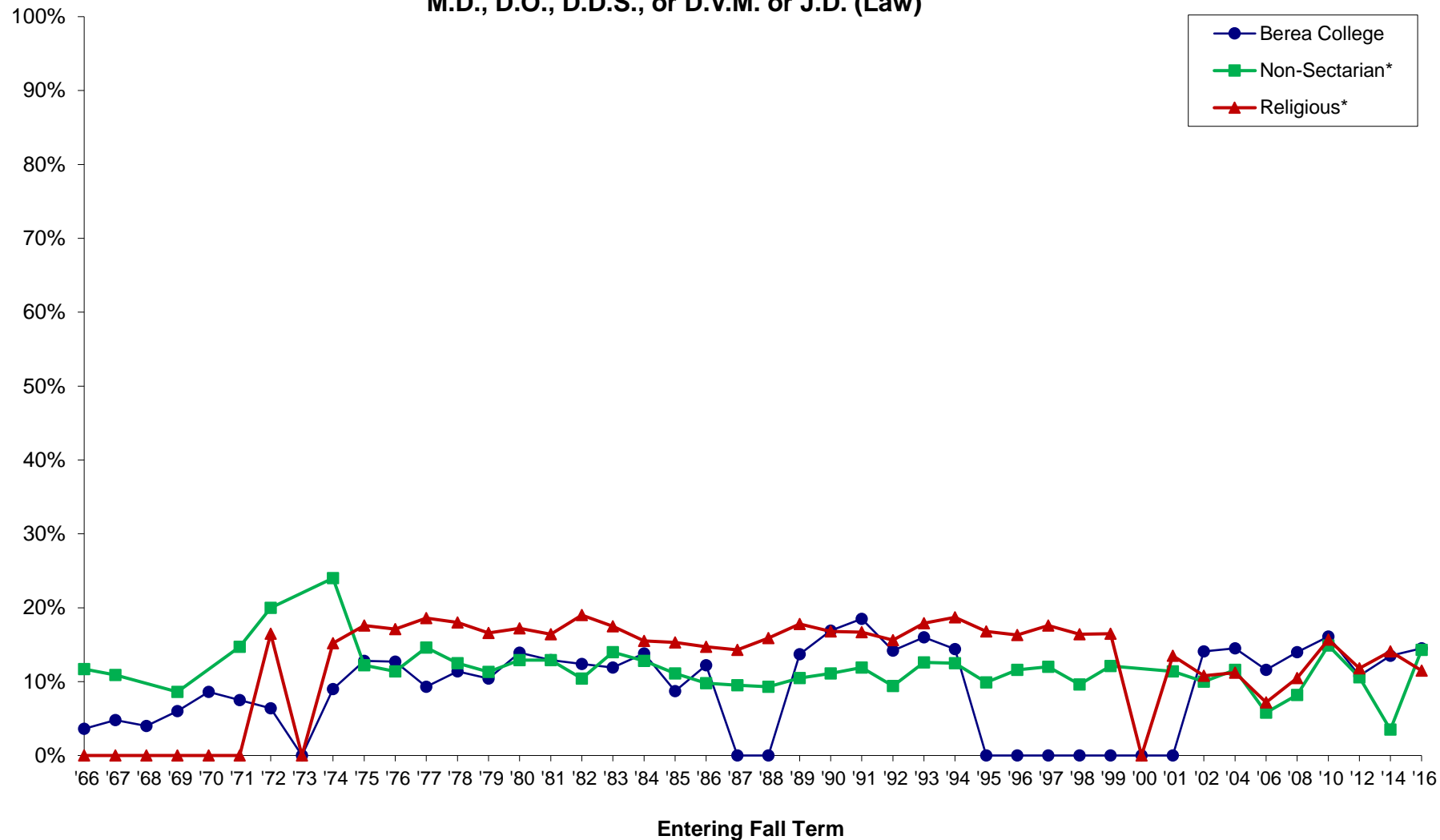
What is the highest degree that you intend to obtain?
Ph.D. or Ed.D.



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

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

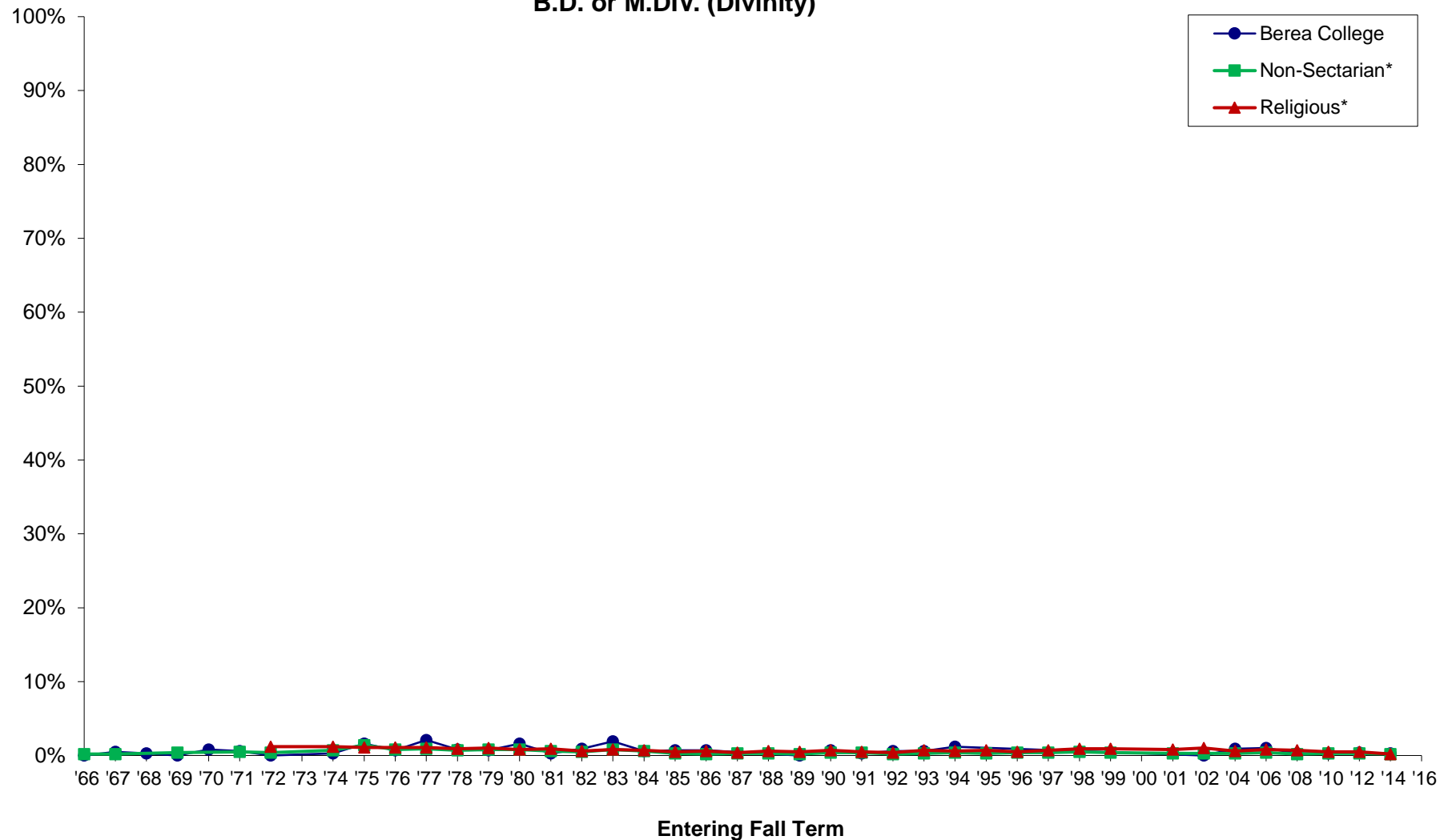
What is the highest degree that you intend to obtain?
M.D., D.O., D.D.S., or D.V.M. or J.D. (Law)



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

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

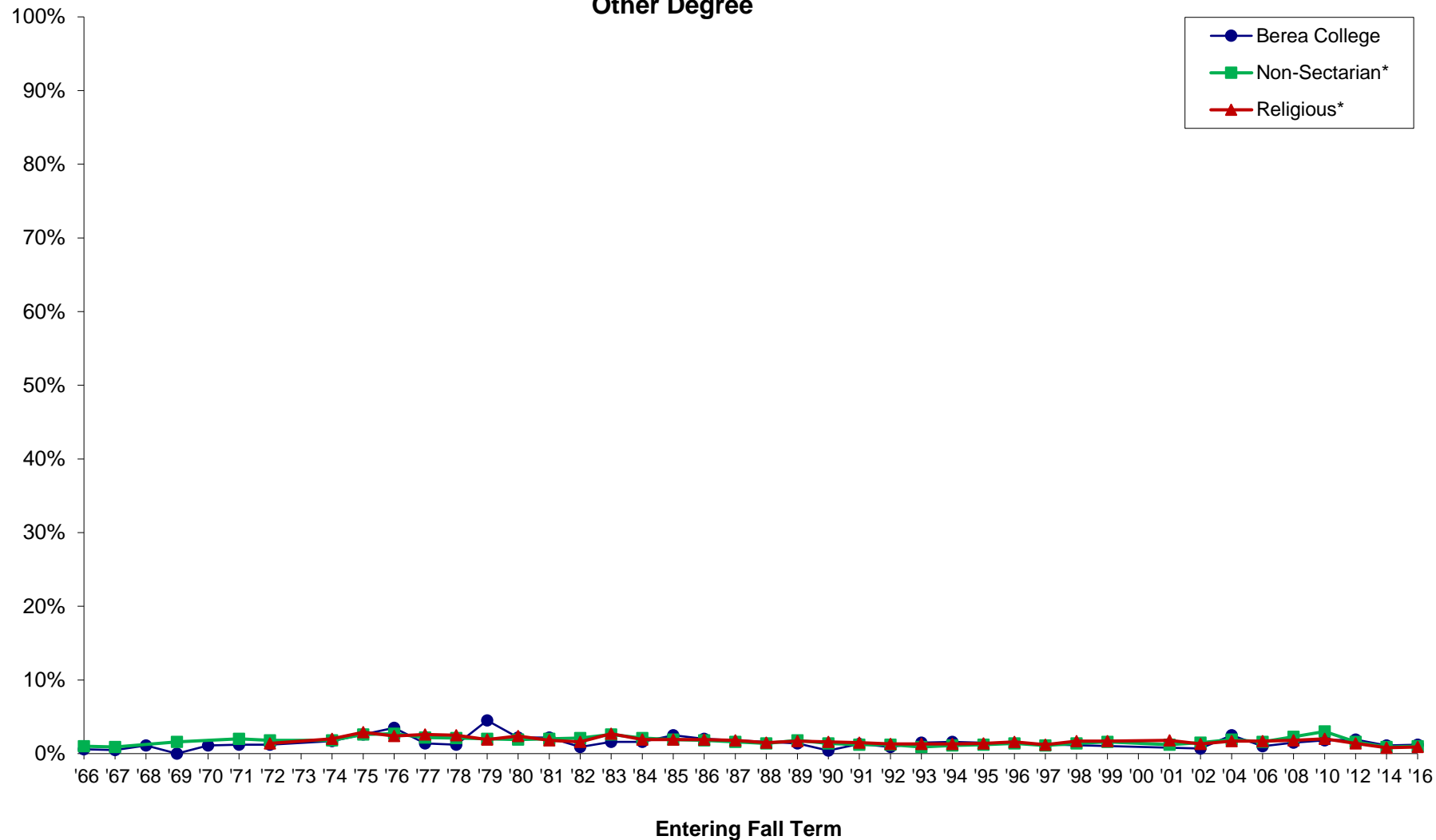
What is the highest degree that you intend to obtain?
B.D. or M.DIV. (Divinity)



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

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

What is the highest degree that you intend to obtain?
Other Degree

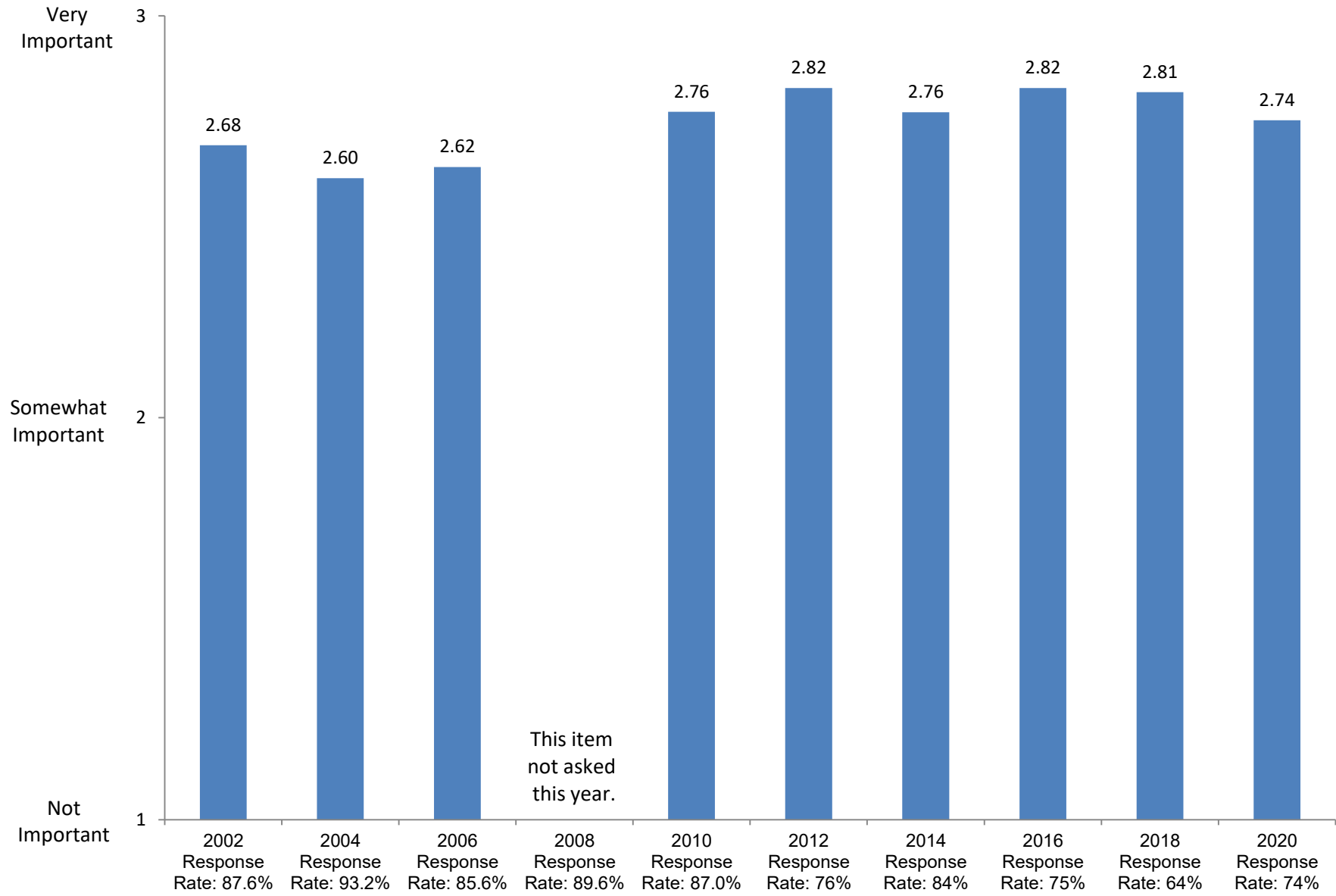


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

In deciding to go to college, how important to you was each of the following reasons?

To be able to get a better job

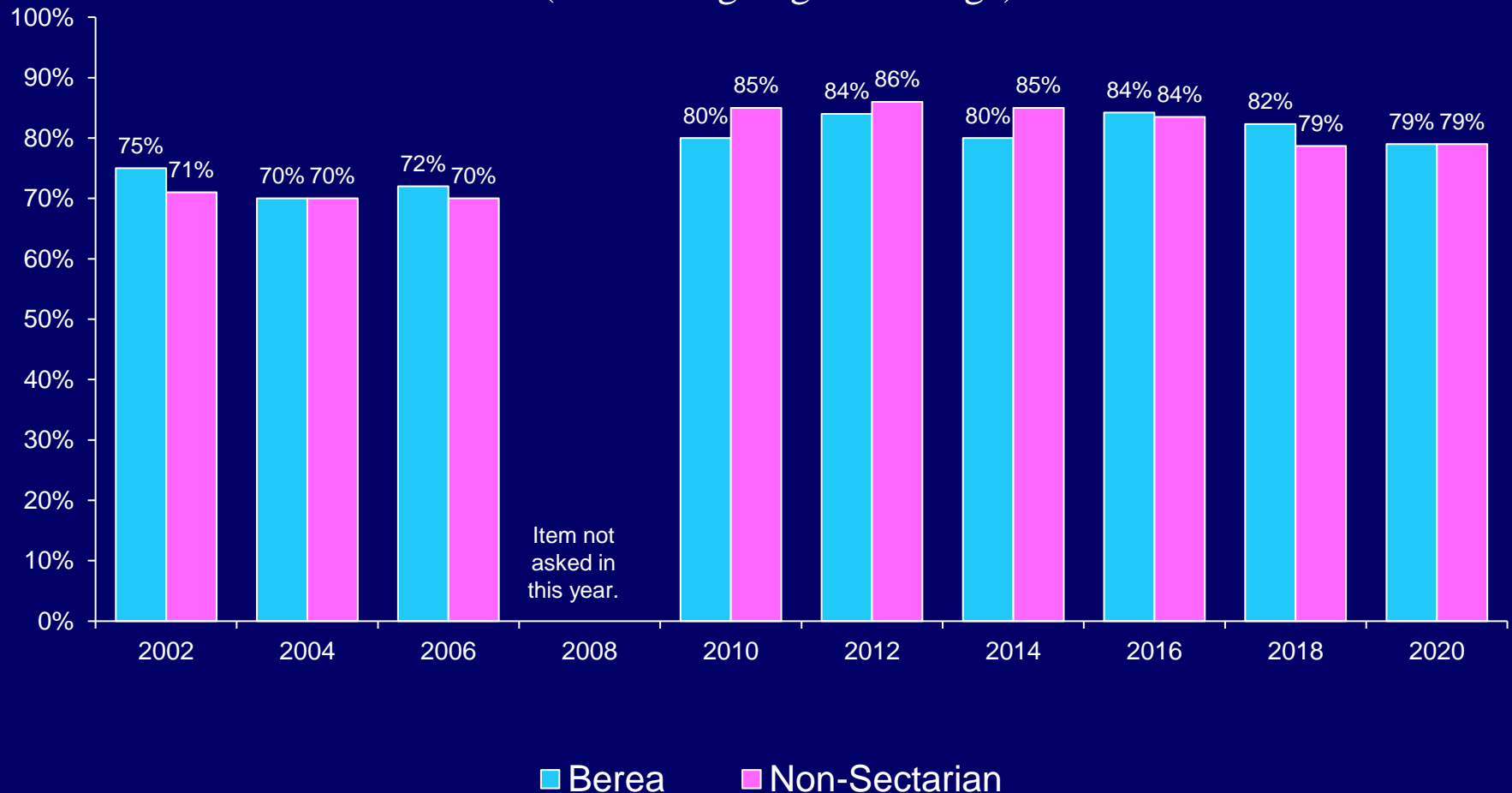


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who rated item as “very important”

To be able to get a better job

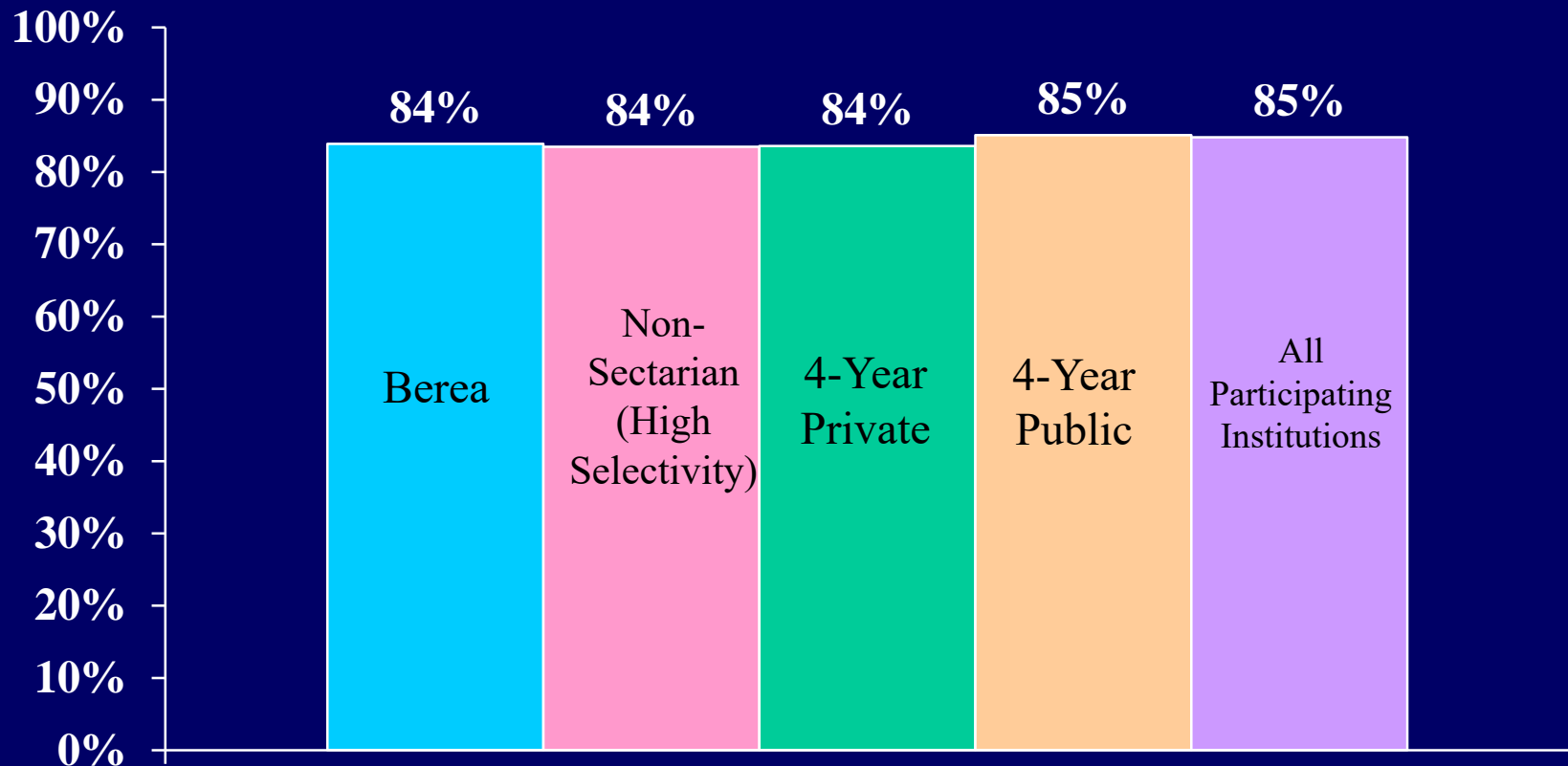
(in deciding to go to college)



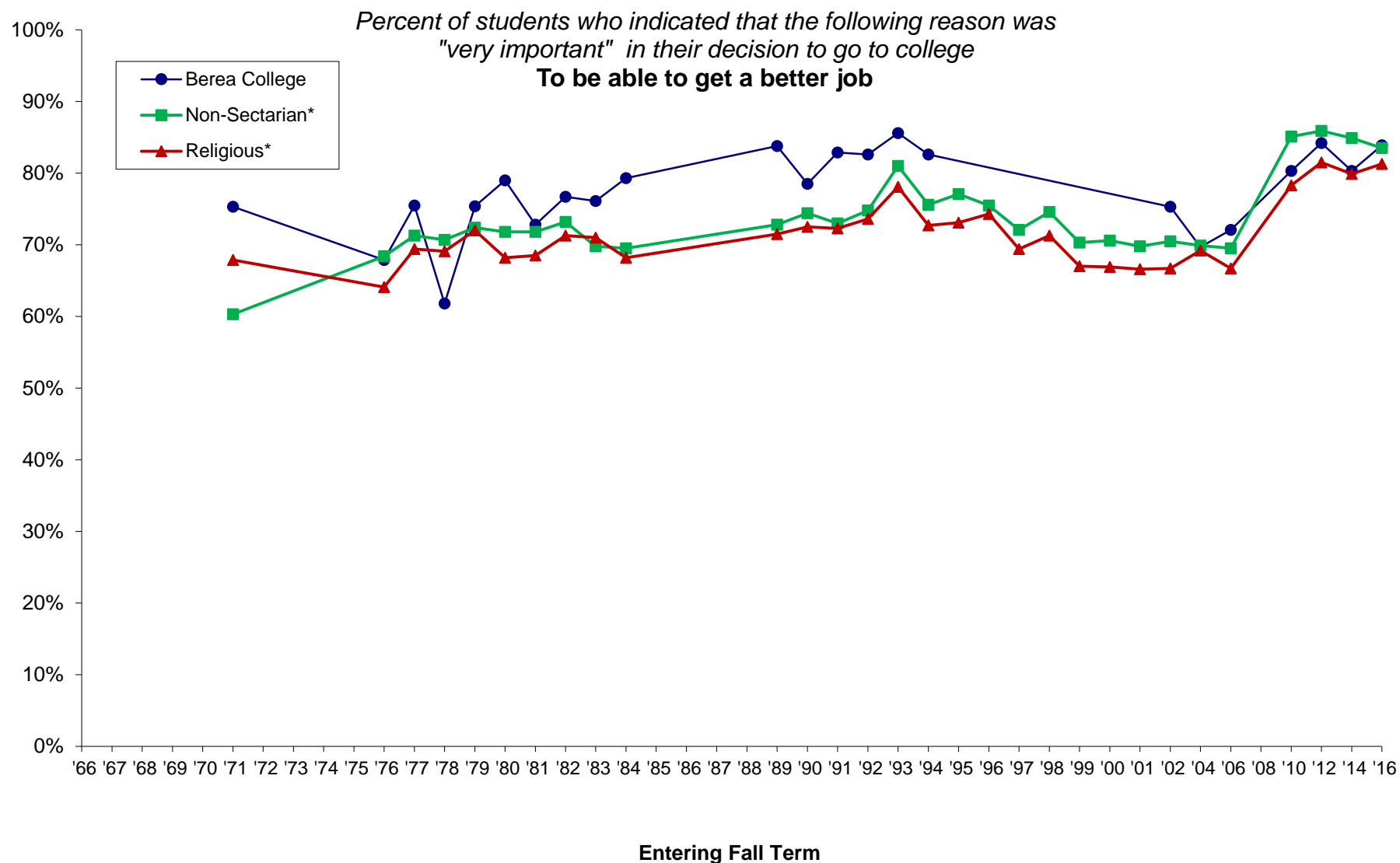
Percentage of students who rated item as “very important”:

To be able to get a better job

(for deciding to go to college)



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016

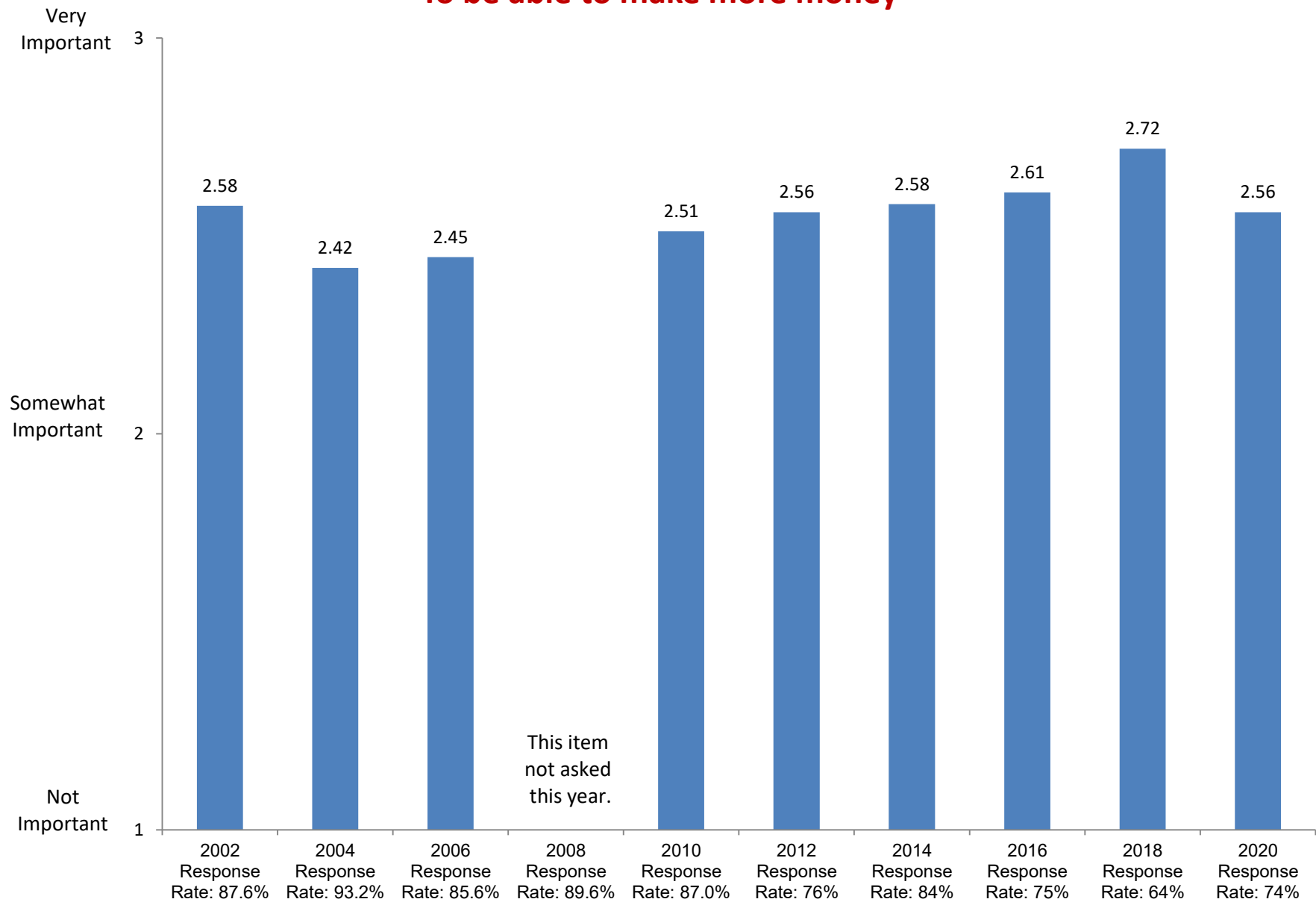


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

In deciding to go to college, how important to you was each of the following reasons?

To be able to make more money

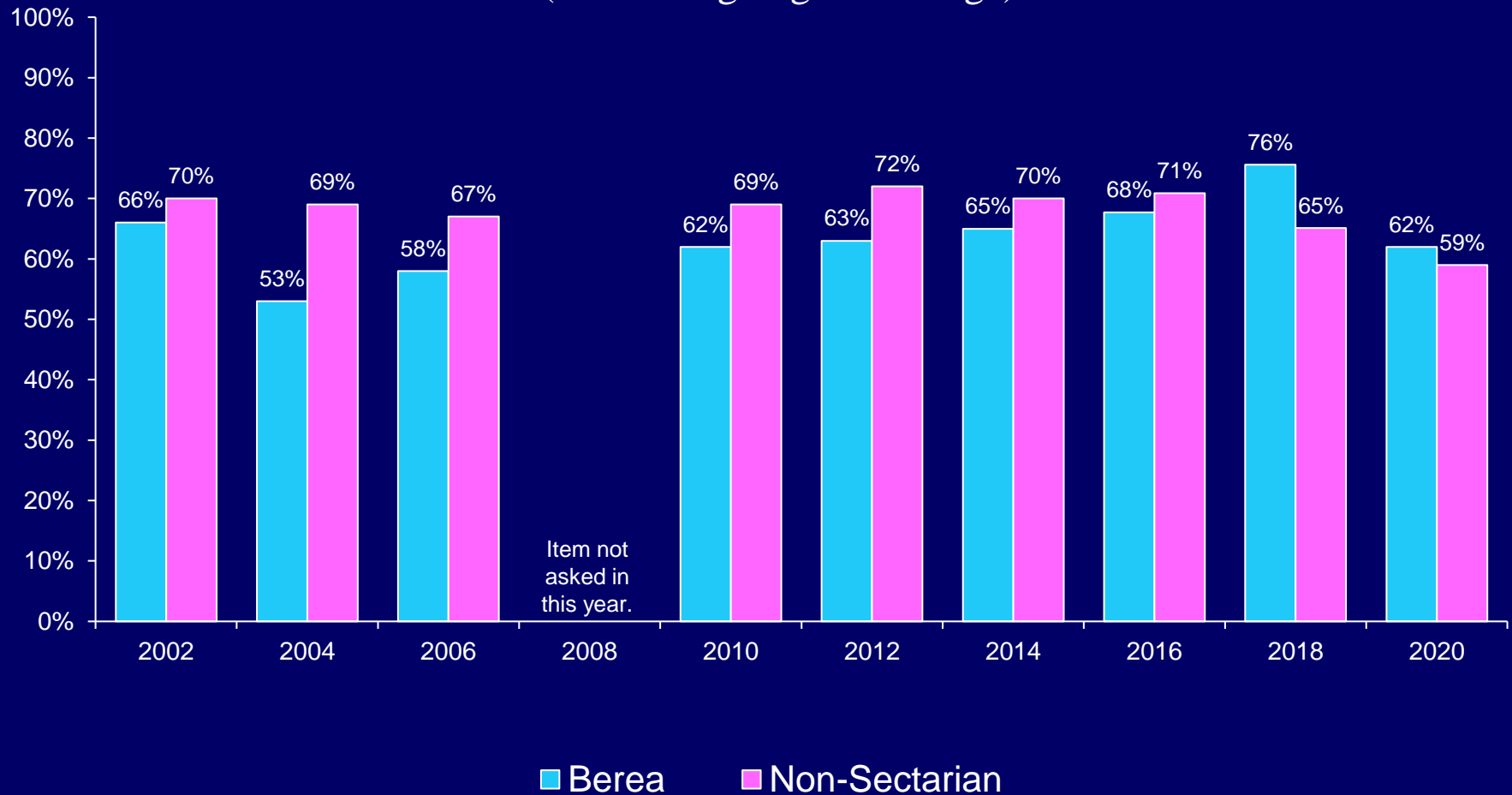


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who rated item as “very important”

To be able to make more money

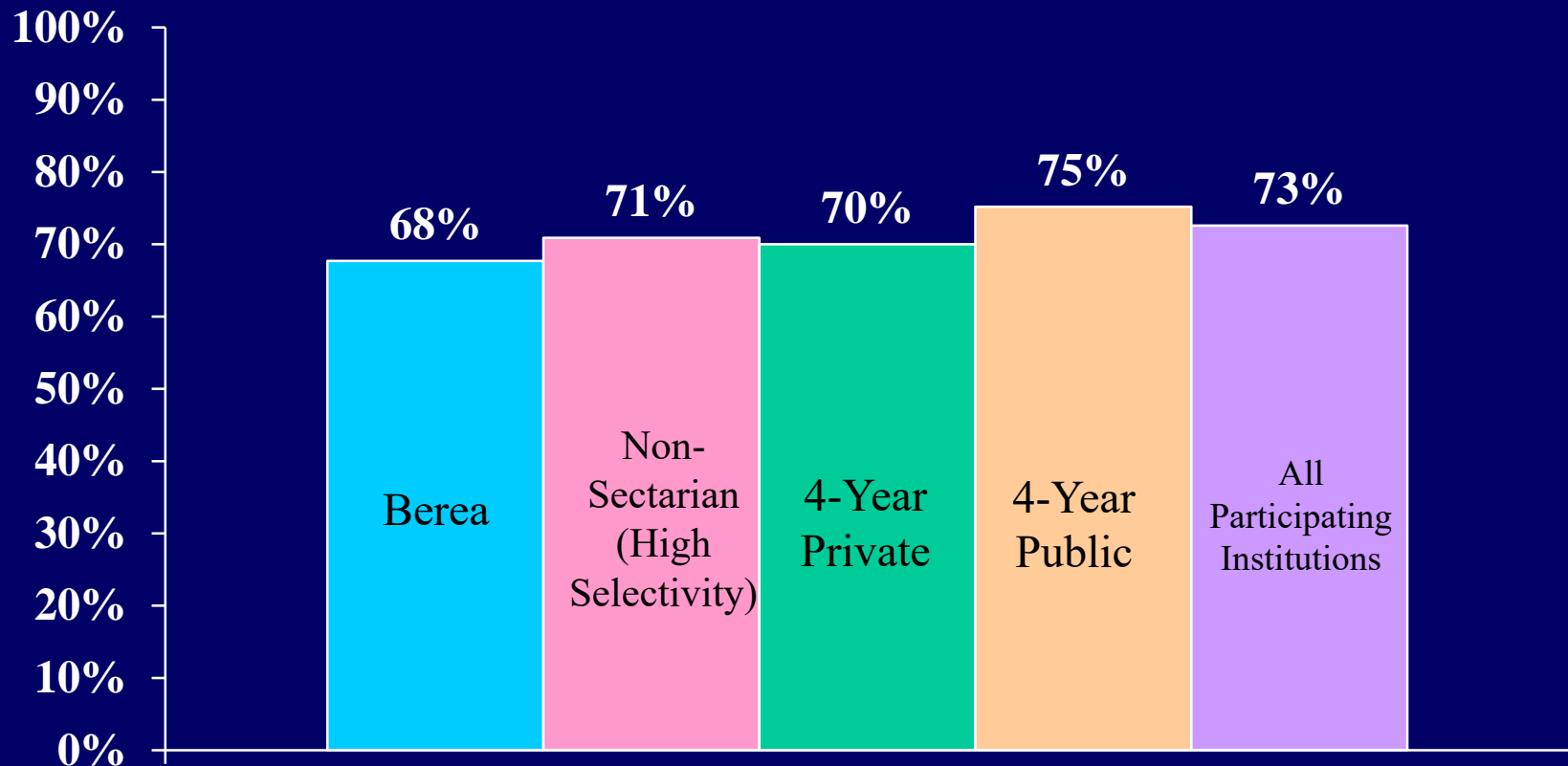
(in deciding to go to college)



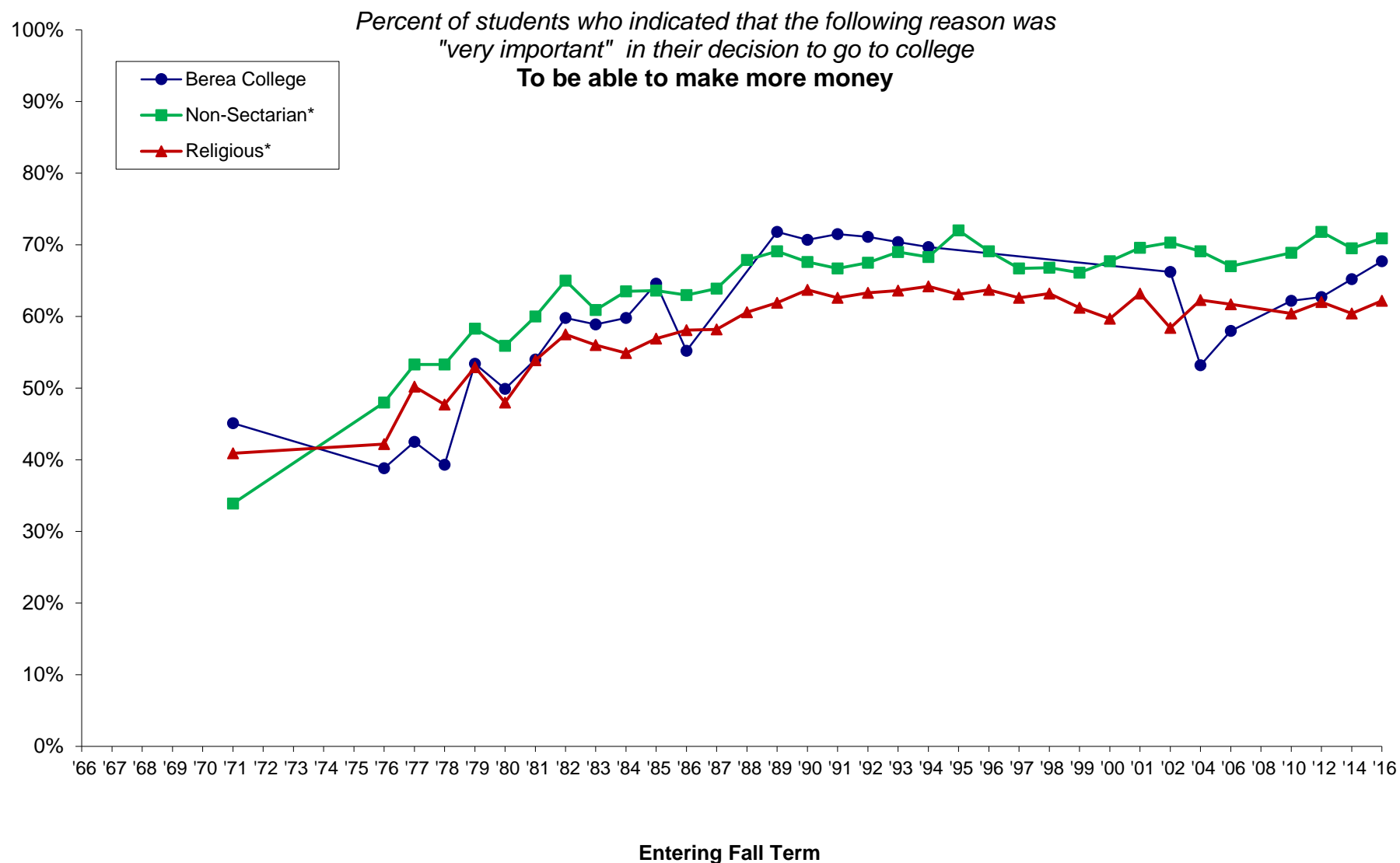
Percentage of students who rated item as “very important”:

To be able to make more money

(for deciding to go to college)



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016

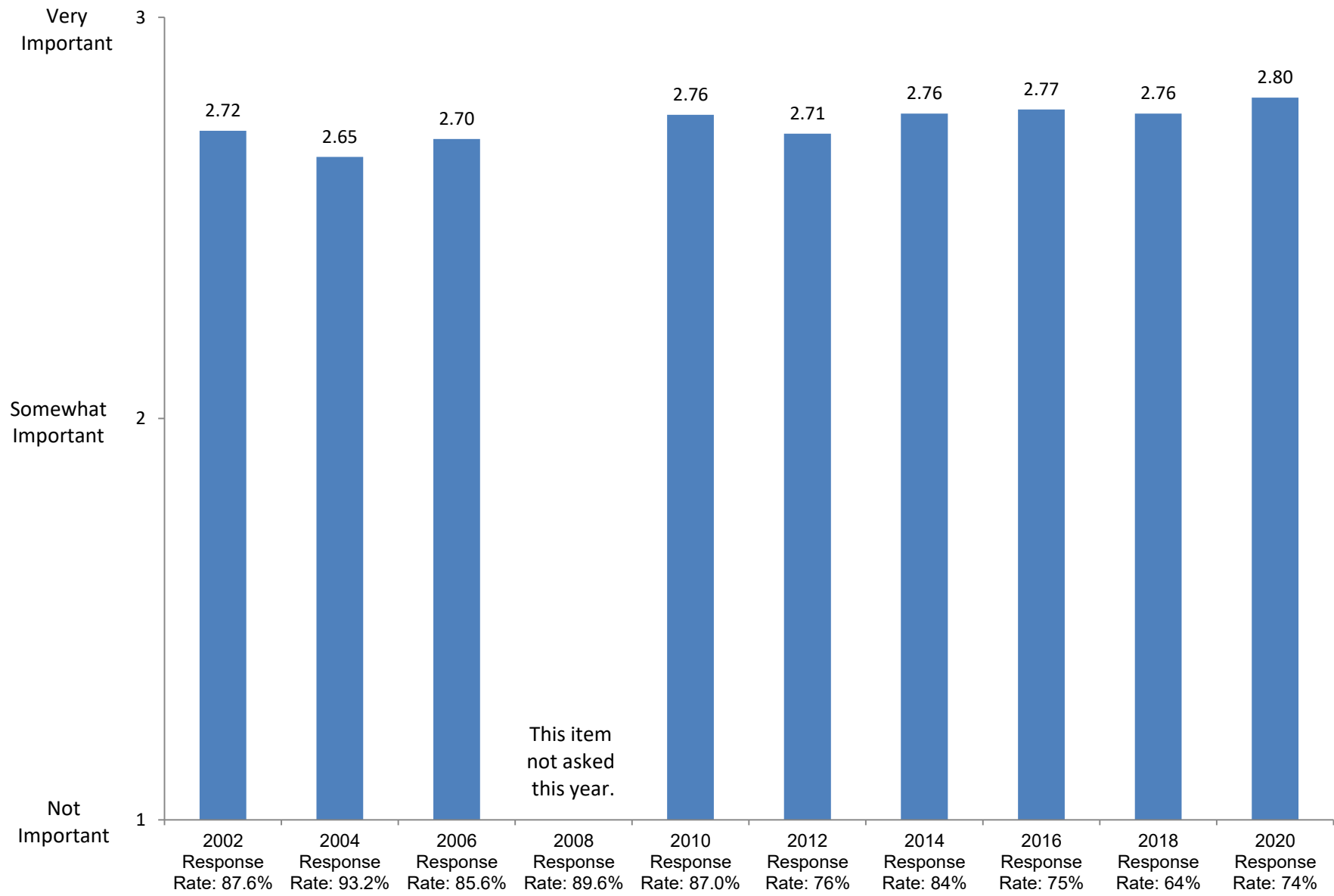


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

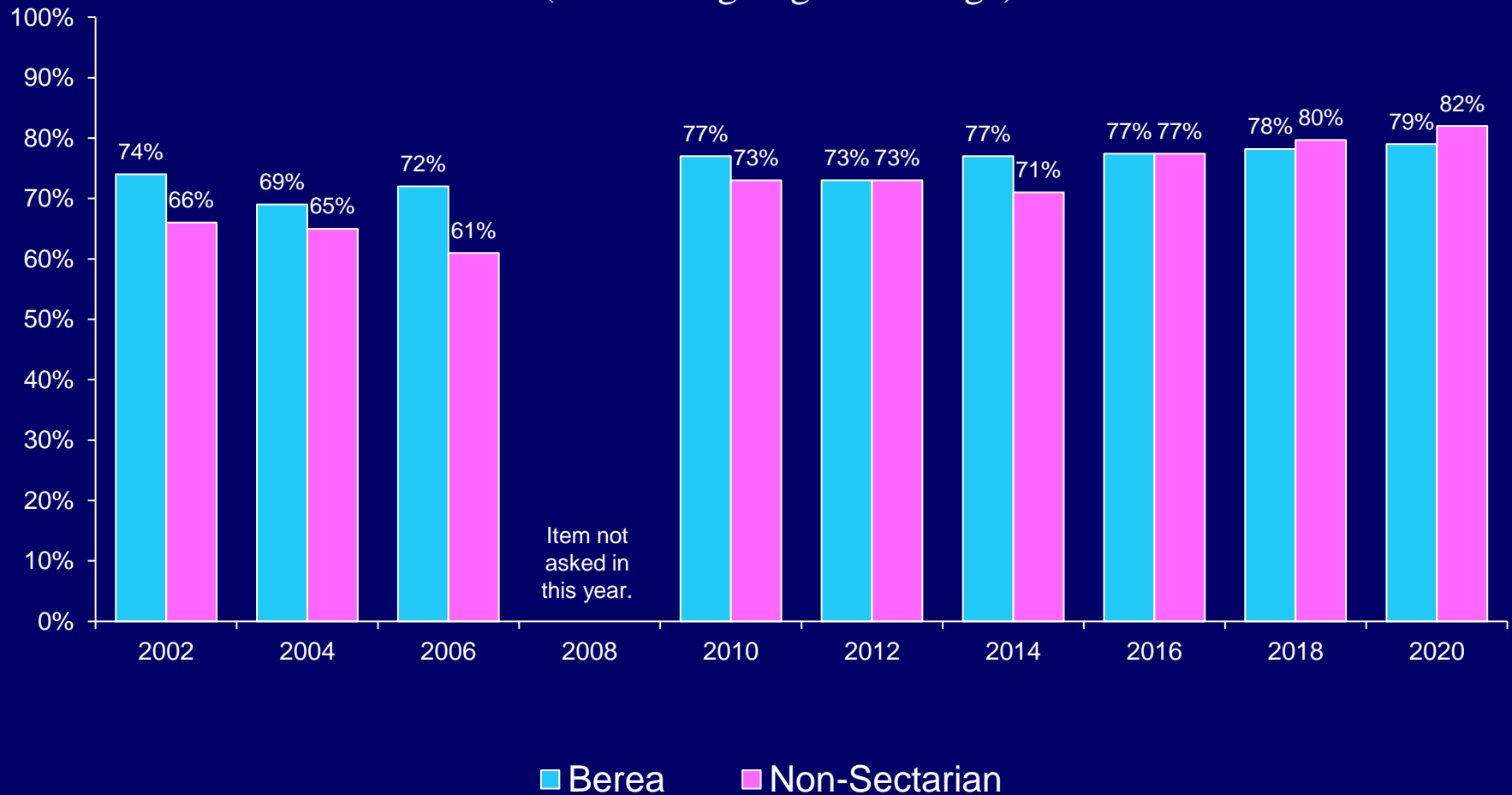
In deciding to go to college, how important to you was each of the following reasons?

To gain a general education and appreciation of ideas



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

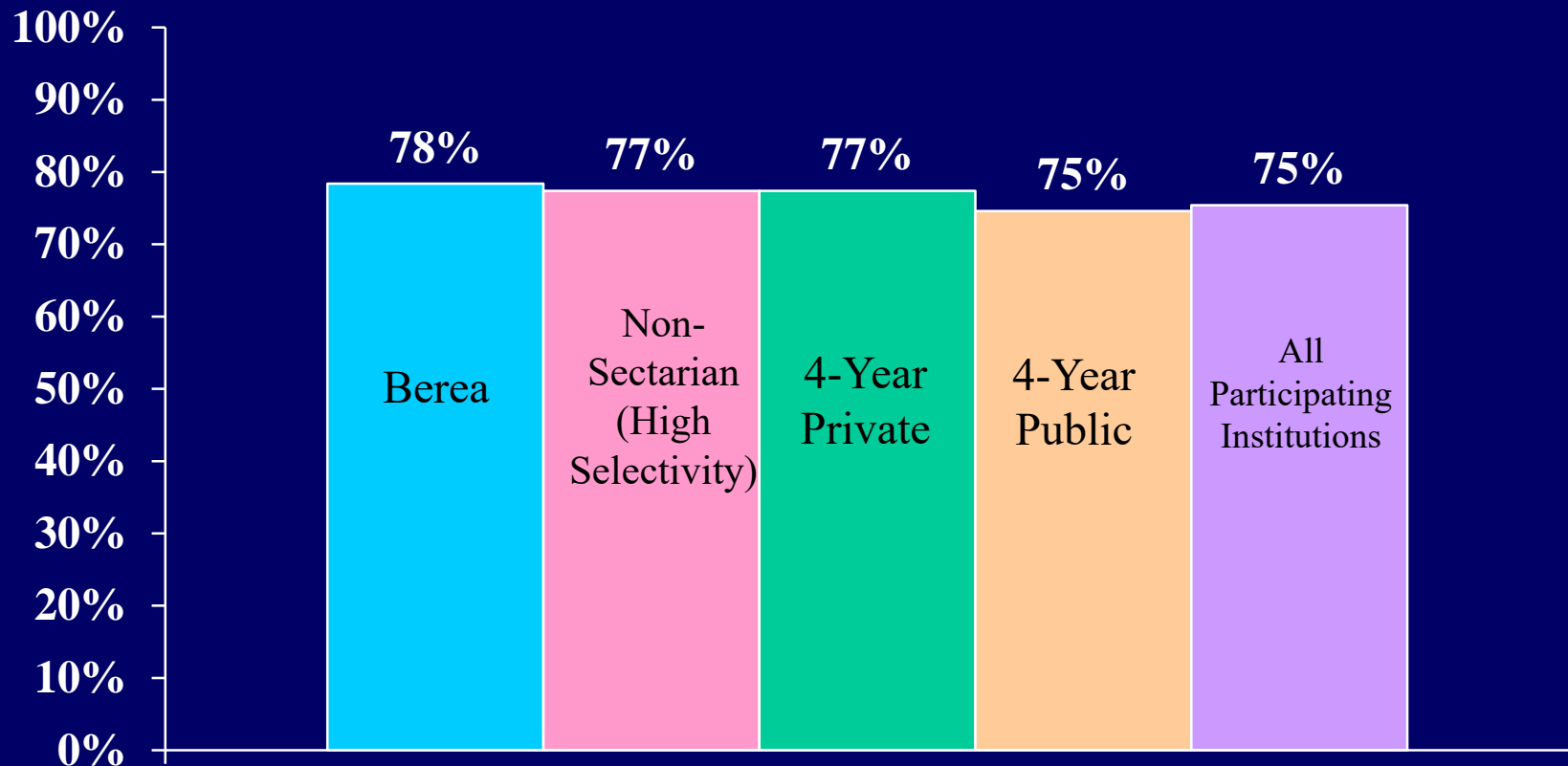
Percent of students who rated item as “very important”
To gain a general education and appreciation of ideas
(in deciding to go to college)



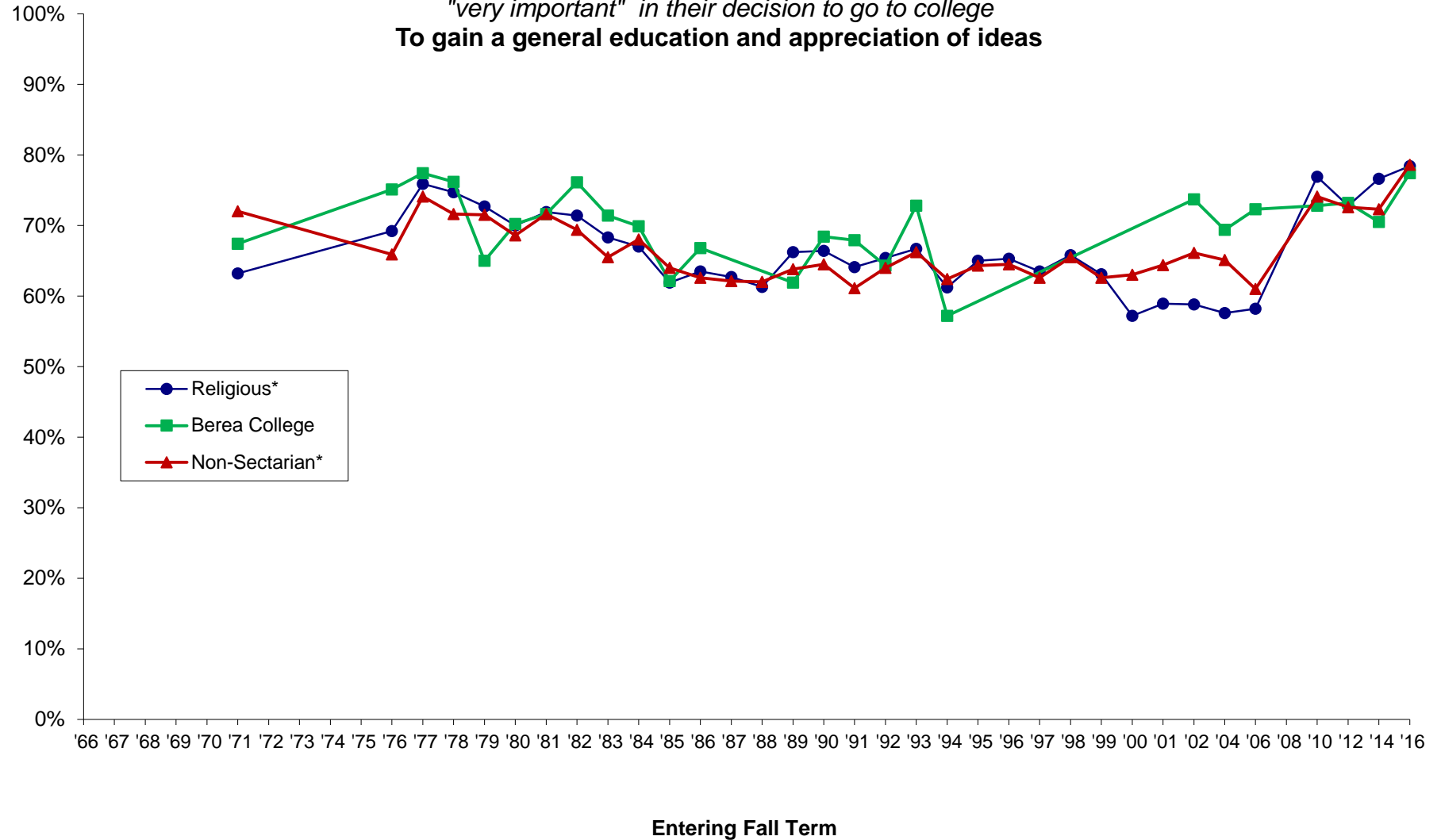
Percentage of students who rated item as “very important”:

*To gain a general education and
appreciation of ideas*

(for deciding to go to college)



Percent of students who indicated that the following reason was "very important" in their decision to go to college
To gain a general education and appreciation of ideas

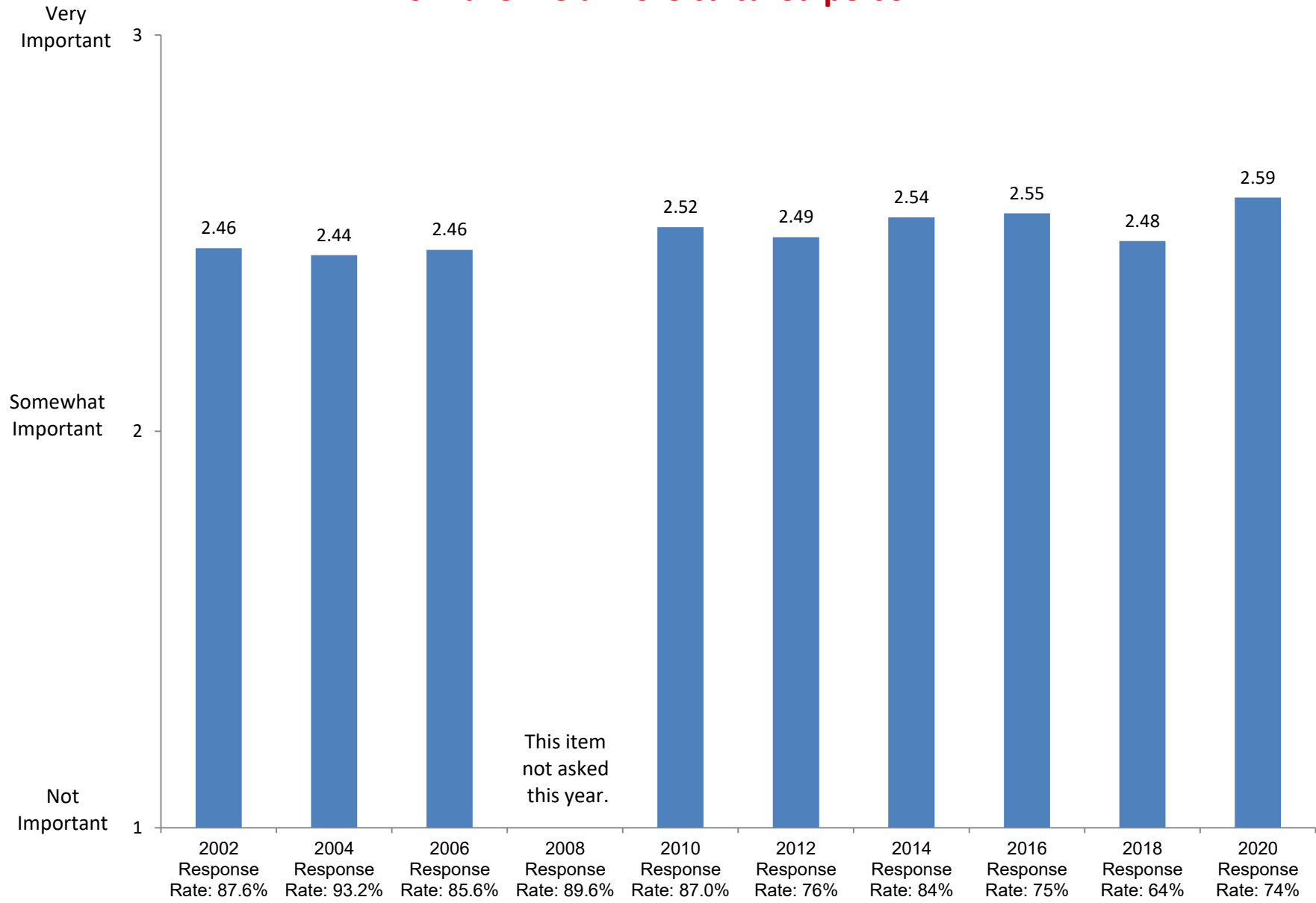


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

In deciding to go to college, how important to you was each of the following reasons?

To make me a more cultured person

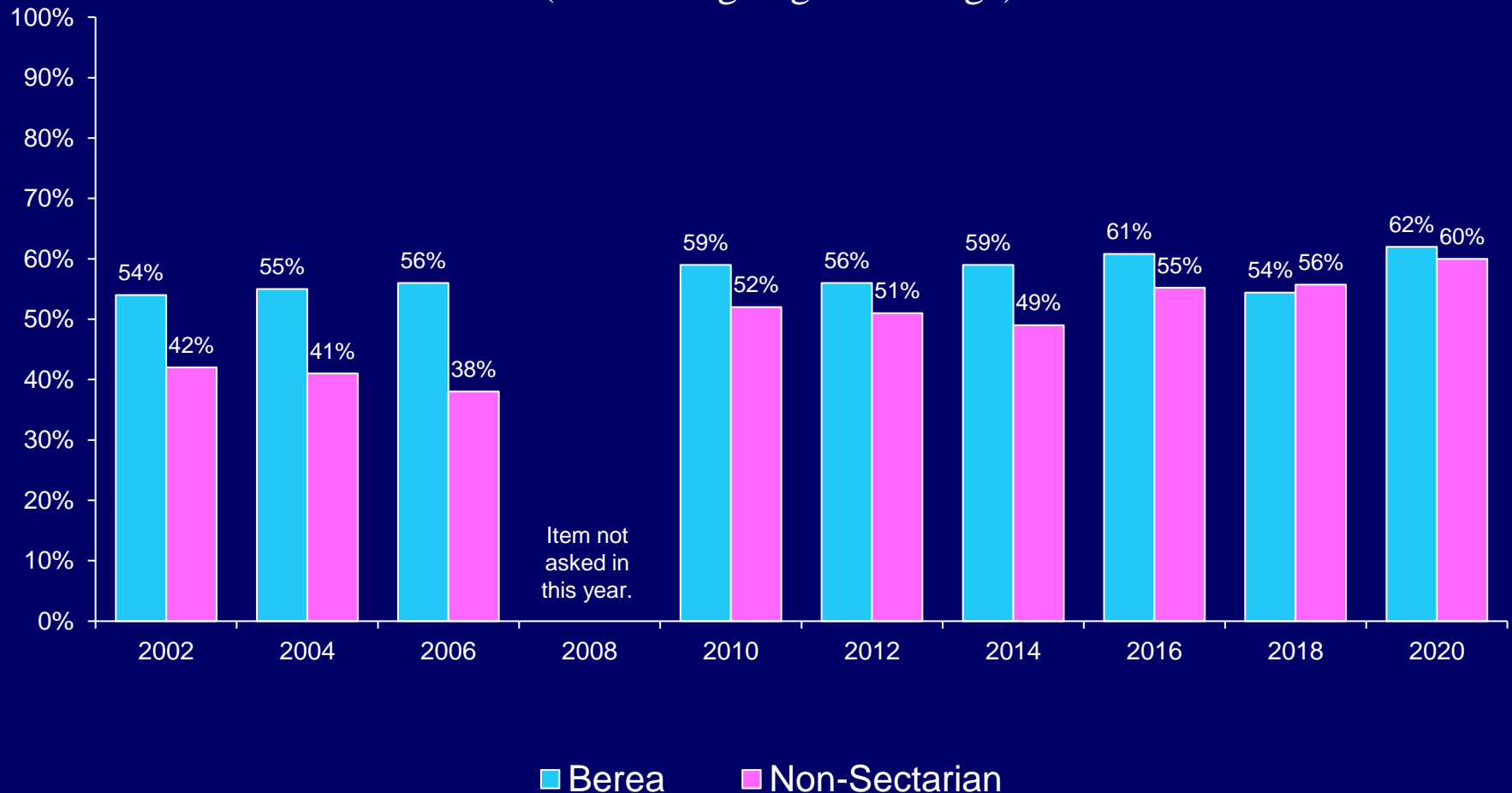


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who rated item as “very important”

To make me a more cultured person

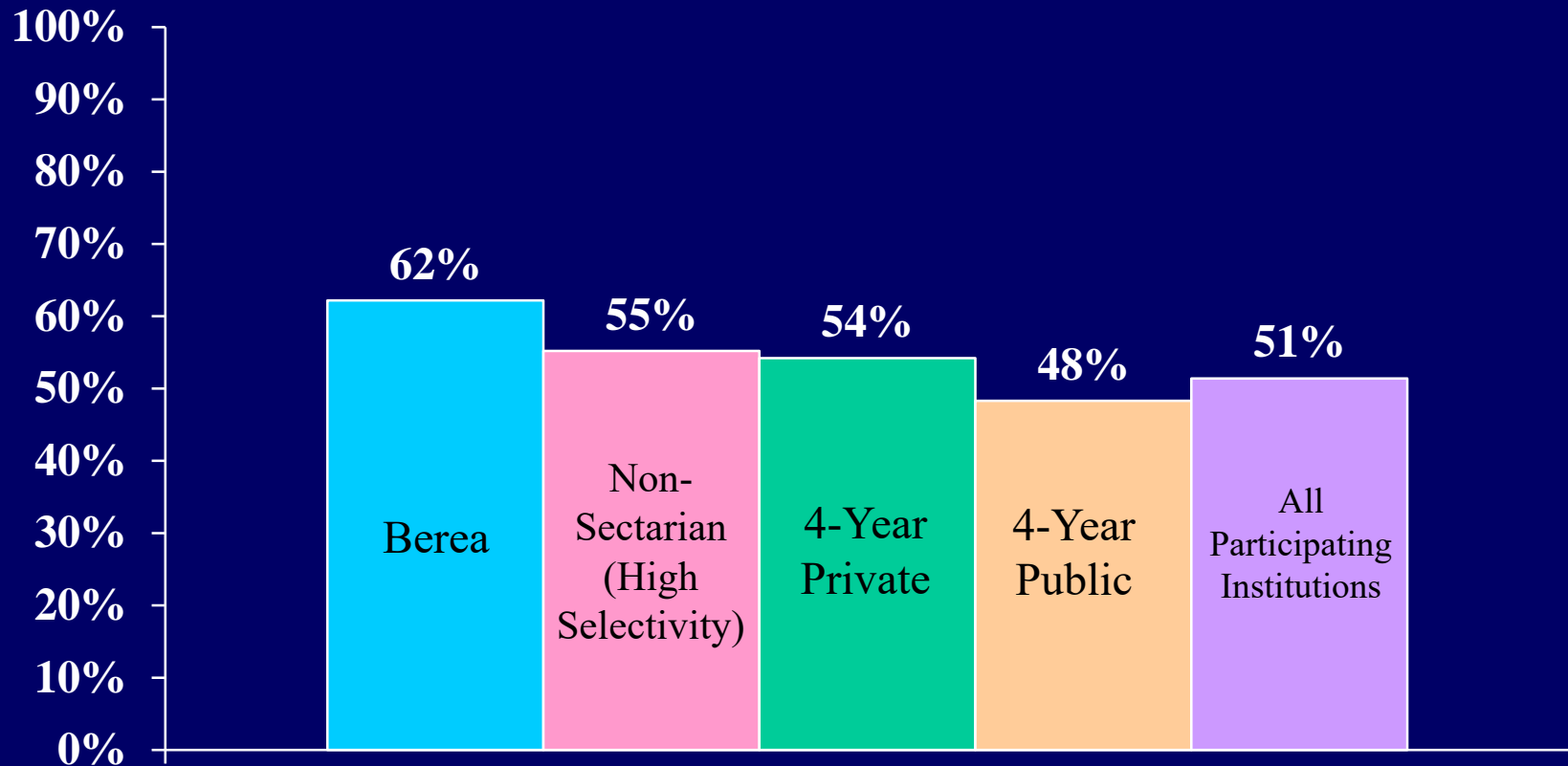
(in deciding to go to college)

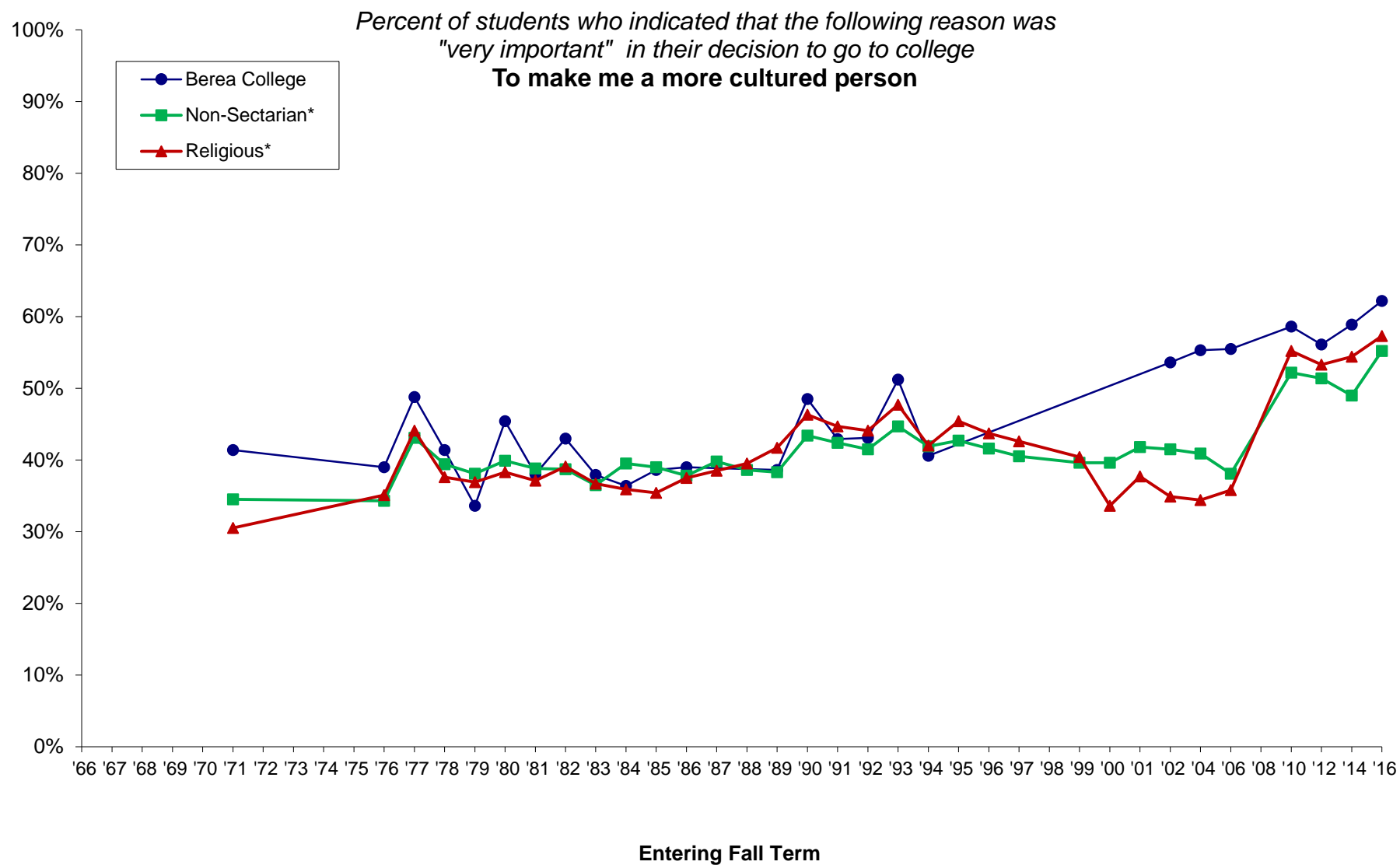


Percentage of students who rated item as “very important”:

To make me a more cultured person

(for deciding to go to college)



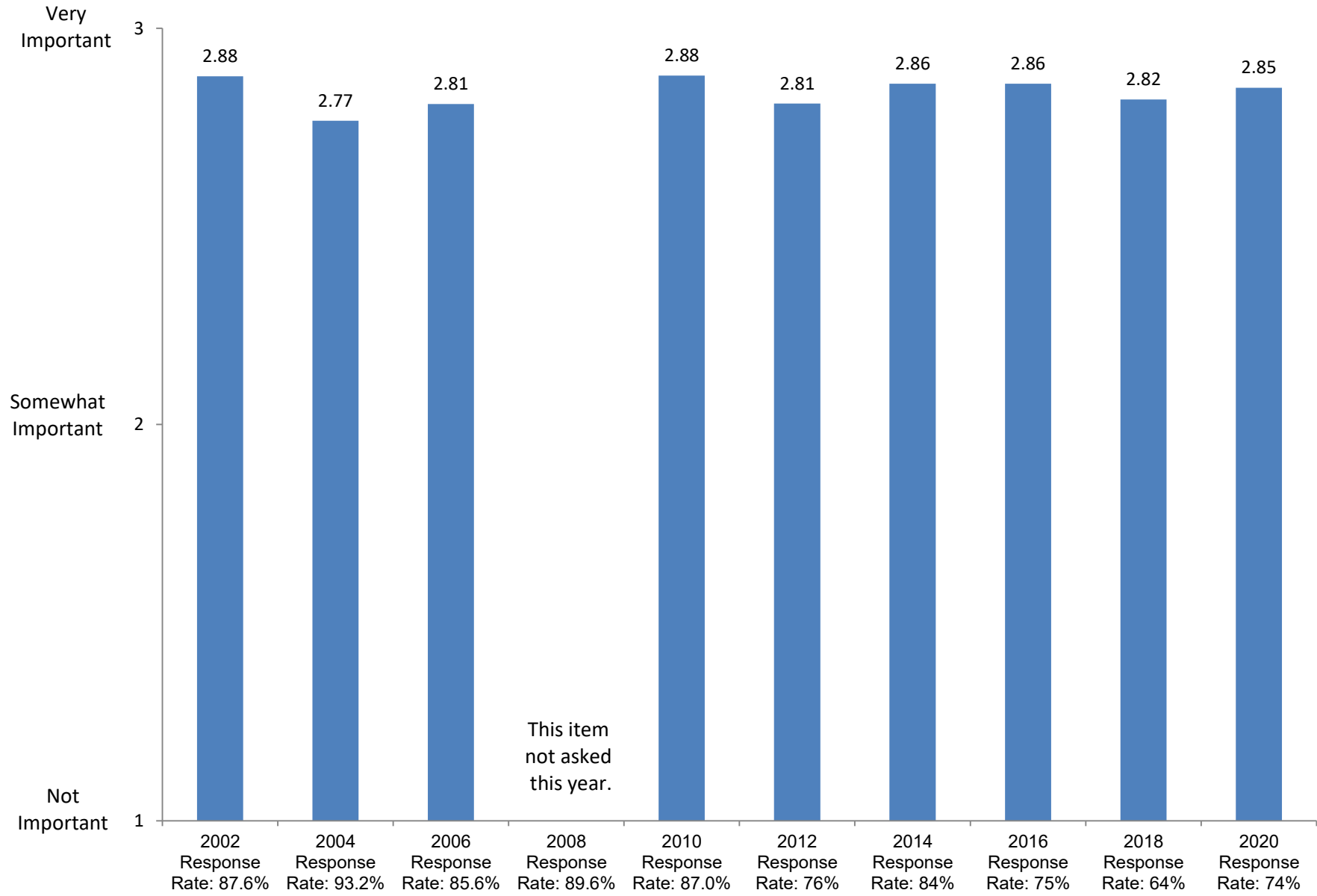


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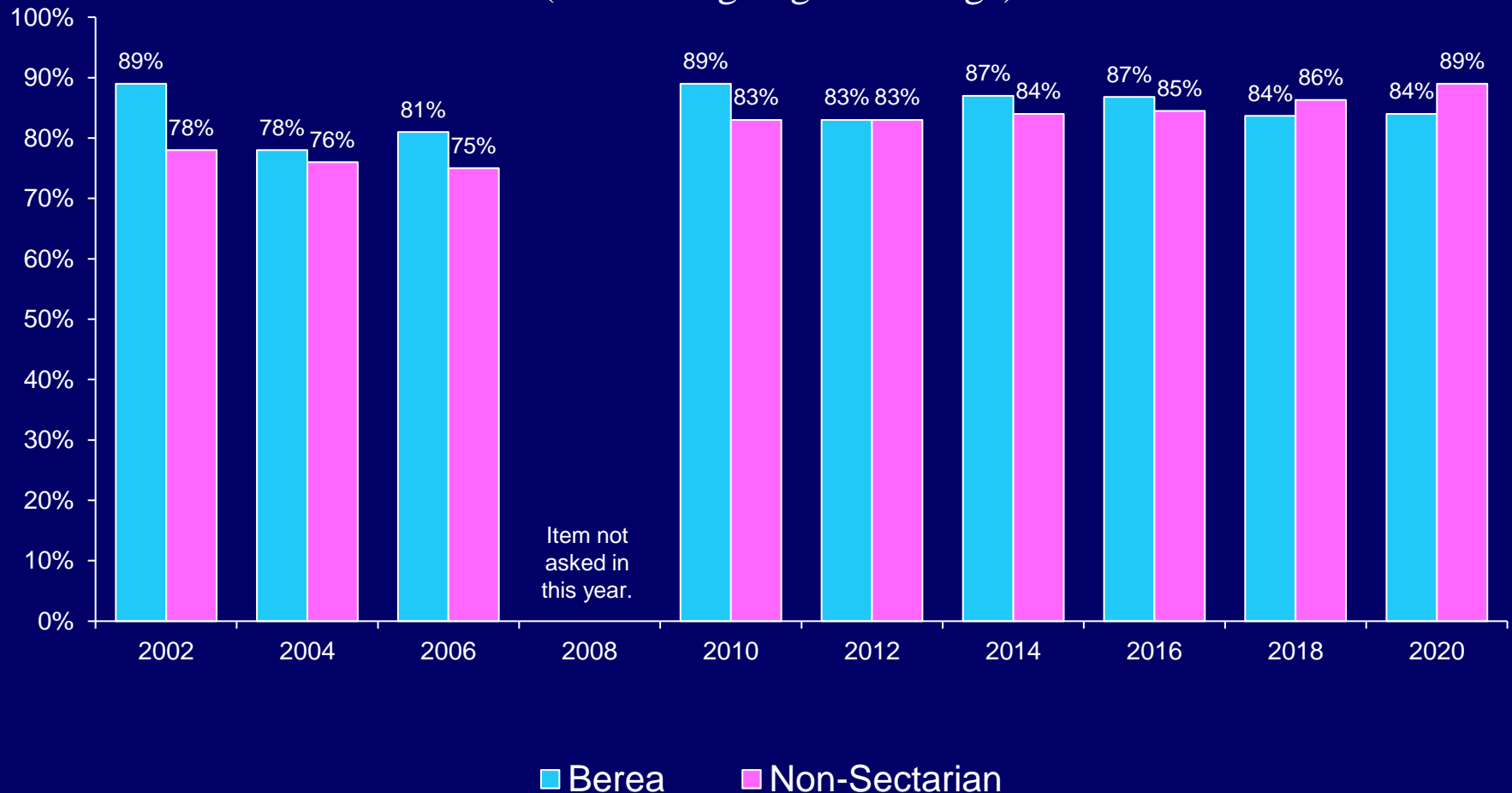
In deciding to go to college, how important to you was each of the following reasons?

To learn more about things that interest me

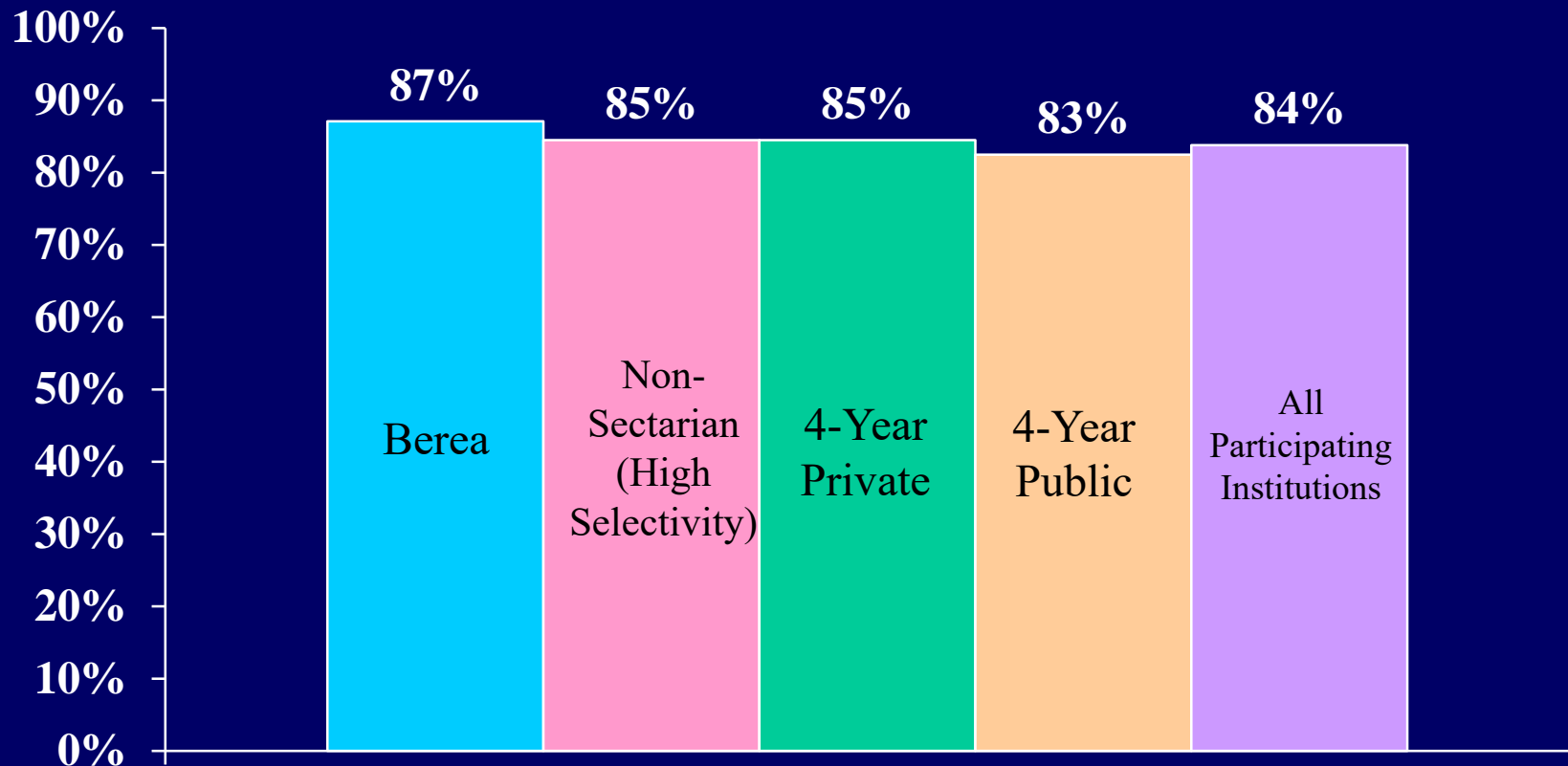


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

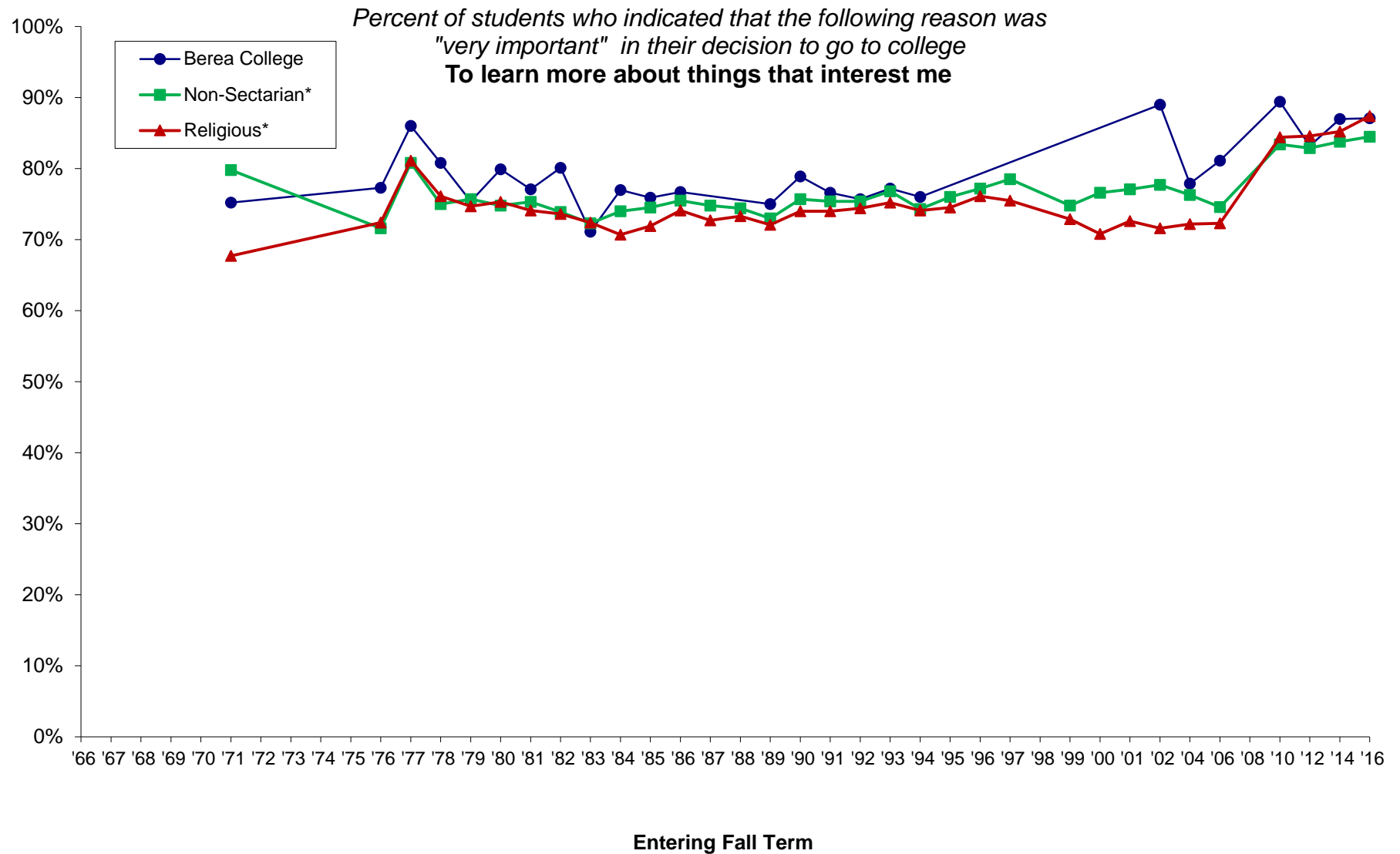
Percent of students who rated item as “very important”
To learn more about things that interest me
(in deciding to go to college)



Percentage of students who rated item as “very important”:
To learn more about things that interest me
(for deciding to go to college)



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016

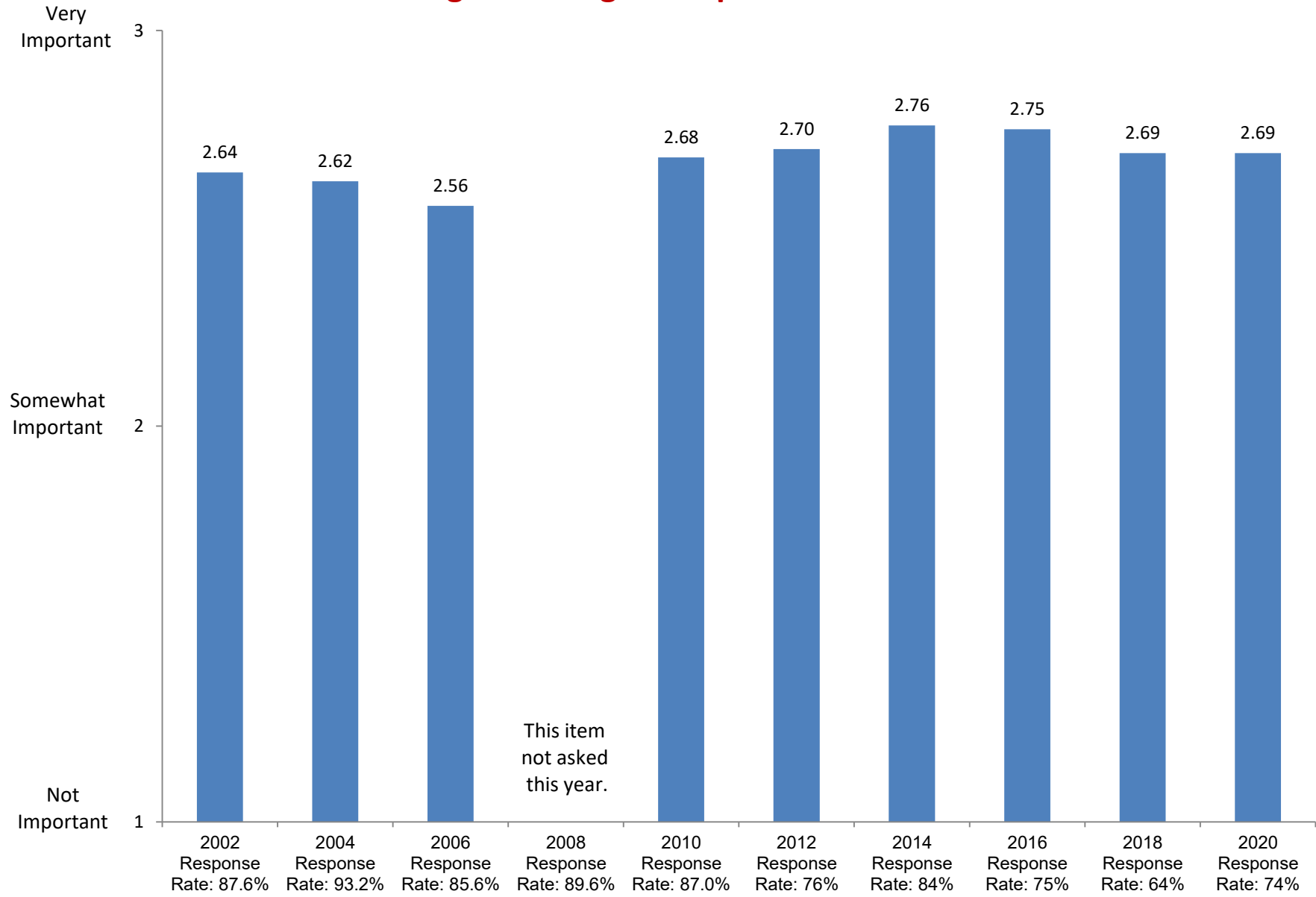


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

In deciding to go to college, how important to you was each of the following reasons?

To get training for a specific career

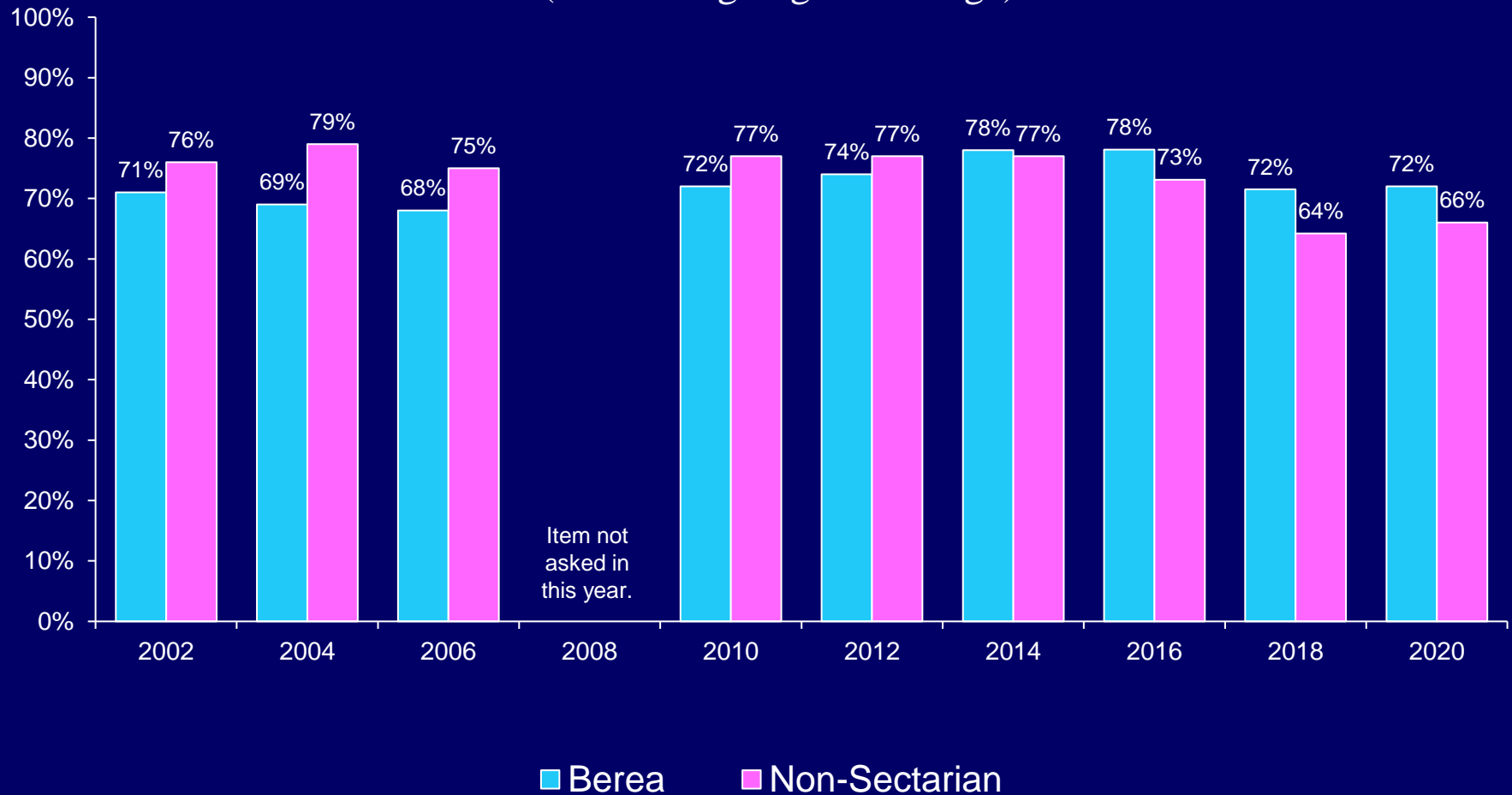


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who rated item as “very important”

To get training for a specific career

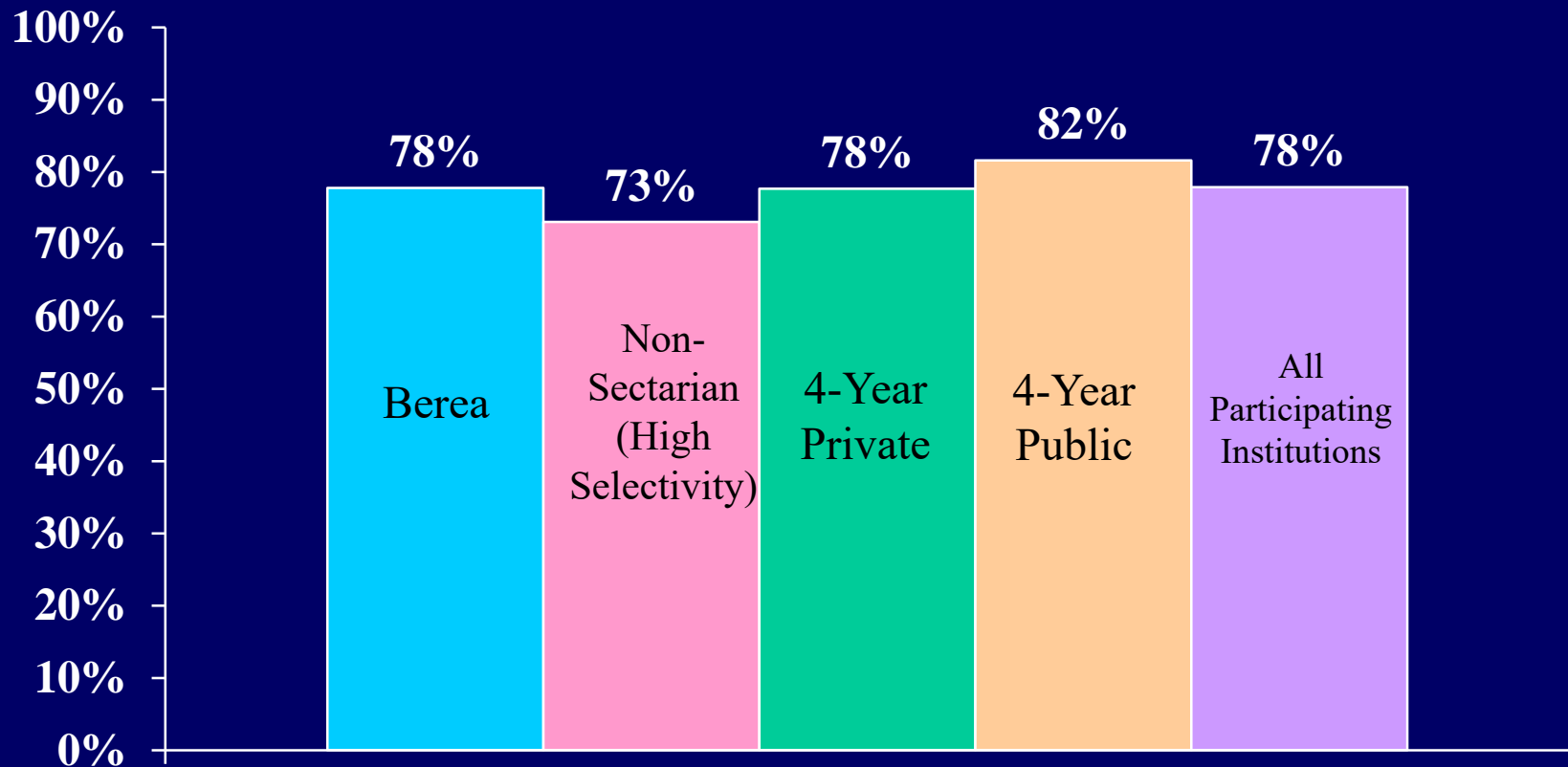
(in deciding to go to college)



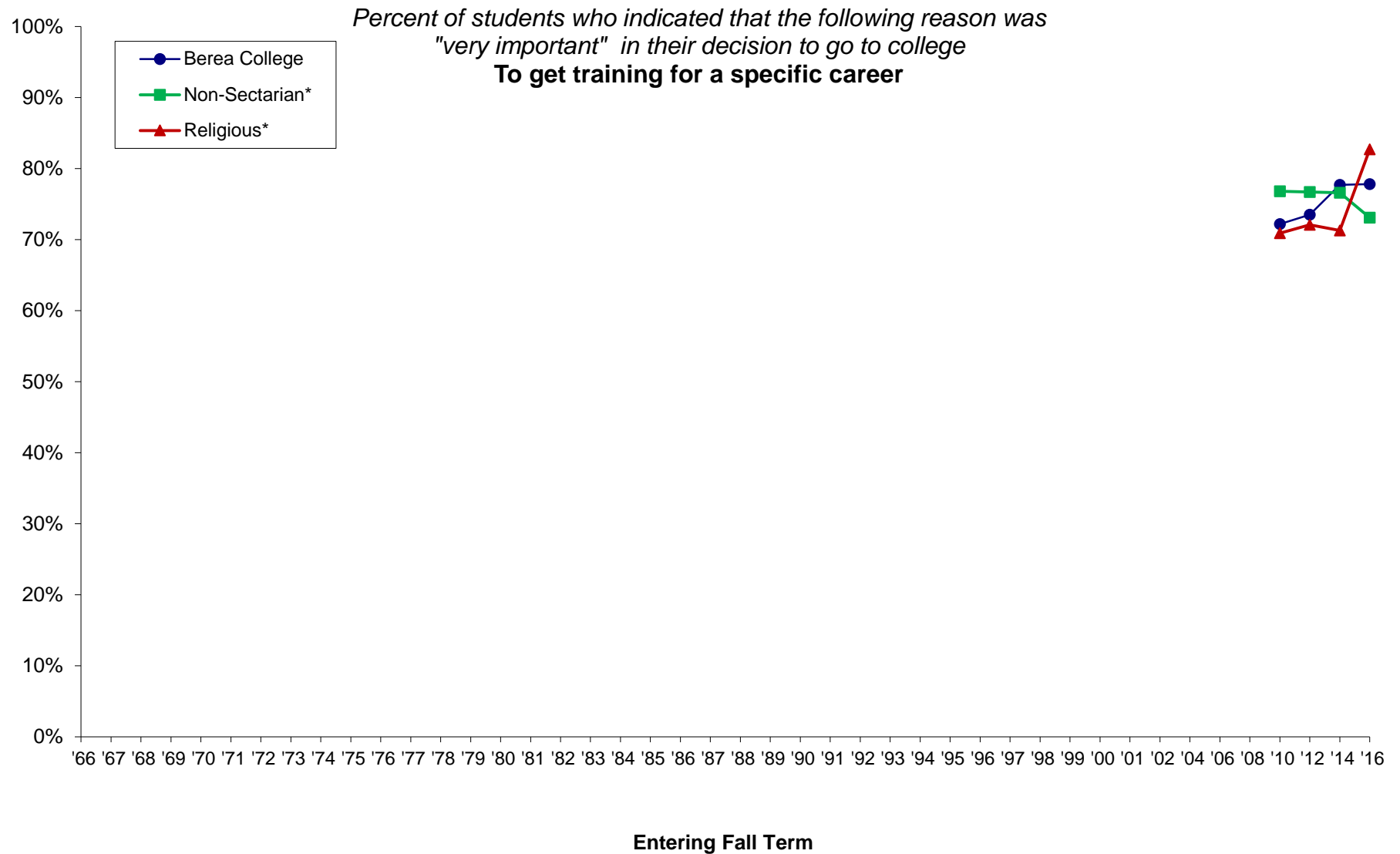
Percentage of students who rated item as “very important”:

To get training for a specific career

(for deciding to go to college)



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016

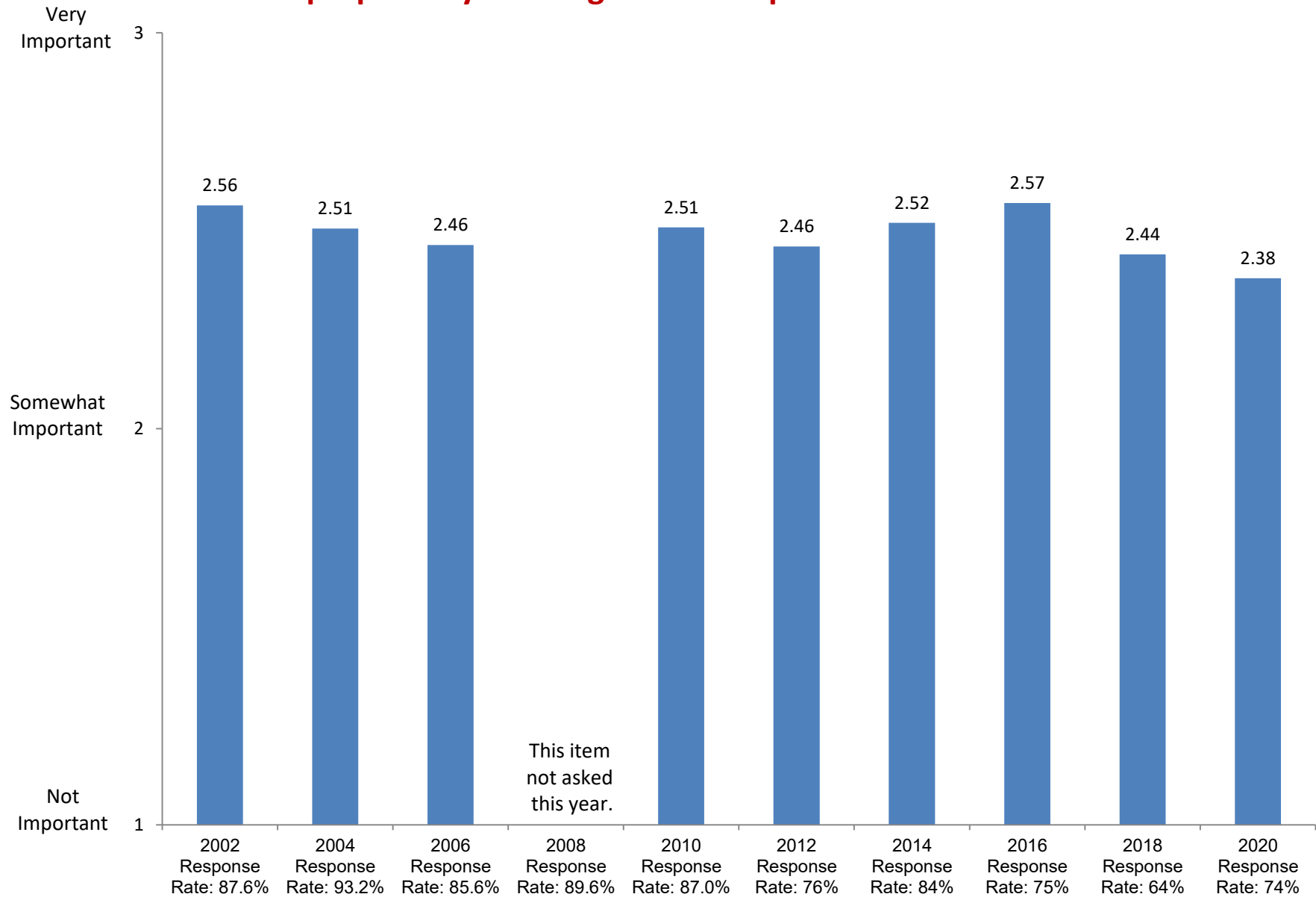


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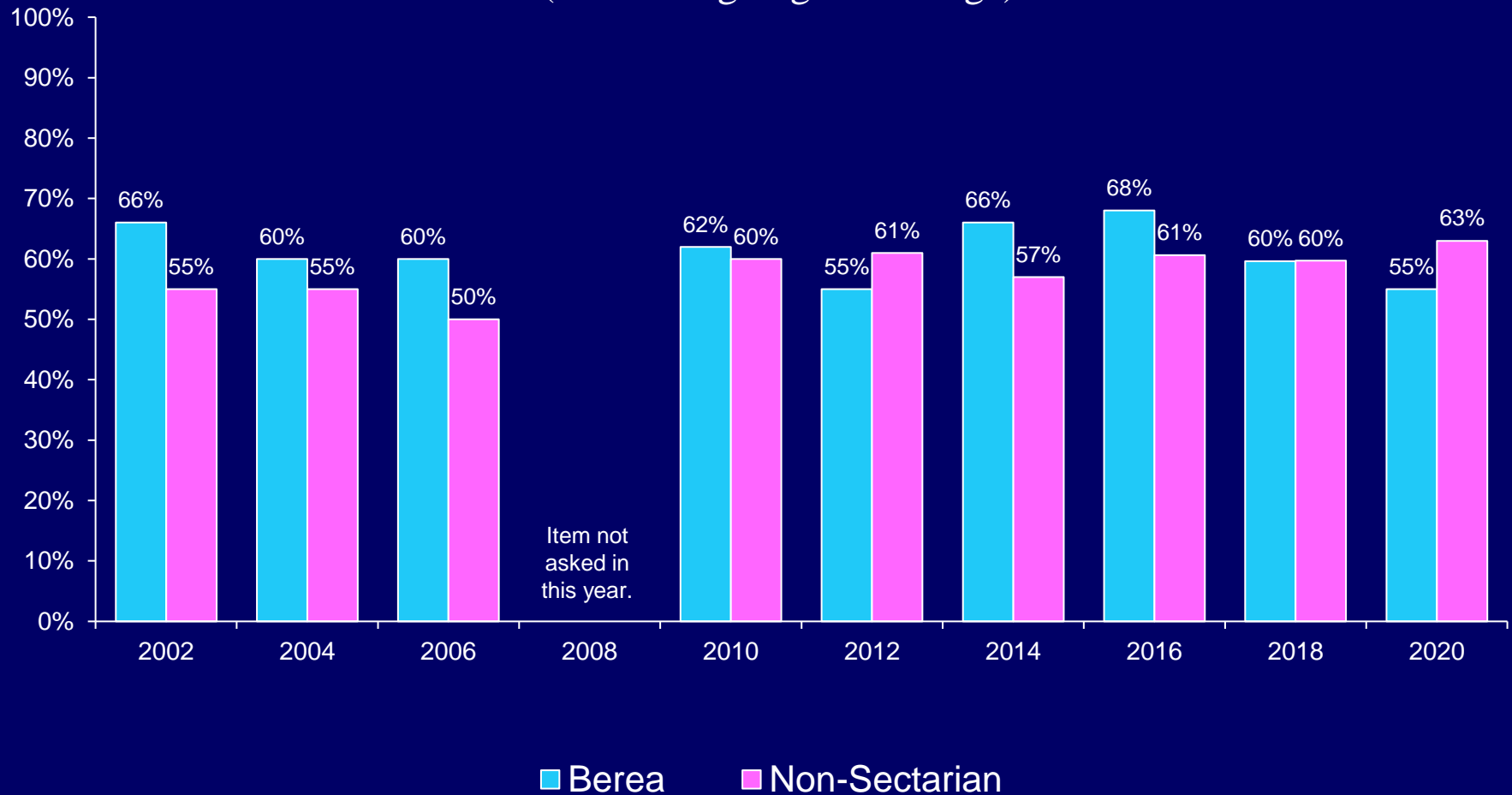
In deciding to go to college, how important to you was each of the following reasons?

To prepare myself for graduate or professional school



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

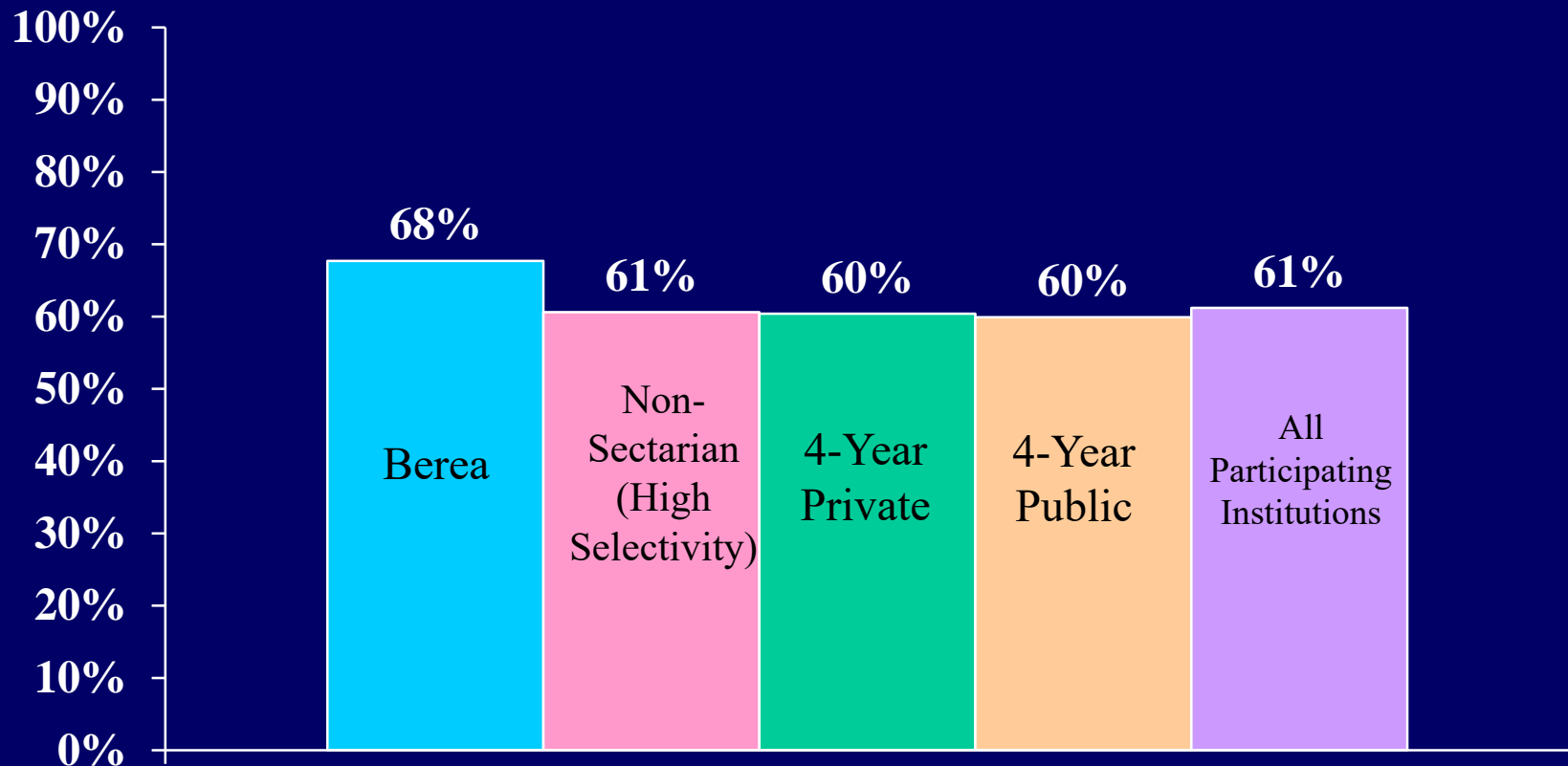
Percent of students who rated item as “very important”
To prepare myself for graduate or professional school
(in deciding to go to college)



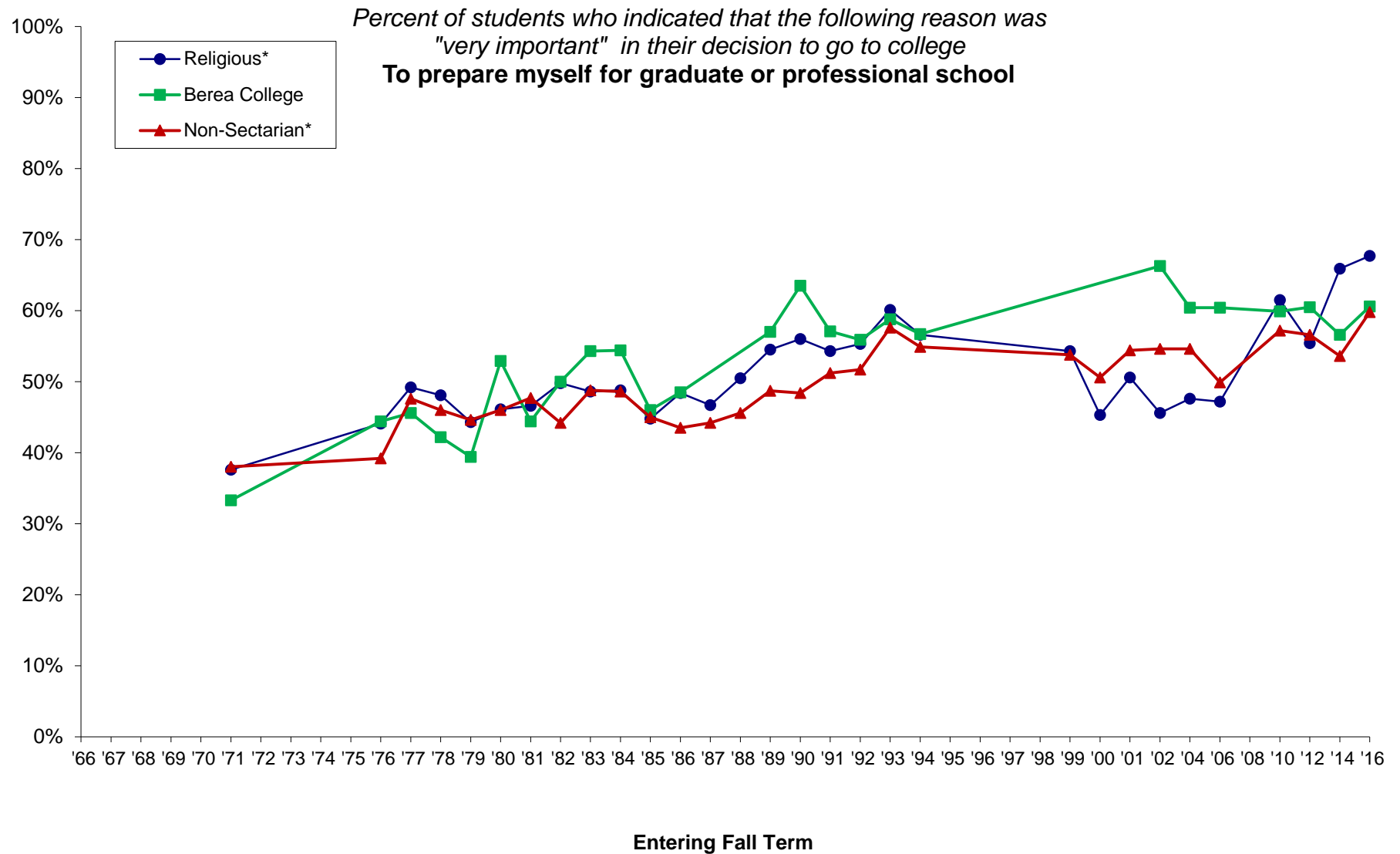
Percentage of students who rated item as “very important”:

To prepare myself for graduate or professional school

(for deciding to go to college)



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016

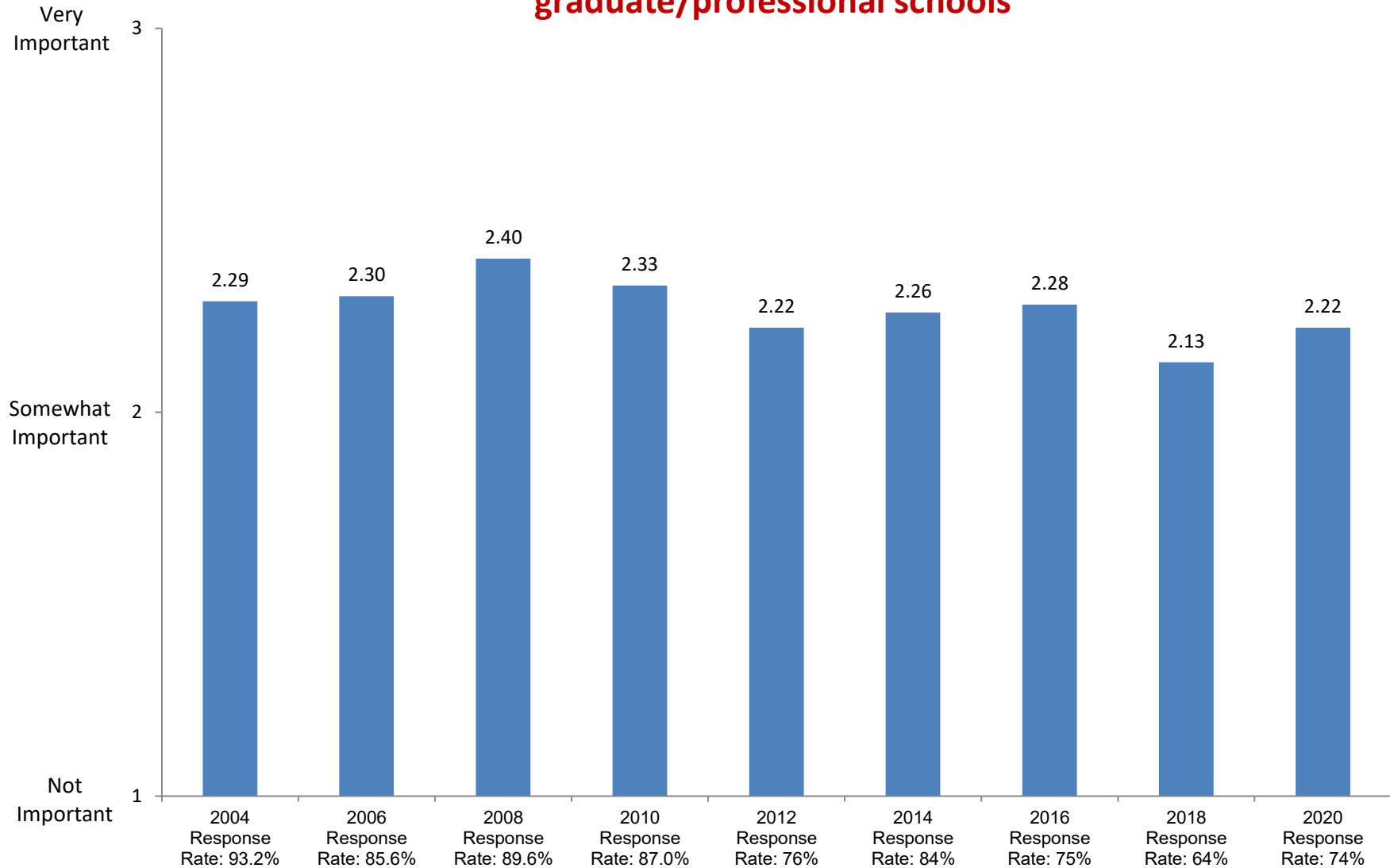


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

Below are some reasons that might have influenced your decision to attend this particular college.
How important was each reason in your decision to come here?

This college's graduates gain admission to top graduate/professional schools

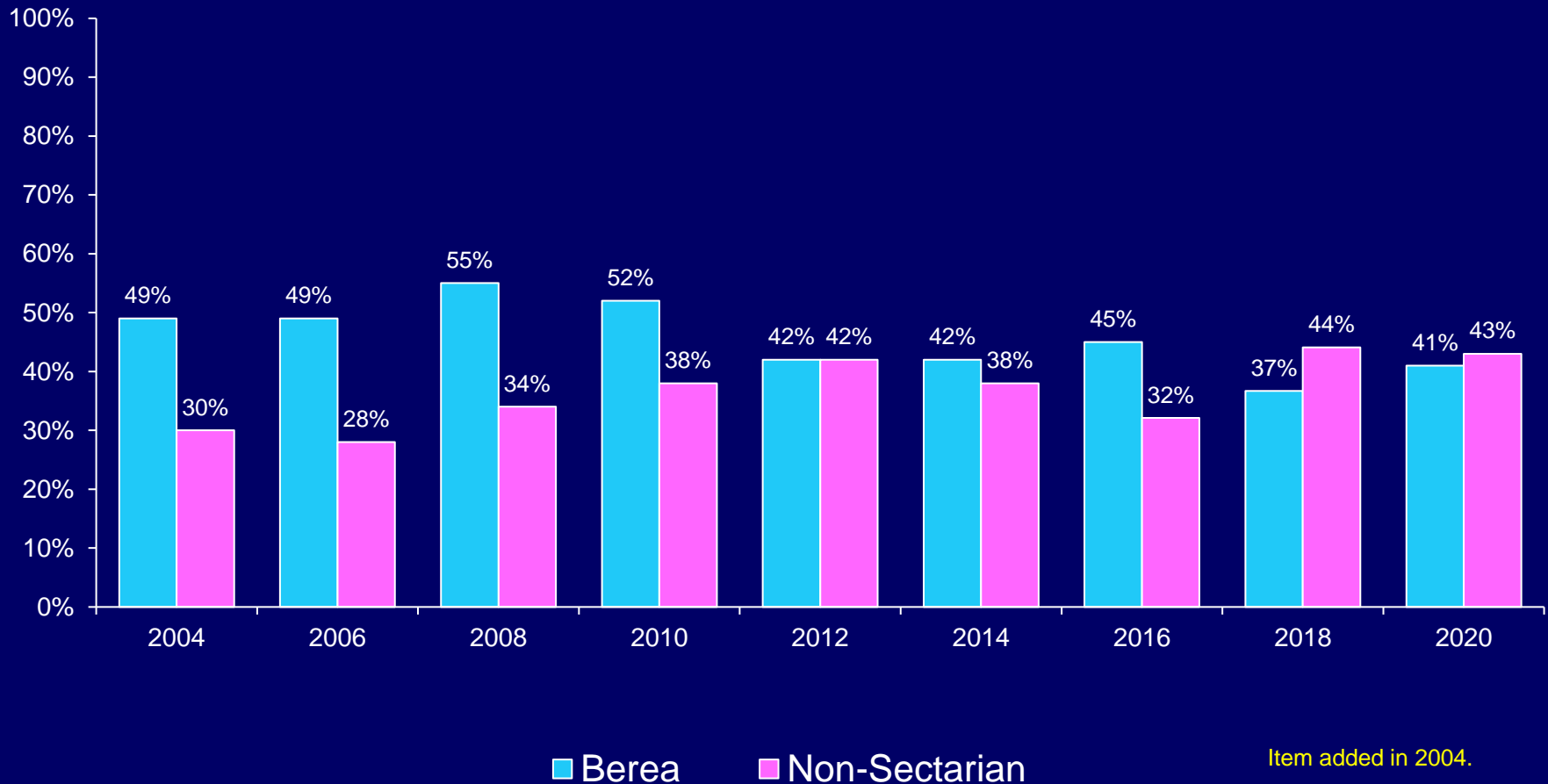


Item added in 2004.

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

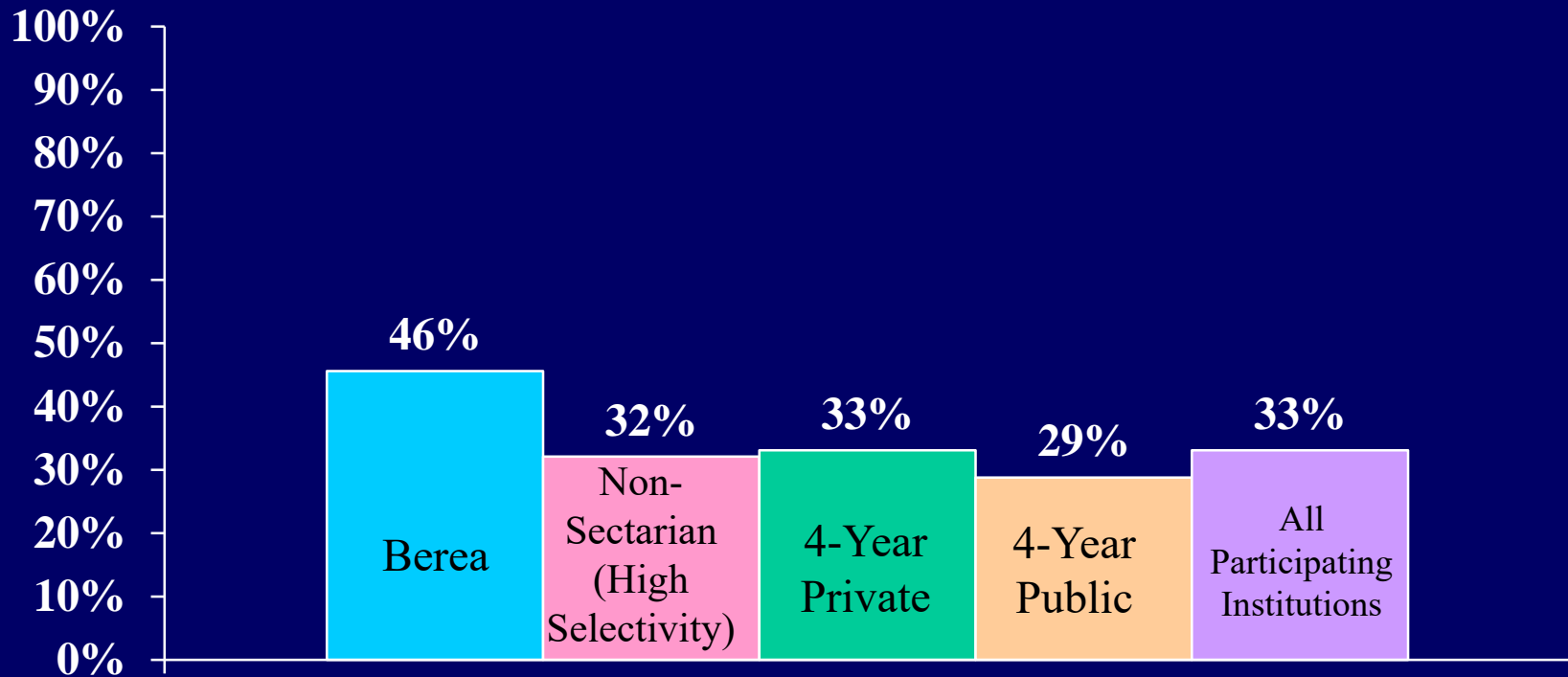
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

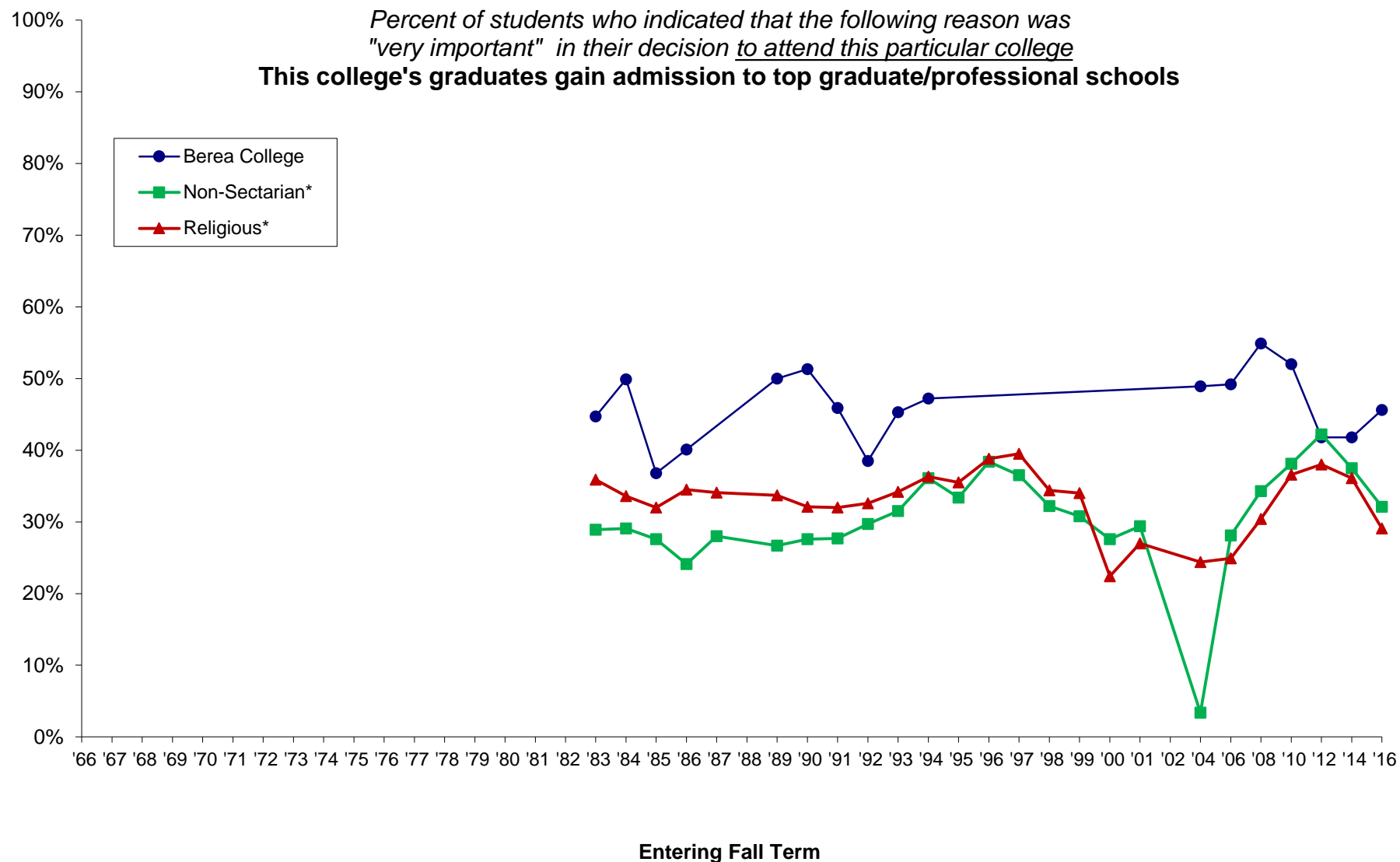
This college’s graduates gain admission to top graduate/professional schools



Percentage of students who rated item as “very important”:

*This college’s graduates gain admission to top graduate/professional school
(for decision to attend this particular college)*



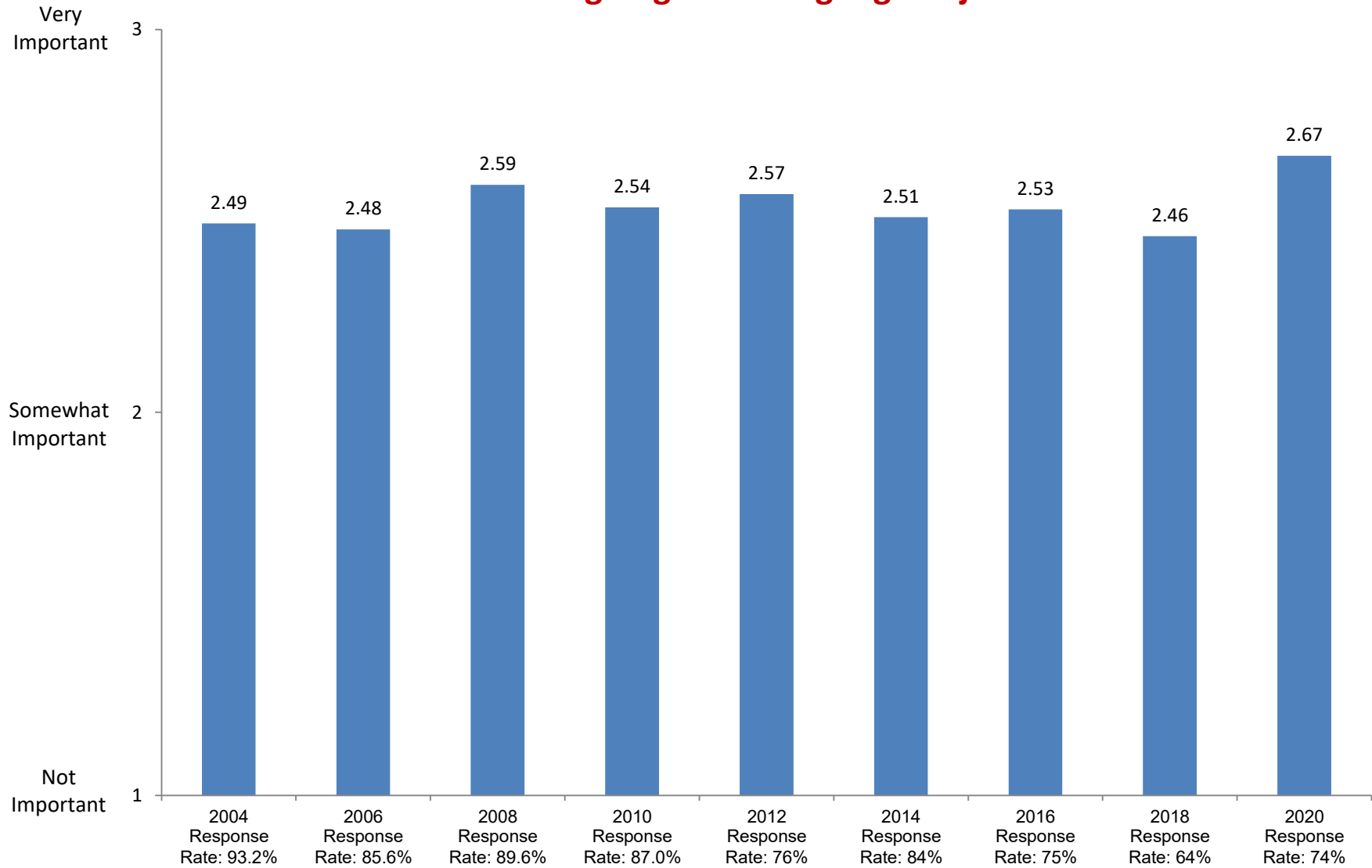


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

Below are some reasons that might have influenced your decision to attend this particular college.
How important was each reason in your decision to come here?

This college's graduates get good jobs

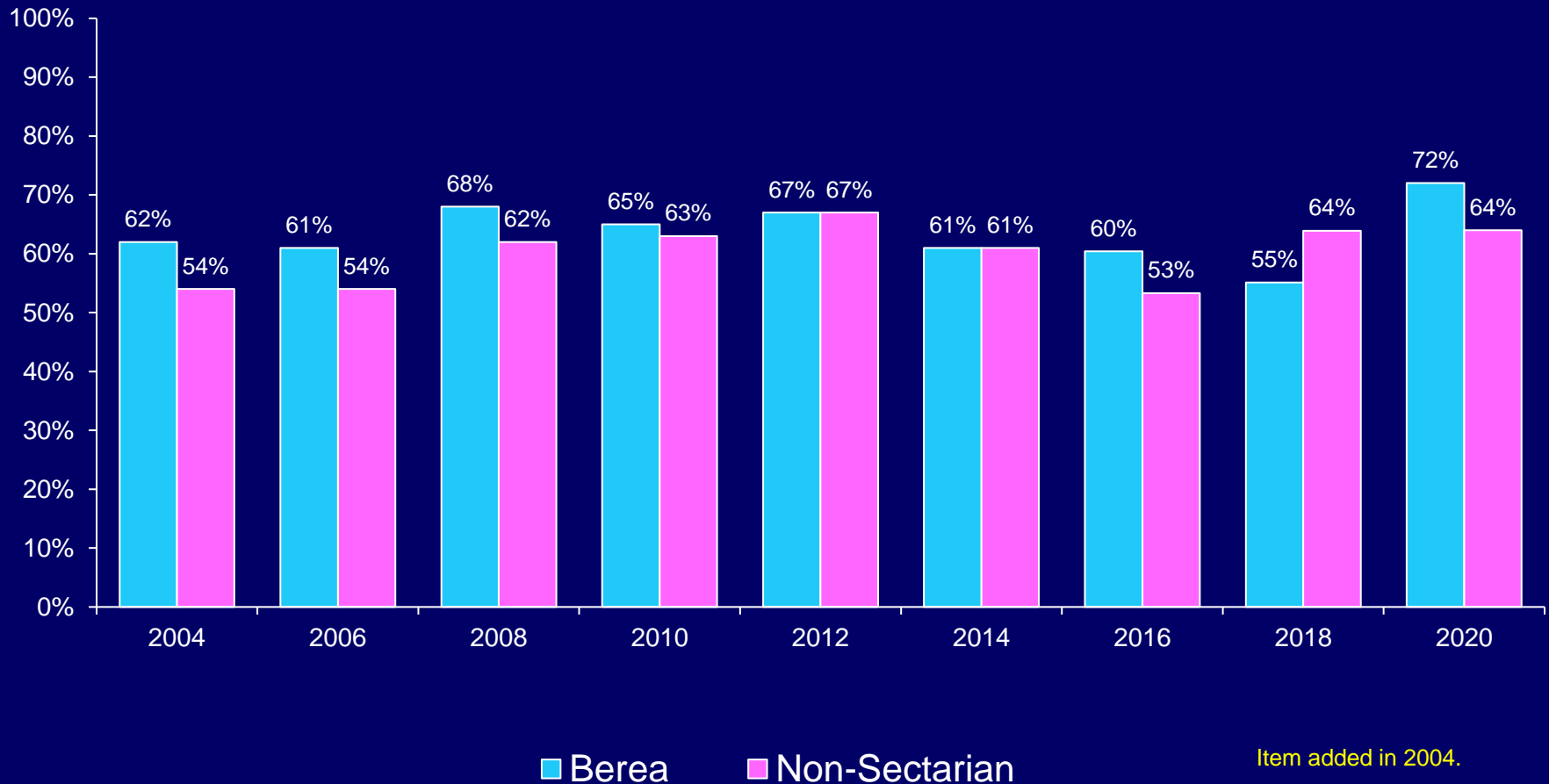


Item added in 2004.

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

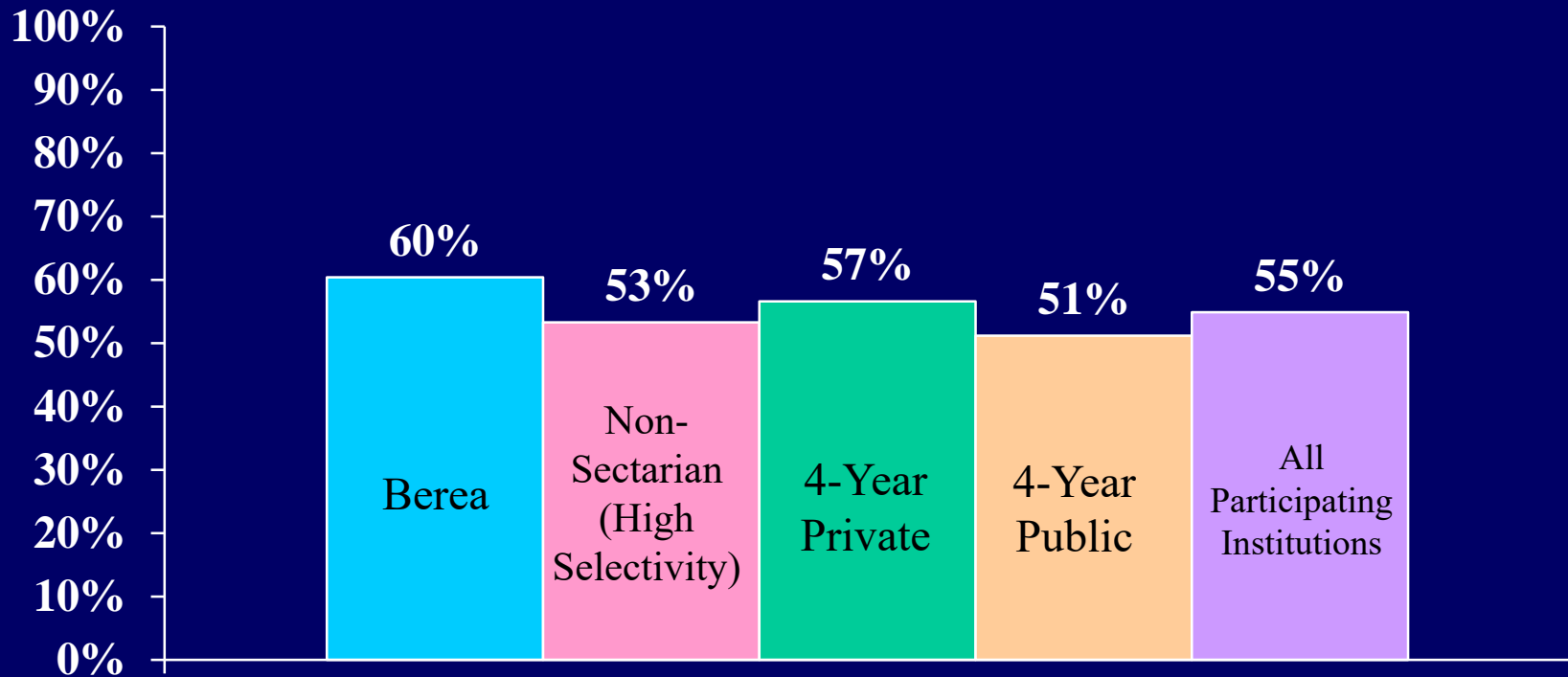
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

This college’s graduates get good jobs

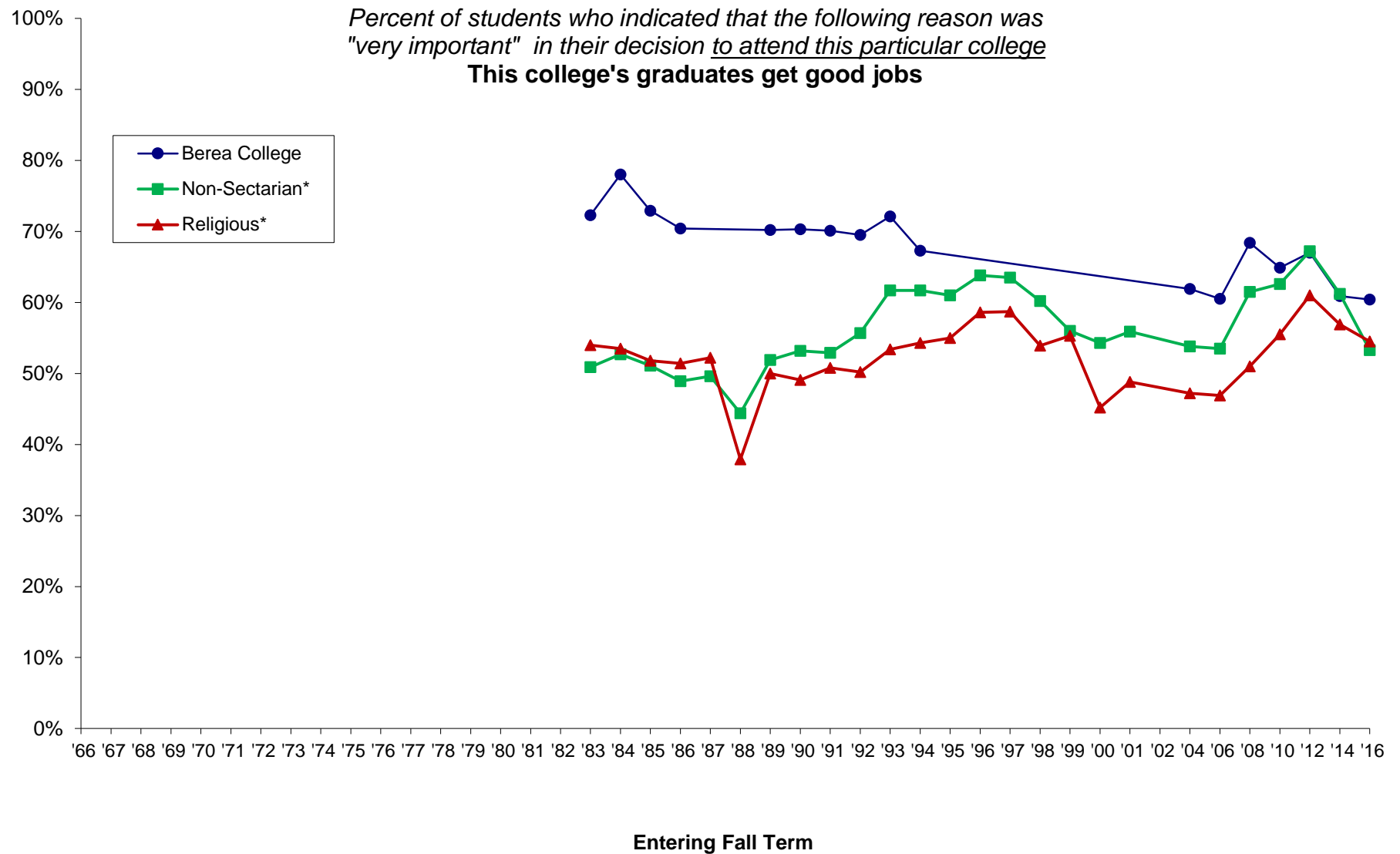


Percentage of students who rated item as “very important”:

This college’s graduates get good jobs
(for decision to attend this particular college)



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016

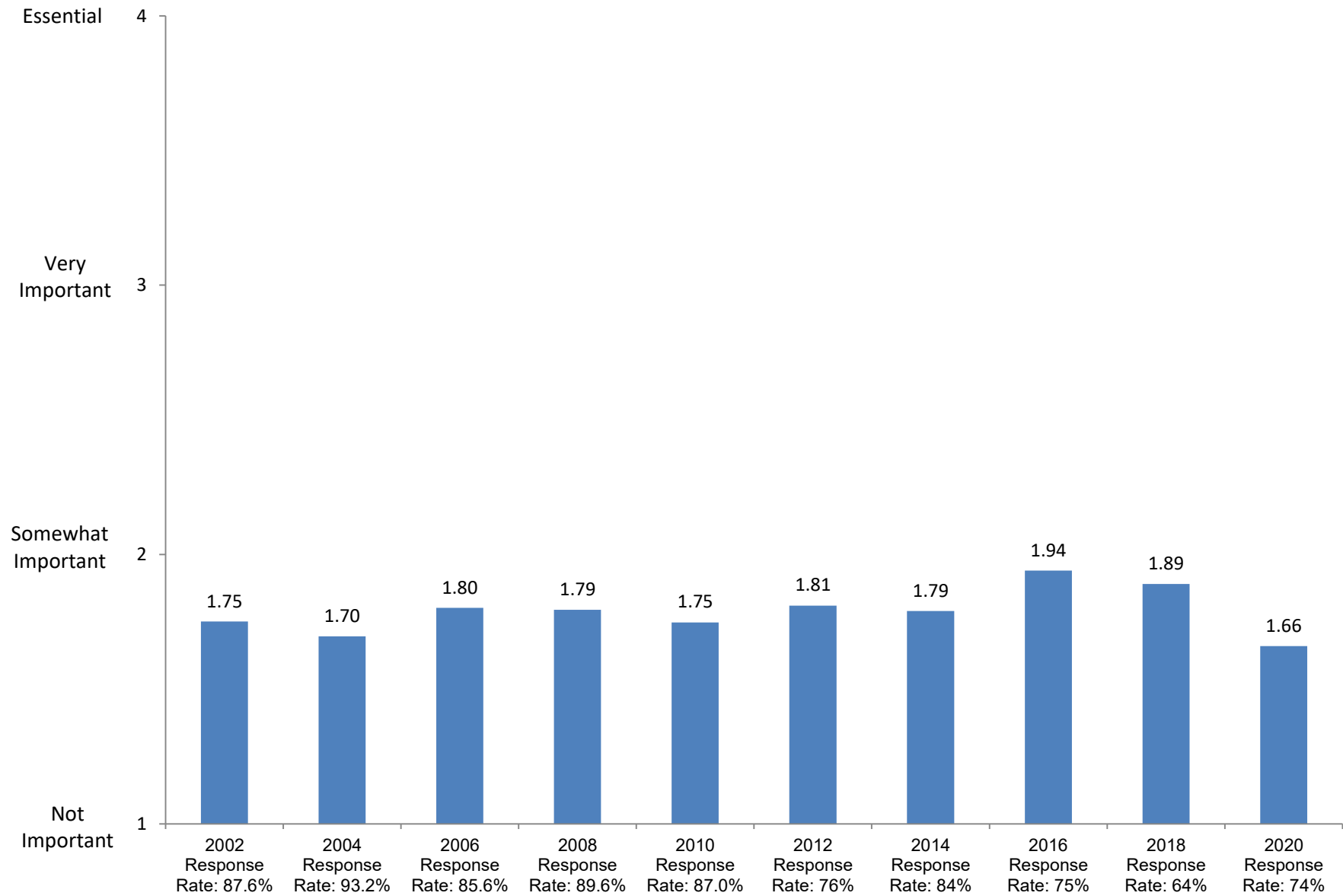


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

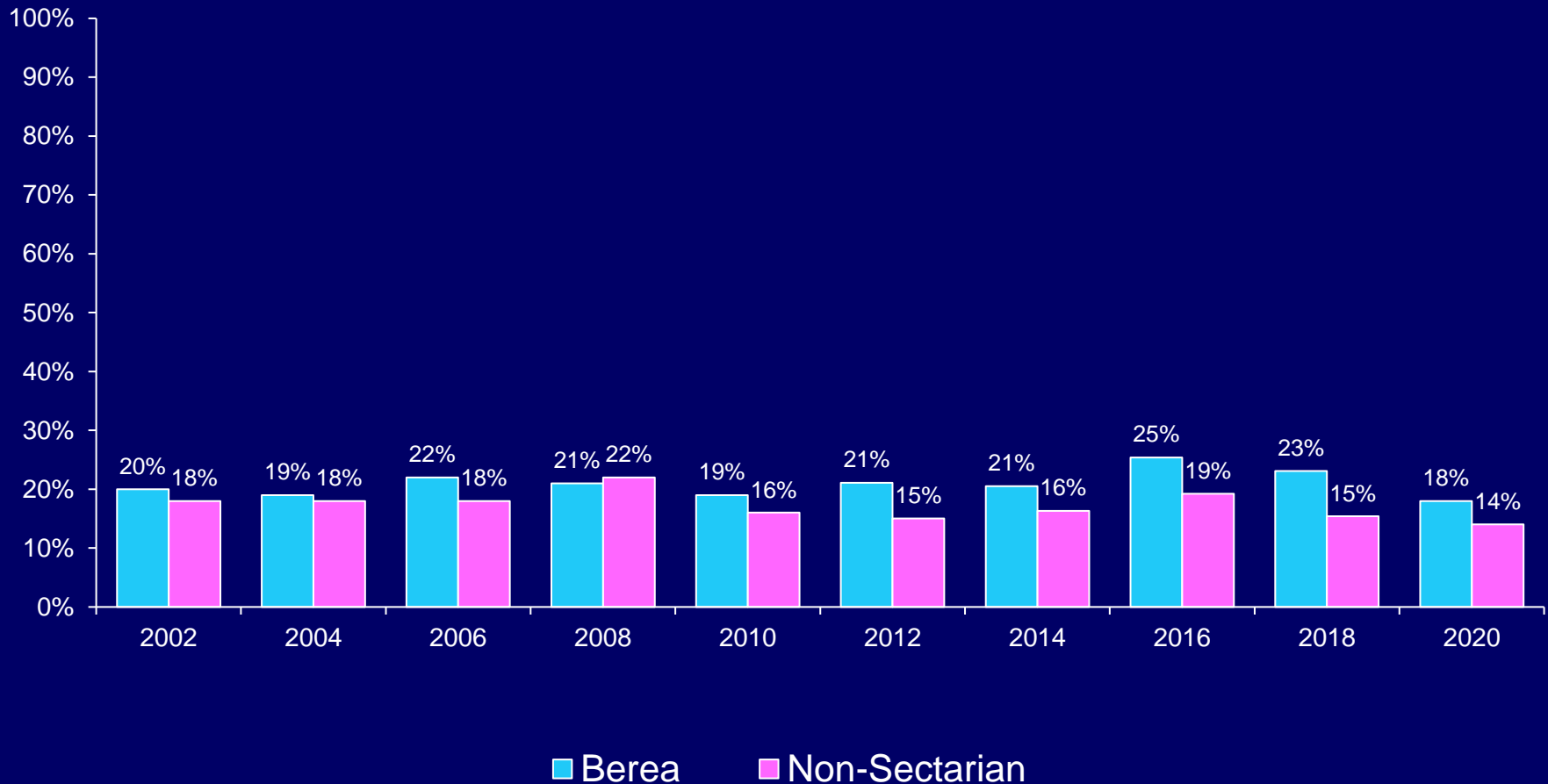
Becoming accomplished in one of the performing arts (acting, dancing, etc.)



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

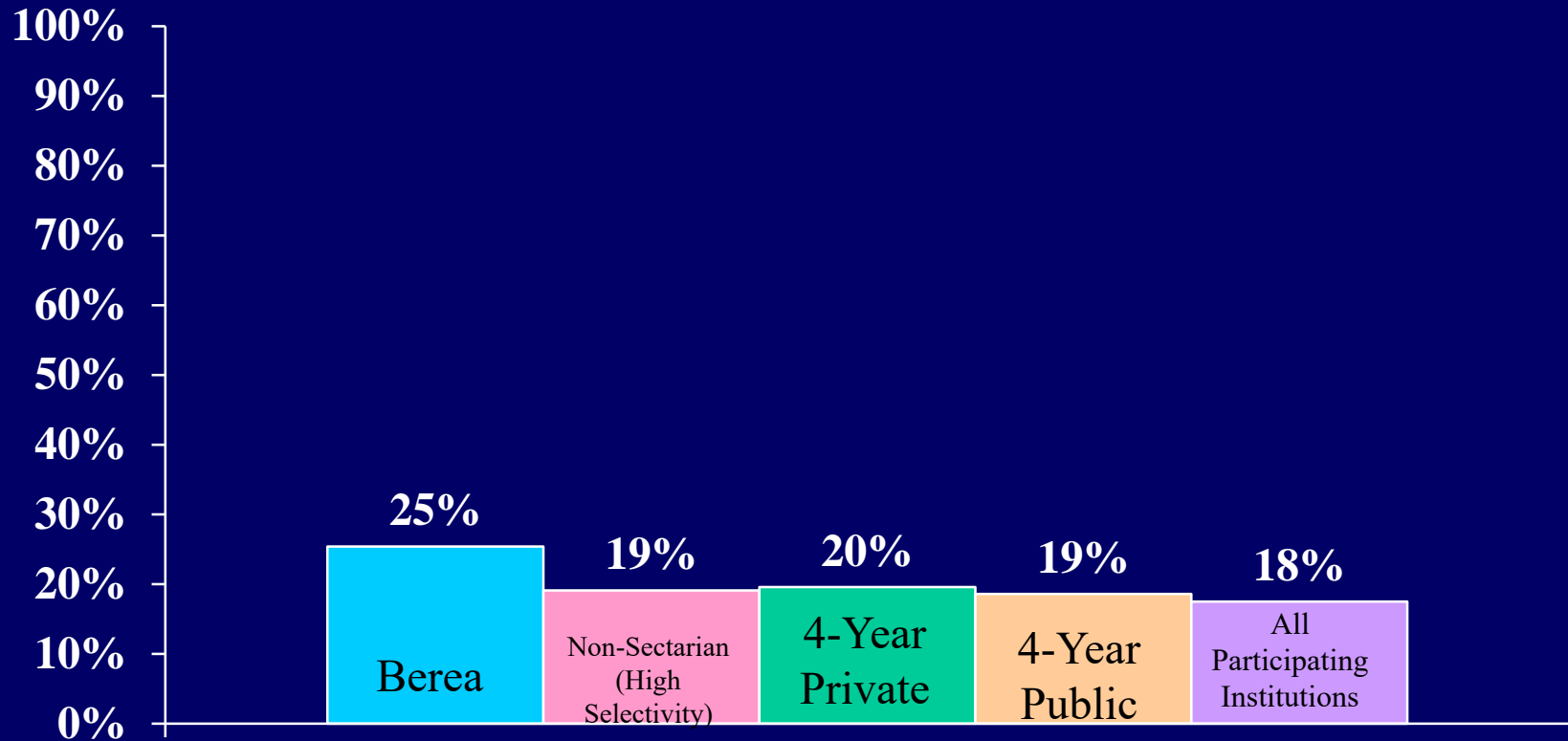
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

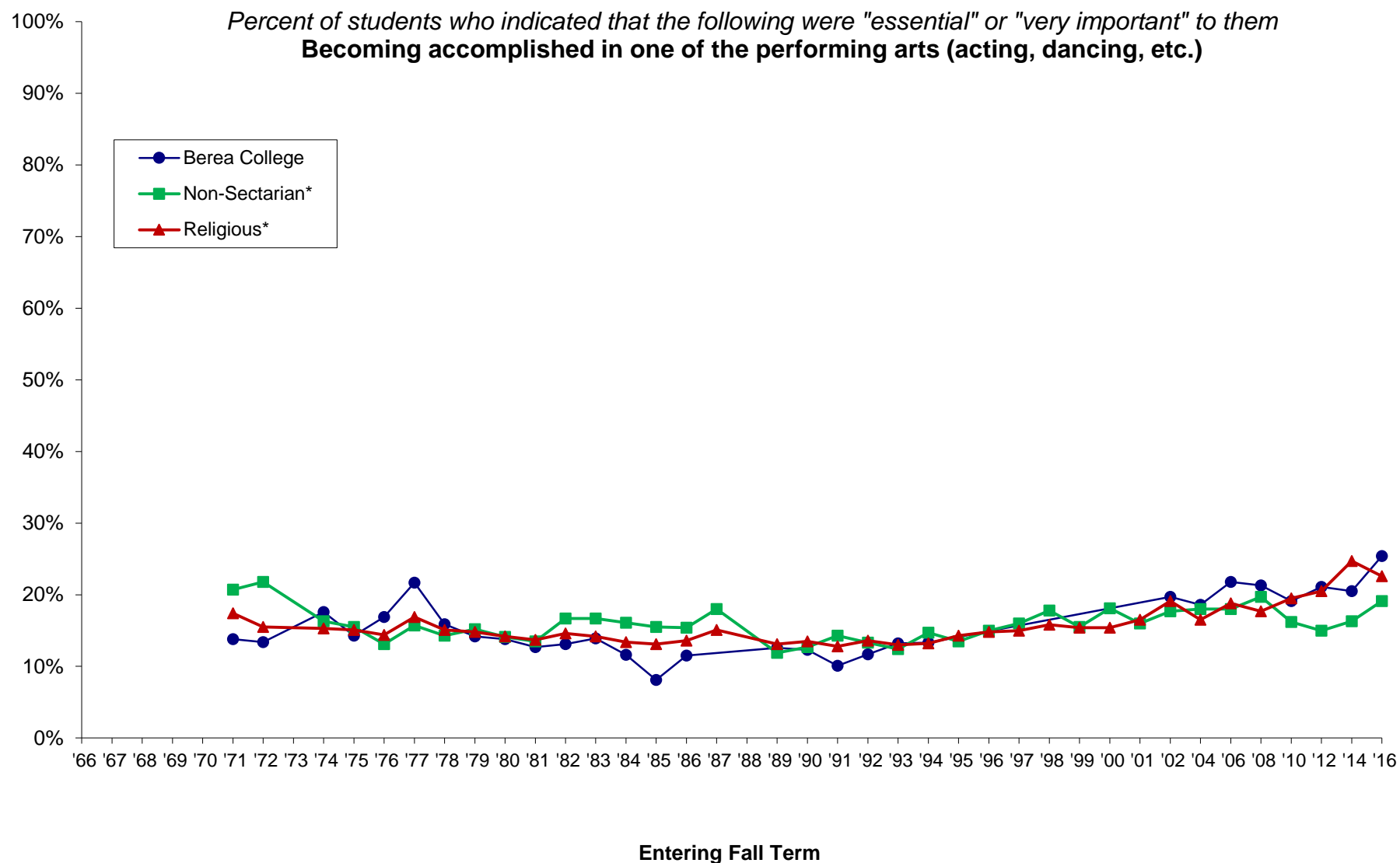
Becoming accomplished in one of the performing arts (acting, dancing, etc.)



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

*Becoming accomplished in one of the performing arts
(acting, dancing, etc.)*



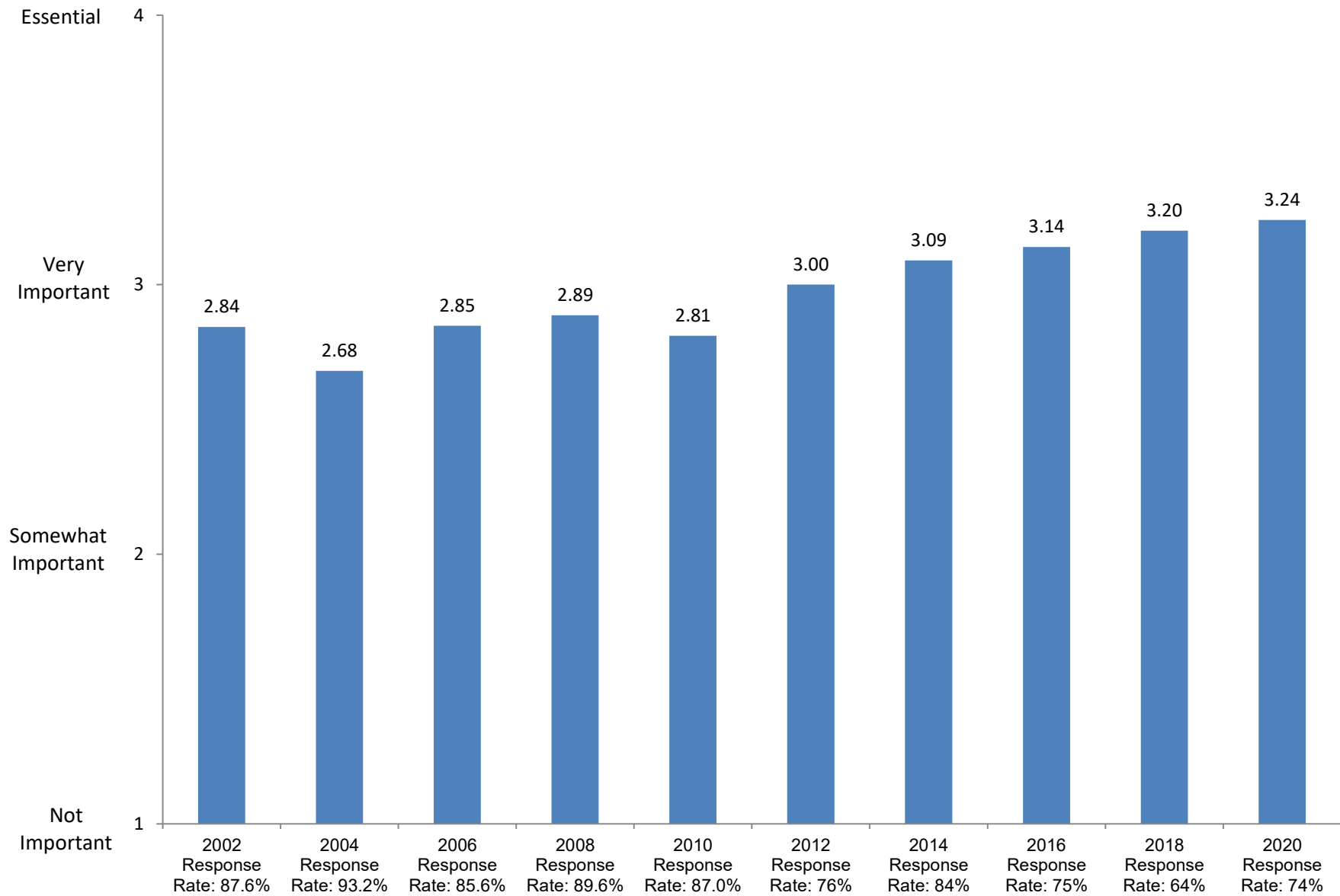


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

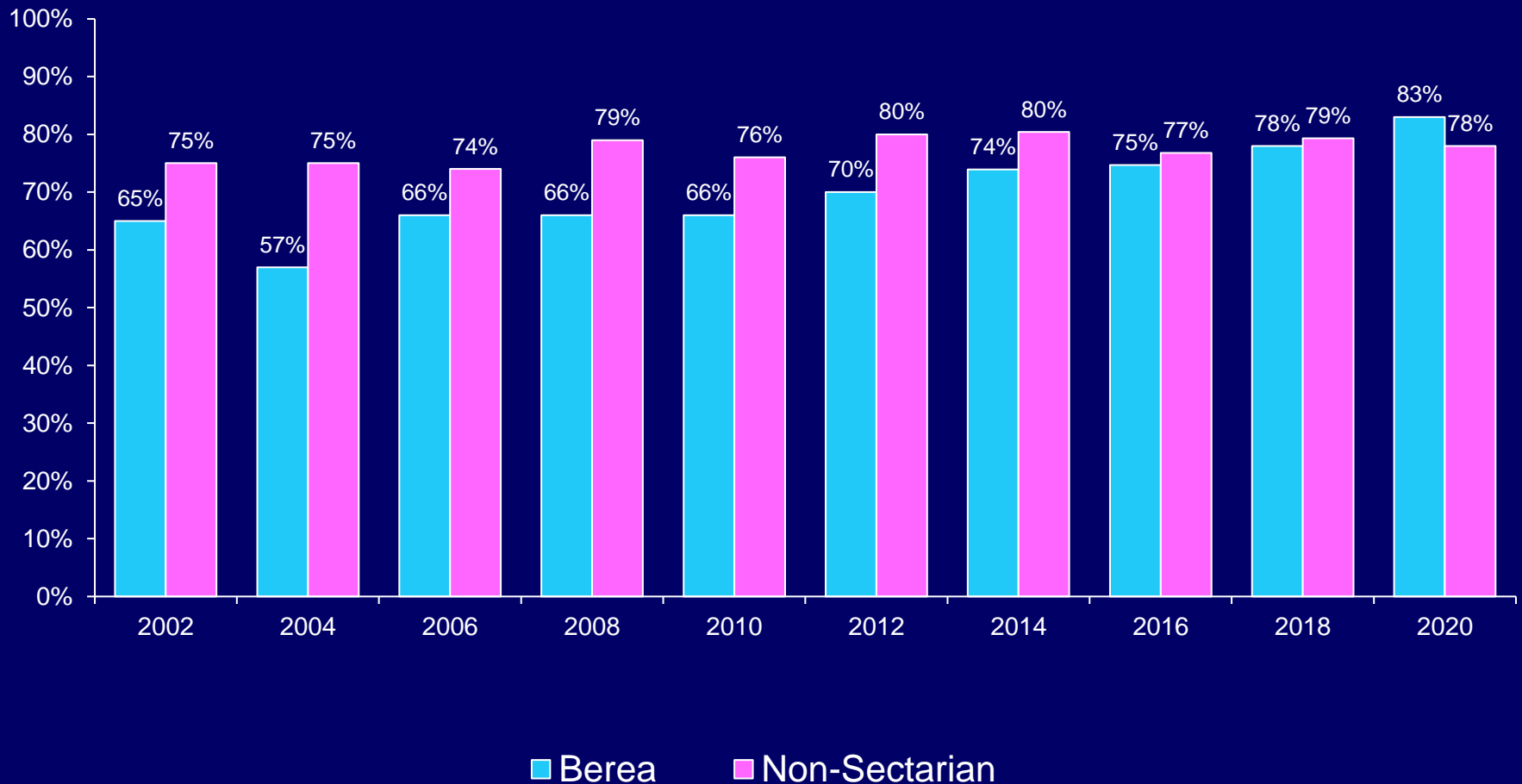
Being very well off financially



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

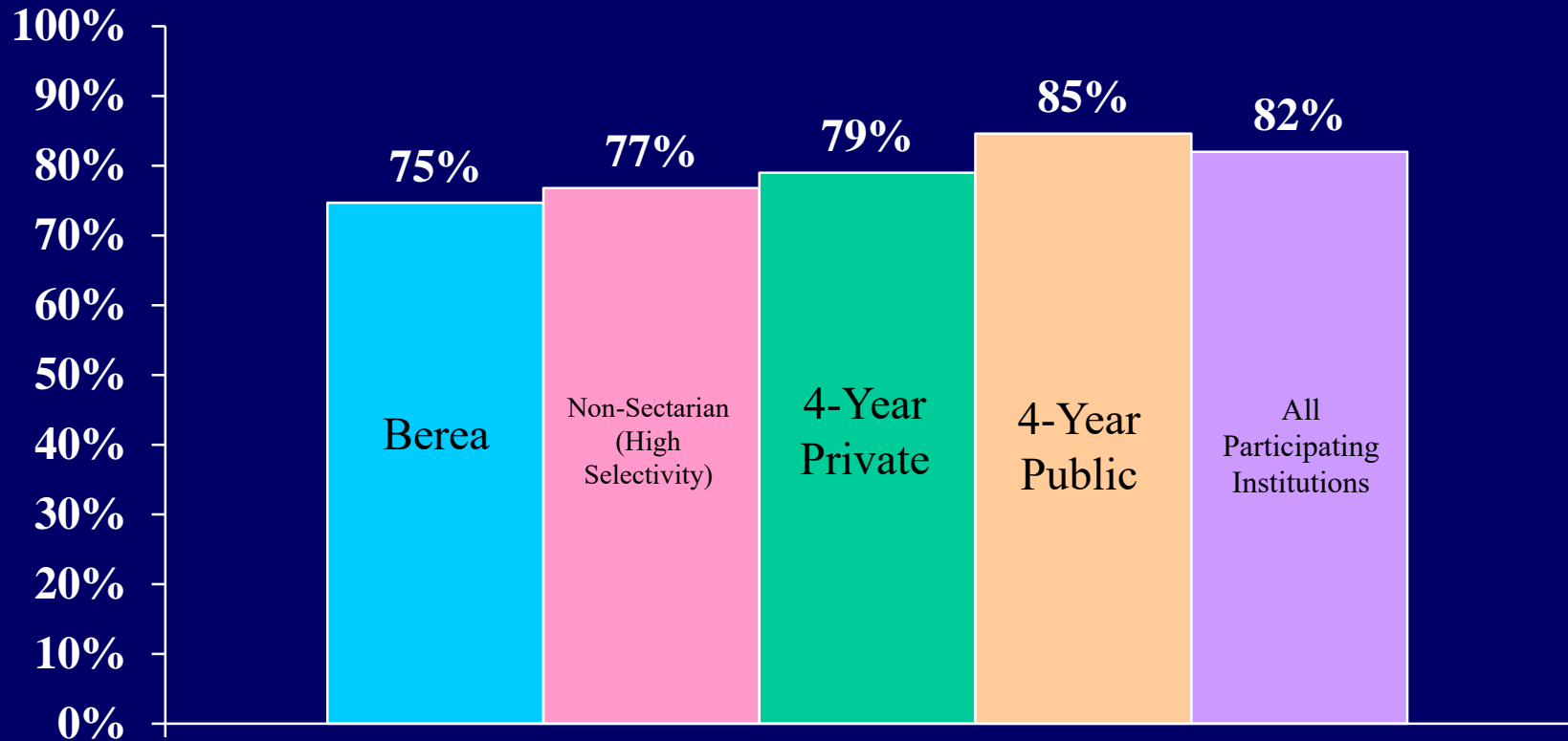
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

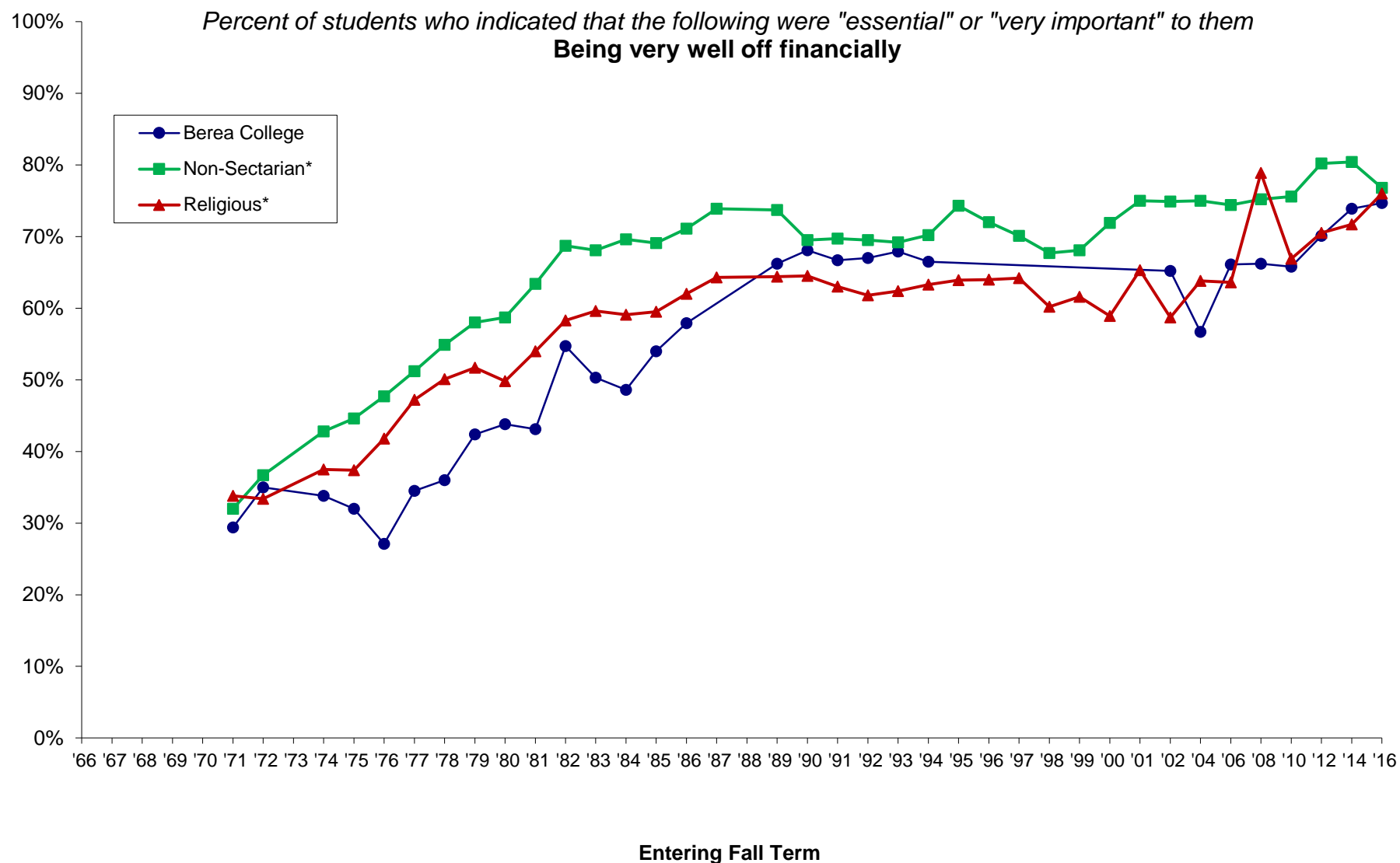
Being very well off financially



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

Being very well off financially



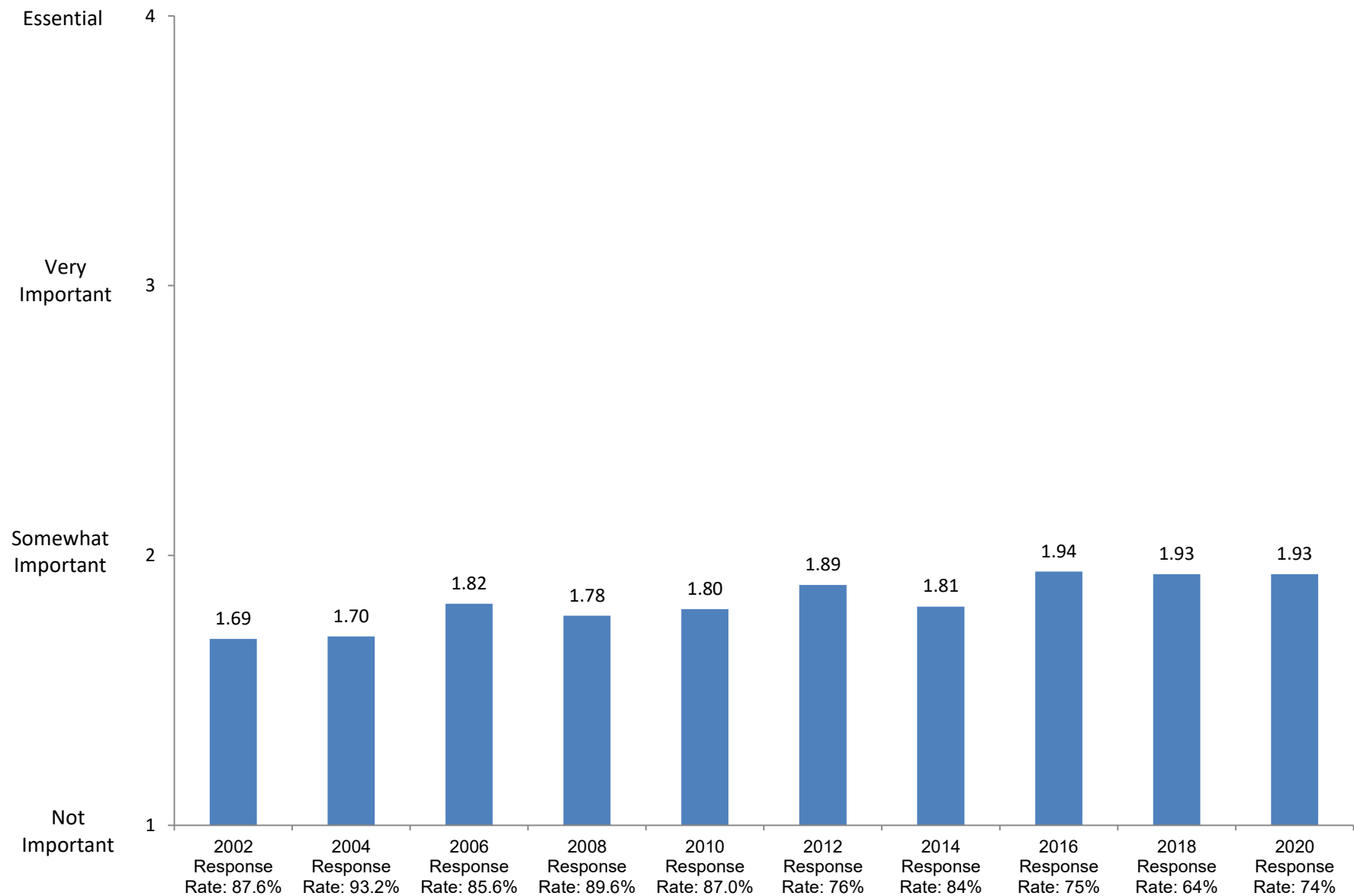


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

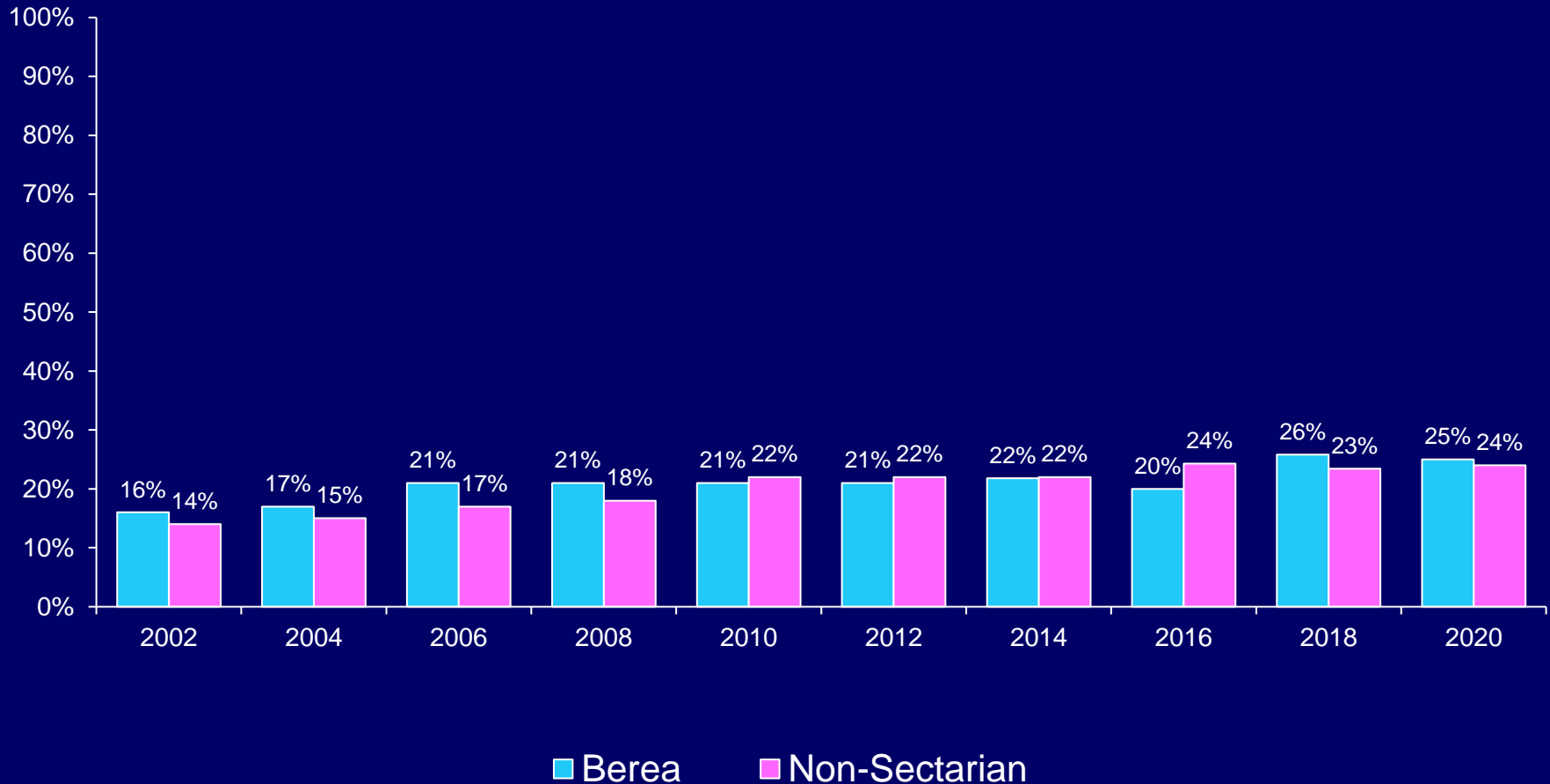
Please indicate the importance to you personally of each of the following:

Making a theoretical contribution to science



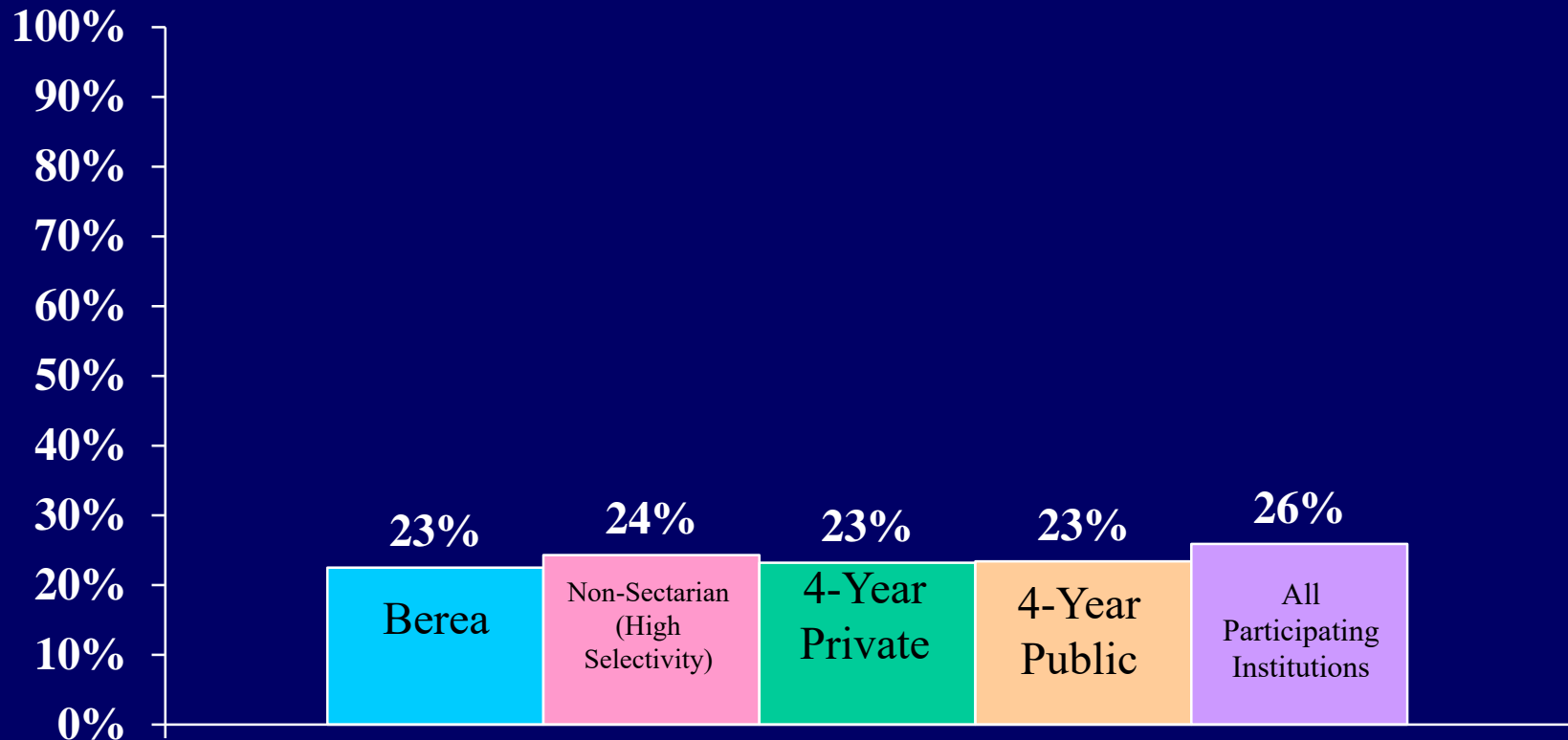
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

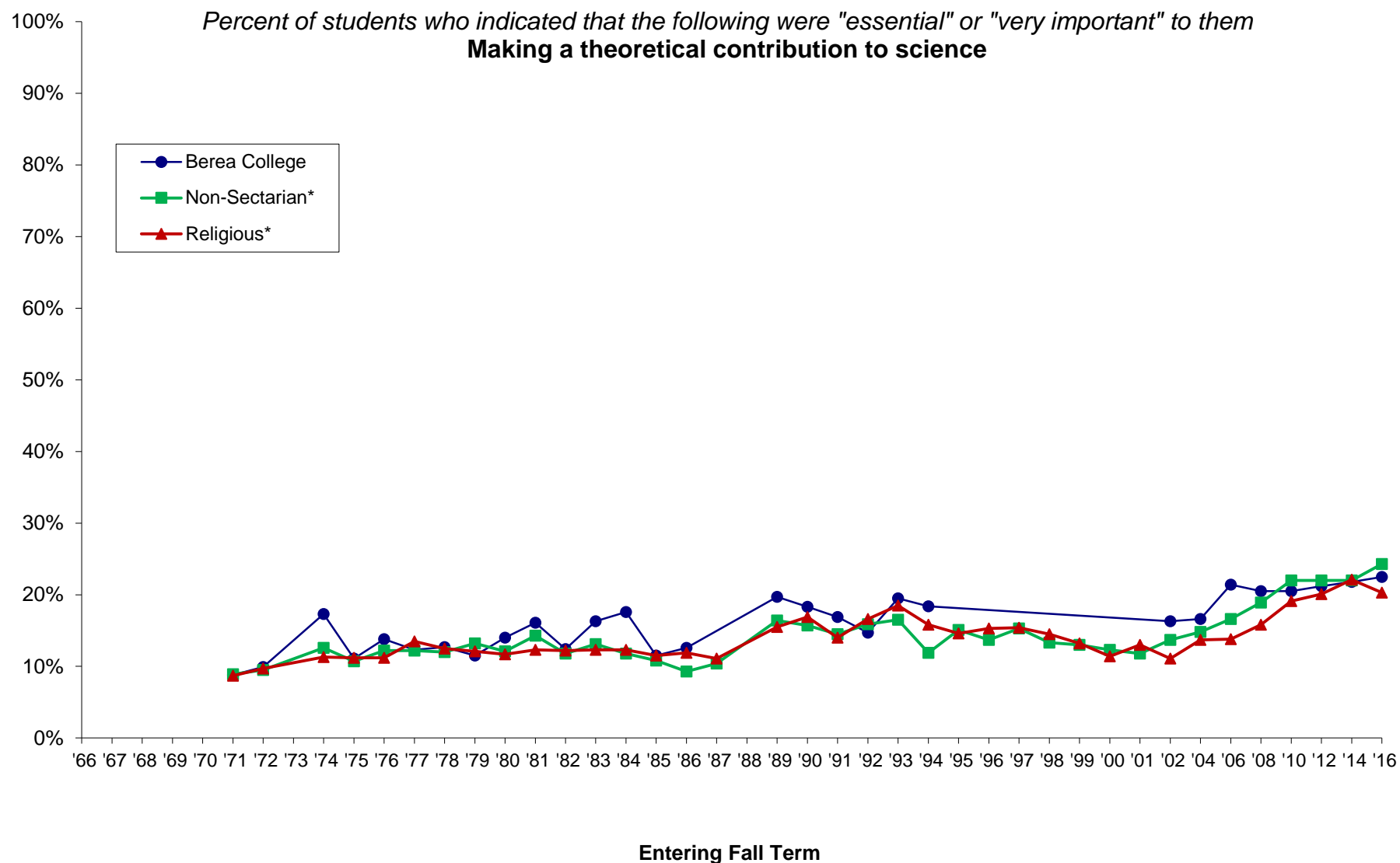
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*
Making a theoretical contribution to science



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

Making a theoretical contribution to science



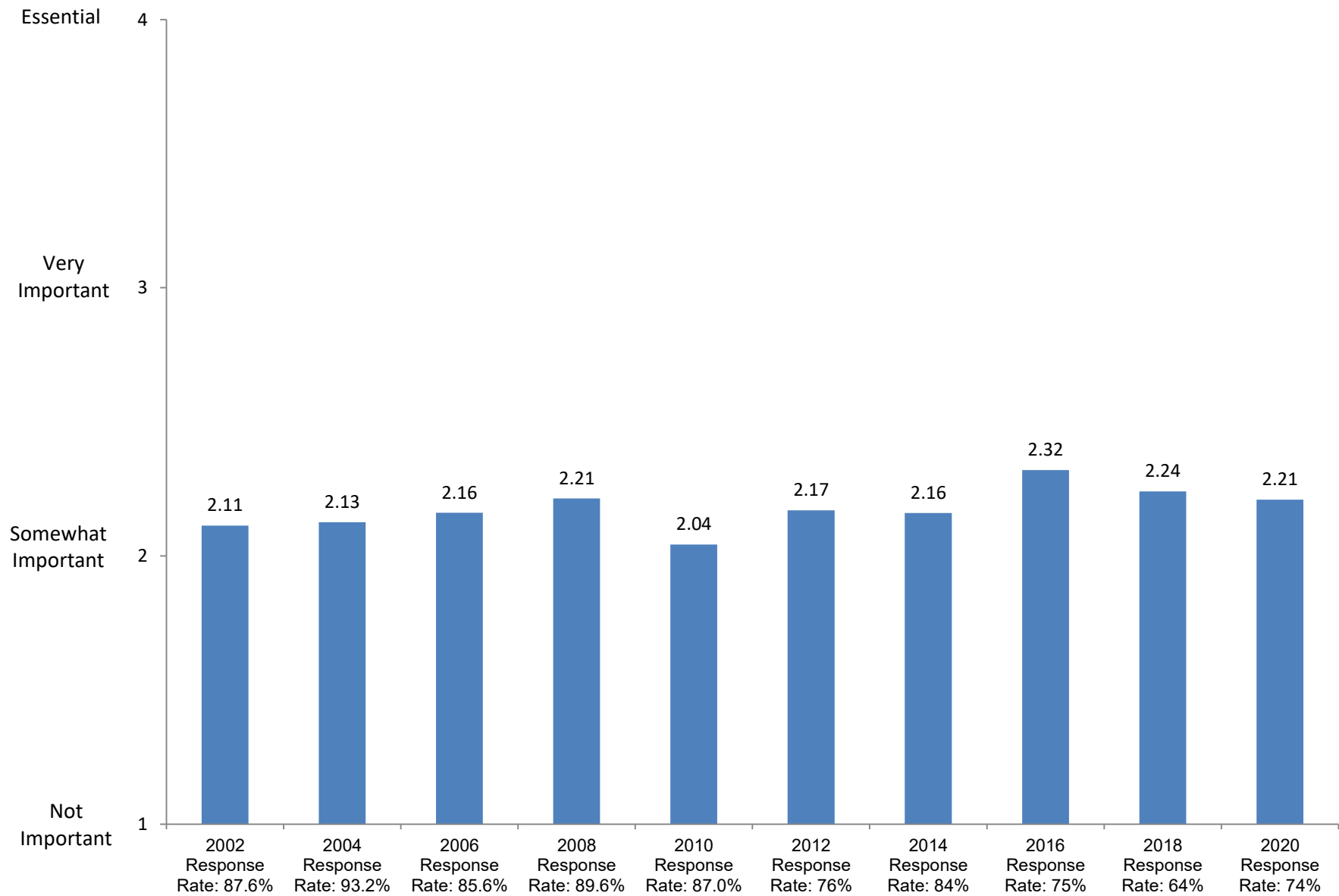


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

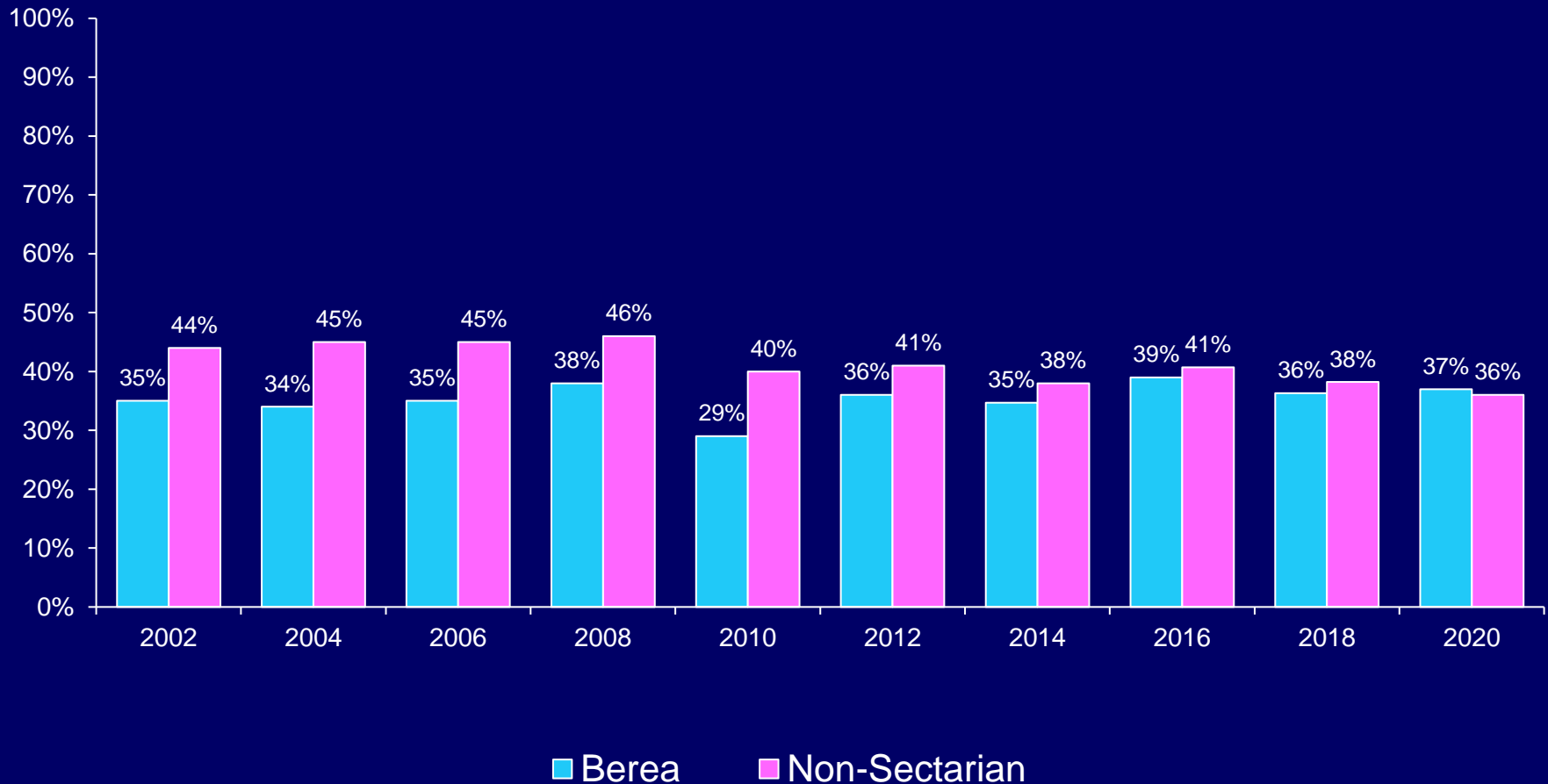
Becoming successful in a business of my own



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

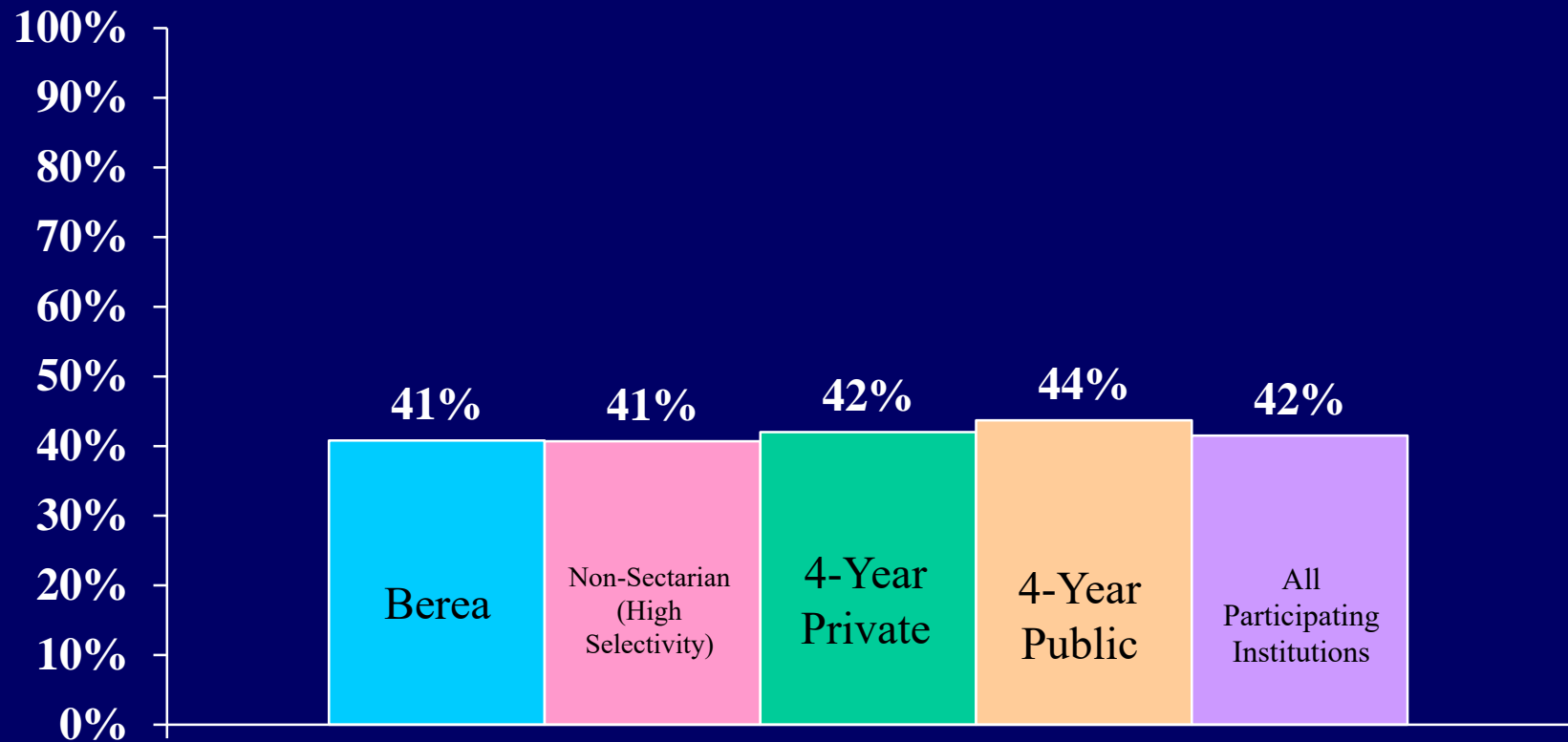
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

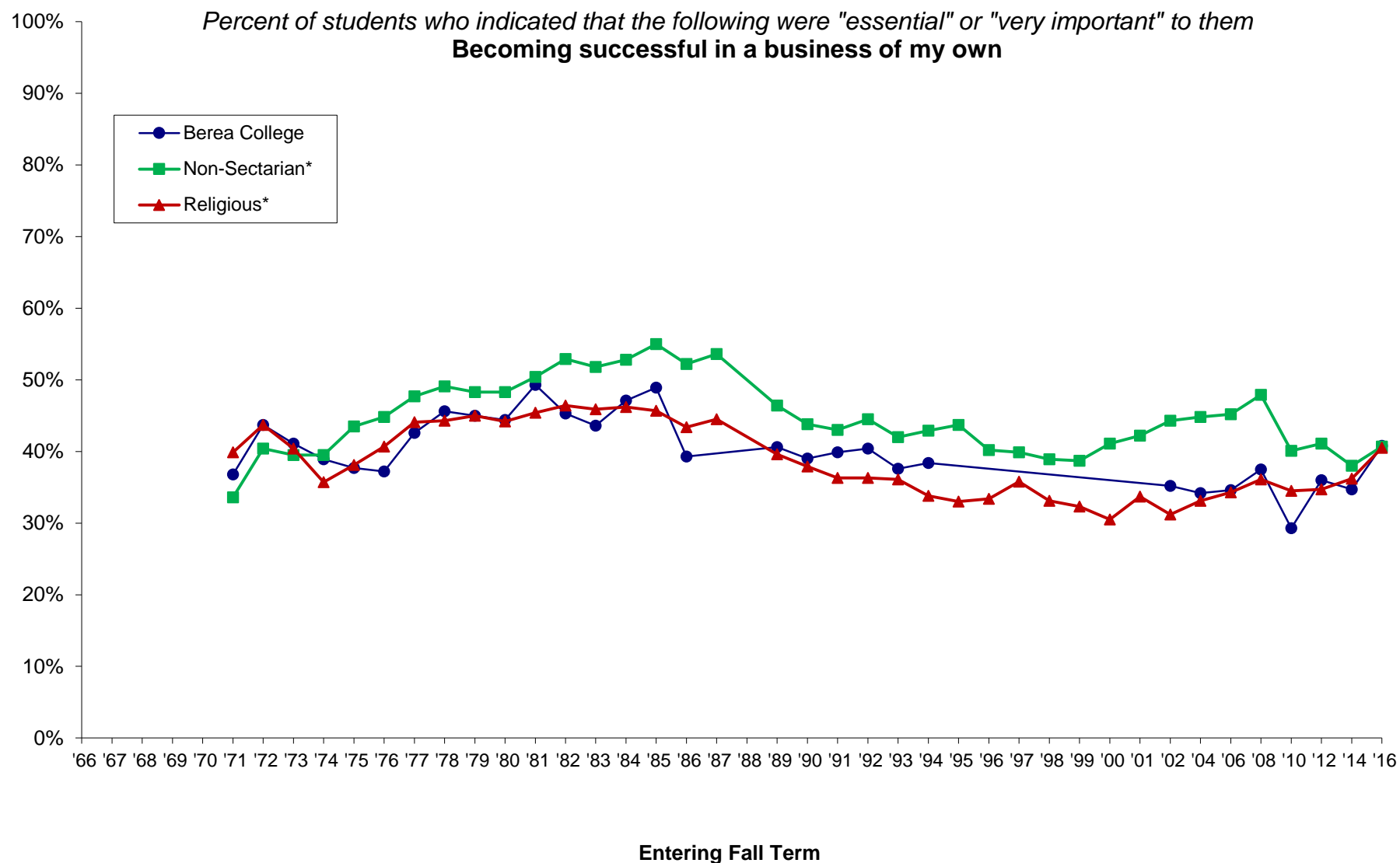
Becoming successful in a business of my own



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

Becoming successful in a business of my own



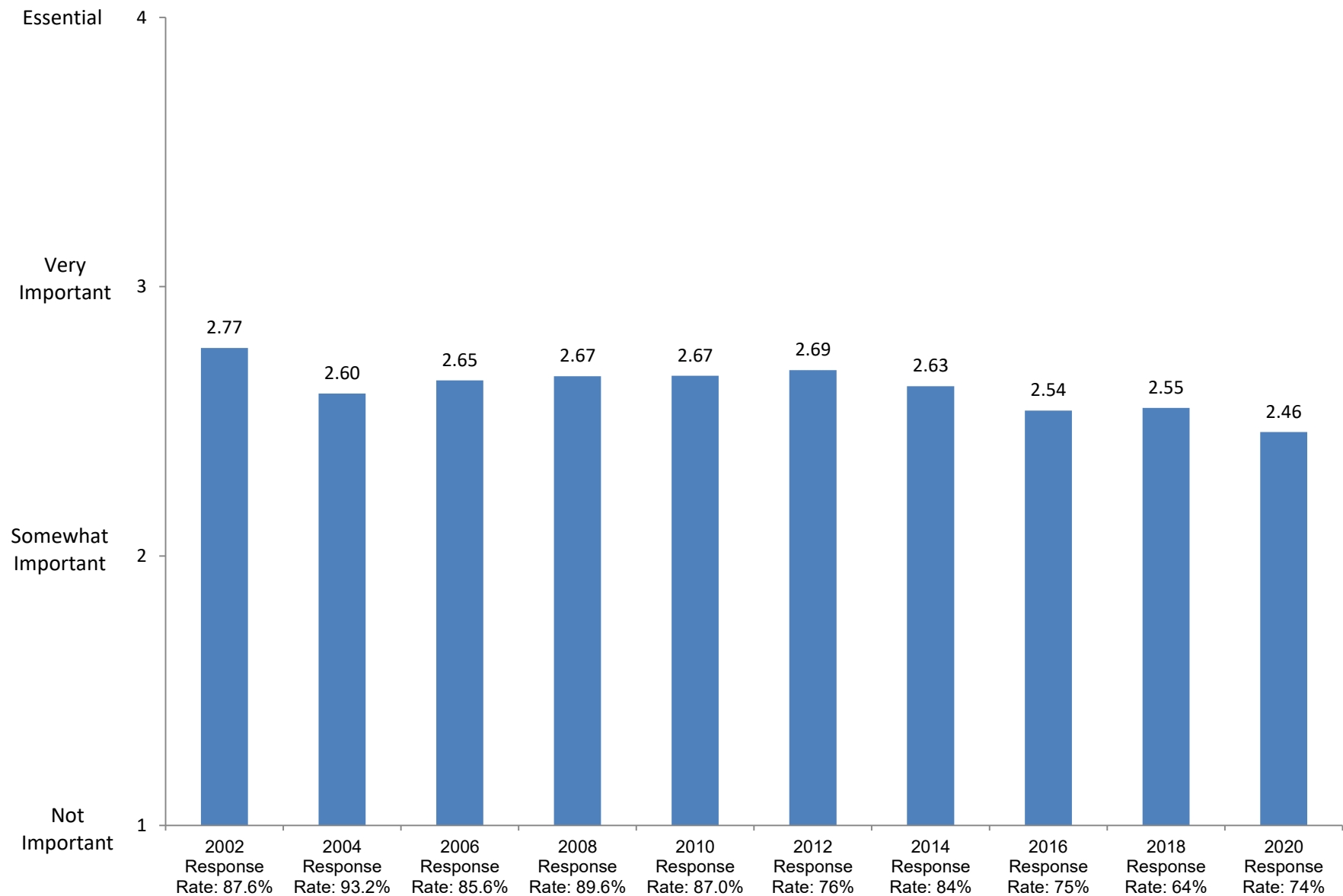


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

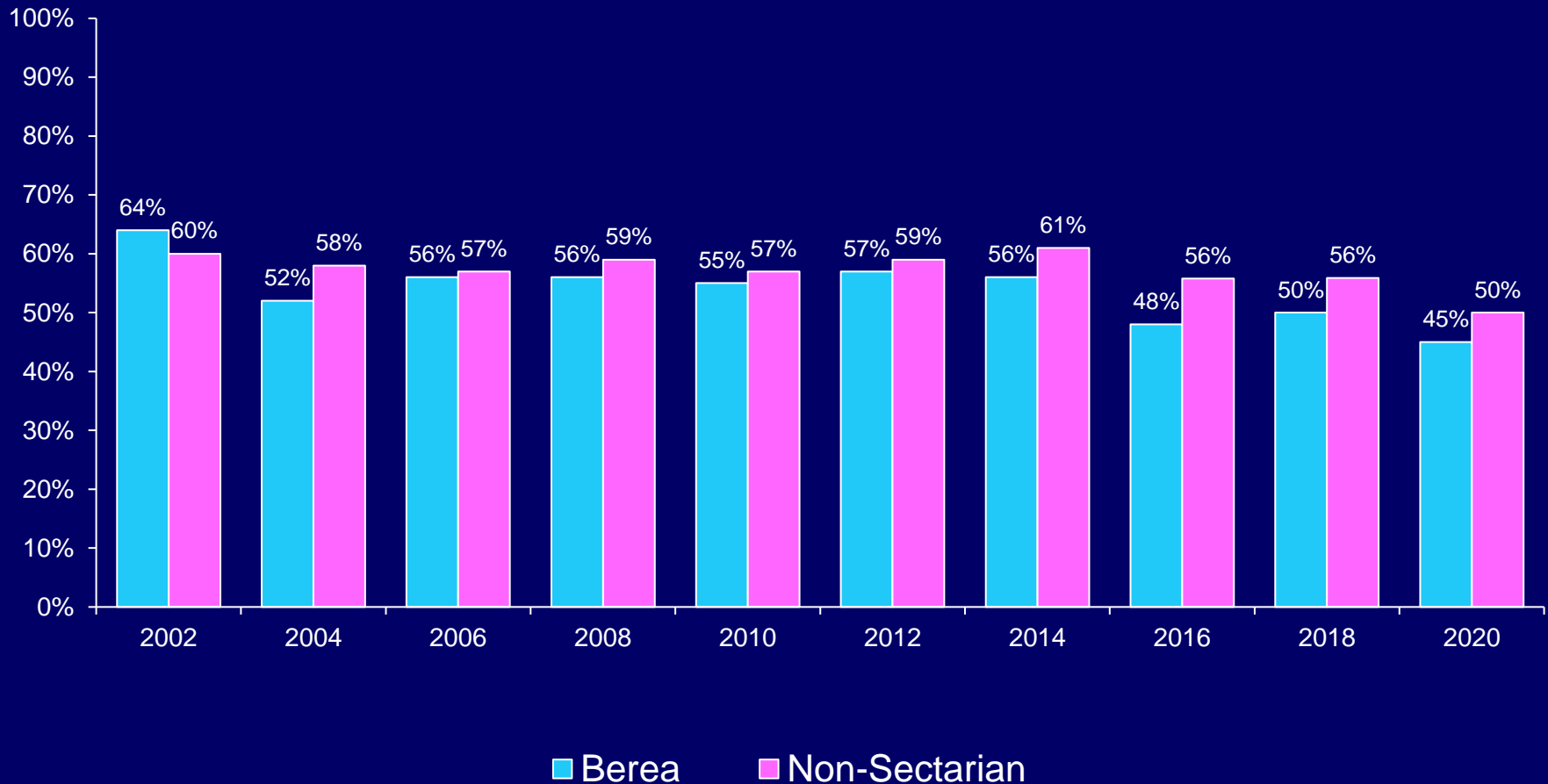
Becoming an authority in my field



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

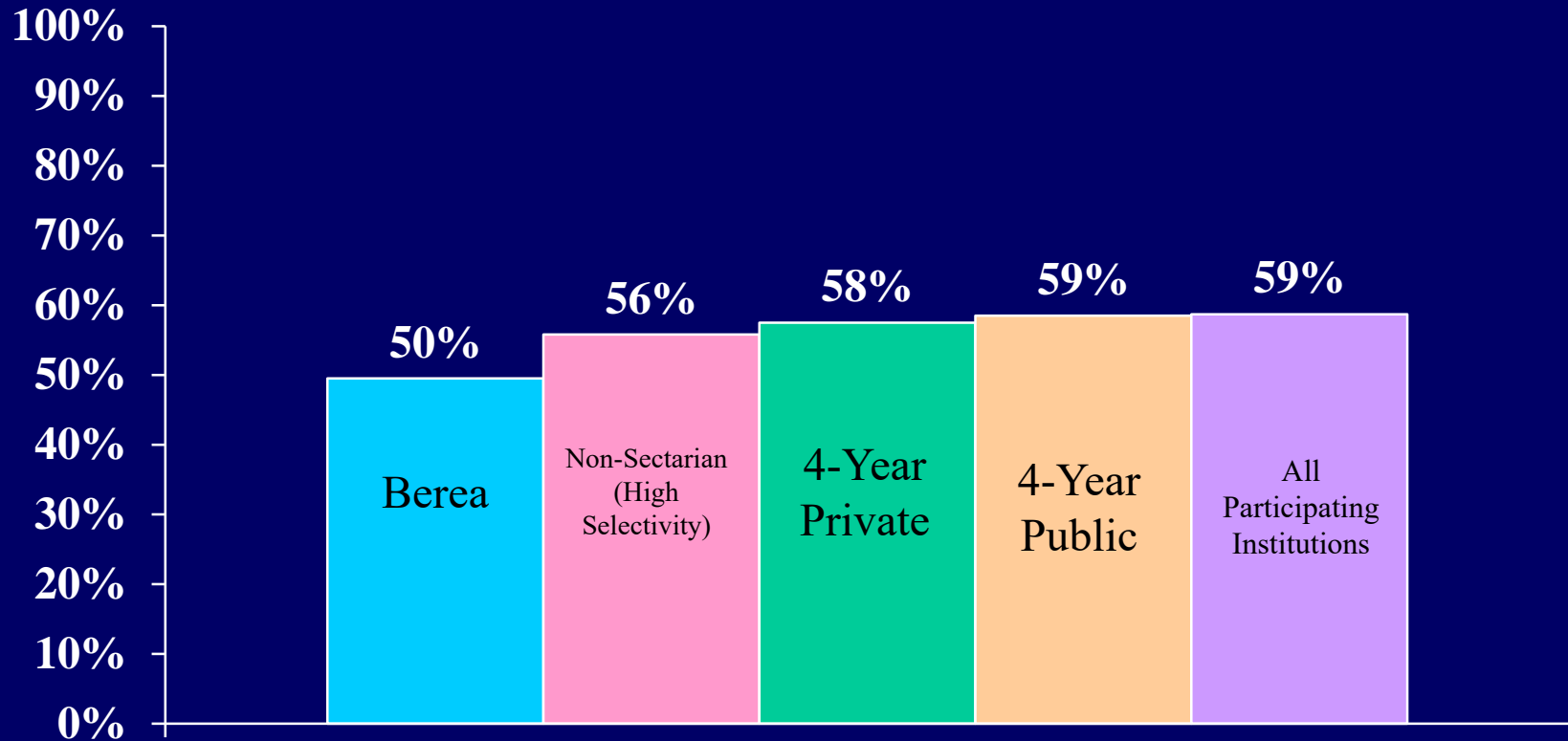
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Becoming an authority in my field

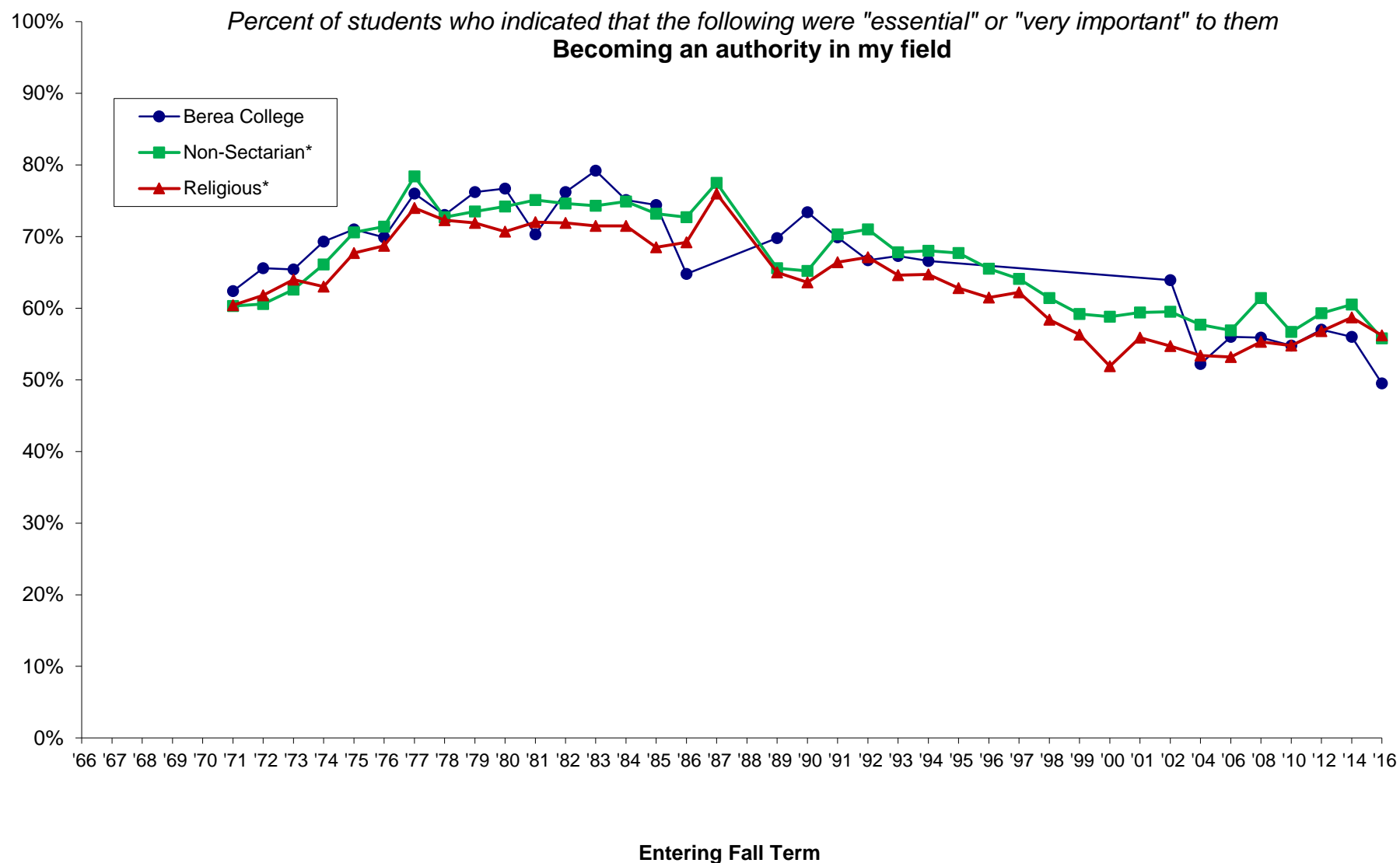


Percent of students who personally consider the following objective to be “essential” or “very important:”

Becoming an authority in my field



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016

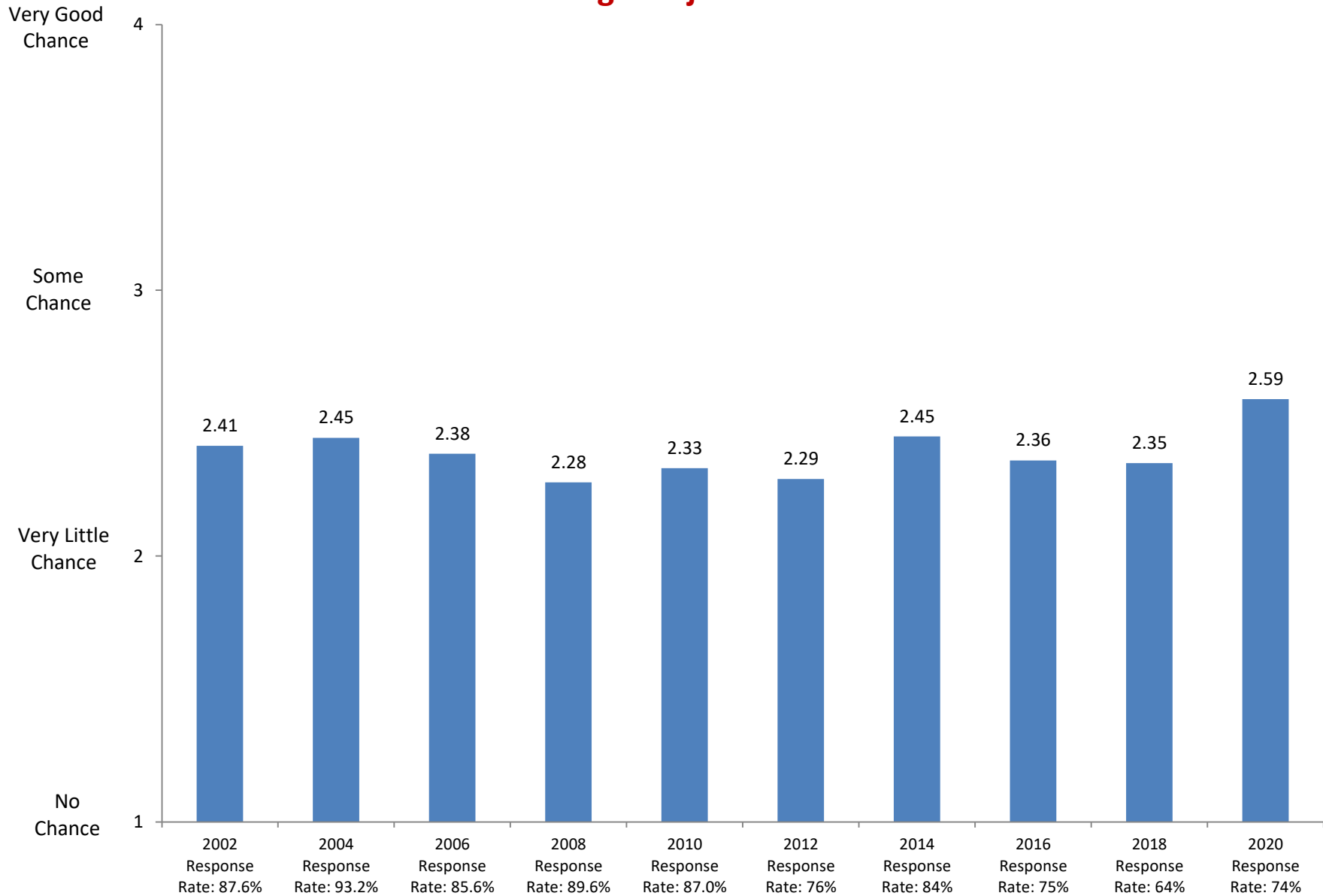


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

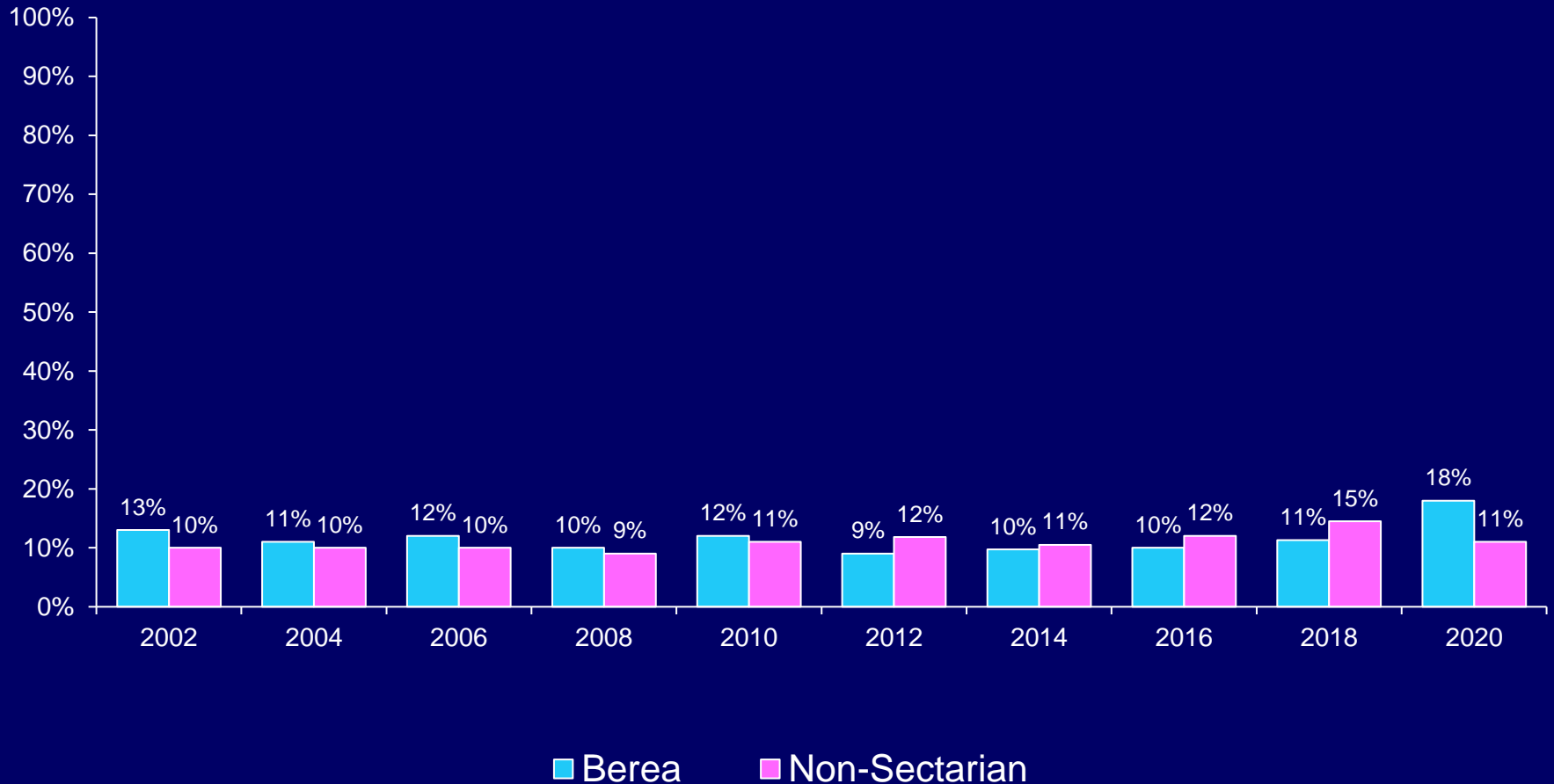
What is your best guess as to the chances that you will:

Change major field



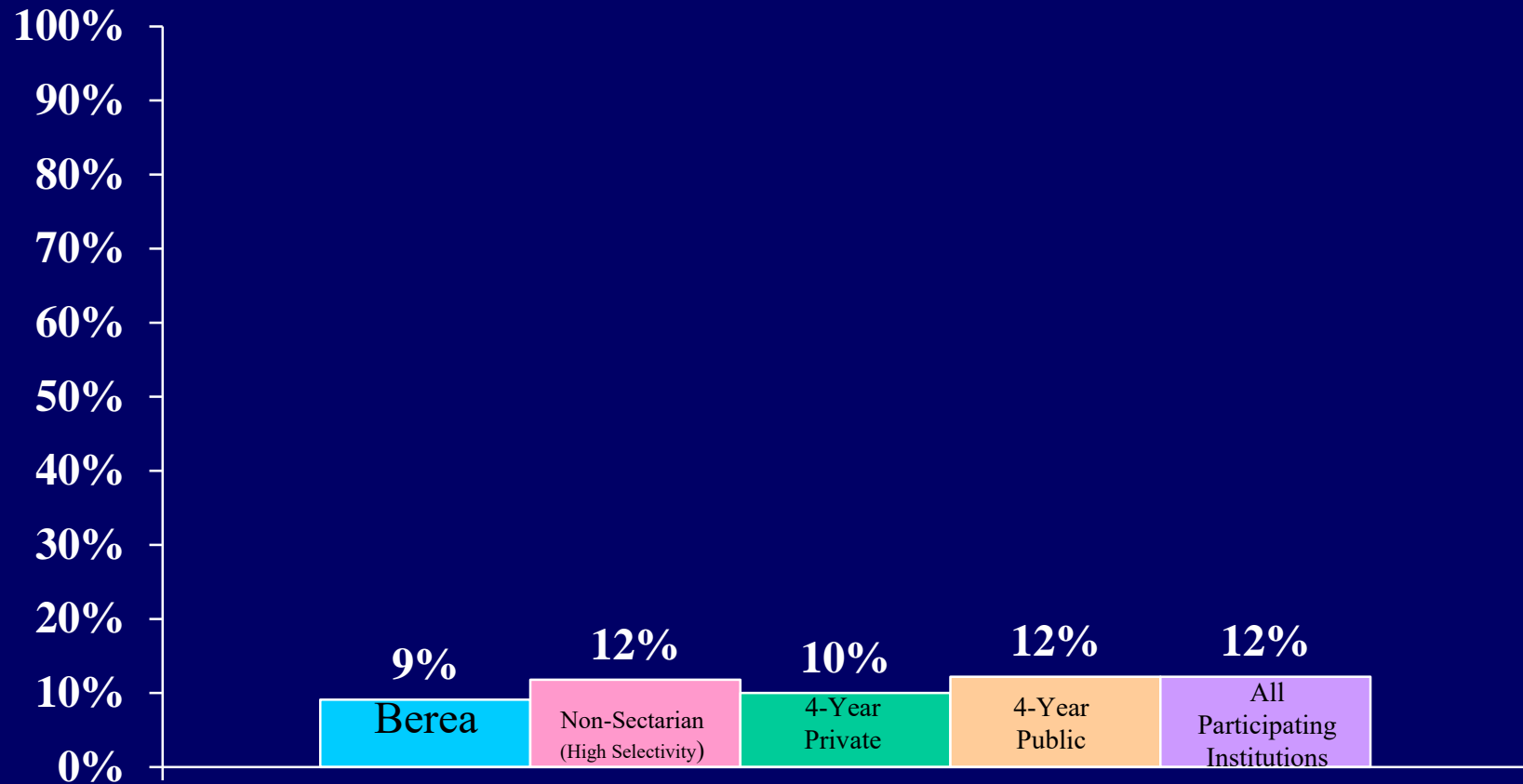
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

Percent of students who estimate that chances are “very good” that they will:
Change major field

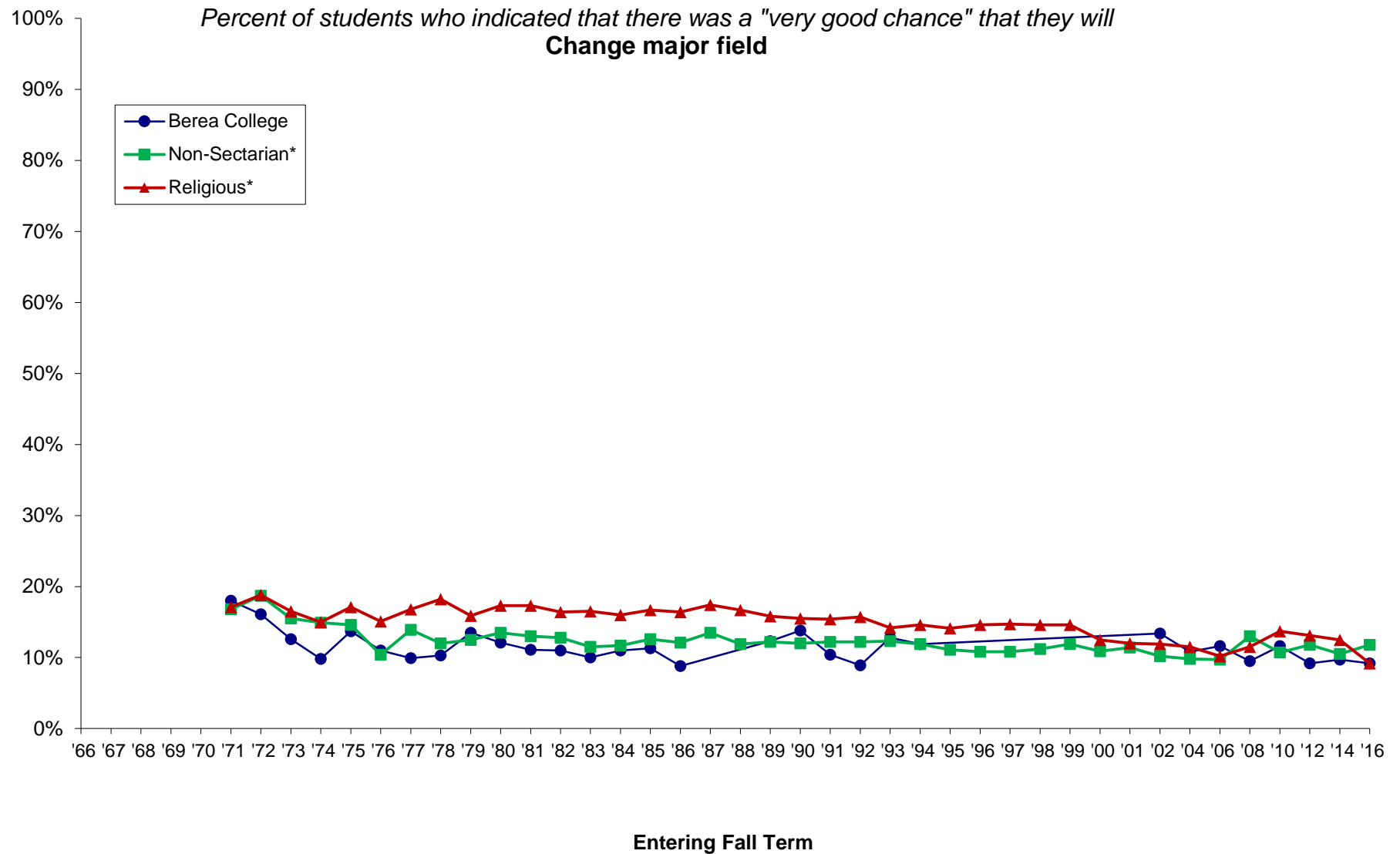


Percent of students who estimate that chances are “very good” that he or she will

Change major field



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2016

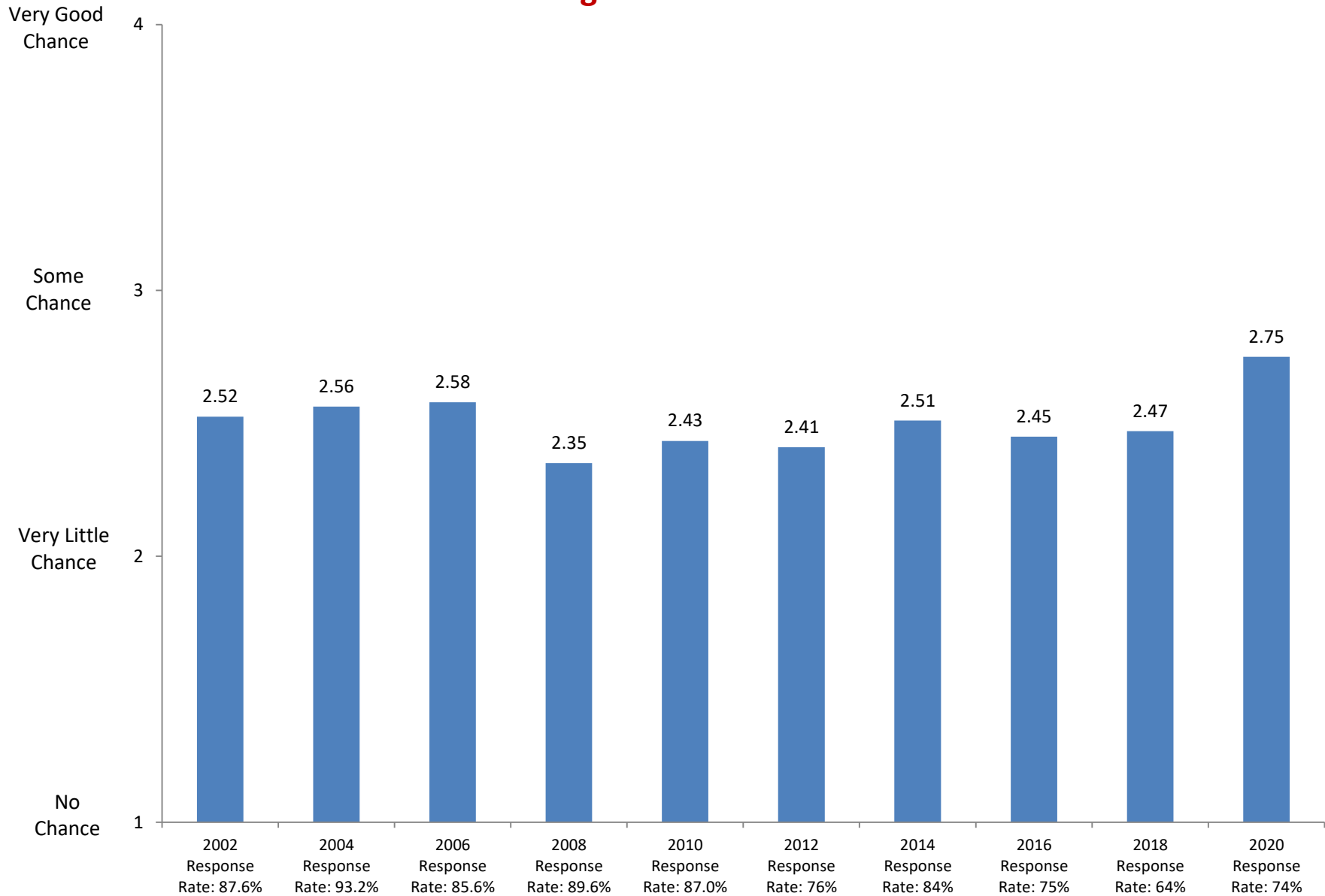


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

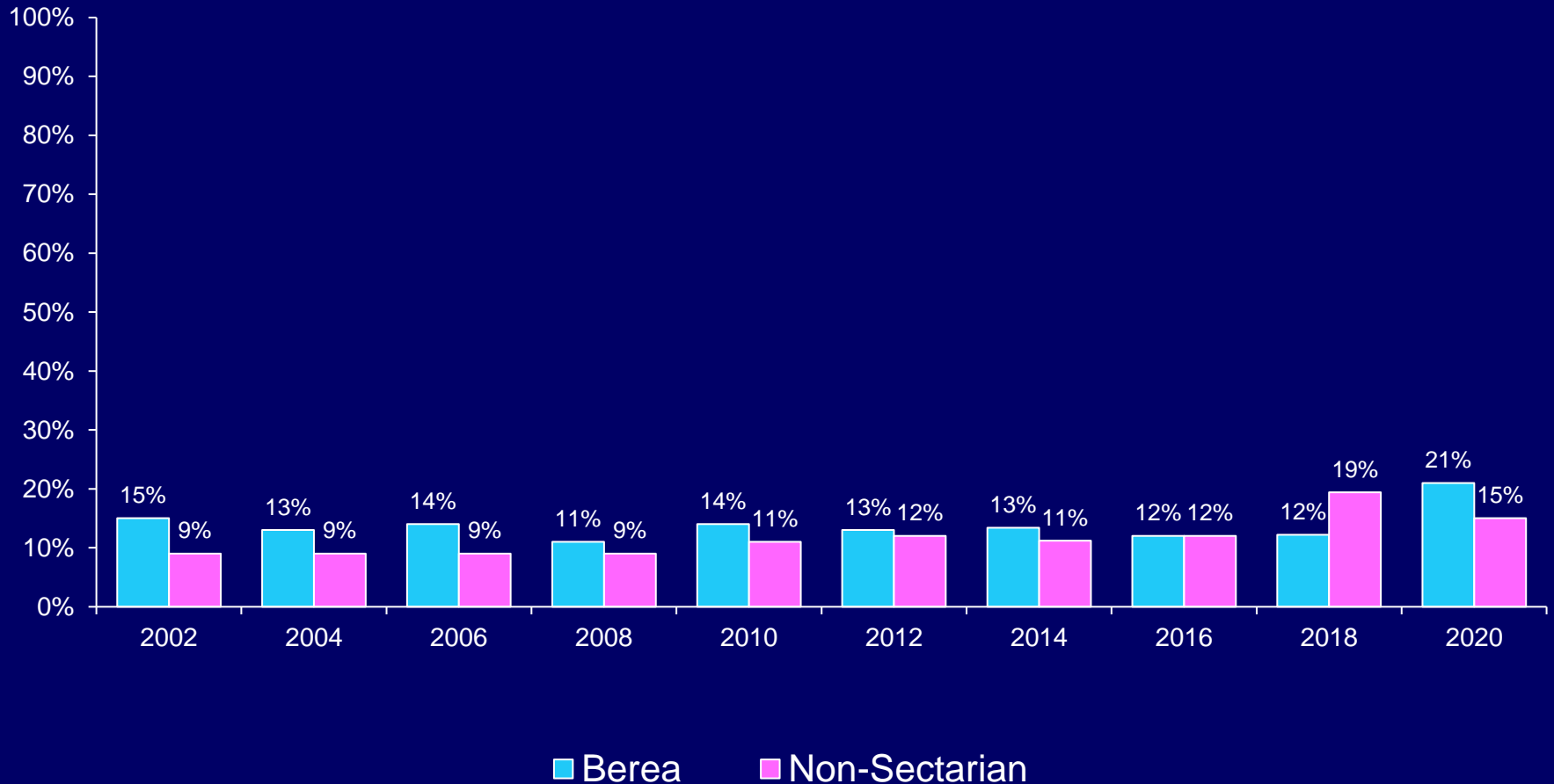
What is your best guess as to the chances that you will:

Change career choice



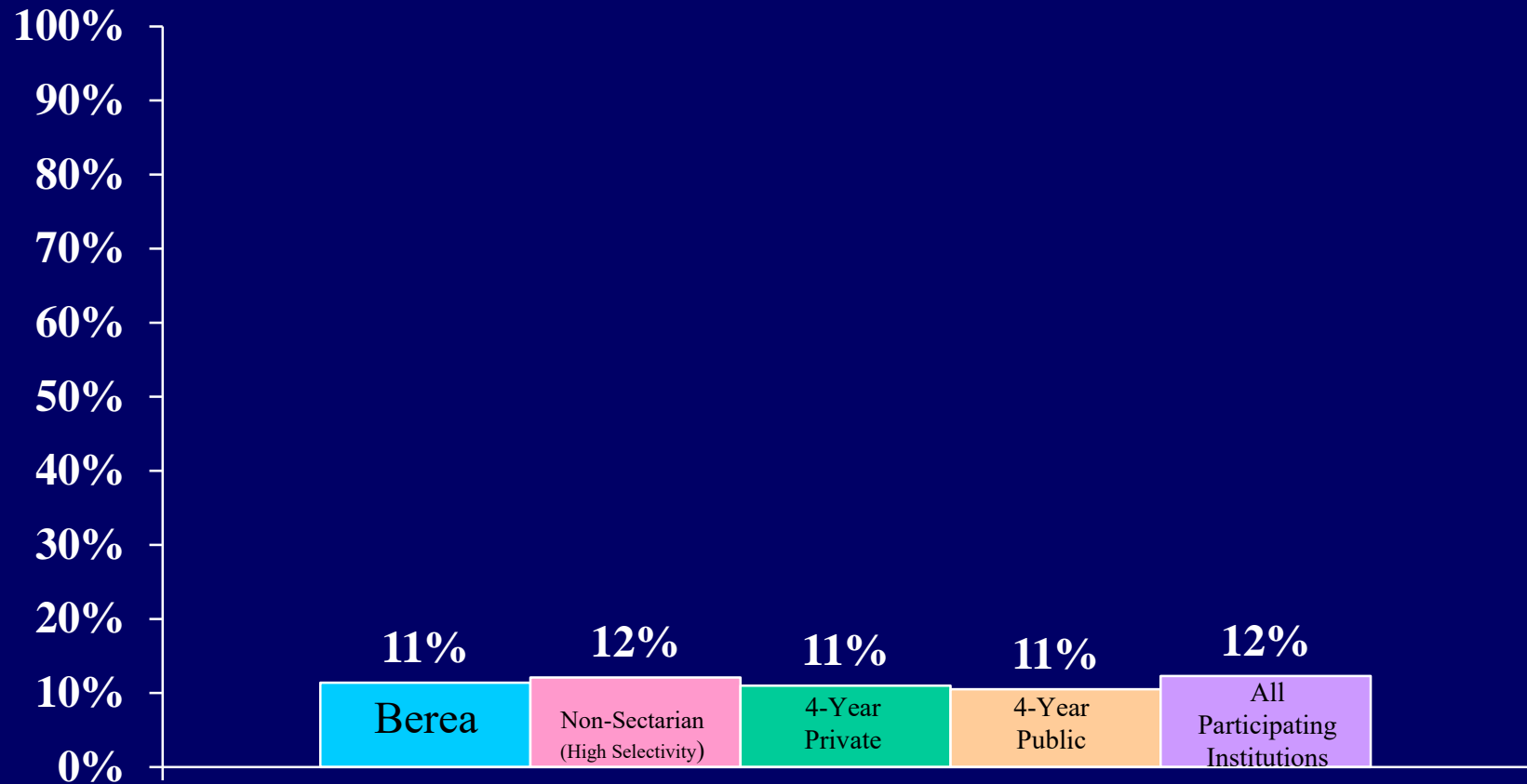
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

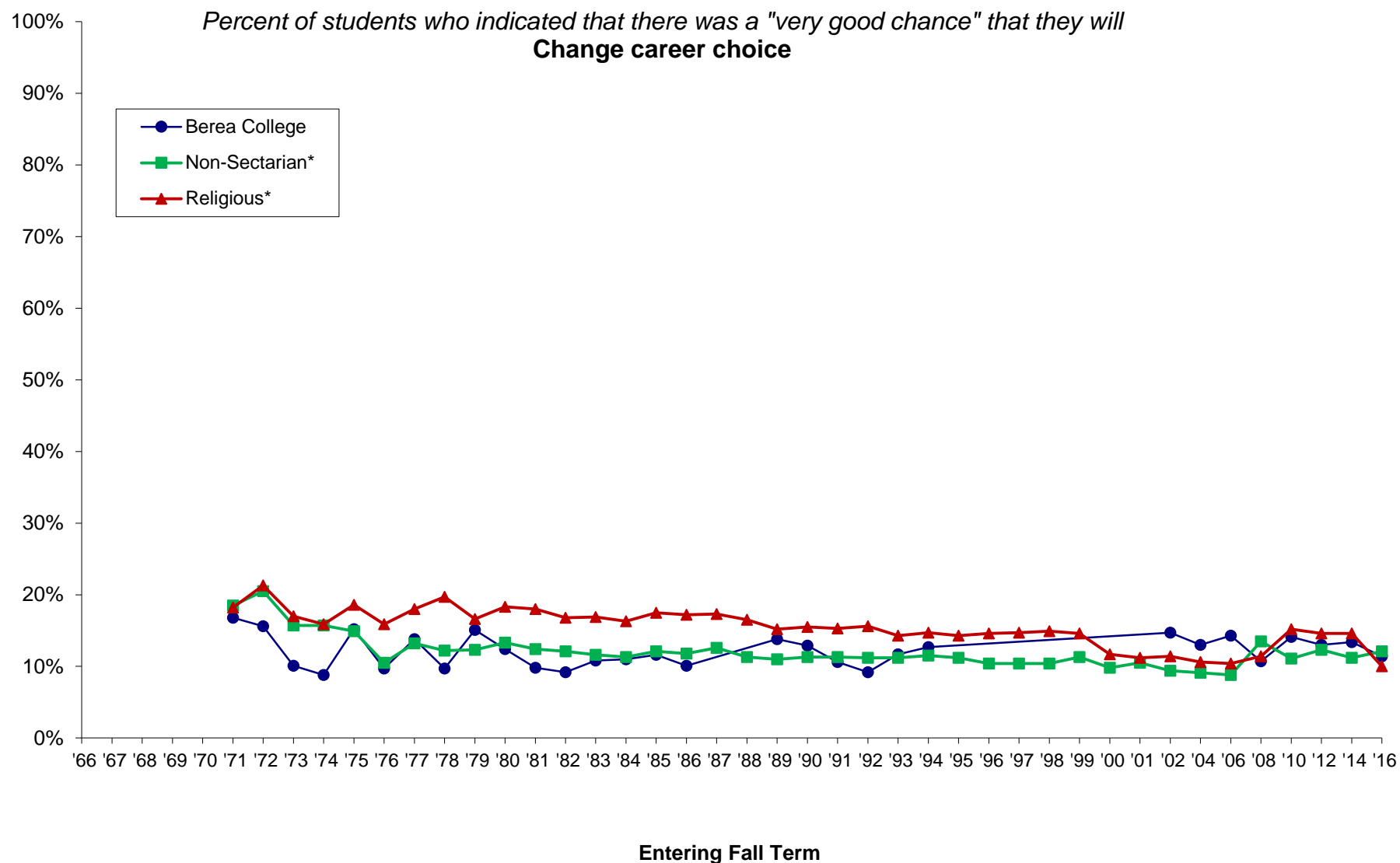
Percent of students who estimate that chances are “very good” that they will:
Change career choice



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

Change career choice





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

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

Berea-Specific Entering Survey

(Fall Term First-Year Students and New Transfers)



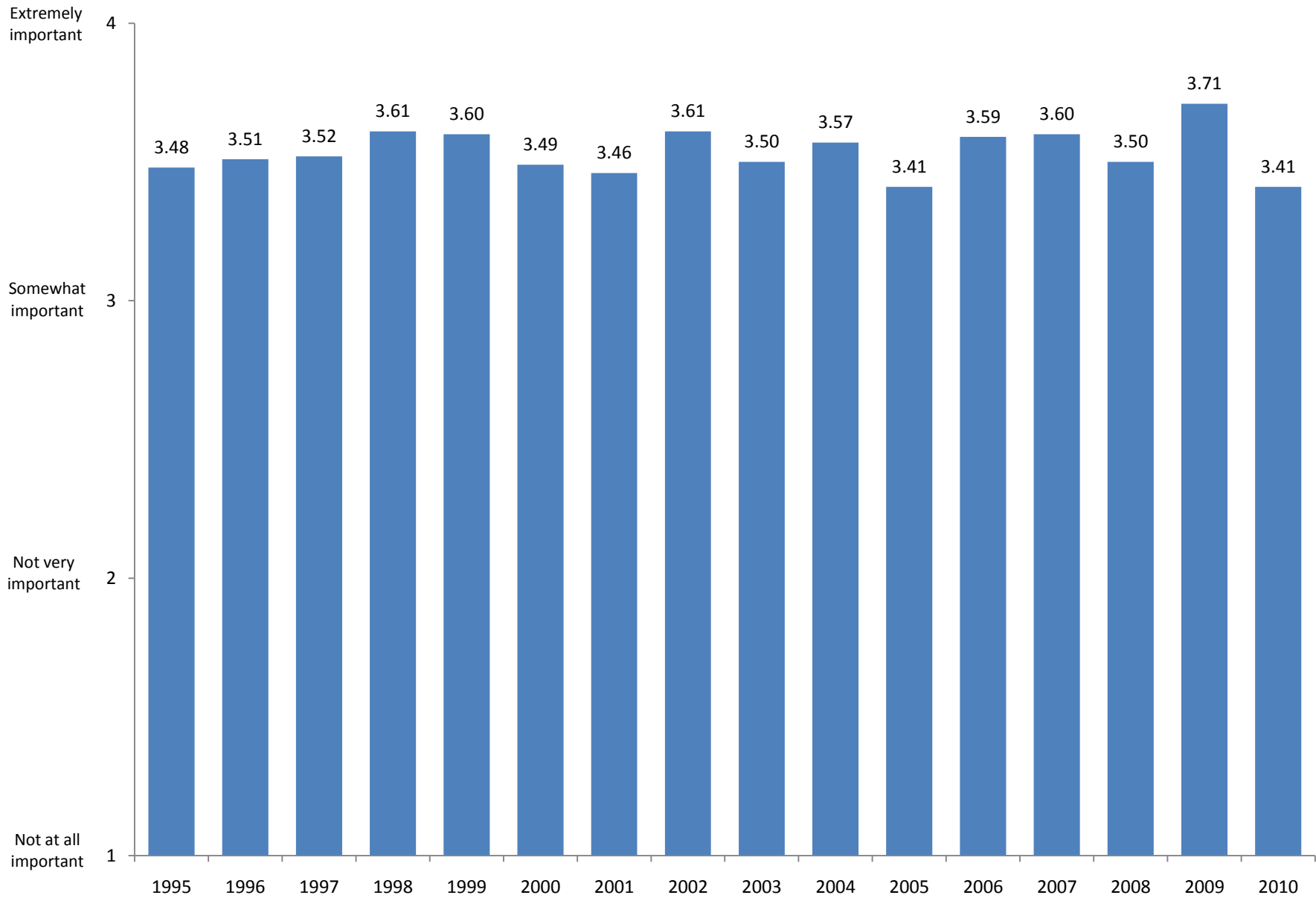
[Click to see survey instruments](#)

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

Average Response Rate of 85%

Rate the importance to you of each of the following:

Finding work that is challenging and that stimulates personal growth



Higher Education Research Institute (HERI) Faculty Survey



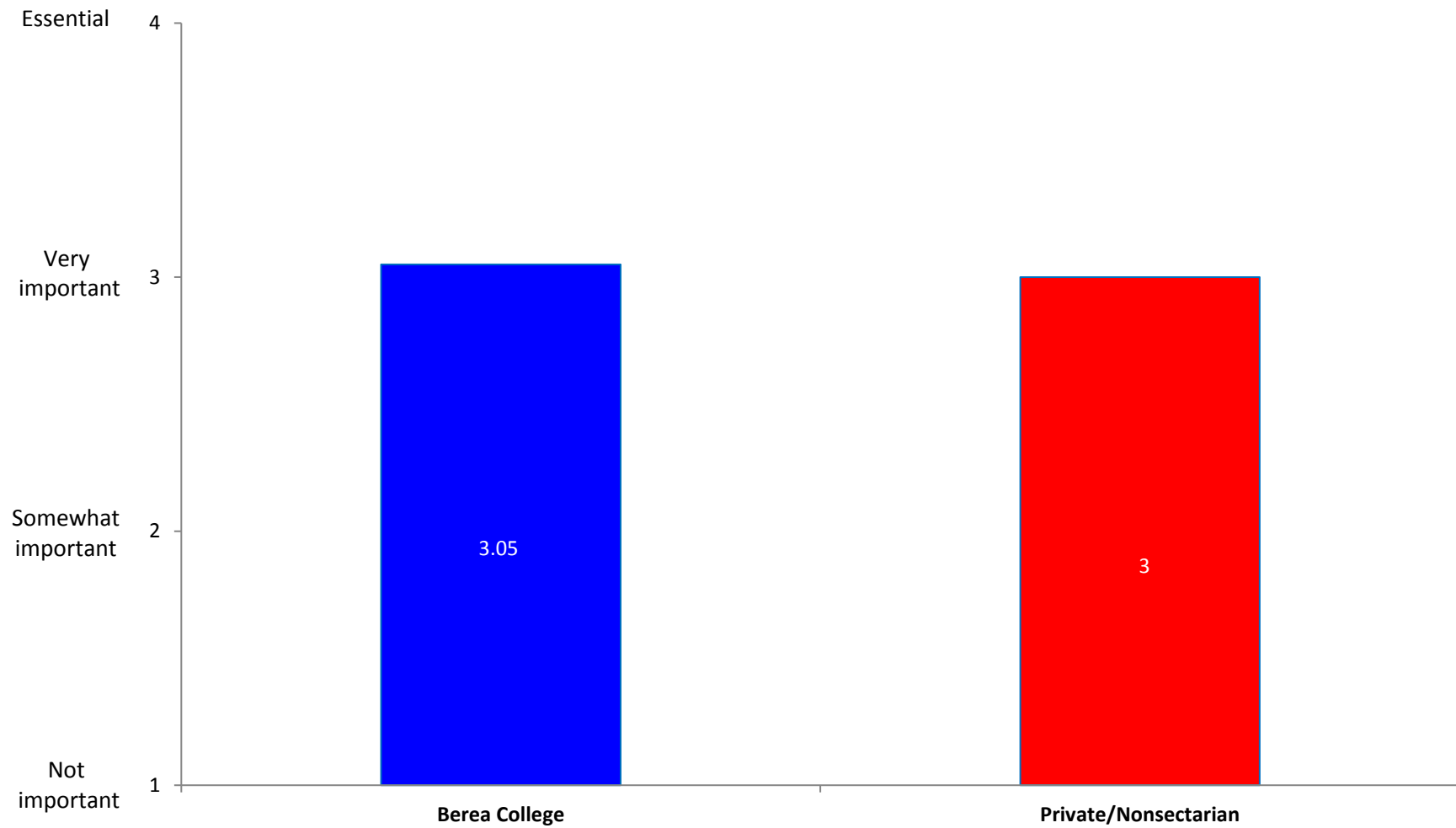
Administered Fall Terms 1989, 2004, and 2014

[Click to see survey instruments](#)

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

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

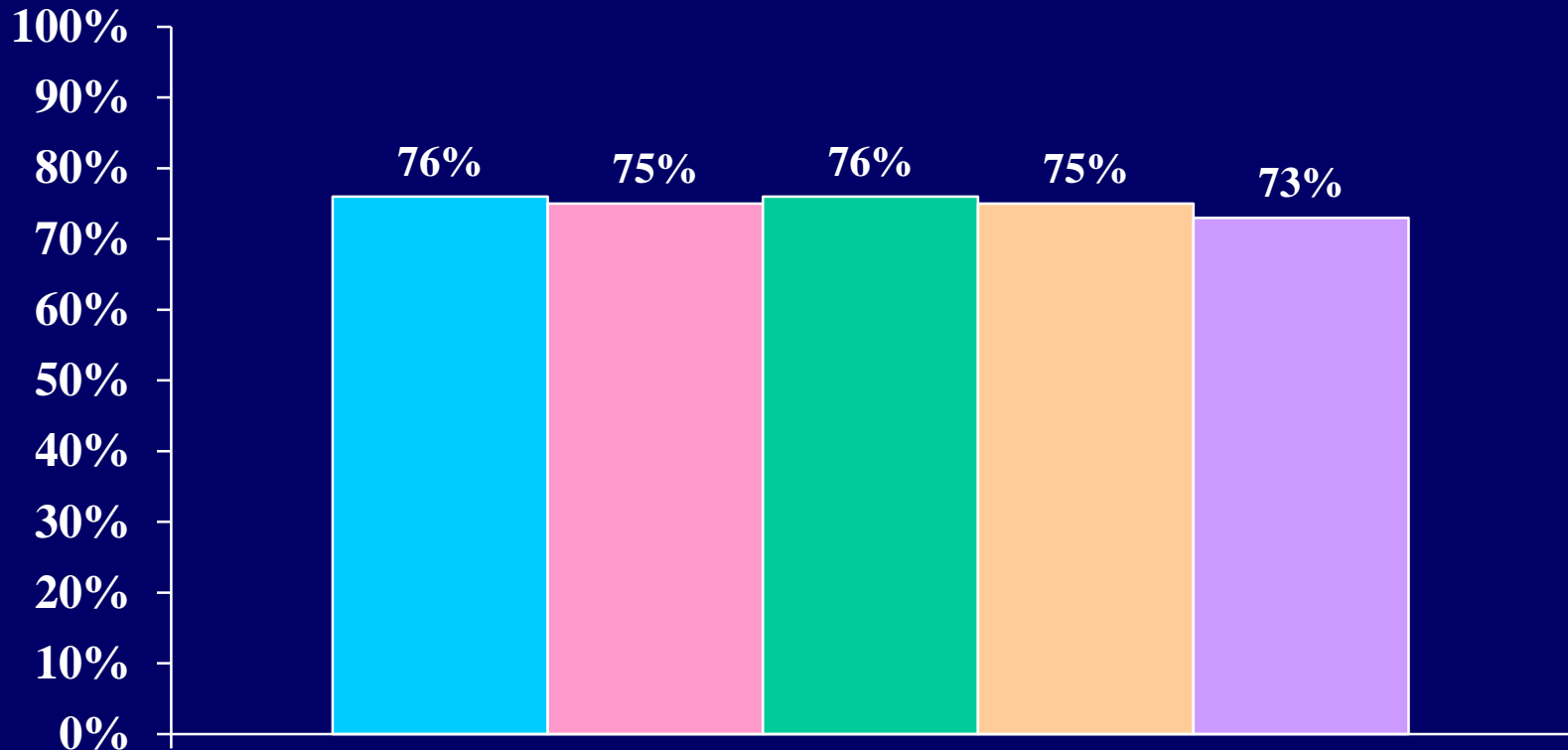
Prepare students for graduate or advanced education



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

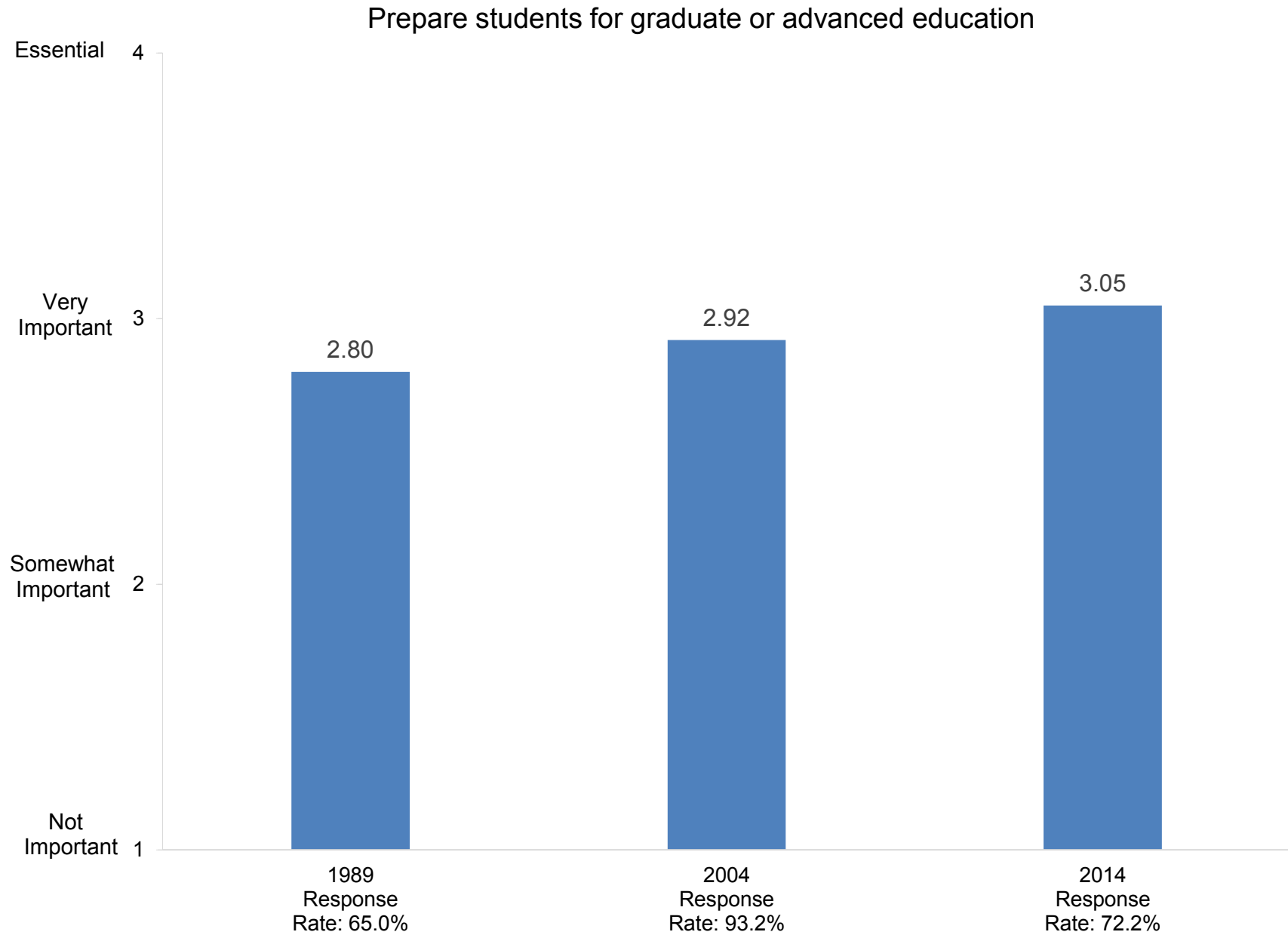
Percent of faculty who indicated “essential” or “very important”

Prepare students for graduate or advanced education



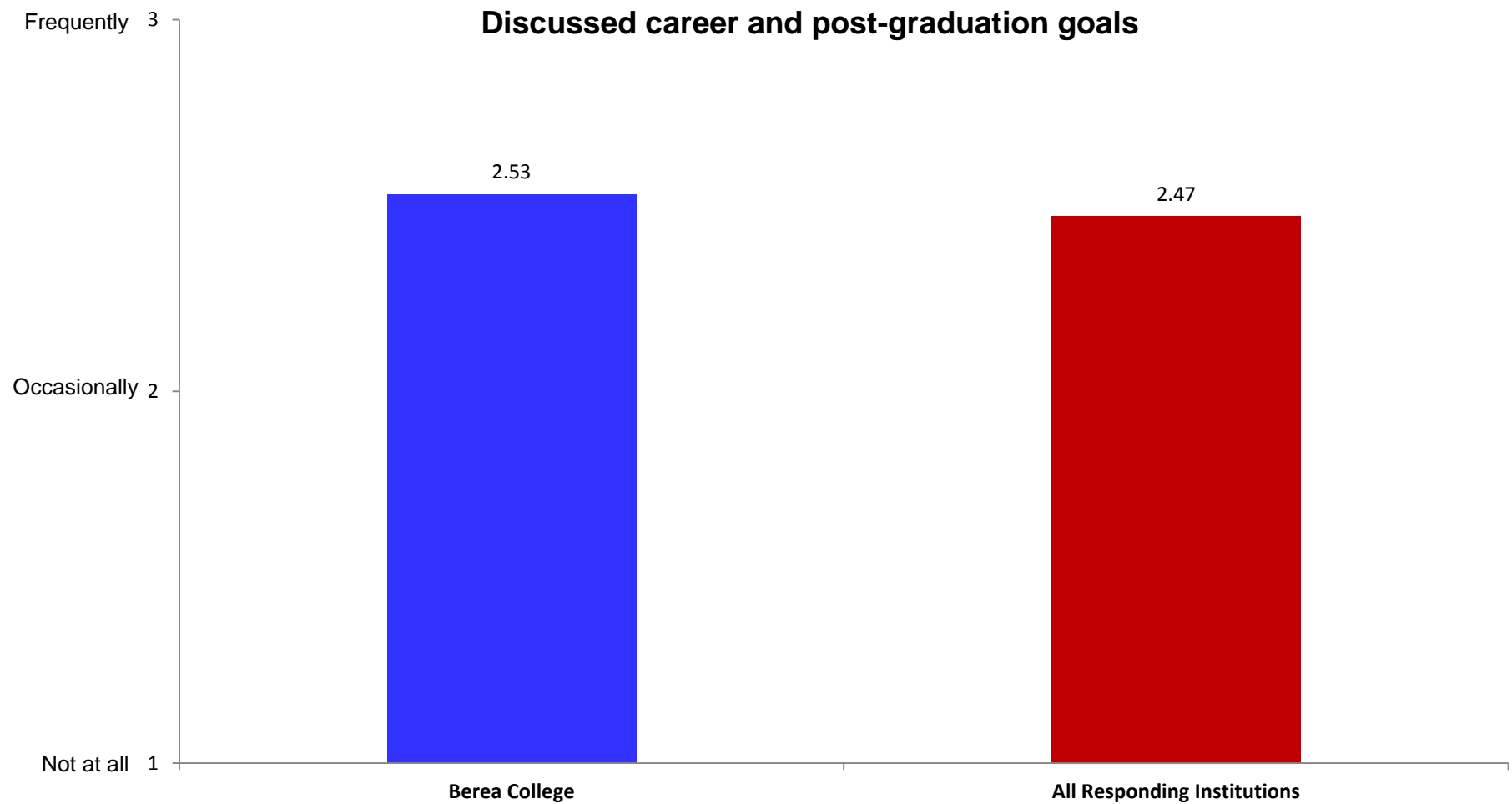
Higher Education Research Institute (HERI) Faculty Survey

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

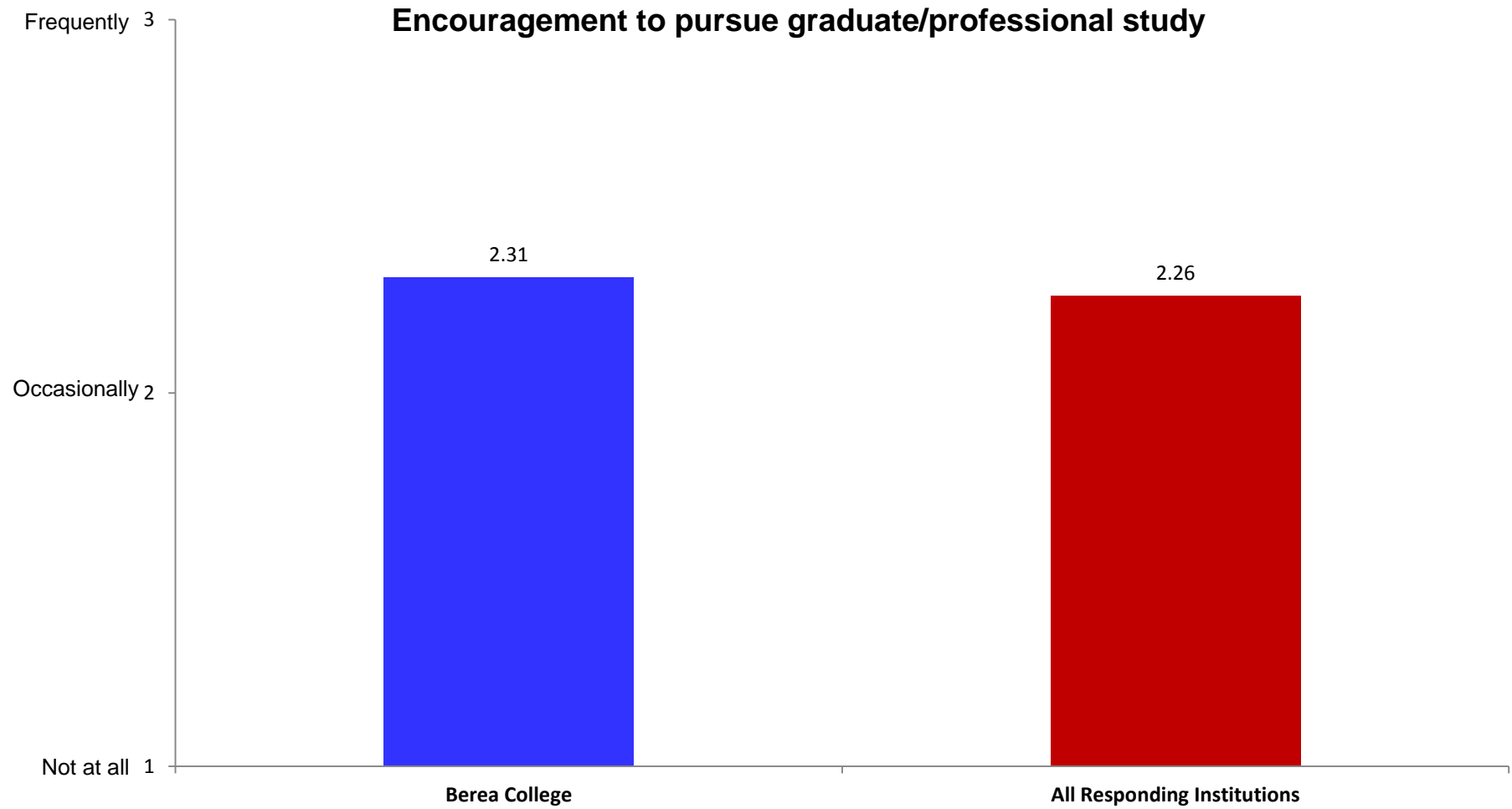


ADVISING MODULE

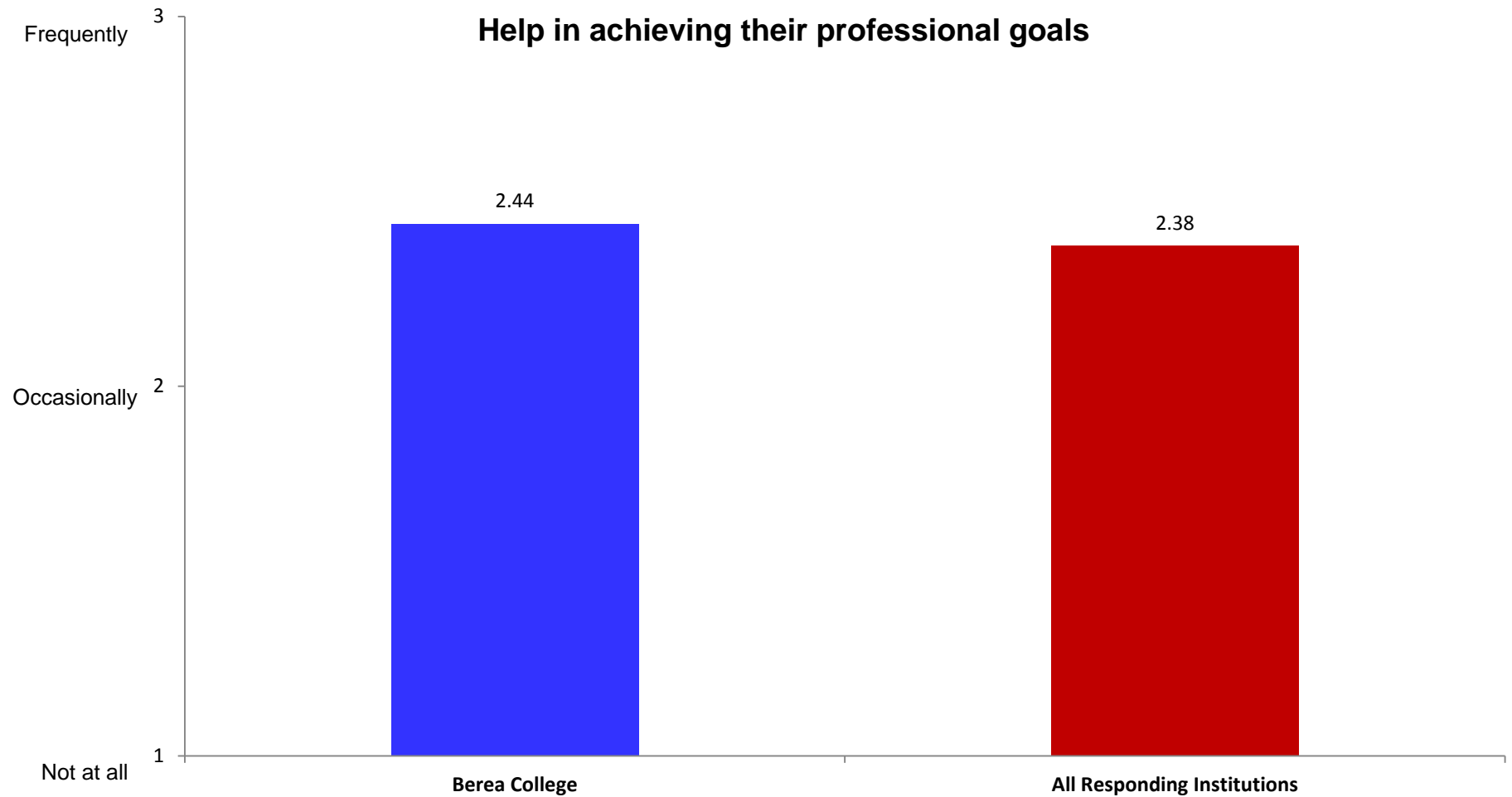
During the past year, how often have you done the following with your advisees?



During the past year, how often have you provided your advisees with?



During the past year, how often have you provided your advisees with?



National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)



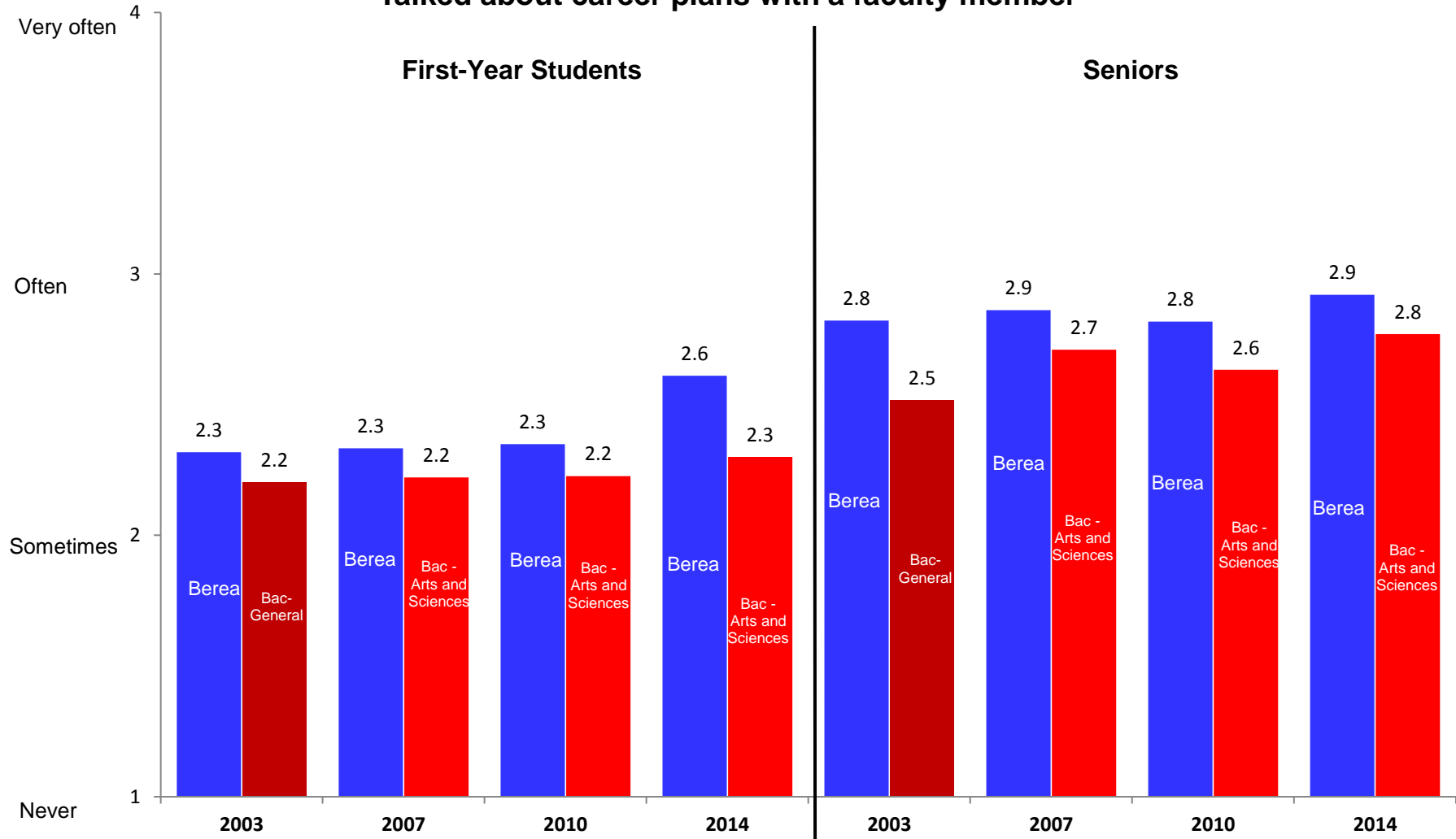
[Click to see survey instruments](#)

Response Rates:

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

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

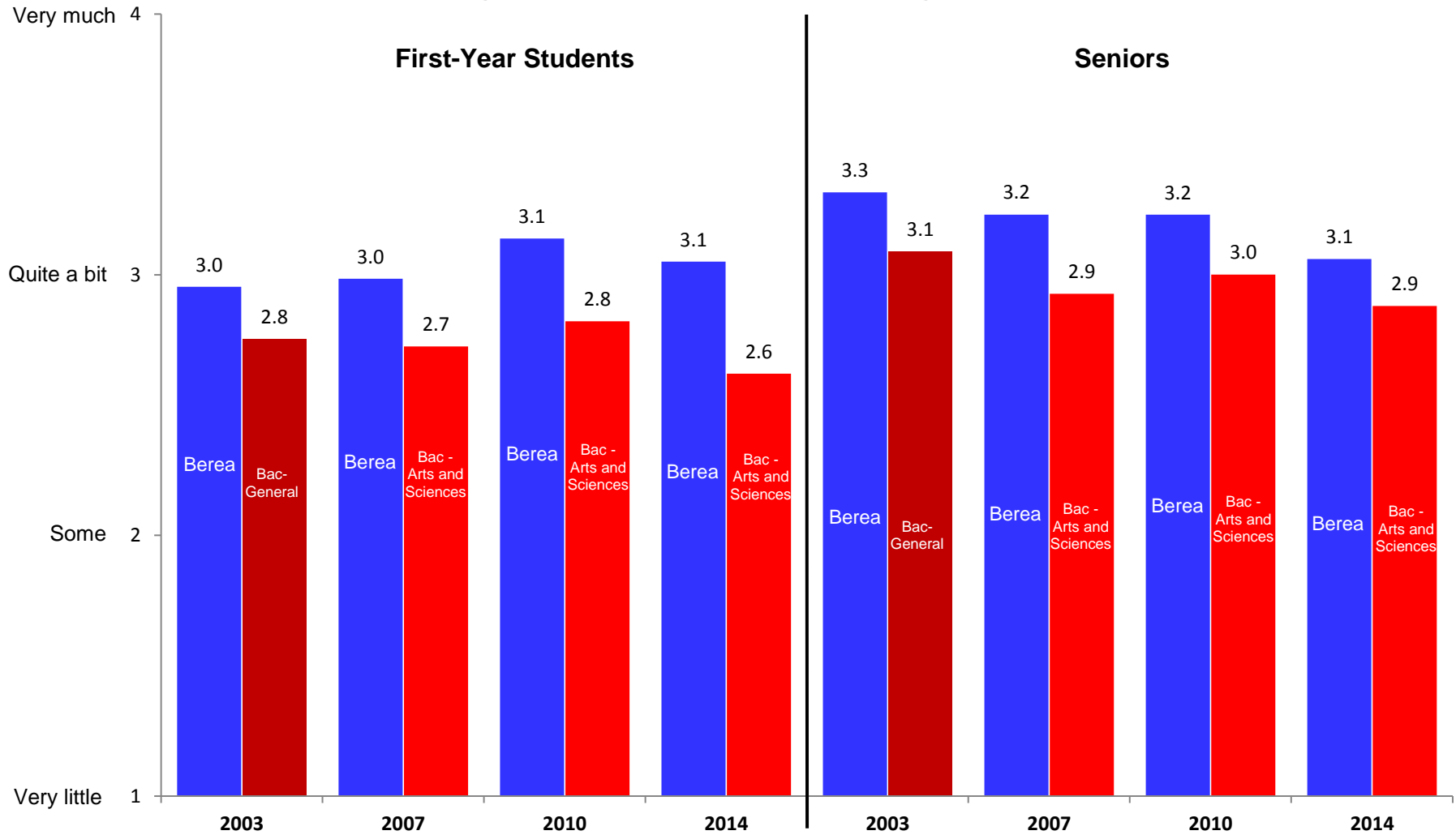
Talked about career plans with a faculty member*



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

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

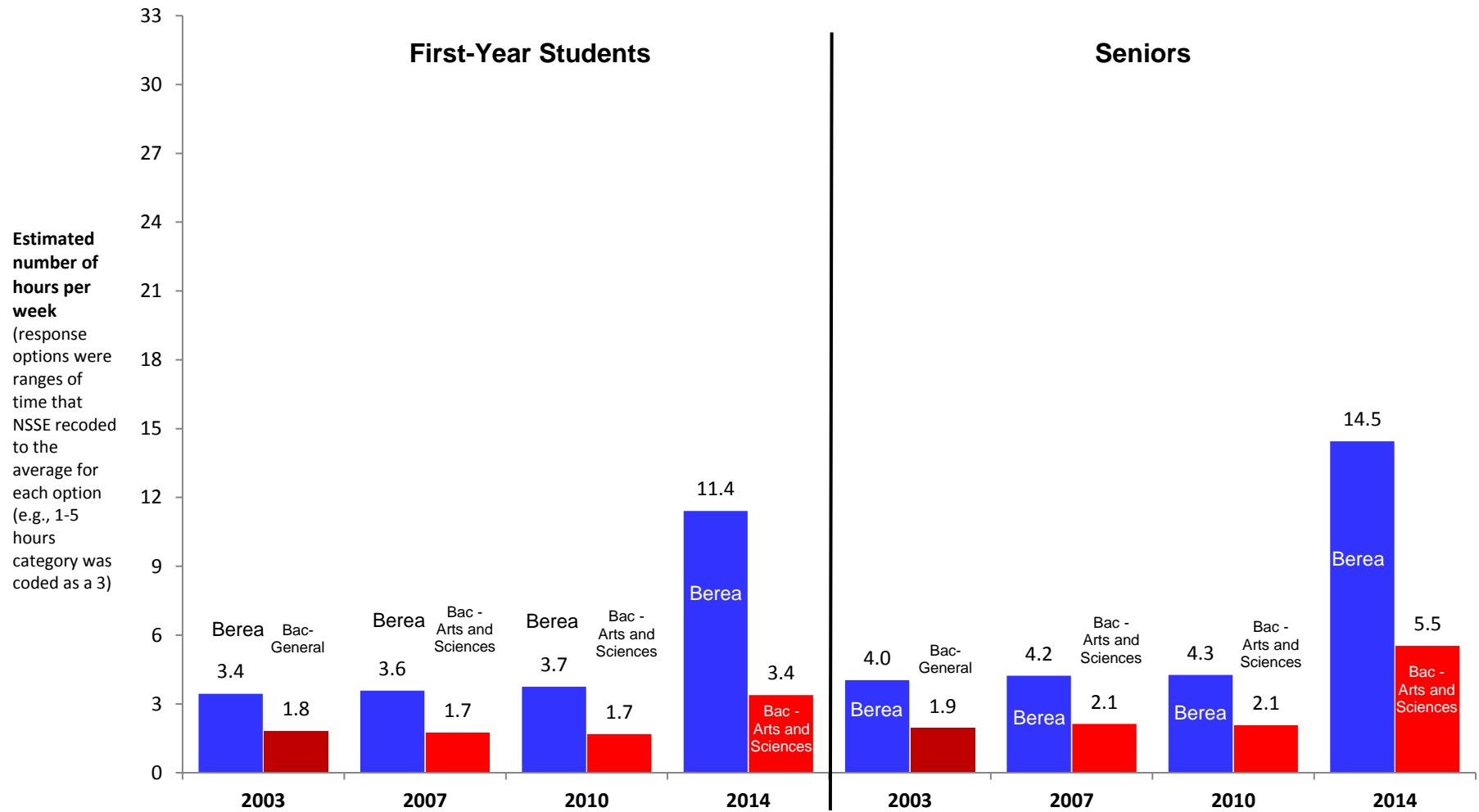
Acquiring job- or work-related knowledge and skills



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

About how many hours do you spend in a typical 7-day week doing the following?

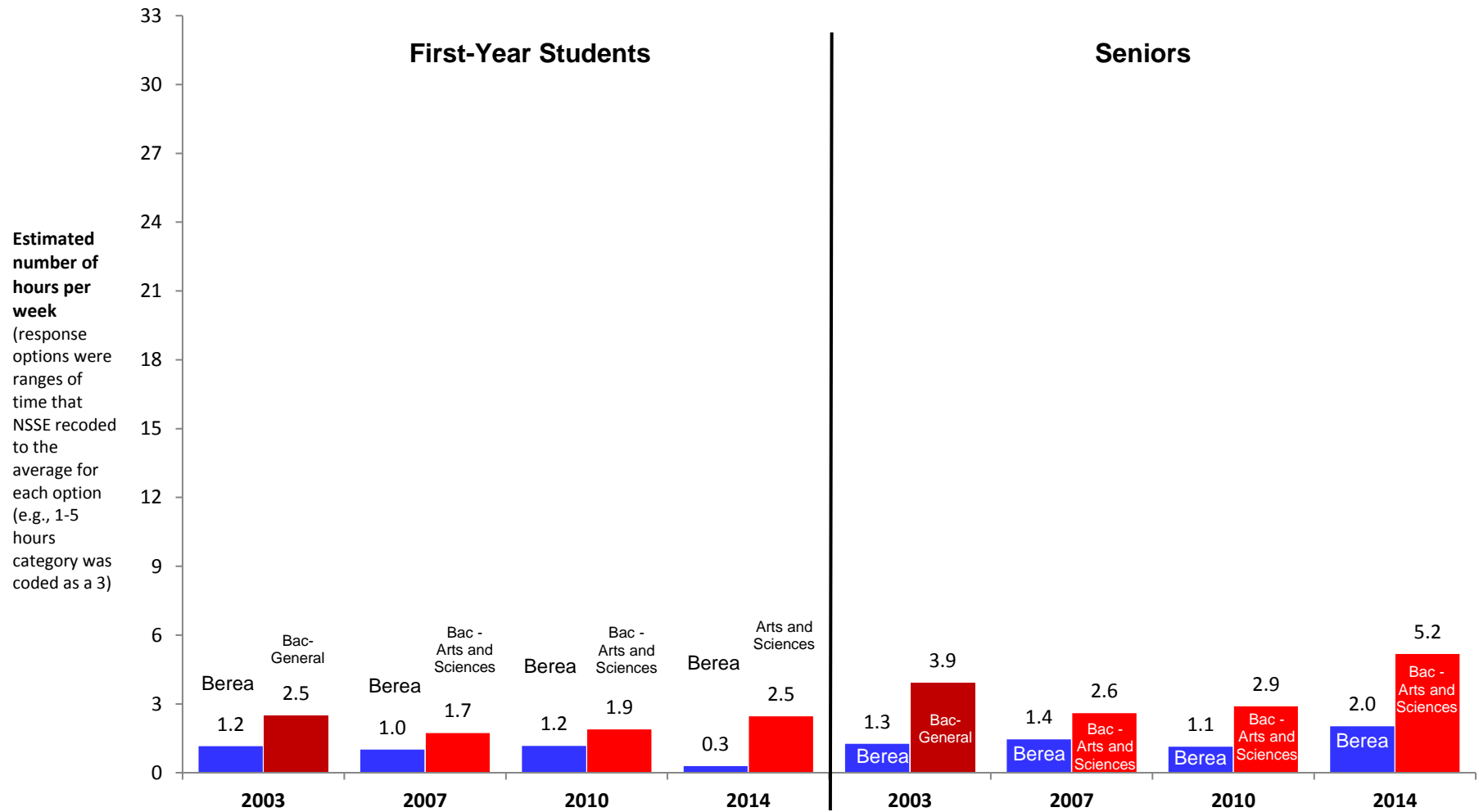
Working for pay on campus



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

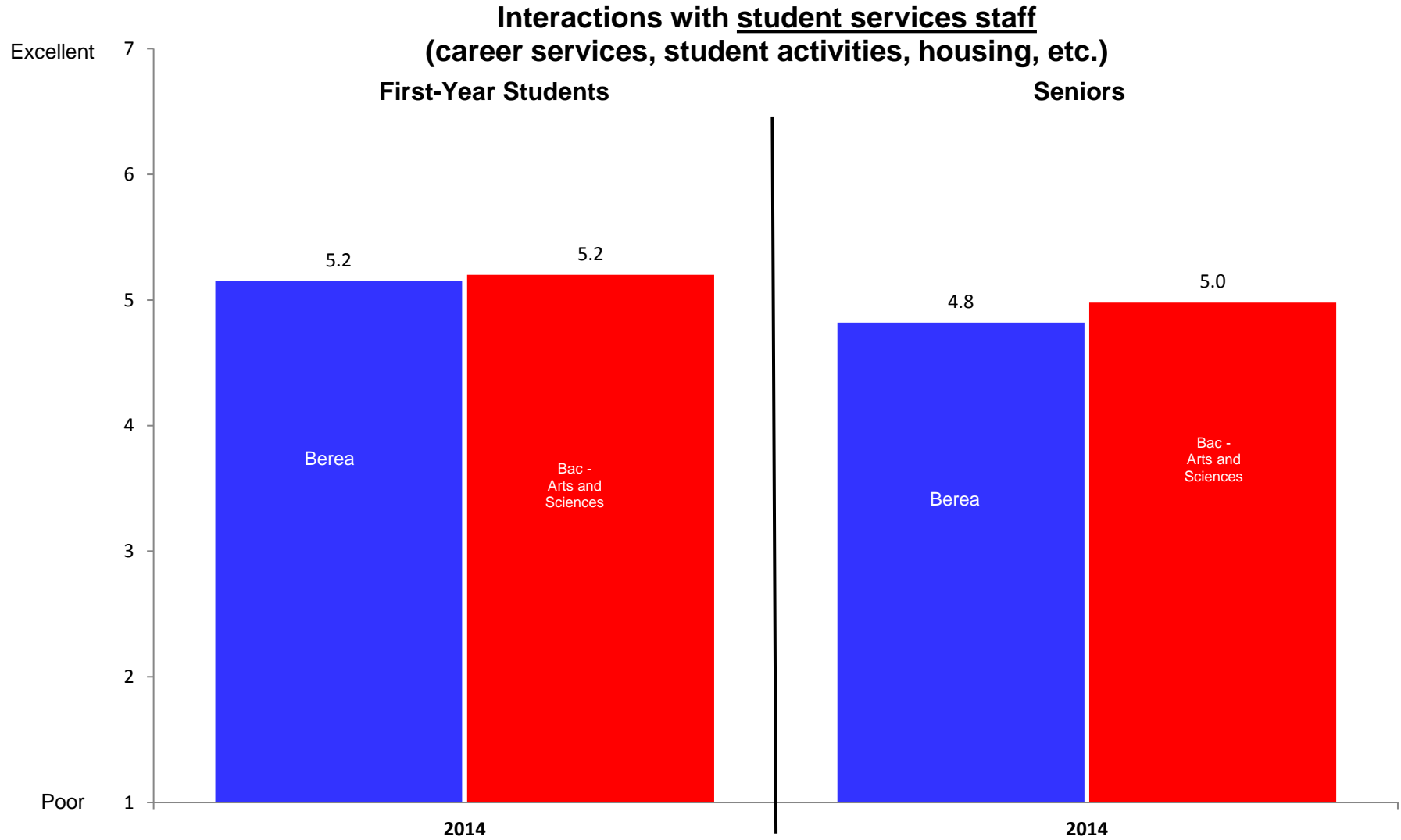
About how many hours do you spend in a typical 7-day week doing the following?

Working for pay off campus



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

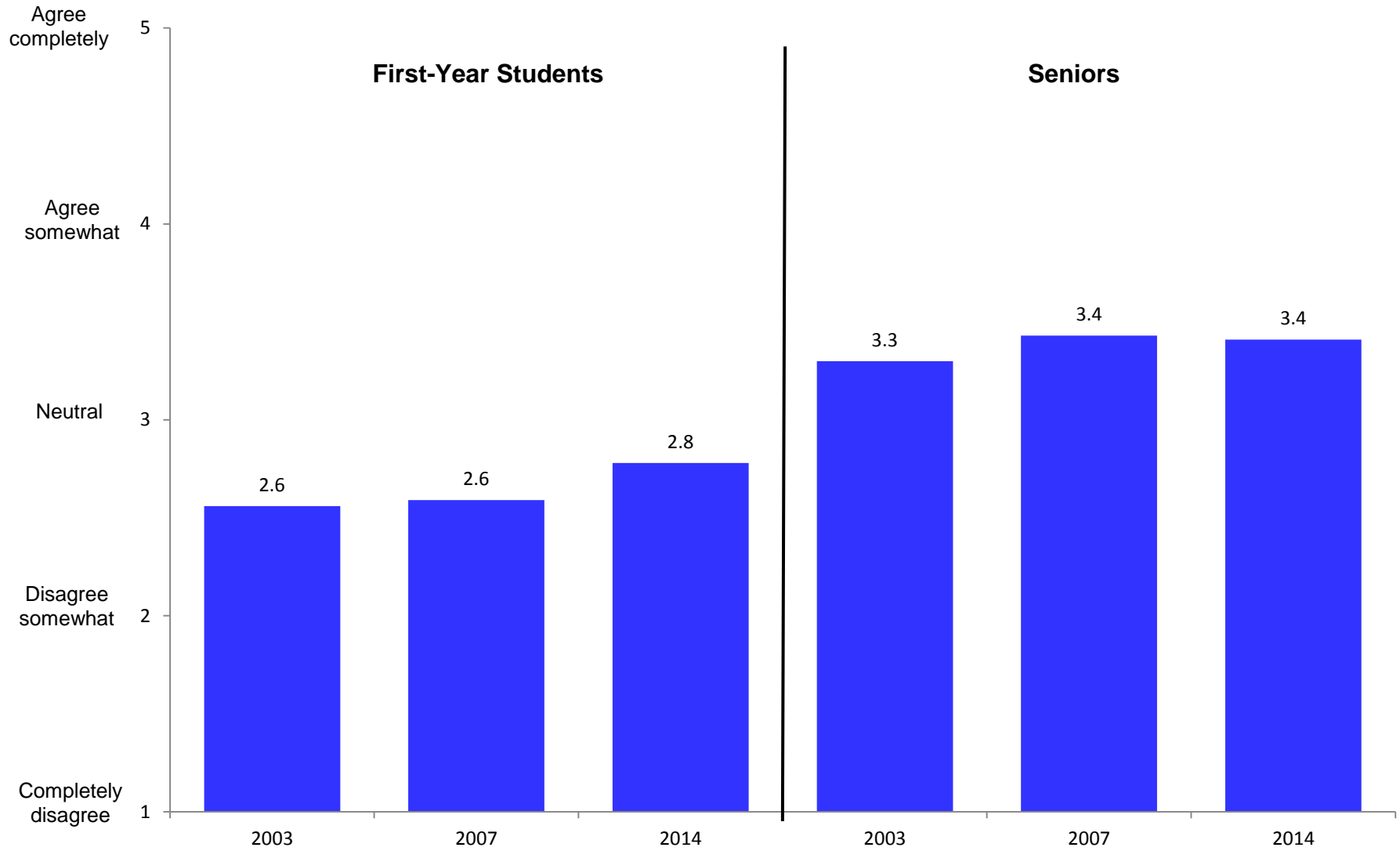
Indicate the quality of your interactions with



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

To what extent do you agree with the following?

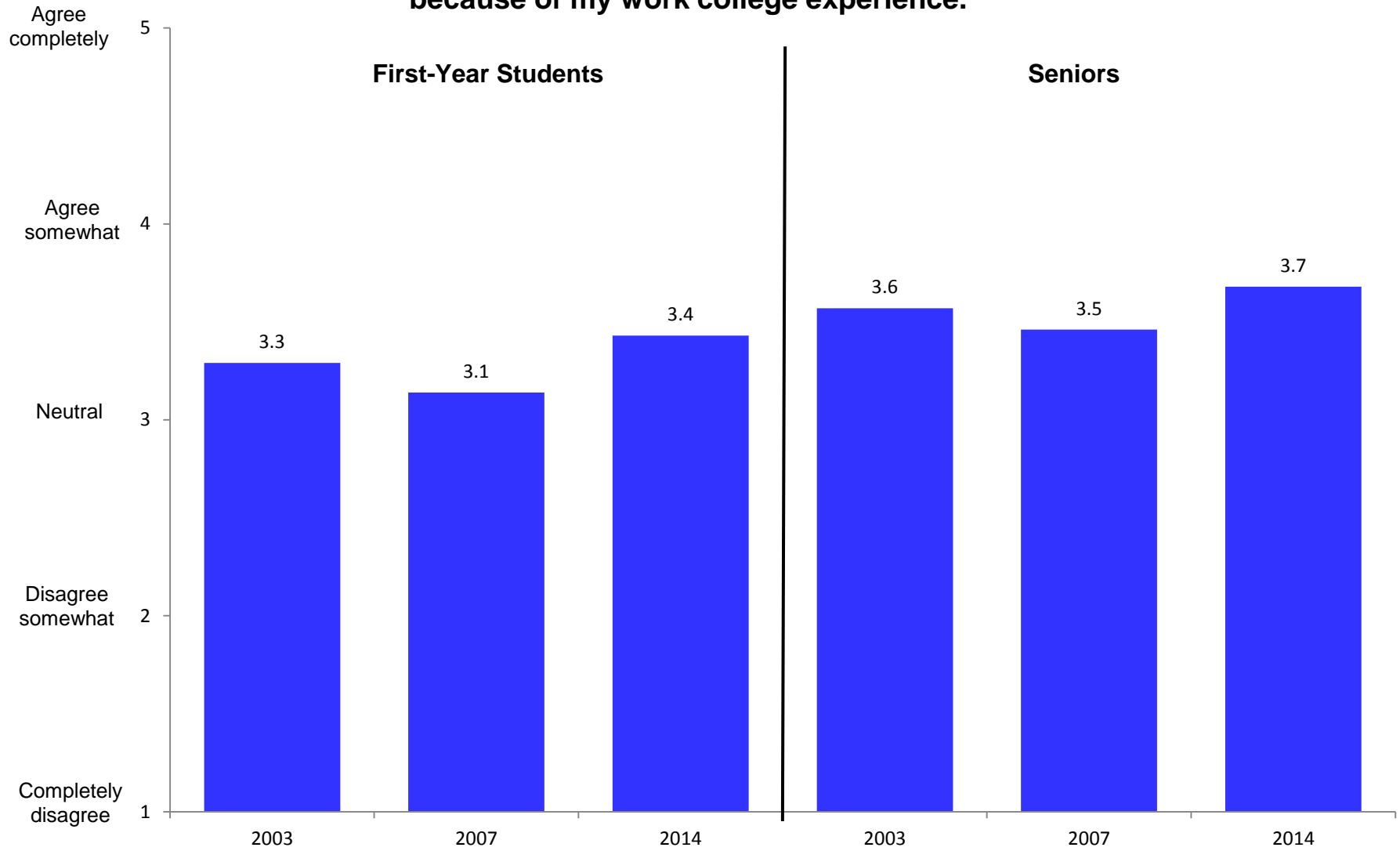
My experience in the work program has influenced my career goals.



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.

To what extent do you agree with the following?

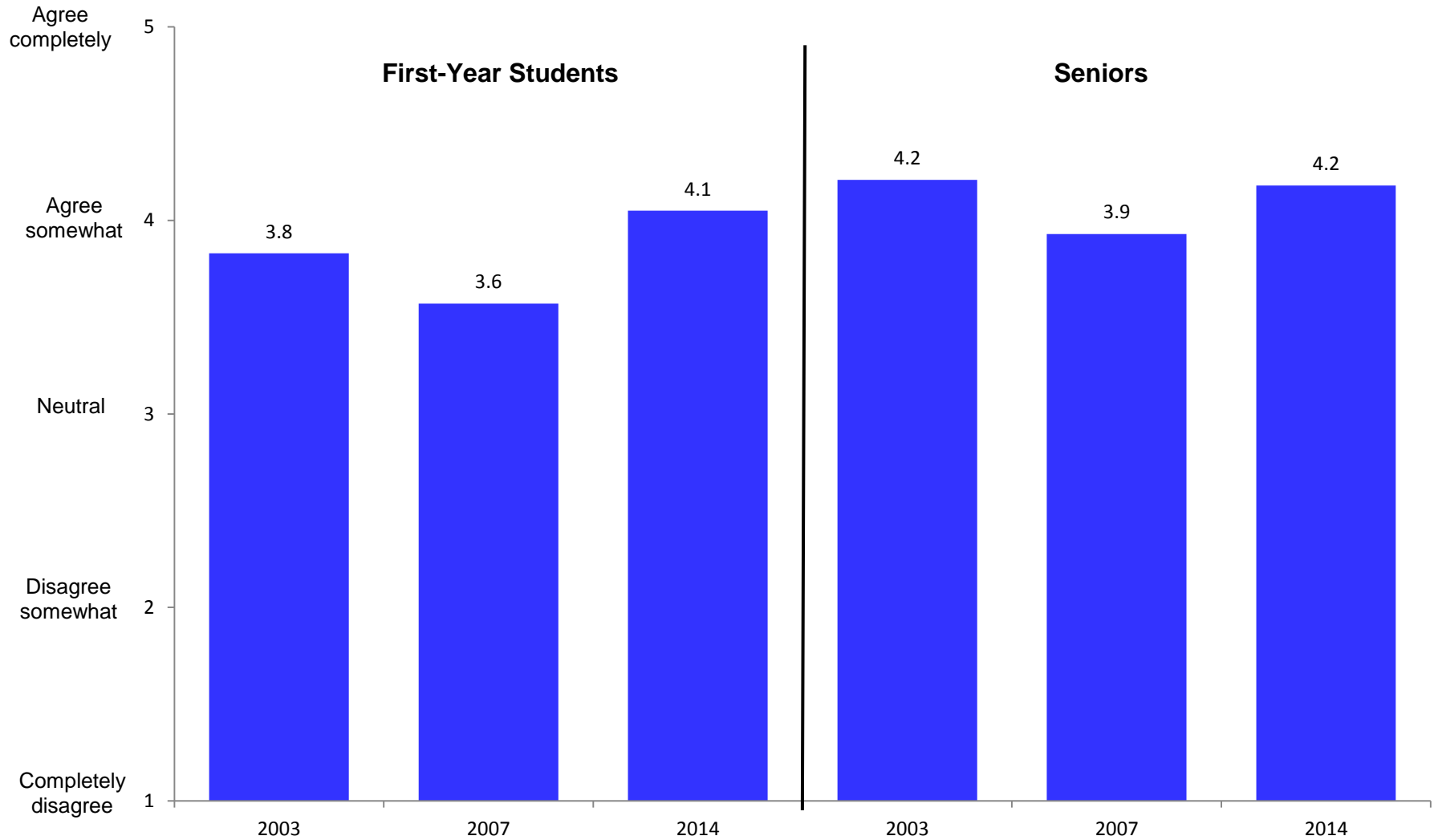
**I have become a more productive worker
because of my work college experience.**



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.

To what extent do you agree with the following?

My participation in the work program will increase my value in the job market.



NOTE: Item was a Berea-specific item added to the NSSE survey as part of the Work Colleges Consortium (WCC) administration. Items were not asked in 2010.

Faculty Survey of Student Engagement (FSSE) and the National Survey of Student Engagement (NSSE)

(First-Year Students/Faculty who teach mainly freshman and sophomores
And Senior Students/Faculty who teach mainly juniors and seniors)



[Click to see survey instruments](#)

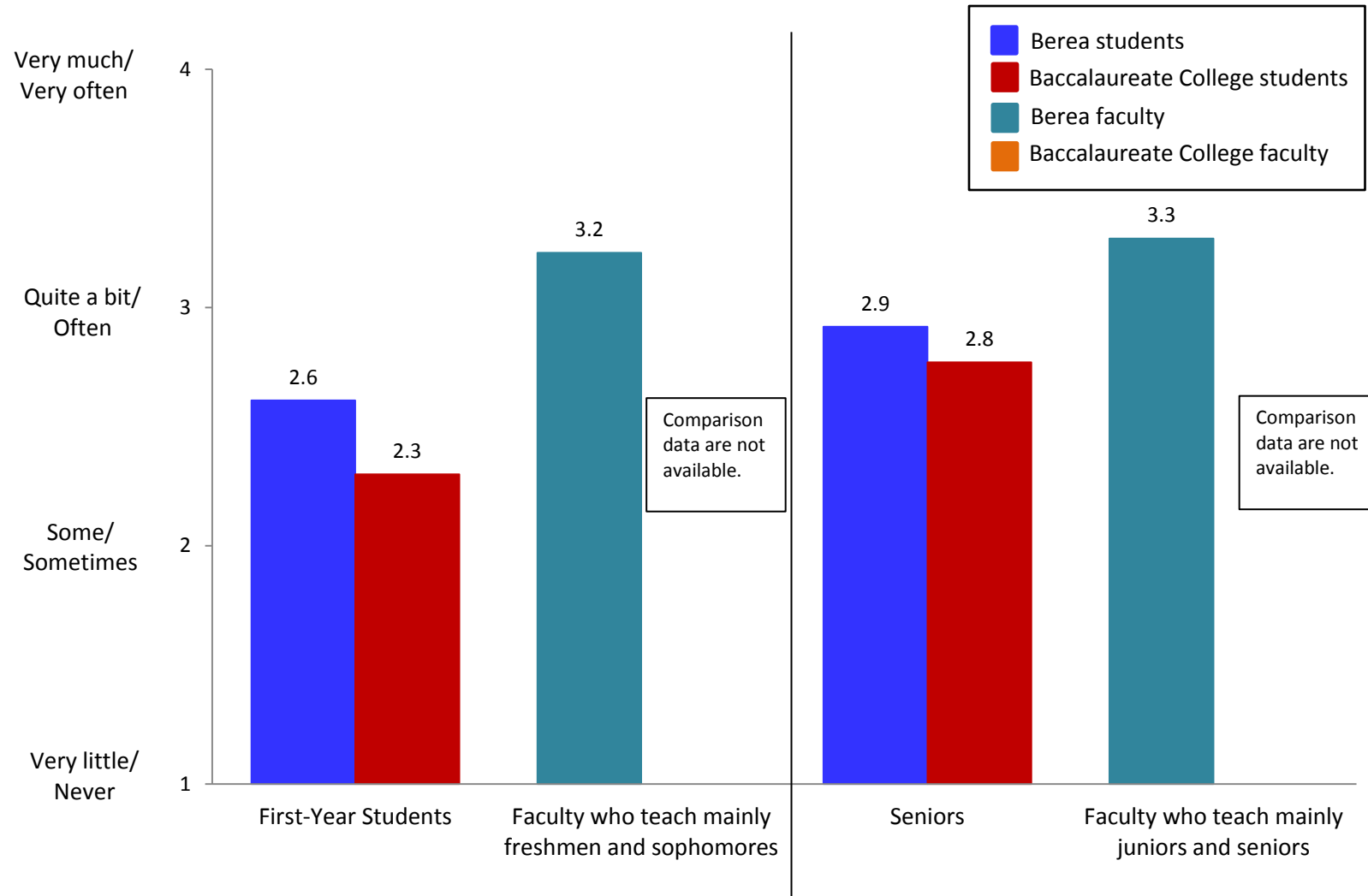
Response Rates:

Spring 2014 Students	60%
Faculty	56%

FSSE: About how often have you done each of the following with the undergraduate students you teach or advise?

NSSE: About how often have you done the following?

Talked about their career plans



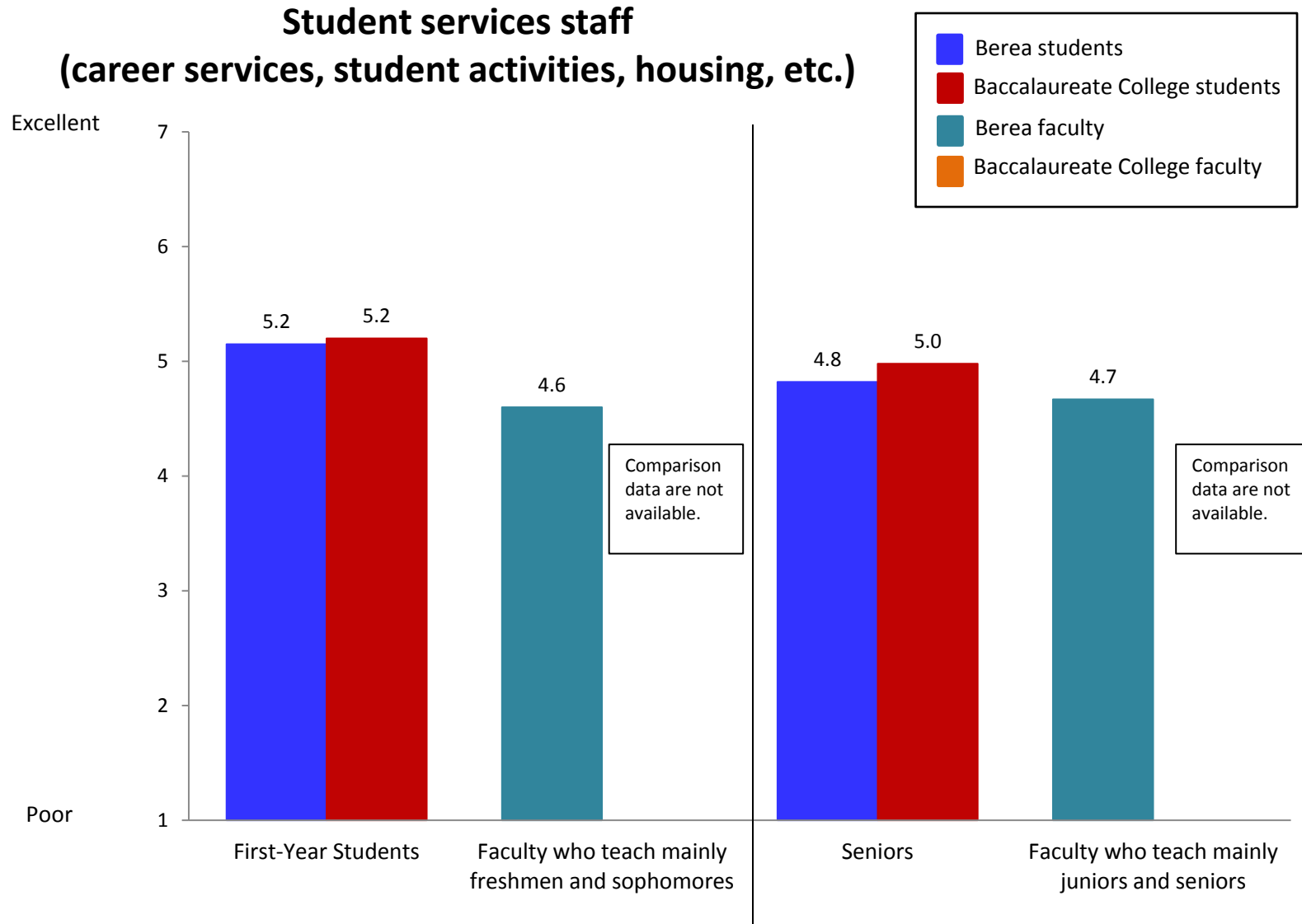
Response Rates:

Faculty: 56%

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

FSSE: Indicate your perception of the quality of student interactions with the following....

NSSE: Indicate the quality of your interactions with the following ...?



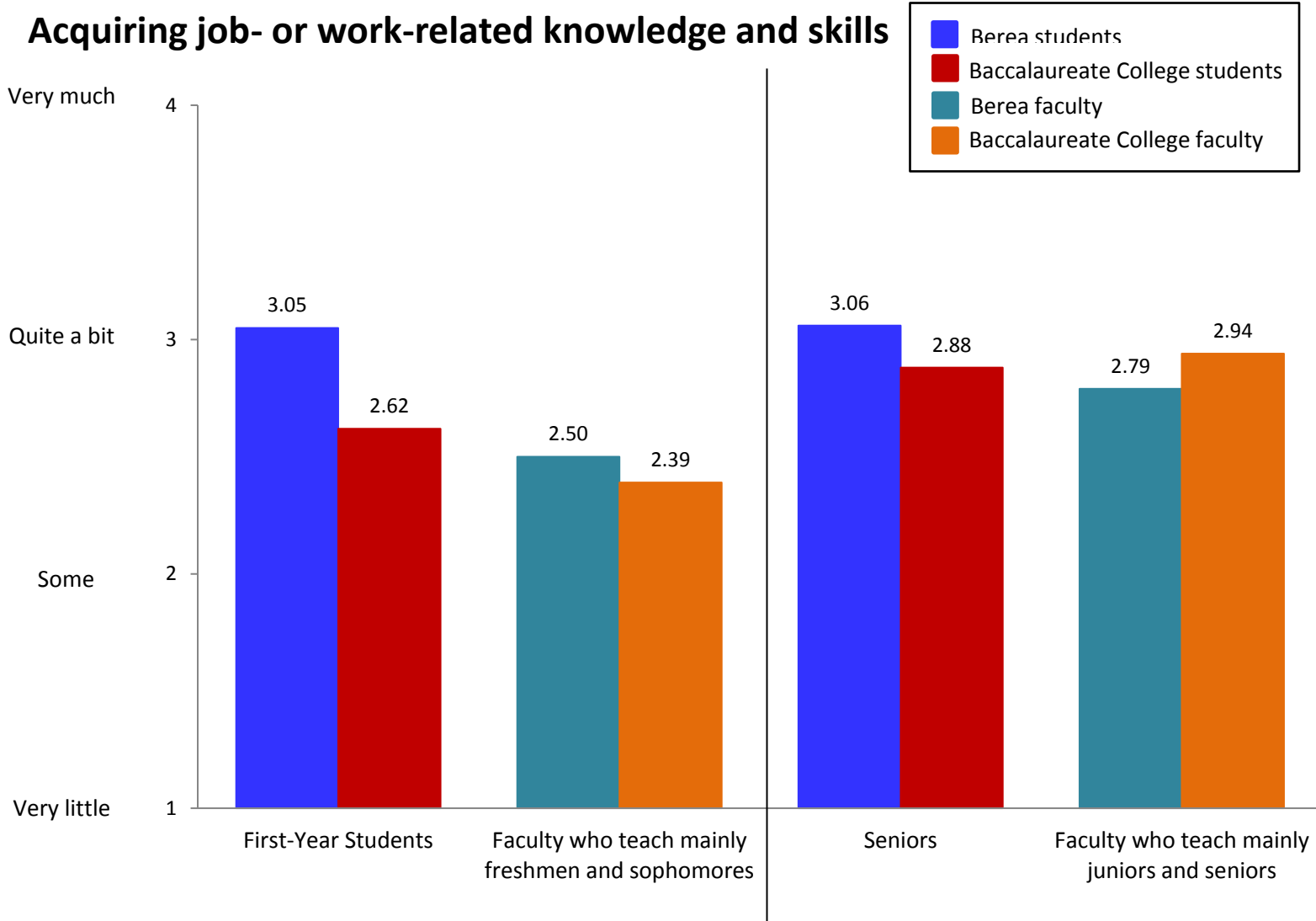
Response Rates:

Faculty: 56%

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

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

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



Response Rates:

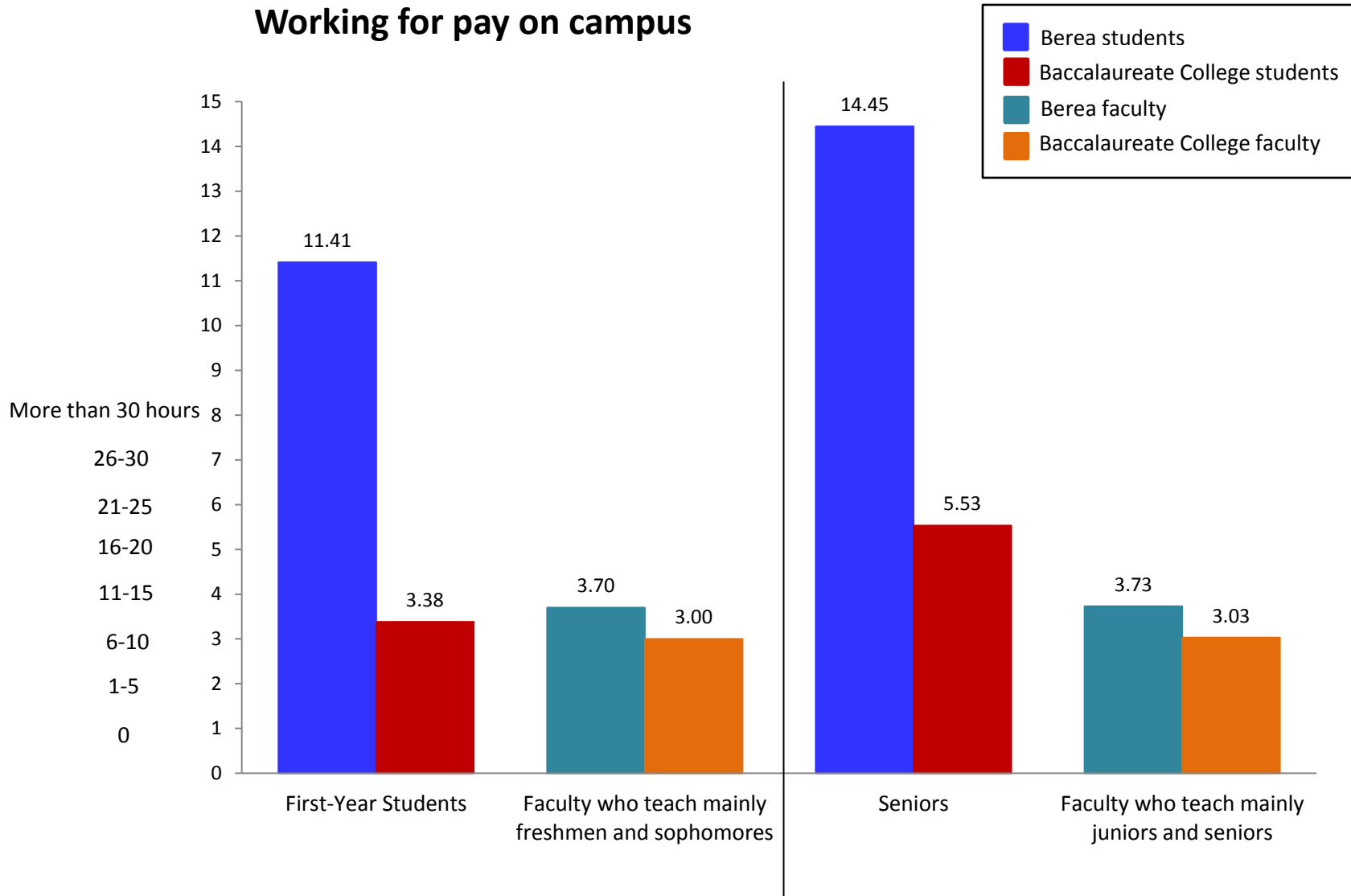
Faculty: 56%

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

FSSE: About how many hours do you think the typical student in your selected course section spends ...?

NSSE: About how many hours do you spend in a typical 7-day week ...?

Working for pay on campus



Response Rates:

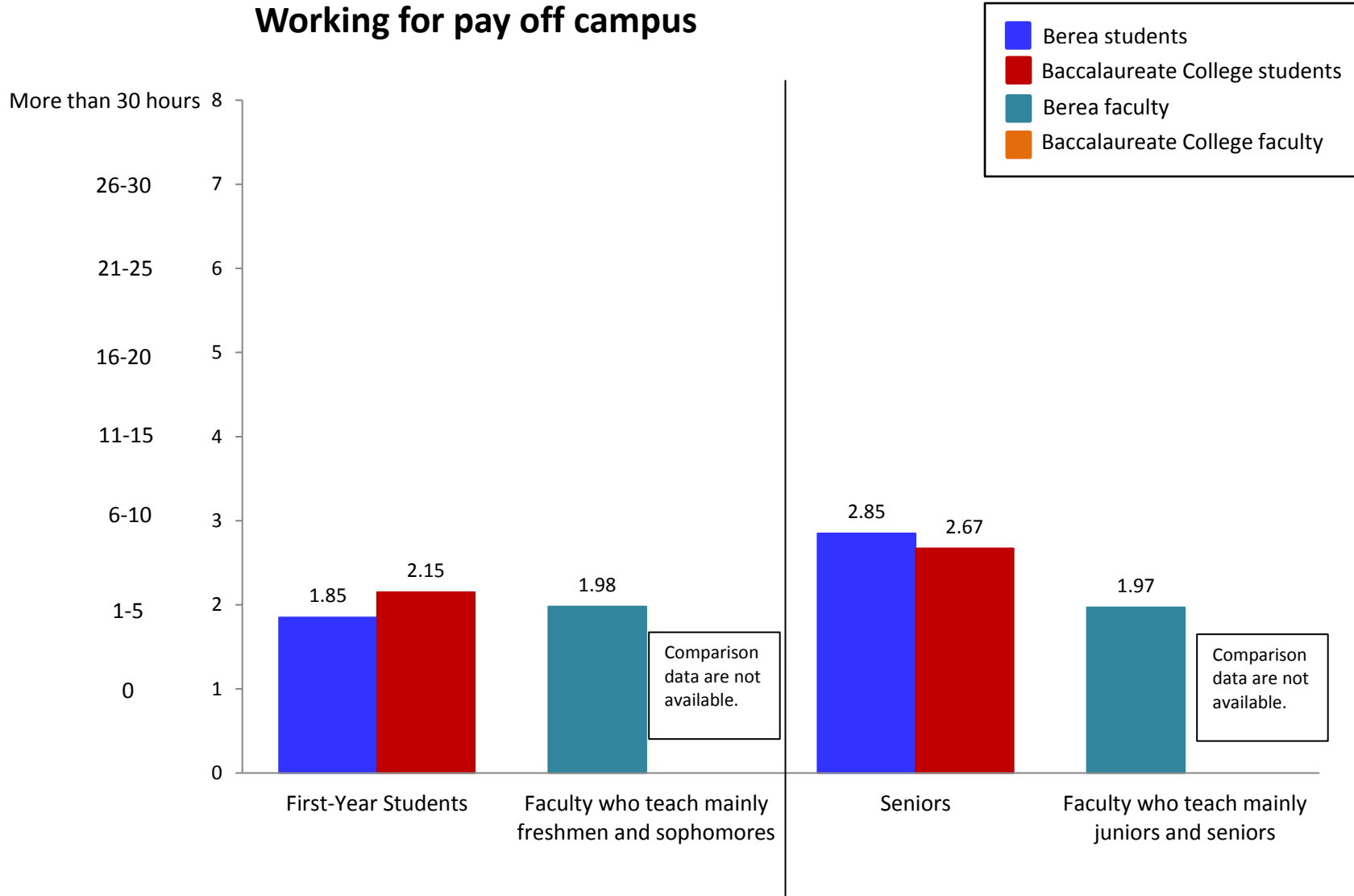
Faculty: 56%

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

FSSE: About how many hours do you think the typical student in your selected course section spends ...?

NSSE: About how many hours do you spend in a typical 7-day week ...?

Working for pay off campus



Response Rates:

Faculty: 56%

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

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

All Students



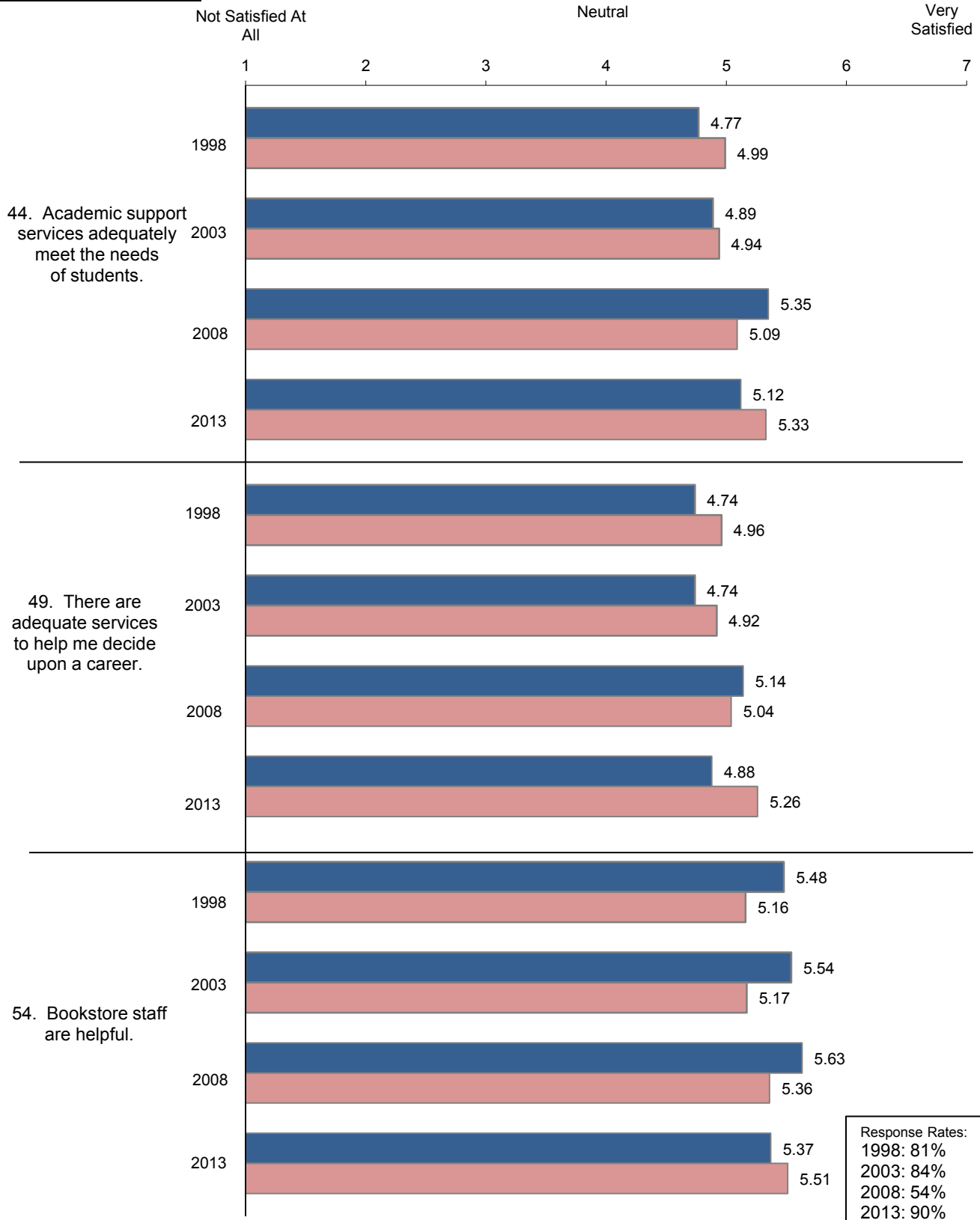
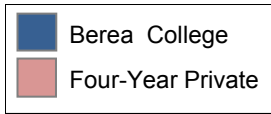
[Click to see survey instruments](#)

Response Rates:

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

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

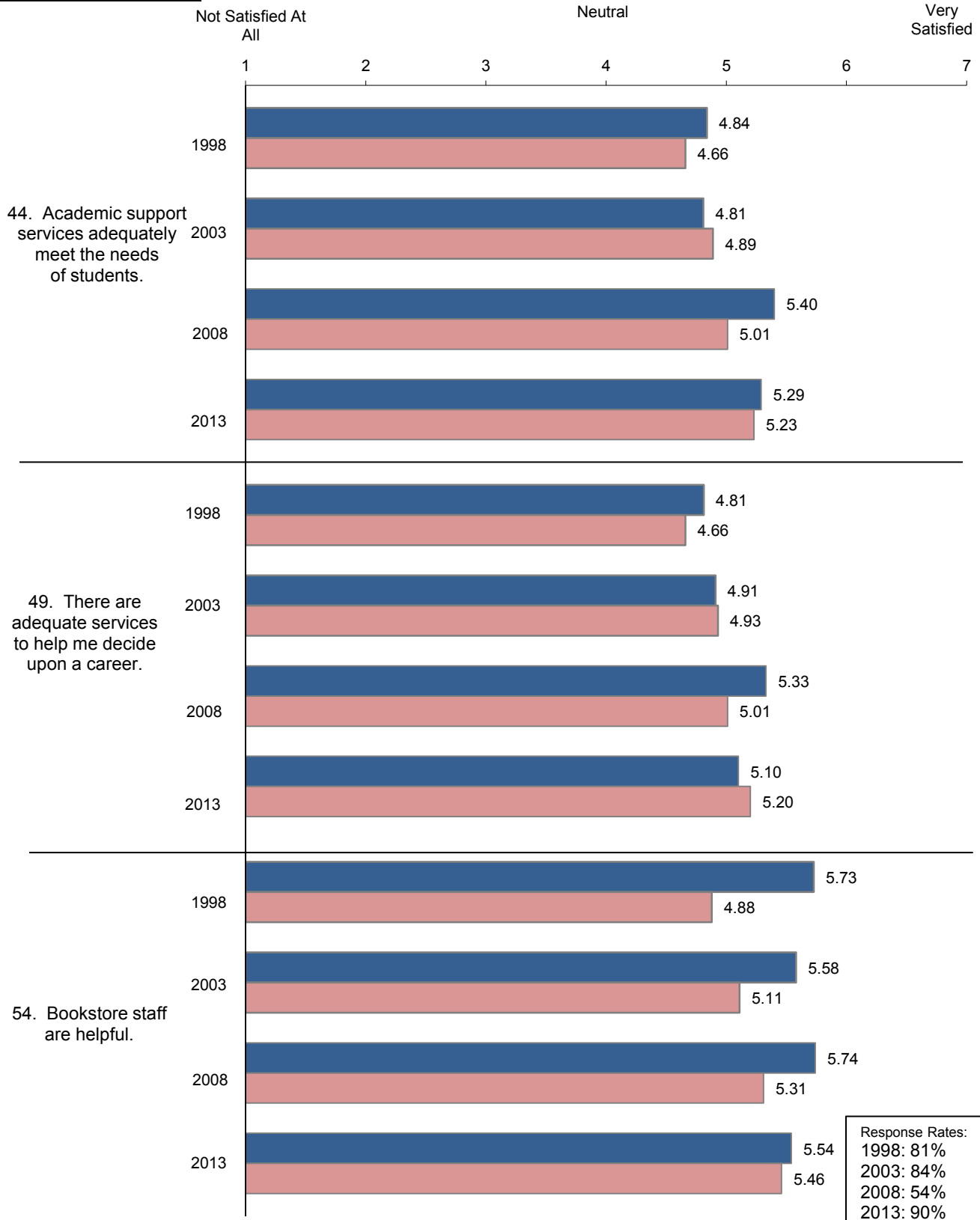
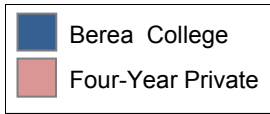
Noel-Levitz Student
Satisfaction Inventory



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

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

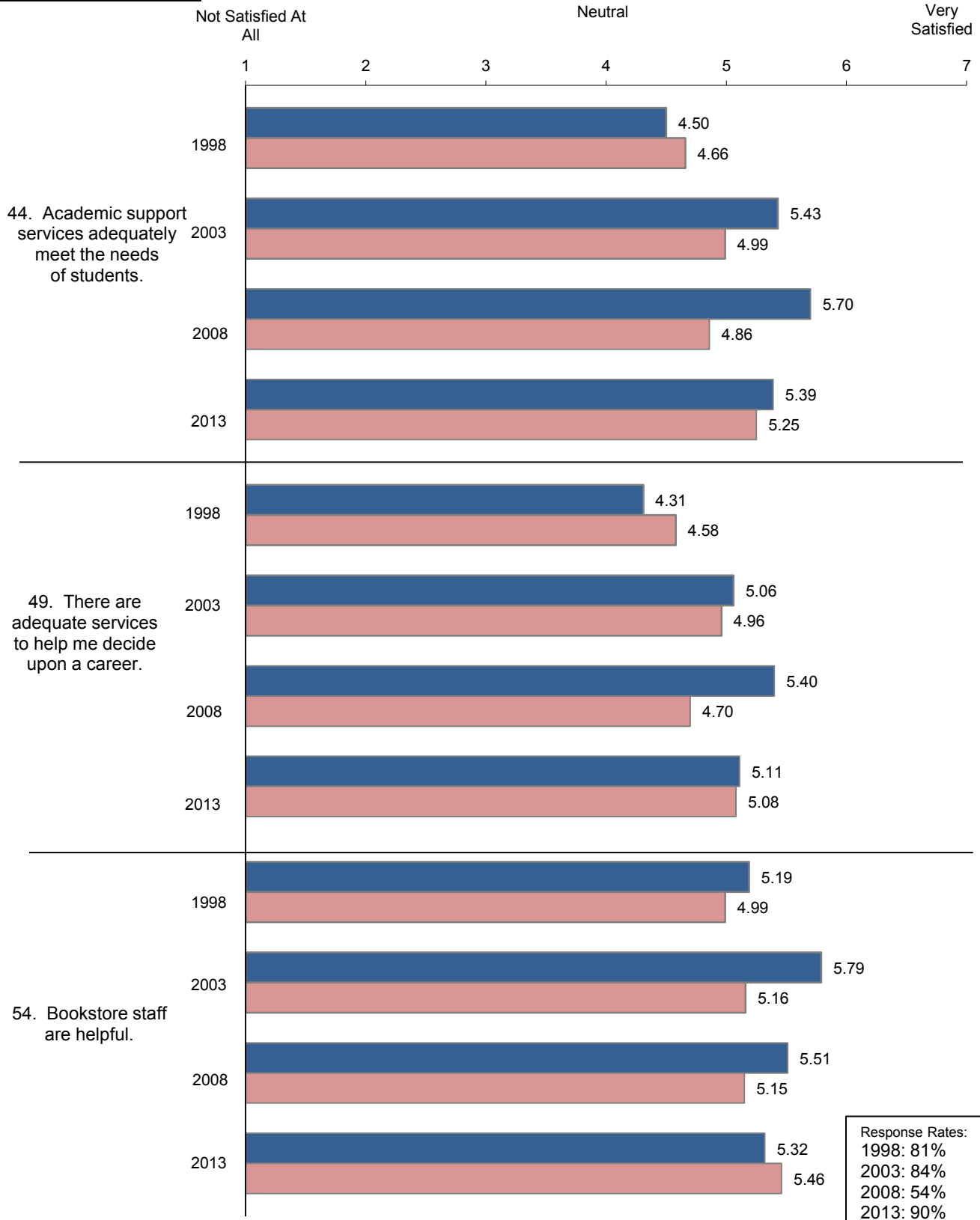
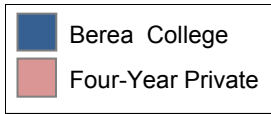
Noel-Levitz Student
Satisfaction Inventory



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

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

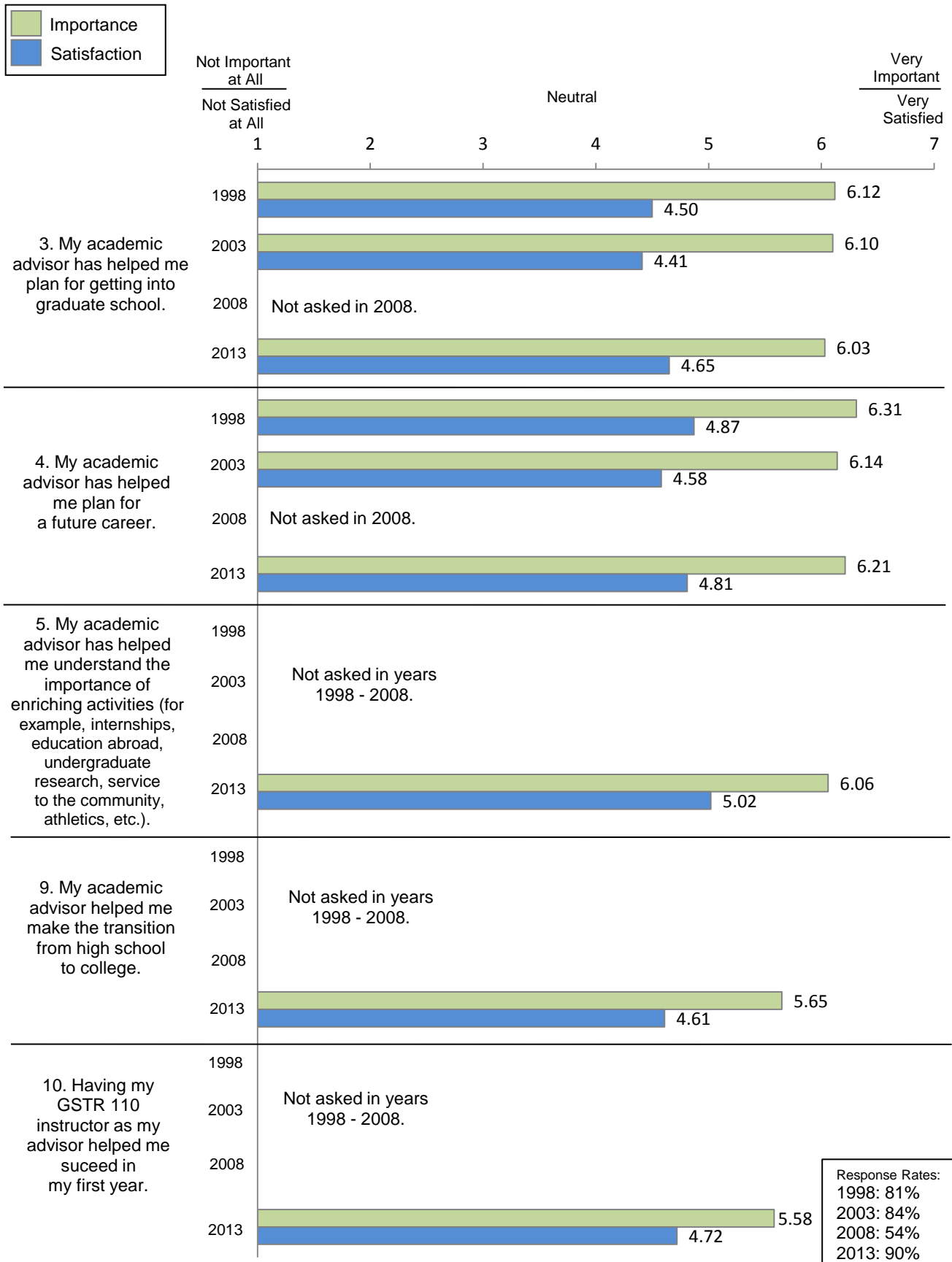
Noel-Levitz Student
Satisfaction Inventory



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

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

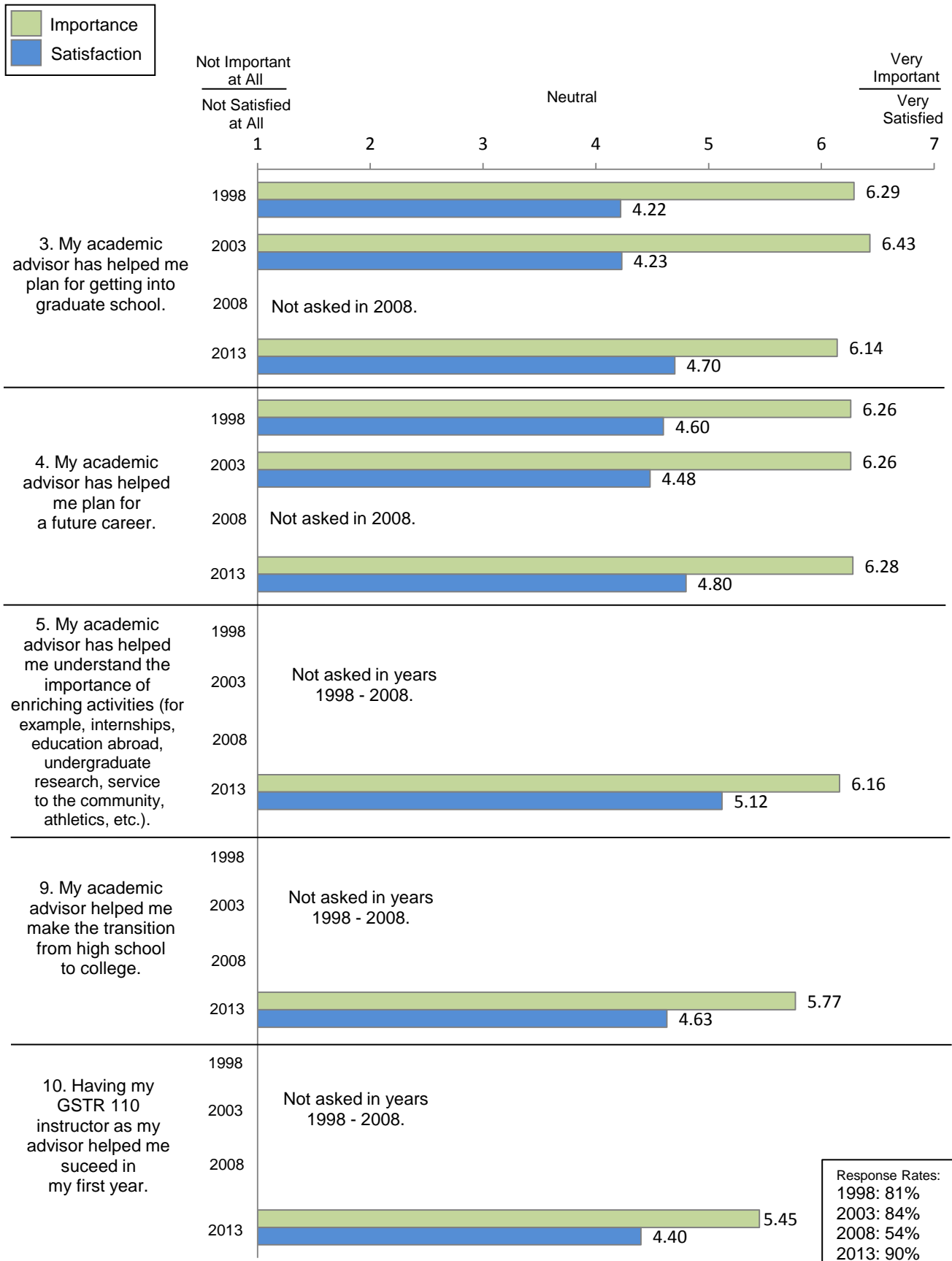
Berea-Specific
Satisfaction Survey



African-American Students

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

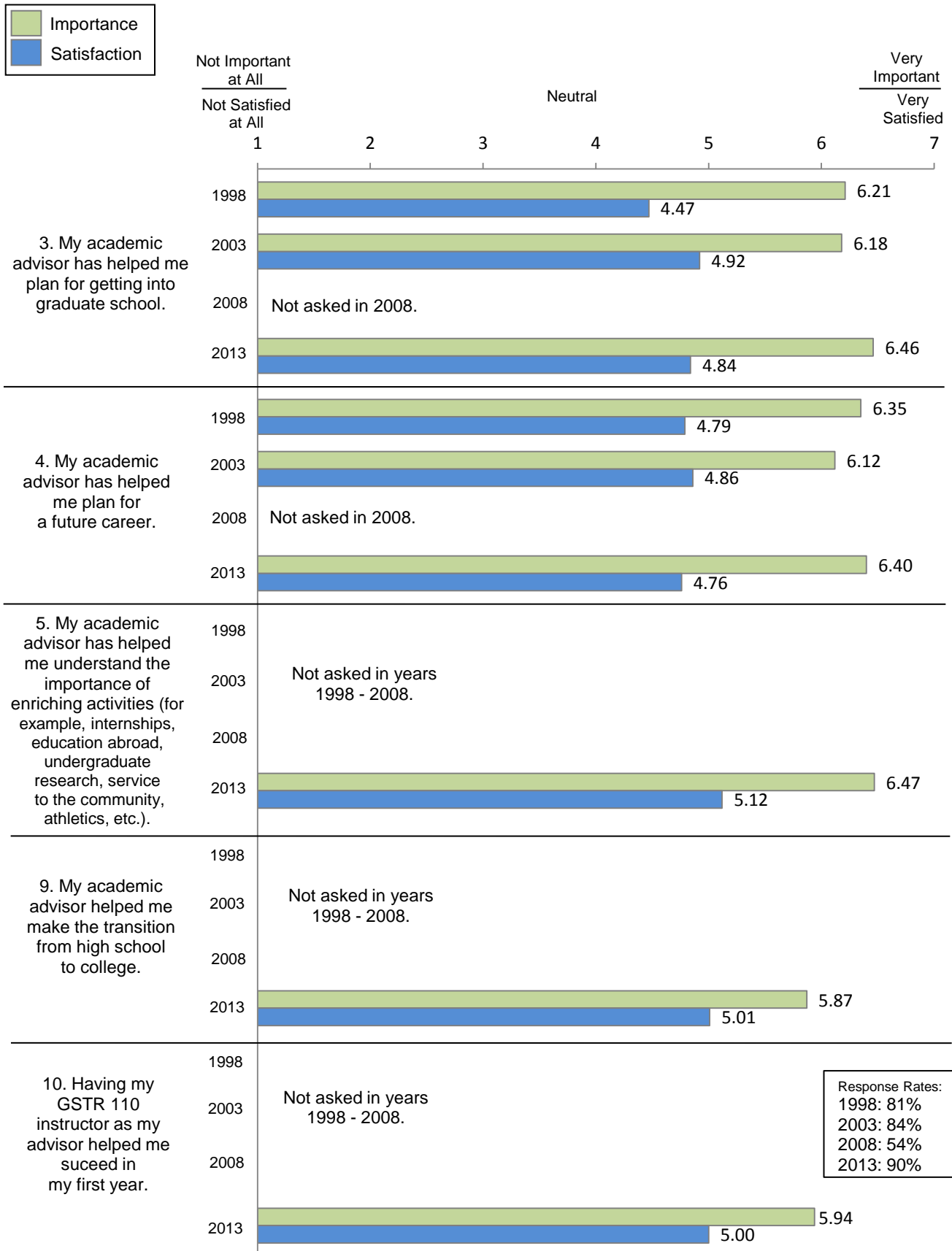
Berea-Specific
Satisfaction Survey



International Students

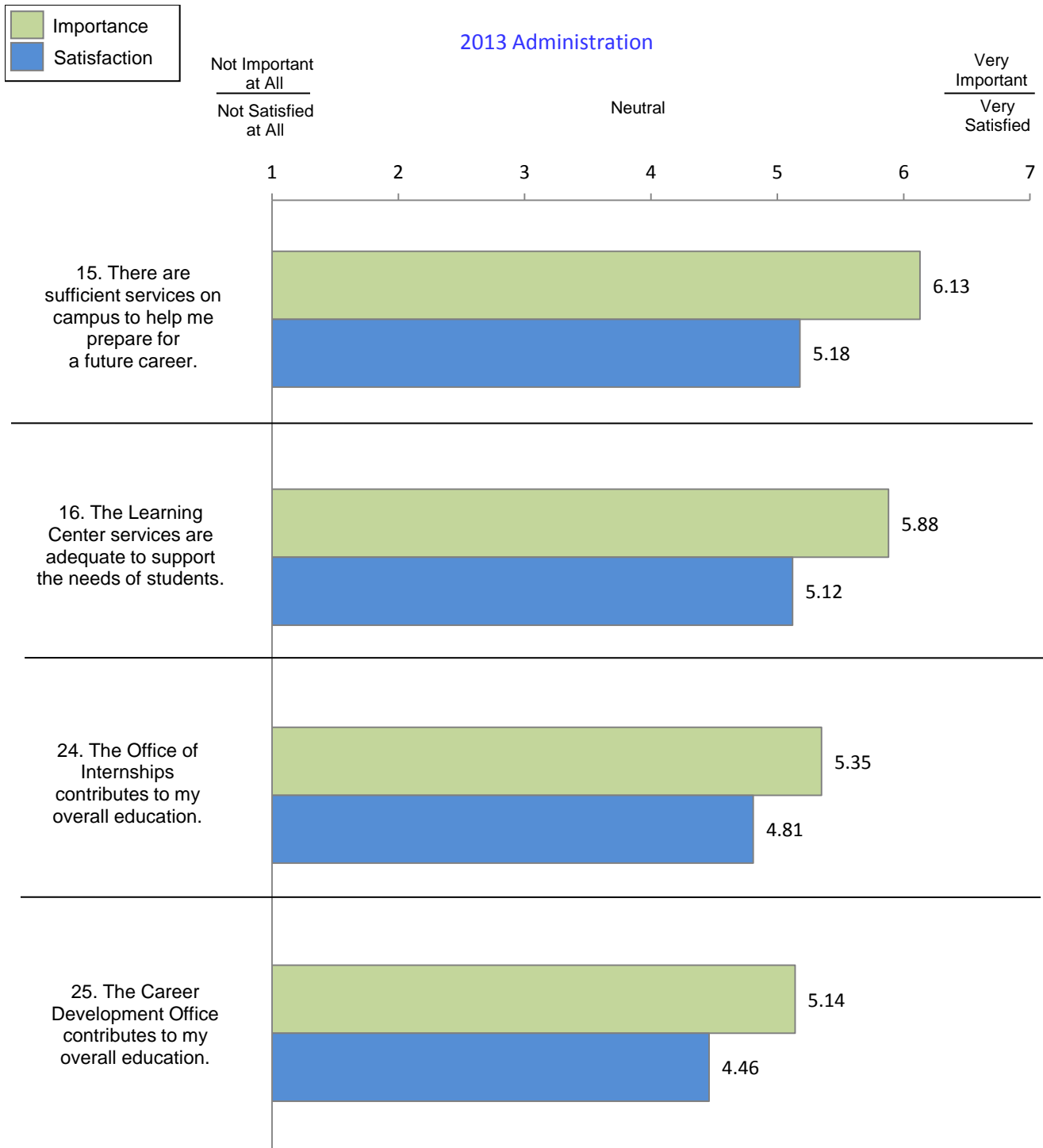
Importance and Satisfaction Ratings within Item Group: *Academic Advising*

Berea-Specific
Satisfaction Survey



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

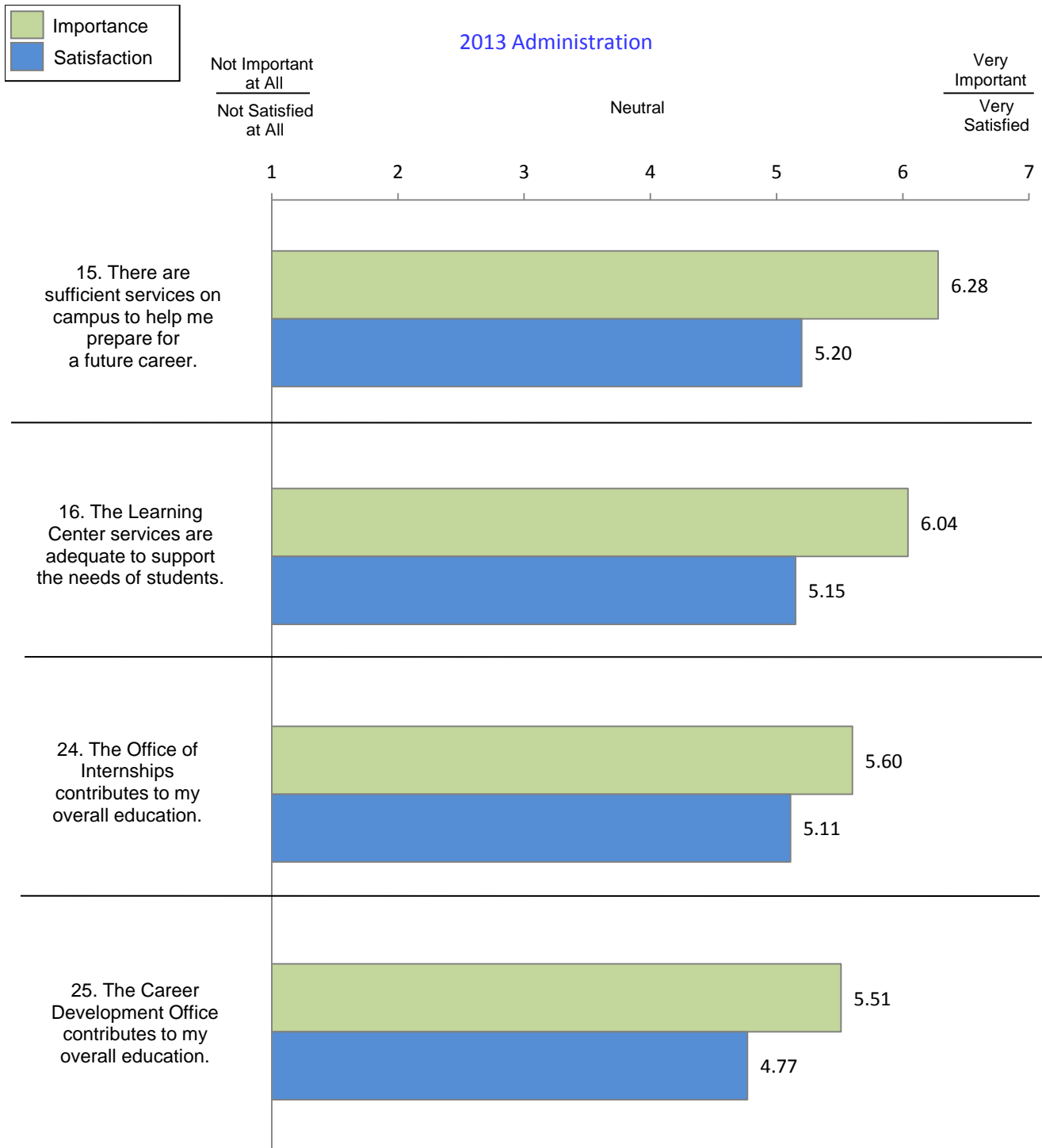
Berea-Specific
Satisfaction Survey



Response Rates:
2013: 90%

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

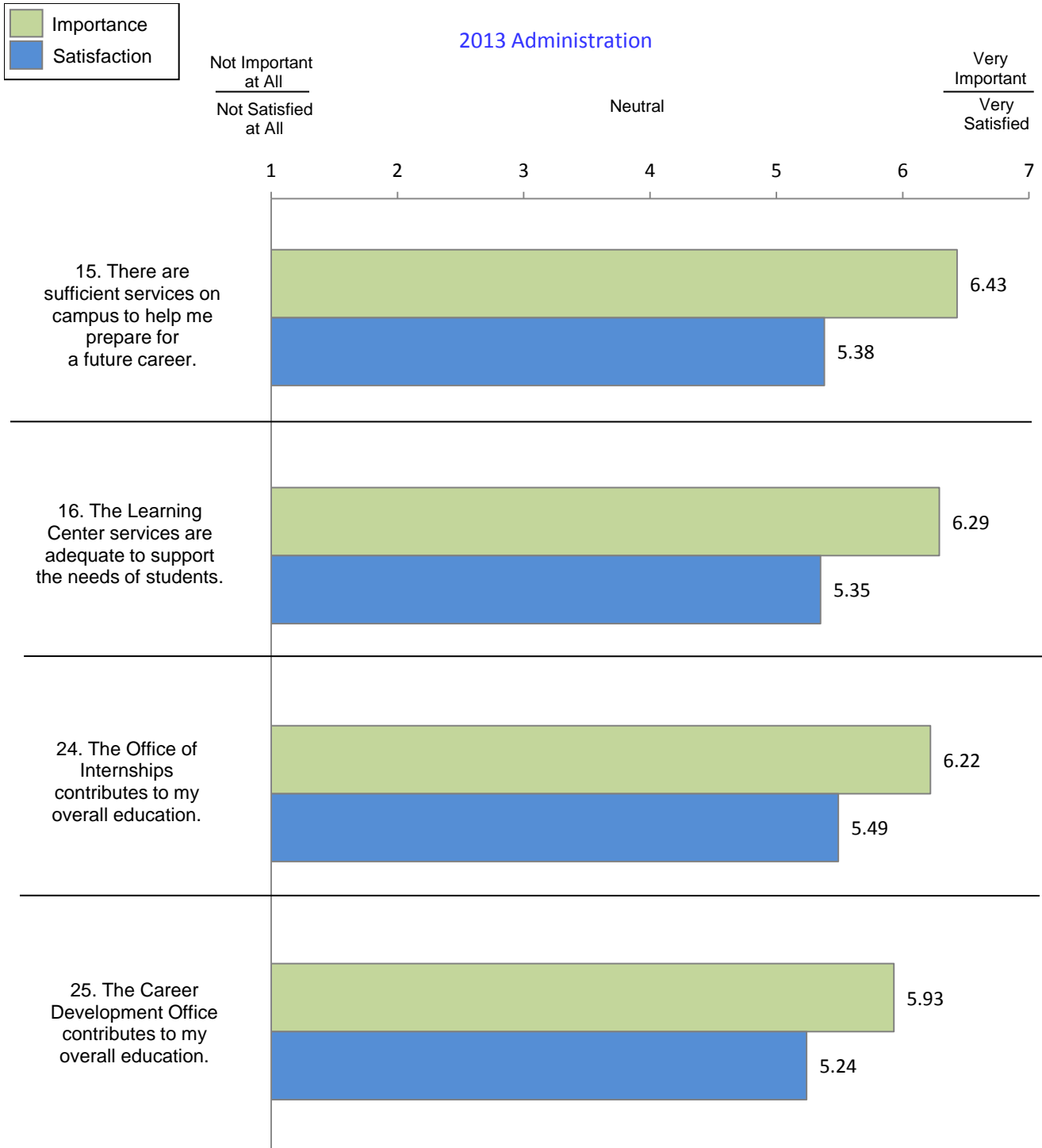
Berea-Specific
Satisfaction Survey



Response Rates:
2013: 90%

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

Berea-Specific
Satisfaction Survey



Response Rates:
2013: 90%

Berea-Specific Graduating Seniors Survey



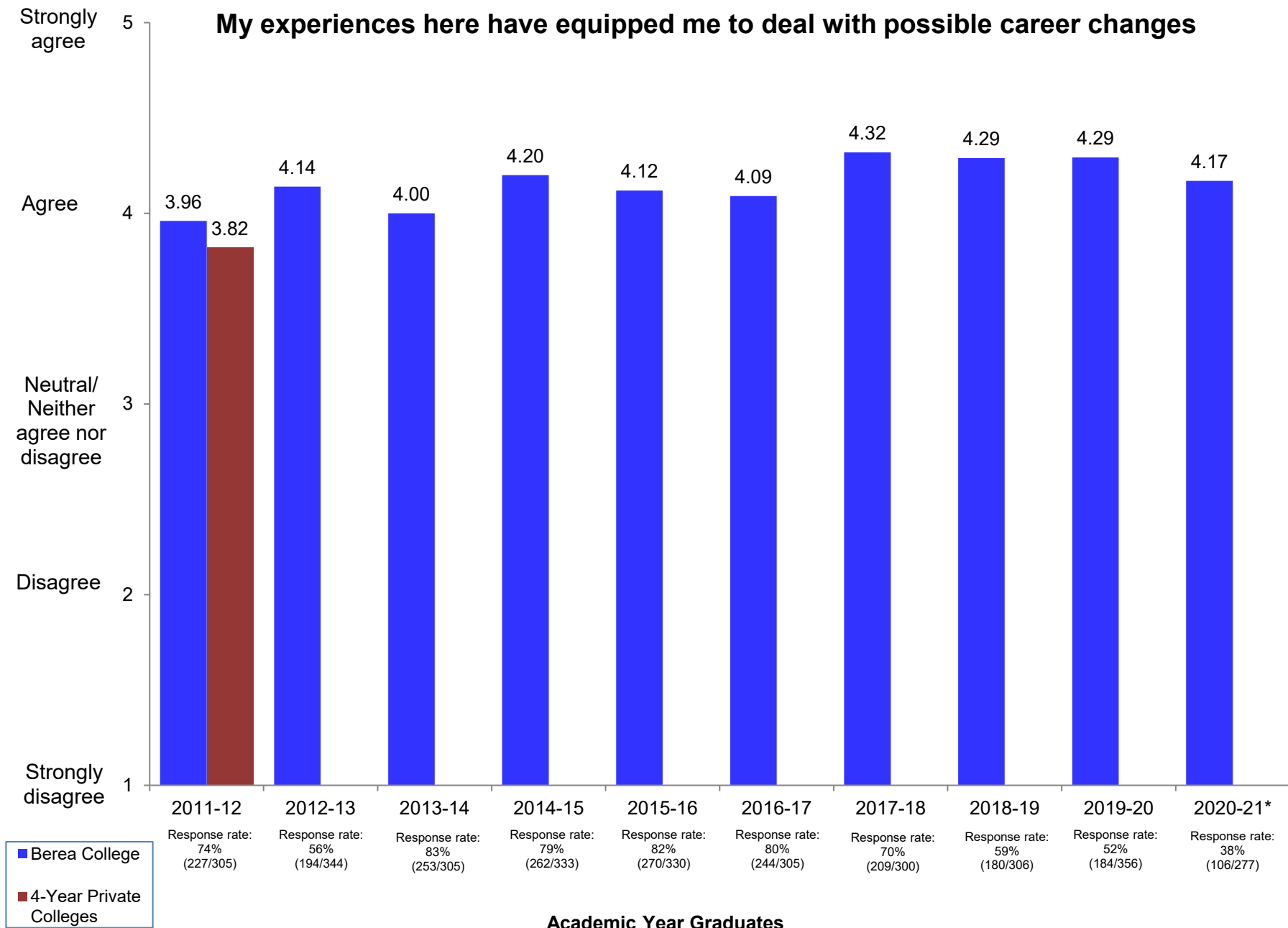
[Choose to see survey instruments](#)

Response Rates:

2002-03: 74%	2003-04: 72%	2004-05: 82%
2005-06: 74%	2006-07: 82%	2007-08: 82%
2008-09: 82%	2009-10: 60%	2010-11: 70%
2011-12: 74%	2012-13: 56%	2013-14: 83%
2014-15: 79%	2015-16: 82%	2016-17: 80%
2017-18: 70%	2018-19: 59%	2019-20: 52%
2020-21: 38%		

NOTE: In 2002-03 through 2011-12, we used the ACT College Outcomes Survey (ACT is no longer offering this service).

Because of the COVID-19 Pandemic, Berea College looked very different in academic year 2020-21. Students were given the option to return in person (with restrictions) or take classes online. No in-person graduation ceremonies were held. The survey was administered in electronic format only.

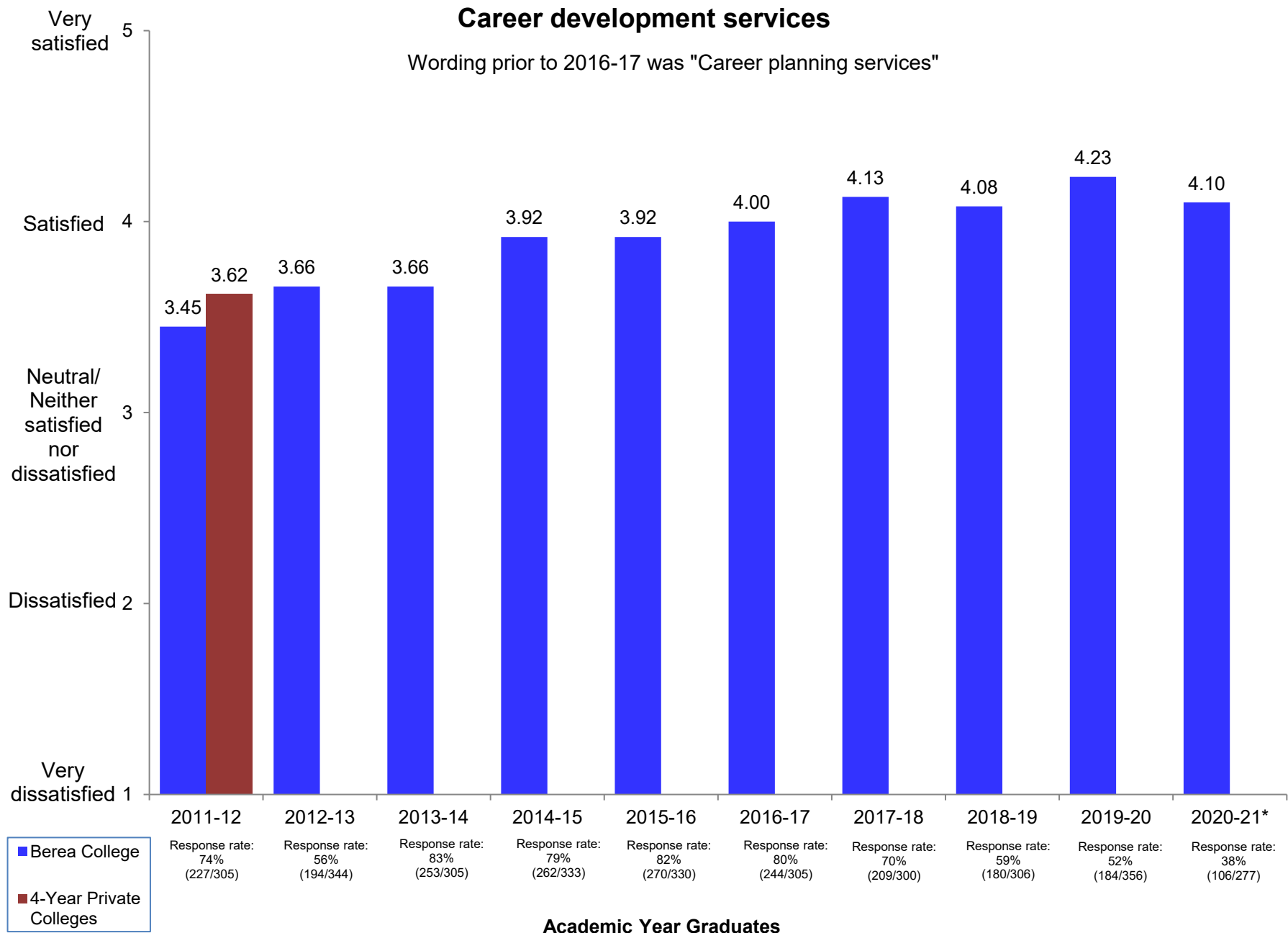


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

*Due to the COVID-19 Pandemic, survey was administered online.

Indicate your level of satisfaction with each of the following:

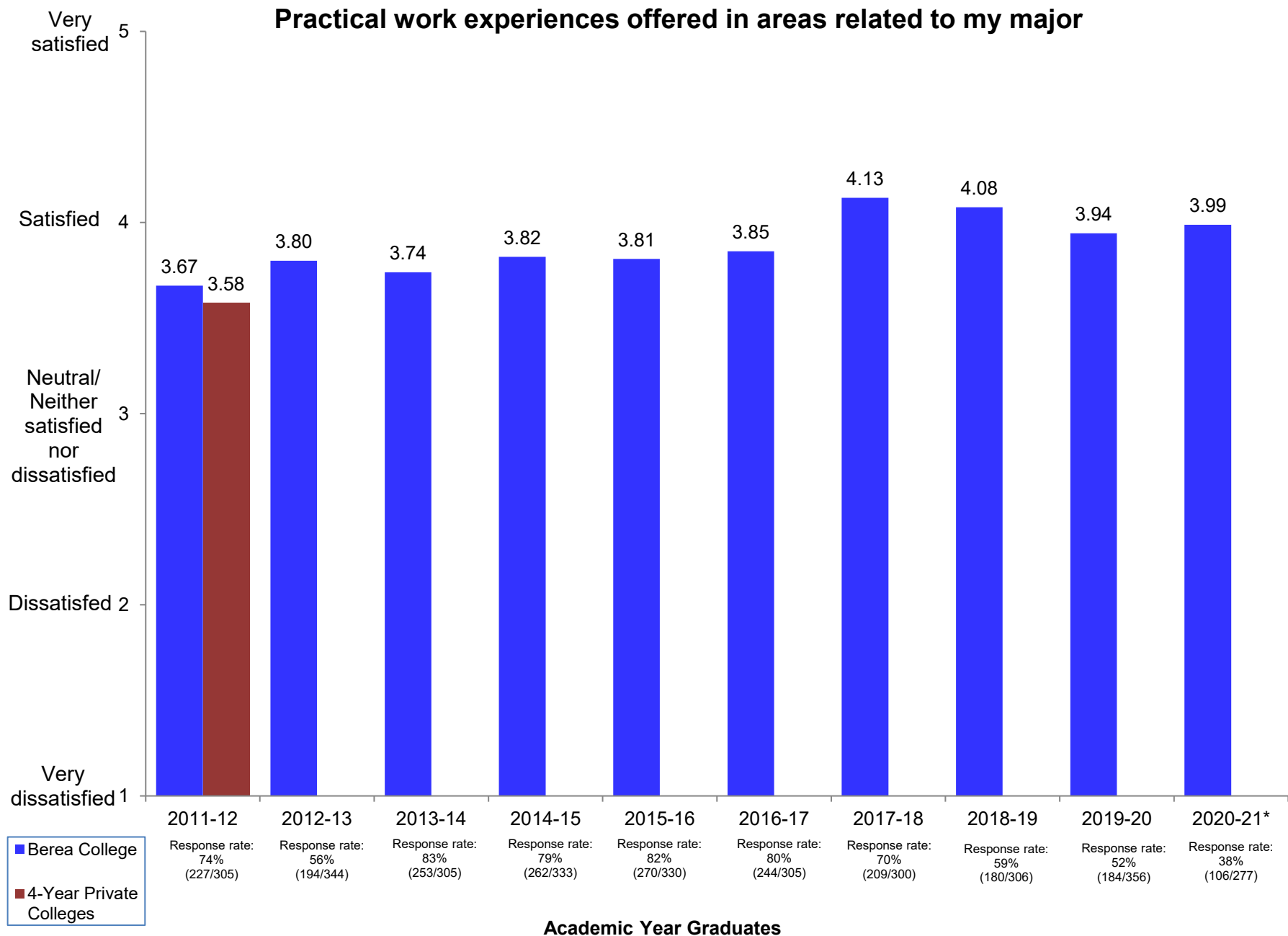
Graduating Senior Survey
Administered at graduation rehearsal



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

*Due to the COVID-19 Pandemic, survey was administered online.

Indicate your level of satisfaction with each of the following:

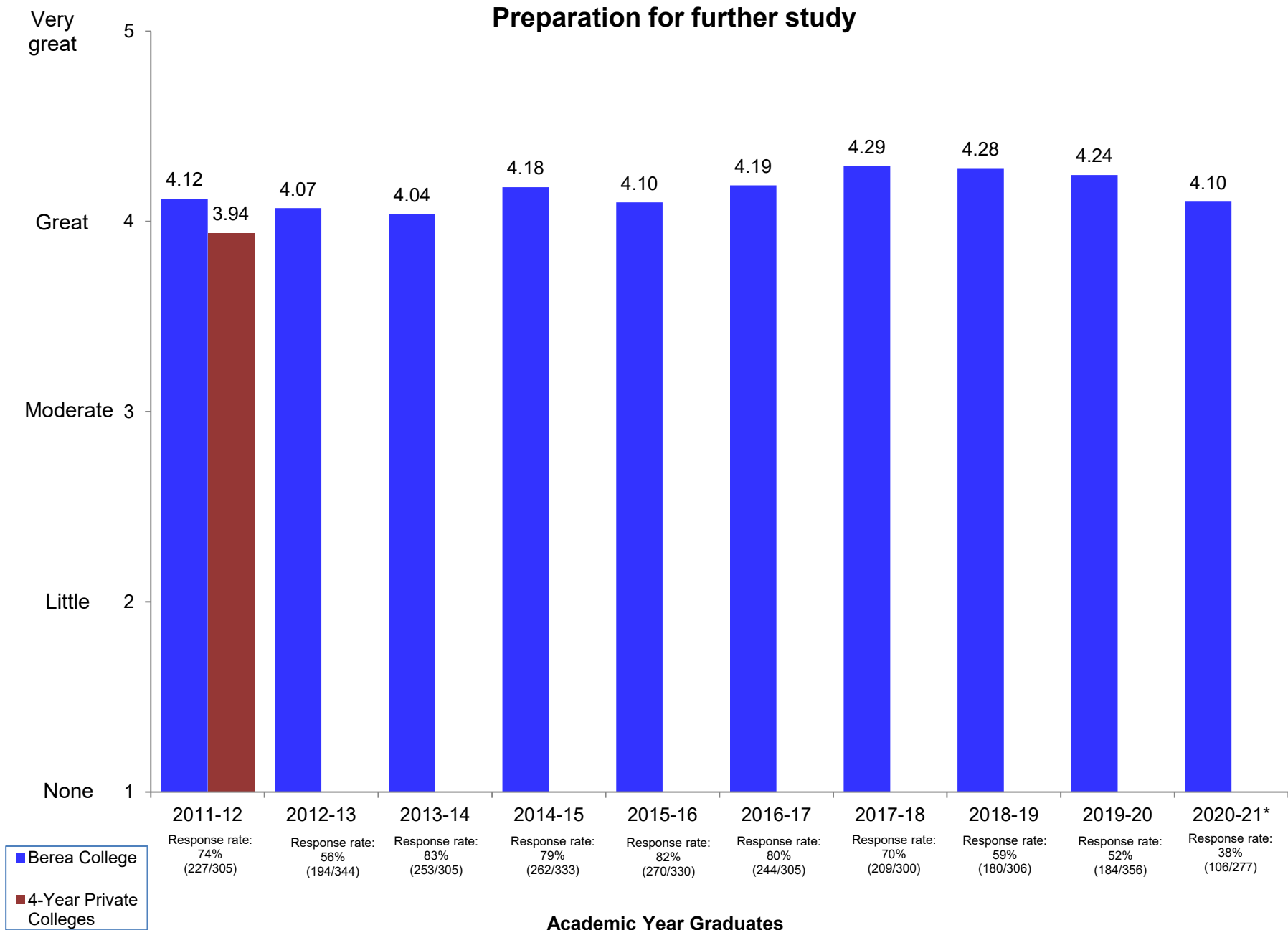


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

*Due to the COVID-19 Pandemic, survey was administered online.

How large a contribution have your educational experiences made to your growth and preparation in each of the following areas:

Graduating Senior Survey
Administered at graduation rehearsal

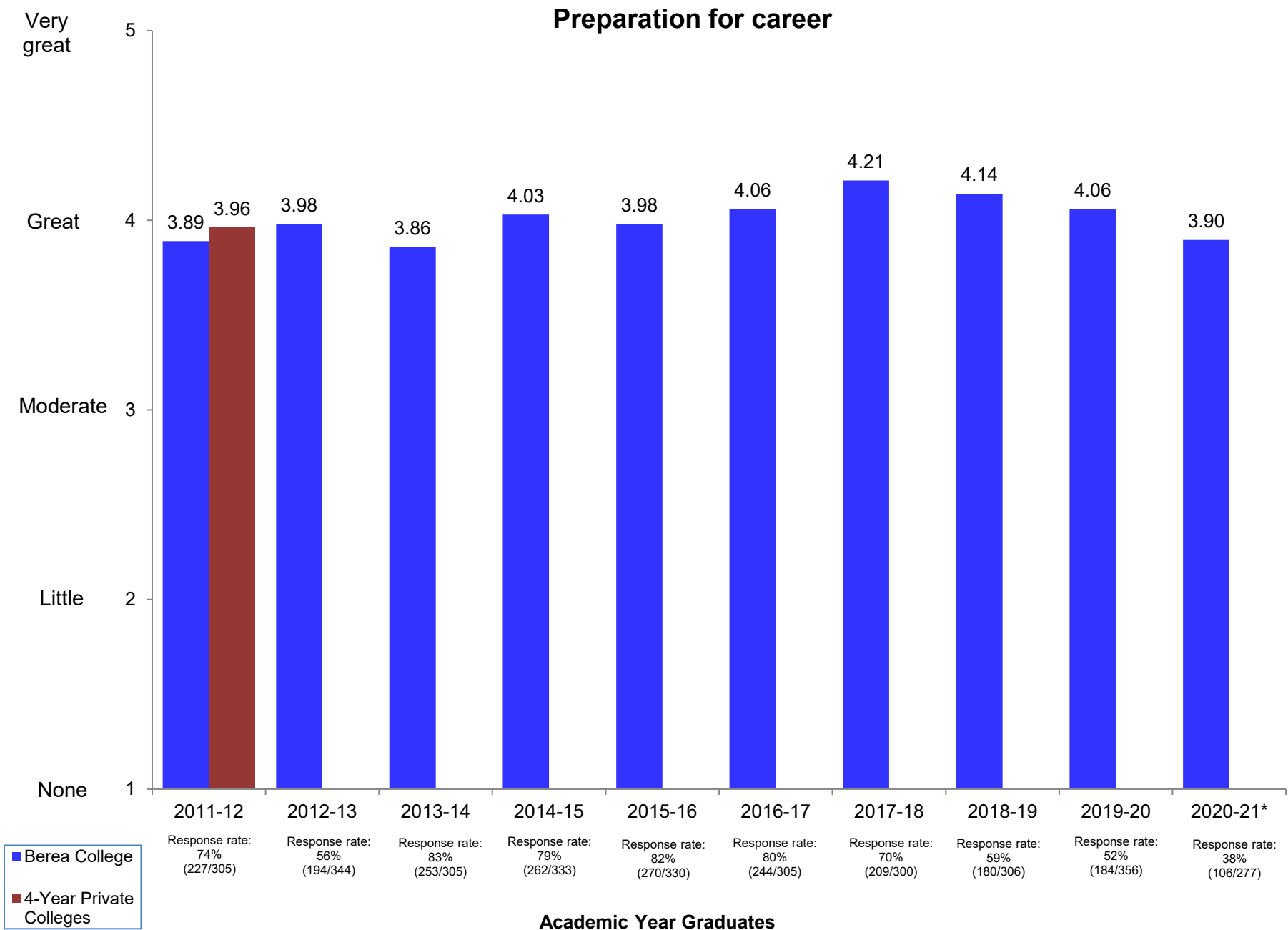


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

*Due to the COVID-19 Pandemic, survey was administered online.

How large a contribution have your educational experiences made to your growth and preparation in each of the following areas:

Graduating Senior Survey
Administered at graduation rehearsal

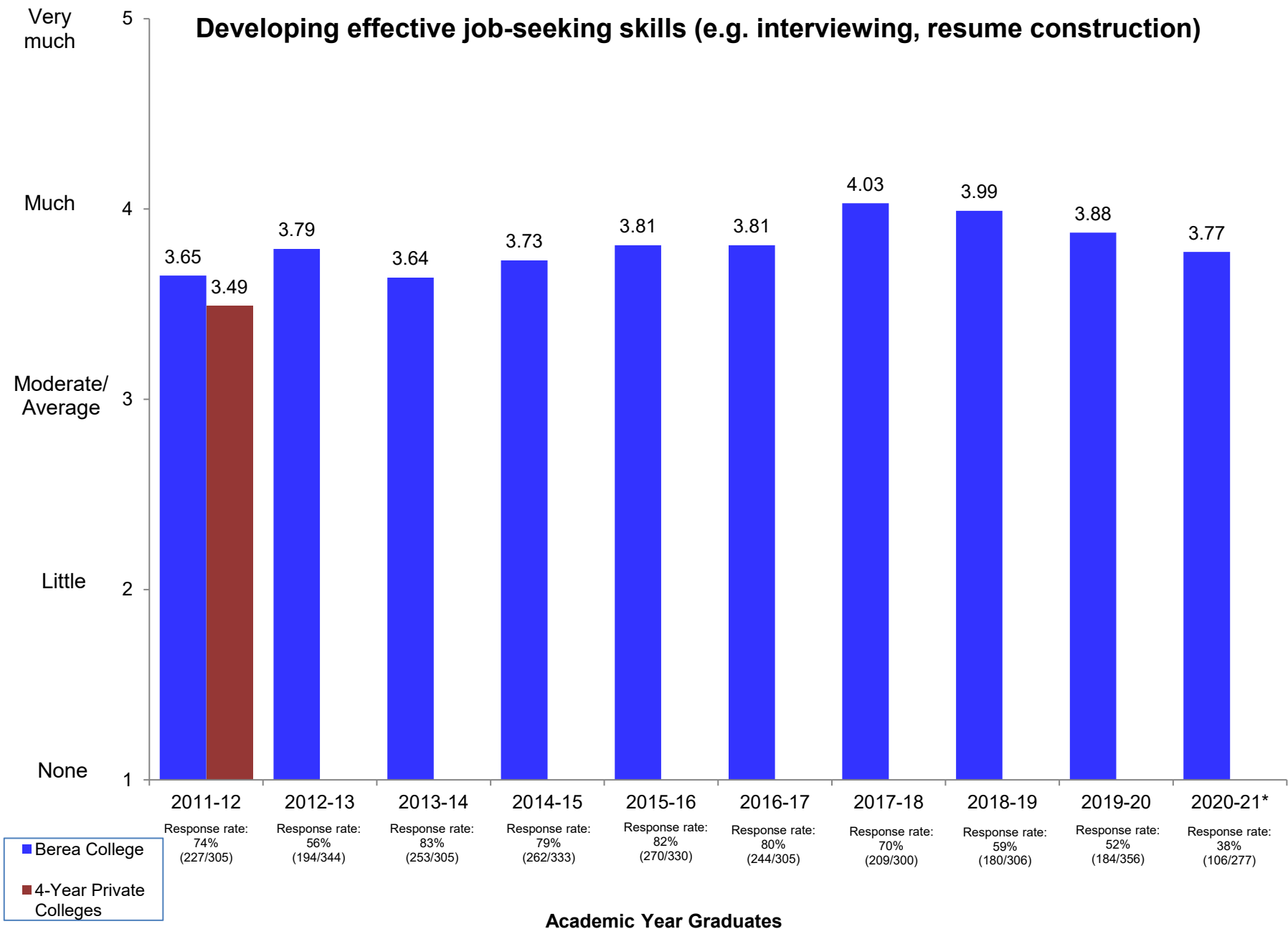


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

*Due to the COVID-19 Pandemic, survey was administered online.

How much **progress** have you made toward the following outcome:

Graduating Senior Survey
Administered at graduation rehearsal

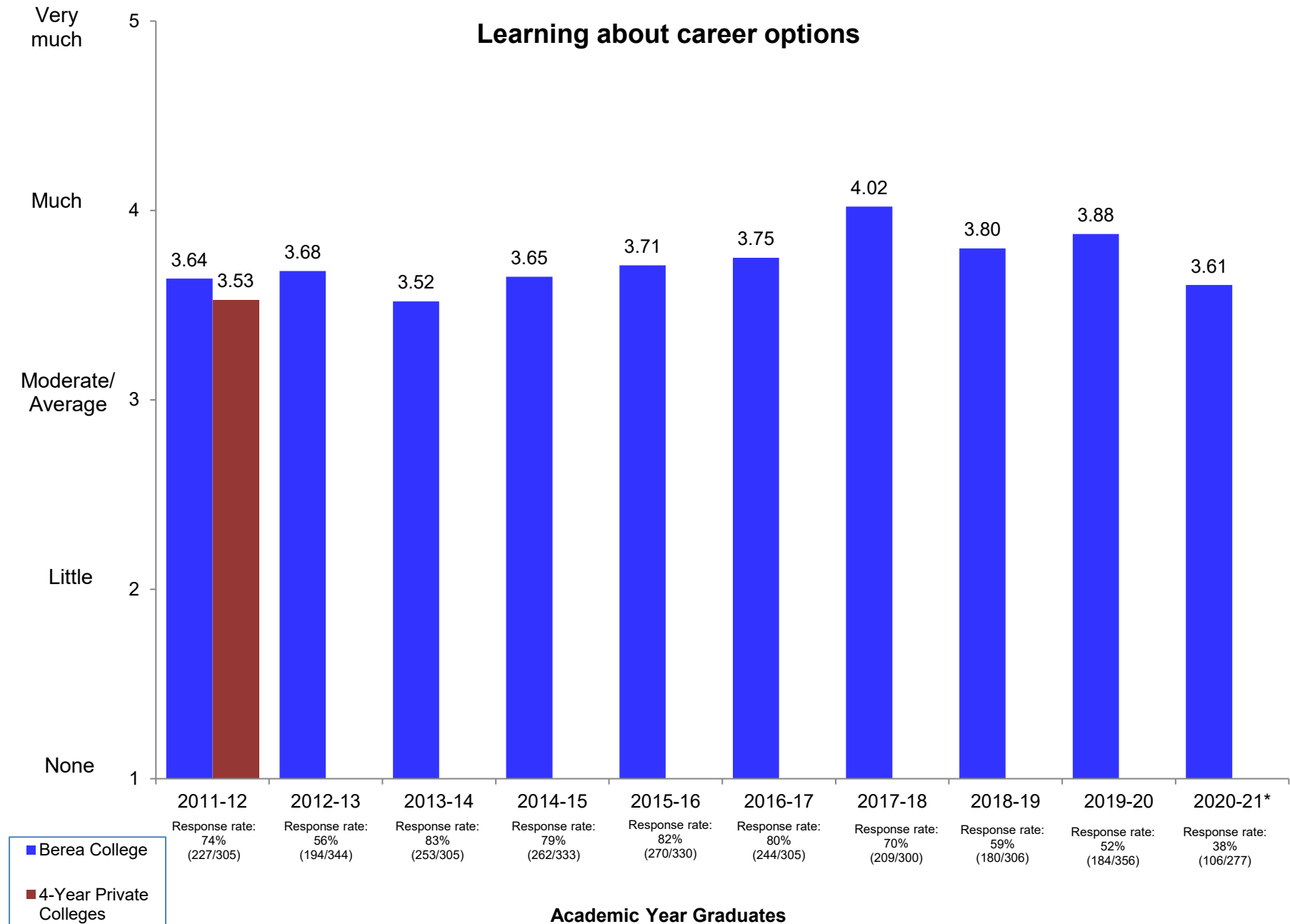


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

*Due to the COVID-19 Pandemic, survey was administered online.

How much **progress** have you made toward the following outcome:

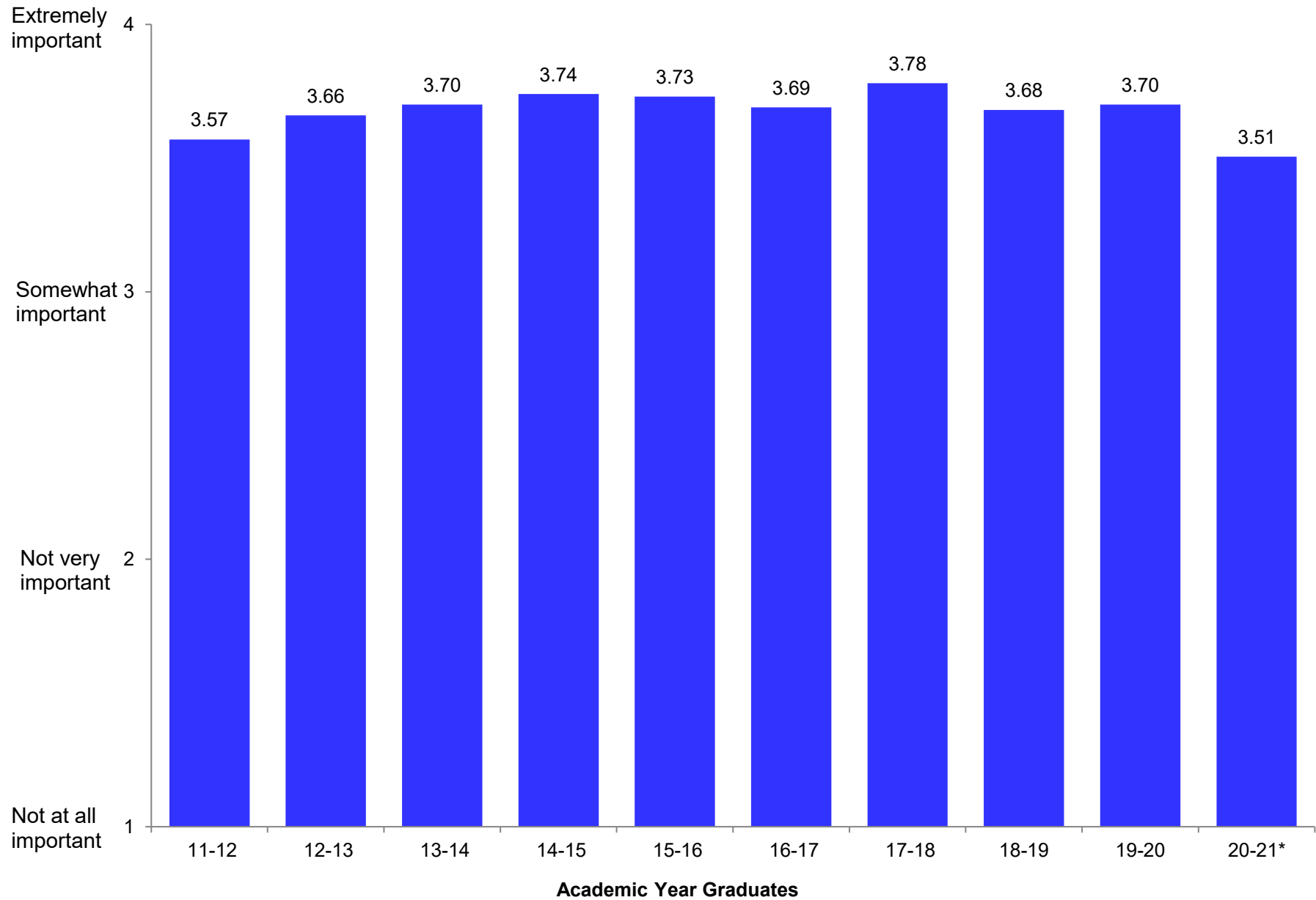
Graduating Senior Survey
Administered at graduation rehearsal



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

*Due to the COVID-19 Pandemic, survey was administered online.

Finding work that is challenging and that stimulates personal growth



*Due to the COVID-19 Pandemic, survey was administered online.

Career Development and Internship Survey

Addition to Graduating Seniors Survey beginning in 2012-13



[Click to see survey instruments](#)

Response Rates:

2012-13: 83%

2013-14: 79%

2014-15: 82%

2015-16: 80%

Career Development and Internship Report

Four-Year Trend Report
2012-13, 2013-14, 2014-15, and 2015-16

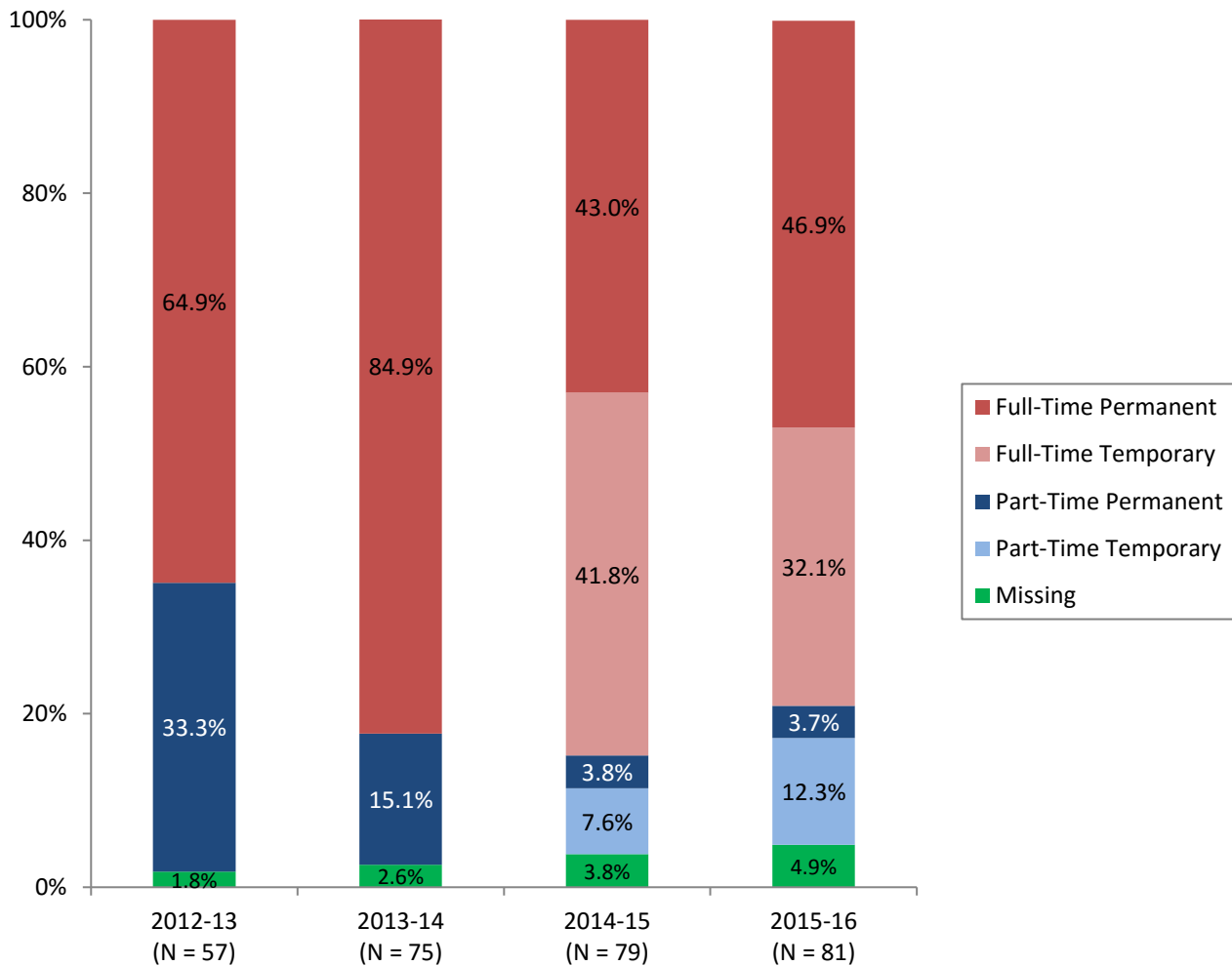
What are your plans after graduation? (Check all that apply)

	2012-13 (N = 253)	2013-14 (N = 263)	2014-15 (N = 270)	2015-16 (N = 244)
Begin Work (have already secured a position)	22.5%	28.5%	29.3%	33.2%
Seek employment	53.4%	56.7%	52.2%	53.3%
Continue my education	37.9%	43.0%	48.5%	41.4%
Travel	17.0%	23.2%	23.7%	19.3%
Other, please explain	9.5%	5.3%	10.0%	7.4%

NOTE: Totals will not add up to 100% because respondents could check more than one response.

If you selected "begin work" please answer the following question.

Is your job...



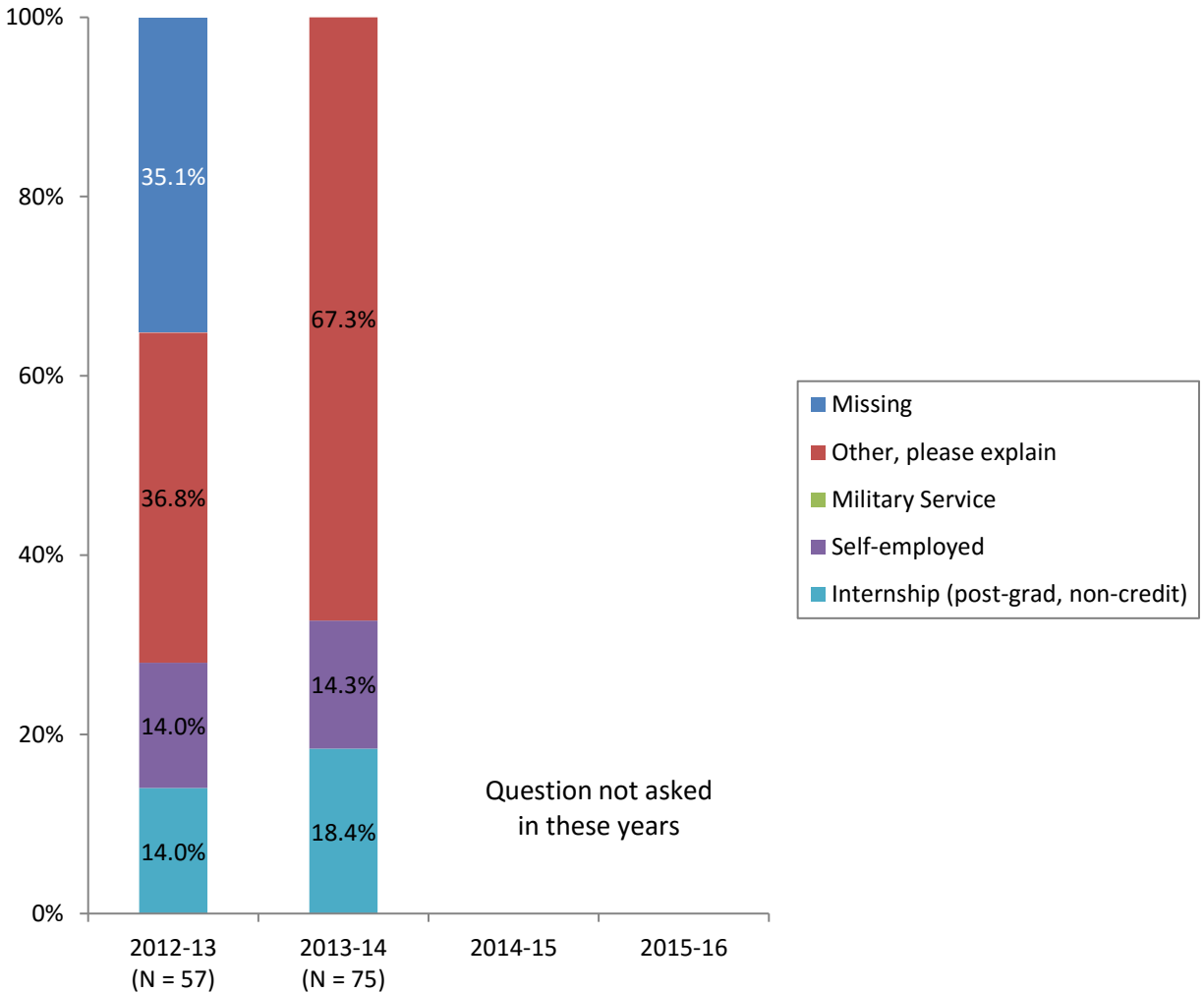
NOTE: Only "Full-Time" and "Part-Time" were listed as options in years 2012-13 and 2013-14.

Career Development and Internship Report

Four-Year Trend Report
2012-13, 2013-14, 2014-15, and 2015-16

If you selected "begin work" please answer the following question.

What type of employment?

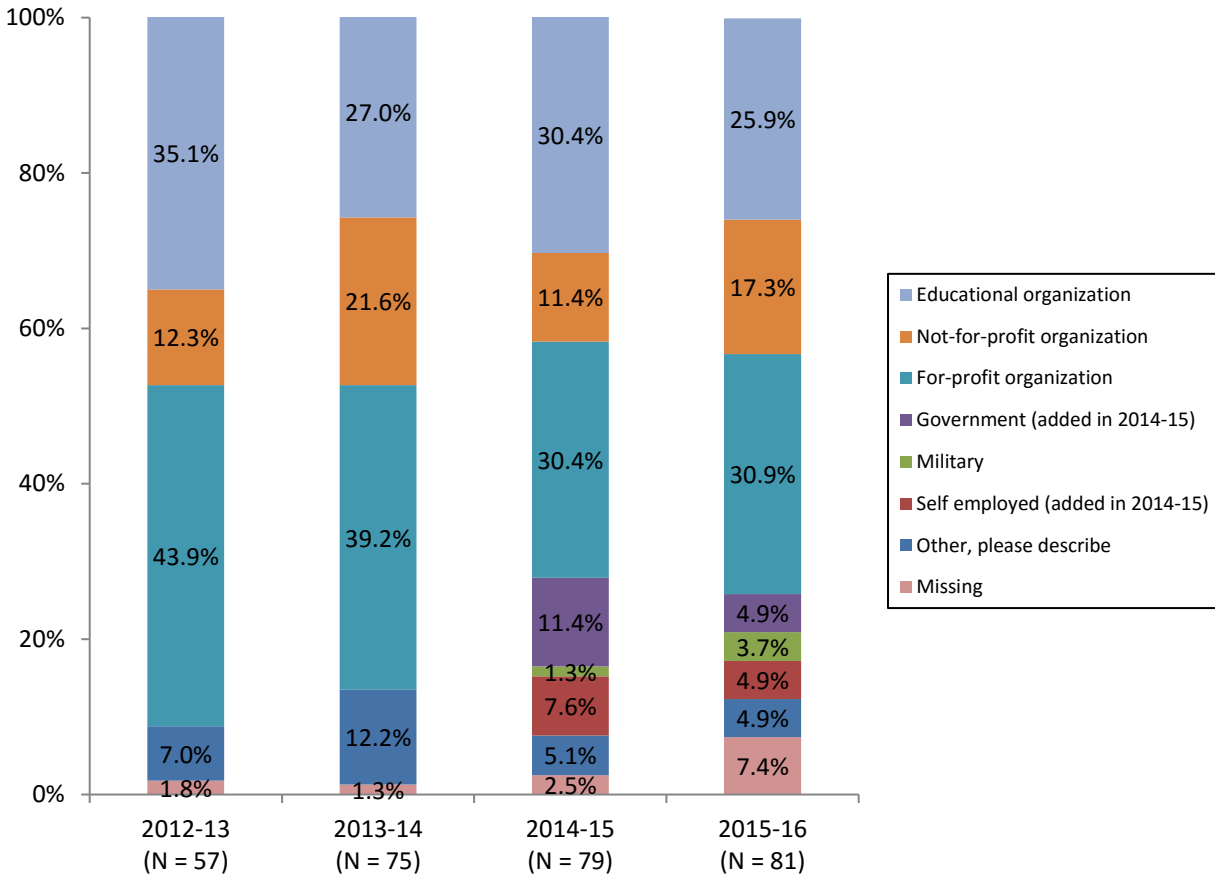


Career Development and Internship Report

Four-Year Trend Report
2012-13, 2013-14, 2014-15, and 2015-16

If you selected "begin work" please answer the following question.

Which of the following best describes your employer?



Career Development and Internship Report

Four-Year Trend Report

2012-13, 2013-14, 2014-15, and 2015-16

If you selected “begin work” please answer the following question.

How did you find your full-time job? (Check all that apply.)

	2012-13 (N = 57)	2013-14 (N = 75)	2014-15 (N = 79)	2015-16 (N = 81)
Berea College Career Fair	1.8%	1.4%	2.5%	4.9%
AIKCU Career Fair (held in Lexington in the Spring)	5.3%	1.4%	0.0%	0.0%
Through my Internship	Choice not offered		11.4%	17.3%
CareerBridge System	0.0%	1.4%	0.0%	2.5%
Campus visit by employer*	3.5%	5.6%	1.3%	4.9%
Berea Alumni	3.5%	5.6%	2.5%	7.4%
Faculty/Staff	17.5%	15.5%	24.1%	21.0%
Family/Friends	19.3%	25.4%	34.2%	18.5%
Direct Application to Organization	19.3%	18.3%	17.7%	19.8%
Social Media	0.0%	2.8%	10.1%	4.9%
Internet Postings	21.1%	18.3%	17.7%	14.8%
Other, please describe	21.1%	32.4%	24.1%	12.3%

NOTE: Totals will not add up to 100% because respondents could check more than one response.

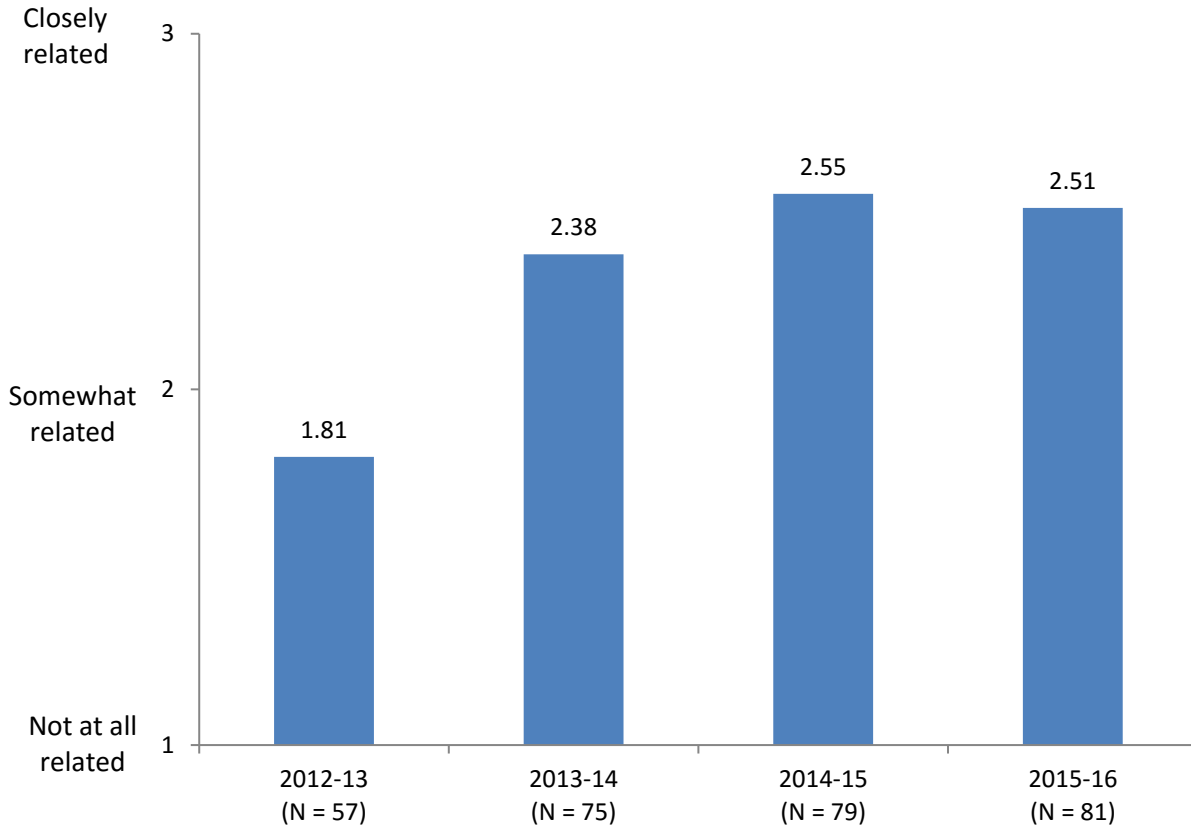
*"Campus visit by employer" was listed as "On-Campus Recruiting" in 2012-13 and 2013-14

Career Development and Internship Report

Four-Year Trend Report
2012-13, 2013-14, 2014-15, and 2015-16

If you selected “begin work” please answer the following question.

How closely related is your job to what you want to do?



If you selected “continue my education” please answer the following question.

What kind of continuing education will you be doing?

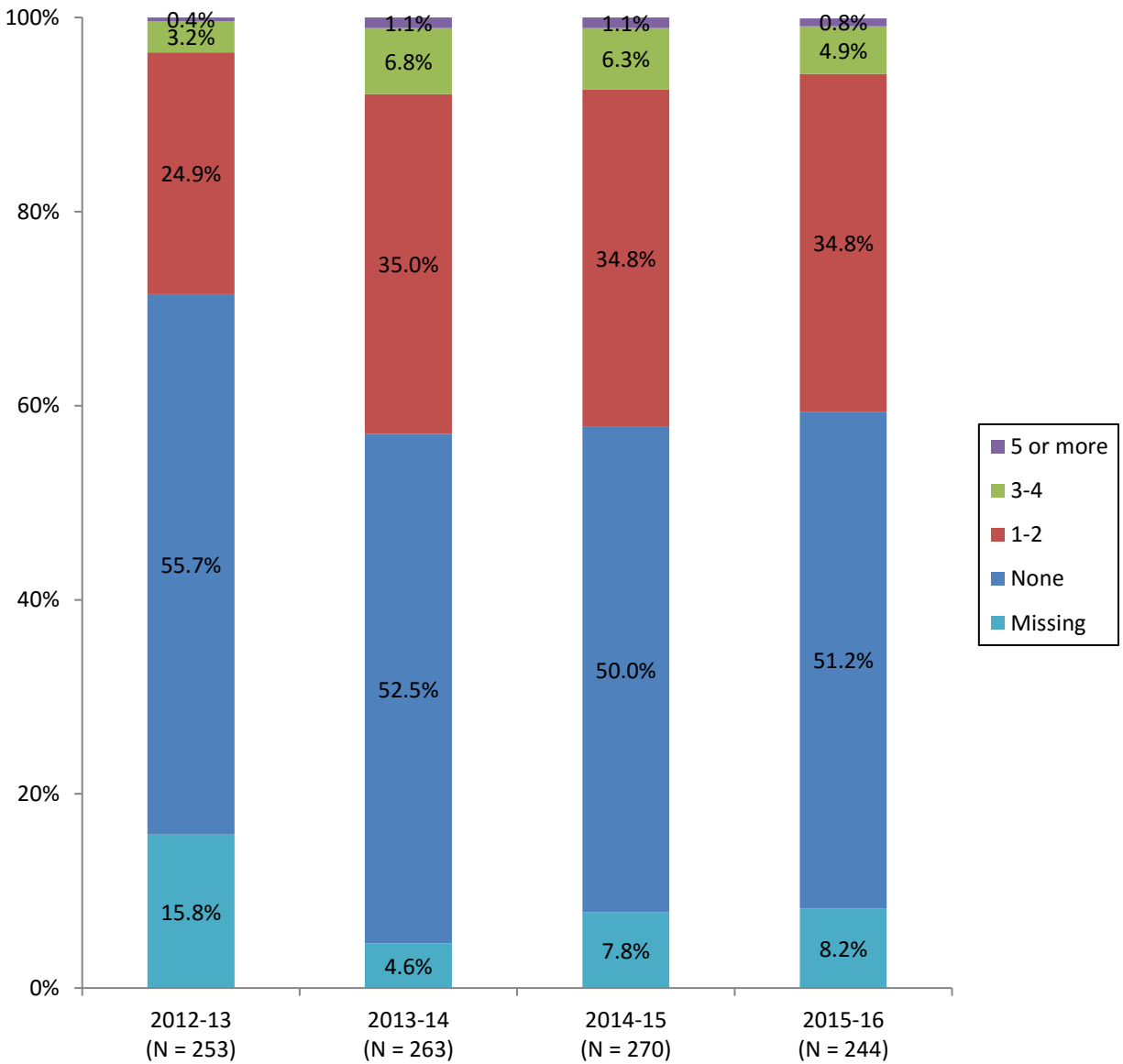
	2012-13 (N = 96)	2013-14 (N = 113)	2014-15 (N = 131)	2015-16 (N = 101)
Post Baccalaureate Program	10.0%	6.1%	9.2%	3.0%
Graduate/Professional School	100.0%	94.7%	86.3%	86.1%
Certification Program	17.7%	3.0%	6.9%	3.0%

NOTE: Totals will not add up to 100% because respondents could check more than one response.

Career Development and Internship Report

Four-Year Trend Report
2012-13, 2013-14, 2014-15, and 2015-16

How many full-time employment offers have you received?



Career Development and Internship Report

Four-Year Trend Report
2012-13, 2013-14, 2014-15, and 2015-16

Which of the following services provided by the offices of Career Development and Internships did you utilize (either in Fairchild, Draper, or Stephenson)? (Check all that apply)

	2012-13 (N = 253)	2013-14 (N = 263)	2014-15 (N = 270)	2015-16 (N = 244)
Career counseling	12.3%	20.9%	18.1%	30.3%
Career assessments	4.3%	6.8%	10.4%	13.9%
Resume/CV review	34.0%	45.6%	47.8%	47.5%
Cover letter writing	14.6%	24.3%	25.2%	24.2%
Job search assistance	10.3%	16.7%	10.7%	14.8%
Interviewing skills	19.0%	25.9%	26.3%	25.4%
Career Fairs	26.5%	27.0%	42.2%	38.5%
Major Selection	6.7%	8.7%	13.3%	11.1%
Networking strategies	5.9%	17.1%	18.9%	10.7%
On-campus recruiting (met with recruiters)	4.7%	4.2%	6.7%	12.3%
Graduate school assistance	13.8%	19.8%	30.0%	25.0%
Professionalism	9.9%	11.8%	21.5%	15.6%
Student-Alumni Engagement Programs	2.0%	3.8%	6.7%	6.1%
Career library	5.1%	3.4%	5.9%	1.6%
Professional clothes closet	15.4%	22.4%	36.7%	48.0%
Classroom presentations	15.8%	14.1%	18.9%	18.0%
Workshops	15.4%	30.4%	32.6%	27.5%
Assistance with internship (planning, application, proposal, funding, etc.)	Choice not offered		43.0%	46.3%
Other	7.9%	4.9%	7.8%	5.7%

NOTE: Totals will not add up to 100% because respondents could check more than one response.

If Berea College were to offer a Career Development course that covered topics such as Choosing a Major, Job Search Skills, Career Assessments, Resume and Cover Letter Writing, would you have been interested in taking it?

	2012-13 (N=253)	2013-14 (N=263)	2014-15	2015-16
Yes if it was a 0.25 credit	17.4%	23.6%	Question not asked in these years	
Yes if it was a 0.50 credit	26.1%	31.6%		
Yes if it was a 1.00 credit	23.7%	27.0%		
No	11.9%	15.2%		
Not sure	17.0%	11.4%		
Missing	3.9%	3.4%		

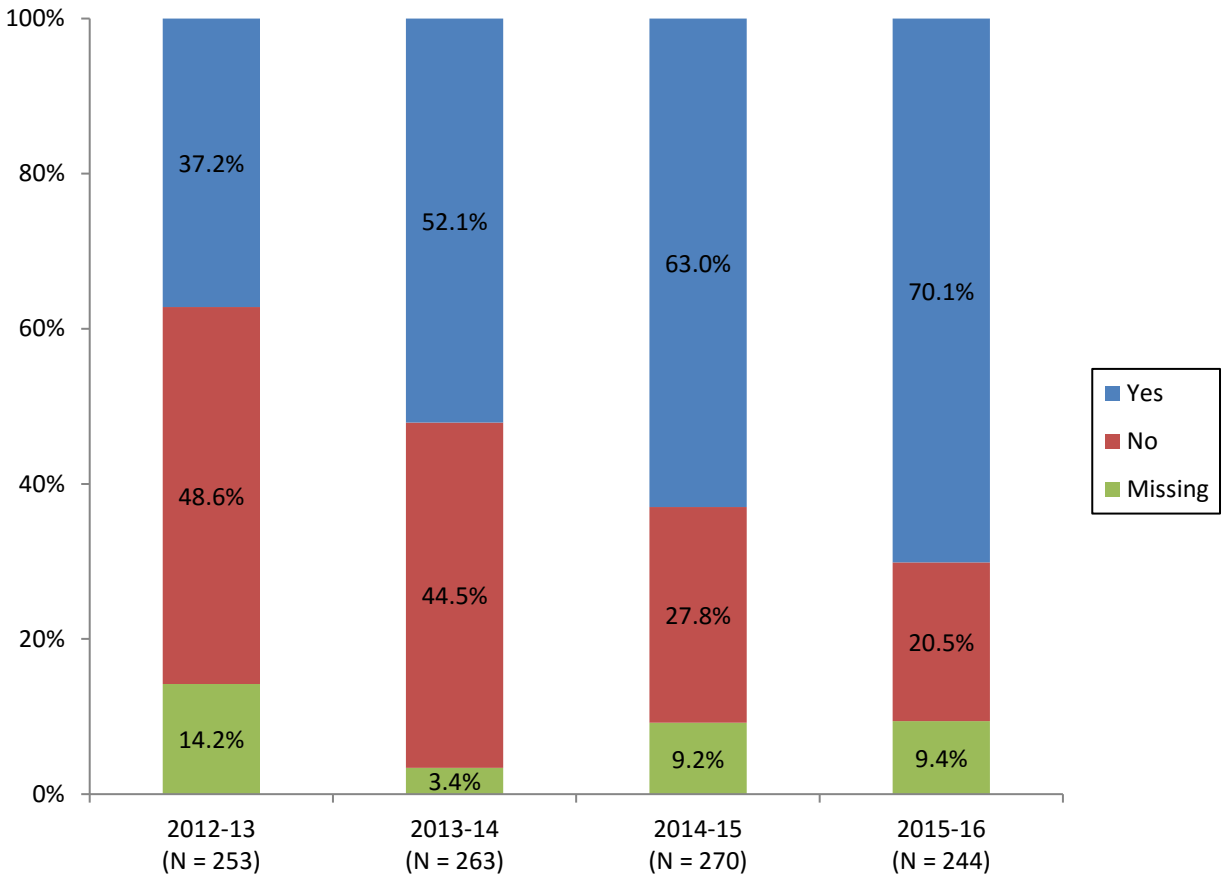
NOTE: Totals will not add up to 100% because respondents could check more than one response.

Career Development and Internship Report

Four-Year Trend Report
2012-13, 2013-14, 2014-15, and 2015-16

Did you receive any funding through the Office of Career Development or the Office of Internships?

(Wording as “Did you receive any funding through the Office of Career Development or the Office of Internships?” in years 2012-13 and 2013-14. In 2014-15, wording as: “Did you use any Career Development funding (either through the Office of Career Development or the Office of Internships)?”)



Career Development and Internship Report

Four-Year Trend Report

2012-13, 2013-14, 2014-15, and 2015-16

For what purpose did you receive funding? (Check all that apply)

(Worded as “For what did you receive Career Development Funding?” in years 2012-13 and 2013-14)

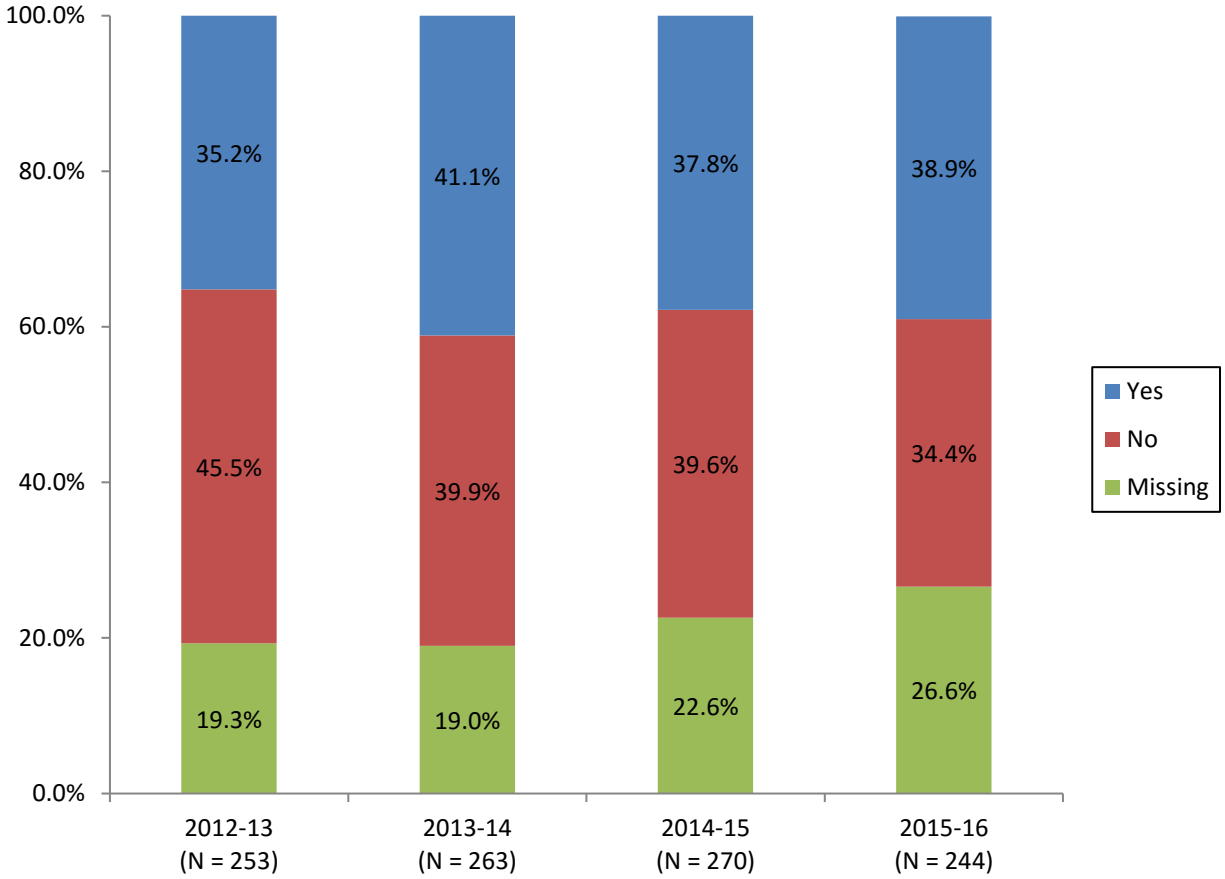
	2012-13 (N = 253)	2013-14 (N = 263)	2014-15 (N = 270)	2015-16 (N = 244)
Graduate school application	22.3%	20.4%	24.7%	25.1%
Graduate school travel	9.6%	4.1%	13.5%	13.5%
Graduate school test fees	28.7%	31.3%	40.6%	38.6%
Professional clothing	39.4%	34.7%	57.6%	81.9%
Job interview travel	4.3%	8.2%	5.3%	6.4%
Professional development travel (excluding Discovery Funds)	5.3%	6.1%	2.4%	8.8%
Discovery funds	29.8%	25.2%	28.8%	26.3%
Internship funding	36.2%	59.2%	55.3%	57.3%

NOTE: Totals will not add up to 100% because respondents could check more than one response.

Career Development and Internship Report

Four-Year Trend Report
2012-13, 2013-14, 2014-15, and 2015-16

Did you participate in an academic internship or off-campus undergraduate research internship?

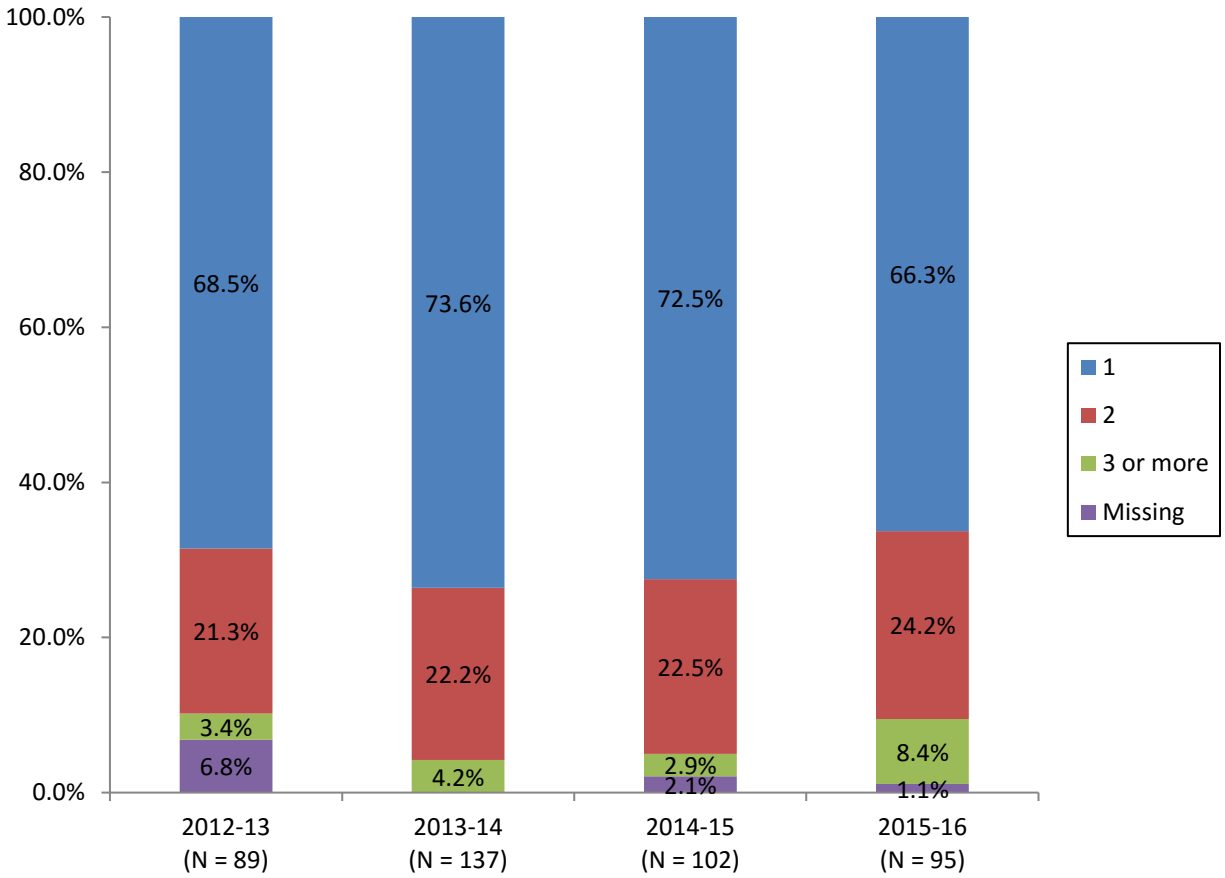


Career Development and Internship Report

Four-Year Trend Report
2012-13, 2013-14, 2014-15, and 2015-16

If you completed an internship:

How many internships did you complete?

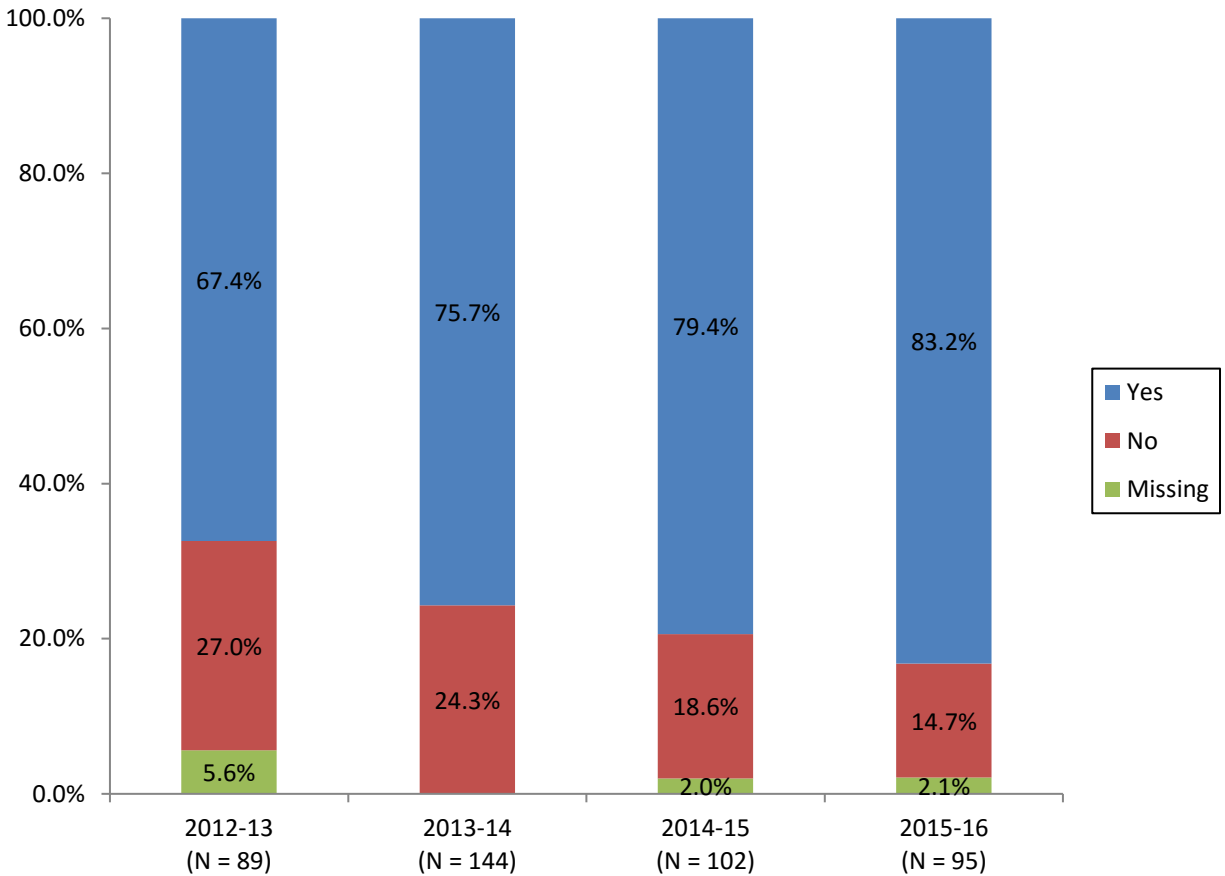


Career Development and Internship Report

Four-Year Trend Report
2012-13, 2013-14, 2014-15, and 2015-16

If you completed an internship:

Did you receive funding from Berea College for any of your internship experiences?



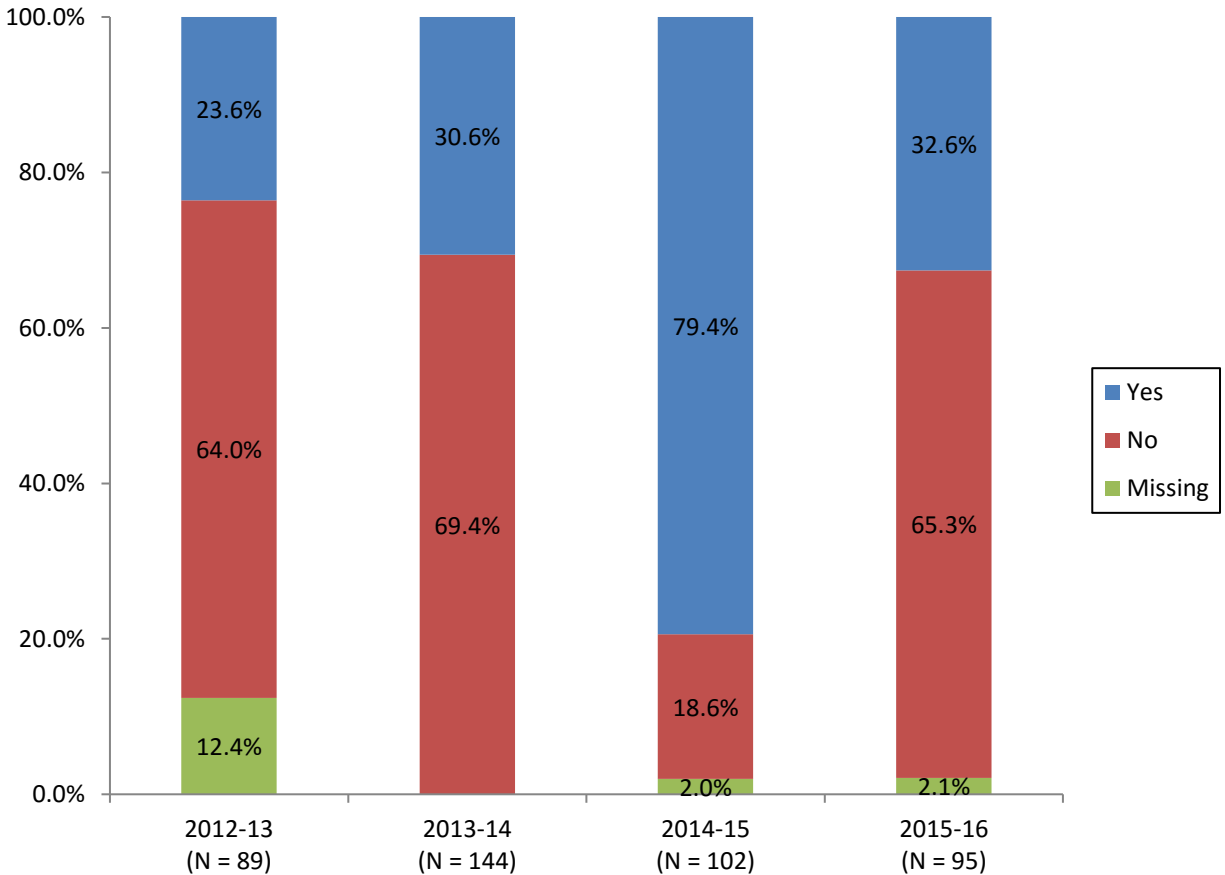
NOTE: In 2013-14 respondents were asked to only respond if they had completed an internship, but there were some respondents who did not choose that option yet still responded.

Career Development and Internship Report

Four-Year Trend Report
2012-13, 2013-14, 2014-15, and 2015-16

If you completed an internship:

Did any of the internships result in a job offer, either with the organization or by referral to another organization?



NOTE: In 2013-14 respondents were asked to only respond if they had completed an internship, but there were some respondents who did not choose that option yet still responded.

If you did not complete an internship:

What kept you from doing an internship? (Check all that apply)

	2012-13 (N = 115)	2013-14 (N = 117)	2014-15 (N = 75)	2015-16 (N = 84)
Took classes during the summer.	55.7%	54.0%	54.2%	35.7%
Had responsibilities at home.	40.0%	41.1%	48.6%	41.7%
Participated in other forms of experimental learning (student teaching, nursing clinicals, etc.).	27.8%	22.6%	15.9%	9.5%
Did not know about internships.	11.3%	13.7%	11.2%	11.9%
Did not think it was important.	16.5%	12.1%	13.1%	7.1%
Other	48.7%	25.0%	29.2%	40.5%

NOTE: Totals will not add up to 100% because respondents could check more than one response.

Berea-Specific Alumni Survey

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



Response Rate: 25% (1068/ 4342)

[Click link to see survey instruments](#)

**Berea College Alumni Survey Report Organized by:
All Graduates, Decade of Graduation (1980s, 1990s, and 2000s),
and Academic Division**

Section I: General Information

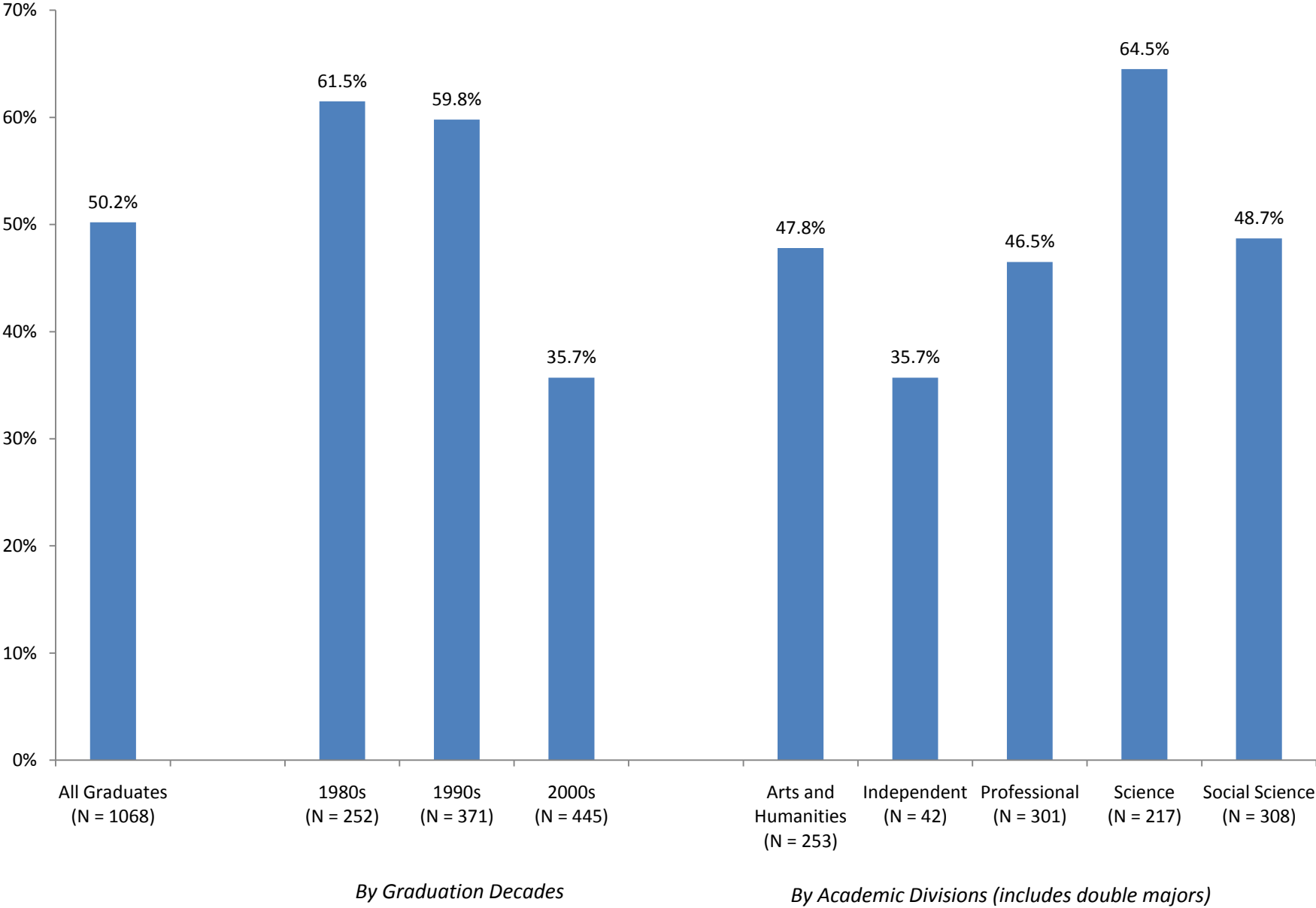
Please check all that apply to you currently:

	All Graduates	1980s	1990s	2000s
Employed full-time	827 (77.4%)	212 (84.1%)	306 (82.5%)	309 (69.4%)
Employed part-time	108 (10.1%)	20 (7.9%)	34 (9.2%)	54 (12.1%)
Continuing my education full-time	102 (9.6%)	3 (1.2%)	12 (3.2%)	87 (19.6%)
Continuing my education part-time	81 (7.6%)	11 (4.4%)	21 (5.7%)	49 (11.0%)
Caring for my family/home full-time	81 (7.6%)	12 (4.8%)	35 (9.4%)	34 (7.6%)
Serving in the military	16 (1.5%)	2 (0.8%)	6 (1.6%)	8 (1.8%)
Unemployed	36 (3.4%)	5 (2.0%)	10 (2.7%)	21 (4.7%)
Other, please explain	65 (6.1%)	17 (6.7%)	24 (6.5%)	24 (5.4%)

By Academic Division (includes double degrees and majors)

	Arts and Humanities	Independent	Professional	Science	Social Science
Employed full-time	184 (72.7%)	33 (78.6%)	233 (77.4%)	171 (78.8%)	249 (80.8%)
Employed part-time	38 (15.0%)	3 (7.1%)	35 (11.6%)	15 (6.9%)	21 (6.8%)
Continuing my education full-time	31 (12.3%)	4 (9.5%)	18 (6.0%)	29 (13.4%)	27 (8.8%)
Continuing my education part-time	18 (7.1%)	7 (16.7%)	26 (8.6%)	11 (5.1%)	22 (7.1%)
Caring for my family/home full-time	15 (5.9%)	2 (4.8%)	29 (9.6%)	10 (4.6%)	26 (8.4%)
Serving in the military	2 (0.8%)	1 (2.4%)	4 (1.3%)	6 (2.8%)	5 (1.6%)
Unemployed	7 (2.8%)	2 (4.8%)	11 (3.7%)	8 (3.7%)	10 (3.2%)
Other, please explain	23 (9.1%)	1 (2.4%)	23 (7.6%)	10 (4.6%)	11 (3.6%)

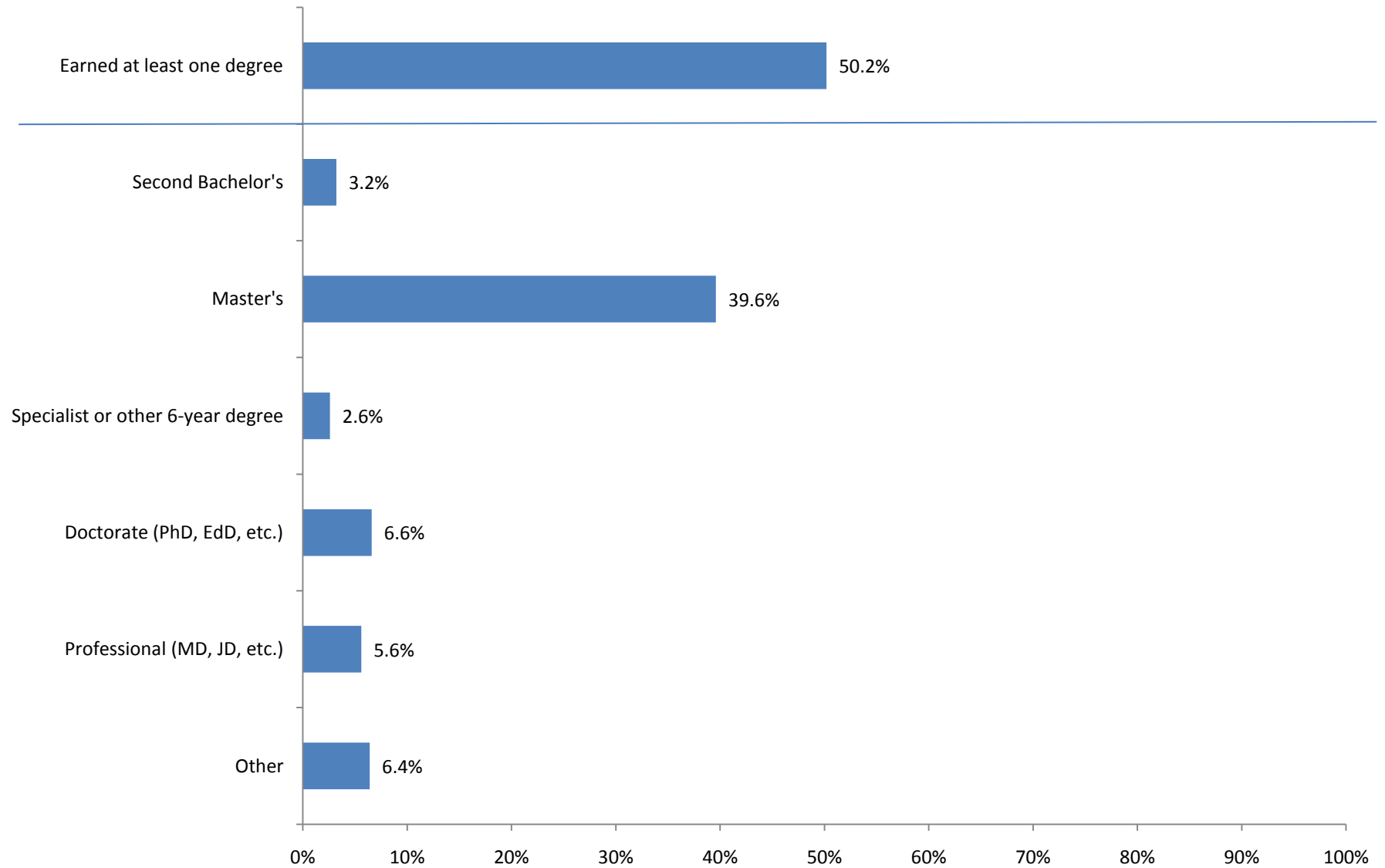
Percent of Graduates who earned a degree (or diploma) since graduating from Berea College



Source: Office of Institutional Research and Assessment, July 2010

ALL STUDENTS

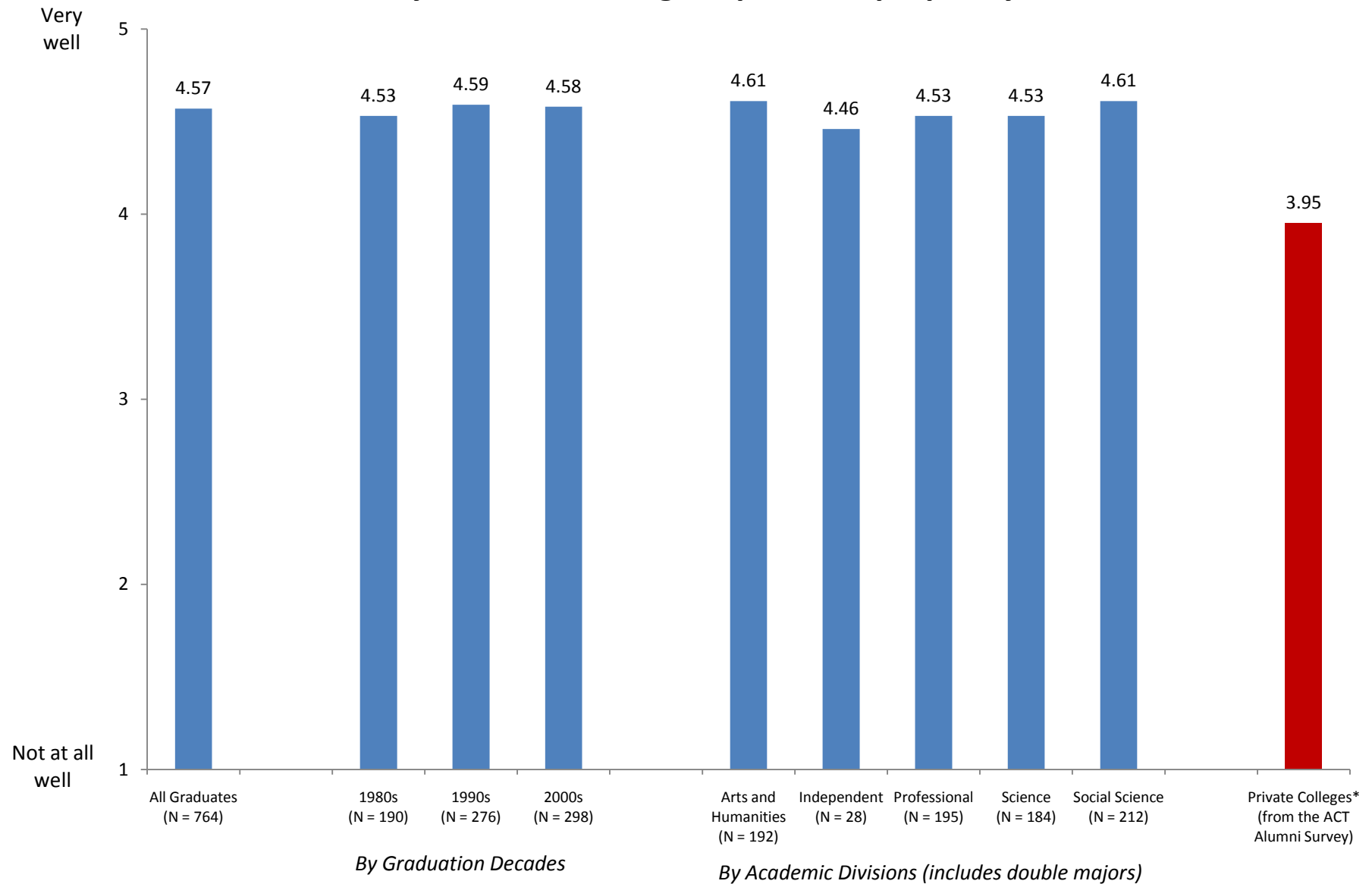
I have earned... since graduating from Berea College



NOTE: Percentages will not add to 100% because many graduates have earned more than one degree.

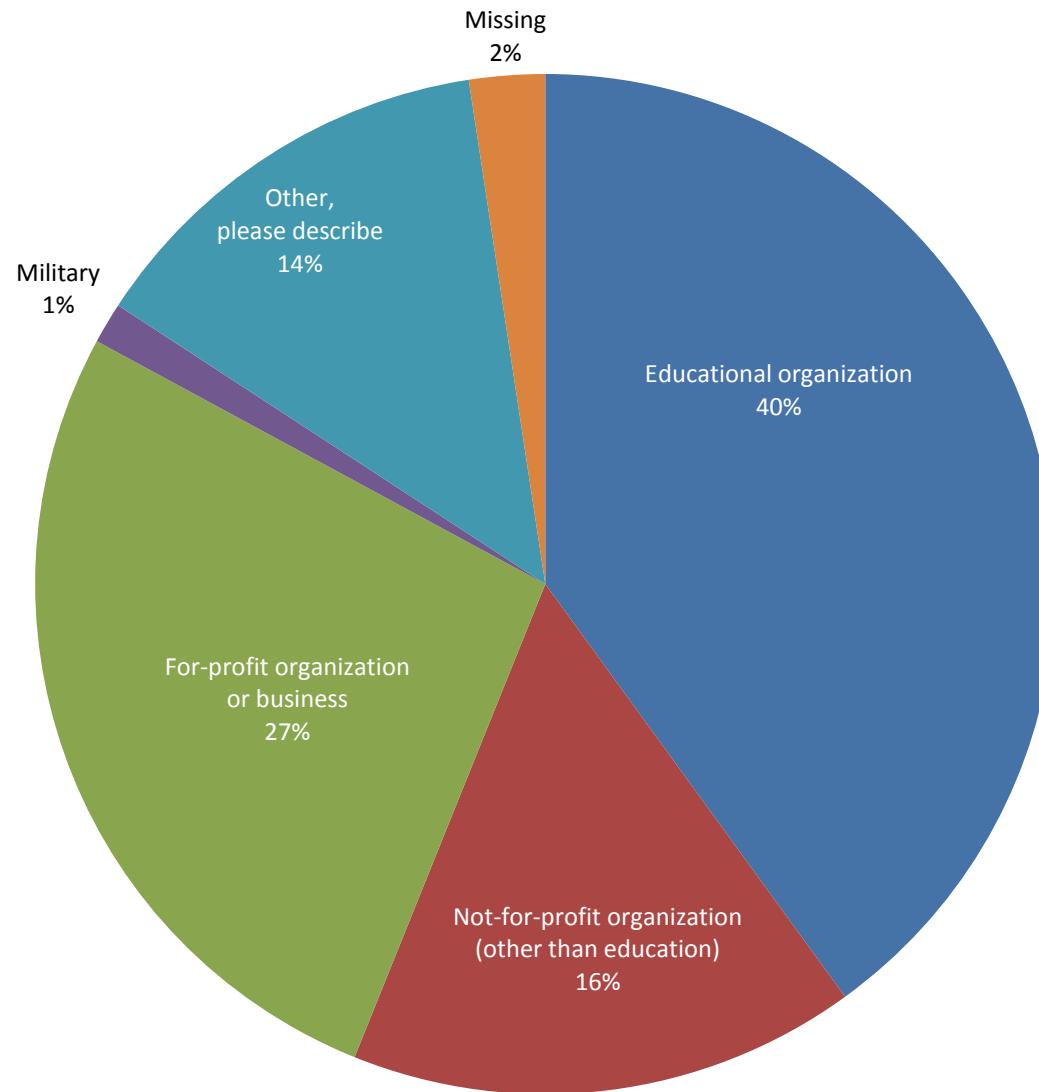
If you have completed post-graduate academic work,

How well did your Berea College experience prepare you for it?



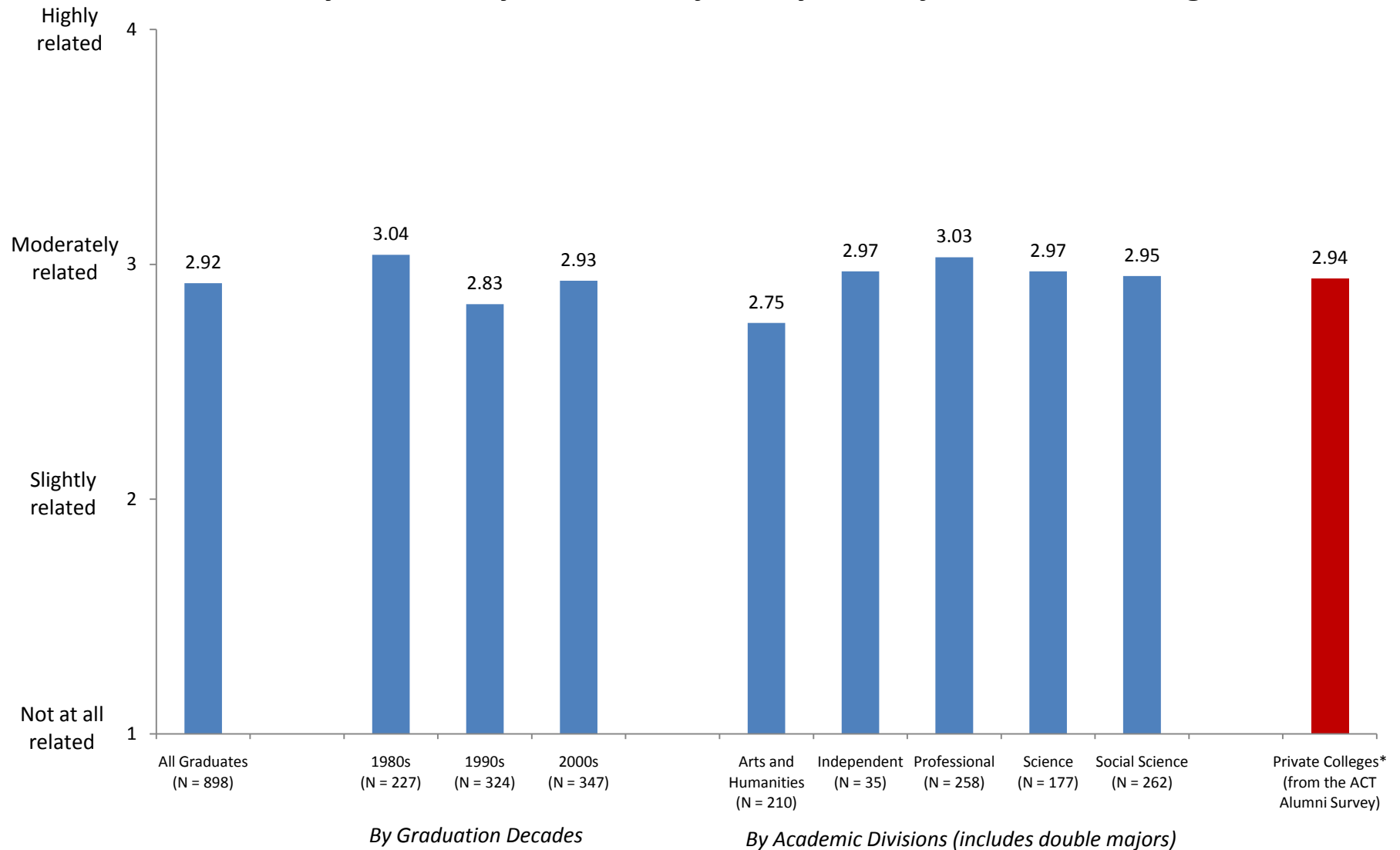
*For comparison, the private college mean (from the ACT alumni survey) to the question, "How well did this college prepare you for your continuing education?" is provided.

Which of the following best describes your current employer?



NOTE: Based only on those who indicated that they are employed full- and/or part-time (N = 915).

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

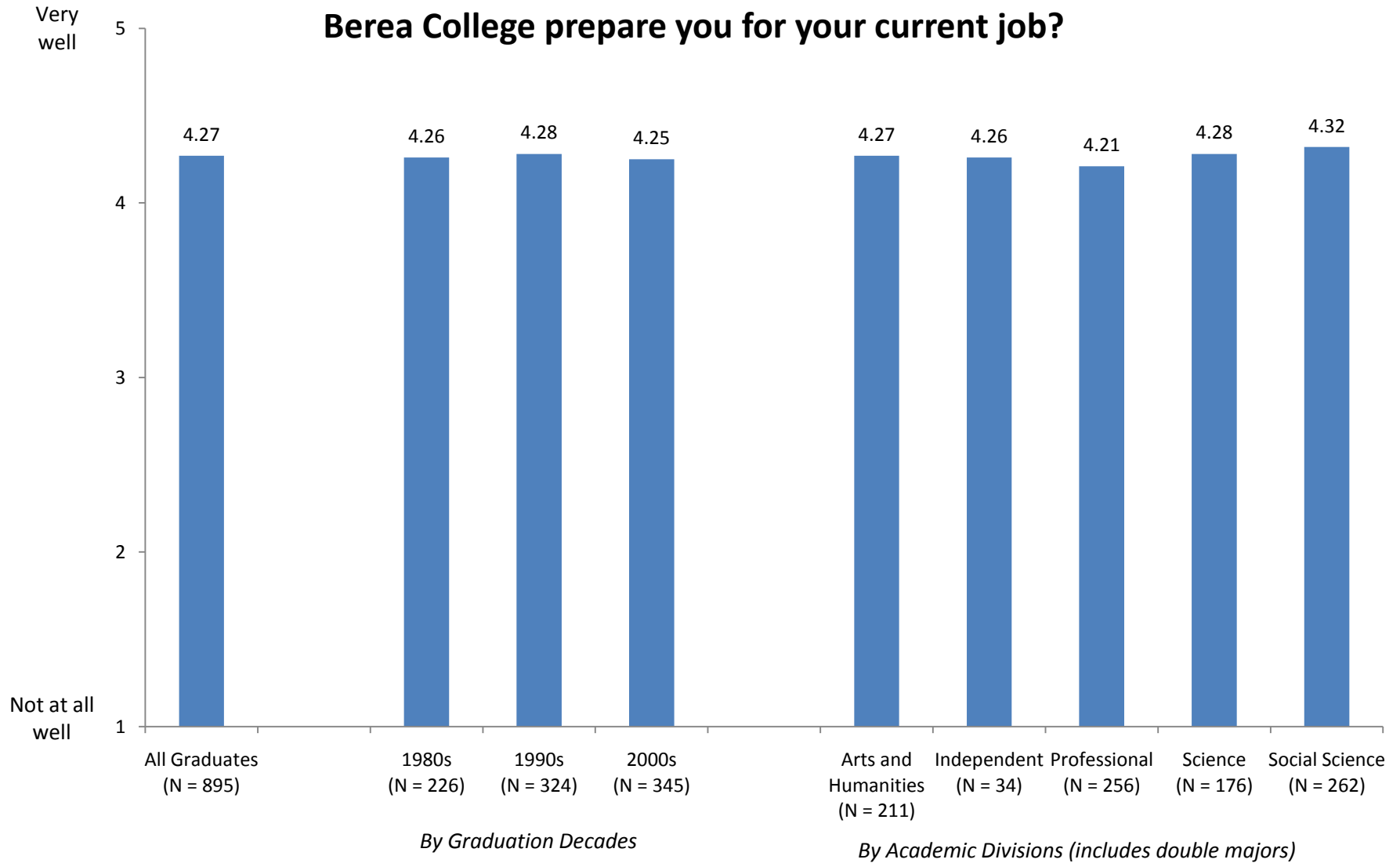


*For comparison, the private college mean (from the ACT alumni survey) to the question, "How closely related is your current occupation to your major?" is provided.

NOTE: Based only on those who indicated that they were employed full- and/or part-time AND answered the item.

If you have completed post-graduate academic work,

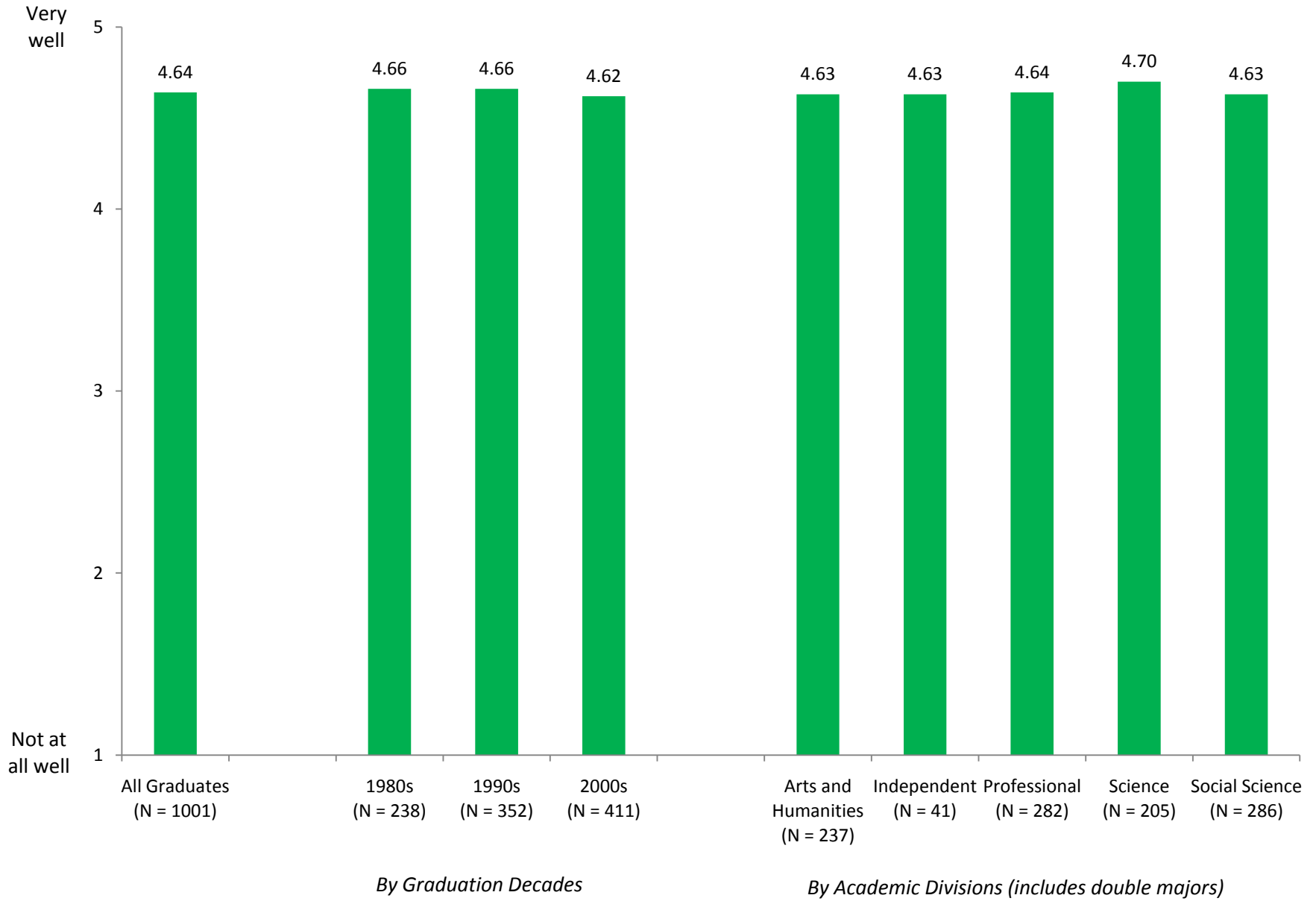
How well did your undergraduate experiences at Berea College prepare you for your current job?



NOTES: Based only on those who indicated that they were employed full- and/or part-time AND answered the item.
For comparison: Private colleges (who used the ACT Alumni survey in 2007-08), the mean was 3.08 (on a 4-point scale) to the question, "How well did this college prepare you for your present occupation?".

Overall, how did your Berea College experiences prepare you for a life of...

Meaningful work



ACT Alumni Outcomes Survey

(Work Colleges Consortium Project
administered online)

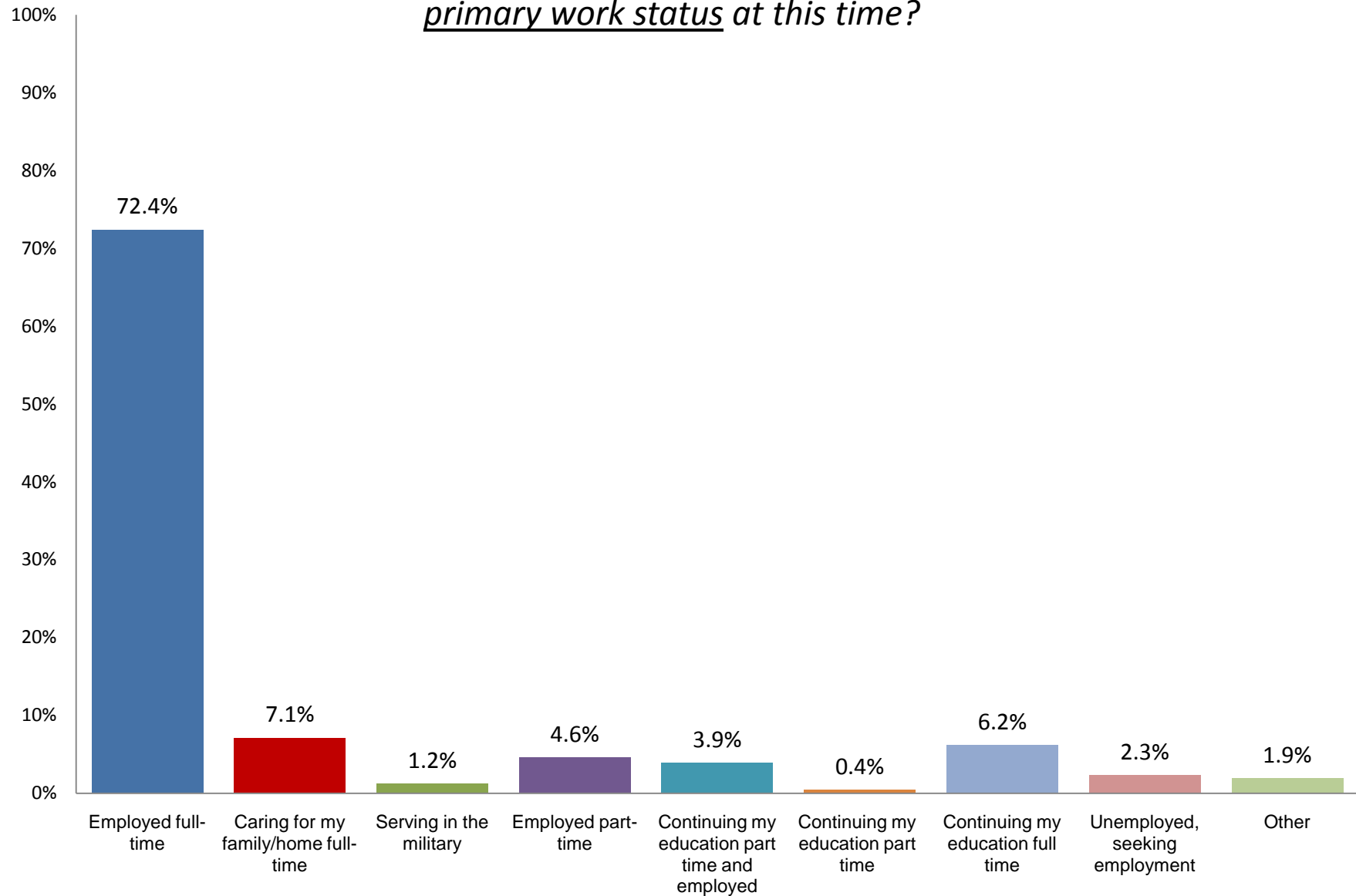
(Graduates from 1992-93 through 2006-07)



[Click to see survey instrument](#)

Response Rate: 29% (482/1648)

*Which of the following best describes your
primary work status at this time?*

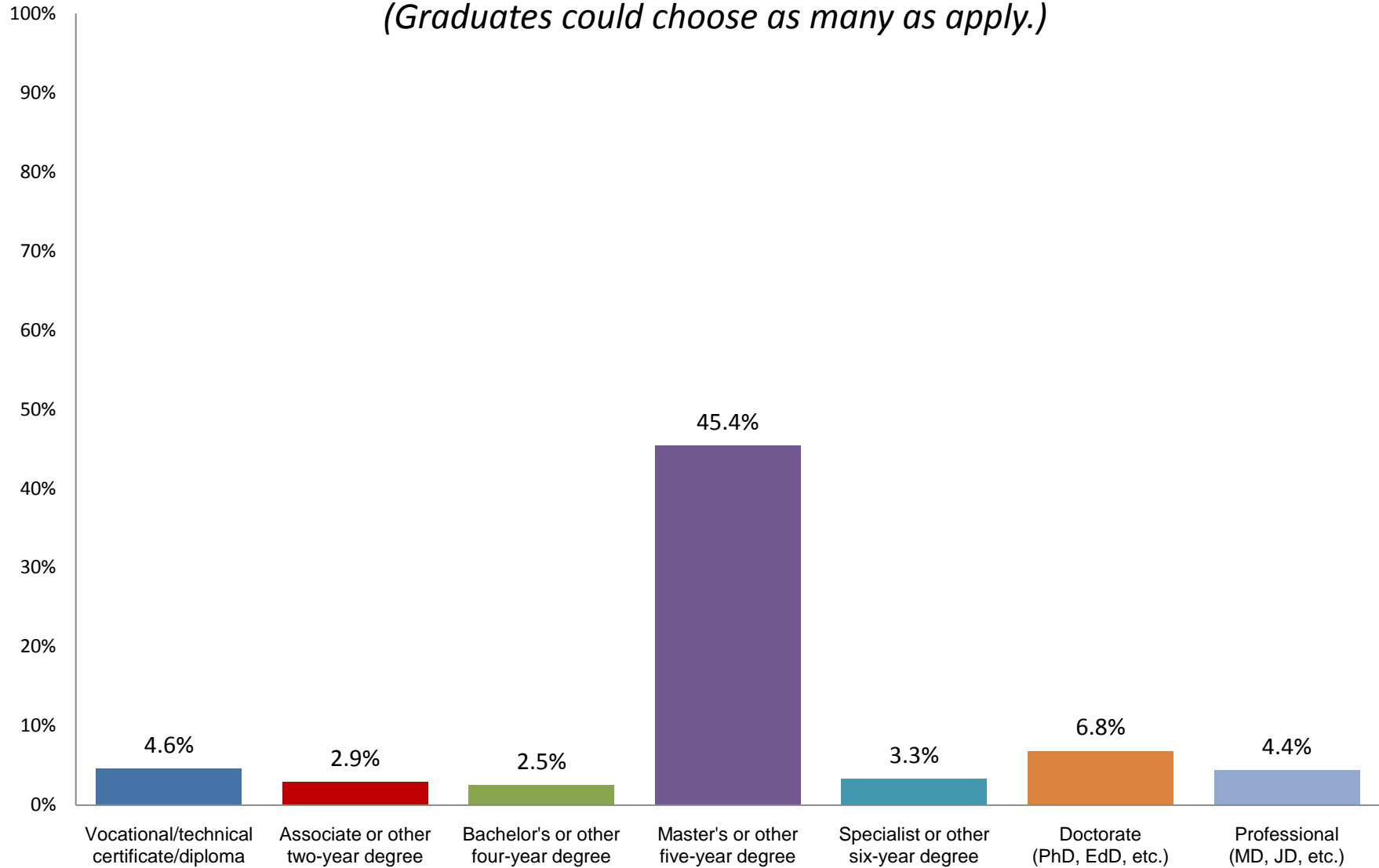


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

*Degree/certificate/diploma completed at a school other than Berea
(Graduates could choose as many as apply.)*

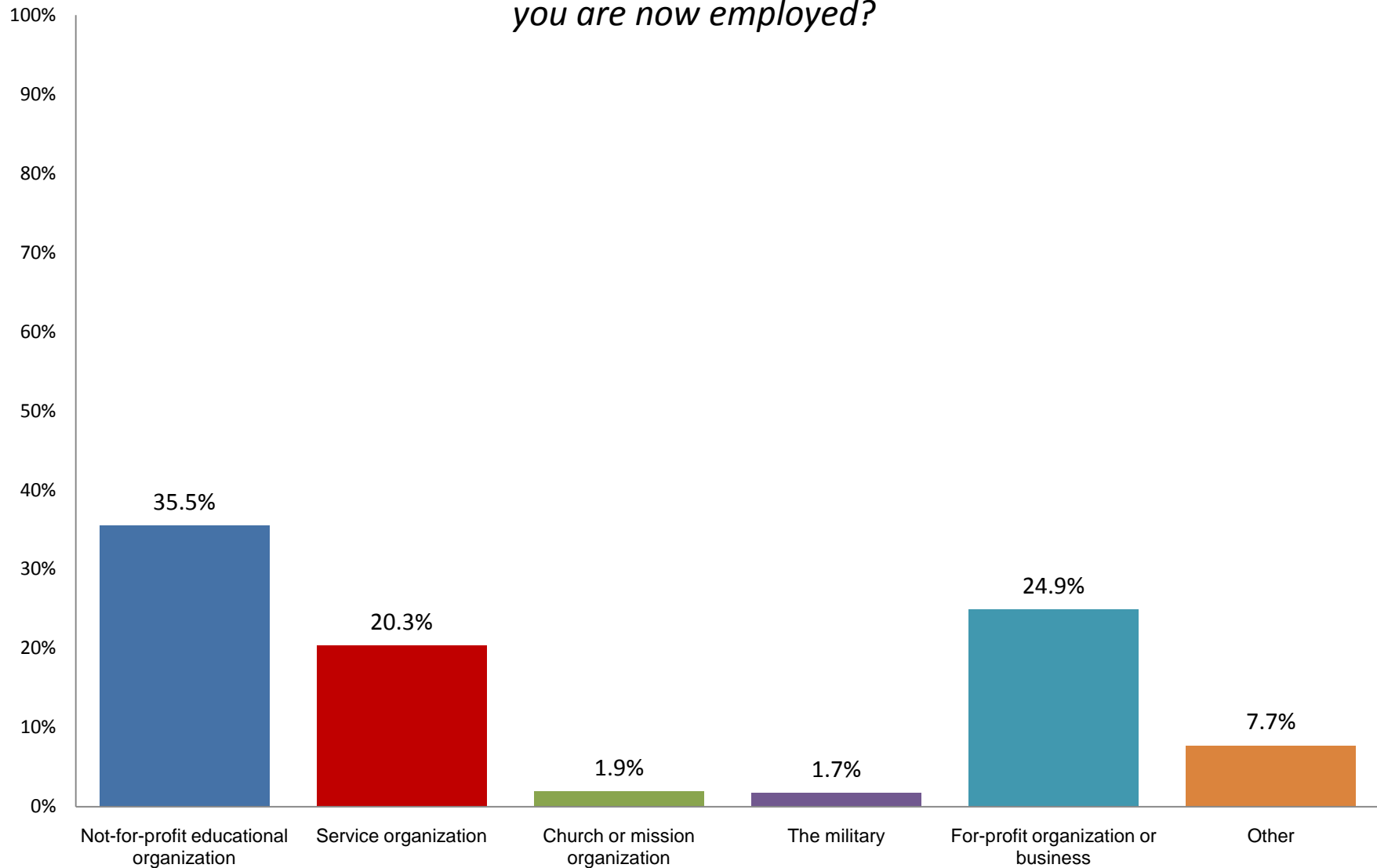


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Which best describes the type of organization by which you are now employed?

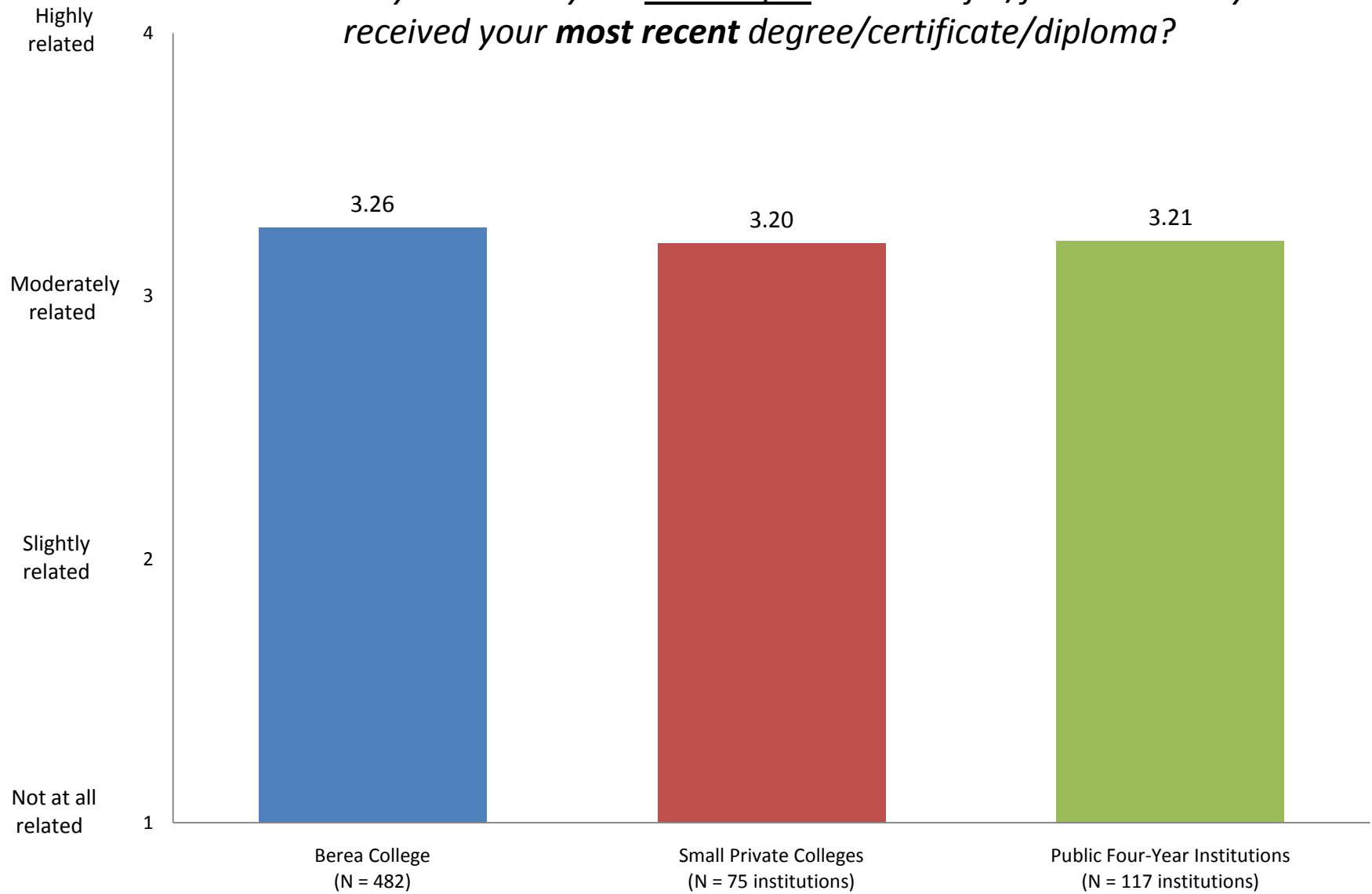


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

*How closely related is your current job to the major/field in which you received your **most recent** degree/certificate/diploma?*

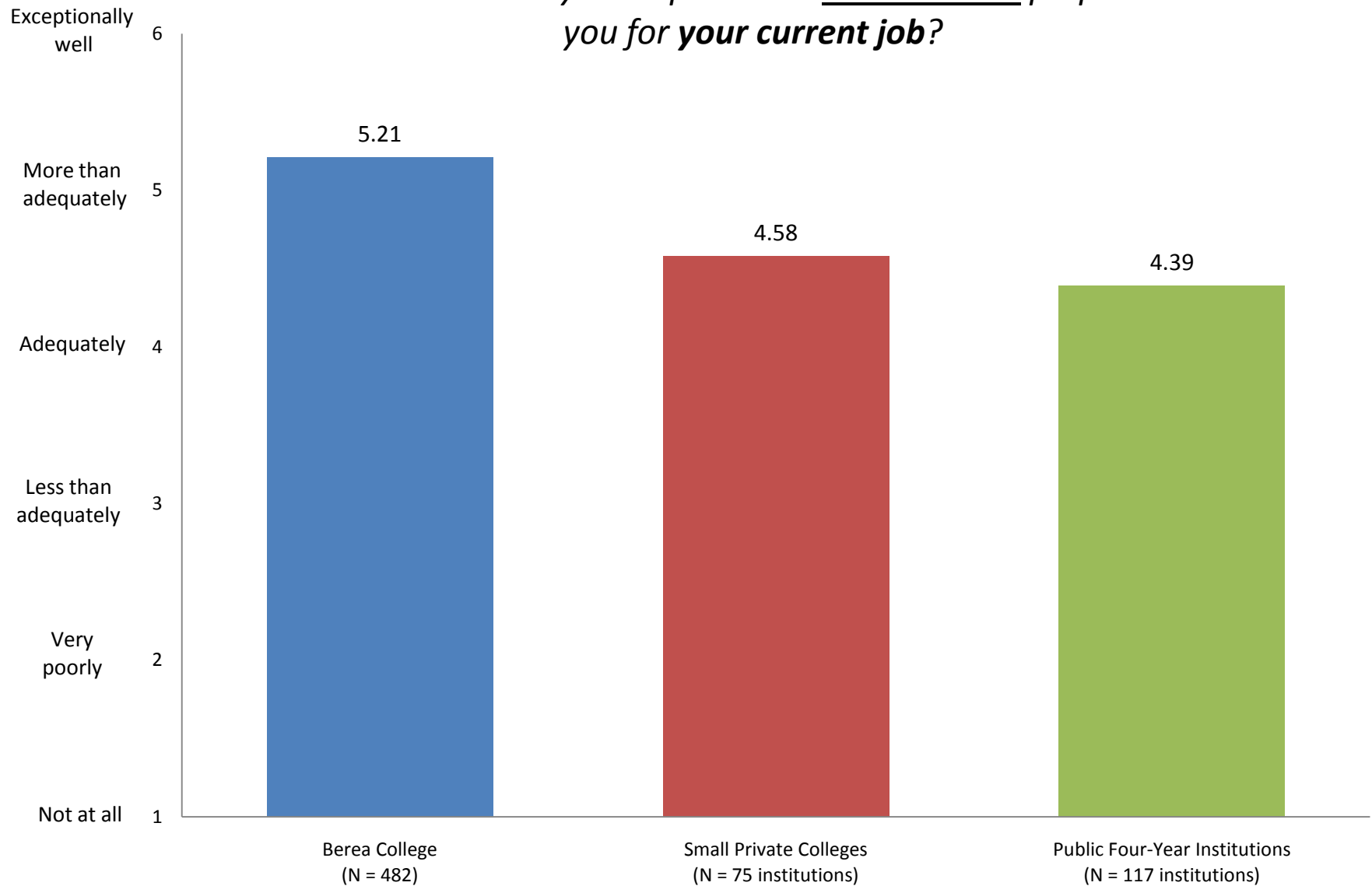


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

*How well did your experiences at this school prepare you for **your current job**?*

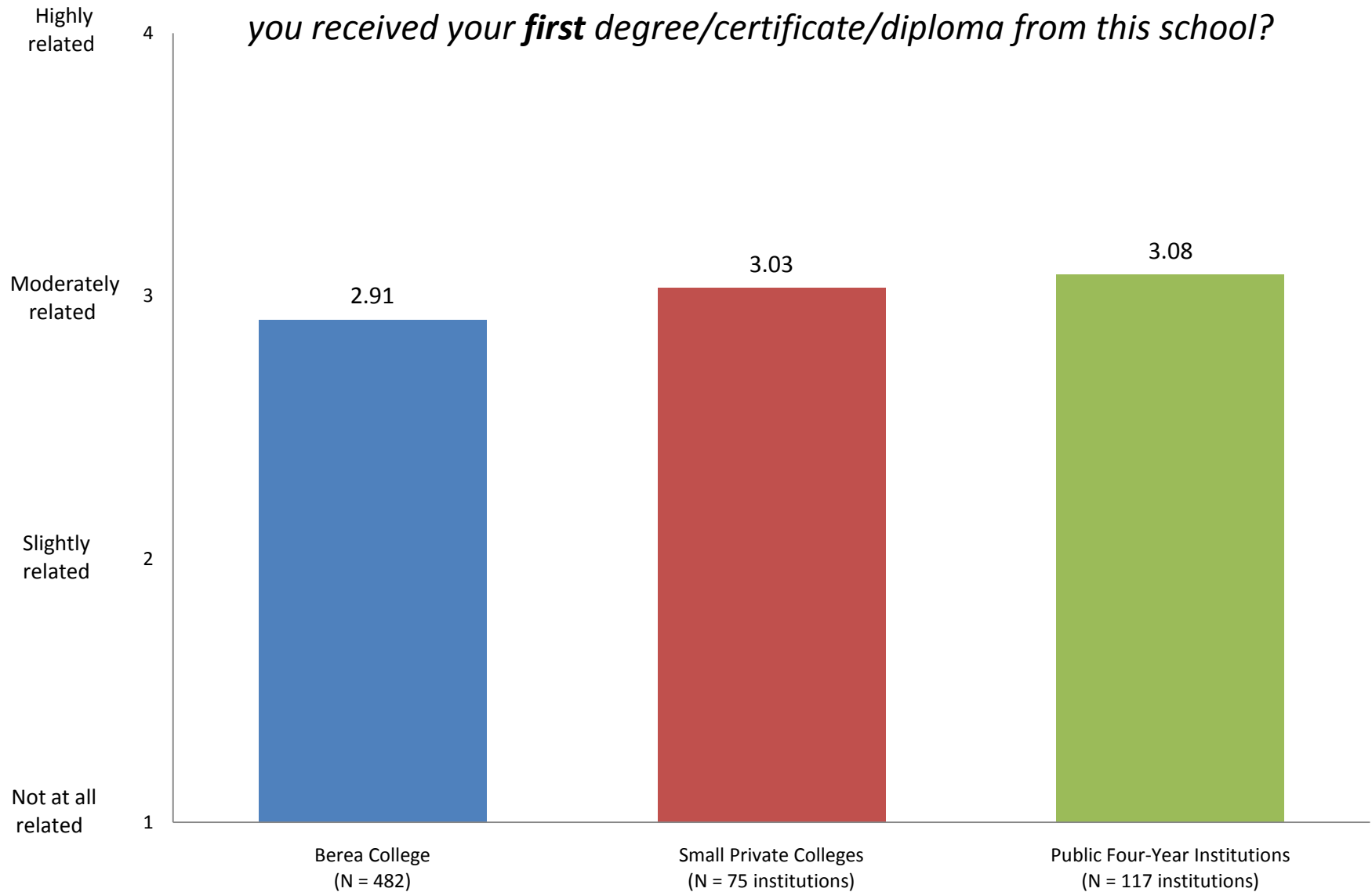


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Bera Response Rate:
482/1648 or 29%

*How closely related was your first, full-time job to the major/field in which you received your **first** degree/certificate/diploma from this school?*



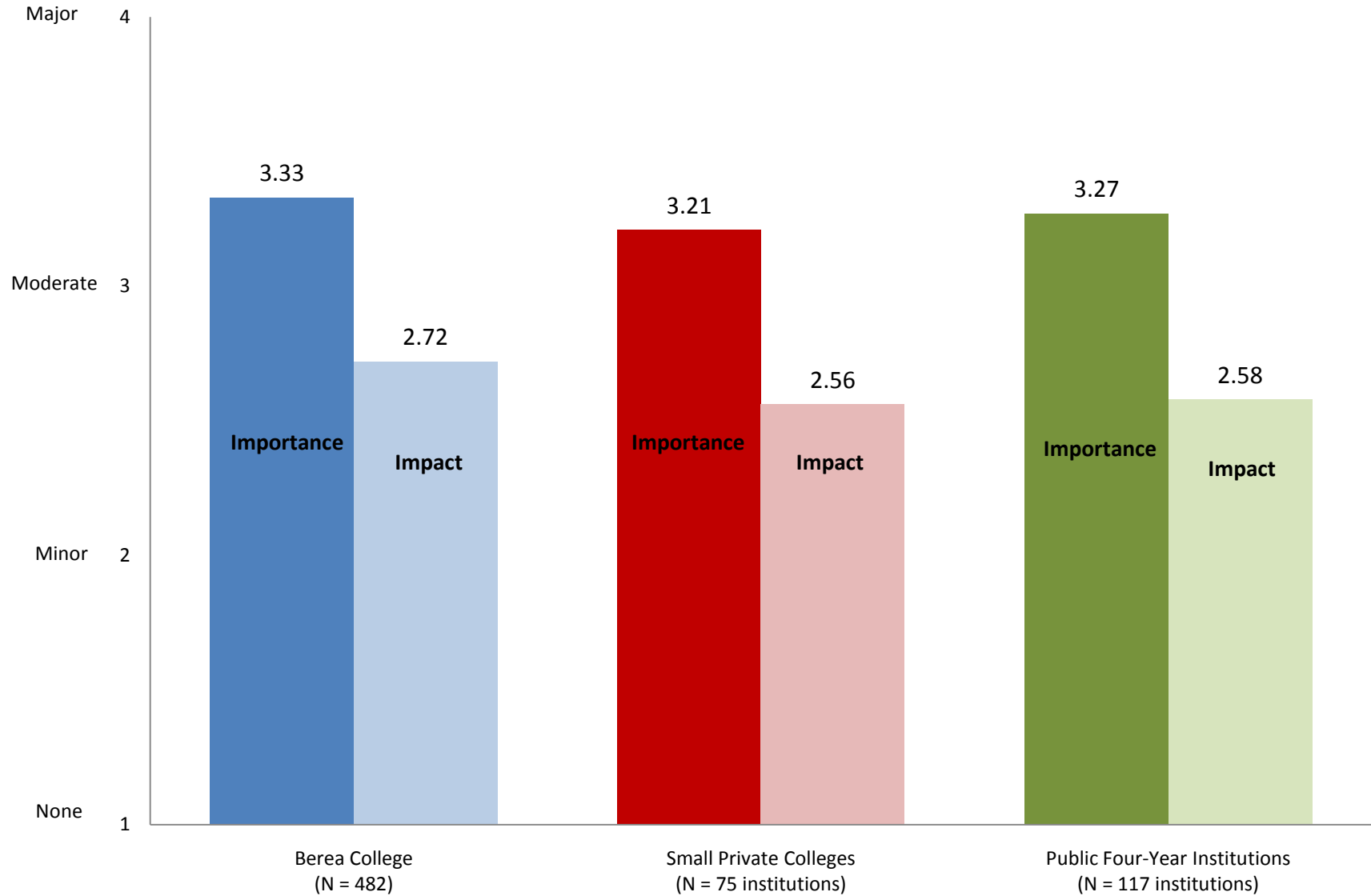
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

Learning about existing and emerging career options



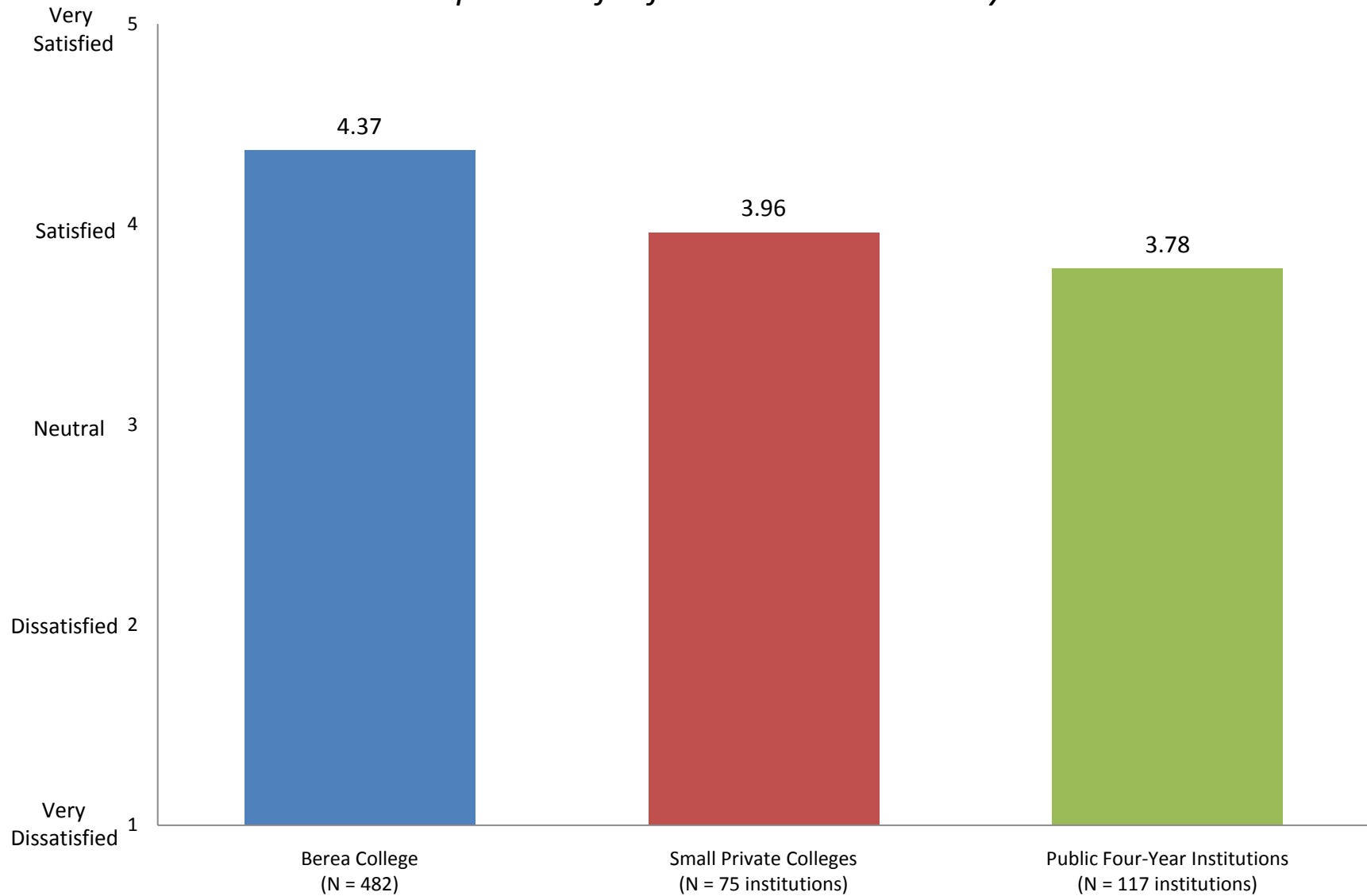
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

Preparation for further academic study



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

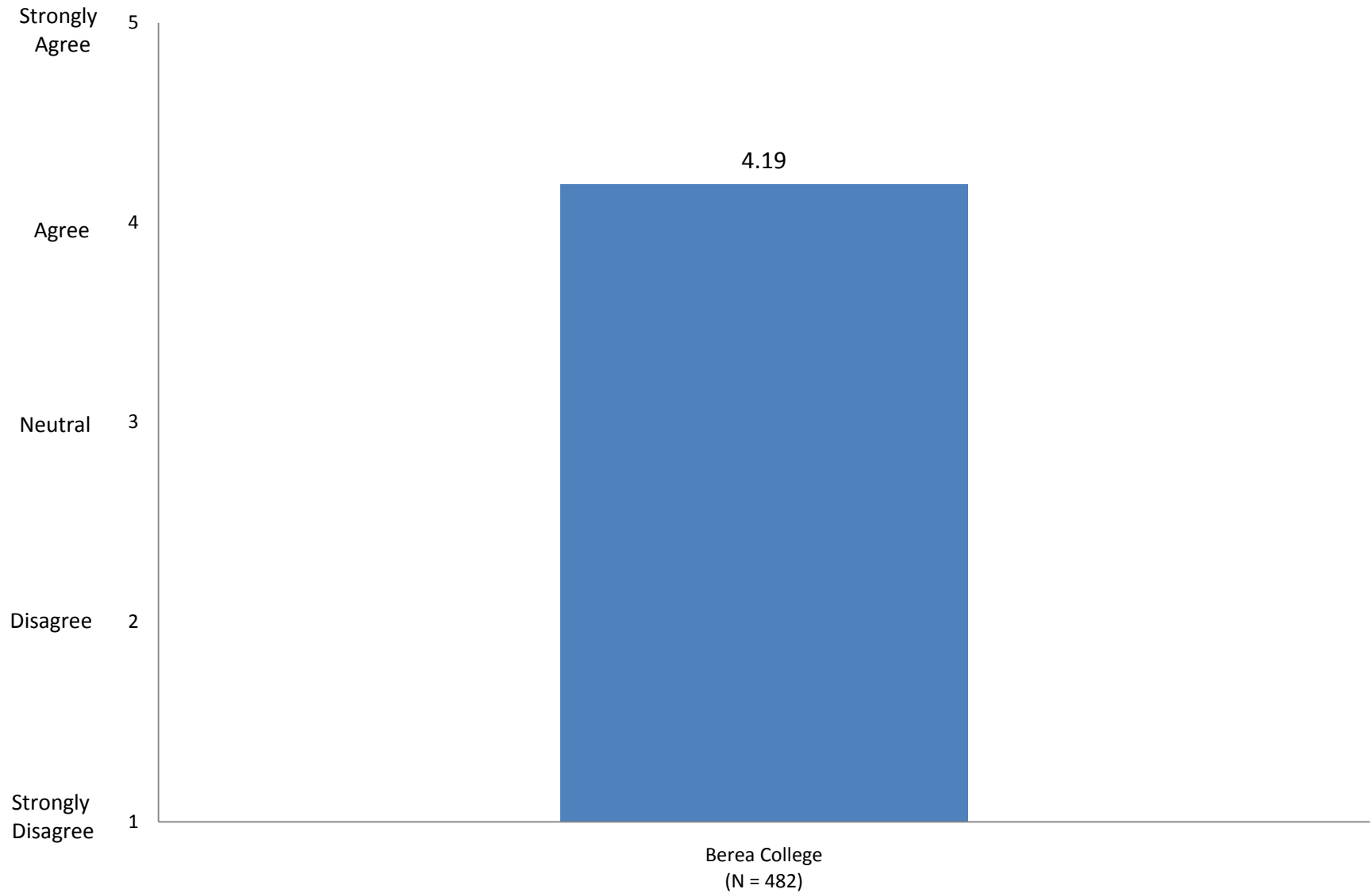
Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

My Work Program Experience...

helped prepare me for my first job.



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

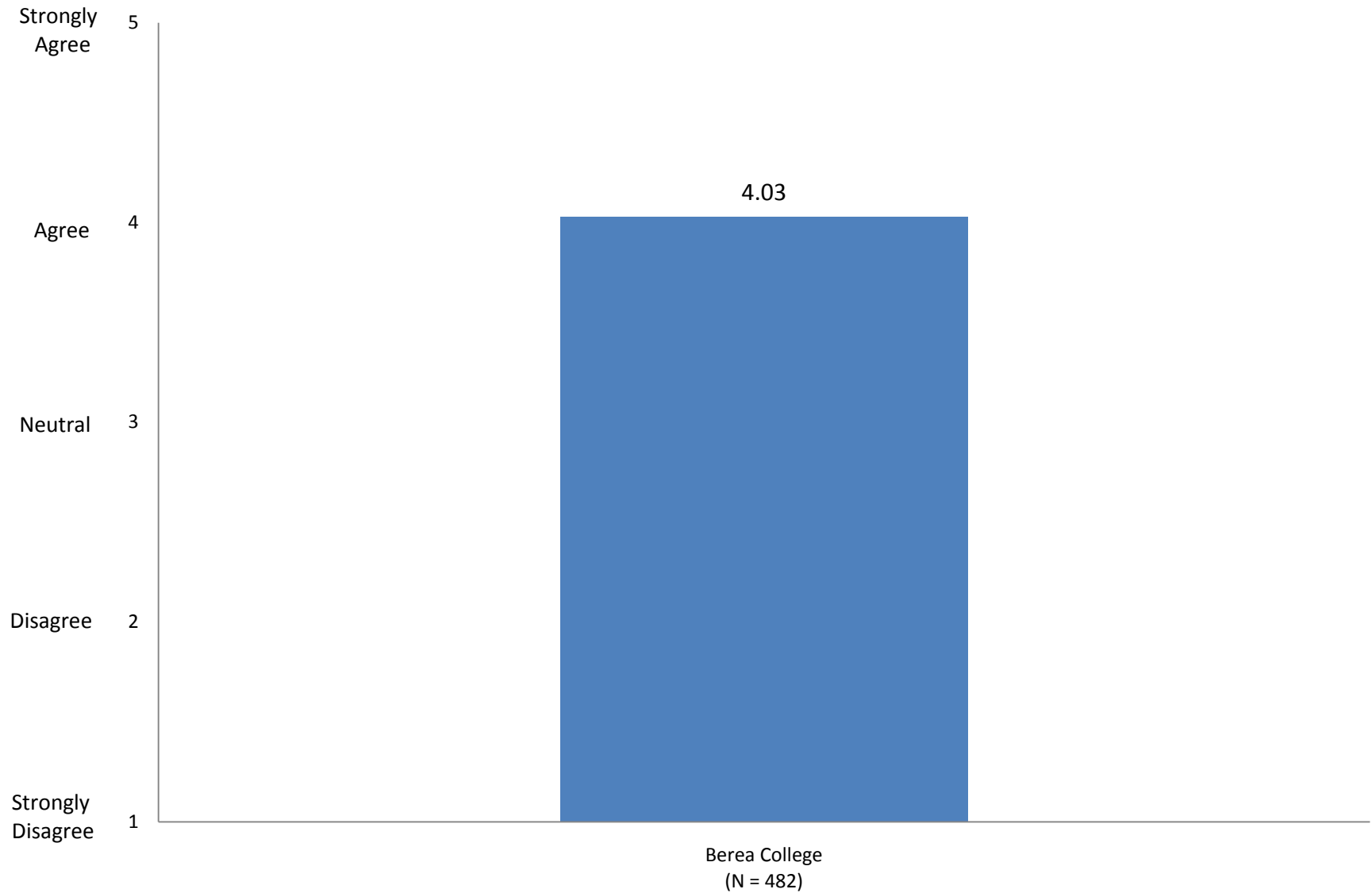
Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

My Work Program Experience...

helped prepare me for my current job (if different).



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

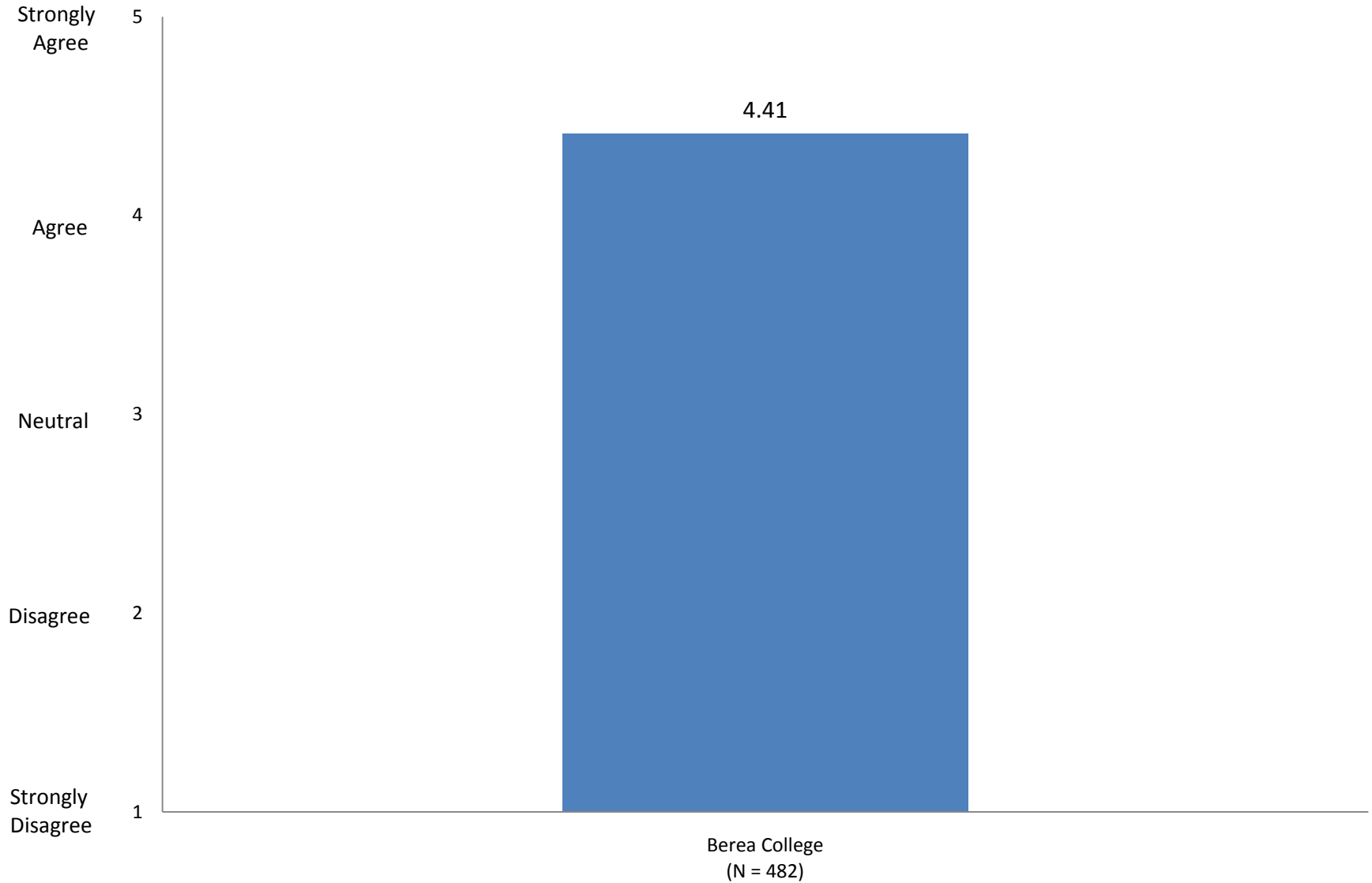
Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

My Work Program Experience...

helped me to appreciate the value and dignity of work.



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

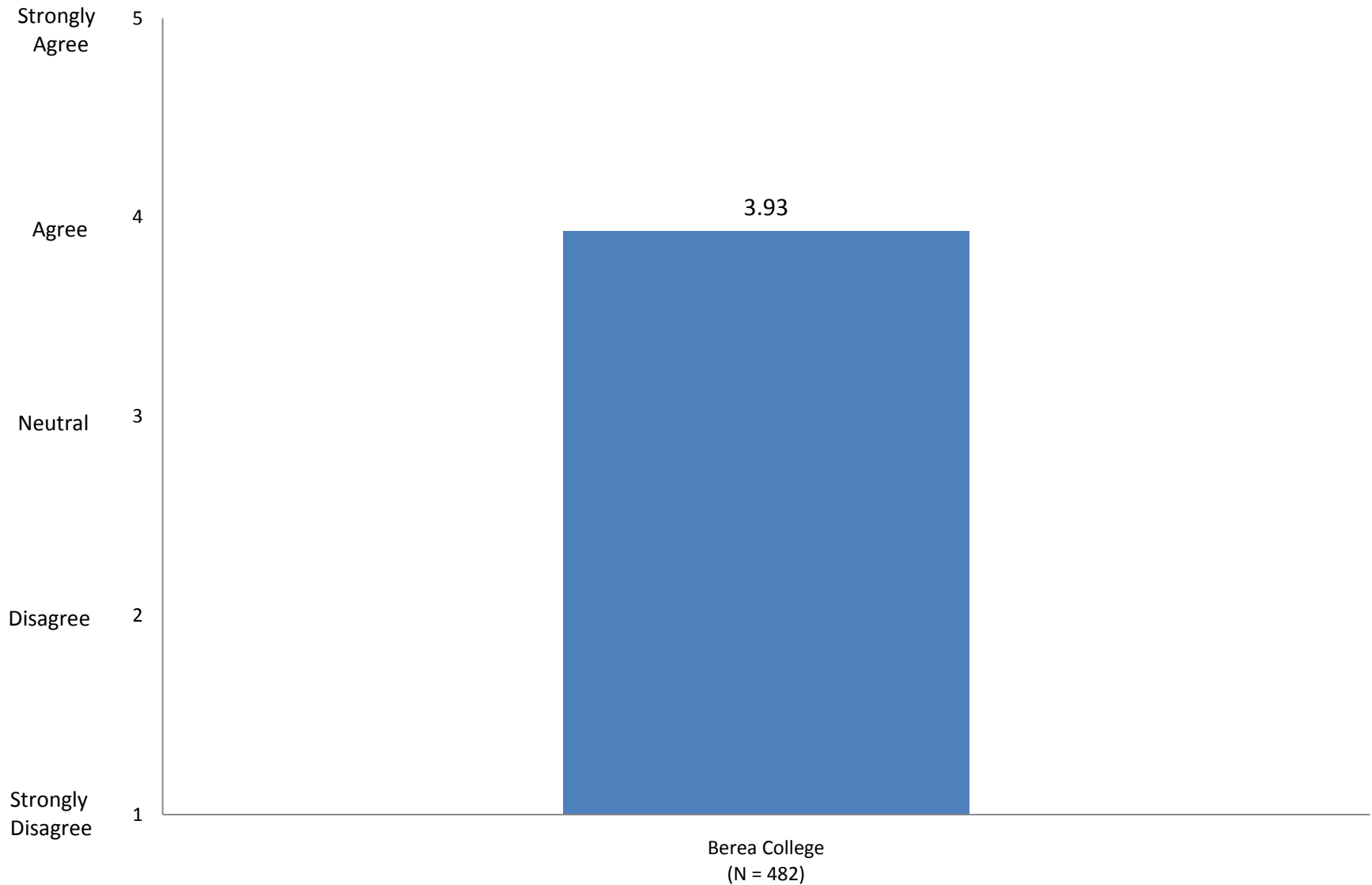
Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

My Work Program Experience...

increased my ability to continue my education after graduation.



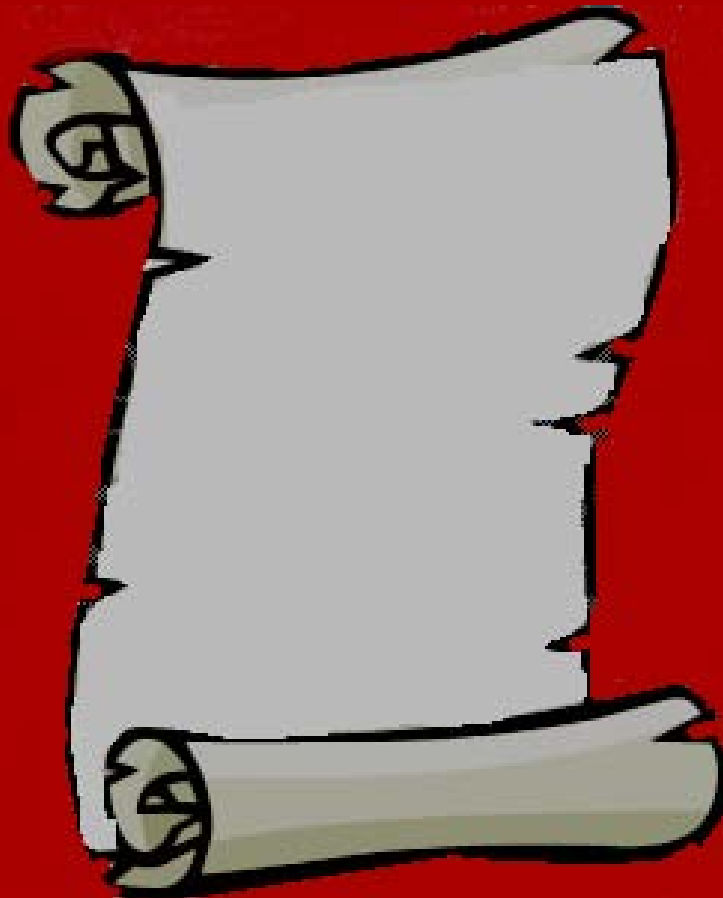
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

HISTORICAL SURVEY DATA

STUDENT SURVEY ITEMS PRIOR TO 200*



Berea-Specific Entering Survey

(Fall Term First-Year Students and New Transfers)

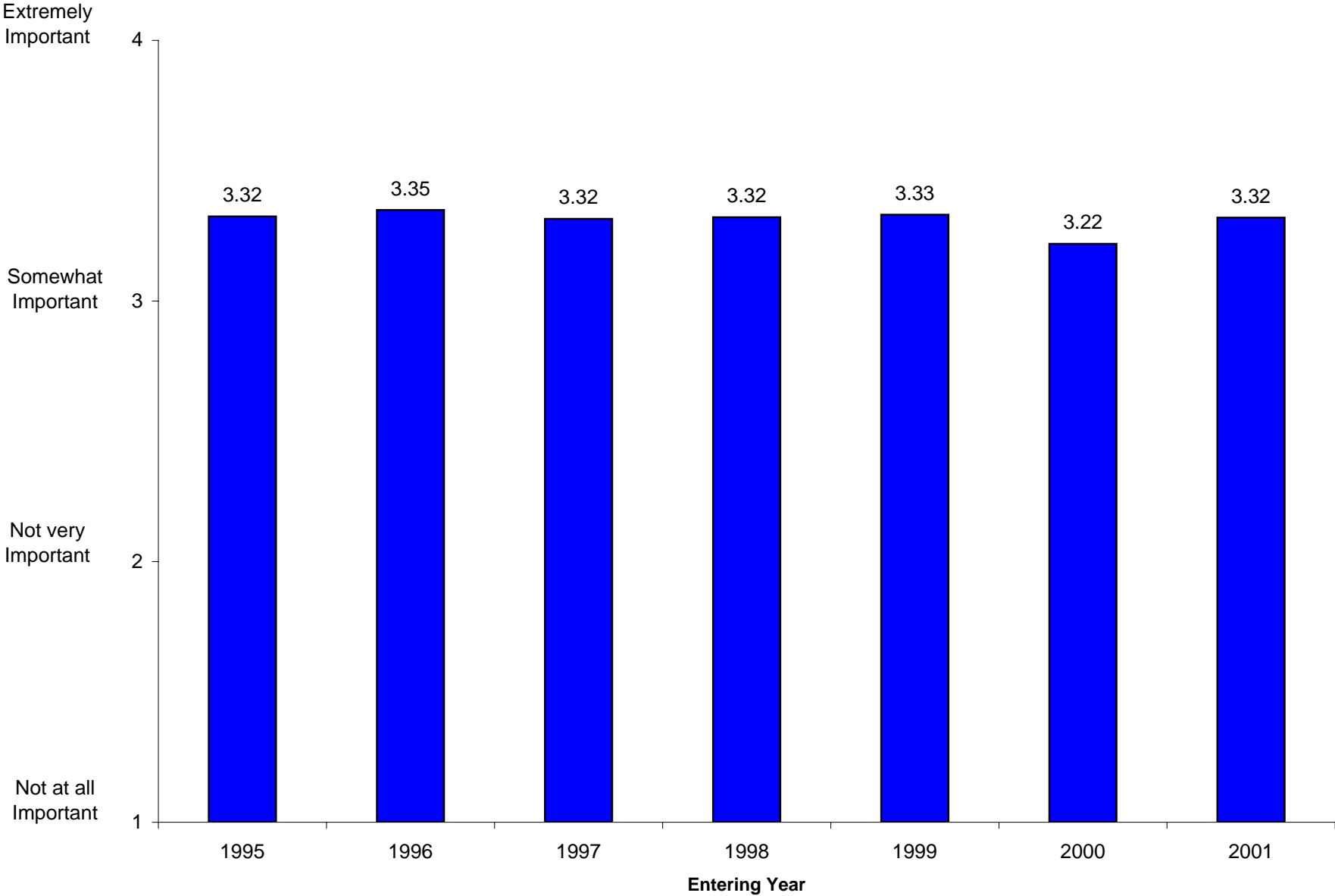


[Click to see survey instruments](#)

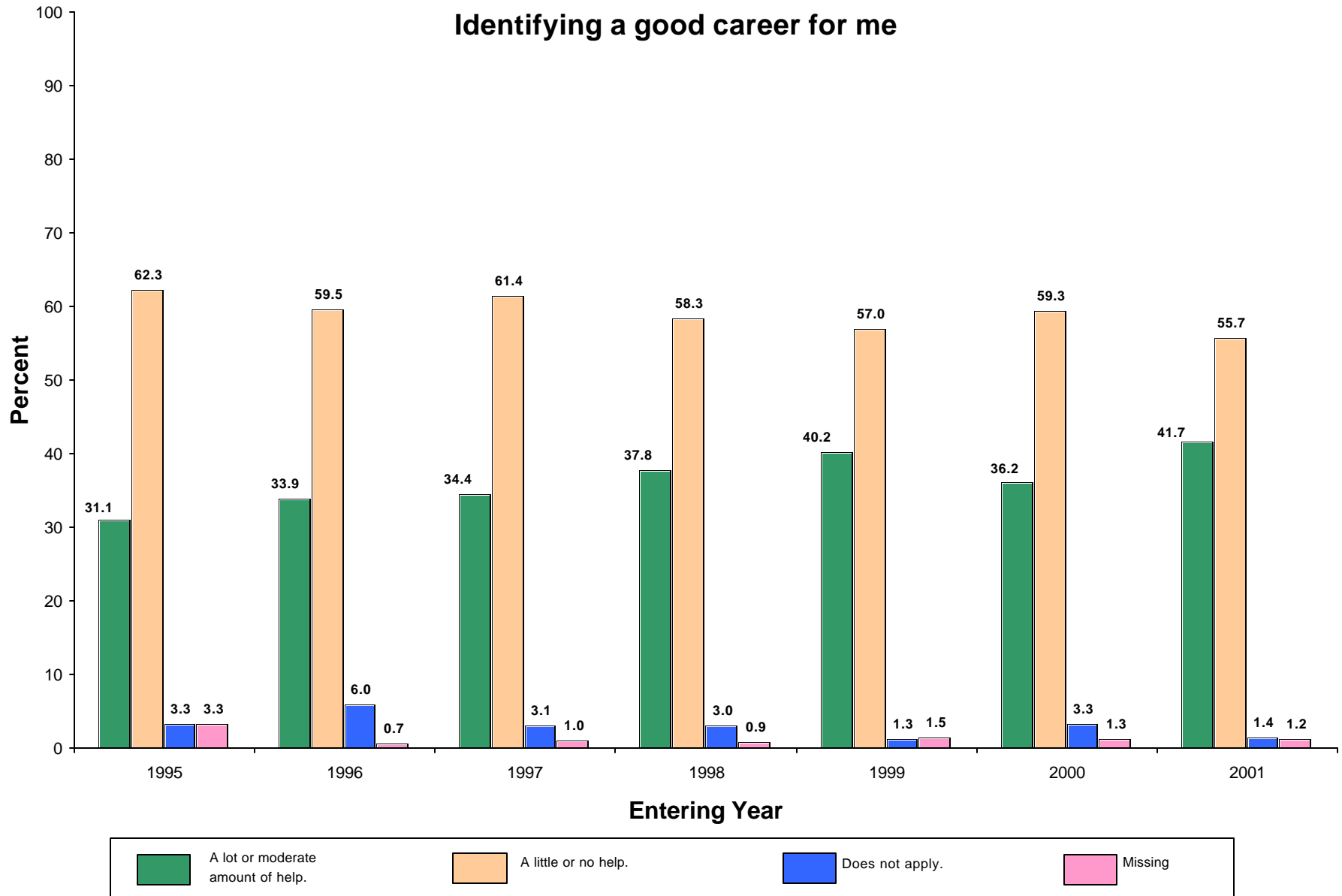
Administrated every Fall Term, 1995-2001 and
Fall Terms 2003, 2005, 2007, 2009, 2011, and 2013

Average Response Rate of 85%

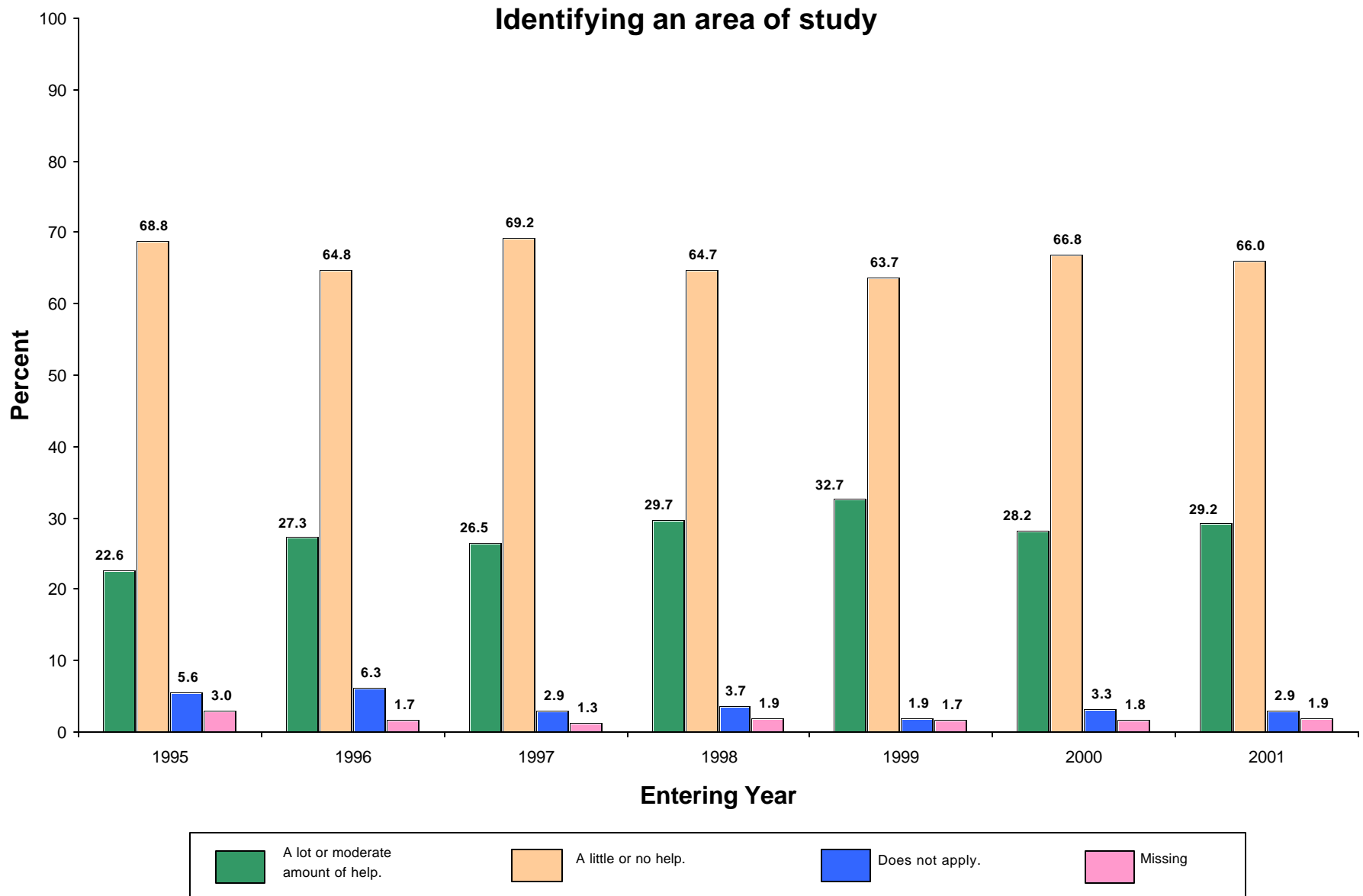
To earn a post graduate degree such as a Masters, Ph.D., or M.D.



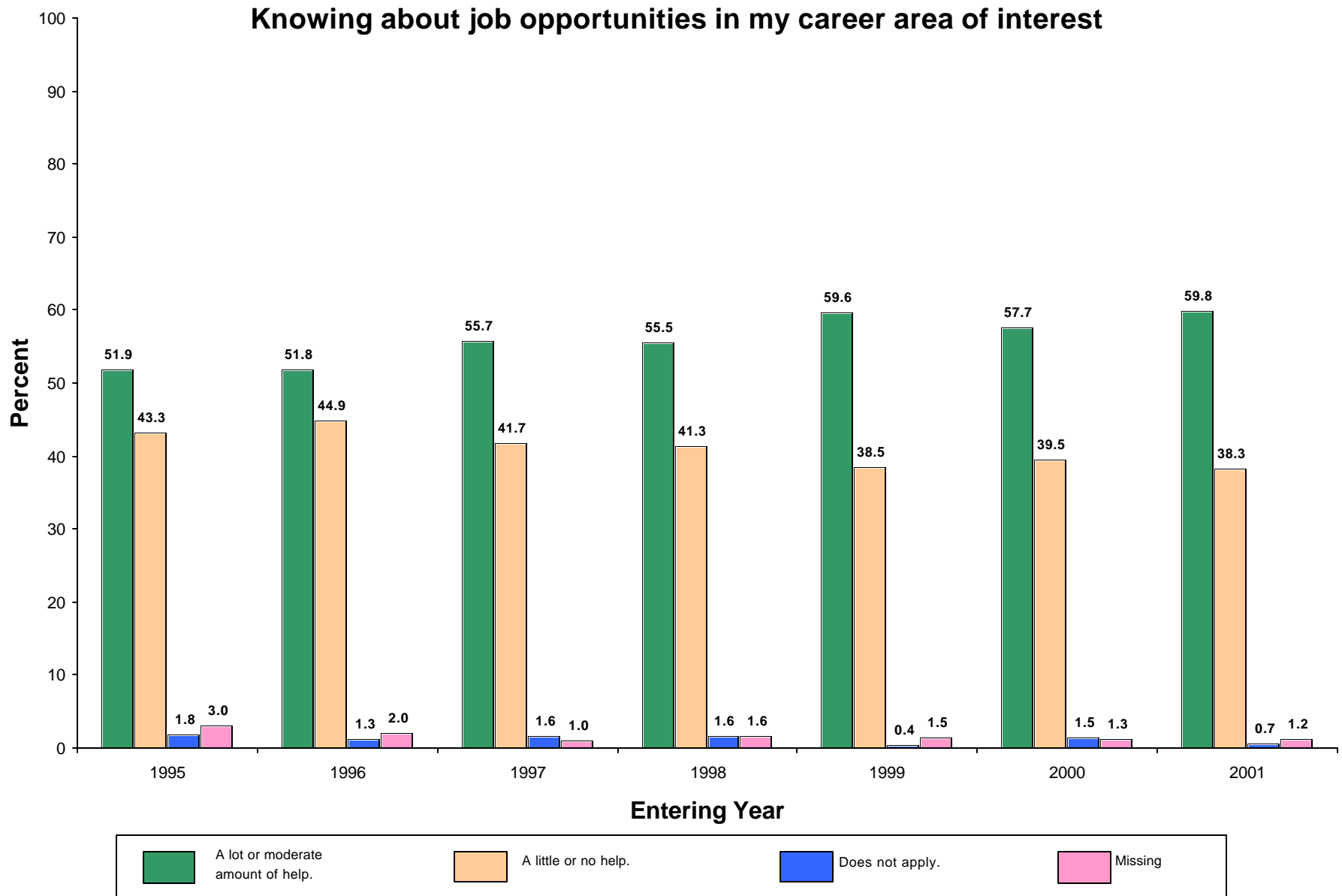
Indicate how much help you need in each of the following areas:

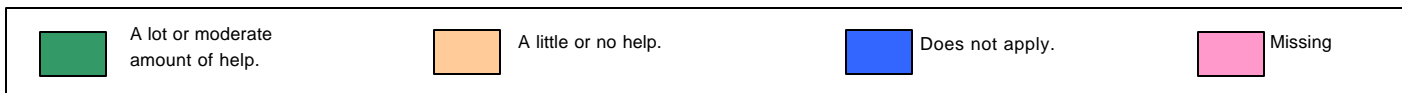
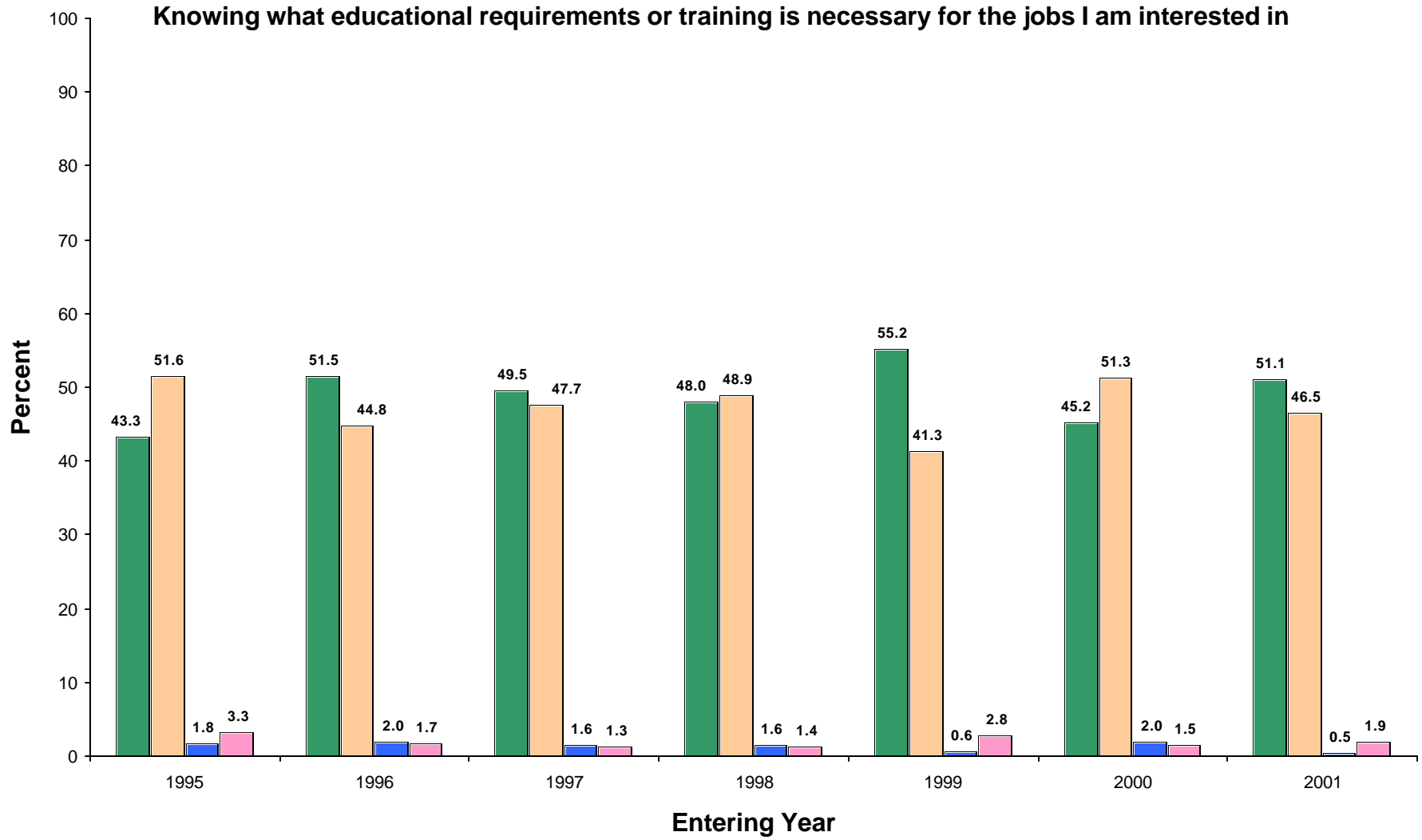


Indicate how much help you need in each of the following areas:



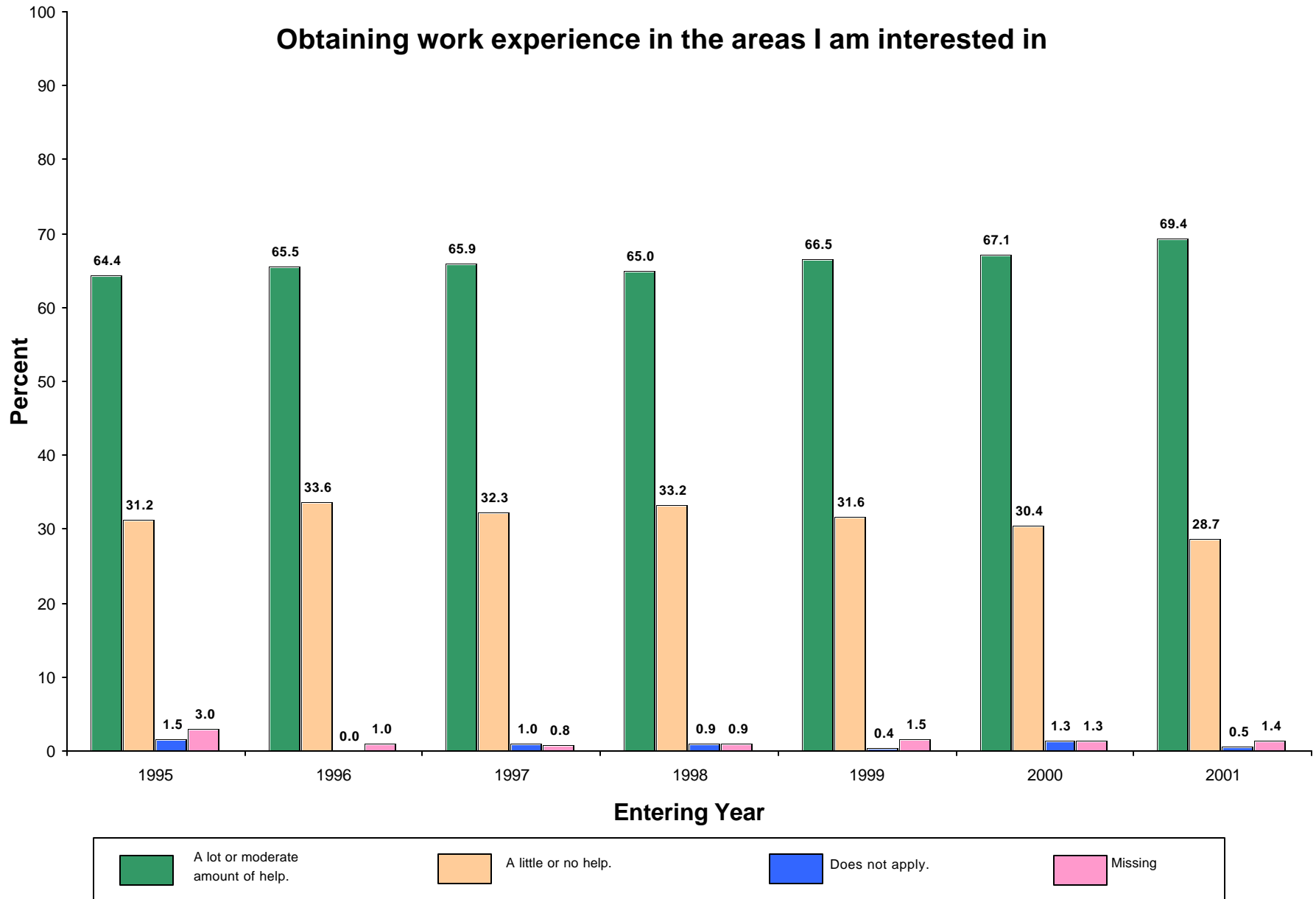
Indicate how much help you need in each of the following areas:





Indicate how much help you need in each of the following areas:

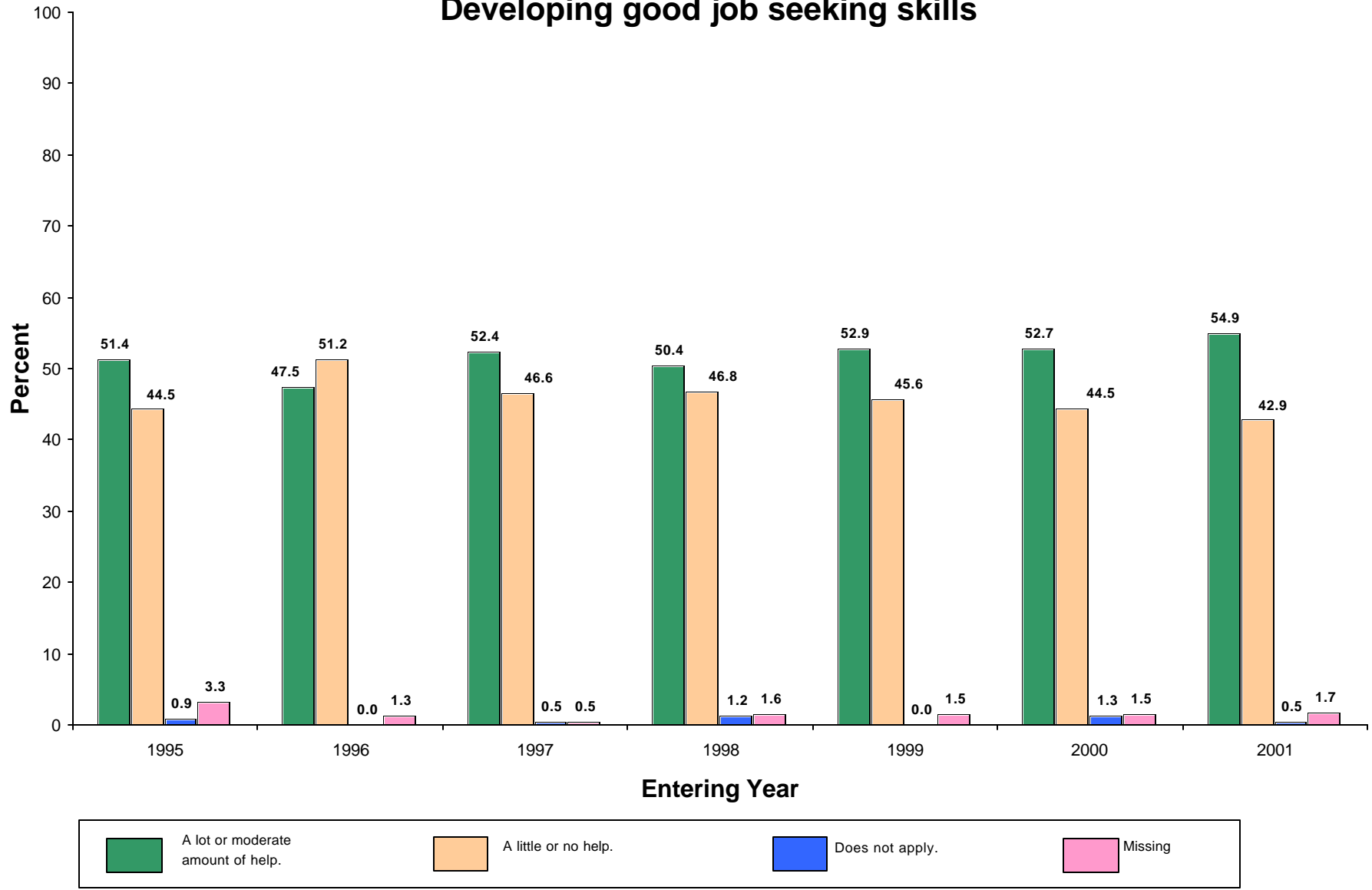
Berea-Specific Entering Survey



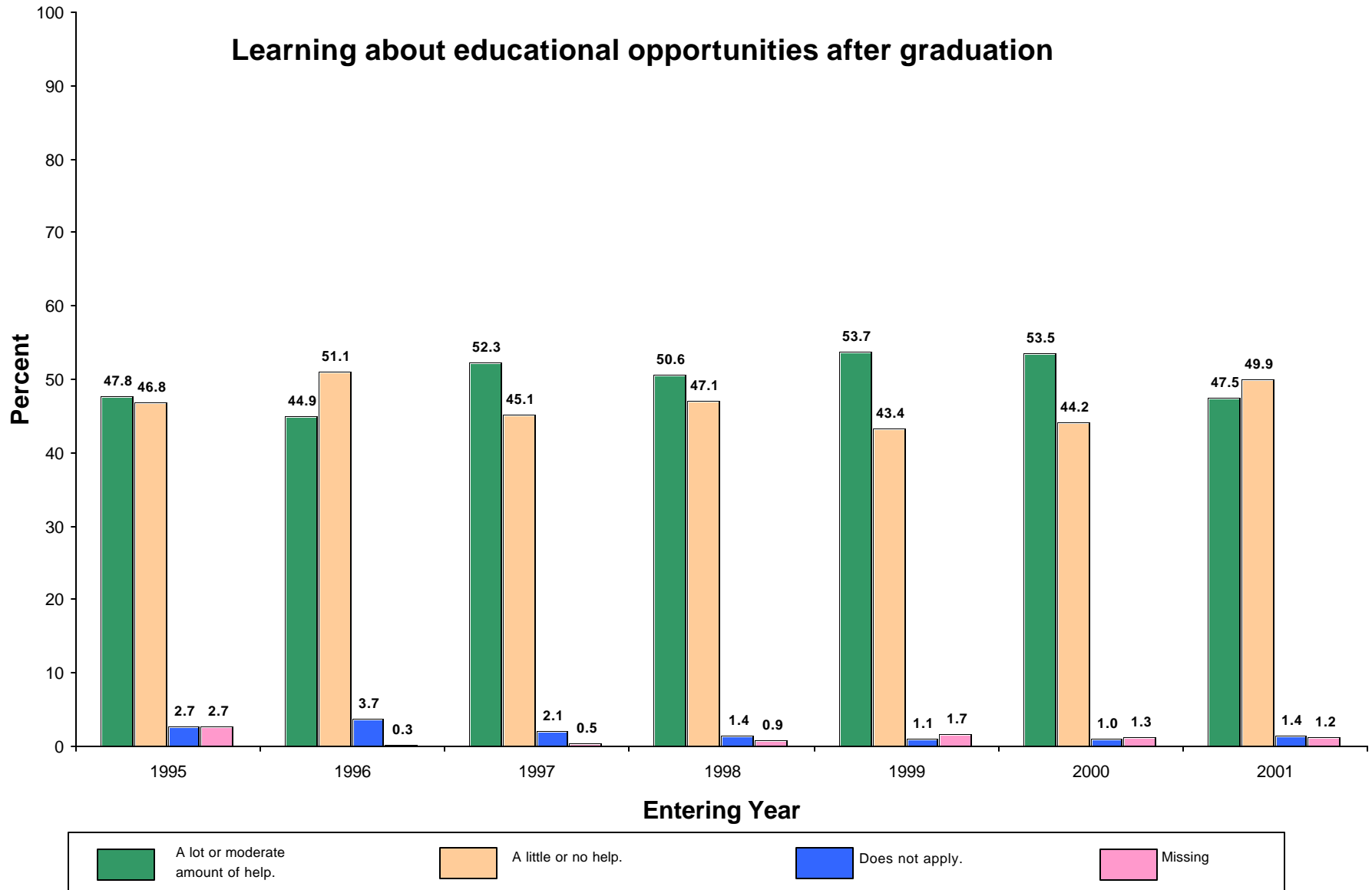
Indicate how much help you need in each of the following areas:

Berea-Specific Entering Survey

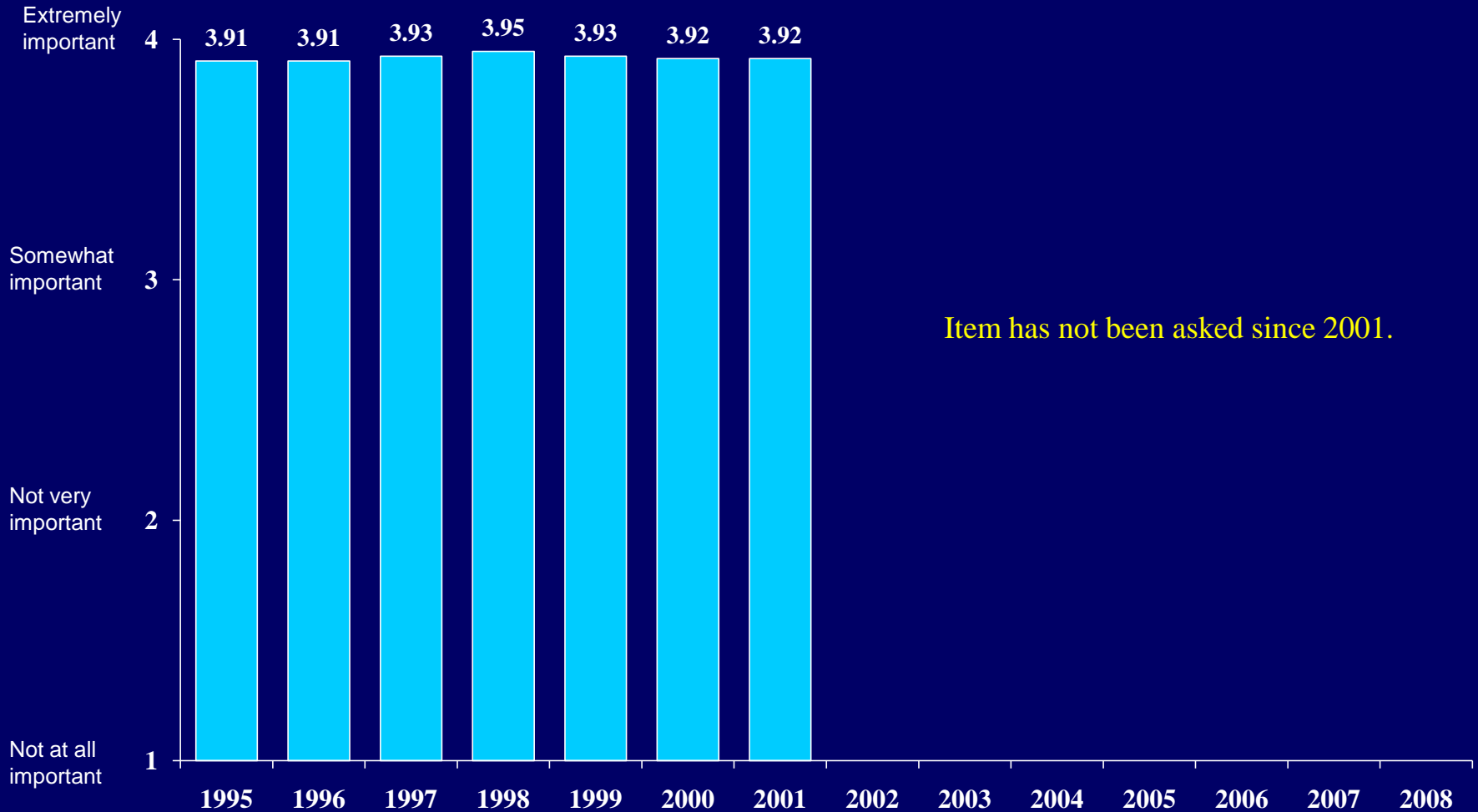
Developing good job seeking skills



Indicate how much help you need in each of the following areas:



Rate the importance to you of each of the following
Finding a fulfilling career



Your First College Year (YFCY)

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

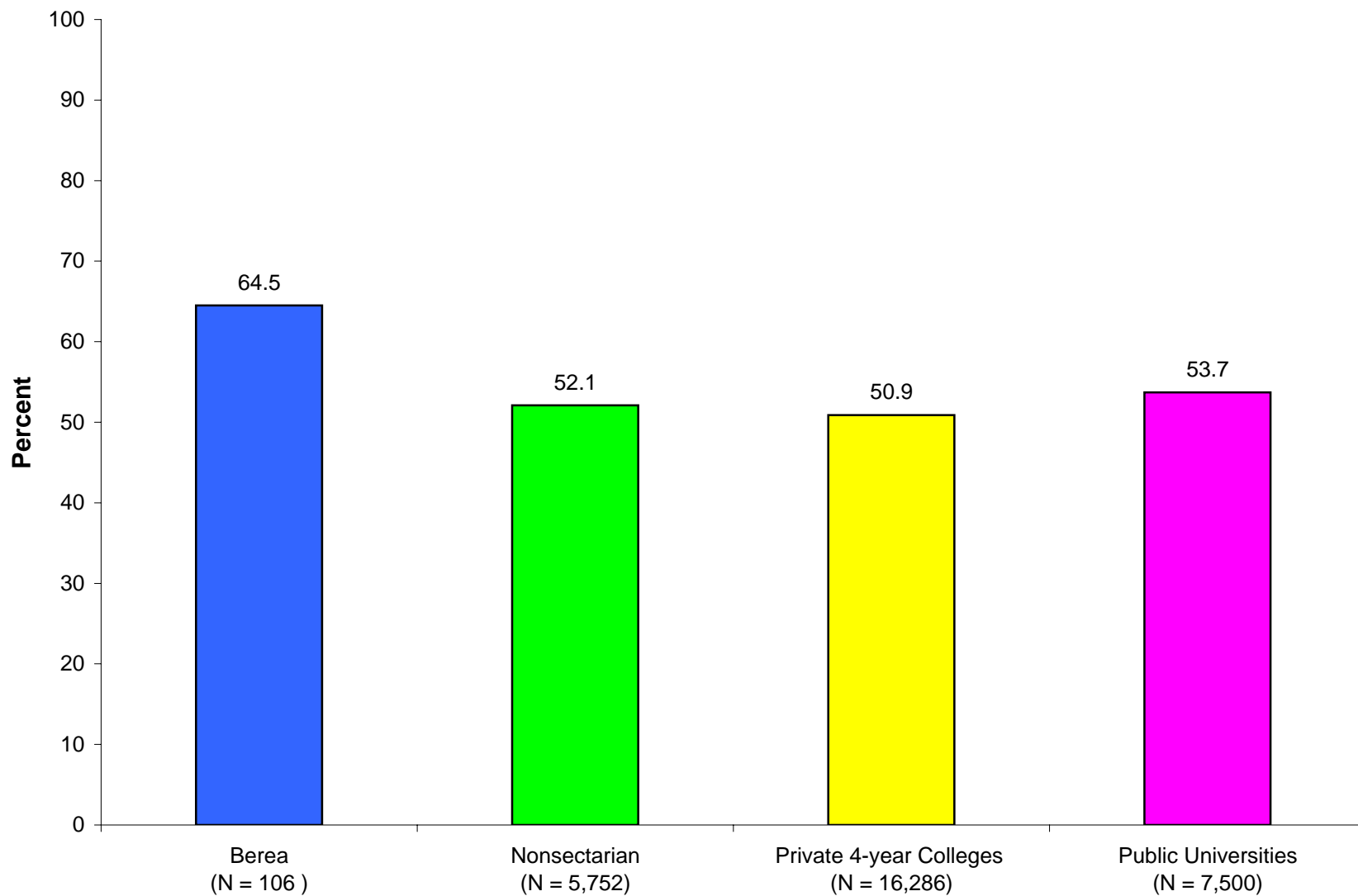


[Click to see survey instruments](#)

Response Rate: Spring 2005 - 30.2%

Students reporting they were "satisfied" or "very satisfied" with each of the following at this institution

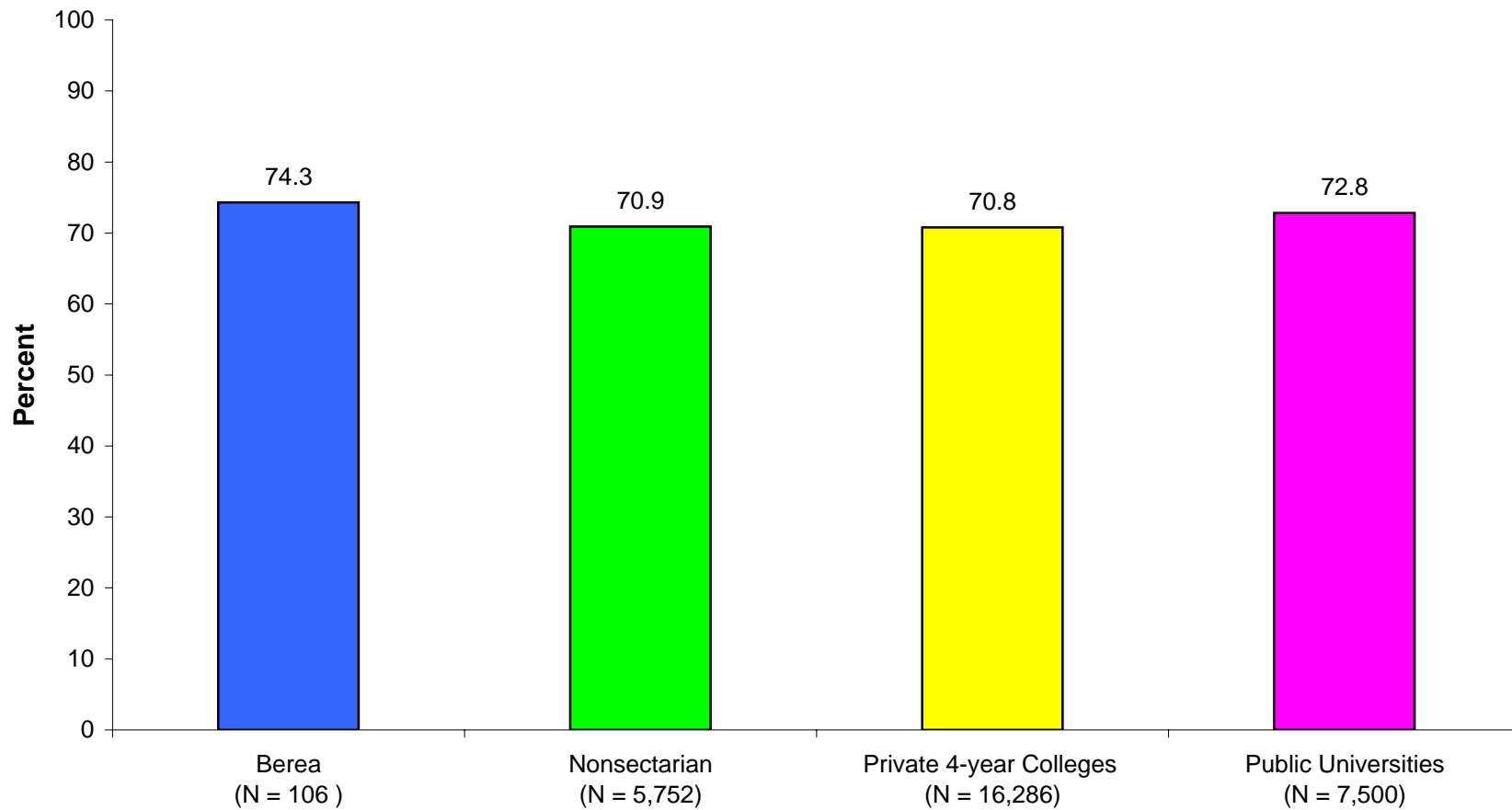
Career center/services



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

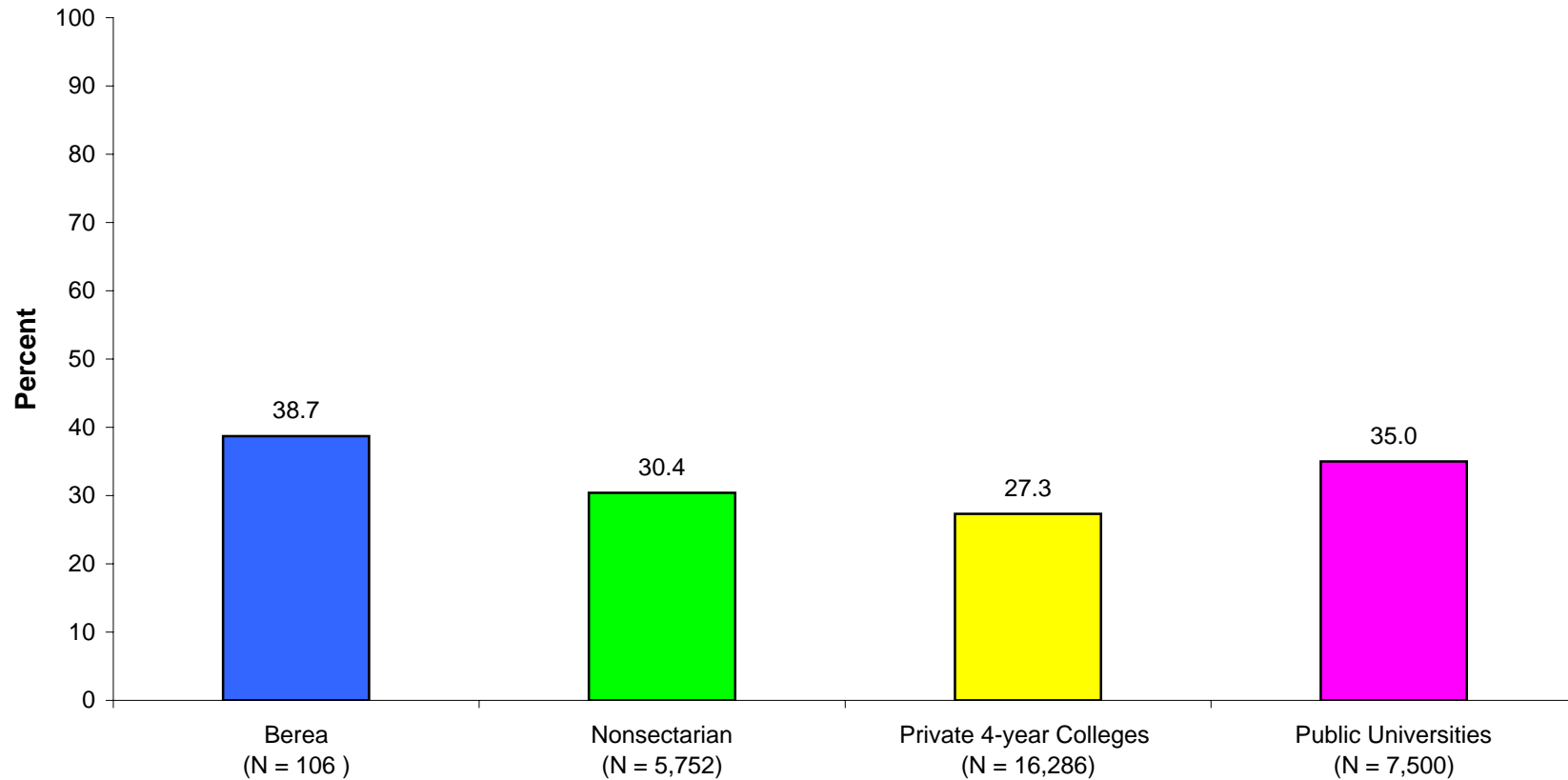
Percentage of students reporting "frequently" or "occasionally" feeling:

Concerned about life after college



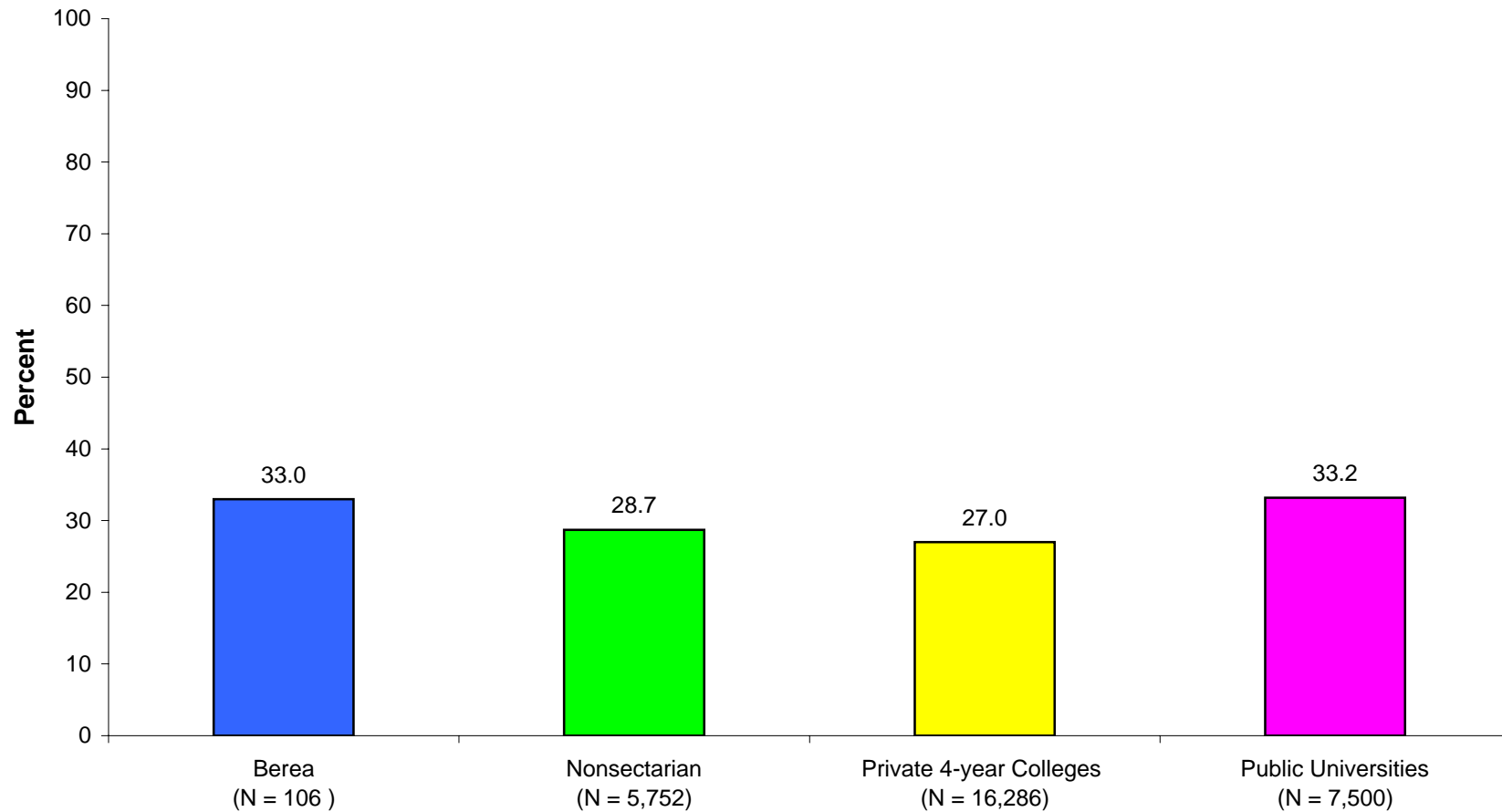
Percentage of students who indicated "yes" to: Since entering this college have you:

Decided to pursue a different major



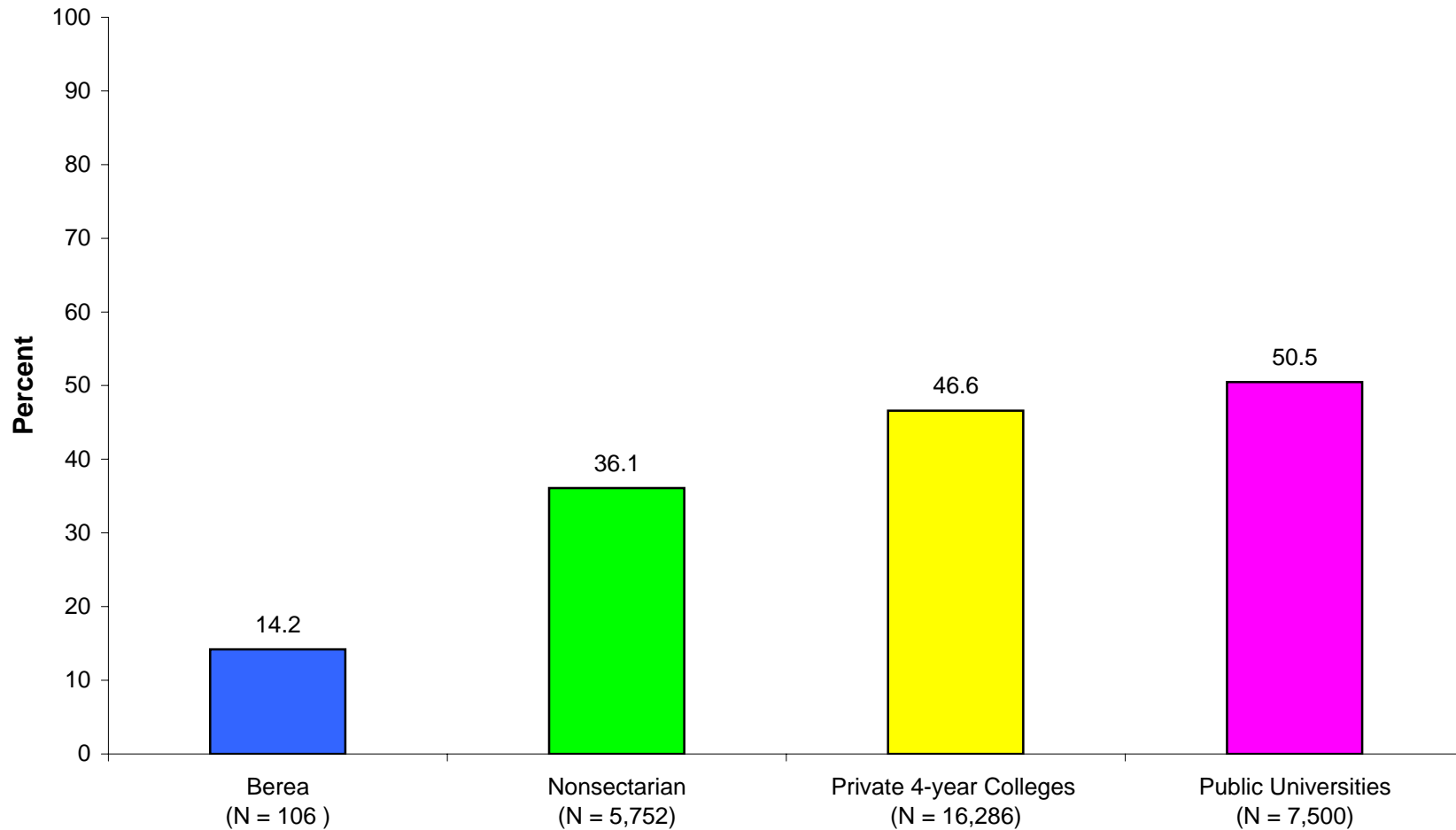
Percentage of students who indicated "yes" to: Since entering this college have you:

Changed your career choice



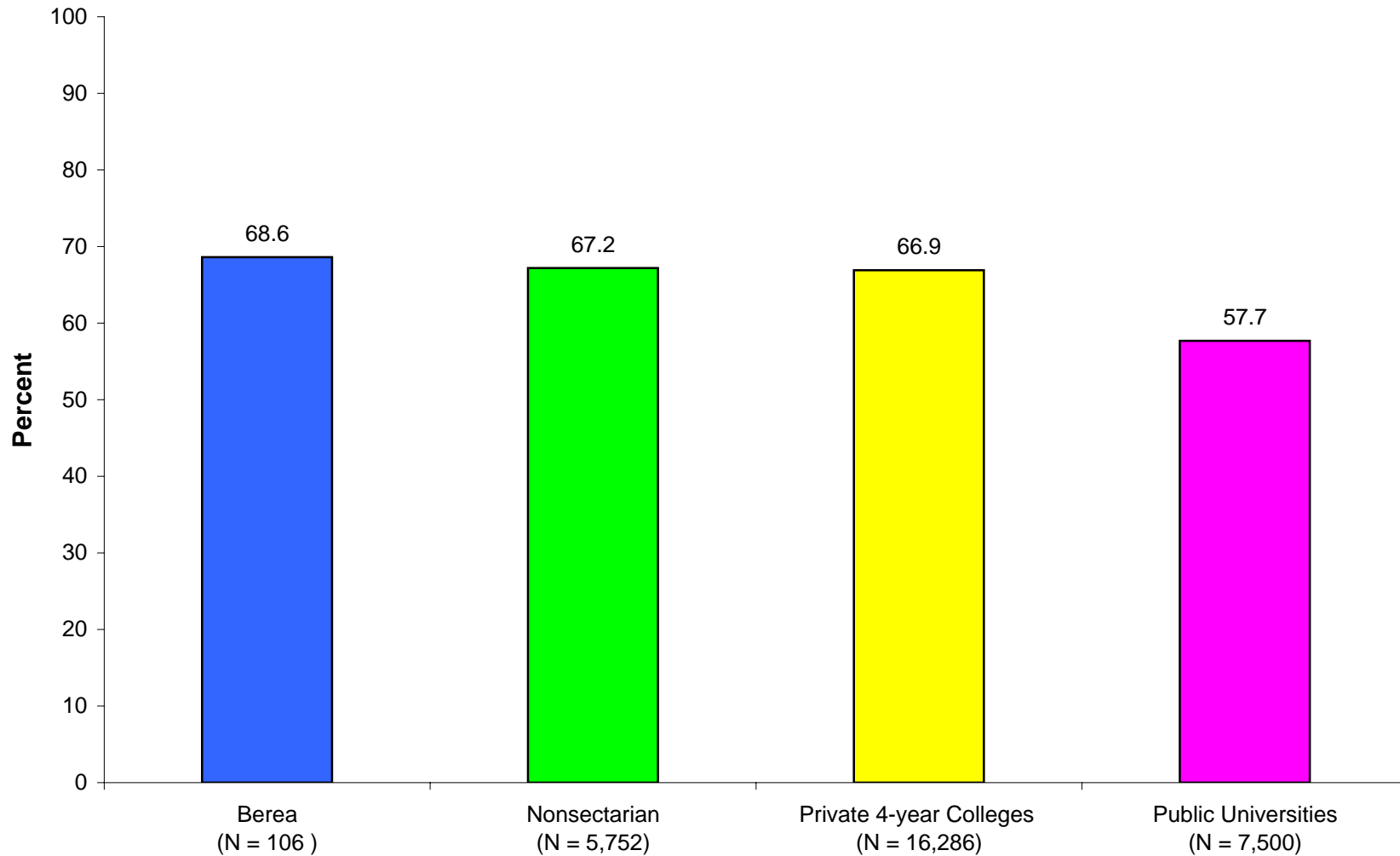
Percentage of students who indicated "yes" to: Since entering this college have you:

Declared your major



Percent of students noting they are "satisfied" or "very satisfied" with the following:

Relevance of coursework to future career plans



Degrees of Preparation Spring 2009

(First-Year and Senior Students)



Administered online along with Smith and Hampshire Colleges through an agreement with the American Association of State Colleges and Universities (AASCU)

[Click to see survey instrument](#)

Response Rates:

First-Year Students (162/377 or 43%); Seniors (168/362 or 46%)

Degrees of Preparation Survey, Spring 2009
Administered to First-Year Students (162/377 or 43%) and
Seniors (168/362 or 46%)

We are interested in knowing about your experiences over the past year with careers in business, industry, government, health, and education.

Examples include interning at a marketing agency, preparing a business plan for an engineering firm as part of a class assignment, assisting at a law office, doing a clinical practicum at a hospital, and being a research assistant on a professor's project.

Have you had similar workplace experiences in the past 12 months?

	Yes	No	No response
First-Year Students	40 (22%)	122 (66%)	23 (12%)
Seniors	96 (49%)	77 (39%)	25 (13%)

African-American Student Study



[Click to see survey instrument](#)

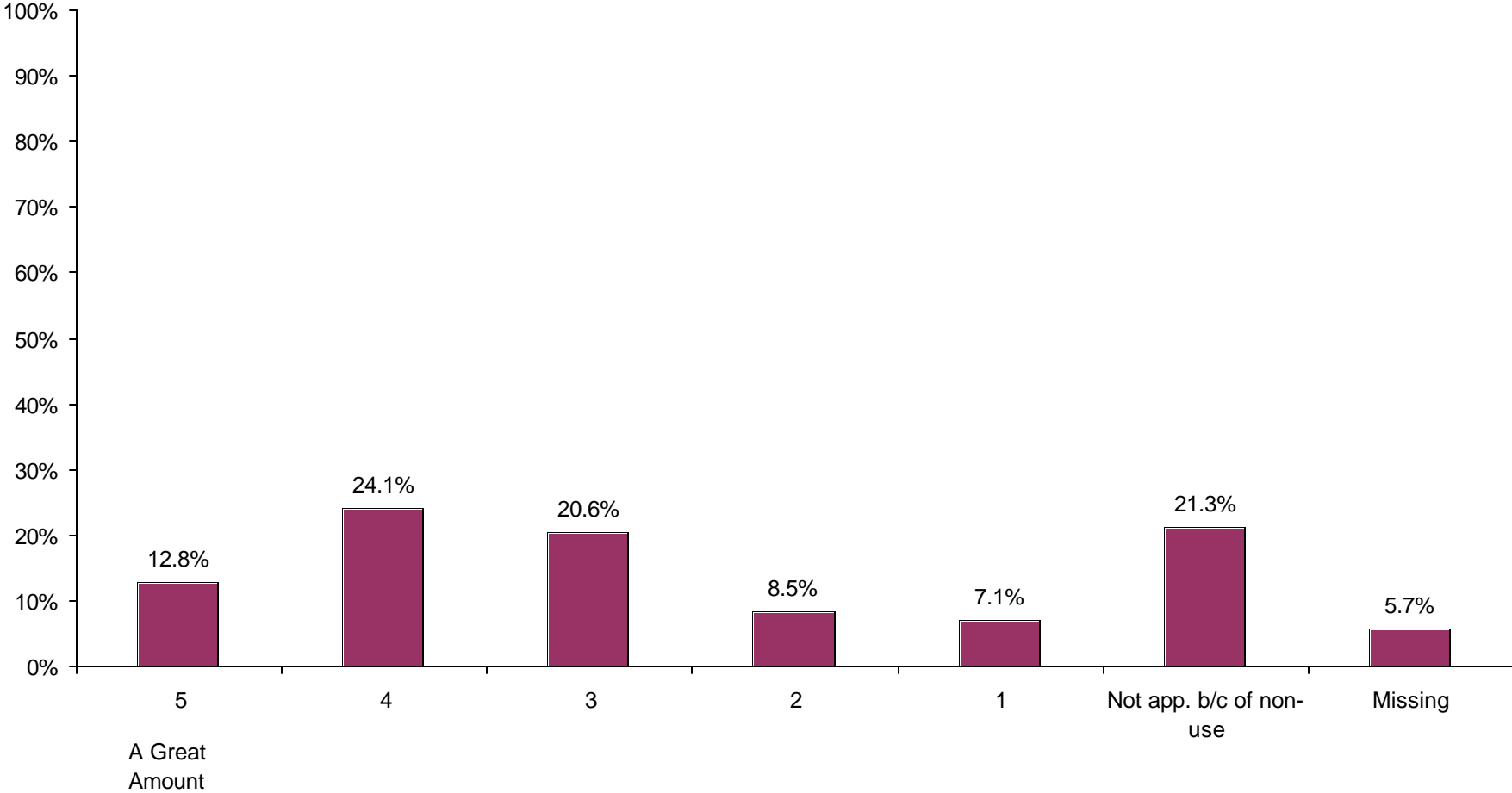
Completed in April 2003

Response Rate: 62% (142/ 229)

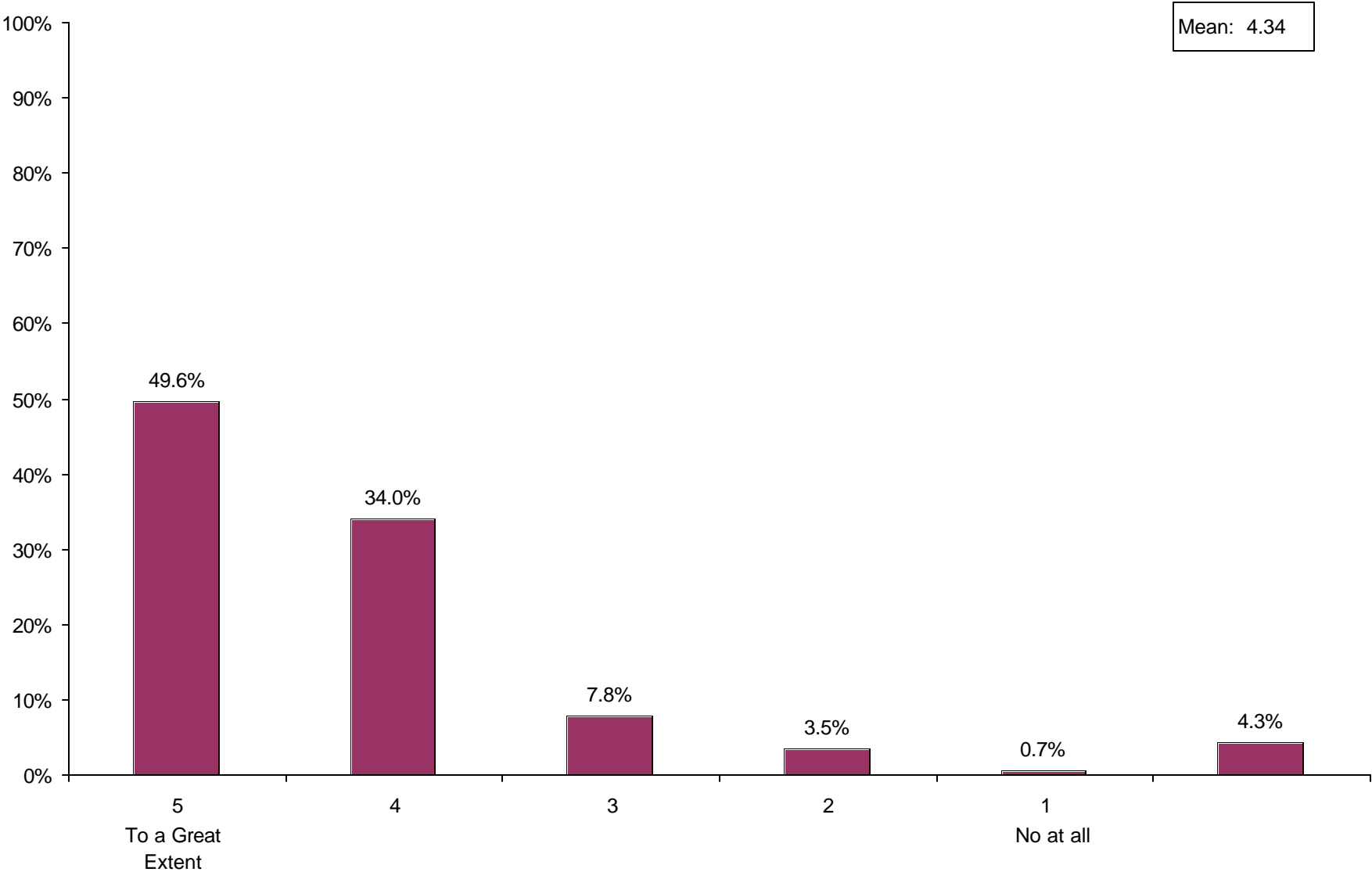
Career and Educational Planning Skills (Career Development Office)

How much have career and educational planning skills contributed to your overall success and well-being at BC?

Mean : 3.37

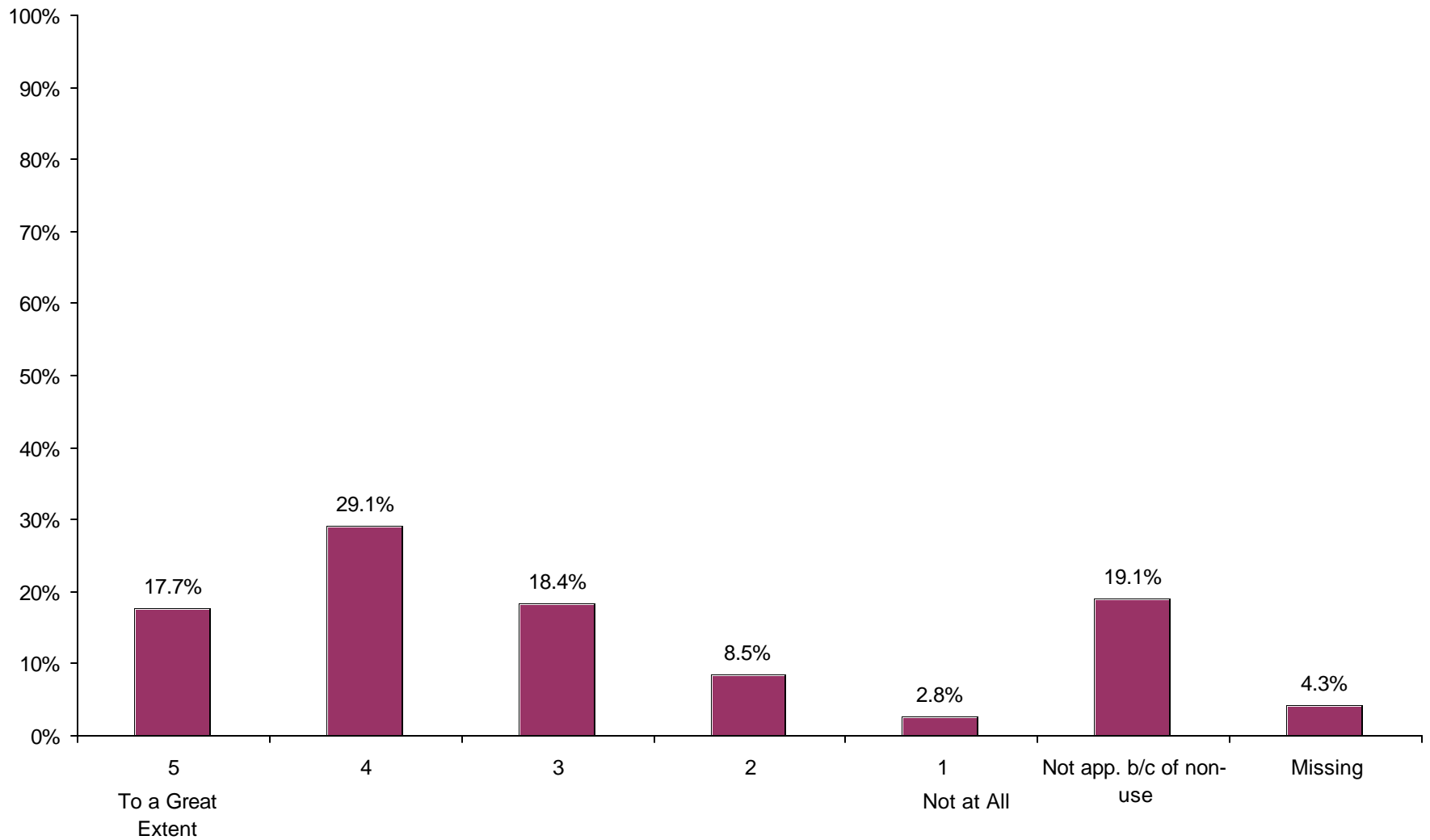


Rate your level of personal need for career and educational planning skills.

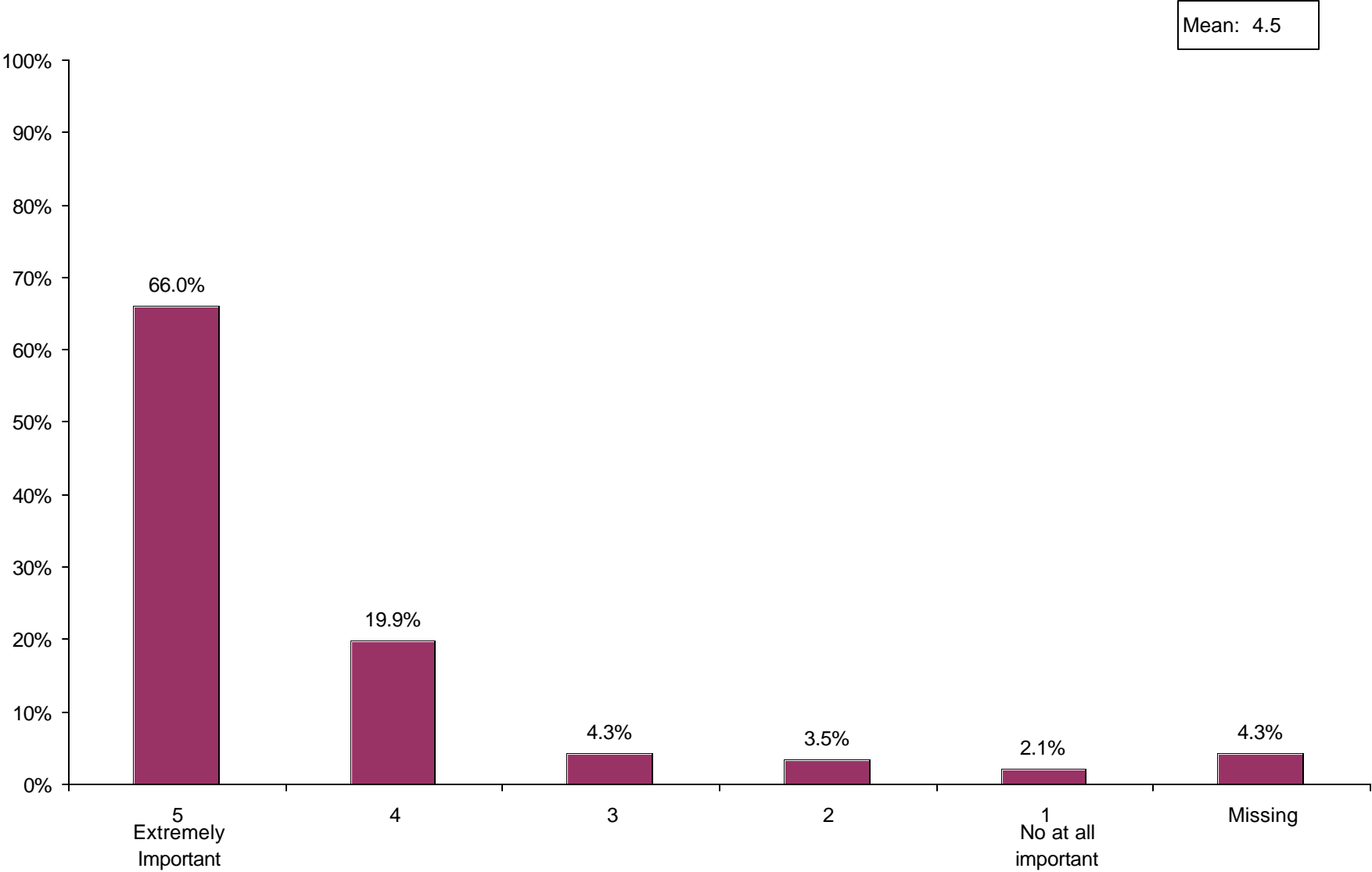


To what extent is this need (career and educational planning skills) being met by services at the College?

Mean : 3.66



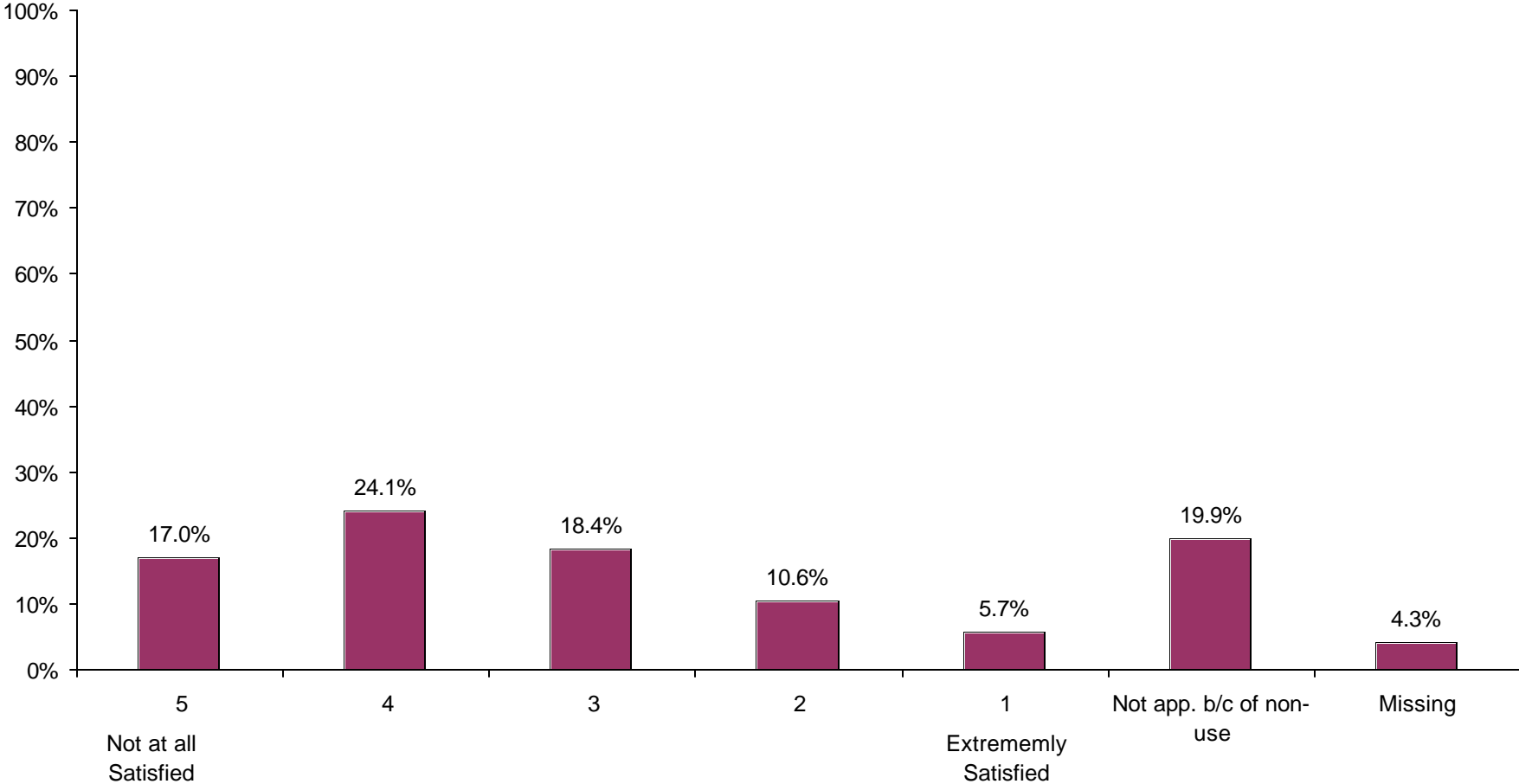
How important are career and educational planning skills to your overall success and well-being at Berea College?



Career and Educational Planning Skills (Career Development Office)

How satisfied are you with the services or programs aimed at fulfilling this need(career and educational planning skills)?

Mean : 3.48



Counseling and Psychological Services Survey



Completed in Spring 2006

[Click to see survey instrument](#)

Response Rate: 26%

Counseling and Psychological Services Survey Results

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

Demographics and Response Rate:

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

1. Gender

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

2. Race (Check all that apply)

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

3. Classification:

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

4. Are you a U.S. Citizen?

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

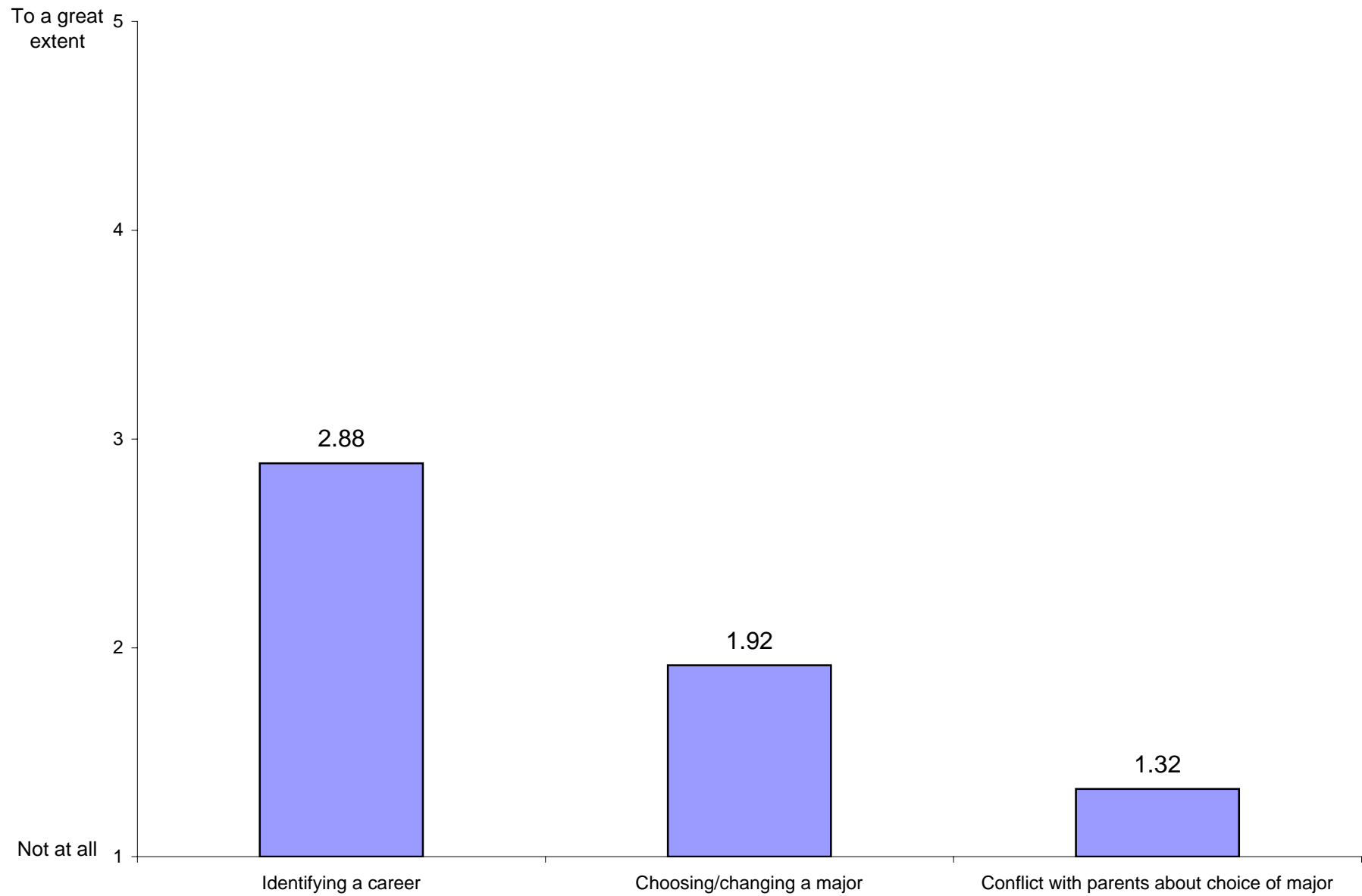
5. What is your approximate college gpa?

3.20
(30 students indicated "none")

6. What is your primary major?

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

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



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

Berea-Specific Graduating Senior Survey

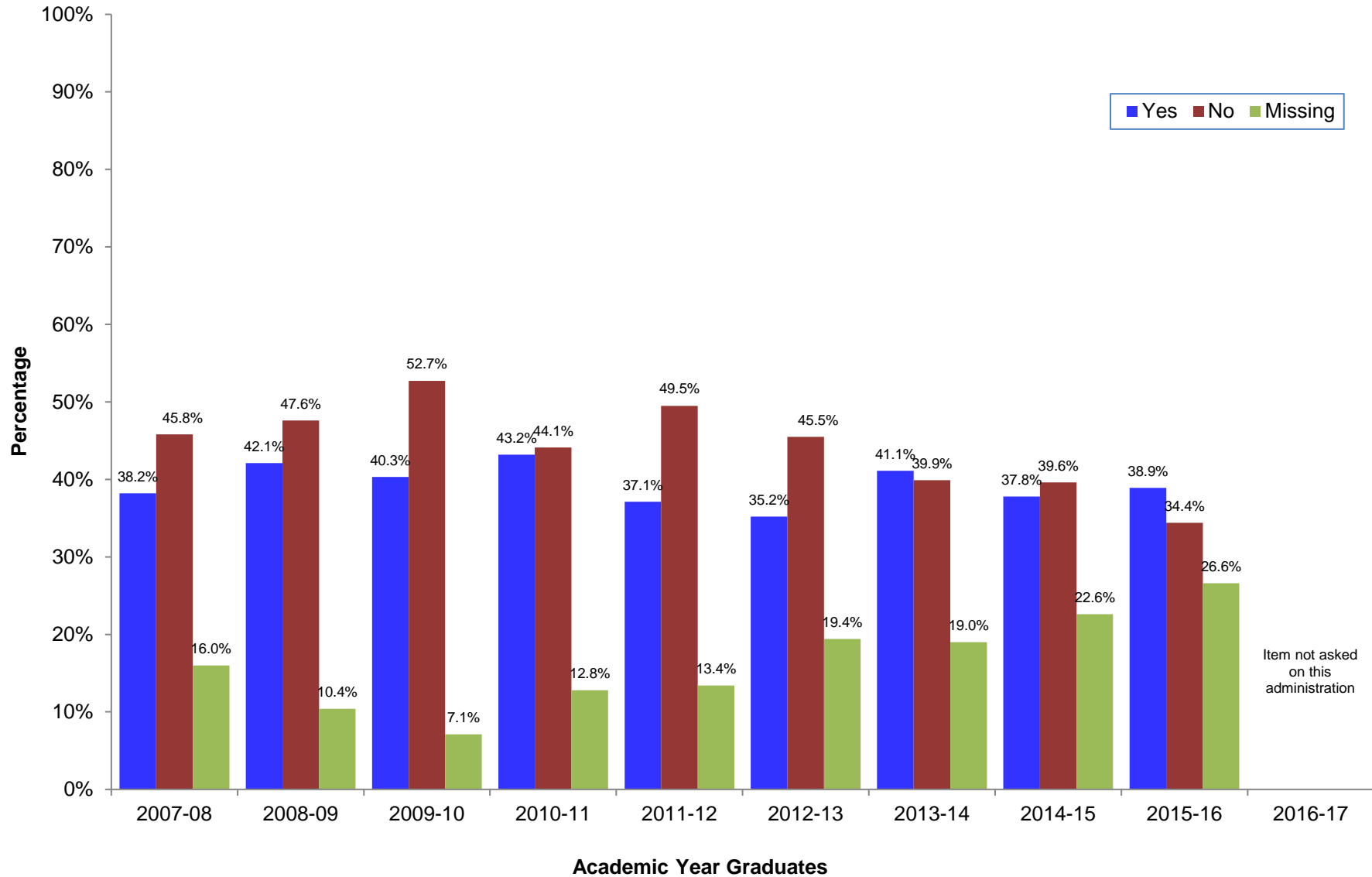


[Click to see survey instruments](#)

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

Response Rates: Ranged from 55% to 96%

Did you participate in an academic internship while at Berea?



NOTE: Item in 2012-13 was re-worded to "Did you participate in an academic internship or an off-campus undergraduate research internship?".

Response rates for: 2004-05: 82%, 2005-06: 74%, 2006-07: 82%, 2007-08: 82%, 2008-09: 60%; 2009-10: 70%; 2010-11: 74%; 2011-12: 56%; 2012-13: 83%; 2013-14: 79%

Indicate the number of hours per week you currently spend on each type of activity listed below.

Responsibilities and Time Allocations

Course-related activities (e.g., class, studying, lab)

	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13	2013-14	2014-15	2015-16
	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year				
0 hours	2.0%	4.0%	0.4%	4.5%	0.0%	4.5%	0.9%	4.5%	0.4%	4.6%	0.5%	4.6%	<i>Item not asked on these administrations.</i>			
1 - 10 hours	14.0%	34.0%	14.8%	33.2%	15.8%	34.1%	14.6%	34.1%	15.9%	35.9%	12.9%	35.9%				
11 - 20 hours	41.0%	32.0%	40.4%	31.8%	40.9%	31.5%	44.3%	31.5%	43.2%	31.7%	43.8%	31.7%				
21+ hours	38.0%	24.0%	38.9%	23.7%	39.1%	23.0%	36.7%	23.0%	34.4%	21.2%	38.1%	21.2%				
Missing (Blank)	6.0%	6.0%	5.3%	6.8%	4.3%	6.8%	3.5%	6.8%	6.2%	6.7%	4.6%	6.7%				

Other learning experiences (e.g., internship, practicum)

	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13	2013-14	2014-15	2015-16
	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year				
0 hours	37.0%	40.0%	34.0%	39.1%	41.5%	38.8%	42.5%	38.8%	34.8%	37.6%	37.1%	37.6%	<i>Item not asked on these administrations.</i>			
1 - 10 hours	33.0%	32.0%	35.9%	32.4%	35.4%	31.8%	39.8%	31.8%	41.4%	31.5%	38.1%	31.5%				
11 - 20 hours	14.0%	10.0%	13.3%	10.1%	6.7%	10.2%	8.0%	10.2%	10.1%	10.9%	11.3%	10.9%				
21+ hours	6.0%	8.0%	7.2%	8.8%	9.7%	9.7%	4.0%	9.7%	5.7%	10.4%	6.2%	10.4%				
Missing (Blank)	10.0%	10.0%	9.5%	9.7%	6.7%	9.6%	5.8%	9.6%	7.9%	9.5%	7.2%	9.5%				

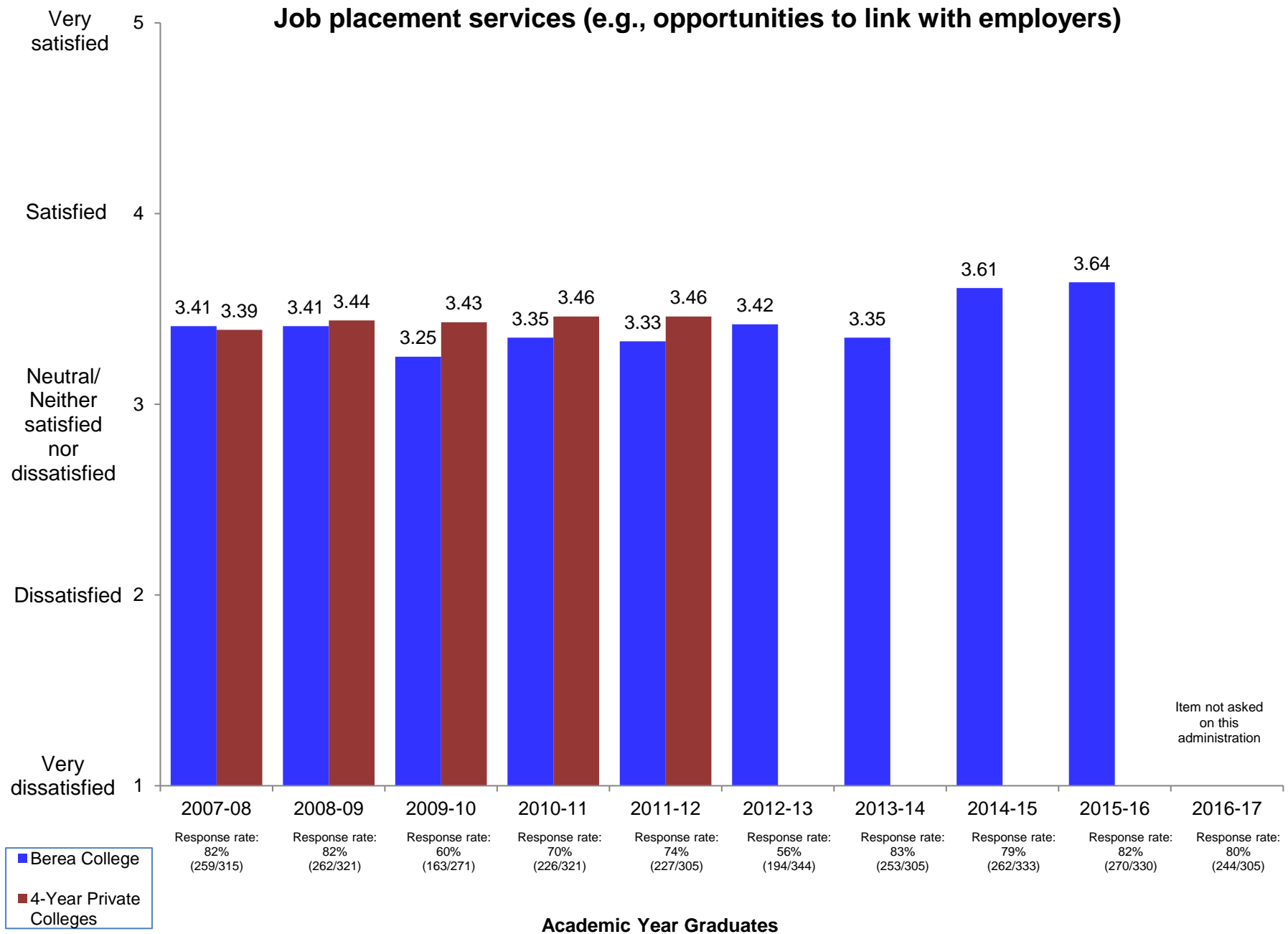
College clubs, organizations (political, social, religious, etc.)

	2006-07		2007-08		2008-09		2009-10		2010-11		2011-12		2012-13	2013-14	2014-15	2015-16
	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year	Berea	4-Year				
0 hours	29.0%	43.0%	24.4%	41.4%	36.6%	42.9%	31.0%	42.9%	25.6%	44.3%	28.9%	44.3%	<i>Item not asked on these administrations.</i>			
1 - 10 hours	50.0%	42.0%	55.3%	42.9%	49.4%	41.7%	54.4%	41.7%	58.2%	40.0%	53.1%	40.0%				
11 - 20 hours	11.0%	5.0%	9.5%	4.9%	7.9%	4.8%	10.2%	4.8%	7.0%	5.0%	8.2%	5.0%				
21+ hours	1.0%	1.0%	1.1%	1.2%	0.6%	1.1%	0.0%	1.1%	1.3%	1.1%	2.1%	1.1%				
Missing (Blank)	9.0%	9.0%	9.5%	9.5%	5.5%	9.5%	4.4%	9.5%	7.9%	9.6%	7.7%	9.6%				

Response rates:

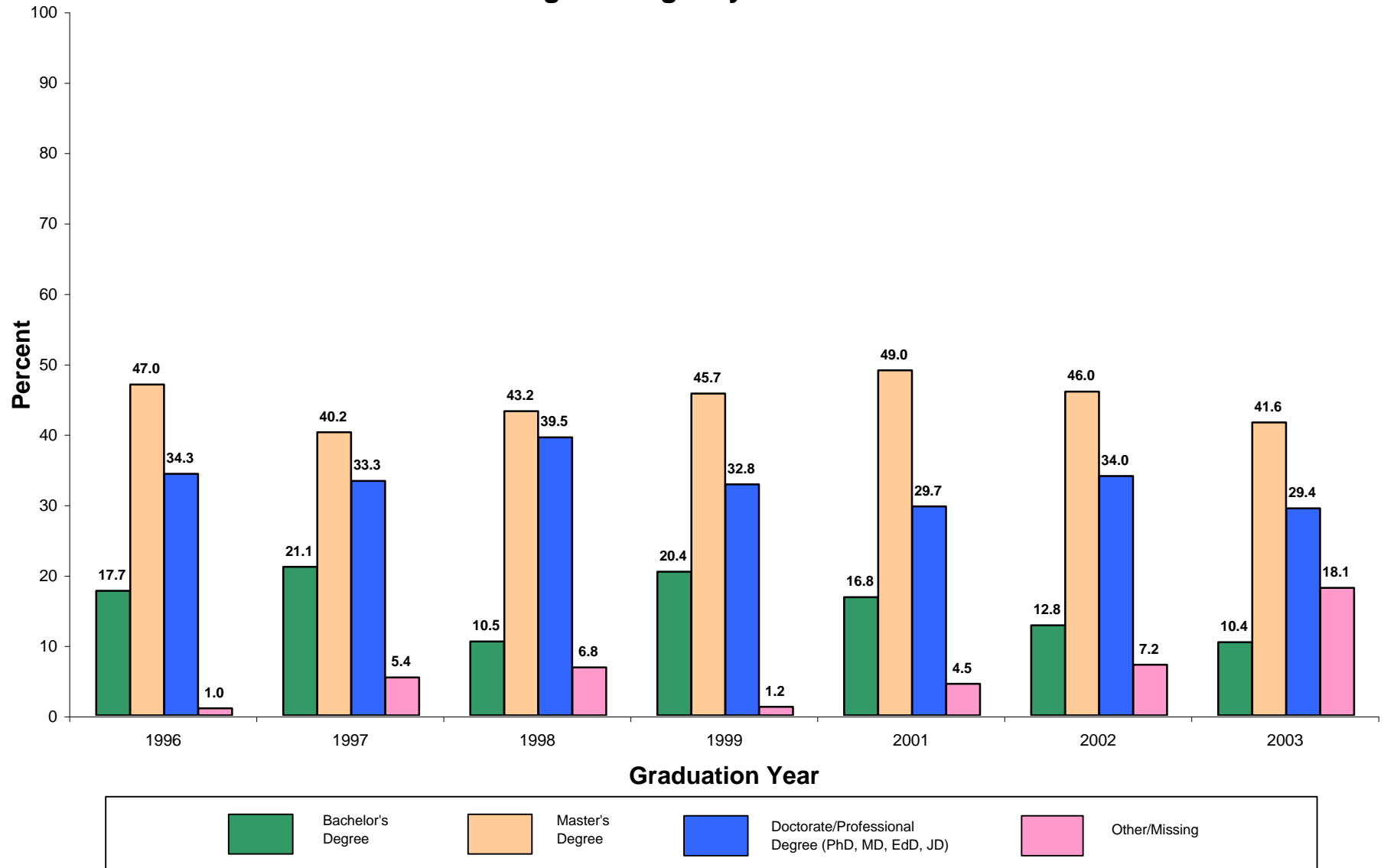
2005-06: 74%, 2006-07: 82%, 2007-08: 82%, 2008-09: 60%; 2009-10: 70%; 2010-11: 74%; 2011-12: 56%; 2012-13: 83%; 2013-14: 79%; 2014-15: 82%; 2015-16: 80%.

Indicate your level of satisfaction with each of the following:



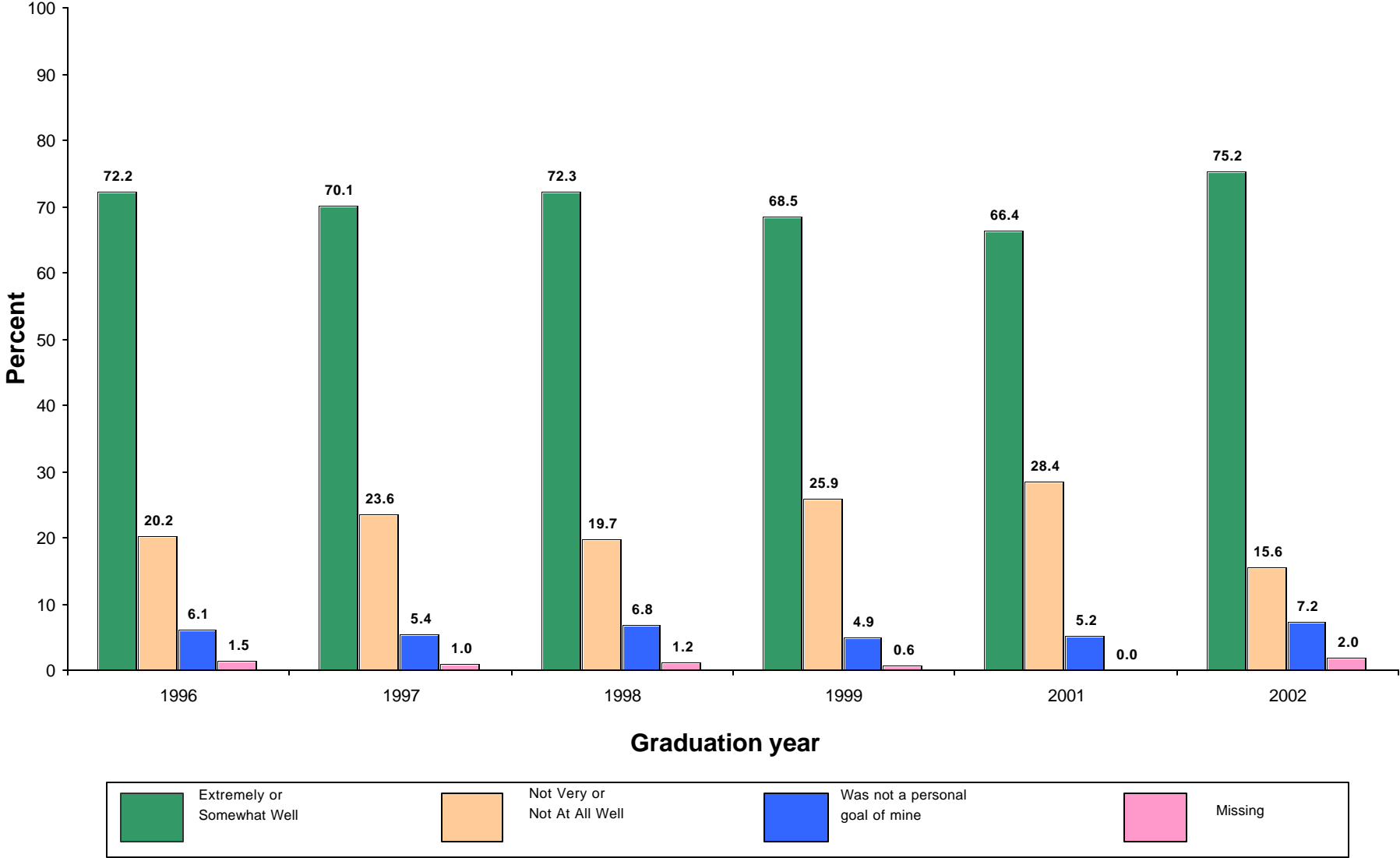
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

What is the highest degree you intend to obtain?



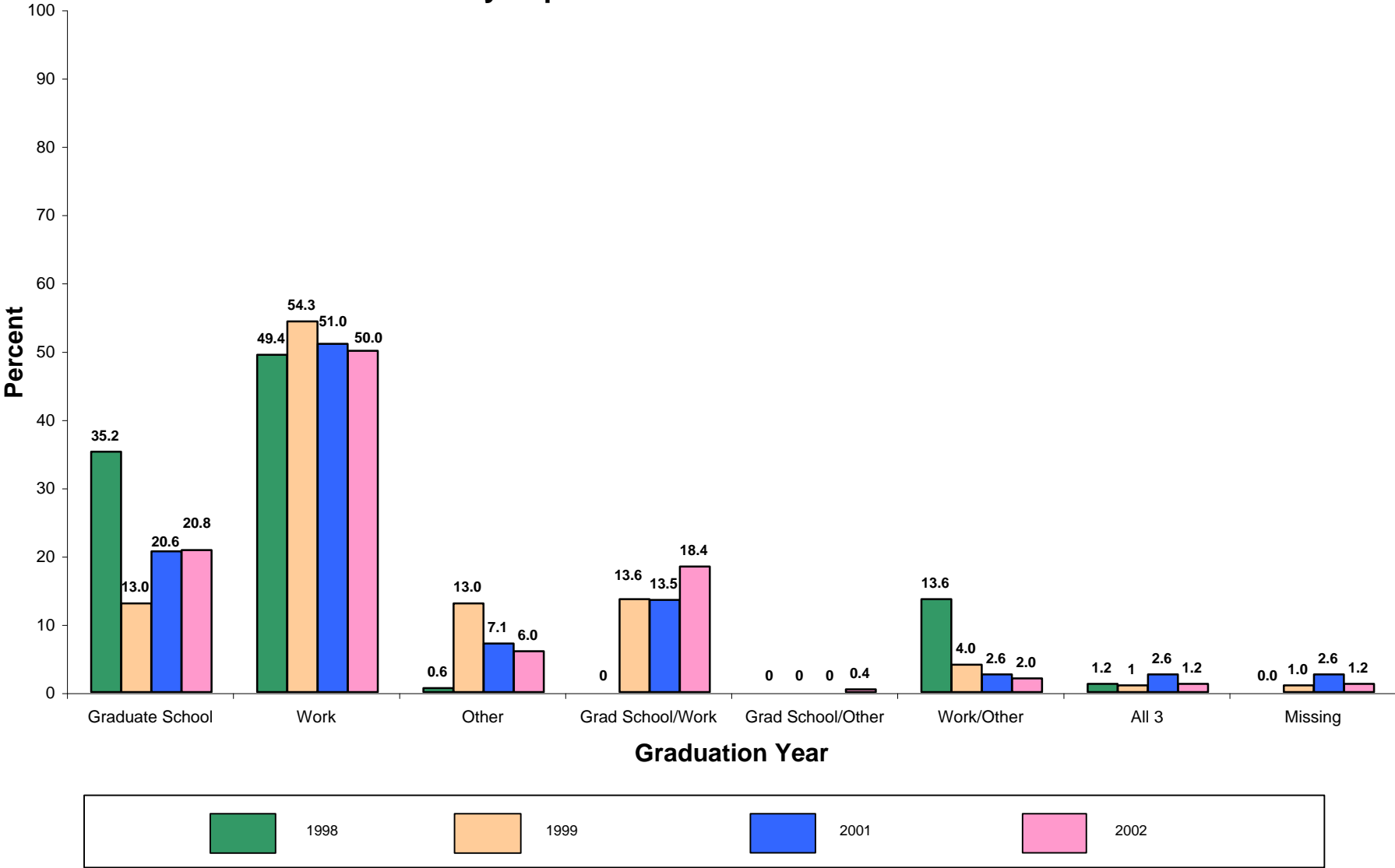
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

To prepare for a vocation



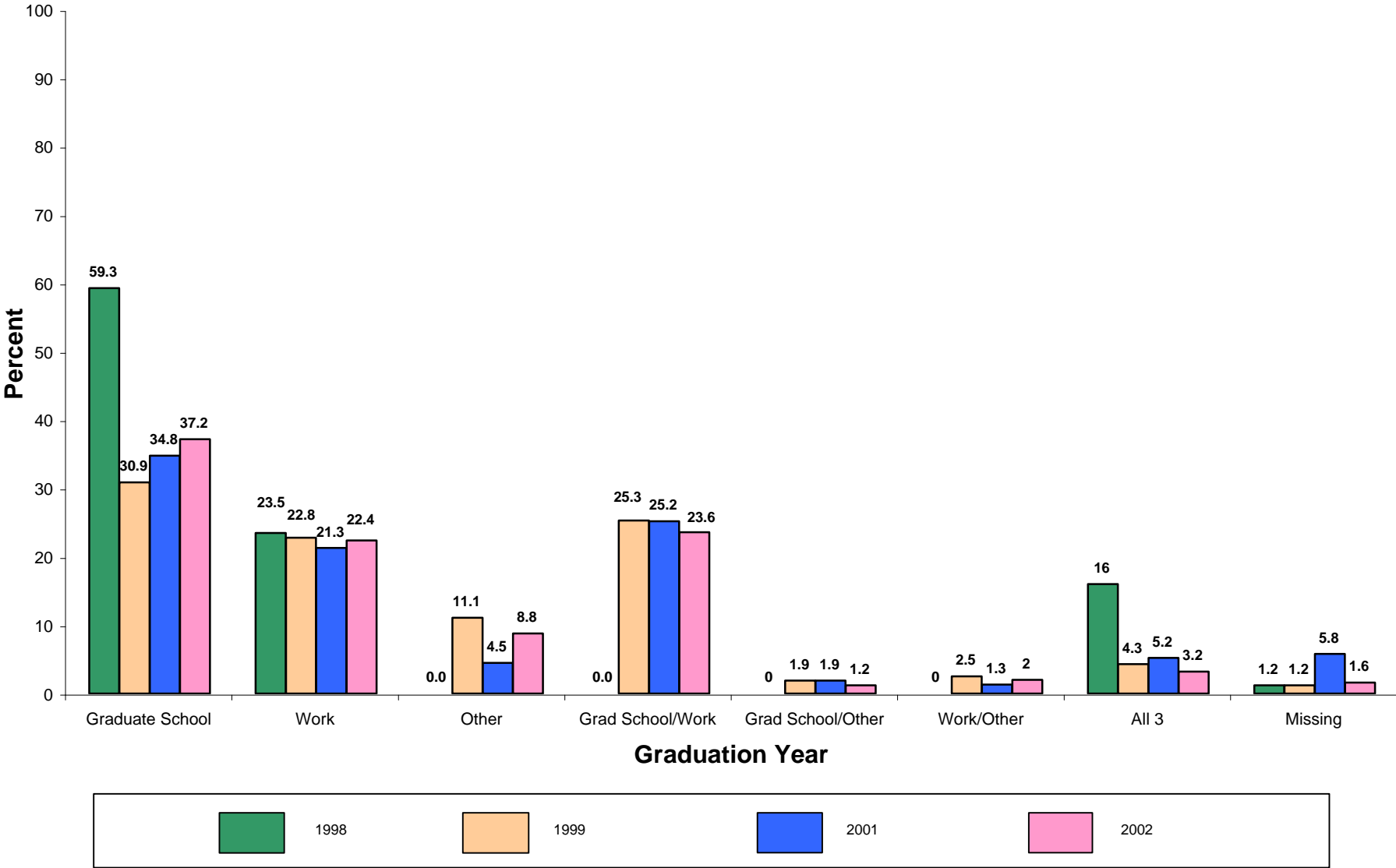
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

What do you plan to do in the immediate future?



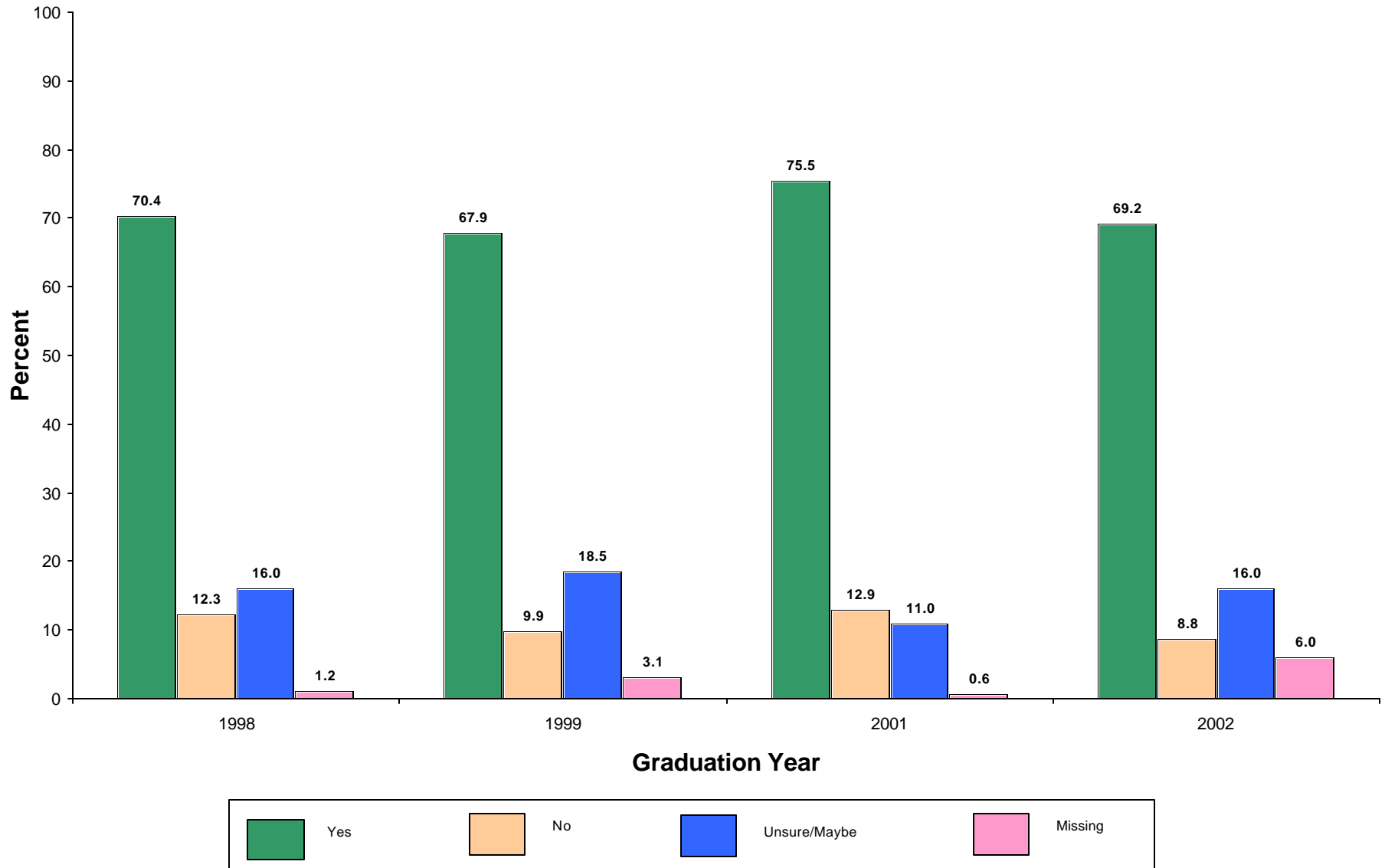
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

What are your long range plans?



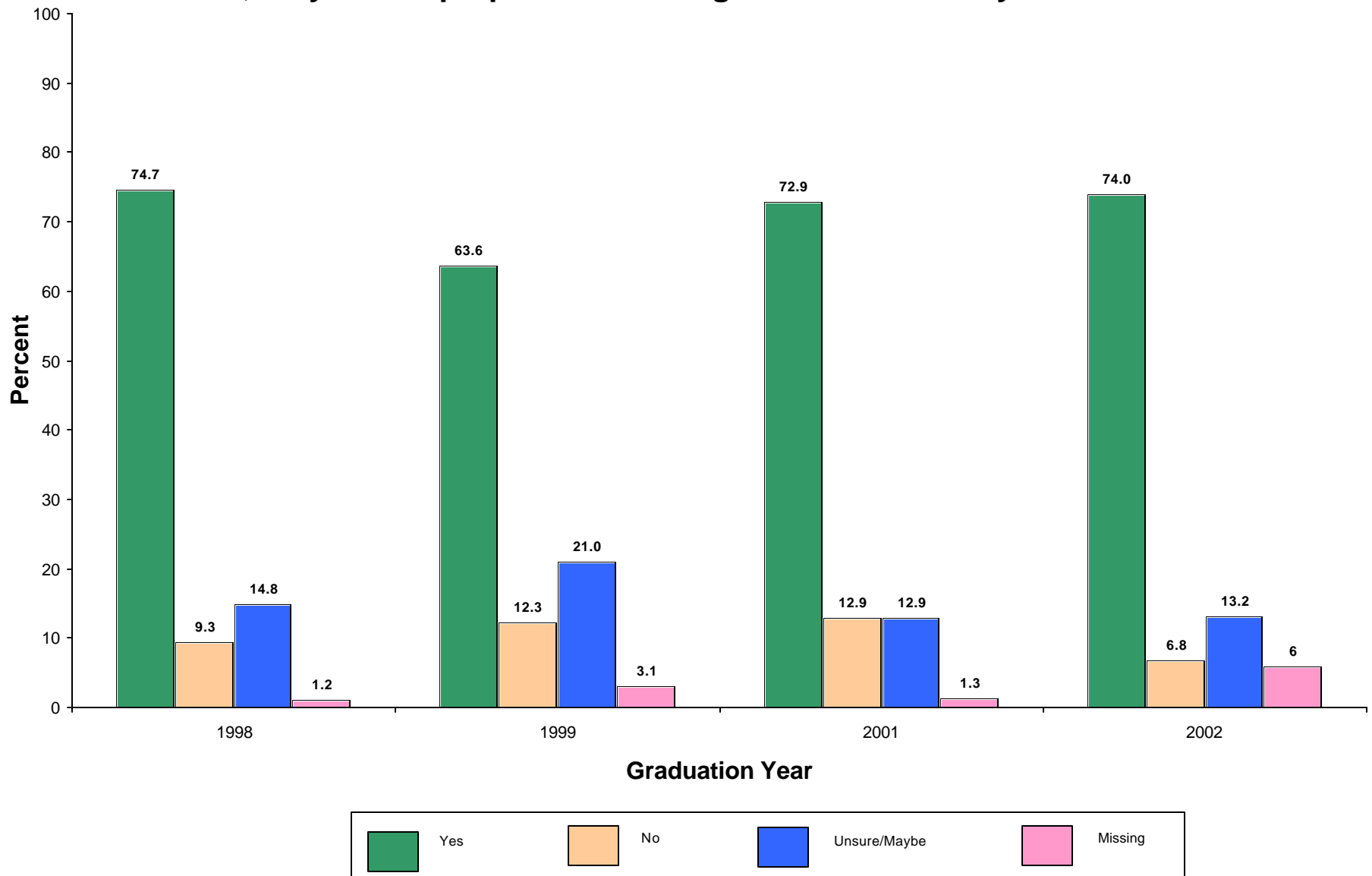
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Overall, do you feel prepared to go on to a job or begin a career?



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

Overall, do you feel prepared to enter graduate school if you wanted to?



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

ACT Alumni Survey

(Graduates two years after graduation)



[Click to see survey instruments](#)

Response Rates:

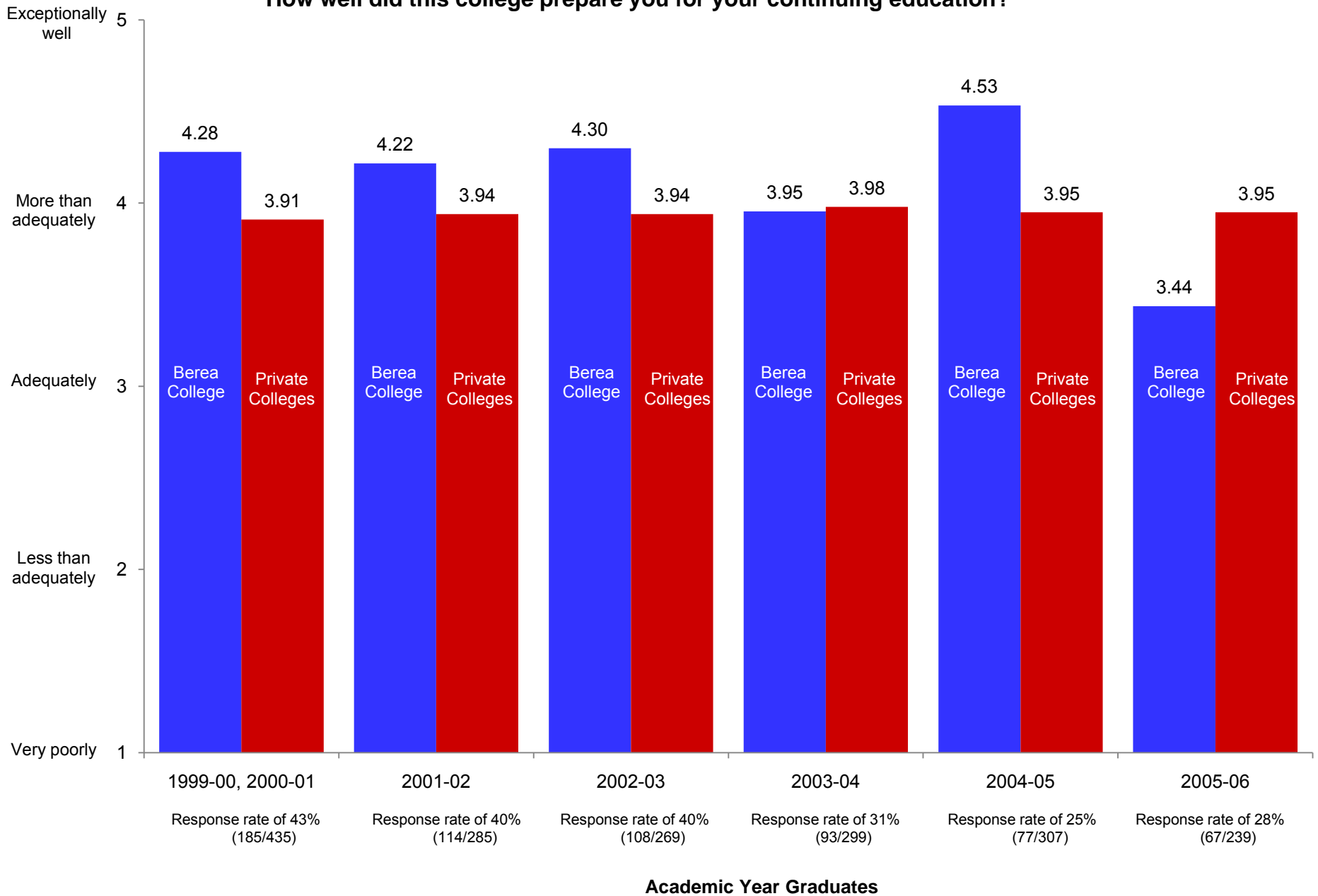
1999-00/2000-01	43% (185/435)	2001-02	40% (115/285)
2002-03	40% (108/269)	2003-04	31% (93/299)
2004-05	25% (77/304)	2005-06	28% (67/239)

What is the major reason you continued your education?

	1999-00, 2000-01		2001-02		2002-03		2003-04		2004-05		2005-06	
	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private
To satisfy job/career requirements	16.8%	15.5%	18.3%	15.9%	15.7%	15.5%	17.2%	15.9%	18.2%	14.5%	19.4%	14.5%
To learn a new occupation	4.9%	7.6%	0.0%	7.1%	6.5%	7.6%	4.3%	7.6%	3.9%	7.8%	3.0%	7.8%
To increase earning power	9.7%	13.6%	14.8%	13.2%	10.2%	13.6%	7.5%	14.0%	3.9%	14.5%	6.0%	14.6%
To obtain or maintain a license or certificate	6.5%	6.0%	6.1%	6.4%	9.3%	6.0%	7.5%	7.0%	6.5%	6.2%	6.0%	6.2%
For general self improvement	12.4%	12.1%	12.2%	12.3%	13.0%	12.1%	10.8%	11.5%	3.9%	11.0%	10.4%	11.0%
Other	4.9%	2.4%	3.5%	2.4%	4.6%	2.4%	3.2%	2.3%	1.3%	2.4%	1.5%	2.4%
Missing	44.9%	42.8%	45.2%	42.8%	40.7%	42.8%	49.5%	41.7%	62.3%	43.4%	53.7%	43.4%
Response Rates:	43% (185/435)		40% (114/285)		40% (108/269)		31% (93/299)		25% (77/304)		28% (67/239)	

NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

How well did this college prepare you for your continuing education?



NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

How many credit hours have you earned since graduating from this college?

	1999-00, 2000-01		2001-02		2002-03		2003-04		2004-05		2005-06	
	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private
10 or fewer	13.0%	11.6%	13.0%	11.3%	9.3%	11.6%	11.8%	11.4%	2.6%	11.1%	7.5%	11.1%
11 to 20	8.6%	5.4%	6.1%	5.7%	6.5%	5.4%	8.6%	5.5%	7.8%	5.1%	1.5%	5.1%
21 to 30	8.1%	3.6%	13.9%	3.7%	6.5%	3.6%	5.4%	4.3%	3.9%	4.4%	4.5%	4.4%
31 to 40	5.4%	4.6%	5.2%	4.8%	14.8%	4.6%	6.5%	5.3%	7.8%	5.1%	13.4%	5.1%
41 or more	9.1%	16.7%	7.8%	17.0%	11.2%	16.7%	9.7%	17.7%	9.1%	15.2%	18.0%	15.2%
I am not taking courses for credit	9.2%	11.0%	6.1%	10.7%	6.5%	11.0%	5.4%	10.0%	6.5%	11.4%	3.0%	11.7%
Missing	46.5%	47.1%	78.8%	46.9%	45.4%	47.1%	52.7%	45.8%	62.3%	47.6%	52.2%	47.6%
Response Rates:	43% (185/435)		40% (114/285)		40% (108/269)		31% (93/299)		25% (77/304)		28% (67/239)	

NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

What has been your primary enrollment status during your continuing education?

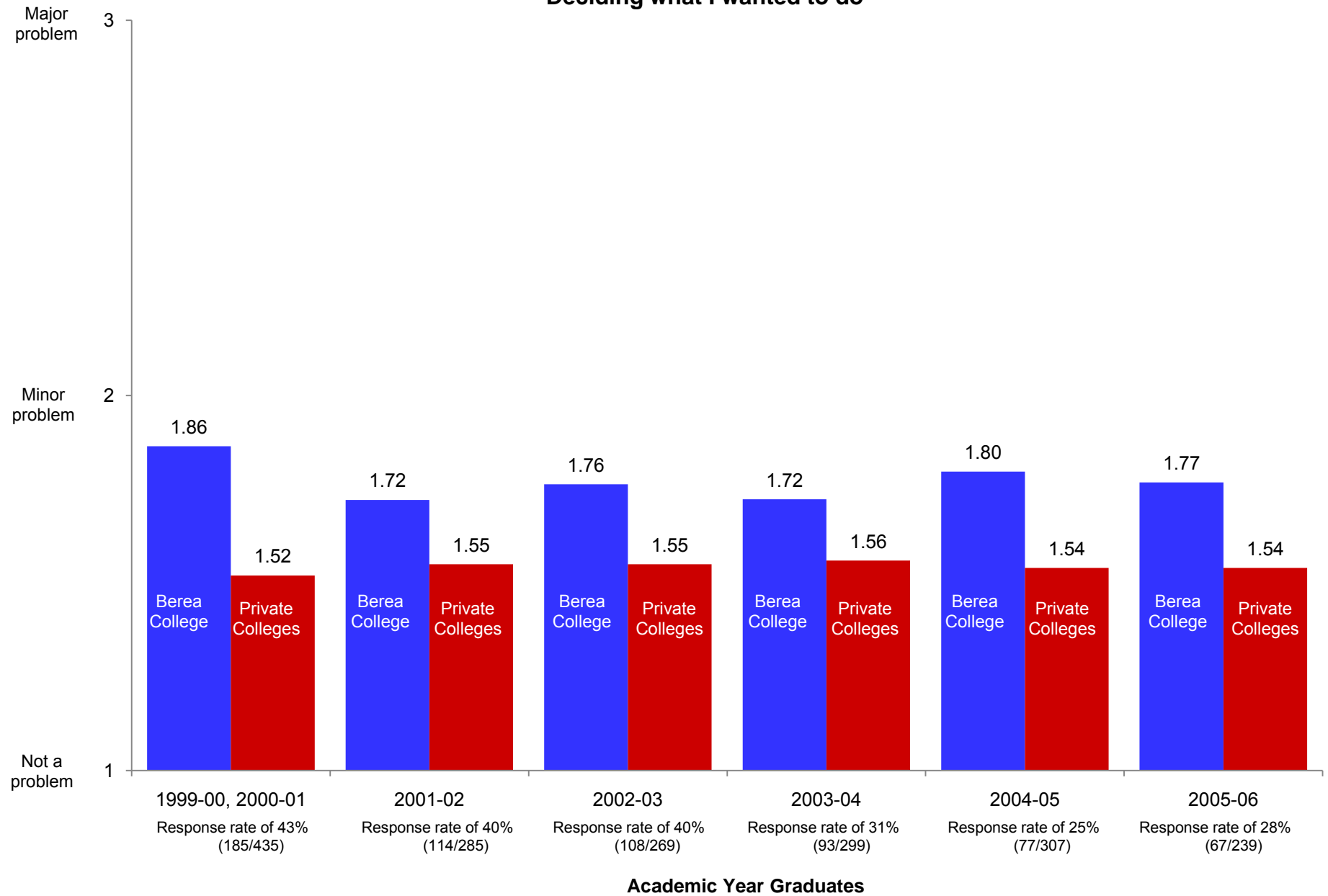
	1999,00, 2000-01		2001-02		2002-03		2003-04		2004-05		2005-06	
	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private
Full-Time Student	31.9%	20.4%	33.9%	20.9%	37.0%	20.4%	29.0%	20.9%	26.0%	22.6%	35.8%	22.6%
Part-Time Student	16.8%	26.6%	15.7%	26.8%	14.8%	26.6%	17.2%	26.8%	7.8%	24.7%	9.0%	24.7%
Missing	51.4%	53.0%	50.4%	52.3%	48.1%	53.0%	53.8%	52.3%	66.2%	52.7%	55.2%	52.7%
Response Rates:	43% (185/435)		40% (114/285)		40% (108/269)		31% (93/299)		25% (77/304)		28% (67/239)	

NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining your first job after graduation.

ACT Alumni Survey
Administered to graduates two years after graduation

Deciding what I wanted to do

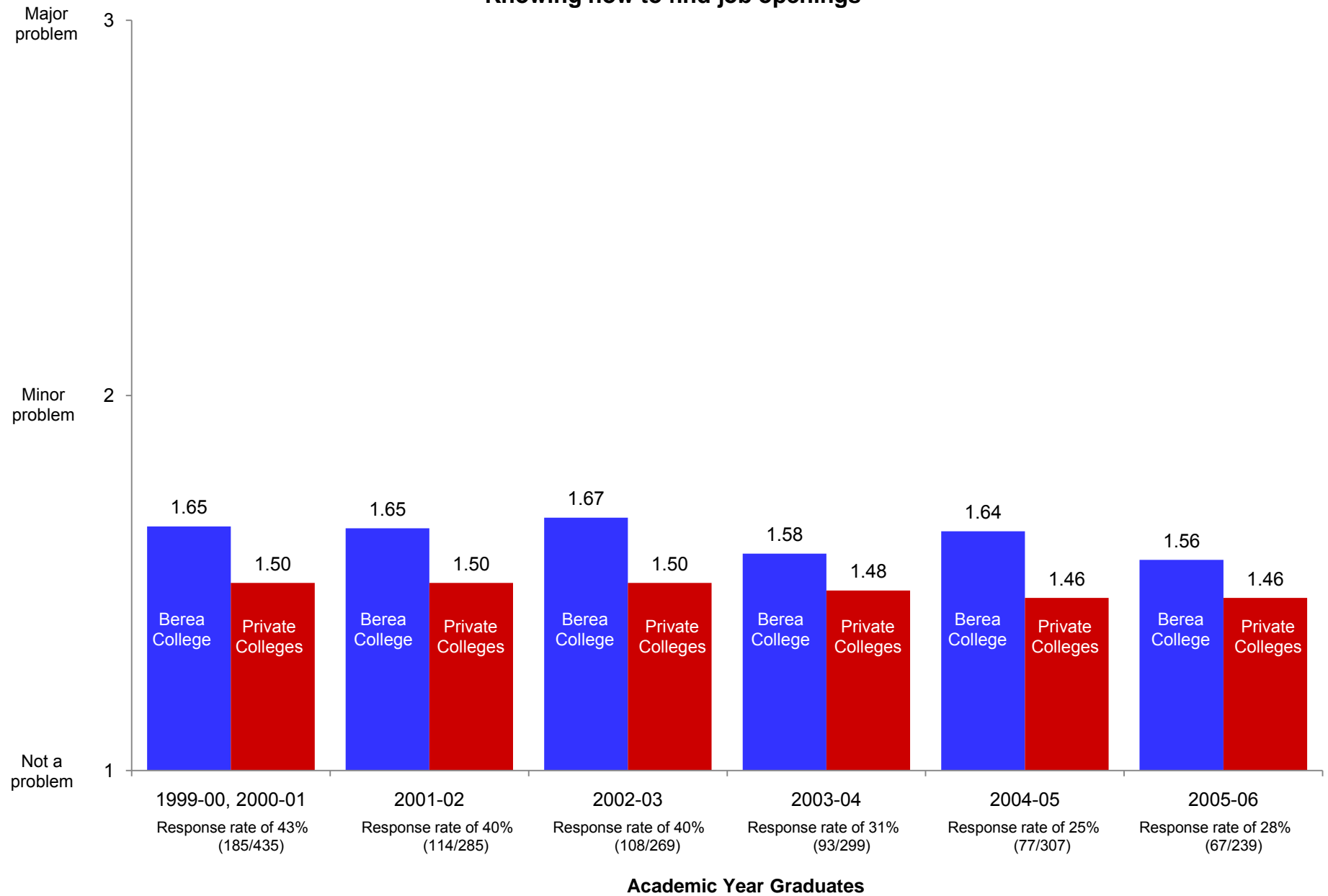


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining your first job after graduation.

ACT Alumni Survey
Administered to graduates two years after graduation

Knowing how to find job openings

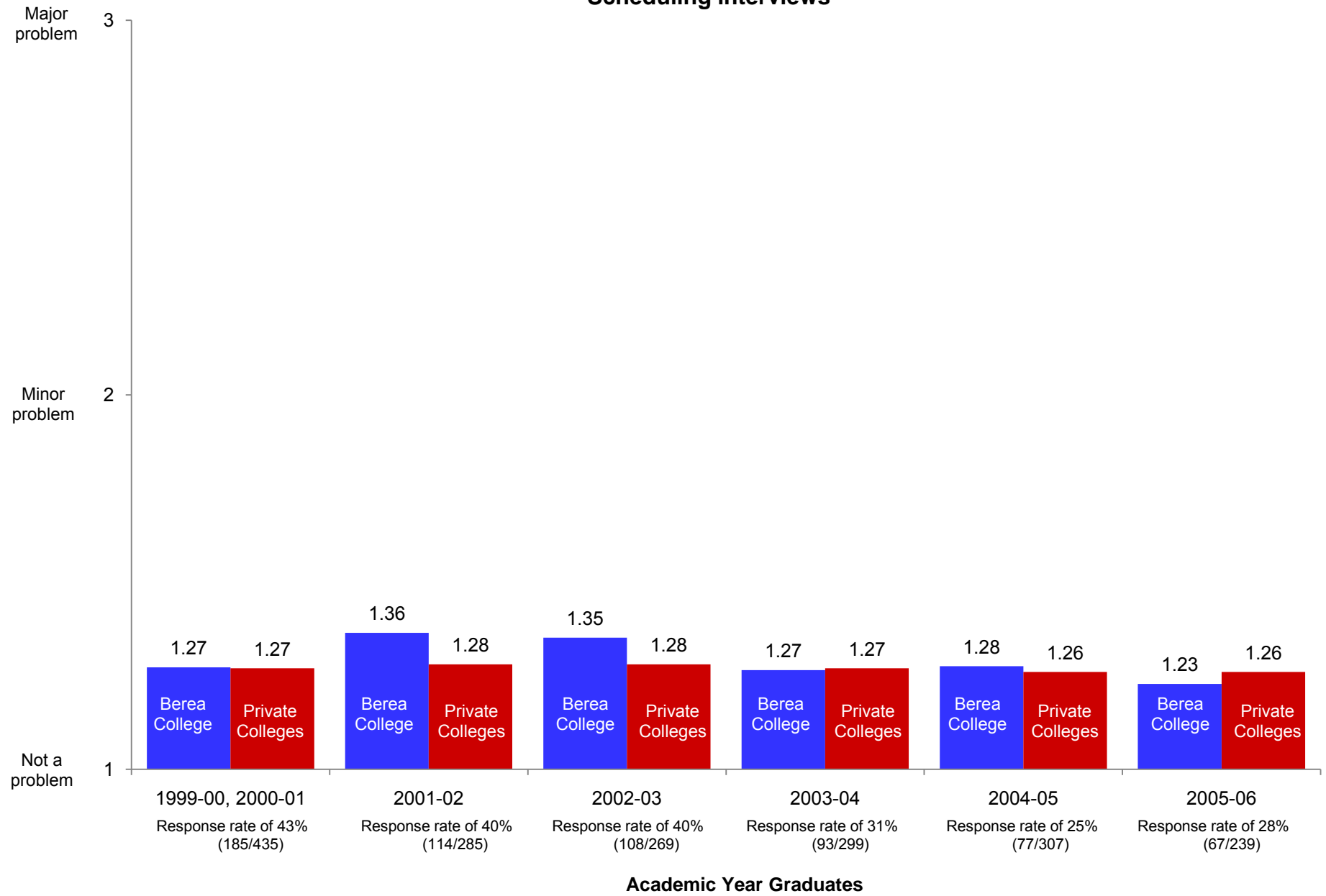


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining your first job after graduation.

ACT Alumni Survey
Administered to graduates two years after graduation

Scheduling interviews

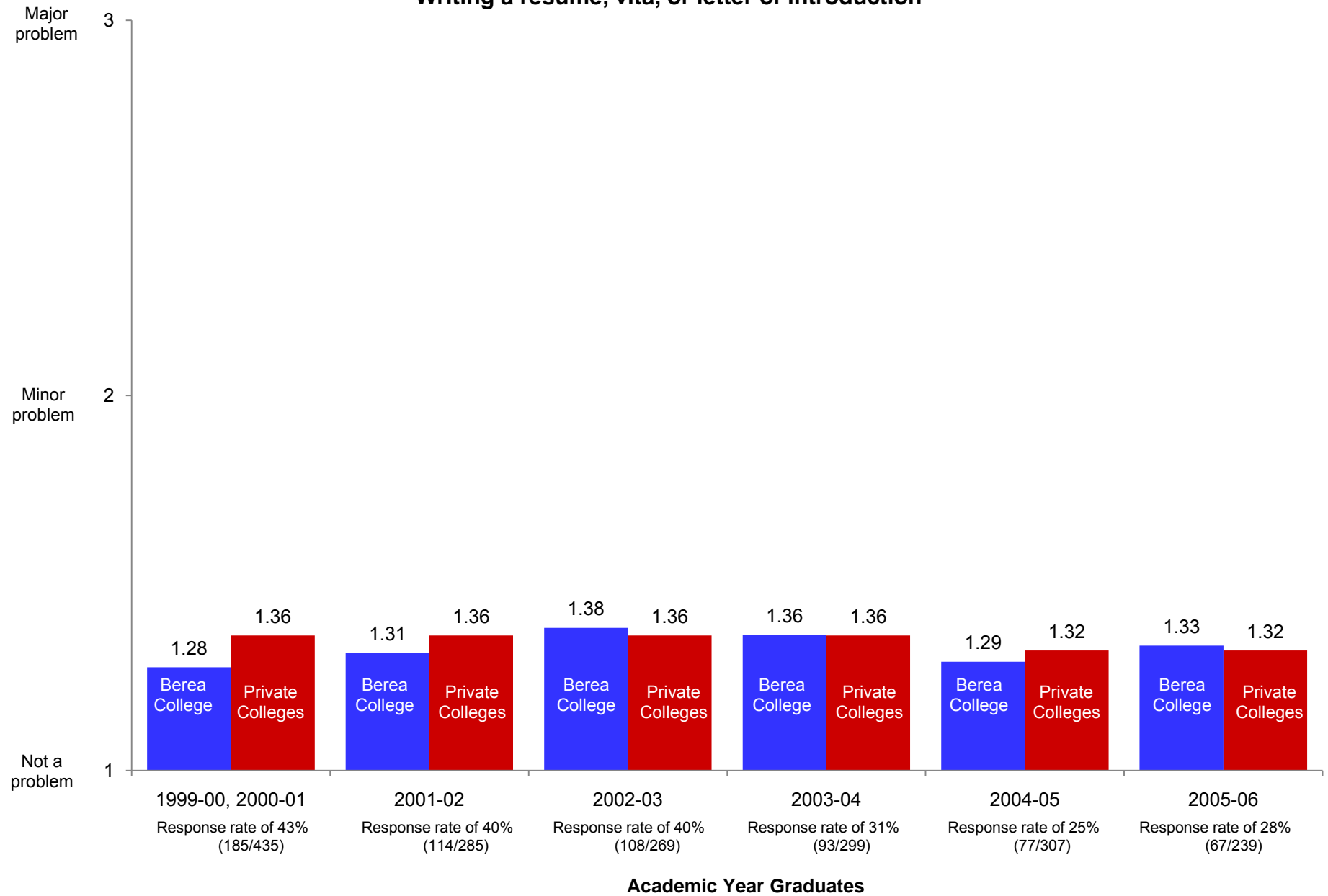


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining your first job after graduation.

ACT Alumni Survey
Administered to graduates two years after graduation

Writing a resume, vita, or letter of introduction

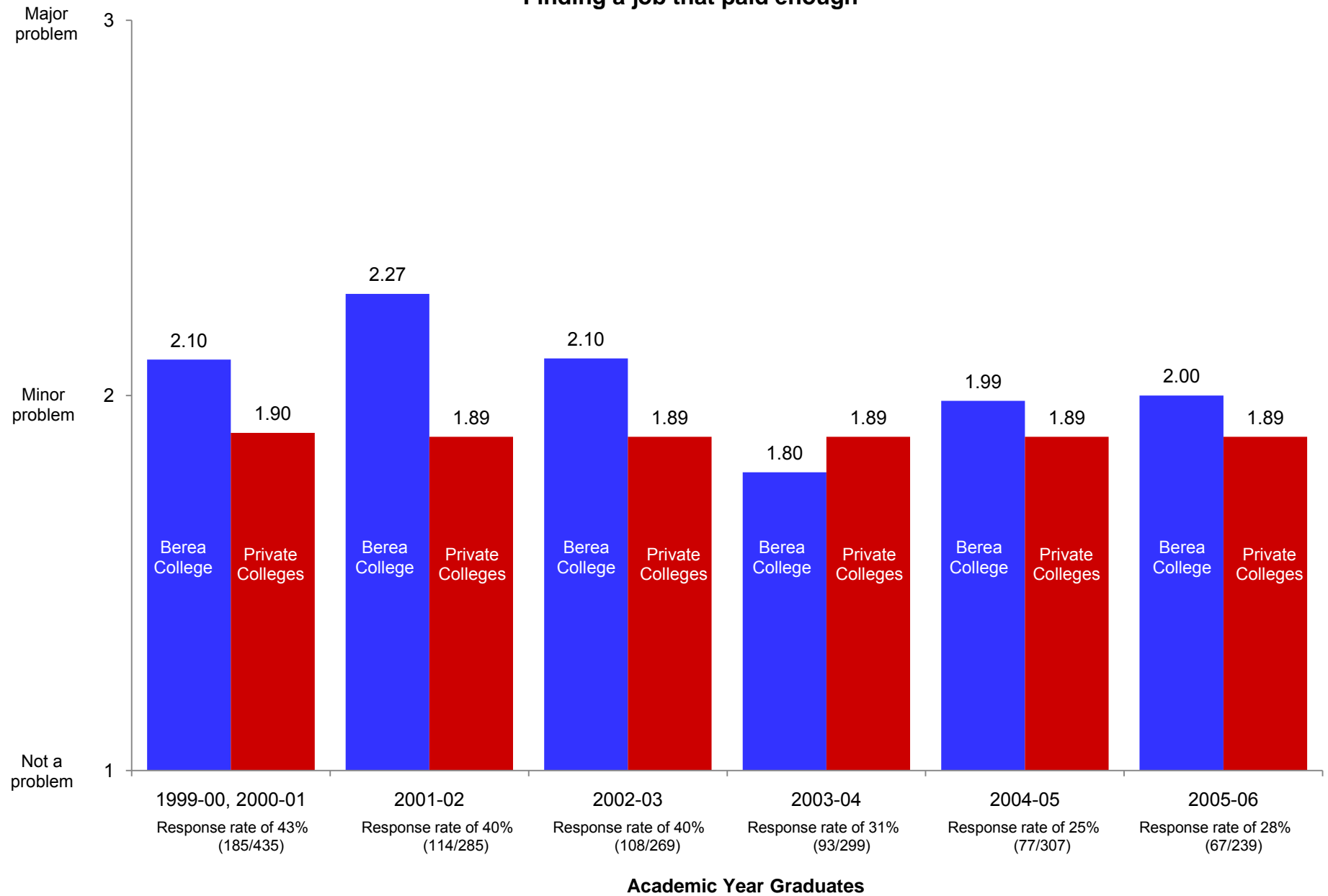


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining your first job after graduation.

ACT Alumni Survey
Administered to graduates two years after graduation

Finding a job that paid enough

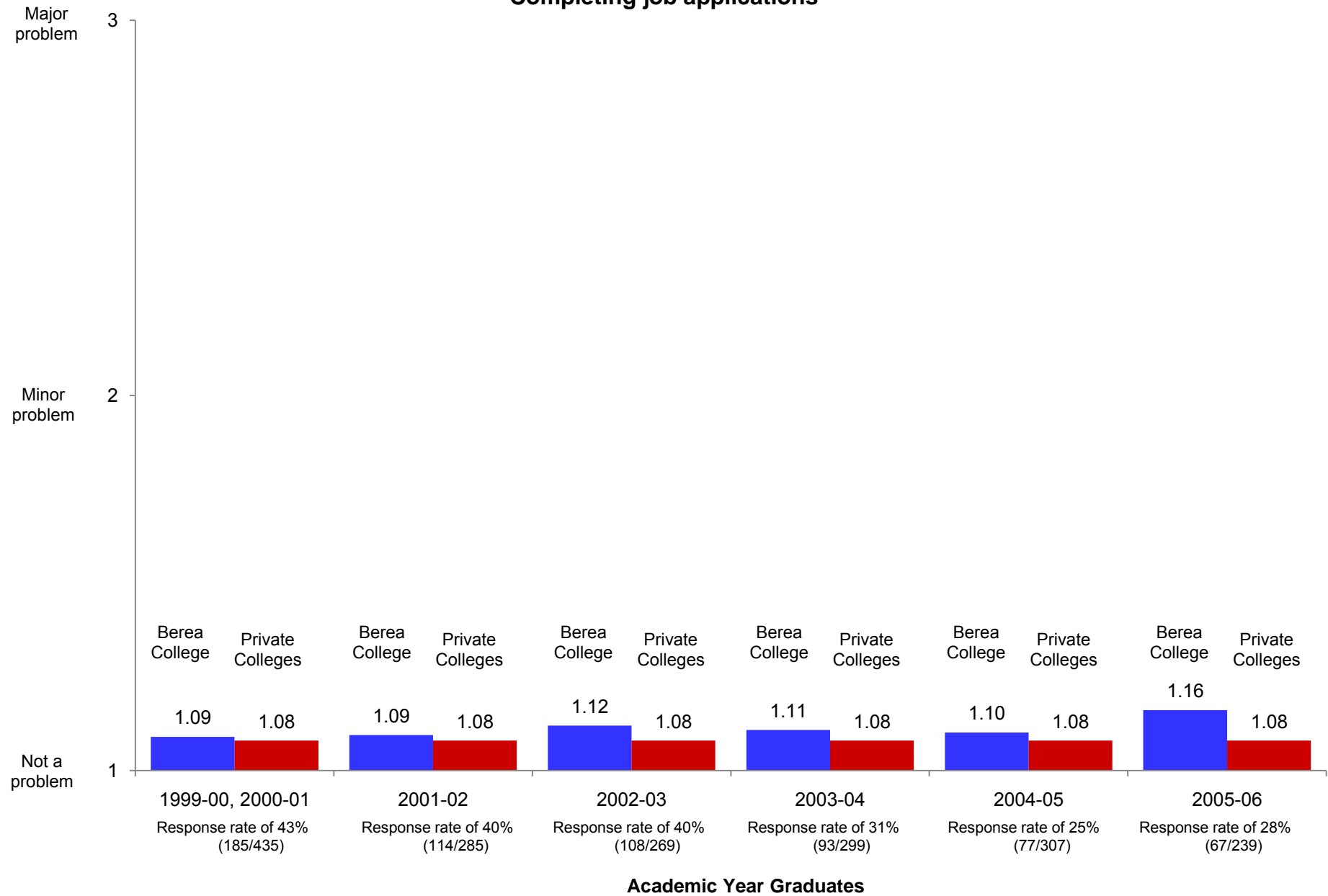


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining your first job after graduation.

ACT Alumni Survey
Administered to graduates two years after graduation

Completing job applications

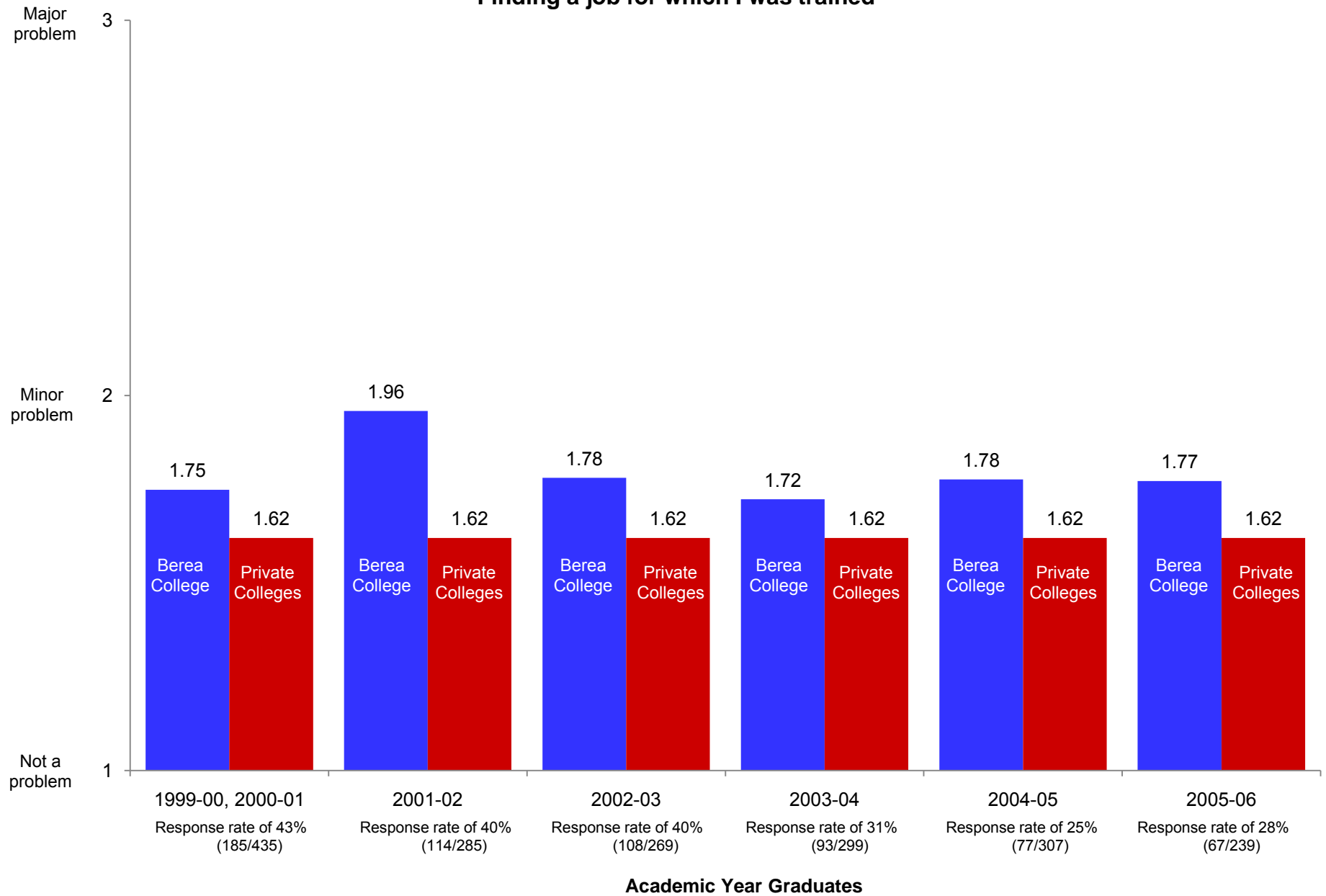


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining your first job after graduation.

ACT Alumni Survey
Administered to graduates two years after graduation

Finding a job for which I was trained

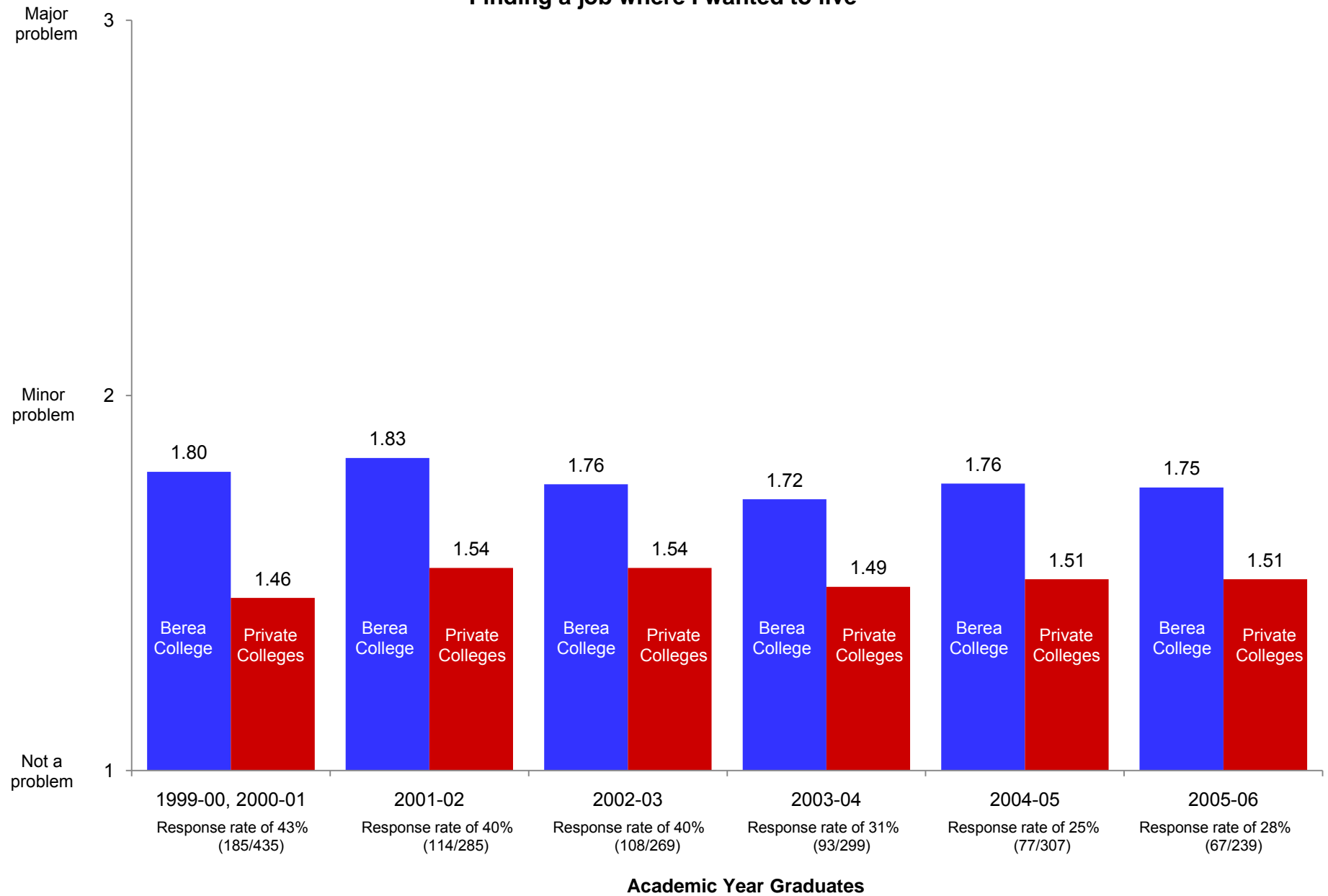


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining your first job after graduation.

ACT Alumni Survey
Administered to graduates two years after graduation

Finding a job where I wanted to live

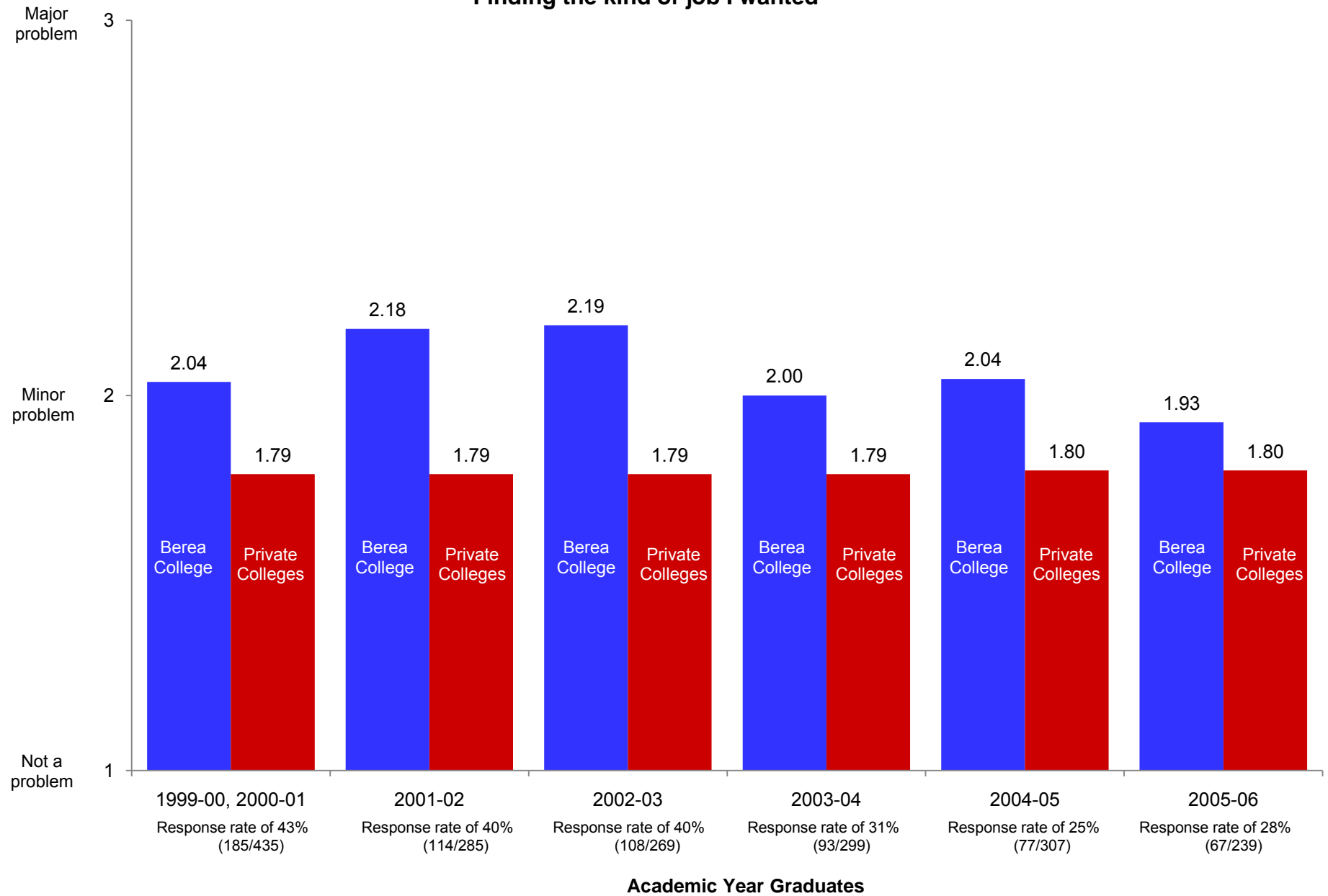


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining your first job after graduation.

ACT Alumni Survey
Administered to graduates two years after graduation

Finding the kind of job I wanted

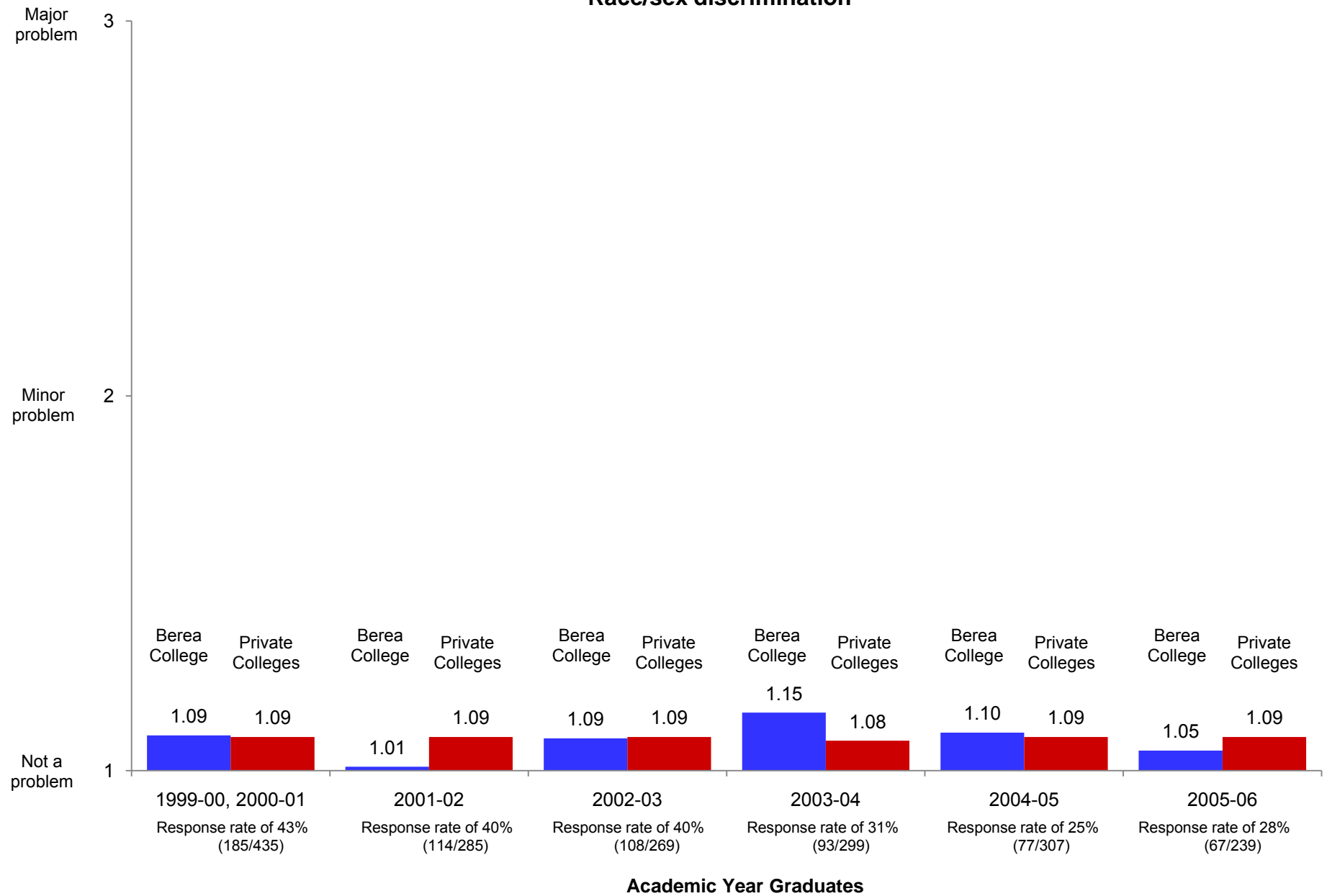


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Indicate whether each of the following was a major problem, minor problem, or not a problem in obtaining your first job after graduation.

ACT Alumni Survey
Administered to graduates two years after graduation

Race/sex discrimination



NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

What was your annual salary/income in the first job you held after college?

	1999-00, 2000-01		2001-02		2002-03		2003-04		2004-05		2005-06	
	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private
\$9,999 or less	11.9%		15.7%		14.8%		7.5%		11.7%		13.4%	
\$10,000 to \$14,999	15.7%		13.0%		13.0%		10.8%		18.2%		13.4%	
\$15,000 to \$19,999	14.6%		22.6%		8.3%		15.1%		14.3%		13.4%	
\$20,000 to \$29,999	31.4%		22.6%		31.5%		36.6%		23.4%		23.9%	
\$30,000 to \$39,999	12.4%		8.7%		10.2%		11.8%		14.4%		17.9%	
\$40,000 to \$49,999	3.8%		1.7%		4.6%		5.4%		3.9%		4.5%	
\$50,000 or more	1.6%		0.0%		1.9%		2.2%		2.6%		0.0%	
Missing	8.6%		15.7%		15.7%		10.8%		11.7%		13.4%	
Response Rates:	43% (185/435)		40% (114/285)		40% (108/269)		31% (93/299)		25% (77/304)		28% (67/239)	

Due to a change in Section IV, Item D, we do not have comparative data for private institutions

NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Indicate the number of full-time jobs you have held since leaving this college.

	1999,00, 2000-01		2001-02		2002-03		2003-04		2004-05		2005-06	
	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private
One	48.6%	38.8%	43.5%	38.4%	52.8%	38.8%	44.1%	38.8%	40.3%	42.2%	43.3%	42.2%
Two	27.6%	22.7%	27.8%	23.0%	14.8%	22.7%	33.3%	23.9%	33.8%	23.3%	22.4%	23.3%
Three	9.2%	12.6%	7.8%	12.9%	13.9%	12.6%	5.4%	13.2%	9.1%	11.9%	9.0%	11.9%
Four	1.1%	6.1%	1.7%	6.3%	0.9%	6.1%	0.0%	5.9%	5.2%	4.8%	4.5%	4.8%
Five or more	3.2%	6.3%	0.0%	6.6%	0.9%	6.3%	3.2%	6.2%	1.3%	4.7%	3.0%	4.7%
Missing	10.3%	13.4%	19.1%	13.0%	16.7%	13.4%	14.0%	12.0%	10.4%	13.0%	17.9%	13.0%
Response Rates:	43% (185/435)		40% (114/285)		40% (108/269)		31% (93/299)		25% (77/304)		28% (67/239)	

NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Indicate the primary reason you are now unemployed

	1999-00, 2000-01		2001-02		2002-03		2003-04		2004-05		2005-06	
	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private
Have been unable to find a full-time job since college	1.1%	1.4%	1.7%	1.3%	0.9%	1.4%	0.0%	1.8%	0.0%	2.2%	3.0%	2.2%
Was laid off by employer	1.1%	1.2%	2.6%	1.2%	0.0%	1.2%	1.1%	1.3%	1.3%	1.6%	1.5%	1.6%
Quit to find another job	0.5%	0.7%	0.0%	0.7%	0.0%	0.7%	0.0%	0.7%	0.0%	0.8%	1.5%	0.8%
Health/personal reasons	1.1%	1.2%	1.7%	1.1%	0.0%	1.2%	1.1%	1.2%	2.6%	1.5%	1.5%	1.5%
Do not desire employment at this time	2.2%	3.6%	3.5%	3.9%	3.7%	3.6%	4.3%	4.2%	1.3%	3.8%	4.5%	3.8%
Other	7.6%	4.0%	8.7%	4.1%	6.5%	4.0%	4.3%	4.5%	2.6%	4.9%	4.5%	4.9%
Missing	86.5%	87.8%	81.7%	87.6%	88.9%	87.8%	89.2%	86.3%	92.2%	85.3%	83.6%	85.3%
Response Rates:	43% (185/435)		40% (114/285)		40% (108/269)		31% (93/299)		25% (77/304)		28% (67/239)	

NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

How long have you actively been seeking employment?

	1999,00, 2000-01		2001-02		2002-03		2003-04		2004-05		2005-06	
	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private
Not seeking employment	9.7%	8.1%	10.4%	8.3%	9.3%	8.1%	7.5%	9.0%	5.2%	8.9%	6.0%	8.9%
Less than 1 month	1.1%	1.0%	0.9%	1.0%	1.9%	1.0%	2.2%	1.1%	0.0%	1.1%	3.0%	1.1%
1 to 3 months	5.0%	1.2%	1.7%	1.2%	0.0%	1.2%	0.0%	1.1%	1.3%	1.3%	4.5%	1.3%
4 to 6 months	1.6%	1.0%	2.6%	0.9%	0.0%	1.0%	0.0%	1.1%	1.3%	1.4%	1.5%	1.4%
7 to 12 months	0.0%	0.5%	0.9%	0.6%	0.0%	0.5%	0.0%	0.8%	0.0%	1.0%	0.0%	1.0%
Over 12 months	1.6%	0.9%	0.9%	0.8%	1.9%	0.9%	1.1%	1.2%	0.0%	1.7%	1.5%	1.7%
Missing	85.4%	87.2%	82.6%	87.2%	87.0%	87.2%	89.2%	85.7%	92.2%	84.5%	83.6%	84.5%
Response Rates:	43% (185/435)		40% (114/285)		40% (108/269)		31% (93/299)		25% (77/304)		28% (67/239)	

NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Have you sought help form this college's placement office?

	1999,00, 2000-01		2001-02		2002-03		2003-04		2004-05		2005-06	
	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private
Yes, it has been helpful	0.0%	1.4%	0.0%	1.2%	0.0%	1.4%	0.0%	1.2%	0.0%	1.3%	0.0%	1.3%
Yes, but it has NOT been helpful	1.6%	2.0%	0.9%	1.9%	0.0%	2.0%	1.1%	2.2%	0.0%	3.1%	1.5%	3.1%
No	13.5%	9.9%	18.3%	10.3%	12.0%	9.9%	10.8%	1.5%	7.8%	11.6%	14.9%	11.6%
Missing	84.9%	86.6%	80.9%	86.7%	88.0%	86.6%	88.2%	85.1%	92.2%	84.0%	83.6%	84.0%
Response Rates:	43% (185/435)		40% (114/285)		40% (108/269)		31% (93/299)		25% (77/304)		28% (67/239)	

NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

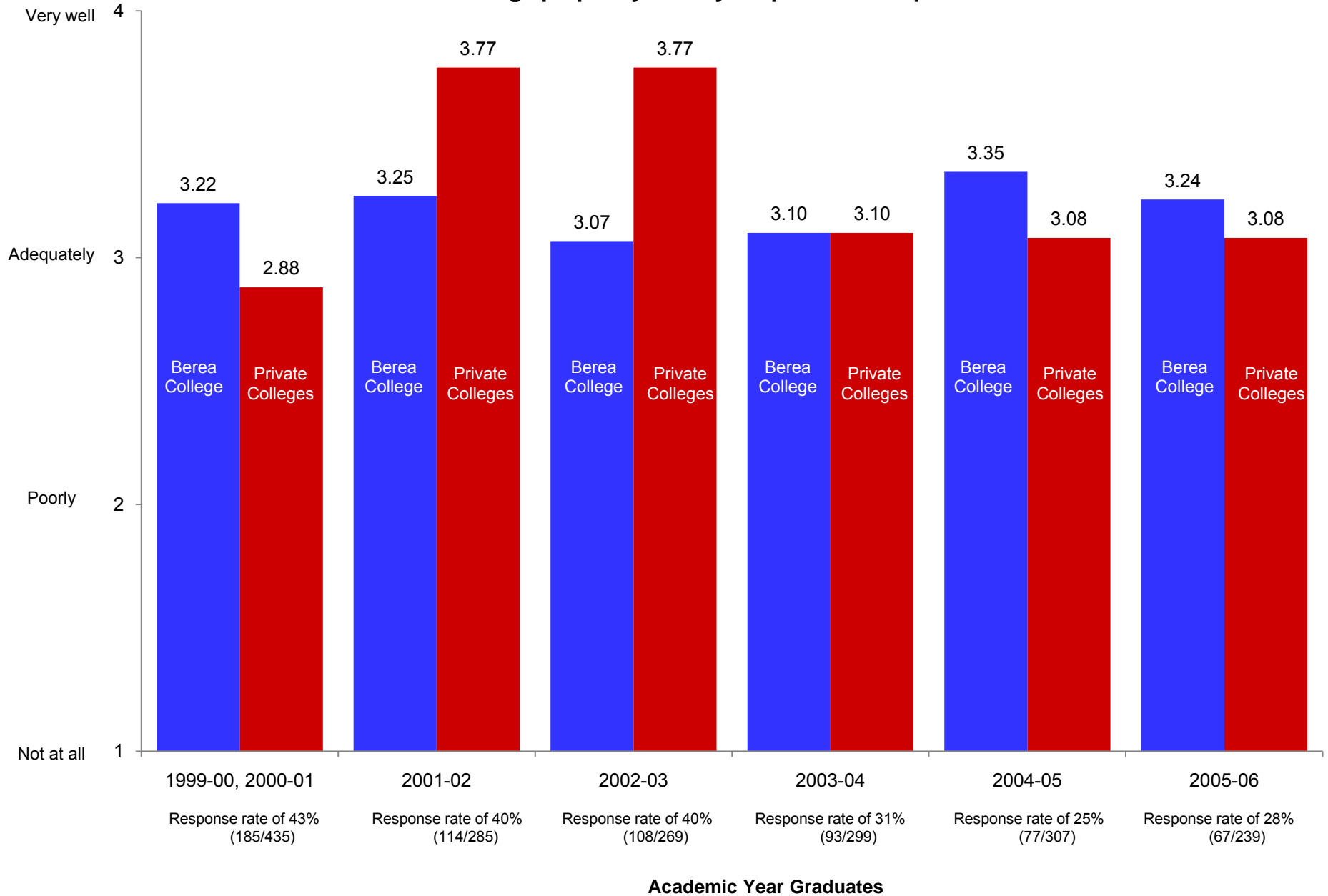
What is your current annual salary/income?

	1999,00, 2000-01		2001-02		2002-03		2003-04		2004-05		2005-06	
	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private
\$9,999 or less	7.0%		9.6%		8.3%		10.8%		9.1%		3.0%	
\$10,000 to \$14,999	9.2%		12.2%		13.9%		5.4%		5.2%		10.4%	
\$15,000 to \$19,999	6.5%		10.4%		3.7%		9.7%		11.7%		9.0%	
\$20,000 to \$29,999	34.1%		24.3%		28.7%		32.3%		28.6%		19.4%	
\$30,000 to \$39,999	15.7%		17.4%		16.7%		16.1%		24.7%		23.9%	
\$40,000 to \$49,999	8.6%		3.5%		7.4%		6.5%		5.2%		10.4%	
\$50,000 or more	1.0%		0.9%		3.7%		3.3%		5.2%		0.0%	
Missing	17.8%		21.7%		17.6%		16.1%		10.4%		23.9%	
Response Rates:	43% (185/435)		40% (114/285)		40% (108/269)		31% (93/299)		25% (77/304)		28% (67/239)	

Due to a change in Section IV, Item K, we do not have comparative data for private institutions

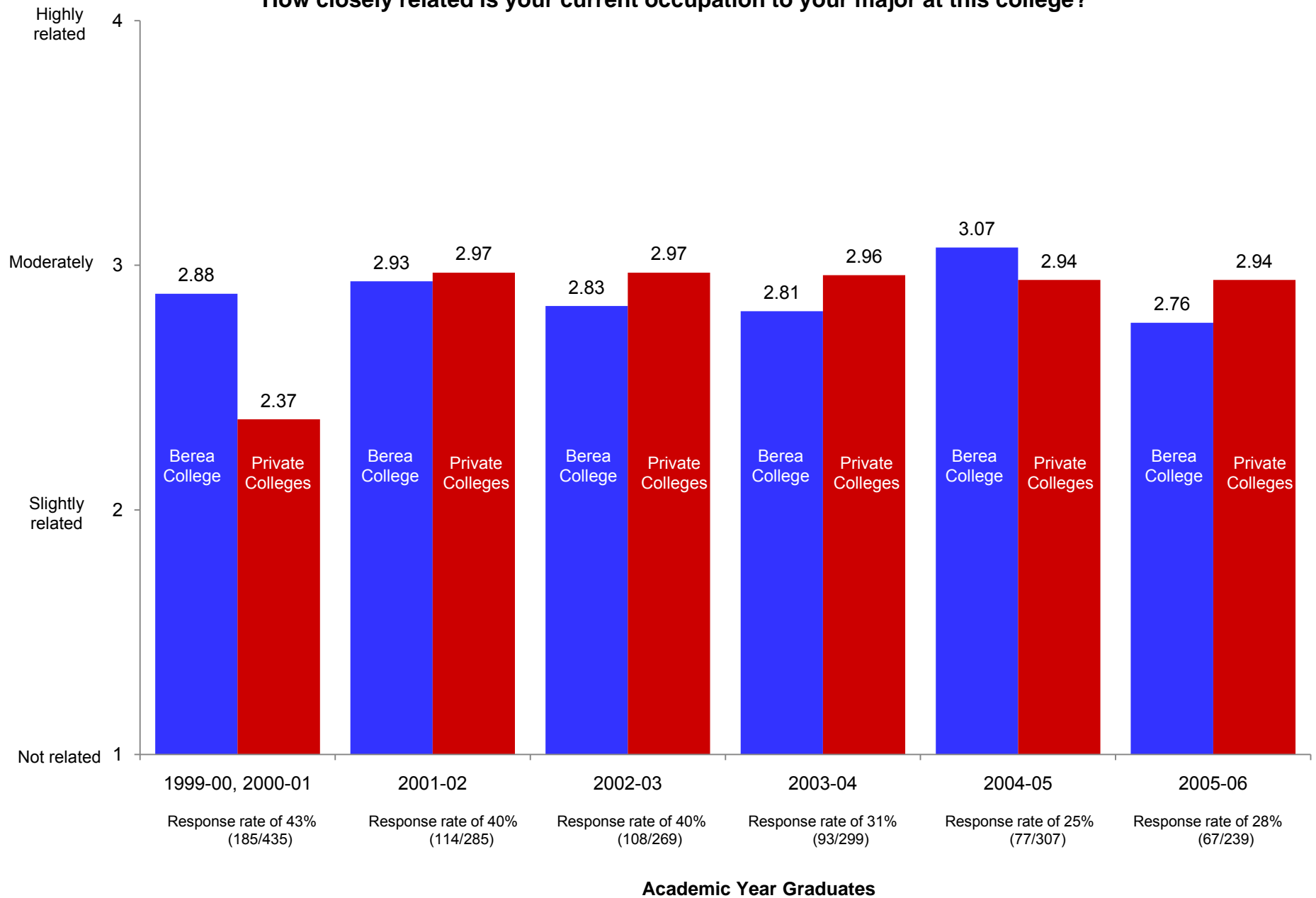
NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

How well did this college prepare you for your present occupation?



NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

How closely related is your current occupation to your major at this college?

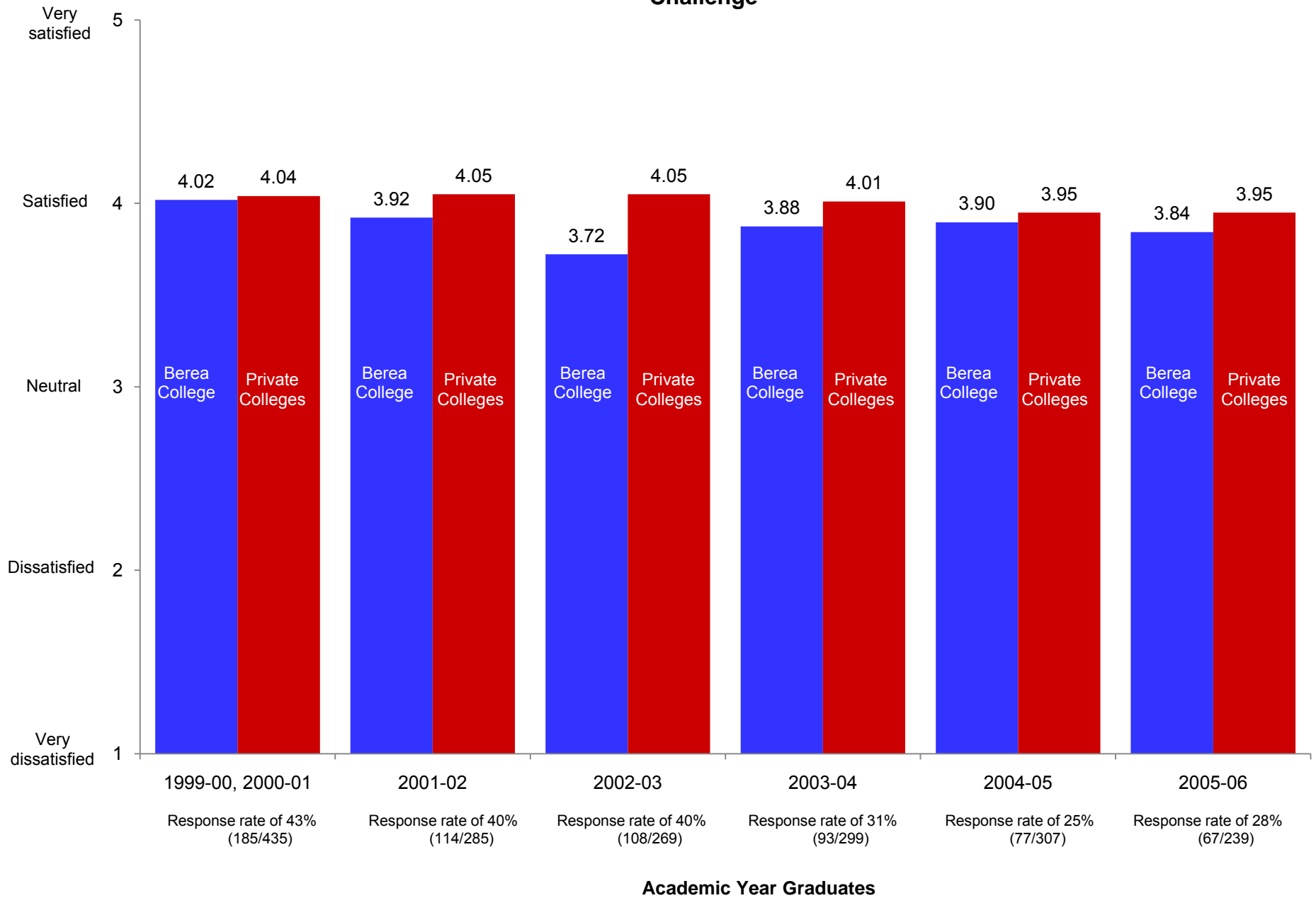


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Indicate your satisfaction with the following aspects of your present job.

ACT Alumni Survey
Administered to graduates two years after graduation

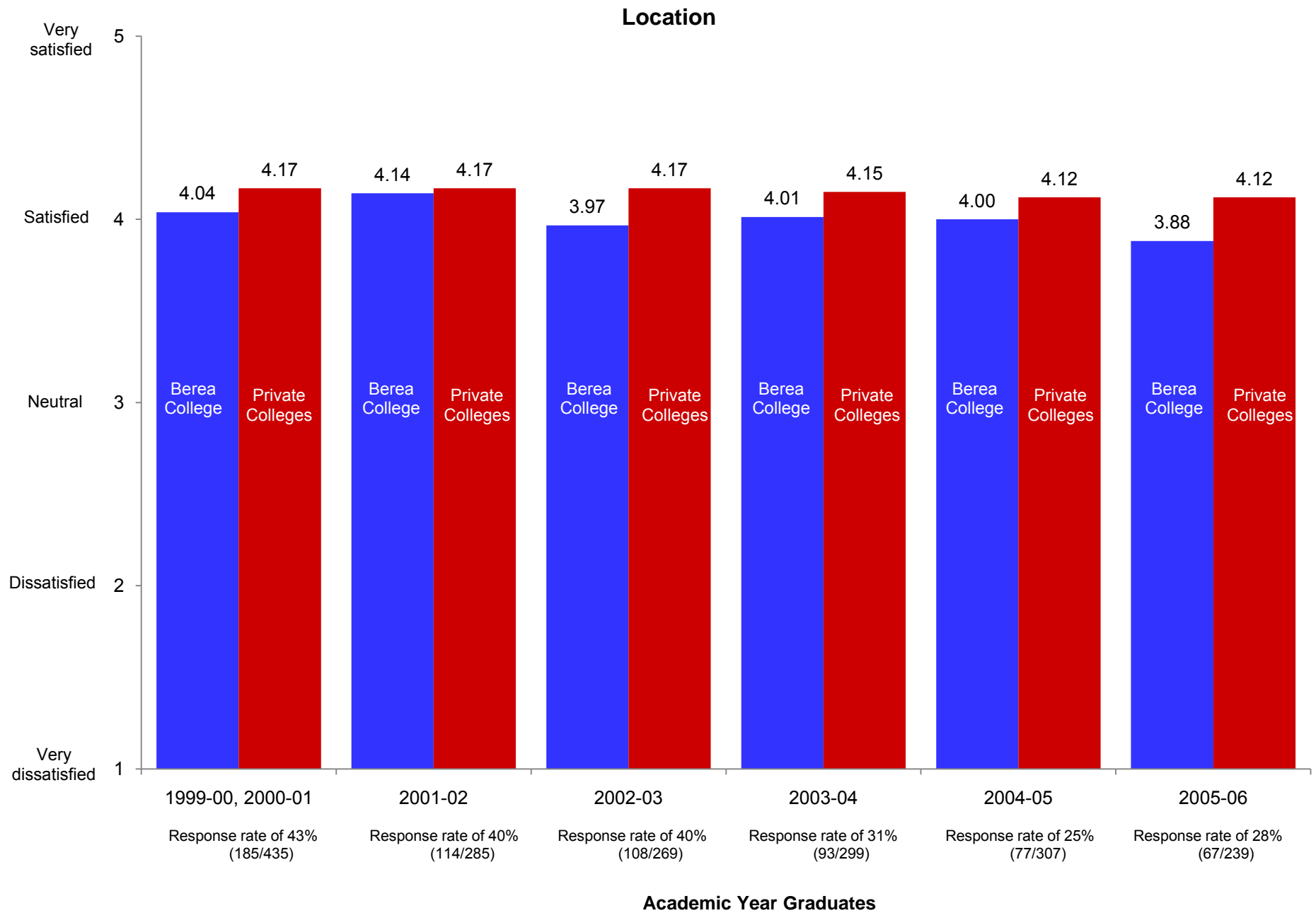
Challenge



NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Indicate your satisfaction with the following aspects of your present job.

ACT Alumni Survey
Administered to graduates two years after graduation

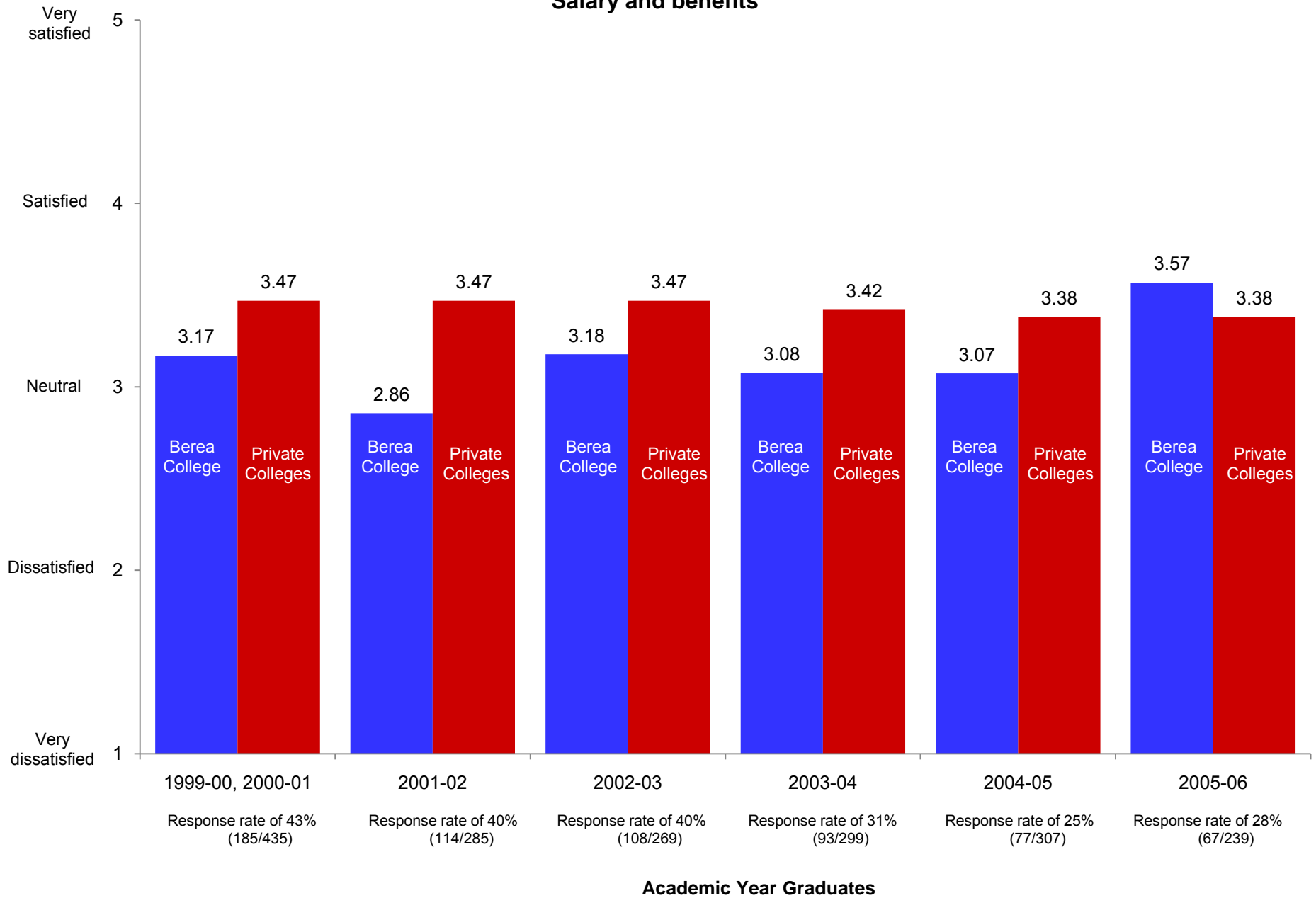


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Indicate your satisfaction with the following aspects of your present job.

ACT Alumni Survey
Administered to graduates two years after graduation

Salary and benefits

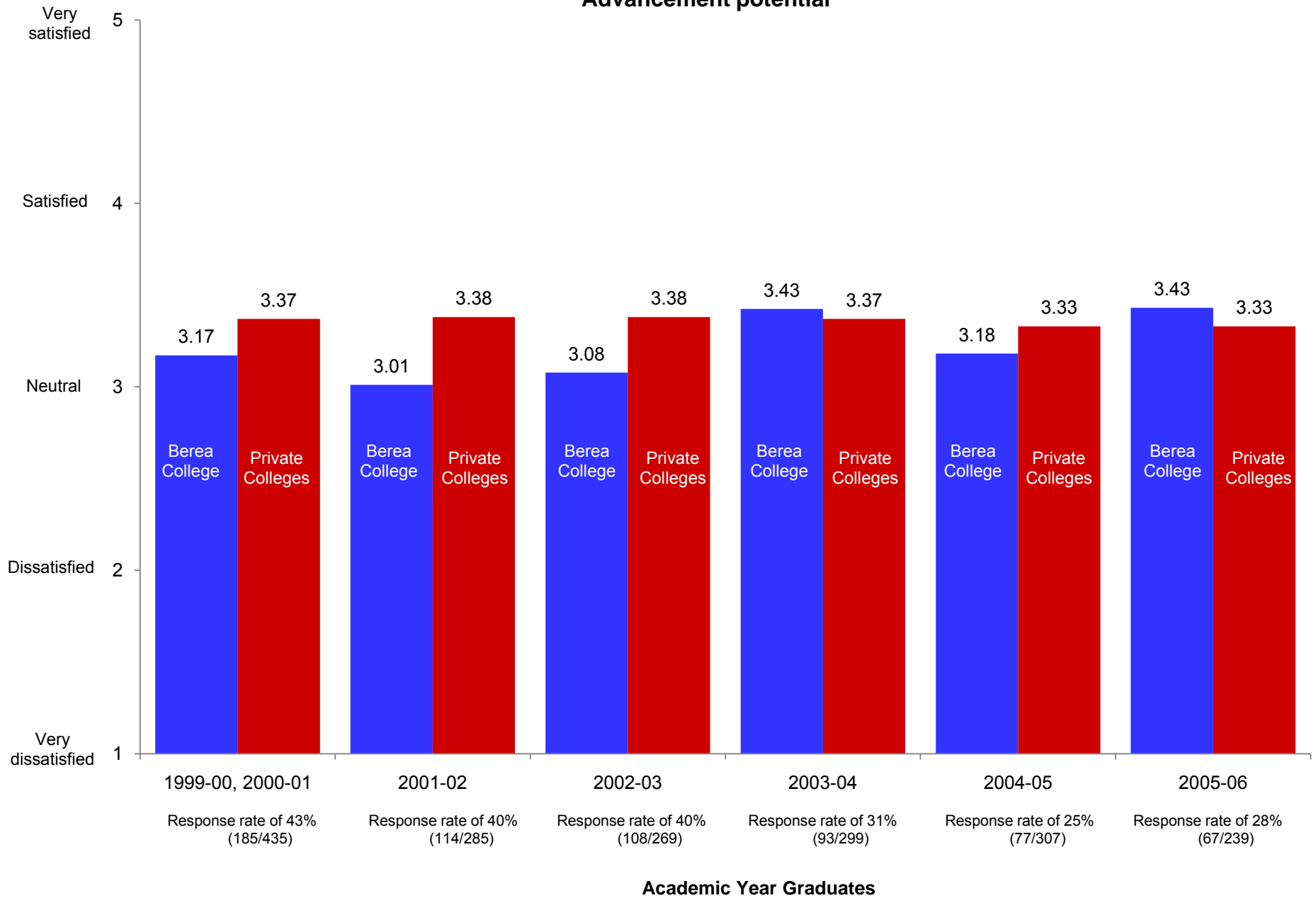


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Indicate your satisfaction with the following aspects of your present job.

ACT Alumni Survey
Administered to graduates two years after graduation

Advancement potential

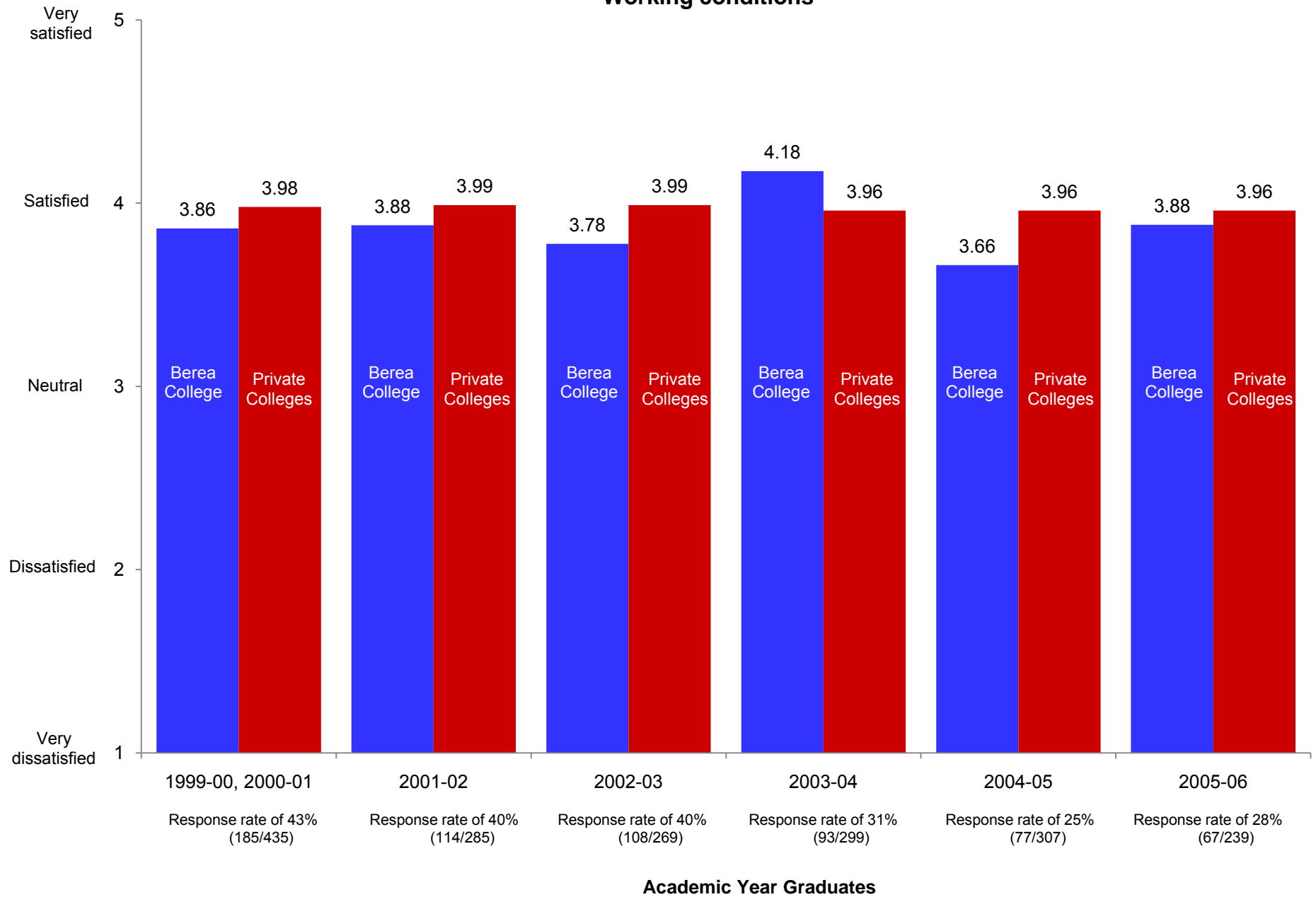


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Indicate your satisfaction with the following aspects of your present job.

ACT Alumni Survey
Administered to graduates two years after graduation

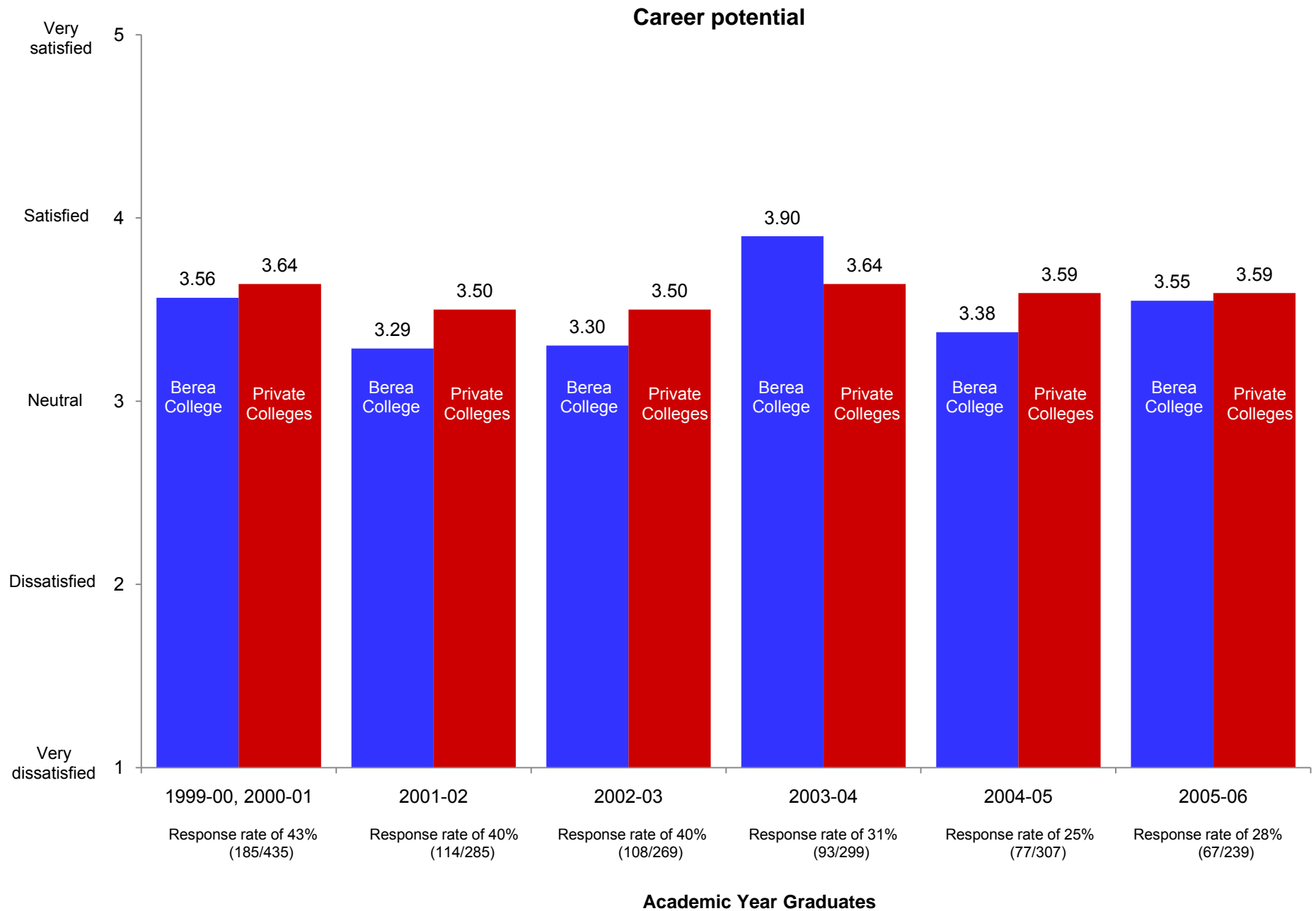
Working conditions



NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Indicate your satisfaction with the following aspects of your present job.

ACT Alumni Survey
Administered to graduates two years after graduation

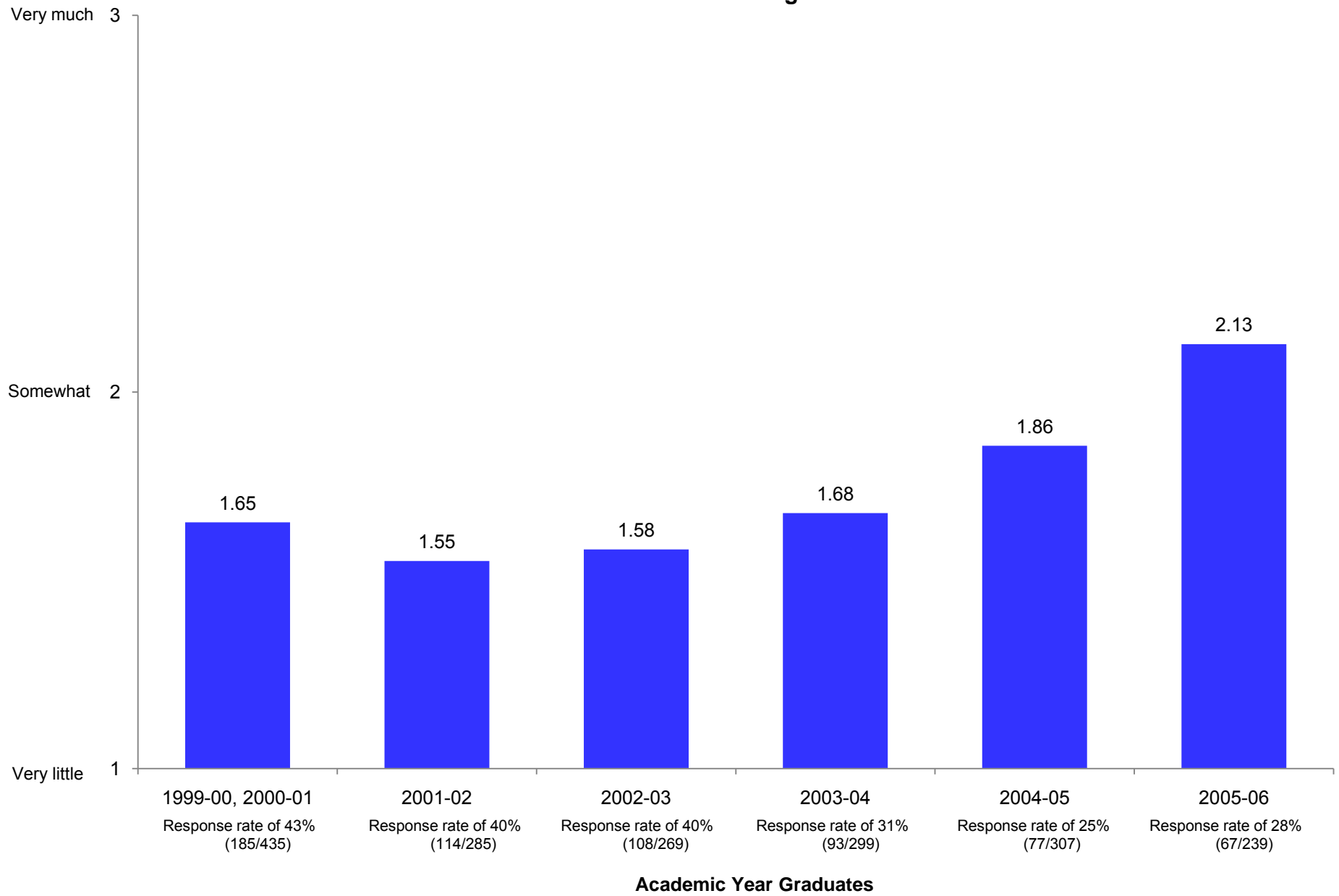


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

Berea-Specific Item: How much did each of the following aspects of Berea College contribute to your personal growth?

ACT Alumni Survey
Administered to graduates two years after graduation

Career counseling



NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

ACA Appalachian Region Alumni Outcomes Survey

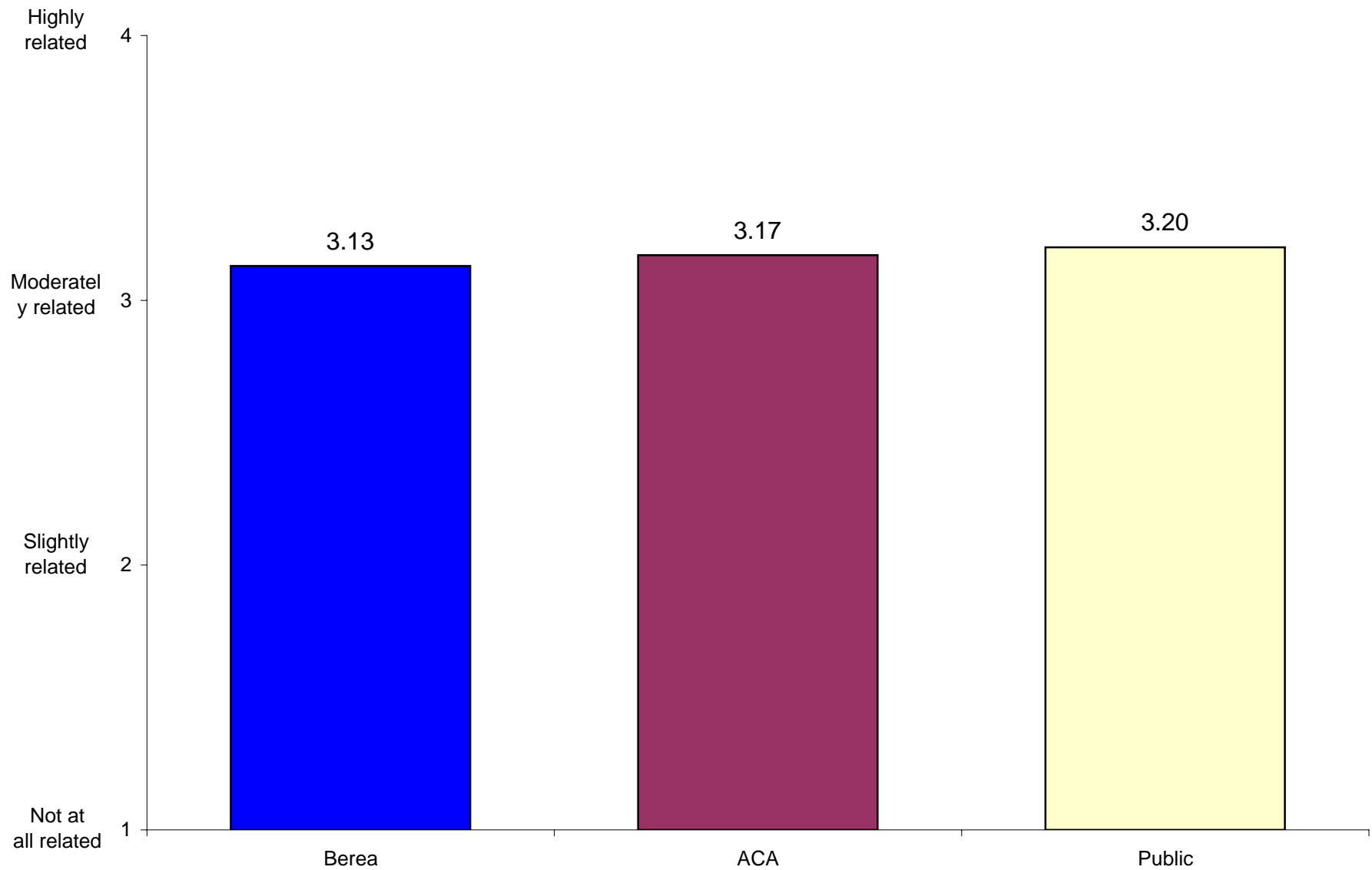
(1974-76, 1984-86, 1994-96 Graduates)



[Click to see survey instruments](#)

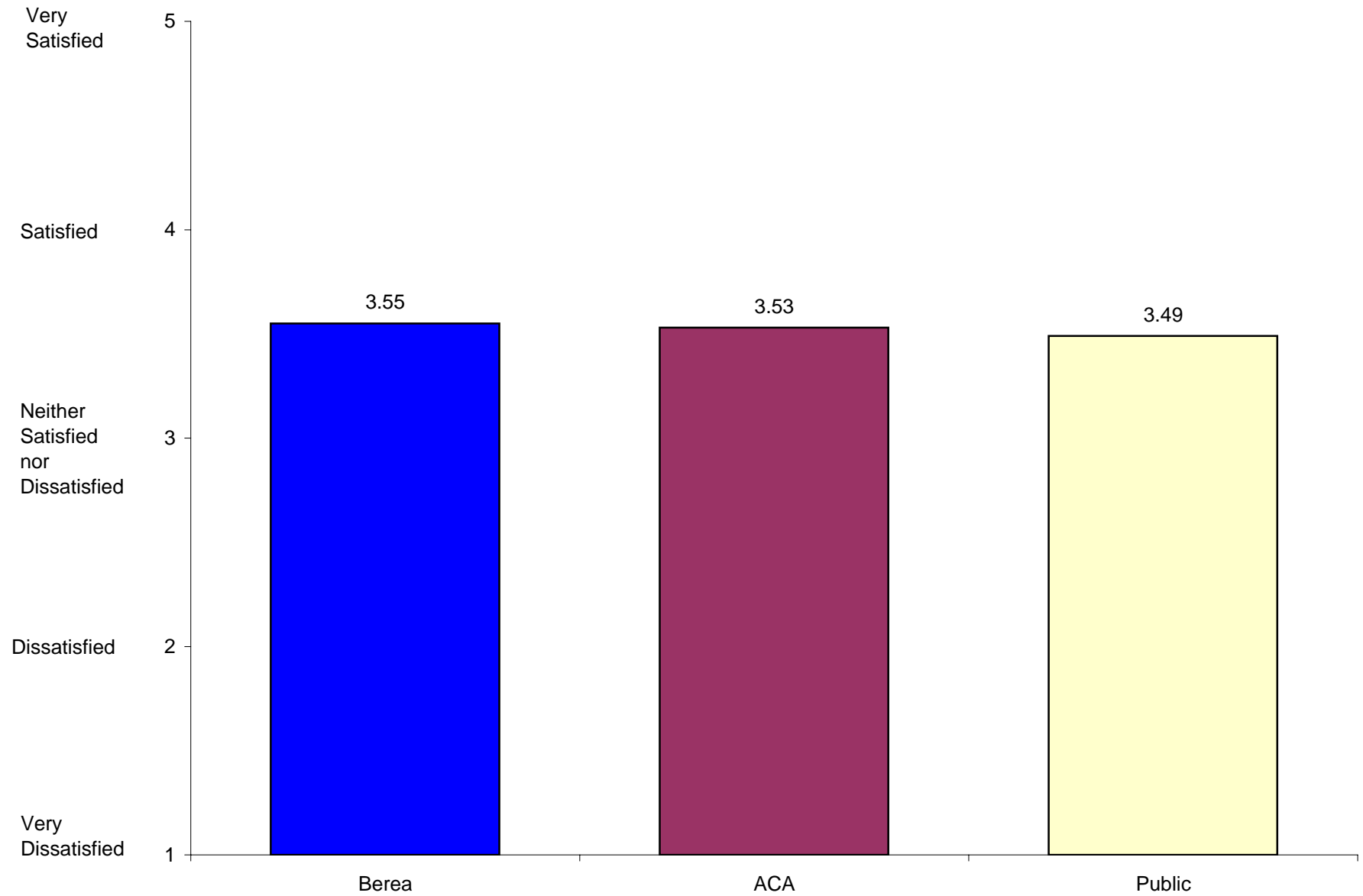
Response Rate: 42%

How closely related is your current job to the major in which you received your most recent degree/certificate/diploma?



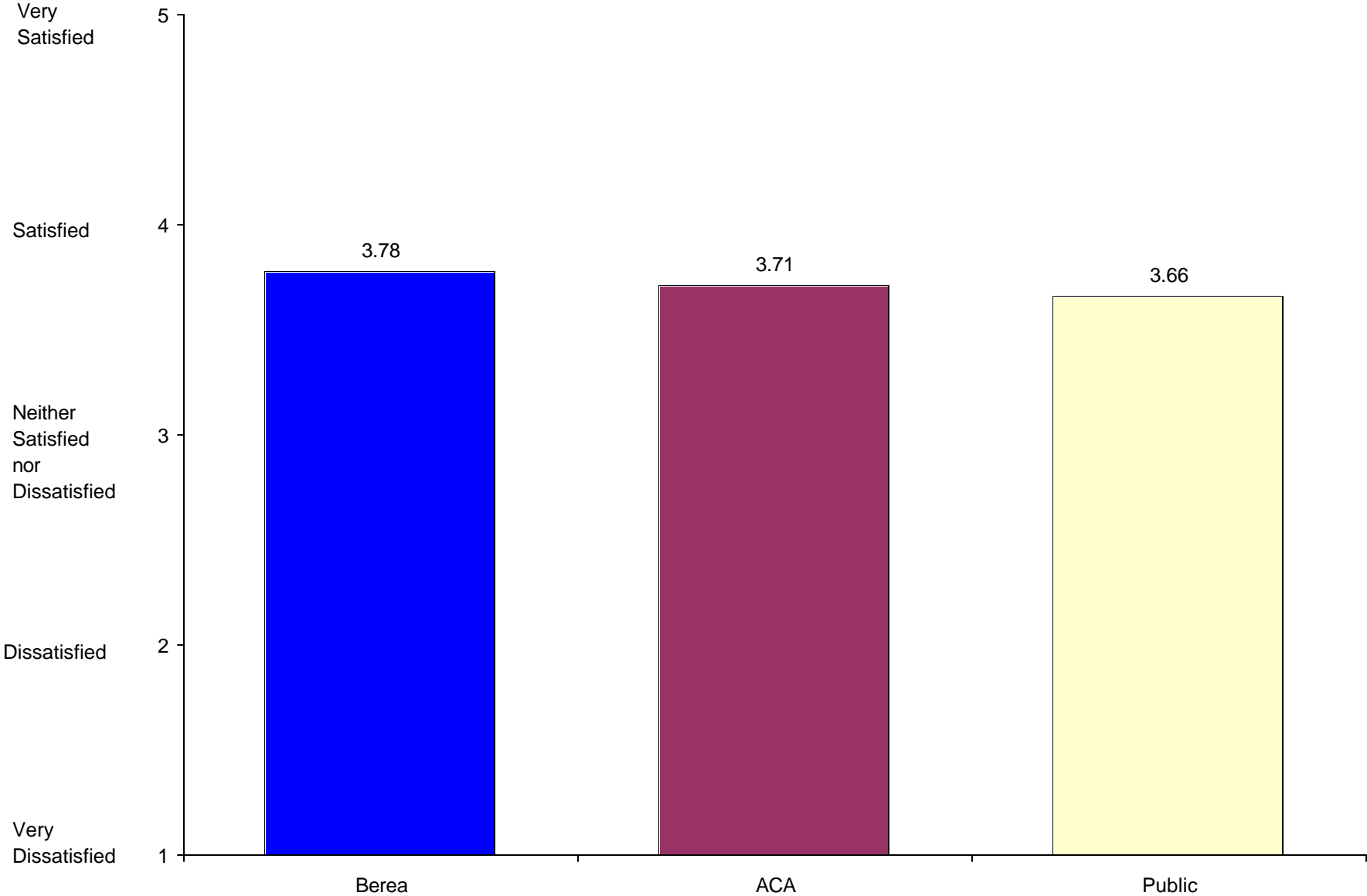
Indicate your level of satisfaction with each of the following aspects of your current job.

Salary



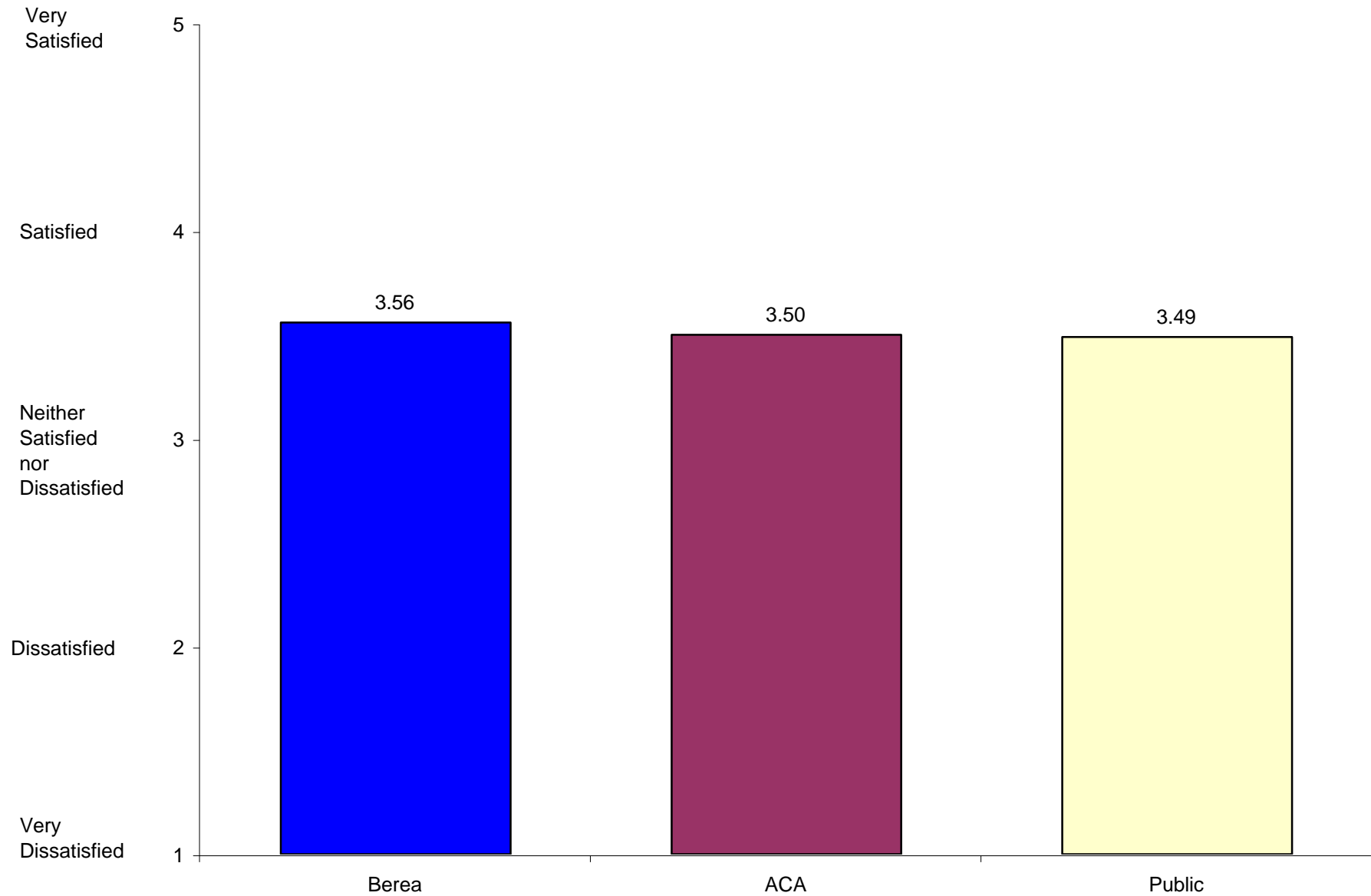
Indicate your level of satisfaction with each of the following aspects of your current job.

Fringe benefits



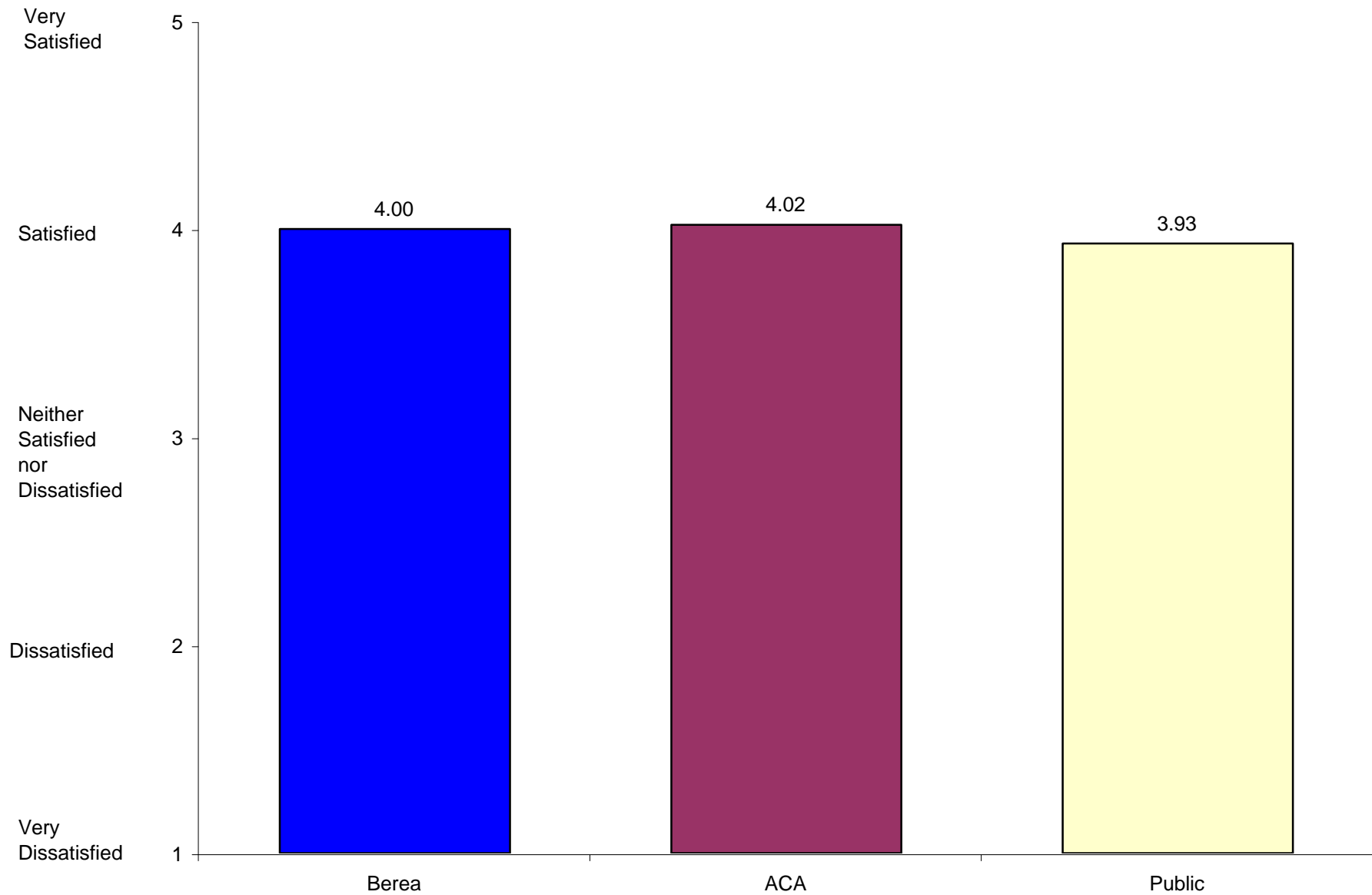
Indicate your level of satisfaction with each of the following aspects of your current job.

Support for continuing education or in-service training programs



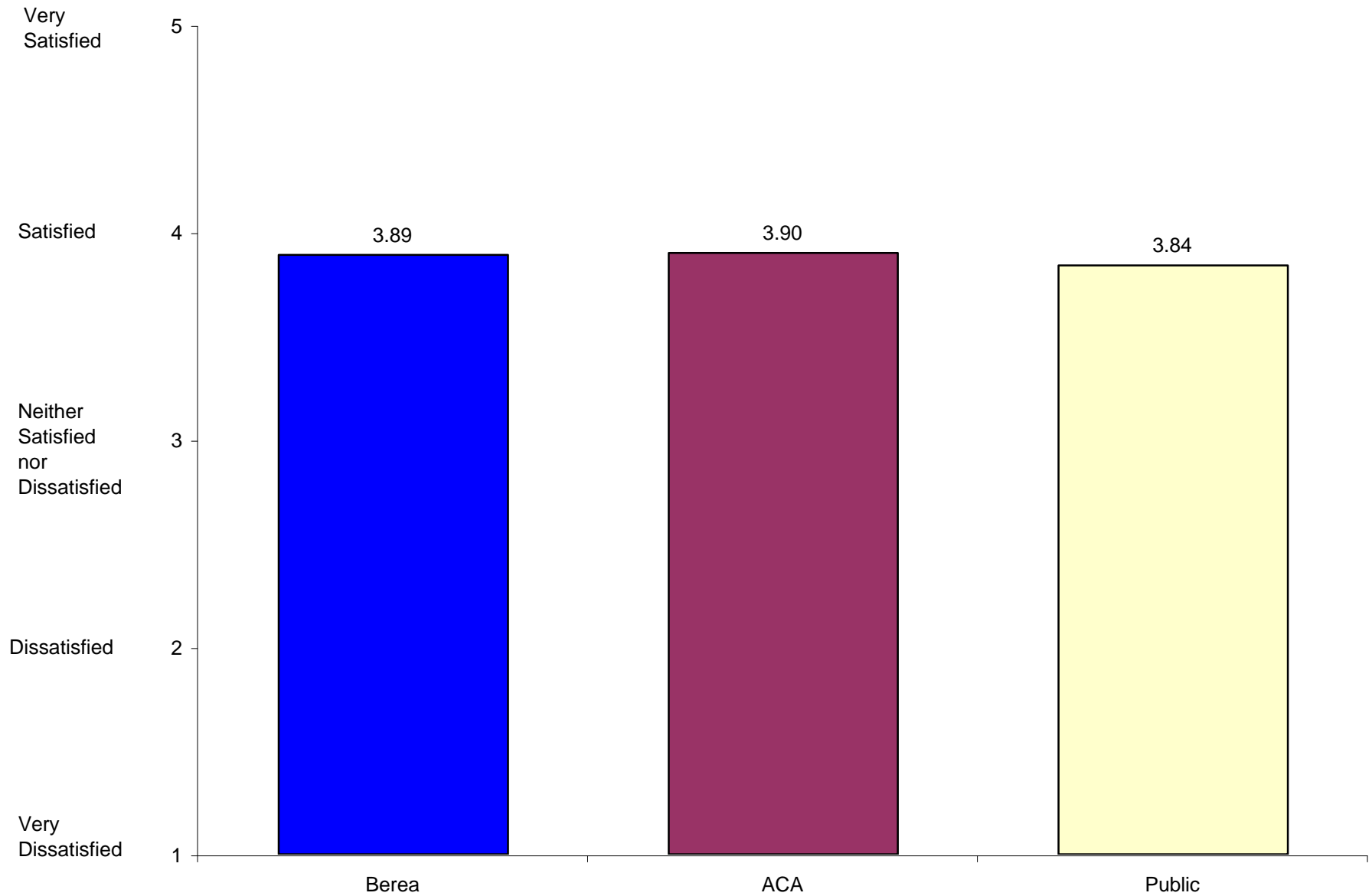
Indicate your level of satisfaction with each of the following aspects of your current job.

Autonomy and independence



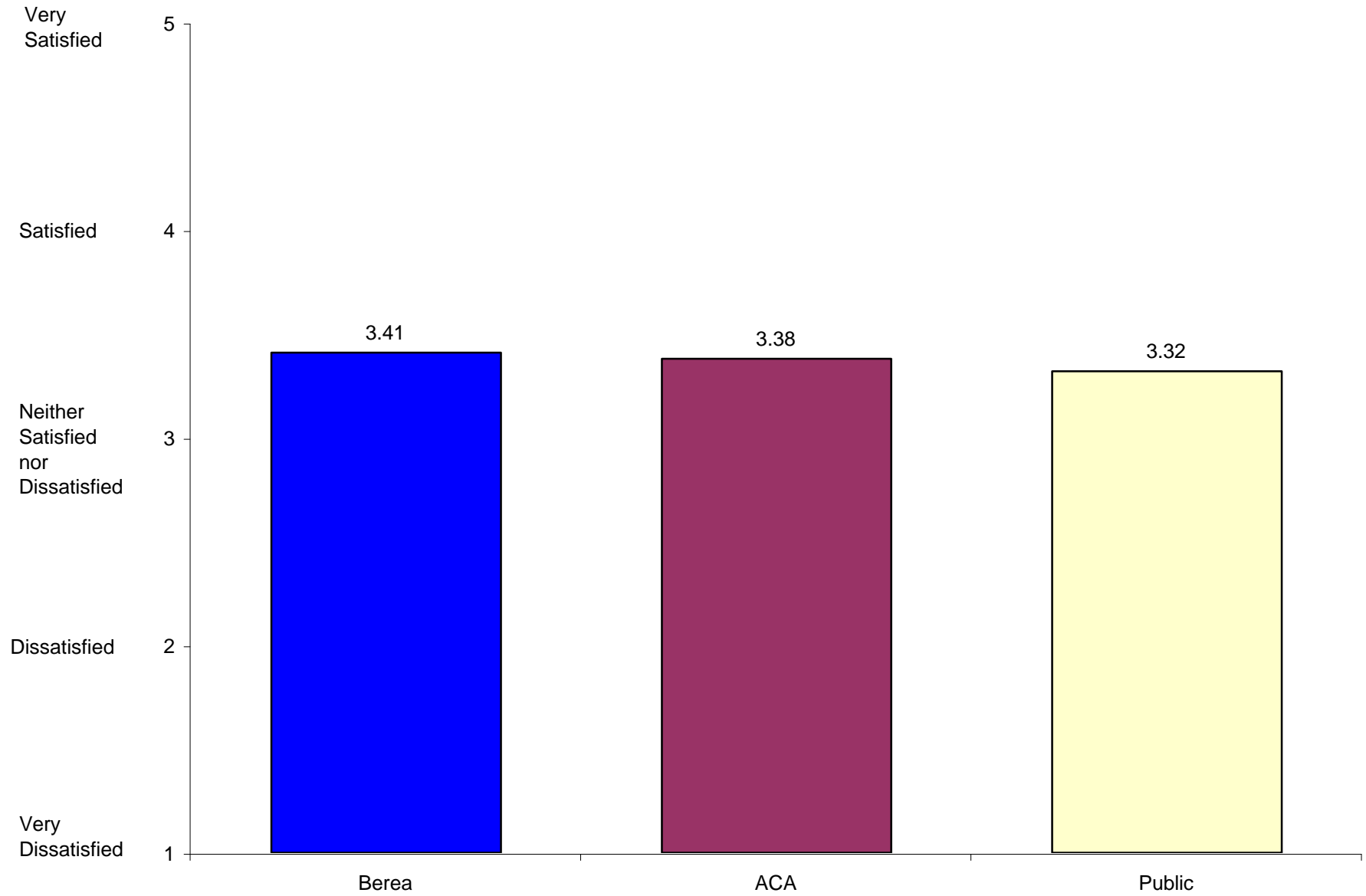
Indicate your level of satisfaction with each of the following aspects of your current job.

Intellectual challenge



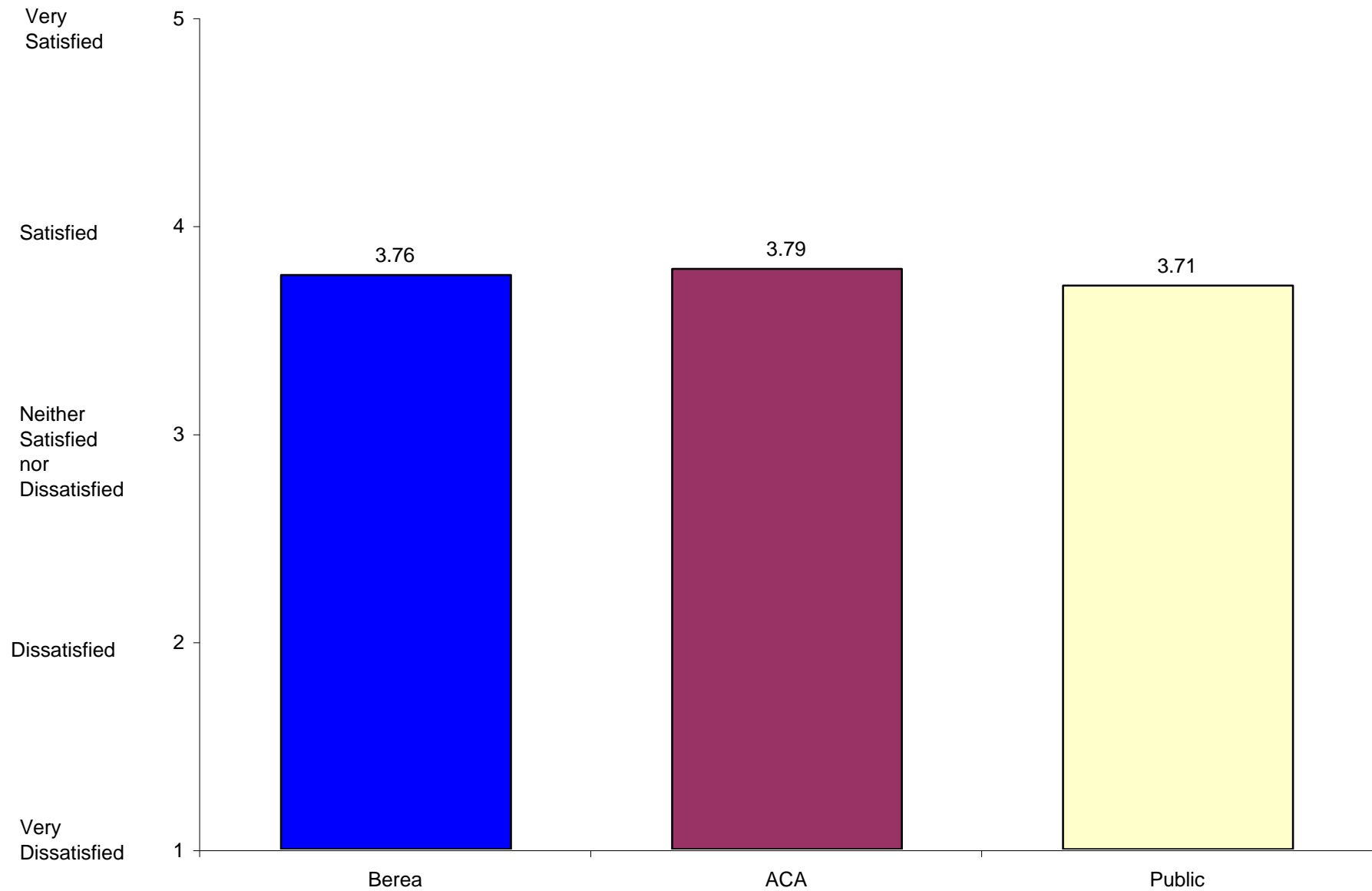
Indicate your level of satisfaction with each of the following aspects of your current job.

Opportunities for advancement



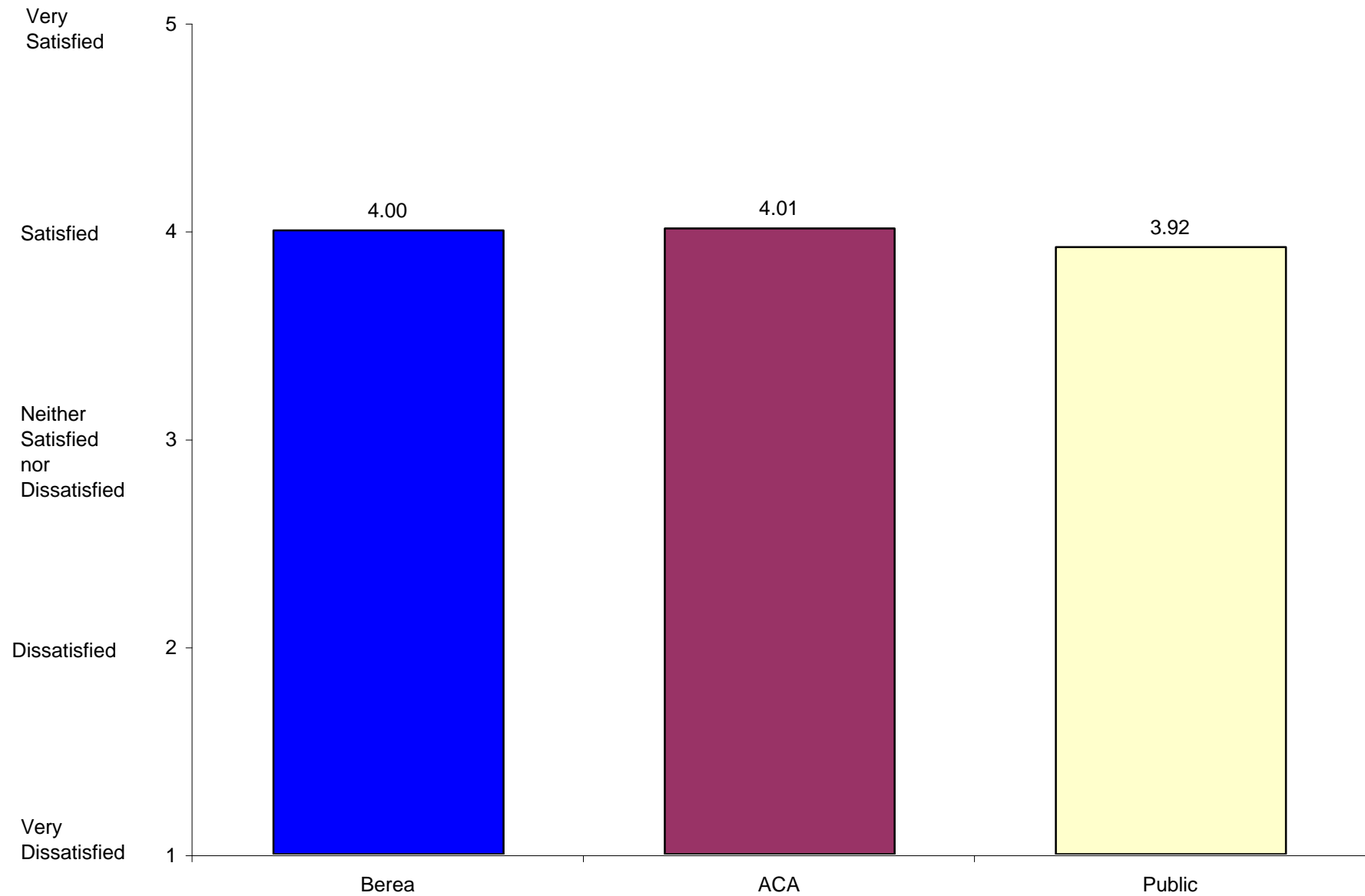
Indicate your level of satisfaction with each of the following aspects of your current job.

Opportunities to participate in decision making



Indicate your level of satisfaction with each of the following aspects of your current job.

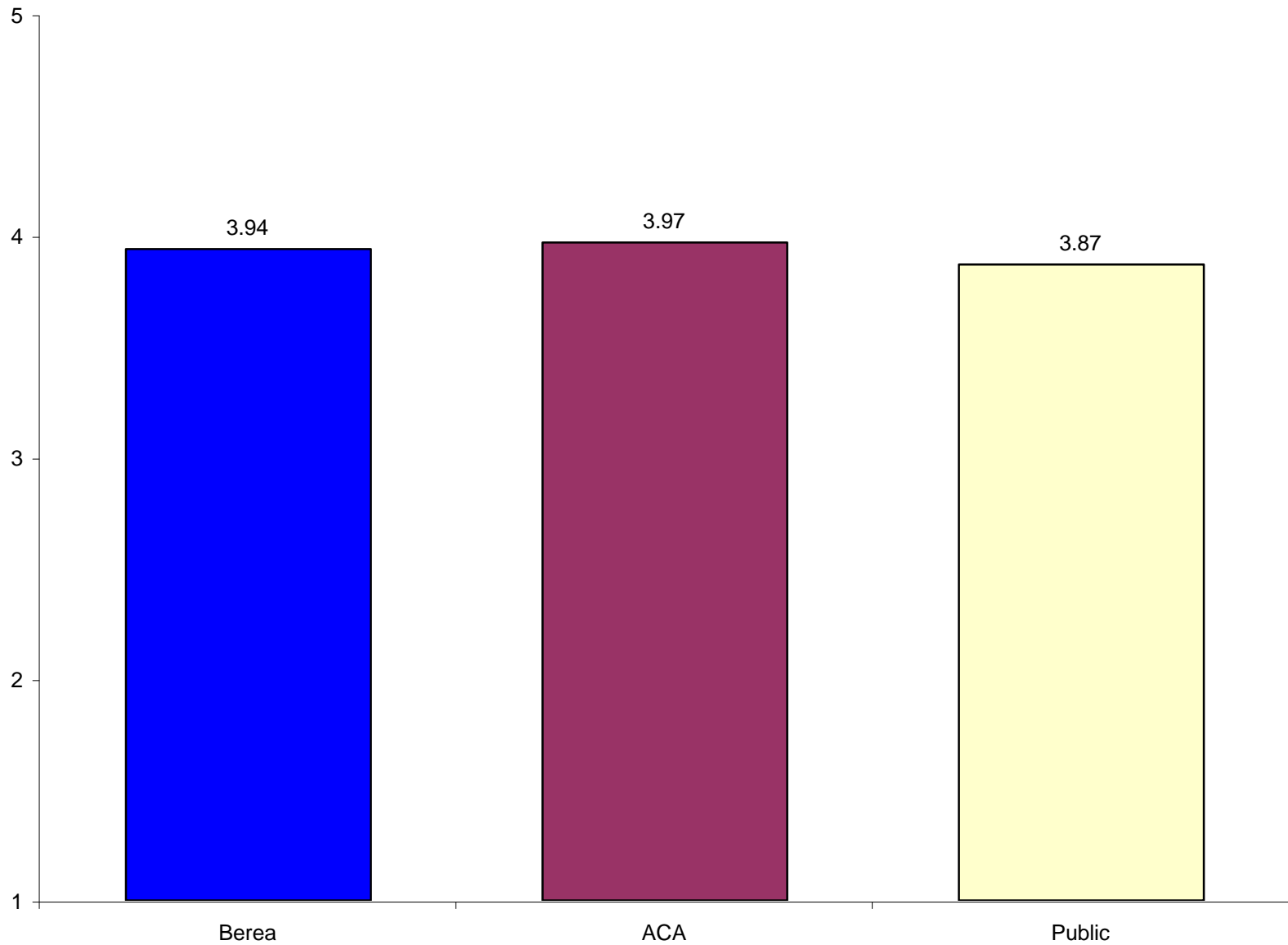
Opportunities to exercise initiative



ACA Appalachian Region Alumni Survey (1974-76, 1984-86, 1994-96 Alumni)

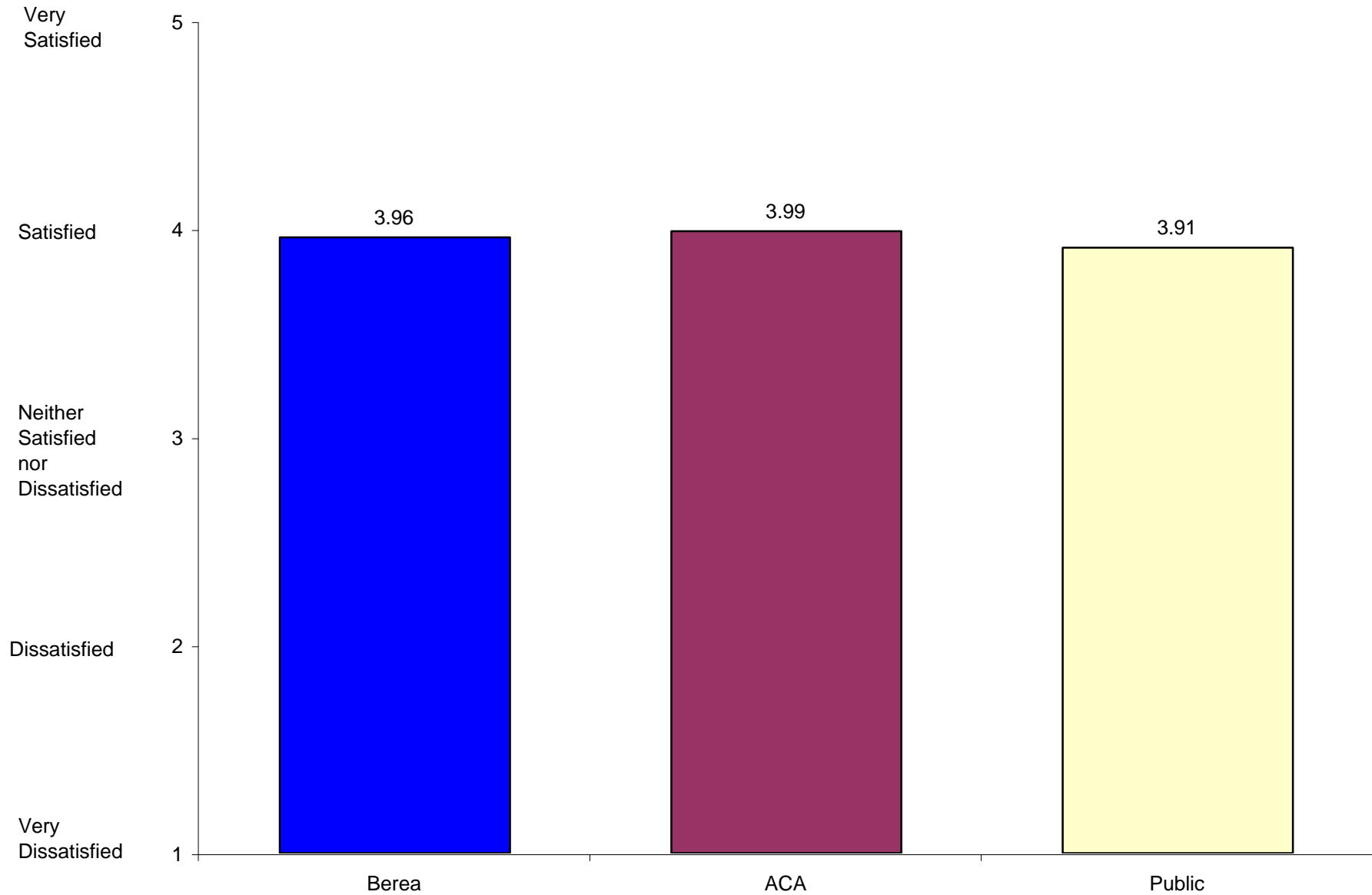
Indicate your level of satisfaction with each of the following aspects of your current job.

Opportunities to be creative



Indicate your level of satisfaction with each of the following aspects of your current job.

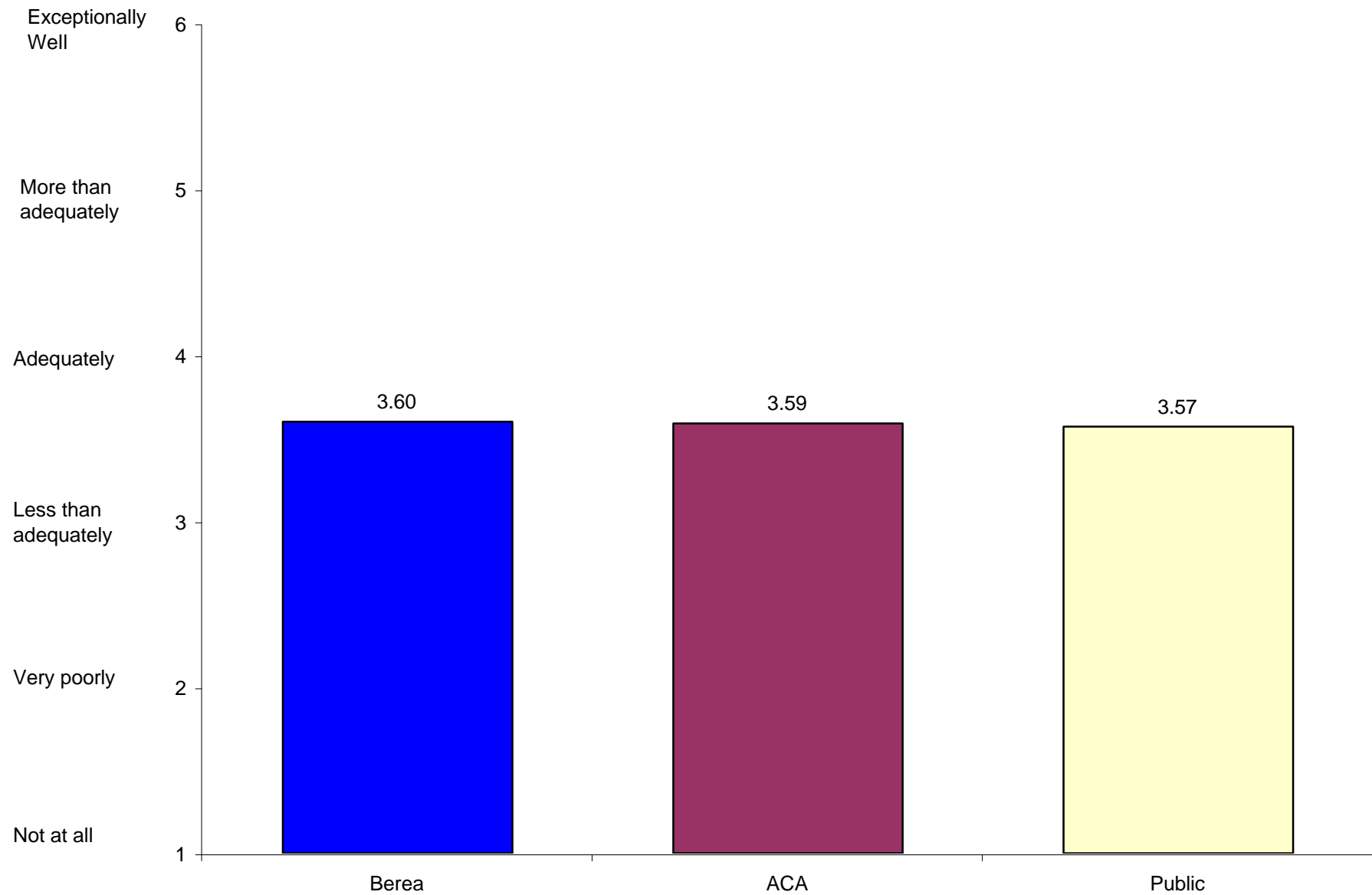
Feeling of accomplishment



ACA Appalachian Region Alumni Survey (1974-76, 1984-86, 1994-96 Alumni)

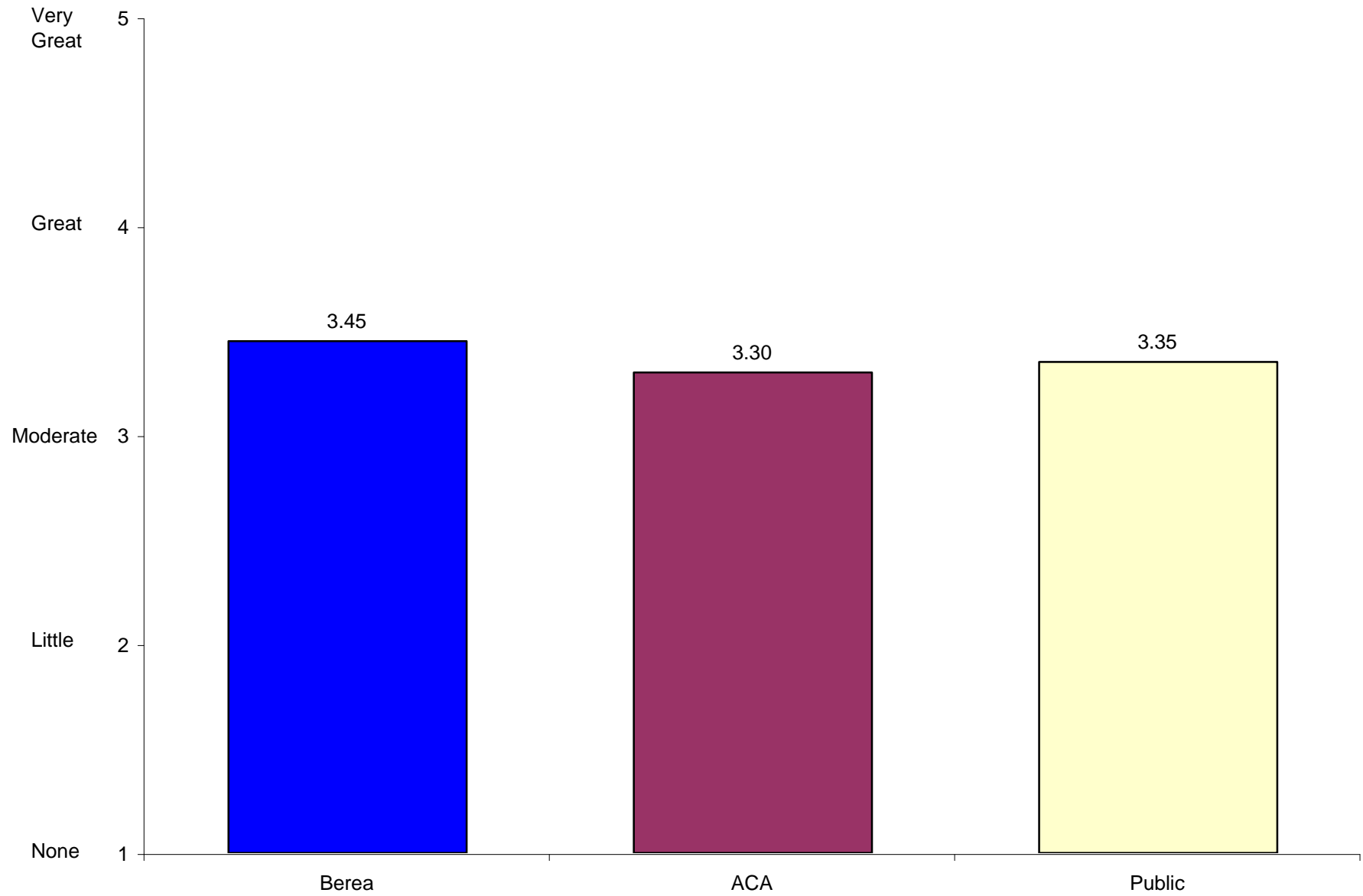
Indicate your level of satisfaction with each of the following aspects of your current job.

Social status or recognition



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

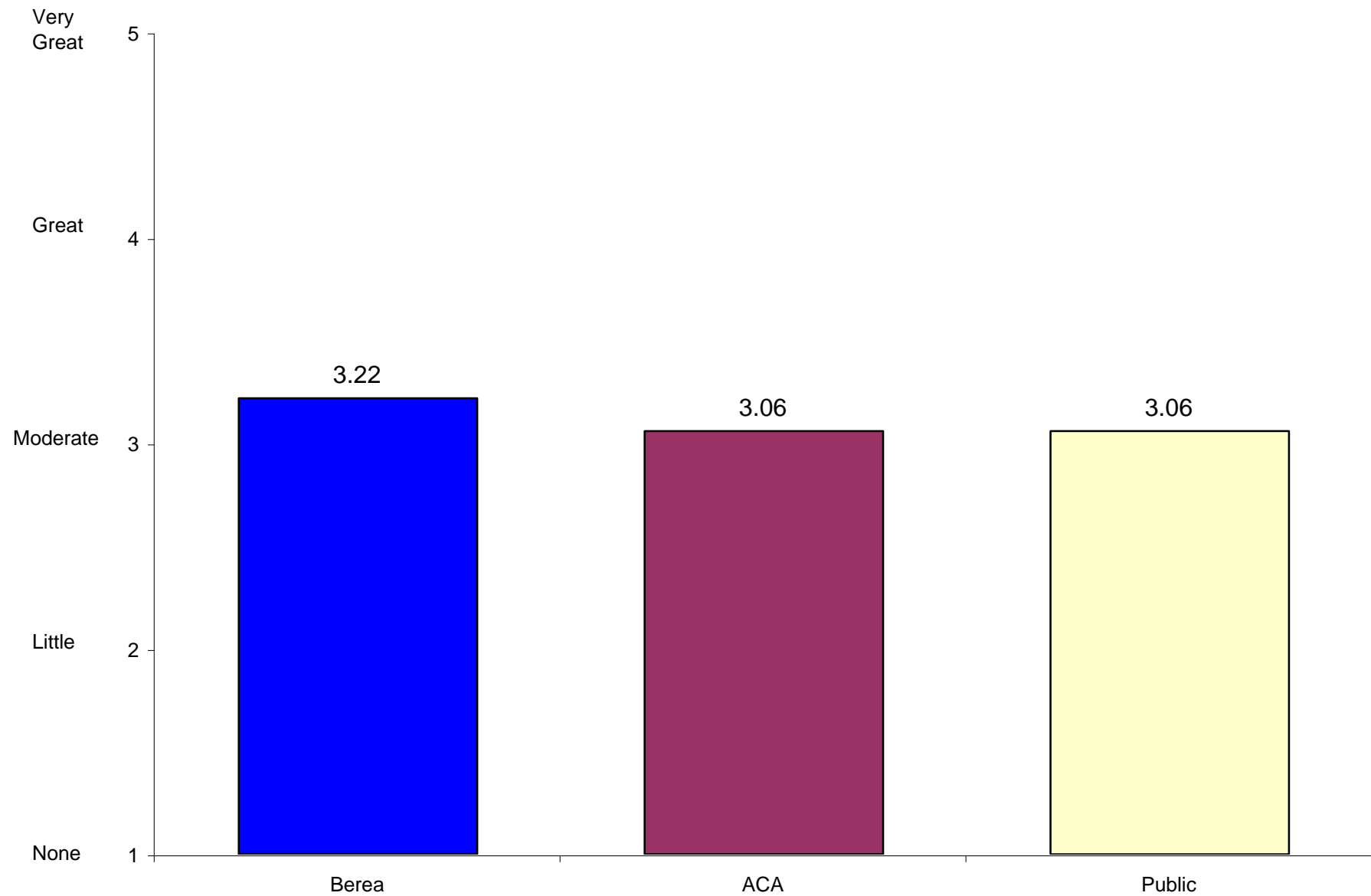
Learning about career options



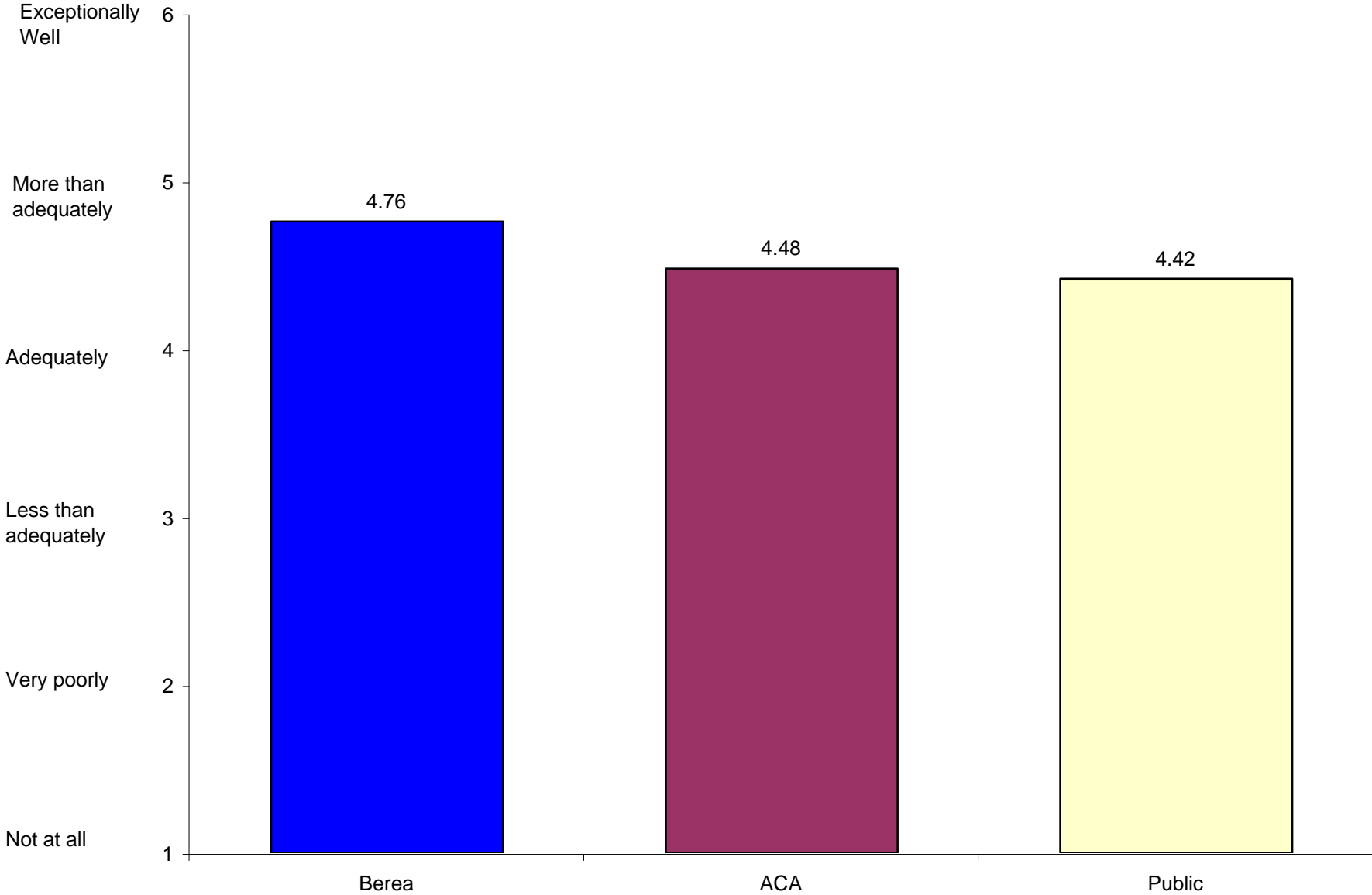
ACA Appalachian Region Alumni Survey (1974-76, 1984-86, 1994-96 Alumni)

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

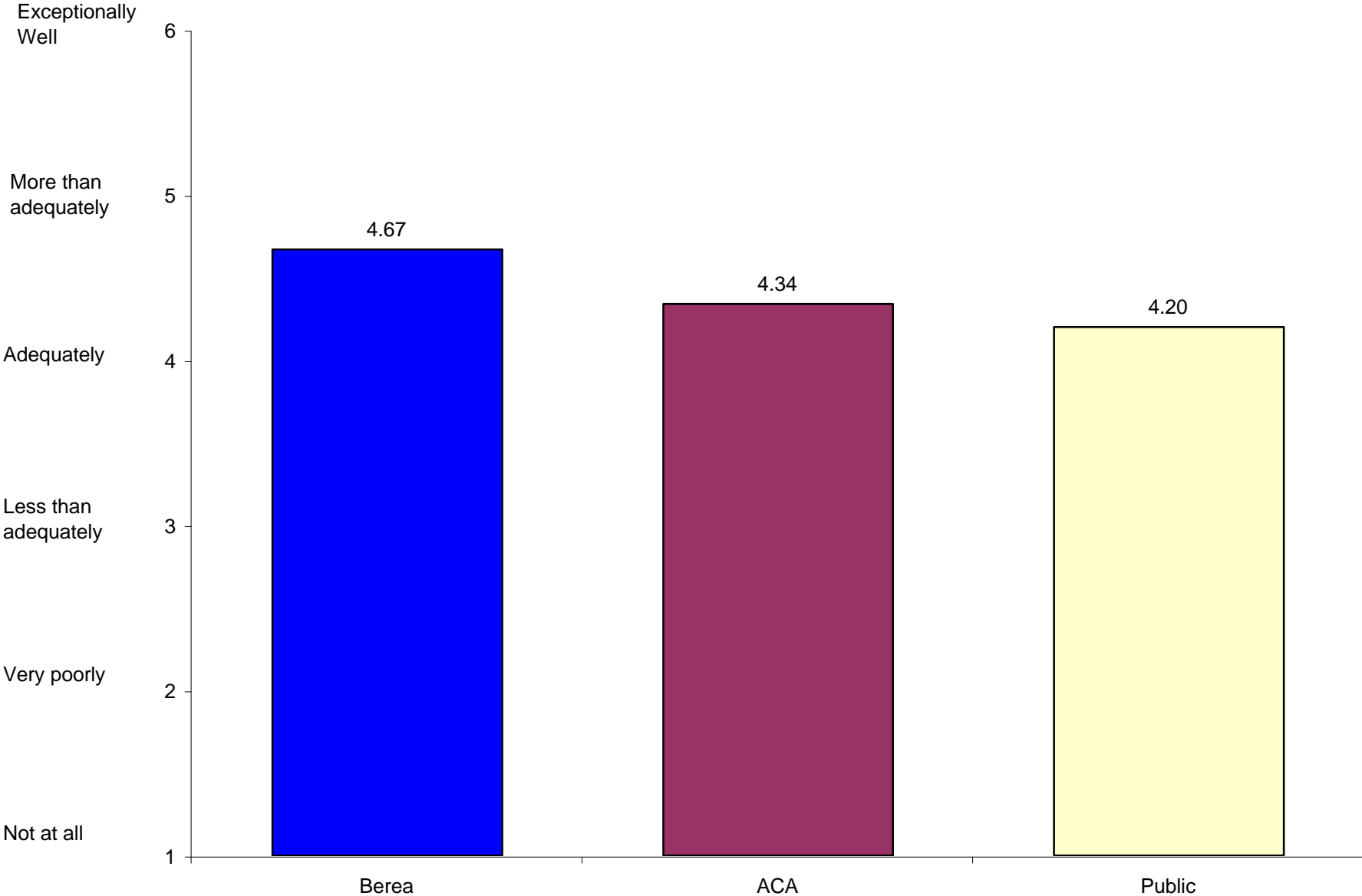
Learning about career options



How well did your experiences at this college prepare you for your first job after graduating from this college?

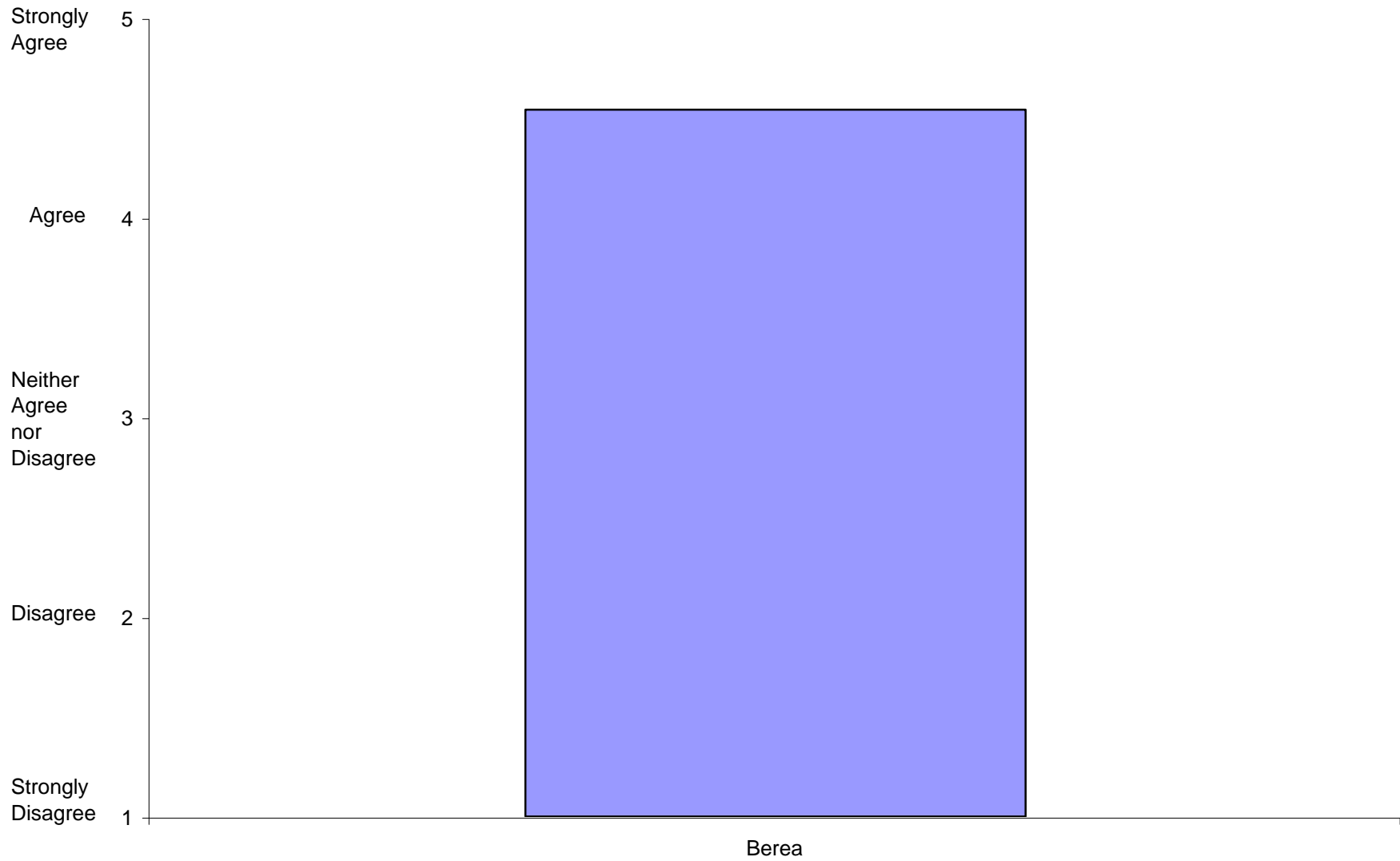


How well did your experiences at this college prepare you for your current job?



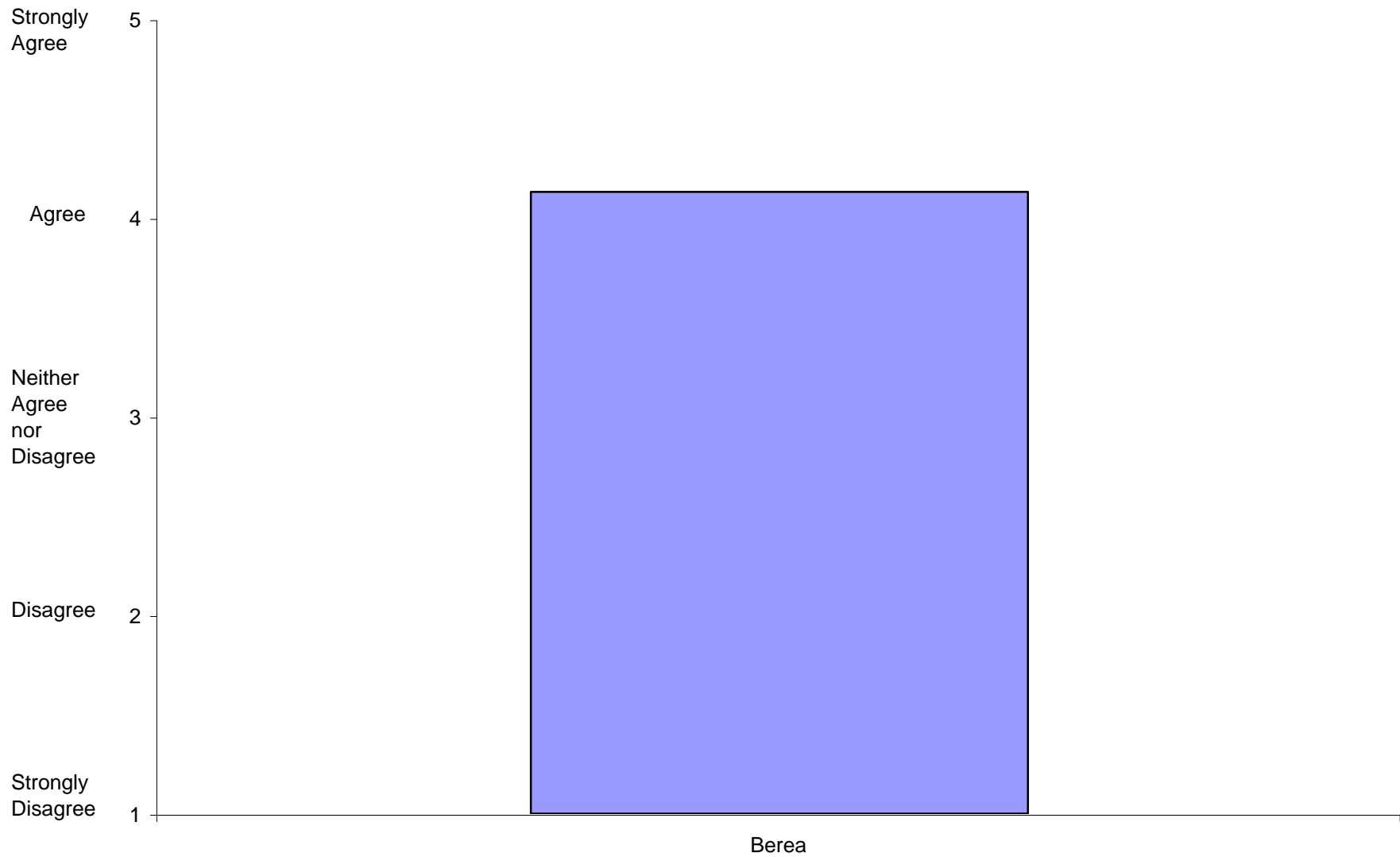
ACA Appalachian Region Alumni Survey (1974-76, 1984-86, 1994-96 Alumni)
Berea-Specific Item

The Berea College labor program positively influenced my later work life.



ACA Appalachian Region Alumni Survey (1974-76, 1984-86, 1994-96 Alumni)
Berea-Specific Item

Compared to my co-workers who have college degrees,
I believe my education at Berea better prepared me for my work.



ACA Appalachian Region Alumni Survey (1974-76, 1984-86, 1994-96 Alumni)
Berea-Specific Item

Participation in the work/labor program increased my ability to continue my education after graduation.

