

Academic Advising

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: Academic Advising

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?

Occupation: Parent/Guardian 1, Parent/Guardian 2, students intended

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 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 career choice

Graphical Report (Recent Trends, 2020, Historical Trends)

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

- Change major field
- Change career choice

Entering Student Survey, Entering Fall Term First-Year and New Transfer Students

2015 Graphical Report

Orientation

How satisfied were you with each of the following aspects of your admission/orientation process?

- Pre-arrival communication
- Summer orientation (if applicable)
- Academic advising
- Course registration
- Fall orientation
- Labor Program orientation
- Residence Hall (if applicable)

Rate your agreement with each of the following statements.

- The Academic Program provided (Academic Advisor Meetings, Academic Program Sessions, etc.) helped me feel more prepared for my experience at Berea College.
- The Labor Program Sessions provided (Learning through Labor, Departmental Labor Training) helped me feel more prepared to enter the labor program at Berea College.
- The social programs provided (Welcome Celebration, God on the Quad, etc.) helped me feel more comfortable at Berea College.

How satisfied were you with the overall Orientation Week experience?

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

2014 Construct Report

Construct: Undergraduate Education Goal – *Measures the extent to which faculty believe that personal development is a central goal for undergraduate education*

2014 Graphical Report

During the past two years, have you engaged in any of the following activities?

- Advised student groups involved in service/volunteer work
- Supervised an undergraduate thesis

During the present term, how many hours per week on average do you actually spend on each of the following activities?

- Advising and counseling of students

In how many of the courses that you teach do you use each of the following?

- Supplemental instruction that is outside of class and office hours

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

- Develop ability to think critically
- Prepare students for employment after college
- Prepare students for graduate or advanced education
- Develop moral character
- Provide for student's emotional development
- Teach students the classic works of Western civilization
- Help students develop personal values
- Instill in students a commitment to community service
- Enhance students' knowledge of and appreciation for other racial/ethnic groups
- Promote ability to write effectively
- Help students to evaluate the quality or reliability of information they receive

- Teach students tolerance and respect for different beliefs
- Encourage students to become agents of social change

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

Indicate the extent to which you agree or disagree with each of the following:

- I try to dispel perceptions of competition
- I encourage all students to approach me for help

Below are some statements about your college or university. Indicate the extent to which you agree or disagree with each of the following.

- Faculty are interested in students' personal problems
- Faculty here are strongly interested in the academic problems of undergraduates

Indicate how well each of the following describes your college or university:

- It is easy for students to see faculty outside of regular office hours

Please indicate the extent to which you:

- Mentor undergraduate students

Please indicate the extent to which each of the following has been a source of stress for you during the past two years:

- Working with underprepared students

Academic Advising Module

How many undergraduates do you currently advise?

How do you typically interact with your advisees?

- Schedule a meeting
- Informal meetings outside of your office
- During scheduled office hours
- Drop by your office
- Email exchange

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

- Informed them of important deadlines
- Helped them understand academic policies
- Informed them of academic support options
- Provided information about courses
- Provided information about major/minor
- Renewed their transcript
- Discussed academic performance
- Provided information on other academic opportunities
- Discussed career and post-graduation goals
- Invited them to your home
- Listened closely to academic problems and concerns
- Listened closely to personal problems and concerns
- Took action to help students with academic difficulties
- Took action to help students with personal difficulties

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

- Advice and guidance about their educational program
- An opportunity to discuss coursework outside of class
- Emotional support and encouragement
- Honest feedback about their skills and abilities
- 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

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

- Academic advisors (new for 2014)

Overall, how would you evaluate the quality of academic advising you have received? (Not asked in 2014)

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.

- Academic advisors

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

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

Breakdowns by: All, African-American, International, Male, and Female Students

Satisfaction Ratings

- My academic advisor is approachable.
- My academic advisor is concerned about my success as an individual.
- My academic advisor helps me set goals to work toward.
- My academic advisor is knowledgeable about requirements in my major.
- There are adequate services to help me decide upon a career.
- Major requirements are clear and reasonable

Berea-Specific Items

Breakdowns by: All, African-American, International, Male, and Female Students

Importance/Satisfaction Ratings

- My academic advisor has helped me plan for getting into graduate school.
- My academic advisor has helped plan for a future career.
- My academic advisor has helped me understand the importance of enriching activities (for example, internships, education abroad, undergraduate research, service to the community, athletics, etc.)
- My academic advisor helped me make the transition from high school to college.
- Having my GSTR 110 instructor as my advisor helped me succeed in my first year.

Graduating Seniors' Survey (includes ACT College Outcomes Survey)

Indicate your level of satisfaction with each of the following:

- Quality of academic advising

How large a contribution have your educational experiences 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?

- Learning about career options

Historical Survey Data (Prior to 2012)

Berea-Specific Entering Survey, Entering Fall Term First-Year and New Transfer Students

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

- Identifying an area of study
- Knowing what educational requirements or training is necessary for the jobs I am interested in
- Learning about educational opportunities after graduation

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

Since entering this College, how often have you interacted with the following people:

- Academic advisors/counselors

Students reporting they were “satisfied” or “very satisfied” with each of the following:

- Academic advising

Since entering this college, how successful have you felt at:

- Adjusting to the academic demands of college
- Utilizing campus services available to students

Percentage of students who “Agree” or “Strongly Agree” with the following:

- Faculty here are interested in students’ personal problems
- Faculty here are interested in students’ academic problems

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

- Changed your career choice
- Decided to pursue a different major
- Declared your major
- Enrolled in a remedial/developmental course
- Intended to major in a Health, Biomedical, or Behavioral Science

Percent of Students indicating “frequently” or “occasionally” since entering this college:

- Received advice and guidance about your educational program from a professor
- Received emotional support and encouragement from a professor
- Worked with an academic advisor to select your courses
- Had difficulty getting into the courses you needed

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

- Amount of contact with faculty

African-American Student Study, April 2003

How important are each of the following to you?

- Academic Advising

How satisfied are you with each of the following?

- Academic Advising

Berea-Specific Exit Survey, Graduating Seniors

Overall, was the academic advising you received at Berea College adequate for your needs?

Rate the importance to you of each of the following.

Finding a fulfilling career

ACT Alumni Survey, Graduates two years after graduation

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

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

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

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

- Academic advising
- Career counseling

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

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

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

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

- Preparation for further academic study
- Concern for me as an individual
- Transfer of course credits from other colleges, schools to this college
- Class size relative to the type of course
- Multicultural content of courses
- Quality of the program in my major/field

Indicate the extent to which you agree/disagree with each of the following statements about this school.

- Academic success was encouraged and supported at this school
- I encountered few course scheduling or course availability problems

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)

Career Planning

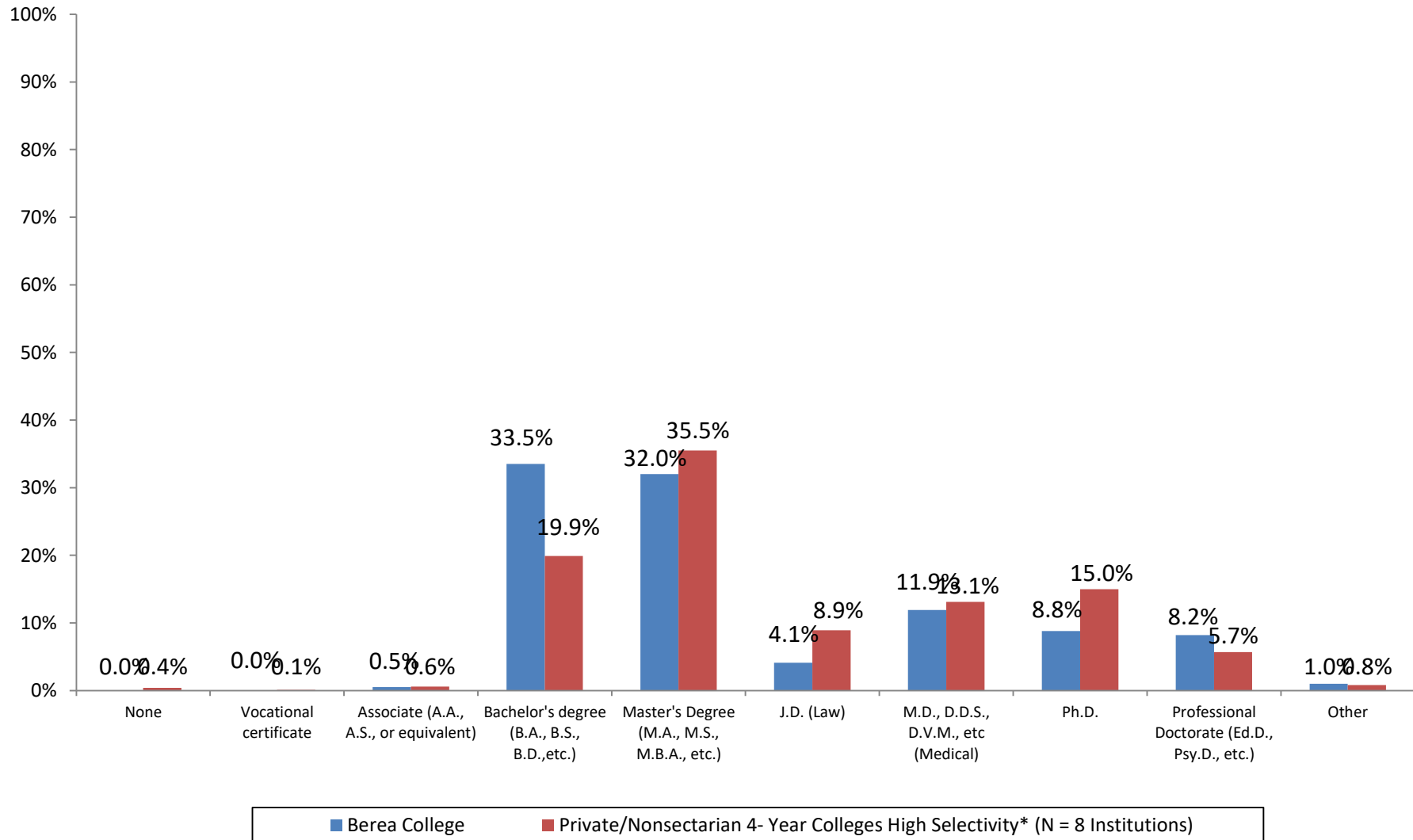
	Student's Probable Major (aggregated)	
	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 15 Institutions)
Agriculture	0.5%	0.1%
Biological & Life Sciences	15.9%	21.8%
Business	10.6%	10.4%
Education	5.3%	3.4%
Engineering	3.9%	3.2%
English	1.0%	2.3%
Health Professions	20.3%	5.2%
History 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)

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)

**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)

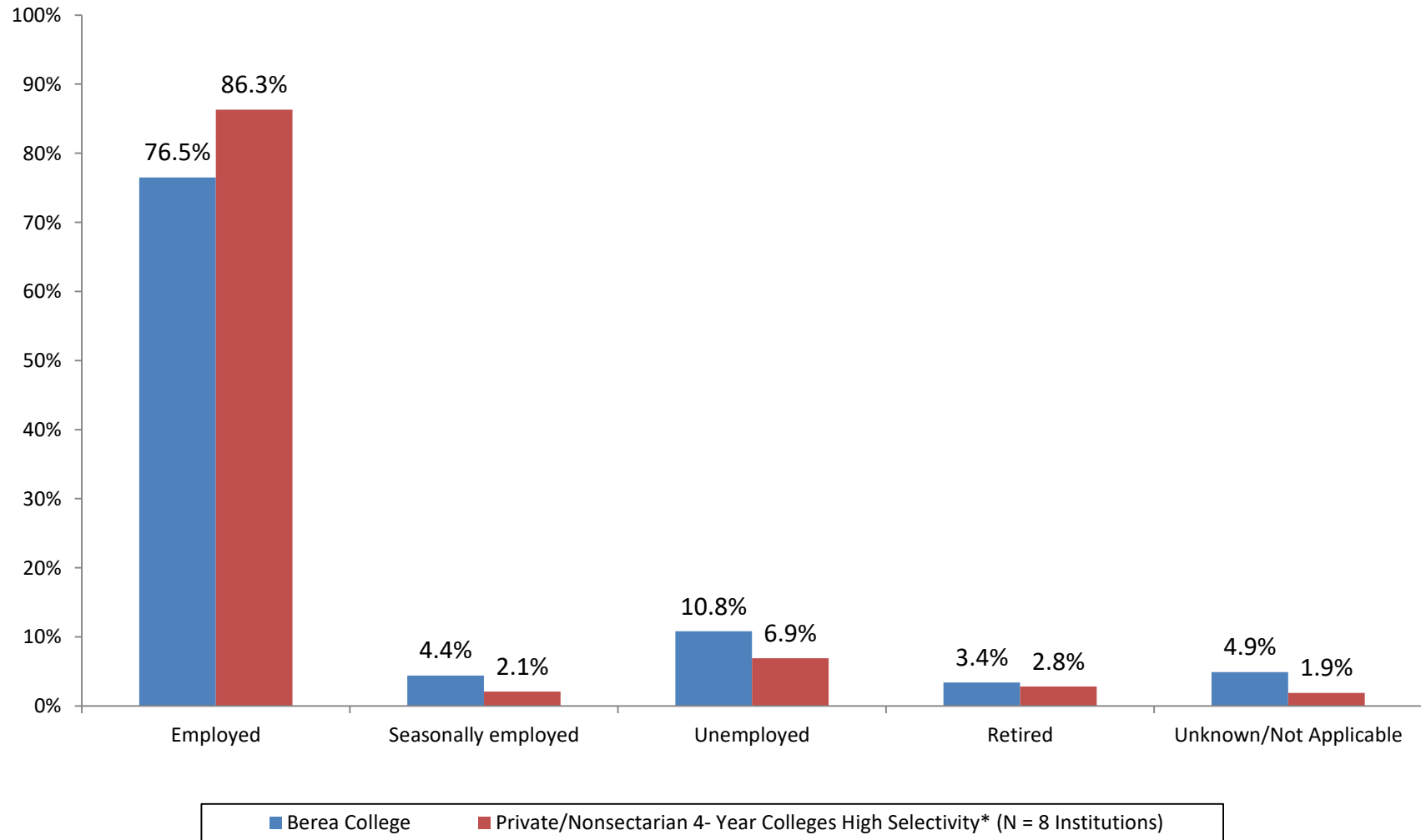
<u>Career/Occupation</u>	Parent/Guardian 1 Career		Parent/Guardian 2 Career	
	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 8 Institutions)	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 8 Institutions)
<i>Artist</i>	0.0%	2.2%	1.0%	2.0%
<i>Business</i>	15.6%	29.8%	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)

Parent/Guardian 1 Current Employment Status:

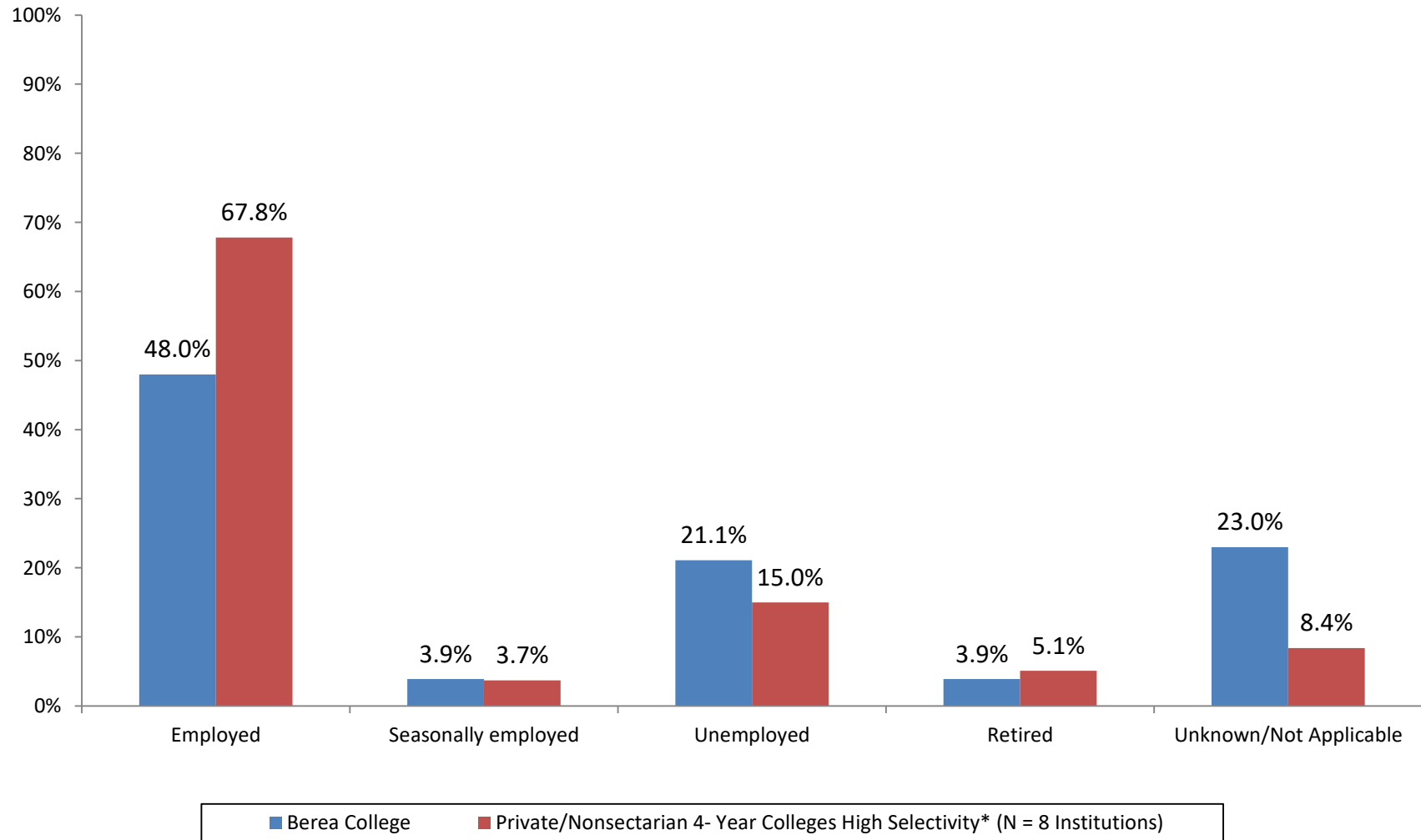


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THEME: Career Planning

(Based on First-Year Students Only)

Parent/Guardian 2 Current Employment Status:

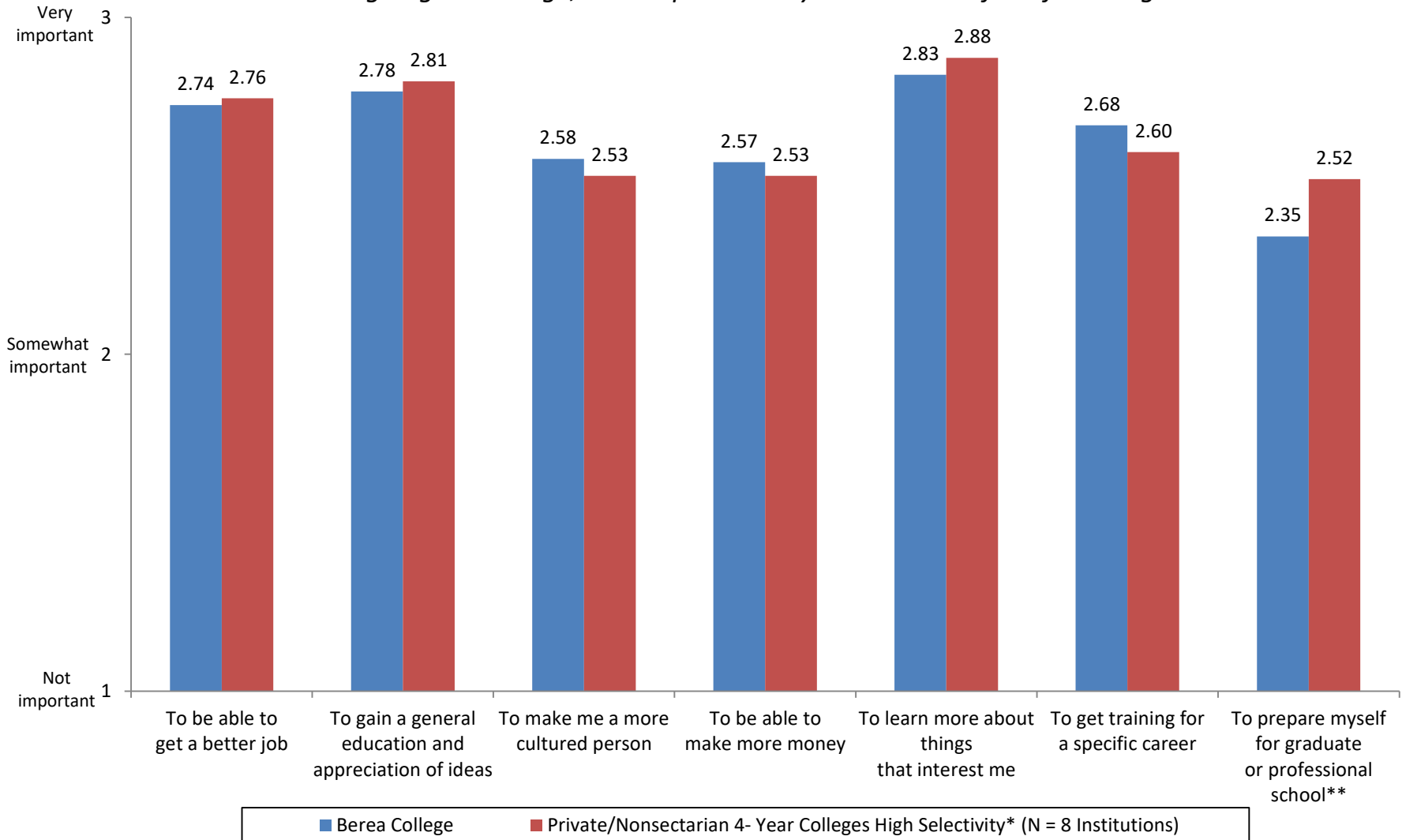


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

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?



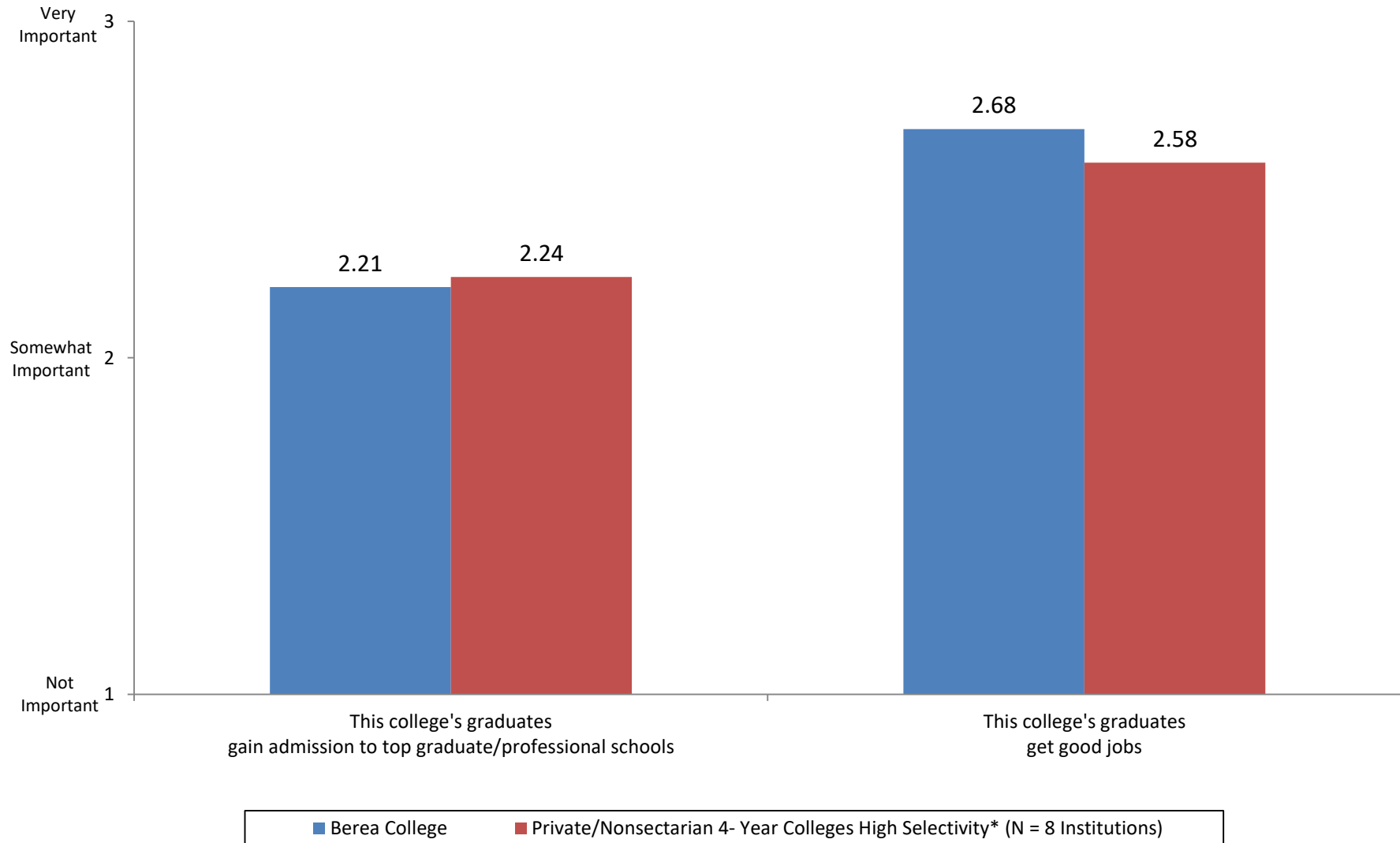
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Career Planning

(Based on First-Year Students Only)

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

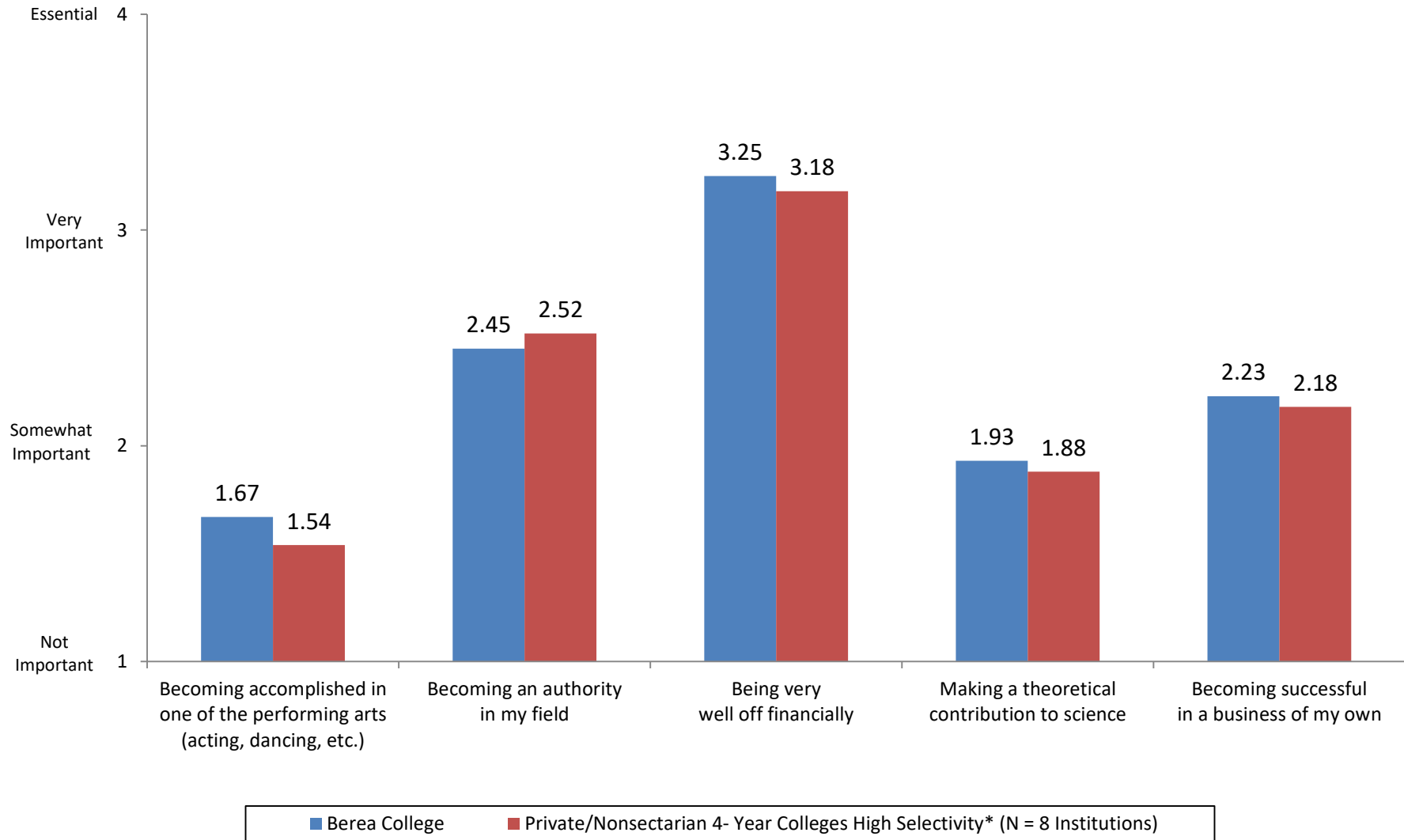


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THEME: Career Planning

(Based on First-Year Students Only)

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

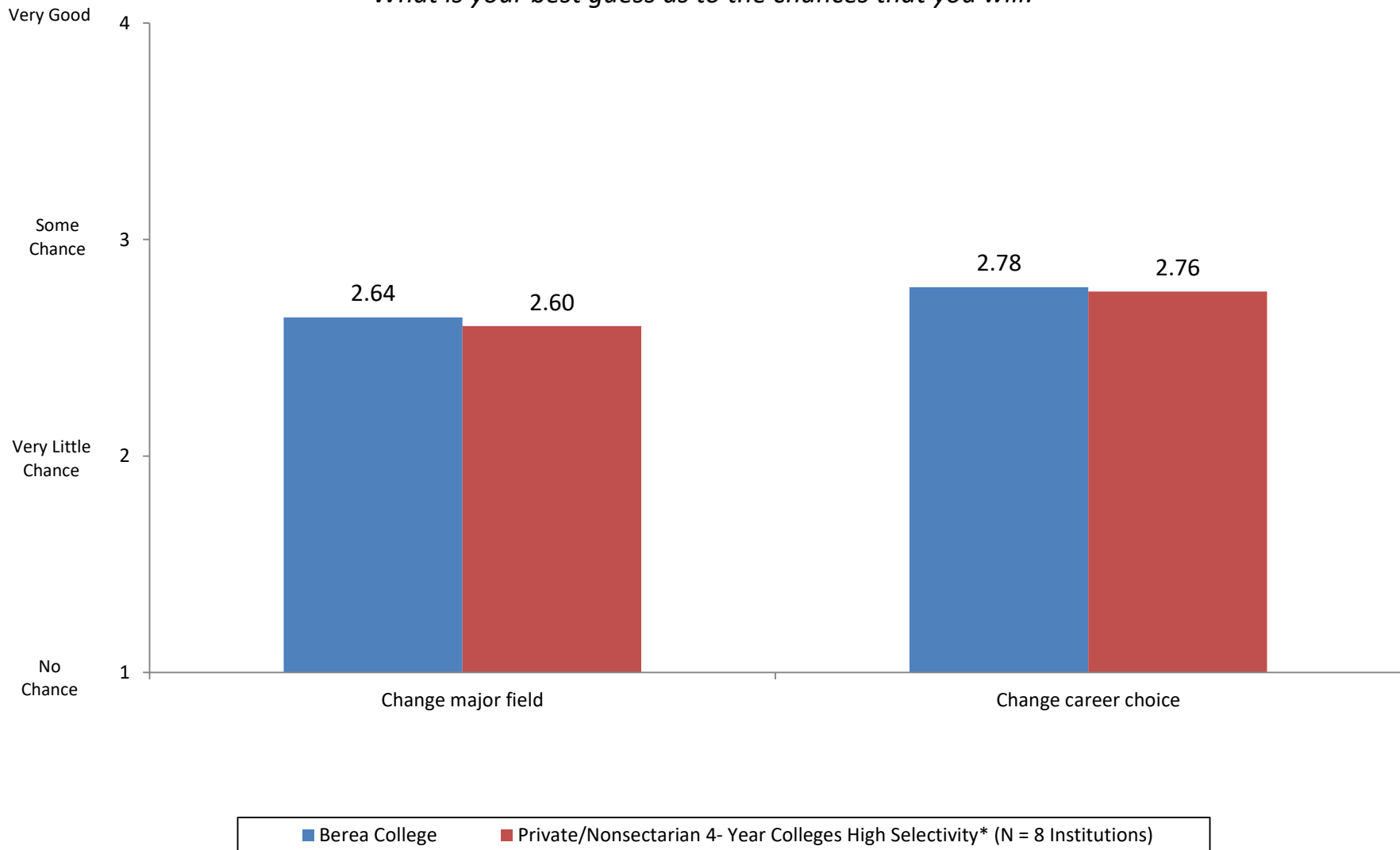


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THEME: Career Planning

(Based on First-Year Students Only)

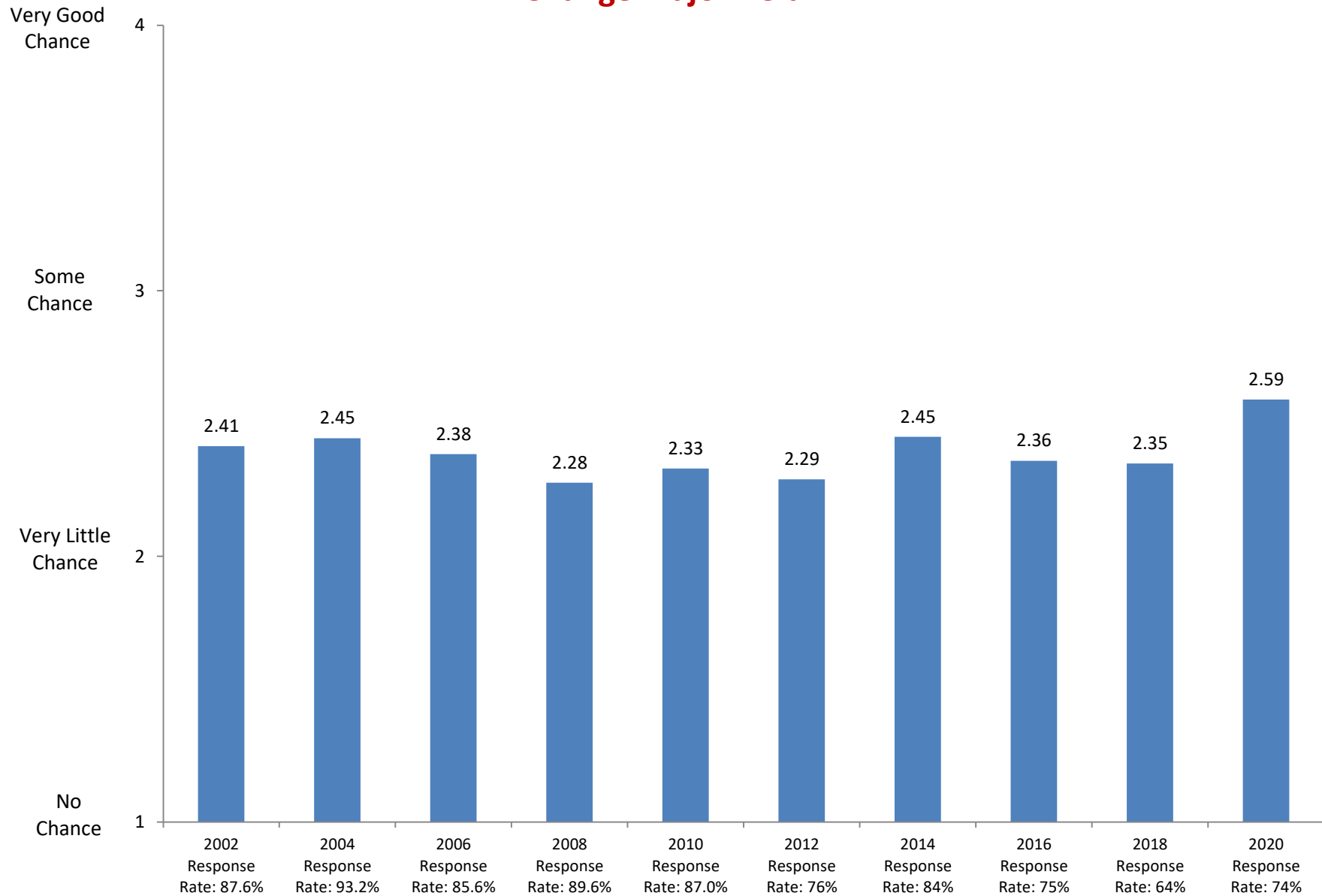
What is your best guess as to the chances that you will:



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

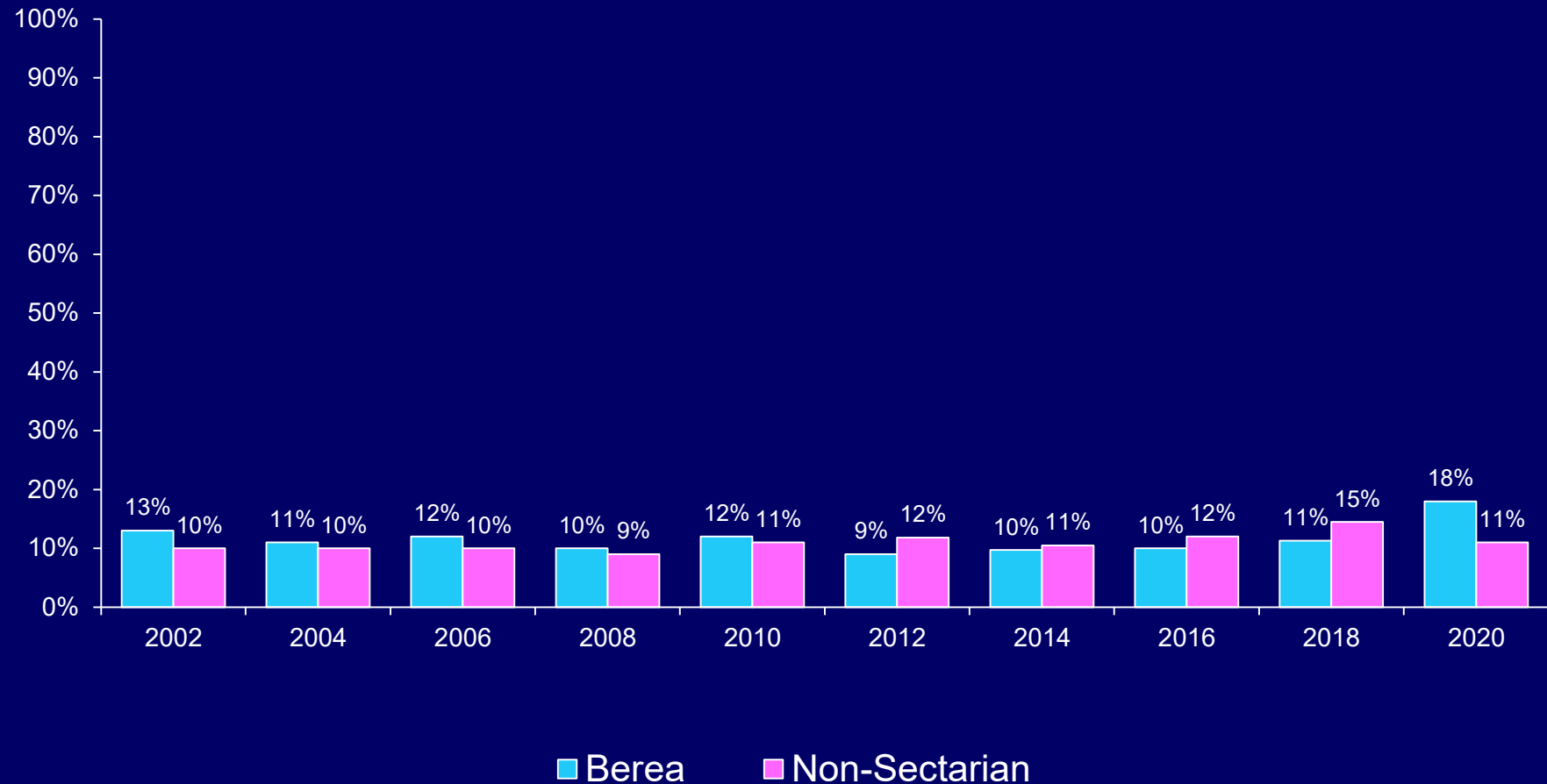
What is your best guess as to the chances that you will:

Change major field



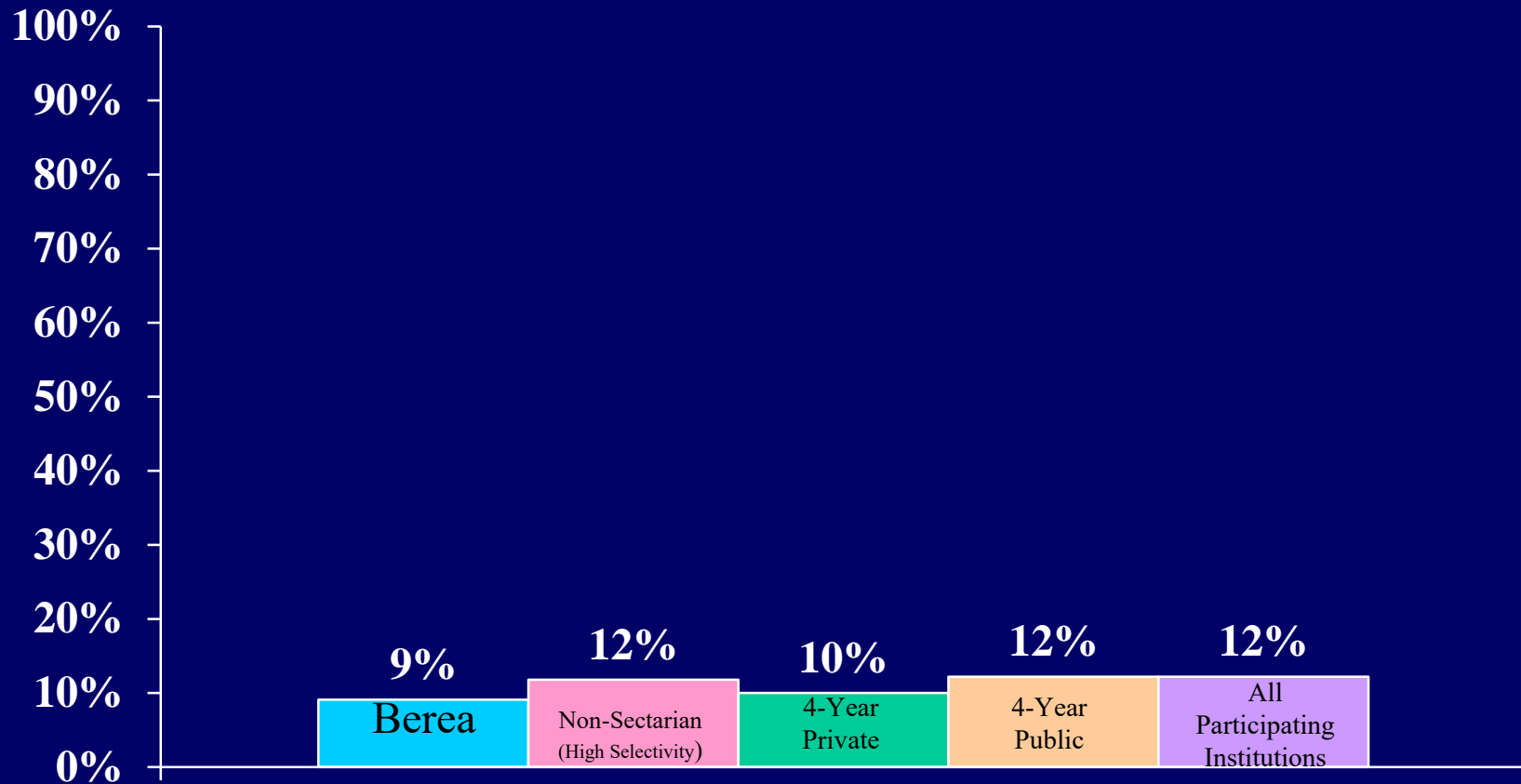
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

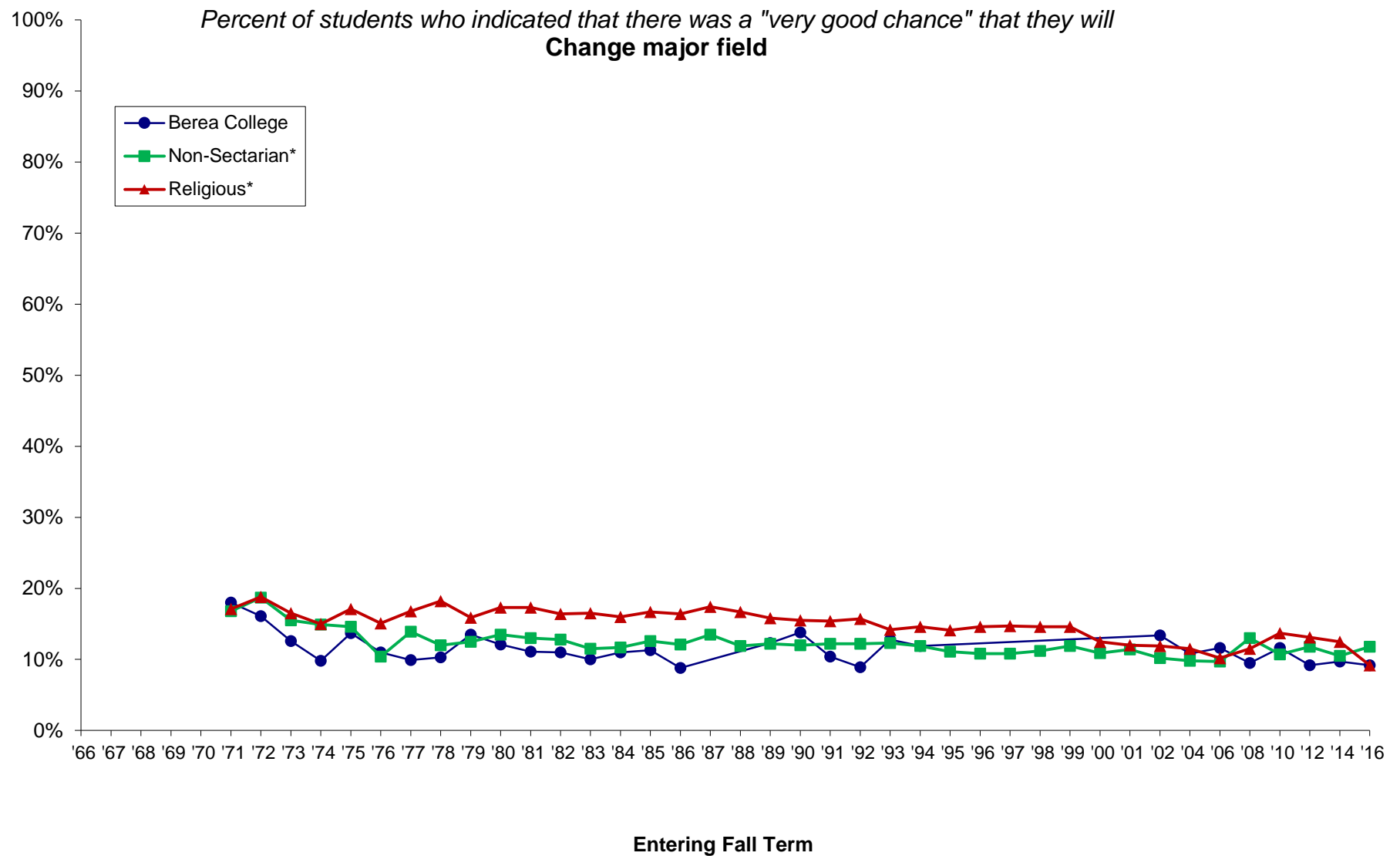
Percent of students who estimate that chances are “very good” that they will:
Change major field



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

Change major field



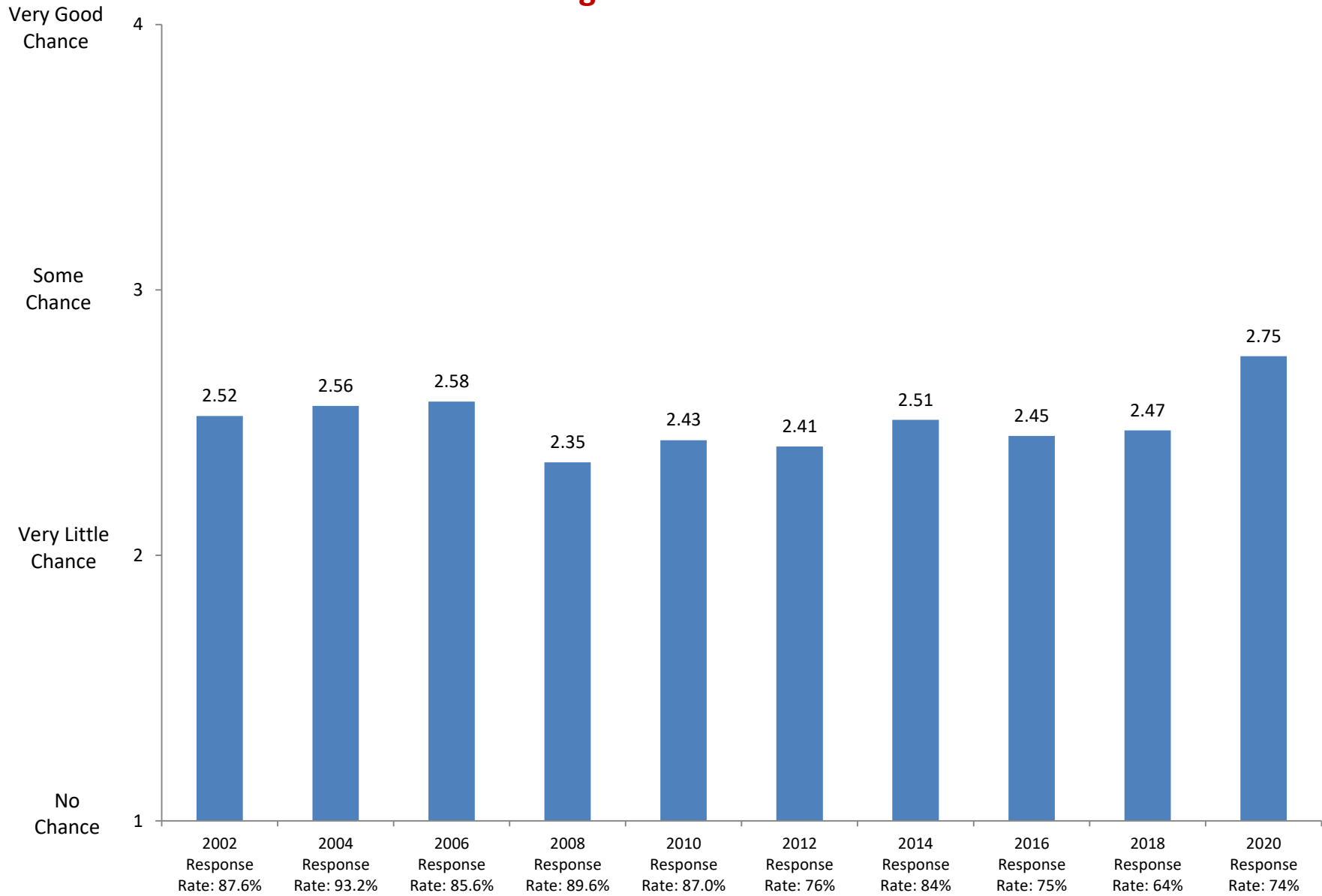


*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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.

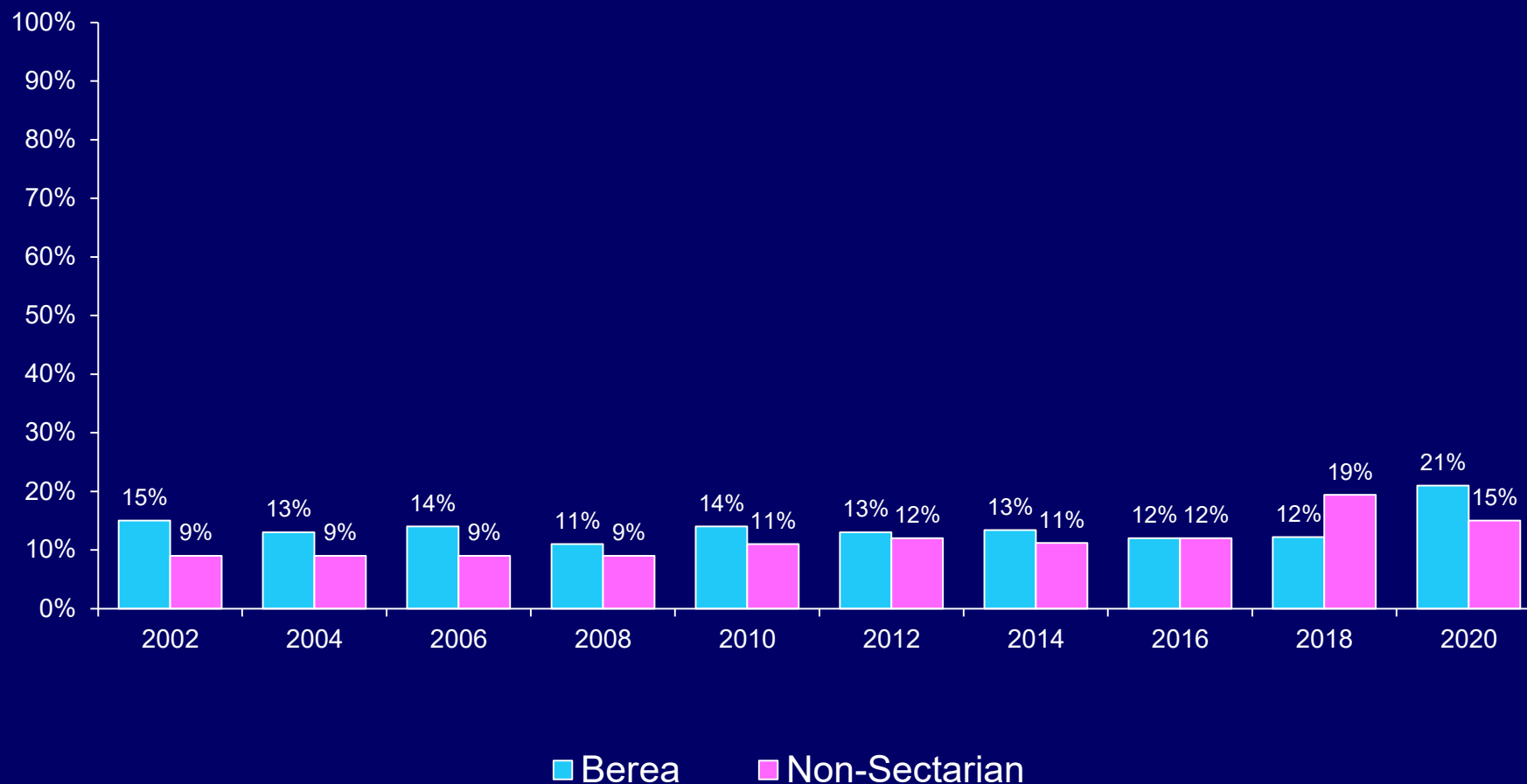
What is your best guess as to the chances that you will:

Change career choice



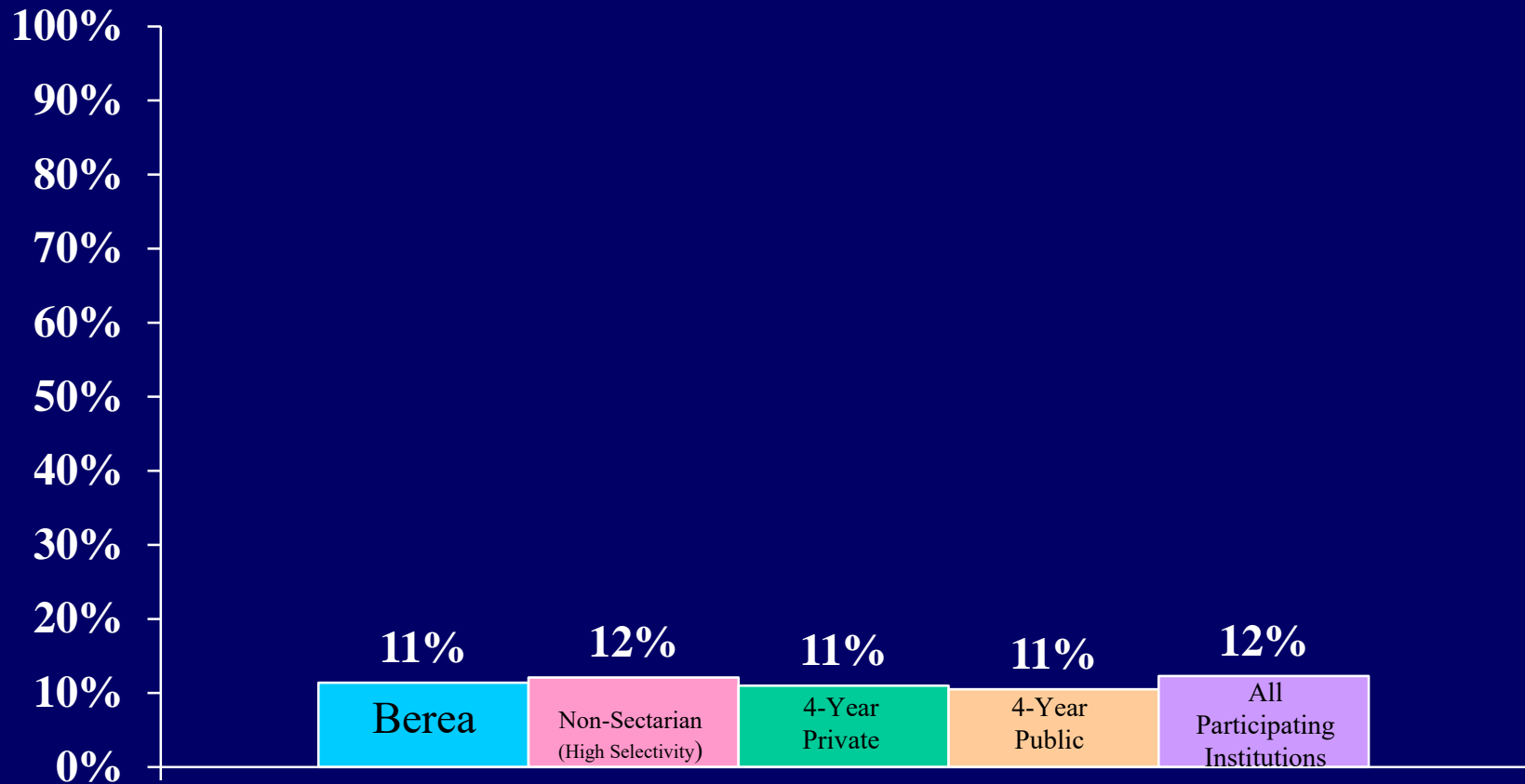
Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

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

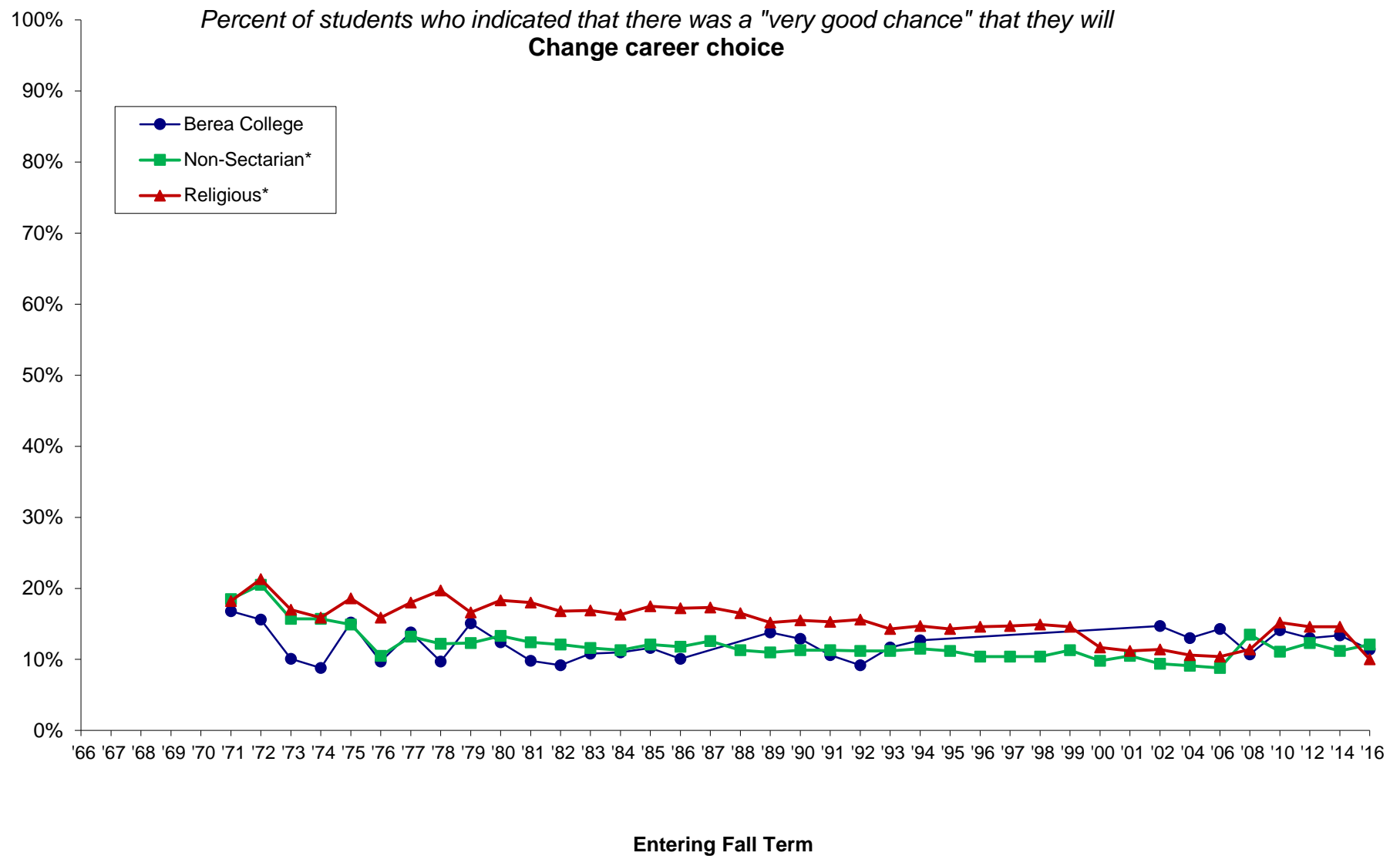


Percent of students who estimate that chances are “very good” that he or she will

Change career choice



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.

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Entering Student Survey



Administered Fall Terms 2011, 2013, and 2015

[Click to see survey instruments](#)

Response Rates:			
2011	87.3%	2013	58.5%
2015	82.7%		

Fall 2015 Entering Student Survey Report

Orientation

How satisfied are you with each of the following aspects of your admission/orientation process?

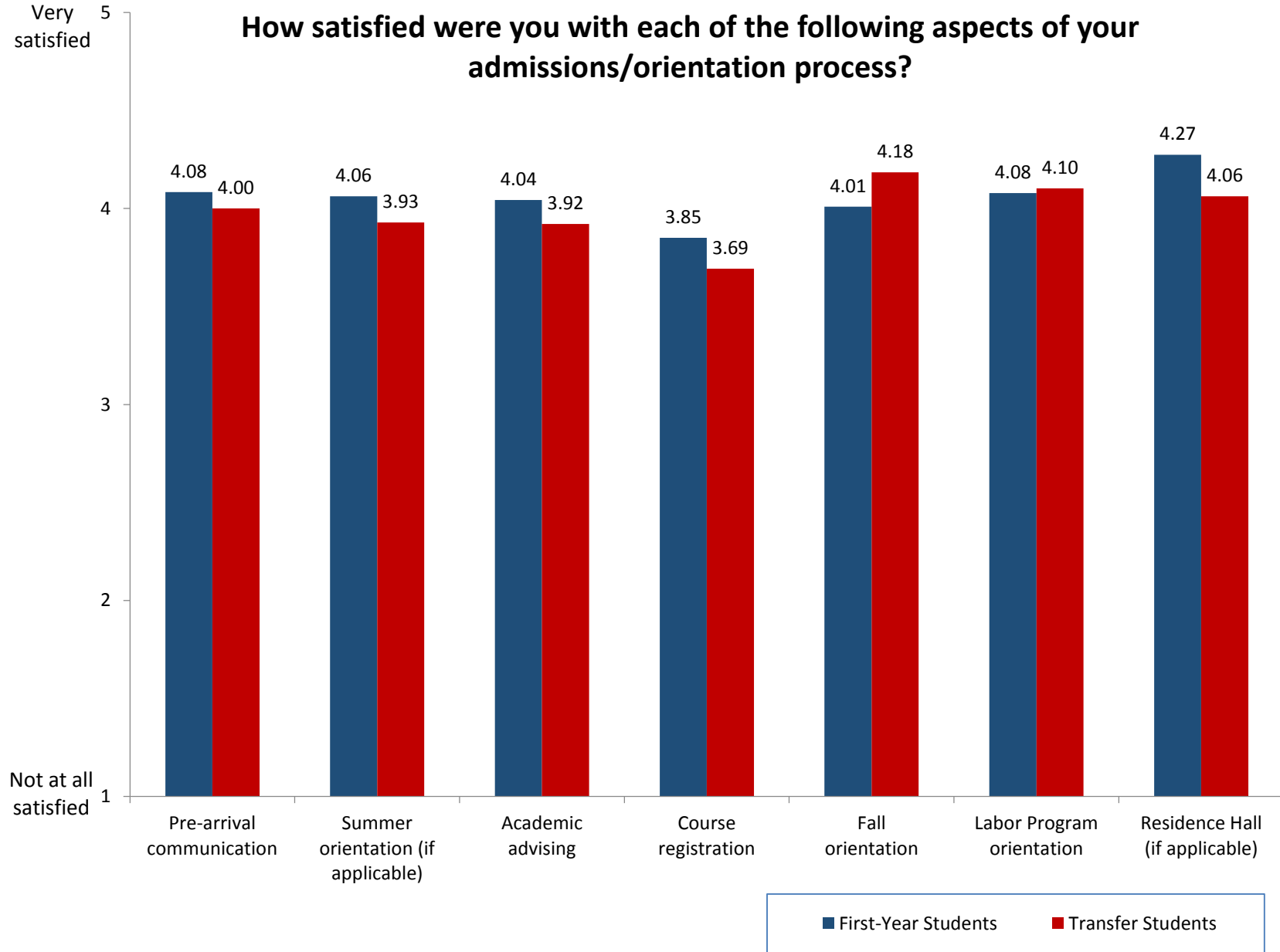
First-Year Students

	Very satisfied (5)		(4)		(3)		(2)		Not at all satisfied (1)		Missing	
Pre-arrival communication	151	42.1%	111	30.9%	58	16.2%	20	5.6%	8	2.2%	11	3.1%
Summer orientation (if applicable)	122	34.0%	91	25.3%	63	17.5%	10	2.8%	7	1.9%	66	18.4%
Academic advising	142	39.6%	111	30.9%	69	19.2%	17	4.7%	8	2.2%	12	3.3%
Course registration	117	32.6%	110	30.6%	84	23.4%	23	6.4%	13	3.6%	12	3.3%
Fall orientation	140	39.0%	115	32.0%	58	16.2%	23	6.4%	11	3.1%	12	3.3%
Labor Program orientation	154	42.9%	108	30.1%	55	15.3%	18	5.0%	12	3.3%	12	3.3%
Residence Hall (if applicable)	170	47.4%	112	31.2%	45	12.5%	7	1.9%	6	1.7%	19	5.3%

Transfer Students

	Very satisfied (5)		(4)		(3)		(2)		Not at all satisfied (1)		Missing	
Pre-arrival communication	16	41.0%	12	30.8%	8	20.5%	1	2.6%	2	5.1%	0	0.0%
Summer orientation (if applicable)	12	30.8%	6	15.4%	7	17.9%	2	5.1%	1	2.6%	11	28.2%
Academic advising	14	35.9%	12	30.8%	8	20.5%	3	7.7%	1	2.6%	1	2.6%
Course registration	13	33.3%	10	25.6%	9	23.1%	5	12.8%	2	5.1%	0	0.0%
Fall orientation	16	41.0%	13	33.3%	9	23.1%	0	0.0%	0	0.0%	1	2.6%
Labor Program orientation	18	46.2%	12	30.8%	5	12.8%	3	7.7%	1	2.6%	0	0.0%
Residence Hall (if applicable)	17	43.6%	5	12.8%	7	17.9%	1	2.6%	2	5.1%	7	17.9%

Fall 2015 Entering Student Survey Report



Fall 2015 Entering Student Survey Report

Rate your agreement with each of the following statements:

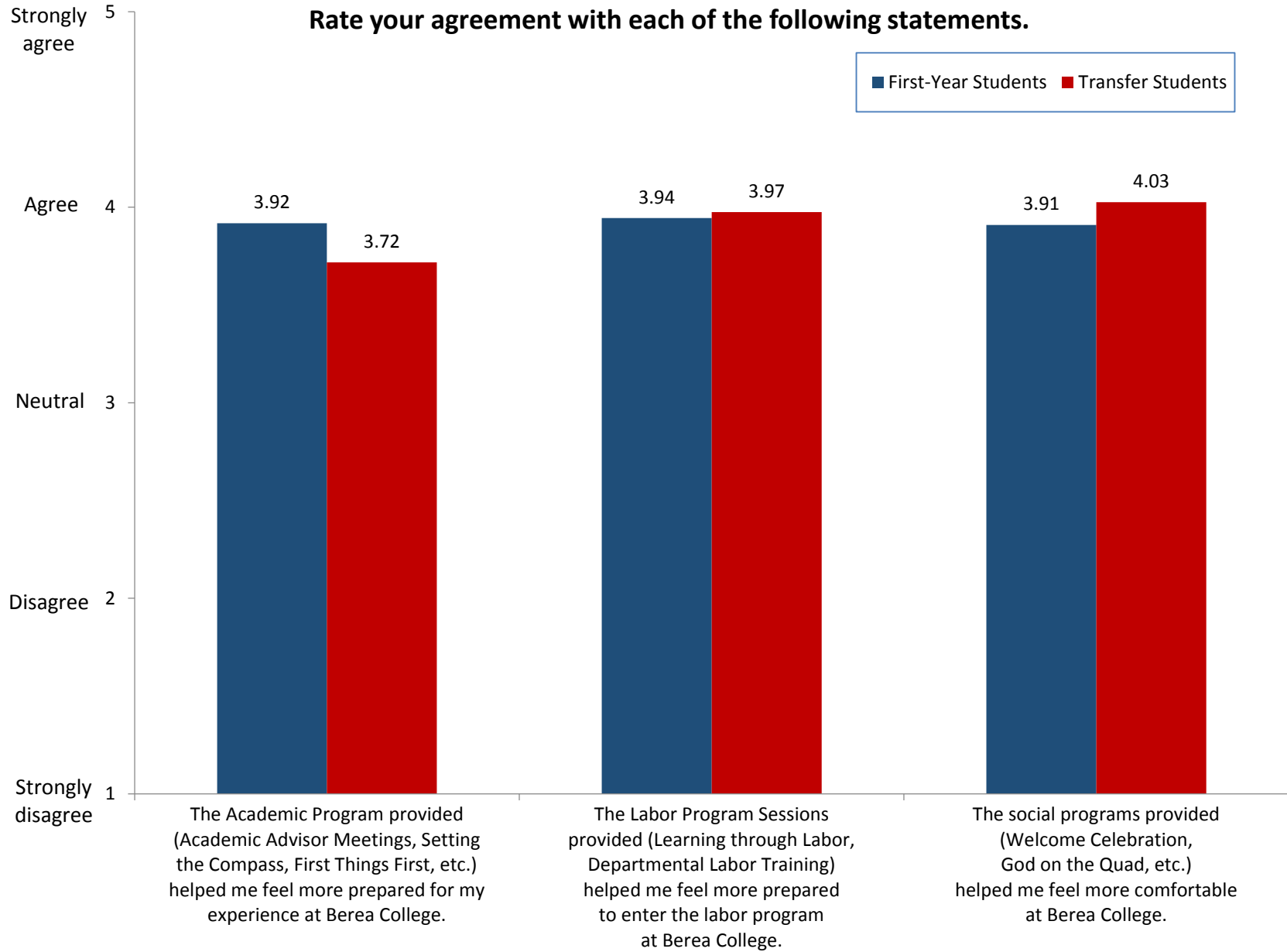
First-Year Students

	Strongly agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly disagree (1)		Missing	
The Academic Program provided (Academic Advisor Meetings, Setting the Compass, First Things First, etc.) helped me feel more prepared for my experience at Berea College.	92	25.6%	153	42.6%	78	21.7%	15	4.2%	4	1.1%	17	4.7%
The Labor Program Sessions provided (Learning through Labor, Departmental Labor Training) helped me feel more prepared to enter the labor program at Berea College.	103	28.7%	145	40.4%	72	20.1%	16	4.5%	6	1.7%	17	4.7%
The social programs provided (Welcome Celebration, God on the Quad, etc.) helped me feel more comfortable at Berea College.	107	29.8%	131	36.5%	77	21.4%	17	4.7%	9	2.5%	18	5.0%

Transfer Students

	Strongly agree (5)		Agree (4)		Neutral (3)		Disagree (2)		Strongly disagree (1)		Missing	
The Academic Program provided (Academic Advisor Meetings, Setting the Compass, First Things First, etc.) helped me feel more prepared for my experience at Berea College.	8	20.5%	18	46.2%	9	23.1%	2	5.1%	2	5.1%	0	0.0%
The Labor Program Sessions provided (Learning through Labor, Departmental Labor Training) helped me feel more prepared to enter the labor program at Berea College.	12	30.8%	18	46.2%	7	17.9%	0	0.0%	2	5.1%	0	0.0%
The social programs provided (Welcome Celebration, God on the Quad, etc.) helped me feel more comfortable at Berea College.	11	28.2%	21	53.8%	5	12.8%	1	2.6%	1	2.6%	0	0.0%

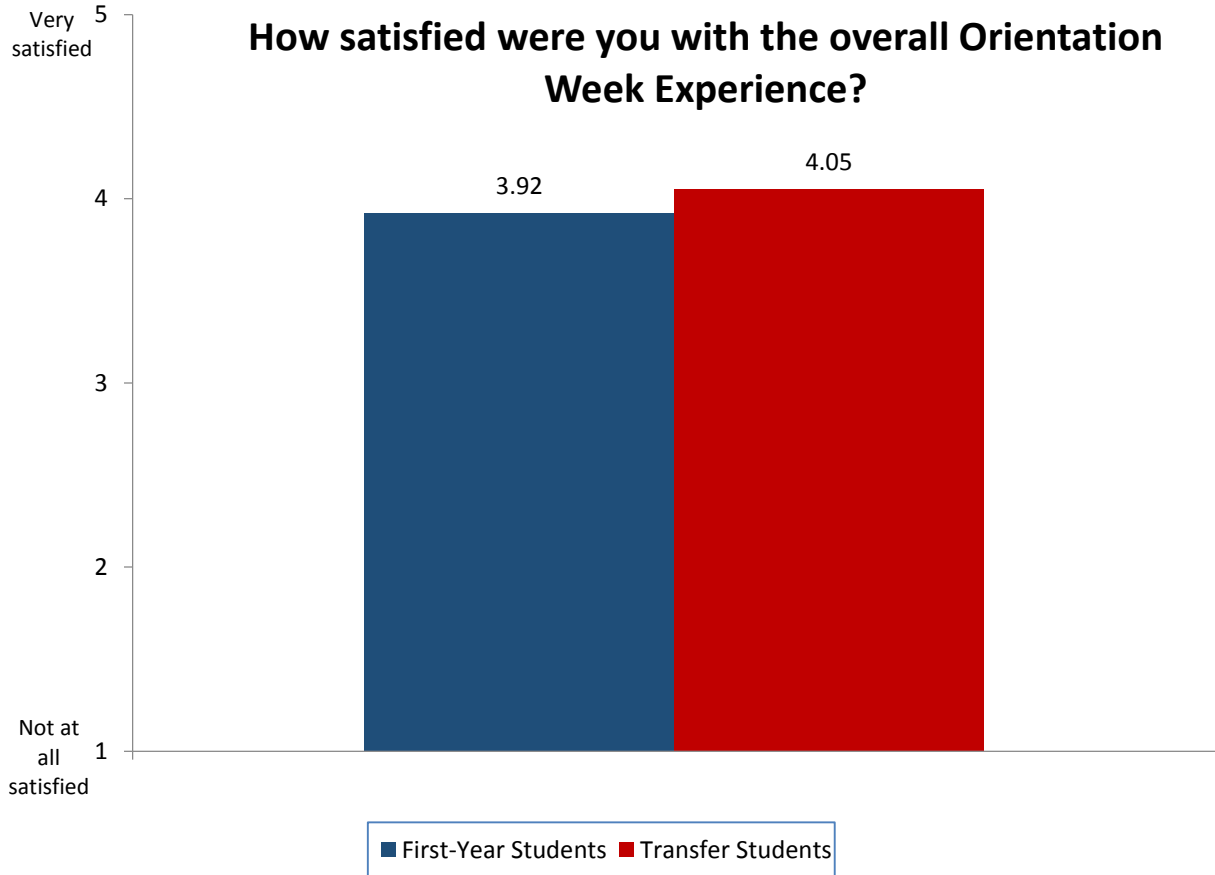
Fall 2015 Entering Student Survey Report



Fall 2015 Entering Student Survey Report

How satisfied were you with the overall Orientation Week experience?

	First-Year Students		Transfer Students		All Entering Students	
Very satisfied (5)	92	25.6%	13	33.3%	105	26.4%
(4)	165	46.0%	18	46.2%	183	46.0%
(3)	63	17.5%	5	12.8%	68	17.1%
(2)	14	3.9%	3	7.7%	17	4.3%
Not at all satisfied (1)	10	2.8%	0	0.0%	10	2.5%
Missing	15	4.2%	0	0.0%	15	3.8%
TOTAL	359	100.0%	39	100.0%	398	100.0%



Higher Education Research Institute (HERI) Faculty Survey

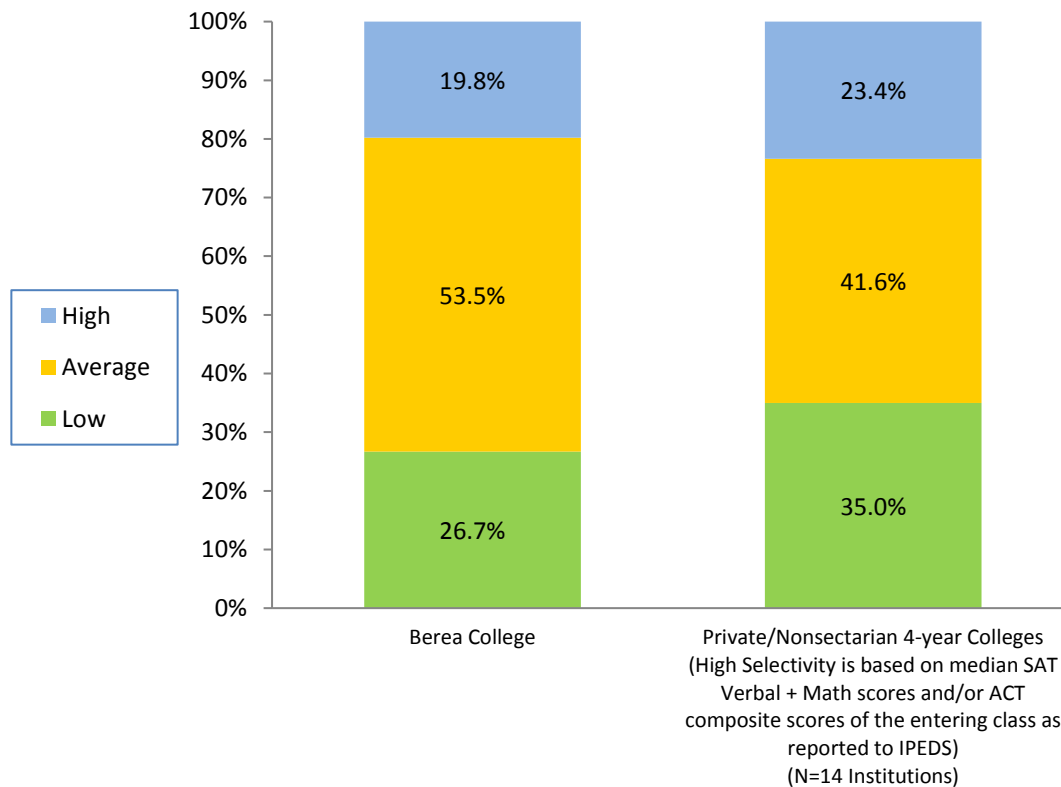


Administered Fall Terms 1989, 2004, and 2014

[Click to see survey instruments](#)

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

Construct: Undergraduate Education Goal: Personal Development - Measures the extent to which faculty believe that personal development is a central goal for undergraduate education



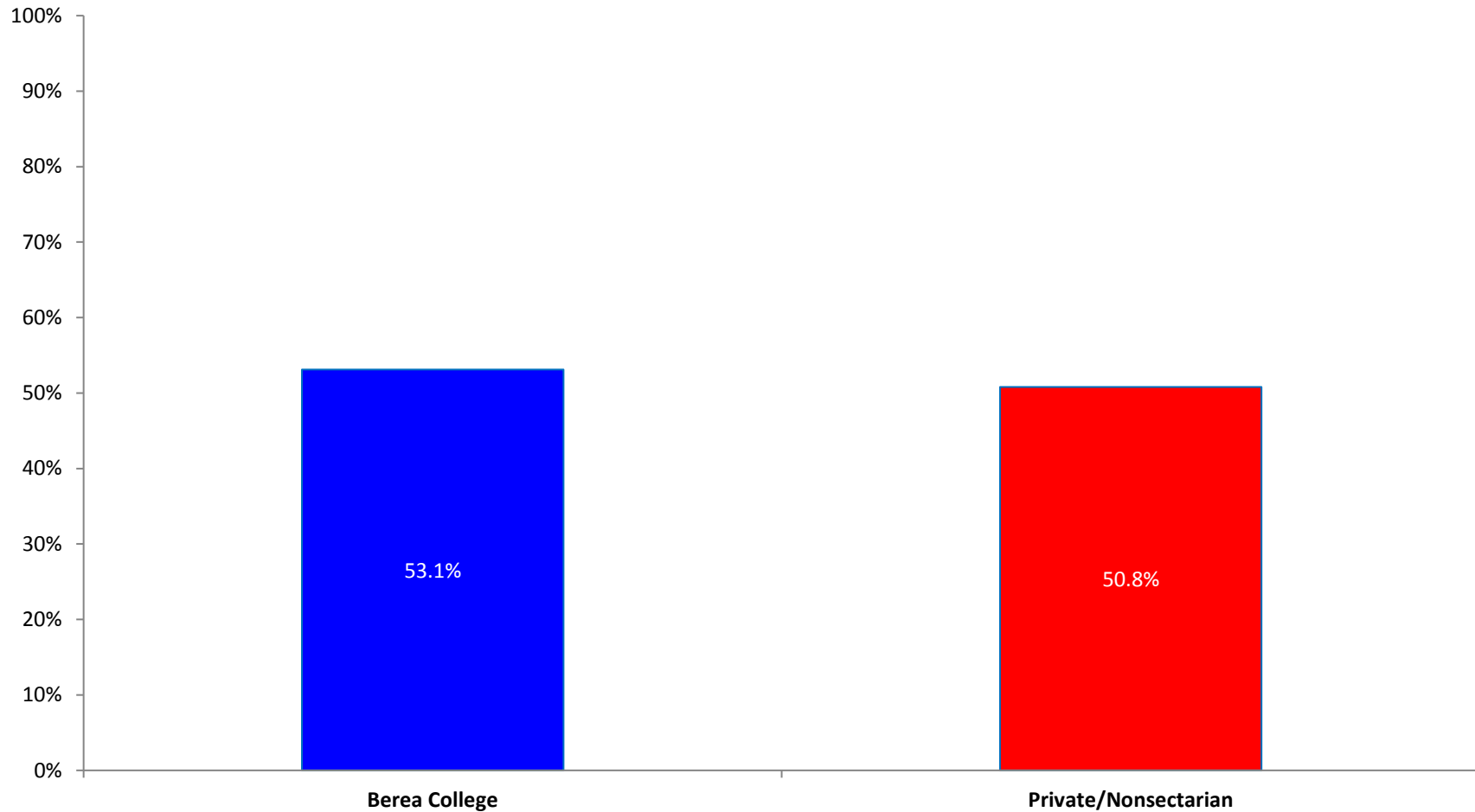
Survey items included in the construct,
Undergraduate Education Goal: Personal Development:

*Indicate the importance to you of each of the following education goals for undergraduate students:
 (Essential, Very Important, Somewhat Important, Not Important)*

- Help students develop personal values
- Provide for students' emotional development
- Develop moral character

NOTE: "Low" represents faculty ratings that are 0.5 standard deviation below the construct mean for Undergraduate Education Goal: Personal Development. "Average" represents faculty ratings that are within 0.5 standard deviation of the construct mean. "High" represents faculty ratings that are 0.5 standard deviation or more above the construct mean.

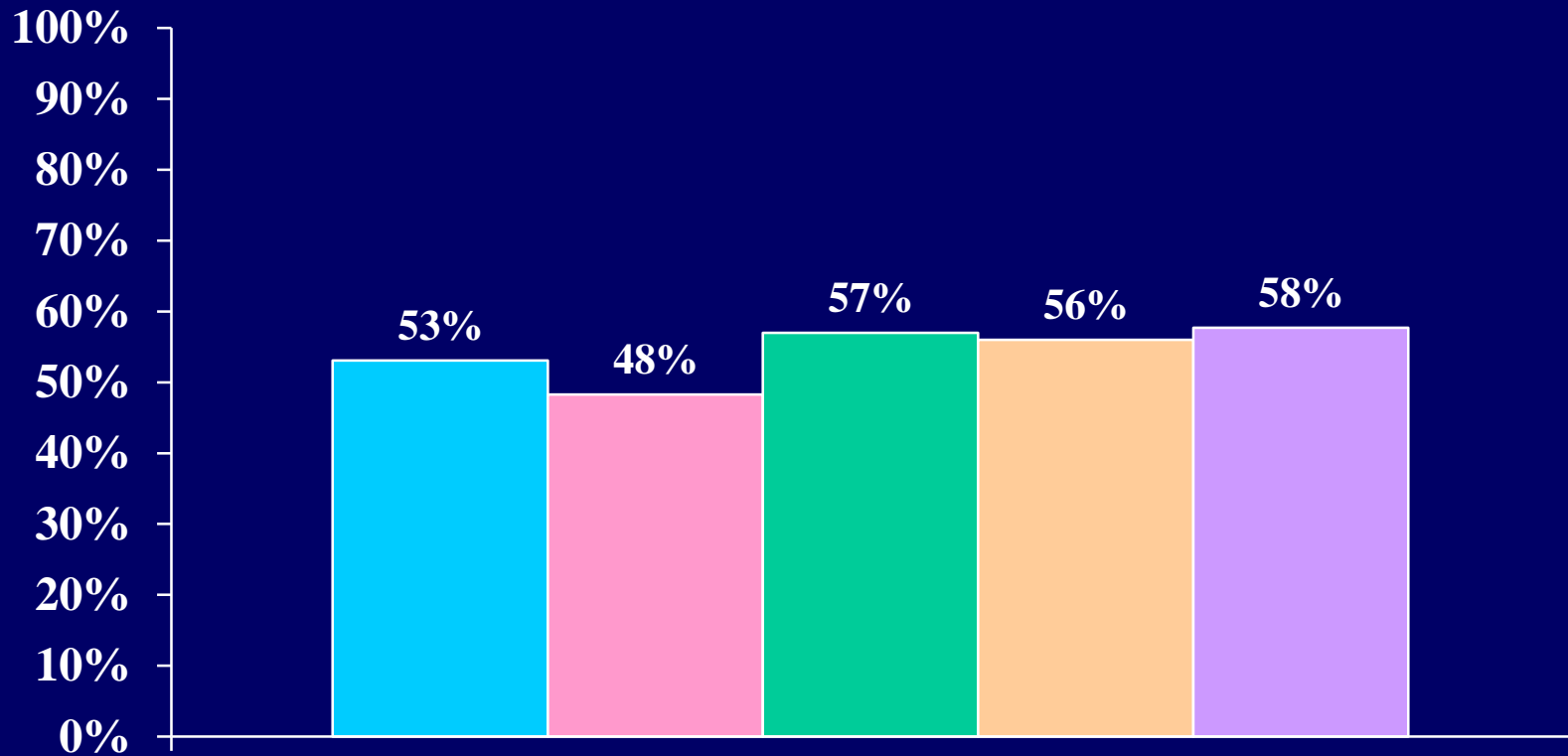
Advised student groups involved in service/volunteer work
(Percentage of faculty responding Yes)



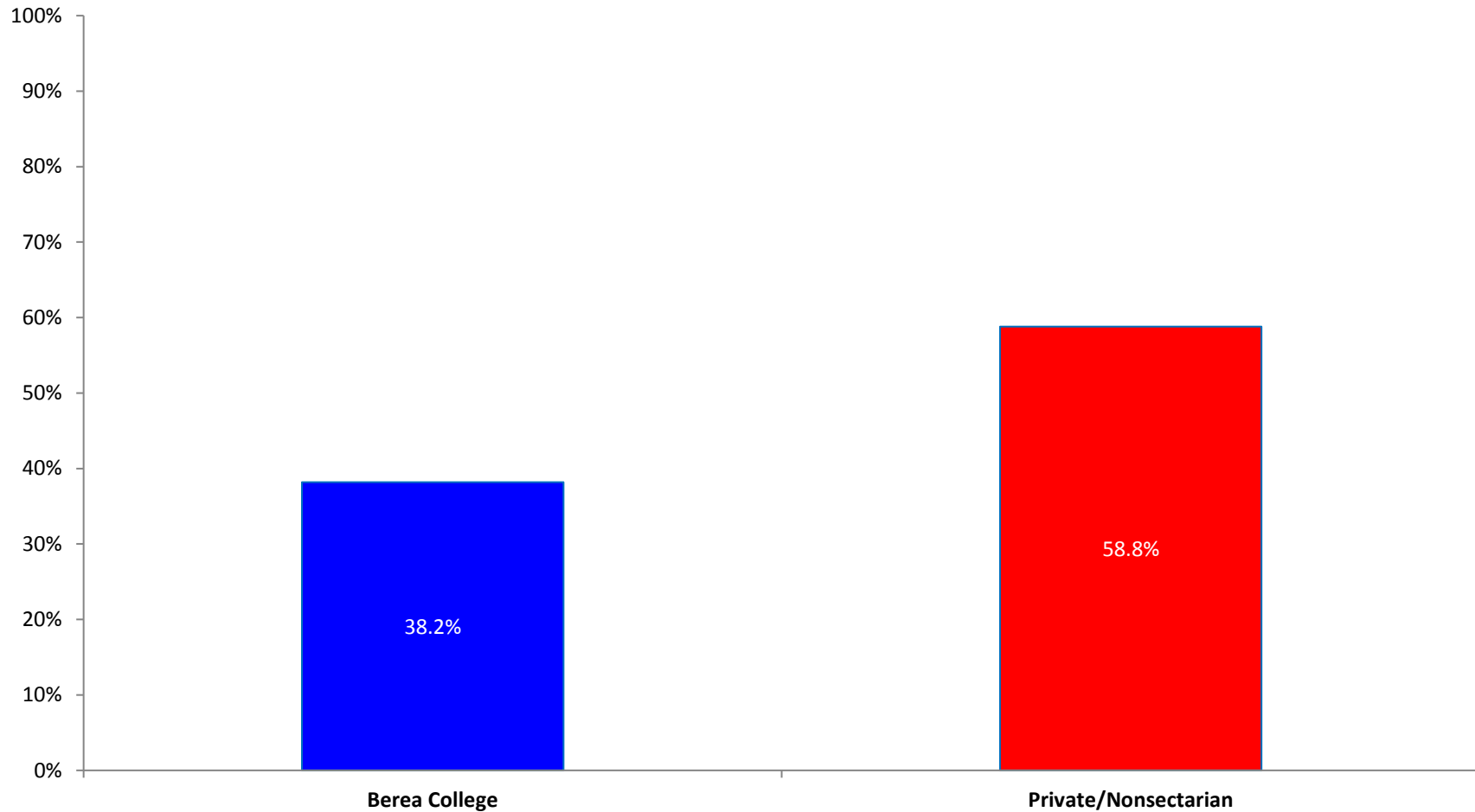
During the past two years, have you engaged in any of the following activities?

Percent of faculty who indicated “yes”

Advised student groups involved in service/volunteer work



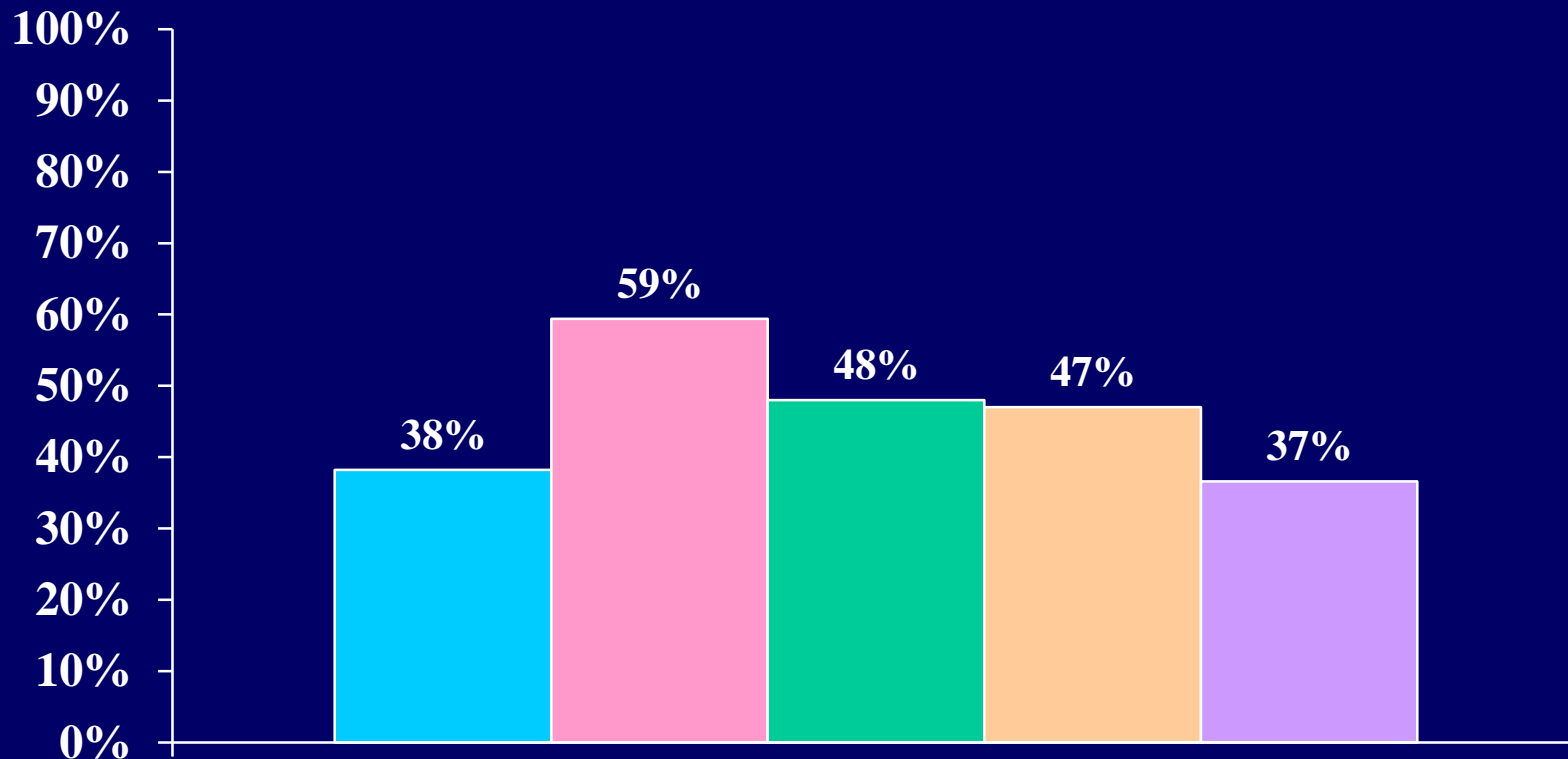
Supervised an undergraduate thesis (Percentage of faculty responding Yes)



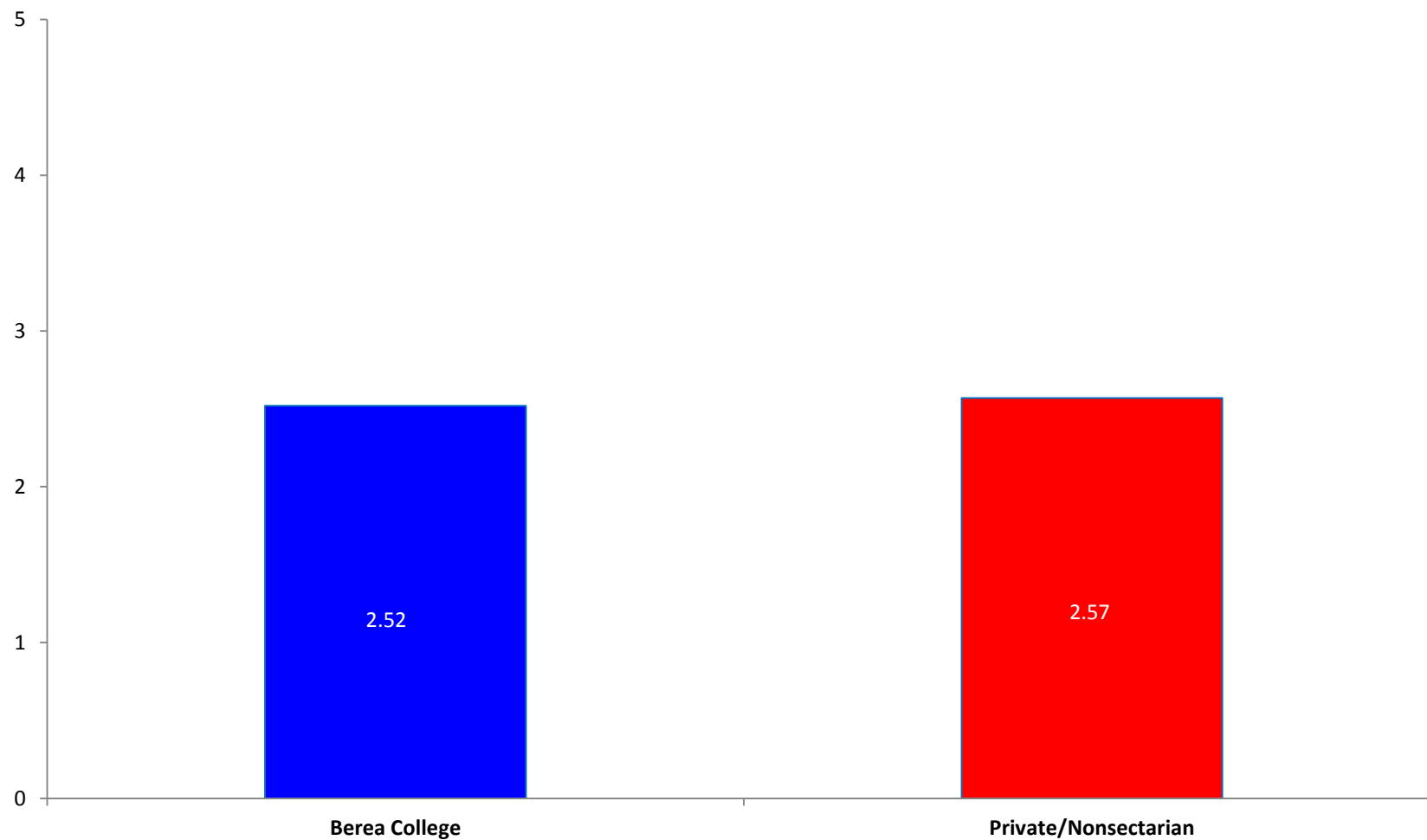
During the past two years, have you engaged in any of the following activities?

Percent of faculty who indicated “yes”

Supervised an undergraduate thesis

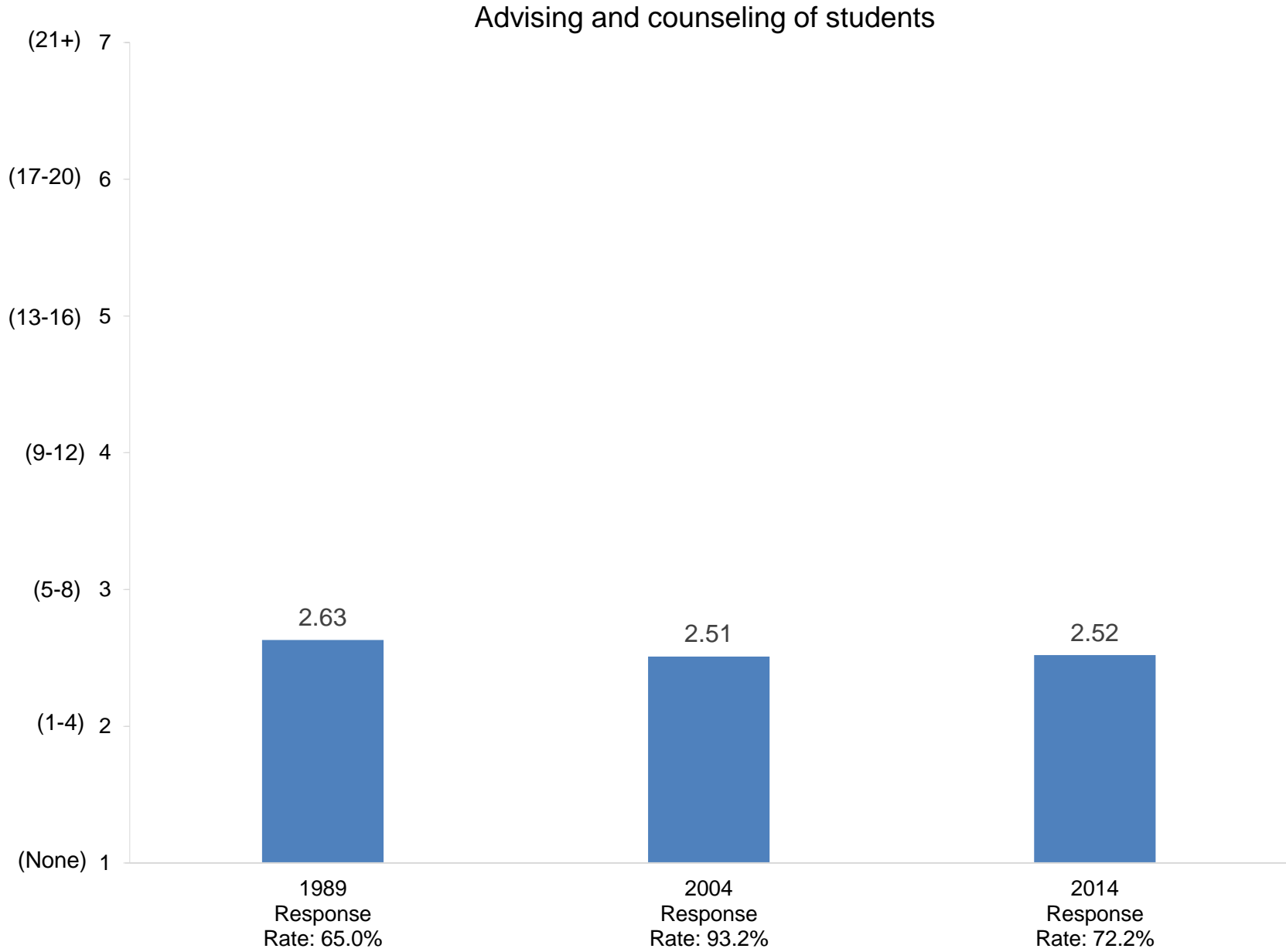


Advising and counseling students

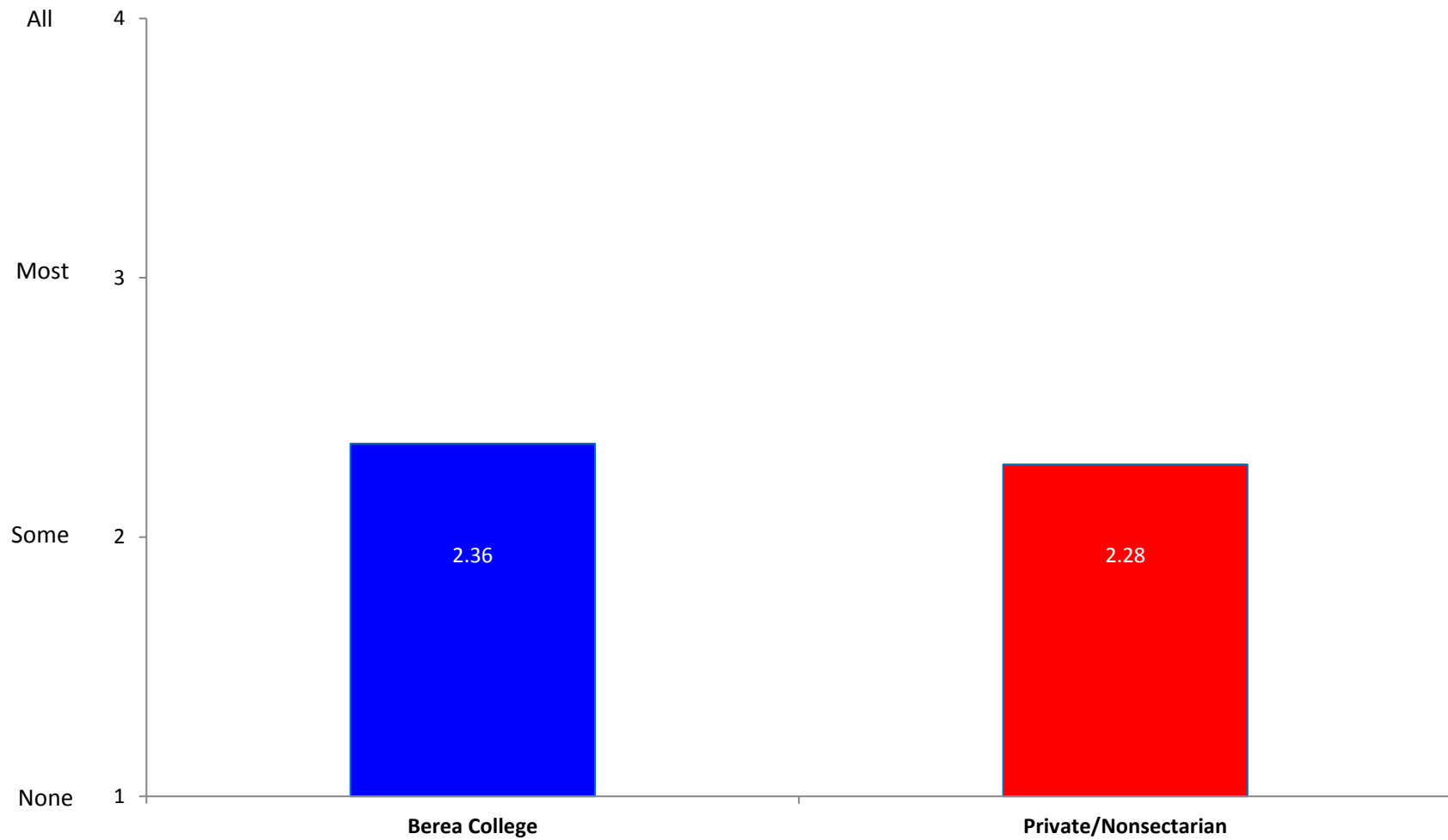


Higher Education Research Institute (HERI) Faculty Survey

During the present term, how many hours per week on average do you actually spend on each of the following activities?



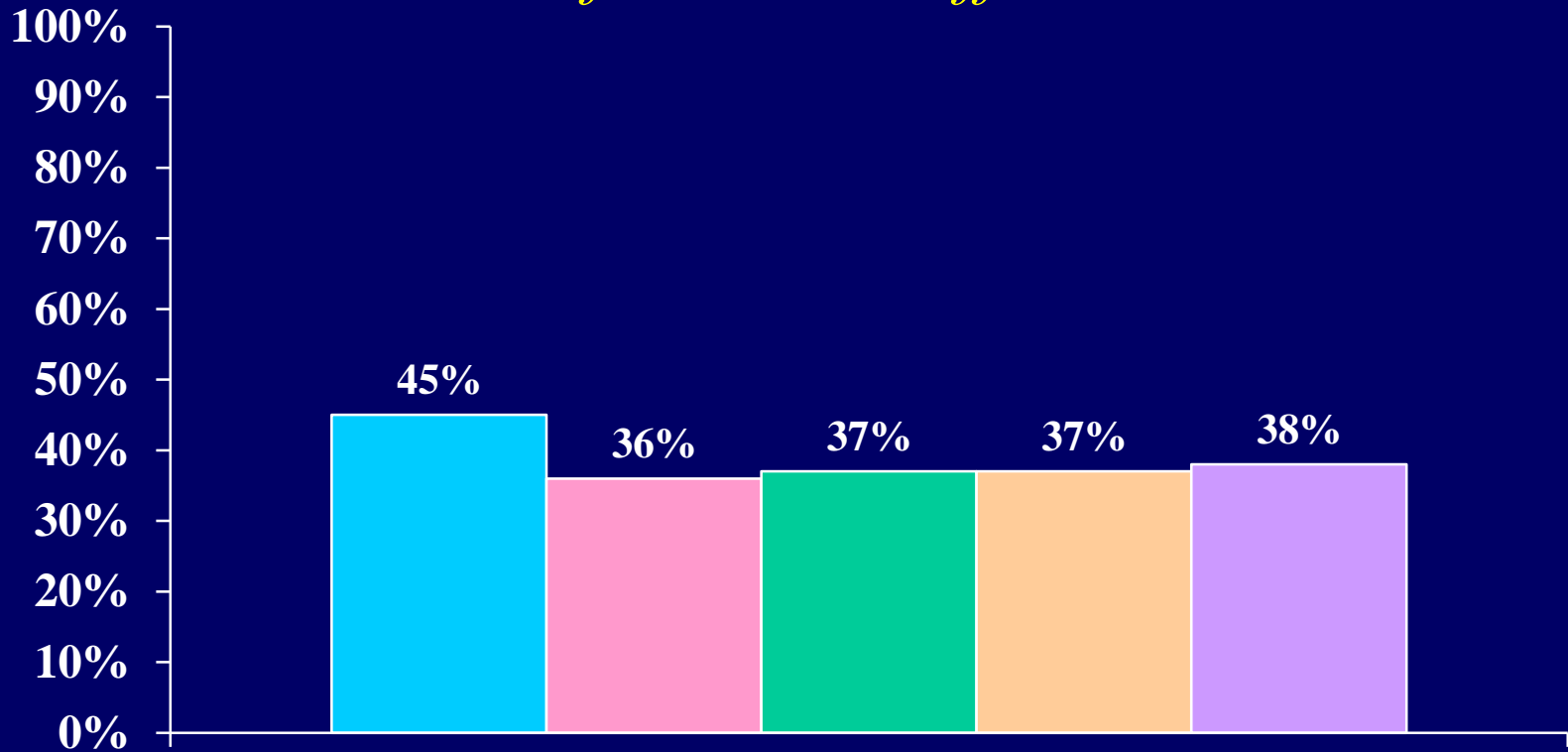
Supplemental instruction that is outside of class and office hours



In how many of the courses that you teach do you use each of the following?

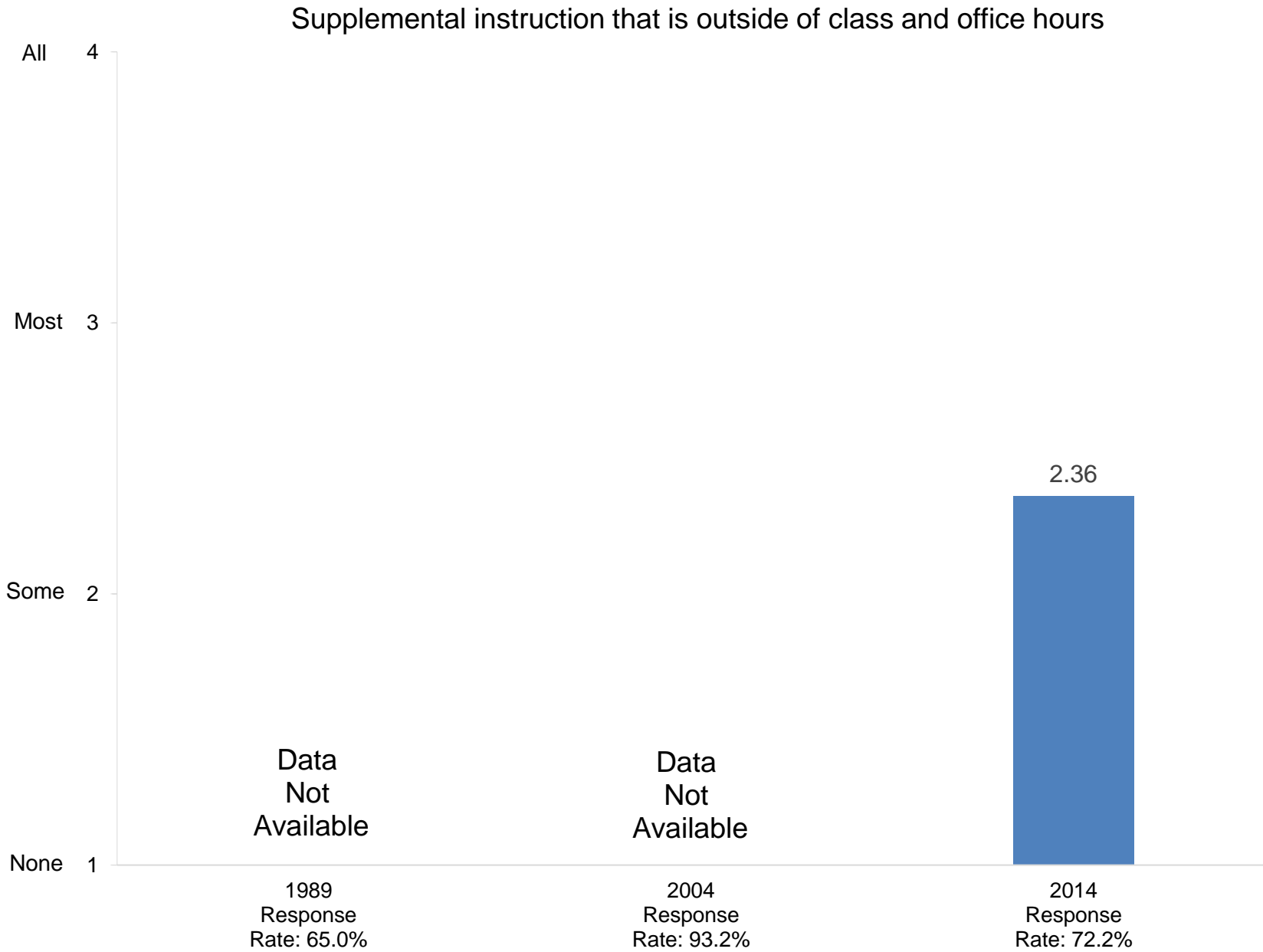
Percent of faculty who indicated “all” or “most”

Supplemental instruction that is outside of class and office hours



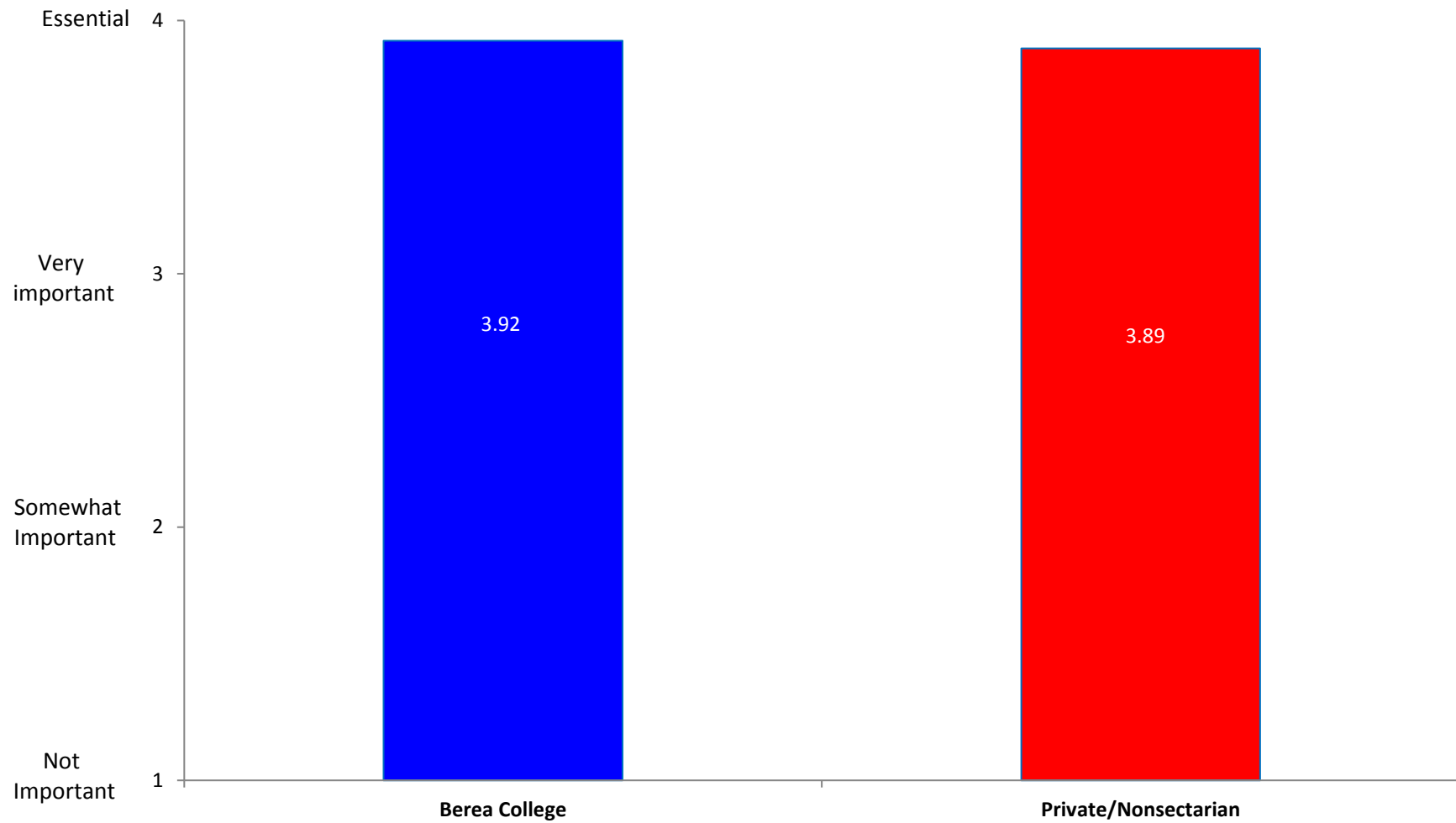
Higher Education Research Institute (HERI) Faculty Survey

In how many of the courses that you teach do you use each of the following?



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

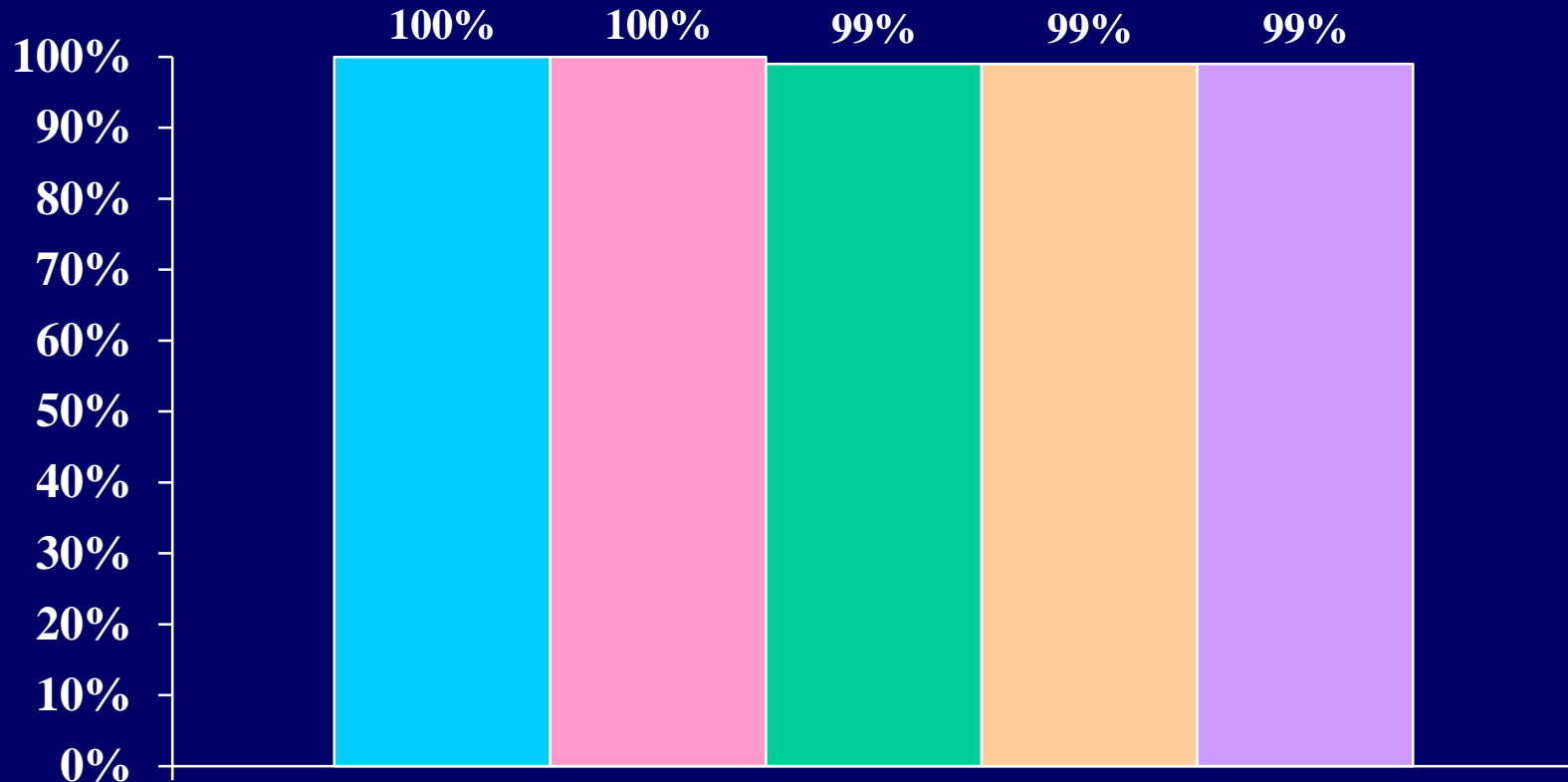
Develop ability to think critically



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

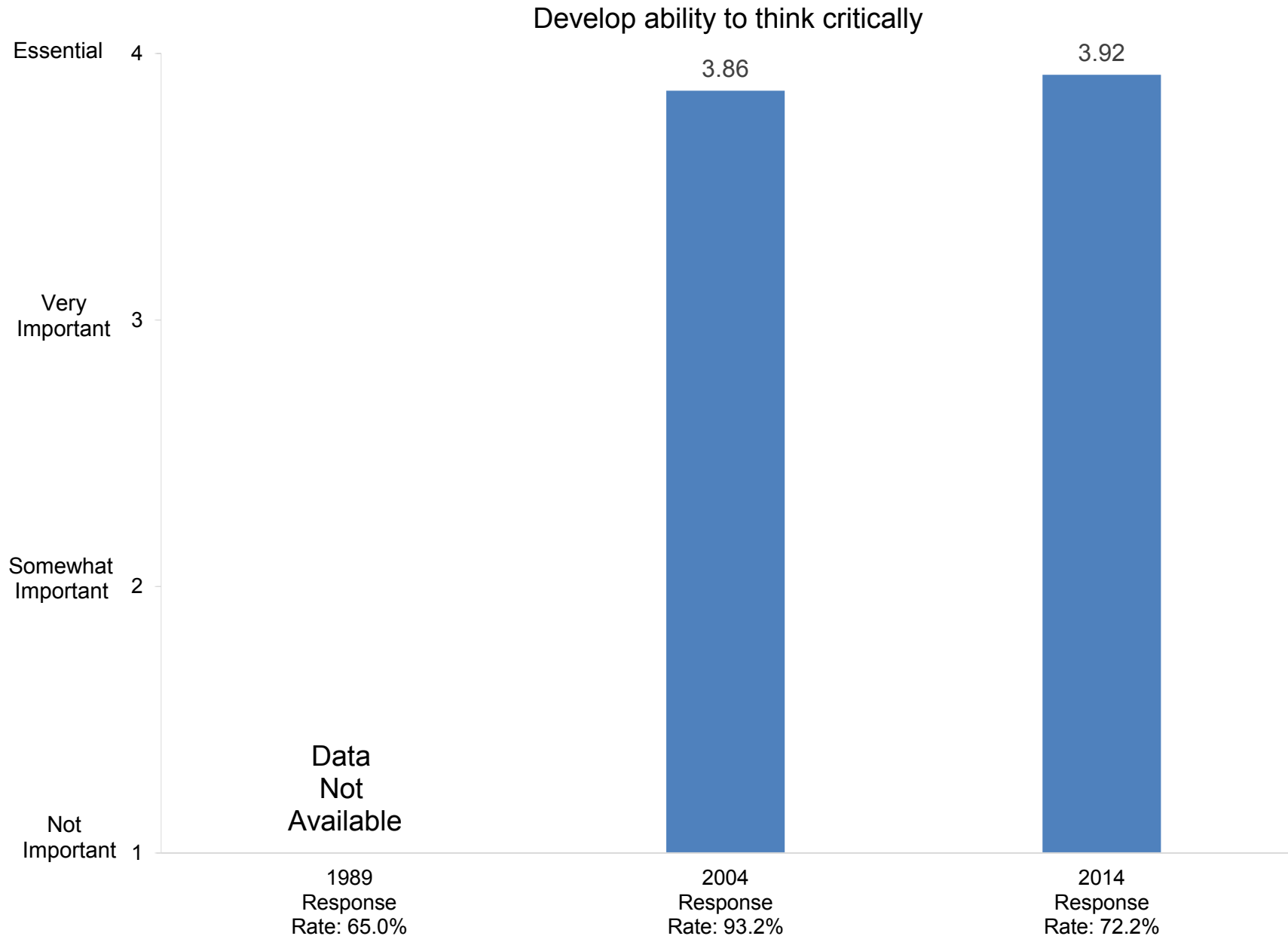
Percent of faculty who indicated “essential” or “very important”

Develop ability to think critically



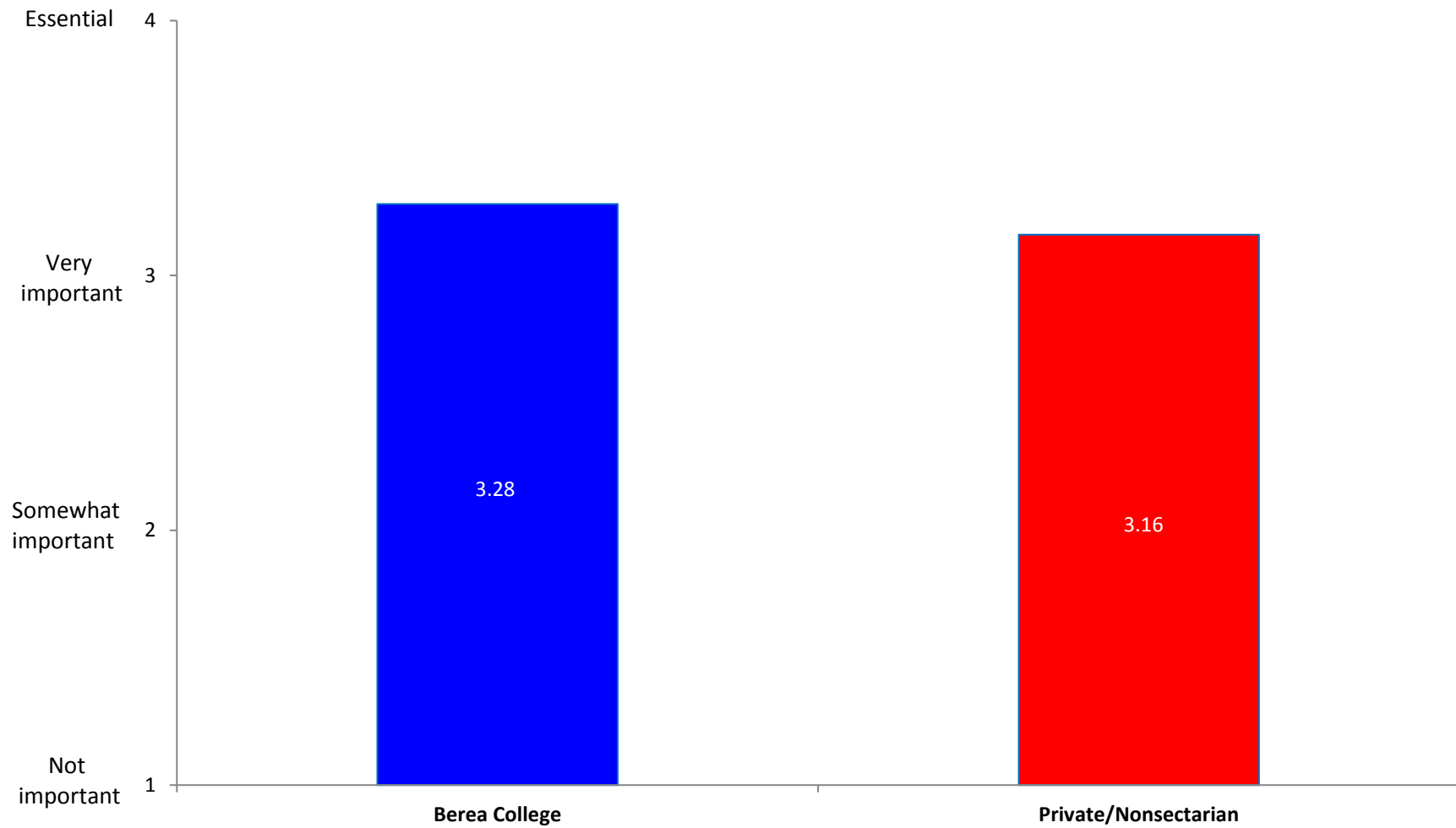
Higher Education Research Institute (HERI) Faculty Survey

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



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

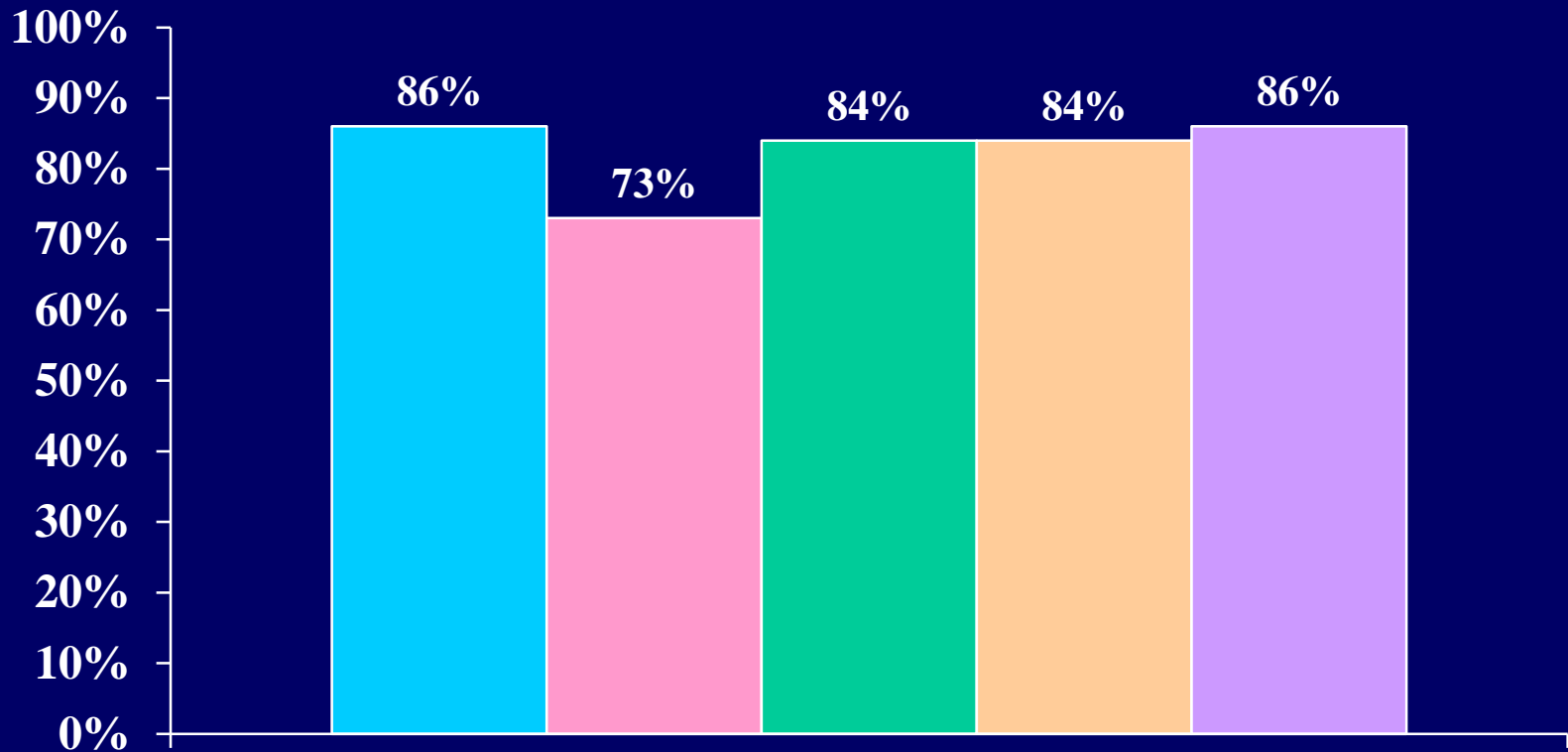
Prepare students for employment after college



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

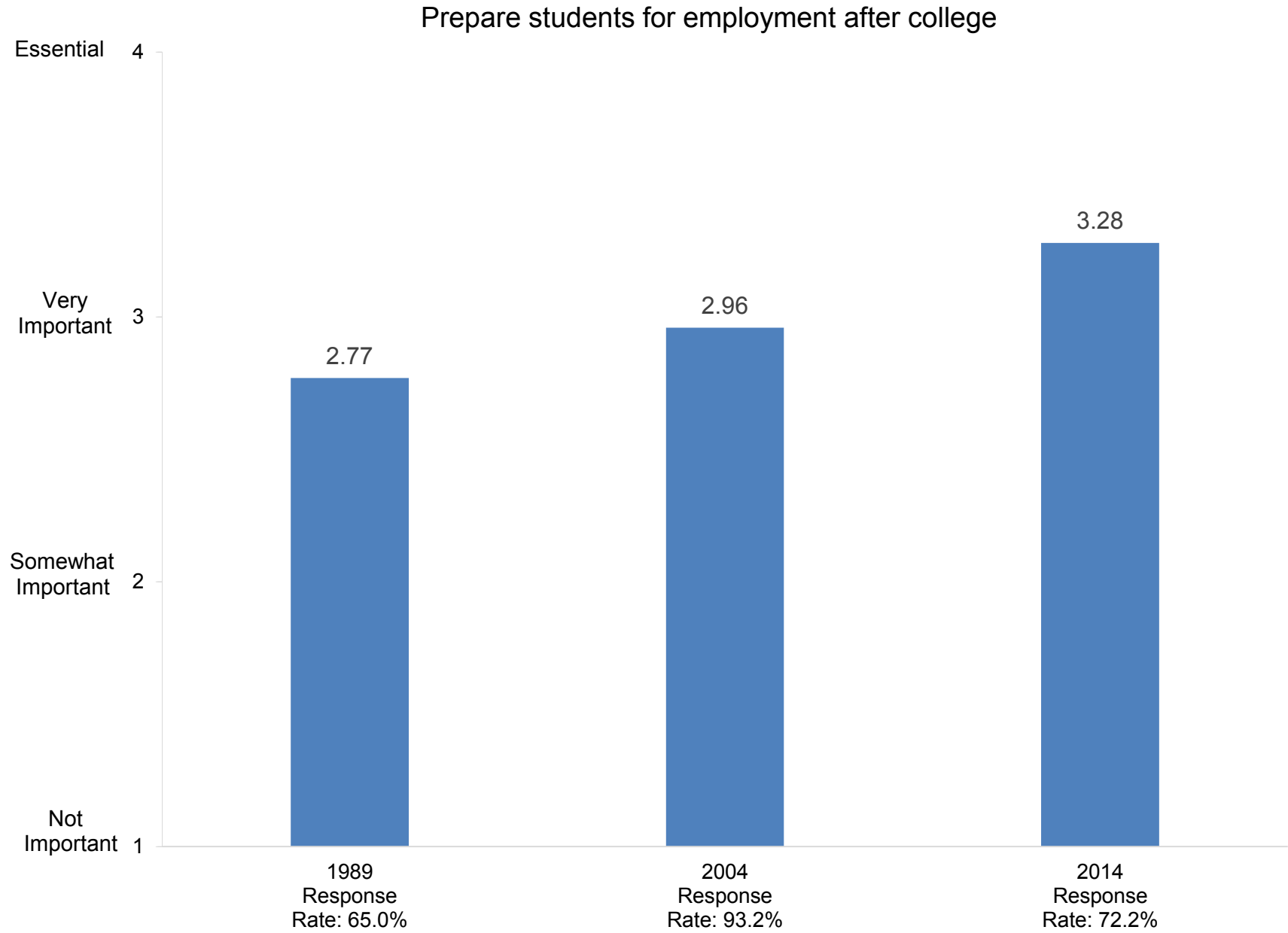
Percent of faculty who indicated “essential” or “very important”

Prepare students for employment after college



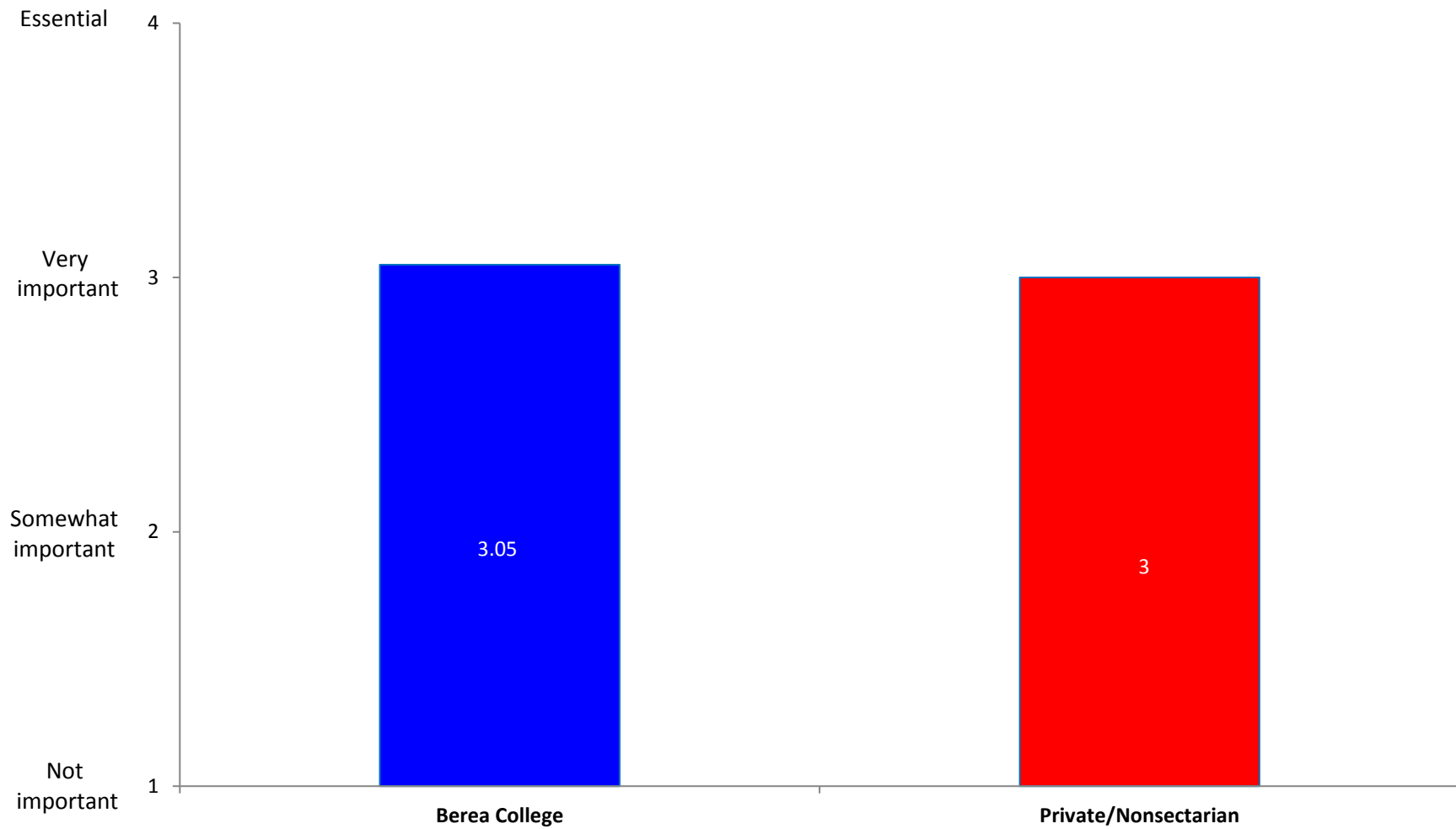
Higher Education Research Institute (HERI) Faculty Survey

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



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

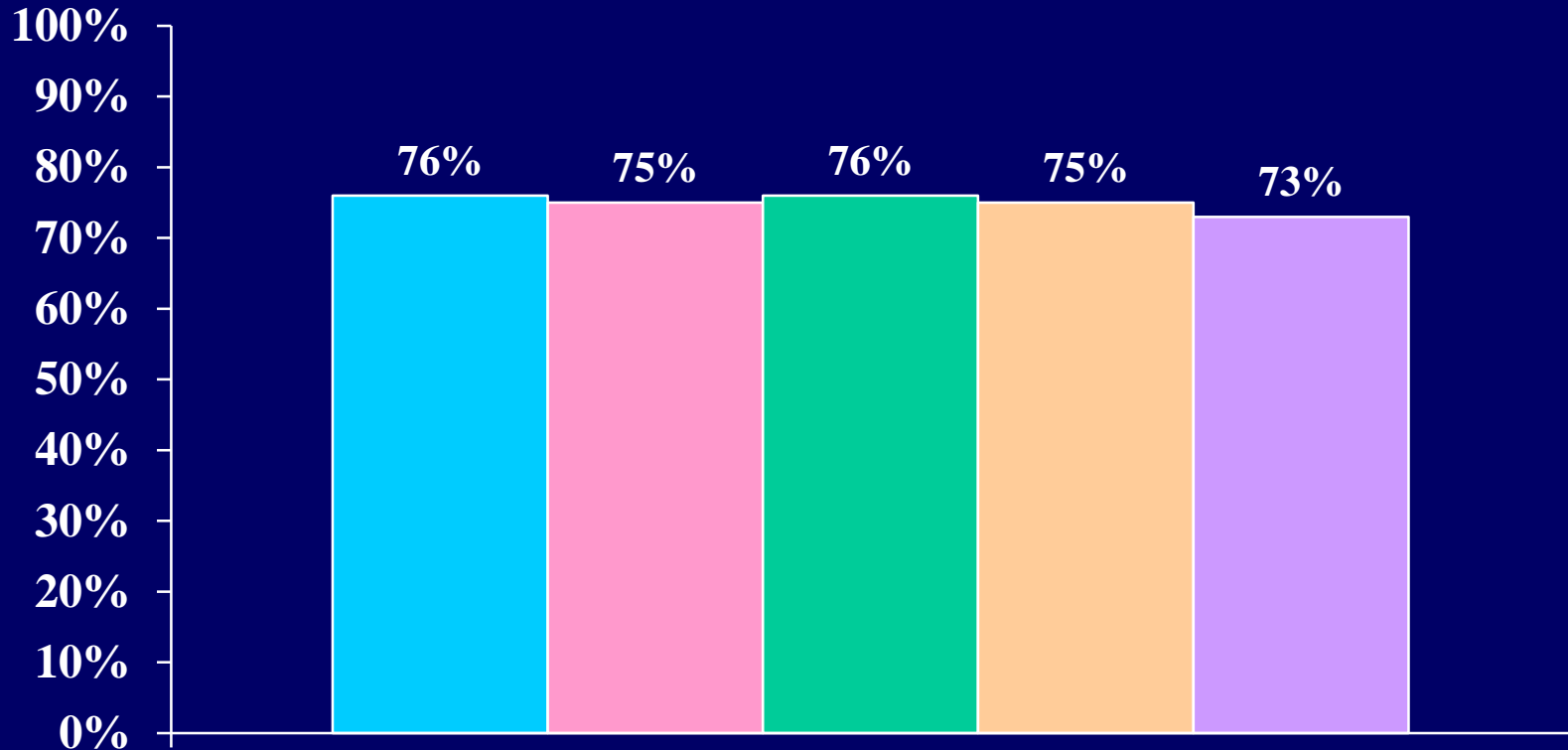
Prepare students for graduate or advanced education



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

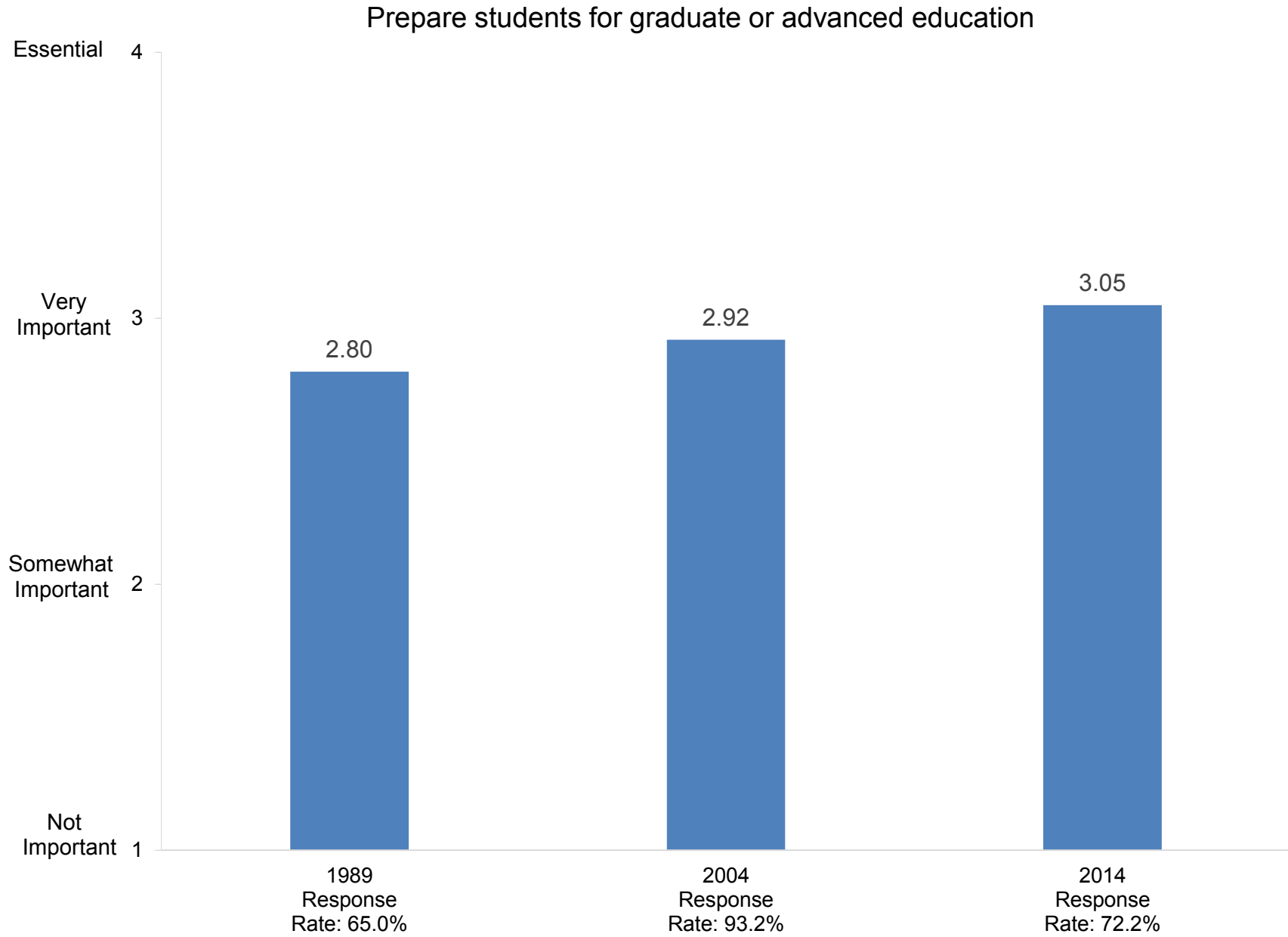
Percent of faculty who indicated “essential” or “very important”

Prepare students for graduate or advanced education



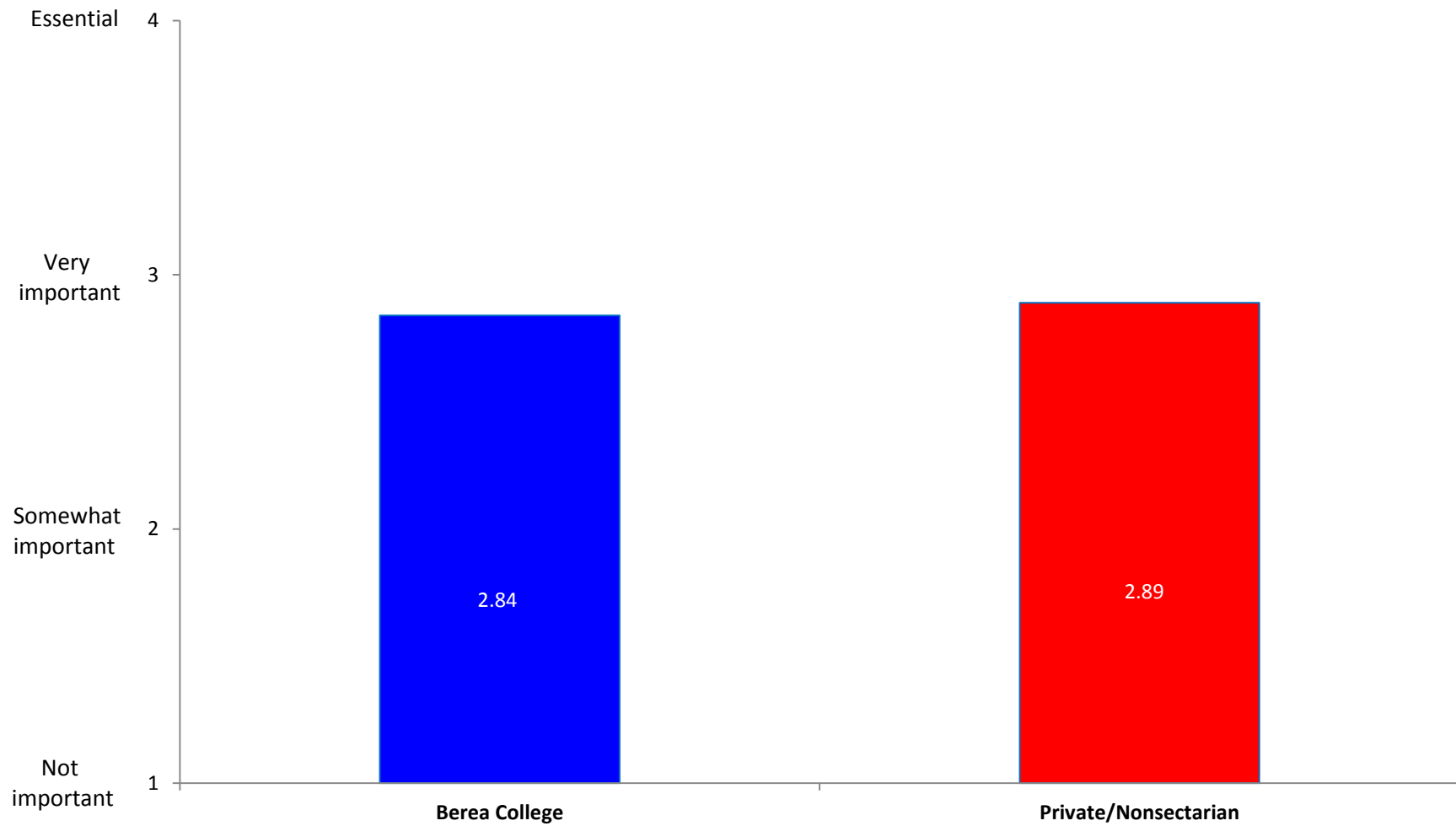
Higher Education Research Institute (HERI) Faculty Survey

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



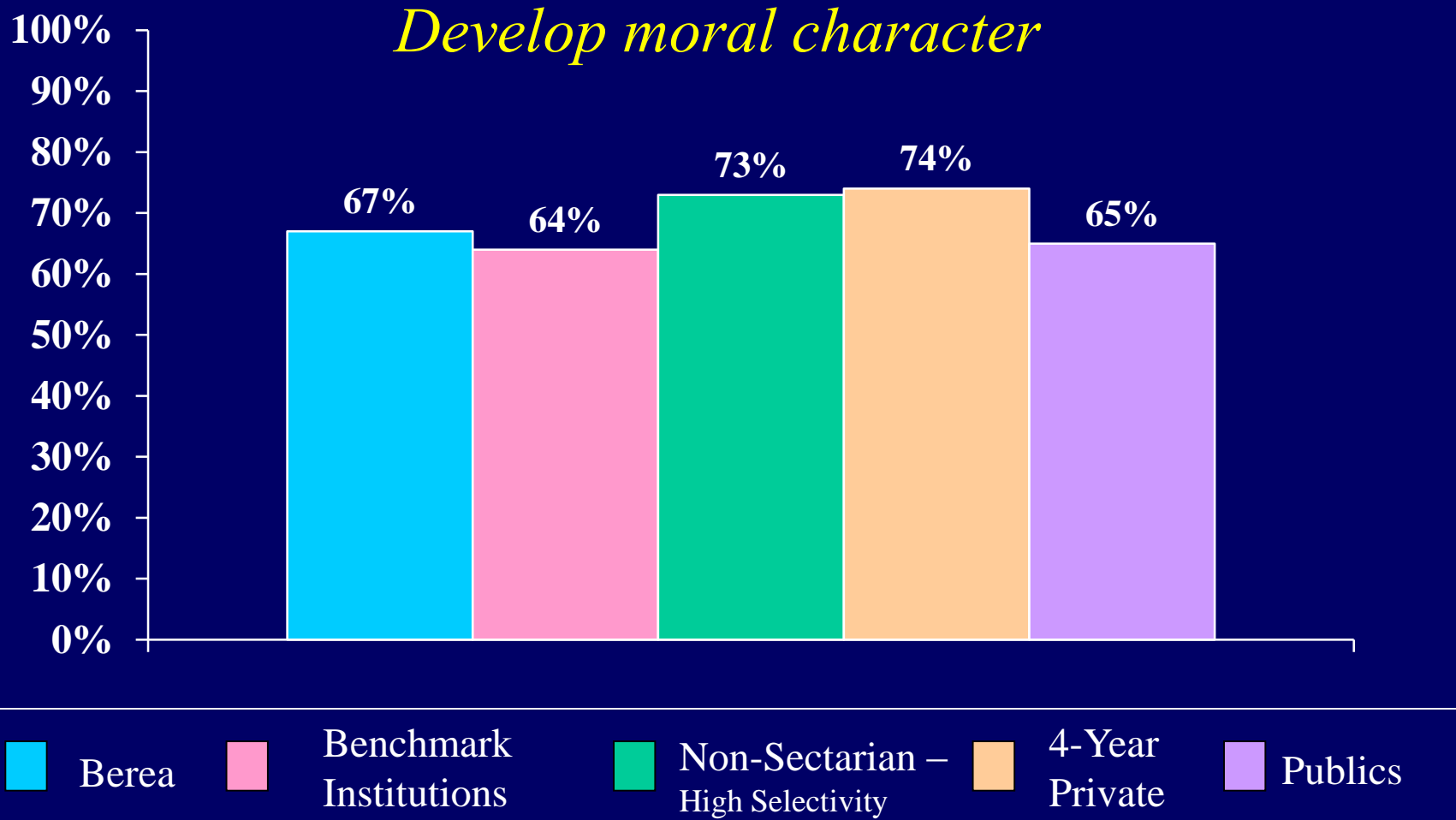
Indicate the importance to you of the following education goals for students:

Develop moral character



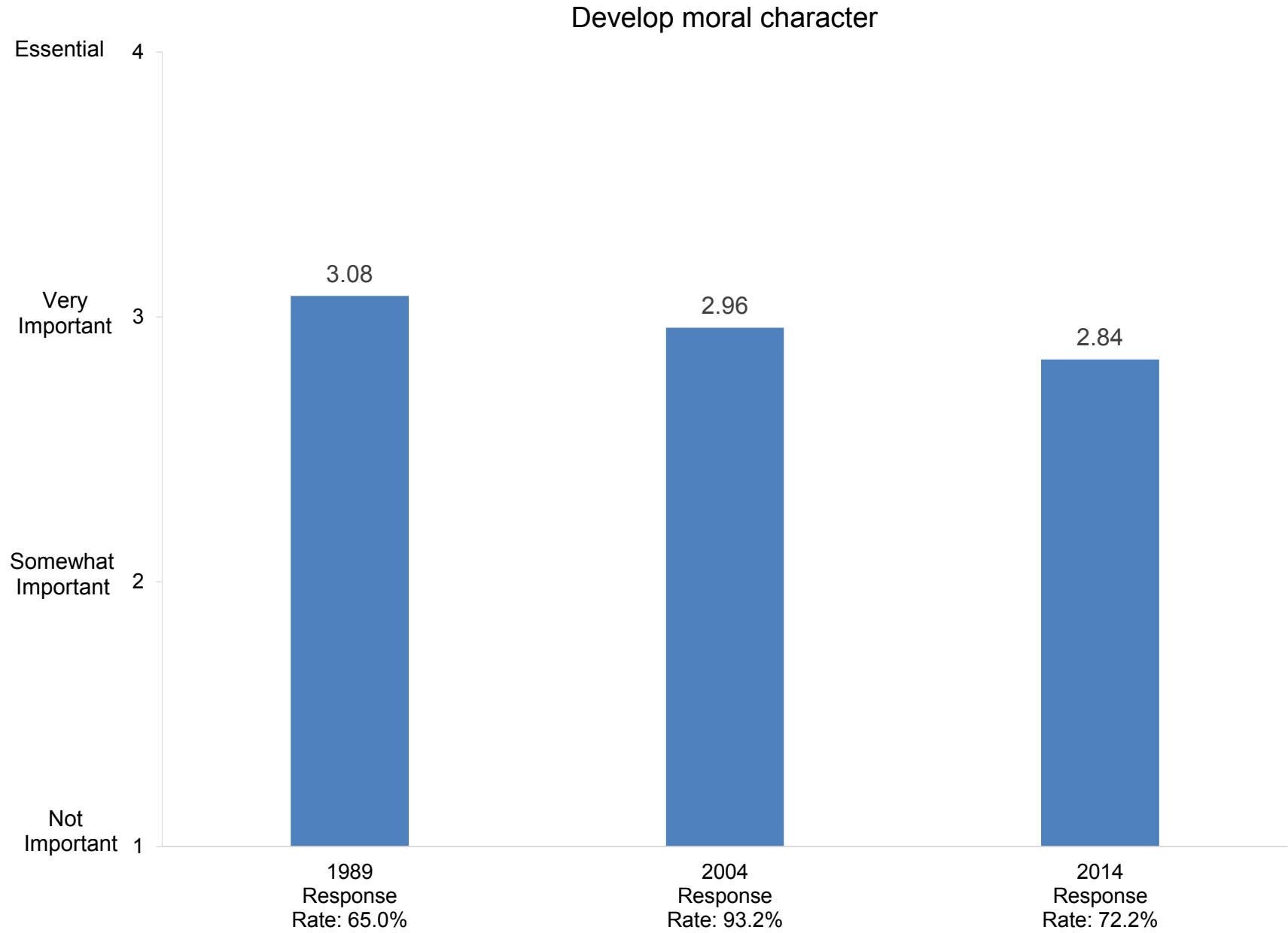
Indicate the importance to you of each of the following education goals
for undergraduate students:

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



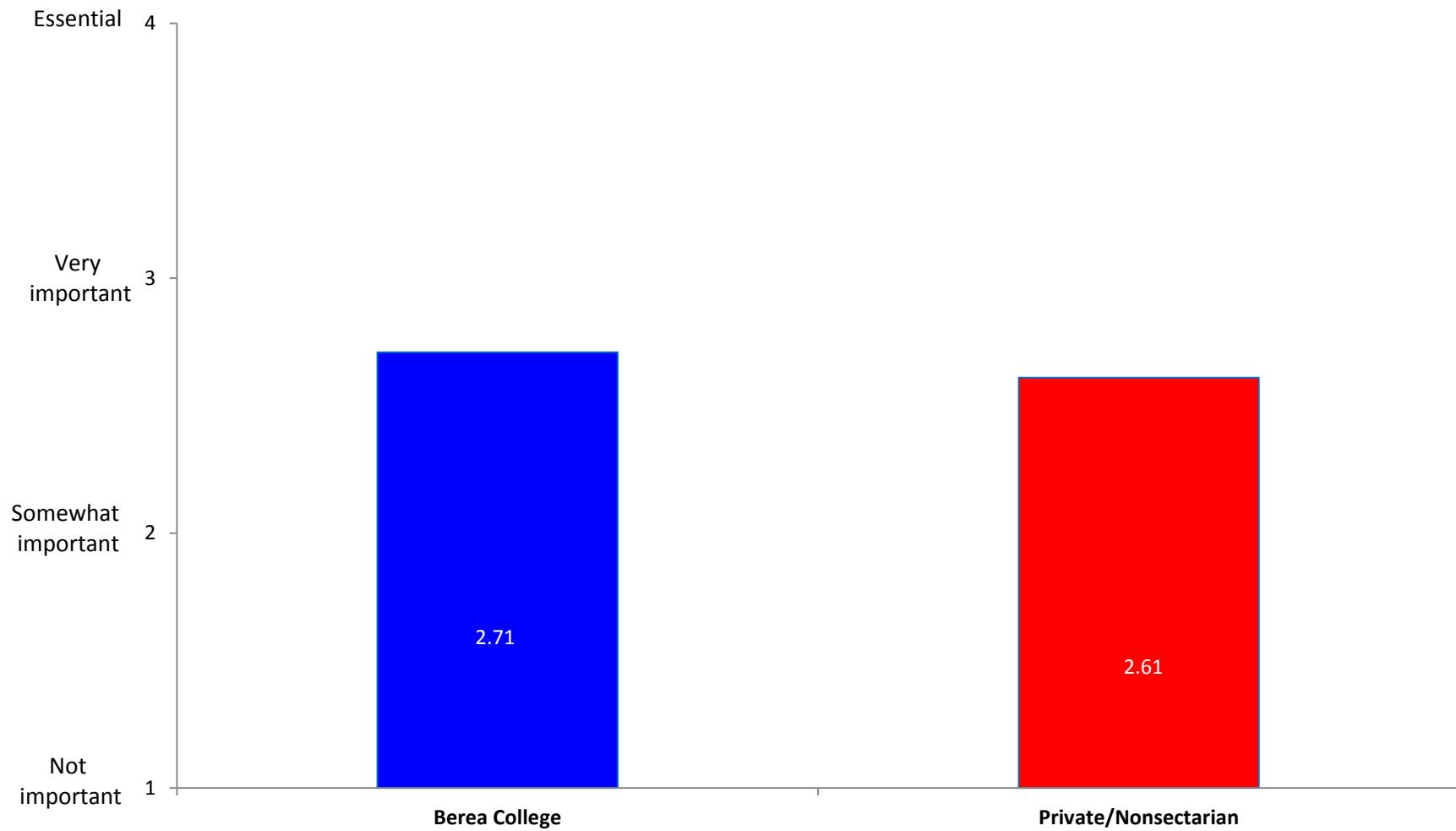
Higher Education Research Institute (HERI) Faculty Survey

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



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

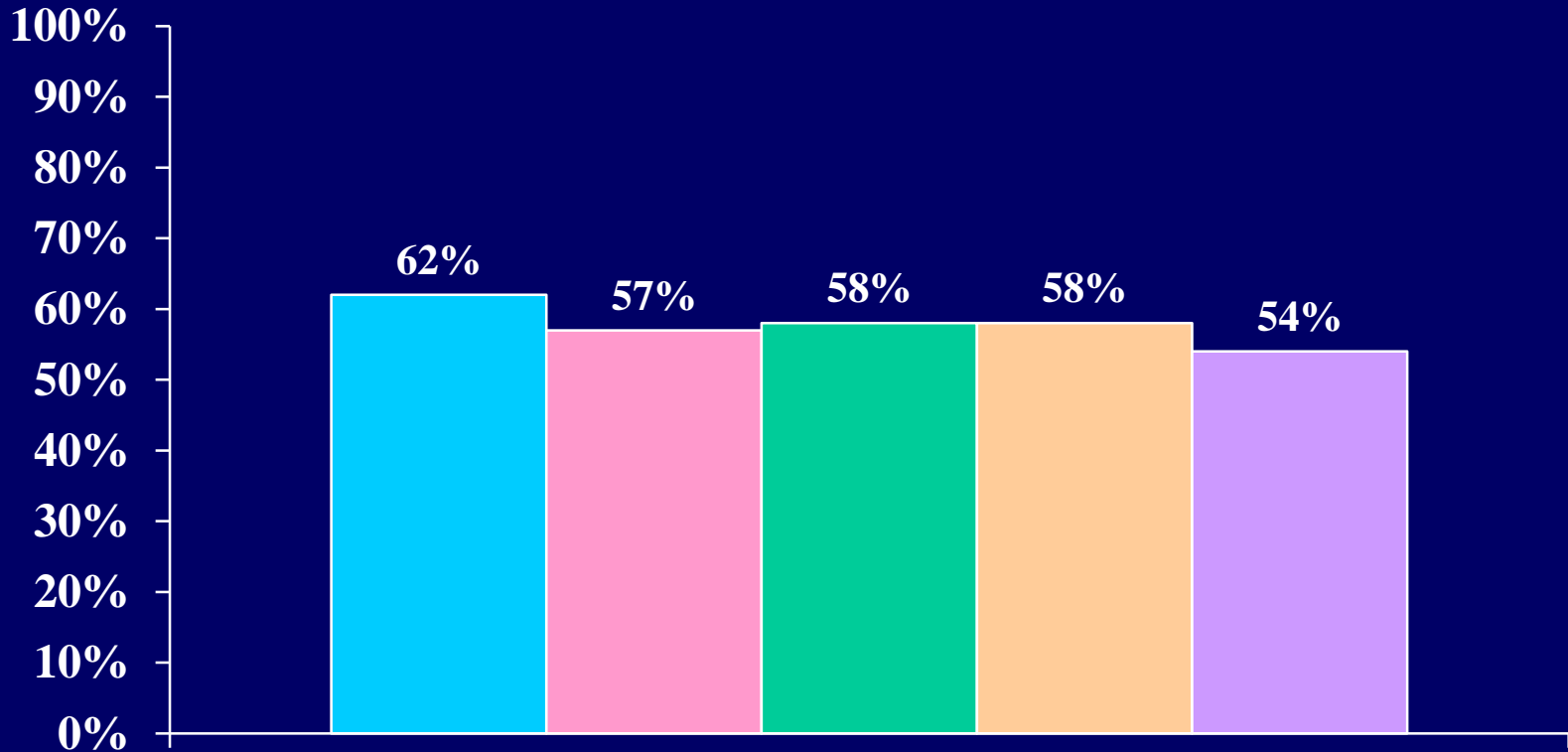
Provide for students' emotional development



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

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

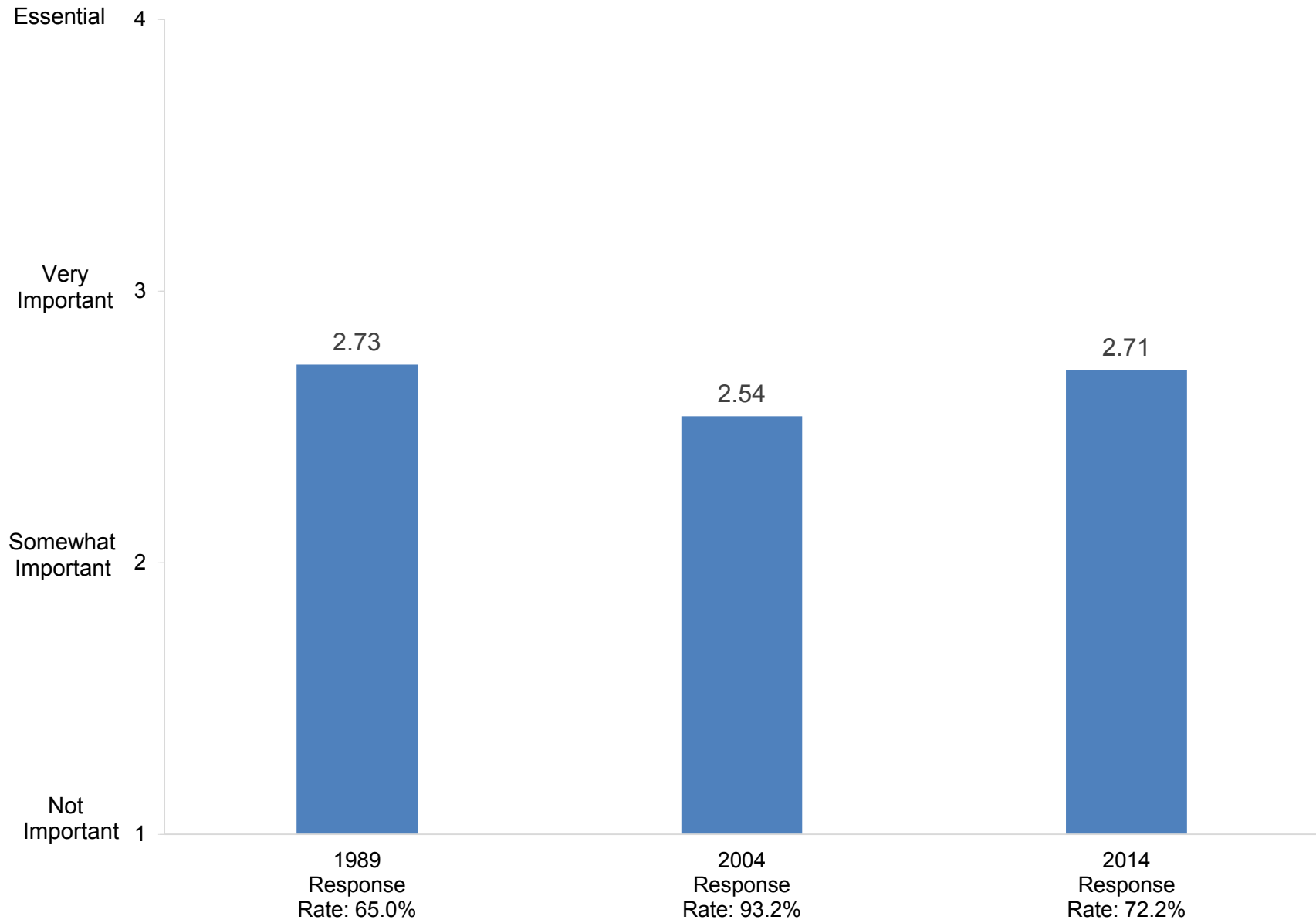
Provide for students’ emotional development



Higher Education Research Institute (HERI) Faculty Survey

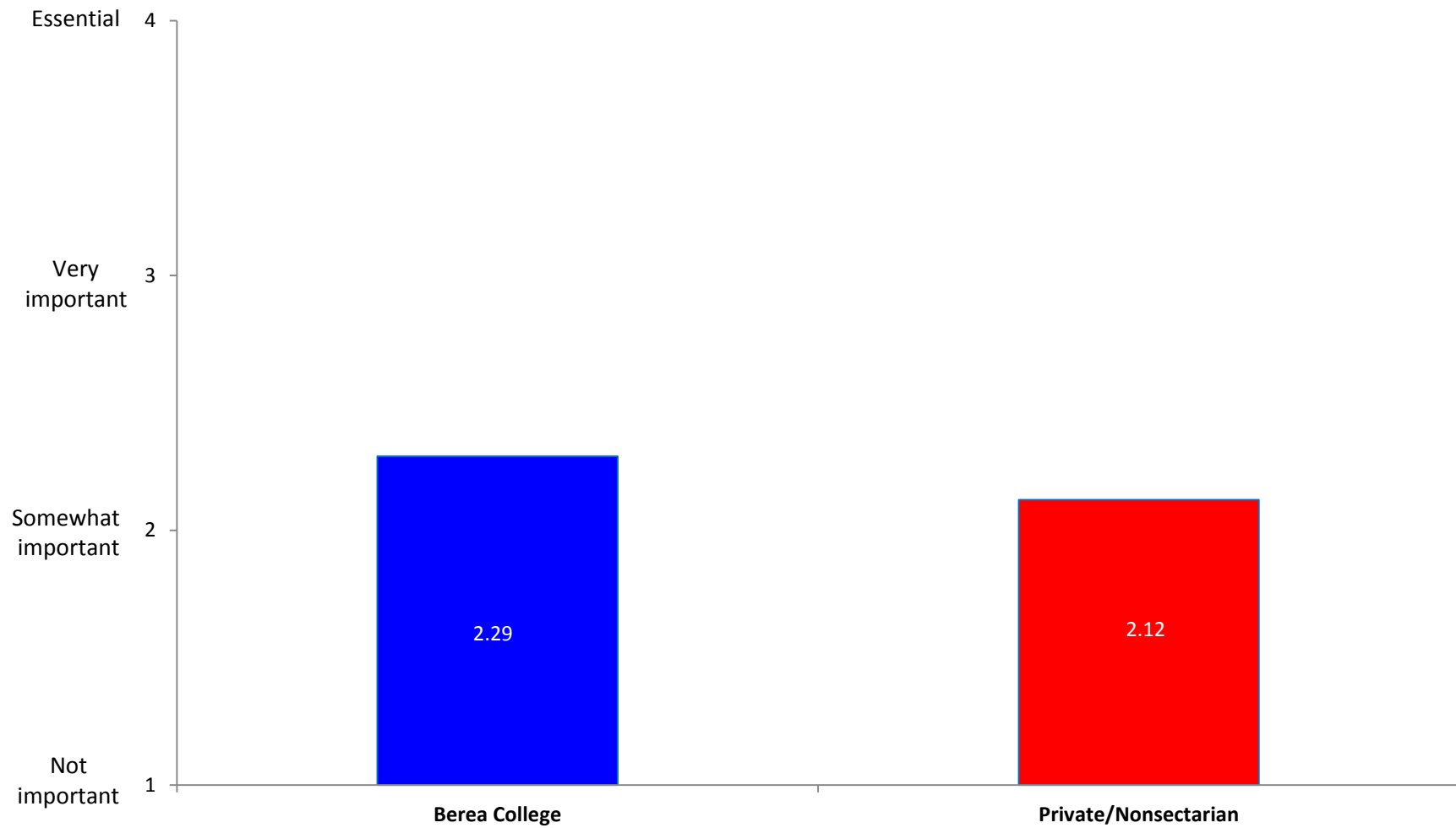
Indicate the importance to you of each of the following education goals for undergraduate students:

Provide for students' emotional development



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

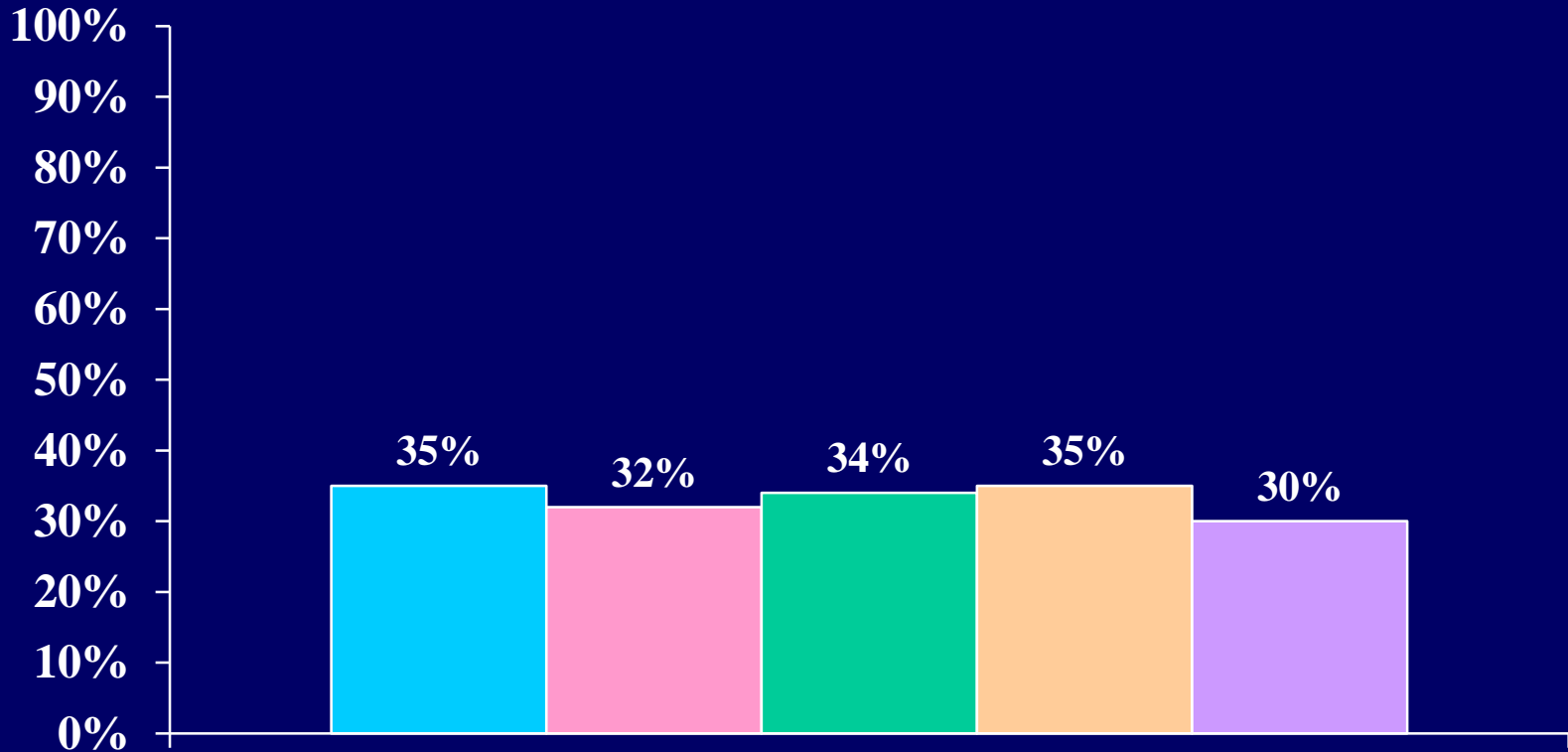
Teach students the classic works of Western civilization



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

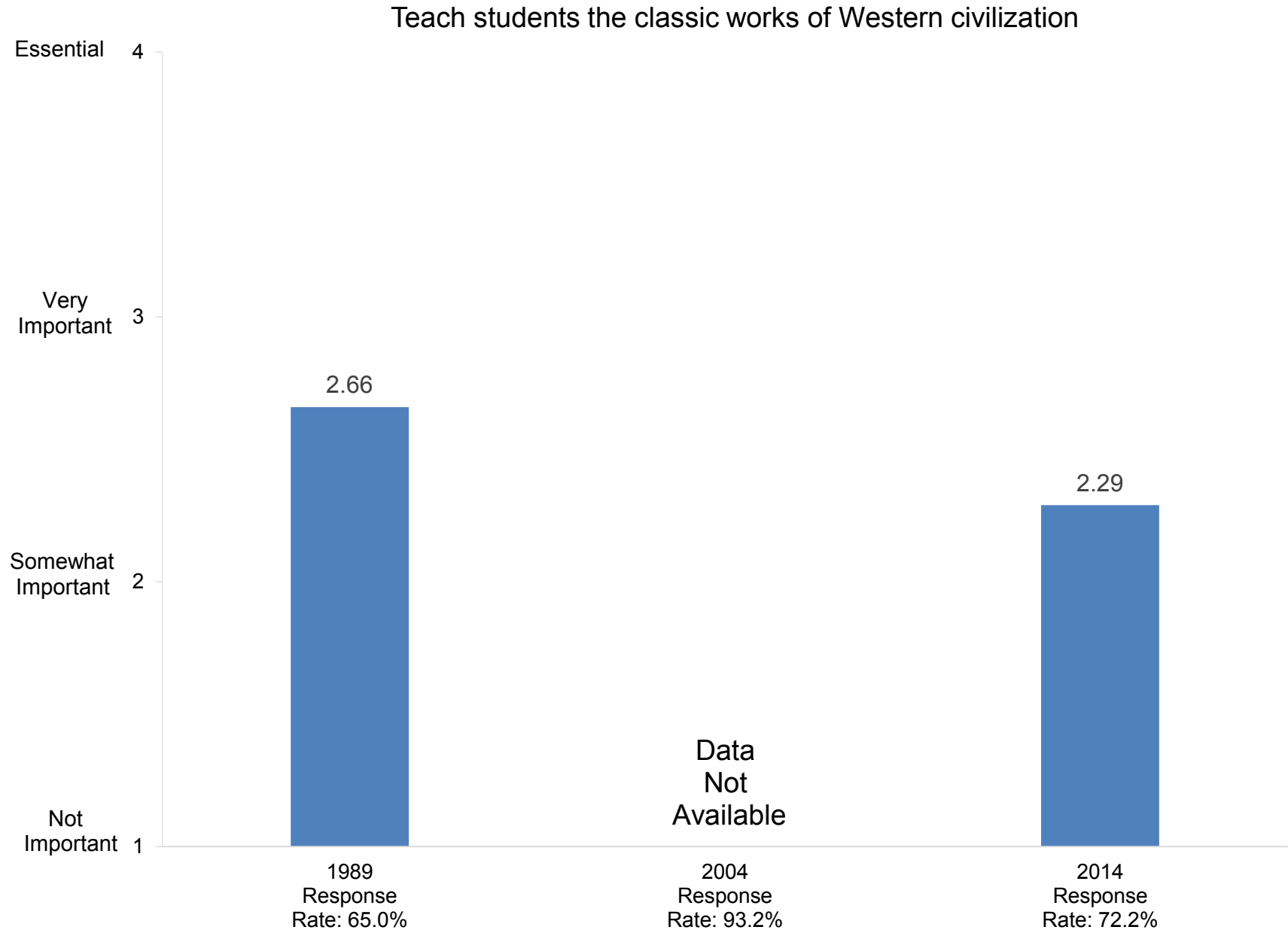
Percent of faculty who indicated “essential” or “very important”

Teach students the classic works of Western civilization



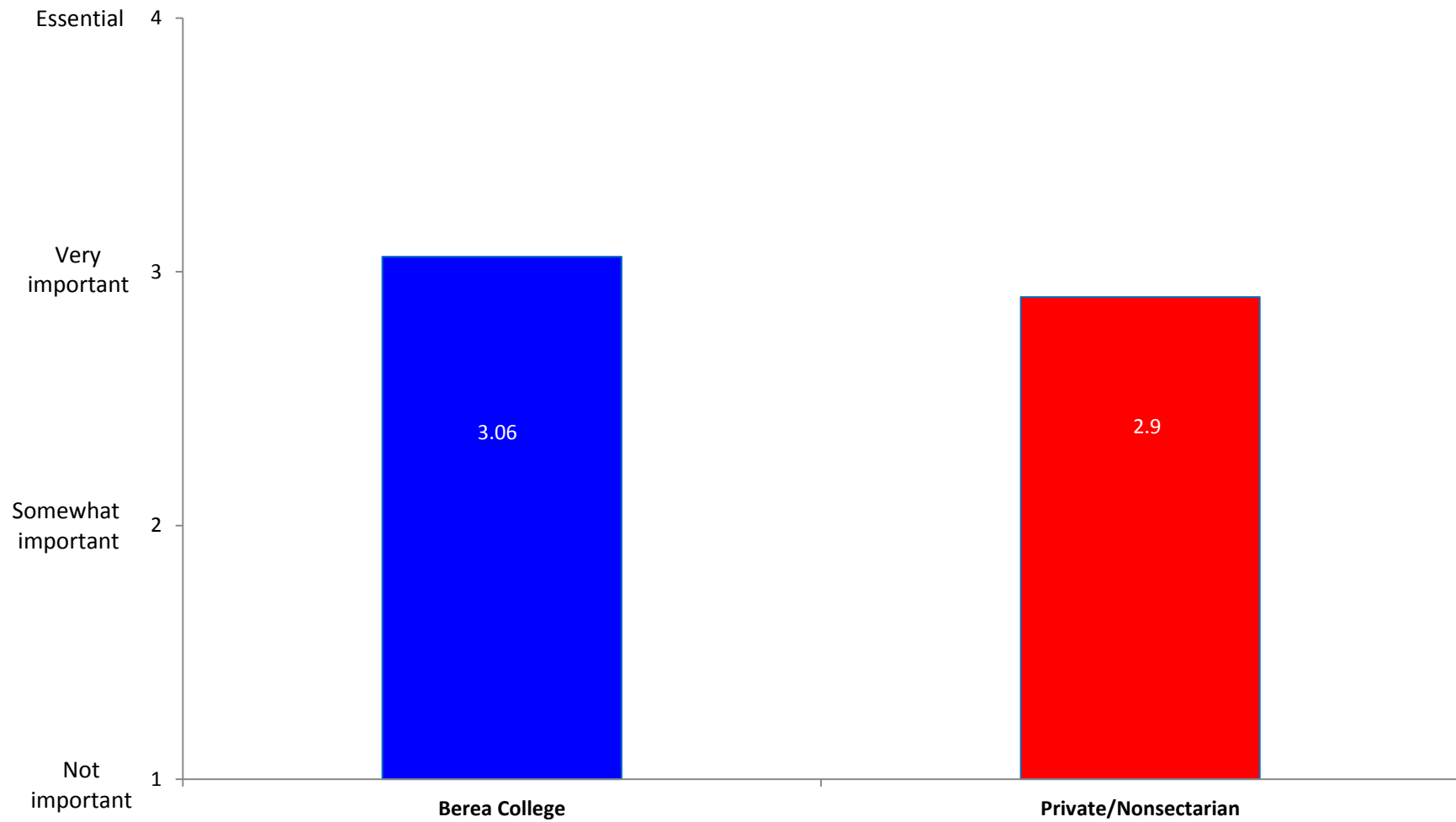
Higher Education Research Institute (HERI) Faculty Survey

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



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

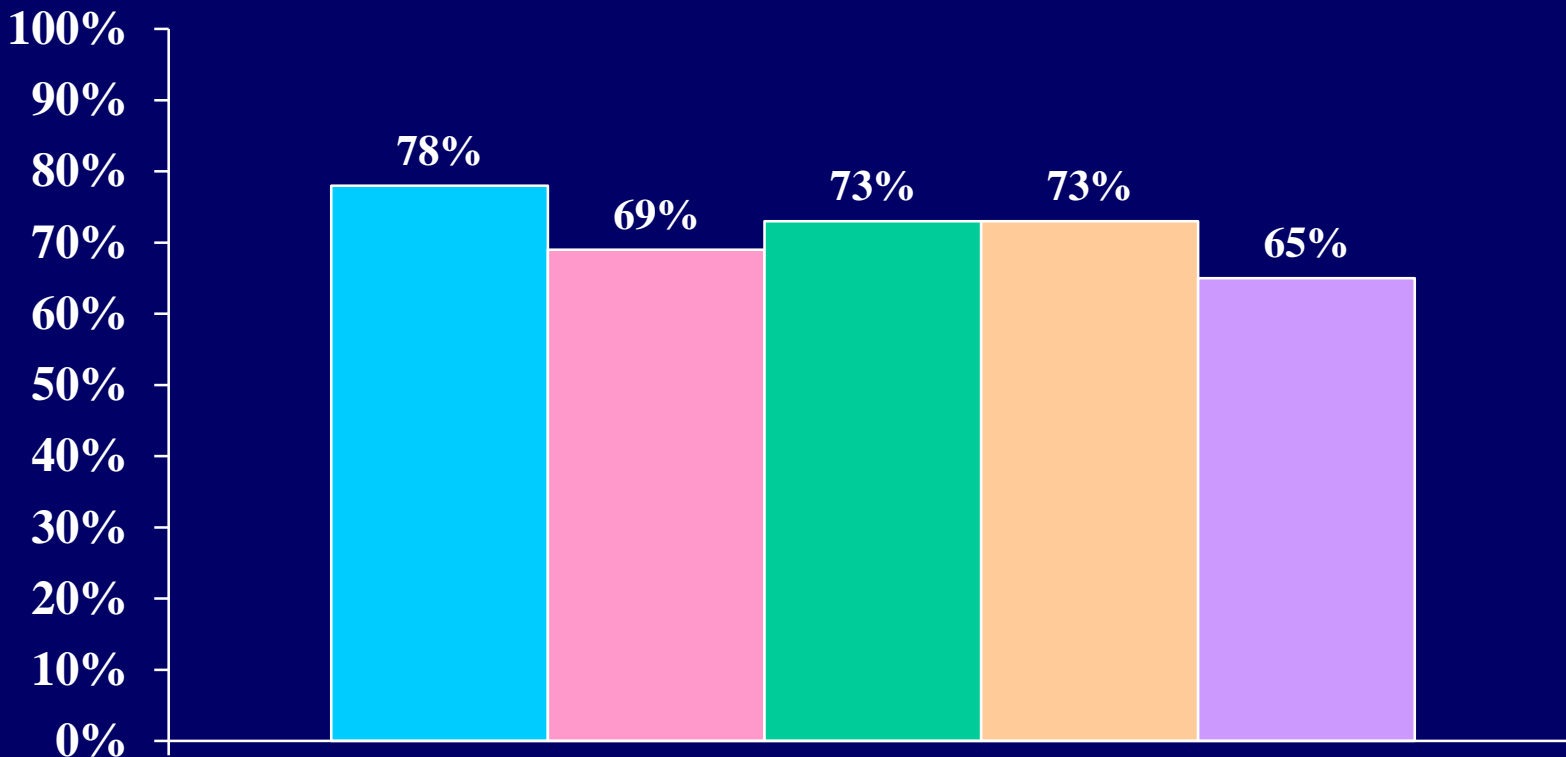
Help students develop personal values



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

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

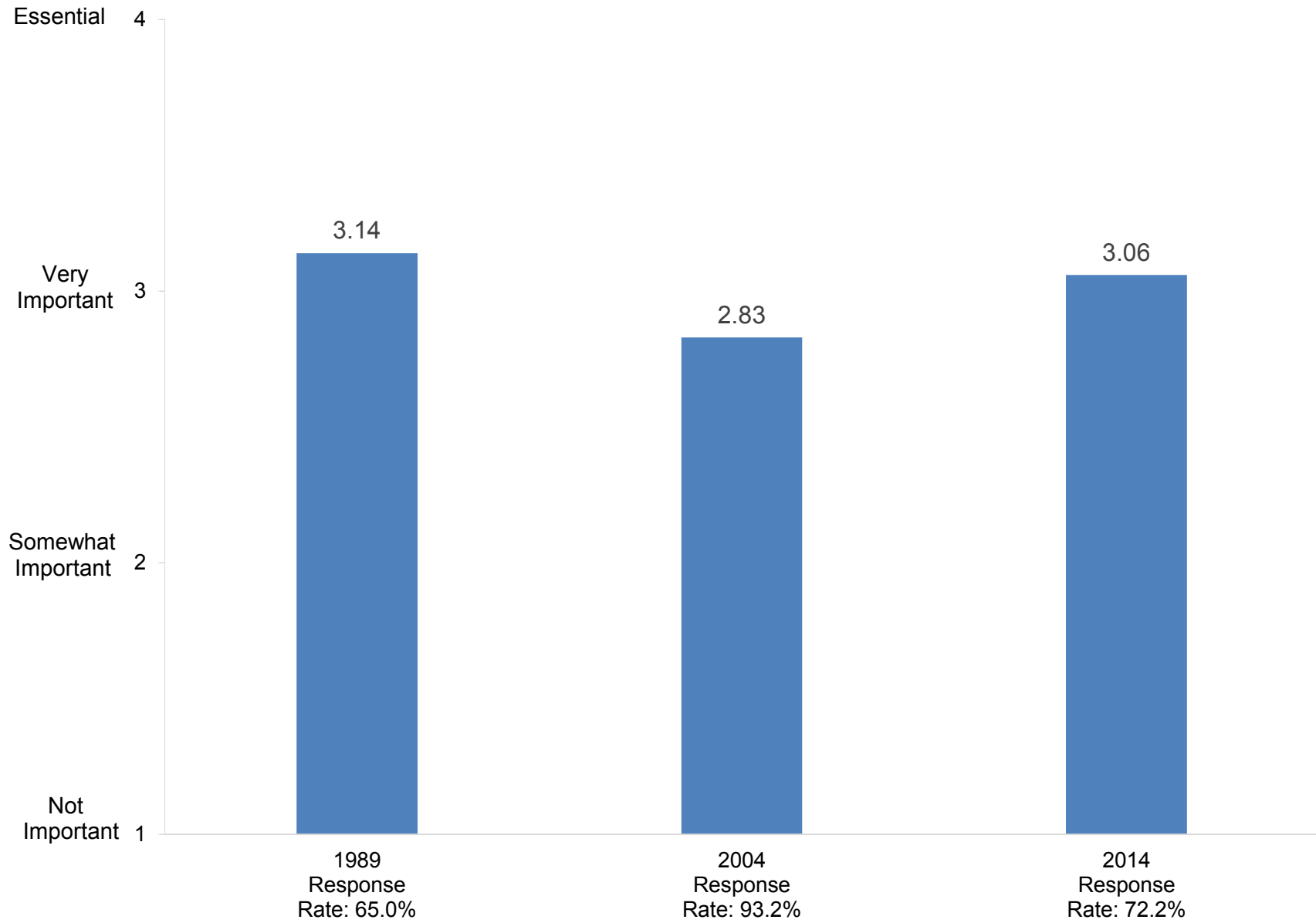
Help students develop personal values



Higher Education Research Institute (HERI) Faculty Survey

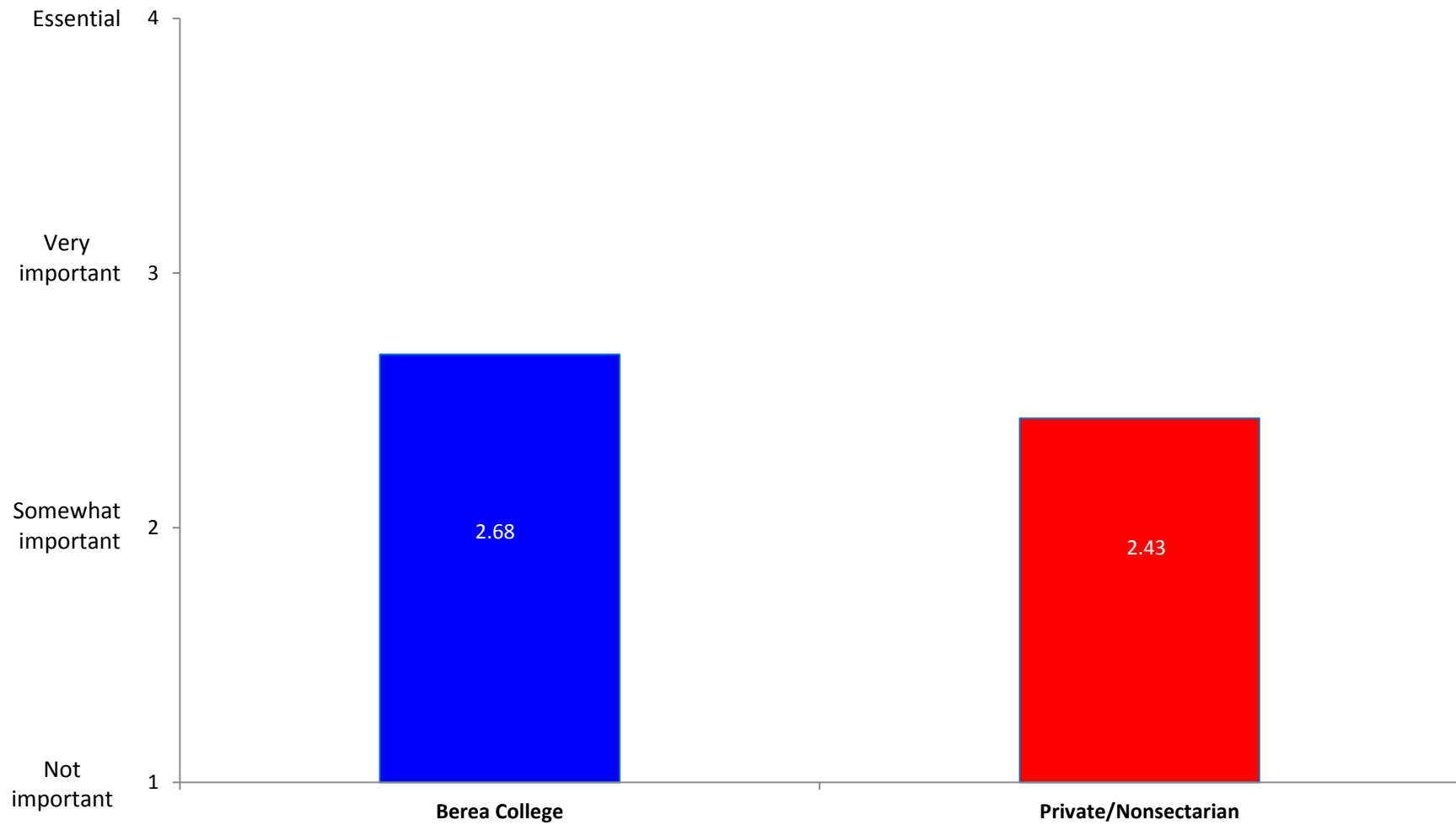
Indicate the importance to you of each of the following education goals for undergraduate students:

Help students develop personal values



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

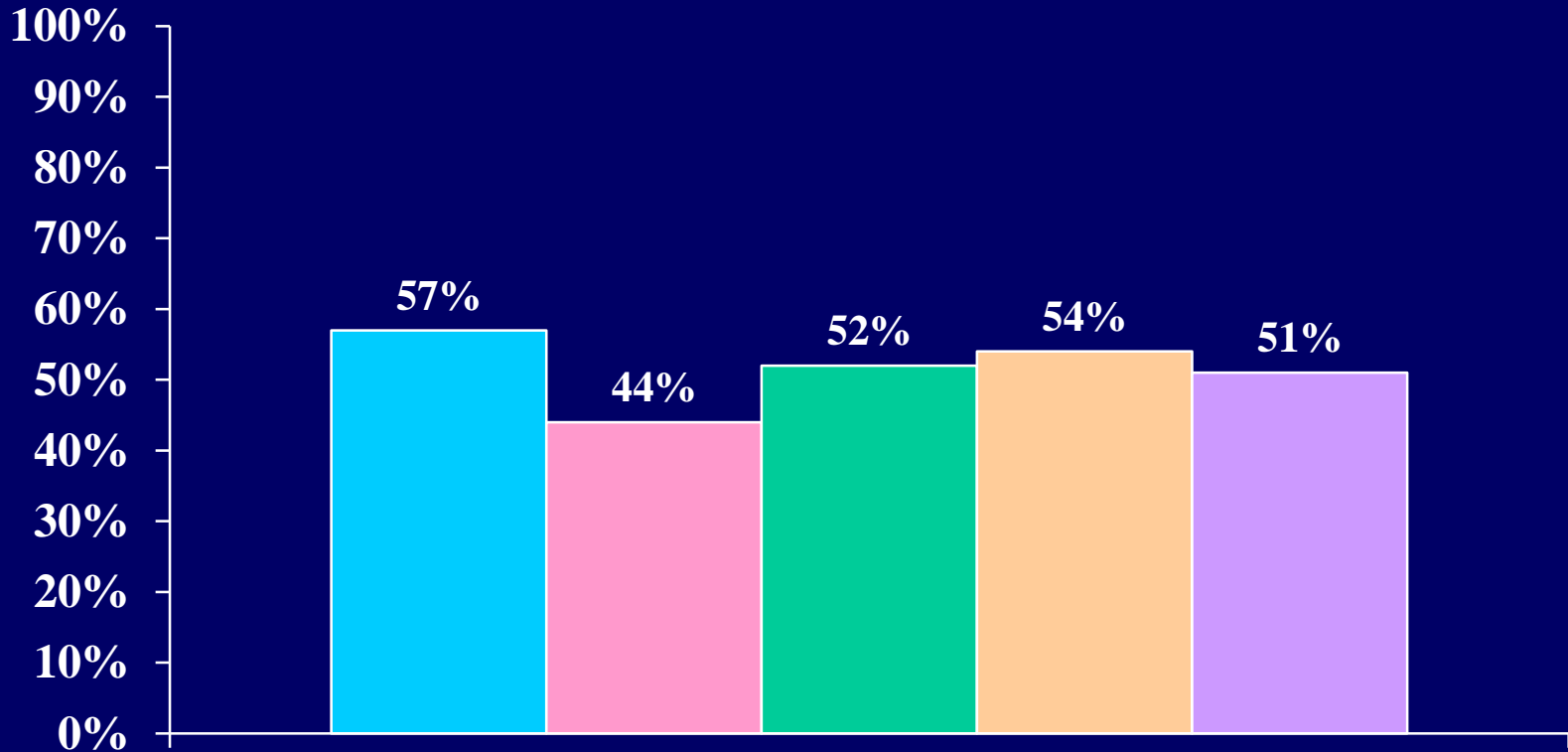
Instill in students a commitment to community service



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

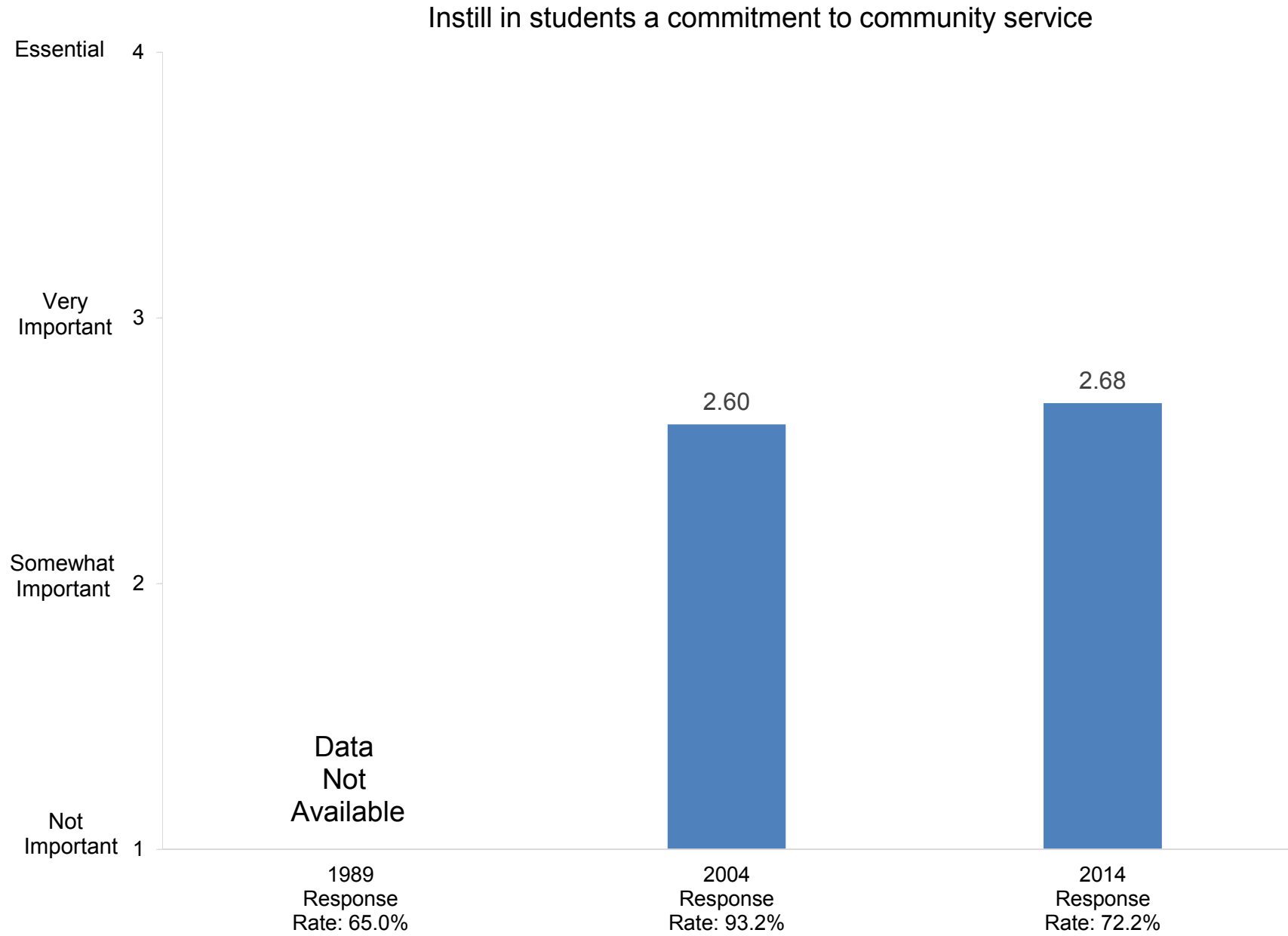
Percent of faculty who indicated “essential” or “very important”

Instill in students a commitment to community service



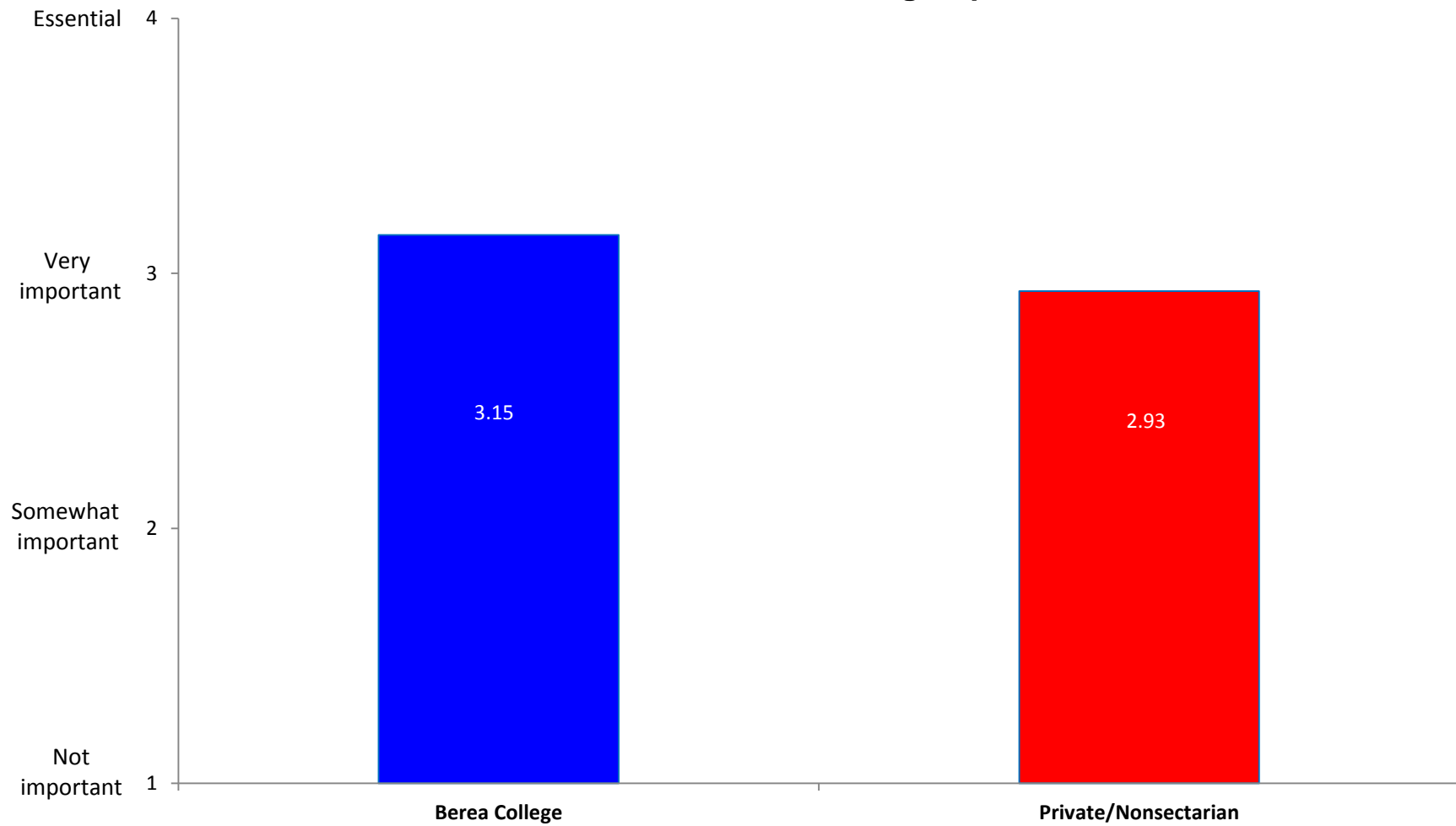
Higher Education Research Institute (HERI) Faculty Survey

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



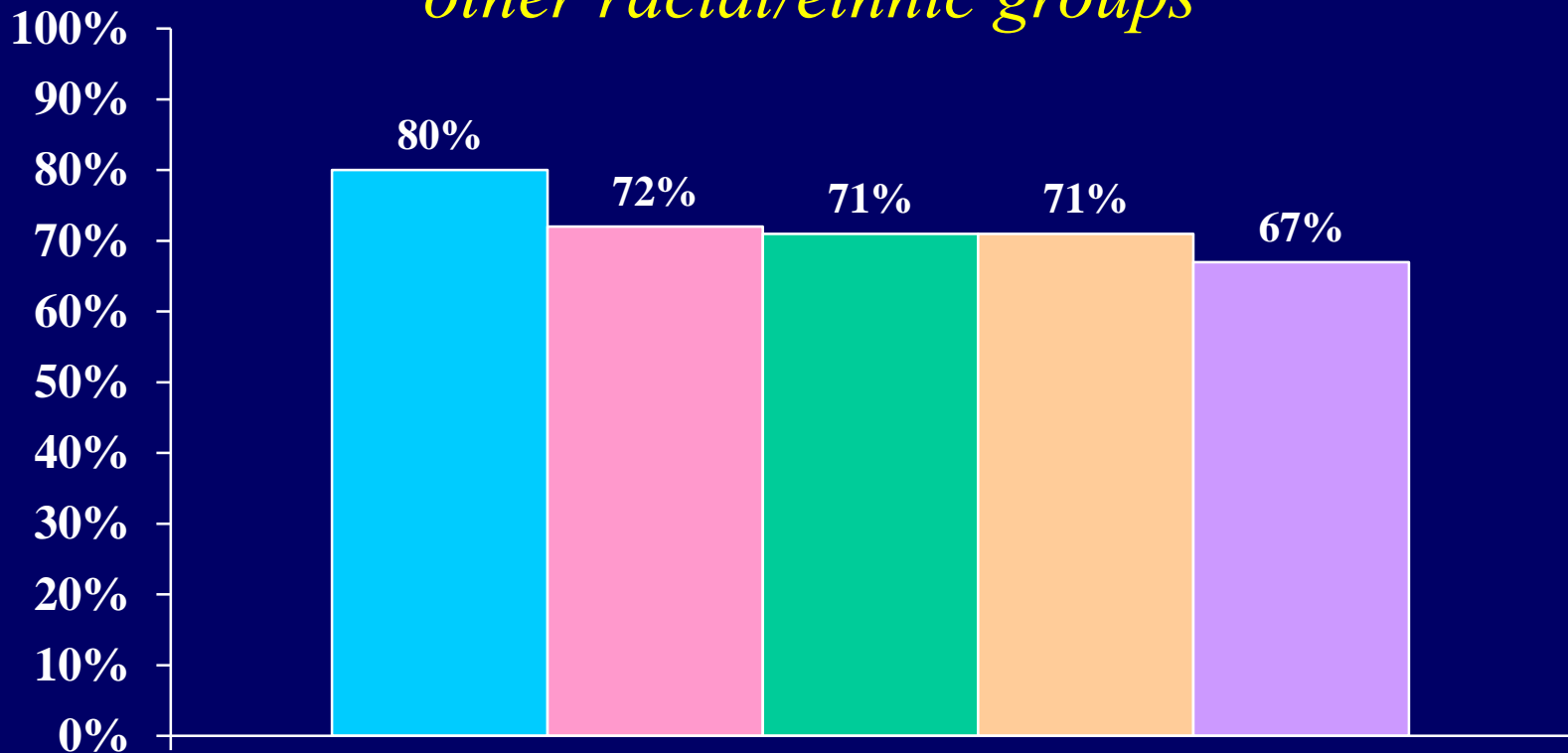
Indicate the importance to you of the following education goals for students:

Enhance students' knowledge of and appreciation for other racial/ethnic groups



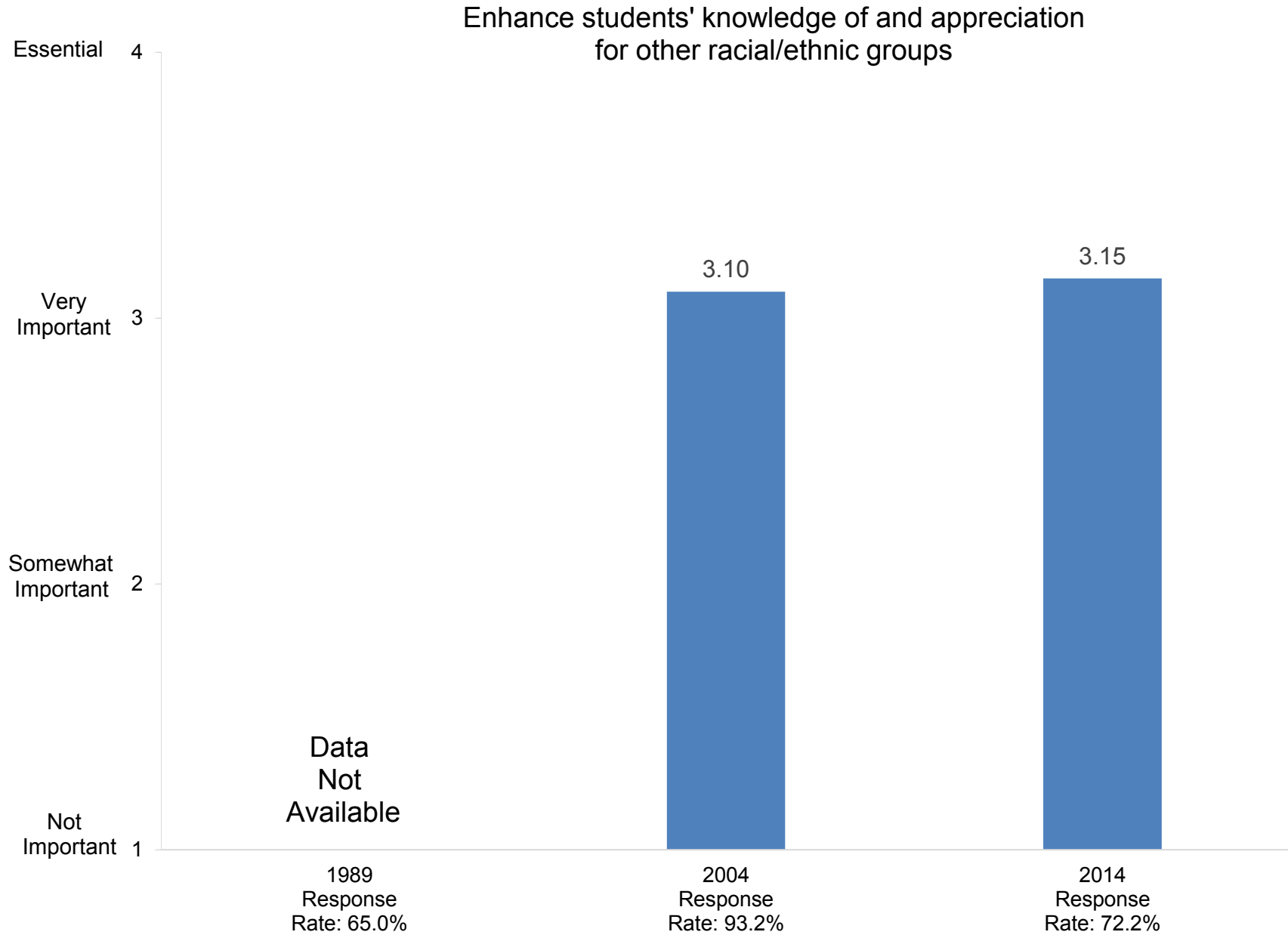
Indicate the importance to you of each of the following education goals for undergraduate students:
Percent of faculty who indicated “essential” or “very important”

Enhance students’ knowledge of and appreciation for other racial/ethnic groups

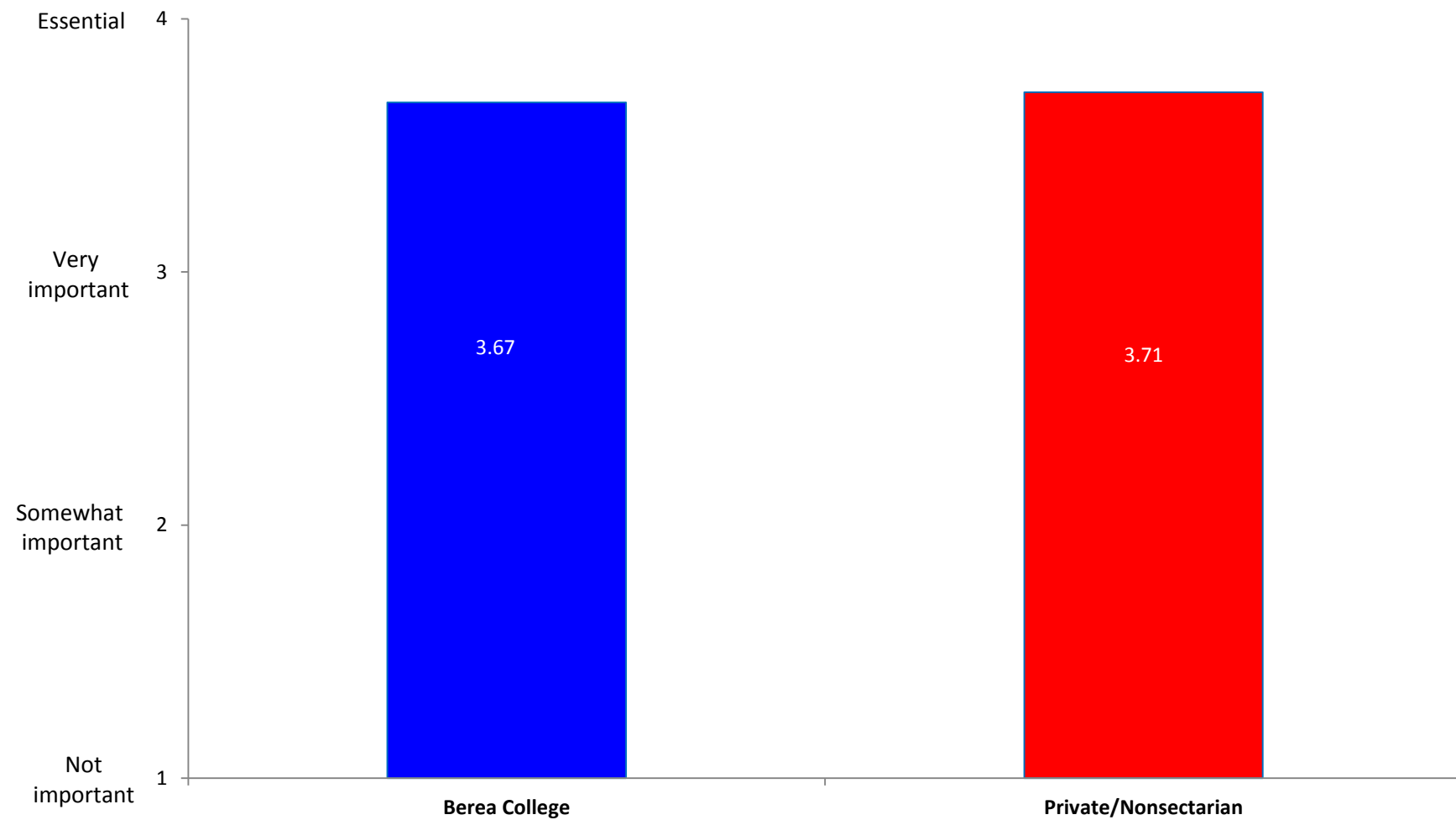


Higher Education Research Institute (HERI) Faculty Survey

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



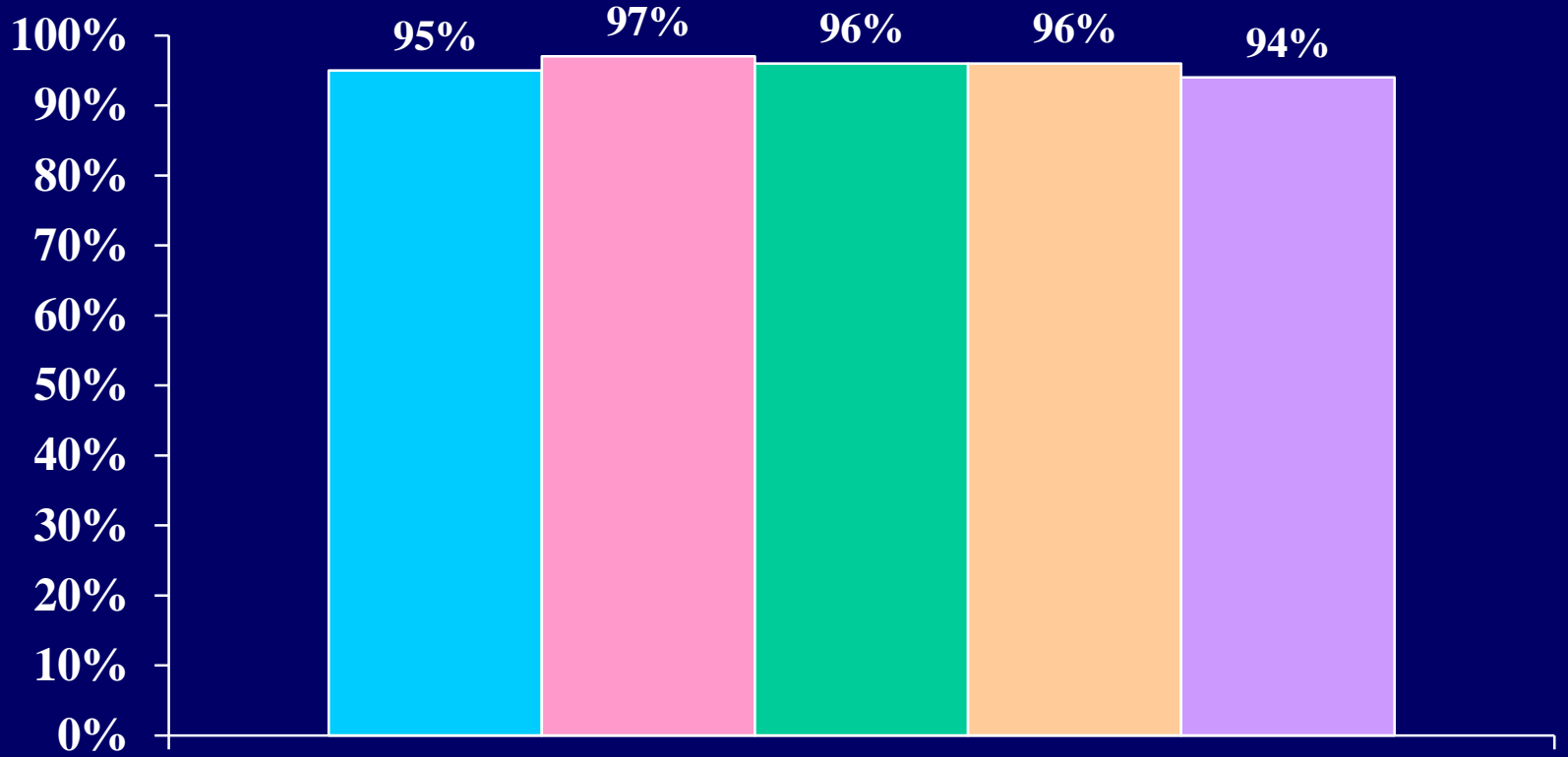
Promote ability to write effectively



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

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

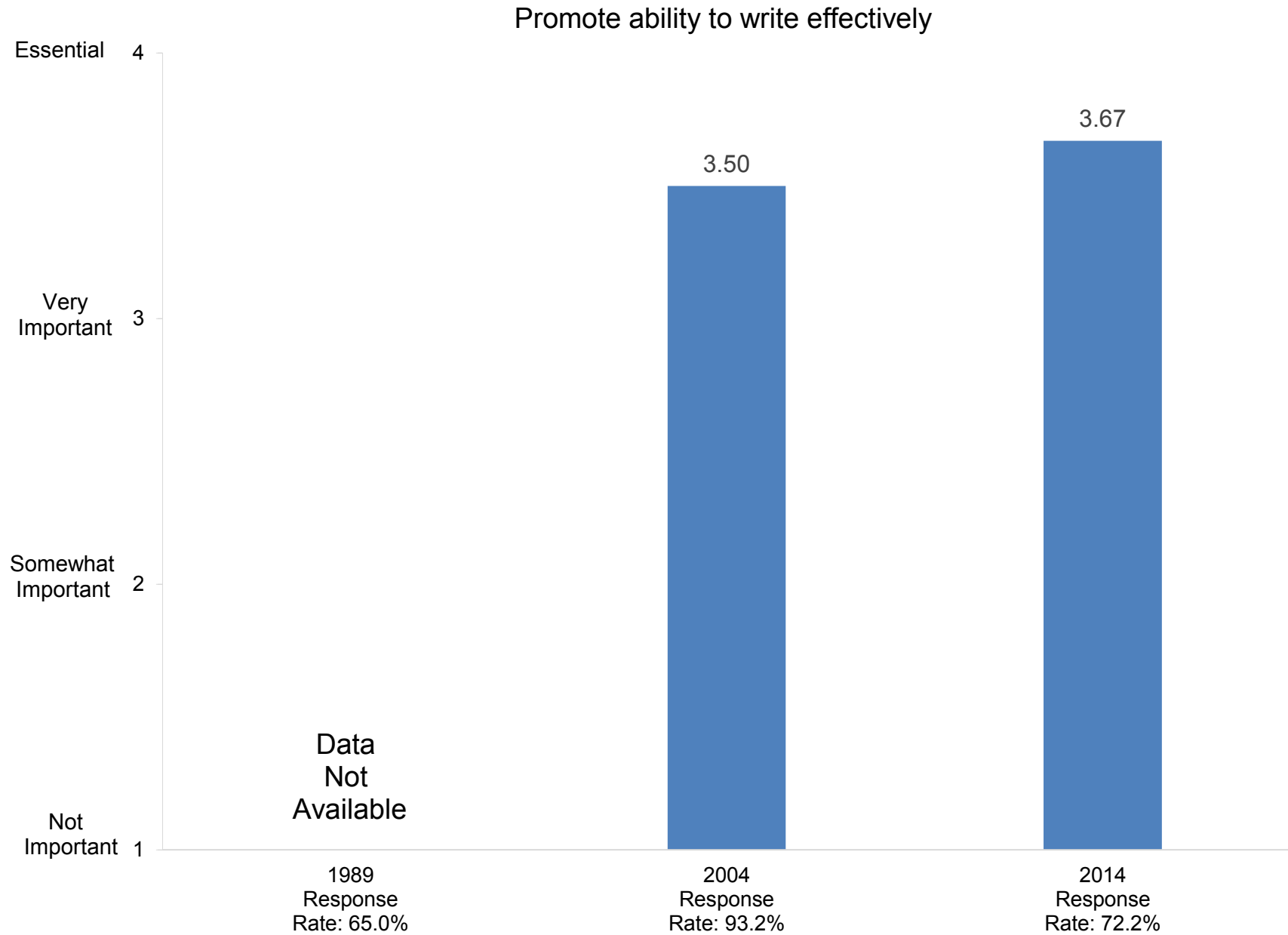
Promote ability to write effectively



 Berea	 Benchmark Institutions	 Non-Sectarian – High Selectivity	 4-Year Private	 Publics
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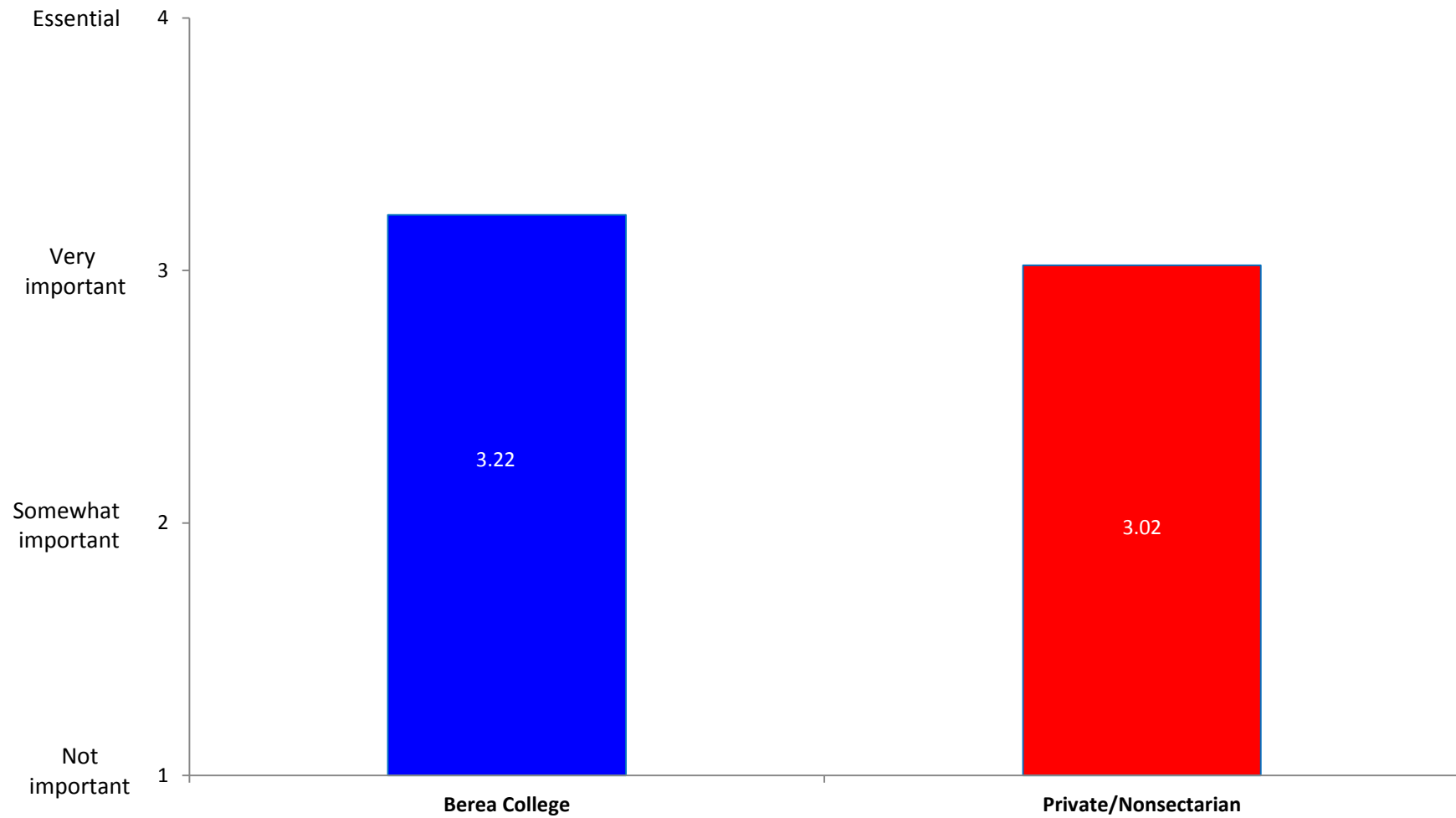
Higher Education Research Institute (HERI) Faculty Survey

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



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

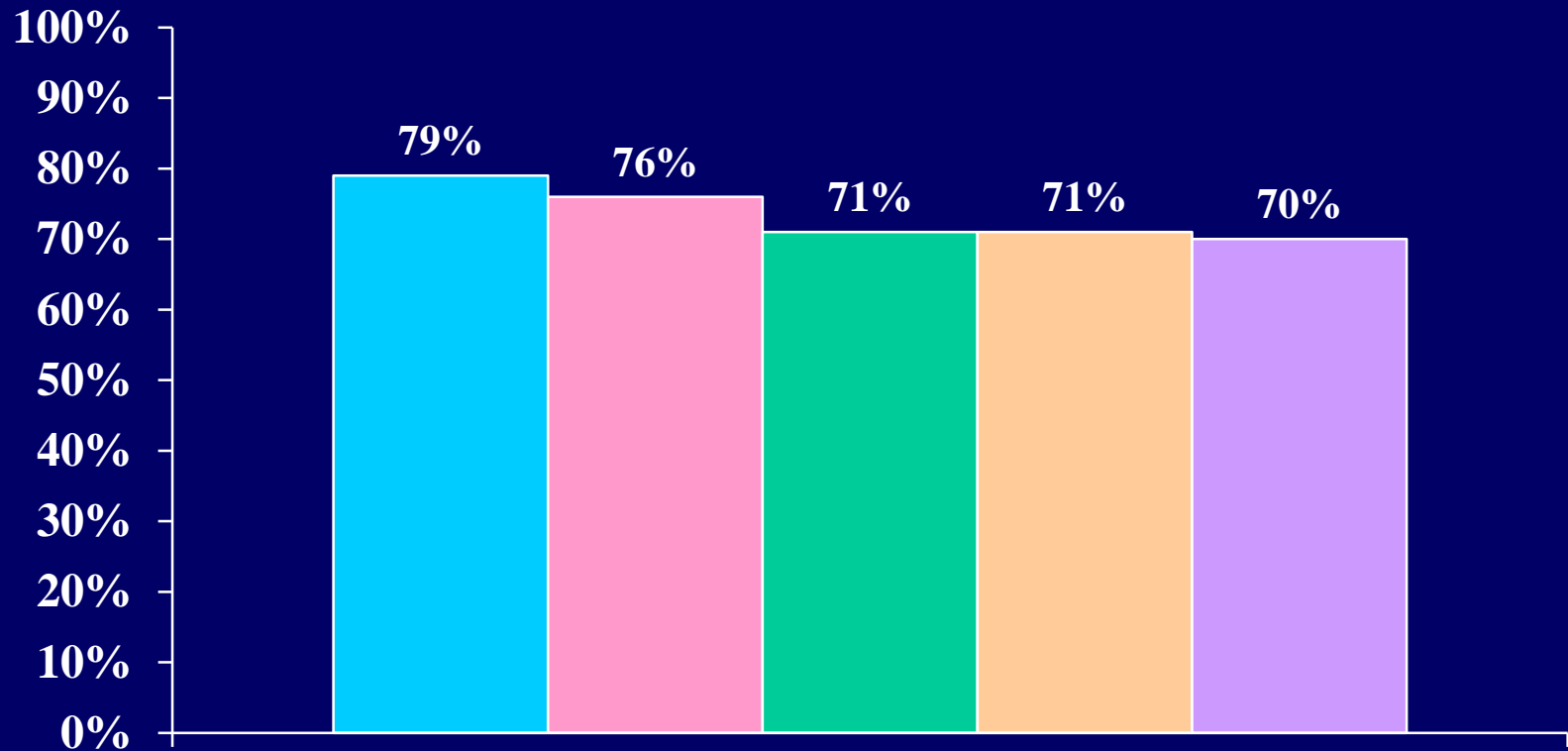
Help students evaluate the quality and reliability of information



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

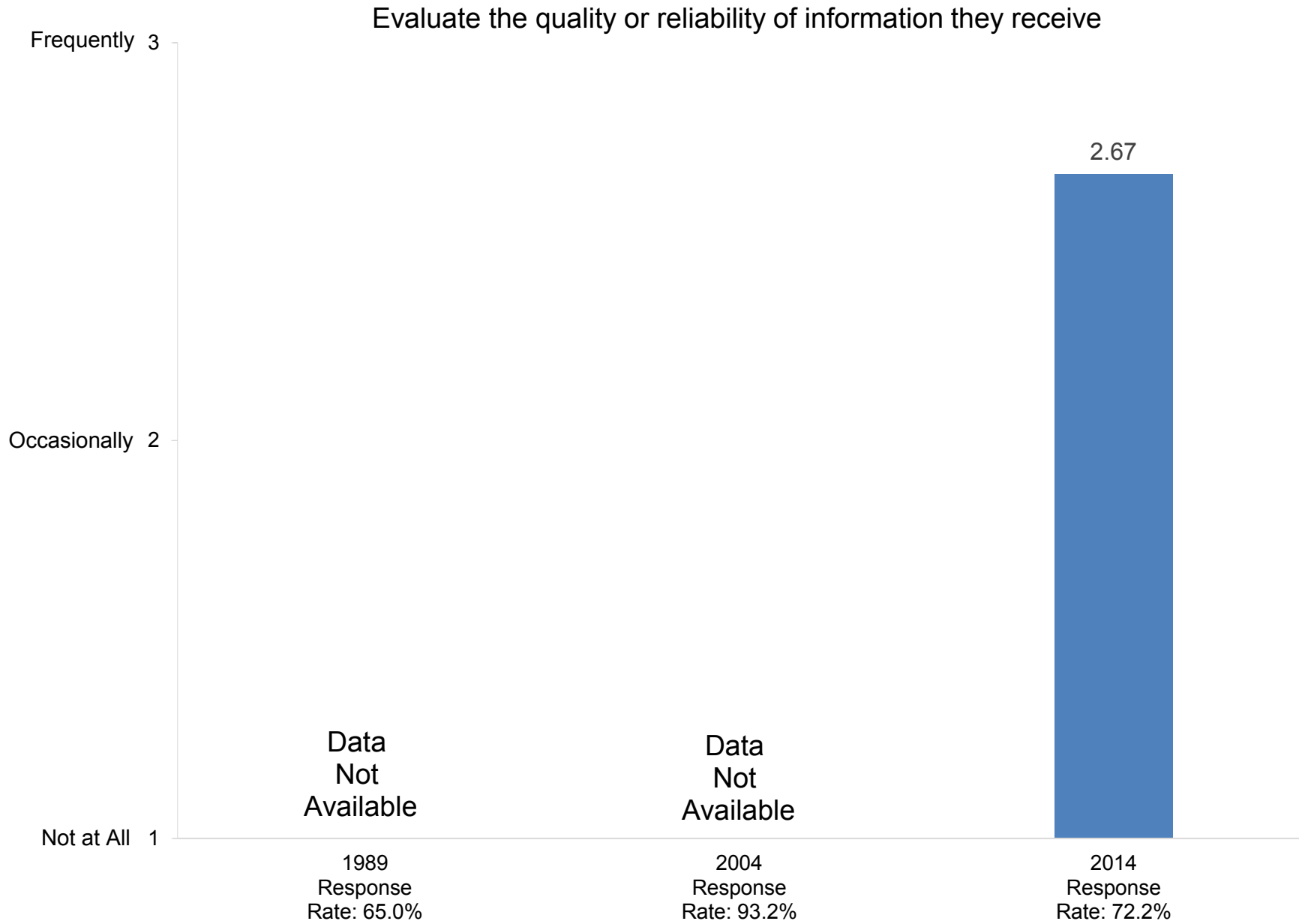
Percent of faculty who indicated “essential” or “very important”

*Help students evaluate the quality and
reliability of information*



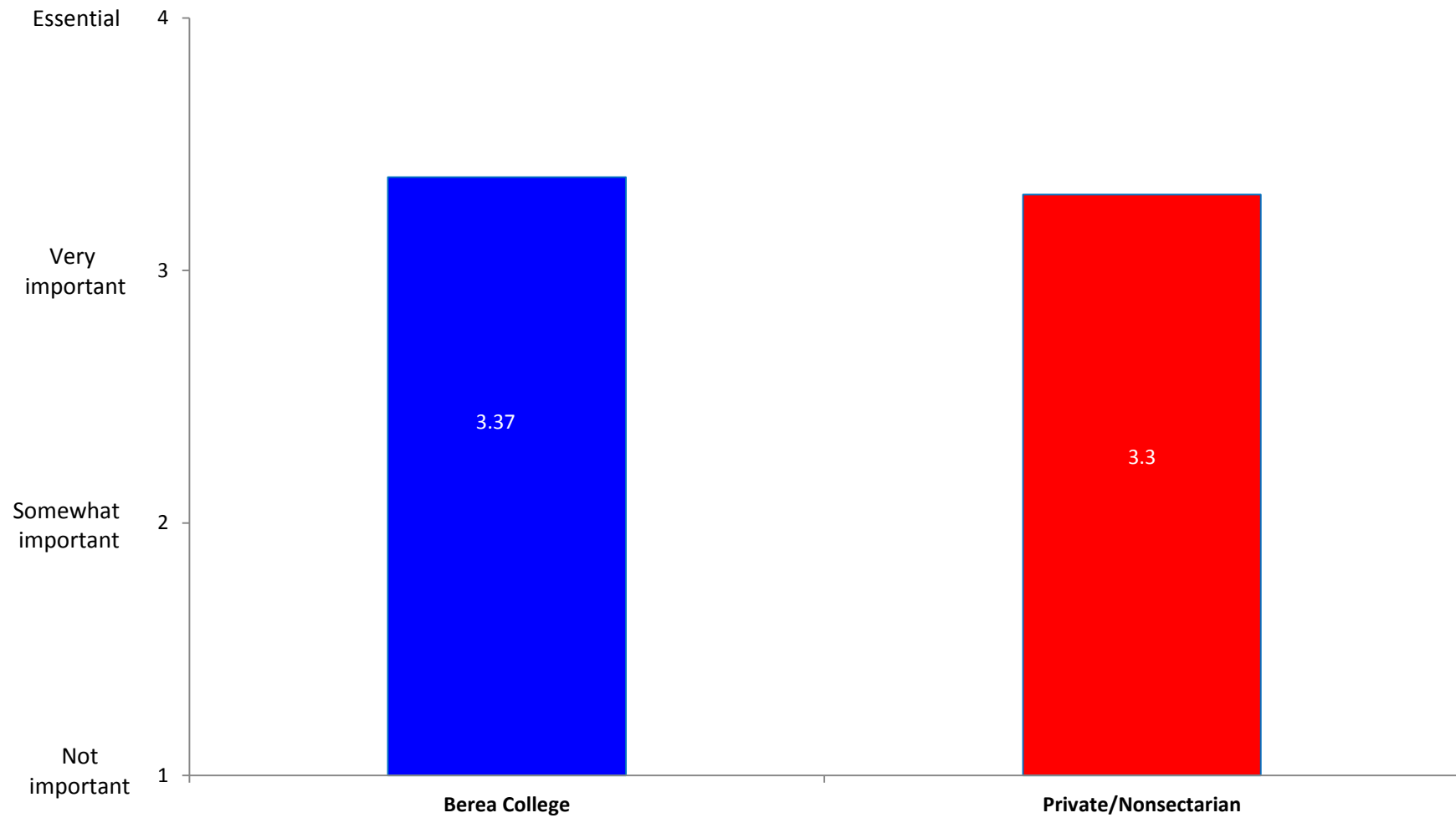
Higher Education Research Institute (HERI) Faculty Survey

In your interactions with undergraduates, how often in the past year did you encourage them to engage in the following activities?



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

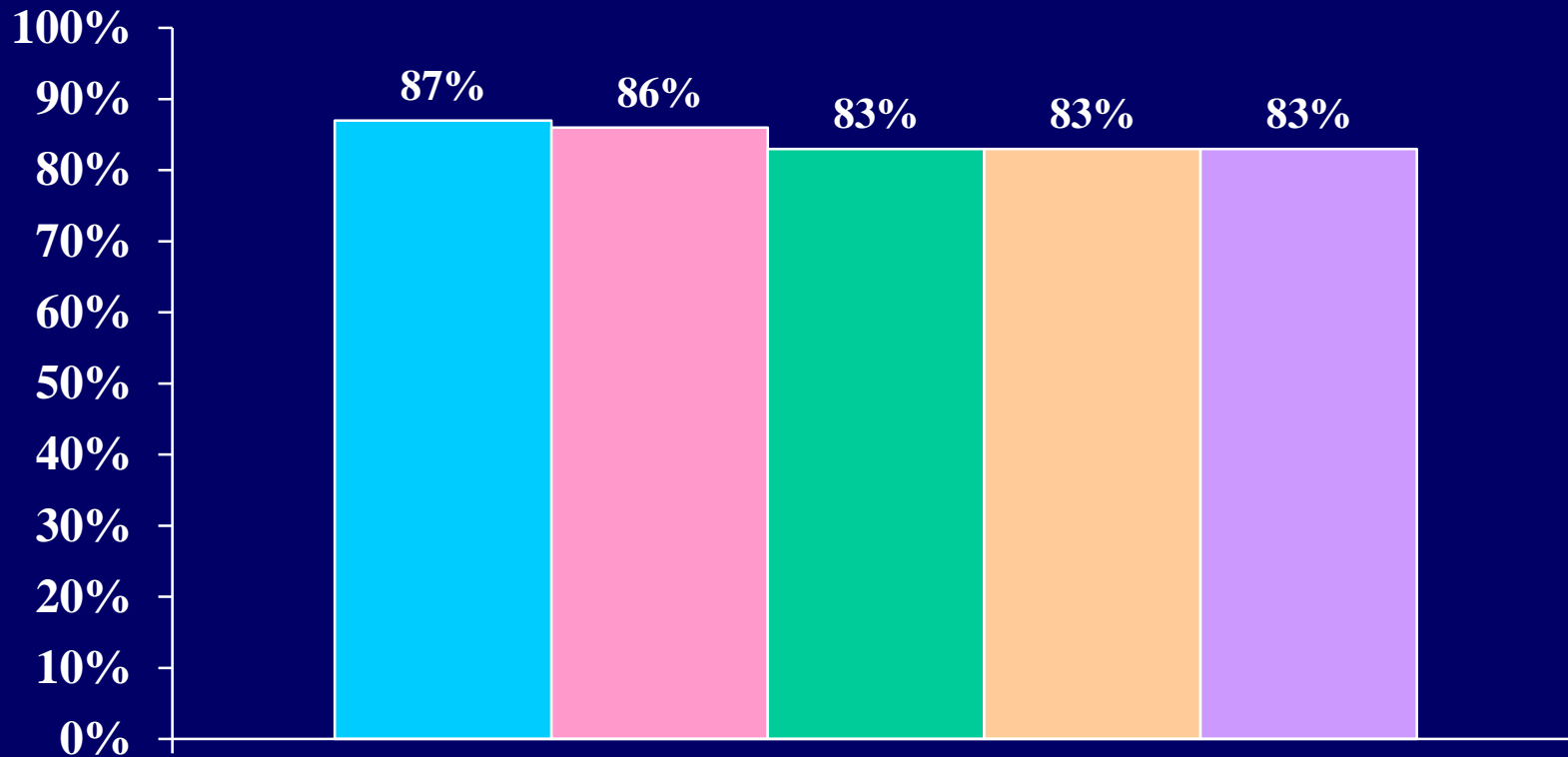
Teach students tolerance and respect for different beliefs



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

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

Teach students tolerance and respect for different beliefs



 Berea

 Benchmark
Institutions

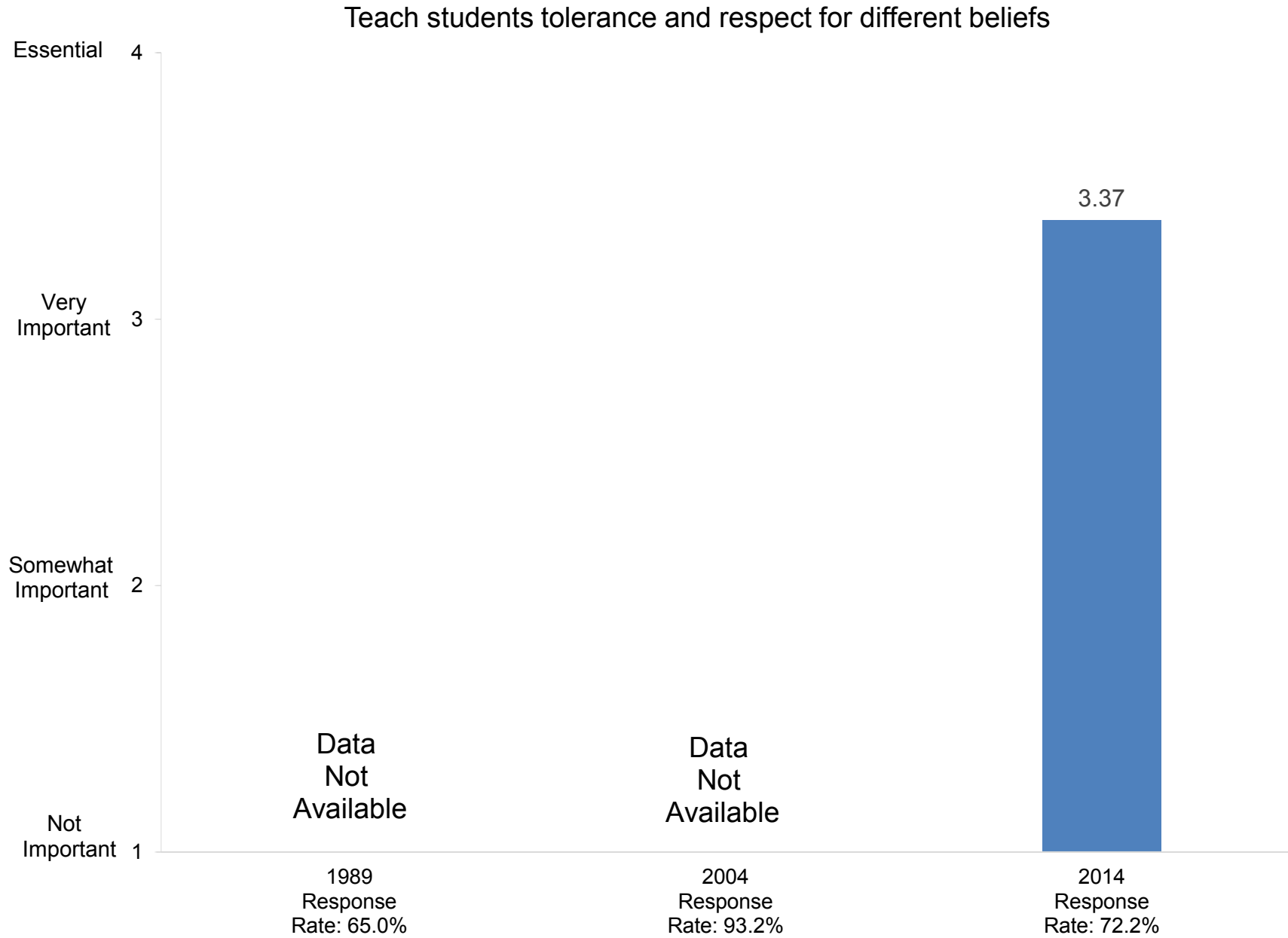
 Non-Sectarian –
High Selectivity

 4-Year
Private

 Publics

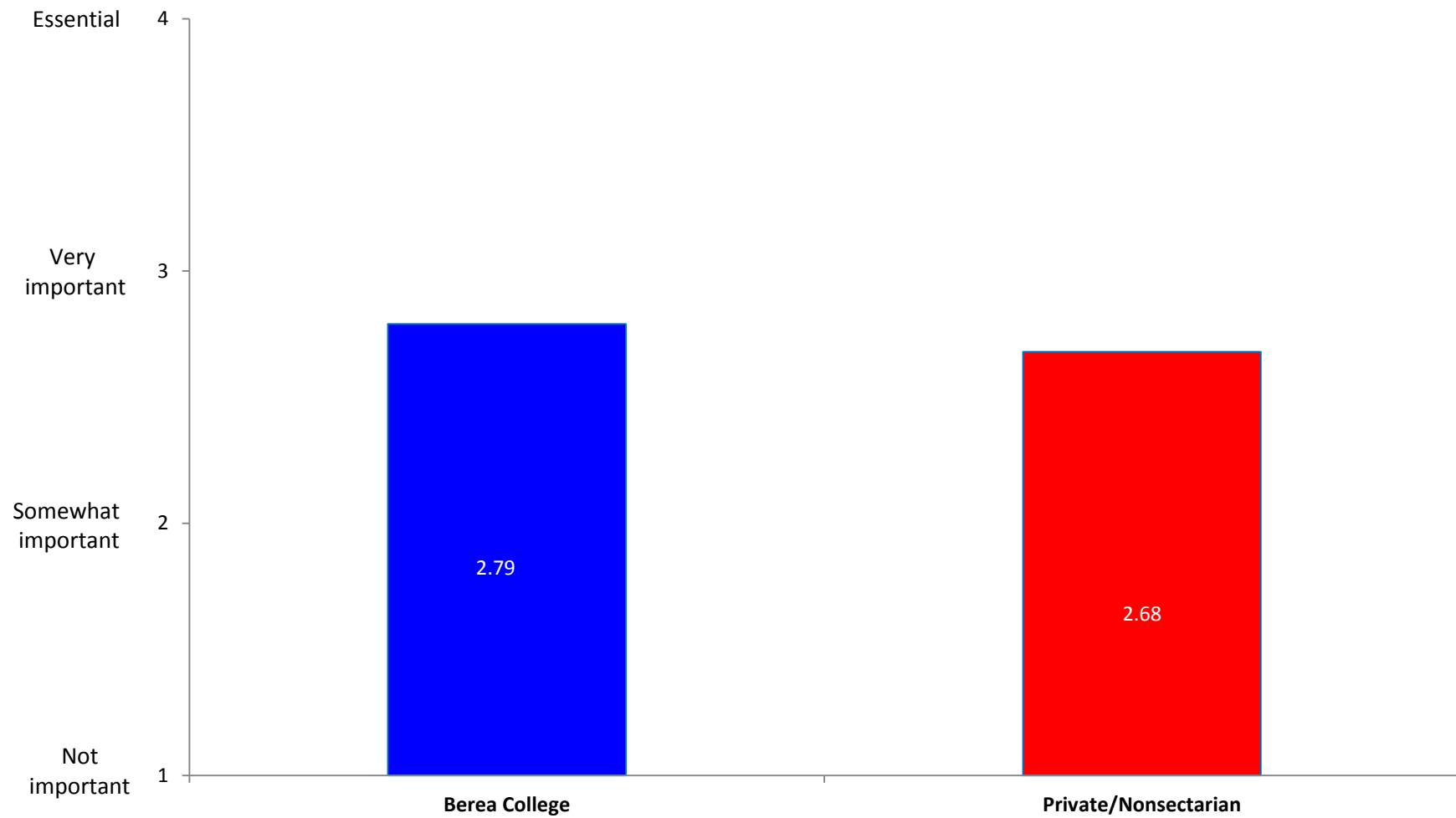
Higher Education Research Institute (HERI) Faculty Survey

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



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

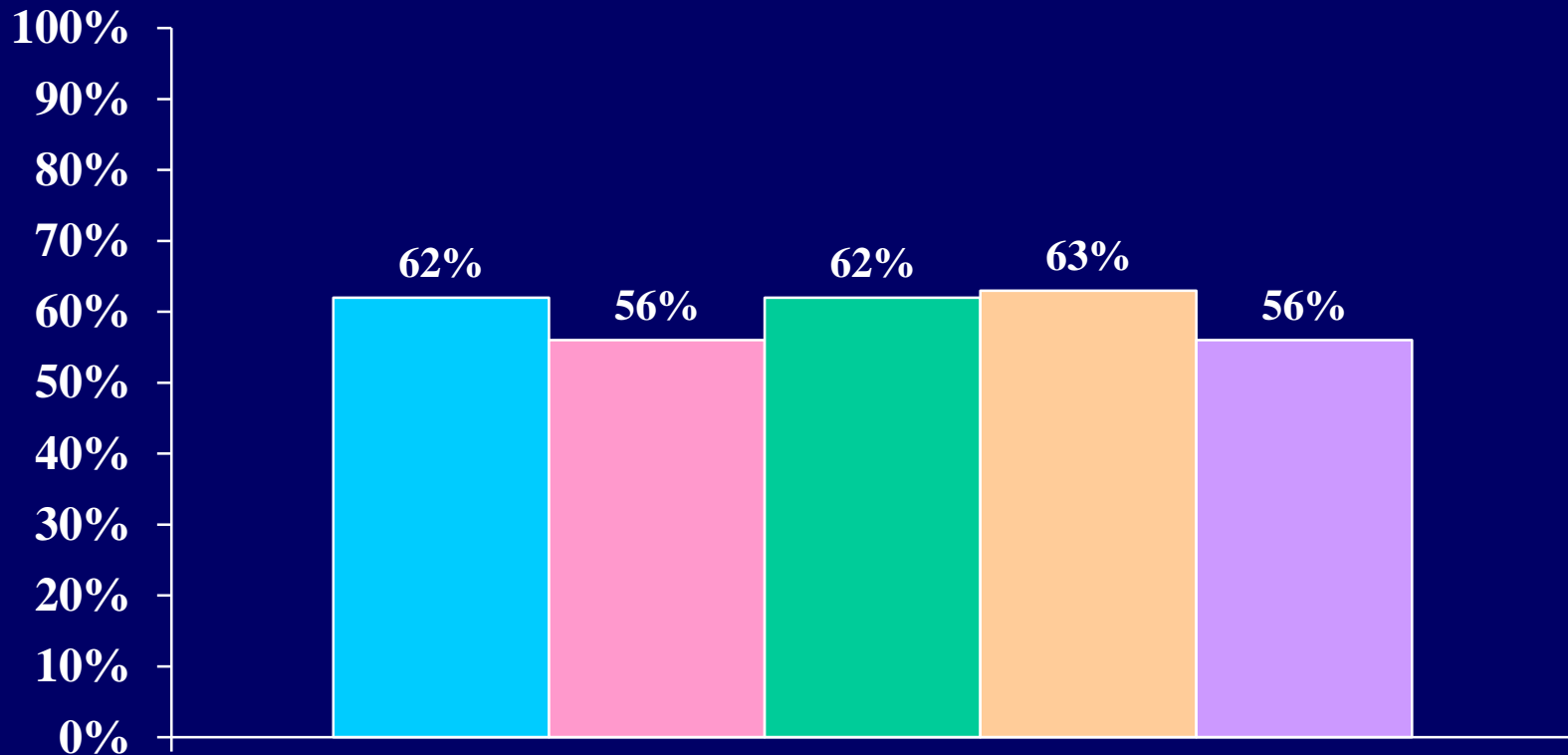
Encourage students to become agents of social change



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

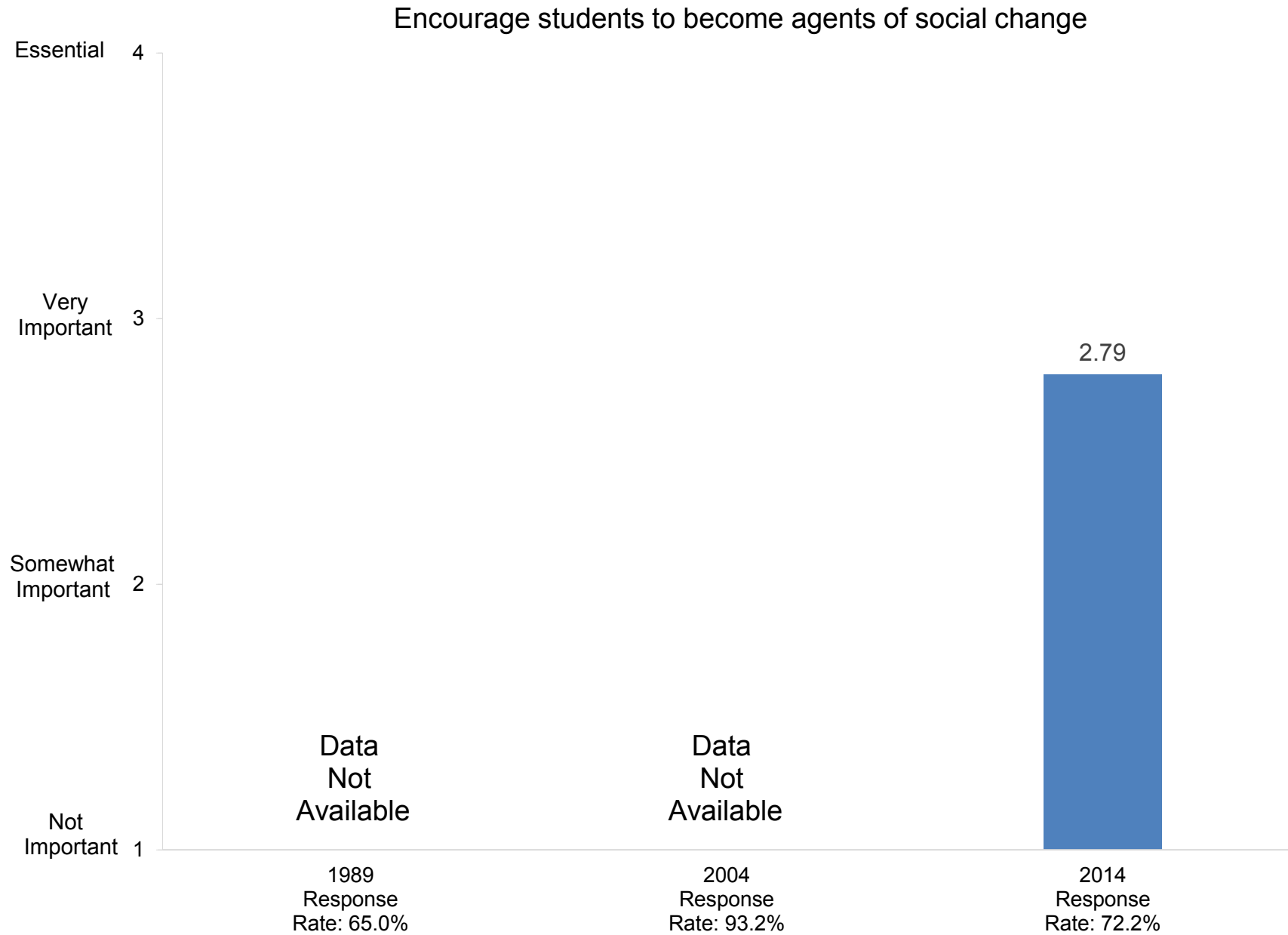
Percent of faculty who indicated “essential” or “very important”

Encourage students to become agents of social change



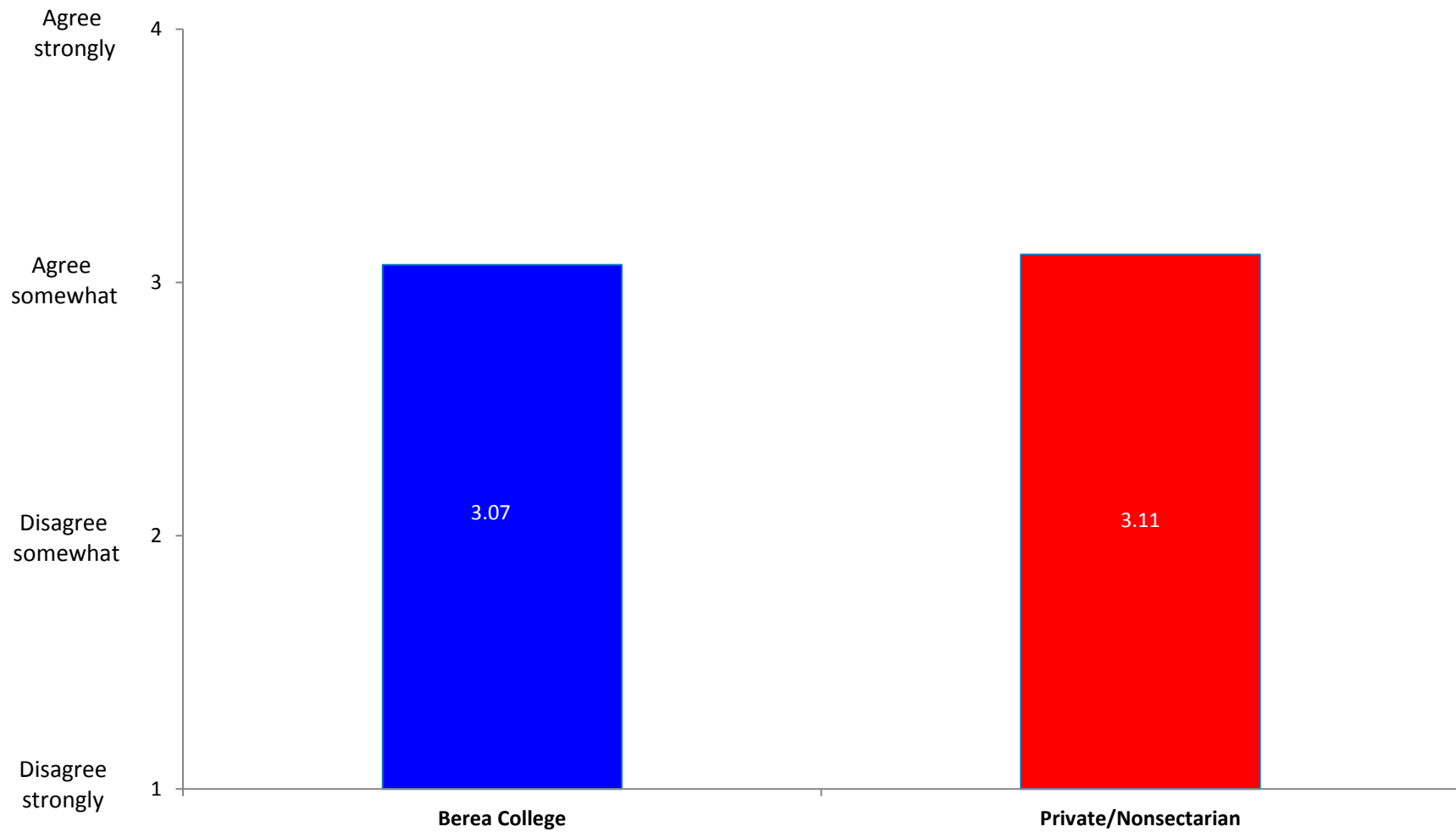
Higher Education Research Institute (HERI) Faculty Survey

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



Indicate the extent to which you agree or disagree with each of the following:

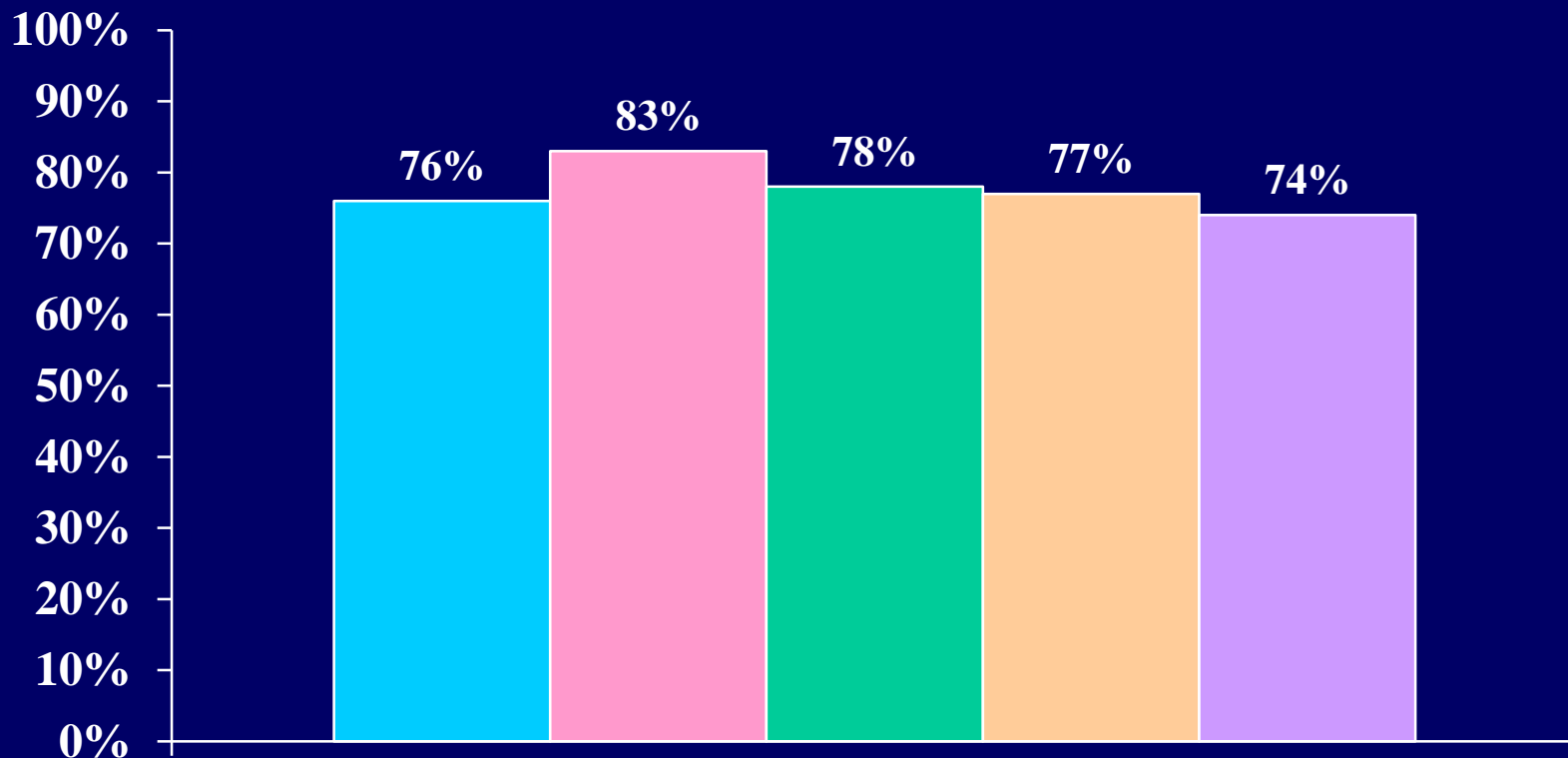
I try to dispel perceptions of competition



Indicate the extent to which you agree or disagree with each of the following.

Percent of faculty who “agree strongly” or “agree somewhat”

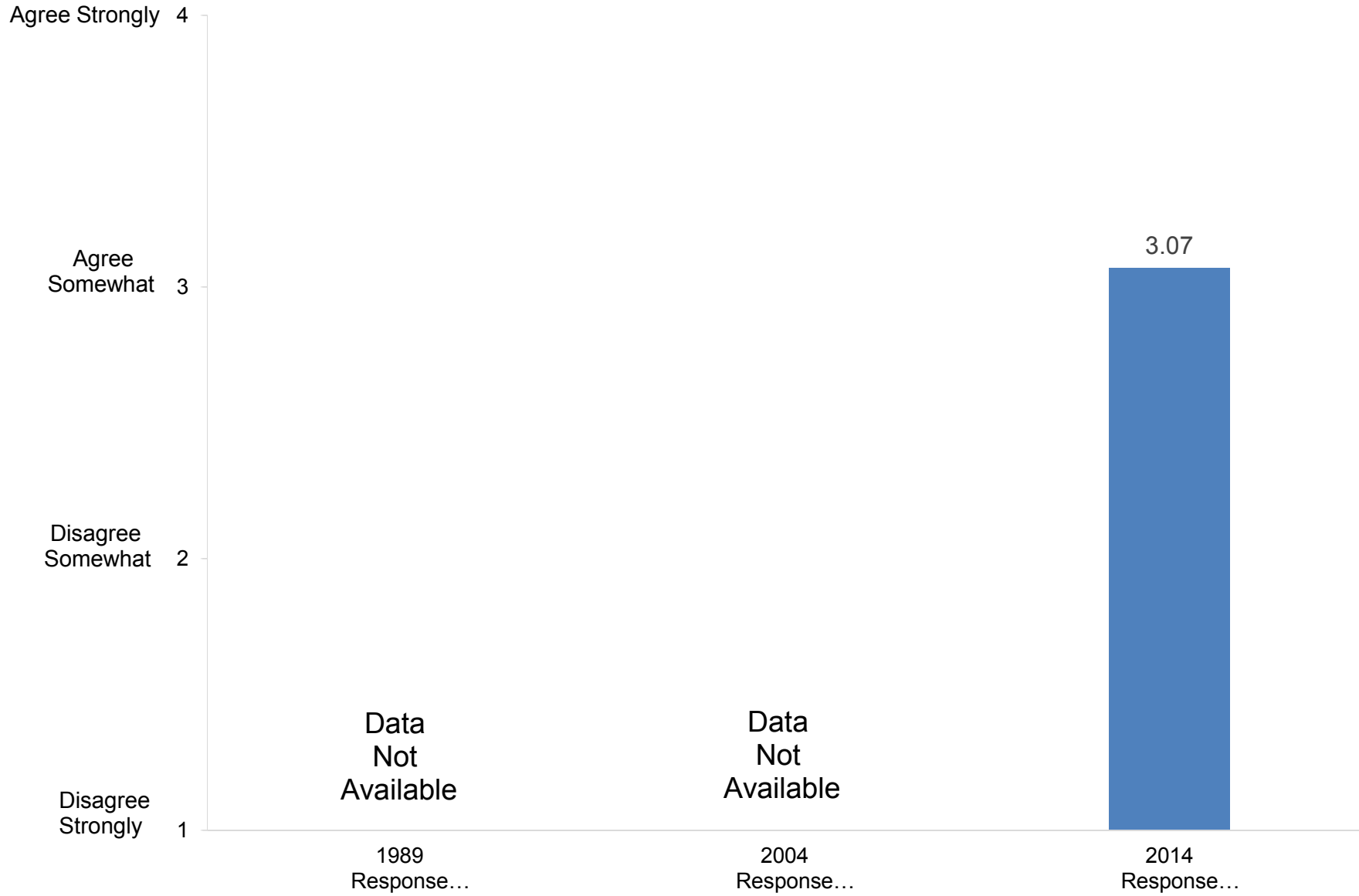
I try to dispel perceptions of competition



Higher Education Research Institute (HERI) Faculty Survey

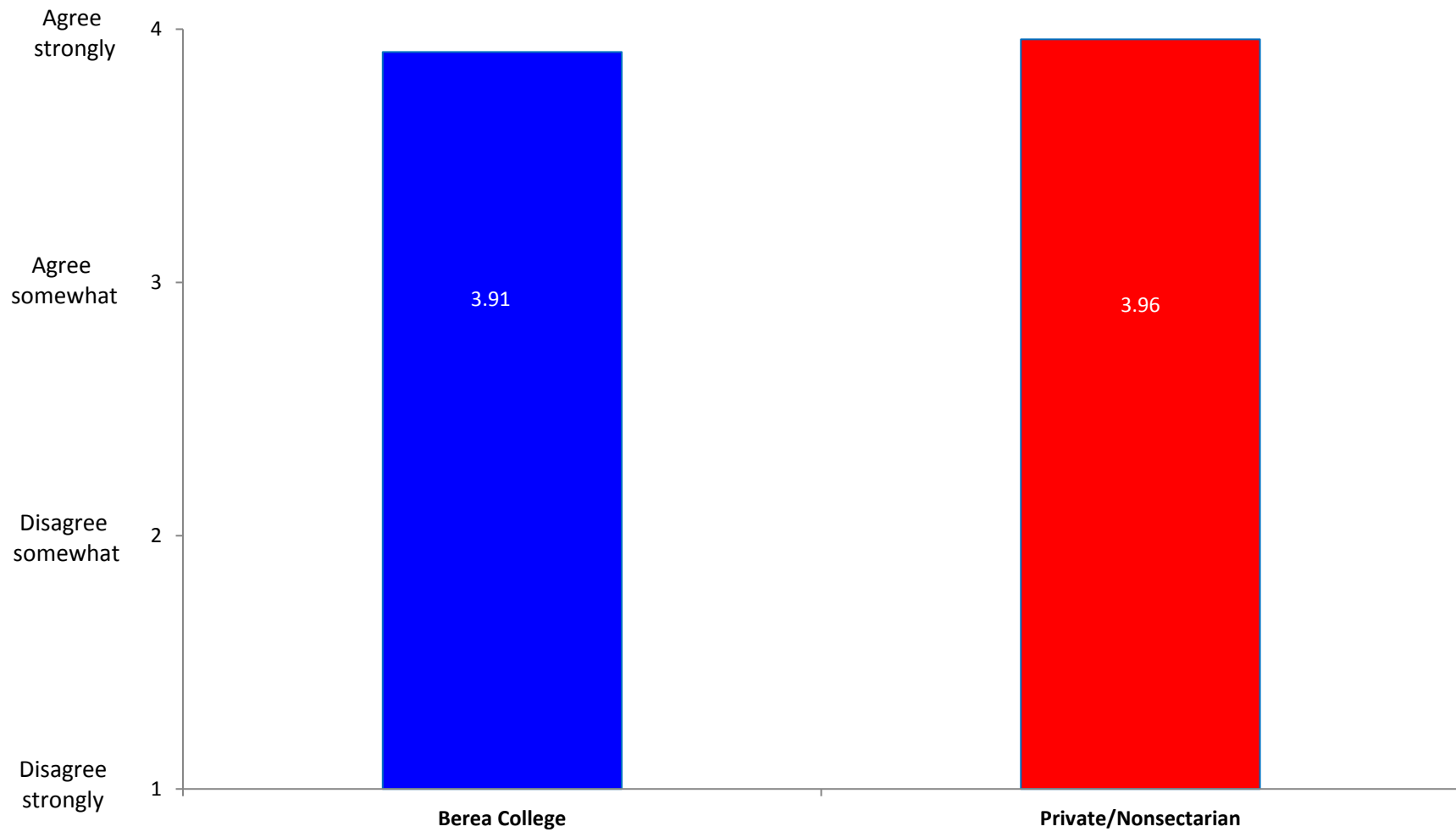
Indicate the extent to which you agree or disagree with each of the following:

I try to dispel perceptions of competition



Indicate the extent to which you agree or disagree with each of the following:

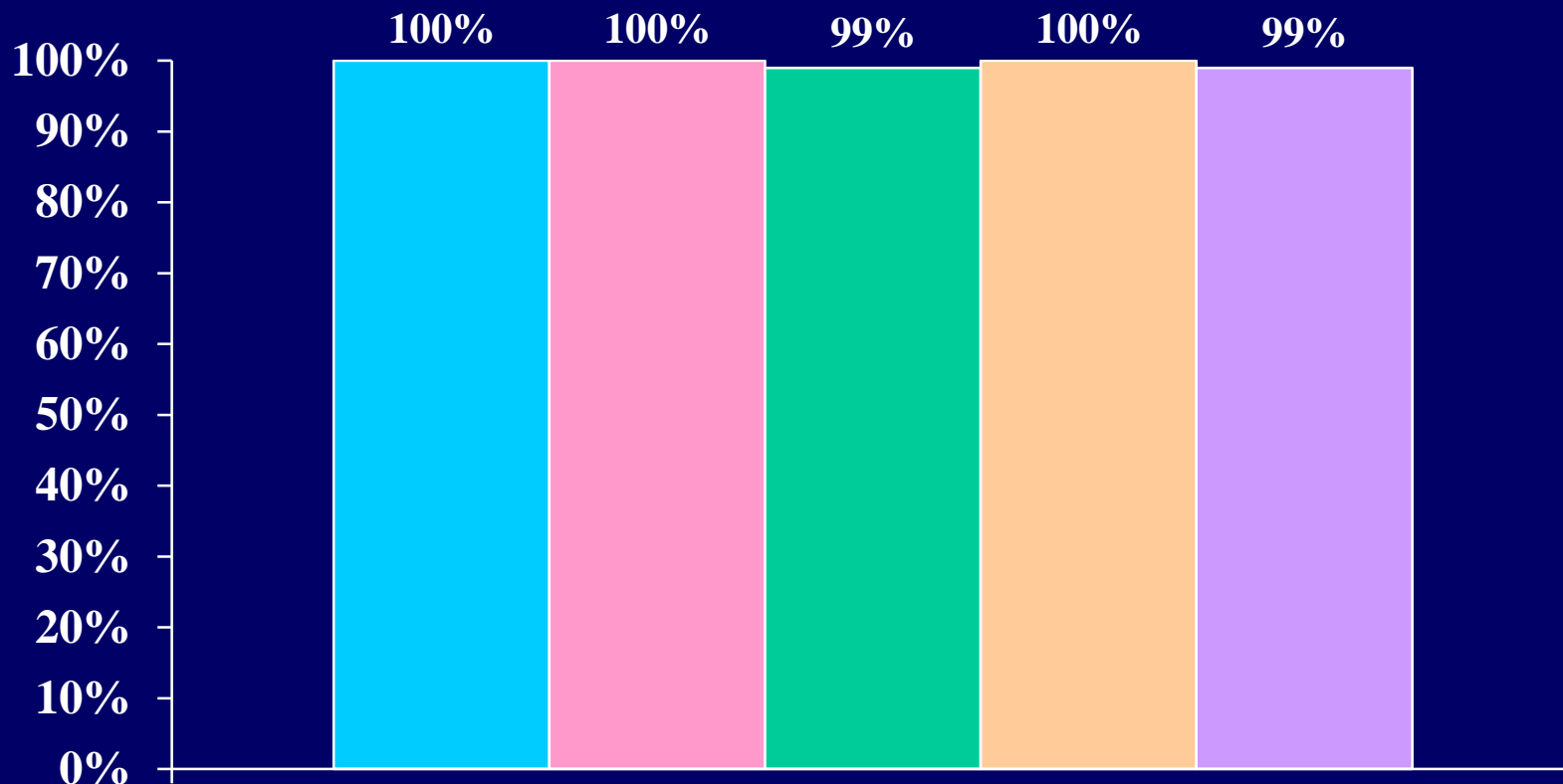
I encourage all students to approach me for help



Indicate the extent to which you agree or disagree with each of the following.

Percent of faculty who “agree strongly” or “agree somewhat”

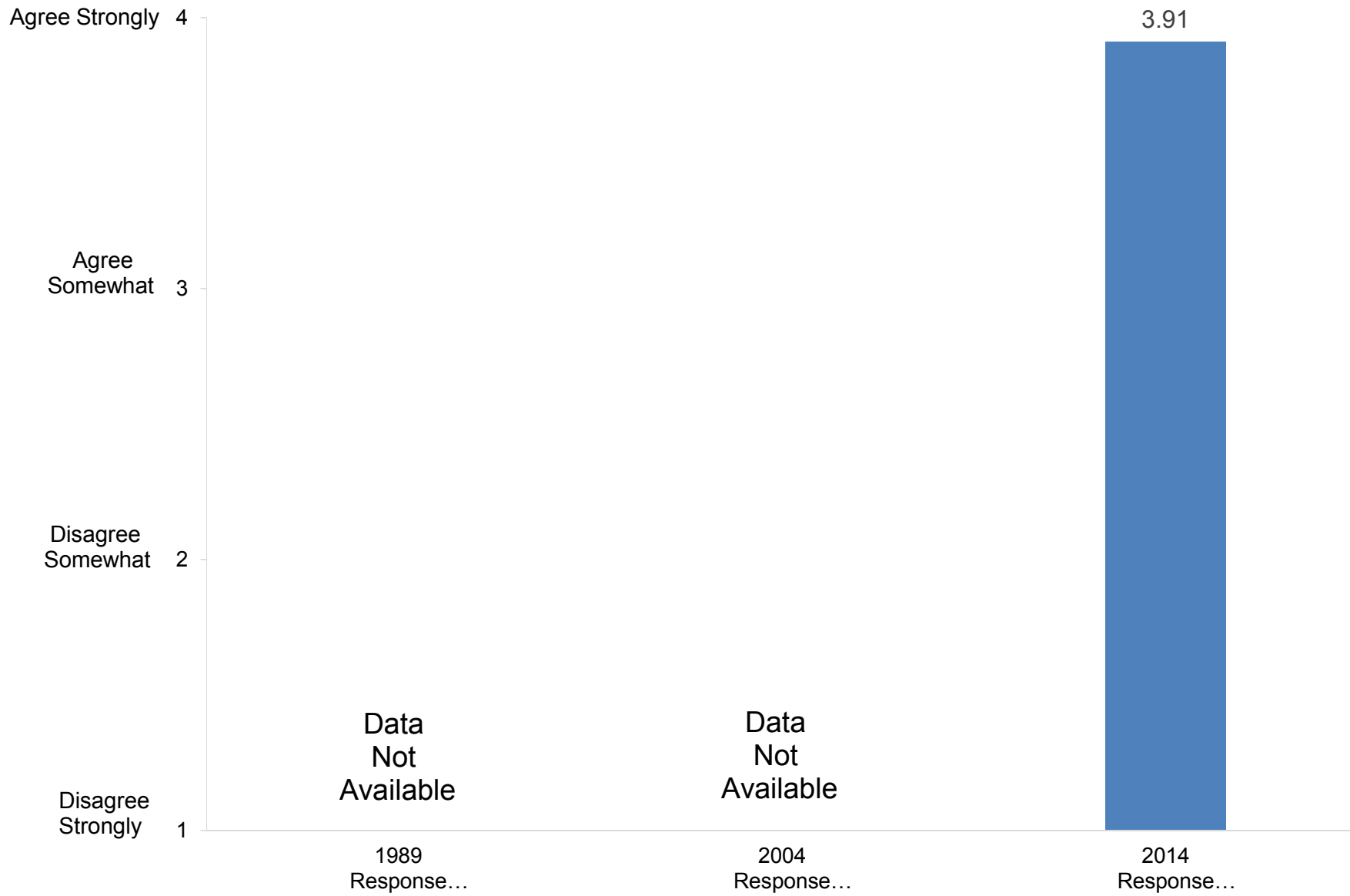
I encourage all students to approach me for help



Higher Education Research Institute (HERI) Faculty Survey

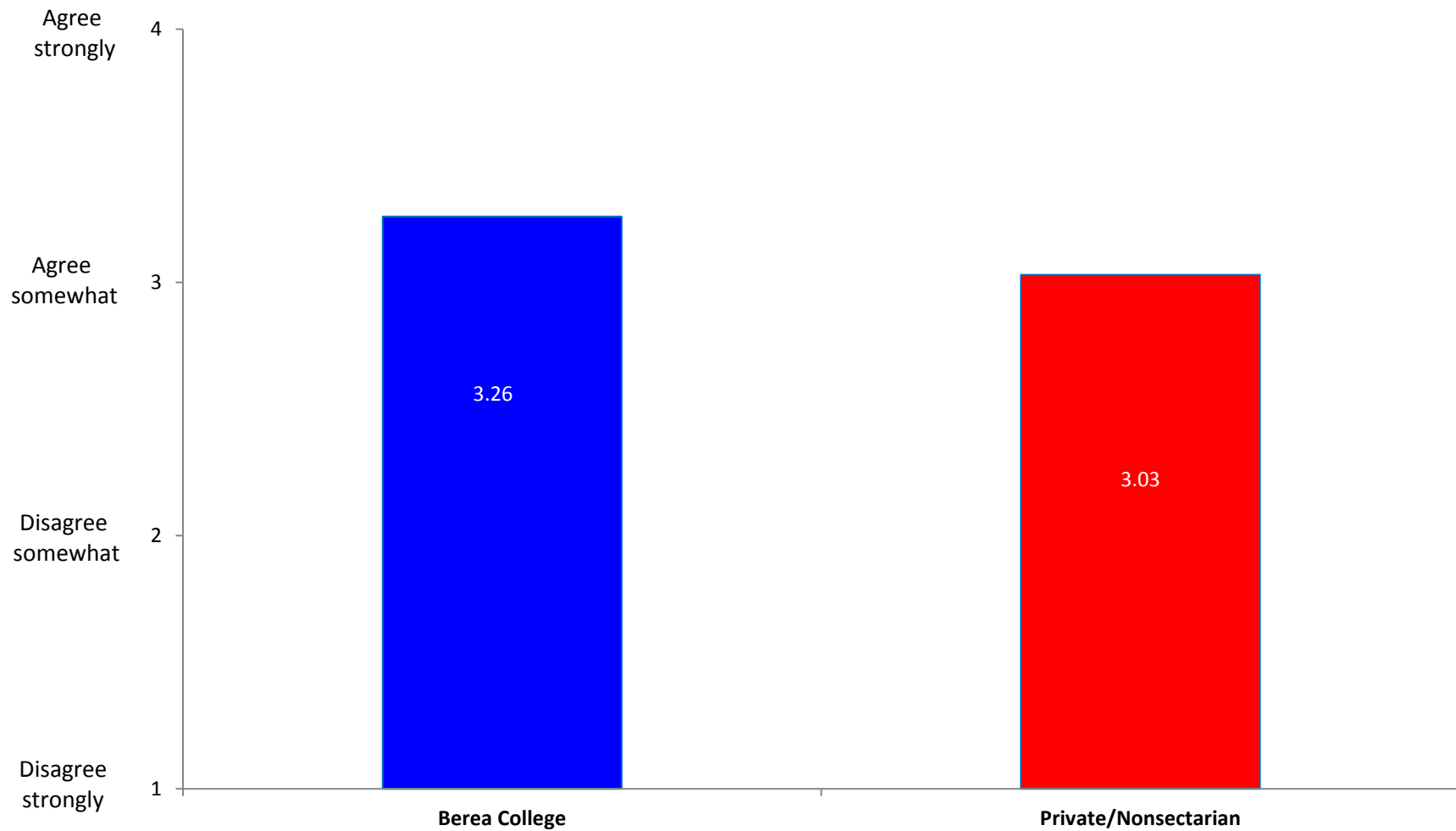
Indicate the extent to which you agree or disagree with each of the following:

I encourage all students to approach me for help



Below are some statements about your institution. Indicate the extent to which you agree:

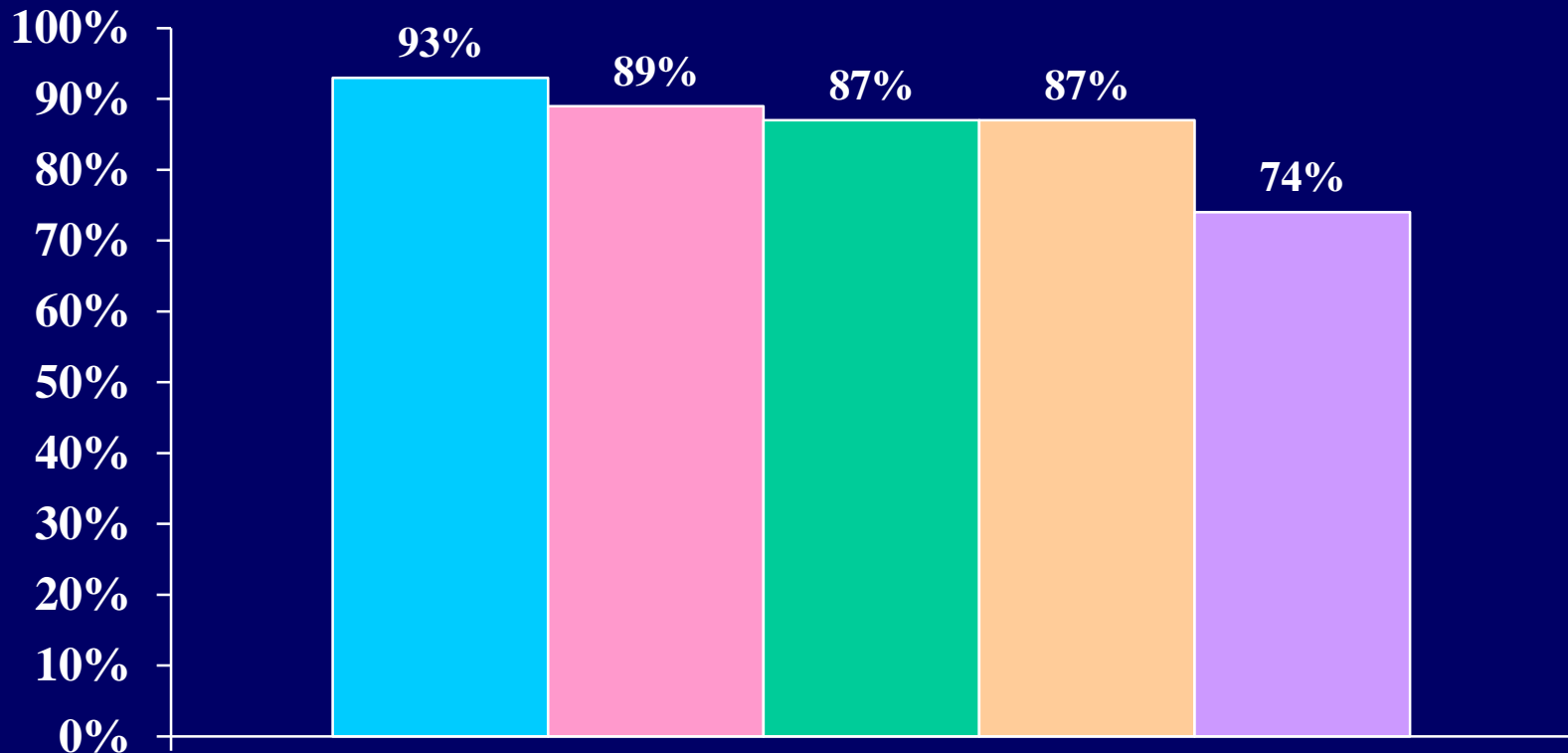
Faculty are interested in students' personal problems



Indicate the extent to which you agree or disagree with each of the following.

Percent of faculty who “agree strongly” or “agree somewhat”

Faculty are interested in students' personal problems



 Berea

 Benchmark
Institutions

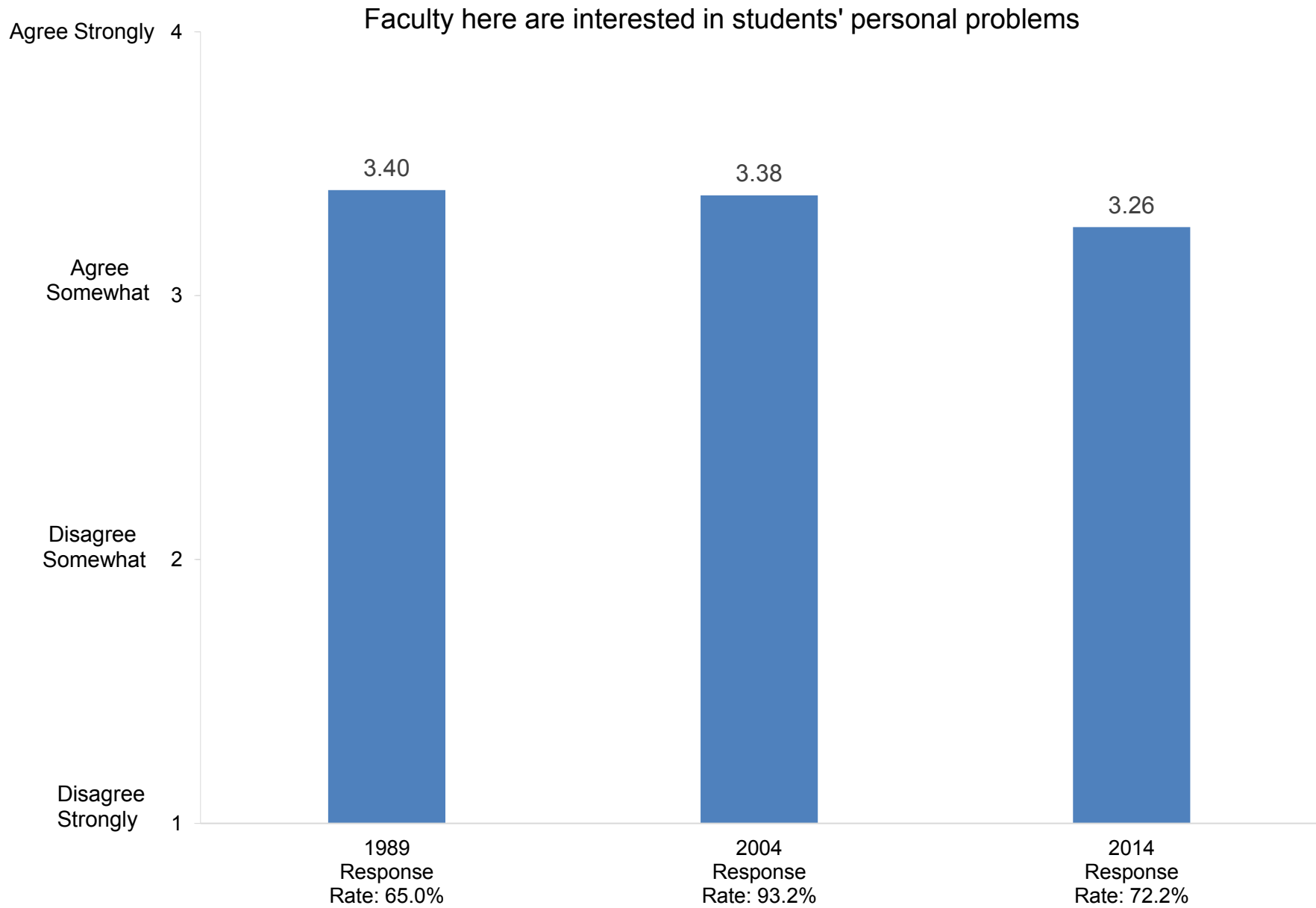
 Non-Sectarian –
High Selectivity

 4-Year
Private

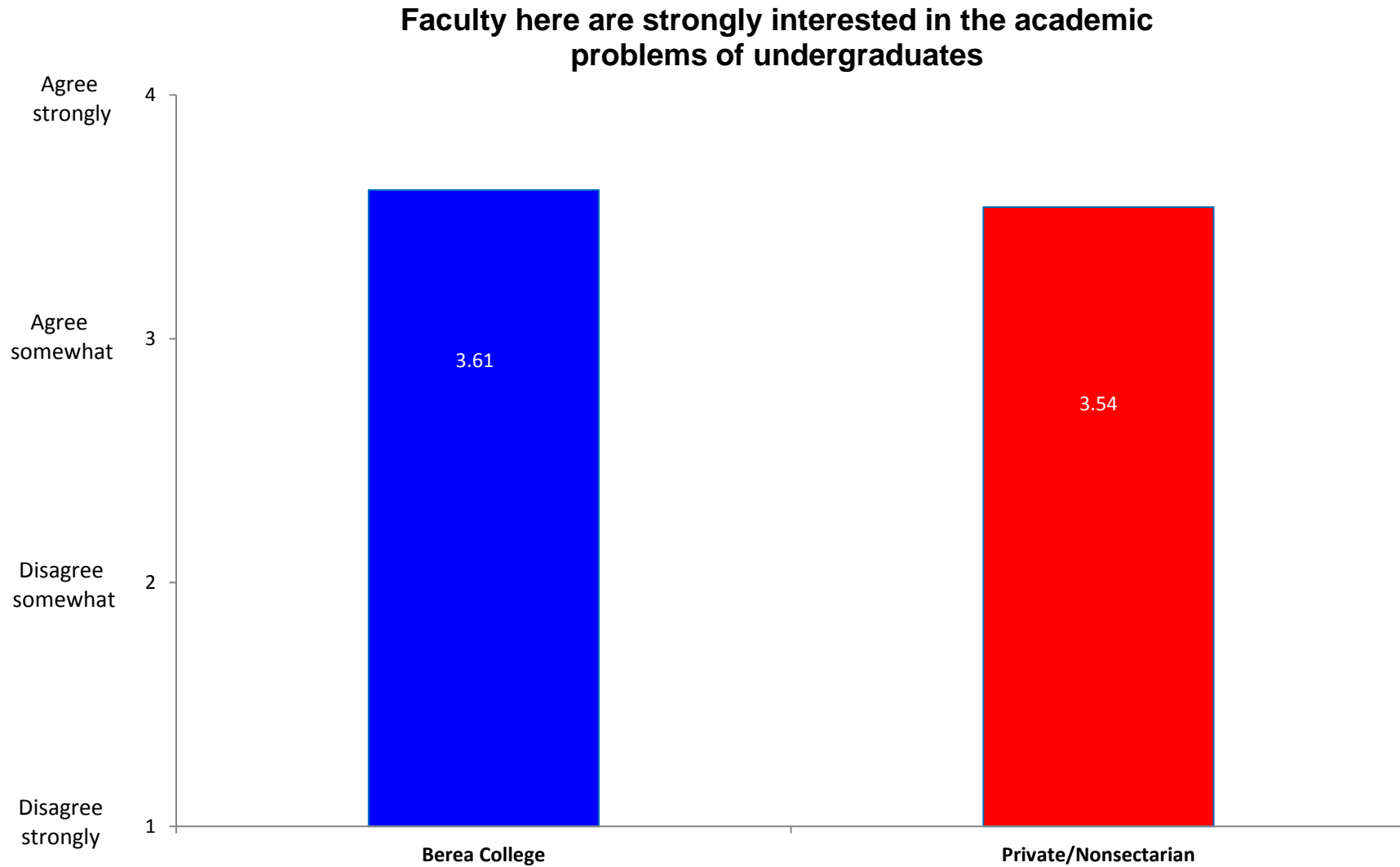
 Publics

Higher Education Research Institute (HERI) Faculty Survey

Indicate the extent to which you agree or disagree with each of the following about your college or university:



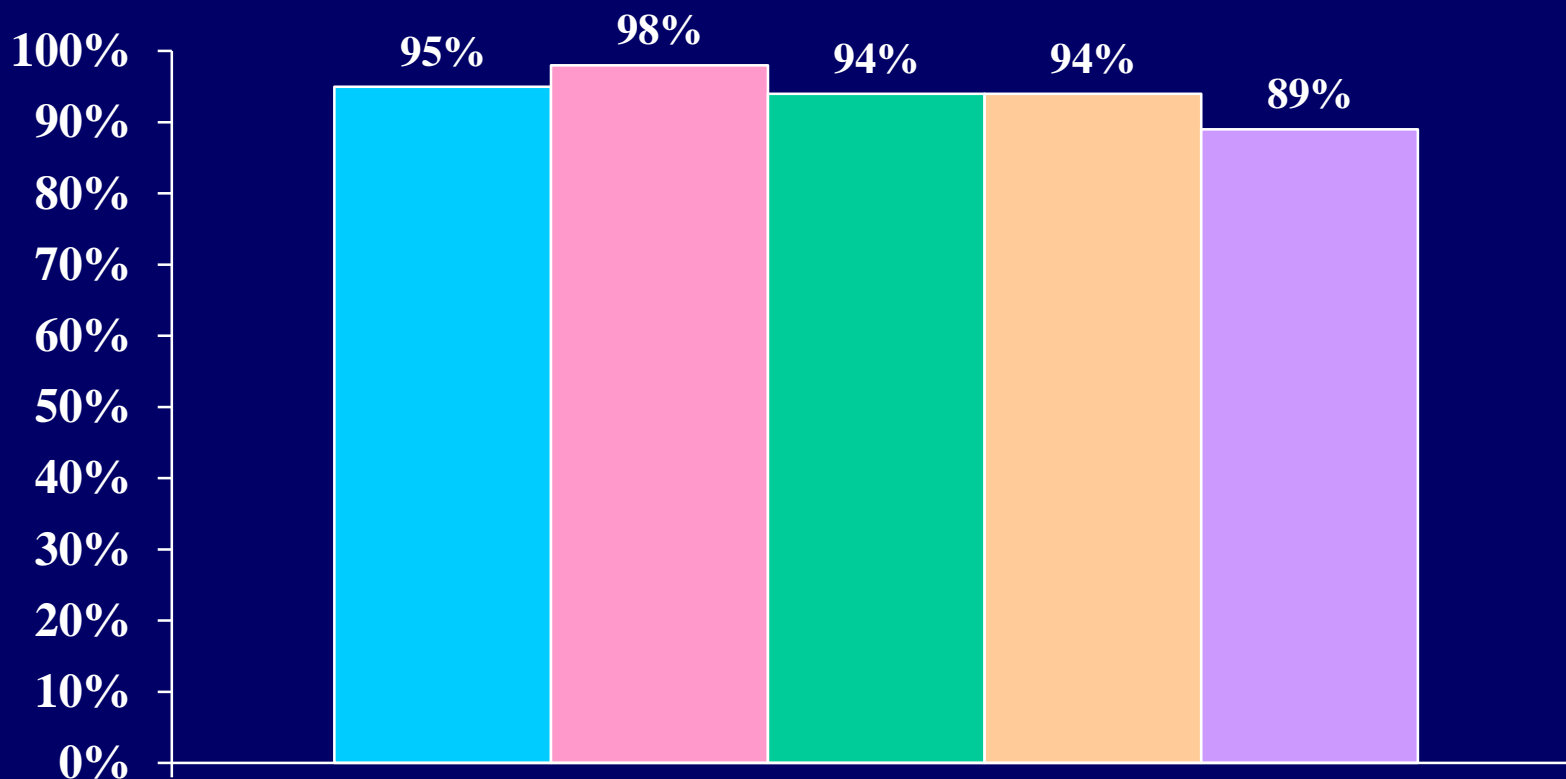
Below are some statements about your institution. Indicate the extent to which you agree:



Indicate the extent to which you agree or disagree with each of the following.

Percent of faculty who “agree strongly” or “agree somewhat”

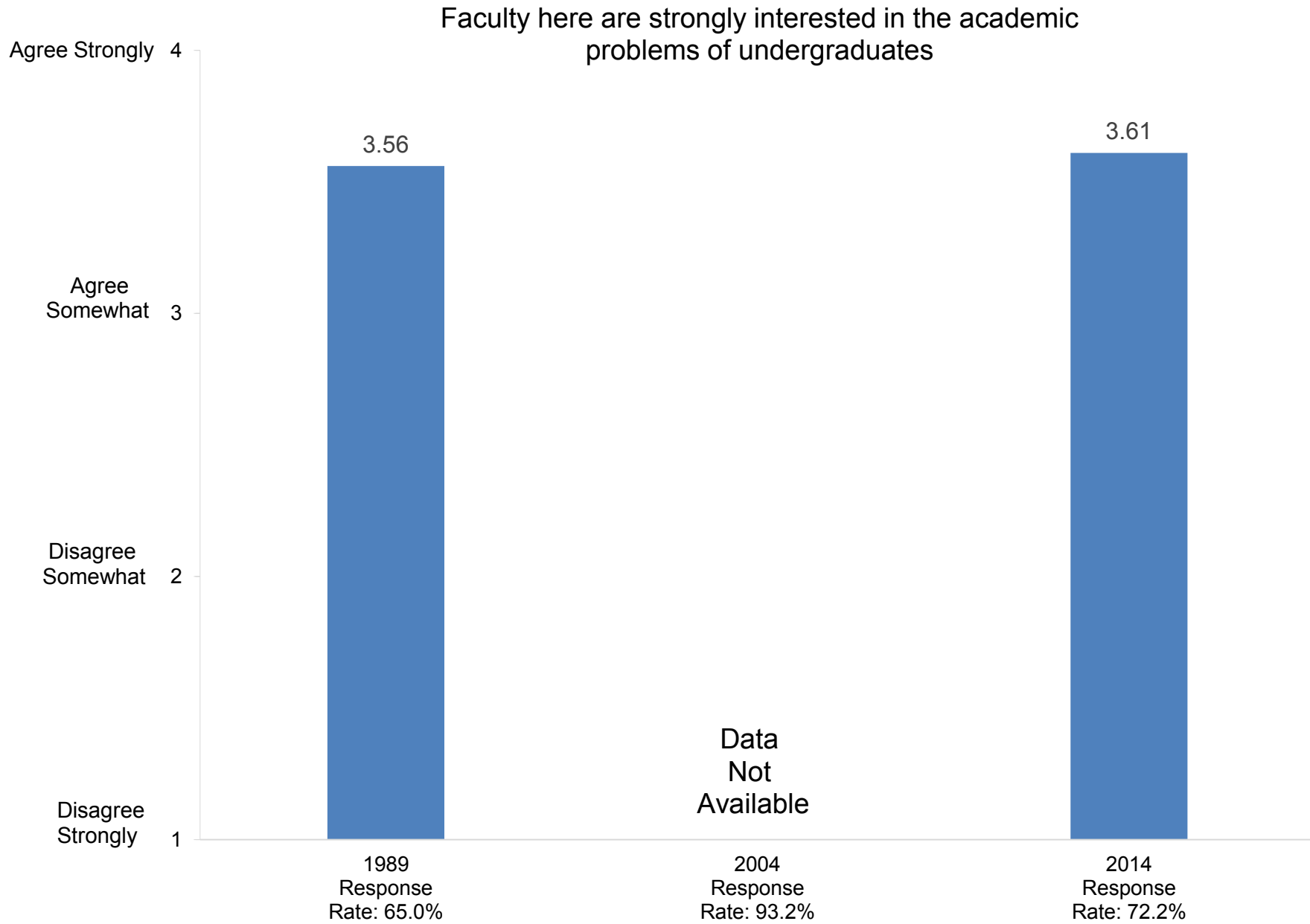
Faculty here are strongly interested in the academic problems of undergraduates



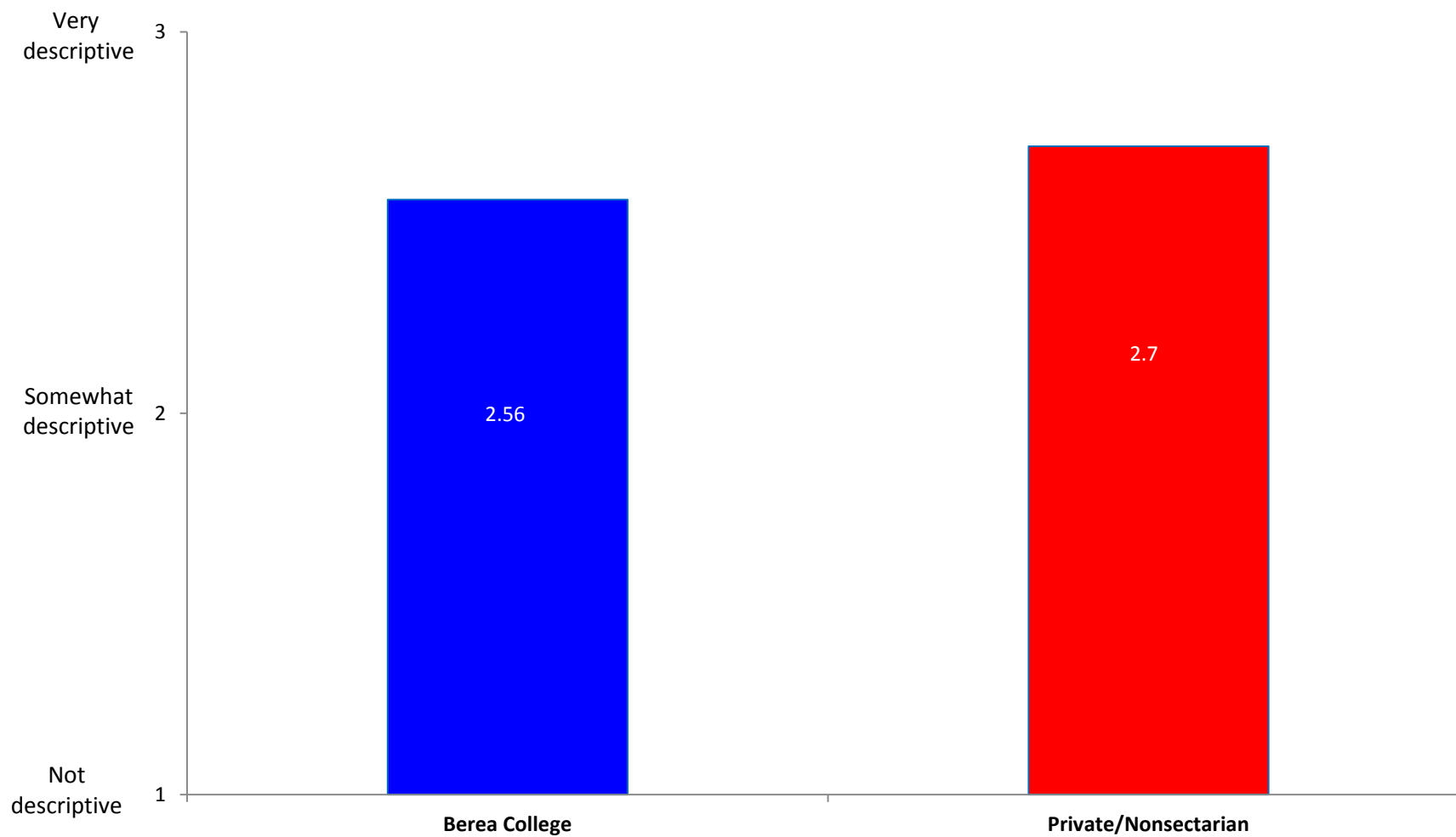
Berea **Benchmark Institutions** **Non-Sectarian – High Selectivity** **4-Year Private** **Publics**

Higher Education Research Institute (HERI) Faculty Survey

Indicate the extent to which you agree or disagree with each of the following about your college or university:



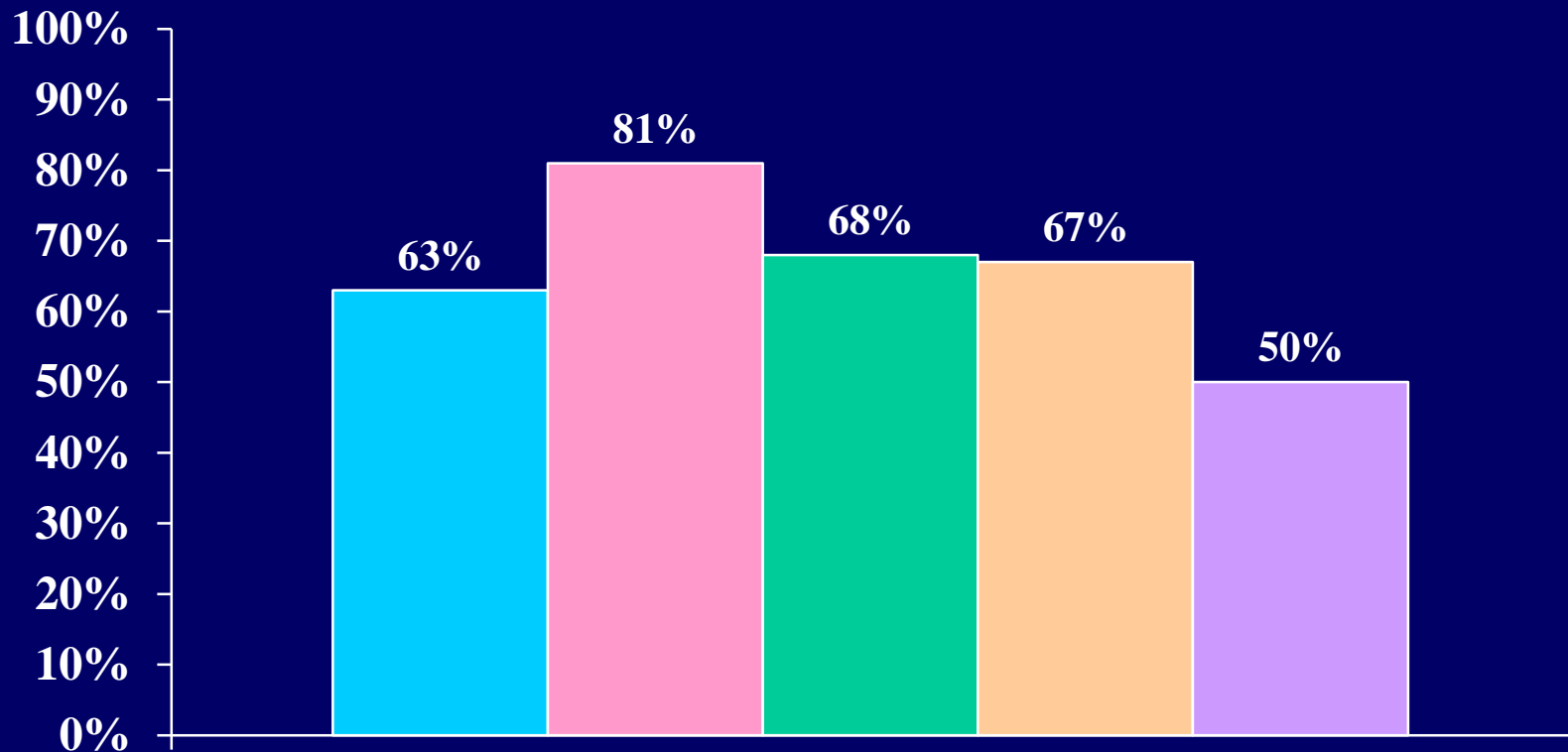
It is easy for students to see faculty outside of regular office hours



Indicate how well each of the following describes your college.

Percent of faculty who rated "Very Descriptive"

It is easy for students to see faculty outside of regular office hours



 Berea

 Benchmark Institutions

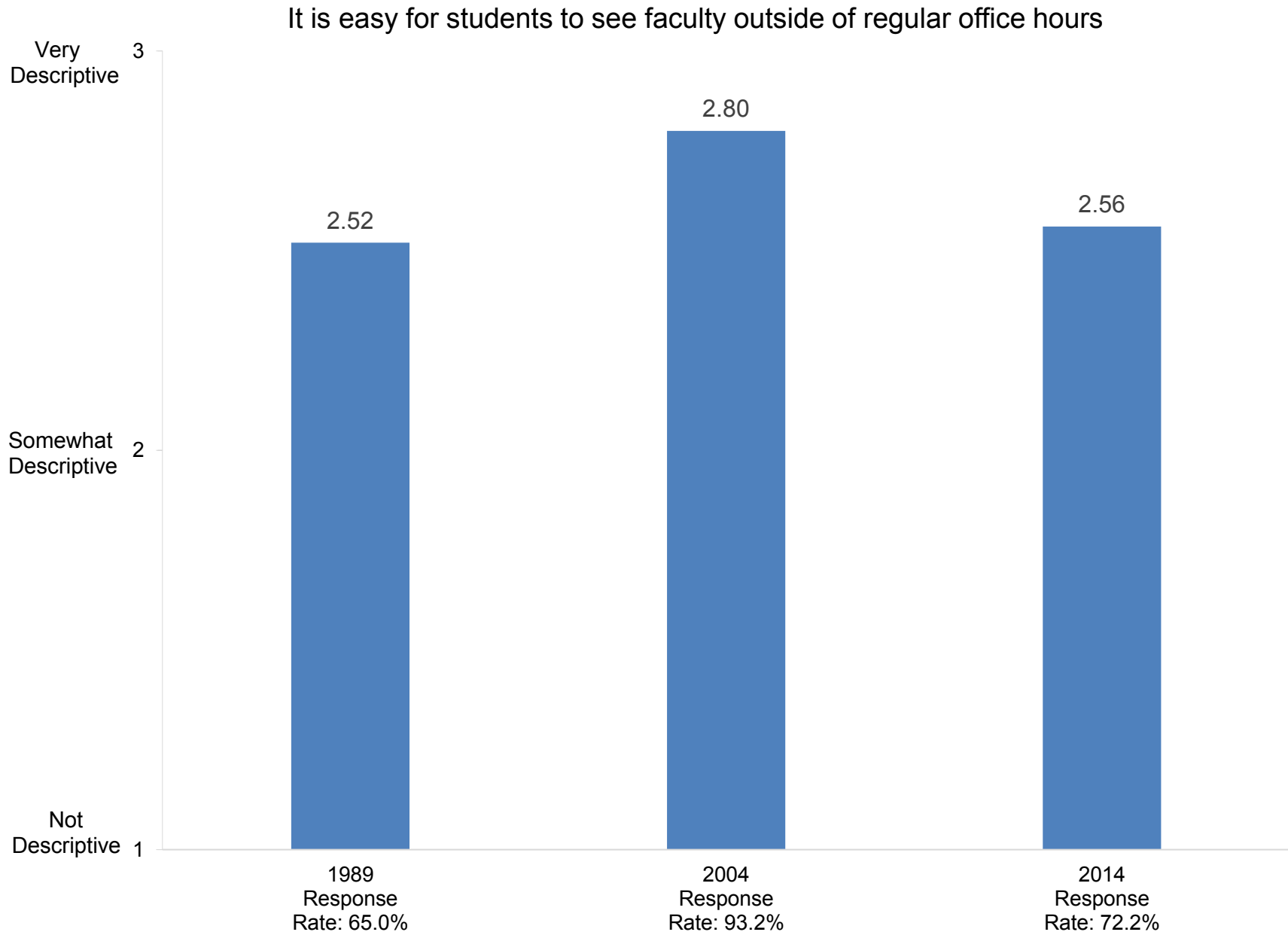
 Non-Sectarian - High Selectivity

 4-Year Private

 Publics

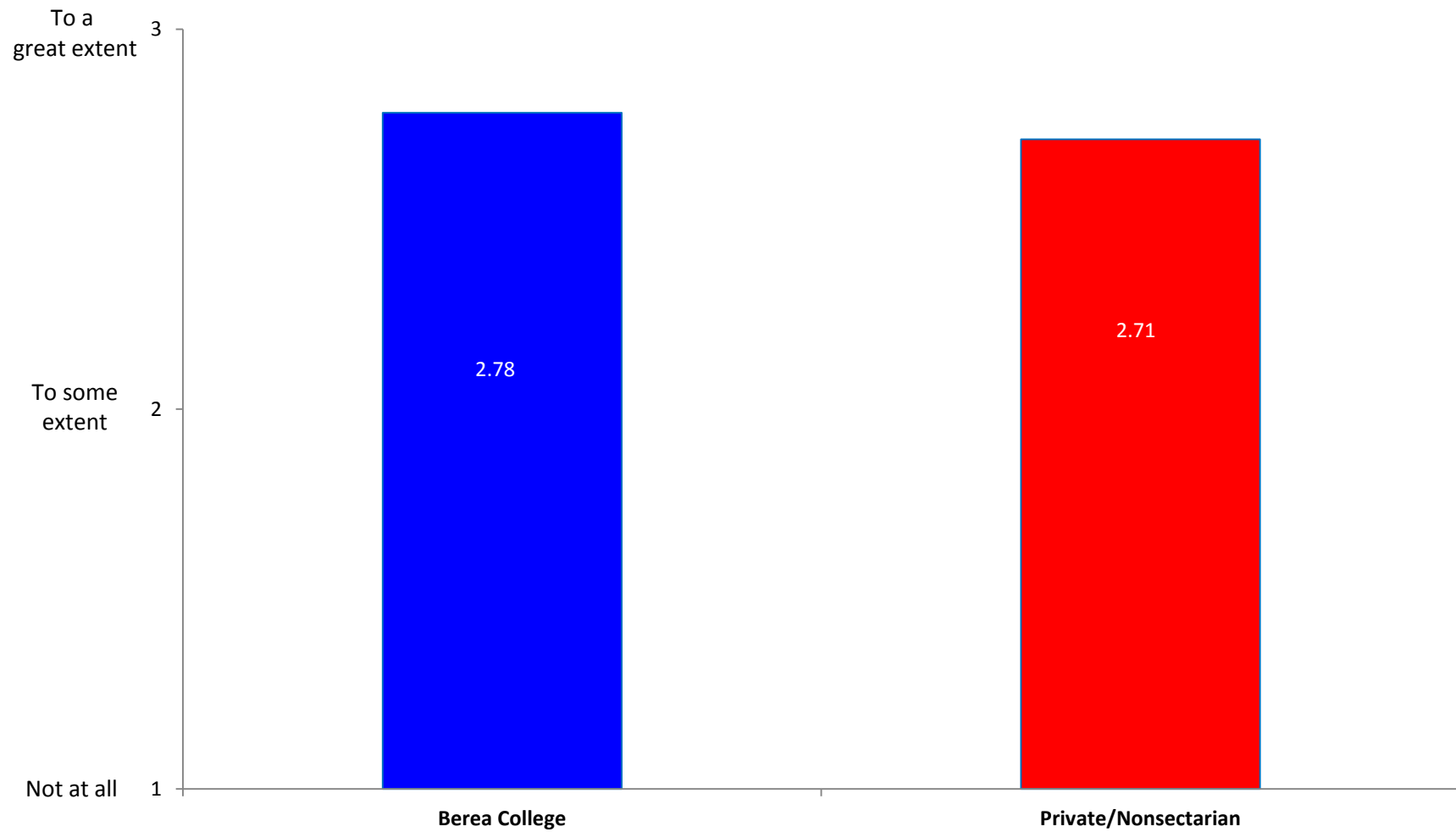
Higher Education Research Institute (HERI) Faculty Survey

Indicate how well each of the following describes your college or university:



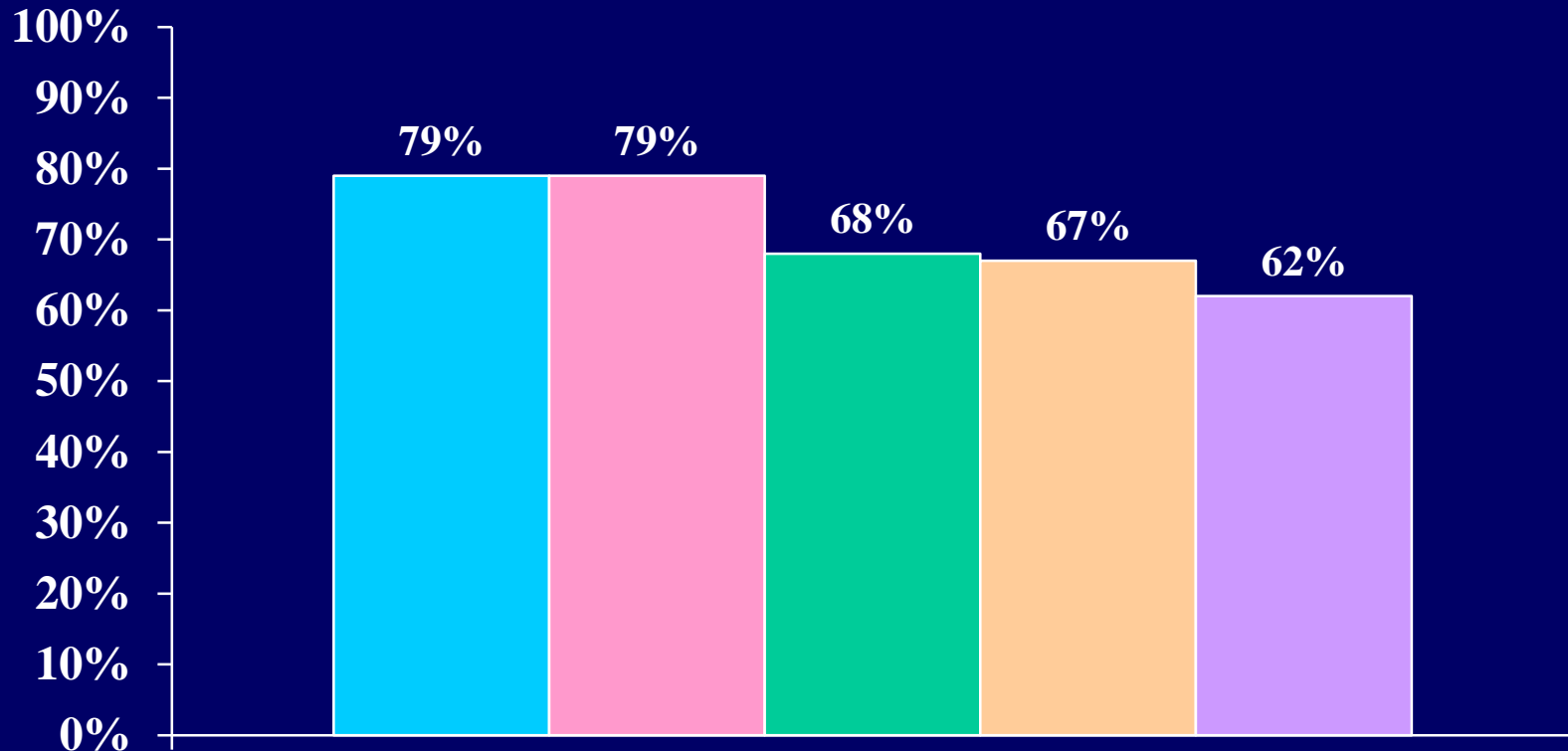
Please indicate the extent to which you:

Mentor undergraduate students



Please indicate the extent to which you:
Percent of faculty who indicated “To a Great Extent”

Mentor undergraduate students



 Berea

 Benchmark
Institutions

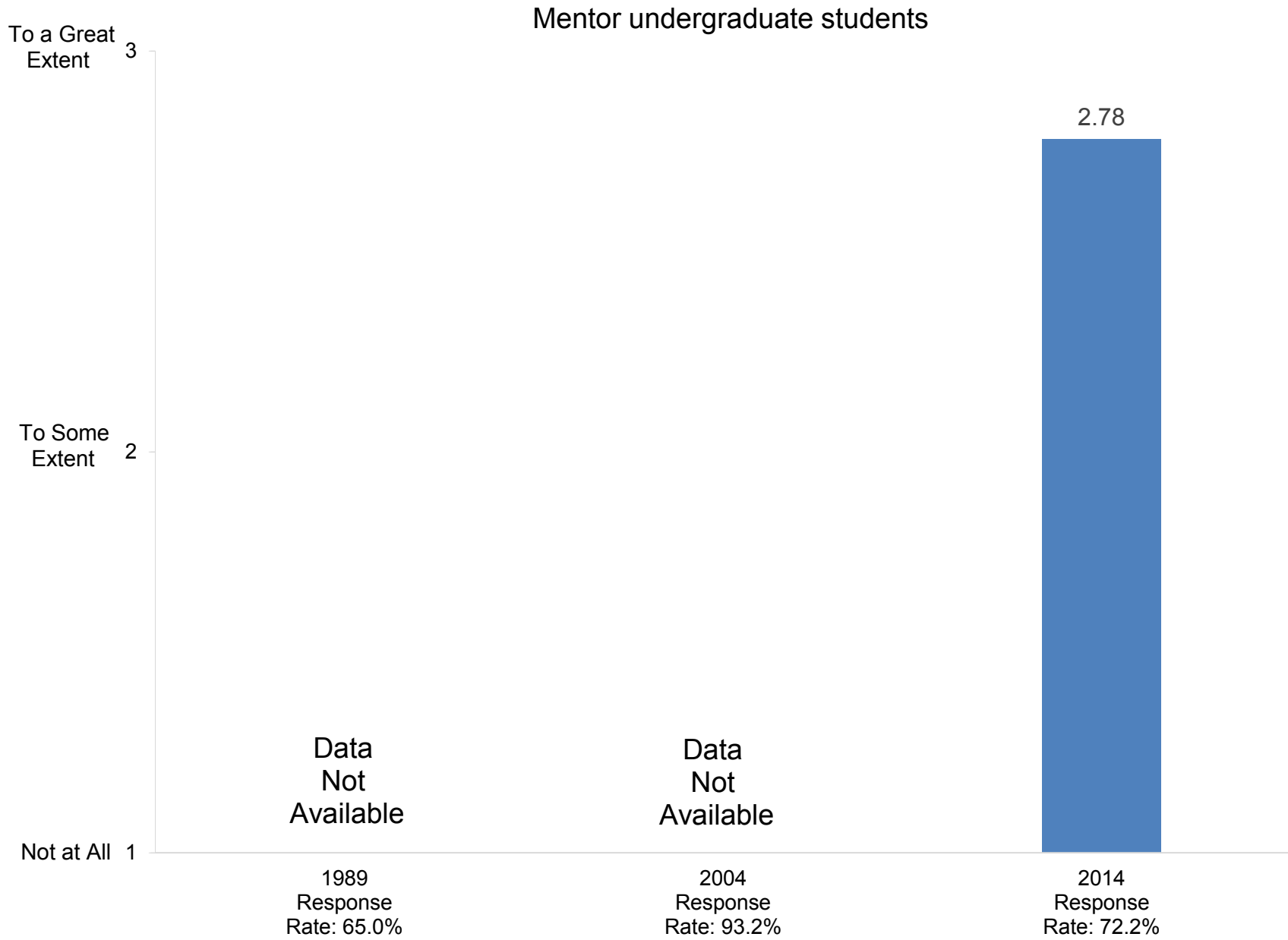
 Non-Sectarian –
High Selectivity

 4-Year
Private

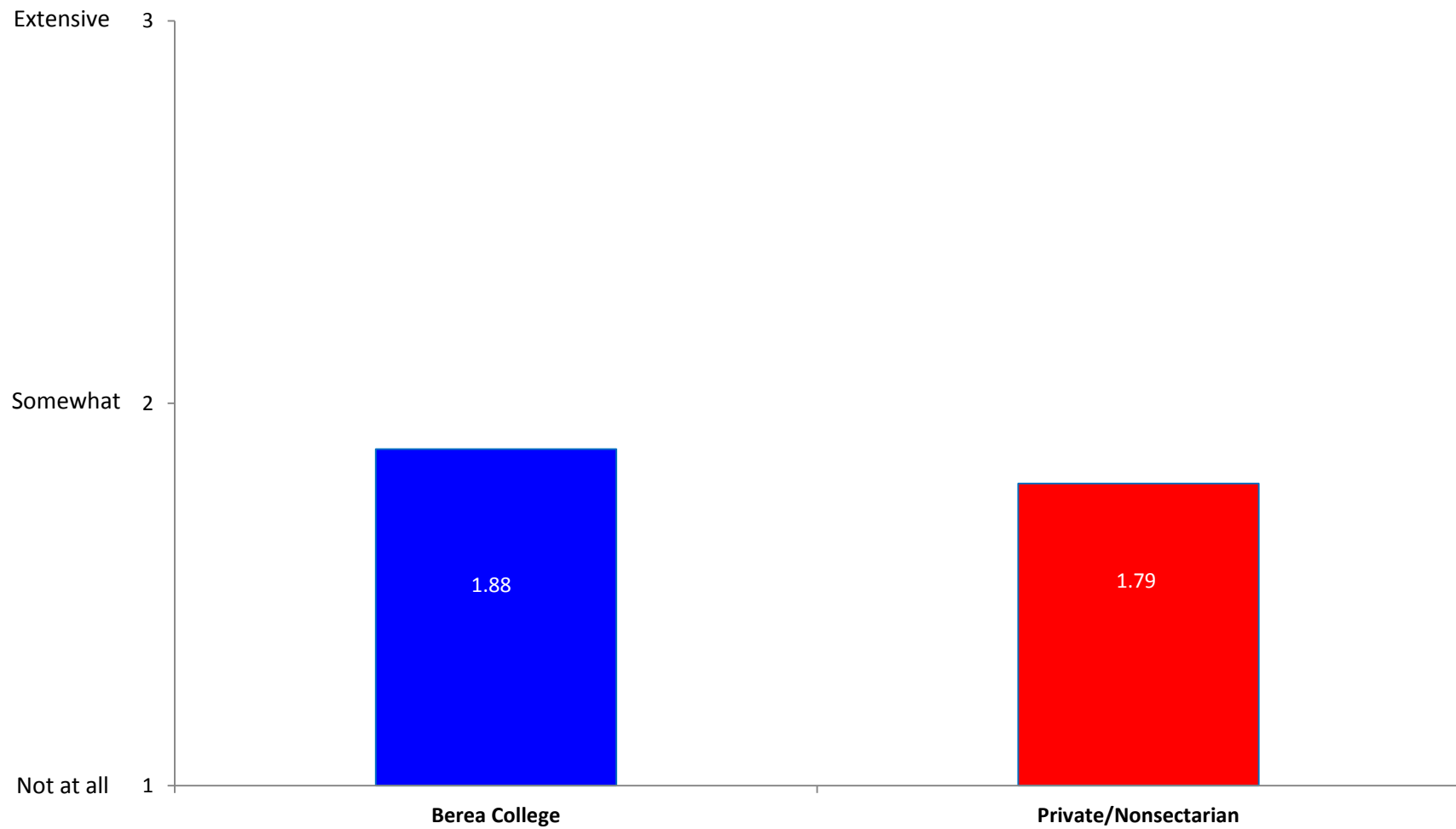
 Publics

Higher Education Research Institute (HERI) Faculty Survey

Please indicate the extent to which you:



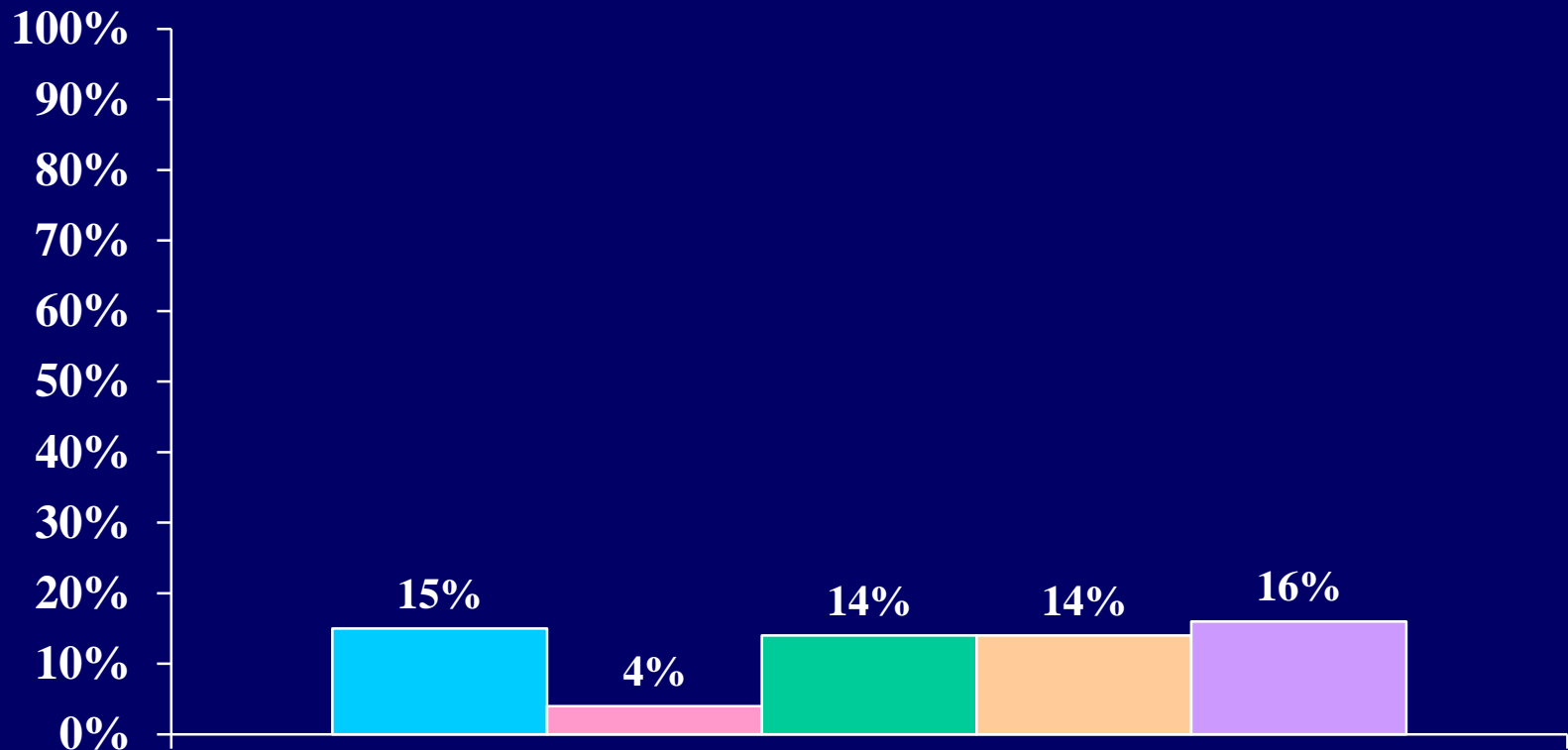
Working with underprepared students



Please indicate the extent to which each of the following has been a source of stress for you during the past two years?

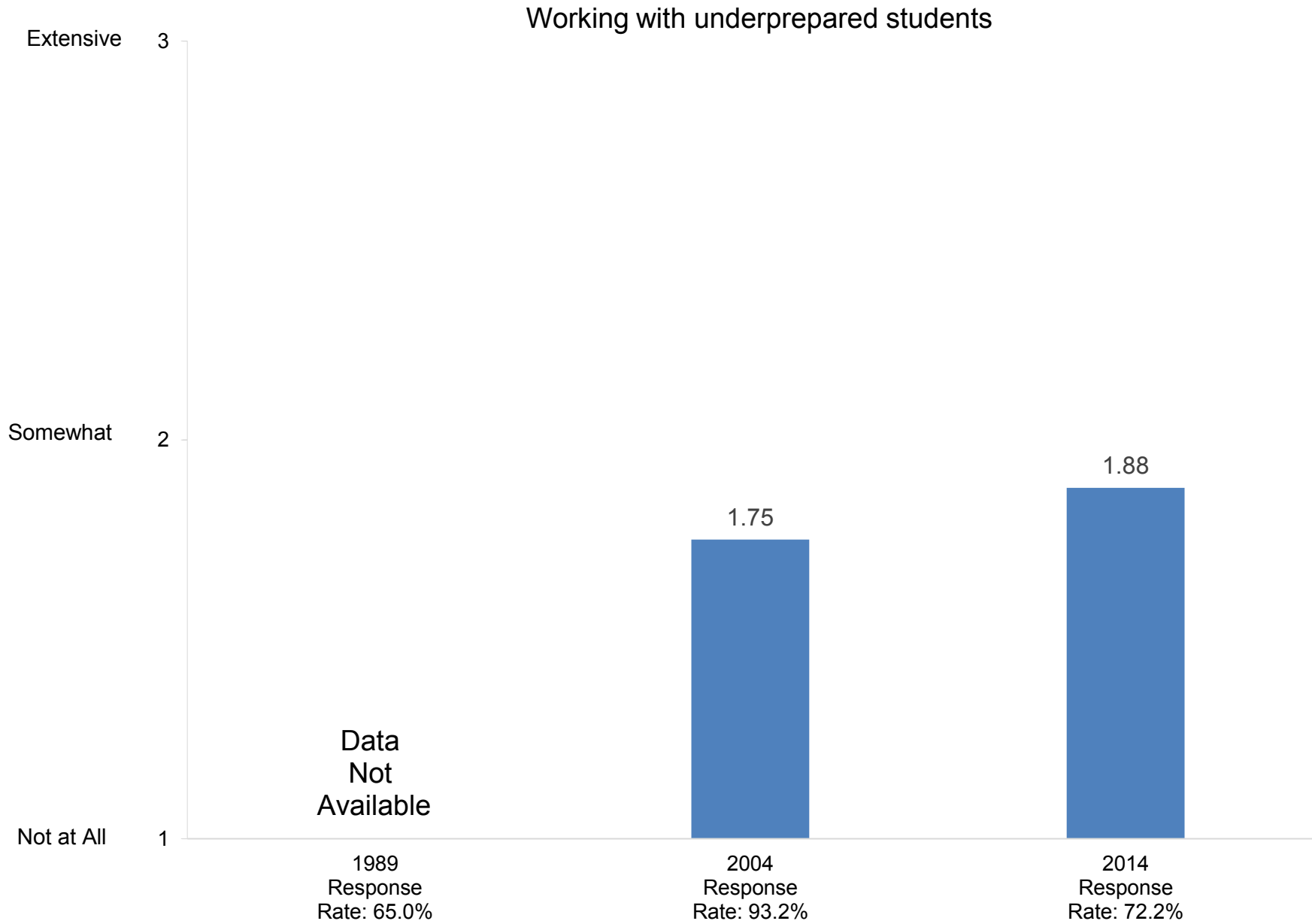
Percent of faculty who indicated "Extensive"

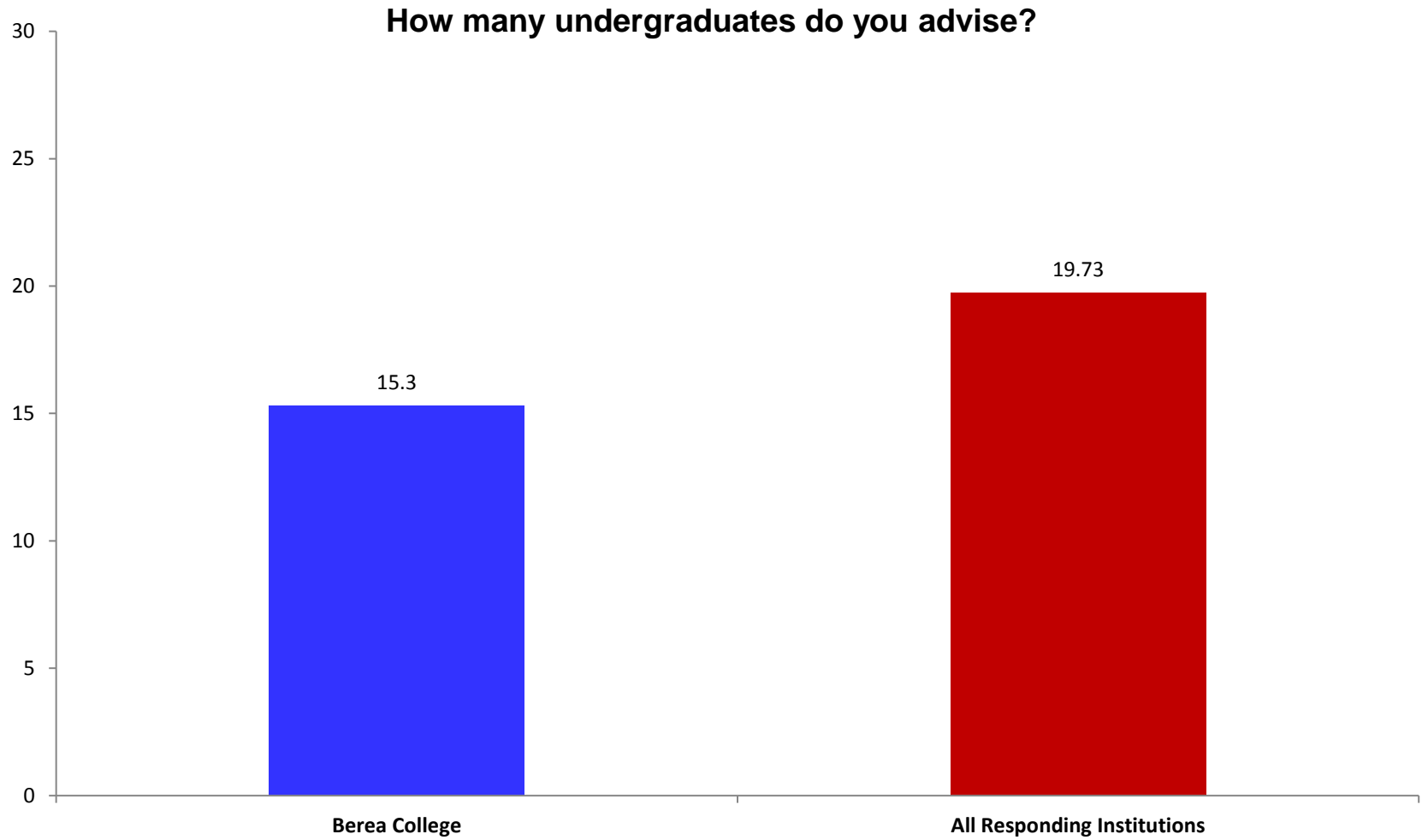
Working with underprepared students



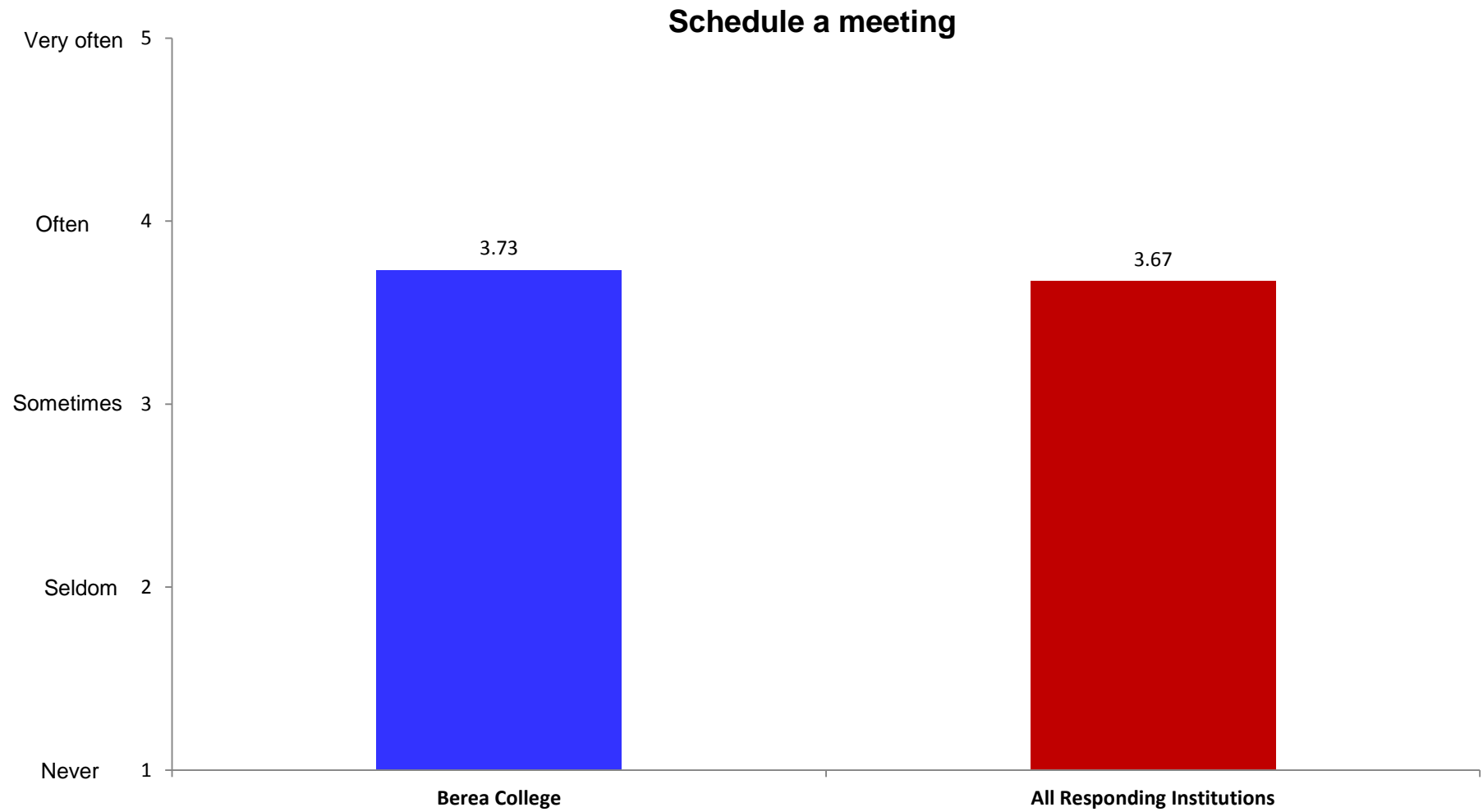
Higher Education Research Institute (HERI) Faculty Survey

Indicate the extent to which each of the following has been a source of stress for you during the past two years.

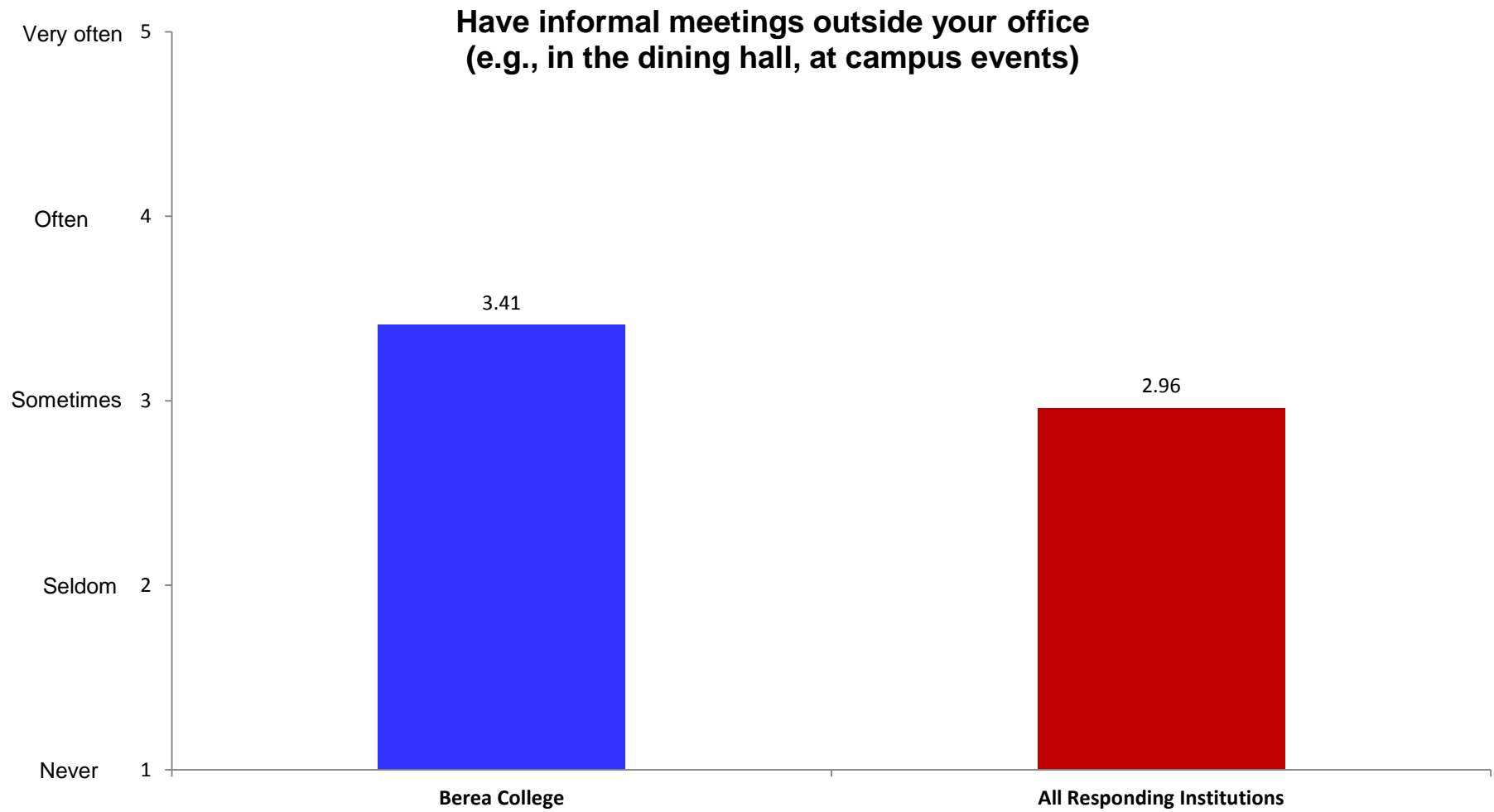




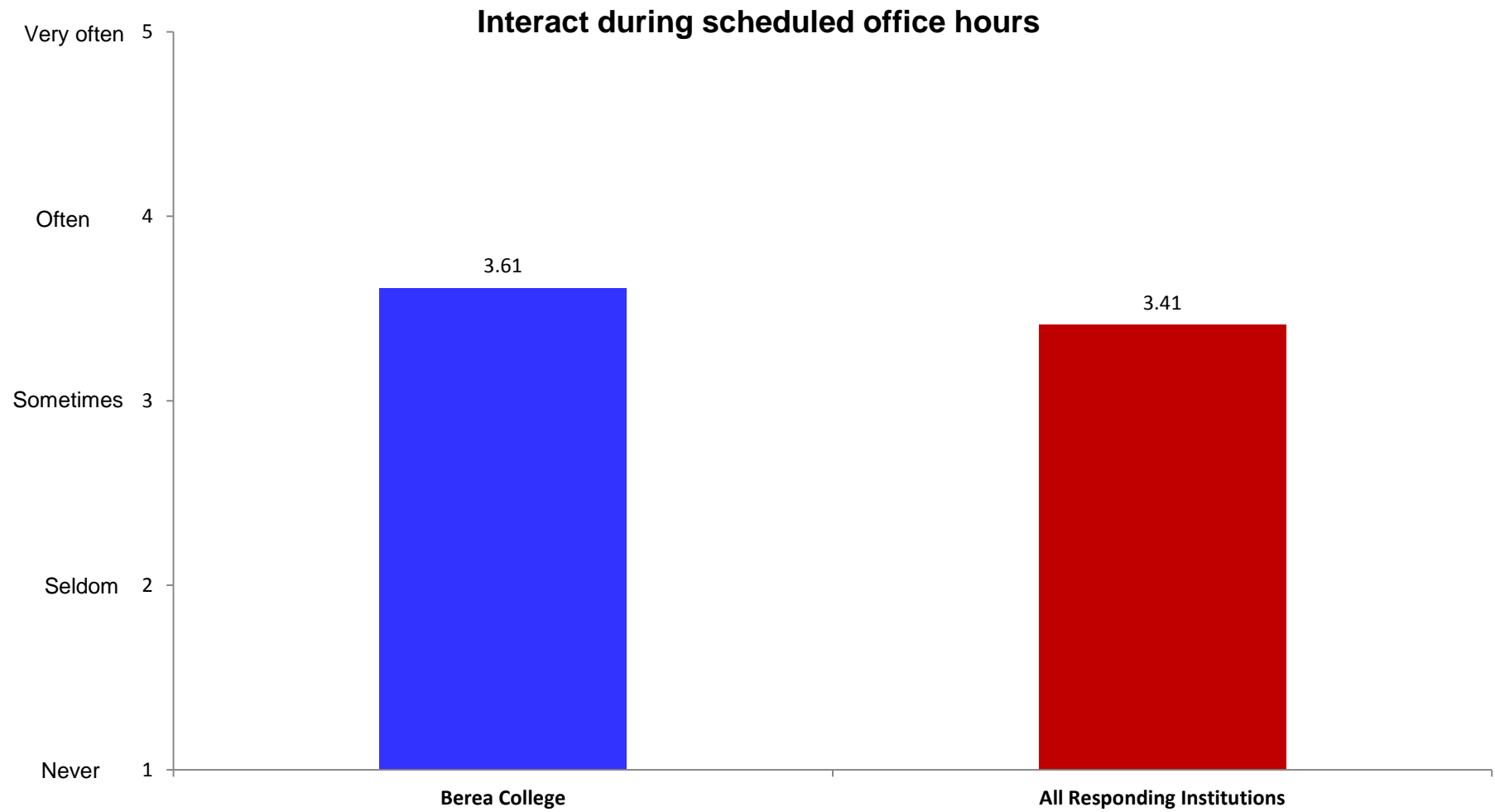
How often do you typically do each of the following with your advisees?



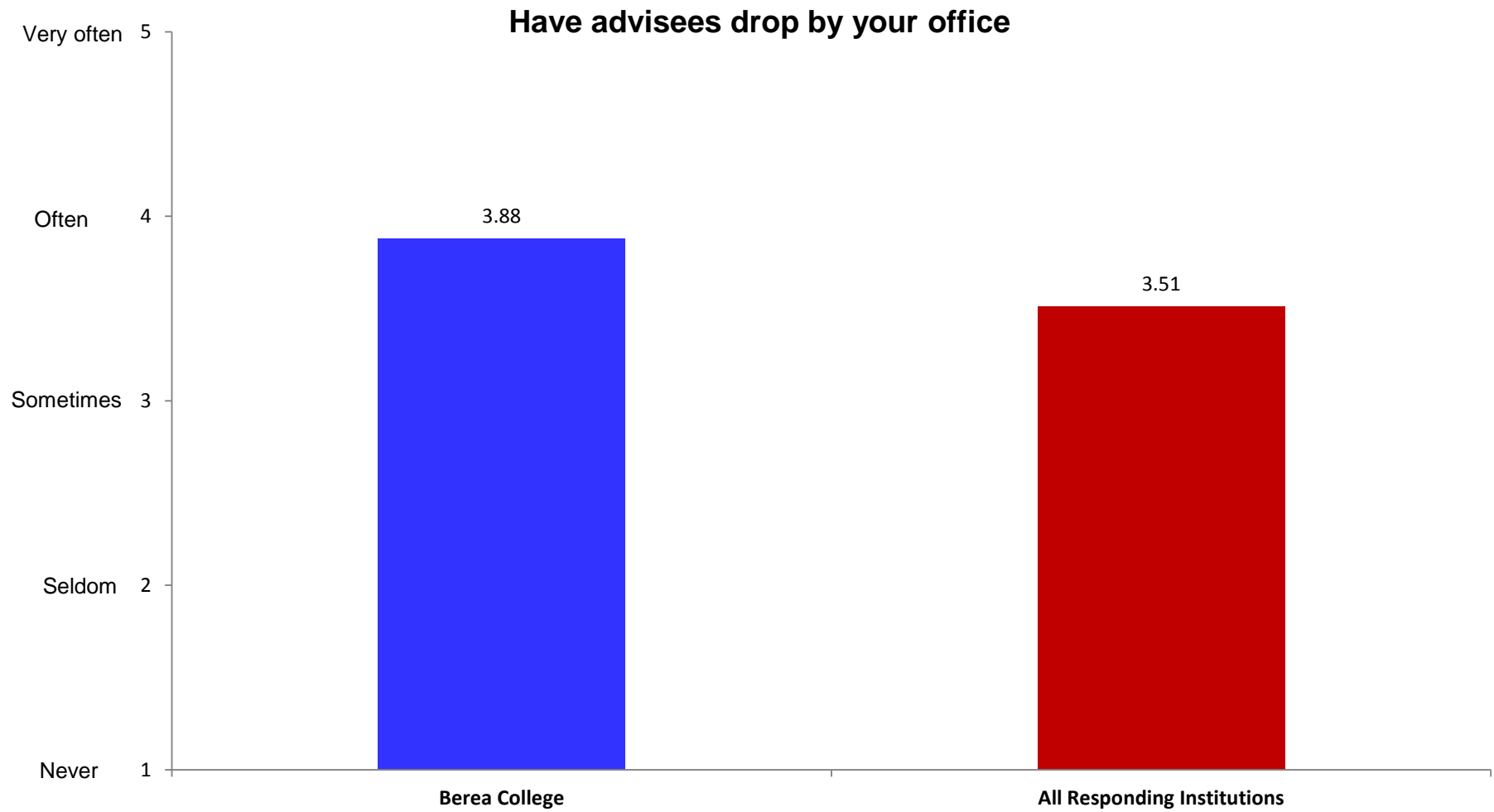
How often do you typically do each of the following with your advisees?



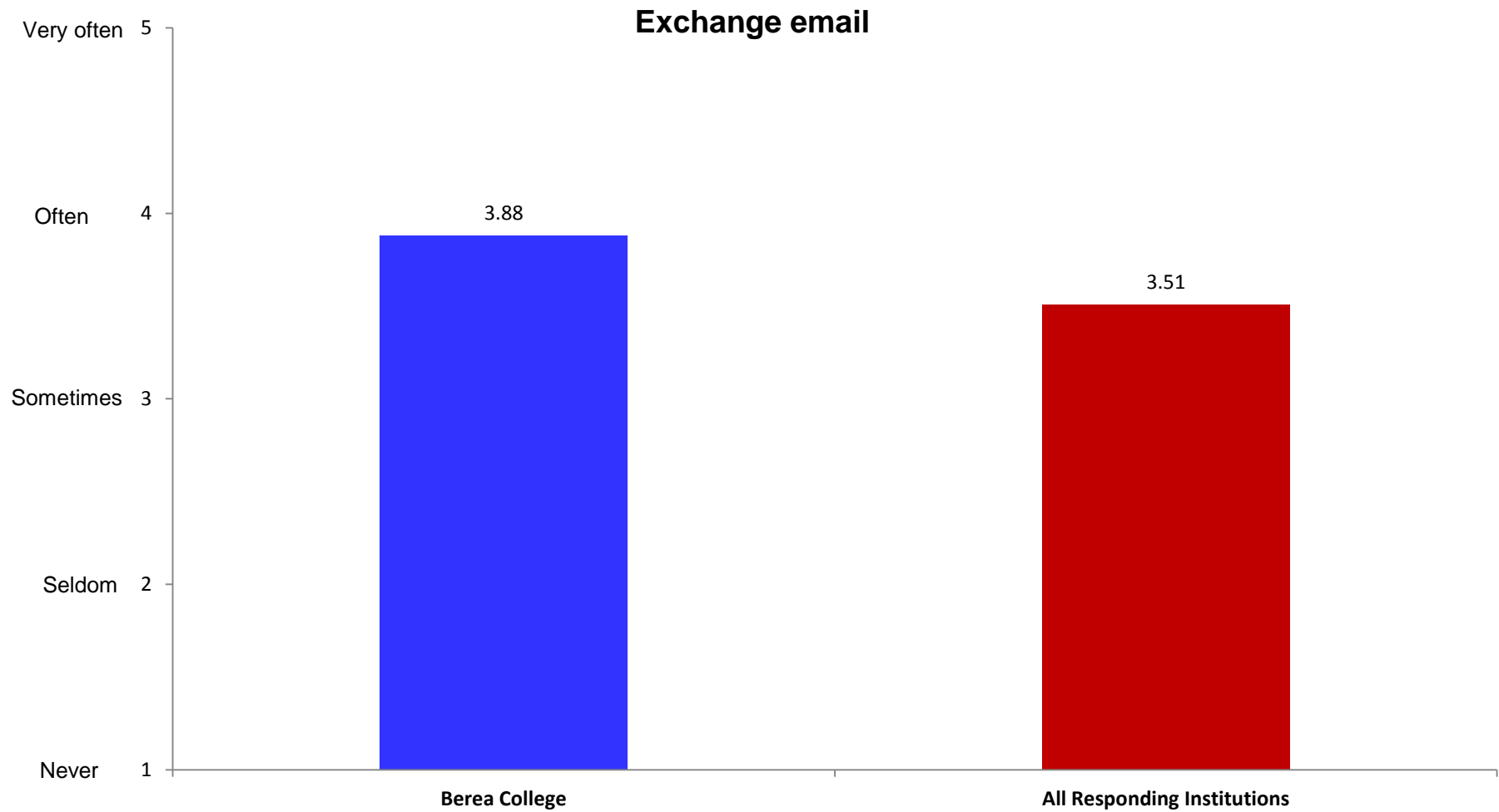
How often do you typically do each of the following with your advisees?



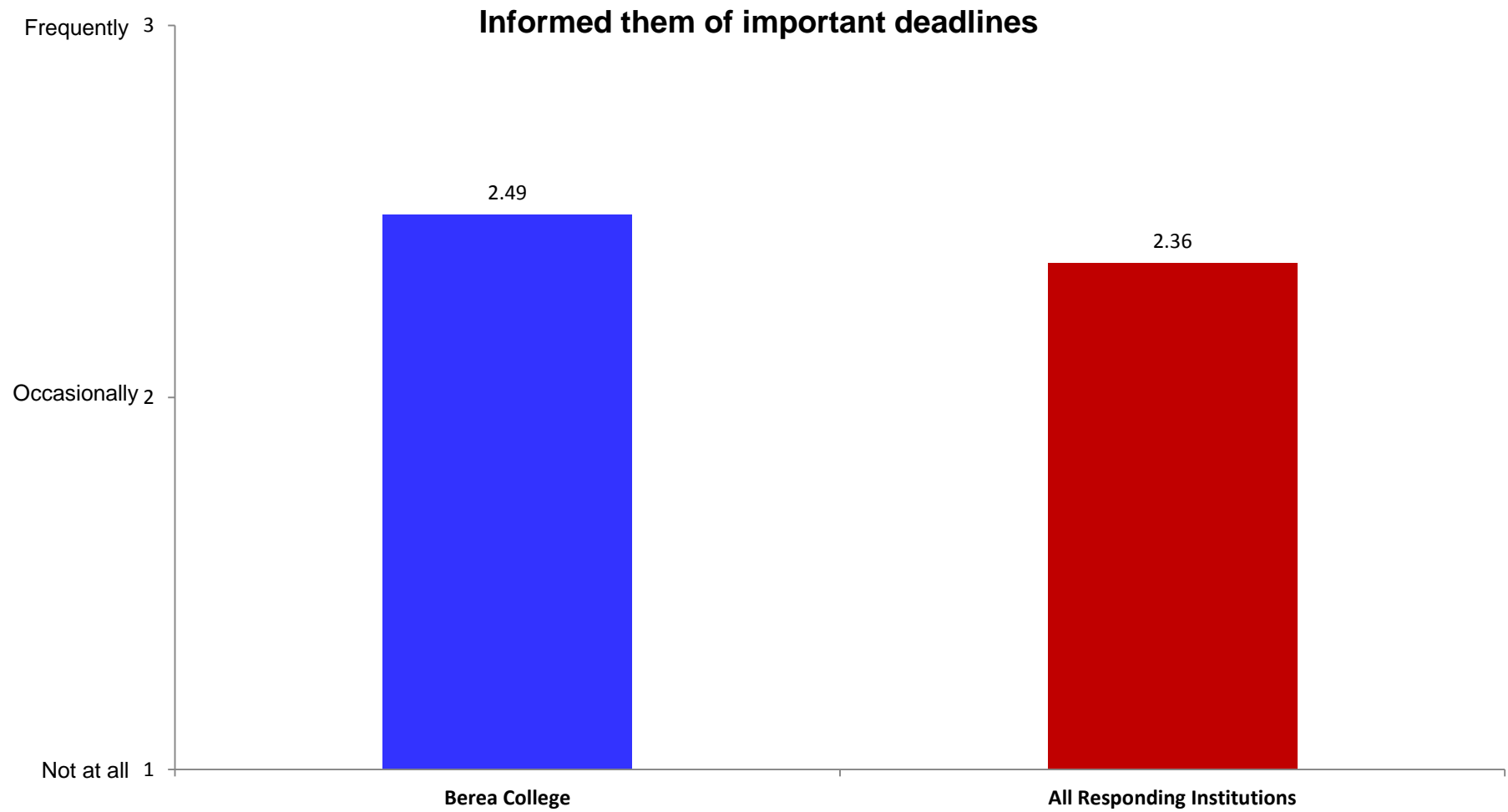
How often do you typically do each of the following with your advisees?



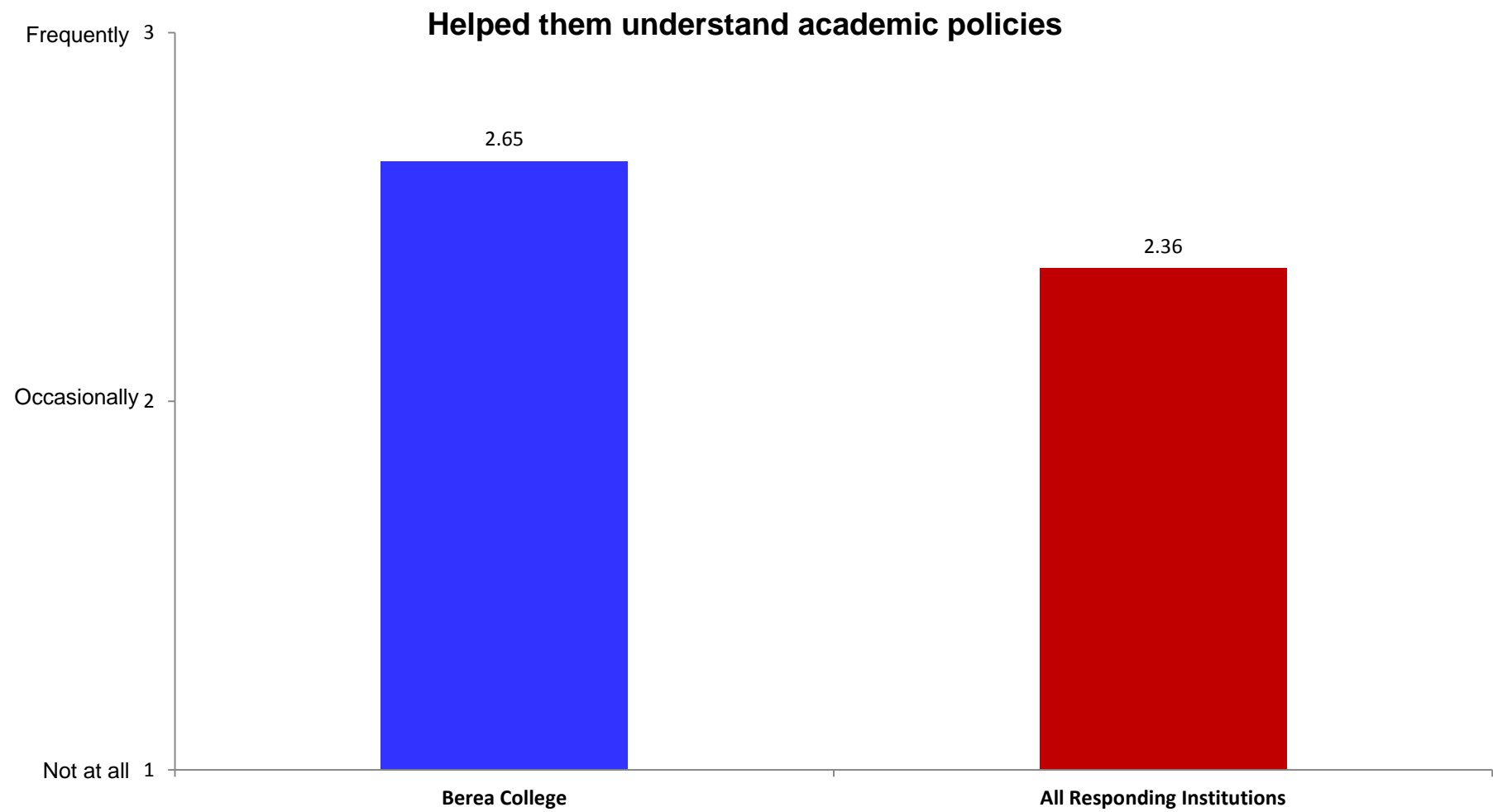
How often do you typically do each of the following with your advisees?



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

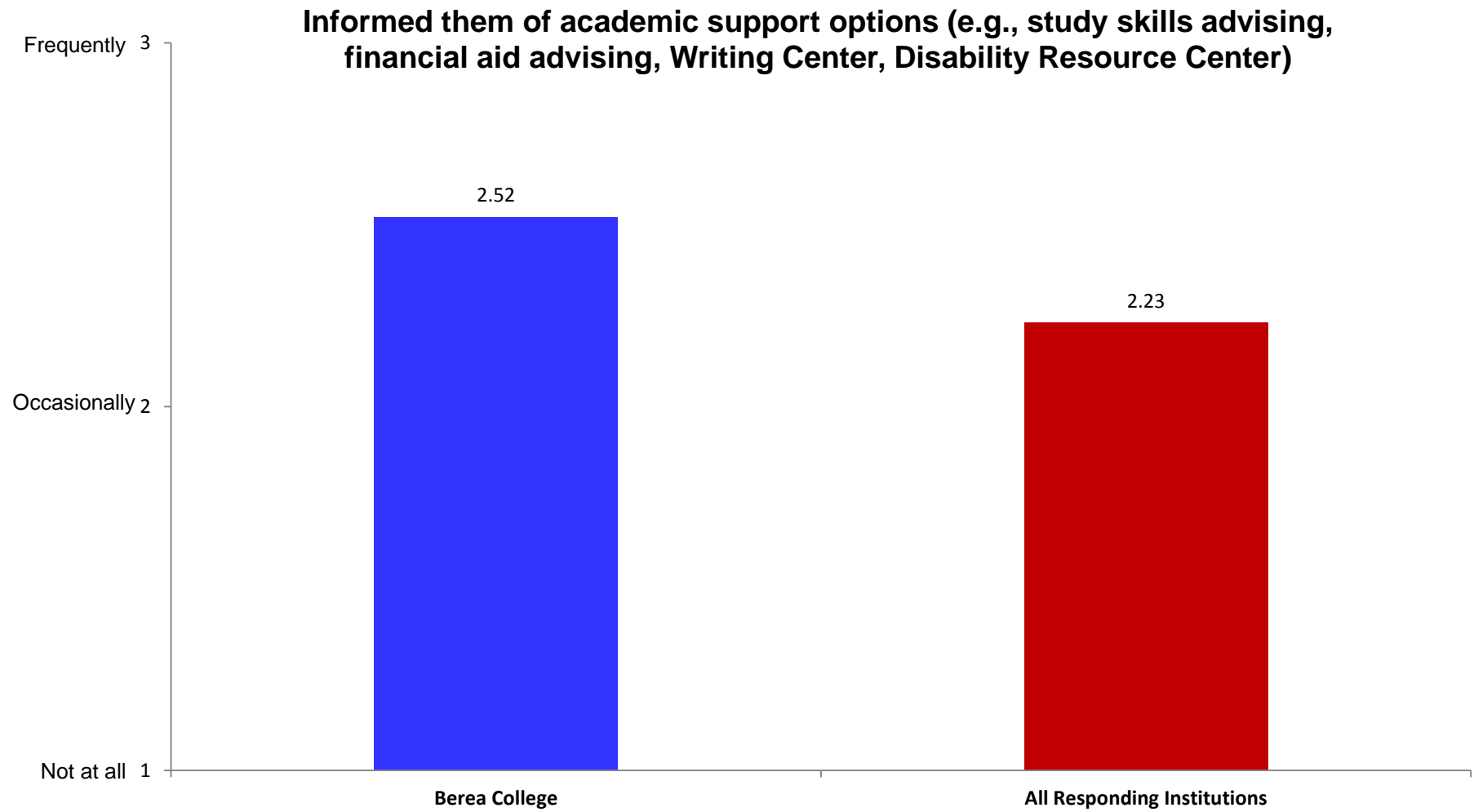


During the past year, how often have you done the following with your advisees?

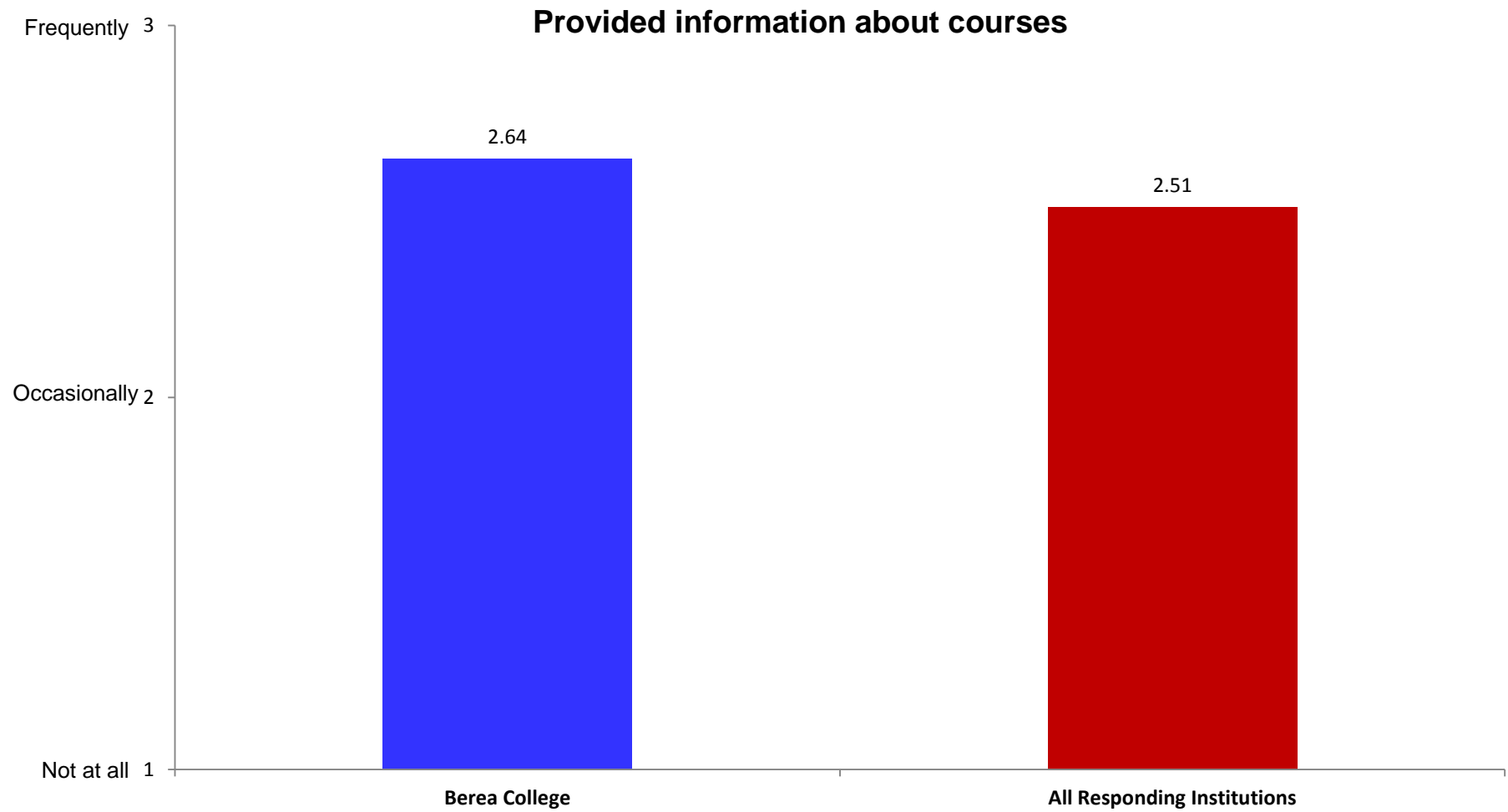


ADVISING MODULE

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

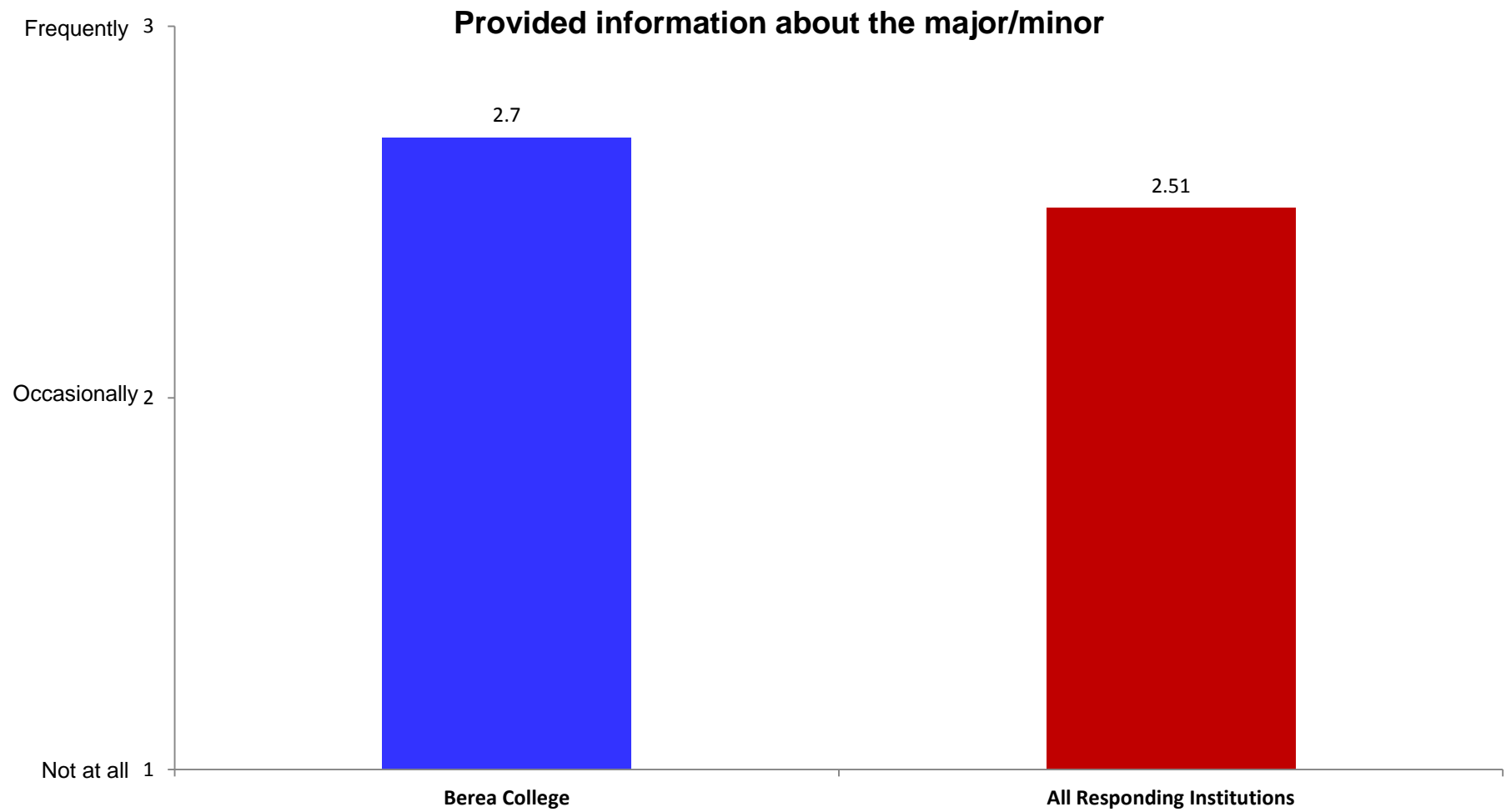


During the past year, how often have you done the following with your advisees?

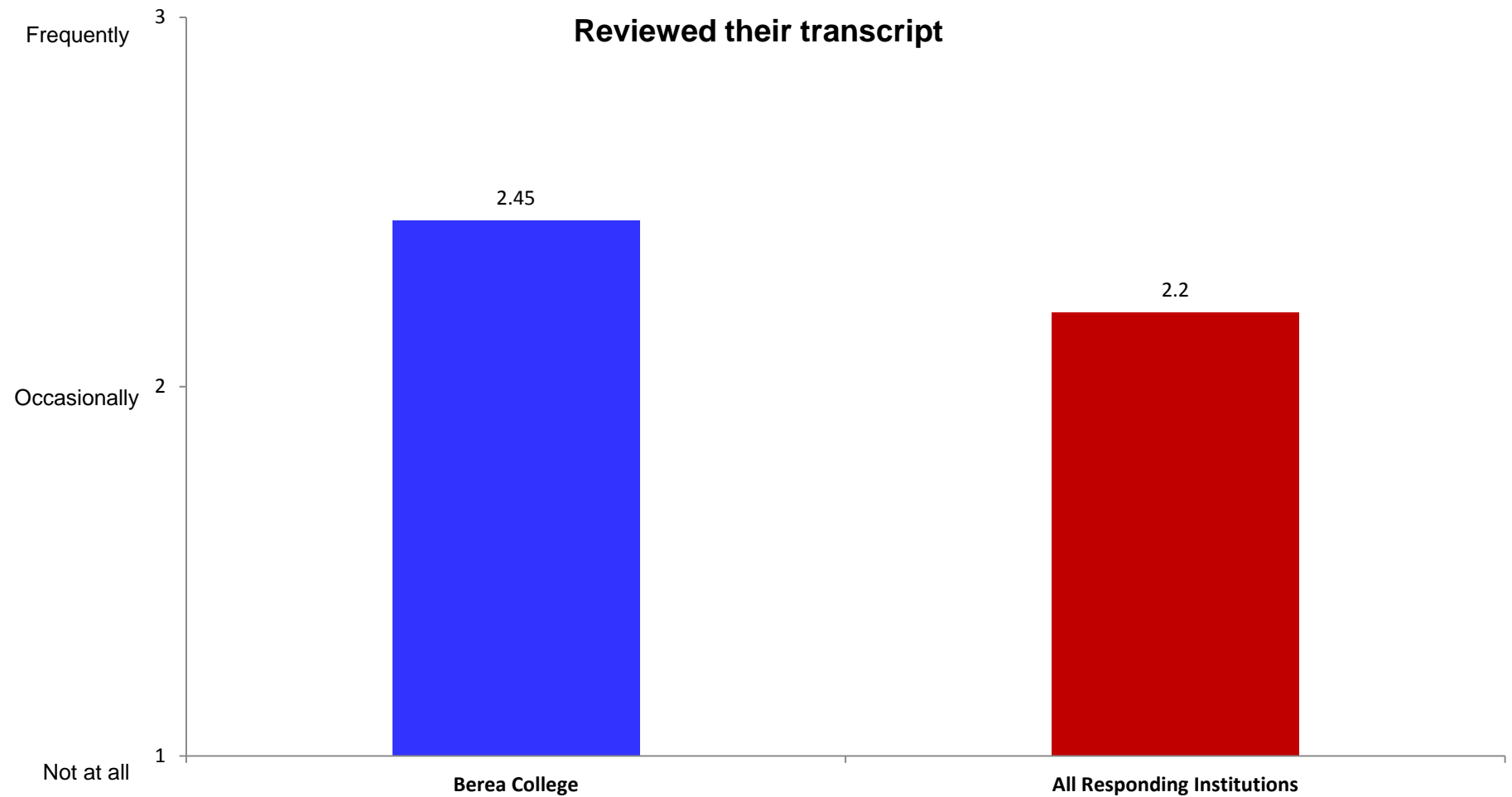


ADVISING MODULE

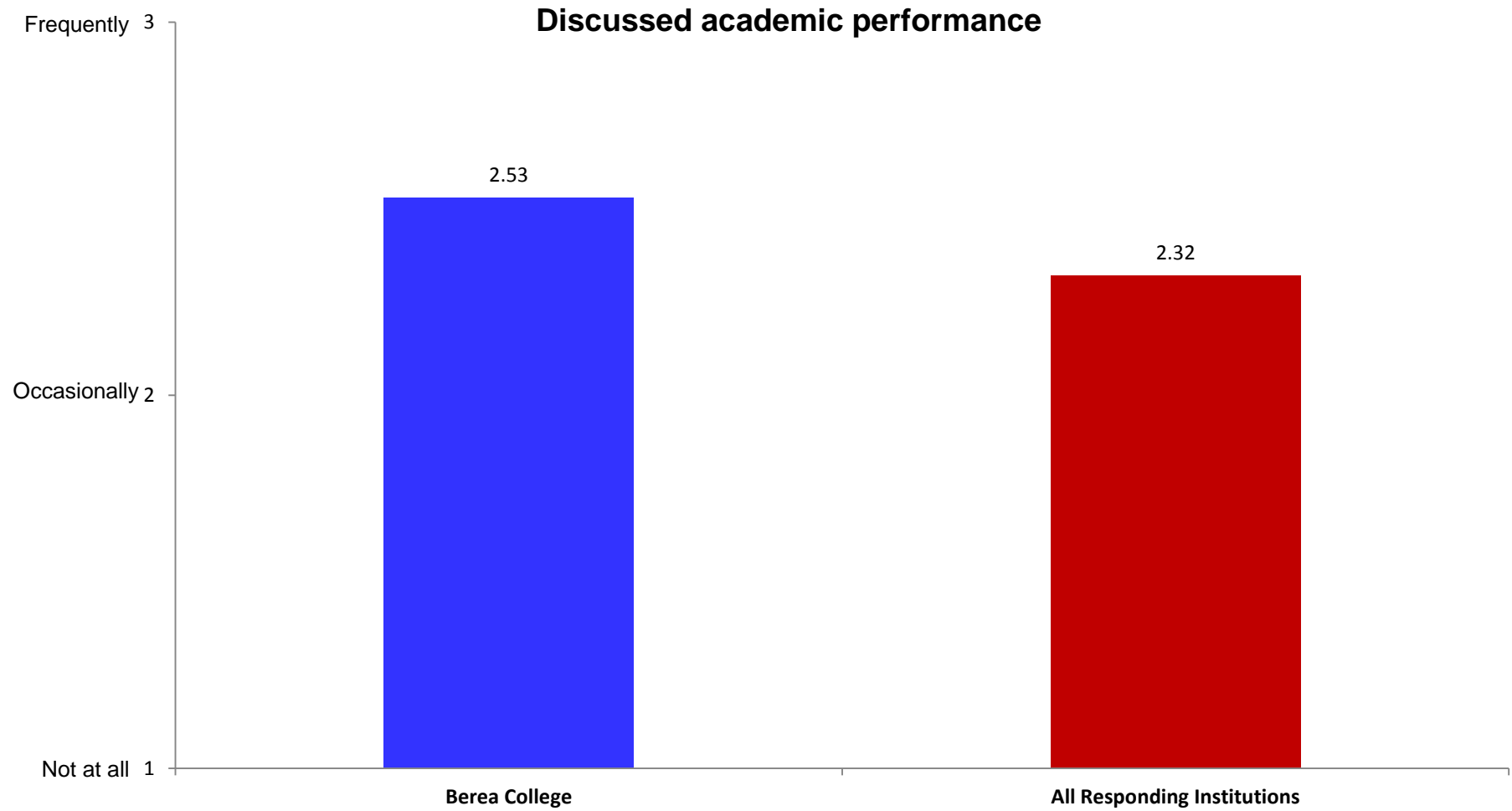
During the past year, how often have you done the following with your advisees?



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

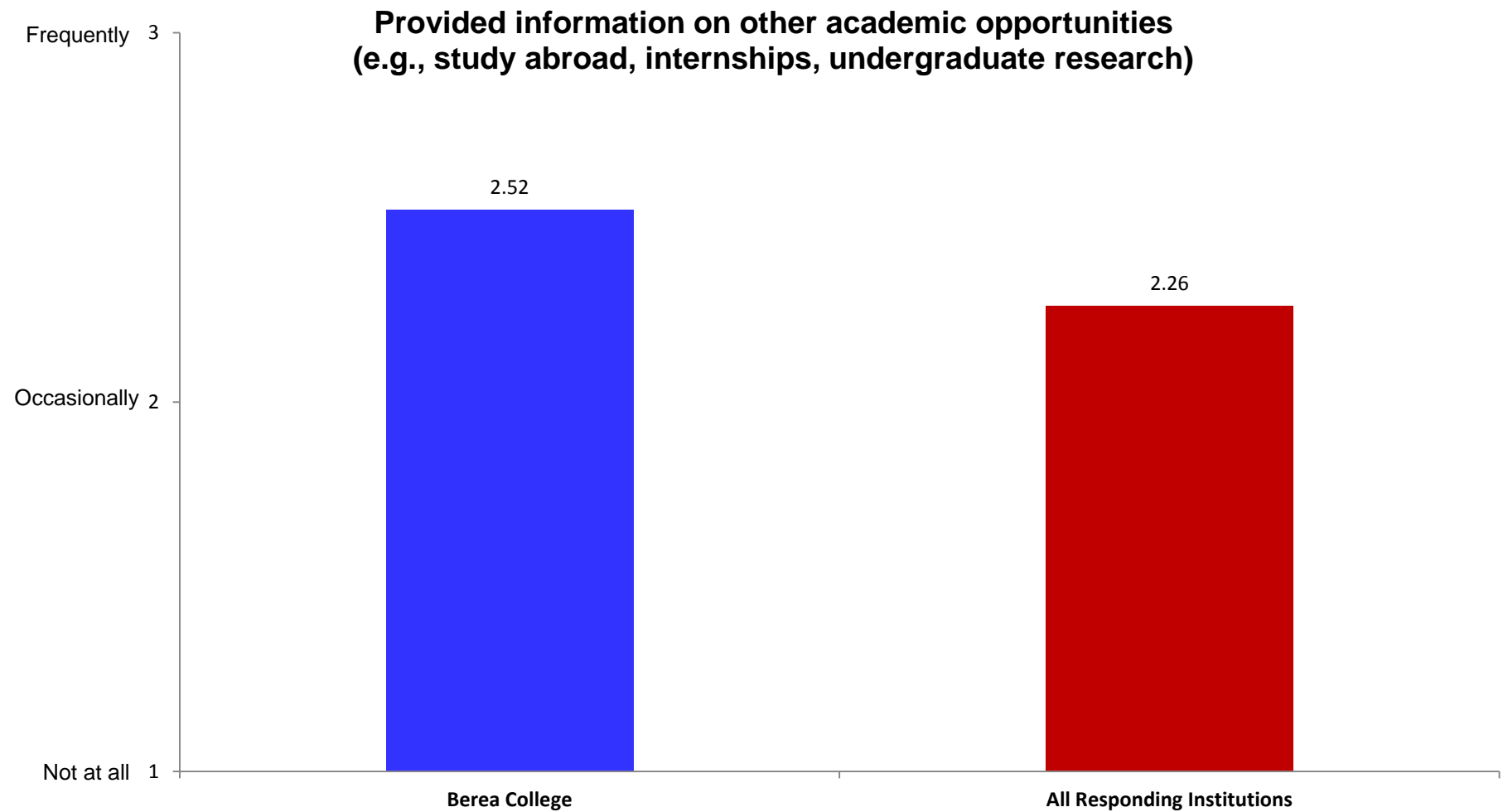


During the past year, how often have you done the following with your advisees?

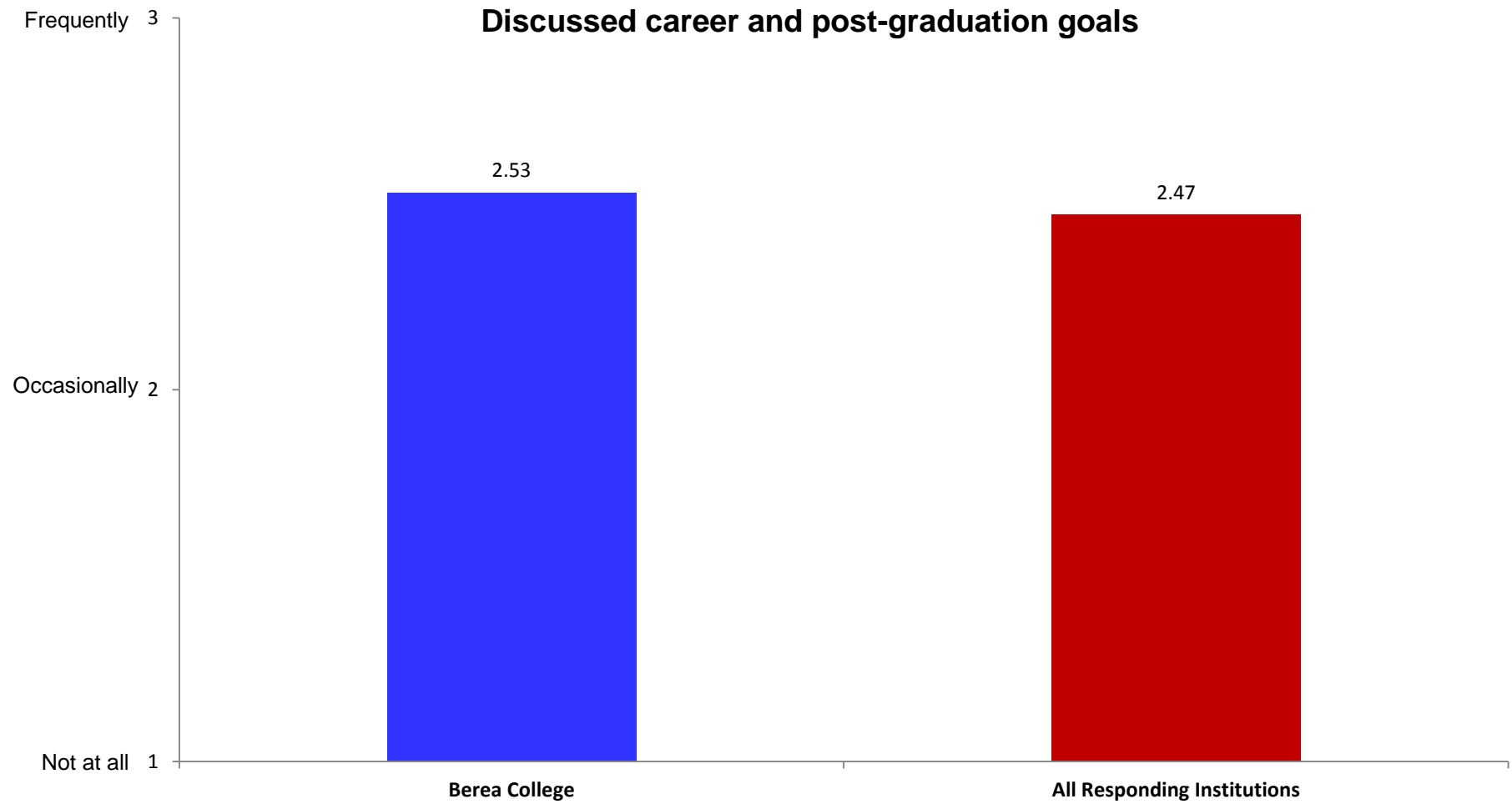


ADVISING MODULE

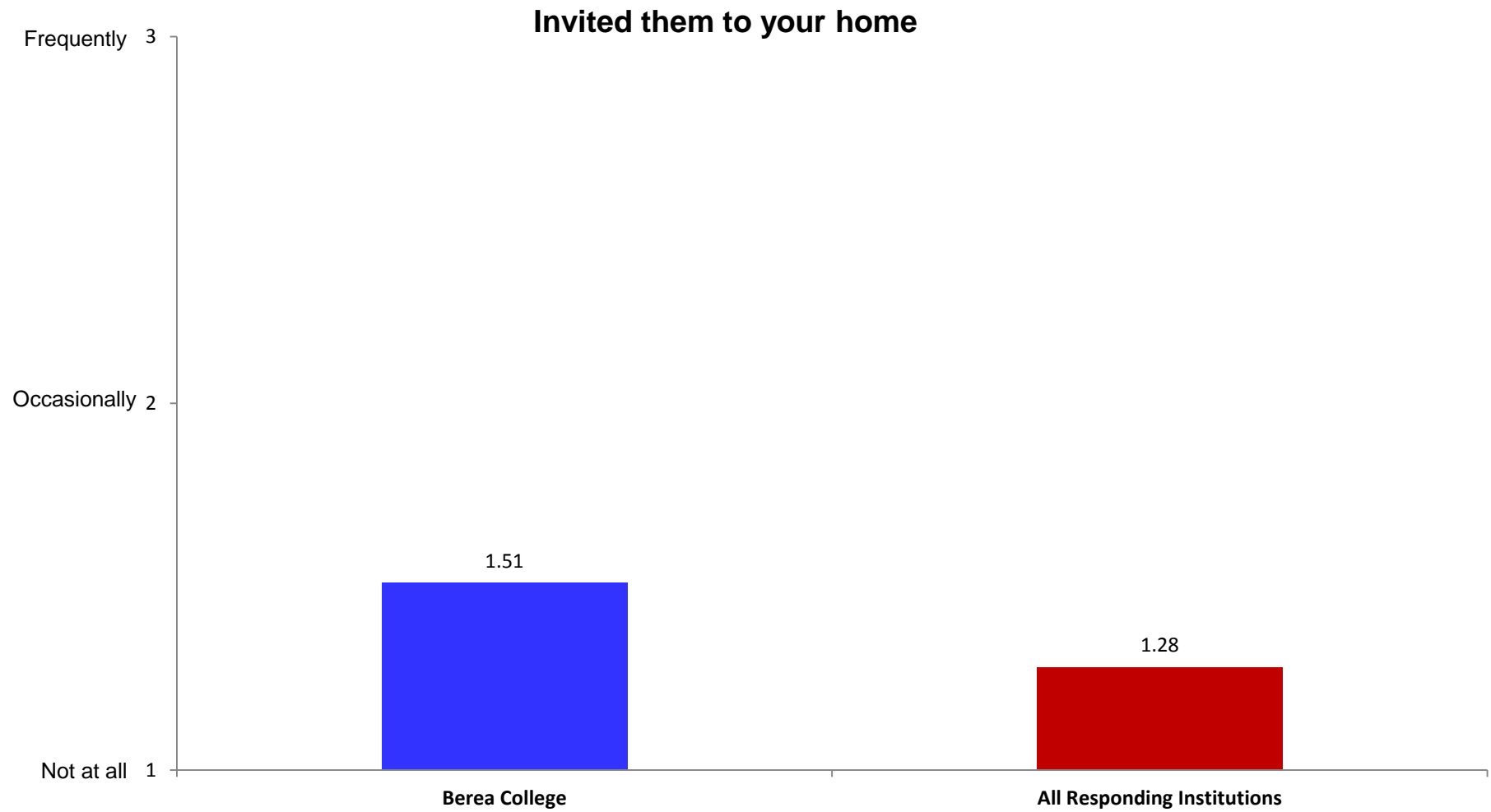
During the past year, how often have you done the following with your advisees?



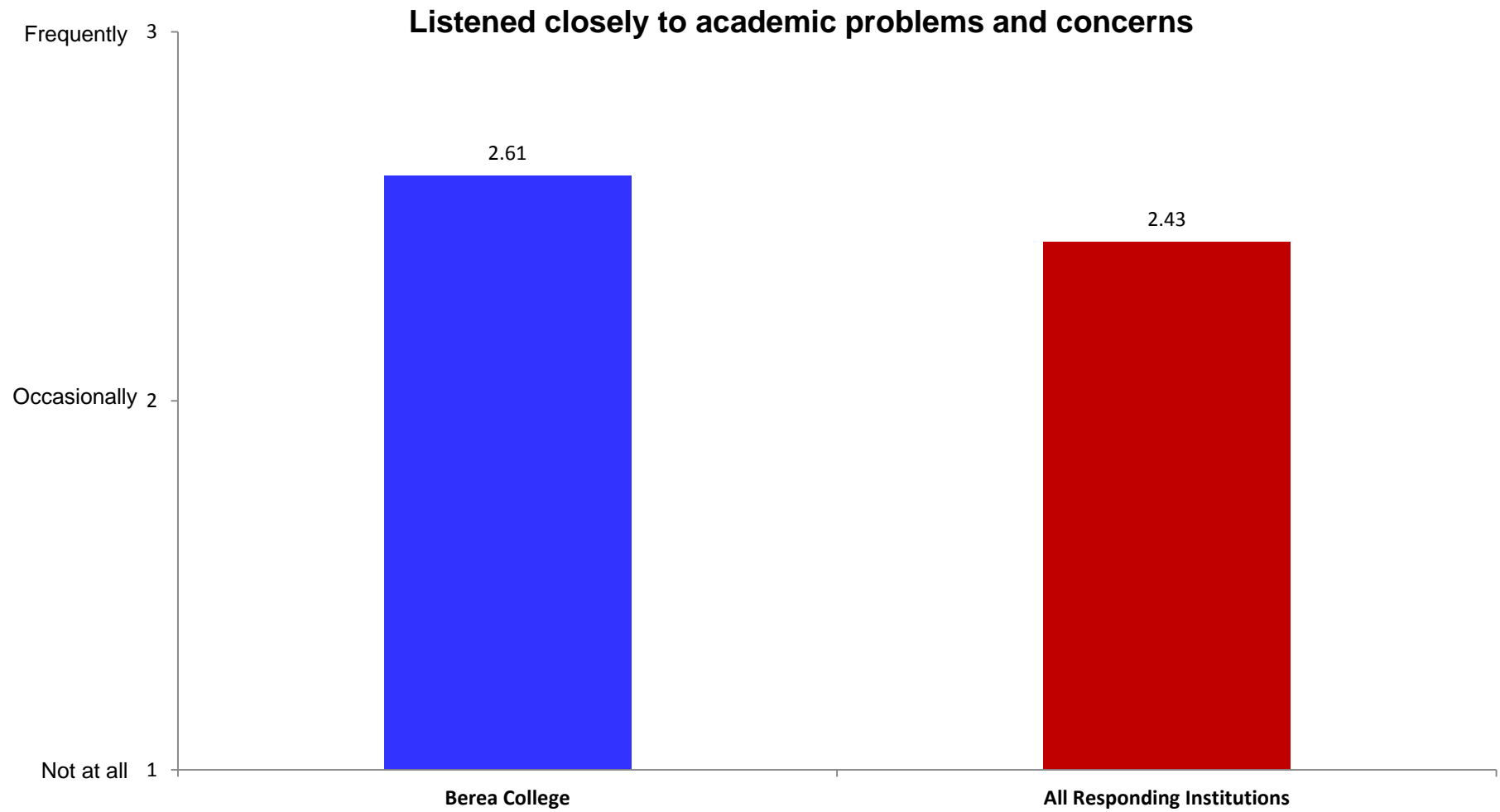
During the past year, how often have you done the following with your advisees?



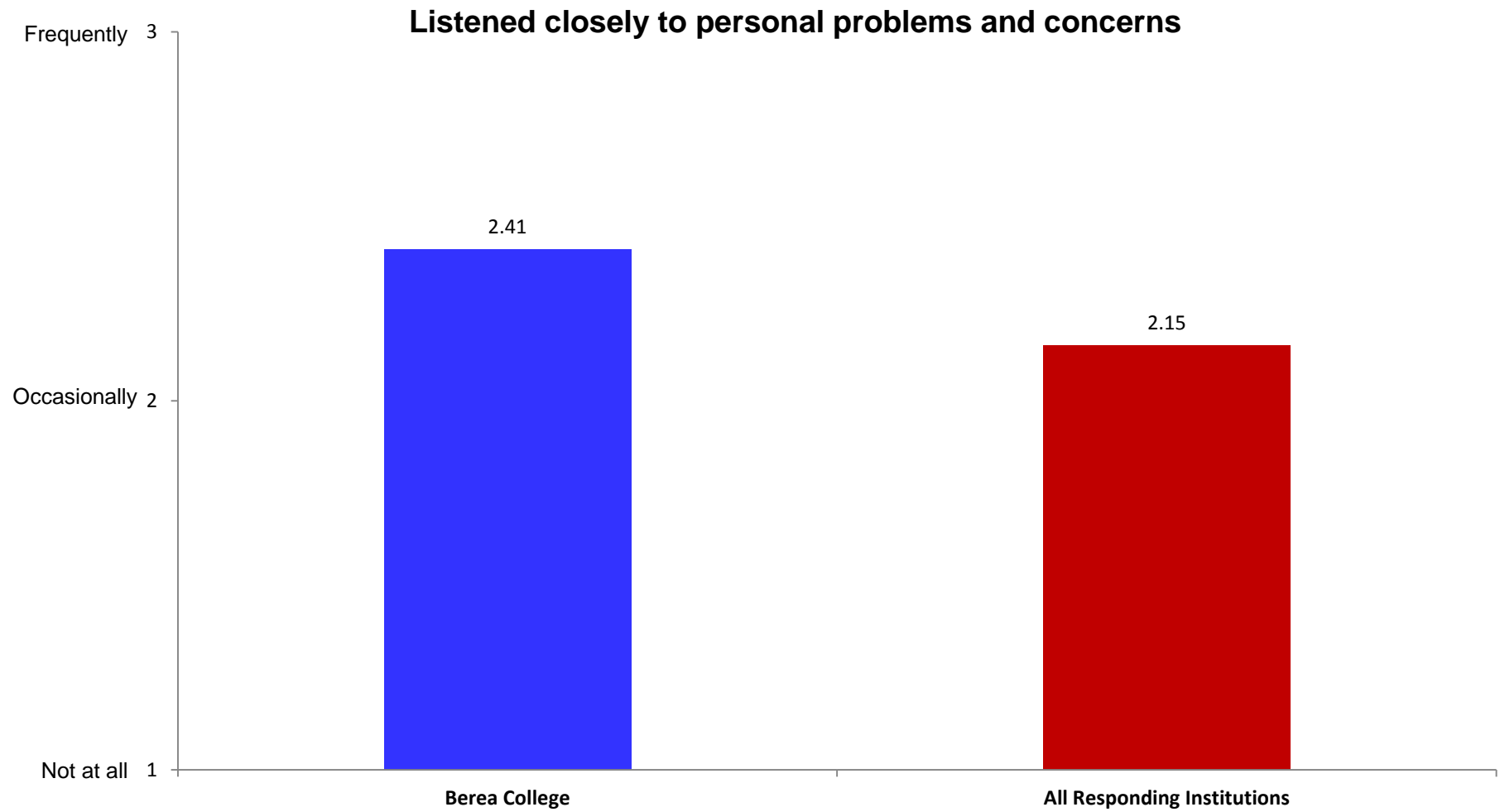
During the past year, how often have you done the following with your advisees?



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

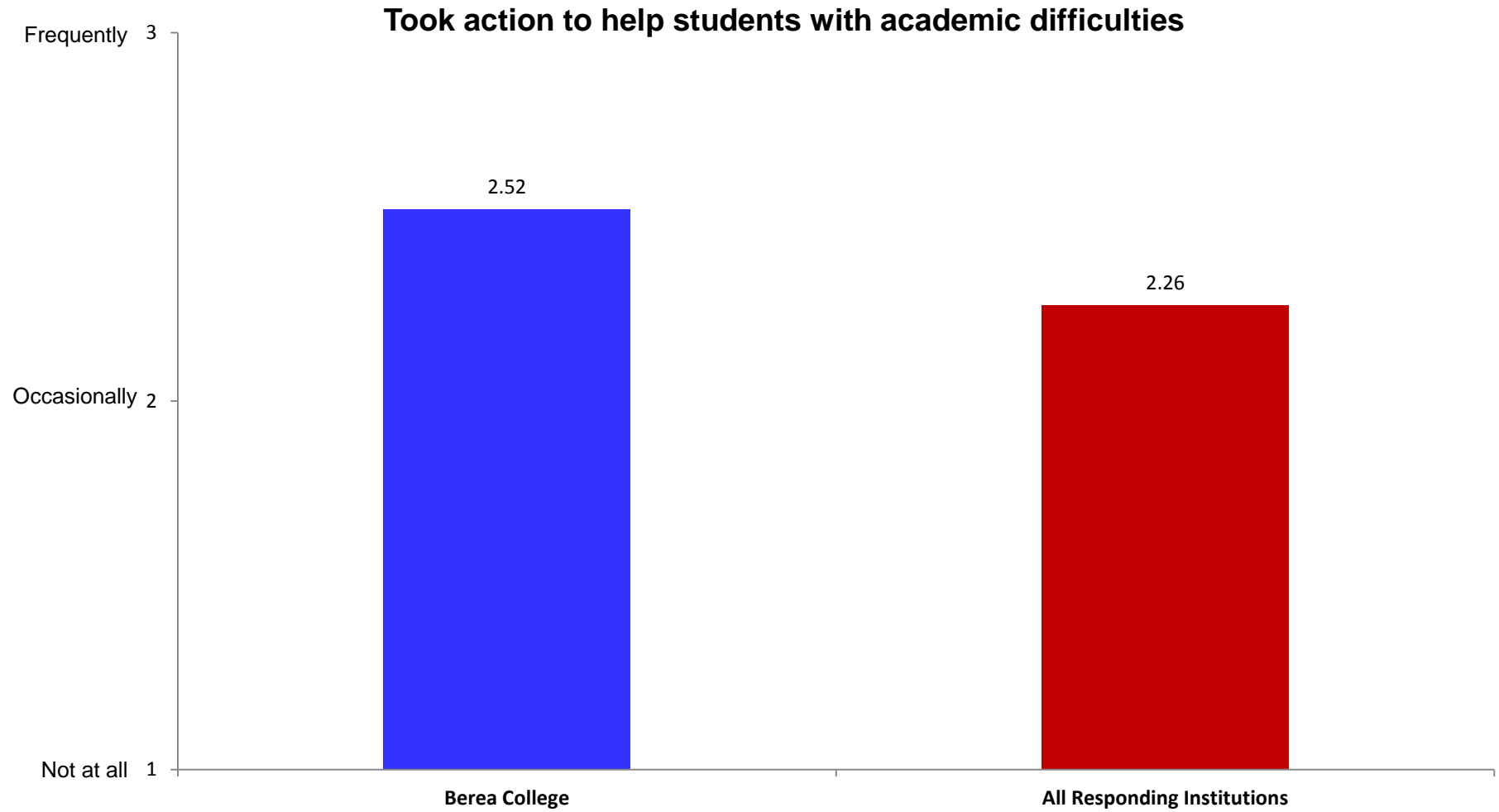


During the past year, how often have you done the following with your advisees?

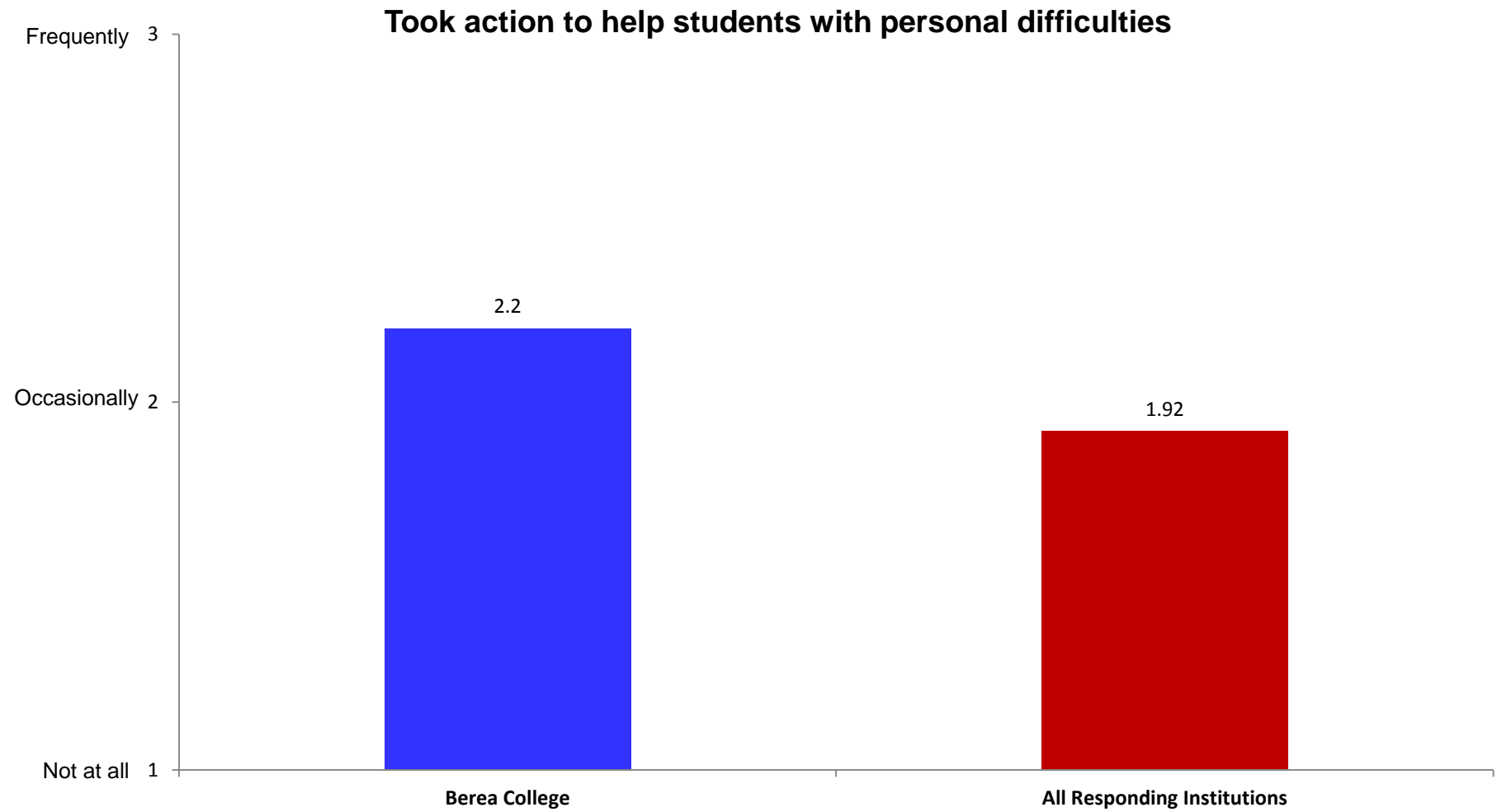


ADVISING MODULE

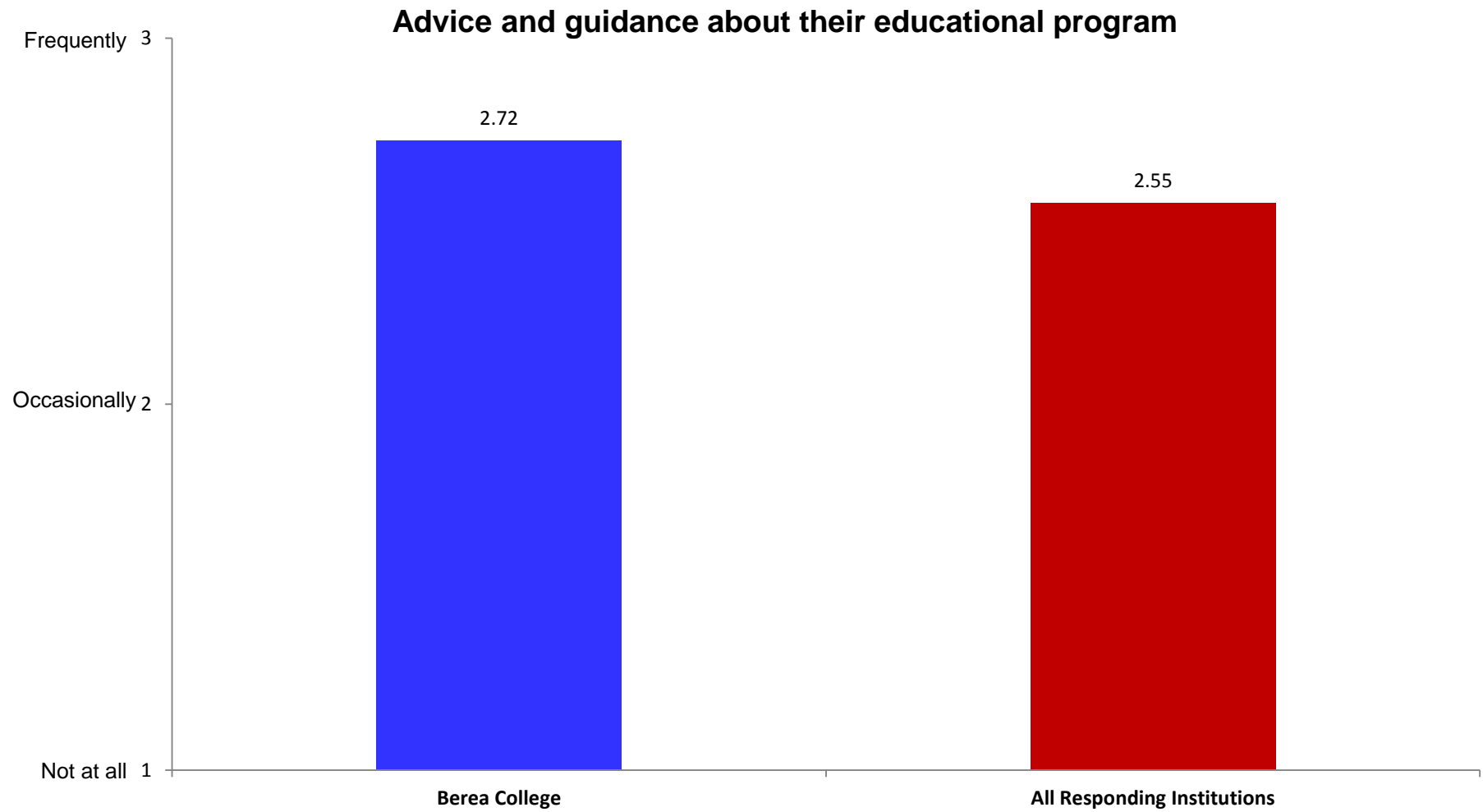
During the past year, how often have you done the following with your advisees?



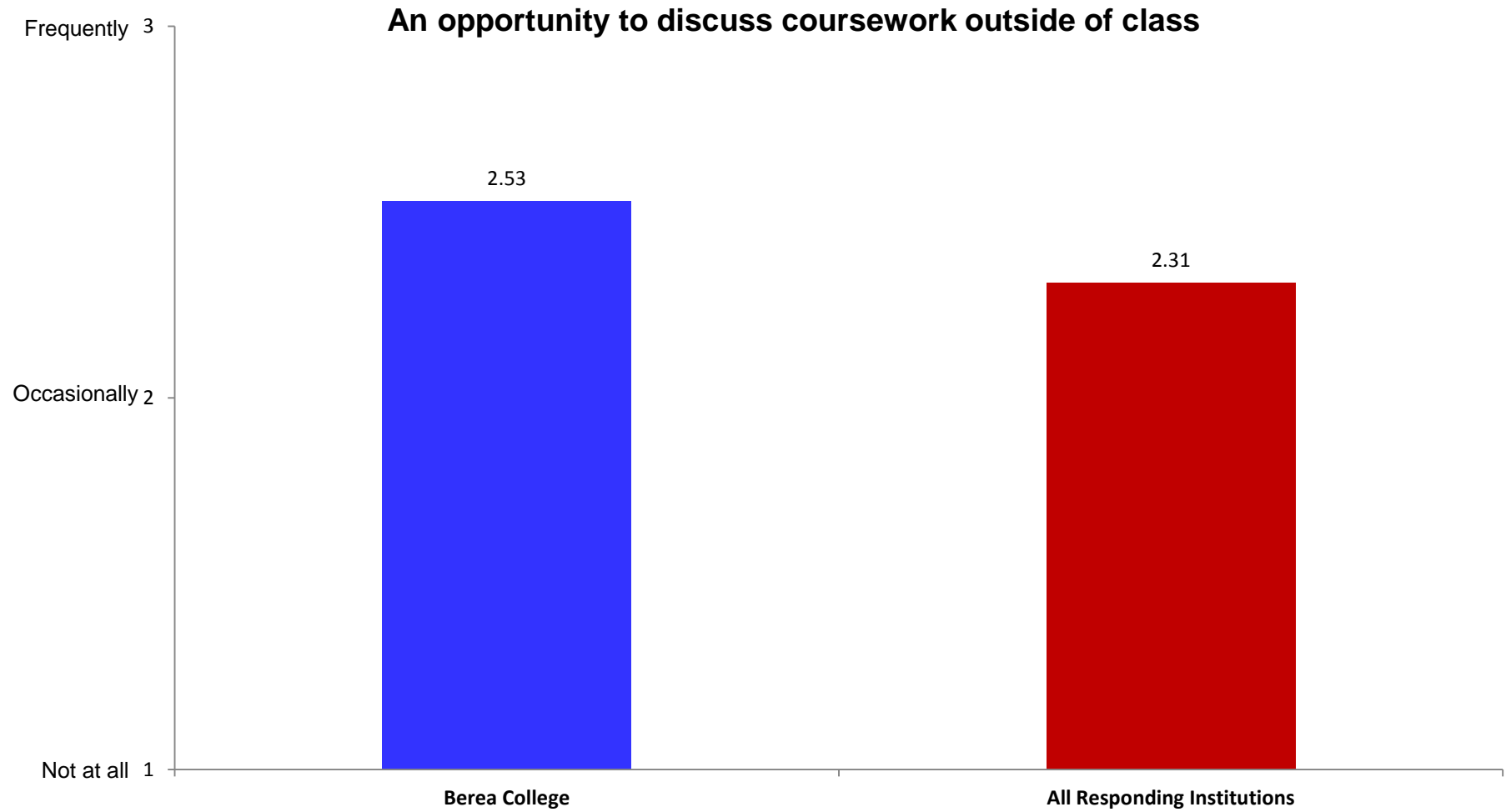
During the past year, how often have you done the following with your advisees?



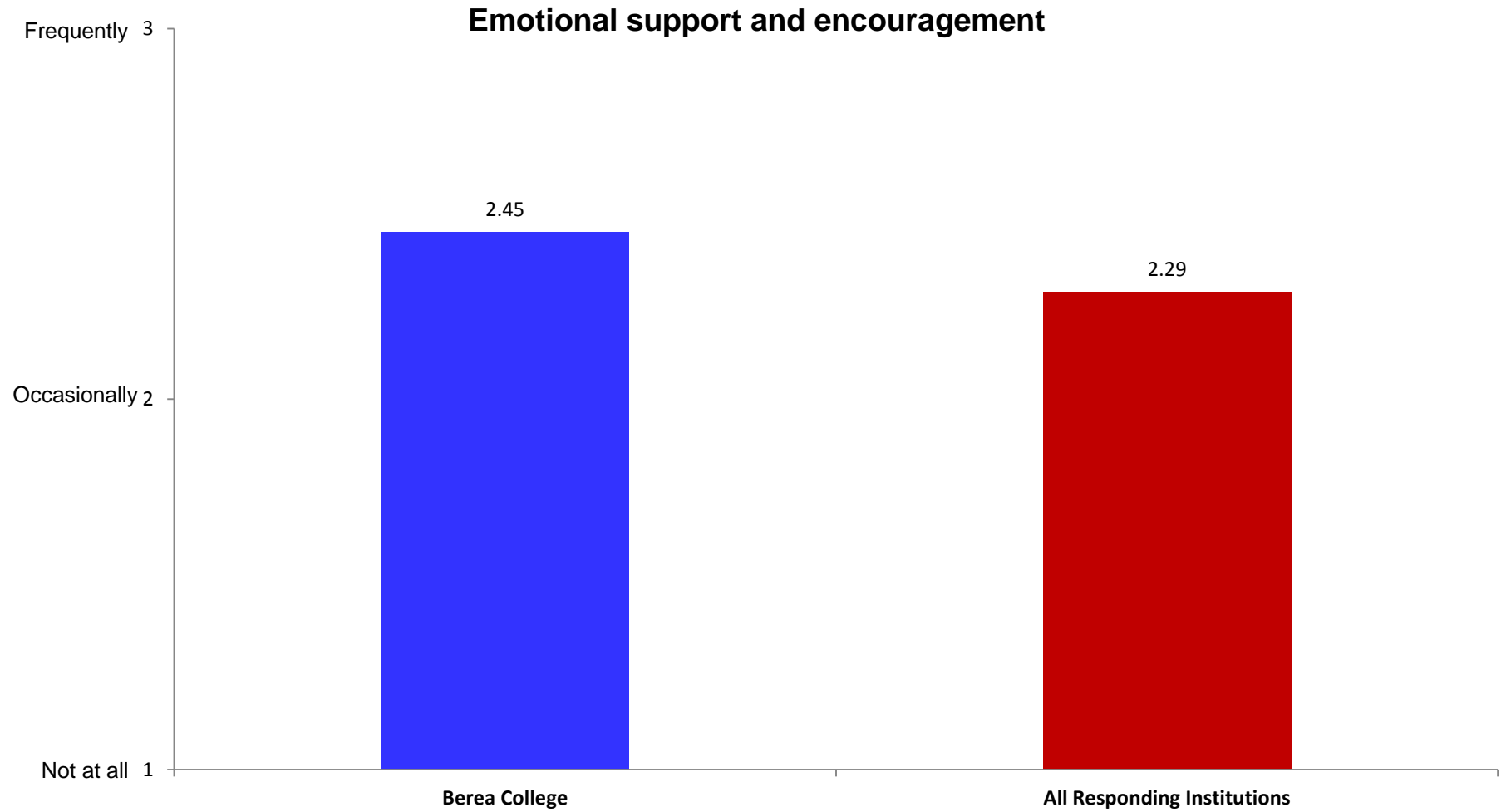
During the past year, how often have you provided your advisees with?



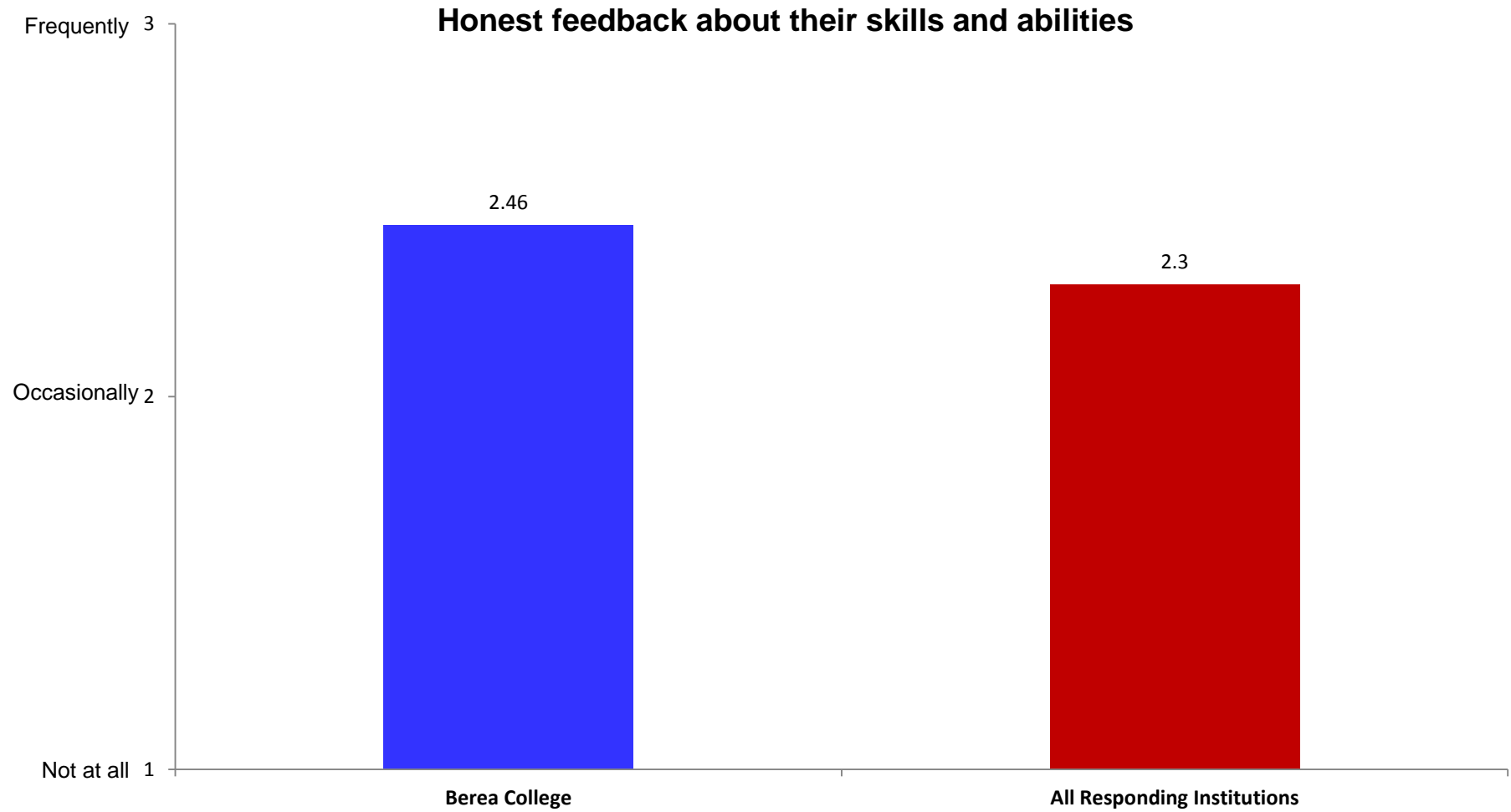
During the past year, how often have you provided your advisees with?



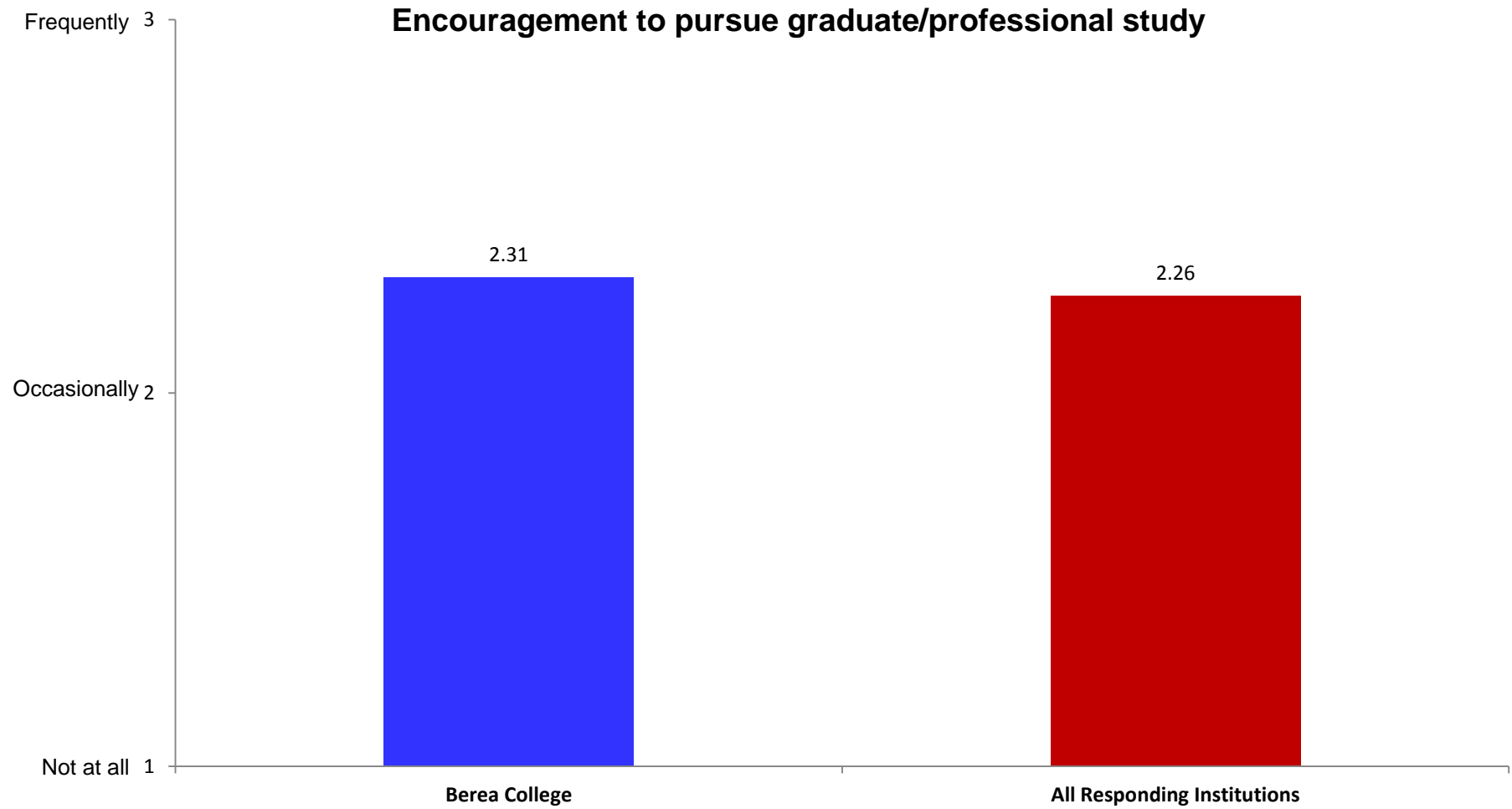
During the past year, how often have you provided your advisees with?



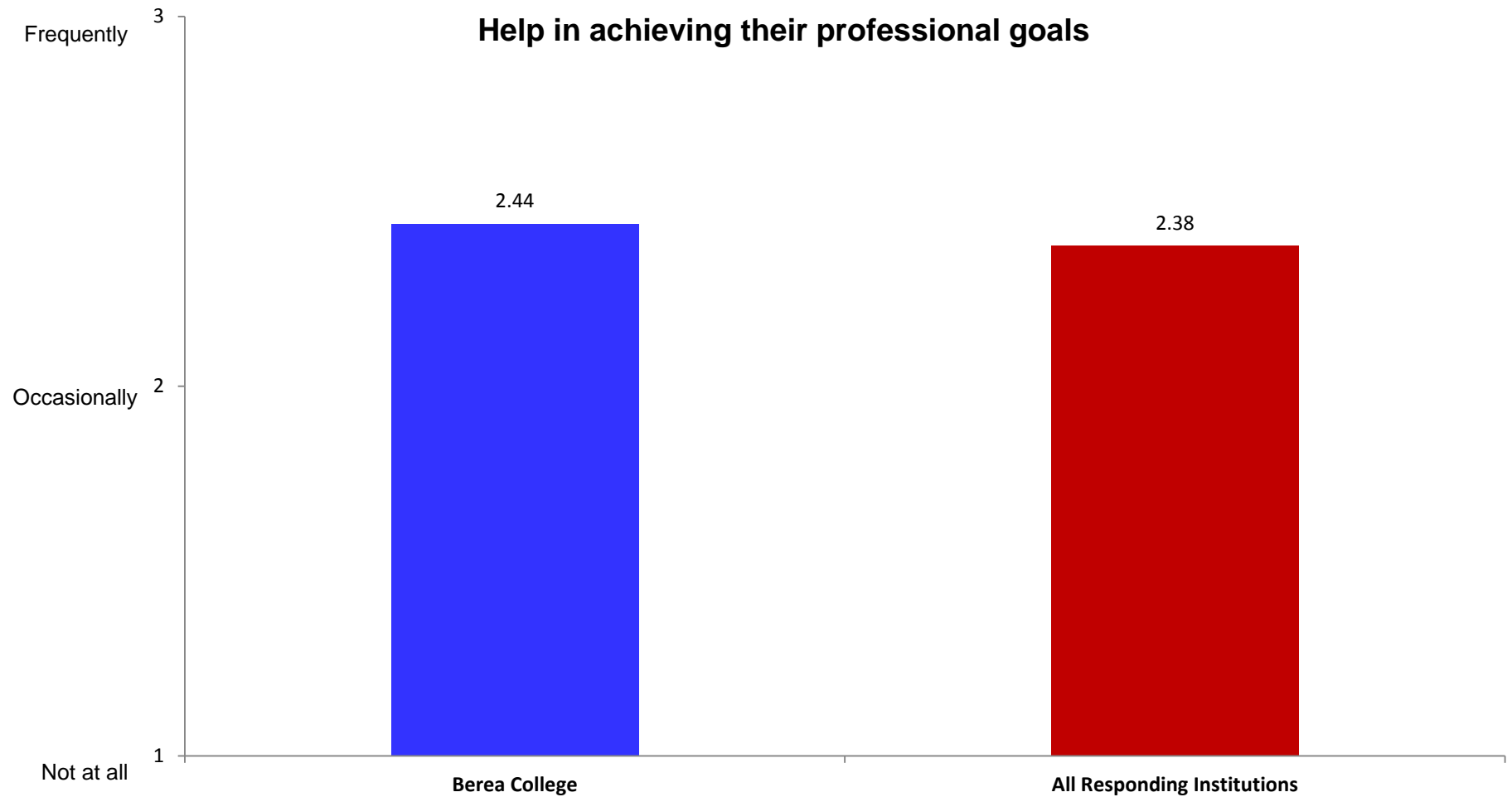
During the past year, how often have you provided your advisees with?



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)

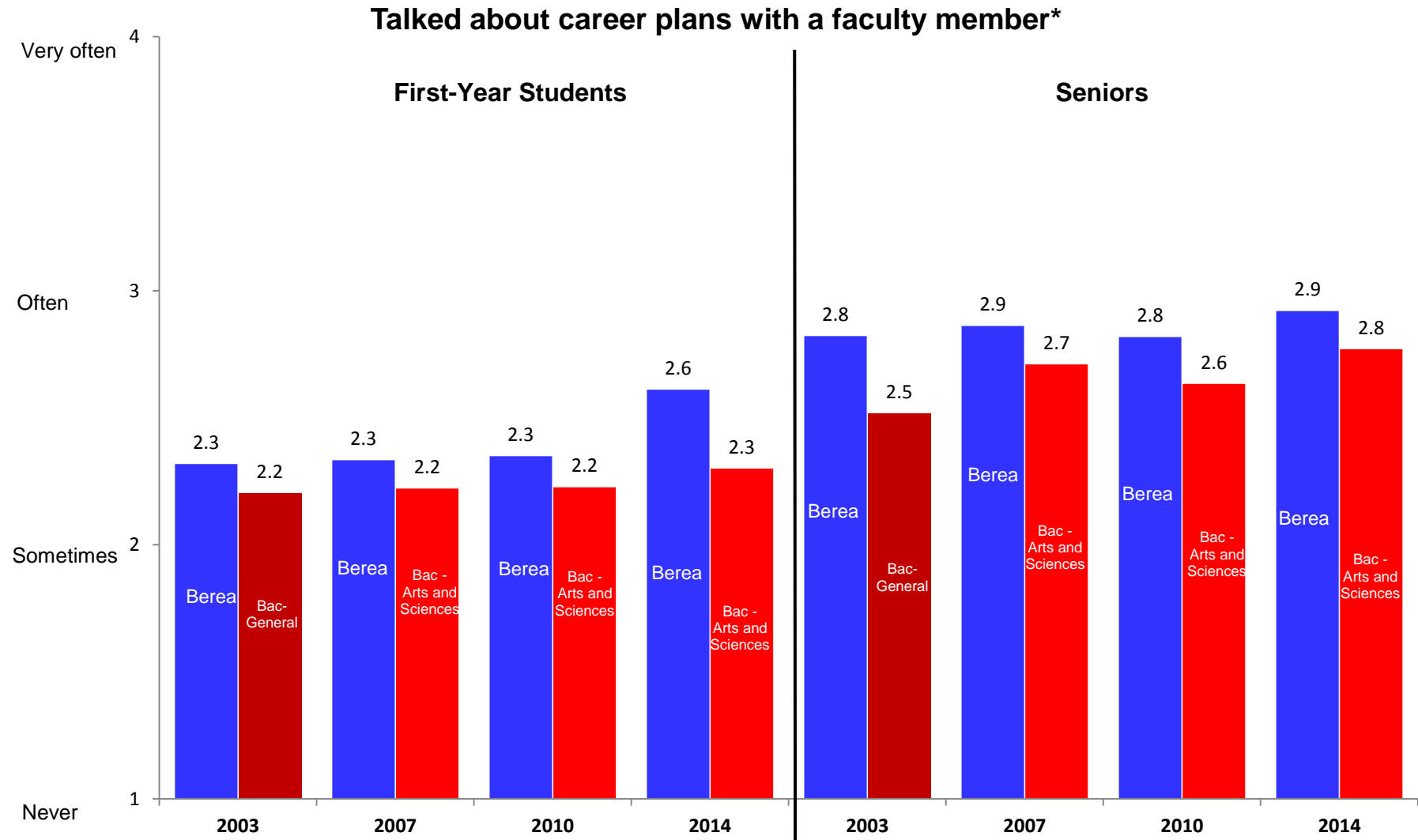


[Click to see survey instruments](#)

Response Rates:

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

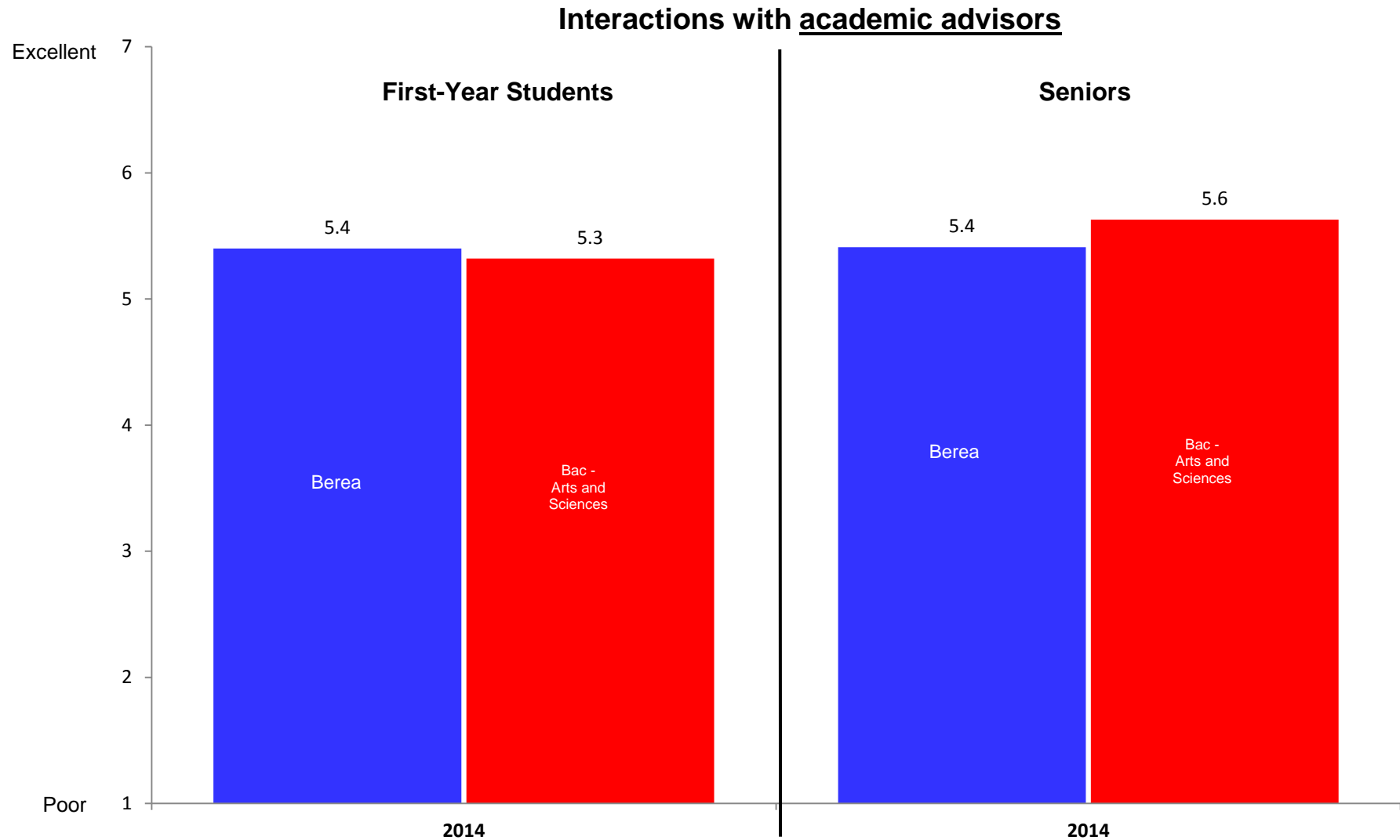
During the current school year, about how often have you done the following?



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.

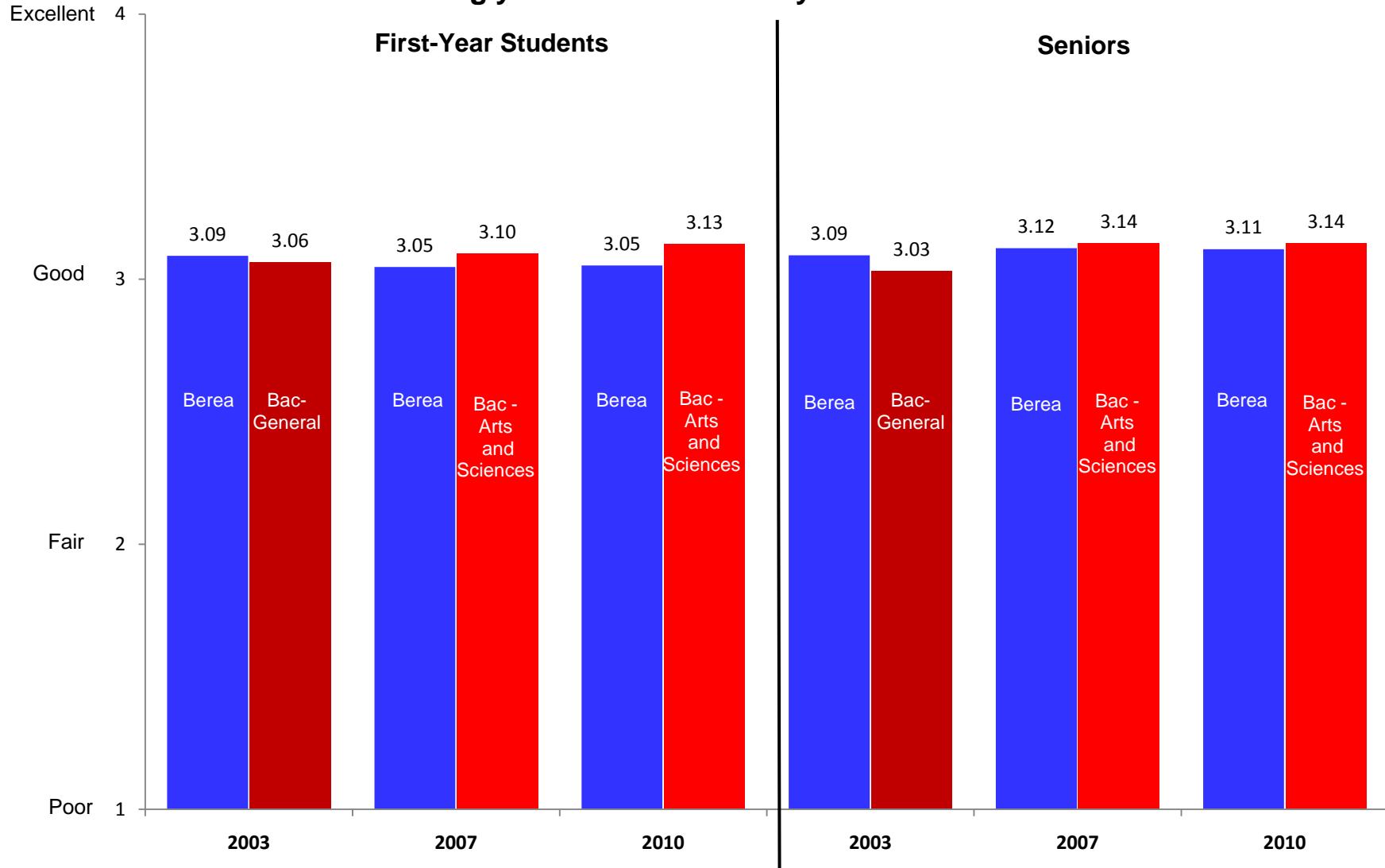
*Item wording changed slightly in 2014; previous wording was "Talked about career plans with a faculty member or advisor."

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



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.

Overall, how would you evaluate the quality of academic advising you have received at your institution?



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 (based on a 3-year average). Berea College was in this category in 2003. Baccalaureate - Arts and Sciences are institutions that confer at least half of its degrees in the non-professional fields (based on one-year's data). The College is in this category currently.

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](#)

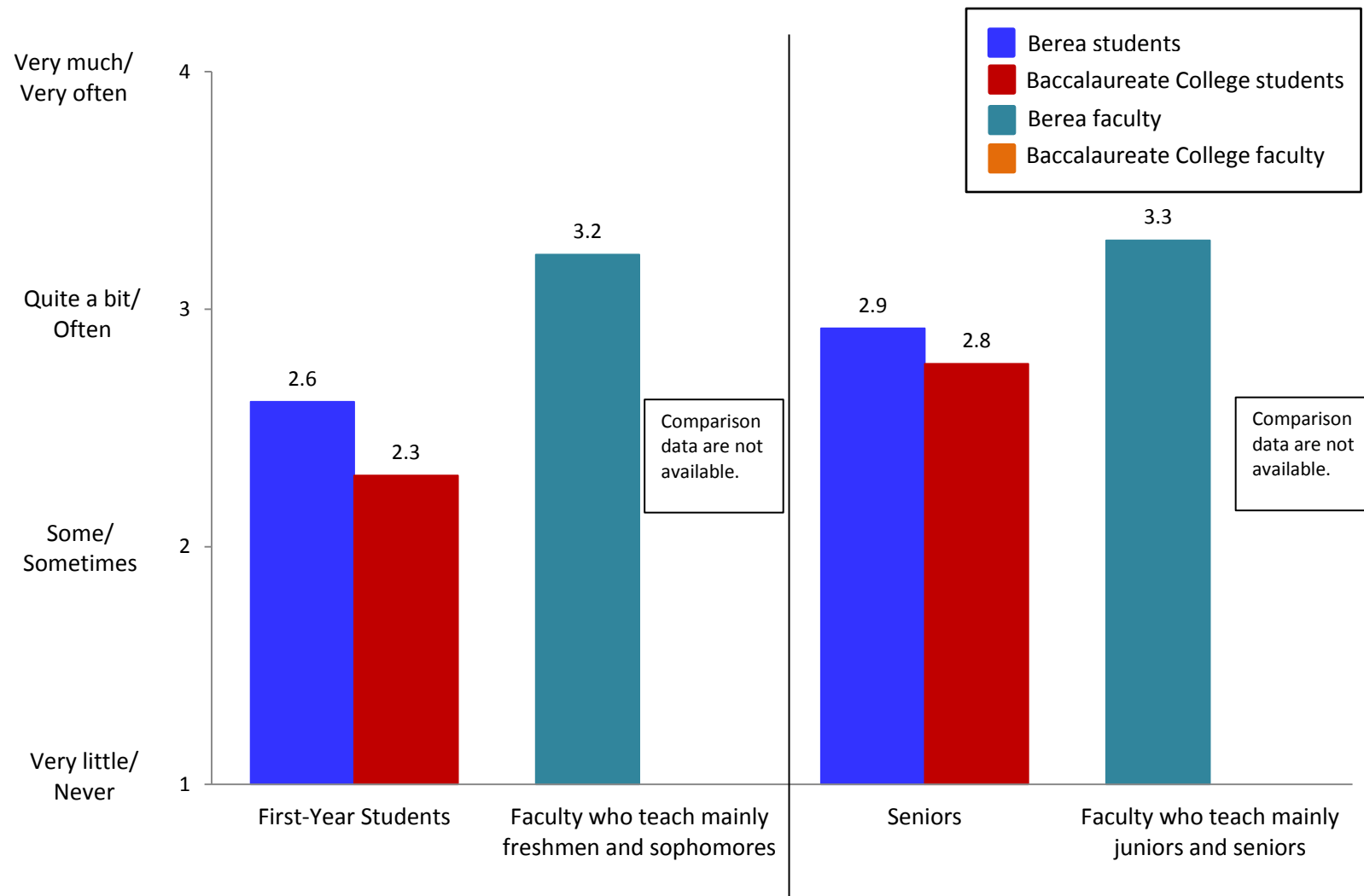
Response Rates:

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



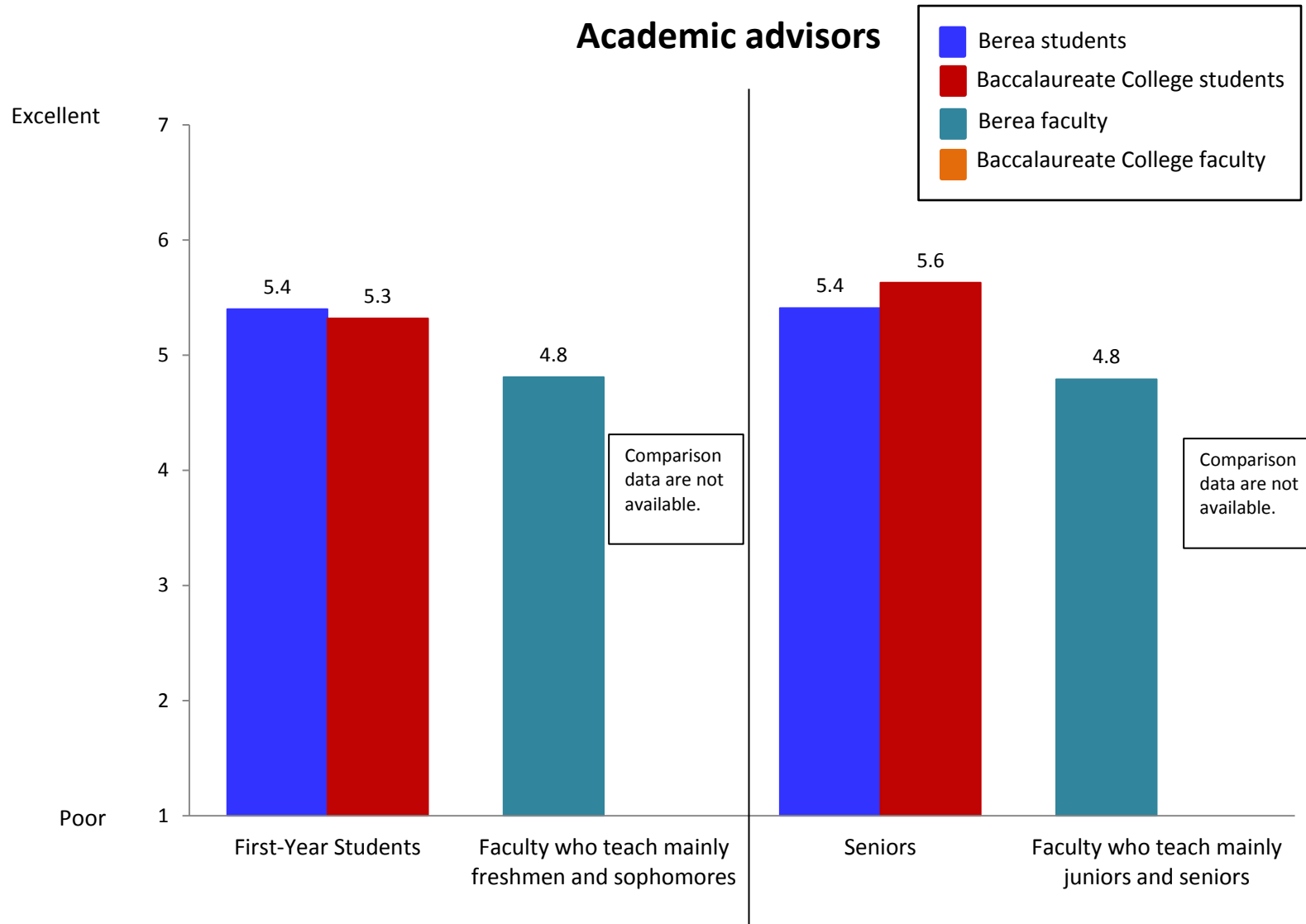
Response Rates:

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 ...?



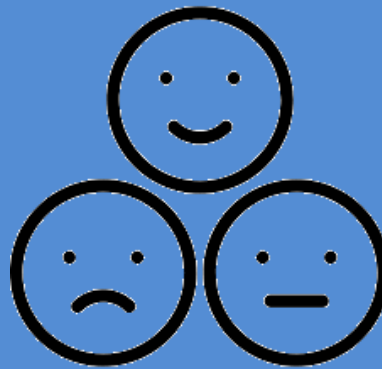
Response Rates:

Faculty: 56%

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

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

All Students



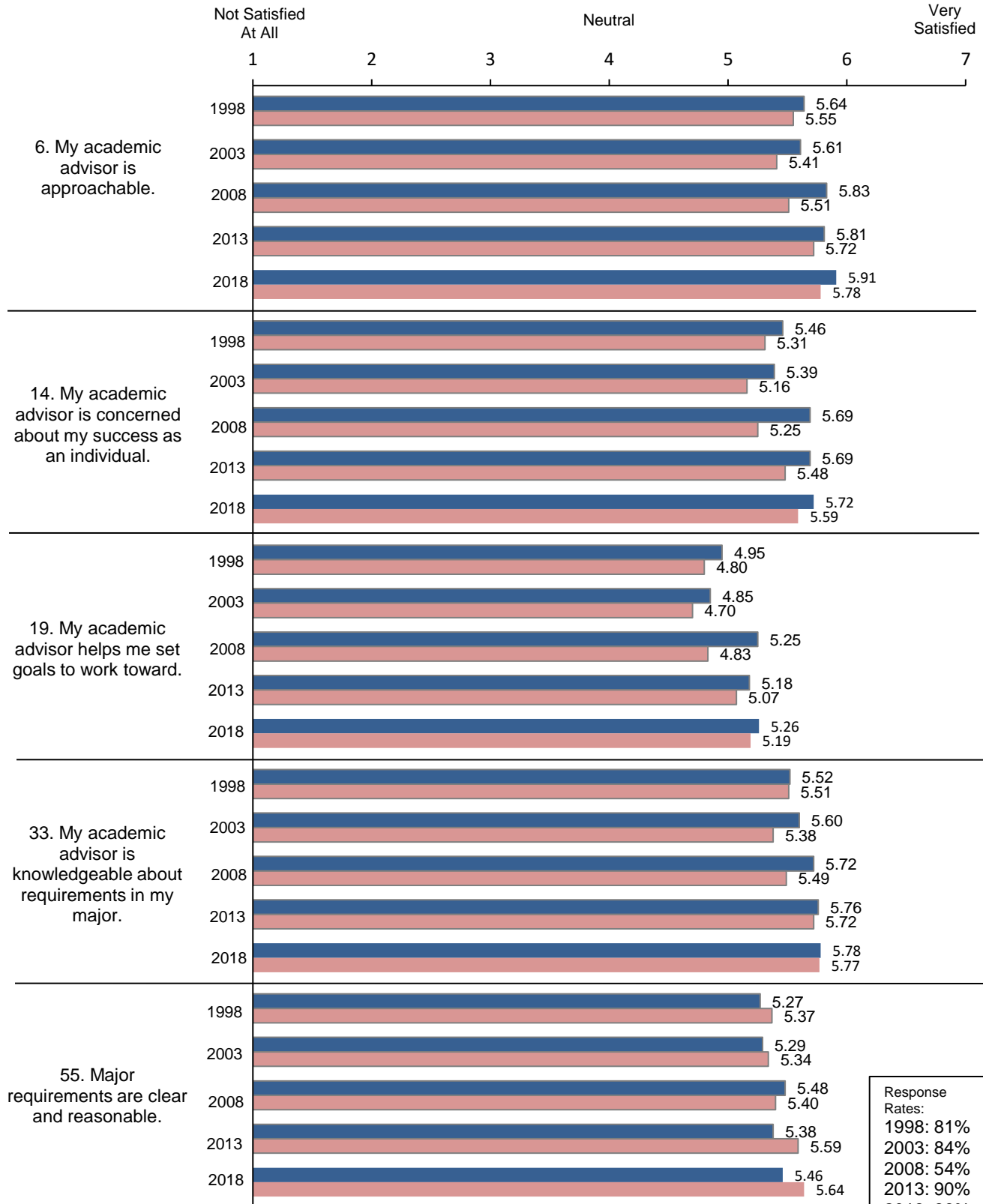
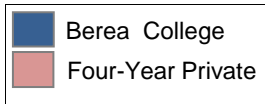
[Click to see survey instruments](#)

Response Rates:

1998	81%	2013	90%
2003	84%	2018	89%
2008	54%		

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

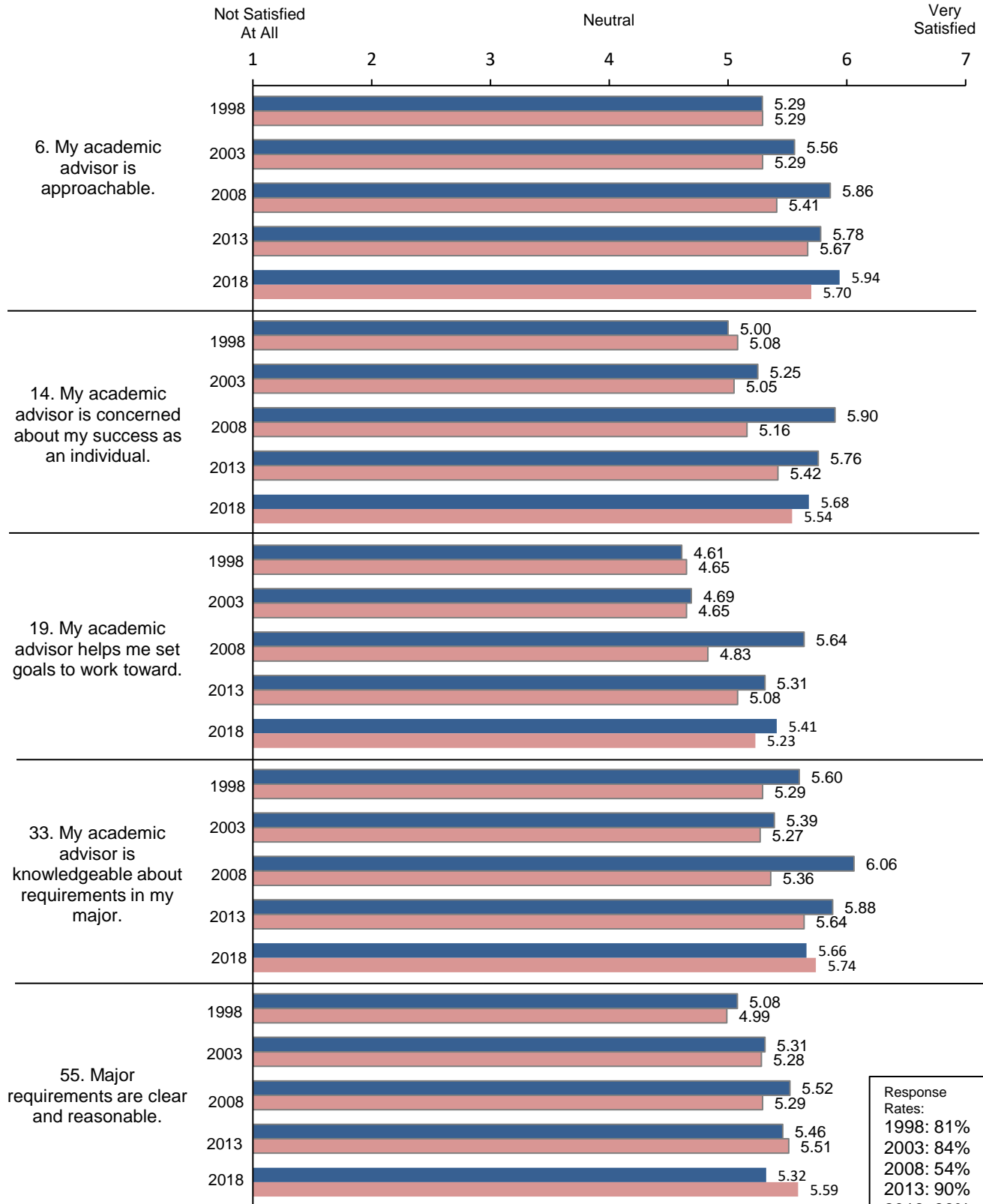
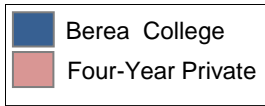
Noel-Levitz Student
Satisfaction Inventory



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

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

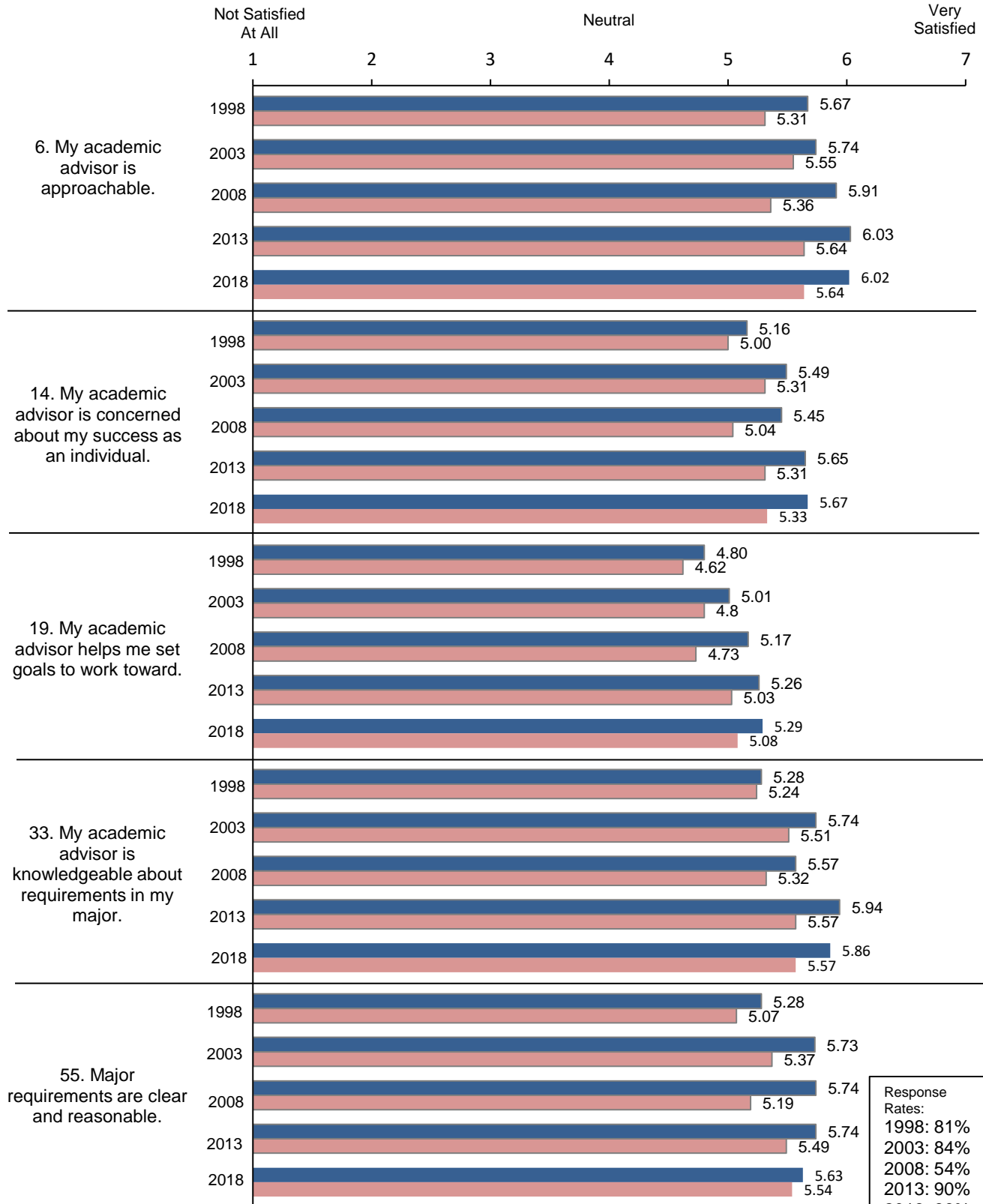
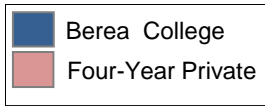
Noel-Levitz Student
Satisfaction Inventory



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

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

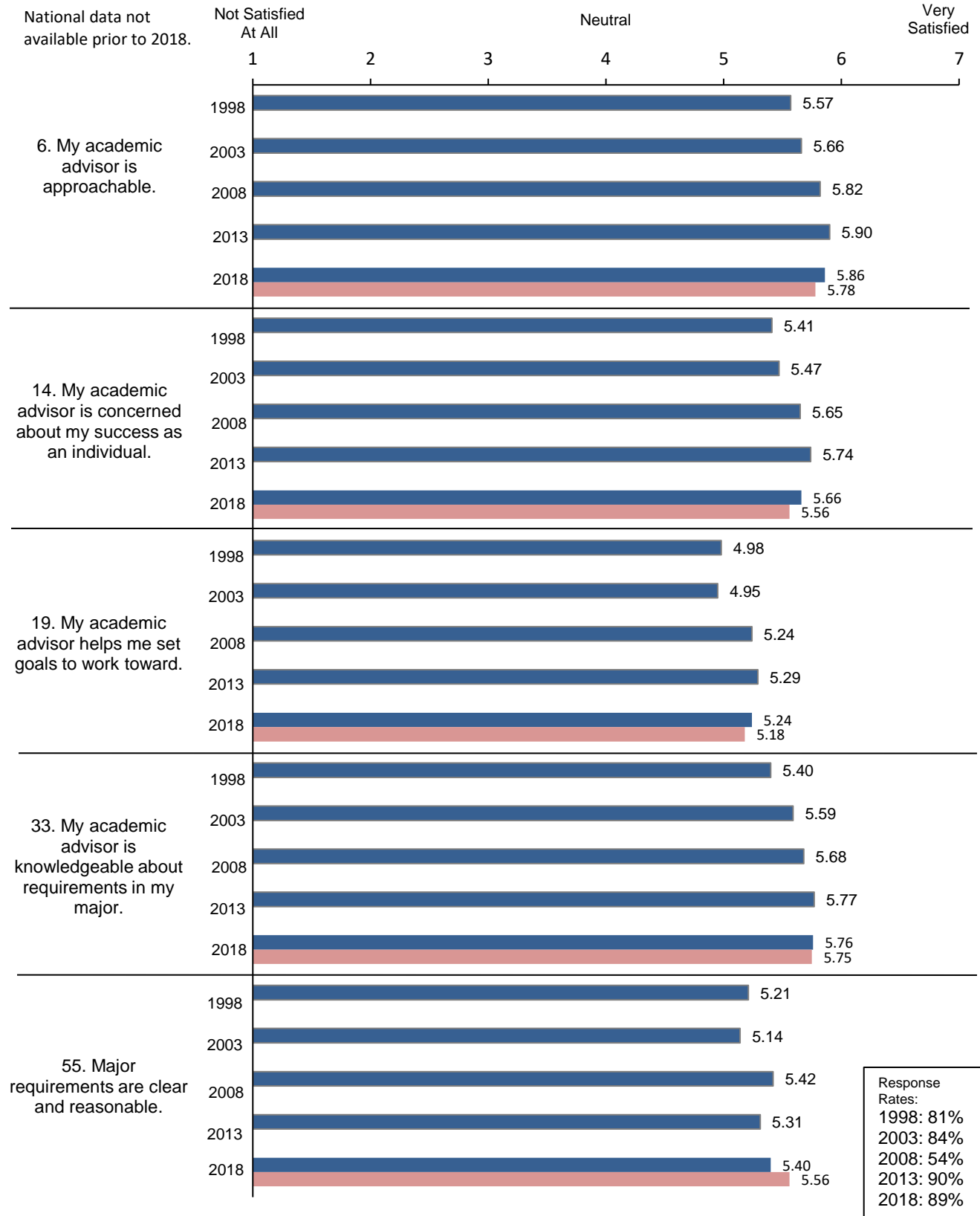
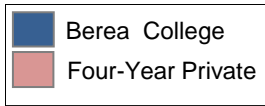
Noel-Levitz Student
Satisfaction Inventory



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

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

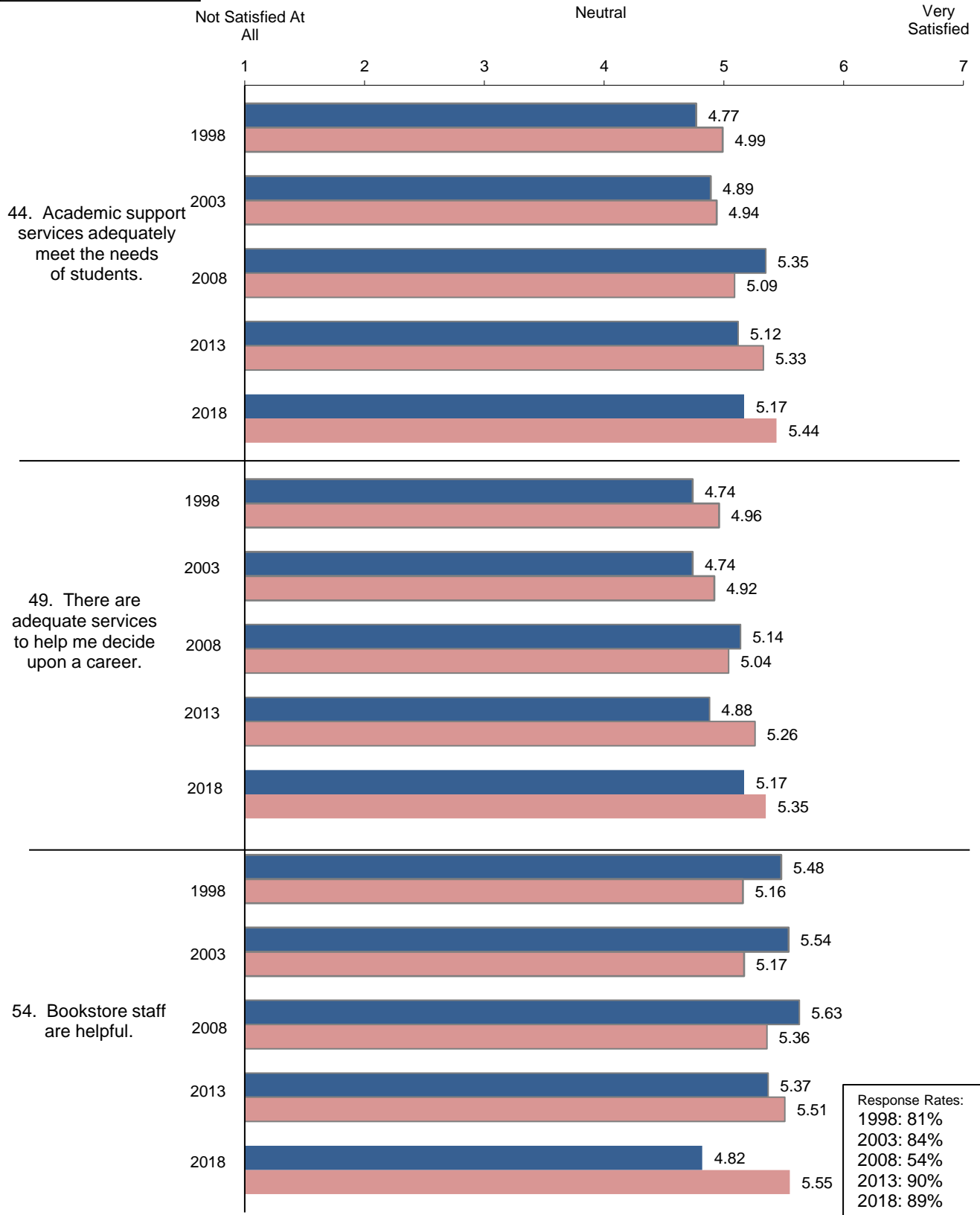
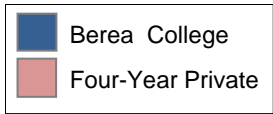
Noel-Levitz Student Satisfaction Inventory



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

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

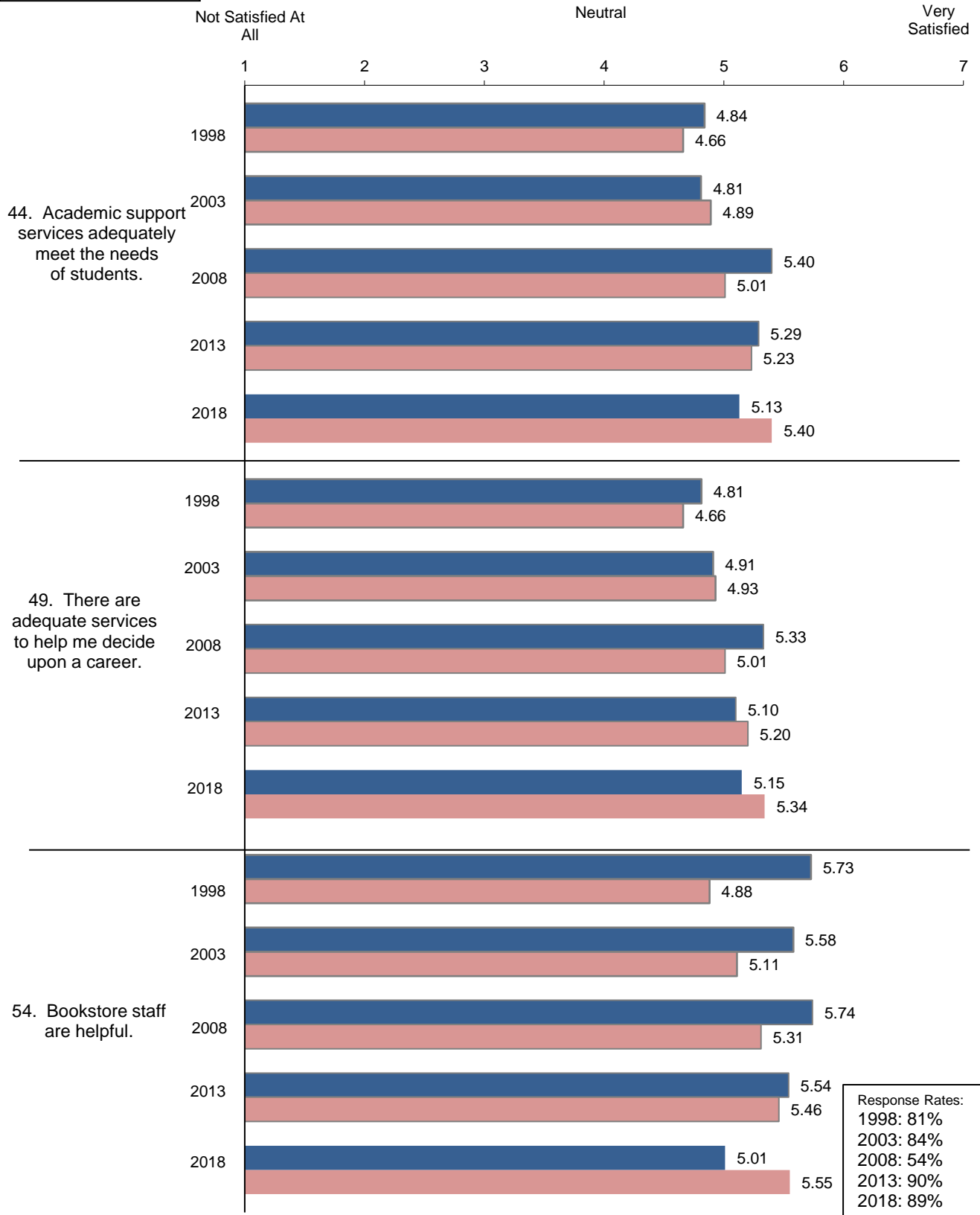
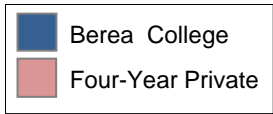
Noel-Levitz Student Satisfaction Inventory



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

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

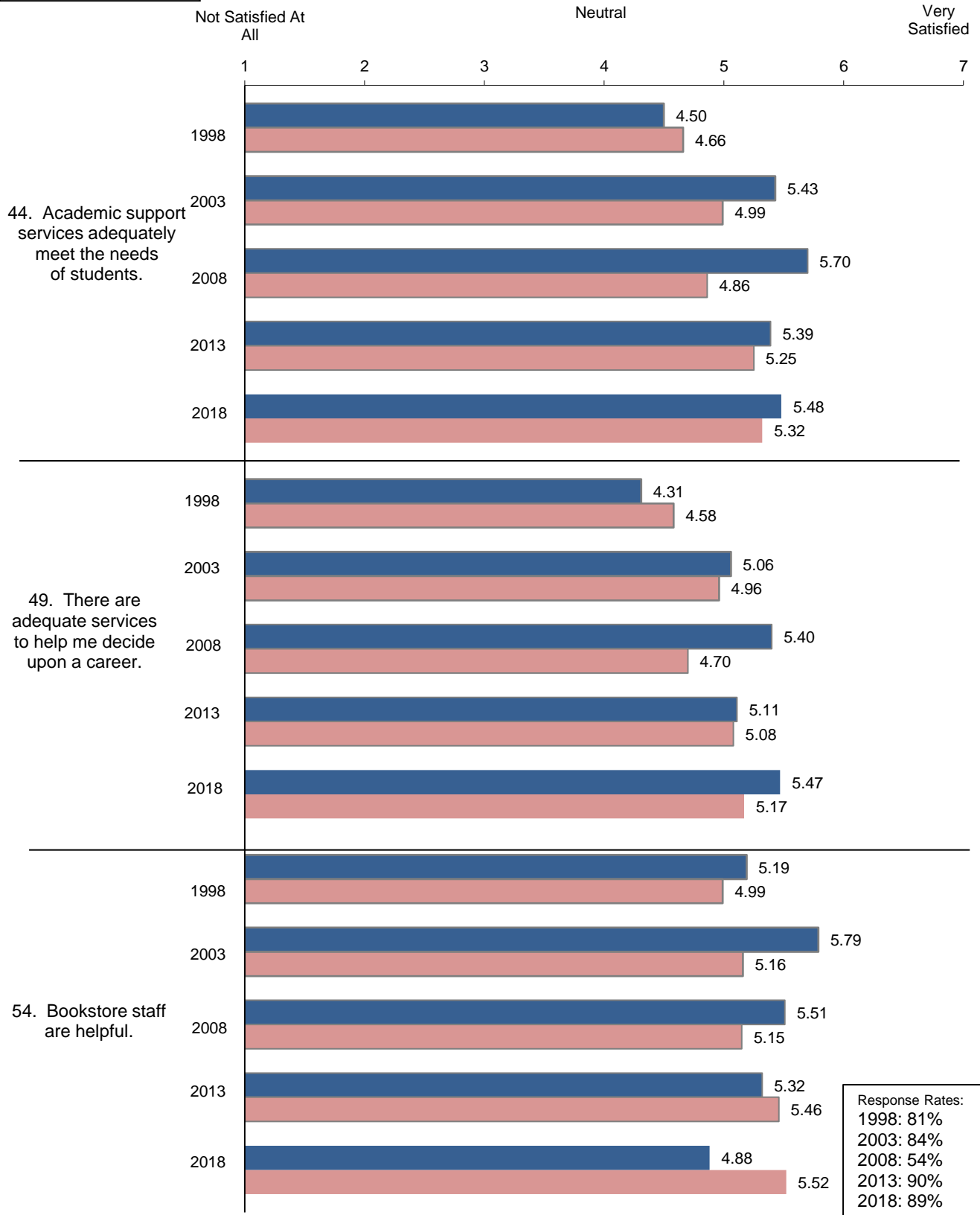
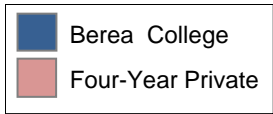
Noel-Levitz Student Satisfaction Inventory



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

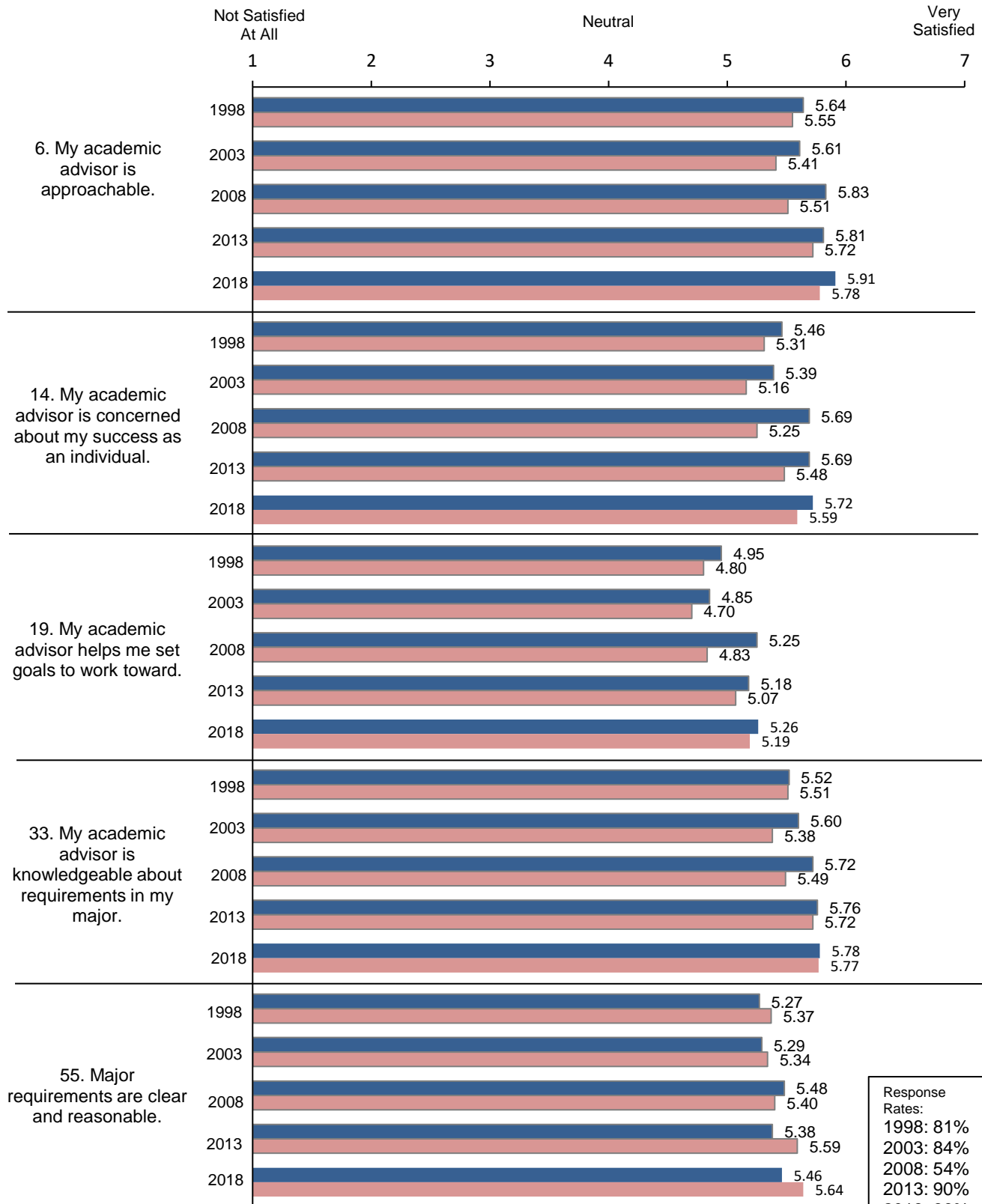
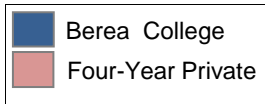
Noel-Levitz Student Satisfaction Inventory



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

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

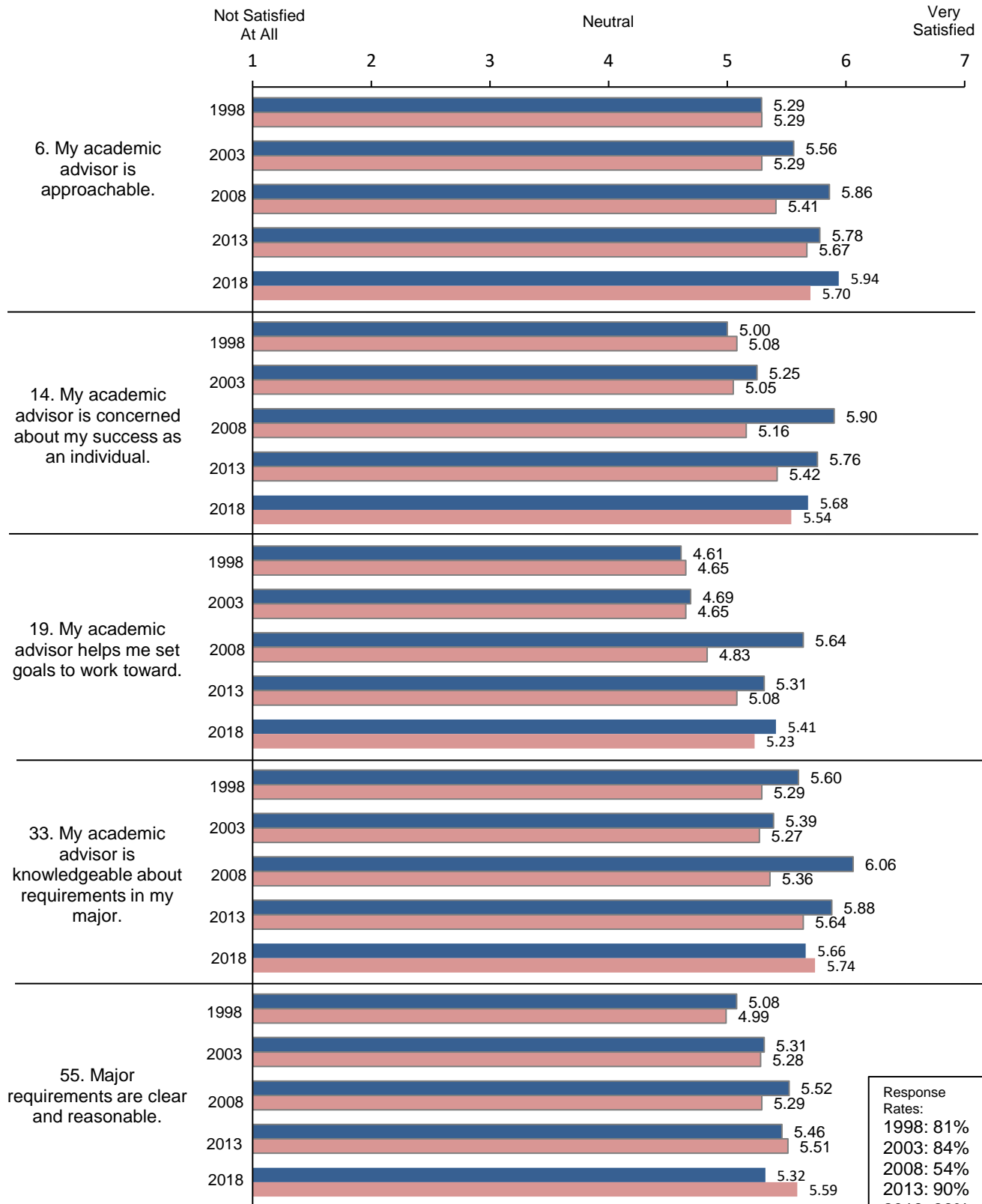
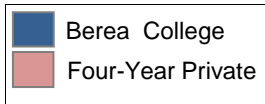
Noel-Levitz Student
Satisfaction Inventory



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

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

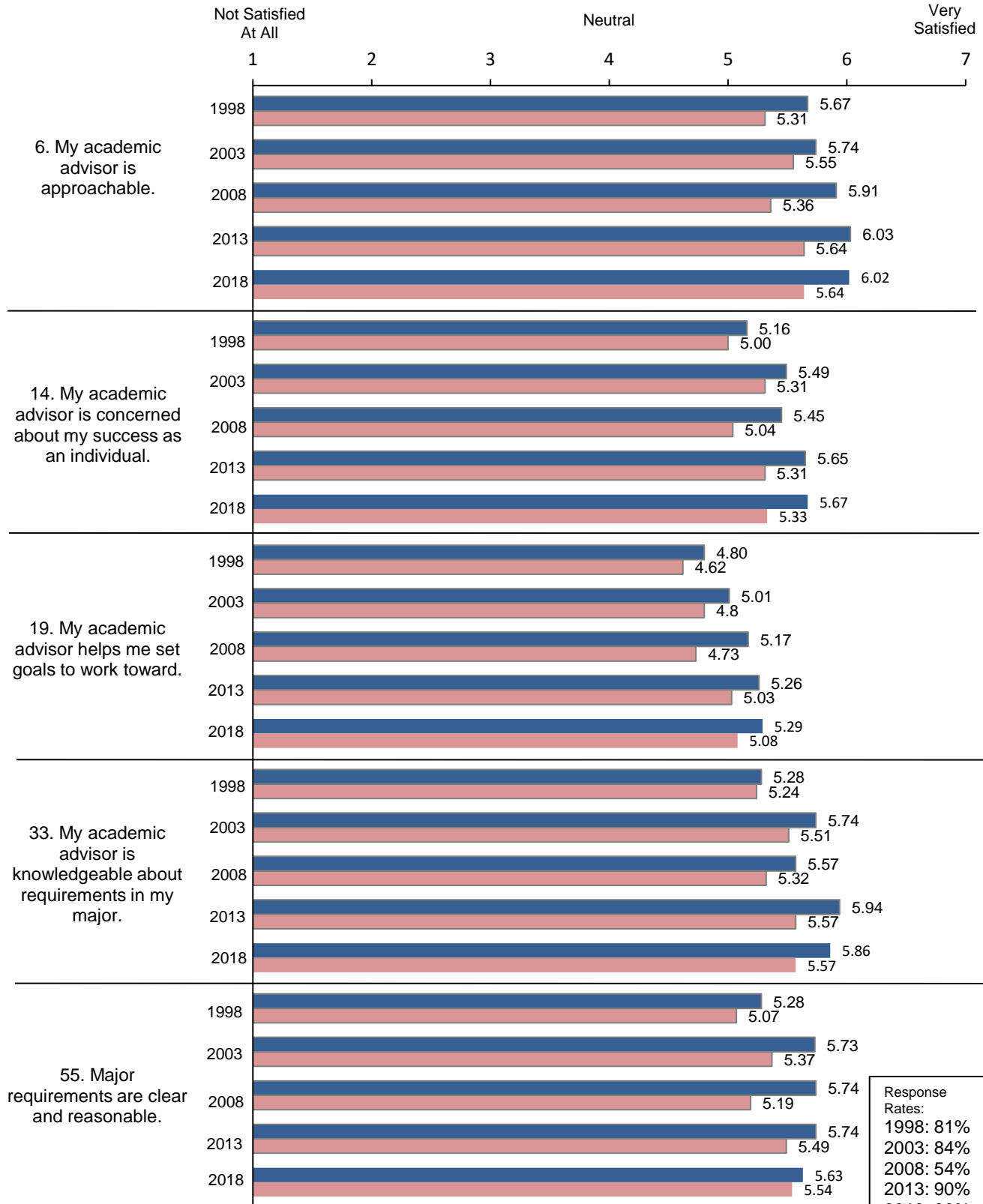
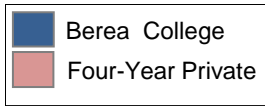
Noel-Levitz Student
Satisfaction Inventory



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

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

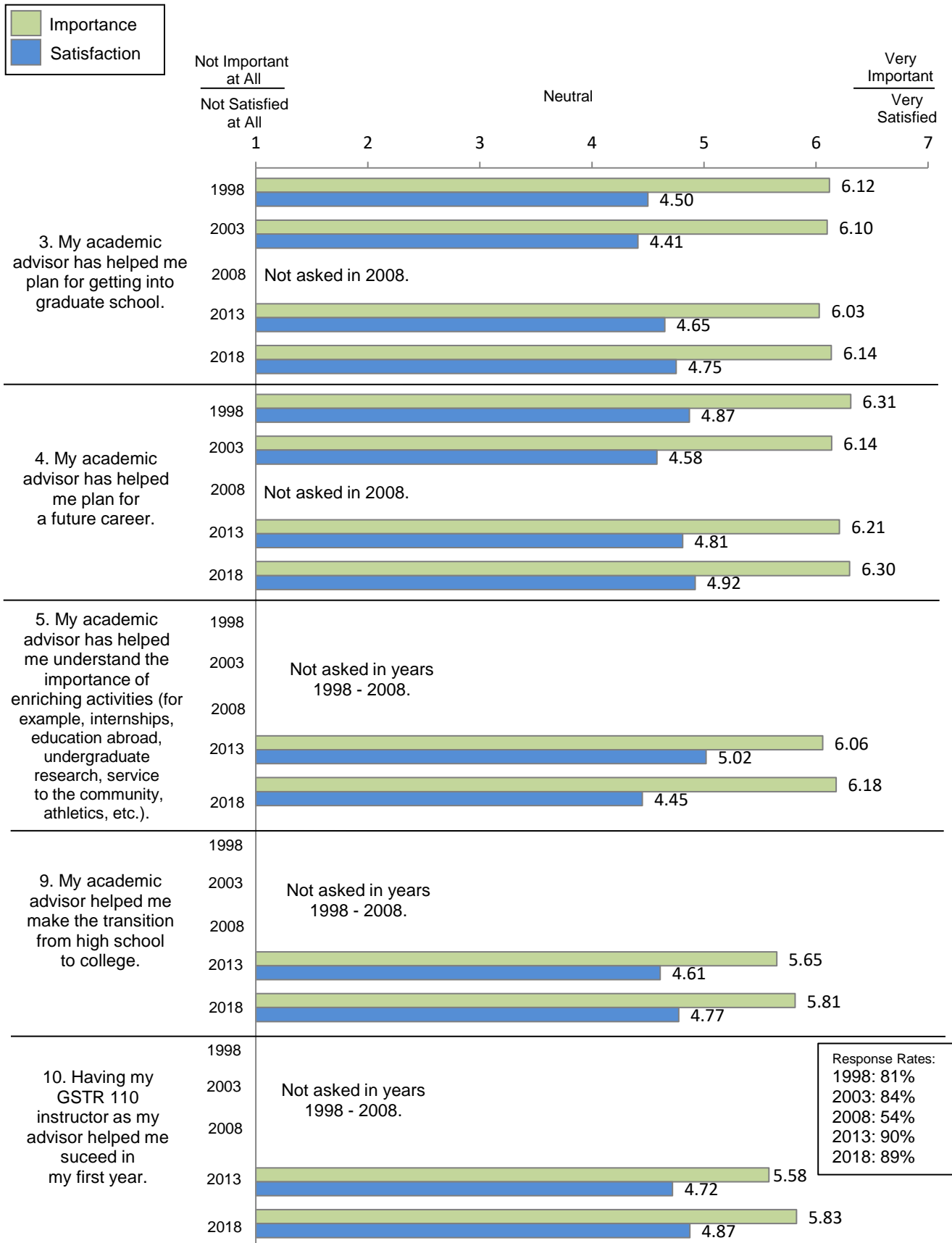
Noel-Levitz Student
Satisfaction Inventory



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

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

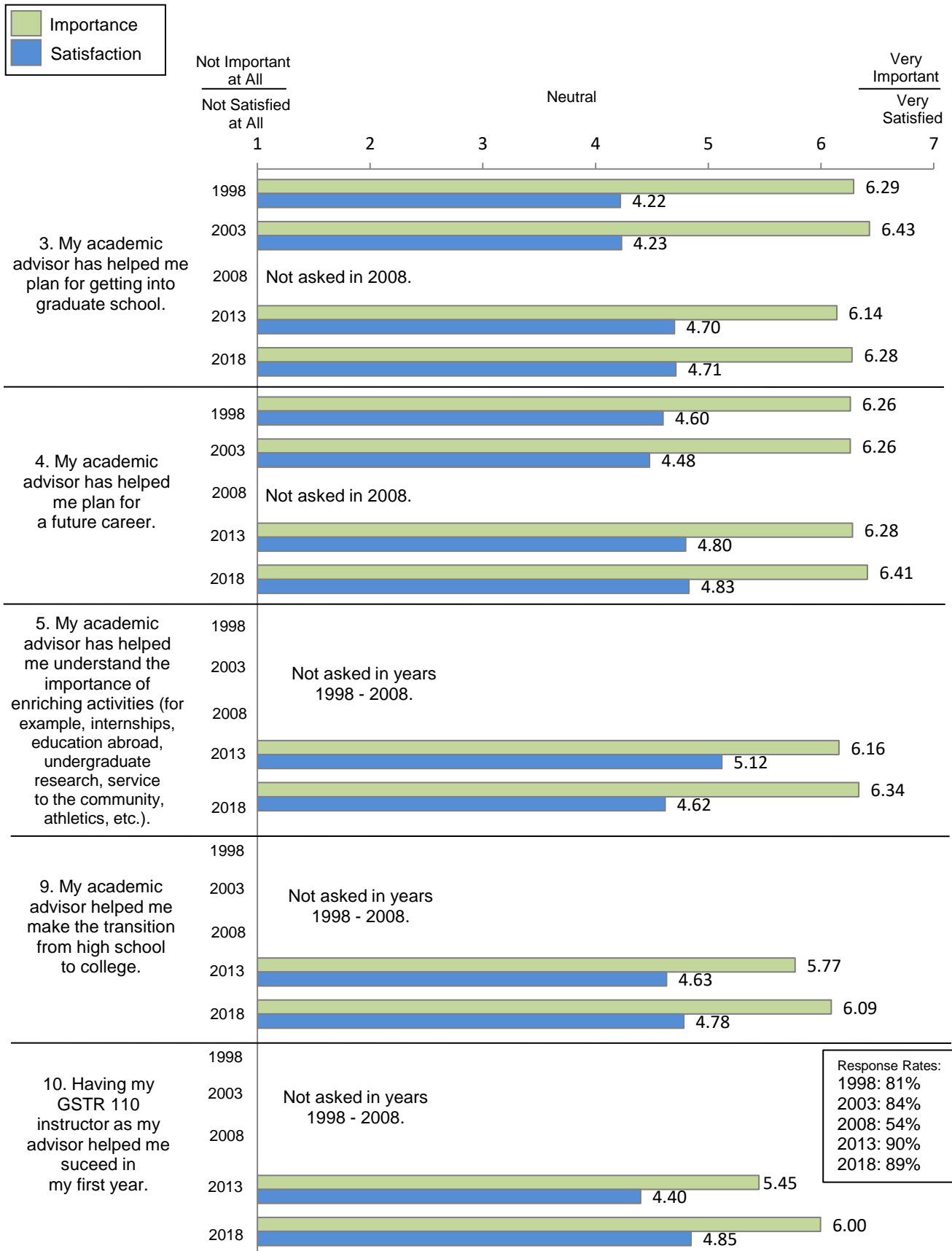
Berea-Specific
Satisfaction Survey



African-American Students

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

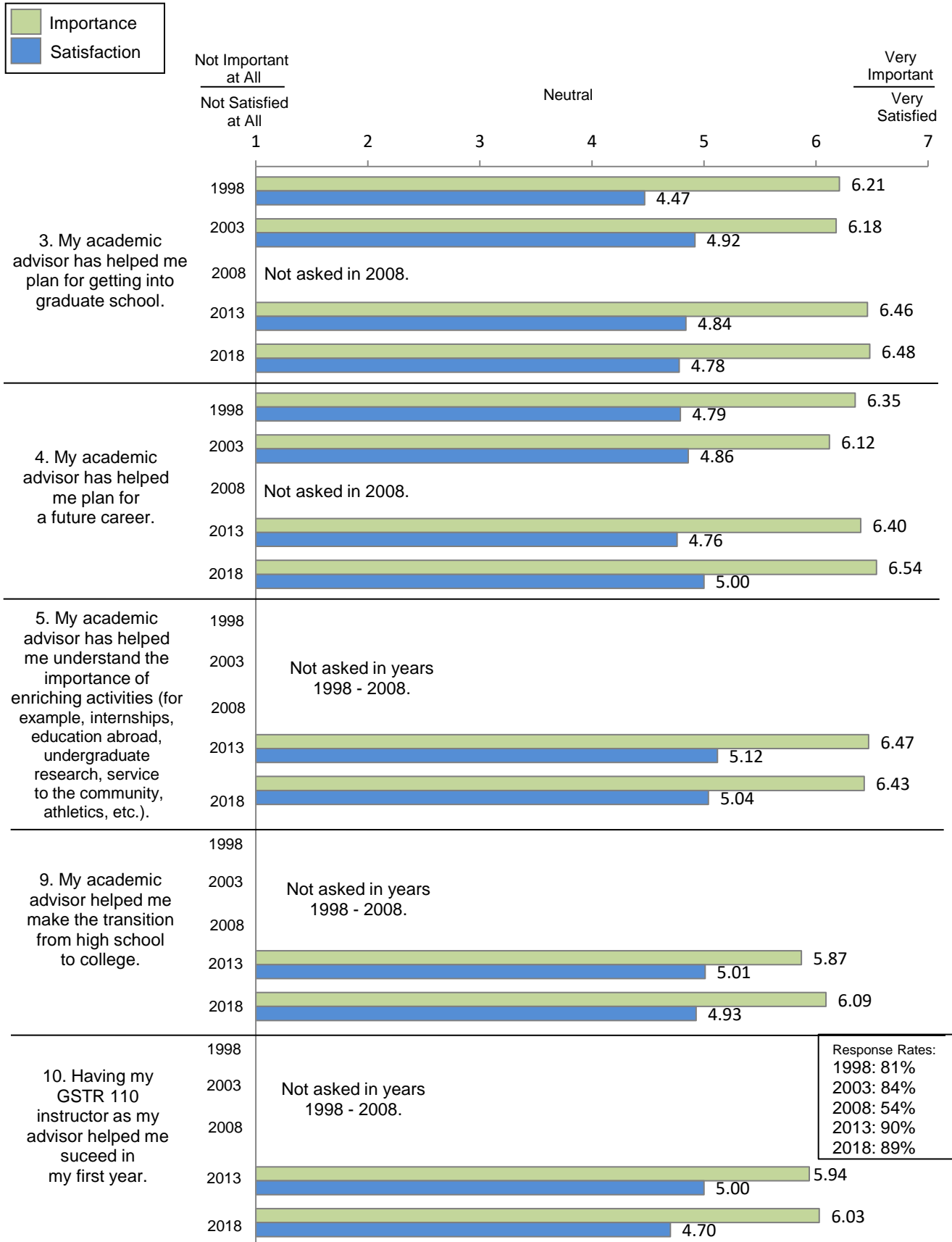
Berea-Specific
Satisfaction Survey



International Students

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

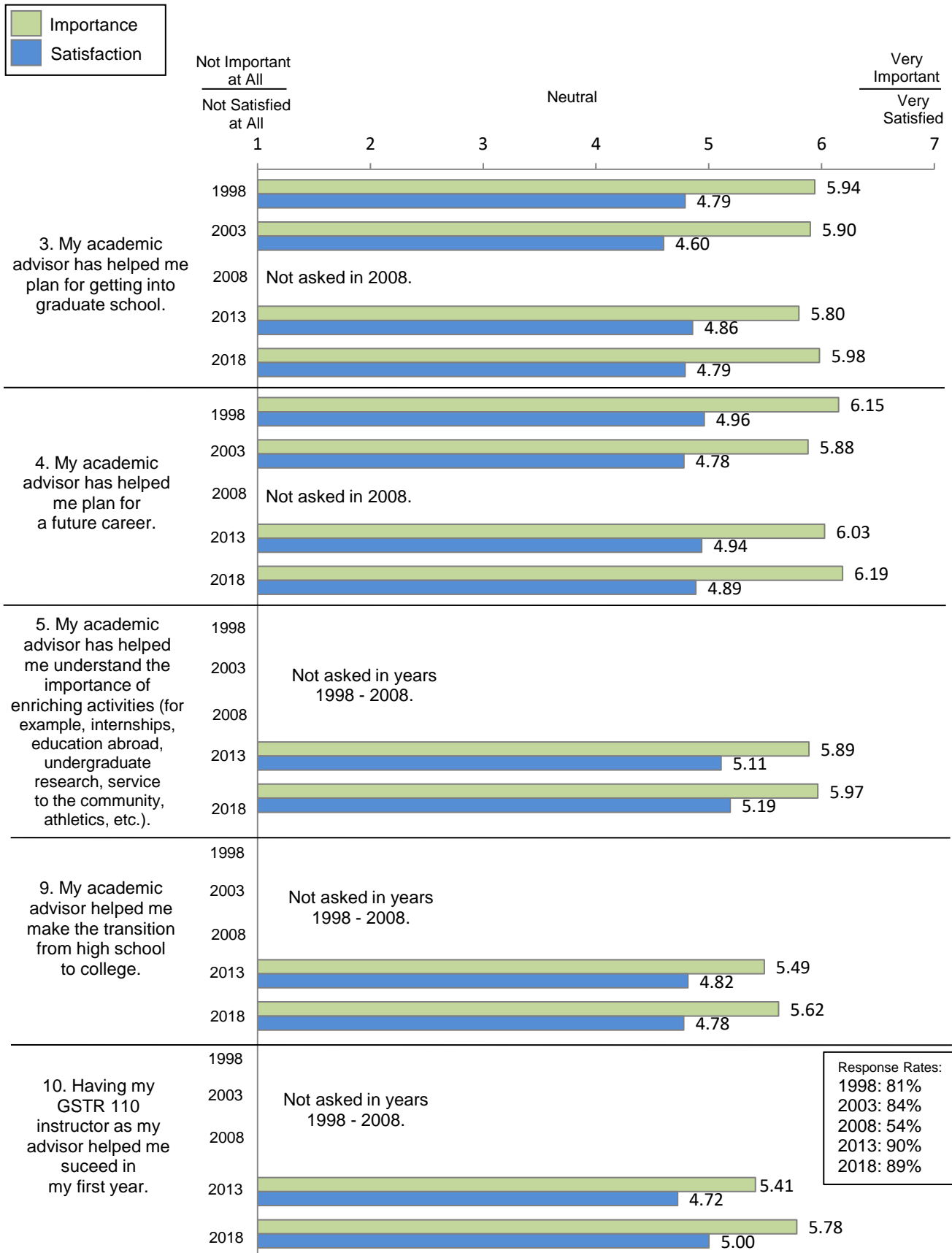
Berea-Specific
Satisfaction Survey



Male Students

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

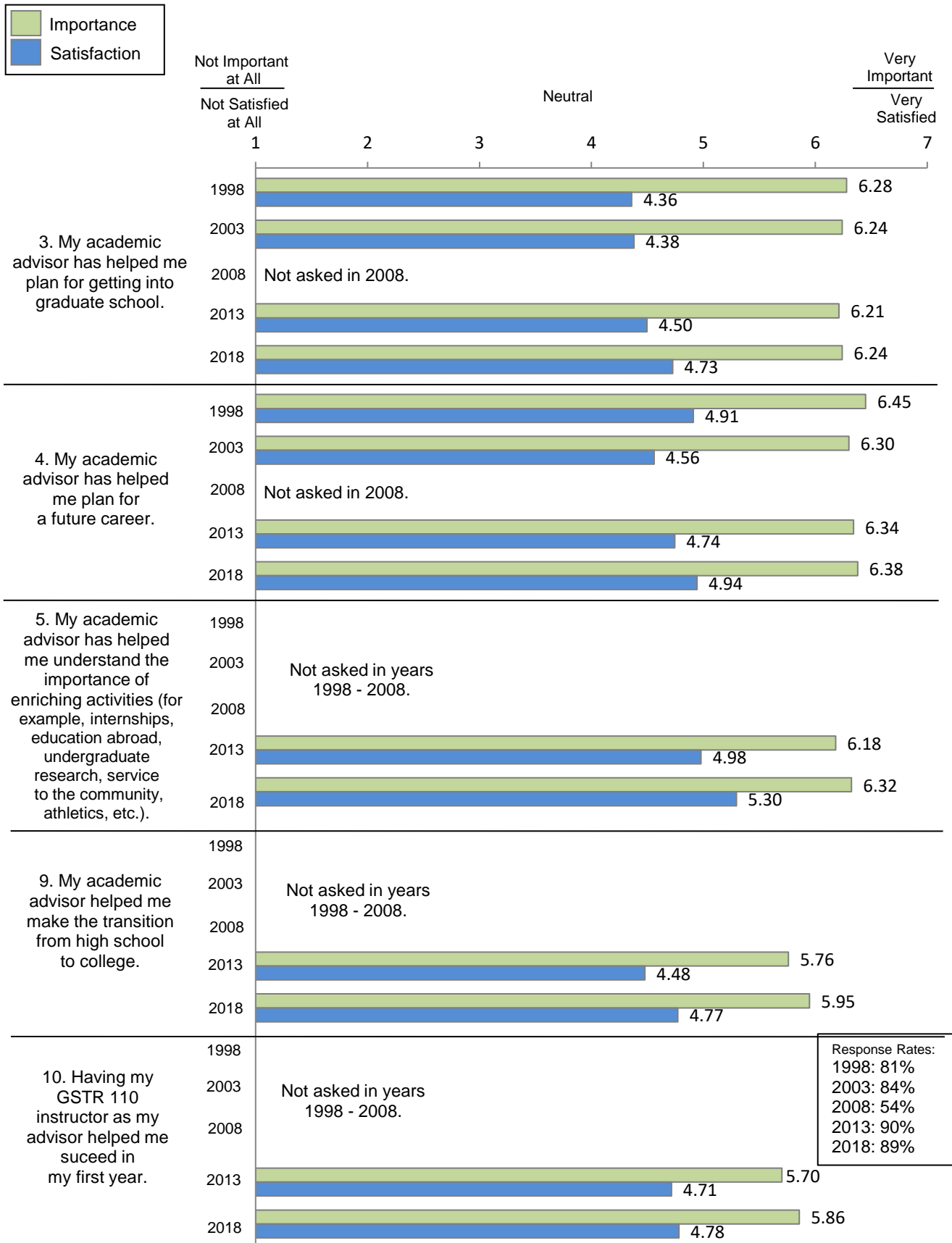
Berea-Specific
Satisfaction Survey



Female Students

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

Berea-Specific
Satisfaction Survey



Berea-Specific Graduating Seniors Survey



[Choose to see survey instruments](#)

Response Rates:

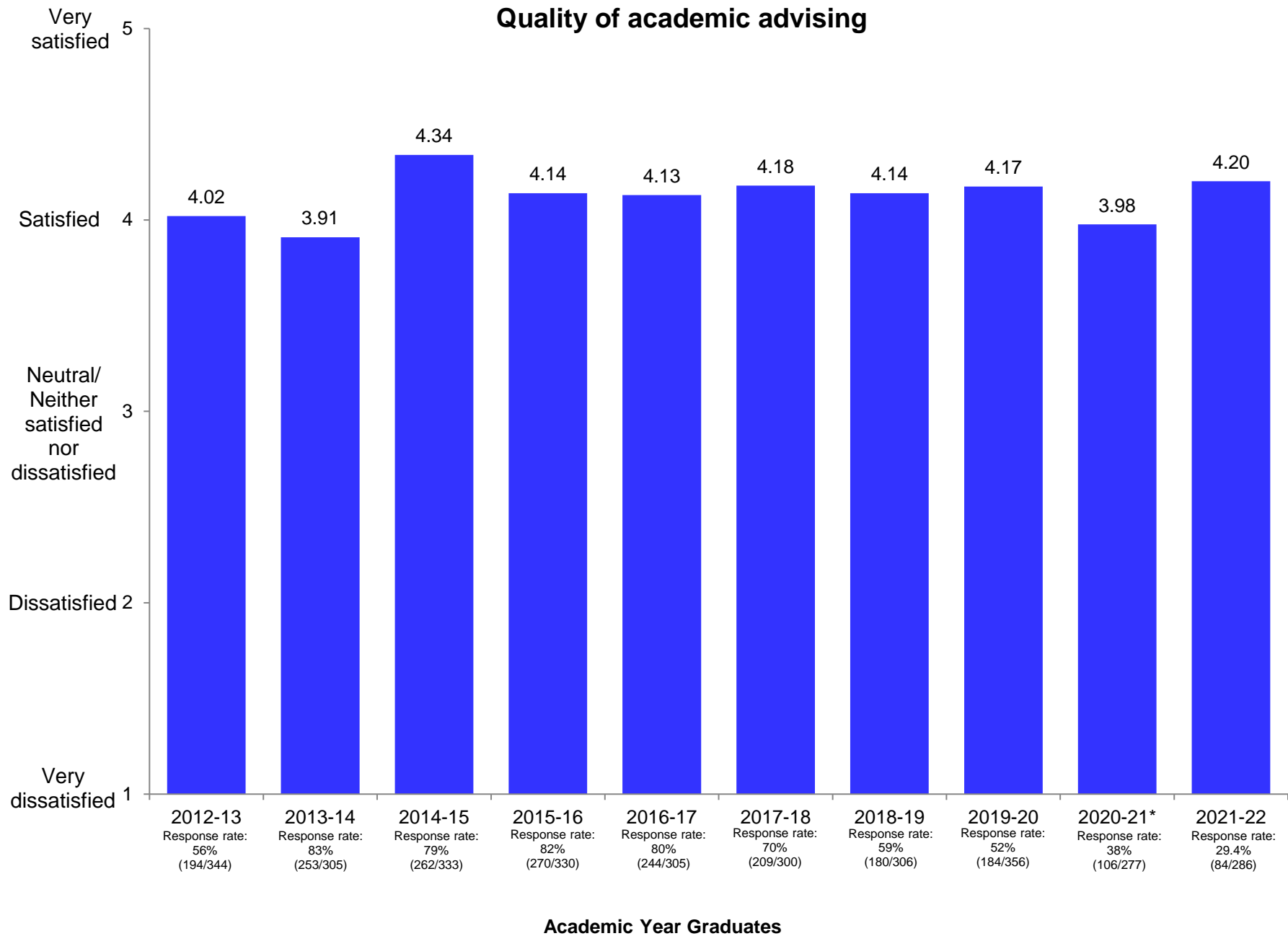
2002-03: 74%	2003-04: 72%	2004-05: 82%
2005-06: 74%	2006-07: 82%	2007-08: 82%
2008-09: 82%	2009-10: 60%	2010-11: 70%
2011-12: 74%	2012-13: 56%	2013-14: 83%
2014-15: 79%	2015-16: 82%	2016-17: 80%
2017-18: 70%	2018-19: 59%	2019-20: 52%
2020-21: 38%		

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.

Indicate your level of satisfaction with each of the following:

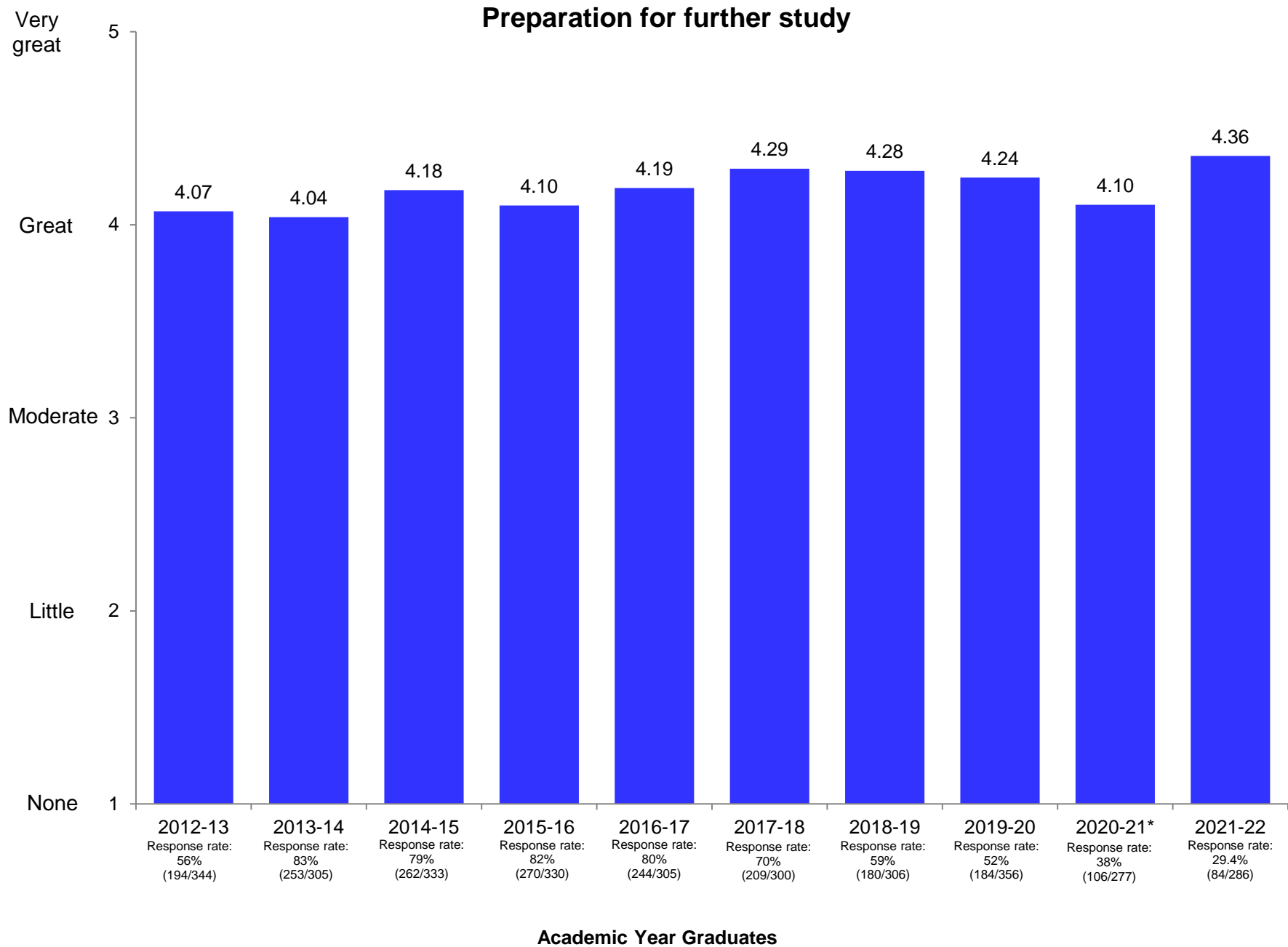
Graduating Senior Survey
Administered at graduation rehearsal



*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:

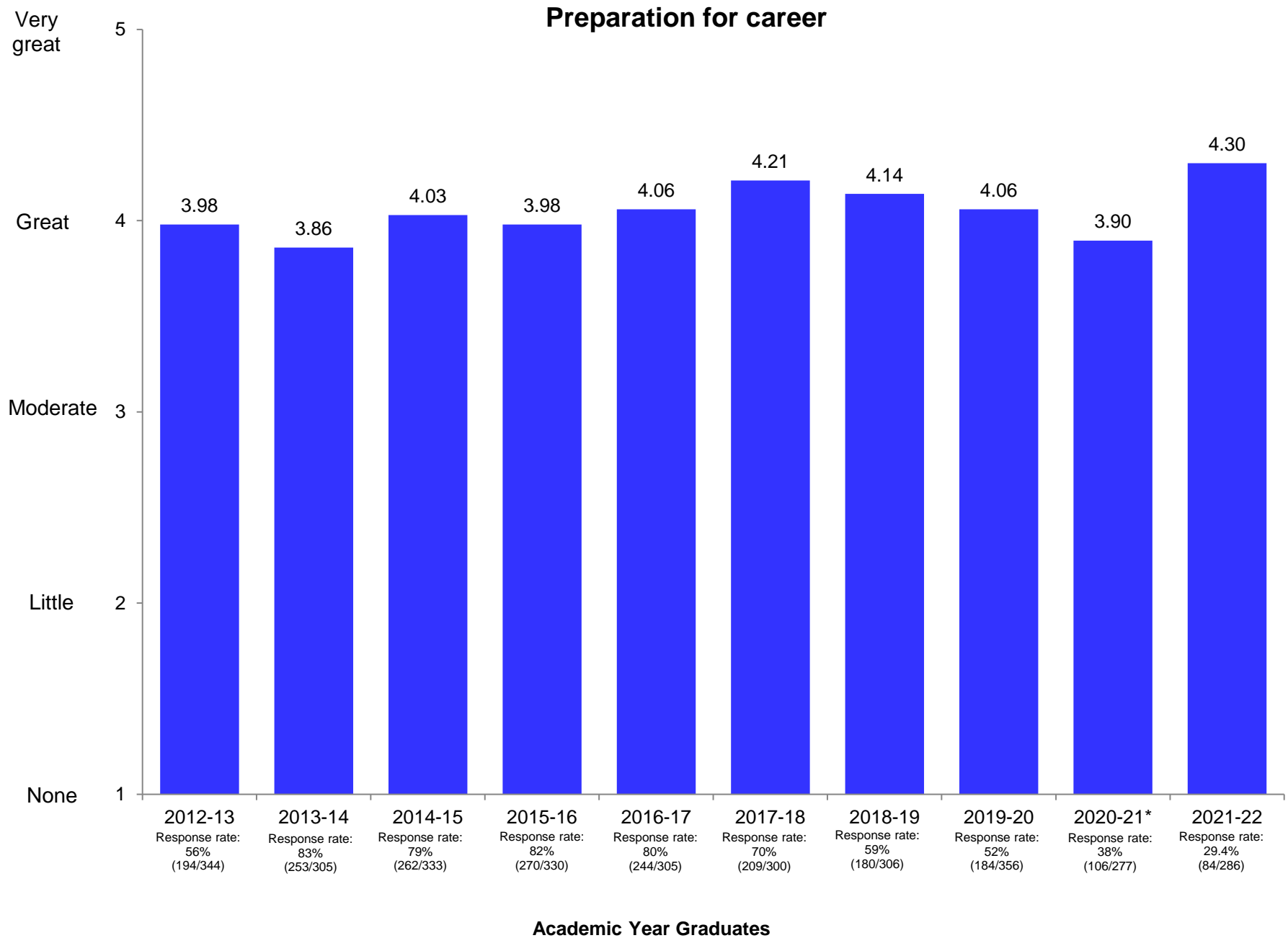
Graduating Senior Survey
Administered at graduation rehearsal



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

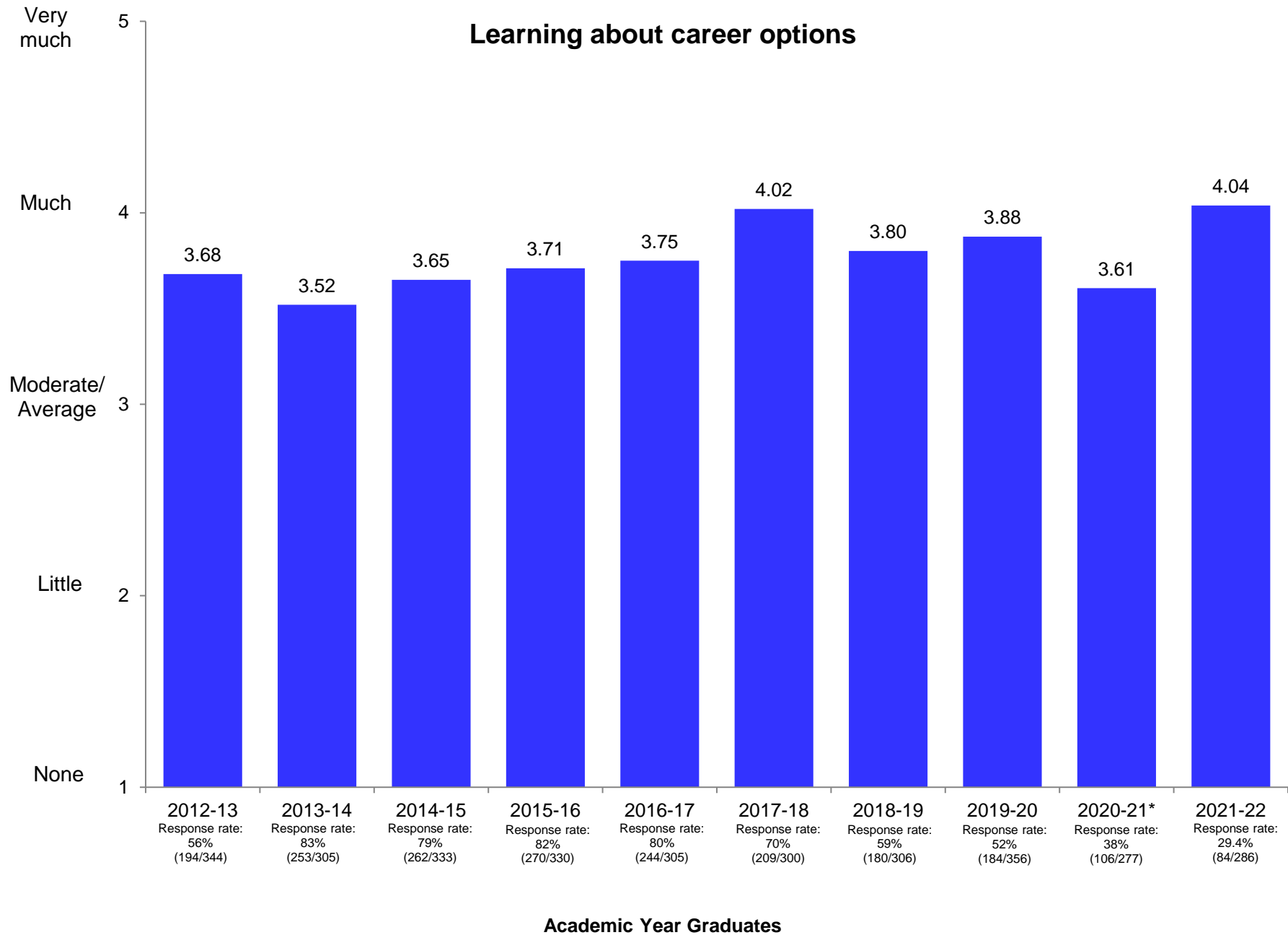
Graduating Senior Survey
Administered at graduation rehearsal



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

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

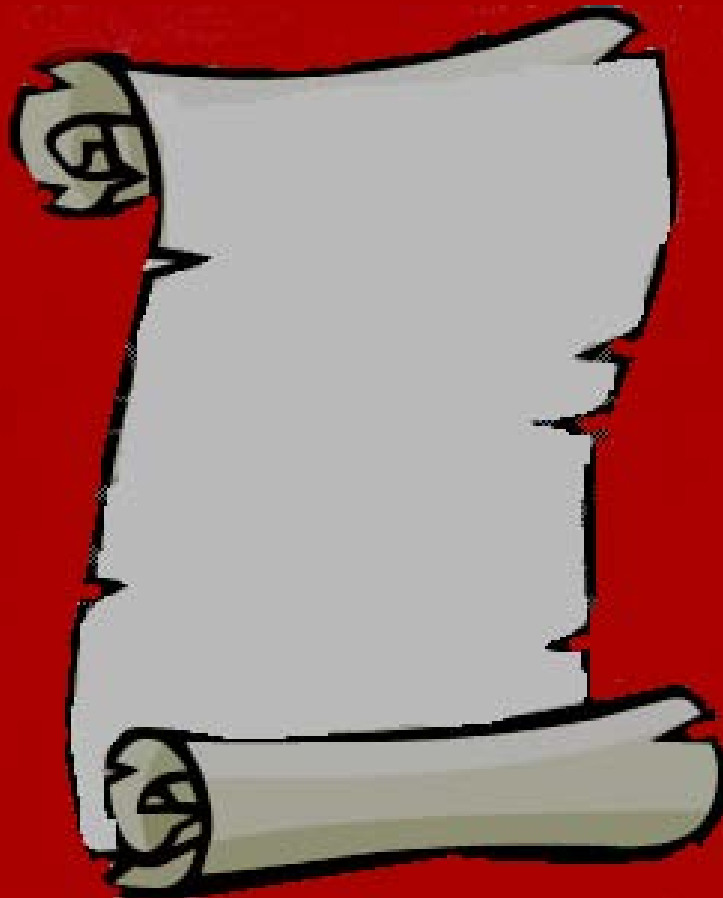
Graduating Senior Survey
Administered at graduation rehearsal



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

HISTORICAL SURVEY DATA

STUDENT SURVEY ITEMS PRIOR TO 20%



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%

Cooperative Institutional Research Project (CIRP), Fall 2002 New Freshmen

Berea College FIRST-TIME FULL-TIME	Your Institution			All Nonsect 4yr Coll			All Institutions			All Priv 4yr Colls			Public 4yr Colls-med		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Student's probable career (N=295)															
Accountant or actuary	2.4	2.9	2.7	3.2	2.0	2.6	2.3	2.1	2.2	3.1	2.1	2.5	2.8	2.4	2.6
Actor or entertainer	4.8	1.8	3.1	2.5	3.1	2.8	1.5	1.8	1.7	2.1	2.4	2.3	1.2	1.4	1.3
Architect or urban planner	2.4	0.0	1.0	1.0	0.6	0.8	1.4	0.7	1.0	0.7	0.4	0.5	1.1	0.4	0.7
Artist	1.6	1.2	1.4	4.6	6.6	5.7	2.0	2.6	2.3	2.8	3.7	3.3	1.9	2.4	2.1
Business (clerical)	0.0	0.0	0.0	0.6	0.5	0.5	0.6	0.6	0.6	0.6	0.6	0.6	0.7	0.8	0.7
Business executive (management, administrator)	4.8	3.5	4.1	11.2	5.3	8.0	9.7	6.0	7.7	11.1	5.3	7.8	9.0	5.4	7.0
Business owner or proprietor	3.2	1.2	2.0	5.2	1.8	3.3	4.1	1.7	2.8	5.0	1.7	3.1	4.3	1.6	2.8
Business salesperson or buyer	0.8	0.0	0.3	1.3	0.8	1.0	1.1	1.1	1.1	1.3	0.9	1.1	1.5	1.1	1.3
Clergy (minister, priest)	0.8	0.0	0.3	0.5	0.1	0.3	0.5	0.1	0.3	1.5	0.3	0.8	0.3	0.0	0.1
Clergy (other religious)	0.0	1.2	0.7	0.1	0.2	0.2	0.2	0.2	0.2	0.5	0.5	0.5	0.0	0.0	0.0
Clinical psychologist	2.4	4.7	3.7	0.7	2.4	1.6	0.6	2.4	1.6	0.8	2.7	1.9	0.8	2.6	1.8
College administrator/staff	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.0
College teacher	0.8	0.6	0.7	0.9	0.7	0.8	0.6	0.4	0.5	0.8	0.5	0.6	0.4	0.3	0.4
Computer programmer or analyst	2.4	0.0	1.0	6.8	0.8	3.6	6.8	0.9	3.5	5.8	0.7	2.9	7.9	0.8	3.9
Conservationist or forester	0.8	0.0	0.3	0.3	0.3	0.3	0.4	0.2	0.3	0.3	0.2	0.2	0.6	0.2	0.3
Dentist (including orthodontist)	0.8	1.2	1.0	0.4	0.5	0.5	0.7	0.8	0.8	0.7	0.7	0.7	0.9	0.8	0.8
Dietitian or home economist	0.0	0.6	0.3	0.1	0.1	0.1	0.0	0.4	0.2	0.0	0.2	0.1	0.1	0.4	0.2
Engineer	6.4	1.2	3.4	8.5	1.5	4.7	12.9	2.3	7.1	6.2	1.0	3.3	8.7	1.0	4.3
Farmer or rancher	0.0	0.6	0.3	0.1	0.1	0.1	0.4	0.1	0.2	0.2	0.1	0.2	0.4	0.0	0.2
Foreign service worker (including diplomat)	0.8	0.6	0.7	0.6	1.5	1.0	0.3	0.8	0.6	0.4	1.1	0.8	0.2	0.3	0.3
Homemaker (full-time)	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.2	0.1	0.0	0.2	0.1	0.0	0.1	0.1
Interior decorator (including designer)	0.0	0.0	0.0	0.1	0.9	0.5	0.0	1.0	0.6	0.0	0.8	0.5	0.0	0.9	0.5
Lab technician or hygienist	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.2	0.1	0.1	0.3	0.2
Law enforcement officer	1.6	0.0	0.7	1.5	0.5	1.0	1.9	0.6	1.2	1.9	0.5	1.1	3.3	0.8	1.9
Lawyer (attorney) or judge	2.4	6.5	4.7	4.9	5.1	5.0	4.1	4.4	4.2	4.7	4.7	4.7	2.7	2.6	2.6
Military service (career)	0.8	0.0	0.3	0.4	0.1	0.2	2.3	0.3	1.2	0.6	0.1	0.3	0.7	0.2	0.4
Musician (performer, composer)	0.8	1.2	1.0	2.1	1.2	1.6	2.1	1.1	1.5	2.4	1.5	1.9	2.7	1.2	1.8
Nurse	1.6	10.0	6.4	0.1	1.4	0.8	0.4	4.5	2.7	0.3	3.5	2.1	0.5	5.5	3.3
Optometrist	0.0	0.0	0.0	0.1	0.2	0.1	0.2	0.3	0.2	0.2	0.2	0.2	0.1	0.3	0.2
Pharmacist	3.2	2.4	2.7	0.9	1.1	1.0	1.2	1.9	1.6	1.2	1.2	1.2	0.9	1.2	1.1
Physician	4.0	6.5	5.4	3.8	6.3	5.1	4.7	6.8	5.8	4.7	7.2	6.1	2.5	3.2	2.9
Policymaker/Government	0.0	1.2	0.7	1.4	1.1	1.3	1.1	0.8	1.0	1.4	0.9	1.1	0.7	0.5	0.6
School counselor	0.8	0.6	0.7	0.1	0.4	0.3	0.1	0.5	0.3	0.1	0.6	0.4	0.2	0.7	0.5
School principal or superintendent	1.6	0.0	0.7	0.0	0.1	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.1
Scientific researcher	3.2	2.9	3.1	1.9	2.1	2.0	1.9	1.6	1.7	1.6	1.6	1.6	1.6	0.9	1.2
Social, welfare or recreation worker	2.4	1.8	2.0	0.3	1.3	0.8	0.2	1.5	0.9	0.3	1.5	1.0	0.2	1.6	1.0

Cooperative Institutional Research Project (CIRP), Fall 2002 New Freshmen (312/396 or 79%)

Berea College FIRST-TIME FULL-TIME	Your Institution			All Nonsect 4yr Coll			All Institutions			All Priv 4yr Colls			Public 4yr Colls-med		
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total
Aeronautical or Astronautical Eng.	0.8	0.0	0.3	0.4	0.1	0.2	1.7	0.3	0.9	0.5	0.1	0.3	0.5	0.1	0.2
Civil Engineering	0.0	0.0	0.0	0.6	0.2	0.4	1.7	0.3	0.9	0.6	0.1	0.3	1.2	0.2	0.6
Chemical Engineering	0.8	0.6	0.7	0.4	0.2	0.3	0.9	0.4	0.6	0.4	0.2	0.2	0.2	0.1	0.1
Computer Engineering [3]	2.4	0.6	1.3	2.8	0.2	1.4	4.0	0.5	2.1	2.2	0.2	1.1	3.1	0.3	1.5
Electrical or Electronic Engineering	0.0	0.0	0.0	1.6	0.2	0.8	2.6	0.2	1.3	1.2	0.1	0.6	2.0	0.1	0.9
Industrial Engineering	0.0	0.0	0.0	0.3	0.1	0.2	0.3	0.1	0.2	0.2	0.1	0.1	0.2	0.0	0.1
Mechanical Engineering	0.0	0.0	0.0	3.3	0.4	1.7	4.5	0.4	2.3	2.2	0.2	1.1	3.1	0.3	1.5
Other Engineering	0.8	0.0	0.3	1.1	0.3	0.7	2.0	0.7	1.3	0.8	0.2	0.5	1.3	0.2	0.7

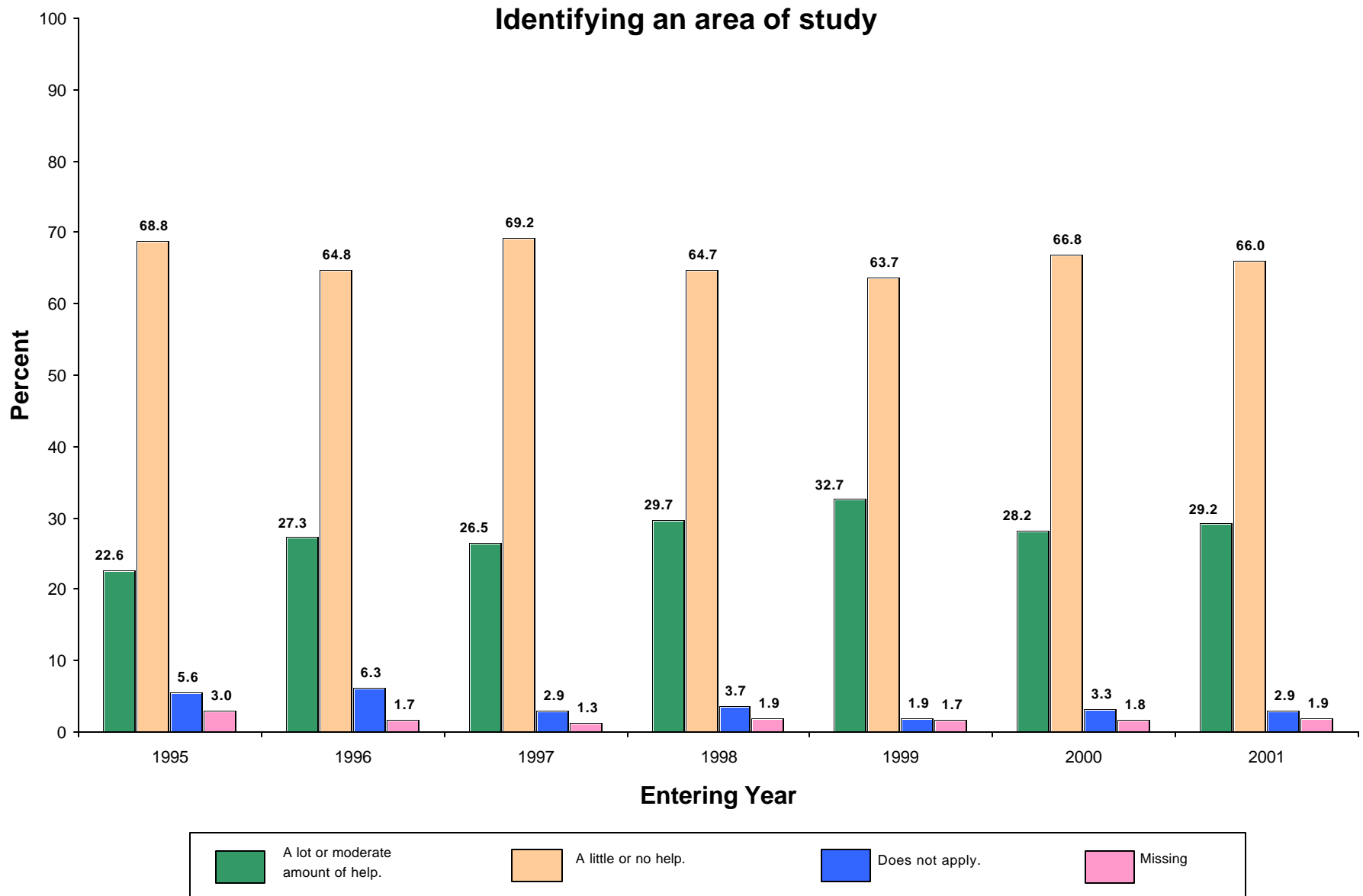
<i>STUDENT'S PROBABLE MAJOR, cont.</i>															
Physical Science															
Astronomy	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1
Atmospheric Science (incl. Meteorology)	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.0	0.0	0.0	0.2	0.1	0.1
Chemistry	1.6	4.0	3.0	0.8	0.9	0.9	0.9	0.8	0.9	1.0	0.9	0.9	0.9	0.8	0.9
Earth Science	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.2	0.2
Marine Science (incl. Oceanography)	0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Mathematics	2.4	0.6	1.3	1.2	0.8	1.0	0.8	0.6	0.7	1.0	0.7	0.9	0.5	0.4	0.5
Physics	2.4	0.6	1.3	1.0	0.3	0.6	0.9	0.2	0.5	0.8	0.2	0.5	0.6	0.1	0.3
Statistics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Physical Science	0.0	0.0	0.0	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0.1
Professional															
Architecture or Urban Planning	2.4	0.0	1.0	0.8	0.6	0.7	1.1	0.7	0.9	0.5	0.3	0.4	0.8	0.3	0.5
Home Economics	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.0	0.0	0.1	0.0
Health Technology (medical, dental, laboratory)	0.8	0.0	0.3	0.2	0.4	0.3	0.3	0.7	0.5	0.3	0.4	0.4	0.3	0.8	0.6
Library or Archival Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Medicine, Dentistry, Veterinarian	2.4	8.0	5.6	1.9	4.2	3.1	2.9	5.1	4.2	2.9	5.0	4.2	2.1	3.1	2.6
Nursing	1.6	9.7	6.3	0.1	1.4	0.8	0.4	4.6	2.7	0.3	3.6	2.2	0.5	5.4	3.3
Pharmacy	2.4	0.6	1.3	0.7	0.9	0.8	1.0	1.6	1.3	0.9	1.0	1.0	0.7	0.9	0.8
Therapy (occupational, physical, speech)	3.2	1.1	2.0	1.0	1.7	1.3	1.1	2.5	1.9	1.3	2.2	1.8	1.0	2.4	1.8
Other Professional	0.8	1.7	1.3	0.5	0.7	0.6	0.6	0.8	0.7	0.7	0.8	0.8	0.6	0.9	0.8
Social Science															
Anthropology	0.0	0.0	0.0	0.2	0.6	0.4	0.2	0.4	0.3	0.2	0.4	0.3	0.3	0.3	0.3
Economics	0.8	0.6	0.7	1.5	0.6	1.0	0.7	0.3	0.5	1.0	0.3	0.6	0.2	0.0	0.1
Ethnic Studies	0.0	0.0	0.0	0.1	0.1	0.1	0.0	0.1	0.0	0.1	0.1	0.1	0.0	0.0	0.0
Geography	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1
Political Science (gov't, int. relations)	3.2	1.7	2.3	4.4	4.4	4.4	3.3	3.2	3.2	4.1	3.6	3.8	2.0	1.5	1.7
Psychology	3.2	12.5	8.6	2.3	7.1	4.9	2.2	6.7	4.7	2.7	7.6	5.5	2.6	6.9	5.1
Social Work	0.0	0.6	0.3	0.1	1.0	0.6	0.1	1.1	0.7	0.2	1.2	0.7	0.1	1.2	0.7

2004 CIRP INSTITUTIONAL SUMMARY

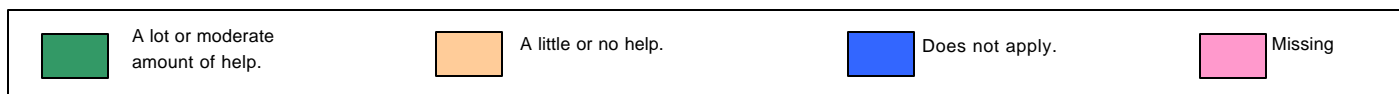
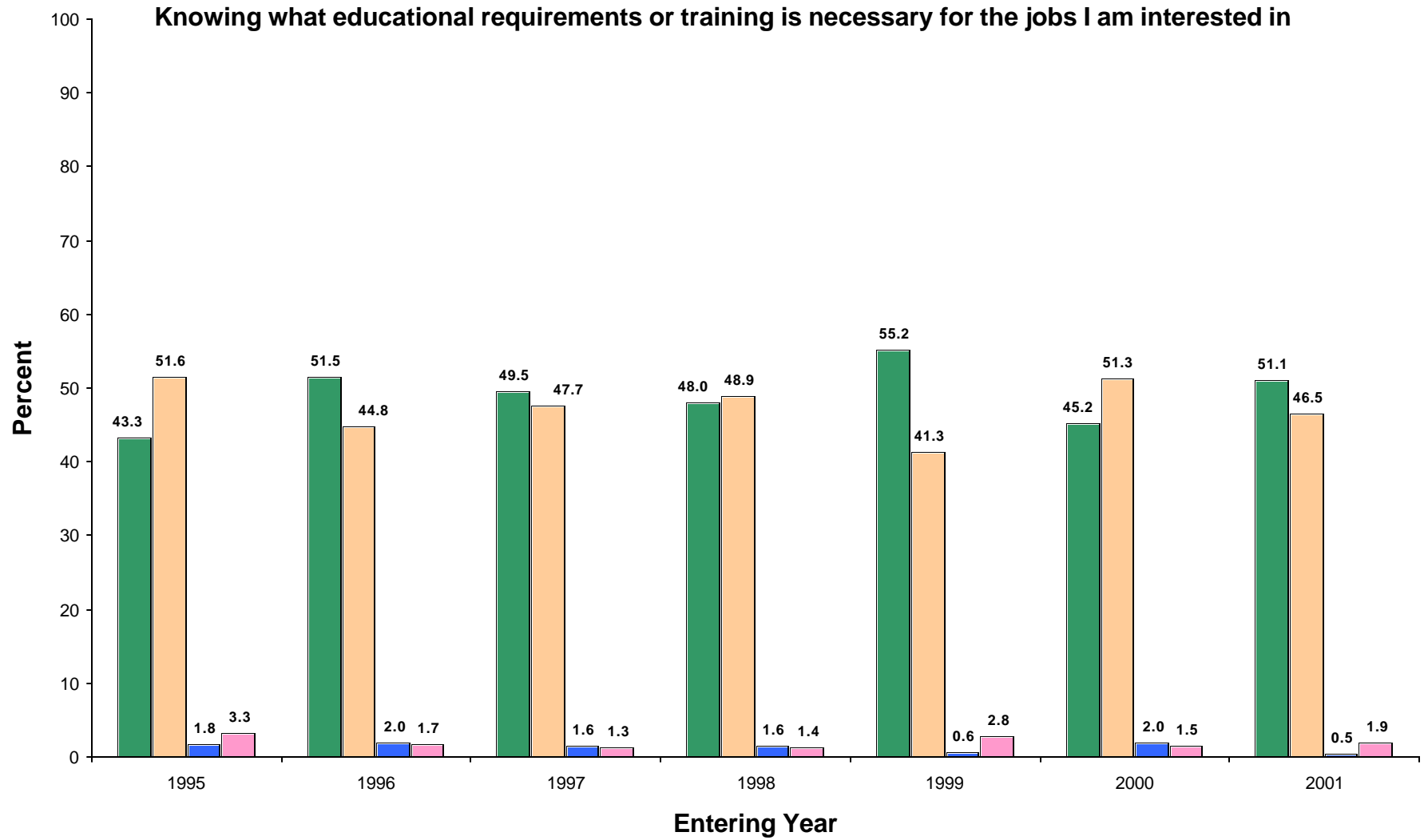
Berea College First-Time Full-Time	Berea College			Non-sectarian 4yr Colleges medium-selectivity			Other Religious 4yr Colleges medium selectivity		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Number of Respondents	167	196	363	14549	19084	33633	12246	16664	28911
Master's degree (M.A.,M.S.,etc.)	37.2	38.6	38.0	45.9	47.1	46.6	36.3	41.1	39.1
Ph.D. or Ed.D.	33.1	24.6	28.5	12.5	14.7	13.8	14.4	14.5	14.4
M.D., D.D.S., D.V.M. or D.O.	4.1	12.3	8.5	5.1	8.2	6.9	7.0	8.3	7.8
LL.B. or J.D. (law)	4.8	7.0	6.0	5.2	4.4	4.7	3.5	3.3	3.4
B.D. or M.Div. (divinity)	0.7	1.2	0.9	0.4	0.2	0.3	0.8	0.4	0.6
Other	2.8	2.3	2.5	2.0	1.8	1.9	1.7	1.7	1.7
At this institution									
None	0.8	0.7	0.7	1.4	1.2	1.3	2.2	1.1	1.6
Vocational certificate	0.0	0.0	0.0	0.3	0.2	0.2	0.4	0.1	0.2
Associate (A.A.) or equivalent	0.0	0.0	0.0	0.8	1.1	1.0	2.4	1.5	1.9
Bachelor's (B.A.,B.S.,etc.)	88.1	91.4	89.9	67.7	69.6	68.8	77.8	81.8	80.2
Master's degree (M.A.,M.S.,etc.)	11.1	5.9	8.3	22.9	21.1	21.9	12.5	11.5	11.9
Ph.D. or Ed.D.	0.0	0.0	0.0	3.0	3.2	3.1	1.7	2.0	1.9
M.D., D.D.S., D.V.M. or D.O.	0.0	0.7	0.4	1.0	1.3	1.1	0.5	0.6	0.5
LL.B. or J.D. (law)	0.0	0.0	0.0	1.3	0.8	1.0	0.3	0.1	0.2
B.D. or M.Div. (divinity)	0.0	0.0	0.0	0.1	0.1	0.1	0.5	0.2	0.3
Other	0.0	1.3	0.7	1.6	1.5	1.5	1.7	1.2	1.4
Your probable career/occupation [3,4]									
Artist	9.0	9.3	9.2	12.2	13.9	13.2	7.9	9.0	8.5
Business	10.9	6.0	8.3	28.9	13.3	20.0	18.9	8.3	12.7
Clerical	0.0	0.0	0.0	1.0	0.6	0.7	0.9	0.5	0.6
Clergy	2.6	0.0	1.2	0.3	0.1	0.2	4.2	1.8	2.8
College teacher	2.6	1.1	1.8	0.5	0.3	0.4	0.6	0.4	0.5
Doctor (MD or DDS)	5.8	9.3	7.7	4.0	6.1	5.2	5.5	6.0	5.8
Education (secondary)	5.1	9.9	7.7	3.4	4.9	4.3	10.0	7.3	8.4
Education (elementary)	1.9	7.1	4.7	1.4	10.5	6.6	3.5	13.7	9.4
Engineer	7.1	1.6	4.1	4.5	0.3	2.1	3.7	0.3	1.7
Farmer or forester	0.0	0.5	0.3	0.3	0.0	0.1	0.6	0.5	0.5
Health professional	5.8	4.4	5.0	5.5	9.0	7.5	5.7	9.2	7.8
Homemaker	0.0	0.5	0.3	0.1	0.1	0.1	0.0	0.4	0.2
Lawyer	5.8	6.6	6.2	3.6	4.0	3.8	2.7	2.7	2.7
Military	0.0	0.0	0.0	0.7	0.1	0.3	0.8	0.1	0.4
Nurse	2.6	9.3	6.2	0.6	5.1	3.2	1.3	8.0	5.2
Research scientist	5.8	1.6	3.6	1.2	1.1	1.2	1.5	1.7	1.6
Social worker	0.0	1.6	0.9	0.2	1.7	1.0	0.2	2.3	1.4
Skilled worker	0.6	0.0	0.3	0.6	0.1	0.3	0.5	0.1	0.3
Other career	17.3	15.9	16.6	18.9	16.5	17.5	19.6	16.1	17.6
Undecided	17.3	14.8	16.0	12.2	12.4	12.3	12.0	11.6	11.8

2004 CIRP INSTITUTIONAL SUMMARY

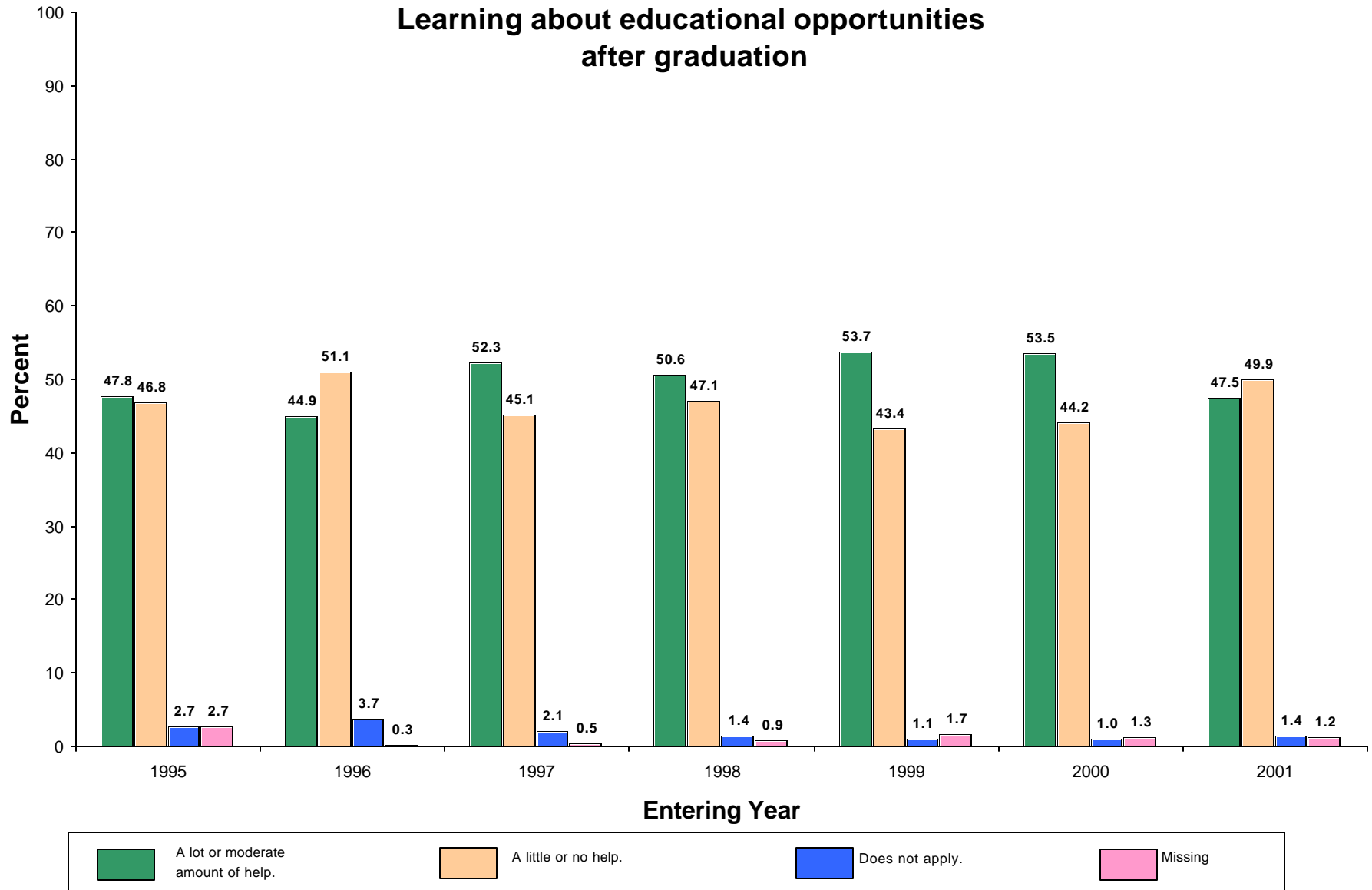
Berea College First-Time Full-Time	Berea College			Non-sectarian 4yr Colleges medium-selectivity			Other Religious 4yr Colleges medium selectivity		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Number of Respondents	167	196	363	14549	19084	33633	12246	16664	28911
Factors rated as essential or very important in long-term choice of career occupation									
Job openings generally available	---	---	---	---	---	---	---	---	---
Rapid career advancement possible	---	---	---	---	---	---	---	---	---
High anticipated earnings	---	---	---	---	---	---	---	---	---
Well respected or prestigious occupation	---	---	---	---	---	---	---	---	---
Great deal of independence	---	---	---	---	---	---	---	---	---
Chance for steady progress	---	---	---	---	---	---	---	---	---
Can make an important contribution to society	---	---	---	---	---	---	---	---	---
Can avoid pressure	---	---	---	---	---	---	---	---	---
Can work with ideas	---	---	---	---	---	---	---	---	---
Can be helpful to others	---	---	---	---	---	---	---	---	---
Able to work with people	---	---	---	---	---	---	---	---	---
Intrinsic interest in field	---	---	---	---	---	---	---	---	---
Student's probable major field [3,4]									
Agriculture	0.6	0.5	0.6	0.1	0.0	0.0	0.3	0.3	0.3
Biological Science	3.1	8.9	6.2	4.2	6.3	5.4	6.1	8.0	7.2
Business	8.6	7.9	8.2	33.8	16.7	24.0	22.3	9.6	14.9
Education	12.3	16.2	14.4	4.9	14.4	10.3	14.7	20.6	18.1
Engineering	8.6	1.6	4.8	5.5	0.3	2.5	4.7	0.4	2.2
English	2.5	3.1	2.8	1.2	1.7	1.5	1.0	2.2	1.7
Health Professional	11.7	19.9	16.1	7.3	15.5	12.0	8.2	16.8	13.2
History or Political Science	12.3	4.7	8.2	4.2	3.3	3.7	4.3	2.8	3.4
Humanities	3.1	2.6	2.8	1.9	2.5	2.2	4.8	3.8	4.2
Fine Arts	7.4	5.8	6.5	11.0	10.7	10.8	6.6	7.0	6.8
Mathematics or Statistics	0.6	0.5	0.6	0.4	0.5	0.5	0.7	0.5	0.6
Physical Sciences	7.4	1.6	4.2	1.5	1.3	1.4	2.3	2.1	2.2
Social Sciences	6.8	12.6	9.9	3.1	8.7	6.3	3.8	9.5	7.1
Other Technical	6.2	0.5	3.1	4.8	1.5	2.9	4.8	1.4	2.8
Other Non-technical	4.3	7.3	5.9	9.3	9.9	9.6	9.3	8.5	8.8
Undecided	4.3	6.3	5.4	6.9	6.7	6.8	6.2	6.7	6.5



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



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



Your First College Year (YFCY)

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

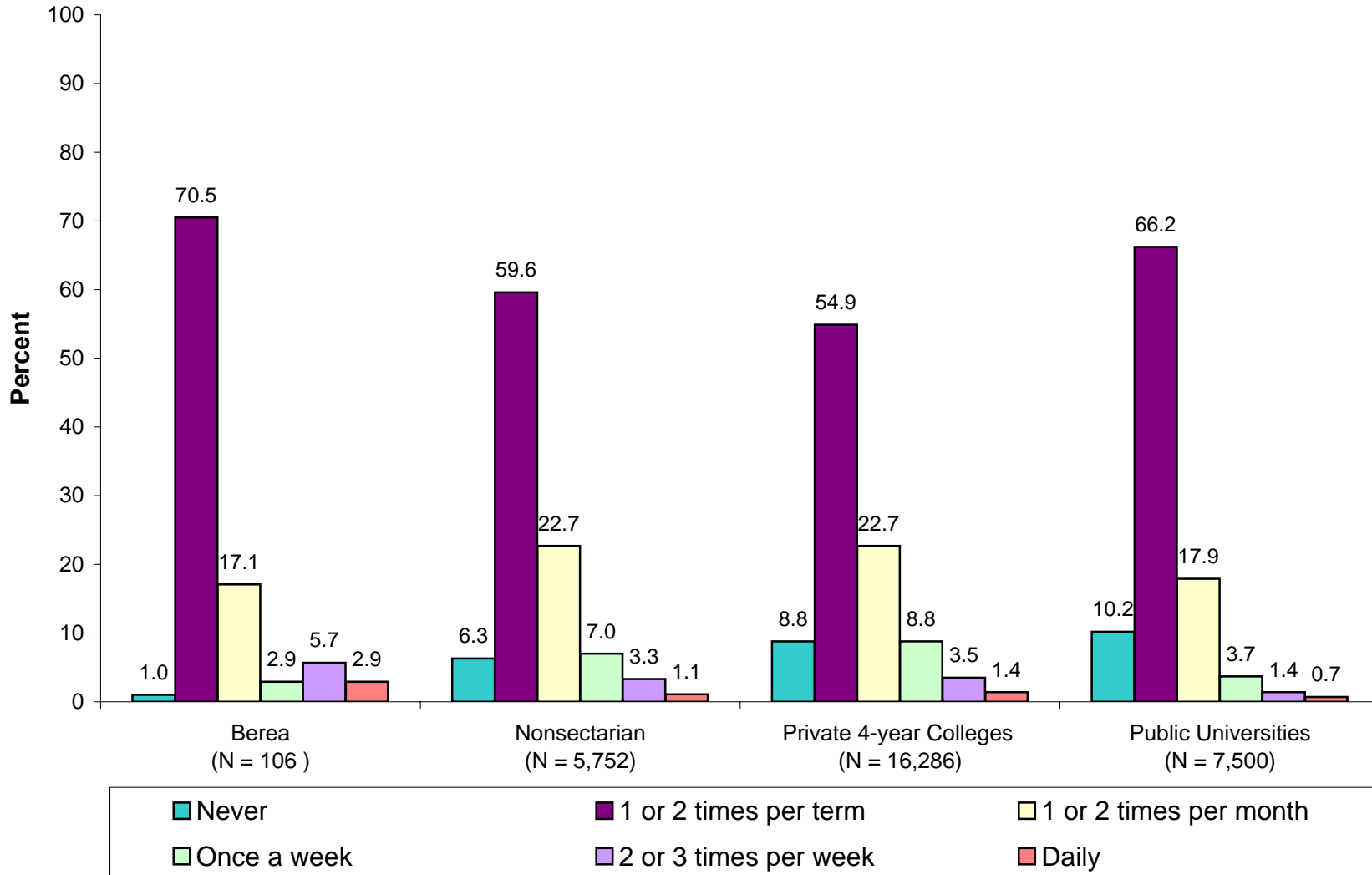


[Click to see survey instruments](#)

Response Rate: Spring 2005 - 30.2%

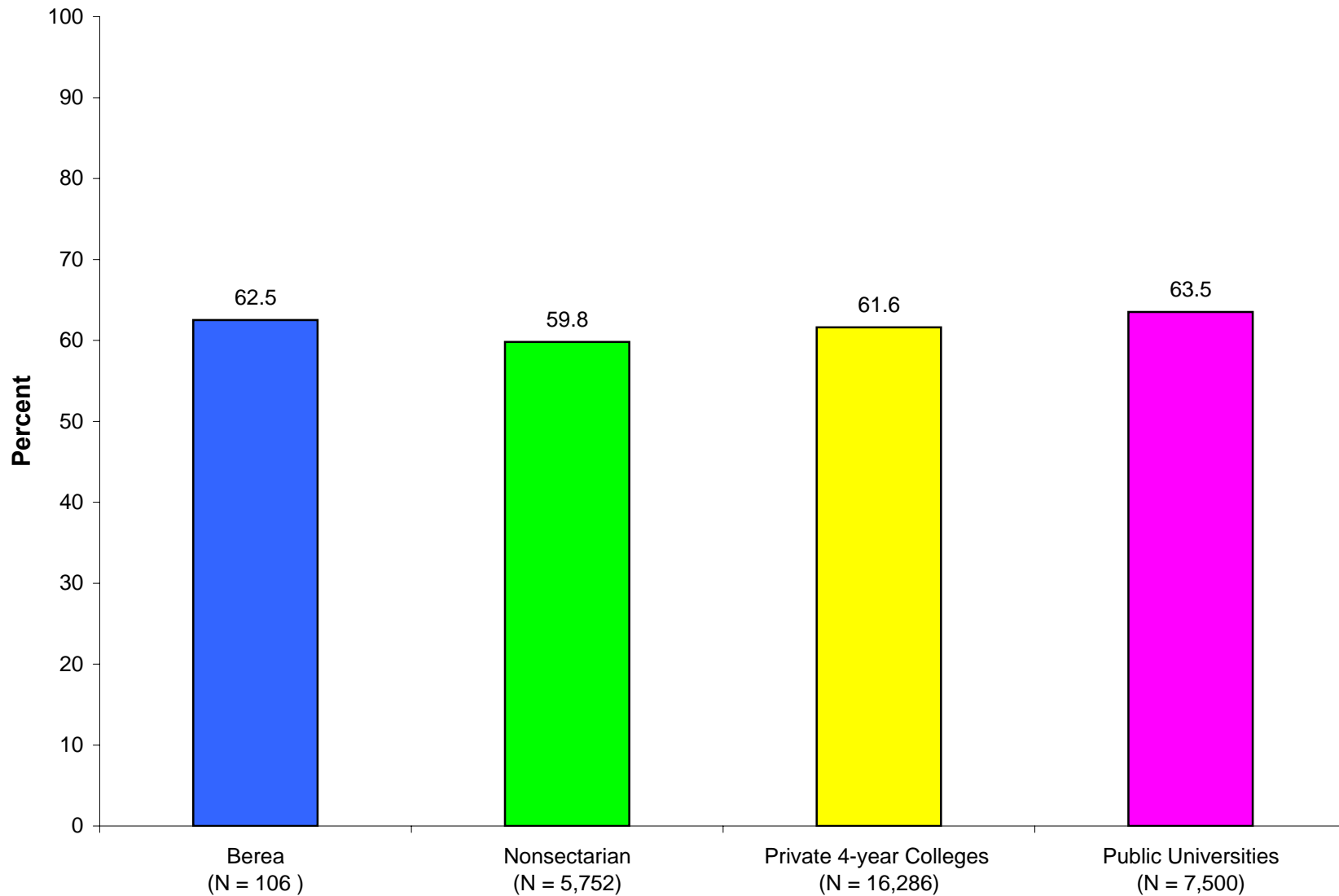
Since entering this college, how often have you interacted with the following people (e.g., by phone, e-mail, Instant Messenger, or in person):

Academic advisors/counselors



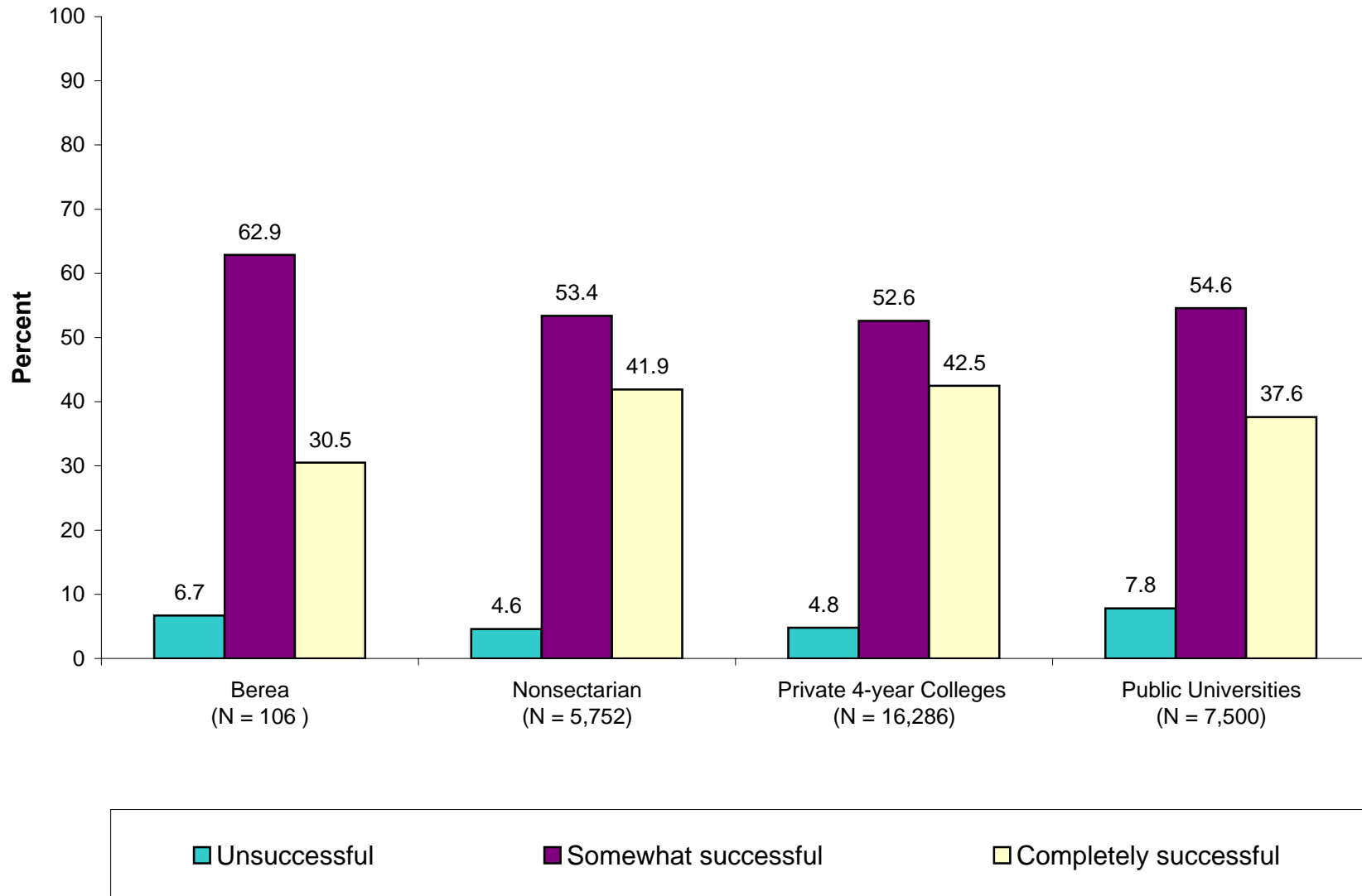
Students reporting they were "satisfied" or "very satisfied" with each of the following at this institution

Academic advising



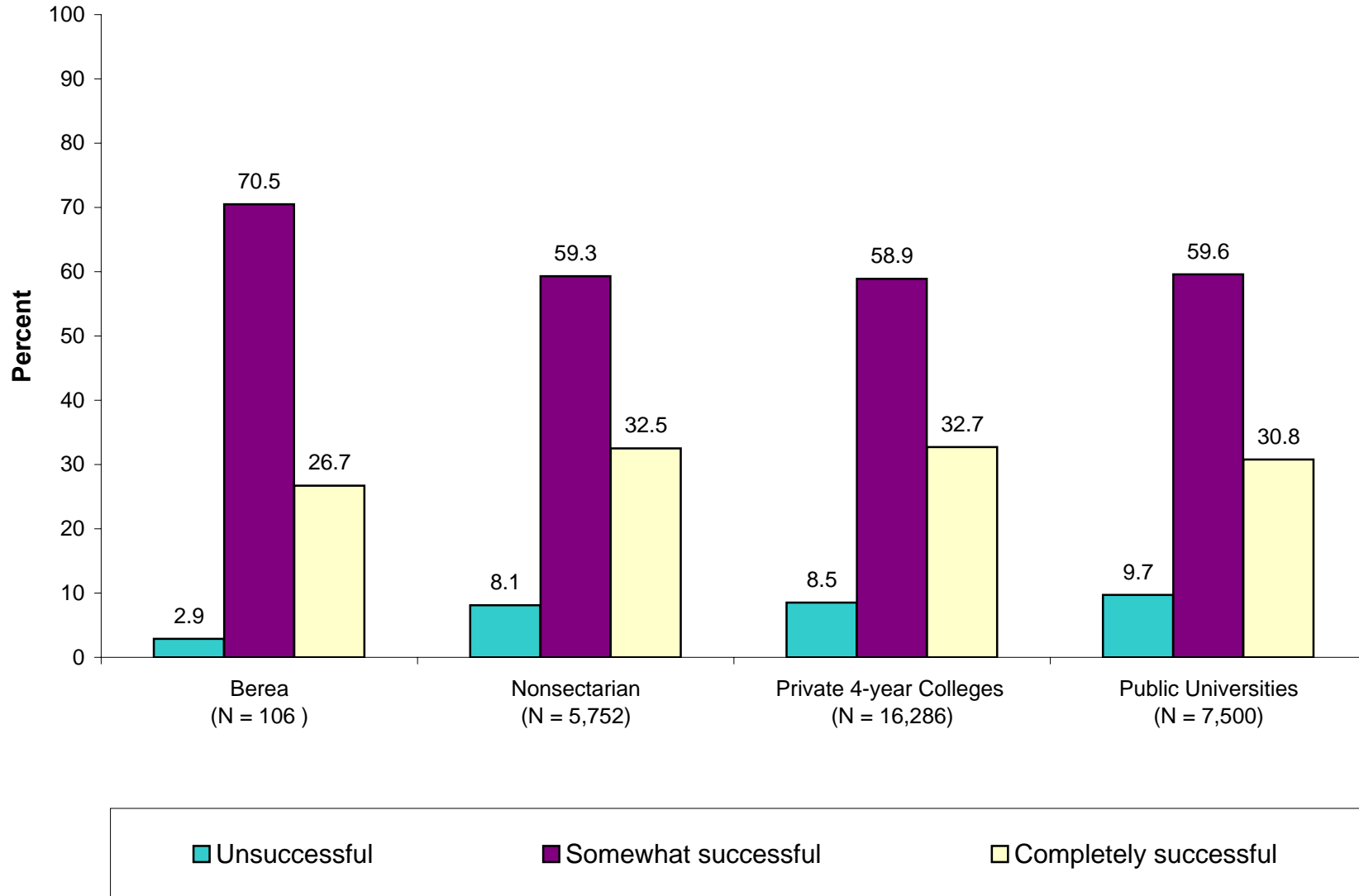
Since entering this college, how successful have you felt at:

Adjusting to the academic demands of college



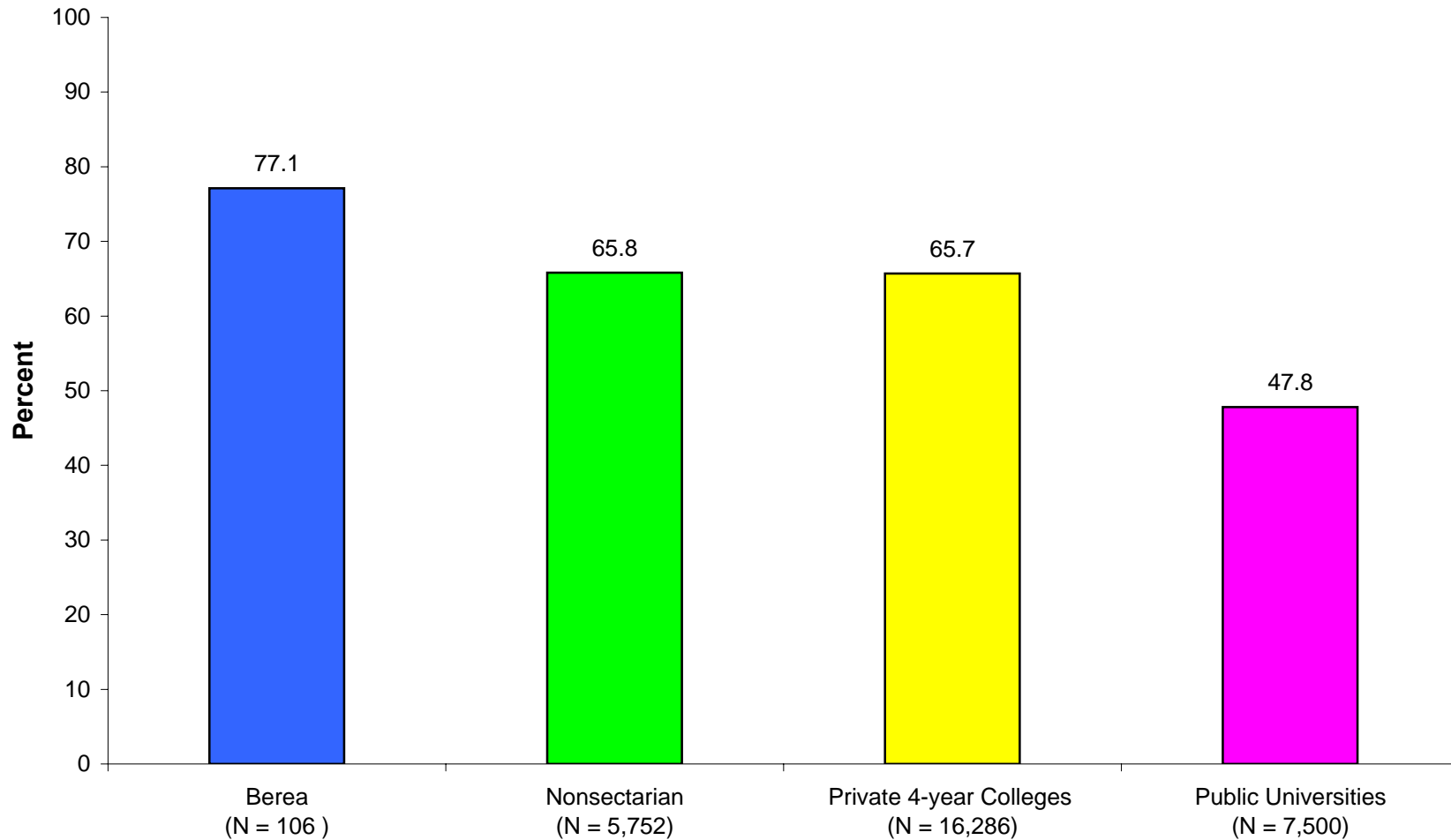
Since entering this college, how successful have you felt at:

Utilizing campus services available to students



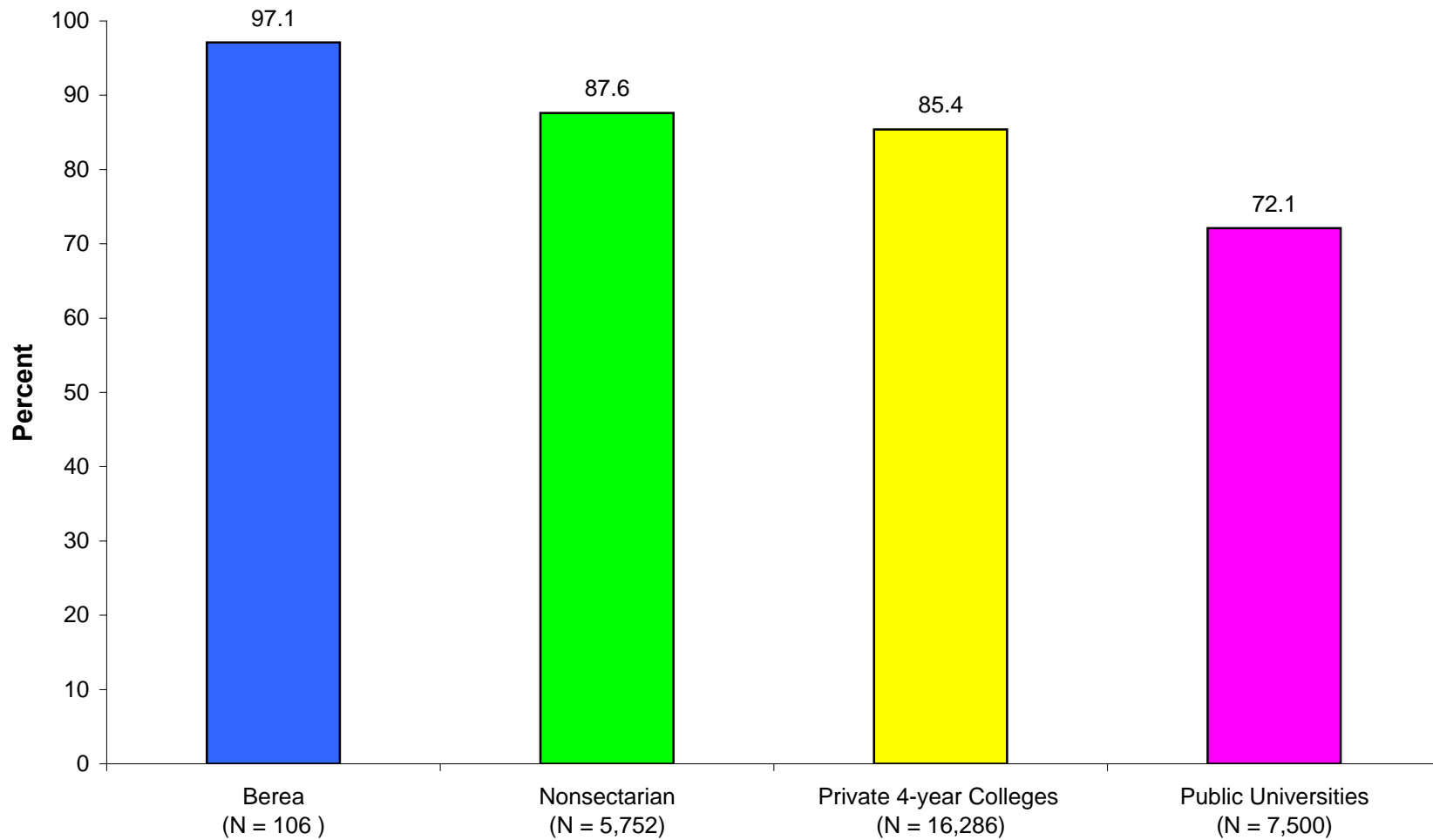
Percentage of students who "agree" or "strongly agree" with the following statements:

Faculty here are interested in students' personal problems



Percentage of students who "agree" or "strongly agree" with the following statements:

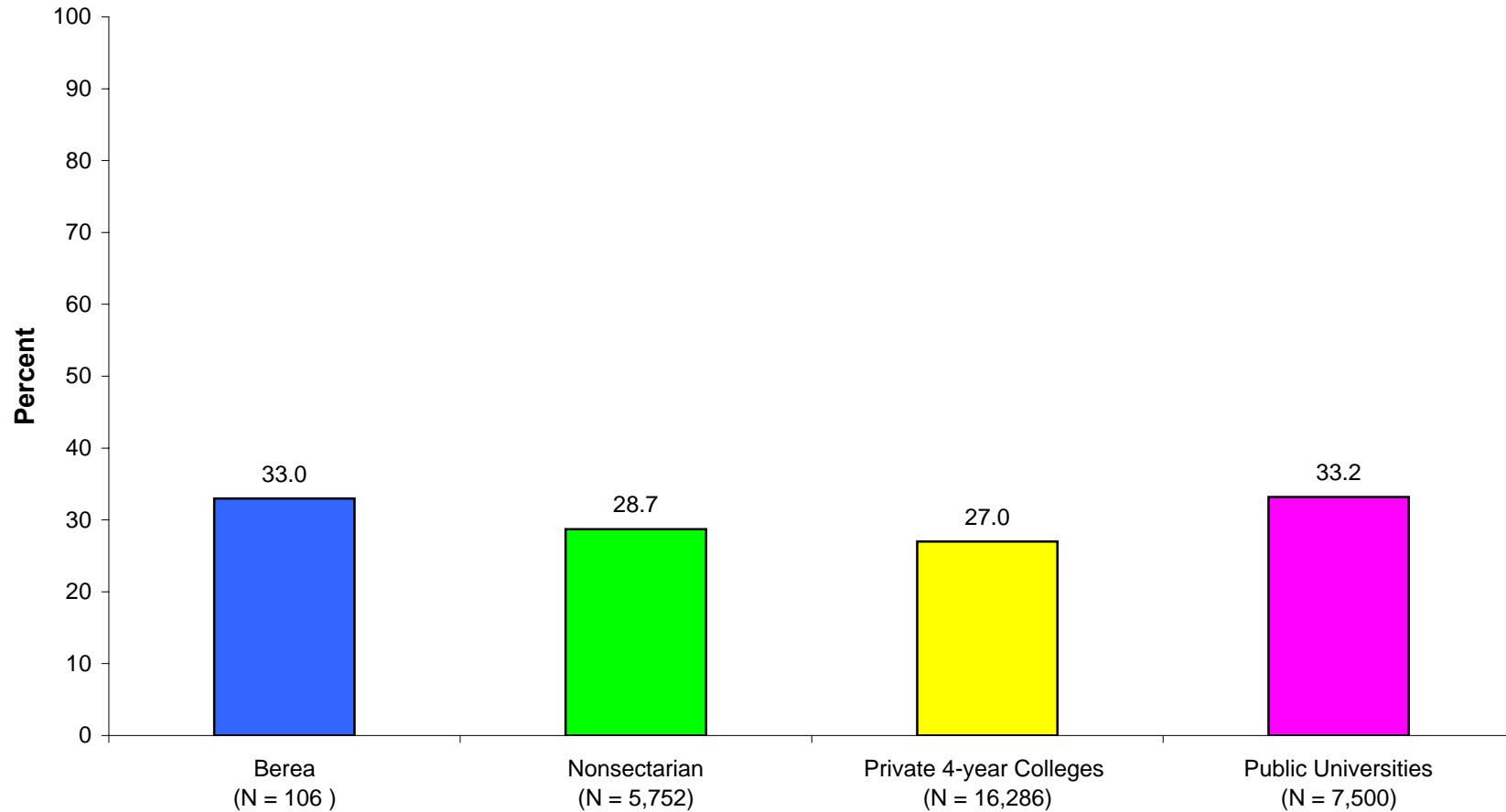
Faculty here are interested in students' academic problems



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

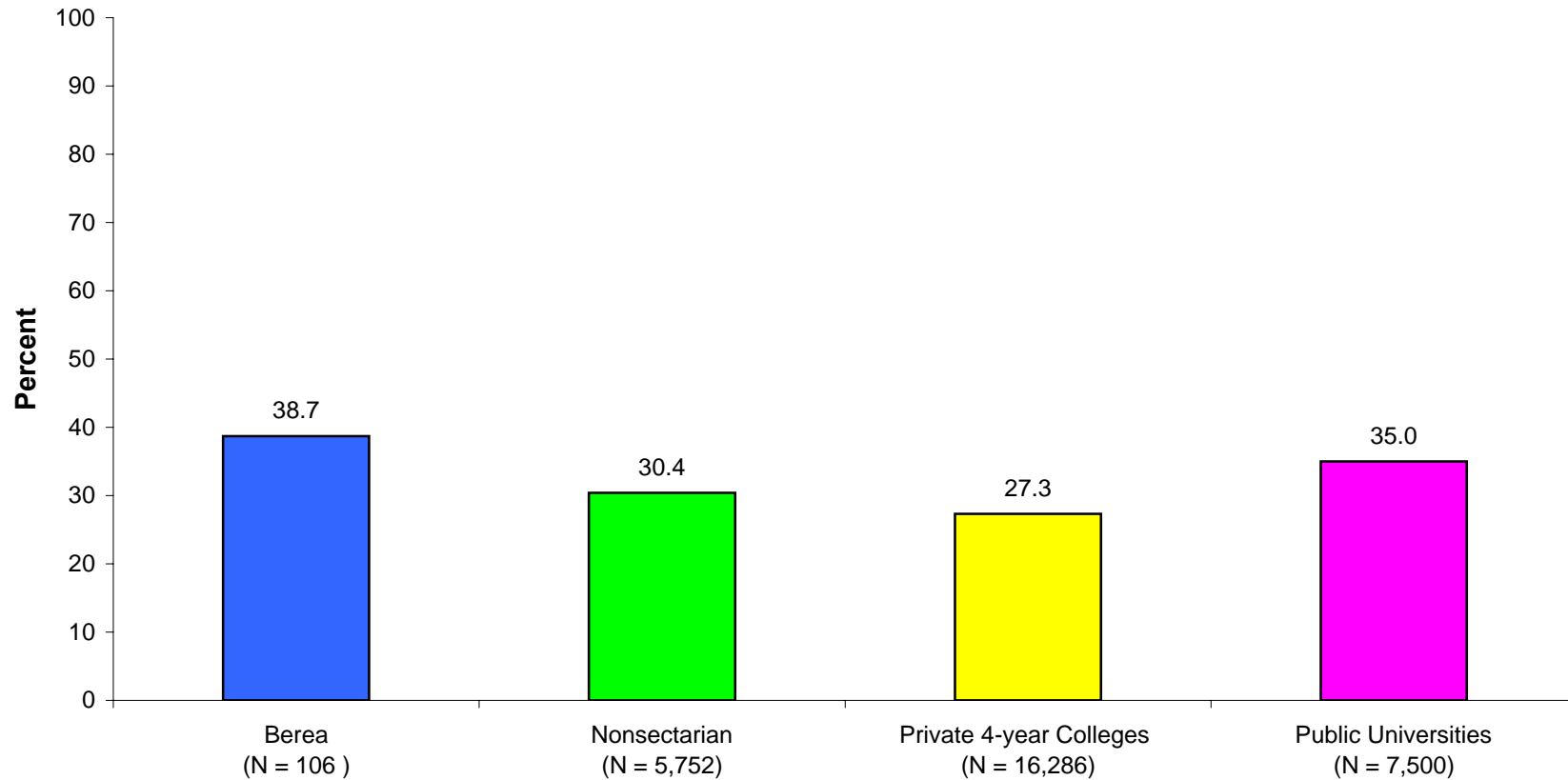
Percentage of students who indicated "yes" to: Since entering this college have you:

Changed your career choice



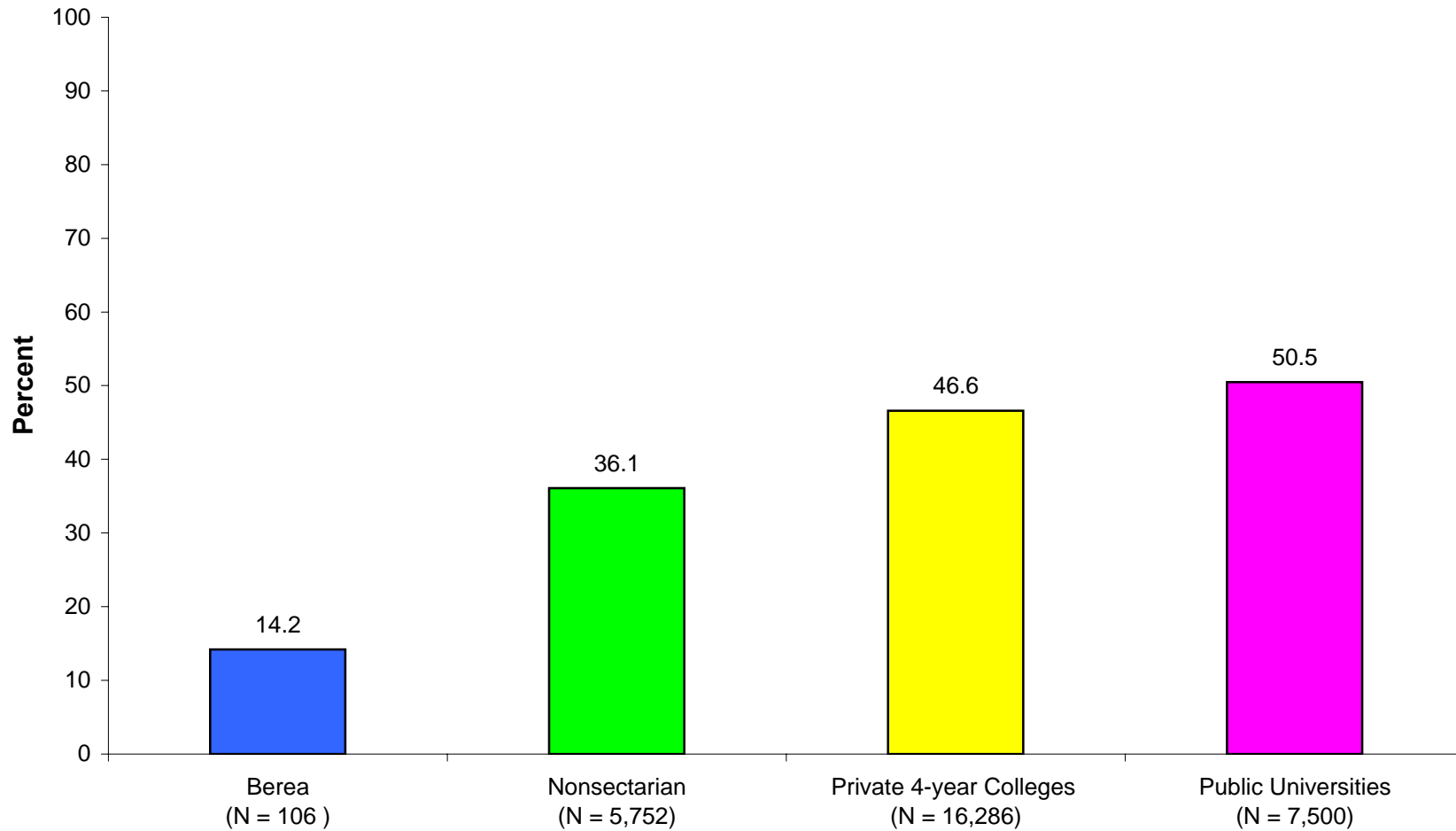
Percentage of students who indicated "yes" to: Since entering this college have you:

Decided to pursue a different major



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

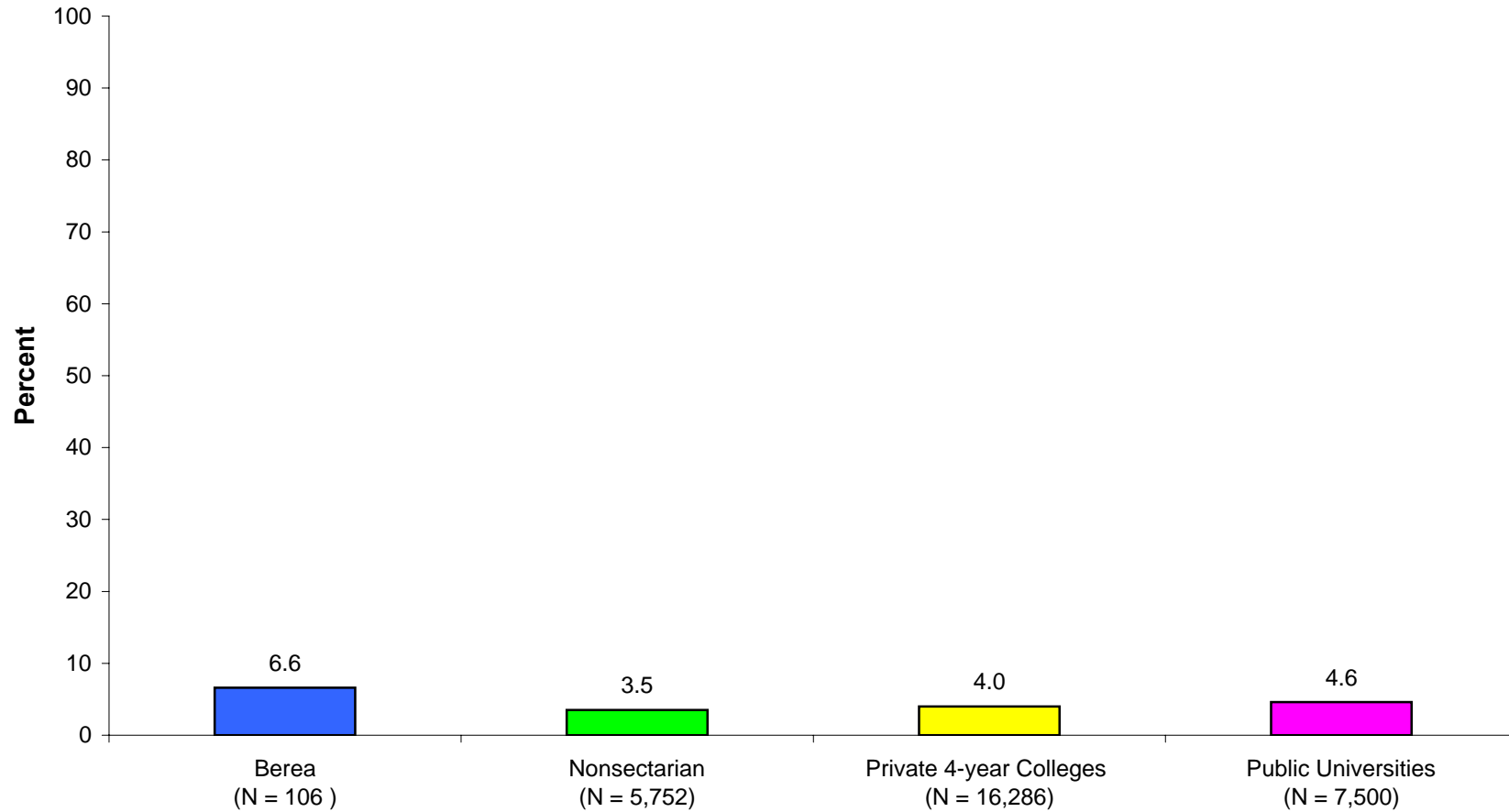
Declared your major



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

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

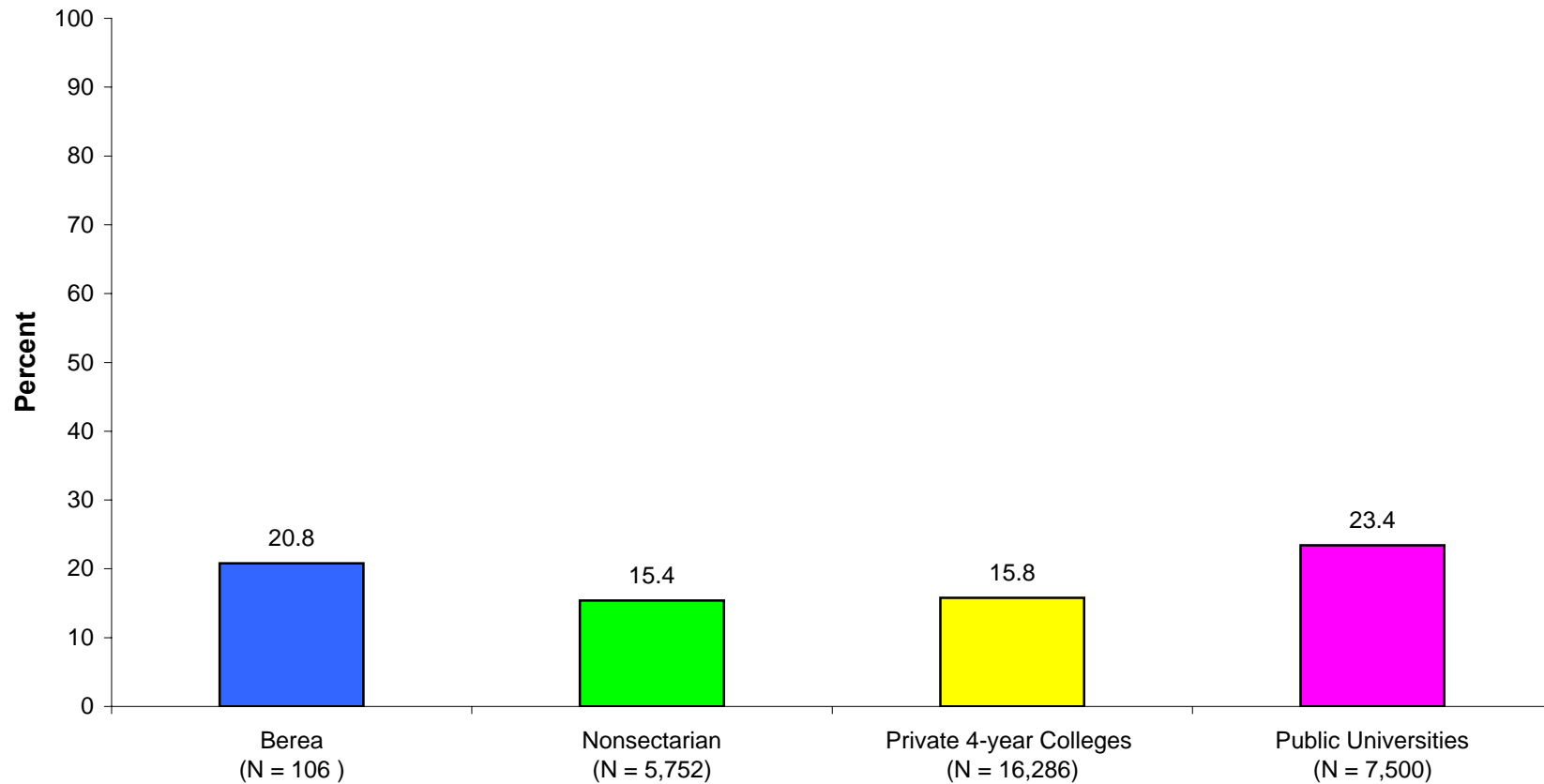
Enrolled in a remedial/developmental course



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

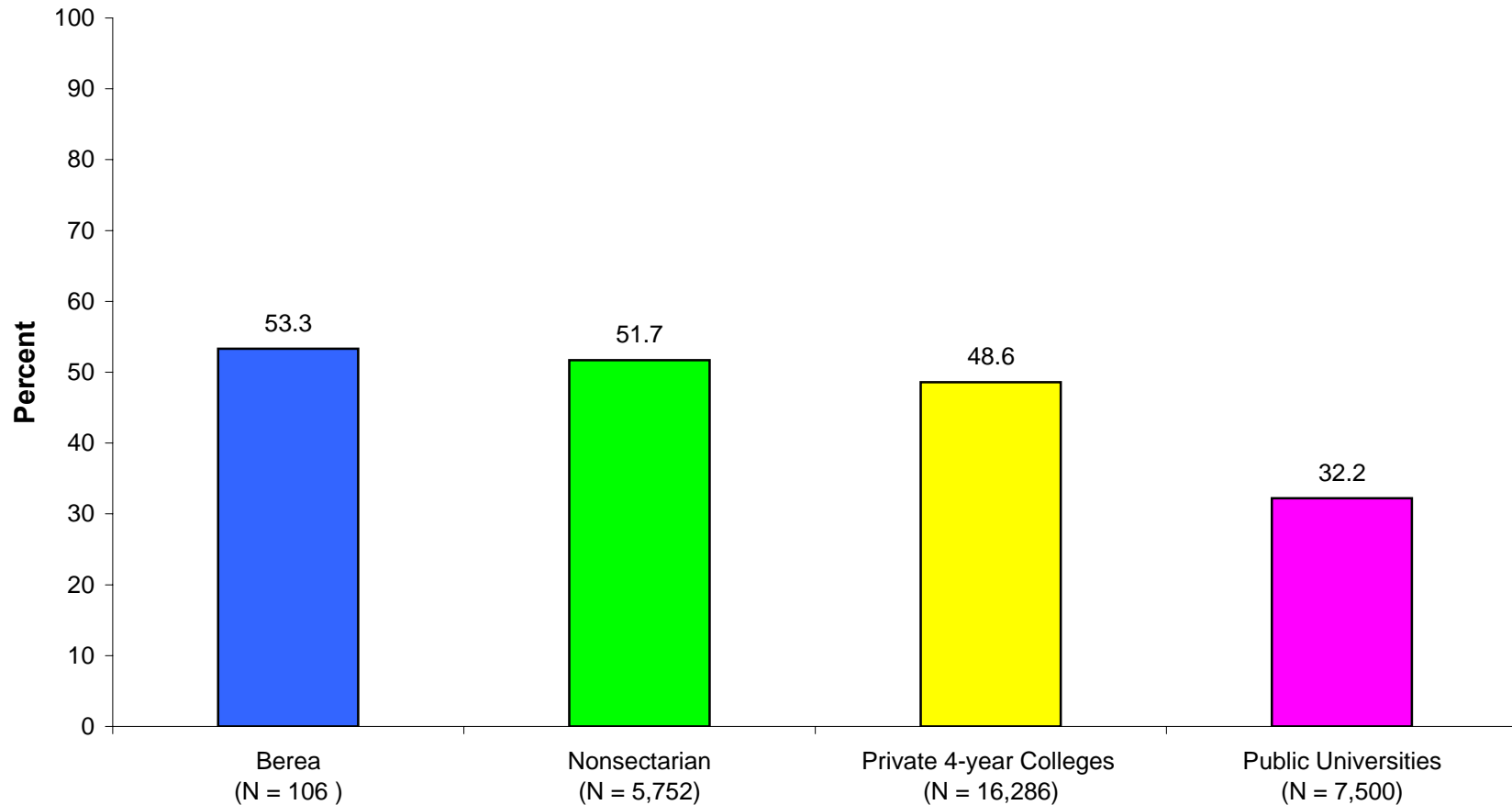
Percentage of students who indicated "yes" to: Since entering this college have you:

Intended to major in a Health, Biomedical, or Behavioral Science



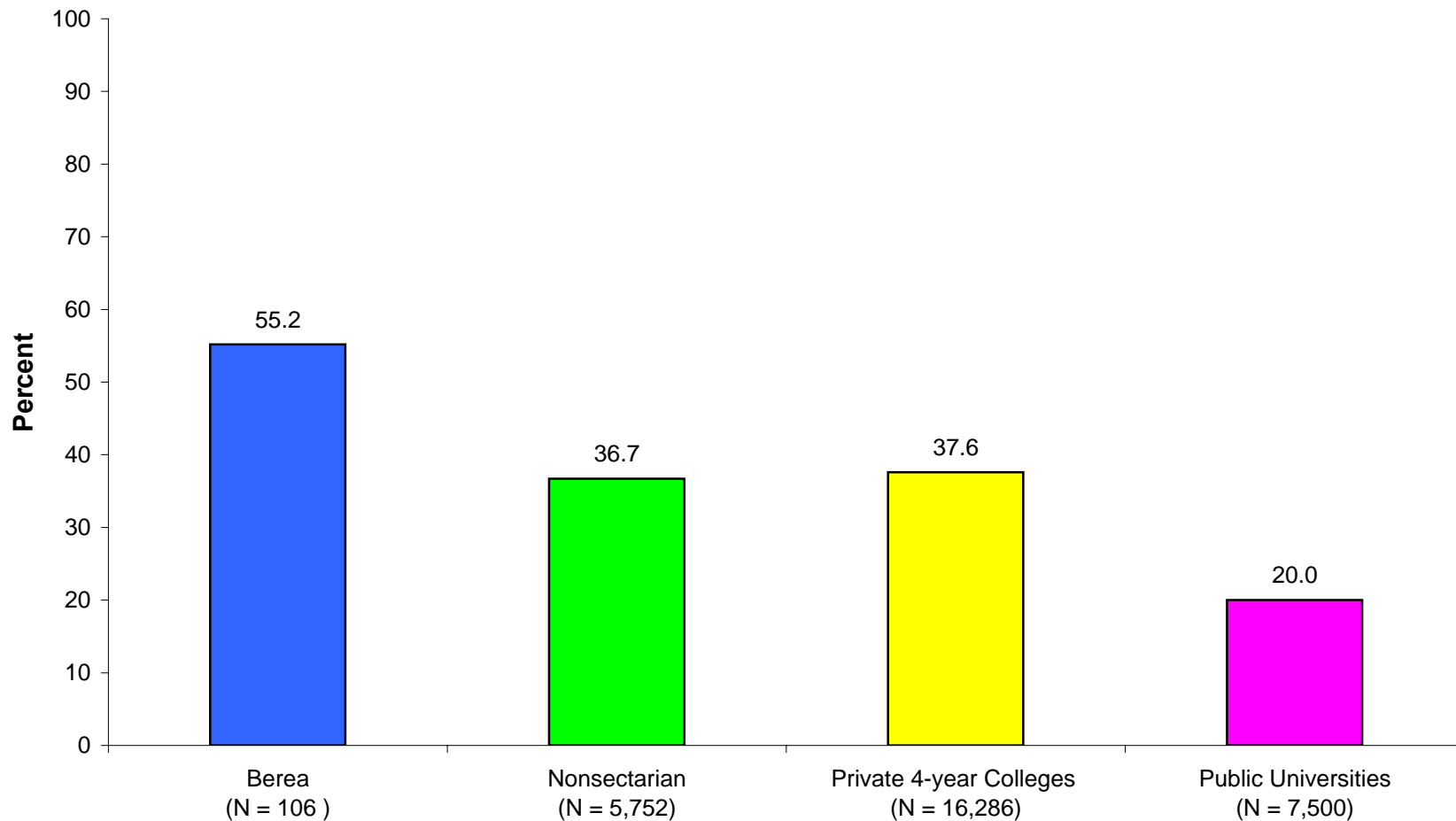
Percent of students indicating "frequently" or "occasionally" since entering this college:

Received advice and guidance about your educational program from a professor



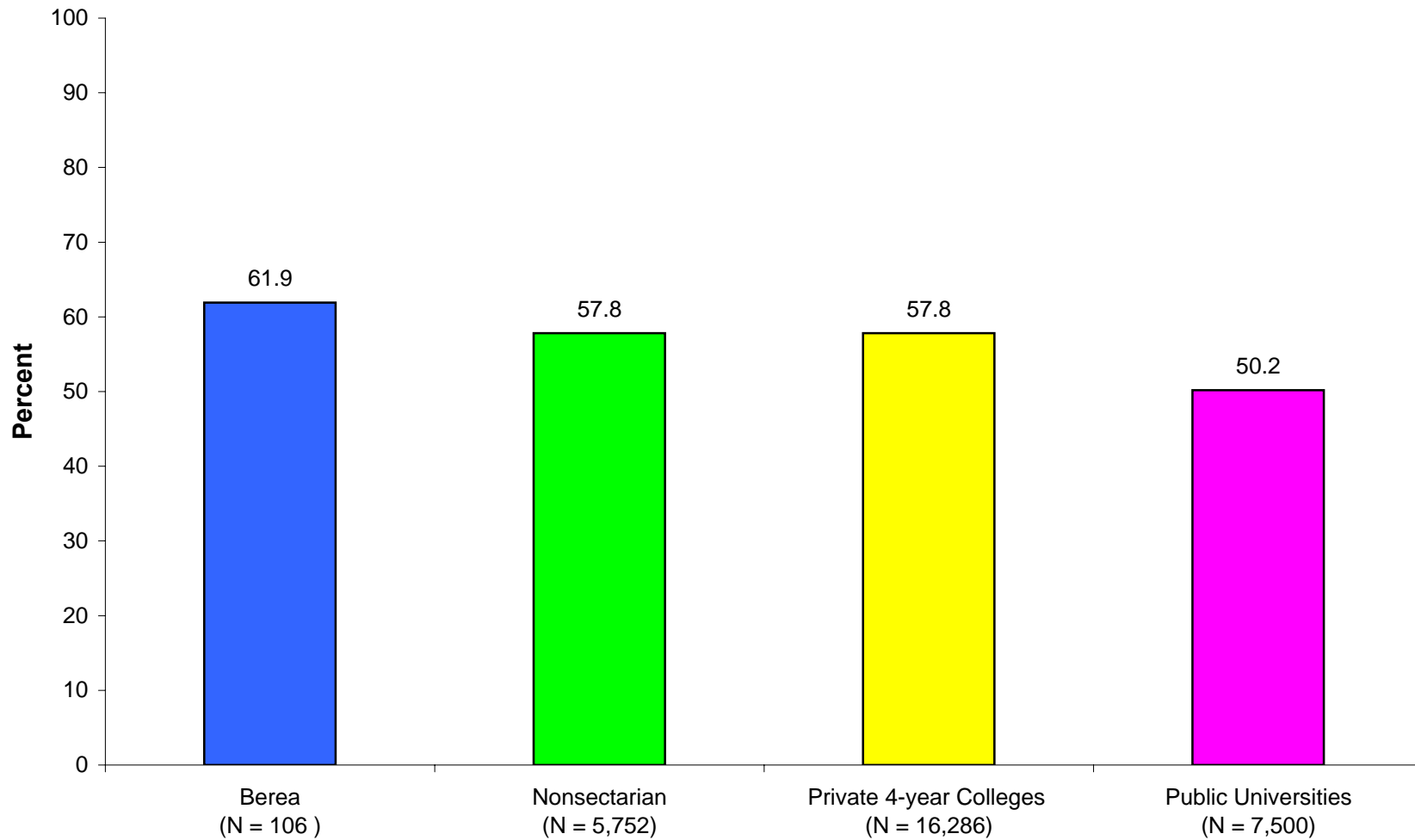
Percent of students indicating "frequently" or "occasionally" since entering this college:

Received emotional support and encouragement from a professor



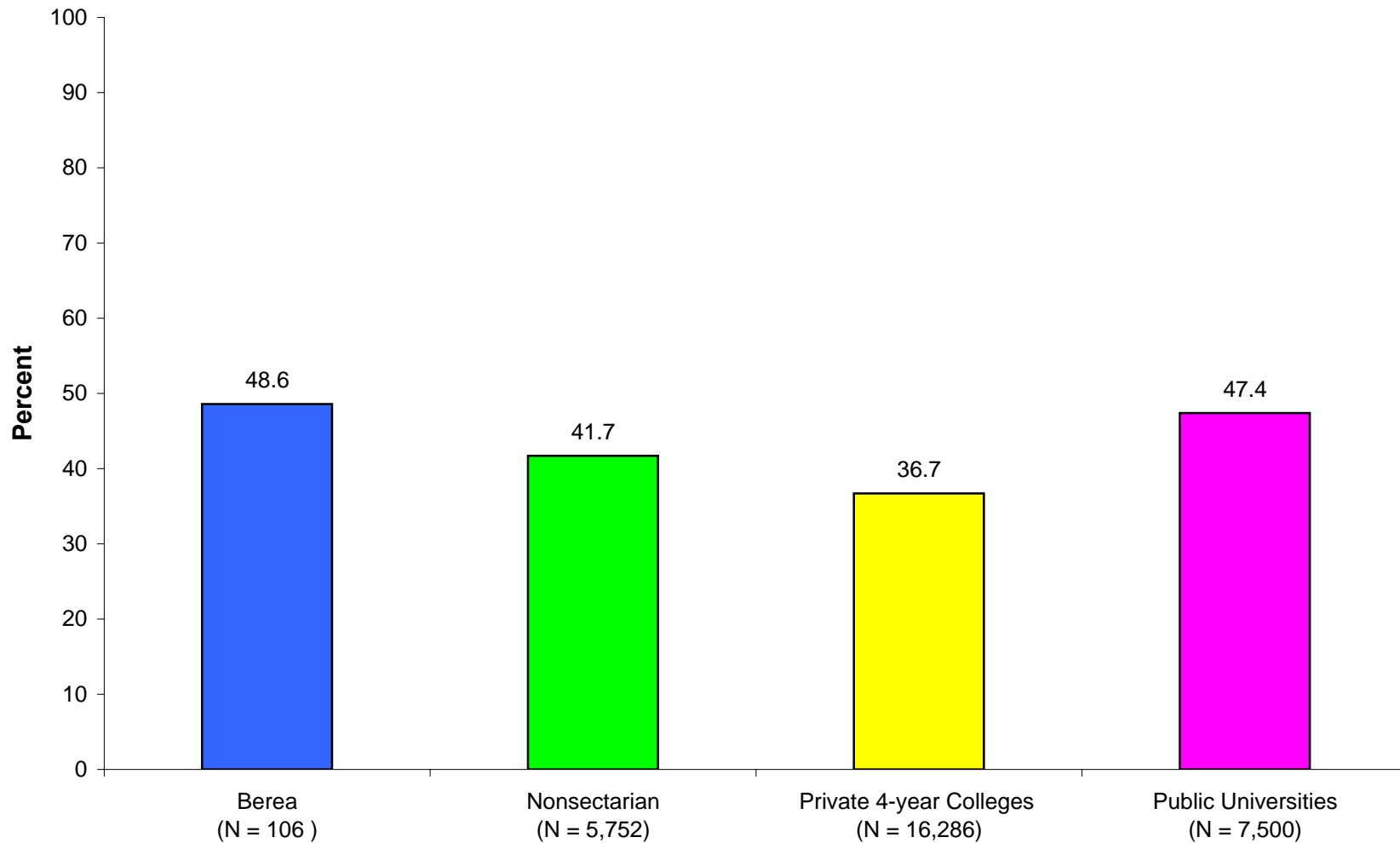
Percent of students indicating "frequently" or "occasionally" since entering this college:

Worked with an academic advisor to select your courses



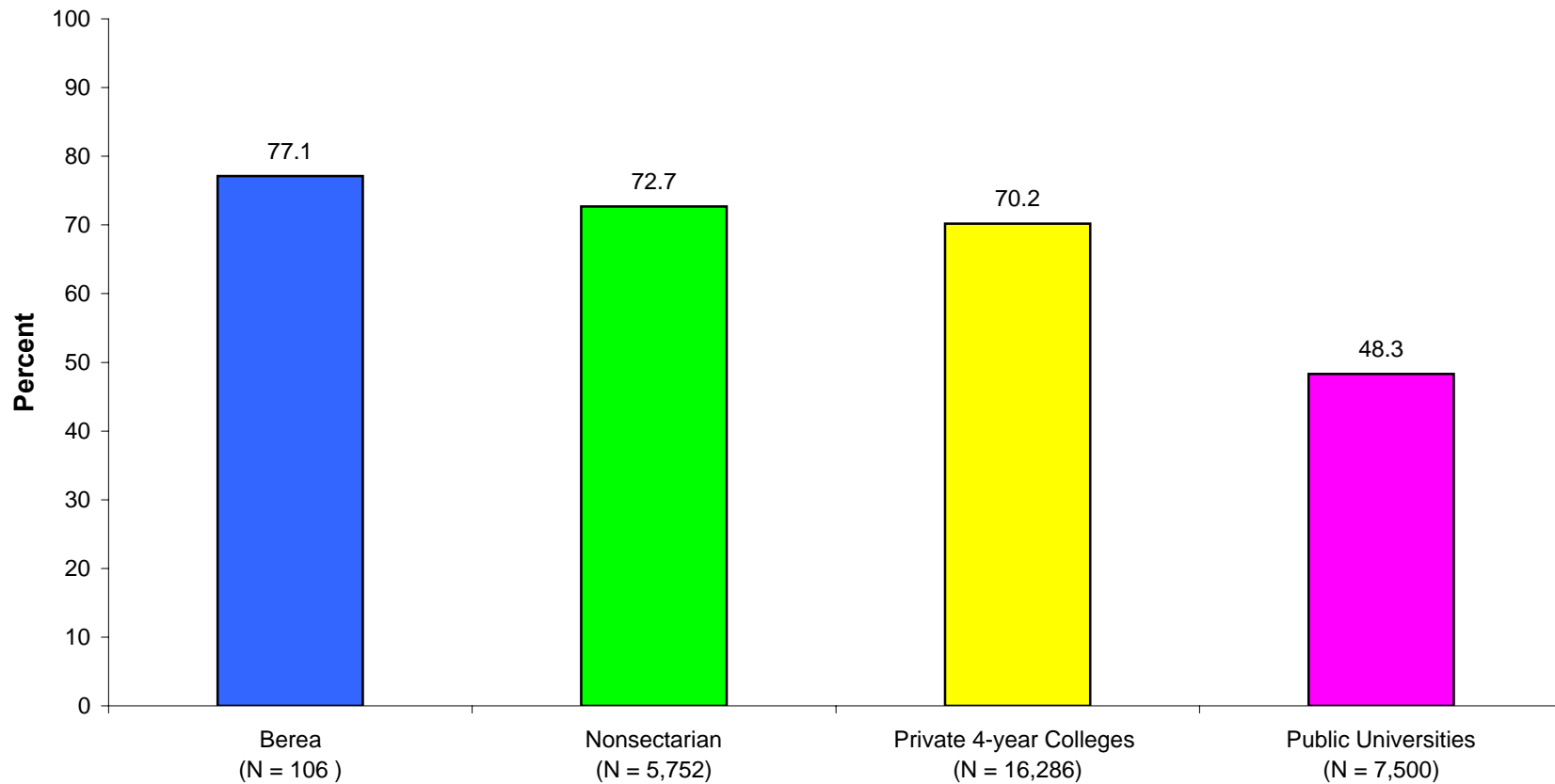
Percent of students indicating "frequently" or "occasionally" since entering this college:

Had difficulty getting into the courses you needed



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

Amount of contact with faculty



African-American Student Study



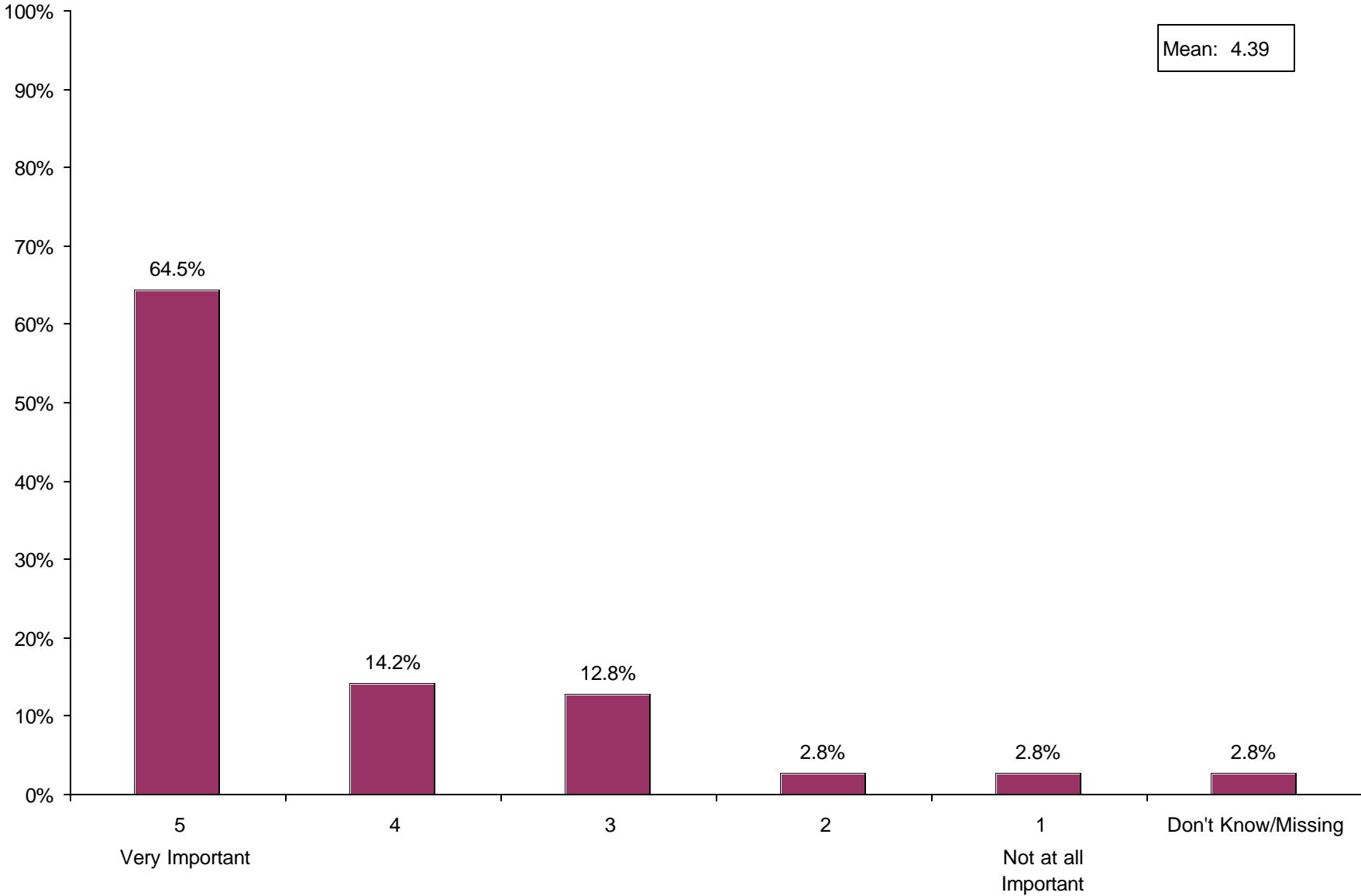
[Click to see survey instrument](#)

Completed in April 2003

Response Rate: 62% (142/ 229)

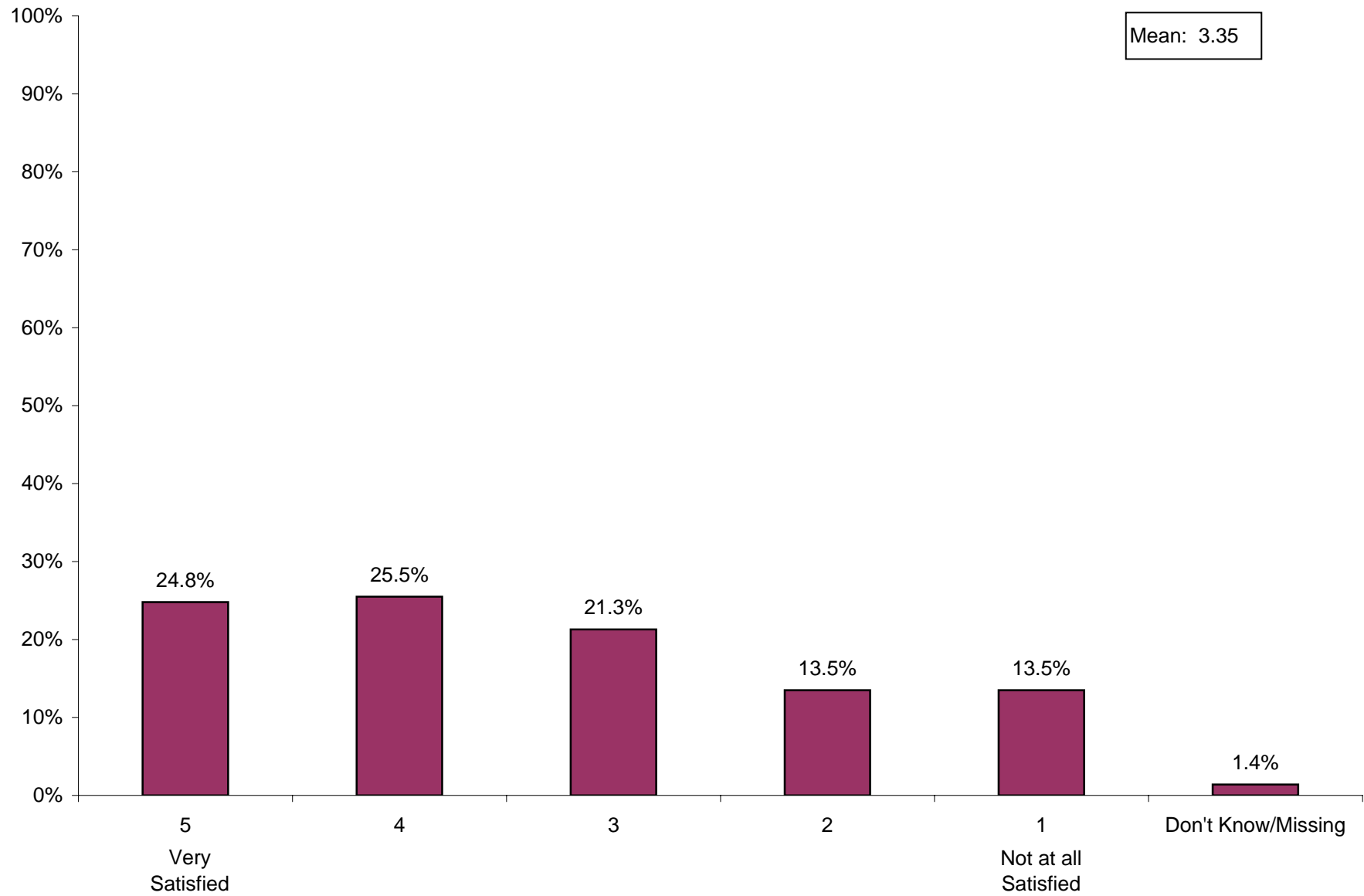
How important are each of the following to you?

Academic Advising



How satisfied are you with each of the following?

Academic Advising



Berea-Specific Graduating Senior Survey

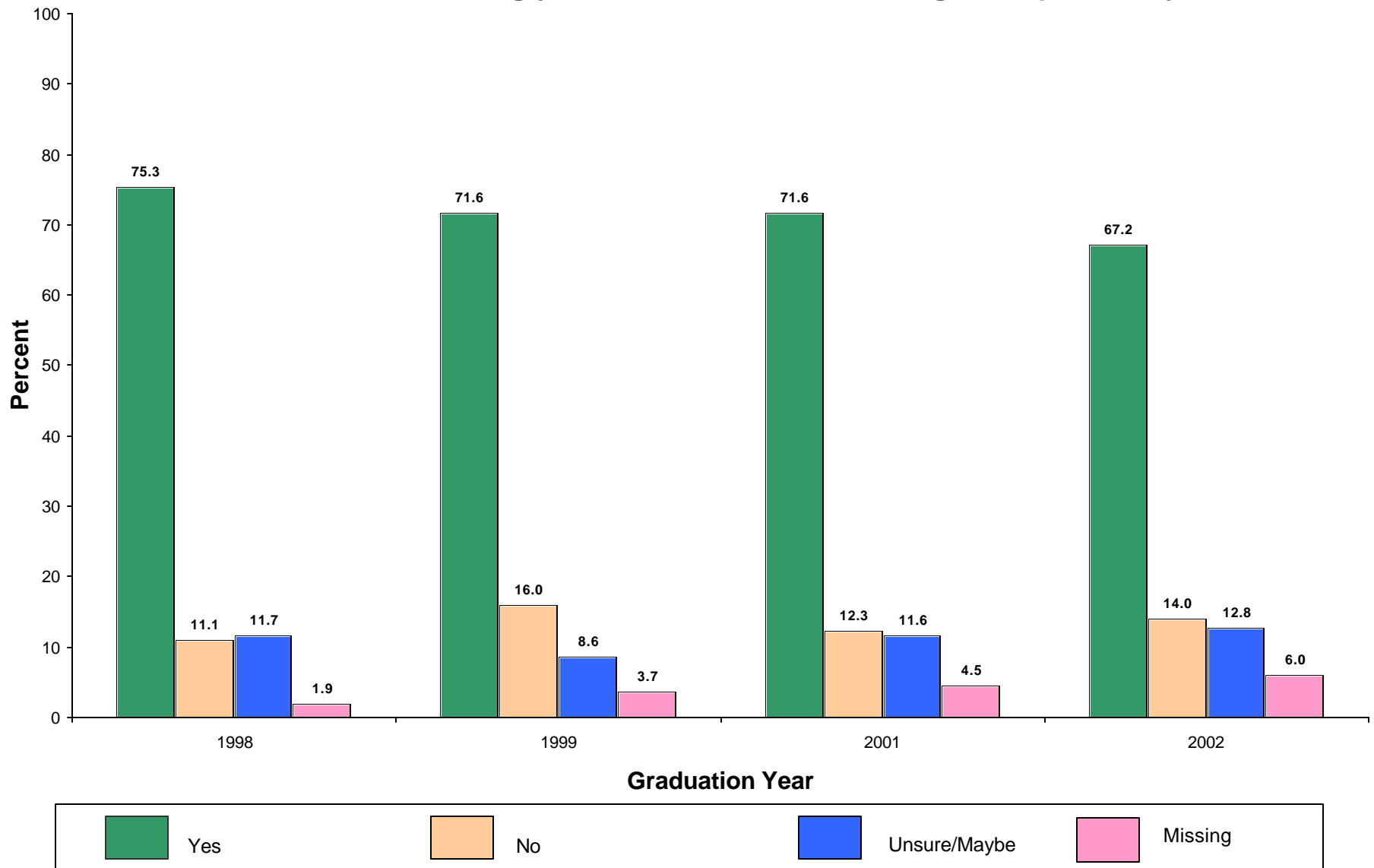


[Click to see survey instruments](#)

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

Response Rates: Ranged from 55% to 96%

Overall, was the academic advising you received at Berea College adequate for your needs?

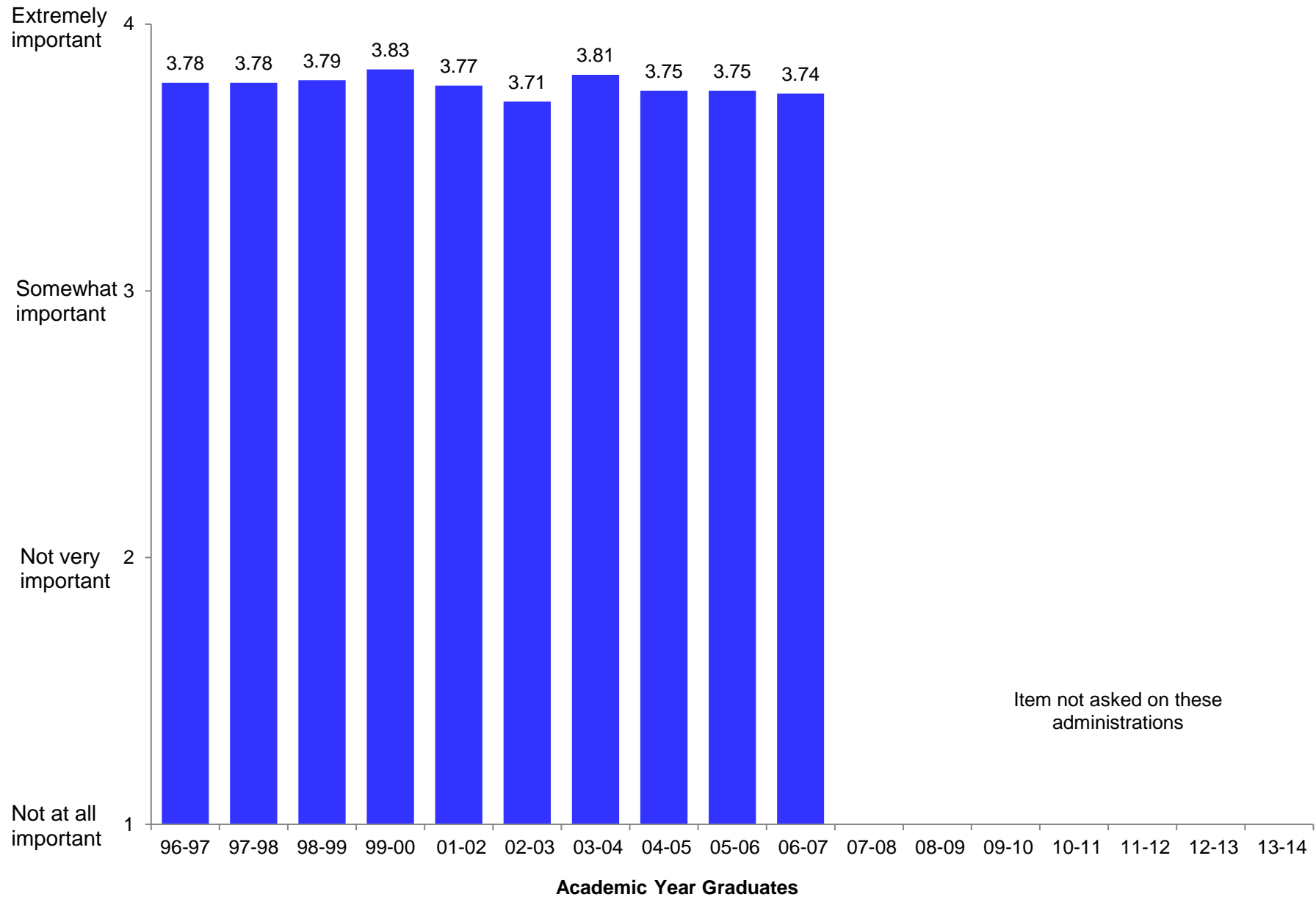


NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

Rate the importance to you of each of the following:

Graduating Senior Survey
Administered at graduation rehearsal

Finding a fulfilling career



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

ACT Alumni Survey

(Graduates two years after graduation)

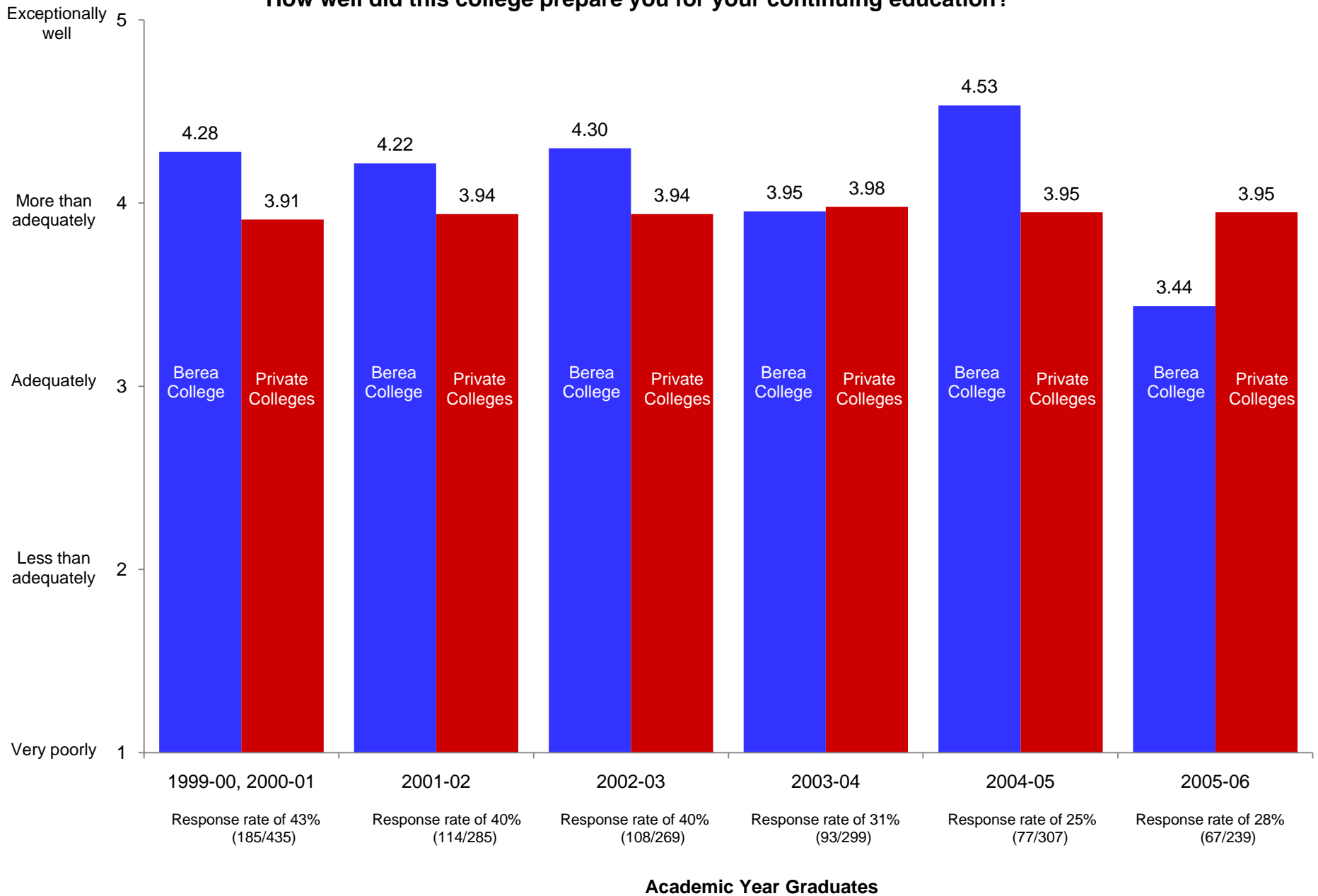


[Click to see survey instruments](#)

Response Rates:

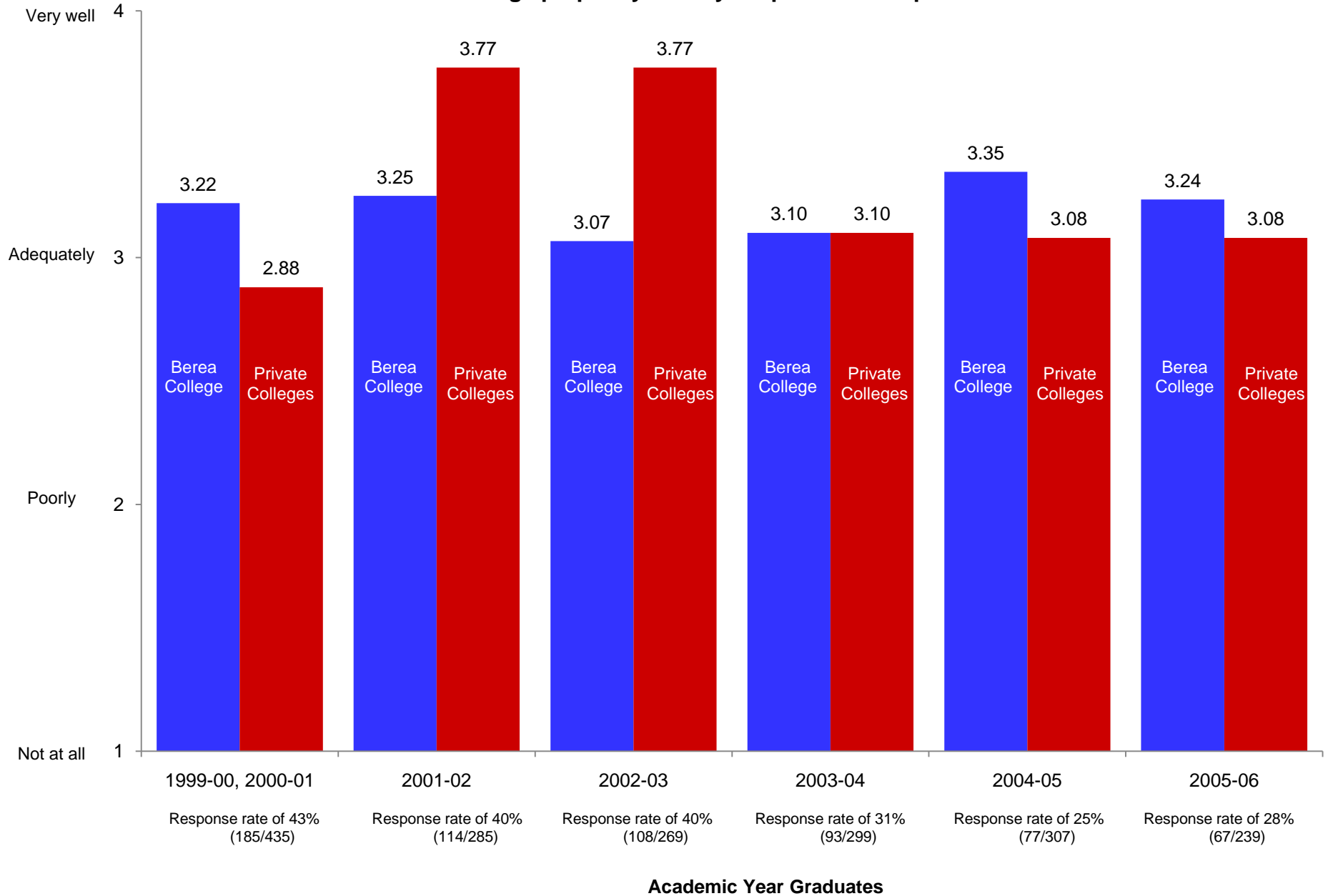
1999-00/2000-01	43% (185/435)	2001-02	40% (115/285)
2002-03	40% (108/269)	2003-04	31% (93/299)
2004-05	25% (77/304)	2005-06	28% (67/239)

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



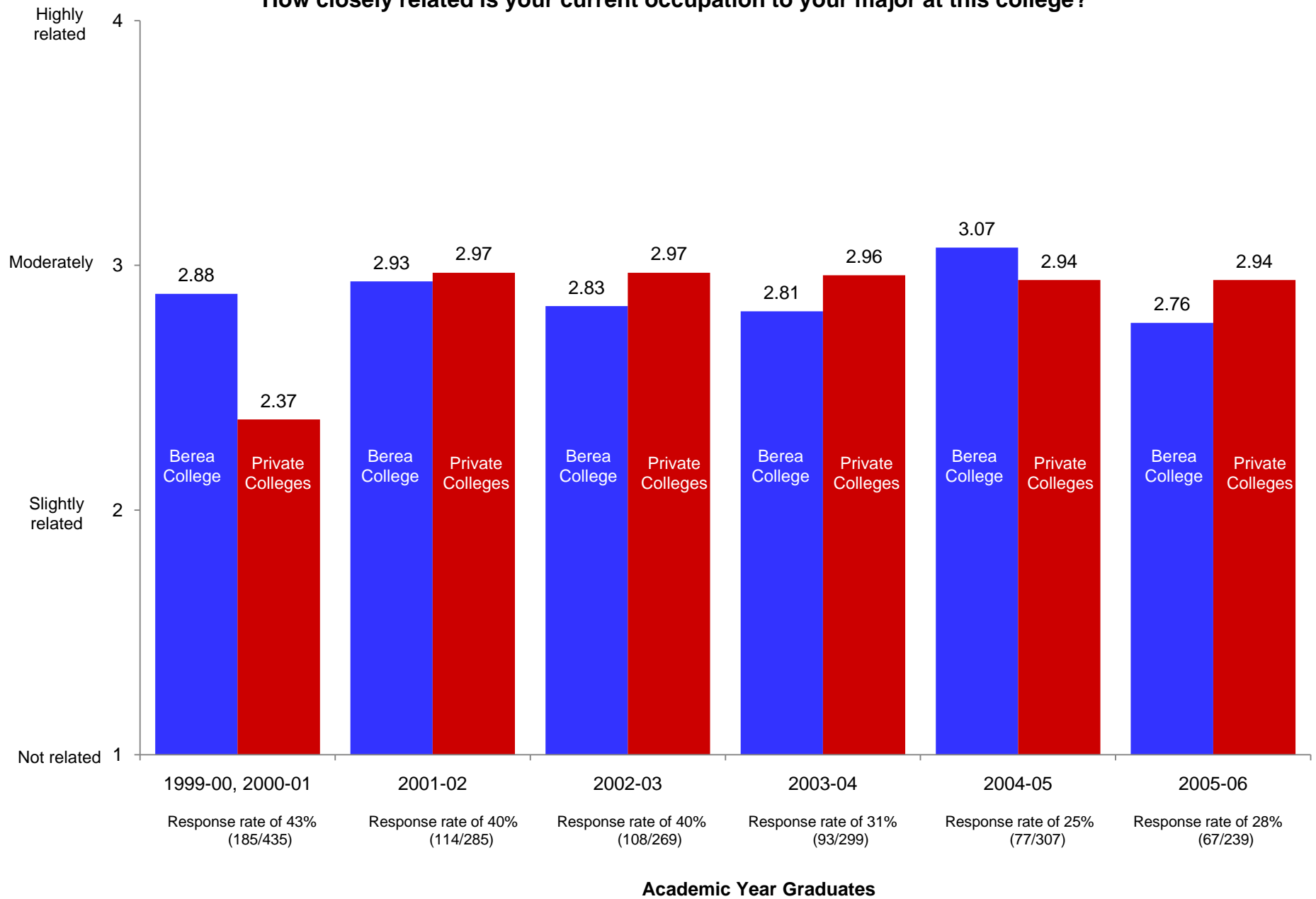
NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

How 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?

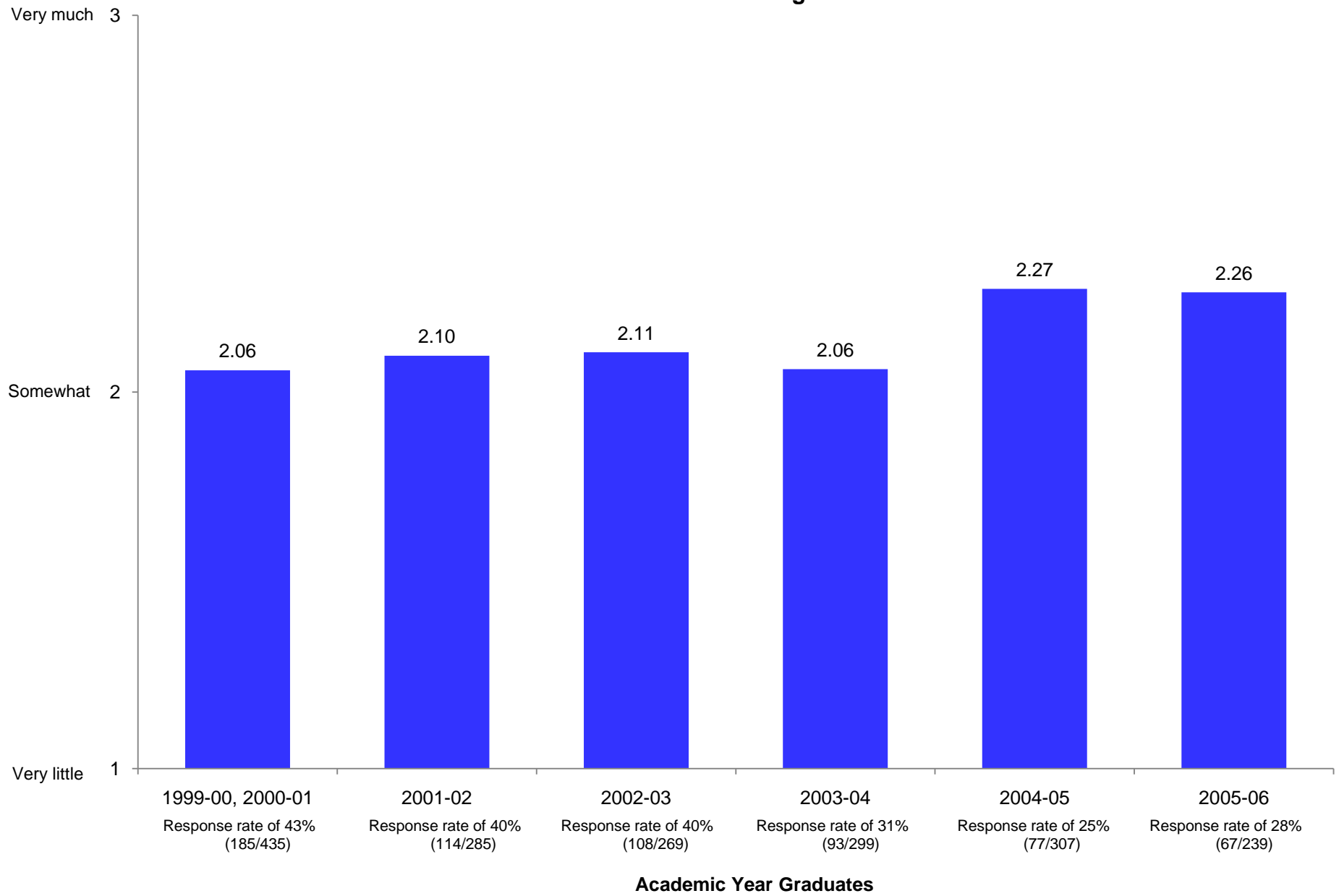


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

Academic advising

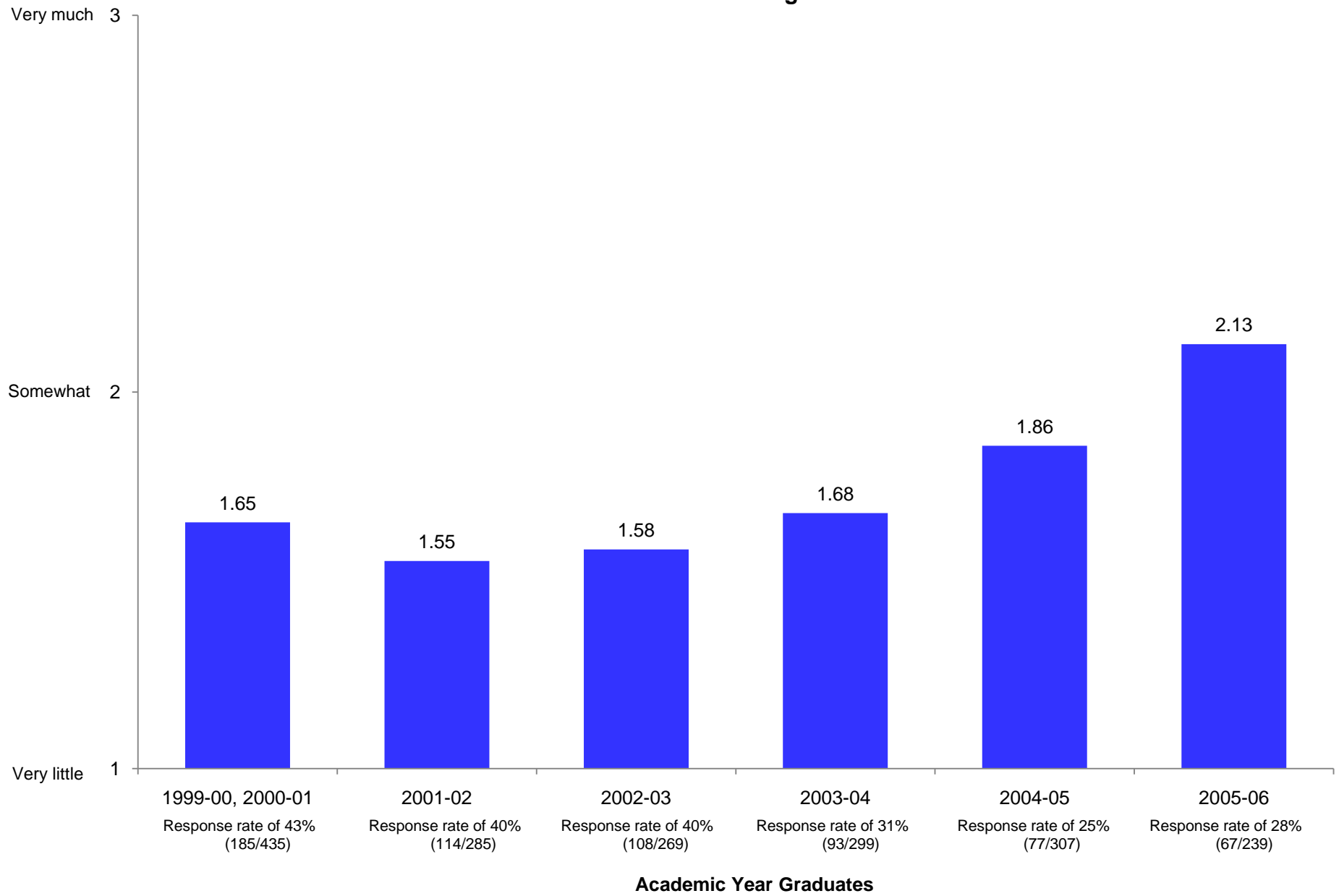


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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)

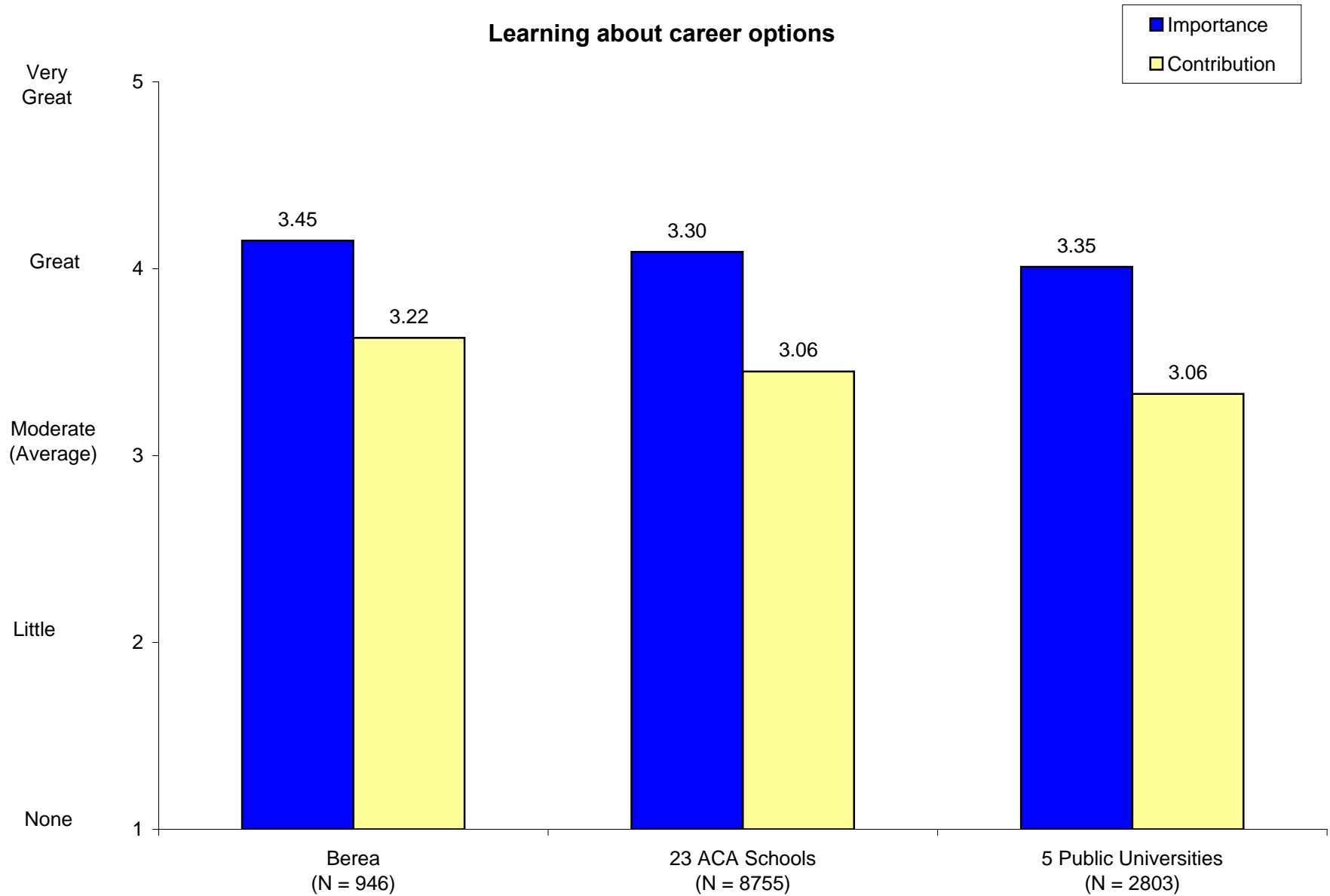


[Click to see survey instruments](#)

Response Rate: 42%

Importance to your current endeavors.

Contribution that your experience at this college made to your growth.



ACT Alumni Outcomes Survey

(Work Colleges Consortium Project
administered online)

(Graduates from 1992-93 through 2006-07)

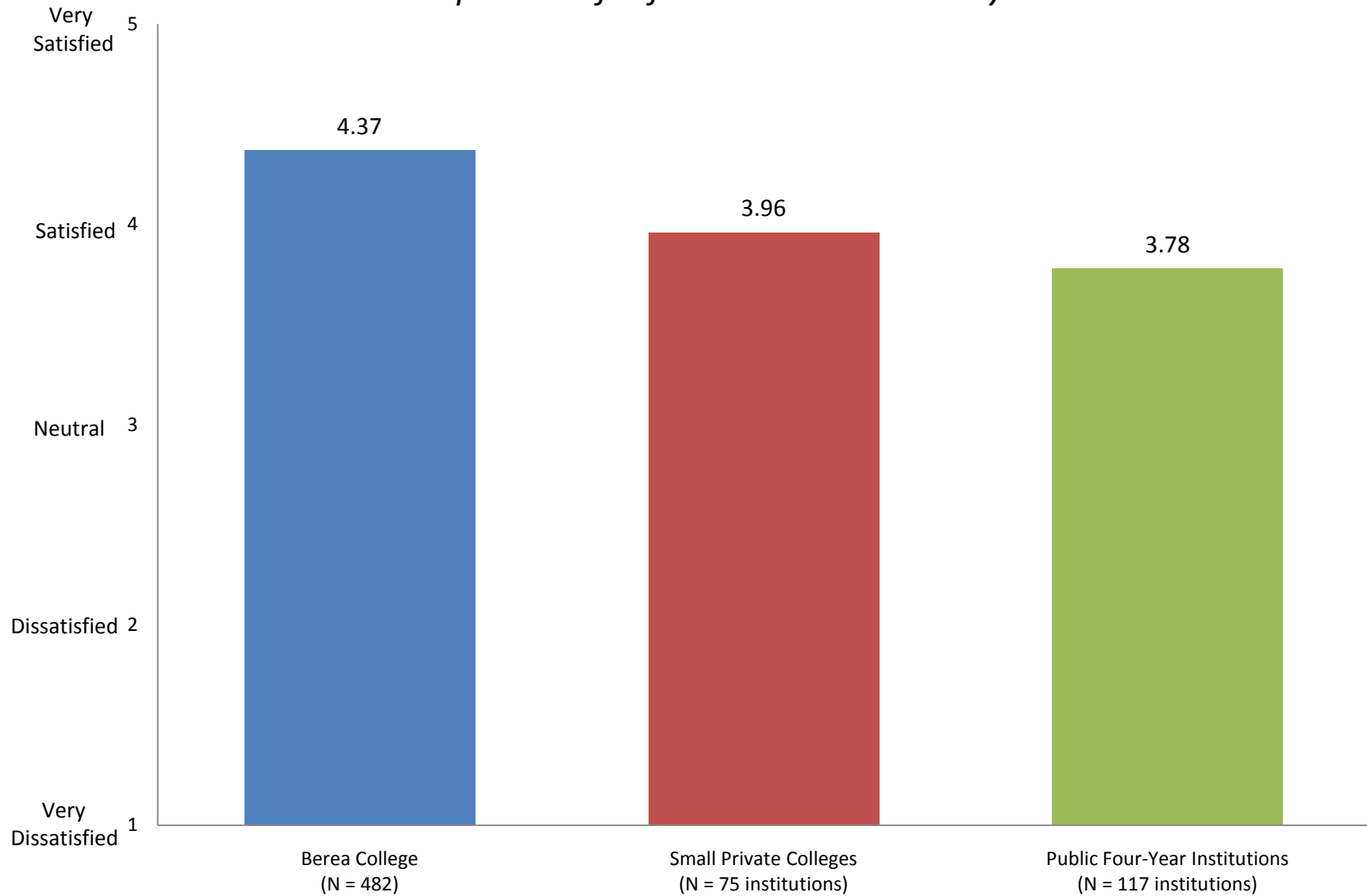


[Click to see survey instrument](#)

Response Rate: 29% (482/1648)

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

Preparation for further academic study



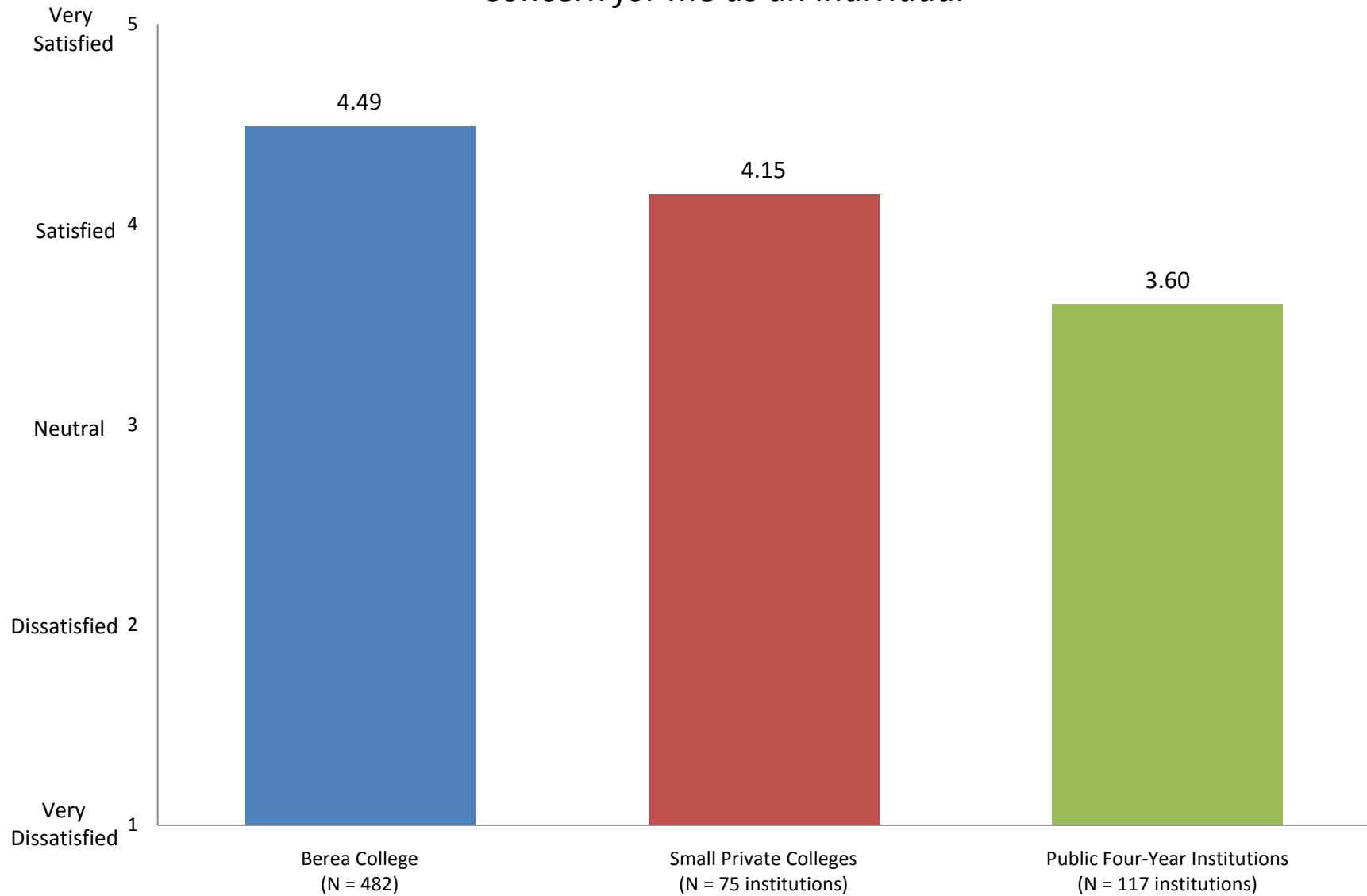
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

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

Concern for me as an individual

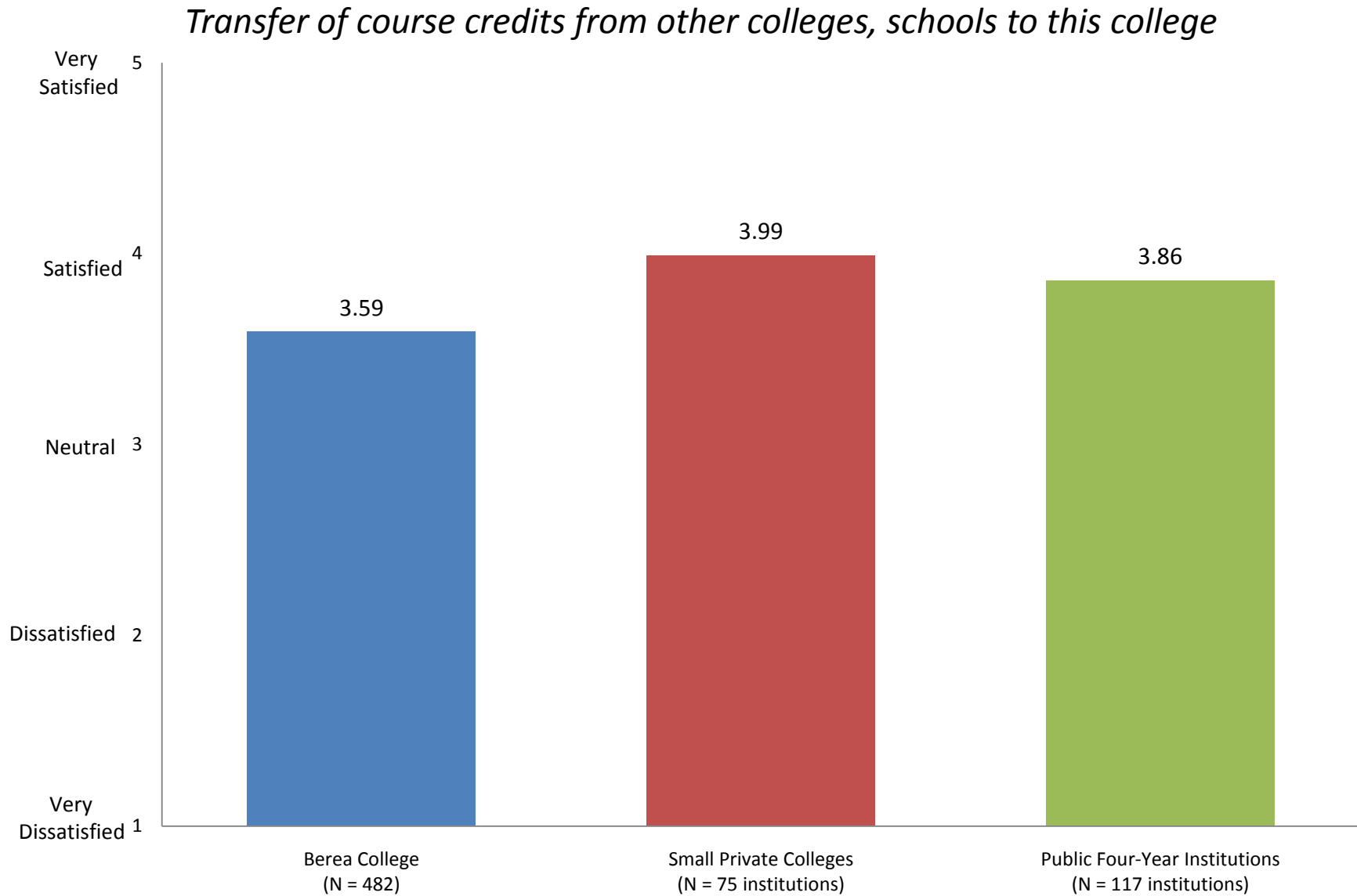


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.

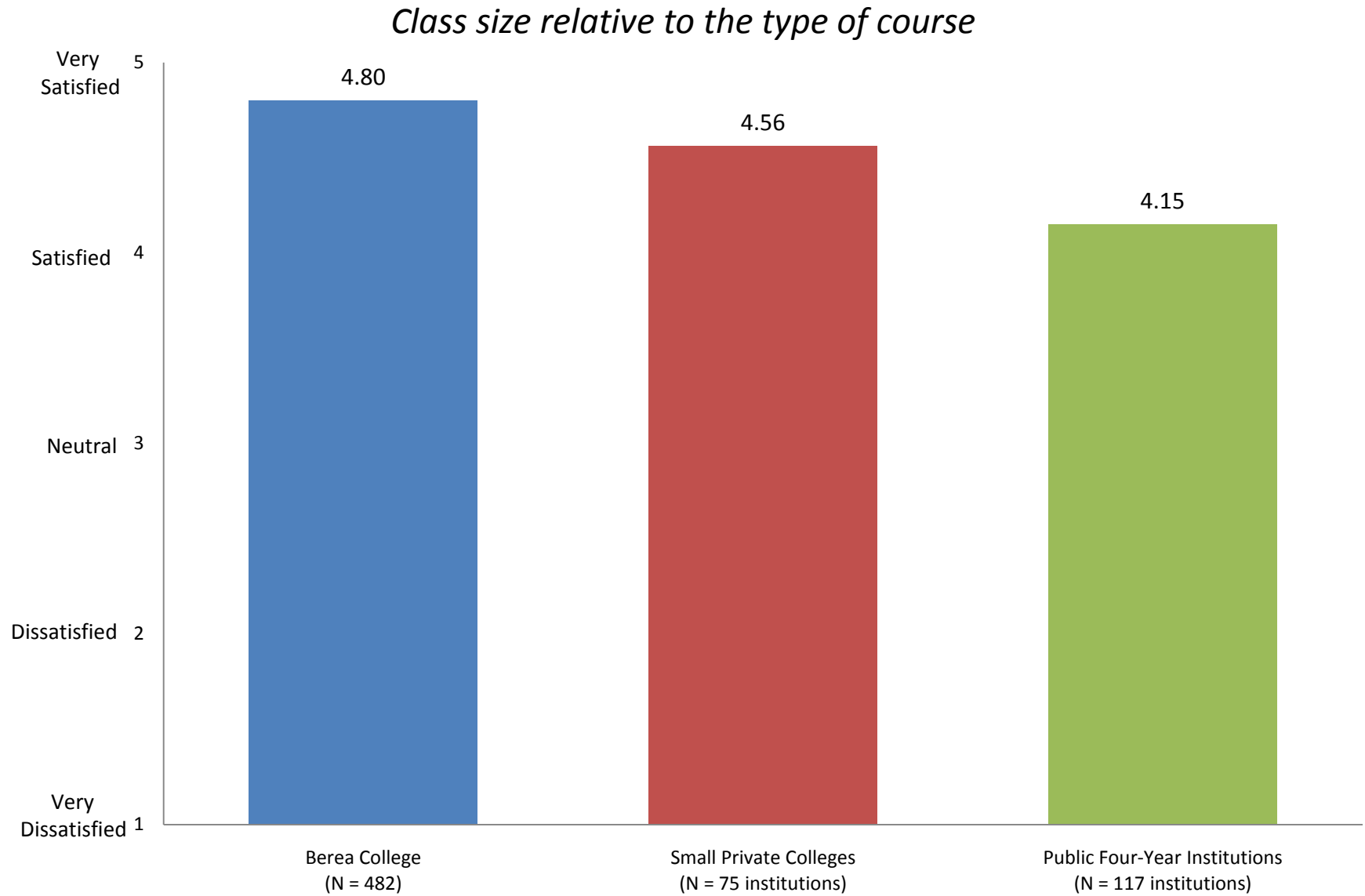


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.



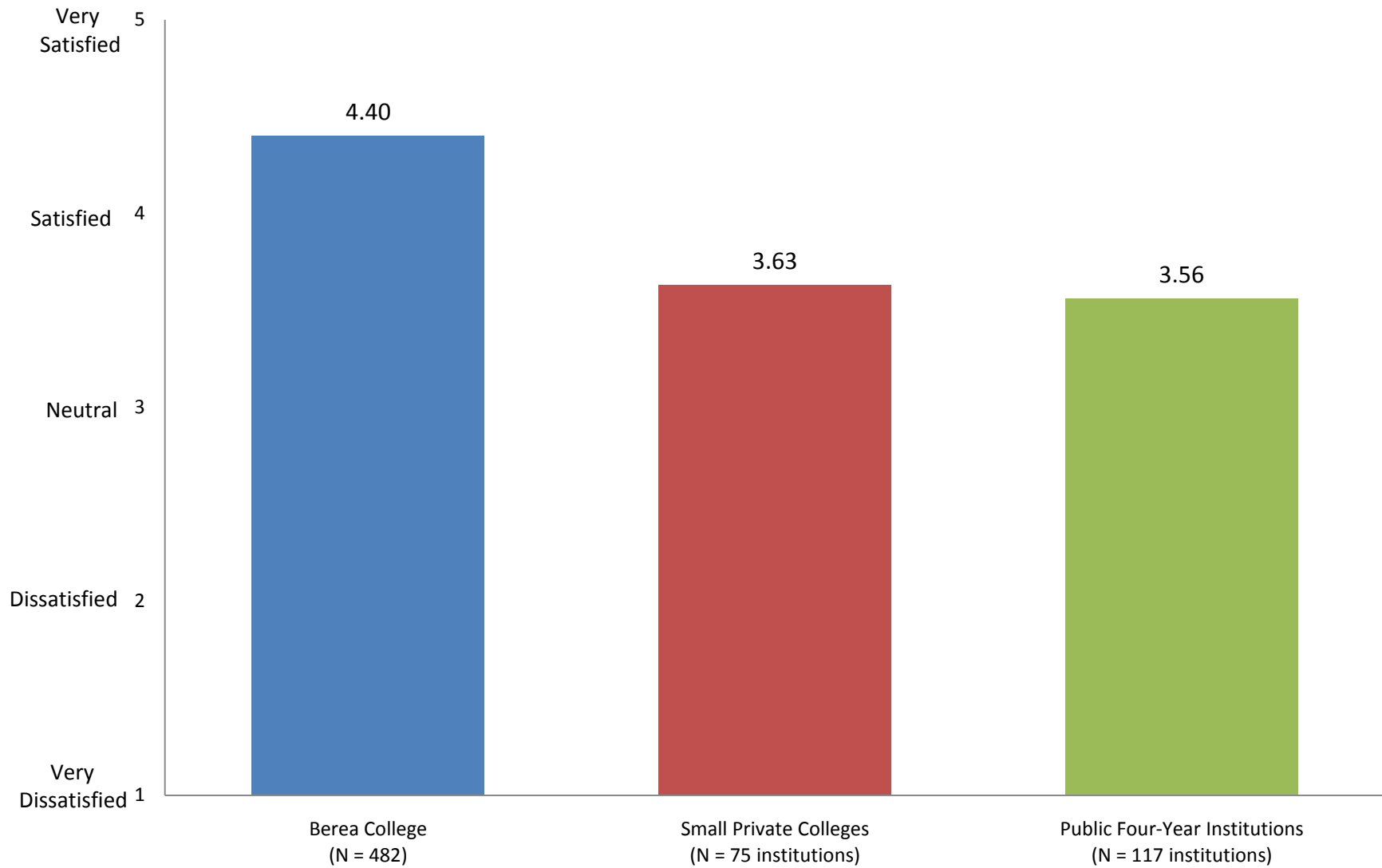
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.

Multicultural content of courses



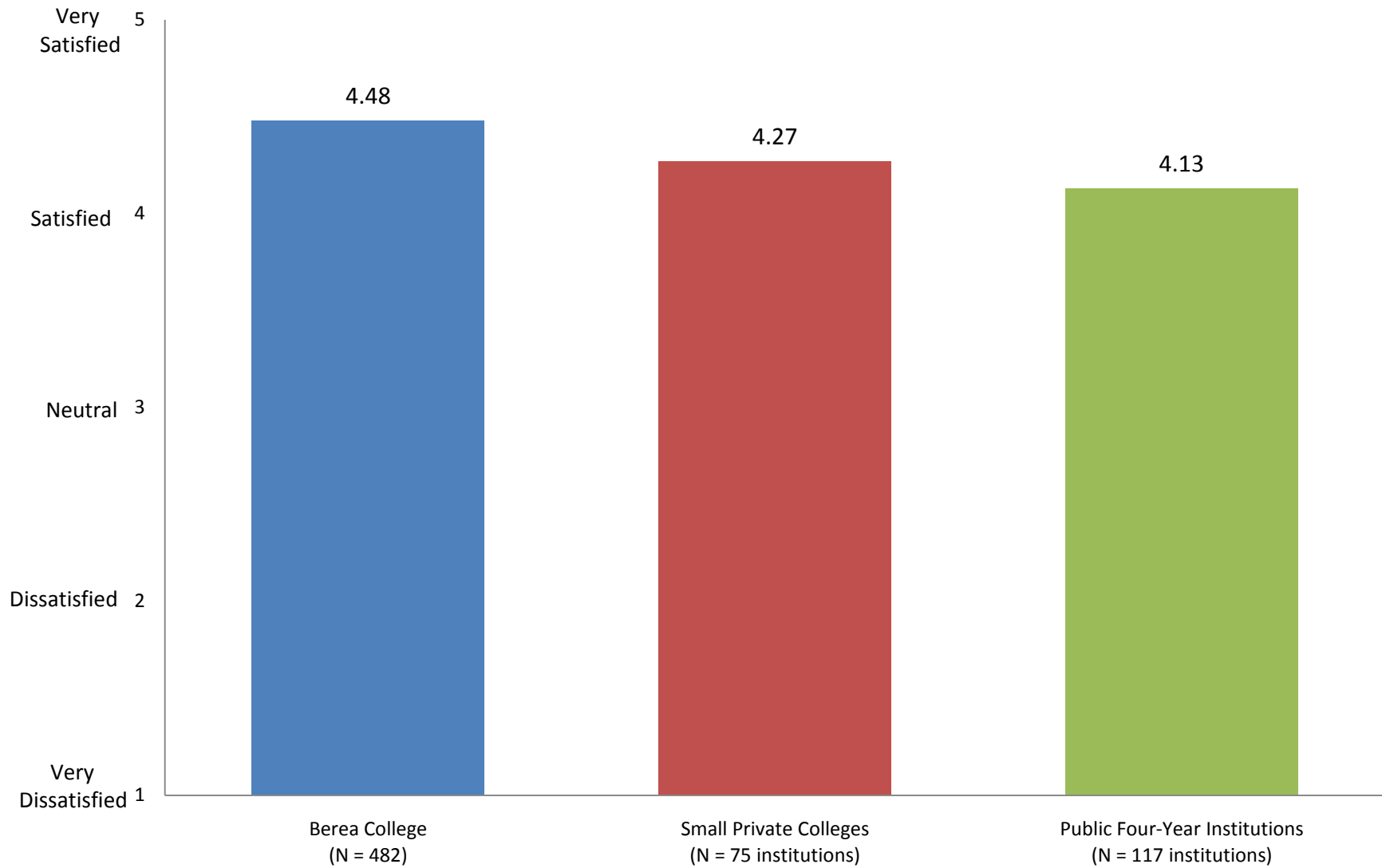
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.

Quality of the program in my major/field



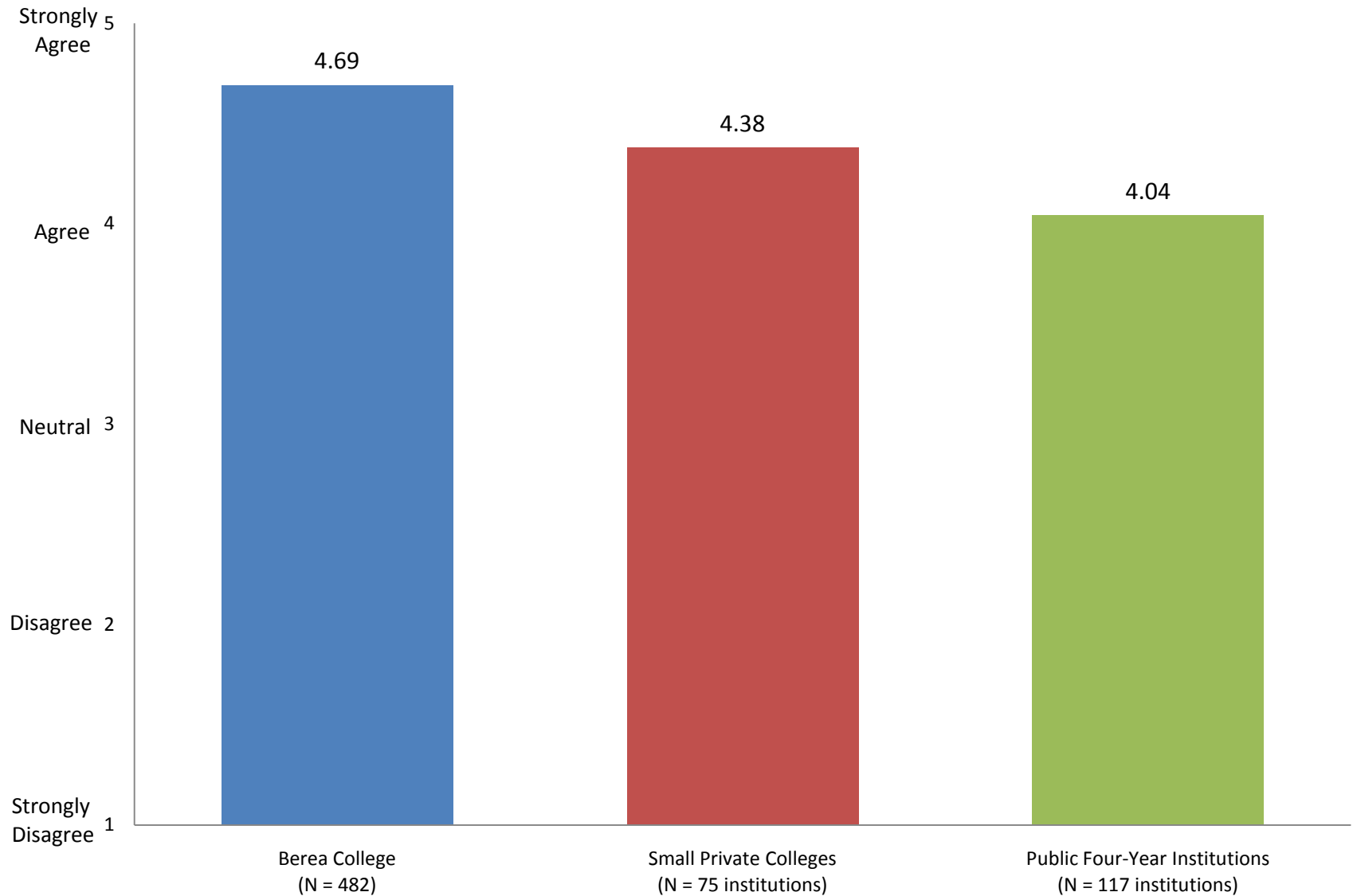
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Indicate the extent to which you agree/disagree with each of the following statements about this school.

Academic success was encouraged and supported at this school.



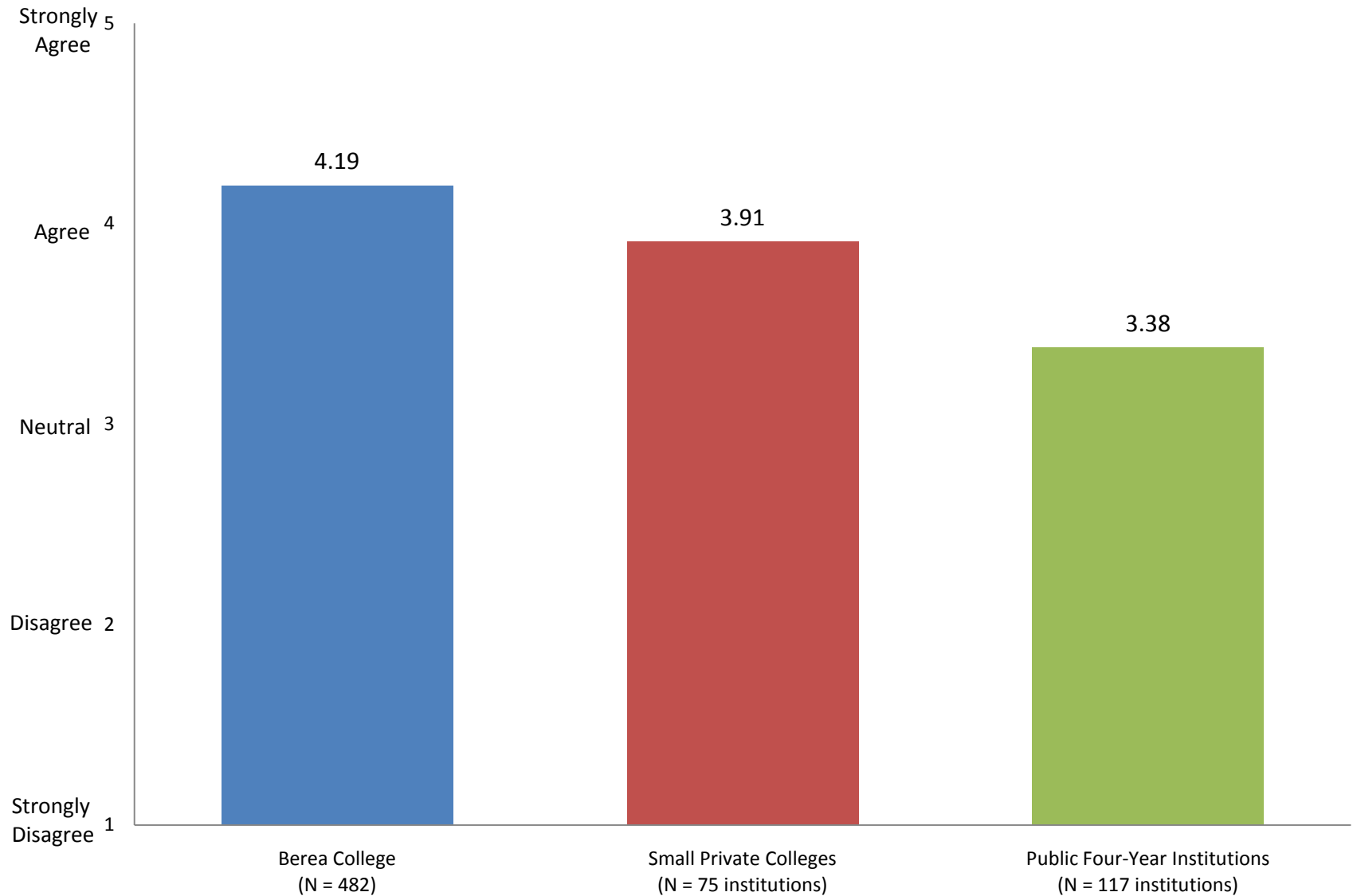
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:
482/1648 or 29%

Indicate the extent to which you agree/disagree with each of the following statements about this school.

I encountered few course scheduling or course availability problems.



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%