

# Satisfaction with Courses, Majors, Programs, Services, and College in general

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:  
**Satisfaction: Courses, Majors, Programs, Services and in General**

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

Graphical Report (Recent Trends, 2020, Historical Trends)

*In the past year, how often have you:*

- Been bored in class

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

- To gain a general education and appreciation of ideas (not asked in 2008)
- To make me a more cultured person (not asked in 2008)

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

- This college has a very good academic reputation

**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?*

*Agreement Scale*

- The process of ordering my books from the Berea College Online Bookstore was easy to understand.

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

### 2014 Construct Report

**Construct: Job Satisfaction: Workplace** – *A unified measure of the extent to which faculty are satisfied with their working environment.*

### 2014 Graphical Report

*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
- Racial and ethnic diversity is reflected in the curriculum
- Most students are well-prepared academically
- This institution has effective hiring practices and policies that increase faculty diversity
- Student Affairs staff have the support and respect of faculty
- Faculty are committed to the welfare of this institution
- Faculty here are strongly interested in the academic problems of undergraduates
- There is a lot of campus racial conflict here
- My research is valued by faculty in my department
- My teaching is valued by faculty in my department
- My service is valued by faculty in my department
- Faculty are sufficiently involved in campus decision making
- This institution takes responsibility for educating underprepared students
- The criteria for advancement and promotion decisions are clear
- Most of the students I teach lack the basic skills for college level work
- There is adequate support for faculty development
- This institution successfully educates students in remedial/developmental education
- Faculty are not prepared to deal with conflict over diversity issues in the classroom

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

- The faculty are typically at odds with campus administration
- Administrators consider faculty concerns when making policy
- The administration is open about its policies

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

*How satisfied are you with the following aspects of your job?*

- Salary
- Health benefits
- Retirement benefits
- Opportunity for scholarly pursuits
- Teaching load
- Quality of students
- Office/lab space
- Autonomy and independence
- Professional relationships with other faculty
- Competency of colleagues
- Job security
- Departmental leadership
- Course assignments
- Freedom to determine course content
- Availability of child care at this institution
- Prospects for career advancement
- Clerical/administrative support
- Overall job satisfaction
- Relative equity of salary and job benefits
- Flexibility in relation to family matters or emergencies

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

How would you evaluate your entire educational experience at this institution?  
If you could start over again, would you go to the same institution you are now attending?

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

Included in the link below are the results of a project initiated in 1998 and repeated in 2003, 2008, 2013 and again in 2018 regarding student satisfaction. A national instrument, the Noel-Levitz Student Satisfaction Inventory (SSI) was used along with a Berea-specific survey to assess a wide array of areas on campus.

To access the full report online: [Full Report](#)

## Graduating Seniors' Survey (includes ACT College Outcomes Survey)

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

- This college has helped me meet the goals I came here to achieve
- If choosing a college again I would choose this one
- I would recommend this college to others
- I am proud of my accomplishments at this college
- This college welcomes and uses feedback from students to improve the college

*Indicate your level of satisfaction with each of the following:*

- Services for victim of crime and harassment
- Student counseling services (formerly "Student Mental Health Services")
- Veterans services
- Student health services (White House Clinic) (formerly "Student health/wellness services")
- Campus AIDS education program
- Freedom from sexual harassment on campus ("sexual" added in 2016-17)
- College support of nontraditional students (24 or older and/or married and/or a parent) (formerly "College response to nontraditional students (e.g. older, part-time)")
- If you disclosed a disability to the College, what is your level of satisfaction with the Disability and Accessibility Services? (formerly "College response to students with special needs (e.g. disabled, handicapped)")
- Personal counseling services (e.g. resolving personal problems)
- This college in general
- Faculty respect for students
- Quality of instruction
- Availability of faculty for office appointments
- Concern for me as an individual
- Informal contact with faculty in non-academic settings
- Quality of my program of study
- My sense of belonging to campus
- Class size
- Flexible degree requirements
- Language development services for students whose first language is NOT English
- New student placement in reading/writing, math courses
- Transfer of course credit from other colleges to this college
- Variety of courses offered
- Quality of academic advising

## **Historical Survey Data (Prior to 2012)**

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

#### **Graphical Report (2002 administration only)**

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

- To improve my reading and study skills

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

*Indicate whether each of the following was a major reason, a minor reason, or not a reason, that you selected Berea College:*

- Offered the courses I wanted
- College's academic reputation
- Has the major I want
- Convenient location

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

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

- Classroom facilities
- Computer facilities
- Library facilities and services
- Academic advising
- Tutoring or other academic assistance
- Registrar's office
- Student housing facilities/services
- Career center/services
- Financial aid services
- Student health center/services
- Psychological counseling services
- Recreational facilities
- Orientation for new students

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

- Amount of contact with faculty
- Opportunities for community service
- Relevance of coursework to everyday life
- Relevance of coursework to future career plans
- Overall quality of instruction
- Campus social activities
- Overall sense of community among students
- Overall college experience

### African-American Student Survey, Spring 2003

*How satisfied are you with the services or programs aimed at fulfilling the following needs*

- Black Cultural Center
- On-campus opportunities for worship or spiritual growth/expression
- Off-campus opportunities for worship or spiritual growth/expression
- Basic educational skills (support from the Learning Center)
- Career and educational planning skills (Career Development Office)
- Life skills development
- Health services
- Psychological/counseling services
- Financial assistance

*How satisfied are you with each of the following?*

- Labor assignments
- Skill development through the Labor Program
- Labor supervisor concern and encouragement
- Labor supervision
- Personal/professional development opportunities within the Labor Program
- Academic advising
- Faculty instruction
- Faculty concern and encouragement
- Classroom learning environments
- Convocations
- Learning through service opportunities
- Basic math instructions/support
- Writing support (Learning Center)
- Study skills

### Berea-Specific Exit Survey, Graduating Seniors

Indicate which best describes your application to Berea College

If you had to do it all over again, would you still go to Berea College?

*How well did you experiences at Berea College help you accomplish the following goal:*

- Mastering the content and methods of a major area of study

### ACT Alumni Survey, Graduates two years after graduation

Indicate your rating of this college at the time you applied for admission

If you could start college over, would you choose to attend this college?

If you could start college over, would you choose to graduate with the same major?

How does the quality of education provided at this college compare with that of other colleges?

Regardless of the financial benefits, has your college education improved the quality of your life?

**ACT Alumni Survey, Graduates two years after graduation, continued:**

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

- Writing effectively
- Speaking effectively
- Understanding written information
- Working independently

**Berea-Specific Item:**

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

- Courses in your major
- General education courses
- Undergraduate research with faculty member

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

All things considered, how satisfied are you with the following aspects of your life at the current time?

Overall, how satisfied are you with the education you received at this college?

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

My Berea College experience helped me to develop the intellectual ability to address complex problems from multiple disciplines and perspectives

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

*Rate this college on each of the factors below*

- Flexibility of degree requirements

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

- Variety of courses offered
- Overall quality of education
- Quality of the program in my major/field

If you could begin again, would you attend this school?

Overall, how would you rate this school (for the time during which you were attending it)?

Would you recommend this school to a friend or acquaintance who asked you opinion?



ACT Alumni Outcomes Survey, Fall 2010 (Work Colleges Consortium), continued:

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

- The General Education or *core* requirements at this school were a valuable component on my education

Berea-Specific Item

*To what degree do you agree with the following statement concerning the Work Program?  
My Work Program Experience...*

- Was a meaningful part of my college experience

# Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



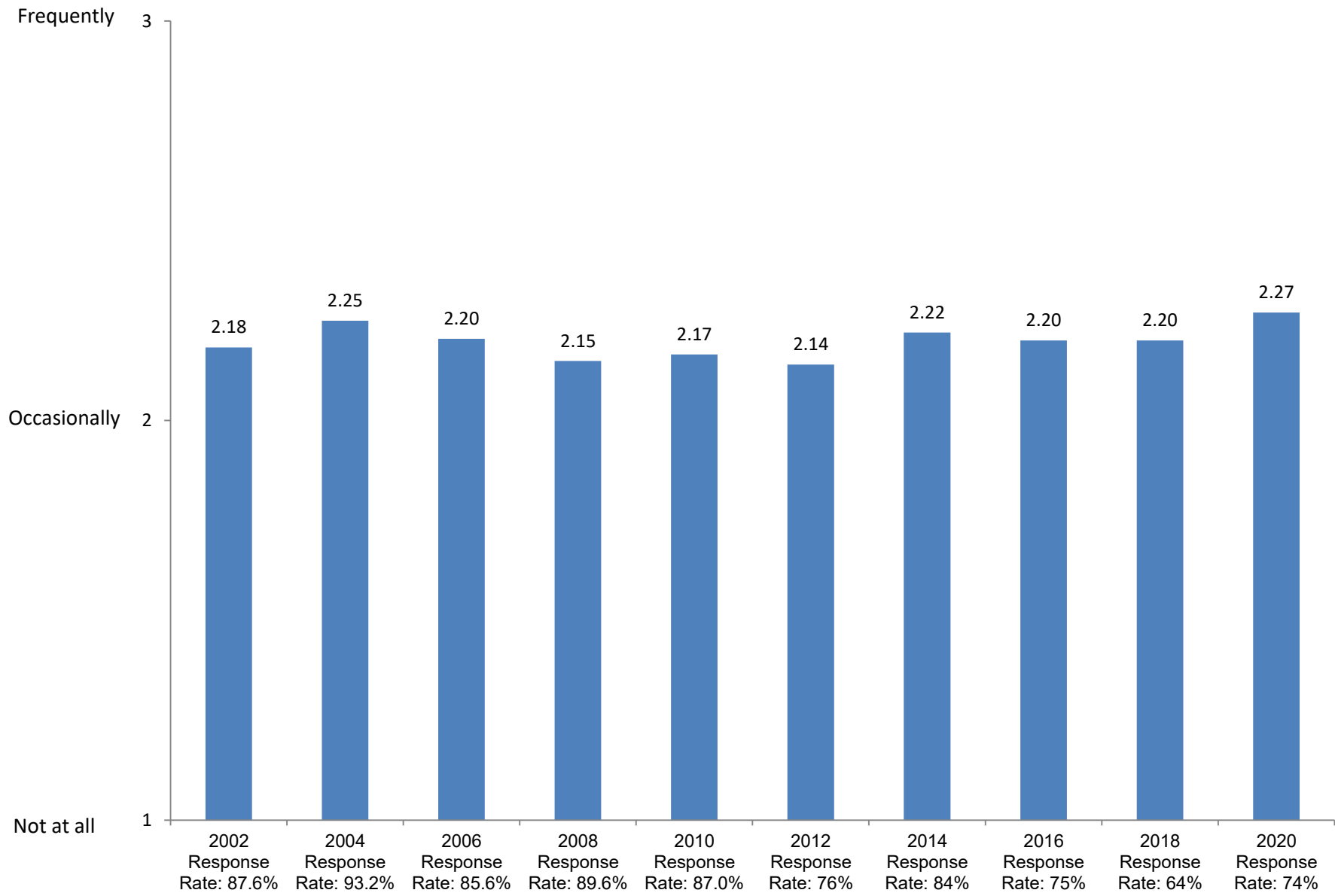
Administered Fall Terms 2002, 2004, 2006, 2008,  
2010, 2012, 2014, 2016, 2018, and 2020

[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%

In the past year, how often have you:

## Been bored in class

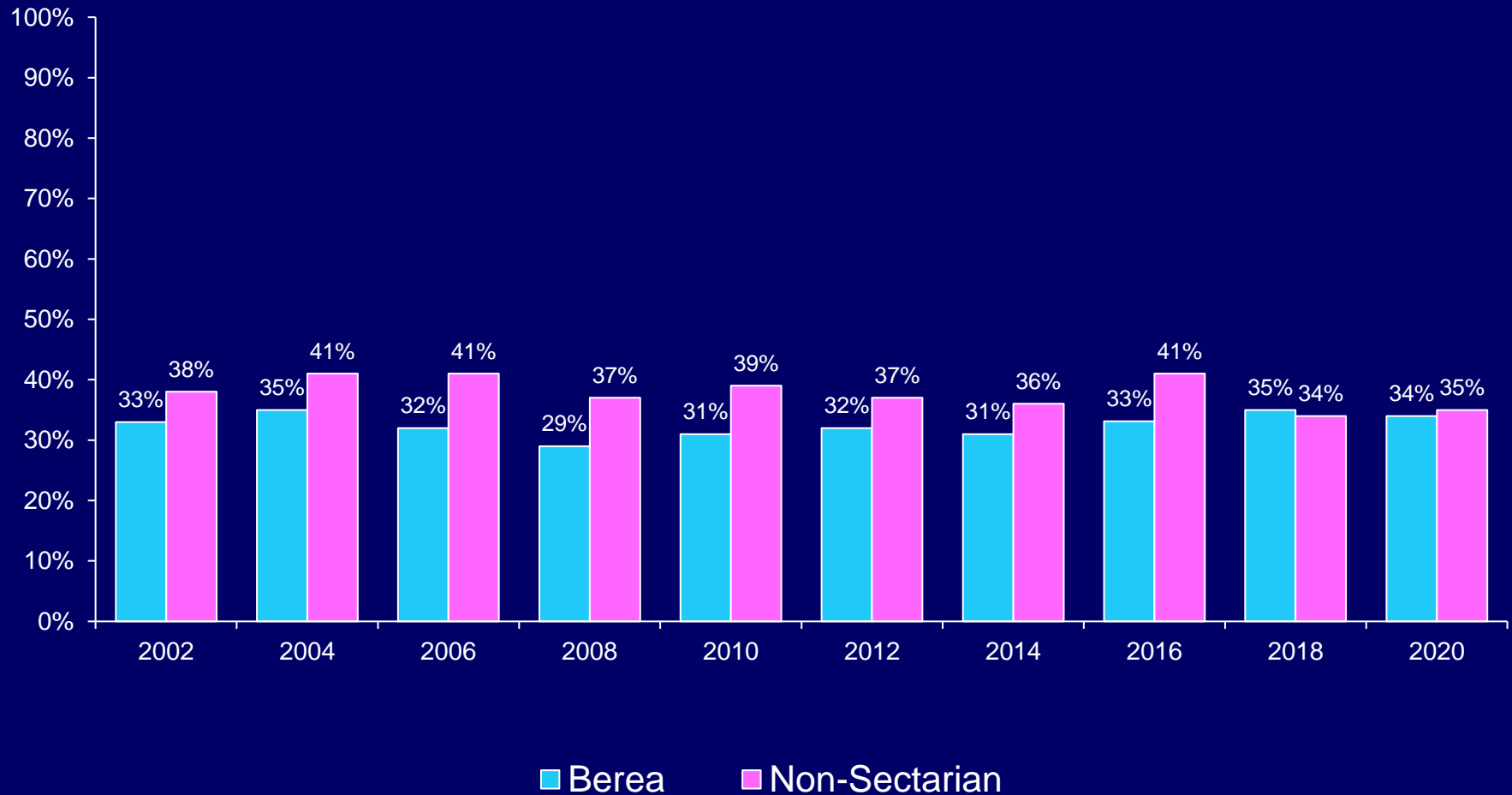


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

*Percent of students who indicated “frequently”*

## Been bored in class

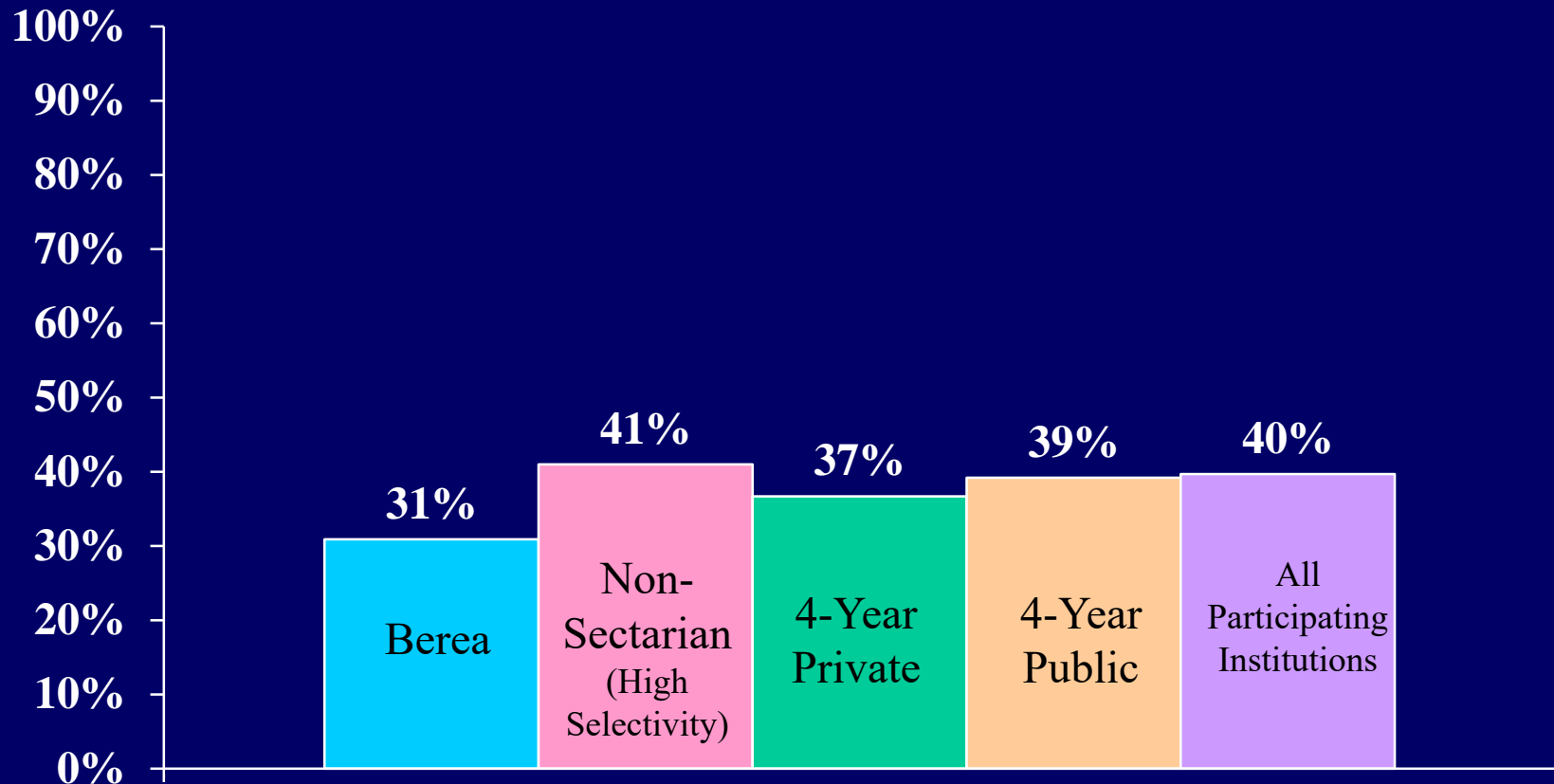
(during the past year)



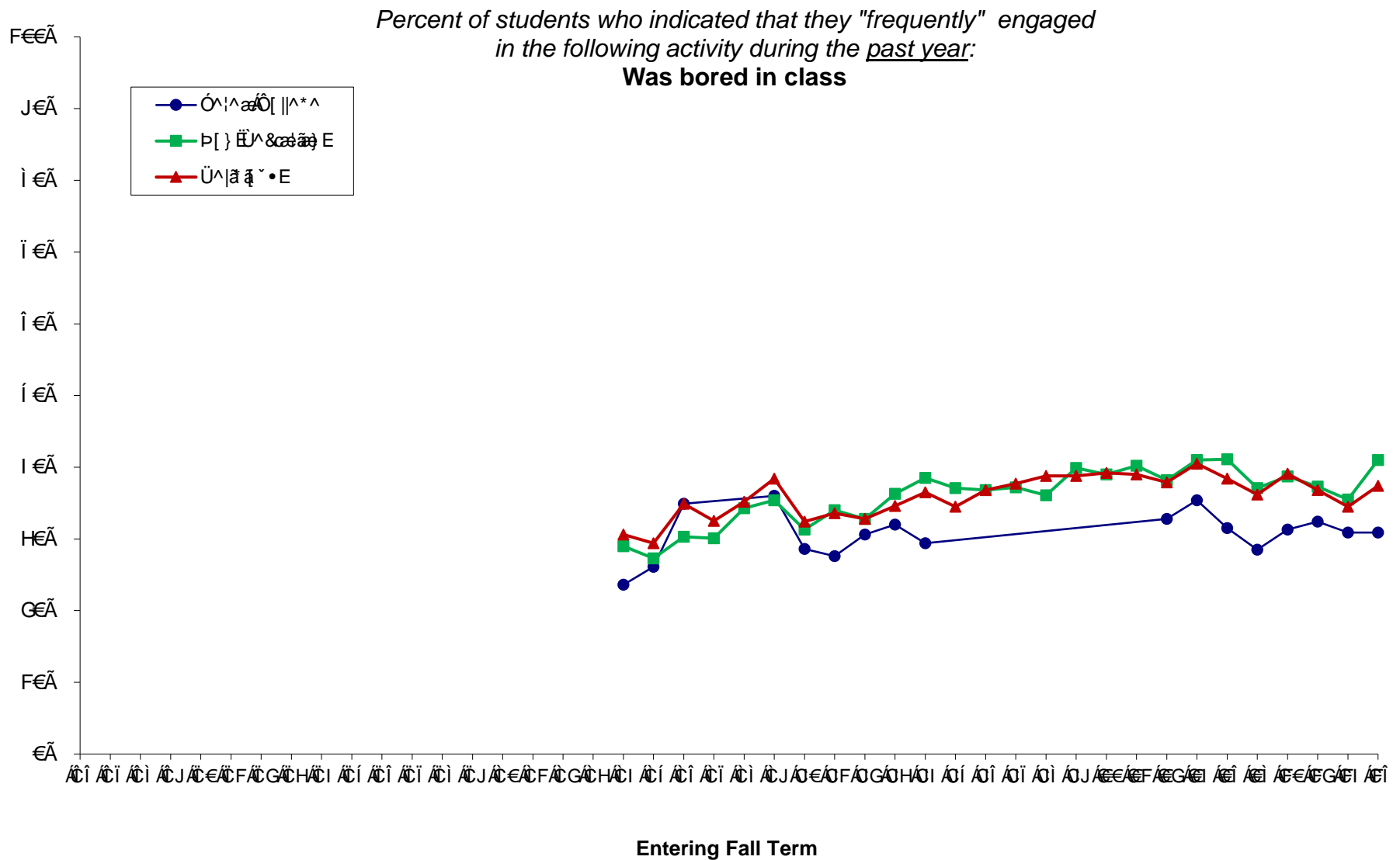
Percent of students who indicated “frequently”

# *Was bored in class*

(during the past year)



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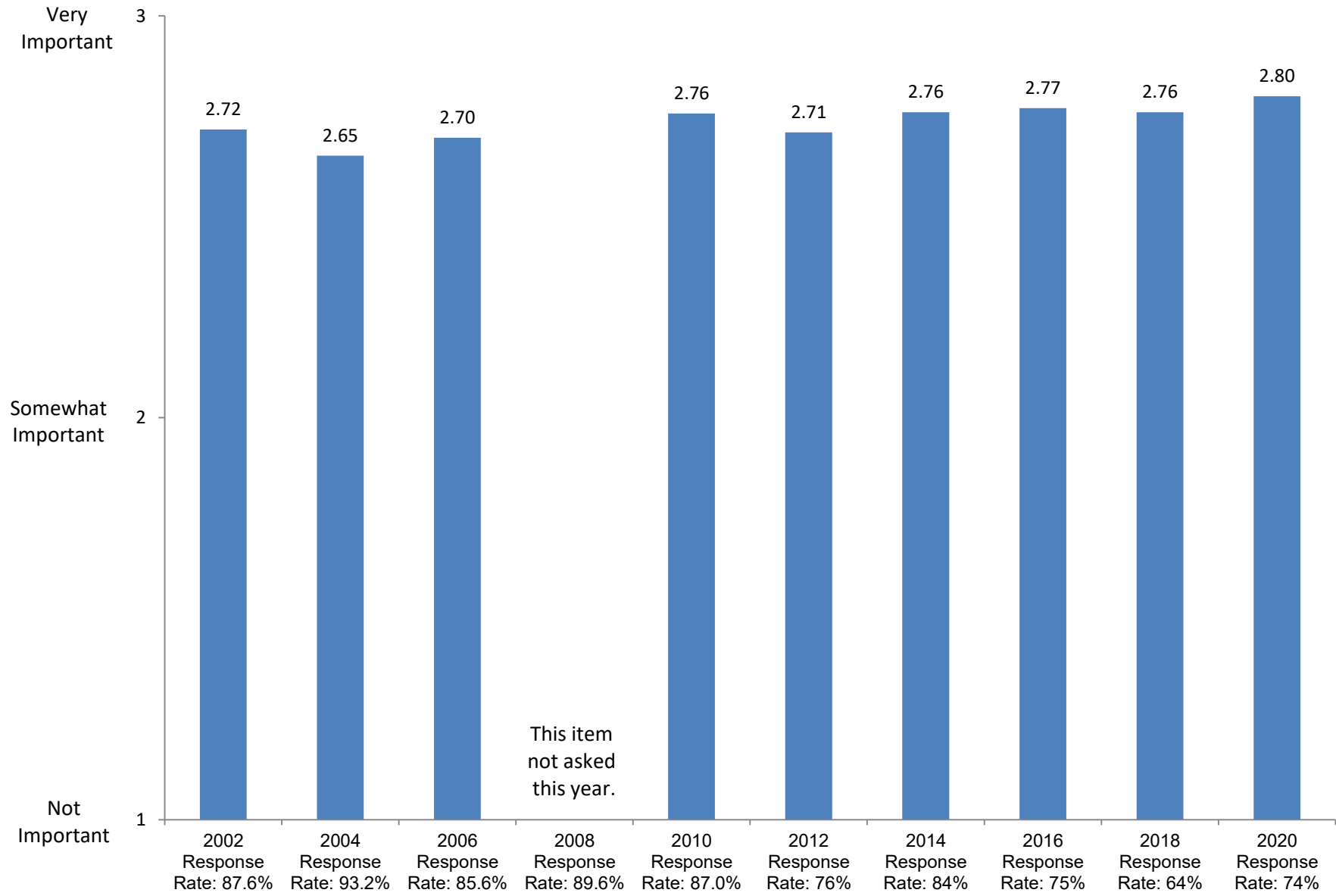


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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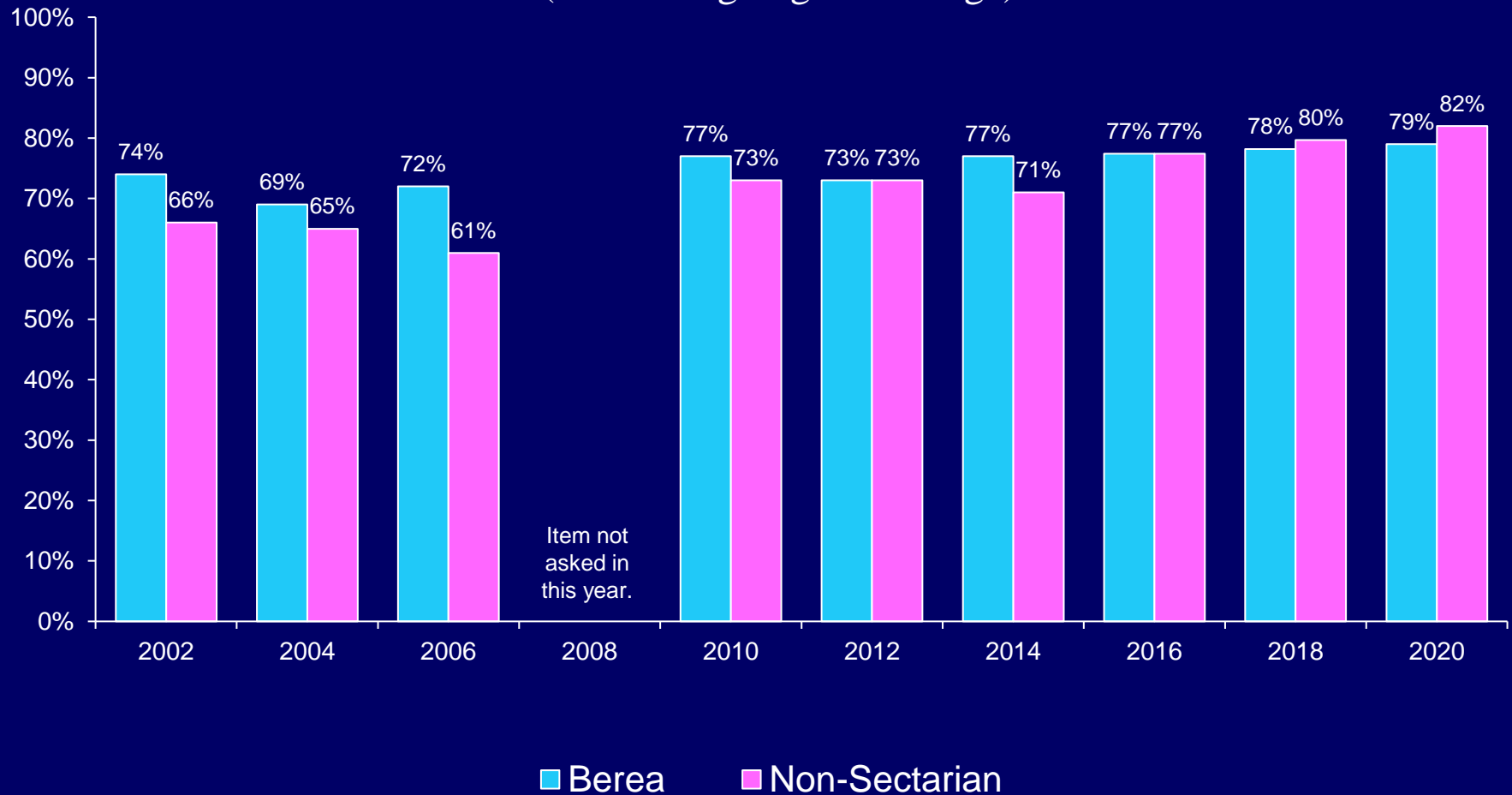
In deciding to go to college, how important to you was each of the following reasons?

## To gain a general education and appreciation of ideas



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

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

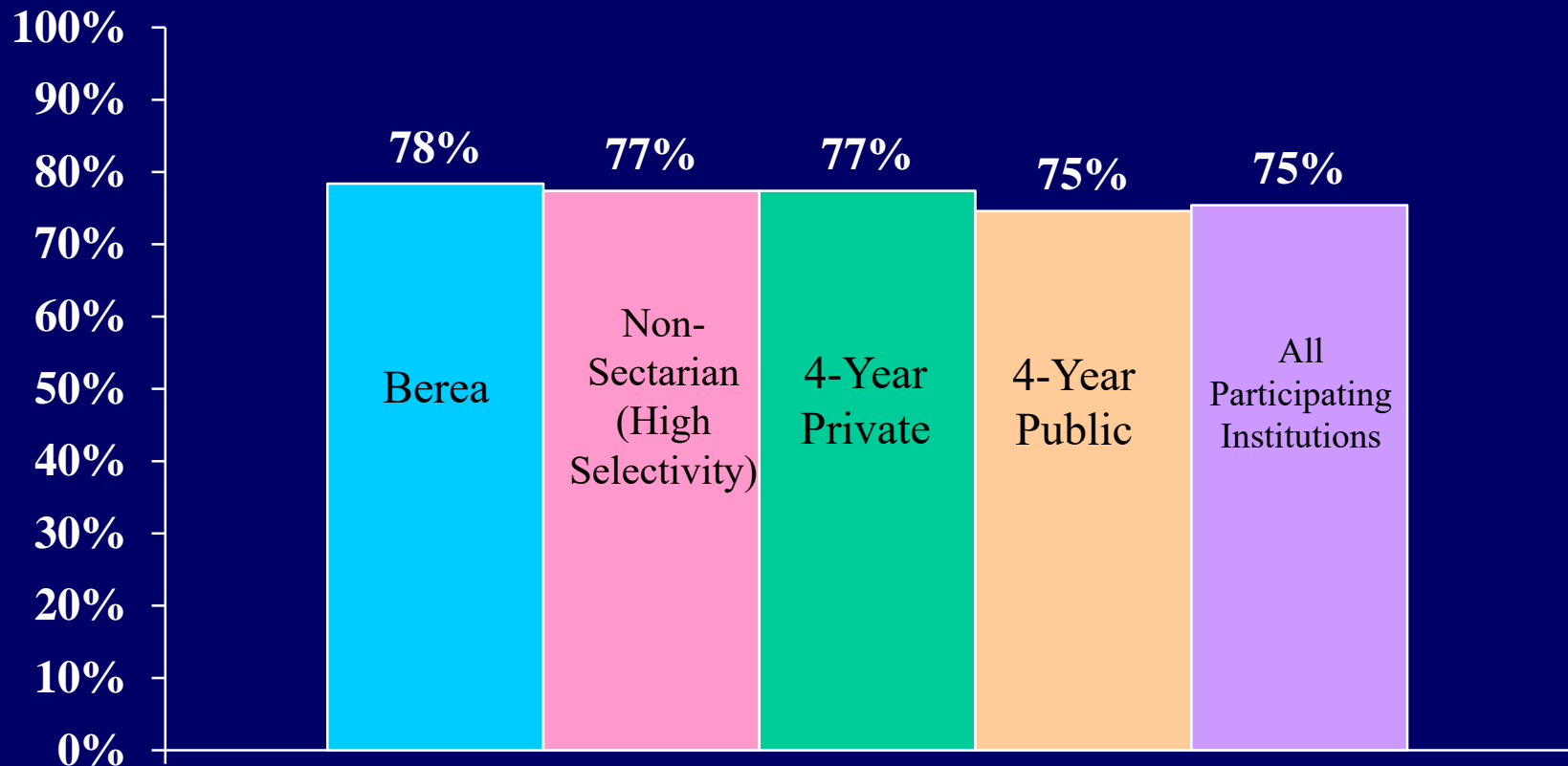




Percentage of students who rated item as “very important”:

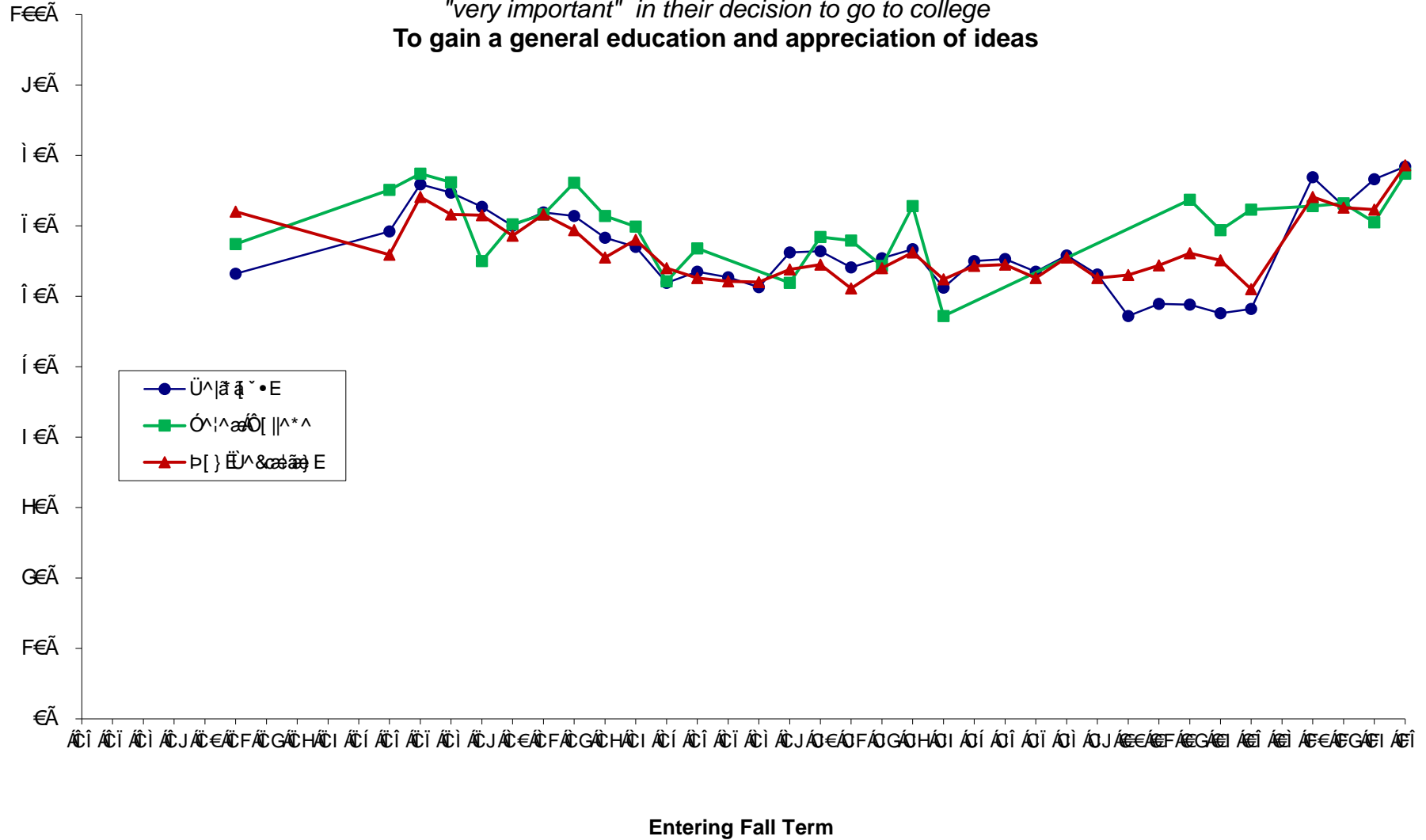
*To gain a general education and  
appreciation of ideas*

*(for deciding to go to college)*



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

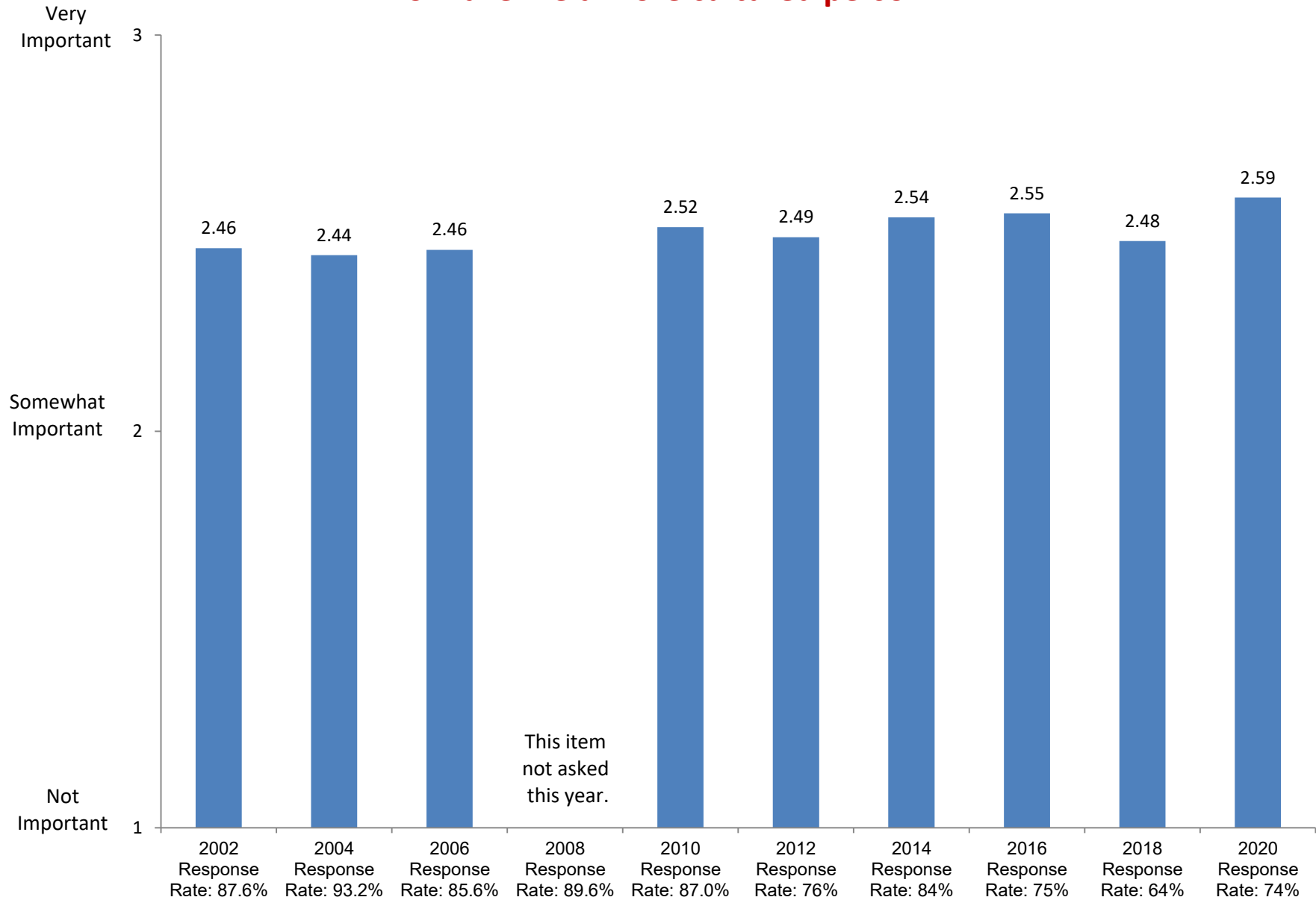


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In deciding to go to college, how important to you was each of the following reasons?

## To make me a more cultured person

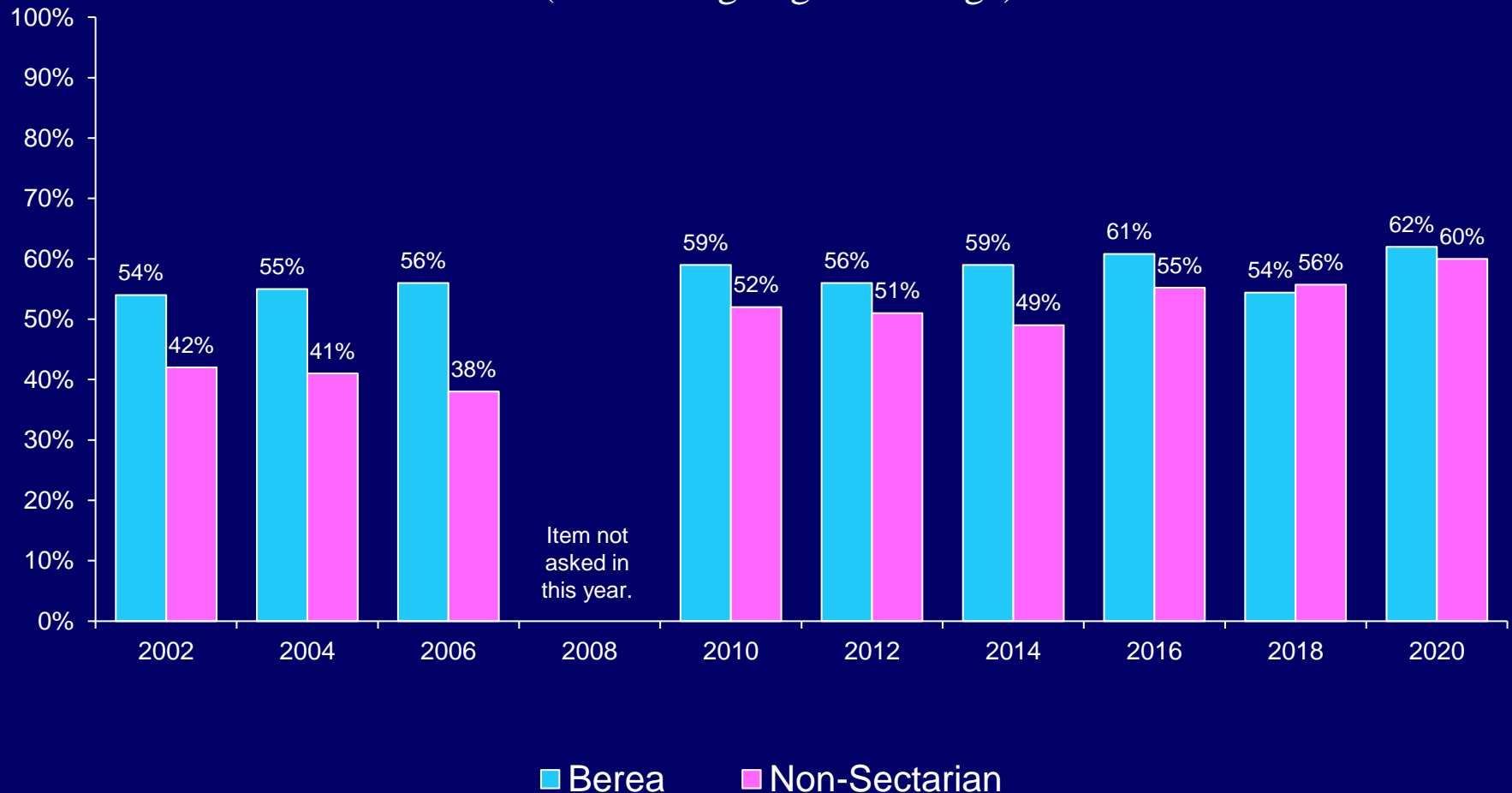


Based on first-year and new transfer student data from the Cooperative Institutional Research Program (CIRP), administered in even Fall Terms during orientation week.

*Percent of students who rated item as “very important”*

## To make me a more cultured person

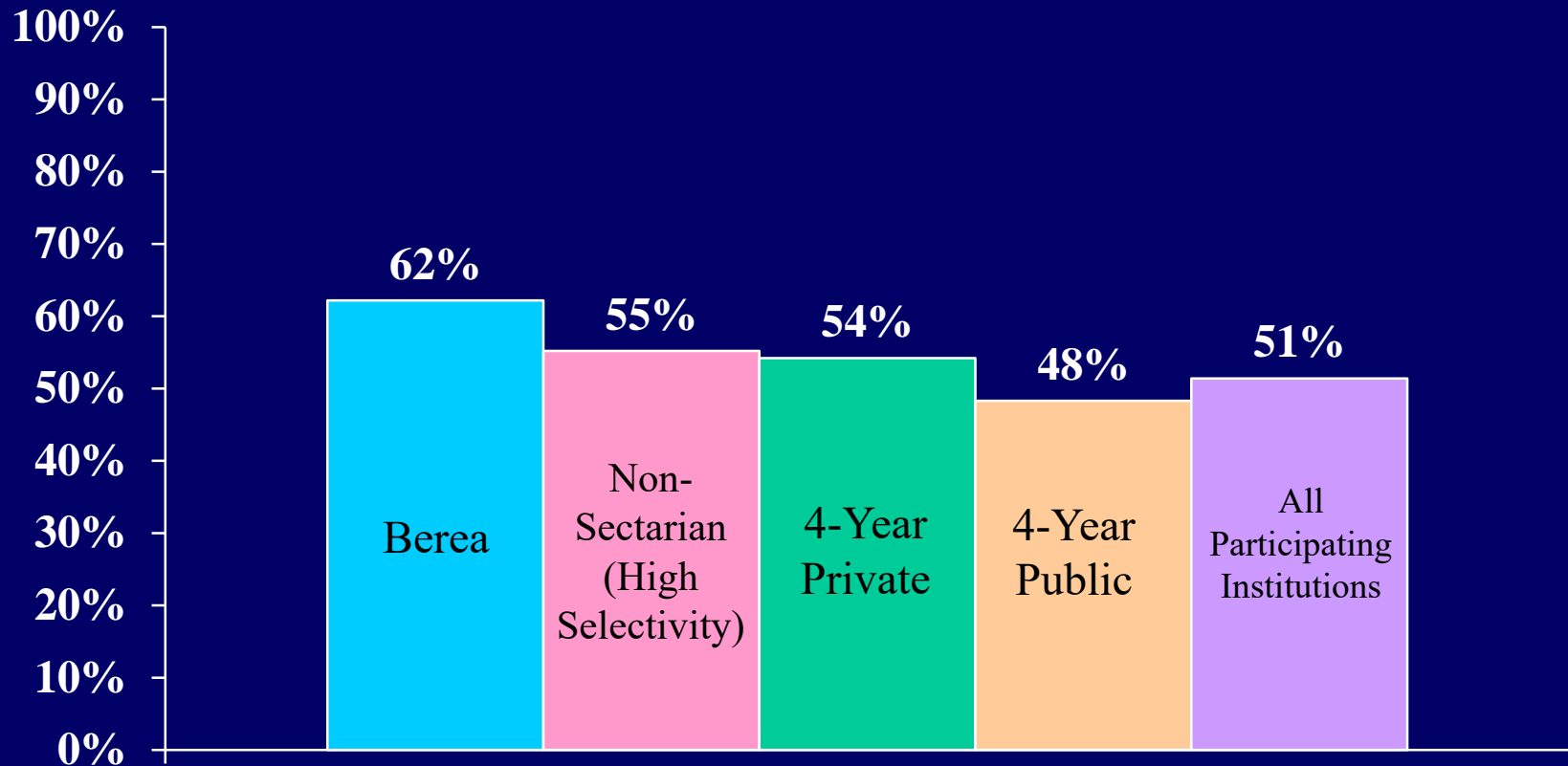
(in deciding to go to college)

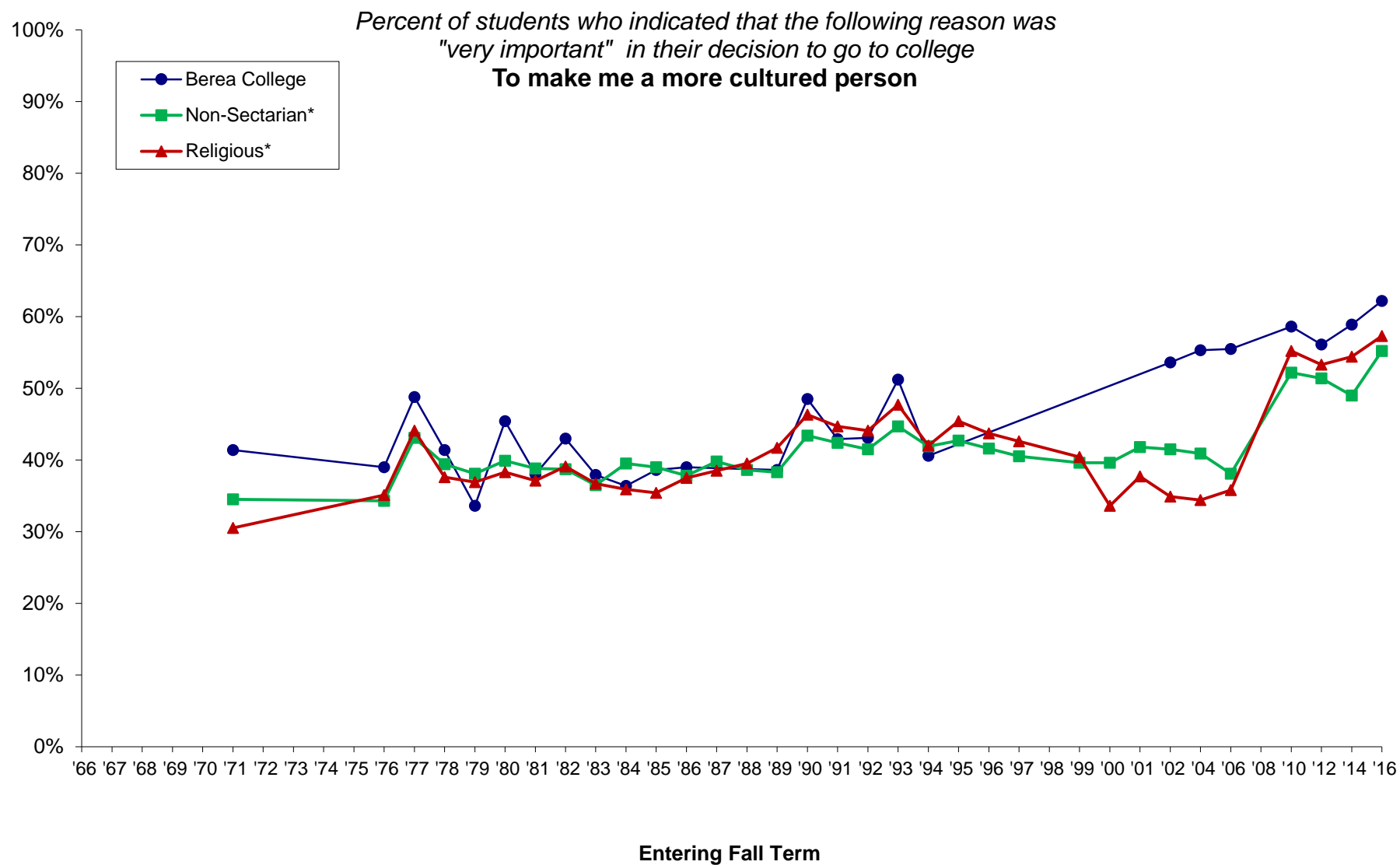


Percentage of students who rated item as “very important”:

*To make me a more cultured person*

*(for deciding to go to college)*



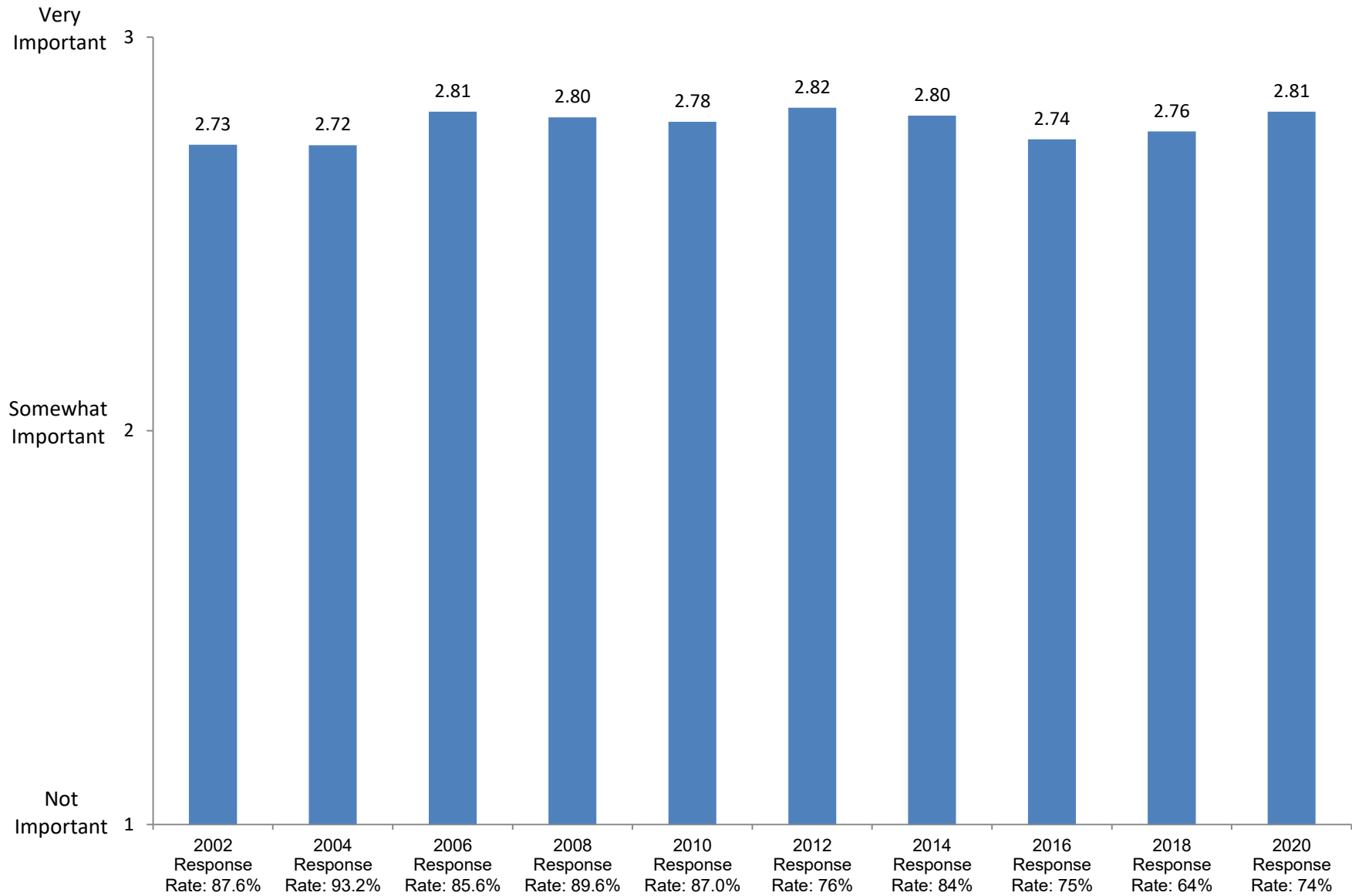


\*Comparison groups used are based selectivity (which is grouped by median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS). Berea was in the medium selectivity until 2008 when it moved to the high selectivity category.

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

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

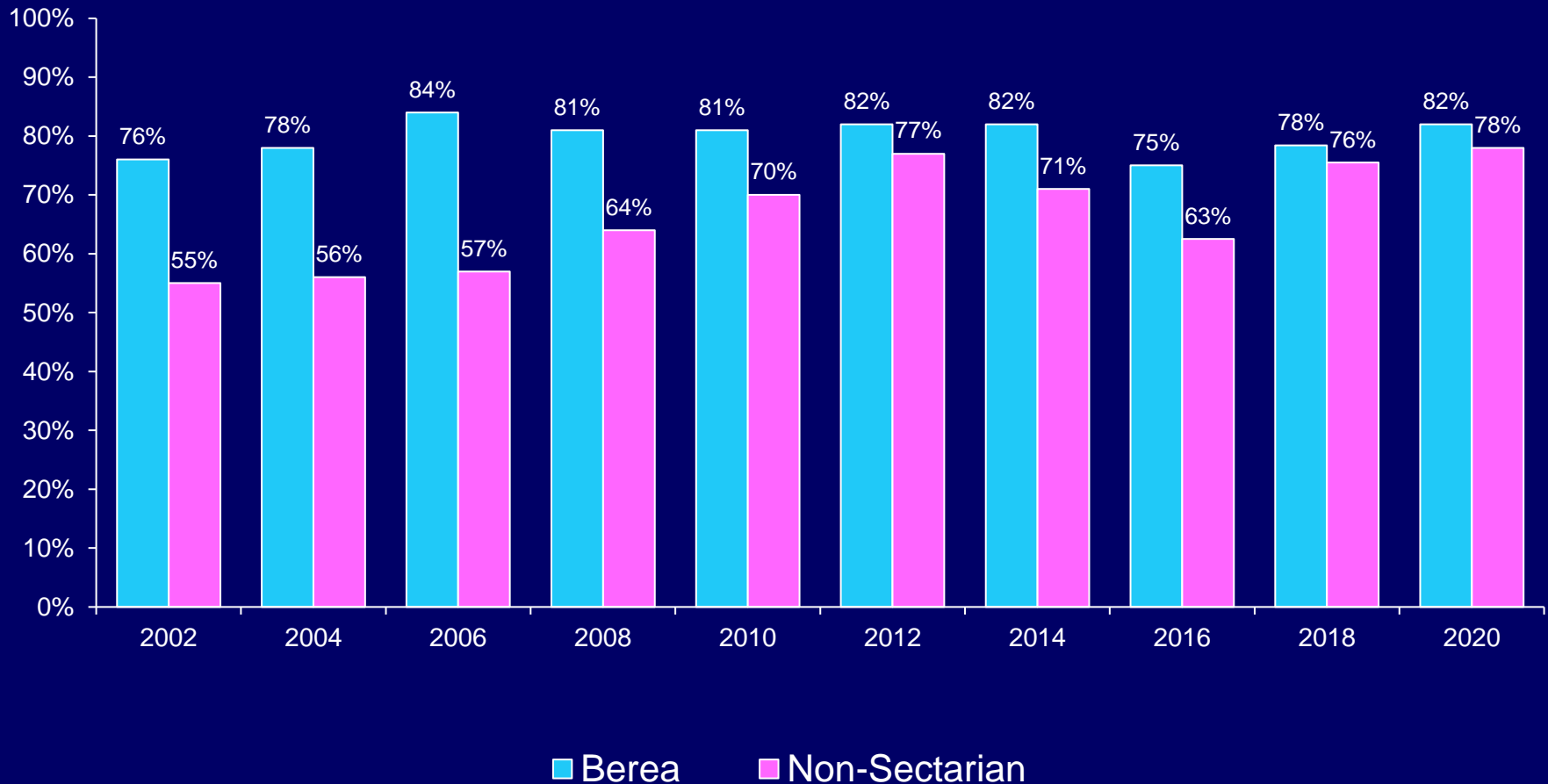
## This college has a very good academic reputation



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

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

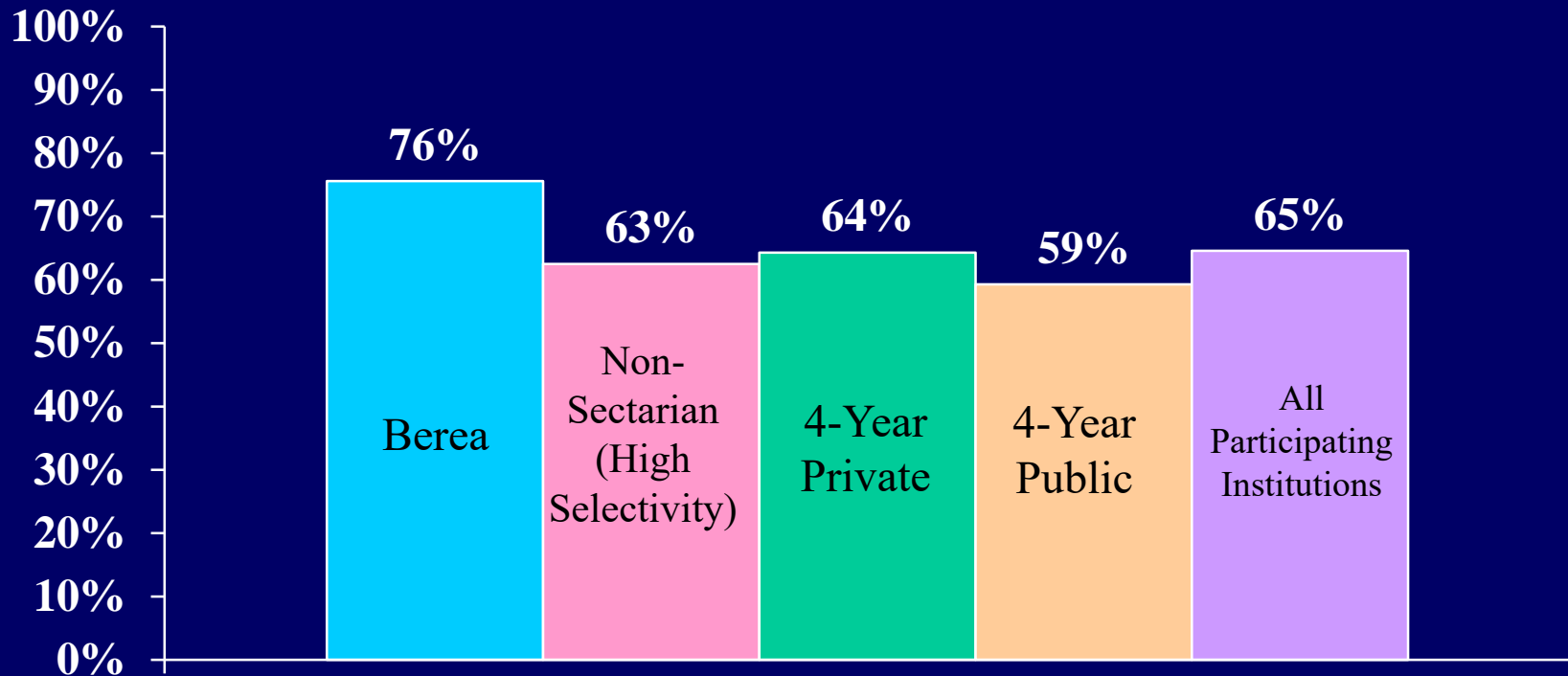
## **This college has a very good academic reputation**



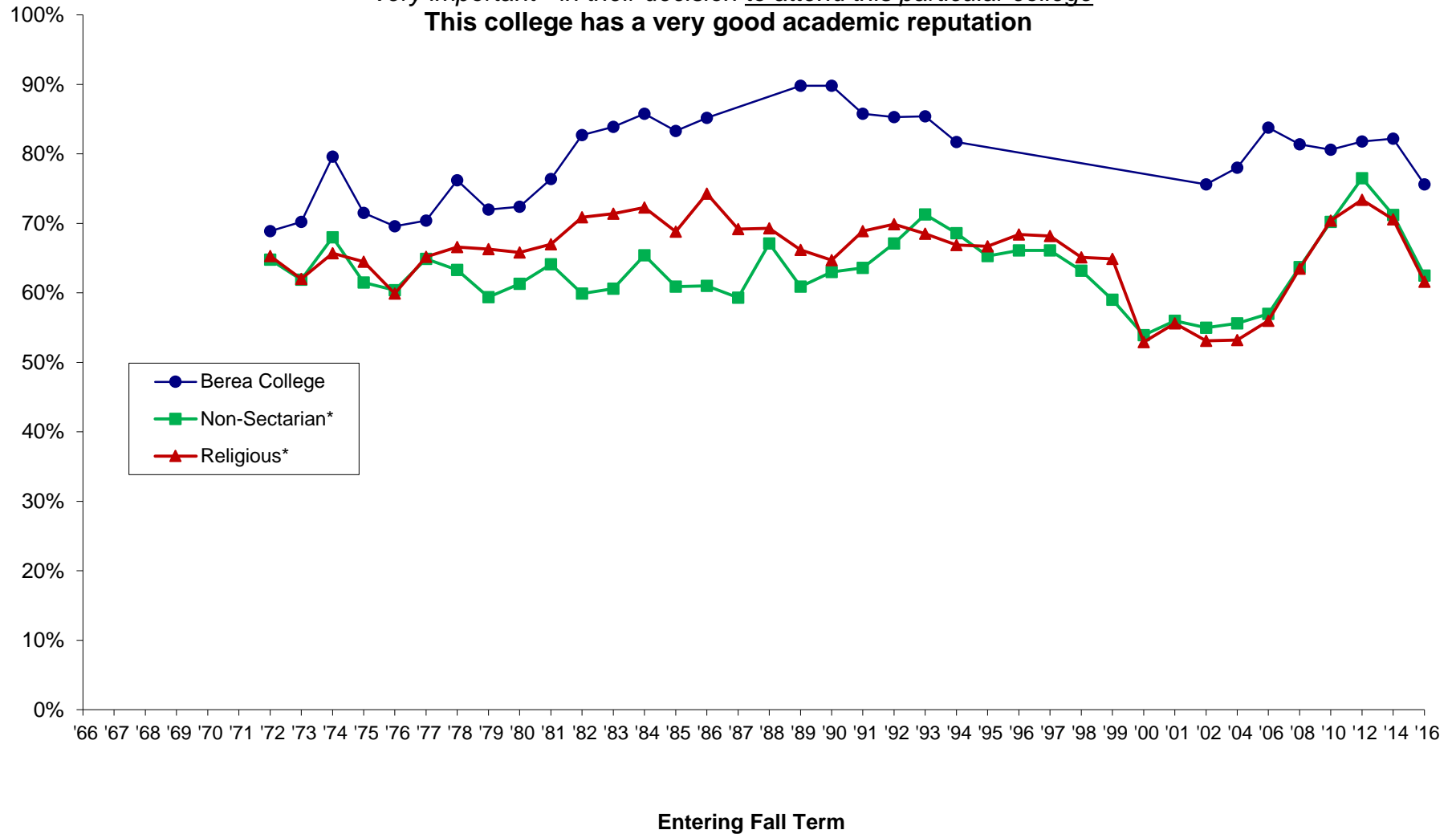


Percentage of students who rated item as “very important”:

***This college has a very good academic reputation***  
*(for decision to attend this particular college)*



*Percent of students who indicated that the following reason was "very important" in their decision to attend this particular college*  
**This college has a very good academic reputation**



\*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.

# Entering Student Survey

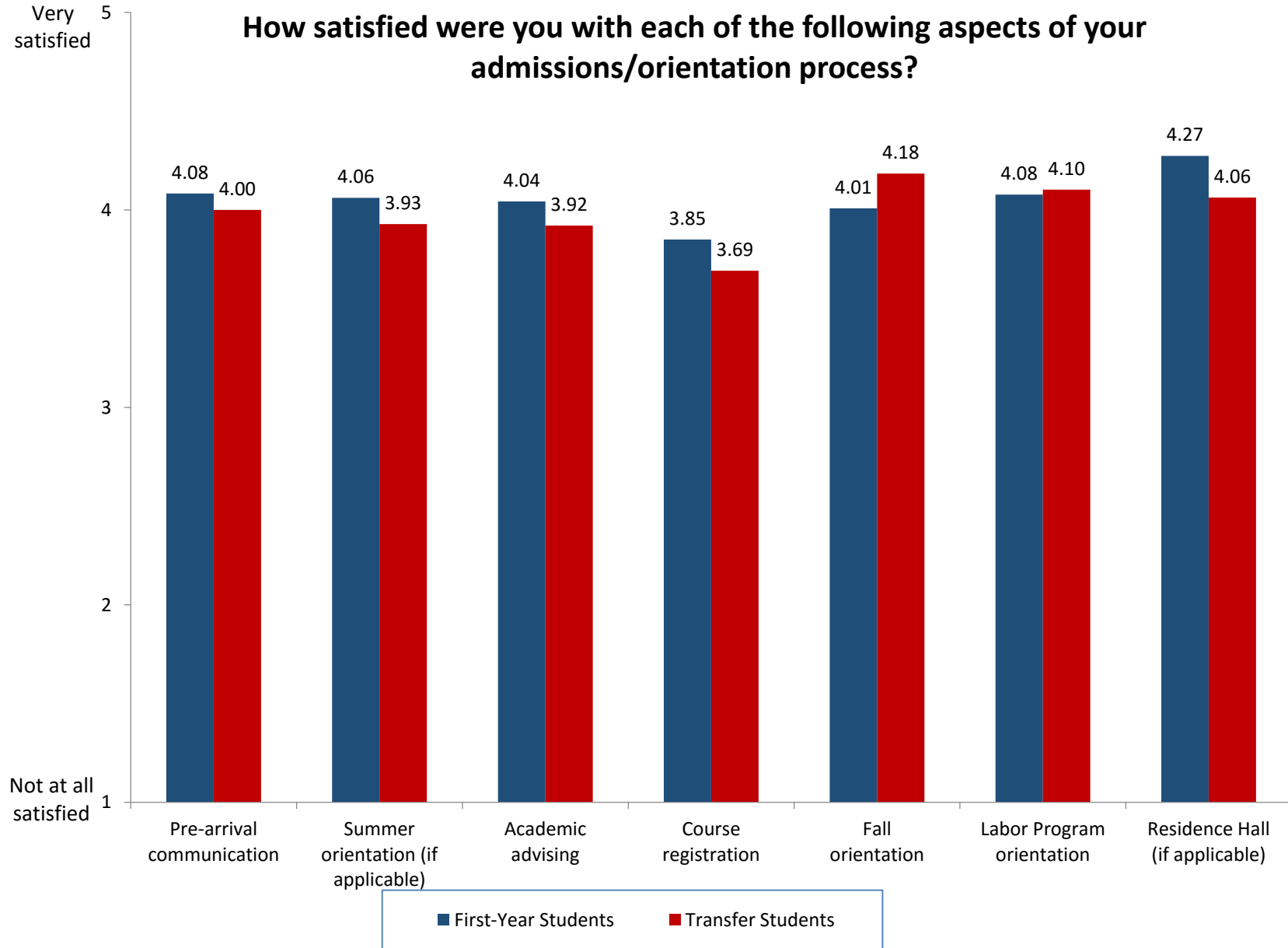


Administered Fall Terms 2011, 2013, and 2015

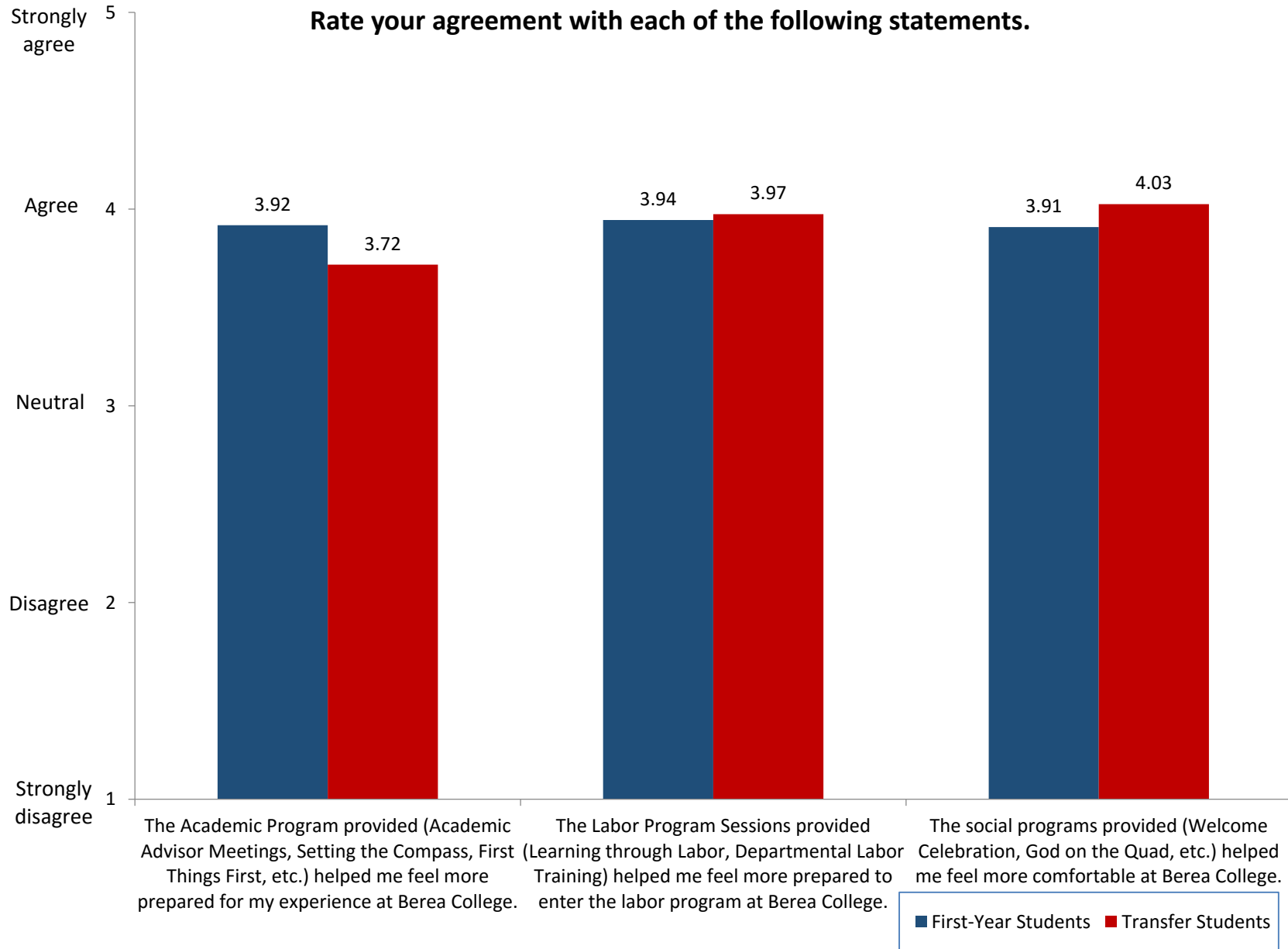
[Click to see survey instruments](#)

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

## Fall 2015 Entering Student Survey Report



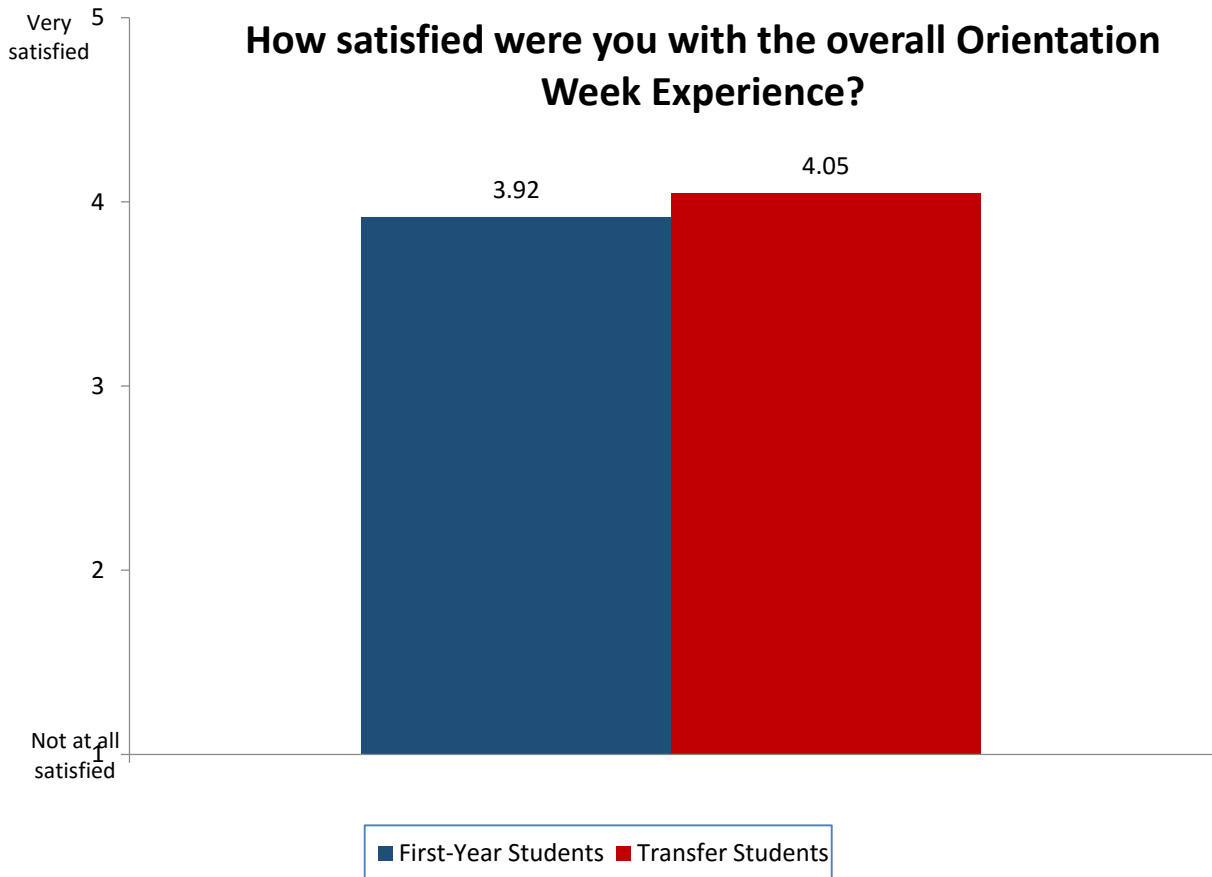
## Fall 2015 Entering Student Survey Report



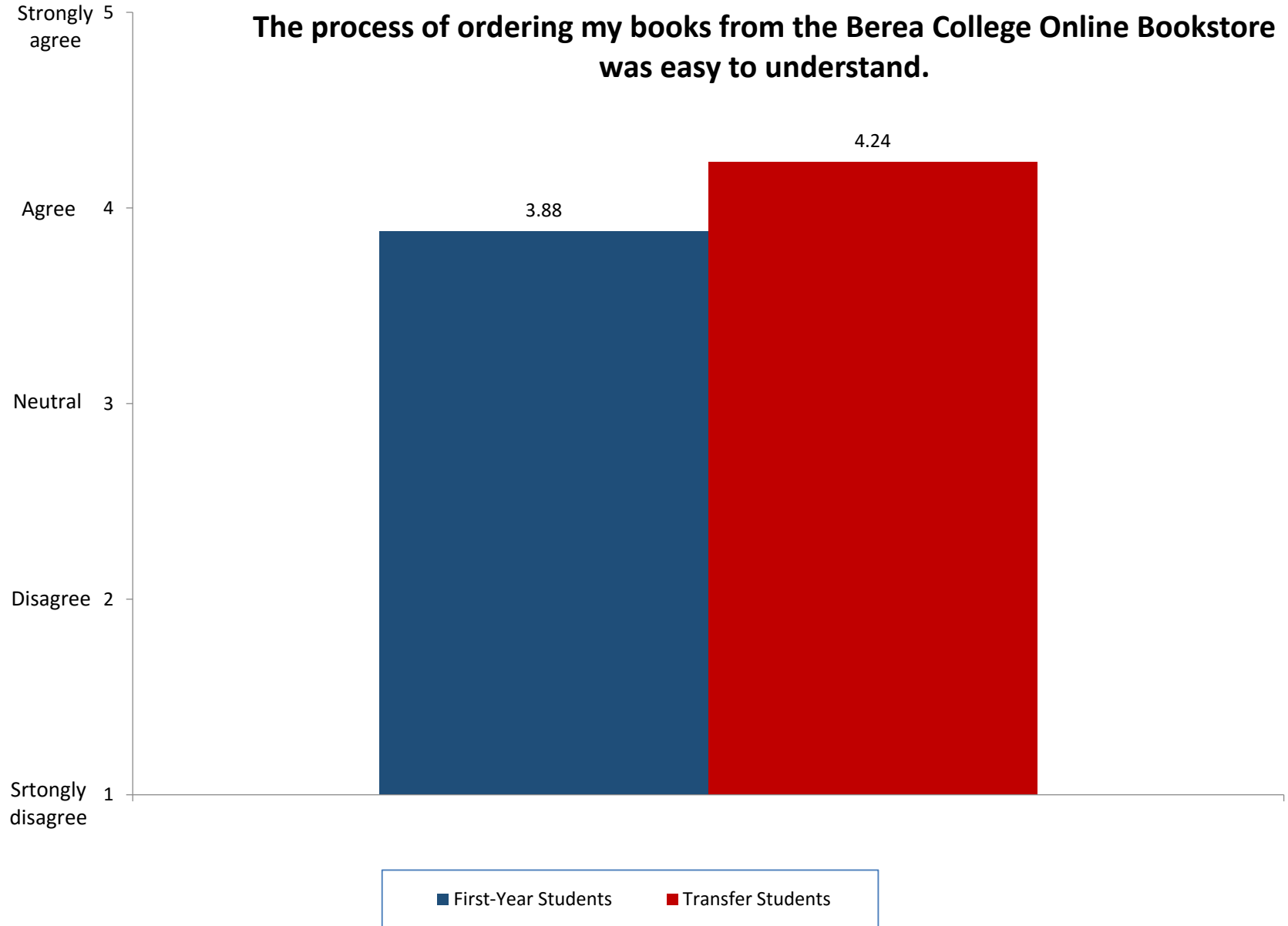
# Fall 2015 Entering Student Survey Report

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%
<b>TOTAL</b>	<b>359</b>	<b>100.0%</b>	<b>39</b>	<b>100.0%</b>	<b>398</b>	<b>100.0%</b>



## Fall 2015 Entering Student Survey Report



# Higher Education Research Institute (HERI) Faculty Survey



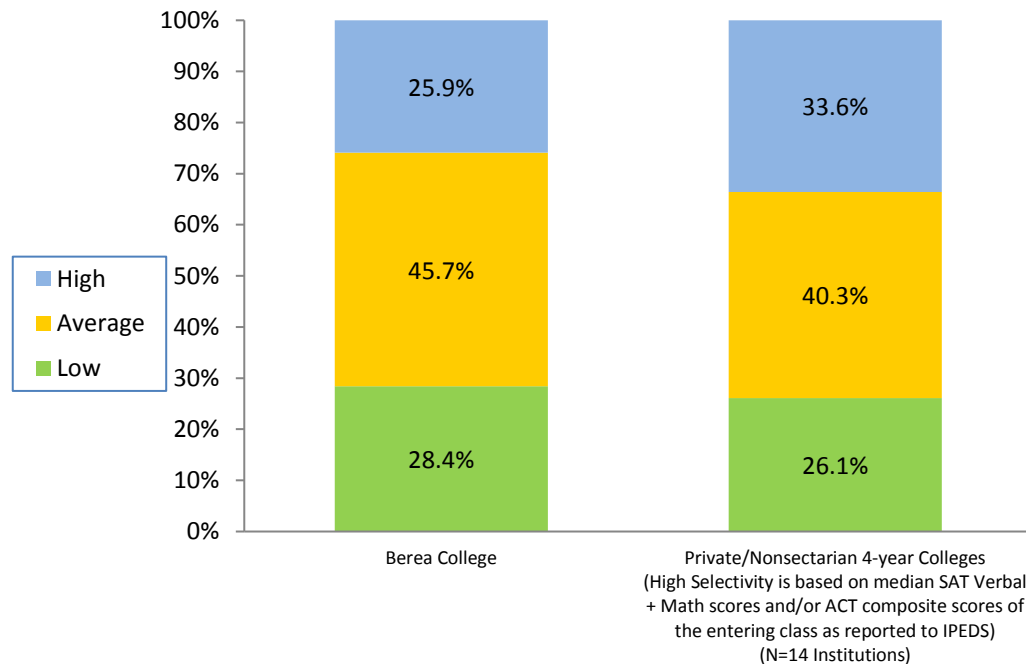
Administered Fall Terms 1989, 2004, and 2014

[Click to see survey instruments](#)

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



**Construct: Job Satisfaction: Workplace** - A unified measure of the extent to which faculty are satisfied with their working environment.



Survey items included in the construct,

**Job Satisfaction: Workplace:**

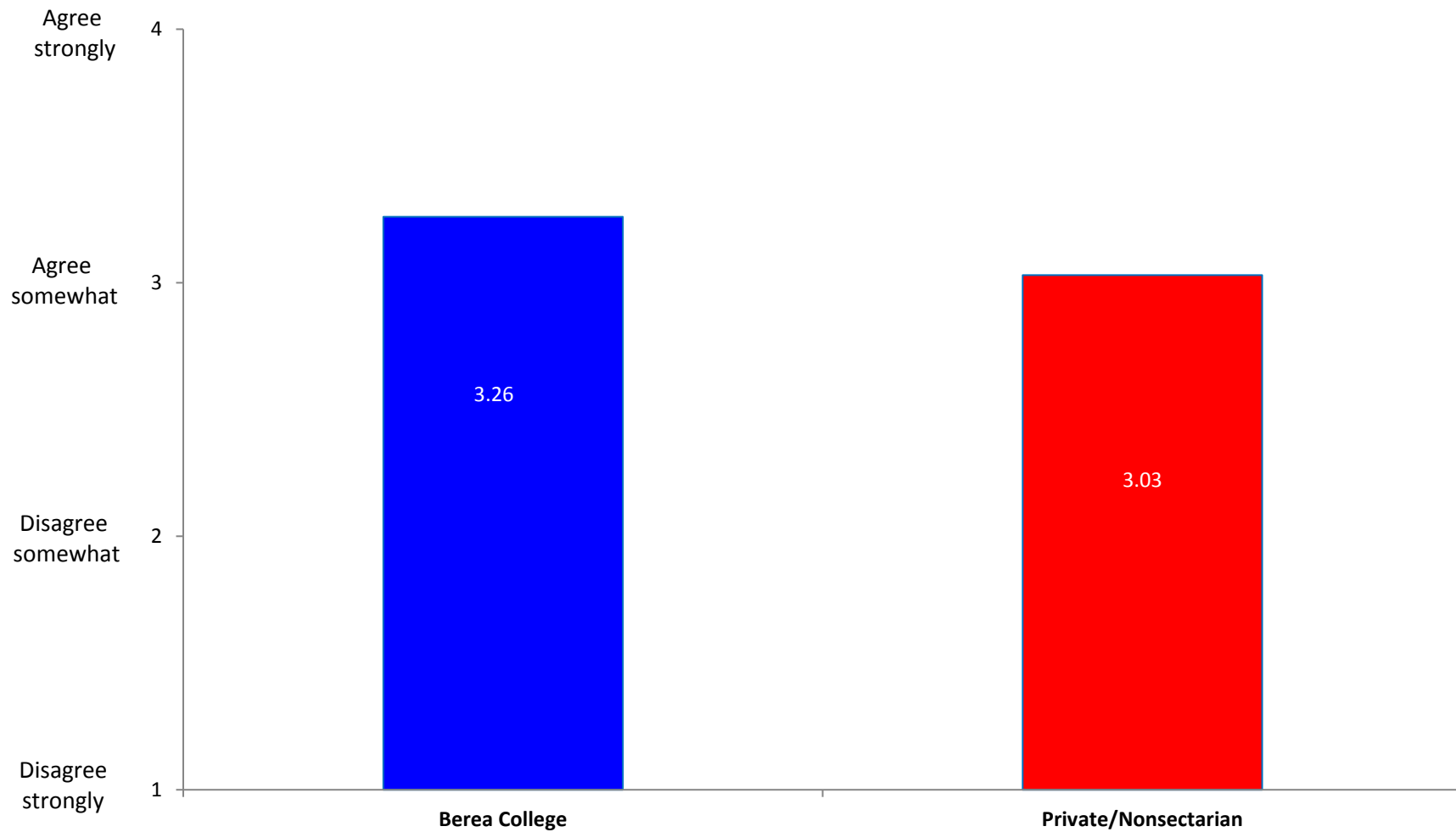
*How satisfied are you with the following aspects of your job:  
 (Very Satisfied, Satisfied, Marginally Satisfied, Not Satisfied, Not Applicable)*

- Professional relationships with other faculty
- Competency of colleagues
- Autonomy and independence
- Departmental leadership
- Course assignments

NOTE: "Low" represents faculty rating 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.

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

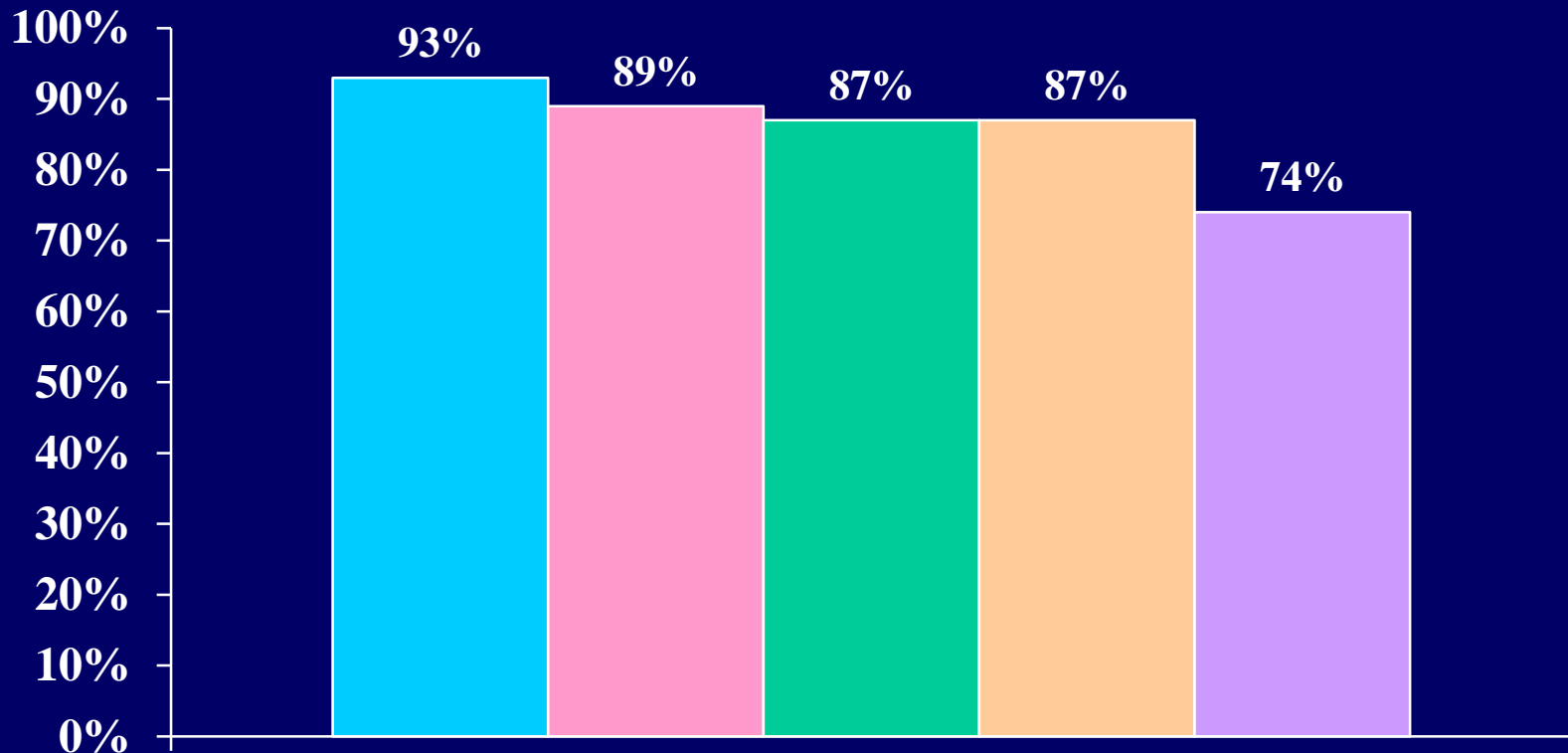
### Faculty are interested in students' personal problems



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

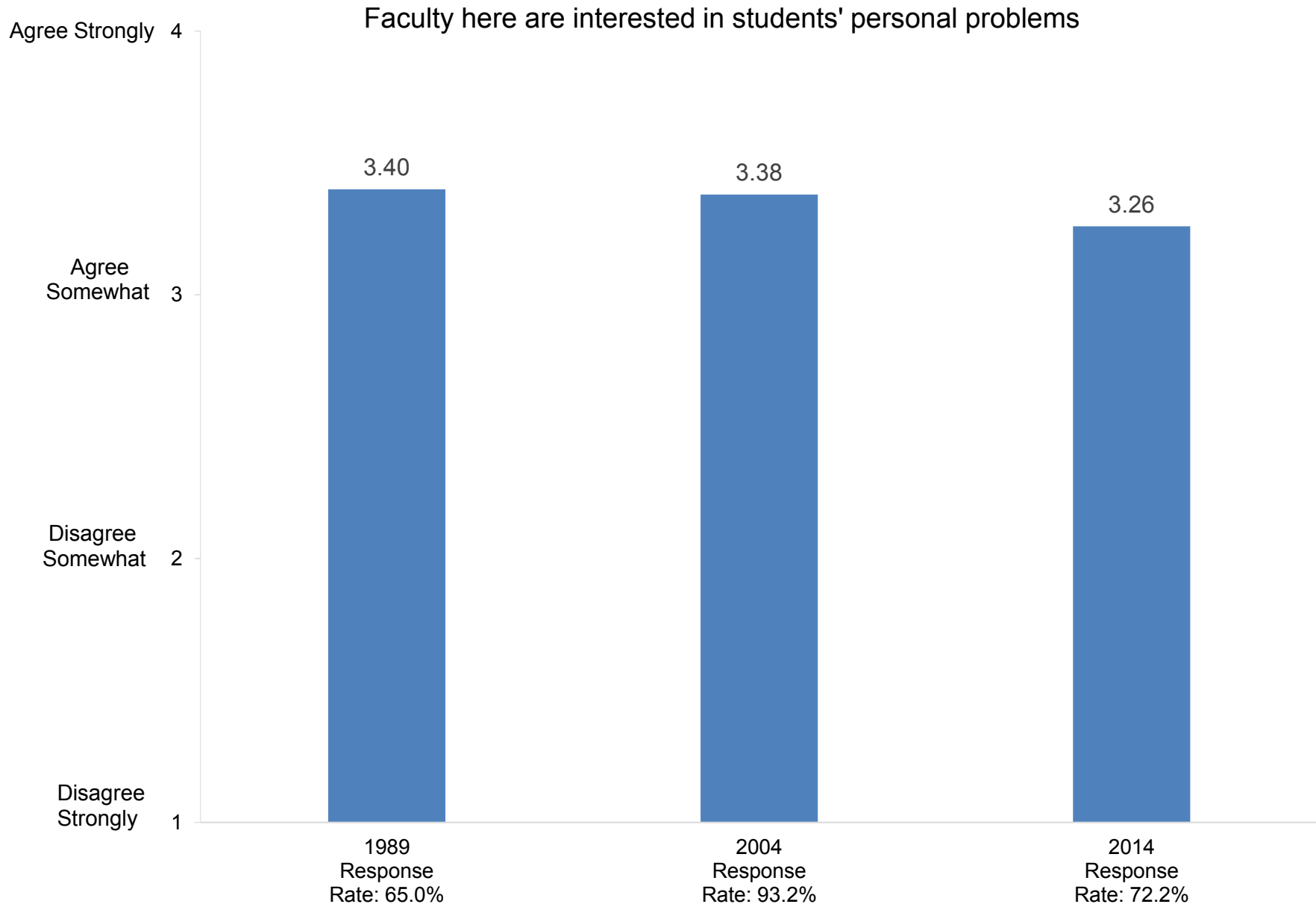
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

 Publics

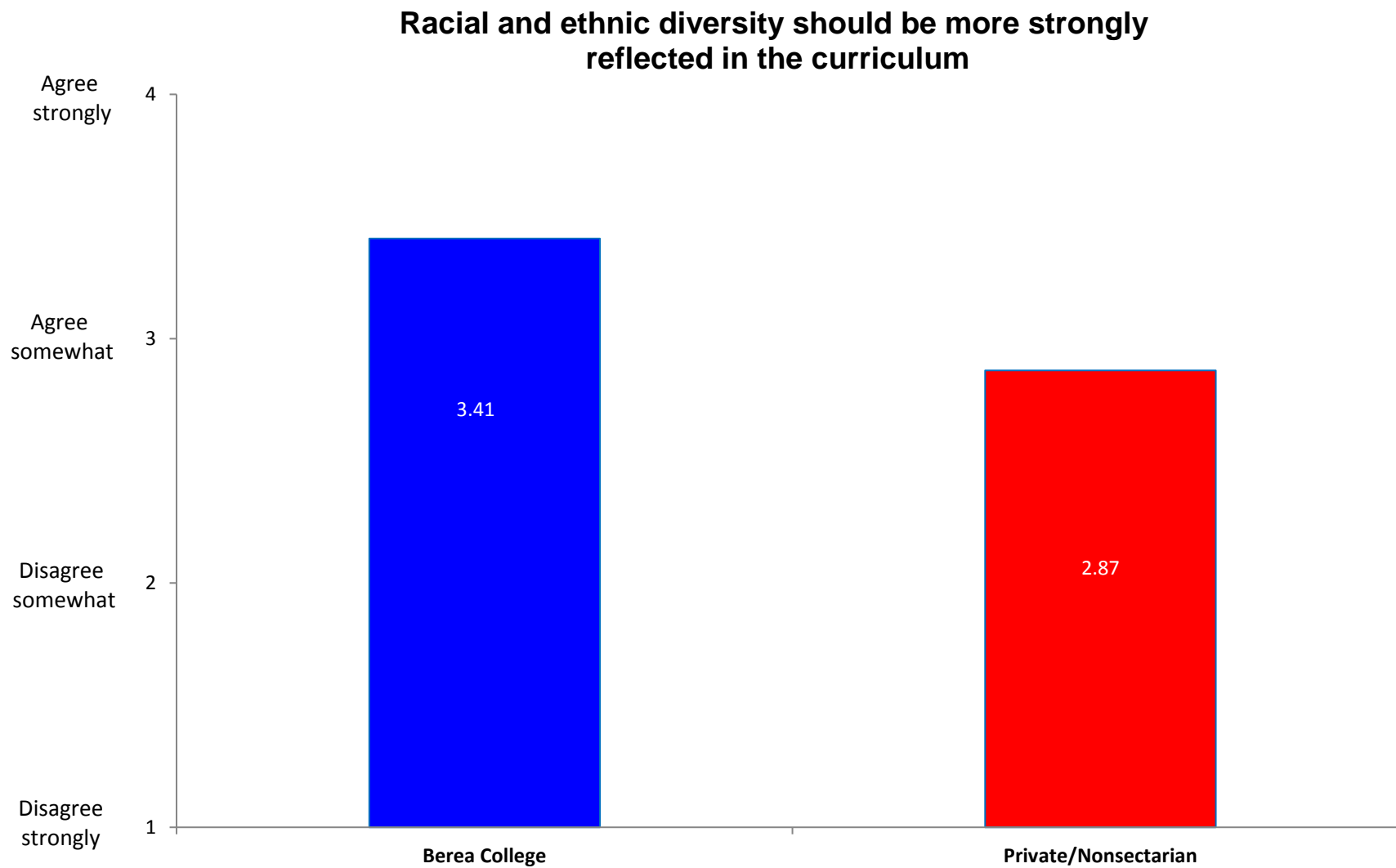
**Higher Education Research Institute (HERI) Faculty Survey**

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



Full-time Undergraduate Faculty

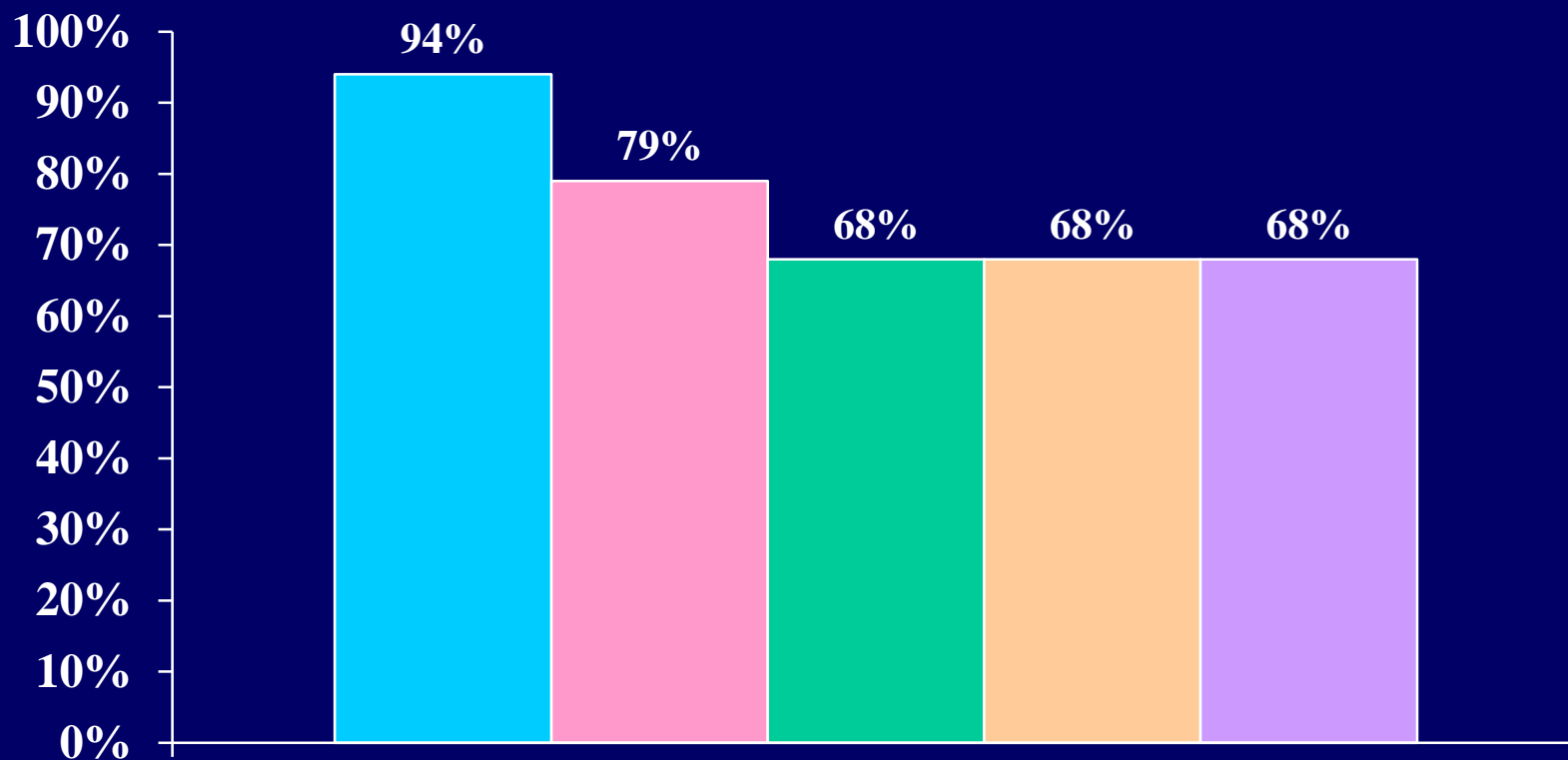
*Below are some statements about your institution. Indicate the extent to which you agree:*



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

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

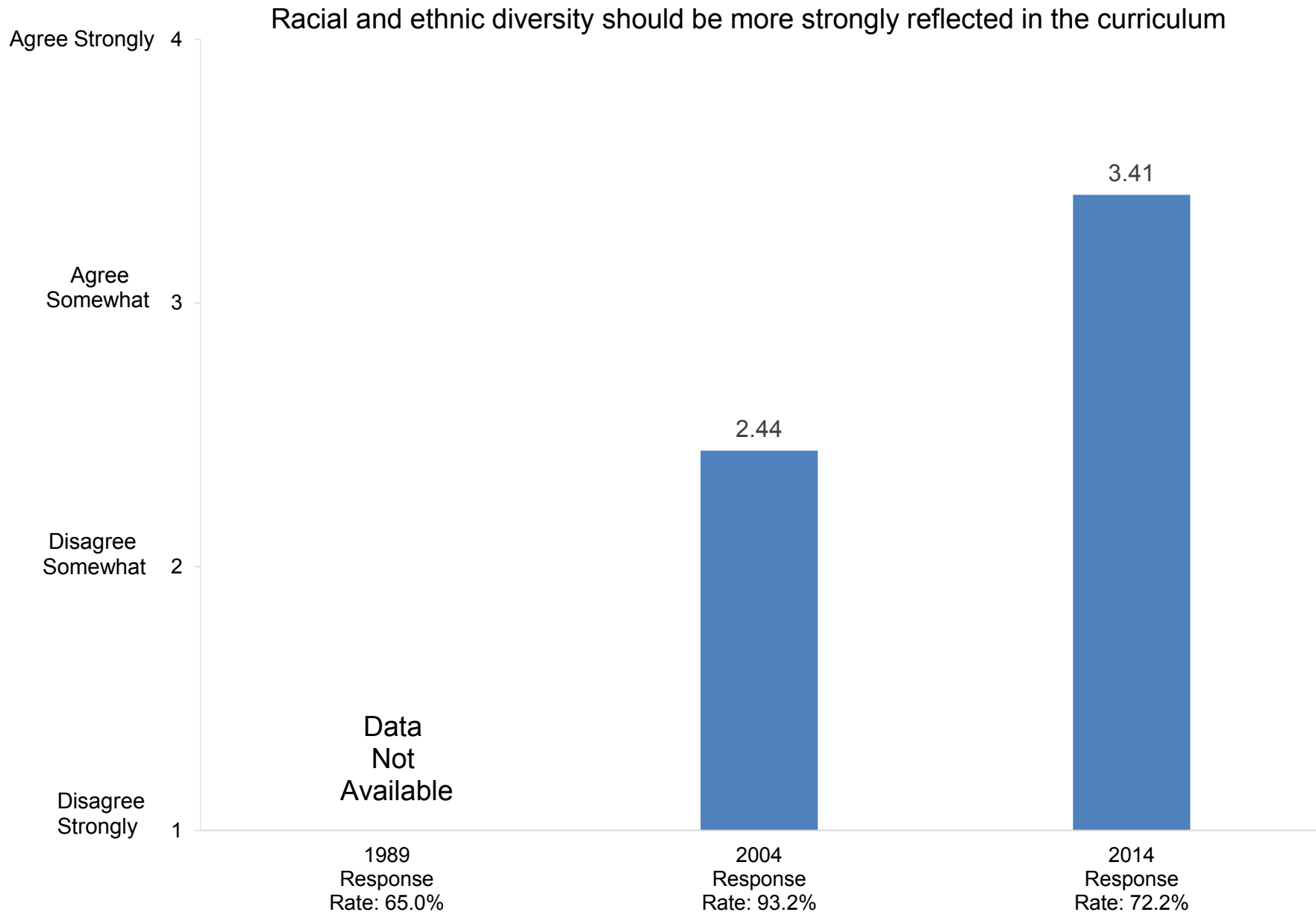
## *Racial and ethnic diversity is reflected in the curriculum*



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

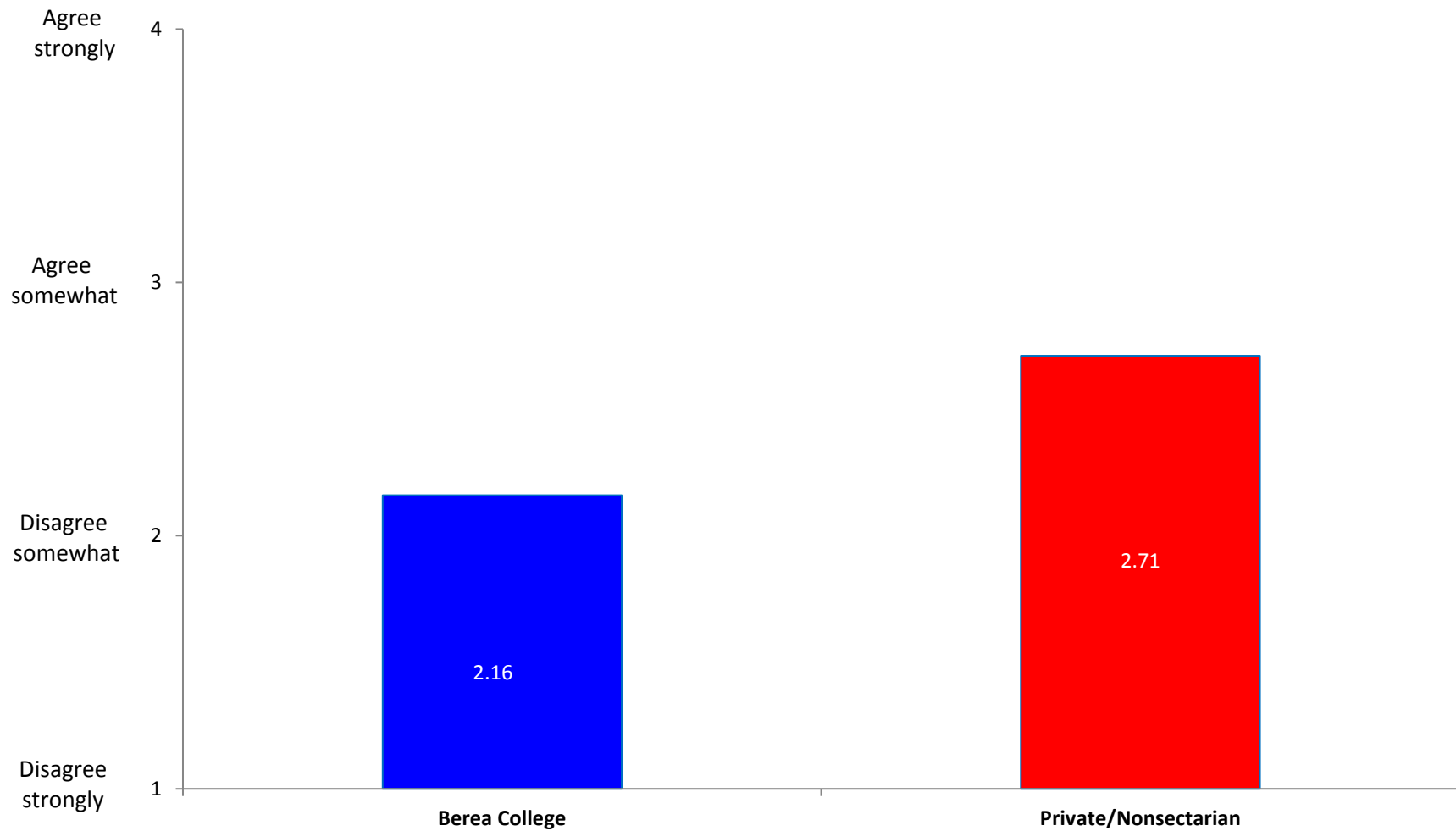
**Higher Education Research Institute (HERI) Faculty Survey**

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:*

### Most students are well-prepared academically

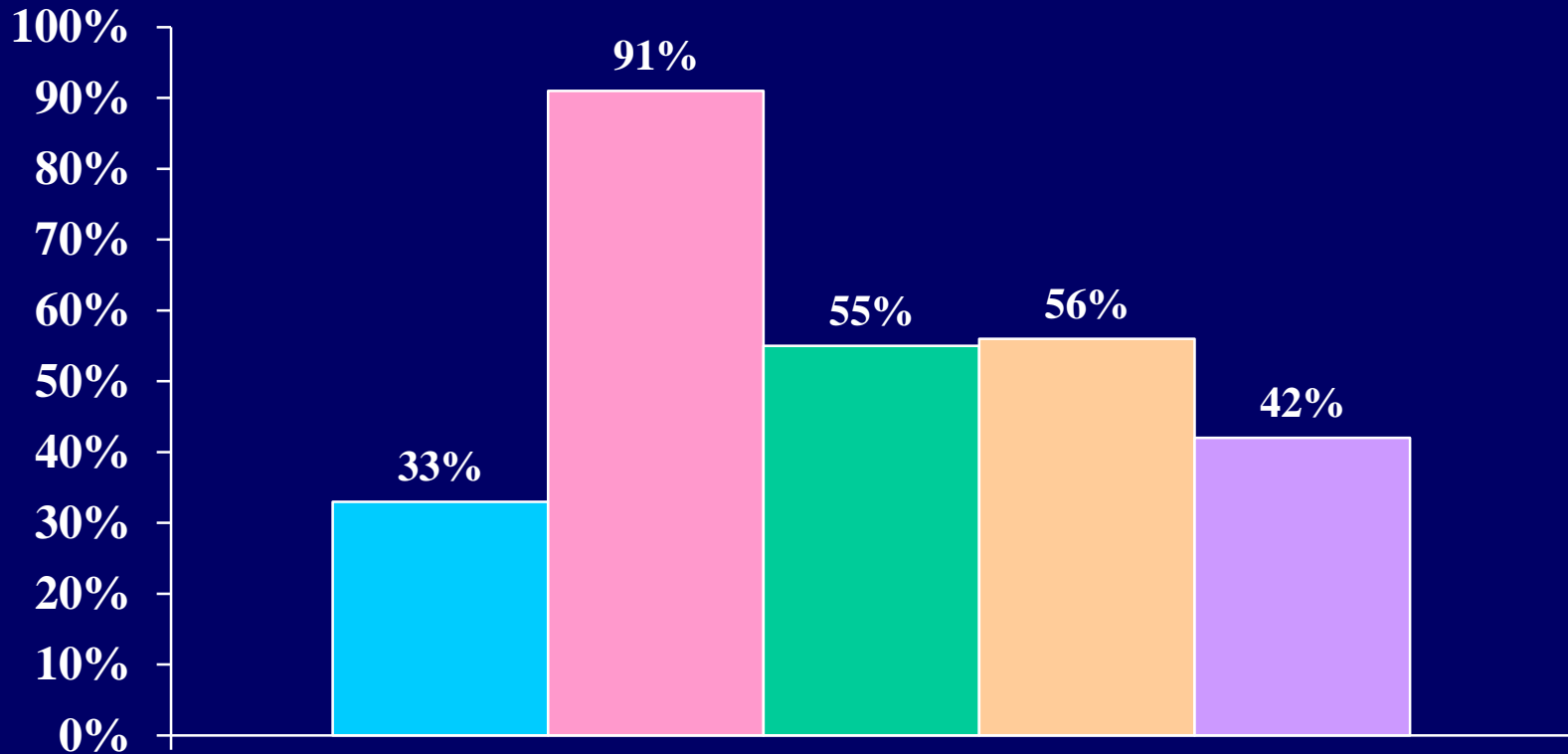




Indicate the extent to which you agree or disagree with each of the following.

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

## *Most students are well-prepared academically*



 Berea

 Benchmark  
Institutions

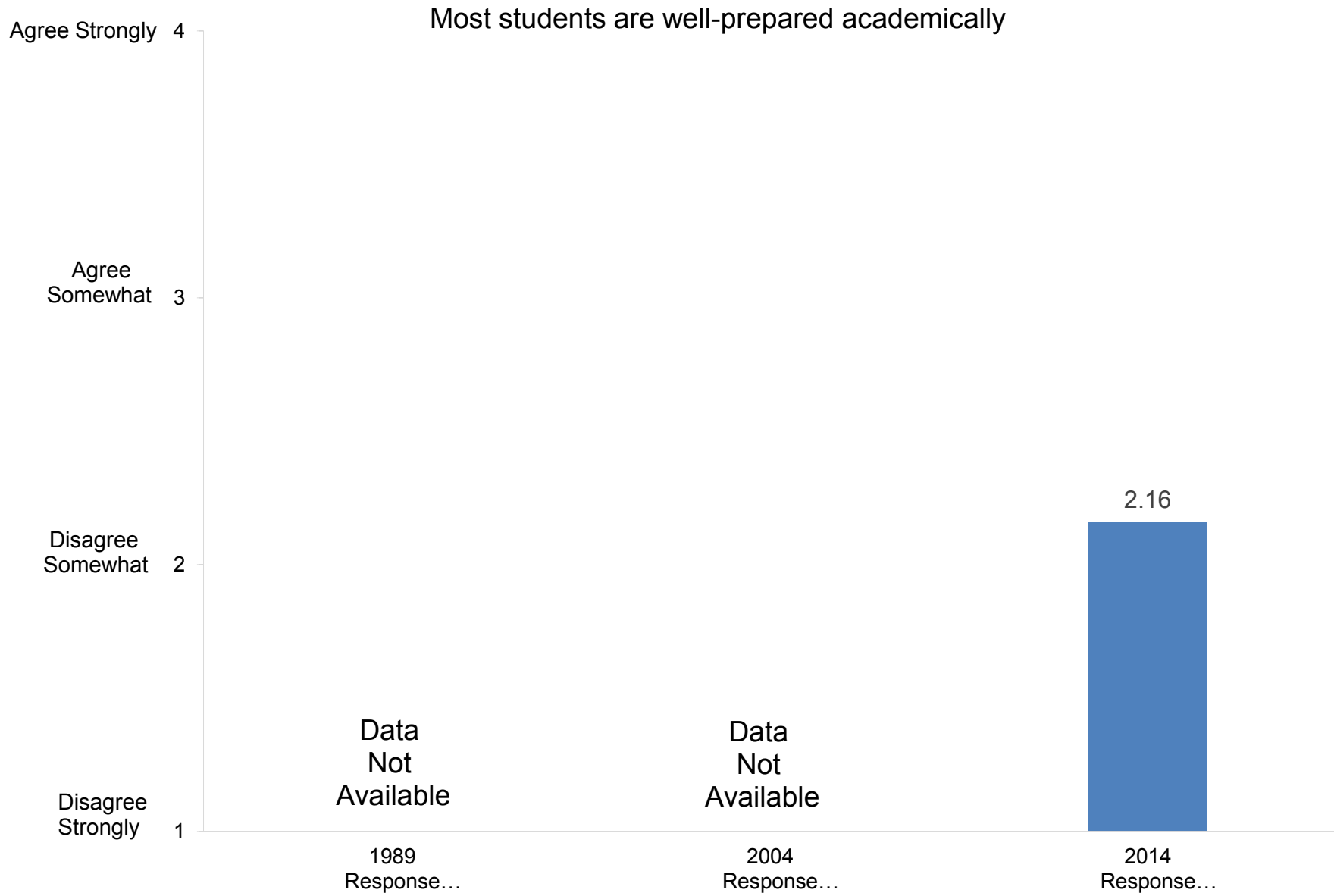
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

 Publics

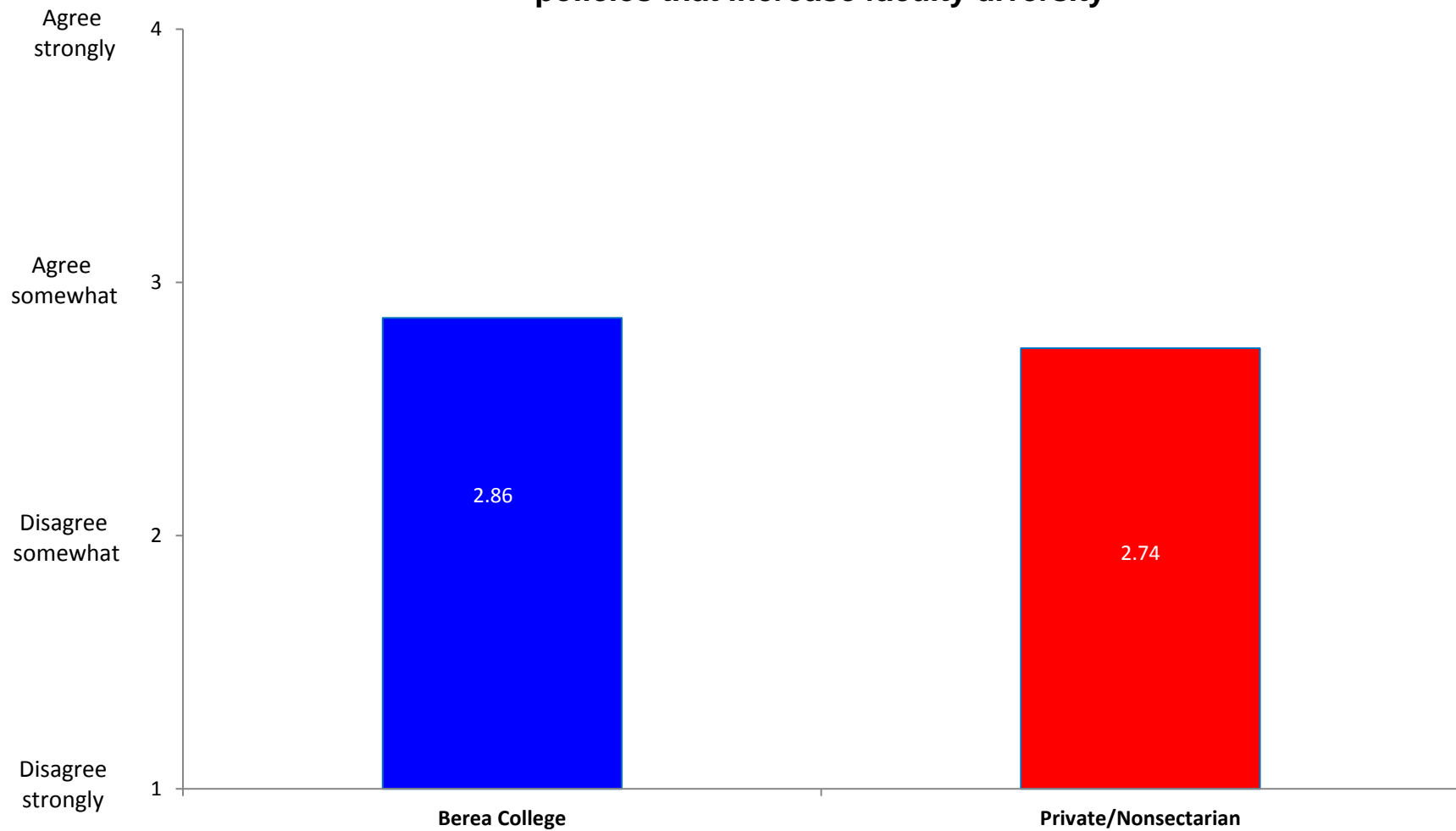
**Higher Education Research Institute (HERI) Faculty Survey**

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:*

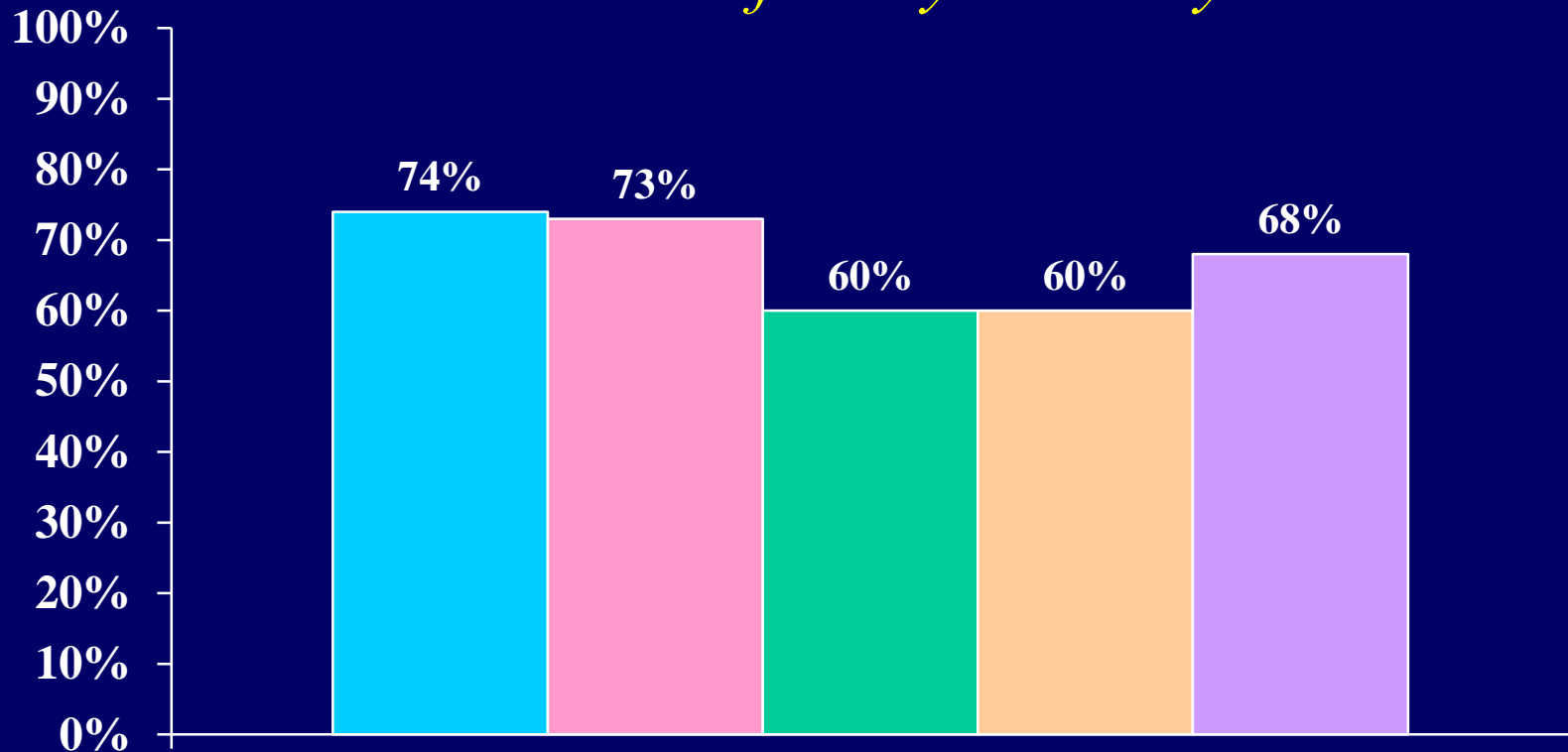
**This institution has effective hiring practices and policies that increase faculty diversity**



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

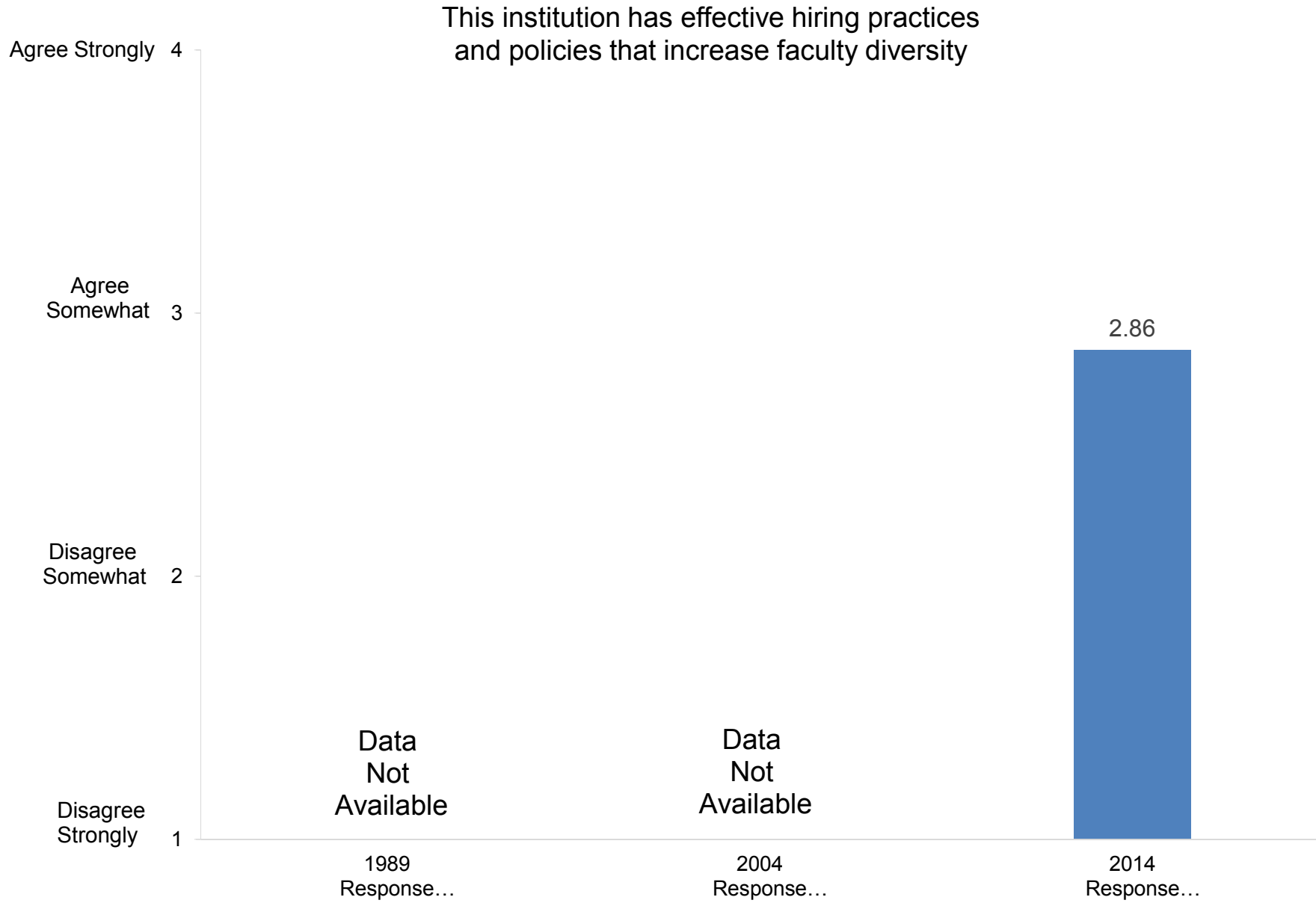
Percent of faculty who “agree strongly” or “agree somewhat”

*This institution has effective hiring practices and policies that increase faculty diversity*



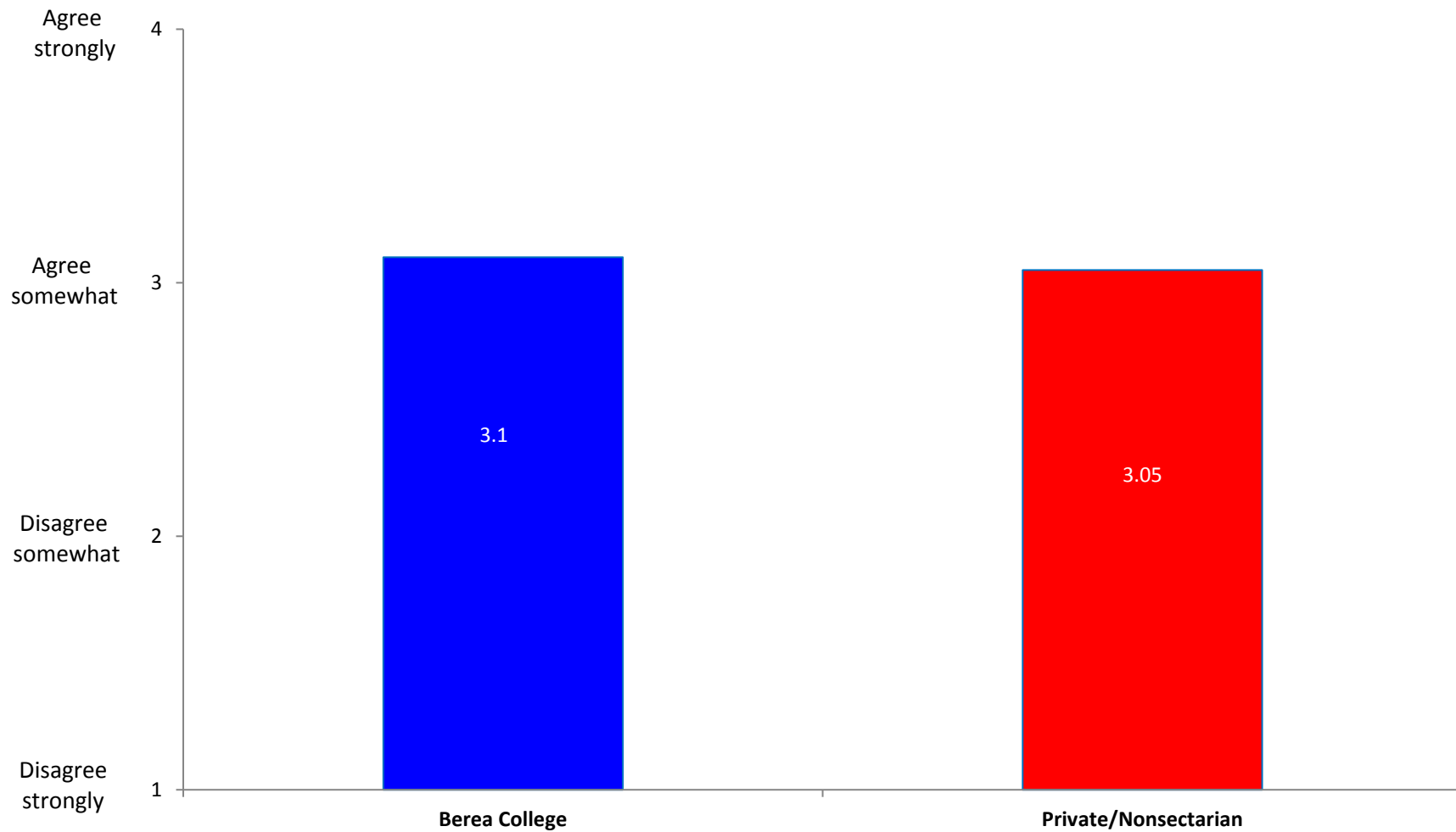
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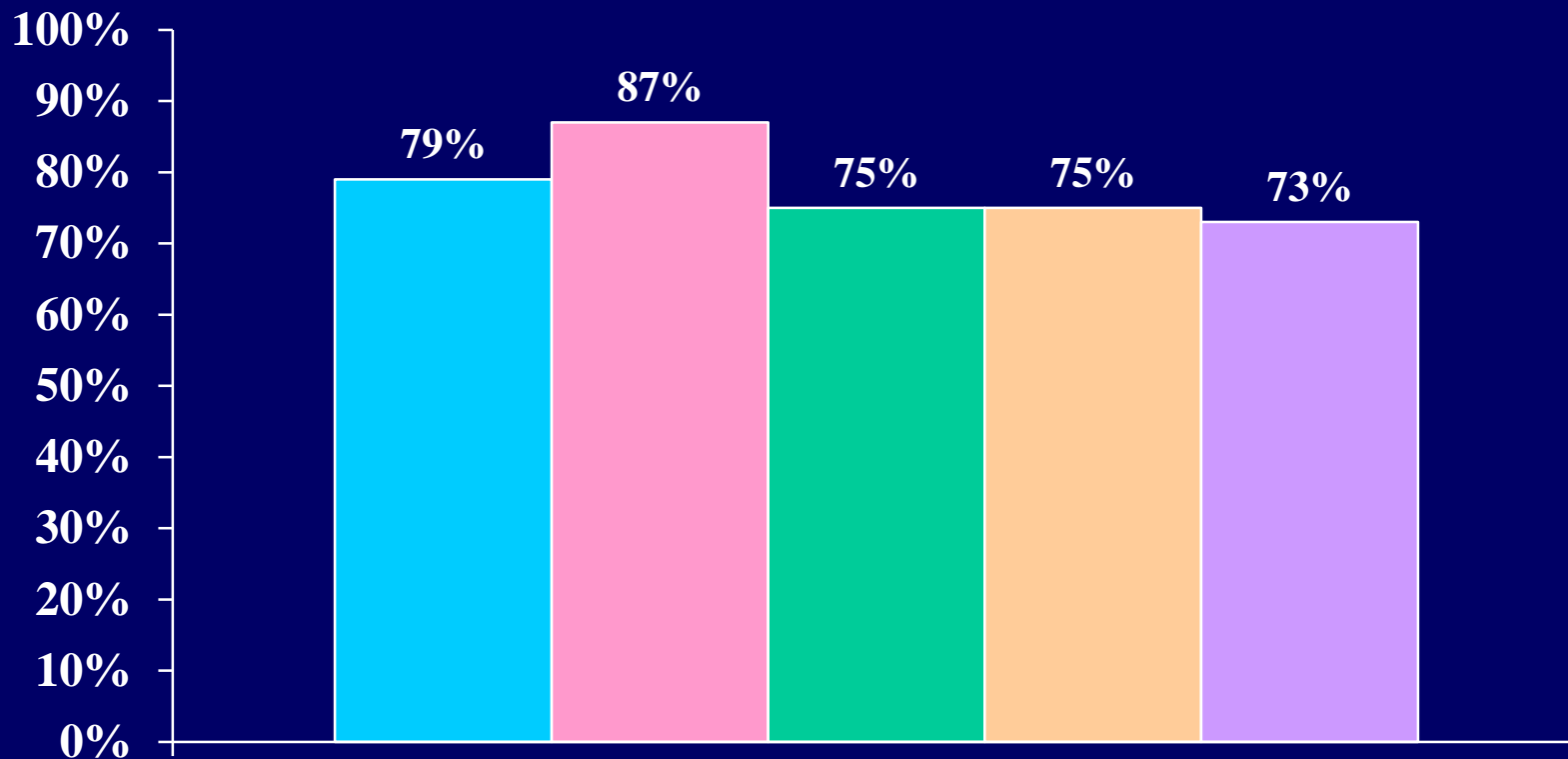
### Student Affairs staff have the support and respect of faculty



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

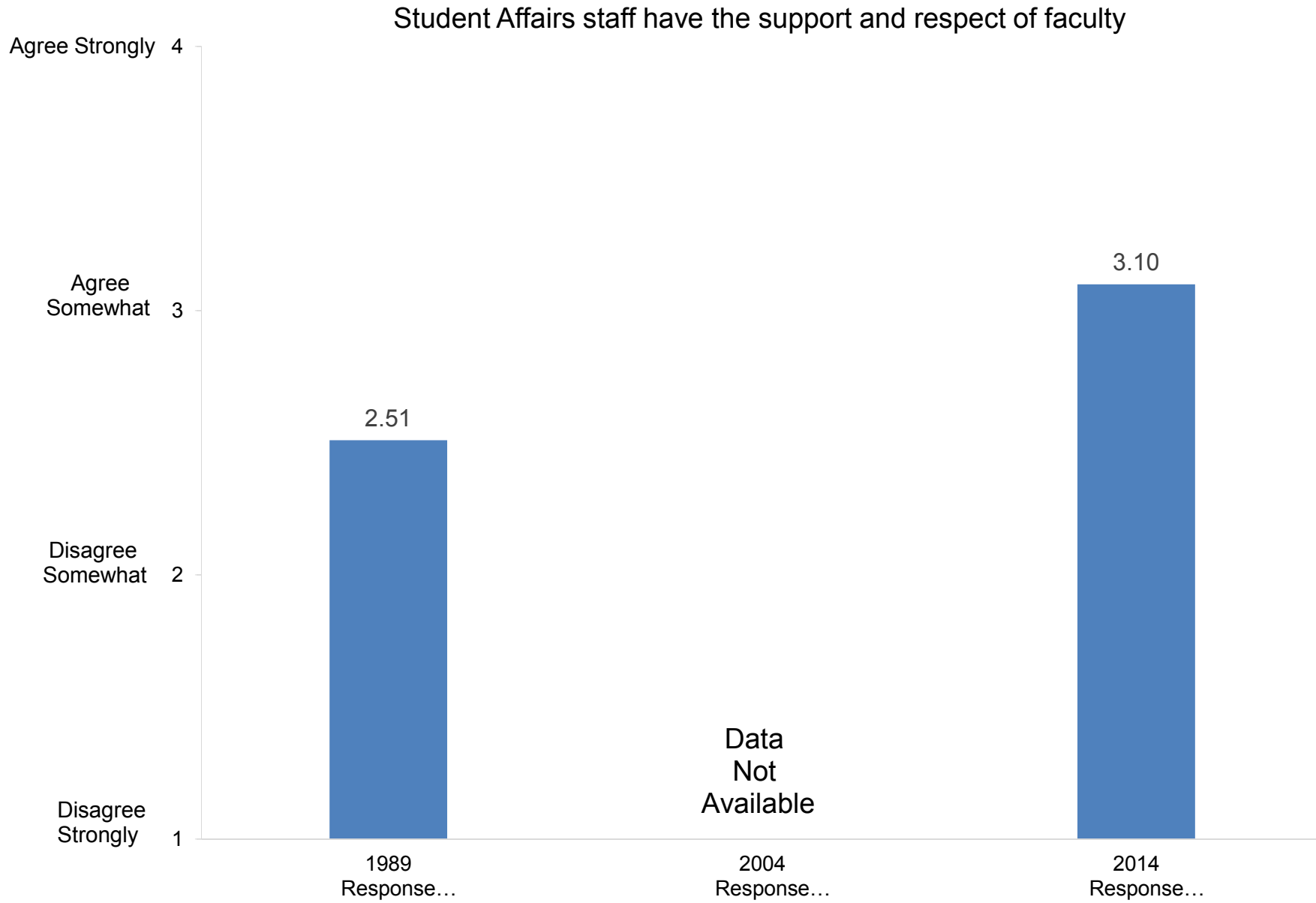
Percent of faculty who “agree strongly” or “agree somewhat”

## *Student Affairs staff have the support and respect of faculty*



**Higher Education Research Institute (HERI) Faculty Survey**

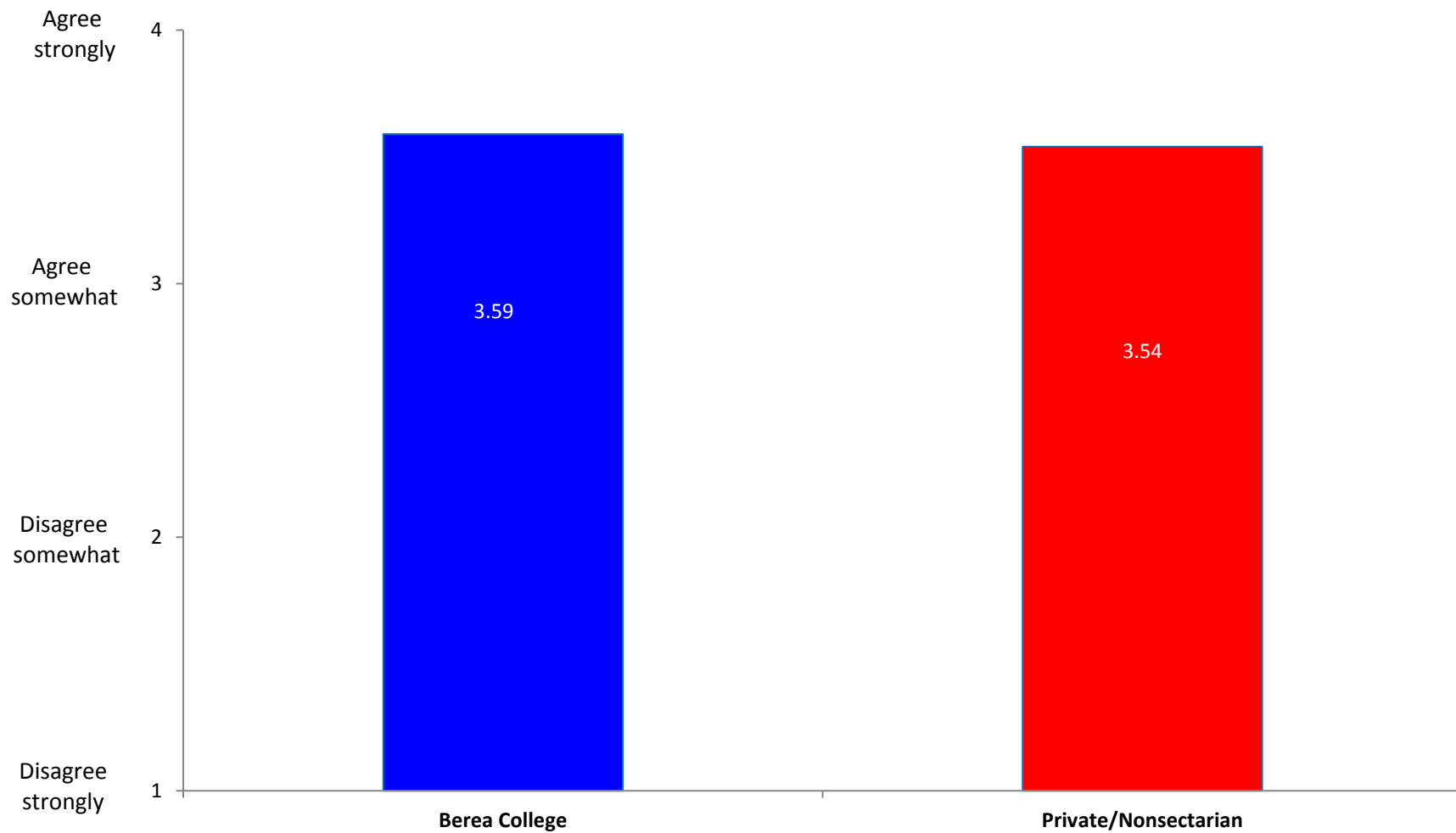
Indicate the extent to which you agree or disagree with each of the following about your college or university:





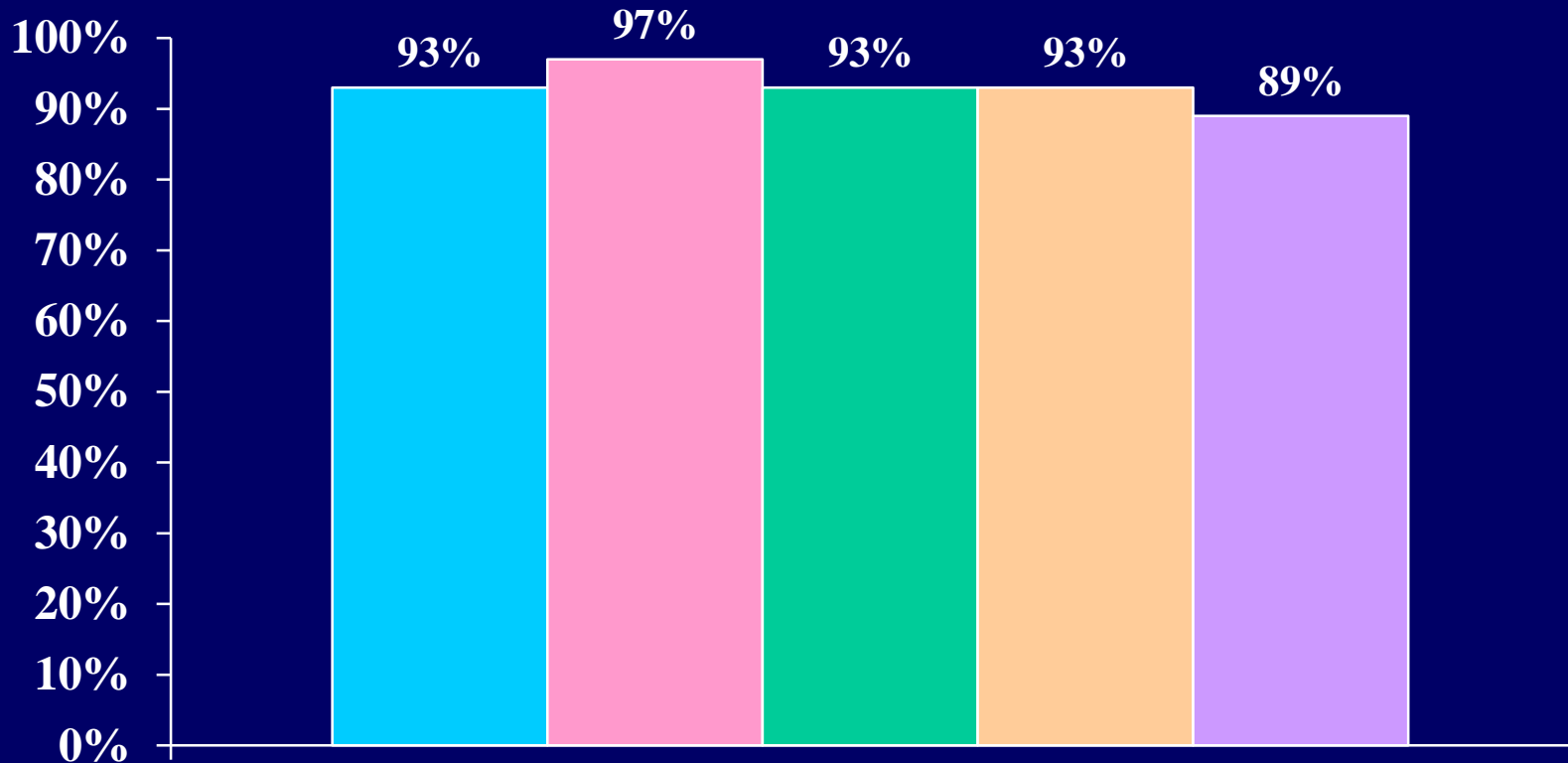
*Below are some statements about your institution. Indicate the extent to which you agree:*

### Faculty are committed to the welfare of this institution



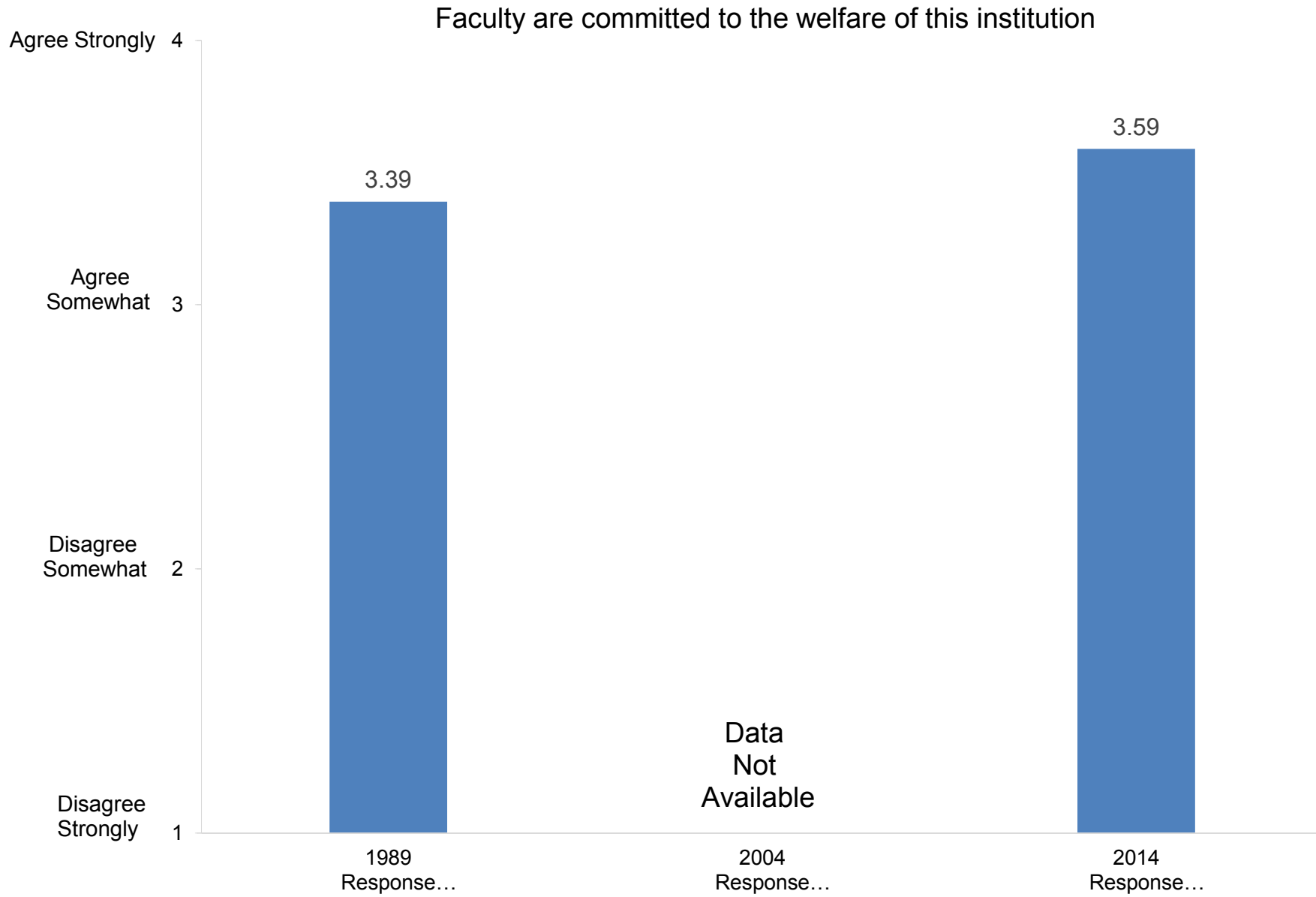
Indicate the extent to which you agree or disagree with each of the following.  
Percent of faculty who “agree strongly” or “agree somewhat”

*Faculty are committed to the welfare of this institution*

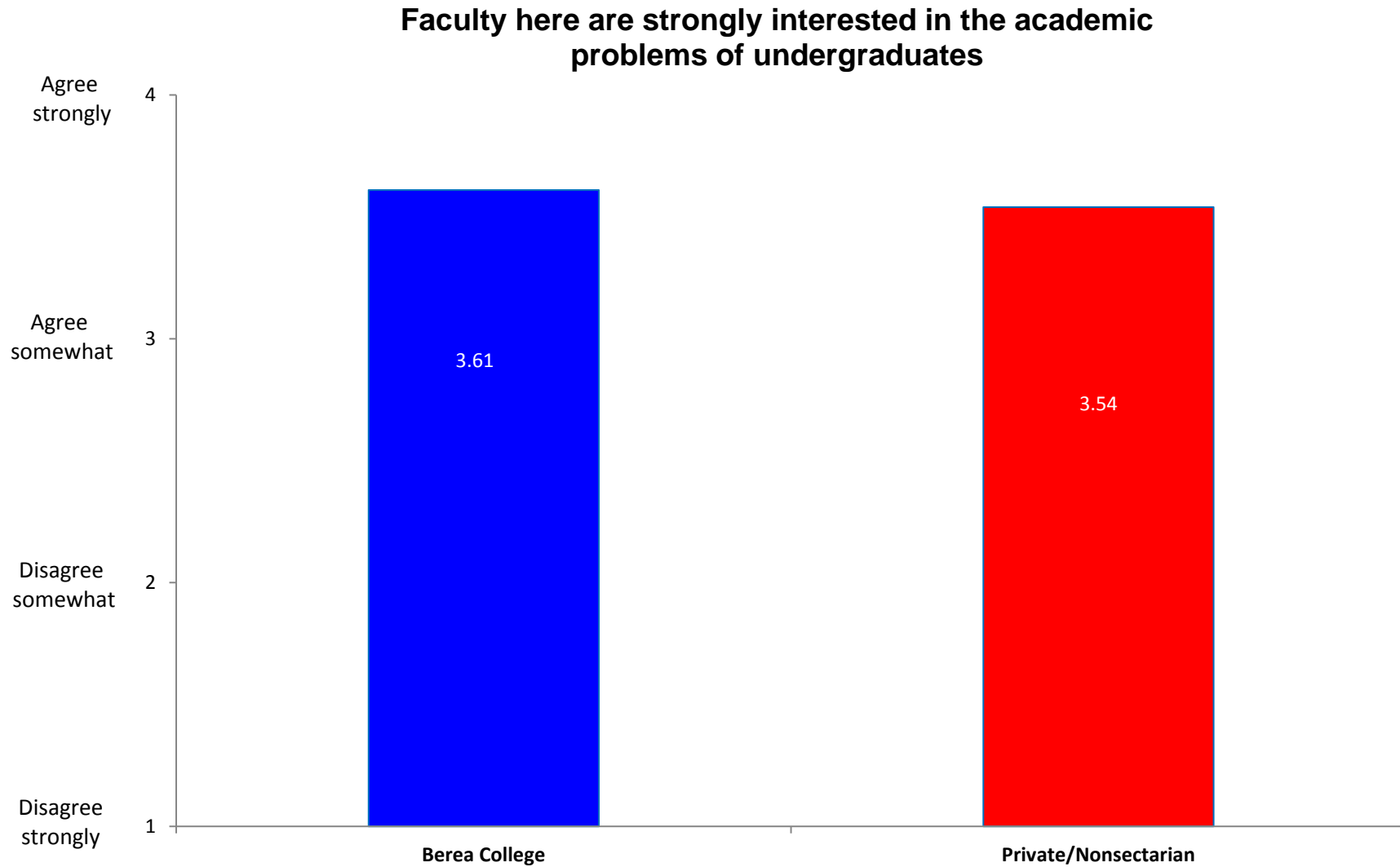


**Higher Education Research Institute (HERI) Faculty Survey**

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



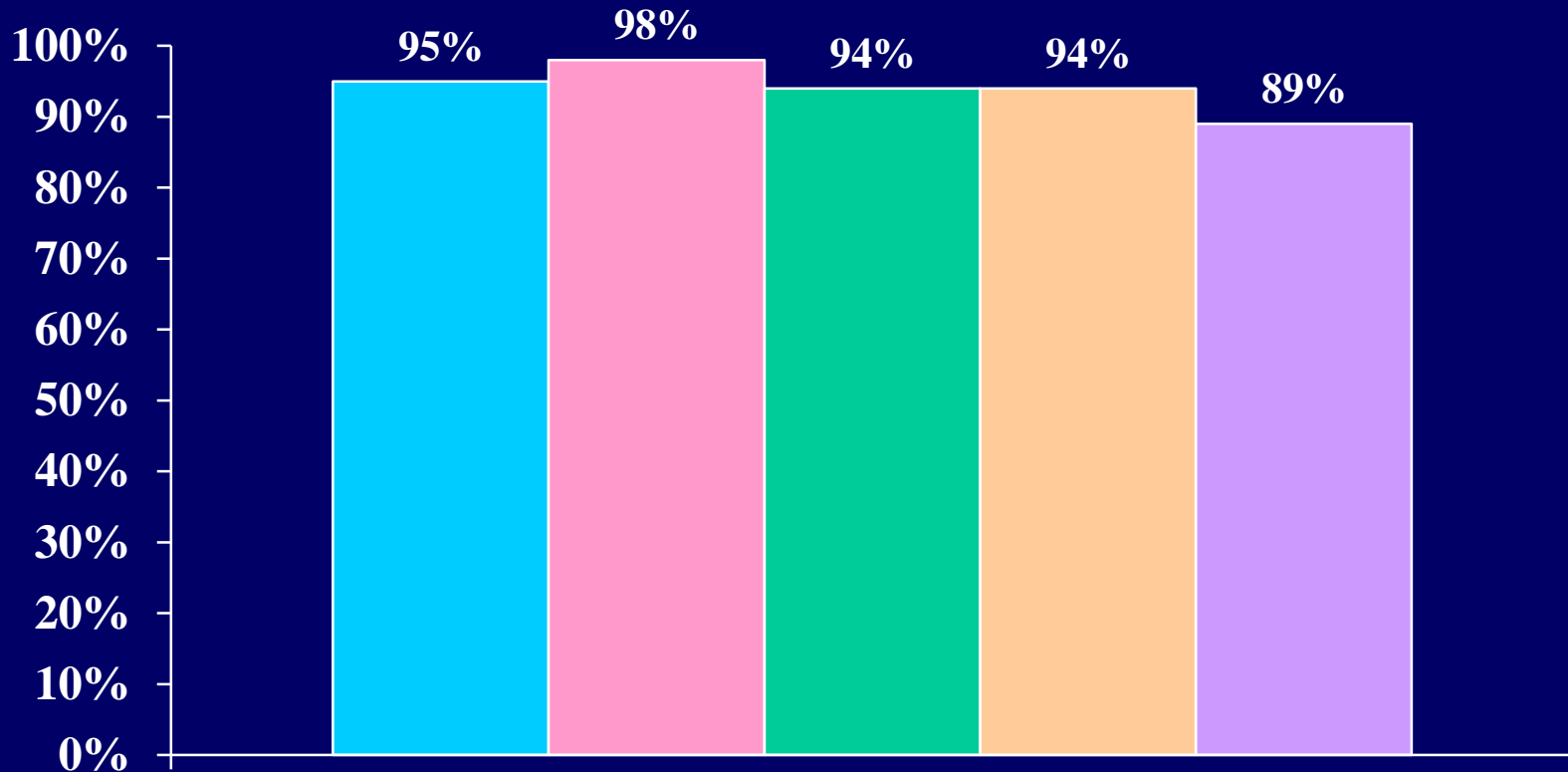
*Below are some statements about your institution. Indicate the extent to which you agree:*



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

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

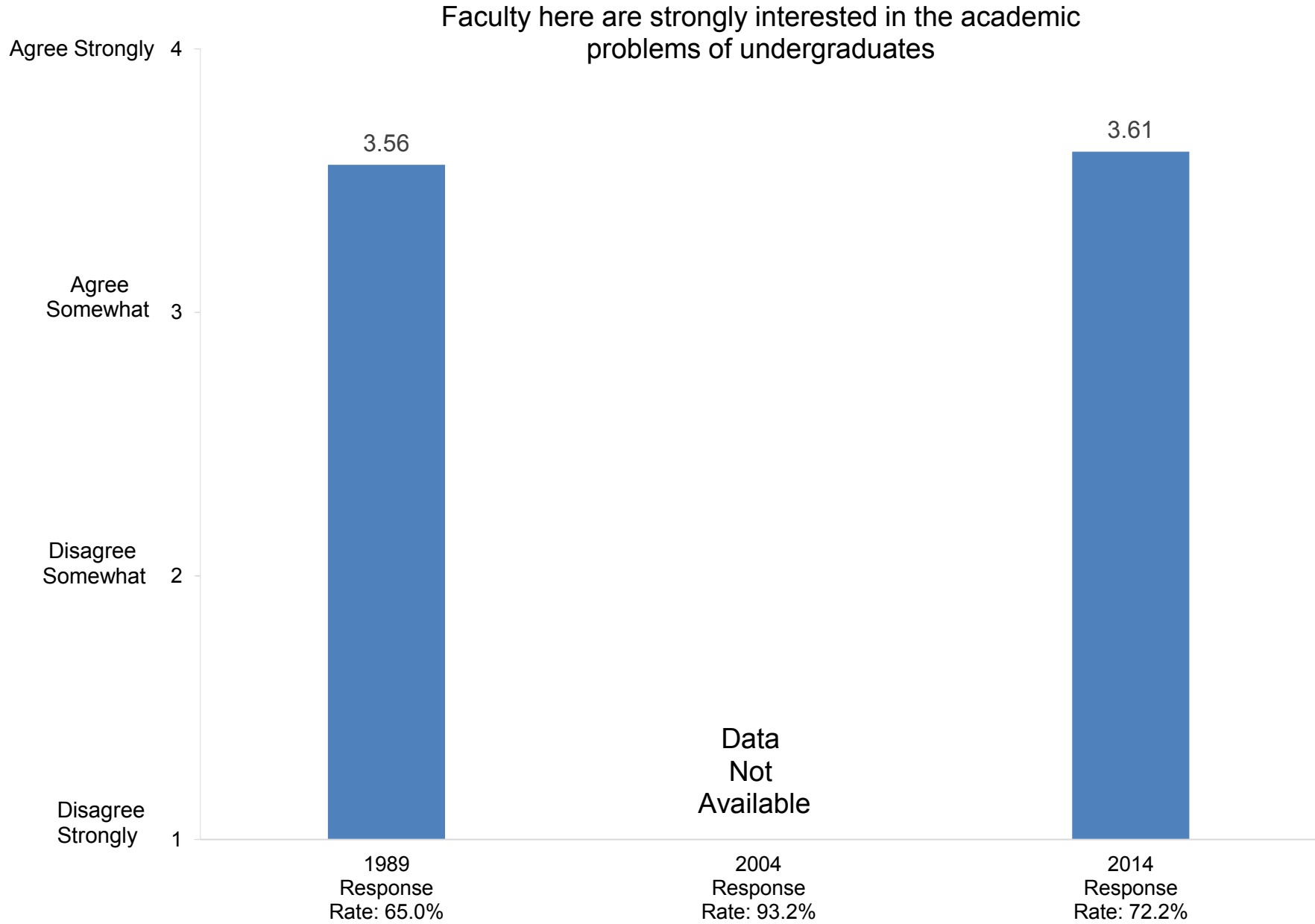
*Faculty here are strongly interested in the academic problems of undergraduates*



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

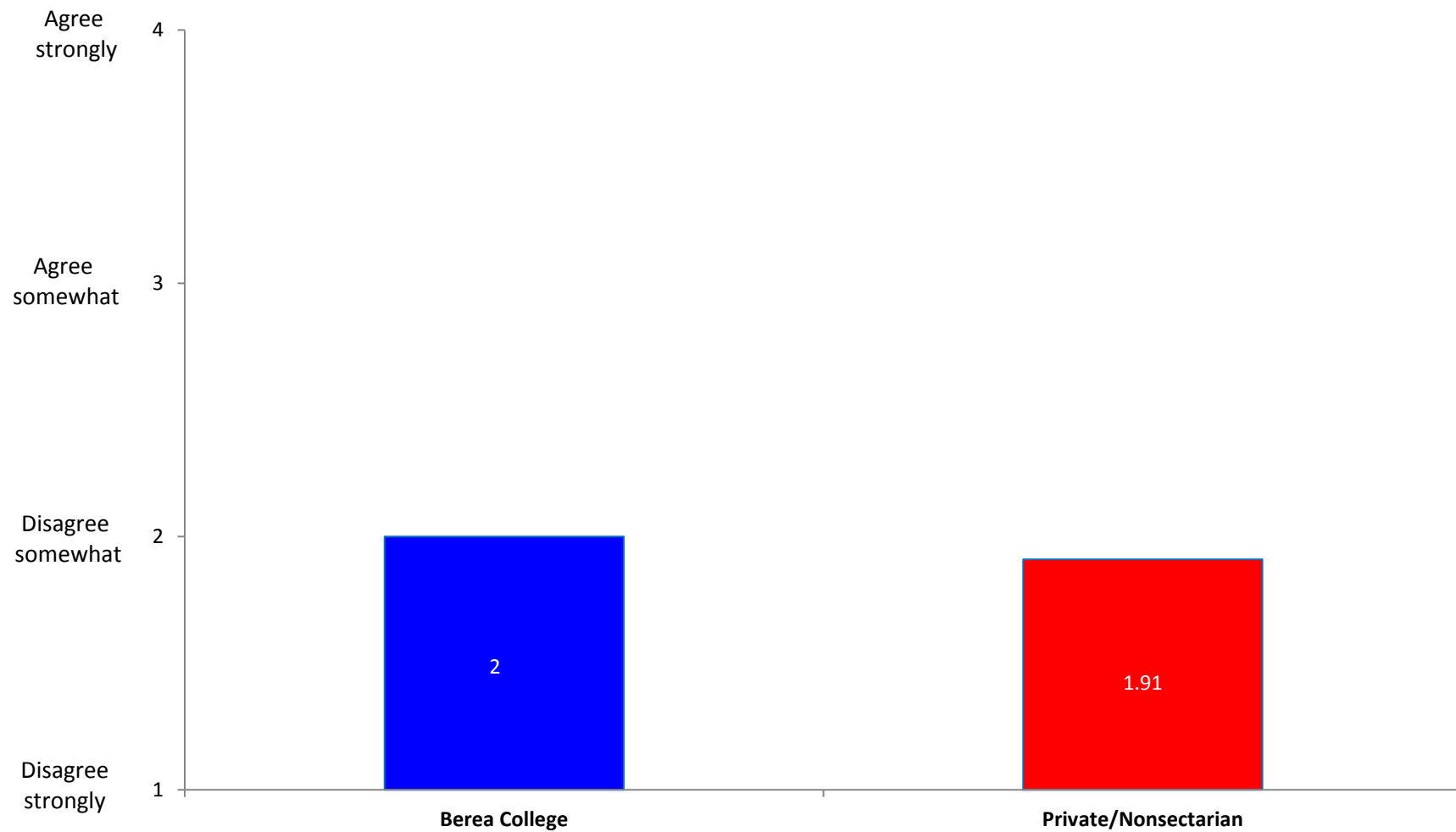
**Higher Education Research Institute (HERI) Faculty Survey**

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



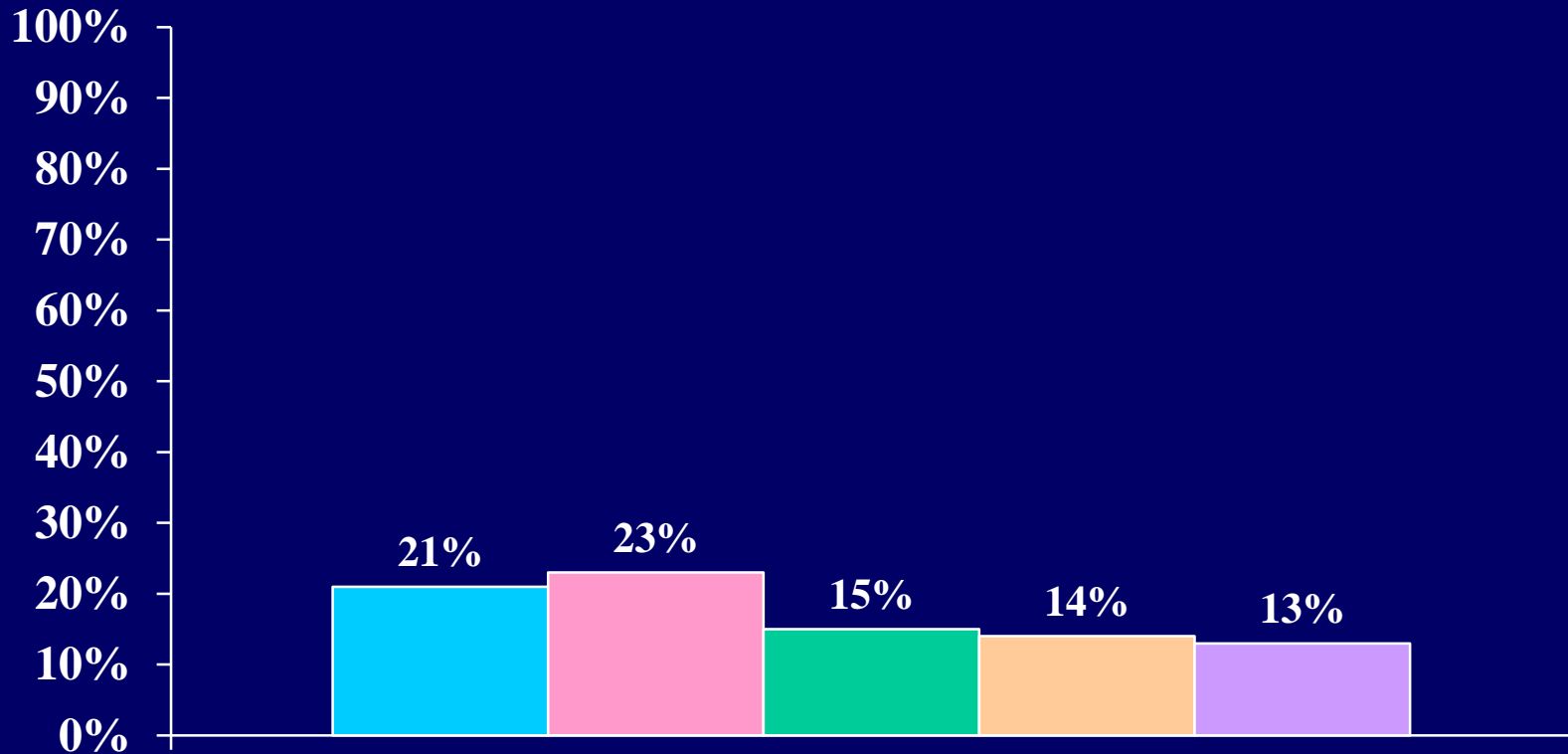
*Below are some statements about your institution. Indicate the extent to which you agree:*

### There is a lot of campus racial conflict here



Indicate the extent to which you agree or disagree with each of the following.  
Percent of faculty who “agree strongly” or “agree somewhat”

*There is a lot of campus racial conflict here*

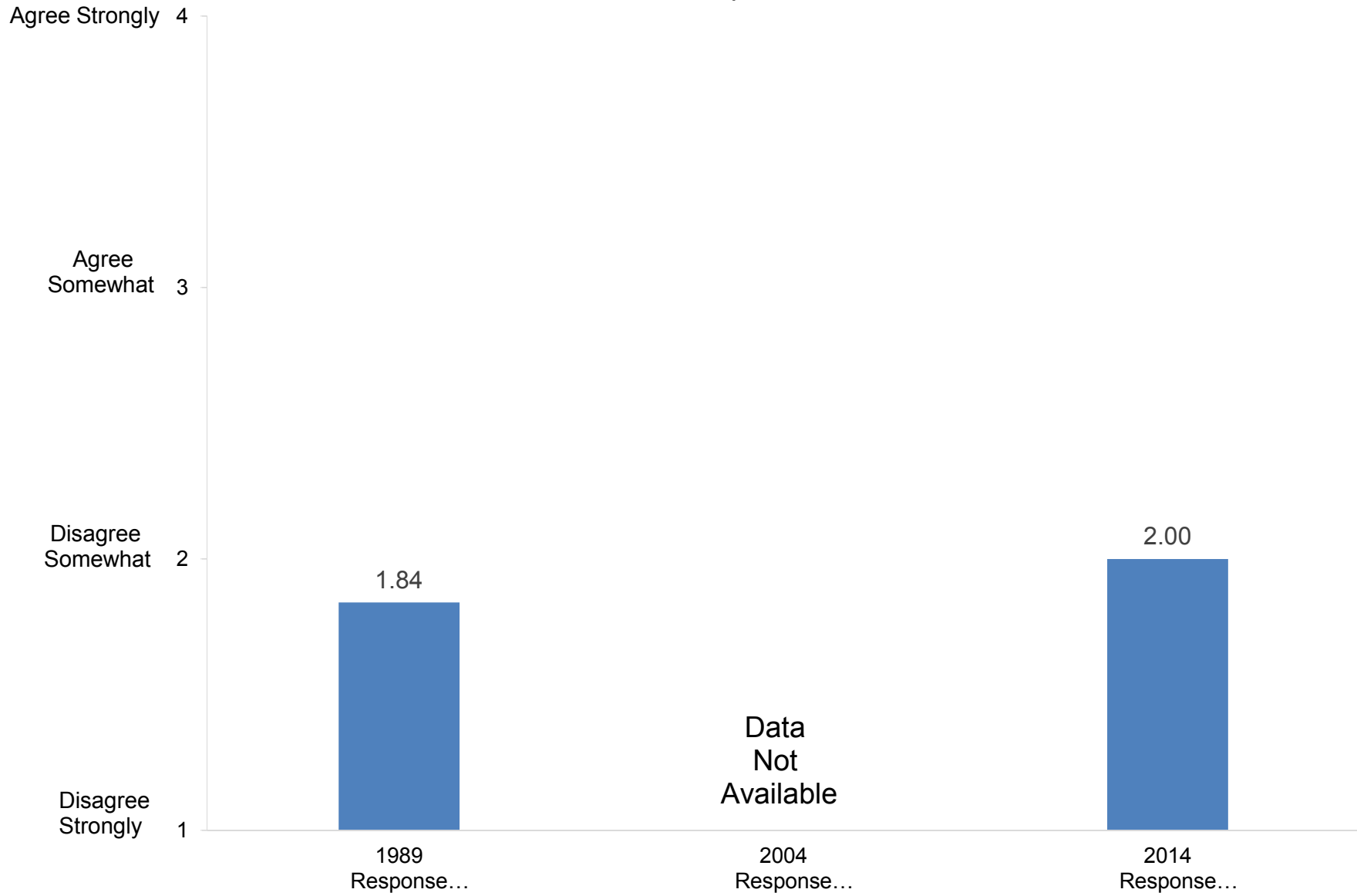




**Higher Education Research Institute (HERI) Faculty Survey**

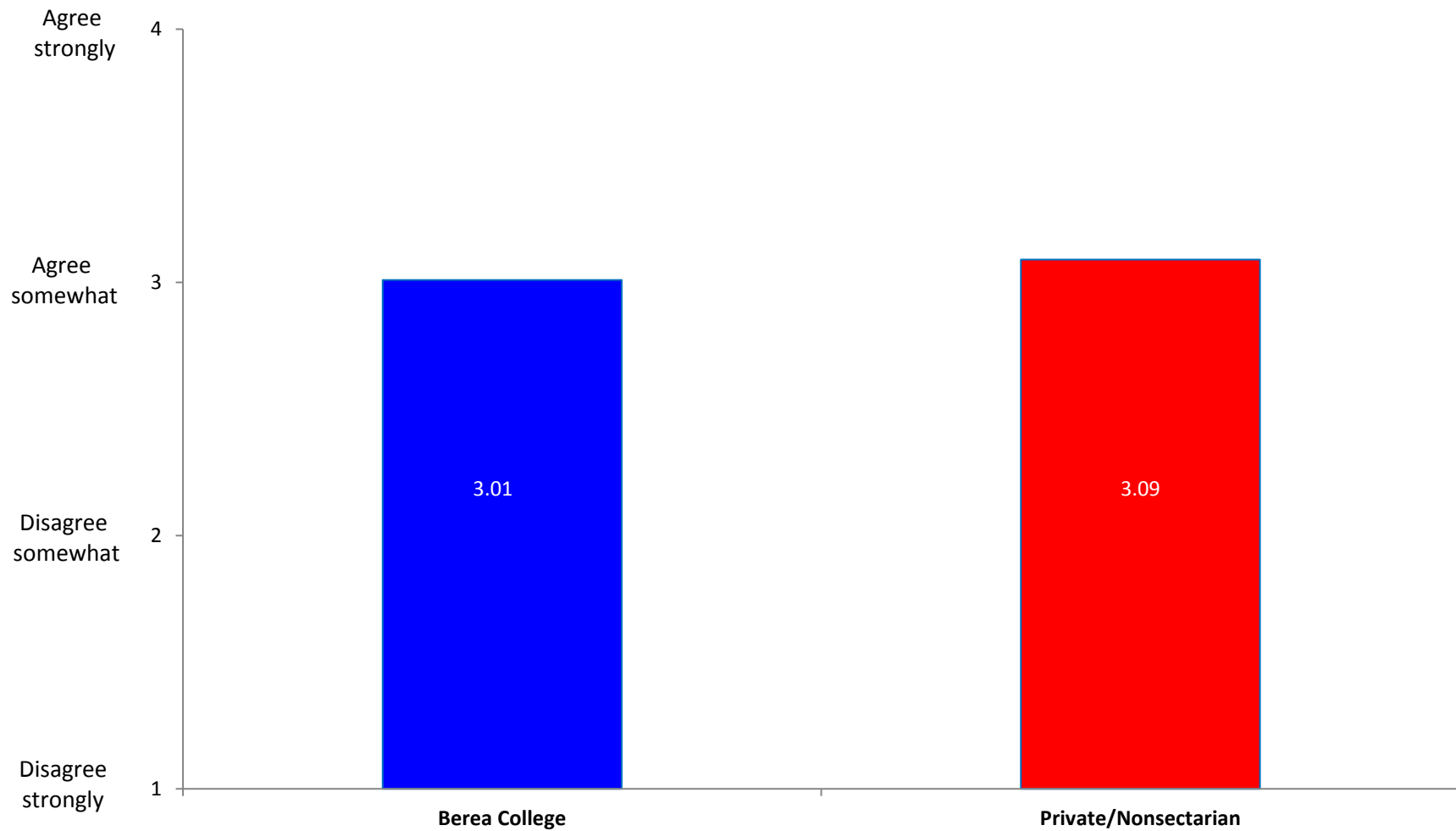
Indicate the extent to which you agree or disagree with each of the following about your college or university:

There is a lot of campus racial conflict here



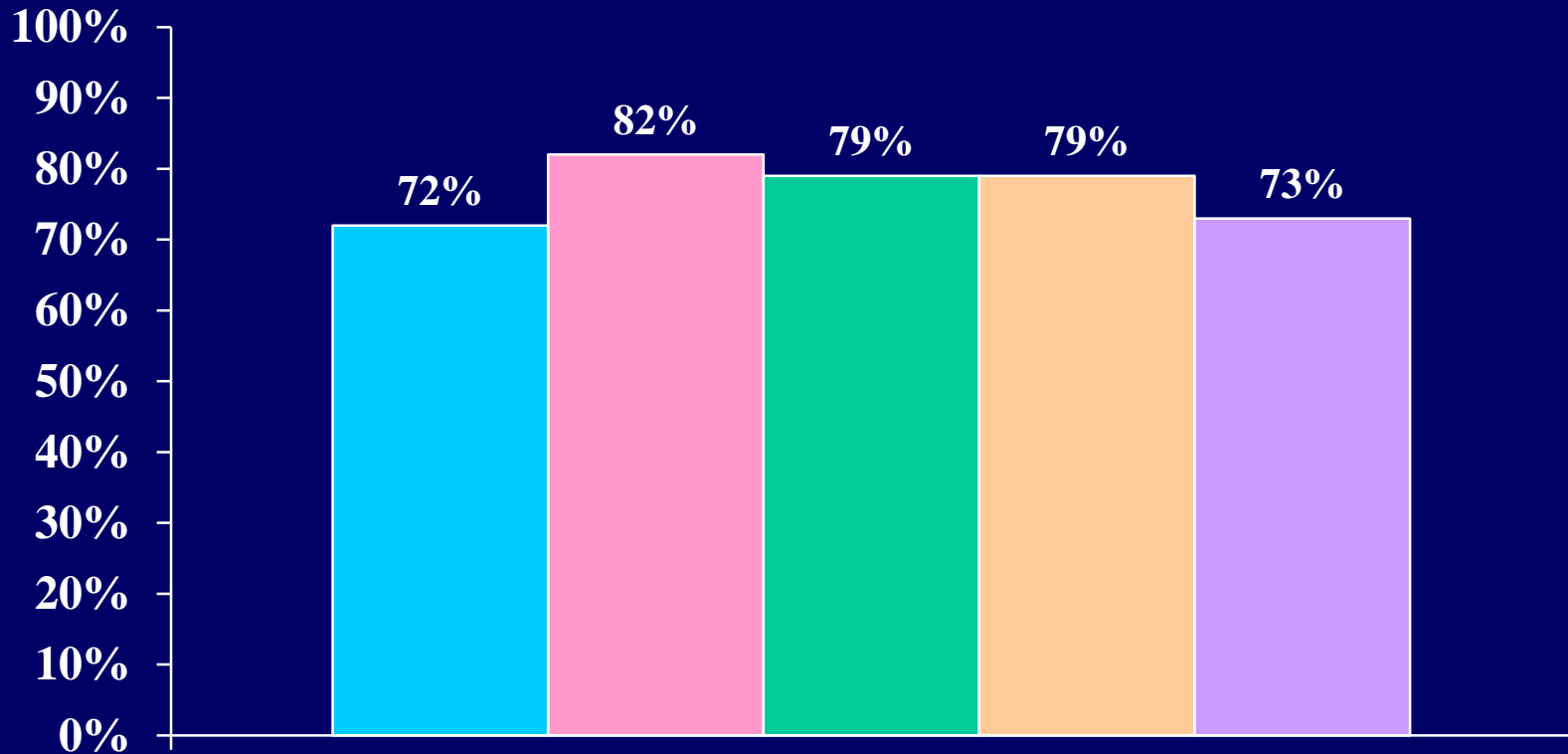
*Below are some statements about your institution. Indicate the extent to which you agree:*

### My research is valued by faculty in my department



Indicate the extent to which you agree or disagree with each of the following.  
Percent of faculty who “agree strongly” or “agree somewhat”

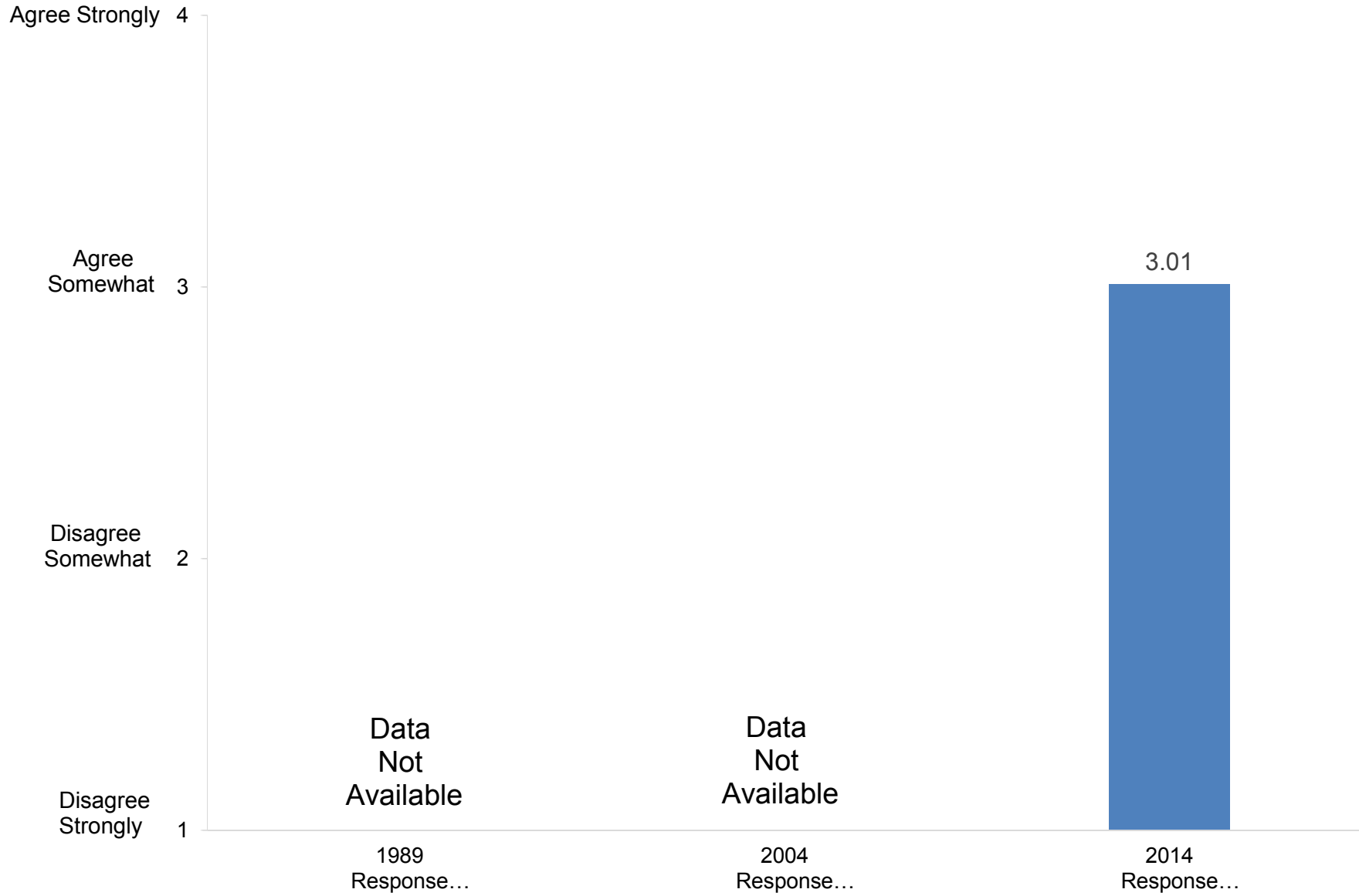
*My research is valued by faculty in my department*



**Higher Education Research Institute (HERI) Faculty Survey**

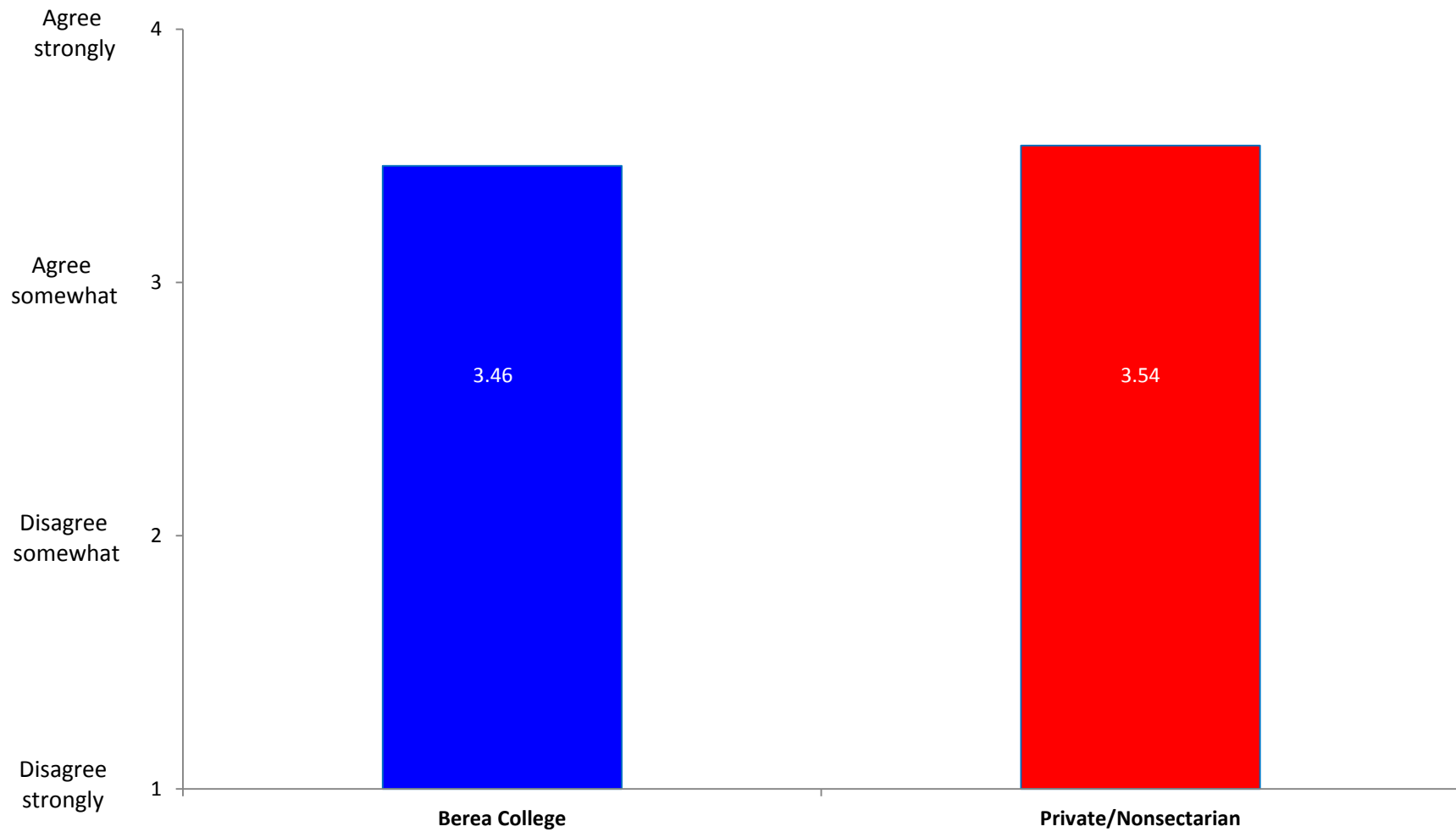
Indicate the extent to which you agree or disagree with each of the following about your college or university:

My research is valued by faculty in my department



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

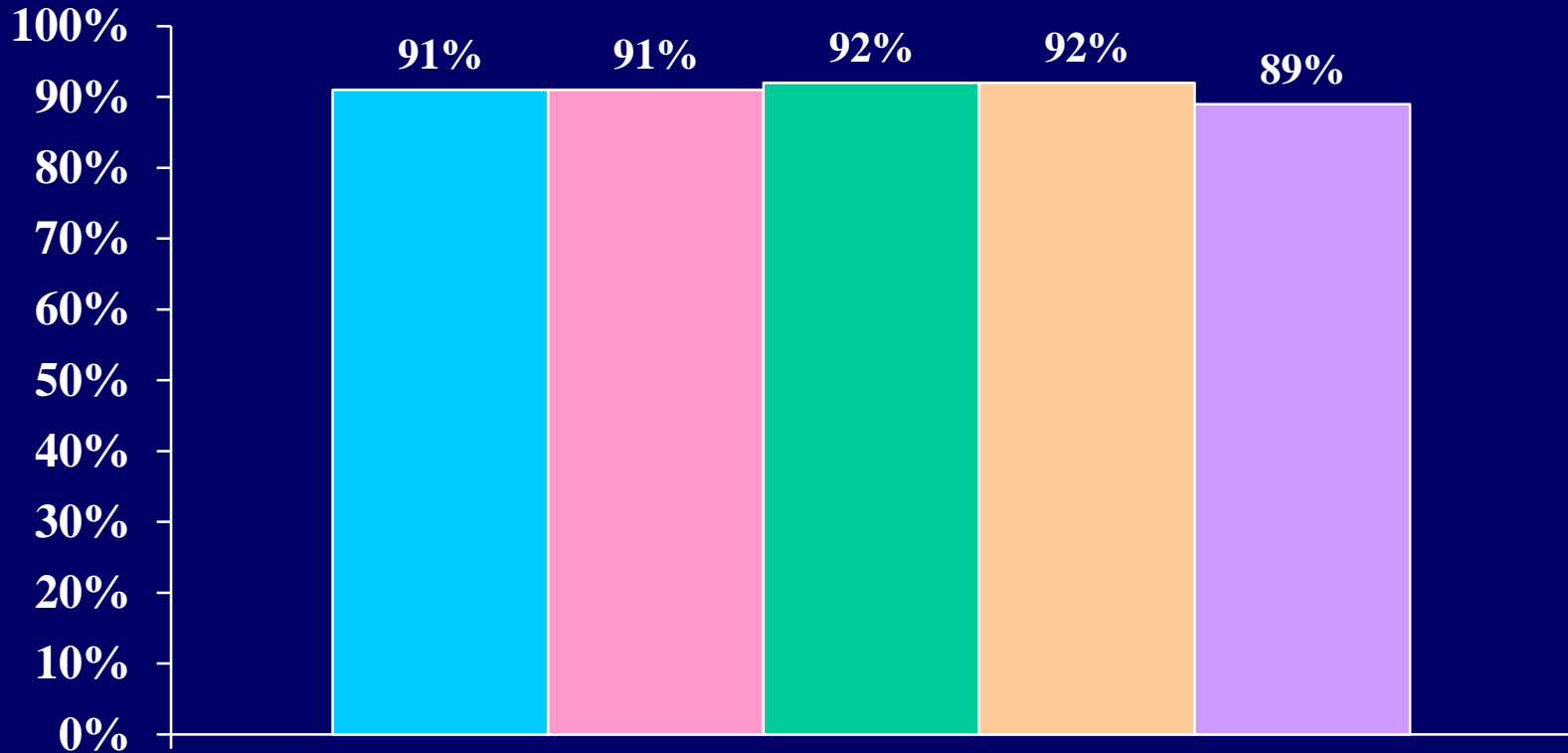
### My teaching is valued by faculty in my department



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

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

*My teaching is valued by faculty in my department*



 Berea

 Benchmark  
Institutions

 Non-Sectarian –  
High Selectivity

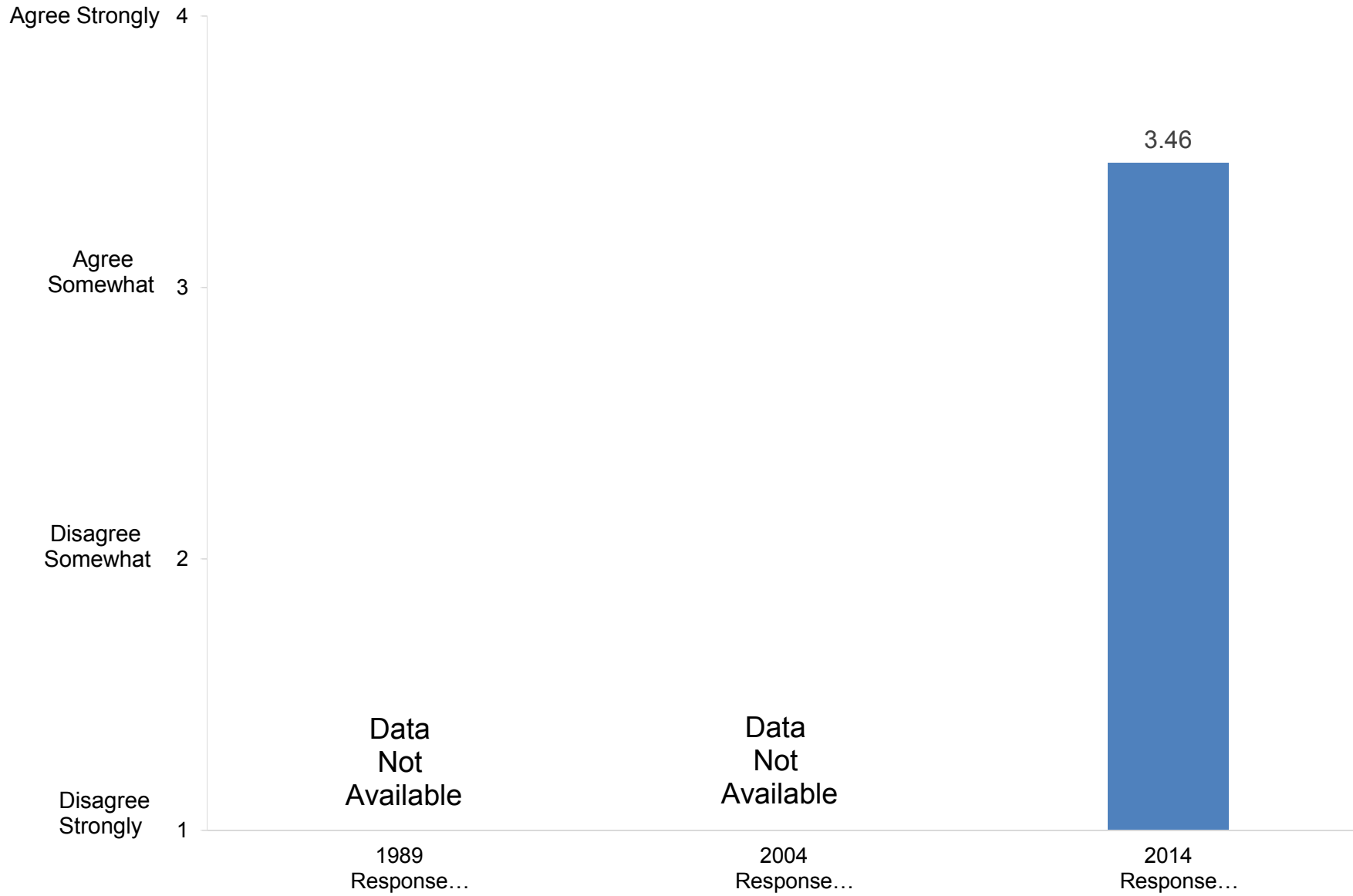
 4-Year  
Private

 Publics

**Higher Education Research Institute (HERI) Faculty Survey**

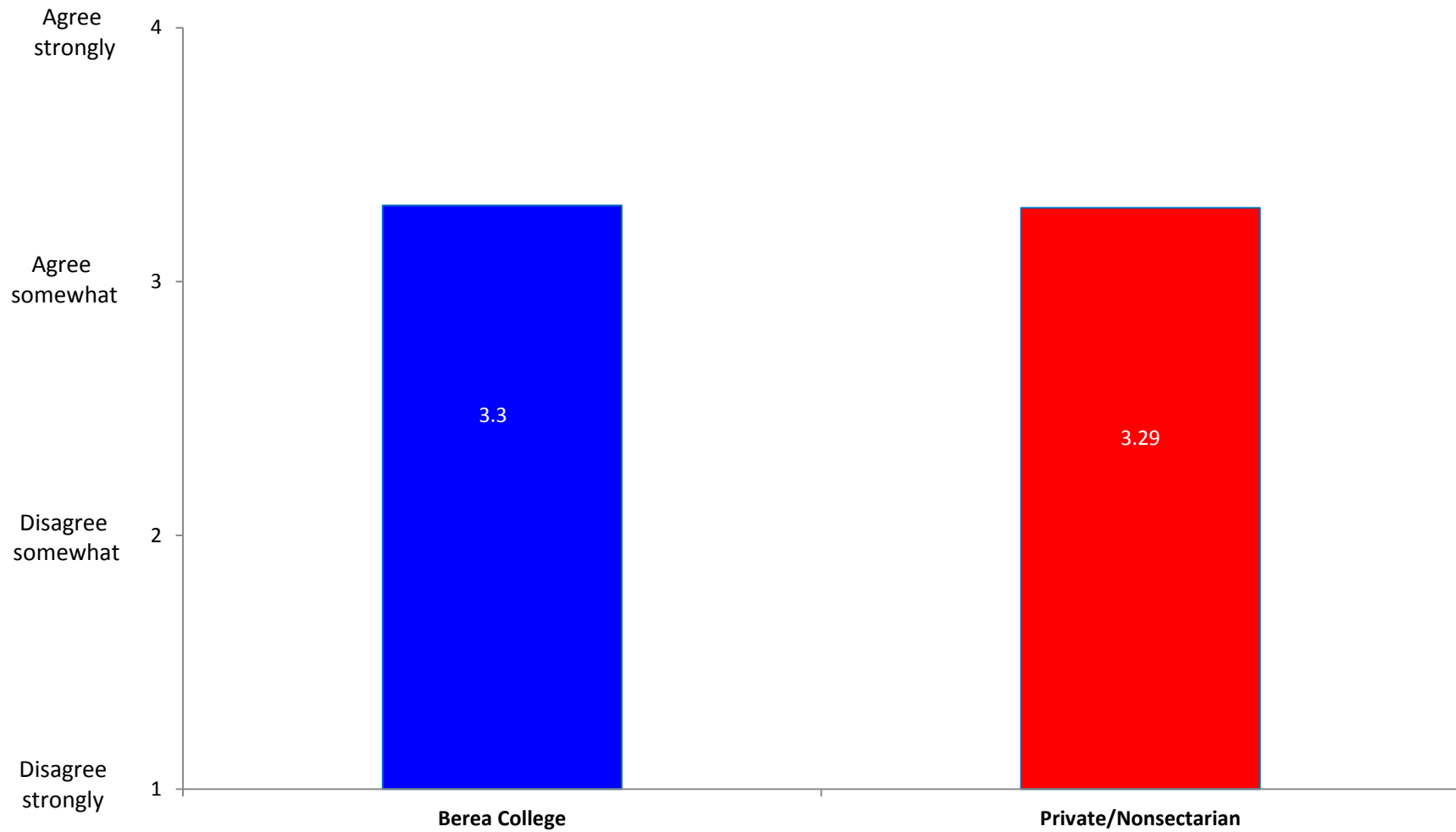
Indicate the extent to which you agree or disagree with each of the following about your college or university:

My teaching is valued by faculty in my department



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

### My service is valued by faculty in my department

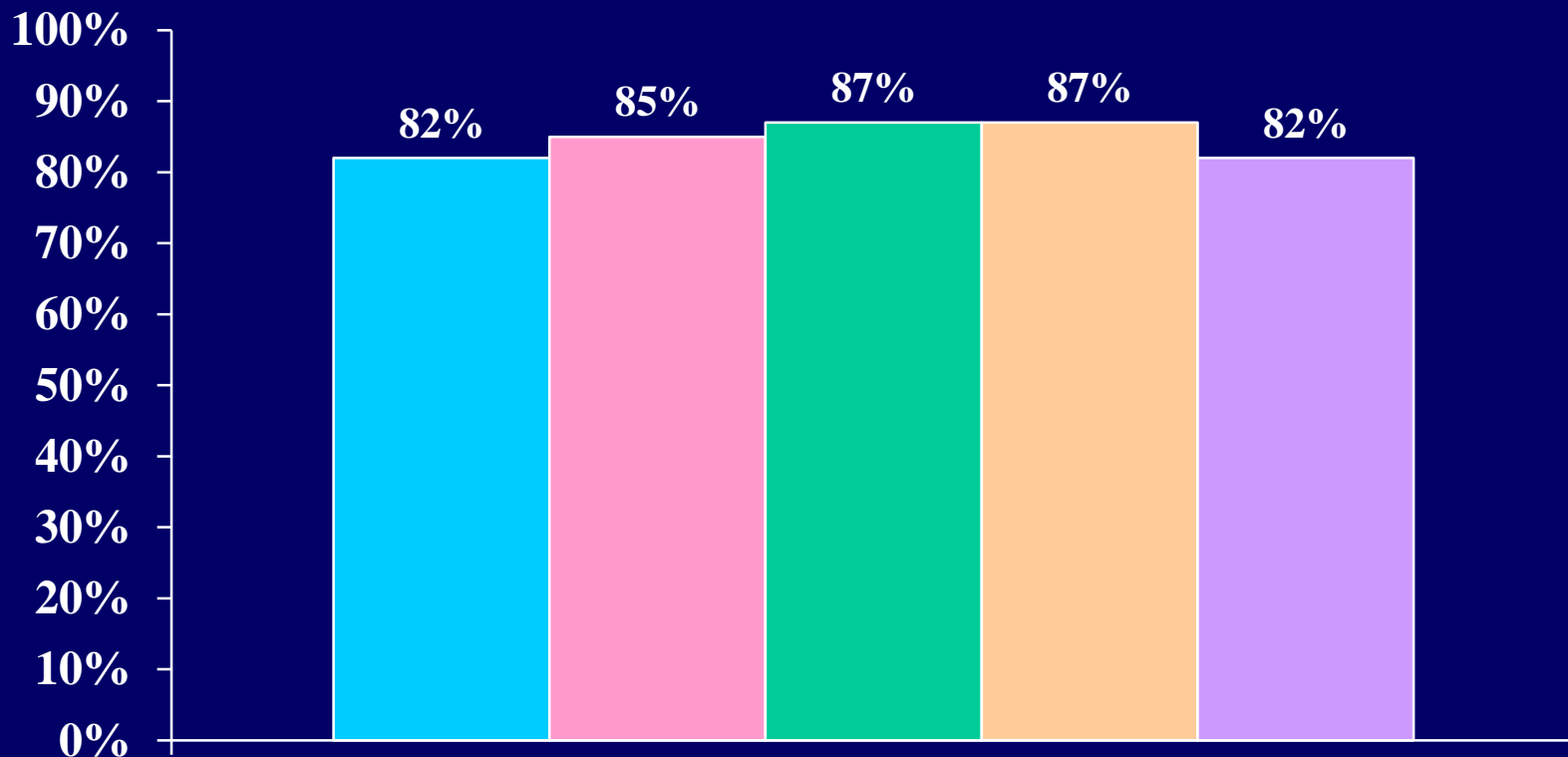




Indicate the extent to which you agree or disagree with each of the following.

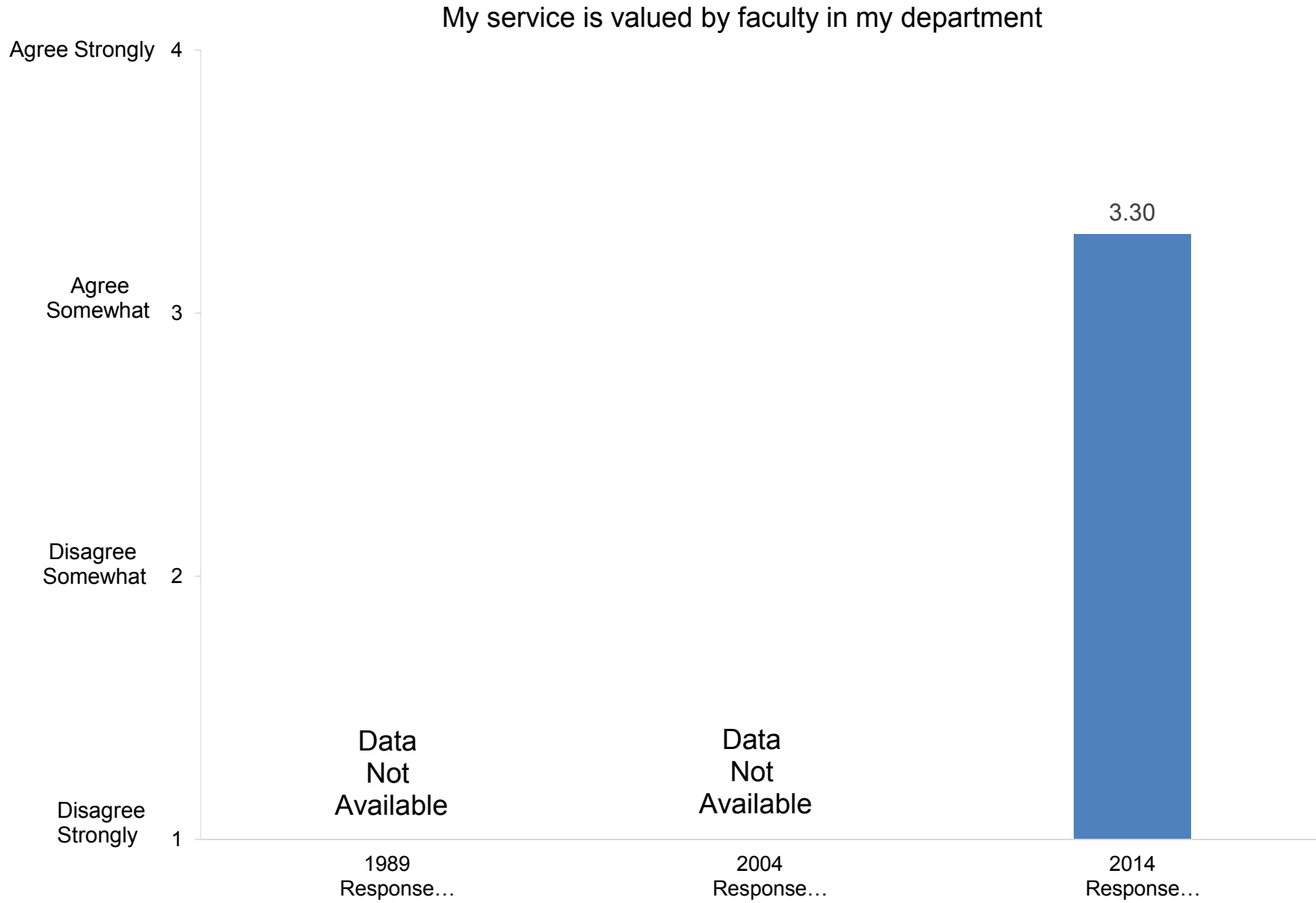
Percent of faculty who “agree strongly” or “agree somewhat”

*My service is valued by faculty in my department*



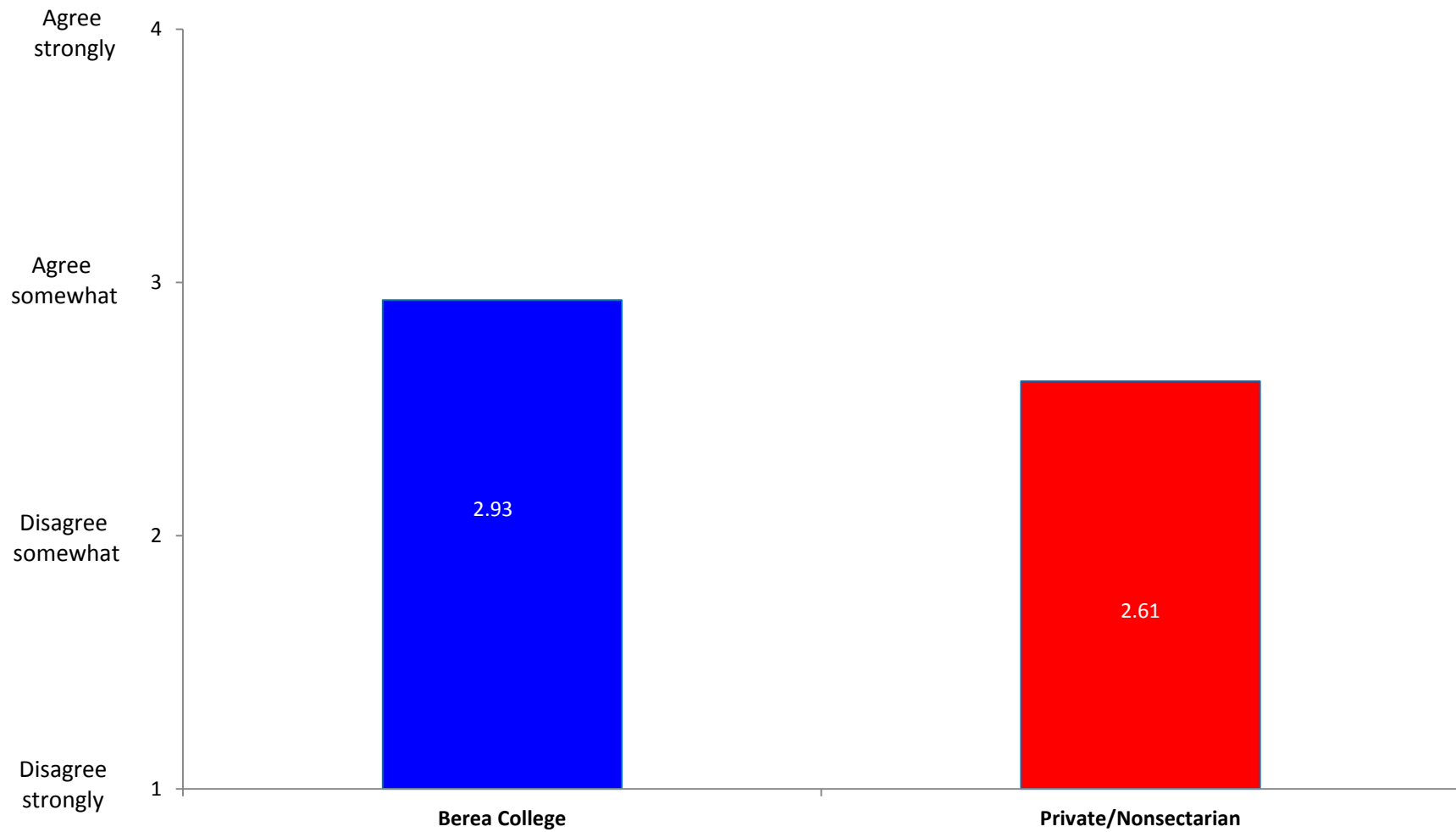
**Higher Education Research Institute (HERI) Faculty Survey**

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



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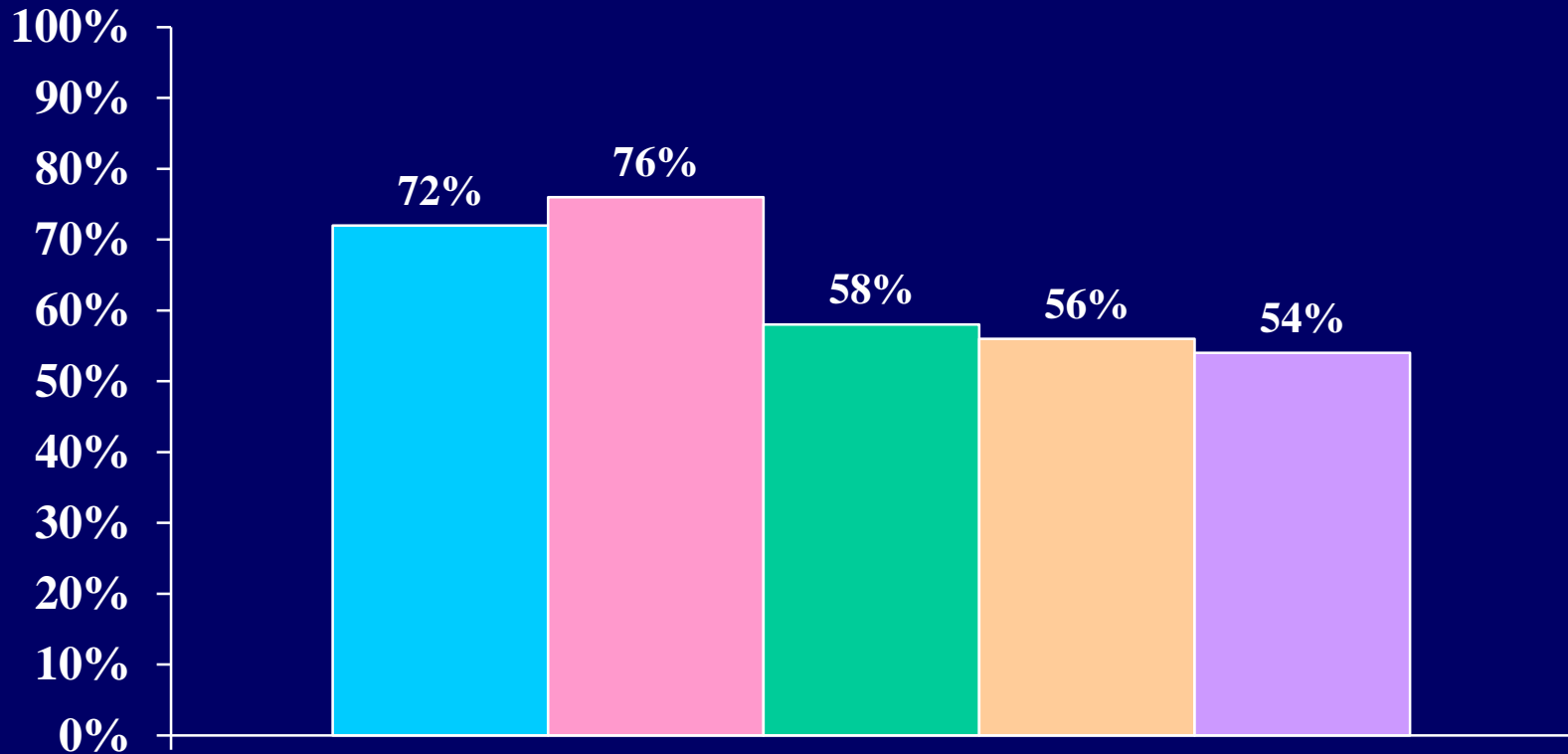
### Faculty are sufficiently involved in campus decision making



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

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

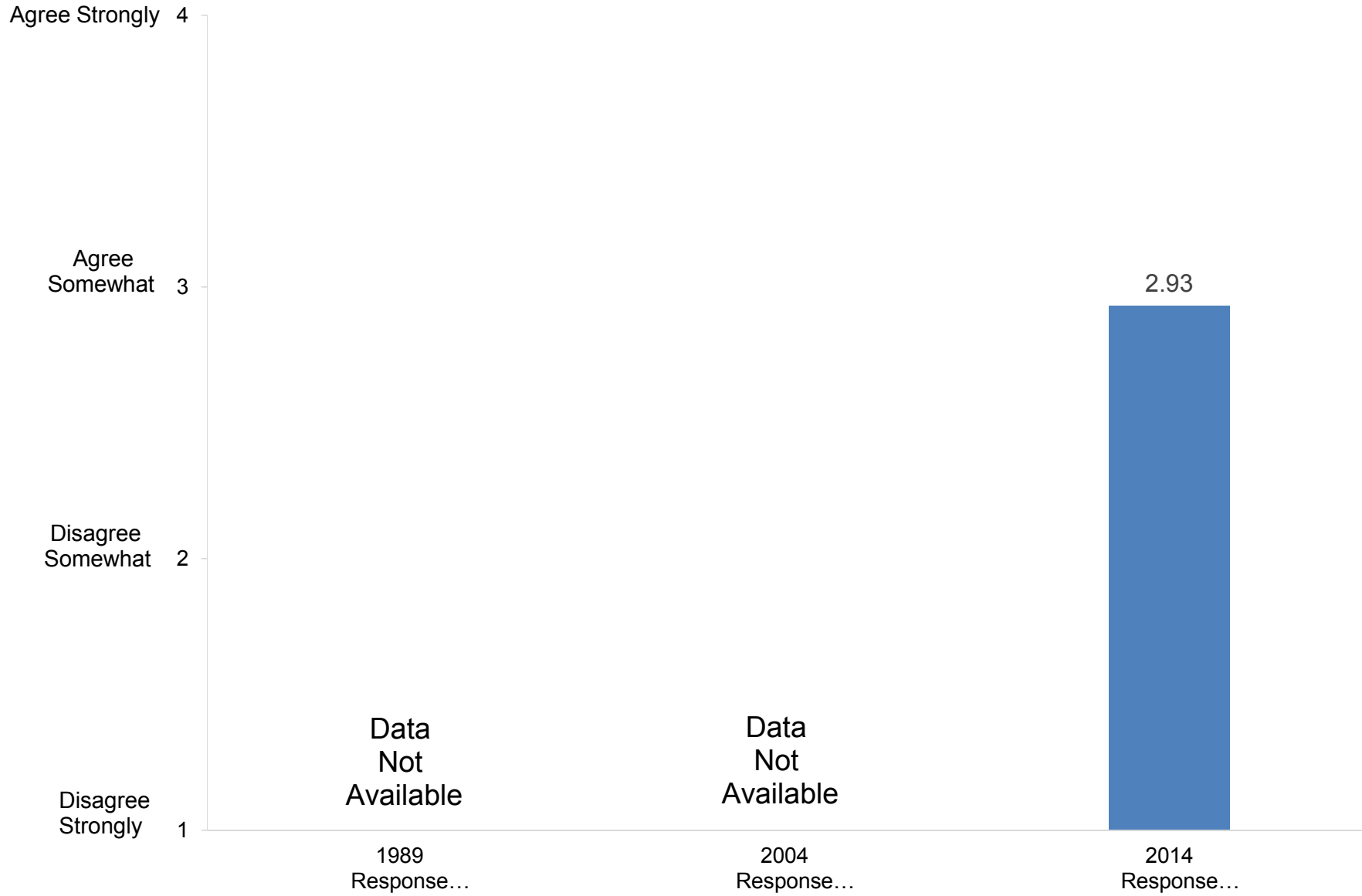
*Faculty are sufficiently involved in campus decision making*



**Higher Education Research Institute (HERI) Faculty Survey**

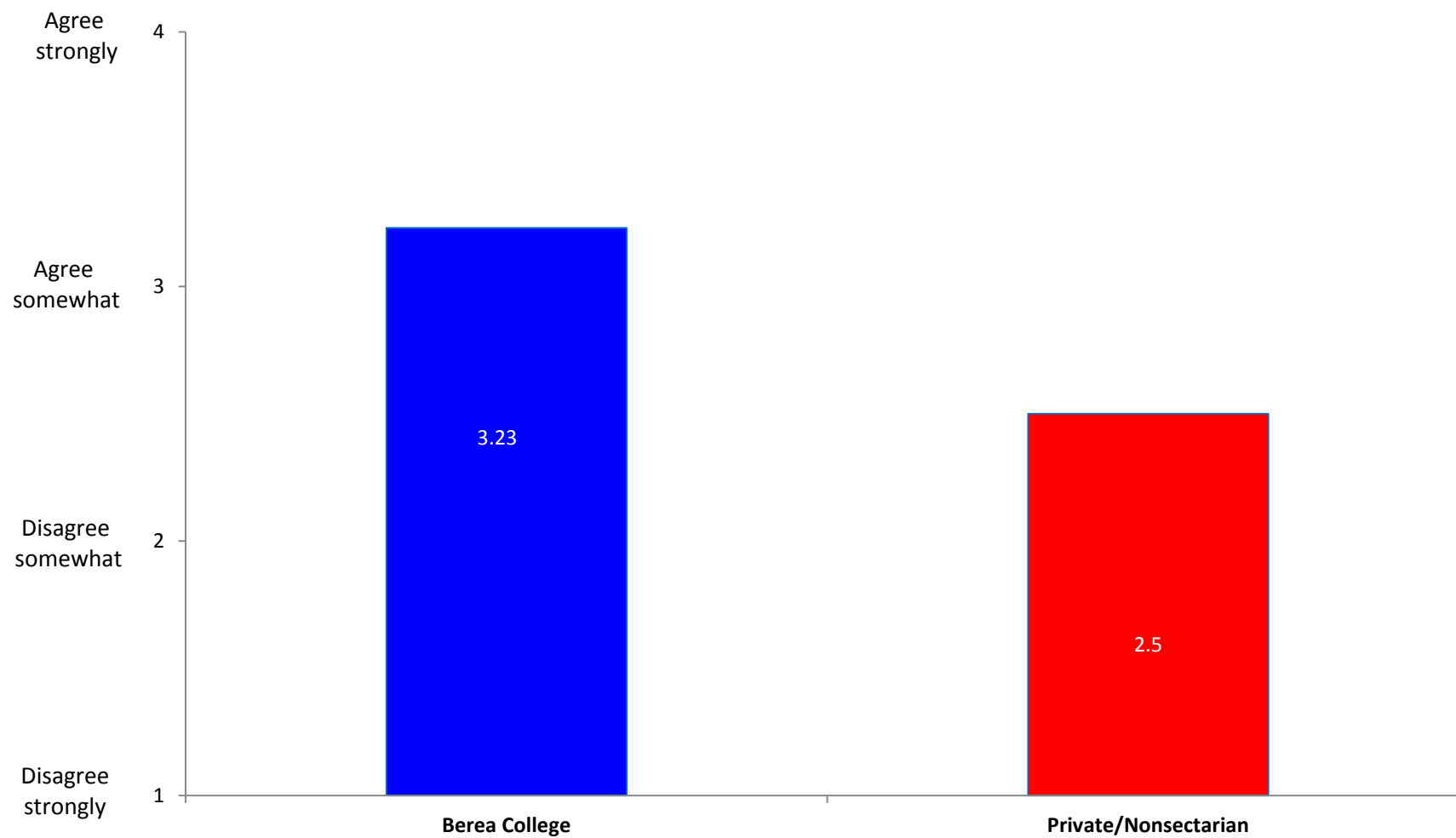
Indicate the extent to which you agree or disagree with each of the following about your college or university:

**Faculty are sufficiently involved in campus decision making**



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

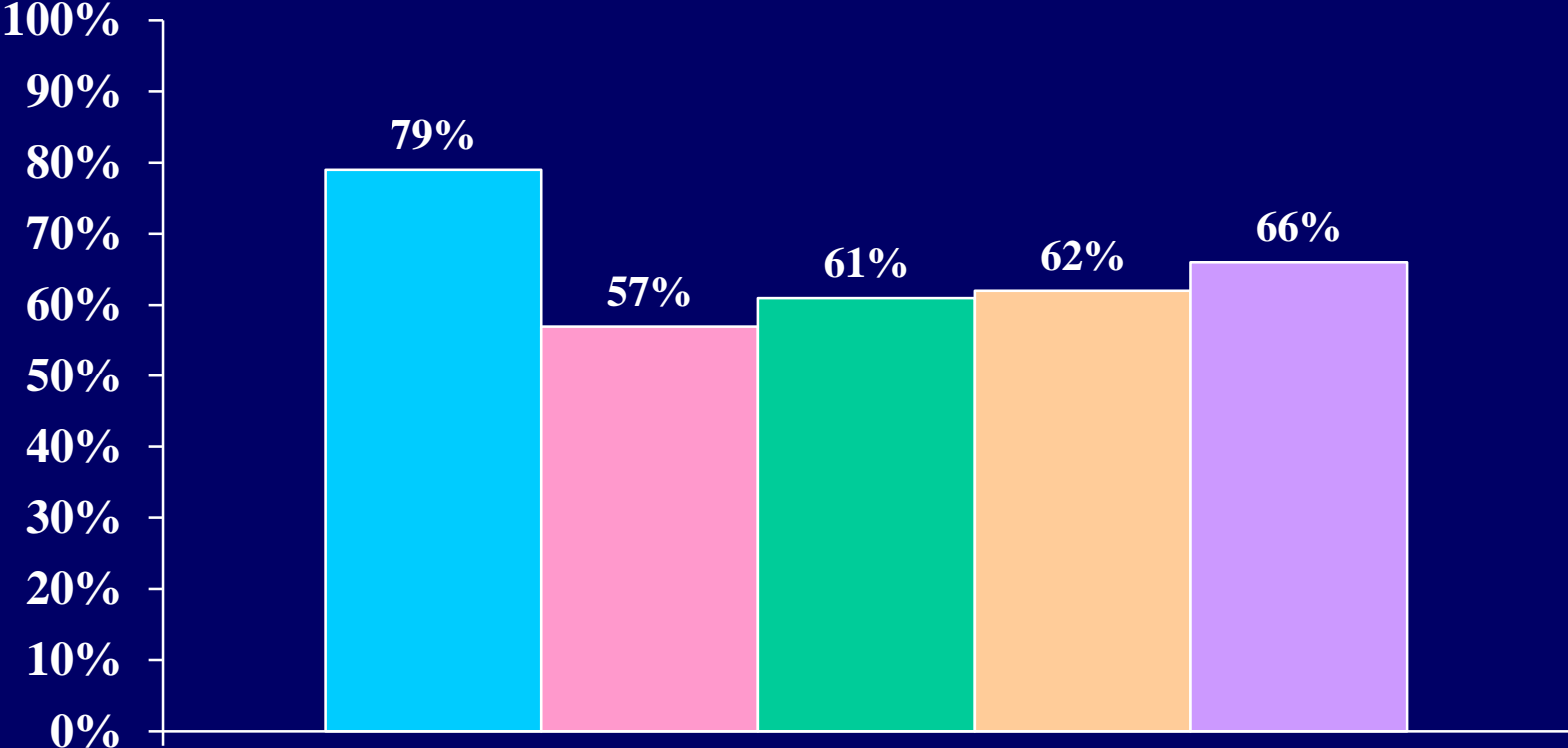
### This institution takes responsibility for educating underprepared students



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

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

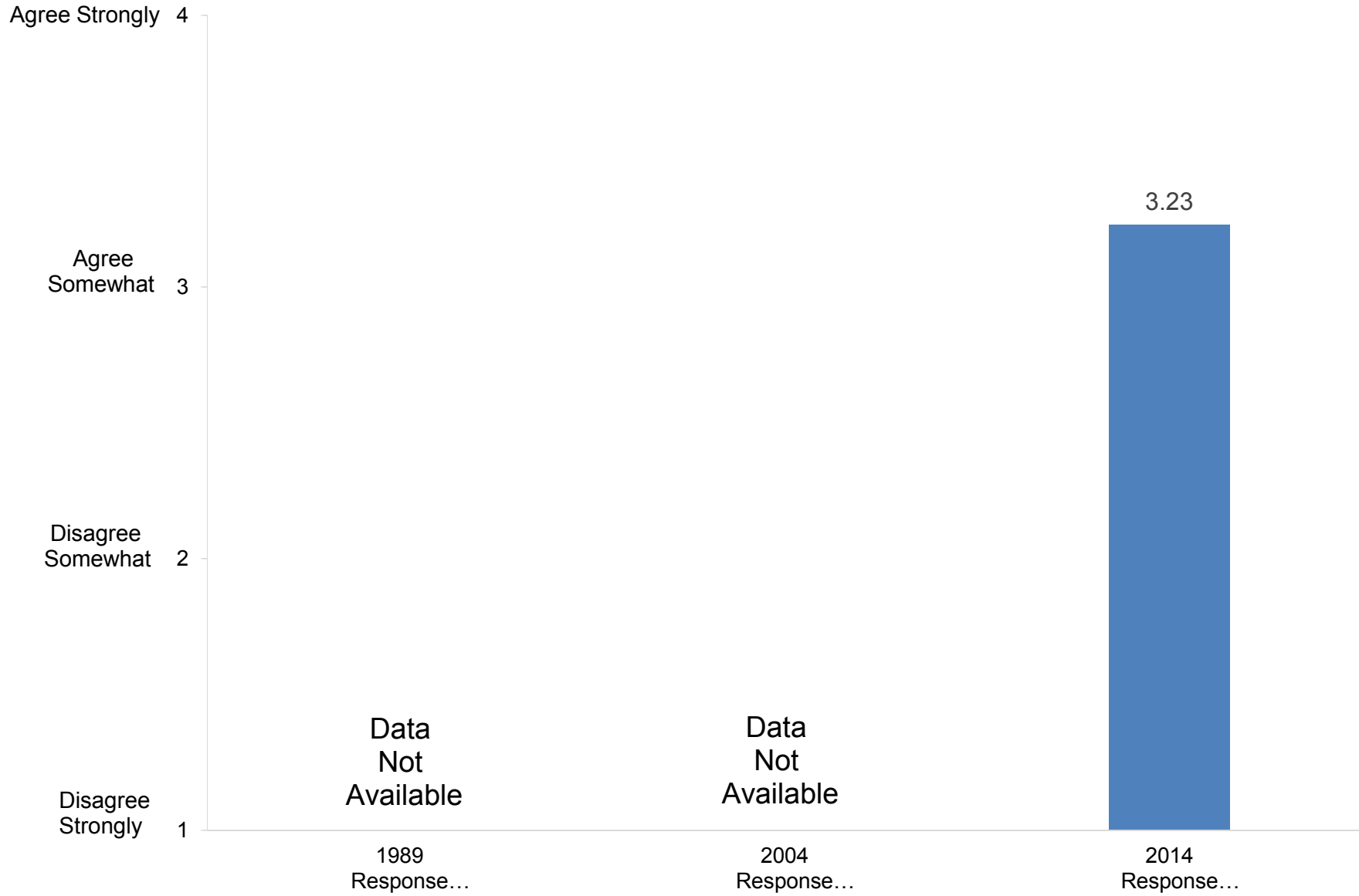
*This institution takes responsibility for educating underprepared students*



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

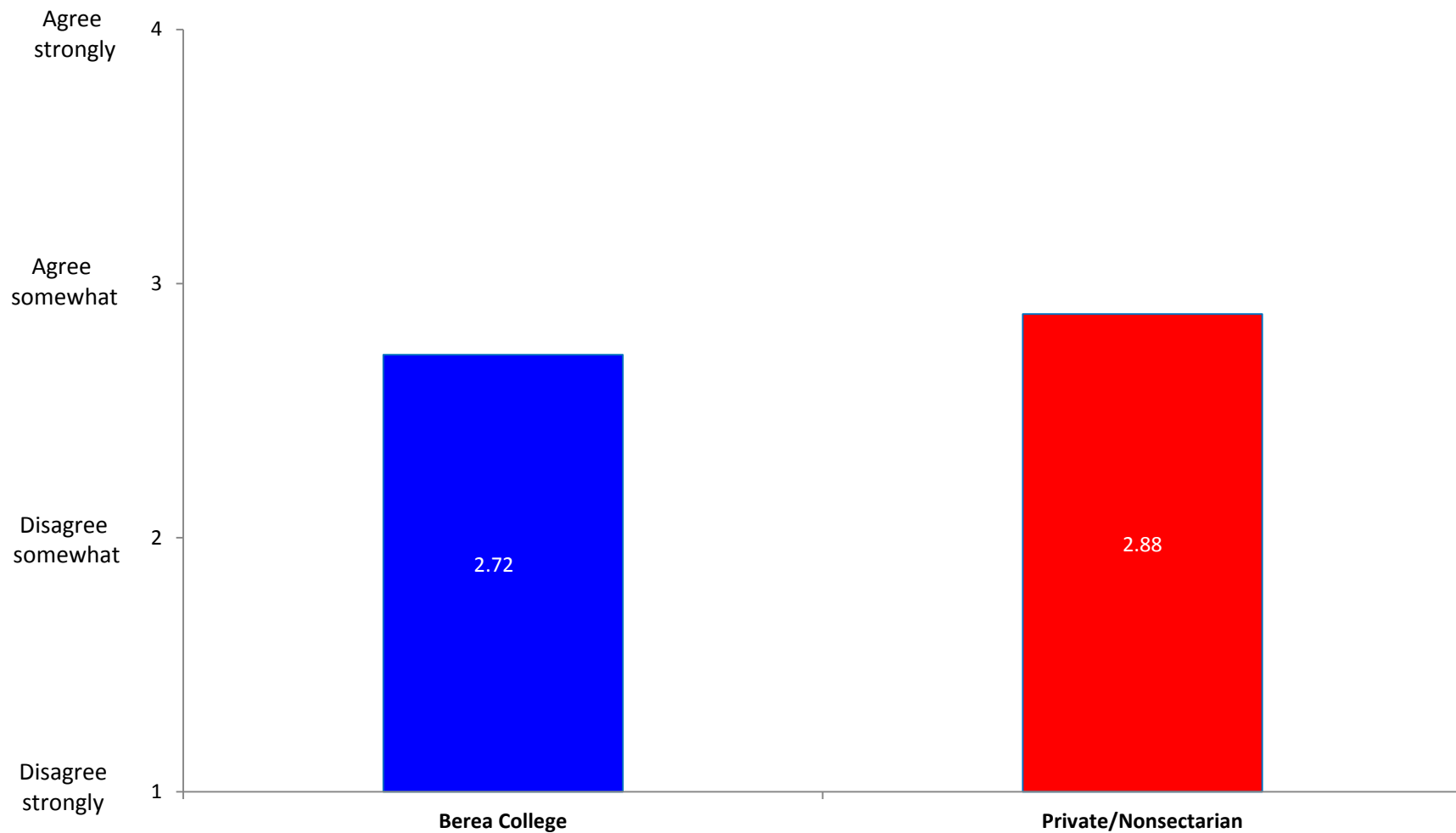
This institution takes responsibility for educating underprepared students





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

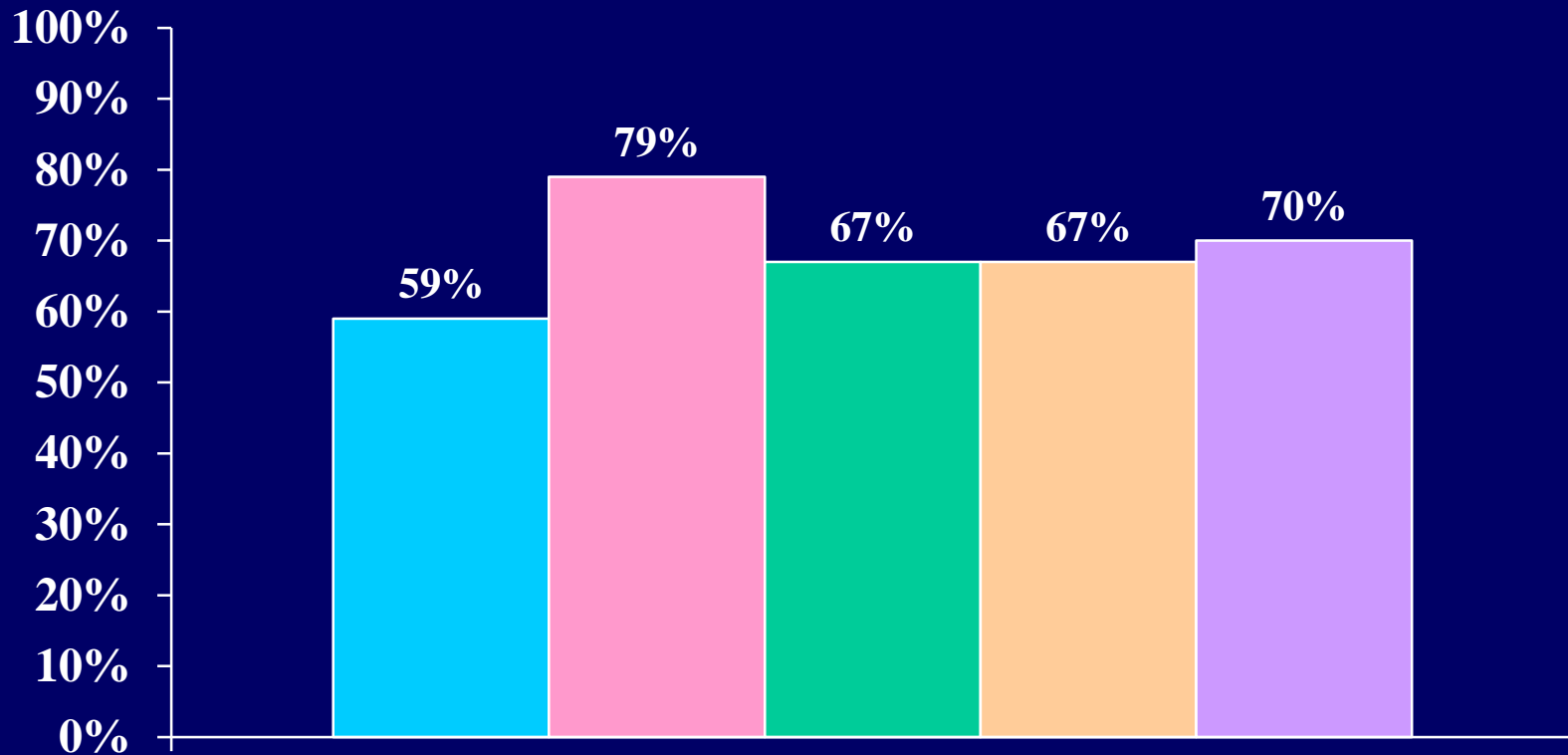
### The criteria for advancement and promotion decisions are clear



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

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

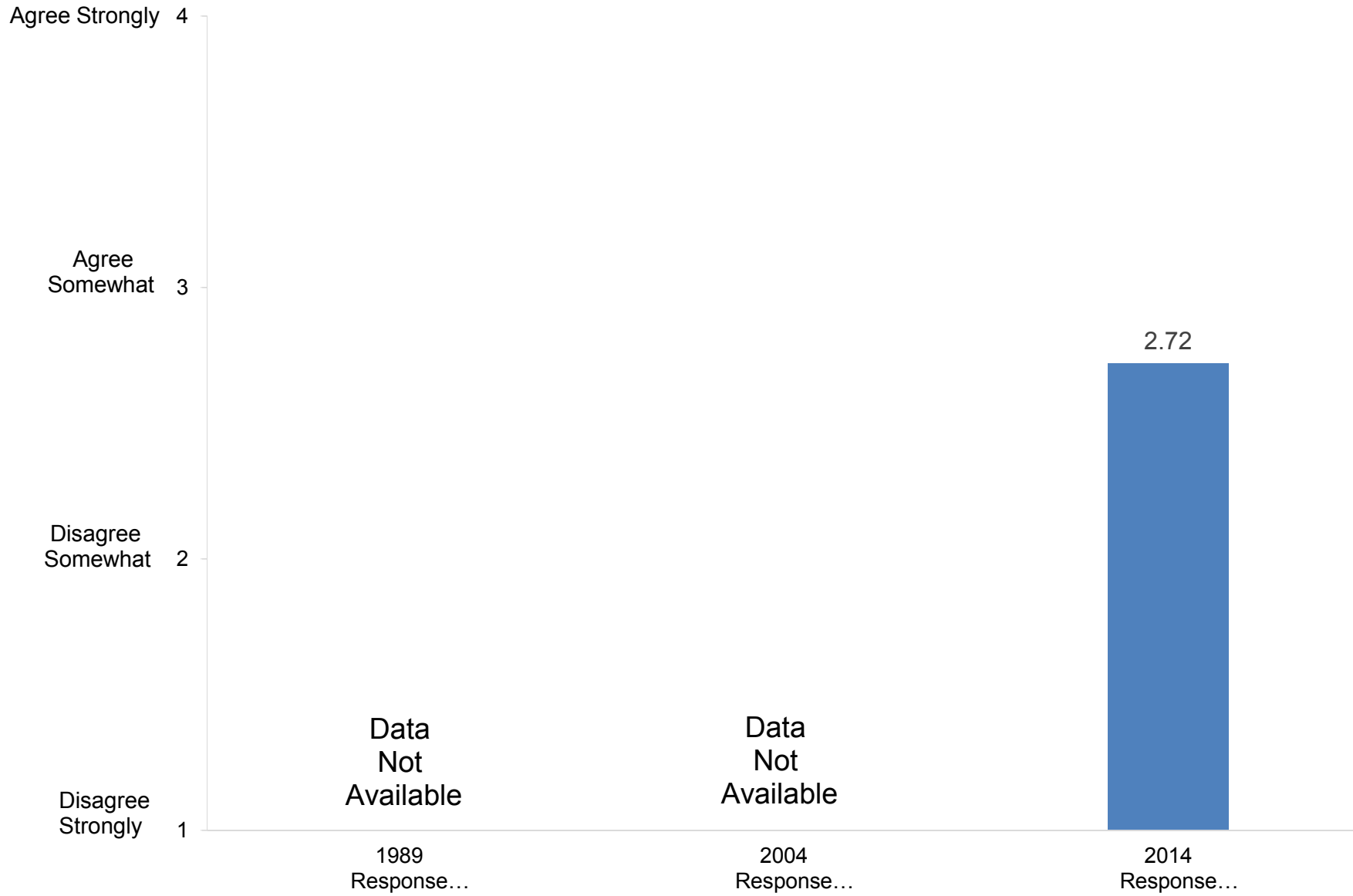
*The criteria for advancement and promotion decisions are clear*



**Higher Education Research Institute (HERI) Faculty Survey**

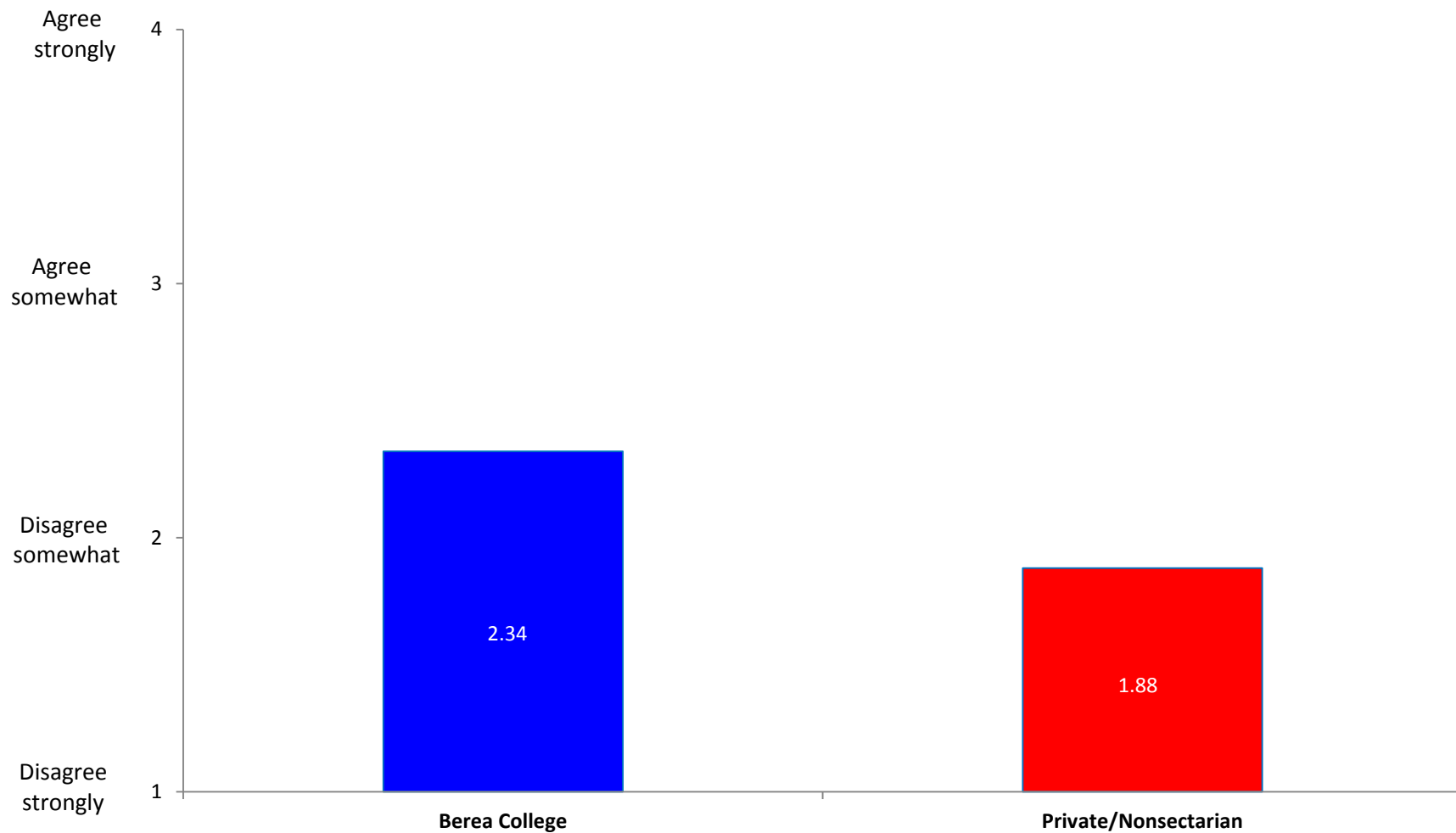
Indicate the extent to which you agree or disagree with each of the following about your college or university:

The criteria for advancement and promotion decisions are clear



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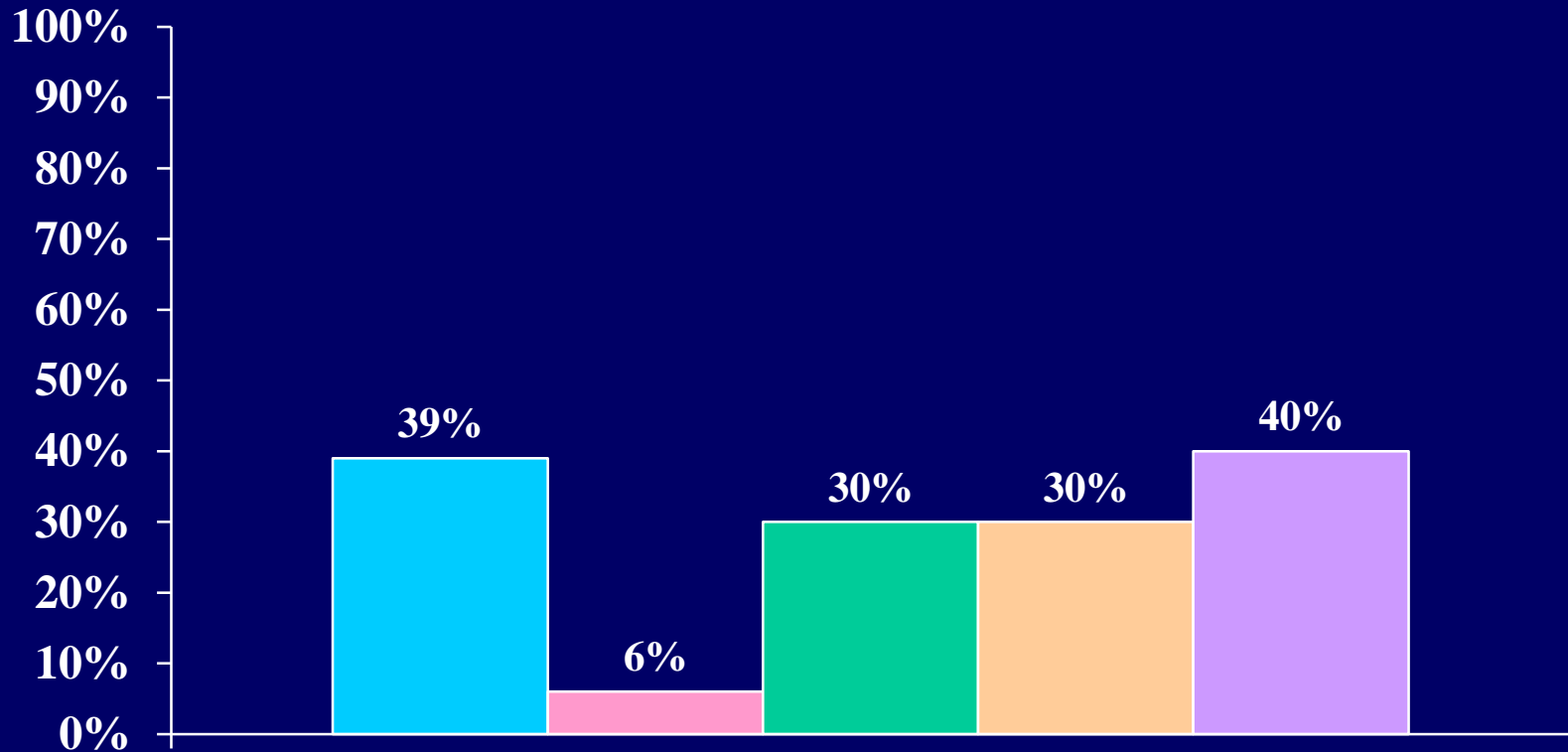
### Most of the students I teach lack the basic skills for college level work



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

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

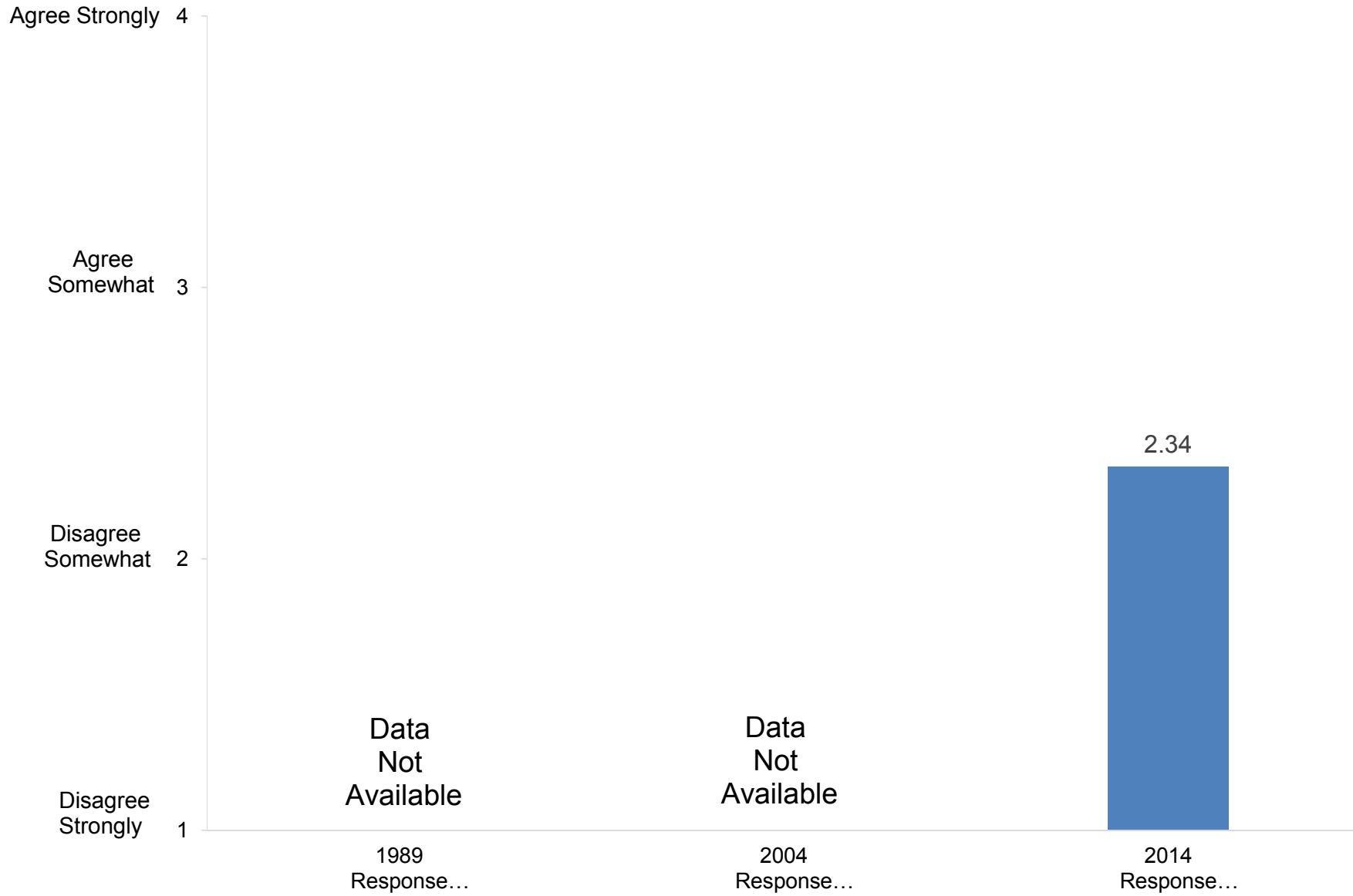
*Most of the students I teach lack the basic skills for college level work*



**Higher Education Research Institute (HERI) Faculty Survey**

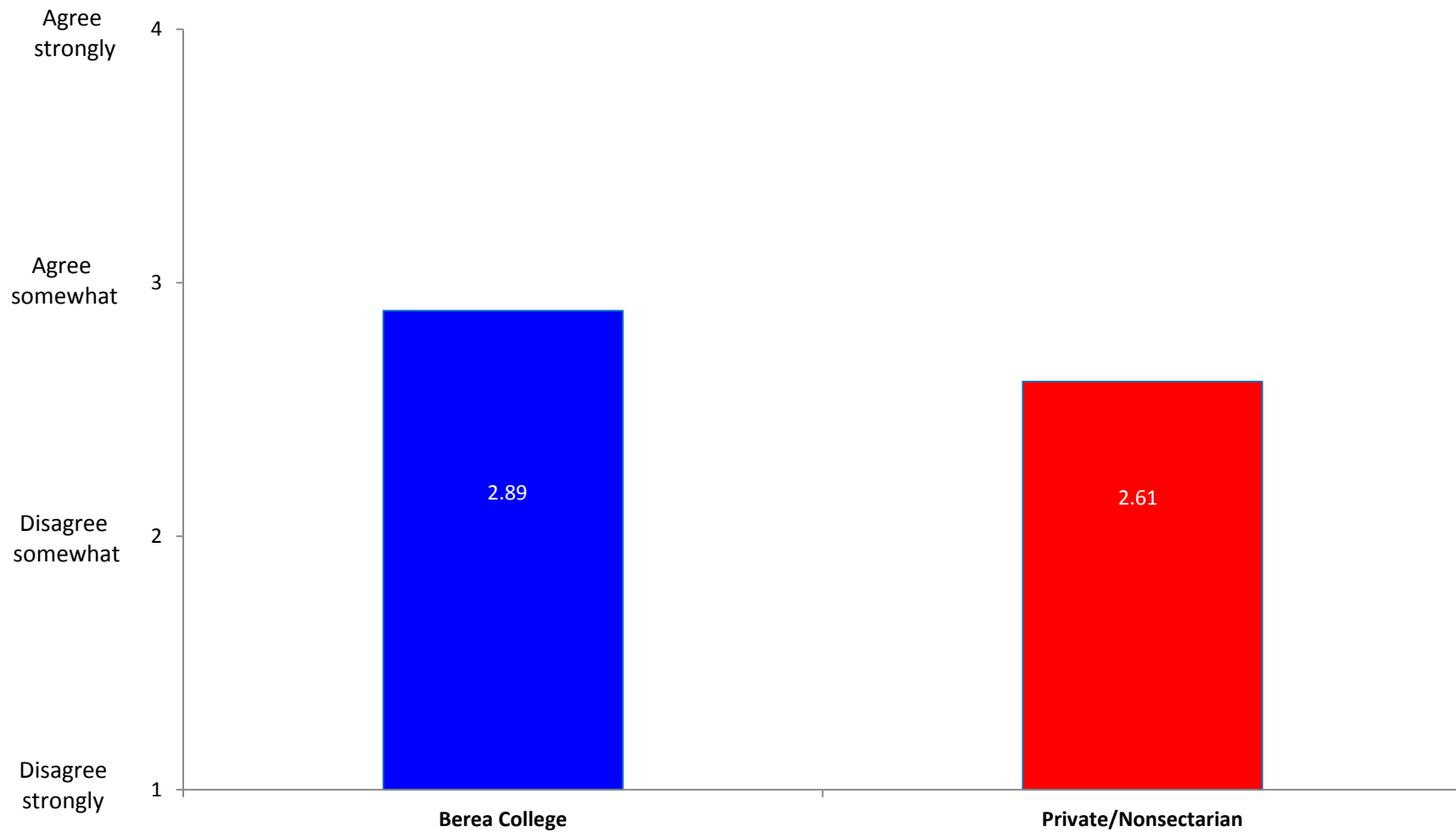
Indicate the extent to which you agree or disagree with each of the following about your college or university:

Most students I teach lack the basic skills for college level work



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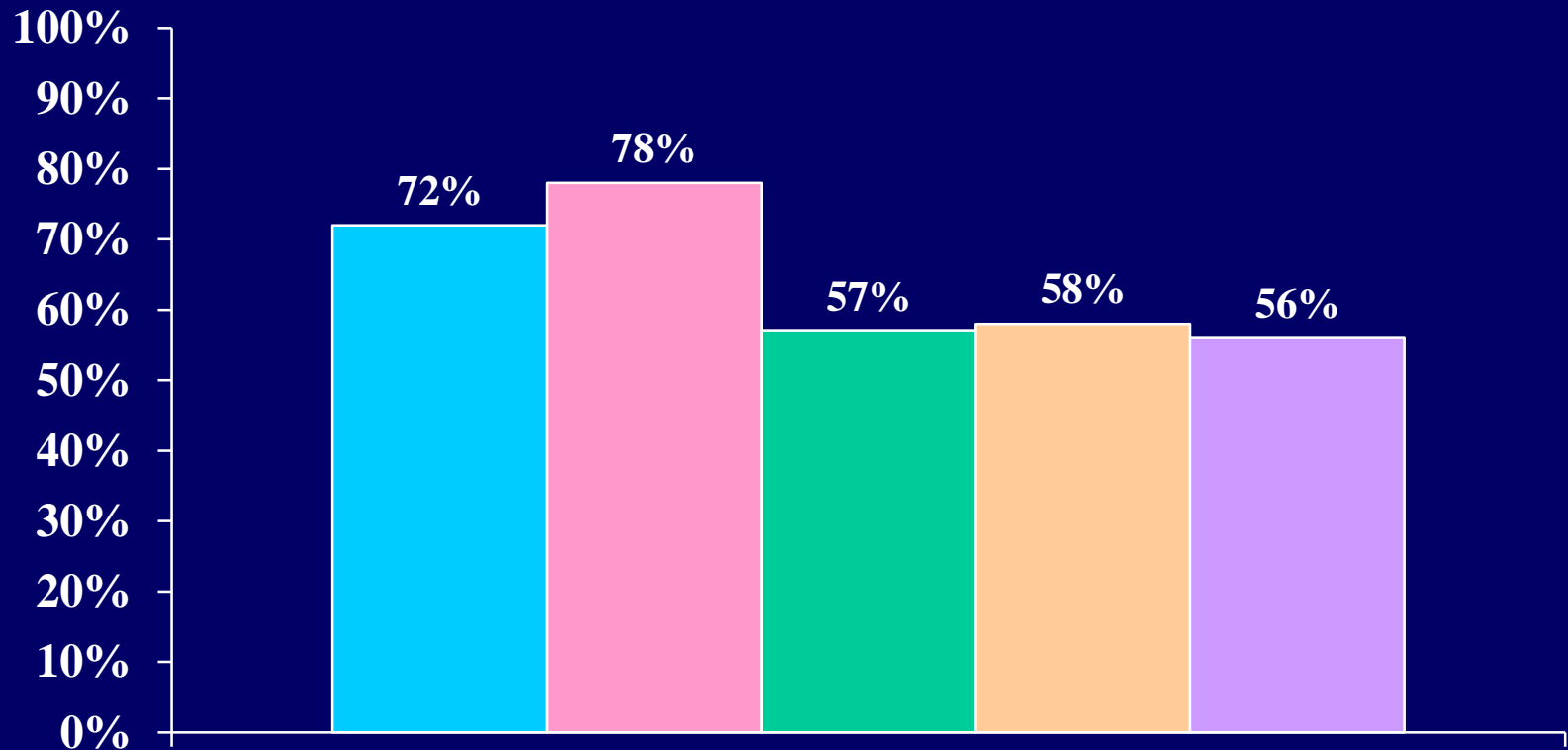
### There is adequate support for faculty development



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

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

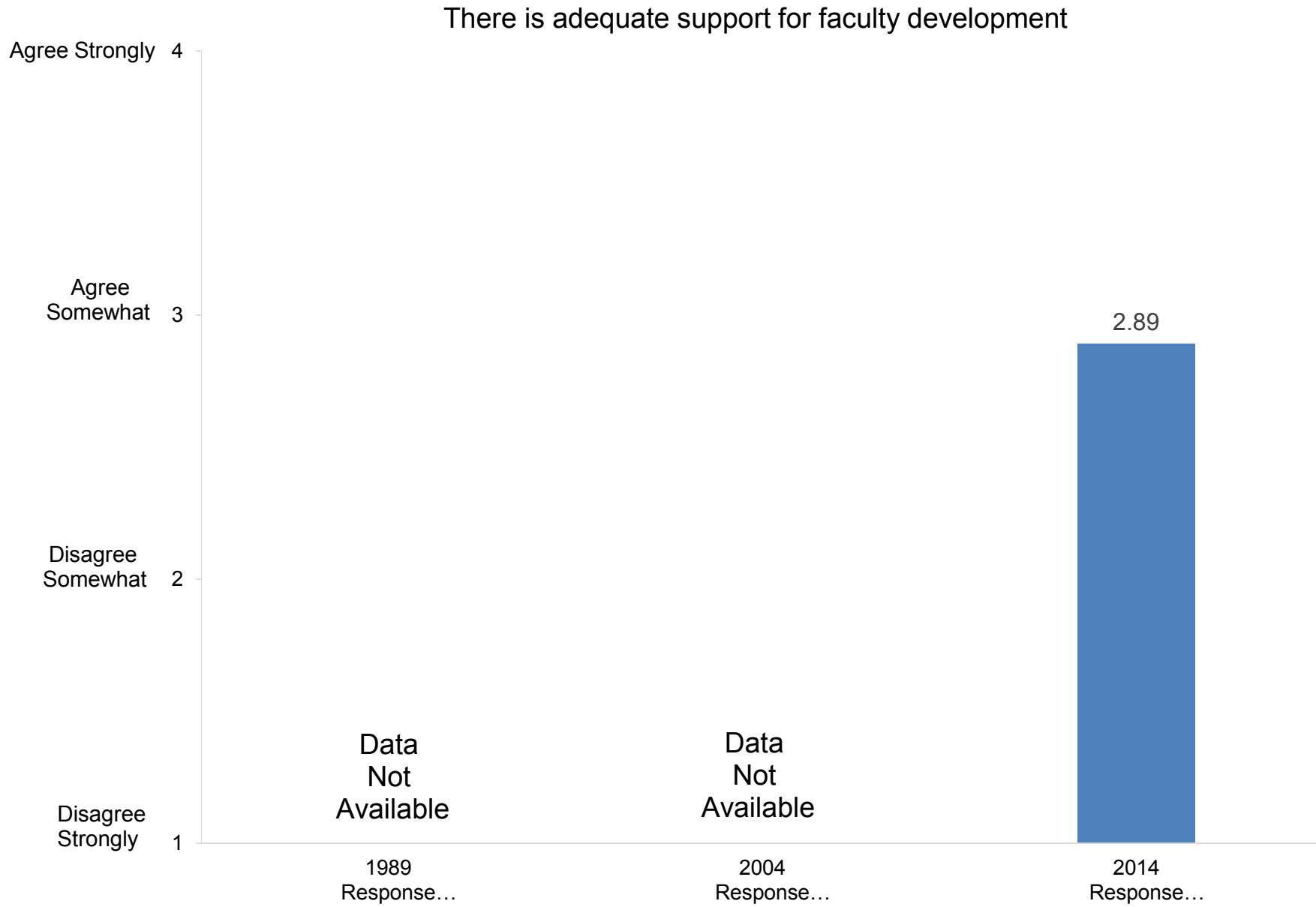
*There is adequate support for faculty development*





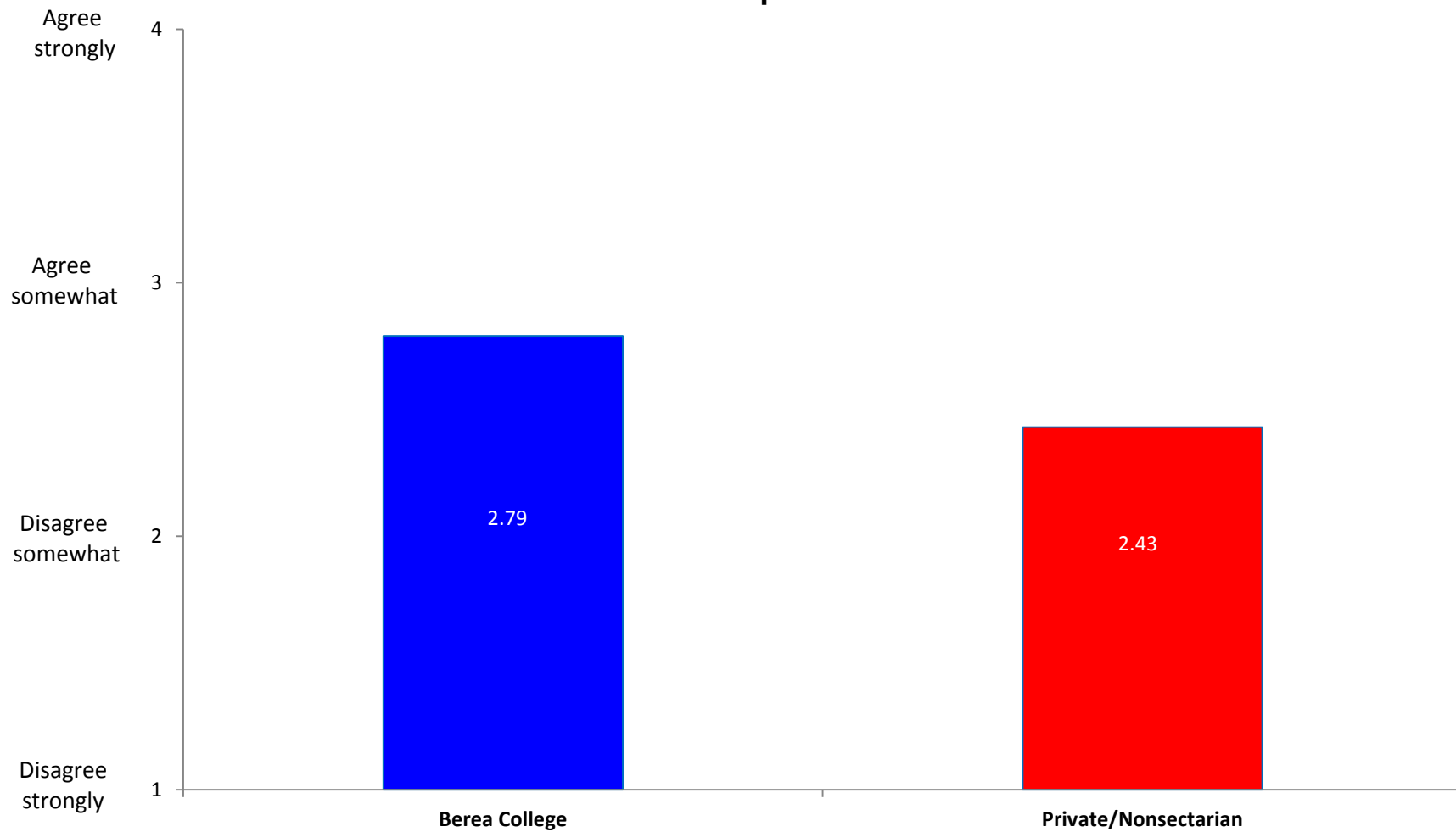
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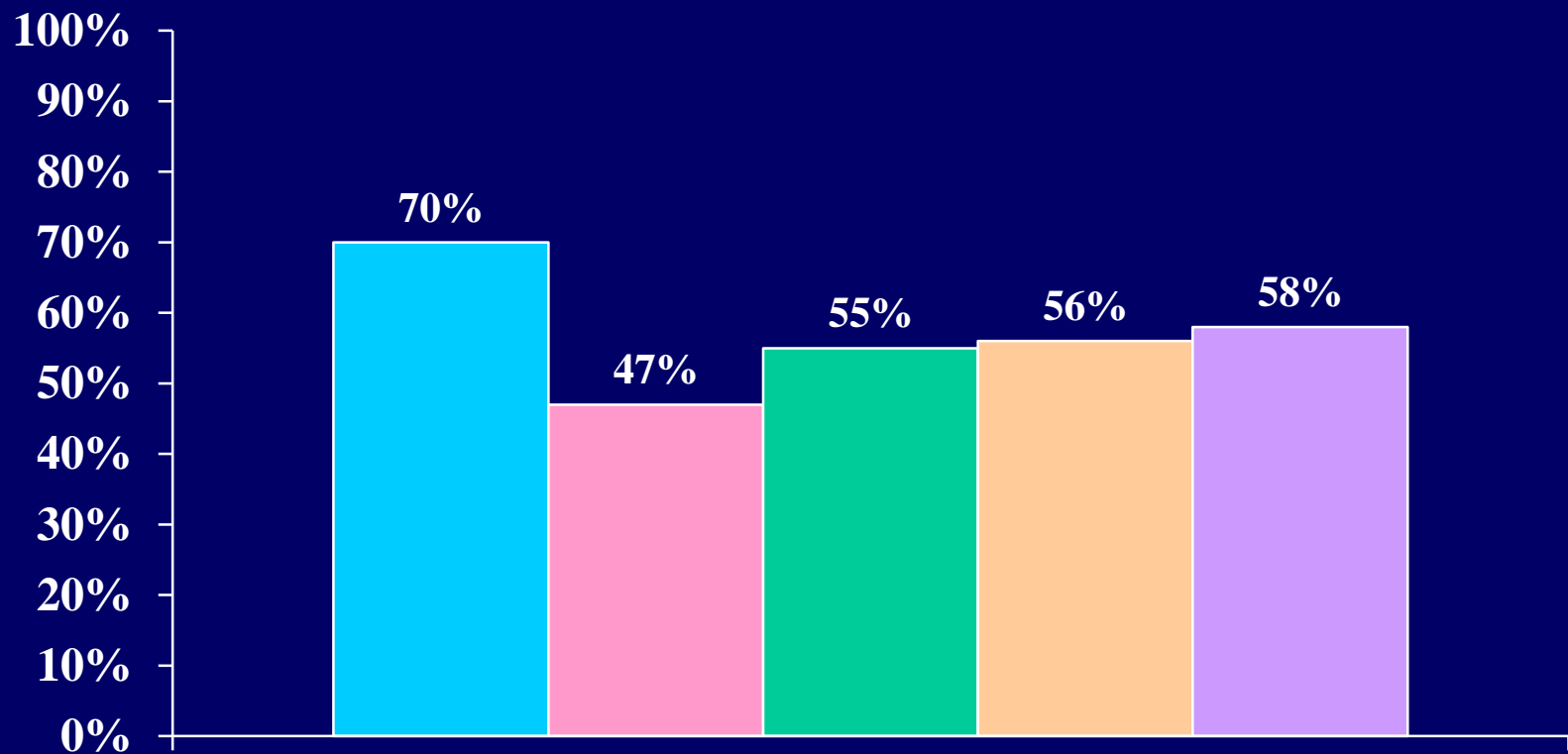
*Below are some statements about your institution. Indicate the extent to which you agree:*

### This institution successfully educates students in remedial/developmental education



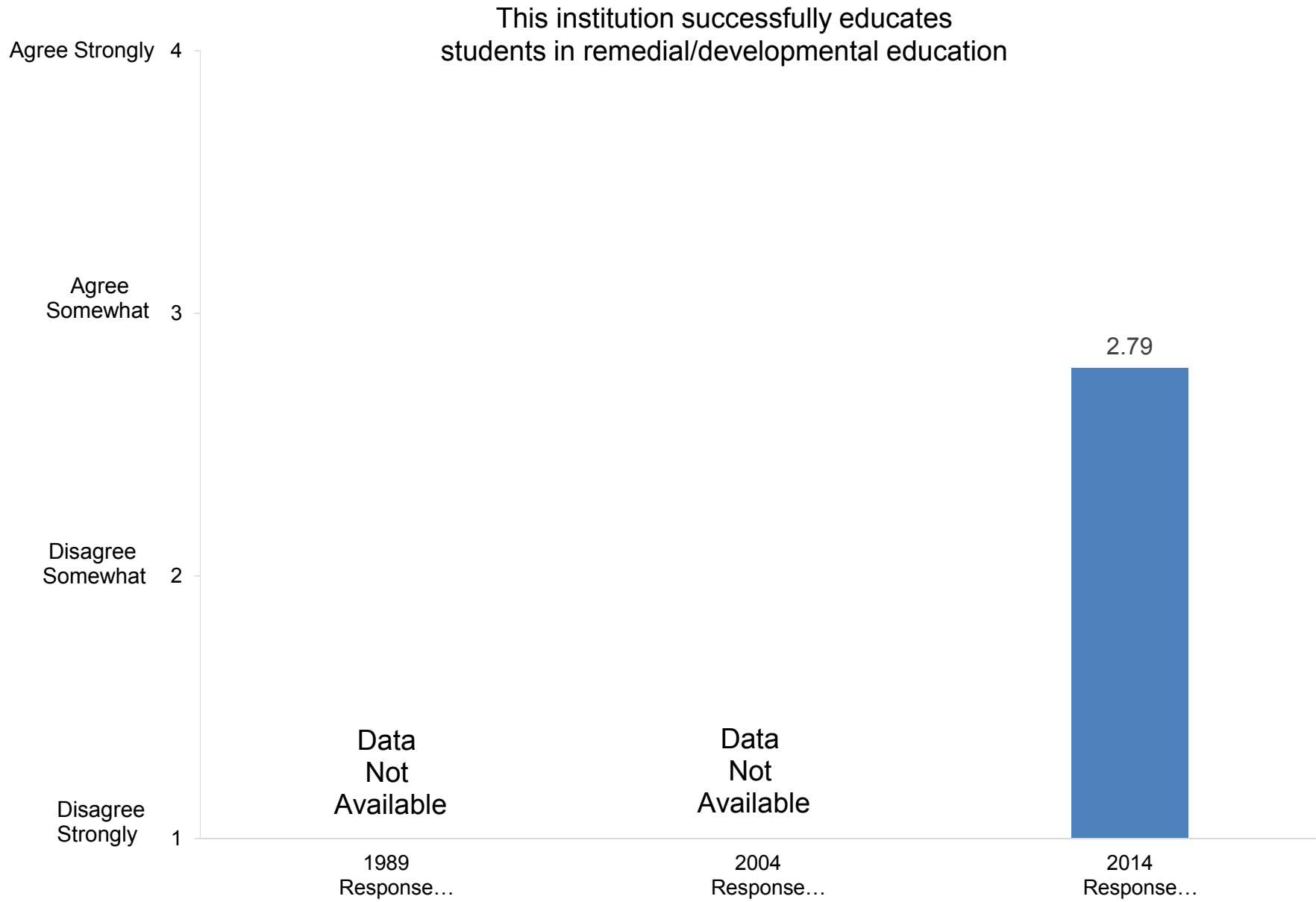
Indicate the extent to which you agree or disagree with each of the following.  
Percent of faculty who “agree strongly” or “agree somewhat”

*This institution successfully educates students in remedial/developmental education*



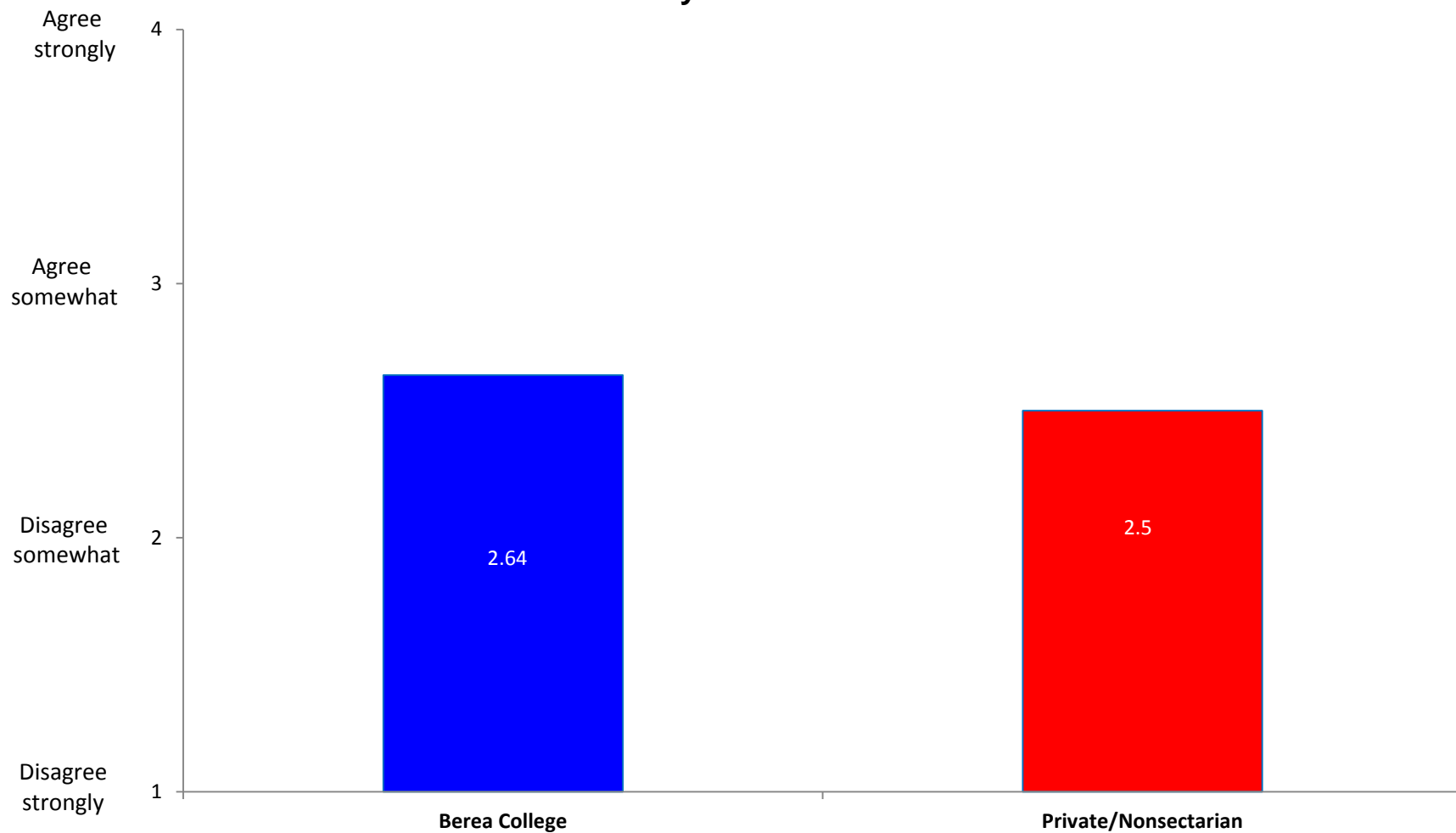
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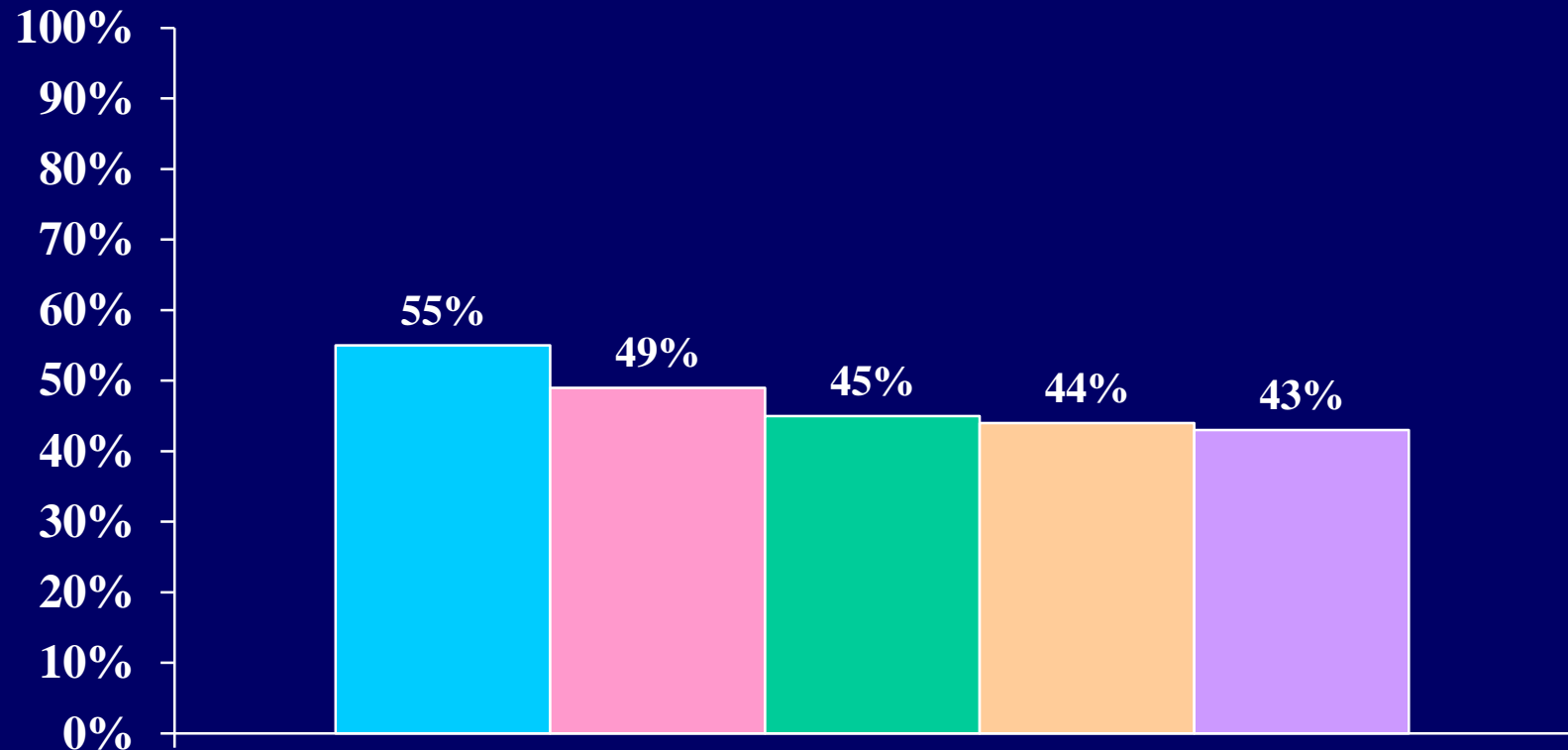
*Below are some statements about your institution. Indicate the extent to which you agree:*

### Faculty are not prepared to deal with conflict over diversity issues in the classroom



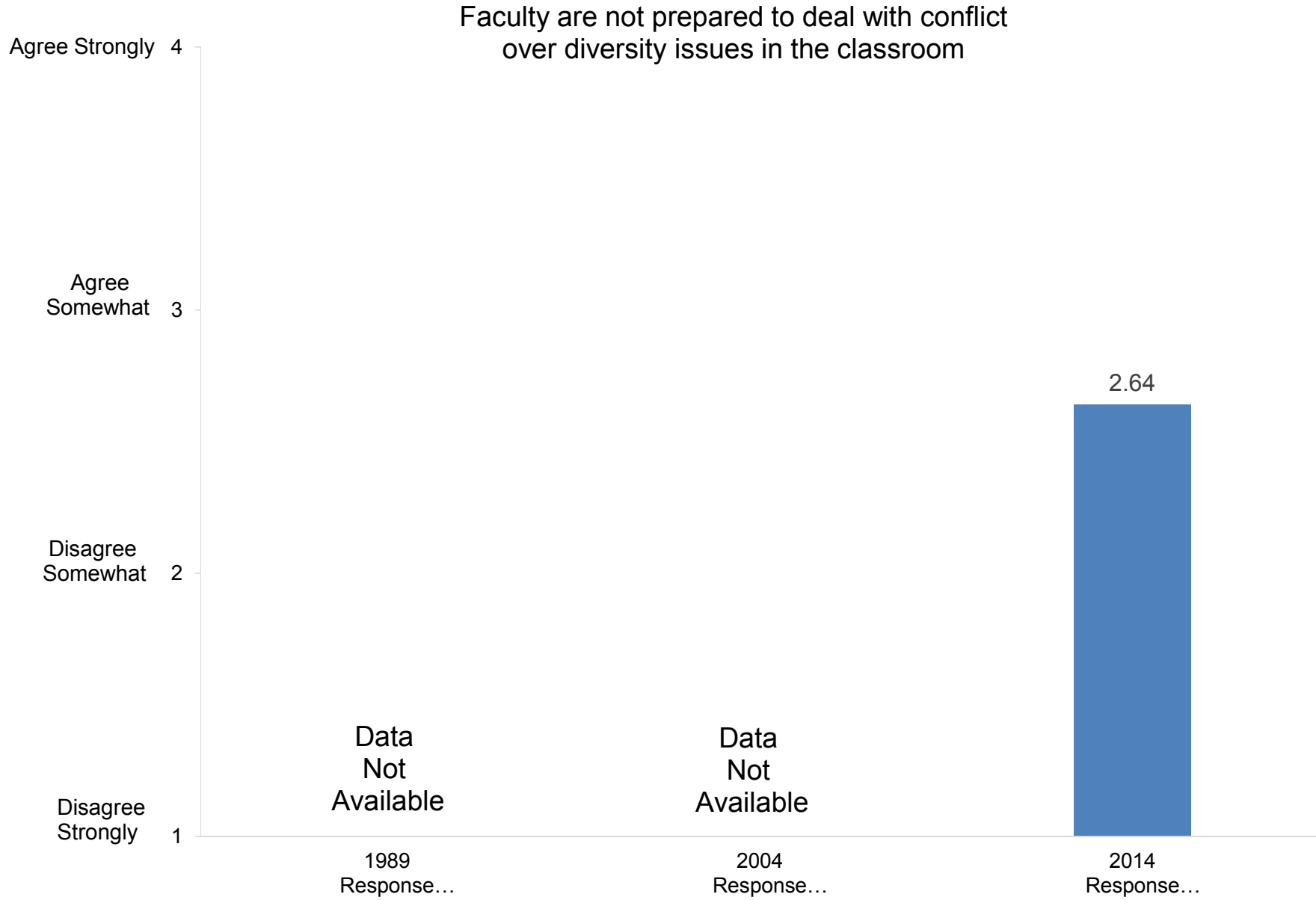
Indicate the extent to which you agree or disagree with each of the following.  
Percent of faculty who “agree strongly” or “agree somewhat”

*Faculty are not prepared to deal with conflict over diversity issues in the classroom*

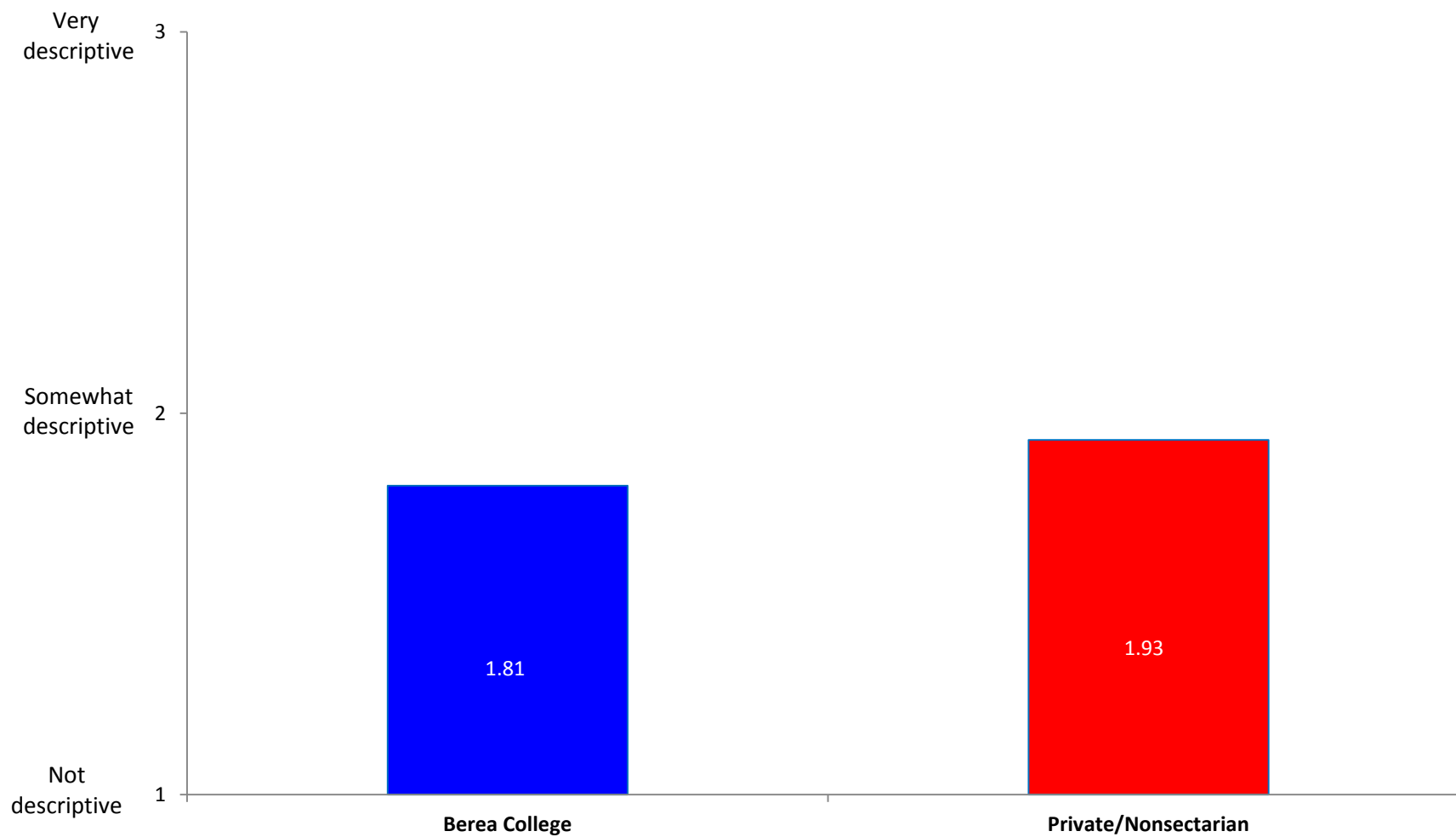


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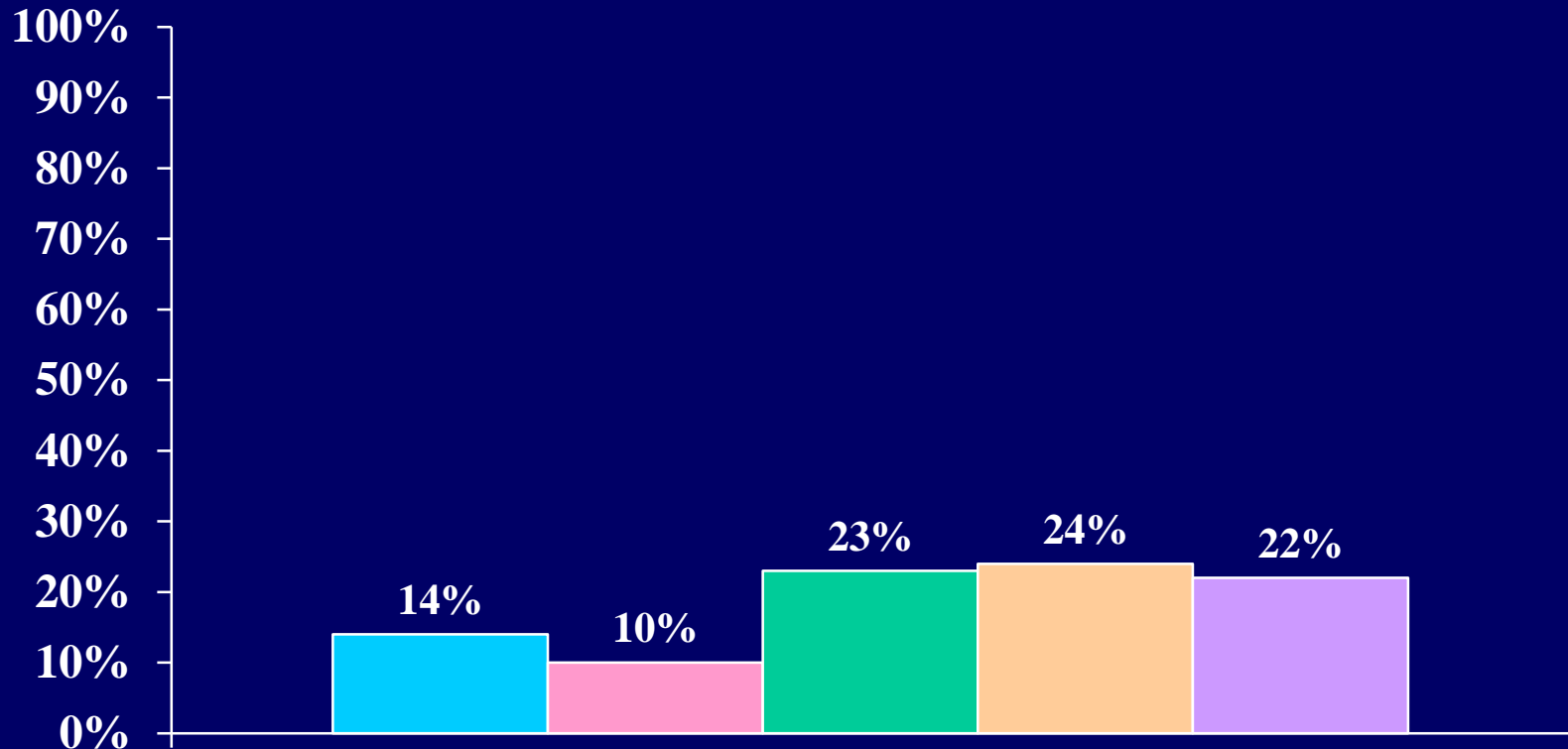
### The faculty are typically at odds with campus administration





Indicate how well each of the following describes your college.  
Percent of faculty who rated “Very Descriptive”

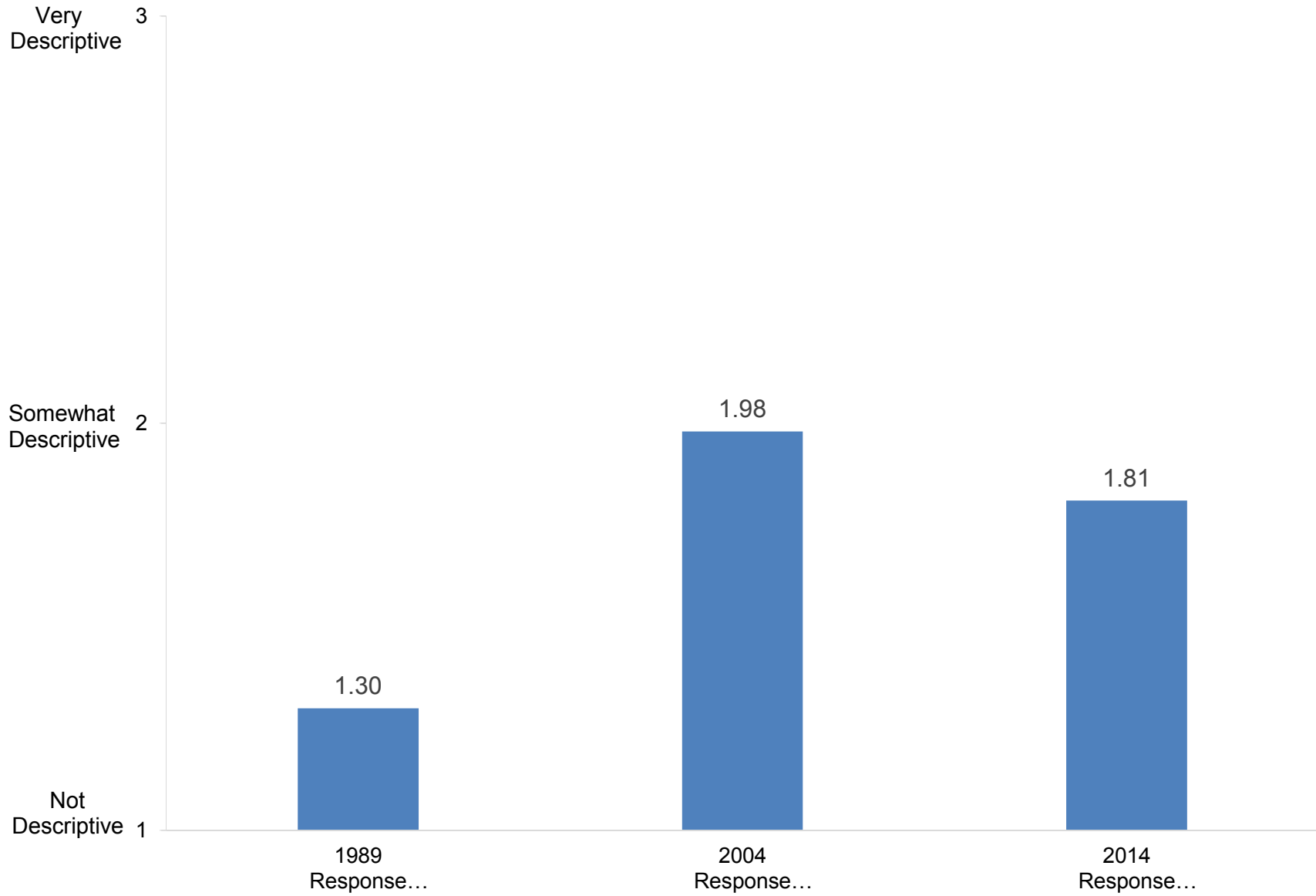
*The faculty are typically at odds with campus administration*



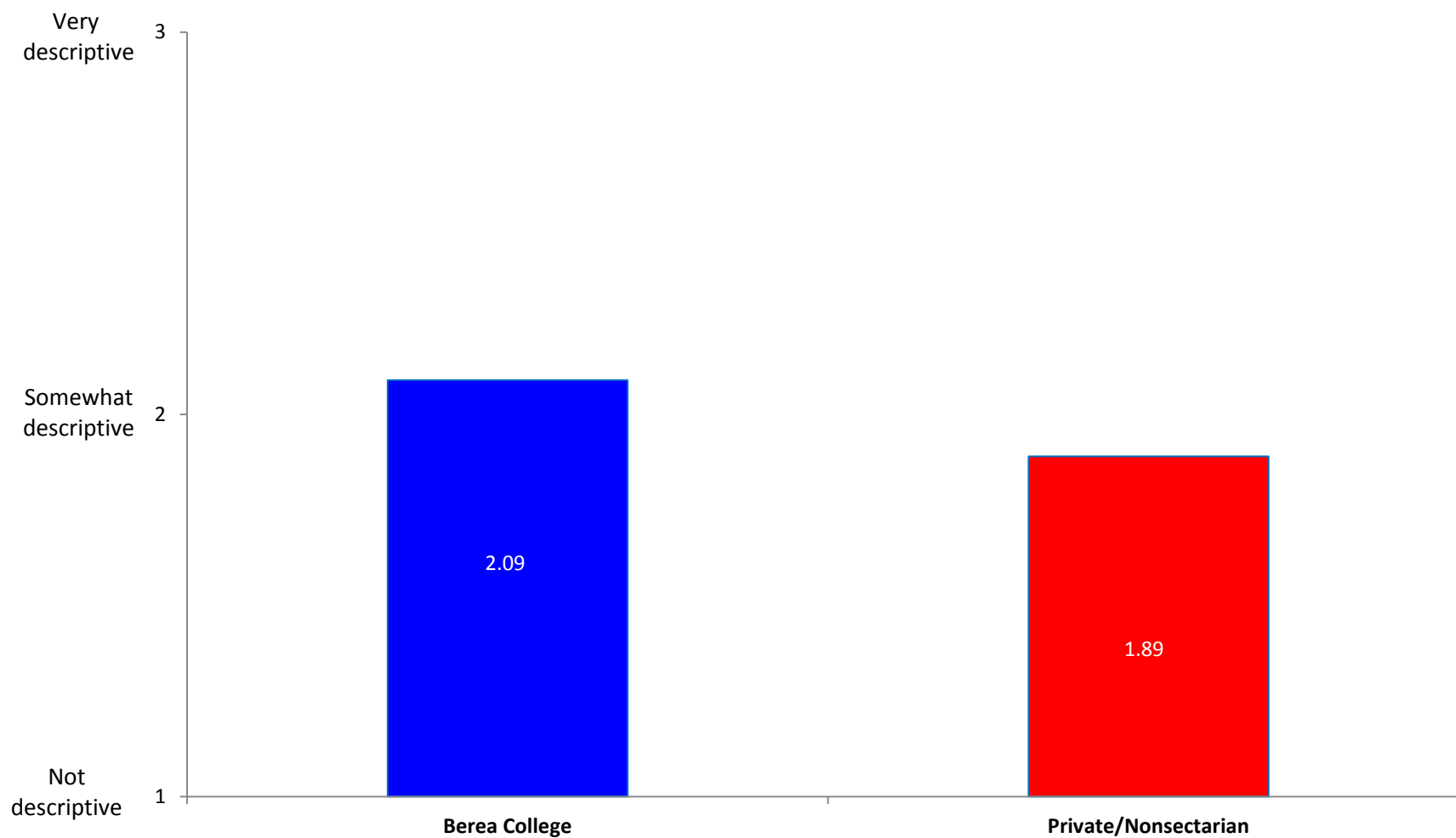
**Higher Education Research Institute (HERI) Faculty Survey**

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

The faculty are typically at odds with campus administration

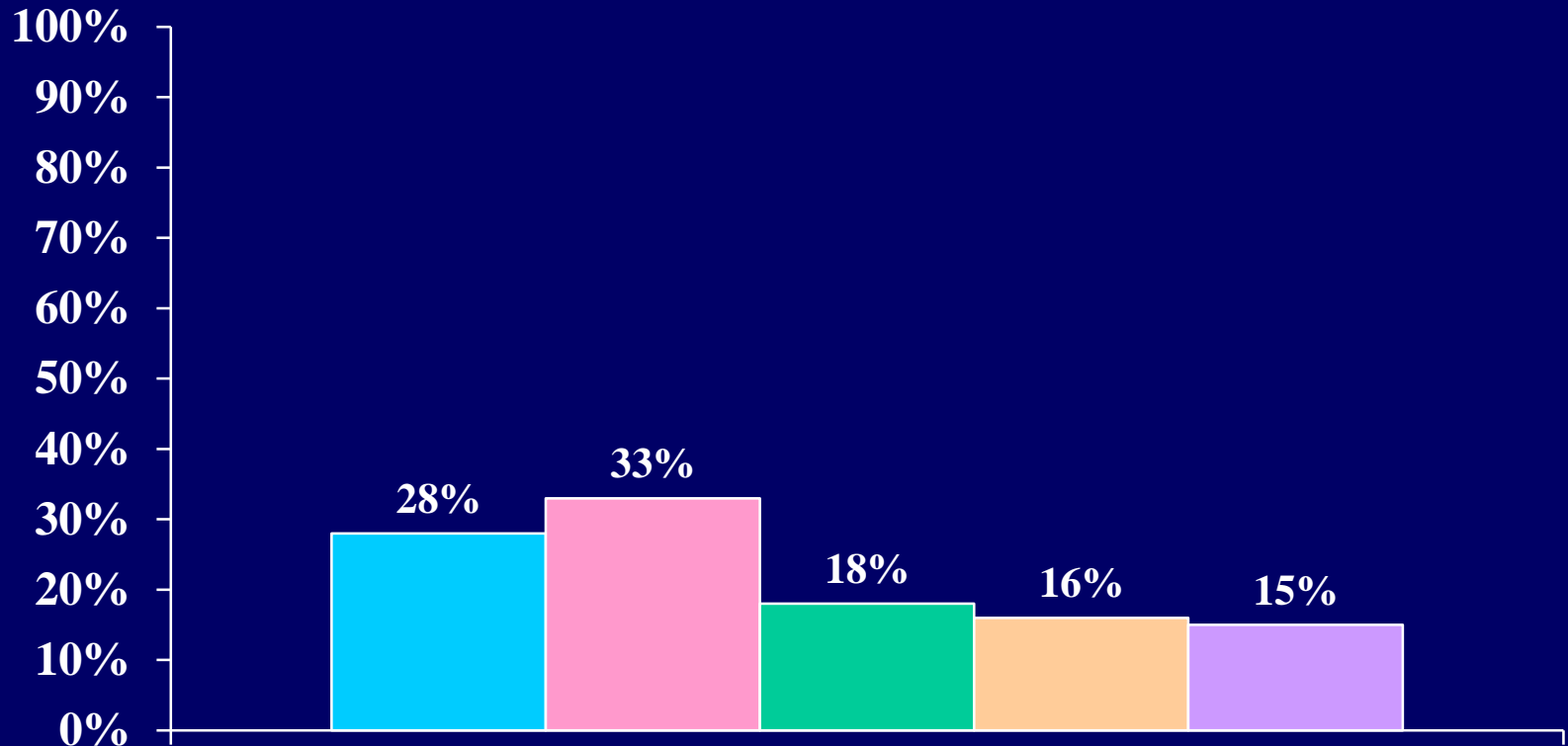


### Administrators consider faculty concerns when making policy



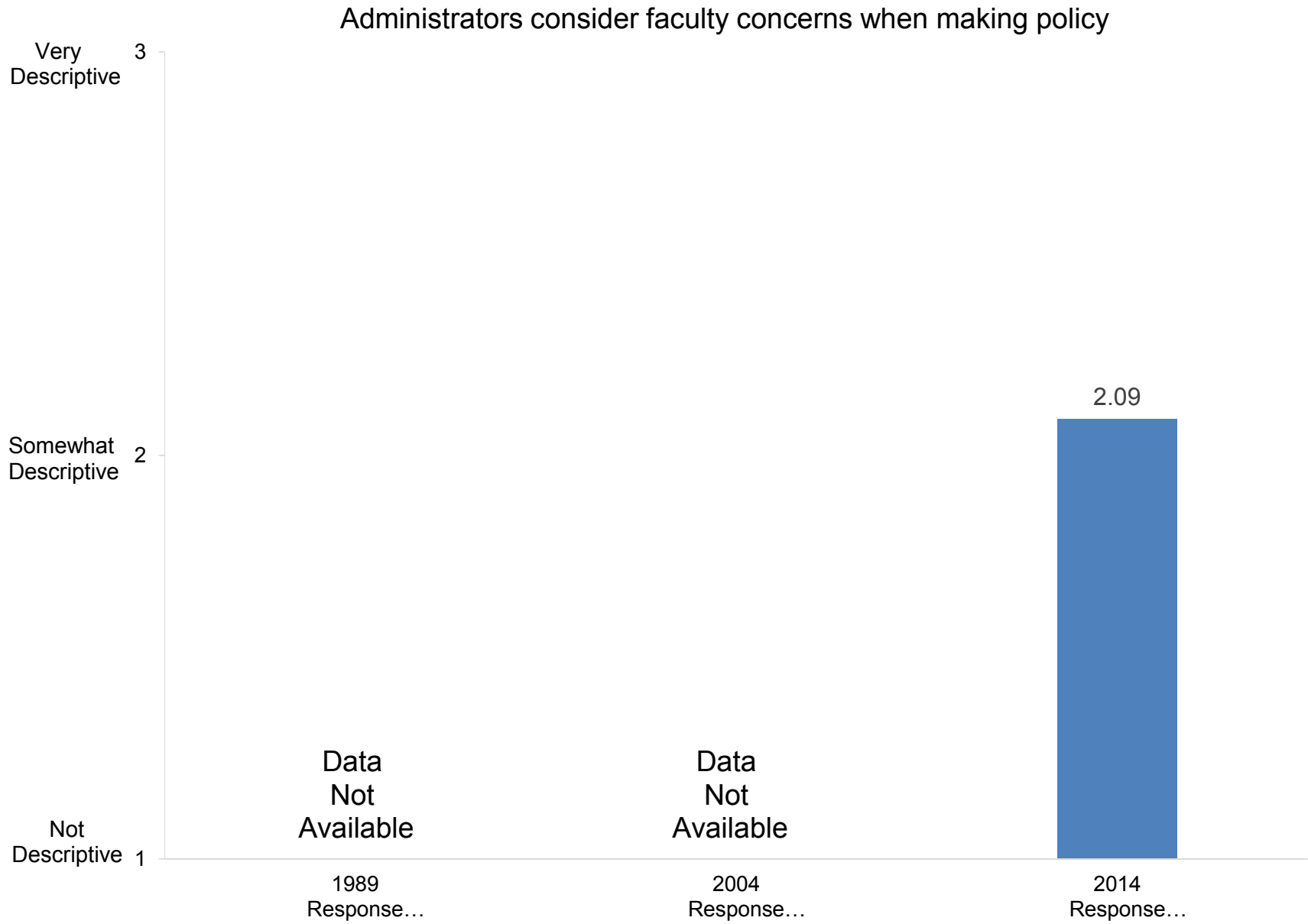
Indicate how well each of the following describes your college.  
Percent of faculty who rated “Very Descriptive”

*Administrators consider faculty concerns when making policy*

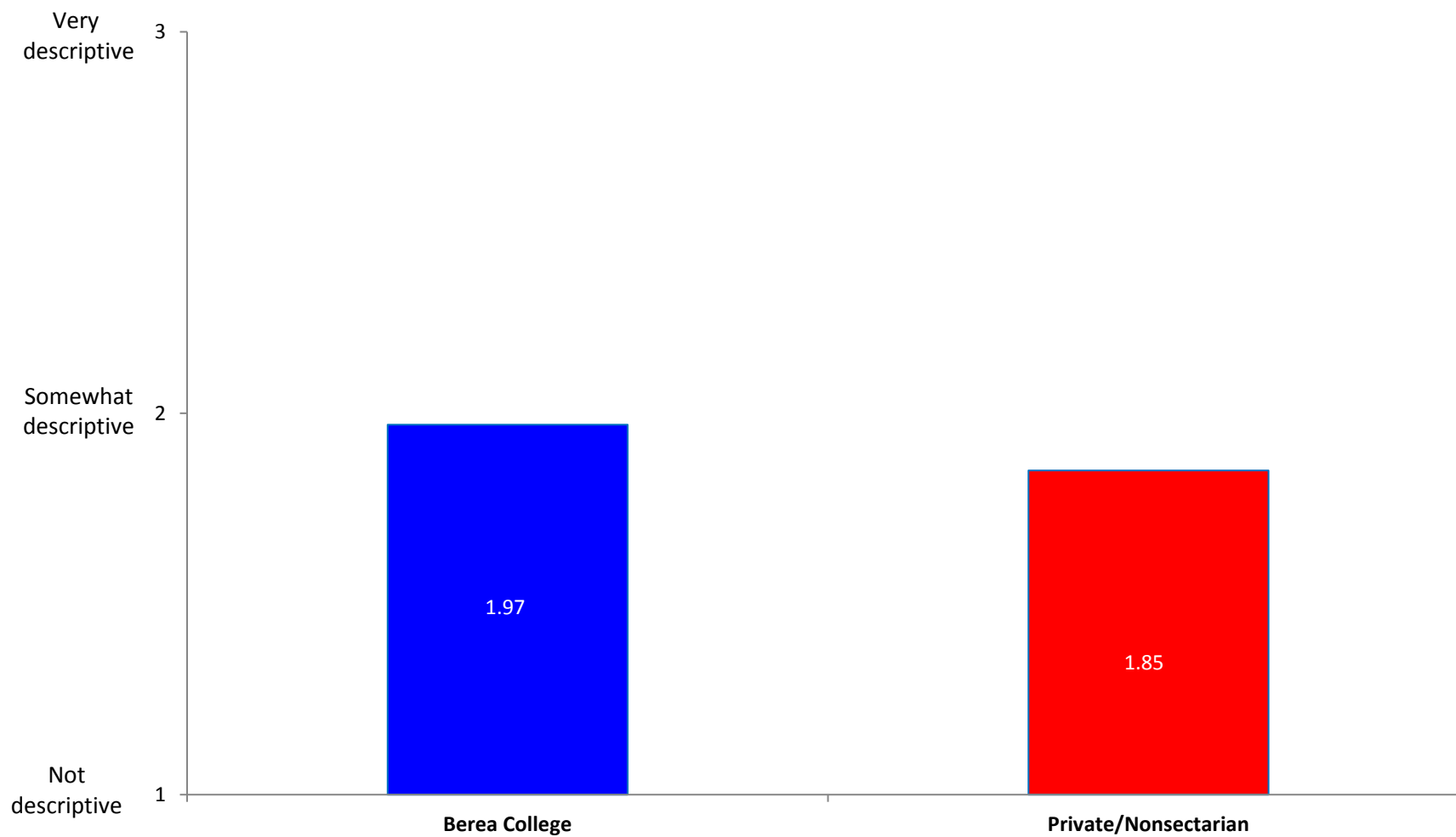


**Higher Education Research Institute (HERI) Faculty Survey**

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

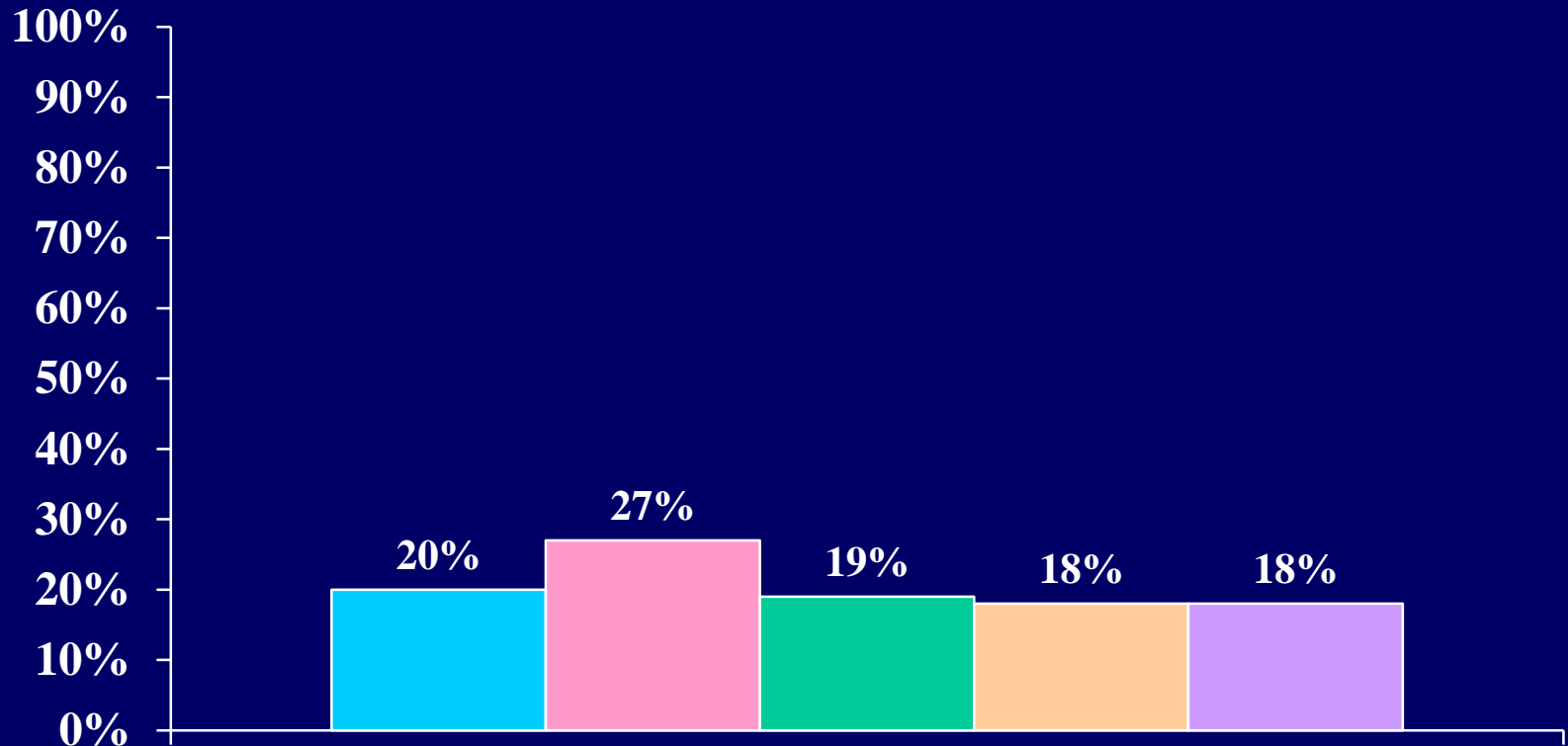


### The administration is open about its policies



Indicate how well each of the following describes your college.  
Percent of faculty who rated “Very Descriptive”

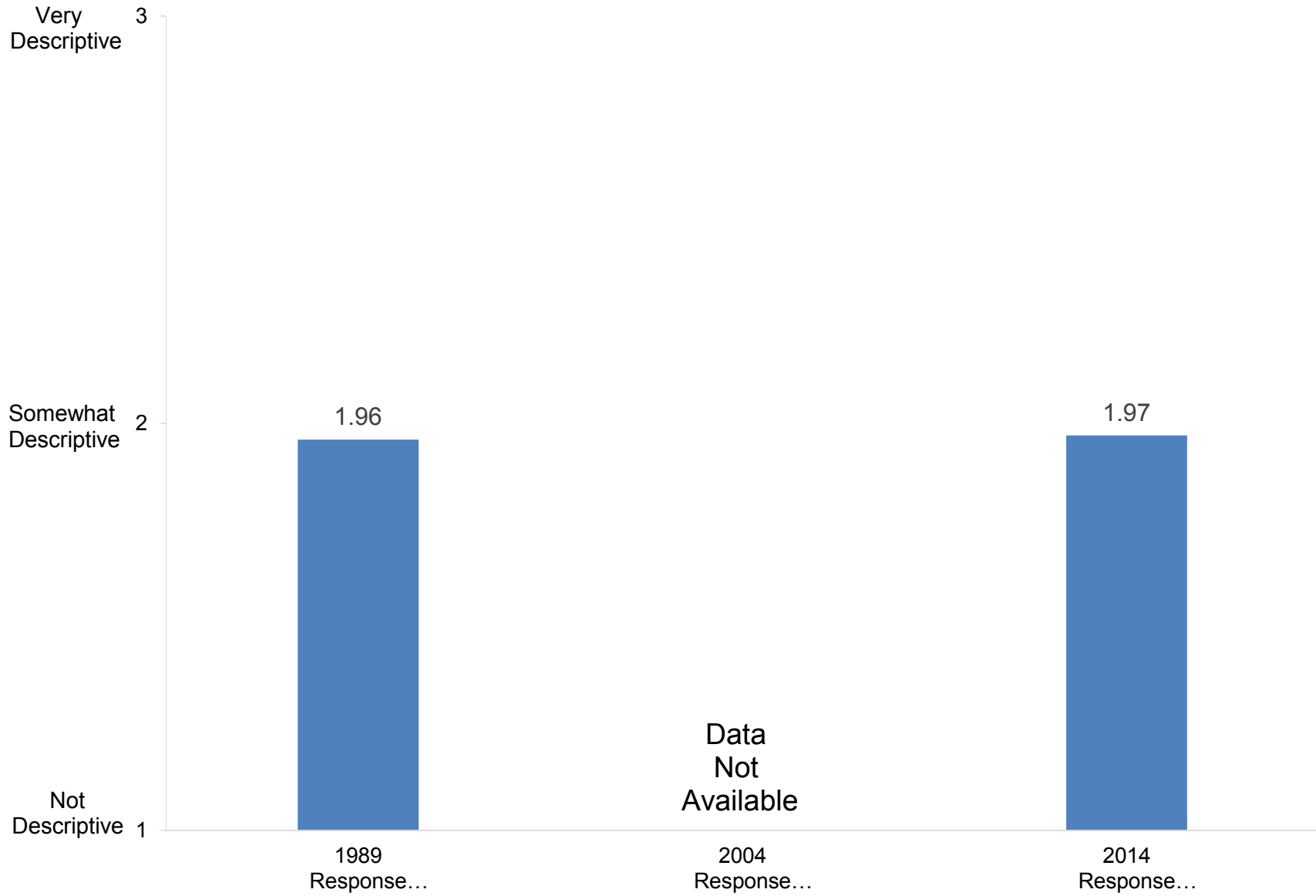
*The administration is open about its policies*



**Higher Education Research Institute (HERI) Faculty Survey**

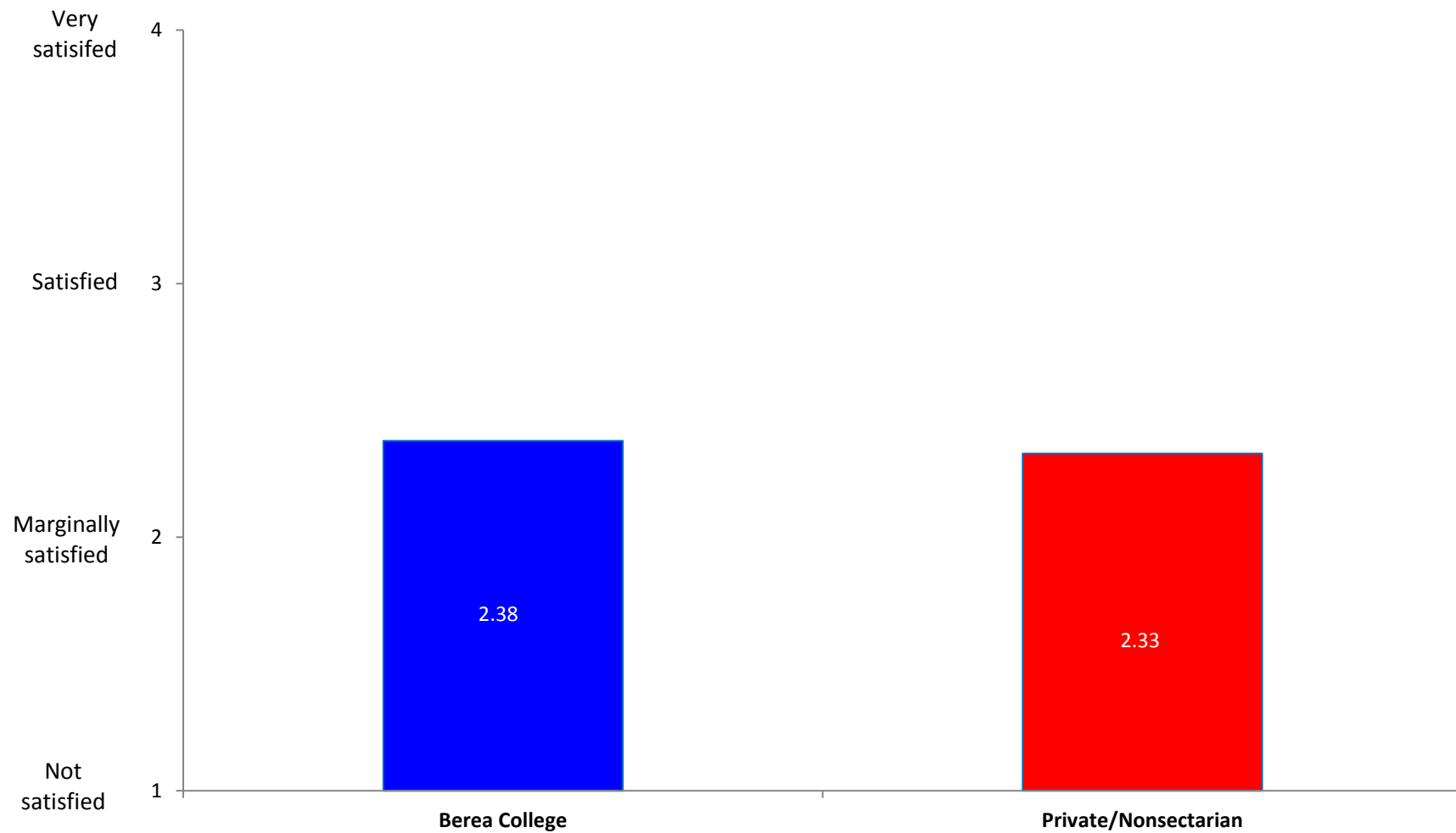
*Indicate how well each of the following describes your college or university:*

The administration is open about its policies





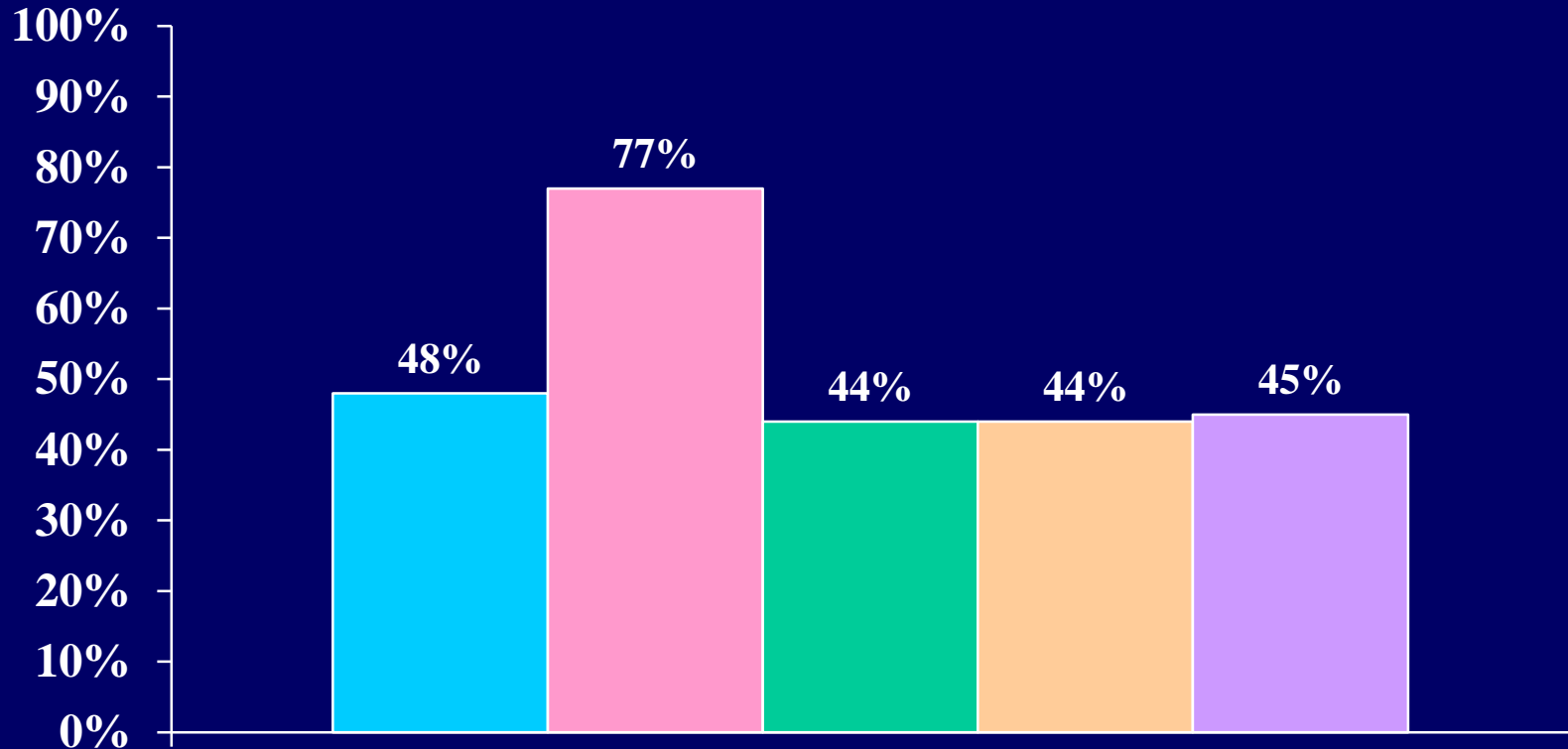
### Salary



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated “Very Satisfied” or “Satisfied”

## *Salary*



 Berea

 Benchmark  
Institutions

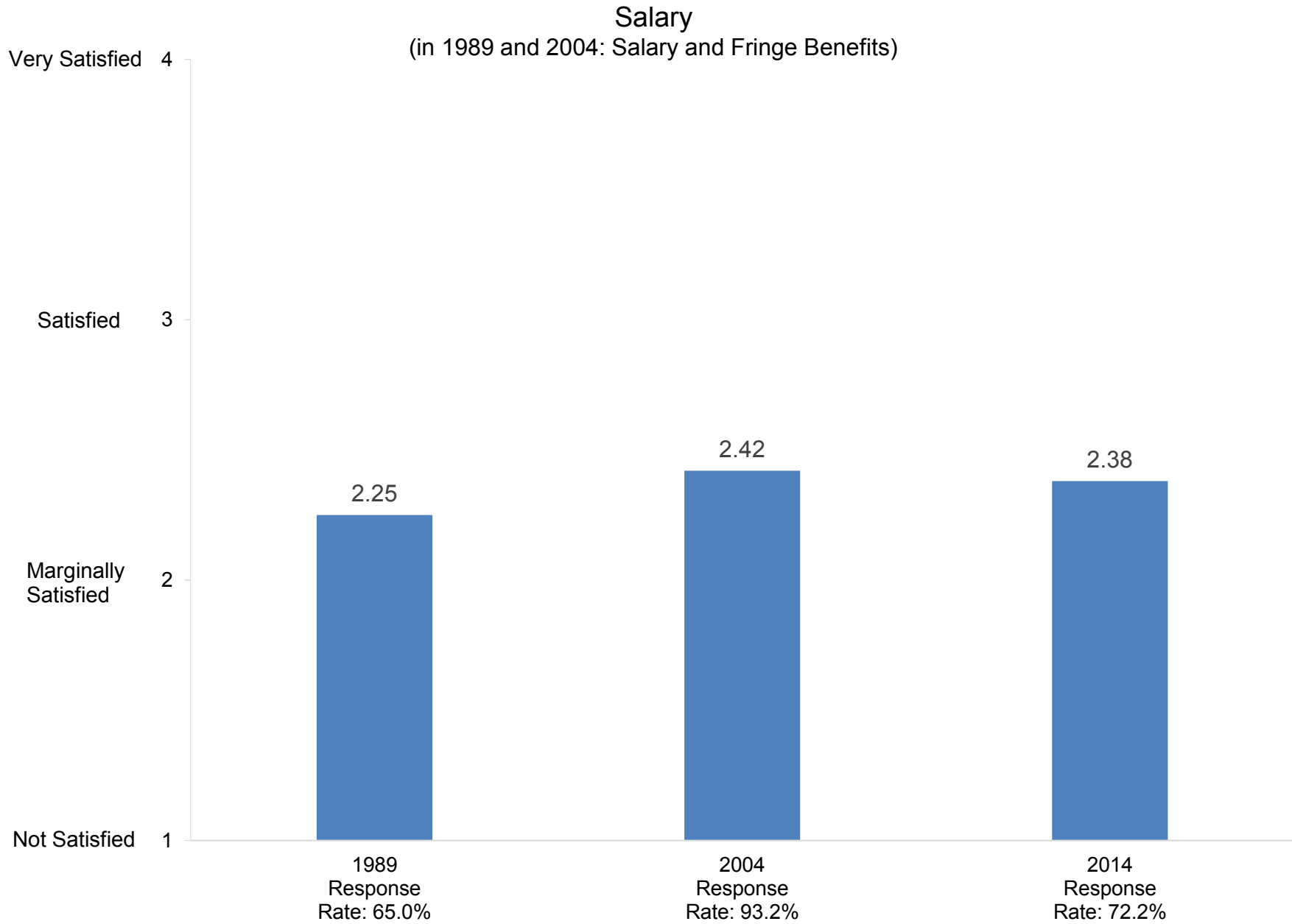
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

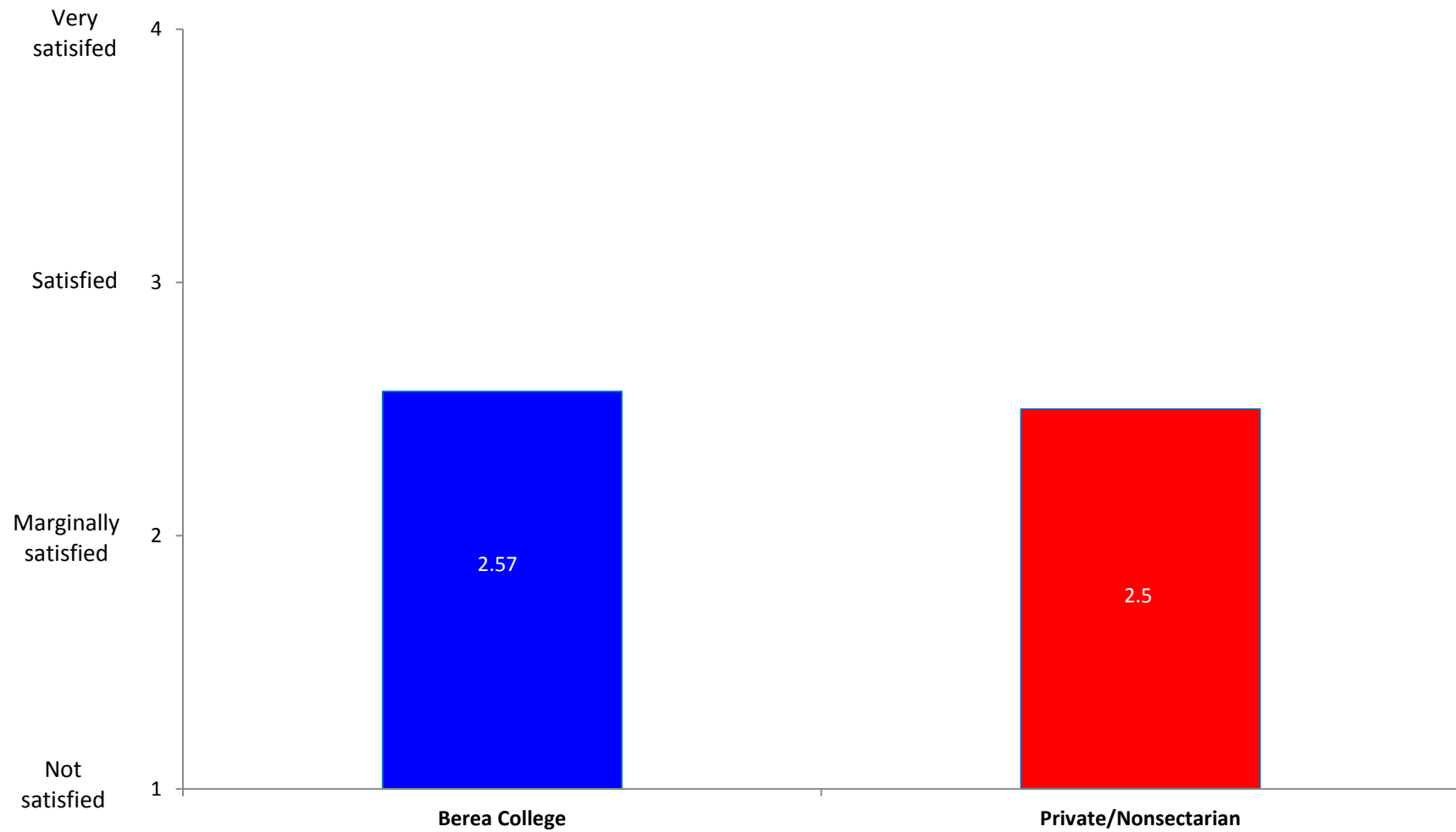
 Publics

**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*



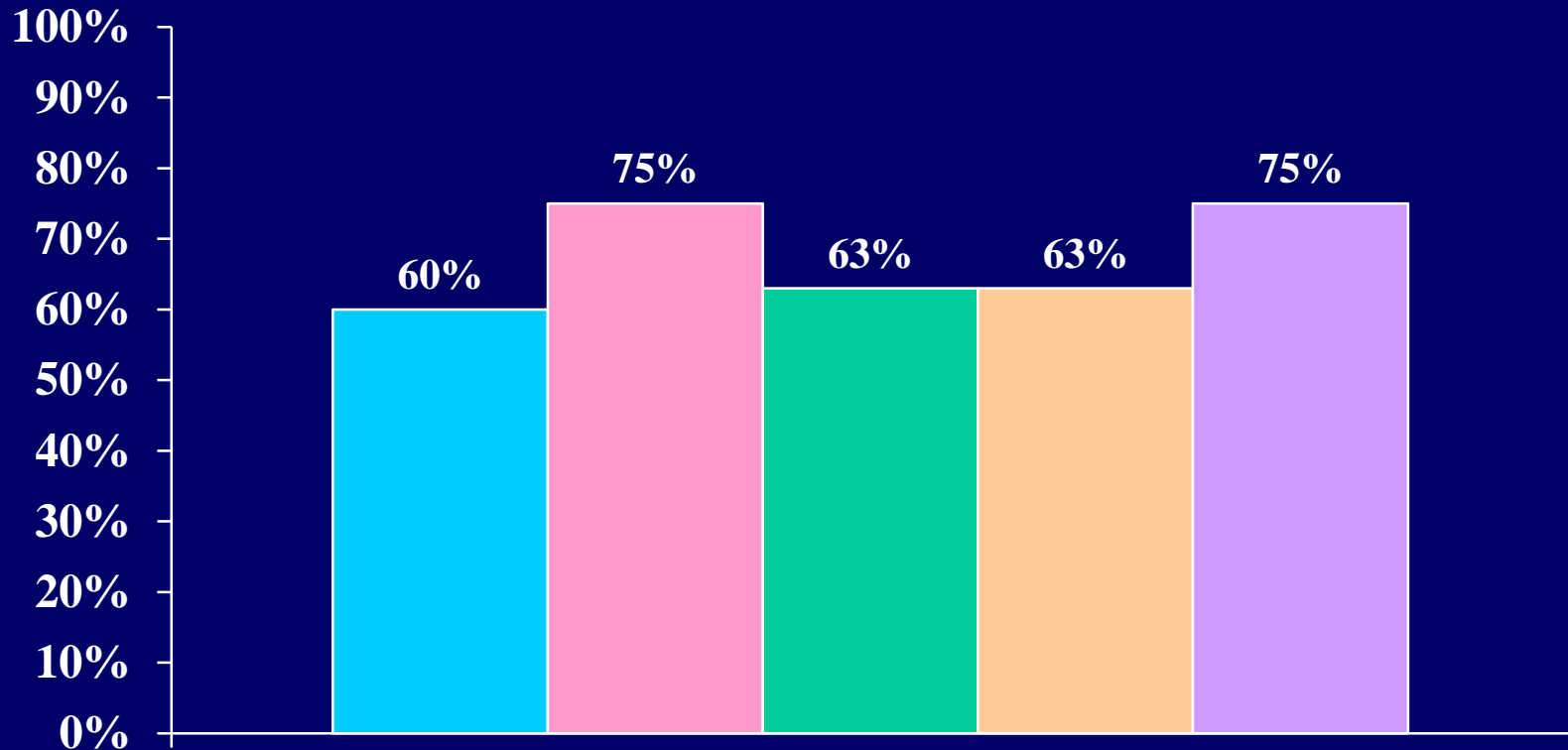
### Health benefits



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Health benefits*



 Berea

 Benchmark  
Institutions

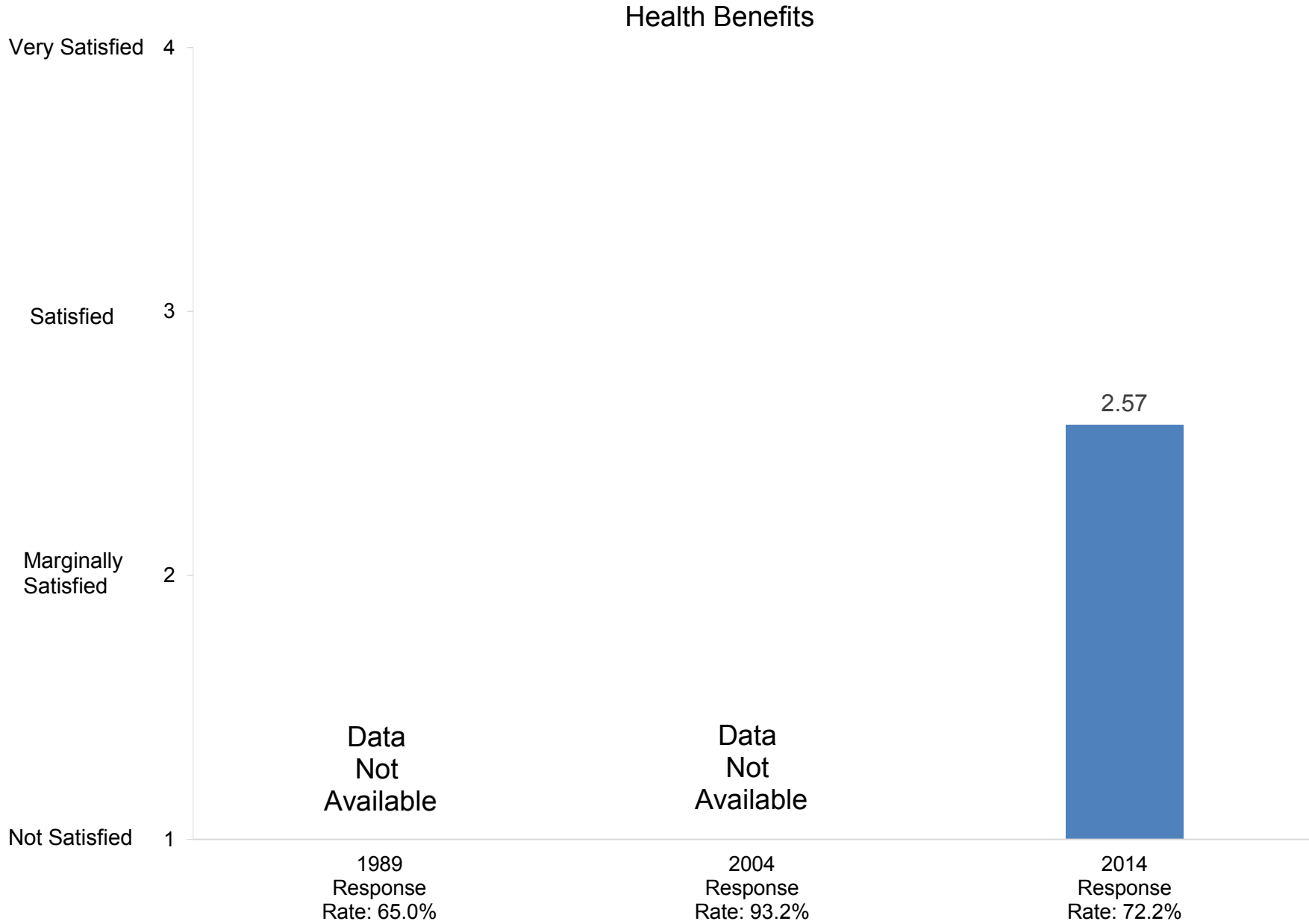
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

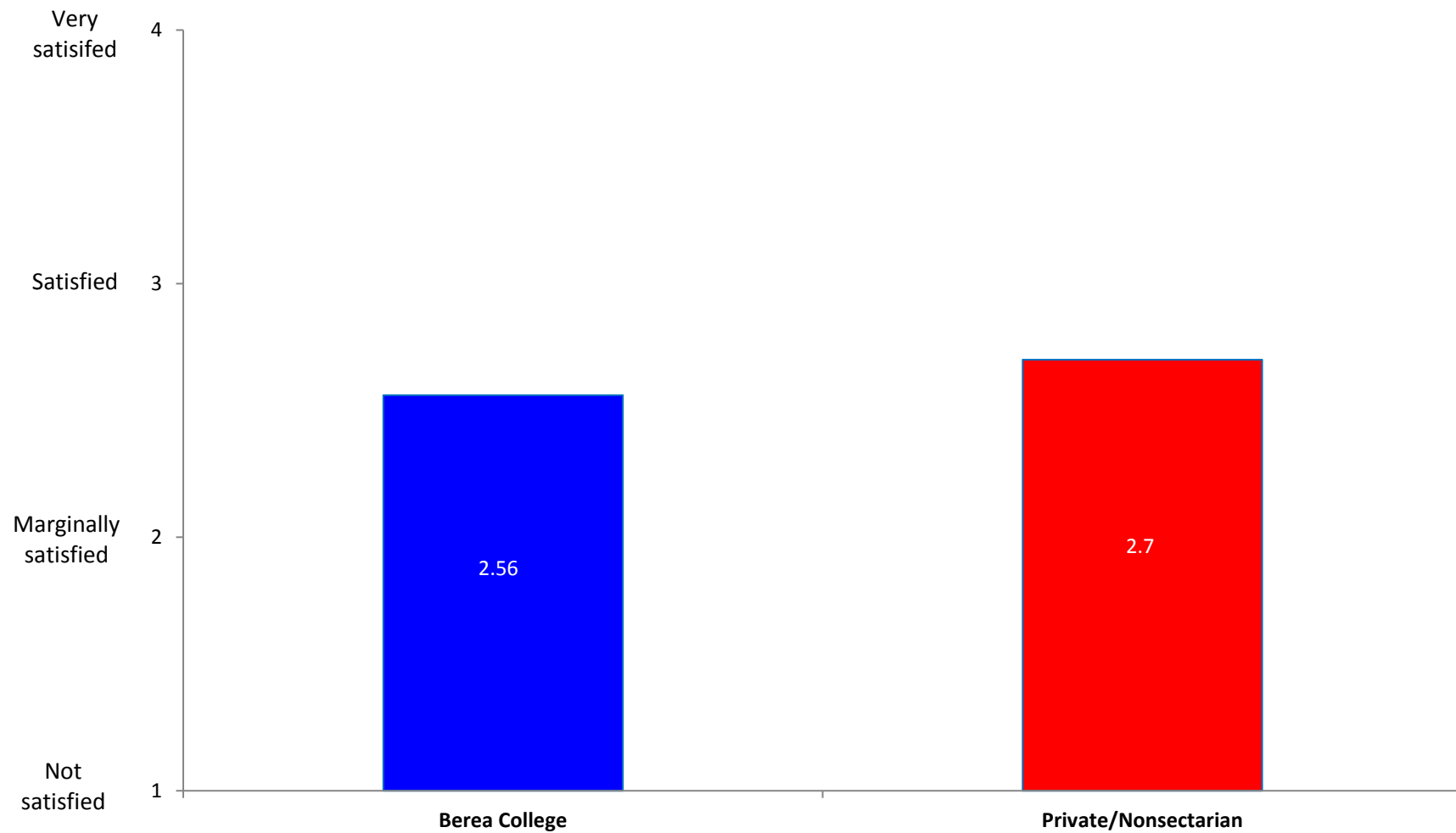
 Publics

**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*



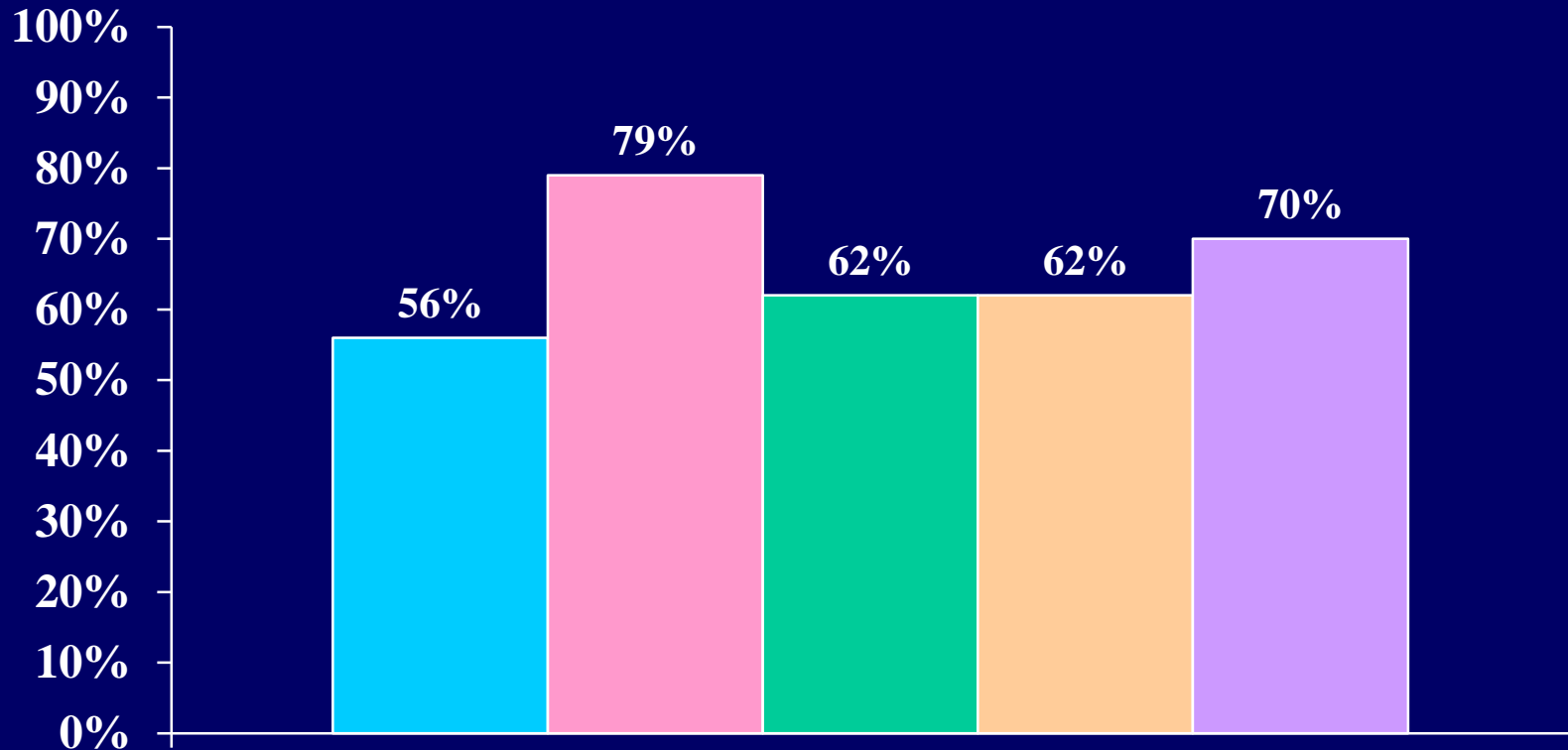
### Retirement benefits



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Retirement benefits*



 Berea

 Benchmark  
Institutions

 Non-Sectarian -  
High Selectivity

 4-Year  
Private

 Publics



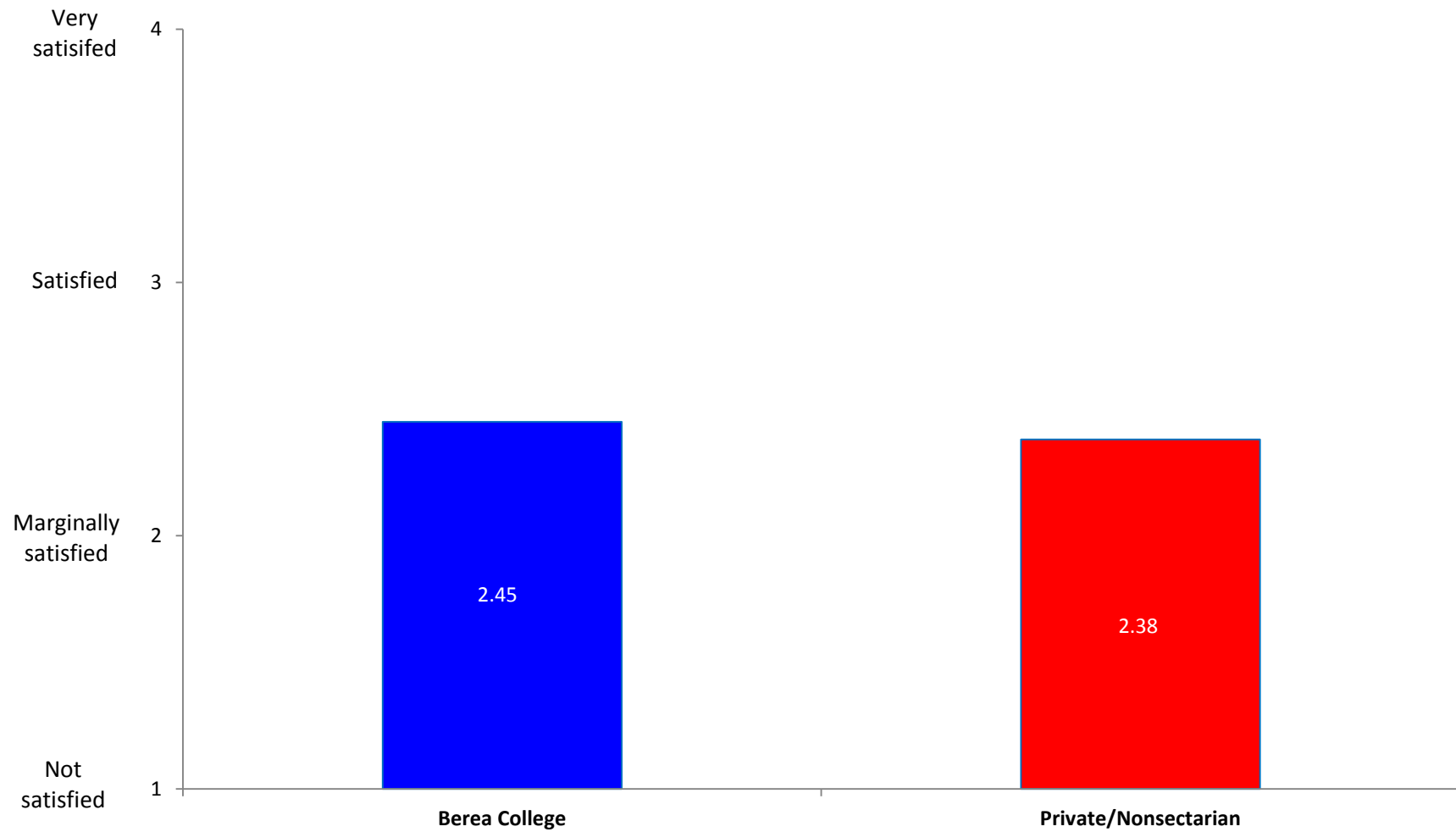
**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*

**Retirement benefits**



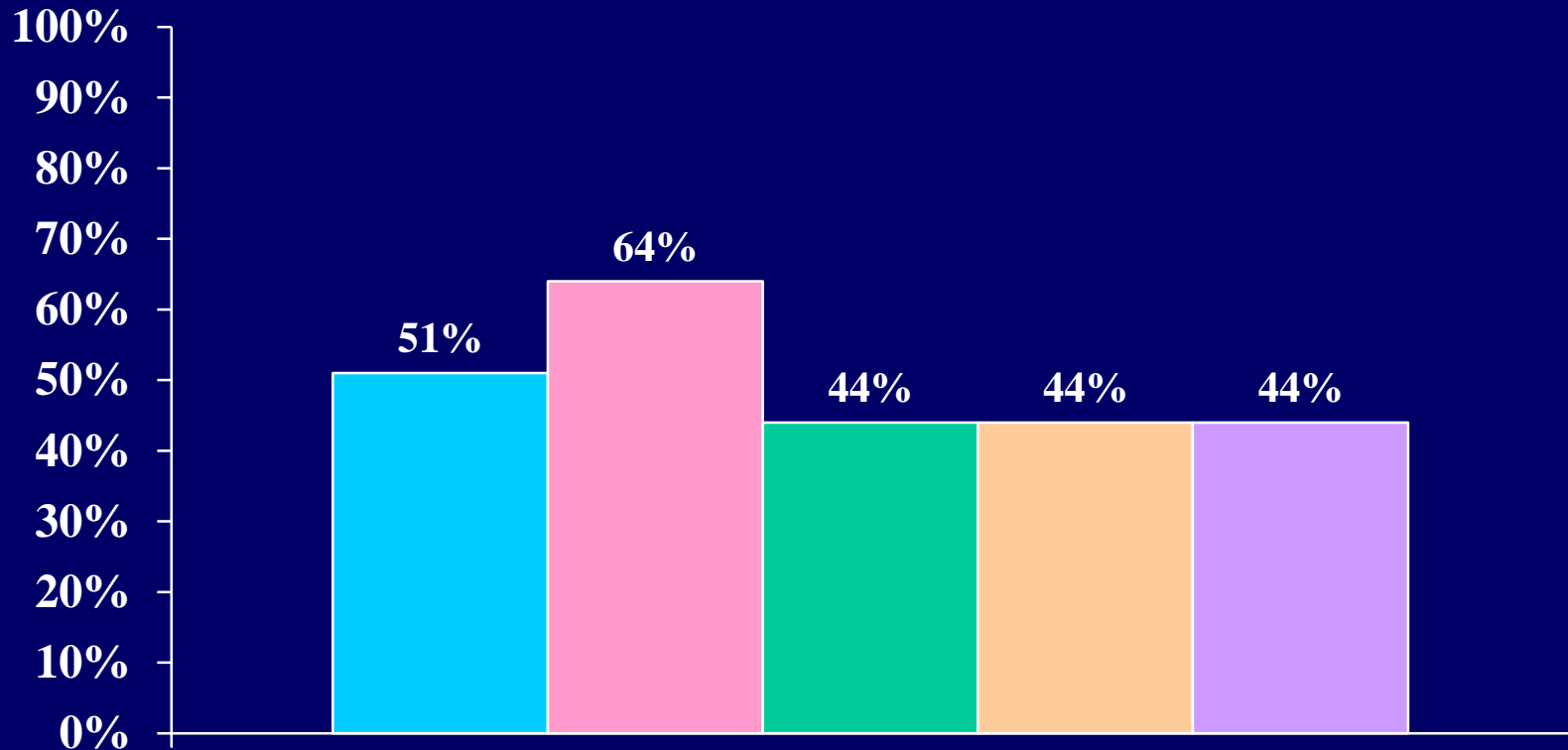
### Opportunity for scholarly pursuits



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Opportunity for scholarly pursuits*



 Berea

 Benchmark  
Institutions

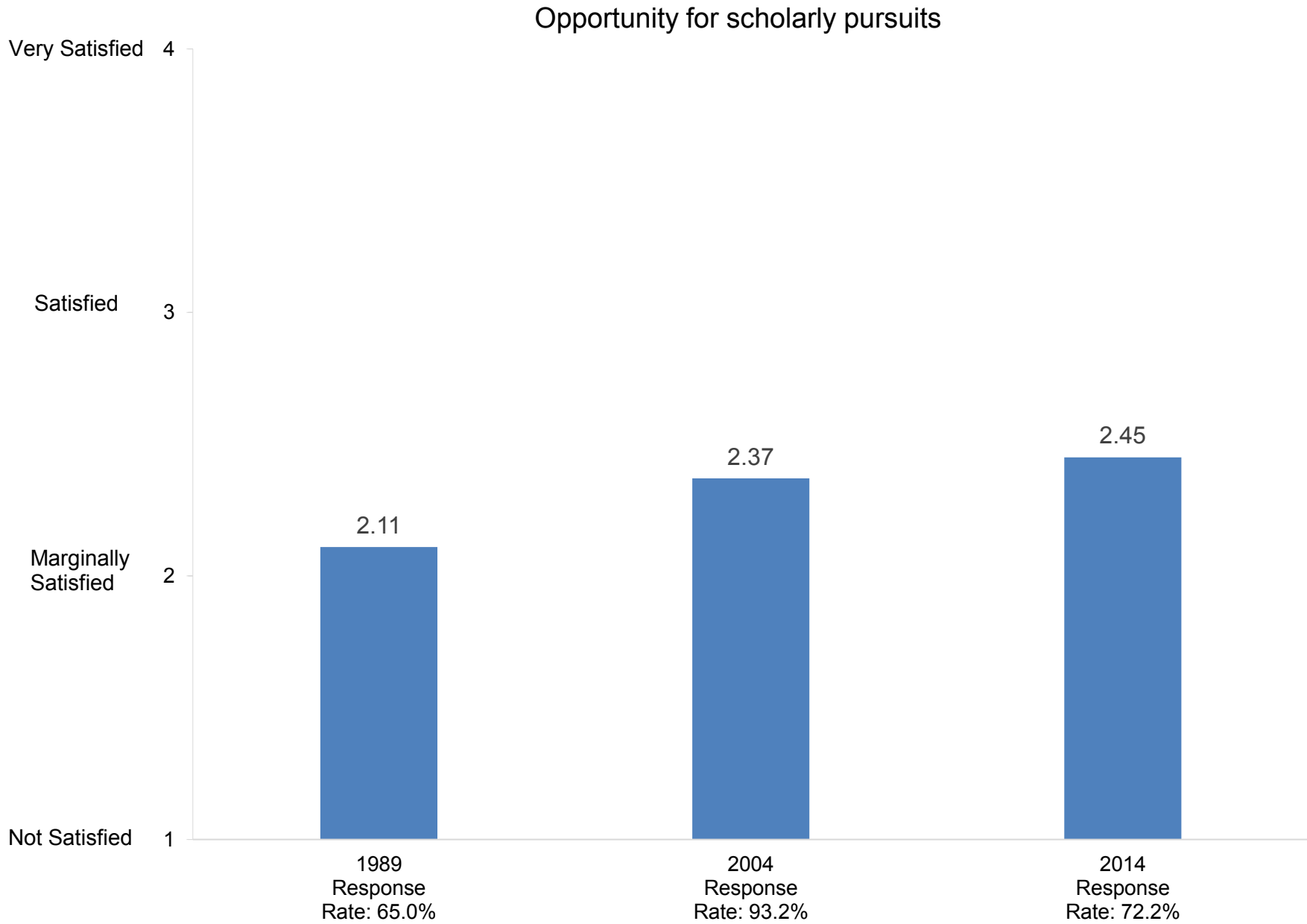
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

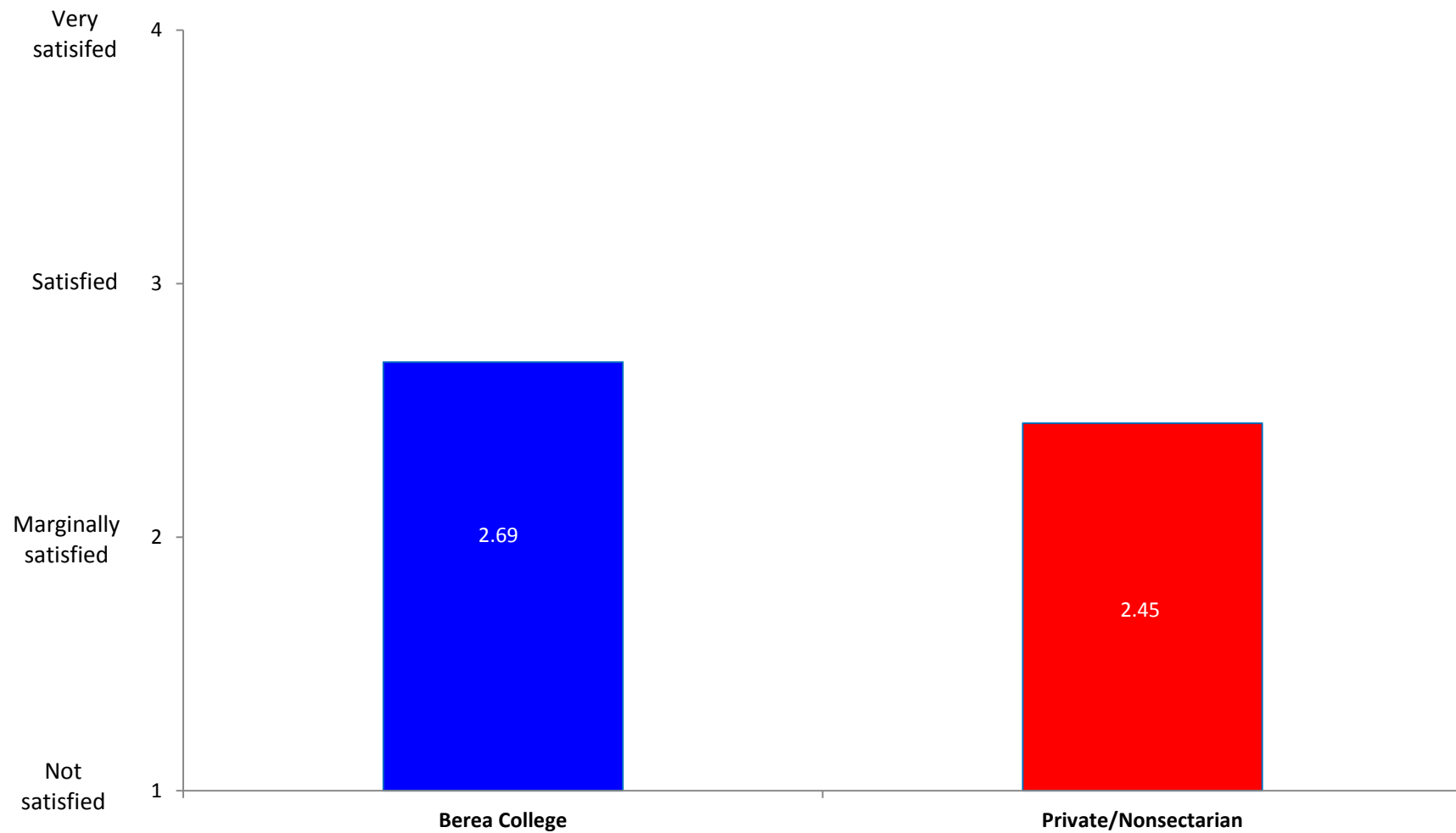
 Publics

**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*



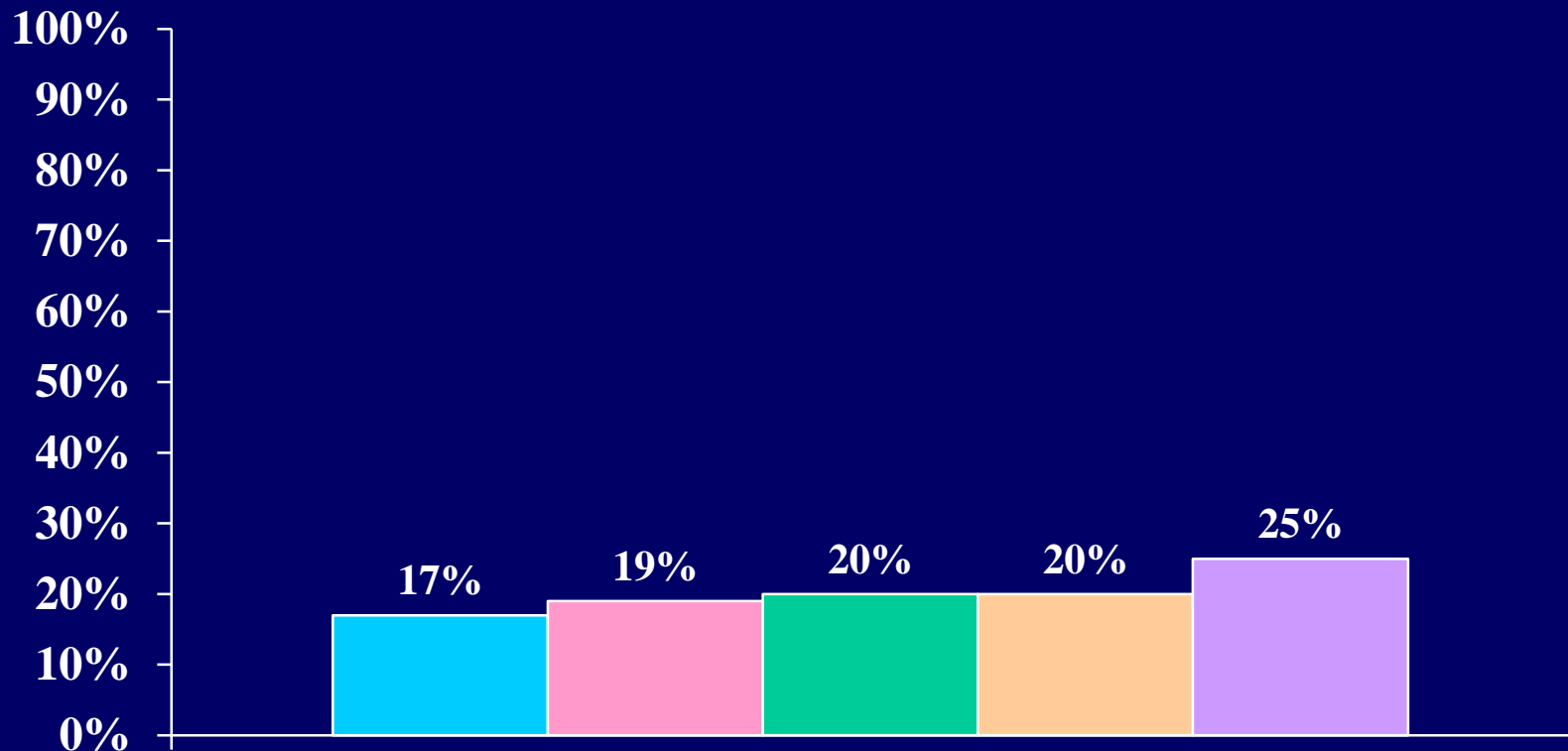
### Teaching load



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”

## *Teaching load*



 Berea

 Benchmark  
Institutions

 Non-Sectarian –  
High Selectivity

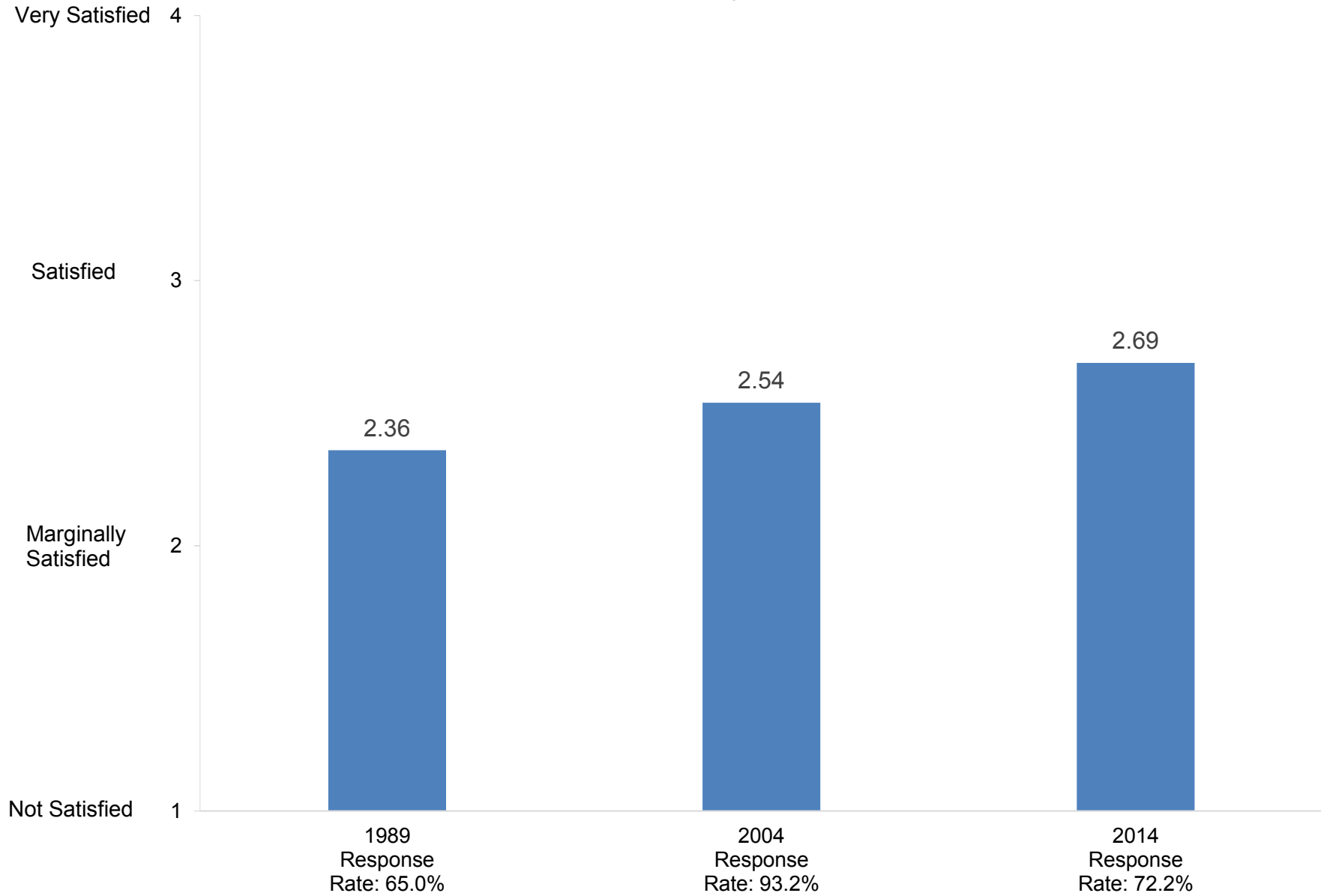
 4-Year  
Private

 Publics

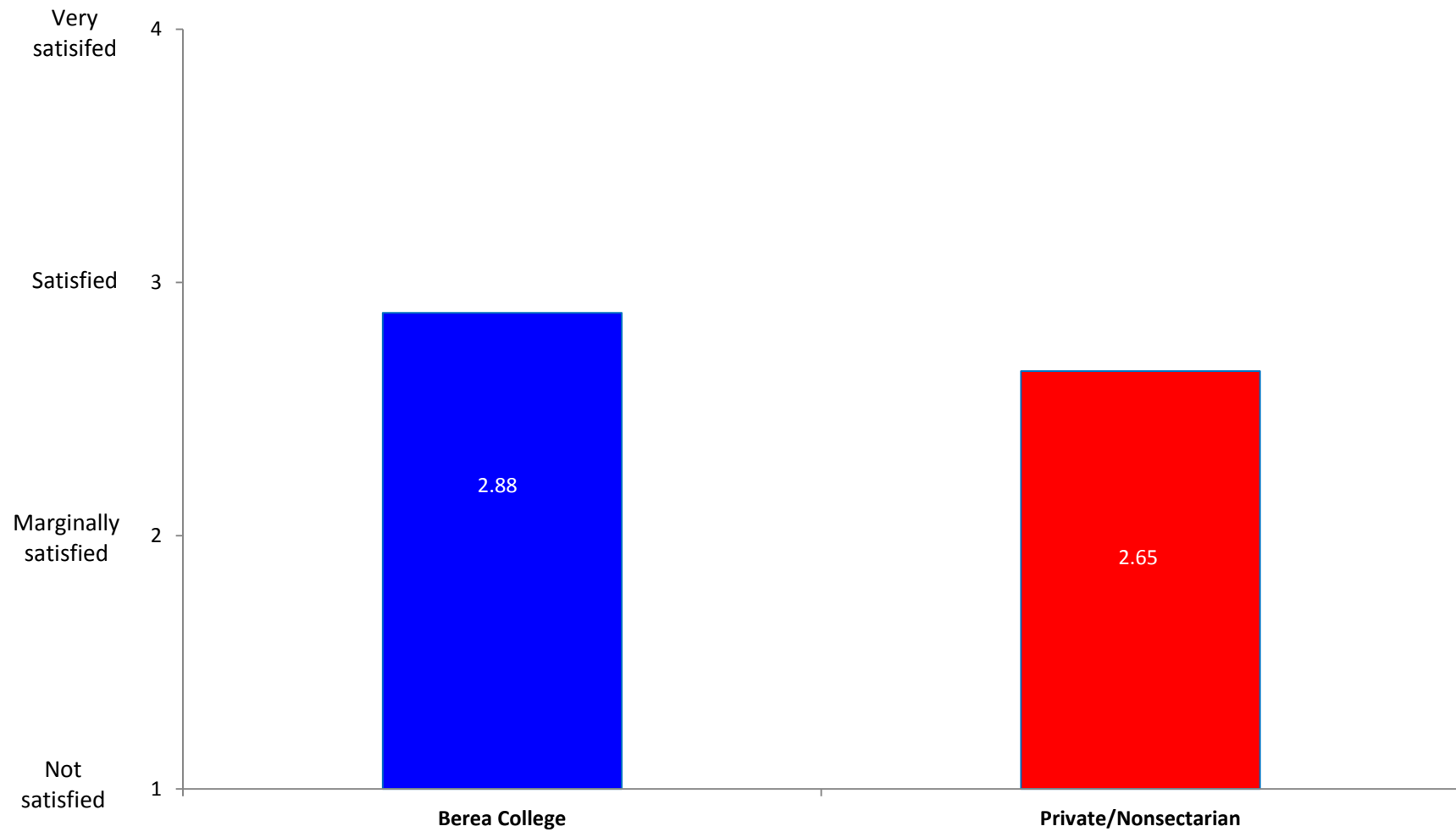
**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*

**Teaching Load**



### Quality of students

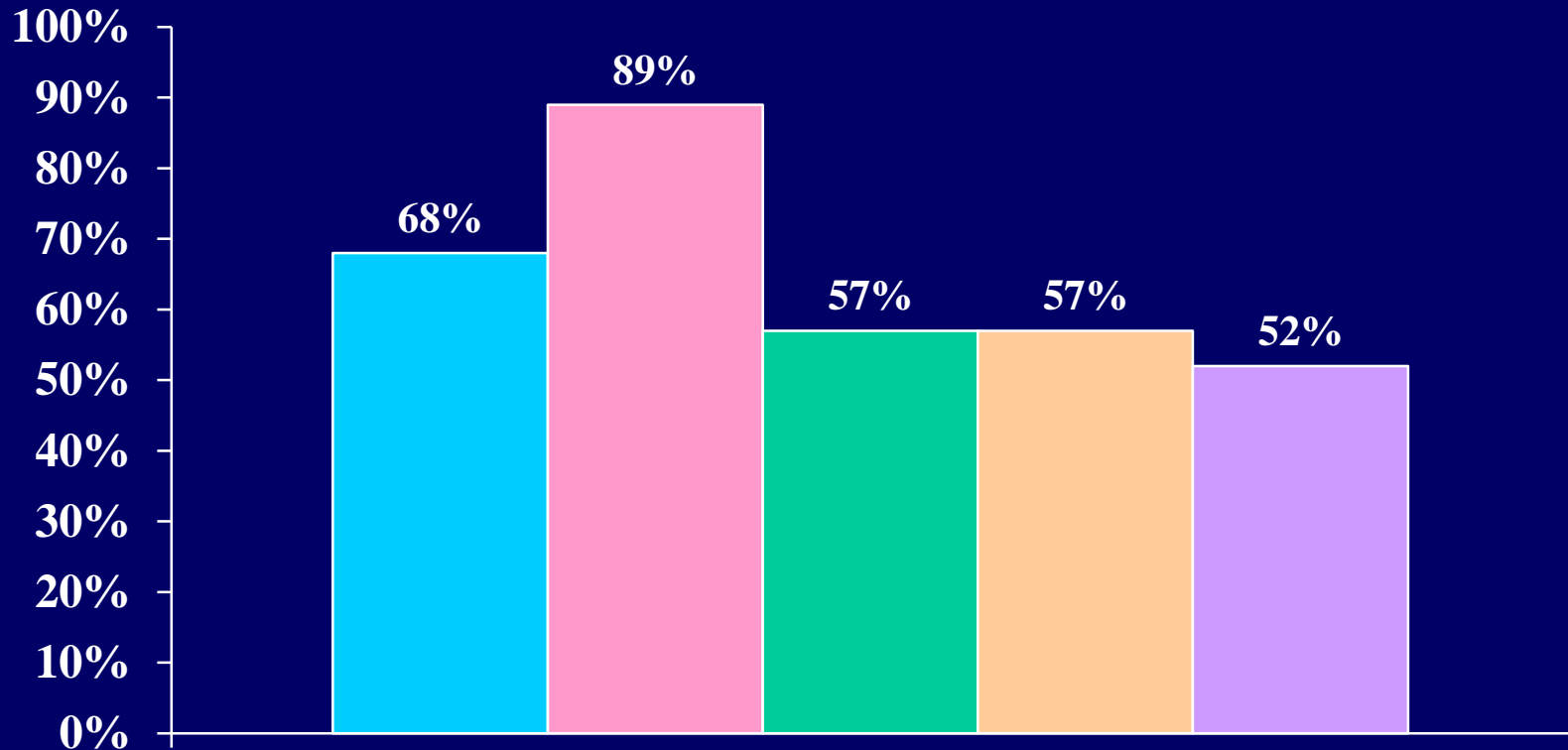




# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Quality of students*



 Berea

 Benchmark  
Institutions

 Non-Sectarian –  
High Selectivity

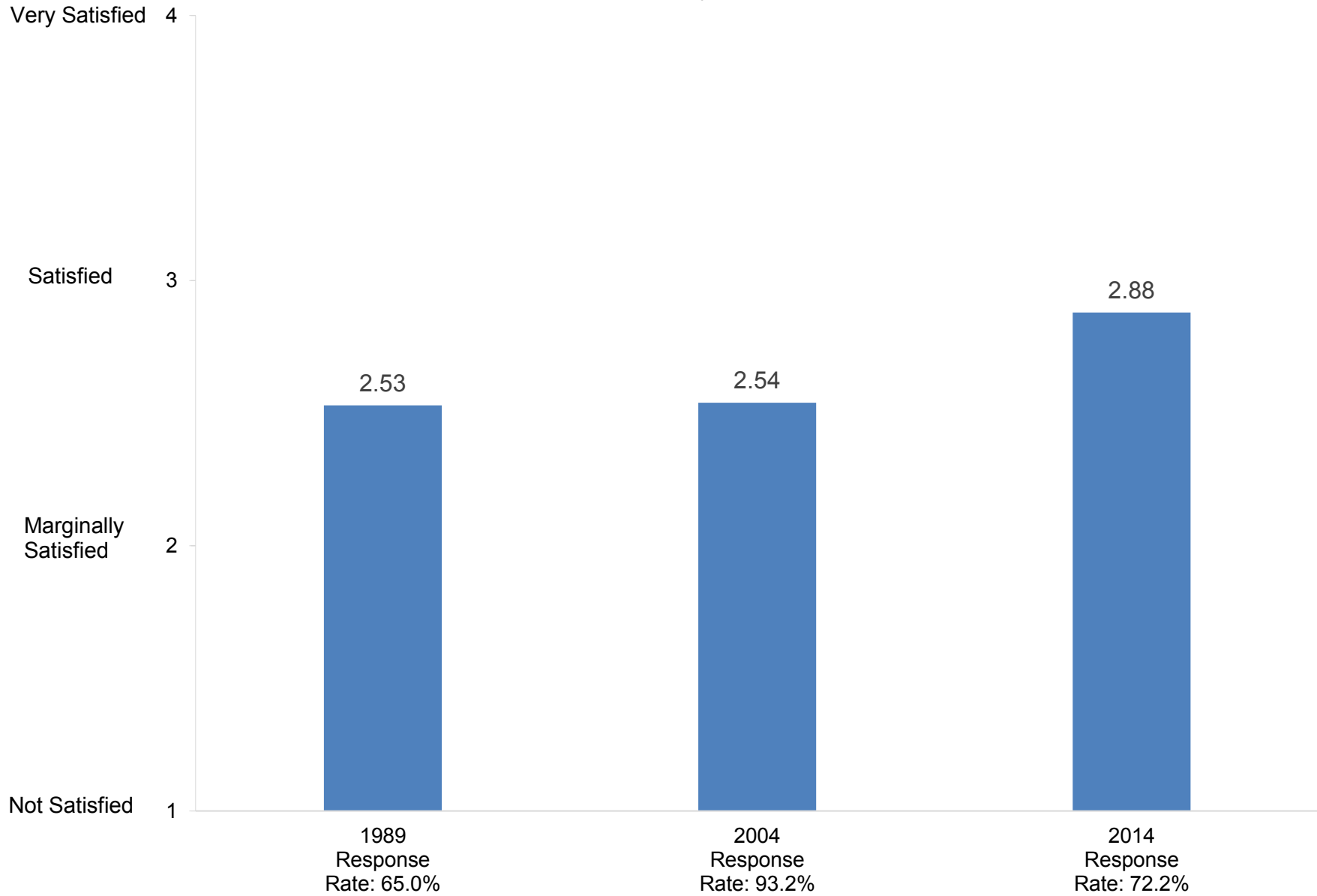
 4-Year  
Private

 Publics

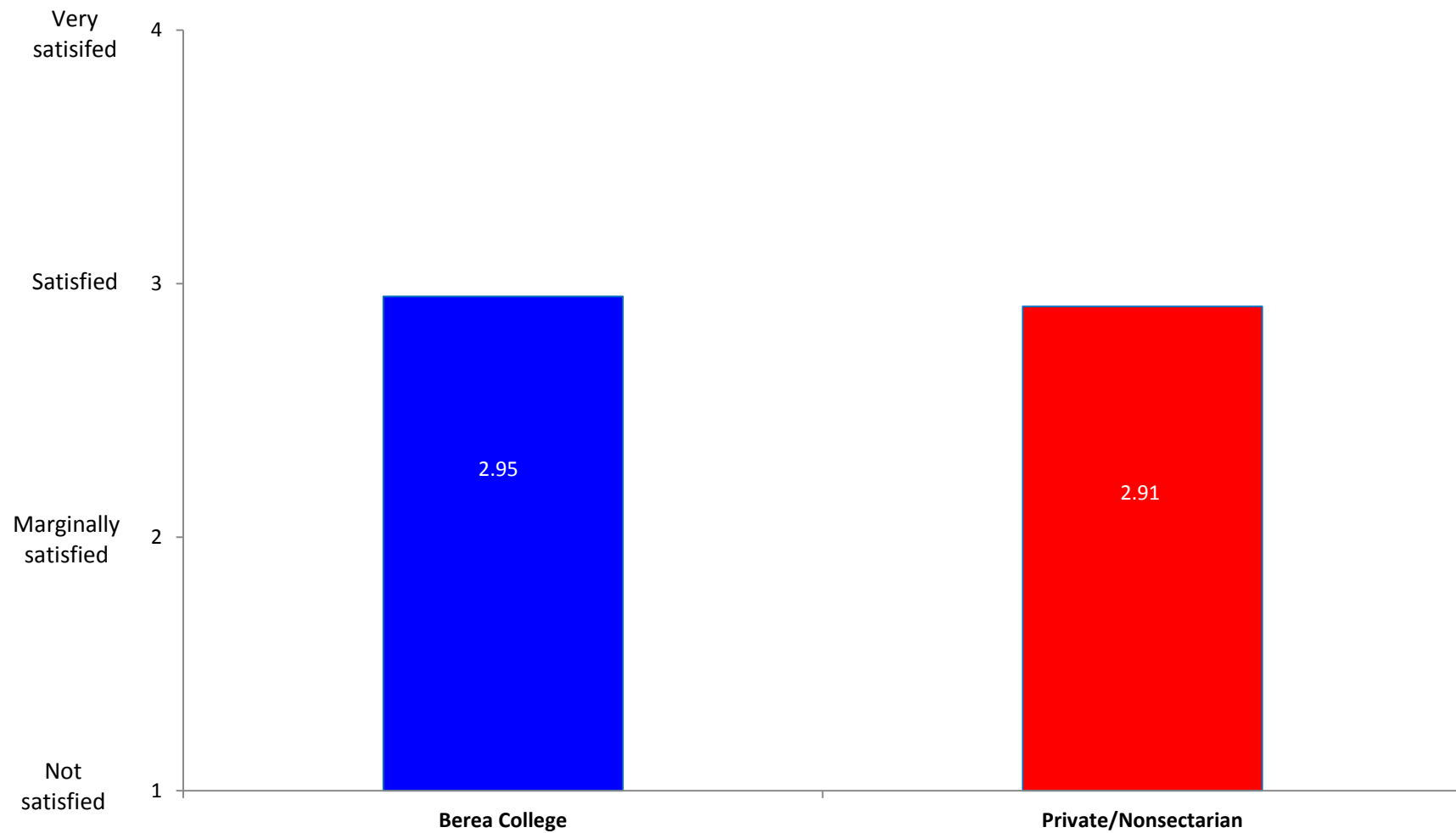
**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*

**Quality of students**



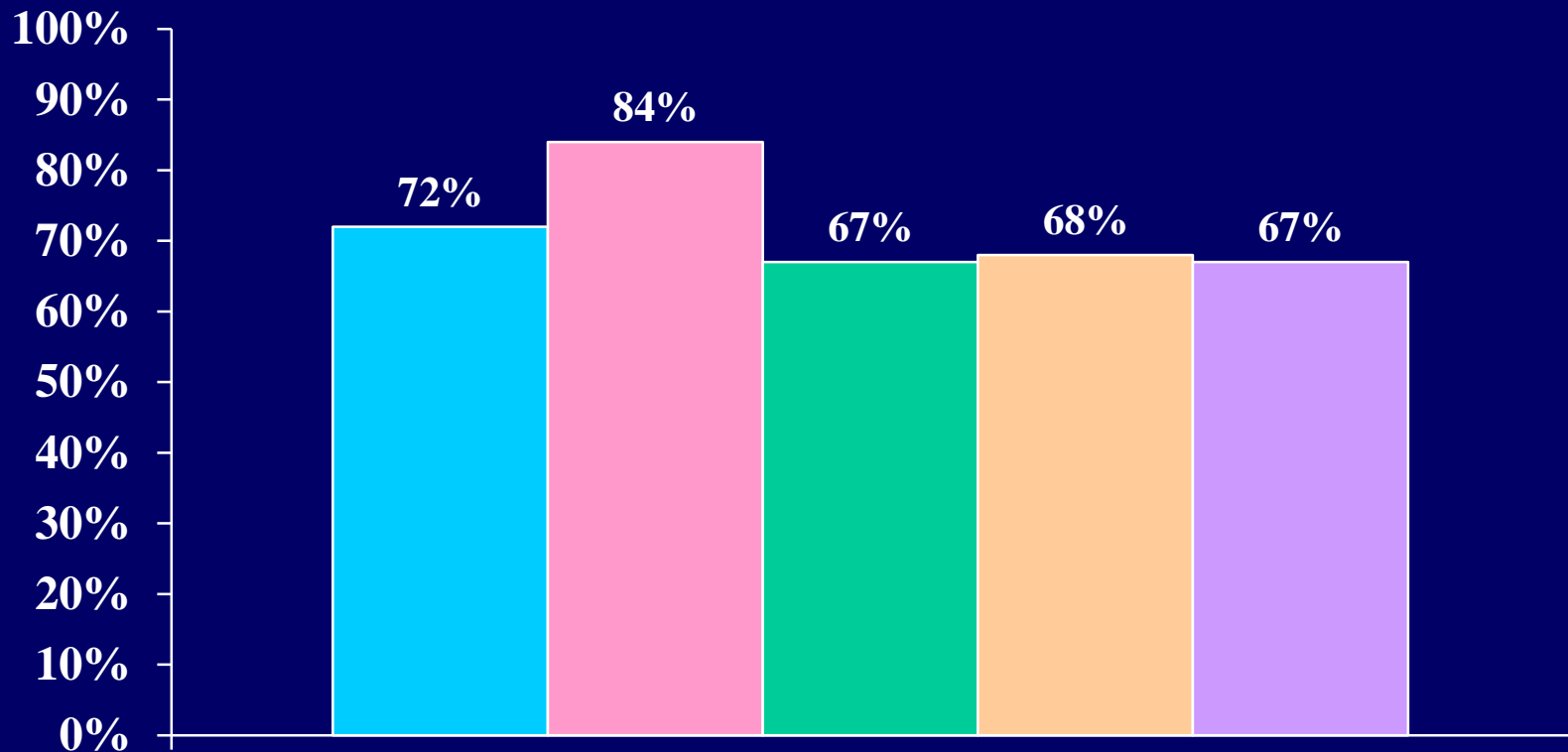
### Office/lab space



# How satisfied are you with the following aspect of your job?

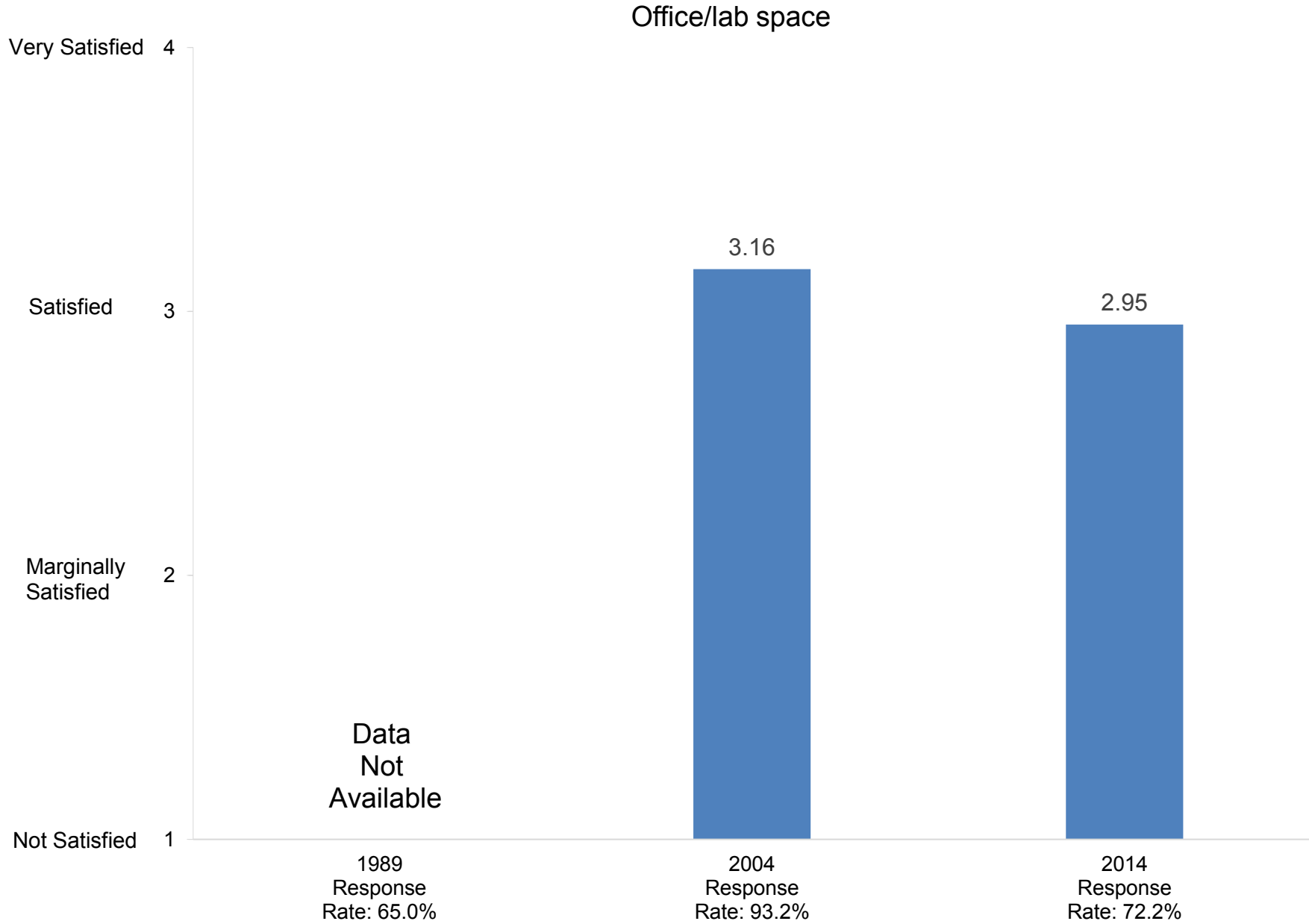
Percent of faculty who indicated “Very Satisfied” or “Satisfied”

## *Office/lab space*

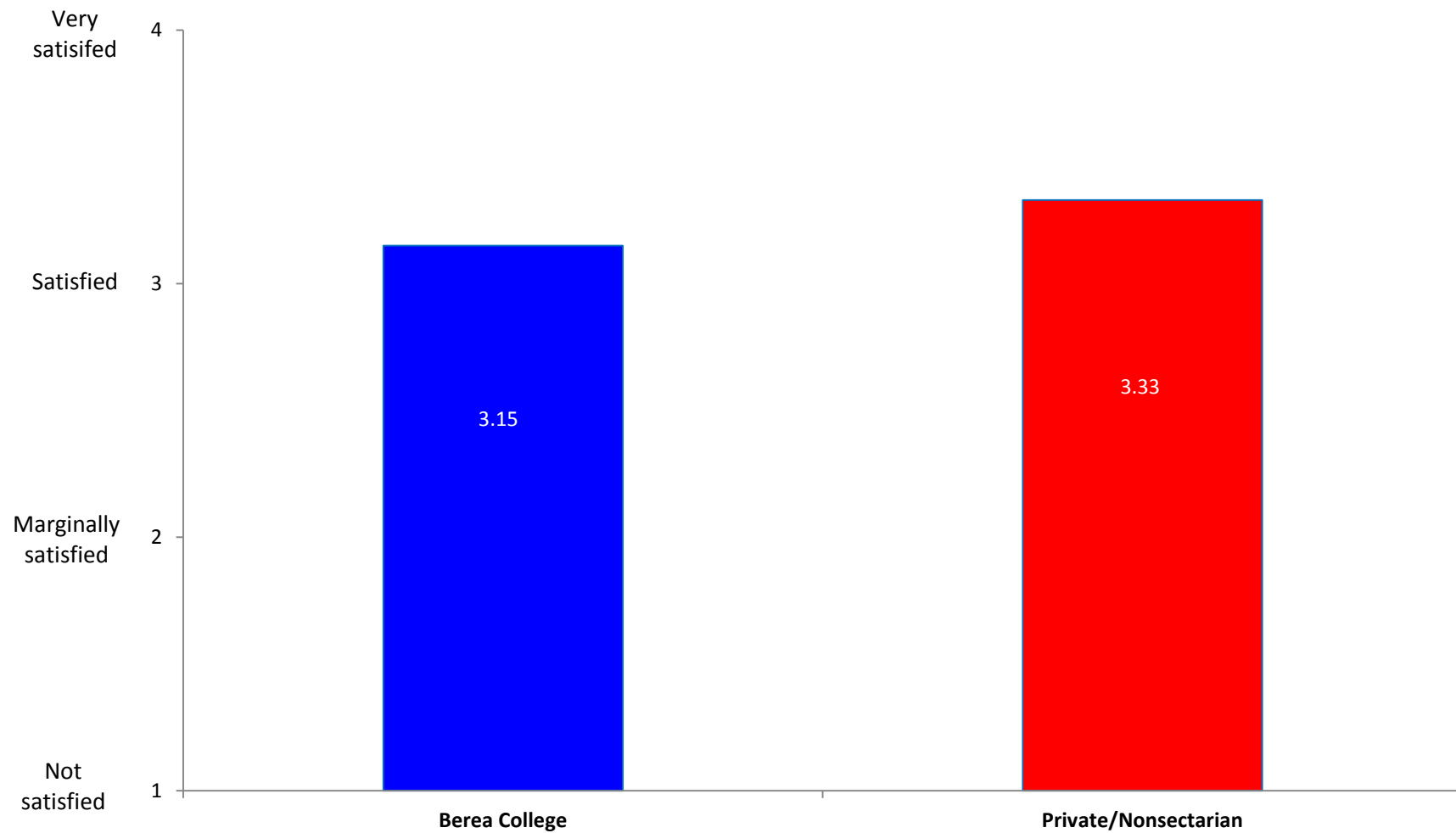


**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*



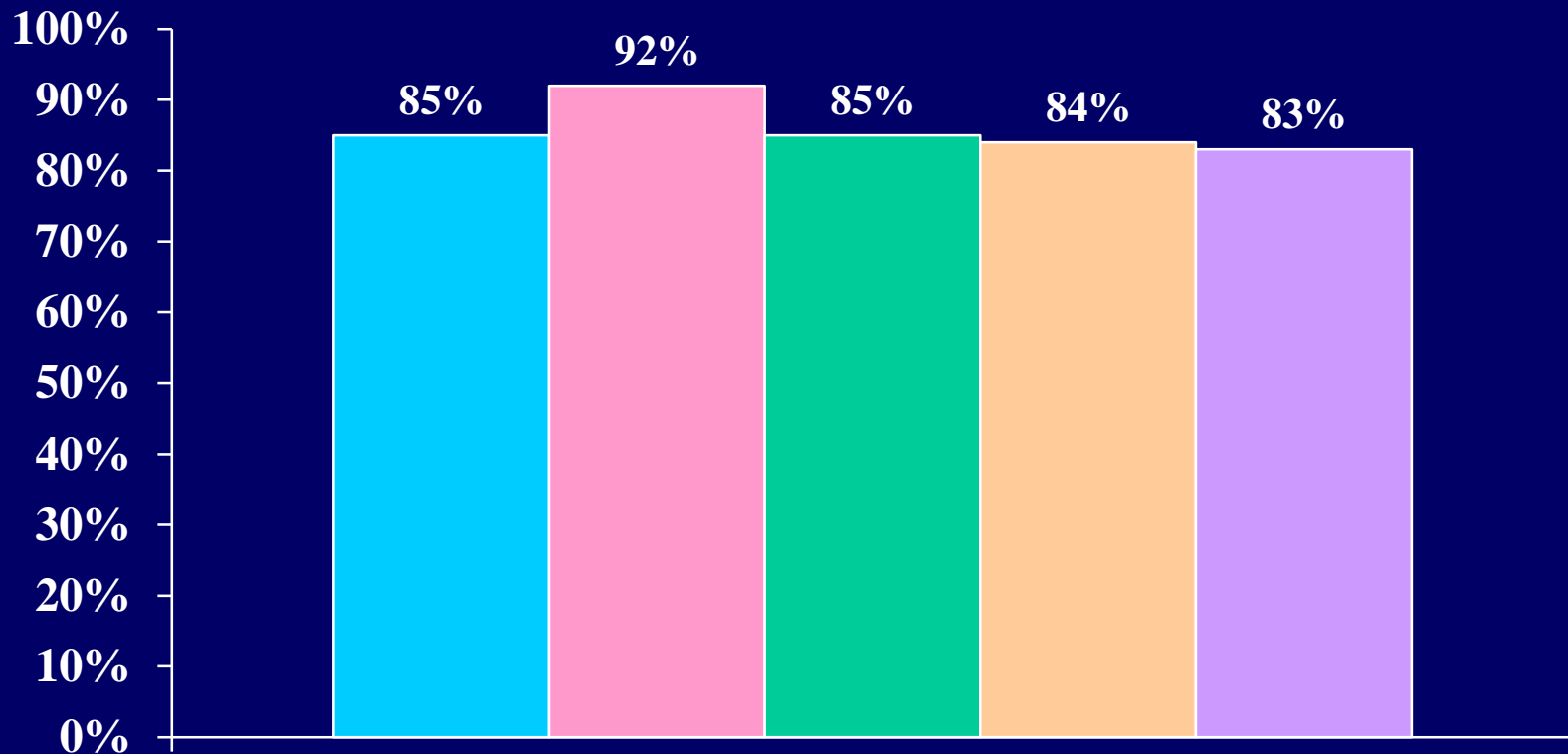
### Autonomy and independence



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated “Very Satisfied” or “Satisfied”

## *Autonomy and independence*



 Berea

 Benchmark  
Institutions

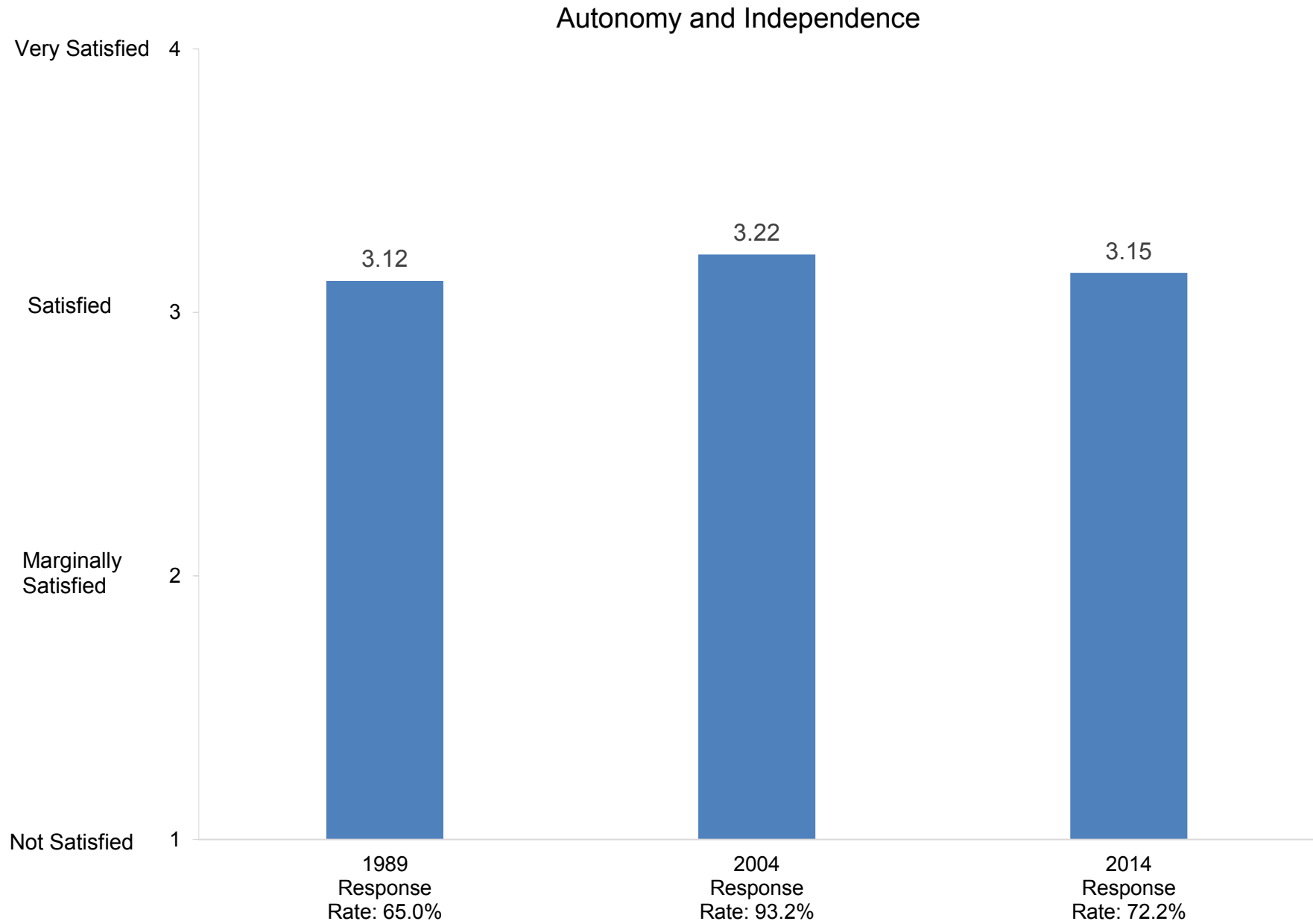
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

 Publics

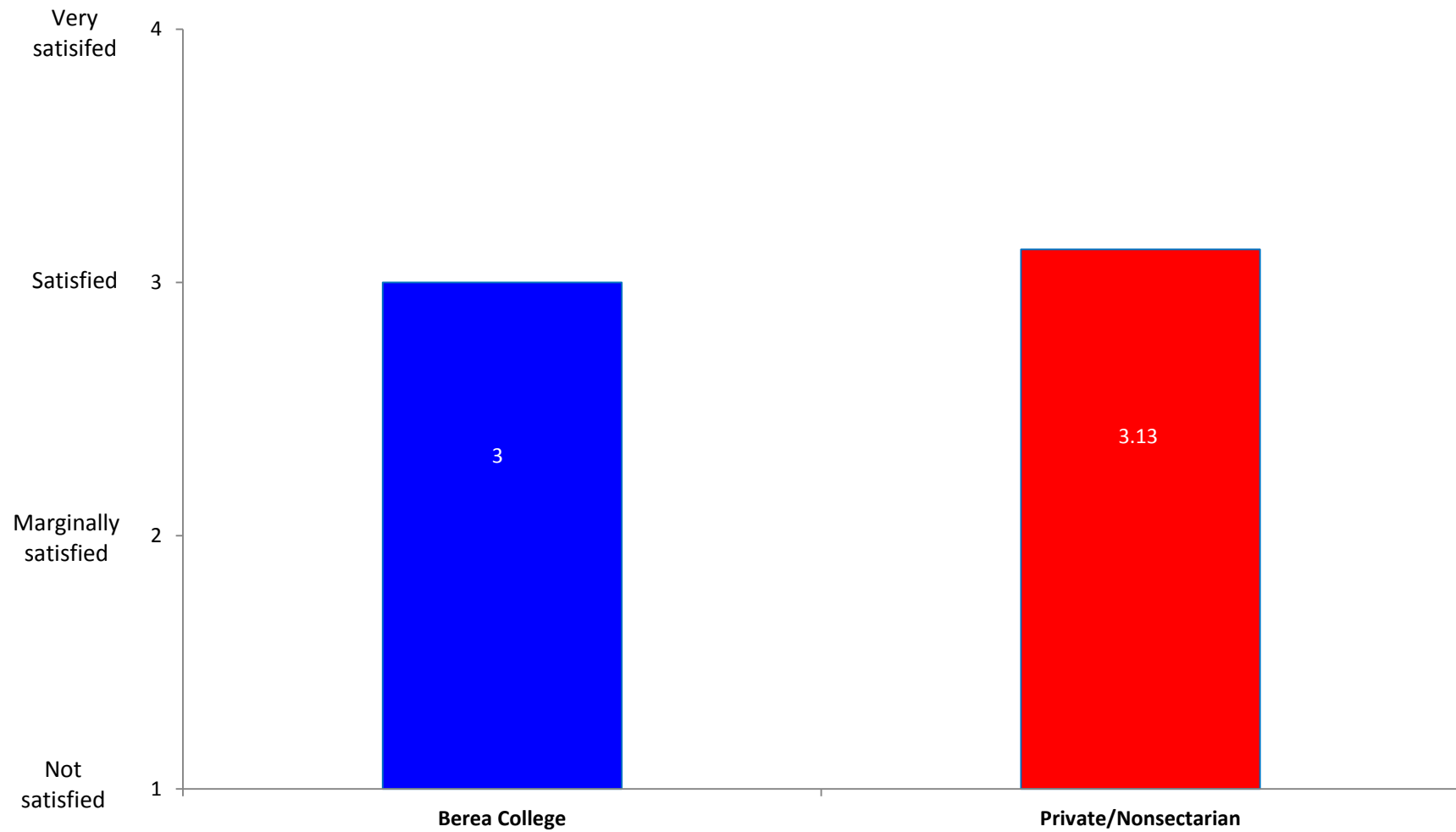
**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*





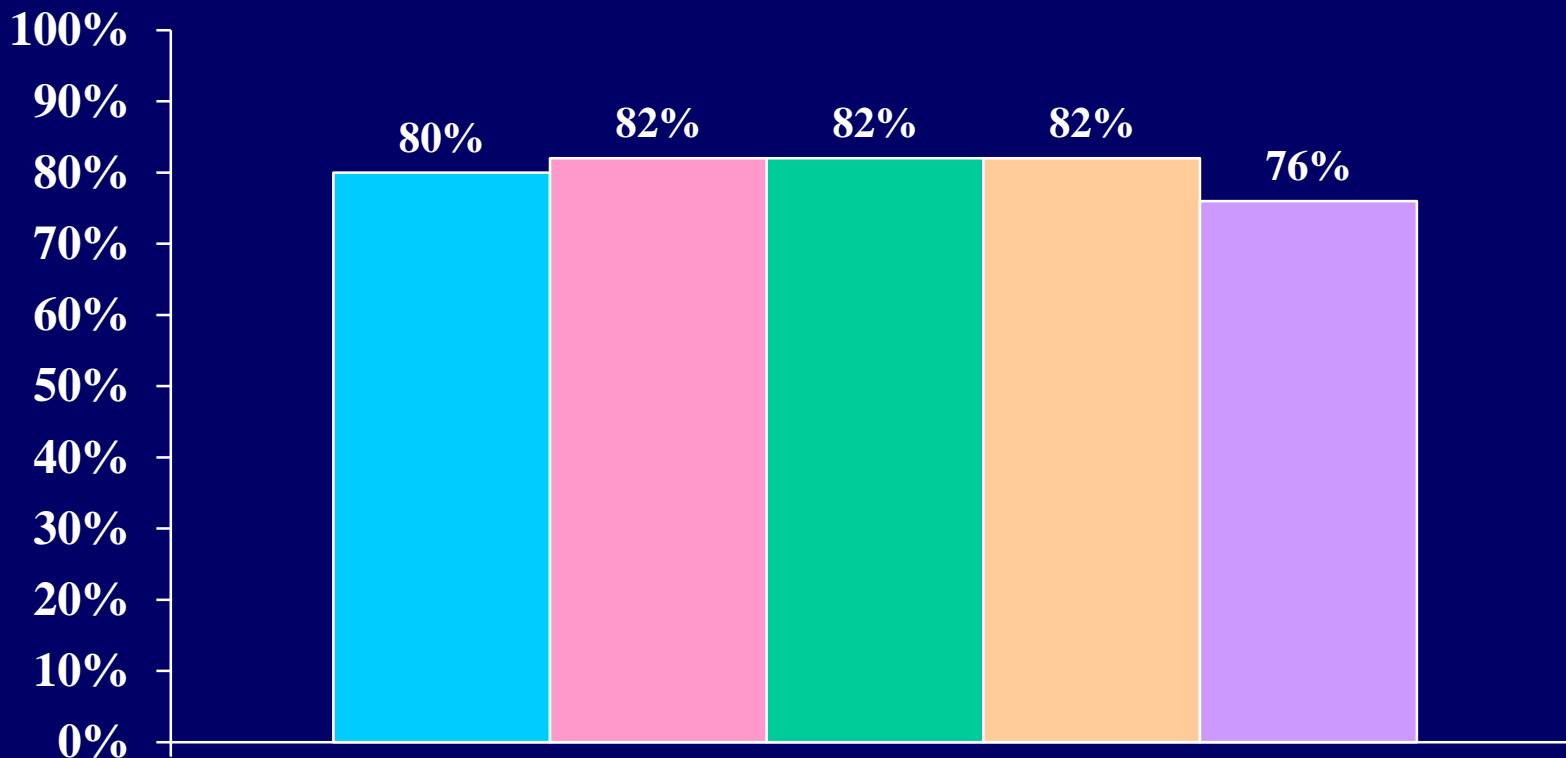
### Professional relationships with other faculty



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Professional relationships with other faculty*



 Berea

 Benchmark  
Institutions

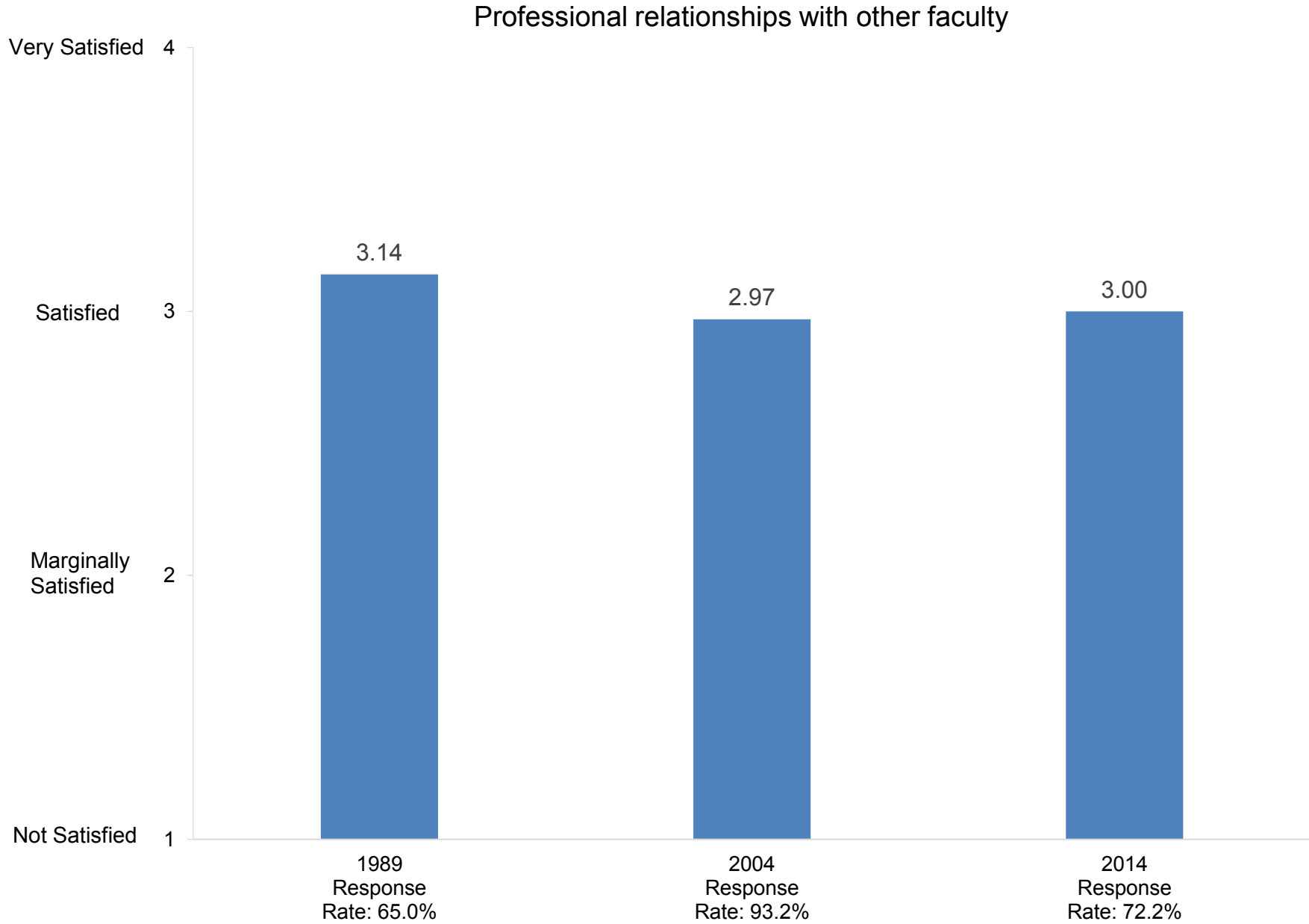
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

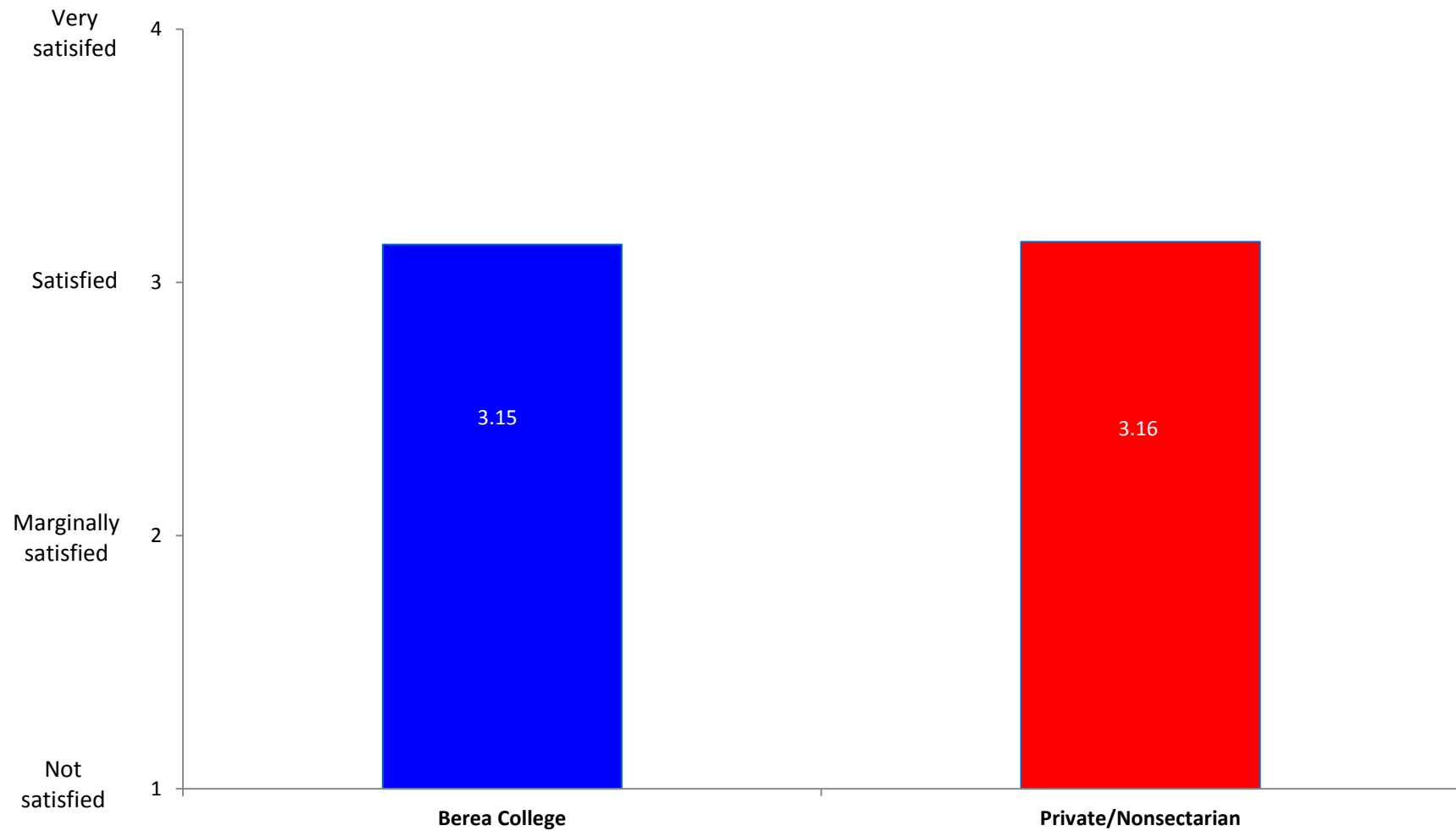
 Publics

**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*



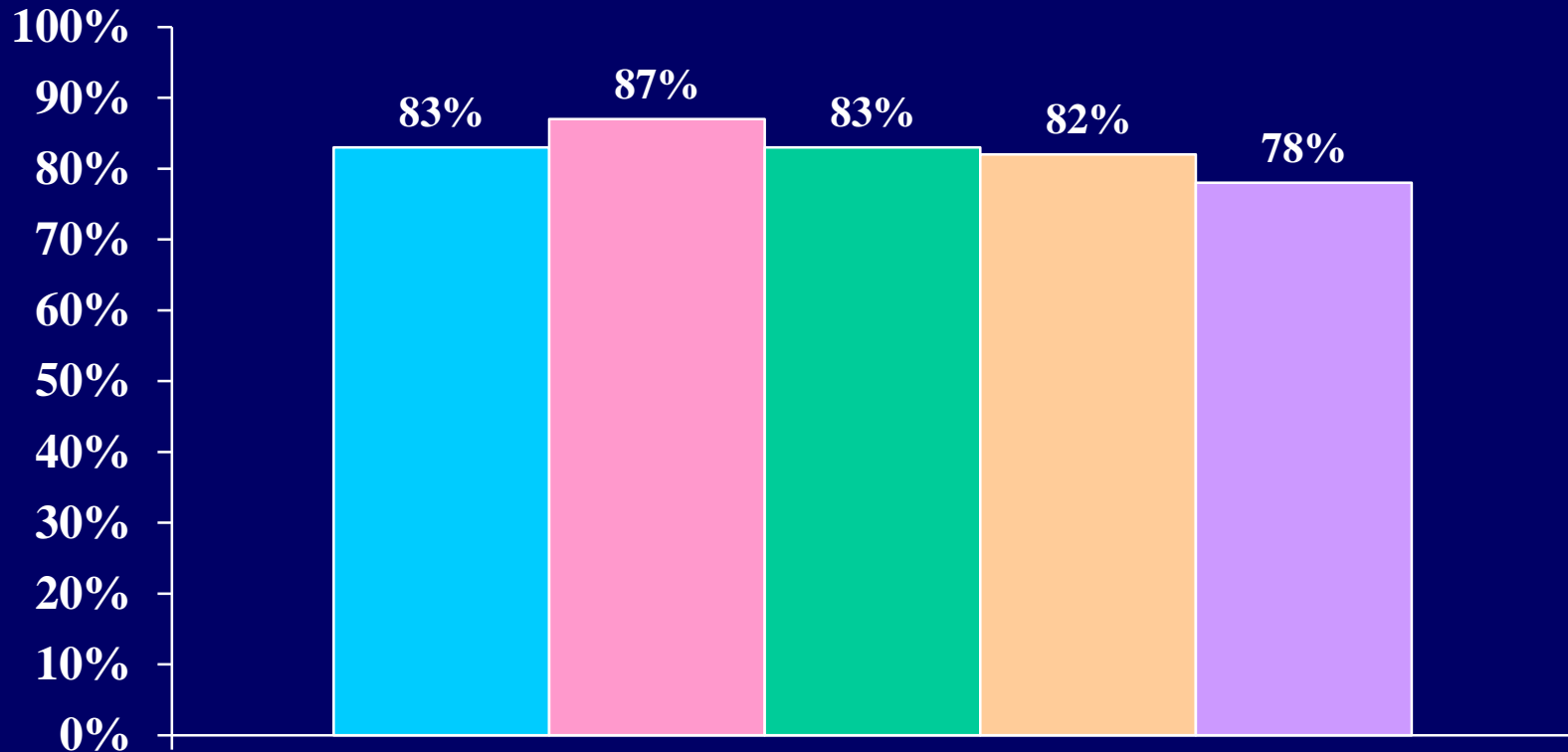
### Competency of colleagues



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Competency of colleagues*



 Berea

 Benchmark  
Institutions

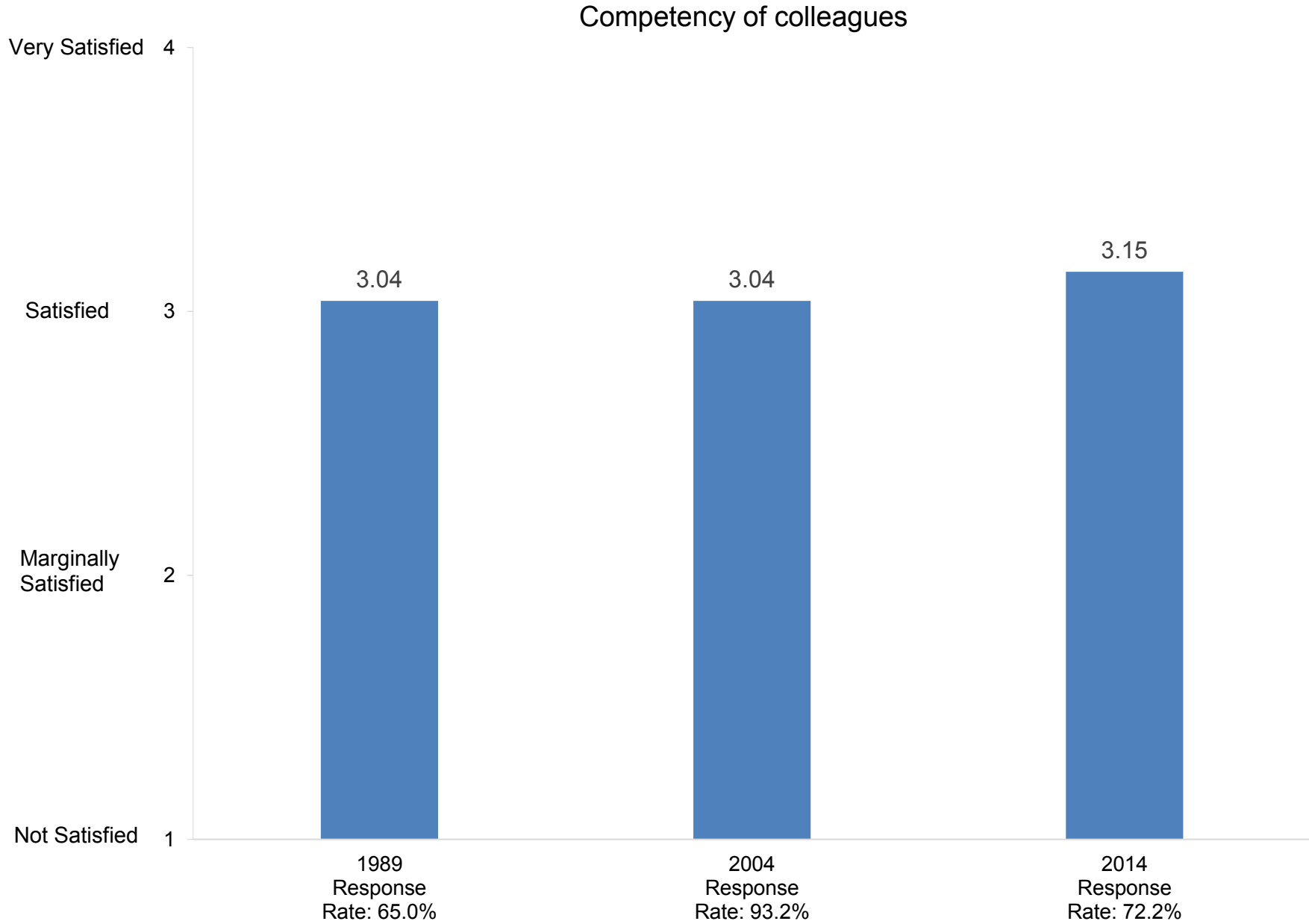
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

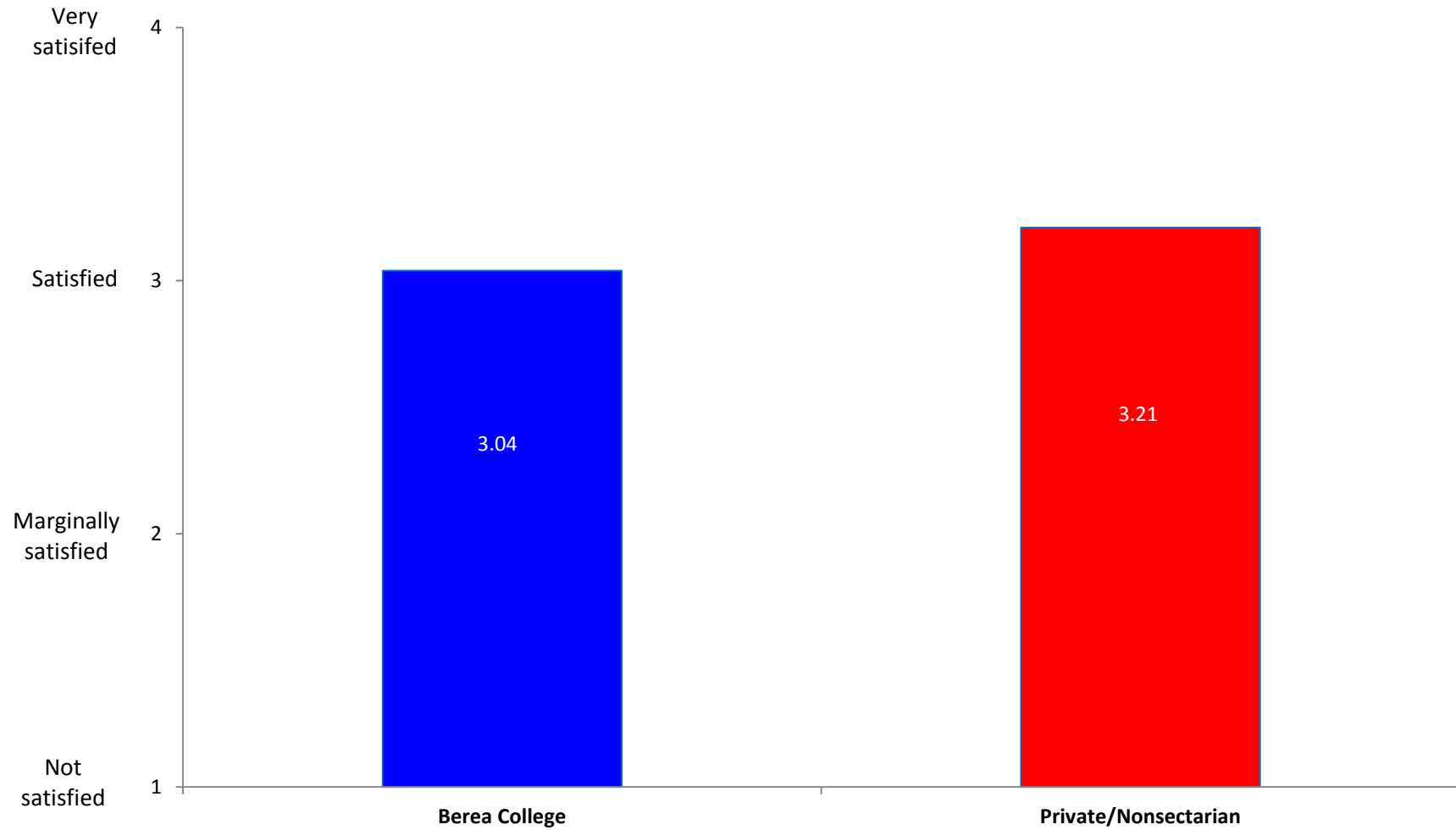
 Publics

**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*



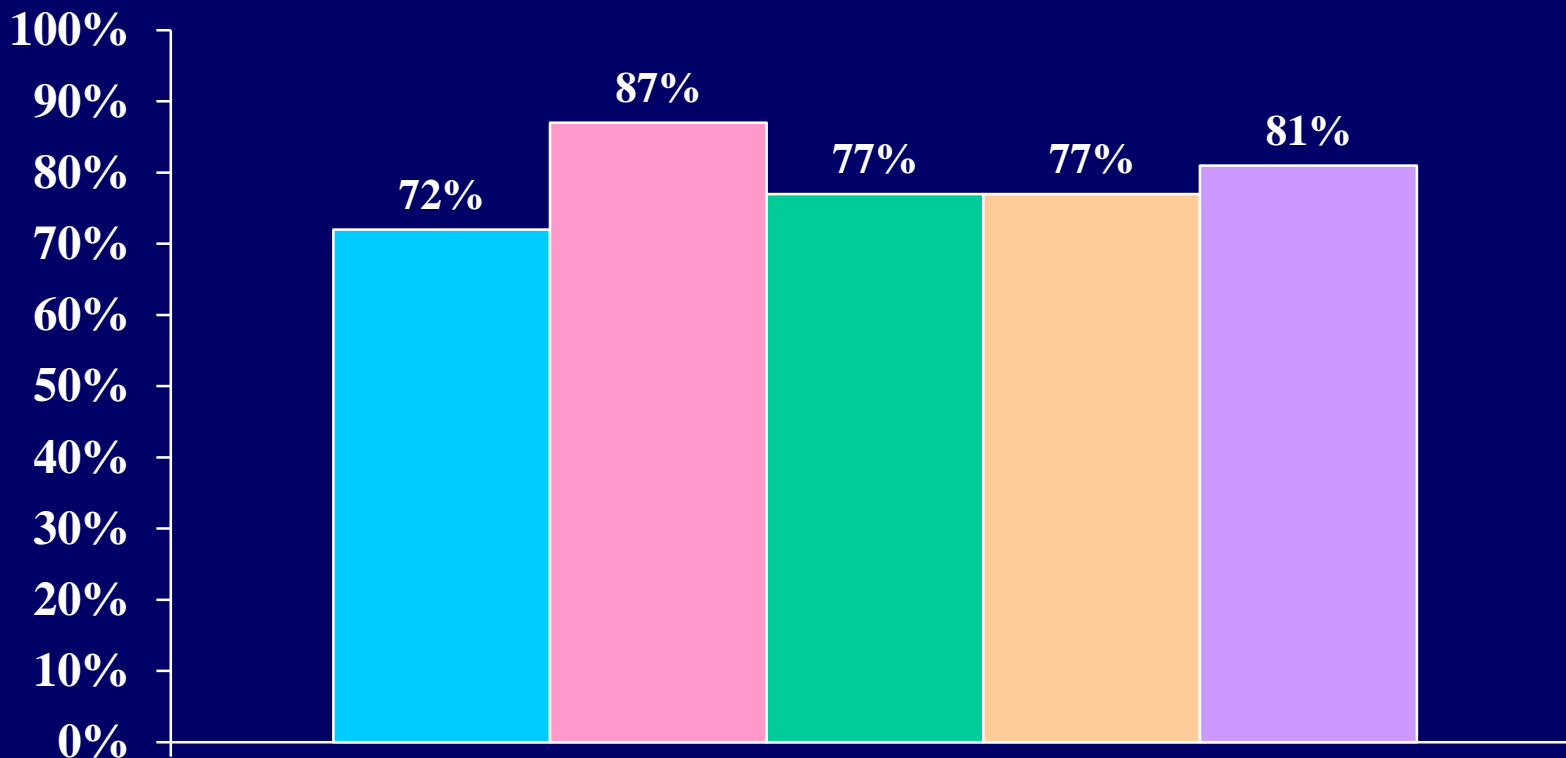
### Job security



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Job security*



 Berea

 Benchmark  
Institutions

 Non-Sectarian -  
High Selectivity

 4-Year  
Private

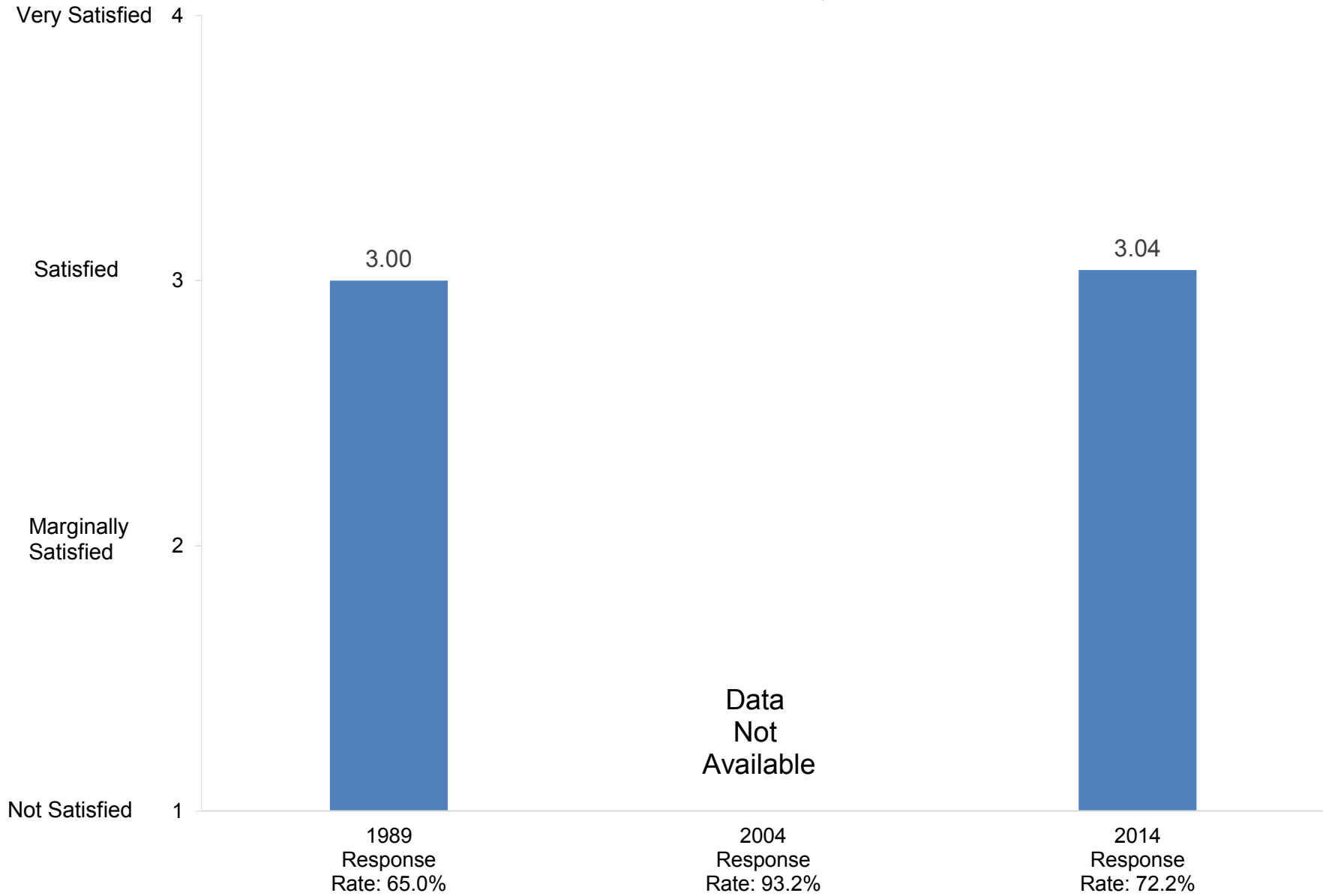
 Publics



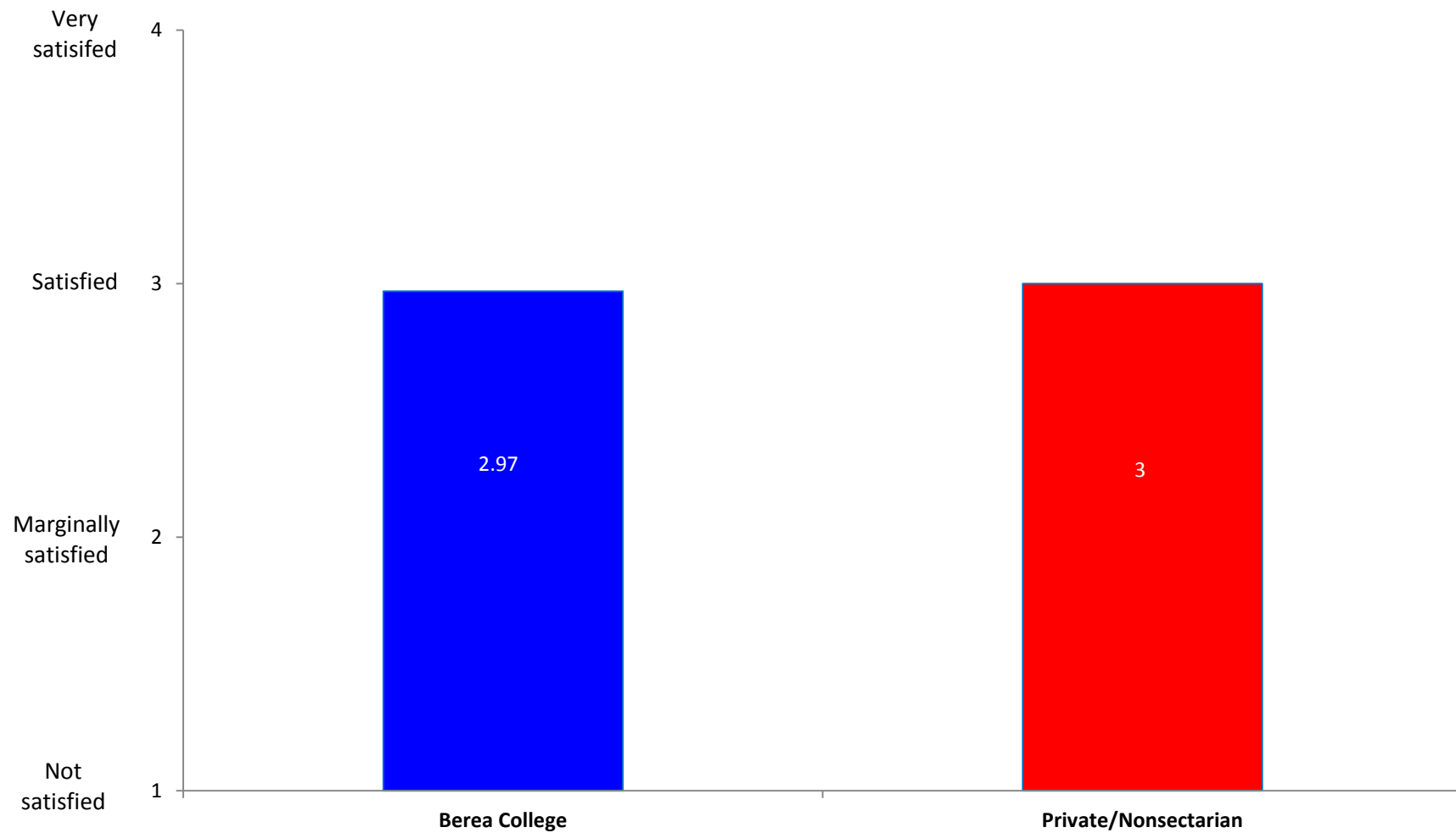
**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*

**Job security**



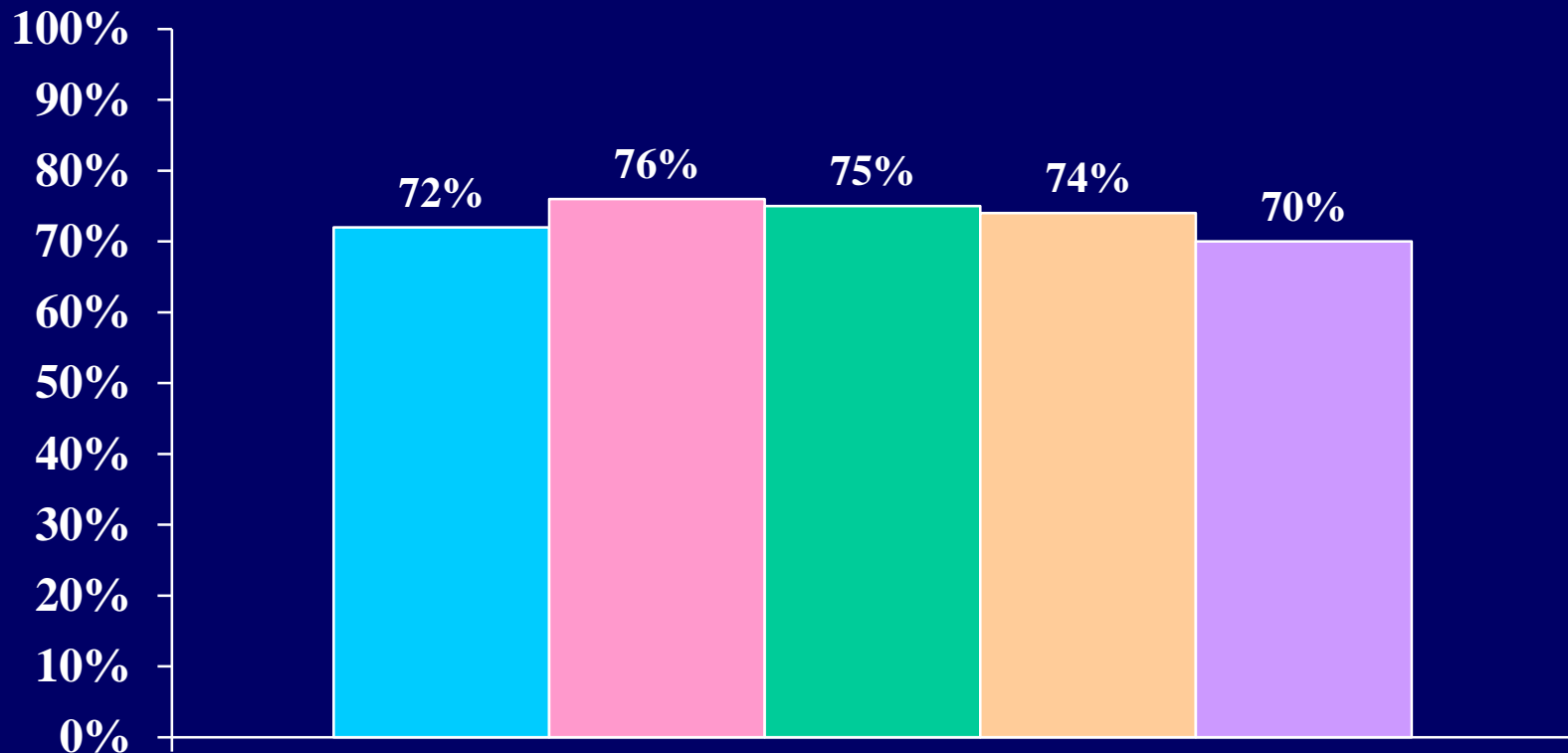
### Departmental leadership



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated “Very Satisfied” or “Satisfied”

## *Departmental leadership*



 Berea

 Benchmark  
Institutions

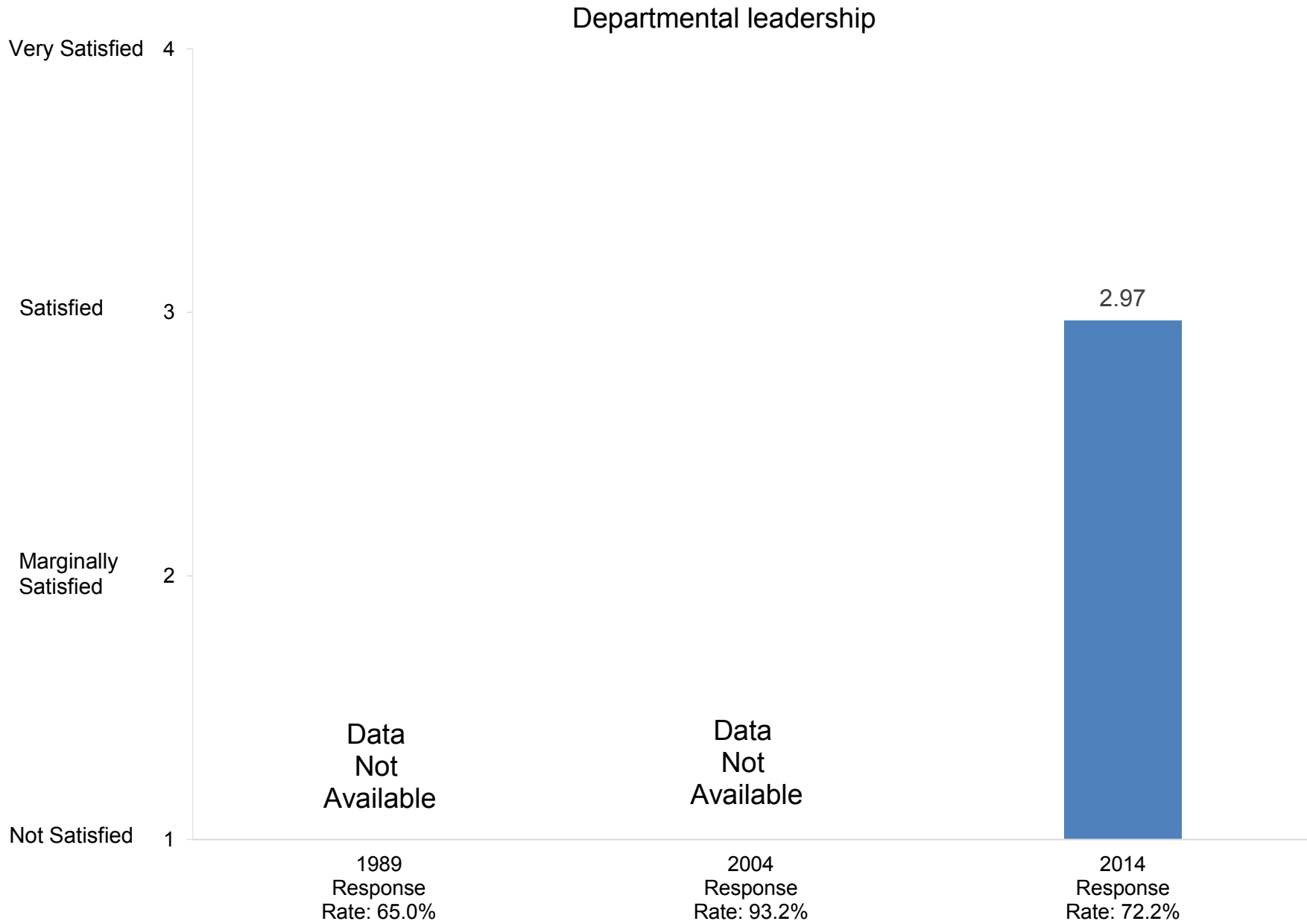
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

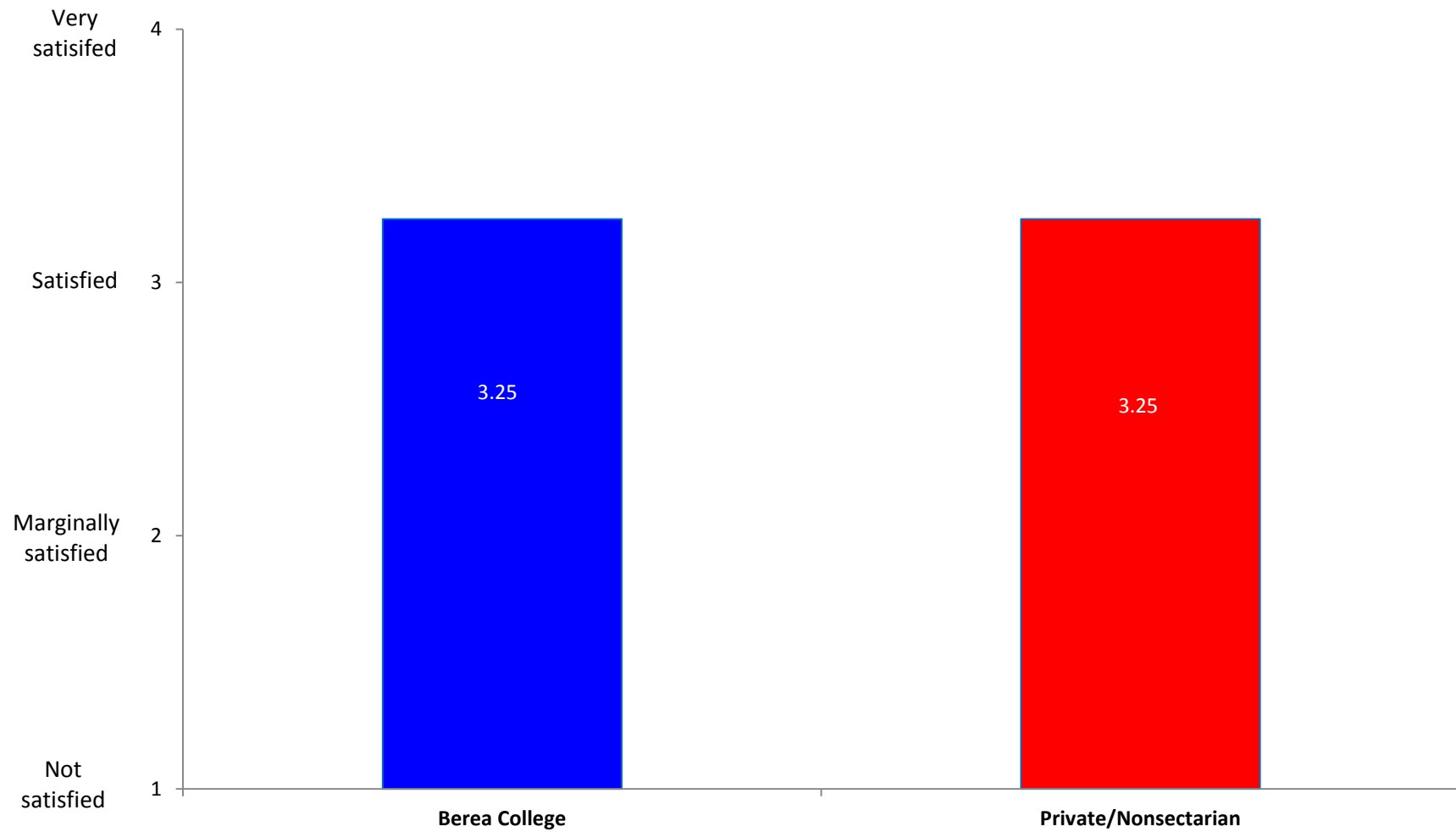
 Publics

**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*

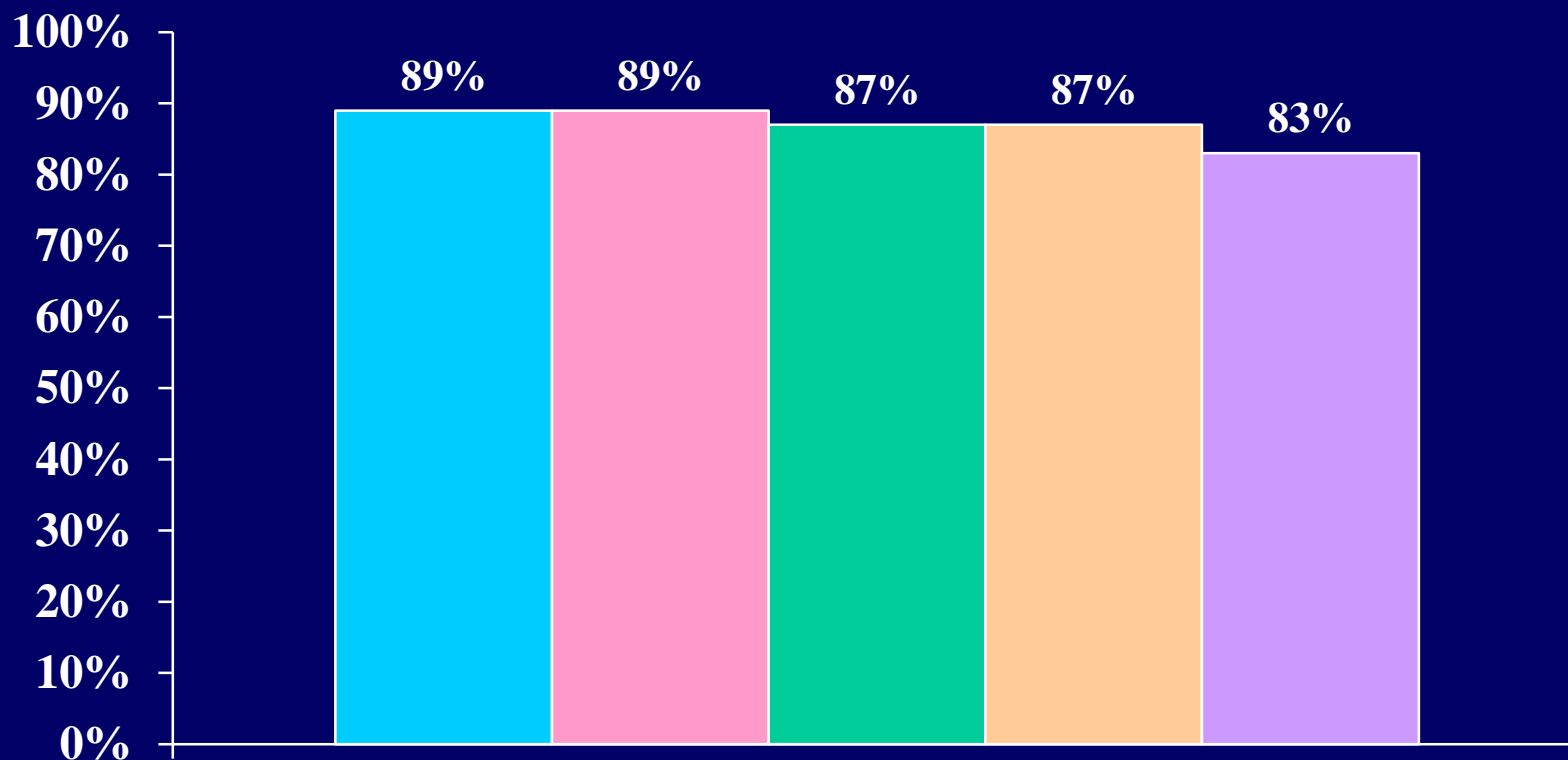


### Course assignments



How satisfied are you with the following aspect of your job?  
Percent of faculty who indicated “Very Satisfied” or “Satisfied”

## *Course assignments*



 Berea

 Benchmark  
Institutions

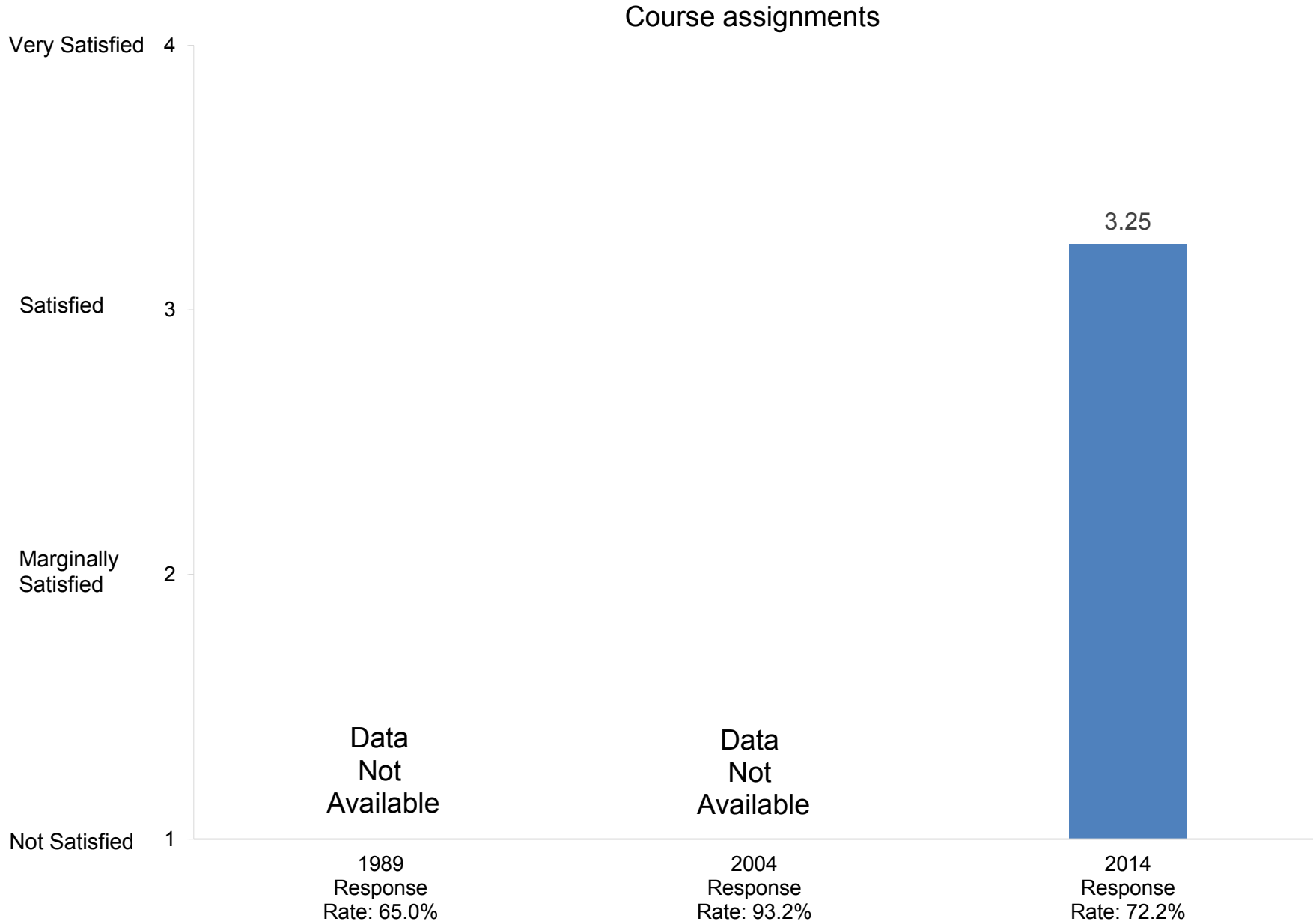
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

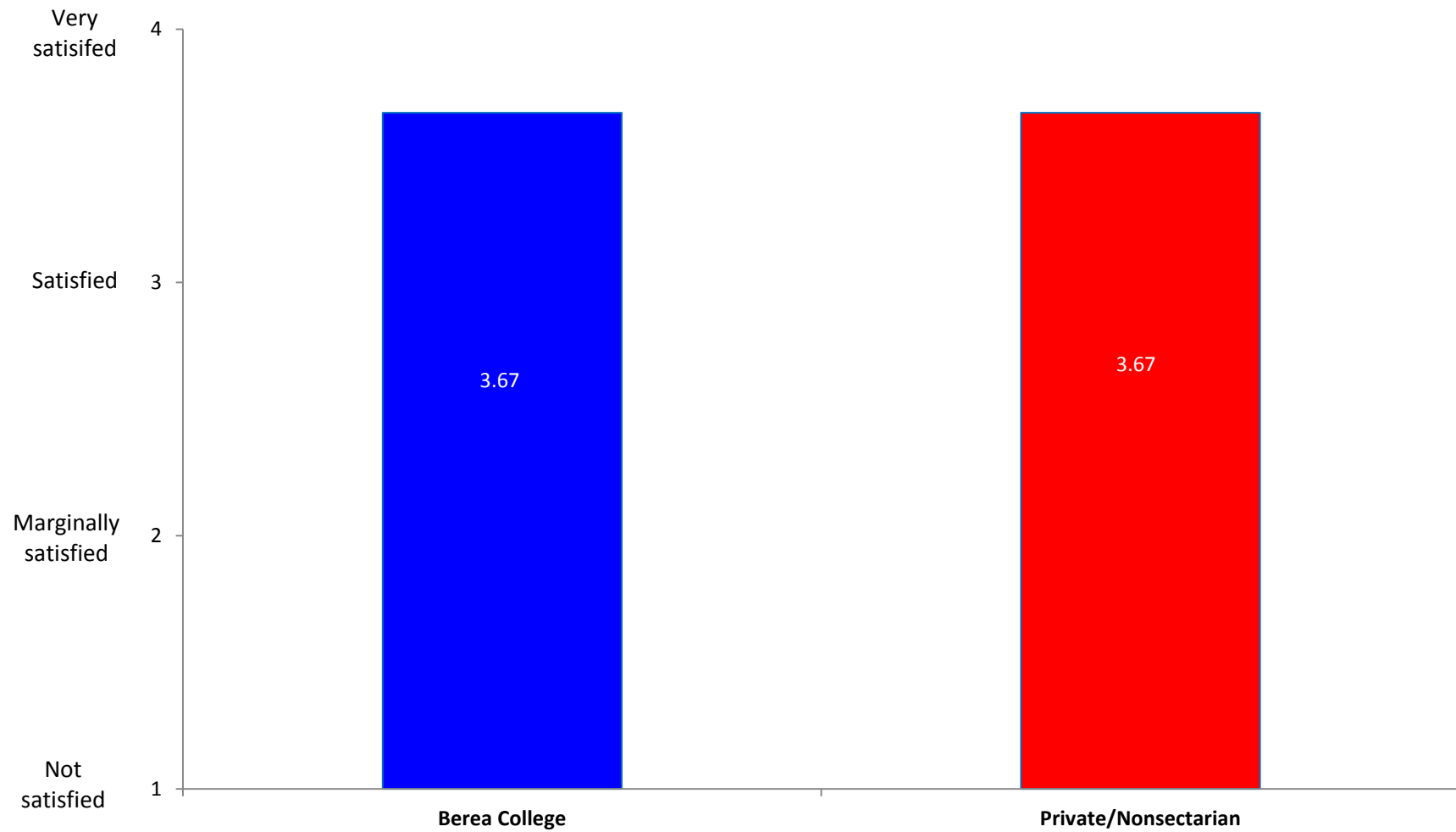
 Publics

**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*



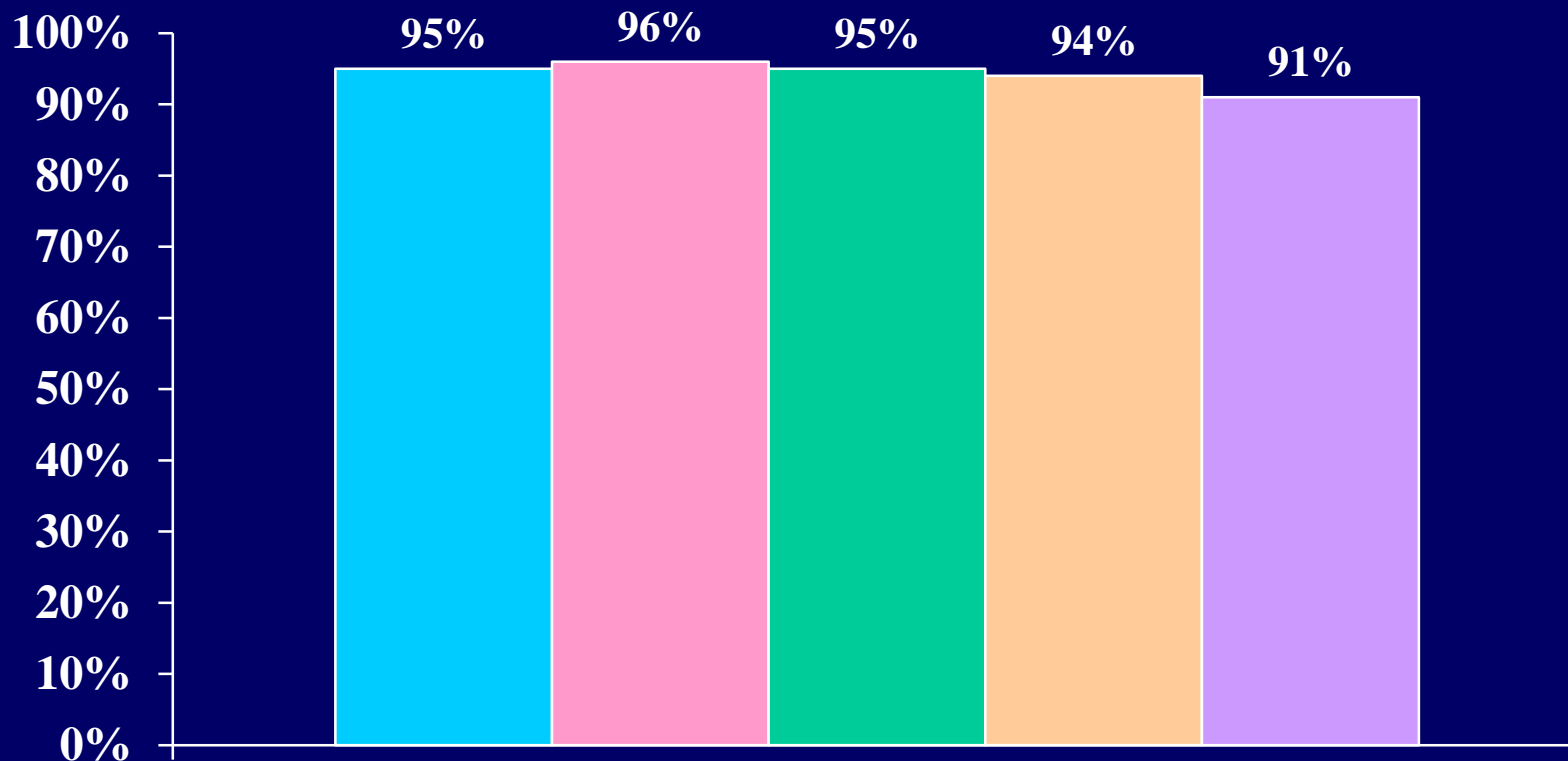
### Freedom to determine course content





How satisfied are you with the following aspect of your job?  
Percent of faculty who indicated “Very Satisfied” or “Satisfied”

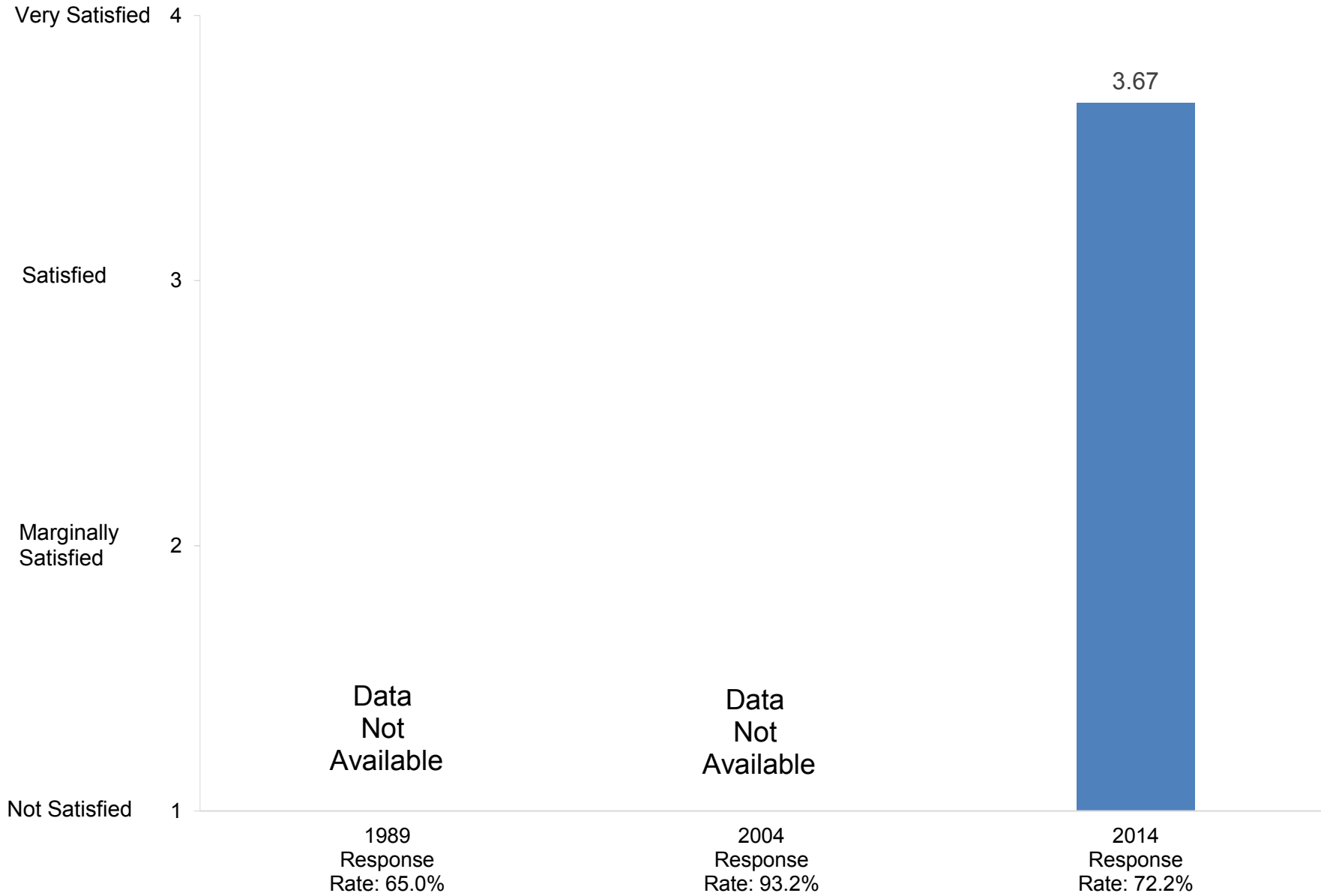
*Freedom to determine course content*



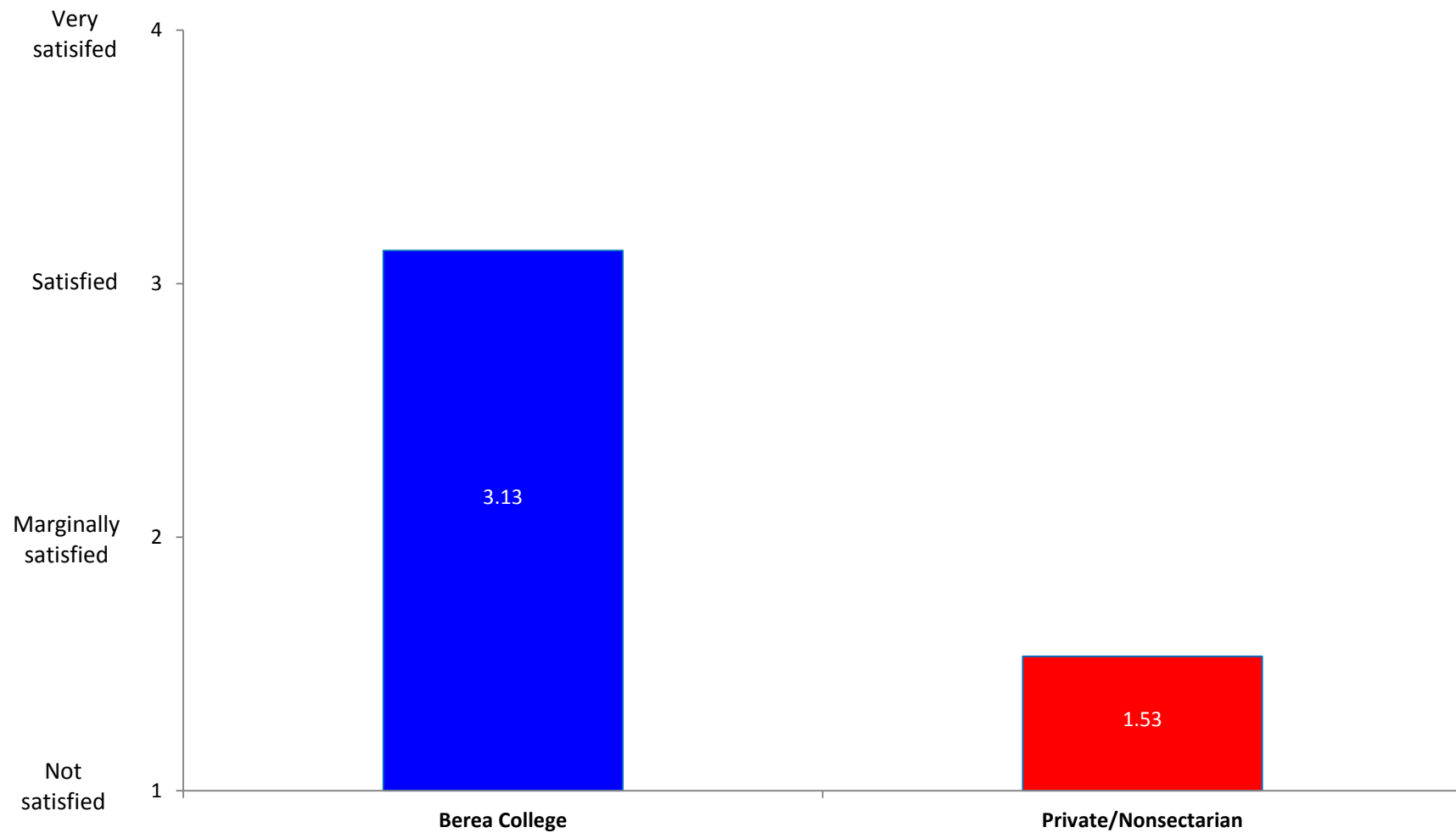
**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*

**Freedom to determine course content**



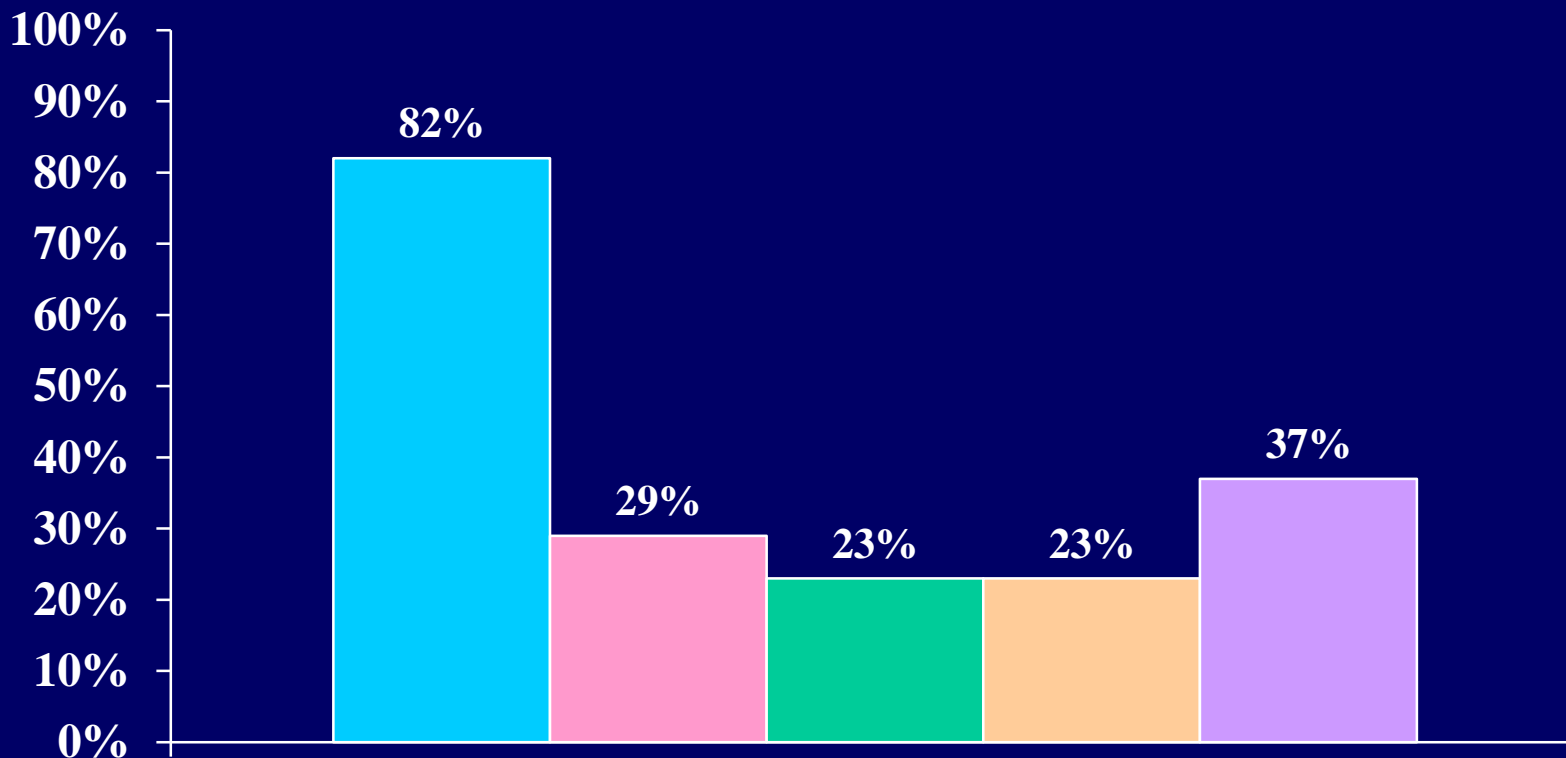
### Availability of child care at this institution



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Availability of child care at this institution*



 Berea

 Benchmark  
Institutions

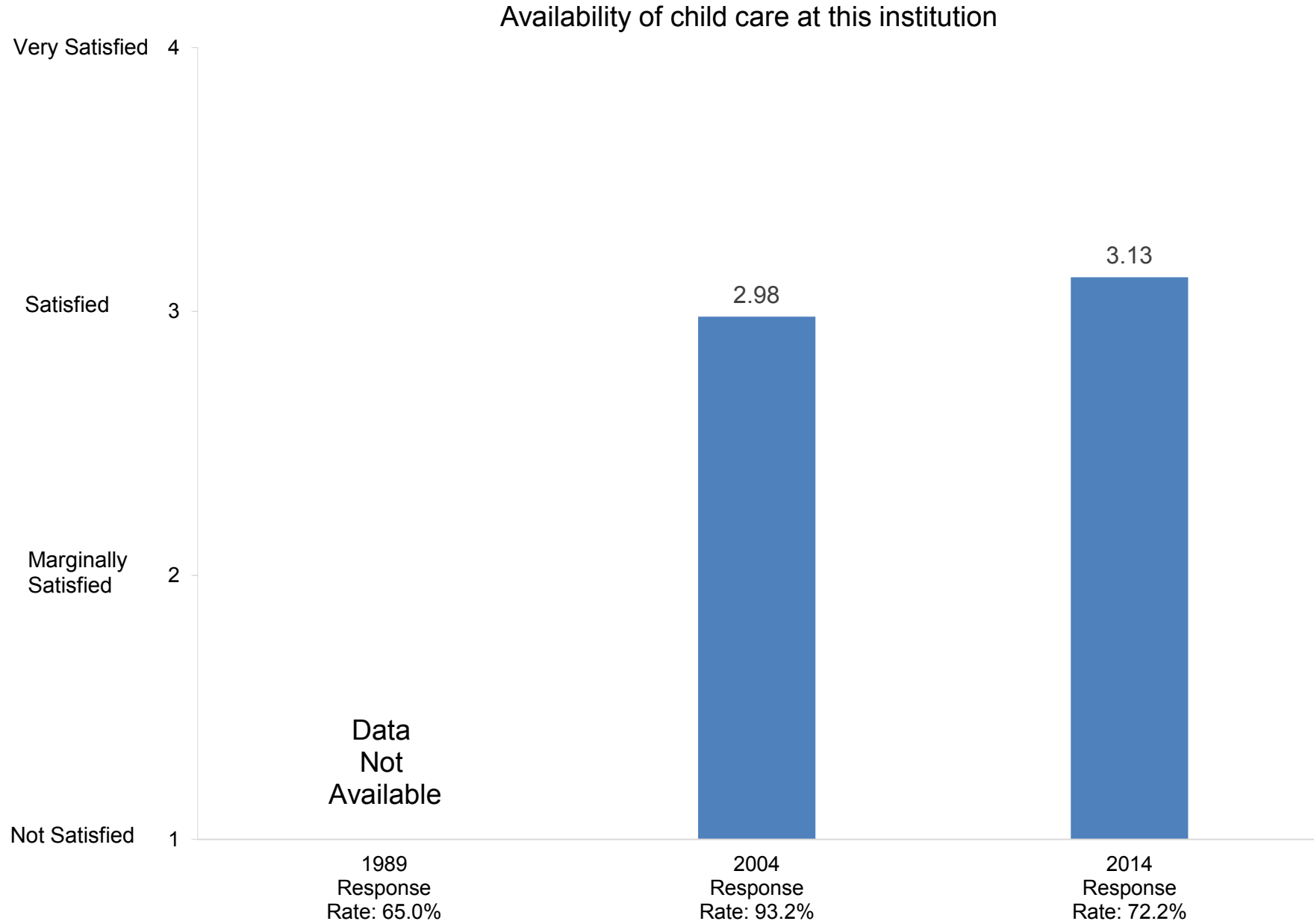
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

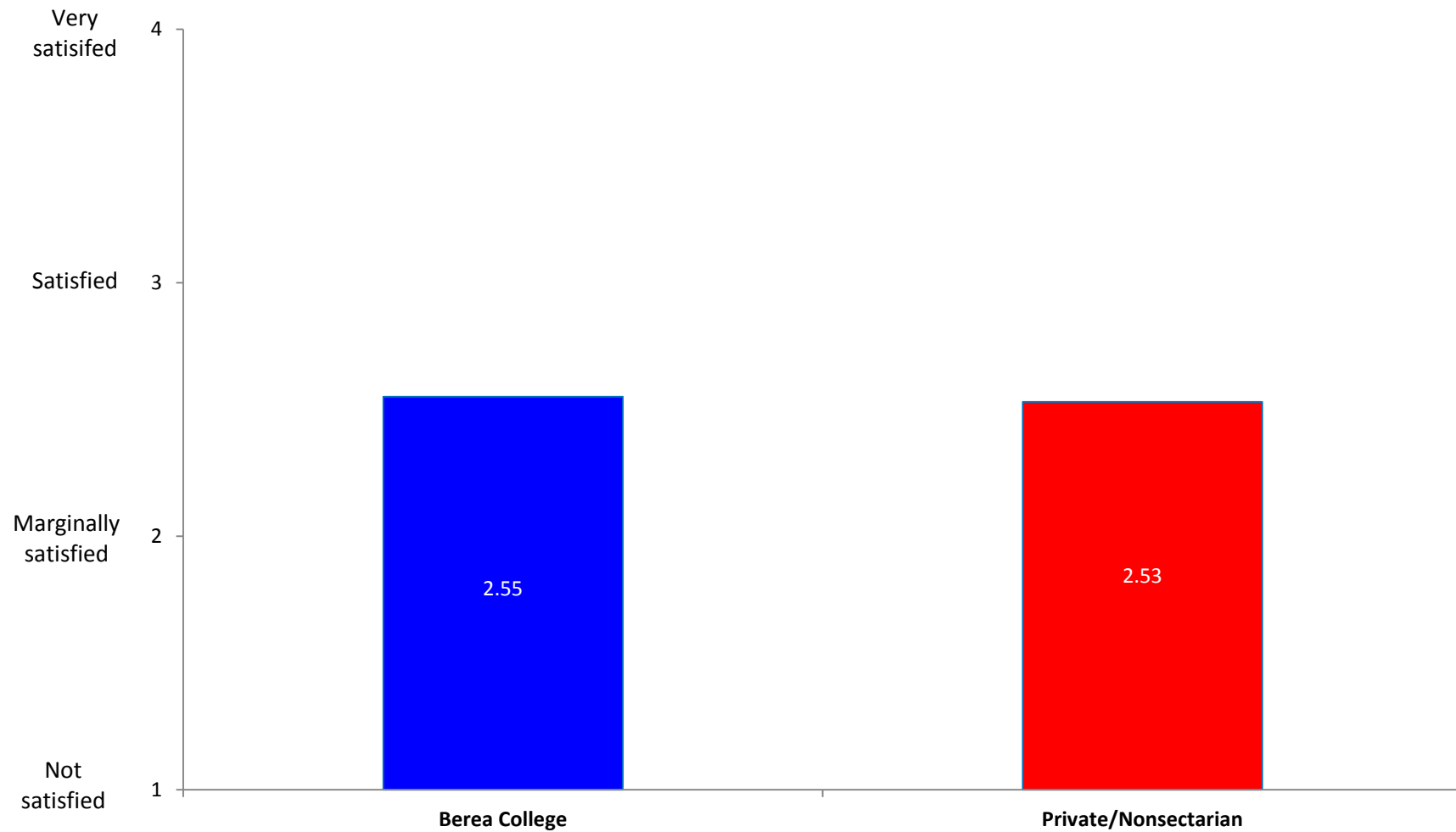
 Publics

**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*



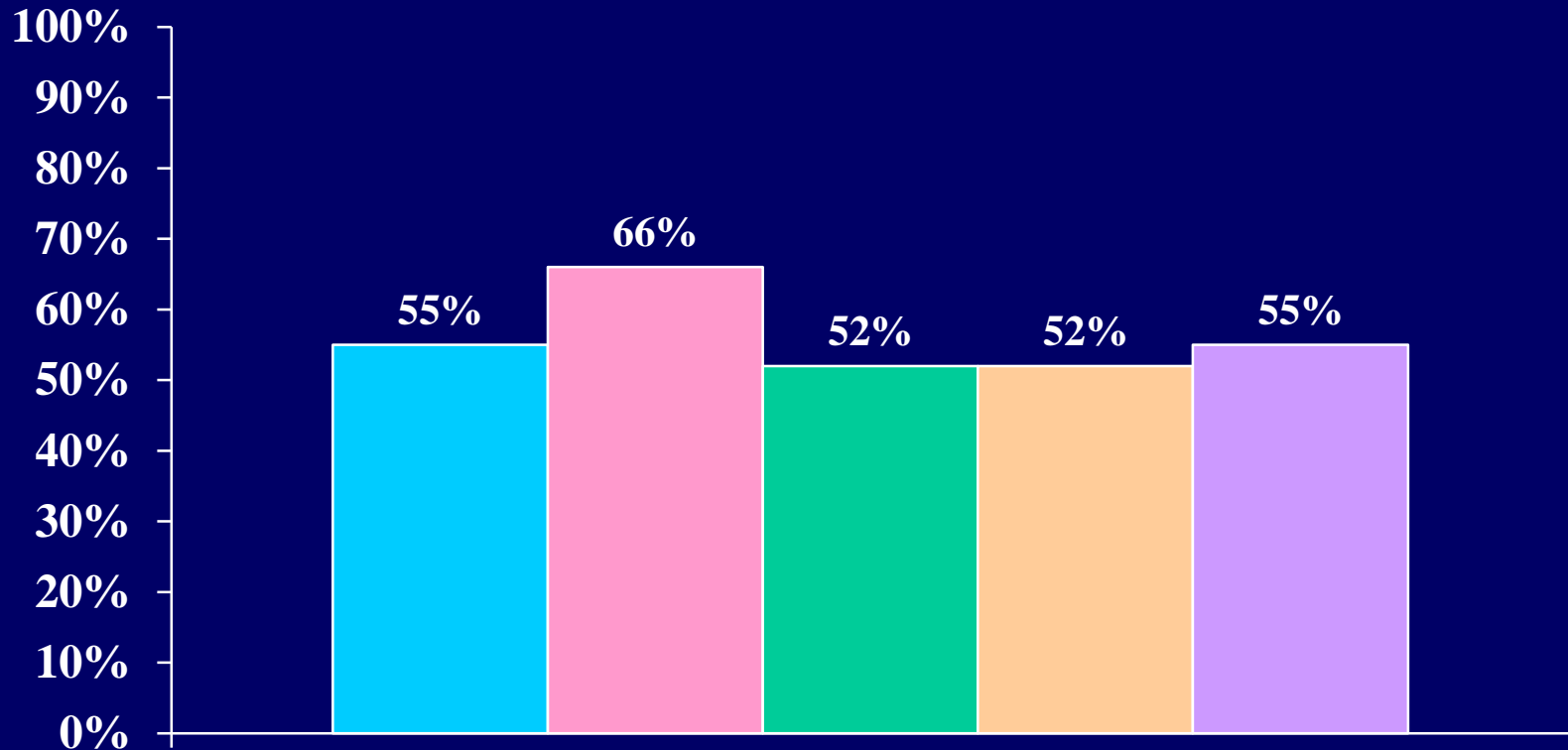
### Prospects for career advancement



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Prospects for career advancement*



 Berea

 Benchmark  
Institutions

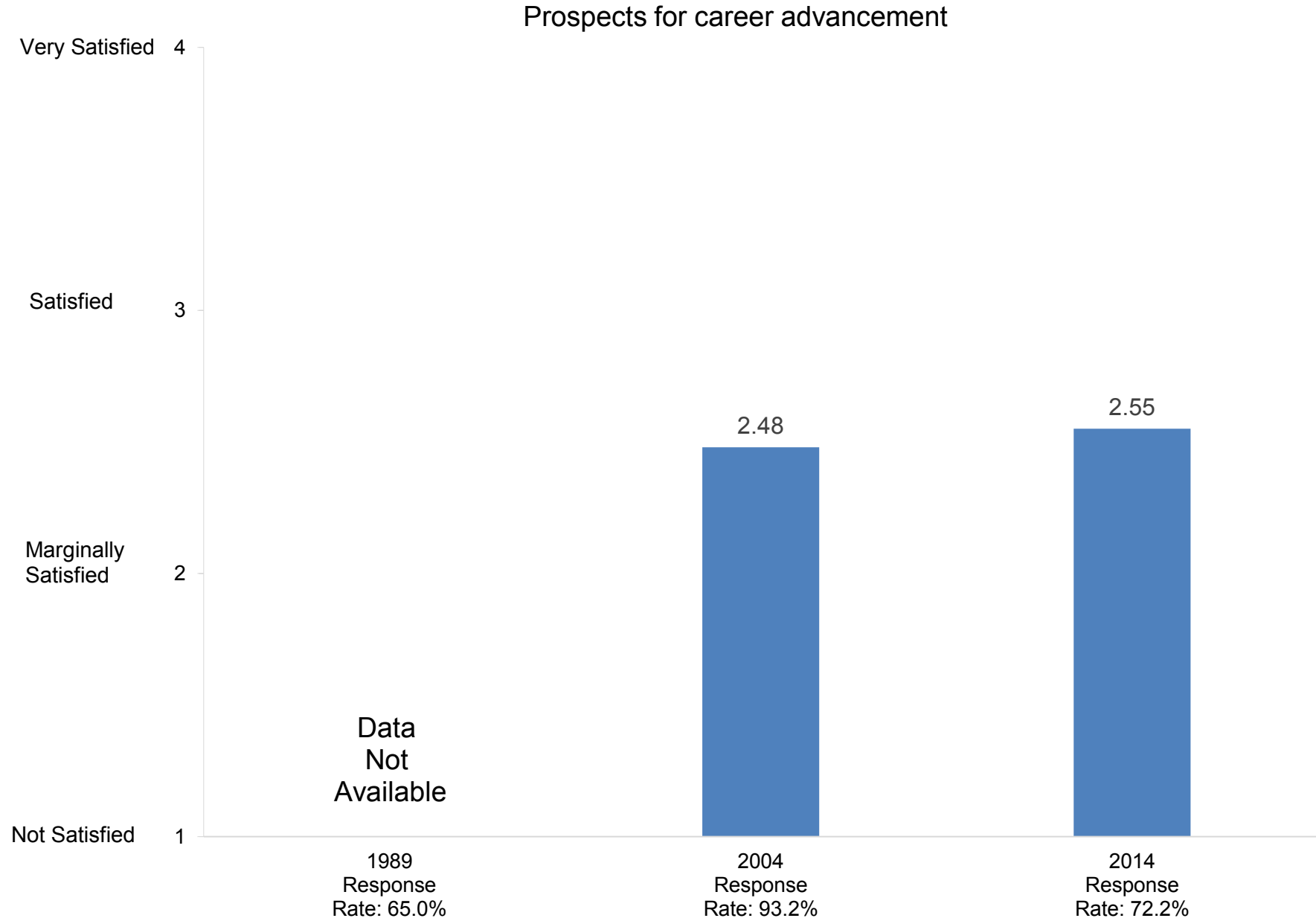
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

 Publics

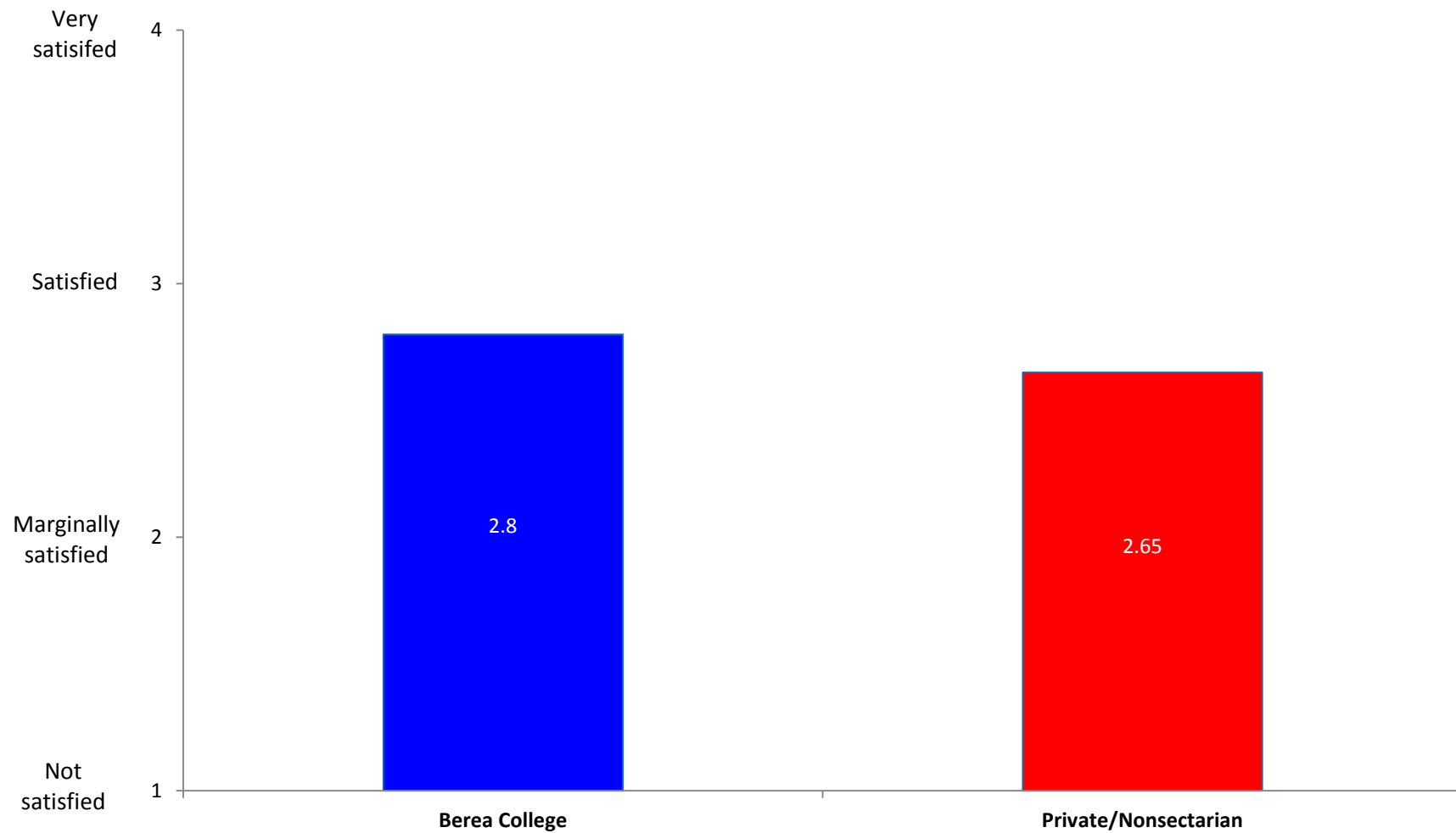
**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*





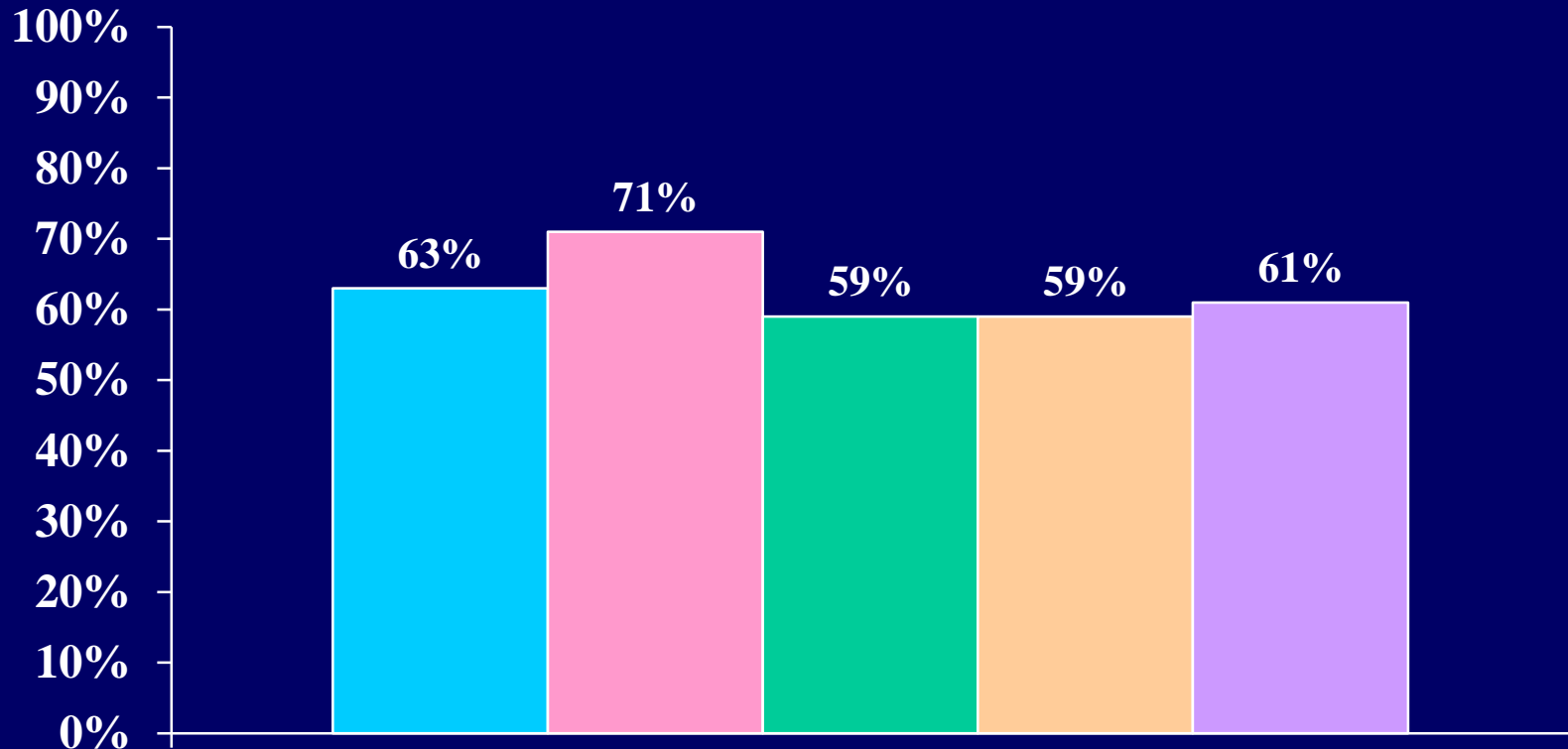
### Clerical/administrative support



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Clerical/administrative support*



 Berea

 Benchmark  
Institutions

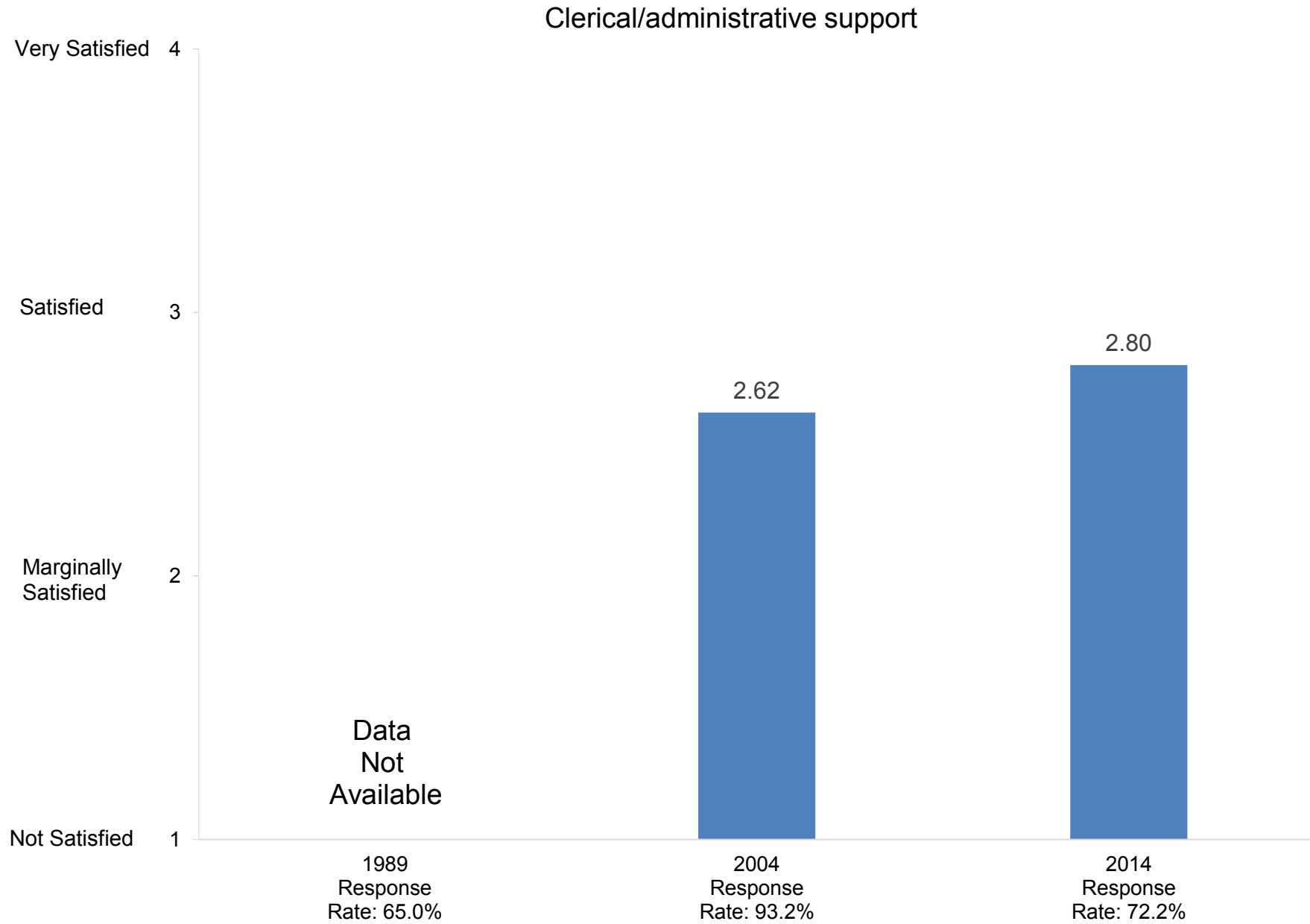
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

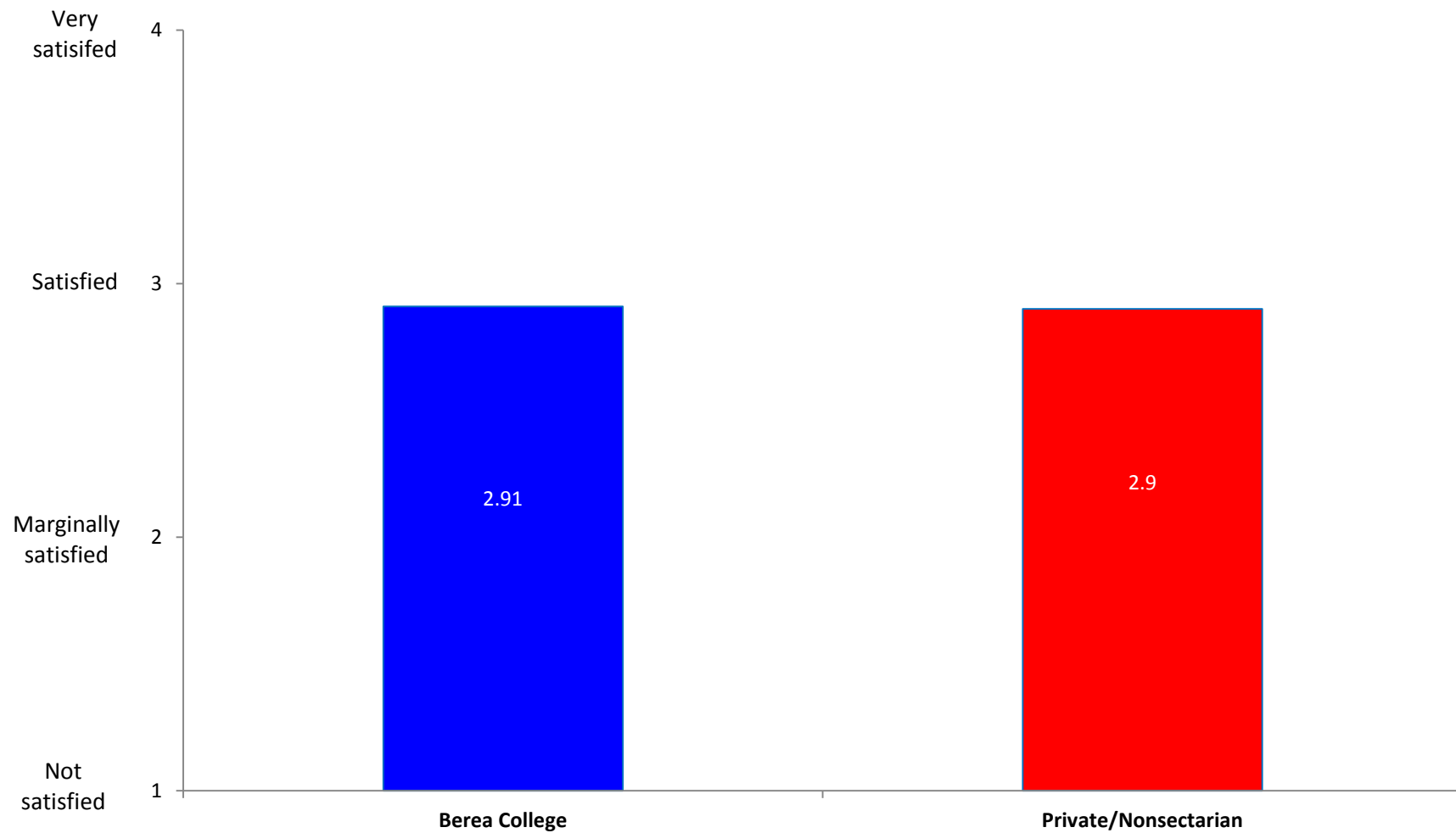
 Publics

**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*



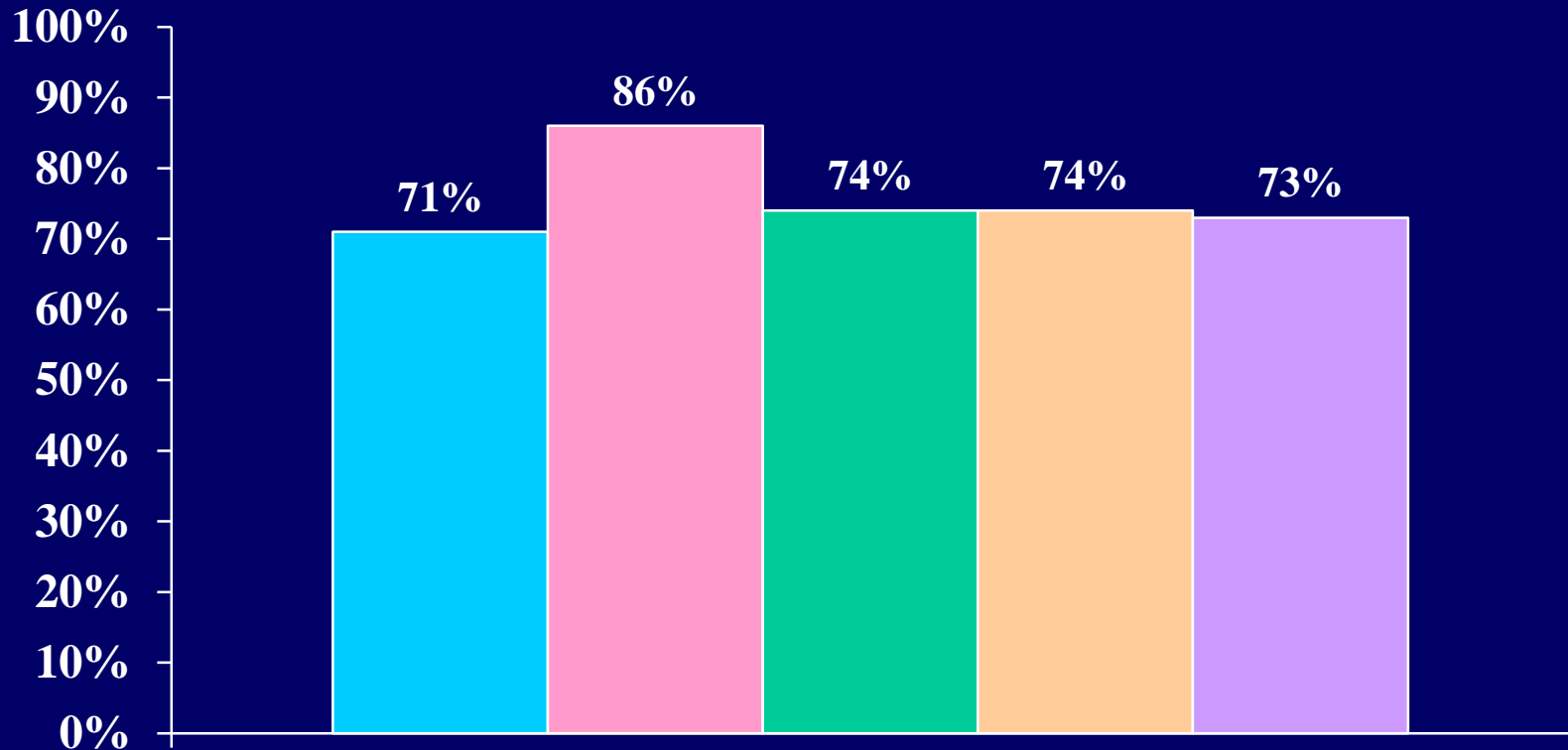
### Overall job satisfaction



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated “Very Satisfied” or “Satisfied”

## *Overall job satisfaction*



 Berea

 Benchmark  
Institutions

 Non-Sectarian –  
High Selectivity

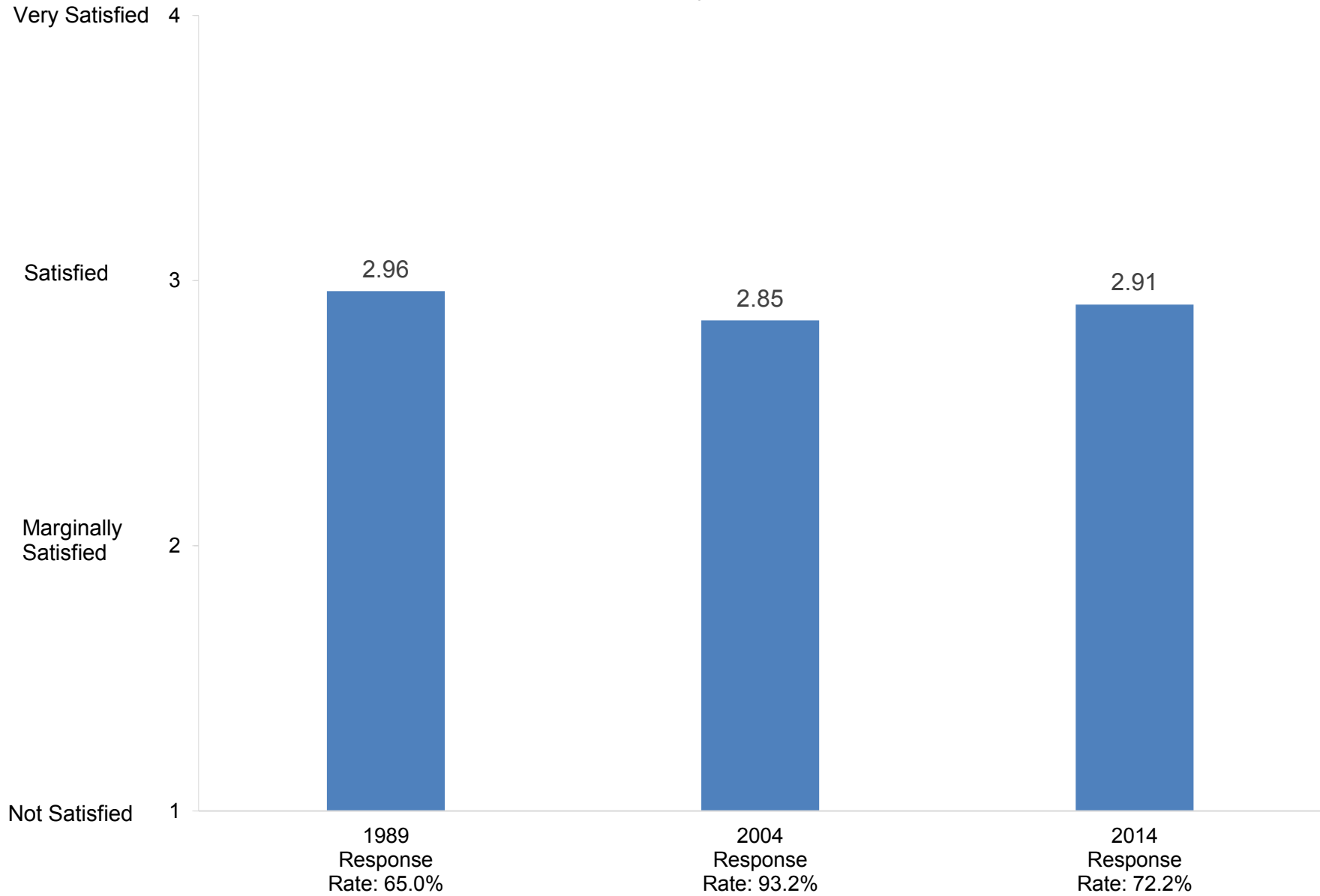
 4-Year  
Private

 Publics

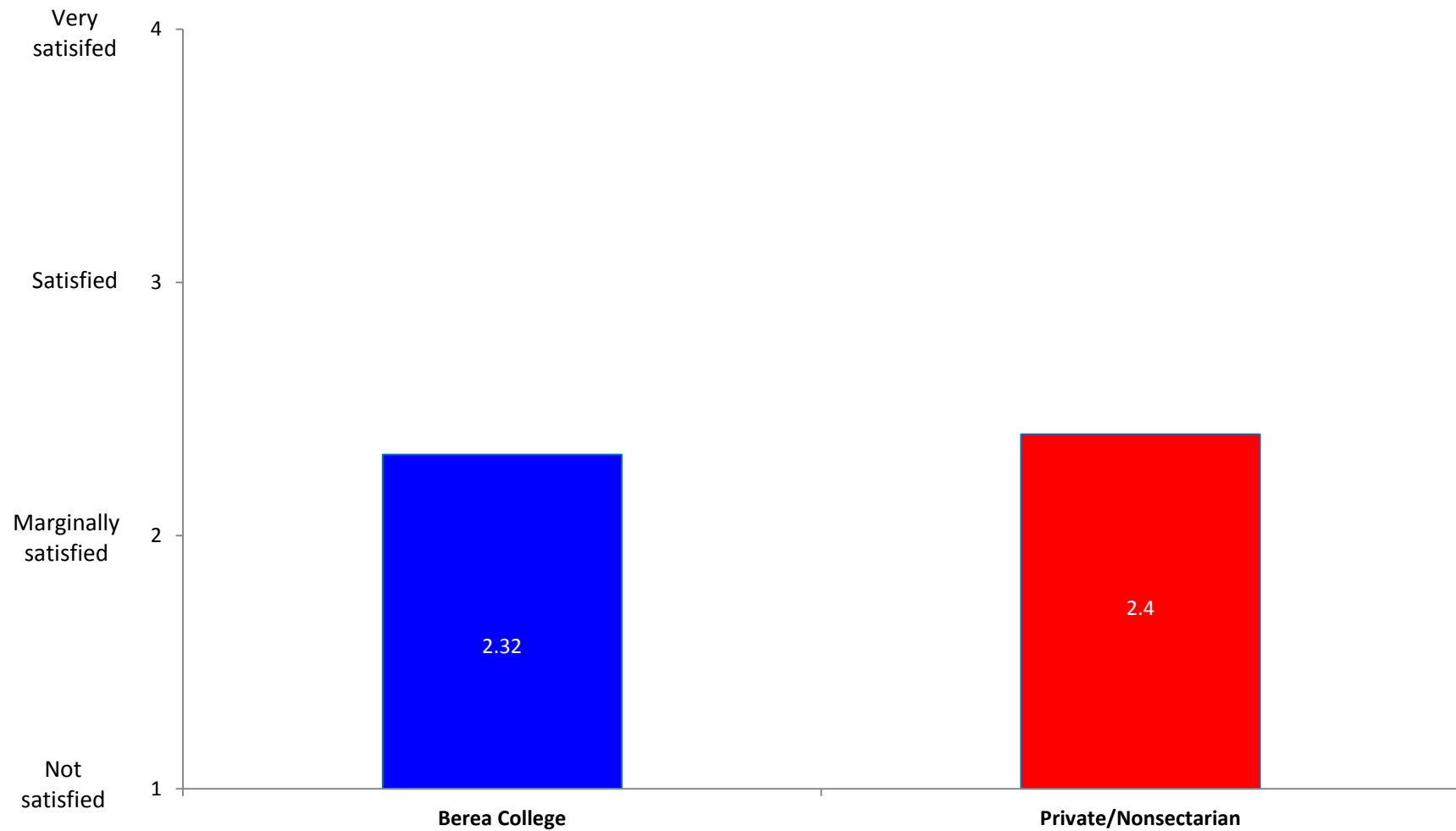
**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*

**Overall job satisfaction**



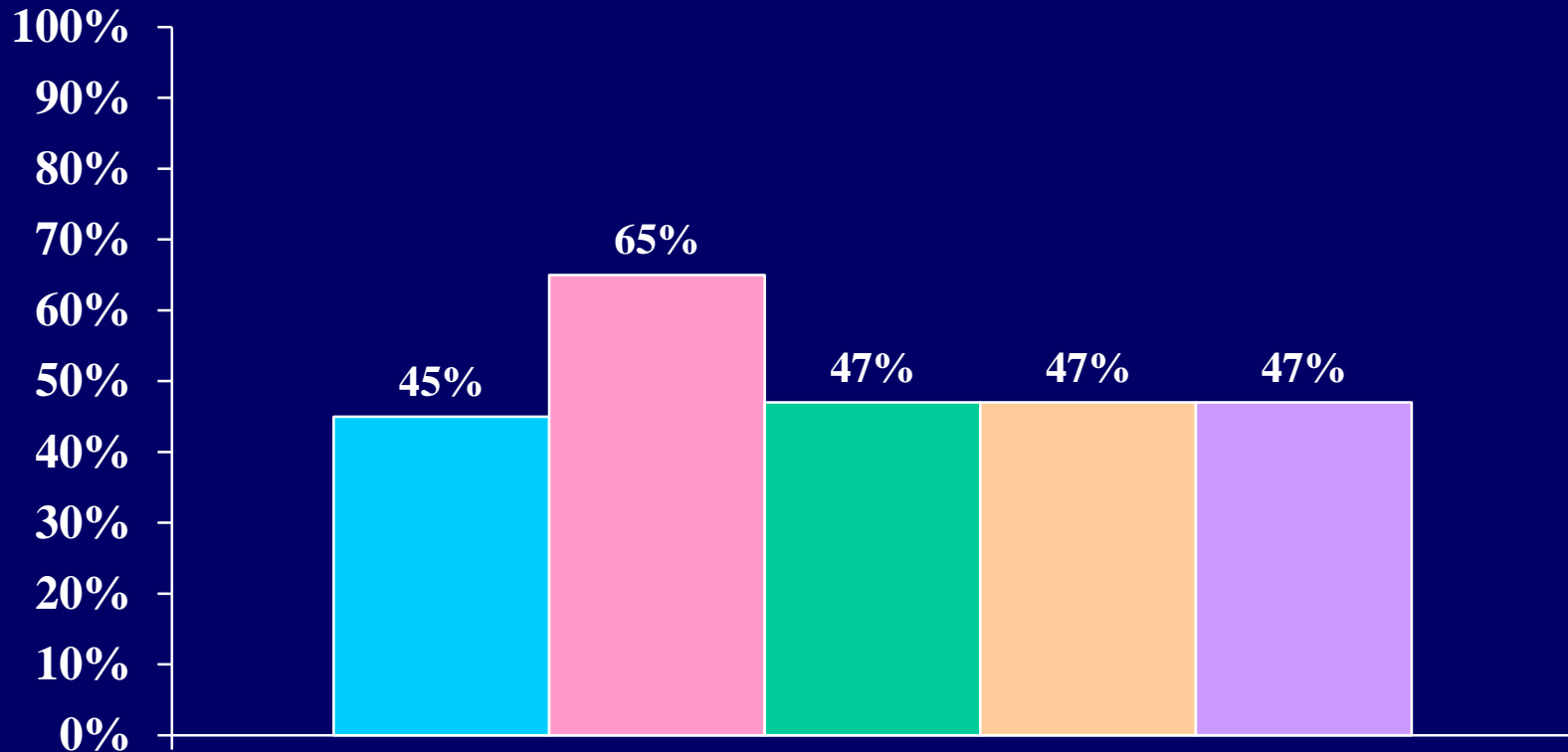
### Relative equity of salary and job benefits



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Relative equity of salary and job benefits*



 Berea

 Benchmark  
Institutions

 Non-Sectarian –  
High Selectivity

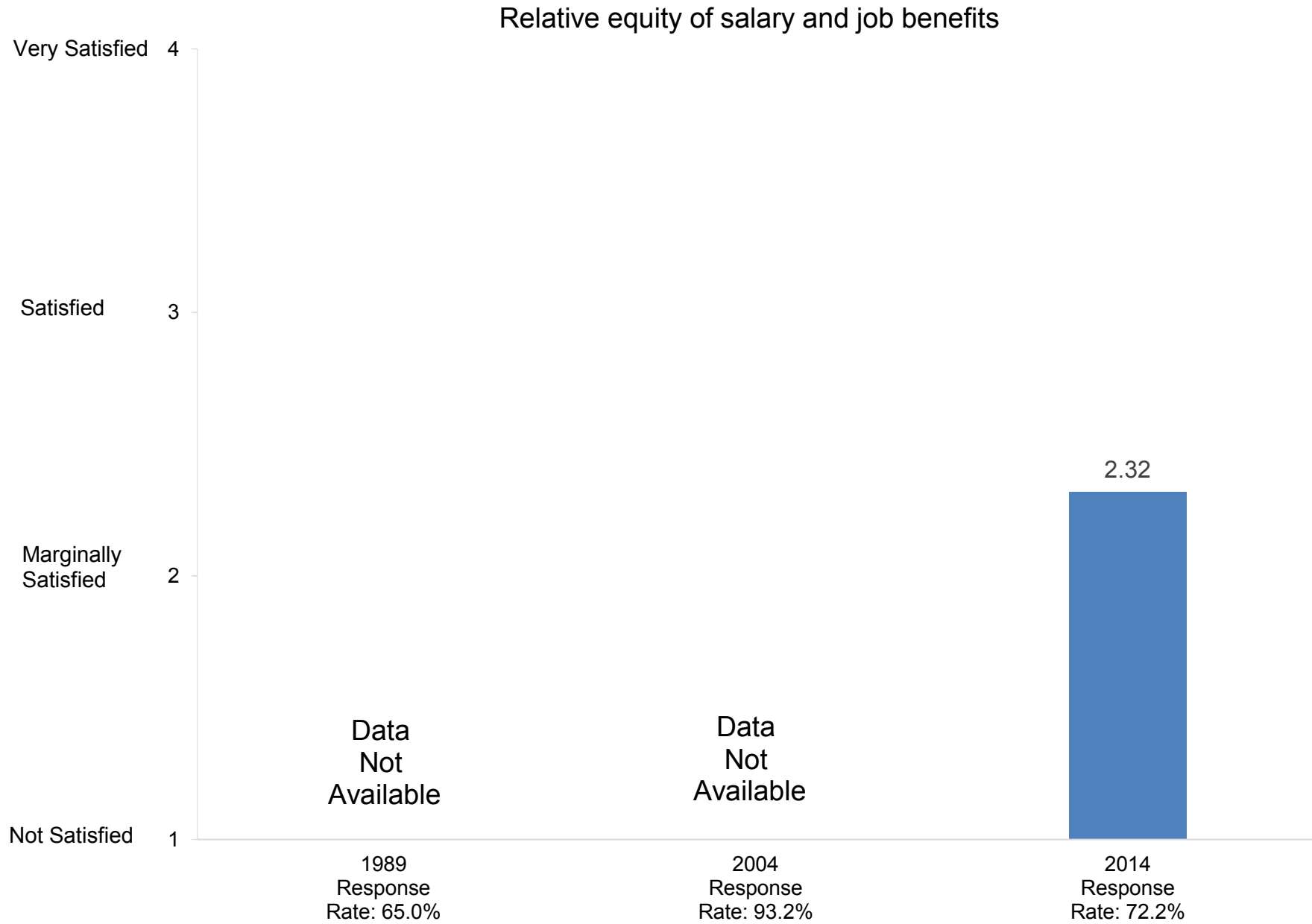
 4-Year  
Private

 Publics

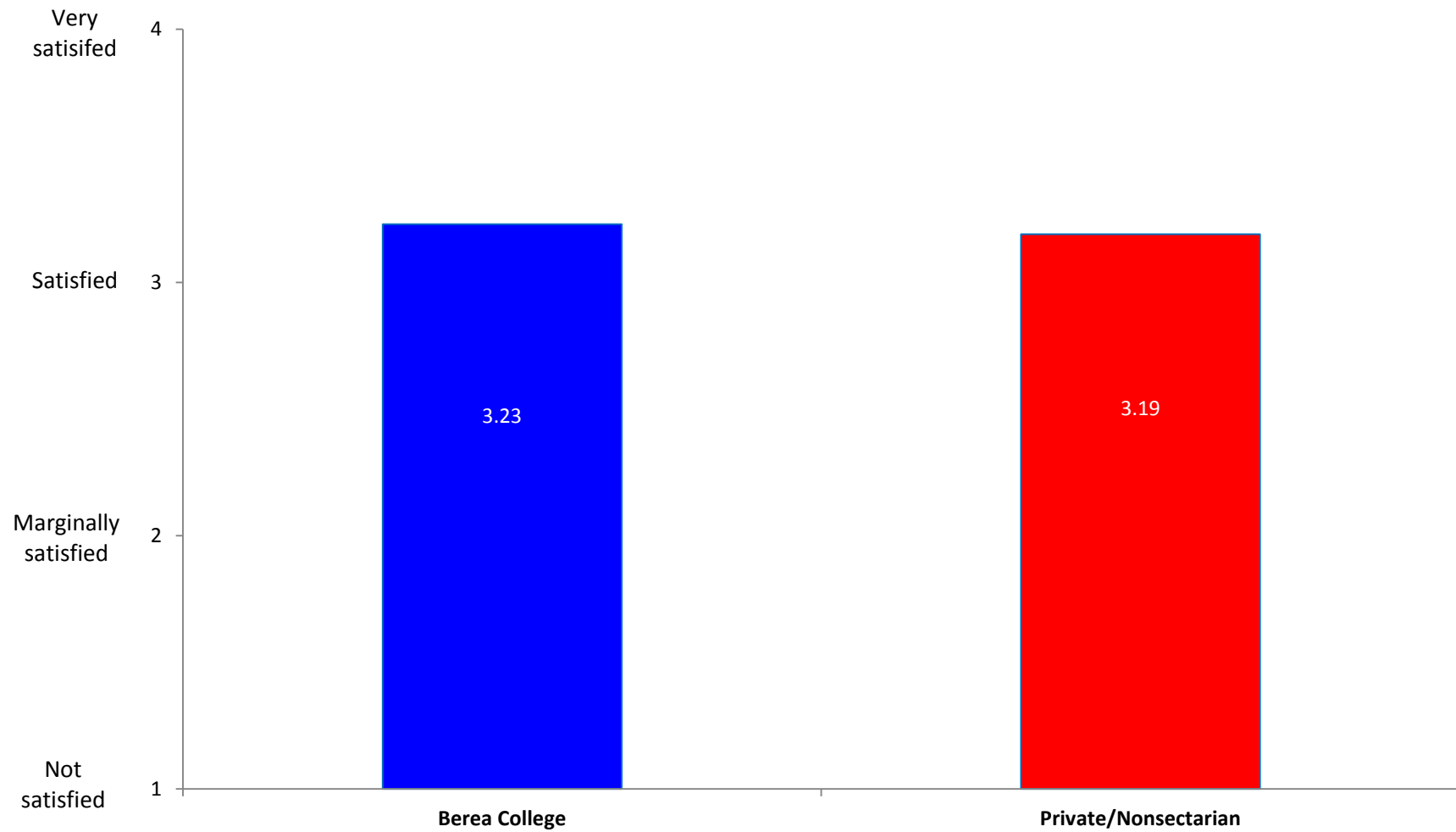


**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*



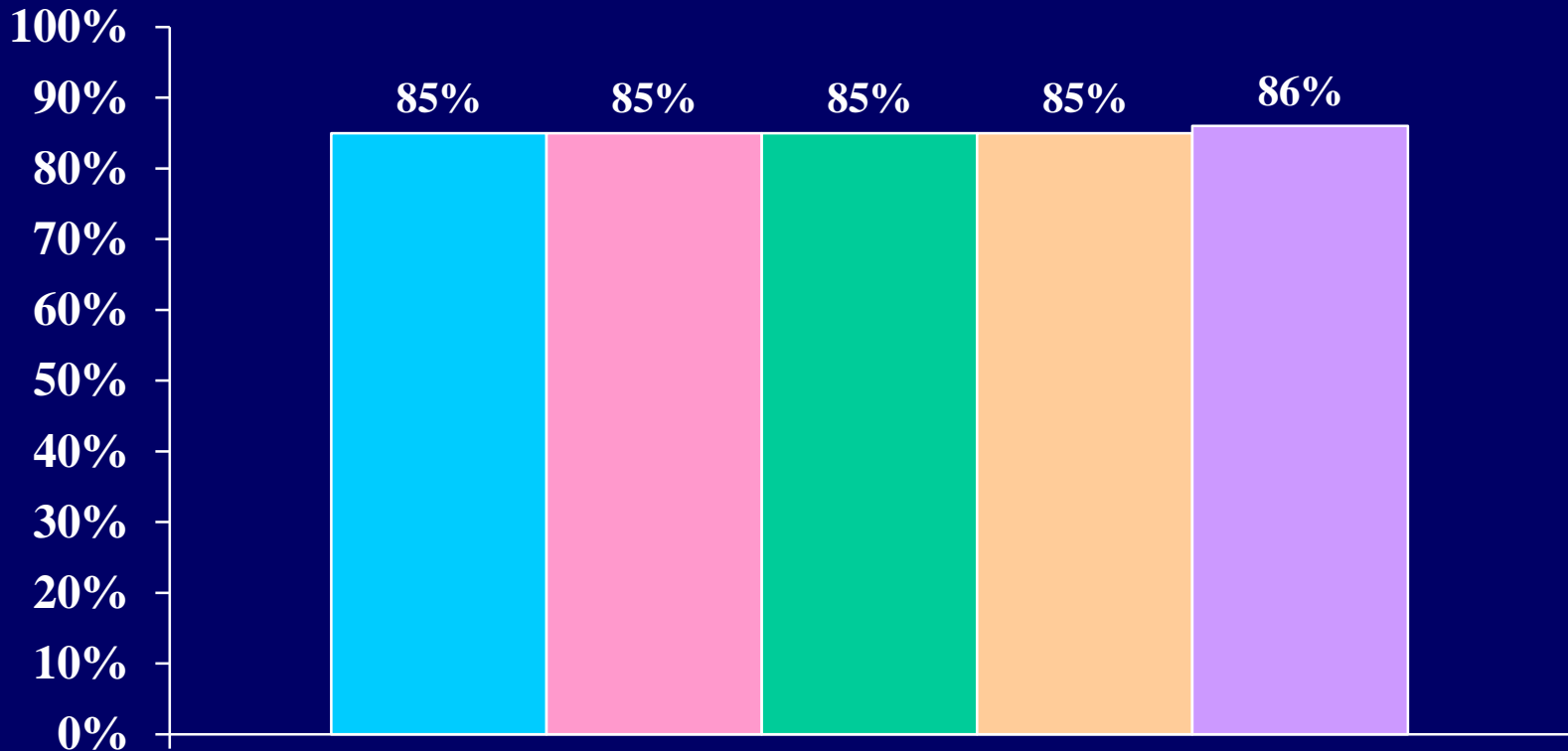
### Flexibility in relation to family matters or emergencies



# How satisfied are you with the following aspect of your job?

Percent of faculty who indicated "Very Satisfied" or "Satisfied"

## *Flexibility in relation to family matters or emergencies*



 Berea

 Benchmark  
Institutions

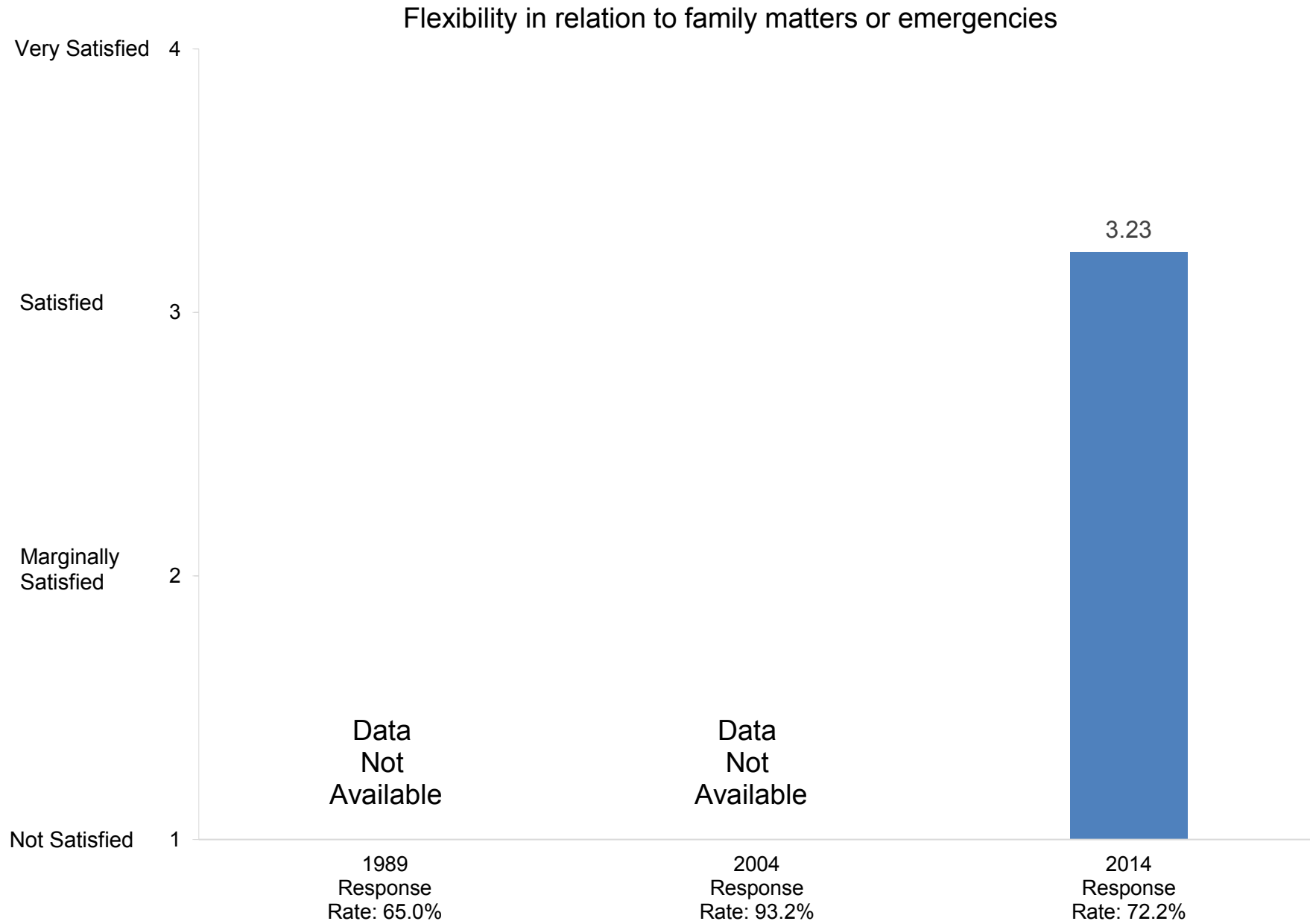
 Non-Sectarian –  
High Selectivity

 4-Year  
Private

 Publics

**Higher Education Research Institute (HERI) Faculty Survey**

*How satisfied are you with the following aspects of your job?*



# National Survey of Student Engagement (NSSE)

(First-Year and Senior Students)

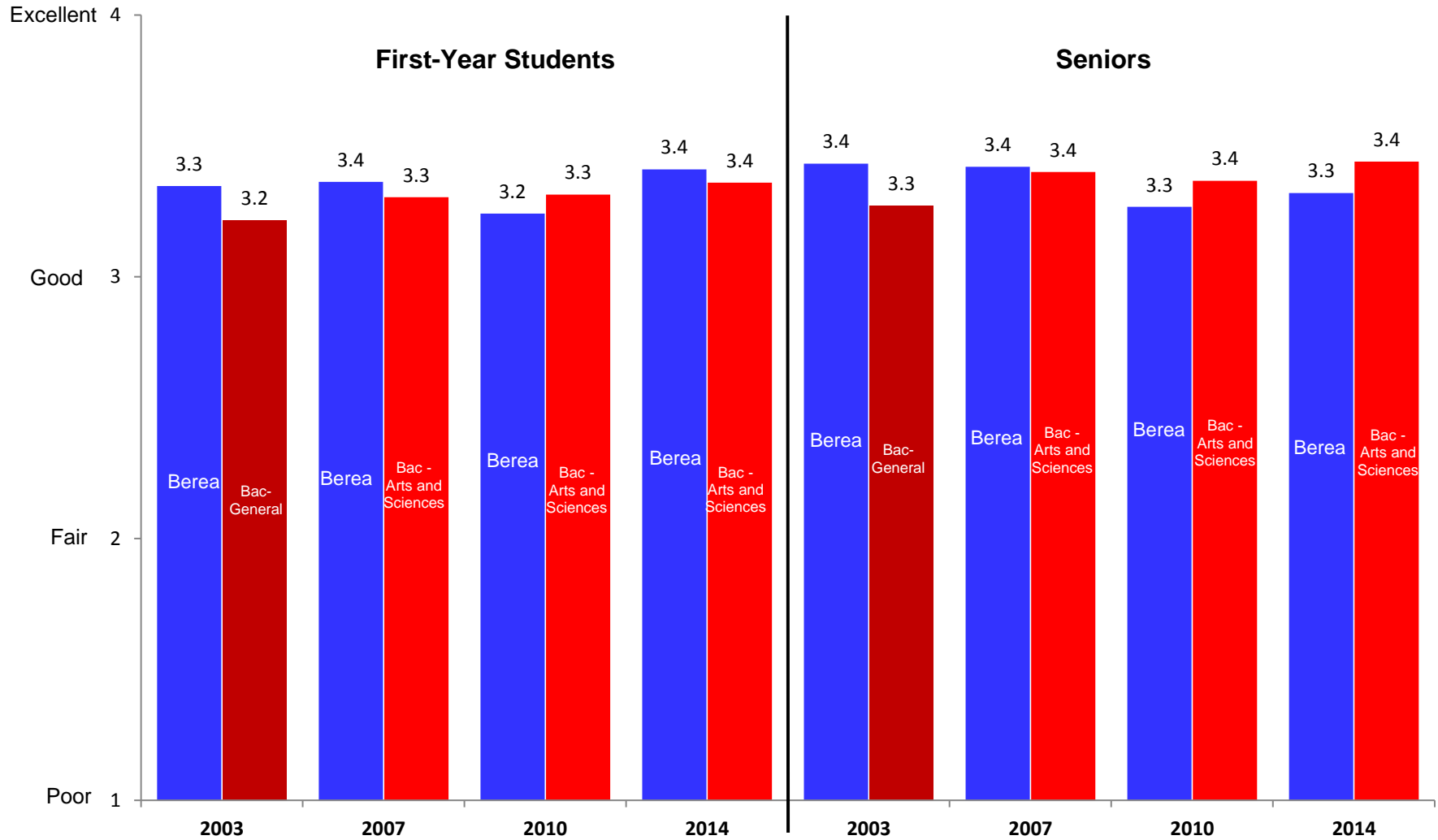


[Click to see survey instruments](#)

## Response Rates:

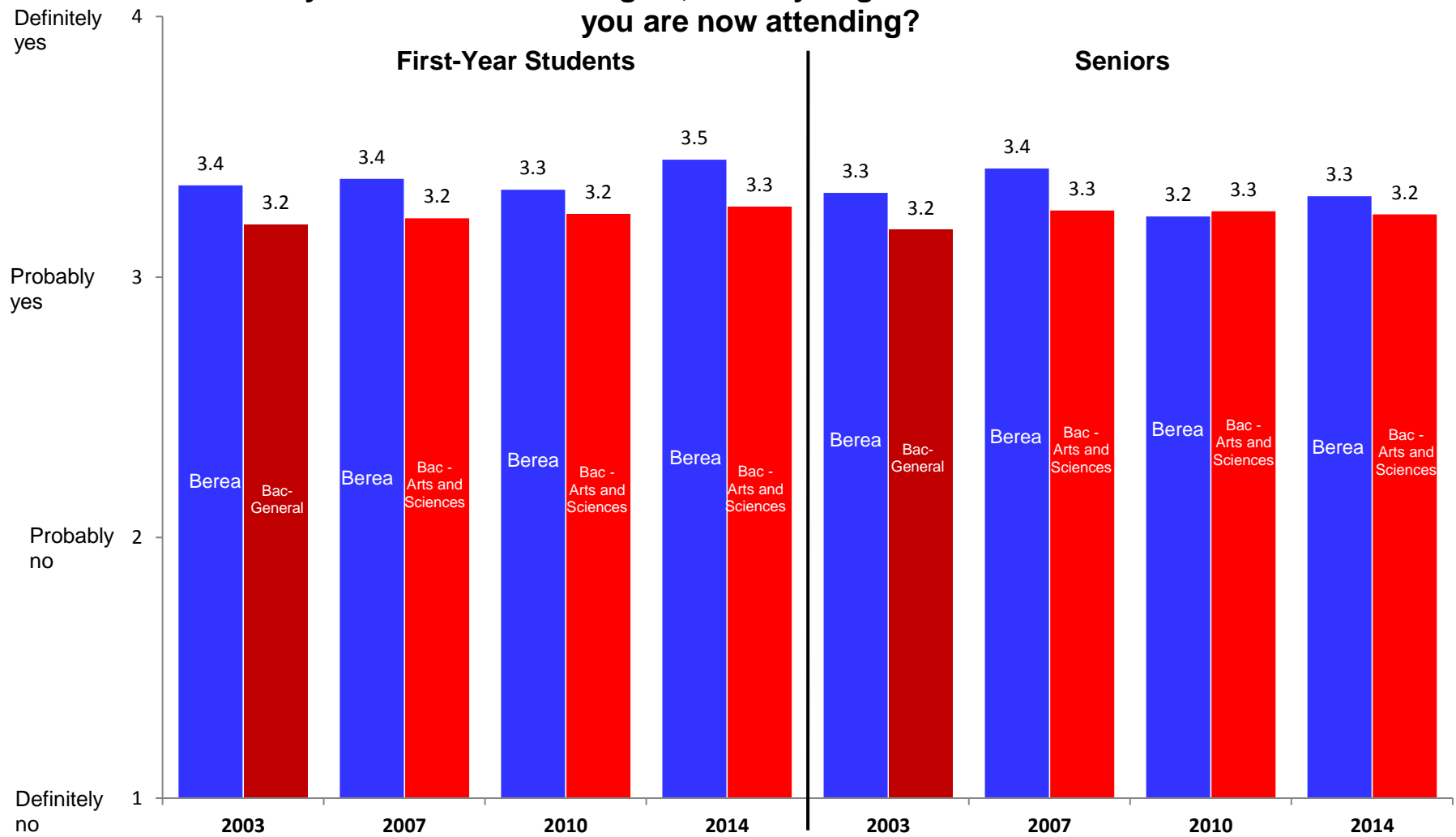
Spring 2003	51%
Spring 2007	79%
Spring 2010	64%
Spring 2014	60%

### How would you evaluate your entire educational experience at this 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.

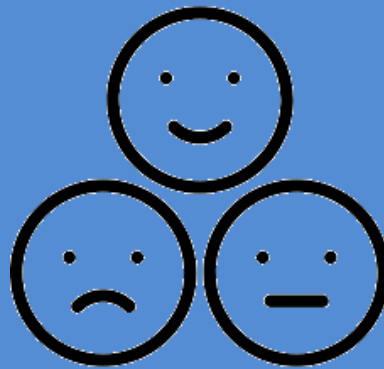
**If you could start over again, would you go to the *same institution* you are now attending?**



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.

# 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%		



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

Included in the link below are the results of a project initiated in 1998 and repeated in 2003, 2008, 2013, and again in 2018 regarding student satisfaction. A national instrument, the Noel-Levitz Student Satisfaction Inventory (SSI) was used along with a Berea-specific survey to assess a wide array of areas on campus.

See link: <http://www.berea.edu/ira/surveystudies.asp#AllEnrolledStudents>

# Berea-Specific Graduating Seniors Survey



[Choose to see survey instruments](#)

## Response Rates:

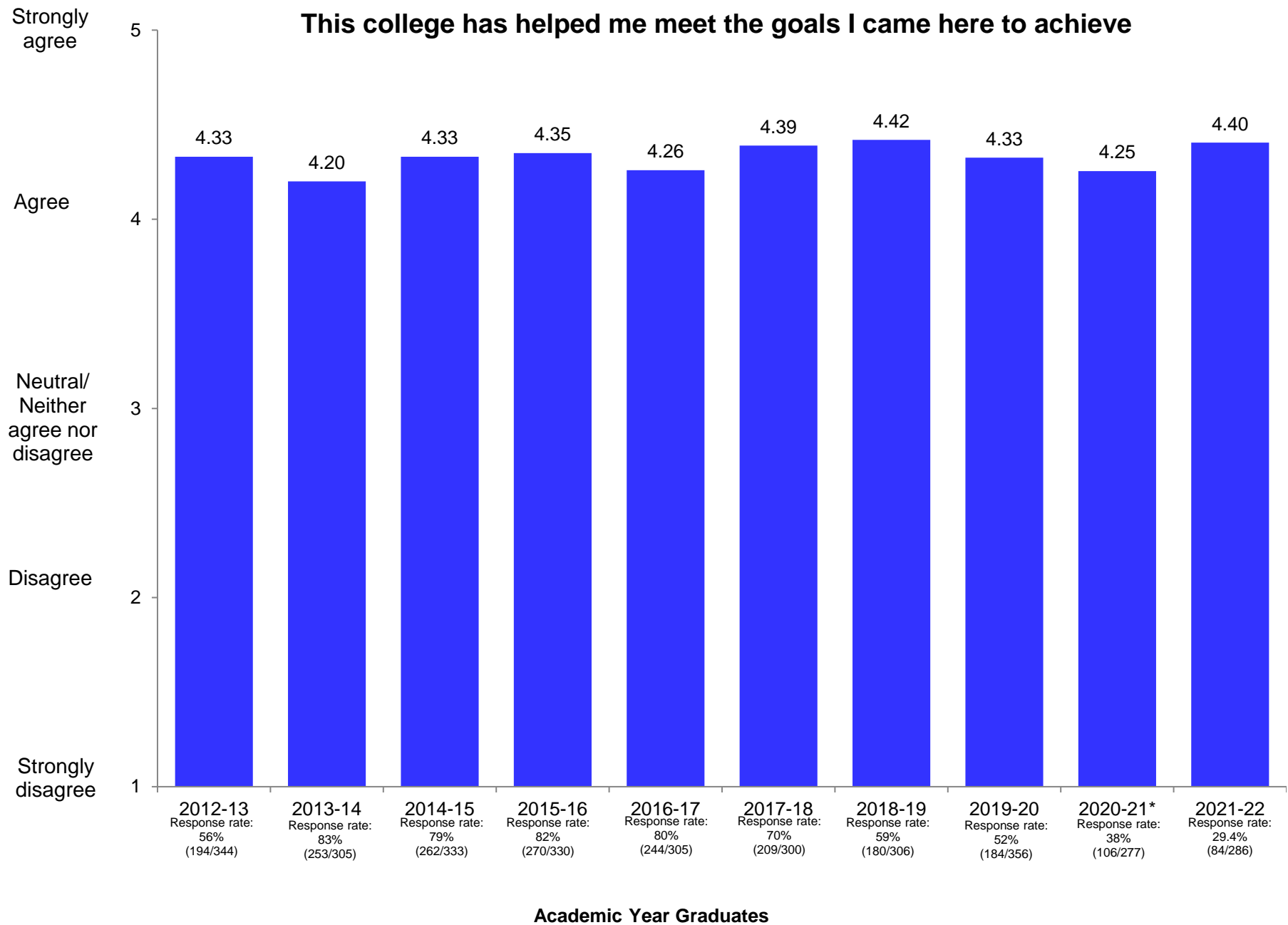
2002-03: 74%	2003-04: 72%	2004-05: 82%
2005-06: 74%	2006-07: 82%	2007-08: 82%
2008-09: 82%	2009-10: 60%	2010-11: 70%
2011-12: 74%	2012-13: 56%	2013-14: 83%
2014-15: 79%	2015-16: 82%	2016-17: 80%
2017-18: 70%	2018-19: 59%	2019-20: 52%
2020-21: 38%		

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

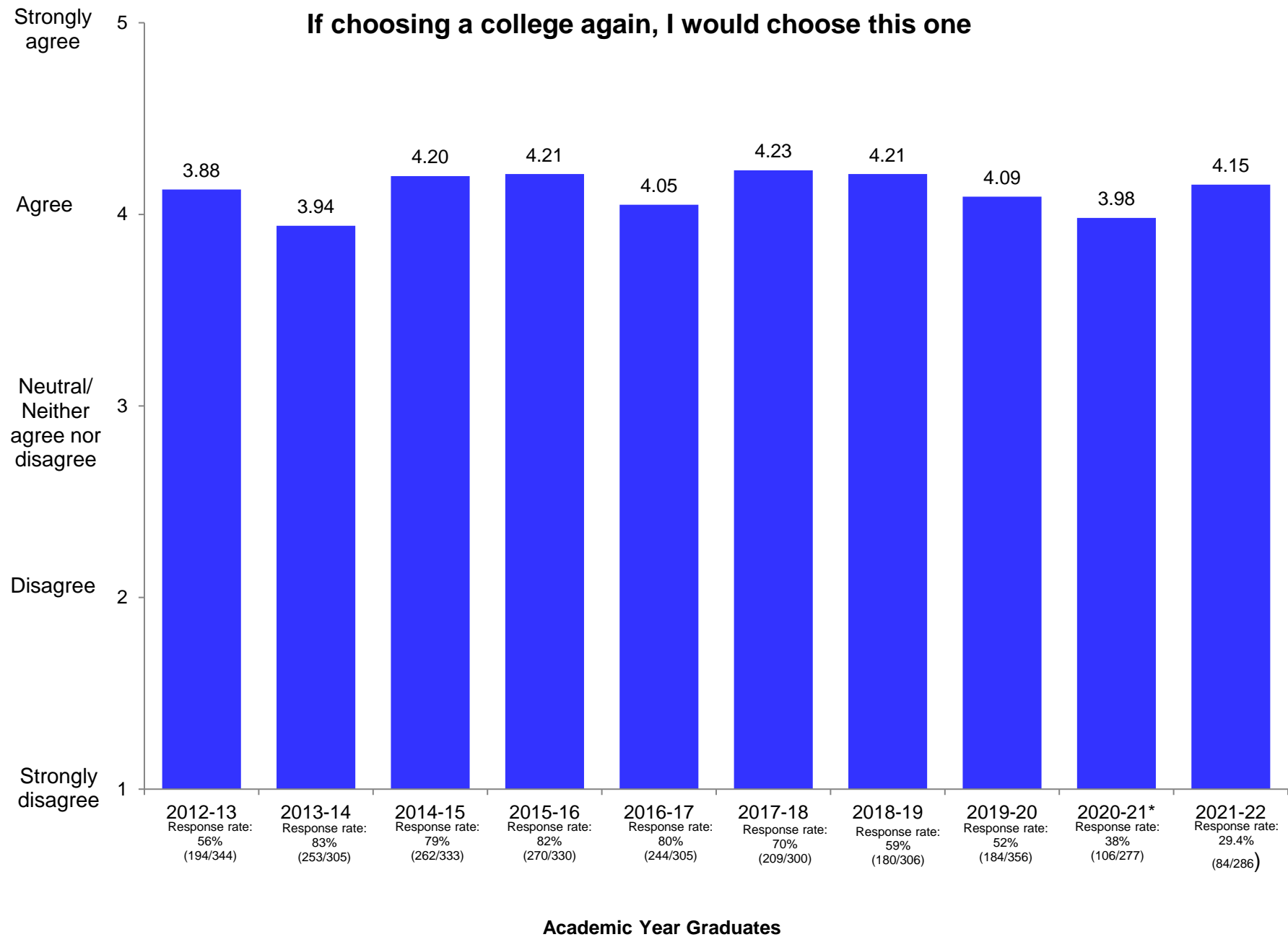
Graduating Senior Survey  
Administered at graduation rehearsal



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

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

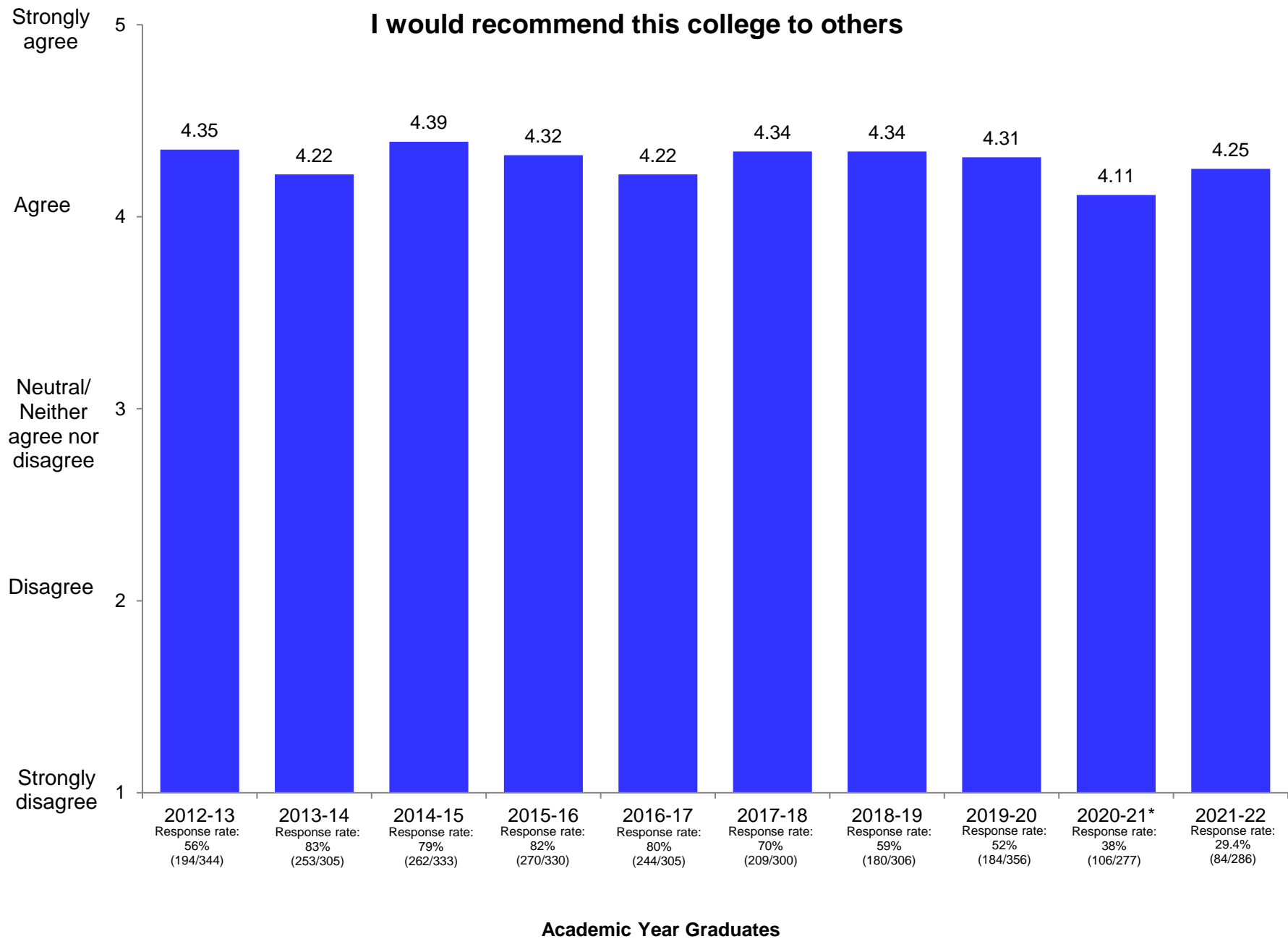
Graduating Senior Survey  
Administered at graduation rehearsal



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

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

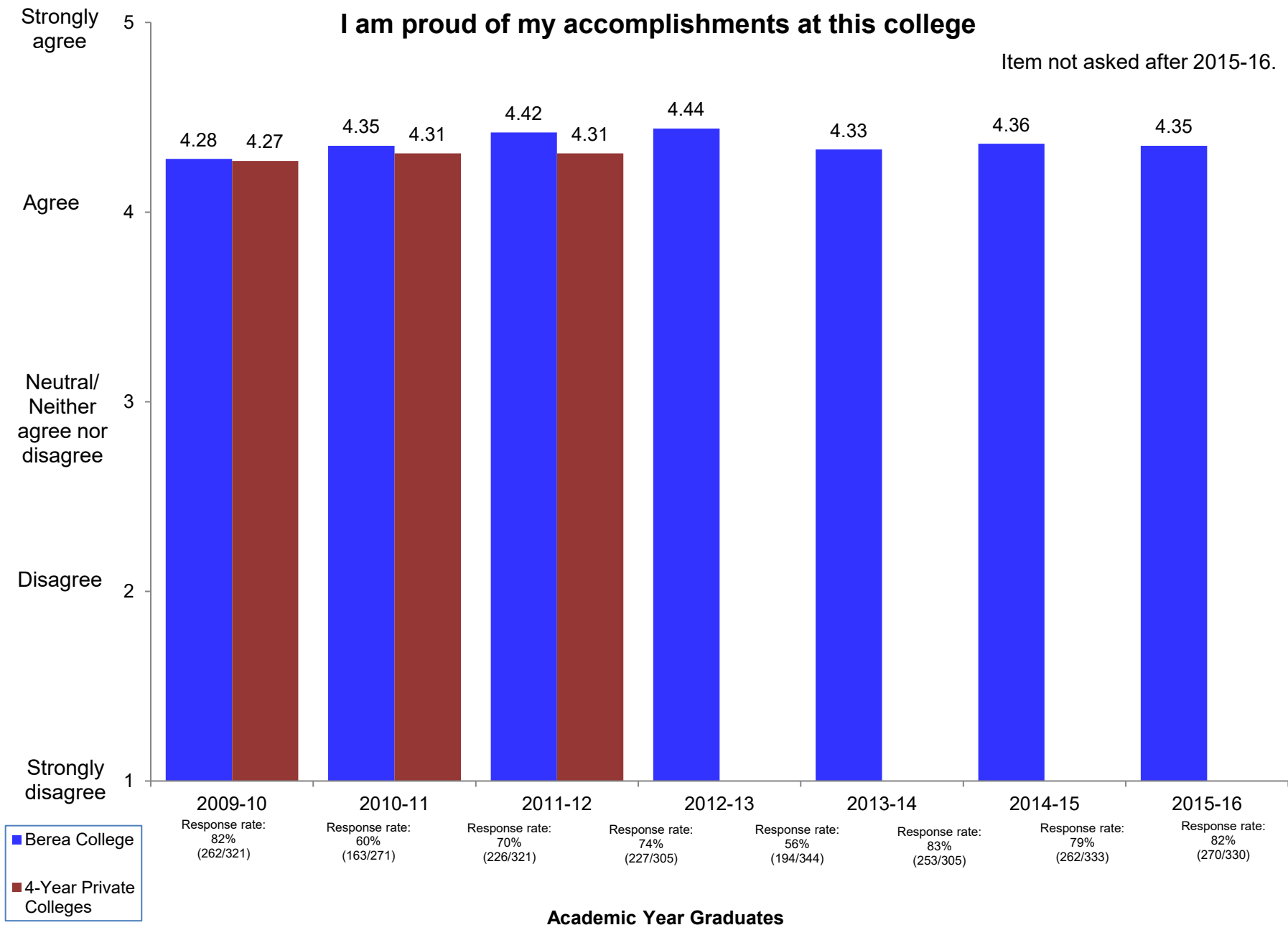
Graduating Senior Survey  
Administered at graduation rehearsal



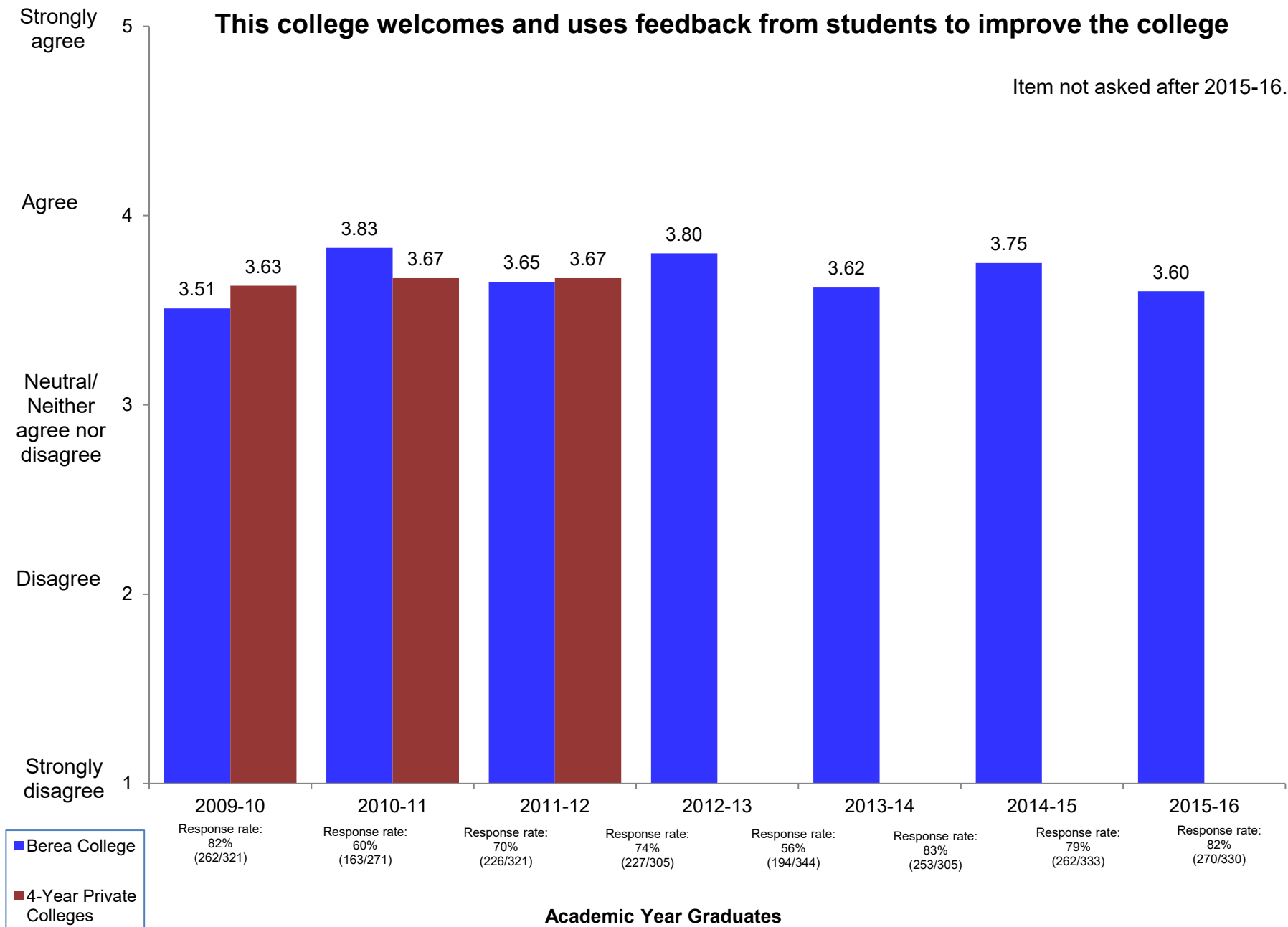
\*Due to the COVID-19 Pandemic, survey was administered online.

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

Graduating Senior Survey  
Administered at graduation rehearsal



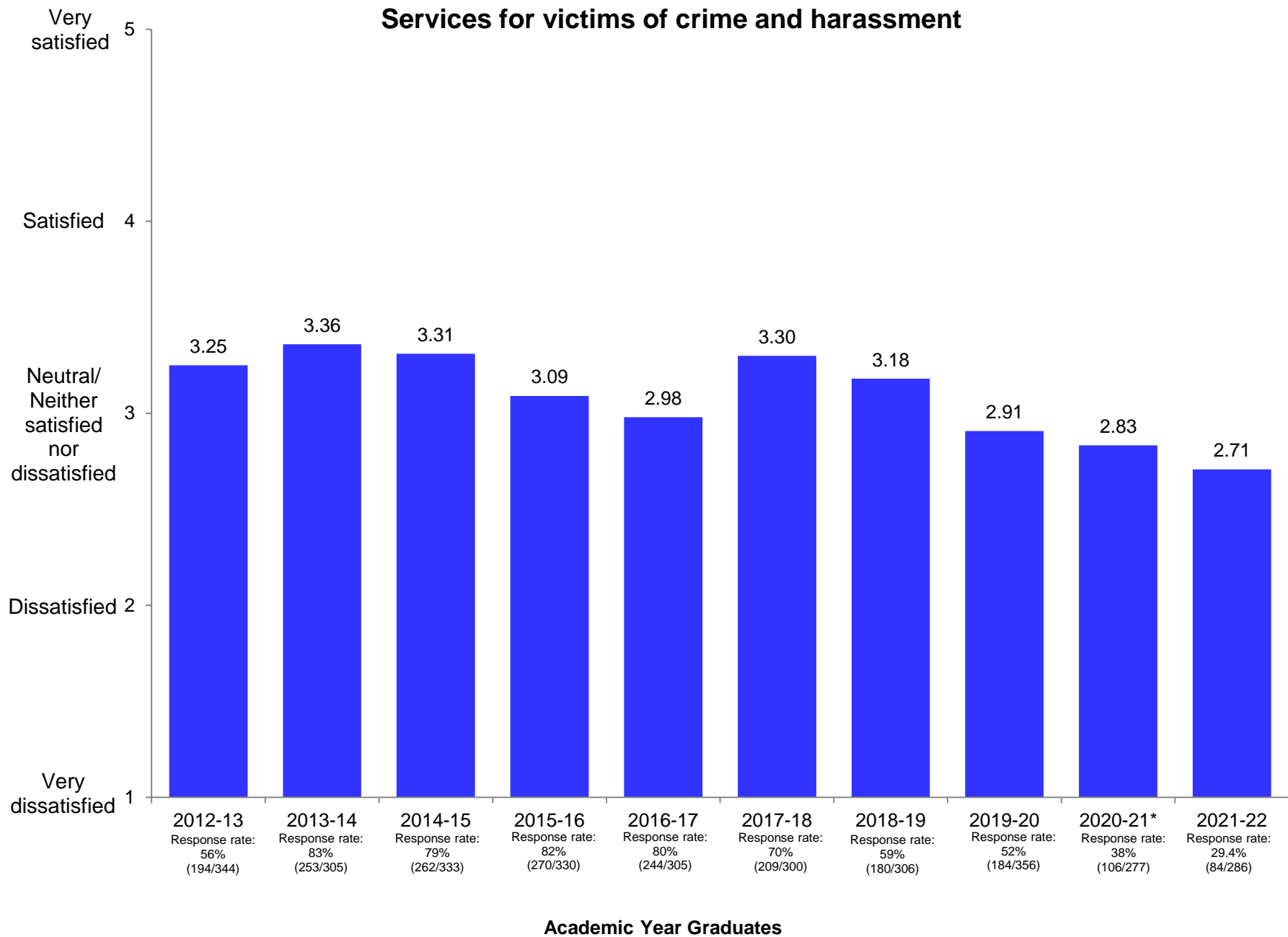
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



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

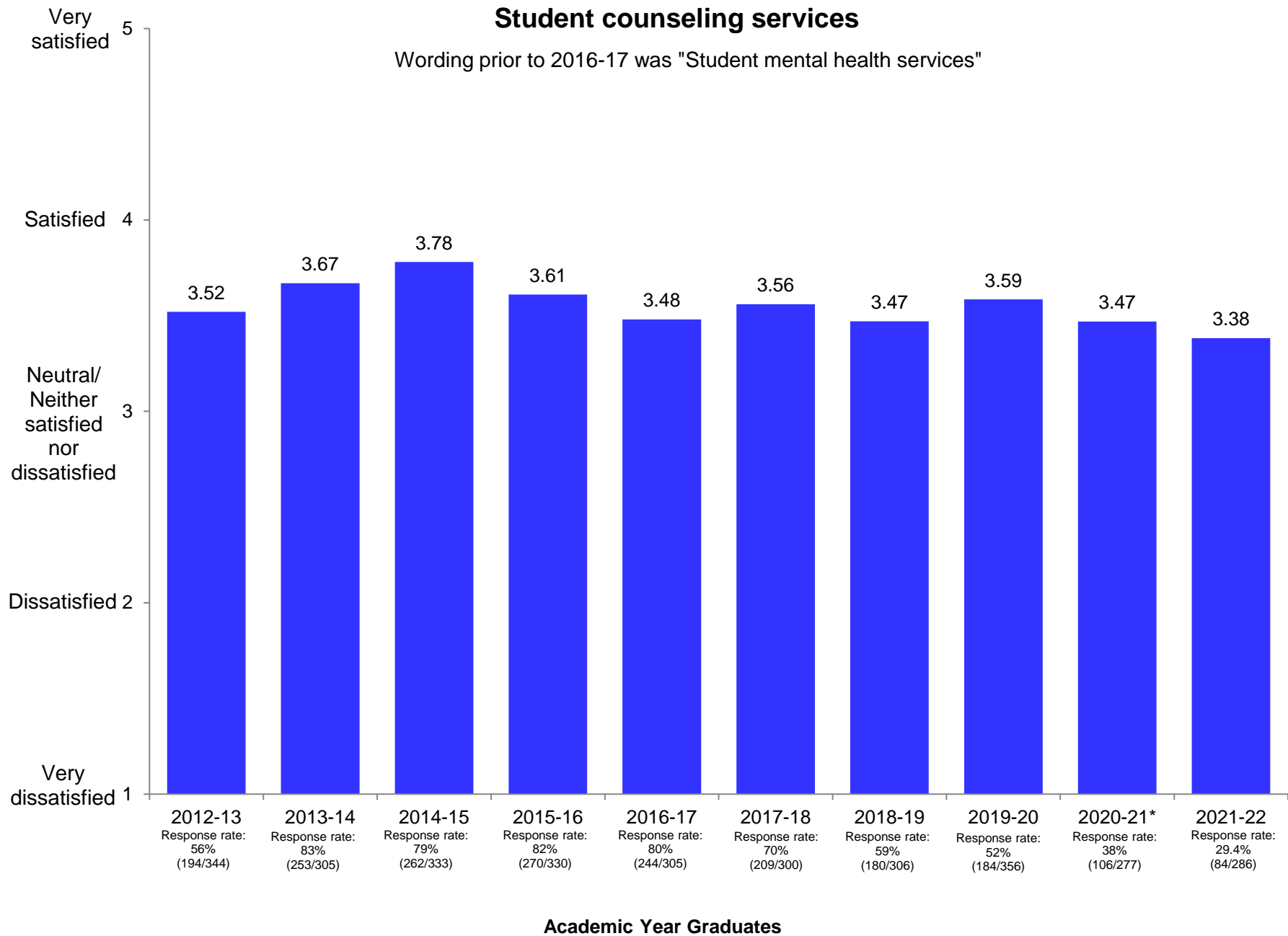
Indicate your level of satisfaction with each of the following:

Graduating Senior Survey  
Administered at graduation rehearsal



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

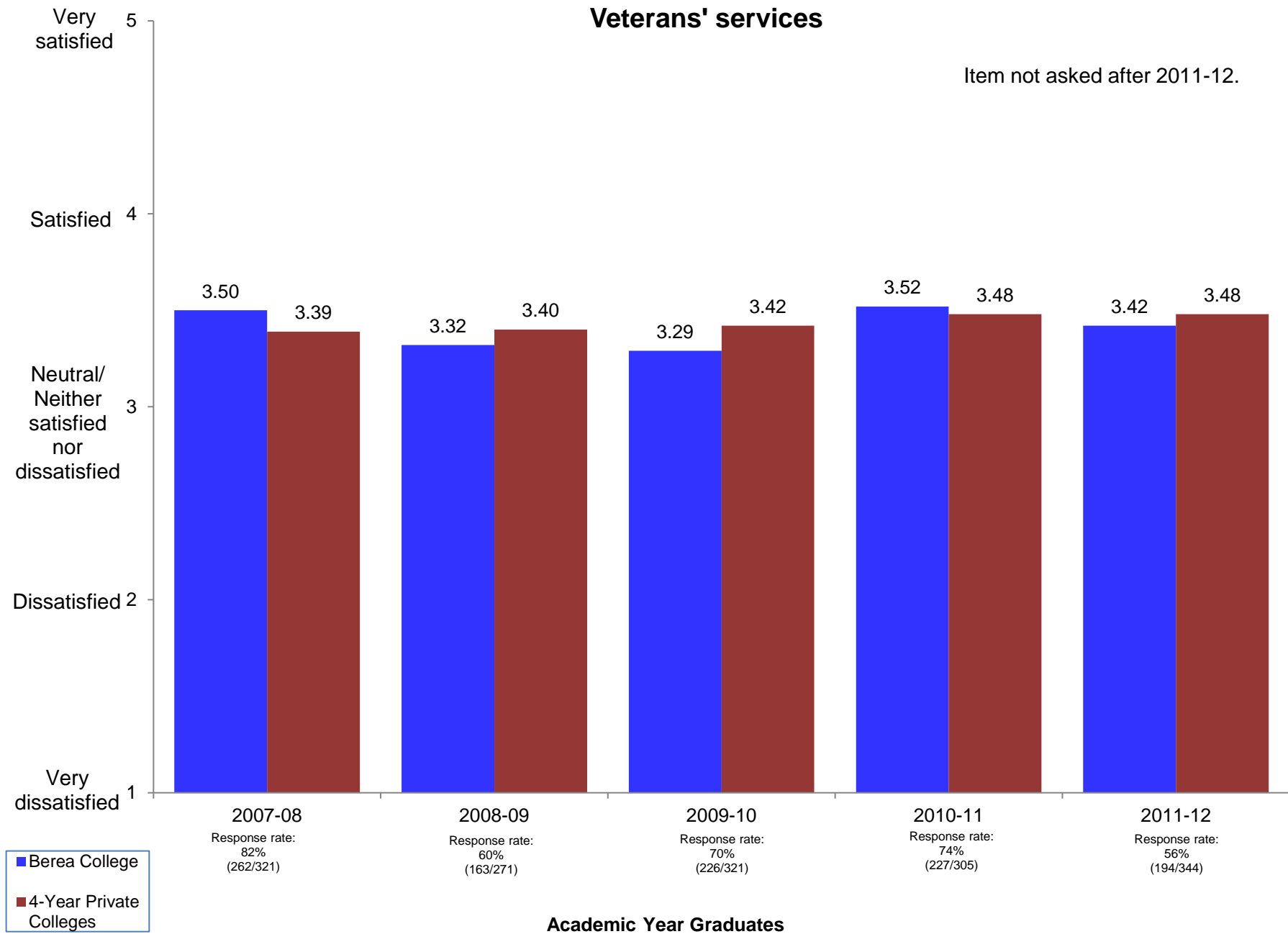




\*Due to the COVID-19 Pandemic, survey was administered online.

Indicate your level of satisfaction with each of the following:

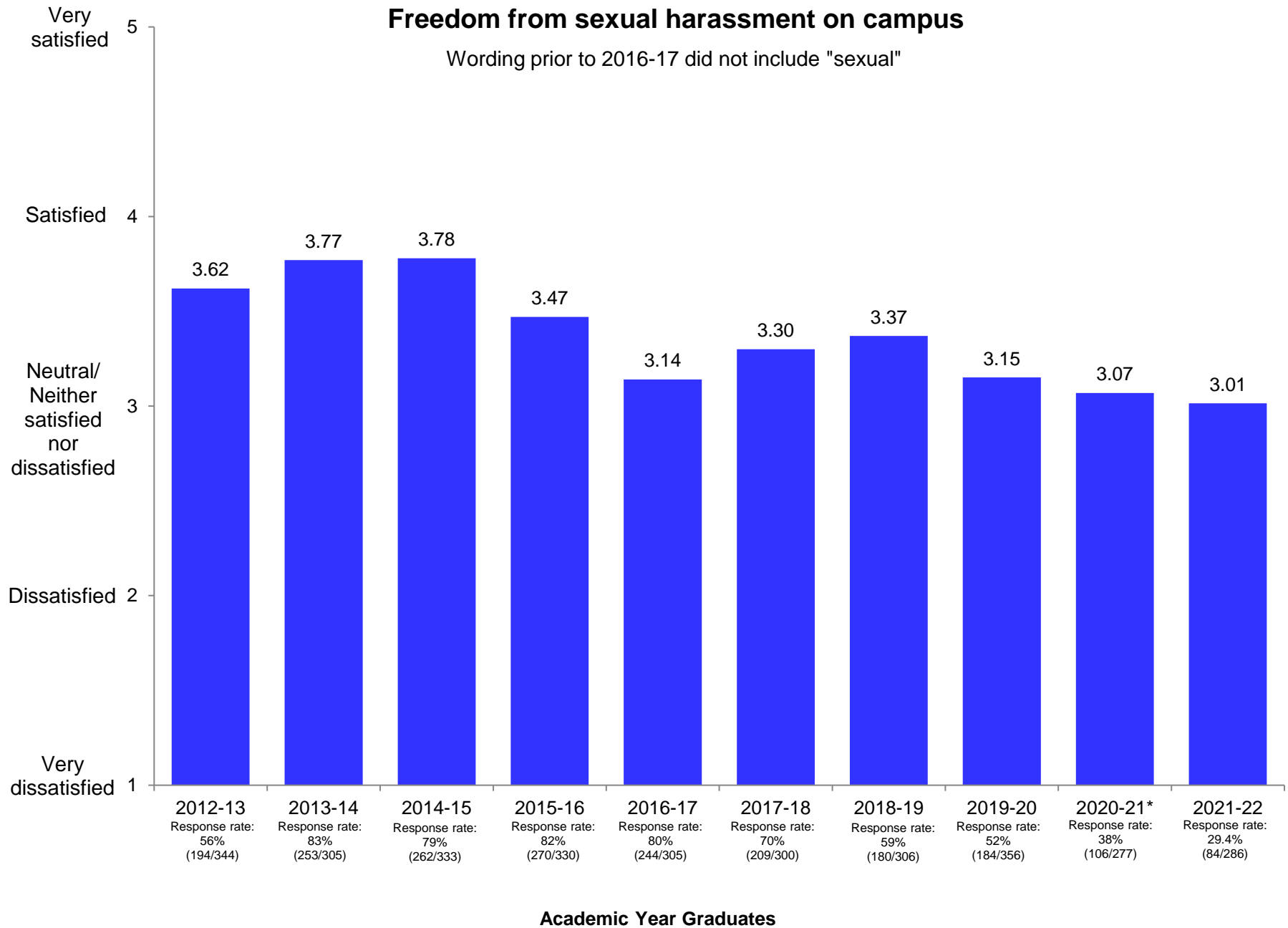
Graduating Senior Survey  
Administered at graduation rehearsal



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

Indicate your level of satisfaction with each of the following:

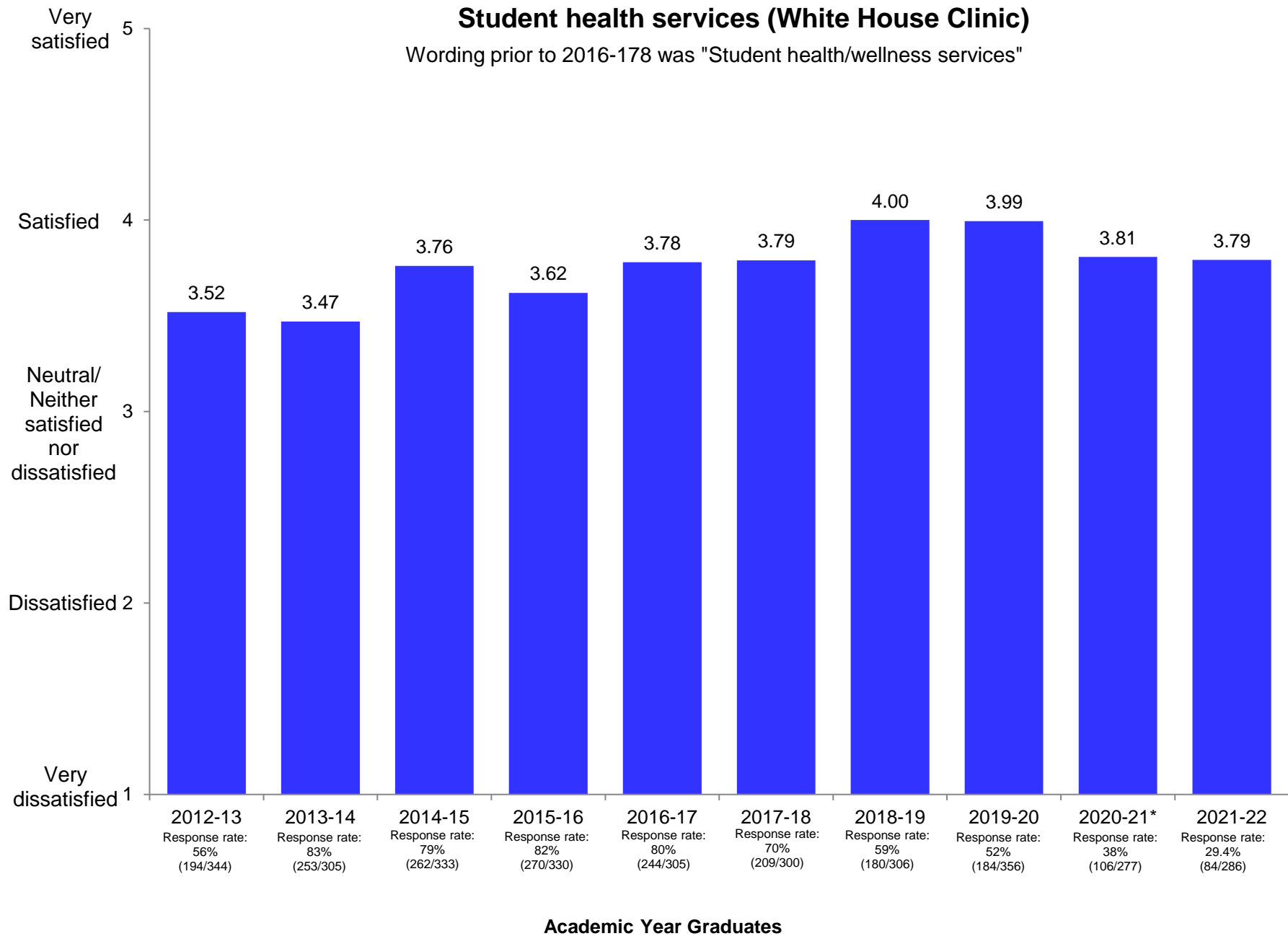
Graduating Senior Survey  
Administered at graduation rehearsal



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Indicate your level of satisfaction with each of the following:

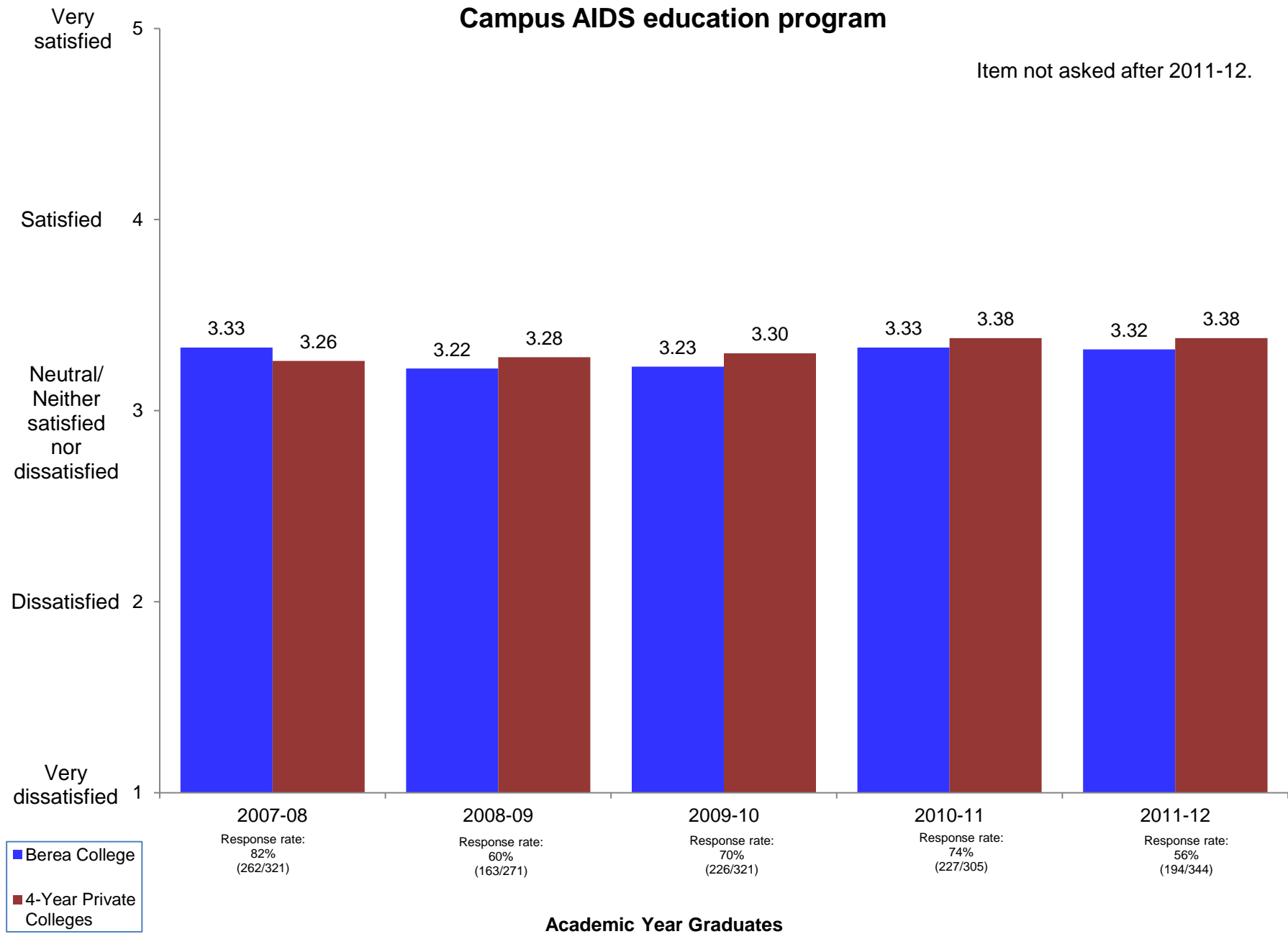
Graduating Senior Survey  
Administered at graduation rehearsal



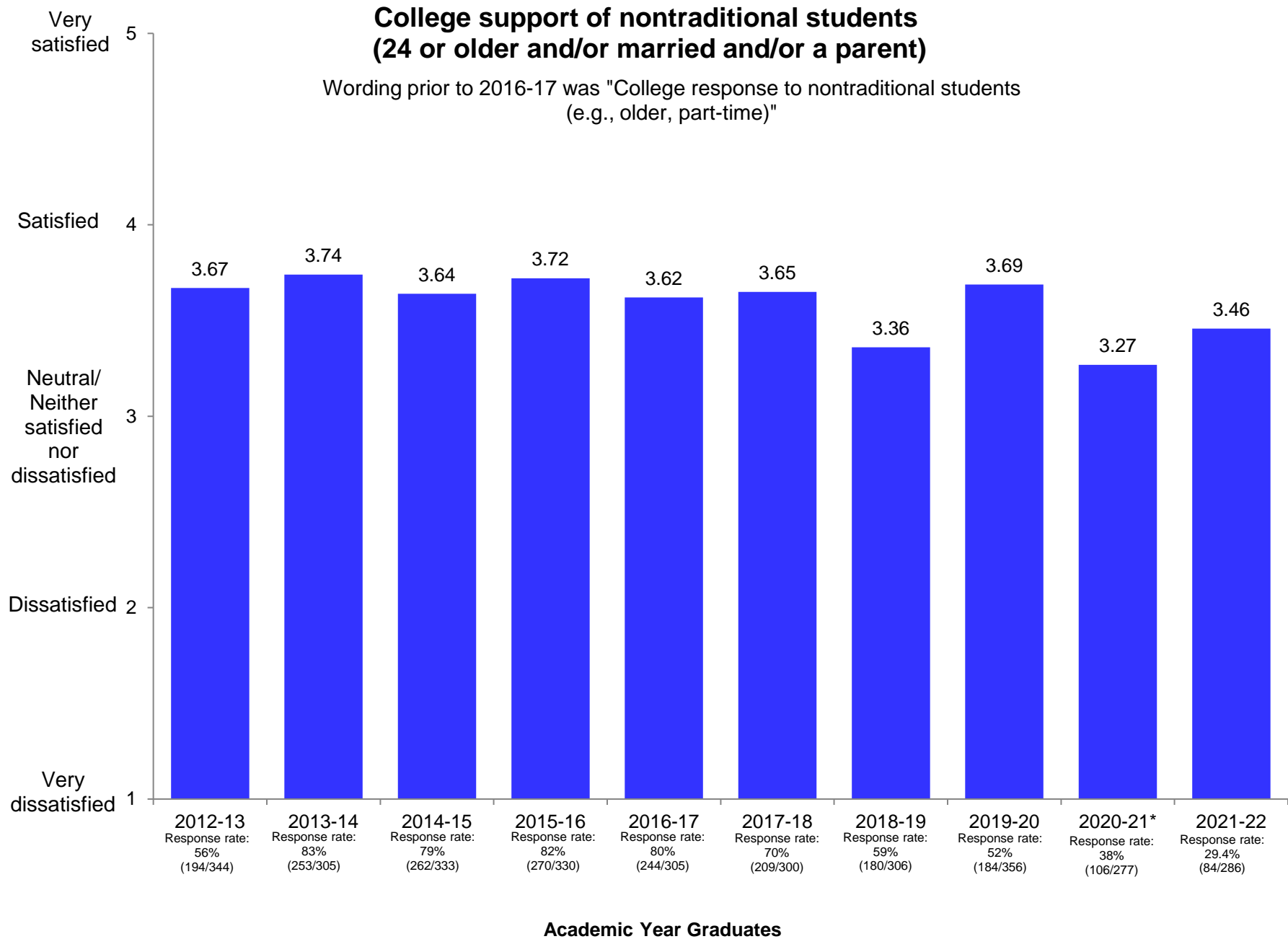
\*Due to the COVID-19 Pandemic, survey was administered online.

Indicate your level of satisfaction with each of the following:

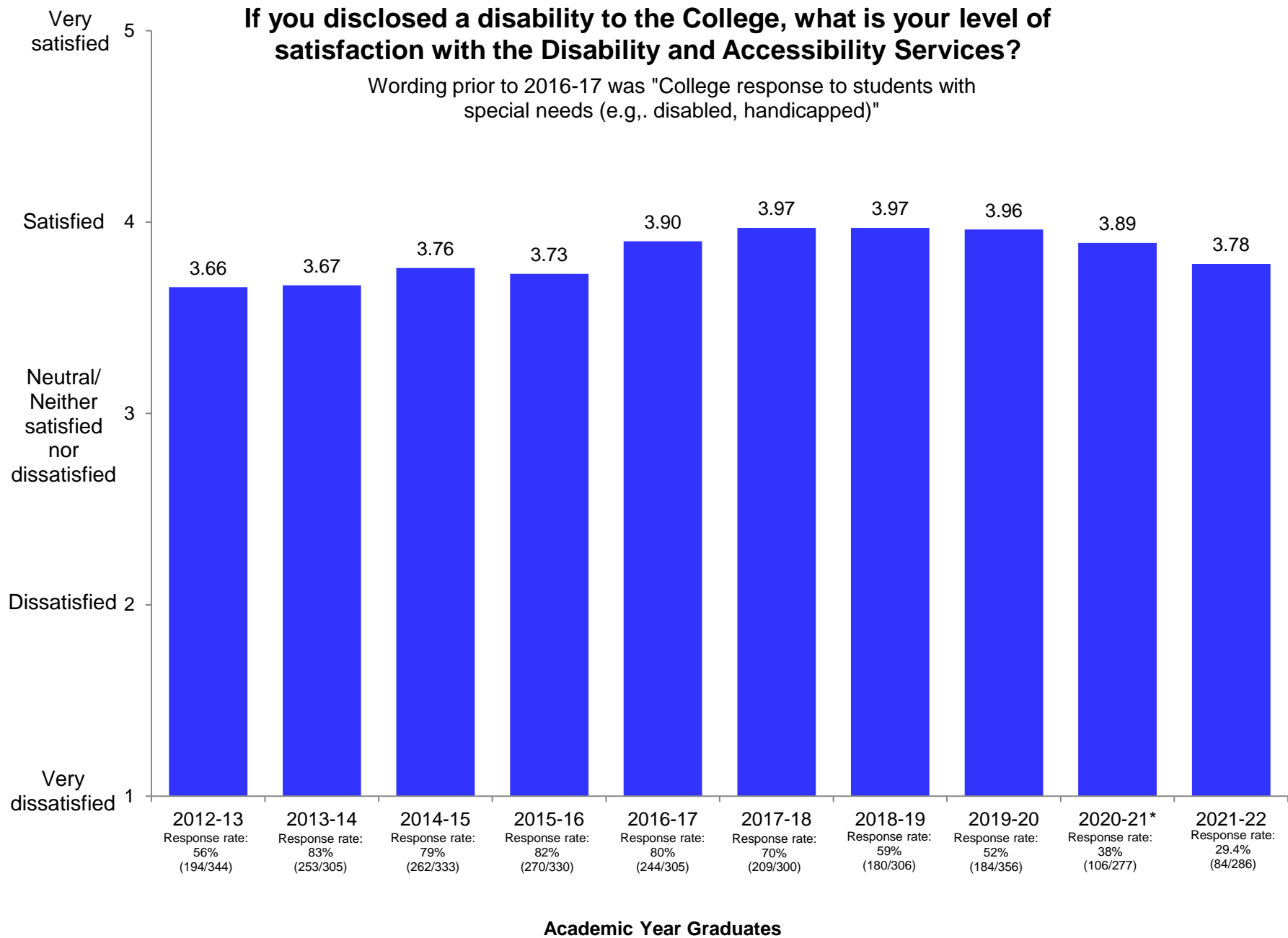
Graduating Senior Survey  
Administered at graduation rehearsal



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



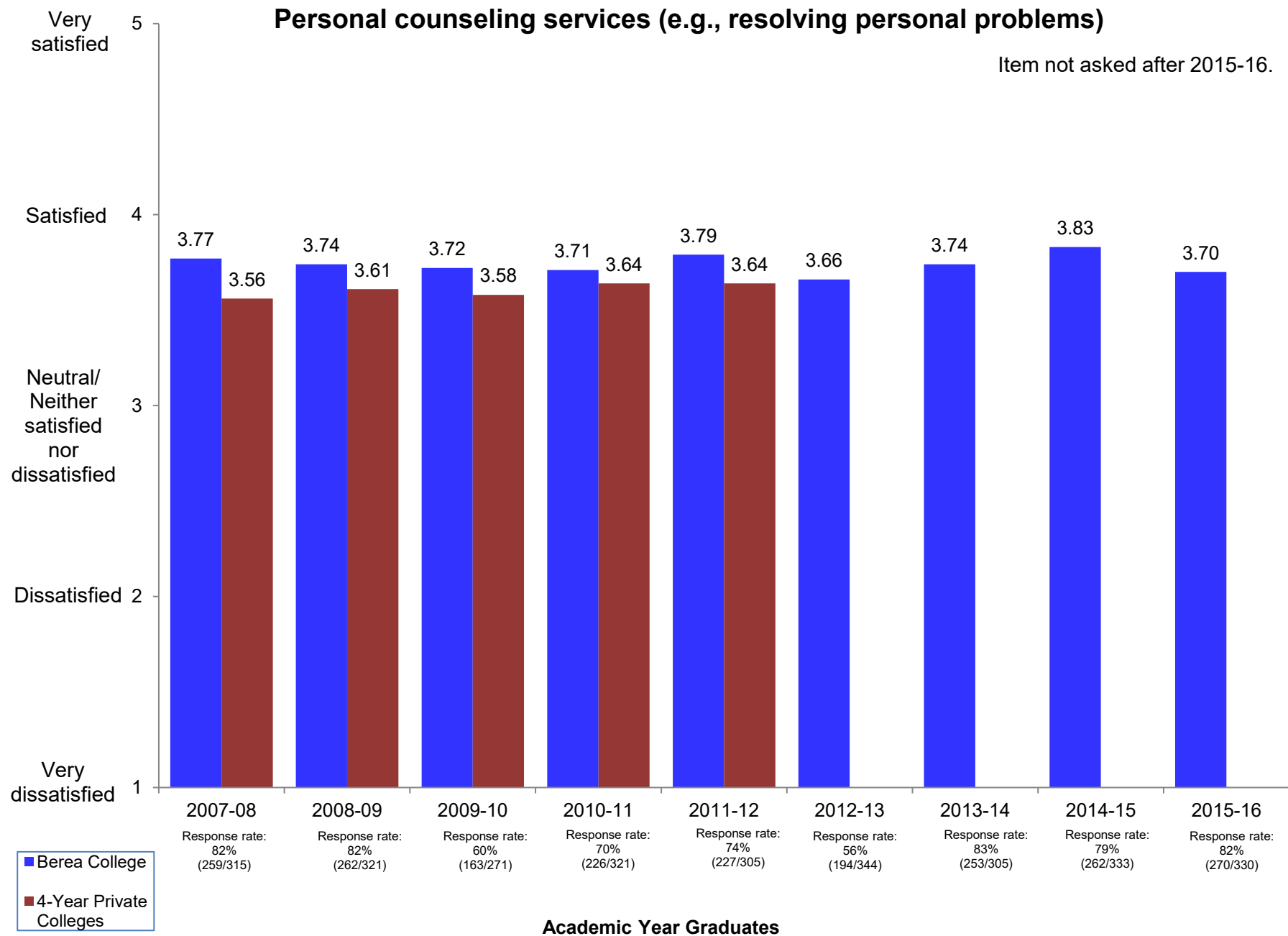
\*Due to the COVID-19 Pandemic, survey was administered online.



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Indicate your level of satisfaction with each of the following:

Graduating Senior Survey  
Administered at graduation rehearsal

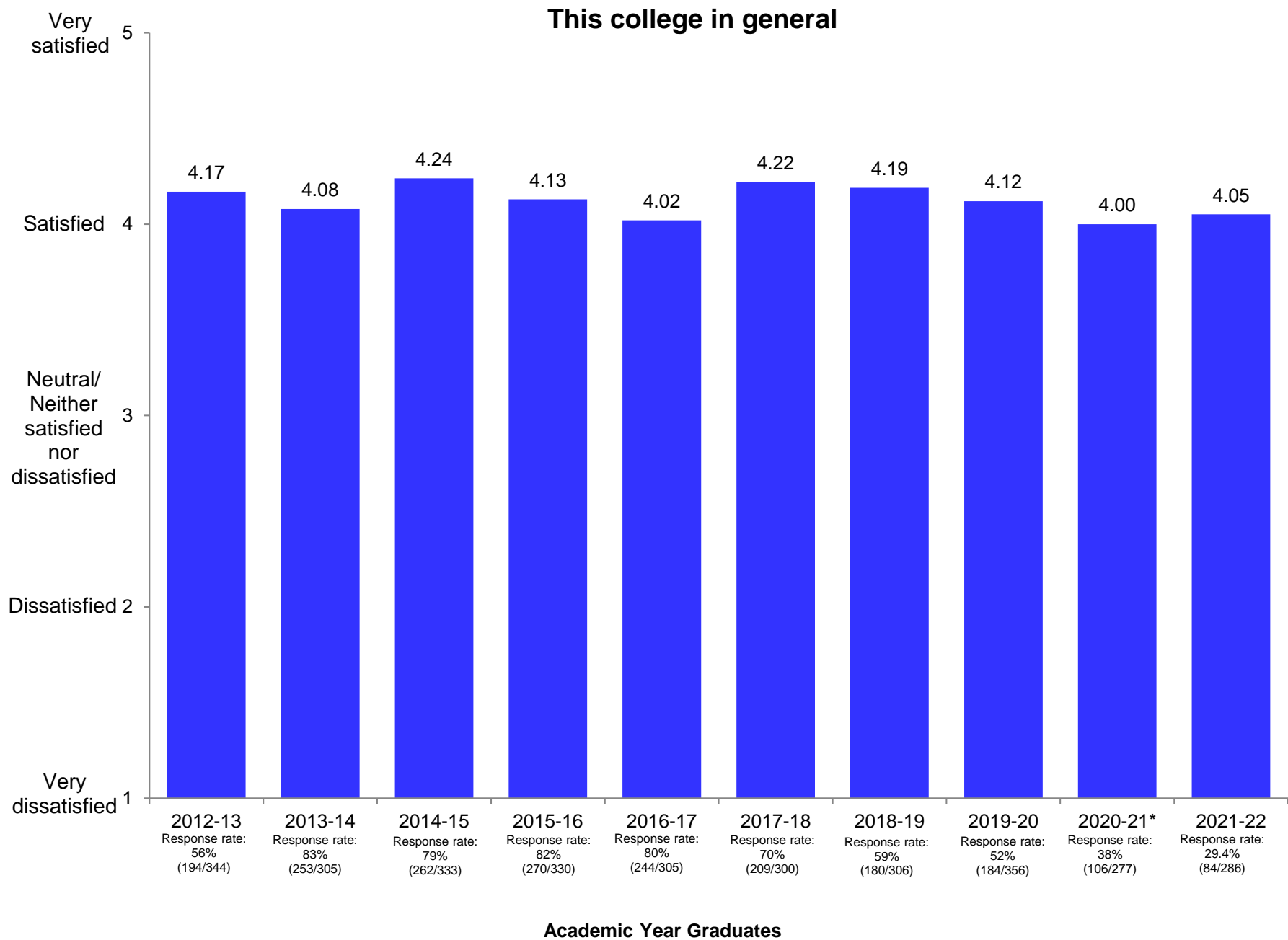


NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



Indicate your level of satisfaction with each of the following:

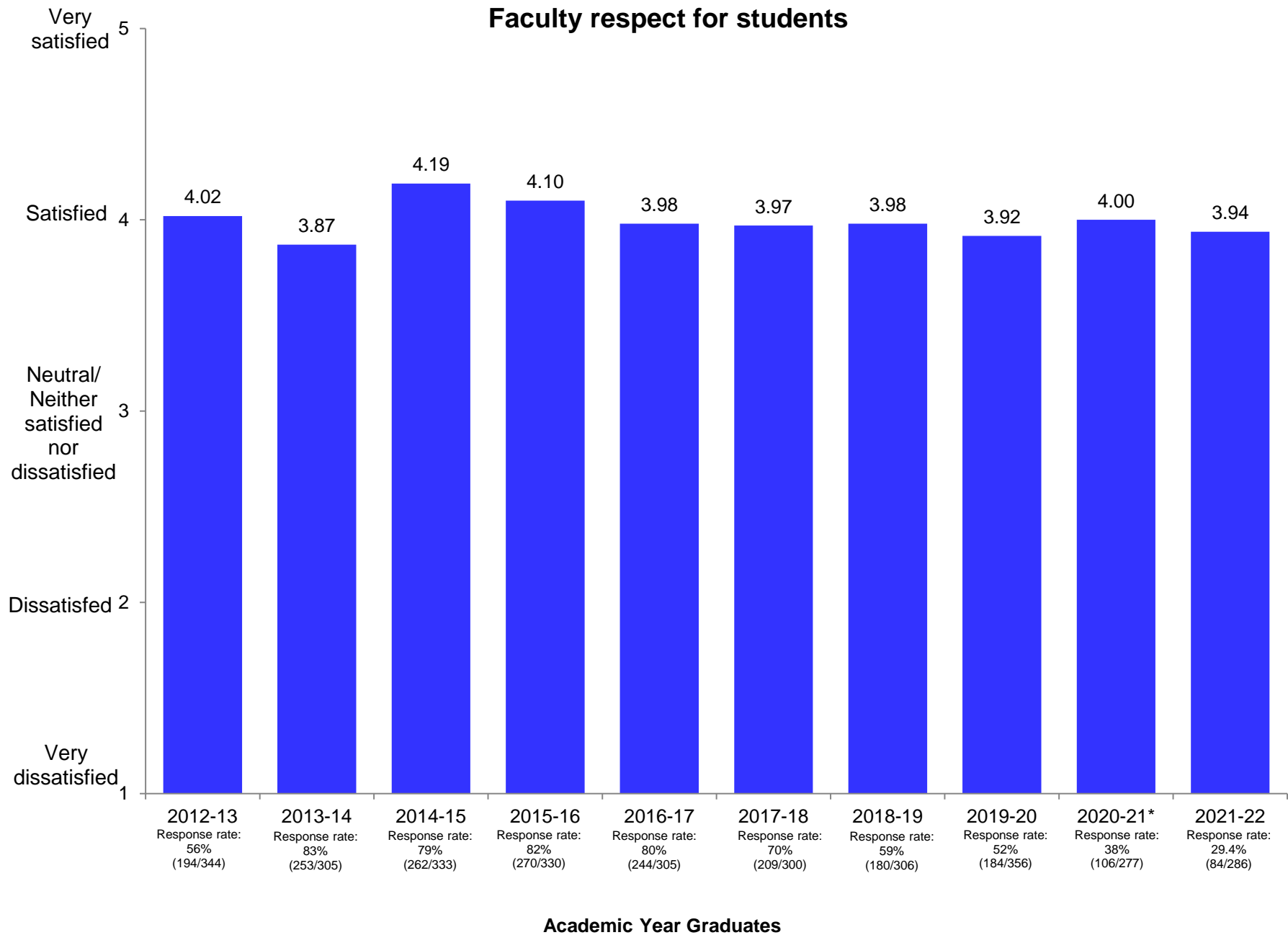
Graduating Senior Survey  
Administered at graduation rehearsal



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Indicate your level of satisfaction with each of the following:

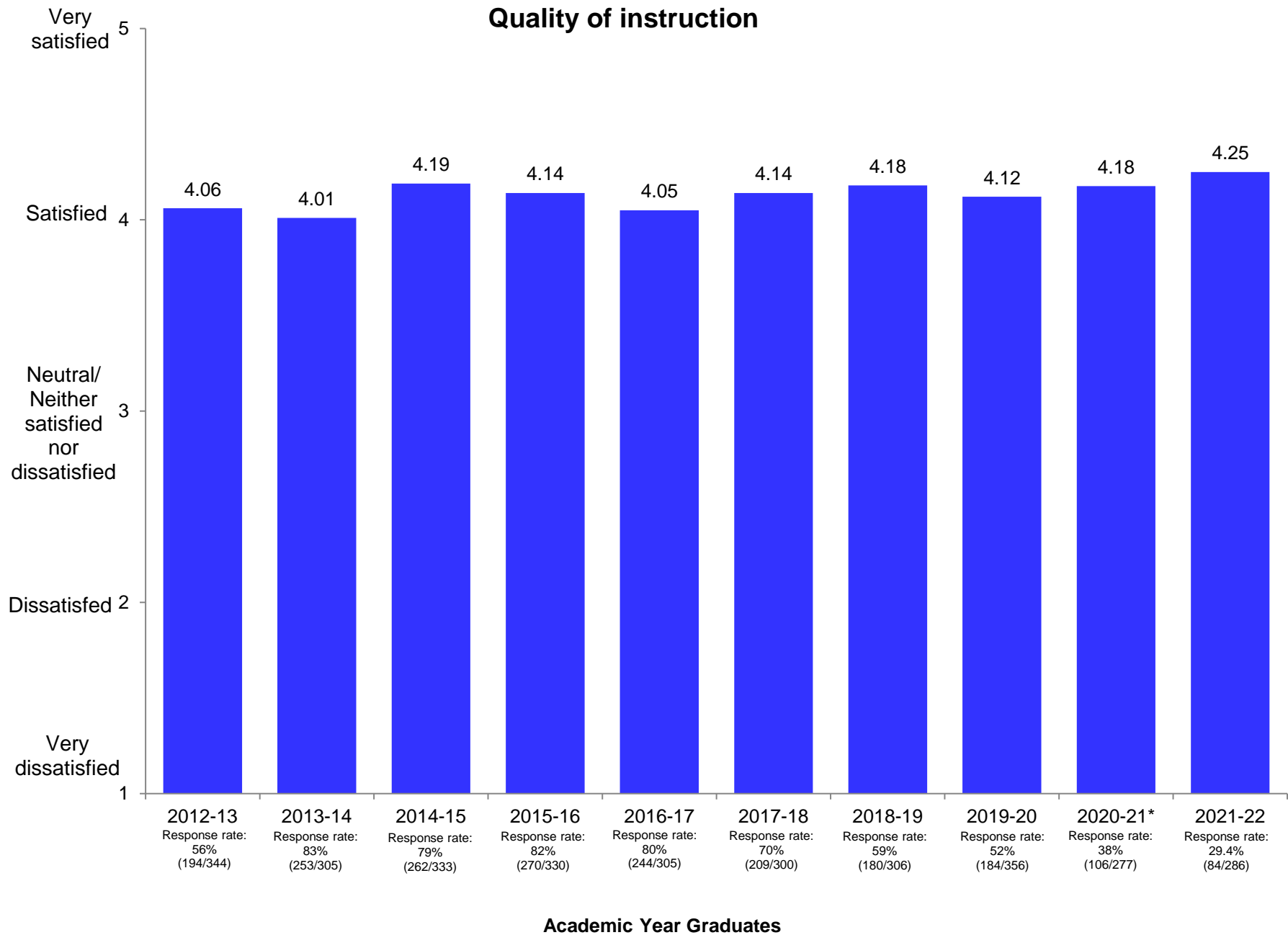
Graduating Senior Survey  
Administered at graduation rehearsal



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Indicate your level of satisfaction with each of the following:

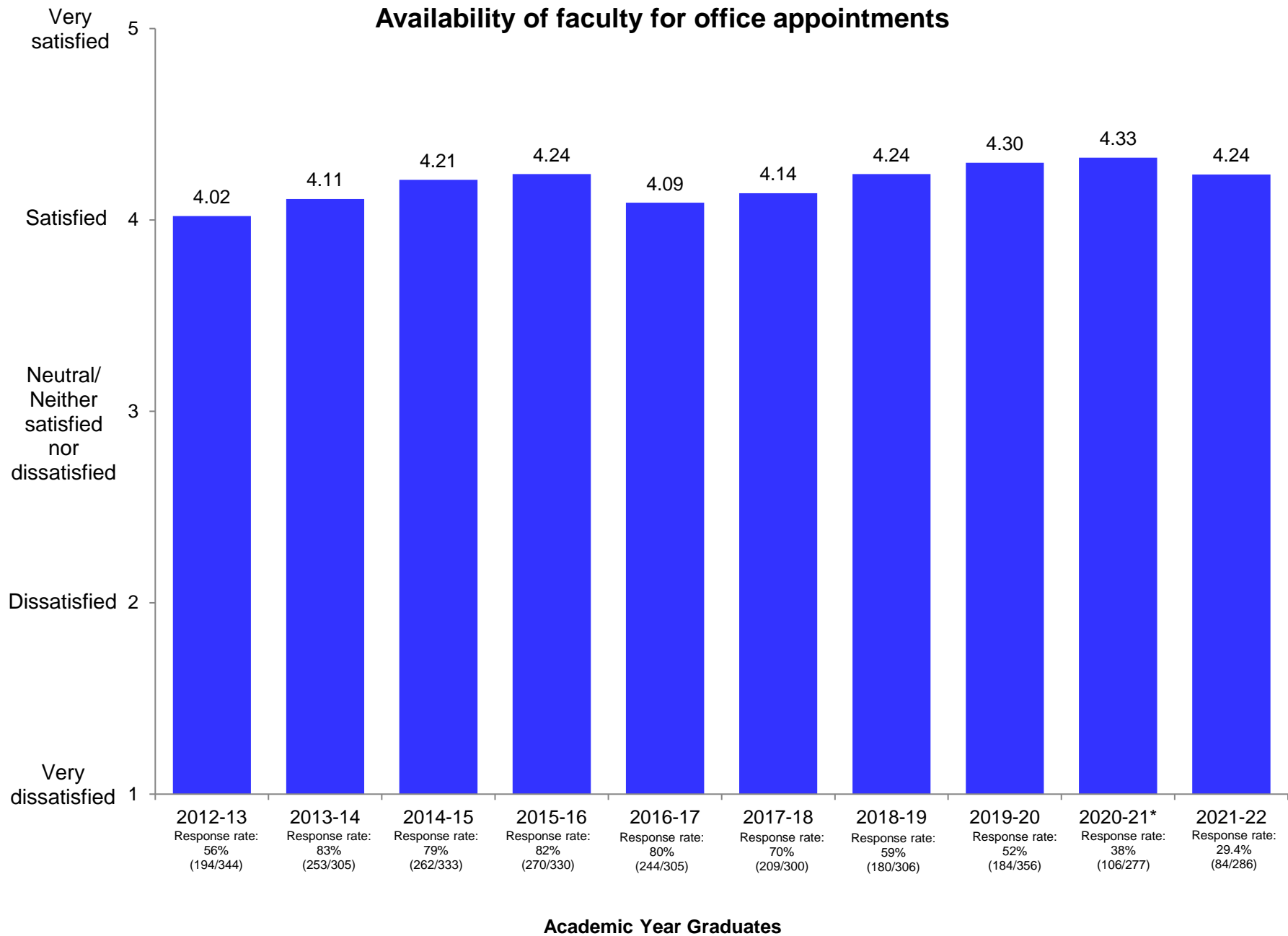
Graduating Senior Survey  
Administered at graduation rehearsal



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Indicate your level of satisfaction with each of the following:

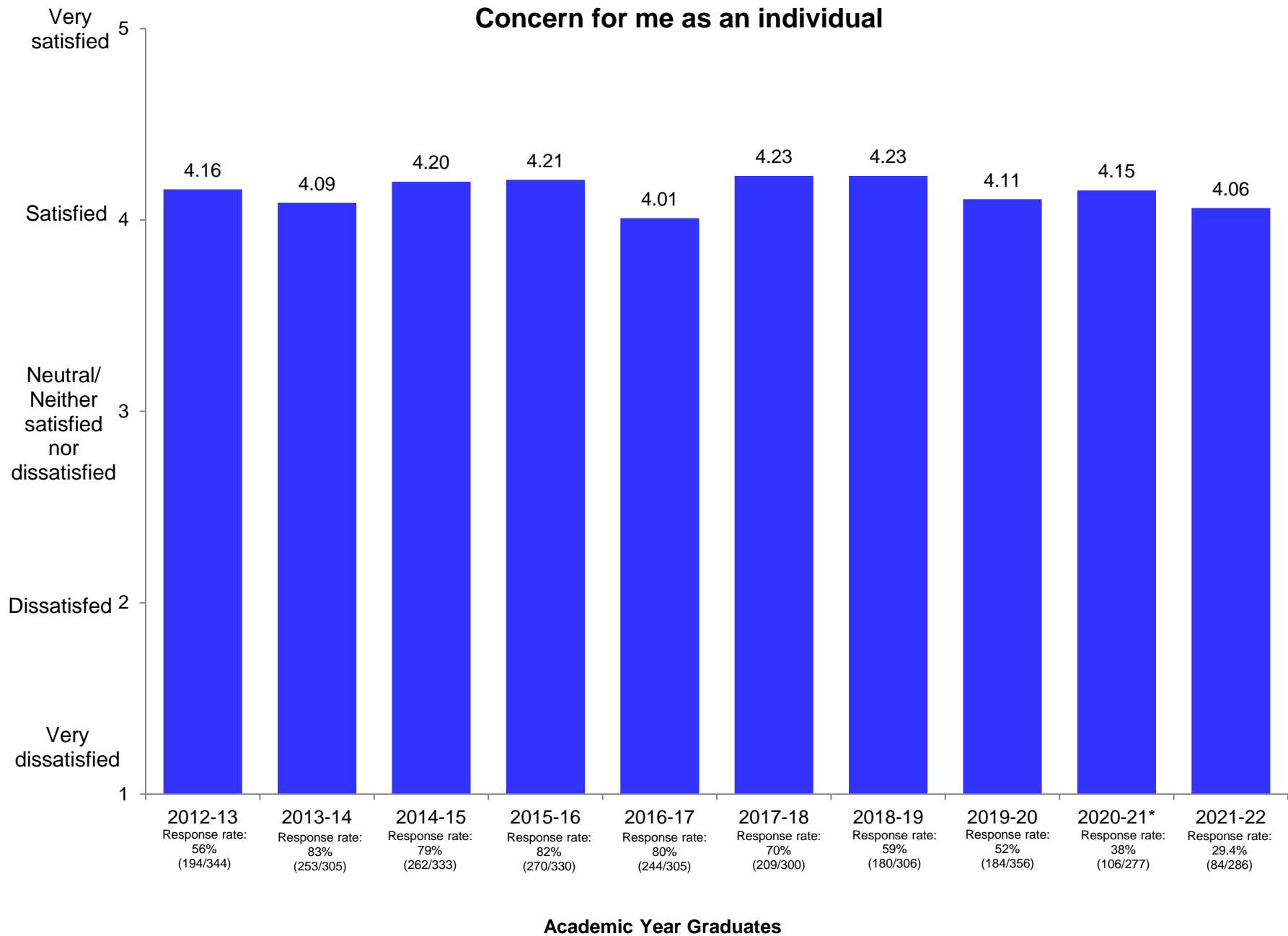
Graduating Senior Survey  
Administered at graduation rehearsal



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Indicate your level of satisfaction with each of the following:

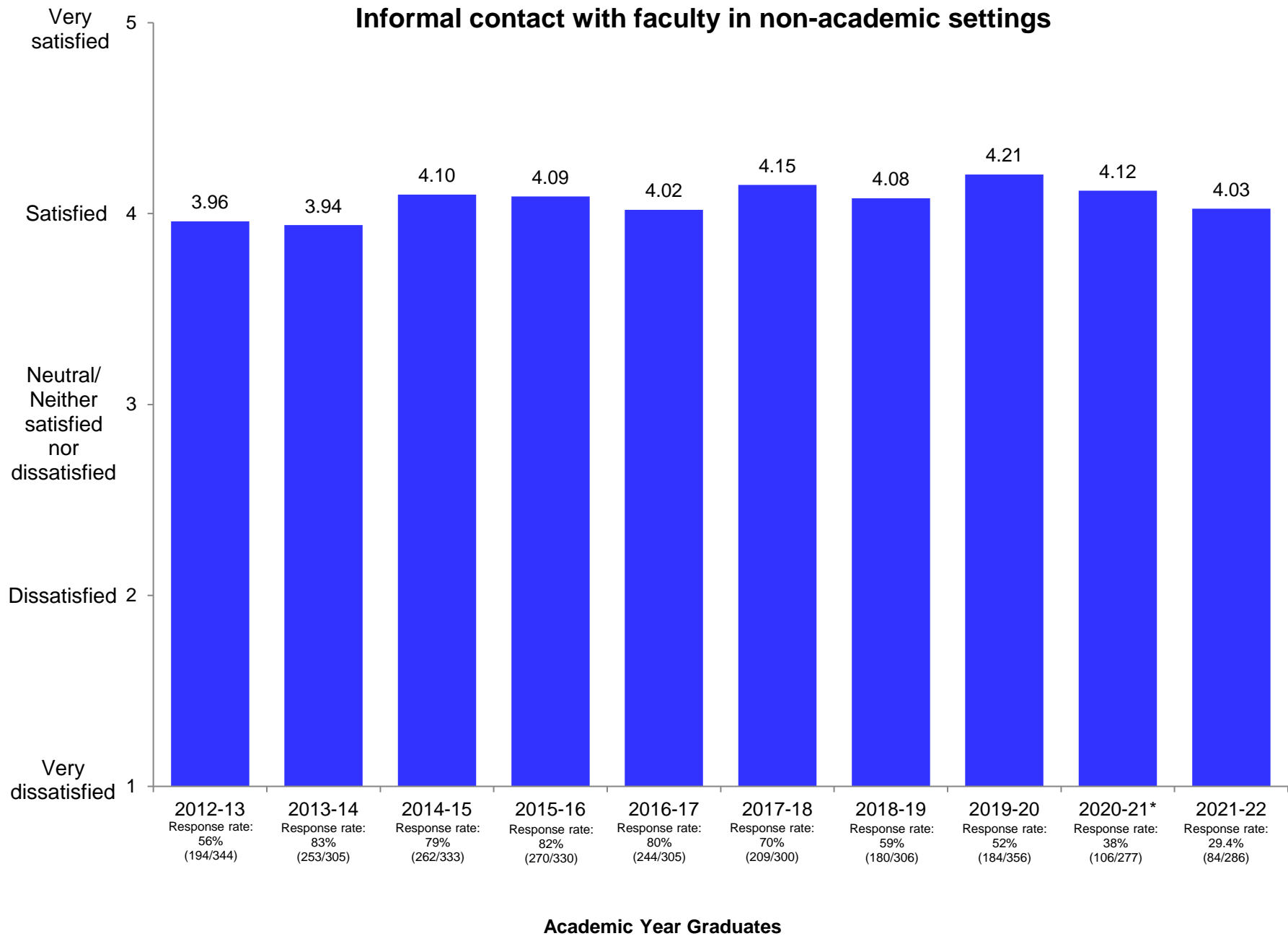
Graduating Senior Survey  
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Indicate your level of satisfaction with each of the following:

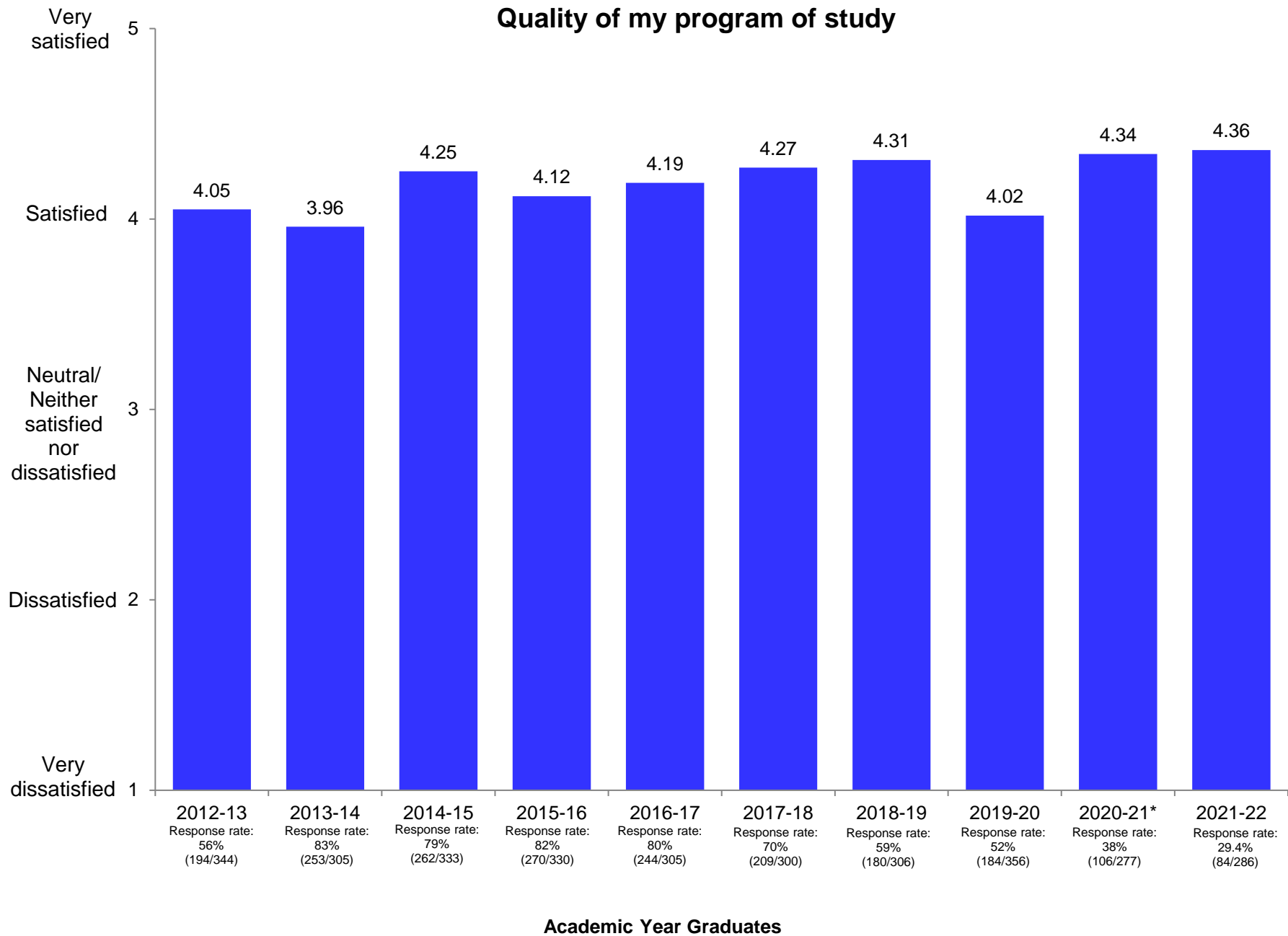
Graduating Senior Survey  
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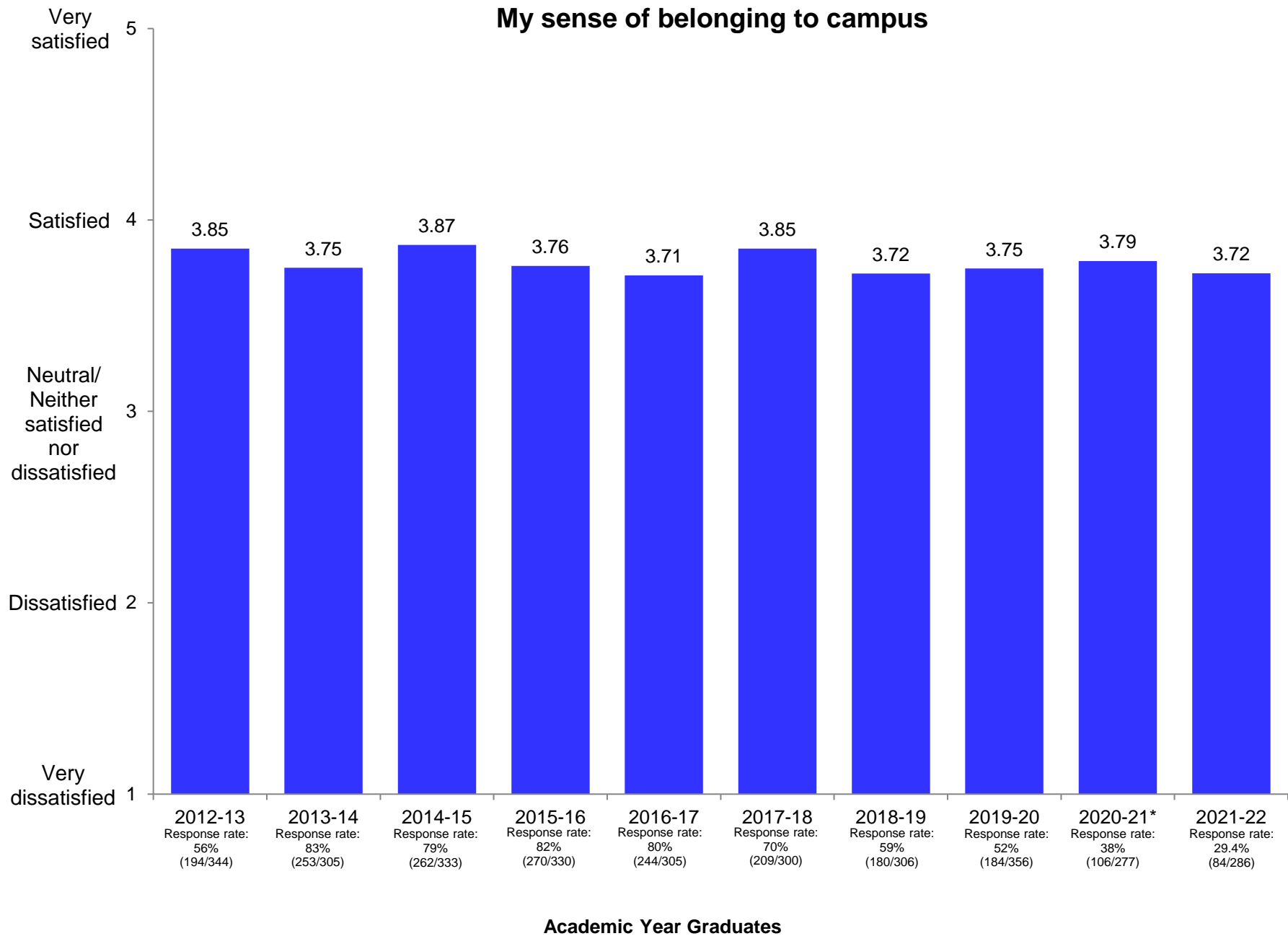
Graduating Senior Survey  
Administered at graduation rehearsal



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Indicate your level of satisfaction with each of the following:

Graduating Senior Survey  
Administered at graduation rehearsal

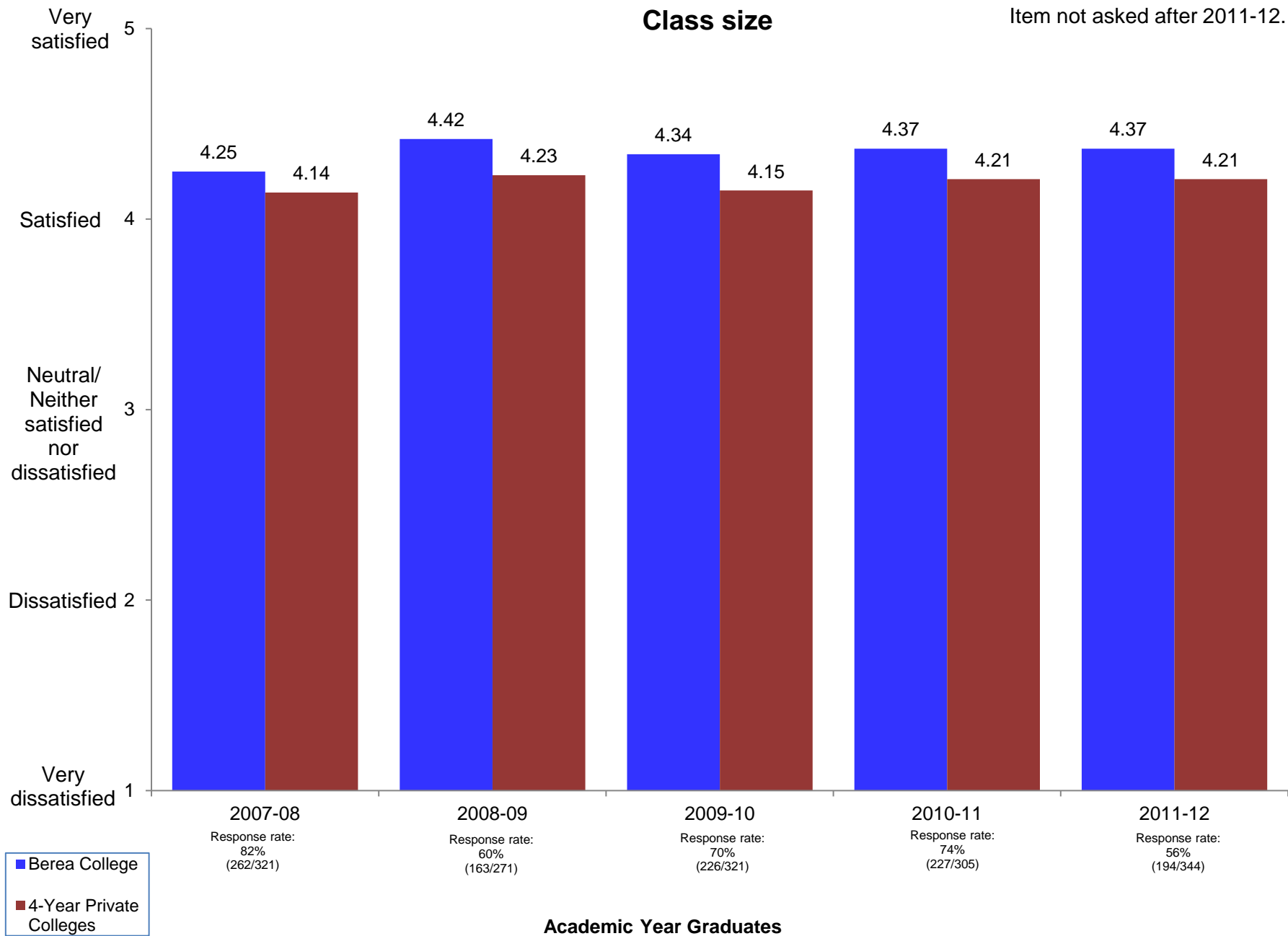


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Indicate your level of satisfaction with each of the following:

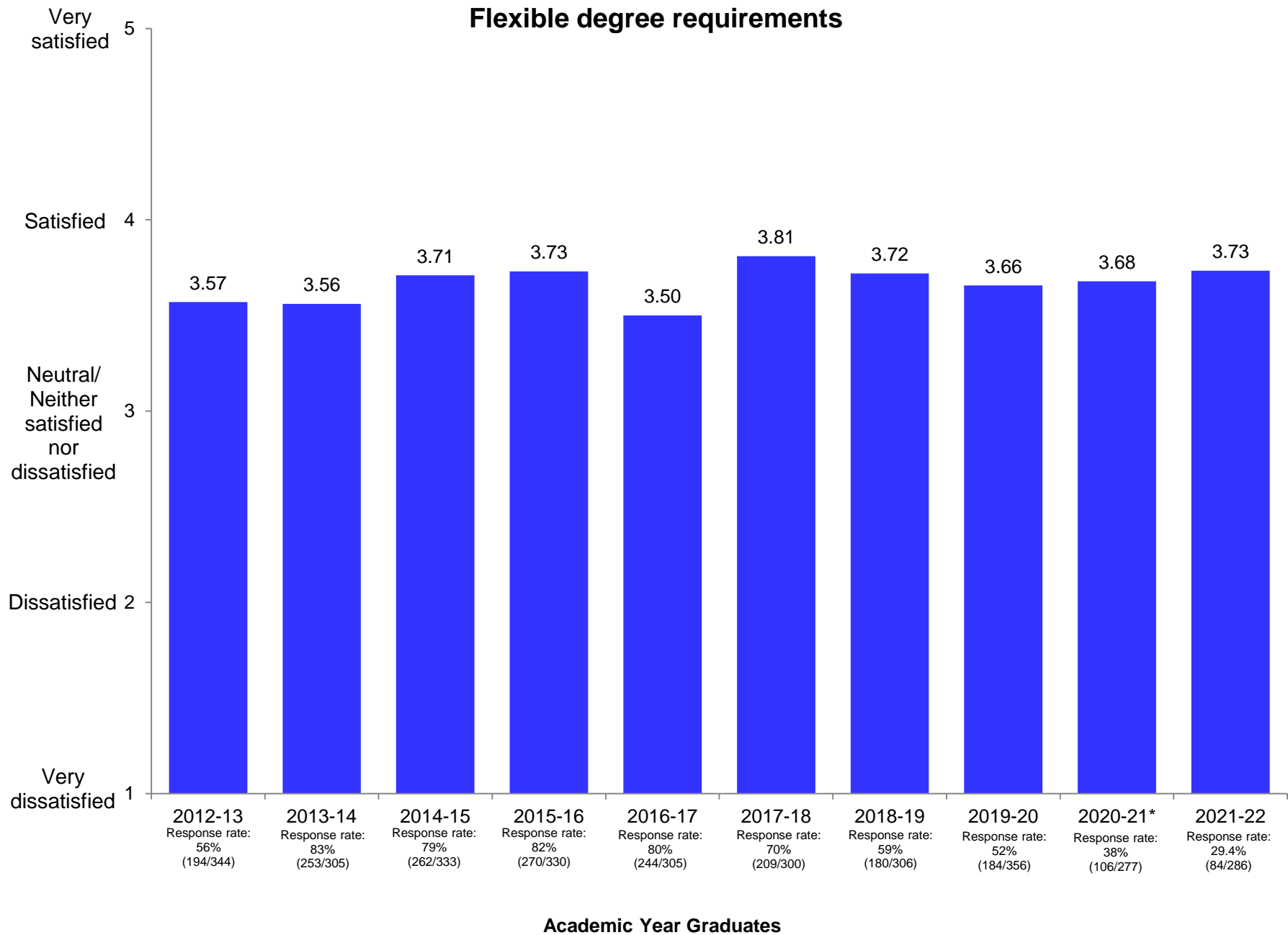
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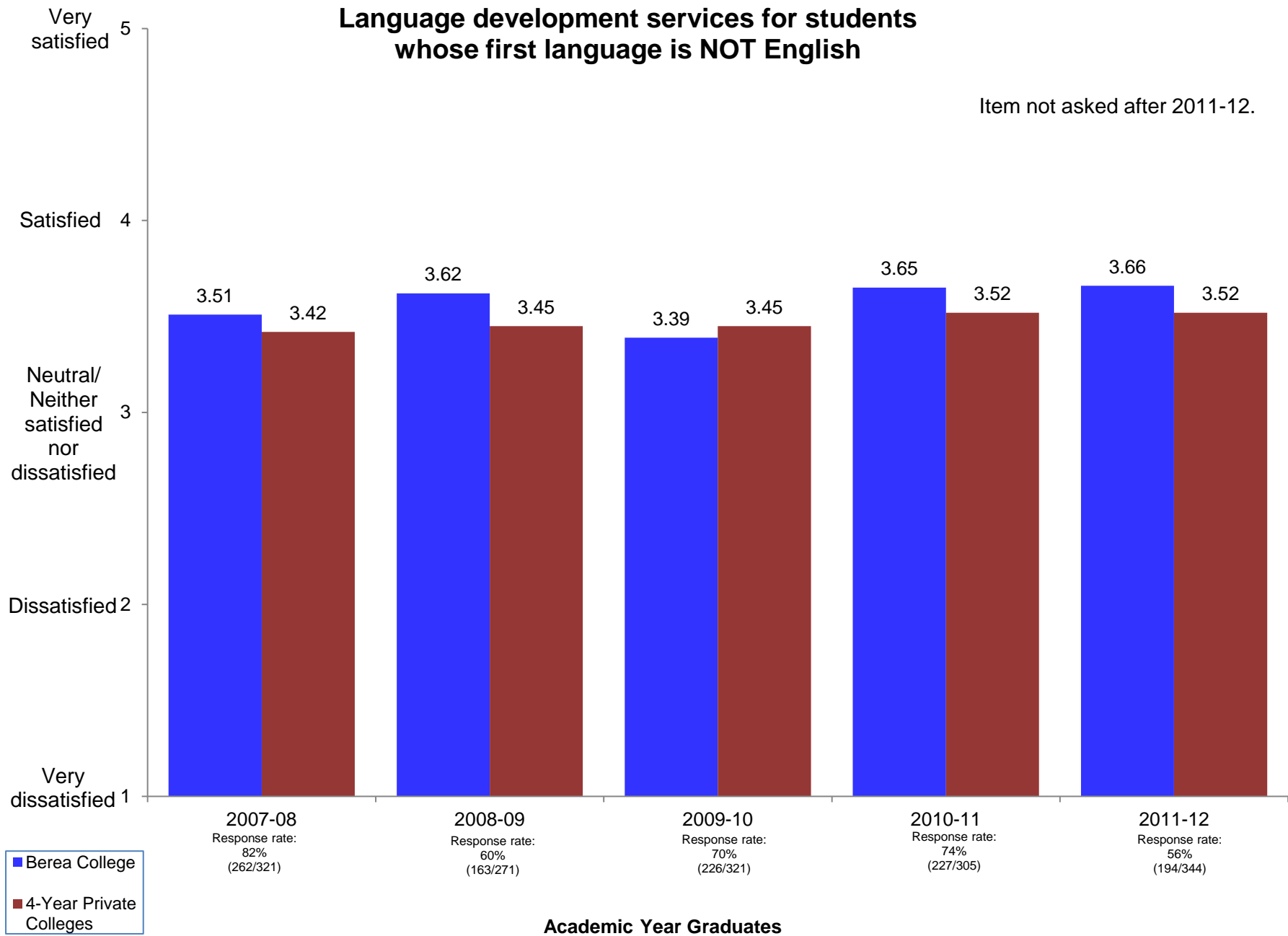
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Indicate your level of satisfaction with each of the following:

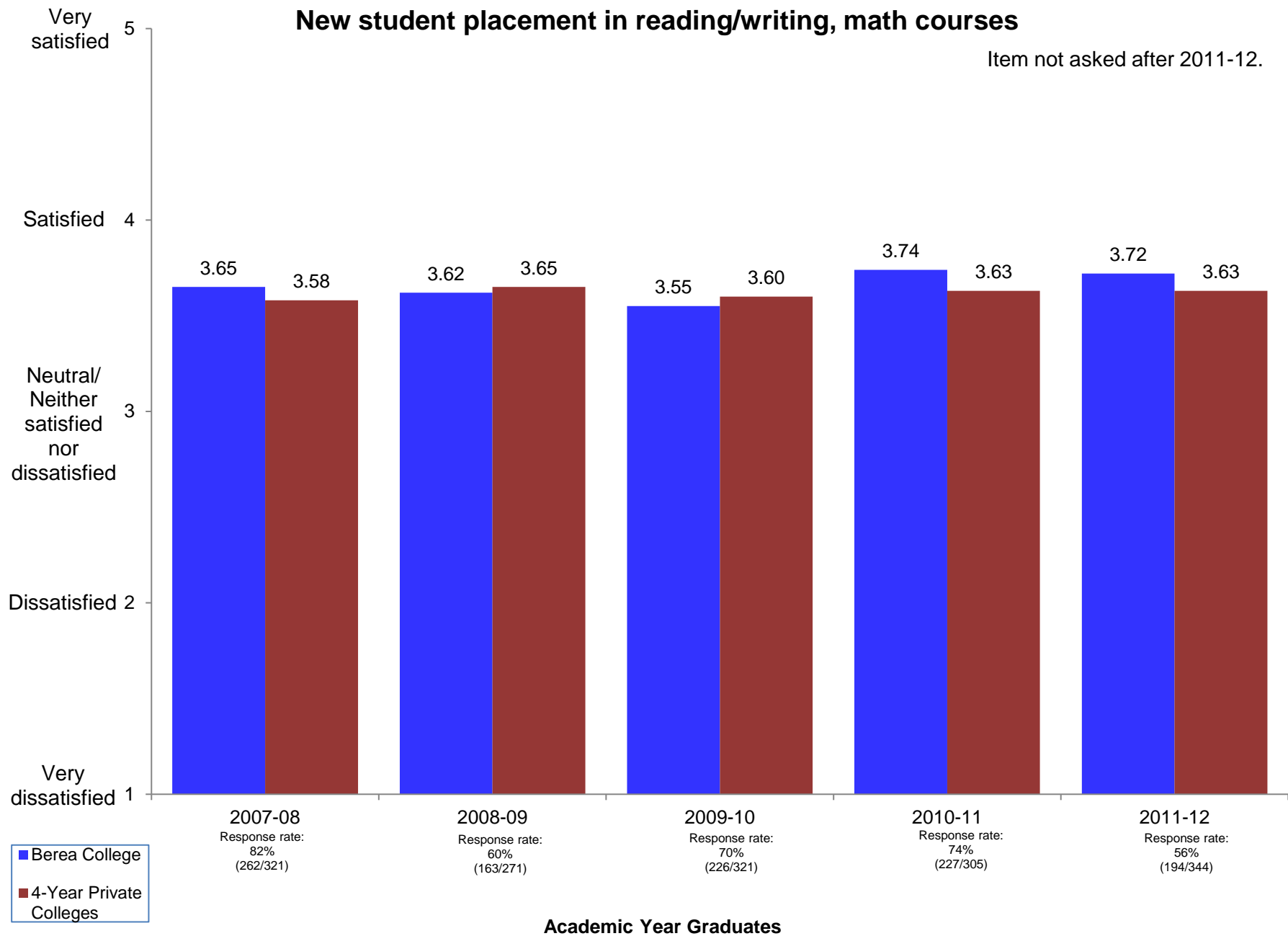
Graduating Senior Survey  
Administered at graduation rehearsal



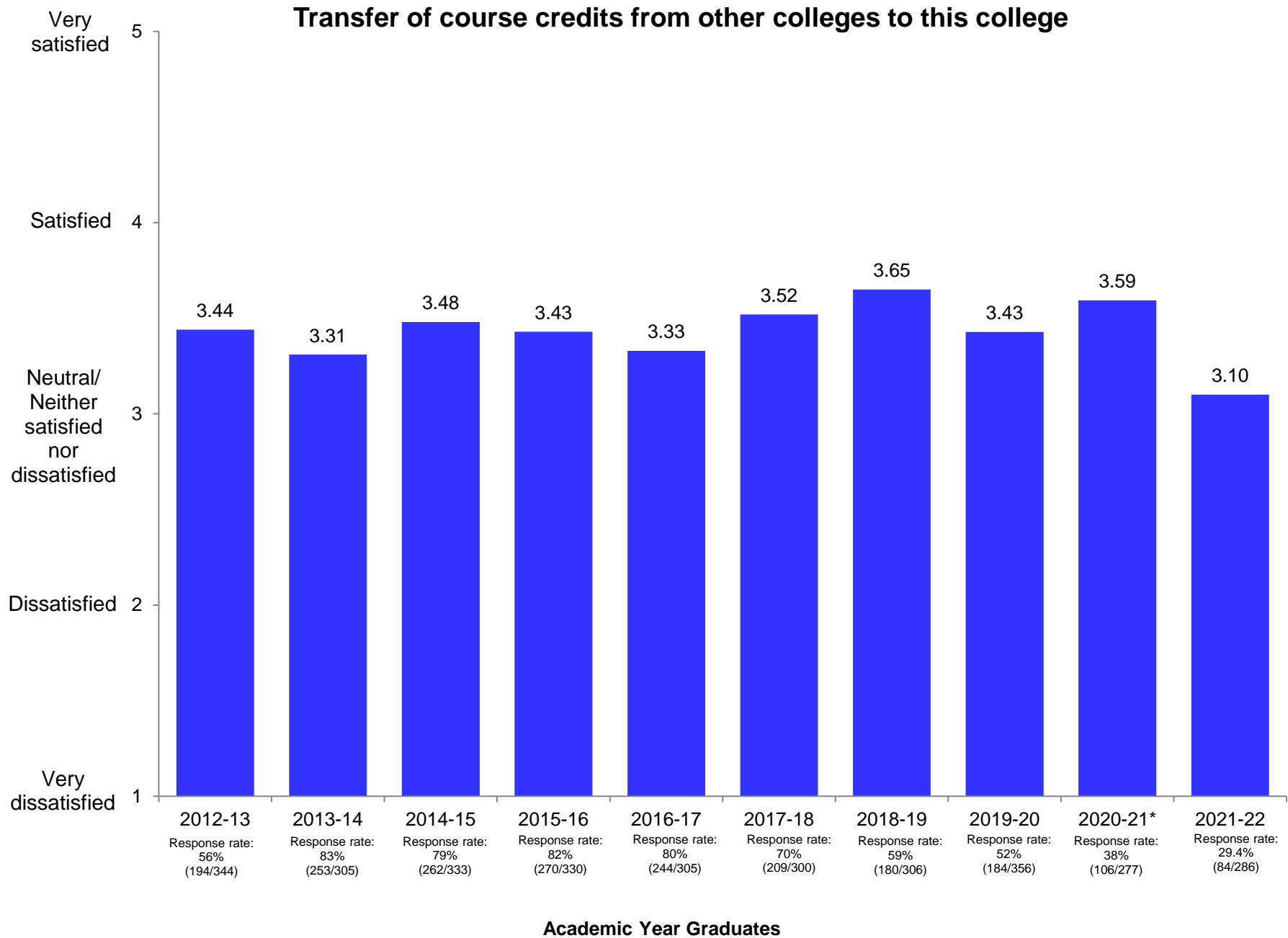
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.

Indicate your level of satisfaction with each of the following:

Graduating Senior Survey  
Administered at graduation rehearsal



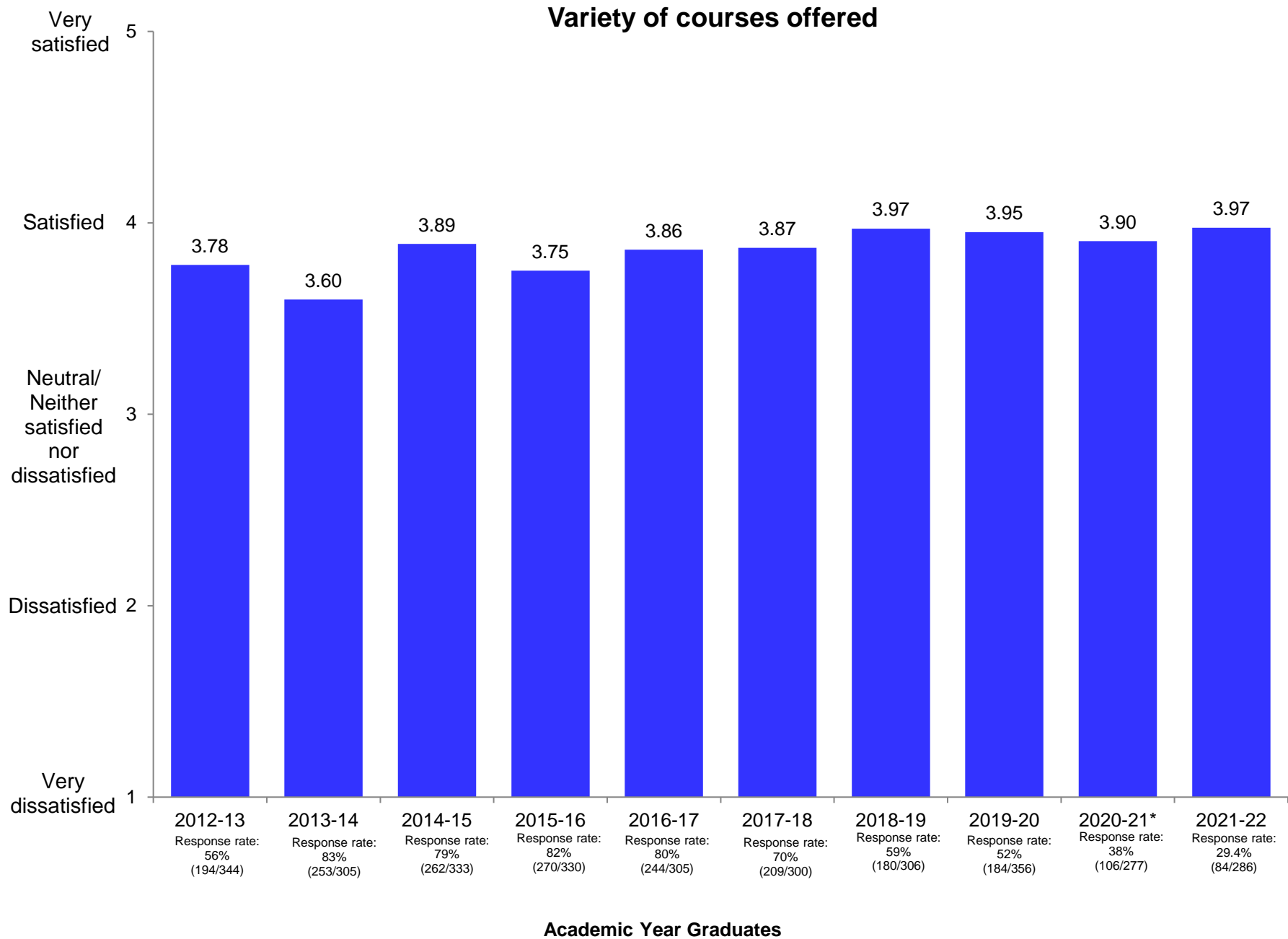
NOTE: National comparative data from ACT College Outcome Survey were available until 2011-2012.



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Indicate your level of satisfaction with each of the following:

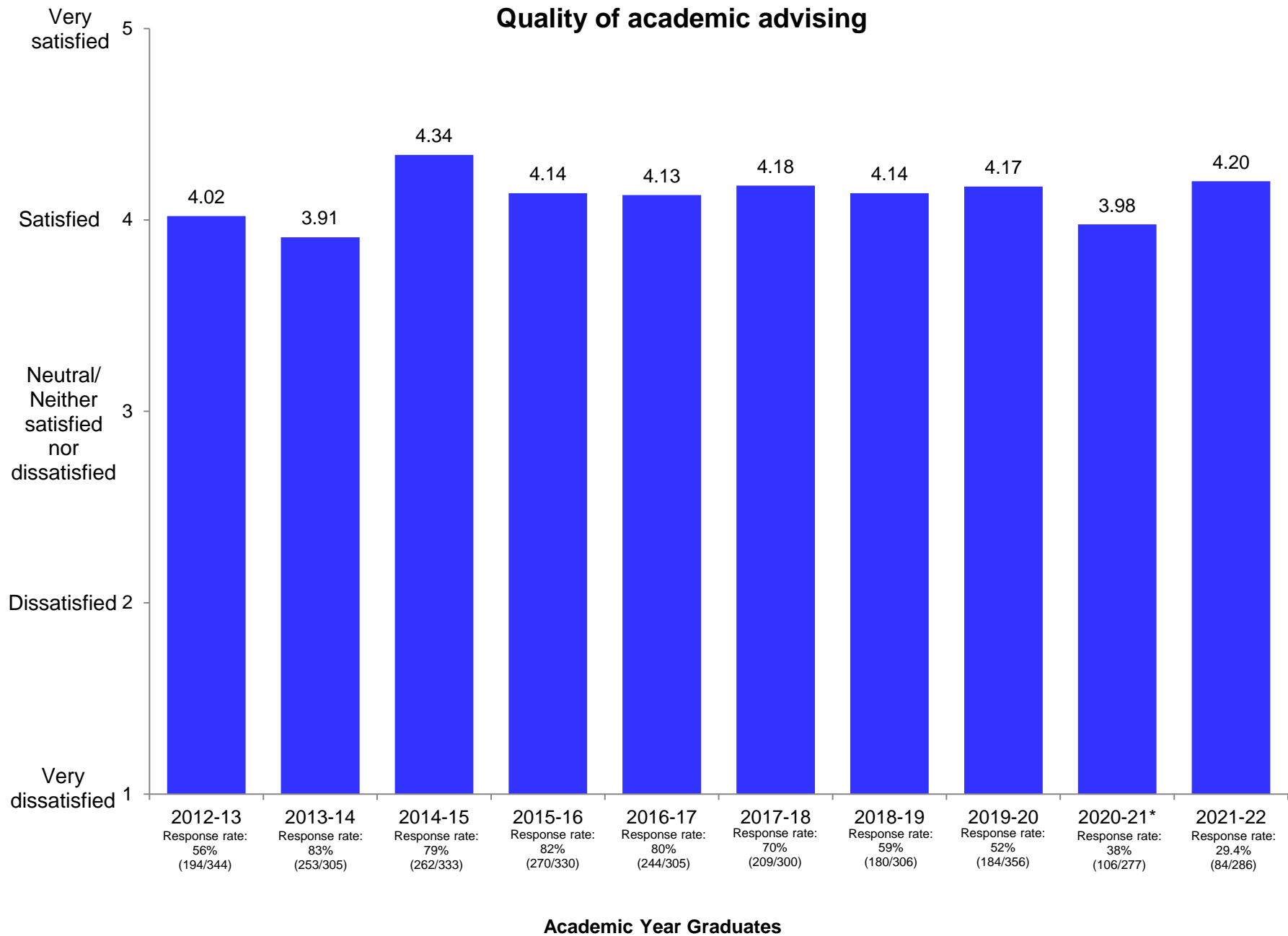
Graduating Senior Survey  
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Indicate your level of satisfaction with each of the following:

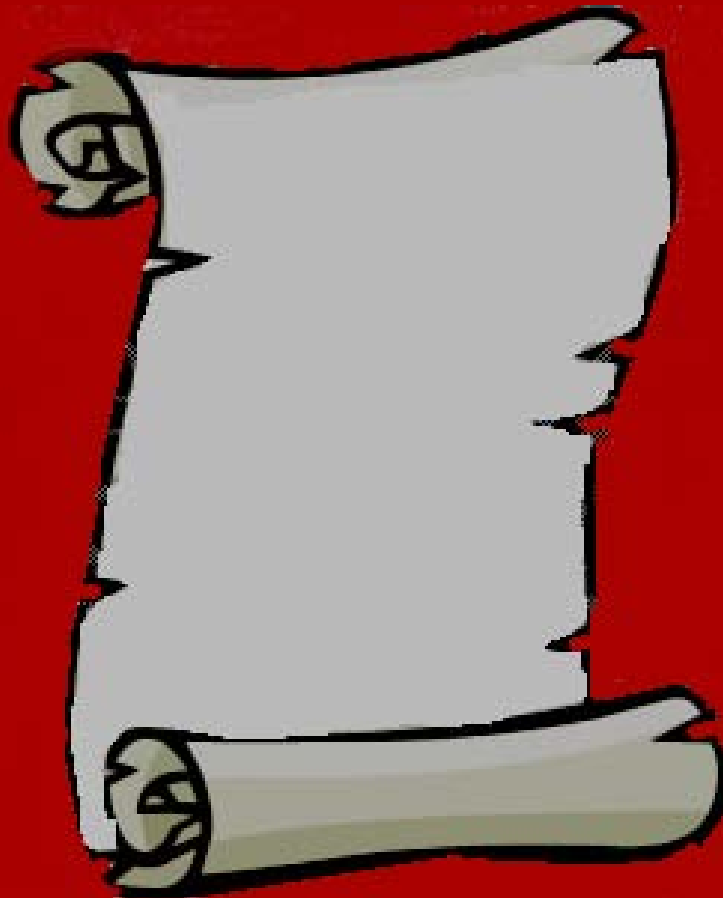
Graduating Senior Survey  
Administered at graduation rehearsal



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

# HISTORICAL SURVEY DATA

STUDENT SURVEY ITEMS PRIOR TO 20%





# Cooperative Institutional Research Program (CIRP)

(Entering Fall Term Students)



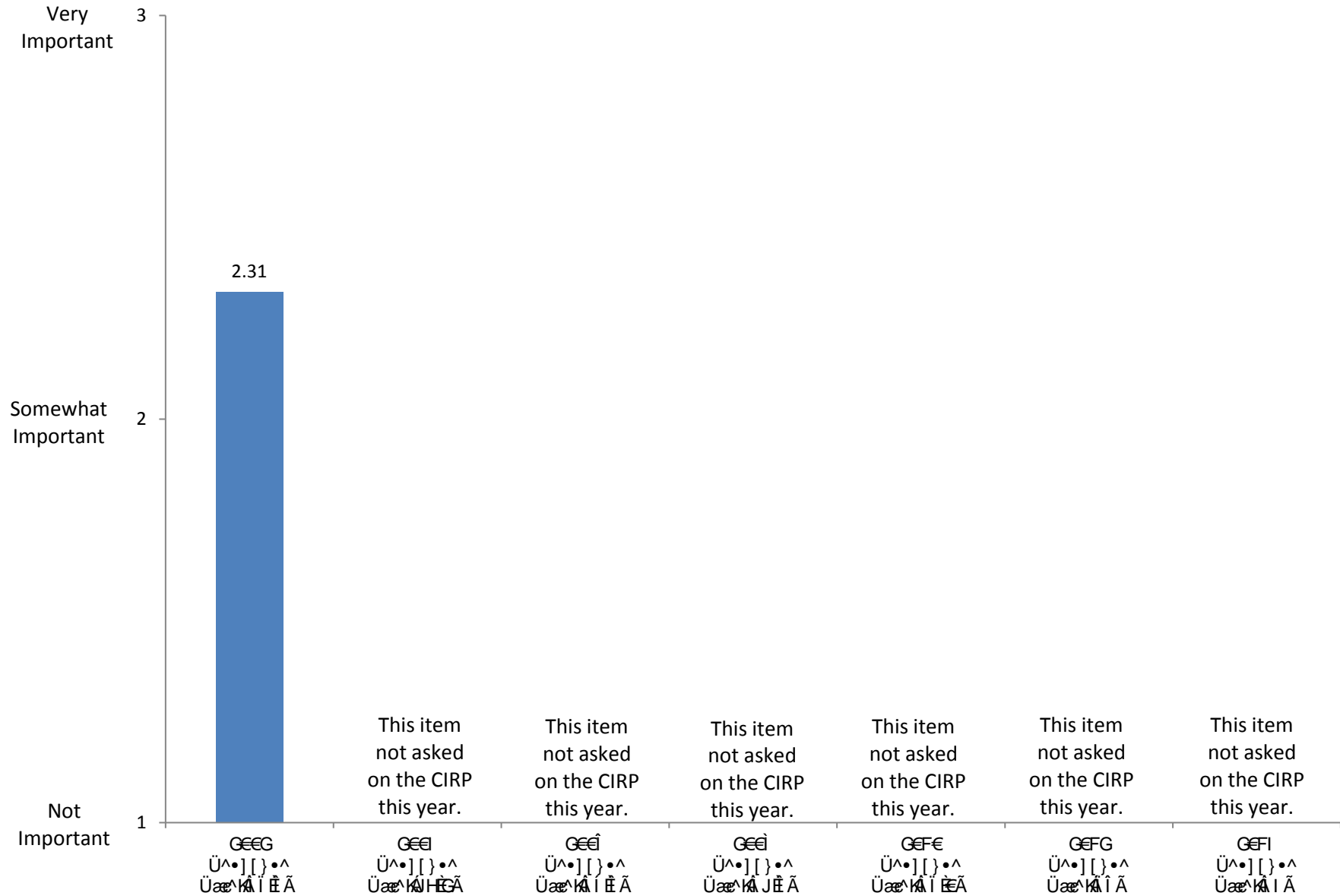
Administered Fall Terms 2002, 2004,  
2006, 2008, 2010, 2012, 2014 and 2016

[Click 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%

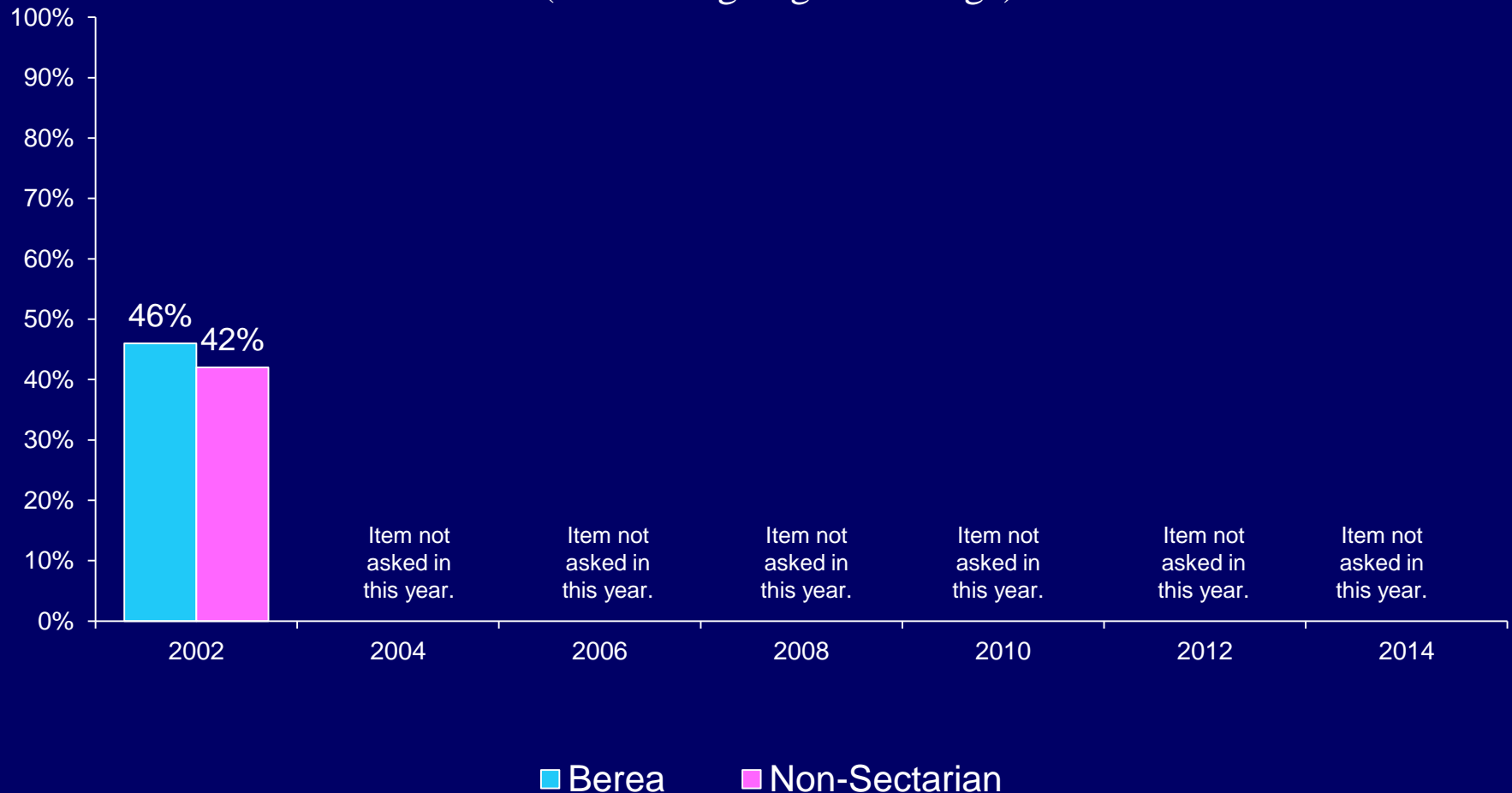
In deciding to go to college, how important to you was each of the following reasons?

## To improve my reading and study skills

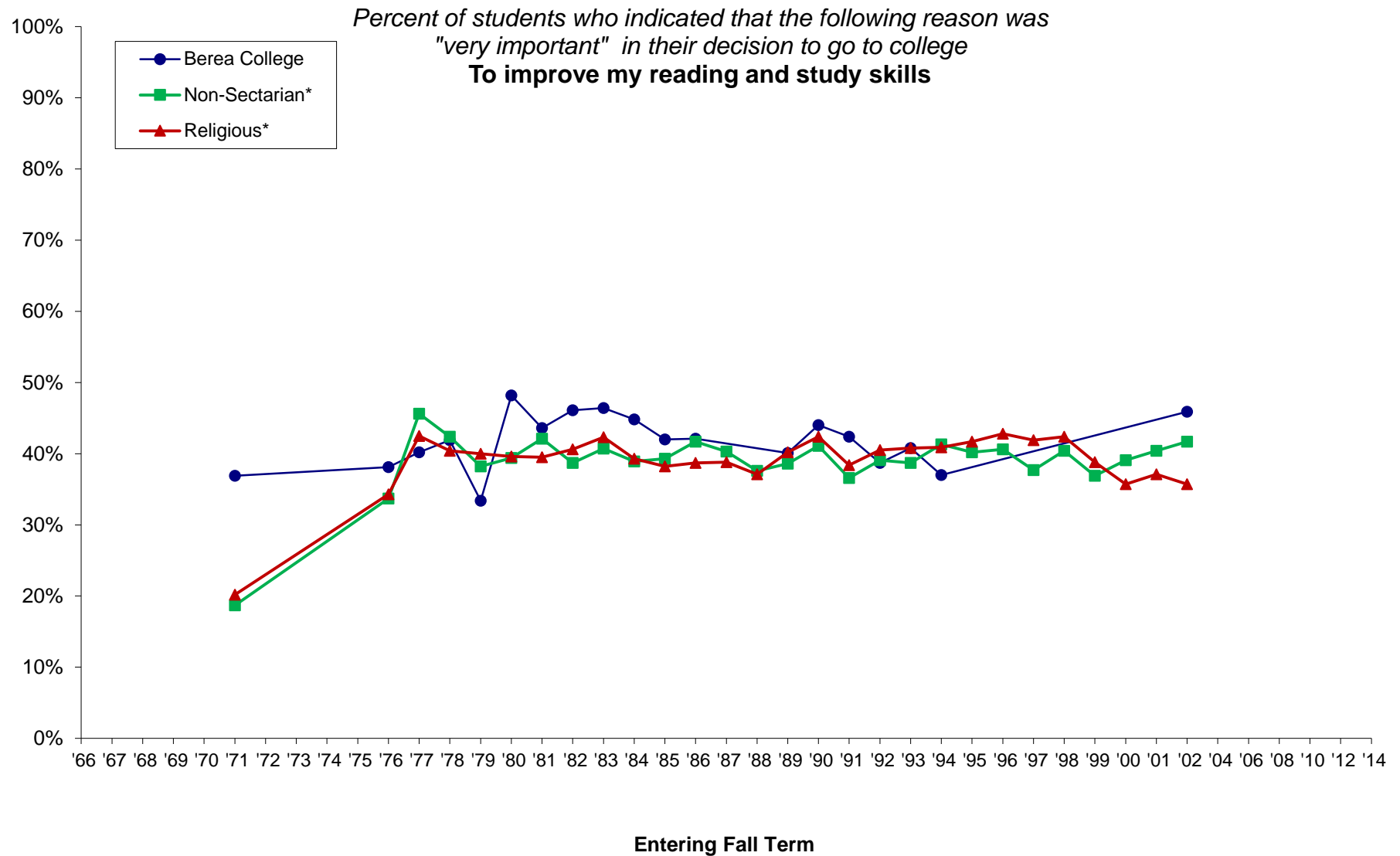


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*Percent of students who rated item as “very important”*  
**To improve my reading and study skills**  
(in deciding to go to college)



Cooperative Institutional Research Program (CIRP), First-Year Student Trends from 1966 through 2014



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

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

# Berea-Specific Entering Survey

(Fall Term First-Year Students and New Transfers)



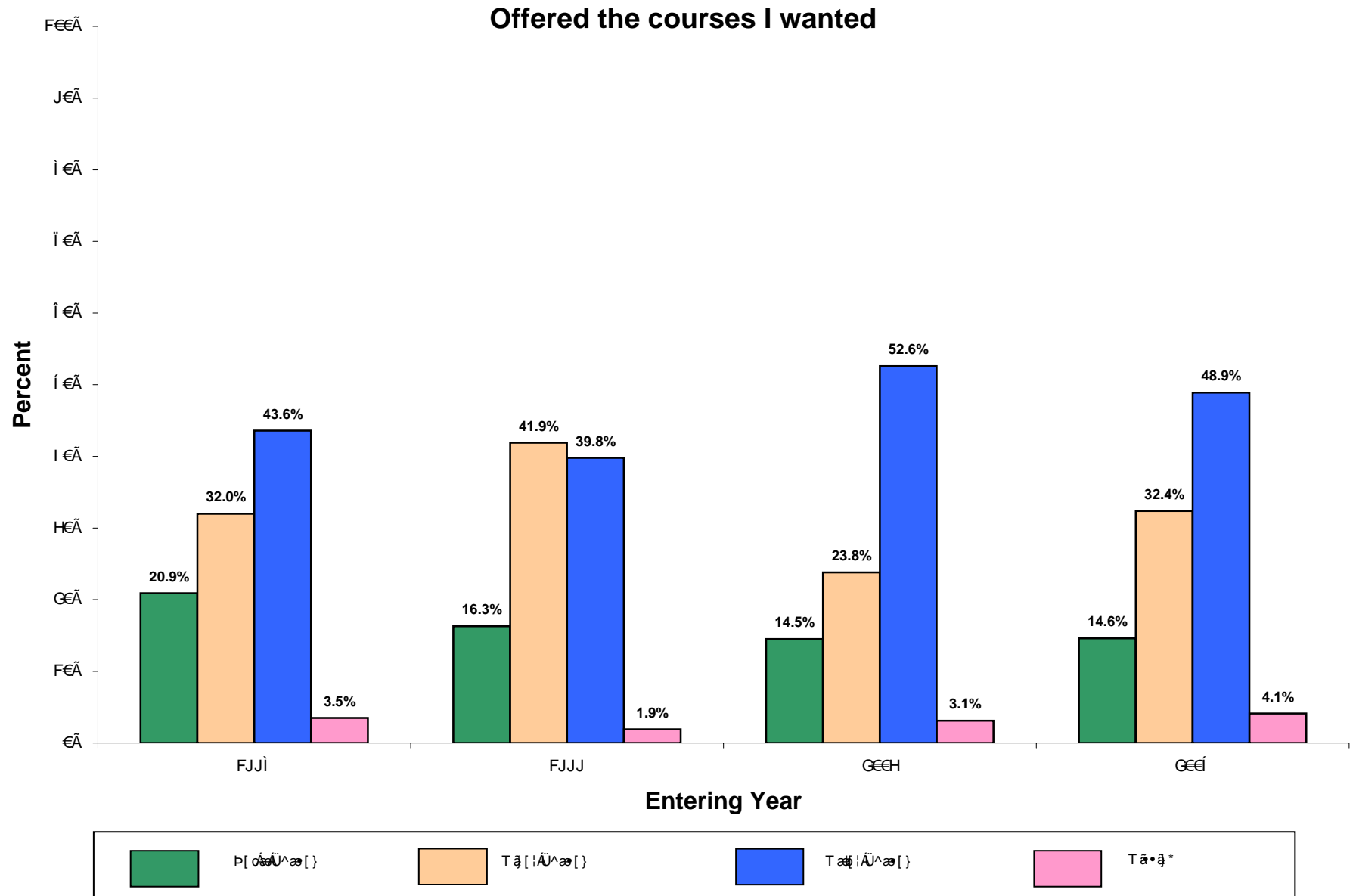
[Click to see survey instruments](#)

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

Average Response Rate of 85%

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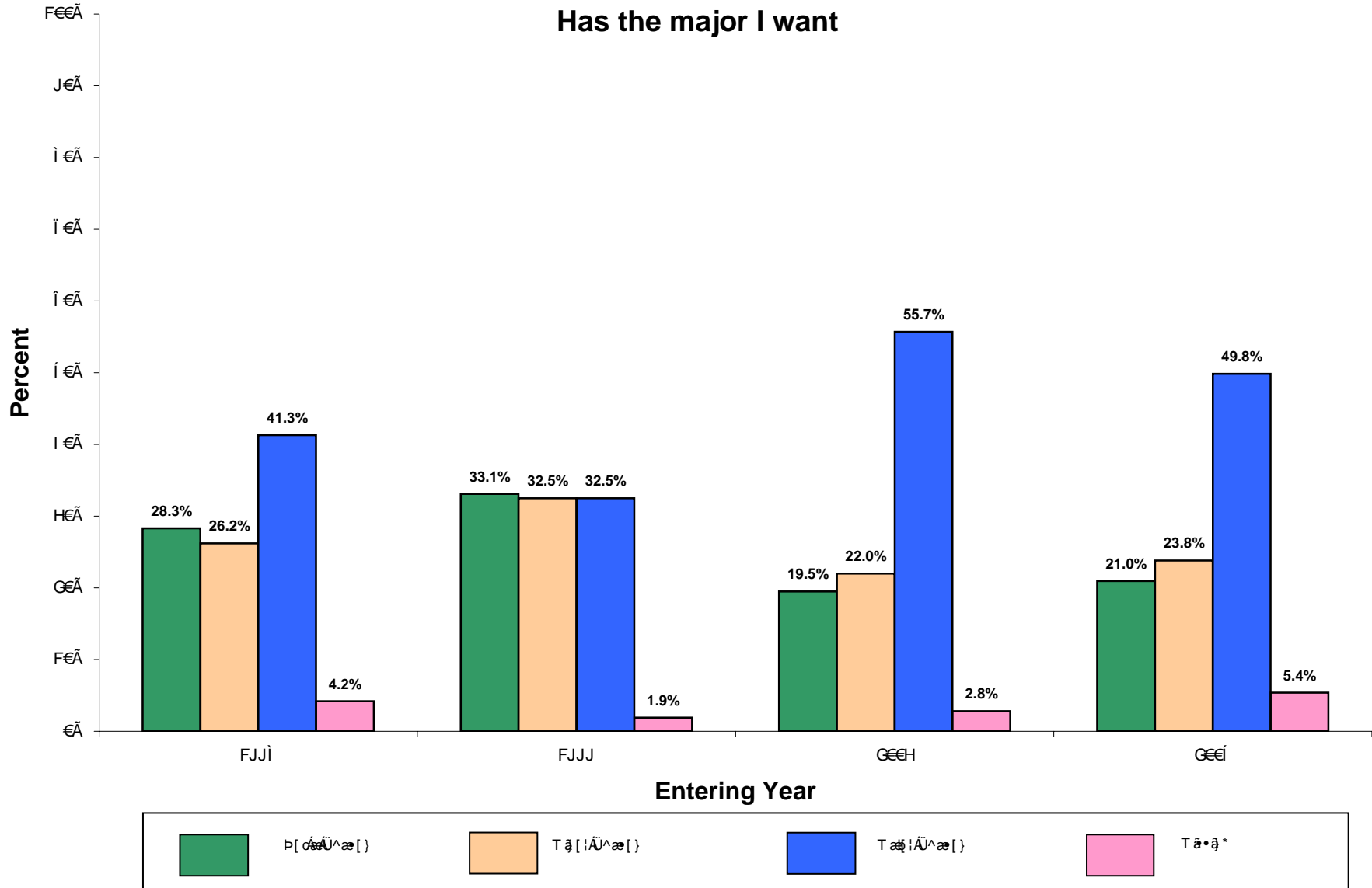
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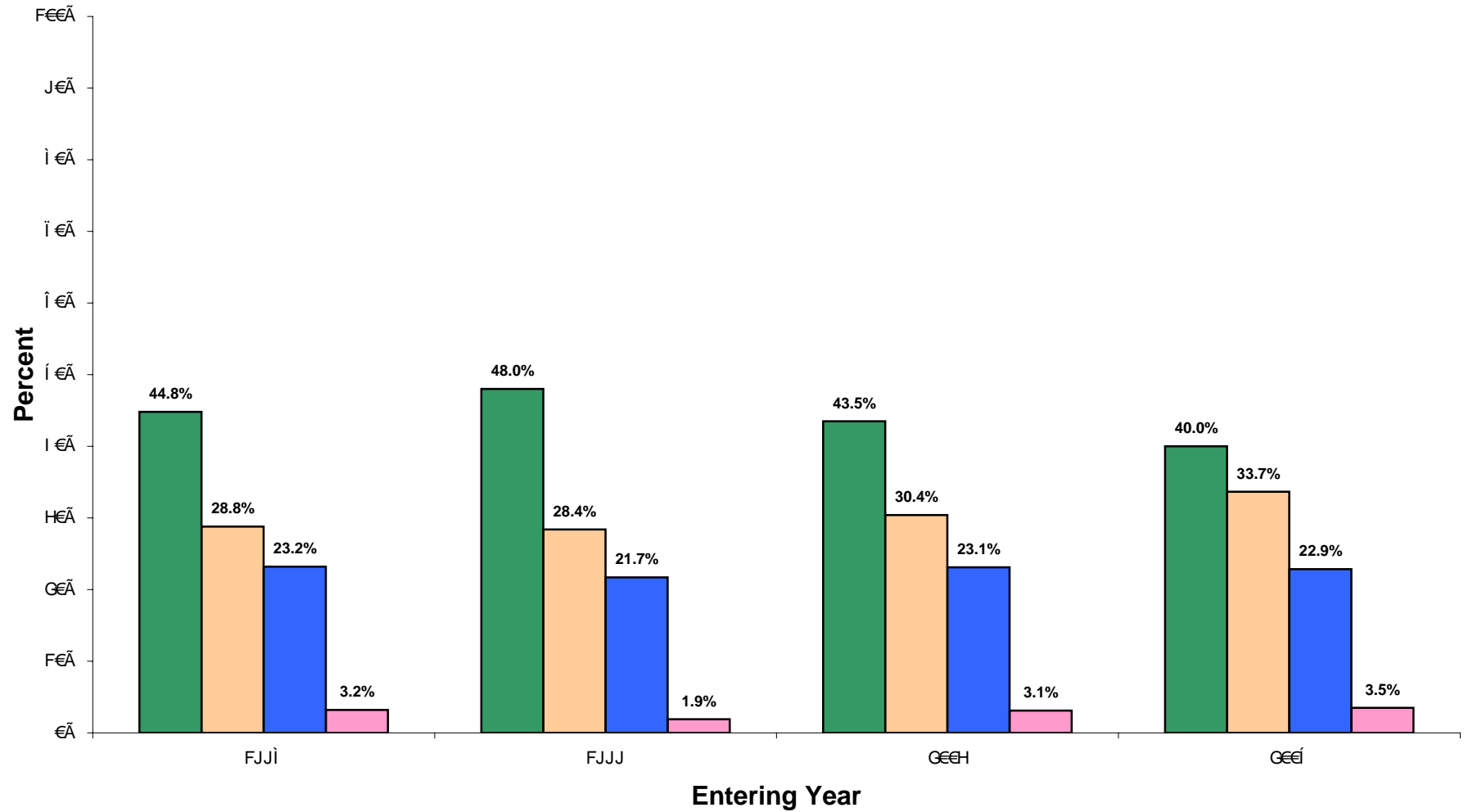
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### Convenient location



# Your First College Year (YFCY)

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



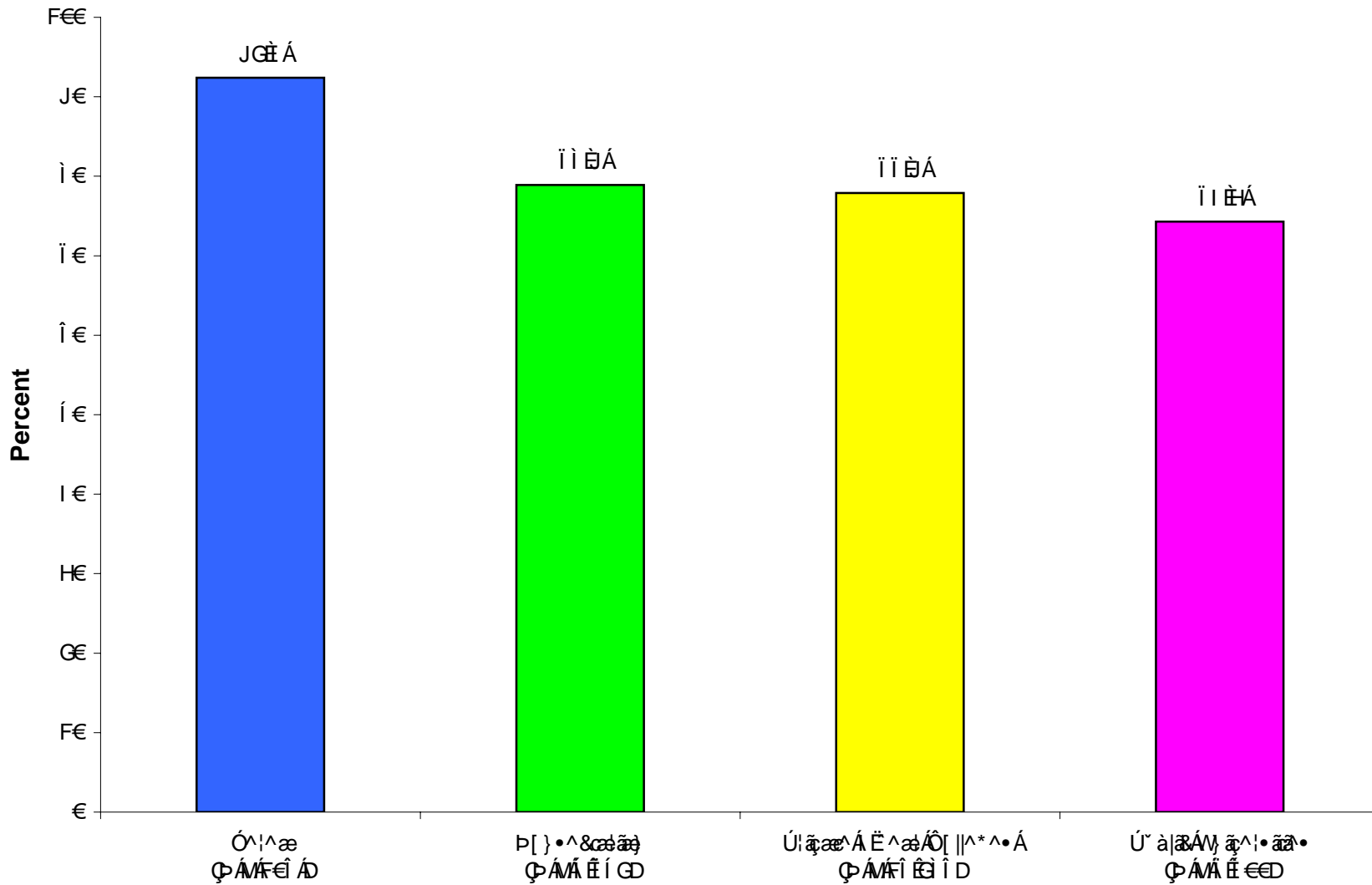
[Click to see survey instruments](#)

Response Rate: Spring 2005 - 30.2%

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

## Classroom facilities

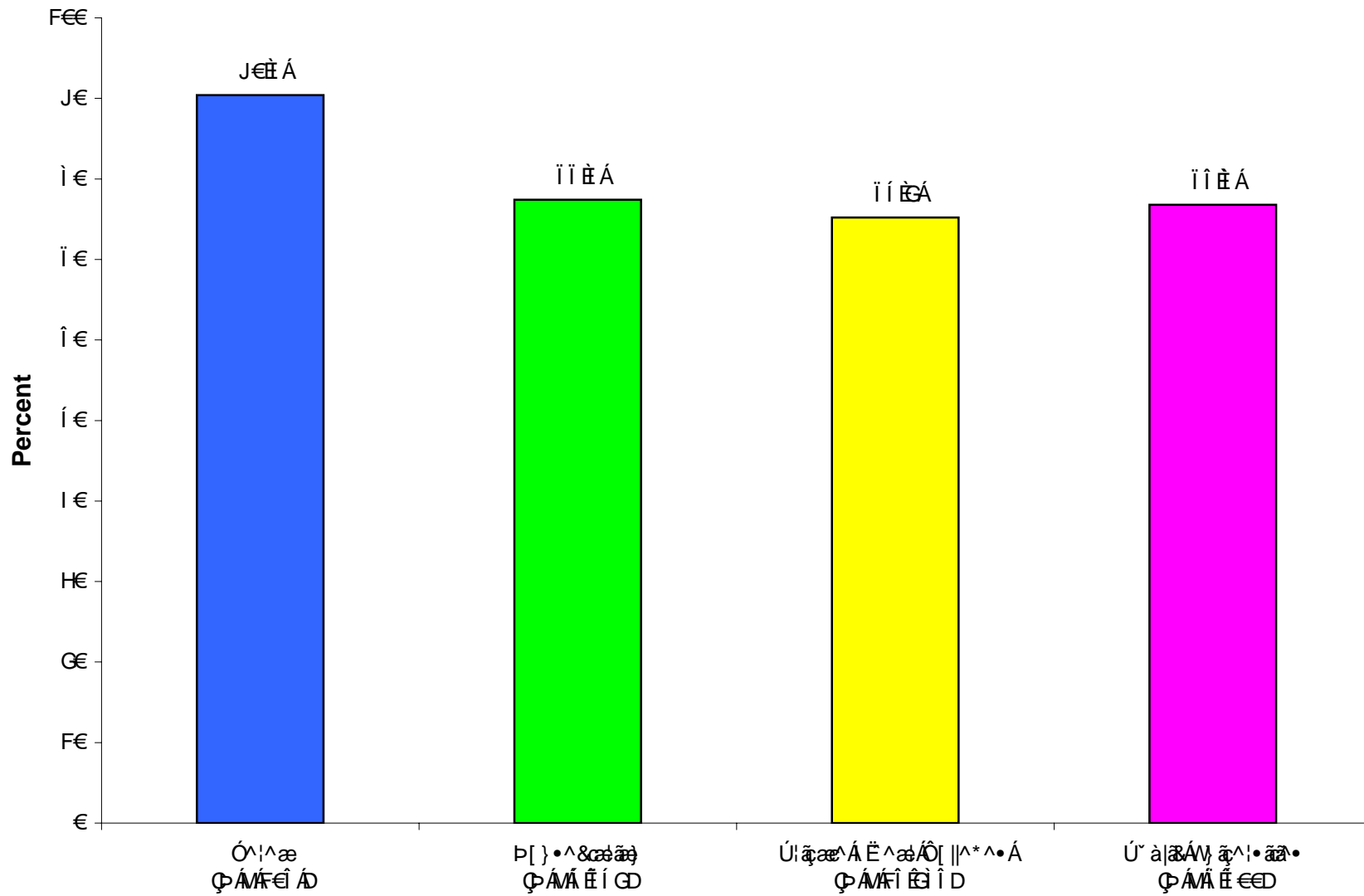


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Students reporting they were "satisfied" or "very satisfied" with each of the following at this institution

## Computer facilities

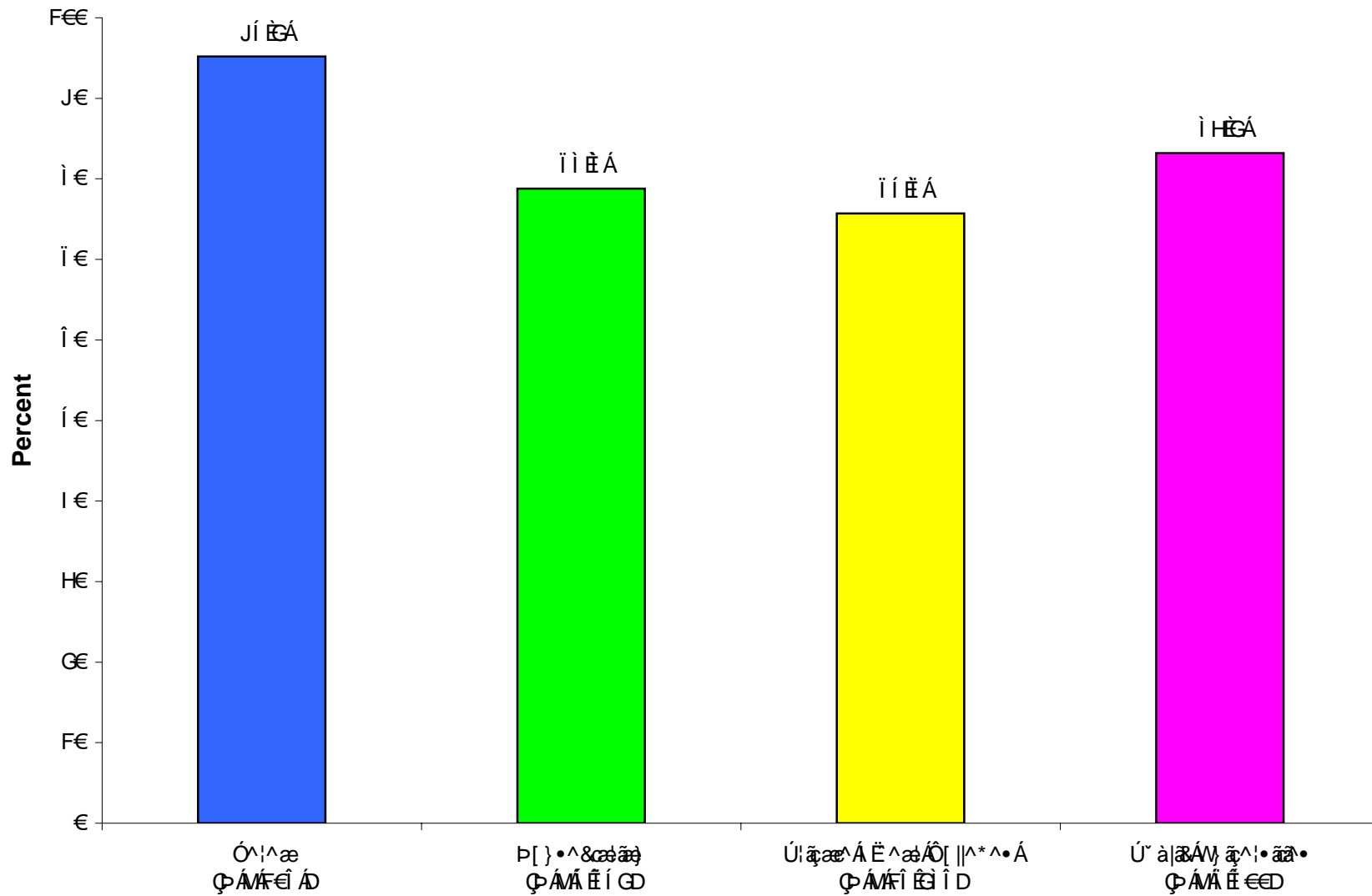


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Students reporting they were "satisfied" or "very satisfied" with each of the following at this institution

## Library facilities and services

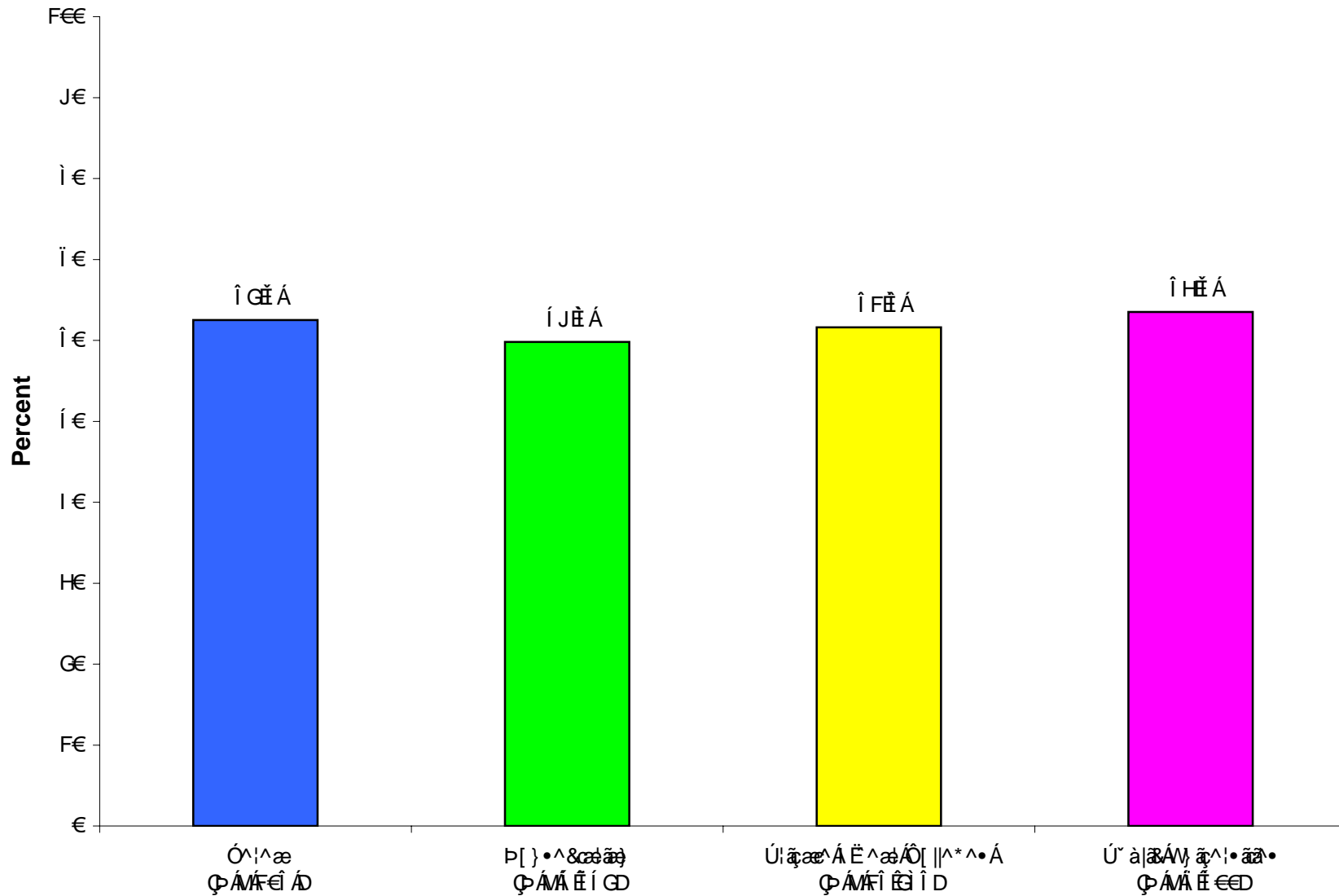


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Students reporting they were "satisfied" or "very satisfied" with each of the following at this institution

## Academic advising

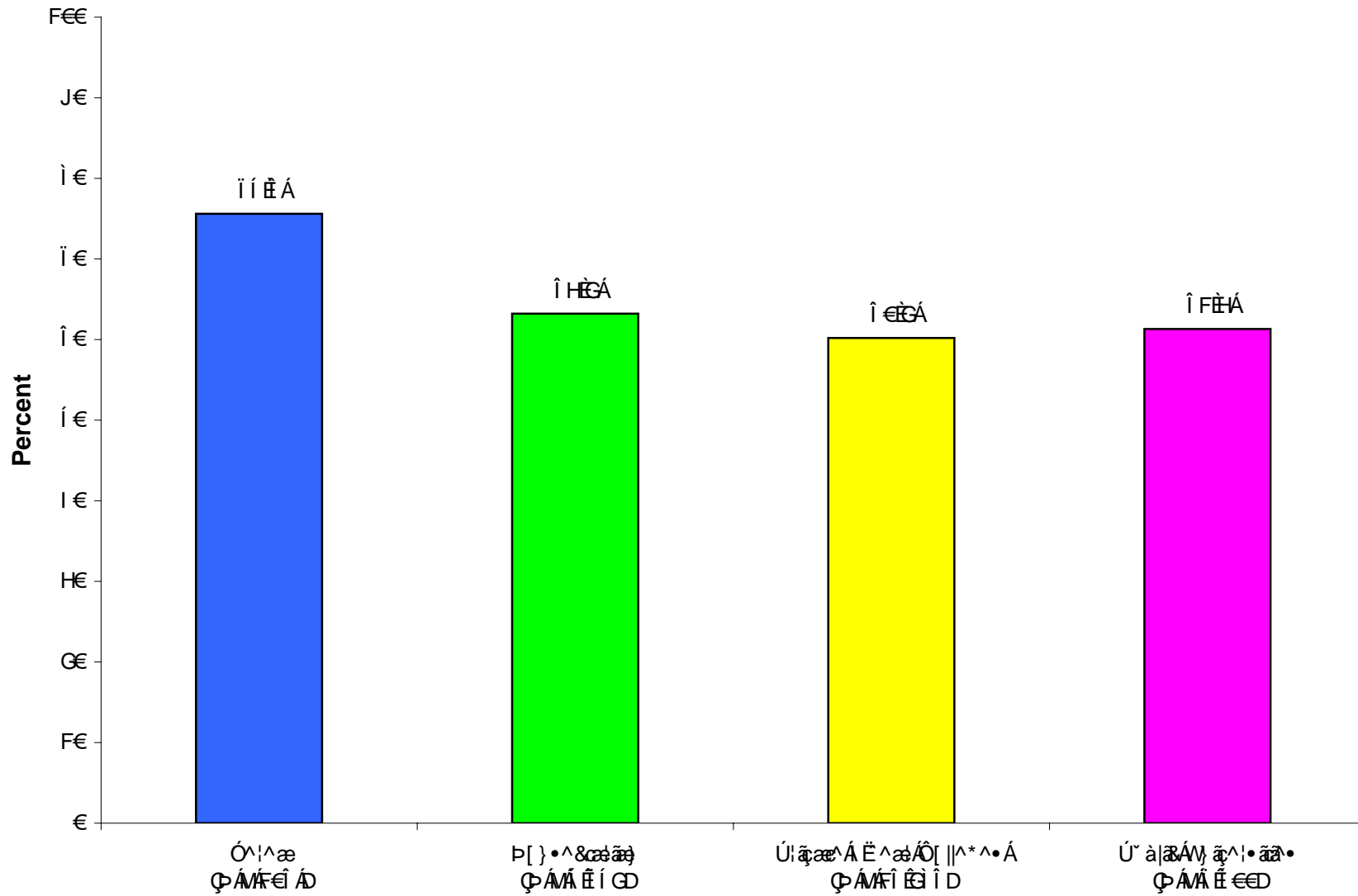


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Students reporting they were "satisfied" or "very satisfied" with each of the following at this institution

## Tutoring or other academic assistance

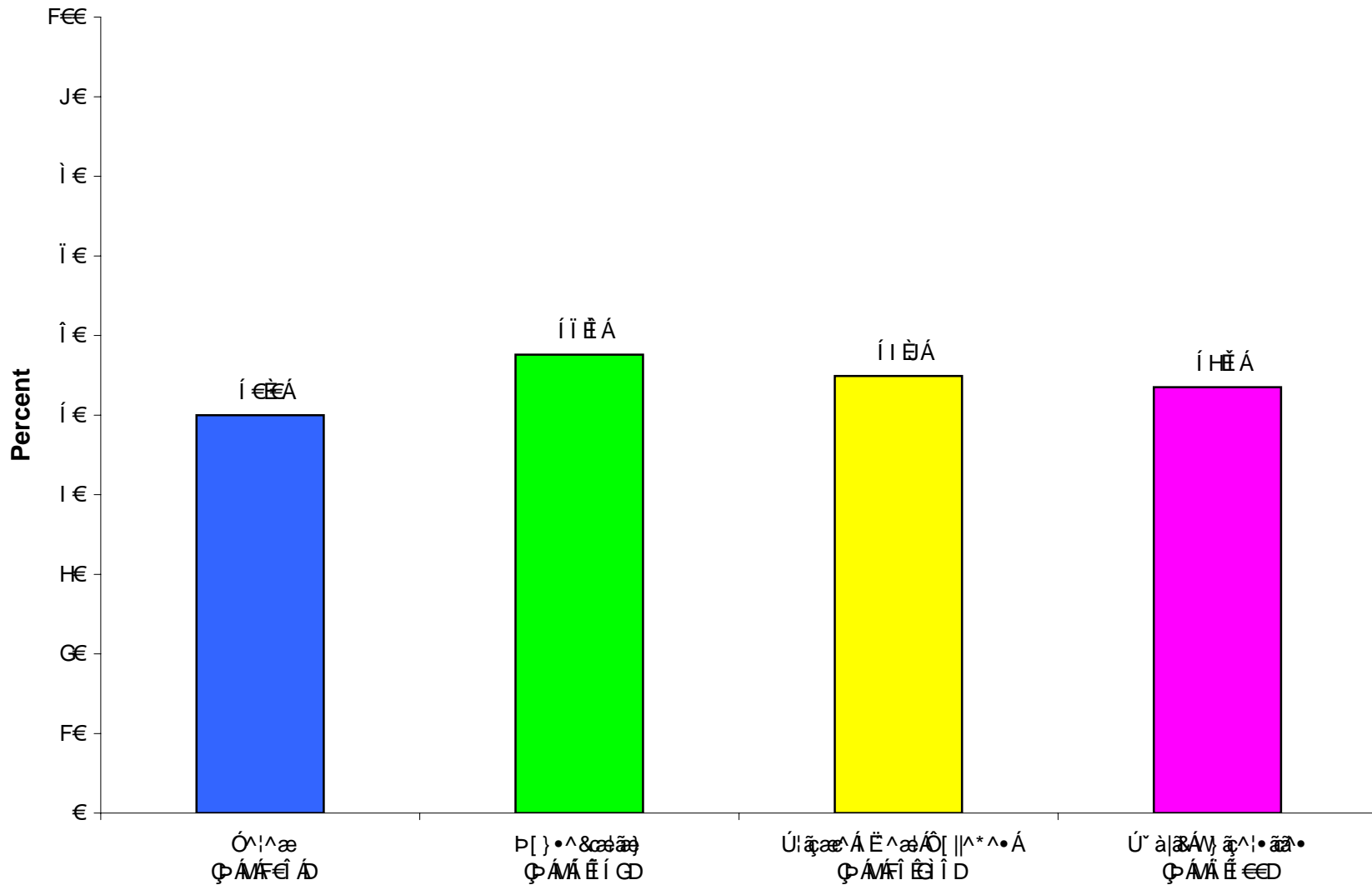


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Yözyıllık İstatistik Raporu 2023-2024

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

## Registrar's office



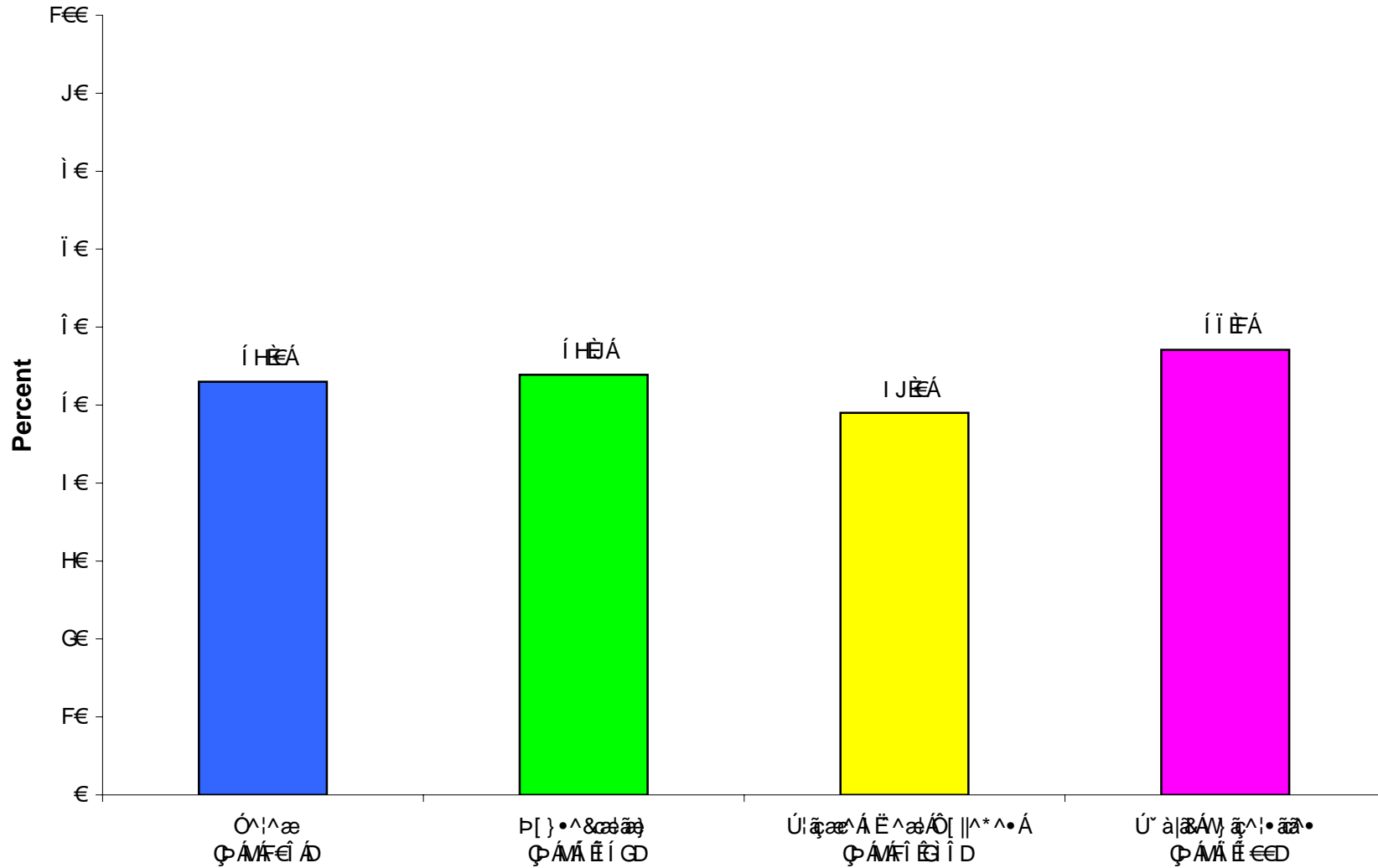
Öğrenci İşleri, Sınav İşleri, Ücret İşleri, Ücret İşleri



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

## Student housing facilities/services

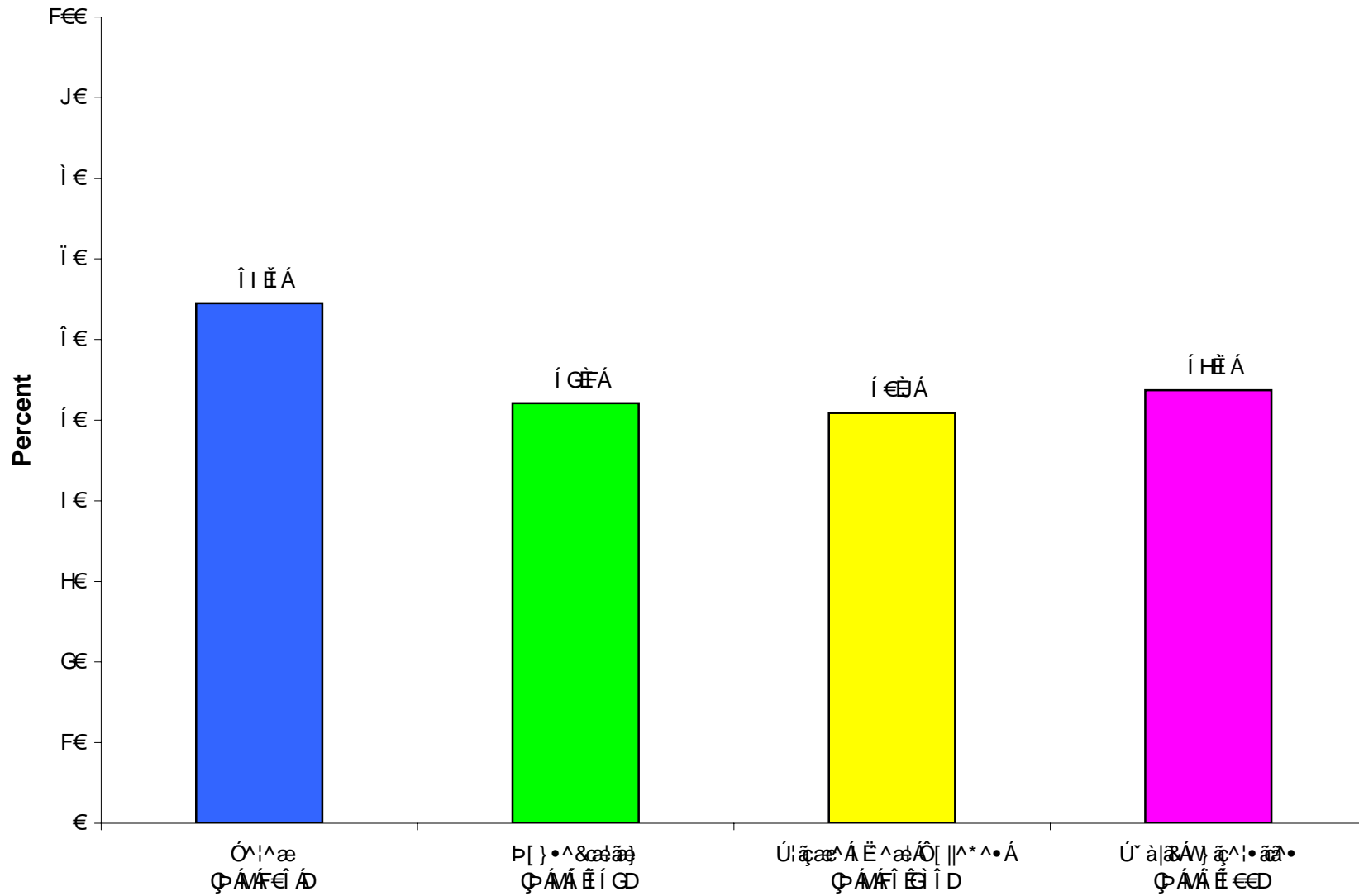


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Students reporting they were "satisfied" or "very satisfied" with each of the following at this institution

### Career center/services

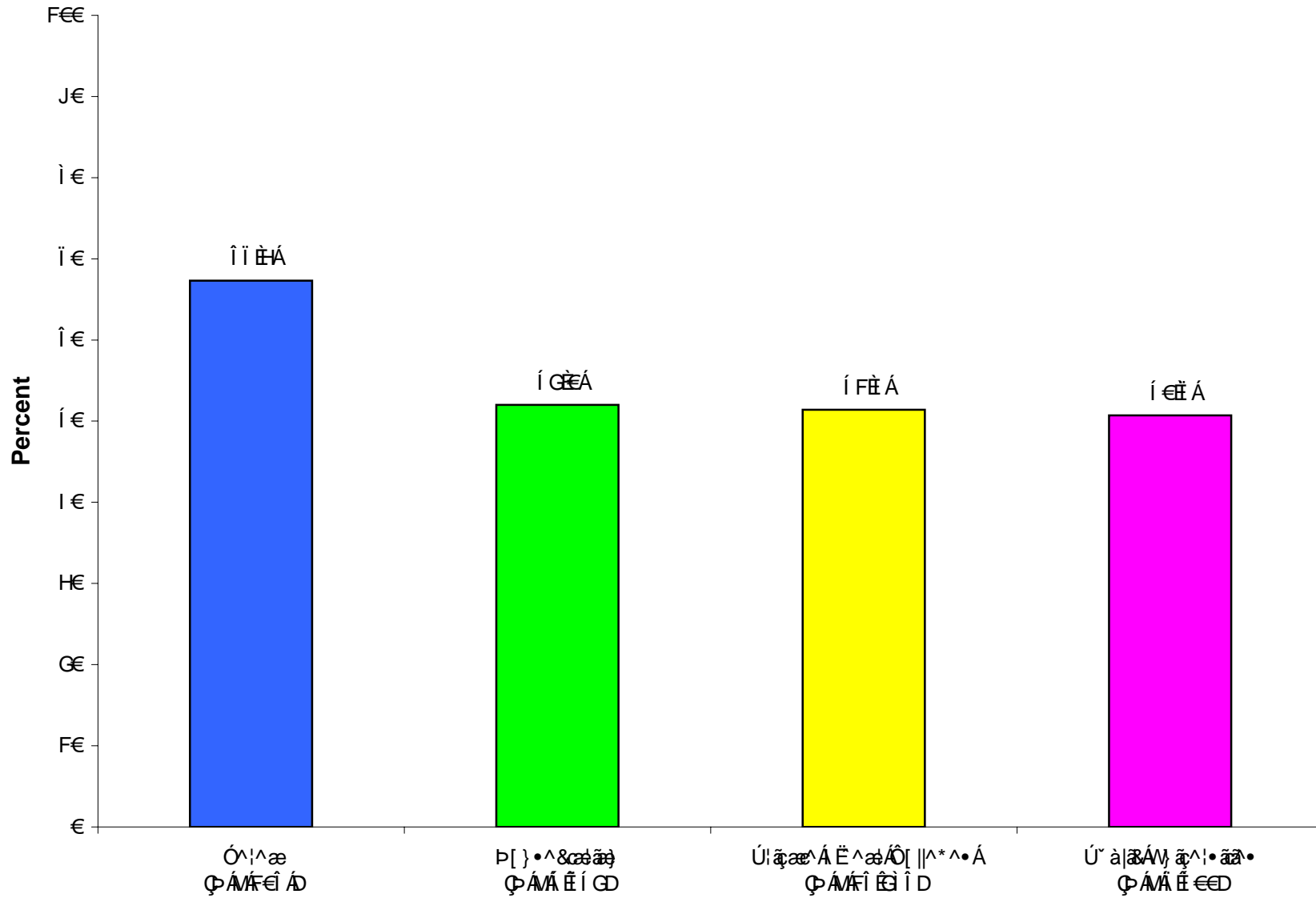


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Students reporting they were "satisfied" or "very satisfied" with each of the following at this institution

## Financial aid services

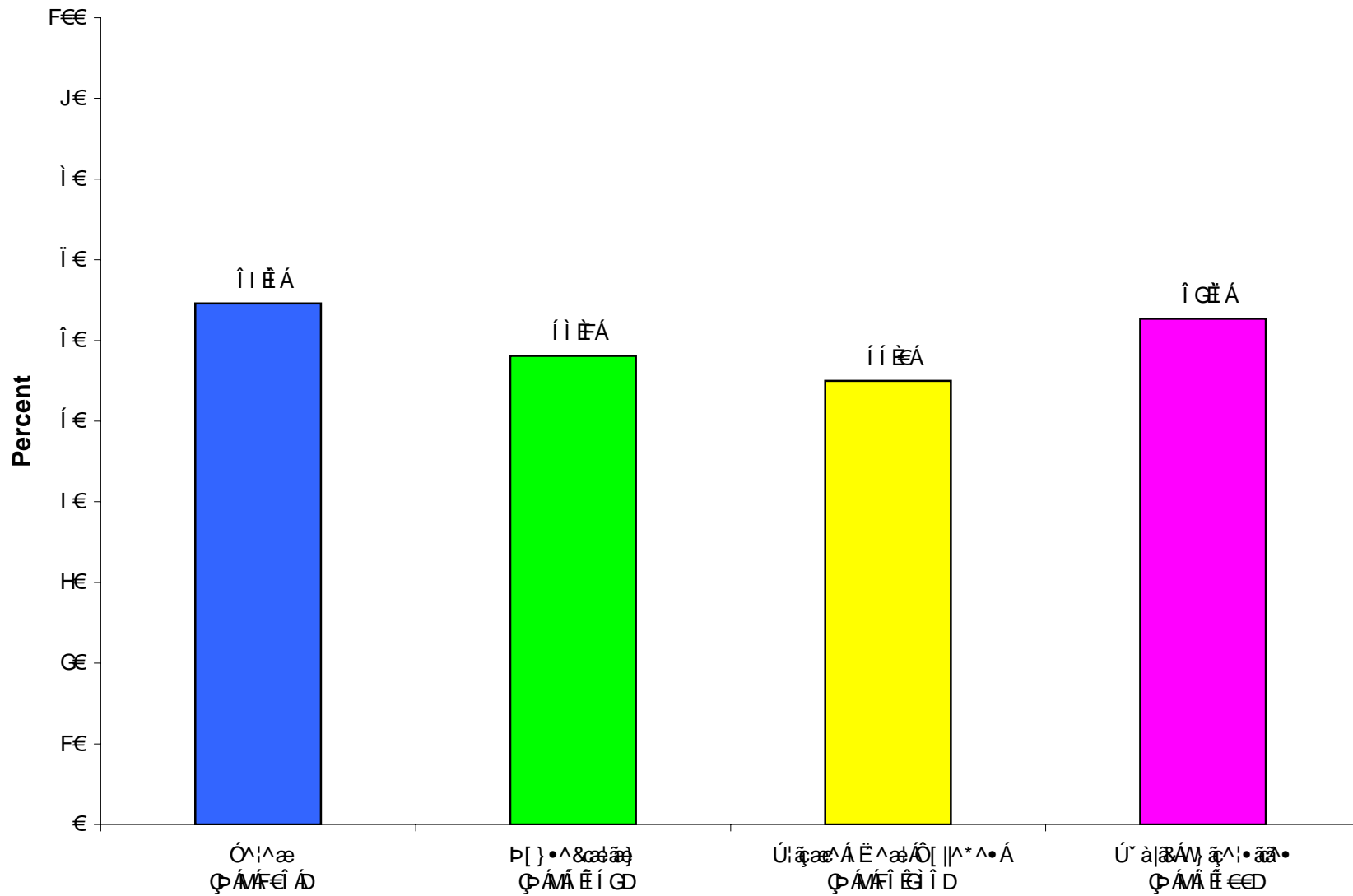


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Students reporting they were "satisfied" or "very satisfied" with each of the following at this institution

## Student health center/services

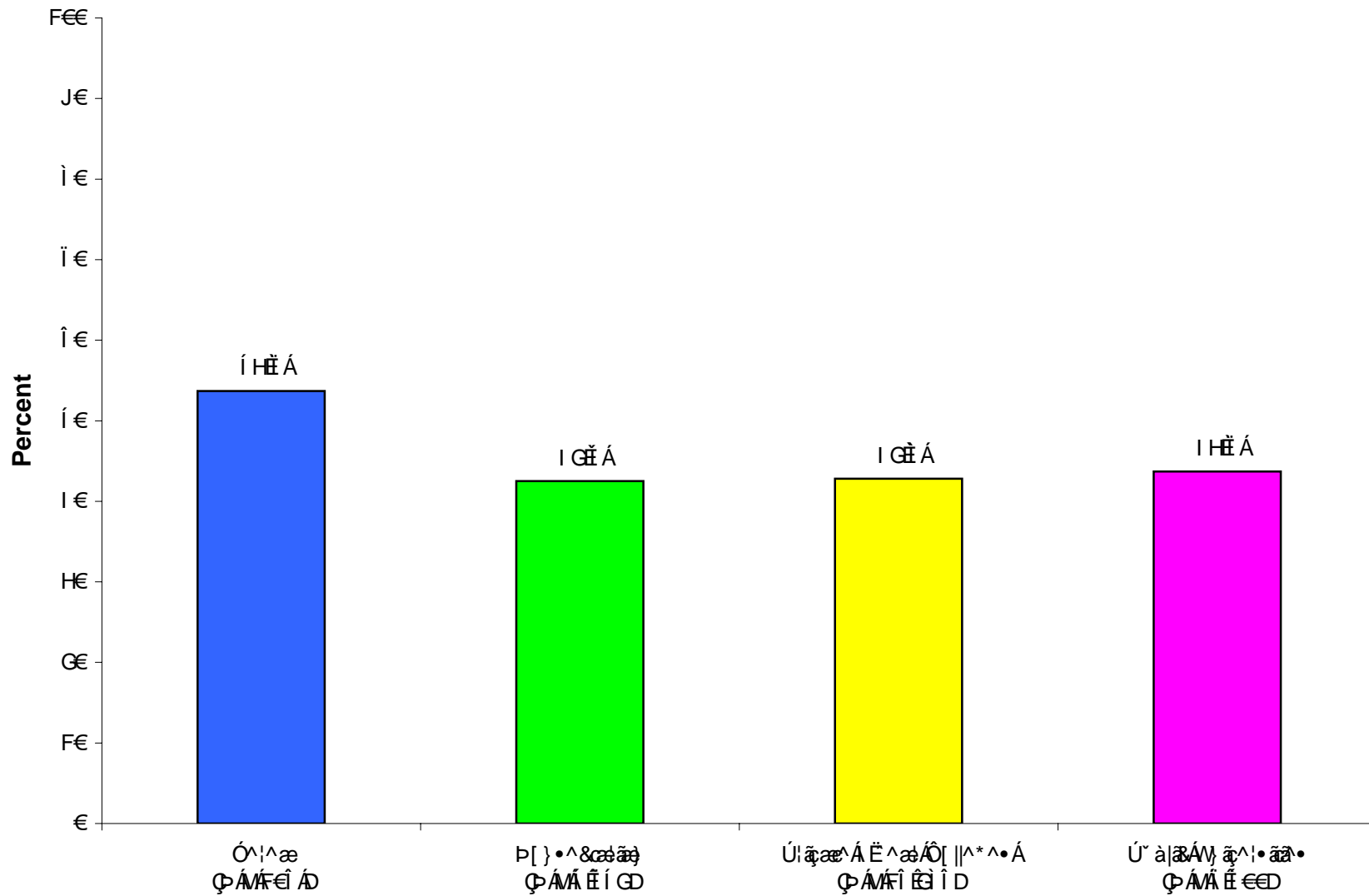


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Students reporting they were "satisfied" or "very satisfied" with each of the following at this institution

## Psychological counseling services

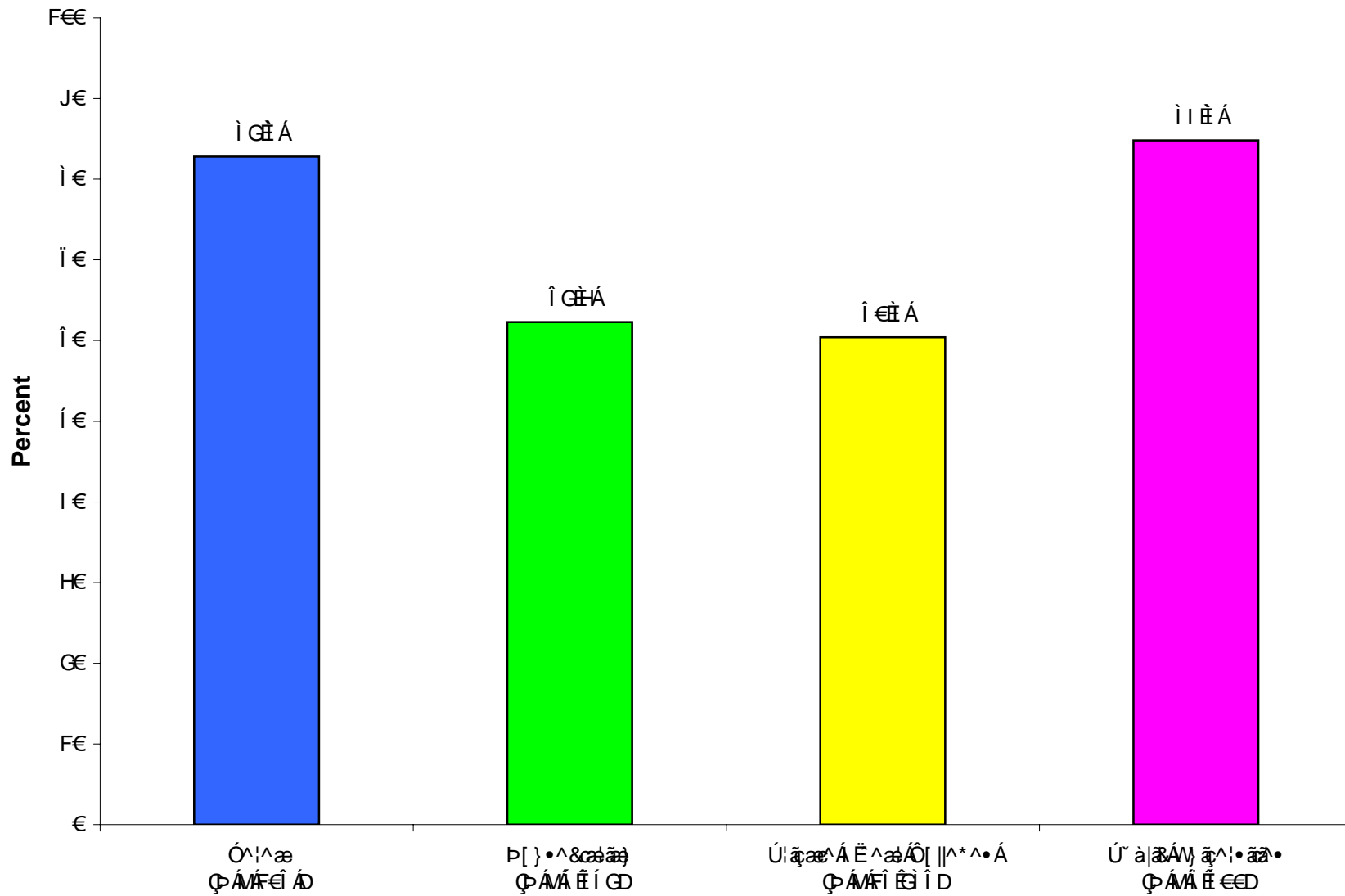


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Students reporting they were "satisfied" or "very satisfied" with each of the following at this institution

## Recreational facilities

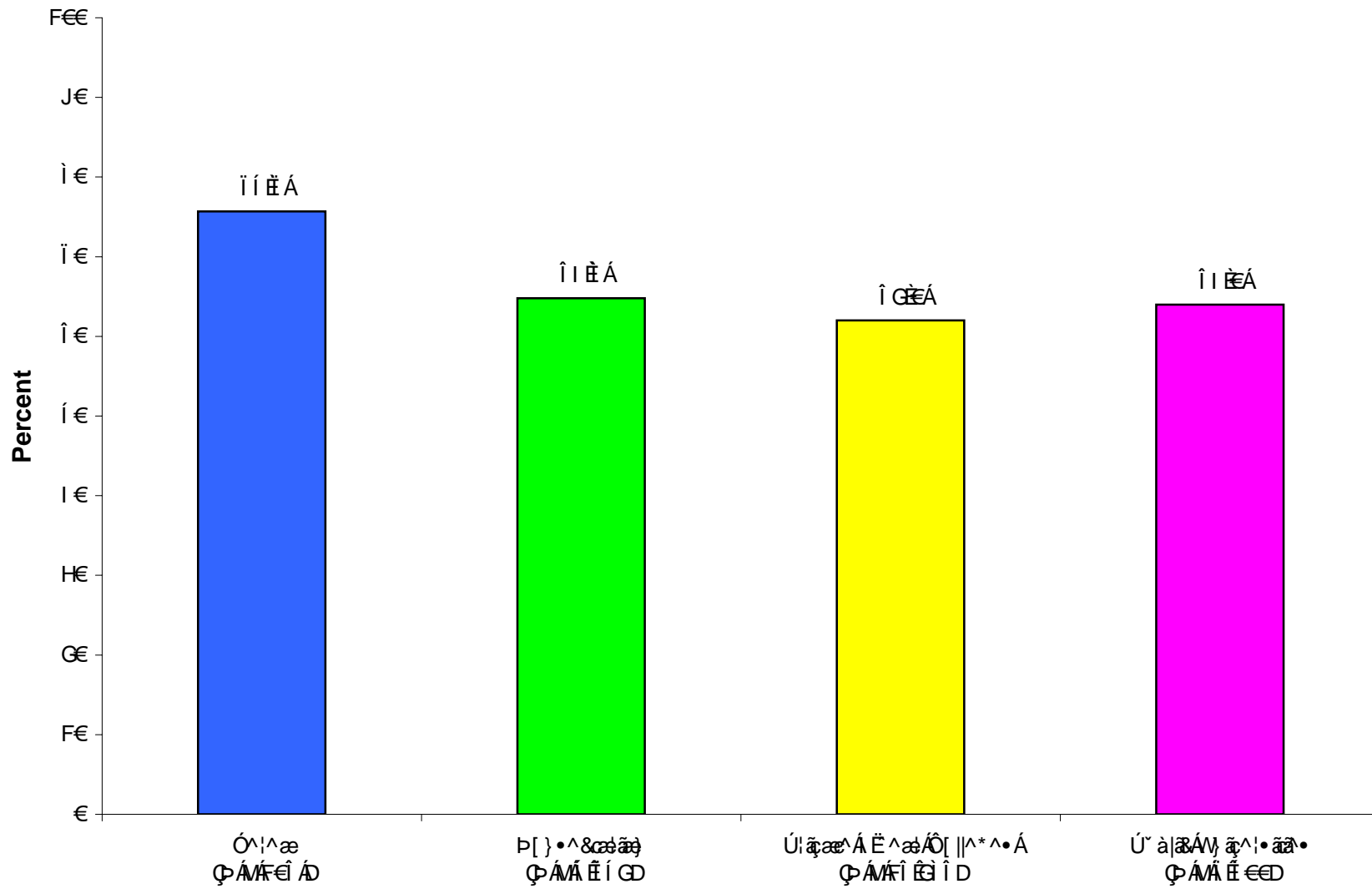


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Students reporting they were "satisfied" or "very satisfied" with each of the following at this institution

## Orientation for new students

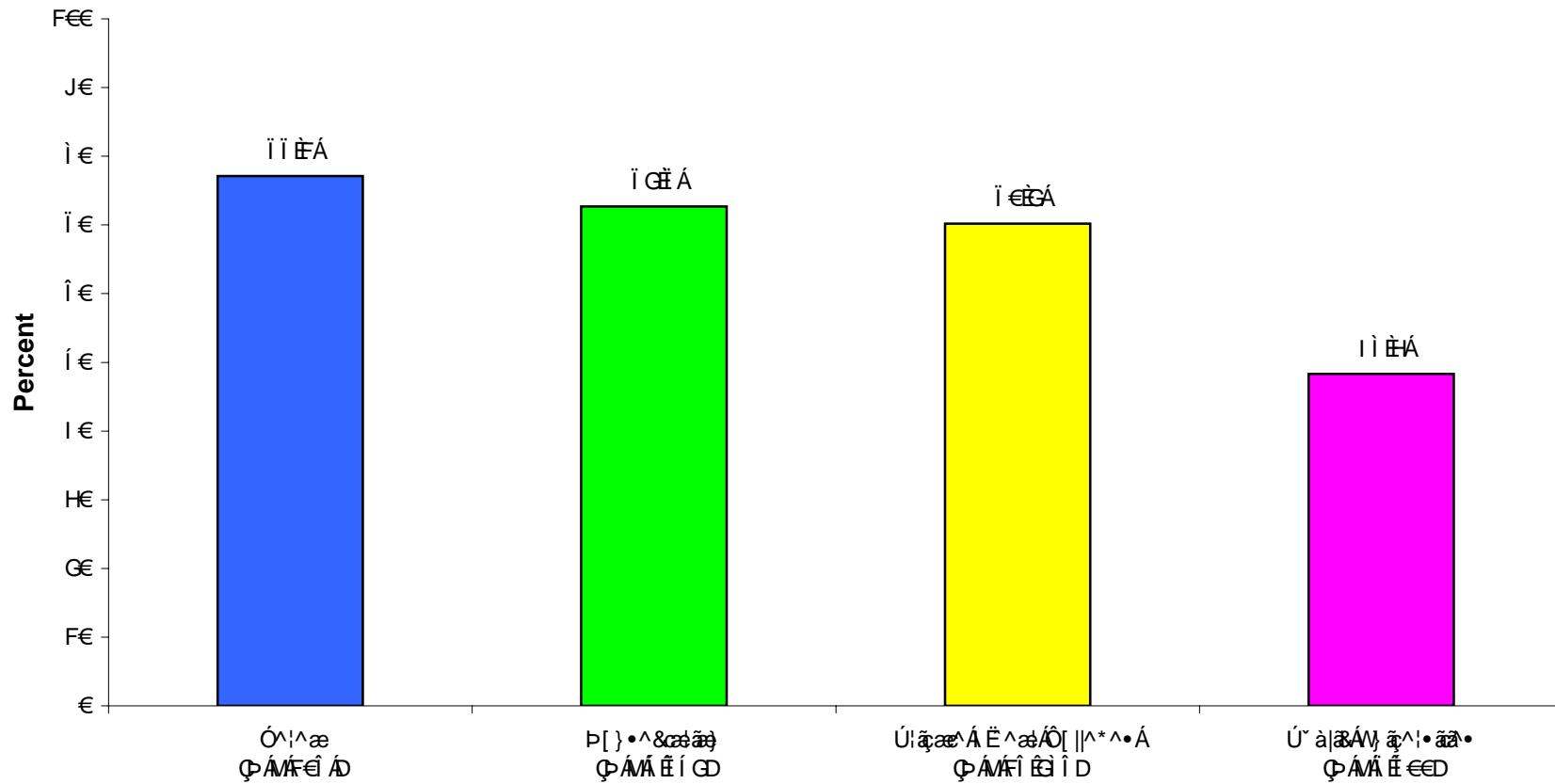


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Percent of students noting they are "satisfied" or "very satisfied" with the following:

### Amount of contact with faculty



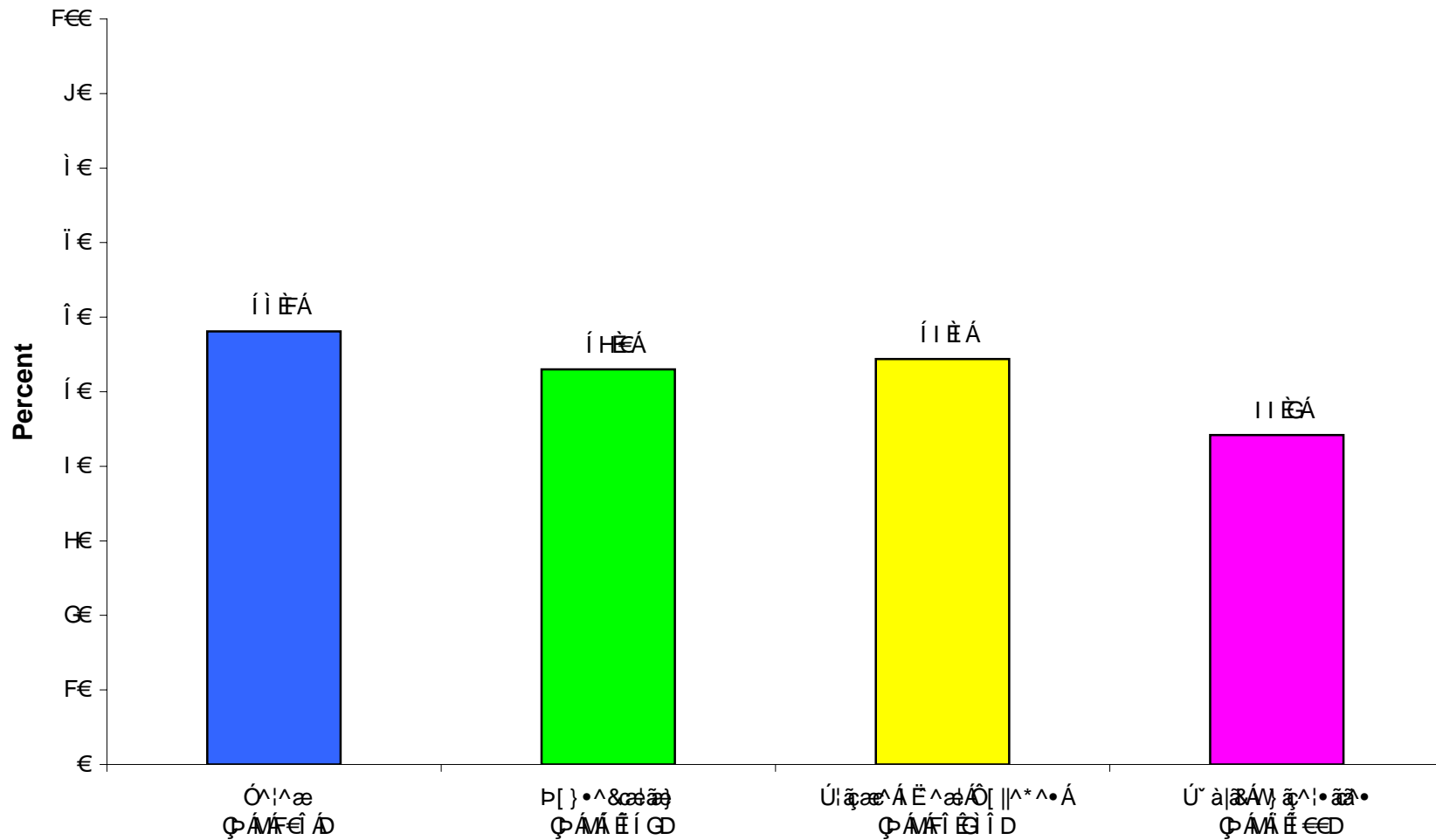
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Percent of students noting they are "satisfied" or "very satisfied" with the following:

## Opportunities for community service

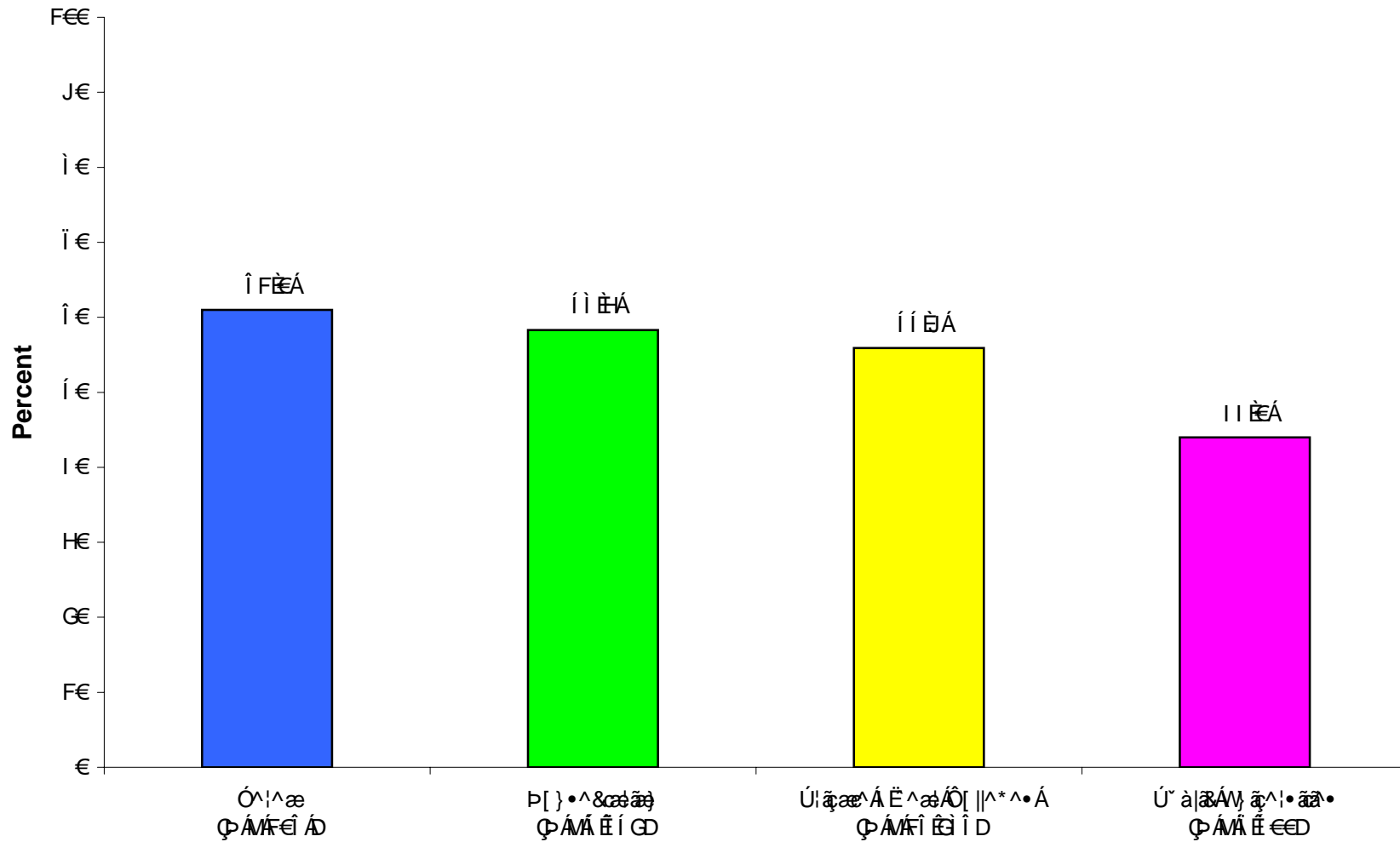


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Percent of students noting they are "satisfied" or "very satisfied" with the following:

## Relevance of coursework to everyday life

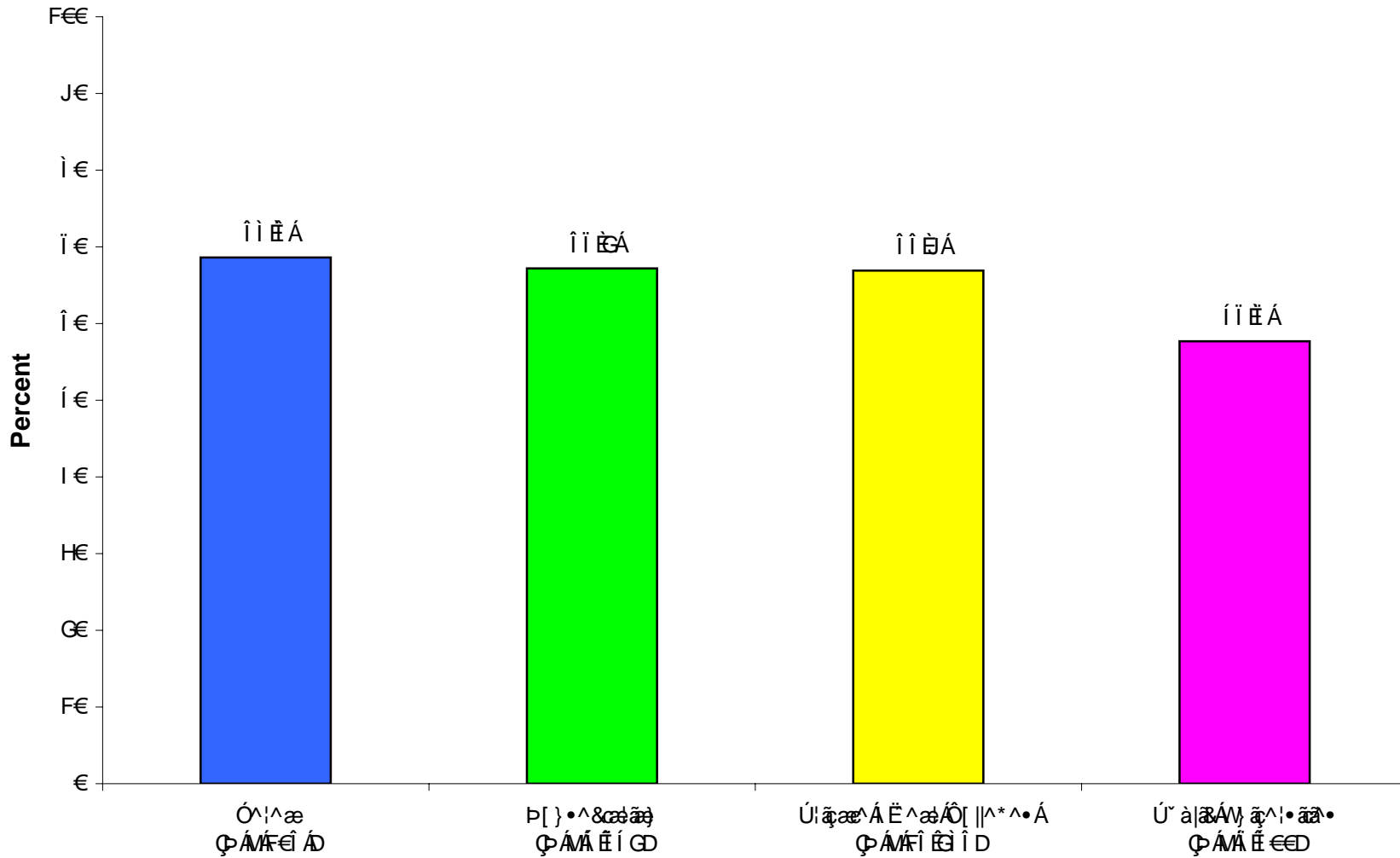


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Percent of students noting they are "satisfied" or "very satisfied" with the following:

## Relevance of coursework to future career plans

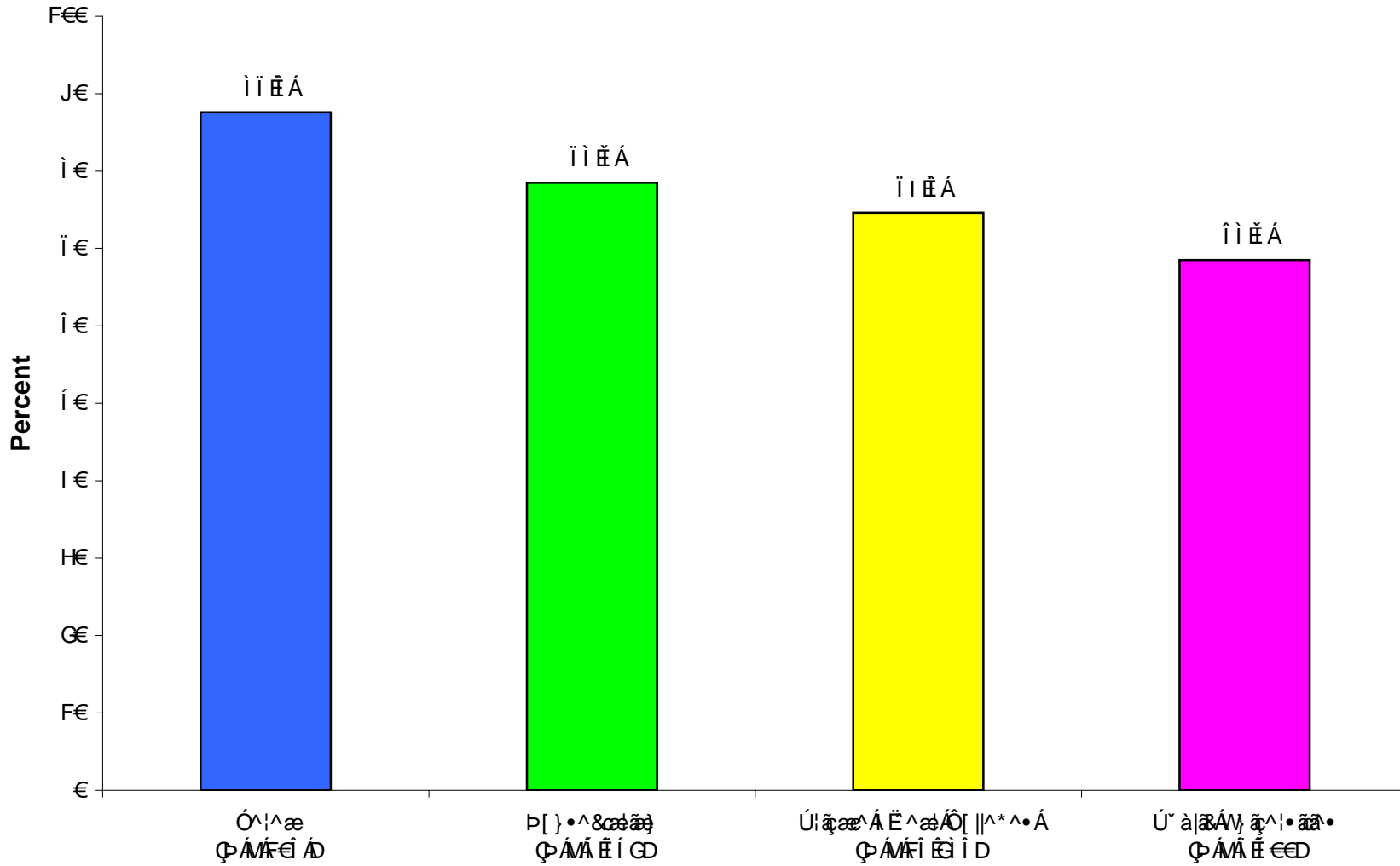


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Percent of students noting they are "satisfied" or "very satisfied" with the following:

### Overall quality of instruction

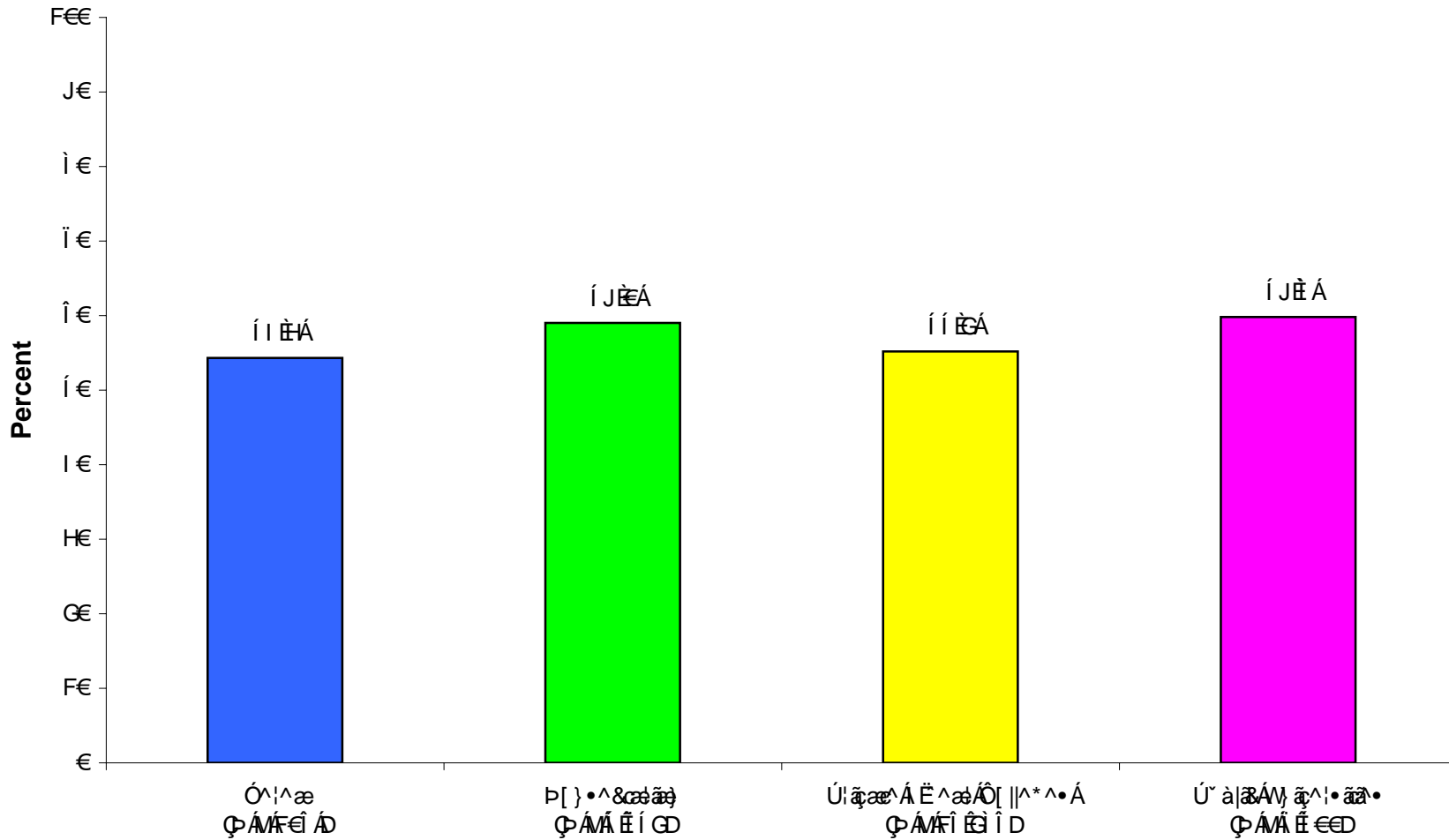


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Percent of students noting they are "satisfied" or "very satisfied" with the following:

### Campus social activities

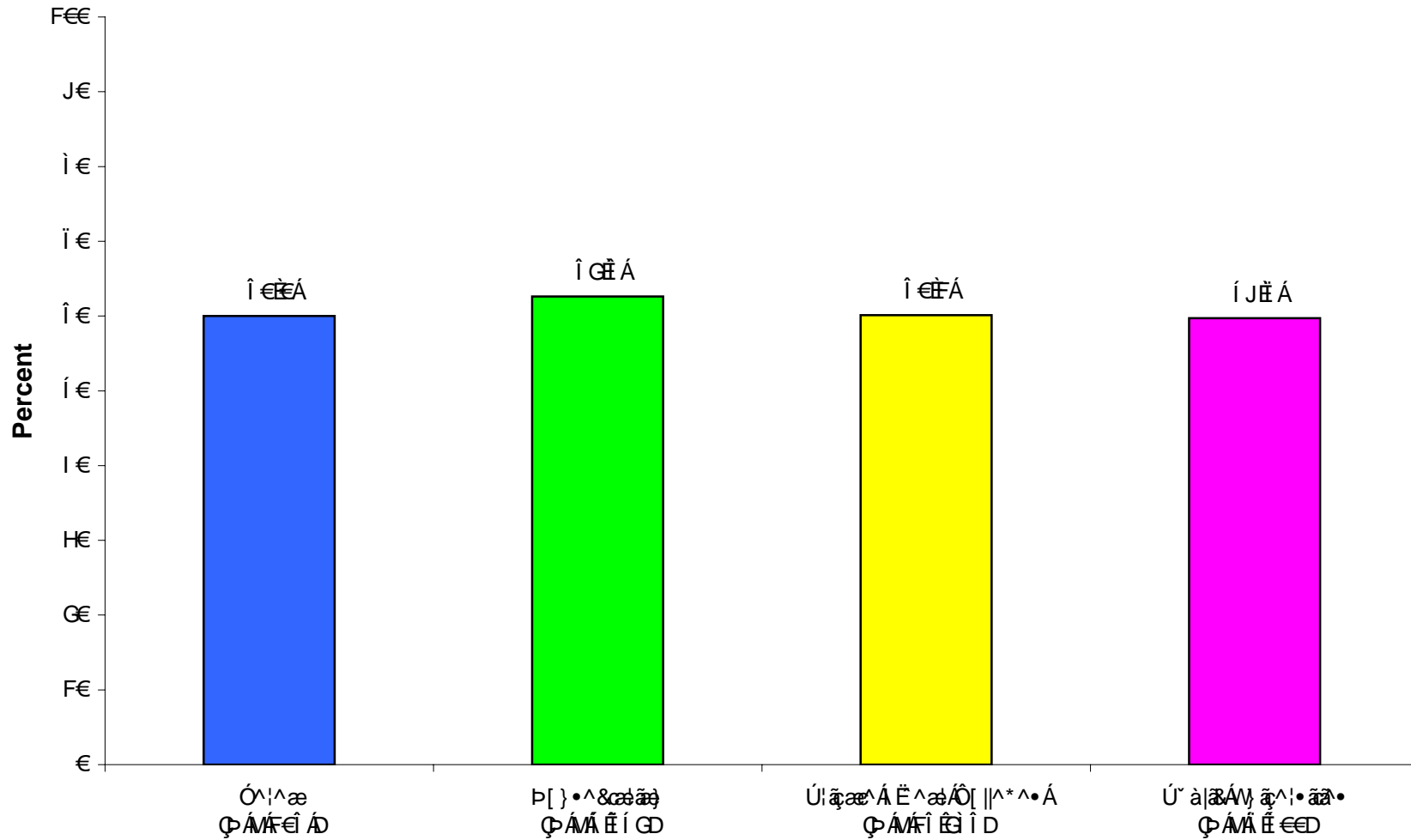


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Percent of students noting they are "satisfied" or "very satisfied" with the following:

## Overall sense of community among students

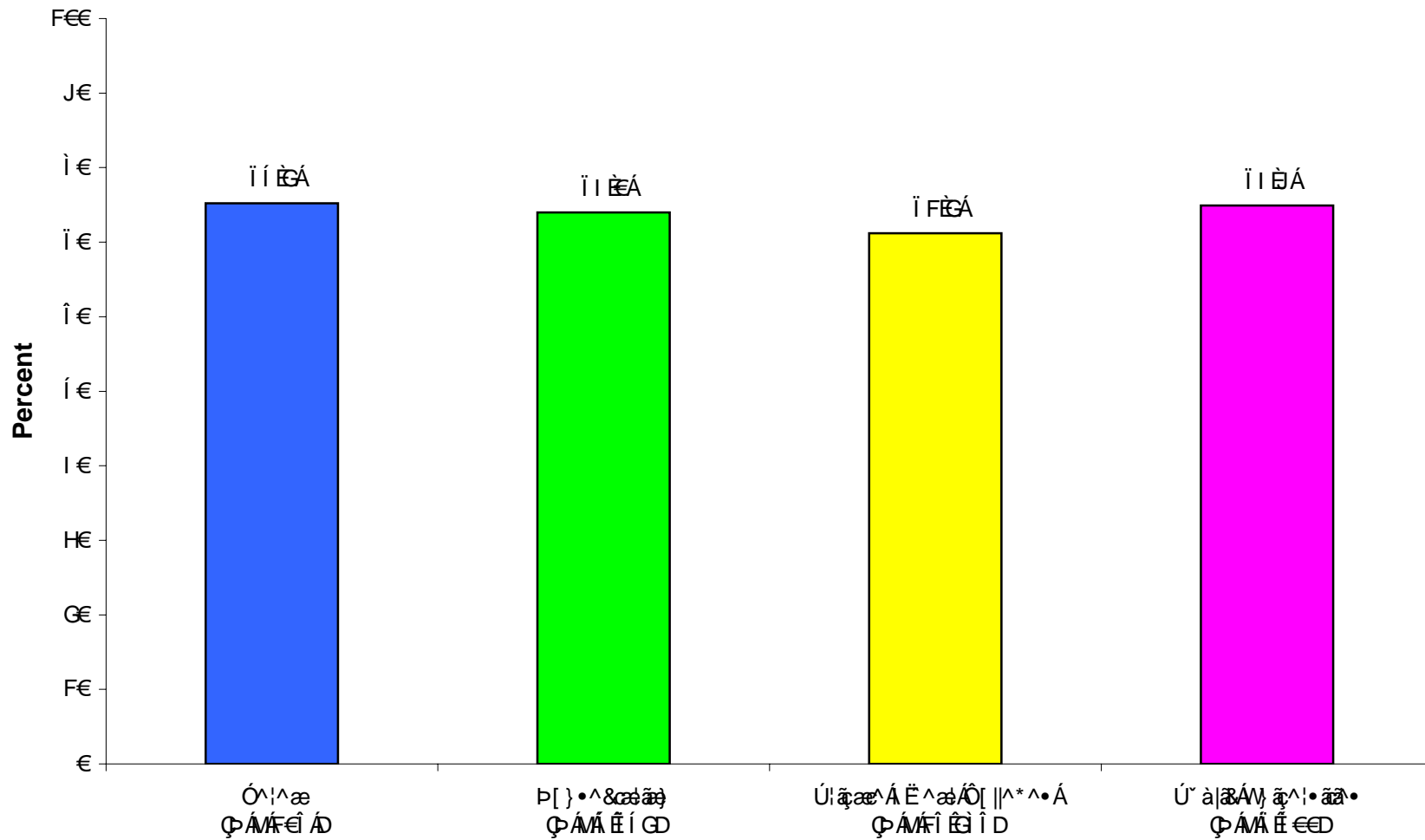


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Percent of students noting they are "satisfied" or "very satisfied" with the following:

### Overall college experience



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# African-American Student Study



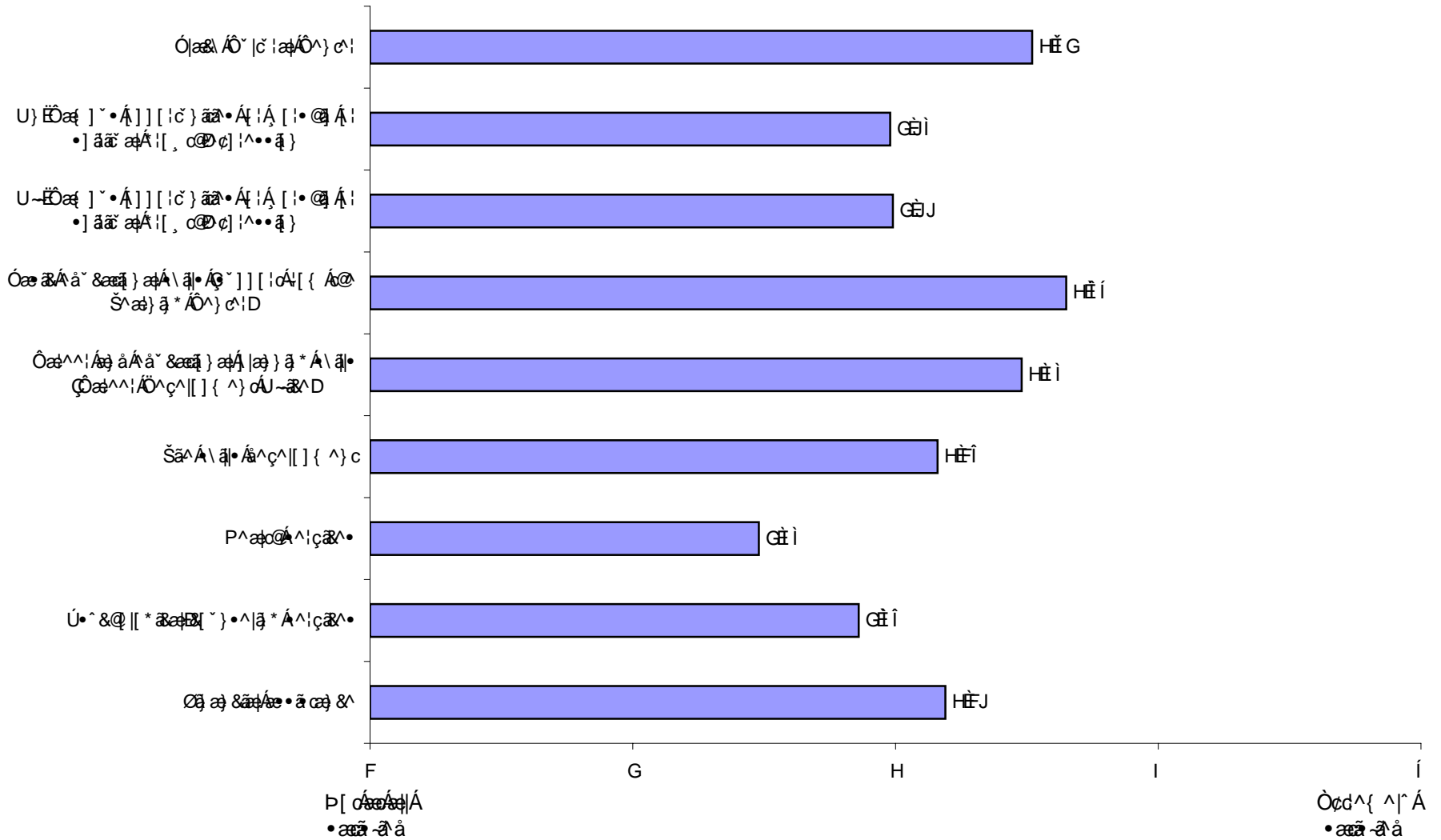
[Click to see survey instrument](#)

Completed in April 2003

Response Rate: 62% (142/ 229)

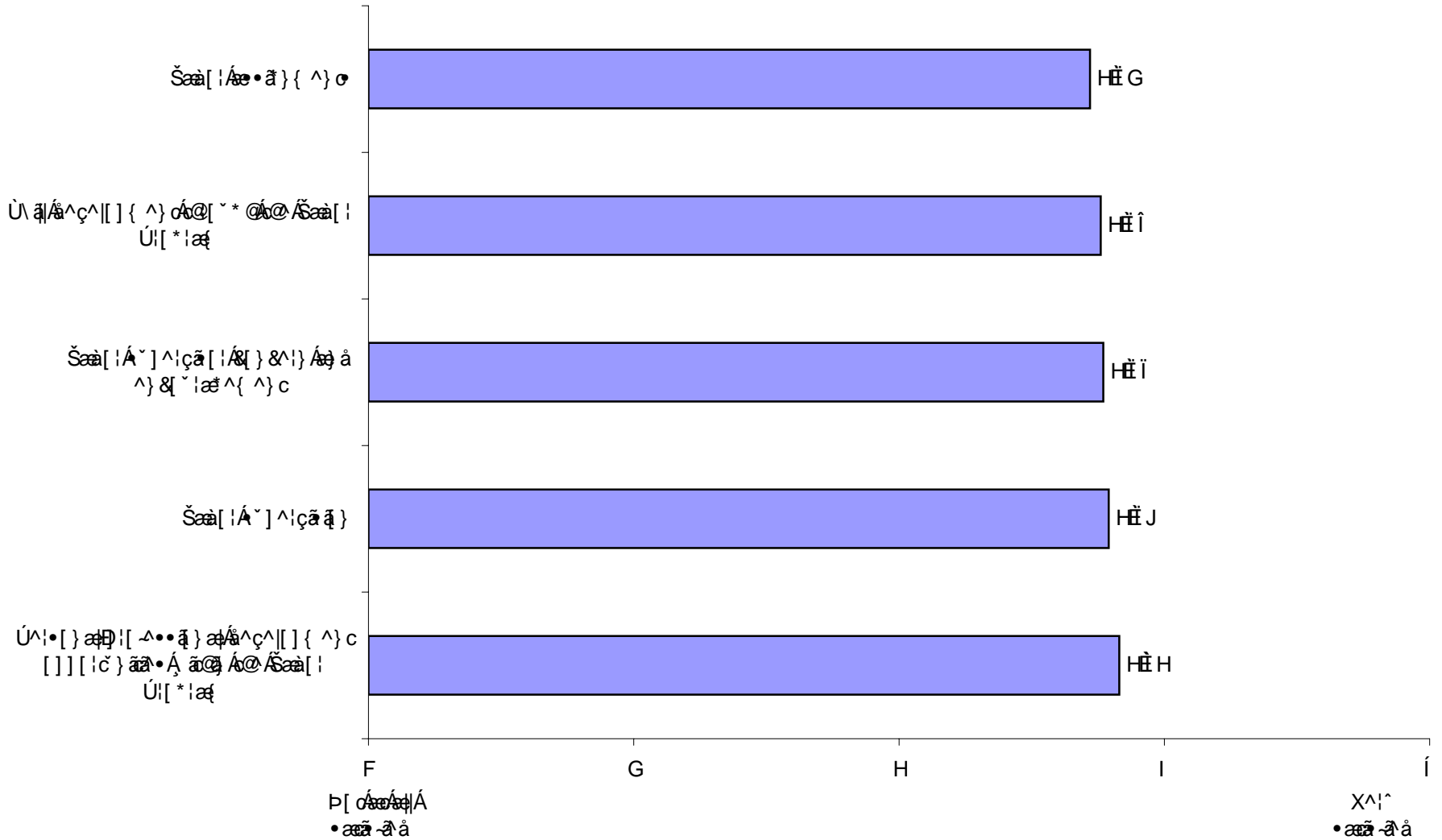


**How satisfied are you with the services or progams aimed at fullfilling the following needs:**



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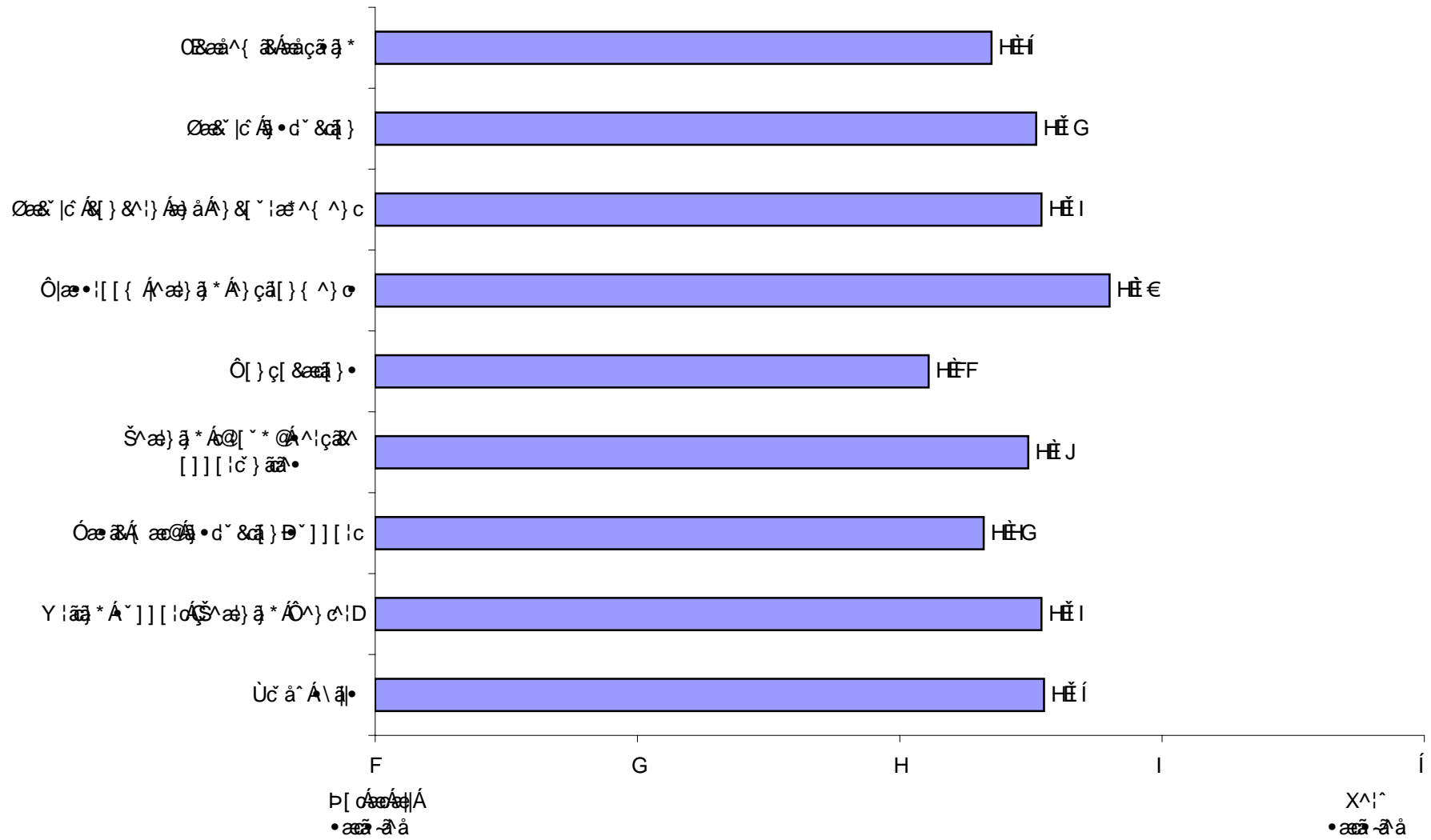
### How satisfied are you with each of the following:



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### How satisfied are you with each of the following?



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# Berea-Specific Graduating Senior Survey

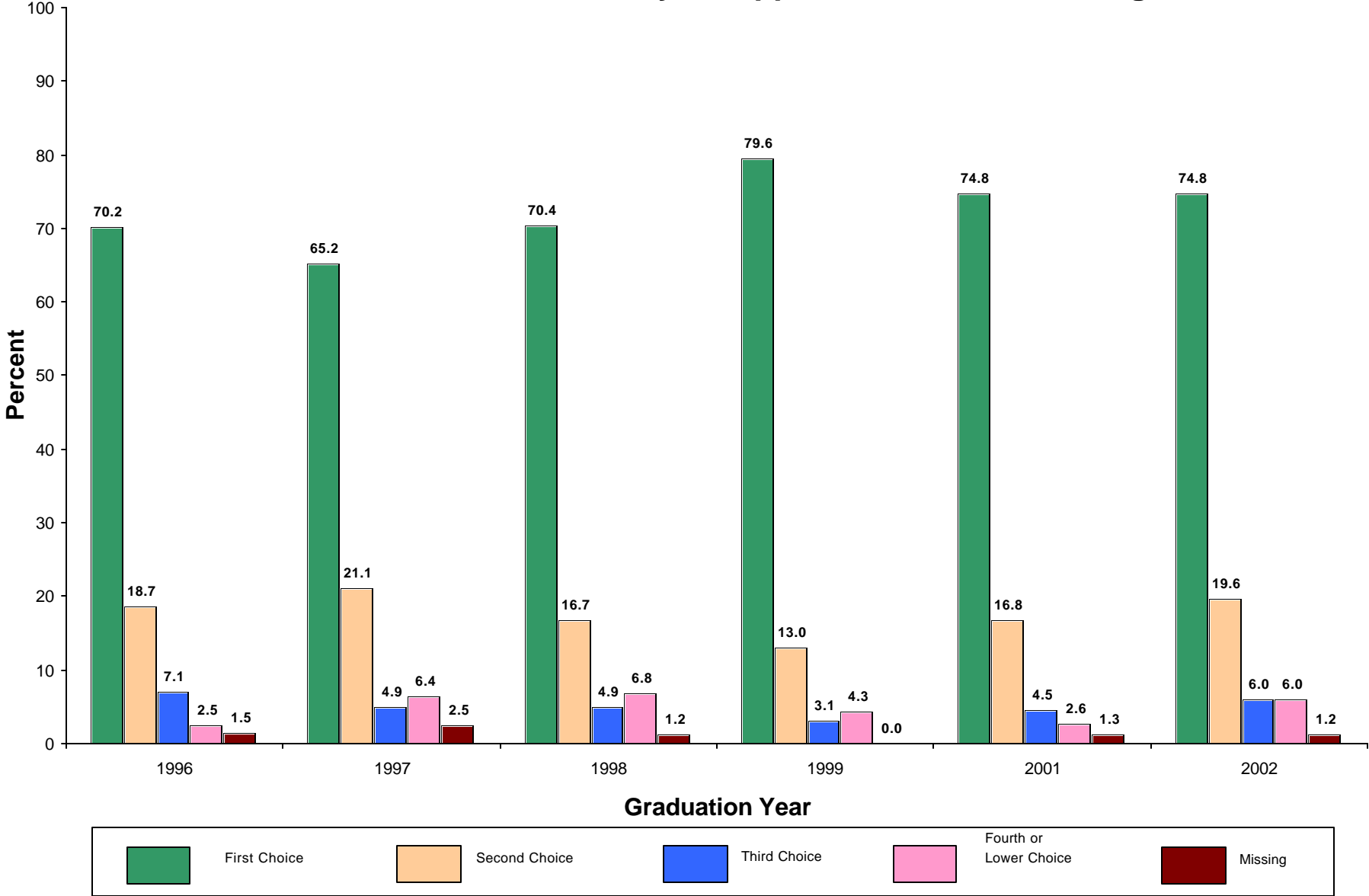


[Click to see survey instruments](#)

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

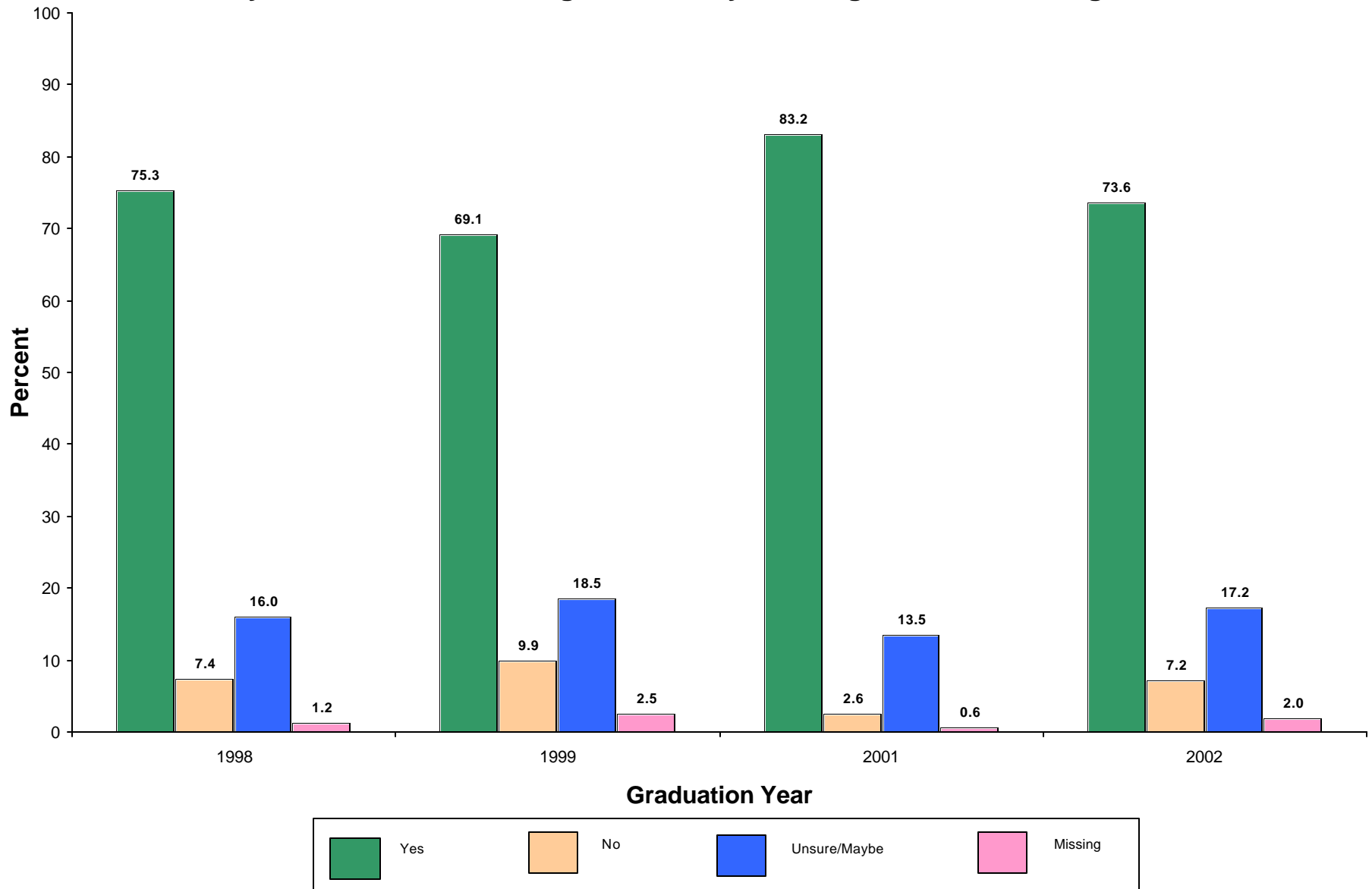
Response Rates: Ranged from 55% to 96%

### Indicate which best describes your application to Berea College



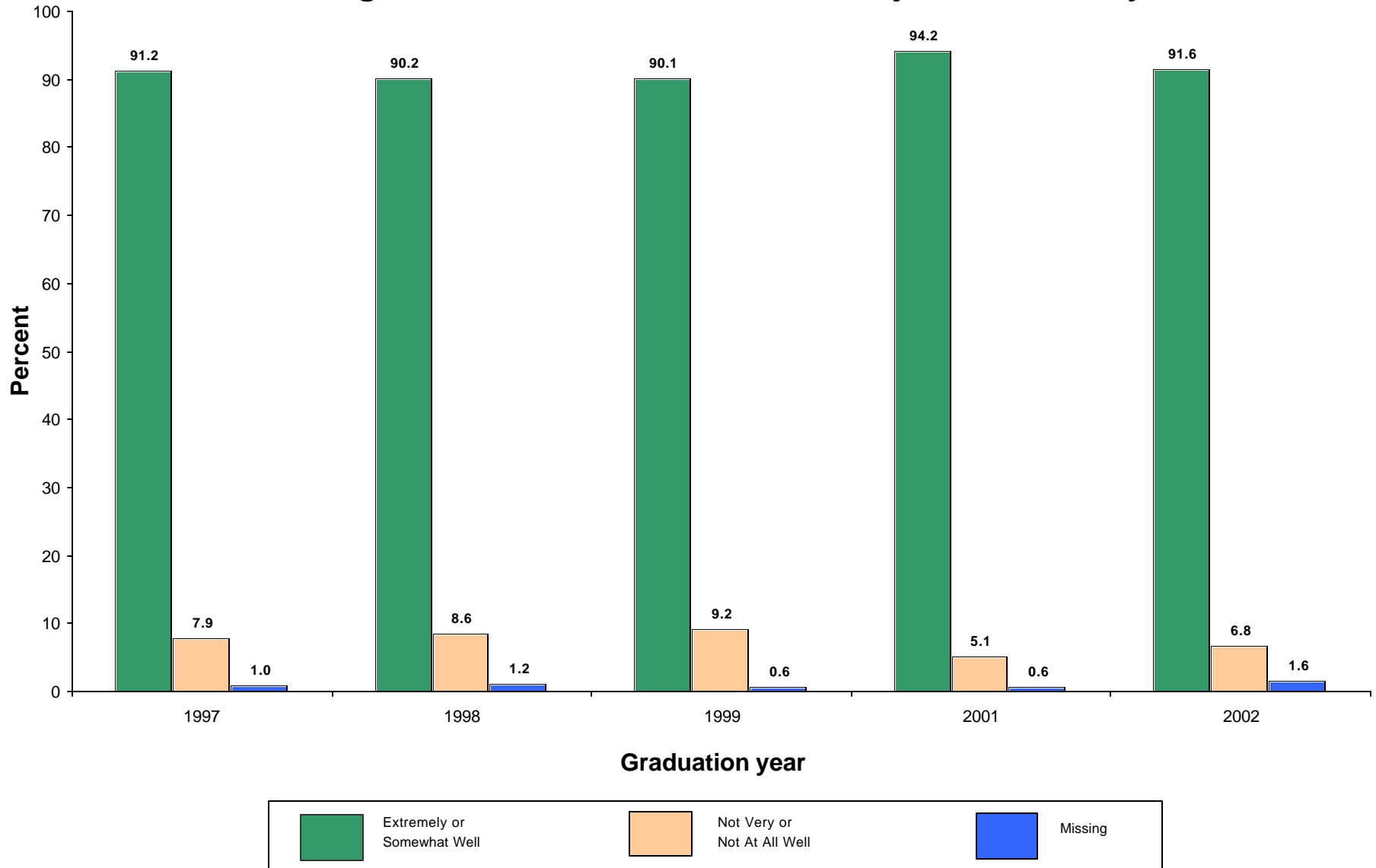
NOTE: Exit 2000 data are not available. Regrettably, the questionnaires were lost by the data entry agency.

### If you had it to do over again, would you still go to Berea College?



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

### Mastering the content and methods of a major area of study



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

# ACT Alumni Survey

(Graduates two years after graduation)



[Click to see survey instruments](#)

## Response Rates:

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

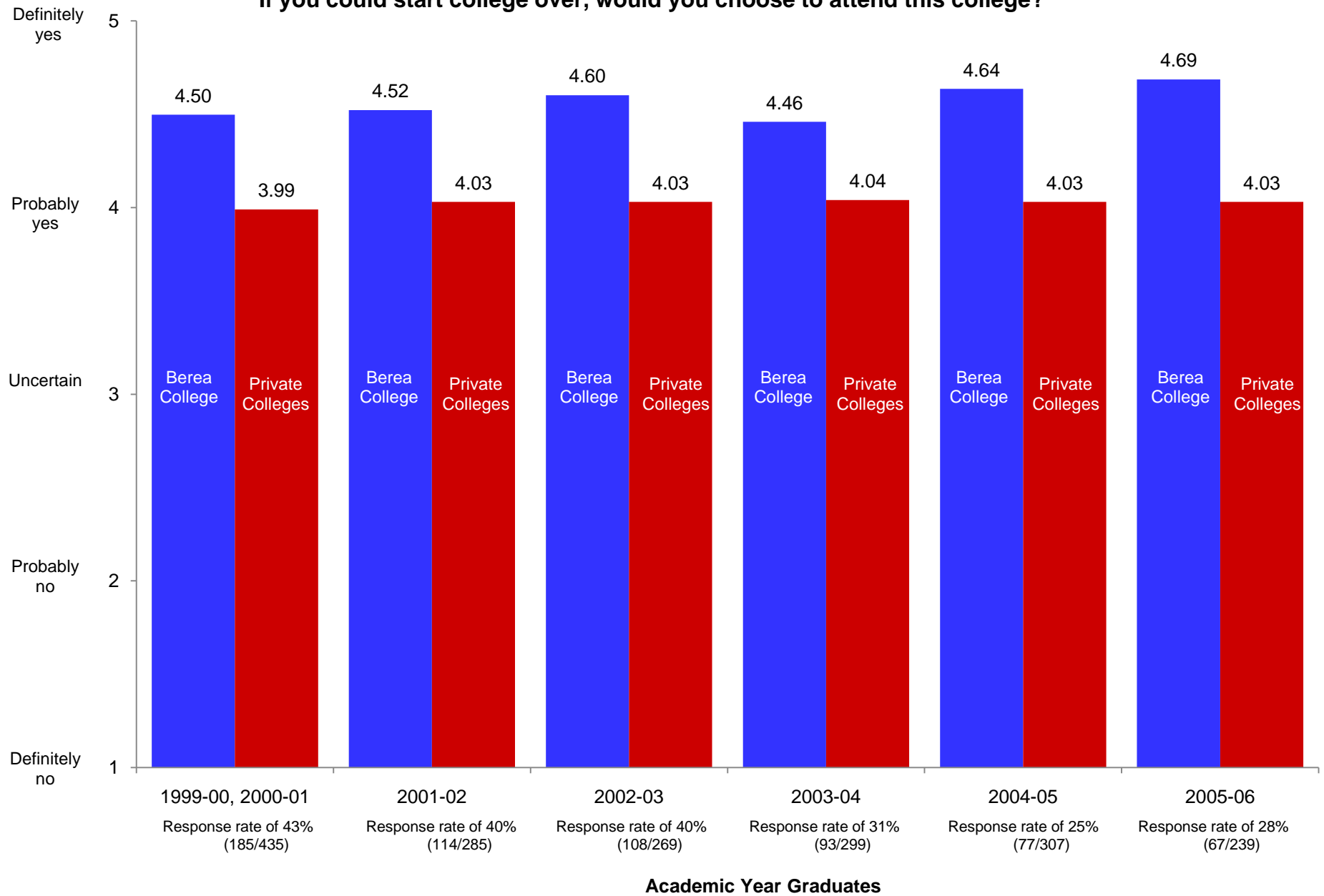


**Indicate your rating of this college at the time you applied for admission.**

	1999,00, 2000-01		2001-02		2002-03		2003-04		2004-05		2005-06	
	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private	Berea	Private
It was my first choice	78.4%	71.6%	72.2%	72.0%	75.0%	71.6%	84.9%	72.1%	81.8%	72.6%	91.0%	72.6%
It was my second choice	13.5%	20.0%	13.9%	19.7%	17.6%	20.0%	9.7%	20.2%	13.0%	20.3%	1.5%	20.3%
It was my third choice	4.3%	3.6%	8.7%	3.7%	5.6%	3.6%	4.3%	3.9%	3.9%	3.8%	3.0%	3.8%
It was my fourth or lower choice	2.7%	1.4%	5.2%	1.5%	1.9%	1.4%	1.1%	1.7%	1.3%	1.5%	4.5%	1.5%
Missing	1.1%	3.3%	0.0%	3.2%	0.0%	3.3%	0.0%	2.1%	0.0%	1.9%	0.0%	1.9%
Response Rates:	43% (185/435)		40% (114/285)		40% (108/269)		31% (93/299)		25% (77/304)		28% (67/239)	

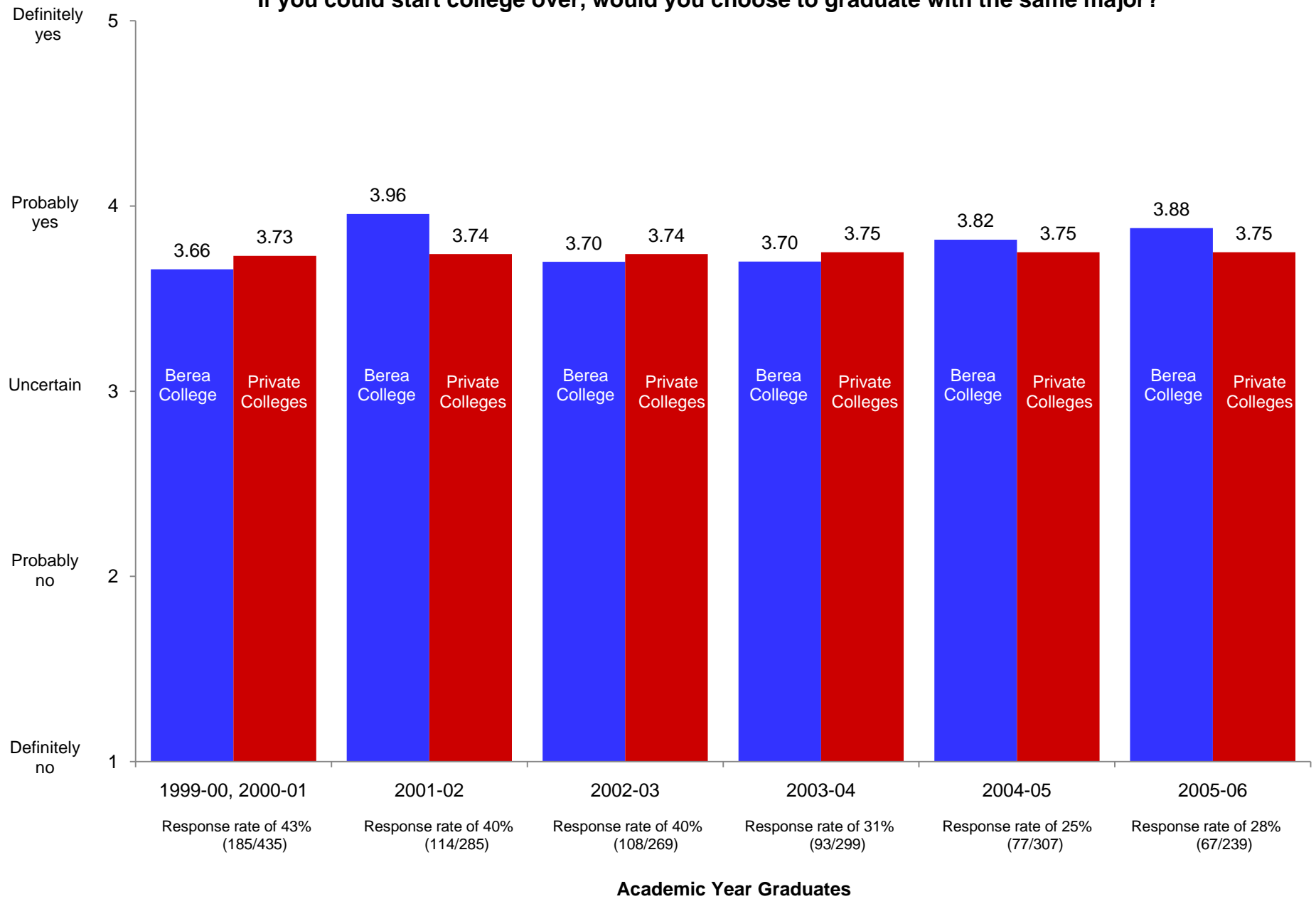
NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

**If you could start college over, would you choose to attend this college?**



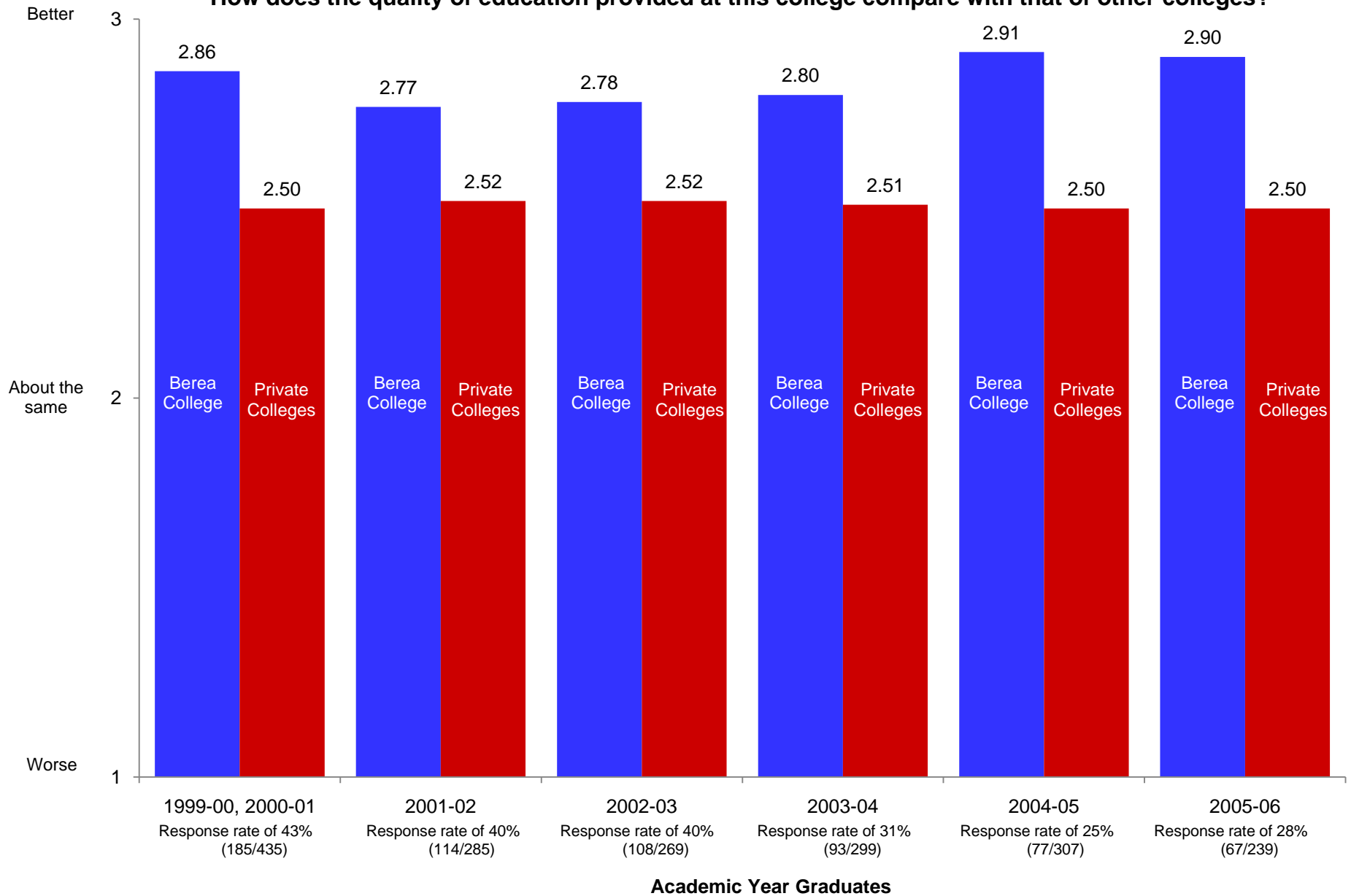
NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

**If you could start college over, would you choose to graduate with the same major?**

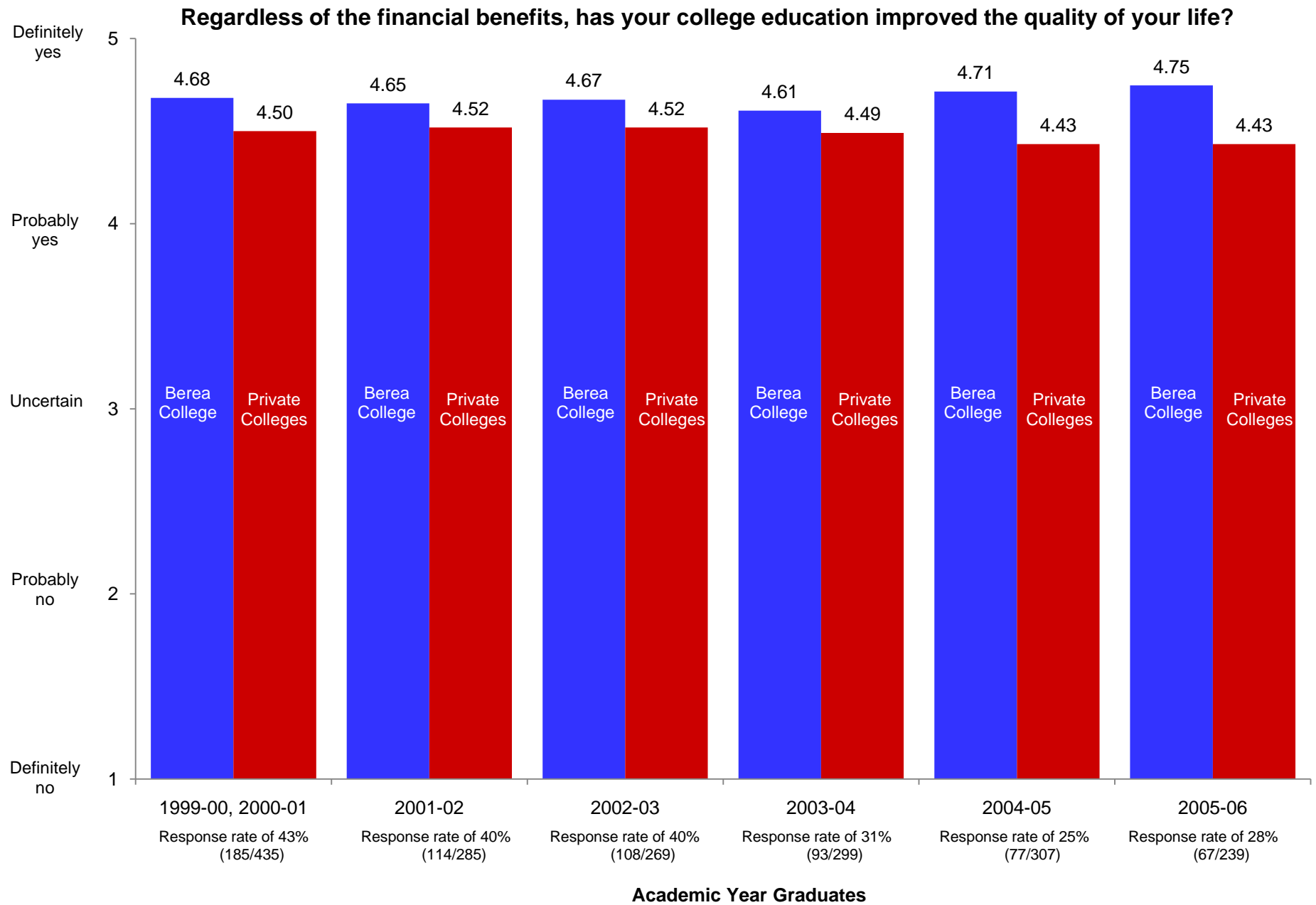


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

**How does the quality of education provided at this college compare with that of other colleges?**



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

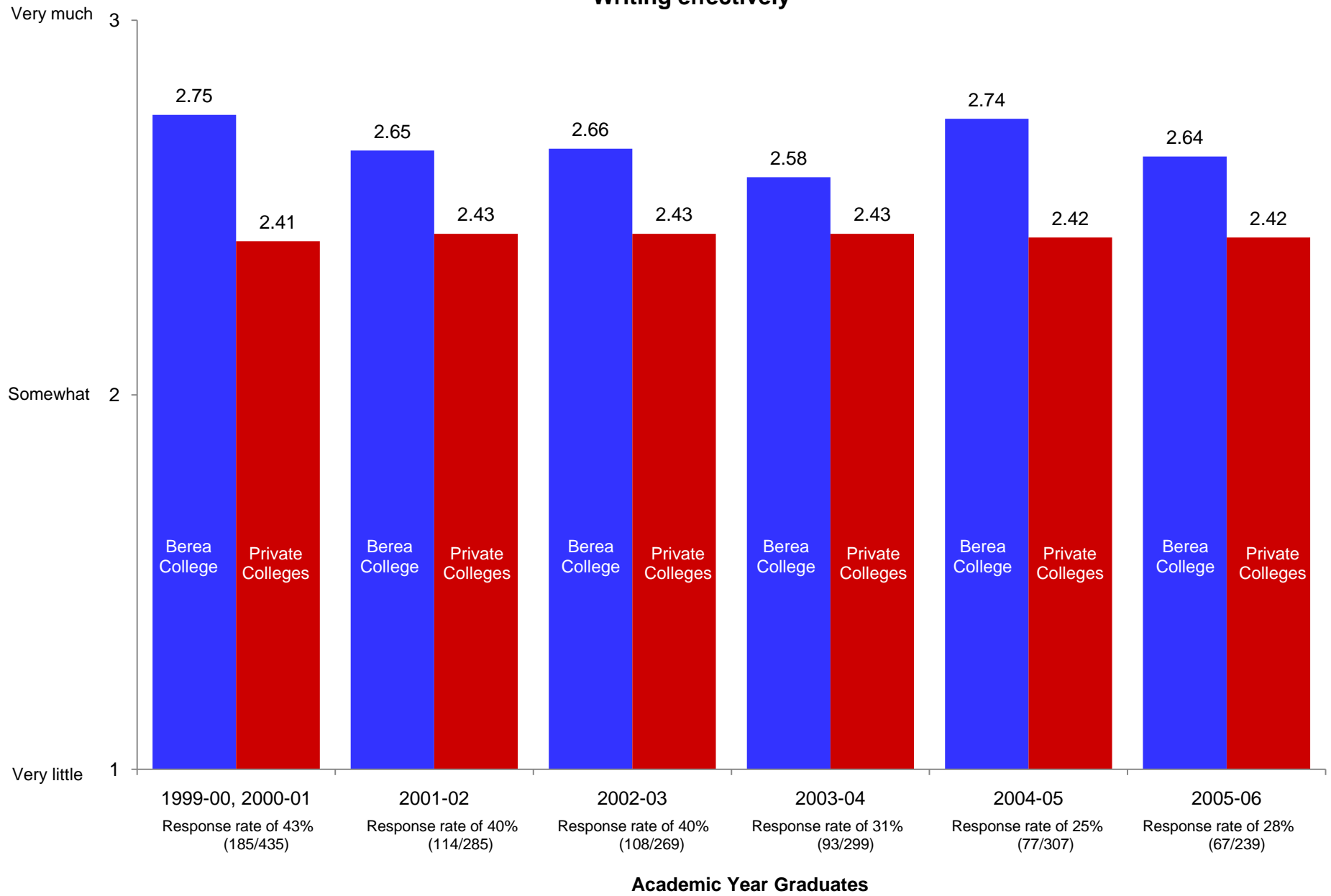


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey  
Administered to graduates two years after graduation

### Writing effectively

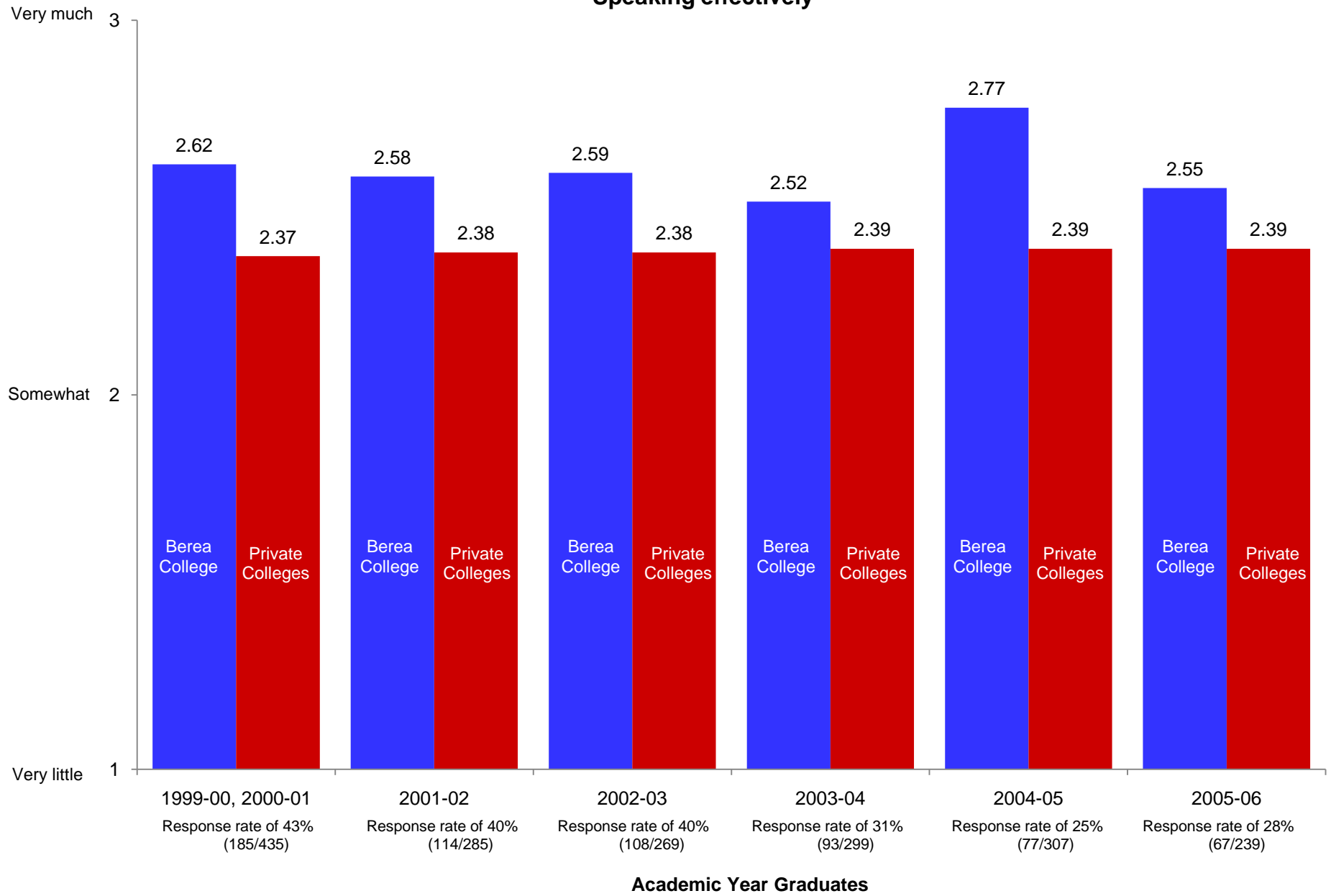


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey  
Administered to graduates two years after graduation

### Speaking effectively

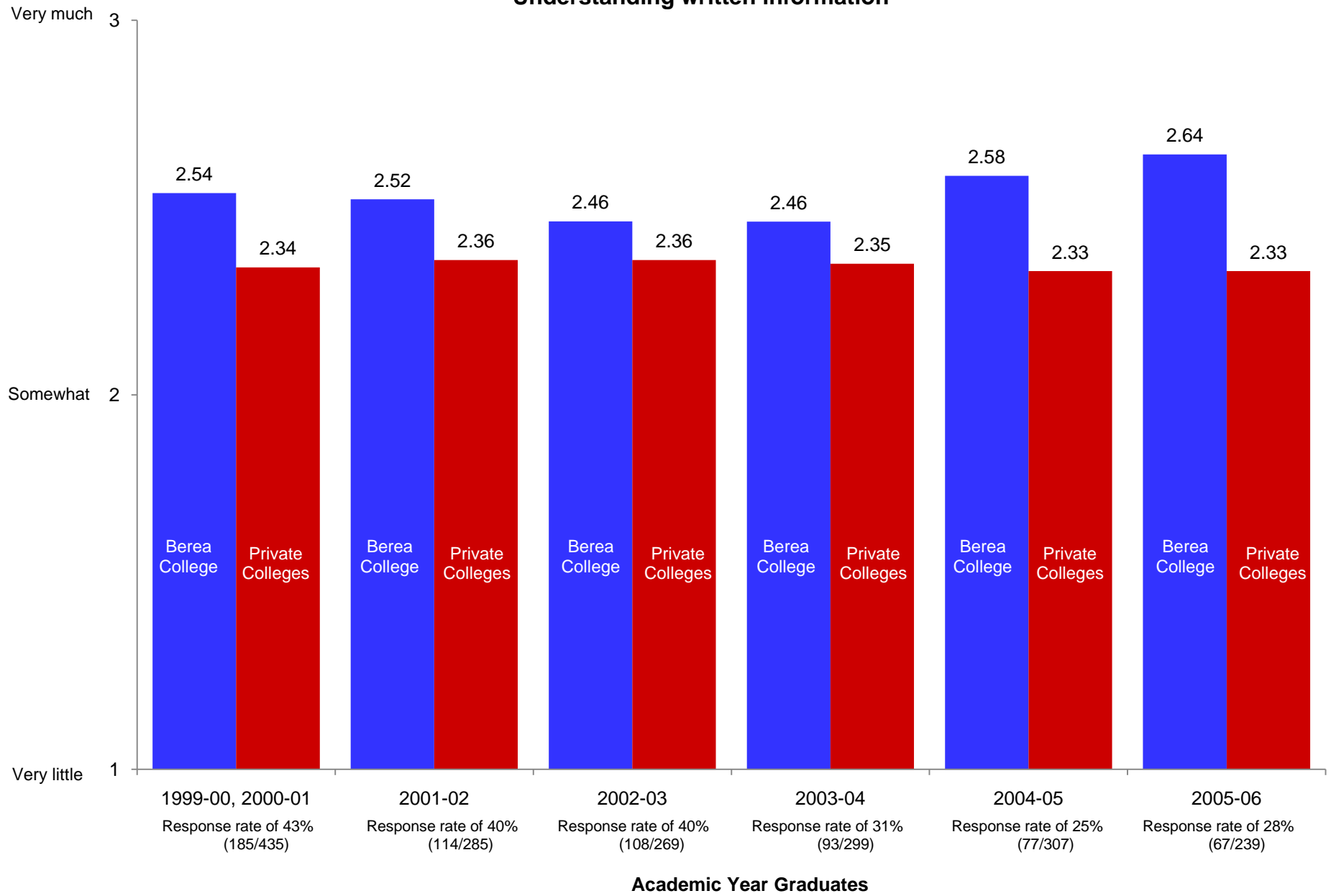


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

ACT Alumni Survey  
Administered to graduates two years after graduation

### Understanding written information



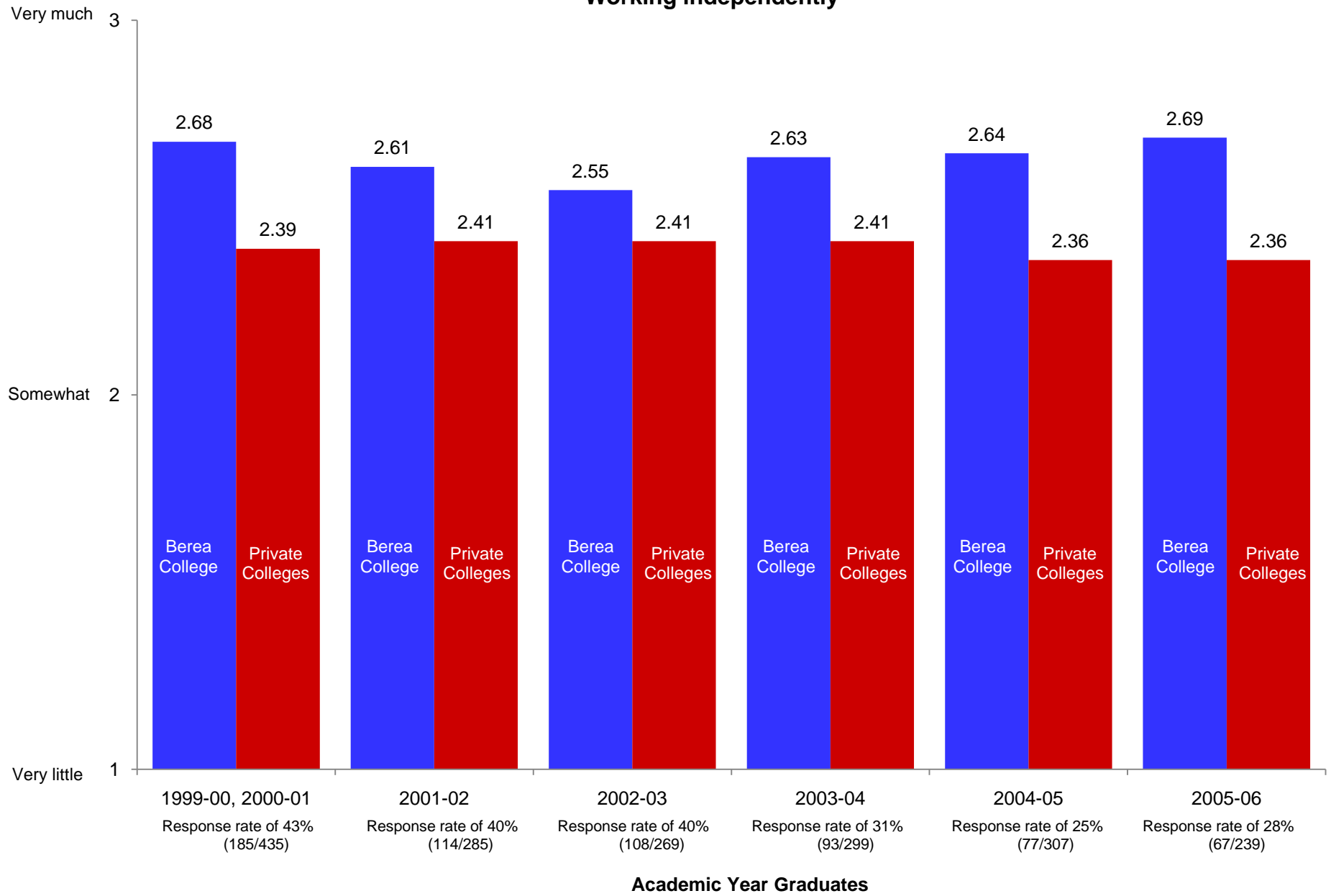
NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.



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

ACT Alumni Survey  
Administered to graduates two years after graduation

### Working independently

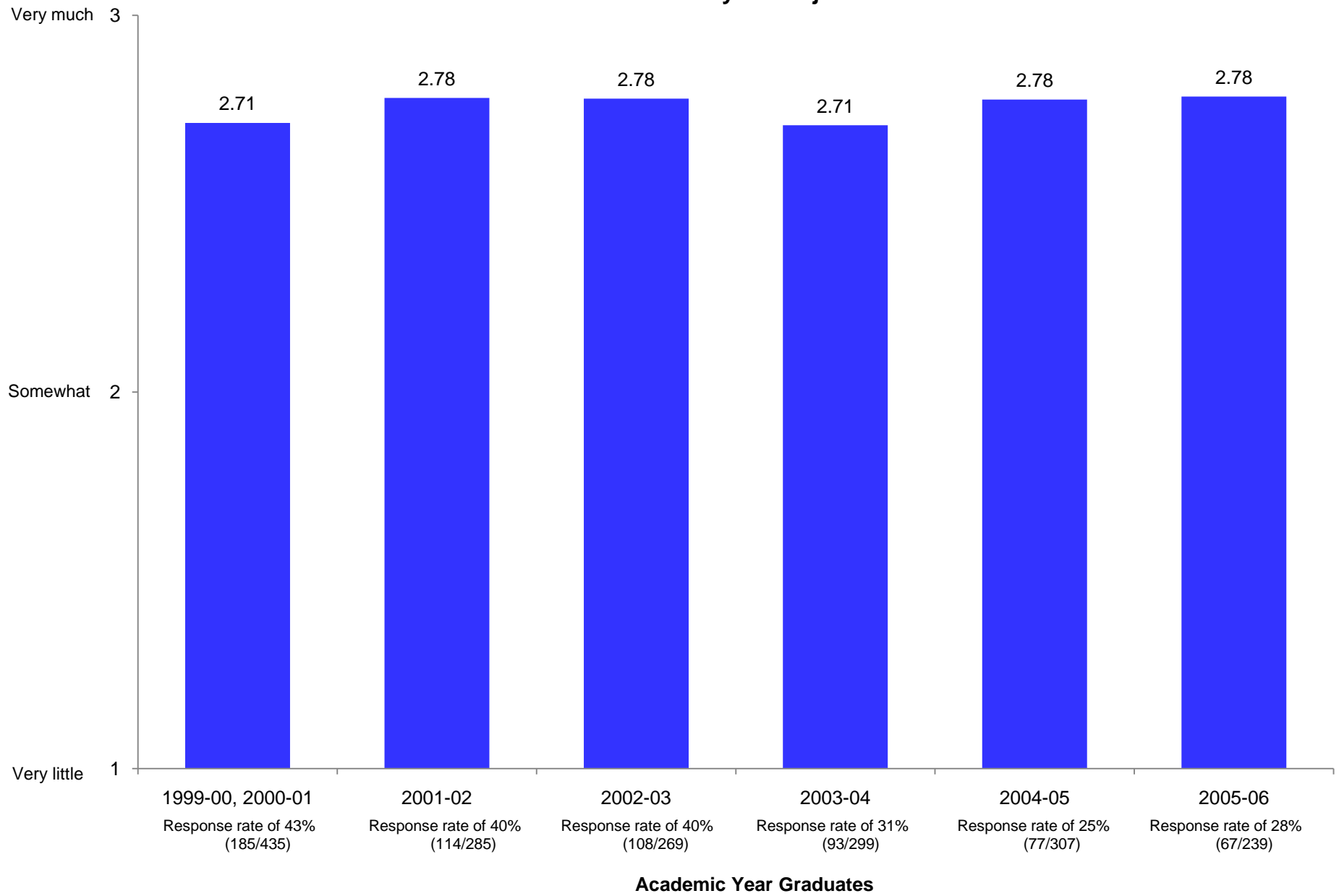


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

*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

### Courses in your major

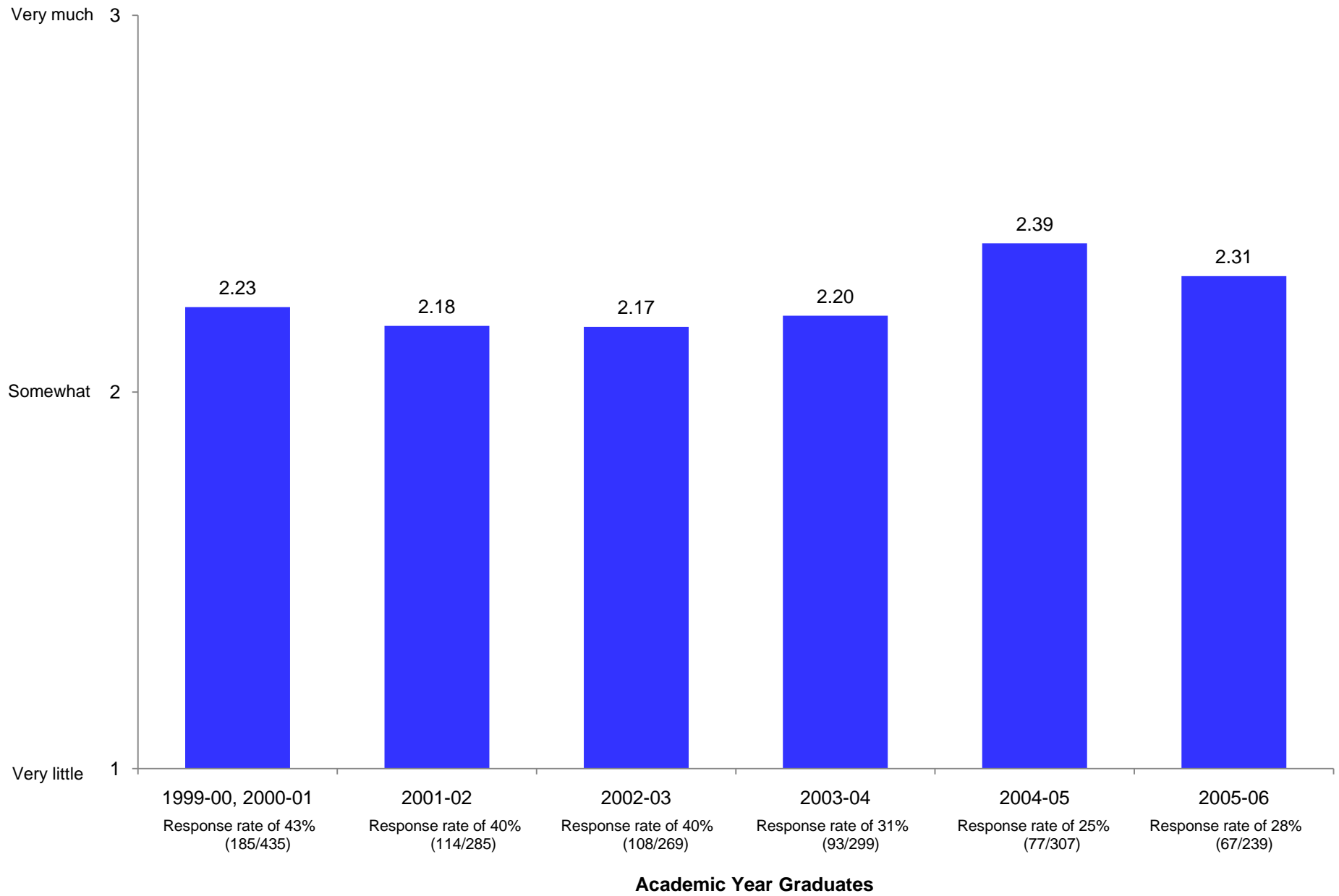


NOTE: 1999-00 and 2000-01 graduates were surveyed at the same time and their results were combined.

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

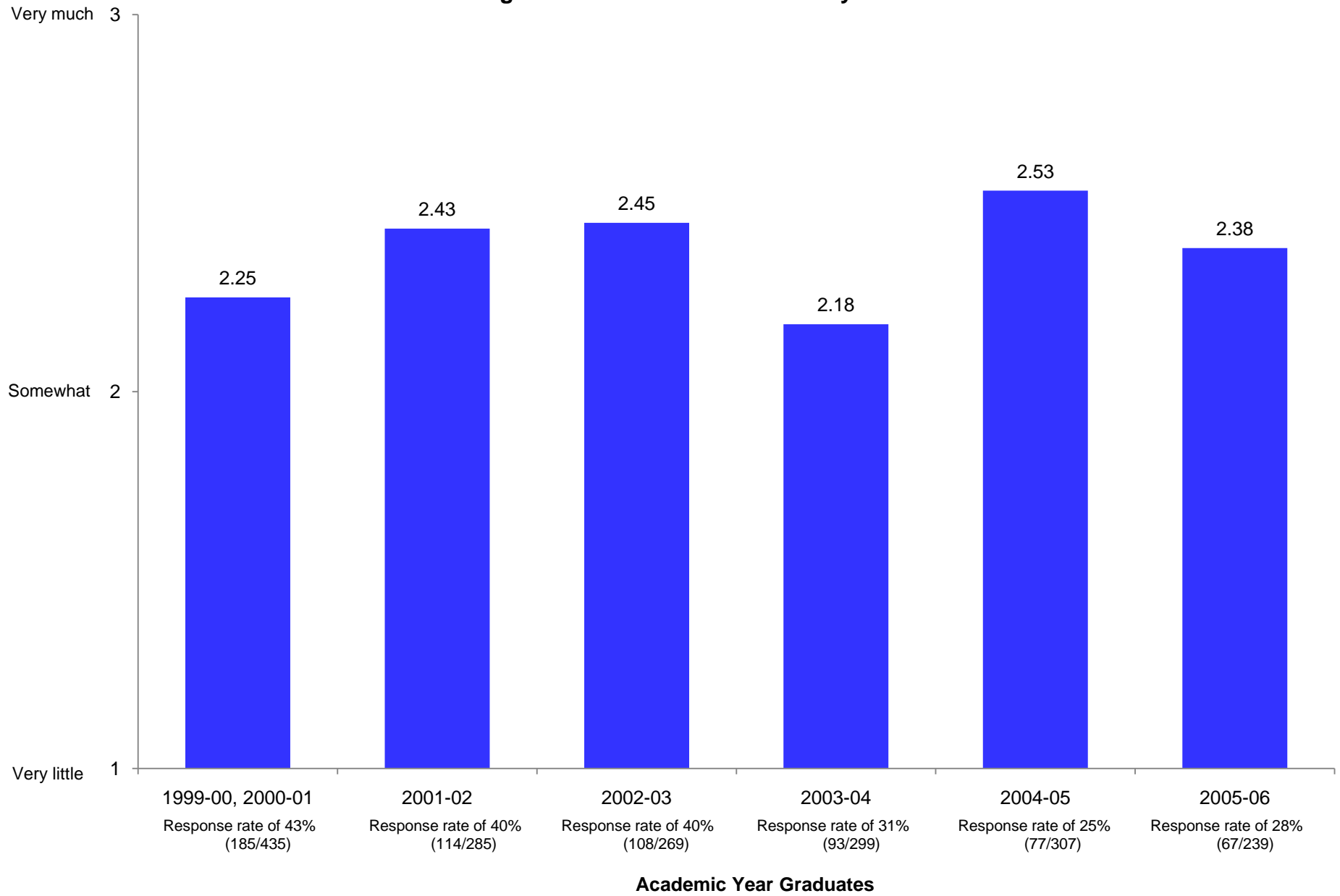
ACT Alumni Survey  
Administered to graduates two years after graduation

### General Education courses



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

### Undergraduate research with a faculty member



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

# ACA Appalachian Region Alumni Outcomes Survey

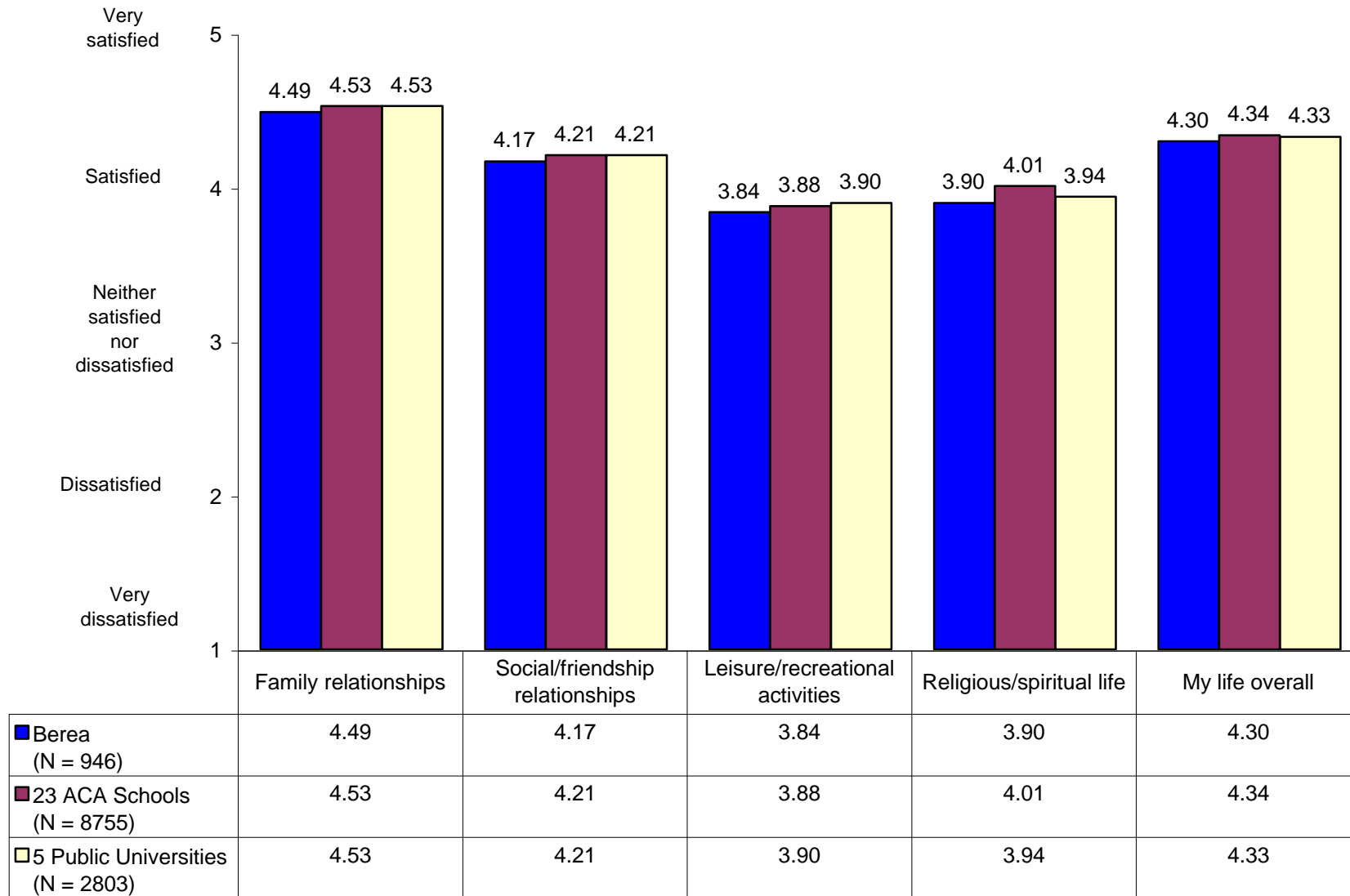
(1974-76, 1984-86, 1994-96 Graduates)



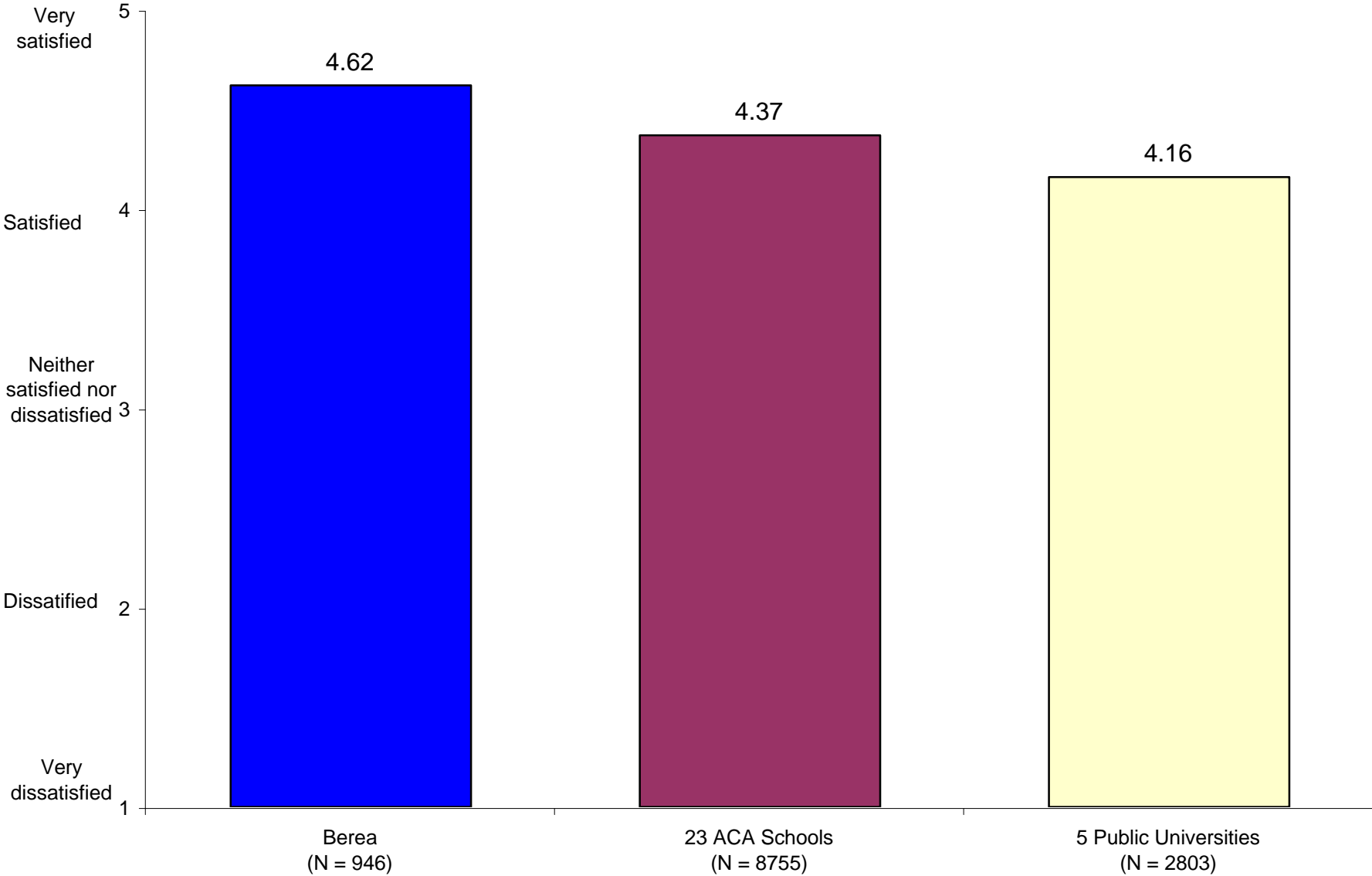
[Click to see survey instruments](#)

Response Rate: 42%

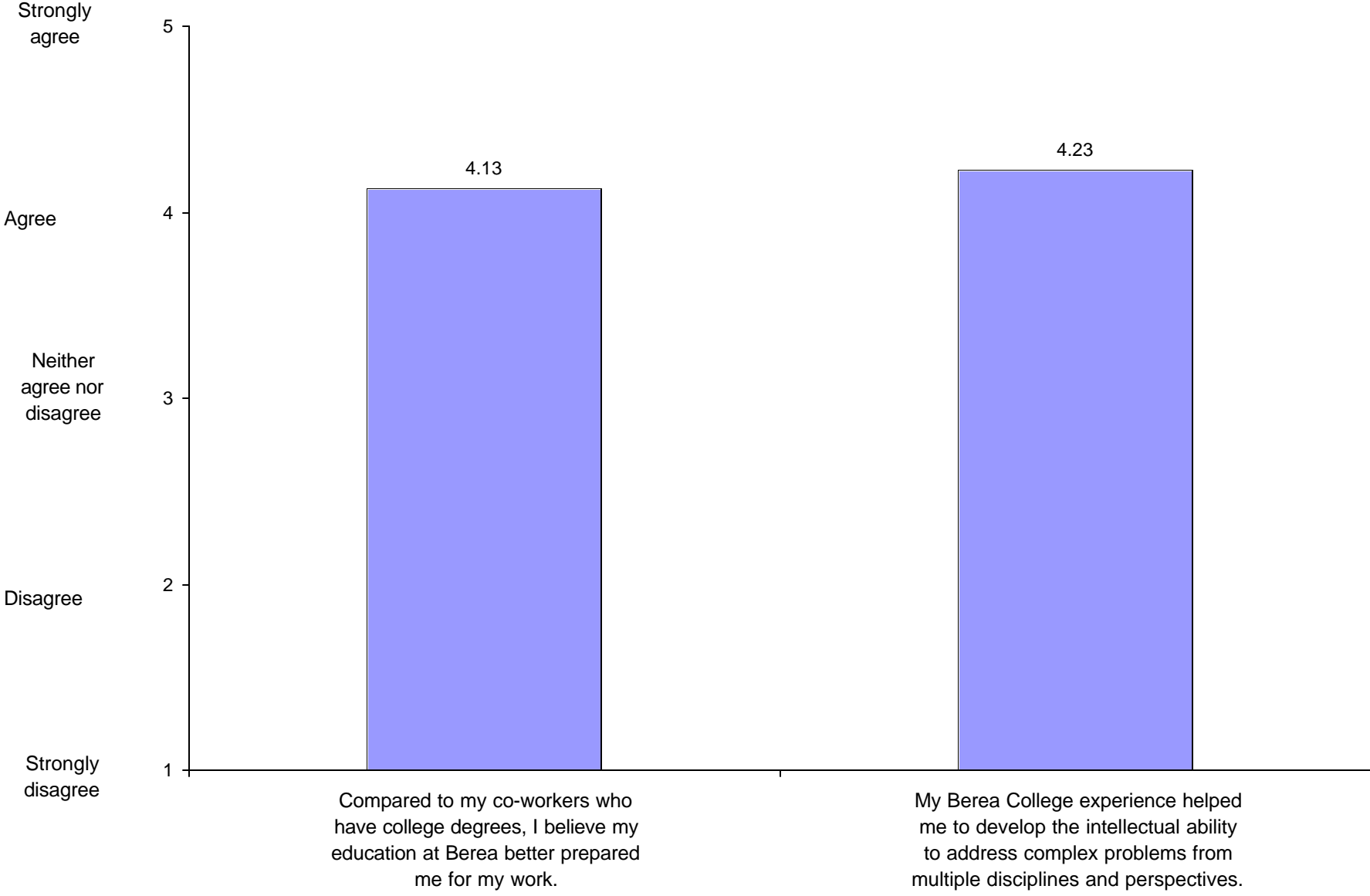
**All things considered, how satisfied are you with the following aspects of your life at the current time?**



**Overall, how satisfied are you with the education you received at this college?**



*Berea-Specific Item*





# ACT Alumni Outcomes Survey

(Work Colleges Consortium Project  
administered online)

(Graduates from 1992-93 through 2006-07)

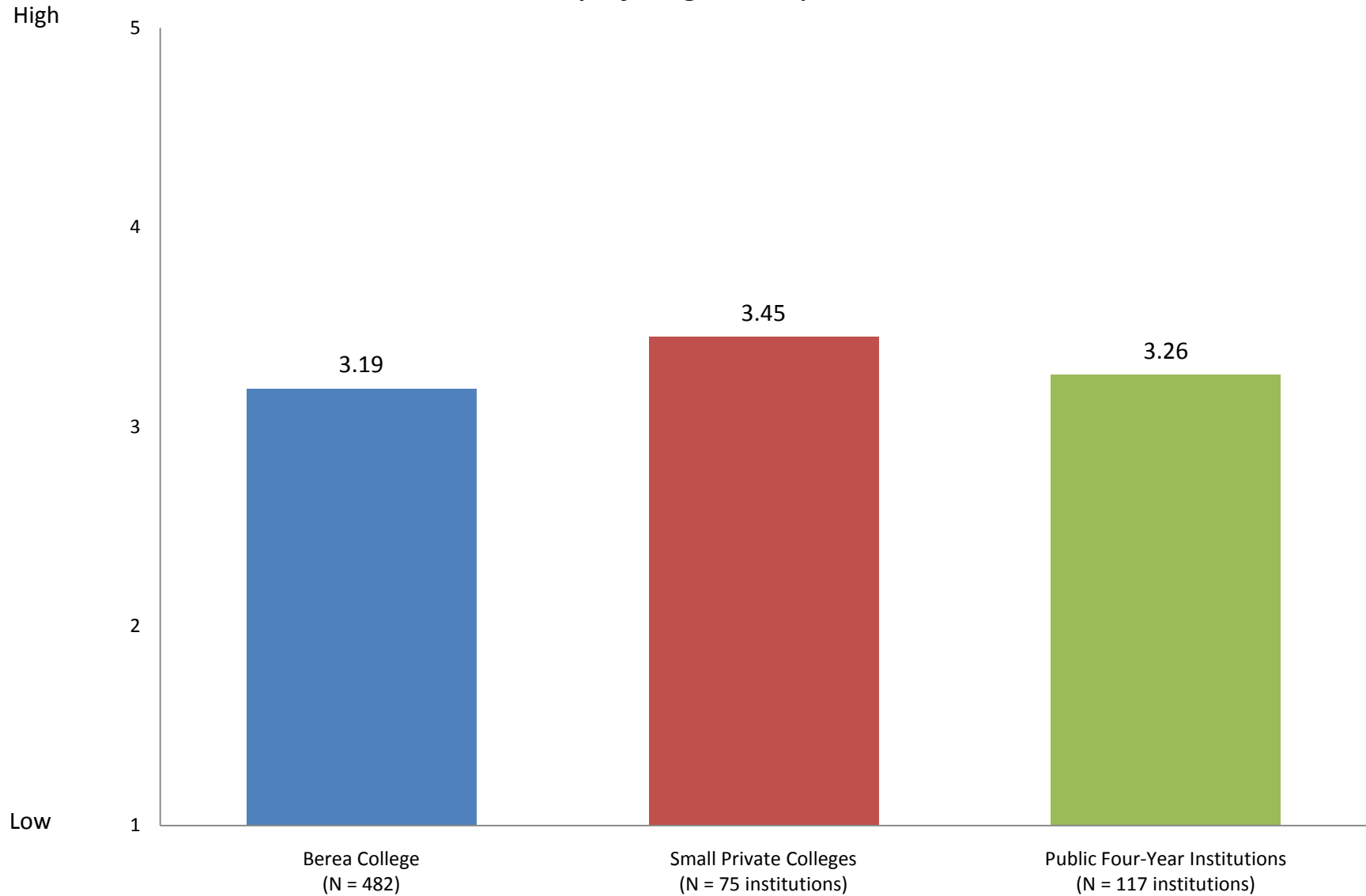


[Click to see survey instrument](#)

**Response Rate: 29% (482/1648)**

Rate this college on each of the factors below.

### Flexibility of degree requirements

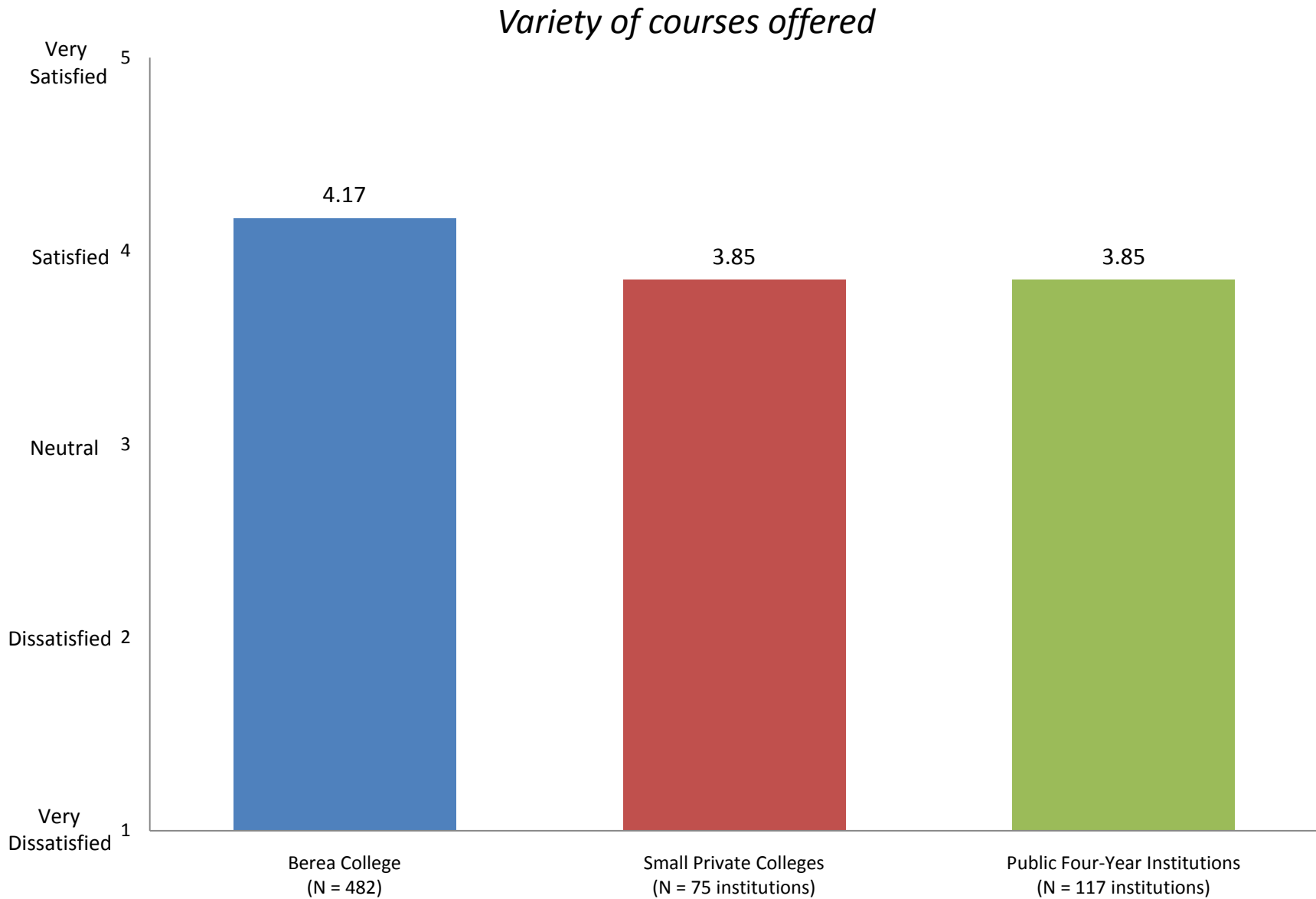


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.



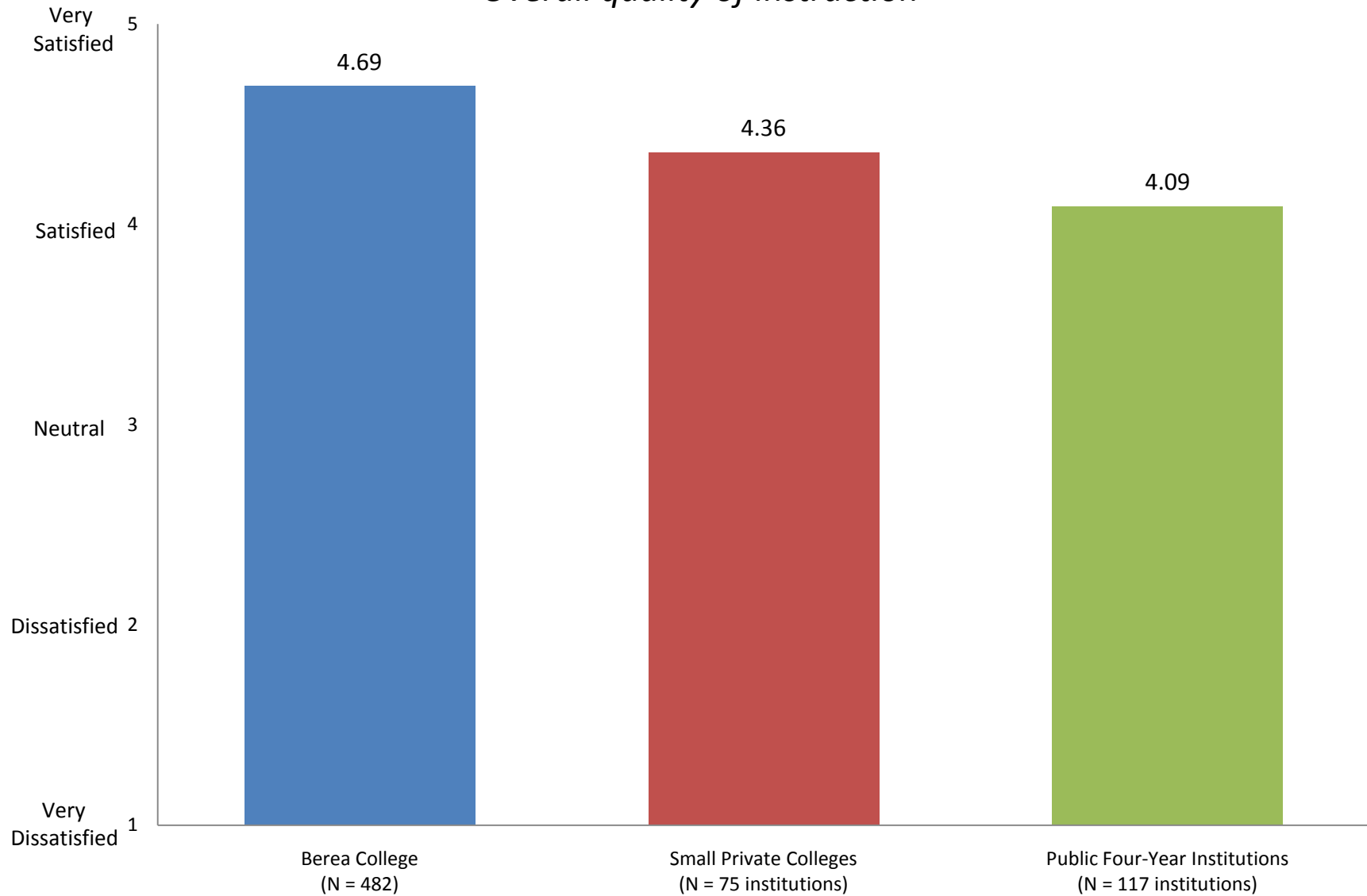
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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.

### Overall quality of instruction



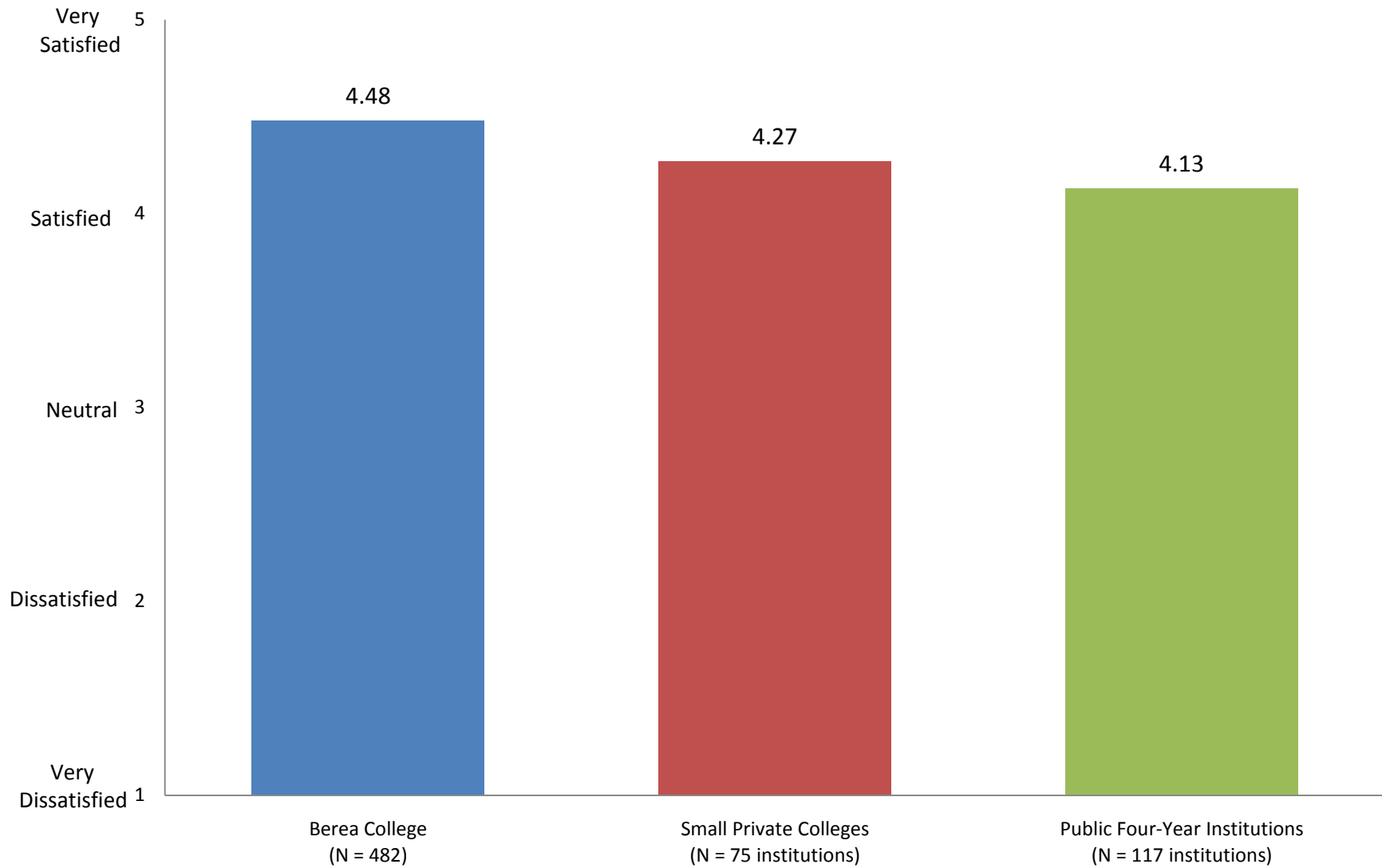
Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

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

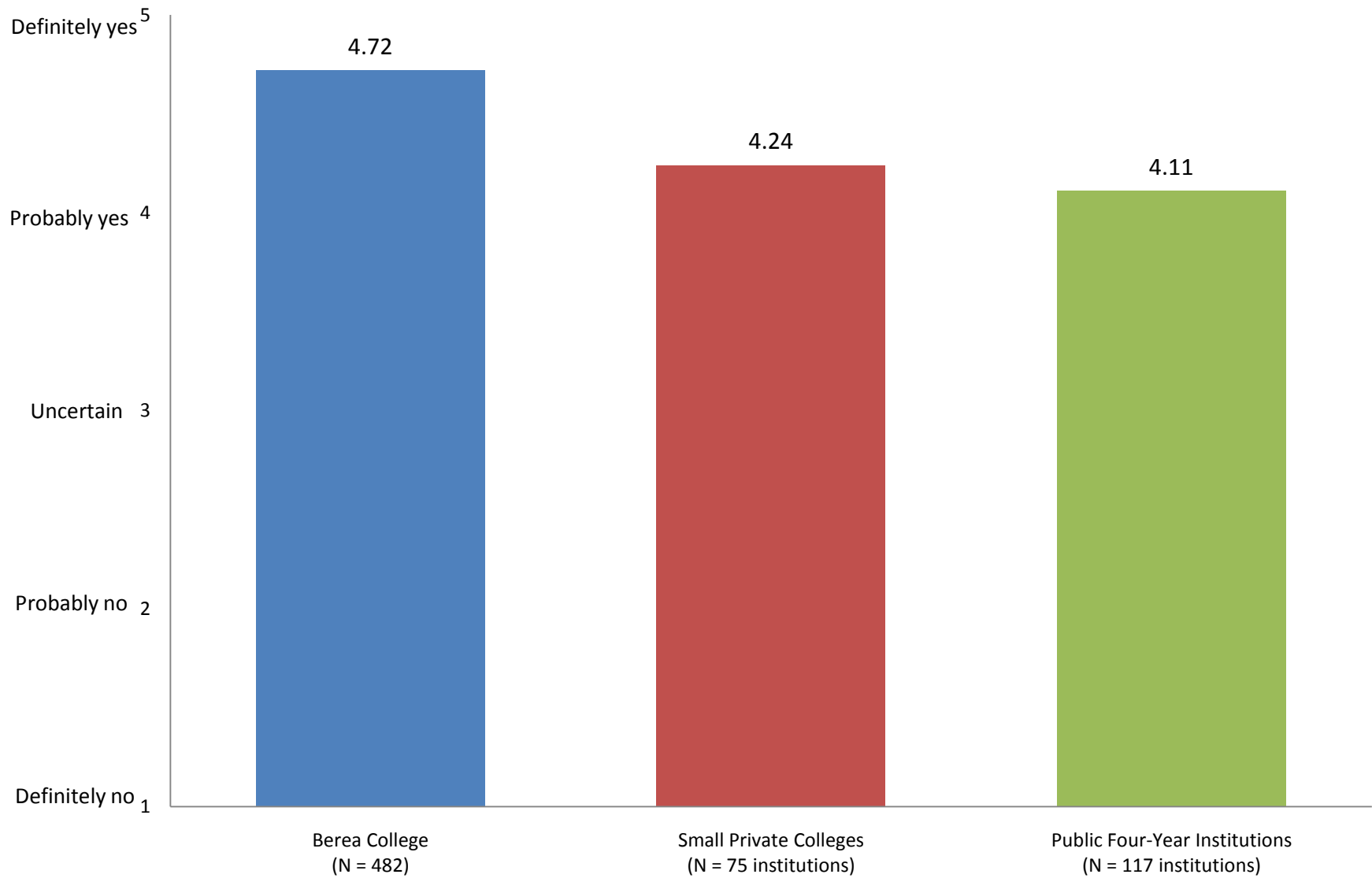


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

*If you could begin again, would you attend this school?*

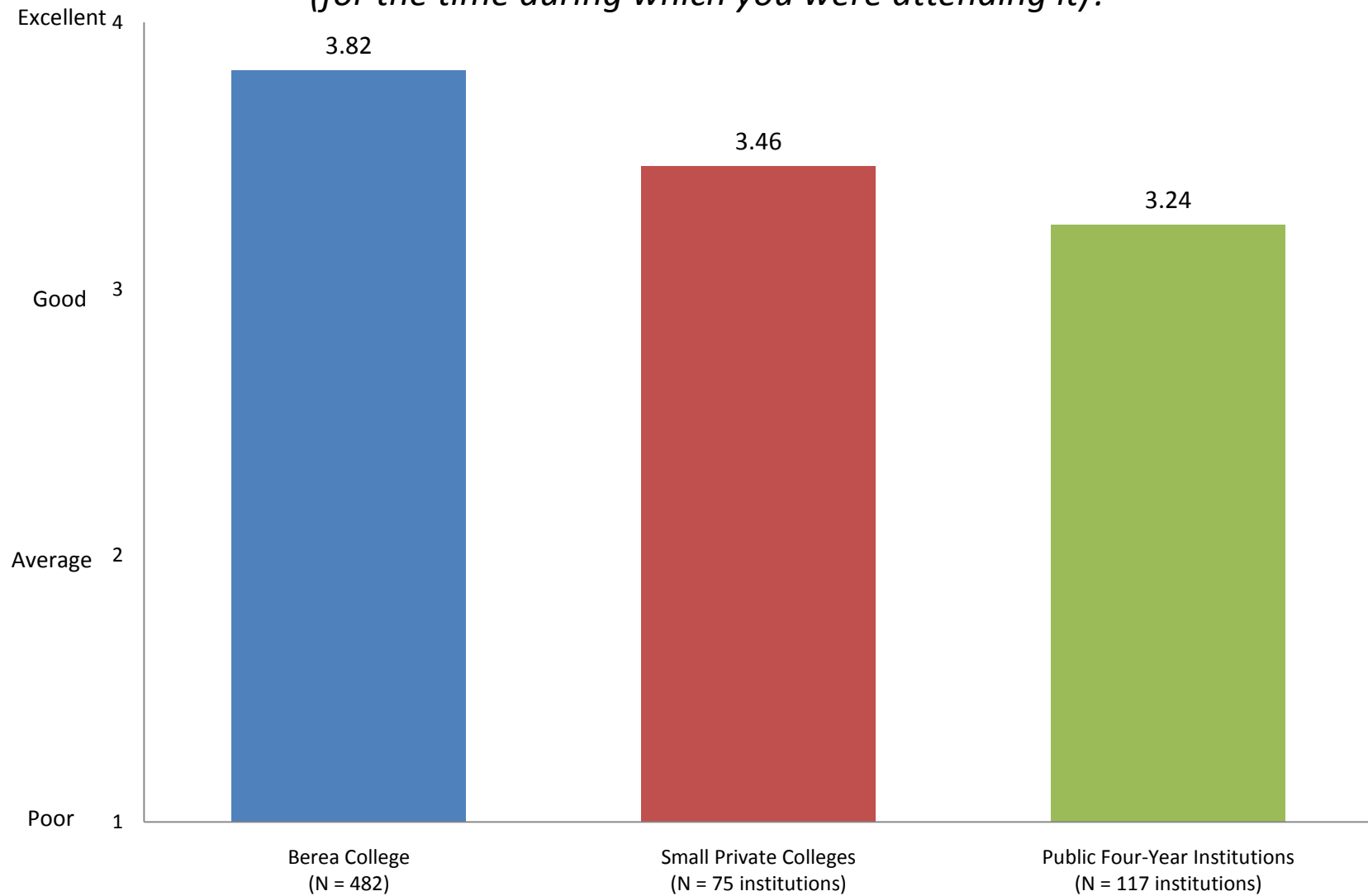


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

*Overall, how would you rate this school  
(for the time during which you were attending it)?*

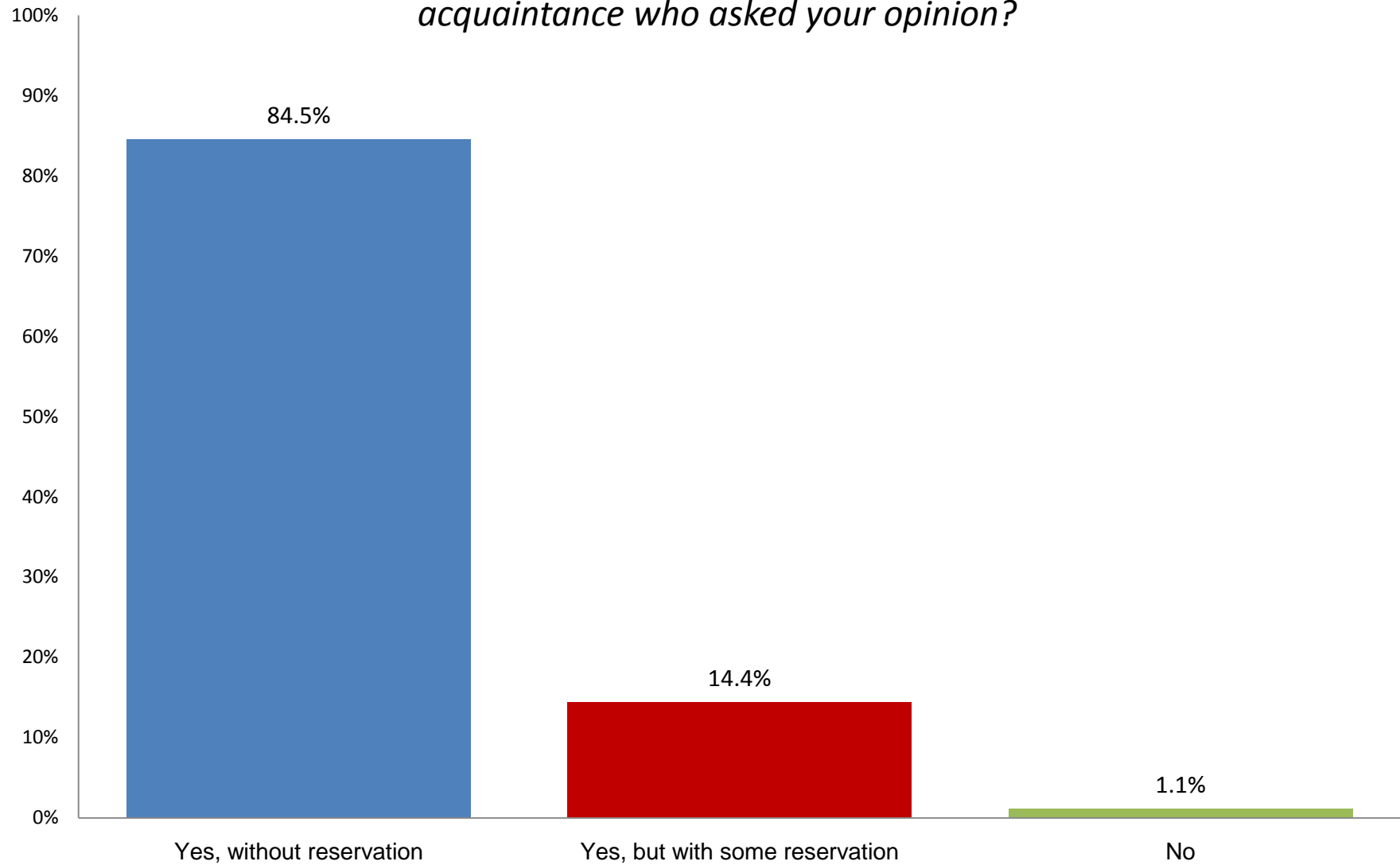


Based on ACT Alumni Outcomes Survey administered online to Work College graduates (1992-93 through 2006-2007)

Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

*Would you recommend this school to a friend or acquaintance who asked your opinion?*



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

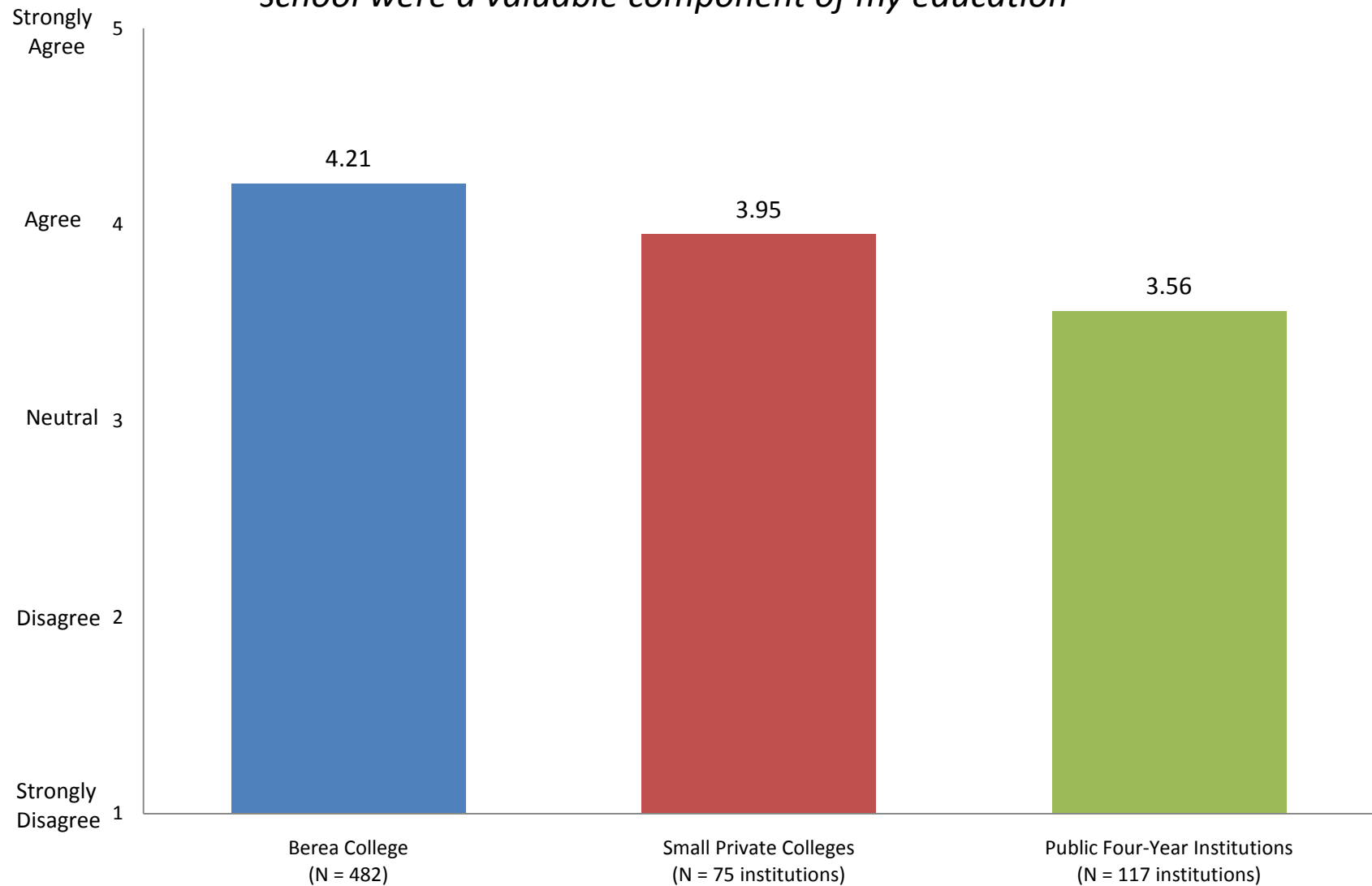
Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%



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

*The General Education or core requirements at this school were a valuable component of my education*



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

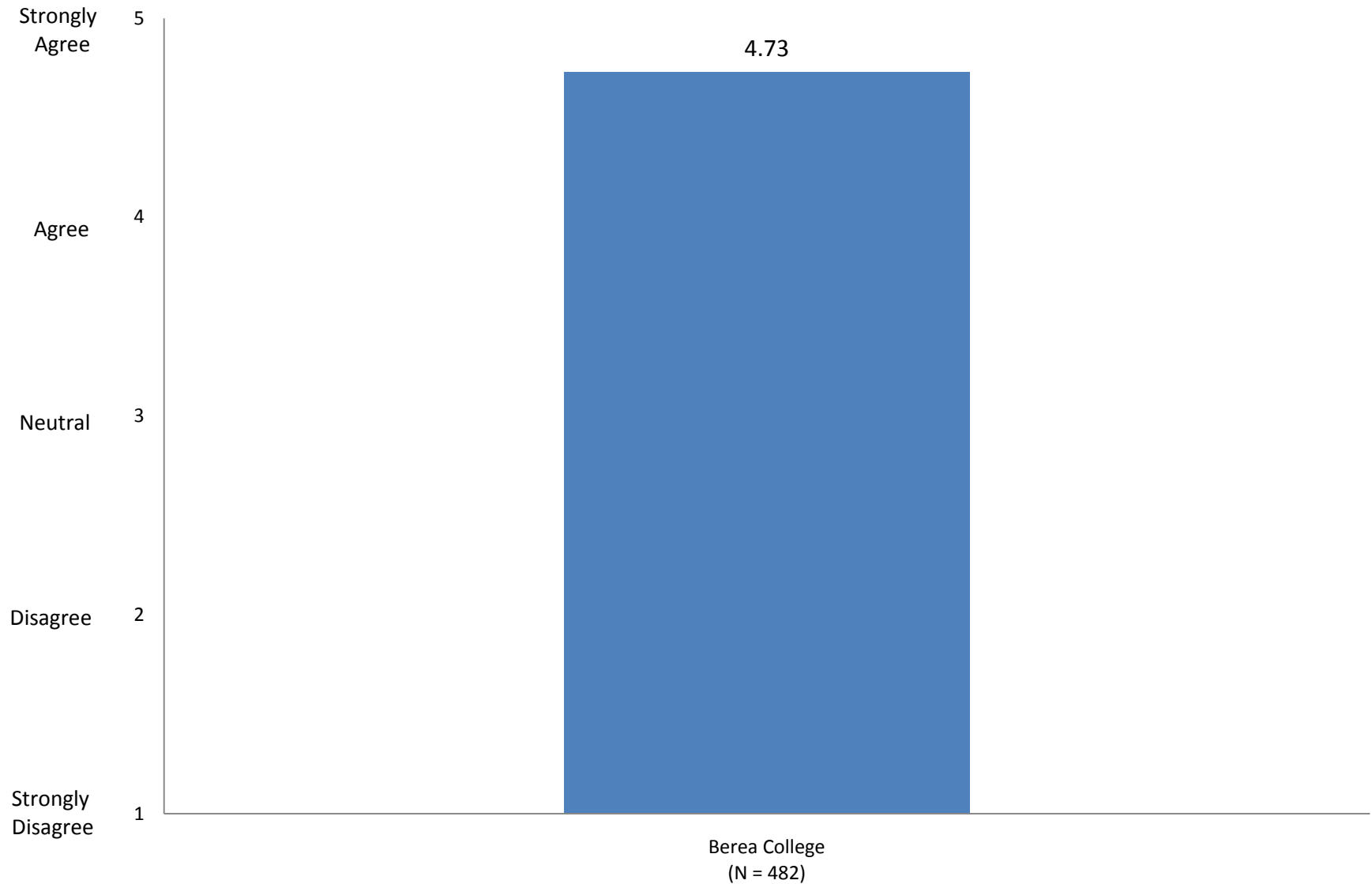
Source: Office of Institutional Research and Assessment, Spring 2011

Berea Response Rate:  
482/1648 or 29%

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

My Work Program Experience...

*was a meaningful part of my college experience.*



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%