

African American Students Describe Their Experiences

One of Berea's great strengths is our commitment to interracial education. We believe it is one reason Berea graduates rate the institution so highly (compared to national averages) on educational outcomes related to interacting with and understanding people who are “different from one’s self.” We recognize this commitment creates a rich, challenging, and rewarding learning environment for students, faculty, and staff.

The overall enrollment of African American students has reached 17% on campus and the retention and graduation rates are the same as other domestic students. We want to understand and improve upon the collegiate experiences of all our students. With this goal in mind, a study conducted in Spring 2003 was aimed at understanding what attracts African American students to campus and enables them to persist to graduation in a predominantly “white” institution. It also addressed the challenges African American students face at Berea College.

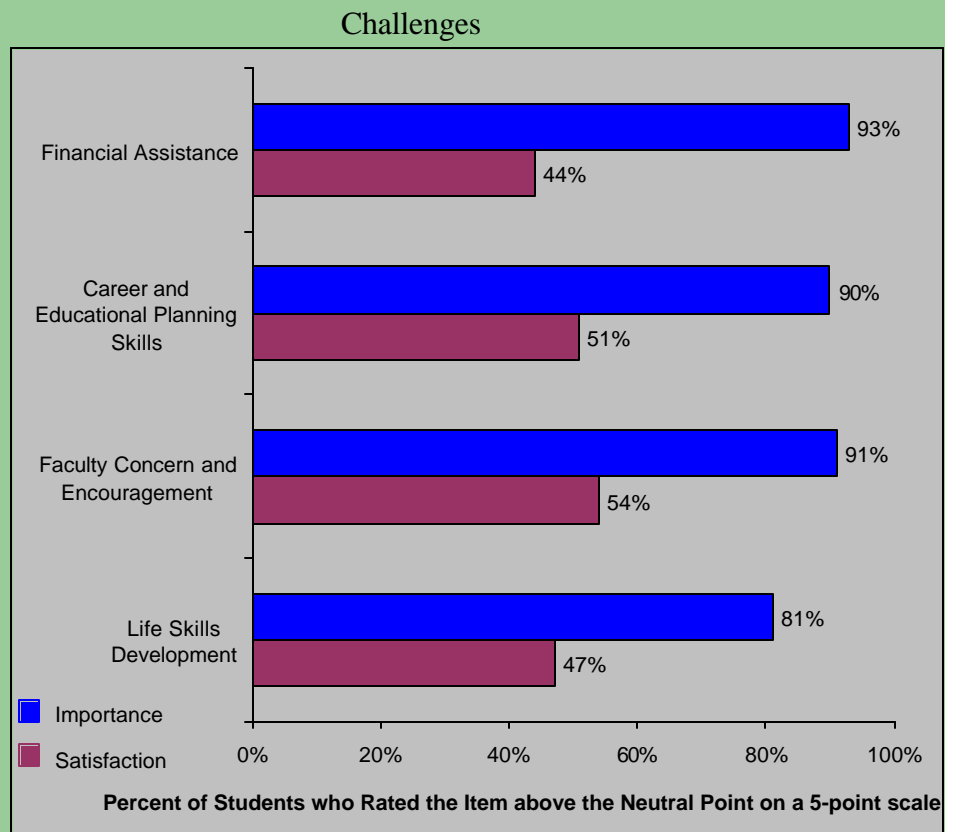
We found that African American (AA) students, just as all other students most commonly cited *financial assistance* as their primary reason for attending Berea. However, there was a large gap between the rated importance and satisfaction of this key factor. Other reasons AA students reported for choosing to attend Berea included the *Carter Woodson Weekend*, a *low student-to-faculty ratio*, our *strong academic reputation*, the *Labor Program*, the *Black Music Ensemble*, and the *chance to participate in athletics*.

The greatest reported strengths included *development opportunities within the Labor Program* and the *general learning environment in classrooms*. Along with *financial assistance*, other challenge areas included *unmet needs related to career and educational planning*, *faculty concern and encouragement*, and *life skills development* (leadership, conflict resolution, managing finances, etc.).

Study participants most often cited the following when asked what they wanted to convey to faculty:

- *Be more caring, patient, and open-minded*
- *Reach out to quiet or shy students*
- *Listen to and learn more about how to communicate with African American students*
- *Be willing to help students to develop; show interest in students outside of class; and refrain from talking down to students*

<http://www.berea.edu/ira/pdf.files/s.aastudy.pdf>



Response from the Provost's Committee

Berea has made progress in upholding our commitment to interracial education. However, this study also revealed challenges and issues that need our attention. This study's results are being communicated across campus to inform conversations and stimulate greater understanding and inclusion. Improving our campus community is a shared venture. No one group (faculty, students, or staff) can resolve our challenges without the benefit of the others' perspectives and support.

Some efforts have already been undertaken to reduce financial stress for all students. For example, we've created new financial aid packaging that more closely aligns term bills with the students' and their families' ability to pay. We've also eliminated Short Term charges for room, board and fees, and reduced summer housing costs. In response to students' concerns regarding career counseling, the freshman orientation will now include special assessments, the results of which will be used by students' academic advisors, and labor supervisors to identify career interests earlier in a student's college career.

The Black Cultural Center is now linked directly with the Student Life Team in order to enhance the African American student experience across the scope of the students' extracurricular experience (e.g., in life skills and leadership development). Also, the Strategic Planning Committee is actively considering ways to further enhance Berea's commitment to interracial education. Currently, an action plan focusing on particular pedagogical and co-curricular initiatives is being developed for community review.

We will be sending more Study Briefs over the next few weeks. Please send your ideas, comments, or questions to Judith Weckman. Also, feel free to contact any of the Provost's Committee members listed below

This study summary is provided by the Office of Institutional Research and Assessment
Berea College CPO 2177, Phone: (859) 985-3790

Provost Committee Members:

Dave Porter, Provost

Joe Bagnoli, Associate Provost

Jamie Ealy, Director of Admissions

Stephanie Browner, Dean of the Faculty

Jackie Burnside, Associate Dean of the Faculty

Delphia Canterbury, Staff Support

Gail Wolford, Vice President for Labor & Student Life

Don Hudson, Associate Provost for Advising & Academic Success

Judith Weckman, Director of Institutional Research & Assessment

Berea College
Survey of African-American Students
April 2003

The following survey asks various questions related to your experiences at Berea College. All responses will be kept strictly confidential by the Berea College Institutional Research Office.

Having your name allows us to compare the survey results to future outcomes such as graduation rates.

We appreciate your honest responses.

Your Name: _____

Berea College
Survey of African-American Students
April 2003

Purpose: To understand factors related to African-American student needs, retention and graduation, and general well-being at Berea College.

Gender:

- 1 Male
- 2 Female

Classification:

- 1 Freshman
- 2 Sophomore
- 3 Junior
- 4 Senior

Where do you live?

- 1 Residence Hall
- 2 College Specialty Housing
- 3 College Apartment
- 4 Off-Campus Apartment

Mark the circle that best describes the high school from which you graduated. Mark one for each box.

- 1 Predominantly white
- 2 Predominantly African-American
- 3 Other _____

- 1 Urban (city or metropolitan area)
- 2 Small or mid-size town
- 3 Rural

Status: Please check one:

- 1 Single, no children, under age 23
- 2 Single, no children, age 23 or older
- 3 Married with no children
- 4 Single with a child/ren for whom I am responsible
- 5 Married with a child/ren for whom I am responsible

Highest Educational Attainment of your Parents:

- | Father | Mother | |
|--------|--------|--|
| 1 | 1 | Some high school or less |
| 2 | 2 | High school diploma or GED Certificate |
| 3 | 3 | Some college, no degree |
| 4 | 4 | Vocational/technical degree |
| 5 | 5 | Associate degree |
| 6 | 6 | Bachelor's degree |
| 7 | 7 | Master's degree |
| 8 | 8 | Doctorate/Professional Degree (PhD, MD, etc) |

How often do you go home in a term?

- 1 Most weekends
- 2 Twice a month
- 3 Once a month
- 4 Only for major holidays/breaks
- 5 Never

If unknown, leave blank. You may interpret "father" or "mother" to be step parents if you identify them as your primary guardian.

Berea College
Survey of African-American Students
April 2003

Purpose: To understand factors related to African-American student needs, retention and graduation, and general well-being at Berea College.

Tell us what you think:

What positive experiences have you had at the College that contributed to your sense of well-being or success at Berea?

What negative experiences have you had at the College (that have created a hardship for you)?

What experiences do you *need* to have to ensure your ultimate academic success?

What may hinder your chance of success?

Berea College
Survey of African-American Students
April 2003

Purpose: To understand factors related to African-American student needs, retention and graduation, and general well-being at Berea College.

For each of the following areas, answer the following questions using the scale provided to the left. The NAs in the scales represent "Not applicable to me." If you need to explain a rating, or have an additional comment, please use the box below the items.

Black Cultural Center (BCC)

<p>5 Very often</p> <p>5 4 3 2 1</p>		<p>1 Not at all</p>	
			How often have you interacted with the BCC or participated in the programs it sponsors?

<p>5 Extremely important</p> <p>5 4 3 2 1</p>		<p>1 Not at all important</p>	
			How important is the BCC to your overall success and well-being at Berea College?

<p>5 To a great extent</p> <p>5 4 3 2 1</p>		<p>1 Not at all</p>	
			To what extent does BCC fulfill a need that you have personally?

<p>5 Extremely satisfied</p> <p>5 4 3 2 1</p>		<p>1 Not at all satisfied</p>	<p>Not applicable to me</p> <p>NA</p>	
				How satisfied are you with the services or programs of the BCC?

<p>5 A great Amount</p> <p>5 4 3 2 1</p>		<p>1 None</p>	<p>Not applicable to me</p> <p>NA</p>	
				How much has the BCC contributed to your overall success and well-being at Berea College?

Please comment on your experiences, if any, with the Black Cultural Center.

Berea College
Survey of African-American Students
April 2003

Purpose: To understand factors related to African-American student needs, retention and graduation, and general well-being at Berea College.

On-Campus Opportunities for Worship or Spiritual Growth and Expression

5				1
Extremely important	4	3	2	Not at all important
5	4	3	2	1

How important are on-campus opportunities for worship or spiritual growth and expression to your overall success and well-being at Berea College?

5				1
A great need	4	3	2	No need
5	4	3	2	1

Rate your level of personal need for on-campus opportunities for worship or spiritual growth and expression.

5				1	Not applicable
To a great extent	4	3	2	Not at all	to me NA
5	4	3	2	1	NA

To what extent is this need (on-campus opportunities for worship or spiritual growth and expression) being met by services at the College?

5				1	Not applicable
Extremely satisfied	4	3	2	Not at all satisfied	to me NA
5	4	3	2	1	NA

How satisfied are you with the services or programs aimed at fulfilling this need (on-campus opportunities for worship or spiritual growth and expression)?

5				1	Not applicable
A great Amount	4	3	2	None	to me NA
5	4	3	2	1	NA

How much have on-campus opportunities for worship or spiritual growth and expression contributed to your overall success and well-being at Berea College?

Please comment on your experiences, if any, regarding worship or spiritual growth and expression at Berea College.

Berea College
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Off-Campus Opportunities for Worship or Spiritual Growth and Expression

5				1
Extremely important	4	3	2	Not at all important
5	4	3	2	1

How important are off-campus opportunities for worship or spiritual growth and expression to your overall success and well-being at Berea College?

5				1
A great need	4	3	2	No need
5	4	3	2	1

Rate your level of personal need for off-campus opportunities for worship or spiritual growth and expression.

5				1	Not applicable to me
To a great extent	4	3	2	Not at all	NA
5	4	3	2	1	NA

To what extent is this need (off-campus opportunities for worship or spiritual growth and expression) being met by services at the College?

5				1	Not applicable to me
Extremely satisfied	4	3	2	Not at all satisfied	NA
5	4	3	2	1	NA

How satisfied are you with the services or programs aimed at fulfilling this need (off-campus opportunities for worship or spiritual growth and expression)?

5				1	Not applicable to me
A great Amount	4	3	2	None	NA
5	4	3	2	1	NA

How much have off-campus opportunities for worship or spiritual growth and expression contributed to your overall success and well-being at Berea College?

Please comment on your experiences, if any, regarding worship or spiritual growth and expression in the surrounding communities around Berea College.

Berea College
Survey of African-American Students
April 2003

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Basic Educational Skills (writing, reading, test-taking, public speaking, etc.)
 Support from the Learning Center (formerly the CEC)

5 Extremely important 5 4 3 2 1	1 Not at all important	How important are the development of basic educational skills to your overall success and well-being at Berea College?
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5 A great need 5 4 3 2 1	1 No need	Rate your level of personal need for basic educational skill development.
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5 To a great extent 5 4 3 2 1	1 Not at all	Not applicable to me NA	To what extent is this need (basic educational skill development) being met by services at the College?
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5 Extremely satisfied 5 4 3 2 1	1 Not at all satisfied	Not applicable to me NA	How satisfied are you with the services or programs aimed at fulfilling this need (basic educational skill development)?
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5 A great Amount 5 4 3 2 1	1 None	Not applicable to me NA	How much has basic educational skill development contributed to your overall success and well-being at Berea College?
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Please comment on your experiences, if any, with the Learning Center services.

Berea College
Survey of African-American Students
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Purpose: To understand factors related to African-American student needs, retention and graduation, and general well-being at Berea College.

Career and Educational Planning Skills
Career Development Office

5				1
Extremely important				Not at all important
5	4	3	2	1

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

5				1
A great need				No need
5	4	3	2	1

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

5				1	
To a great extent				Not at all	Not applicable to me
5	4	3	2	1	NA

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

5				1	
Extremely satisfied				Not at all satisfied	Not applicable to me
5	4	3	2	1	NA

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

5				1	
A great Amount				None	Not applicable to me
5	4	3	2	1	NA

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

Please comment on your experiences, if any, with the Career Development Office services.

Berea College
Survey of African-American Students
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Life Skills Development (leadership, conflict resolution, managing finances, etc.)

5
Extremely
important
5 4 3 2 1

1
Not at all
important

How important are life skills development to your overall success and well-being at Berea College?

5
A great
need
5 4 3 2 1

1
No
need

Rate your level of personal need for life skills development.

5
To a great
extent
5 4 3 2 1

1
Not at
all
1

Not
applicable
to me
NA

To what extent is this need (life skills development) being met by services at the College?

5
Extremely
satisfied
5 4 3 2 1

1
Not at all
satisfied
1

Not
applicable
to me
NA

How satisfied are you with the services or programs aimed at fulfilling this need (life skills development)?

5
A great
Amount
5 4 3 2 1

1
None
1

Not
applicable
to me
NA

How much has life skills development contributed to your overall success and well-being at Berea College?

Please comment on your experiences, if any, with College services aimed at life skills development. What kind of services should the College be providing?

Berea College
Survey of African-American Students
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Health Service

<p>5 Very often 5 4 3 2 1</p>		<p>1 Not at all 1</p>		<p>How often have you used Berea College Health Service?</p>
<p>5 Extremely important 5 4 3 2 1</p>		<p>1 Not at all important 1</p>		<p>How important health services to your overall success and well-being at Berea College?</p>
<p>5 A great need 5 4 3 2 1</p>		<p>1 No need 1</p>		<p>Rate your level of personal need for health services.</p>
<p>5 To a great extent 5 4 3 2 1</p>		<p>1 Not at all 1</p>	<p>Not applicable to me NA</p>	<p>To what extent is this need (health services) being met by services at the College?</p>
<p>5 Extremely satisfied 5 4 3 2 1</p>		<p>1 Not at all satisfied 1</p>	<p>Not applicable to me NA</p>	<p>How satisfied are you with the services or programs aimed at fulfilling this need (health services)?</p>
<p>5 A great Amount 5 4 3 2 1</p>		<p>1 None 1</p>	<p>Not applicable to me NA</p>	<p>How much have health services contributed to your overall success and well-being at Berea College?</p>

Please comment on your experiences, if any, with Berea College Health Services.

Berea College
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Psychological/Counseling Services

<p>5 Very often 5 4 3 2 1</p>		<p>1 Not at all 1</p>		<p>How often have you used Berea College psychological/counseling services?</p>
<p>5 Extremely important 5 4 3 2 1</p>		<p>1 Not at all important 1</p>		<p>How important are psychological/counseling services to your overall success and well-being at Berea College?</p>
<p>5 A great need 5 4 3 2 1</p>		<p>1 No need 1</p>		<p>Rate your level of personal need for psychological/counseling services.</p>
<p>5 To a great extent 5 4 3 2 1</p>		<p>1 Not at all 1</p>	<p>Not applicable to me NA</p>	<p>To what extent is this need (psychological/counseling services) being met by services at the College?</p>
<p>5 Extremely satisfied 5 4 3 2 1</p>		<p>1 Not at all satisfied 1</p>	<p>Not applicable to me NA</p>	<p>How satisfied are you with the services or programs aimed at fulfilling this need (psychological/counseling services)?</p>
<p>5 A great Amount 5 4 3 2 1</p>		<p>1 None 1</p>	<p>Not applicable to me NA</p>	<p>How much have psychological/counseling services contributed to your overall success and well-being at Berea College?</p>

Please comment on your experiences, if any, with Berea College psychological/counseling services.

Berea College
Survey of African-American Students
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Financial Assistance

5
Extremely
important
5 4 3 2 1
1
Not at all
important

How important is financial assistance to your overall success and well-being at Berea College?

5
A great
need
5 4 3 2 1
1
No
need

Rate your level of personal need for financial assistance.

5
To a great
extent
5 4 3 2 1
1
Not at
all
Not
applicable
to me
NA

To what extent is this need (financial assistance) being met by services at the College?

5
Extremely
satisfied
5 4 3 2 1
1
Not at all
satisfied
Not
applicable
to me
NA

How satisfied are you with the services or programs aimed at fulfilling this need (financial assistance)?

5
A great
Amount
5 4 3 2 1
1
None
Not
applicable
to me
NA

How much has financial assistance contributed to your overall success and well-being at Berea College?

What role has financial assistance played in your overall experience in college?

Berea College
Survey of African-American Students
April 2003

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Inclusive Campus Learning Environment for African-American Students

Is the Berea College learning environment an inclusive one for African-American students? Please comment.

Experiences with Alumni

What role, if any, have African-American alumni (people who attended or graduated from Berea College) played in your decision to attend and/or remain enrolled at Berea College?

Products and Services

Please describe the retail products and services, if any, you are in need of that are not currently being met by the College or surrounding communities.

Off-Campus Community Organizations

Please comment on organizations in the surrounding communities that you may have been involved in and how these experiences have affected you.

Berea College
Survey of African-American Students
April 2003

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Admissions

How **IMPORTANT** were each of the following
 In your decision to enroll at Berea College?

5 Very important					1 Not at all important					Not applicable/ don't know	
5	4	3	2	1						NA	Admissions literature (Viewbook, pamphlets, etc.)
5	4	3	2	1						NA	Personal phone calls from Admissions staff
5	4	3	2	1						NA	Personal phone calls from Berea College faculty
5	4	3	2	1						NA	Discussions with Berea College students or alumni
5	4	3	2	1						NA	Carter Woodson weekend

Please rate your **EXPERIENCE** with each
 of the following.

5 Very positive					1 Very negative					Not applicable/ don't know
5	4	3	2	1						NA
5	4	3	2	1						NA
5	4	3	2	1						NA
5	4	3	2	1						NA
5	4	3	2	1						NA

Berea College
Survey of African-American Students
April 2003

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Orientation

	How WELCOME did each of the following make you feel at the College?					Not applicable/ don't know	How USEFUL was each to your initial adjustment?					Not applicable/ don't know	How INFORMATIVE was each of the following?					Not applicable/ don't know
	5 Very Welcome	4	3	2	1 Not at welcome		5 Very useful	4	3	2	1 Not at useful		5 Very informative	4	3	2	1 Not at informative	
Registration and Orientation Weekend (ROW) (in the summer before your Freshman year)	5	4	3	2	1	NA	5	4	3	2	1	NA	5	4	3	2	1	NA
Fall Orientation (the week before Freshman classes started.	5	4	3	2	1	NA	5	4	3	2	1	NA	5	4	3	2	1	NA
Black Cultural Center Freshman Social/Open House	5	4	3	2	1	NA	5	4	3	2	1	NA	5	4	3	2	1	NA

Berea College
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Student Life

Please rate the extent to which each of the following has contributed to your overall Berea College experience.

	5 Very positively				1 Very negatively	Not applicable/ don't know
Living arrangements in the residence halls	5	4	3	2	1	NA
Collegium support	5	4	3	2	1	NA
Residence Hall staff (RAs, monitors, etc.)	5	4	3	2	1	NA
Labor assignments	5	4	3	2	1	NA
Intercollegiate sports programs	5	4	3	2	1	NA
Intramural sports programs	5	4	3	2	1	NA
Fitness opportunities	5	4	3	2	1	NA
Social clubs	5	4	3	2	1	NA
Entertainment events at the College	5	4	3	2	1	NA
Black Music Ensemble	5	4	3	2	1	NA
Unity Banquet	5	4	3	2	1	NA

Berea College
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Academics

How **IMPORTANT** are each of the following to you?

5 Very important					1 Not at all important					Not applicable/ don't know				
5	4	3	2	1	5	4	3	2	1	5	4	3	2	1

- Academic advising
- Faculty instruction
- Faculty concern and encouragement
- Classroom learning environments
- Convocations
- Learning through service opportunities
- Basic Math instruction and support
- Writing support (Learning Center/CEC)
- Study skills (and other basic academic support through the Learning Center/CEC)

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

5 Very satisfied					1 Not at all satisfied					Not applicable/ don't know				
5	4	3	2	1	5	4	3	2	1	5	4	3	2	1

What general or specific comments would you like to relay to administrators, faculty and staff of the College?

Berea College
Survey of African-American Students
April 2003

This is the last section of the written portion of the evening. We have allotted 20 minutes for you to write an essay answering the following questions.

Describe a specific and important incident that has occurred for you at Berea College. How has it affected your understanding or feeling for the College? How would you relay this to an African-American high school student who is considering attending Berea?

Thank you! You are now finished with the written portion of the evening. The discussion will begin at 7:55. Please hold onto your disk until the end of the evening.

A Study of African American Students at Berea College

Office of Institutional Research and Assessment
Berea College
Berea, Kentucky
May 2004

Introduction and Methods

In April 2003 a study of African American students was designed and conducted. The major thrust of the project was to understand why Berea College has been relatively successful (compared to national norms) in attracting, retaining, and graduating African American students. The African American enrollment at the College is 17%. The latest freshman-to-sophomore retention rate for African American students is 85% compared to 77% for other domestic students (based on the 2001 freshman cohort) and the latest five-year graduation rate is 58% for both African American students and other domestic students (based on the 1998 freshman cohort). These statistics suggest that the College is exceeding national enrollment and graduation rates for African American students attending a predominantly white institution.

The study was conducted in collaboration with the Black Cultural Center with support from the President's office. African American students were invited to attend one of two 2-hour sessions that included the administration of a moderated group discussion in which specific questions were addressed.

The survey instrument included the following:

1) Demographic items (gender, classification, residence, high school racial composition, non-traditional. status, parent education, and how often travel home occurs)

2) Twelve open-ended questions:

- *What positive experiences have you had at the College that contributed to your sense of well being or success at Berea?*
- *What negative experiences have you had at the College (that created a hardship for you)?*
- *What positive experiences have you had in the city of Berea that contributed to your sense of well-being or success at Berea?*
- *What negative experiences have you had in the city of Berea (that created a hardship for you)?*
- *What experiences do you need to have to ensure your ultimate academic success?*
- *What may hinder your chance of success?*

- *Is the Berea College learning environment an inclusive one for African American students? Please comment.*
- *What role, if any, have African American alumni (people who attended or graduated from Berea College) played in your decision to attend and/or remain enrolled at Berea College?*
- *Please describe the retail products and services, if any, you are in need of that are not currently being met by the College or surrounding communities.*
- *Please comment on organizations in the surrounding communities that you may have been involved in and how these experiences have affected you.*
- *What comments would you like to relay to administrators, faculty and staff of the College? Please explain by using specific examples.*
- *Describe a specific and important incident that has occurred for you at Berea College. How has it affected your understanding or feeling for the College? How would you relay this to an African-American high school student who is considering attending Berea?*

3) Structured questions aimed at selected campus areas (scales assessed participation in, importance, and contribution to success and well-being, fulfillment of personal need, and satisfaction):

- Black Cultural Center
- On-Campus Worship Opportunities or Spiritual Growth and Expression
- Off-Campus Opportunities for Worship or Spiritual Growth and Expression
- Basic Education Skills (writing, reading, test-taking, public speaking, etc.)- (support from The Learning Center)
- Career and Educational Planning Skills (Career Development Office)
- Life Skills Development (leadership, conflict resolution, managing finances, etc.)
- Health Service
- Psychological/Counseling Services
- Financial Assistance
- Admissions (5 items)
- Student Life (11 items)
- Academics (10 items)
- Orientation (3 items)
- Labor (5 items)

The open-microphone moderated discussion followed the administration of the survey. Participants addressed four questions:

- *Why did you enroll at Berea?*
- *What keeps you enrolled?*
- *Have you ever thought about leaving? If so, why?*
- *What do you want faculty and staff to know that could help you?*

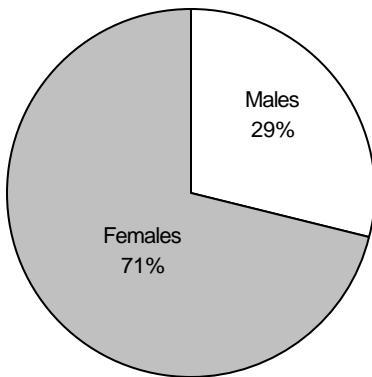
Results

Refer to the charts at the end of this document for full results (frequency distribution of responses and mean values) for every item.

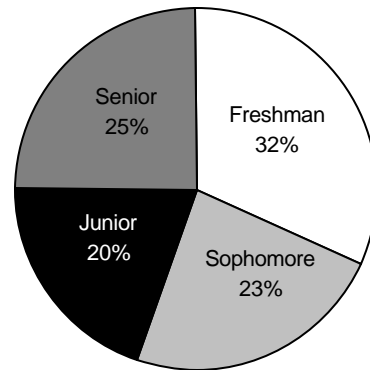
Demographics (gender, classification, residence, high school racial composition, non-traditional. status, parent education, weekend travel home)

- 142 participants (62% of all self-identified African American students)

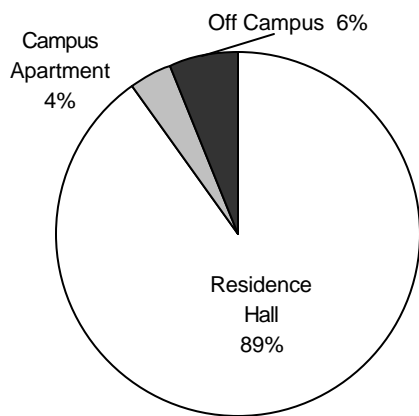
Gender



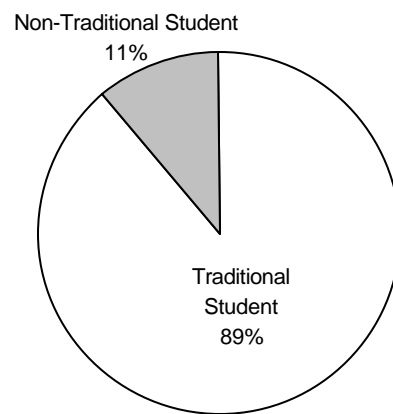
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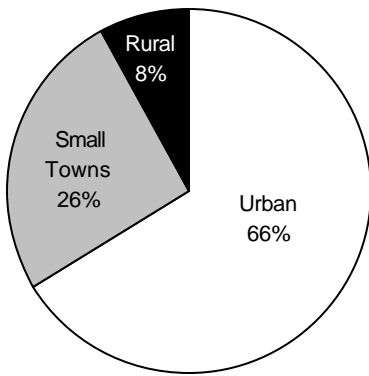
Residence



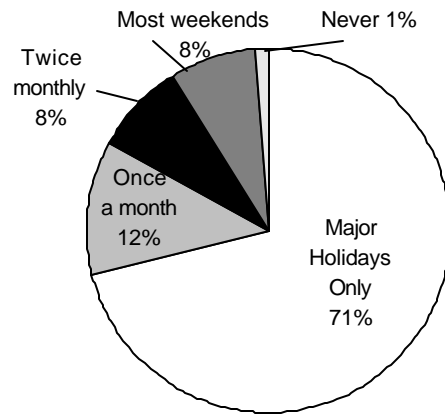
Student Status (4% single parent)



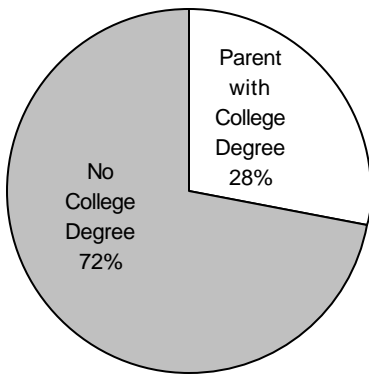
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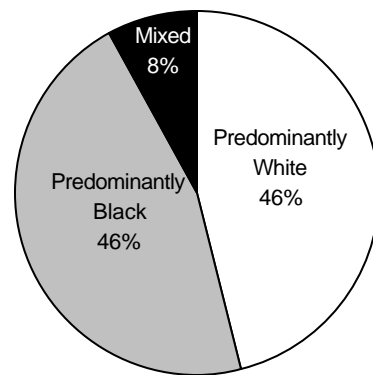
How often travel to home



Parental Education



High School Racial Composition



Items related to:

- Financial Assistance
- Basic Educational Skills (writing, reading, test-taking, public speaking support from the Learning Center)
- Career and Educational Planning Skills (the Career Development Office)
- Life Skills Development (leadership, conflict resolution, managing finances, etc.)
- Black Cultural Center
- On and Off-Campus Worship Opportunities
- Health Services and Psychological/Counseling Services

The following chart illustrates the results for the areas listed above. In general, Financial Assistance was rated the highest area in importance and in terms of personal need (93% and 88% rated these items respectively above the neutral point). Basic Educational Skills was the top rated area in terms of the extent need was met, satisfaction, and contribution

to overall success (72%, 62%, and 60% respectively rated this area positively). The Black Cultural Center and Psychological/Counseling Services were both rated *higher* in satisfaction than in importance. All other areas showed a negative gap between importance and satisfaction ratings (the highest gaps between importance and satisfaction were for Financial Assistance, Life Skills Development and for Career and Educational Planning skills).

Importance	Personal Need	Extent Need Met	Satisfaction	Cont. Overall Success
Financial Assistance 4.72 (93%)	Financial Assistance 4.58 (88%)	Educational Skills 3.85 (72%)	Educational Skills 3.65 (62%)	Educational Skills 3.64 (60%)
Career Plan Skills 4.50 (90%)	Career Plan Skills 4.34 (88%)	Career Plan Skills 3.66 (61%)	Black Cultural Center 3.52 (53%)	Financial Assistance 3.59 (56%)
Educational Skills 4.46 (85%)	Off-Campus Worship 3.83 (64%)	Financial Assistance 3.45 (53%)	Career Plan Skills 3.48 (54%)	Career Plan Skills 3.37 (51%)
Life Skills Dvlpmnt 4.27 (81%)	On-Campus Worship 3.81 (63%)	Off-Campus Worship 3.25 (45%)	Financial Assistance 3.19 (44%)	Life Skills Dvlpmnt 3.28 (47%)
Off-Campus Worship 3.96 (68%)	Life Skills Dvlpmnt 3.65 (58%)	Life Skills Dvlpmnt 3.12 (40%)	Life Skills Dvlpmnt 3.16 (42%)	Off-Campus Worship 3.07 (37%)
On-Campus Worship 3.93 (68%)	Educational Skills 3.53 (53%)	On-Campus Worship 3.07 (31%)	Off-Campus Worship 2.99 (40%)	On-Campus Worship 2.96 (32%)
Health Services 3.40 (52%)	Health Services 3.17 (40%)	Counseling Services 2.90 (32%)	On-Campus Worship 2.98 (35%)	Black Cultural Ctr 2.86 (33%)
Black Cultural Center 3.16 (43%)	Black Cultural Center 2.78 (28%)	Health Services 2.85 (34%)	Counseling Services 2.86 (32%)	Counseling Services 2.48 (24%)
Counseling Services 2.31 (25%)	Counseling Services 1.99 (19%)	Black Cultural Center 2.78 (28%)	Health Services 2.48 (23%)	Health Services 2.41 (23%)

Items related to Admissions, Orientation, Student Life, Labor, and Academics

Respondents were asked to report how important several components of Admissions processes were to their decision to enroll at the College. The highest mean rating was for the Carter Woodson Weekend followed by discussion with Berea College students or alumni. These experiences were also rated the most positively.

In the Orientation section, the Fall Orientation events were rated the highest in terms of feeling welcomed and general usefulness. The summer Registration and Orientation Weekends (ROWS) were top rated in terms of information gained.

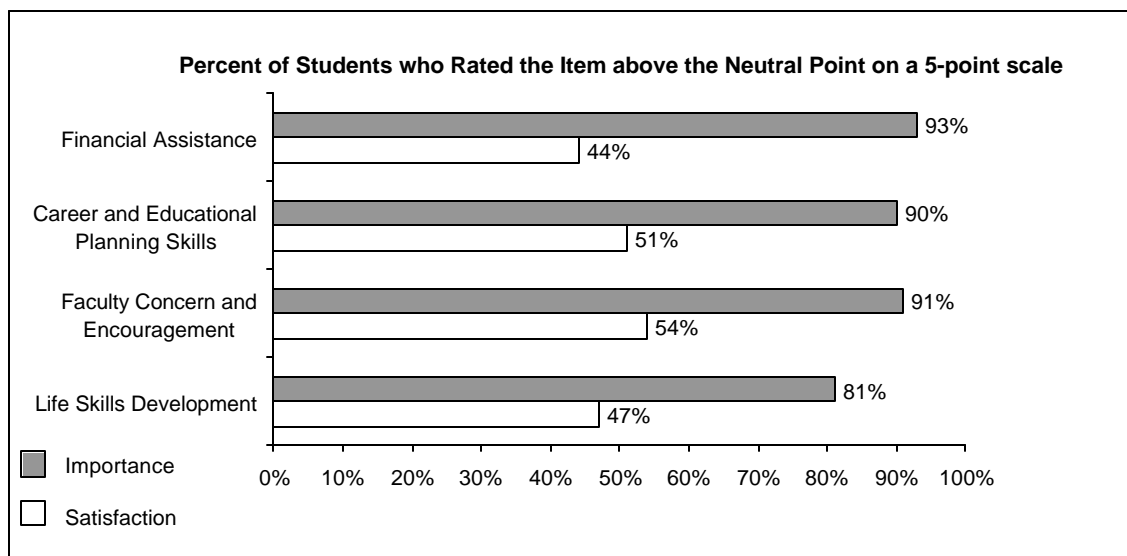
In the Student Life area, the most positive ratings (contributions to overall experience) were for Black Music Ensemble and Fitness Opportunities.

In Labor, the importance of “Personal/professional development opportunities within the labor program” was rated the most important followed by “Skill development through the labor program.” Satisfaction was greatest for “Personal/professional..” item followed by “Labor supervision.” The highest rating for how much each had contributed to the overall College experience was “Labor assignment.”

In Academics, the highest rating of importance was for “Classroom learning environments” followed by “Faculty concern and encouragement.” The highest satisfaction ratings in this area were for “Classroom learning environments” and “Study skills (and other basic academic support through the Learning Center).”

In general, all specific items in the area of Academics except for “Convocations” were rated more important than they were rated in terms of satisfaction. The greatest gap between importance and satisfaction was for “Academic advising” followed by “Faculty concern and encouragement.” The smallest gap between importance and satisfaction was for “Learning through service opportunities.”

The following chart summarizes the items of greatest “challenge.” These are items for which the ratings of importance are high and the satisfaction ratings are relatively low.



Open-Ended Questions

The following questions were asked on the survey. Individual responses were content analyzed and categorized. Respondents typically wrote more than one comment or gave multiple answers to each question. In the summaries below each question, I have reported the categories that contain the greatest numbers of similar responses (and at least 10 people gave similar responses). The numbers below are taken from the 141 usable surveys.

What positive experiences have you had at the College that contributed to your sense of well-being at Berea?

- faculty interaction with students, advisors, and small classes (43)
- friends, social ties at the College (35)
- learning from others of different backgrounds including race, international, and sexual orientation (30)
- generally good atmosphere (e.g., helpful staff, faculty, support services, residence life) (29)
- experiences in the Black Music Ensemble (BME) (15)

What negative experiences have you had at the College (that have created a hardship for you)?

- problems with faculty (lack of time spent with student, unfair or inappropriate treatment, and being called on in class “to speak for their race”) (27)
- general racism, close-mindedness (21)
- difficulties with socializing (18)
- financial problems (14)
- problems in labor (discrimination, pay problems they ascribed to race or advancement issues because of race) (13)
- “none” (13)

What positive experiences have you had in the city of Berea that contributed to your sense of well-being or success at Berea?

- friendly, helpful, and welcoming (48)
- “none” (32)
- small, quiet, safe or family oriented (18)

What negative experiences have you had in the city of Berea (that created a hardship for you)?

- racist remarks, disrespectful drivers (52)
- “none”(31)
- lack of products, services, or entertainment opportunities (12)

What experiences do you need to have to ensure your ultimate academic success?

- fair and supportive faculty or challenging academic experiences (45)
- support of family, friends, and other caring people (31)

- need for a more diverse campus (18)
- more Black social activities, study areas, and cultural experiences (18)
- had to “do it myself” and succeed academically (17)
- need for internships and other career development opportunities (13)

What may hinder your chance of success?

- nothing would hinder their chances (only if “I give up on myself”) (47)
- particular faculty or a lack of access to faculty or understanding would hinder their chances (25)
- general lack of support or encouragement (or overwhelming stress) (20)
- financial problems (14)
- boredom of living in a small town or lack of transportation to get out of Berea (12)

Is the Berea College learning environment an inclusive one for African American students? Please comment.

- a clear “yes” citing Berea as an “opportunity” and describing feeling comfortable and supported (from Black Cultural Center, faculty in general, etc.) (65)
- ambivalent answers (“sometimes, it depends, couldn’t say,” etc.) (28)
- need for more emphasis on racial programming and Black history, etc. (11)

What role, if any, have African American alumni (people who attended or graduated from Berea College) played in your decision to attend and/or remain enrolled at Berea College?

- “none” or “not applicable” (57)
- played a positive role and in several cases specifically mentioned faculty/staff alumni currently working at the College (their encouragement was very important) (44)
- alumni played a role in their applying (22)

Please describe the retail products and services, if any, you are in need of that are not currently being met by the College or surrounding communities.

- black hair products, salons, or barbers were needed (87)
- need for more general shopping (transportation out of Berea) (41)
- need for books, magazines, clothing, music and food items (29)
- no answer (29)

Please comment on organizations in the surrounding communities that you may have been involved in and how these experiences have affected you.

By far, the most common response was that the student had not been involved in any organizations in the surrounding communities or knew of any (108 responses). Of those who had been involved, the vast majority mentioned a service organization or project (15 responses). These were usually projects or experiences where individuals and programs at the College

created the opportunity (e.g., project through CELTS, Bonner's Scholars, SFA, Habitat for Humanity, Boys and Girls Club, etc.) and a few on their own (e.g., helping out at a church nursery, working in care centers for the elderly or for children). A few students (11 responses) mentioned participation in area churches. Five students answered this question by mentioning their involvement in the Black Music Ensemble (BME) and how motivating and encouraging it was.

What comments would you like to relay to administrators, faculty, and staff of the College? Please explain by using specific examples.

- 37 comments focused on asking faculty to present themselves as more caring (be patient and open-minded; reach out to quiet and shy students; listen, and learn how to communicate with AA students; be willing to work with various learning styles and help student develop; be interested in students outside of classroom; and refrain from belittling and talking down to students)
- 37 participants gave no response to this question
- 24 comments suggested that faculty members are good or helpful, and students wanted to thank them
- 8 comments focused on needing better advising support (knowledge about careers, graduate school and majors)
- 4 comments specifically mentioned hiring more black faculty and staff

Describe a specific and important incident that has occurred for you at Berea College. How has it affected your understanding or feeling for the College? How would you relay this to an African-American high school student who is considering attending Berea?

Many students gave somewhat in-depth responses to this question. The greatest number of similar responses referred in some way to how Berea College was a good opportunity to meet all kinds of people and to learn in a challenging academic program (same finding as was found in the results of the National Survey of Student Engagement (NSSE) for all students, Spring 2003). Several students mentioned specifically how the Black Music Ensemble had been a critical experience; it was described in highly positive terms. Also, several students described how their studies in other countries and opportunities to travel were of great value (we find this same result for graduating seniors in exit surveys). Several students mentioned service-learning opportunities and internships as critical and positive experiences.

A few students mentioned how the Carter Woodson weekend was misleading in regard to how supportive African American students would be of each other and how supportive the College was in general. However, three students specifically mentioned the experience as a very positive first impression, one that resulted in sustained friendships and connections.

Students who gave responses to what they would relay to an African American high school student considering attending Berea most often gave advice about how beneficial the College was to one's growth (challenging, enlightening, an opportunity). Their advice was to stay focused, don't take up bad habits (alcohol or drugs, excessive partying), and to have faith that it can be done.

A few students gave negative responses to this part of the question by advising students to stay away from Berea because of "financial aid lies" and bad social experiences.

Open -Microphone Moderated Discussion

At both of the two evening sessions, open-microphone discussions took place after the students completed the survey. Staff and student members of the Office of Institutional Research and Assessment and the Black Cultural Center administered the surveys, worked on technical problems, and provided refreshments for students during the evening. African American faculty/staff members Ms. Paula McGhee, Mr. Jonathan Johnson and Mr. Carl Thomas moderated the open microphone part of the session. I (Director of Institutional Research and Assessment office) took notes of every comment and recorded the crowd reactions to comments made during the open discussion.

Overall the first evening session was comprised of mostly freshman and sophomore students. This session's tone was much more relaxed and happy. There was a lot of laughter and more positive interaction among the group. The second evening's tone was much more serious with more consternation and anger expressed about various issues. Although there was a lot of clapping when speakers got passionate about a topic, the group was also more divisive showing less support to one another than did the younger group in the earlier session.

The four "open microphone" discussion questions were as follows:

Why did you enroll at Berea?

Participants at both sessions cited the following reasons: most mentioned free tuition, three speakers specifically mentioned the Carter Woodson Weekend, others cited the low faculty to student ratio and that Berea seemed very friendly to single parents. Other comments focused on knowing Berea was a good school academically and having a guaranteed job in the labor program. One student specifically cited being in sports and another said she came to be in the Black Music Ensemble.

What keeps you enrolled?

Participants in both sessions mentioned a variety of reasons for staying enrolled including financial assistance, opportunities through the labor program for career development, traveling for classes and Study Abroad, BME, Black History Month, Bonner's Scholars, Women's Studies, Black Studies, and particular faculty/staff.

Other students mentioned that they couldn't quit because their mothers would not accept that alternative along with having the personal drive to get a college education. Several mentioned something about the family nature of the College and that people were always willing to help.

Have you ever thought about leaving, if so, why?

Participants gave a wide array of reasons for why they had thought of leaving. Fewer students participated at this point as a few students gave longer explanations of why they thought of leaving. The reasons given included trouble with financial situation (feeling like they were deceived about the free education), needing a break from campus, social dissatisfaction, difficult academic work, problems at home with sickness and family needs, wanting one's own car and living off campus, struggling in Basic Math, feeling like they weren't being prepared to take

standardized tests required to get into graduate programs and professional schools, not having enough black faculty, and problems with policies that are perceived as not in line with a Christian school.

What do you want faculty and staff to know that could help you?

A common statement made by participants was about wanting more black faculty and asking white faculty to refrain from asking for the “black” point of view from individual black students. Other speakers asked that faculty try to listen more to their views and understand more about black culture. Some students expressed frustration at being discouraged to try harder (told to drop out of the class or the major) or feeling like they were inappropriately taking up faculty time. One student expressed that the Black Cultural Center should not be the only place where students felt supported. One student wondered how faculty were “tested” to know if they were capable teachers. Other students asked that faculty learn to break concepts down better for them and get training in how to do that in their disciplines. Others expressed a need for having more after-hours support and wanting more discussion in classes in general. One student expressed frustration at having to avoid a very bad teacher in a department and because of the smallness of the school this precluded her from getting through a certain major. Others mentioned the need for more black Collegium members (she said, “You are seen as hostile because you are black.”). Another student asked if more non-students could be used to tutor in the Math Lab. One male student suggested putting together a “black history of Berea College.” Some mentioned that staff in general should take confidentiality more seriously. One female asked that a book be put together that would say where money could be obtained to finance one’s education. Others were frustrated with not having enough staff members to help with career development and job searches. Others complained of poor advising or advisors who were not encouraging. One female expressed distress at being a nontraditional student and she felt like certain faculty didn’t think she belonged here. Another female student asked that faculty recognize the many problems AA students may have. She said that because many AA students come from poor schools, they may need more help with writing, reading, and learning how to study. She suggested that the Learning Center goals be part of all classrooms and asked that faculty learn more about AA culture.

Refer to the charts at the end of this document for complete comparative results for gender, classification, type of high school, and family income.

Differences in gender, classification, type of high school (predominantly white, predominantly black), and family income categories (over \$25,000 per year and \$25,000 and below).

Gender:

Differences occurred between men and women in the areas of On and Off Campus Opportunities for Worship or Spiritual Growth and Expression, Psychological/counseling Services, Student Life, and in Labor.

- Women expressed a greater need for and rate the importance of worship opportunities higher than do men and are less satisfied with services in this area.
- Women expressed a greater need for as well as satisfaction with counseling services.

- Men rated Intercollegiate sports programs more positively.
- Women rated skill development through the labor program more positively.

Classification:

Differences due to classification level occurred in the areas of the Black Cultural Center, Career and Educational Planning Skills, Financial Assistance, Admissions, Orientation, Labor, and Academics.

In general, freshmen rated the importance of the BCC to their overall success and well-being more highly (significantly higher than juniors). Sophomores rated their satisfaction with the services or programs of the BCC than others (significantly higher than seniors). Seniors rated their level of personal need for career and educational planning skills higher than others (significantly higher than juniors) while sophomores rated the contribution to their overall success and well-being of career and educational planning skills more highly than others (especially seniors). Freshmen rated items related to financial assistance more positively than seniors (the extent to which the need for financial assistance is met by services at the College, their satisfaction with these services and how much it has contributed to their overall success). Freshmen generally rated items related to Admissions (the importance of personal phone calls and discussions with Berea College students or alumni) as more important and more positive. Freshmen also rated their experiences with Fall Orientation more positively (how welcoming it was, how useful and informative it was). Registration and Orientation Weekends (ROWS) were rated highest in terms of usefulness by sophomores followed by freshmen. The importance and satisfaction with various aspects of the labor program (personal/professional development opportunities, labor assignments, skill development, supervisor concern and encouragement, and labor supervision itself) were generally rated less positively by freshmen. Seniors rated these items more positively in terms of how they contributed to the overall Berea experience. Satisfaction with faculty instruction was rated more positively by freshmen (significantly higher than seniors).

Type of High School:

Differences between students who came from predominantly white versus black high schools occurred in the areas of On-Campus Opportunities for Worship or Spiritual Growth, Career and Educational Planning Skills, Financial Assistance, Orientation, Student Life, Labor, and Academics.

Students from *predominantly black high schools* rated their need for on-campus worship more highly. They also rated more positively services or programs aimed at fulfilling a need for career and educational planning skills, the contribution of financial assistance, the Black Cultural Center freshman social, Fall Orientation, and intramural sports program. However, they rated entertainment events at the College more negatively.

Also, students from predominantly black high schools rated the importance of labor supervision more positively (as well as their satisfaction with labor supervisor concern and encouragement and supervision, and person/professional development within the labor program). Furthermore,

these students rated these areas as contributing more positively to their overall Berea College experience.

Finally, students from predominantly black high schools rated the importance of study skills (and other basic academic support through the Learning Center) more positively as well as their satisfaction with faculty instruction and writing support through the Learning Center.

Family Income Categories:

Significant differences occurred in items related to Health Service, Psychological/ Counseling Services, Admissions, Student Life, Labor, and Academics.

Students from families with incomes of \$25,000 or less reported using Berea College Health Service more often and were more satisfied with psychological/counseling services. These same students rated the importance of Admissions literature and the Carter Woodson Weekend more highly. They rated their experience with Admission literature more positively also. They rated the contribution of the Black Music Ensemble to their overall experience more highly and rated the importance of their labor assignments as well as their satisfaction with skill development through the labor program more highly. They also rated the importance of learning through service opportunities significantly higher.

Summary and Conclusions

Berea College is located in a small city, one with a low minority population; only 6% of the College's faculty is minority. Despite these characteristics, 17% of the student body is African American and the percentage is expected to grow. Furthermore, African American students graduate at similar rates as other domestic students on Berea's predominantly white campus.

The present study found that African American (AA) students, just as all other students, most commonly cited *financial assistance* as their primary reason for attending Berea. However, there was a substantial gap between the rated importance and satisfaction on this key factor. Other reasons AA students reported for choosing to attend Berea included the *Carter Woodson Weekend*, a *low student-to-faculty ratio*, our *strong academic reputation*, the *Labor Program*, the *Black Music Ensemble*, and *the chance to participate in athletics*.

The greatest reported strengths (items rated both high in importance and high in satisfaction) included *development opportunities within the Labor Program* and the *general learning environment in classrooms*. Along with *financial assistance*, other challenge areas included *unmet needs related to career and educational planning*, *faculty concern and encouragement*, and *life skills development* (leadership, conflict resolution, managing finances, etc.).

African-American Student Study April 2003

Demographics

	Male	Female		Freshman	Sophomore	Junior	Senior
Gender	41 (29.1%)	100 (70.9%)	Classification	46 (32.6%)	32 (22.7%)	28 (19.9%)	35 (24.8%)

Where do you live?

Residence hall	126 (89.4%)
College specialty housing	3 (2.1%)
College apartment	3 (2.1%)
Off-campus apartment	9 (6.4%)

Status

Single, no children, under age 23	125 (88.7%)
Single, no children, over age 23	6 (4.3%)
Married with no children	2 (1.4%)
Single with a child/ren for whom I am responsible	6 (4.3%)
Married with a child/ren for whom I am responsible	2 (1.4%)

High School Racial Mix

Predominantly White	63 (44.7%)
Predominantly African-American	62 (44.0%)
Other	11 (7.8%)
<i>Missing</i>	5 (3.5%)

High School Location

Urban (city or metropolitan area)	87 (61.7%)
Small or mid-size town	34 (24.1%)
Rural	10 (7.1%)
<i>Missing</i>	10 (7.1%)

Highest Educational Attainment of your Parents:

	Dad	Mom
Some high school or less	20 (14.2%)	11 (7.8%)
High school diploma or GED	50 (35.5%)	36 (25.5%)
Some college, no degree	25 (17.7%)	43 (30.5%)
Vocational/technical degree	5 (3.5%)	8 (5.7%)
Associate degree	5 (3.5%)	12 (8.5%)
Bachelor's degree	16 (11.3%)	22 (15.6%)
Master's degree	8 (5.7%)	6 (4.3%)
Doctorate/Professional degree	1 (0.7%)	1 (0.7%)
<i>Missing</i>	11 (7.8%)	2 (1.4%)

How often do you go home in a term?

Most weekends	11 (7.8%)
Twice a month	11 (7.8%)
Once a month	17 (12.1%)
Only for major holidays/breaks	99 (70.2%)
Never	2 (1.4%)
<i>Missing</i>	1 (0.7%)

28% of the students have at least one parent with at least a college degree

**African-American Student Study
April 2003**

Black Cultural Center (BCC)

	5 Very often	4	3	2	1 Not at all	Mean*	Missing	
How often have you interacted with the Black Cultural Center or participated in the programs it sponsors?	30 (21.3%)	25 (17.7%)	46 (32.6%)	32 (22.7%)	7 (5.0%)	3.28	1 (0.7%)	
	5 Extremely important	4	3	2	1 Not at all important	Mean*	Missing	
How important is the BCC to you overall success and well-being at Berea College?	31 (22.0%)	29 (20.6%)	30 (21.3%)	33 (23.4%)	18 (12.8%)	3.16	0 (0%)	
	5 To a great extent	4	3	2	1 Not at all	Mean*	Missing	
To what extent does the BCC fulfill a need that you have personally?	14 (9.9%)	25 (17.7%)	42 (29.8%)	36 (25.5%)	24 (17.0%)	2.78	0 (0%)	
	5 Extremely satisfied	4	3	2	1 Not at all satisfied	Mean*	Not app. b/c of non-use	Missing
How satisfied are you with the services or programs of the BCC?	17 (12.1%)	45 (31.9%)	42 (29.8%)	8 (5.7%)	5 (3.5%)	3.52	24 (17.0%) 0 (0%)	
	5 A great amount	4	3	2	1 None	Mean*	Not app. b/c of non-use	Missing
How much has the BCC contributed to your overall success and well-being at Berea College?	13 (9.2%)	24 (17.0%)	26 (18.4%)	30 (21.3%)	18 (12.8%)	2.86	29 (20.6%) 1 (0.7%)	

*Means are based only on those students who provided a rating.

**African-American Student Study
April 2003**

On-Campus Opportunities for Worship or Spiritual Growth and Expression

	5	4	3	2	1		
	<u>Extremely important</u>				<u>Not at all Important</u>	<u>Mean*</u>	<u>Missing</u>
How important are <i>on</i> -campus opportunities for worship or spiritual growth and expression to your overall success and well-being at Berea College?	60 (42.6%)	32 (22.7%)	27 (19.1%)	8 (5.7%)	9 (6.4%)	3.93	5 (3.5%)
	<u>A great need</u>				<u>No need</u>	<u>Mean*</u>	<u>Missing</u>
Rate your level of personal need for <i>on</i> -campus opportunities for worship or spiritual growth and expression.	53 (37.6%)	32 (22.7%)	30 (21.3%)	14 (9.9%)	7 (5.0%)	3.81	5 (3.5%)
	<u>To a great extent</u>				<u>Not at all</u>	<u>Mean*</u>	<u>Not app. b/c of non-use</u> <u>Missing</u>
To what extent is this need (<i>on</i> -campus opportunities for worship or spiritual growth and expression) being met by services at the College?	13 (9.2%)	25 (17.7%)	52 (36.9%)	19 (13.5%)	12 (8.5%)	3.07	15 (10.6%) 5 (3.5%)
	<u>Extremely satisfied</u>				<u>Not at all satisfied</u>	<u>Mean*</u>	<u>Not app. b/c of non-use</u> <u>Missing</u>
How satisfied are you with the services or programs aimed at fulfilling this need (<i>on</i> -campus opportunities for worship or spiritual growth and expression)?	6 (4.3%)	36 (25.5%)	43 (30.5%)	21 (14.9%)	15 (10.6%)	2.98	15 (10.6%) 5 (3.5%)
	<u>A great amount</u>				<u>None</u>	<u>Mean*</u>	<u>Not app. b/c of non-use</u> <u>Missing</u>
How much have <i>on</i> -campus opportunities for worship or spiritual growth and expression contributed to your overall success and well-being at BC?	13 (9.2%)	23 (16.3%)	36 (25.5%)	30 (21.3%)	12 (8.5%)	2.96	19 (13.5%) 8 (5.7%)

*Means are based only on those students who provided a rating.

**African-American Student Study
April 2003**

Off-Campus Opportunities for Worship or Spiritual Growth and Expression

	5	4	3	2	1		
	<u>Extremely important</u>				<u>Not at all important</u>	<u>Mean*</u>	<u>Missing</u>
How important are <i>off-campus</i> opportunities for worship or spiritual growth and expression to your overall success and well-being at Berea College?	65 (46.1%)	29 (20.6%)	26 (18.4%)	9 (6.4%)	9 (6.4%)	3.96	3 (2.1%)
	<u>A great need</u>				<u>No need</u>	<u>Mean*</u>	<u>Missing</u>
Rate your level of personal need for <i>off-campus</i> opportunities for worship or spiritual growth and expression.	59 (41.8%)	28 (19.9%)	29 (20.6%)	10 (7.1%)	11 (7.8%)	3.83	4 (2.8%)
	<u>To a great extent</u>				<u>Not at all</u>	<u>Mean*</u>	<u>Not app. b/c of non-use</u> <u>Missing</u>
To what extent is this need (<i>off-campus</i> opportunities for worship or spiritual growth and expression) being met by services at the College?	24 (17.0%)	30 (21.3%)	31 (22.0%)	22 (15.6%)	13 (9.2%)	3.25	17 (12.1%) 4 (2.8%)
	<u>Extremely satisfied</u>				<u>Not at all satisfied</u>	<u>Mean*</u>	<u>Not app. b/c of non-use</u> <u>Missing</u>
How satisfied are you with the services or programs aimed at fulfilling this need (<i>off-campus</i> opportunities for worship or spiritual growth and expression)?	18 (12.8%)	30 (21.3%)	23 (16.3%)	31 (22.0%)	18 (12.8%)	2.99	17 (12.1%) 4 (2.8%)
	<u>A great amount</u>				<u>None</u>	<u>Mean*</u>	<u>Not app. b/c of non-use</u> <u>Missing</u>
How much have <i>off-campus</i> opportunities for worship or spiritual growth and expression contributed to your overall success and well-being at BC?	22 (15.6%)	23 (16.3%)	31 (22.0%)	32 (22.7%)	13 (9.2%)	3.07	17 (12.1%) 3 (2.1%)

*Means are based only on those students who provided a rating.

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Basic Educational Skills (writing, reading, test-taking, public speaking, etc.): Support from the Learning Center (formerly the CEC)

	5 <u>Extremely important</u>	4	3	2	1 Not at all important	Mean*	Missing	
How important are the development of basic educational skills to your overall success and well-being at Berea College?	90 (63.8%)	26 (18.4%)	14 (9.9%)	4 (2.8%)	2 (1.4%)	4.46	5 (3.5%)	
	5 <u>A great need</u>	4	3	2	1 No need	Mean*	Missing	
Rate your level of personal need for basic educational skill development.	39 (27.7%)	33 (23.4%)	31 (22.0%)	25 (17.7%)	7 (5.0%)	3.53	6 (4.3%)	
	5 <u>To a great extent</u>	4	3	2	1 Not at all	Mean*	Not app. b/c of non-use	Missing
To what extent is this need (basic educational skill development) being met by services at the College?	29 (20.6%)	62 (44.0%)	23 (16.3%)	11 (7.8%)	1 (0.7%)	3.85	11 (7.8%)	4 (2.8%)
	5 <u>Extremely satisfied</u>	4	3	2	1 Not at all satisfied	Mean*	Not app. b/c of non-use	Missing
How satisfied are you with the services or programs aimed at fulfilling this need (basic educational skill development)?	24 (17.0%)	50 (35.5%)	29 (20.6%)	11 (7.8%)	5 (3.5%)	3.65	18 (12.8%)	4 (2.8%)
	5 <u>A great amount</u>	4	3	2	1 None	Mean*	Not app. b/c of non-use	Missing
How much has basic educational skill development contributed to your overall success and well-being at BC?	31 (22.0%)	42 (29.8%)	26 (18.4%)	20 (14.2%)	3 (2.1%)	3.64	15 (10.6%)	4 (2.8%)

*Means are based only on those students who provided a rating.

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Career and Educational Planning Skills (Career Development Office)

	5 <u>Extremely important</u>	4	3	2	1 Not at all important	Mean*	Missing	
How important are career and educational planning skills to your overall success and well-being at Berea College?	93 (66.0%)	28 (19.9%)	6 (4.3%)	5 (3.5%)	3 (2.1%)	4.50	6 (4.3%)	
	5 <u>A great need</u>	4	3	2	1 No need	Mean*	Missing	
Rate your level of personal need for career and educational planning skills.	70 (49.6%)	48 (34.0%)	11 (7.8%)	5 (3.5%)	1 (0.7%)	4.34	6 (4.3%)	
	5 <u>To a great extent</u>	4	3	2	1 Not at all	Mean*	Not app. b/c of non-use	Missing
To what extent is this need (career and educational planning skills) being met by services at the College?	25 (17.7%)	41 (29.1%)	26 (18.4%)	12 (8.5%)	4 (2.8%)	3.66	27 (19.1%)	6 (4.3%)
	5 <u>Extremely satisfied</u>	4	3	2	1 Not at all satisfied	Mean*	Not app. b/c of non-use	Missing
How satisfied are you with the services or programs aimed at fulfilling this need (career and educational planning skills)?	24 (17.0%)	34 (24.1%)	26 (18.4%)	15 (10.6%)	8 (5.7%)	3.48	28 (19.9%)	6 (4.3%)
	5 <u>A great amount</u>	4	3	2	1 None	Mean*	Not app. b/c of non-use	Missing
How much have career and educational planning skills contributed to your overall success and well-being at BC?	18 (12.8%)	34 (24.1%)	29 (20.6%)	12 (8.5%)	10 (7.1%)	3.37	30 (21.3%)	8 (5.7%)

*Means are based only on those students who provided a rating.

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Life Skills Development (leadership, conflict resolution, managing finances, etc.)

	5	4	3	2	1			
	<u>Extremely important</u>				<u>Not at all important</u>	Mean*	Missing	
How important are life skills development to your overall success and well-being at Berea College?	68 (48.2%)	41 (29.1%)	21 (14.9%)	4 (2.8%)	1 (0.7%)	4.27	6 (4.3%)	
	5	4	3	2	1			
	<u>A great need</u>				<u>No need</u>	Mean*	Missing	
Rate your level of personal need for life skills development.	36 (25.5%)	42 (29.8%)	35 (24.8%)	18 (12.8%)	4 (2.8%)	3.65	6 (4.3%)	
	5	4	3	2	1			
	<u>To a great extent</u>				<u>Not at all</u>	Mean*	Not app. b/c of non-use	Missing
To what extent is this need (life skills development) being met by services at the College?	19 (13.5%)	27 (19.1%)	34 (24.1%)	21 (14.9%)	15 (10.6%)	3.12	20 (14.2%)	5 (3.5%)
	5	4	3	2	1			
	<u>Extremely satisfied</u>				<u>Not at all satisfied</u>	Mean*	Not app. b/c of non-use	Missing
How satisfied are you with the services or programs aimed at fulfilling this need (life skills development)?	16 (11.3%)	29 (20.6%)	29 (20.6%)	22 (15.6%)	11 (7.8%)	3.16	29 (20.6%)	5 (3.5%)
	5	4	3	2	1			
	<u>A great amount</u>				<u>None</u>	Mean*	Not app. b/c of non-use	Missing
How much have life skills development contributed to your overall success and well-being at BC?	17 (12.1%)	34 (24.1%)	33 (23.4%)	12 (8.5%)	13 (9.2%)	3.28	26 (18.4%)	6 (4.3%)

*Means are based only on those students who provided a rating.

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Health Service

	5 <u>Very Often</u>	4	3	2	1 Not at all	Mean*	Missing	
How often have you used Berea College Health Service?	19 (13.5%)	14 (9.9%)	36 (25.5%)	47 (33.3%)	18 (12.8%)	2.77	7 (5.0%)	
	5 <u>Extremely important</u>	4	3	2	1 Not at all important	Mean*	Missing	
How important are health services to your overall success and well-being at Berea College?	35 (24.8%)	33 (23.4%)	31 (22.0%)	16 (11.3%)	17 (12.1%)	3.40	9 (6.4%)	
	5 <u>A great need</u>	4	3	2	1 No need	Mean*	Missing	
Rate your level of personal need for health services.	27 (19.1%)	26 (18.4%)	35 (24.8%)	28 (19.9%)	15 (10.6%)	3.17	10 (7.1%)	
	5 <u>To a great extent</u>	4	3	2	1 Not at all	Mean*	Not app. b/c of non-use	Missing
To what extent is this need (health services) being met by services at the College?	17 (12.1%)	23 (16.3%)	24 (17.0%)	33 (23.4%)	21 (14.9%)	2.85	17 (12.1%)	6 (4.3%)
	5 <u>Extremely satisfied</u>	4	3	2	1 Not at all satisfied	Mean*	Not app. b/c of non-use	Missing
How satisfied are you with the services or programs aimed at fulfilling this need (health services)?	8 (5.7%)	20 (14.2%)	25 (17.7%)	39 (27.7%)	30 (21.3%)	2.48	13 (9.2%)	6 (4.3%)
	5 <u>A great amount</u>	4	3	2	1 None	Mean*	Not app. b/c of non-use	Missing
How much have health services contributed to your overall success and well-being at Berea College?	9 (6.4%)	17 (12.1%)	25 (17.7%)	27 (19.1%)	38 (27.0%)	2.41	19 (13.5%)	6 (4.3%)

*Means are based only on those students who provided a rating.

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Psychological/Counseling Services

	5 <u>Very often</u>	4	3	2	1 Not at all	Mean*	Missing	
How often have you used Berea College psychological/counseling services?	3 (2.1%)	0 (0%)	8 (5.7%)	12 (8.5%)	114 (80.9%)	1.29	4 (2.8%)	
	5 <u>Extremely important</u>	4	3	2	1 Not at all important	Mean*	Missing	
How important are psychological/counseling services to your overall success and well-being at Berea College?	20 (14.2%)	14 (9.9%)	20 (14.2%)	19 (13.5%)	65 (46.1%)	2.31	3 (2.1%)	
	5 <u>A great need</u>	4	3	2	1 No need	Mean*	Missing	
Rate your level of personal need for psychological/counseling services.	13 (9.2%)	14 (9.9%)	11 (7.8%)	22 (15.6%)	80 (56.7%)	1.99	1 (0.7%)	
	5 <u>To a great extent</u>	4	3	2	1 Not at all	Mean*	Not app. b/c of non-use	Missing
To what extent is this need (psychological/ counseling services) being met by services at the College?	5 (3.5%)	8 (5.7%)	13 (9.2%)	8 (5.7%)	7 (5.0%)	2.90	99 (70.2%)	1 (0.7%)
	5 <u>Extremely satisfied</u>	4	3	2	1 Not at all satisfied	Mean*	Not app. b/c of non-use	Missing
How satisfied are you with the services or programs aimed at fulfilling this need (psychological/counseling services)?	4 (2.8%)	8 (5.7%)	9 (6.4%)	11 (7.8%)	5 (3.5%)	2.86	101 (71.6%)	3 (2.1%)
	5 <u>A great amount</u>	4	3	2	1 None	Mean*	Not app. b/c of non-use	Missing
How much have psychological/counseling services contributed to your overall success and well-being at Berea College?	2 (1.4%)	5 (3.5%)	6 (4.3%)	8 (5.7%)	8 (5.7%)	2.48	109 (77.3%)	3 (2.1%)

*Means are based only on those students who provided a rating.

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Financial Assistance

	5 <u>Extremely important</u>	4	3	2	1 Not at all important	Mean*	Missing	
How important is financial assistance to your overall success and well-being at Berea College?	116 (82.3%)	11 (7.8%)	4 (2.8%)	4 (2.8%)	2 (1.4%)	4.72	4 (2.8%)	
	5 <u>A great need</u>	4	3	2	1 No need	Mean*	Missing	
Rate your level of personal need for financial assistance.	102 (72.3%)	17 (12.1%)	12 (8.5%)	4 (2.8%)	1 (0.7%)	4.58	5 (3.5%)	
	5 <u>To a great extent</u>	4	3	2	1 Not at all	Mean*	Not app. b/c of non-use	Missing
To what extent is this need (financial assistance) being met by services at the College?	33 (23.4%)	38 (27.0%)	31 (22.0%)	20 (14.2%)	12 (8.5%)	3.45	3 (2.1%)	4 (2.8%)
	5 <u>Extremely satisfied</u>	4	3	2	1 Not at all satisfied	Mean*	Not app. b/c of non-use	Missing
How satisfied are you with the services or programs aimed at fulfilling this need (financial assistance)?	24 (17.0%)	34 (24.1%)	35 (24.8%)	23 (16.3%)	17 (12.1%)	3.19	4 (2.8%)	4 (2.8%)
	5 <u>A great amount</u>	4	3	2	1 None	Mean*	Not app. b/c of non-use	Missing
How much has financial assistance contributed to your overall success and well-being at BC?	45 (31.9%)	29 (20.6%)	31 (22.0%)	16 (11.3%)	12 (8.5%)	3.59	4 (2.8%)	4 (2.8%)

*Means are based only on those students who provided a rating.

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Admissions

How *important* were each of the following to your decision to enroll at Berea College?

	5 Very important	4	3	2	1 Not at all important	Mean*	Not app/ don't know	Missing
Admissions literature (viewbook, pamphlets, etc.)	43 (30.5%)	31 (22.0%)	32 (22.7%)	13 (9.2%)	13 (9.2%)	3.59	7 (5.0%)	2 (1.4%)
Personal phone calls from Admissions staff	45 (31.9%)	21 (14.9%)	25 (17.7%)	13 (9.2%)	13 (9.2%)	3.62	21 (14.9%)	3 (2.1%)
Personal phone calls from Berea College faculty	22 (15.6%)	12 (8.5%)	21 (14.9%)	6 (4.3%)	13 (9.2%)	3.32	64 (45.4%)	3 (2.1%)
Discussions with Berea College students or alumni	56 (39.7%)	39 (27.7%)	16 (11.3%)	9 (6.4%)	5 (3.5%)	4.06	14 (9.9%)	2 (1.4%)
Carter Woodson weekend	49 (34.8%)	21 (14.9%)	10 (7.1%)	2 (1.4%)	4 (2.8%)	4.27	52 (36.9%)	3 (2.1%)

Please rate your *experience* with each of the following:

	5 Very positive	4	3	2	1 Very negative	Mean*	Not app/ don't know	Missing
Admissions literature (viewbook, pamphlets, etc.)	31 (22.0%)	43 (30.5%)	42 (29.8%)	5 (3.5%)	1 (0.7%)	3.80	14 (9.9%)	5 (3.5%)
Personal phone calls from Admissions staff	40 (28.4%)	28 (19.9%)	26 (18.4%)	4 (2.8%)	2 (1.4%)	4.00	39 (27.7%)	2 (1.4%)
Personal phone calls from Berea College faculty	19 (13.5%)	15 (10.6%)	13 (9.2%)	3 (2.1%)	3 (2.1%)	3.83	87 (61.7%)	1 (0.7%)
Discussions with Berea College students or alumni	41 (29.1%)	53 (37.6%)	15 (10.6%)	8 (5.7%)	2 (1.4%)	4.03	21 (14.9%)	1 (0.7%)
Carter Woodson weekend	45 (31.9%)	19 (13.5%)	7 (5.0%)	5 (3.5%)	2 (1.4%)	4.28	61 (43.3%)	2 (1.4%)

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Orientation

How *welcome* did each of the following make you feel at the College?

	5 <u>Very welcome</u>	4	3	2	1 Not at all welcome	Mean*	Not app/ don't know	Missing
Registration and orientation weekends (ROWs)	72 (51.1%)	32 (22.7%)	15 (10.6%)	7 (5.0%)	2 (1.4%)	4.29	12 (8.5%)	1 (0.7%)
Fall orientation	70 (49.6%)	38 (27.0%)	15 (10.6%)	4 (2.8%)	0 (0%)	4.37	11 (7.8%)	3 (2.1%)
Black Cultural Center freshman open house/social	51 (36.2%)	33 (23.4%)	15 (10.6%)	8 (5.7%)	1 (0.7%)	4.16	31 (22.0%)	2 (1.4%)

How *useful* was each to your initial adjustment?

	5 <u>Very useful</u>	4	3	2	1 Not at all useful	Mean*	Not app/ don't know	Missing
Registration and orientation weekends (ROWs)	55 (39.0%)	31 (22.0%)	26 (18.4%)	8 (5.7%)	7 (5.0%)	3.94	12 (8.5%)	2 (1.4%)
Fall orientation	59 (41.8%)	31 (22.0%)	26 (18.4%)	8 (5.7%)	3 (2.1%)	4.06	12 (8.5%)	2 (1.4%)
Black Cultural Center freshman open house/social	35 (24.8%)	36 (25.5%)	22 (15.6%)	4 (2.8%)	8 (5.7%)	3.82	32 (22.7%)	4 (2.8%)

How *informative* was each of the following?

	5 <u>Very informative</u>	4	3	2	1 Not at all informative	Mean*	Not app/ don't know	Missing
Registration and orientation weekends (ROWs)	72 (51.1%)	27 (19.1%)	17 (12.1%)	7 (5.0%)	5 (3.5%)	4.20	11 (7.8%)	2 (1.4%)
Fall orientation	66 (46.8%)	31 (22.0%)	23 (16.3%)	5 (3.5%)	3 (2.1%)	4.19	11 (7.8%)	2 (1.4%)
Black Cultural Center freshman open house/social	49 (34.8%)	24 (17.0%)	17 (12.1%)	9 (6.4%)	6 (4.3%)	3.96	35 (24.8%)	1 (0.7%)

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Student Life

Please rate the extent to which each of the following has contributed to your overall Berea College experience:

	5 Very positively	4	3	2	1 Very negatively	Mean*	Not app/ don't know	Missing
Living arrangements in the residence halls	28 (19.9%)	40 (28.4%)	40 (28.4%)	14 (9.9%)	15 (10.6%)	3.38	3 (2.1%)	1 (0.7%)
Collegium support	14 (9.9%)	31 (22.0%)	33 (23.4%)	28 (19.9%)	17 (12.1%)	2.98	17 (12.1%)	1 (0.7%)
Residence hall staff (RAs, monitors, etc.)	37 (26.2%)	38 (27.0%)	30 (21.3%)	18 (12.8%)	11 (7.8%)	3.54	5 (3.5%)	2 (1.4%)
Intercollegiate sports programs	18 (12.8%)	31 (22.0%)	15 (10.6%)	13 (9.2%)	5 (3.5%)	3.54	57 (40.4%)	2 (1.4%)
Intramural sports programs	30 (21.3%)	33 (23.4%)	14 (9.9%)	7 (5.0%)	6 (4.3%)	3.82	50 (35.5%)	1 (0.7%)
Fitness opportunities	54 (38.3%)	50 (35.5%)	22 (15.6%)	3 (2.1%)	2 (1.4%)	4.15	8 (5.7%)	2 (1.4%)
Social clubs	33 (23.4%)	38 (27.0%)	35 (24.8%)	7 (5.0%)	4 (2.8%)	3.76	23 (16.3%)	1 (0.7%)
Entertainment events at the College	28 (19.9%)	43 (30.5%)	35 (24.8%)	19 (13.5%)	11 (7.8%)	3.43	4 (2.8%)	1 (0.7%)
Black Music Ensemble	88 (62.4%)	25 (17.7%)	11 (7.8%)	2 (1.4%)	1 (0.7%)	4.55	13 (9.2%)	1 (0.7%)
Unity Banquet	37 (26.2%)	35 (24.8%)	19 (13.5%)	7 (5.0%)	2 (1.4%)	3.98	40 (28.4%)	1 (0.7%)

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Labor

How *important* are each of the following to you?

	5 Very important	4	3	2	1 Not at all important	Mean*	Not app/ don't know	Missing
Labor assignment (s)	68 (48.2%)	36 (25.5%)	20 (14.2%)	5 (3.5%)	7 (5.0%)	4.13	2 (1.4%)	3 (2.1%)
Skill development through the labor program	72 (51.1%)	38 (27.0%)	17 (12.1%)	2 (1.4%)	6 (4.3%)	4.24	3 (2.1%)	3 (2.1%)
Labor supervisor concern and encouragement	74 (52.5%)	28 (19.9%)	24 (17.0%)	7 (5.0%)	4 (2.8%)	4.18	1 (0.7%)	3 (2.1%)
Labor supervision	44 (31.2%)	46 (32.6%)	26 (18.4%)	10 (7.1%)	7 (5.0%)	3.83	3 (2.1%)	5 (3.5%)
Personal/professional development opportunities within the labor program	85 (60.3%)	31 (22.0%)	12 (8.5%)	3 (2.1%)	5 (3.5%)	4.38	2 (1.4%)	3 (2.1%)

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

	5 Very satisfied	4	3	2	1 Not at all satisfied	Mean*	Not app/ don't know	Missing
Labor assignment (s)	54 (38.3%)	35 (24.8%)	22 (15.6%)	7 (5.0%)	19 (13.5%)	3.72	0 (0%)	4 (2.8%)
Skill development through the labor program	55 (39.0%)	33 (23.4%)	22 (15.6%)	10 (7.1%)	15 (10.6%)	3.76	2 (1.4%)	4 (2.8%)
Labor supervisor concern and encouragement	59 (41.8%)	28 (19.9%)	24 (17.0%)	14 (9.9%)	13 (9.2%)	3.77	0 (0%)	3 (2.1%)
Labor supervision	52 (36.9%)	34 (24.1%)	28 (19.9%)	10 (7.1%)	11 (7.8%)	3.79	1 (0.7%)	5 (3.5%)
Personal/professional development opportunities within the labor program	57 (40.4%)	34 (24.1%)	23 (16.3%)	12 (8.5%)	11 (7.8%)	3.83	1 (0.7%)	3 (2.1%)

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Please rate the extent to which each of the following has contributed to your overall Berea College experience.

	5 <u>Very positively</u>	4	3	2	1 <u>Very negatively</u>	Mean*	Not app/ don't know	Missing
Labor assignment (s)	49 (34.8%)	37 (26.2%)	35 (24.8%)	8 (5.7%)	8 (5.7%)	3.81	1 (0.7%)	3 (2.1%)
Skill development through the labor program	47 (33.3%)	36 (25.5%)	31 (22.0%)	9 (6.4%)	11 (7.8%)	3.74	3 (2.1%)	4 (2.8%)
Labor supervisor concern and encouragement	47 (33.3%)	27 (19.1%)	36 (25.5%)	11 (7.8%)	14 (9.9%)	3.61	3 (2.1%)	3 (2.1%)
Labor supervision	45 (31.9%)	23 (16.3%)	43 (30.5%)	11 (7.8%)	10 (7.1%)	3.62	3 (2.1%)	6 (4.3%)
Personal/professional development opportunities within the labor program	52 (36.9%)	32 (22.7%)	31 (22.0%)	11 (7.8%)	9 (6.4%)	3.79	3 (2.1%)	3 (2.1%)

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Academics

How *important* are each of the following to you?

	5 Very important	4	3	2	1 Not at all important	Mean*	Not app/ don't know	Missing
Academic advising	91 (64.5%)	20 (14.2%)	18 (12.8%)	4 (2.8%)	4 (2.8%)	4.39	1 (0.7%)	3 (2.1%)
Faculty instruction	88 (62.4%)	32 (22.7%)	13 (9.2%)	2 (1.4%)	3 (2.1%)	4.45	1 (0.7%)	2 (1.4%)
Faculty concern and encouragement	95 (67.4%)	30 (21.3%)	8 (5.7%)	2 (1.4%)	2 (1.4%)	4.56	0 (0%)	4 (2.8%)
Classroom learning environments	101 (71.6%)	29 (20.6%)	5 (3.5%)	2 (1.4%)	1 (0.7%)	4.64	0 (0%)	3 (2.1%)
Convocations	24 (17.0%)	23 (16.3%)	45 (31.9%)	21 (14.9%)	25 (17.7%)	3.00	1 (0.7%)	2 (1.4%)
Learning through service opportunities	46 (32.6%)	29 (20.6%)	31 (22.0%)	13 (9.2%)	5 (3.5%)	3.79	11 (7.8%)	6 (4.3%)
Basic Math instruction and support	36 (25.5%)	21 (14.9%)	12 (8.5%)	5 (3.5%)	9 (6.4%)	3.84	55 (39.0%)	3 (2.1%)
Writing support (Learning Center/CEC)	54 (38.3%)	32 (22.7%)	21 (14.9%)	6 (4.3%)	2 (1.4%)	4.13	22 (15.6%)	4 (2.8%)
Study skills (and other basic academic support through the Learning Center/CEC)	50 (35.5%)	36 (25.5%)	18 (12.8%)	7 (5.0%)	2 (1.4%)	4.11	25 (17.7%)	3 (2.1%)

*Means are based only on those students who provided a rating.

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

	5 Very satisfied	4	3	2	1 Not at all satisfied	Mean*	Not app/ don't know	Missing
Academic advising	35 (24.8%)	36 (25.5%)	30 (21.3%)	19 (13.5%)	19 (13.5%)	3.35	0 (0%)	2 (1.4%)
Faculty instruction	22 (15.6%)	54 (38.3%)	45 (31.9%)	8 (5.7%)	9 (6.4%)	3.52	1 (0.7%)	2 (1.4%)
Faculty concern and encouragement	31 (22.0%)	43 (30.5%)	41 (2.1%)	16 (11.3%)	7 (5.0%)	3.54	0 (0%)	3 (2.1%)
Classroom learning environments	35 (24.8%)	54 (38.3%)	37 (26.2%)	7 (5.0%)	4 (2.8%)	3.80	0 (0%)	4 (2.8%)
Convocations	18 (12.8%)	31 (22.0%)	51 (36.2%)	20 (14.2%)	16 (11.3%)	3.11	3 (2.1%)	2 (1.4%)
Learning through service opportunities	31 (22.0%)	26 (18.4%)	41 (29.1%)	12 (8.5%)	9 (6.4%)	3.49	19 (13.5%)	3 (2.1%)
Basic Math instruction and support	21 (14.9%)	17 (12.1%)	21 (14.9%)	13 (9.2%)	10 (7.1%)	3.32	57 (40.4%)	2 (1.4%)
Writing support (Learning Center/CEC)	28 (19.9%)	32 (22.7%)	32 (22.7%)	12 (8.5%)	8 (5.7%)	3.54	27 (19.1%)	2 (1.4%)
Study skills (and other basic academic support through the Learning Center/CEC)	22 (15.6%)	35 (24.8%)	29 (20.6%)	9 (6.4%)	7 (5.0%)	3.55	36 (25.5%)	3 (2.1%)

*Means are based only on those students who provided a rating.

African-American Student Study Significant* Differences by Gender

Black Cultural Center

There were no significant differences.

On-Campus Opportunities for Worship or Spiritual Growth and Expression

		5	4	3	2	1	Mean**	Missing	
		Extremely important					Not at all important		
How important are <i>on</i> -campus opportunities for worship or spiritual growth and expression to your overall success and well-being at Berea College?	M:	9 (22.0%)	12 (29.3%)	9 (22.0%)	4 (9.8%)	5 (12.2%)	3.41	2 (4.9%)	
	F:	51 (51.0%)	20 (20.0%)	18 (18.0%)	4 (4.0%)	4 (4.0%)	4.13	3 (3.0%)	
		5	4	3	2	1	Mean**	Missing	
		A great need					No need		
Rate your level of personal need for <i>on</i> -campus opportunities for worship or spiritual growth and expression.	M:	8 (19.5%)	10 (24.4%)	10 (24.4%)	7 (17.1%)	4 (9.8%)	3.28	2 (4.9%)	
	F:	45 (45.0%)	22 (22.0%)	20 (20.0%)	7 (7.0%)	3 (3.0%)	4.02	3 (3.0%)	
		5	4	3	2	1	Mean**	Missing	
		To a great extent					Not at all		Not app. b/c of non-use
To what extent is this need (<i>on</i> -campus opportunities for worship or spiritual growth and expression) being met by services at the College?	M:	6 (14.6%)	6 (14.6%)	15 (36.6%)	3 (7.3%)	1 (2.4%)	3.42	8 (19.5%) 2 (4.9%)	
	F:	7 (7.0%)	19 (19.0%)	37 (37.0%)	16 (16.0%)	11 (11.0%)	2.94	7 (7.0%) 3 (3.0%)	
		5	4	3	2	1	Mean**	Missing	
		Extremely satisfied					Not at all satisfied		Not app. b/c of non-use
How satisfied are you with the services or programs aimed at fulfilling this need (<i>on</i> -campus opportunities for worship or spiritual growth and expression)?	M:	3 (7.3%)	13 (31.7%)	10 (24.4%)	5 (12.2%)	2 (4.9%)	3.30	6 (14.6%) 2 (4.9%)	
	F:	3 (3.0%)	23 (23.0%)	33 (33.0%)	16 (16.0%)	13 (13.0%)	2.85	9 (9.0%) 3 (3.0%)	

*Statistically significant ($p \leq .05$)

*Means are based only on those students who provided a rating.

Off-Campus Opportunities for Worship or Spiritual Growth and Expression

		5	4	3	2	1	Mean**	Missing
		Extremely important				Not at all important		
How important are <i>off-campus</i> opportunities for worship or spiritual growth and expression to your overall success and well-being at Berea College?	M:	10 (24.4%)	7 (17.1%)	15 (36.6%)	4 (9.8%)	4 (9.8%)	3.38	1 (2.4%)
	F:	55 (55.0%)	22 (22.0%)	11 (11.0%)	5 (5.0%)	5 (5.0%)	4.19	2 (2.0%)
		5	4	3	2	1	Mean**	Missing
		A great need				No need		
Rate your level of personal need for <i>off-campus</i> opportunities for worship or spiritual growth and expression.	M:	11 (26.8%)	6 (14.6%)	12 (29.3%)	6 (14.6%)	5 (12.2%)	3.30	1 (2.4%)
	F:	48 (48.0%)	22 (22.0%)	17 (17.0%)	4 (4.0%)	6 (6.0%)	4.05	3 (3.0%)

Basic Educational Skills (writing, reading, test-taking, public speaking, etc.): Support from the Learning Center (formerly the CEC)

There were no significant differences.

Career and Educational Planning Skills (Career Development Office)

There were no significant differences.

Life Skills Development (leadership, conflict resolution, managing finances, etc.)

There were no significant differences.

Health Service

There were no significant differences.

*Statistically significant ($p \leq .05$)

*Means are based only on those students who provided a rating.

Psychological/Counseling Services

		5	4	3	2	1	Mean**	Missing
		Extremely important						
						Not at all important		
How important are psychological/ counseling services to your overall success and well-being at Berea College?	M:	3 (7.3%)	3 (7.3%)	5 (12.2%)	6 (14.6%)	23 (56.1%)	1.93	1 (2.4%)
	F:	17 (17.0%)	11 (11.0%)	15 (15.0%)	13 (13.0%)	42 (42.0%)	2.47	2 (2.0%)

		5	4	3	2	1	Mean**	Not app. b/c of non-use	Missing
		To a great extent					Not at all		
To what extent is this need (psychological/ counseling services) being met by services at the College?	M:	0 (0%)	11 (26.8%)	3 (7.3%)	3 (7.3%)	4 (9.8%)	2.09	30 (73.2%)	0 (0%)
	F:	5 (5.0%)	7 (7.0%)	10 (10.0%)	5 (5.0%)	3 (3.0%)	3.20	69 (69.0%)	1 (1.0%)

		5	4	3	2	1	Mean**	Not app. b/c of non-use	Missing
		Extremely satisfied					Not at all satisfied		
How satisfied are you with the services or programs aimed at fulfilling this need (psychological/counseling services)?	M:	0 (0%)	0 (0%)	3 (7.3%)	3 (7.3%)	2 (4.9%)	2.13	33 (80.5%)	0 (0%)
	F:	4 (4.0%)	8 (8.0%)	6 (6.0%)	8 (8.0%)	3 (3.0%)	3.07	68 (68.0%)	3 (3.0%)

Financial Assistance

There were no significant differences.

Admissions

There were no significant differences.

Orientation

There were no significant differences.

*Statistically significant ($p \leq .05$)

*Means are based only on those students who provided a rating.

Please rate the extent to which each of the following has contributed to your overall Berea College experience:

Student Life

		5 Very positively	4	3	2	1 Very negatively	Mean**	Not app/ don't know	Missing
Intercollegiate sports programs	M:	11 (26.8%)	12 (29.3%)	4 (9.8%)	6 (14.6%)	0 (0%)	3.85	7 (17.1%)	1 (2.4%)
	F:	7 (7.0%)	19 (19.0%)	11 (11.0%)	7 (7.0%)	5 (5.0%)	3.33	50 (50.0%)	1 (1.0%)

Labor

		5 Very positively	4	3	2	1 Very negatively	Mean**	Not app/ don't know	Missing
Skill development through the labor program	M:	11 (26.8%)	9 (22.0%)	11 (26.8%)	5 (12.2%)	5 (12.2%)	3.39	0 (0%)	0 (0%)
	F:	36 (36.0%)	27 (27.0%)	20 (20.0%)	4 (4.0%)	6 (6.0%)	3.89	3 (3.0%)	4 (4.0%)

Academics

There were no significant differences.

*Statistically significant (p<=.05)

*Means are based only on those students who provided a rating.

African-American Student Study Significant* Differences by High School Mixture

Black Cultural Center (BCC)

There were no significant differences.

On-Campus Opportunities for Worship or Spiritual Growth and Expression

		5 A great need	4	3	2	1 No need	Mean**	Missing
Rate your level of personal need for on-campus opportunities for worship or spiritual growth and expression.	W:	16 (25.4%)	15 (23.8%)	19 (30.2%)	5 (7.9%)	6 (9.5%)	3.49	2 (3.2%)
	A:	30 (48.4%)	11 (17.7%)	11 (17.7%)	7 (11.3%)	1 (1.6%)	4.03	2 (3.2%)

Off-Campus Opportunities for Worship or Spiritual Growth and Expression

There were no significant differences.

Basic Educational Skills (writing, reading, test-taking, public speaking, etc.): Support from the Learning Center (formerly the CEC)

There were no significant differences.

Career and Educational Planning Skills (Career Development Office)

		5 Extremely satisfied	4	3	2	1 Not at all satisfied	Mean**	Not app. b/c of non-use	Missing
How satisfied are you with the services or programs aimed at fulfilling this need (career and educational planning skills)?	W:	7 (11.1%)	14 (22.2%)	12 (19.0%)	11 (17.5%)	5 (7.9%)	3.14	13 (20.6%)	1 (1.6%)
	A:	15 (24.2%)	17 (27.4%)	12 (19.4%)	3 (4.8%)	3 (4.8%)	3.76	10 (16.1%)	2 (3.2%)

Life Skills Development (leadership, conflict resolution, managing finances, etc.)

There were no significant differences.

*Statistically significant ($p \leq .05$)

*Means are based only on those students who provided a rating.

Health Service

There were no significant differences.

Psychological/Counseling Services

There were no significant differences.

Financial Assistance

		5 A great amount	4	3	2	1 None	Mean**	Not app. b/c of non-use	Missing
How much has financial assistance contributed to your overall success and well-being at Berea?	W:	15 (23.8%)	14 (22.2%)	11 (17.5%)	10 (15.9%)	9 (14.3%)	3.27	1 (1.6%)	3 (4.8%)
	A:	25 (40.3%)	12 (19.4%)	16 (25.8%)	4 (6.5%)	3 (4.8%)	3.87	1 (1.6%)	1 (1.6%)

Admissions

There were no significant differences.

Orientation

How welcome did each of the following make you feel at the College?

		5 Very welcome	4	3	2	1 Not at all welcome	Mean**	Not app/ don't know	Missing
Black Cultural Center freshman social/open house	W:	18 (28.6%)	14 (22.2%)	8 (12.7%)	5 (7.9%)	0 (0%)	4.00	17 (27.0%)	1 (1.6%)
	A:	28 (45.2%)	16 (25.8%)	3 (4.8%)	3 (4.8%)	0 (0%)	4.38	11 (17.7%)	1 (1.6%)

*Statistically significant ($p \leq .05$)

*Means are based only on those students who provided a rating.

How useful was each to your initial adjustment?

		5 Very Useful	4	3	2	1 Not at all useful	Mean**	Not app/ don't know	Missing
Fall orientation	W:	21 (33.3%)	16 (25.4%)	10 (15.9%)	8 (12.7%)	2 (3.2%)	3.81	6 (9.5%)	0 (0%)
	A:	31 (50.0%)	12 (19.4%)	13 (21.0%)	0 (0%)	0 (0%)	4.32	4 (6.5%)	2 (3.2%)

Student Life

Please rate the extent to which each of the following has contributed to your overall Berea College experience:

		5 Very positively	4	3	2	1 Very negatively	Mean**	Not app/ don't know	Missing
Intramural sports programs	W:	9 (14.3%)	17 (27.0%)	8 (12.7%)	4 (6.3%)	3 (4.8%)	3.61	22 (34.9%)	0 (0%)
	A:	16 (25.8%)	15 (24.2%)	3 (4.8%)	2 (3.2%)	2 (3.2%)	4.08	23 (37.1%)	1 (1.6%)
Entertainment events at the College	W:	9 (14.3%)	23 (36.5%)	17 (27.0%)	7 (11.1%)	3 (4.8%)	3.47	4 (6.3%)	0 (0%)
	A:	15 (24.2%)	15 (24.2%)	17 (27.4%)	10 (16.1%)	4 (6.5%)	3.44	0 (0%)	1 (1.6%)

*Statistically significant ($p \leq .05$)

*Means are based only on those students who provided a rating.

Labor

How important are each of the following to you?

		5	4	3	2	1	Mean**	Not app/ don't know	Missing
		Very important					Not at all important		
Labor supervision	W:	17 (27.0%)	22 (34.9%)	12 (19.0%)	4 (6.3%)	5 (7.9%)	3.70	0 (0%)	3 (4.8%)
	A:	24 (38.7%)	20 (32.3%)	10 (16.1%)	3 (4.8%)	1 (1.6%)	4.09	2 (3.2%)	2 (3.2%)

How satisfied are you with each of the following?

		5	4	3	2	1	Mean**	Not app/ don't know	Missing
		Extremely satisfied					Not at all satisfied		
Labor supervisor concern and encouragement	W:	24 (38.1%)	13 (20.6%)	8 (12.7%)	10 (15.9%)	6 (9.5%)	3.64	0 (0%)	2 (3.2%)
	A:	30 (48.4%)	14 (22.6%)	11 (17.7%)	2 (3.2%)	4 (6.5%)	4.05	0 (0%)	1 (1.6%)
Labor supervision	W:	22 (34.9%)	15 (23.8%)	12 (19.0%)	7 (11.1%)	4 (6.3%)	3.73	0 (0%)	3 (4.8%)
	A:	27 (43.5%)	15 (24.2%)	13 (21.0%)	2 (3.2%)	3 (4.8%)	4.02	1 (1.6%)	1 (1.6%)
Personal/professional development opportunities within the labor program	W:	20 (31.7%)	20 (31.7%)	8 (12.7%)	5 (7.9%)	8 (12.7%)	3.64	0 (0%)	2 (3.2%)
	A:	31 (50.0%)	13 (21.0%)	11 (17.7%)	4 (6.5%)	1 (1.6%)	4.15	1 (1.6%)	1 (1.6%)

Please rate the extent to which each of the following has contributed to your overall Berea College experience:

		5	4	3	2	1	Mean**	Not app/ don't know	Missing
		Very positively					Very negatively		
Labor assignment(s)	W:	20 (31.7%)	16 (25.4%)	16 (25.4%)	6 (9.5%)	2 (3.2%)	3.77	1 (1.6%)	2 (3.2%)
	A:	25 (40.3%)	18 (29.0%)	14 (22.6%)	1 (1.6%)	3 (4.8%)	4.00	0 (0%)	1 (1.6%)
Labor supervisor concern and encouragement	W:	24 (38.1%)	9 (14.3%)	15 (23.8%)	5 (7.9%)	6 (9.5%)	3.68	2 (3.2%)	2 (3.2%)
	A:	18 (29.0%)	17 (27.4%)	18 (29.0%)	3 (4.8%)	4 (6.5%)	3.70	1 (1.6%)	1 (1.6%)
Labor supervision	W:	23 (36.5%)	6 (9.5%)	19 (30.2%)	6 (9.5%)	4 (6.3%)	3.66	1 (1.6%)	4 (6.3%)
	A:	19 (30.6%)	14 (22.6%)	19 (30.6%)	5 (8.1%)	2 (3.2%)	3.73	2 (3.2%)	1 (1.6%)
Personal/professional development opportunities within the labor program	W:	23 (36.5%)	15 (23.8%)	14 (22.2%)	3 (4.8%)	5 (7.9%)	3.80	1 (1.6%)	2 (3.2%)
	A:	24 (38.7%)	15 (24.2%)	14 (22.6%)	4 (6.5%)	2 (3.2%)	3.93	2 (3.2%)	1 (1.6%)

*Statistically significant ($p \leq .05$)

*Means are based only on those students who provided a rating.

Academics

How important are each of the following to you?

		5 Very important	4	3	2	1 Not at all important	Mean**	Not app/ don't know	Missing
Study skills (and other basic academic support through the Learning Center/CEC)	W:	17 (27.0%)	15 (23.8%)	9 (14.3%)	6 (9.5%)	1 (1.6%)	3.85	14 (22.2%)	1 (1.6%)
	A:	28 (45.2%)	17 (27.4%)	7 (11.3%)	0 (0%)	1 (1.6%)	4.34	7 (11.3%)	2 (3.2%)

How satisfied are you with each of the following?

		5 Extremely satisfied	4	3	2	1 Not at all satisfied	Mean**	Not app/ don't know	Missing
Faculty instruction	W:	8 (12.7%)	18 (28.6%)	25 (39.7%)	5 (7.9%)	6 (9.5%)	3.27	1 (1.6%)	0 (0%)
	A:	12 (19.4%)	29 (46.8%)	13 (21.0%)	3 (4.8%)	3 (4.8%)	3.73	0 (0%)	2 (3.2%)
Writing support (Learning Center/CEC)	W:	10 (15.9%)	10 (15.9%)	16 (25.4%)	5 (7.9%)	7 (11.1%)	3.23	15 (23.8%)	0 (0%)
	A:	16 (25.8%)	18 (29.0%)	13 (21.0%)	6 (9.7%)	0 (0%)	3.83	7 (11.3%)	2 (3.2%)

*Statistically significant ($p \leq .05$)

*Means are based only on those students who provided a rating.

African-American Student Study Significant* Differences by Classification

Black Cultural Center (BCC)

		5	4	3	2	1	Mean**	Missing	
		Extremely important							
		Not at all important							
How important is the BCC to your overall success and well-being at Berea College?	F:	16 (34.8%)	11 (23.9%)	8 (17.4%)	7 (15.2%)	4 (8.7%)	3.61	0 (0%)	
	S:	6 (18.8%)	9 (28.1%)	5 (15.6%)	6 (18.8%)	6 (18.8%)	3.09	0 (0%)	
	J:	3 (10.7%)	4 (14.3%)	8 (28.6%)	8 (28.6%)	5 (17.9%)	2.71	0 (0%)	
	Sr:	6 (17.1%)	5 (14.3%)	9 (25.7%)	12 (34.3%)	3 (8.6%)	2.97	0 (0%)	
		5	4	3	2	1	Mean**	Not app. b/c of non-use	Missing
		Extremely satisfied							
		Not at all satisfied							
How satisfied are you with the services or programs of the BCC?	F:	6 (13.0%)	14 (30.4%)	18 (39.1%)	1 (2.2%)	2 (4.3%)	3.51	5 (10.9%)	0 (0%)
	S:	6 (18.8%)	14 (43.8%)	6 (18.8%)	2 (6.3%)	0 (0%)	3.86	4 (12.5%)	0 (0%)
	J:	4 (14.3%)	9 (32.1%)	5 (17.9%)	2 (7.1%)	1 (3.6%)	3.62	7 (25.0%)	0 (0%)
	Sr:	1 (2.9%)	8 (22.9%)	13 (37.1%)	3 (8.6%)	2 (5.7%)	3.11	8 (22.9%)	0 (0%)

On-Campus Opportunities for Worship or Spiritual Growth and Expression

There were no significant differences.

Off-Campus Opportunities for Worship or Spiritual Growth and Expression

There were no significant differences.

Basic Educational Skills (writing, reading, test-taking, public speaking, etc.): Support from the Learning Center (formerly the CEC)

There were no significant differences.

*Statistically significant ($p \leq .05$)

*Means are based only on those students who provided a rating.

Career and Educational Planning Skills

		5 A great Need	4	3	2	1 No need	Mean**	Missing
Rate your level of personal need for career and educational planning skills.	F:	17 (37.0%)	21 (45.7%)	2 (4.3%)	3 (6.5%)	0 (0%)	4.21	3 (6.5%)
	S:	18 (56.3%)	9 (28.1%)	5 (15.6%)	0 (0%)	0 (0%)	4.41	0 (0%)
	J:	12 (42.9%)	7 (25.0%)	3 (10.7%)	2 (7.1%)	1 (3.6%)	4.08	3 (10.7%)
	Sr:	23 (65.7%)	11 (31.4%)	1 (2.9%)	0 (0%)	0 (0%)	4.63	0 (0%)

		5 A great amount	4	3	2	1 None	Mean**	Not app. b/c of non-use	Missing
How much have career and educational planning skills contributed to your overall success and well-being at BC?	F:	3 (6.5%)	9 (19.6%)	9 (19.6%)	4 (8.7%)	3 (6.5%)	3.18	15 (32.6%)	3 (6.5%)
	S:	8 (25.0%)	7 (21.9%)	8 (25.0%)	0 (0%)	0 (0%)	4.00	9 (28.1%)	0 (0%)
	J:	1 (3.6%)	9 (32.1%)	5 (17.9%)	3 (10.7%)	2 (7.1%)	3.20	4 (14.3%)	4 (14.3%)
	Sr:	6 (17.1%)	9 (25.7%)	7 (20.0%)	5 (14.3%)	5 (14.3%)	3.19	2 (5.7%)	1 (2.9%)

Life Skills Development (leadership, conflict resolution, managing finances, etc.)

There were no significant differences.

Health Service

There were no significant differences.

Psychological/Counseling Services

There were no significant differences.

*Statistically significant ($p \leq .05$)

*Means are based only on those students who provided a rating.

Financial Assistance

		5 To a great extent	4	3	2	1 Not at all	Mean**	Not app. b/c of non-use	Missing
To what extent is this need (financial assistance) being met by services at the College?	F:	19 (41.3%)	12 (26.1%)	9 (19.6%)	4 (8.7%)	1 (2.2%)	3.98	1 (2.2%)	0 (0%)
	S:	6 (18.8%)	9 (28.1%)	8 (25.0%)	5 (15.6%)	3 (9.4%)	3.32	1 (3.1%)	0 (0%)
	J:	4 (14.3%)	8 (28.6%)	8 (28.6%)	3 (10.7%)	1 (3.6%)	3.46	1 (3.6%)	3 (10.7%)
	Sr:	4 (11.4%)	9 (25.7%)	6 (17.1%)	8 (22.9%)	7 (20.0%)	2.85	0 (0%)	1 (2.9%)

		5 Extremely satisfied	4	3	2	1 Not at all satisfied	Mean**	Not app. b/c of non-use	Missing
How satisfied are you with the services or programs aimed at fulfilling this need (financial assistance)?	F:	13 (28.3%)	10 (21.7%)	12 (26.1%)	6 (13.0%)	4 (8.7%)	3.49	1 (2.2%)	0 (0%)
	S:	6 (18.8%)	6 (18.8%)	8 (25.0%)	8 (25.0%)	3 (9.4%)	3.13	1 (3.1%)	0 (0%)
	J:	2 (7.1%)	11 (39.3%)	7 (25.0%)	2 (7.1%)	2 (7.1%)	3.38	1 (3.6%)	3 (10.7%)
	Sr:	3 (8.6%)	7 (20.0%)	8 (22.9%)	7 (20.0%)	8 (22.9%)	2.70	1 (2.9%)	1 (2.9%)

		5 A great amount	4	3	2	1 None	Mean**	Not app. b/c of non-use	Missing
How much has financial assistance contributed to your overall success and well-being at BC?	F:	21 (45.7%)	9 (19.6%)	7 (15.2%)	5 (10.9%)	3 (6.5%)	3.89	1 (2.2%)	0 (0%)
	S:	12 (37.5%)	6 (18.8%)	9 (28.1%)	3 (9.4%)	1 (3.1%)	3.81	1 (3.1%)	0 (0%)
	J:	5 (17.9%)	6 (21.4%)	7 (25.0%)	5 (17.9%)	1 (3.6%)	3.38	1 (3.6%)	3 (10.7%)
	Sr:	7 (20.0%)	8 (22.9%)	8 (22.9%)	3 (8.6%)	7 (20.0%)	3.15	1 (2.9%)	1 (2.9%)

*Statistically significant ($p \leq .05$)

*Means are based only on those students who provided a rating.

Admissions

How important were each of the following to your decision to enroll at Berea College?

		5 Very important	4	3	2	1 Not at all important	Mean**	Not app/ don't know	Missing
Personal phone calls from Admissions staff	F:	20 (43.5%)	6 (13.0%)	7 (15.2%)	4 (8.7%)	3 (6.5%)	3.90	5 (10.9%)	1 (2.2%)
	S:	14 (43.8%)	4 (12.5%)	5 (15.6%)	4 (12.5%)	1 (3.1%)	3.93	3 (9.4%)	1 (3.1%)
	J:	5 (17.9%)	4 (14.3%)	8 (28.6%)	2 (7.1%)	5 (17.9%)	3.08	3 (10.7%)	1 (3.6%)
	Sr:	6 (17.1%)	7 (20.0%)	5 (14.3%)	3 (8.6%)	4 (11.4%)	3.32	10 (28.6%)	0 (0%)
Discussions with Berea College students or alumni	F:	22 (47.8%)	15 (32.6%)	3 (6.5%)	2 (4.3%)	1 (2.2%)	4.28	3 (6.5%)	0 (0%)
	S:	18 (56.3%)	8 (25.0%)	2 (6.3%)	2 (6.3%)	0 (0%)	4.40	1 (3.1%)	1 (3.1%)
	J:	6 (21.4%)	6 (21.4%)	6 (21.4%)	4 (14.3%)	2 (7.1%)	3.42	3 (10.7%)	1 (3.6%)
	Sr:	10 (28.6%)	10 (28.6%)	5 (14.3%)	1 (2.9%)	2 (5.7%)	3.89	7(20.0%)	0 (0%)

Please rate your experience with each of the following:

		5 Very positive	4	3	2	1 Very negative	Mean**	Not app/ don't know	Missing
Personal phone calls from Admissions staff	F:	17 (37.0%)	8 (17.4%)	11 (23.9%)	2 (4.3%)	0 (0%)	4.05	8 (17.4%)	0 (0%)
	S:	15 (46.9%)	8 (25.0%)	1 (3.1%)	0 (0%)	1 (3.1%)	4.44	6 (18.8%)	1 (3.1%)
	J:	4 (14.3%)	7 (25.0%)	8 (28.6%)	1 (3.6%)	0 (0%)	3.70	7 (25.0%)	1 (3.6%)
	Sr:	4 (11.4%)	5 (14.3%)	6 (17.1%)	1 (2.9%)	1 (2.9%)	3.59	18 (51.4%)	0 (0%)
Discussions with Berea College students or alumni	F:	17 (37.0%)	17 (37.0%)	5 (10.9%)	2 (4.3%)	0 (0%)	4.20	5 (10.9%)	0 (0%)
	S:	13 (40.6%)	11 (34.4%)	3 (9.4%)	1 (3.1%)	0 (0%)	4.29	4 (12.5%)	0 (0%)
	J:	5 (17.9%)	14 (50.0%)	3 (10.7%)	3 (10.7%)	0 (0%)	3.84	2 (7.1%)	1 (3.6%)
	Sr:	6 (17.1%)	11 (31.4%)	4 (11.4%)	2 (5.7%)	2 (5.7%)	3.68	10 (28.6%)	0 (0%)

*Statistically significant ($p \leq .05$)

*Means are based only on those students who provided a rating.

Orientation

How welcome did each of the following make you feel at the College?

		5 Very welcome	4	3	2	1 Not at all welcome	Mean**	Not app/ don't know	Missing
Fall orientation	F:	28 (60.9%)	13 (28.3%)	1 (2.2%)	1 (2.2%)	0 (0%)	4.58	2 (4.3%)	1 (2.2%)
	S:	20 (62.5%)	4 (12.5%)	2 (6.3%)	2 (6.3%)	0 (0%)	4.50	3 (9.4%)	1 (3.1%)
	J:	10 (35.7%)	9 (32.1%)	6 (21.4%)	0 (0%)	0 (0%)	4.16	2 (7.1%)	1 (3.6%)
	Sr:	12 (34.3%)	12 (34.3%)	6 (17.1%)	1 (2.9%)	0 (0%)	4.13	4 (11.4%)	0 (0%)

How useful was each to your initial adjustment?

		5 Very useful	4	3	2	1 Not at all useful	Mean**	Not app/ don't know	Missing
Registration and orientation weekends (ROWS)	F:	19 (41.3%)	9 (19.6%)	8 (17.4%)	3 (6.5%)	0 (0%)	4.13	7 (15.2%)	0 (0%)
	S:	18 (56.3%)	4 (12.5%)	5 (15.6%)	1 (3.1%)	0 (0%)	4.39	3 (9.4%)	1 (3.1%)
	J:	8 (28.6%)	9 (32.1%)	6 (21.4%)	1 (3.6%)	3 (10.7%)	3.67	0 (0%)	1 (3.6%)
	Sr:	10 (28.6%)	9 (25.7%)	7 (20.0%)	3 (8.6%)	4 (11.4%)	3.55	2 (5.7%)	0 (0%)
Fall orientation	F:	25 (54.3%)	11 (23.9%)	7 (15.2%)	0 (0%)	1 (2.2%)	4.34	2 (4.3%)	0 (0%)
	S:	18 (56.3%)	4 (12.5%)	2 (6.3%)	4 (12.5%)	0 (0%)	4.29	3 (9.4%)	1 (3.1%)
	J:	8 (28.6%)	6 (21.4%)	11 (39.3%)	0 (0%)	0 (0%)	3.88	2 (7.1%)	1 (3.6%)
	Sr:	8 (22.9%)	10 (28.6%)	6 (17.1%)	4 (11.4%)	2 (5.7%)	3.60	5 (14.3%)	0 (0%)

How informative was each of the following?

		5 Very informative	4	3	2	1 Not at all informative	Mean**	Not app/ don't know	Missing
Fall orientation	F:	26 (56.5%)	11 (23.9%)	4 (8.7%)	2 (4.3%)	1 (2.2%)	4.34	2 (4.3%)	0 (0%)
	S:	17 (53.1%)	7 (21.9%)	4 (12.5%)	0 (0%)	0 (0%)	4.46	3 (9.4%)	1 (3.1%)
	J:	13 (46.4%)	6 (21.4%)	6 (21.4%)	0 (0%)	0 (0%)	4.28	2 (7.1%)	1 (3.6%)
	Sr:	10 (28.6%)	7 (20.0%)	9 (25.7%)	3 (8.6%)	2 (5.7%)	3.65	4 (11.4%)	0 (0%)

*Statistically significant ($p \leq .05$)

*Means are based only on those students who provided a rating.

Student Life

There were no significant differences.

Labor

How important are each of the following to you?

		5	4	3	2	1	Mean**	Not app/ don't know	Missing
		Very important				Not at all important			
Personal/professional development opportunities within the labor program	F:	22 (47.8%)	10 (21.7%)	7 (15.2%)	2 (4.3%)	3 (6.5%)	4.05	1 (2.2%)	1 (2.2%)
	S:	19 (59.4%)	8 (25.0%)	3 (9.4%)	0 (0%)	2 (6.3%)	4.31	0 (0%)	0 (0%)
	J:	18 (64.3%)	8 (28.6%)	0 (0%)	0 (0%)	0 (0%)	4.69	1 (3.6%)	1 (3.6%)
	Sr:	26 (74.3%)	5 (14.3%)	2 (5.7%)	1 (2.9%)	0 (0%)	4.65	0 (0%)	1 (2.9%)

How satisfied are you with each of the following?

		5	4	3	2	1	Mean**	Not app/ don't know	Missing
		Extremely satisfied				Not at all satisfied			
Labor assignment(s)	F:	7 (15.2%)	10 (21.7%)	7 (15.2%)	5 (10.9%)	15 (32.6%)	2.75	0 (0%)	2 (4.3%)
	S:	17 (53.1%)	7 (21.9%)	5 (15.6%)	1 (3.1%)	2 (6.3%)	4.13	0 (0%)	0 (0%)
	J:	17 (60.7%)	7 (25.0%)	2 (7.1%)	1 (3.6%)	0 (0%)	4.48	0 (0%)	1 (3.6%)
	Sr:	13 (37.1%)	11 (31.4%)	8 (22.9%)	0 (0%)	2 (5.7%)	3.97	0 (0%)	1 (2.9%)
Skill development through the labor program	F:	10 (21.7%)	8 (17.4%)	12 (26.1%)	4 (8.7%)	9 (19.6%)	3.14	1 (2.2%)	2 (4.3%)
	S:	16 (50.0%)	9 (28.1%)	3 (9.4%)	1 (3.1%)	3 (9.4%)	4.06	0 (0%)	0 (0%)
	J:	12 (42.9%)	8 (28.6%)	4 (14.3%)	1 (3.6%)	2 (7.1%)	4.00	0 (0%)	1 (3.6%)
	Sr:	17 (48.6%)	8 (22.9%)	3 (8.6%)	4 (11.4%)	1 (2.9%)	4.09	1 (2.9%)	1 (2.9%)
Labor supervisor concern and encouragement	F:	14 (30.4%)	7 (15.2%)	10 (21.7%)	5 (10.9%)	9 (19.6%)	3.27	0 (0%)	1 (2.2%)
	S:	15 (46.9%)	9 (28.1%)	5 (15.6%)	2 (6.3%)	1 (3.1%)	4.09	0 (0%)	0 (0%)
	J:	12 (42.9%)	6 (21.4%)	6 (21.4%)	1 (3.6%)	2 (7.1%)	3.93	0 (0%)	1 (3.6%)
	Sr:	18 (51.4%)	6 (17.1%)	3 (8.6%)	6 (17.1%)	1 (2.9%)	4.00	0 (0%)	1 (2.9%)
Labor supervision	F:	12 (26.1%)	9 (19.6%)	12 (26.1%)	2 (4.3%)	8 (17.4%)	3.35	0 (0%)	3 (6.5%)
	S:	14 (43.8%)	11 (34.4%)	6 (18.8%)	1 (3.1%)	0 (0%)	4.19	0 (0%)	0 (0%)
	J:	10 (35.7%)	8 (28.6%)	5 (17.9%)	1 (3.6%)	2 (7.1%)	3.88	1 (3.6%)	1 (3.6%)
	Sr:	16 (45.7%)	6 (17.1%)	5 (14.3%)	6 (17.1%)	1 (2.9%)	3.88	0 (0%)	1 (2.9%)

*Statistically significant ($p \leq .05$)

*Means are based only on those students who provided a rating.

Personal/professional development opportunities within the labor program	F:	12 (26.1%)	12 (26.1%)	8 (17.4%)	6 (13.0%)	7 (15.2%)	3.36	0 (0%)	1 (2.2%)
	S:	16 (50.0%)	7 (21.9%)	5 (15.6%)	2 (6.3%)	2 (6.3%)	4.03	0 (0%)	0 (0%)
	J:	10 (35.7%)	10 (35.7%)	3 (10.7%)	3 (10.7%)	0 (0%)	4.04	1 (3.6%)	1 (3.6%)
	Sr:	19 (54.3%)	5 (14.3%)	7 (20.0%)	1 (2.9%)	2 (5.7%)	4.12	0 (0%)	1 (2.9%)

Please rate the extent to which each of the following has contributed to your overall Berea College experience:

		5 Very positively	4	3	2	1 Very negatively	Mean**	Not app/ don't know	Missing
Labor assignment(s)	F:	9 (19.6%)	10 (21.7%)	15 (32.6%)	3 (6.5%)	7 (15.2%)	3.25	1 (2.2%)	1 (2.2%)
	S:	17 (53.1%)	5 (15.6%)	8 (25.0%)	2 (6.3%)	0 (0%)	4.16	0 (0%)	0 (0%)
	J:	6 (21.4%)	14 (50.0%)	6 (21.4%)	1 (3.6%)	0 (0%)	3.93	0 (0%)	1 (3.6%)
	Sr:	17 (48.6%)	8 (22.9%)	6 (17.1%)	2 (5.7%)	1 (2.9%)	4.12	0 (0%)	1 (2.9%)
Skill development through the labor program	F:	10 (21.7%)	6 (13.0%)	15 (32.6%)	4 (8.7%)	7 (15.2%)	3.19	2 (4.3%)	2 (4.3%)
	S:	13 (40.6%)	9 (28.1%)	7 (21.9%)	2 (6.3%)	1 (3.1%)	3.97	0 (0%)	0 (0%)
	J:	7 (25.0%)	11 (39.3%)	6 (21.4%)	1 (3.6%)	2 (7.1%)	3.74	0 (0%)	1 (3.6%)
	Sr:	17 (48.6%)	10 (28.6%)	3 (8.6%)	2 (5.7%)	1 (2.9%)	4.21	1 (2.9%)	1 (2.9%)
Labor supervisor concern and encouragement	F:	11 (23.9%)	5 (10.9%)	15 (32.6%)	5 (10.9%)	7 (15.2%)	3.19	2 (4.3%)	1 (2.2%)
	S:	11 (34.4%)	10 (31.3%)	8 (25.0%)	2 (6.3%)	1 (3.1%)	3.88	0 (0%)	0 (0%)
	J:	7 (25.0%)	7 (25.0%)	8 (28.6%)	2 (7.1%)	3 (10.7%)	3.48	0 (0%)	1 (3.6%)
	Sr:	18 (51.4%)	5 (14.3%)	5 (14.3%)	2 (5.7%)	3 (8.6%)	4.00	1 (2.9%)	1 (2.9%)

Academics

How satisfied are you with each of the following?

		5 Extremely satisfied	4	3	2	1 Not at all satisfied	Mean**	Not app/ don't know	Missing
Faculty instruction	F:	9 (19.6%)	20 (43.5%)	15 (32.6%)	1 (2.2%)	1 (2.2%)	3.76	0 (0%)	0 (0%)
	S:	5 (15.6%)	14 (43.8%)	6 (18.8%)	3 (9.4%)	3 (9.4%)	3.48	0 (0%)	1 (3.1%)
	J:	4 (14.3%)	11 (39.3%)	10 (35.7%)	2 (7.1%)	0 (0%)	3.63	0 (0%)	1 (3.6%)
	Sr:	4 (11.4%)	9 (25.7%)	14 (40.0%)	2 (5.7%)	5 (14.3%)	3.15	1 (2.9%)	0 (0%)

*Statistically significant ($p \leq .05$)

*Means are based only on those students who provided a rating.

African-American Student Study Significant* Differences by Family Income Categories

Black Cultural Center

There were no significant differences.

On-Campus Opportunities for Worship or Spiritual Growth and Expression

There were no significant differences.

Off-Campus Opportunities for Worship or Spiritual Growth and Expression

There were no significant differences.

Basic Educational Skills (writing, reading, test-taking, public speaking, etc.): Support from the Learning Center (formerly the CEC)

There were no significant differences.

Career and Educational Planning Skills (Career Development Office)

There were no significant differences.

Life Skills Development (leadership, conflict resolution, managing finances, etc.)

There were no significant differences.

Health Service

	5 Very Often	4	3	2	1 Not at all	Mean**	Missing
How often have you used <=\$25K	14 (19.7%)	7 (9.9%)	21 (29.6%)	16 (22.5%)	8 (11.3%)	3.05	5 (7.0%)
Berea College Health Service? >\$25K	5 (7.1%)	7 (10.0%)	15 (21.4%)	31 (44.3%)	10 (14.3%)	2.50	2 (2.9%)

Psychological/Counseling Services

	5 Extremely satisfied	4	3	2	1 Not at all satisfied	Mean**	Not app. b/c of non-use	Missing
How satisfied are you with the services or programs aimed at fulfilling this need (psychological/counseling services)?								
<=\$25K	4 (5.6%)	6 (8.5%)	5 (7.0%)	5 (7.0%)	1 (1.4%)	3.33	48 (67.6%)	2 (2.8%)
>\$25K	0 (0%)	2 (2.9%)	4 (5.7%)	6 (8.6%)	4 (5.7%)	2.25	53 (75.7%)	1 (1.4%)

*Statistically significant ($p \leq .05$)

*Means are based only on those students who provided a rating.

Financial Assistance

There were no significant differences.

Admissions

How important were each of the following to your decision to enroll at Berea College?

		5 Very important	4	3	2	1 Not at all important	Mean**	Not app/ don't know	Missing
Admissions literature (viewbook, pamphlets, etc.)	<=\$25K	27 (38.0%)	17 (23.9%)	14 (19.7%)	4 (5.6%)	4 (5.6%)	3.89	3 (4.2%)	2 (2.8%)
	>\$25K	16 (22.9%)	14 (20.0%)	18 (25.7%)	9 (12.9%)	9 (12.9%)	3.29	4 (5.7%)	0 (0%)
Carter Woodson Weekend	<=\$25K	30 (42.3%)	11 (15.5%)	3 (4.2%)	0 (0%)	1 (1.4%)	4.53	24 (33.8%)	2 (2.8%)
	>\$25K	19 (27.1%)	10 (14.3%)	7 (10.0%)	2 (2.9%)	3 (4.3%)	3.98	28 (40.0%)	1 (1.4%)

Please rate your experience with each of the following:

		5 Very positive	4	3	2	1 Very negative	Mean**	Not app/ don't know	Missing
Admissions literature (viewbook, pamphlets, etc.)	<=\$25K	20 (28.2%)	23 (32.4%)	18 (25.4%)	0 (0%)	1 (1.4%)	3.98	7 (9.9%)	2 (2.8%)
	>\$25K	11 (15.7%)	20 (28.6%)	24 (34.3%)	5 (7.1%)	0 (0%)	3.62	7 (10.0%)	3 (4.3%)

Orientation

There were no significant differences.

Please rate the extent to which each of the following has contributed to your overall Berea College experience:

Student Life

		5 Very positively	4	3	2	1 Very negatively	Mean**	Not app/ don't know	Missing
Black Music Ensemble	<=\$25K	48 (67.6%)	10 (14.1%)	3 (4.2%)	1 (1.4%)	0 (0%)	4.69	8 (11.3%)	1 (1.4%)
	>\$25K	40 (57.1%)	15 (21.4%)	8 (11.4%)	1 (1.4%)	1 (1.4%)	4.42	5 (7.1%)	0 (0%)

*Statistically significant (p<=.05)

*Means are based only on those students who provided a rating.

Labor

How important are each of the following to you?

		5	4	3	2	1	Mean**	Not app/ don't know	Missing
		Very important					Not at all important		
Labor assignment(s)	<=\$25K	38 (53.5%)	18 (25.4%)	9 (12.7%)	1 (1.4%)	1 (1.4%)	4.36	1 (1.4%)	3 (4.2%)
	>\$25K	30 (42.9%)	18 (25.7%)	11 (15.7%)	4 (5.7%)	6 (8.6%)	3.90	1 (1.4%)	0 (0%)

How satisfied are you with each of the following?

		5	4	3	2	1	Mean**	Not app/ don't know	Missing
		Extremely satisfied					Not at all satisfied		
Skill development through the labor program	<=\$25K	34 (47.9%)	16 (22.5%)	8 (11.3%)	5 (7.0%)	3 (4.2%)	4.11	1 (1.4%)	4 (5.6%)
	>\$25K	21 (30.0%)	17 (24.3%)	14 (20.0%)	5 (7.1%)	12 (17.1%)	3.43	1 (1.4%)	0 (0%)

Please rate the extent to which each of the following has contributed to your overall Berea College experience:

		5	4	3	2	1	Mean**	Not app/ don't know	Missing
		Very positively					Very negatively		
Skill development through the labor program	<=\$25K	31 (43.7%)	14 (19.7%)	14 (19.7%)	2 (2.8%)	5 (7.0%)	3.97	1 (1.4%)	4 (5.6%)
	>\$25K	16 (22.9%)	22 (31.4%)	17 (24.3%)	7 (10.0%)	6 (8.6%)	3.51	2 (2.9%)	0 (0%)

Academics

How important are each of the following to you?

		5	4	3	2	1	Mean**	Not app/ don't know	Missing
		Very important					Not at all important		
Learning through service opportunities	<=\$25K	32 (45.1%)	11 (15.5%)	13 (18.3%)	5 (7.0%)	3 (4.2%)	4.00	4 (5.6%)	3 (4.2%)
	>\$25K	14 (20.0%)	18 (25.7%)	18 (25.7%)	8 (11.4%)	2 (2.9%)	3.57	7 (10.0%)	3 (4.3%)

*Statistically significant ($p \leq .05$)

*Means are based only on those students who provided a rating.

Berea College

African American Student Study, Spring 2003

Conducted by the Office of Institutional Research and Assessment
In Collaboration With the Black Cultural Center

Presentation to the Black Student Union
October 3, 2003



Purpose of Study:

To understand what factors account for the relatively high success of the College in attracting African American students and retaining them to graduation.



Current Statistics

Fall 2003 African American Students:

Total Enrollment

260 (17%)

New Freshmen

67 (17%)

Most Recent 5-Year Graduation Rate:

AA Students

59%

Other Domestic Students

58%

International Students

100%

Study design used a structured survey including open-ended questions and an open microphone forum.



Conducted over two evenings in April, 2003.

62% (N=141) of African Americans students participated in the study.

Participants were similar in gender/classification to overall Berea AA students.

Content of Survey: Structured Items

- Demographics
- Black Cultural Center
- On and Off Campus Worship Opportunities
- Basic Educational Skills (Learning Center Services)
- Career and Educational Planning skills
- Life Skills Development
- Health Service/Psychological/Counseling Services
- Financial Assistance
- Admissions/Orientation
- Student Life
- Labor
- Academics

What the Students Actually Rated Pertaining to Many of the Items on the Survey:

- Participation
- Importance
- Personal Need
- Extent to which need is being met by College
- Satisfaction
- Contribution to overall success and well-being at the College

Relative Institutional Strengths are defined as:

Items rated above the median in importance and in the top quartile of satisfaction.

Institutional Challenges are defined as:

Items rated above the median in importance and in the bottom quartile of satisfaction or the gap between importance and satisfaction was in the top quartile.

Relative Institutional Strengths

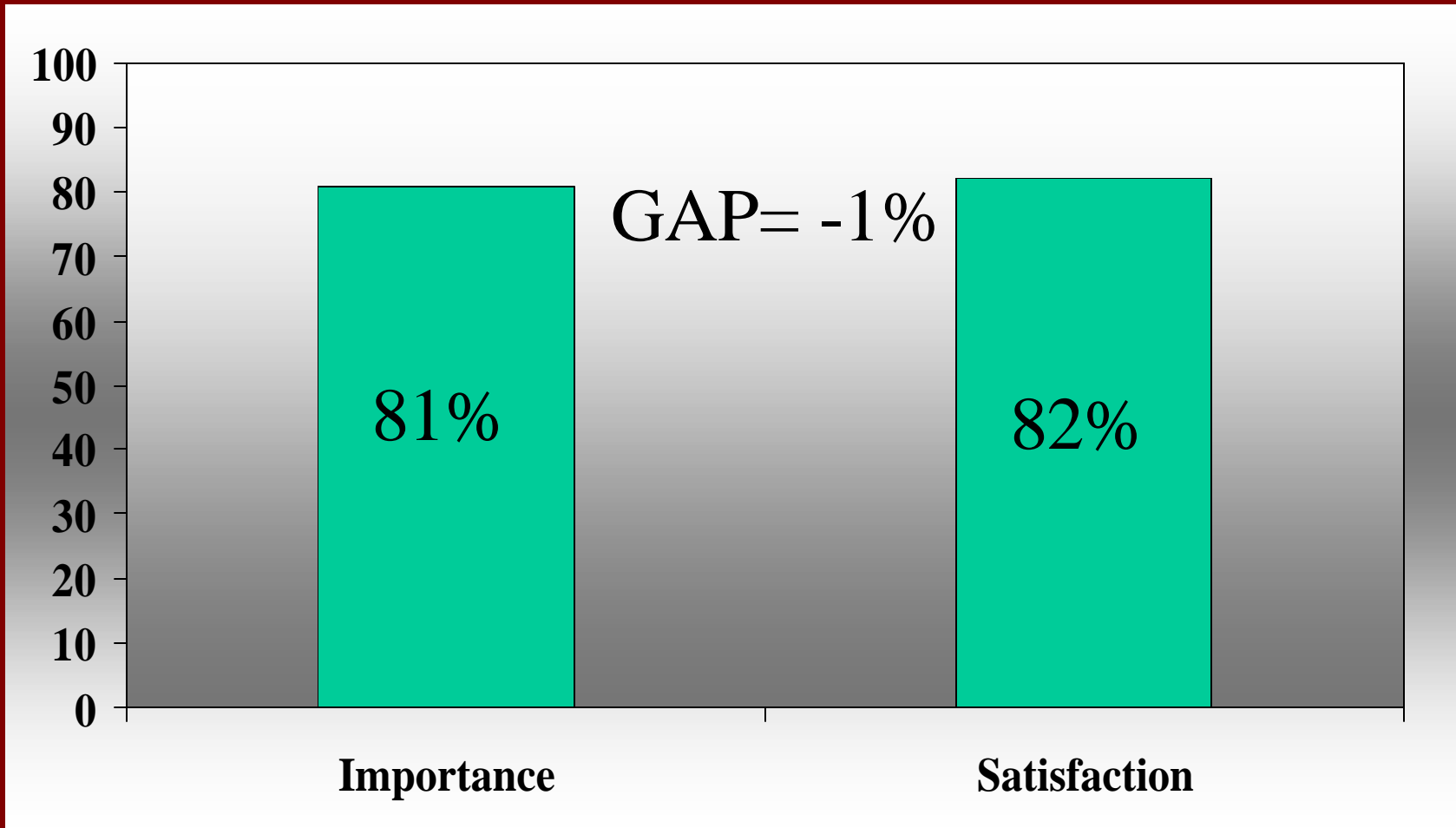
- *Carter Woodson Weekend*
- *Personal/professional development opportunities within the Labor Program*
- *Classroom learning environment*

Institutional Challenges

- *Financial assistance*
- *Career and educational planning skills*
- *Faculty concern and encouragement*
- *Life skills development* (leadership, conflict resolution, managing finances, etc.)

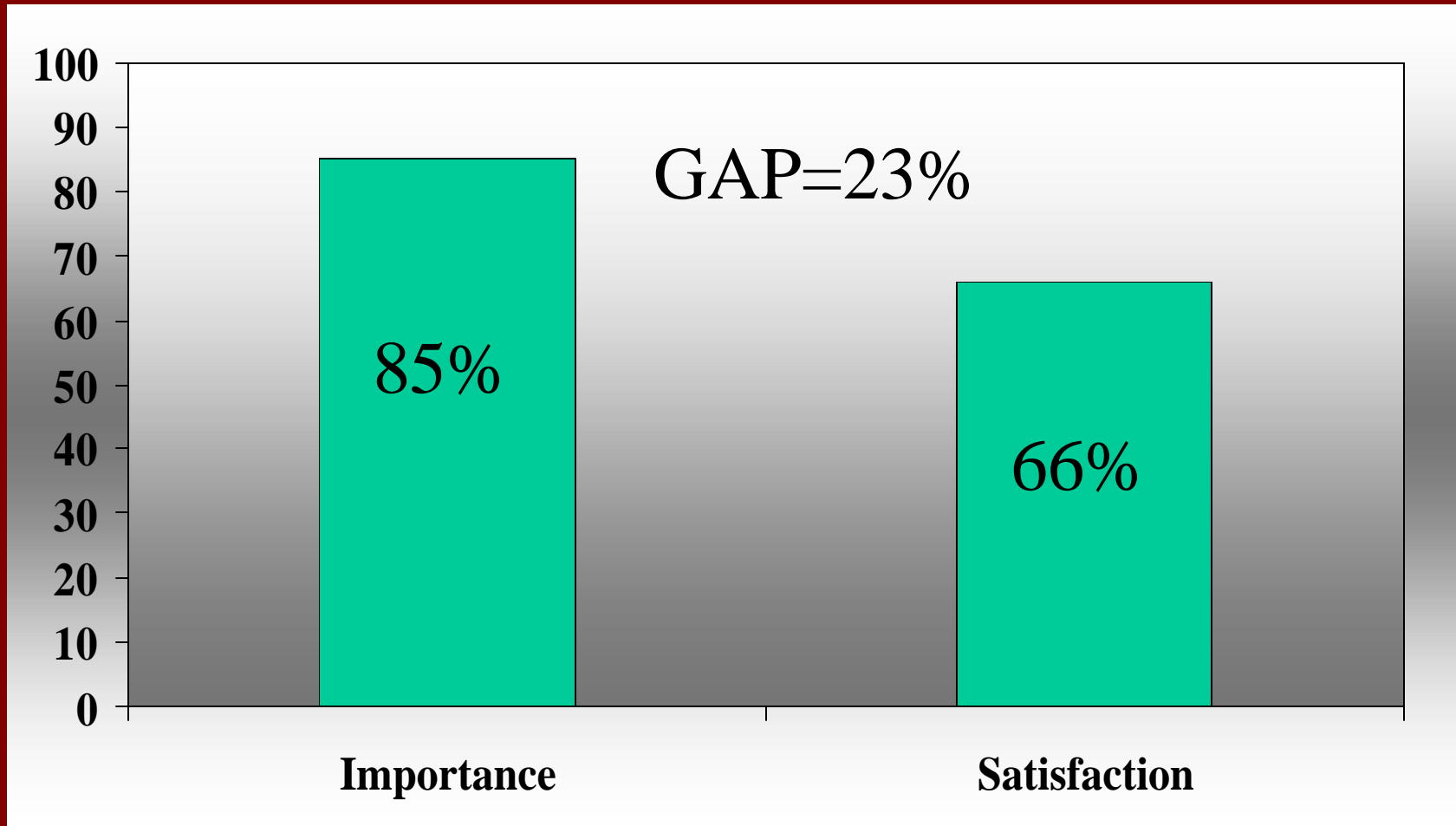
Relative Institutional Strengths

Carter Woodson Weekend



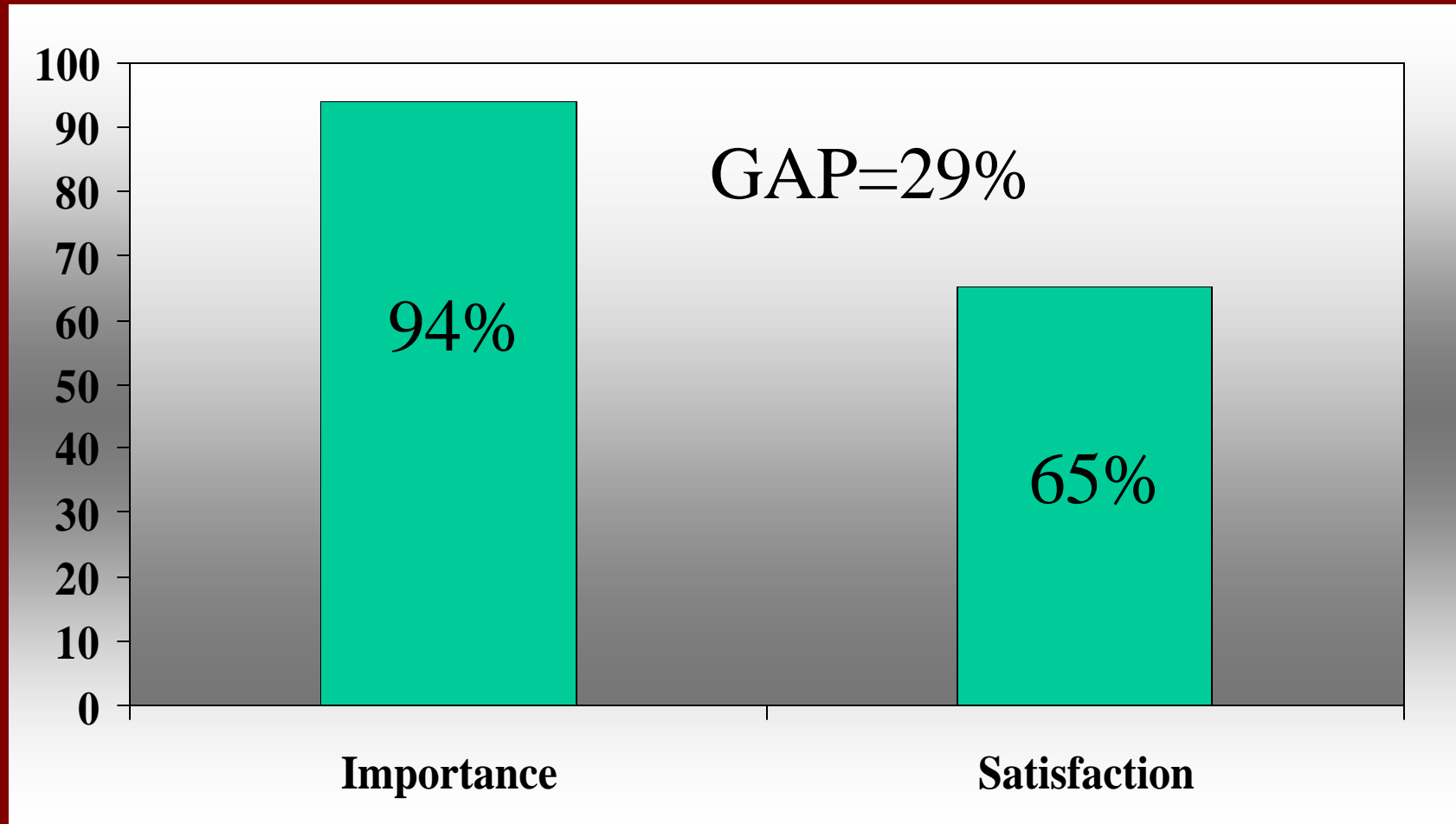
Percentage of students who rated the item above the neutral point.

Personal/Professional Development Opportunities within the Labor Program



Percentage of students who rated the item above the neutral point.

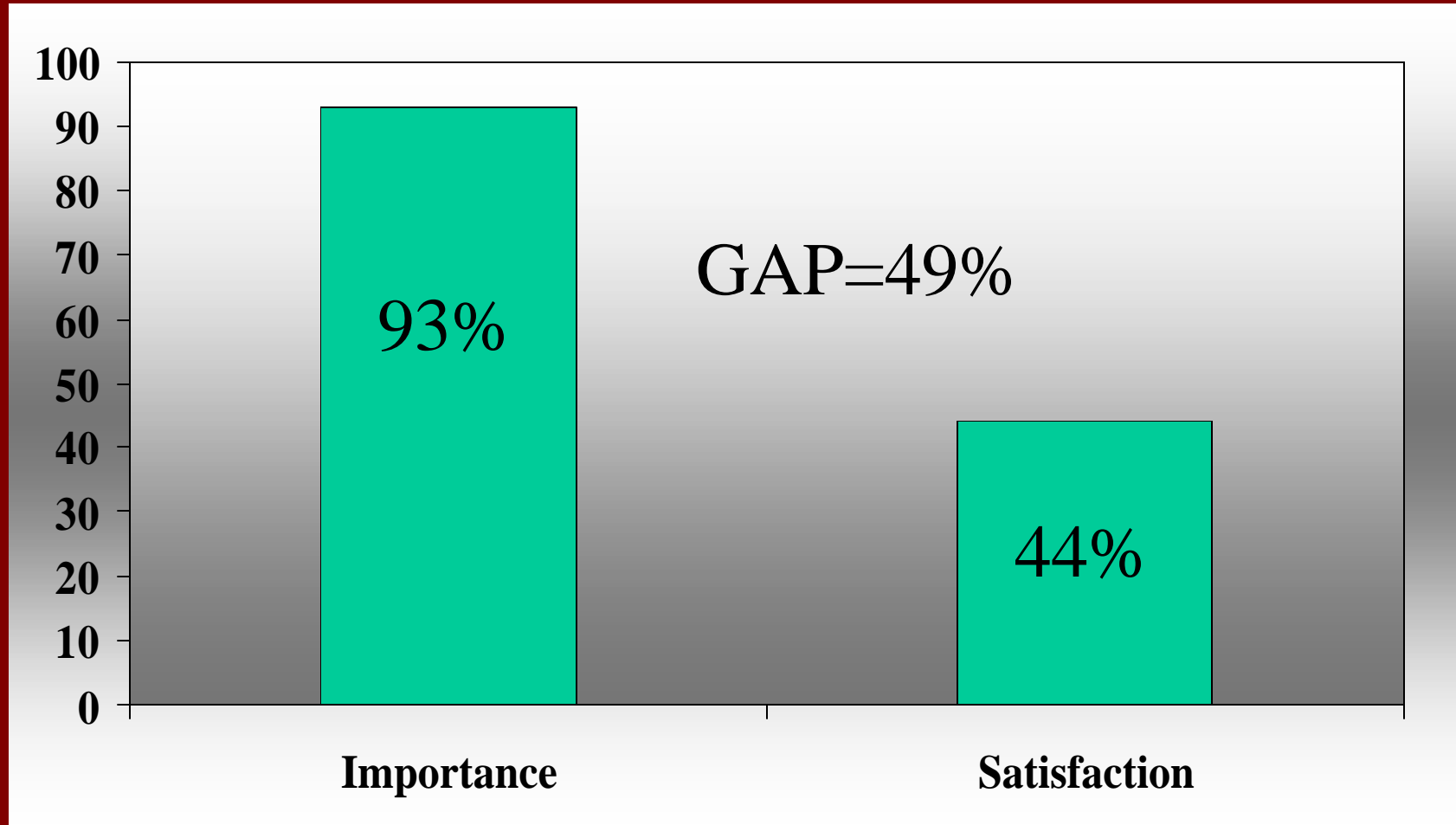
Classroom Learning Environments



Percentage of students who rated the item above the neutral point.

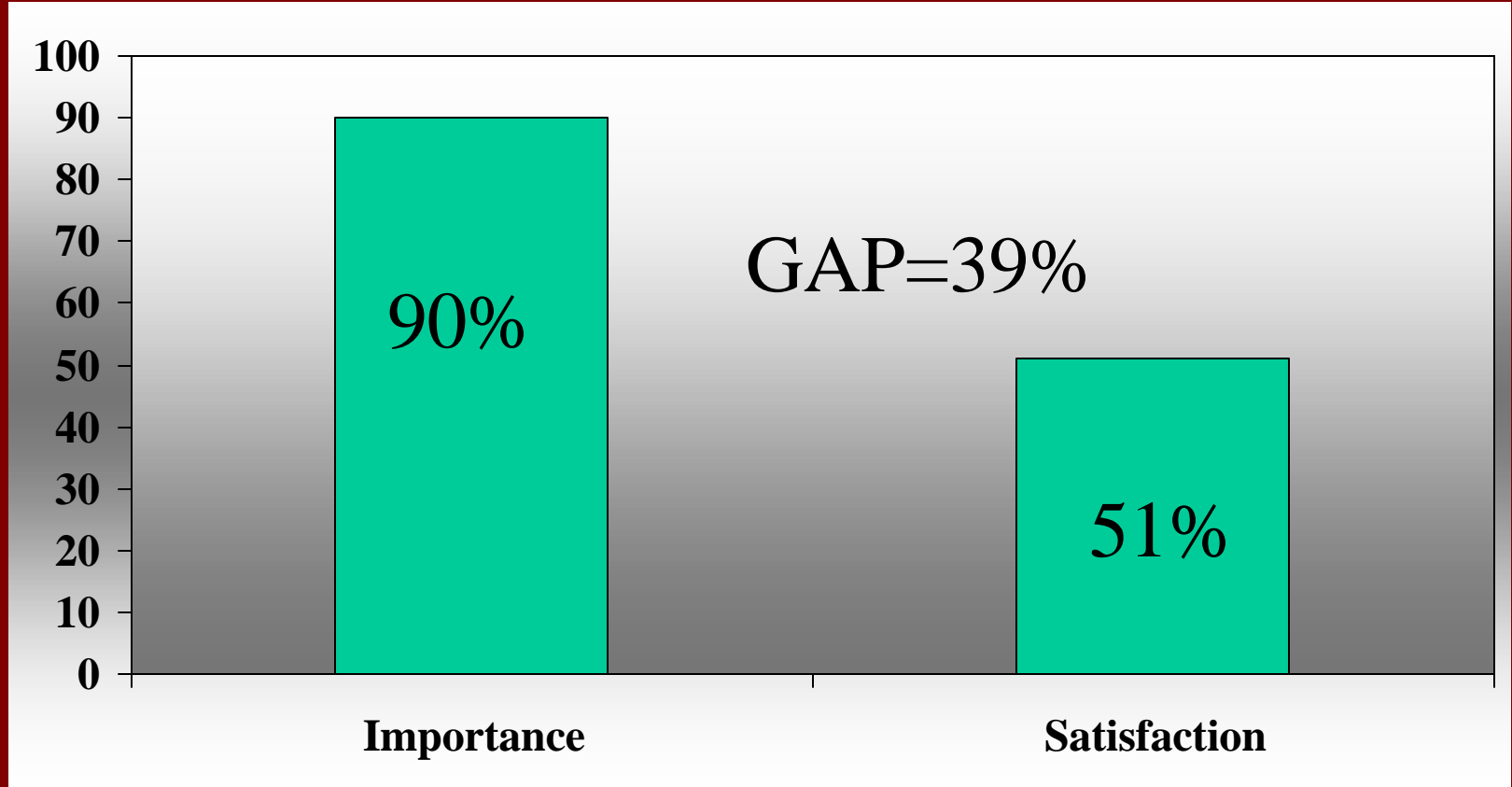
Institutional Challenges

Financial Assistance



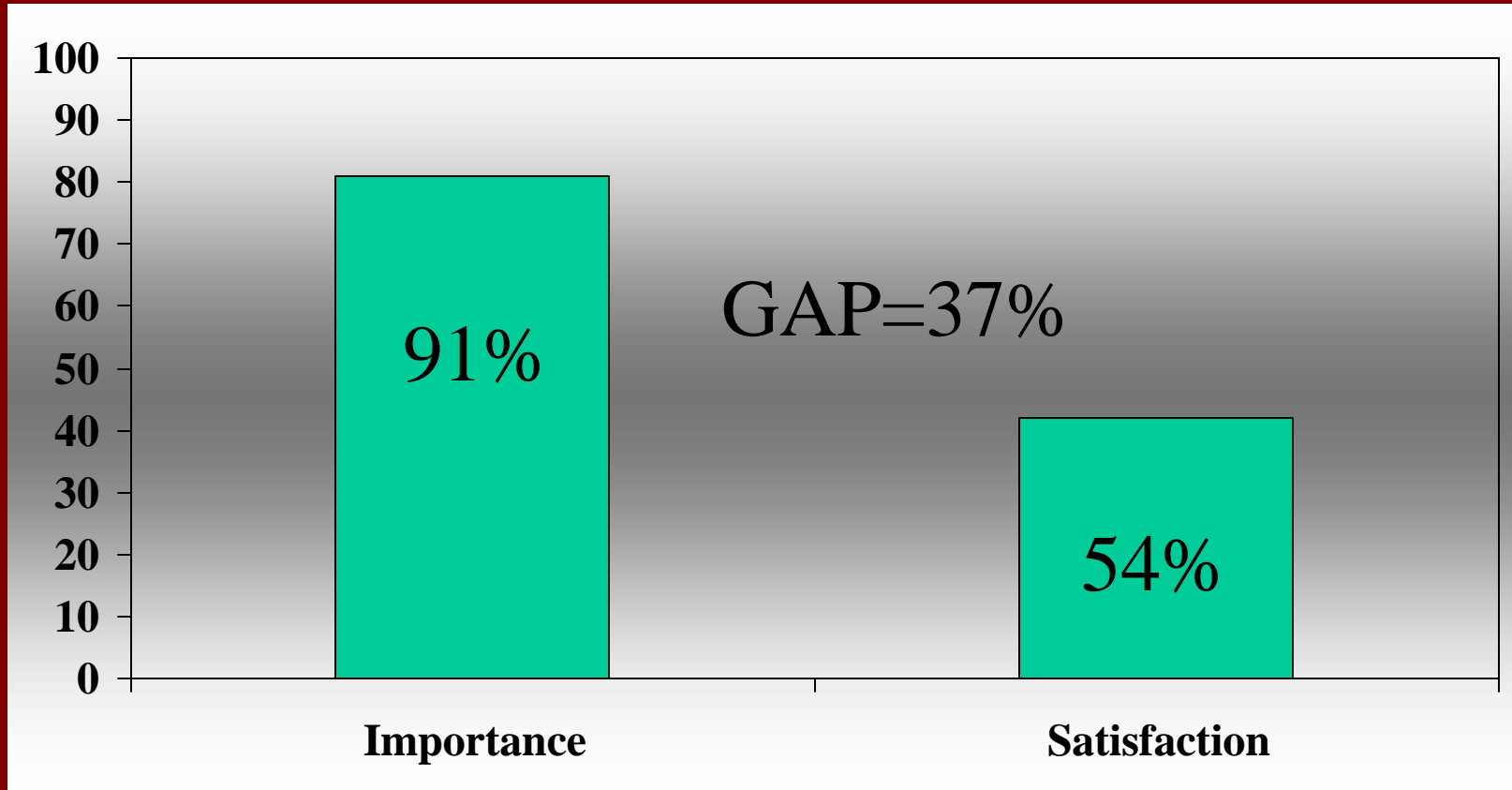
Percentage of students who rated the item above the neutral point.

Career and Educational Planning Skills (Career Development Office)



Percentage of students who rated the item above the neutral point.

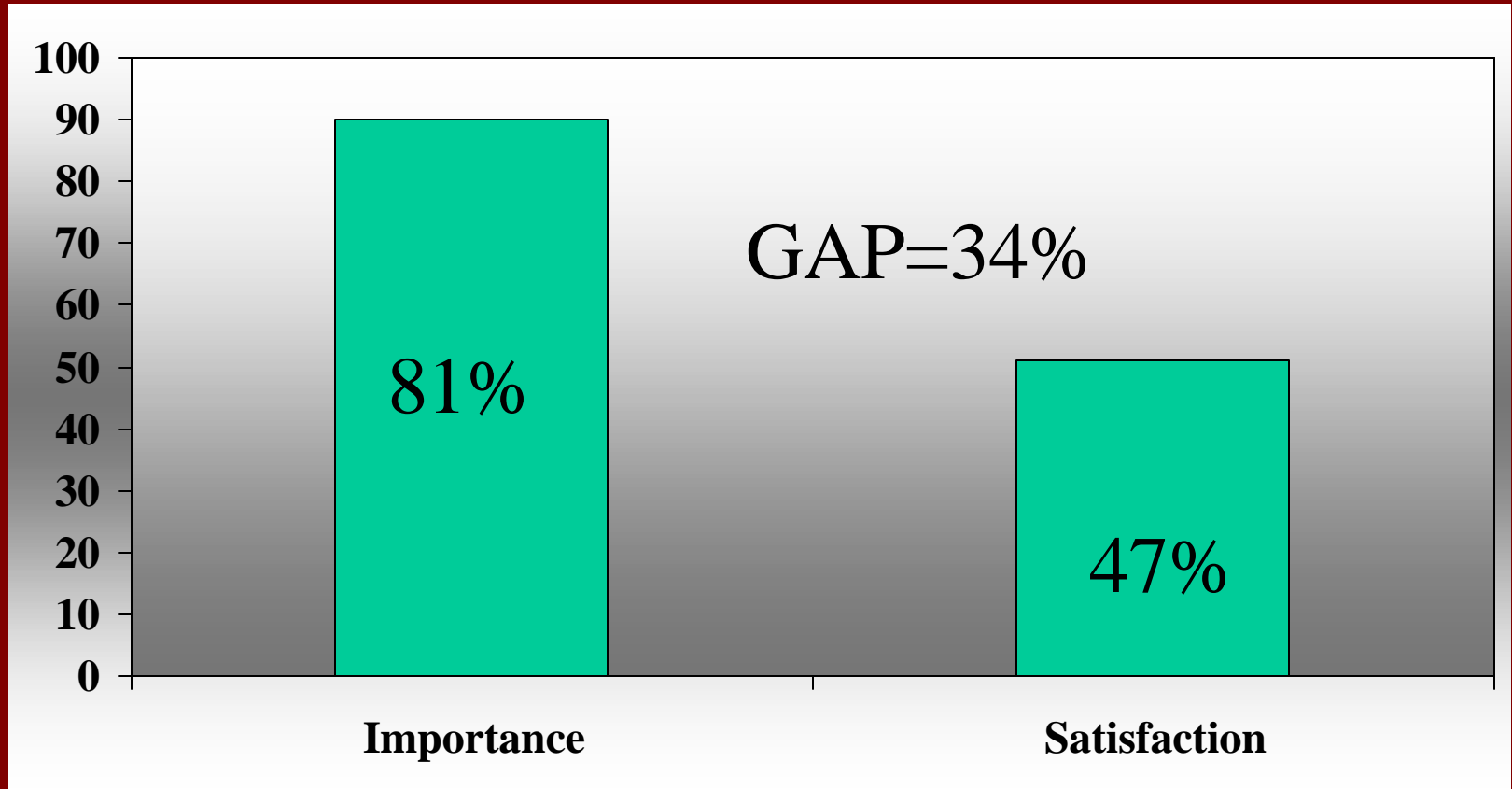
Faculty Concern and Encouragement



Percentage of students who rated the item above the neutral point.

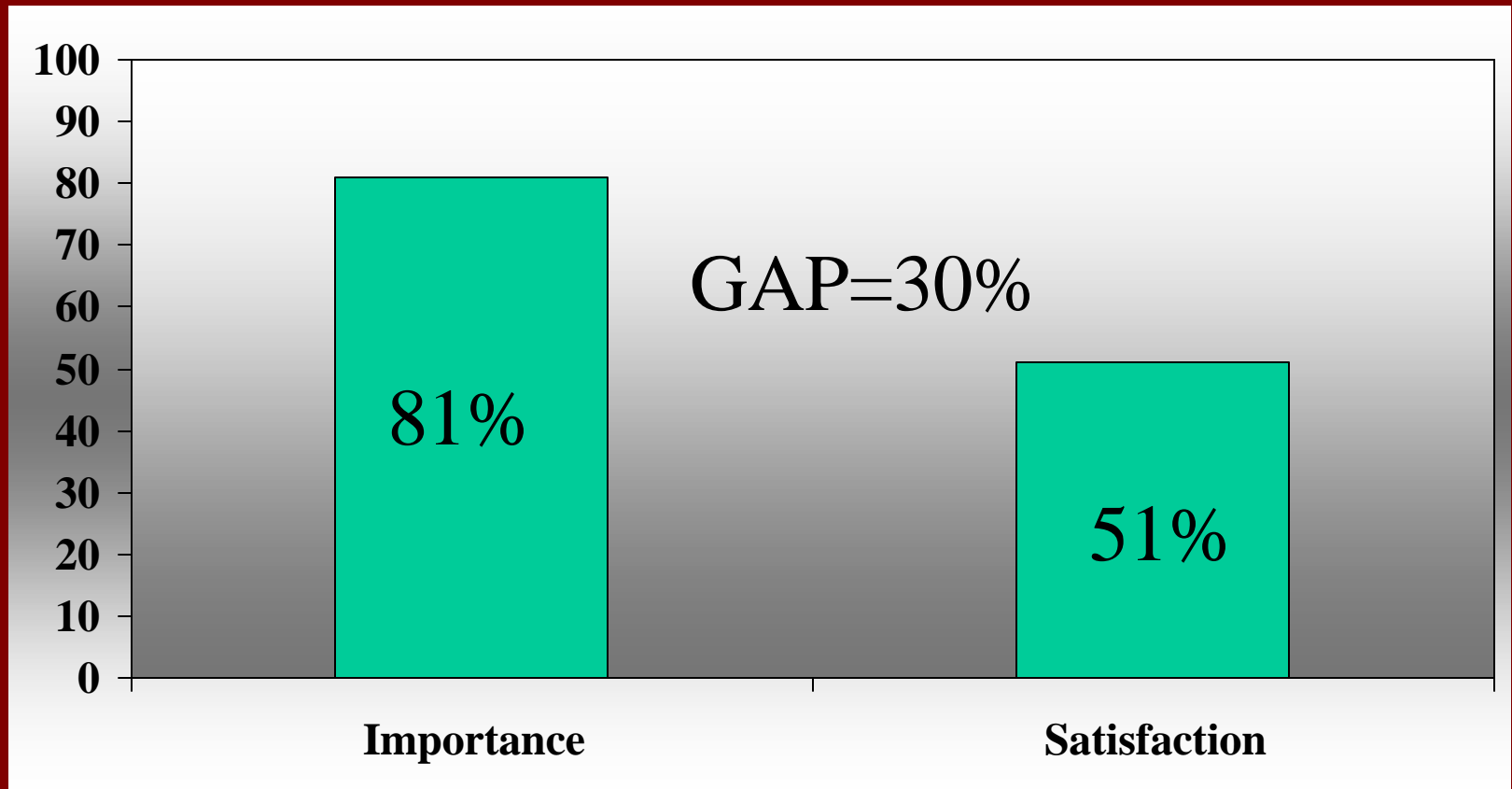
Life Skills Development

(leadership, conflict resolution, managing finances, etc.)



Percentage of students who rated the item above the neutral point.

Academic Advising



Percentage of students who rated the item above the neutral point.

Open-Ended Survey Questions:

Highlights of Results

Positive Experiences on Campus:

Faculty, faculty interaction, advisors, and small classes {43}

Friends, social ties {35}

Learning from others of different backgrounds

(race, international, and sexual orientation) {30}

Generally good atmosphere {29}

Negative Experiences on Campus:

Problems with faculty (lack of time spent,
unfair or inappropriate treatment, being called on in class
to speak for one's race) {27}

General racism, closed-mindedness {21}

Difficulties with socializing {18}

Financial problems {14}

Problems in labor (discrimination, pay or advancement problems
attributed to race) {13}

Positive experiences in town of Berea:

Friendly, welcoming, helpful {48}

None {32}

Small, quiet, safe or family-oriented {18}

Negative experiences in town of Berea:

Racist remarks/disrespectful drivers {52}

None {31}

Lack of products and services, entertainment {12}

Experiences needed to ensure success:

Fair and supportive faculty or challenging academic experiences {45}

Support of family, friends, and other caring people {31}

Need for more diverse campus {18}

More Black social activities, study areas and cultural experiences {18}

Do it myself attitude {17}

Need for internships and other career development opportunities {13}

Experiences that may hinder success:

Nothing (only if I give up on myself) {47}

Particular faculty or lack of access to faculty {25}

Lack of support or encouragement (or overwhelming stress) {20}

Financial problems {14}

Boredom/small town issues/lack of transportation {12}

Learning environment at Berea inclusive:

Yes {71}

No {38}

Conflicted or ambivalent {28}

Role African American alumni played in decision to attend or remain:

None {57}

Positive role (mentioned employees particularly) {44}

Some role in making initial application {22}

Needed retail products and services:

Hair salons, products {87}

More general shopping {41}

Books, magazines, clothing, music and food items {29}

No answer {29}

Involvement in organizations in surrounding communities:

None mainly

Service organizations (through CELTS, SFA, Bonner's Scholars, Boys and Girls Club, Habitat for Humanity) {15}

Comments to relay to faculty and staff:

Asked for faculty to present themselves as more caring;
--more patient, open-minded, reach out to quiet and shy students, listen, learn how to communicate with AA students, be willing to work with various learning styles, and help students develop, be interested outside of class, refrain from talking down to students {37}

No response {37}

Mentioned helpfulness and wanted to thank faculty {24}

Need better advising support {8}

Hire more AA faculty and staff {4}

Describe specific and important incident;
how it affected understanding or feeling
for the College:

- Varied responses and stories (many inspiring)
- Berea mentioned as good opportunity to meet all kinds of people and learn in a challenging academic program
- Black Music Ensemble mentioned in very positive terms
- Study in other countries very positive
- Service learning and internships
- Carter Woodson Weekend

Results:

Moderated Open-Microphone Session
(following survey administration)

Why did you enroll at Berea?

Free tuition, Carter Woodson Weekend, low student to faculty ratio, Berea friendly to single parents, academic reputation, guaranteed job in Labor Program, sports, Black Music Ensemble

What keeps you enrolled?

Financial assistance, opportunities through the Labor Program for career development, traveling for classes, BME, Black History Month, Bonner's Scholars, Women's Studies, Black Studies, particular Black faculty

Have you ever thought about leaving, if so, why?

- Trouble with finances (feeling of deception about free education)
- Needing a break from campus, social dissatisfaction, difficult academic work, problems at home, wanting a car or to live off campus
- Feeling like they weren't being prepared to take tests to get into graduate programs, not having enough Black faculty, problems with policies perceived to be not in line with Christian school

What do you want faculty and staff to know that could help you?

- Want more Black faculty overall
- Refrain from asking for Black point of view in class
- Understand Black culture and try to listen to student views
- Do not discourage students from trying harder
- Do not quickly advise students to drop course or change majors
- Need more developmental teaching approaches
- Need more after hours time with faculty
- Need more Black Collegium members

What are you thinking?

Ideas, comments, questions?

End of Presentation

Back-up Slides (for possible use) follow

Statistically Significant Differences

Gender:

Women

- need and want more worship opportunities (and are less satisfied)
- express greater need for counseling services (and are more satisfied)
- rate skill development through the Labor Program more positively

Men rate Intercollegiate sports more positively

Classification differences:

Freshmen

- are more positive about financial aid, Admissions, and faculty instruction

- are generally less positive about labor

Freshmen and sophomores are more positive toward and think the Black Cultural Center is more important

Upperclassmen rate level of need for career and educational planning skills higher

Type of High School:

Students from predominantly Black high schools rated more positively:

- Services aimed at career and educational planning skills
- Labor supervision
- The contribution of financial assistance to their success
- Black Cultural Center freshman social
- Fall orientation
- Intramural sport
- Learning Center services
- Faculty instruction

They also indicated a higher need for on-campus worship services.

These same students rated entertainment events more negatively.

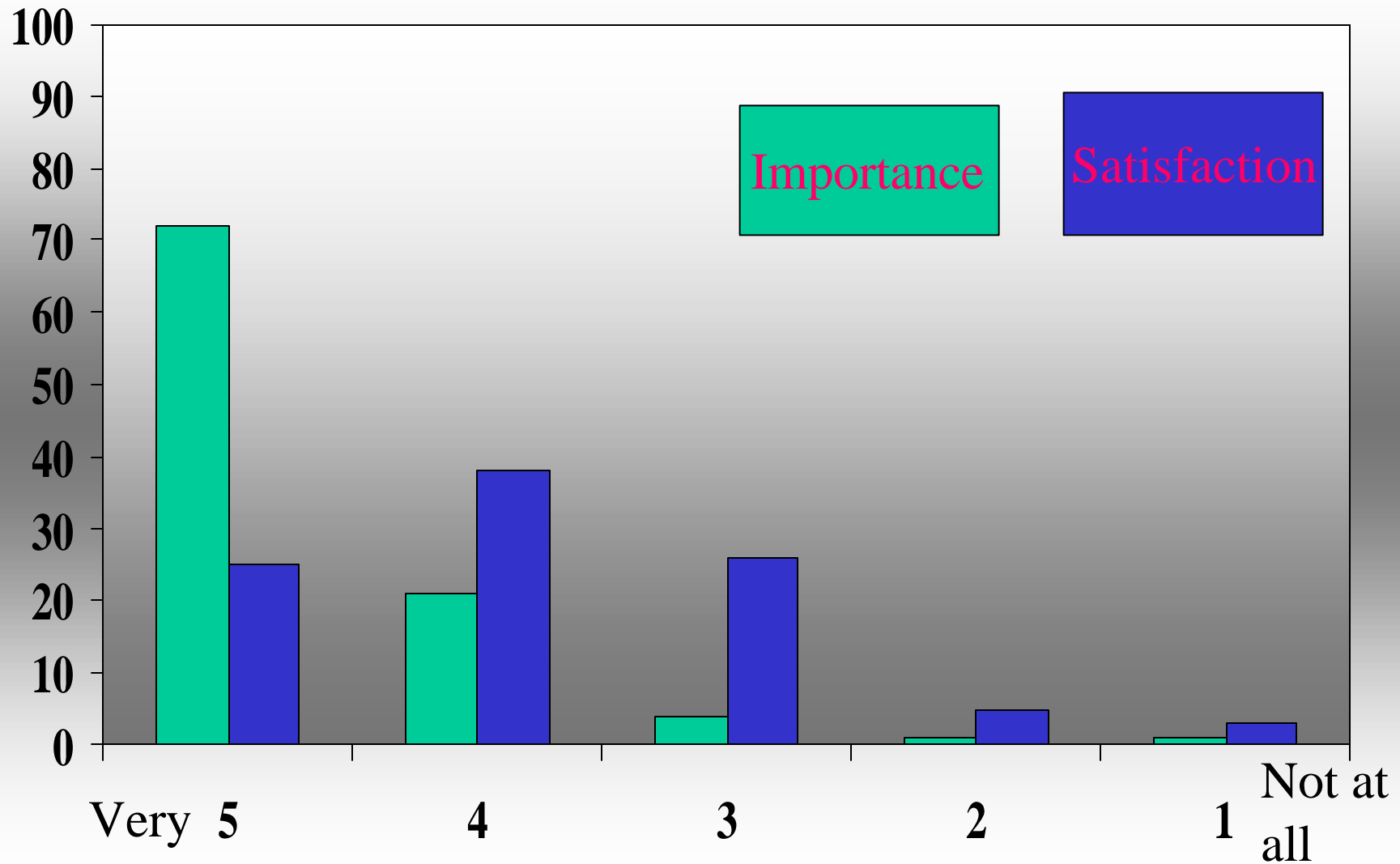
Family Income Categories

(more than \$25,000 a year versus less)

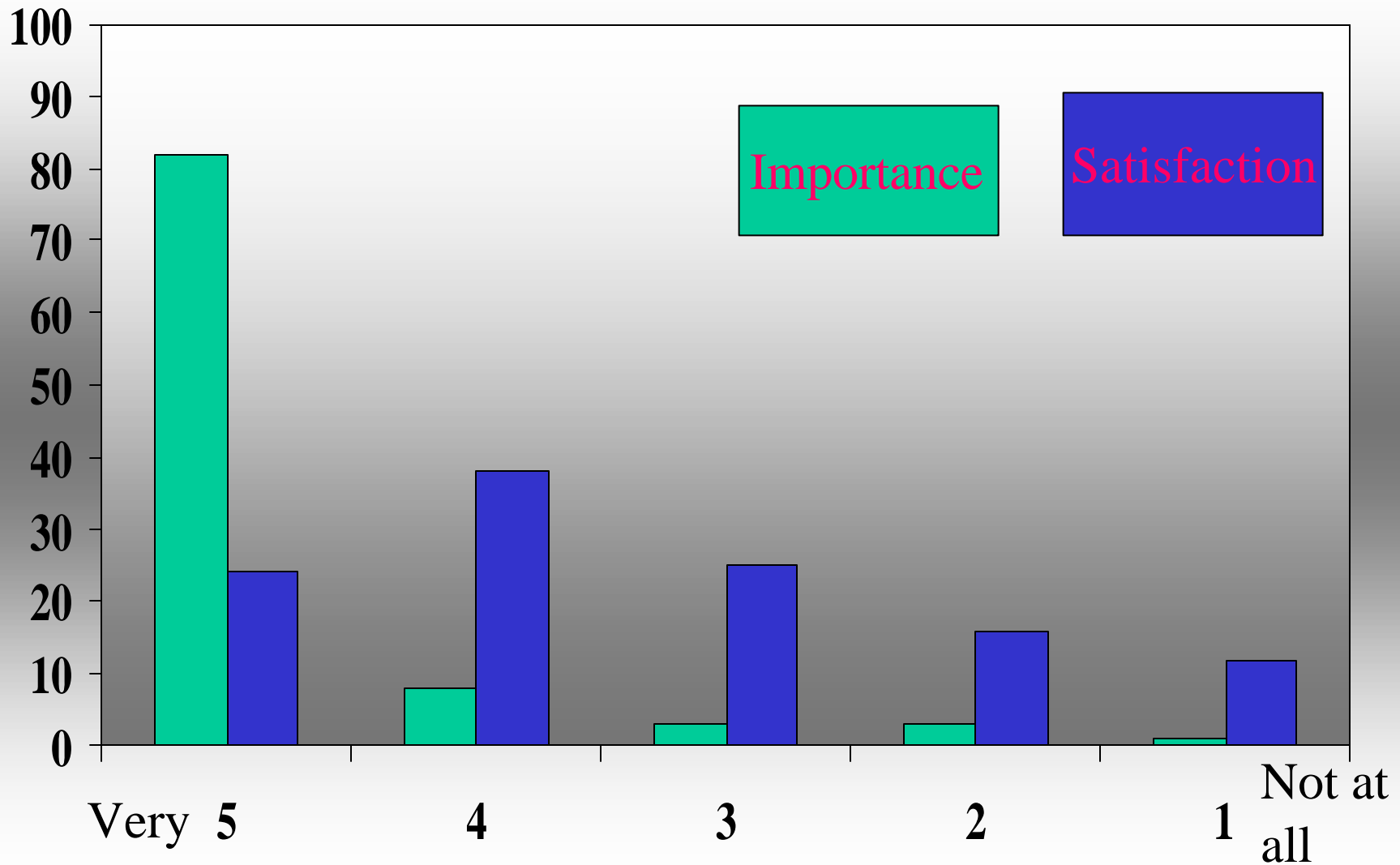
Students from families with incomes of \$25,000 or less are more positive about:

- Health Service and are more satisfied with psych/counseling services
- Admissions literature
- Carter Woodson Weekend
- Black Music Ensemble
- Labor assignments and skill development through labor
- Service opportunities

Classroom Learning Environments



Financial Assistance





Interracial Education at Berea College:

Focus on African American Students

Presentation to the Strategic Planning Committee

Office of Institutional Research and Assessment
October 27, 2003

•Engagement



•Inclusion



•Achievement



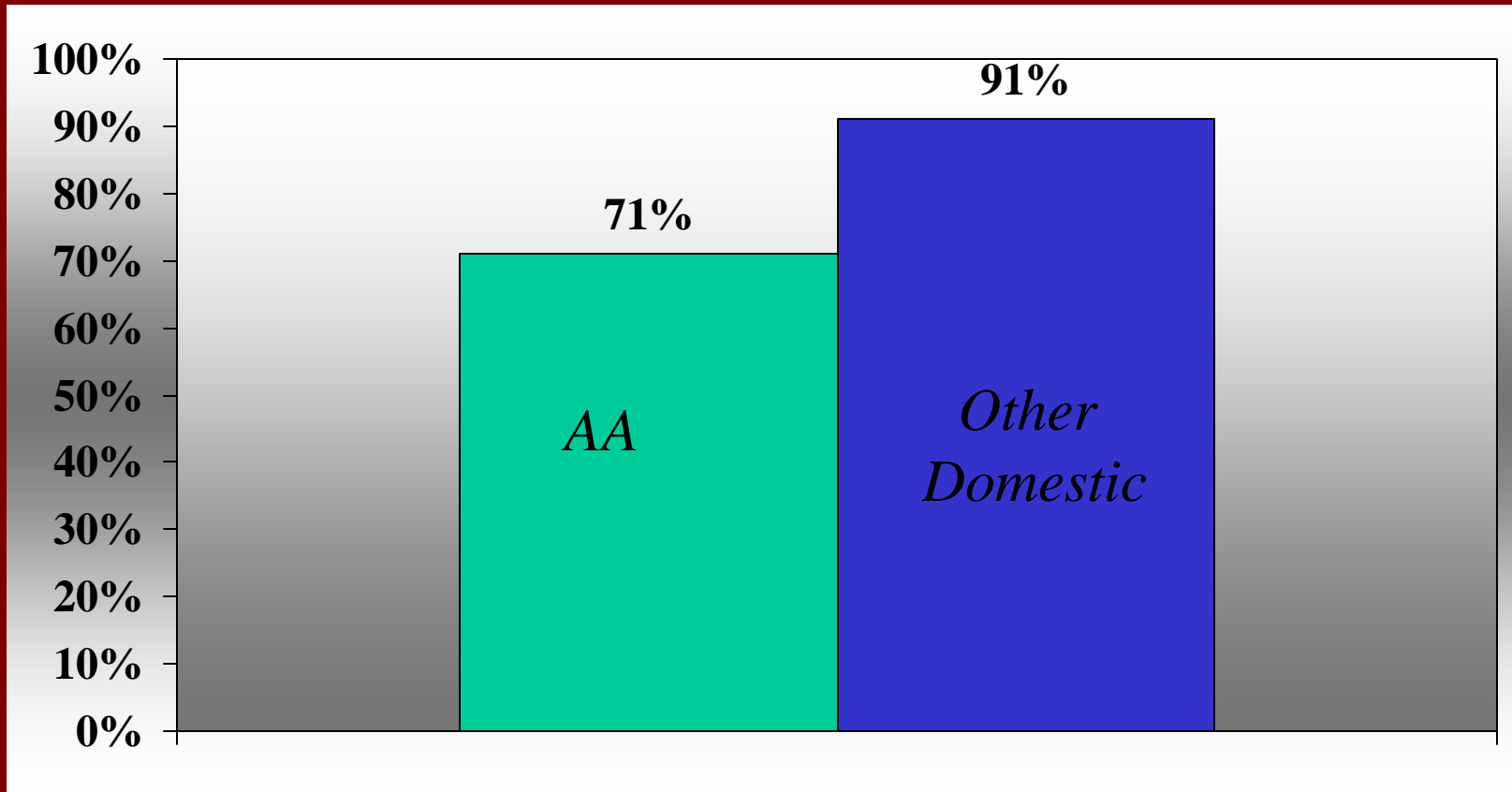
Readiness to Engage



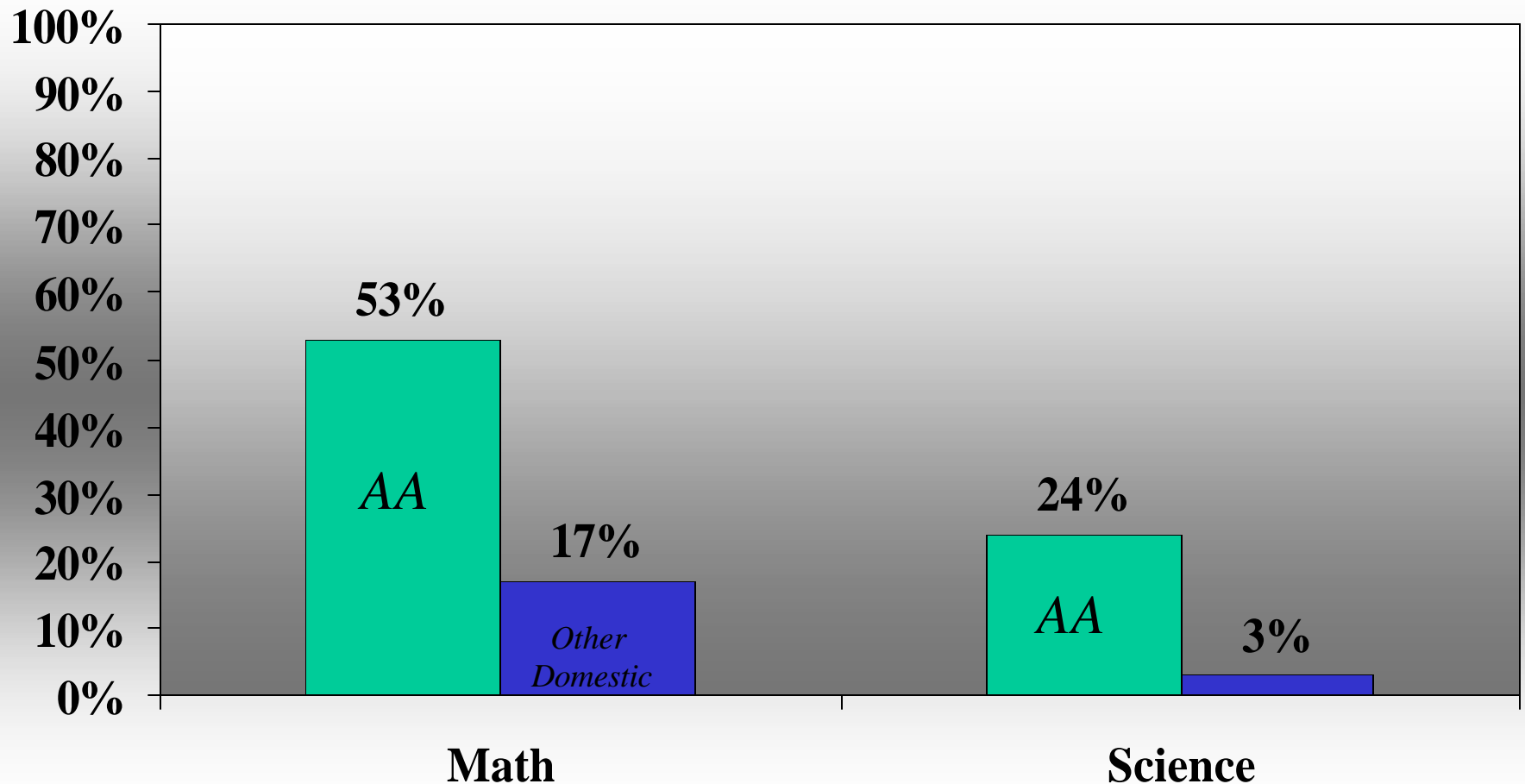
The Cooperative Institutional Research Project (CIRP)

New Freshmen Fall 2002

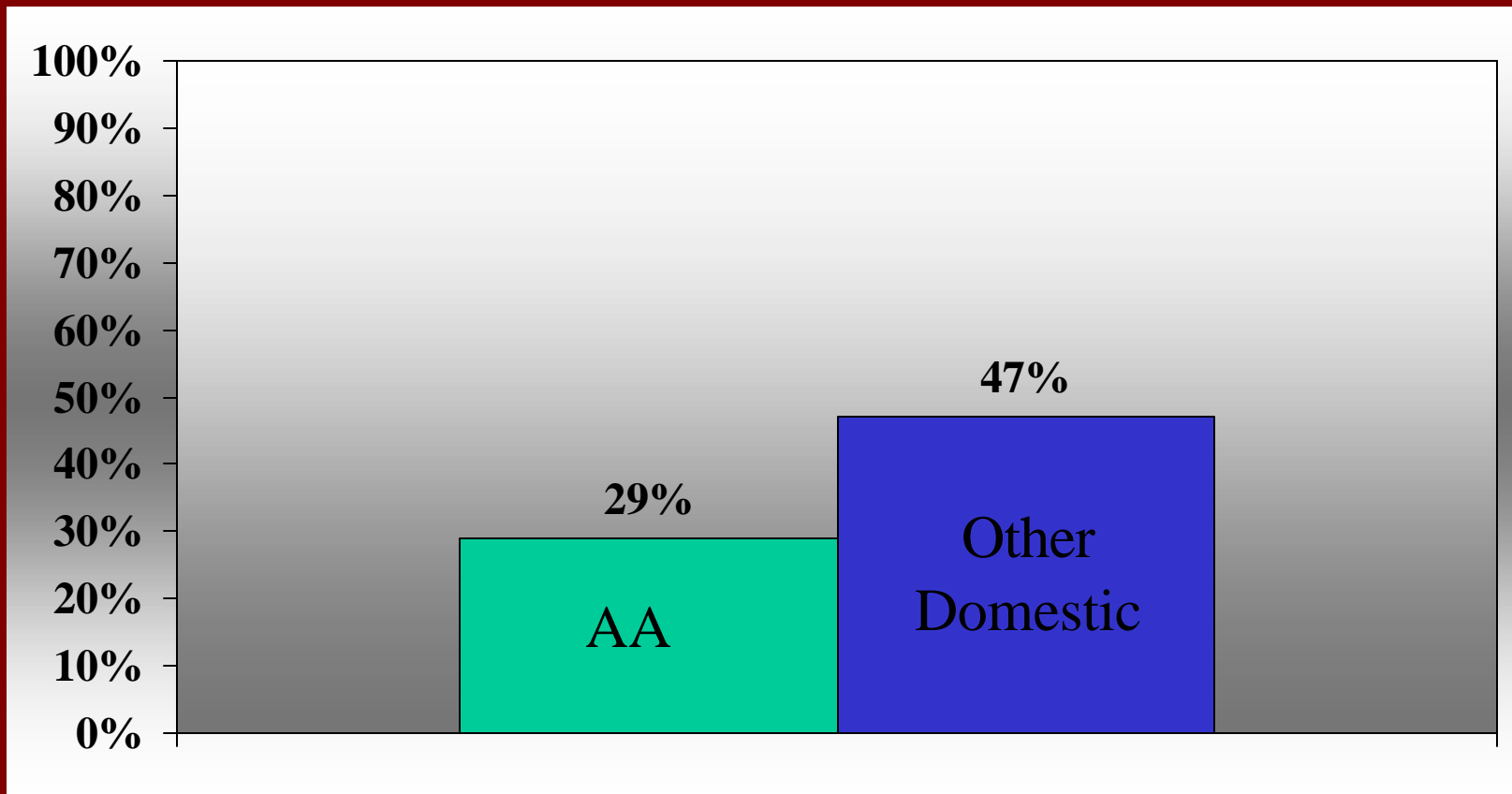
Percentage of Students Who Indicated Berea Was Their First Choice



Percentage of Students Who Indicated a Need for Remedial Work



Percentage of Students Who Have Both Parents Living Together

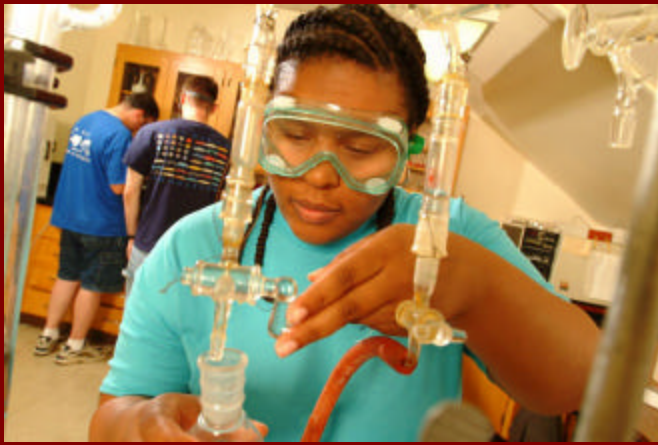


Items that African American Students Rated Significantly Higher than Other Domestic Students (in terms of personal importance)

- Influencing political structures
- Having administrative responsibility for the work of others
- Being very well off financially
- Becoming successful in a business of my own
- Helping to promote racial understanding
- Integrating spirituality into my life
- Learning more about Black culture
- Learning more about women's culture

Items that African Americans rated significantly lower than Other Domestic students
(in terms of personal importance)

- Learning more about a variety of subjects
- Learning more about Appalachian culture
- Serving humankind



Engagement

National Survey of Student Engagement (NSSE) All Students 2003

Collegiate quality is approximated by the frequency with which students participate in various activities.



The NSSE results were very similar for African American compared to Other Domestic students.

AA students were slightly more likely to:

- Discuss grades or assignments with an instructor
- Come to class without completing readings or assignments

Inclusion



**Student Satisfaction Surveys:
Noel-Levitz and Berea-Specific**

Spring of 1998 and 2003

Challenge Items for AA students (that are not on the list for Other Domestic)

- There is a strong commitment to racial harmony on this campus.
- Faculty take into consideration student differences as they teach a course.
- Parking lots are well-lighted and secure.
- There are an adequate number of courses to choose from in my major.
- My academic advisor has helped me plan for getting into graduate school.

*Berea African American Students
Compared to African American Students
on Other Campuses*

Noel-Levitz Student Satisfaction Survey

Berea AA students follow national AA student satisfaction improvement trends on almost all major categories of items from 1998 to 2003.

Berea AA students compared favorably to AA students nationally on 14 items, unfavorably on 11 items in 2003 (statistically significant differences).

2003 Comparison of Berea AA favorable to AA national norms: (half a point above)

- A variety of intramural activities are offered.
- Tuition paid is a worthwhile investment.
- Males and females have equal opportunities to participate in intercollegiate athletics.
- I can easily get involved in campus organizations.

2003 Comparison of Berea AA unfavorable to AA national norms: (half a point below)

- The amount of student parking space on campus is adequate.
- There is an adequate selection of food available in the cafeteria.
- The staff in the health services area are competent.
- Billing policies are reasonable.



African American Student Study Spring 2003

Conducted by the Office of Institutional Research and Assessment
in Collaboration with the Black Cultural Center and
With Special Support from the President's Office

Purpose of Study:

To understand what factors account for the relatively high success of the College in attracting African American students and retaining them to graduation.

Current Statistics

Fall 2003 African American Students:

Total Enrollment

260 (17%)

New Freshmen

67 (17%)

Most Recent 5-Year Graduation Rate:

AA Students

59%

Other Domestic Students

58%

International Students

100%

Study Format:

- structured survey
- open-ended questions
- open microphone forum



Conducted over two evenings in April, 2003.

62% (N=141) of African Americans students participated in the study.

Participants were similar in gender/classification to overall Berea AA students.

Content of Survey: Structured Items

- Demographics
- Black Cultural Center
- On and Off Campus Worship Opportunities
- Basic Educational Skills (Learning Center Services)
- Career and Educational Planning skills
- Life Skills Development
- Health Service/Psychological/Counseling Services
- Financial Assistance
- Admissions/Orientation
- Student Life
- Labor
- Academics

What the students actually rated pertaining to many of the items on the survey:

- Participation
- Importance
- Personal Need
- Extent to which need is being met by College
- Satisfaction
- Contribution to overall success and well-being at the College

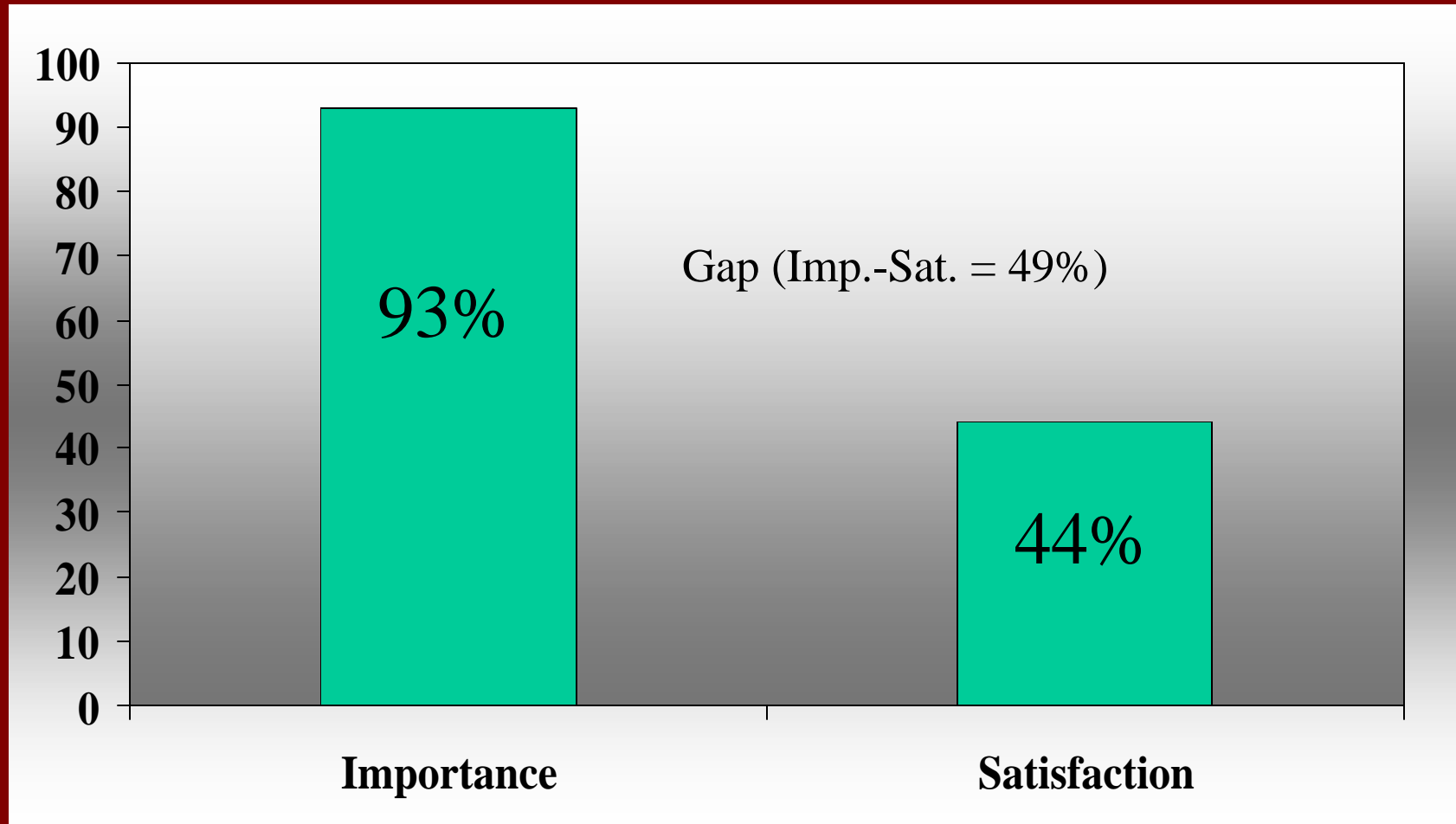
Relative Institutional Strengths

- *Carter Woodson Weekend*
- *Personal/professional development opportunities within the Labor Program*
- *Classroom learning environment*

Institutional Challenges

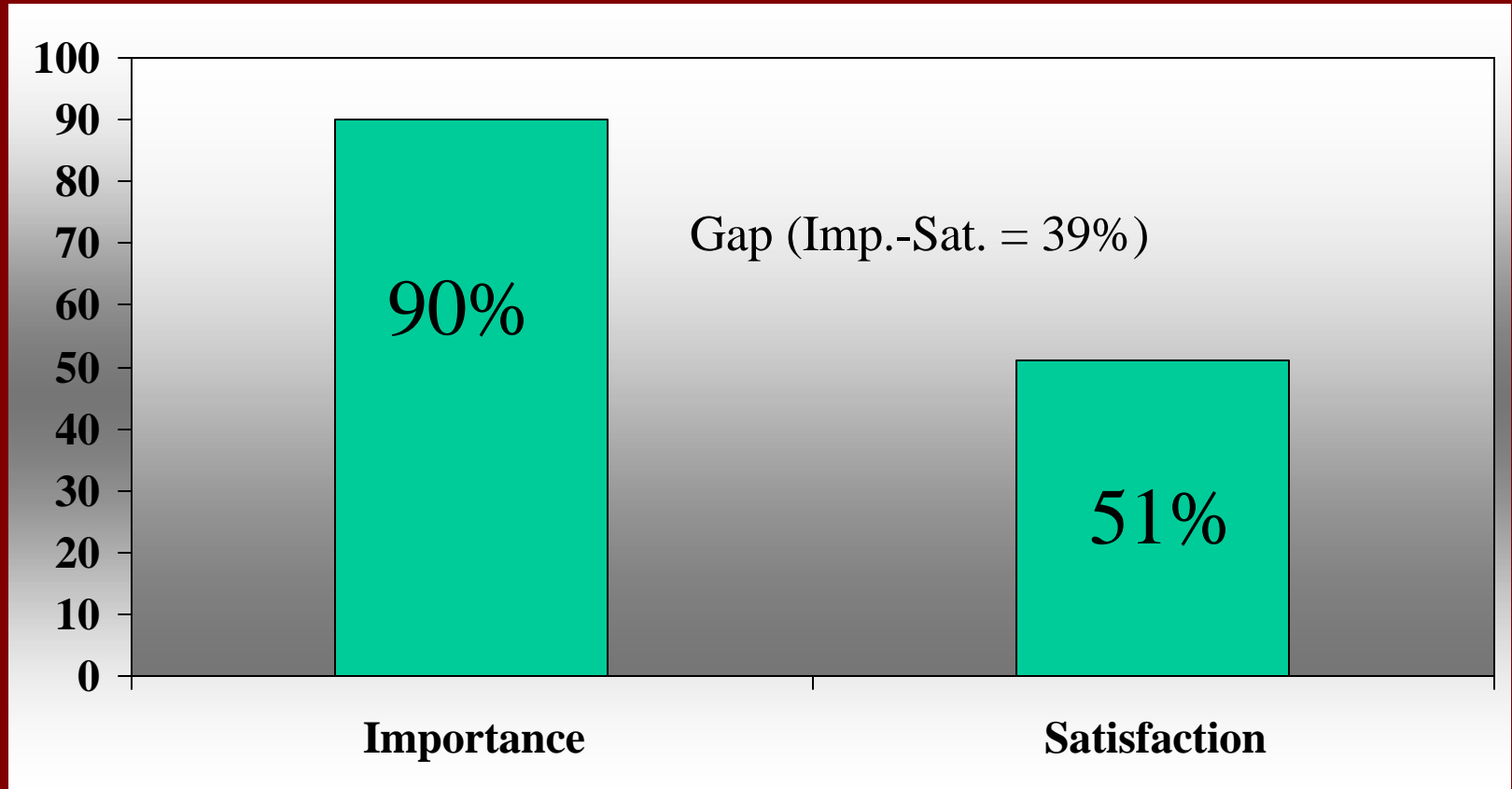
- *Financial assistance*
- *Career and educational planning skills*
- *Faculty concern and encouragement*
- *Life skills development (leadership, conflict resolution, managing finances, etc.)*

Financial Assistance



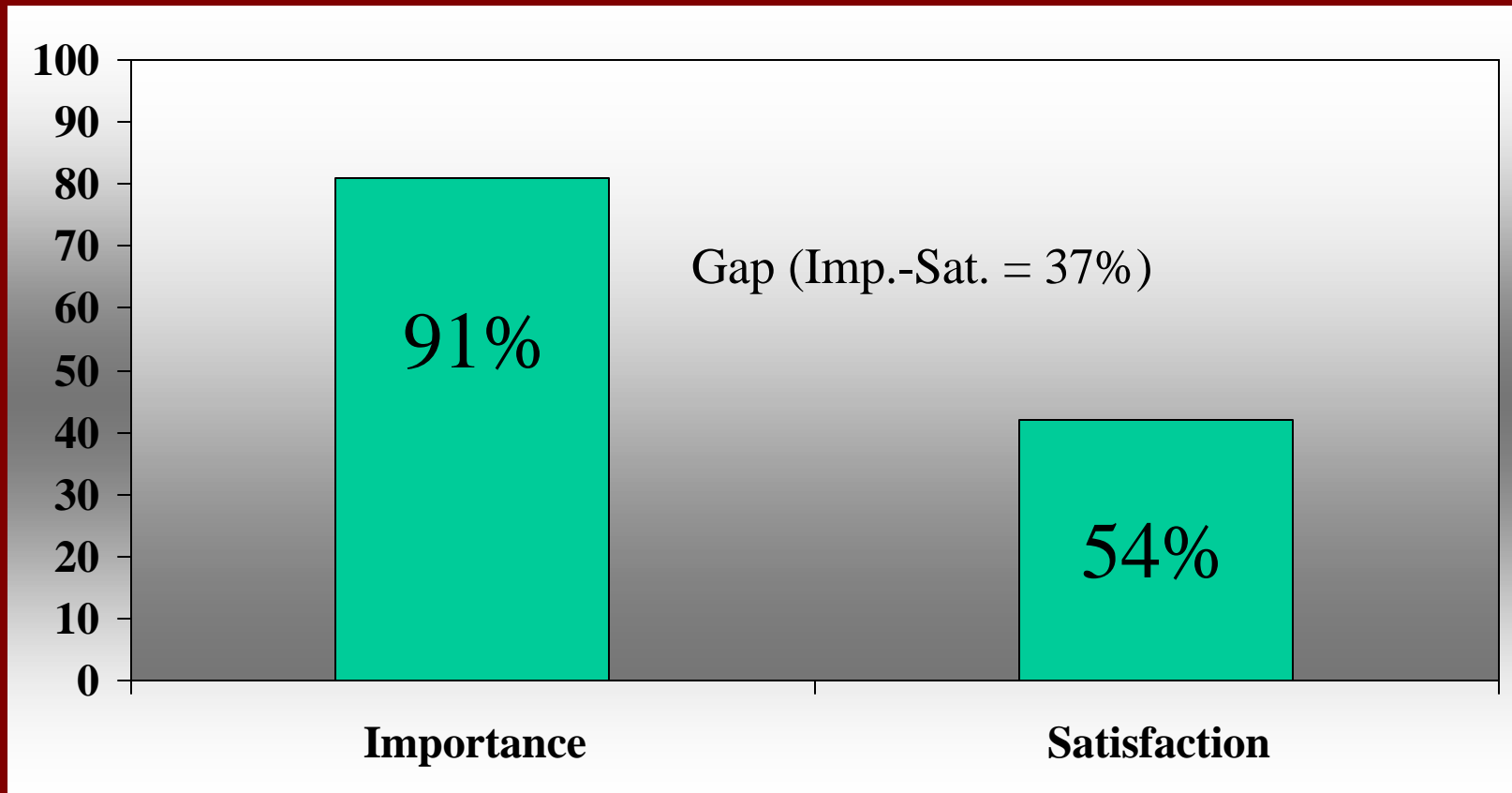
Percentage of students who rated the item above the neutral point.

Career and Educational Planning Skills (Career Development Office)



Percentage of students who rated the item above the neutral point.

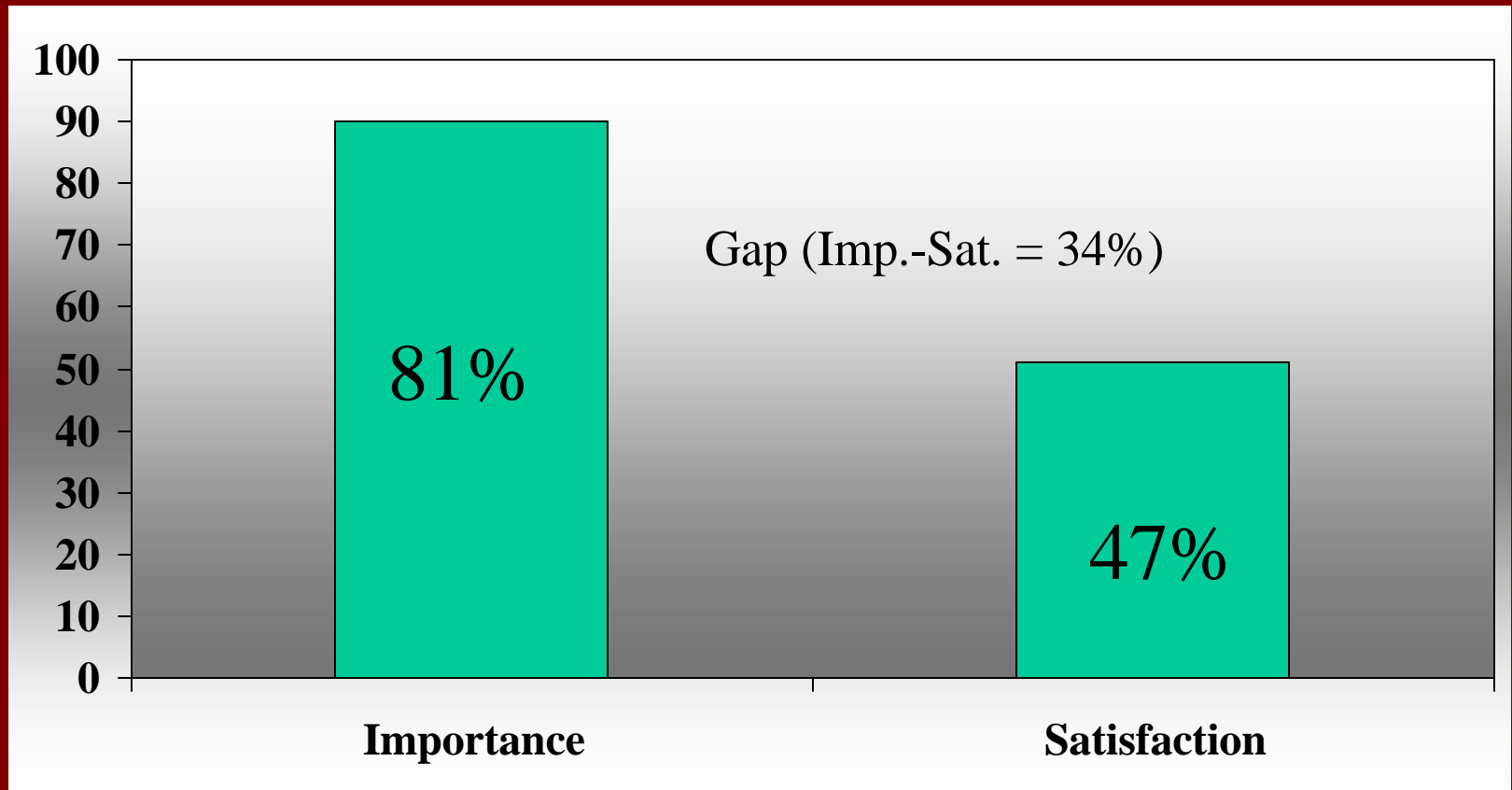
Faculty Concern and Encouragement



Percentage of students who rated the item above the neutral point.

Life Skills Development

(leadership, conflict resolution, managing finances, etc.)



Percentage of students who rated the item above the neutral point.

High School Type
and
Income Level Differences

Type of High School:

Students from predominantly Black high schools rated **more positively**:

- Services aimed at career and educational planning skills
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Family Income Categories

Students from families with incomes of \$25,000 or less are **more positive** about:

- Health services, psych/counseling services
- Admissions literature
- Carter Woodson Weekend
- Black Music Ensemble
- Labor assignments and skill development through labor
- Service opportunities

Open-Ended Survey Questions:

Highlights of Results

Positive Experiences on Campus:

Faculty, faculty interaction, advisors, and small classes {43}

Friends, social ties {35}

Learning from others of different backgrounds

(race, international, and sexual orientation) {30}

Generally good atmosphere {29}

Negative Experiences on Campus:

Problems with faculty (lack of time spent,

unfair or inappropriate treatment, being called on in class to speak for one's race) {27}

General racism, closed-mindedness {21} (52 comments about town)

Difficulties with socializing {18}

Financial problems {14}

Problems in labor (discrimination, pay or advancement problems attributed to race) {13}

Experiences needed to ensure success:

Fair and supportive faculty or challenging academic experiences {45}

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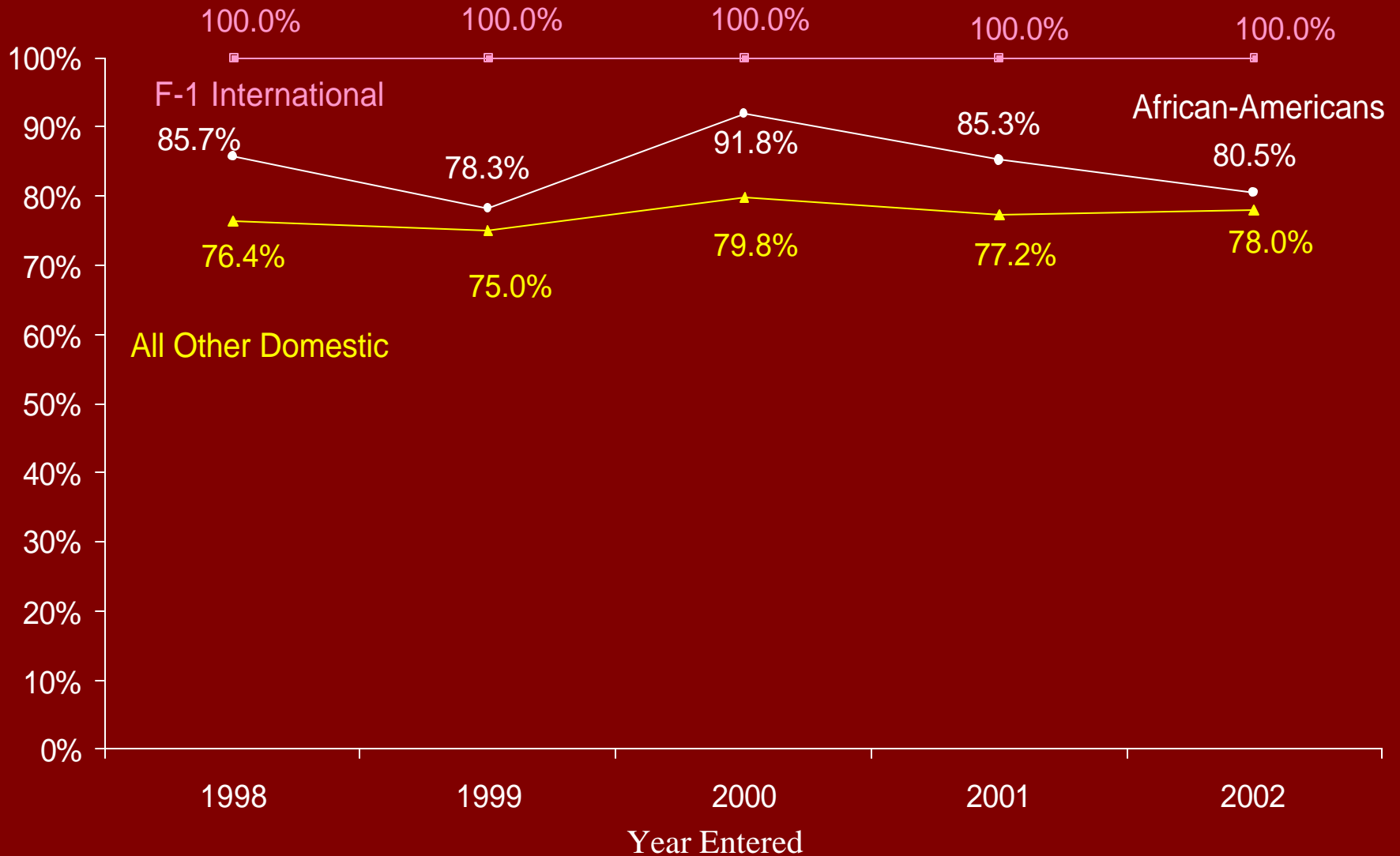
Achievement (Actual/Perceived)

(knowledge/skills, attitudes/values, behavior/performance)

- Retention/graduation rates
- Grades and majors
- Longitudinal study of values

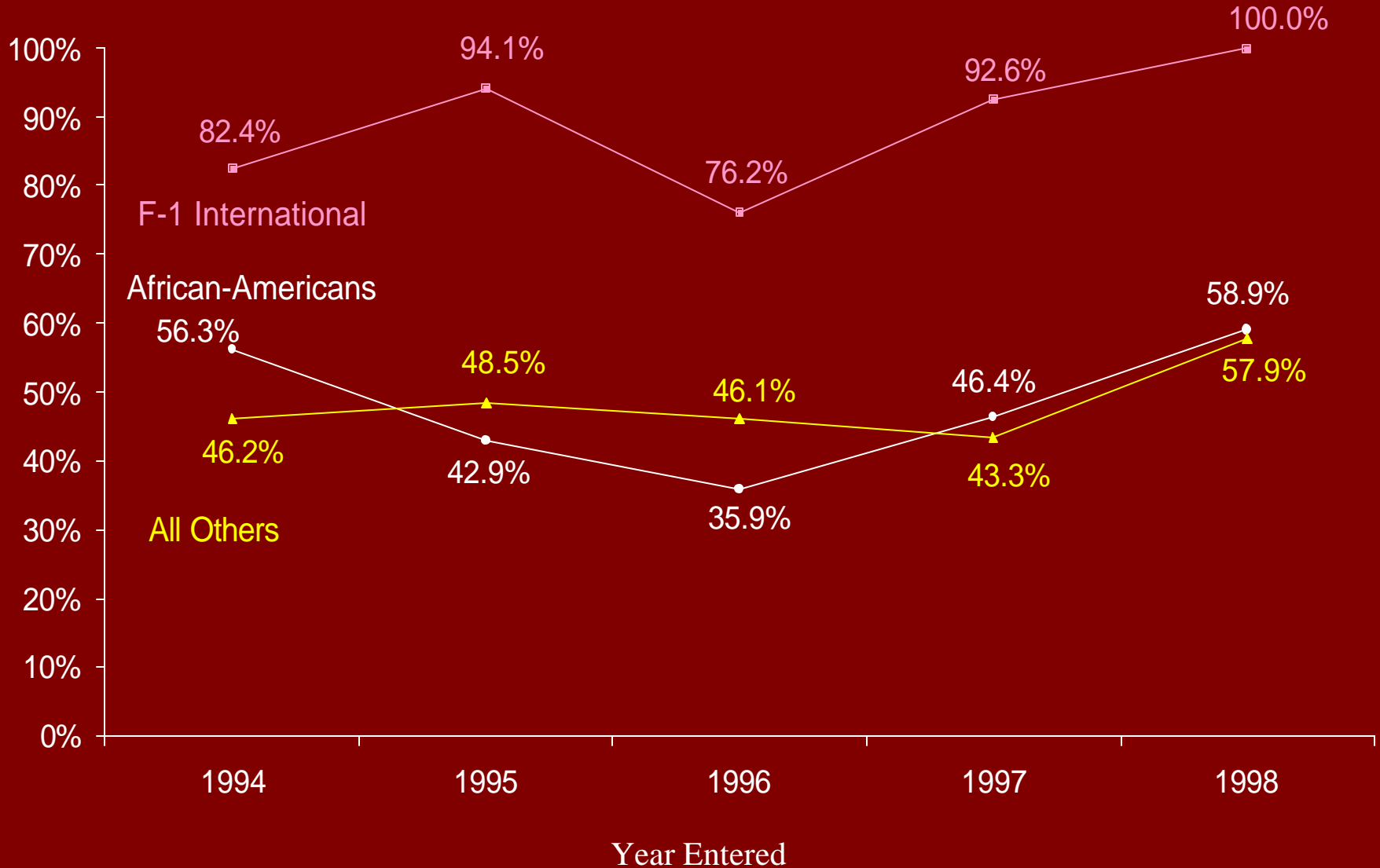
Freshman-to-Sophomore Retention Rates

By Cohort Type



Most Recent Five-Year Graduation Rate Trends

By Cohort Type



African American College Grade Point Averages

At Berea--- 1/3 point below Other Domestic students
(compared to 2/3rds below national norm)

Top Five Majors (Last 5 Years)

AA

- 1) Business Administration-21%
- 2) Child and Family Studies-12%
- 3) English-8%
- 4) Technology and Industrial Arts-7%
- 5) Biology-6%

Other Domestic

- 1) Same—11%
- 2) Same—11%
- 3) Tech. & Ind.—11%
- 4) English—7%
- 5) Economics—6%

Value Changes from Freshman to Senior Year: Significant Increases for Importance Ratings

African American
Students



Serving humankind

*Finding work that is challenging and that stimulates personal growth **

*Developing a desire for life-long learning **

Developing friendships

**indicate items that showed significant increases for all students*



Ratings of “Extremely Important” Changes from Freshman to Senior Year

“Serving humankind”

