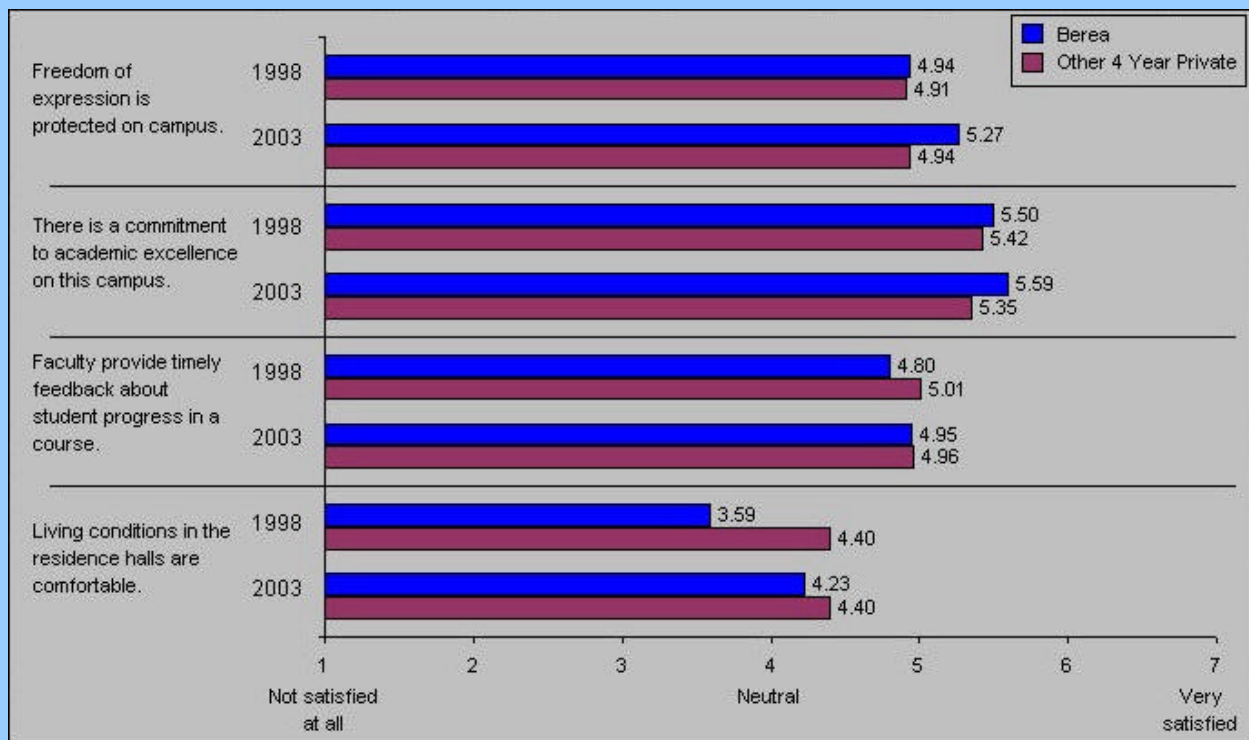


Student Satisfaction Improving in Most Areas

According to the results of a national survey designed to measure student satisfaction across a wide range of campus services and areas, current Berea students are more satisfied than those enrolled five years ago and compare favorably to students at other four-year private institutions. Areas of strength included those related to *course content, instruction and faculty quality, advising in major fields, and the ability of students to experience intellectual growth at Berea*. Challenge areas included the *adequacy of financial aid, registration without conflicts, faculty fairness in their treatment of individuals, and the general enjoyment and sense of security associated with living on campus*. Across most major categories of the survey, International students' ratings were higher than domestic students' ratings. In general, ratings by African American students and other domestic students were very similar.

This project began in 1998 when a comprehensive student satisfaction survey was first administered (using Labor time for students to participate). The Committee on Student Experience (COSE), comprised of faculty, administrators and other staff representing academics, student life and various programmatic areas, reviewed the results of the survey. The group then worked three years to understand the data, make recommendations to campus and implement many changes where possible. Many other groups and individuals worked on implementing these initiatives as well as finding other ways to improve our system and processes. When the survey was re-administered in 2003, satisfaction had improved in almost all areas.



Response from the Provost's Committee

This is a good example of what a difference people working together to improve the system can do. Although last year's data show improvement in most areas, there are still some student ratings we'll be examining more closely to better understand and respond appropriately.

For example, we've created new financial aid packaging that aligns term bills with the family's ability to pay. We've also eliminated Short Term charges for room, board and fees, and reduced summer housing costs. In the Student Life area, we've increased team-based structures to provide leverage for division-wide student development initiatives and support for student clubs and organizations. We've also recently completed a comprehensive review of the Labor Program that includes initiatives for re-visioning and revitalizing our policies and procedures. Our new Learning Center in Draper Hall is becoming increasingly effective in supporting the needs of both faculty and students. We continue to renovate student residence halls to include more study and community spaces. In light of these findings, we are also reviewing services and the environment at College Health Services and have developed cross-divisional protocols for various campus events of concern to students (e.g., assault, harassment, suicide, etc.) that will prescribe policy and process in these areas and involve Student Life, Public Safety, Campus Ministry, College Health and the Counseling staff.

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

STUDENT SATISFACTION INVENTORY™

4-Year College and University Version

Laurie A. Schreiner, Ph.D., and Stephanie L. Juillerat, Ph.D.
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Dear Student,

Your institution is interested in systematically listening to its students. Therefore, your thoughtful and honest responses to this inventory are very important.

You are part of a sample of students carefully selected to share feedback about your college experiences thus far. Your responses will give your campus leadership insights about the aspects of college that are important to you as well as how satisfied you are with them.

To preserve confidentiality, your name is not requested.

— Thank you for your participation.



Instructions:

- Use a No. 2 pencil only. Please do not use ink or ballpoint pen.
- Erase changes completely and cleanly.
- Completely darken the oval that corresponds to your response.

Each item below describes an expectation about your experiences at this campus. On the *left*, tell us how **important** it is for your institution to meet this expectation. On the *right* tell us how **satisfied** you are that your institution has met this expectation.

Importance to me . . .		My level of satisfaction	
1 - not important at all			not available/not used
2 - not very important			very satisfied - 7
3 - somewhat unimportant			satisfied - 6
4 - neutral			somewhat satisfied - 5
5 - somewhat important			neutral - 4
6 - important			somewhat dissatisfied - 3
7 - very important			not very satisfied - 2
does not apply			not satisfied at all - 1
1 2 3 4 5 6 7	1. Most students feel a sense of belonging here.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	2. The campus staff are caring and helpful.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	3. Faculty care about me as an individual.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	4. Admissions staff are knowledgeable.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	5. Financial aid counselors are helpful.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	6. My academic advisor is approachable.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	7. The campus is safe and secure for all students.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	8. The content of the courses within my major is valuable.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	9. A variety of intramural activities are offered.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	10. Administrators are approachable to students.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	11. Billing policies are reasonable.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	12. Financial aid awards are announced to students in time to be helpful in college planning.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	13. Library staff are helpful and approachable.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	14. My academic advisor is concerned about my success as an individual.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	15. The staff in the health services area are competent.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	16. The instruction in my major field is excellent.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	17. Adequate financial aid is available for most students.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	18. Library resources and services are adequate.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	19. My academic advisor helps me set goals to work toward.	1 2 3 4 5 6 7	
1 2 3 4 5 6 7	20. The business office is open during hours which are convenient for most students.	1 2 3 4 5 6 7	

PLEASE DO NOT MARK IN THIS AREA

1443863

Importance to me . . .

- 1 - not important at all
- 2 - not very important
- 3 - somewhat unimportant
- 4 - neutral
- 5 - somewhat important
- 6 - important
- 7 - very important

does not apply

. . . My level of satisfaction

not available/not used

- very satisfied - 7
- satisfied - 6
- somewhat satisfied - 5
- neutral - 4
- somewhat dissatisfied - 3
- not very satisfied - 2
- not satisfied at all - 1

1 2 3 4 5 6 7	21. The amount of student parking space on campus is adequate.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	22. Counseling staff care about students as individuals.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	23. Living conditions in the residence halls are comfortable (adequate space, lighting, heat, air conditioning, telephones, etc.).	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	24. The intercollegiate athletic programs contribute to a strong sense of school spirit.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	25. Faculty are fair and unbiased in their treatment of individual students.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	26. Computer labs are adequate and accessible.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	27. The personnel involved in registration are helpful.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	28. Parking lots are well-lighted and secure.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	29. It is an enjoyable experience to be a student on this campus.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	30. Residence hall staff are concerned about me as an individual.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	31. Males and females have equal opportunities to participate in intercollegiate athletics.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	32. Tutoring services are readily available.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	33. My academic advisor is knowledgeable about requirements in my major.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	34. I am able to register for classes I need with few conflicts.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	35. The assessment and course placement procedures are reasonable.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	36. Security staff respond quickly in emergencies.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	37. I feel a sense of pride about my campus.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	38. There is an adequate selection of food available in the cafeteria.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	39. I am able to experience intellectual growth here.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	40. Residence hall regulations are reasonable.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	41. There is a commitment to academic excellence on this campus.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	42. There are a sufficient number of work-study activities for students.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	43. Admissions counselors respond to respective students' unique needs and requests.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	44. Academic support services adequately meet the needs of students.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	45. Students are made to feel welcome on this campus.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	46. I can easily get involved in campus organizations.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	47. Faculty provide timely feedback about student progress in a course.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	48. Admissions counselors accurately portray the campus in their recruiting practices.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	49. There are adequate services to help me decide upon a career.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	50. Class change (drop/add) policies are reasonable.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	51. This institution has a good reputation within the community.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	52. The student center is a comfortable place for students to spend their leisure time.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	53. Faculty take into consideration student differences as they teach a course.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	54. Bookstore staff are helpful.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	55. Major requirements are clear and reasonable.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	56. The student handbook provides helpful information about campus life.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	57. I seldom get the "run-around" when seeking information on this campus.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	58. The quality of instruction I receive in most of my classes is excellent.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	59. This institution shows concern for students as individuals.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	60. I generally know what's happening on campus.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	61. Adjunct faculty are competent as classroom instructors.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	62. There is a strong commitment to racial harmony on this campus.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	63. Student disciplinary procedures are fair.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	64. New student orientation services help students adjust to college.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	65. Faculty are usually available after class and during office hours.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	66. Tuition paid is a worthwhile investment.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	67. Freedom of expression is protected on campus.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	68. Nearly all of the faculty are knowledgeable in their field.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	69. There is a good variety of courses provided on this campus.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	70. Graduate teaching assistants are competent as classroom instructors.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	71. Channels for expressing student complaints are readily available.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	72. On the whole, the campus is well-maintained.	1 2 3 4 5 6 7	<input type="radio"/>
1 2 3 4 5 6 7	73. Student activities fees are put to good use.	1 2 3 4 5 6 7	<input type="radio"/>

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Your institution may choose to provide you with additional questions on a separate sheet. The section below numbered 74 - 83 is provided as a response area for those additional questions. Continue on to item 84 when you have completed this section.

Importance to me My level of satisfaction	
1 - not important at all 2 - not very important 3 - somewhat unimportant 4 - neutral 5 - somewhat important 6 - important 7 - very important does not apply				not available/not used very satisfied - 7 satisfied - 6 somewhat satisfied - 5 neutral - 4 somewhat dissatisfied - 3 not very satisfied - 2 not satisfied at all - 1	
(If items 74-83 not available, skip to item 84.)					
1 2 3 4 5 6 7	74.	74.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	75.	75.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	76.	76.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	77.	77.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	78.	78.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	79.	79.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	80.	80.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	81.	81.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	82.	82.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	83.	83.	1 2 3 4 5 6 7		
How satisfied are you that this campus demonstrates a commitment to meeting the needs of:					
1 2 3 4 5 6 7	84. Part-time students?	84.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	85. Evening students?	85.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	86. Older, returning learners?	86.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	87. Under-represented populations?	87.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	88. Commuters?	88.	1 2 3 4 5 6 7		
1 2 3 4 5 6 7	89. Students with disabilities?	89.	1 2 3 4 5 6 7		
How important is each of the following factors in your decision to enroll here?					
1 2 3 4 5 6 7	90. Cost				
1 2 3 4 5 6 7	91. Financial aid				
1 2 3 4 5 6 7	92. Academic reputation				
1 2 3 4 5 6 7	93. Size of institution				
1 2 3 4 5 6 7	94. Opportunity to play sports				
1 2 3 4 5 6 7	95. Recommendations from family/friends				
1 2 3 4 5 6 7	96. Geographic setting				
1 2 3 4 5 6 7	97. Campus appearance				
1 2 3 4 5 6 7	98. Personalized attention prior to enrollment				

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Choose the one response that best applies to you and darken the corresponding oval for each of the questions below.

- | | | |
|---|---|--|
| <p>99. So far, how has your college experience met your expectations?</p> <ul style="list-style-type: none"> ① Much worse than I expected ② Quite a bit worse than I expected ③ Worse than I expected ④ About what I expected ⑤ Better than I expected ⑥ Quite a bit better than I expected ⑦ Much better than I expected | <p>100. Rate your overall satisfaction with your experience here thus far.</p> <ul style="list-style-type: none"> ① Not satisfied at all ② Not very satisfied ③ Somewhat dissatisfied ④ Neutral ⑤ Somewhat satisfied ⑥ Satisfied ⑦ Very satisfied | <p>101. All in all, if you had it to do over again, would you enroll here?</p> <ul style="list-style-type: none"> ① Definitely not ② Probably not ③ Maybe not ④ I don't know ⑤ Maybe yes ⑥ Probably yes ⑦ Definitely yes |
|---|---|--|

CONTINUE TO THE NEXT PAGE

Choose the one response that best describes you and darken the corresponding oval for each of the items below.

102. Gender:

- ① Female
- ② Male

103. Age:

- ① 18 and under
- ② 19 to 24
- ③ 25 to 34
- ④ 35 to 44
- ⑤ 45 and over

104. Ethnicity/Race:

- ① African-American
- ② American Indian or Alaskan Native
- ③ Asian or Pacific Islander
- ④ Caucasian/White
- ⑤ Hispanic
- ⑥ Other
- ⑦ Prefer not to respond

105. Current Enrollment Status:

- ① Day
- ② Evening
- ③ Weekend

106. Current Class Load:

- ① Full-time
- ② Part-time

107. Class Level:

- ① Freshman
- ② Sophomore
- ③ Junior
- ④ Senior
- ⑤ Special Student
- ⑥ Graduate/Professional
- ⑦ Other

108. Current GPA:

- ① No credits earned
- ② 1.99 or below
- ③ 2.0 - 2.49
- ④ 2.5 - 2.99
- ⑤ 3.0 - 3.49
- ⑥ 3.5 or above

109. Educational Goal:

- ① Associate degree
- ② Bachelor's degree
- ③ Master's degree
- ④ Doctorate or professional degree
- ⑤ Certification (initial or renewal)
- ⑥ Self-improvement/pleasure
- ⑦ Job-related training
- ⑧ Other

110. Employment:

- ① Full-time off campus
- ② Part-time off campus
- ③ Full-time on campus
- ④ Part-time on campus
- ⑤ Not employed

111. Current Residence:

- ① Residence hall
- ② Fraternity / Sorority
- ③ Own house
- ④ Rent room or apartment off campus
- ⑤ Parent's home
- ⑥ Other

112. Residence Classification:

- ① In-state
- ② Out-of-state
- ③ International (not U.S. citizen)

113. Disabilities:

- Physical disability or a diagnosed learning disability?
- ① Yes
 - ② No

114. When I entered this institution, it was my:

- ① 1st choice
- ② 2nd choice
- ③ 3rd choice or lower

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Your Social Security Number is requested for research purposes and will not appear on any report.

Social Security Number:

Write your Social Security number in the nine spaces of the box provided. Completely darken the corresponding oval.

0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9

115. Major:

Fill in major code from list provided by your institution.

0	0	0	0
1	1	1	1
2	2	2	2
3	3	3	3
4	4	4	4
5	5	5	5
6	6	6	6
7	7	7	7
8	8	8	8
9	9	9	9

116. Item requested by your institution:

- ①
- ②
- ③
- ④
- ⑤
- ⑥

Thank you for taking the time to complete this inventory.
Please do not fold.



1443863

Mark your answers directly on this form.

Berea College Student Satisfaction Supplementary Inventory

Name _____

Social Security Number _____
(or International Student ID)

Circle the number that corresponds to your response. On the left, tell us how important it is for Berea College to meet this expectation. On the right how satisfied you are that Berea College has met this expectation.

Importance to me...								...My level of satisfaction												
1 - not important at all																				
2 - not very important																				
3- somewhat unimportant																				
4 - neutral																				
5 - somewhat important																				
6 - important																				
7 - very important																				
does not apply																				
1	2	3	4	5	6	7	n/a	1. The range of my major programs available at Berea is adequate given my interests and needs.	1	2	3	4	5	6	7	n/a				
1	2	3	4	5	6	7	n/a	2. The academic program provides me with adequate opportunities to explore personal interests.	1	2	3	4	5	6	7	n/a				
1	2	3	4	5	6	7	n/a	3. When I have trouble with some part of my academic work, I have no difficulty finding people to help.	1	2	3	4	5	6	7	n/a				
1	2	3	4	5	6	7	n/a	4. There are an adequate number of courses to choose from in my major.	1	2	3	4	5	6	7	n/a				
1	2	3	4	5	6	7	n/a	5. Faculty provide the kind of feedback that helps me know what to do to improve my performance.	1	2	3	4	5	6	7	n/a				
1	2	3	4	5	6	7	n/a	6. Course materials are presented in an interesting and creative manner.	1	2	3	4	5	6	7	n/a				
1	2	3	4	5	6	7	n/a	7. I get the encouragement I need from faculty on this campus.	1	2	3	4	5	6	7	n/a				
1	2	3	4	5	6	7	n/a	8. My academic advisor has helped me plan for getting into graduate school.	1	2	3	4	5	6	7	n/a				
1	2	3	4	5	6	7	n/a	9. My academic advisor has helped me plan for a future career.	1	2	3	4	5	6	7	n/a				
1	2	3	4	5	6	7	n/a	10. The residence halls provide a good place to study.	1	2	3	4	5	6	7	n/a				
1	2	3	4	5	6	7	n/a	11. Residential life on campus helps me succeed academically.	1	2	3	4	5	6	7	n/a				
1	2	3	4	5	6	7	n/a	12. The labor program provides me with adequate opportunities to explore personal interests.	1	2	3	4	5	6	7	n/a				

Mark your answers directly on this form.

Importance to me...								...My level of satisfaction								
1 - not important at all														not available/not used		
2 - not very important														very satisfied - 7		
3- somewhat unimportant														satisfied - 6		
4 - neutral														somewhat satisfied - 5		
5 - somewhat important														neutral - 4		
6 - important														somewhat dissatisfied - 3		
7 - very important														not very satisfied - 2		
does not apply														not satisfied at all - 1		
1	2	3	4	5	6	7	n/a	13. Through my labor position(s), I have learned skills and work habits that will help me in the future.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	14. Christian values are emphasized appropriately on campus.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	15. My expectations regarding Berea's Christian commitment have been met.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	16. My spiritual needs are being met at Berea.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	17. Opportunities to learn to use computer resources effectively and efficiently for my academic needs are adequate.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	18. The availability of up-to-date computers and software is adequate.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	19. The support provided by the Computer Help Desk is adequate.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	20. Staff support for the EDGE project (laptop support services) is adequate.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	21. I have time to get involved with extracurricular activities.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	22. I feel that there are adequate opportunities for internships.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	23. Berea helps develop the whole person.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	24. I feel that there are adequate opportunities for me to provide community and other service.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	25. Convocations have been interesting.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	26. Convocations have been a valuable part of my education.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	27. Library hours are adequate.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	28. I can locate library materials when I need them.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	29. I have learned how to identify, use and evaluate the resources provided by the library.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	30. I believe the College has initiated adequate environmental/sustainability practices (like recycling, energy management, etc.).	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	31. In general, all students at Berea are treated fairly and equally.	1	2	3	4	5	6	7	n/a
1	2	3	4	5	6	7	n/a	32. The College emphasizes values and ethical behavior.	1	2	3	4	5	6	7	n/a

Importance to me...								...My level of satisfaction							
1 - not important at all														not available/not used	
2 - not very important														very satisfied - 7	
3- somewhat unimportant														satisfied - 6	

Mark your answers directly on this form.

								4 - neutral									somewhat satisfied - 5
								5 - somewhat important									neutral - 4
								6 - important									somewhat dissatisfied - 3
								7 - very important									not very satisfied - 2
								does not apply									not satisfied at all - 1
1	2	3	4	5	6	7	n/a	33. The freshman orientation sessions (ROW) conducted in the summer helped me make a more successful transition to college life.	1	2	3	4	5	6	7	n/a	
1	2	3	4	5	6	7	n/a	34. The freshman orientation program offered the first few days before classes helped me make a more successful transition to college life.	1	2	3	4	5	6	7	n/a	
1	2	3	4	5	6	7	n/a	35. My current labor supervisor supports the goals of the labor program.	1	2	3	4	5	6	7	n/a	
1	2	3	4	5	6	7	n/a	36. My current labor position has had a positive impact on my classroom accomplishments.	1	2	3	4	5	6	7	n/a	
1	2	3	4	5	6	7	n/a	37. My current labor position has had a positive impact on my personal growth and development.	1	2	3	4	5	6	7	n/a	

38. Besides the free tuition and overall financial aid package, what attracted you to Berea?

39. If another student at Berea told you he/she was considering dropping out, what would you say to him/her?

Committee on Student Experiences (COSE)

A Five Year History

Five years ago...

Administrative Committee asked that a survey of student satisfaction be administered.

Purpose:

To understand issues related to student retention and to gain student perspectives that may lead to the improvement of program and service quality.

180 items

Noel-Levitz--98 items

Berea-Specific--82 items

Major sections of the surveys

- student perceptions of faculty and staff
- quality of various programs and services
- campus climate
- reasons for considering dropping out
- perceptions of GST courses
- stress levels of students
- suggestions for improvements in student life area

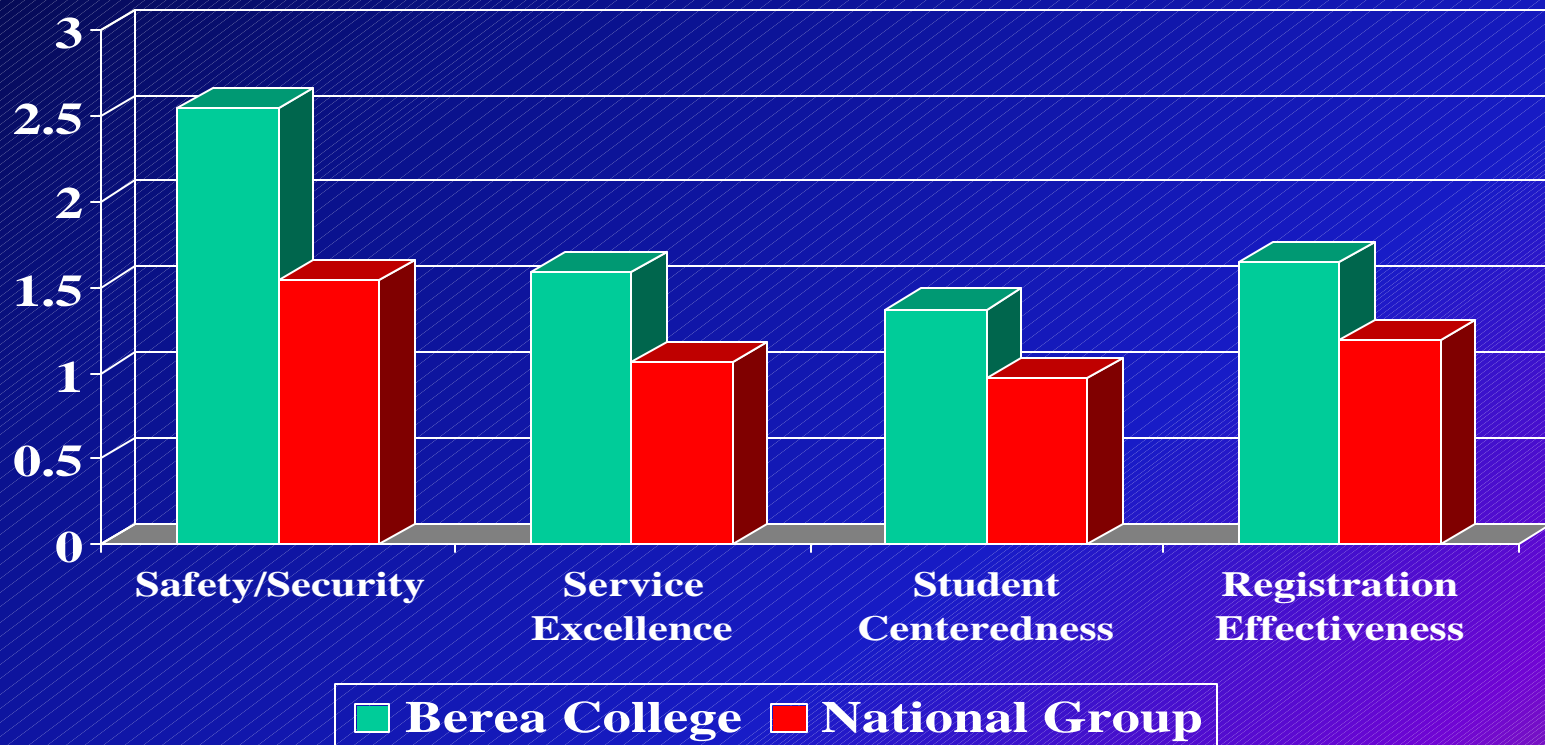
Over 80% of degree-seeking students responded to survey.

Major Results

- Berea students less satisfied than national averages on all major areas of the survey *except* academic advising and campus support services.
- Gaps between **importance and satisfaction** were also significantly greater

Relative Gaps Between Importance and Satisfaction (On Seven-Point Scales)

Comparing Berea and National Norms



Selected Results

- Women were less satisfied and gaps were higher.
- Seniors were less satisfied.
- Higher GPA students were more satisfied.
- Out-of-territory students were more satisfied.
- International students were the least satisfied.
- African American and International students were less satisfied than other Berea students but were more satisfied than national norms in some areas.

Items of Greatest Importance

Four-Year Private Institutions (2001)

1. The content of the courses within my major is valuable.
2. The instruction in my major field is excellent.
3. Nearly all of the faculty are knowledgeable in their fields.
4. The quality of instruction in most classes is excellent.
5. I am able to register for classes I need with few conflicts.

Berea College (1998)

1. The content of the courses within my major is valuable.
2. The instruction in my major field is excellent.
3. Adequate financial aid is available for most students.
4. Nearly all of the faculty are knowledgeable in their fields.
5. My academic advisor is knowledgeable about requirements in my major.

Items of Highest Satisfaction

Four-Year Private Institutions (2001)

1. Nearly all of the faculty are knowledgeable in their fields.
2. This institution has a good reputation within the community.
3. Faculty are usually available after class and during office hours.
4. I am able to experience intellectual growth here.
5. On the whole, the campus is well-maintained.

Berea College (1998)

1. Tuition paid is a worthwhile investment.
2. My academic advisor is approachable.
3. This institution has a good reputation within the community.
4. Faculty are usually available after class and during office hours.
5. Library staff are helpful and approachable.

Greatest Gaps Between Importance and Satisfaction

Four-Year Private Institutions (2001)

1. The amount of student parking on campus is adequate. (2.20)
2. There is an adequate selection of food available in the cafeteria. (1.91)
3. Tuition paid is a worthwhile investment. (1.72)

Berea College (1998)

1. Living conditions in the residence halls are comfortable. (2.86)
2. I seldom get the "run-around" when seeking information on this campus. (2.67)
3. There is an adequate selection of food available in the cafeteria. (2.67)

The Process:

The COSE group worked for over 2 years; representatives from the faculty, administration, program directors.

The group constructed follow-up focus groups, monitored the relationship to retention and came to consensus on 12 formal recommendations (sent to everyone on campus).

An intentional look at data and areas of concern and possibility.

COSE acted as an agent to lift up issues and bring them to the attention of administrators, departments, committees, and individuals.

Provided the impetus in some cases for changes made or in other cases it confirmed processes already under way.

Users of the Student Satisfaction Data

- Teaching and Learning Committee
- Diversity Committee
- Labor Program Review Committee
- Admissions Office
- Orientation Committee
- Library
- Woods-Penniman and Fairchild
Renovation Projects Group
- Collegium
- Others

Take home message:

We care about the student experience.

It is an important *piece* of a very large pie.

We will repeat this effort this Spring Term.

We need your support.

Relationship of Student Satisfaction Survey Results to Student Retention

by Judith Weckman
Office of Institutional Research and Assessment

The following report was submitted to the Committee on Student Experiences in March of 1999. It examines the relationship of the results of student satisfaction surveys conducted in the Spring of 1998 to student retention the following year.

Of the 1069 students who submitted analyzable questionnaires (for the student satisfaction survey project of spring 1998), 735 (69%) returned in the Fall Term of 1998, 89 (8%) withdrew from Berea, 132 (12%) graduated, and 113 (11%) could not be identified because of missing names on the survey instruments. The following brief report relates the survey responses to student retention. Please note that when the term "significant difference" is used, I mean *statistically* significant difference which is a difference that is extremely unlikely (less than 5% chance) to be due simply to chance variation.

Did ratings of satisfaction distinguish students who persisted to the next year from those who dropped out?

Yes, ratings of satisfaction for various survey items were statistically significantly different for persisters and dropouts. The items fell into several categories including: general perceptions of campus experiences, academics, labor, and spiritual and personal development.

General perceptions of campus experiences: Dropouts expressed less satisfaction with their experiences at Berea as evidenced by significantly lower satisfaction ratings for items related to a sense of pride in the campus and a belief that it was well maintained, an ability to experience intellectual growth, and finding Berea an enjoyable experience overall. Also, dropouts expressed lower agreement when asked if they would re-enroll if they had it to do over and if they felt lucky to be admitted to Berea.

Academics: Dropouts indicated significantly lower satisfaction than did persisters with several aspects of their academic life. These included significantly lower satisfaction with items related to the encouragement, enthusiasm, and caring they felt from faculty. They gave lower satisfaction ratings to the quality of instruction in their major field and the content and variety of courses in general. Dropouts also indicated less satisfaction with the approachability of their academic advisers. They were less satisfied with their advisers' helpfulness in setting goals and knowledge of requirements in the major. Finally, dropouts reported significantly lower satisfaction ratings for two specific GSTR courses, Western Traditions I and II, and also indicated lower satisfaction with general studies courses helping them to become better writers.

Labor: Dropouts indicated significantly lower satisfaction with the value of their labor experience, their ability to learn skills and work habits that will help in the future, and opportunities to explore personal interests through the labor program.

Spiritual and personal development: Dropouts reported significantly lower satisfaction with their spiritual needs being met at Berea and experiencing spiritual growth while here. They also reported lower satisfaction with Berea "helping to develop the whole person."

How did persisters versus dropouts answer particular questions designed to evaluate drop-out risk?

A higher percentage of students who went on to drop out of Berea (versus those who persisted or graduated) reported that they had, in fact, considered dropping out of Berea. Slightly less than half of the persisters and graduates (48% and 43%, respectively) reported having considered dropping out compared to 68% of those students who did go on to withdraw. Female versus male dropouts were more likely to indicate on the survey that they had considered dropping out of Berea (74% versus 58%, respectively). Dropouts were also much less likely to respond positively to the item, "I would choose to attend Berea if I had it to do over again." Less than half (40%) of the dropouts indicated "yes" compared to 65% of the graduates and 67% of the persisters.

The most commonly cited reasons for considering dropping out of Berea were similar for dropouts, persisters, and graduates. The dropouts most commonly cited "I have had difficulty managing school, work, and college life in general" followed by "My emotional health has been poor" followed by "Finances are a problem." Persisters were more likely to cite as most important, "My emotional health has been poor" followed by "I have had difficulty managing school, work and college life in general," followed by "The major I want isn't offered here." Graduates most commonly cited "Finances are a problem," followed by "My expectations of a Christian environment have not been met," followed by "My emotional health has been poor."

A slightly higher percentage of dropouts (versus persisters or graduates) indicated that they had "not at all" adjusted well to the demands of college life and reported feeling constantly stressed (21% of dropouts, 17% of persisters, and 15% of graduates).

A lower percentage of dropouts compared to persisters or graduates reported that Berea was their first choice of institutions (61% of dropouts versus 72% of persisters versus 76% of graduates).

Dropouts reported substantially less contact with professors than did persisters. For example, dropouts were more than twice as likely as persisters to indicate that they had *never* sought out individual attention from professors (17% of dropouts versus 6% of persisters). Dropouts were also more likely to indicate that the amount of individual attention they received from professors was not adequate (24% of dropouts versus 11% of persisters).

When respondents asked if they had ever received advising that led to taking an unnecessary course, 35% of the persisters, 44% of the graduates, and nearly half (49%) of the dropouts indicated that this had happened to them.

How did persisters compare to dropouts in pre-college academic preparation?

Graduates and persisters had significantly higher high school rankings than did dropouts (mean of 83 percentile for high school class rank for graduates versus 76 for persisters versus 67 for dropouts). Graduates had significantly higher ACT mathematics scores than did dropouts. The average ACT mathematics score was 20.7 for graduates versus 20.1 for persisters versus 19.1 for dropouts. Graduates and persisters actually had *lower* high school grade point averages than did dropouts. Graduates' average grade point average was 2.60 which is significantly lower than persisters and dropouts whose average grade point averages were 2.99 and 3.10, respectively. I can think of three possible explanations for this pattern of results (there may be many others). The first two are based on reasons that do not have anything to do with academic preparation differences. The third explanation is psychological in nature. The three include:

- 1) Because graduates largely represent a group of students who have been out of high school longer, it is possible that high school grades have been inflated over the past few years thereby explaining why graduates had significantly lower high school grade point averages than "younger" students.
- 2) Dropouts may have taken less rigorous courses of study in high school which resulted in higher high school grade point averages than persisters or graduates.
- 3) Students who entered college with better high school grades possessed higher expectations for college grades than did students with lower high school grades. When these higher expectations were not met, the anxiety or disappointment was dealt with more often by dropping out.

Some limitations, observations, and benefits concerning these initial analyses.

Several limitations are inherent in these analyses. The number of dropouts is based only on the 89 students who filled out these surveys *and* did not graduate or re-enroll for Fall 1998. We need to keep in mind that as more of the students involved in the survey project drop out, different correlates and patterns of risk may appear. Also, the differences among persisters, drop-outs, and graduates for this particular group of students may not be reliable for future cohorts of students. We won't know if the results are generalizable to future students unless we repeat the surveys and retention analyses in later years.

It is interesting to me how many of the items do *not* appear to differentiate among persisters and dropouts. I would recommend taking a close look at the original instruments and specifically attending to items that did *not* show significant differences. Although many of these items may still be extremely important areas to address (because satisfaction levels were lower than our sensibilities may require), improvements in specific areas may not result in noticeable changes in student retention. I will be glad to work with the group to "walk through" the instruments pointing out where significant differences did and did not appear. I did not want to burden this brief report with a full account of statistical analyses for each of the hundreds of items.

Finally, we need to think about what kinds of processes or information could help us establish cause and effect relationships between satisfaction and dropout risk. The present analyses and

other types of self-reported feedback cannot determine cause and effect relationships. These types of studies can only show that certain attitudes or experiences correlate more or less with staying or leaving. Proving cause and effect relationships is difficult at best and nearly impossible in academic settings where controlled experimental procedures cannot be put in place.

However, taking the approach of 1) listening to student concerns, 2) acting to improve experiences on various fronts, and 3) documenting and monitoring results conforms to institutional effectiveness (IE) strategies. The IE approach may or may not result in obvious changes in one particular measure of student success (e. g., retention), but it may help improve or strengthen areas of concern. Therefore, the purpose of the present report is not to limit or narrow our thinking or actions in any way, but rather, to enrich the conversation regarding understanding student experiences.

Noel-Levitz Survey

Listing of Individual Items* by Item Group

Academic Advising

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

Campus Climate

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

Campus Life

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

*Some of the items are in more than one item group.

Noel-Levitz Survey

Listing of Individual Items* by Item Group

Campus Support Services

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

Concern for the Individual

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

Instructional Effectiveness

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

Recruitment and Financial Aid

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

*Some of the items are in more than one item group.

Noel-Levitz Survey

Listing of Individual Items* by Item Group

Registration Effectiveness

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

Safety and Security

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

Service Excellence

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

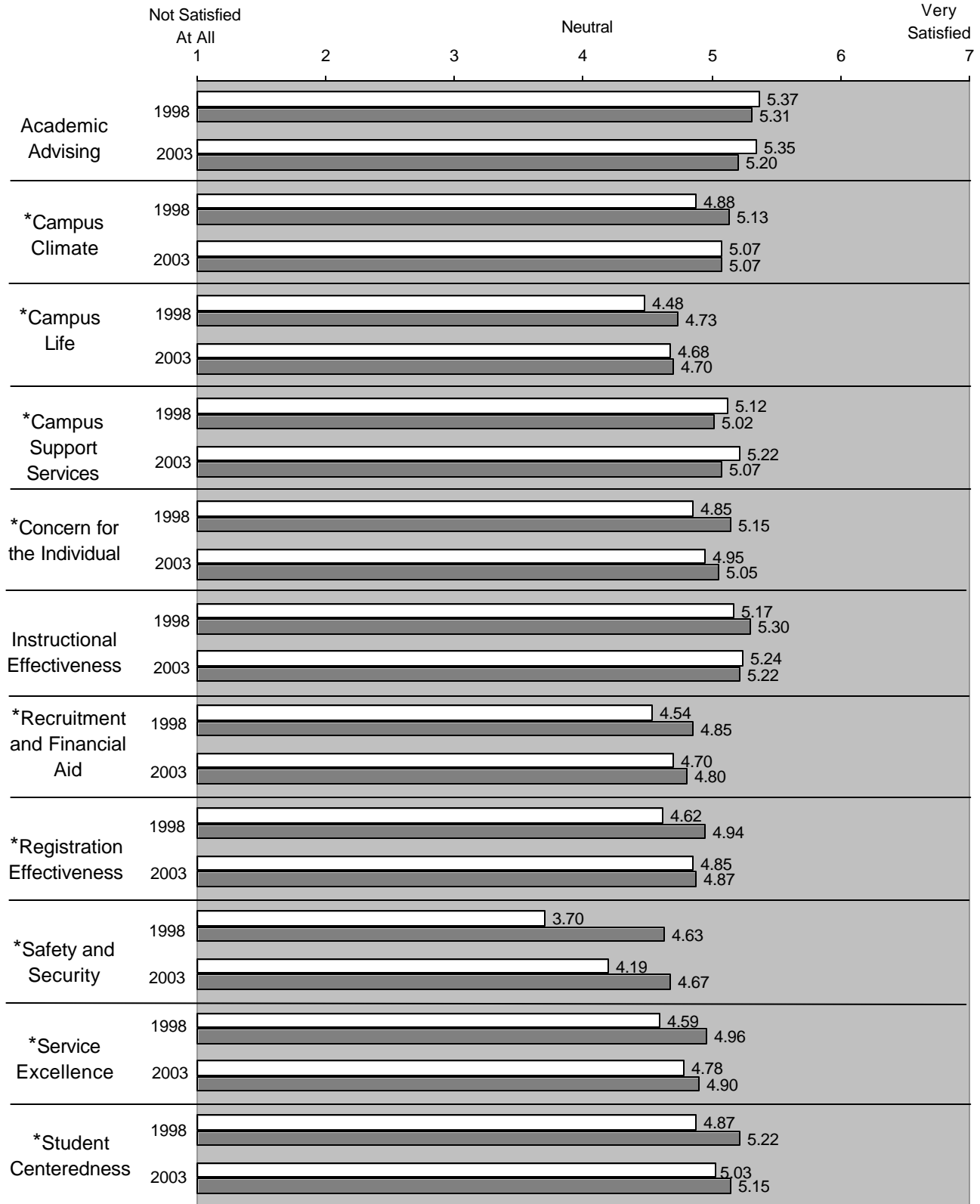
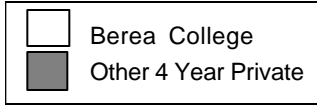
Student Centeredness

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

*Some of the items are in more than one item group.

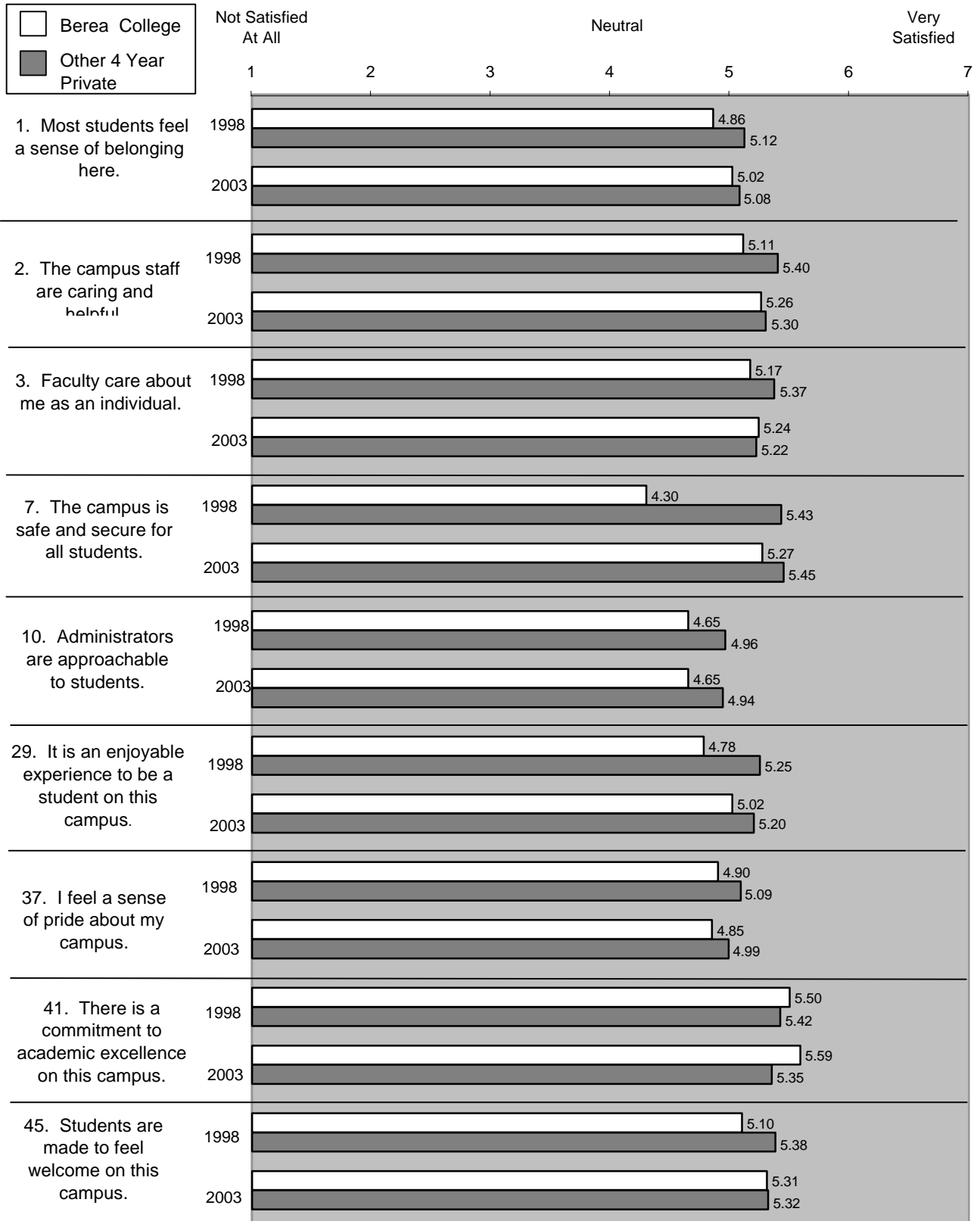
Noel-Levitz Survey All Students

Berea College vs. 4 Year Private Institutions Satisfaction Ratings by Item Group

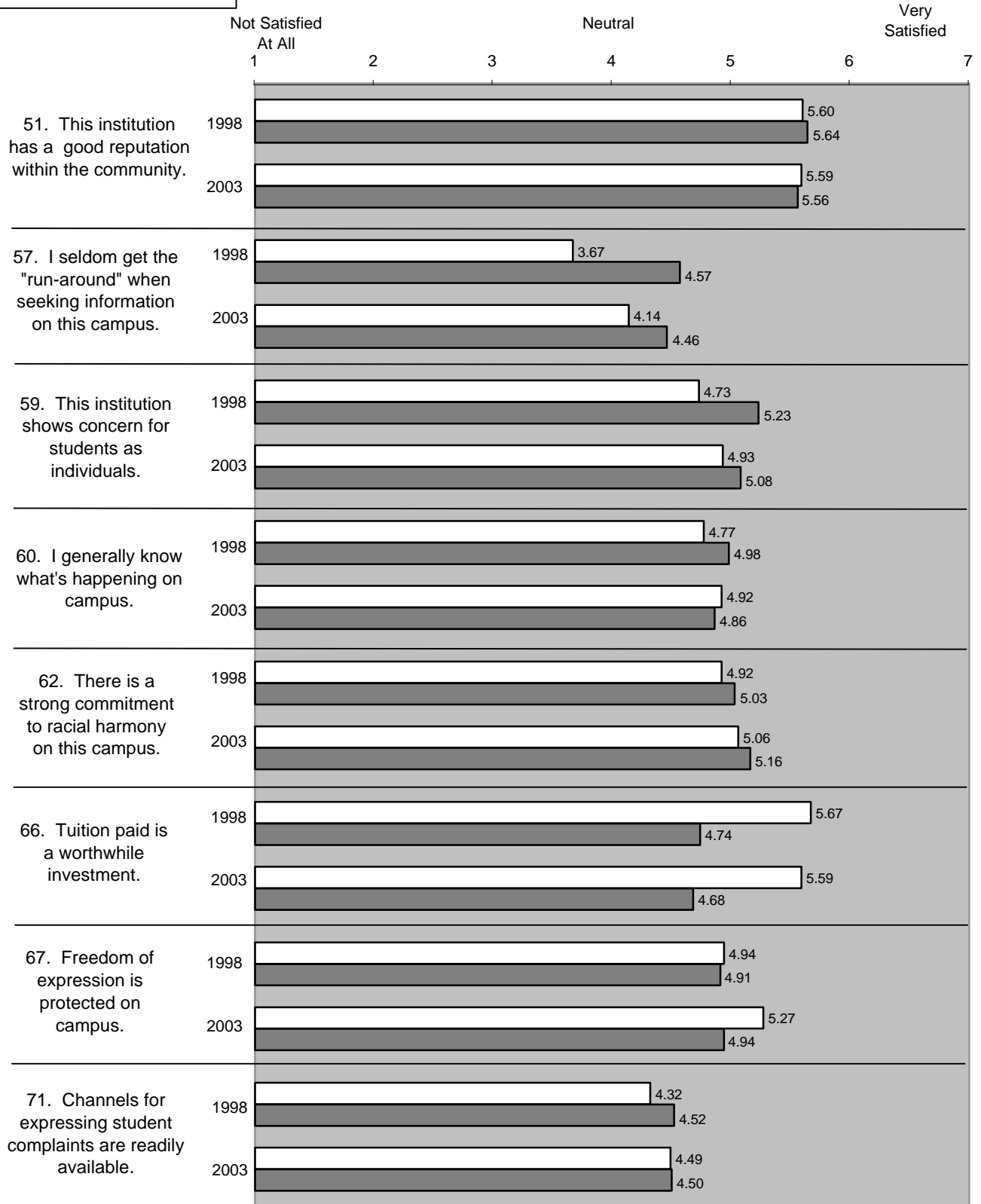
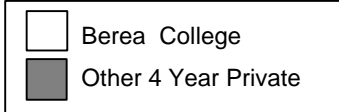


*Denotes statistically significant differences comparing Berea 1998 to 2003 ratings ($p \leq .05$).
NOTE: The graphs above are means of individual items' means within the group.

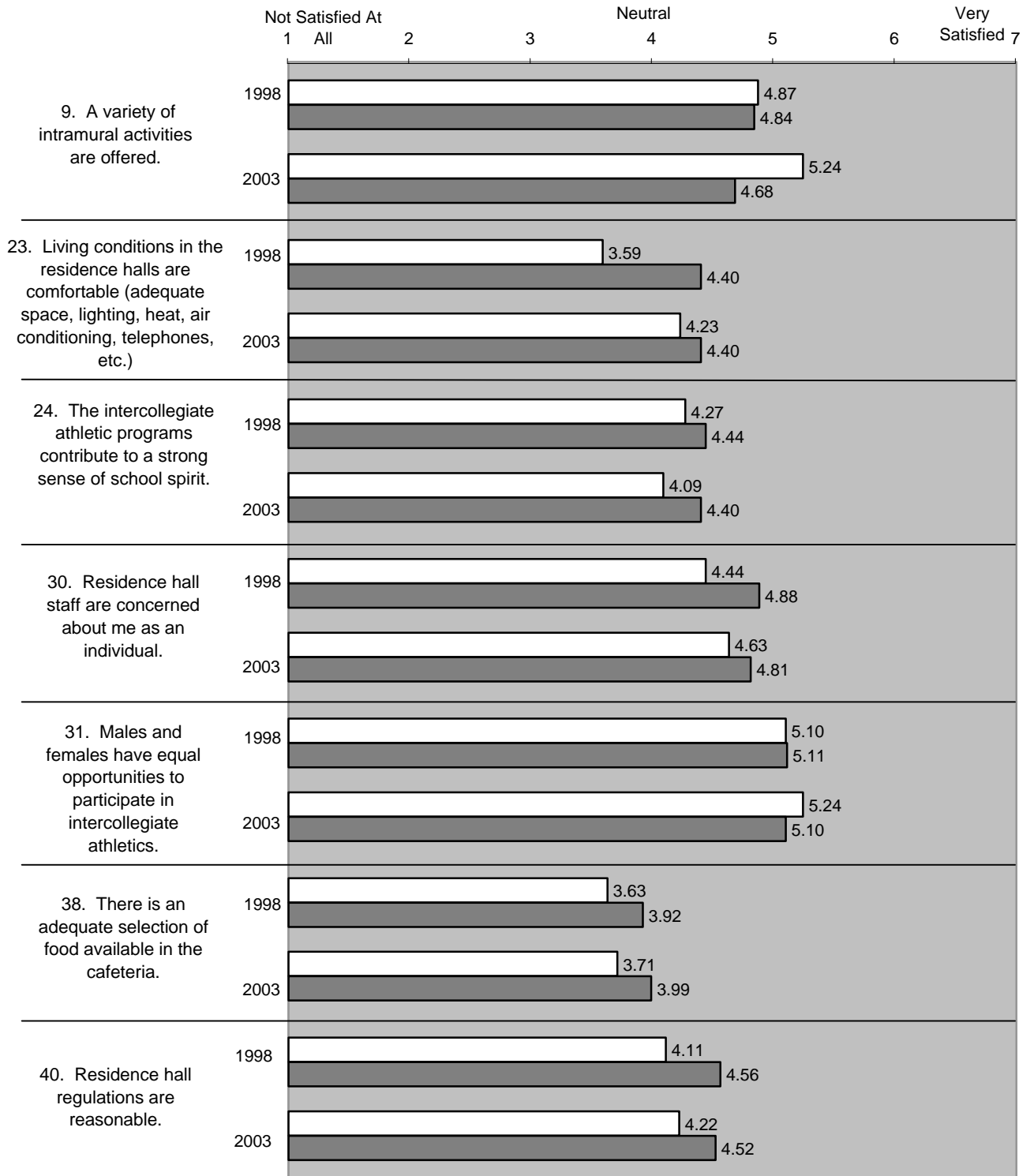
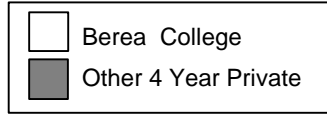
**Noel-Levitz Survey
All Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Campus Climate**



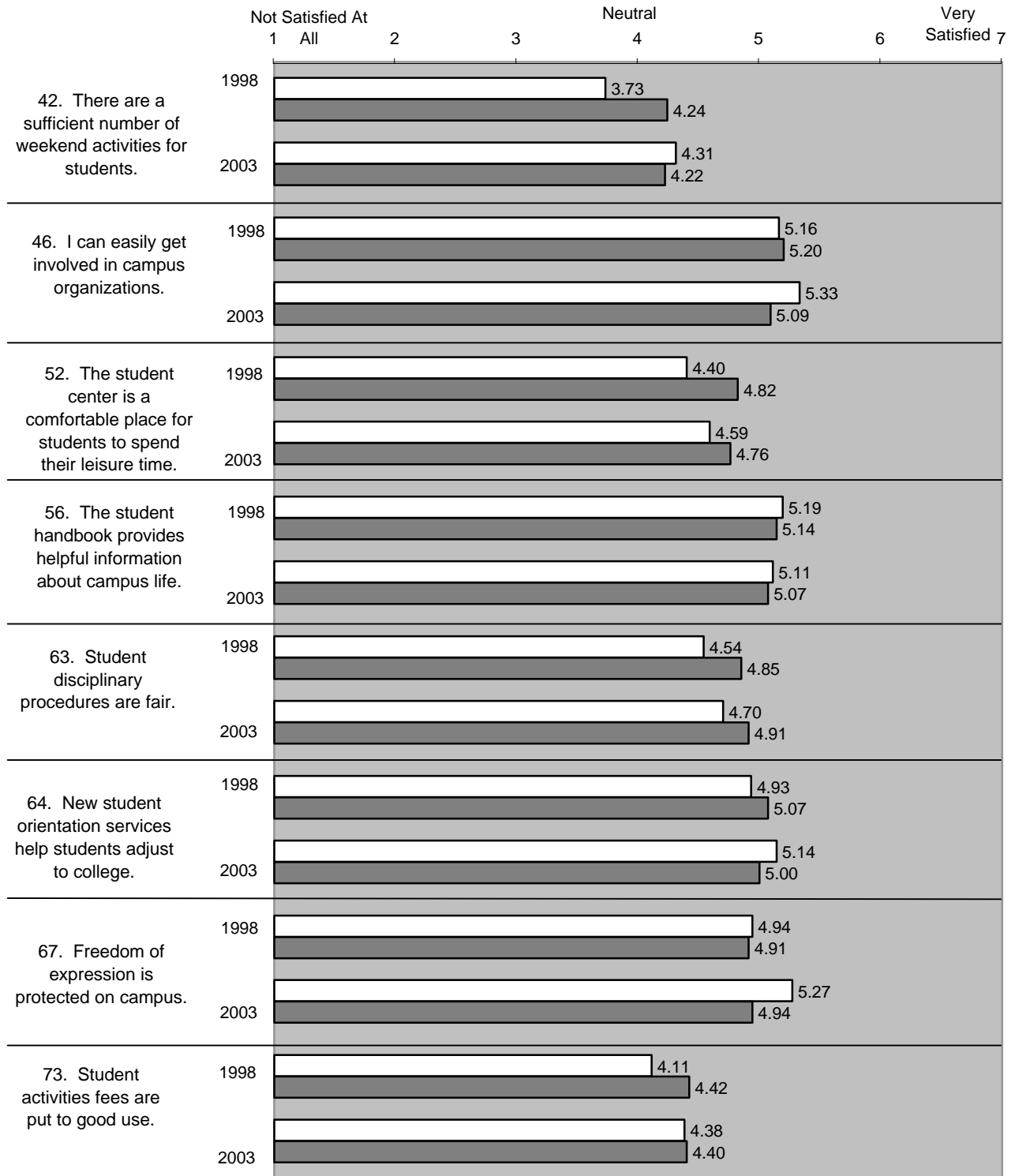
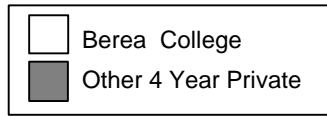
Noel-Levitz Survey
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Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Campus Climate



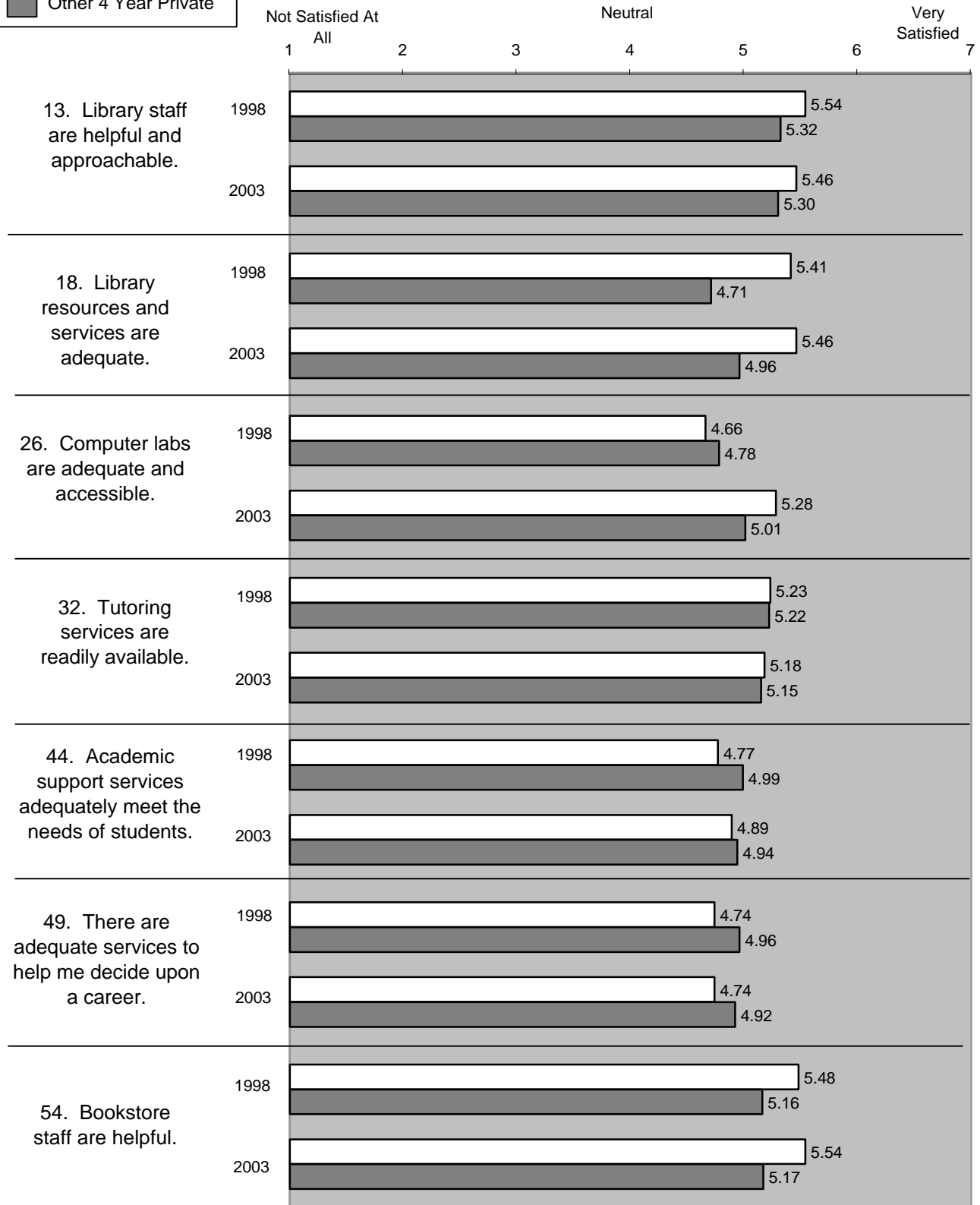
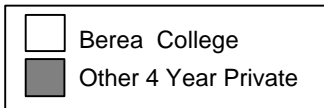
Noel-Levitz Survey
All Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Campus Life



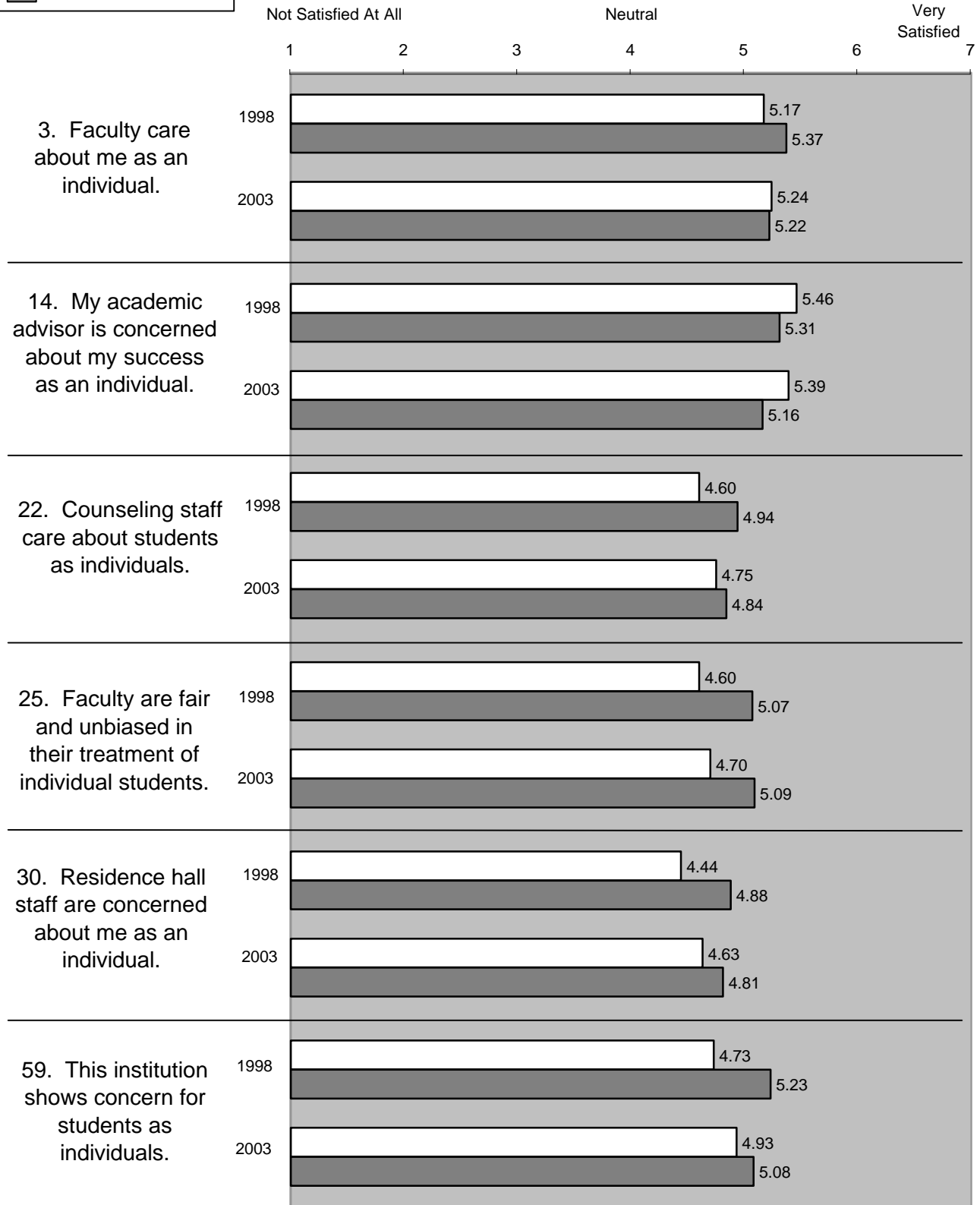
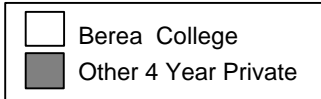
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Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Campus Life**



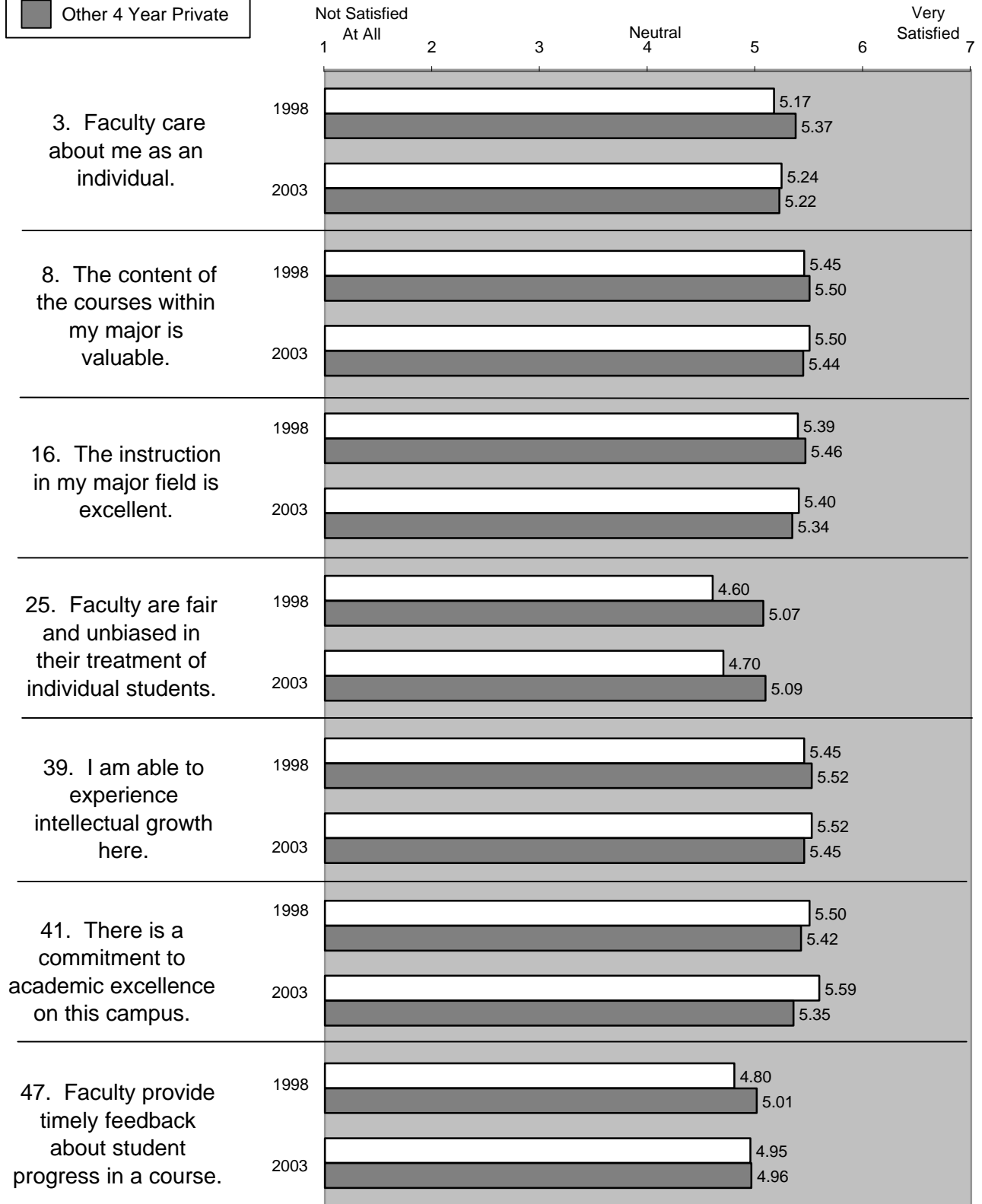
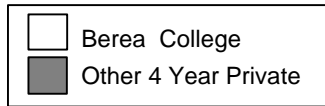
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Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Campus Support Services**



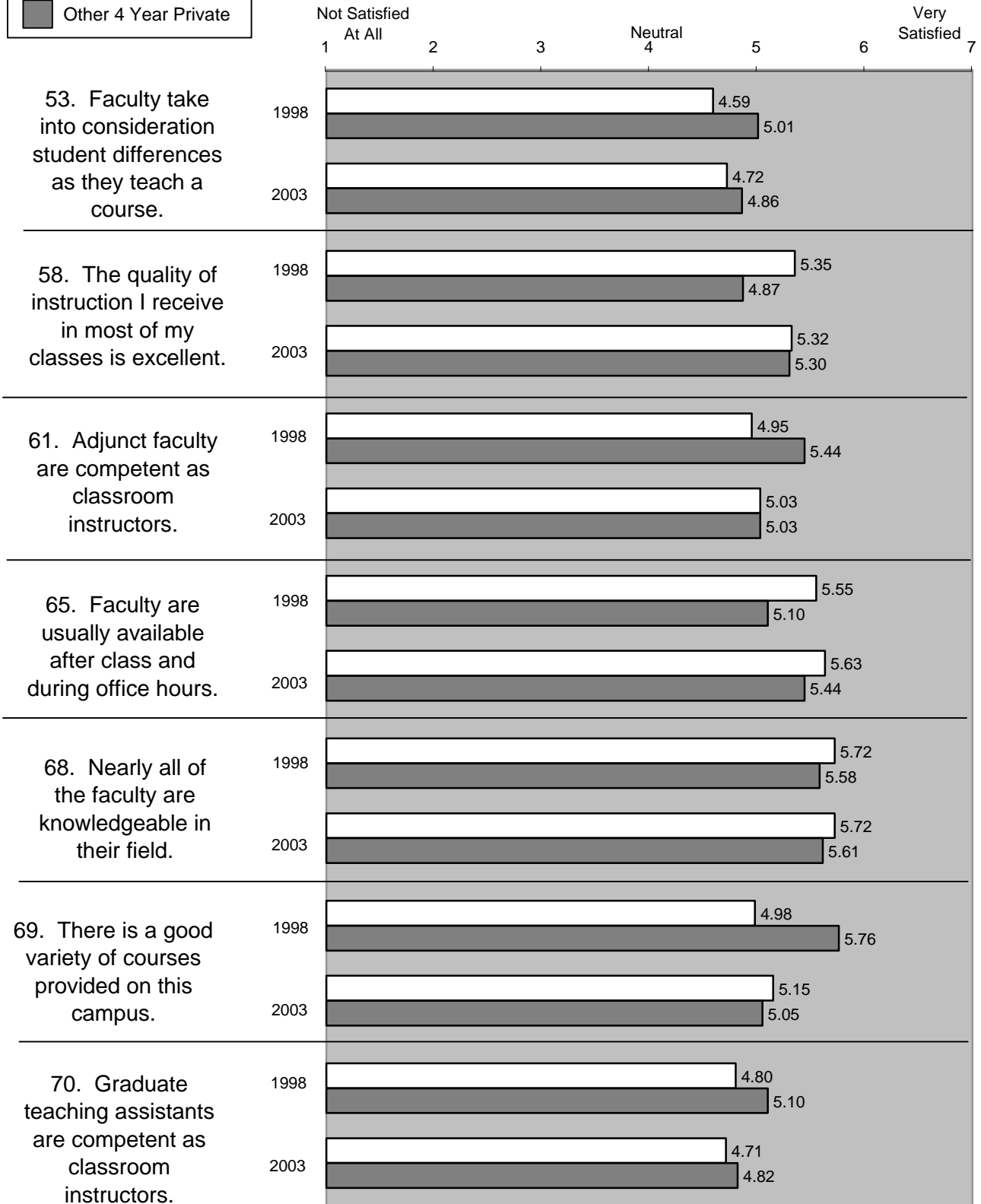
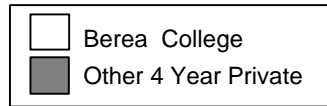
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All Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Concern for the Individual**



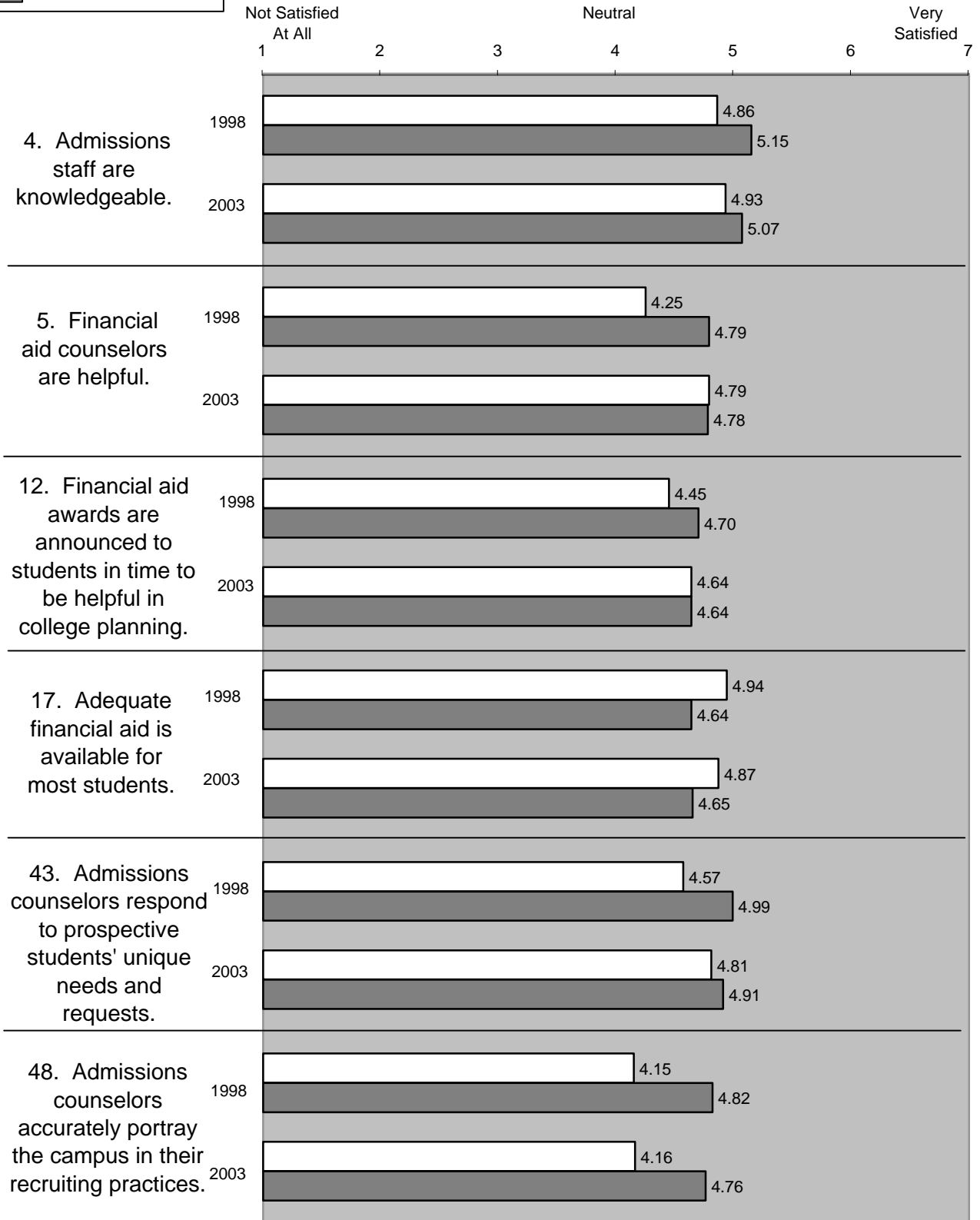
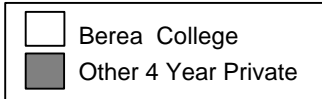
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All Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Instructional Effectiveness**



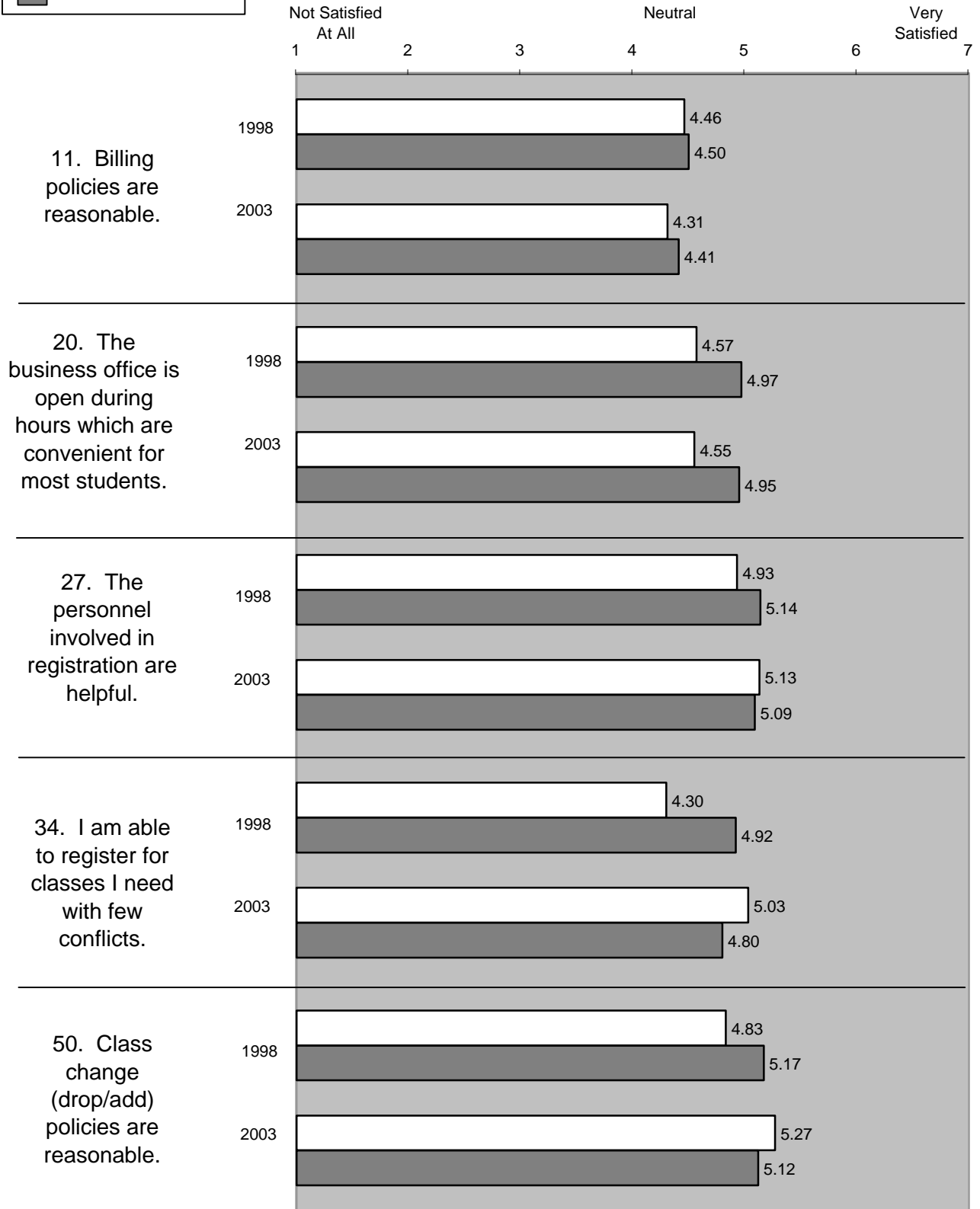
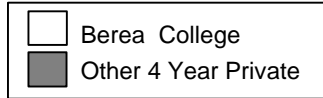
**Noel-Levitz Survey
All Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Instructional Effectiveness**



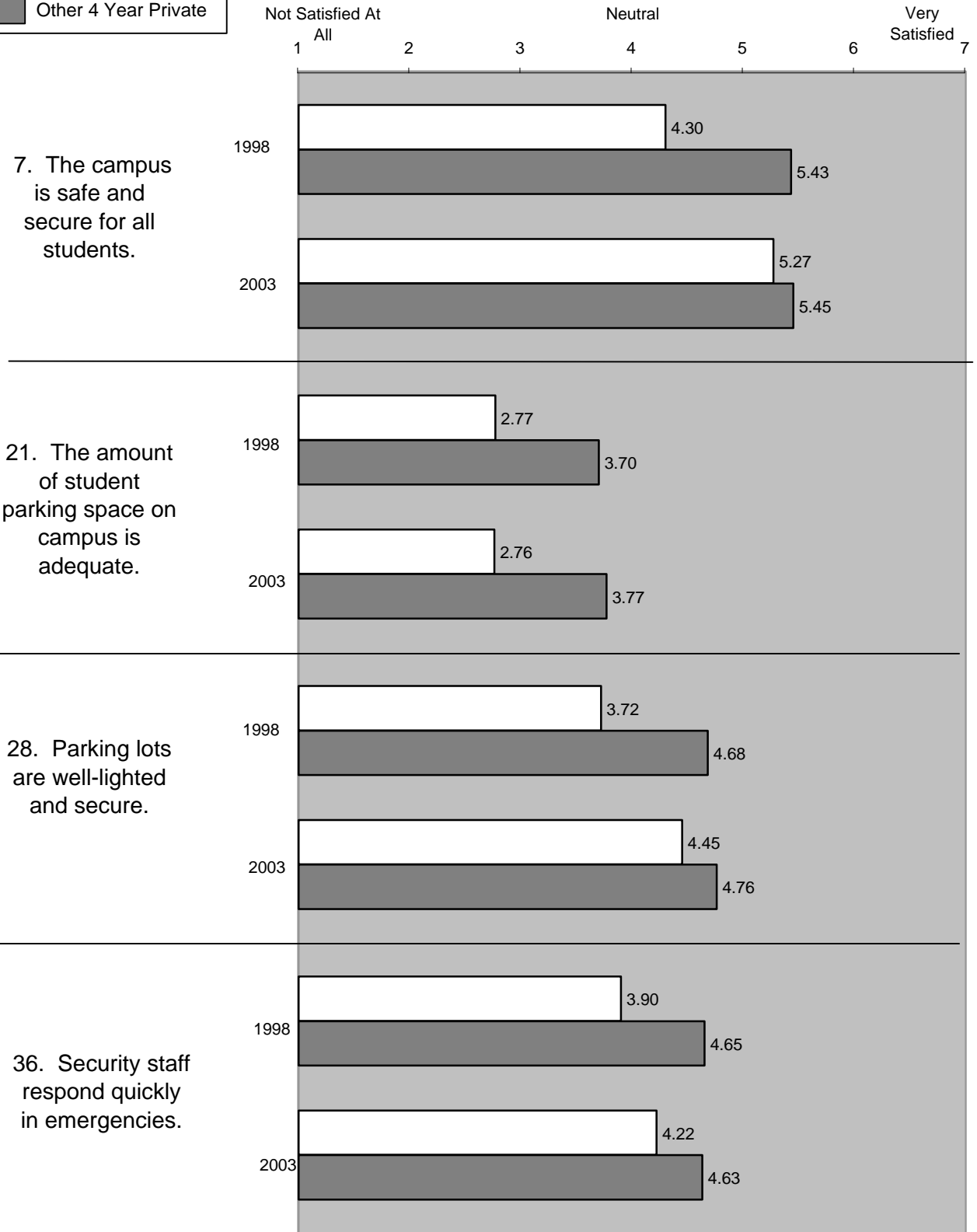
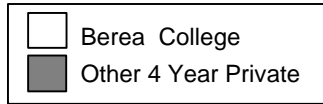
**Noel-Levitz Survey
All Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Recruitment and Financial Aid**



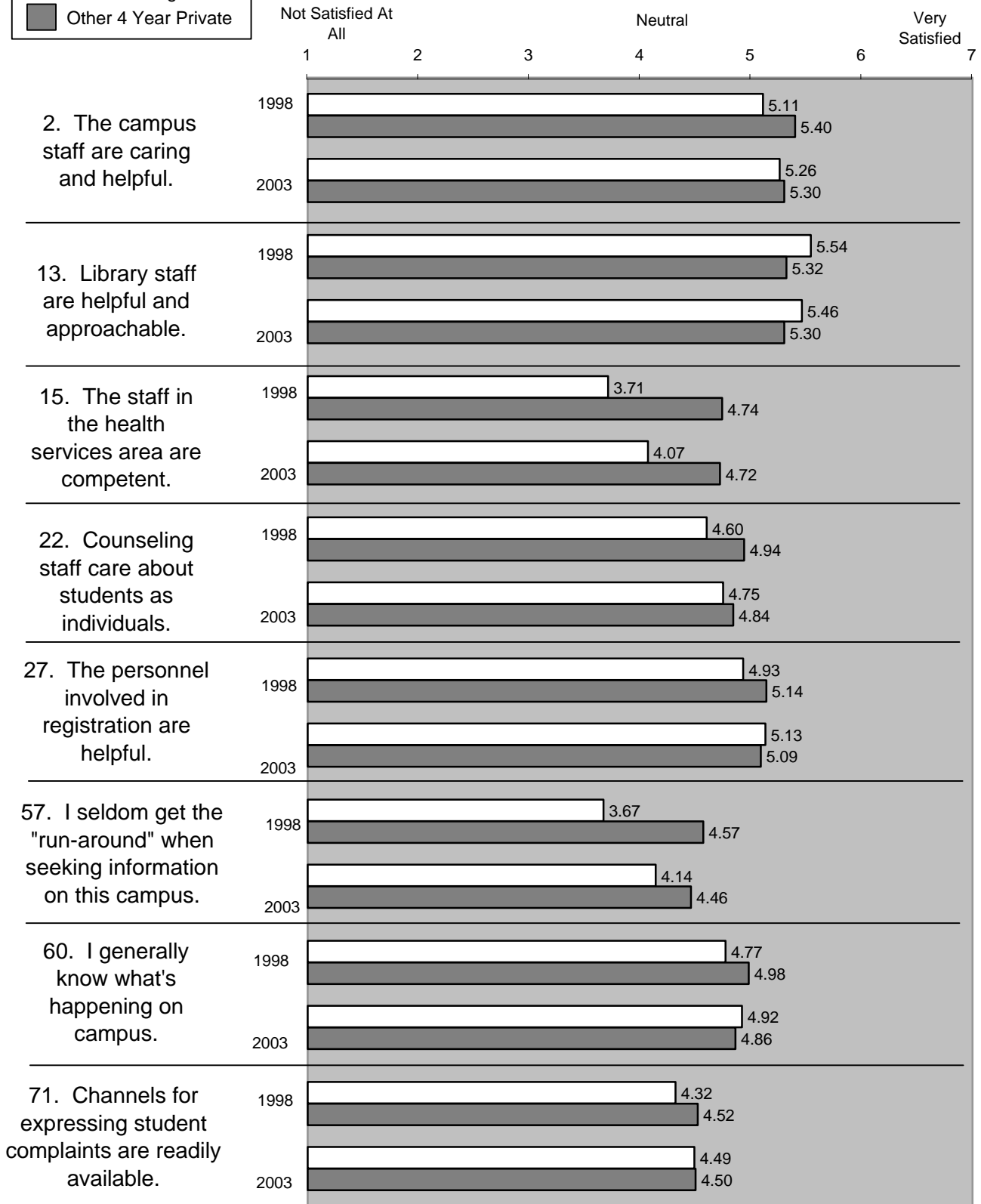
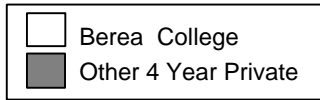
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All Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Registration Effectiveness**



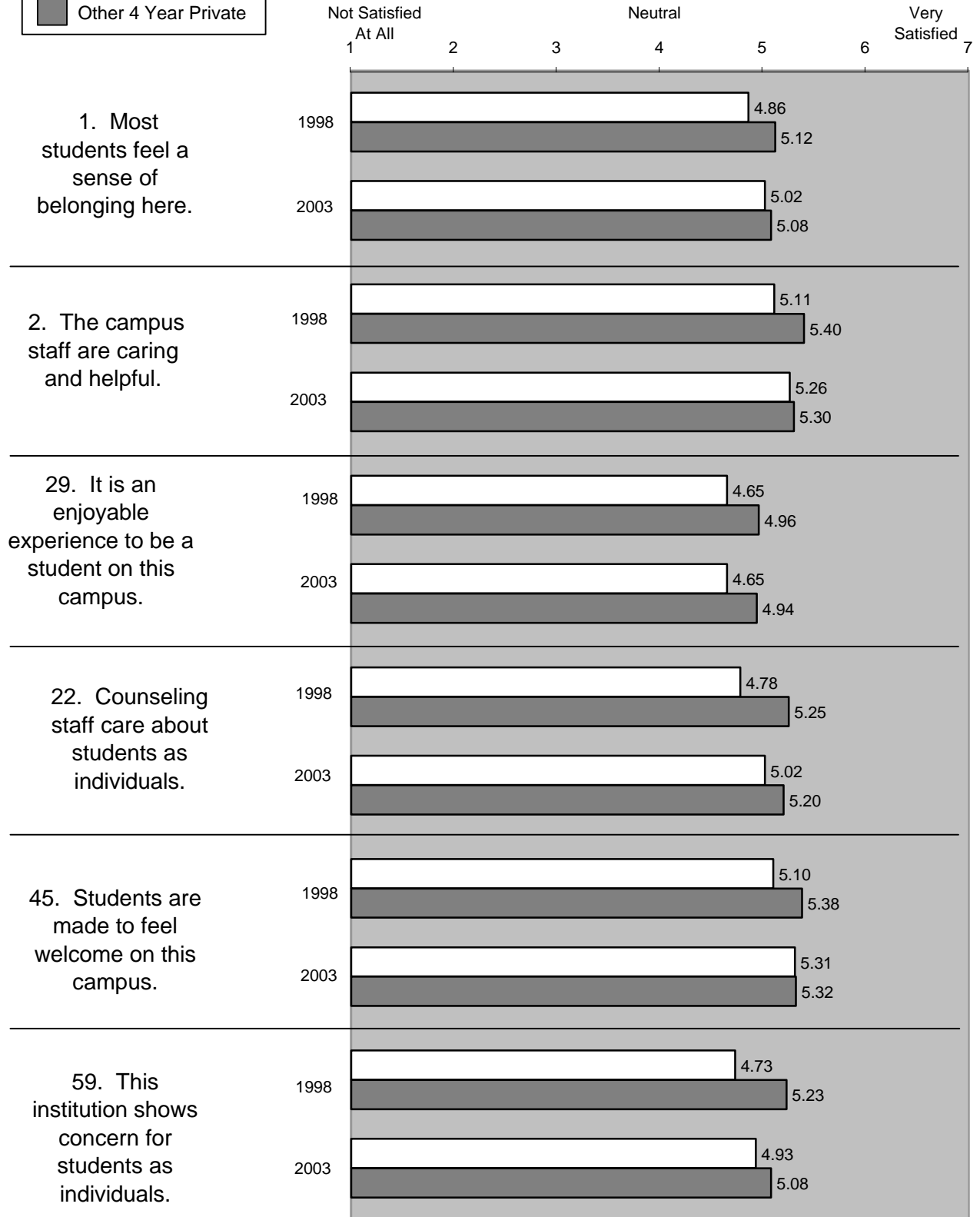
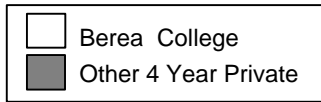
**Noel-Levitz Survey
All Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Safety and Security**



Noel-Levitz Survey
All Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Service Excellence

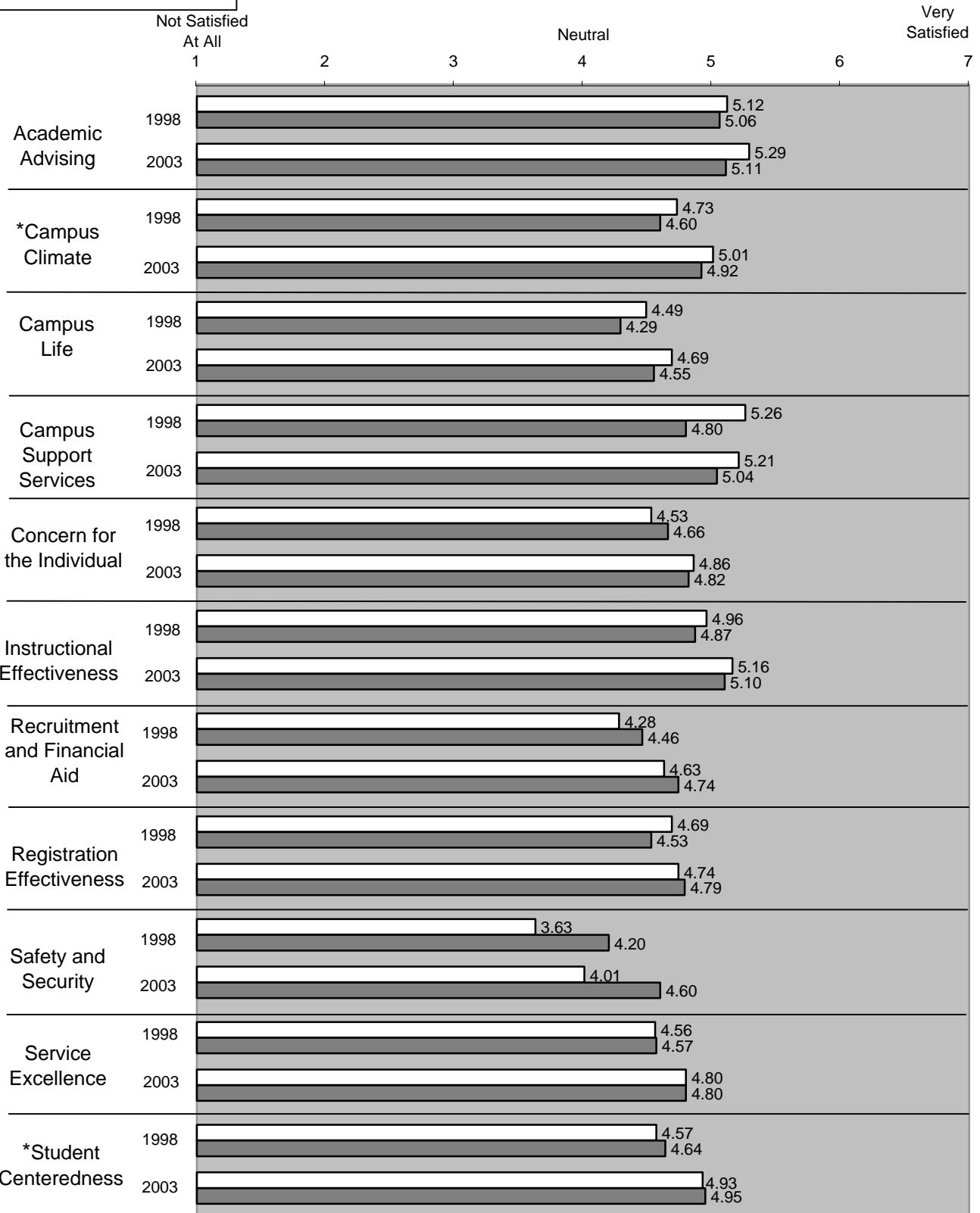
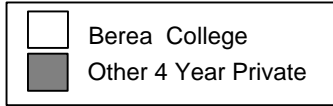


**Noel-Levitz Survey
All Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Student Centeredness**



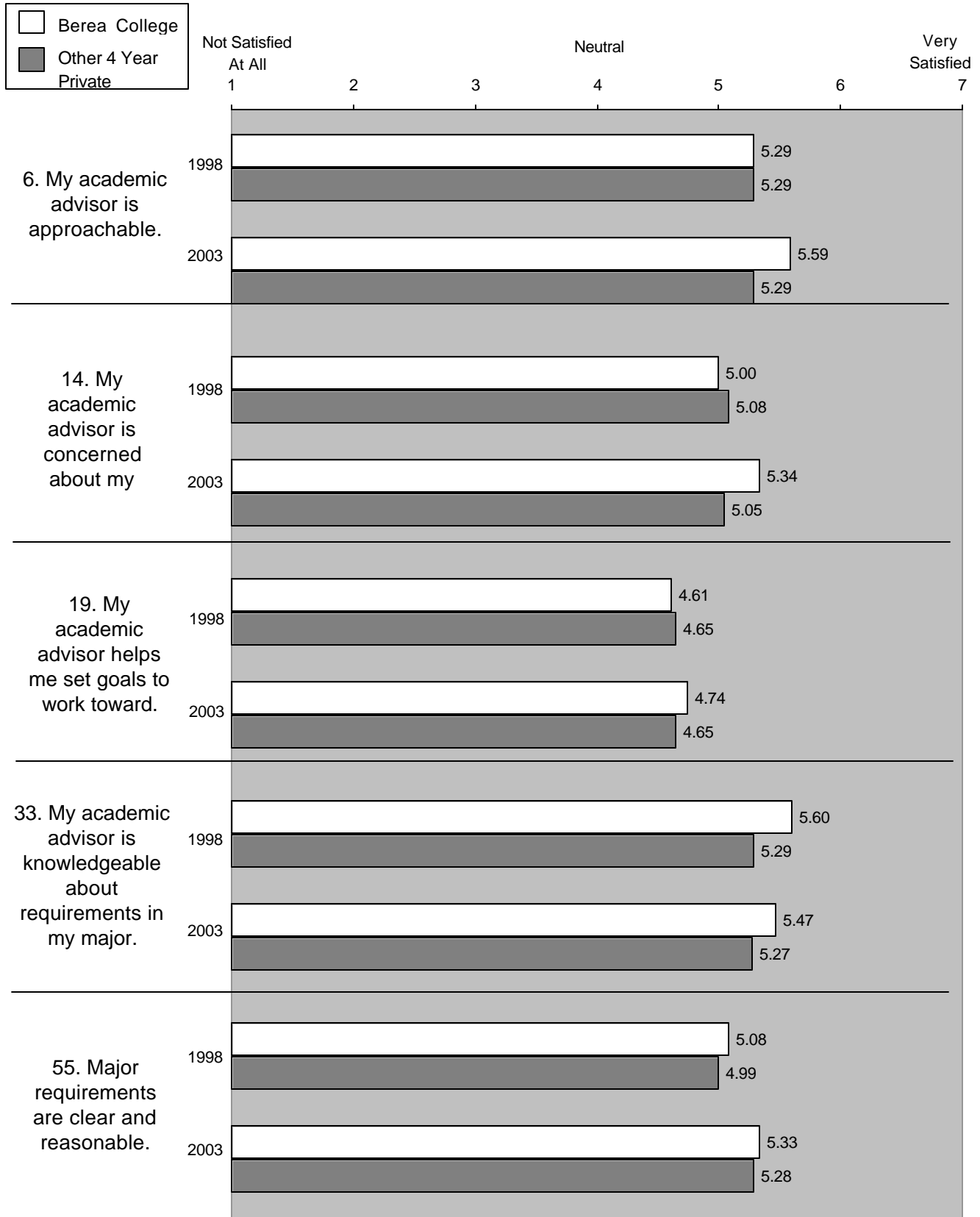
Noel-Levitz Survey African-American Students

Berea College vs. 4 Year Private Institutions Satisfaction Ratings by Item Group

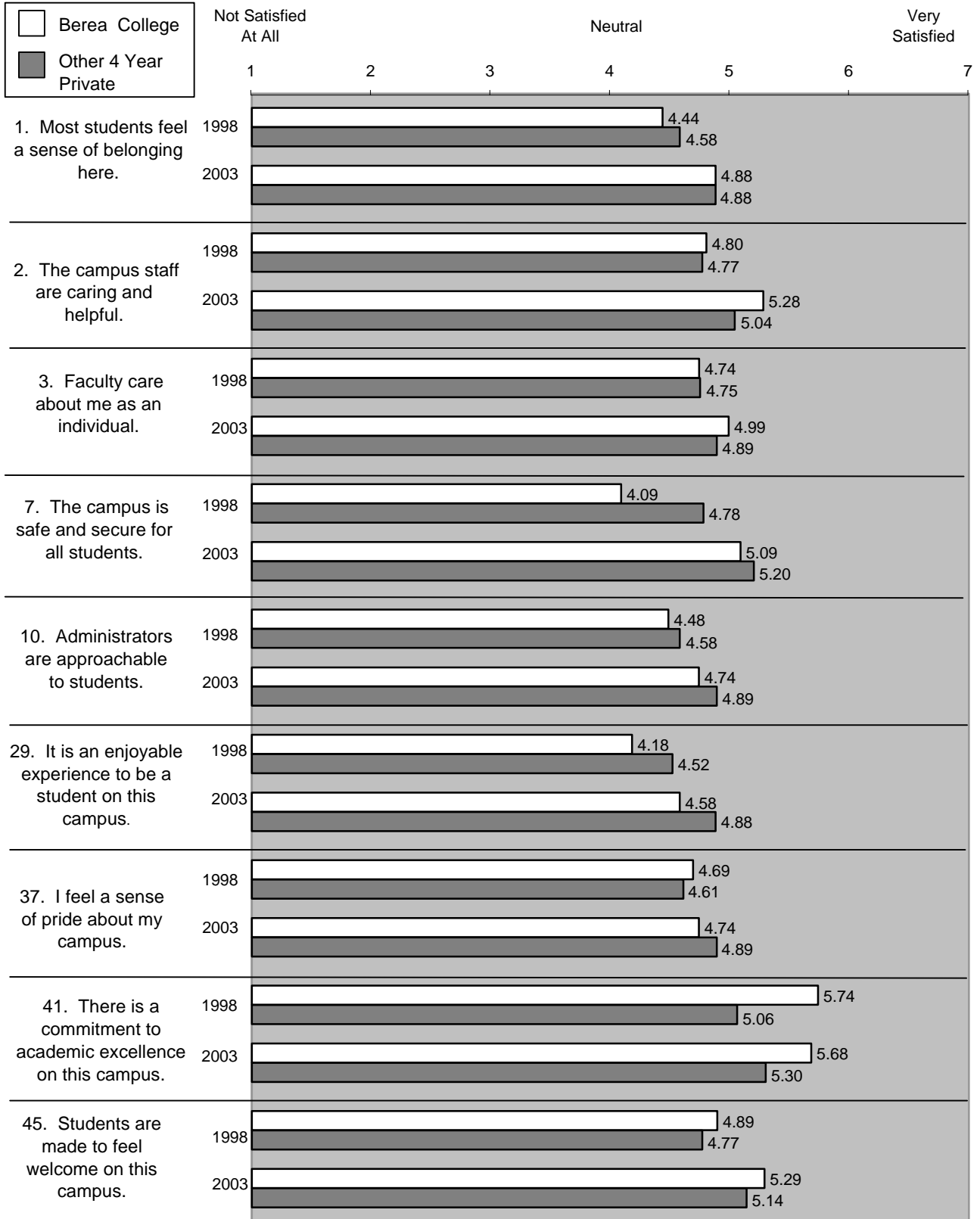


*Denotes marginally significant differences comparing Berea 1998 to 2003 ratings ($p \leq .07$).

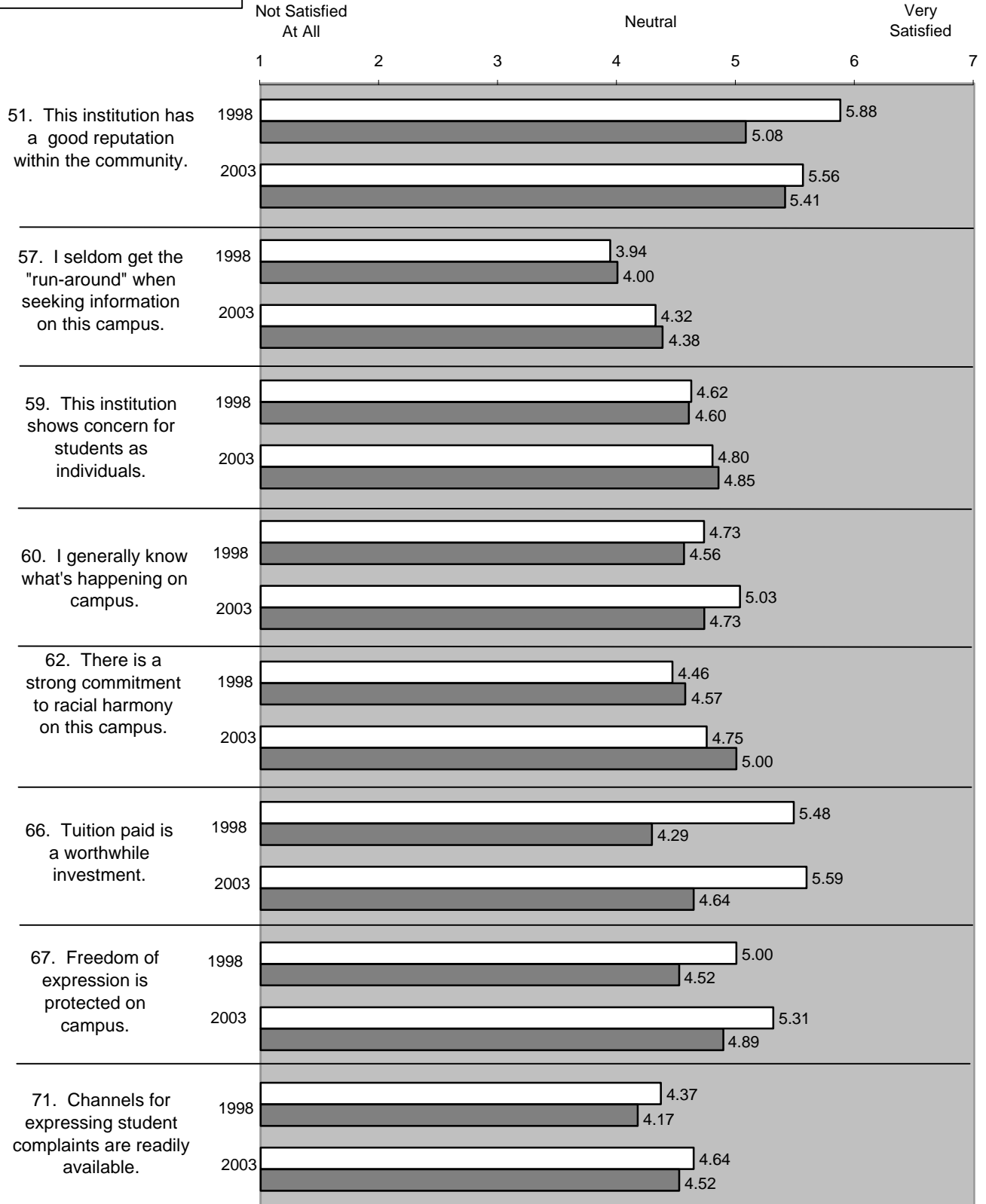
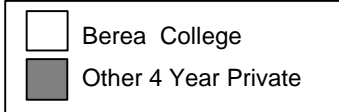
**Noel-Levitz Survey
African-American Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Academic Advising**



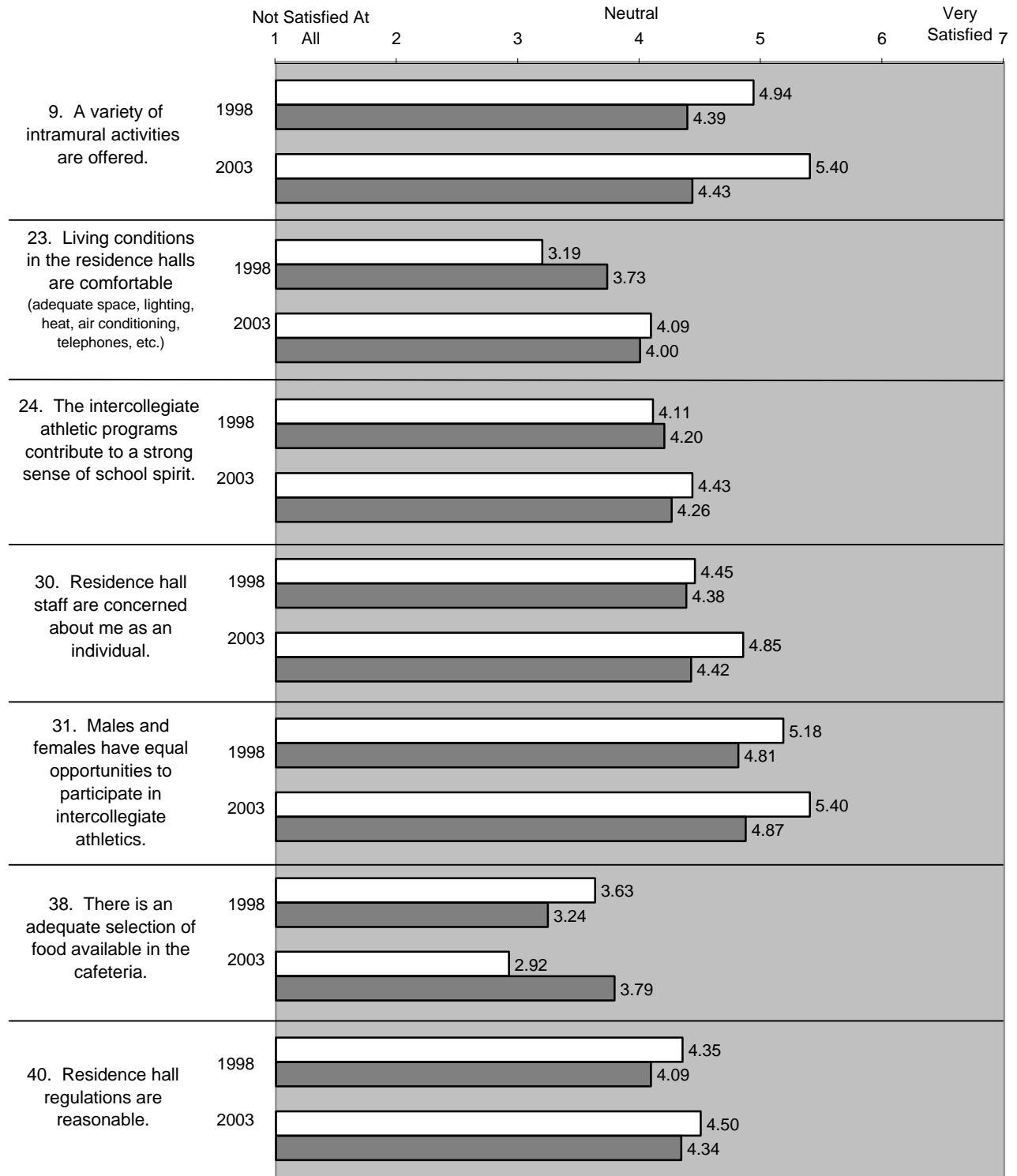
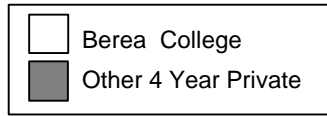
Noel-Levitz Survey
African-American Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Campus Climate



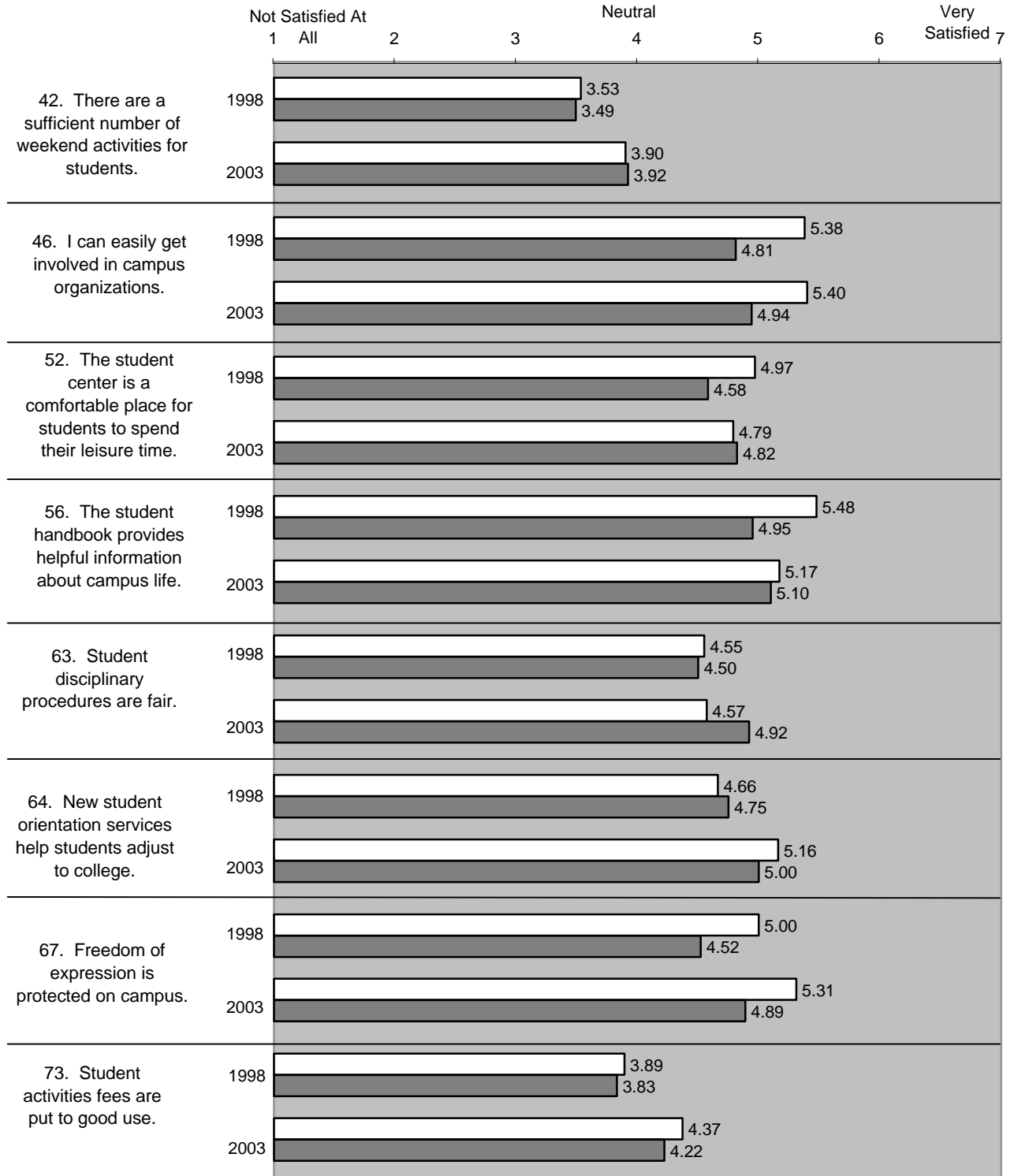
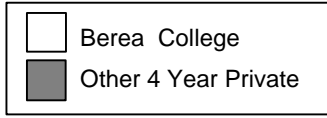
Noel-Levitz Survey
African-American Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Campus Climate



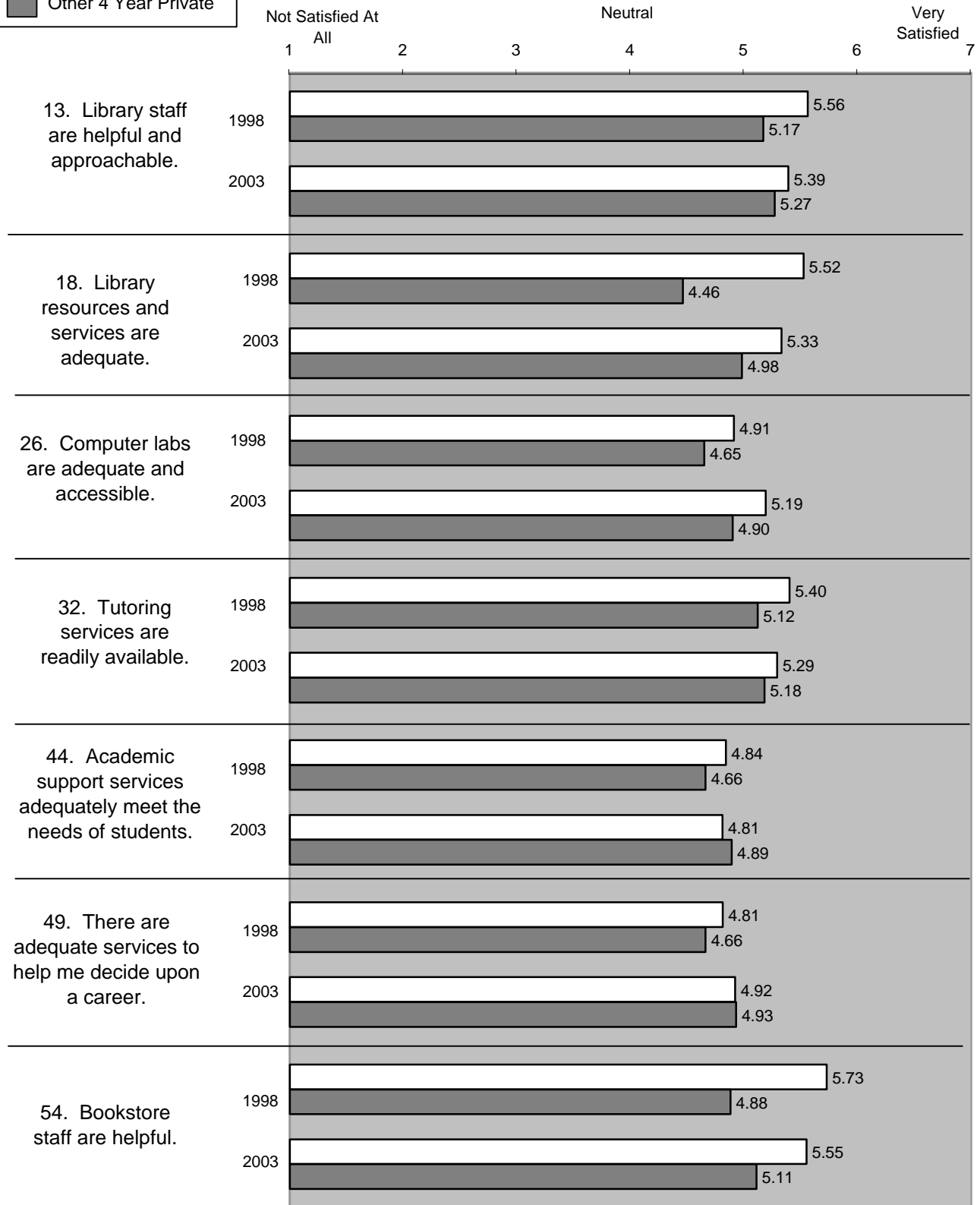
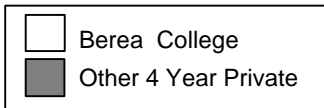
Noel-Levitz Survey
African-American Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Campus Life



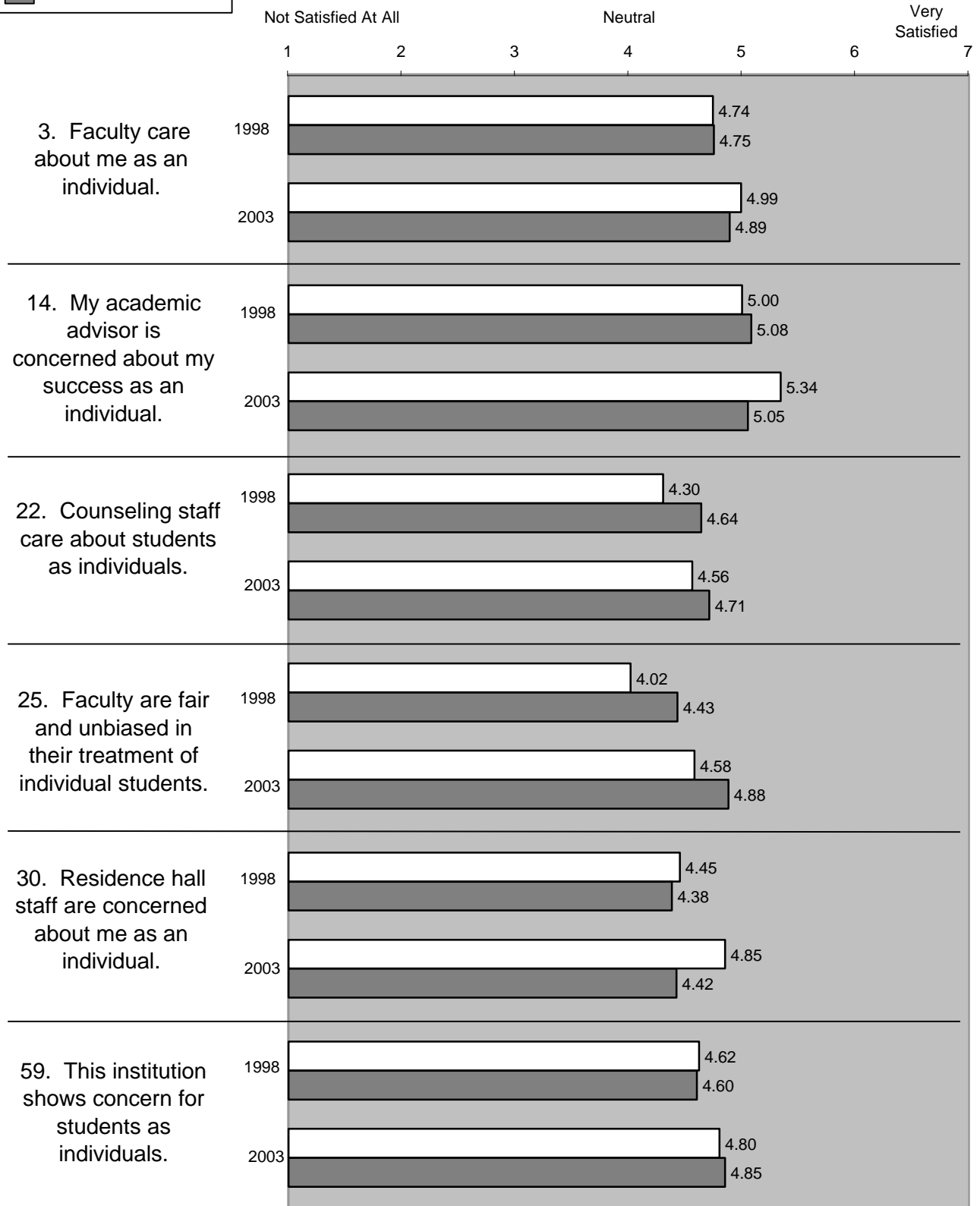
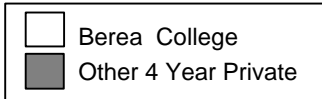
Noel-Levitz Survey
African-American Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Campus Life



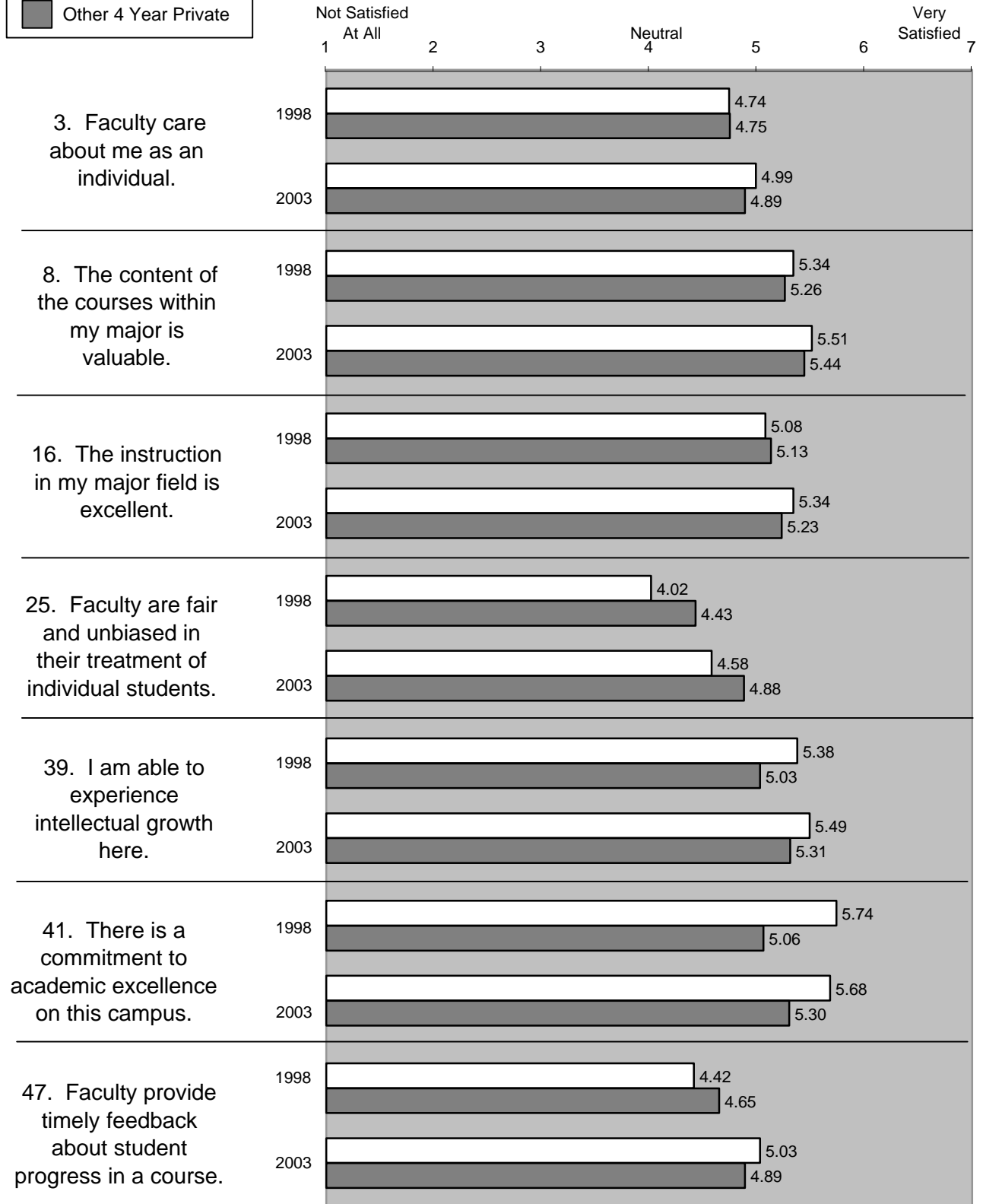
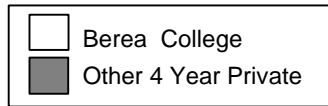
Noel-Levitz Survey
African-American Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Campus Support Services



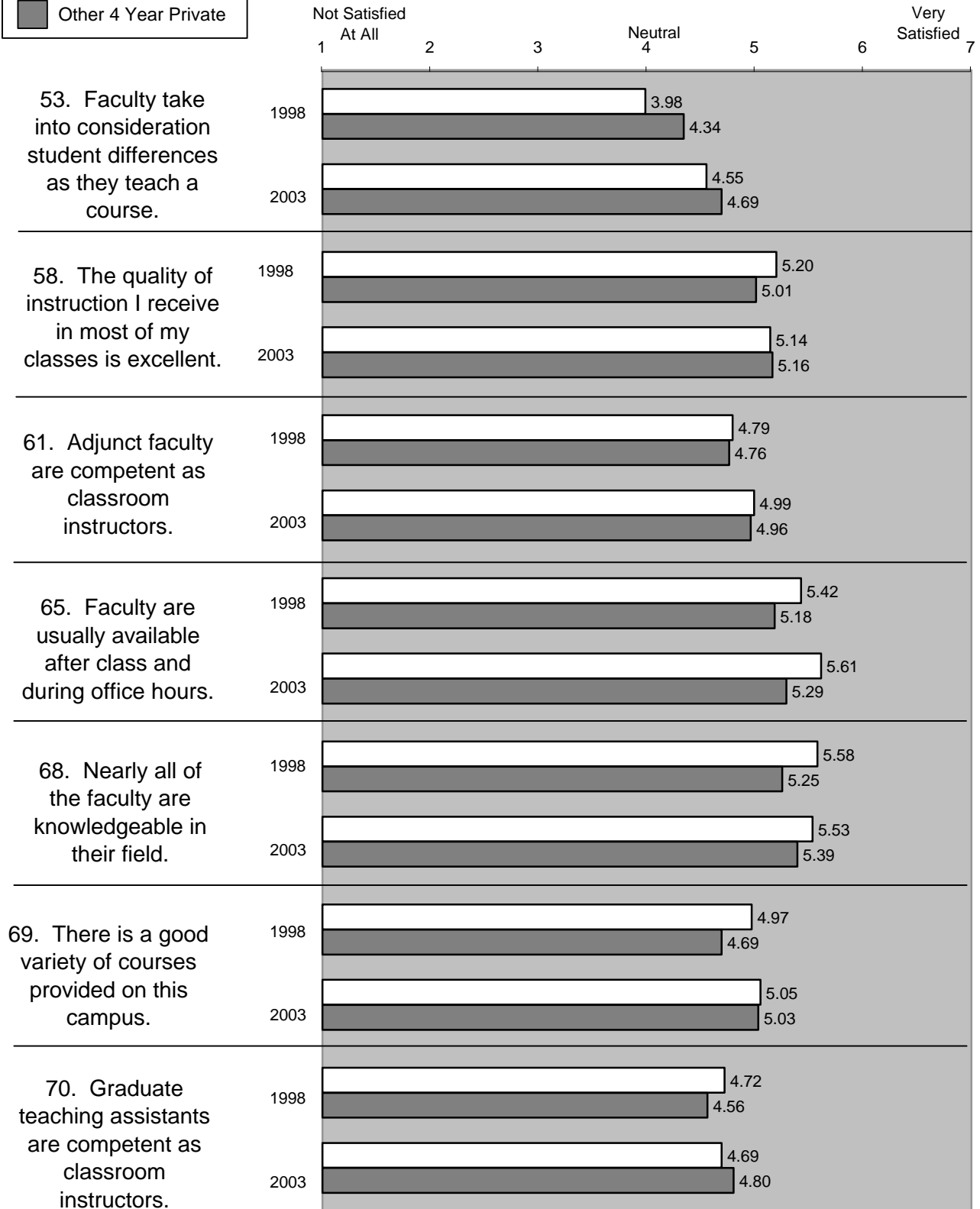
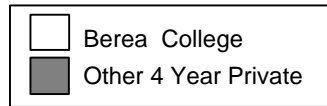
Noel-Levitz Survey
African-American Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Concern for the Individual



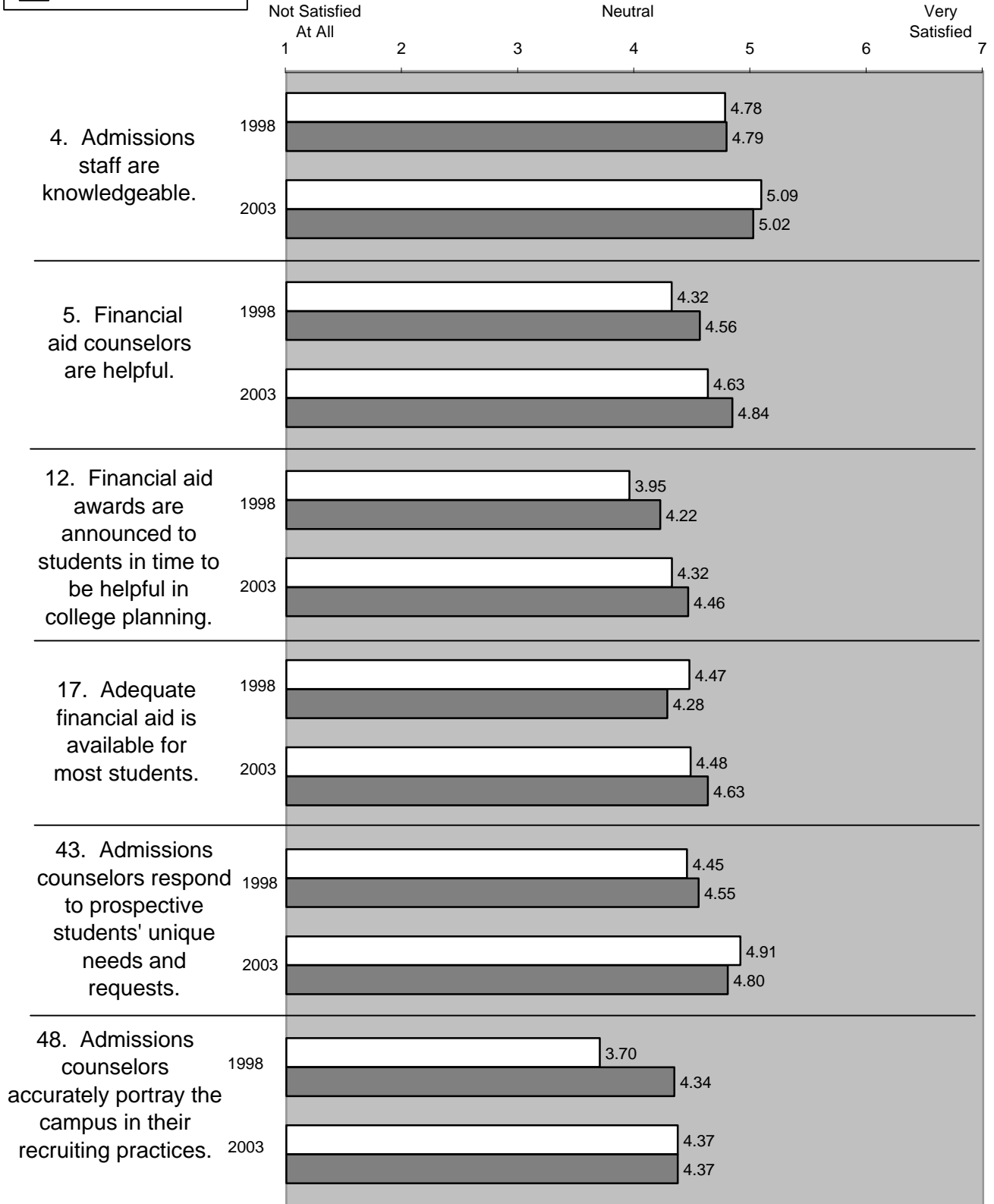
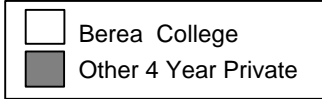
Noel-Levitz Survey
African-American Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Instructional Effectiveness



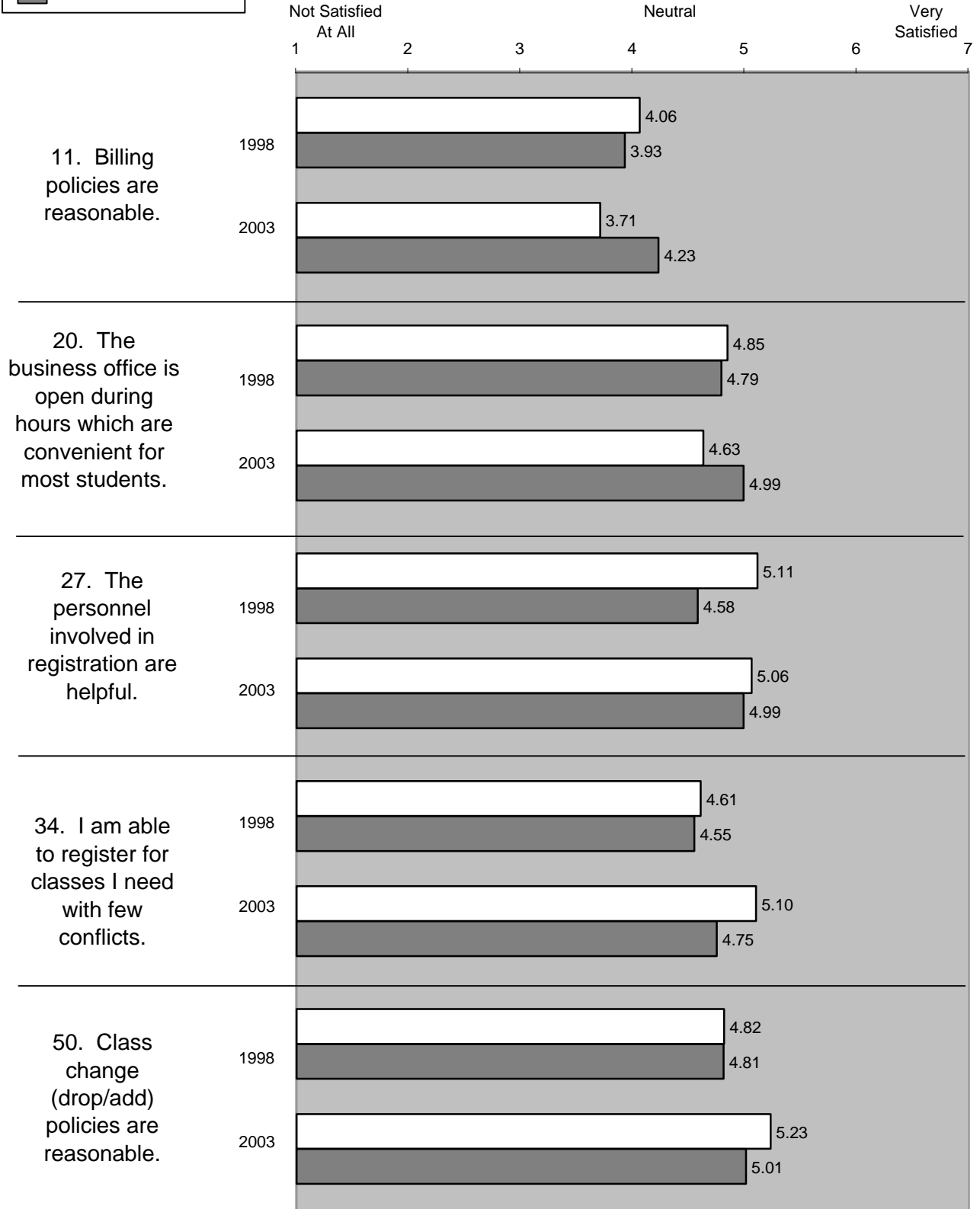
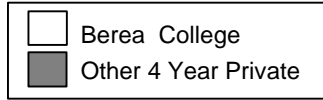
**Noel-Levitz Survey
African-American Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Instructional Effectiveness**



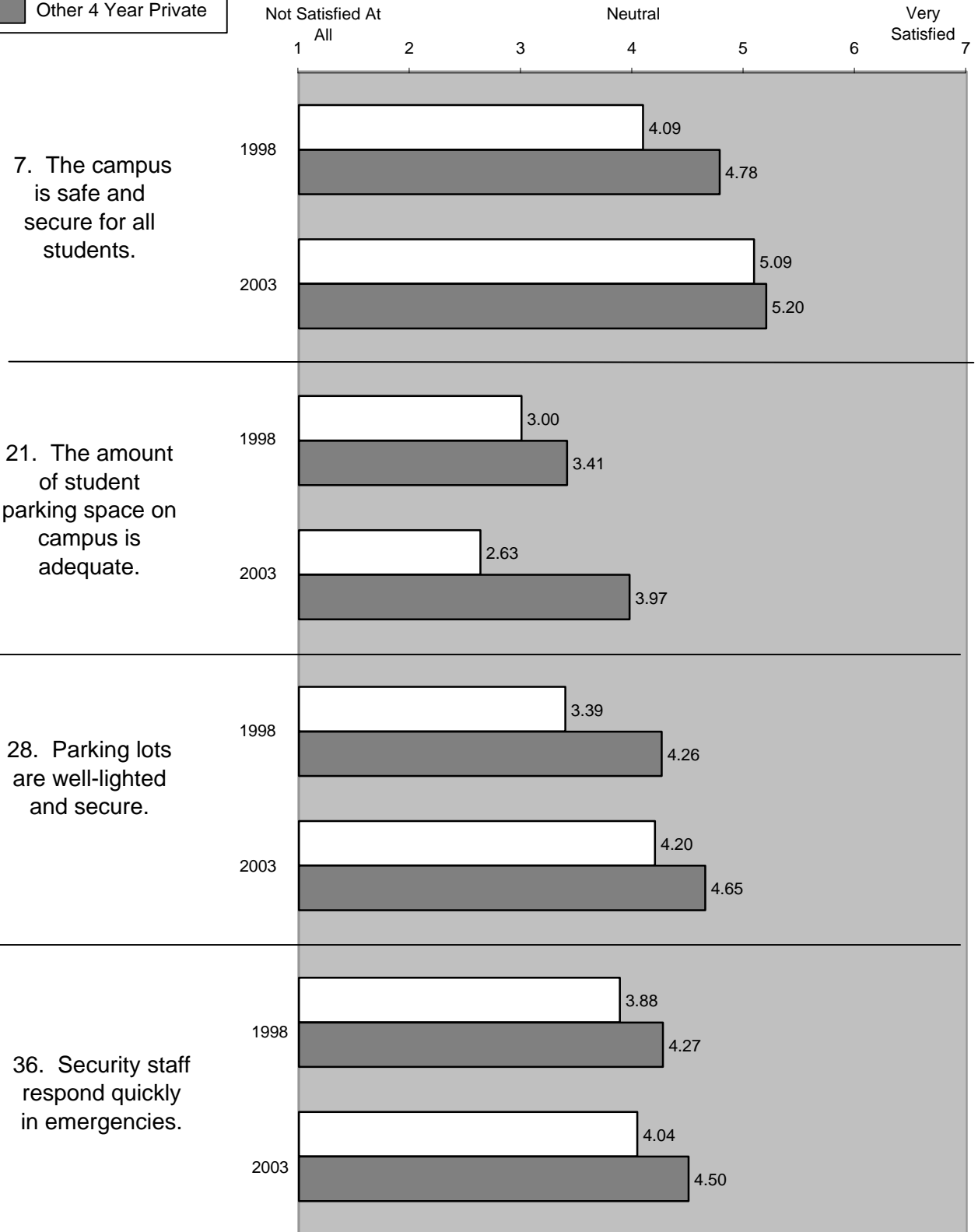
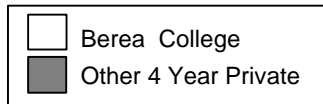
Noel-Levitz Survey
African-American Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Recruitment and Financial Aid



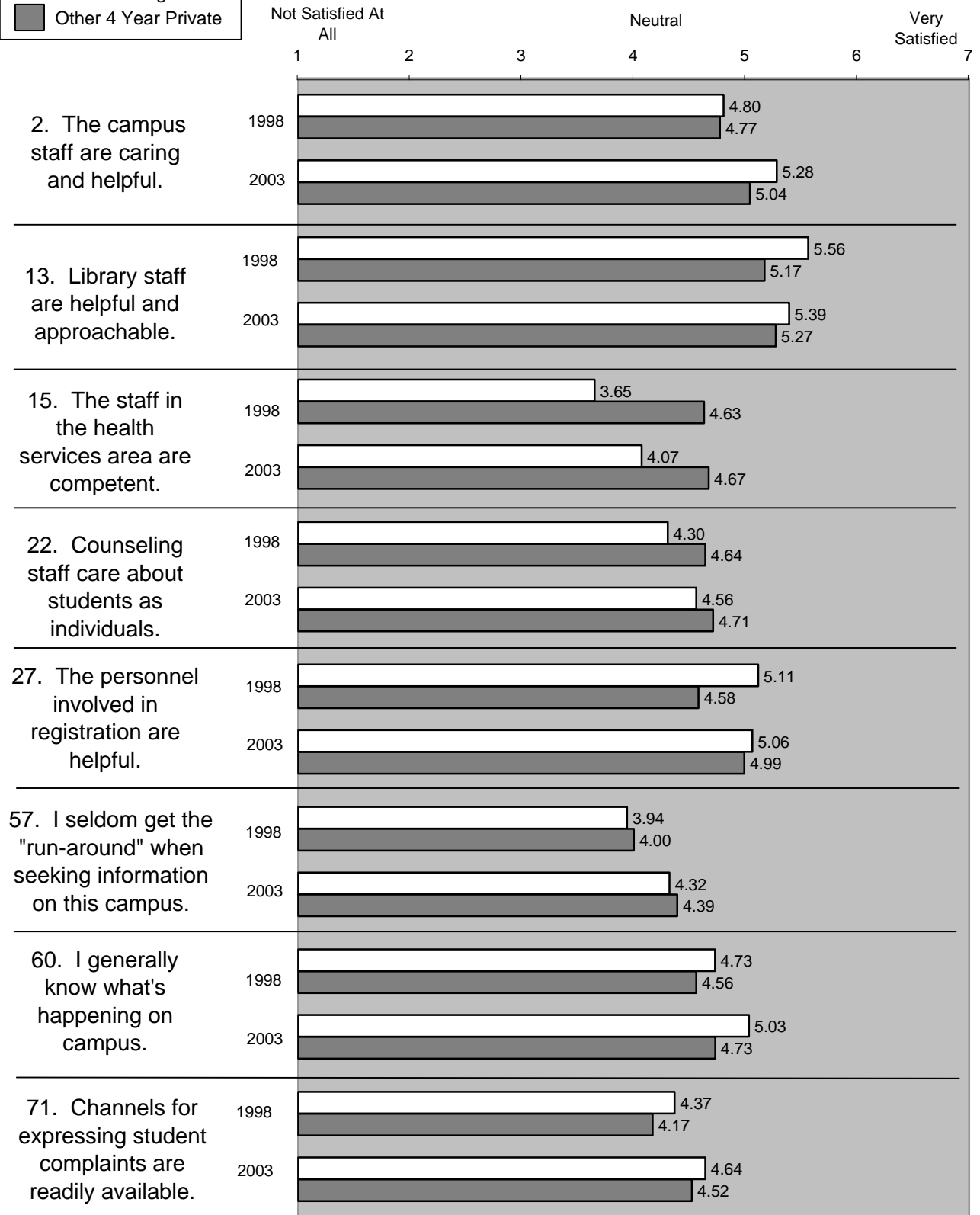
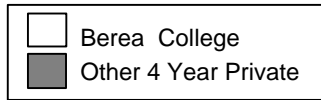
Noel-Levitz Survey
African-American Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Registration Effectiveness



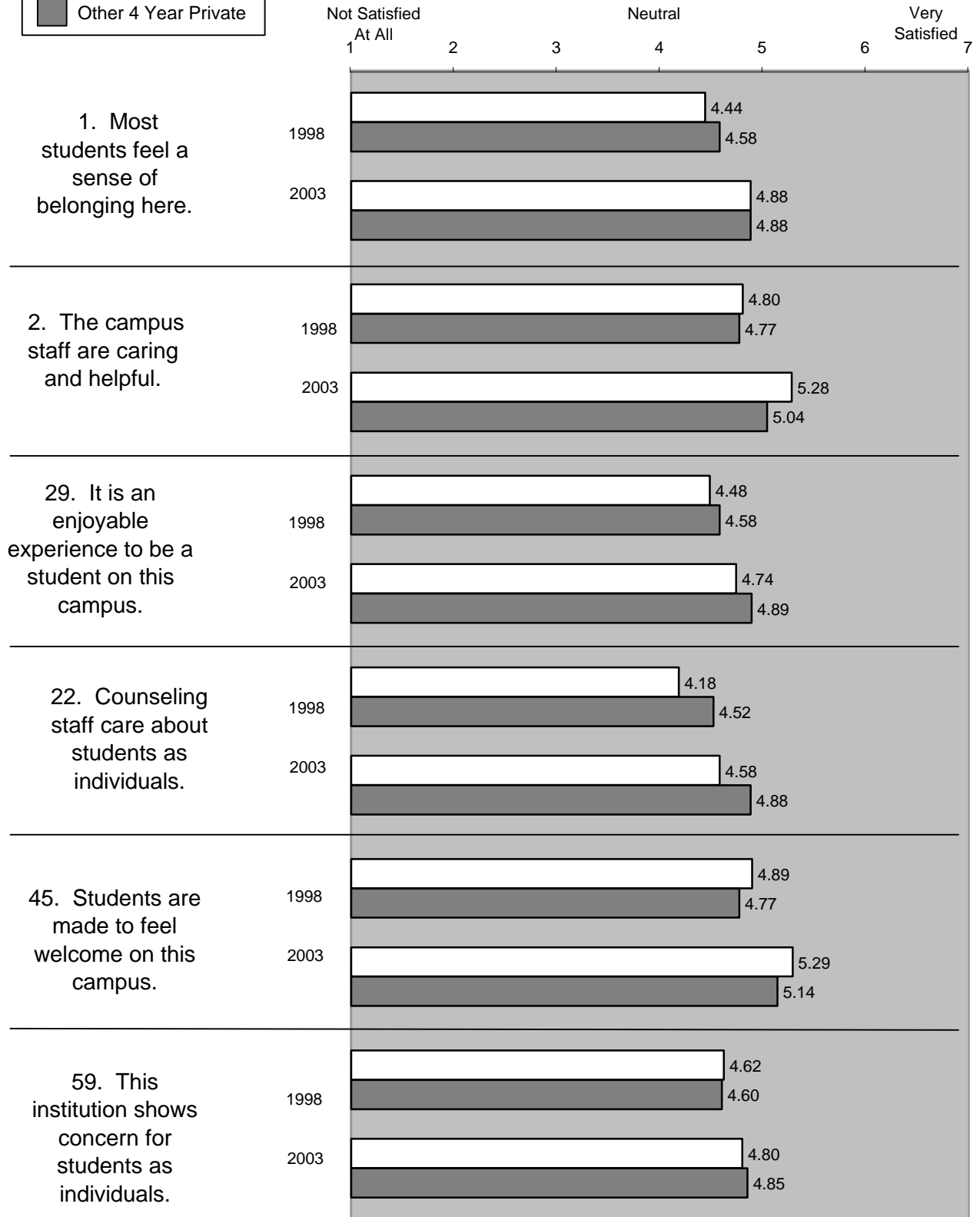
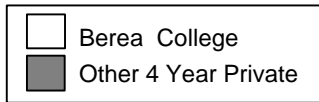
Noel-Levitz Survey
African-American Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Safety and Security



Noel-Levitz Survey
African-American Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Service Excellence

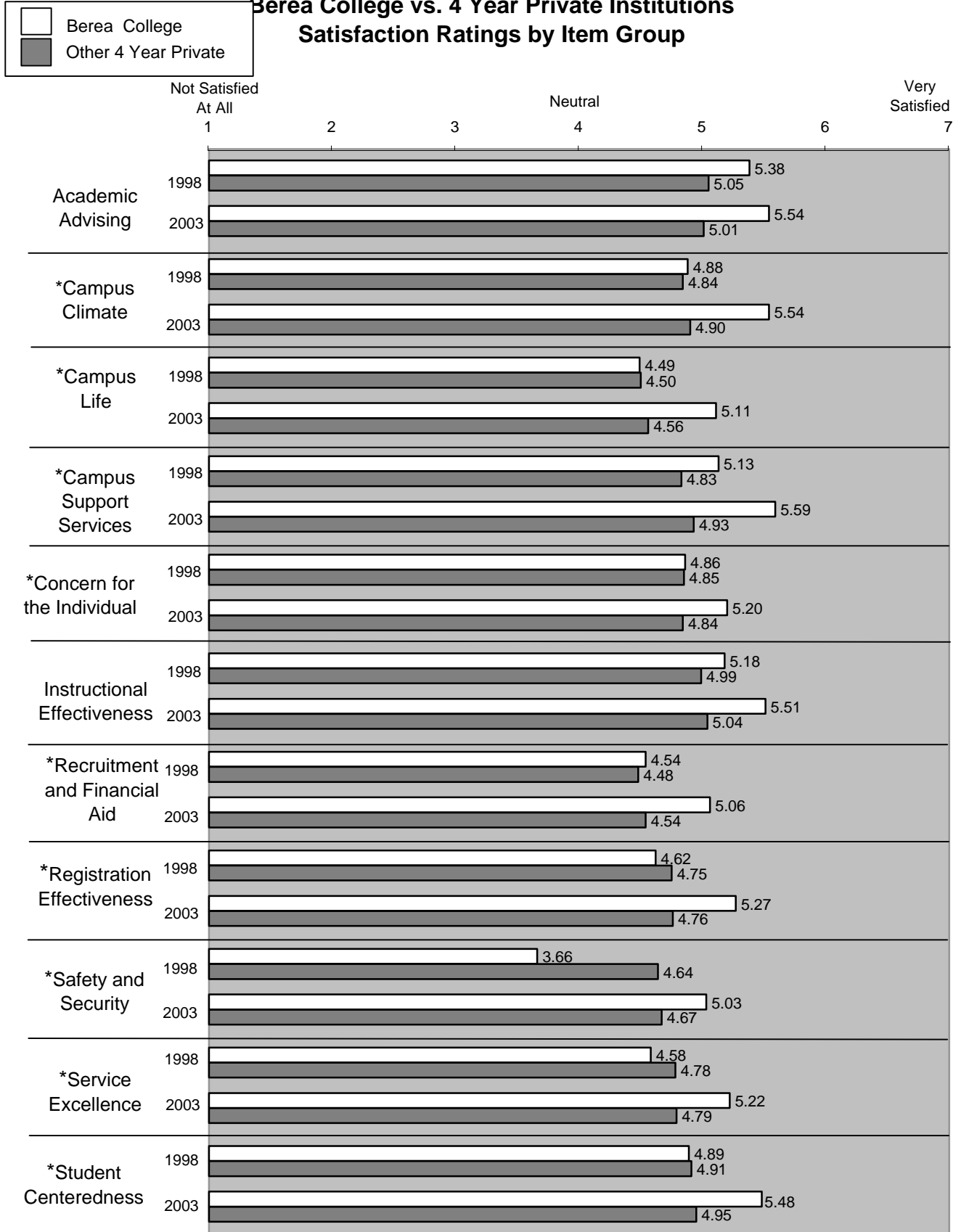


**Noel-Levitz Survey
African-American Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Student Centeredness**



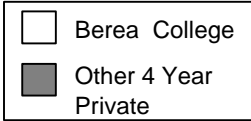
Noel-Levitz Survey International Students

Berea College vs. 4 Year Private Institutions Satisfaction Ratings by Item Group

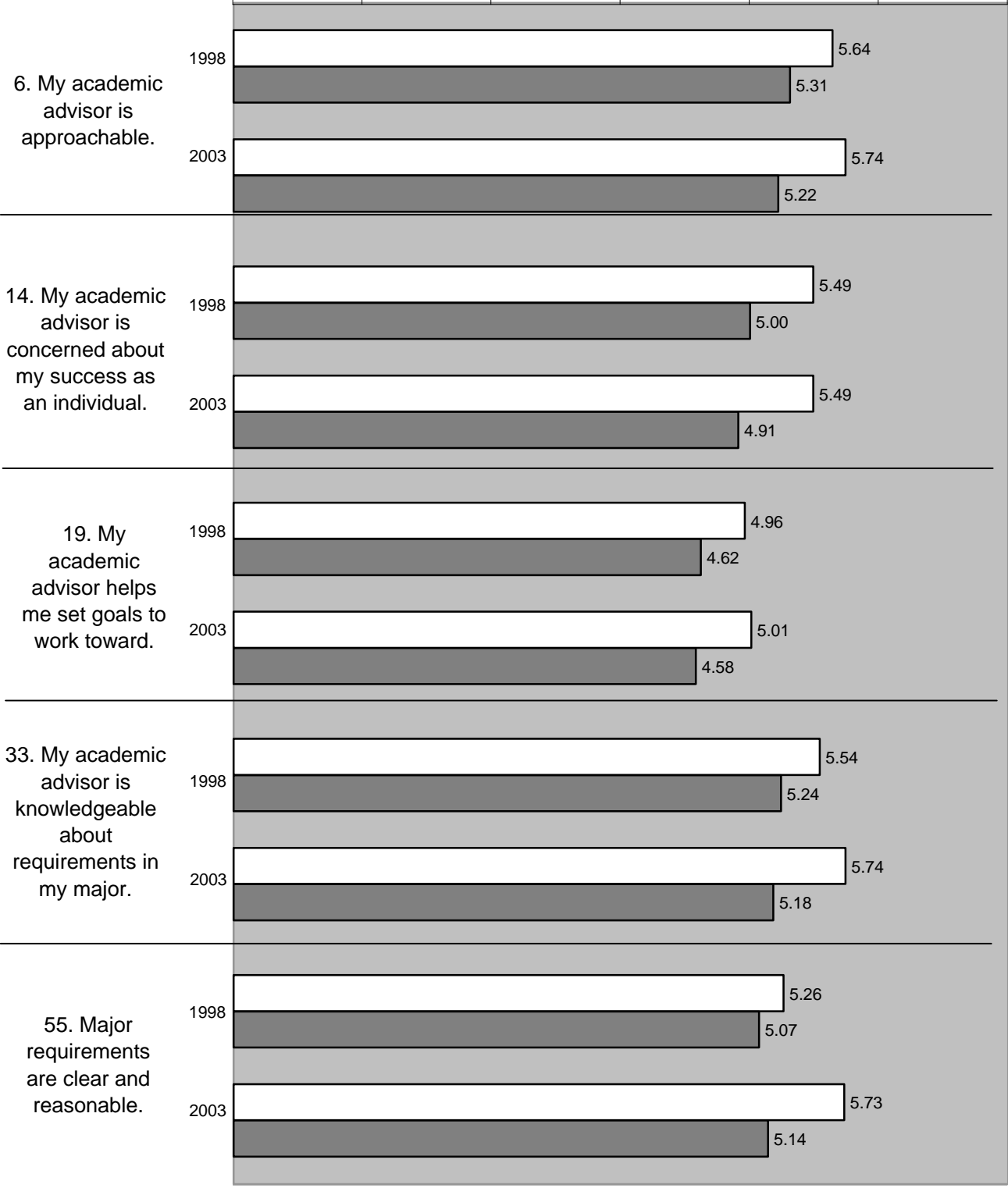


*Denotes statistically significant differences comparing Berea 1998 to 2003 ratings ($p \leq .05$).

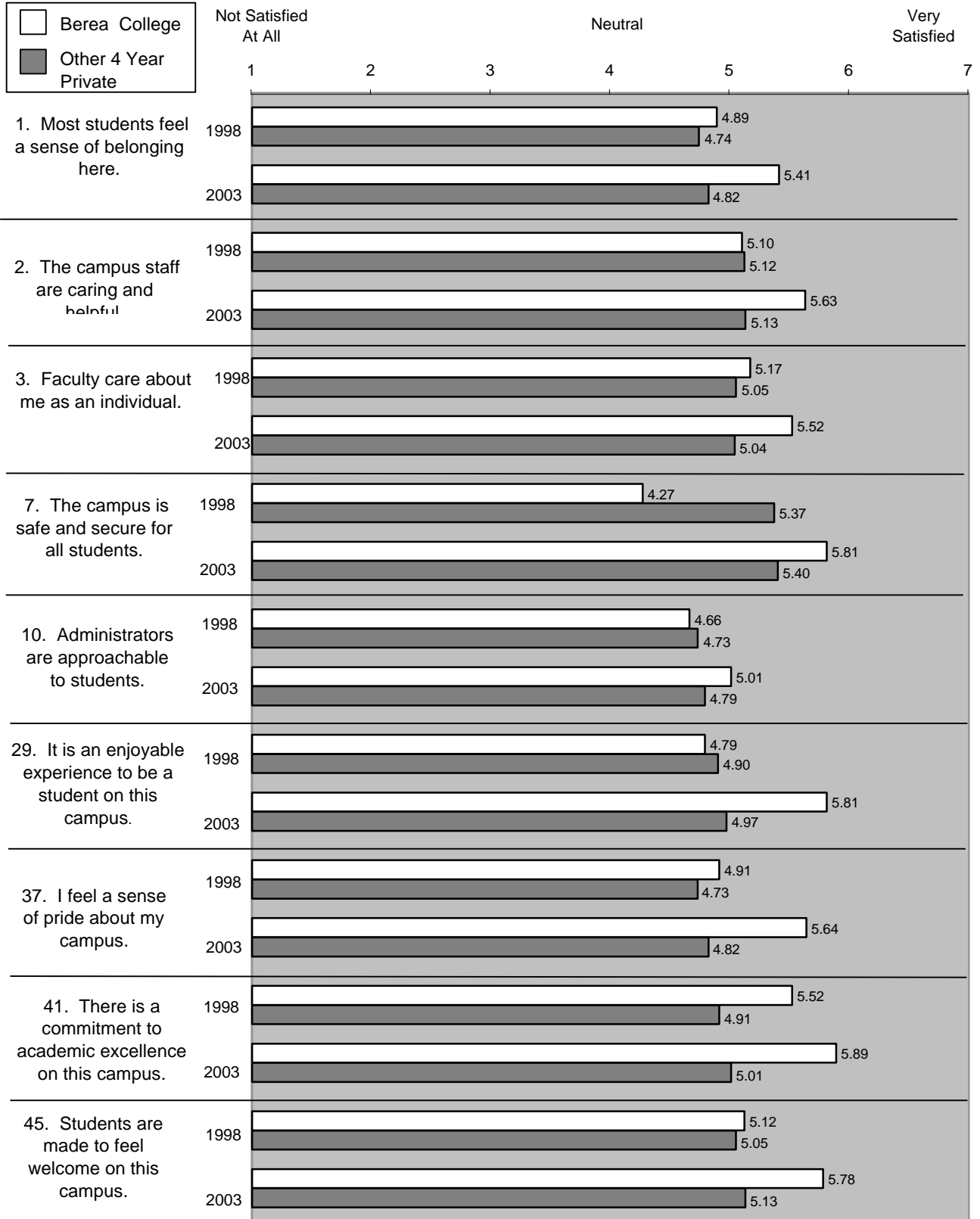
**Noel-Levitz Survey
International Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Academic Advising**



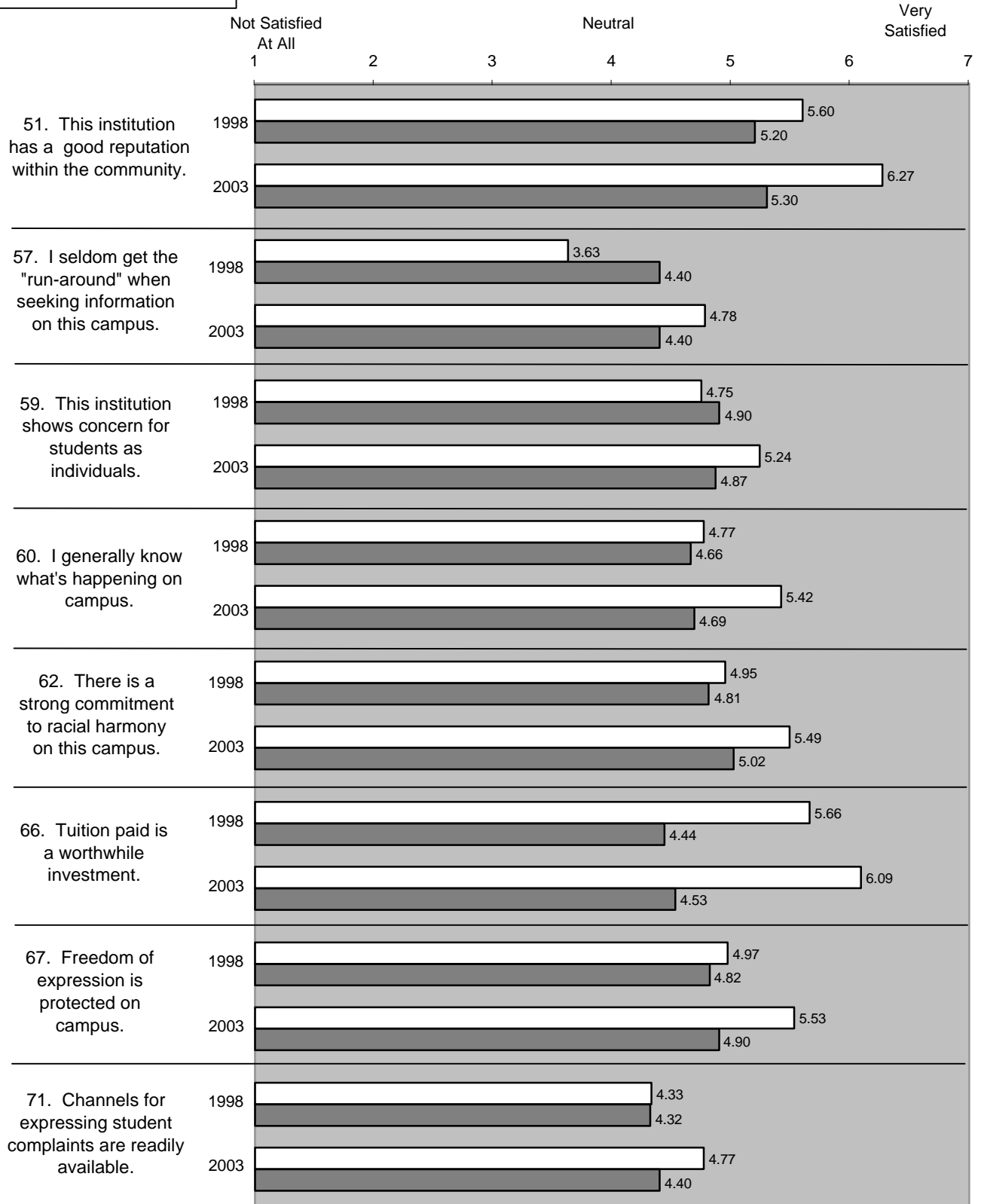
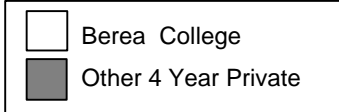
Not Satisfied At All 1 2 3 Neutral 4 5 6 Very Satisfied 7



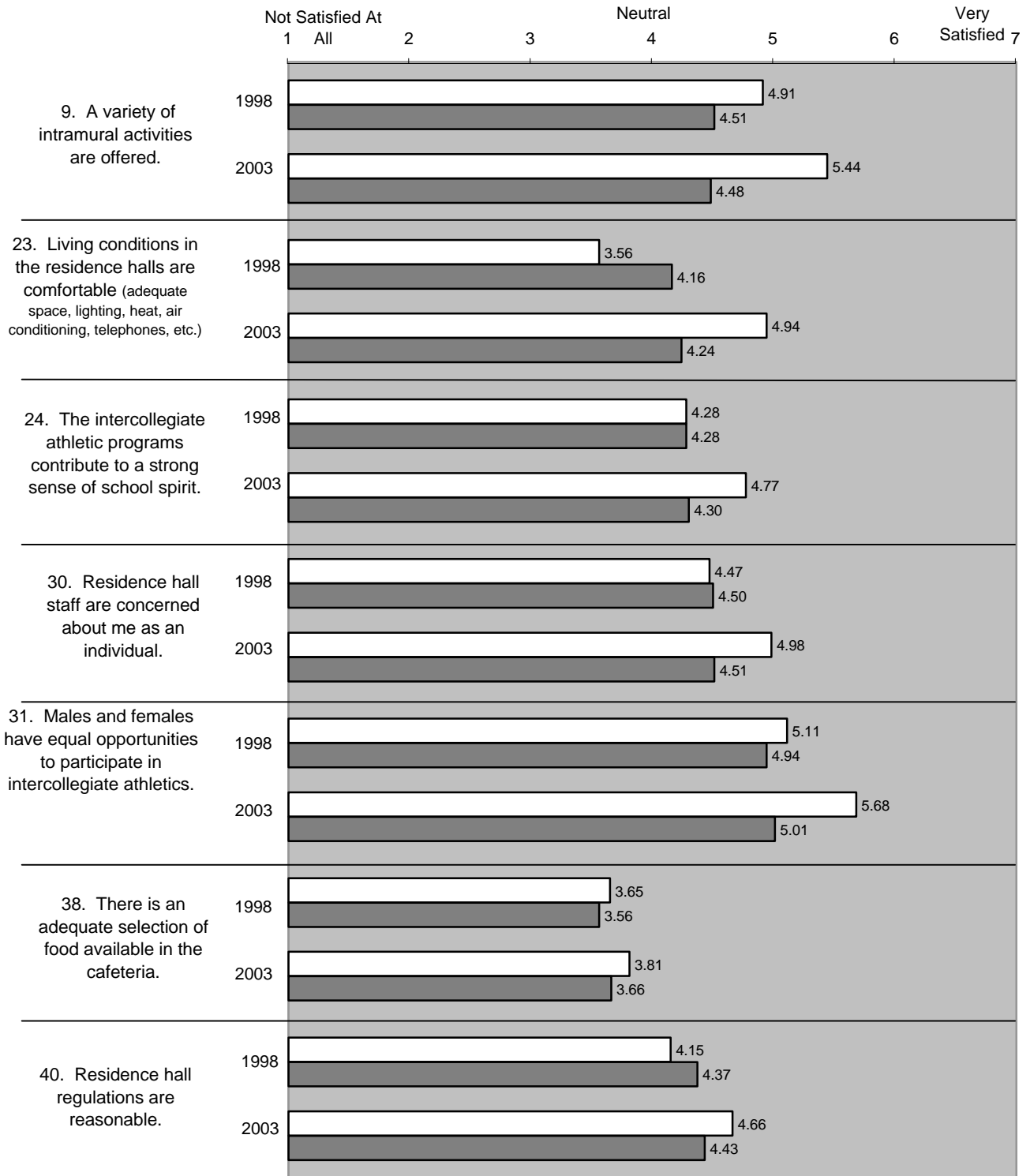
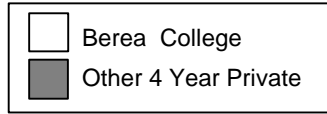
**Noel-Levitz Survey
International Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Campus Climate**



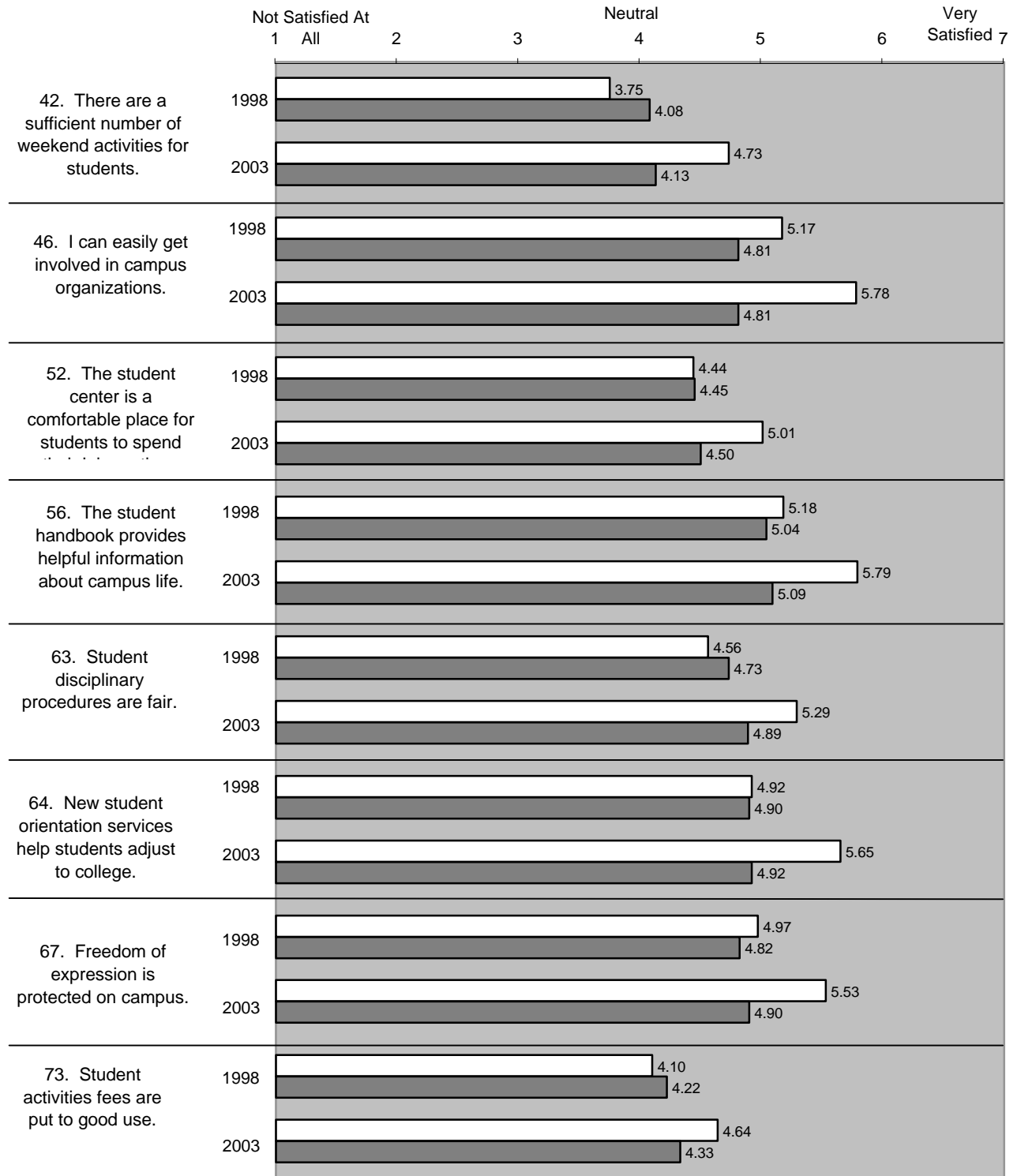
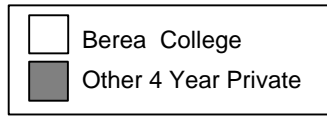
**Noel-Levitz Survey
International Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Campus Climate**



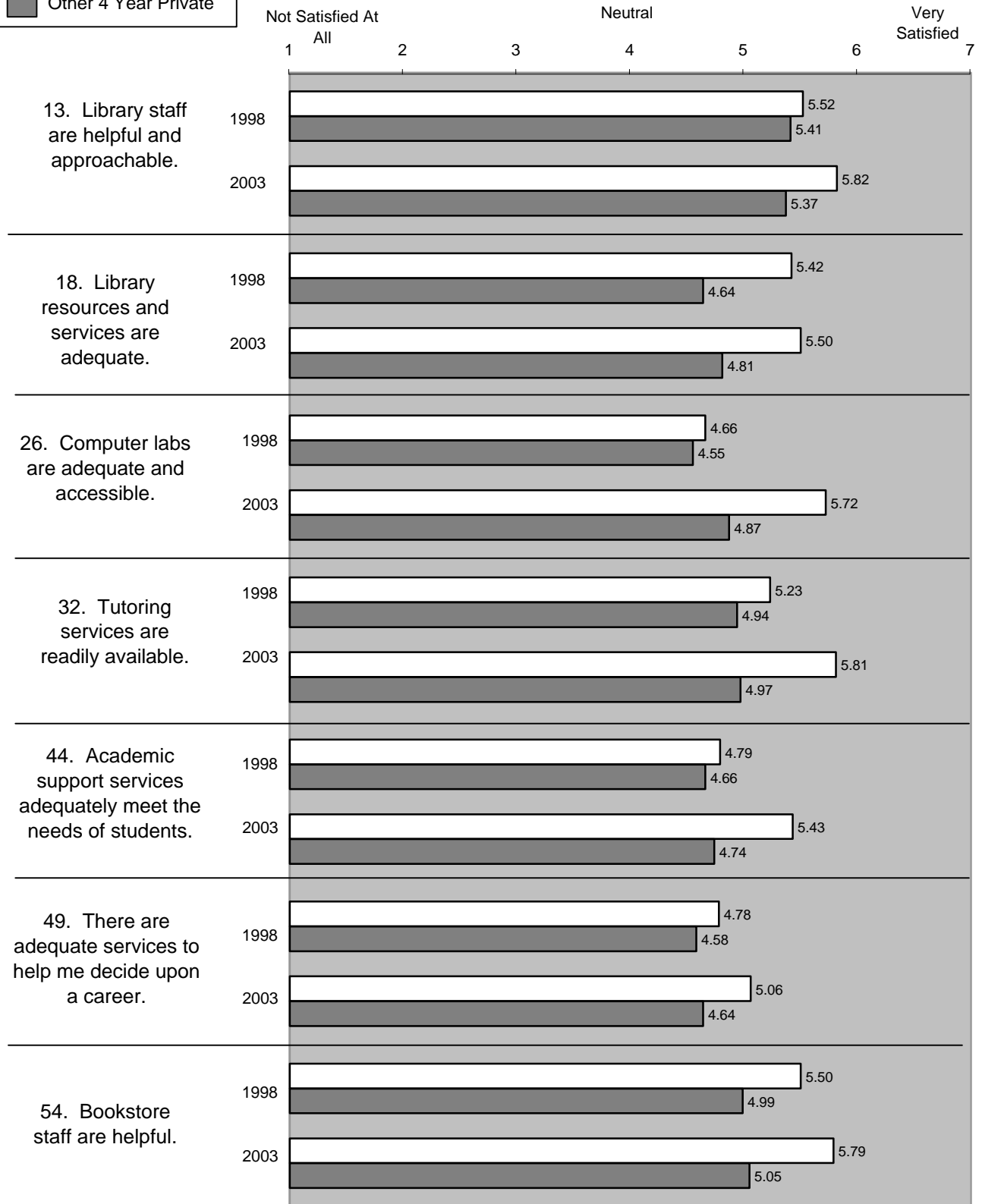
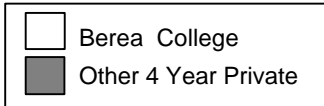
**Noel-Levitz Survey
International Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Campus Life**



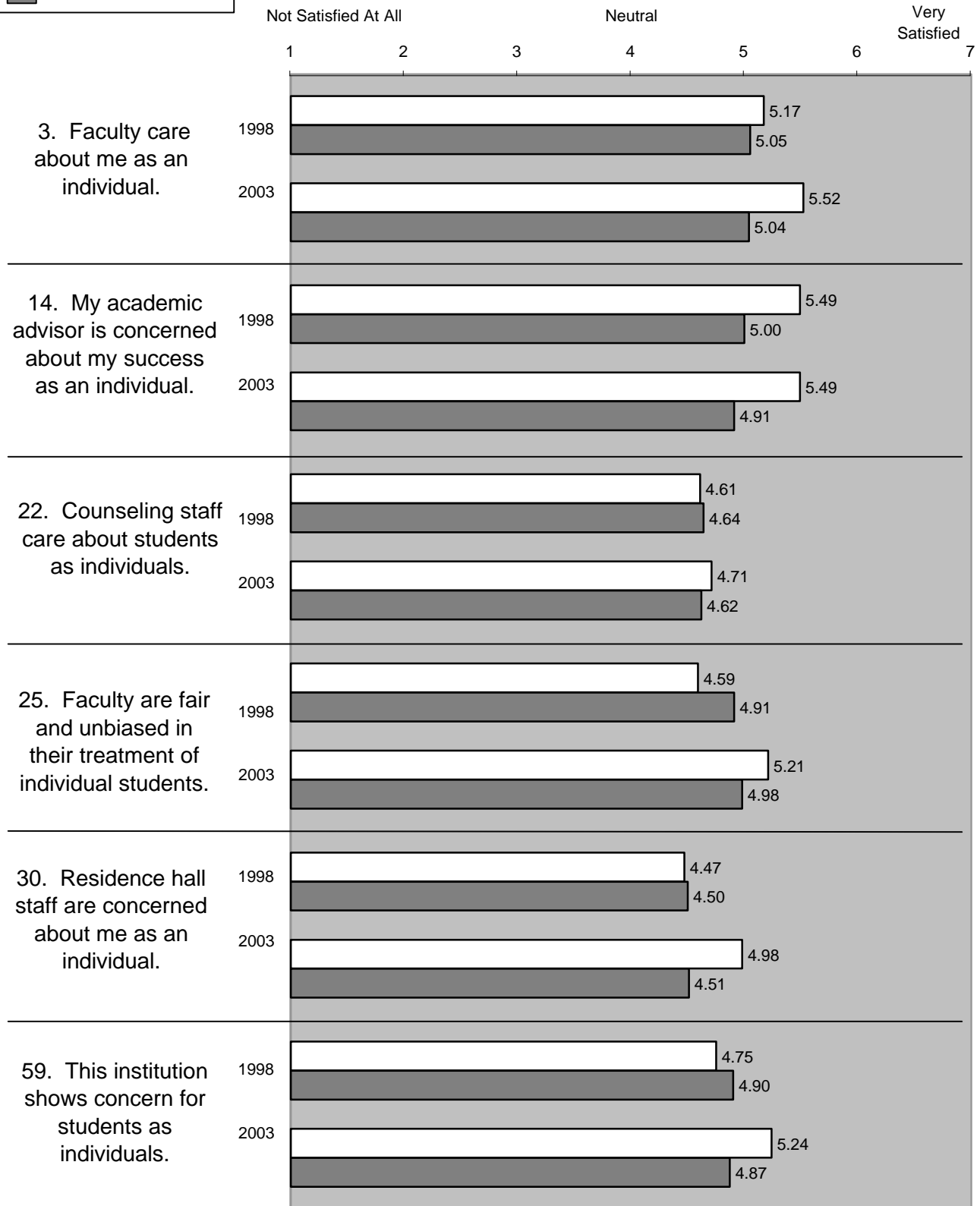
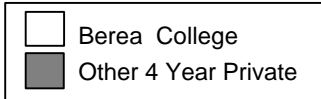
**Noel-Levitz Survey
International Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Campus Life**



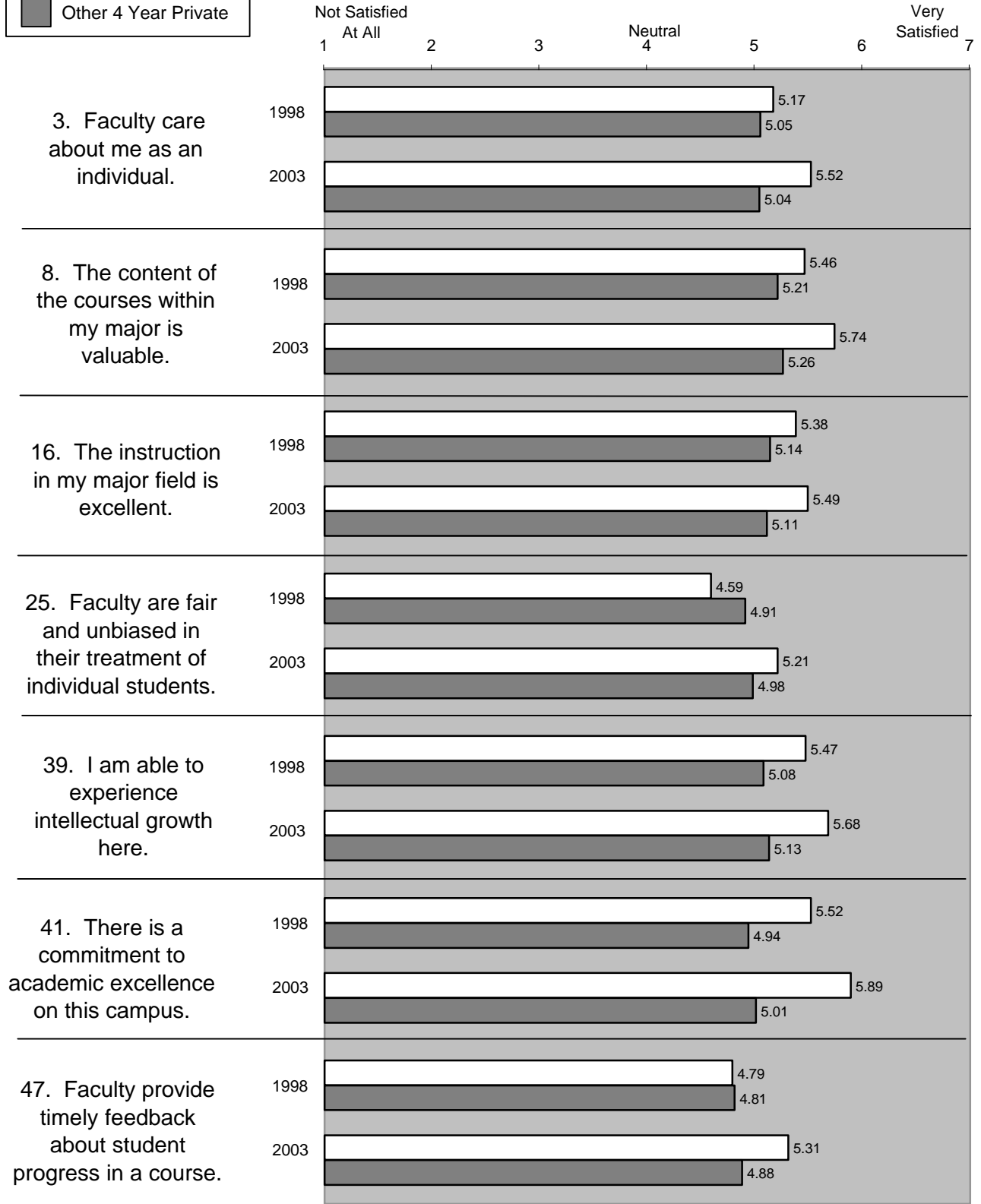
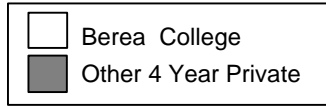
**Noel-Levitz Survey
International Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Campus Support Services**



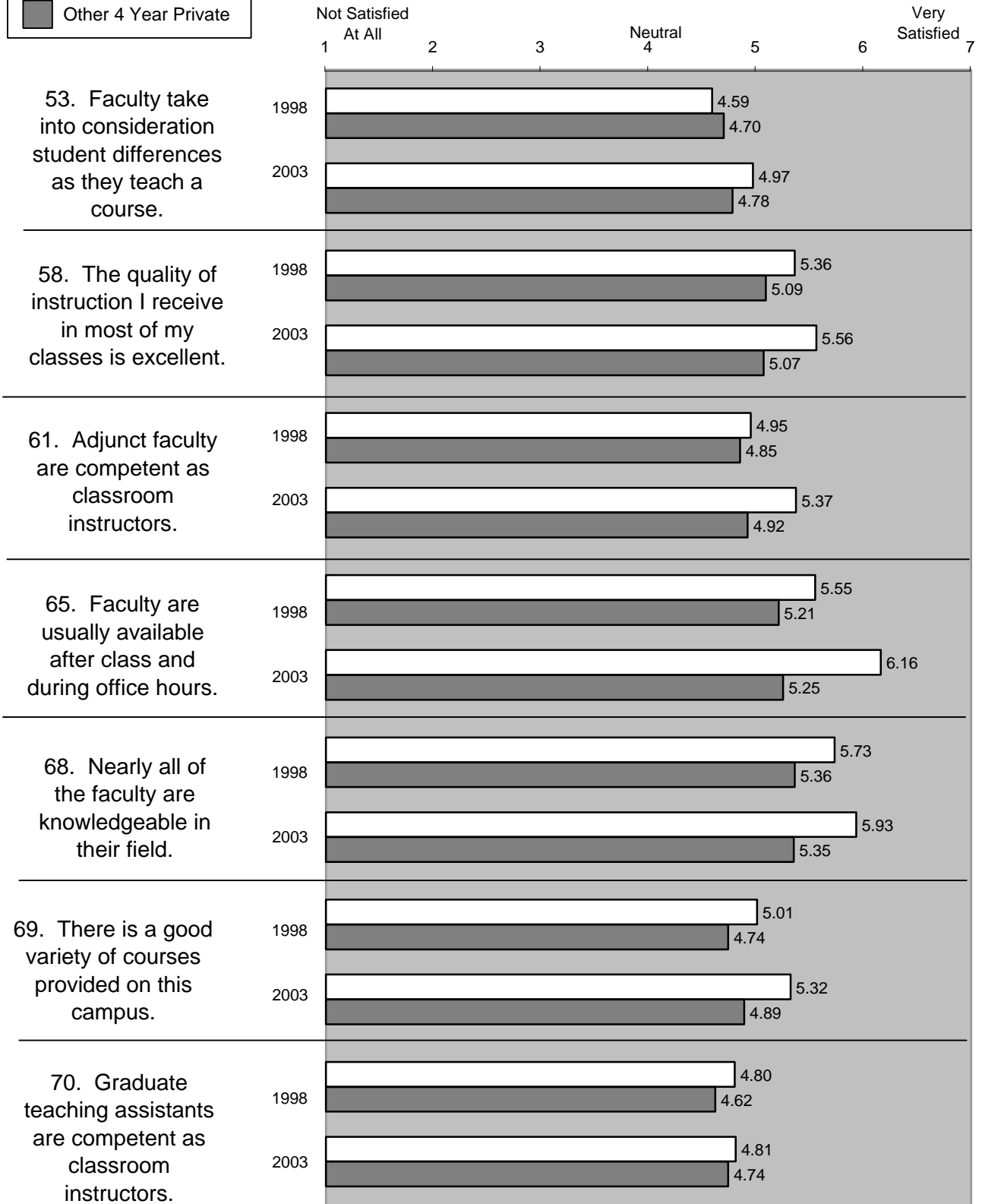
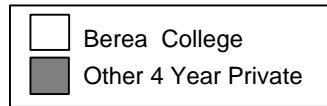
**Noel-Levitz Survey
International Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Concern for the Individual**



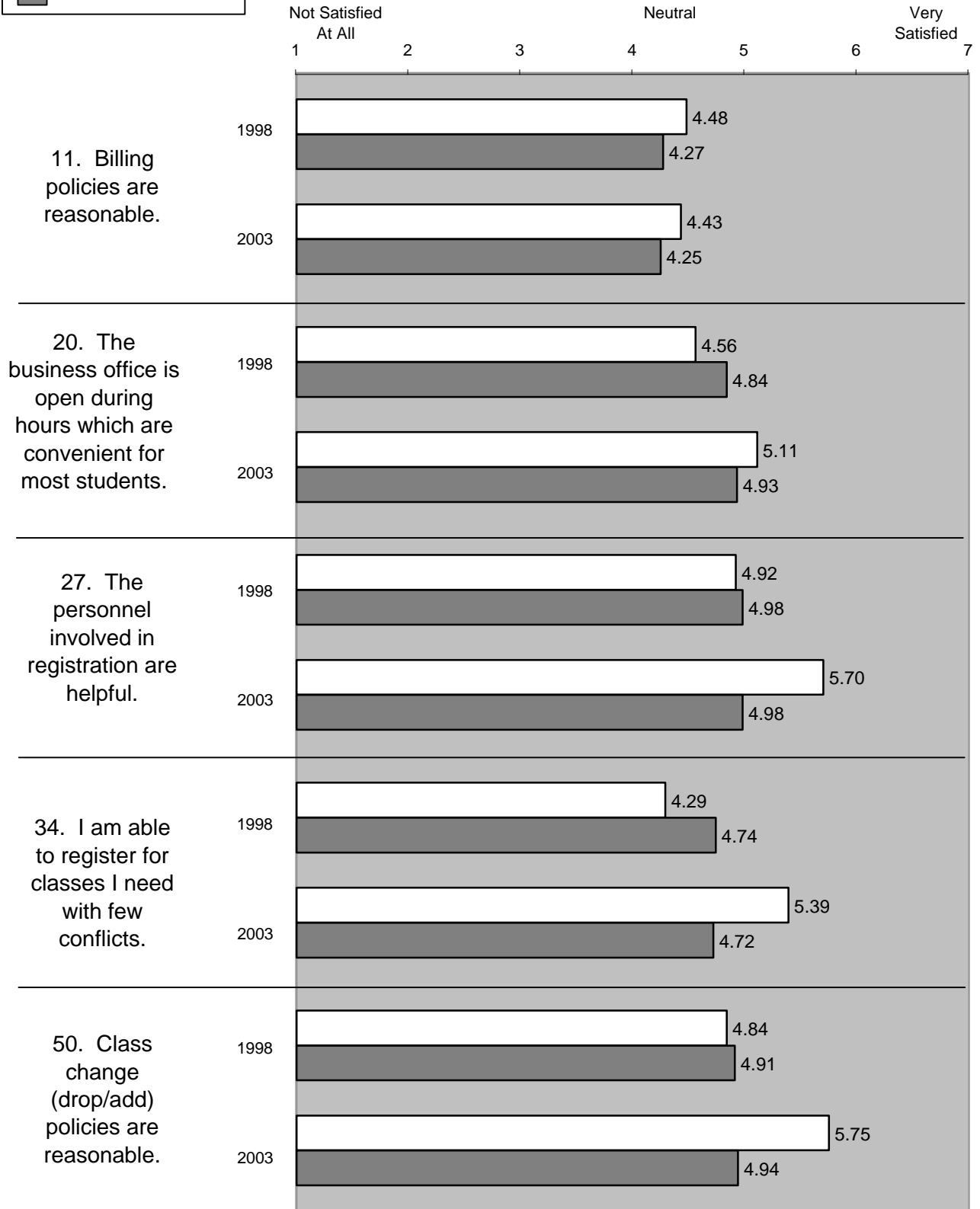
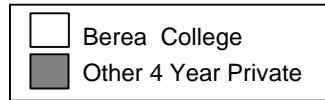
**Noel-Levitz Survey
International Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Instructional Effectiveness**



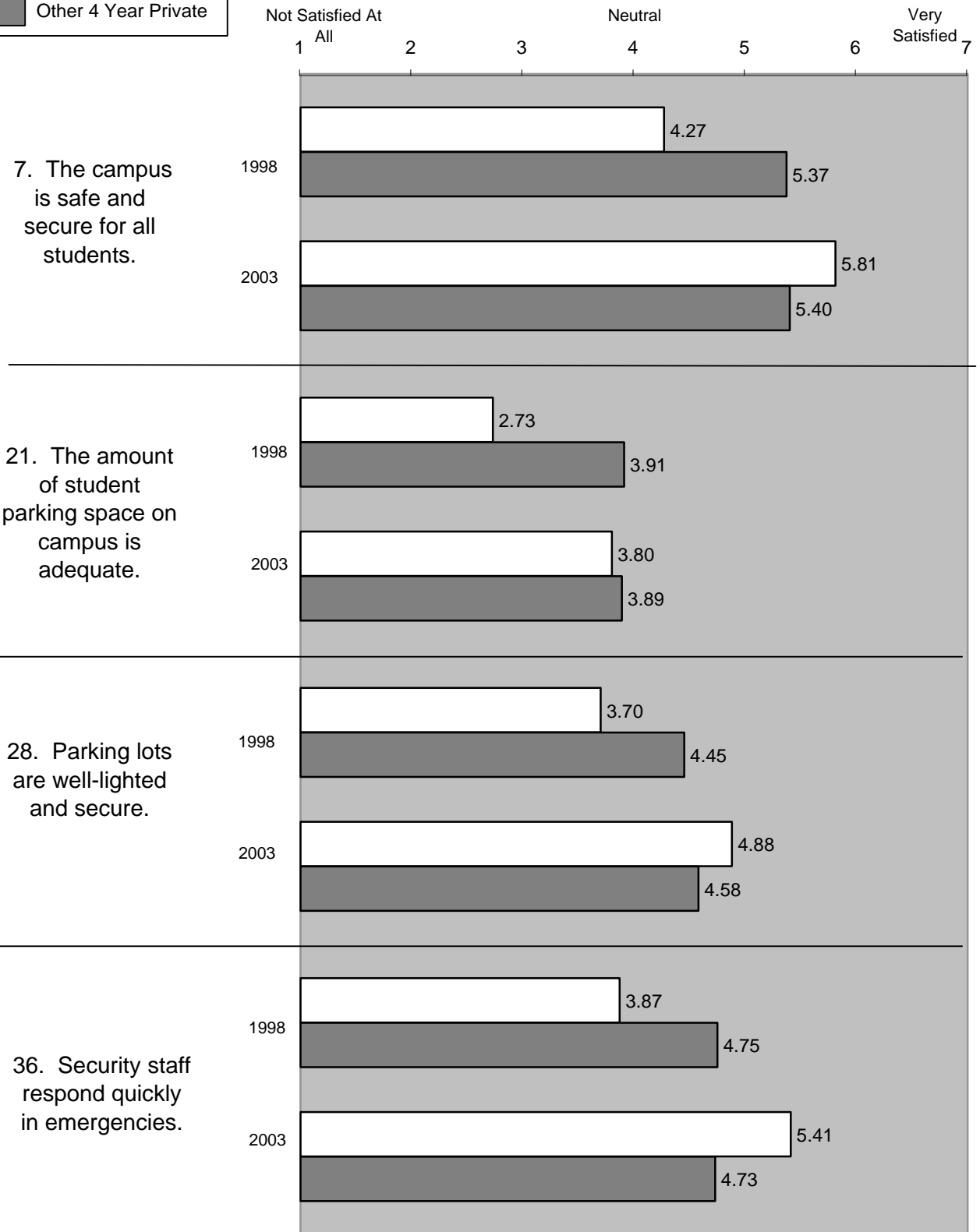
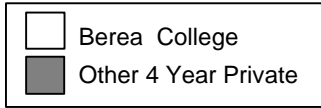
**Noel-Levitz Survey
International Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Instructional Effectiveness**



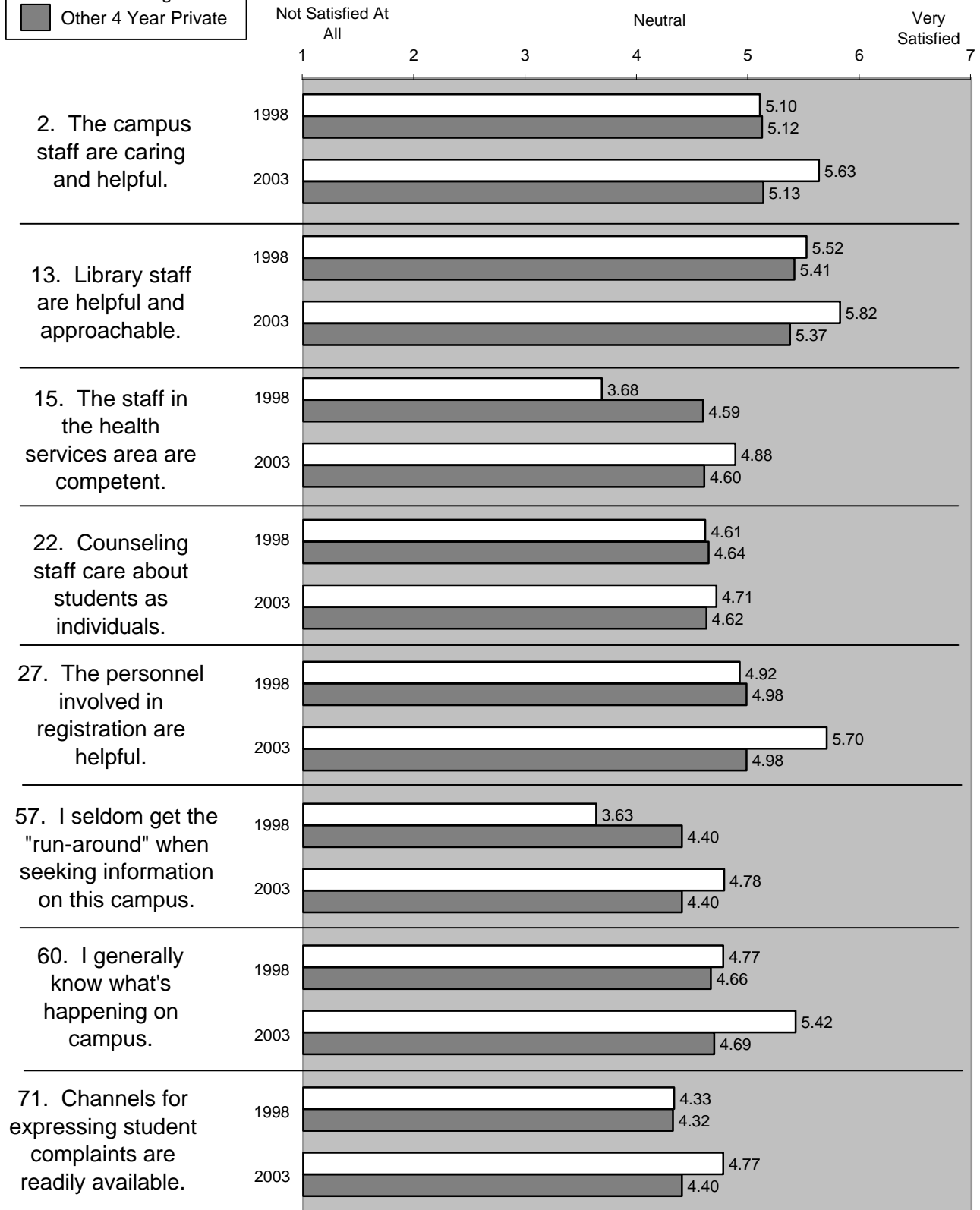
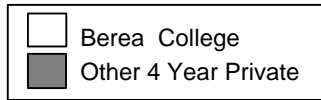
**Noel-Levitz Survey
International Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Registration Effectiveness**



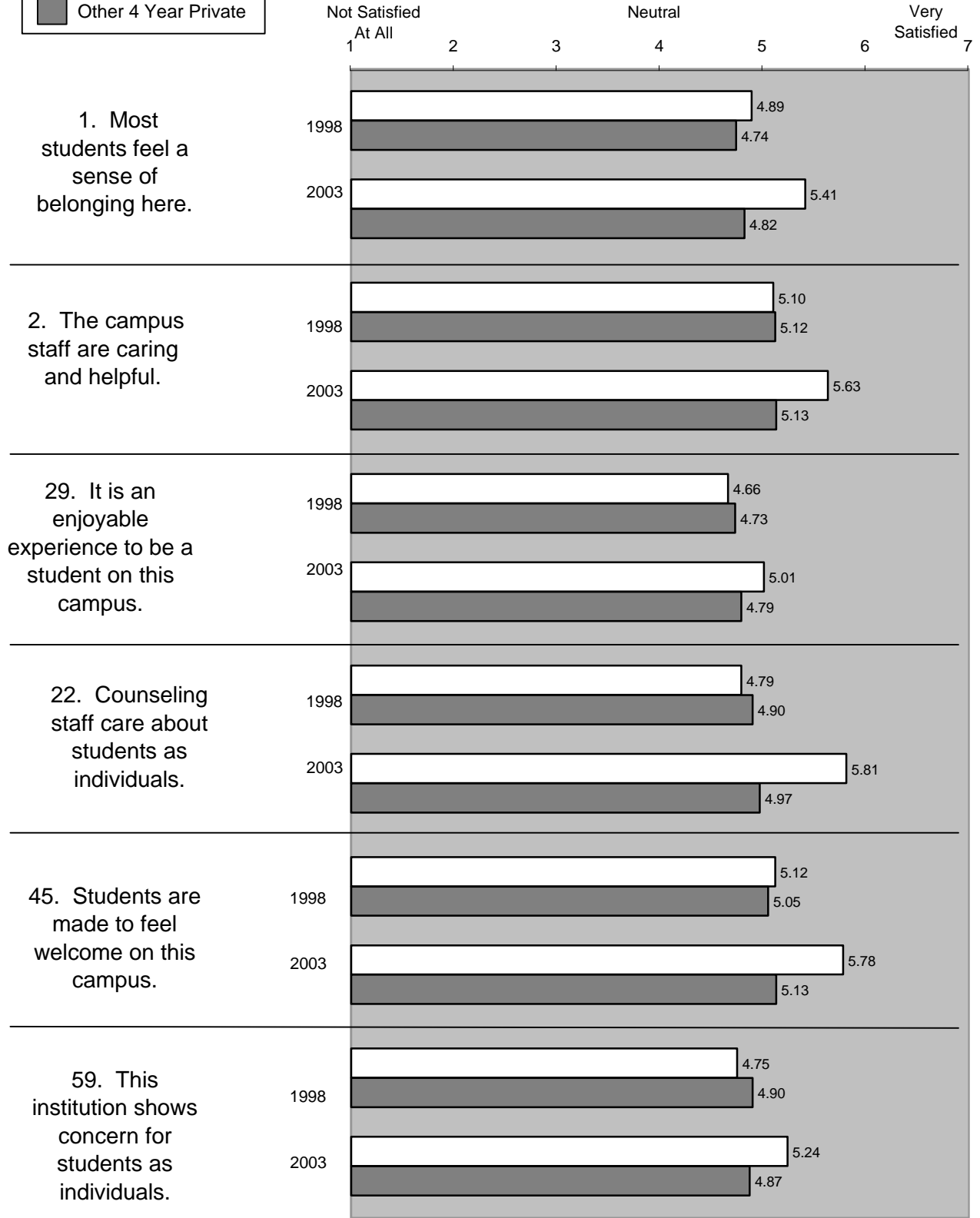
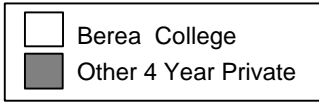
**Noel-Levitz Survey
International Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Safety and Security**



**Noel-Levitz Survey
International Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Service Excellence**

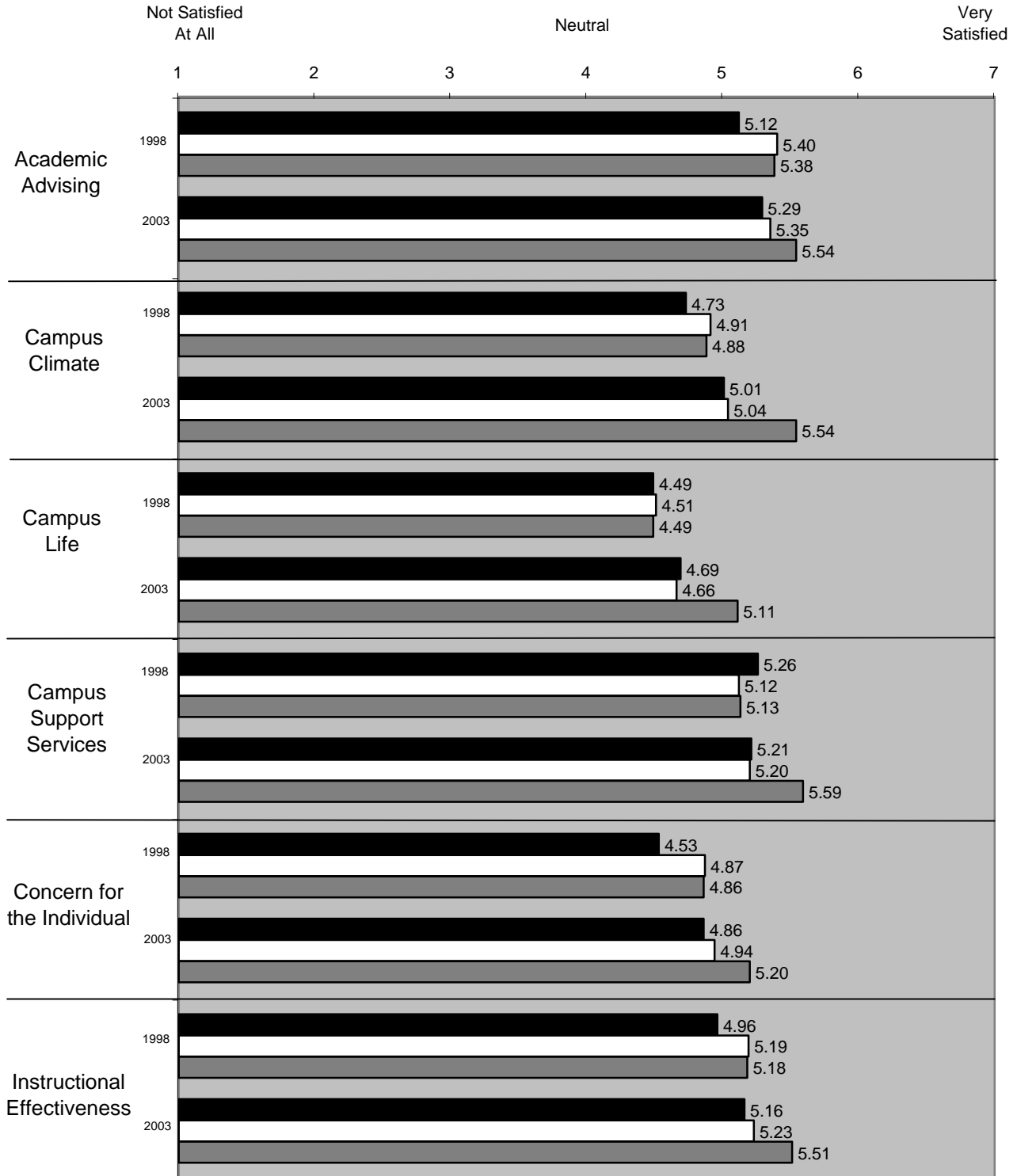


**Noel-Levitz Survey
International Students
Berea College vs. 4 Year Private Institutions
Satisfaction Ratings, by Item Group,
Student Centeredness**



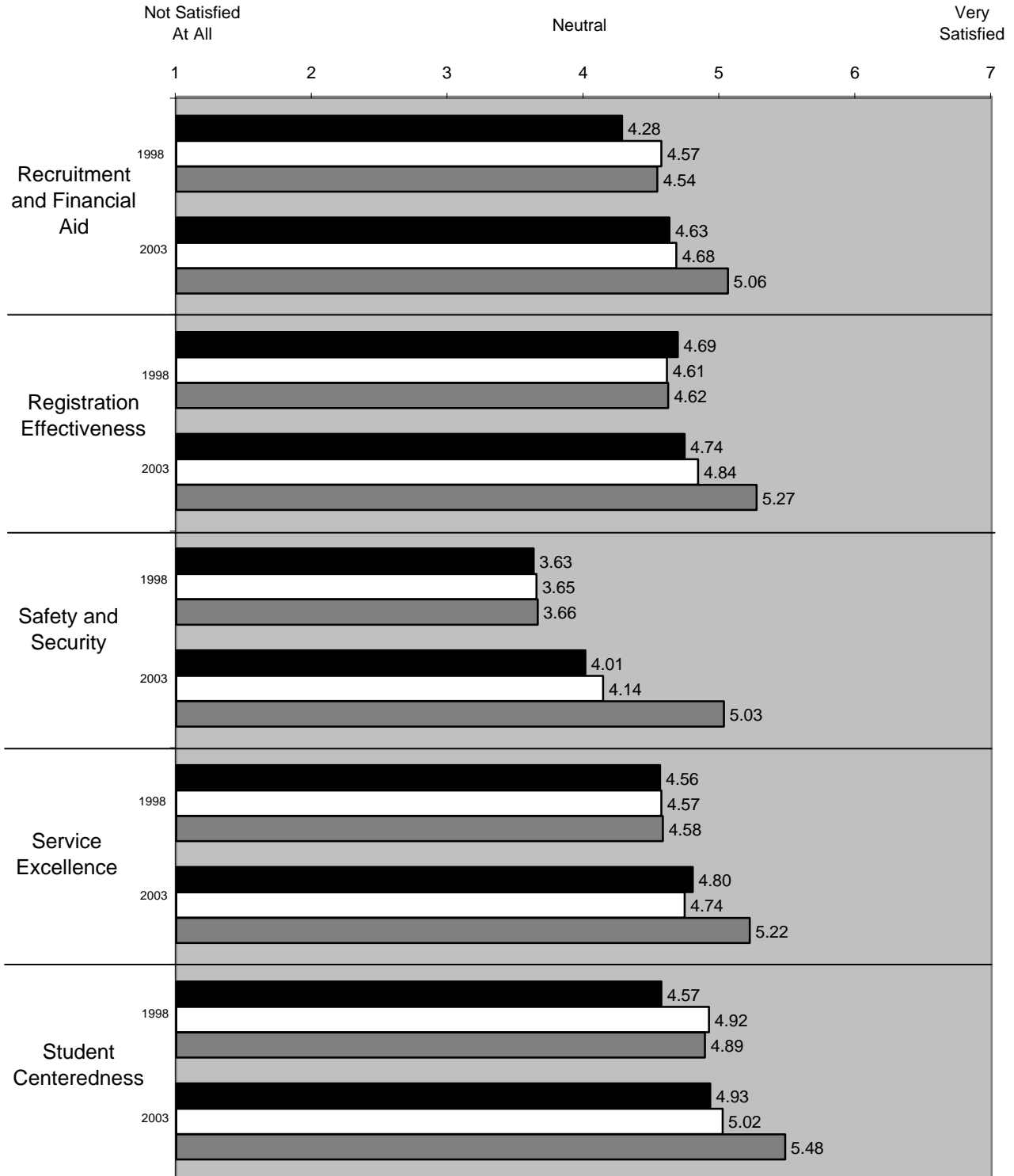
Noel-Levitz Survey Satisfaction Ratings by Item Group by Cohort Type

	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 819	N = 837
 International Students	N = 69	N = 82



Noel-Levitz Survey Satisfaction Ratings by Item Group by Cohort Type

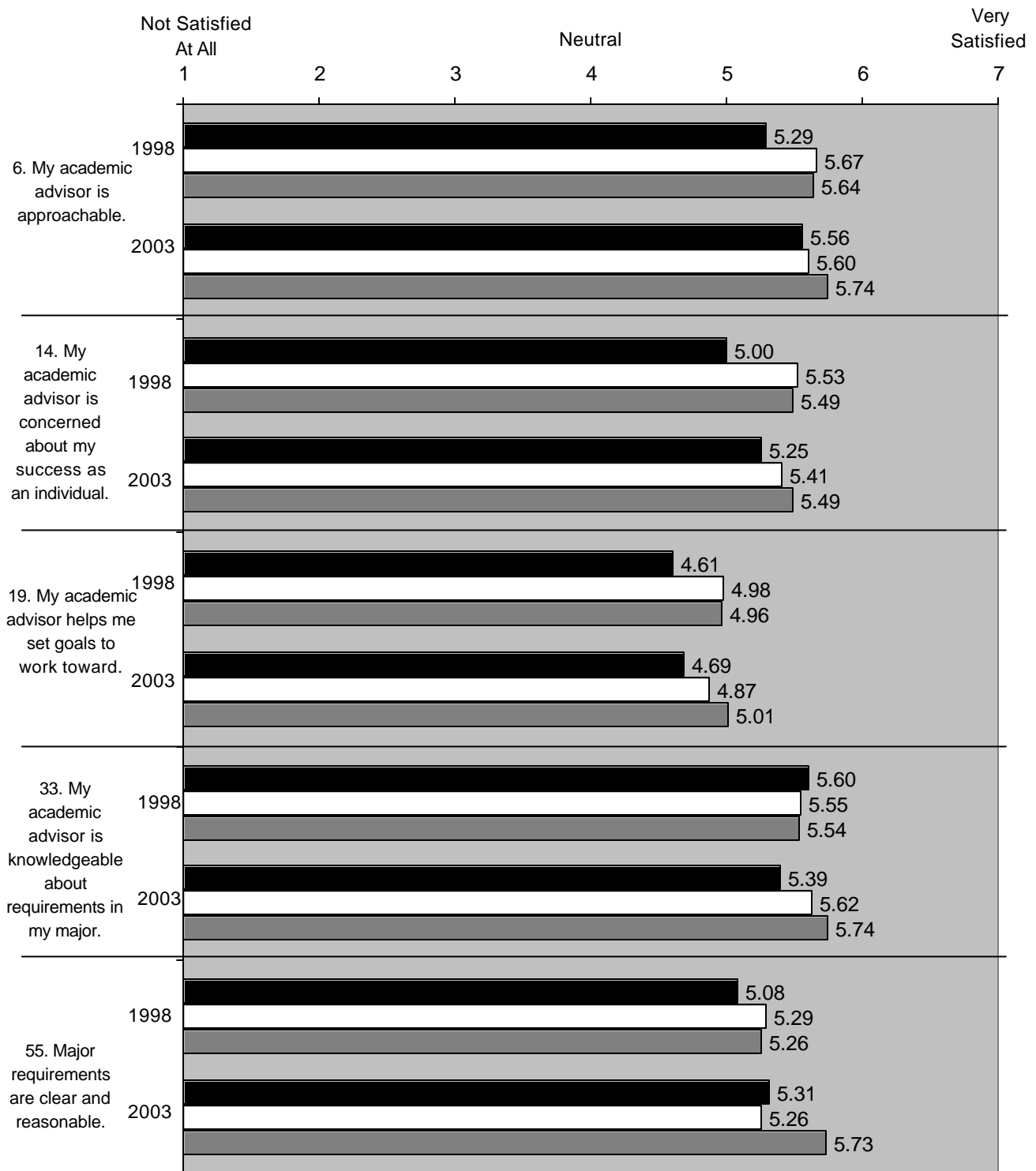
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 819	N = 837
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Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Academic Advising by Cohort Type

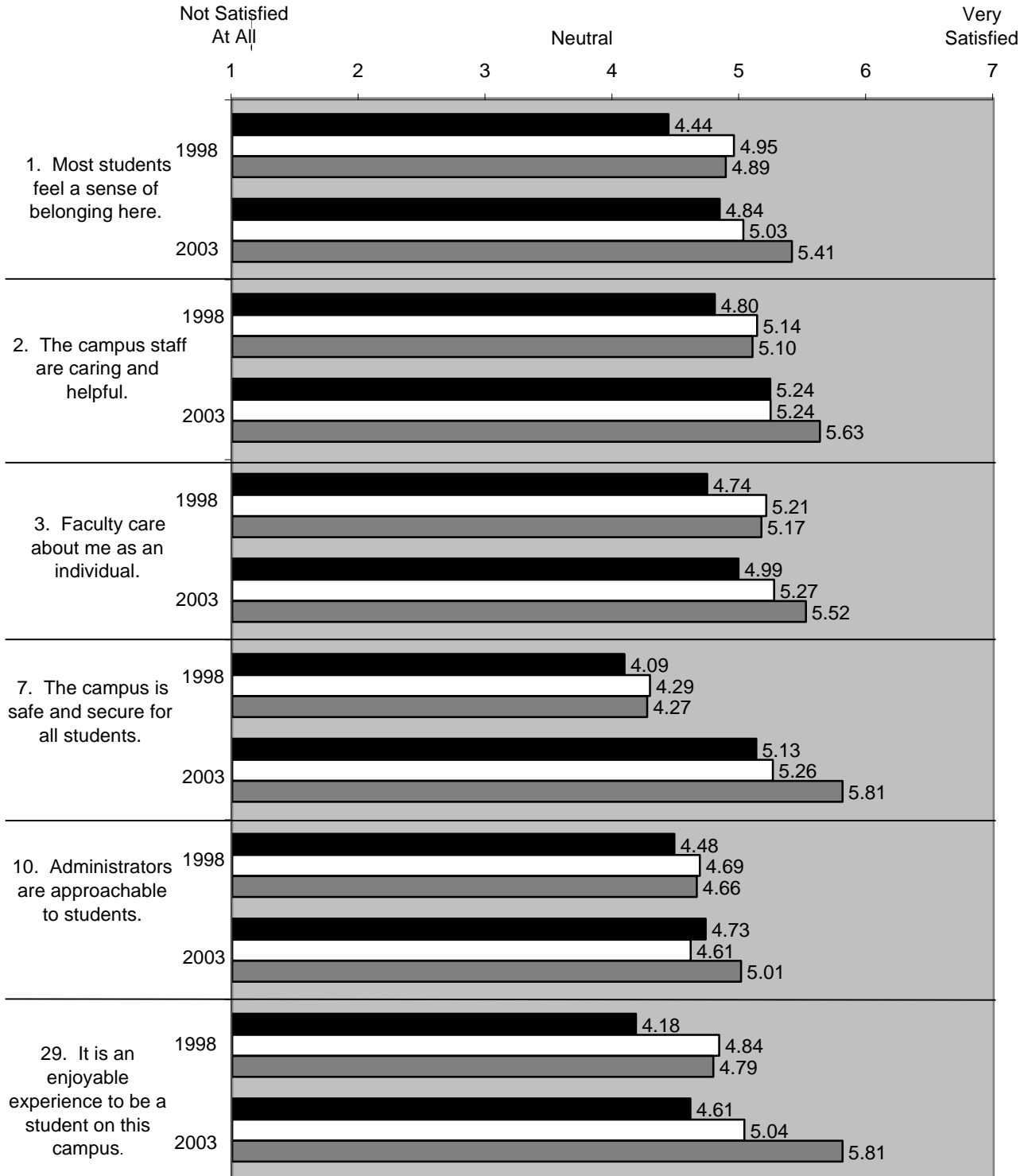
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Campus Climate by Cohort Type

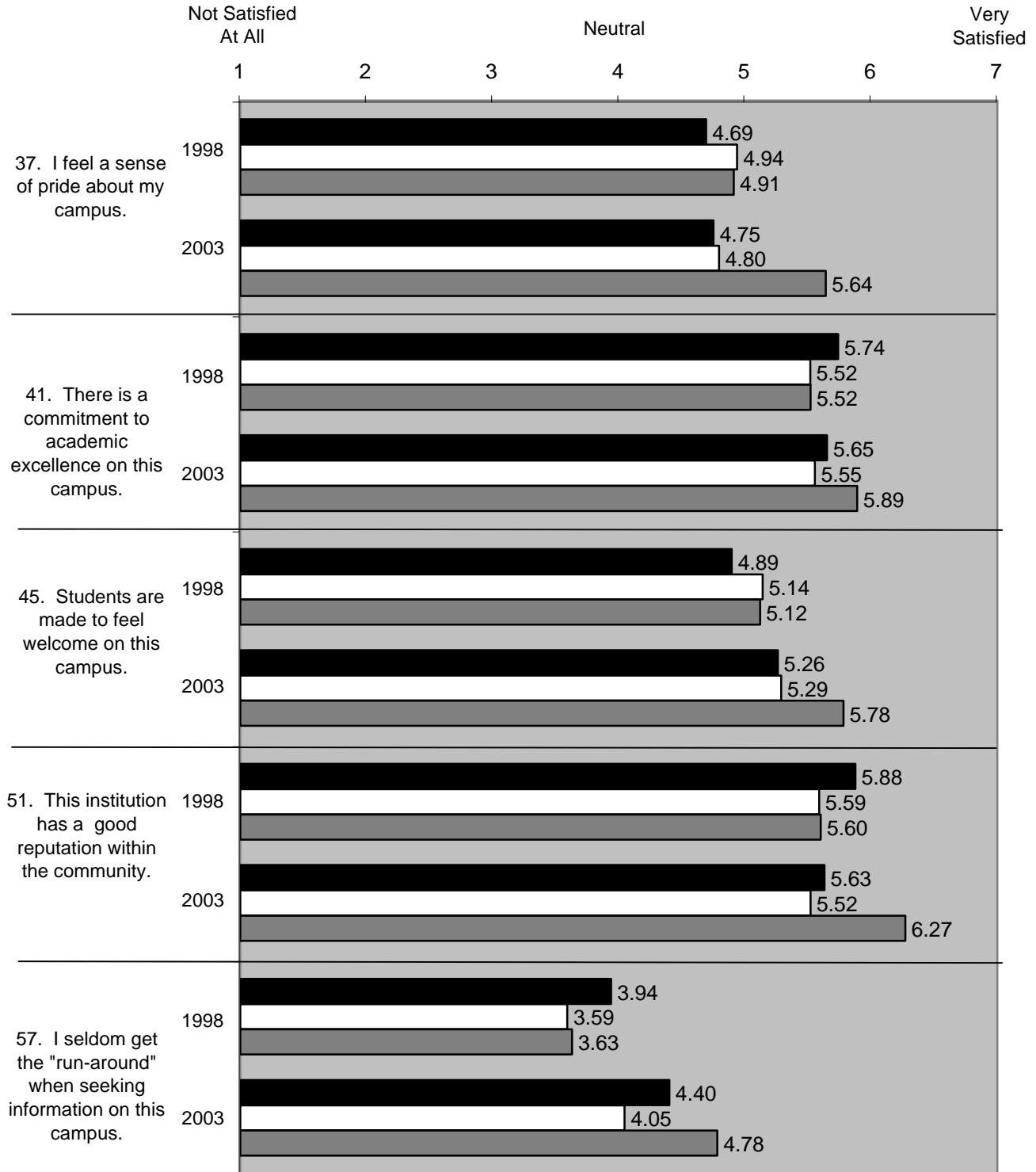
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Campus Climate by Cohort Type

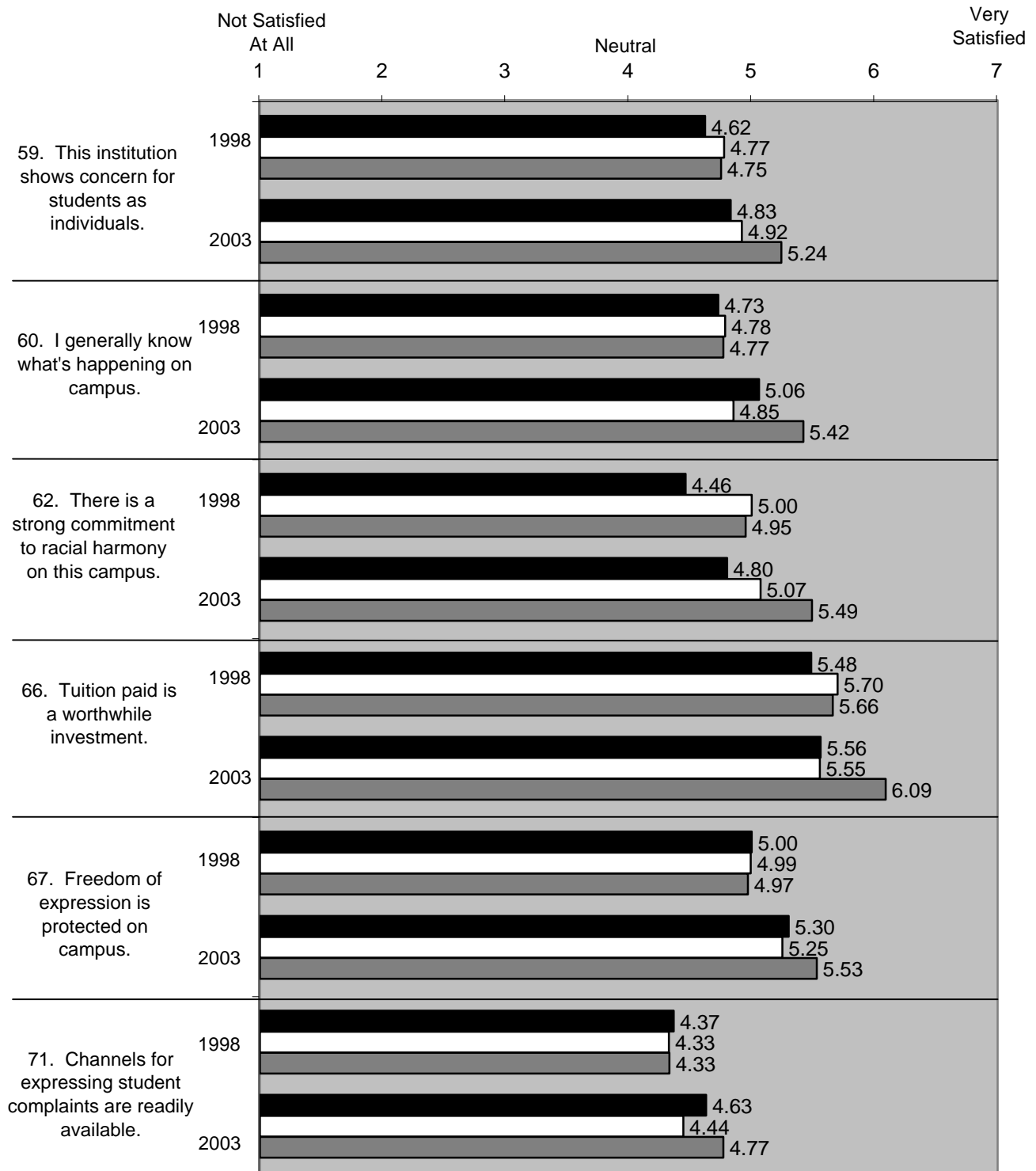
	1998	2003
■ African-American Students	N = 66	N = 151
□ Other Domestic Students	N = 778	N = 786
■ International Students	N = 57	N = 77



Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Campus Climate by Cohort Type

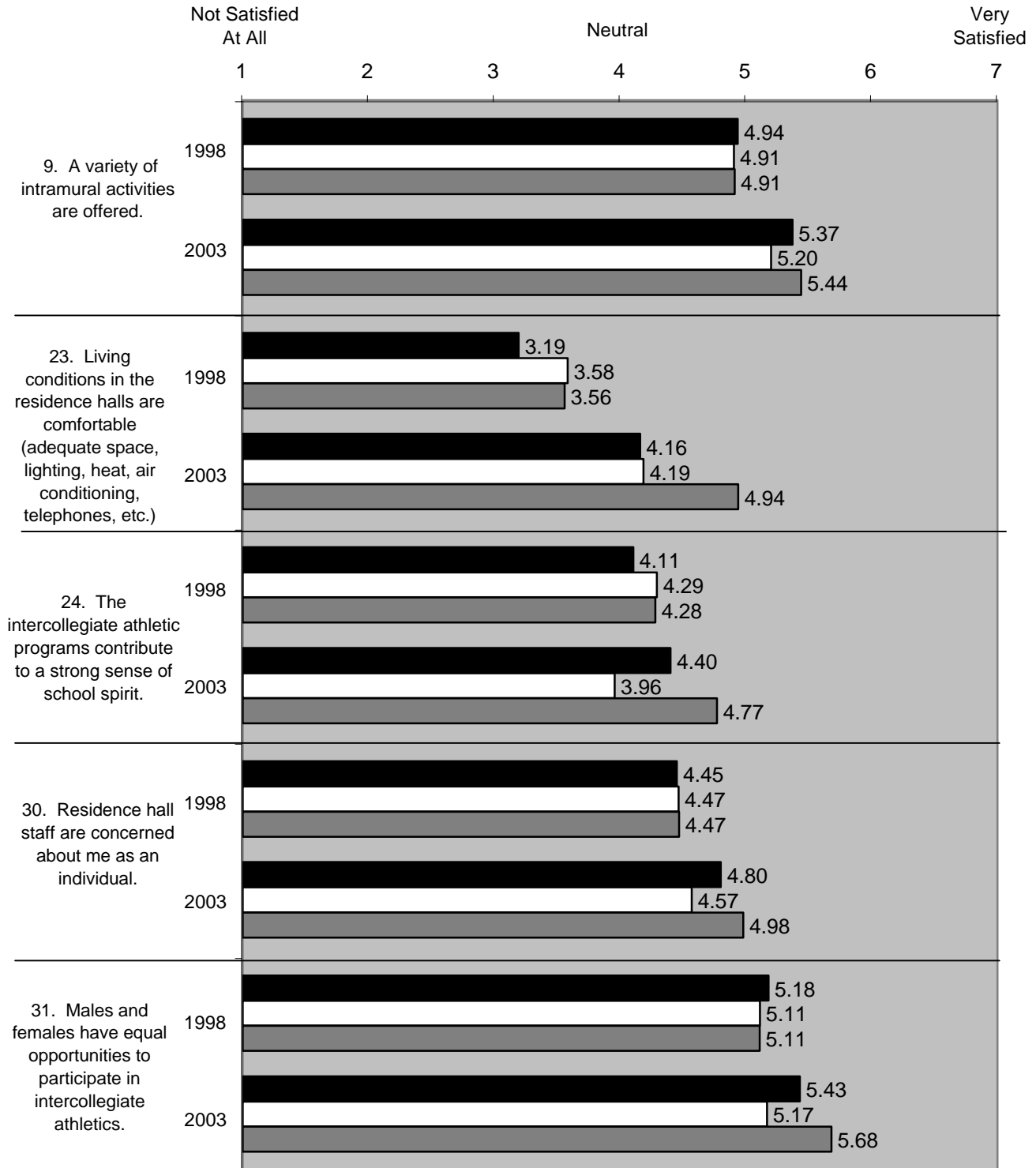
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Campus Life by Cohort Type

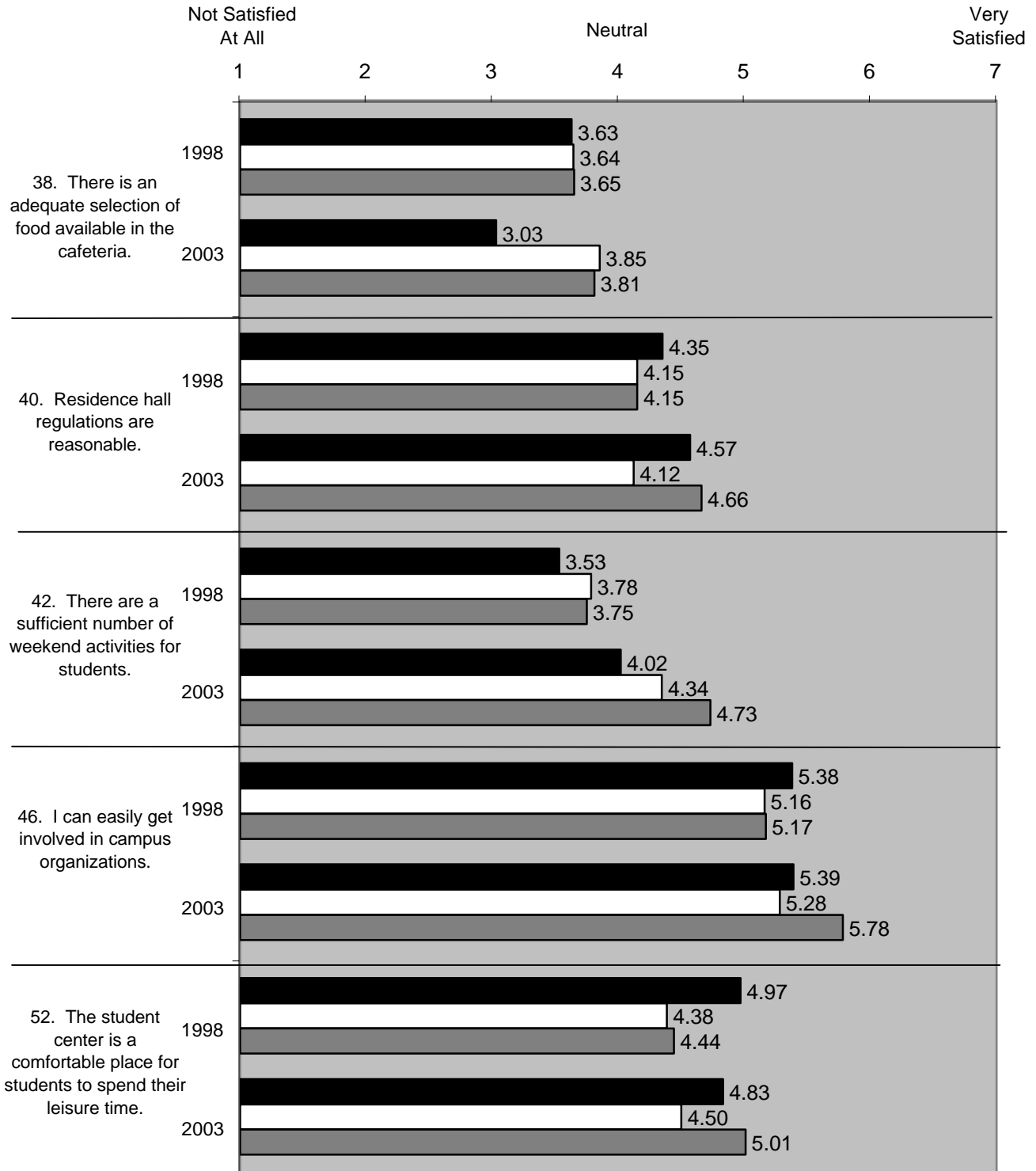
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Campus Life by Cohort Type

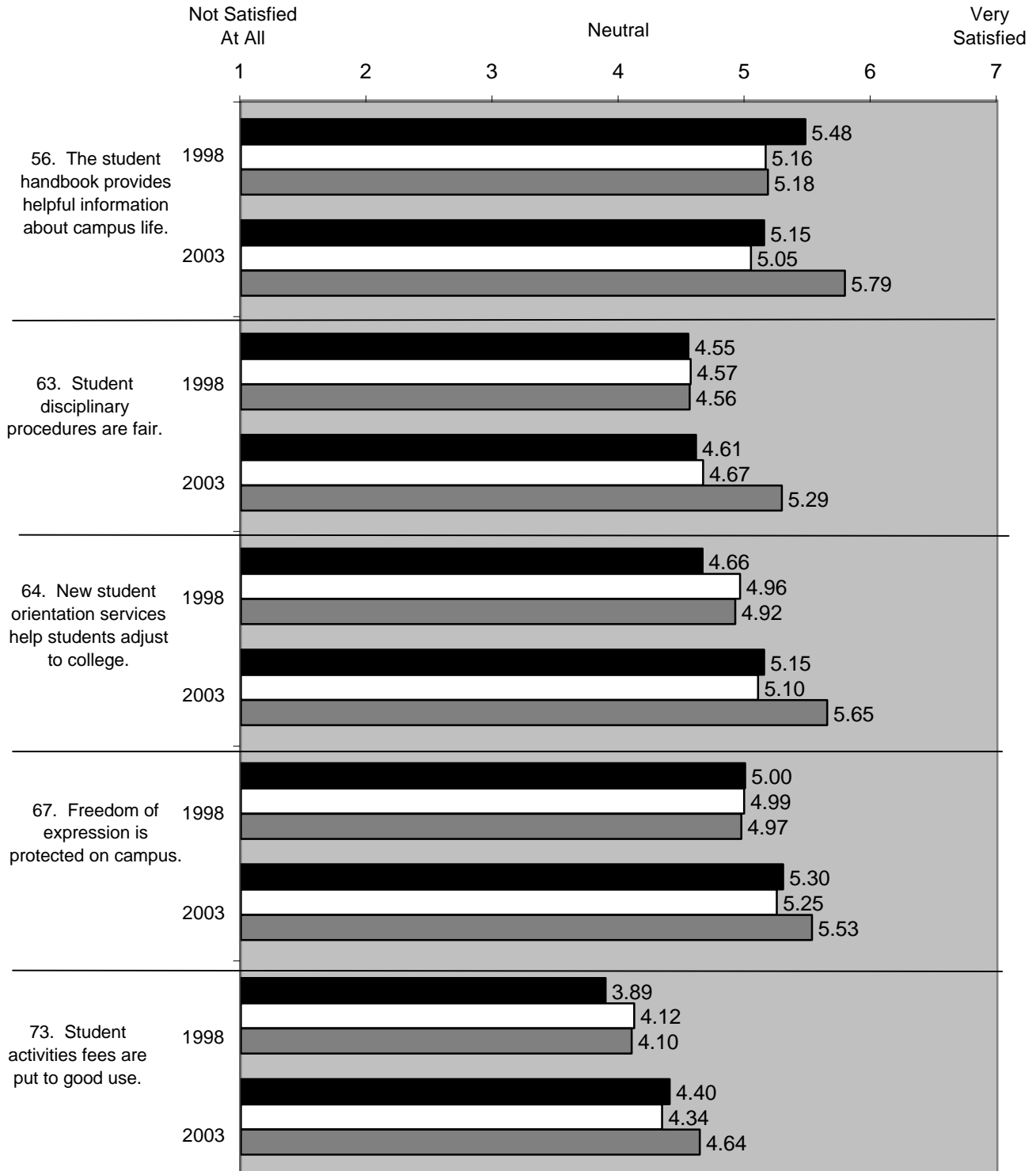
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Campus Life by Cohort Type

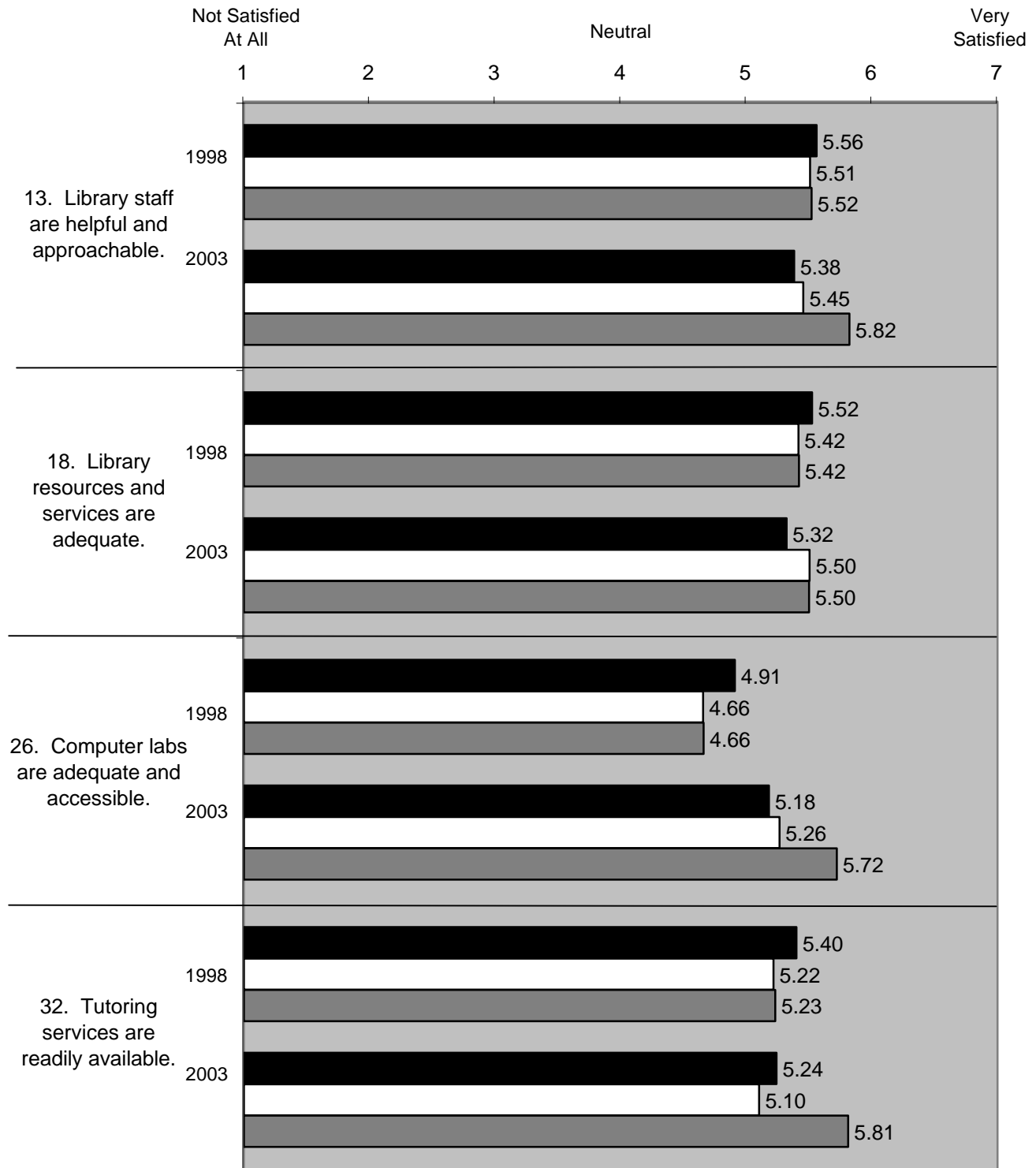
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Campus Support Services by Cohort Type

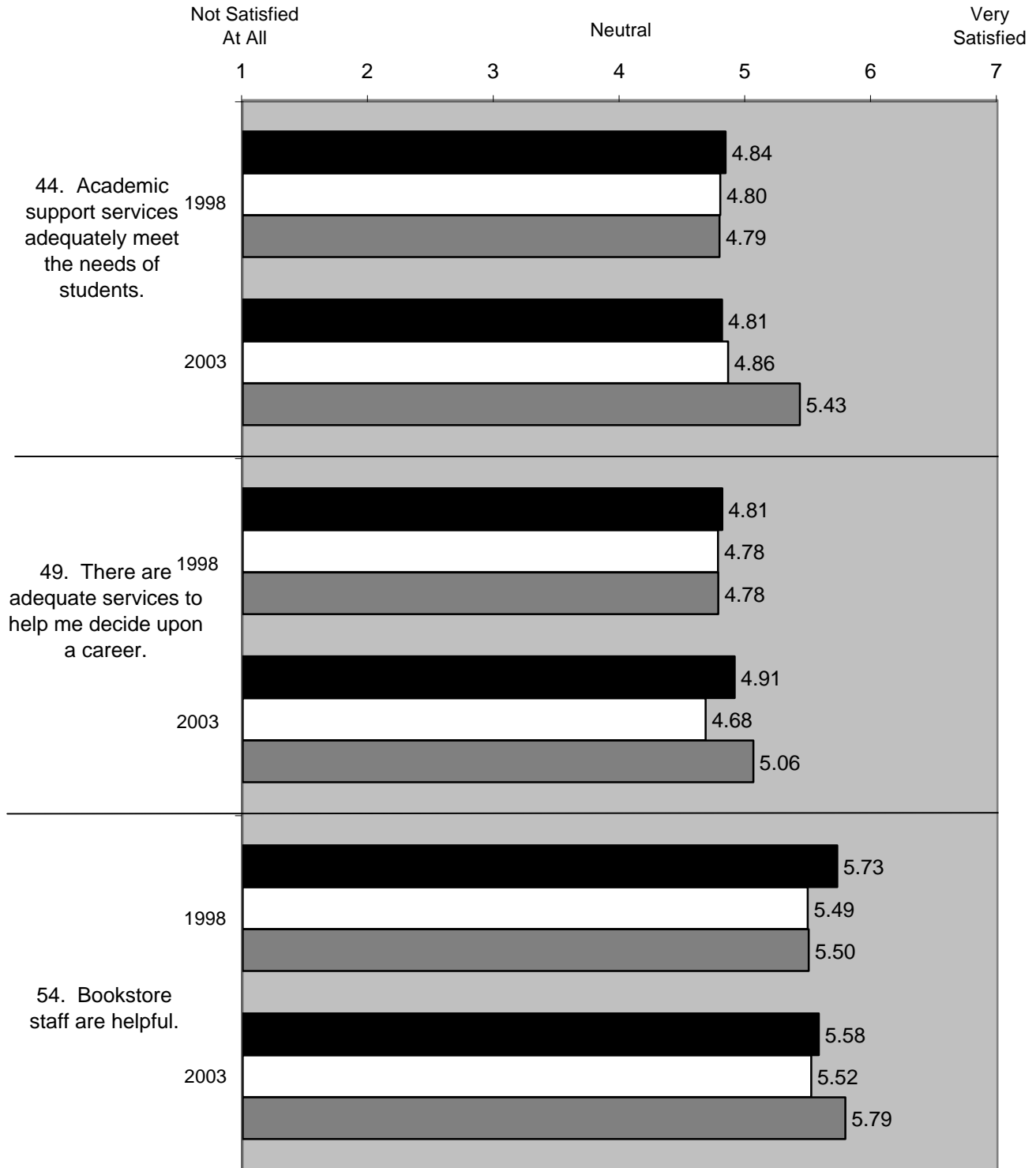
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Campus Support Services by Cohort Type

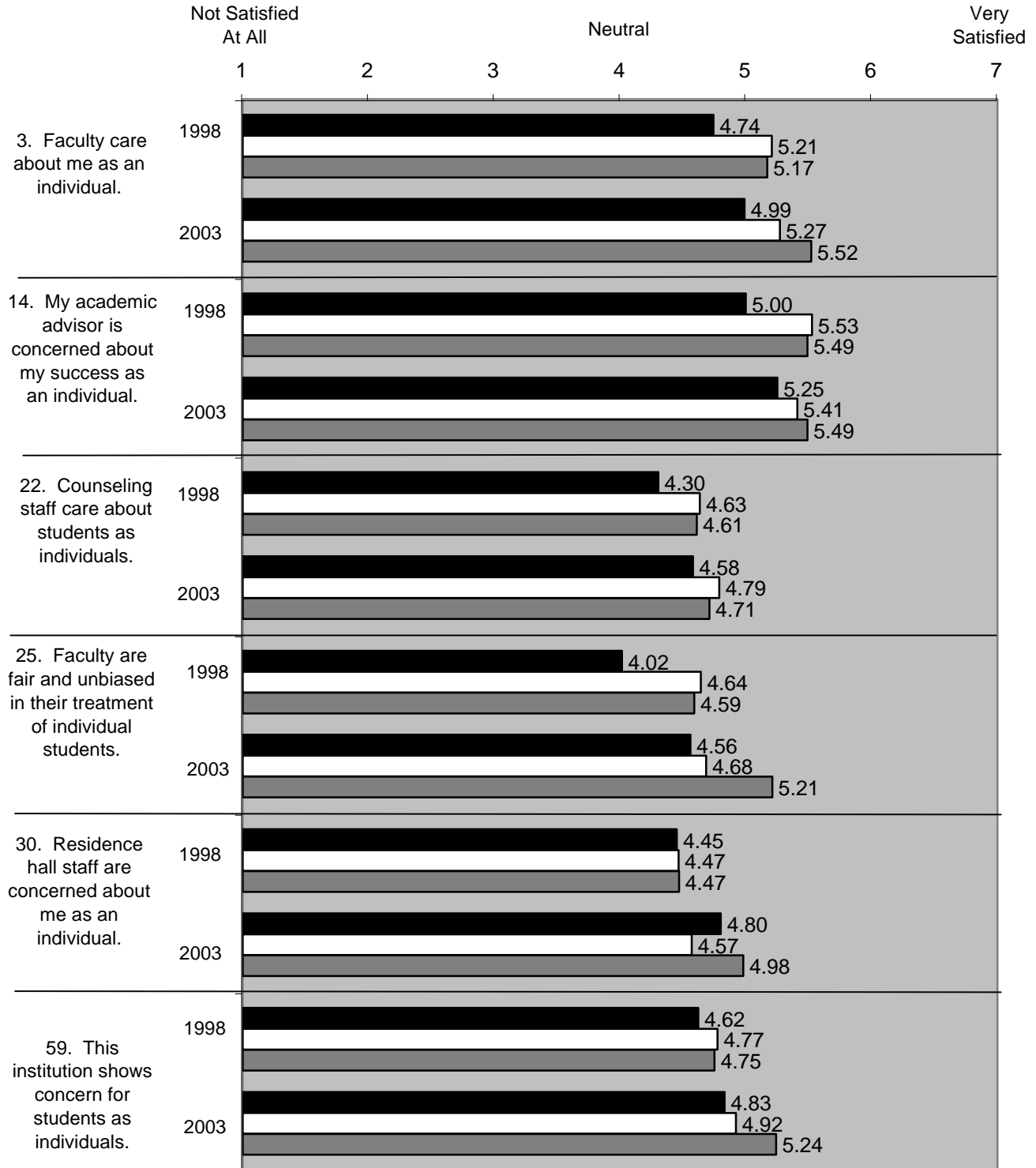
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Concern for the Individual by Cohort Type

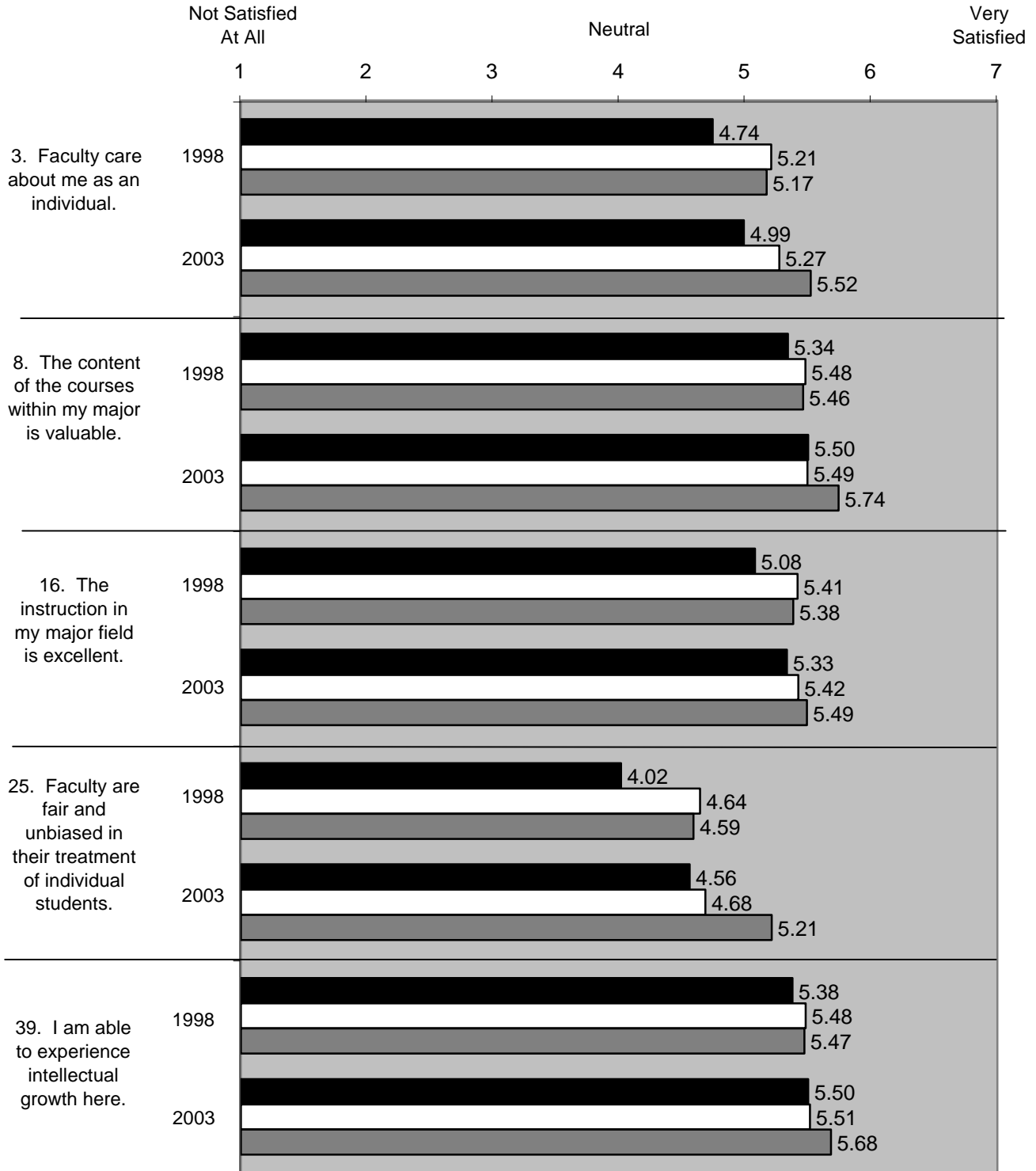
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Instructional Effectiveness by Cohort Type

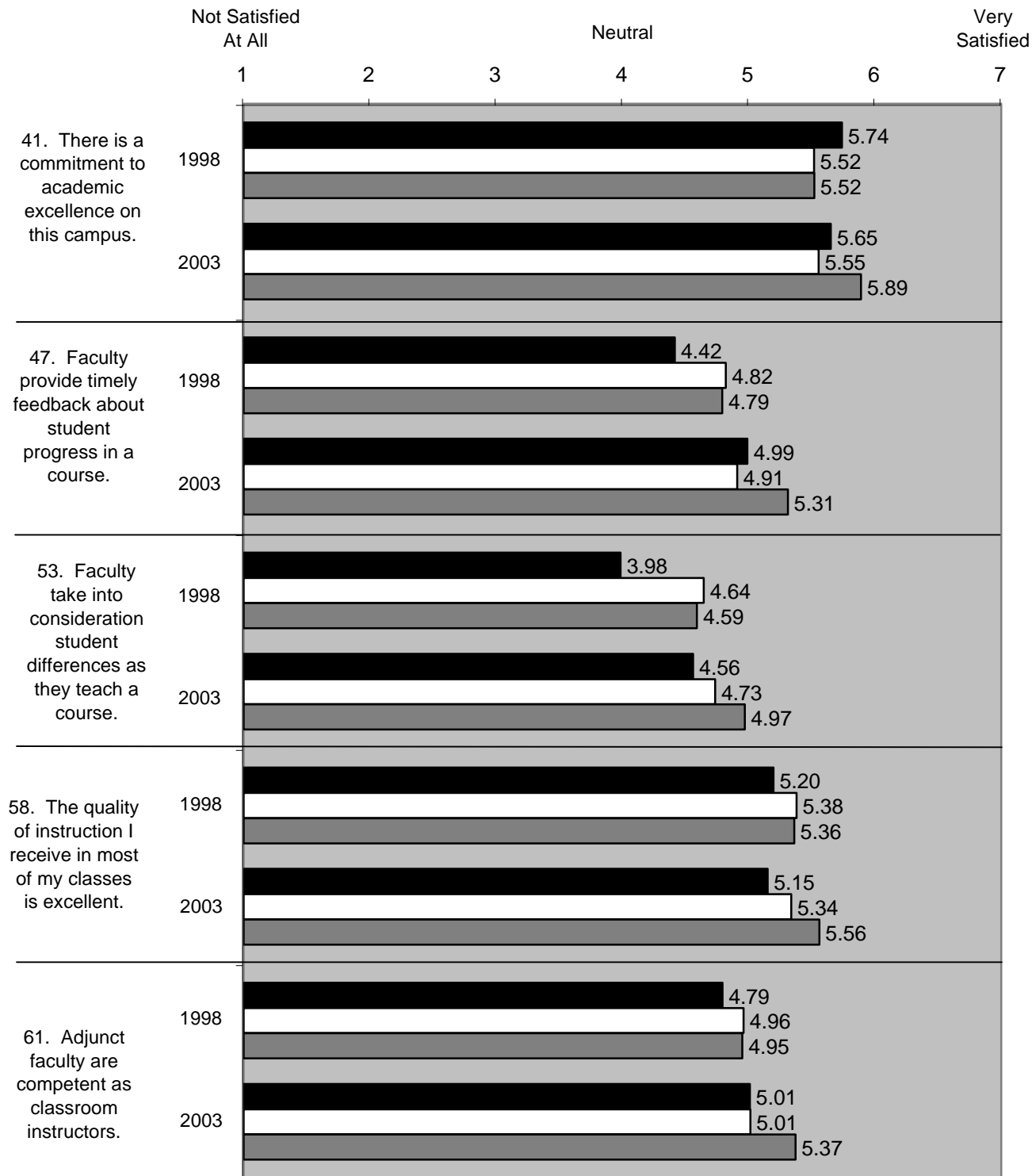
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Instructional Effectiveness by Cohort Type

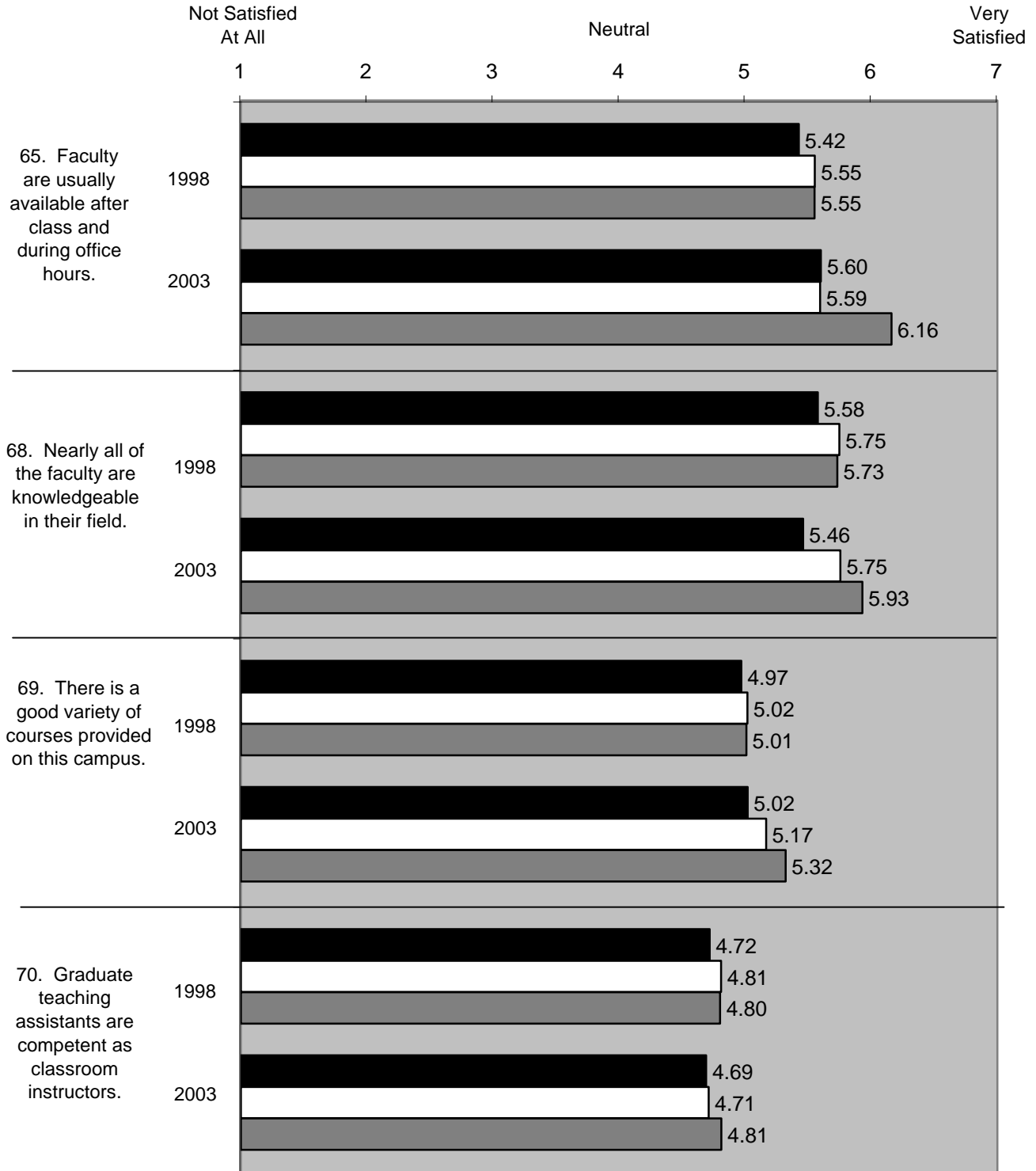
	1998	2003
■ African-American Students	N = 66	N = 151
□ Other Domestic Students	N = 778	N = 786
■ International Students	N = 57	N = 77



Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Instructional Effectiveness by Cohort Type

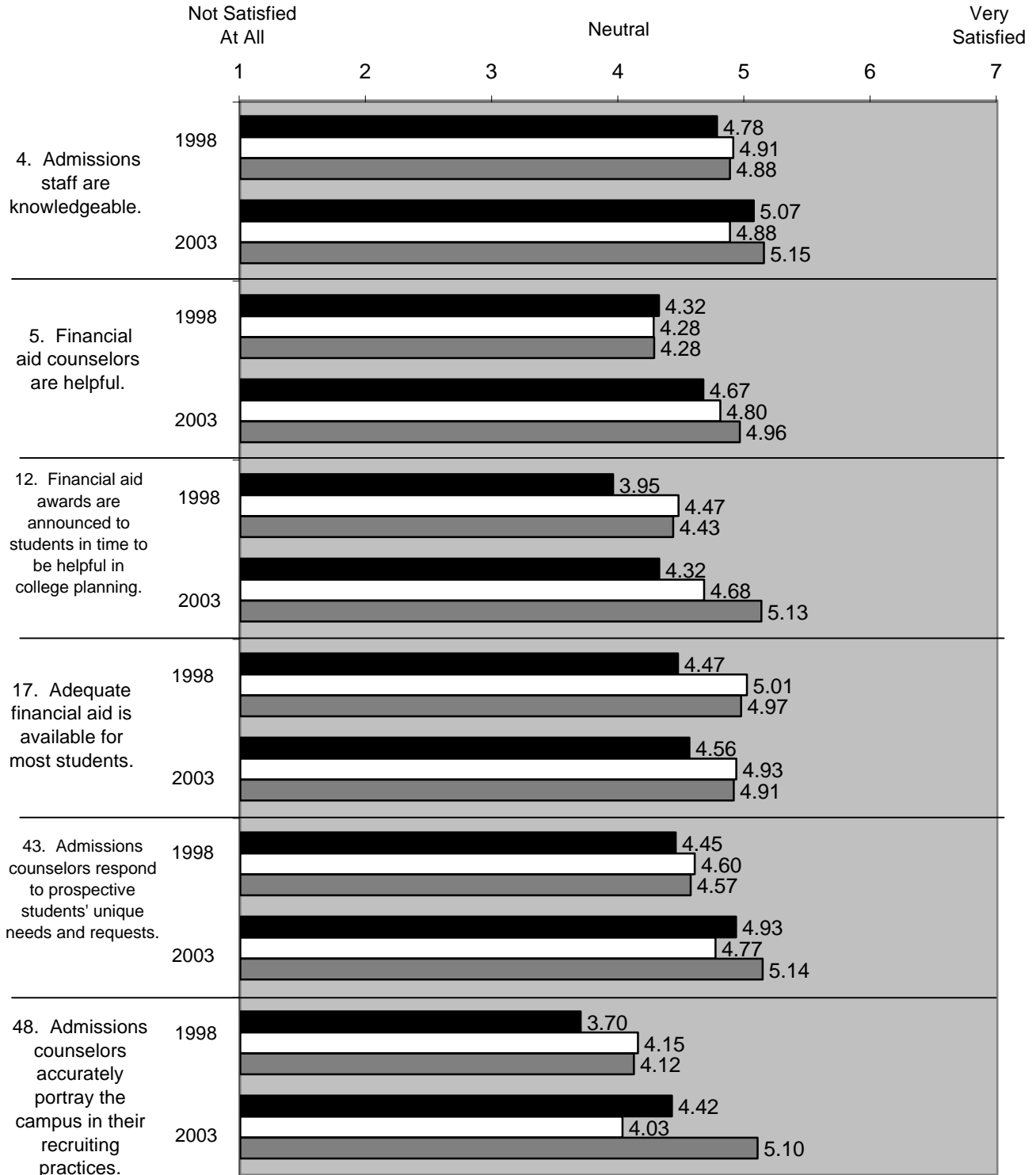
	1998	2003
■ African-American Students	N = 66	N = 151
□ Other Domestic Students	N = 778	N = 786
■ International Students	N = 57	N = 77



Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Recruitment and Financial Aid by Cohort Type

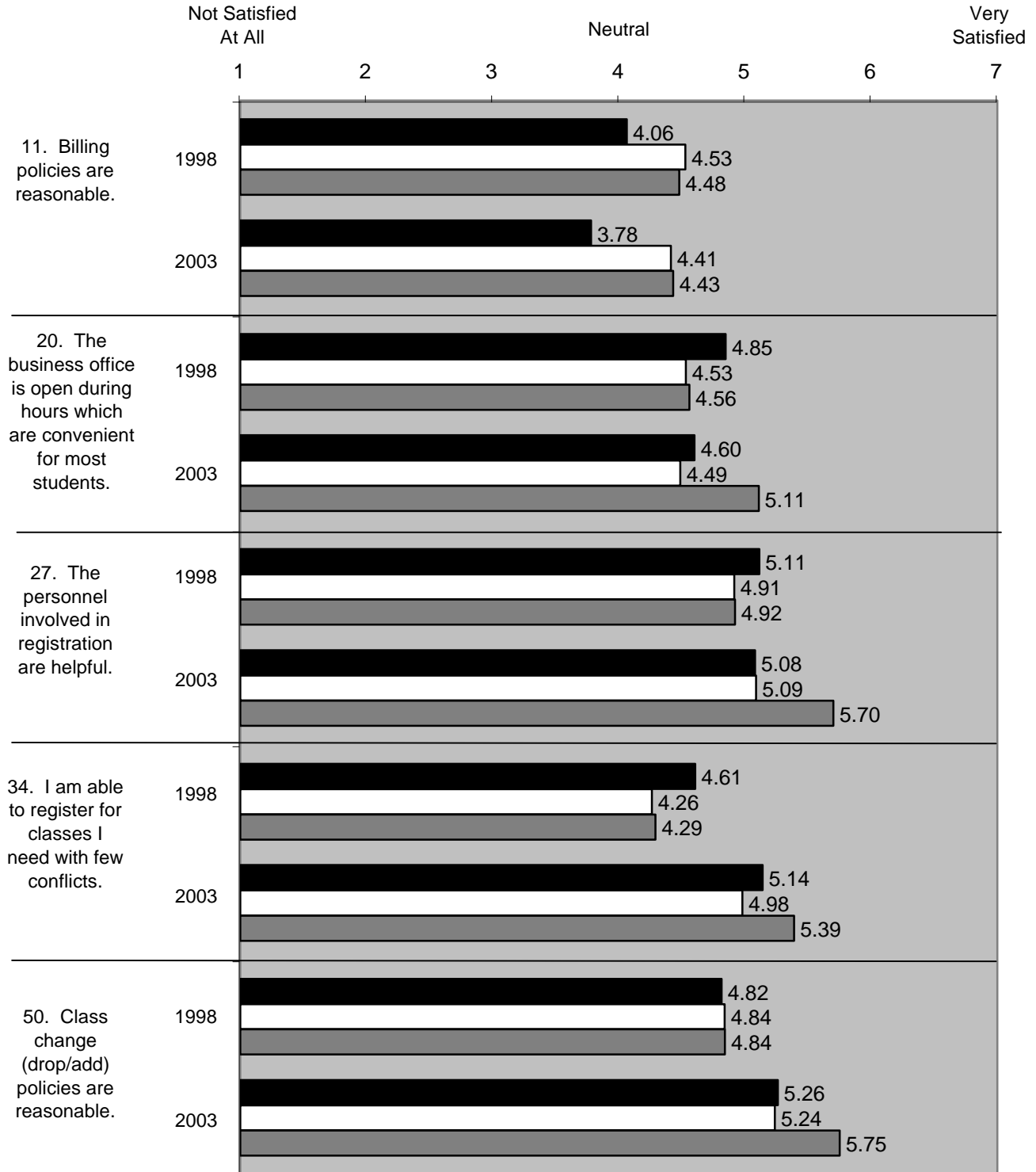
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Registration Effectiveness by Cohort Type

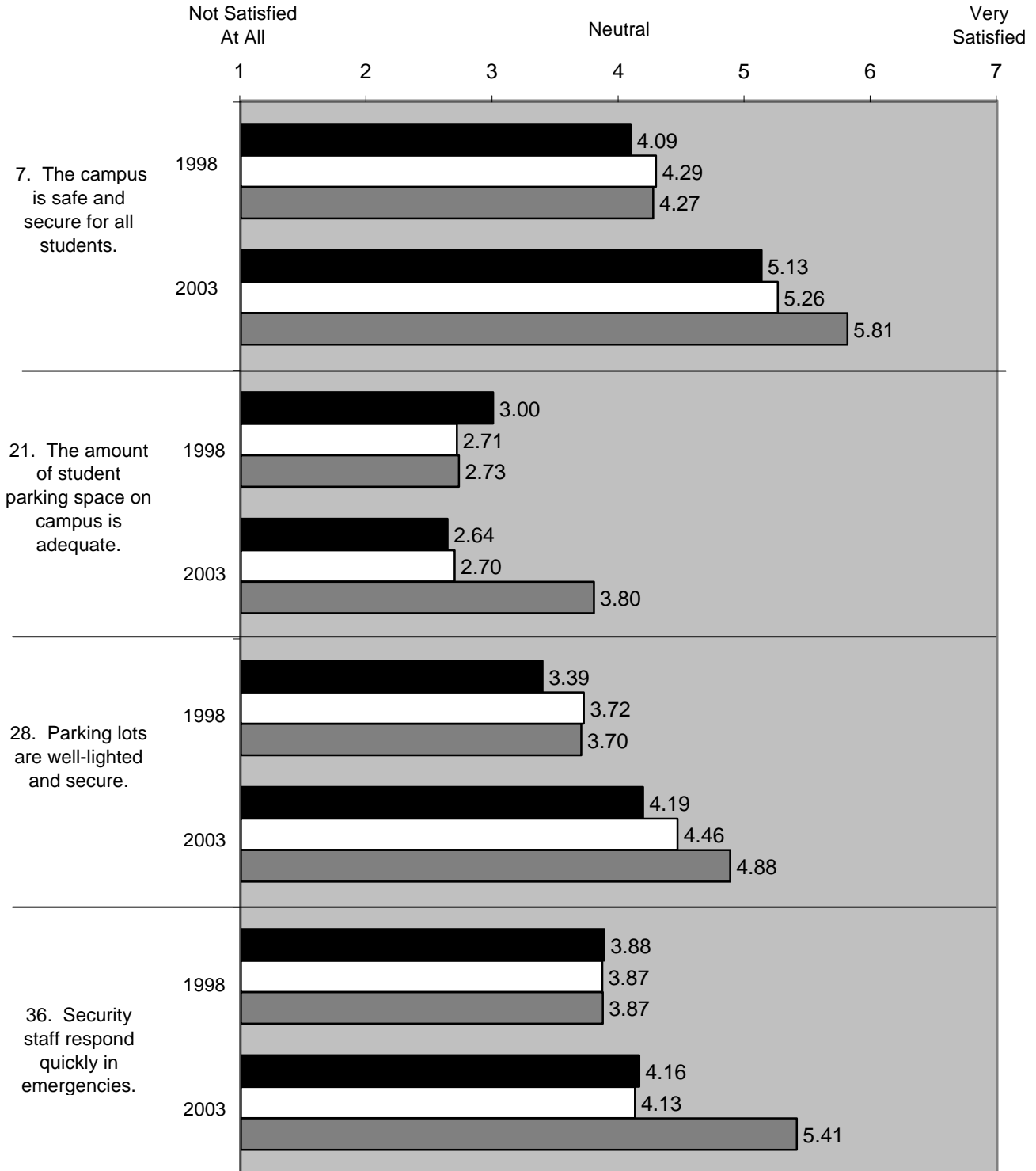
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Safety and Security by Cohort Type

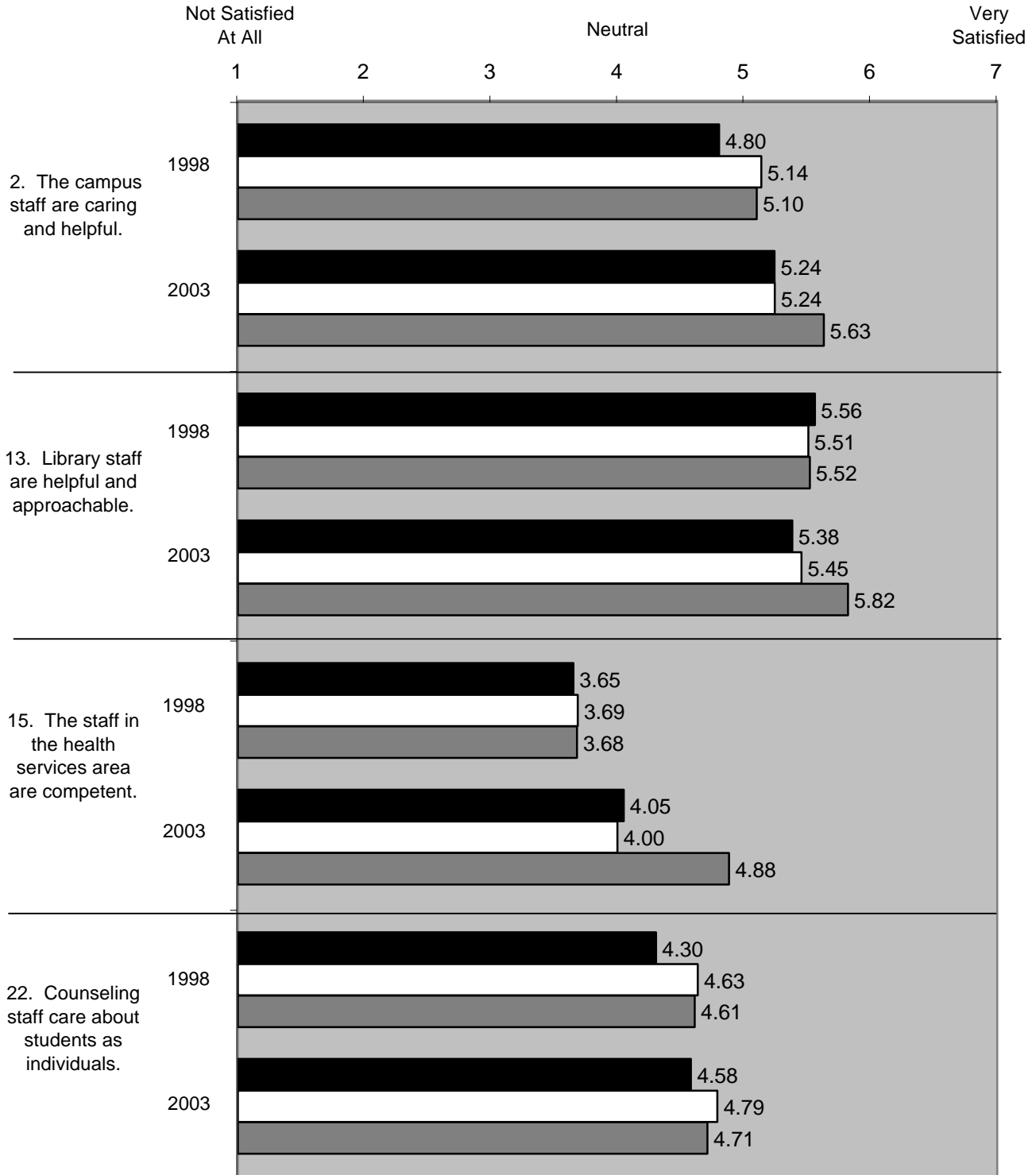
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Service Excellence by Cohort Type

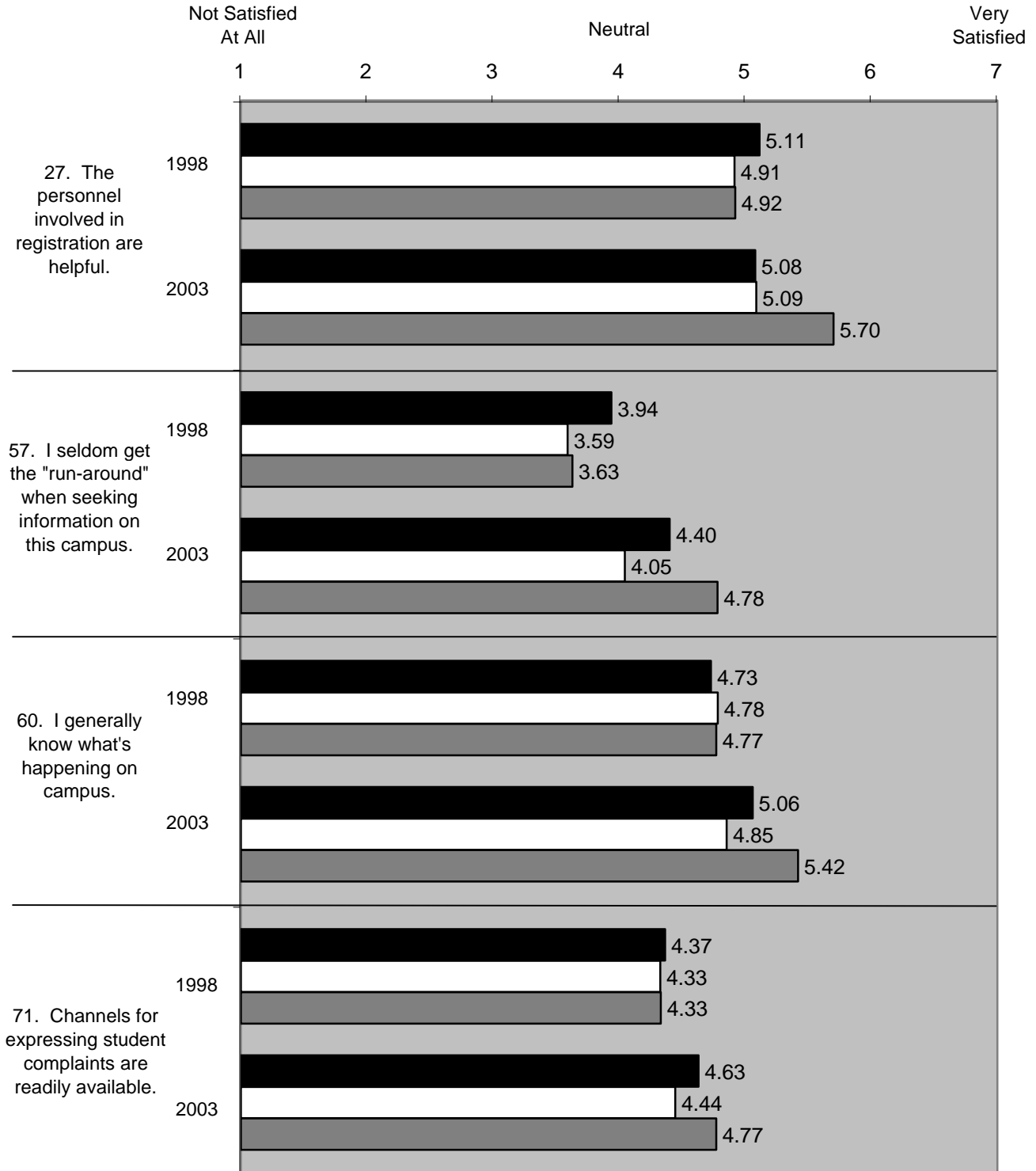
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Service Excellence by Cohort Type

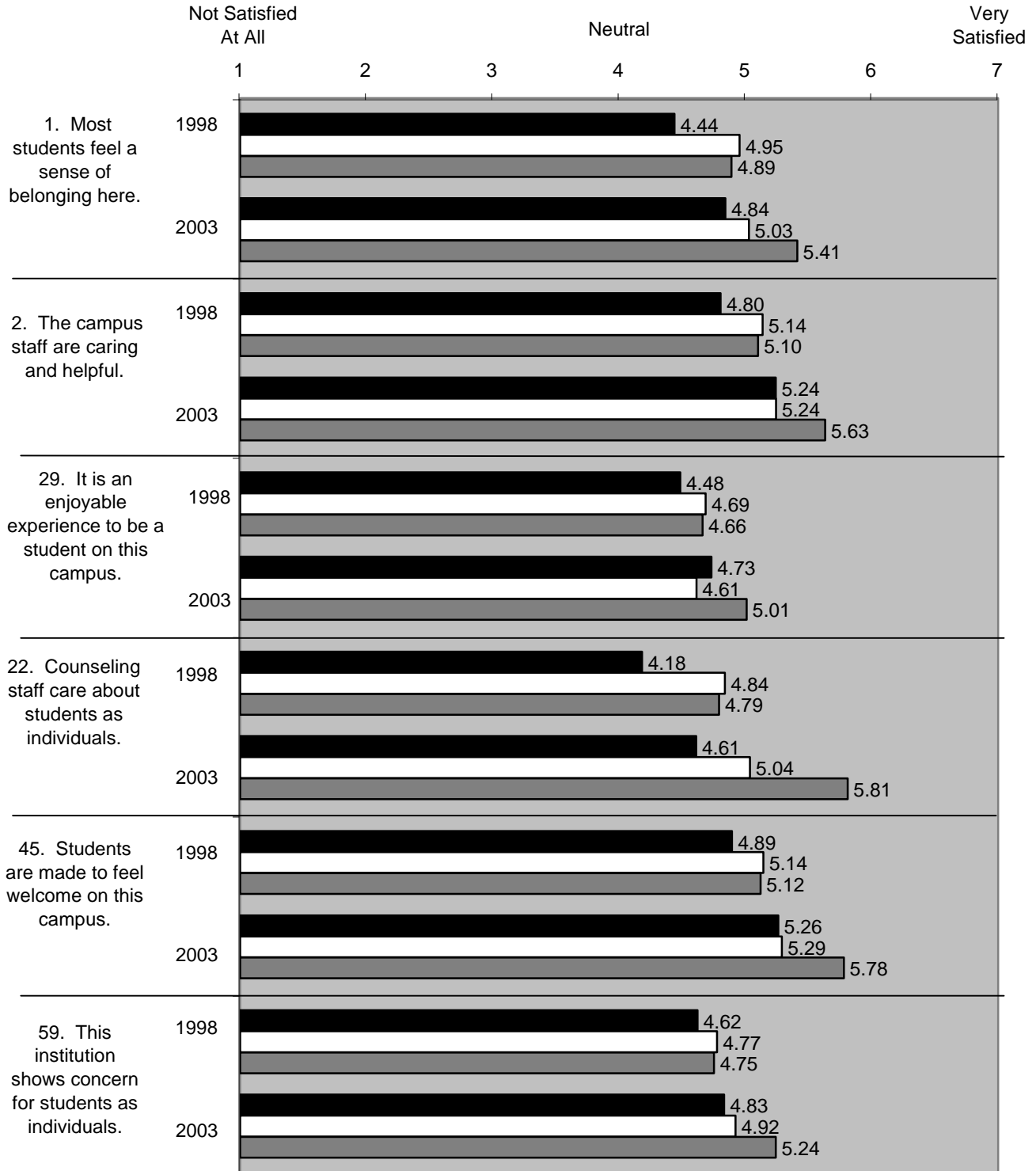
	1998	2003
■ African-American Students	N = 66	N = 151
□ Other Domestic Students	N = 778	N = 786
■ International Students	N = 57	N = 77



Noel-Levitz Survey

Satisfaction Ratings by Individual Items in Item Group, Student Centeredness by Cohort Type

	1998	2003
■ African-American Students	N = 66	N = 151
□ Other Domestic Students	N = 778	N = 786
■ International Students	N = 57	N = 77



Student Satisfaction Supplemental Survey Individual Items by Item Group

Academic Advising

8. My academic advisor has helped me plan for getting into graduate school.
9. My academic advisor has helped me plan for a future career.

Academic Work

1. The range of major programs available at Berea is adequate given my interests and needs.
2. The academic program provides me with adequate opportunities to explore personal interests.
3. When I have trouble with some part of my academic work, I have no difficulty finding people to help.
4. There are an adequate number of courses to choose from in my major.

Computers

17. Opportunities to learn to use computer resources effectively and efficiently for my academic needs are adequate.
18. The availability of up-to-date computers and software is adequate.

Convocations

25. Convocations have been interesting.
26. Convocations have been a valuable part of my education.

Faculty

5. Faculty provide the kind of feedback that helps me know what to do to improve my performance.
6. Course materials are presented in an interesting and creative manner.
7. I get the encouragement I need from faculty on this campus.

Labor

12. The labor program provides me with adequate opportunities to explore personal interests.
13. Through my labor position (s), I have learned skills and work habits that will help me in the future.

Library

27. Library hours are adequate.
28. I can locate library materials when I need them.

Student Satisfaction Supplemental Survey Individual Items by Item Group

Personal Development

- 21. I have time to get involved with extracurricular activities.
- 22. I feel that there are adequate opportunities for internships.
- 23. Berea helps develop the whole person.

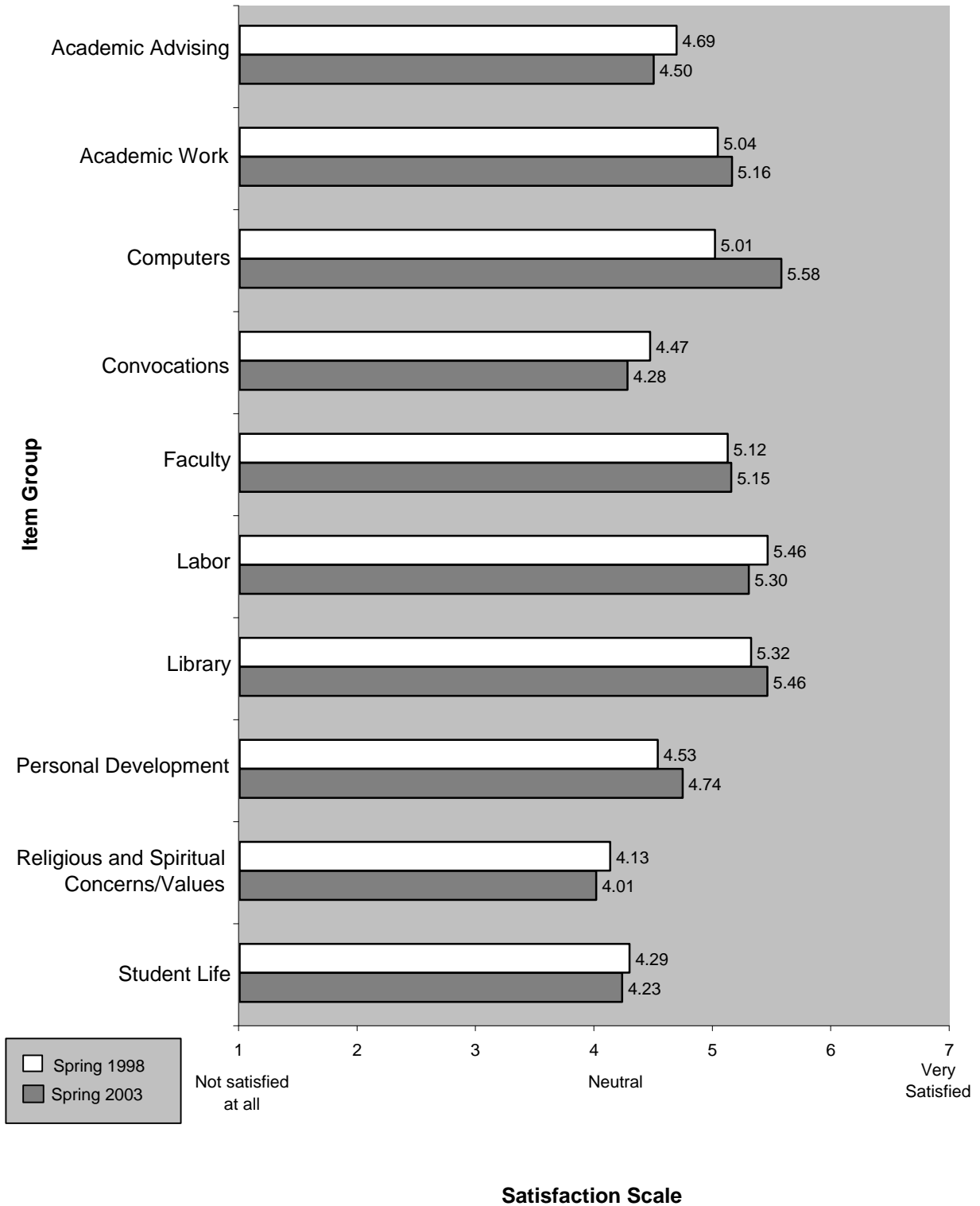
Religious and Spiritual Concerns/Values

- 14. Christian values are emphasized appropriately on campus.
- 15. My expectations regarding Berea's Christian commitment have been met.
- 16. My spiritual needs are being met at Berea.
- 32. The College emphasizes values and ethical behavior.

Student Life

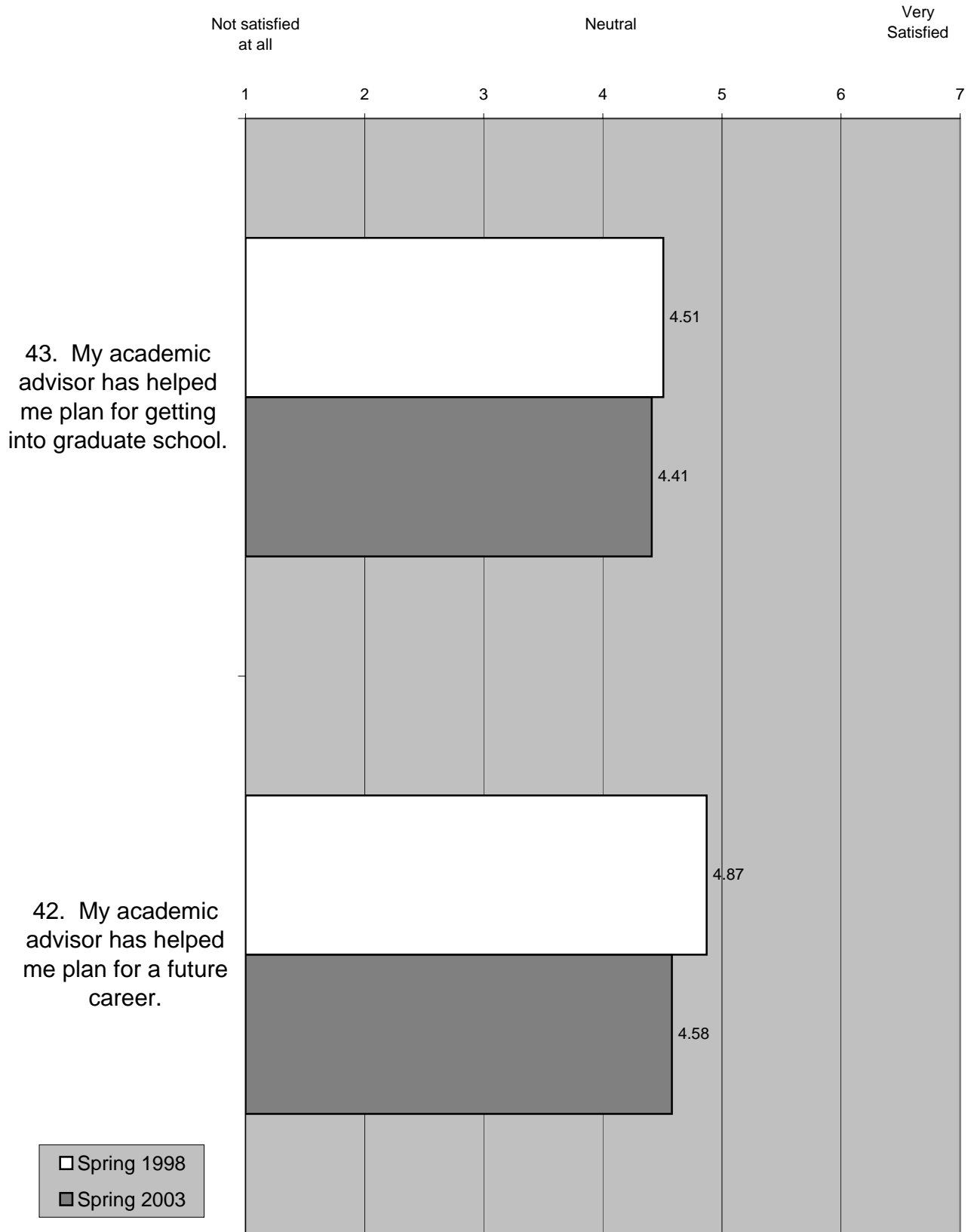
- 10. The residence halls provide a good place to study.
- 11. Residential life on campus helps me succeed academically.

**Spring 2003 Compared to Spring 1998 Administration:
Supplemental Survey Satisfaction Rating by Item Group*
All Students**

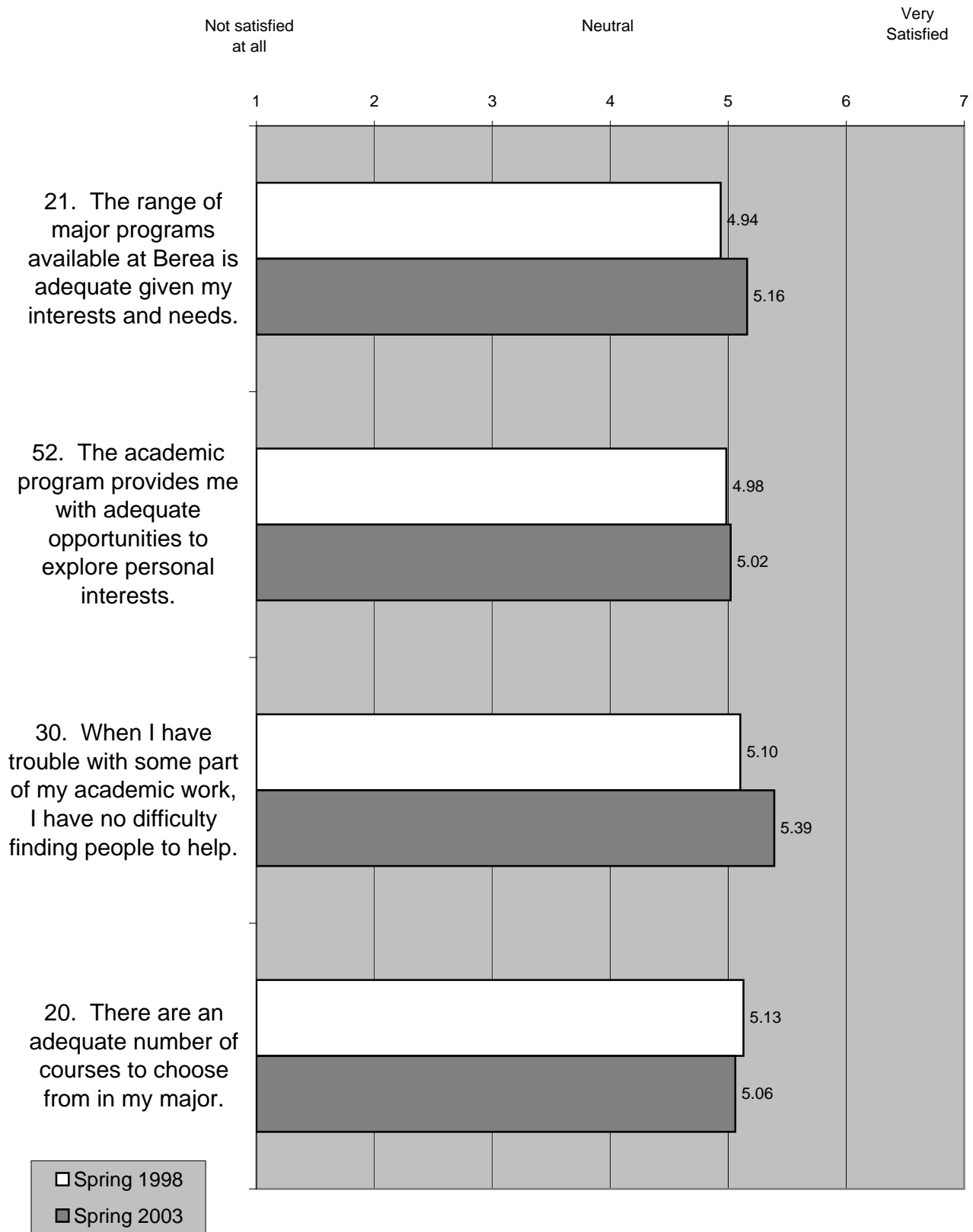


* Satisfaction ratings are based only on those questions in common.

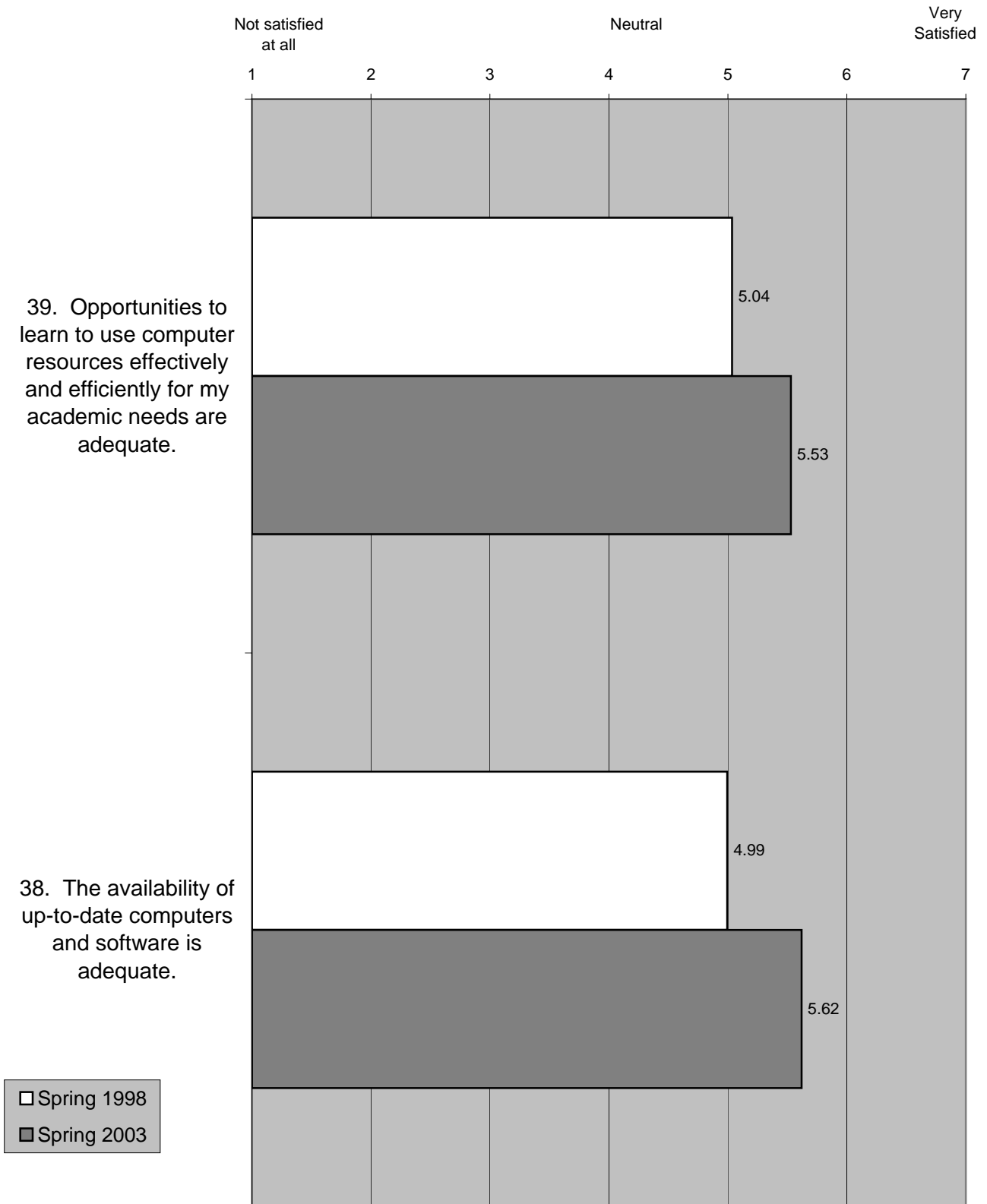
All Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Academic Advising



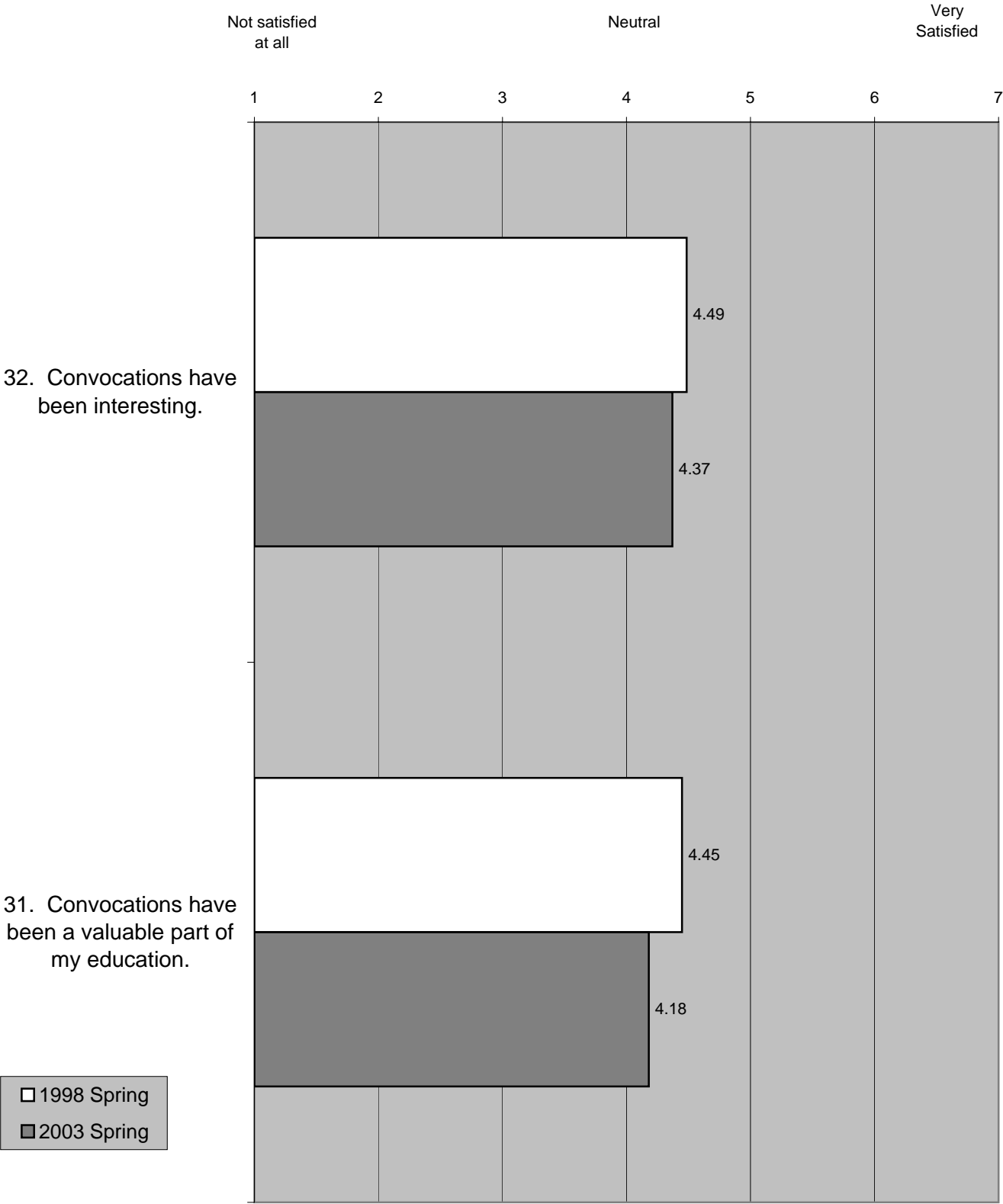
All Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Academic Work



All Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Computers

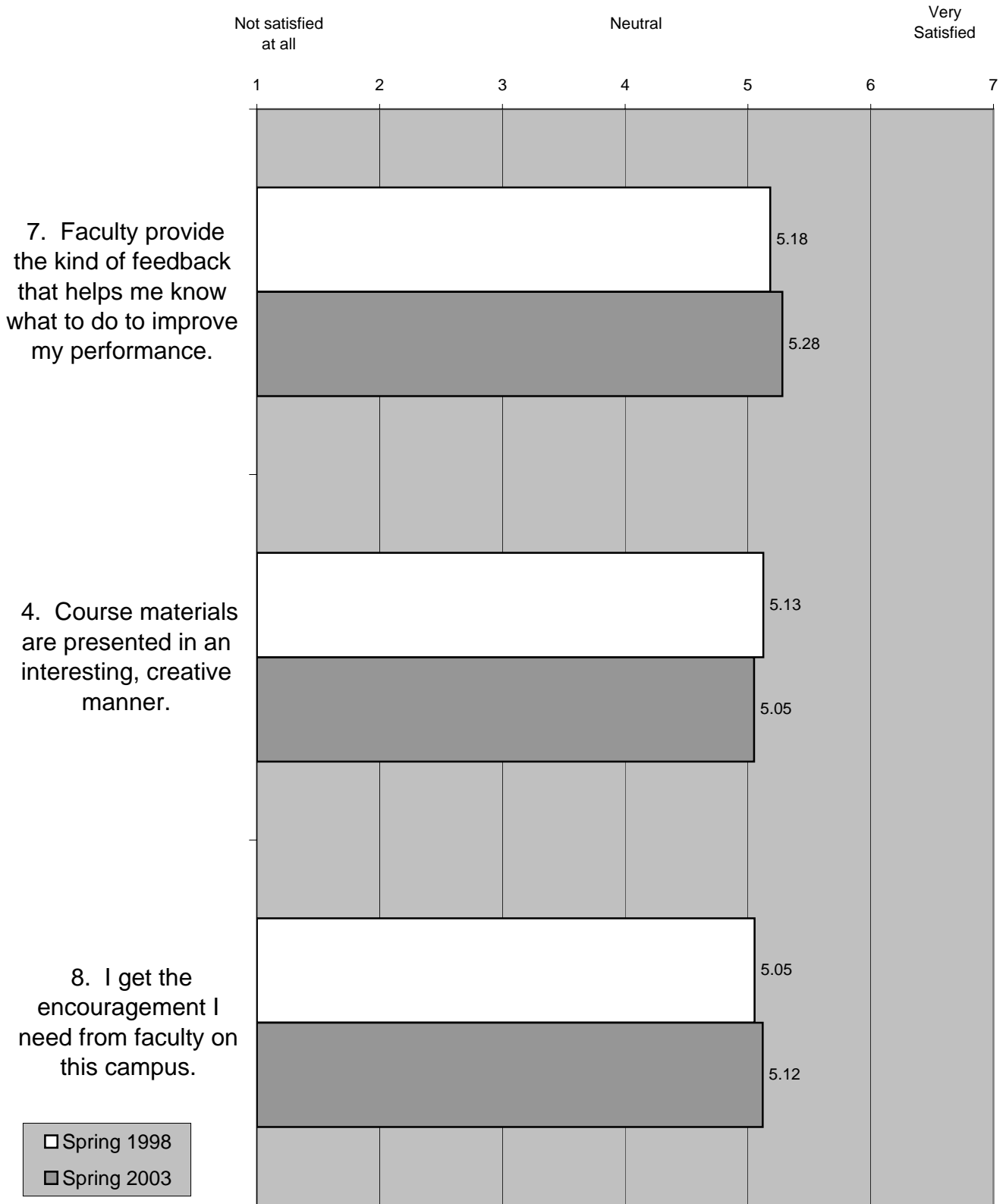


All Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Convocations

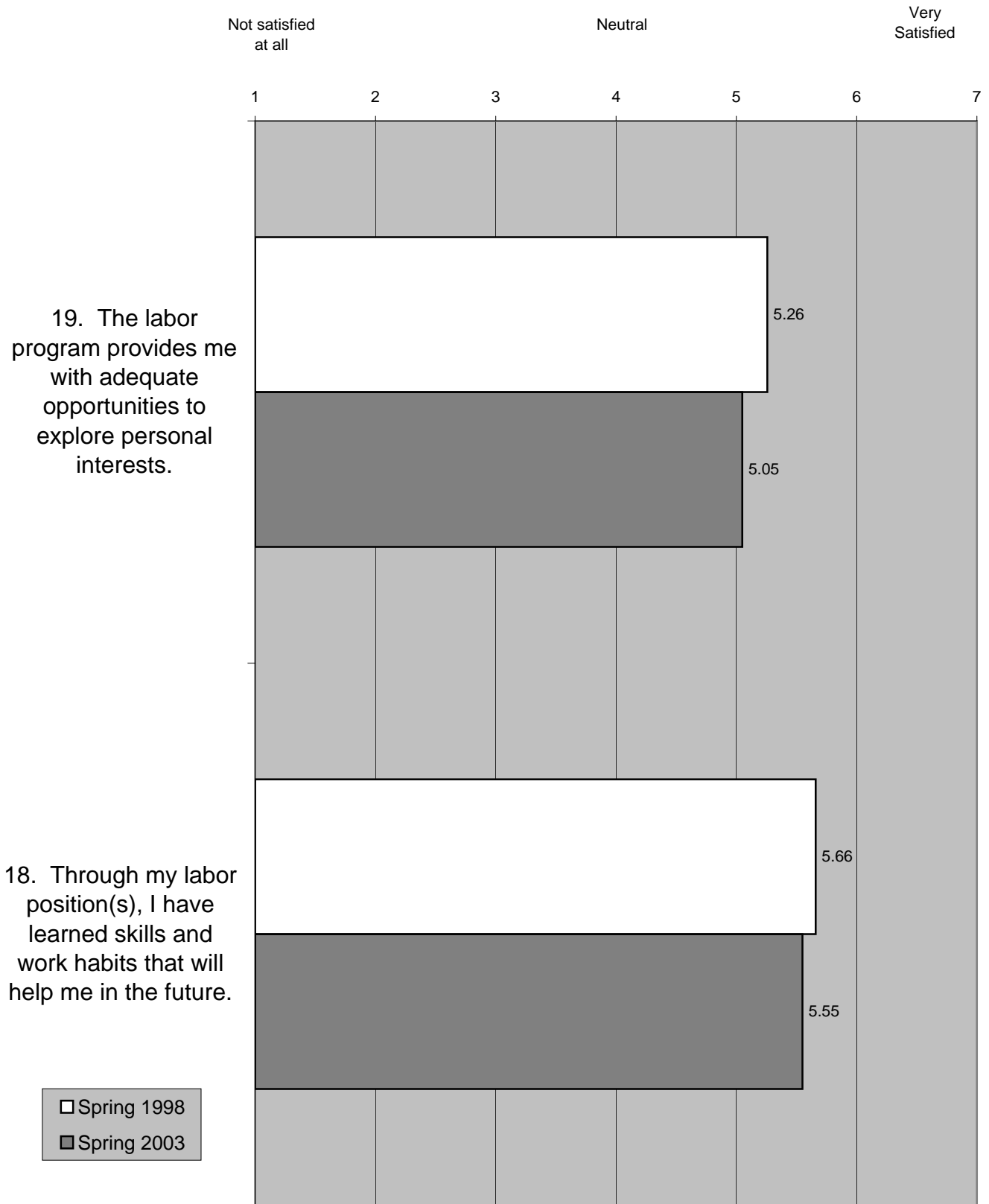


*Satisfaction ratings are based only on those questions in common.

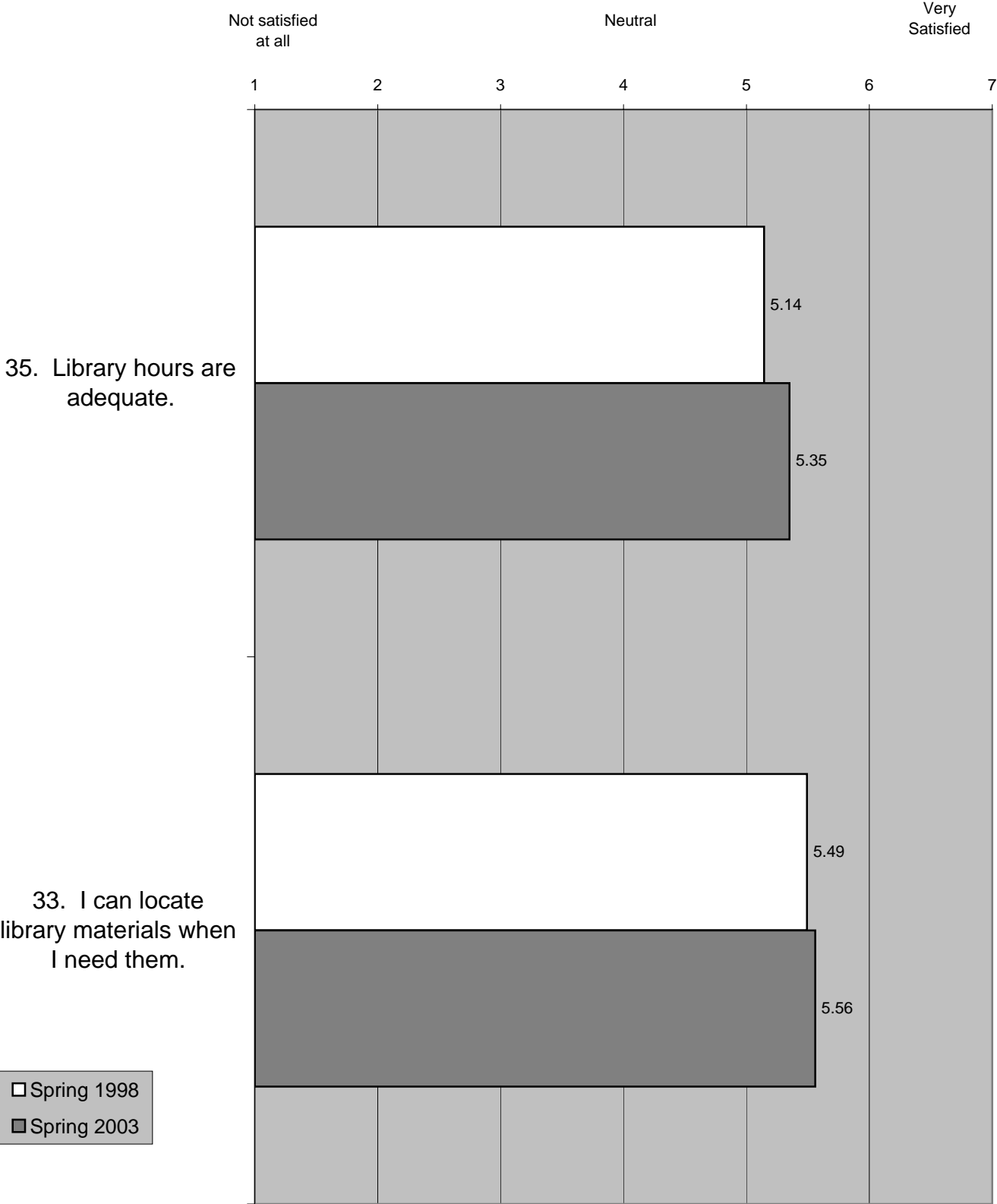
All Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Faculty



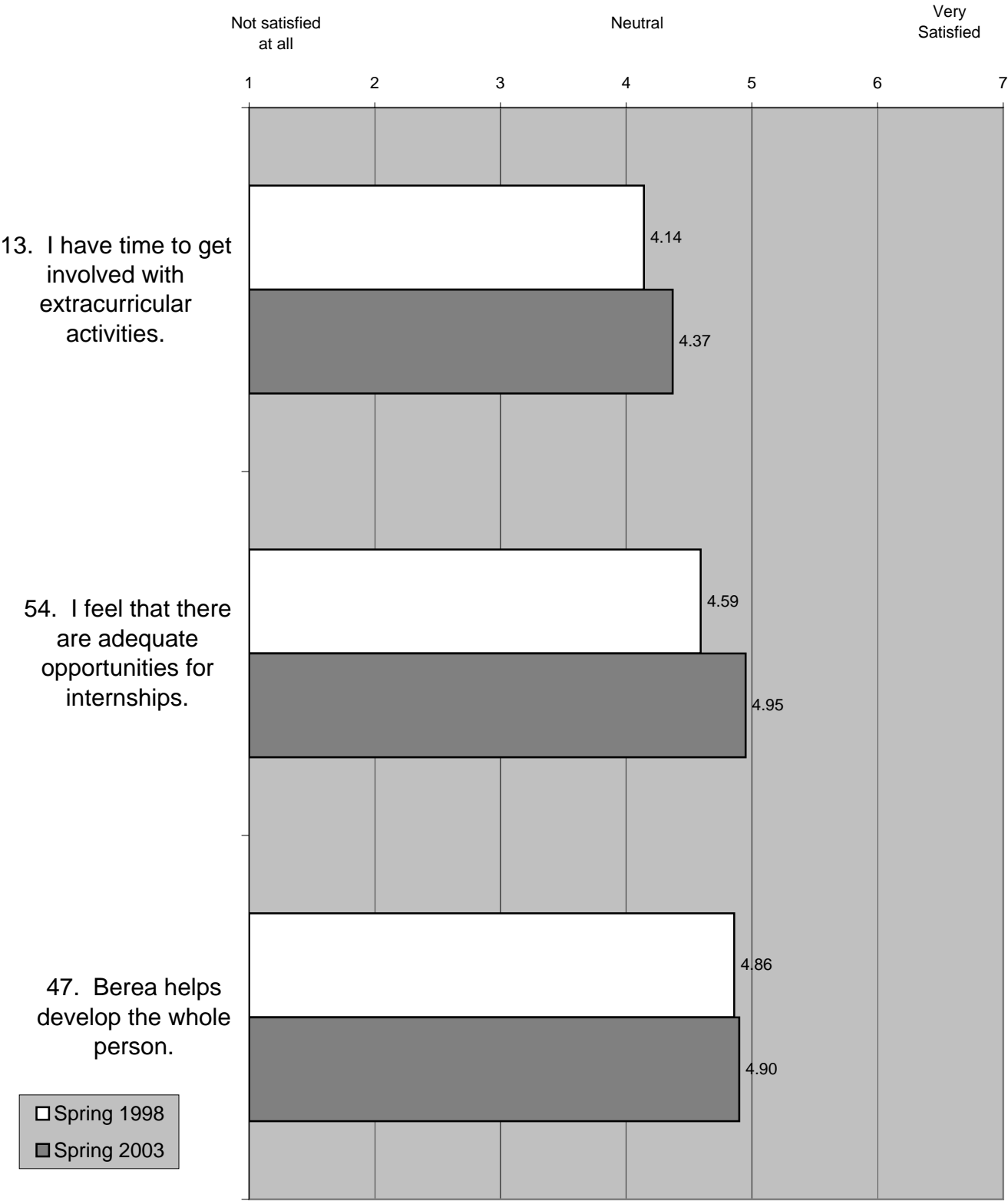
All Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Labor



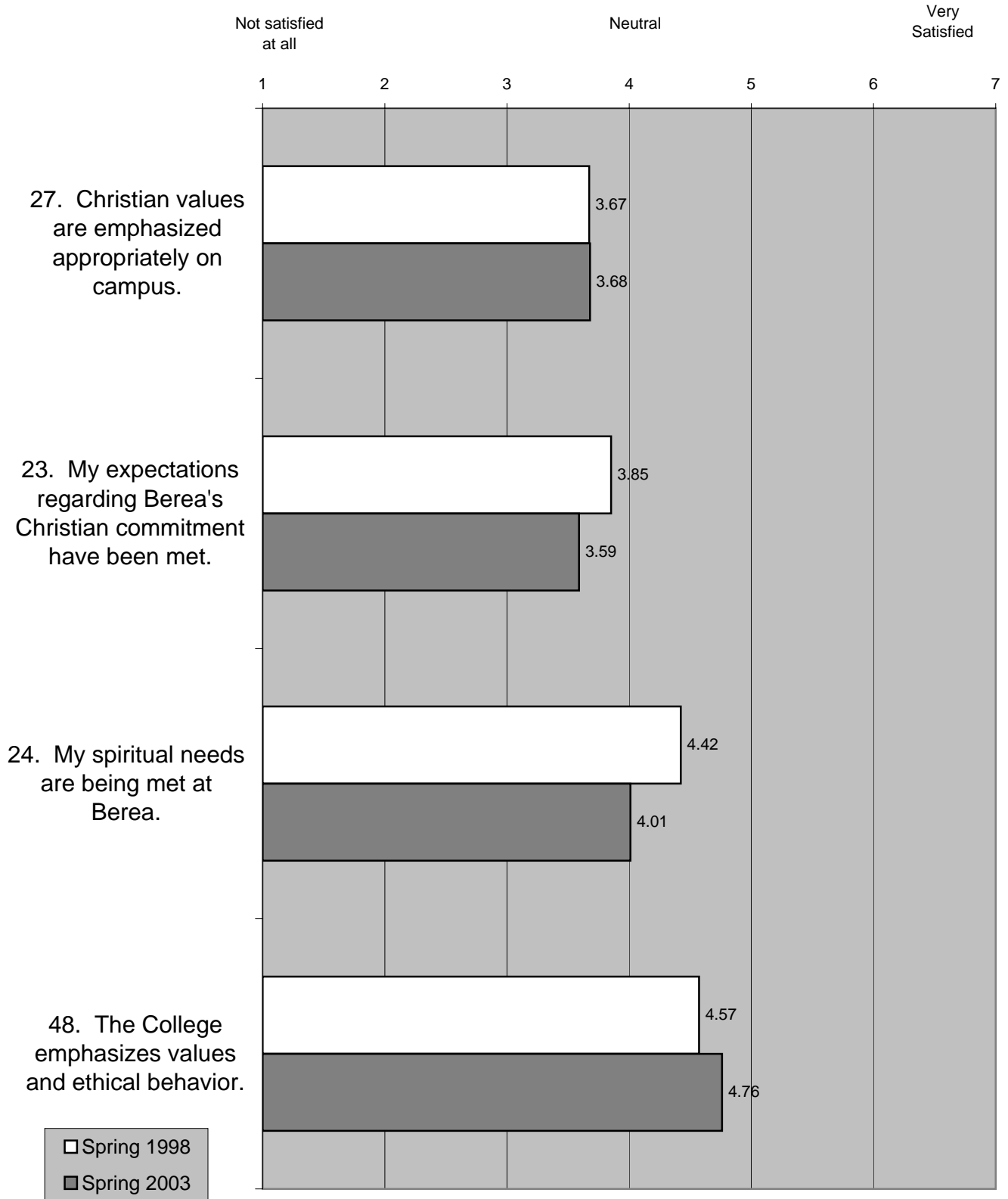
All Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Library



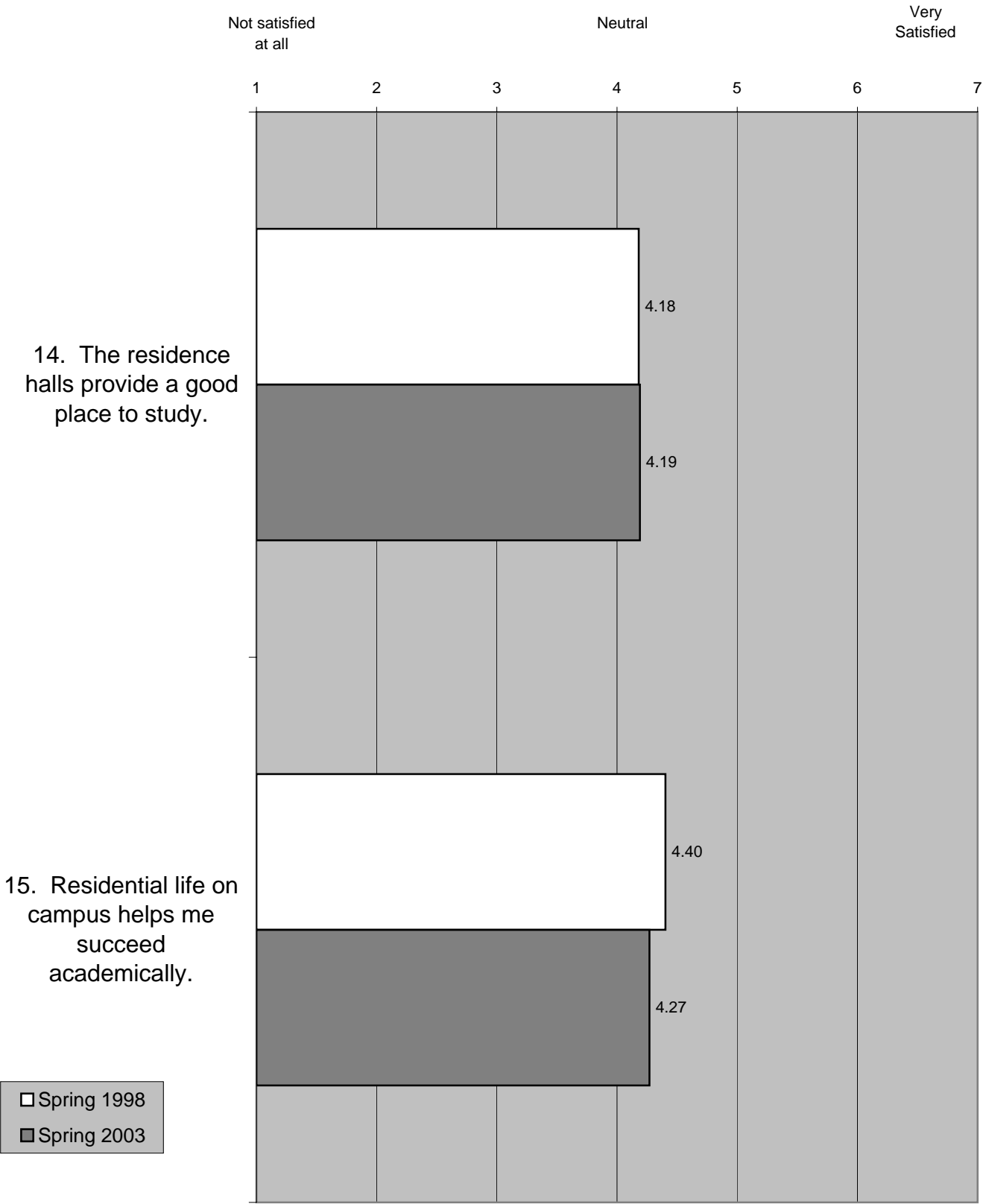
All Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Personal Development



All Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Religious Spiritual Concerns/Values

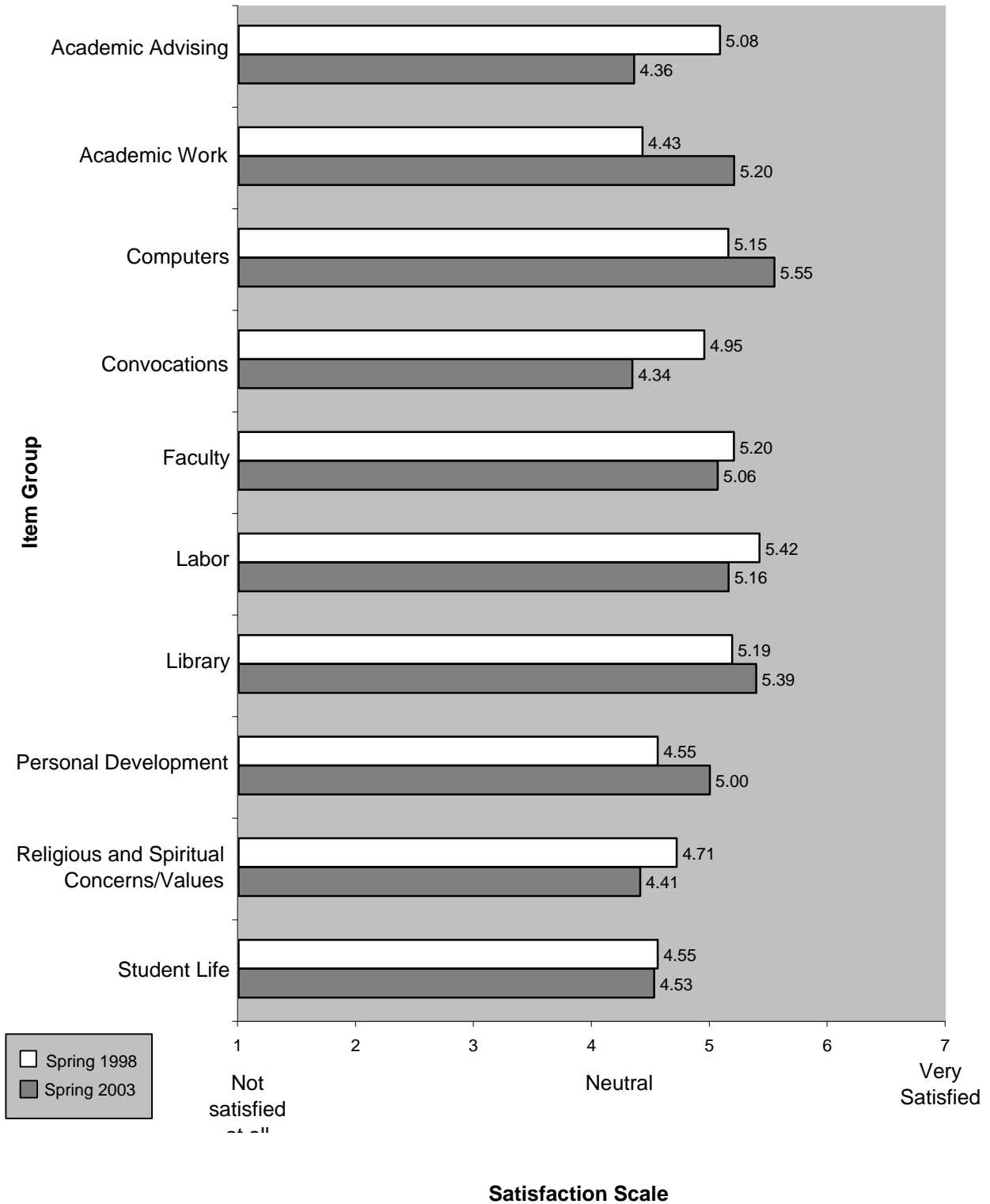


All Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Student Life



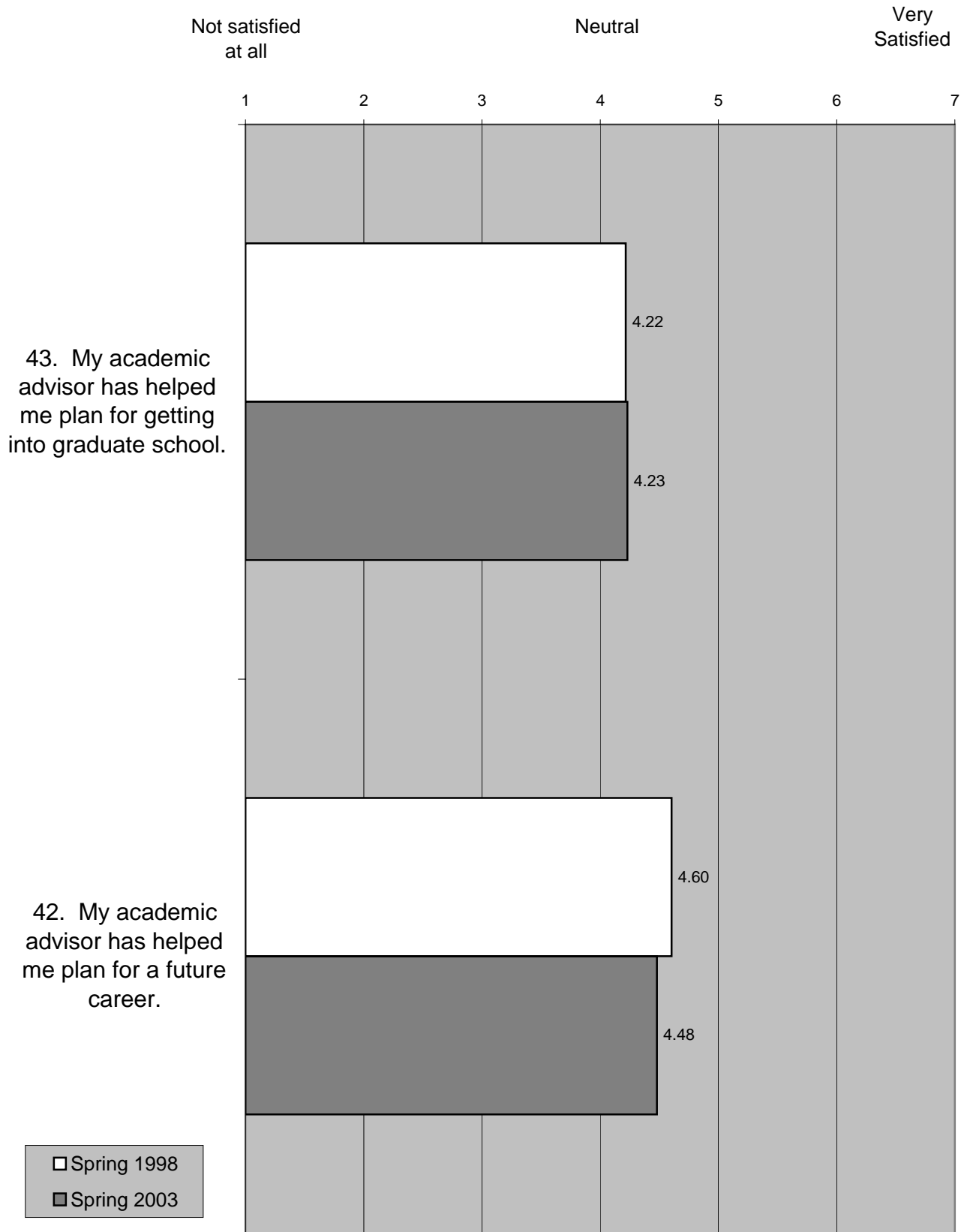
Spring 1998
 Spring 2003

**Spring 2003 Compared to Spring 1998 Administration:
Supplemental Survey Satisfaction Rating by Item Group*
*African-American Students***

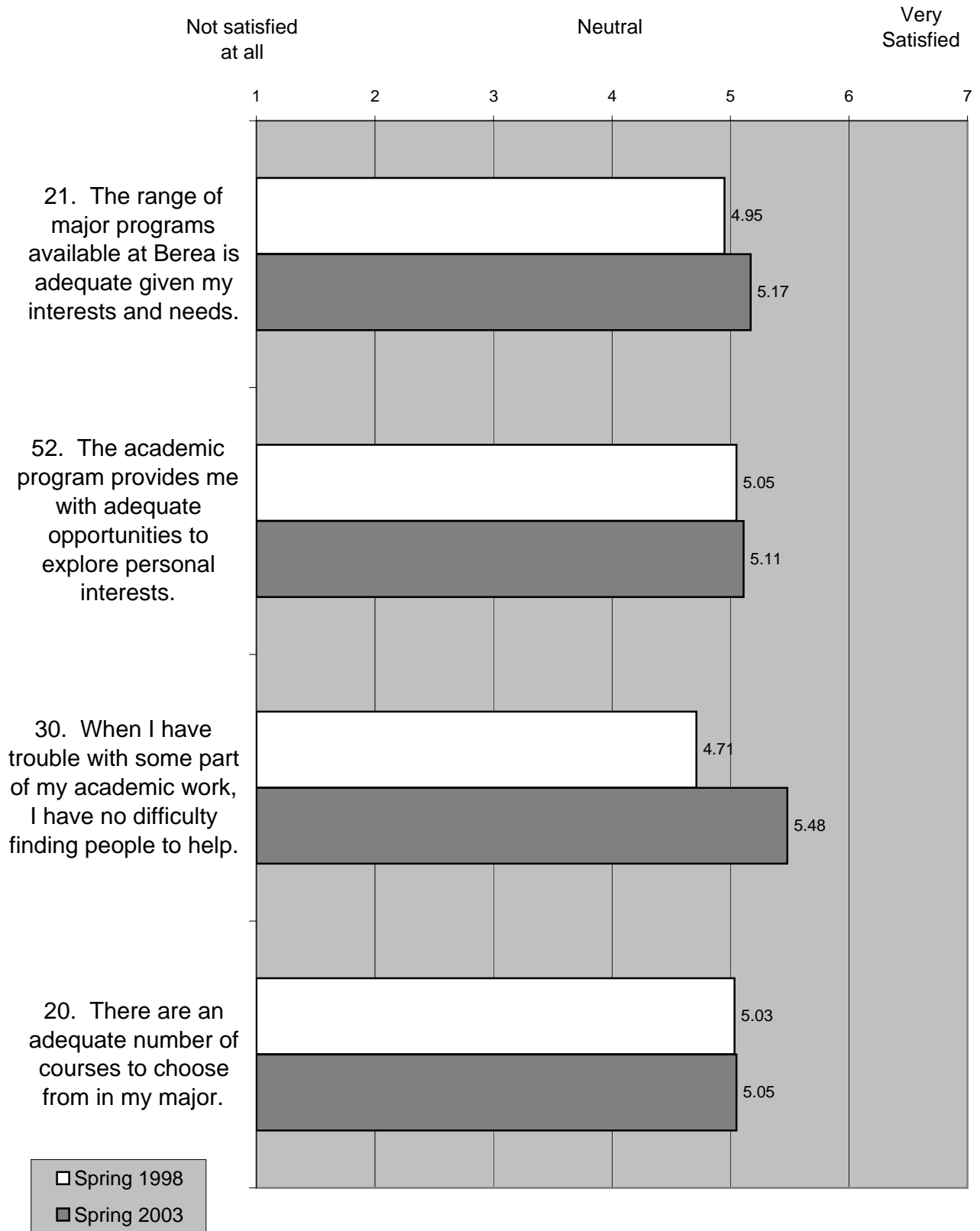


* Satisfaction ratings are based only on those questions in common.

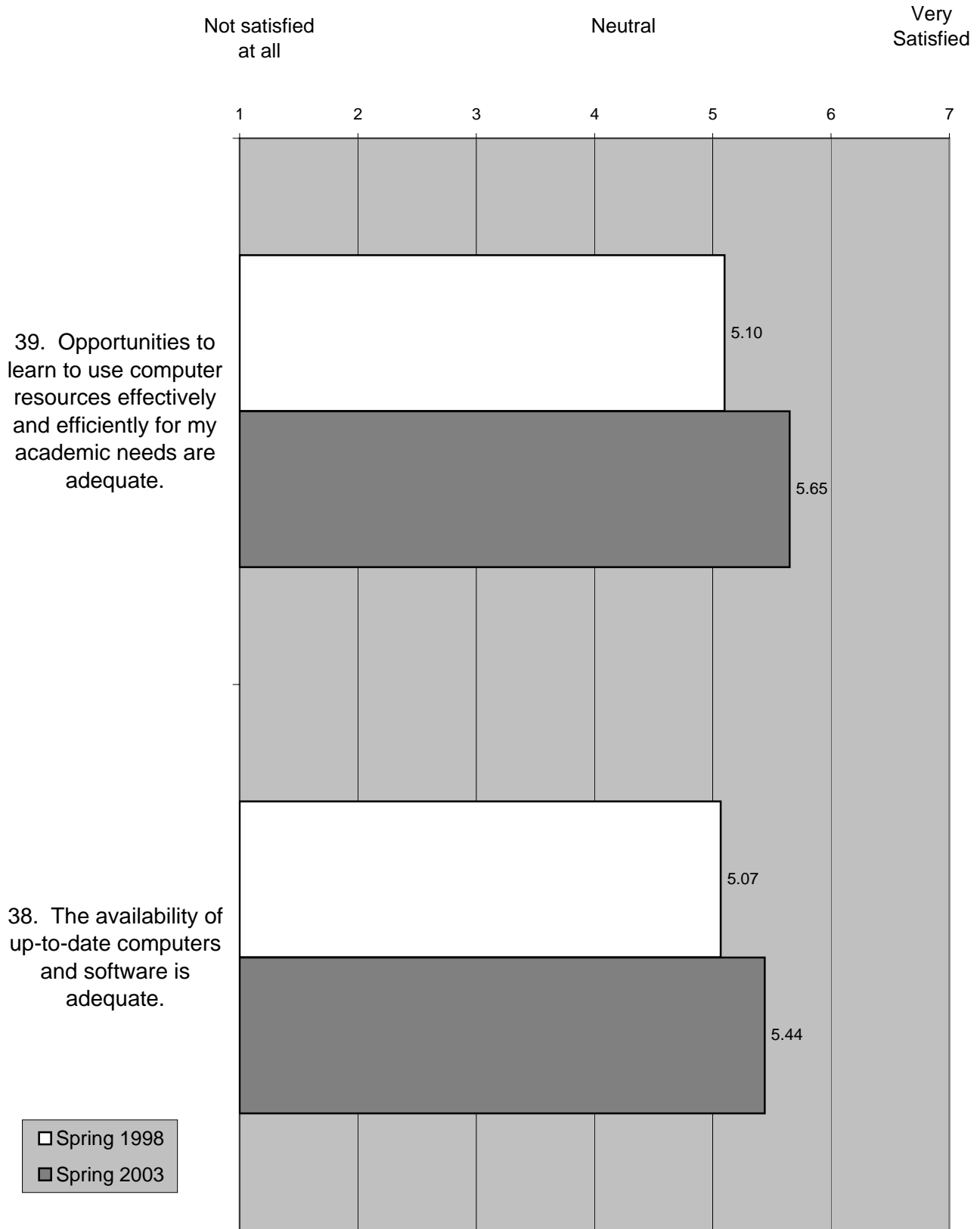
African-American Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Academic Advising



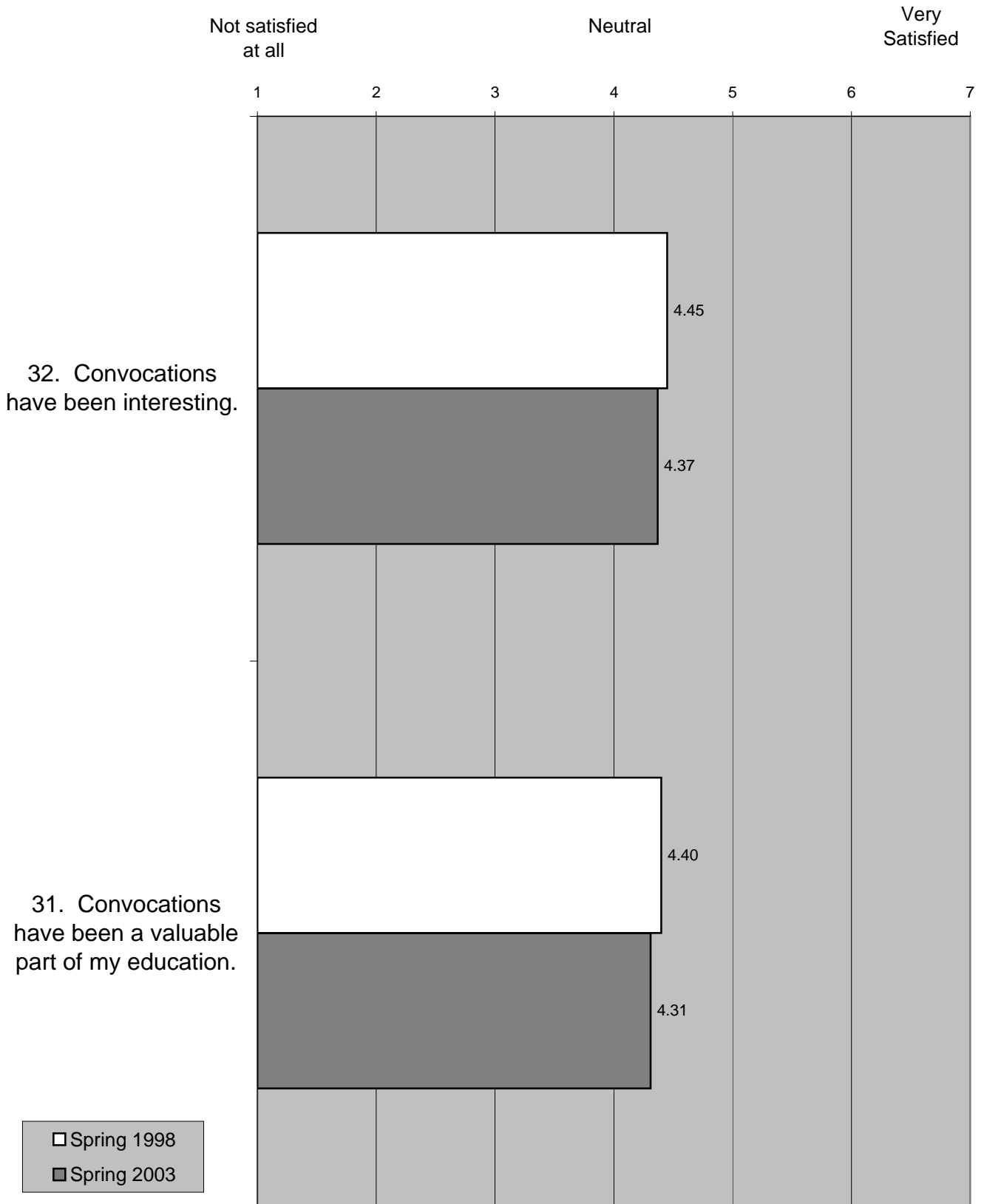
African-American Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Academic Work



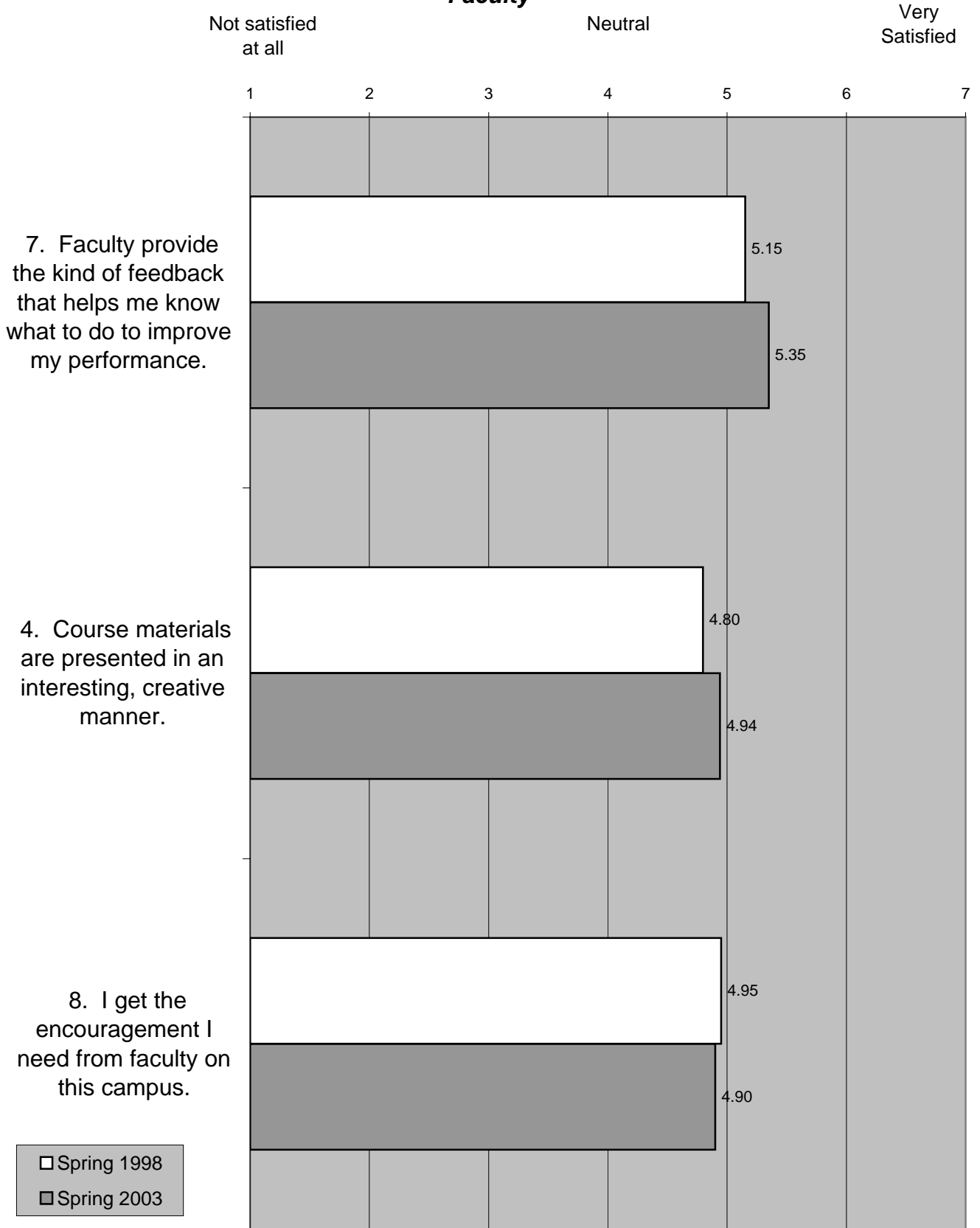
African-American Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Computers



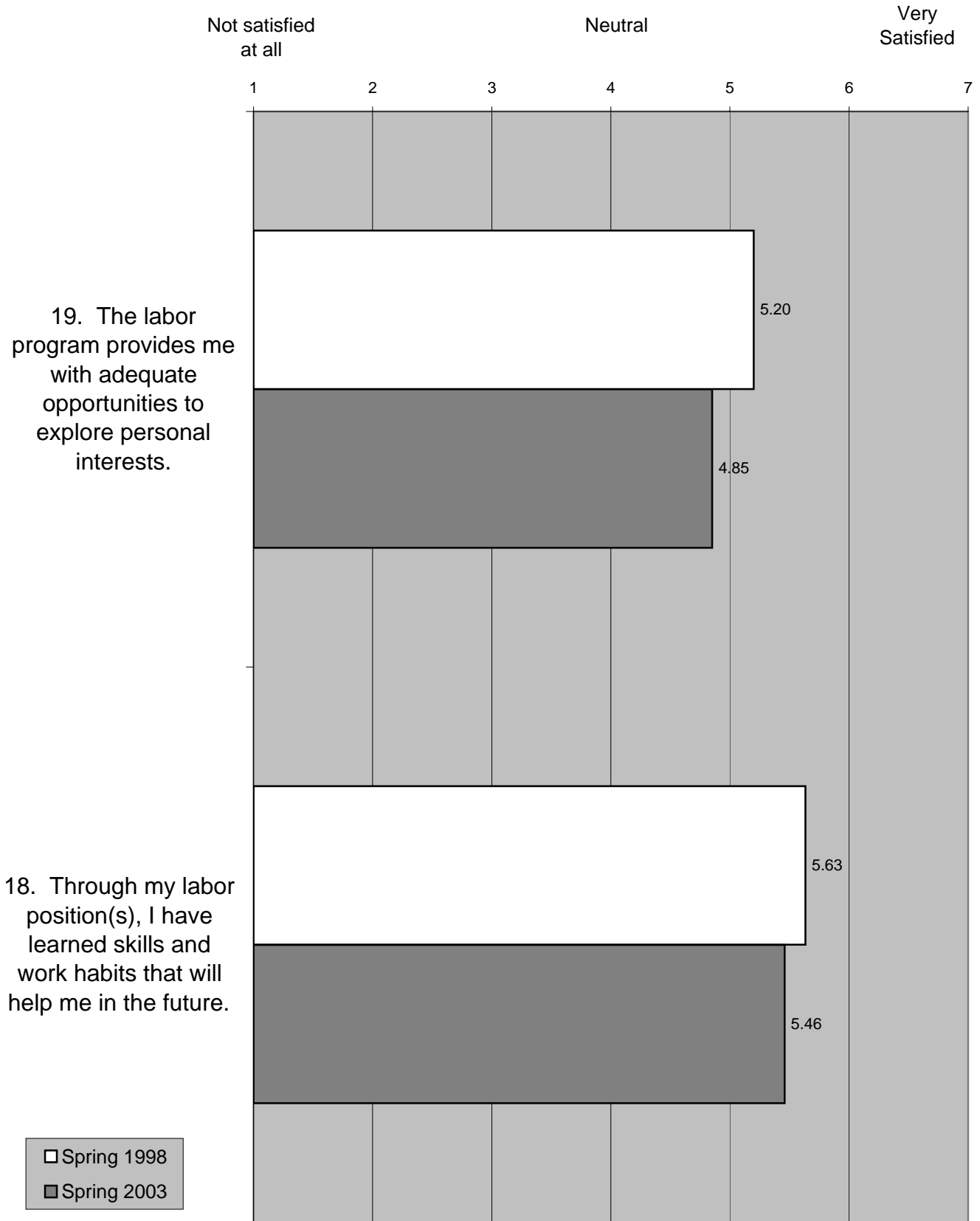
African-American Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Convocations



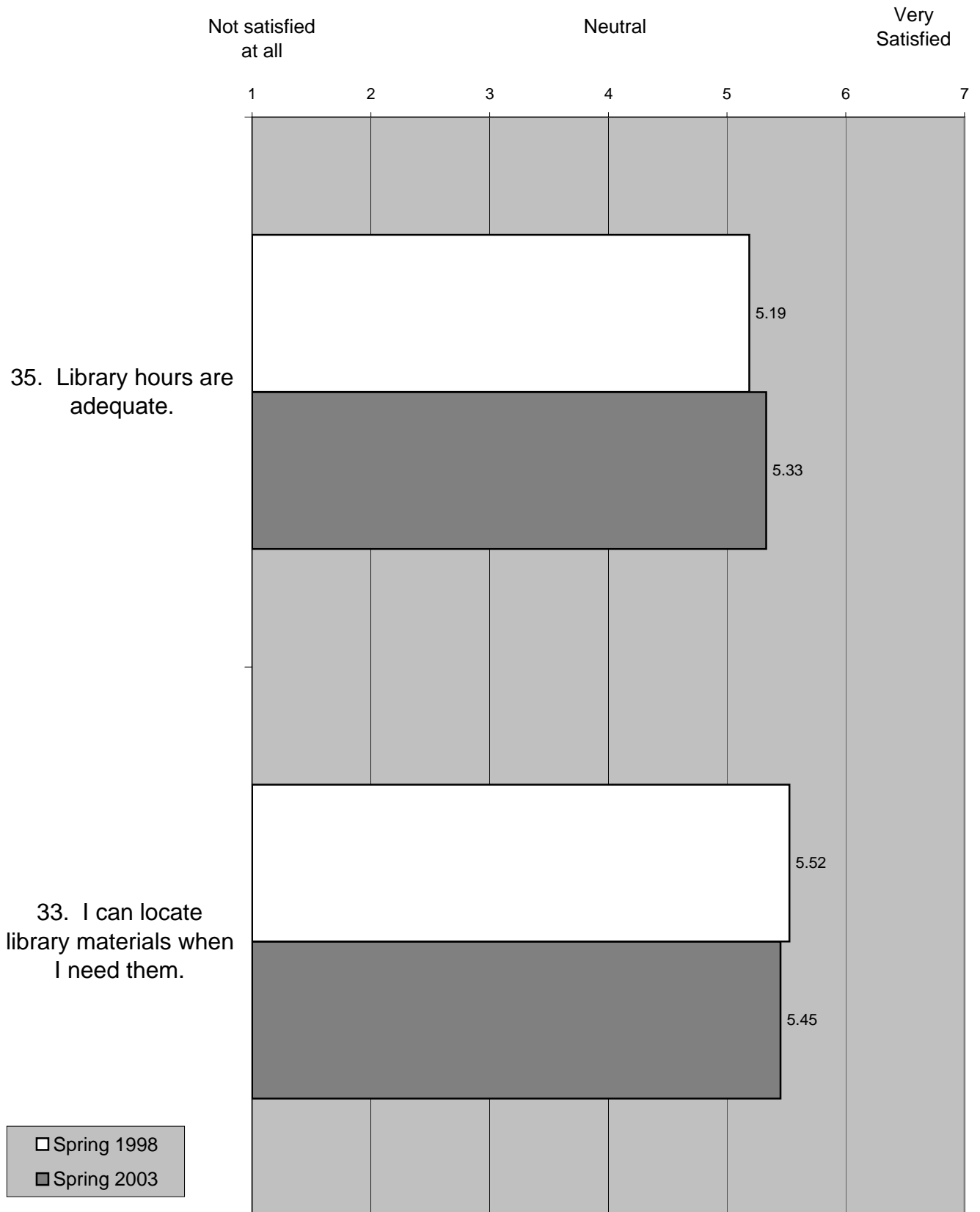
African-American Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Faculty



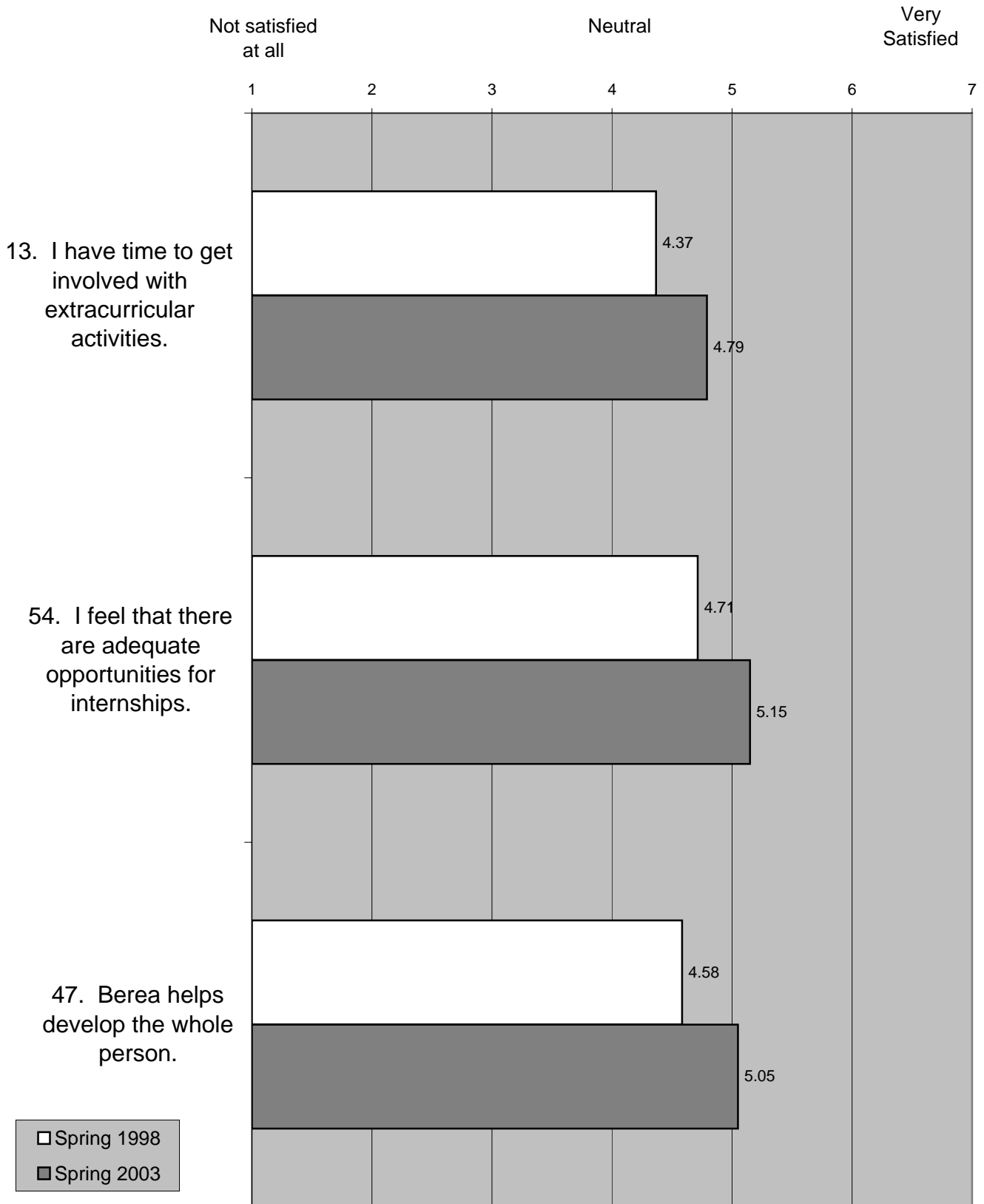
African-American Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Labor



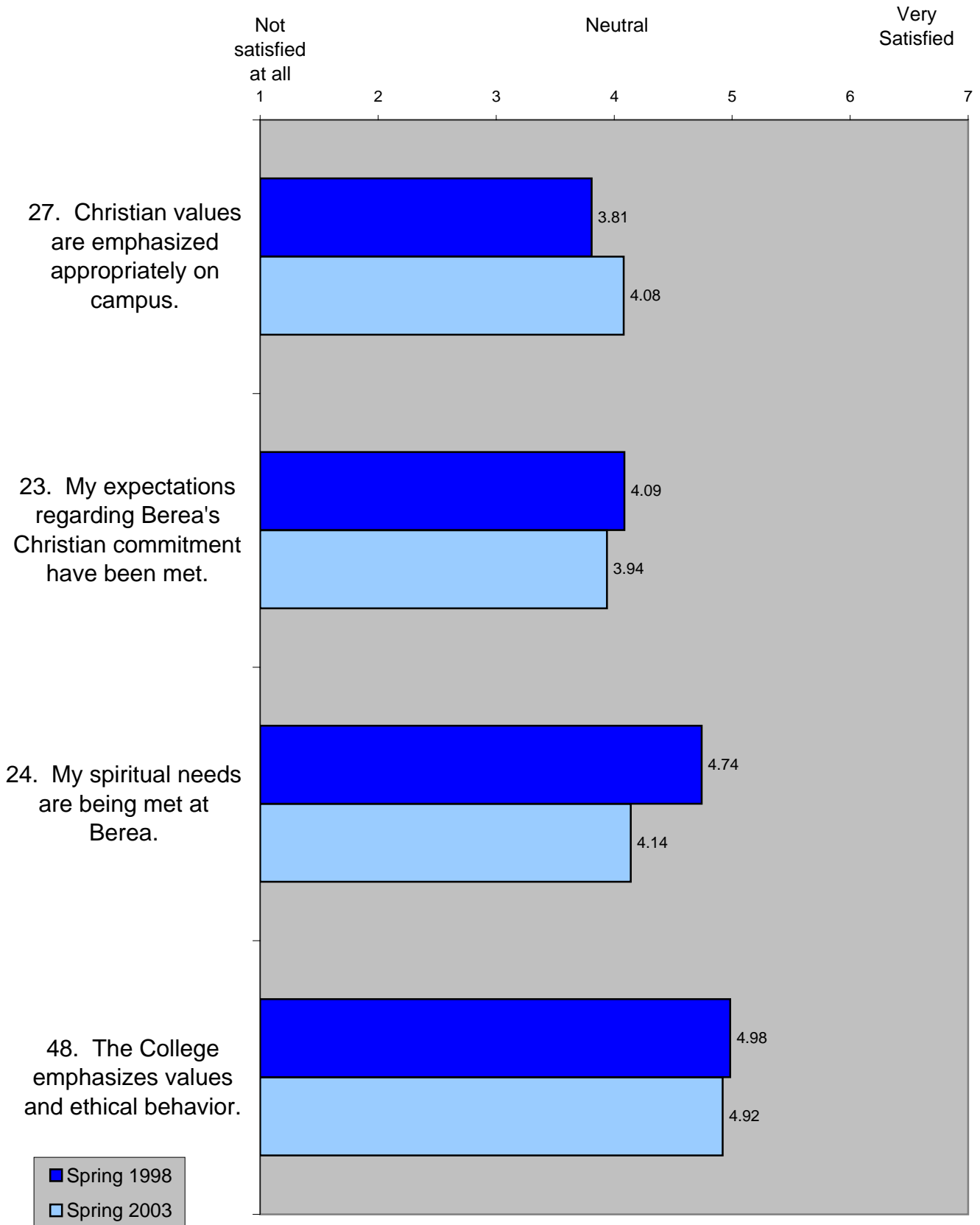
African-American Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Library



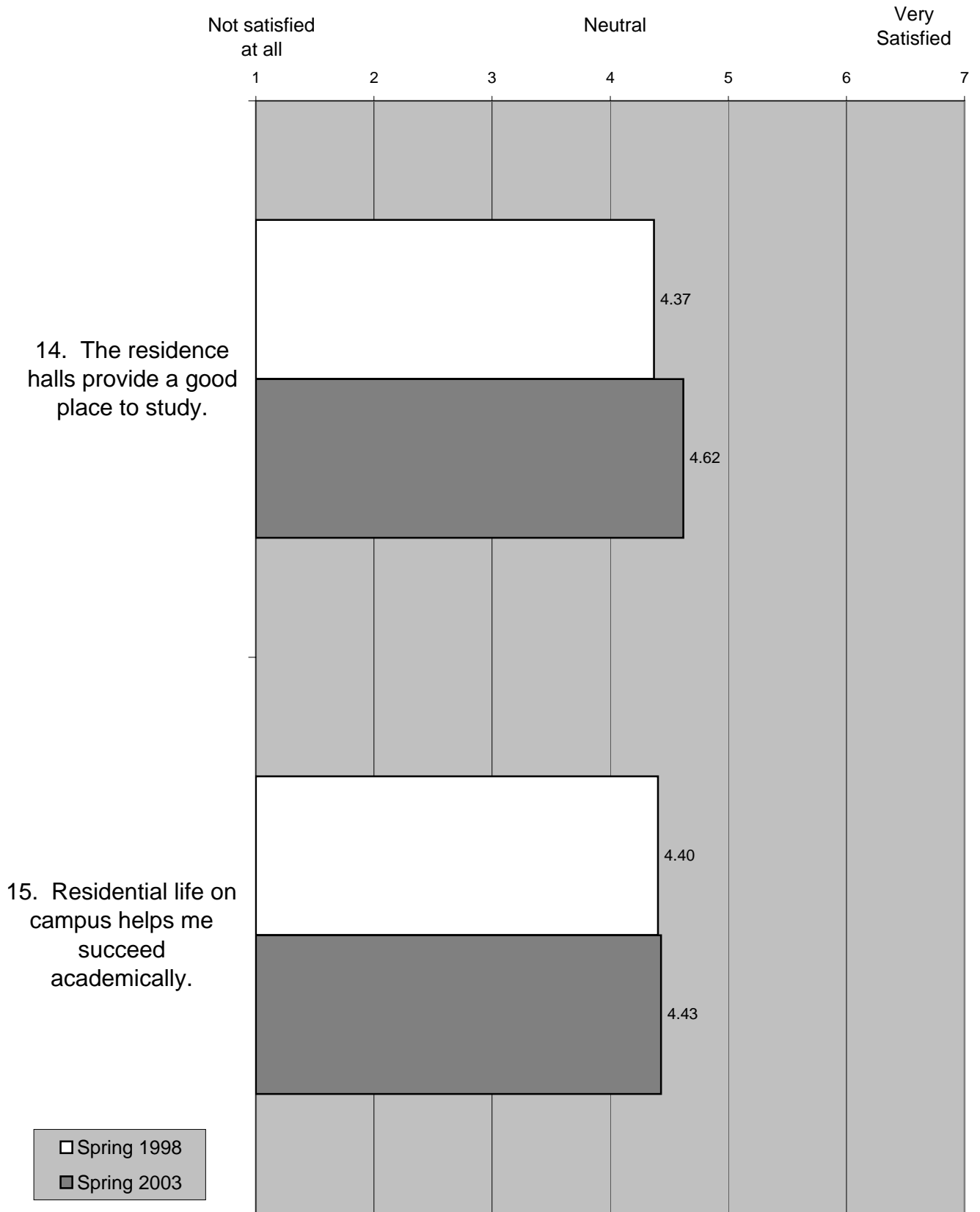
African-American Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Personal Development



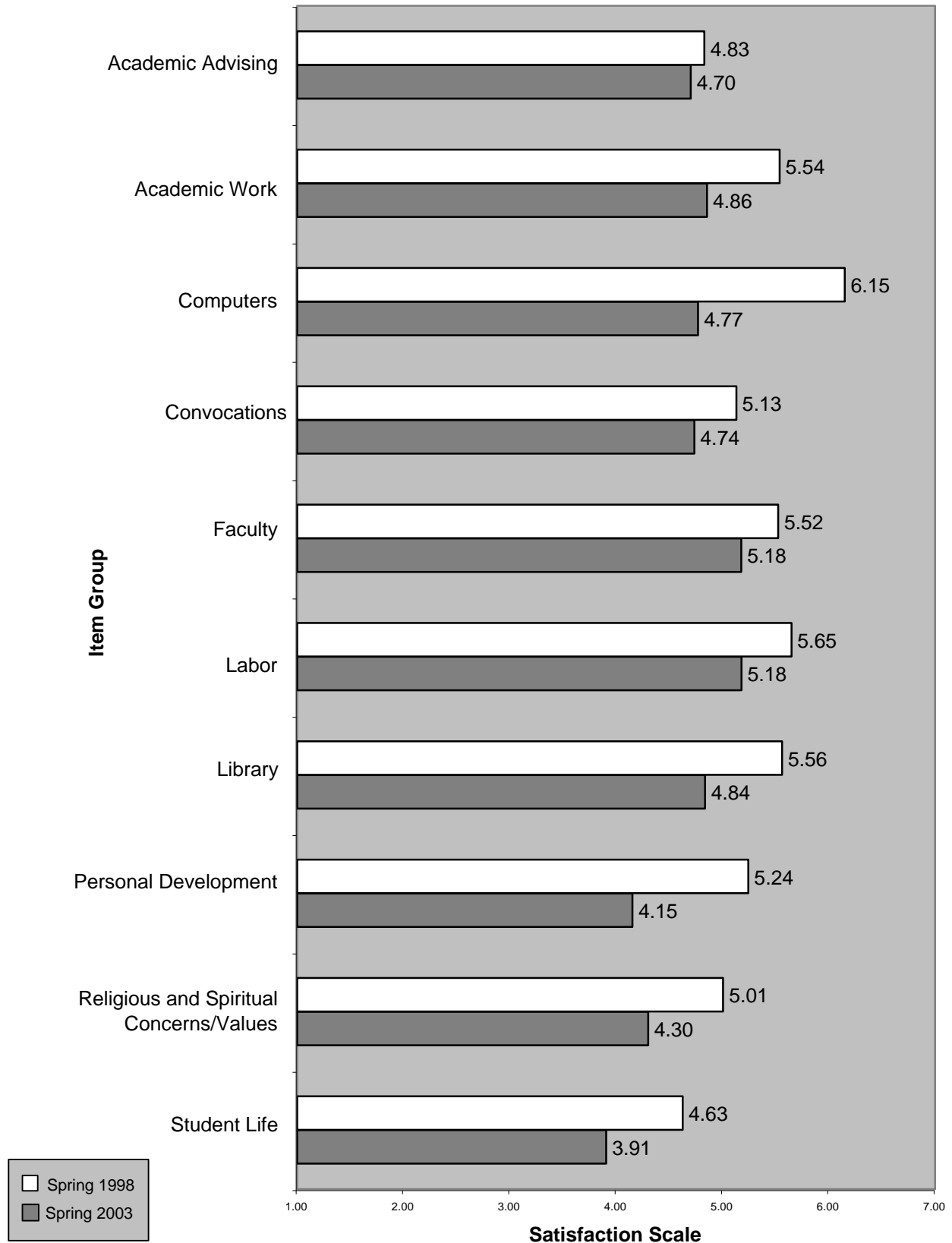
African-American Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Religious Spiritual Concerns/Values



African-American Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Student Life

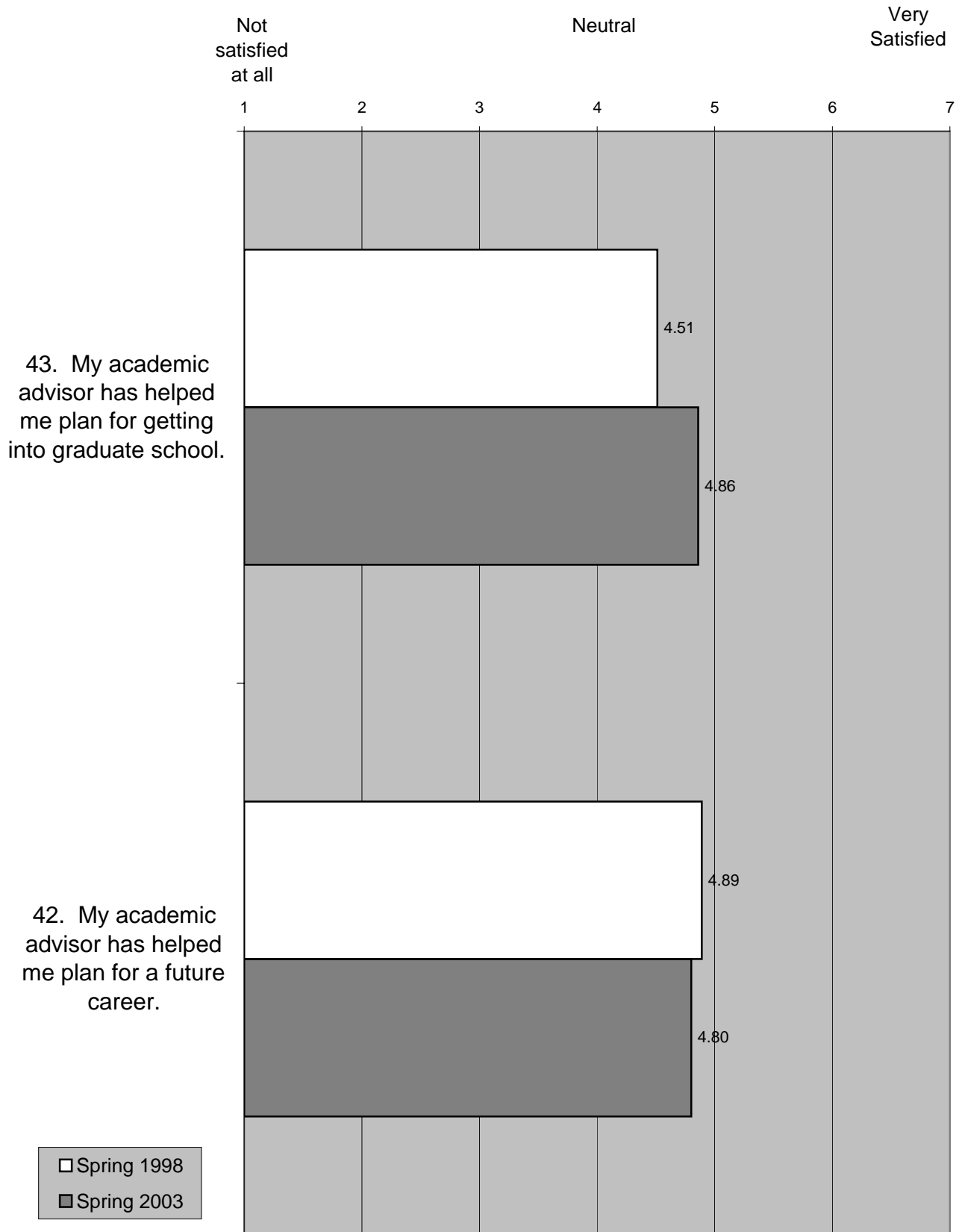


**Spring 2003 Compared to Spring 1998 Administration:
Supplemental Survey Satisfaction Rating by Item Group*
*International Students***

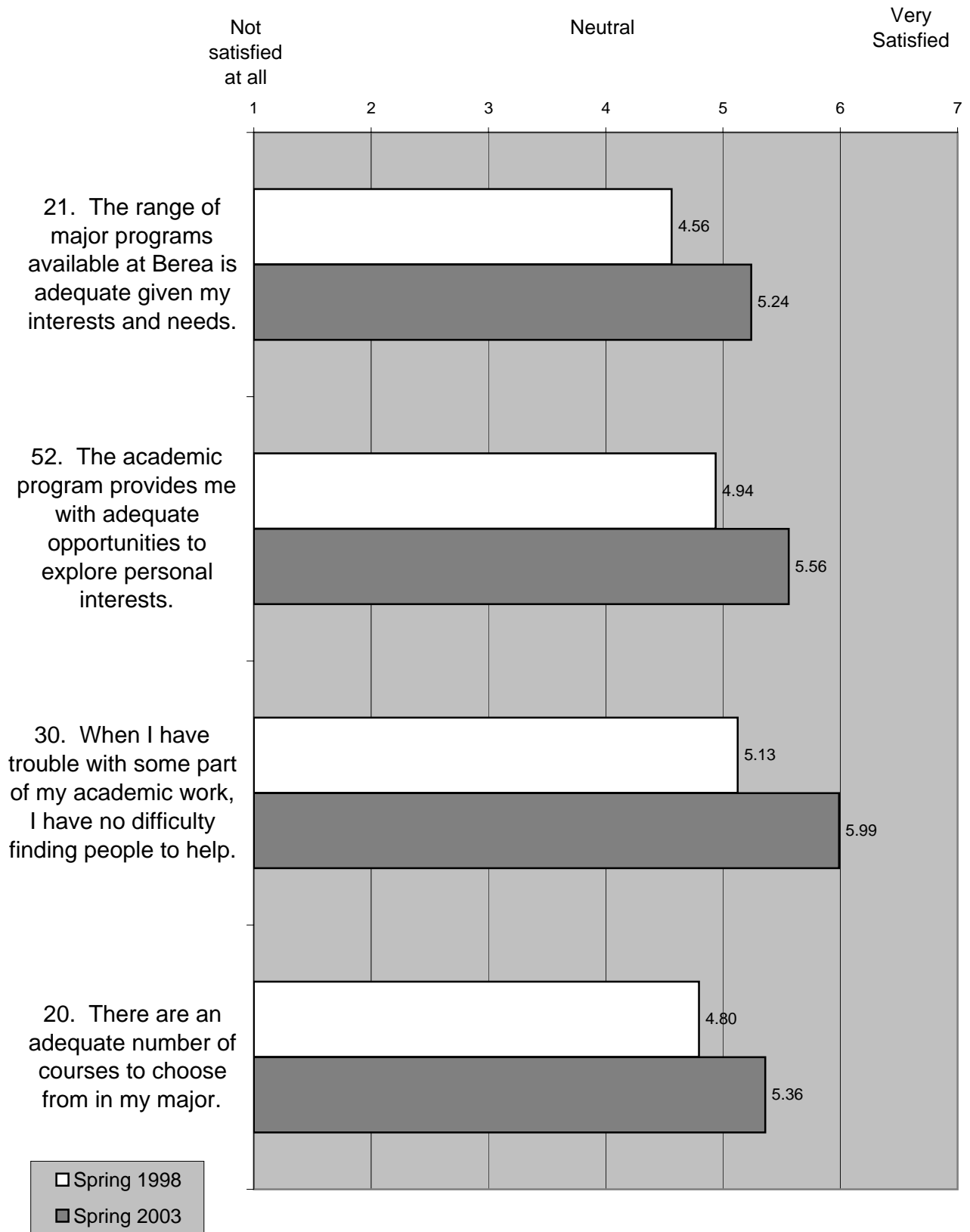


* Satisfaction ratings are based only on those questions in common.

International Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Academic Advising

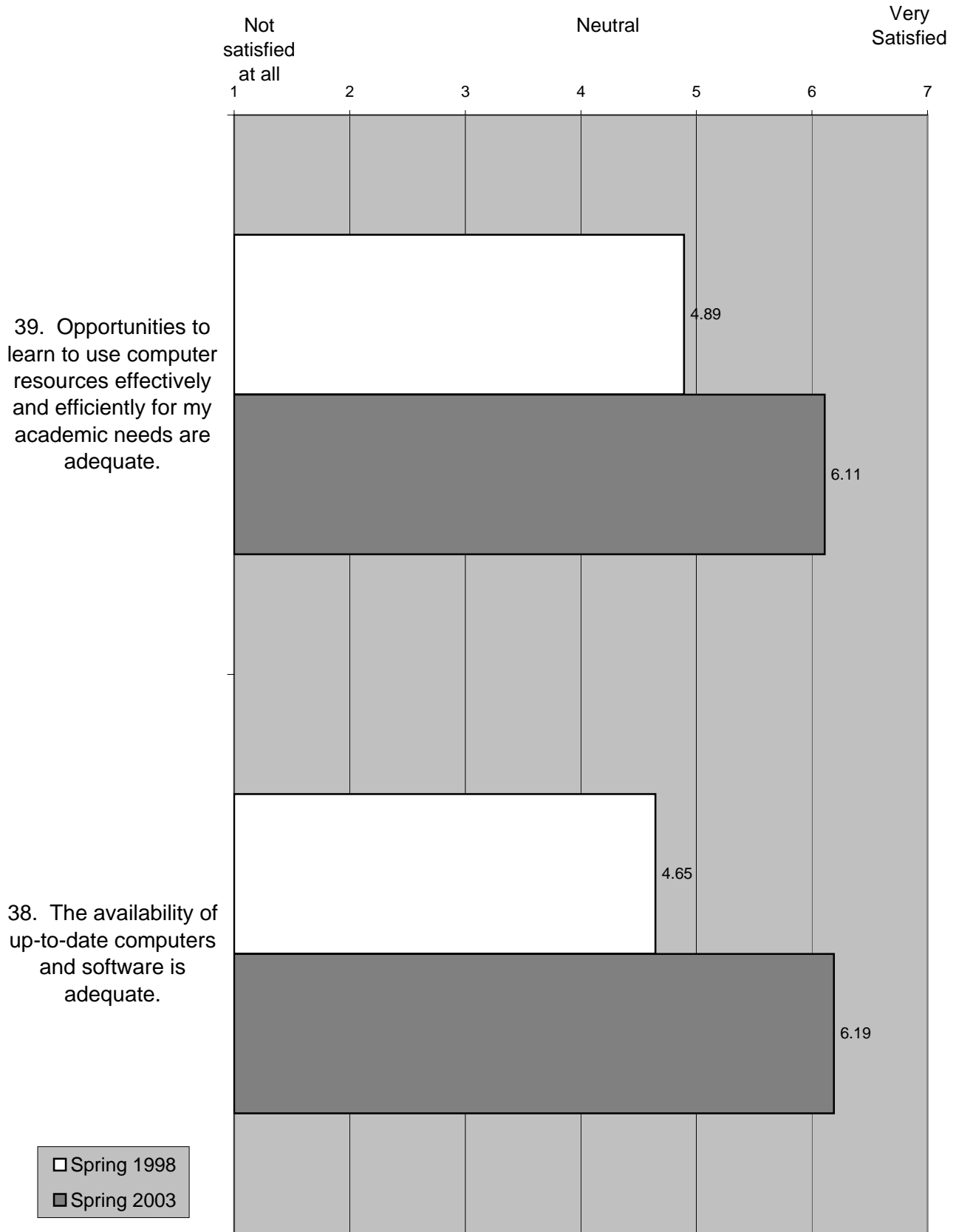


International Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Academic Work

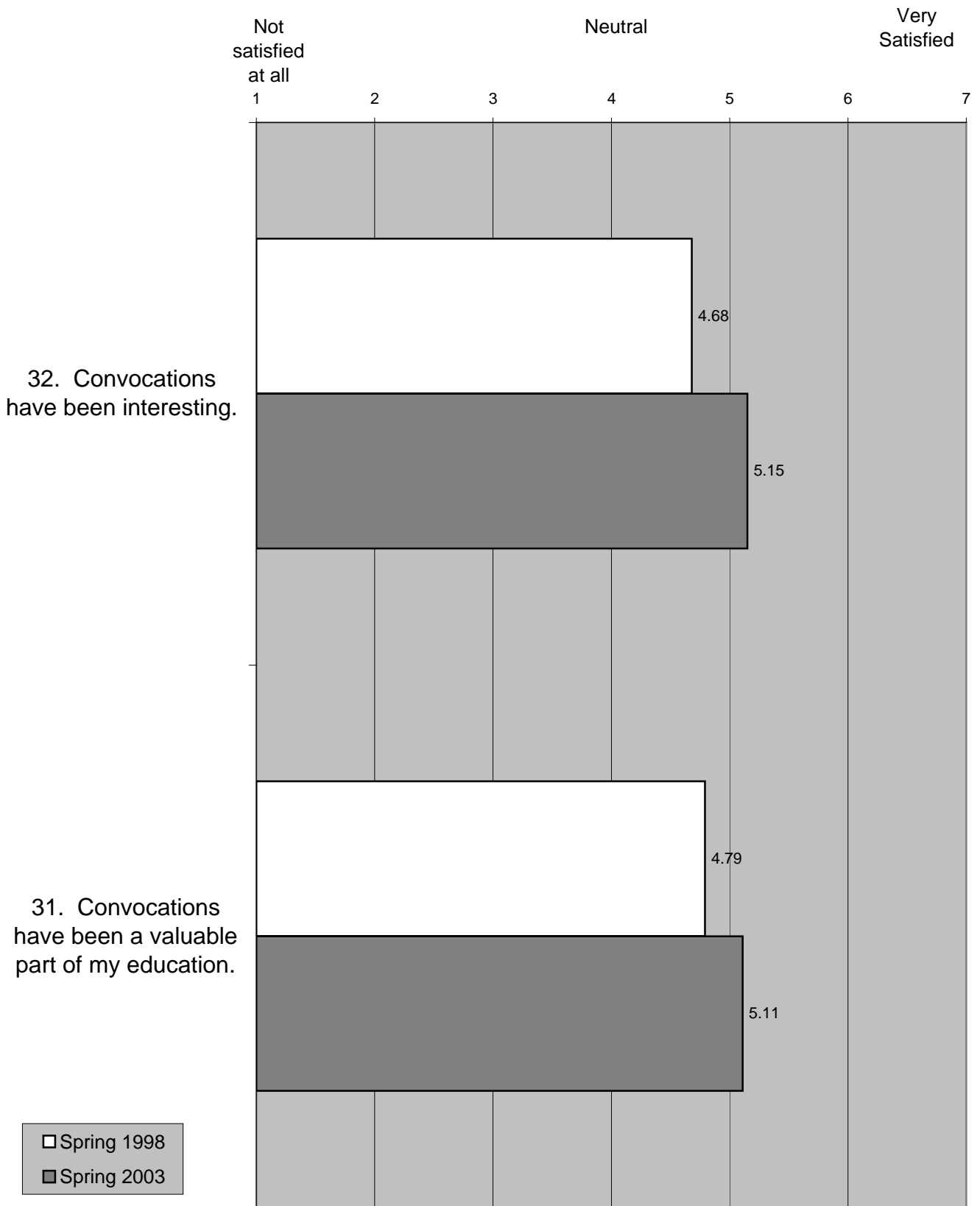


International Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,

Computers

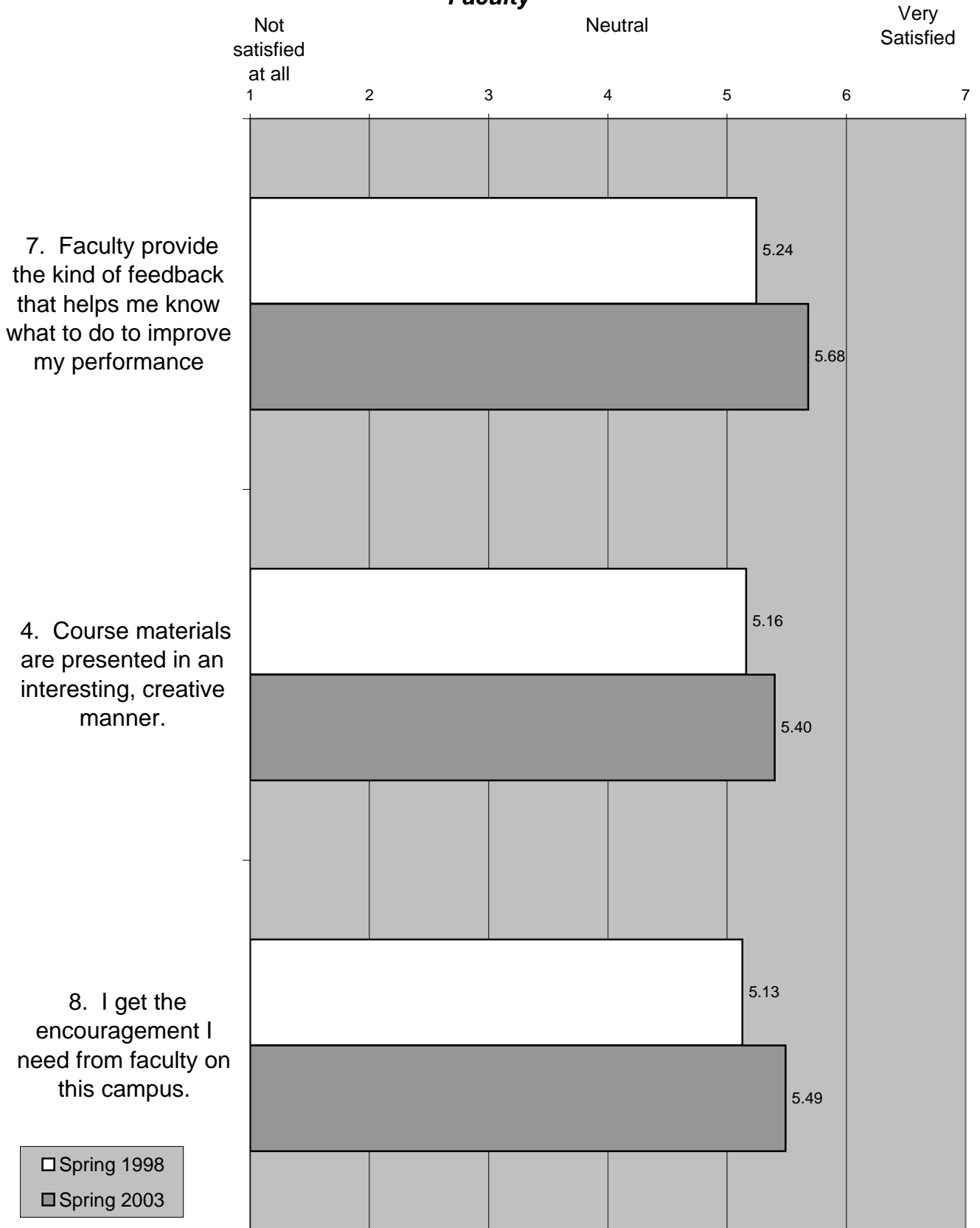


International Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Convocations



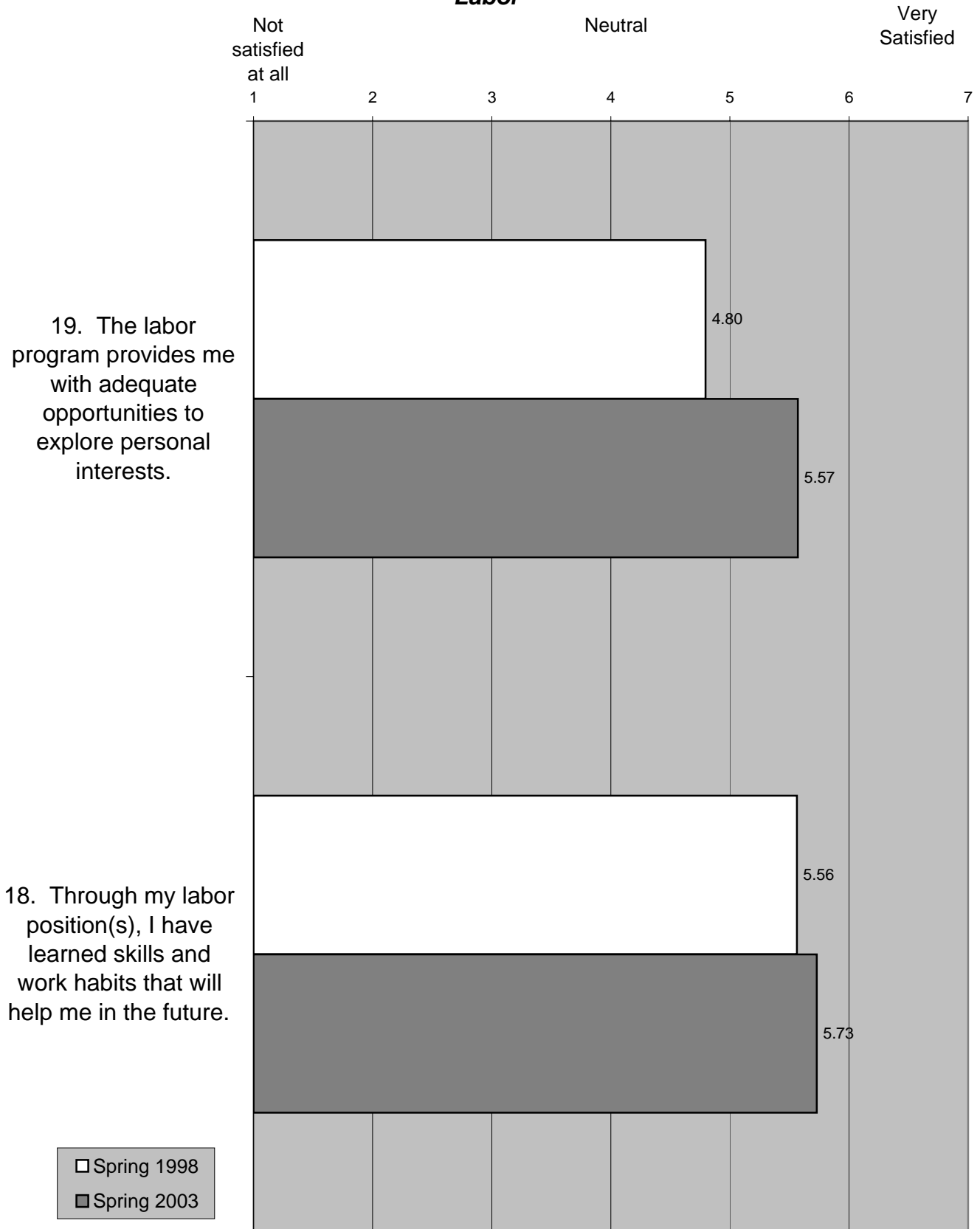
*Satisfaction ratings are based only on those questions in common.

International Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Faculty



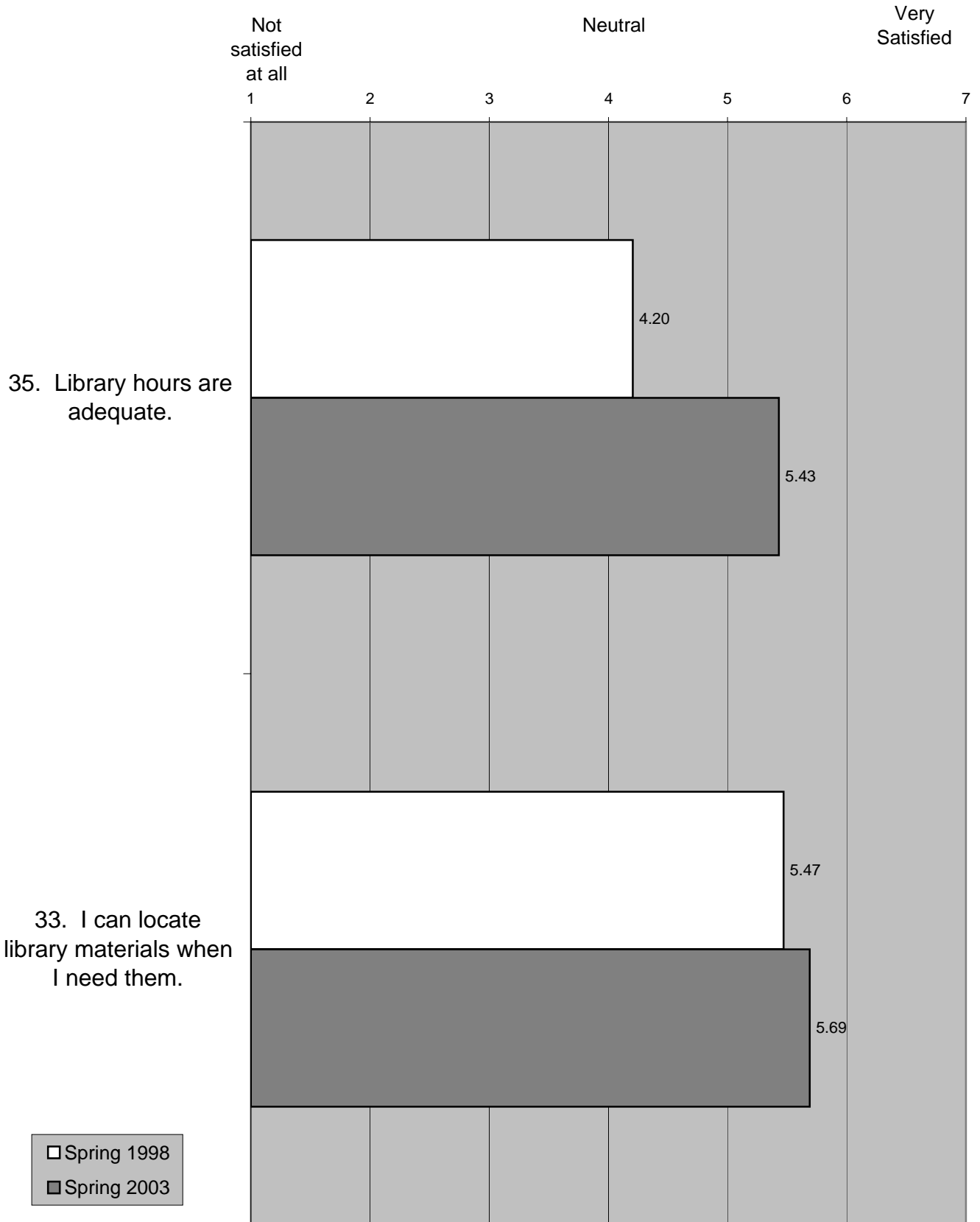
International Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,

Labor

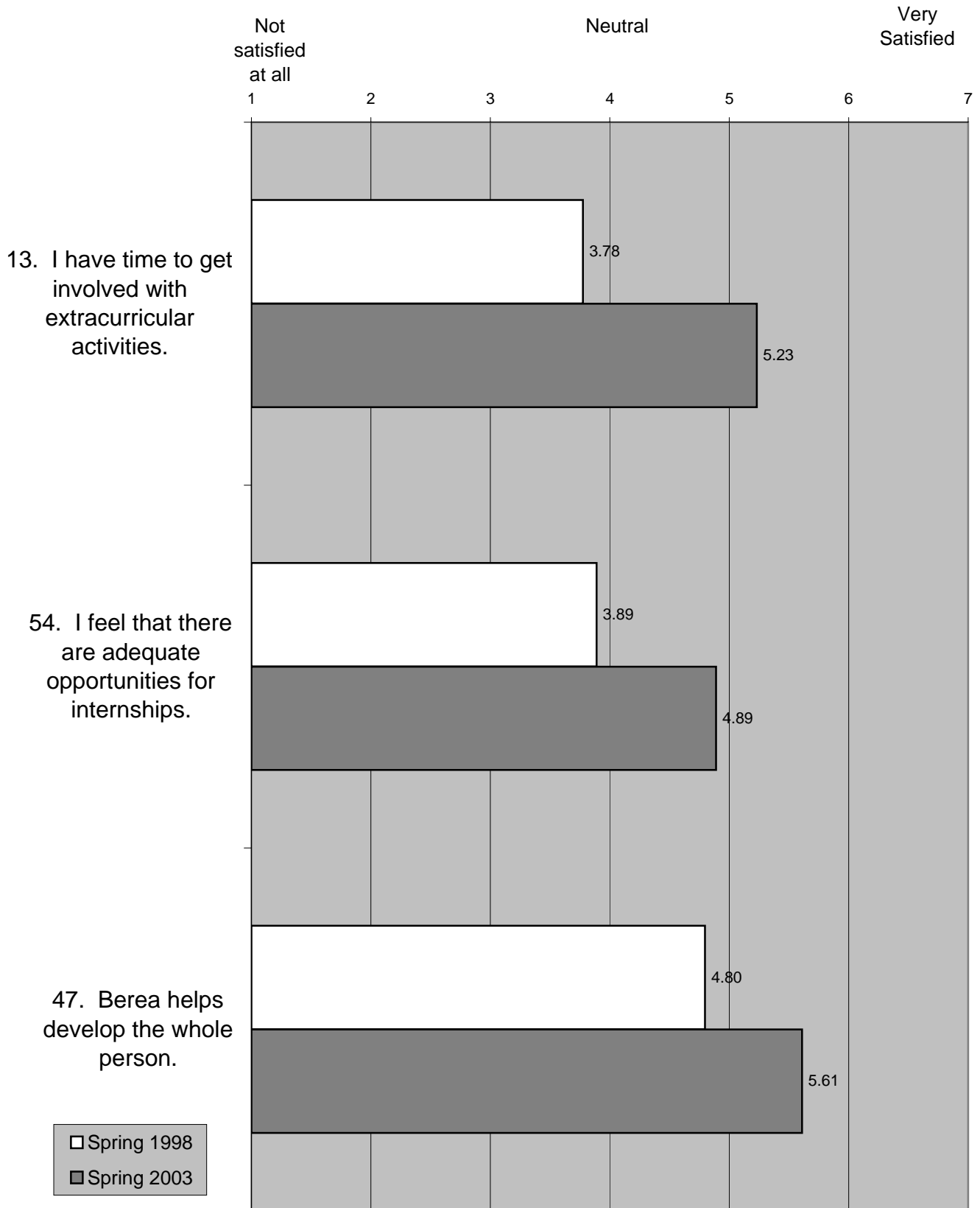


*Satisfaction ratings are based only on those questions in common.

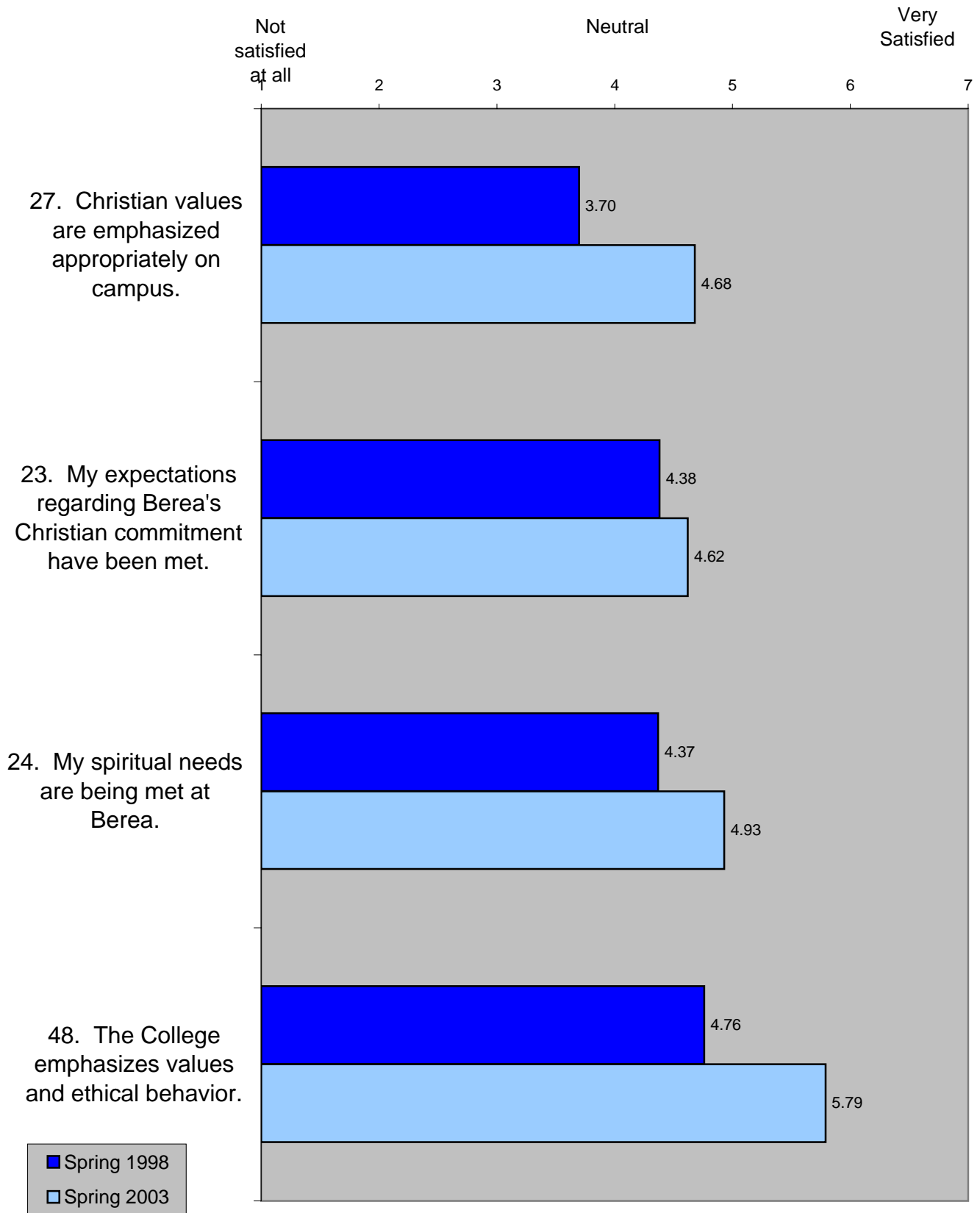
International Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Library



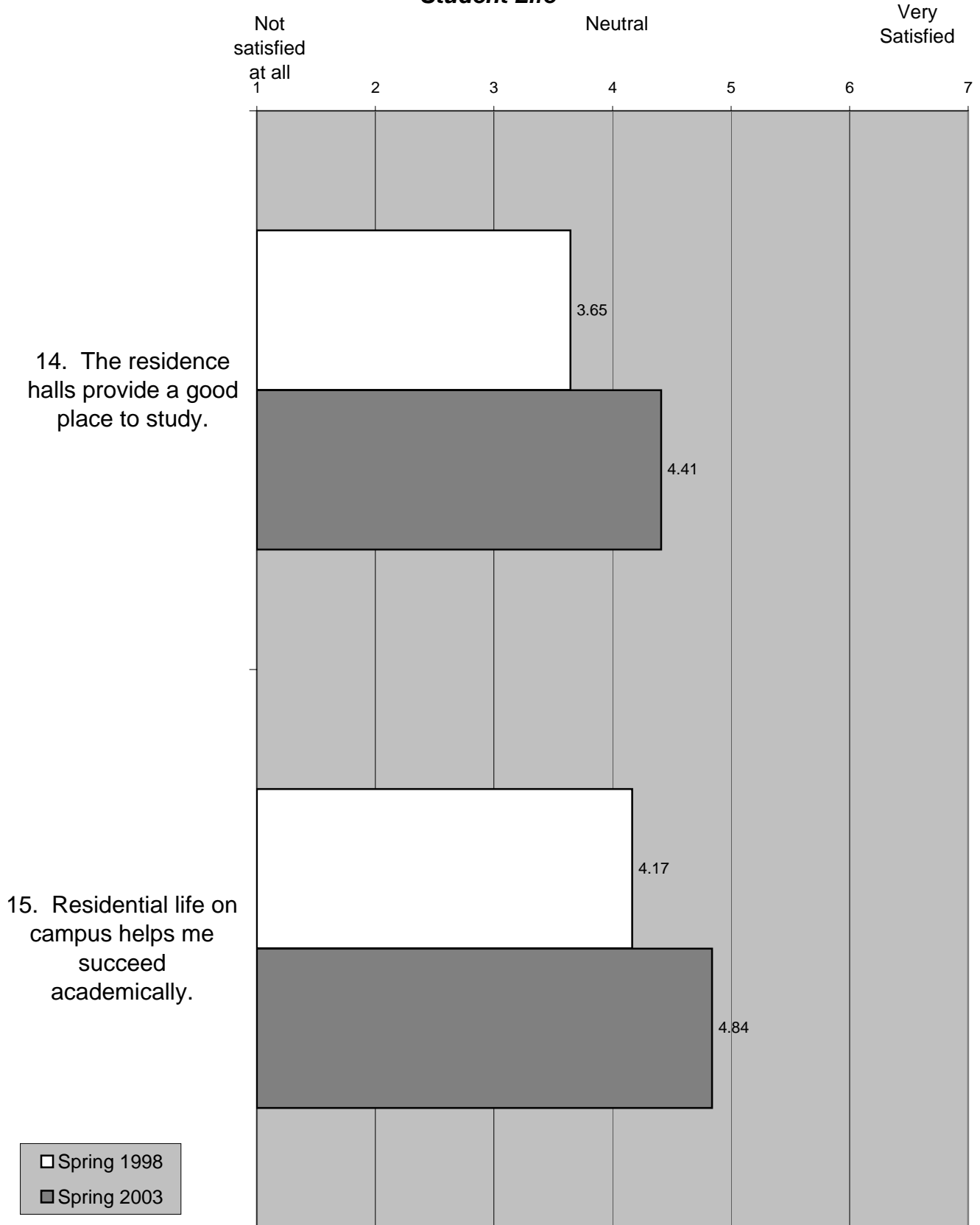
International Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Personal Development



International Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Religious Spiritual Concerns/Values

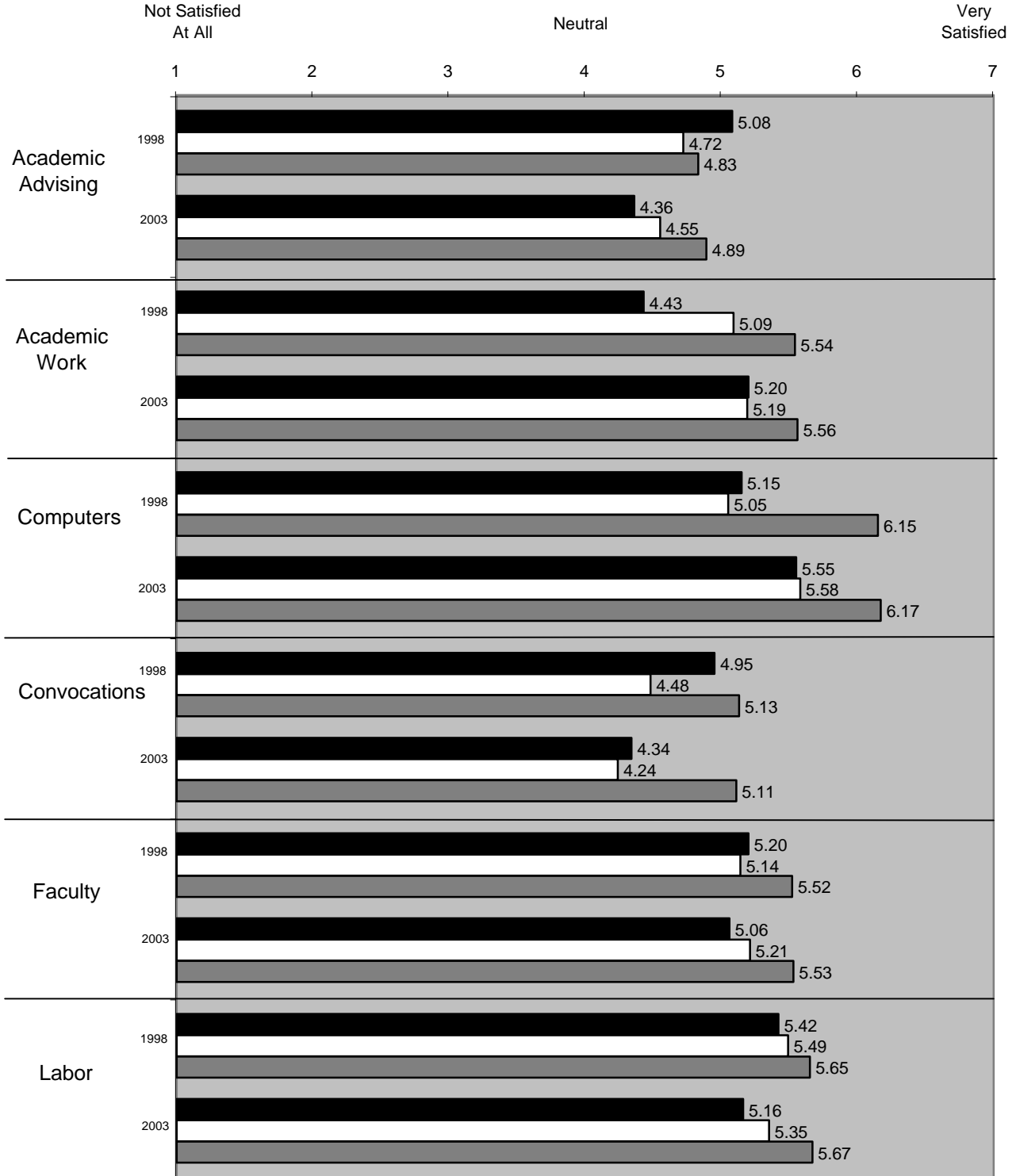


International Students
 Spring 2003 Compared to Spring 1998 Administration:
 Supplemental Survey Satisfaction Rating by Item Group,
Student Life



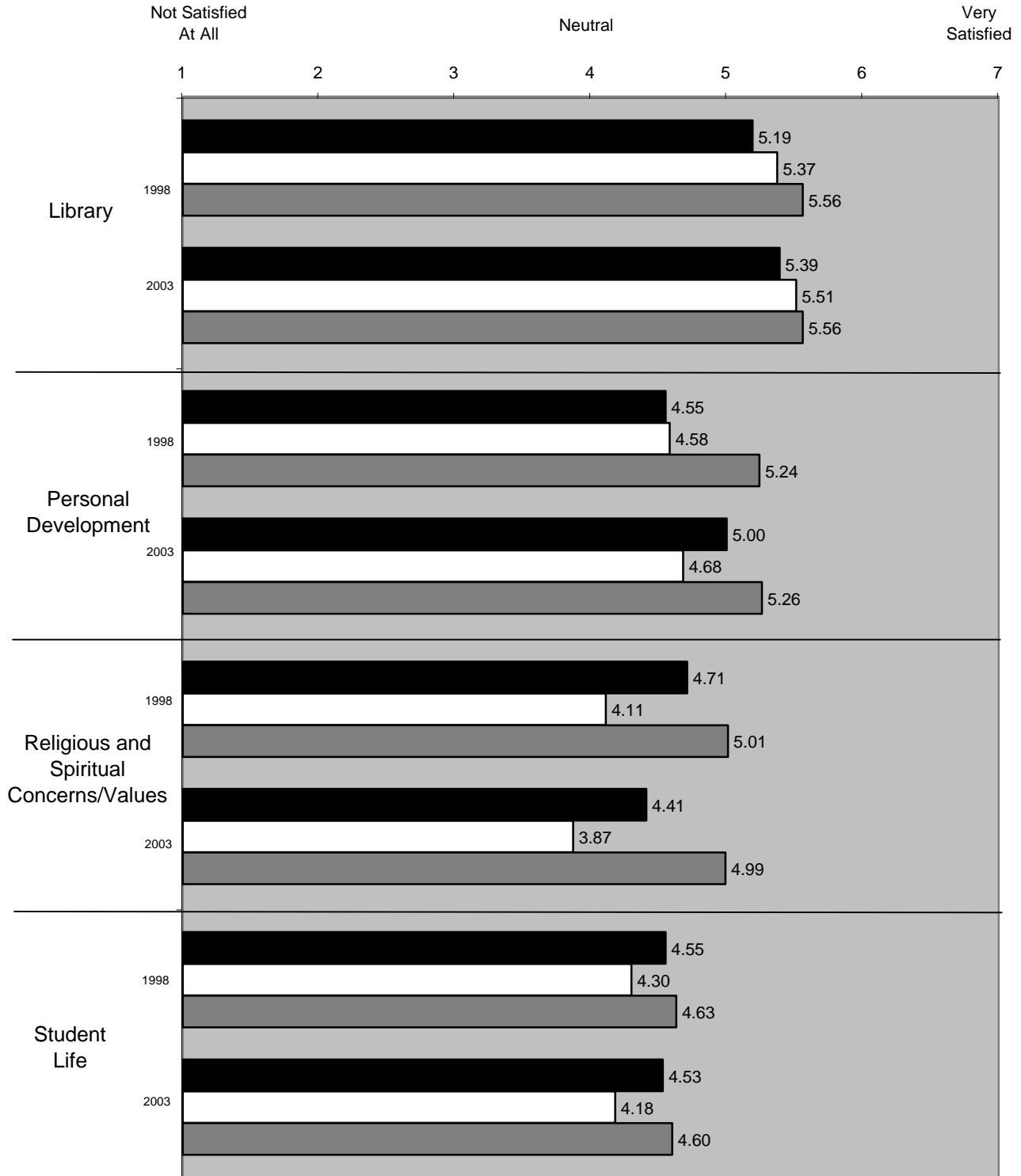
Supplemental Survey Satisfaction Ratings by Item Group by Cohort Type

	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Supplemental Survey Satisfaction Ratings by Item Group by Cohort Type

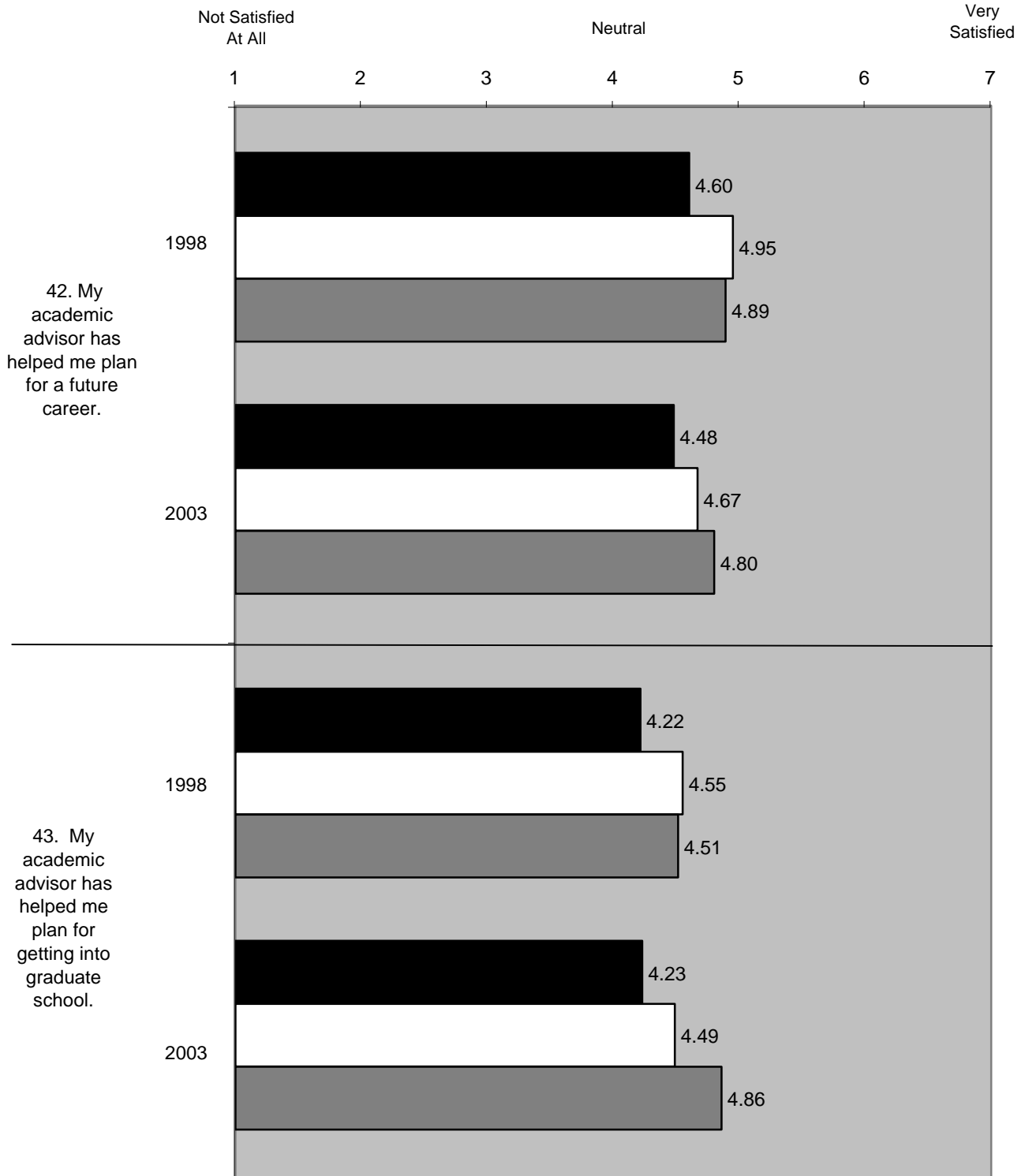
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Supplemental Survey

Satisfaction Ratings by Individual Items in Item Group, Academic Advising by Cohort Type

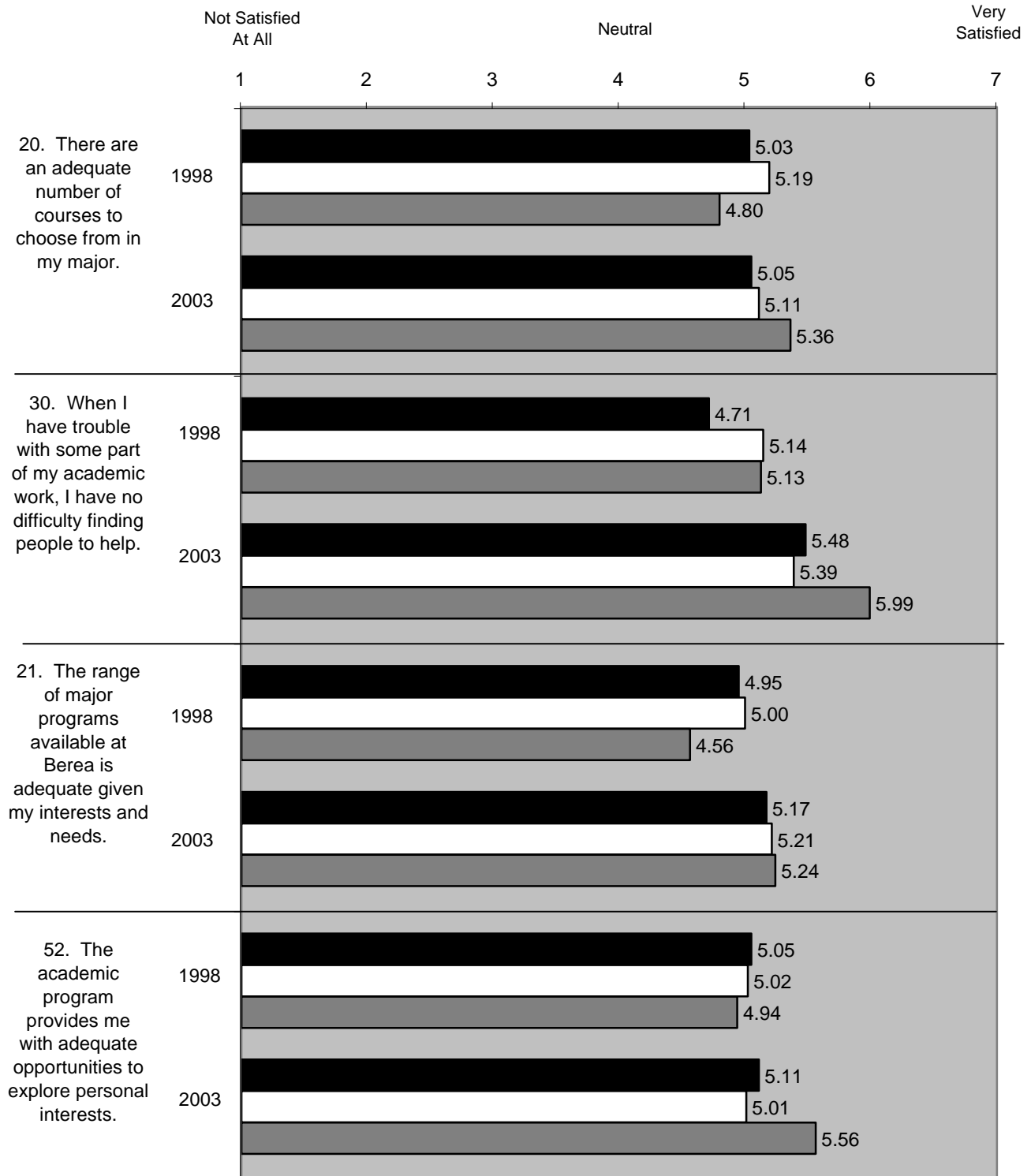
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Supplemental Survey

Satisfaction Ratings by Individual Items in Item Group, Academic Work by Cohort Type

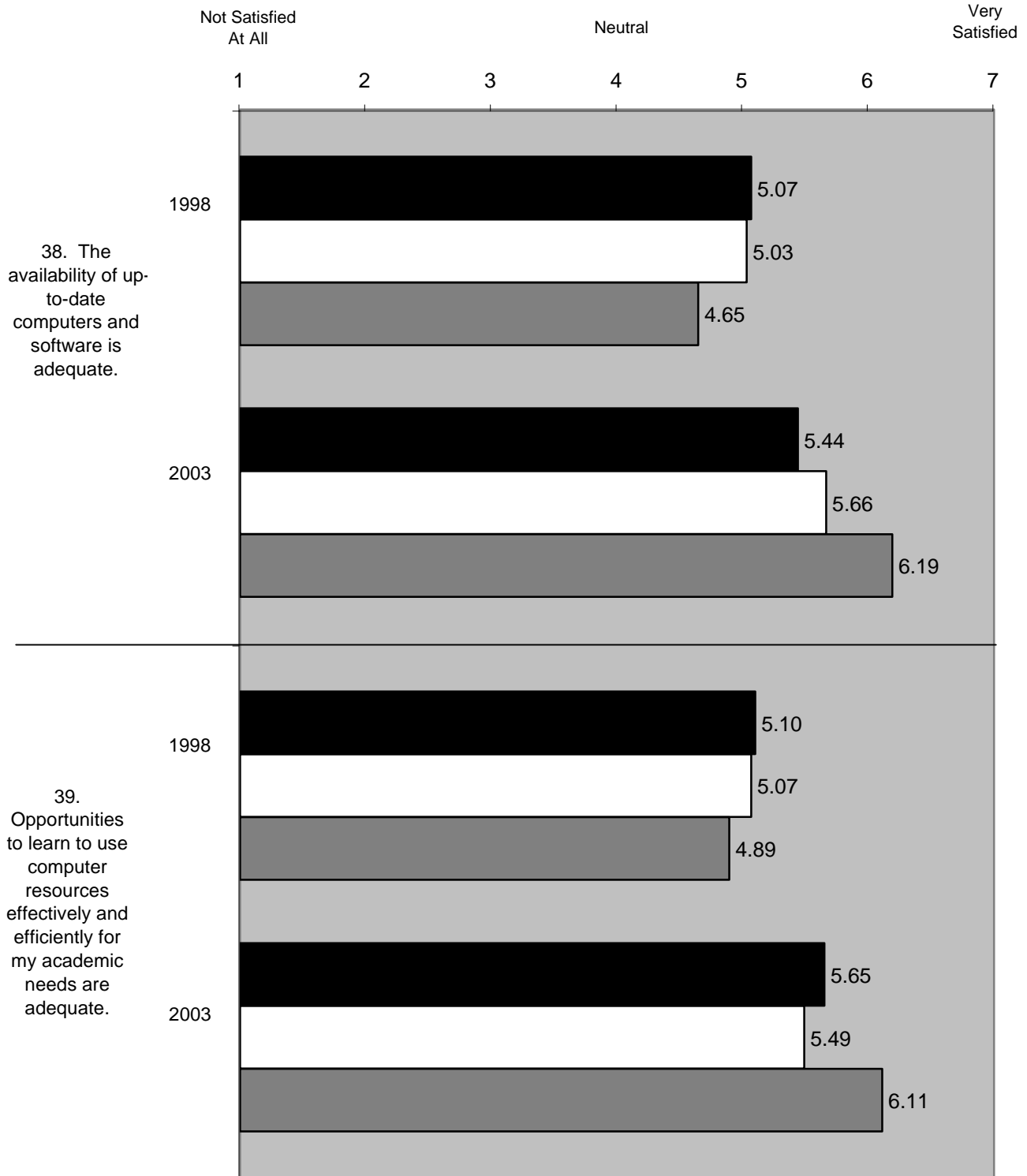
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Supplemental Survey

Satisfaction Ratings by Individual Items in Item Group, Computers by Cohort Type

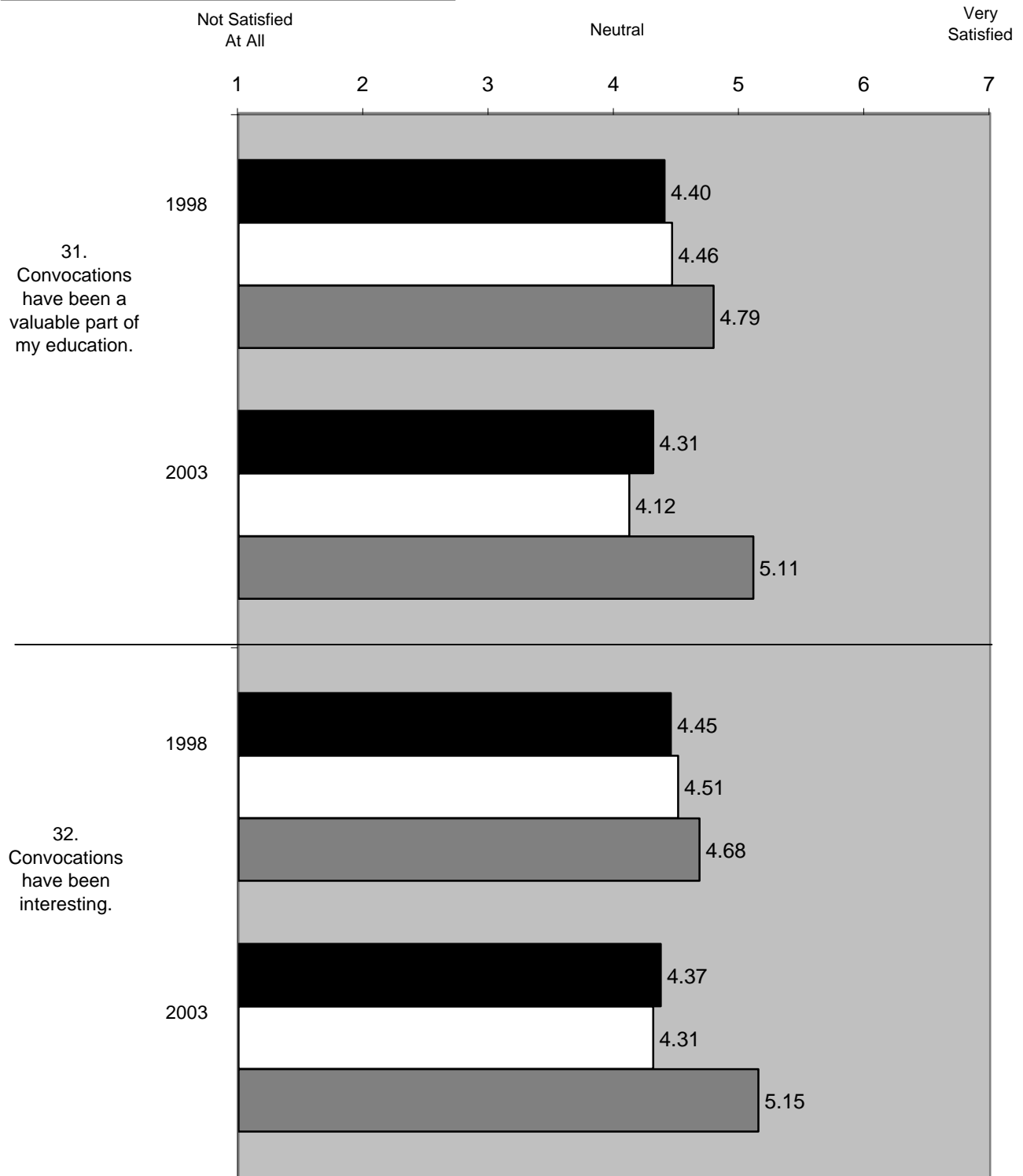
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Supplemental Survey

Satisfaction Ratings by Individual Items in Item Group, Convocations by Cohort Type

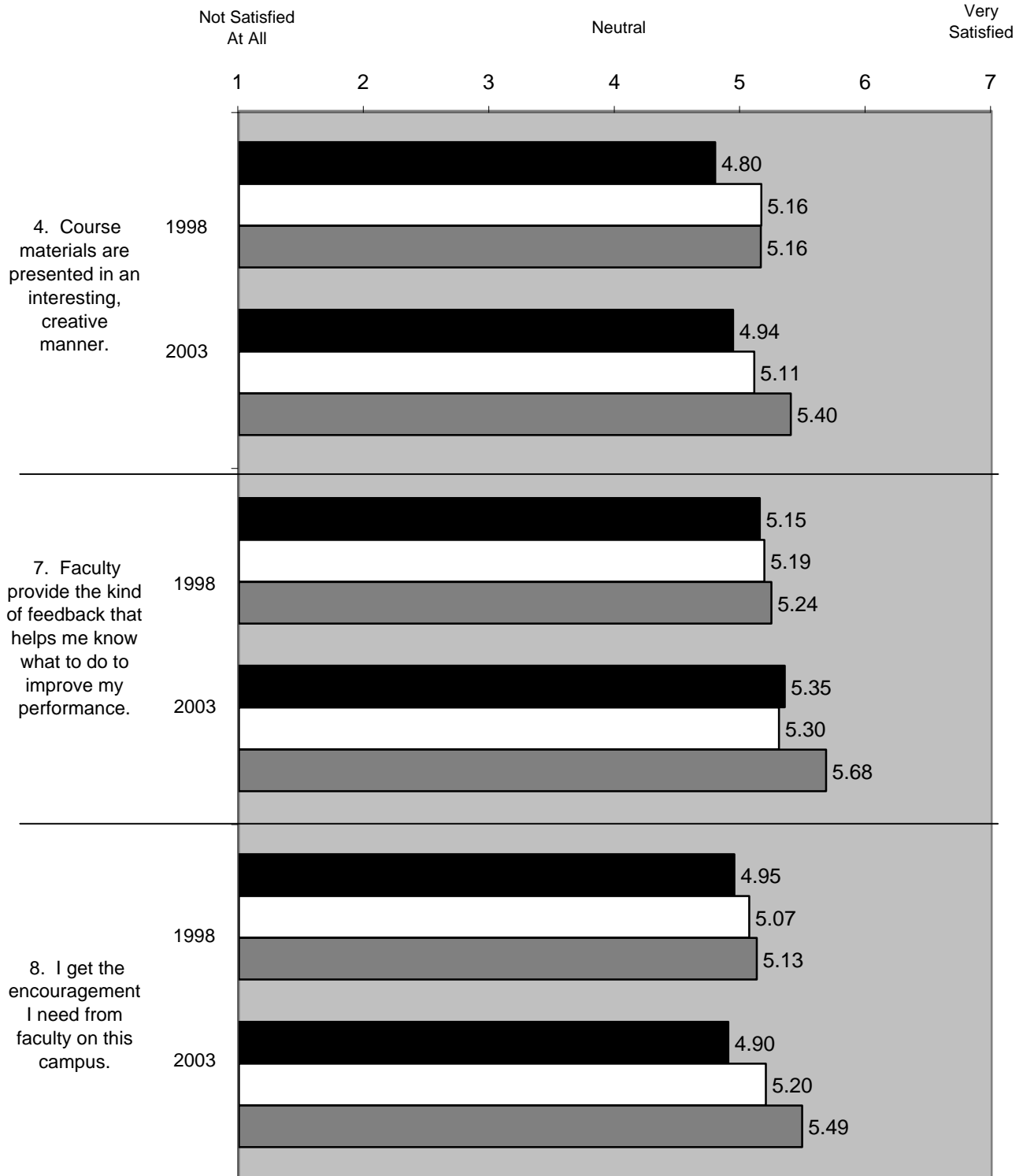
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Supplemental Survey

Satisfaction Ratings by Individual Items in Item Group, Faculty by Cohort Type

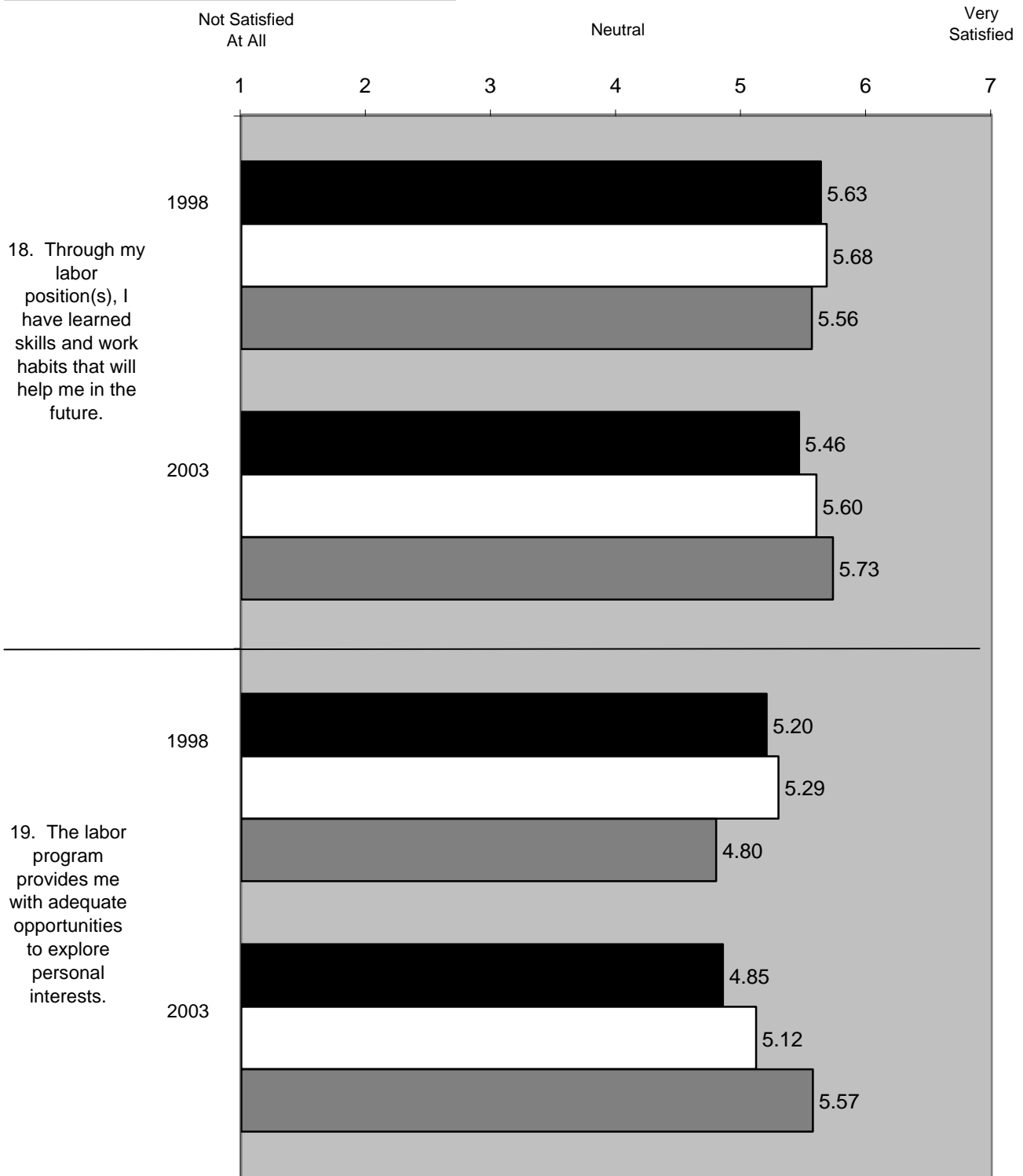
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Supplemental Survey

Satisfaction Ratings by Individual Items in Item Group, Labor by Cohort Type

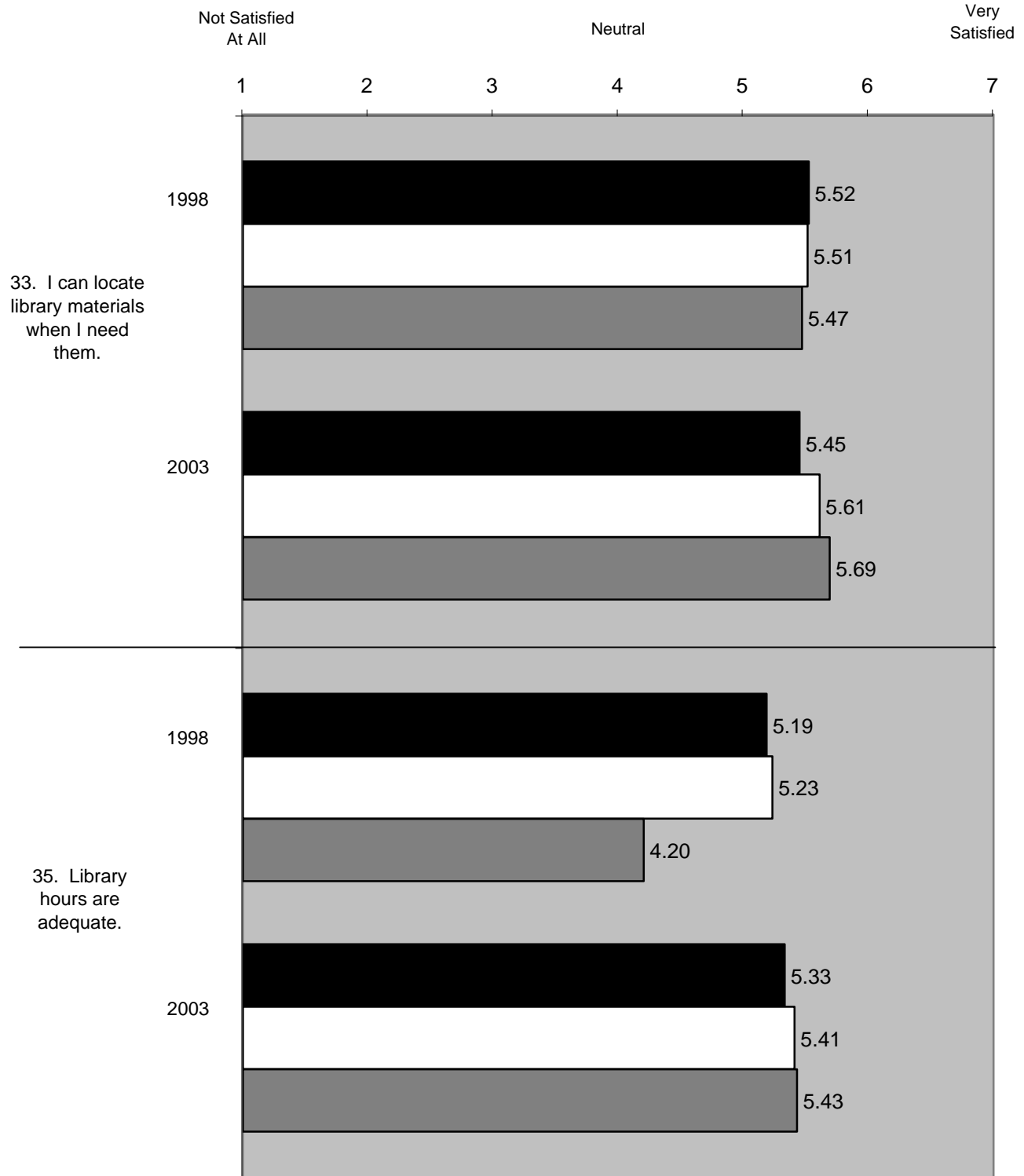
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Supplemental Survey

Satisfaction Ratings by Individual Items in Item Group, Library by Cohort Type

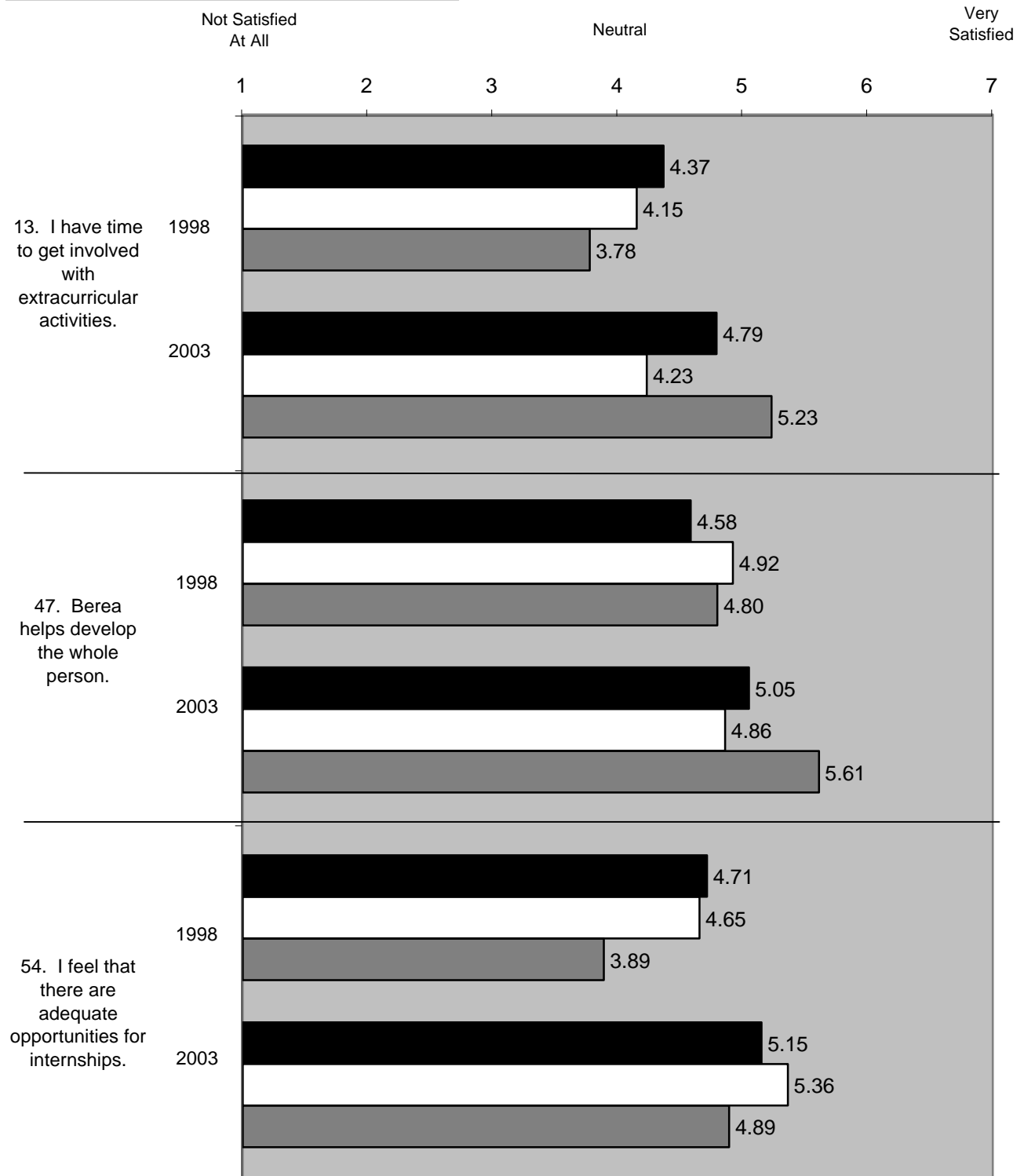
	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Supplemental Survey

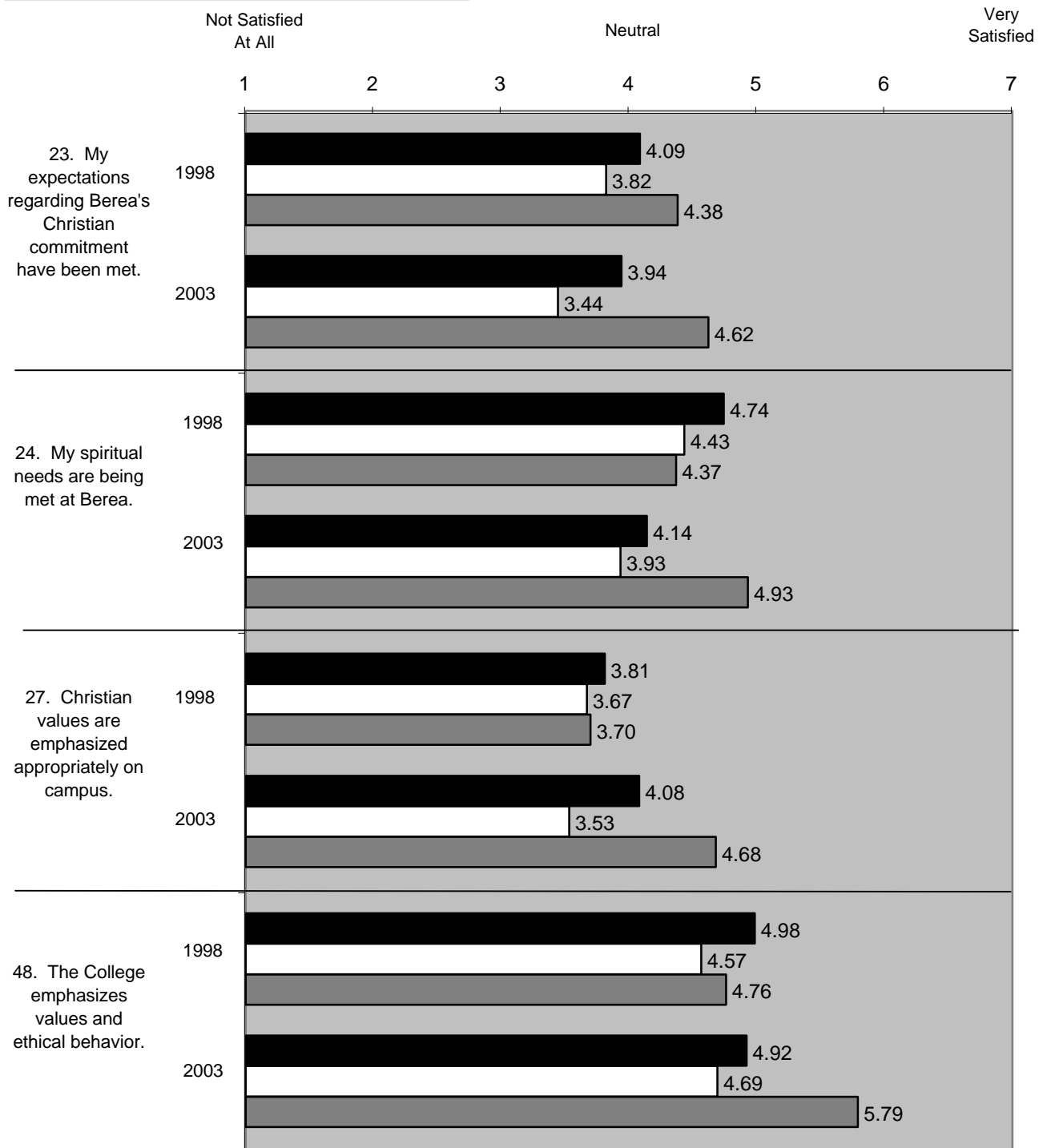
Satisfaction Ratings by Individual Items in Item Group, Personal Development by Cohort Type

	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Supplemental Survey
Satisfaction Ratings by Individual Items
in Item Group, Religious and Spiritual Concerns/Values
by Cohort Type

	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77



Supplemental Survey

Satisfaction Ratings by Individual Items in Item Group, Student Life by Cohort Type

	1998	2003
 African-American Students	N = 66	N = 151
 Other Domestic Students	N = 778	N = 786
 International Students	N = 57	N = 77

