



Alumni Survey Results 15-year Comparison 1992 - 2006

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ALUMNI SURVEY: OVERVIEW OF 15 YEARS

BACKGROUND

The Office of Institutional Research and Effectiveness prepared and distributed the ETBU alumni survey in 1997, 2002, and 2007. The alumni survey is administered to ETBU graduates from the previous five years. Surveys were sent to all graduates from the years 1992 through 2006 for whom valid addresses were known at the time of the survey. The average return rate for the three administrations is 17.6 percent.

PROFILE OF THE RESPONDENTS

Of the total respondents, 66 percent were female and 34 percent were male. All academic departments were represented, with the largest numbers of respondents being in the areas of business, teacher education, behavioral sciences, and Christian studies. The percentage of respondents who entered directly after high school has increased from 42 percent in the 1997 survey to 64 percent in the 2007 survey. Those that transferred from a junior or community college has stayed relatively the same (22 percent in 1997 survey, 19 percent in 2007 survey). The percentage of those who transferred from a four-year college or university has decreased from 16 percent in the 1997 survey to 9 percent in the 2007 survey.

NOTABLE FINDINGS

Goals

A list of fifteen goals was given with the instructions to identify those that were important while attending ETBU, and then to identify which goals are being achieved or have been achieved as a result of the ETBU experience. The respondents were also asked to identify the three goals that now seem the most important results of having attended ETBU. The fifteen goals were divided into three categories: academic, career-preparation, and personal development and enrichment outcomes.

In all three surveys, the two goals most frequently selected as being important while attending ETBU were the two academic goals:

- To obtain a certificate or degree – 86.1 percent (1997), 93.5 percent (2002), 92.5 percent (2007)
- To increase my knowledge and understanding in my academic field – 81.3 percent (1997), 84.0 percent (2002), 89.5 percent (2007)

Each of these two goals was also the most frequently selected as “was achieved or is being achieved as a result of experiences at ETBU.”

One goal that has steadily increased in importance is “to prepare for a new career”. This goal has increased in importance from eighth most important in 1997 to third in 2007. In 1997, 57.0 percent marked it as important while 79.4 percent indicated it was important in the 2007

survey. In all three administrations of the survey, the two goals that have remained least important while attending ETBU are:

- Improved ability to get along with others – 38.2 percent (1997), 42.8 percent (2002), 45.7 percent (2007)
- Increased participation in cultural and social events – 28.0 percent (1997), 36.8 percent (2002), 42.4 percent (2007)

When reviewing the rankings and percentages for those goals that were identified as “was achieved or is being achieved as a result of attending ETBU”, several areas can be noted. As previously stated, the two academic goals ranked in the top two for all three surveys. The following goals have also ranked (in percentage) in the top five for all three surveys:

- Increased understanding of God’s will for my life
- Developed ability to be independent, self-reliant, and adaptable

One goal that has steadily increased in achievement is “being supported by a Christian community in my spiritual journey”. This goal increased in achievement from 51.8 percent in the 1997 survey to 68.8 percent in the 2007 survey.

In looking at the responses regarding the three goals that “now seem the most important results of having attended ETBU”, the one goal that consistently ranked in the top two based on the percentage of graduates who included it in their three most important was an “increased understanding for God’s will in my life.” Three of the goals have consistently had a small percentage of graduates consider them an important result of attending ETBU:

- Improved ability to get along with others
- Being actively involved in student life and campus activities
- Increased participation in cultural and social events

For a complete list of all goals with percentages and rankings for these three survey questions, see Appendix B.

Career/Employment Information

Since completing their program at ETBU, the percentage that “...was never employed after leaving ETBU...” has decreased from 6.2 percent in 1997 to 3.5 percent in 2007.

When asked if their current job/position is related to their major field of study at ETBU, the percentages have changed somewhat over the 15-year period:

- Directly-related – 61.9 percent (1997) to 53.6 percent in 2007
- Somewhat-related – 22.4 percent (1997) to 24.0 percent in 2007
- Not related at all – 14.9 percent (1997) to 22.4 percent in 2007

The survey also asked how well ETBU prepared them for the work they are now doing (or did most recently if not employed). For those responding to this question, the response “excellent preparation” has increased from 18.0 percent in 1997 to 33.3 percent in 2007.

When asked whether they have undertaken further formal study since graduating from ETBU, the percentage indicating “yes” has increased from 43.1 percent in 1997 to 47.5 percent in

When asked whether they have undertaken further formal study since graduating from ETBU, the percentage indicating “yes” has increased from 43.1 percent in 1997 to 47.5 percent in 2007. Of those who indicated they had pursued further formal study, the percentage that stated they received “excellent” or “good” preparation at ETBU for that further study is much improved, from 63.9 percent in 1997 to 82.0 percent in 2007.

Satisfaction with Academic Life at ETBU

The survey lists sixteen aspects of academic life for which the graduates are asked to indicate their level of satisfaction on a five-point scale ranging from “very satisfied” to “very dissatisfied”. The following areas experienced very high levels of satisfaction indicated by selecting “very satisfied” or “satisfied” on the 2007 survey:

- Attitude of Faculty toward students – 92.5 percent (85.5 percent in 2002)
- Commitment of faculty to teaching – 89.5 percent (84.8 percent in 2002)
- Availability of faculty advisor – 87.8 percent (72.5 percent in 2002)
- Quality of instruction – 86.9 percent (78.4 percent in 2002)
- Major – 86.4 percent (78.0 percent in 2002)
- Quality of instruction of major field – 86.4 percent (75.4 percent in 2002)

Other aspects of academic life have experienced a gradual increase in satisfaction over the fifteen-year period:

- Quality of faculty advising – 61.1 percent in 1997 to 67.9 percent in 2002 to 72.2 percent in 2007
- Electives outside of major – 54.6 percent in 1997 to 58.9 percent in 2002 to 65.5 percent in 2007
- Career preparation – 57.6 percent in 1997 to 58.5 percent in 2002 to 67.7 percent in 2007

In general, it seems fair to say that graduates indicated satisfaction with the academic life at ETBU. Of the sixteen items, only two had dissatisfaction levels of ten percent or higher on all three administrations of the survey:

- Availability of internships/practicums – 17.9 percent in 1997, 25.5 percent in 2002, and 23.6 percent in 2007
- Career preparation – 14.6 percent in 1997, 14.7 percent in 2002, and 13.8 percent in 2007

Satisfaction with Services at ETBU

With regard to various services or activities provided by ETBU, twenty-five items were listed, and respondents were asked to rate each item using “very satisfied,” “satisfied,” “dissatisfied,” “very dissatisfied,” “did not know about,” or “did not use.”

The three items with the highest average level of satisfaction (“very satisfied” or “satisfied”) over the fifteen-year period were:

- Admissions process (91.4 percent)

- Classroom facilities (86.9 percent)
- Business Office (84.3 percent)

The three items with the highest average level of dissatisfaction (“dissatisfied” or “very dissatisfied”) over the fifteen-year period were:

- Food Services (32.0 percent)
- Library Services (31.3 percent)
- Chapel Programs (26.6 percent)

The three services with the highest average of “did not use” over the fifteen-year period were:

- Cultural Programs (52.0 percent)
- Recreational and Intramural Program (42.0 percent)
Note: This item was listed as “Intramural Program” on the 2007 survey instrument.
- College Sponsored Social Activities (38.3 percent)

In reviewing these twenty-five items, several services showed an improvement in satisfaction of 20-percent or more from the 1997 results to the 2007 results:

- Registration Process – 64.6 percent (1997) to 91.4 percent in 2007
- Financial Aid Office – 65.3 percent (1997) to 85.2 percent in 2007
- Residence Hall Services – 49.3 percent (1997) to 72.1 percent in 2007
- Food Services – 39.6 percent (1997) to 60.4 percent in 2007
- Computer Services – 54.2 percent (1997) to 83.9 percent in 2007

The largest decline in satisfaction was with the bookstore. In 1997, 89.6 percent were “very satisfied” or “satisfied” with the bookstore. In 2002, that percentage dropped to 84.9 and in 2007 to 75.2. The other two items that showed a decline in satisfaction each of the three years the survey was administered were the recreational and intramural program, and cultural programs.

Expectations and Outcomes

The final section on the survey dealt with “expectations” the graduates had when they began studies at ETBU and the actual “outcomes” of that experience. Fourteen items were related to “Development of Intellect,” six were related to “Community Goals,” and six to “Personal Development and Enrichment.”

For each item the graduates were asked to rate expectations and outcomes on a scale of 1 to 5. A rating of 1 for expectations indicated “no expectation,” and a rating of 5 meant “very high expectation.” For outcomes, a rating of 1 was to indicate the outcome was not experienced and a rating of 5 indicated it was experienced as a very important outcome.

A tally of responses for the two questions on each item was completed and frequencies are displayed in the grids in the *Expectations vs. Outcomes* (Appendix C). (Note: The darker the cell color, the higher the frequency.) The cells along the diagonal from upper left to lower right contain the frequencies for which the level of expectation was equal to the level of outcome.

The four cells in the lower right corner contain the frequencies for high expectations which were satisfied with high outcomes (rated a 4 or 5 for both). There were five items for which over half of the respondents to that item considered it as a high expectation which resulted in a high outcome on each of the three administrations of the survey (fifteen-year average listed):

- Discipline myself to achieve excellence in my work (65.9 percent)
- Learn to think and act independently (64.7 percent)
- Become a life-long learner, seeking knowledge to continue in my development (62.8 percent)
- Become stronger in body, mind, and spirit (59.5 percent)
- Increase self-insight and self-discovery (58.3 percent)

An indication of poor success would have been indicated by a high frequency in the cells in the lower left-hand corner of the grid where high expectations had low outcomes. No such concentration is found for any of the items on any of the three administrations of the survey.

One item of interest that has experienced a shift from low expectation and low outcome to higher expectation and higher outcome is “purposely adopt a style of servanthood in all life.”

Open Responses

A number of the survey questions asked the graduate to write in a response. To read the responses to these questions as well as any comments made by our graduates, you must examine the alumni survey results from each administration. All results are available in the OIRE and the 2002 and 2007 results can be found on the ETBU web site under the Institutional Research and Effectiveness web page.

CONCLUSION

Our graduates have consistently indicated that they come to ETBU to increase in knowledge and understanding in their academic field, obtain a degree, and increase their understanding of God's will in their life. Those are responses we should expect, but what else can we learn from fifteen years of survey results?

For one, the type of student is changing. More of our graduates are entering directly from high school. More of our graduates work while in college, and more are working 10-29 hours per week while fewer work 30-39 hours per week. A second notable trend can be observed in response to items related to satisfaction with services. We have kept up with the demand for efficient, reliable service. The results of the survey indicate that for the most part, student satisfaction with our services has increased. Those surveyed expressed increased satisfaction with the registration process, business office, residence halls, food services, and computer services. However, satisfaction with services that pertain to recreational and intramural programs, cultural programs, and chapel programs has remained relatively constant in spite of the numerous modifications ("improvements") we have made in these services over the fifteen-year period. In the case of the bookstore, our graduates are clearly telling us that all the major changes we have made have not been improvements in their view.

Two highly important areas of the survey provide very positive results. Our graduates have indicated they feel the goals that are most important to them while attending college are achieved as a result of attending ETBU. The one notable exception relates to the goal of preparing for a new career. In both the 2002 and 2007 administrations of the survey, this goal ranked high among those goals important while attending college but then dropped dramatically in the ranking of the achieved goals. In the area of expectations, our graduates enter ETBU with high expectations that we will help them learn to think and act independently and that they will become stronger in body, mind, and spirit. Disciplining themselves to achieve excellence in their work is another high expectation for their time at ETBU along with becoming life-long learners, seeking knowledge to continue in their development. The survey data indicates these expectations are being met. Our graduates feel that they experienced important outcomes in those areas they had high expectations.

There is much more data provided from the three administrations of the Alumni Survey than could possibly be included in this report. This is simply a summary. The intent of this summary is to provide the reader with a brief longitudinal study of our graduates and hopefully spark your interest in examining the data more thoroughly.

APPENDIX A
Alumni Survey Results - 1997, 2002, 2007

		YEAR	VERY SATISFIED	SATISFIED	SOMEWHAT SATISFIED	DISSATISFIED	VERY DISSATISFIED
EXPERIENCES	General Education Program	1997	27.1%	54.2%	16.7%	2.1%	0.0%
		2002	21.0%	61.5%	16.5%	1.0%	0.0%
		2007	31.0%	52.5%	15.0%	1.0%	0.5%
	Attitude of Faculty towards students	1997	53.5%	34.0%	9.7%	2.1%	0.7%
		2002	51.2%	34.3%	8.5%	5.5%	0.5%
		2007	57.0%	35.5%	6.5%	0.5%	0.5%
	Course offerings in major	1997	26.4%	43.1%	20.8%	8.3%	1.4%
		2002	23.5%	40.0%	27.5%	5.5%	3.5%
		2007	28.1%	46.2%	19.1%	6.0%	0.5%
	Major	1997	35.7%	44.1%	16.1%	3.5%	0.7%
		2002	36.0%	42.0%	18.5%	1.5%	2.0%
		2007	45.2%	41.2%	9.5%	4.0%	0.0%
	Variety of courses offered	1997	21.5%	32.6%	33.3%	9.7%	2.8%
		2002	14.6%	36.7%	37.7%	9.5%	1.5%
		2007	17.6%	45.2%	28.1%	7.5%	1.5%
	Quality of faculty advising	1997	29.2%	31.9%	29.2%	7.6%	2.1%
		2002	31.7%	36.2%	21.6%	7.0%	3.5%
		2007	37.4%	34.8%	18.2%	6.1%	3.5%
	Electives outside major	1997	16.1%	38.5%	39.2%	4.2%	2.1%
		2002	12.2%	46.7%	29.4%	9.1%	2.5%
		2007	14.7%	50.8%	30.5%	3.0%	1.0%
	Commitment of faculty to teaching	1997	45.5%	43.4%	10.5%	0.7%	0.0%
		2002	41.9%	42.9%	13.1%	2.0%	0.0%
2007		50.3%	39.2%	7.5%	3.0%	0.0%	
Availability of faculty advisor	1997	32.2%	41.3%	18.9%	5.6%	2.1%	
	2002	40.0%	32.5%	19.0%	6.0%	2.5%	
	2007	49.7%	38.1%	7.6%	3.0%	1.5%	

APPENDIX A
Alumni Survey Results - 1997, 2002, 2007

		YEAR	VERY SATISFIED	SATISFIED	SOMEWHAT SATISFIED	DISSATISFIED	VERY DISSATISFIED
EXPERIENCES	Quality of instruction	1997	27.1%	53.5%	17.4%	2.1%	0.0%
		2002	34.7%	43.7%	17.6%	3.5%	0.5%
		2007	41.7%	45.2%	9.5%	3.0%	0.5%
	Career preparation	1997	19.4%	38.2%	27.8%	11.8%	2.8%
		2002	24.7%	33.8%	26.8%	8.1%	6.6%
		2007	28.8%	38.9%	18.7%	10.1%	3.5%
	Campus stimulation of intellectual growth	1997	16.8%	39.9%	35.0%	7.7%	0.7%
		2002	15.6%	36.7%	39.2%	6.5%	2.0%
		2007	20.2%	46.0%	26.3%	6.1%	1.5%
	Spiritual sensitivity of faculty	1997	35.9%	48.6%	12.7%	0.7%	2.1%
		2002	32.2%	41.2%	20.1%	5.0%	1.5%
		2007	33.2%	47.7%	12.1%	5.5%	1.5%
	Academic calendar	1997	25.0%	54.9%	17.4%	2.8%	0.0%
		2002	26.8%	52.0%	16.2%	4.0%	1.0%
		2007	24.6%	57.8%	12.6%	4.0%	1.0%
	Quality of instruction of major field	1997	41.0%	35.4%	16.7%	4.9%	2.1%
		2002	37.7%	37.7%	18.1%	4.0%	2.5%
		2007	49.7%	36.7%	10.1%	2.5%	1.0%
	Availability of internships/practicums	1997	16.4%	33.6%	32.1%	11.2%	6.7%
		2002	26.1%	23.4%	25.0%	18.1%	7.4%
		2007	18.3%	31.4%	26.7%	16.8%	6.8%

APPENDIX A
Alumni Survey Results - 1997, 2002, 2007

		YEAR	VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	DID NOT KNOW ABOUT	DID NOT USE	
SERVICES	Admissions Process	1997	23.6%	61.1%	10.4%	4.9%	0.0%	0.0%	
		2002	30.7%	63.8%	3.5%	1.5%	0.0%	0.5%	
		2007	27.3%	67.7%	3.5%	1.0%	0.5%	0.0%	
	Registration (Process) Procedures	1997	13.9%	50.7%	23.6%	11.1%	0.7%	0.0%	
		2002	16.7%	61.1%	14.6%	7.6%	0.0%	0.0%	
		2007	23.2%	68.2%	7.1%	0.5%	1.0%	0.0%	
	Business Office	1997	15.3%	66.0%	13.2%	5.6%	0.0%	0.0%	
		2002	17.3%	62.9%	13.2%	4.6%	0.5%	1.5%	
		2007	24.7%	66.7%	5.6%	3.0%	0.0%	0.0%	
	Financial Aid Office	1997	18.8%	46.5%	13.9%	9.0%	2.1%	9.7%	
		2002	21.3%	56.3%	12.7%	4.1%	0.5%	5.1%	
		2007	28.9%	56.3%	6.6%	4.6%	0.5%	3.0%	
	Recreational and Intramural Program	1997	12.5%	39.6%	4.2%	2.8%	1.4%	39.6%	
		2002	14.6%	36.7%	3.5%	0.5%	2.0%	42.7%	
		2007	-	-	-	-	-	-	
	Intramural Program	1997	-	-	-	-	-	-	
		2002	-	-	-	-	-	-	
		2007	15.7%	31.5%	5.1%	1.5%	2.5%	43.7%	
	Cultural Programs	1997	3.5%	41.3%	9.1%	2.1%	11.2%	32.9%	
		2002	9.5%	29.1%	5.5%	1.5%	8.5%	45.7%	
		2007	5.6%	30.1%	8.7%	2.6%	8.7%	44.4%	
College Orientation Program	1997	13.2%	43.1%	6.2%	3.5%	5.6%	28.5%		
	2002	17.0%	47.5%	8.5%	2.5%	3.5%	21.0%		
	2007	13.7%	48.7%	10.2%	4.1%	2.5%	20.8%		
Career Services	1997	4.9%	20.3%	12.6%	9.1%	9.1%	44.1%		
	2002	5.6%	23.7%	7.1%	7.1%	16.7%	39.9%		
	2007	10.7%	32.5%	10.2%	7.1%	8.6%	31.0%		

APPENDIX A
Alumni Survey Results - 1997, 2002, 2007

		YEAR	VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	DID NOT KNOW ABOUT	DID NOT USE
SERVICES	College Sponsored Social Activities	1997	13.2%	37.5%	9.0%	2.8%	2.8%	34.7%
		2002	14.6%	39.7%	10.6%	2.5%	5.5%	27.1%
		2007	11.7%	54.8%	8.1%	4.1%	2.5%	18.8%
	Residence Hall Services	1997	10.4%	38.9%	4.9%	4.9%	2.1%	38.9%
		2002	16.2%	49.0%	9.1%	1.5%	1.0%	23.2%
		2007	13.7%	58.4%	11.2%	3.0%	0.5%	13.2%
	Library Services	1997	16.0%	48.6%	21.5%	11.1%	0.7%	2.1%
		2002	7.0%	48.0%	27.0%	15.5%	0.0%	2.5%
		2007	20.2%	58.6%	15.2%	3.5%	0.5%	2.0%
	Library Collection	1997	-	-	-	-	-	-
		2002	-	-	-	-	-	-
		2007	15.2%	54.0%	17.2%	7.6%	1.0%	5.1%
	Student Health Services	1997	2.1%	32.9%	9.8%	6.3%	4.2%	44.8%
		2002	7.0%	30.5%	11.0%	10.5%	7.0%	34.0%
		2007						
	Food Services	1997	4.9%	34.7%	16.0%	13.2%	2.1%	29.2%
		2002	4.0%	47.7%	21.1%	12.6%	0.5%	14.1%
		2007	8.6%	51.8%	23.9%	9.1%	1.0%	5.6%
	Chapel Programs	1997	13.2%	56.9%	16.0%	7.6%	2.1%	4.2%
		2002	10.2%	59.4%	20.8%	6.1%	0.0%	3.6%
		2007	11.1%	59.1%	23.2%	6.1%	0.0%	0.5%
	Campus Ministries	1997	24.3%	36.1%	5.6%	1.4%	2.1%	30.6%
		2002	24.6%	43.7%	3.0%	1.5%	2.0%	25.1%
2007		24.4%	48.7%	7.6%	1.5%	2.0%	15.7%	
Administrative Availability	1997	19.6%	55.2%	9.8%	2.8%	0.0%	12.6%	
	2002	14.1%	55.1%	10.1%	5.6%	3.0%	12.1%	
	2007	20.0%	59.5%	7.7%	4.1%	1.0%	7.7%	

APPENDIX A
Alumni Survey Results - 1997, 2002, 2007

		YEAR	VERY SATISFIED	SATISFIED	DISSATISFIED	VERY DISSATISFIED	DID NOT KNOW ABOUT	DID NOT USE	
SERVICES	Community Lifestyle Expectations	1997	13.7%	45.3%	6.5%	3.6%	11.5%	19.4%	
		2002	18.1%	50.8%	8.5%	4.5%	5.0%	13.1%	
		2007	20.5%	49.2%	14.4%	5.1%	3.1%	7.7%	
	Off-Campus Housing Policies	1997	10.4%	25.7%	10.4%	7.6%	7.6%	38.2%	
		2002	5.1%	23.7%	12.1%	7.1%	6.1%	46.0%	
		2007	7.7%	33.2%	9.7%	11.2%	5.1%	33.2%	
	Bookstore	1997	25.0%	64.6%	6.9%	3.5%	0.0%	0.0%	
		2002	15.7%	69.2%	10.6%	4.0%	0.5%	0.0%	
		2007	11.6%	63.6%	19.2%	5.1%	0.0%	0.5%	
	Computer Services	1997	11.1%	43.1%	21.5%	6.2%	3.5%	14.6%	
		2002	19.6%	56.3%	12.6%	3.0%	1.0%	7.5%	
		2007	18.2%	65.7%	10.1%	5.6%	0.0%	0.5%	
	Library	1997	13.9%	47.9%	25.0%	11.1%	0.7%	1.4%	
		2002	8.0%	42.7%	28.6%	19.1%	0.5%	1.0%	
		2007	-	-	-	-	-	-	
	Library Facilities	1997	-	-	-	-	-	-	
		2002	-	-	-	-	-	-	
		2007	16.7%	64.1%	16.7%	1.5%	0.0%	1.0%	
	Classroom Facilities	1997	13.9%	66.7%	17.4%	2.1%	0.0%	0.0%	
		2002	16.5%	69.5%	12.0%	1.0%	0.0%	1.0%	
		2007	21.2%	73.2%	4.5%	1.0%	0.0%	0.0%	
Recreational Facilities	1997	-	-	-	-	-	-		
	2002	-	-	-	-	-	-		
	2007	19.3%	57.4%	9.1%	3.6%	1.0%	9.6%		
Athletic Facilities	1997	-	-	-	-	-	-		
	2002	-	-	-	-	-	-		
	2007	22.8%	52.8%	5.1%	1.0%	0.5%	17.8%		
Religious Activities and Programs	1997	28.0%	50.3%	6.3%	2.8%	0.0%	12.6%		
	2002	22.1%	60.3%	5.0%	2.5%	0.5%	9.5%		
	2007	22.2%	62.4%	5.2%	3.1%	0.5%	6.7%		

APPENDIX B
Rankings of Goals (with percentages)

Goal was important when attending ETBU

	1997	2002	2007
To increase in my knowledge and understanding in my academic field	2 (81.3%)	2 (84.0%)	2 (89.5%)
To obtain a certificate or degree	1 (86.1%)	1 (93.5%)	1 (92.5%)
To discover my career interests	12 (43.0%)	12 (55.7%)	9 (63.8%)
To formulate long-term career plans and/or goals	10 (48.3%)	8 (58.7%)	10 (57.3%)
To prepare for a new career	8 (57.0%)	5 (70.2%)	3 (79.4%)
To secure a good job	7 (57.6%)	7 (65.7%)	6 (68.3%)
Increased self-confidence	9 (53.5%)	10 (56.7%)	13 (54.2%)
Improved leadership skills	11 (45.1%)	11 (56.3%)	12 (55.2%)
Improved ability to get along with others	14 (38.2%)	14 (42.8%)	14 (45.7%)
Learned knowledge and skills that enrich my daily life	3 (68.8%)	9 (58.2%)	8 (65.4%)
Being supported by a Christian community in my spiritual journey	6 (58.8%)	4 (72.1%)	5 (78.4%)
Being actively involved in student life and campus activities	13 (42.7%)	13 (48.3%)	11 (56.6%)
Increased participation in cultural and social events	15 (28.0%)	15 (36.8%)	15 (42.4%)
Increased understanding of God's will for my life	4 (62.5%)	3 (72.6%)	4 (78.9%)
Developed ability to be independent, self-reliant, and adaptable	5 (59.2%)	6 (66.0%)	6 (68.3%)

Goal was achieved or is being achieved as a result of experiences at ETBU

	1997	2002	2007
To increase in my knowledge and understanding in my academic field	1 (75.7%)	2 (79.1%)	2 (83.4%)
To obtain a certificate or degree	2 (73.6%)	1 (85.1%)	1 (87.4%)
To discover my career interests	14 (33.3%)	12 (41.3%)	11 (54.3%)
To formulate long-term career plans and/or goals	11 (46.9%)	9 (50.2%)	12 (50.8%)
To prepare for a new career	12 (39.6%)	11 (49.3%)	10 (56.3%)
To secure a good job	10 (47.9%)	4 (64.7%)	9 (58.8%)
Increased self-confidence	6 (61.8%)	8 (58.7%)	6 (68.3%)
Improved leadership skills	7 (57.6%)	5 (62.7%)	5 (68.8%)
Improved ability to get along with others	8 (54.9%)	10 (49.7%)	8 (61.8%)
Learned knowledge and skills that enrich my daily life	3 (69.5%)	7 (59.7%)	7 (67.8%)
Being supported by a Christian community in my spiritual journey	9 (51.8%)	6 (60.2%)	5 (68.8%)
Being actively involved in student life and campus activities	15 (26.6%)	14 (31.4%)	14 (34.4%)
Increased participation in cultural and social events	13 (37.1%)	13 (37.8%)	13 (45.9%)
Increased understanding of God's will for my life	4 (68.8%)	4 (64.7%)	3 (77.3%)
Developed ability to be independent, self-reliant, and adaptable	5 (62.0%)	3 (72.0%)	4 (74.4%)

APPENDIX B
Rankings of Goals (with percentages)

Goal was among top 3 that now seem most important results of having attended ETBU

	1997	2002	2007
To increase in my knowledge and understanding in my academic field	2 (32.6%)	4 (29.4%)	3 (33.5%)
To obtain a certificate or degree	5 (28.5%)	1 (43.8%)	2 (43.5%)
To discover my career interests	12 (4.2%)	12 (10.4%)	12 (10.0%)
To formulate long-term career plans and/or goals	11 (12.5%)	11 (12.9%)	10 (11.5%)
To prepare for a new career	10 (17.4%)	10 (13.4%)	9 (15.5%)
To secure a good job	9 (18.1%)	6 (21.4%)	6 (20.5%)
Increased self-confidence	6 (21.5%)	8 (16.9%)	8 (16.0%)
Improved leadership skills	7 (19.4%)	9 (15.4%)	11 (11.0%)
Improved ability to get along with others	12 (4.2%)	13 (5.0%)	13 (6.0%)
Learned knowledge and skills that enrich my daily life	2 (32.6%)	7 (19.9%)	7 (19.0%)
Being supported by a Christian community in my spiritual journey	8 (18.8%)	5 (26.9%)	5 (21.5%)
Being actively involved in student life and campus activities	15 (3.5%)	14 (3.5%)	15 (2.0%)
Increased participation in cultural and social events	12 (4.2%)	15 (1.5%)	14 (3.0%)
Increased understanding of God's will for my life	1 (37.5%)	2 (36.8%)	1 (45.0%)
Developed ability to be independent, self-reliant, and adaptable	4 (31.3%)	3 (31.8%)	4 (30.0%)

APPENDIX C
Expectations vs. Outcomes

A. Development of Intellect

A.1. Develop an interest in the worth of ideas regardless of their immediate utility.

1997
Outcomes

		Outcomes					TOTALS
		low			high		
		1	2	3	4	5	
Expectations	low	10	6	11	7	1	35
	2	1	3	3	6	1	14
	3	1		21	17	7	46
	4			5	14	5	24
high	5		1	4	2	13	20
TOTALS		12	10	44	46	27	139

2002
Outcomes

		Outcomes					TOTALS
		low			high		
		1	2	3	4	5	
Expectations	low	22	7	11	3		43
	2		10	6	12	2	30
	3		1	25	13	5	44
	4		2	7	30	2	41
high	5			3	5	17	25
TOTALS		22	20	52	63	26	183

2007
Outcomes

		Outcomes					TOTALS
		low			high		
		1	2	3	4	5	
Expectations	low	16	9	12	11	4	52
	2		7	10	4	1	22
	3		2	35	16	6	59
	4			2	24	4	30
high	5			3	4	10	17
TOTALS		16	18	62	59	25	180

A.2. Cultivate an awareness of the physical world.

Outcomes

		Outcomes					TOTALS
		low			high		
		1	2	3	4	5	
Expectations	low	21	5	8	4		38
	2		4	9	3		16
	3		3	29	13	4	49
	4	1	1		12	3	17
high	5		1	3	1	14	19
TOTALS		22	14	49	33	21	139

Outcomes

		Outcomes					TOTALS
		low			high		
		1	2	3	4	5	
Expectations	low	27	7	9	3	3	49
	2	2	15	12	2	2	33
	3	2	7	22	12	5	48
	4	1	5		23	4	33
high	5		1	3	7	11	22
TOTALS		32	35	46	47	25	185

Outcomes

		Outcomes					TOTALS
		low			high		
		1	2	3	4	5	
Expectations	low	18	10	9	5	4	46
	2	2	8	11	9	2	32
	3		1	36	12	4	53
	4		2	4	23	3	32
high	5			7		10	17
TOTALS		20	21	67	49	23	180

A.3. Develop concern with cultural, social, and political realms in national and international affairs.

Outcomes

		Outcomes					TOTALS
		low			high		
		1	2	3	4	5	
Expectations	low	18	6	8	3	3	38
	2		5	9	6		20
	3	1	2	21	10	6	40
	4		4	2	9	5	20
high	5	2	3	1	3	13	22
TOTALS		21	20	41	31	27	140

Outcomes

		Outcomes					TOTALS
		low			high		
		1	2	3	4	5	
Expectations	low	24	8	11	4	6	53
	2	4	13	17	6	1	41
	3	2	3	21	11	5	42
	4	1	8		11	8	28
high	5	1	3	2	3	13	22
TOTALS		32	35	51	35	33	186

Outcomes

		Outcomes					TOTALS
		low			high		
		1	2	3	4	5	
Expectations	low	16	7	12	3	3	41
	2	1	10	12	5	3	31
	3	4	2	25	14	4	49
	4	1	2	4	21	9	37
high	5			4	2	14	20
TOTALS		22	21	57	45	33	178

APPENDIX C
Expectations vs. Outcomes

A.4. Develop competence to examine problems and potential solutions.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	6	1	4			11
	2	1		3	7	1	12	
	3		1	16	15	8	40	
	4		1	7	20	11	39	
	high	5	2	1	4	8	23	38
TOTALS			9	4	34	50	43	140

Expectations

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	5	3	4	1	2	15
	2		4	5	11	1	21	
	3		2	19	10	8	39	
	4	2	3	12	30	12	59	
	high	5	1	2	3	10	37	53
TOTALS			8	14	43	62	60	187

Expectations

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	1	1	4		2	8
	2	1	3	9	2	2	17	
	3		1	29	19	10	59	
	4		3	4	37	6	50	
	high	5			3	13	30	46
TOTALS			2	8	49	71	50	180

A.5. Develop an interest and appreciation of the arts and humanities.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	17	8	8	1	2	36
	2	2	6	10	4	4	26	
	3		2	19	7	7	35	
	4	1	1	1	10	3	16	
	high	5		4	4	2	17	27
TOTALS			20	21	42	24	33	140

Expectations

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	21	6	9	2	3	41
	2	2	11	16	9	2	40	
	3	1	6	20	9	7	43	
	4	1	2	4	13	4	24	
	high	5		1	2	6	28	37
TOTALS			25	26	51	39	44	185

Expectations

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	18	7	7	3	1	36
	2	2	11	10	7		30	
	3	1	4	23	18	2	48	
	4		1	5	18	10	34	
	high	5		1	3	1	25	30
TOTALS			21	24	48	47	38	178

A.6. Learn to think and act independently.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	11		4	2	1	18
	2				2	4	1	7
	3		1	9	9	11	30	
	4			4	25	12	41	
	high	5	1	1	1	9	33	45
TOTALS			12	2	20	49	58	141

Expectations

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	8		2	2		12
	2		1	1	3		5	
	3		1	12	11	5	29	
	4		1		23	19	43	
	high	5		2	4	20	72	98
TOTALS			8	5	19	59	96	187

Expectations

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	4	1	2	1	5	13
	2	1	1	2	2	3	9	
	3		1	16	8	8	33	
	4			4	18	19	41	
	high	5		1	1	14	69	85
TOTALS			5	4	25	43	104	181

APPENDIX C
Expectations vs. Outcomes

A.7. Articulate with increasing understanding the central values of my religious faith.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	10	4	4	2	5	25
	2	1	2	5	1	1		10
	3	1	2	16	8	4		31
	4		1	1	18	12		32
	high	5	2	1	2	12	29	46
TOTALS			14	10	28	41	51	144

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	8	1	2	1	2	14
	2	1	5	10	4	2		22
	3		1	18	8	6		33
	4	1	2	7	20	13		43
	high	5	2	5	7	22	38	74
TOTALS			12	14	44	55	61	186

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	3	1	3	1	3	11
	2	1	5	2	4			12
	3		2	22	20	3		47
	4	1		8	27	9		45
	high	5			5	12	49	66
TOTALS			5	8	40	64	64	181

A.8. Develop a basic approach and curiosity about a variety of fields of knowledge.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	6	2		1	1	10
	2	1	3	4	7	2		17
	3	1	3	22	15	8		49
	4		3	6	24	2		35
	high	5			5	4	21	30
TOTALS			8	11	37	51	34	141

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	11	1	3	2		17
	2		7	9	5			21
	3		2	18	23	7		50
	4		2	7	23	13		45
	high	5	1	1	8	11	28	49
TOTALS			12	13	45	64	48	182

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	4	1	5		1	11
	2		6	5	5	3		19
	3		2	33	23	3		61
	4	1	1	5	34	10		51
	high	5	2		5	3	28	38
TOTALS			7	10	53	65	45	180

A.9. Use mathematics and quantitative methods.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	27	10	4	2	1	44
	2	3	10	7	1			21
	3		1	16	17	2		36
	4			4	11	3		18
	high	5		1	2	4	14	21
TOTALS			30	22	33	35	20	140

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	31	17	7	2	1	58
	2	2	16	11	6			35
	3	1	4	26	9	4		44
	4		6	4	11	2		23
	high	5	1	2	5	3	13	24
TOTALS			35	45	53	31	20	184

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	31	9	8	2	1	51
	2	3	12	13	4	2		34
	3		4	35	12	5		56
	4		3	4	12	3		22
	high	5	1		1	1	14	17
TOTALS			35	28	61	31	25	180

APPENDIX C
Expectations vs. Outcomes

A.10. Acquire an understanding of the structures and organizations in society that work to provide for order.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	22	8	6			36
	2	1	10	10	3			24
	3		2	25	18	2		47
	4		2	2	13	2		19
	high	5	1		1	4	8	14
TOTALS			24	22	44	38	12	140

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	29	8	5	4	1	47
	2	1	21	13	5	2		42
	3	1	3	32	11	1		48
	4		3	4	21	2		30
	high	5	1		1	3	13	18
TOTALS			32	35	55	44	19	185

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	19	10	9	5	3	46
	2	1	15	12	1	1		30
	3	1		35	16	2		54
	4		1	5	18	3		27
	high	5	1		4	2	14	21
TOTALS			22	26	65	42	23	178

A.11. Develop my ability to express myself orally.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	8	1	3	1	1	14
	2	1	4	2	2	4		13
	3		2	15	22	9		48
	4		2	3	13	8		26
	high	5		1	6	9	25	41
TOTALS			9	10	29	47	47	142

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	10	1	6	3	2	22
	2		10	7	6	1		24
	3		5	16	15	11		47
	4		1	5	21	13		40
	high	5		1	8	10	35	54
TOTALS			10	18	42	55	62	187

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	6	3	4	2	4	19
	2		6	7	5	3		21
	3		3	16	25	7		51
	4		2	9	28	11		50
	high	5	1	1	1	8	27	38
TOTALS			7	15	37	68	52	179

A.12. Develop my ability to express myself in writing.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	9	3	2	1	1	16
	2	1	3	6	1	3		14
	3		1	15	16	7		39
	4		2	11	20	7		40
	high	5	1	2	3	6	21	33
TOTALS			11	11	37	44	39	142

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	13	7	2	3	2	27
	2		9	8	3			20
	3	1	1	18	15	10		45
	4		3	3	22	18		46
	high	5		3	5	7	35	50
TOTALS			14	23	36	50	65	188

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	6	2	3		2	13
	2	2	5	11	5	2		25
	3	3	5	26	20	9		63
	4	1	1	3	30	6		41
	high	5	1		2	4	32	39
TOTALS			13	13	45	59	51	181

APPENDIX C
Expectations vs. Outcomes

A.13. Develop my analysis and critical thinking skills.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	7	1	2		2	12
	2		4	2	3	3		12
	3		1	12	15	9		37
	4	1	1	4	22	15		43
	high	5	1		4	8	24	37
TOTALS			9	7	24	48	53	141

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	5	3	1	4		13
	2	1	5	4	2			12
	3		1	19	15	11		46
	4		1	11	21	18		51
	high	5		1	5	16	43	65
TOTALS			6	11	40	58	72	187

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	2	1	3	1	2	9
	2	1	3	4	9	3		20
	3		1	22	18	13		54
	4		1	1	27	11		40
	high	5	1		4	6	44	55
TOTALS			4	6	34	61	73	178

A.14. Develop an interest in and understanding of history.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	19	7	4	2	1	33
	2	1	9	5	2	1		18
	3	1	2	24	13	3		43
	4	1	4	2	15	3		25
	high	5			1	4	17	22
TOTALS			22	22	36	36	25	141

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	26	10	10	2	2	50
	2	1	19	11	6			37
	3		2	23	15	5		45
	4		4	6	13	6		29
	high	5	1	2	2	3	17	25
TOTALS			28	37	52	39	30	186

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	20	6	6	2	1	35
	2		6	17	6	1		30
	3	2		29	15	1		47
	4		4		23	5		32
	high	5	1	1	6	5	20	33
TOTALS			23	17	58	51	28	177

APPENDIX C
Expectations vs. Outcomes

B. Community Goals

B.1. Purposely adopt a style of servanthood in all life.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	14	4	7	2	1	28
	2			6	14	6		26
	3	1	2	23	9	5		40
	4		1	1	12	7		21
	high	5	2		2	8	12	24
TOTALS			17	13	47	37	25	139

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	17	6	5	4	3	35
	2			10	10	4	1	25
	3	4	2	22	20	6		54
	4		2	6	13	7		28
	high	5	1		6	9	29	45
TOTALS			22	20	49	50	46	187

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	9	3	7	4	2	25
	2			6	7	5		18
	3		2	26	22	8		58
	4		4	8	18	10		40
	high	5	2		3	5	29	39
TOTALS			11	15	51	54	49	180

B.2. Experience what it means to love God and neighbors.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	9	2	6	4		21
	2			3	3	5	2	13
	3		2	12	8	5		27
	4		2	6	17	12		37
	high	5	1	1	4	9	26	41
TOTALS			10	10	31	43	45	139

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	11	3	2	5	3	24
	2			5	7	4	1	17
	3		1	12	16	11		40
	4	1	4	5	24	10		44
	high	5	1	2	5	13	42	63
TOTALS			13	15	31	62	67	188

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	5	2	4	2		13
	2			7	3	5		15
	3		3	16	14	6		39
	4		1	7	24	18		50
	high	5	1		7	11	44	63
TOTALS			6	13	37	56	68	180

B.3. Learn to accept others on their own merits, without regard to wealth, position, sex, or color.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	10	2	2	1	3	18
	2	2			5	7	4	18
	3		1	12	8	8		29
	4		1	1	16	5		23
	high	5	1	1	3	4	43	52
TOTALS			13	5	23	36	63	140

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	11	5	5	3	5	29
	2			4	7	8	5	24
	3	1			12	20	9	42
	4				2	20	11	33
	high	5		2	5	5	49	61
TOTALS			12	11	31	56	79	189

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	9	1	6	6	4	26
	2	1	5	9	6	1		22
	3		2	17	9	7		35
	4		2	3	22	16		43
	high	5	2	2	4	7	40	55
TOTALS			12	12	39	50	68	181

APPENDIX C
Expectations vs. Outcomes

B.4. Experience a true community through shared experiences.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	11	2	8	5		26
		2	1	4	6	4	2	17
		3		2	15	14	9	40
		4		1	2	23	3	29
	high	5	1	1	2	1	18	23
TOTALS			13	10	33	47	32	135

Expectations

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	18	4	5	2	2	31
		2		10	6	4	2	22
		3	1	1	16	20	7	45
		4	2	3	4	20	6	35
	high	5	4	3	2	5	40	54
TOTALS			25	21	33	51	57	187

Expectations

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	8	3	7	2		20
		2	1	7	6	6	2	22
		3		2	29	6	10	47
		4		1	5	22	12	40
	high	5	3	2	5	2	40	52
TOTALS			12	15	52	38	64	181

B.5. Join others in effecting social change.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	18	7	5		1	31
		2	1	5	10	4	1	21
		3		1	20	11	1	33
		4			8	18	6	32
	high	5	1	1	3	3	11	19
TOTALS			20	14	46	36	20	136

Expectations

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	28	6	7	2		43
		2	4	15	11	3	3	36
		3	2	4	32	5	4	47
		4		1	3	17	4	25
	high	5	3	3	5	5	19	35
TOTALS			37	29	58	32	30	186

Expectations

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	17	9	7	2		35
		2		7	4	3		14
		3		6	40	9	9	64
		4		4	6	20	6	36
	high	5	1	2	4	2	22	31
TOTALS			18	28	61	36	37	180

B.6. Further develop an environmental awareness and acceptance of stewardship role for the environment.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	26	10	6	3		45
		2	1	12	6	5		24
		3		2	18	8	2	30
		4			1	13	3	17
	high	5	1	2	1	4	13	21
TOTALS			28	26	32	33	18	137

Expectations

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	40	10	12	1	3	66
		2	2	14	9	4	2	31
		3	1	2	24	18	2	47
		4		1	2	12	2	17
	high	5	1		1	5	18	25
TOTALS			44	27	48	40	27	186

Expectations

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	30	2	5	1	3	41
		2	1	17	7	4	1	30
		3		2	30	10	8	50
		4		1	5	23	5	34
	high	5	2	3		3	15	23
TOTALS			33	25	47	41	32	178

APPENDIX C
Expectations vs. Outcomes

C. Personal Development and Enrichment

C.1. Become stronger in body, mind, and spirit.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	6	1	1	1	2	11
	2			1		3	1	5
	3			1	13	13	5	32
	4			1	2	22	15	40
high	5	1	3	1	16	29	50	
TOTALS			7	7	17	55	52	138

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	5	1	1	2		9
	2			3	2	7	3	15
	3			2	12	14	7	35
	4			2	7	33	14	56
high	5			2	6	8	55	71
TOTALS			5	10	28	64	79	186

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	2		4	2	2	10
	2			2	6	4	4	16
	3			2	16	13	7	38
	4				6	36	14	56
high	5			2	1	12	48	63
TOTALS			2	6	33	67	75	183

C.2. Be concerned for wholeness and human development.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	10	3	3		3	19
	2			3	5	2	2	12
	3				22	16	5	43
	4			2	5	21	6	34
high	5			1	1	4	23	29
TOTALS			10	9	36	43	39	137

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	11	2	2	1	1	17
	2			6	6	10		22
	3			3	20	17	6	46
	4			2	4	30	12	48
high	5			1	3	2	43	49
TOTALS			11	14	35	60	62	182

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	5	4	5	1	1	16
	2			7	7	6	4	24
	3			2	29	11	6	48
	4			1	3	43	16	63
high	5					6	25	31
TOTALS			5	14	44	67	52	182

C.3. Discipline myself to achieve excellence in my work.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	4		3			7
	2			1		1	2	4
	3			3	10	7	8	28
	4			3	2	21	11	37
high	5			2	7	8	46	63
TOTALS			4	9	22	37	67	139

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	3	1	1	1	2	8
	2			3	3	5	2	13
	3			2	5	11	6	24
	4				5	19	19	43
high	5			2	4	20	73	99
TOTALS			3	8	18	56	102	187

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1			1	4	1	6
	2		1	1	5	1	1	9
	3			2	10	13	10	35
	4			2	6	29	20	57
high	5				5	12	59	76
TOTALS			1	5	27	59	91	183

APPENDIX C
Expectations vs. Outcomes

C.4. Increase self-insight and self-discovery.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	7	2	2		1	12
	2			2	4	2	4	12
	3			2	14	5	10	31
	4			2	2	27	14	45
	high	5		1	1	8	29	39
TOTALS			7	9	23	42	58	139

Expectations

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	7	2	1		3	13
	2			4	8	4		16
	3			1	13	16	4	34
	4			1	5	29	17	52
	high	5		3	5	8	55	71
TOTALS			7	11	32	57	79	186

Expectations

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	1	1	2	3	1	8
	2			5	5	6	6	22
	3			1	20	9	9	39
	4					43	14	57
	high	5			4	5	48	57
TOTALS			1	7	31	66	78	183

C.5. Become a life-long learner, seeking knowledge to continue my development.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	5	3	2	2	4	16
	2				1	2	1	4
	3				7	6	14	27
	4				2	19	17	38
	high	5		1	1	2	10	39
TOTALS			6	4	14	39	75	138

Expectations

		Outcomes					TOTALS		
		low	1	2	3	4		high	
Expectations	low	1	8	1		4	3	16	
	2			1	2	6	4	4	17
	3				3	4	7	6	20
	4					3	22	23	48
	high	5				3	9	72	84
TOTALS			9	6	16	46	108	185	

Expectations

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	3		2	1	6	12
	2			2	8	6	4	20
	3				13	8	16	37
	4				4	34	15	53
	high	5			4	6	54	64
TOTALS			3	2	31	55	95	186

C.6. Effectively use my leisure time.

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	10	4	4	1	2	21
	2		1	4	8	3	2	18
	3		1	4	13	9	4	31
	4			1	1	17	5	24
	high	5		1	4	1	10	26
TOTALS			13	17	27	40	39	136

Expectations

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	14	5	4	4	3	30
	2		1	5	5	9	1	21
	3		2	2	11	9	8	32
	4			1	5	27	11	44
	high	5		1	3	7	7	42
TOTALS			18	16	32	56	65	187

Expectations

		Outcomes					TOTALS	
		low	1	2	3	4		high
Expectations	low	1	7	2	3	5	6	23
	2		1	1	7	8	2	19
	3			2	22	12	4	40
	4			1	4	32	13	50
	high	5		3	5	7	37	52
TOTALS			8	9	41	64	62	184

APPENDIX D
Survey Instrument

ALUMNI SURVEY

INSTRUCTIONS: Specific instructions are given for completing many of the questions in this questionnaire. Where no instructions are given, please circle the numeral of the most appropriate response.

PERSONAL DATA

1. What is your gender?
 - 1 Female
 - 2 Male

2. How do you describe yourself? (Circle one.)
 - 1 Black or African American
 - 2 White or Caucasian
 - 3 Asian
 - 4 Hispanic
 - 5 Other _____

3. What year were you born? (Please enter the year in the blanks below.)

19 __ __

4. In what year did you receive your most recent degree from ETBU?
 - 1 2002
 - 2 2003
 - 3 2004
 - 4 2005
 - 5 2006

5. What was that degree? (Circle one.)
 - 1 Associate Degree
 - 2 Bachelor's Degree

6. In which academic department did you do your primary academic study (major/first teaching field)? (Circle one.)
 - 1 Behavioral Sciences (psychology, sociology)
 - 2 Biology (including pre-professional health programs)
 - 3 Business
 - 4 Chemistry/Physics
 - 5 Communication
 - 6 Computer Science
 - 7 English
 - 8 Foreign Languages/Modern Languages
 - 9 History/Political Science/Geography
 - 10 Kinesiology (including Athletic Training)
 - 11 Mathematics
 - 12 Music
 - 13 Nursing
 - 14 Religion
 - 15 Teacher Education (elementary education only)
 - 16 Theatre Arts

7. What was your typical academic year employment status while attending ETBU?
 - 1 Employed 1-9 hours per week
 - 2 Employed 10-19 hours per week
 - 3 Employed 20-29 hours per week
 - 4 Employed 30-39 hours per week
 - 5 Not employed

APPENDIX D
Survey Instrument

8. What types of financial aid were you receiving while attending ETBU?
- 1 None
 - 2 Scholarship/Grant
 - 3 Loan
 - 4 Work Study
 - 5 GI Bill
 - 6 Other (please specify) _____
9. Choose the option that describes your status when you first entered ETBU. (Circle only one.)
- 1 Entered directly after high school
 - 2 Entered after working (other than a summer job)
 - 3 Transferred from a junior or community college
 - 4 Transferred from a four-year college or university
 - 5 Entered from military service
 - 6 Other _____

GOALS

10. The following statements reflect the goals of many college students. In the first column, please circle the numerals of those goals that were important to you when you attended ETBU. In the second column, circle the numerals of those goals you feel you are achieving or have achieved as a result of your experiences at ETBU.

These goals were important to me when I attended ETBU.



These goals I am achieving or have achieved.



Academic Goals

- | | | |
|---|---|--|
| 1 | 1 | To increase in my knowledge and understanding in my academic field |
| 2 | 2 | To obtain a certificate or degree |

Career-Preparation Goals

- | | | |
|---|---|--|
| 3 | 3 | To discover my career interests |
| 4 | 4 | To formulate long-term career plans and/or goals |
| 5 | 5 | To prepare for a new career |
| 6 | 6 | To secure a good job |

Personal Development and Enrichment Outcomes

- | | | |
|----|----|--|
| 7 | 7 | Increased self-confidence |
| 8 | 8 | Improved leadership skills |
| 9 | 9 | Improved ability to get along with others |
| 10 | 10 | Learned knowledge and skills that enrich my daily life |
| 11 | 11 | Being supported by a Christian community in my spiritual journey |
| 12 | 12 | Being actively involved in student life and campus activities |
| 13 | 13 | Increased participation in cultural and social events |
| 14 | 14 | Increased understanding of God's will for my life |
| 15 | 15 | Developed ability to be independent, self-reliant, and adaptable |

11. From the list in question 10, please select the *three* that *now* seem to you to be the most important results of having attended ETBU. For example, if you now think that the most important result for you was "improved leadership skills," enter the number 8 in the first box.

Most Important

Second Most Important

Third Most Important

APPENDIX D
Survey Instrument

12. When you attended ETBU, what was your church affiliation?

↓ ↓
What is your church affiliation now?

- | | | |
|---|---|--------------------------|
| 1 | 1 | Baptist |
| 2 | 2 | Methodist |
| 3 | 3 | Presbyterian |
| 4 | 4 | Church of Christ |
| 5 | 5 | Christian |
| 6 | 6 | Catholic |
| 7 | 7 | Church of God |
| 8 | 8 | Other church affiliation |
| 9 | 9 | No church affiliation |

CAREER/EMPLOYMENT INFORMATION

13. Since you completed your program at ETBU, have you been employed for pay?

- 1 Yes, I am currently employed full-time
- 2 Yes, I am currently employed part-time
- 3 Yes, I was employed after leaving ETBU, but currently am unemployed and looking for work
- 4 Yes, I was employed after leaving ETBU, but currently am unemployed and not looking for work
- 5 No, I was never employed after leaving ETBU (If no, skip to question 19.)

14. a. What was the first job you had after you completed your program at ETBU (e.g., accountant, engineer, salesperson, teacher)? _____

b. Was this job full-time or part-time?

- 1 Full-time
- 2 Part-time

15. a. What is your current position/job? If you are not currently employed, what was your most recent job?

b. Is this job full-time or part-time?

- 1 Full-time
- 2 Part-time

16. Is your current job/position related to your major field of study at ETBU?

- 1 Directly related
- 2 Somewhat related
- 3 Not related at all

17. How well did ETBU prepare you for the work you are now doing (or if you are not currently employed, for the work you did most recently)?

- 1 Excellent preparation
- 2 Good preparation
- 3 Adequate preparation
- 4 Inadequate preparation

18. Which statement *best* describes how you regard your current job? (circle one)

- 1 Temporary job
- 2 Job with *possible* career potential
- 3 Job with *definite* career potential
- 4 Other (please specify) _____

19. Since completing your program at ETBU, have you undertaken further formal study?

- 1 Yes
- 2 No (If no, skip to question 24.)

APPENDIX D
Survey Instrument

20. What degree or certificate were/are you seeking?

- 1 Certificate _____
- 2 Associate Degree
- 3 Bachelor's Degree
- 4 Master's Degree
- 5 Doctoral Degree
- 6 None

21. Have you completed requirements of this certificate or degree?

- 1 Yes
- 2 No, but am still enrolled seeking it
- 3 No, but still plan to complete it even though I am not currently enrolled
- 4 No, and I do not expect to complete it
- 5 Does not apply

22. Please write in the major or area of study associated with this degree or certificate.

23. How well did ETBU prepare you for your additional formal education?

- 1 Excellent preparation
- 2 Good preparation
- 3 Adequate preparation
- 4 Inadequate preparation

24. During the past year, about how often have you done the following?

- | | | | | |
|---|----------------|-------------------|----------------------|---|
| | 1 – Not at all | | | |
| | ↓ | 2 – Once or twice | | |
| | | ↓ | 3 – About once/month | |
| | | | ↓ | 4 – About once/week |
| | ↓ | ↓ | ↓ | ↓ |
| 1 | 2 | 3 | 4 | Visited an art gallery, art exhibit, or art museum |
| 1 | 2 | 3 | 4 | Attended one or more musical or theatrical performances |
| 1 | 2 | 3 | 4 | Participated in or worked on some artistic, musical, or theatrical production or performance |
| 1 | 2 | 3 | 4 | Followed a regular schedule of exercise or practice in some sport |
| 1 | 2 | 3 | 4 | Attempted to maintain a lifestyle (eating, sleeping, exercise, etc.) based on currently accepted principles of nutrition and health |
| 1 | 2 | 3 | 4 | Voted in a local, state, or national election |
| 1 | 2 | 3 | 4 | Participated in a community organization (partisan or non-partisan) |
| 1 | 2 | 3 | 4 | Attempted to be well informed of national and local issues |
| 1 | 2 | 3 | 4 | Followed events and issues of international significance |
| 1 | 2 | 3 | 4 | Worked as a volunteer in some civic organization or on a special project |
| 1 | 2 | 3 | 4 | Attended religious services |
| 1 | 2 | 3 | 4 | Contributed in time and service to the life of a religious organization |
| 1 | 2 | 3 | 4 | Read a book unrelated to my work or study |

EXPERIENCES AT ETBU

25. How satisfied were you with the following aspects of academic life at ETBU?

- | | | | | |
|---|--------------------|---------------|------------------------|---------------------------|
| | 1 – Very Satisfied | | | |
| | ↓ | 2 – Satisfied | | |
| | | ↓ | 3 – Somewhat Satisfied | |
| | | | ↓ | 4 – Dissatisfied |
| | | | | ↓ |
| | | | | 5 – Very Dissatisfied |
| | ↓ | ↓ | ↓ | ↓ |
| 1 | 2 | 3 | 4 | 5 |
| | | | | General education program |

APPENDIX D
Survey Instrument

- | | | | | | |
|---|---|---|---|---|---|
| 1 | 2 | 3 | 4 | 5 | Attitude of faculty towards students |
| 1 | 2 | 3 | 4 | 5 | Course offerings in major |
| 1 | 2 | 3 | 4 | 5 | Major |
| 1 | 2 | 3 | 4 | 5 | Variety of courses offered |
| 1 | 2 | 3 | 4 | 5 | Quality of faculty advising |
| 1 | 2 | 3 | 4 | 5 | Electives outside major |
| 1 | 2 | 3 | 4 | 5 | Commitment of faculty to teaching |
| 1 | 2 | 3 | 4 | 5 | Availability of faculty advisor |
| 1 | 2 | 3 | 4 | 5 | Quality of instruction |
| 1 | 2 | 3 | 4 | 5 | Career preparation |
| 1 | 2 | 3 | 4 | 5 | Campus stimulation of intellectual growth |
| 1 | 2 | 3 | 4 | 5 | Spiritual sensitivity of faculty |
| 1 | 2 | 3 | 4 | 5 | Academic calendar |
| 1 | 2 | 3 | 4 | 5 | Quality of instruction of major field |
| 1 | 2 | 3 | 4 | 5 | Availability of internships/practica |
| 1 | 2 | 3 | 4 | 5 | Other _____ |

26. Please indicate your satisfaction or dissatisfaction with the following services or activities by circling the appropriate numeral. If you did not know about these services, please put a circle around numeral 5 under the column "Did Not Know About." If you knew about the services, but did not use them, circle the numeral 6.

- | | | | | | | |
|--------------------|---------------|------------------|-----------------------|------------------------|-----------------|-------------------------------------|
| 1 – Very Satisfied | | | | | | |
| ↓ | 2 – Satisfied | | | | | |
| ↓ | ↓ | 3 – Dissatisfied | | | | |
| ↓ | ↓ | ↓ | 4 – Very Dissatisfied | | | |
| ↓ | ↓ | ↓ | ↓ | 5 – Did Not Know About | | |
| ↓ | ↓ | ↓ | ↓ | ↓ | 6 – Did Not Use | |
| ↓ | ↓ | ↓ | ↓ | ↓ | ↓ | |
| 1 | 2 | 3 | 4 | 5 | 6 | Admissions process |
| 1 | 2 | 3 | 4 | 5 | 6 | Registration procedures |
| 1 | 2 | 3 | 4 | 5 | 6 | Business Office |
| 1 | 2 | 3 | 4 | 5 | 6 | Financial Aid Office |
| 1 | 2 | 3 | 4 | 5 | 6 | Intramural program |
| 1 | 2 | 3 | 4 | 5 | 6 | Cultural programs |
| 1 | 2 | 3 | 4 | 5 | 6 | College orientation program |
| 1 | 2 | 3 | 4 | 5 | 6 | Career services |
| 1 | 2 | 3 | 4 | 5 | 6 | College-sponsored social activities |
| 1 | 2 | 3 | 4 | 5 | 6 | Residence hall services |
| 1 | 2 | 3 | 4 | 5 | 6 | Library services |
| 1 | 2 | 3 | 4 | 5 | 6 | Library collection |
| 1 | 2 | 3 | 4 | 5 | 6 | Food services |
| 1 | 2 | 3 | 4 | 5 | 6 | Chapel programs |
| 1 | 2 | 3 | 4 | 5 | 6 | Campus ministries |
| 1 | 2 | 3 | 4 | 5 | 6 | Administrative availability |
| 1 | 2 | 3 | 4 | 5 | 6 | Community lifestyle expectations |
| 1 | 2 | 3 | 4 | 5 | 6 | Off-campus housing policies |
| 1 | 2 | 3 | 4 | 5 | 6 | Bookstore |
| 1 | 2 | 3 | 4 | 5 | 6 | Computer services |
| 1 | 2 | 3 | 4 | 5 | 6 | Library facilities |
| 1 | 2 | 3 | 4 | 5 | 6 | Classroom facilities |
| 1 | 2 | 3 | 4 | 5 | 6 | Recreational facilities |
| 1 | 2 | 3 | 4 | 5 | 6 | Athletic facilities |
| 1 | 2 | 3 | 4 | 5 | 6 | Religious activities and programs |
| 1 | 2 | 3 | 4 | 5 | 6 | Other _____ |
| 1 | 2 | 3 | 4 | 5 | 6 | _____ |

APPENDIX D
Survey Instrument

27. Evaluate on a scale from 1 to 5 both the “expectations” you had when you began your studies at ETBU and the actual “outcome” of that experience. For *expectations*, a rating of 1 means you had no expectations; a rating of 5 means you had very high expectations to attain the outcome in the statement. For *outcomes*, a rating of 1 means you did not experience the outcome specified in the statement; a rating of 5 means that you experienced it as a very important outcome.

Please circle your rating for “expectation” and for “outcome.”

A. DEVELOPMENT OF INTELLECT

<i>Expectations</i>	<i>Outcomes</i>	
1 2 3 4 5	1 2 3 4 5	Develop an interest in the worth of ideas regardless of their immediate utility
1 2 3 4 5	1 2 3 4 5	Cultivate an awareness of the physical world
1 2 3 4 5	1 2 3 4 5	Develop concern with cultural, social, and political realms in national and international affairs
1 2 3 4 5	1 2 3 4 5	Develop competence to examine problems and potential solutions
1 2 3 4 5	1 2 3 4 5	Develop an interest and appreciation of the arts and humanities
1 2 3 4 5	1 2 3 4 5	Learn to think and act independently
1 2 3 4 5	1 2 3 4 5	Articulate with increasing understanding the central values of my religious faith
1 2 3 4 5	1 2 3 4 5	Develop a basic approach and curiosity about a variety of fields of knowledge
1 2 3 4 5	1 2 3 4 5	Use mathematics and quantitative methods
1 2 3 4 5	1 2 3 4 5	Acquire an understanding of the structures and organizations in society that work to provide for order
1 2 3 4 5	1 2 3 4 5	Develop my ability to express myself orally
1 2 3 4 5	1 2 3 4 5	Develop my ability to express myself in writing
1 2 3 4 5	1 2 3 4 5	Develop my analysis and critical thinking skills
1 2 3 4 5	1 2 3 4 5	Develop an interest in and understanding of history
1 2 3 4 5	1 2 3 4 5	Other(s) (specify) _____
1 2 3 4 5	1 2 3 4 5	_____

B. COMMUNITY GOALS

<i>Expectations</i>	<i>Outcomes</i>	
1 2 3 4 5	1 2 3 4 5	Purposely adopt a style of servant-hood in all life
1 2 3 4 5	1 2 3 4 5	Experience what it means to love God and neighbors
1 2 3 4 5	1 2 3 4 5	Learn to accept others on their own merits, without regard to wealth, position, sex, or color
1 2 3 4 5	1 2 3 4 5	Experience a true community through shared experiences
1 2 3 4 5	1 2 3 4 5	Join others in effecting social change
1 2 3 4 5	1 2 3 4 5	Further develop an environmental awareness and acceptance of stewardship role for the environment
1 2 3 4 5	1 2 3 4 5	Other(s) (specify) _____
1 2 3 4 5	1 2 3 4 5	_____

C. PERSONAL DEVELOPMENT AND ENRICHMENT

<i>Expectations</i>	<i>Outcomes</i>	
1 2 3 4 5	1 2 3 4 5	Become stronger in body, mind, and spirit
1 2 3 4 5	1 2 3 4 5	Be concerned for wholeness and human development
1 2 3 4 5	1 2 3 4 5	Discipline myself to achieve excellence in my work
1 2 3 4 5	1 2 3 4 5	Increase self-insight and self-discovery
1 2 3 4 5	1 2 3 4 5	Become a life-long learner, seeking knowledge to continue my development
1 2 3 4 5	1 2 3 4 5	Effectively use my leisure time