

# Cooperative Institutional Research Program (CIRP)

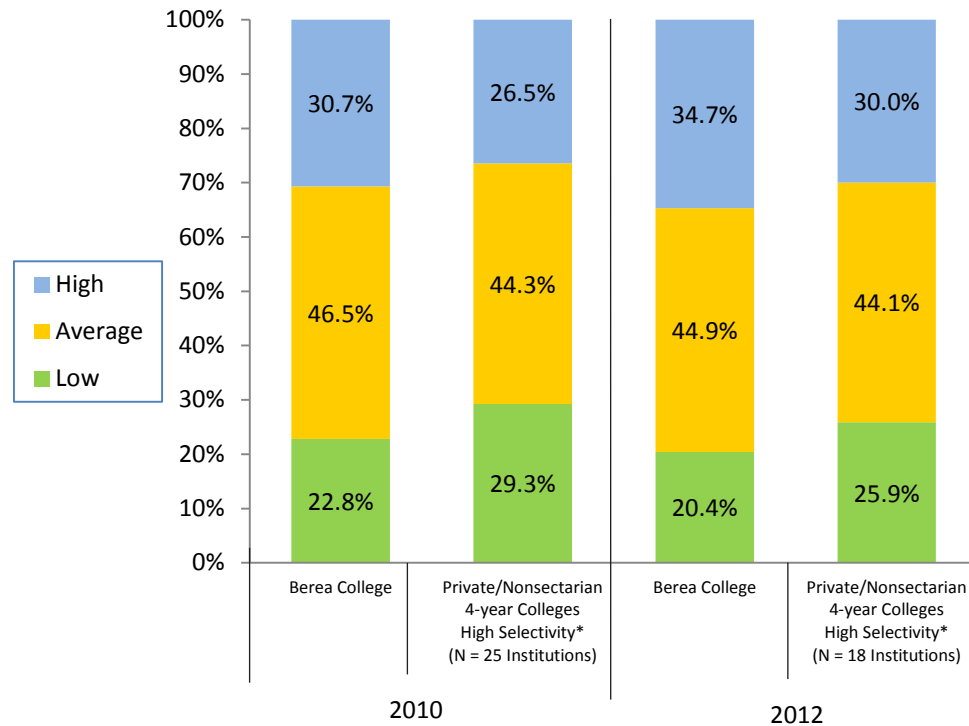
Construct and Theme Reports

Fall 2012 First-Year Students

Comparisons of Berea and  
Non-Sectarian (High Selectivity)  
Colleges

(Based on First-Year Students Only; does not include New Transfer Students)

**Construct: Habits of Mind** - A unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.



Survey items included in the construct, **Habits of Mind**:

*How often in the past year did you...?  
(Frequently, Occasionally, Not at all)*

- Seek solutions to problems and explain them to others
- Support your opinions with a logical argument
- Seek alternative solutions to a problem
- Evaluate the quality or reliability of information you received
- Explore topics on your own, even though it was not required for a class
- Seek feedback on your academic work
- Ask questions in class
- Look up scientific research articles and resources
- Revise your papers to improve your writing
- Take a risk because you feel you have more to gain
- Accept mistakes as part of the learning process

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

NOTE: "Low" represents students who are one-half standard deviation below the construct, Habits of Mind, mean. "Average" represents students whose scores are within one-half standard deviation of the construct mean. "High" represents students who are one-half standard deviation or more above the construct mean.

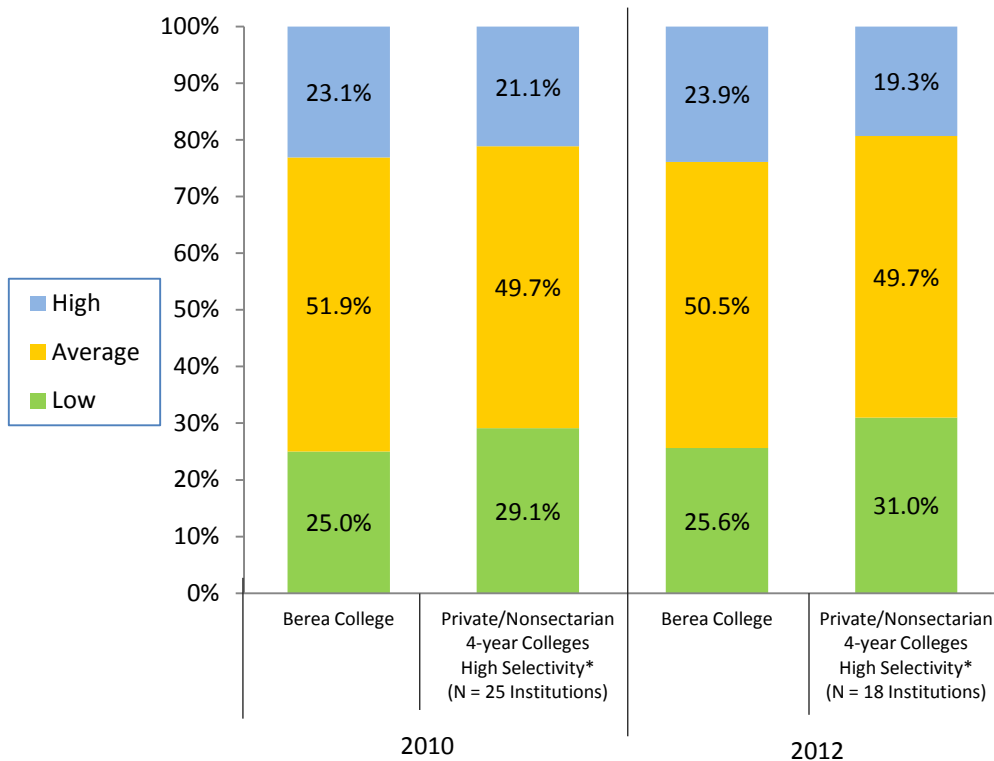
(Based on First-Year Students Only; does not include New Transfer Students)

**Construct: Academic Self-Concept** - *A unified measure of students' beliefs about their abilities and confidence in academic environments.*

Survey items included in the construct, **Academic Self-Concept**

*Rate yourself on each of the following traits as compared with the average person your age:  
(Highest 10%, Above Average, Average, Below Average, Lowest 10%)*

- Academic Ability
- Mathematical Ability
- Self-confidence (intellectual)
- Drive to achieve

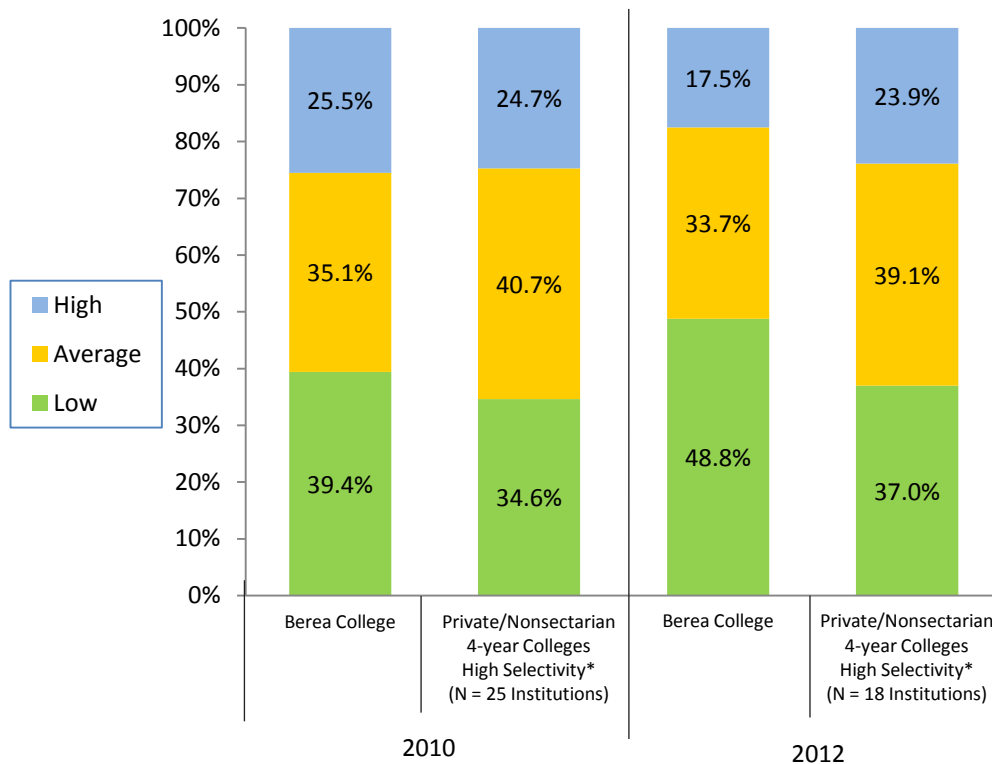


\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

NOTE: "Low" represents students who are one-half standard deviation below the construct, Academic Self-Concept, mean. "Average" represents students whose scores are within one-half standard deviation of the construct mean. "High" represents students who are one-half standard deviation or more above the construct mean.

(Based on First-Year Students Only; does not include New Transfer Students)

**Construct: Social Self-Concept** - *A unified measure of students' beliefs about their abilities and confidence in social situations.*



**Survey items included in the construct, Social Self-Concept:**

*Rate yourself on each of the following traits as compared with the average person your age. (Highest 10%, Above Average, Average, Below Average, Lowest 10%)*

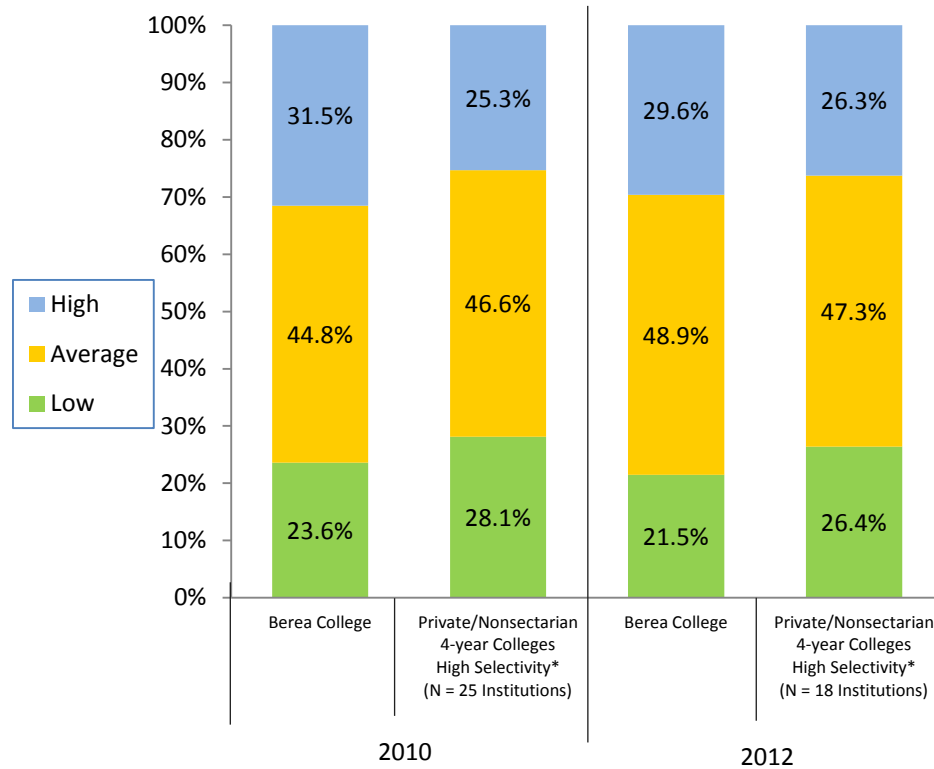
- Self Confidence (social)
- Leadership Ability
- Popularity
- Public speaking ability

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

NOTE: "Low" represents students who are one-half standard deviation below the construct, Social Self-Concept, mean. "Average" represents students whose scores are within one-half standard deviation of the construct mean. "High" represents students who are one-half standard deviation or more above the construct mean.

(Based on First-Year Students Only; does not include New Transfer Students)

**Construct: Pluralistic Orientation** - Measures skills and dispositions appropriate for living and working in a diverse society.



**Survey items included in the construct, Pluralistic Orientation:**

*Rate yourself on each of the following traits as compared with the average person your age. (Highest 10%, Above Average, Average, Below Average, Lowest 10%)*

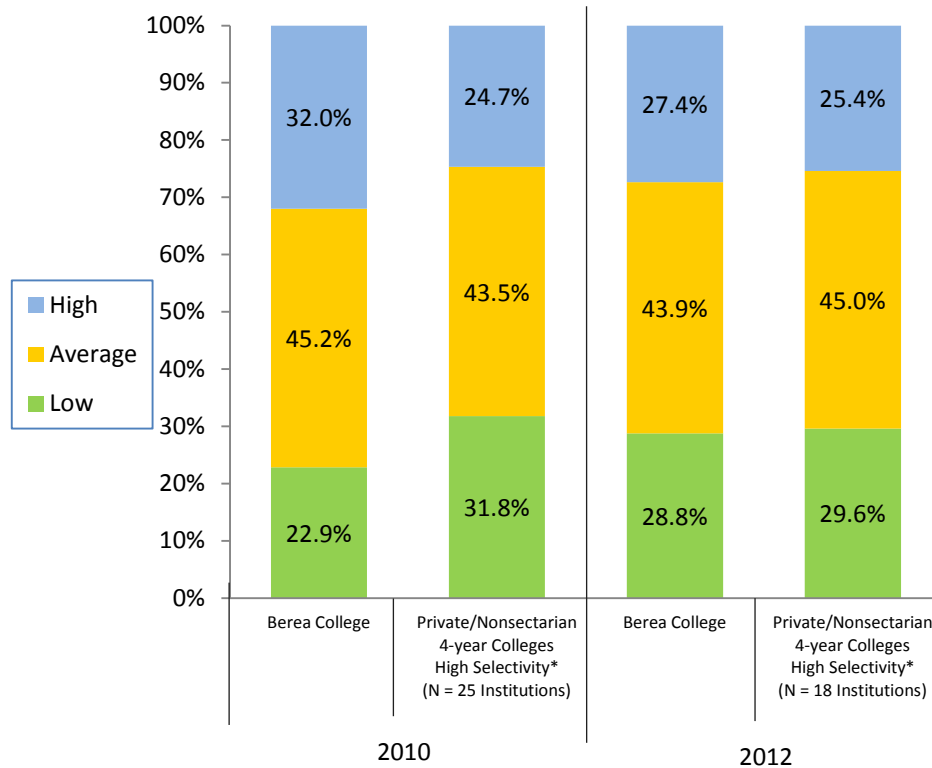
- Ability to work cooperatively with diverse people
- Tolerance of others with different beliefs
- Openness to having my own views challenged
- Ability to discuss and negotiate controversial issues
- Ability to see the world from someone else's perspective

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

NOTE: "Low" represents students who are one-half standard deviation below the construct, Pluralistic Orientation, mean. "Average" represents students whose scores are within one-half standard deviation of the construct mean. "High" represents students who are one-half standard deviation or more above the construct mean.

(Based on First-Year Students Only; does not include New Transfer Students)

**Construct: Social Agency** - Measures the extent to which students value political and social involvement as a personal goal.



Survey items included in the construct, **Social Agency**:

*Indicate the importance to you personally of each of the following: (Essential, Very Important, Somewhat Important, Not Important)*

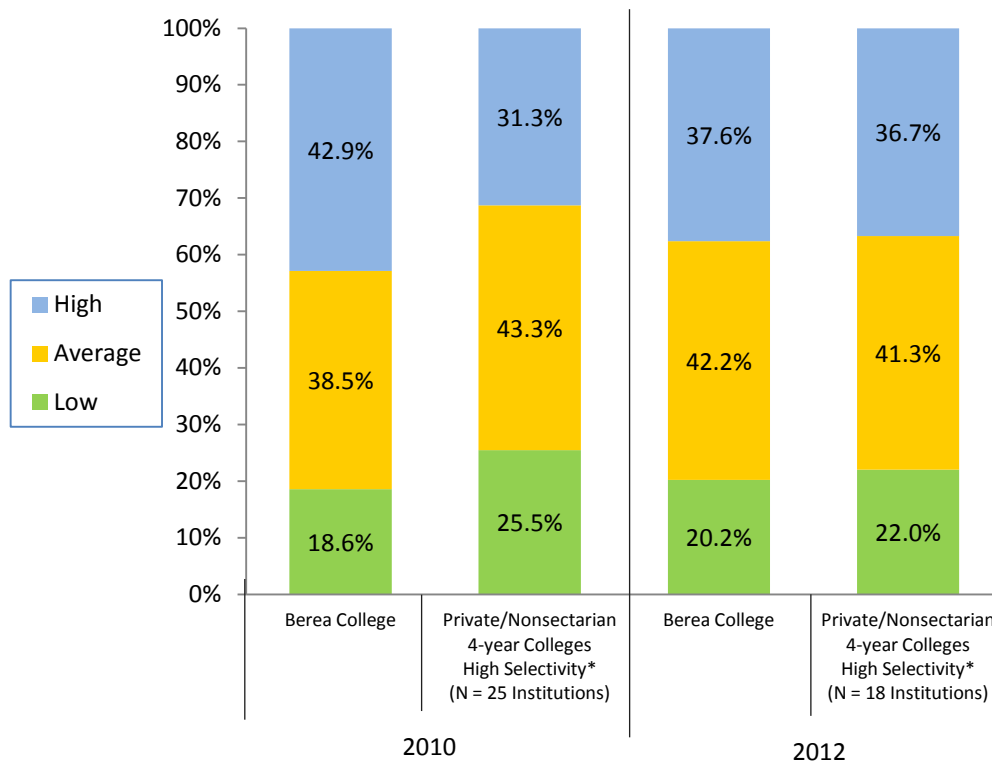
- Participating in a community action program
- Helping to promote racial understanding
- Becoming a community leader
- Influencing social values
- Helping others who are in difficulty
- Keeping up to date with political affairs

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

NOTE: "Low" represents students who are one-half standard deviation below the construct, Social Agency, mean. "Average" represents students whose scores are within one-half standard deviation of the construct mean. "High" represents students who are one-half standard deviation or more above the construct mean.

(Based on First-Year Students Only; does not include New Transfer Students)

**Construct: College Reputation Orientation** - Measures the degree to which students value academic reputation and future career potential as a reason for choosing this college.



Survey items included in the construct,

**College Reputation Orientation:**

*How important was each reason in your decision to come here?  
(Very Important, Somewhat Important, Not Important)*

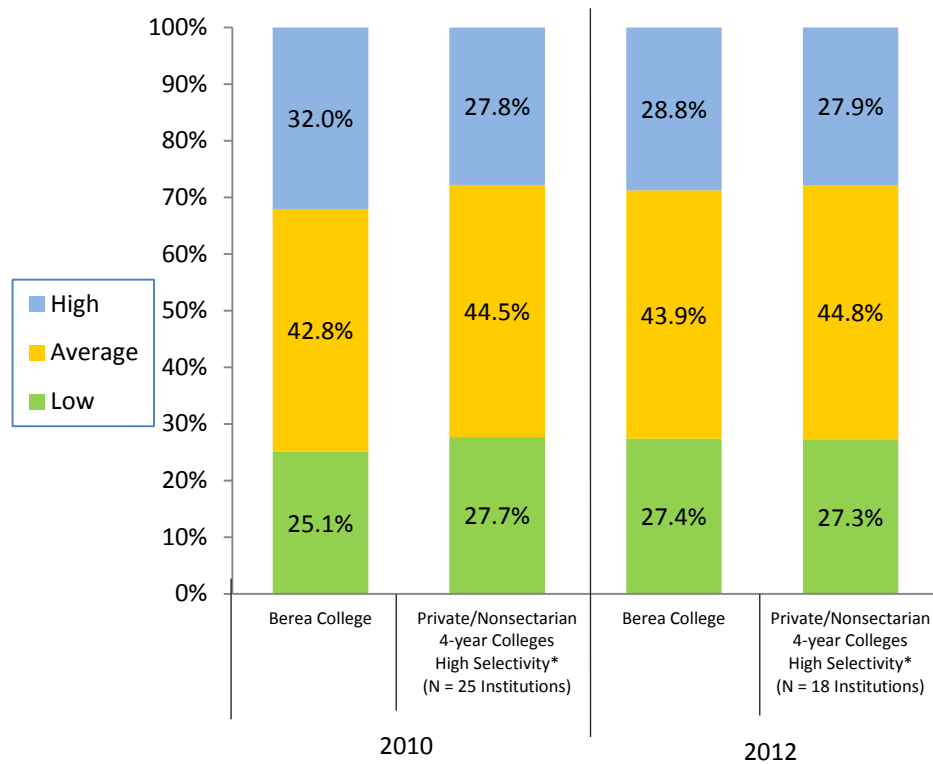
- This college's graduates get good jobs
- This college's graduates gain admission to top graduate/professional schools
- This college has a very good academic reputation

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

NOTE: "Low" represents students who are one-half standard deviation below the construct, College Reputation Orientation, mean. "Average" represents students whose scores are within one-half standard deviation of the construct mean. "High" represents students who are one-half standard deviation or more above the construct mean.

(Based on First-Year Students Only; does not include New Transfer Students)

**Construct: Likelihood of College Involvement** - *A unified measure of the students' expectations about their involvement in college life generally.*



Survey items included in the construct,

**Likelihood of College Involvement:**

*What is your best guess as to the chances that you will:  
 (Very Good Chance, Some Chance,  
 Very Little Chance, No Chance)*

- Participate in student clubs/groups
- Participate in volunteer or community service work
- Socialize with someone of another racial/ethnic group
- Participate in a study abroad program
- Participate in student government

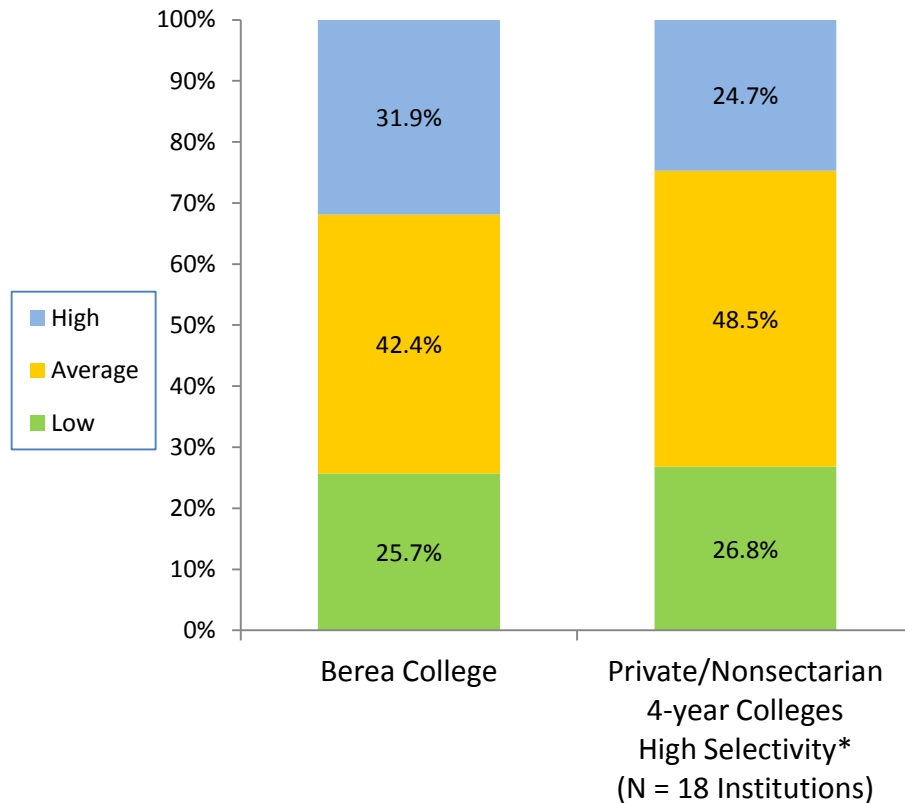
\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

NOTE: "Low" represents students who are one-half standard deviation below the construct, Likelihood of College Involvement, mean. "Average" represents students whose scores are within one-half standard deviation of the construct mean. "High" represents students who are one-half standard deviation or more above the construct mean.



(Based on First-Year Students Only; does not include New Transfer Students)

**Construct: Civic Engagement** - *Measures the extent to which students are motivated and involved in civic, electoral, and political activities.*



Survey items included in the construct,

**Civic Engagement:**

*Indicate which activities you did in the past year: (Frequently, Occasionally, Not at All)*

- Demonstrated for a cause (e.g. boycott, rally, protest)
- Worked on a local, state, or national campaign.
- Publicly communicated my opinion about a cause (e.g., blog, email, petition).
- Helped raise money for a cause or campaign
- Performed volunteer work

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NOTE: "Low" represents students who are one-half standard deviation below the construct, Likelihood of College Involvement, mean. "Average" represents students whose scores are within one-half standard deviation of the construct mean. "High" represents students who are one-half standard deviation or more above the construct mean.

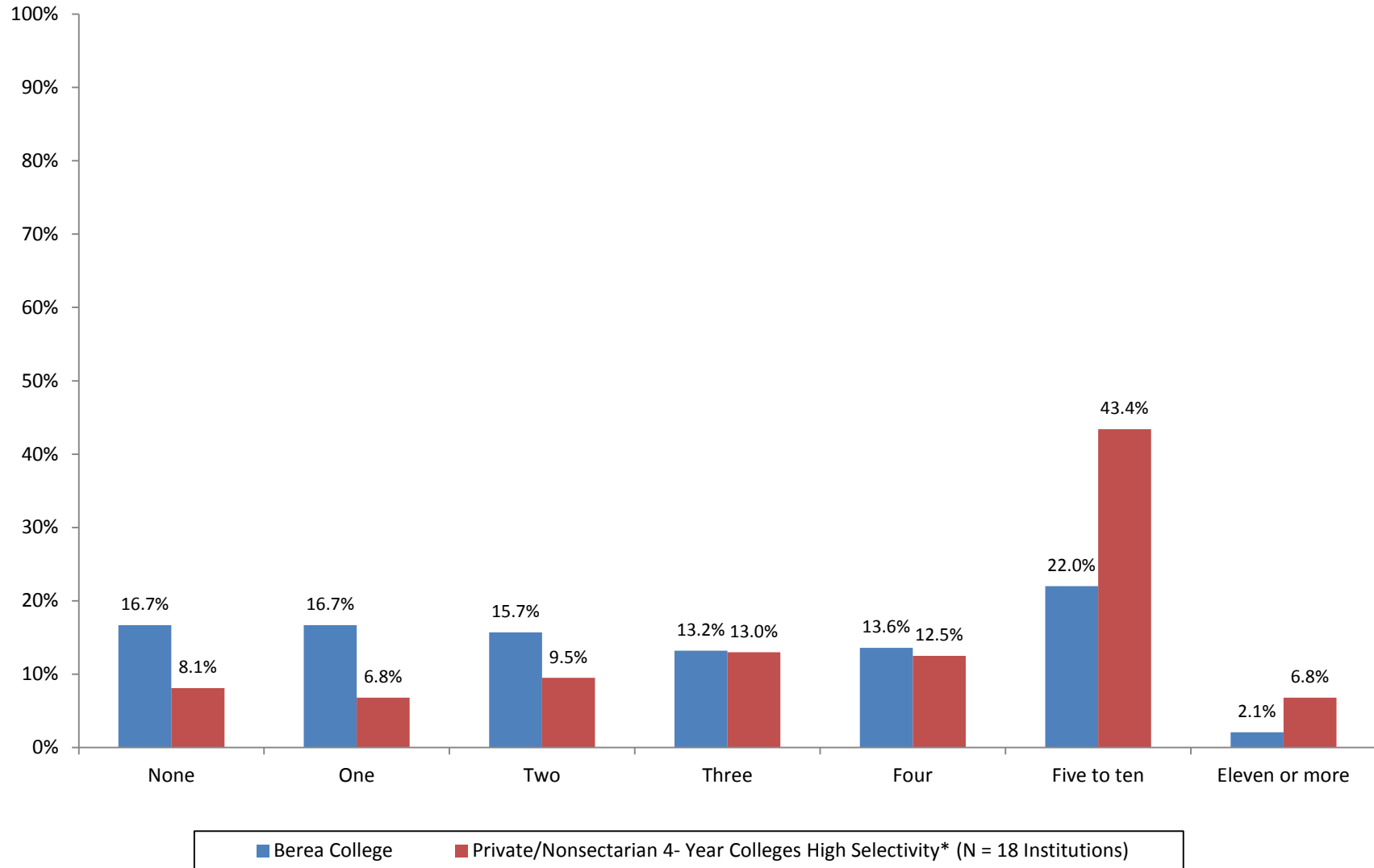
**Theme: College Choice** -- *These items illustrate the areas students may have considered in choosing to attend college in general, as well as a particular college.*

- To how many colleges other than this one did you apply for admission this year?  
(None, One, Two, Three, Four, Five, Six, Seven to ten, Eleven or more)
- Were you accepted by your first choice college?
- Is this college your: (First choice, Second choice, Third choice, Less than third choice)
- *In deciding to go to college, how important to you was each of the following reasons?*  
(*Very important = 3, Somewhat important = 2, Not important = 1*)
  1. To be able to get a better job
  2. To gain a general education and appreciation of ideas
  3. To make me a more cultured person
  4. To be able to make more money
  5. To learn more about things that interest me
  6. To get training for a specific career
  7. To prepare myself for graduate or professional school
- *How important was each reason in your decision to come here?*  
(*Very important = 3, Somewhat important = 2, Not important = 1*)
  1. My parents wanted me to come here
  2. My relatives wanted me to come here
  3. My teacher advised me
  4. This college has a very good academic reputation
  5. This college has a good reputation for its social activities
  6. I was offered financial assistance
  7. The cost of attending this college
  8. High school counselor advised me
  9. Private college counselor advised me
  10. I wanted to live near home
  11. Not offered aid by first choice
  12. Could not afford first choice
  13. This college's graduates gain admission to top graduate/professional schools
  14. This college's graduates get good jobs
  15. I was attracted by the religious affiliation/orientation of the college
  16. I wanted to go to a school about the size of this college
  17. Rankings in national magazines
  18. Information from a website
  19. I was admitted through an Early Action or Early Decision program
  20. The athletic department recruited me
  21. A visit to this campus
  22. Ability to take online courses
  23. The percentage of students that graduate this college.
- The current economic situation significantly affected my college choice  
(Agree strongly = 4, Agree somewhat = 3, Disagree somewhat = 2, Disagree strongly = 1)

**THEME: College Choice**

(Based on First-Year Students Only)

*To how many colleges other than this one did you apply for admission this year?*

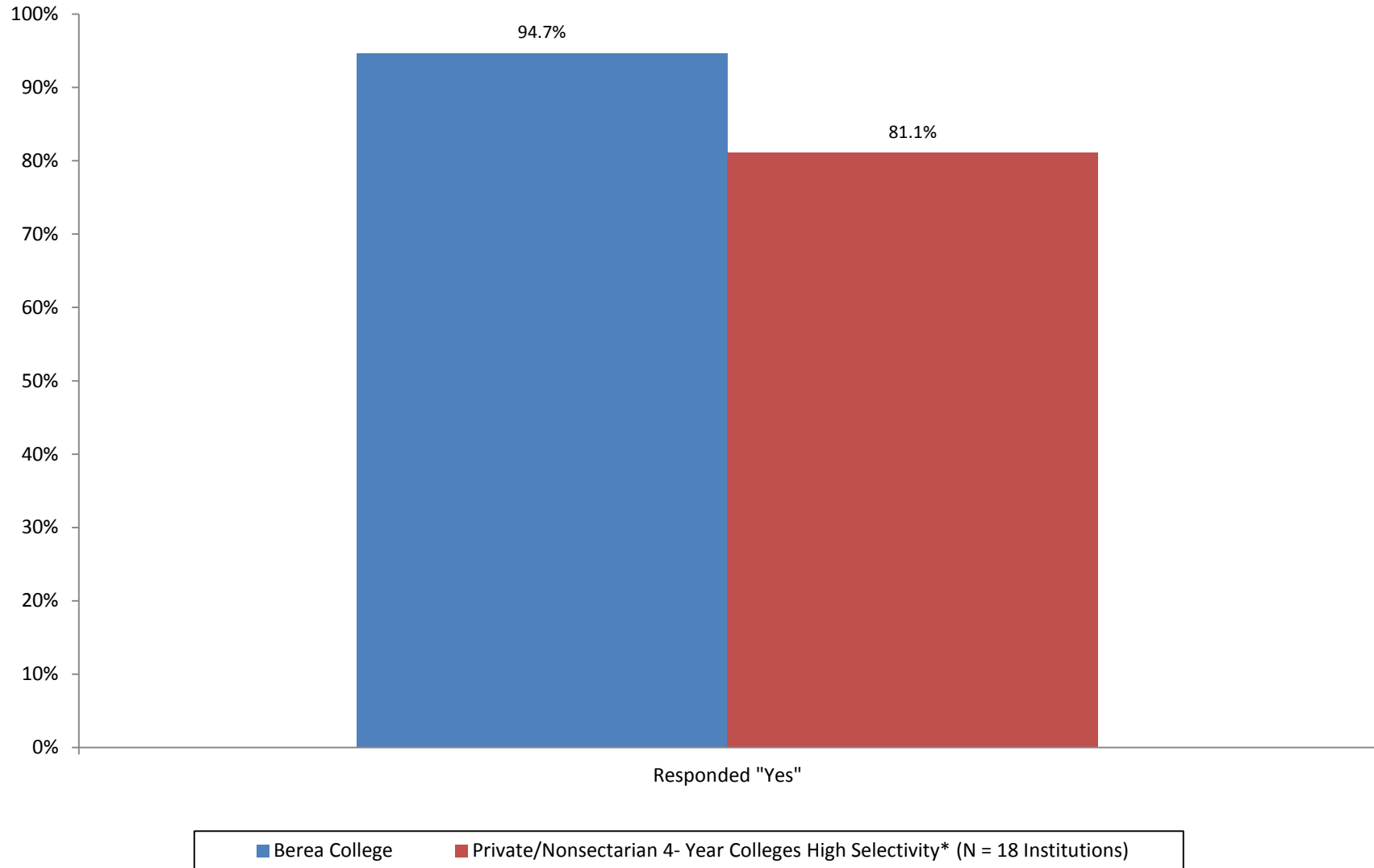


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**THEME: College Choice**

(Based on First-Year Students Only)

*Were you accepted by your first choice college?*

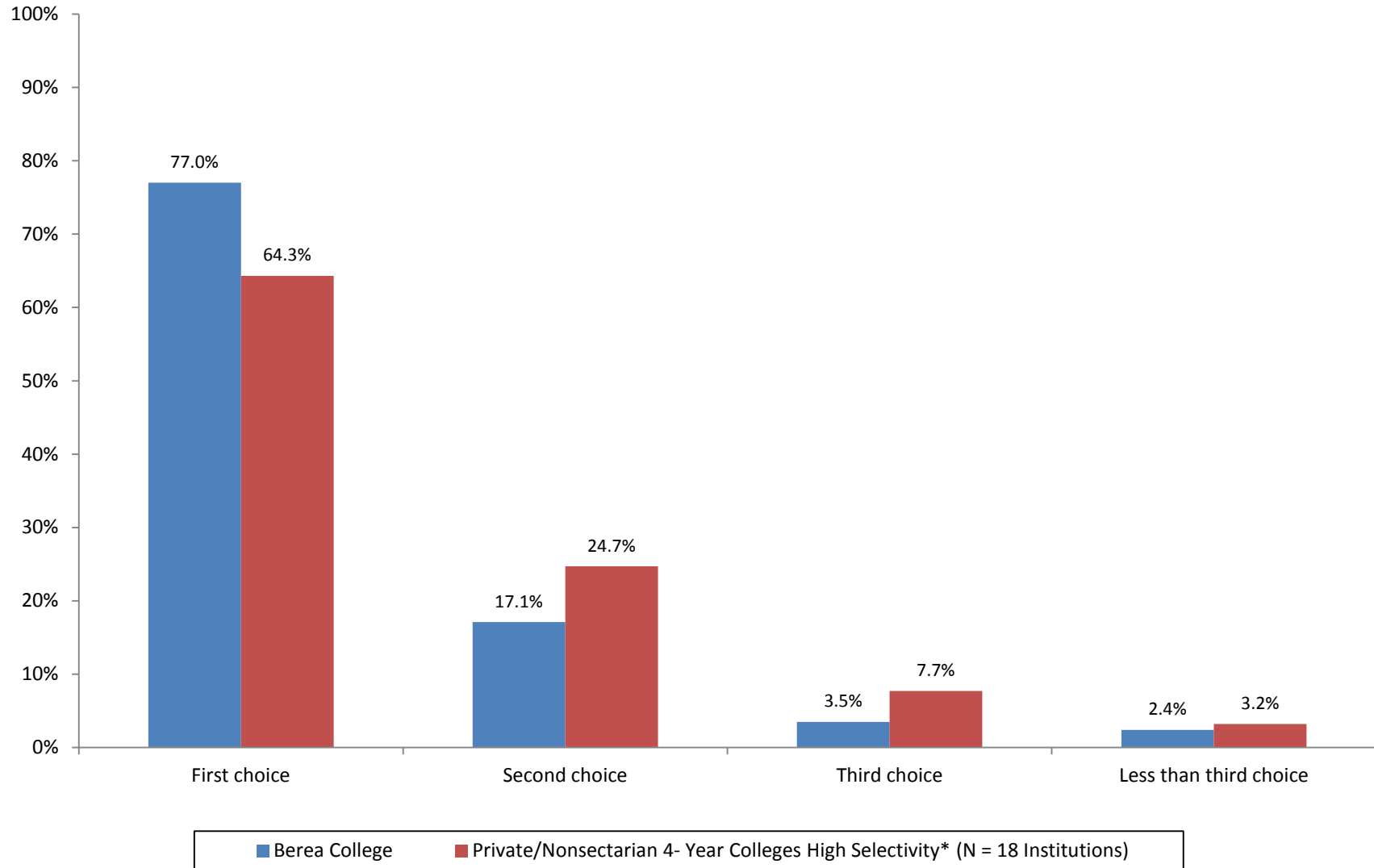


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**THEME: College Choice**

(Based on First-Year Students Only)

*Is this college your:*

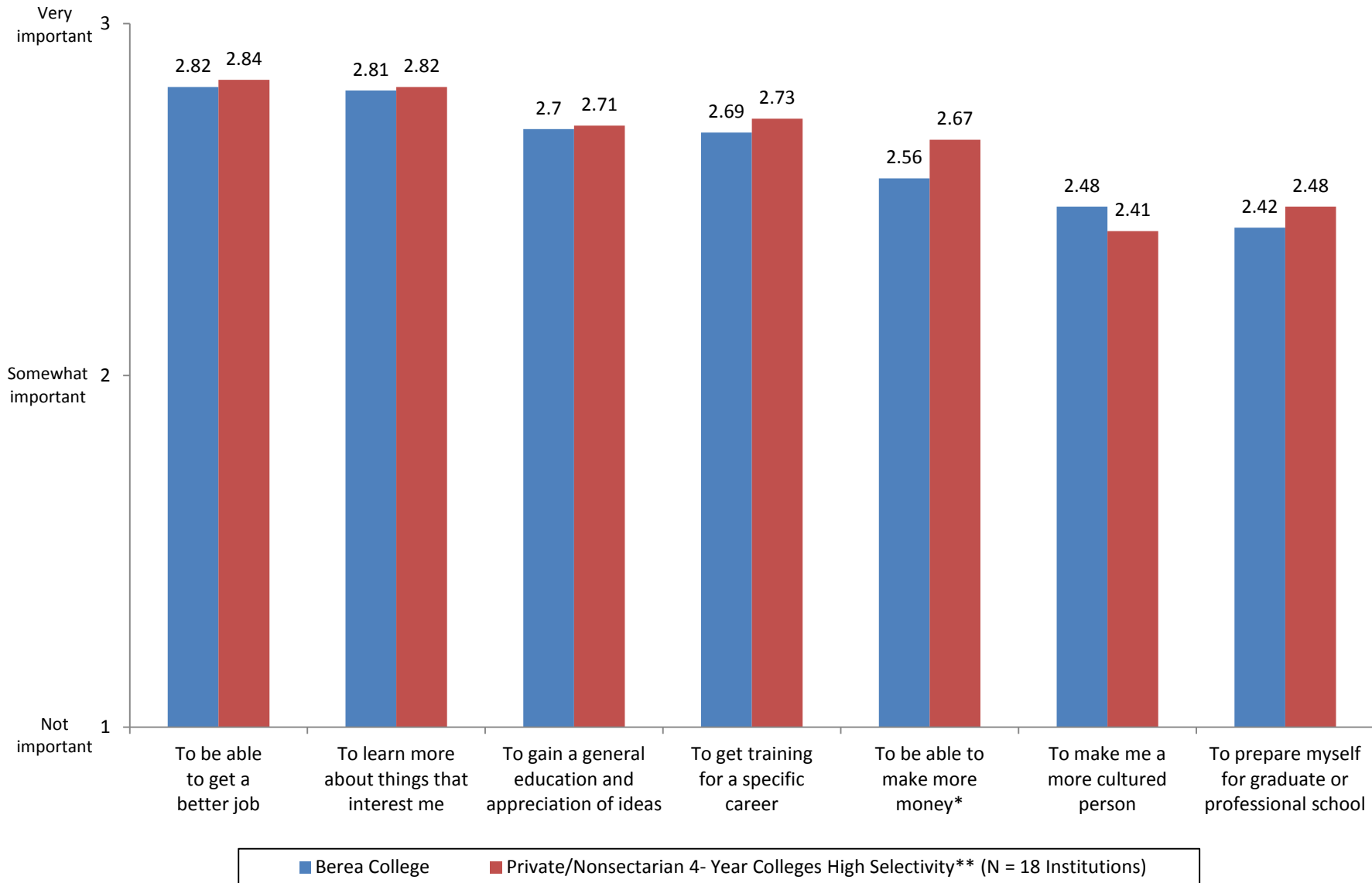


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**THEME: College Choice**

(Based on First-Year Students Only)

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



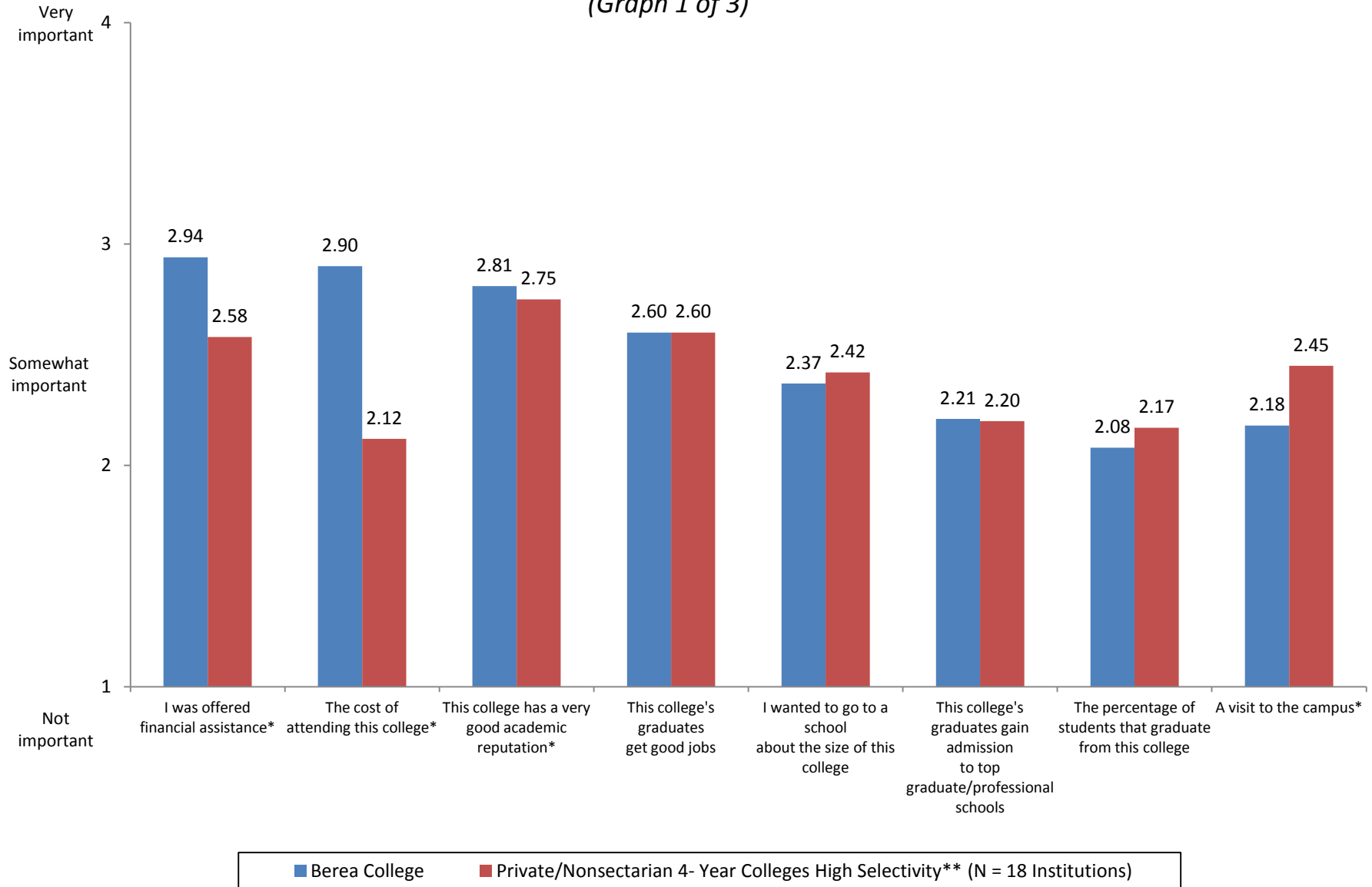
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: College Choice**

(Based on First-Year Students Only)

*How important was each reason in your decision to come here?  
(Graph 1 of 3)*



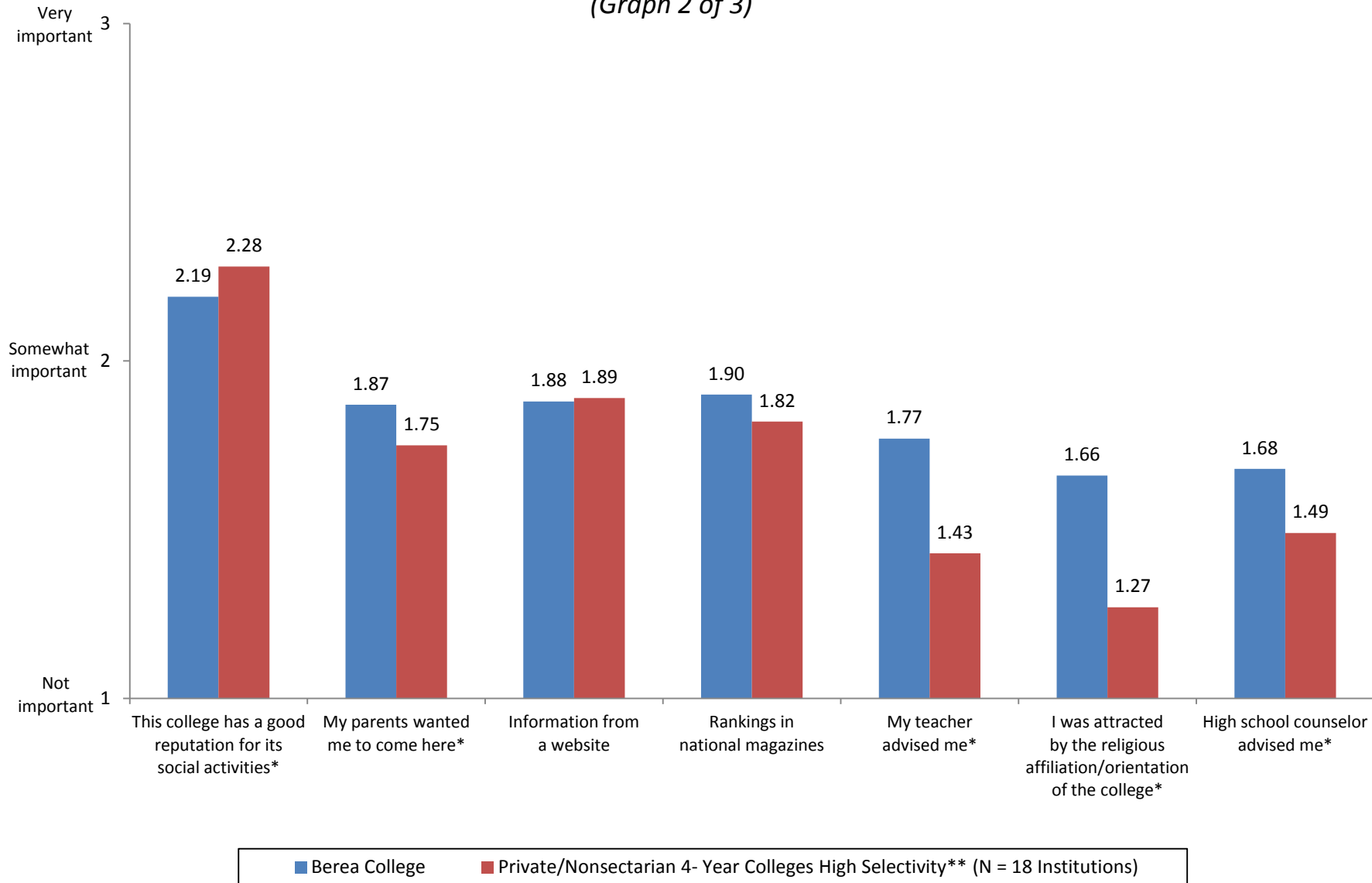
\*Statistically significant at the p <= .05 level.

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

**THEME: College Choice**

(Based on First-Year Students Only)

*How important was each reason in your decision to come here?  
(Graph 2 of 3)*



\*Statistically significant at the p <= .05 level.

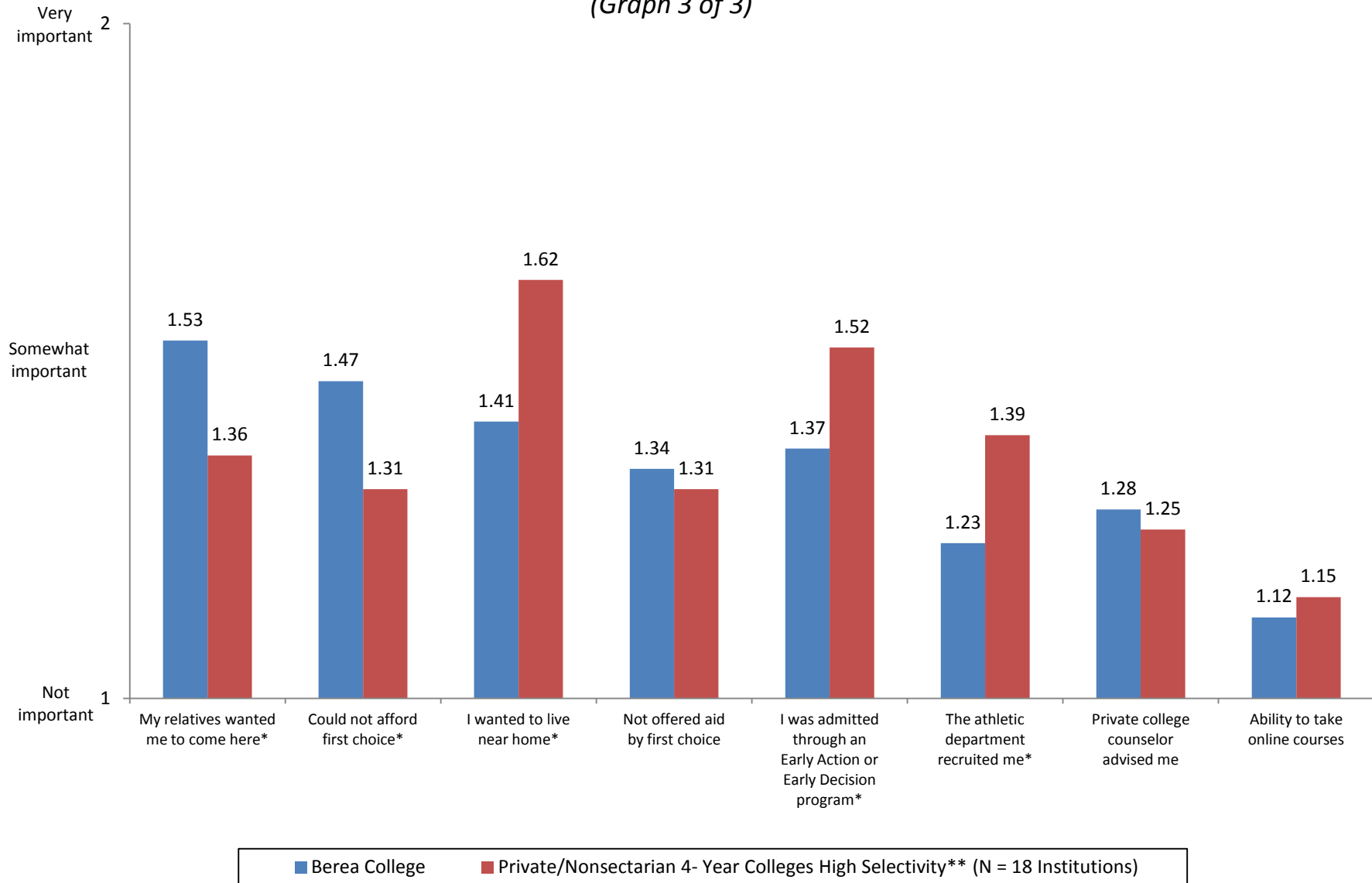
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**THEME: College Choice**

(Based on First-Year Students Only)

*How important was each reason in your decision to come here?  
(Graph 3 of 3)*



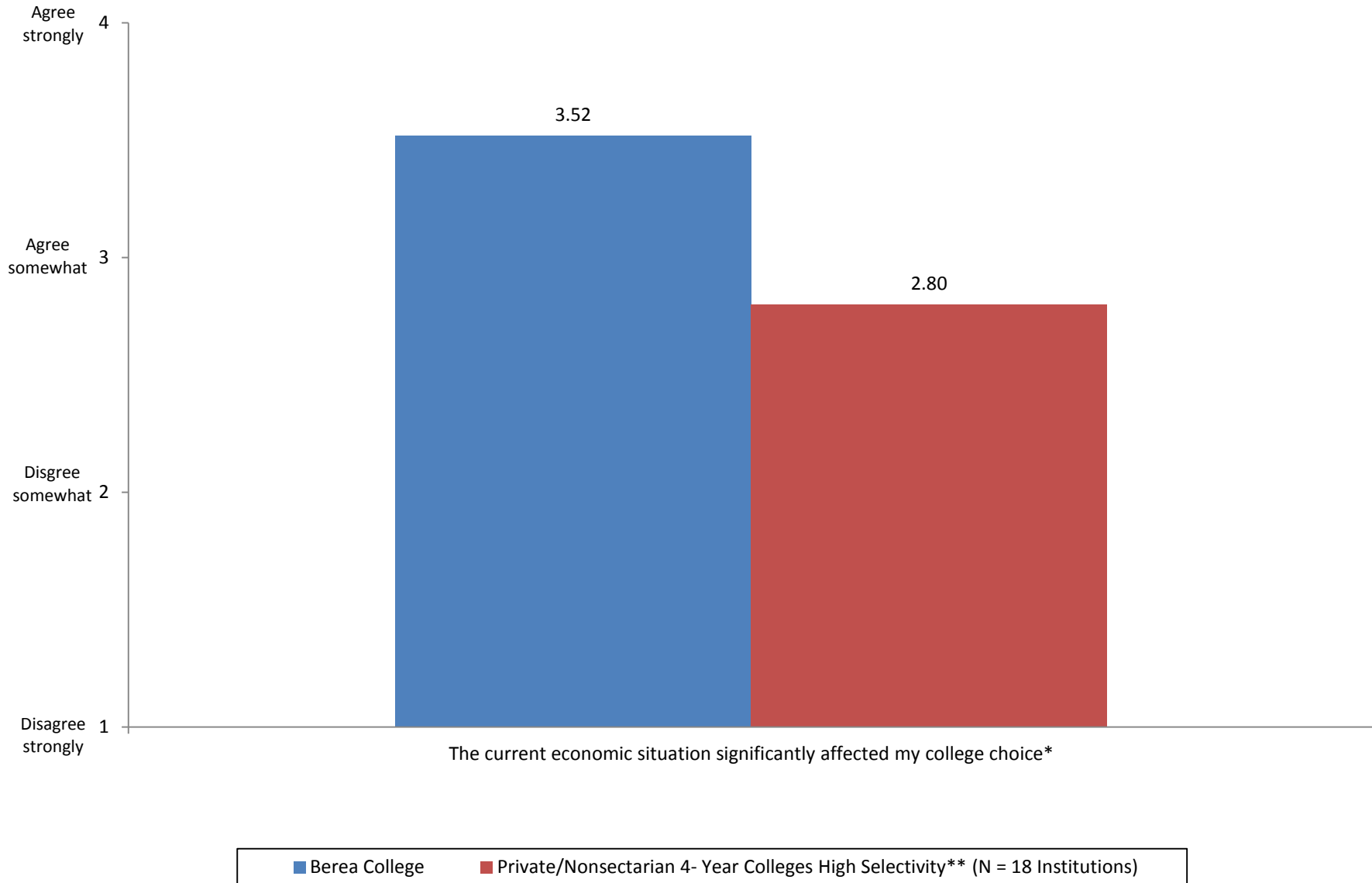
\*Statistically significant at the  $p \leq .05$  level.

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**THEME: College Choice**

(Based on First-Year Students Only)

*The current economic situation significantly affected my college choice*



\*Statistically significant at the  $p \leq .05$  level.

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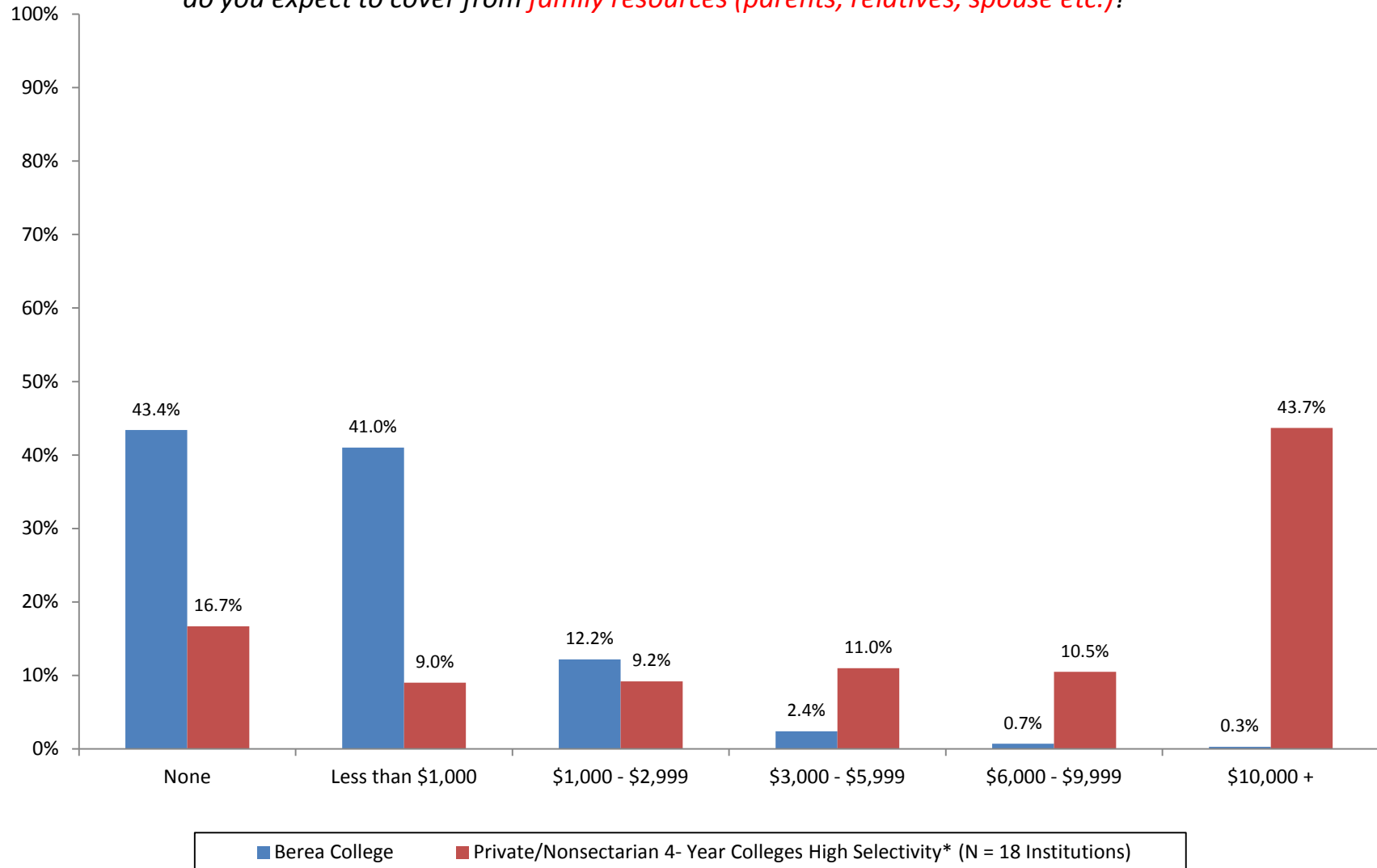
**Theme: Financing College** -- *These items relate to the financial issues associated with attending college.*

- How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?  
(None, Less than \$1,000, \$1,000-\$2,999, \$3,000-\$5,999, \$6,000-\$9,999, \$10,000+)
  1. Family resources (parents, relatives, spouse etc.)
  2. My own resources (savings from work, work-study, other income)
  3. Aid which need not be repaid (grants, scholarships, military funding, etc.)
  4. Aid which must be repaid (loans, etc.)
  5. Other than above
  
- What is the best estimate of your parents' total income last year? Consider income from all sources before taxes.
  - Less than \$10,000*
  - \$10,000 to \$14,999*
  - \$15,000 to \$19,999*
  - \$20,000 to \$24,999*
  - \$25,000 to \$29,000*
  - \$30,000 to \$39,000*
  - \$40,000 to \$49,000*
  - \$50,000 to \$59,999*
  - \$60,000 to \$74,999*
  - \$75,000 to \$99,999*
  - \$100,000 to \$149,999*
  - \$150,000 to \$199,999*
  - \$200,000 to \$249,999*
  - \$250,000 or more*
  
- Do you have any concern about your ability to finance your college education?
  - None (I am confident that I will have sufficient funds)*
  - Some (but I probably will have enough funds)*
  - Major (not sure I will have enough funds to complete college)*
  
- How important was each reason in your decision to come here?  
(*Very important = 3, Somewhat important = 2, Not important = 1*)
  1. I was offered financial assistance
  2. The cost of attending this college
  3. Not offered aid by first choice
  4. Could not afford first choice
  
- The current economic situation significantly affected my college choice  
(*Agree strongly = 4, Agree somewhat = 3, Disagree somewhat = 2, Disagree strongly = 1*)
  
- What is your best guess as to the chances that you will:
  - (*Very Good Chance = 4, Some Chance = 3, Very Little Chance = 2, No Chance = 1*)
  - 1. Get a job to help pay for college expenses
  - 2. Work full-time while attending college

**THEME: Financing College**

(Based on First-Year Students Only)

How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from *family resources (parents, relatives, spouse etc.)*?

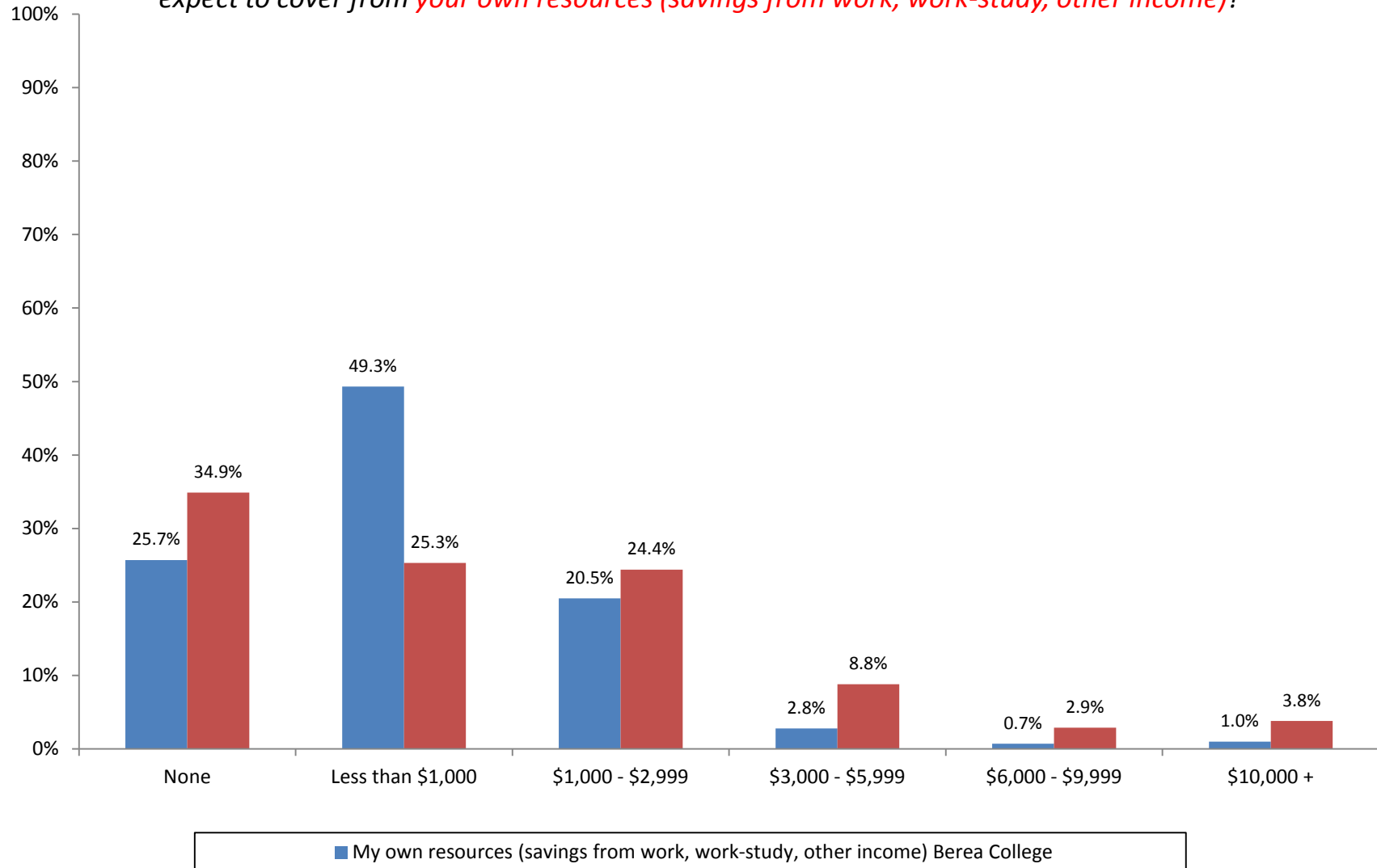


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**THEME: Financing College**

(Based on First-Year Students Only)

*How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from **your own resources (savings from work, work-study, other income)**?*

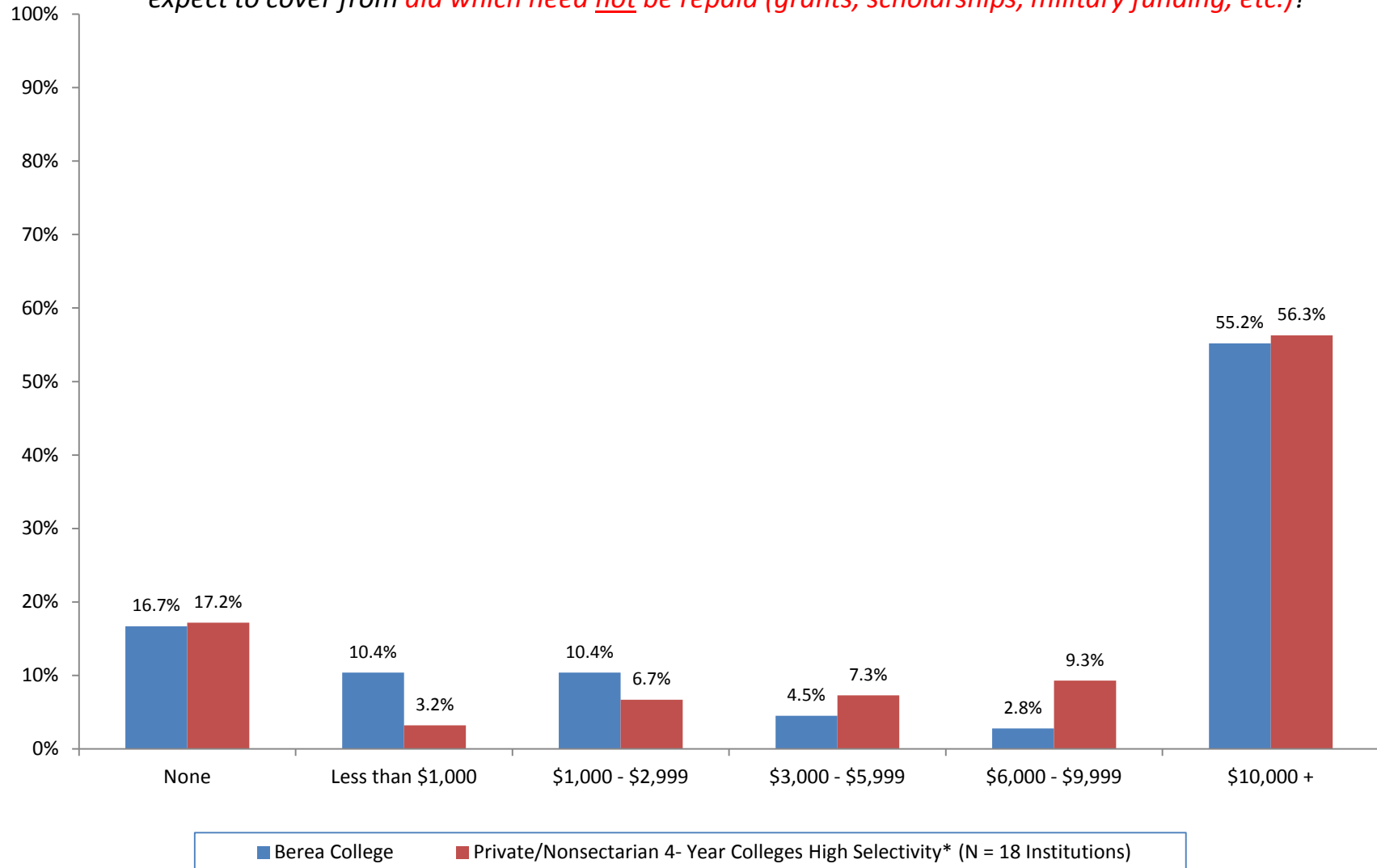


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**THEME: Financing College**

(Based on First-Year Students Only)

*How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from aid which need not be repaid (grants, scholarships, military funding, etc.)?*

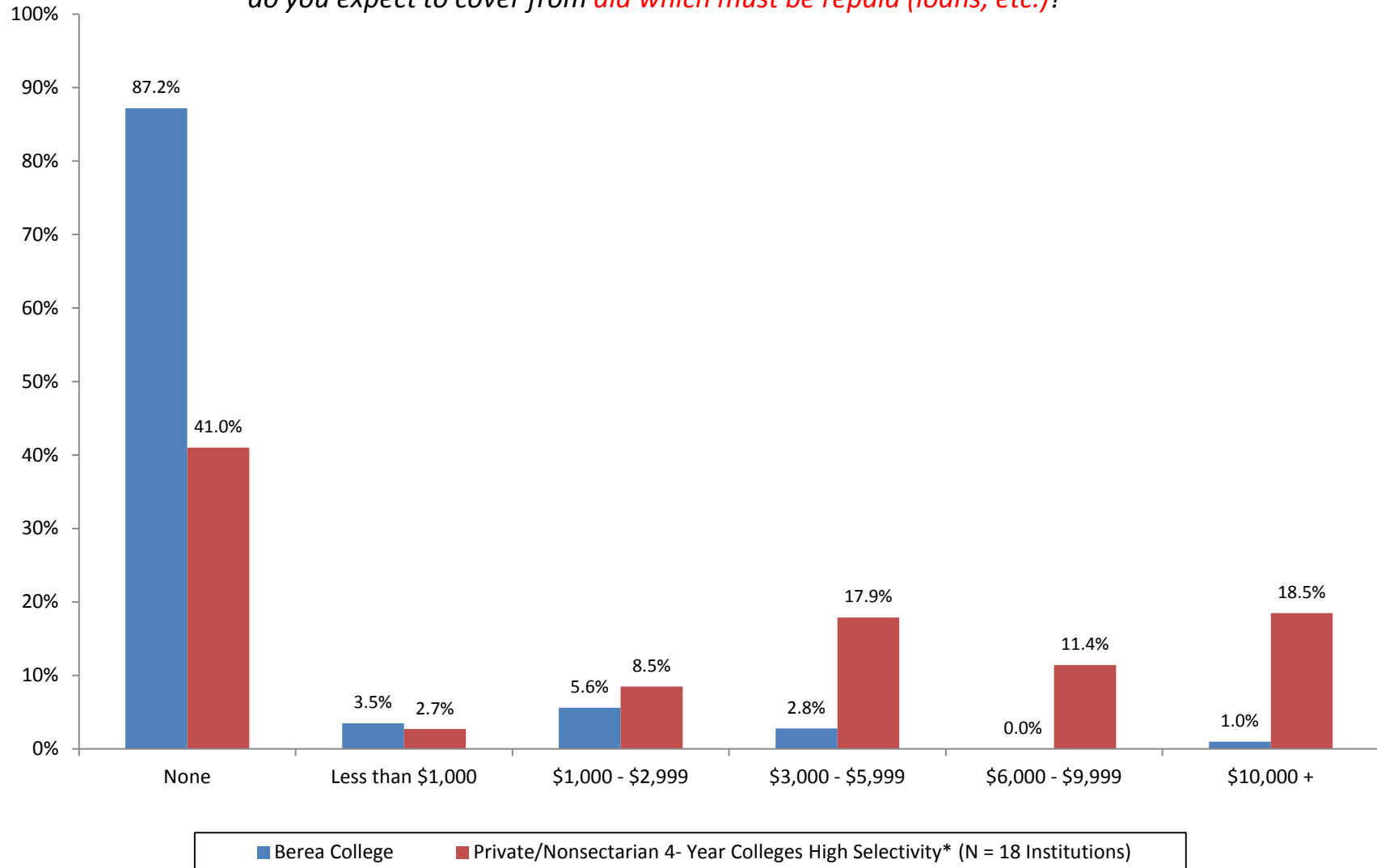


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**THEME: Financing College**

(Based on First-Year Students Only)

*How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from aid which must be repaid (loans, etc.)?*

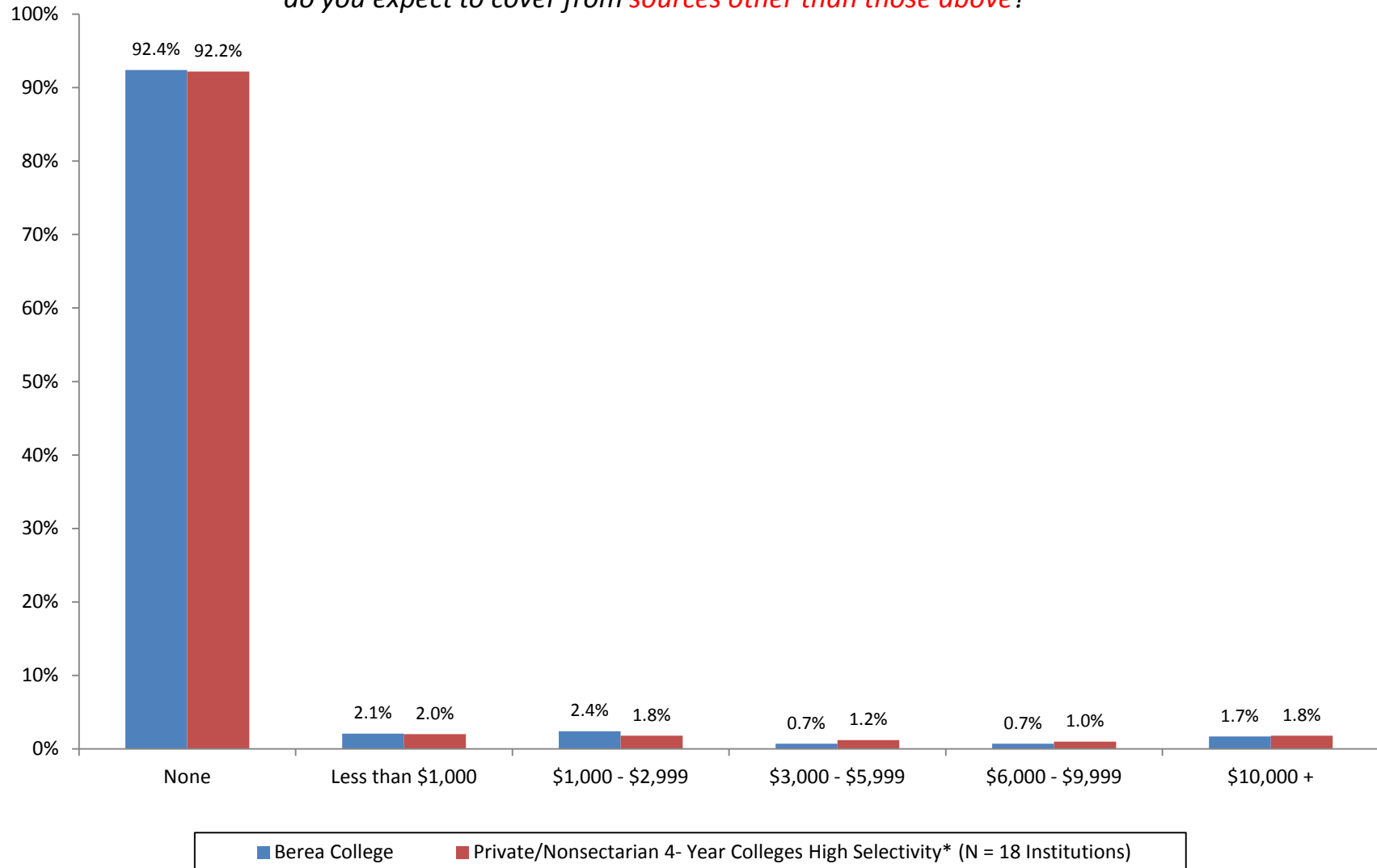


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**THEME: Financing College**

(Based on First-Year Students Only)

How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from *sources other than those above*?



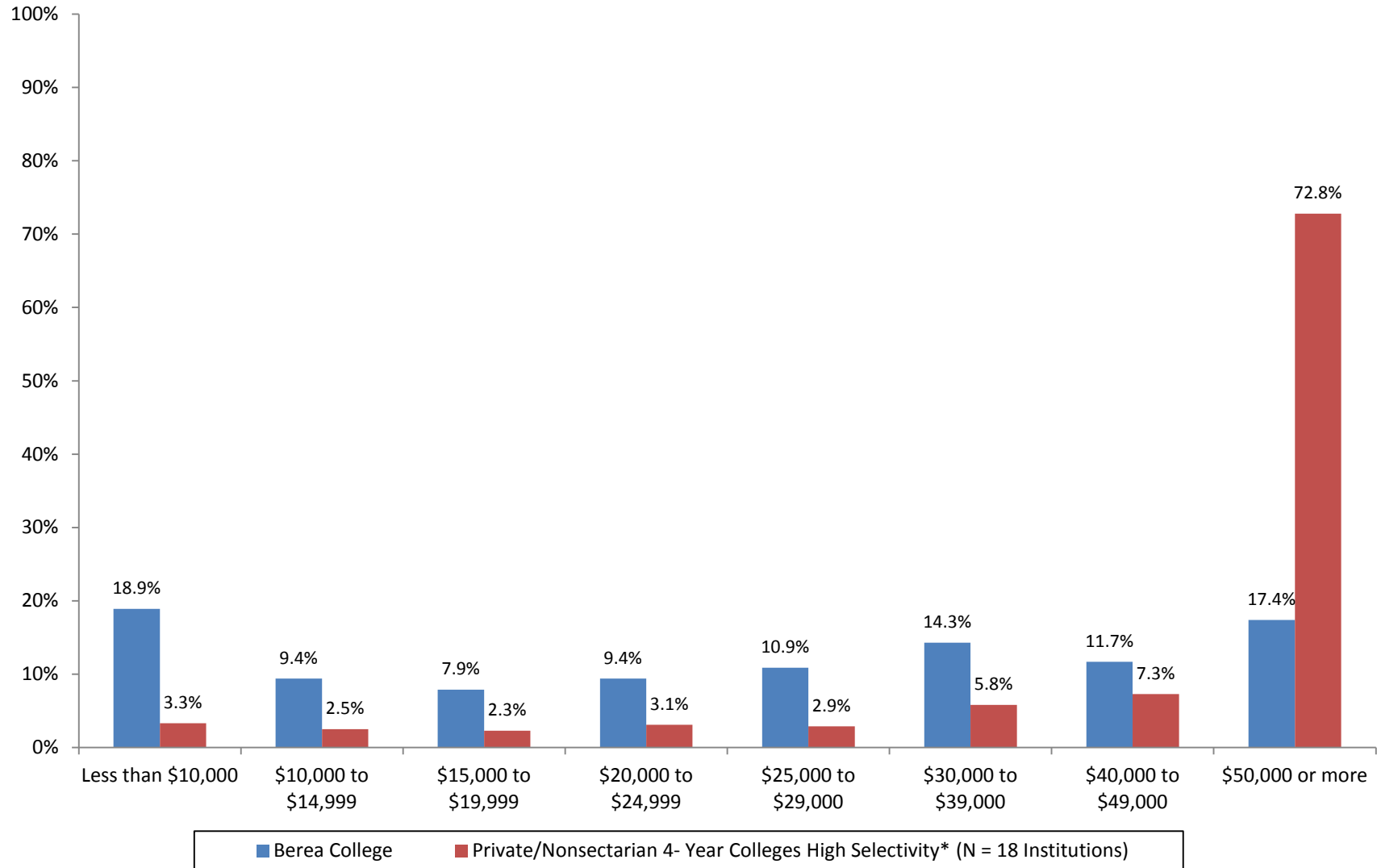
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**THEME: Financing College**

(Based on First-Year Students Only)

*What is your best estimate of your parents' income?*

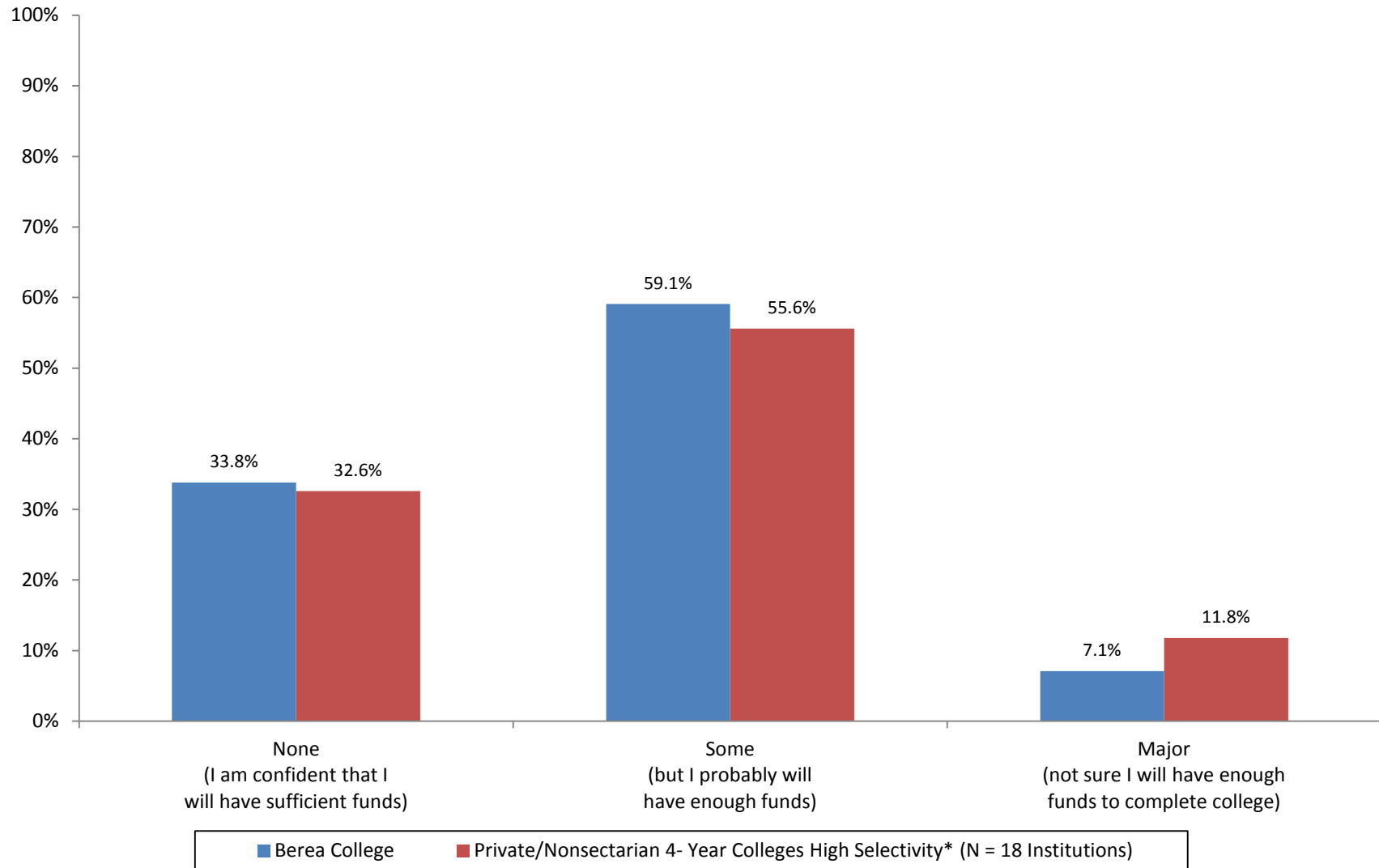


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**THEME: Financing College**

(Based on First-Year Students Only)

*Do you have any concern about your ability to finance your college education?*

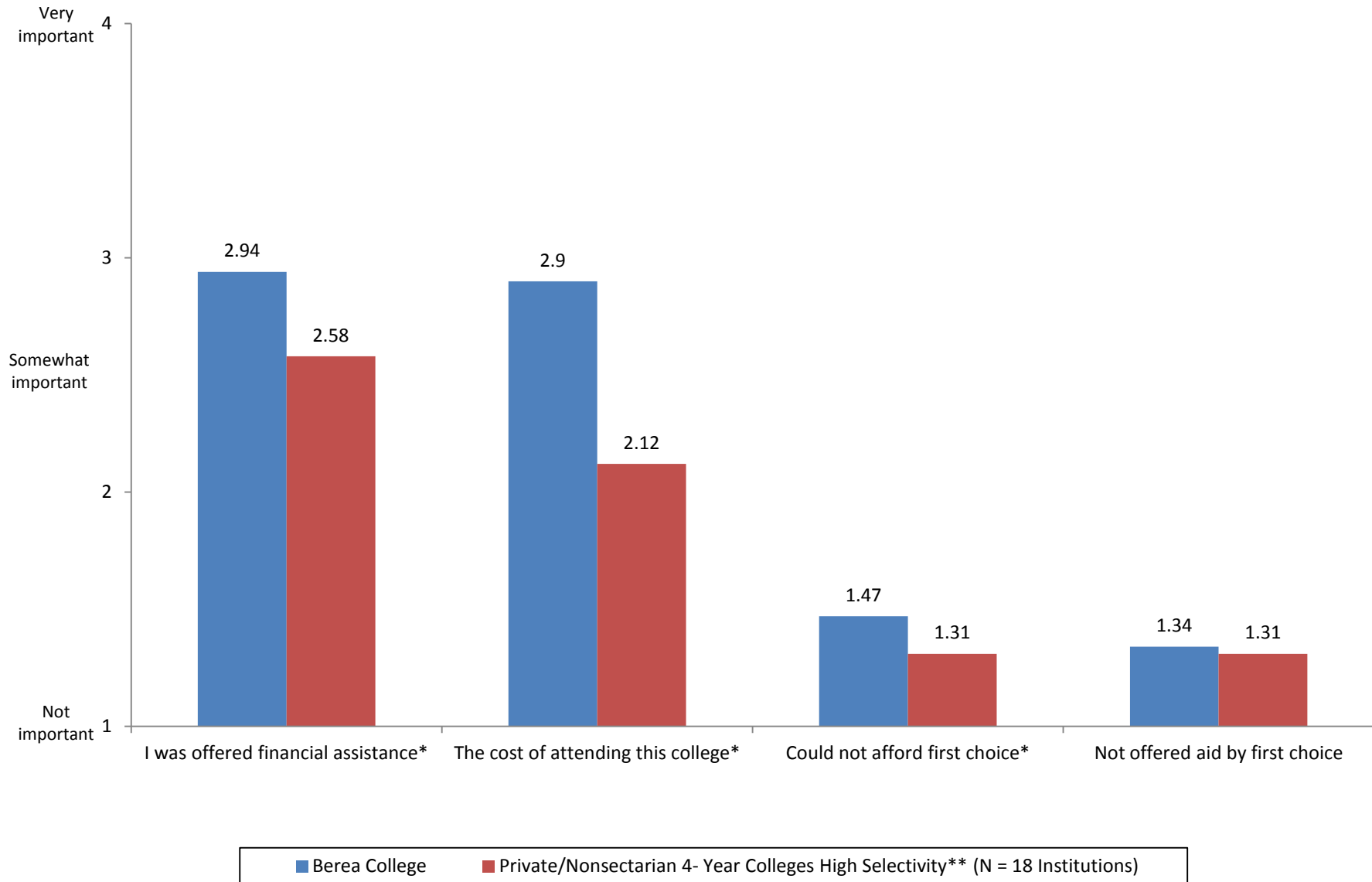


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**THEME: Financing College**

(Based on First-Year Students Only)

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



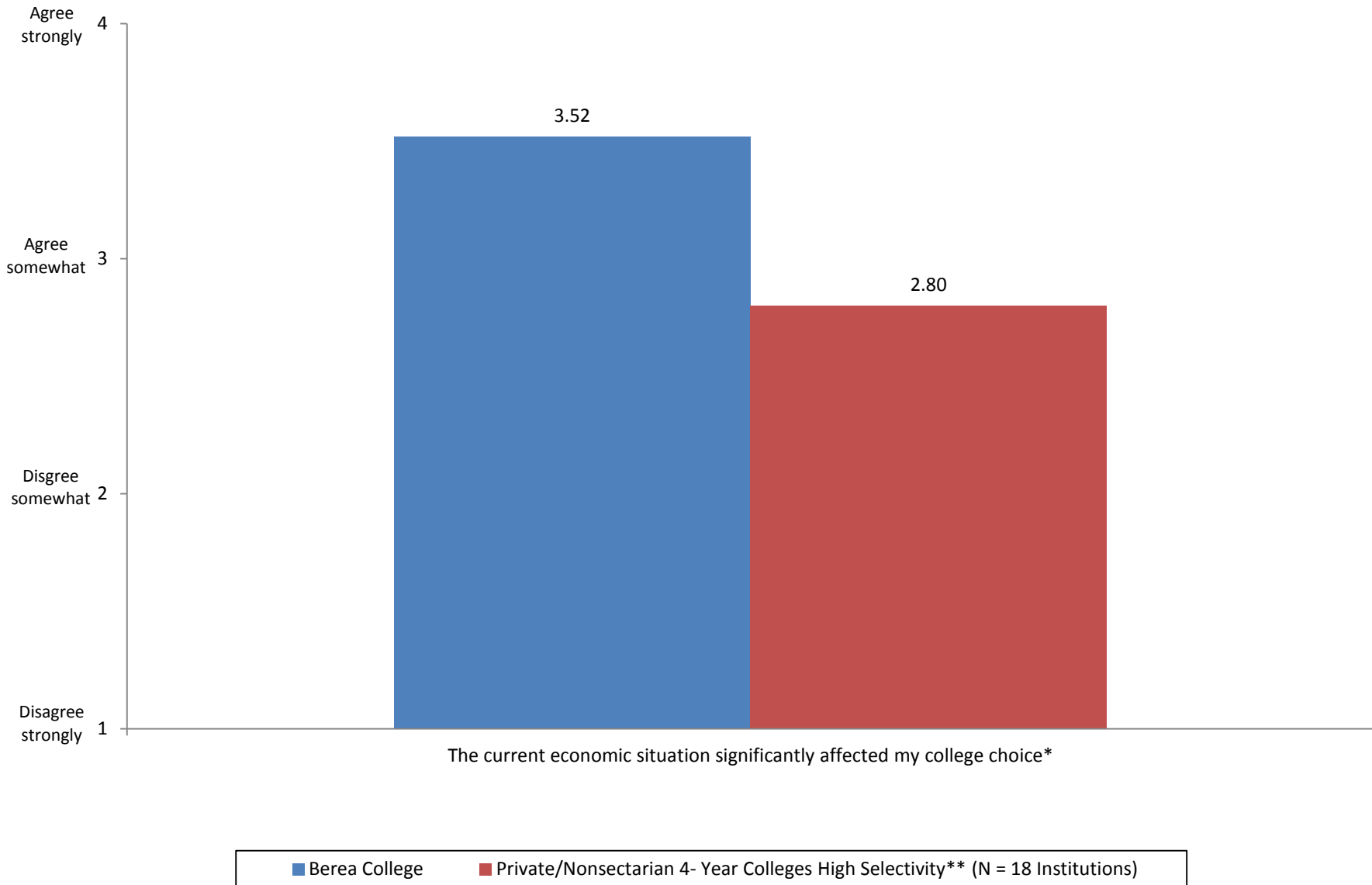
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**THEME: Financing College**

(Based on First-Year Students Only)

*The current economic situation significantly affected my college choice*



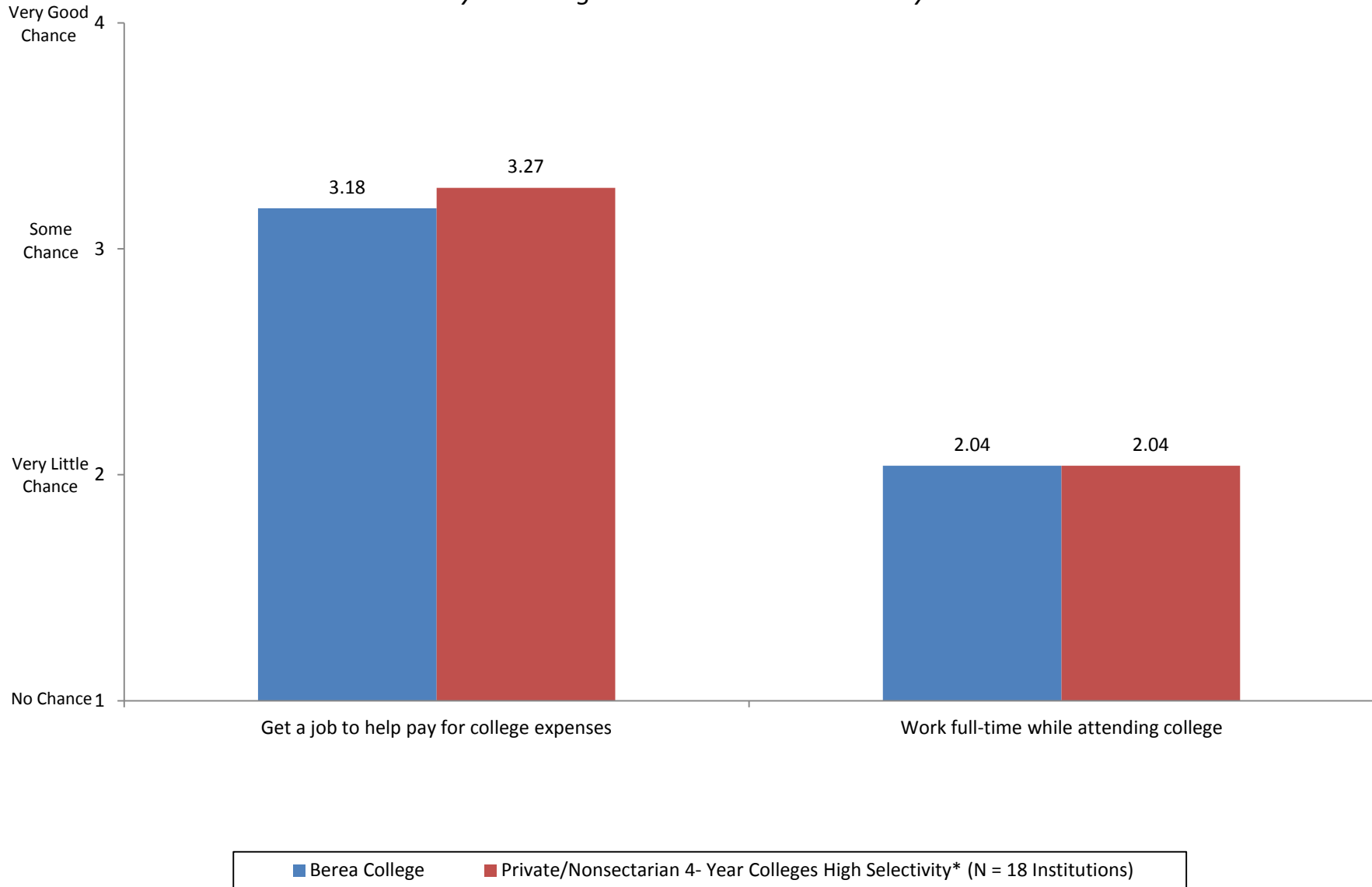
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**THEME: Financing College**

(Based on First-Year Students Only)

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



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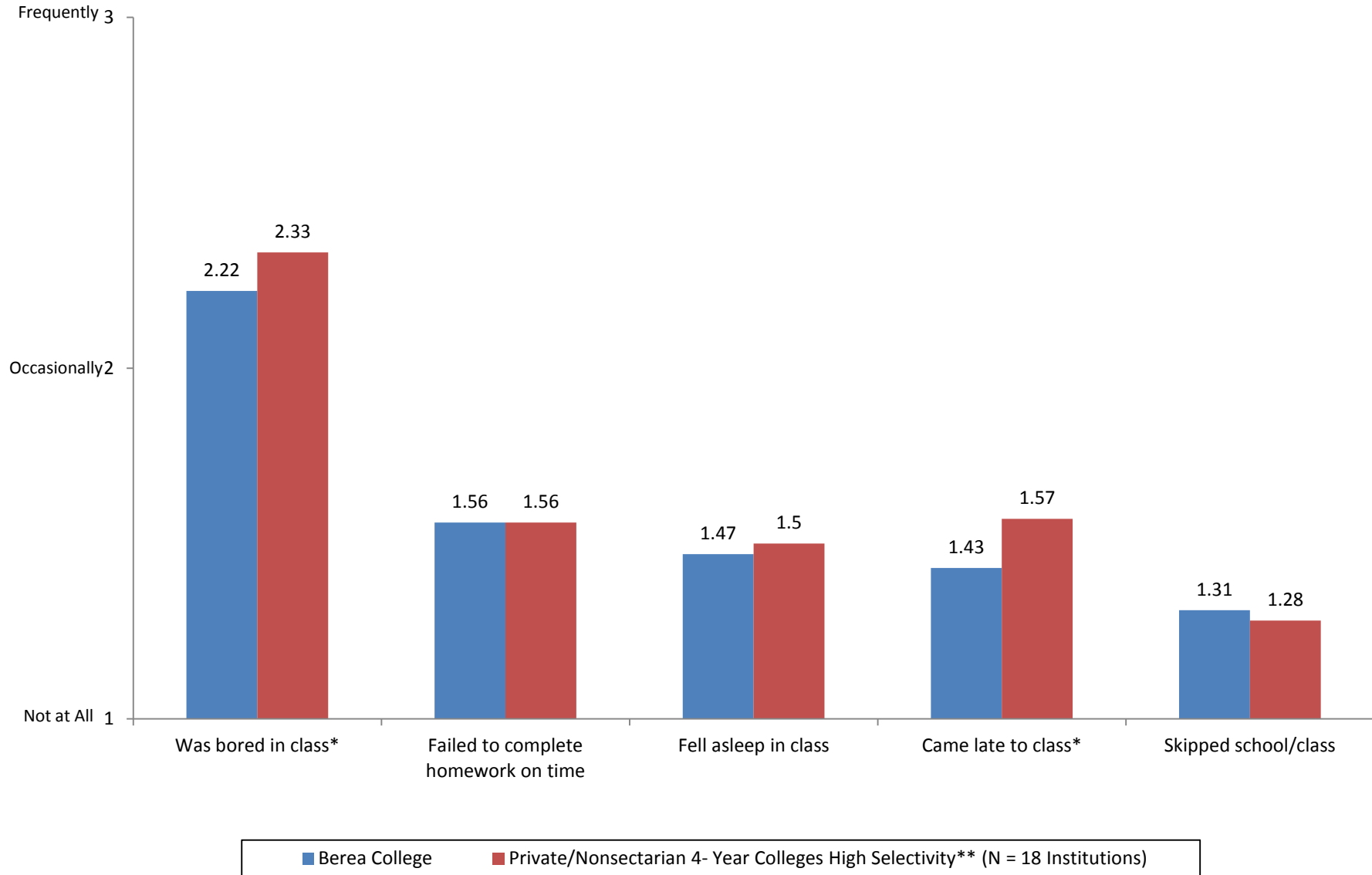
**Theme: Academic Disengagement** -- *These items relate to the extent to which students engage in behaviors that are inconsistent with academic success.*

- For the activities below, indicate which ones you did during the past year.  
(Frequently = 3, Occasionally = 2, Not at all = 1)
  1. Was bored in class
  2. Came late to class
  3. Skipped school/class
  4. Fell asleep in class
  5. Failed to complete homework on time

**THEME: Academic Disengagement**

(Based on First-Year Students Only)

*For the activities below, indicate which ones you did during the past year.*



\*Statistically significant at the  $p \leq .05$  level.

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**Theme: Academic Preparation** -- *These items illustrate the academic skills and experiences students bring to college.*

- Self-Reported:
  - SAT Critical Reading*
  - SAT Mathematics*
  - SAT Writing*
  - ACT Composite*
- From what kind of high school did you graduate?
  - Public school ( not charter or magnet)*
  - Public charter school*
  - Public magnet school*
  - Private religious/parochial school*
  - Private independent college-prep school*
  - Home school*
- Prior to this term, have you ever taken courses for credit at this institution?  
(Yes, No)
- Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any institution (university, 4- or 2-year college, technical, vocational, or business school)?  
(Yes, No)
- During High School (grades 9-12) how many years did you study each of the following subjects?  
(None, 1/2, 1, 2, 3, 4, 5 or more)
  1. English
  2. Mathematics
  3. Foreign Language
  4. Physical Science
  5. Biological Science
  6. History/Am. Gov't
  7. Computer Science
  8. Arts and/or Music
- Do you have any of the following disabilities or medical conditions?  
(Yes, No)
  1. Learning disability (dyslexia, etc.)
  2. Attention-deficit/hyperactivity disorder (ADHD).
- During your last year in high school, how much time did you spend during a typical week doing the following activities?  
(None = 0, Less than 1 hour = 1, 1-2 = 2, 3-5 = 3, 6-10 = 4, 11-15 = 5, 16-20 = 6, Over 20 = 7)  
Studying/homework
- Rate yourself on each of the following traits as compared with the average person your age.  
(Highest 10% = 5, Above Average = 4, Average = 3, Below Average = 2, Lowest 10% = 1)
  1. Academic ability
  2. Mathematical ability
  3. Self-confidence (intellectual)

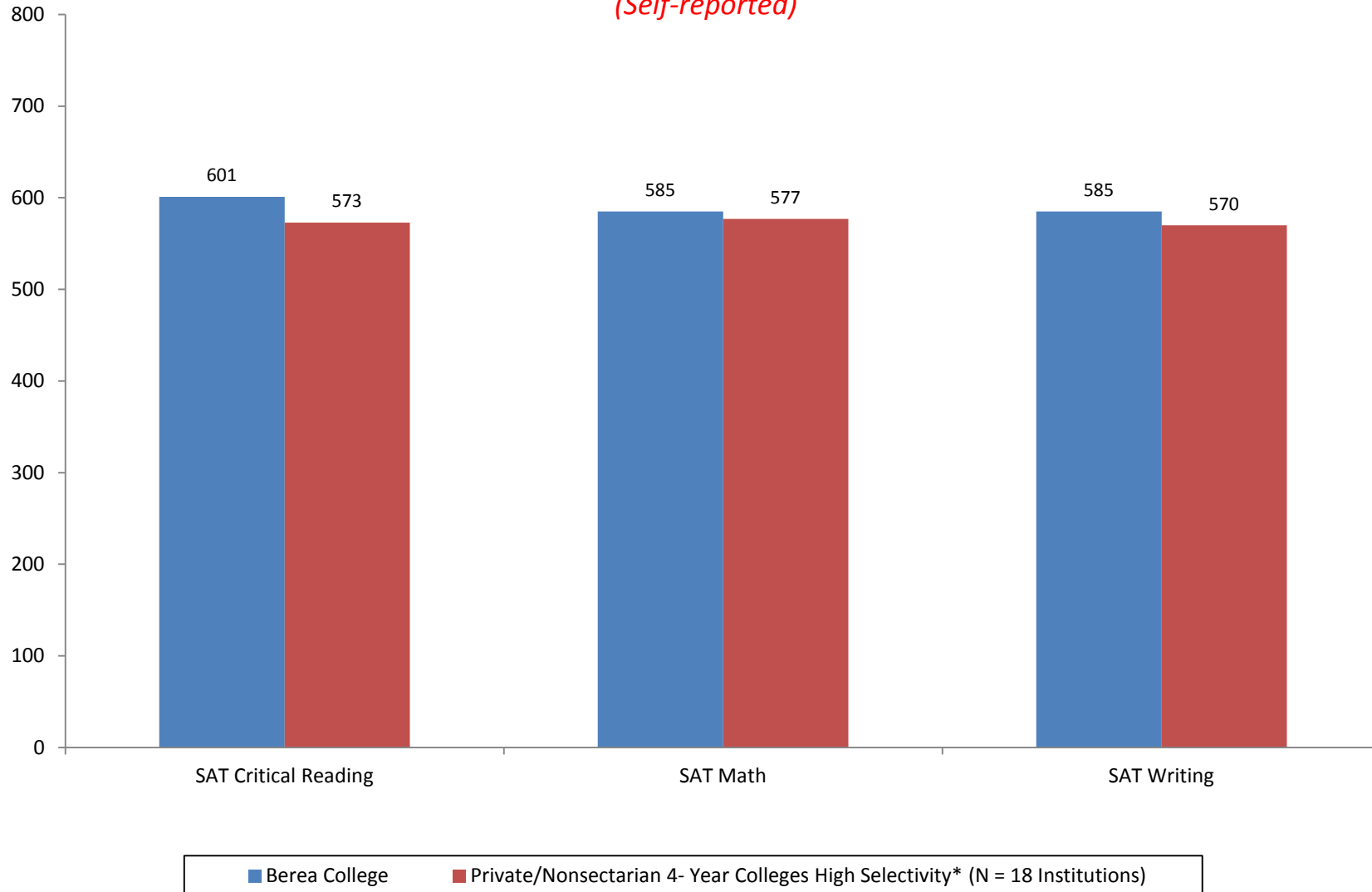


- How often in the past year did you?  
(*Frequently, Occasionally, Not at All*)
  1. Ask questions in class
  2. Support your opinions with a logical argument
  3. Seek solutions to problems and explain them to others
  4. Revise your papers to improve your writing
  5. Evaluate the quality or reliability of information you received
  6. Take a risk because you feel you have more to gain
  7. Seek alternative solutions to a problem
  8. Look up scientific research articles and resources
  9. Explore topics on your own, even though it was not required for a class
  10. Accept mistakes as part of the learning process
  11. Seek feedback on your academic work
  12. Work with other students on group projects
  13. Integrate skills and knowledge from different sources and experiences

**THEME: Academic Preparation**

(Based on First-Year Students Only)

What were your scores on the SAT I? (Mean Score)  
*(Self-reported)*

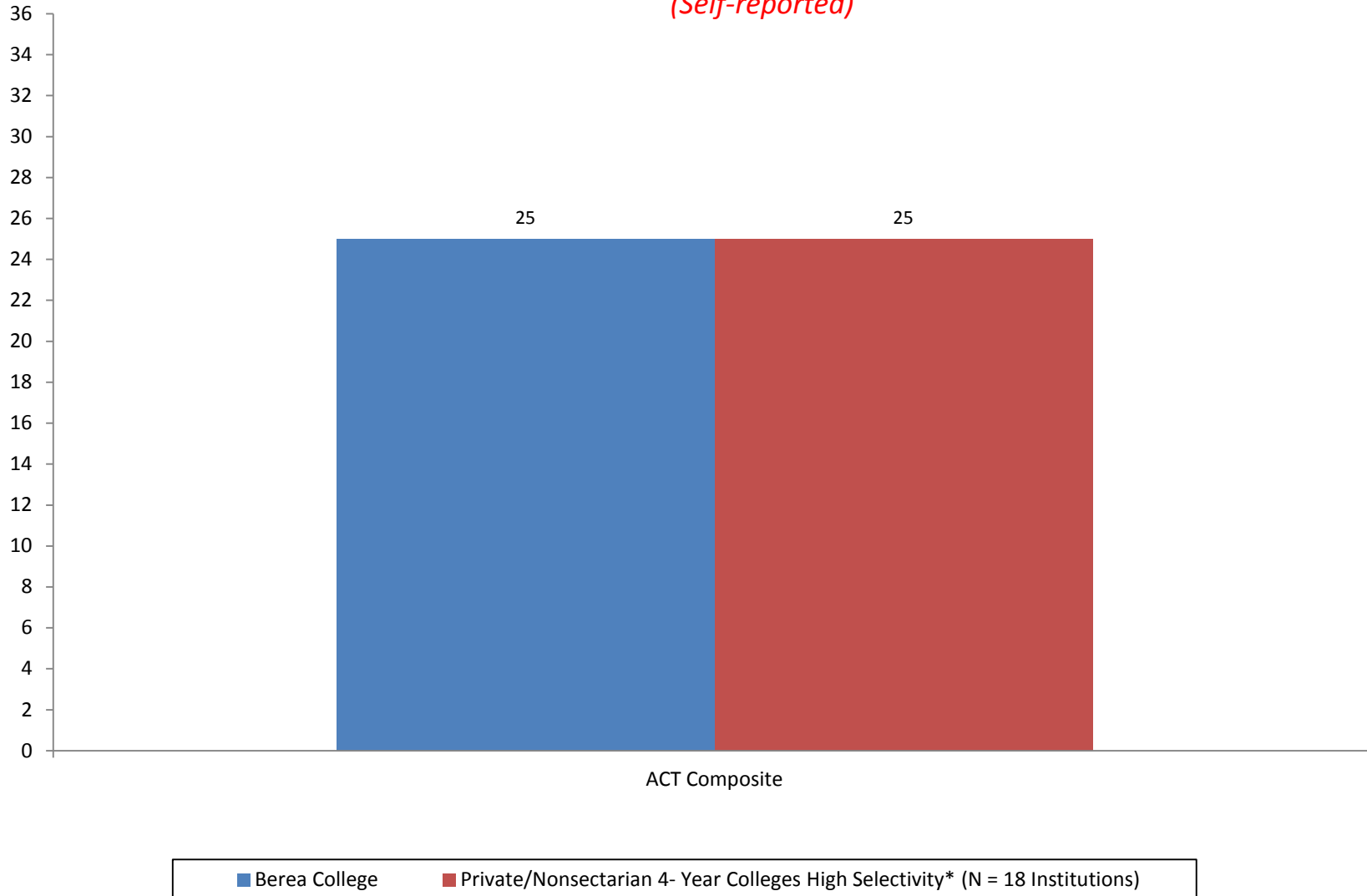


\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

**THEME: Academic Preparation**

(Based on First-Year Students Only)

What were your scores on the ACT Composite? (Mean Score)  
*(Self-reported)*

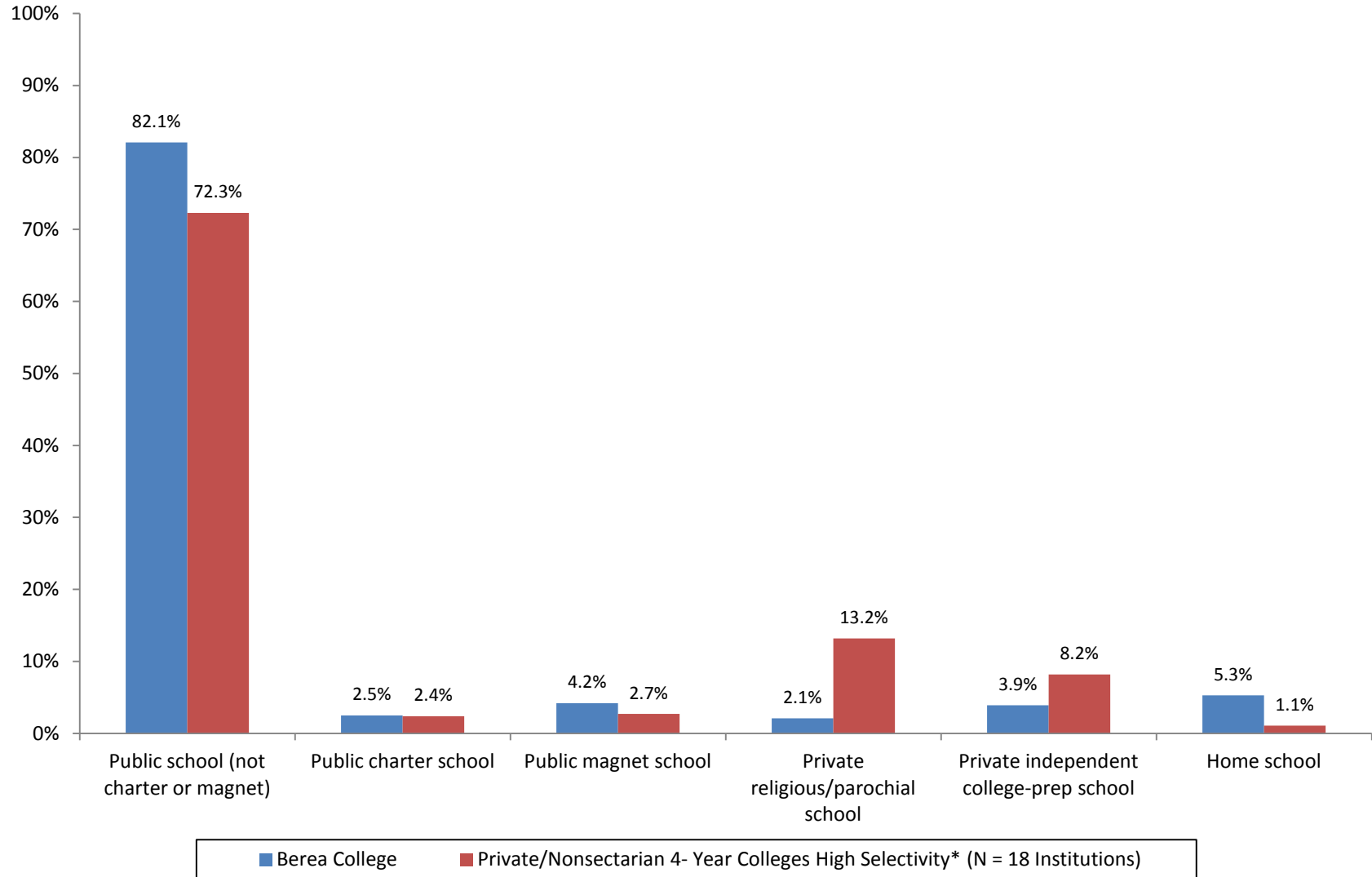


\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

**THEME: Academic Preparation**

(Based on First-Year Students Only)

*From what kind of high school did you graduate?*

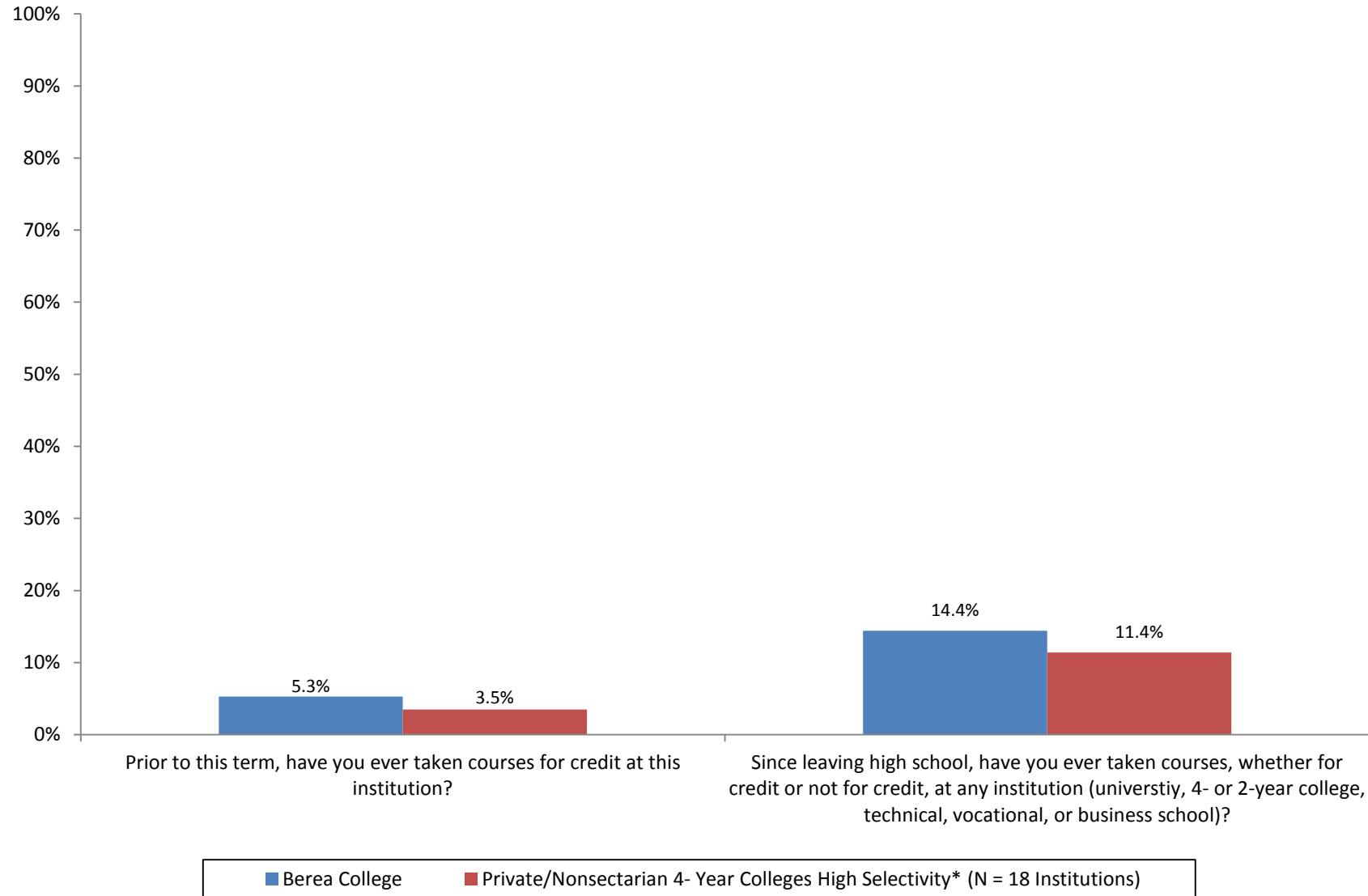


\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

**THEME: Academic Preparation**

(Based on First-Year Students Only)

*Percentage indicating "yes"*



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

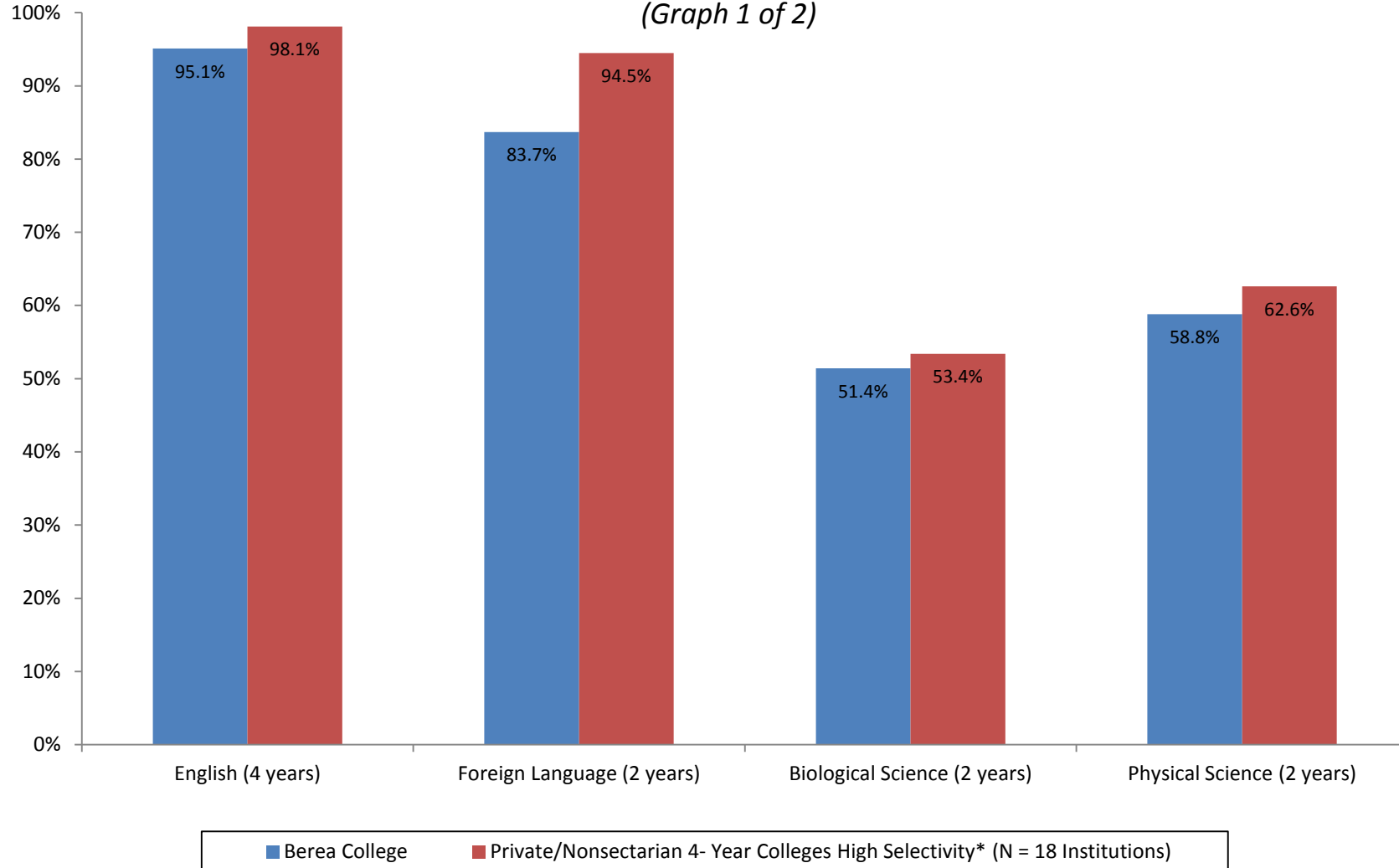
**THEME: Academic Preparation**

(Based on First-Year Students Only)

*During high school (grades 9 -12) how many years did you study each of the following subjects?*

*Graph is based on the number of years which ranked the highest*

*(Graph 1 of 2)*



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

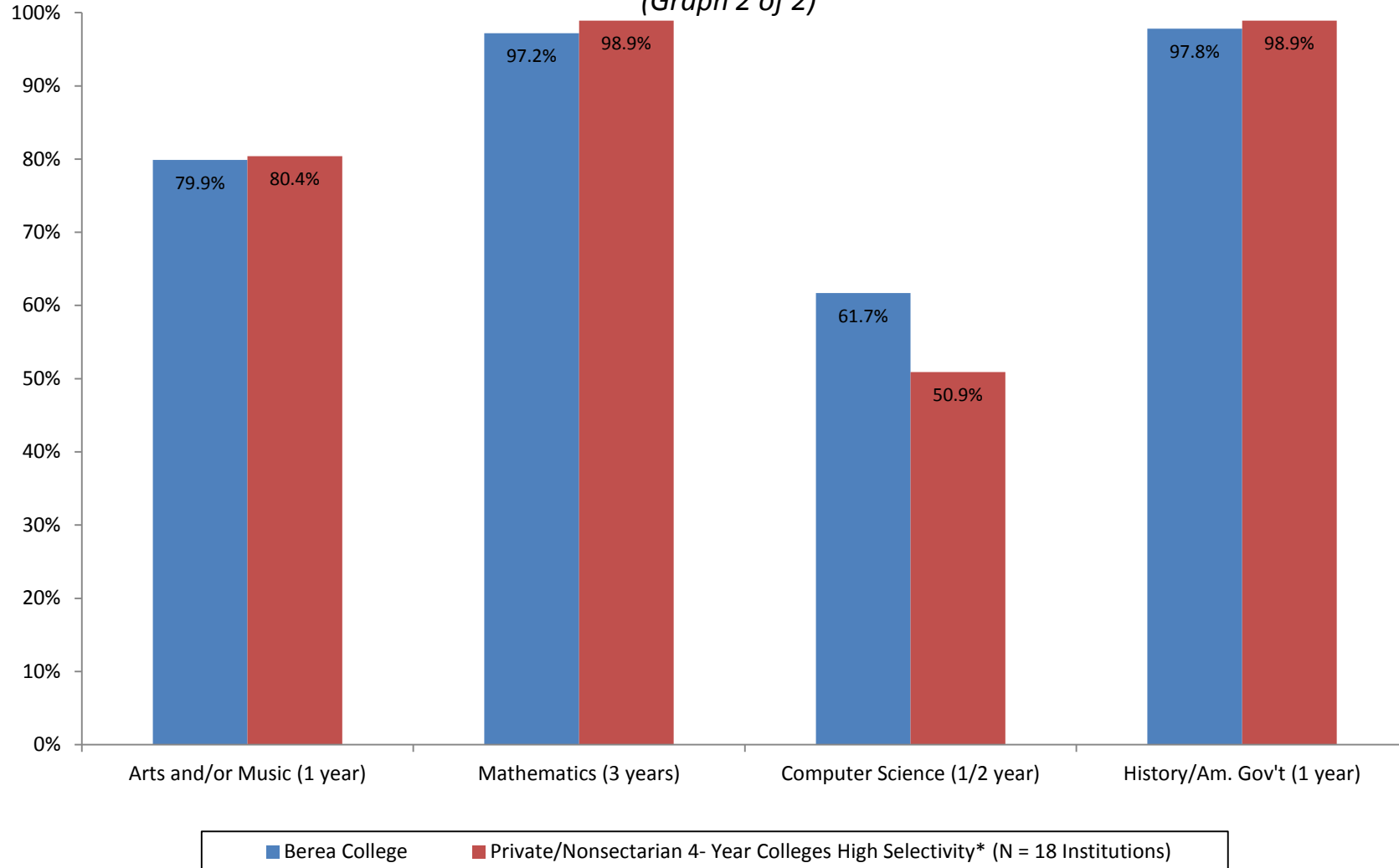
**THEME: Academic Preparation**

(Based on First-Year Students Only)

*During high school (grades 9 -12) how many years did you study each of the following subjects?*

*Graph is based on the number of years which ranked the highest*

*(Graph 2 of 2)*

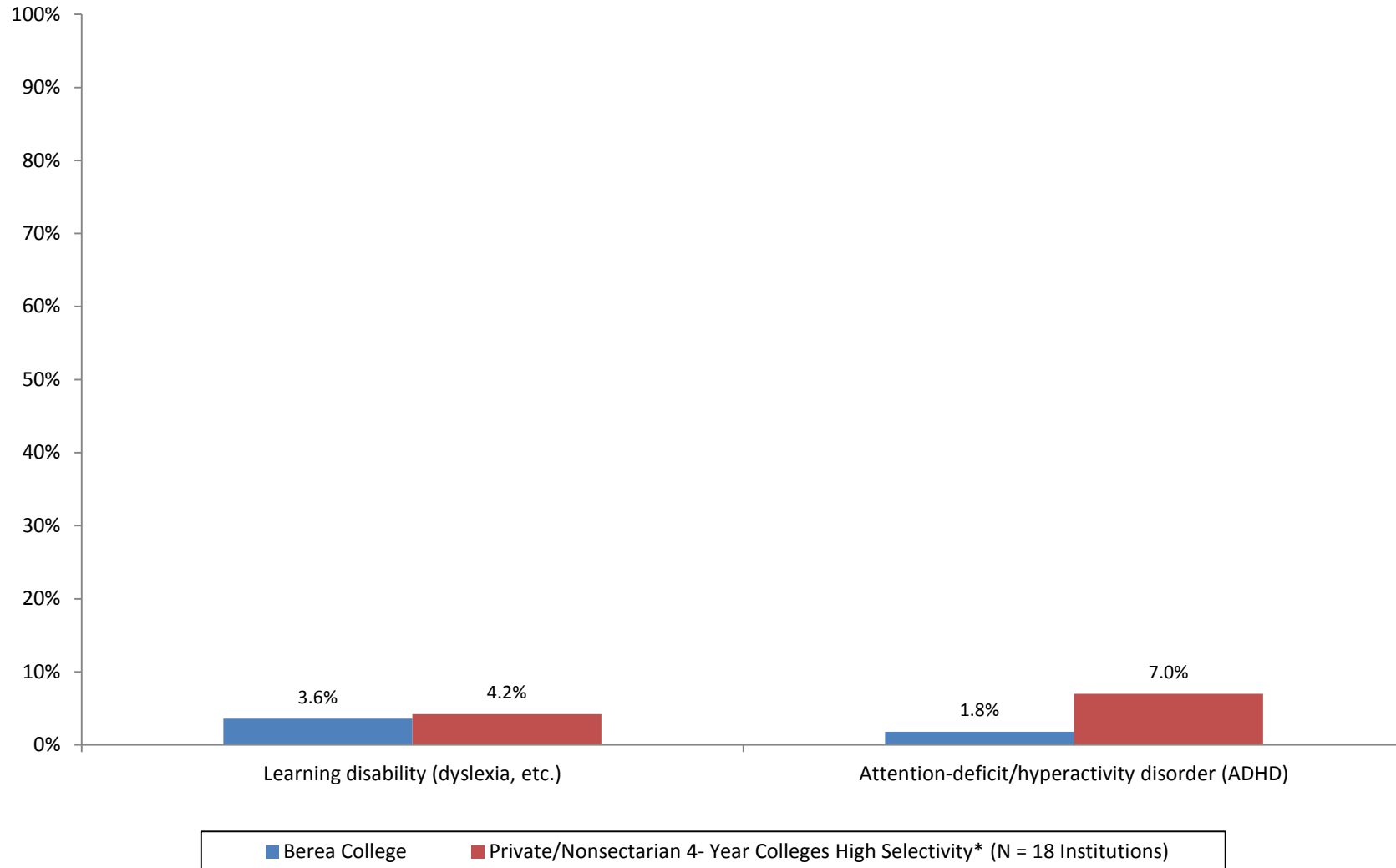


\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

**THEME: Academic Preparation**

(Based on First-Year Students Only)

*Do you have any of the following disabilities or medical conditions?*



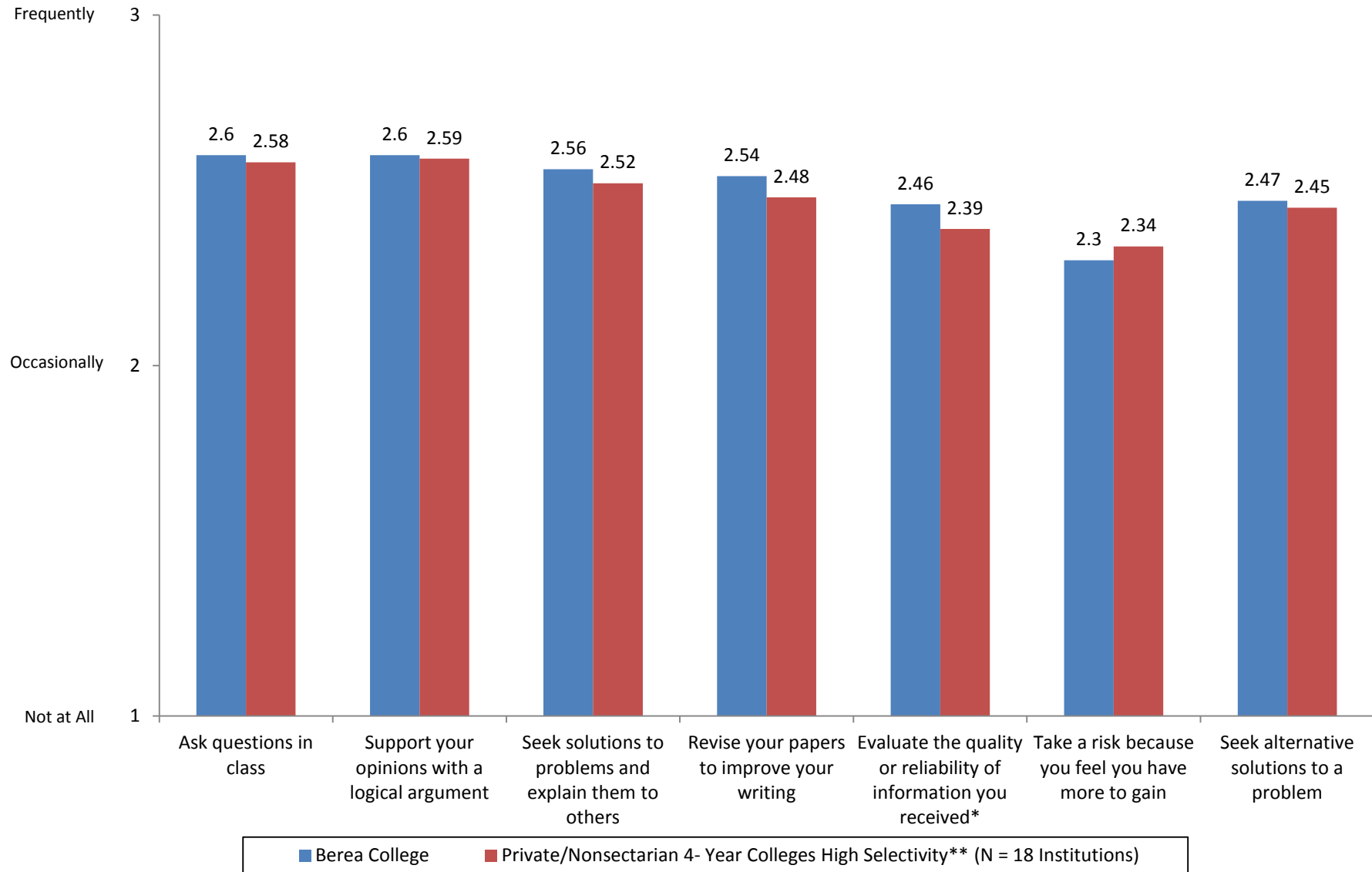
\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.



**THEME: Academic Preparation**

(Based on First-Year Students Only)

*How often in the past year did you?*



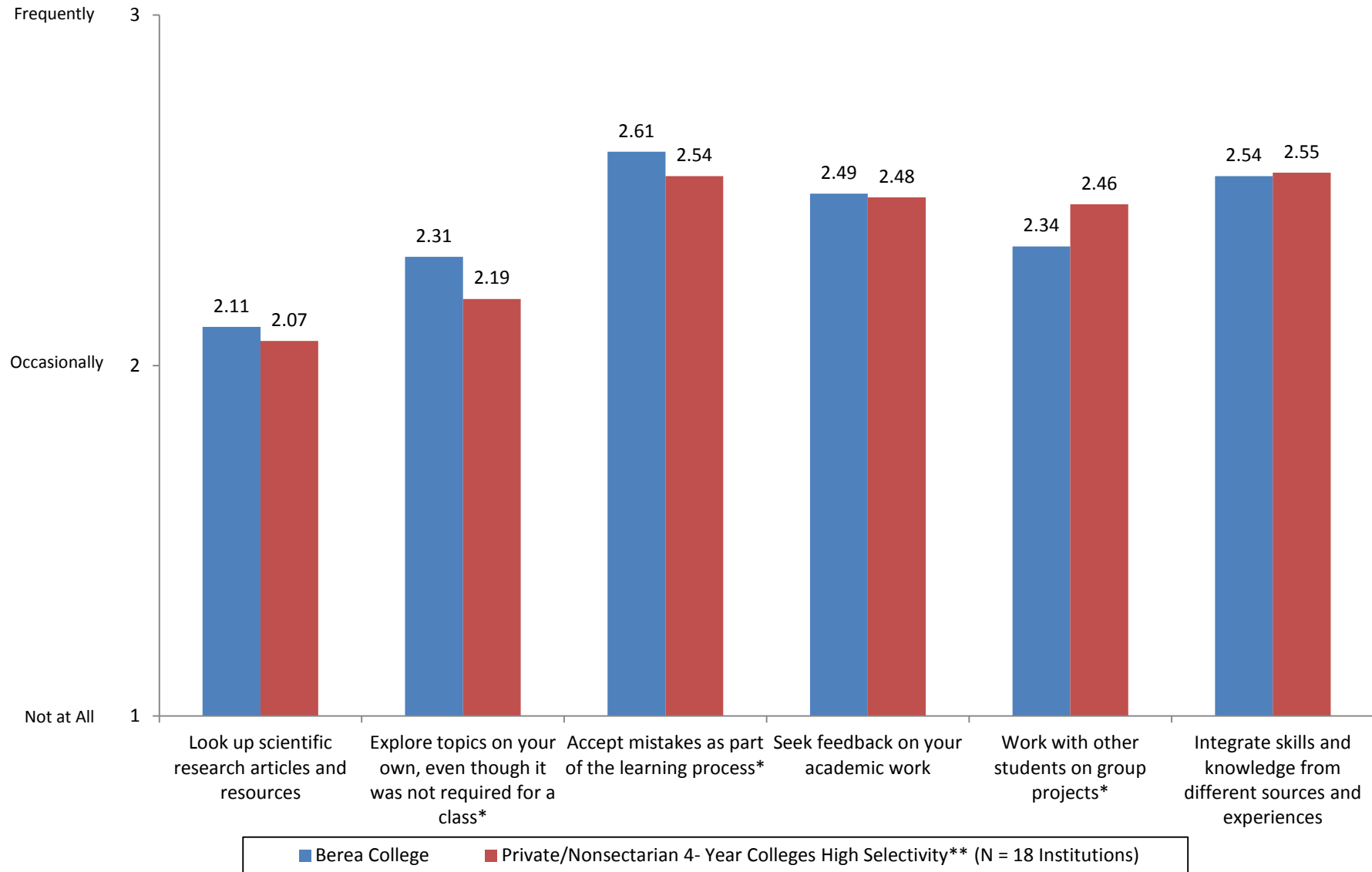
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Academic Preparation**

(Based on First-Year Students Only)

*How often in the past year did you?*



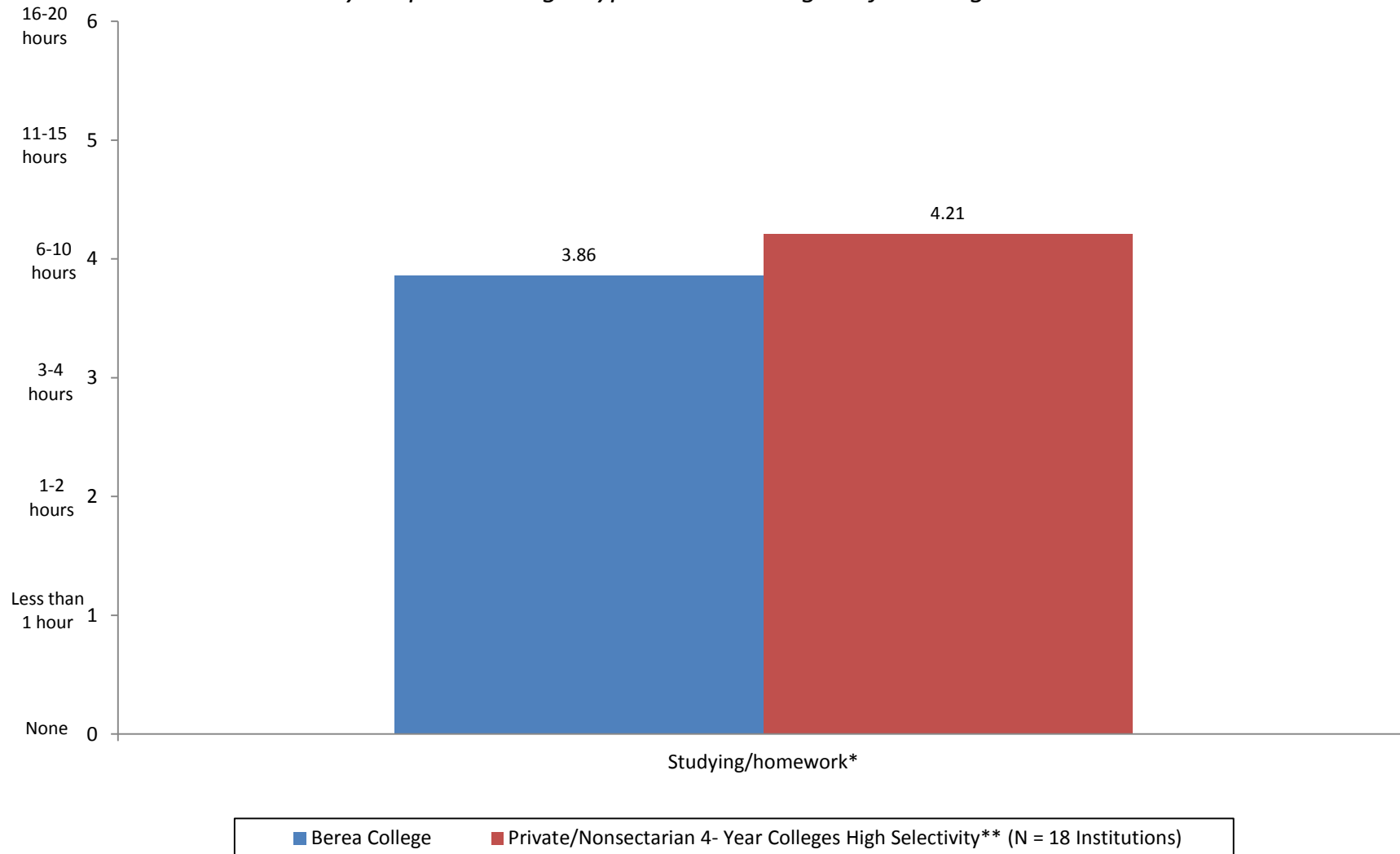
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Academic Preparation**

(Based on First-Year Students Only)

*During your last year in high school, how much time did you spend during a typical week doing the following activities?*



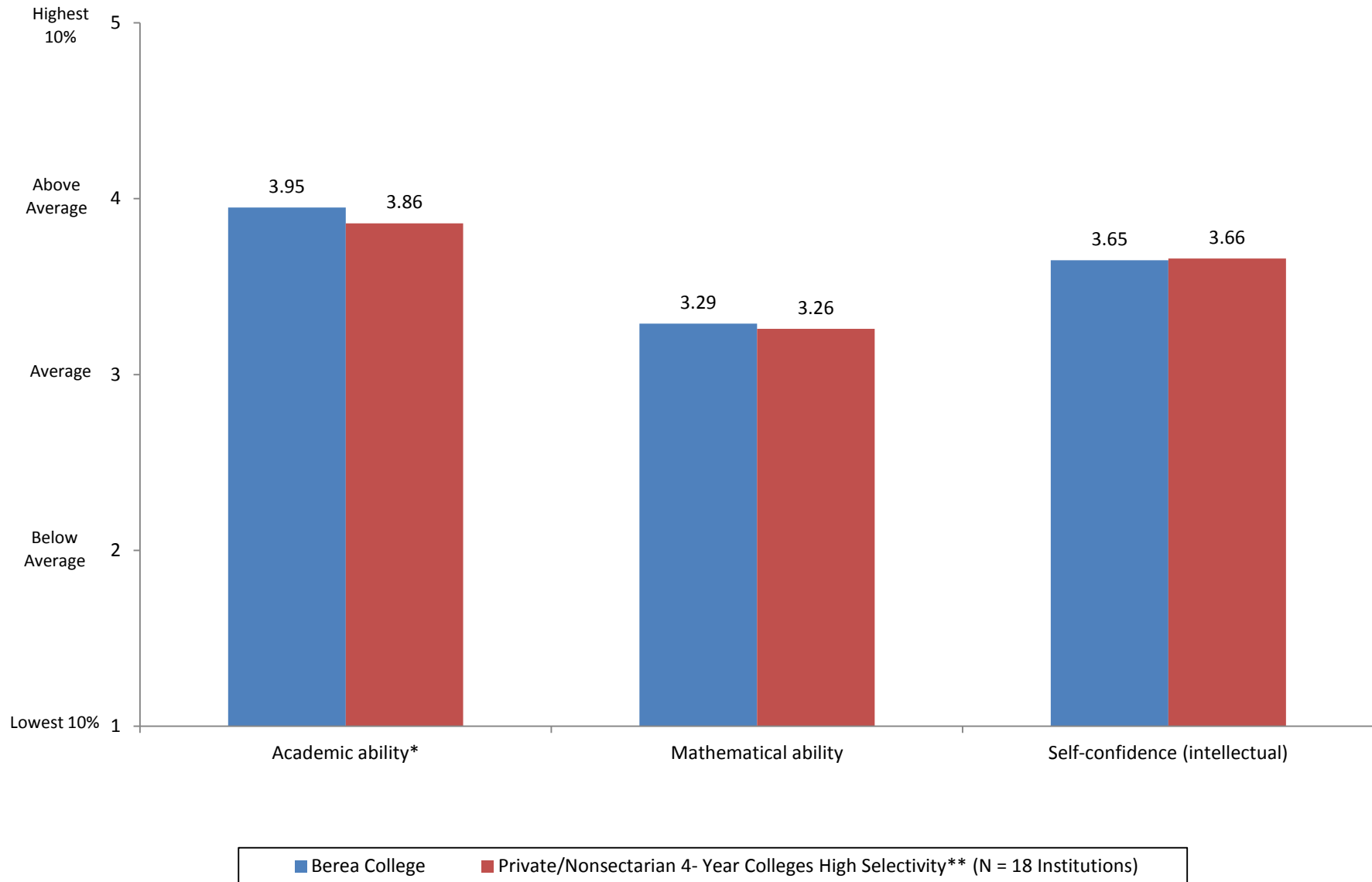
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Academic Preparation**

(Based on First-Year Students Only)

*Rate yourself on each of the following traits as compared with the average person your age.*



\*Statistically significant at the  $p \leq .05$  level.

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

**Theme: Interaction with Teachers** -- *These items relate to the amount of time and types of interactions students have with their high school teachers.*

- For the activities below indicate which ones you did during the past year.

*(Frequently = 3, Occasionally = 2, Not at All = 1)*

1. Was a guest at a teacher's home
2. Asked a teacher for advice after class

- How often in the past year did you?

*(Frequently, Occasionally, Not at All)*

1. Ask questions in class
2. Seek feedback on your academic work

During your last year in high school, how much time did you spend during a typical week doing the

- following activities?

*(None = 0, Less than 1 hour = 1, 1-2 = 2, 3-5 = 3, 6-10 = 4, 11-15 = 5, 16-20 = 6, Over 20 = 7)*

1. Talking with teachers outside of class

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

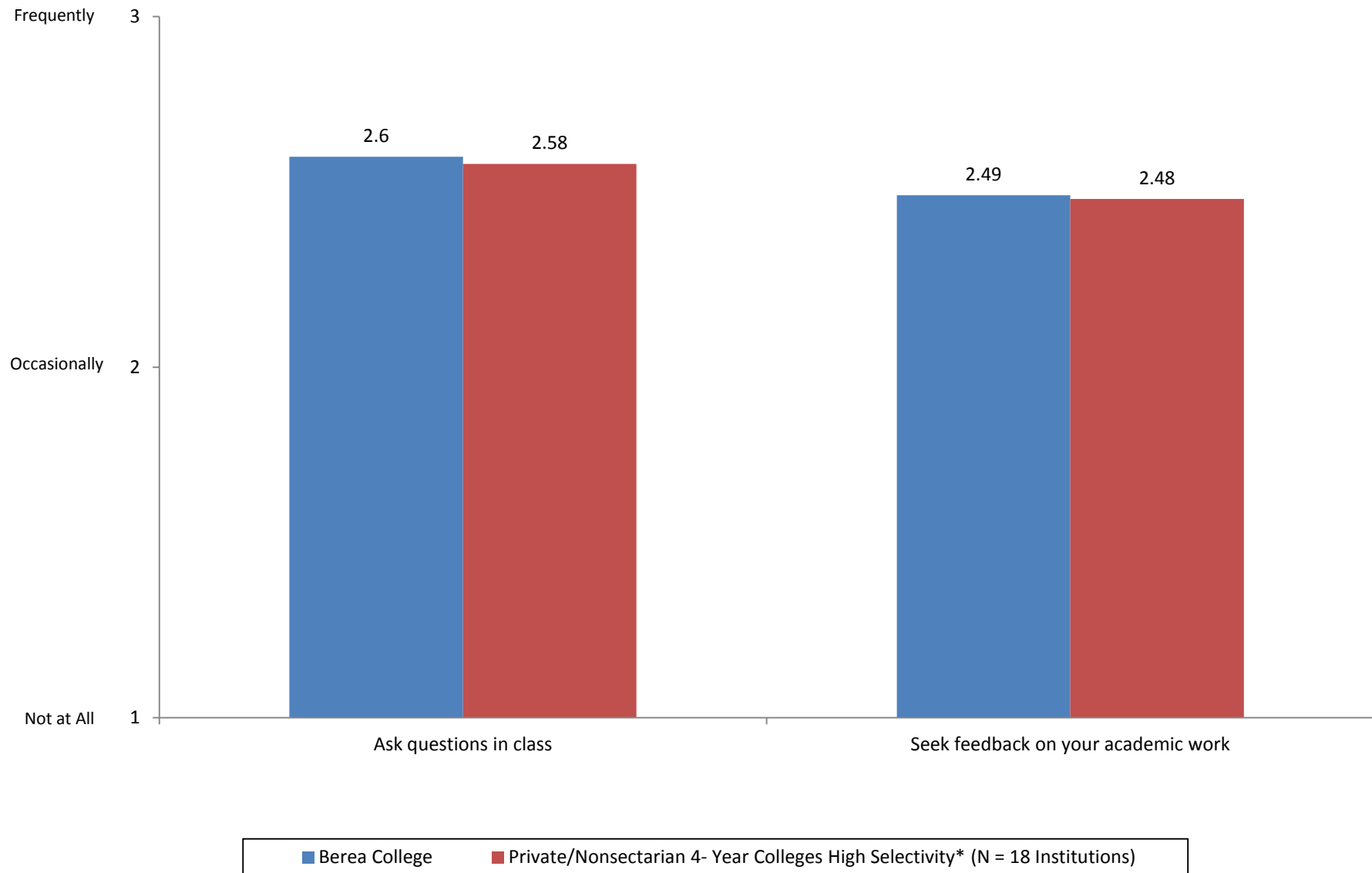
*(Very important = 3, Somewhat important = 2, Not important = 1)*

1. My teacher advised me

**THEME: Interaction with Teachers**

(Based on First-Year Students Only)

*How often in the past year did you?*

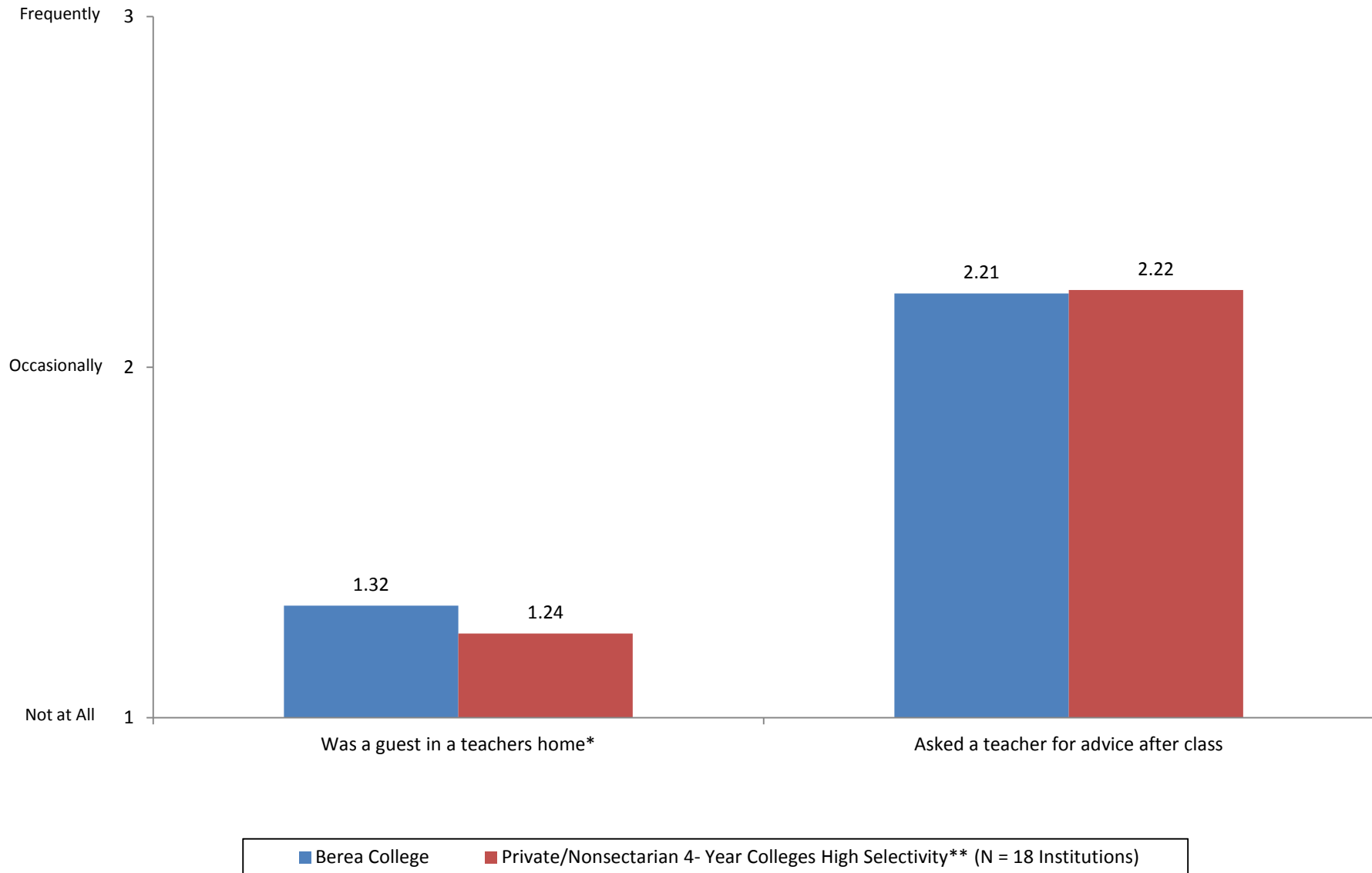


\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

**THEME: Interaction with Teachers**

(Based on First-Year Students Only)

*For the activities below, indicate which ones you did during the past year.*



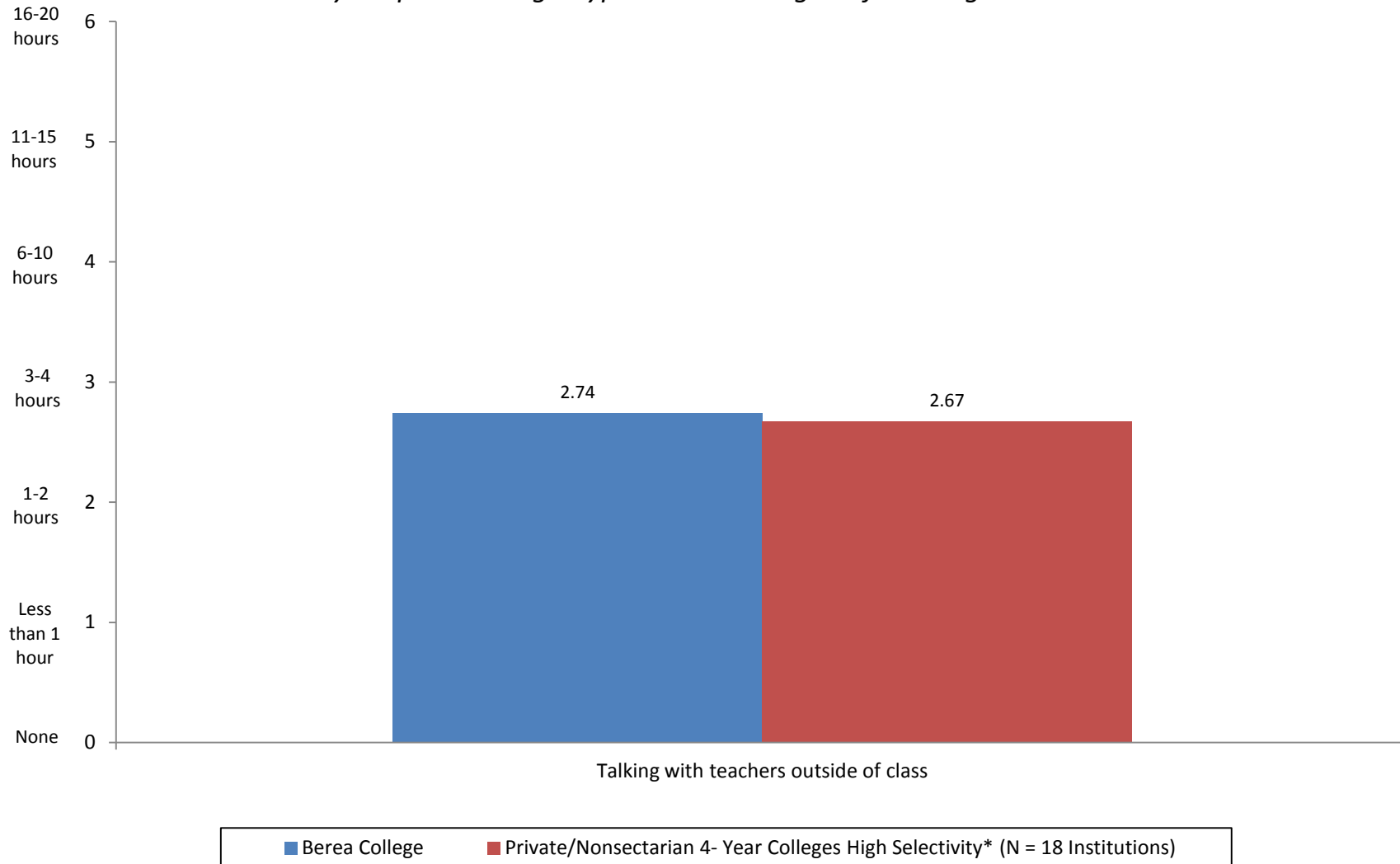
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Interaction with Teachers**

(Based on First-Year Students Only)

*During your last year in high school, how much time did you spend during a typical week doing the following activities?*



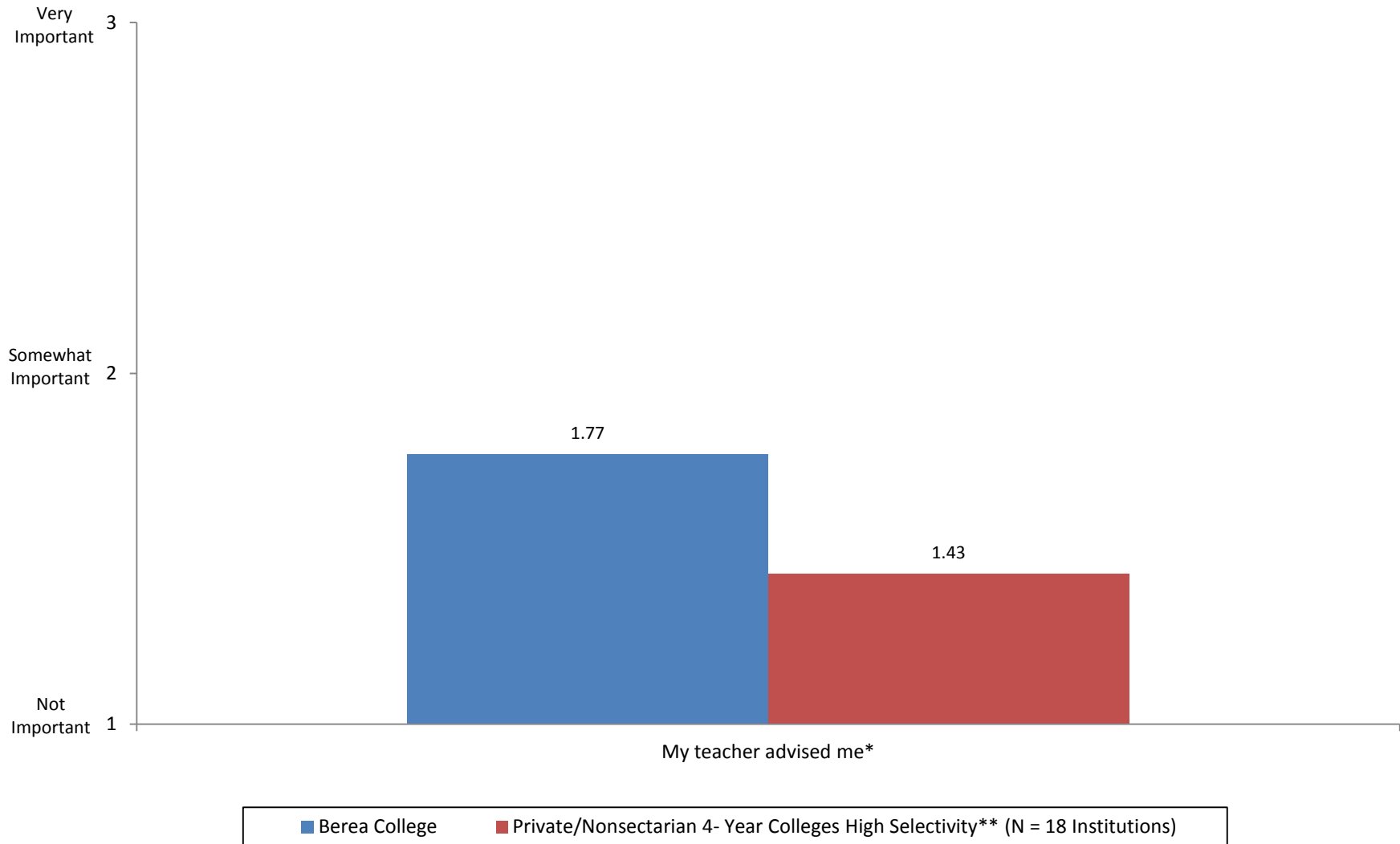
\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.



**THEME: Interaction with Teachers**

(Based on First-Year Students Only)

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



\*Statistically significant at the  $p \leq .05$  level.

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

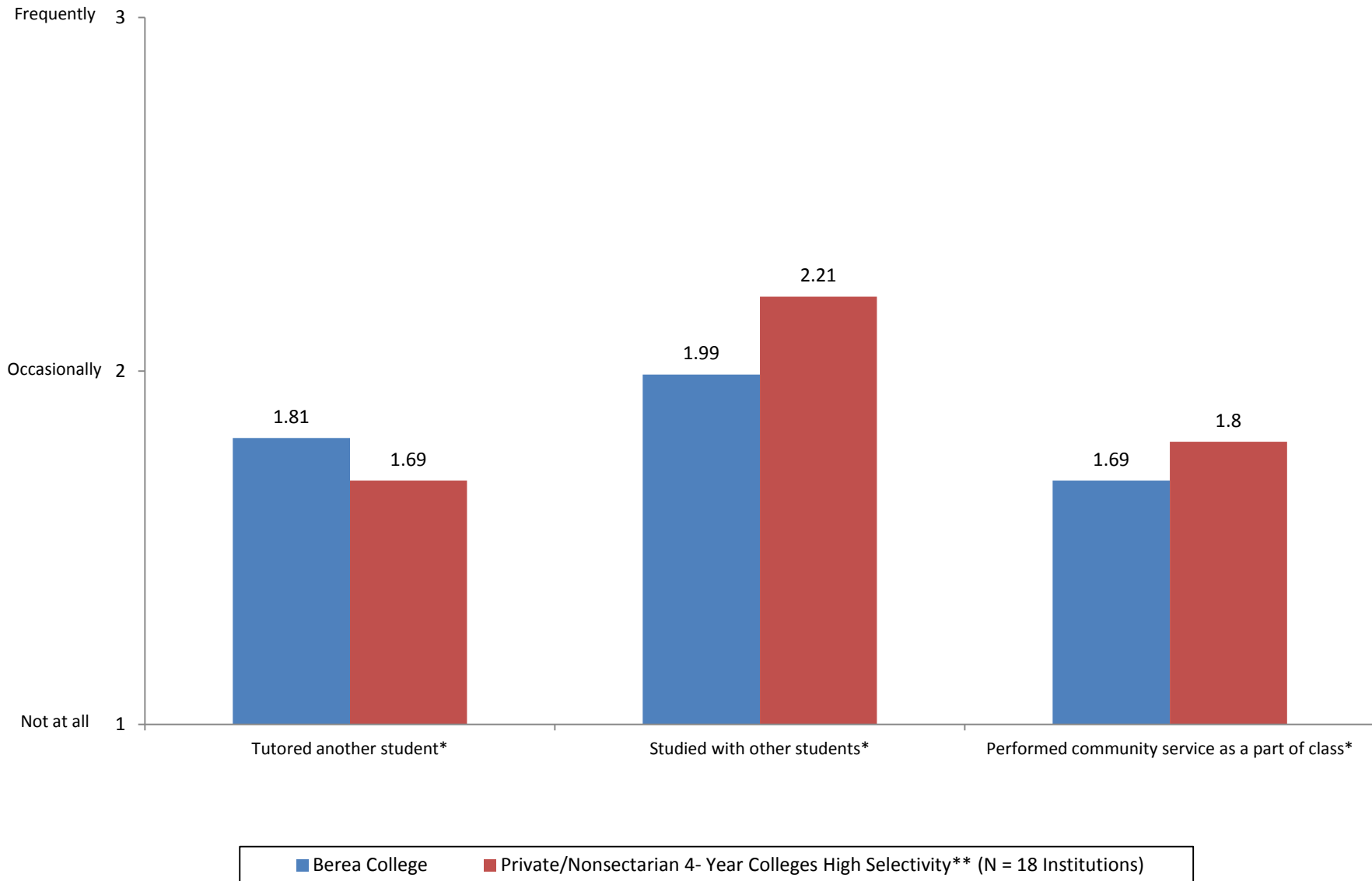
**Theme: Active and Collaborative Learning** -- *These items illustrate the extent to which students are furthering their knowledge of course material through interaction with teachers and other students.*

- For the activities below, indicate which ones you did during the past year.  
(*Frequently = 3, Occasionally = 2, Not at all = 1*)
  1. Tutored another student
  2. Studied with other students
  3. Performed community service as part of a class
  
- What is your best guess as to the chances that you will:  
(*Very Good Chance = 4, Some Chance = 3, Very Little Chance = 2, No Chance = 1*)
  1. Get tutoring help in specific courses

**THEME: Active/Collaborative**

(Based on First-Year Students Only)

*For the activities below, indicate which ones you did during the past year.*

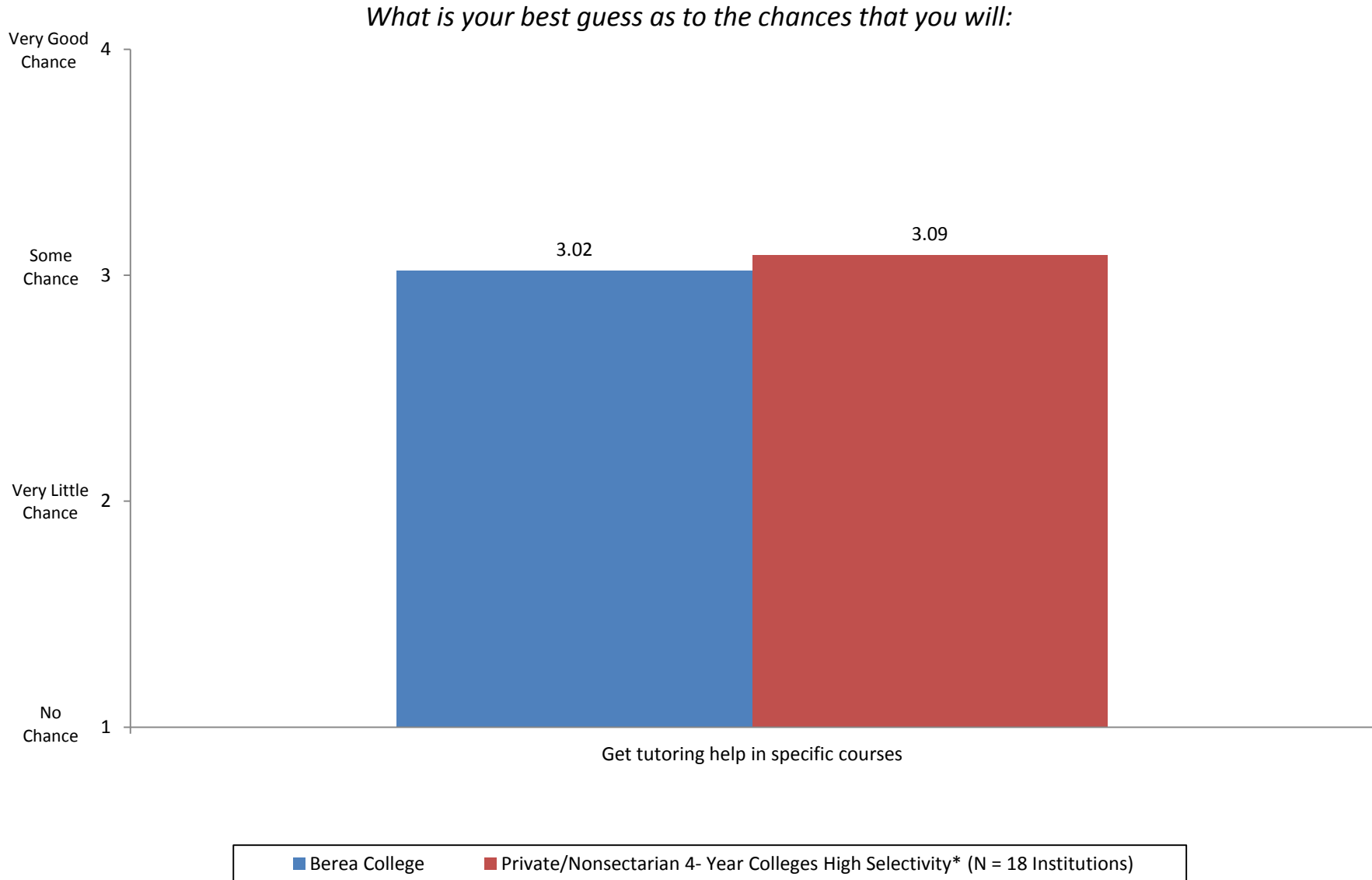


\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Active/Collaborative**

(Based on First-Year Students Only)



\*Statistically significant at the  $p \leq .05$  level.

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

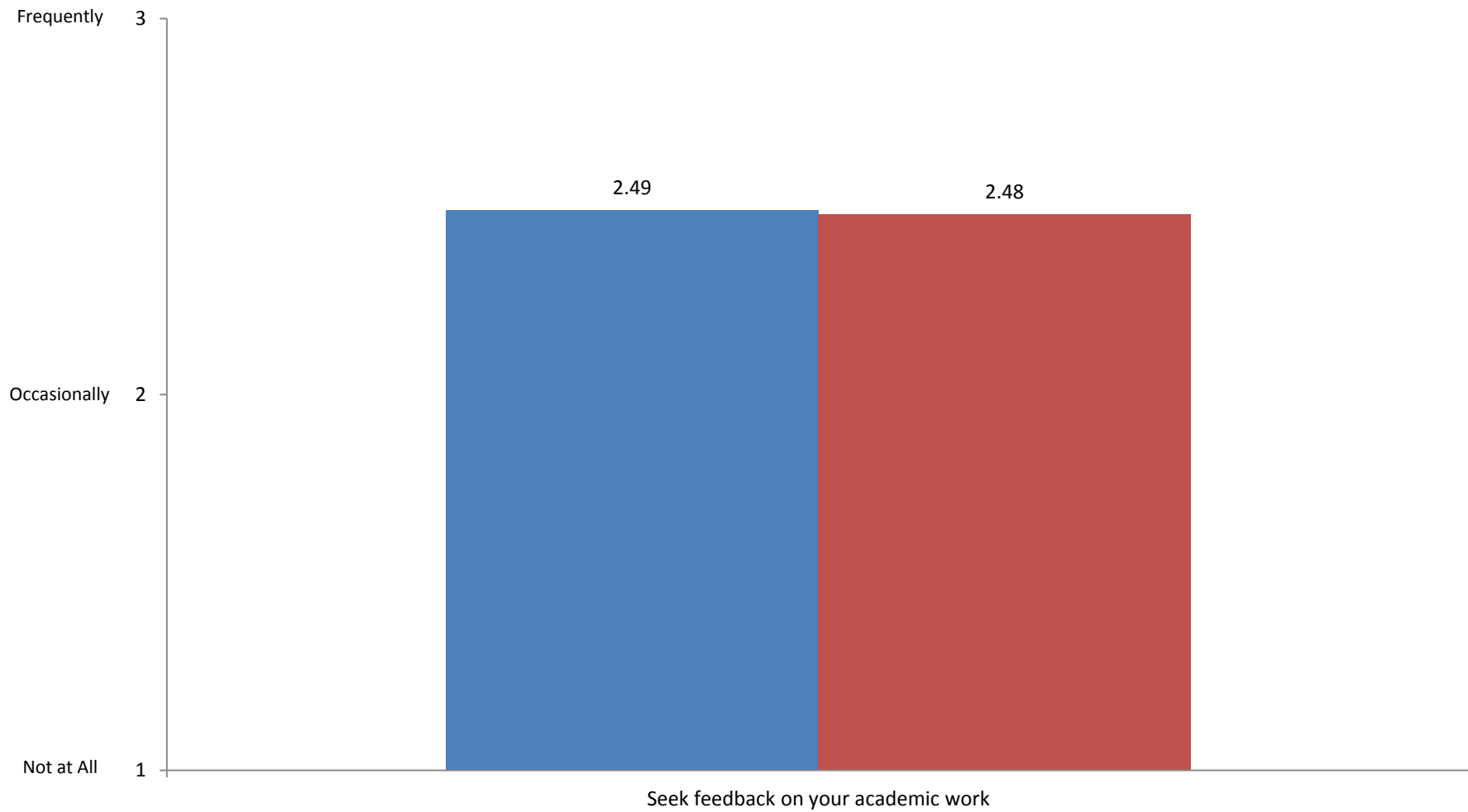
**Theme: Academic Enhancement Experiences** -- *These items gauge participation in programs and initiatives which relate to student learning.*

- How often in the past year did you?  
(*Frequently = 3, Occasionally = 2, Not at all = 1*)
  1. Seek feedback on your academic work
  
- What is your best guess as to the chances that you will:  
(*Very Good Chance = 4, Some Chance = 3, Very Little Chance = 2, No Chance = 1*)
  1. Communicate regularly with your professors
  2. Participate in a study abroad program
  3. Work on a professor's research project

**THEME: Academic Enhancement Exper.**

(Based on First-Year Students Only)

*How often in the past year did you?*

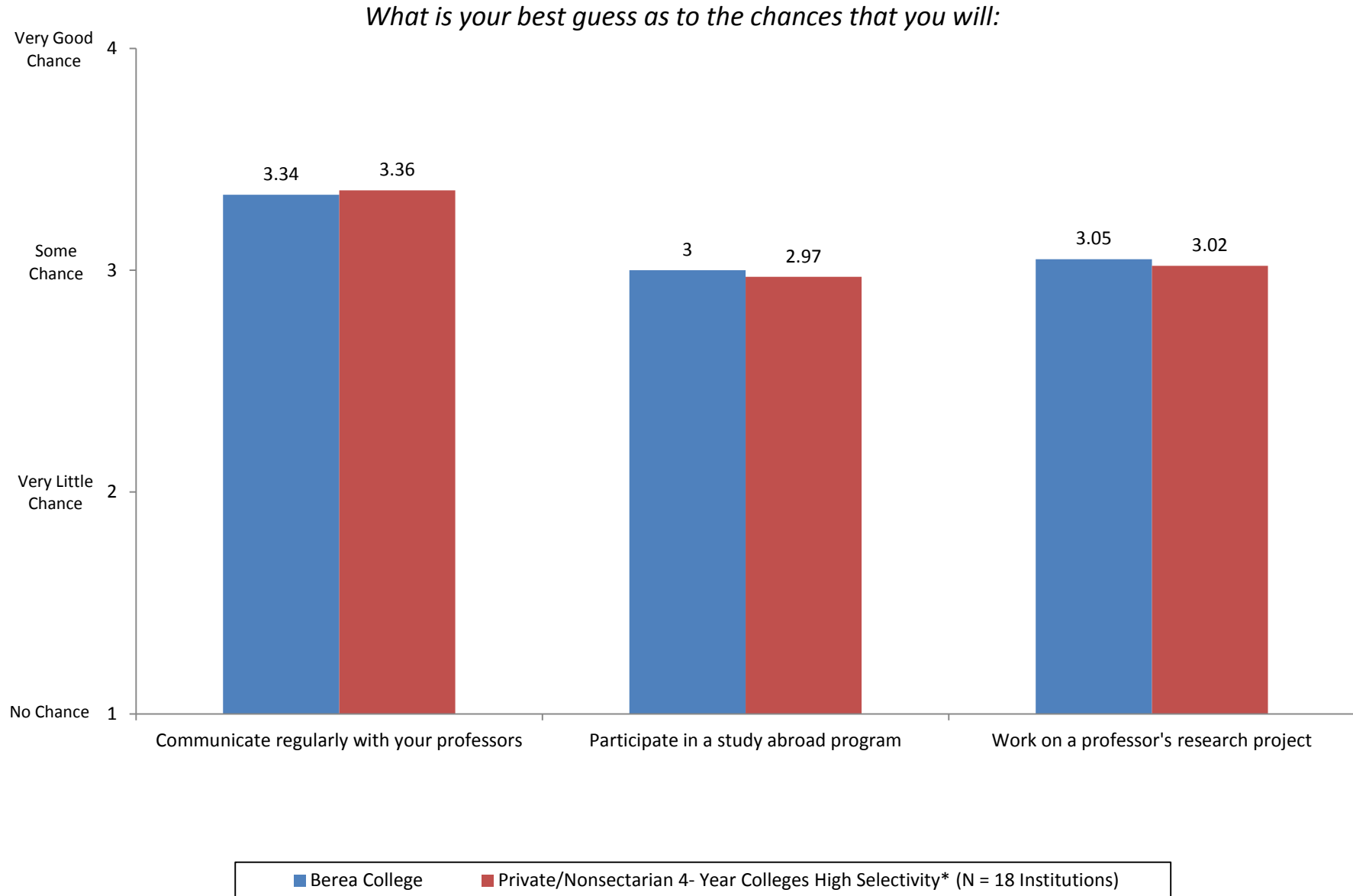


■ Berea College    ■ Private/Nonsectarian 4- Year Colleges High Selectivity\* (N = 18 Institutions)

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

**THEME: Academic Enhancement Exper.**

(Based on First-Year Students Only)



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

**Theme: Written and Oral Communication** -- *These items illustrate students' written and oral communication skills and how these skills compare to their peers.*

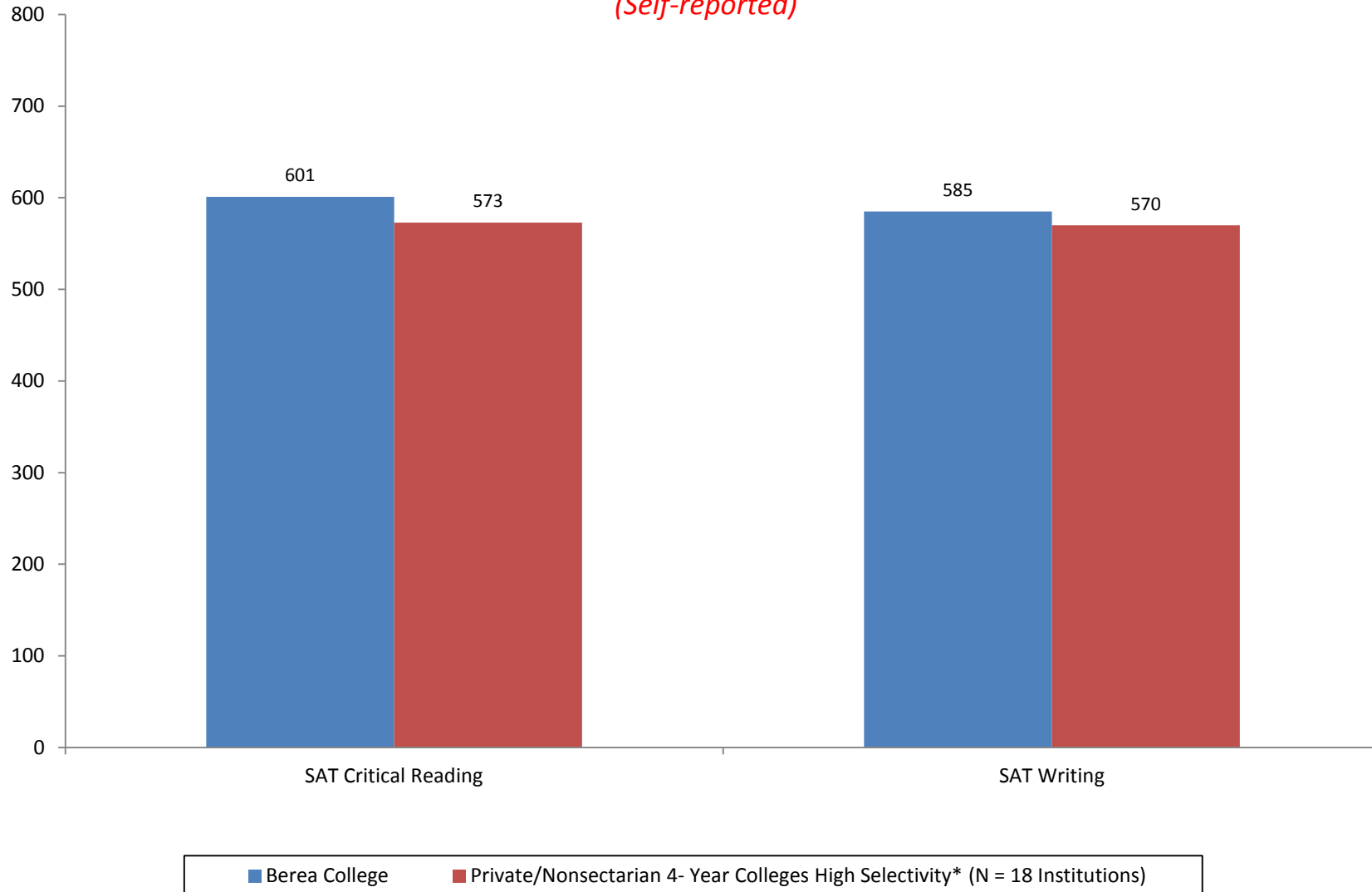
- Self-Reported:
  1. *SAT Critical Reading*
  2. *SAT Writing*
  
- Rate yourself on each of the following traits as compared with the average person your age.  
(*Highest 10% = 5, About Average = 4, Average = 3, Below Average = 2, Lowest 10% = 1*)
  1. Public speaking ability
  2. Writing ability
  
- How often in the past year did you?  
(*Frequently = 3, Occasionally = 2, Not at all = 1*)
  1. Revise your papers to improve your writing



**THEME: Written/Oral Communication**

(Based on First-Year Students Only)

What were your scores on the SAT I? (Mean Score)  
*(Self-reported)*

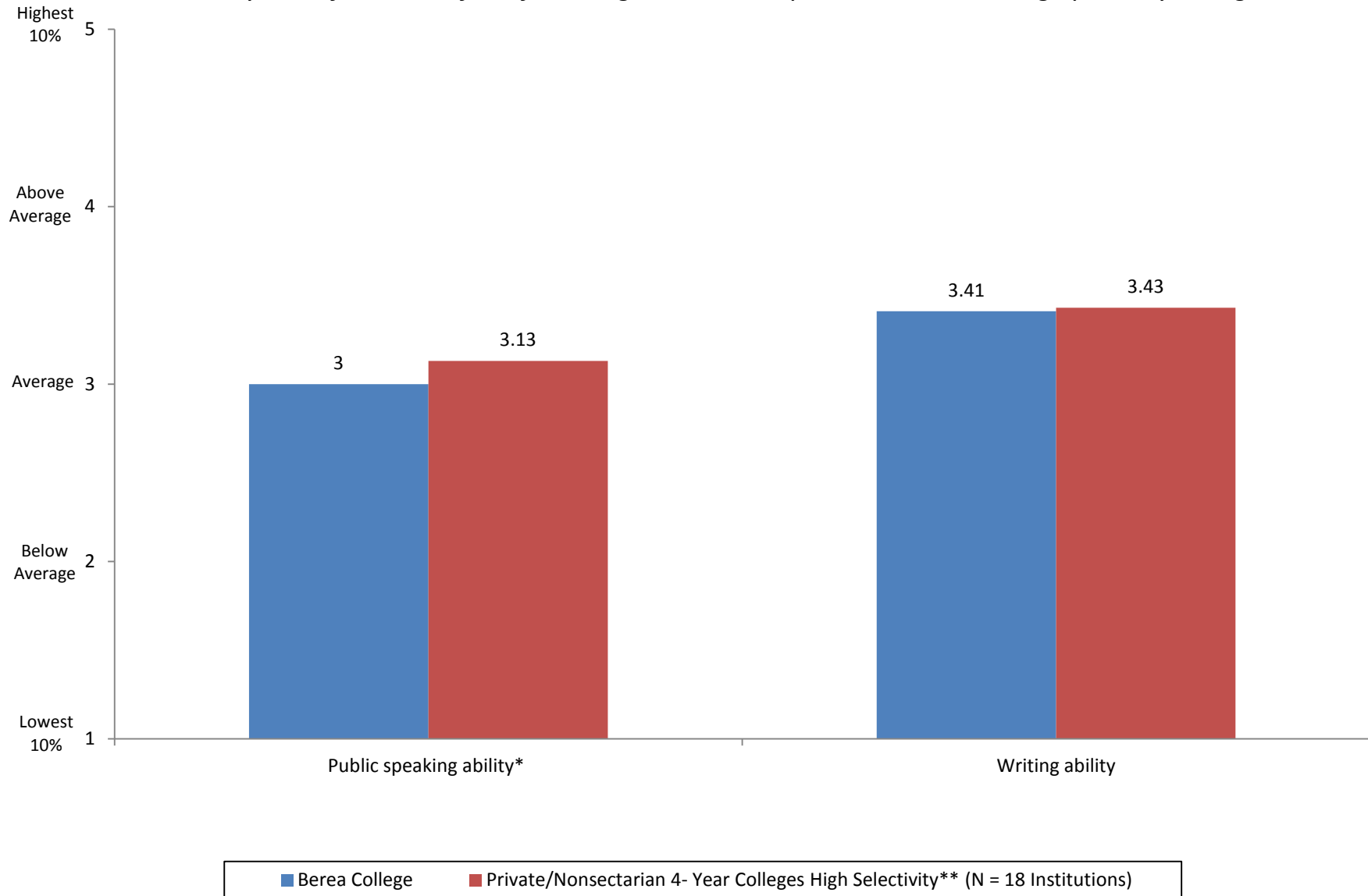


\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

**THEME: Written/Oral Communication**

(Based on First-Year Students Only)

*Rate yourself on each of the following traits as compared with the average person your age.*



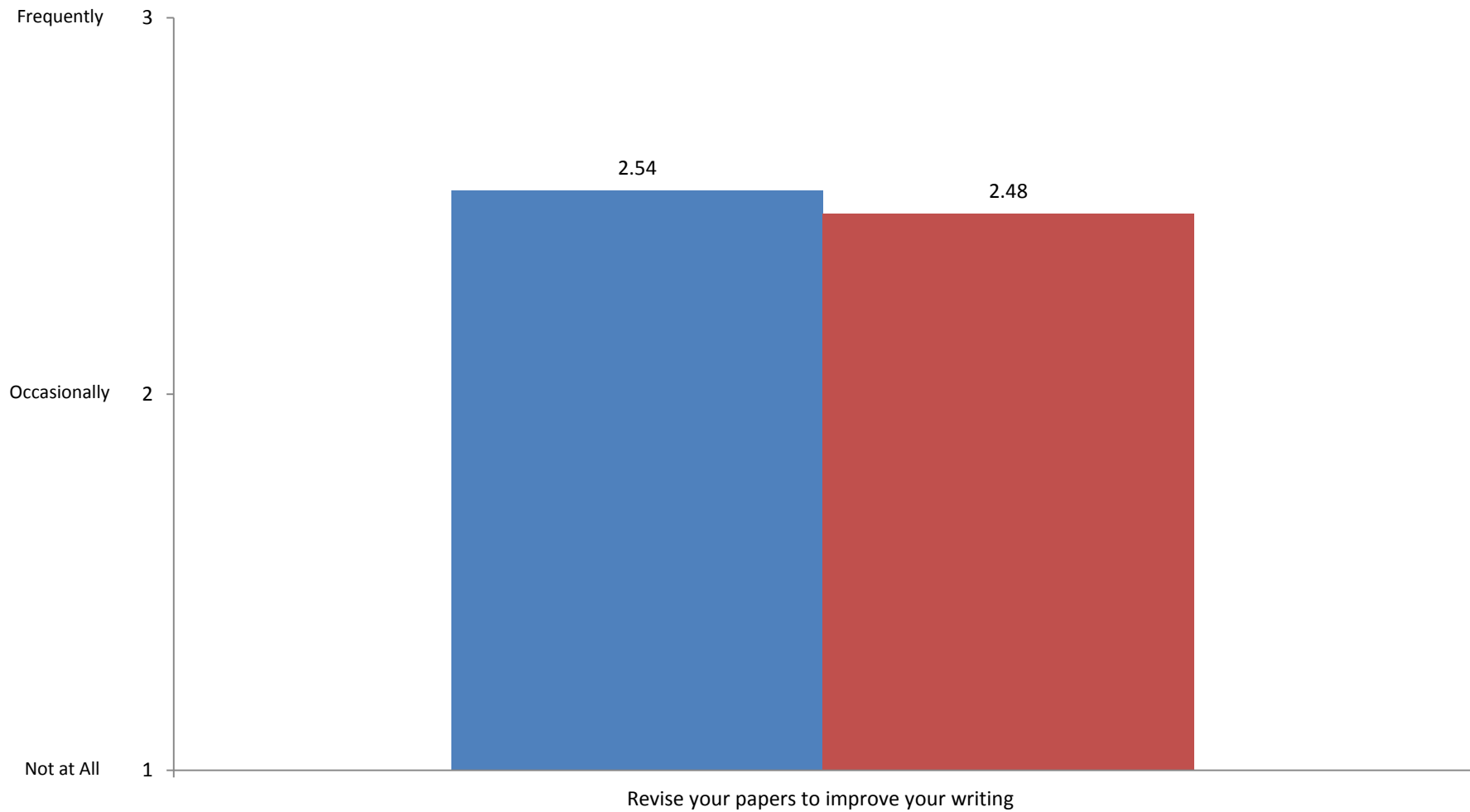
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Written/Oral Communication**

(Based on First-Year Students Only)

*How often in the past year did you?*



■ Berea College    ■ Private/Nonsectarian 4- Year Colleges High Selectivity\* (N = 18 Institutions)

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

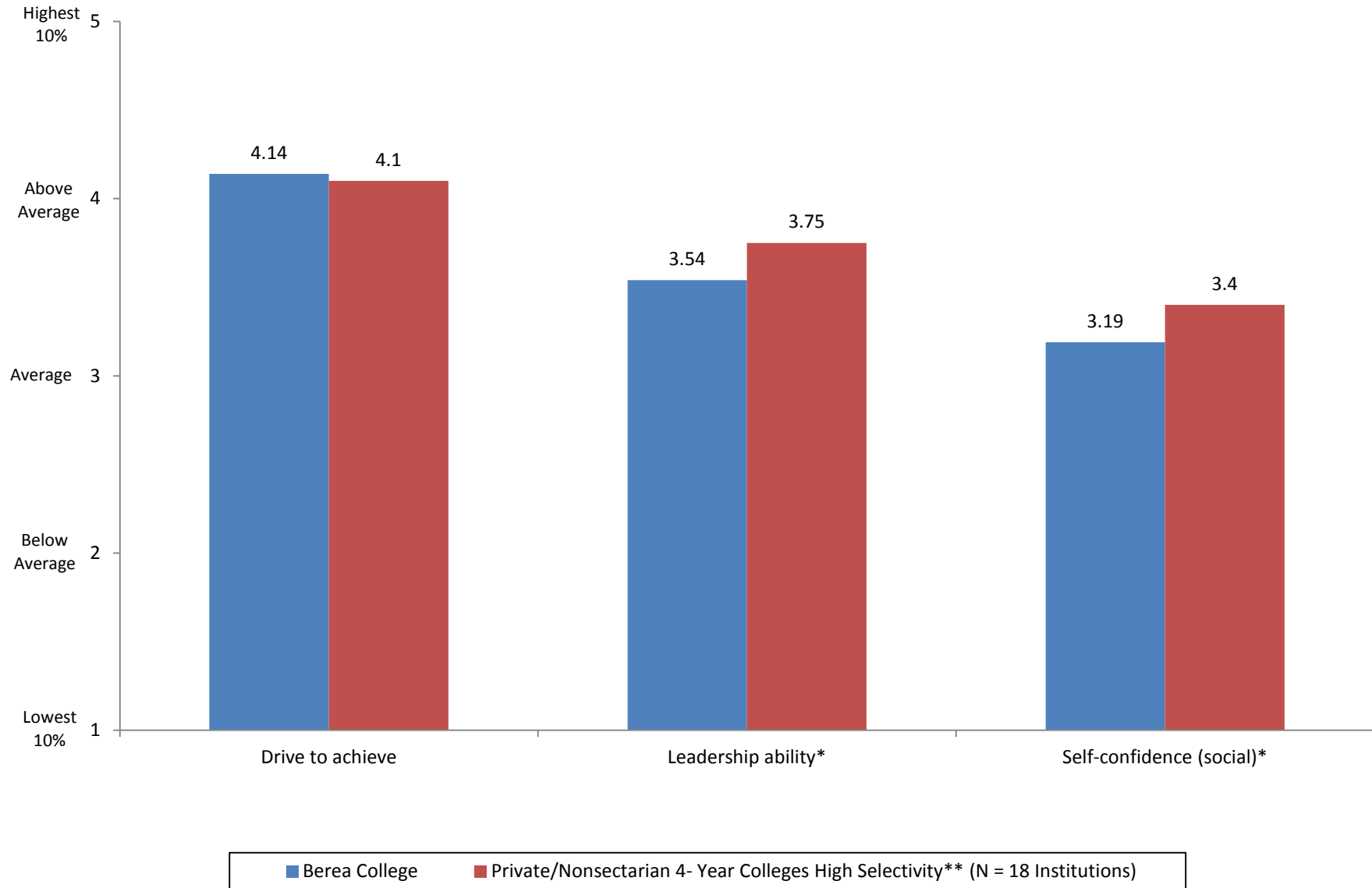
**Theme: Leadership** -- *These items address issues related to leadership, such as leadership opportunities, and how students compare to their peers on leadership-related skills and abilities.*

- Rate yourself on each of the following traits as compared with the average person your age:  
(Highest 10% = 5, Above Average = 4, Average = 3, Below Average = 2, Lowest 10% = 1)
  1. Drive to achieve
  2. Leadership ability
  3. Self-confidence (social)
  
- Please Indicate the Importance to you personally of each of the following:  
(Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1)
  1. Becoming an authority in my field
  2. Becoming a community leader
  
- What is your best guess as to the chances that you will:  
(Very good chance = 4, Some chance = 3, Very little chance = 2, No chance = 1)
  1. Participate in student government

**THEME: Leadership**

(Based on First-Year Students Only)

*Rate yourself on each of the following traits as compared with the average person your age.*



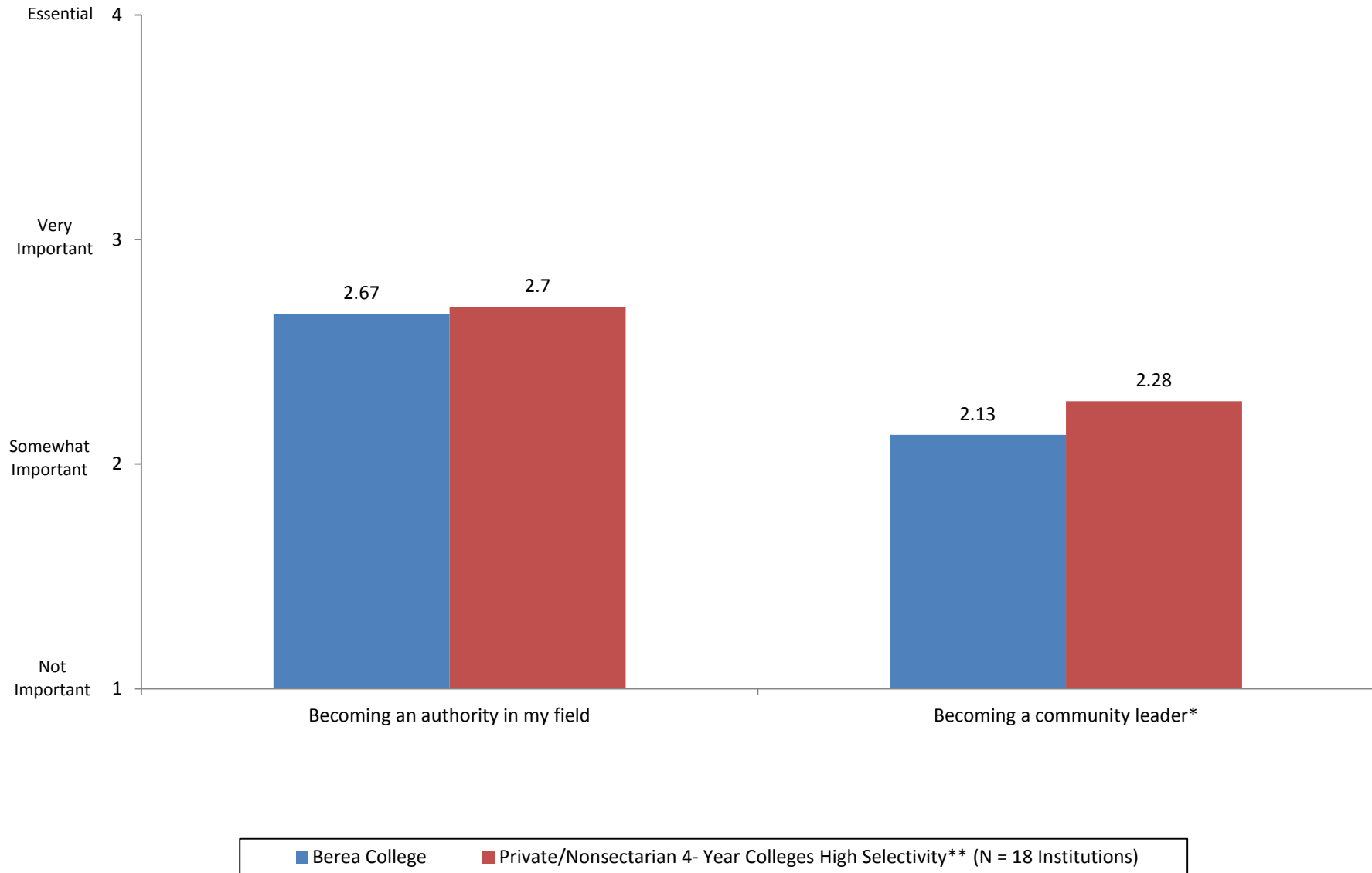
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Leadership**

(Based on First-Year Students Only)

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



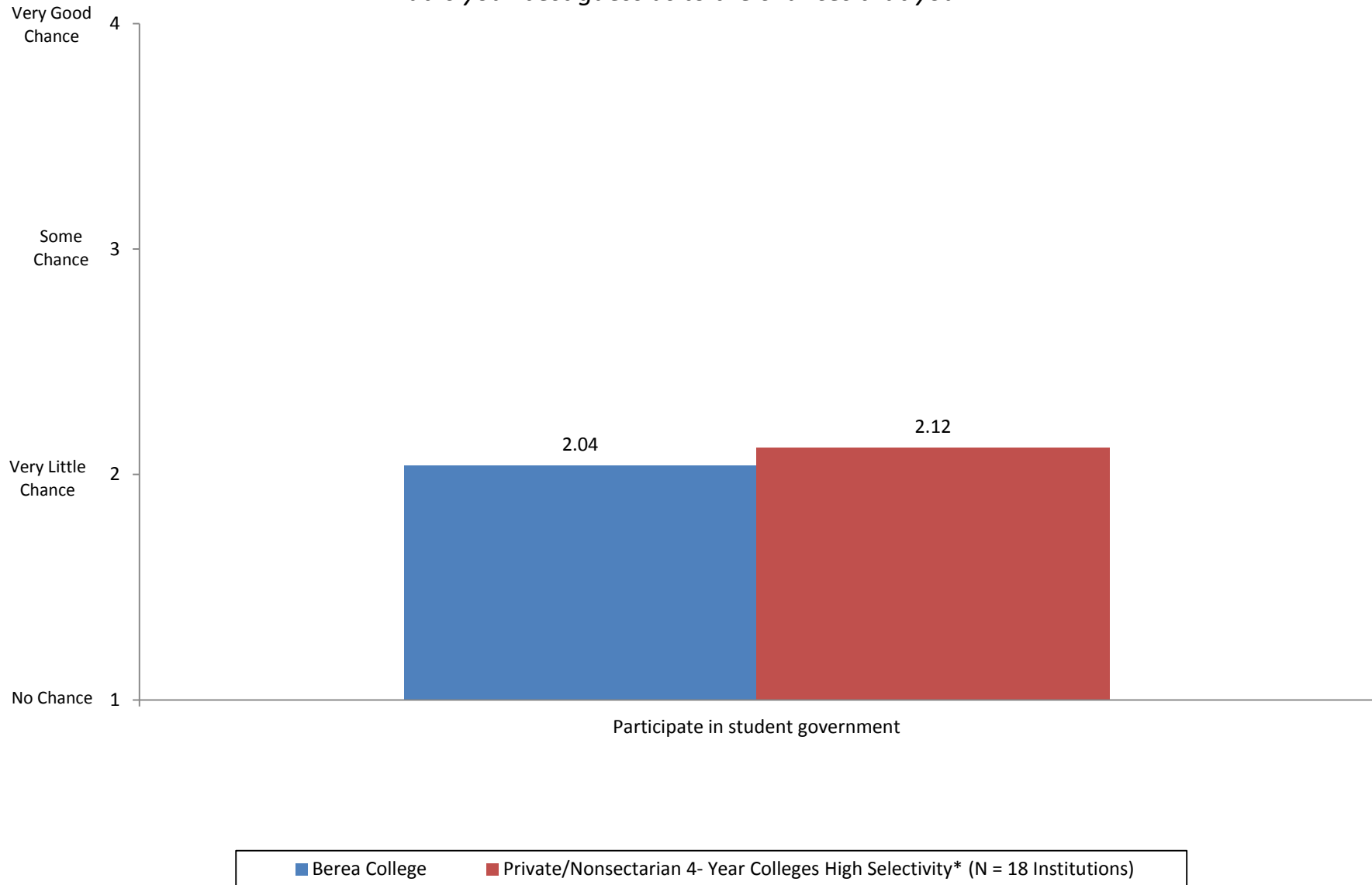
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Leadership**

(Based on First-Year Students Only)

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



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

**Theme: Civic Engagement** -- *These items relate to the levels of engagement and satisfaction with community and volunteer work in high school, as well as items that reflect future orientation towards volunteer and community service.*

● For the activities below, indicate which ones you did during the past year:

(*Frequently = 3, Occasionally = 2, Not at all = 1*)

1. Demonstrated for a cause (e.g., boycott, rally, protest)
2. Performed volunteer work
3. Voted in a student election
4. Performed community service as part of a class
5. Discussed politics
6. Worked on a local, state, or national campaign
7. Publicly communicated my opinion about a cause (e.g. blog, email, petition)
8. Helped raise money for or a cause or campaign

● During your last year in high school, how much time did you spend during a typical week doing the

● following activities?

(*None = 0, Less than 1 hour = 1, 1-2 = 2, 3-5 = 3, 6-10 = 4, 11-15 = 5, 16-20 = 6, Over 20 = 7*)

1. Volunteer Work

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

(*Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1*)

1. Influencing social values
2. Helping others who are in difficulty
3. Participating in a community action program
4. Keeping up to date with political affairs
5. Becoming a community leader
6. Helping to promote racial understanding

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

(*Very Good Chance = 4, Some Chance = 3, Very Little*

1. Participate in student protests or demonstrations
2. Participate in volunteer or community service work
3. Participate in student government

● Rate yourself on each of the following traits as compared with the average person your age.

(*Highest 10%, Above Average, Average, Below Average, Lowest 10%*)

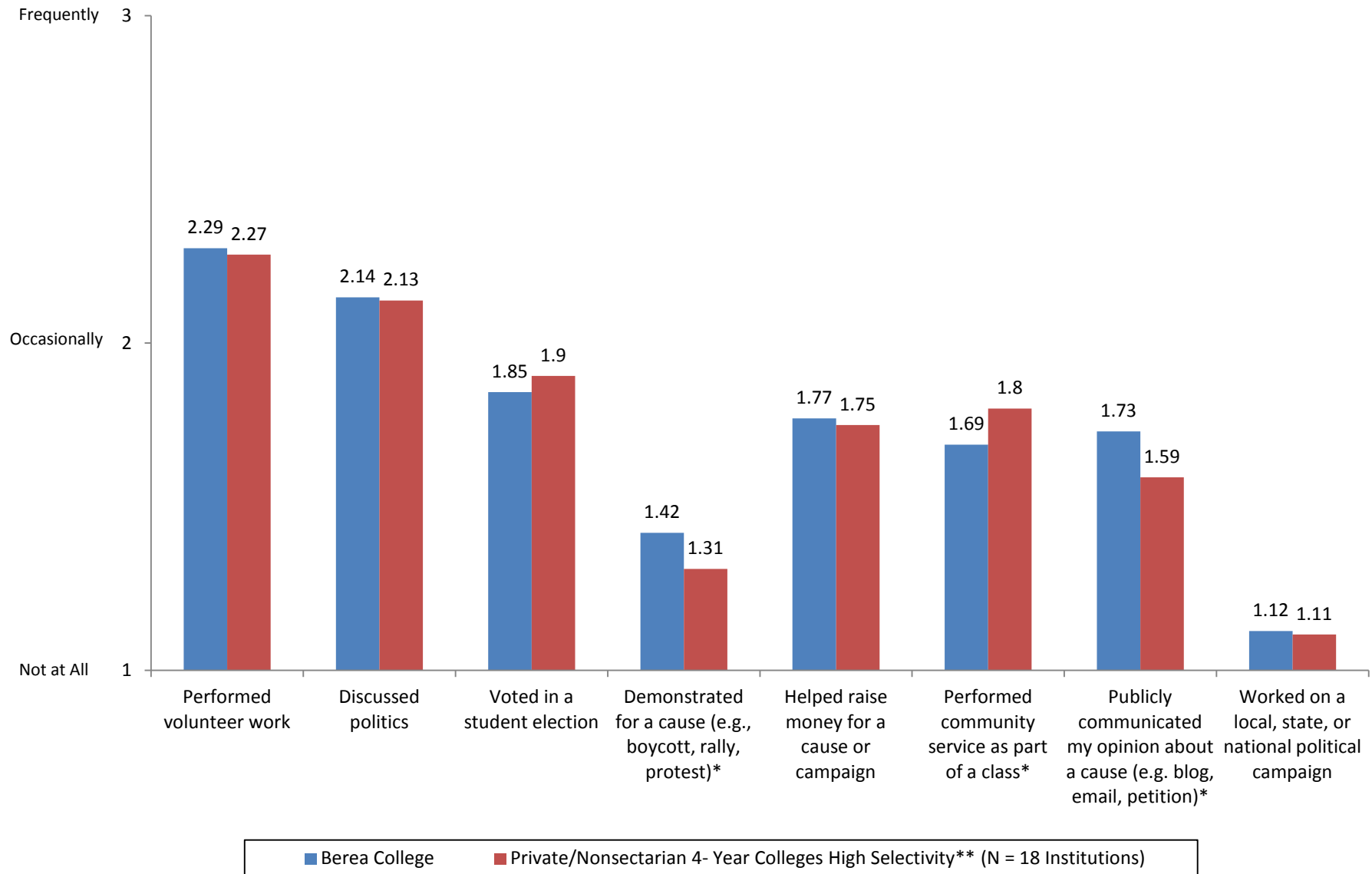
1. Ability to see the world from someone else's perspective
2. Tolerance of others with different beliefs
3. Openness to having my own views challenged
4. Ability to discuss and negotiate controversial issues
5. Ability to work cooperatively with diverse people



**THEME: Civic Engagement**

(Based on First-Year Students Only)

*For the activities below, indicate which ones you did during the past year.*



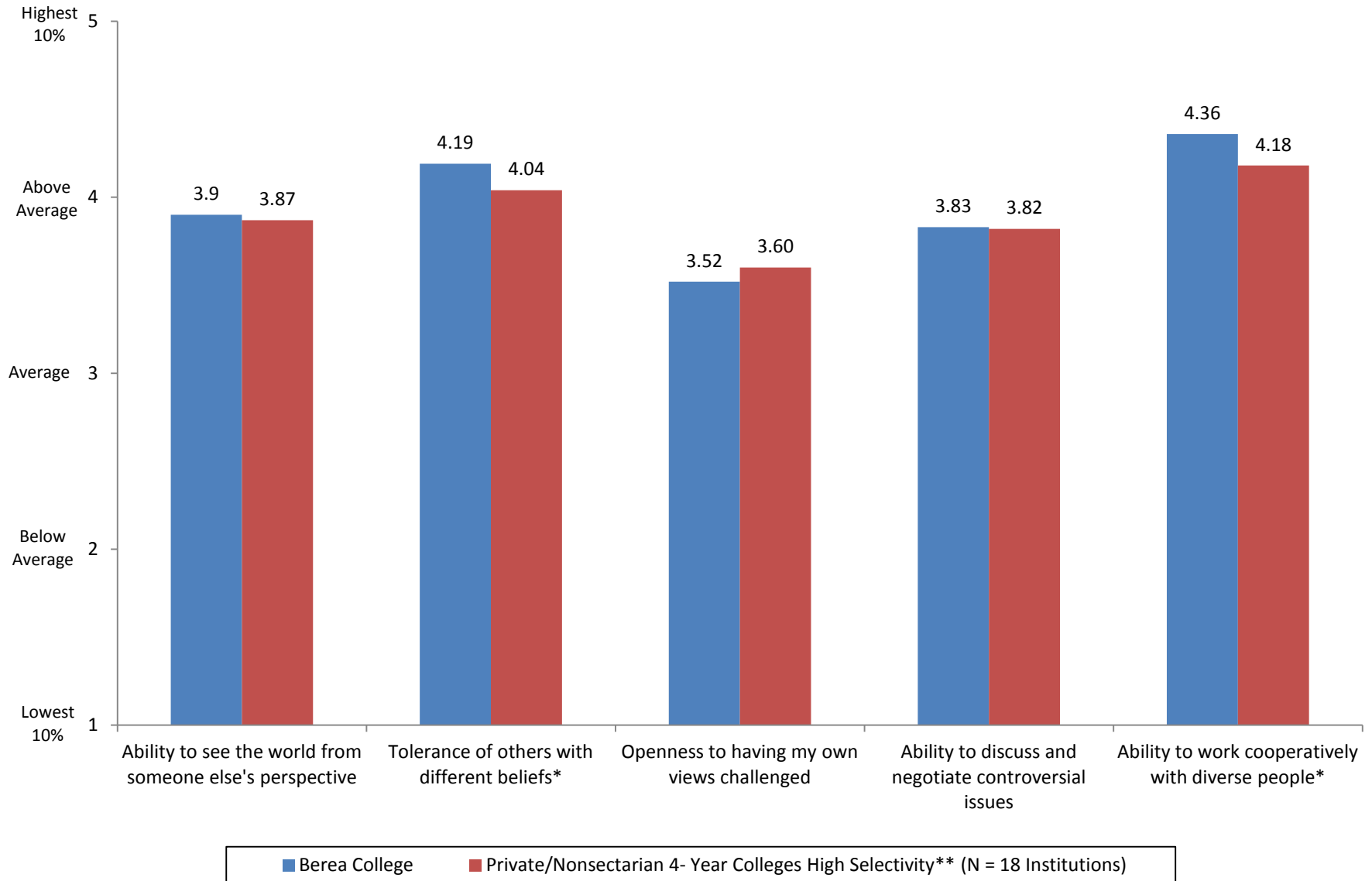
\*Statistically significant at the p <= .05 level.

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

**THEME: Leadership**

(Based on First-Year Students Only)

*Rate yourself on each of the following traits as compared with the average person your age.*



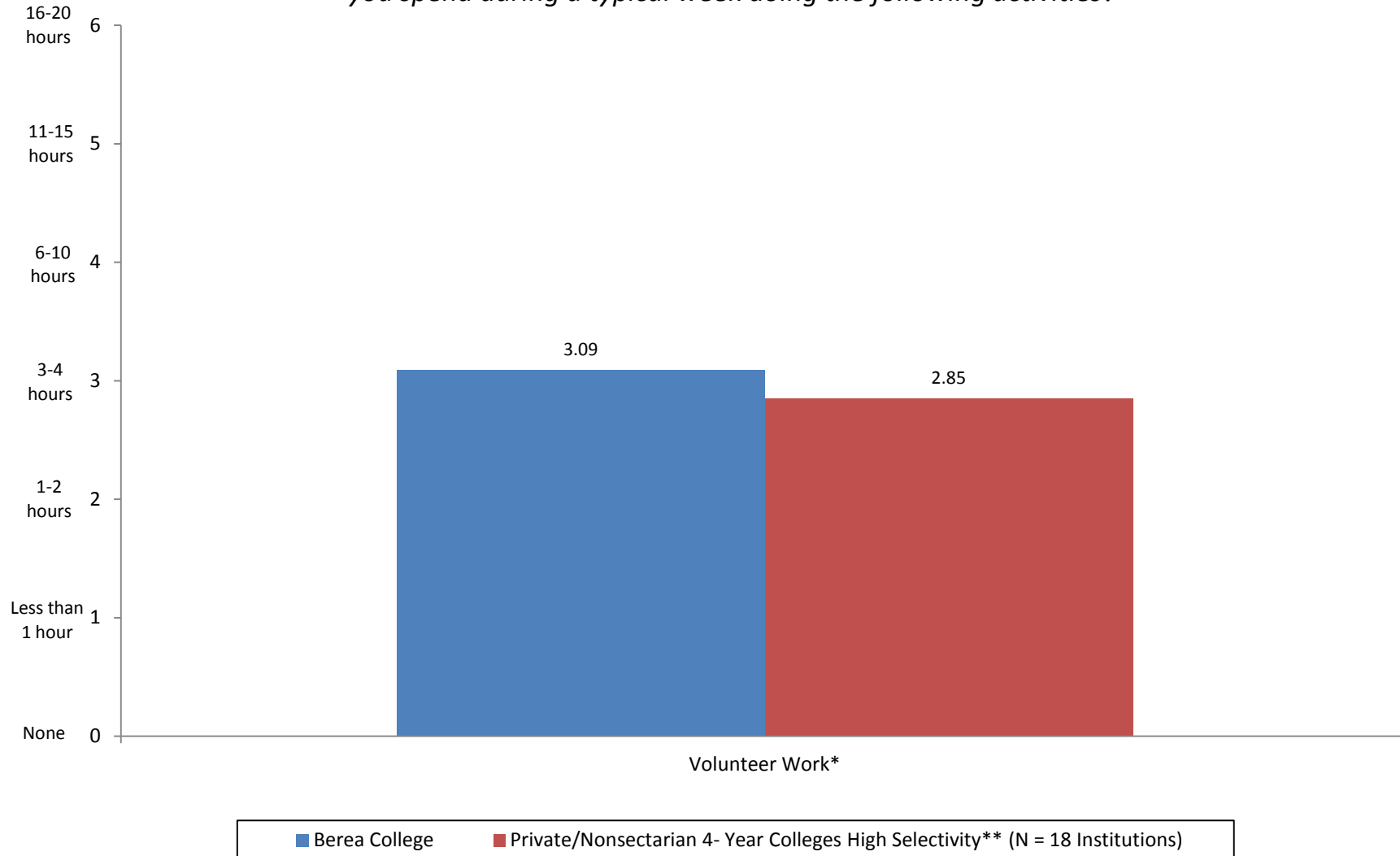
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Civic Engagement**

(Based on First-Year Students Only)

*During your last year in high school, how much time did you spend during a typical week doing the following activities?*



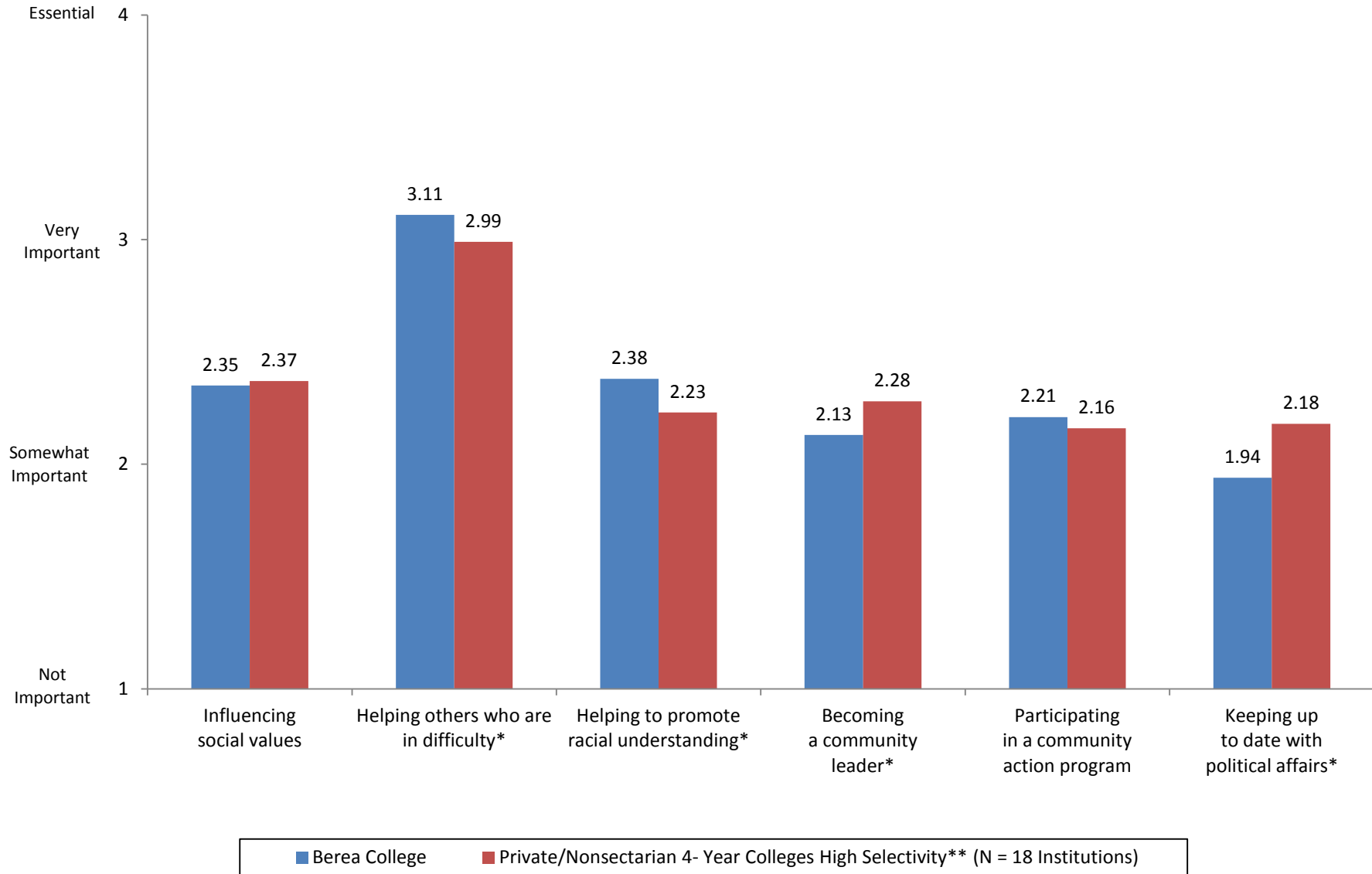
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Civic Engagement**

(Based on First-Year Students Only)

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



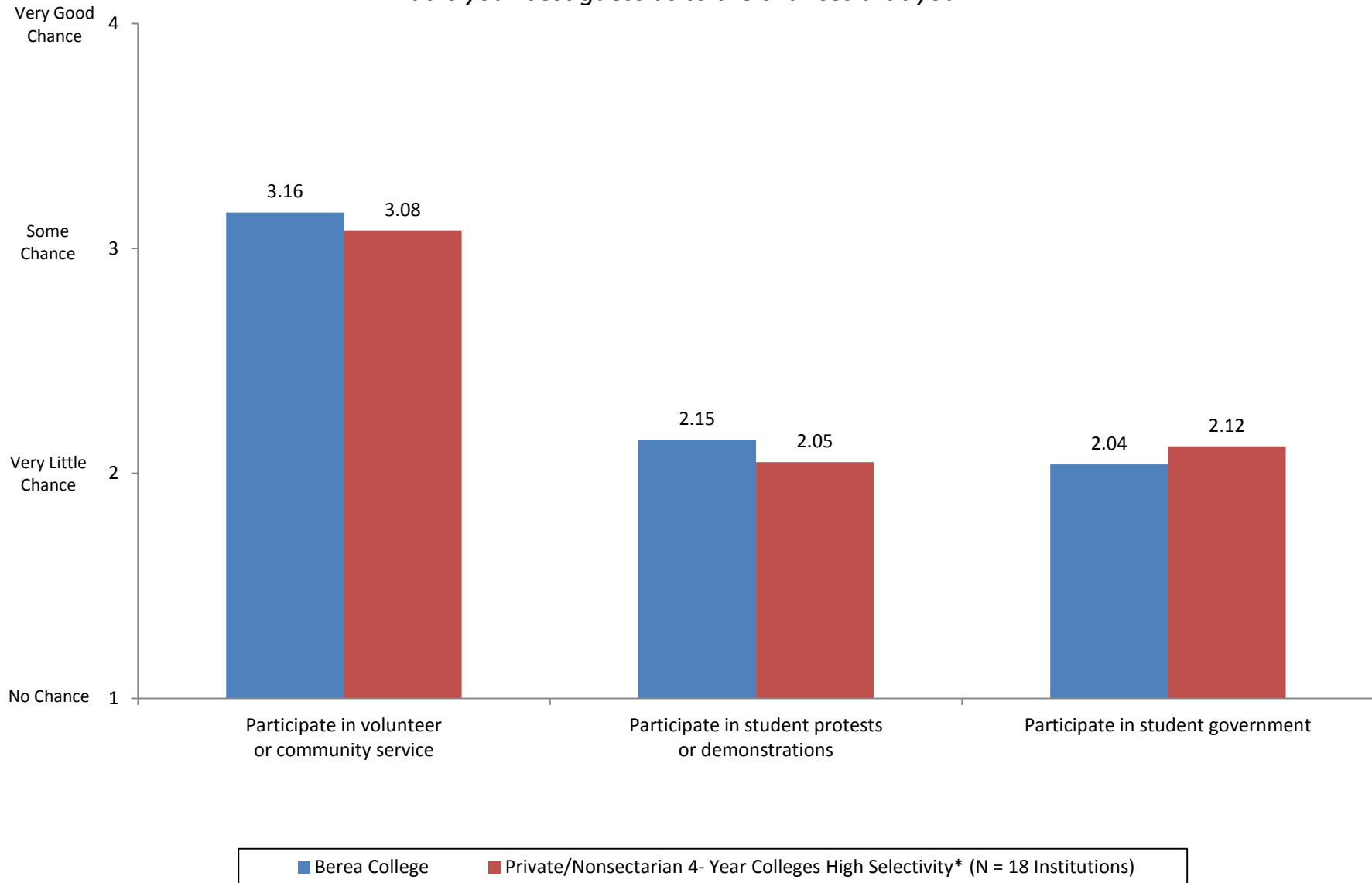
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Civic Engagement**

(Based on First-Year Students Only)

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



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

**Theme: Diversity** -- *These items relate to social attitudes and experiences with diversity.*

How would you describe the racial composition of the high school you last attended and the

- neighborhood where you grew up?  
(*Completely non-white, Mostly non-white, Roughly half non-white, Mostly white, Completely white*)

1. High school I last attended
2. Neighborhood where I grew up

- For the activities below, indicate which ones you did during the past year.  
(*Frequently = 3, Occasionally = 2, Not at all = 1*)

1. Socialized with someone of another racial/ethnic group

- Rate yourself on each of the following traits as compared with the average person your age:  
(*Highest 10% = 5, Above Average = 4, Average = 3, Below Average = 2, Lowest 10% = 1*)

1. Ability to see the world from someone else's perspective
2. Tolerance of others with different beliefs
3. Openness to having my own views challenged
4. Ability to discuss and negotiate controversial issues
5. Ability to work cooperatively with diverse people

Mark your agreement with each statement:

- (*Agree strongly = 4, Agree somewhat = 3, Disagree somewhat = 2, Disagree strongly = 1*)

1. Racial discrimination is no longer a major problem in America
2. Same-sex couples should have the right to legal marital status
3. Students from disadvantaged backgrounds should be given preferential treatment in college admission

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

(*Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1*)

1. Influencing social values
2. Helping to promote racial understanding
3. Improving my understanding of other countries and cultures

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

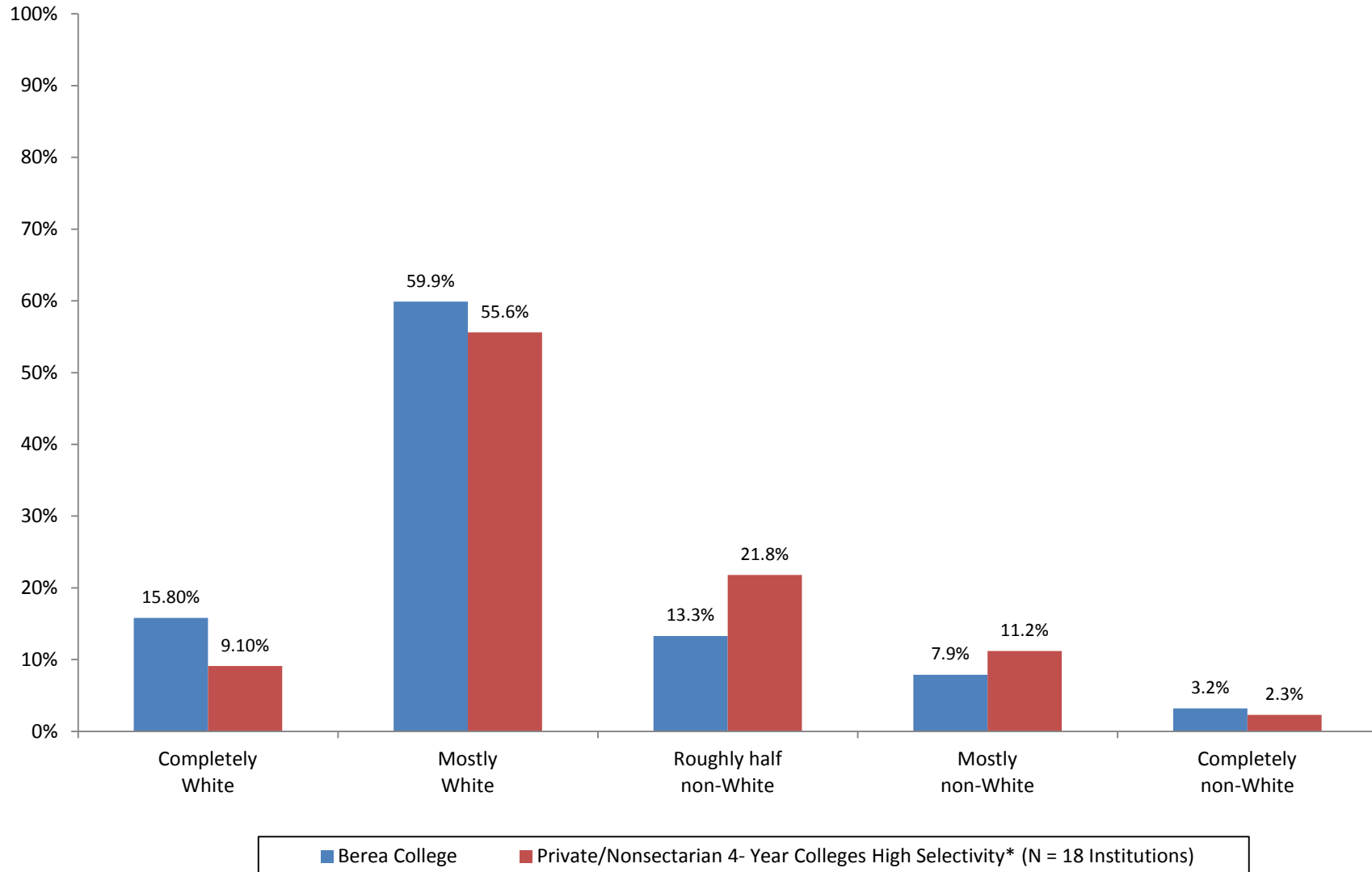
(*Very good chance = 4, Some chance = 3, Very little chance = 2, No chance = 1*)

1. Socialize with someone of another racial/ethnic group
2. Have a roommate of different race/ethnicity

**THEME: Diversity**

(Based on First-Year Students Only)

*How would you describe the racial composition of the **high school you last attended**?*

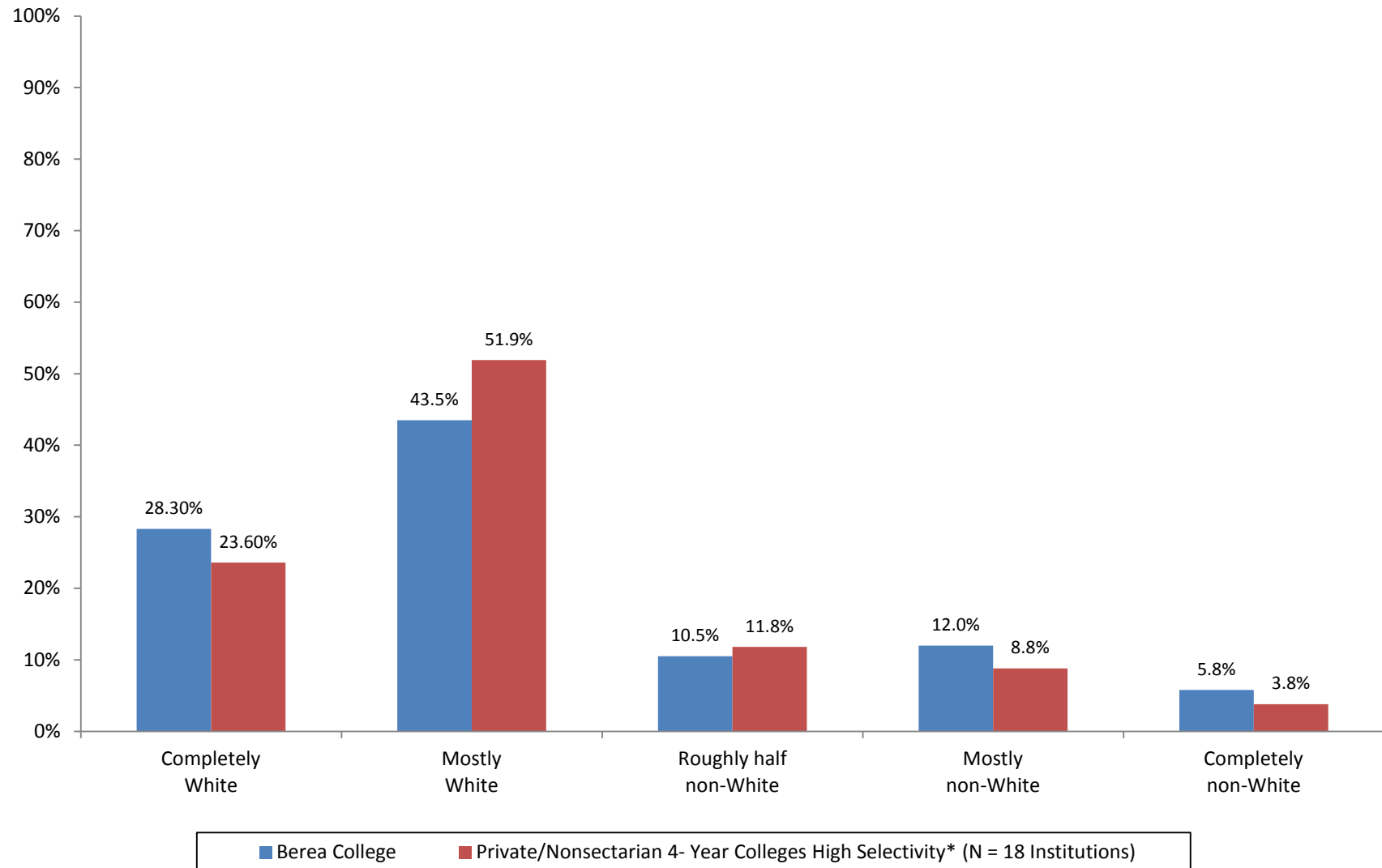


\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

**THEME: Diversity**

(Based on First-Year Students Only)

*How would you describe the racial composition of the **neighborhood where you grew up?***



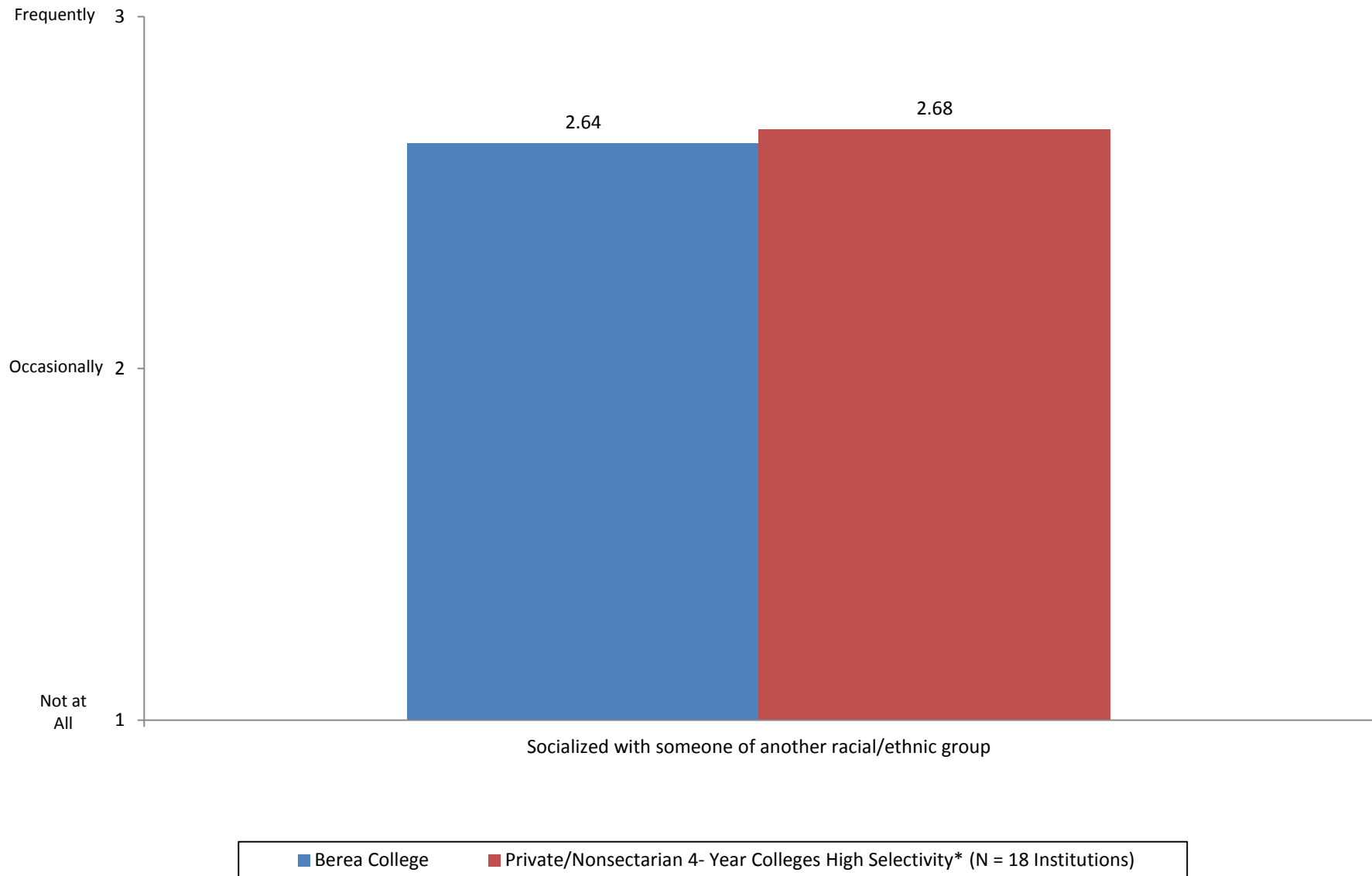
\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.



**THEME: Diversity**

(Based on First-Year Students Only)

*For the activities below, indicate which ones you did during the past year.*

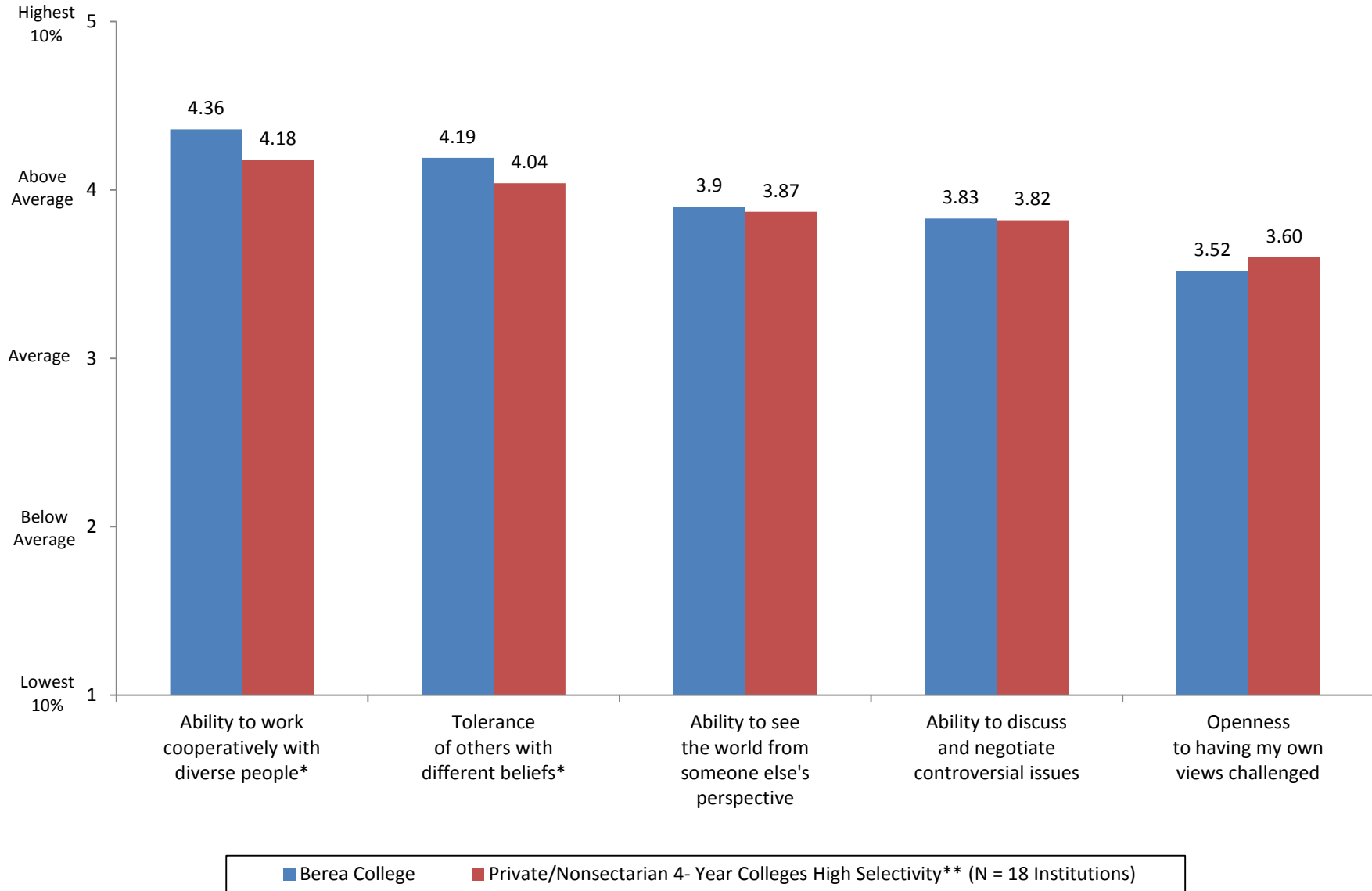


\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

**THEME: Diversity**

(Based on First-Year Students Only)

*Rate yourself on each of the following traits as compared with the average person your age.*



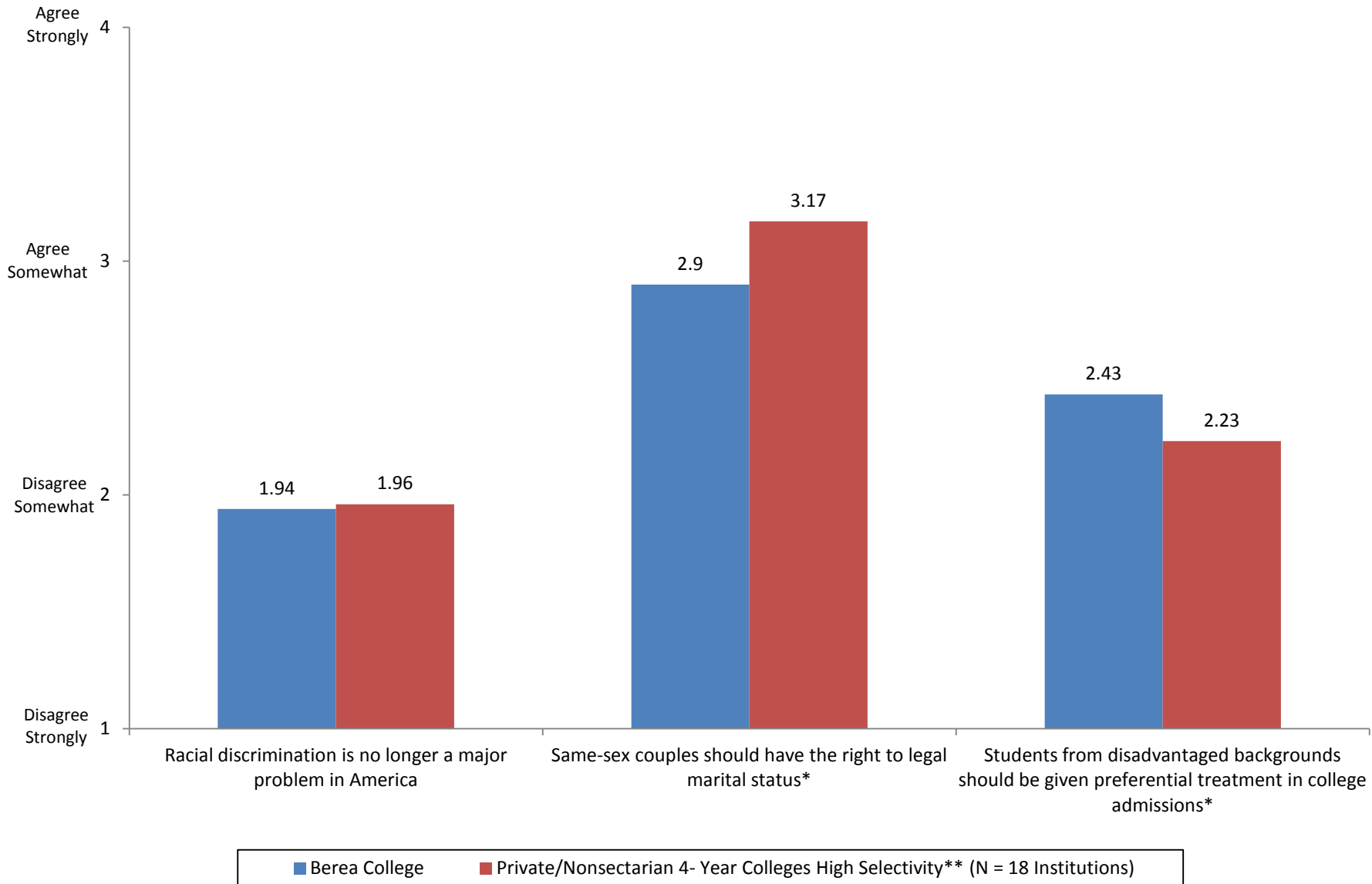
\*Statistically significant at the p <= .05 level.

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

**THEME: Diversity**

(Based on First-Year Students Only)

Mark your agreement with each statement:



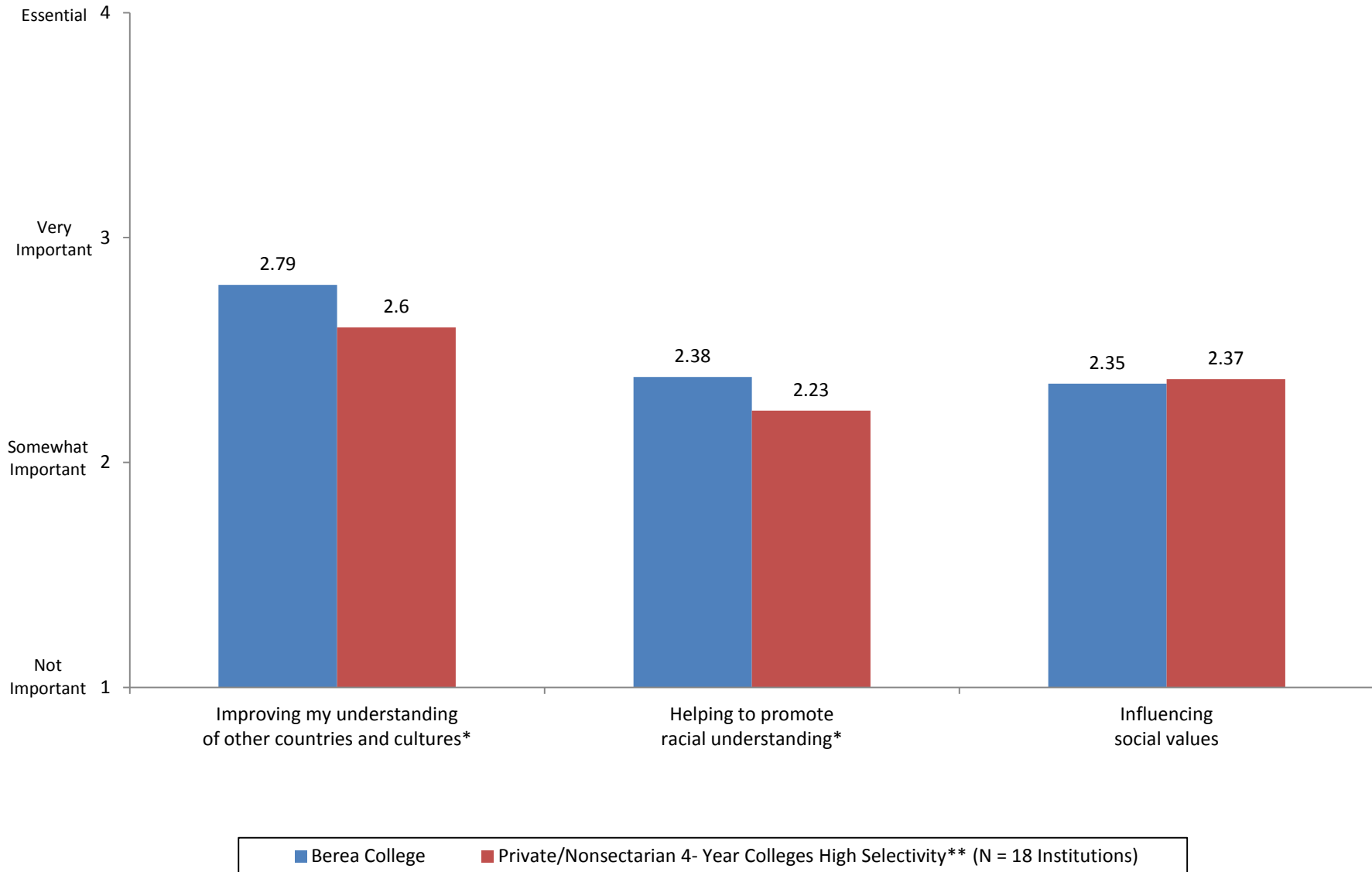
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Diversity**

(Based on First-Year Students Only)

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



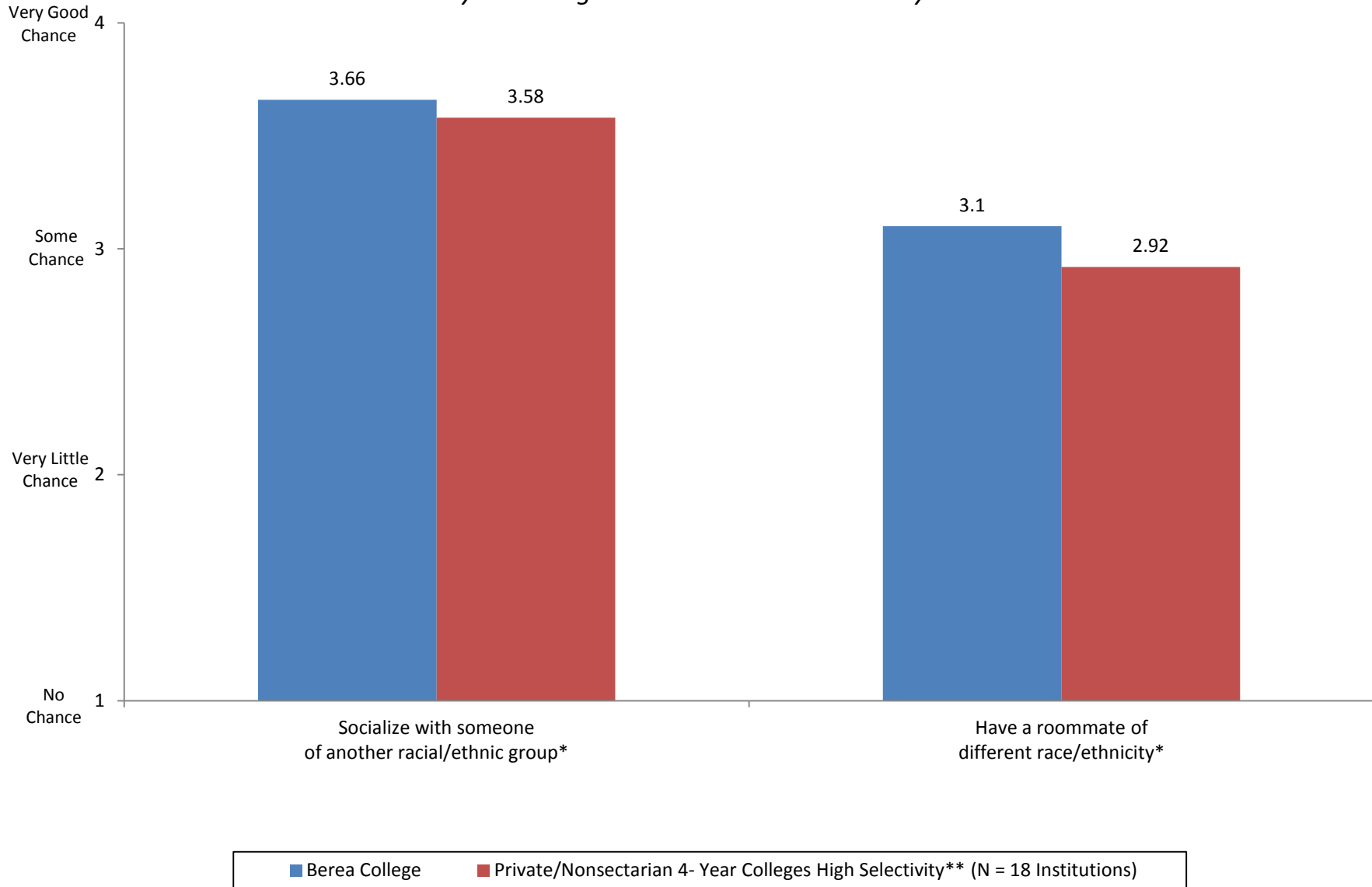
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Diversity**

(Based on First-Year Students Only)

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



\*Statistically significant at the  $p \leq .05$  level.

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

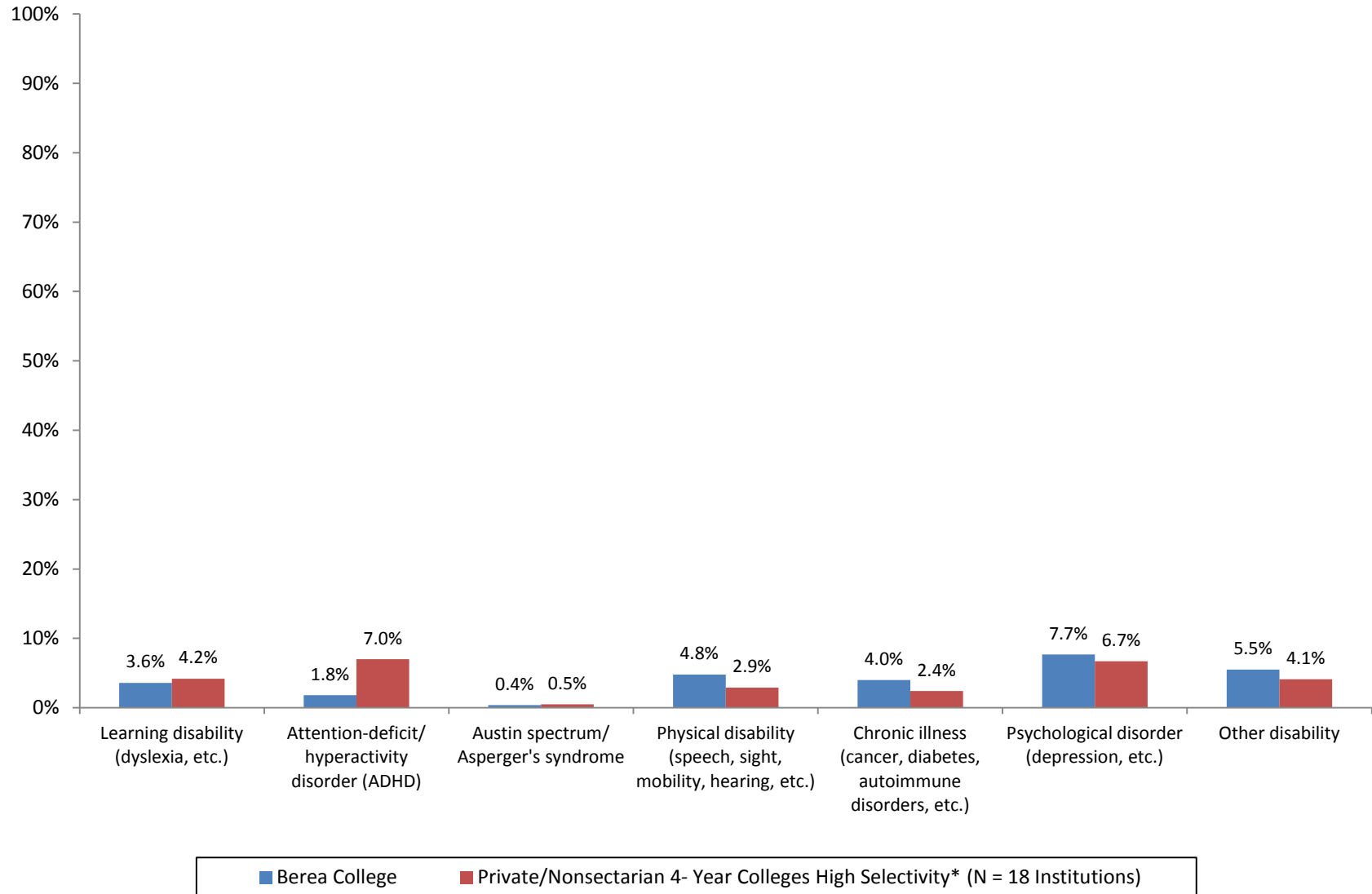
**Theme: Health and Wellness** -- *These items gauge student behaviors, attitudes, and experiences related to health and wellness issues.*

- Do you have any of the following disabilities or medical conditions?  
(Mark yes or no for each item)
  1. Learning disability (dyslexia, etc.)
  2. Attention-deficit/hyperactivity disorder (ADHD)
  3. Autism spectrum/Asperger's syndrome
  4. Physical disability (speech, sight, mobility, hearing, etc.)
  5. Chronic illness (cancer, diabetes, autoimmune disorders, etc.)
  6. Psychological disorder (depression, etc.)
  7. Other
  
- For the activities below, indicate which ones you did during the past year.  
(Frequently = 3, Occasionally = 2, Not at all = 1)
  1. Smoked cigarettes
  2. Drank beer
  3. Drank wine or liquor
  4. Felt overwhelmed by all I had to do
  5. Felt depressed
  
- Rate yourself on each of the following traits as compared with the average person your age:  
(Highest 10% = 5, Above Average = 4, Average = 3, Below Average = 2, Lowest 10% = 1)
  1. Emotional Health
  2. Physical Health
  3. Self-understanding
  
- During your last year in high school, how much time did you spend during a typical week doing the following activities?  
(None = 0, Less than 1 hour = 1, 1-2 = 2, 3-5 = 3, 6-10 = 4, 11-15 = 5, 16-20 = 6, Over 20 = 7)
  1. Exercise or sports
  2. Partying
  
- What is your best guess as to the chances that you will:  
(Very Good Chance = 4, Some Chance = 3, Very Little Chance = 2, No Chance = 1)
  1. Seek personal counseling

**THEME: Health and Wellness**

(Based on First-Year Students Only)

*Do you have any of the following disabilities or medical conditions?*

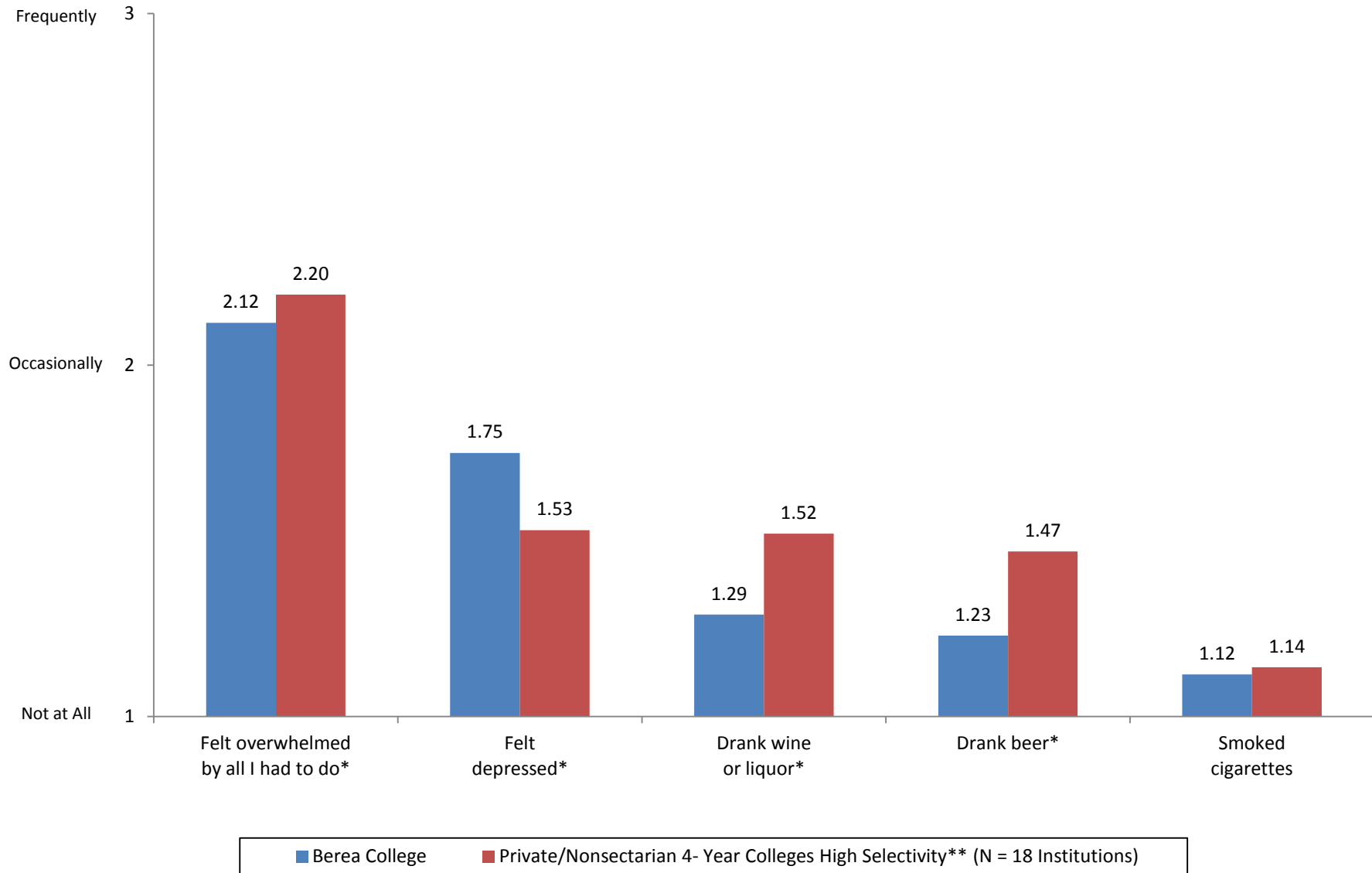


\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

**THEME: Health and Wellness**

(Based on First-Year Students Only)

*For the activities below, indicate which ones you did during the past year.*



\*Statistically significant at the  $p \leq .05$  level.

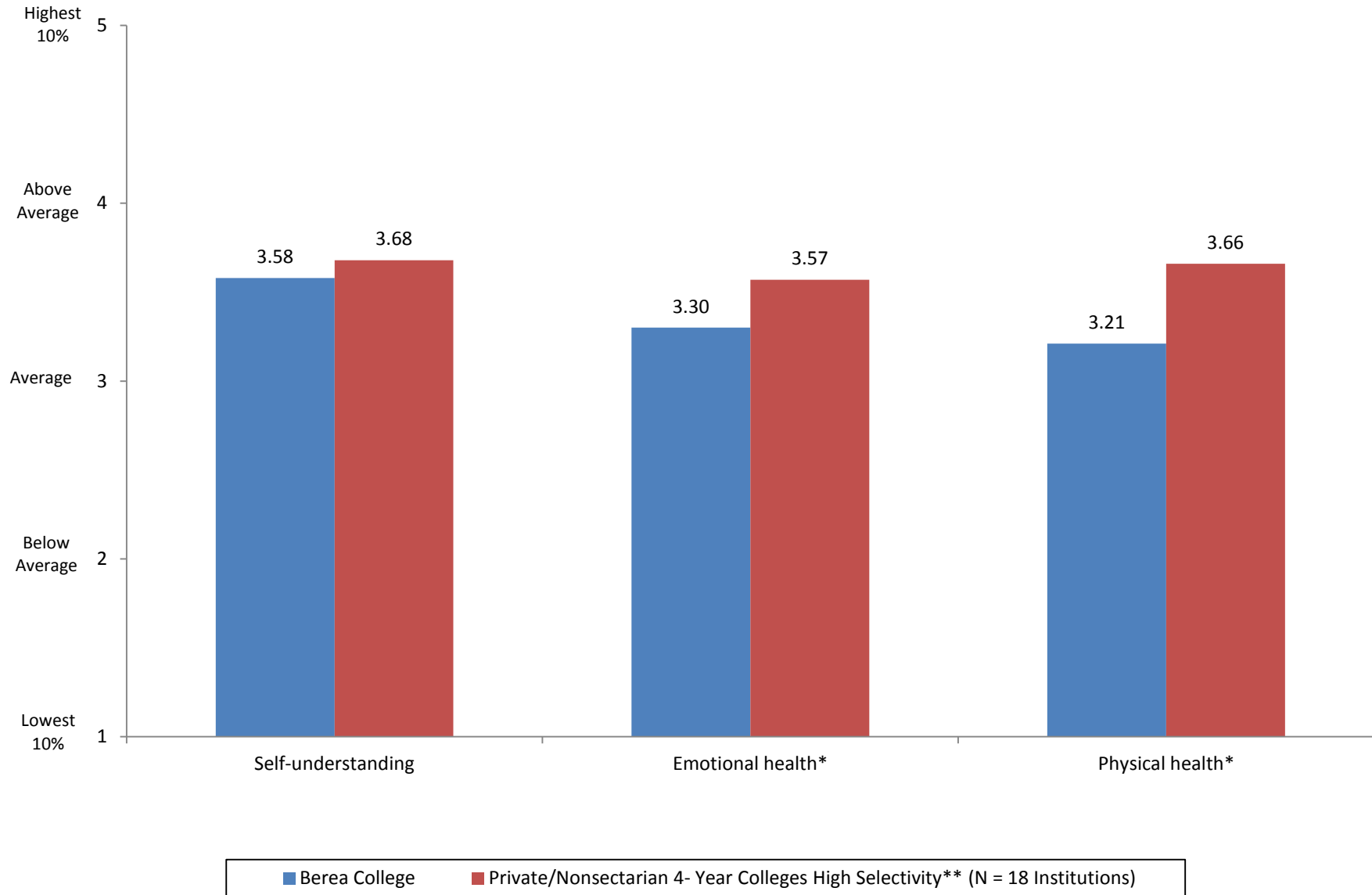
\*\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.



**THEME: Health and Wellness**

(Based on First-Year Students Only)

*Rate yourself on each of the following traits as compared with the average person your age.*



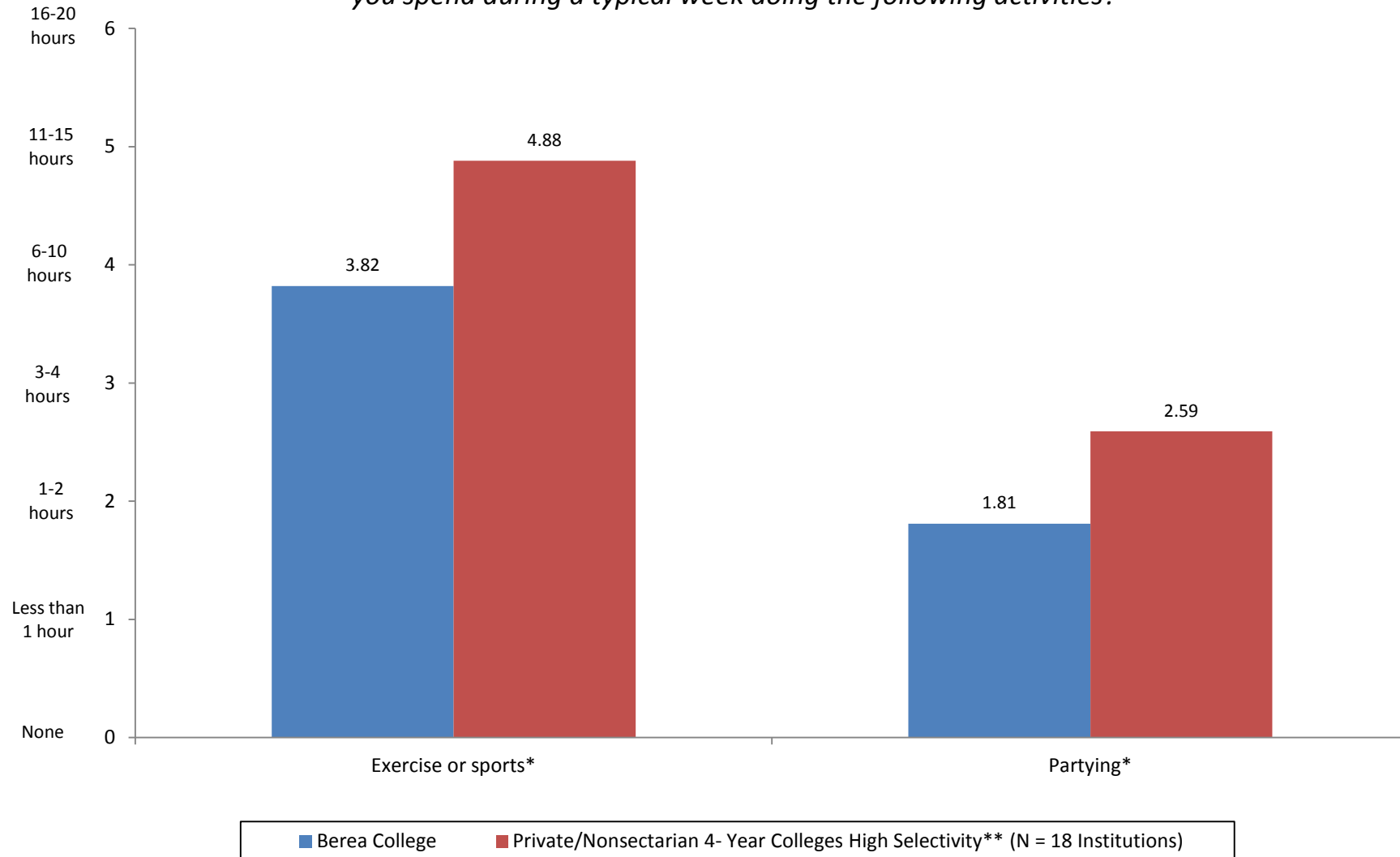
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Health and Wellness**

(Based on First-Year Students Only)

*During your last year in high school, how much time did you spend during a typical week doing the following activities?*



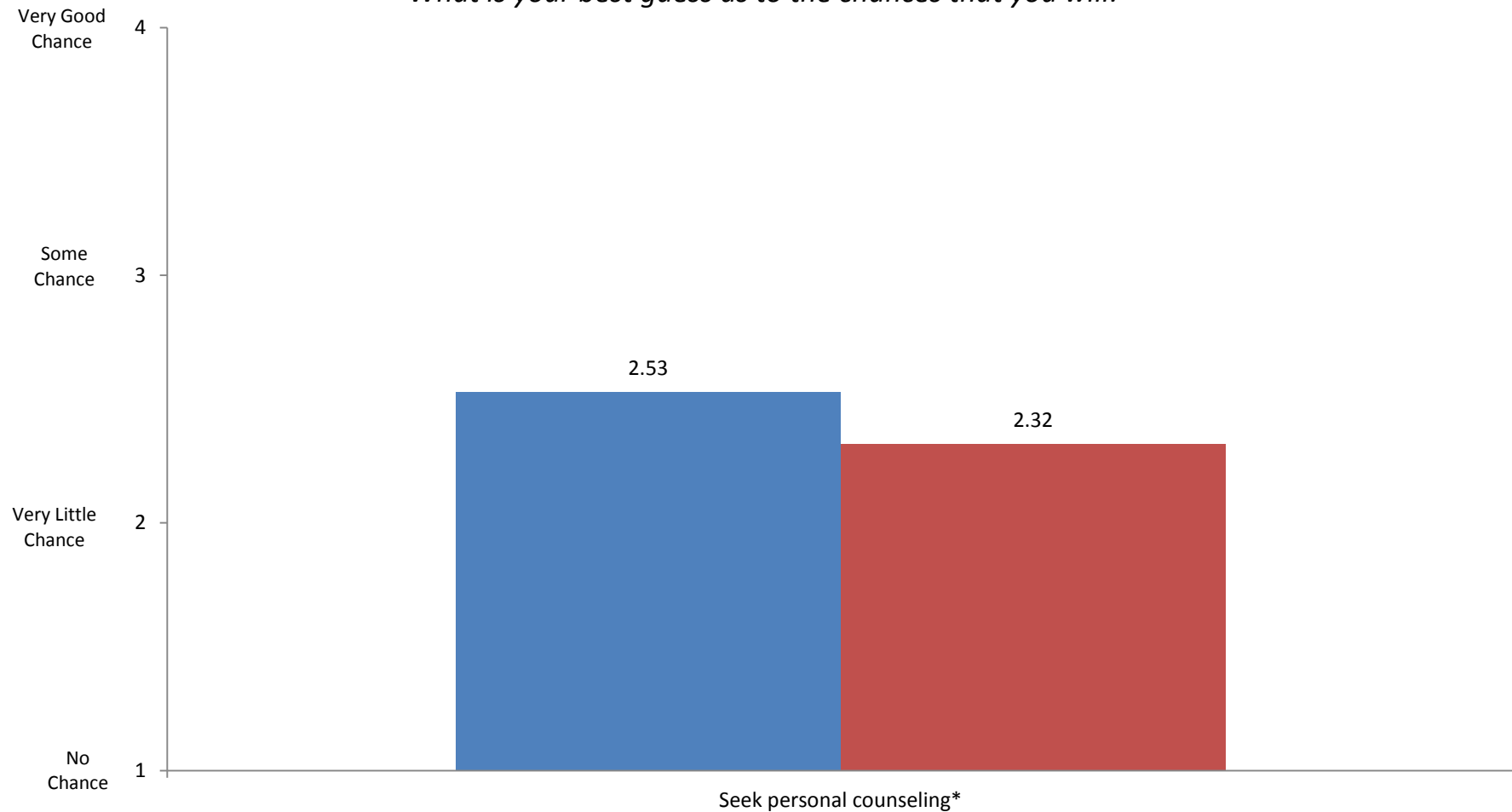
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Health and Wellness**

(Based on First-Year Students Only)

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



■ Berea College    ■ Private/Nonsectarian 4- Year Colleges High Selectivity\*\* (N = 18 Institutions)

\*Statistically significant at the  $p \leq .05$  level.

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

**Theme: Spirituality/Religiosity** -- *These items relate to religious and spiritual practices and beliefs.*

- Current religious preferences:  
(*Student's, Father's, Mother's*)
  1. Baptist
  2. Buddhist
  3. Church of Christ
  4. Eastern Orthodox
  5. Episcopalian
  6. Hindu
  7. Jewish
  8. LDS (Mormon)
  9. Lutheran
  10. Methodist
  11. Muslim
  12. Presbyterian
  13. Quaker
  14. Roman Catholic
  15. Seventh Day Adventist
  16. United Church of Christ/Congregational
  17. Other Christian
  18. Other Religion
  19. None
  
- Do you consider yourself:  
(*Mark yes or no for each item*)
  1. Born-Again Christian
  2. Evangelical
  
- For the activities below, indicate which ones you did during the past year:  
(*Frequently = 3, Occasionally = 2, Not at All = 1*)
  1. Attended a religious service
  2. Discussed religion
  
- Rate yourself on each of the following traits as compared with the average person your age:  
(*Highest 10% = 5, Above Average = 4, Average = 3, Below Average = 2, Lowest 10% = 1*)
  1. Spirituality
  
- *Your probable career/occupation:*
  1. Clergy (minister, priest, other religious)
  
- How important was each reason in your decision to come here?  
(*Very Important = 3, Somewhat Important = 2, Not Important = 1*)
  1. I was attracted by the religious affiliation/orientation of the college
  
- *Students probable field of study/major*
  1. Theology or Religion
  
- Please indicate the importance to you personally of each of the following:  
(*Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1*)
  1. Developing a meaningful philosophy of life

Theme: *Spirituality/Religiosity*

(Based on First-Year Students Only)

**Current Religious Preference**

	Student's		Father's		Mother's	
	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 18 Institutions)	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 18 Institutions)	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 18 Institutions)
Baptist	25.6%	8.2%	27.9%	8.9%	30.1%	9.6%
Buddhist	0.4%	0.9%	0.8%	1.3%	0.8%	1.4%
Church of Christ	5.8%	5.2%	8.4%	5.7%	8.9%	6.3%
Eastern Orthodox	0.7%	0.6%	0.8%	0.6%	1.5%	0.6%
Episcopalian	0.4%	1.5%	1.2%	1.7%	1.5%	2.1%
Hindu	0.0%	0.4%	0.0%	0.5%	0.0%	0.4%
Jewish	0.0%	2.9%	0.4%	3.9%	0.4%	3.8%
LDS (Mormon)	0.4%	0.2%	0.8%	0.1%	0.4%	0.2%
Lutheran	1.4%	2.8%	0.4%	3.5%	0.8%	3.8%
Methodist	2.2%	3.7%	3.6%	4.5%	5.0%	5.0%
Muslim	2.2%	0.8%	2.8%	1.1%	2.7%	0.8%
Presbyterian	1.4%	2.8%	2.0%	3.3%	1.9%	3.7%
Quaker	0.4%	0.2%	0.0%	0.2%	0.0%	0.2%
Roman Catholic	6.1%	28.9%	9.2%	32.3%	10.0%	33.5%
Seventh Day Adventist	0.4%	0.3%	0.4%	0.3%	0.4%	0.3%
United Church of Christ/Congregational	0.4%	1.0%	0.4%	0.9%	0.0%	1.1%
Other Christian	23.8%	11.9%	17.9%	11.9%	19.7%	13.0%
Other Religion	6.5%	3.2%	2.8%	2.0%	3.9%	1.9%
None	22.0%	24.6%	20.0%	17.5%	12.0%	12.5%

**Probable Career/Occupation**

	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 18 Institutions)
Clergy (minister, priest, other religious)	0.4%	0.2%

**Student's Probable Field of Study/Major**

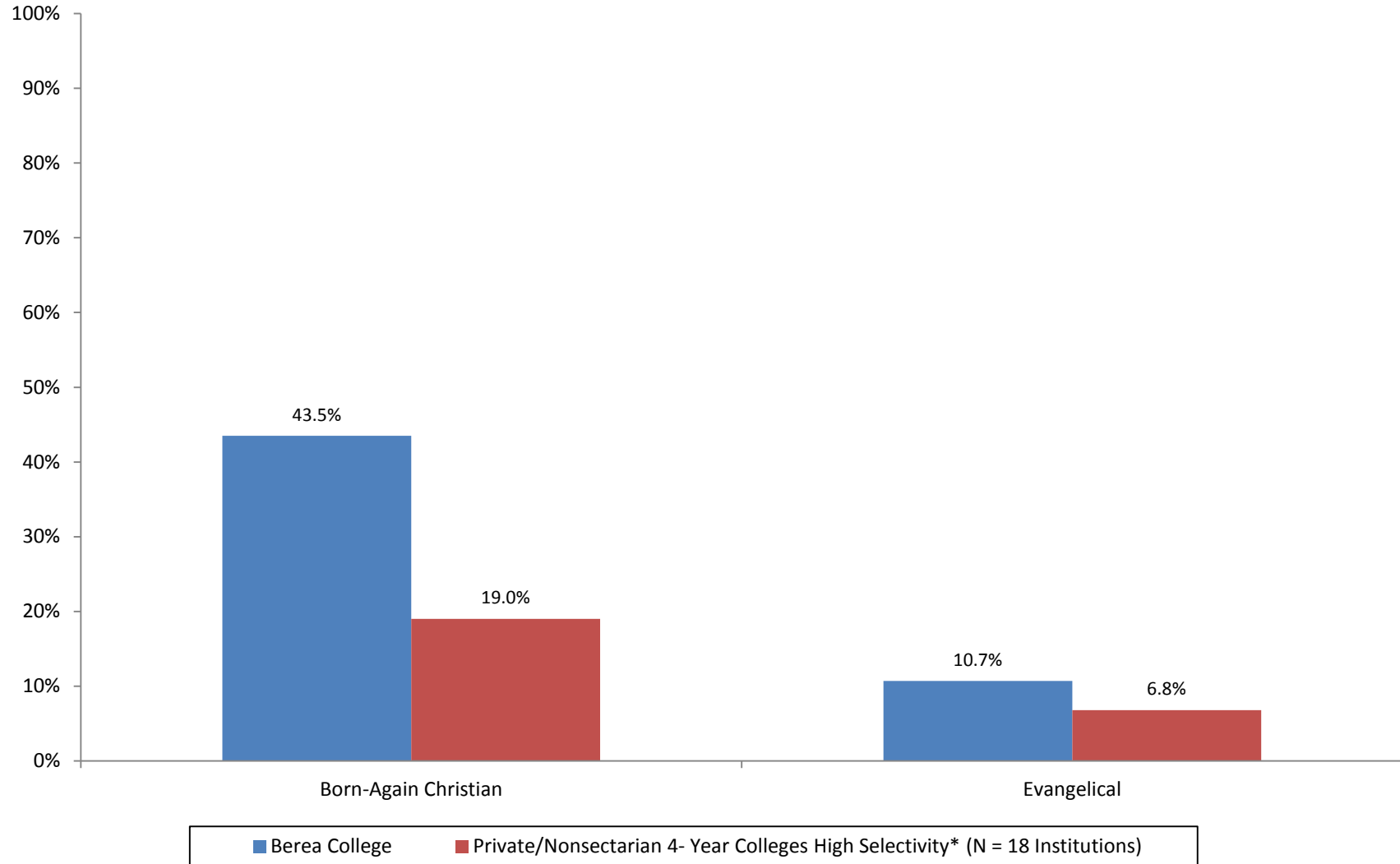
	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 18 Institutions)
Theology or religion	0.0%	0.1%

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

**THEME: Spirituality/Religiosity**

(Based on First-Year Students Only)

*Do you consider yourself:*

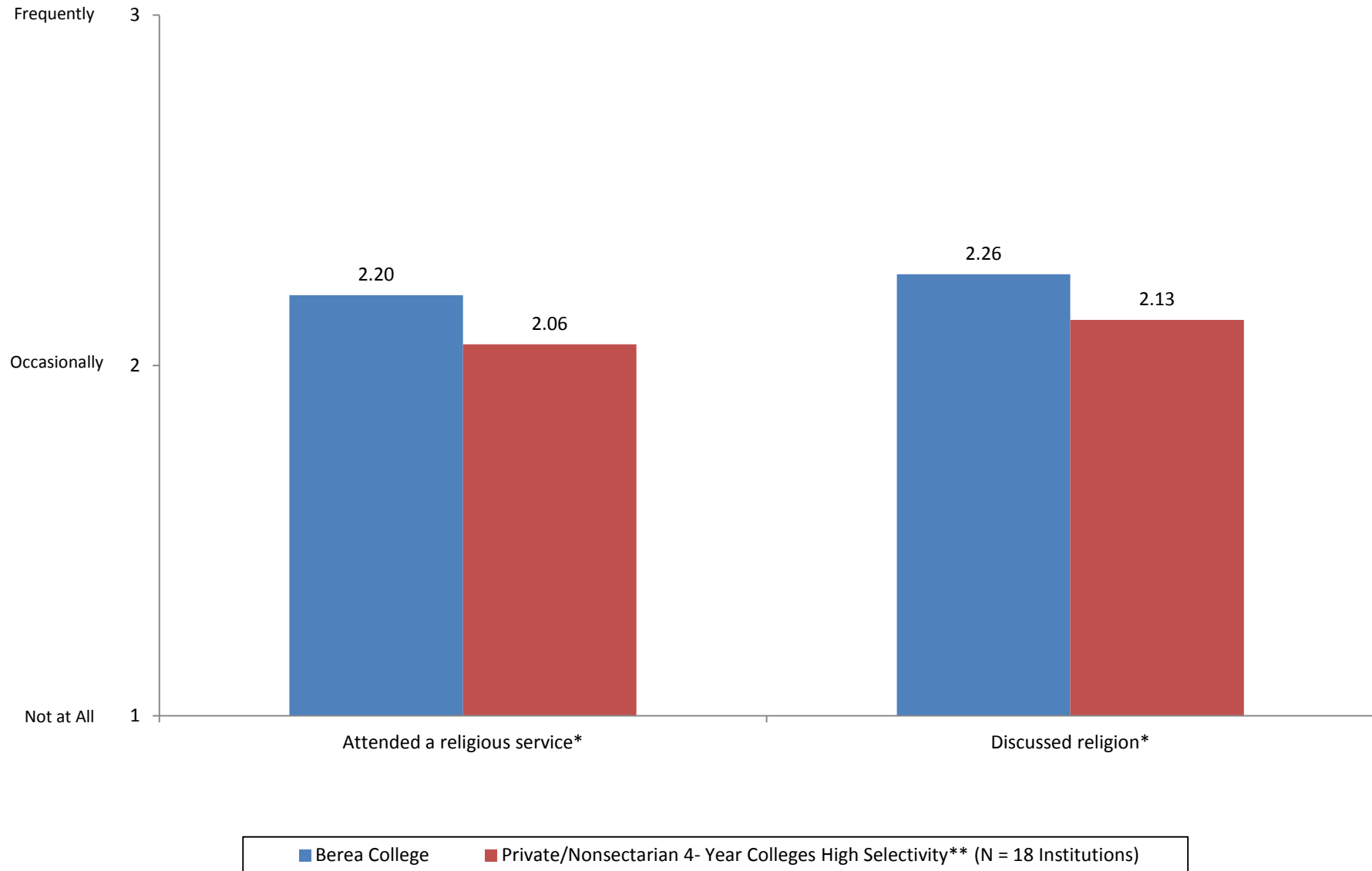


\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

**THEME: Spirituality/Religiosity**

(Based on First-Year Students Only)

*For the activities below, indicate which ones you did during the past year.*



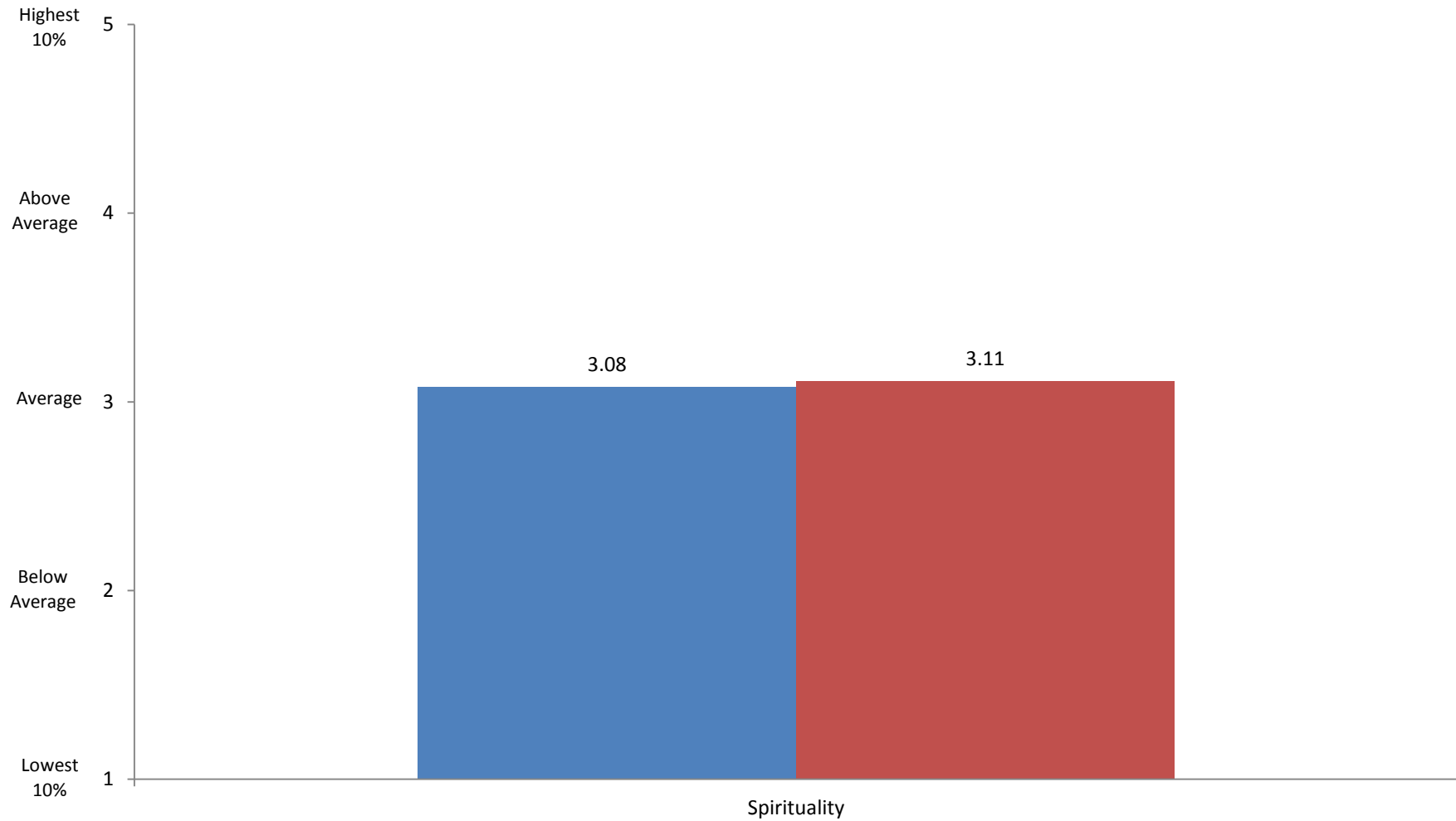
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Spirituality/Religiosity**

(Based on First-Year Students Only)

*Rate yourself on each of the following traits as compared with the average person your age.*



■ Berea College    ■ Private/Nonsectarian 4- Year Colleges High Selectivity\* (N = 18 Institutions)

\*Statistically significant at the  $p \leq .05$  level.

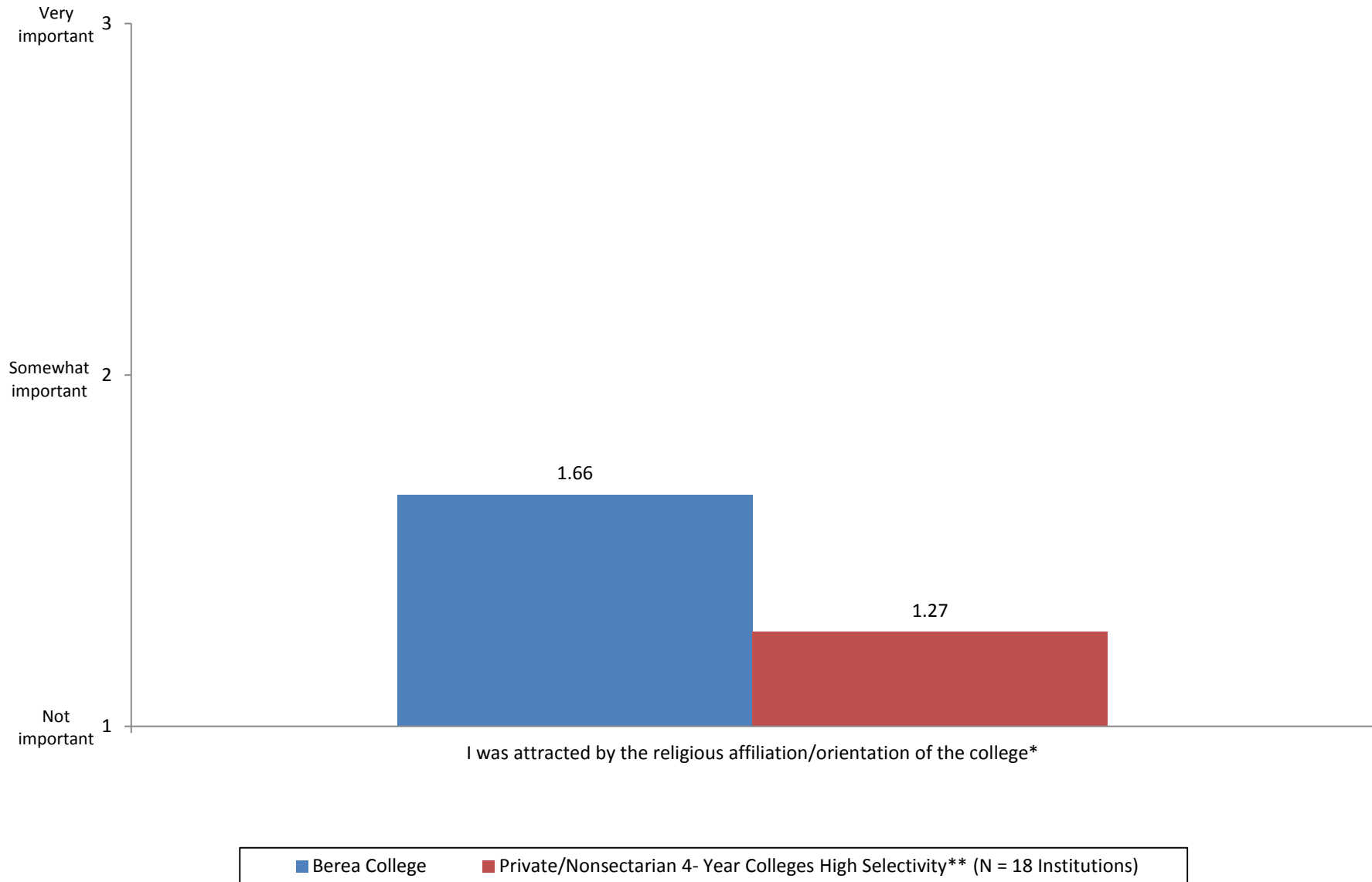
\*\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.



**THEME: Spirituality/Religiosity**

(Based on First-Year Students Only)

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



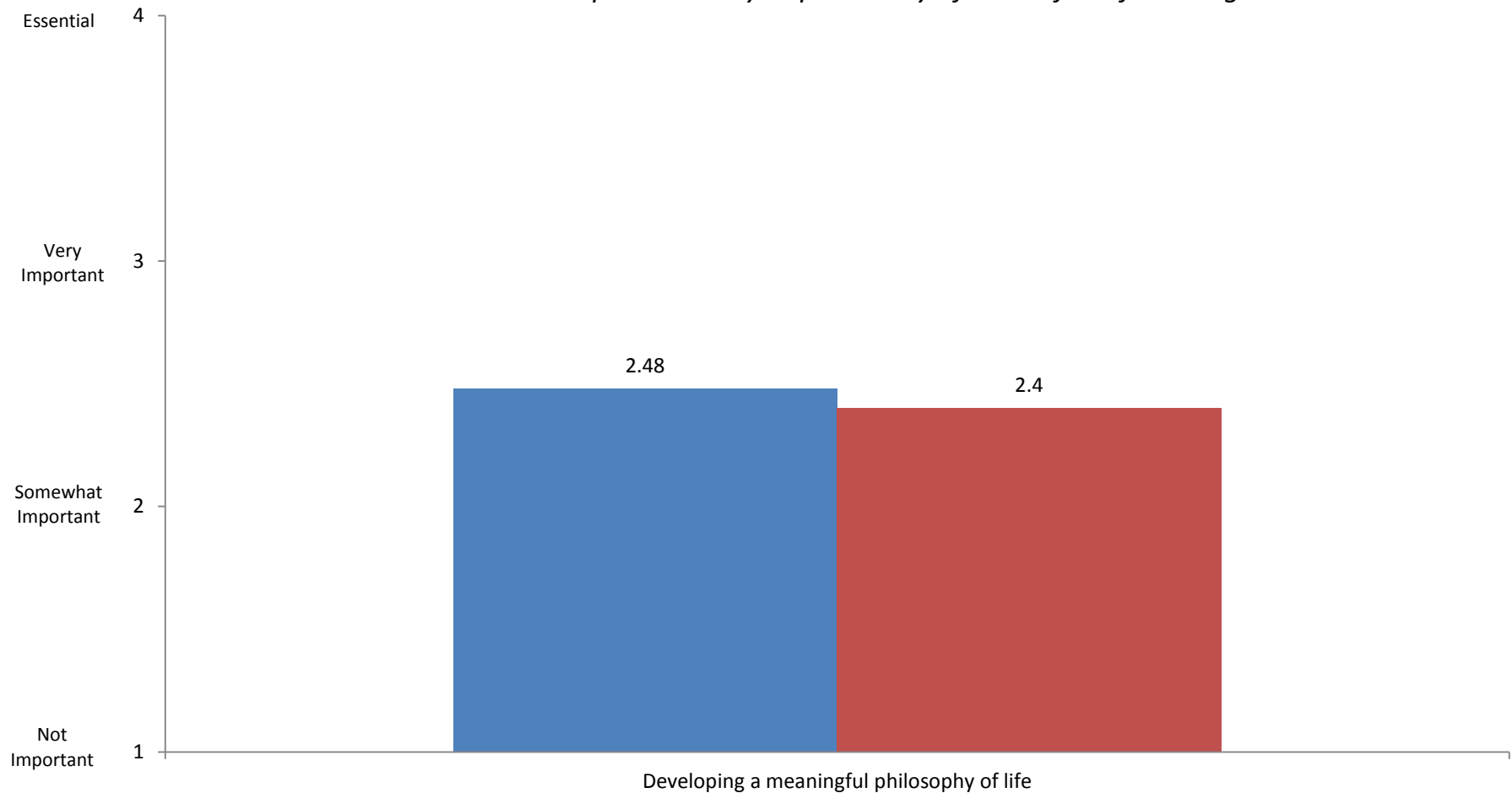
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Spirituality/Religiosity**

(Based on First-Year Students Only)

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



■ Berea College    ■ Private/Nonsectarian 4- Year Colleges High Selectivity\* (N = 18 Institutions)

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

**Theme: Career Planning** -- *These items relate to career plans and preparation for future careers.*

- Highest academic degree planned:
  - None
  - Vocational certificate
  - Associate (A.A. or equivalent)
  - Bachelor's degree (B.A., B.S., etc.)
  - Master's degree (M.A., M.S., etc.)
  - Ph.D. or Ed.D.
  - M.D., D.O., D.D.S., D.V.M.
  - J.D. (Law)
  - B.D. or M.DIV. (Divinity)
  - Other
  
- Student's probable career occupation (aggregated)
  - Artist
  - Business
  - Business (clerical)
  - Clergy
  - College teacher
  - Doctor (MD or DDS)
  - Education (secondary)
  - Education (elementary)
  - Engineer
  - Farmer or forester
  - Health professional
  - Homemaker (full-time)
  - Lawyer
  - Military (career)
  - Nurse
  - Research scientist
  - Social/welfare/recreation worker
  - Skilled worker
  - Semi-skilled worker
  - Unskilled worker
  - Unemployed
  - Other
  - Undecided

- Your father's occupation (aggregated)

- Artist
- Business
- Business (clerical)
- Clergy
- College teacher
- Doctor (MD or DDS)
- Education (secondary)
- Education (elementary)
- Engineer
- Farmer or forester
- Health professional
- Homemaker (full-time)
- Lawyer
- Military (career)
- Nurse
- Research scientist
- Social/welfare/recreation worker
- Skilled worker
- Semi-skilled worker
- Unskilled worker
- Unemployed
- Other

- Your mother's occupation (aggregated)

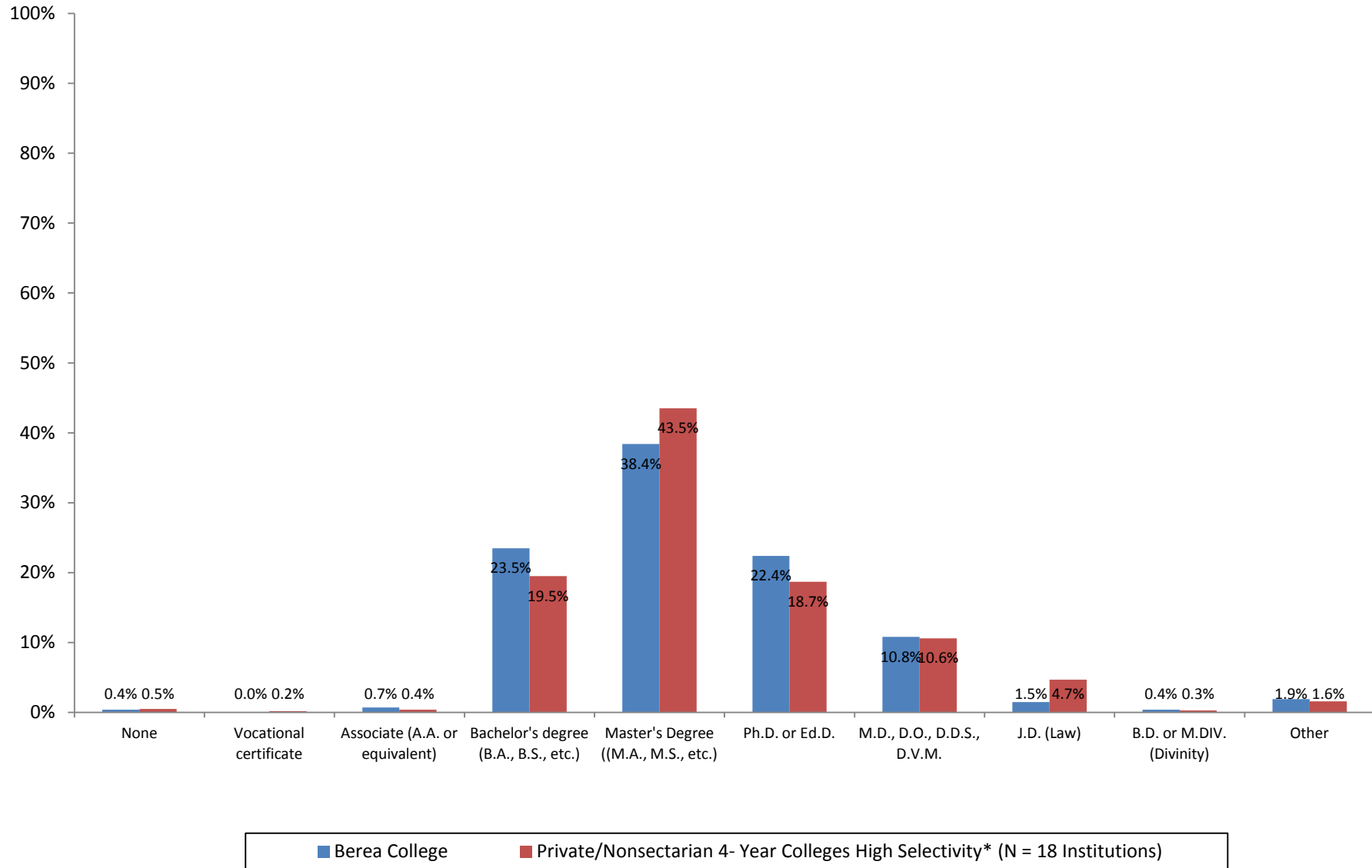
- Artist
- Business
- Business (clerical)
- Clergy
- College teacher
- Doctor (MD or DDS)
- Education (secondary)
- Education (elementary)
- Engineer
- Farmer or forester
- Health professional
- Homemaker (full-time)
- Lawyer
- Military (career)
- Nurse
- Research scientist
- Social/welfare/recreation worker
- Skilled worker
- Semi-skilled worker
- Unskilled worker
- Unemployed
- Other

- In deciding to go to college, how important to you was each of the following reasons?  
(*Very Important = 3, Somewhat Important = 2, Not Important = 1*)
  1. To be able to get a better job
  2. To be able to make more money
  3. To gain a general education and appreciation of ideas
  4. To make me a more cultured person
  5. To learn about things that interest me
  6. To get training for a specific career
  7. To prepare myself for graduate or professional school
  
- How important was each reason in your decision to come here?  
(*Essential = 4, Very Important = 3, Somewhat Important = 2, Not*
  1. This college's graduates gain admission to top graduate/professional schools
  2. This college's graduates get good jobs
  
- Please indicate the importance to you personally of each of the following:  
(*Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1*)
  1. Becoming accomplished in one of the performing arts (acting, dancing, etc.)
  2. Being very well off financially
  3. Making a theoretical contribution to science
  4. Becoming successful in a business of my own
  5. Becoming an authority in my field
  
- What is your best guess as to the chances that you will:  
(*Very Good Chance = 4, Some Chance = 3, Very Little Chance = 2, No Chance = 1*)
  1. Change major field
  2. Change career choice
  
- Student's probable major,
  - Agriculture
  - Biological and Life Sciences
  - Business
  - Education
  - Engineering
  - English
  - Health Professions
  - History or Political Science
  - Arts & Humanities
  - Fine Arts
  - Mathematics or Computer Science
  - Physical Science
  - Social Science
  - Justice and Security
  - Library Science
  - Other, Non-Technical
  - Undecided

**THEME: Career Planning**

(Based on First-Year Students Only)

*What is the highest academic degree that you intend to obtain?*



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

Theme: *Career Planning*

(Based on First-Year Students Only)

**Career/Occupation**

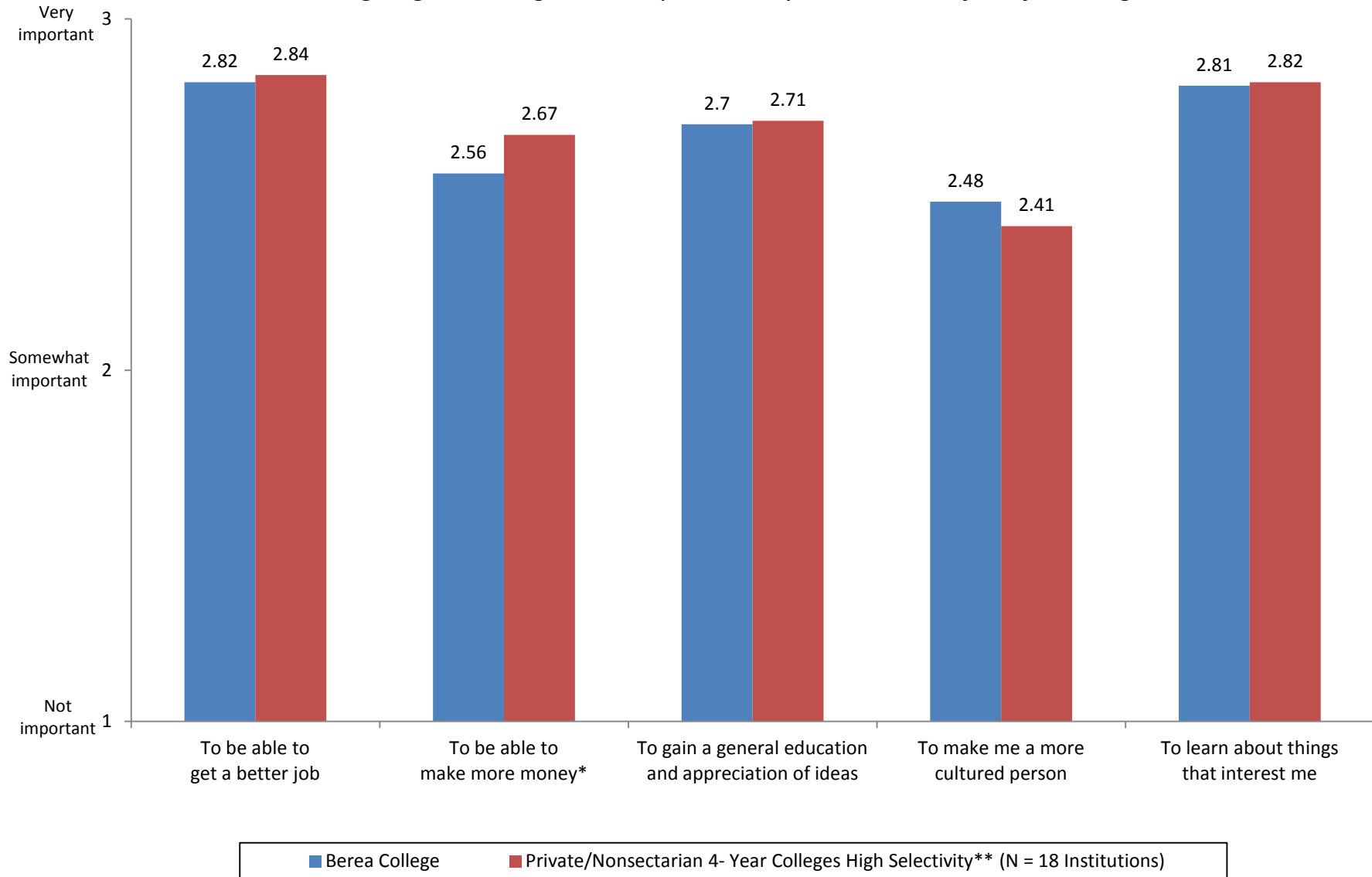
	Student's Probable		Father's Occupation		Mother's Occupation	
	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 18 Institutions)	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 18 Institutions)	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 18 Institutions)
Artist	10.4%	9.9%	2.6%	1.4%	0.7%	2.0%
Business	10.8%	12.8%	11.3%	30.6%	8.6%	18.9%
Business (clerical)	1.4%	0.9%	0.0%	1.8%	3.9%	4.0%
Clergy	0.4%	0.2%	0.7%	0.7%	0.0%	0.4%
College teacher	1.1%	0.5%	1.5%	0.7%	0.7%	0.4%
Doctor (MD or DDS)	6.5%	8.1%	0.0%	2.9%	0.0%	1.4%
Education (secondary)	8.2%	3.1%	1.5%	2.0%	3.6%	4.4%
Education (elementary)	3.6%	2.8%	1.5%	0.8%	6.8%	8.1%
Engineer	5.4%	7.2%	1.5%	7.3%	0.4%	0.6%
Farmer or forester	1.4%	0.4%	3.3%	0.9%	0.7%	0.2%
Health professional	6.5%	9.9%	1.8%	1.4%	2.5%	3.9%
Homemaker (full-time)	0.0%	0.0%	0.0%	0.4%	7.2%	6.5%
Lawyer	2.2%	3.7%	0.4%	2.6%	0.4%	1.1%
Military (career)	0.4%	0.3%	0.7%	1.1%	0.0%	0.0%
Nurse	6.1%	5.4%	0.7%	0.6%	6.8%	7.1%
Research scientist	2.2%	2.1%	0.0%	0.6%	0.4%	0.4%
Social/welfare/recreator	2.2%	0.7%	1.1%	0.6%	2.5%	1.6%
Skilled worker	0.7%	0.2%	12.0%	7.8%	3.9%	1.9%
Semi-skilled worker	0.4%	0.2%	8.4%	2.9%	2.5%	1.9%
Unskilled worker	0.7%	0.3%	6.9%	3.1%	5.4%	1.6%
Unemployed	0.7%	1.9%	15.7%	4.3%	24.0%	9.2%
Other	15.8%	14.6%	28.5%	25.9%	19.0%	24.3%
Undecided	13.3%	14.6%	not applicable		not applicable	

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

**THEME: Career Planning**

(Based on First-Year Students Only)

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



\*Statistically significant at the  $p \leq .05$  level.

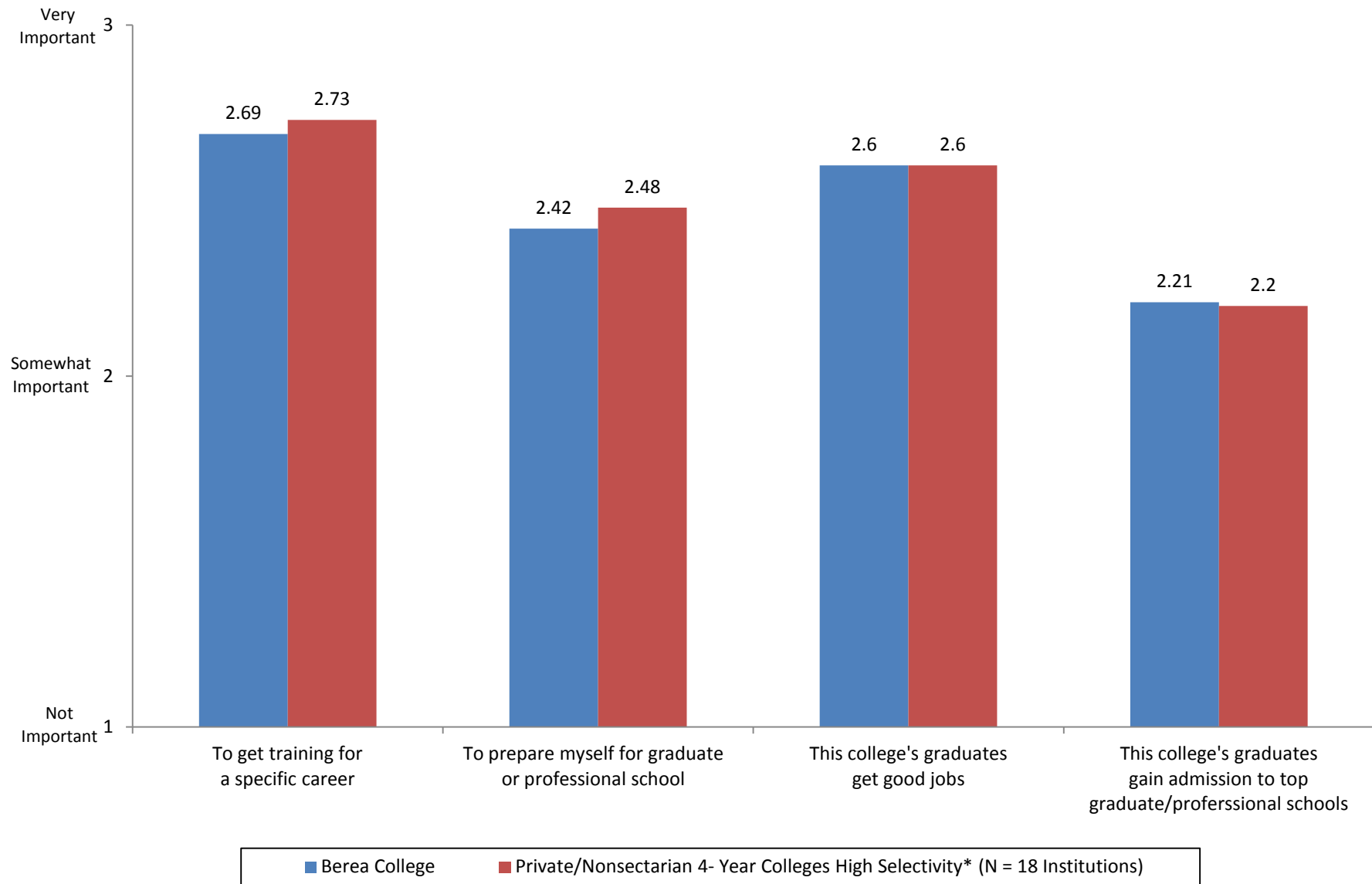
\*\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.



**THEME: Career Planning**

(Based on First-Year Students Only)

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

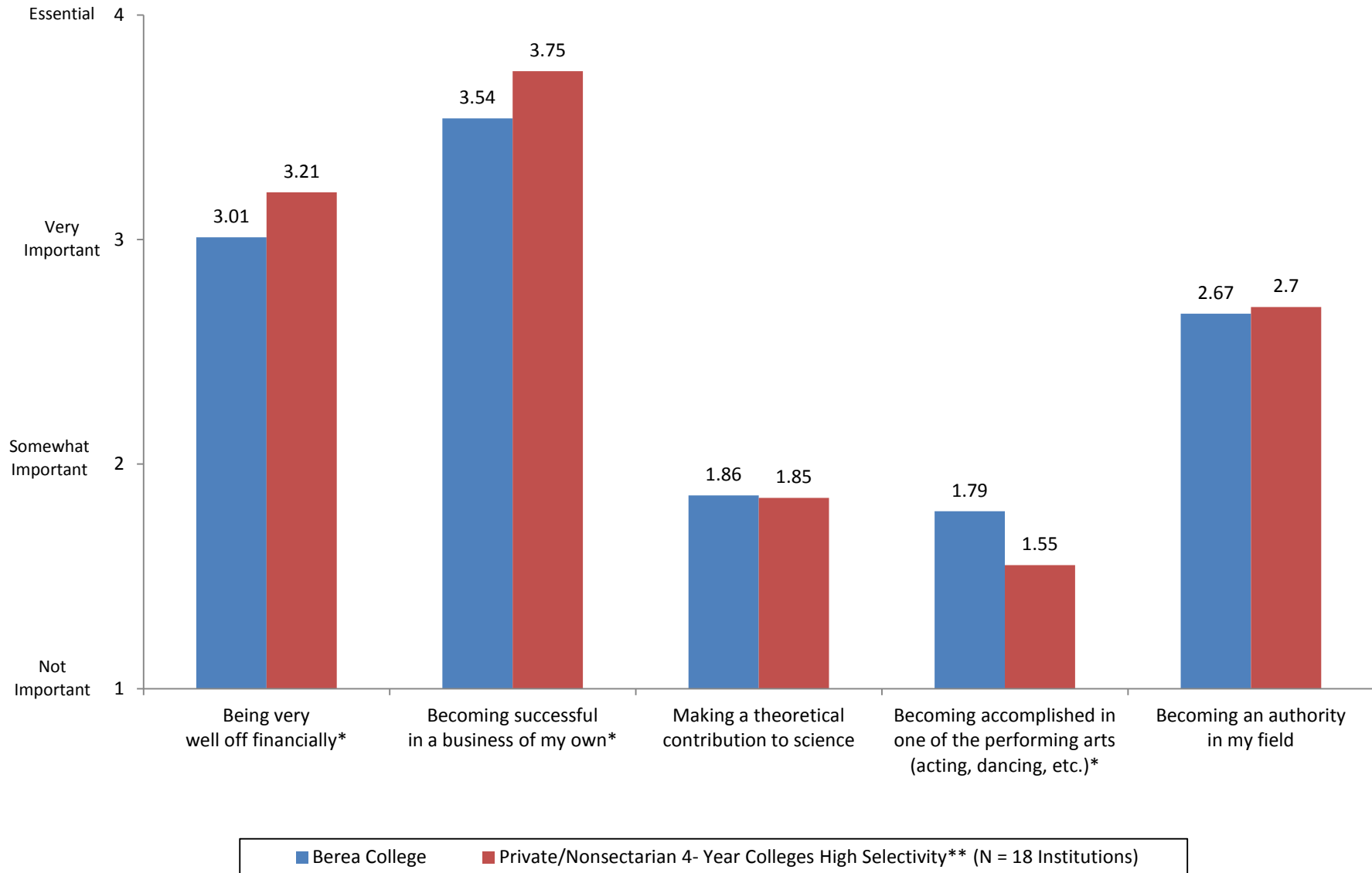


\*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

**THEME: Career Planning**

(Based on First-Year Students Only)

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



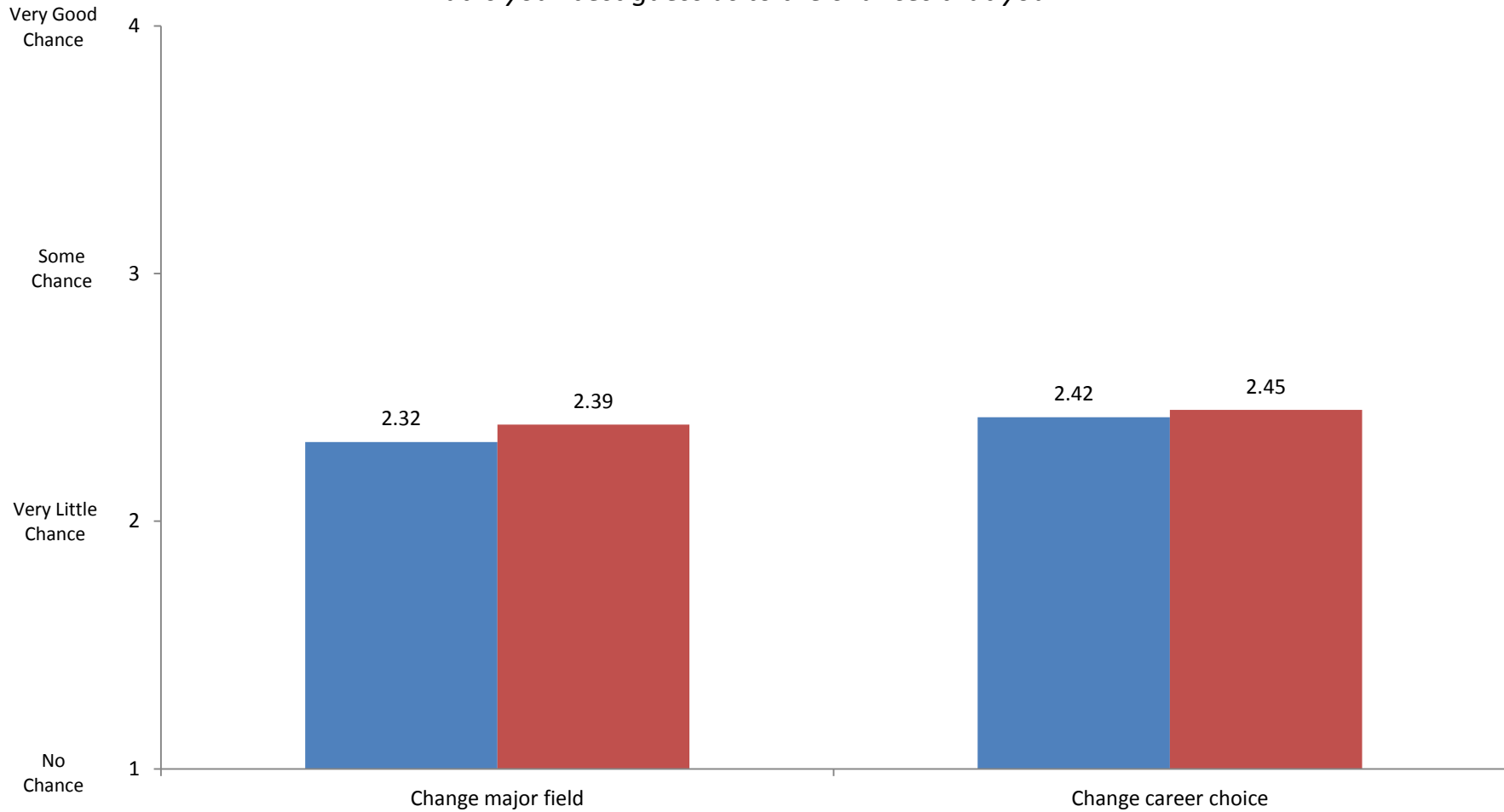
\*Statistically significant at the  $p \leq .05$  level.

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

**THEME: Career Planning**

(Based on First-Year Students Only)

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



■ Berea    ■ Private/Nonsectarian 4-Year Colleges High Selectivity\* (N = 18 Institutions)

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

Theme: *Career Planning*

(Based on First-Year Students Only)

**Career Planning**

	Student's Probable Major (aggregated)	
	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 18 Institutions)
Agriculture	2.9%	0.2%
Biological & Life Sciences	11.9%	12.8%
Business	11.5%	15.6%
Education	10.1%	4.6%
Engineering	6.8%	7.3%
English	2.5%	2.2%
Health Professions	9.0%	15.6%
History or Political Science	2.9%	4.2%
Arts & Humanities	6.5%	7.0%
Fine Arts	4.3%	6.6%
Mathematics or Computer Science	4.3%	2.5%
Physical Science	4.0%	2.3%
Social Science	10.1%	7.0%
Justice & Security	1.1%	0.7%
Library Science	0.0%	0.0%
Other Non-technical	3.6%	2.7%
Undecided	8.6%	8.7%

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