

Cooperative Institutional Research Program (CIRP)

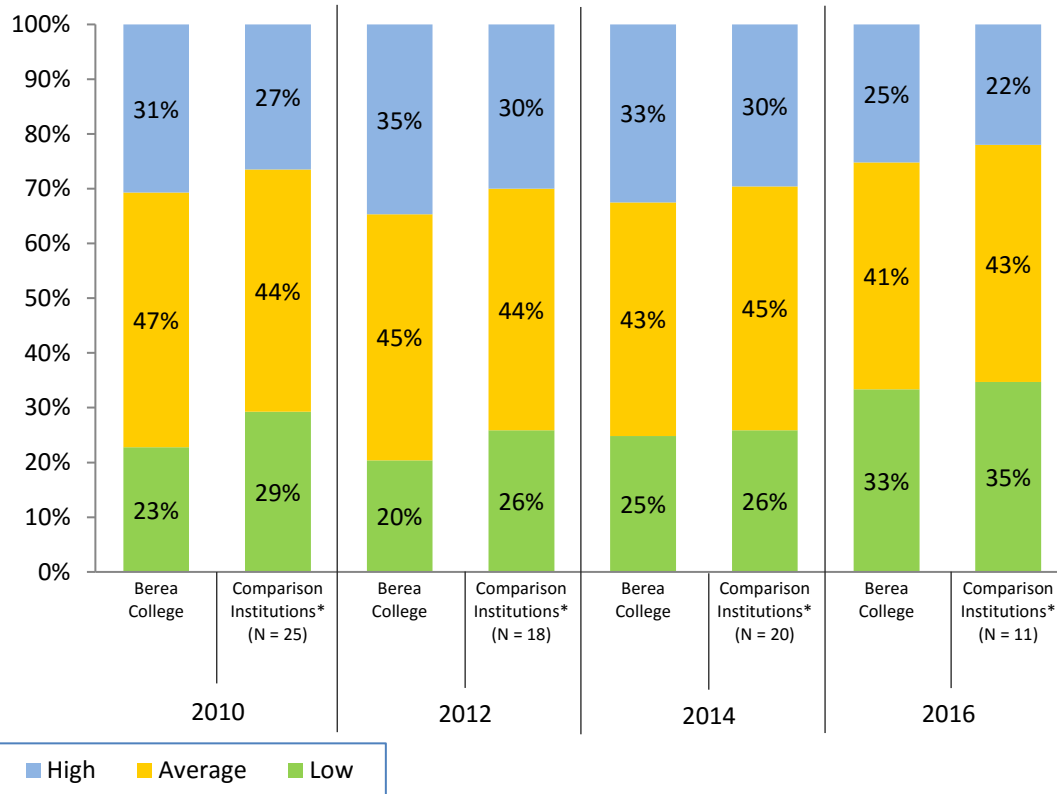
Construct and Theme Reports

Fall 2016 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.



2016 Survey items included in the construct, Habits of Mind:

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

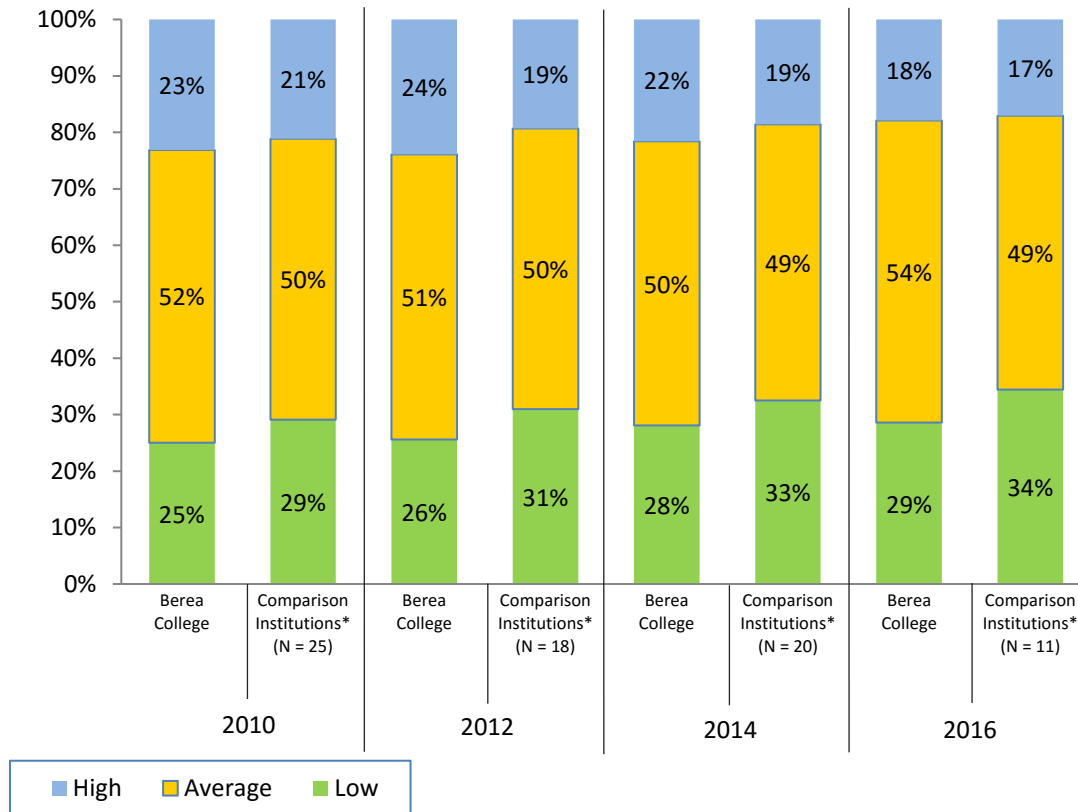
- Seek solutions to problems and explain them to others
- Support your opinions with a logical argument
- Seek alternative solutions to a problem
- Evaluate the quality or reliability of information you received
- Explore topics on your own, even though it was not required for a class
- Seek feedback 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

*Comparison institutions are high-selectivity private nonsectarian 4-year institutions. Selectivity is based on median SAT Verbal and Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

SCALE DEFINITIONS: "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.



2016 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%)

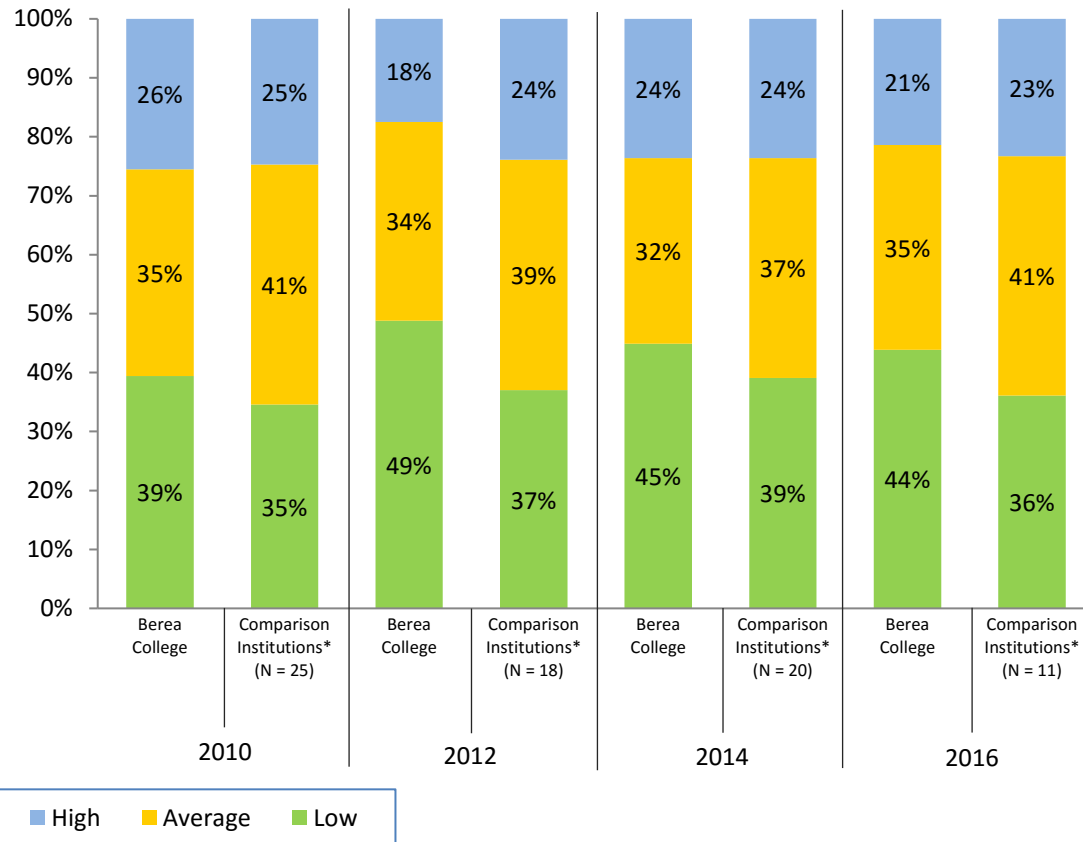
- Academic Ability
- Mathematical Ability
- Self-confidence (intellectual)
- Drive to achieve

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(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.



2016 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%)

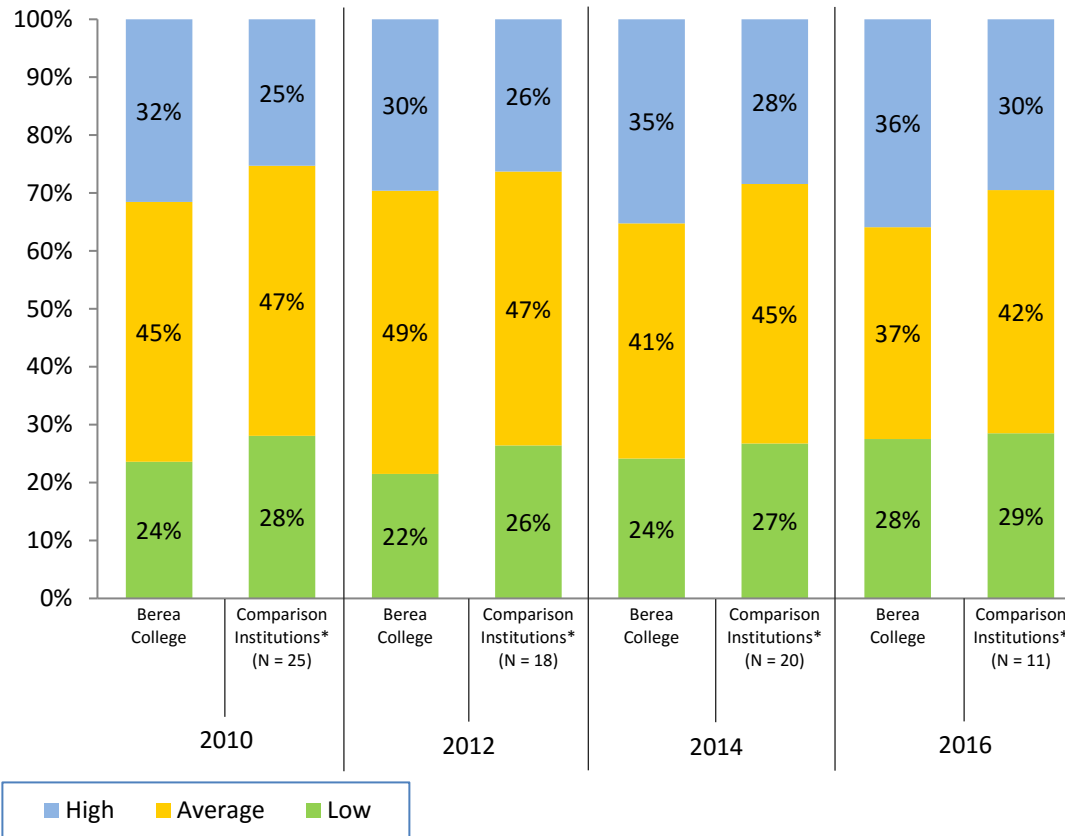
- Self-confidence (social)
- Leadership ability
- Popularity
- Public speaking ability

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



2016 Survey items included in the construct, **Pluralistic Orientation**:

*How would you rate yourself in the following areas?
(A Major Strength, Somewhat Strong, Average, Somewhat Weak, A Major Weakness)*

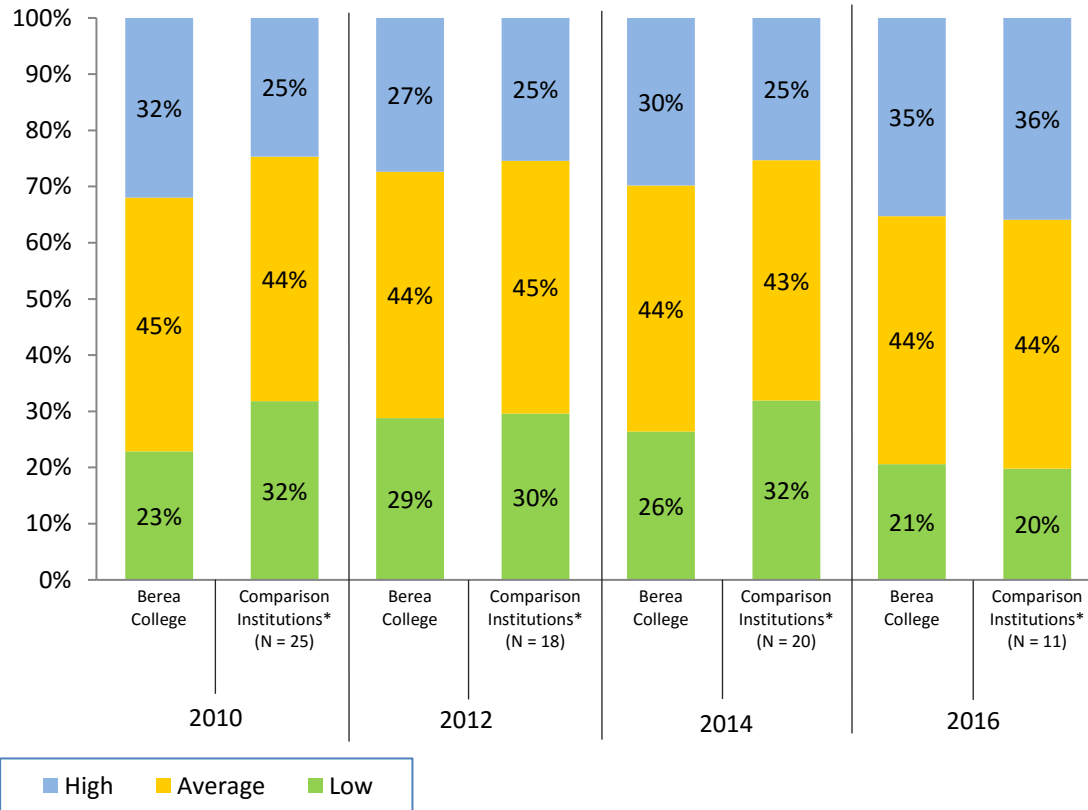
- Ability to work cooperatively with diverse people
- Tolerance of others with different beliefs
- Openness to having my own views challenged
- Ability to discuss and negotiate controversial issues
- Ability to see the world from someone else's perspective

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(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.



2016 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)

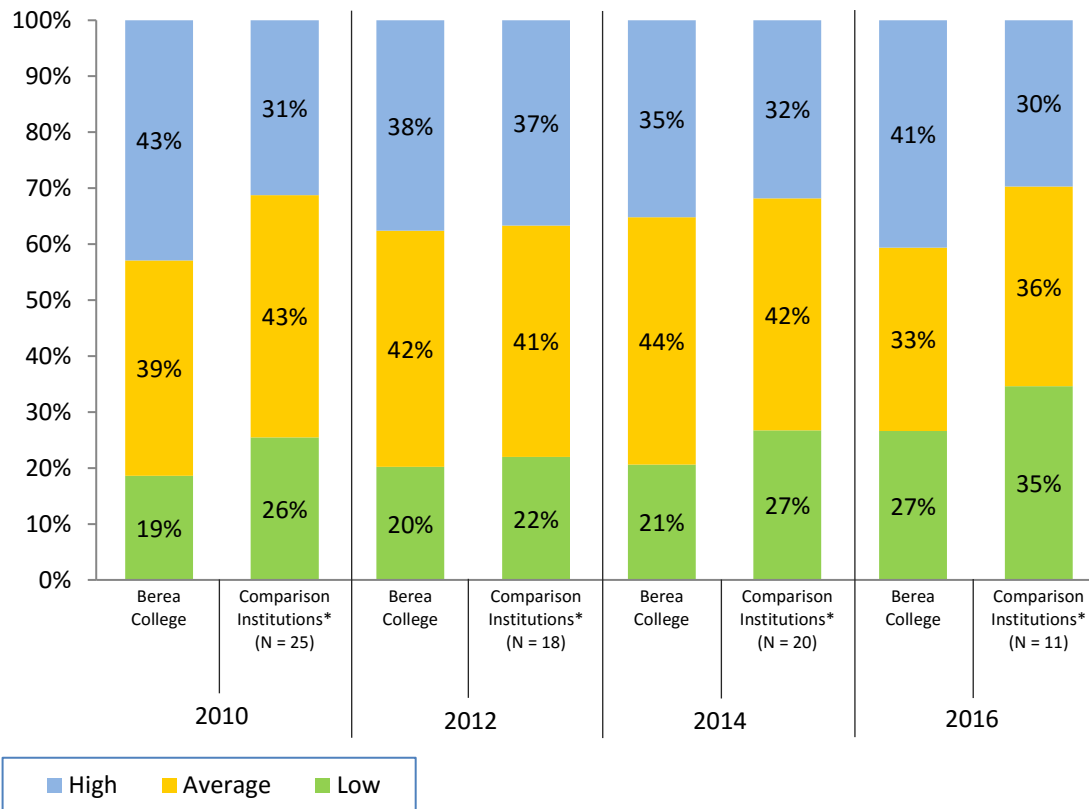
- Participating in a community action program
- Helping to promote racial understanding
- Becoming a community leader
- Influencing social values
- Helping others who are in difficulty
- Keeping up to date with political affairs

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(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.



2016 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)*

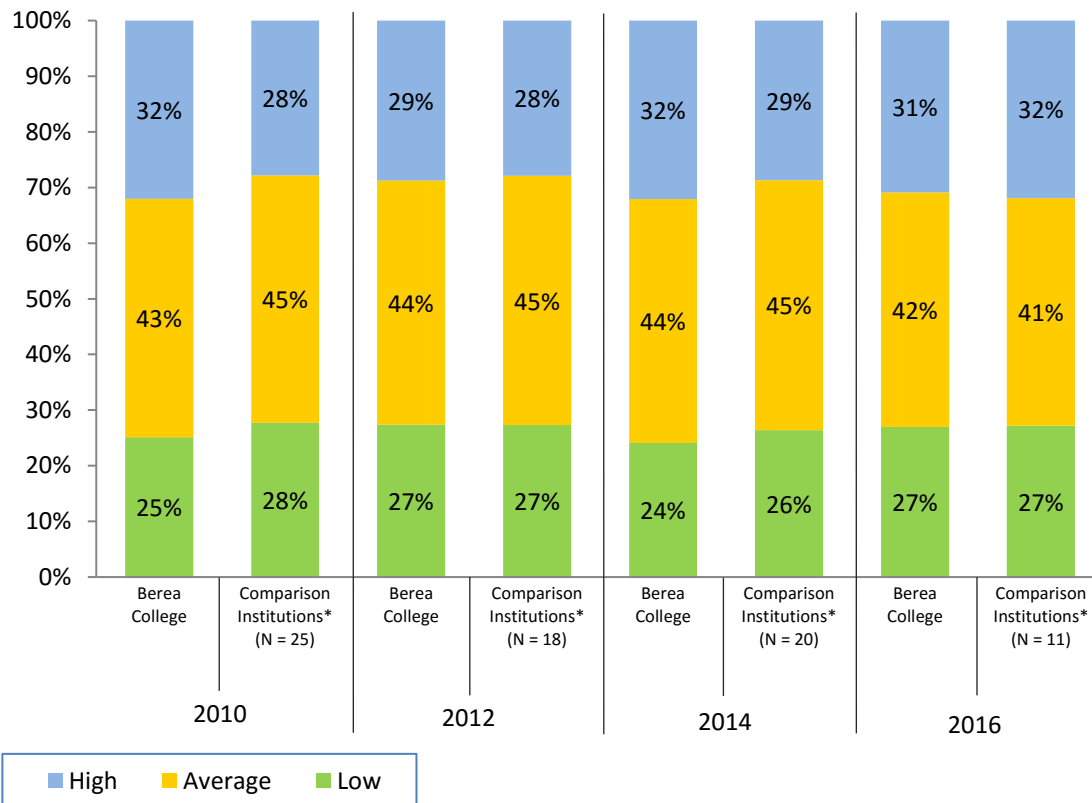
- This college's graduates get good jobs
- This college's graduates gain admission to top graduate/professional schools
- This college has a very good academic reputation

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(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.



2016 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)*

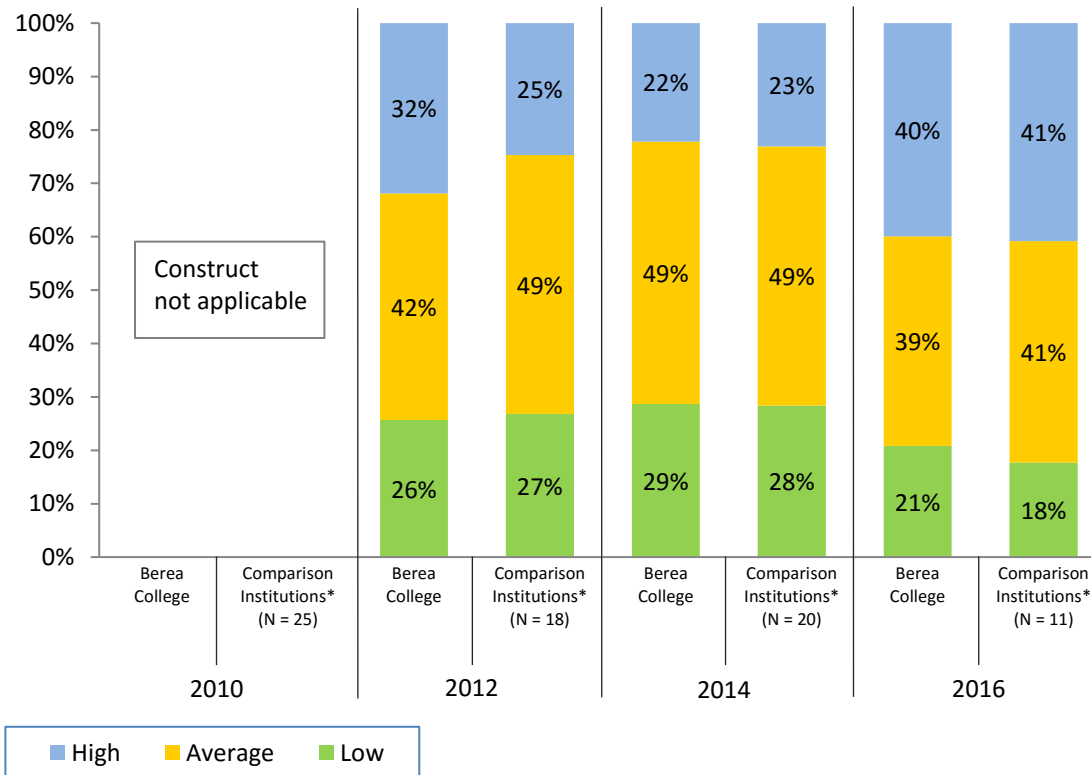
- Participate in student clubs/groups
- Participate in volunteer or community service work
- Socialize with someone of another racial/ethnic group
- Participate in a study abroad program
- Participate in student government

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(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.



2016 Survey items included in the construct, Civic Engagement:

*In the past year, how often have you:
(Frequently, Occasionally,
Not at All)*

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

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

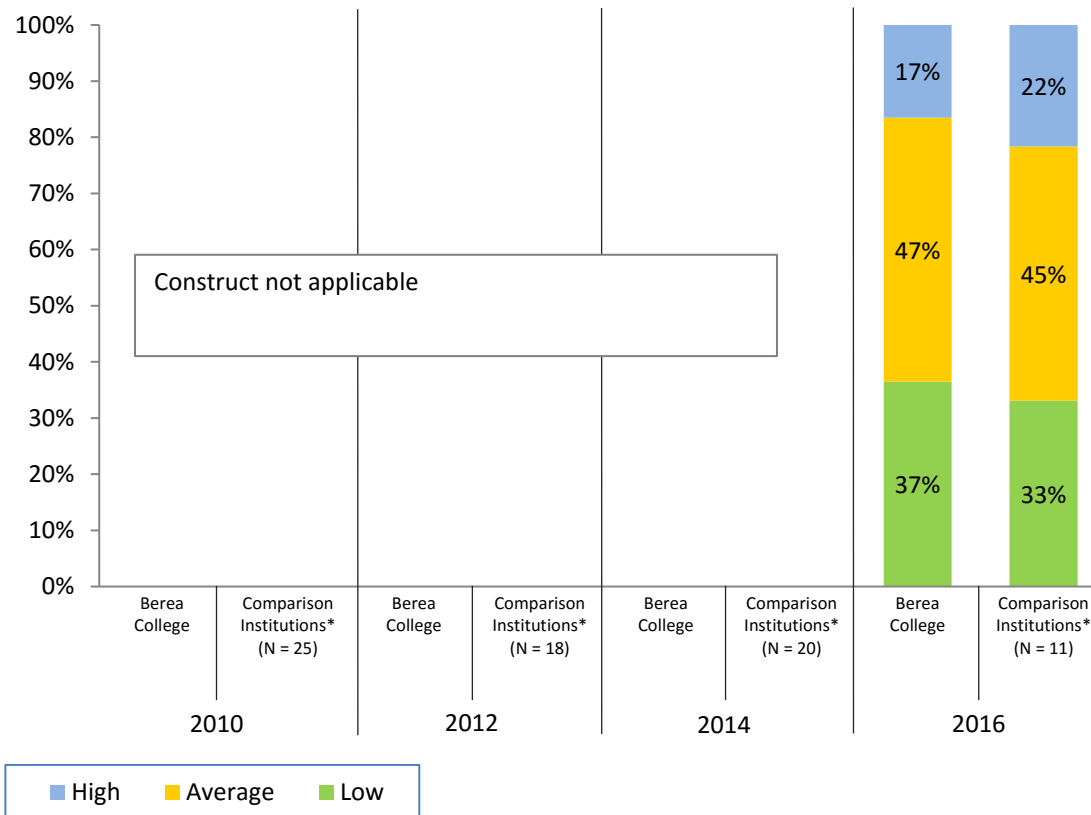
- Influencing social values
- Keeping up to date with political affairs

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Construct: Science Self-Efficacy - Measures students' confidence in their ability to conduct scientific research.



2016 Survey items included in the construct, Science Self-Efficacy:

*How confident are you that you can:
(Absolutely, Very, Moderately,
Somewhat, Not at All)*

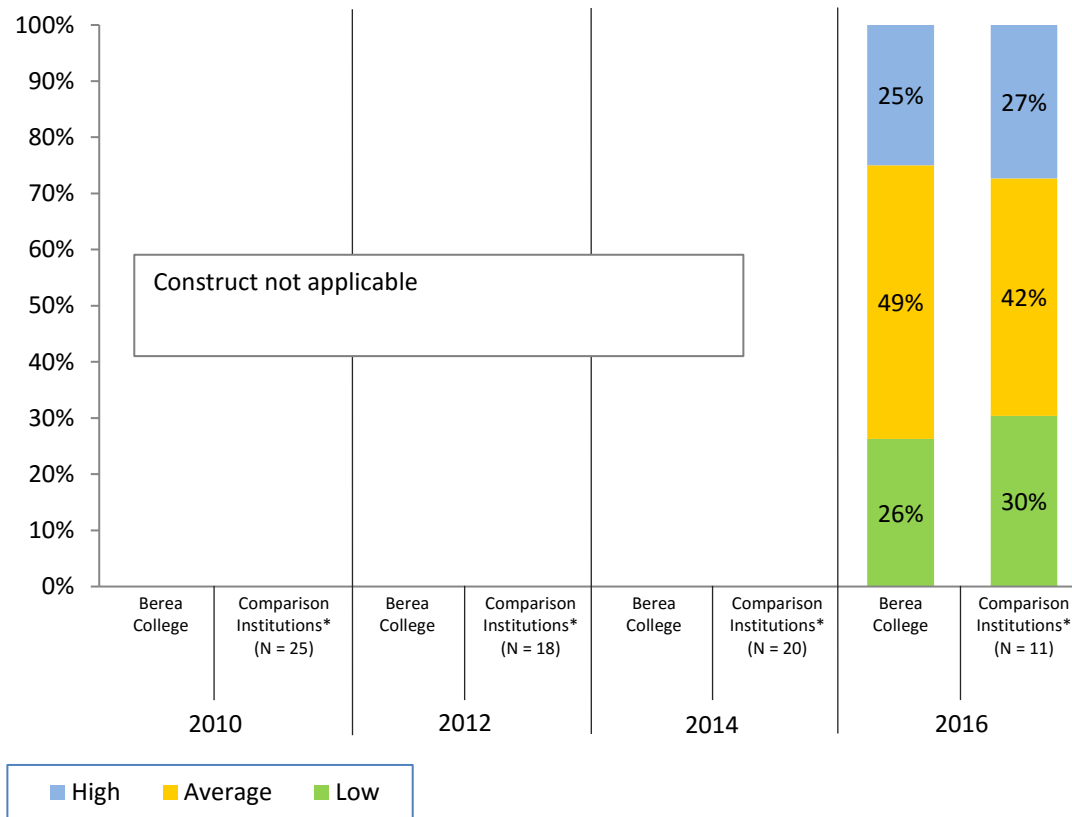
- Use technical science skills (use of tools, instruments, and/or techniques)
- Generate a research question
- Determine how to collect appropriate data
- Explain the results of a study
- Use scientific literature to guide research
- Integrate results from multiple studies
- Ask relevant questions
- Identify what is known and not known about a problem
- Understand scientific concepts
- See connections between different areas of science and mathematics

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Construct: Science Identity - Measures the extent to which students are conceive of themselves as scientists.



2016 Survey items included in the construct, Science Identity:

*To what extent are the following statements true of you:
(Strongly Agree, Agree Somewhat,
Neutral, Disagree Somewhat,
Strongly Disagree)*

- I have a strong sense of belonging to a community of scientists
- I derive great personal satisfaction from working on a team that is doing important research
- I think of myself as a scientist
- I feel like I belong in the field of science

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Cooperative Institutional Research Program (CIRP), Fall 2016

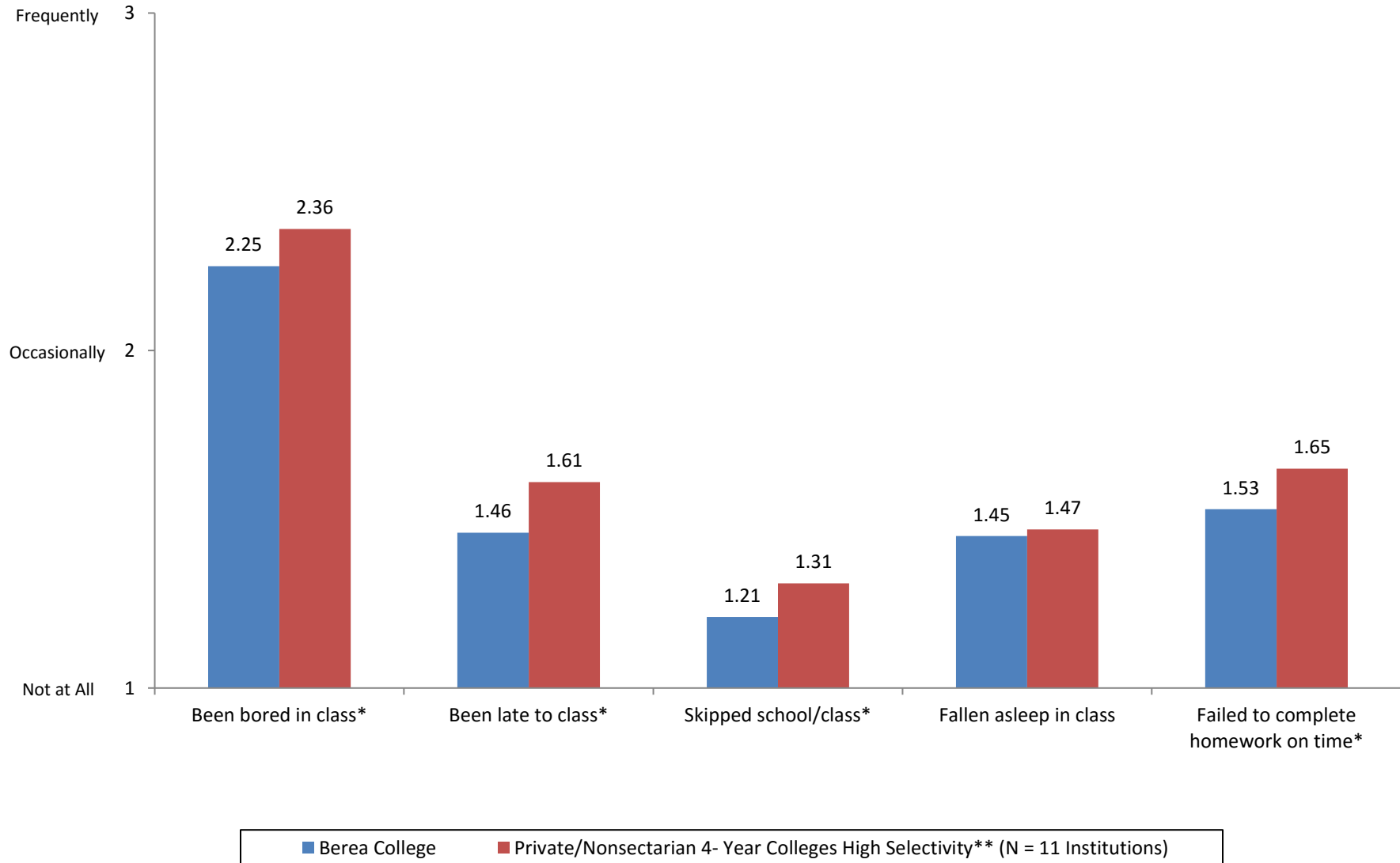
Theme: Academic Disengagement -- *These items relate to the extent to which students engage in behaviors that are inconsistent with academic success.*

- In the past year, how often have you:
(Frequently = 3, Occasionally = 2, Not at all = 1)
 1. Been bored in class
 2. Been late to class
 3. Skipped school/class
 4. Fallen asleep in class
 5. Failed to complete homework on time

THEME: Academic Disengagement

(Based on First-Year Students Only)

In the past year, how often have you:



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

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Cooperative Institutional Research Program (CIRP), Fall 2016

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

- Self-Reported:
 - SAT Critical Reading*
 - SAT Writing*
 - SAT Mathematics*
 - ACT Composite*
- 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 other institution (university, 4- or 2-year college, technical, vocational, or business school)?
(Yes, No)
- Please mark which of the following courses you have completed:
(Yes, No)
 1. Algebra II
 2. Pre-calculus/Trigonometry
 3. Probability and Statistics
 4. Calculus
 5. AP Probability and Statistics
 6. AP Calculus
 7. AP Computer Science A
- 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. Mathematics
 2. Foreign Language
 3. Physical Science
 4. Biological Science
 5. History/American Government
 6. Computer Science
 7. Arts and/or Music
- 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. Evaluate the quality or reliability of information you received
 5. Take a risk because you feel you have more to gain
 6. Seek alternative solutions to a problem
 7. Look up scientific research articles and resources
 8. Explore topics on your own, even though it was not required for a class
 9. Accept mistakes as part of the learning process
 10. Analyze multiple sources of information before coming to a conclusion
 11. Take on a challenge that scares you

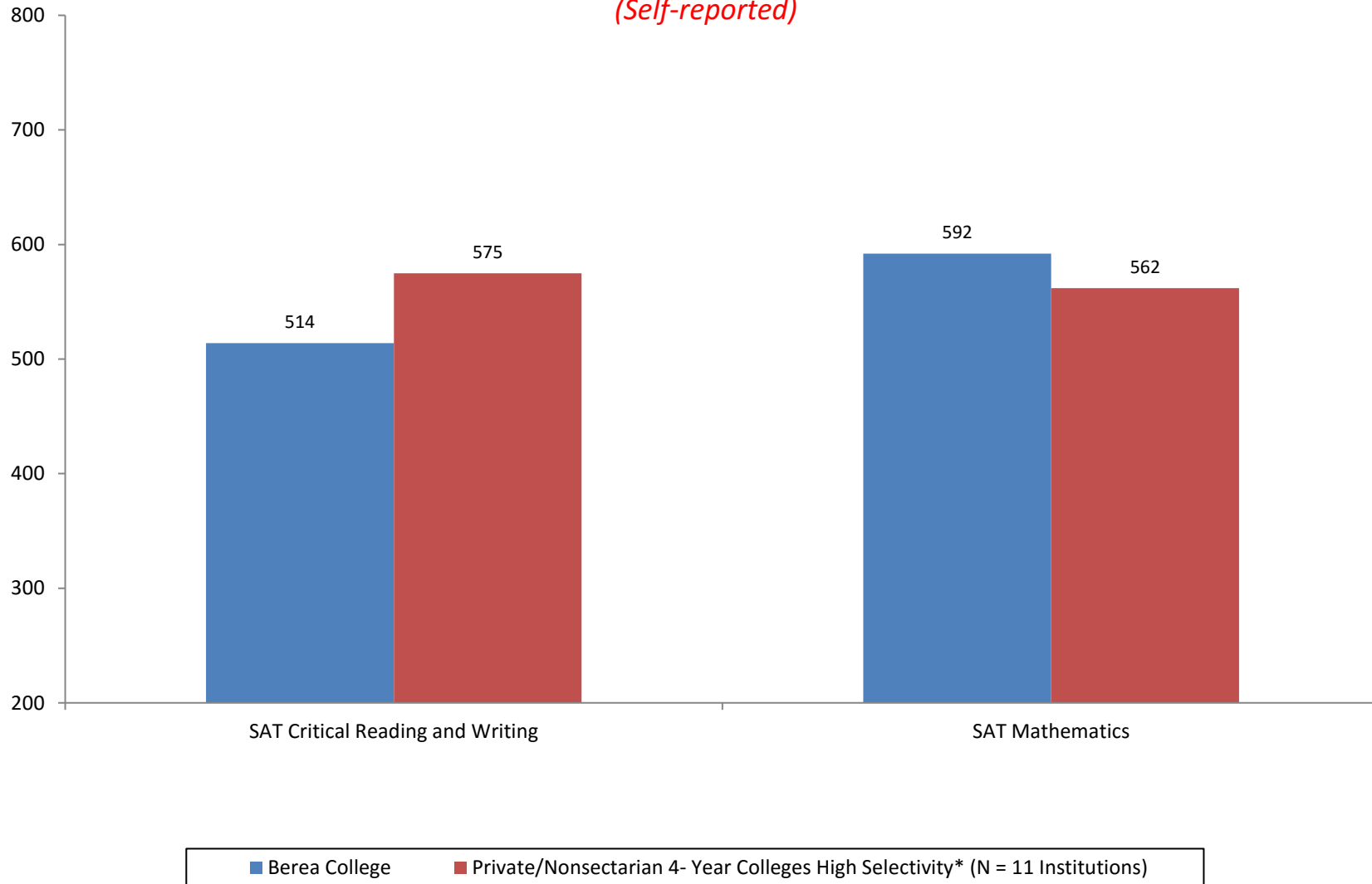
Cooperative Institutional Research Program (CIRP), Fall 2016

- 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)
- During your last year in high school, how much time did you spend during a typical week doing the following activities?
(*None, Less than 1 hour, 1-2, 3-5, 6-10, 11-15, 16-20, Over 20*)
 1. Studying/homework

THEME: Academic Preparation

(Based on First-Year Students Only)

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

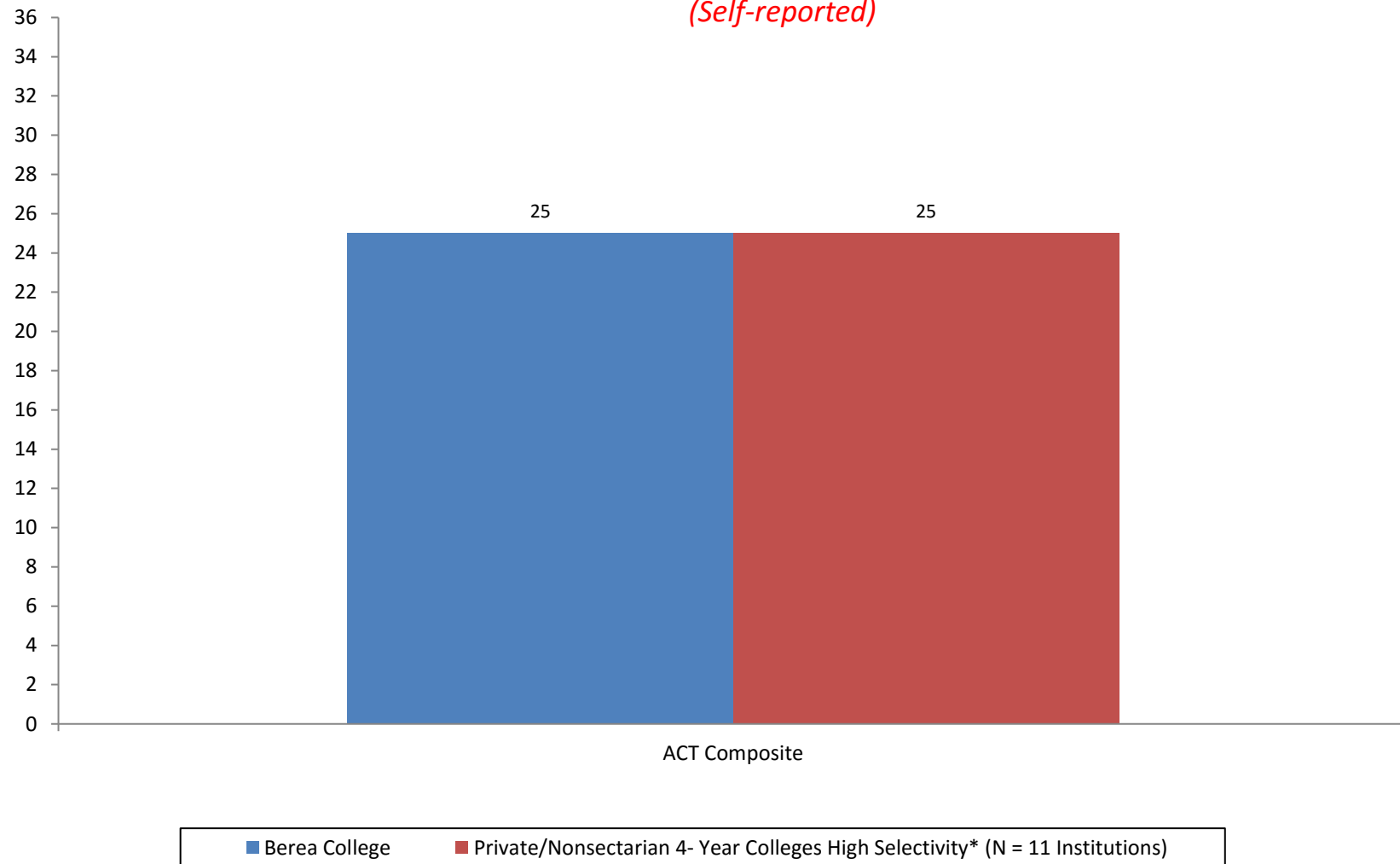


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THEME: Academic Preparation

(Based on First-Year Students Only)

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

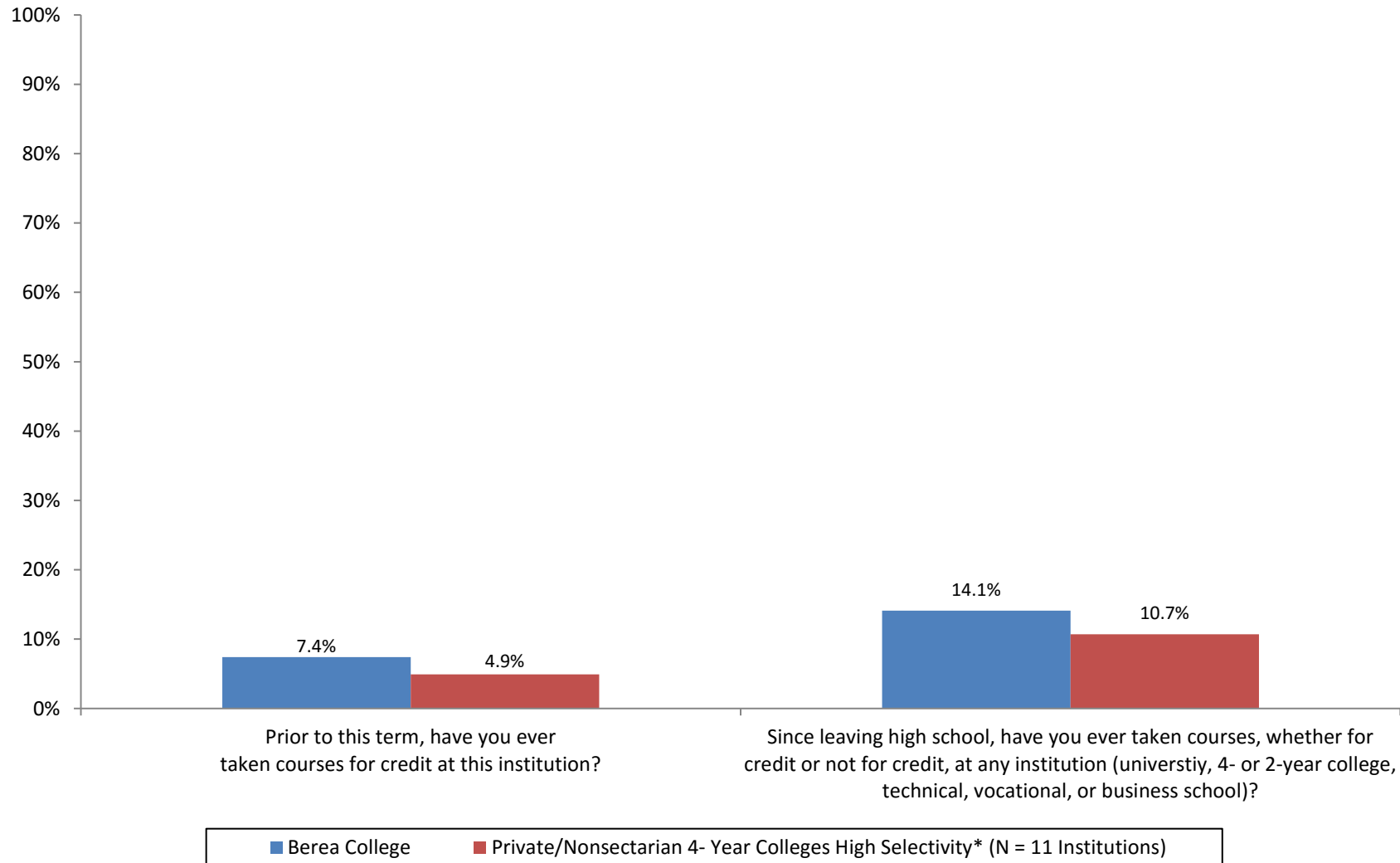


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THEME: Academic Preparation

(Based on First-Year Students Only)

Percentage indicating "yes"

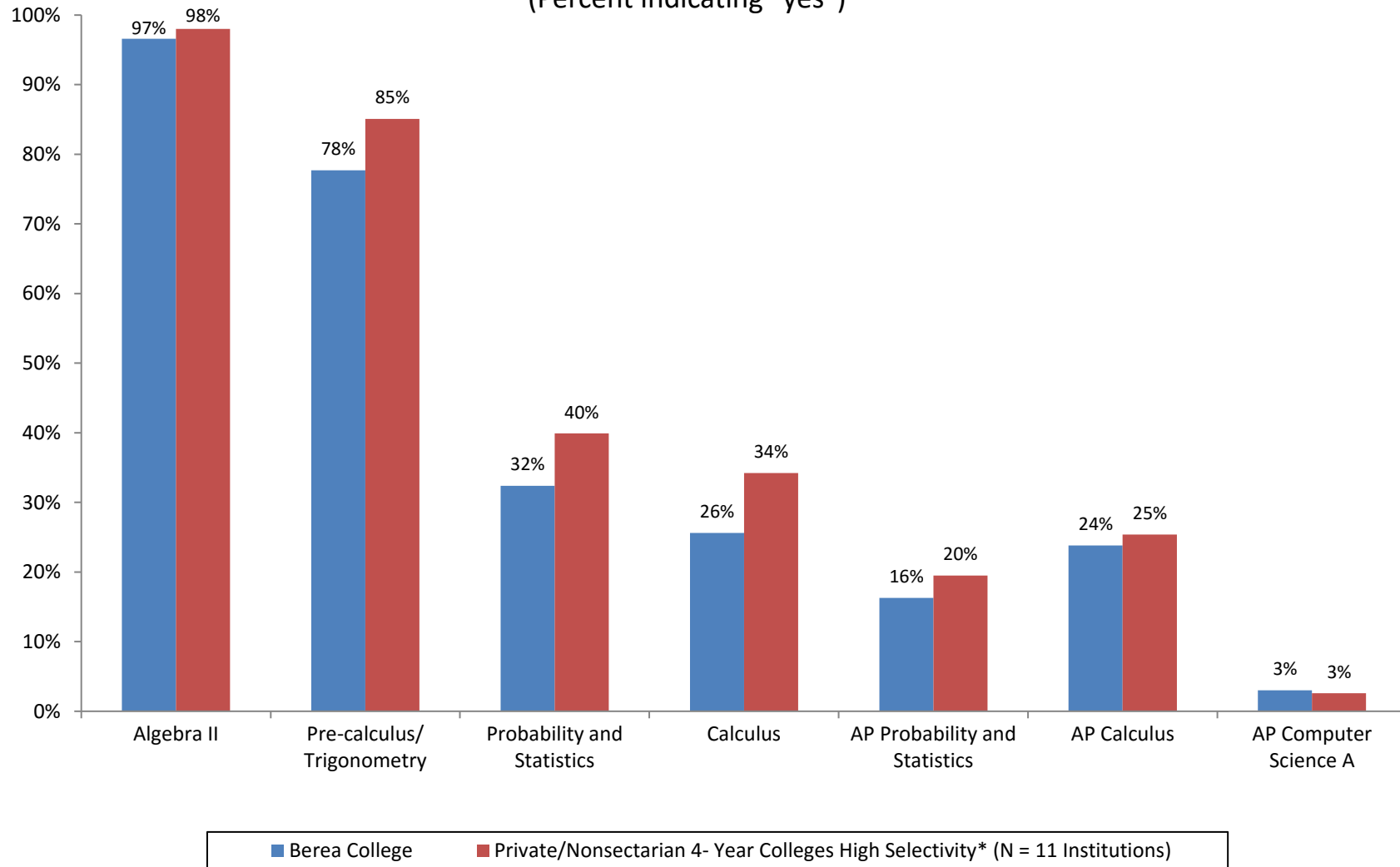


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THEME: Academic Preparation

(Based on First-Year Students Only)

Please mark which of the following courses you have completed
(Percent indicating "yes")



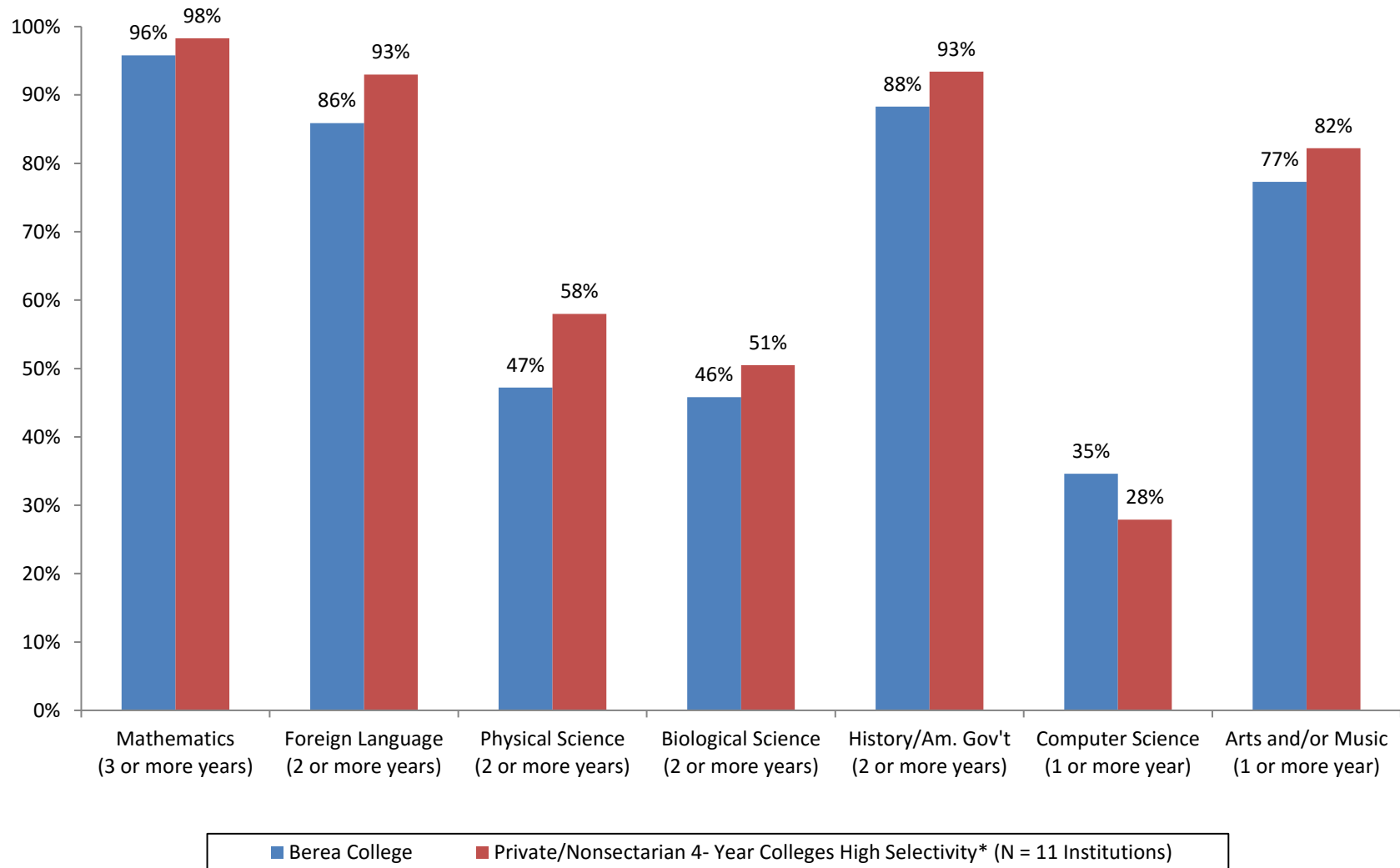
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THEME: Academic Preparation

(Based on First-Year Students Only)

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

The number of years that for each subject is listed below that subject.

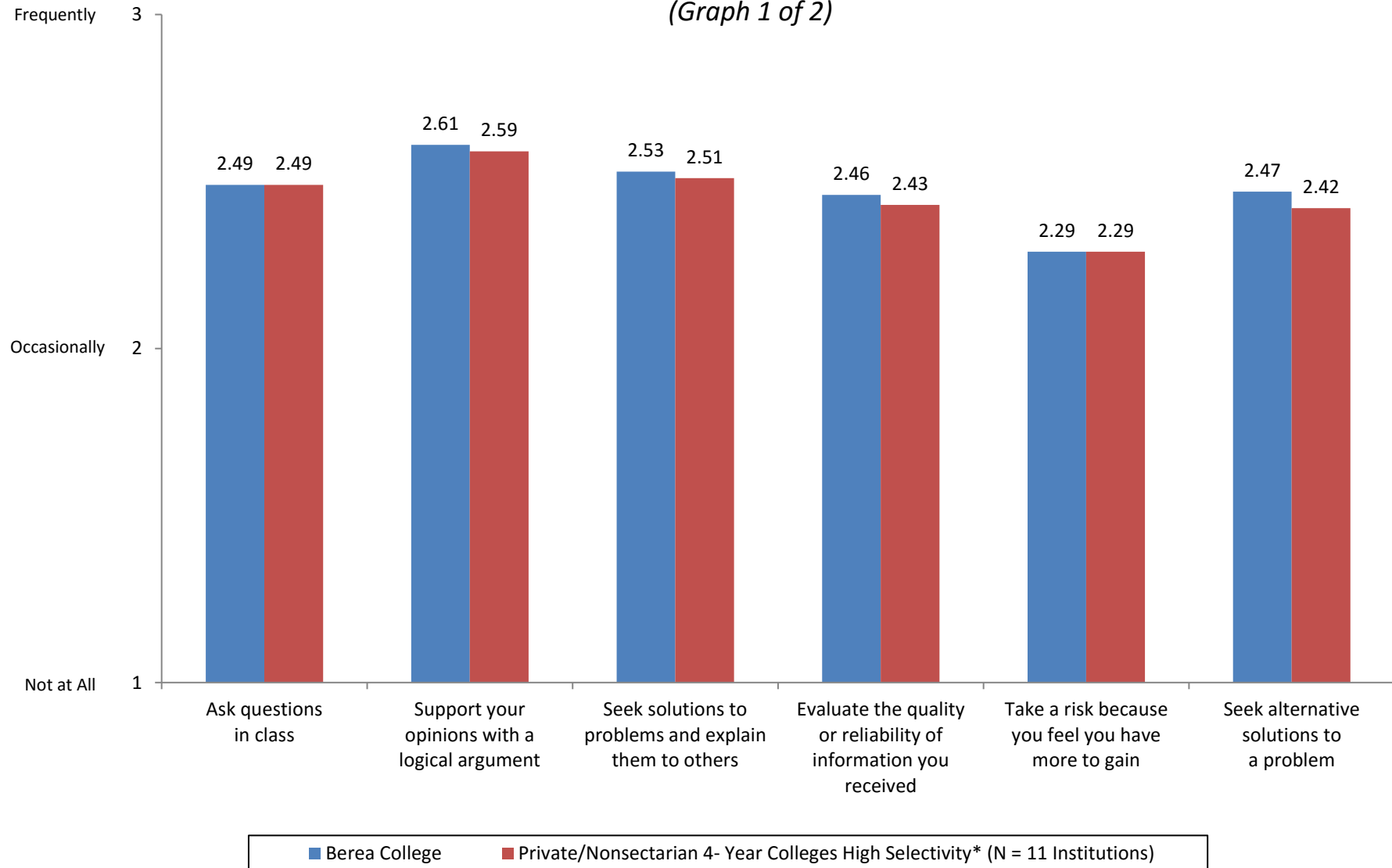


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THEME: Academic Preparation

(Based on First-Year Students Only)

*How often in the past year did you:
(Graph 1 of 2)*

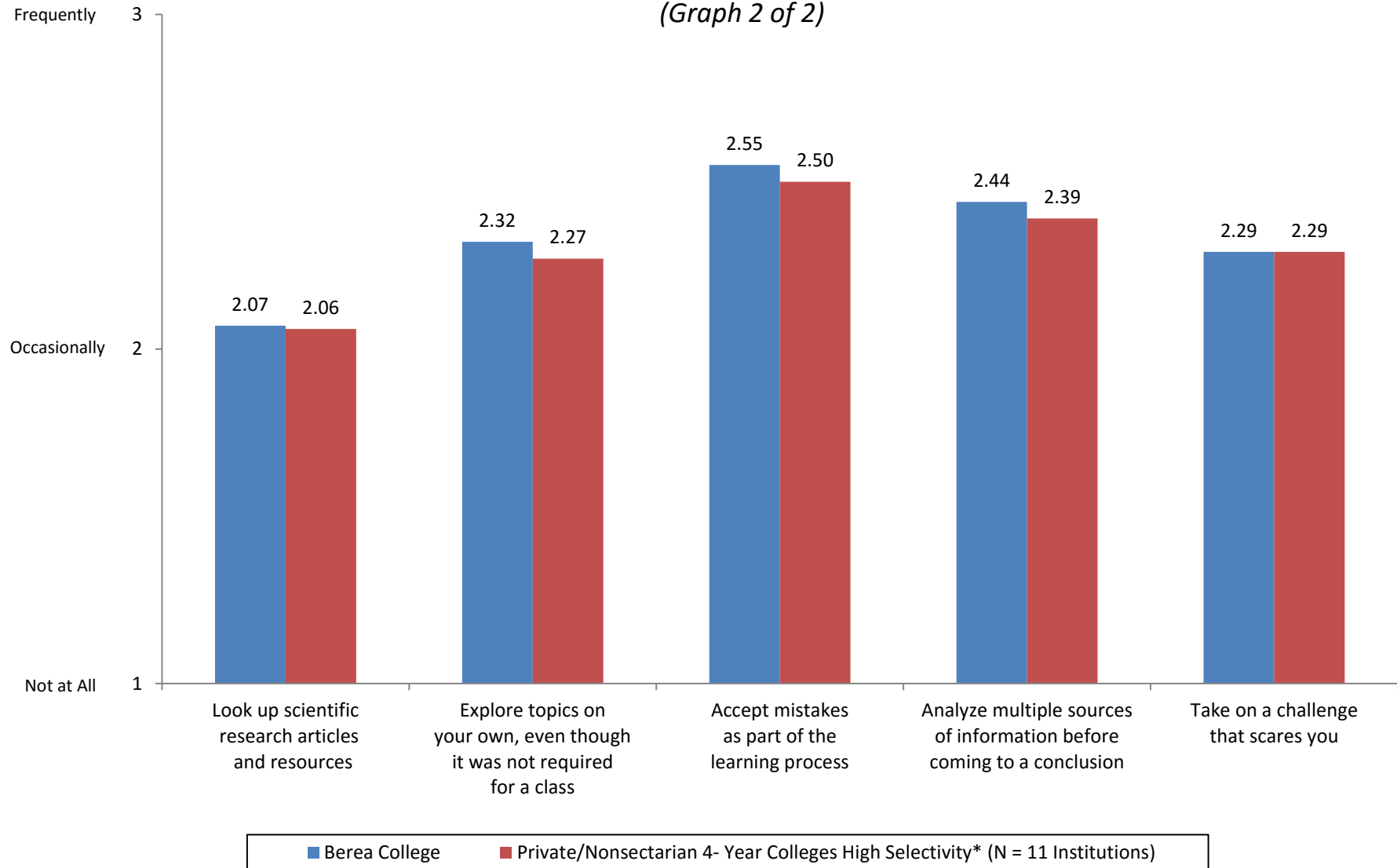


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Academic Preparation

(Based on First-Year Students Only)

*How often in the past year did you:
(Graph 2 of 2)*

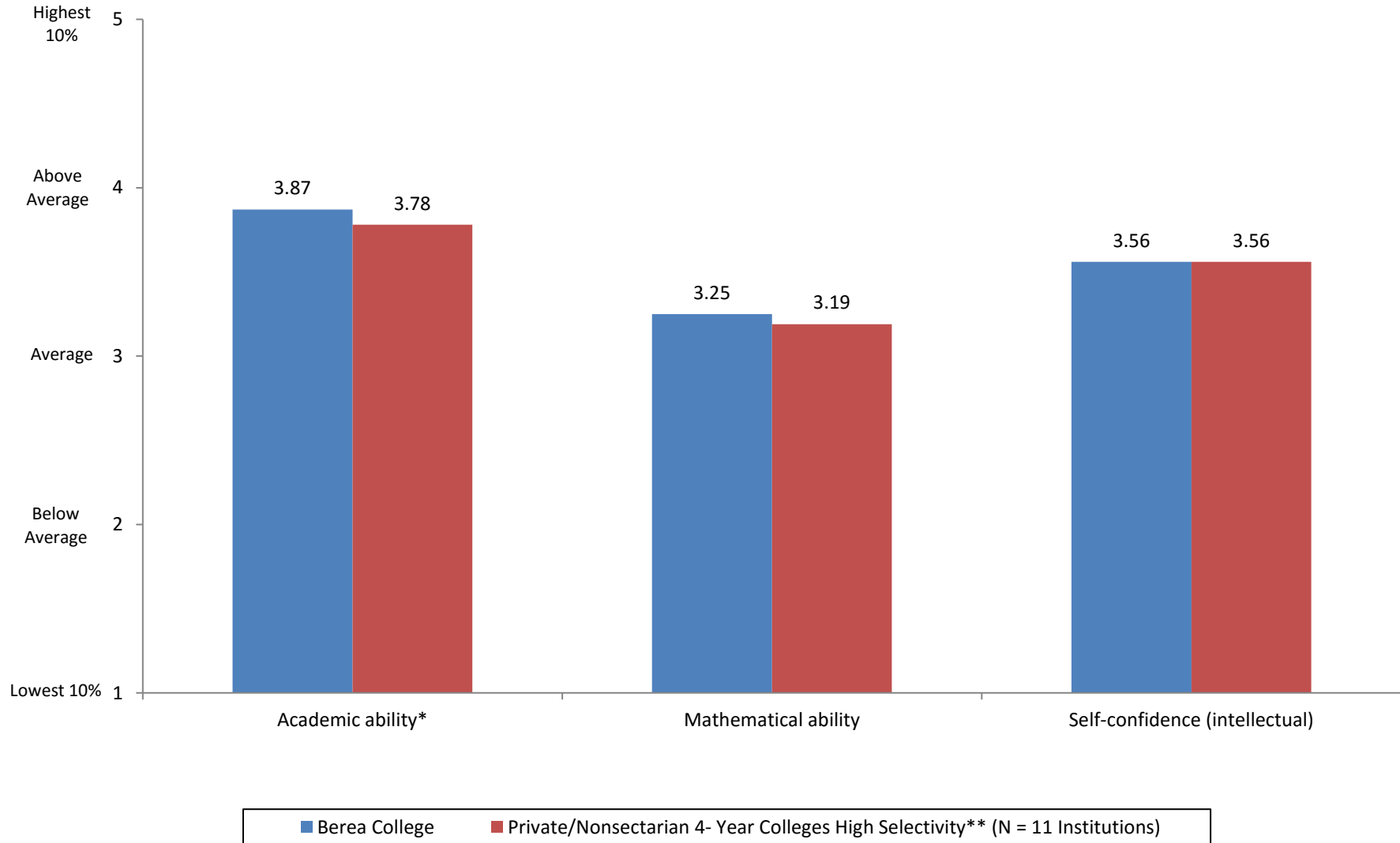


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THEME: Academic Preparation

(Based on First-Year Students Only)

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



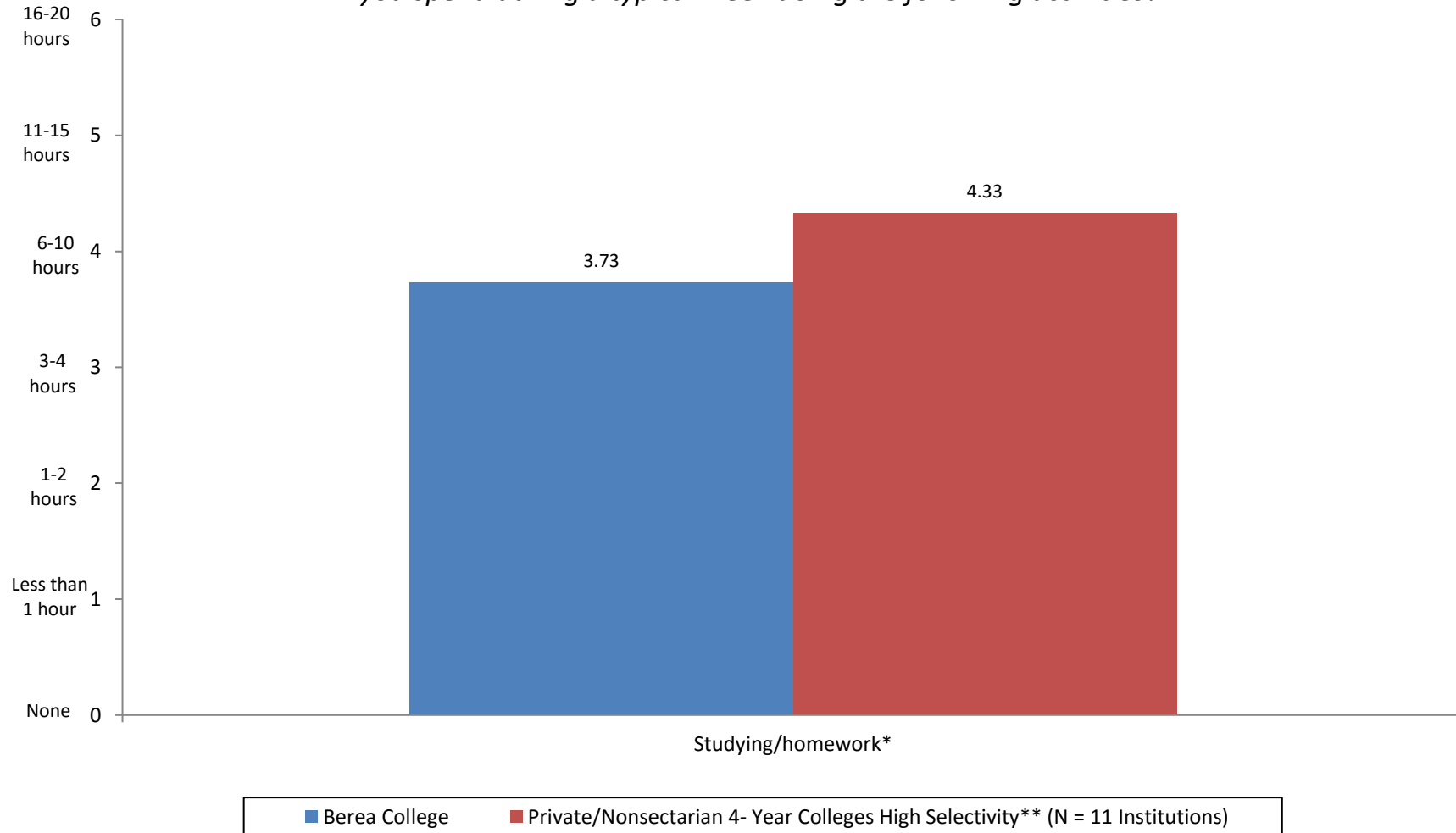
*Statistically significant at the $p \leq .05$ level.

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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?



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Cooperative Institutional Research Program (CIRP), Fall 2016

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

- Your intended major:

<i>Agriculture</i>	<i>Fine Arts</i>
<i>Biological and Life Sciences</i>	<i>Mathematics or Computer Science</i>
<i>Business</i>	<i>Physical Science</i>
<i>Education</i>	<i>Social Science</i>
<i>Engineering</i>	<i>Justice and Security</i>
<i>English</i>	<i>Library Science</i>
<i>Health Professions</i>	<i>Other, Non-technical</i>
<i>History or Political Science</i>	<i>Undecided</i>
<i>Arts & Humanities</i>	

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

None
Vocational certificate
Associate (A.A. or equivalent)
Bachelor's degree (B.A., B.S., B.D., etc.)
Master's degree (M.A., M.S., M.B.A., etc.)
J.D. (Law)
M.D., D.D.S., D.V.M., etc. (Medical)
Ph.D.
Professional Doctorate (Ed.D, Psy.D., etc.)
Other

- Your intended career (aggregated) AND Parent/Guardian1 career AND Parent/Guardian2 career

Agriculture/Natural Resources
Artist
Business
Business (Administrative Assistant)
Clergy
College Faculty
Communications
Doctor (MD or DDS)
Education (elementary/secondary)
Engineer
Government
Health Professional
Homemaker/Stay at Home Parent
Information Technology Professional
Lawyer
Military
Nurse
Research Scientist
Service Industry
Skilled Worker
Social/Non-Profit Services
Other
Undecided

- Current employment status:

(Employed, Seasonally employed, Unemployed, Retired)
1. Parent/Guardian 1
2. Parent/Guardian 2

Cooperative Institutional Research Program (CIRP), Fall 2016

- 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?

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

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. Becoming an authority in my field
3. Being very well off financially
4. Making a theoretical contribution to science
5. Becoming successful in a business of my own

- 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

Theme: *Career Planning*

(Based on First-Year Students Only)

Career Planning

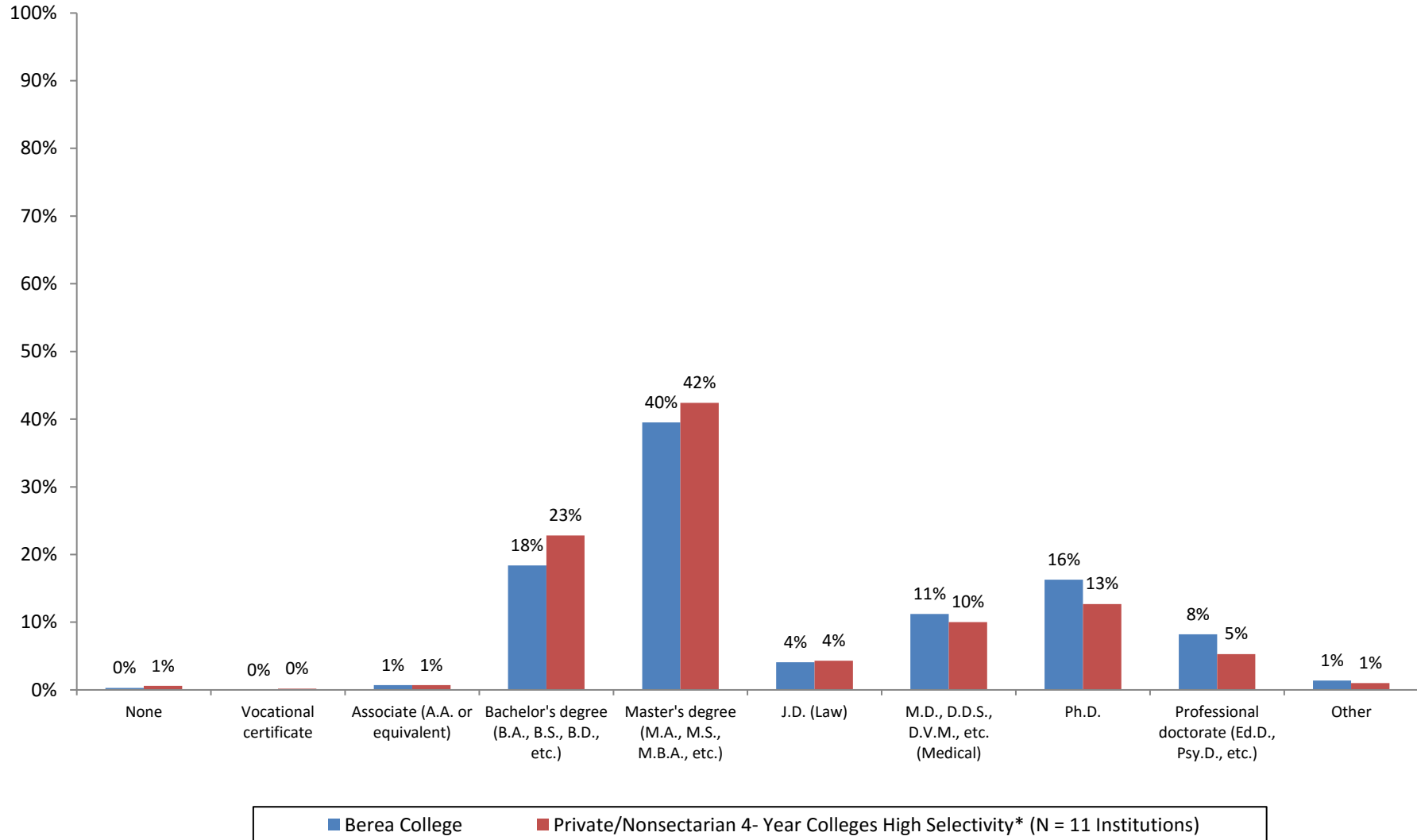
	Student's Intended Major (aggregated)	
	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 11 Institutions)
Agriculture	1.9%	0.5%
Biological & Life Sciences	11.0%	15.4%
Business	7.8%	14.5%
Education	9.7%	5.2%
Engineering	5.5%	6.1%
English	2.3%	2.1%
Health Professions	12.7%	9.1%
History or Political Science	5.2%	4.9%
Arts & Humanities	4.5%	6.8%
Fine Arts	6.5%	4.4%
Mathematics or Computer Science	10.7%	4.3%
Physical Science	4.5%	2.4%
Social Science	6.5%	9.6%
Justice & Security	1.3%	2.1%
Library Science	0.3%	0.2%
Other Non-technical	1.6%	2.8%
Undecided	7.8%	9.5%

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THEME: Career Planning

(Based on First-Year Students Only)

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



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Theme: *Career Planning*

(Based on First-Year Students Only)

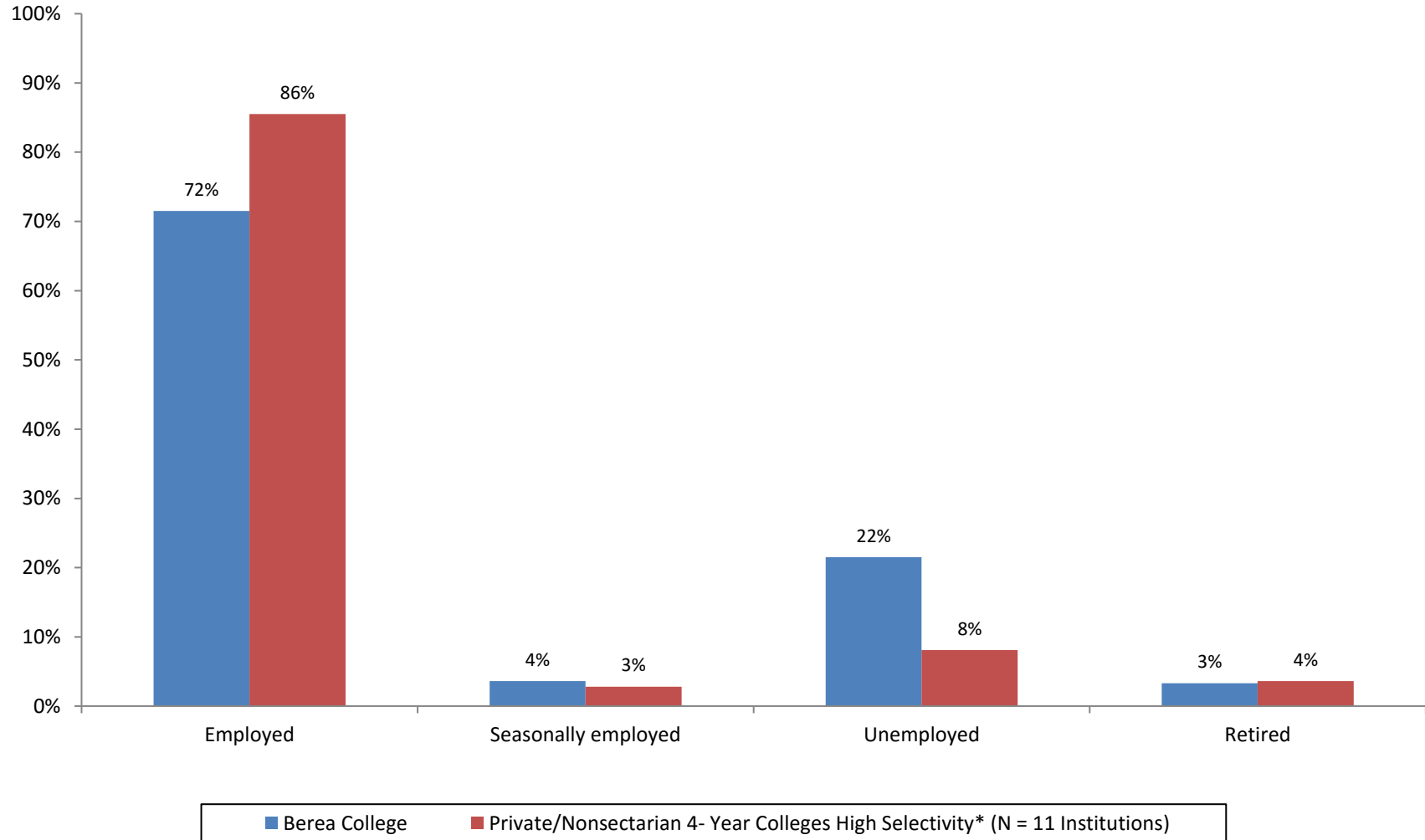
	Student's Intended Career		Parent/Guardian 1 career		Parent/Guardian 2 career	
	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 11 Institutions)	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 11 Institutions)	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 11 Institutions)
<i>Agriculture/Natural Resources</i>	1.7%	1.5%	1.4%	0.8%	3.5%	1.0%
<i>Artist</i>	9.2%	7.4%	1.4%	2.2%	0.4%	3.0%
<i>Business</i>	8.9%	14.2%	10.8%	25.8%	4.8%	20.8%
<i>Business (Administrative Assistant)</i>	1.4%	0.3%	0.4%	1.4%	0.9%	1.6%
<i>Clergy</i>	0.3%	0.5%	0.7%	0.8%	0.9%	0.5%
<i>College Faculty</i>	1.0%	0.7%	2.5%	1.5%	0.9%	1.2%
<i>Communications</i>	2.4%	2.3%	0.0%	1.0%	0.9%	1.1%
<i>Doctor (MD or DDS)</i>	8.5%	7.9%	0.4%	2.3%	0.0%	1.6%
<i>Education (elementary/secondary)</i>	10.6%	7.6%	8.6%	8.5%	5.7%	9.6%
<i>Engineer</i>	2.4%	3.4%	0.7%	3.8%	0.9%	2.6%
<i>Government</i>	2.7%	3.8%	2.5%	3.2%	3.1%	3.1%
<i>Health Professional</i>	9.2%	10.2%	6.1%	4.3%	5.7%	4.3%
<i>Homemaker/ Stay at Home Parent</i>	1.7%	0.6%	11.5%	5.0%	17.1%	9.8%
<i>Information Technology Professional</i>	5.5%	2.1%	2.2%	3.4%	2.6%	2.4%
<i>Lawyer</i>	3.4%	3.7%	0.7%	2.1%	0.4%	1.8%
<i>Military</i>	0.0%	1.1%	1.1%	1.1%	1.3%	0.9%
<i>Nurse</i>	6.5%	3.4%	2.9%	2.6%	1.3%	2.3%
<i>Research Scientist</i>	3.1%	4.0%	0.7%	0.9%	1.3%	1.2%
<i>Service Industry</i>	0.3%	0.3%	8.6%	2.7%	5.3%	2.5%
<i>Skilled Worker</i>	2.7%	1.5%	7.6%	4.8%	9.2%	4.8%
<i>Social/Non-Profit Services</i>	1.7%	0.7%	1.1%	0.9%	3.1%	0.9%
<i>Other</i>	7.5%	9.3%	25.9%	20.1%	27.2%	21.6%
<i>Undecided</i>	9.2%	0.136	2.2%	0.8%	3.5%	1.5%

*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)

Parent/Guardian 1 current employment status:

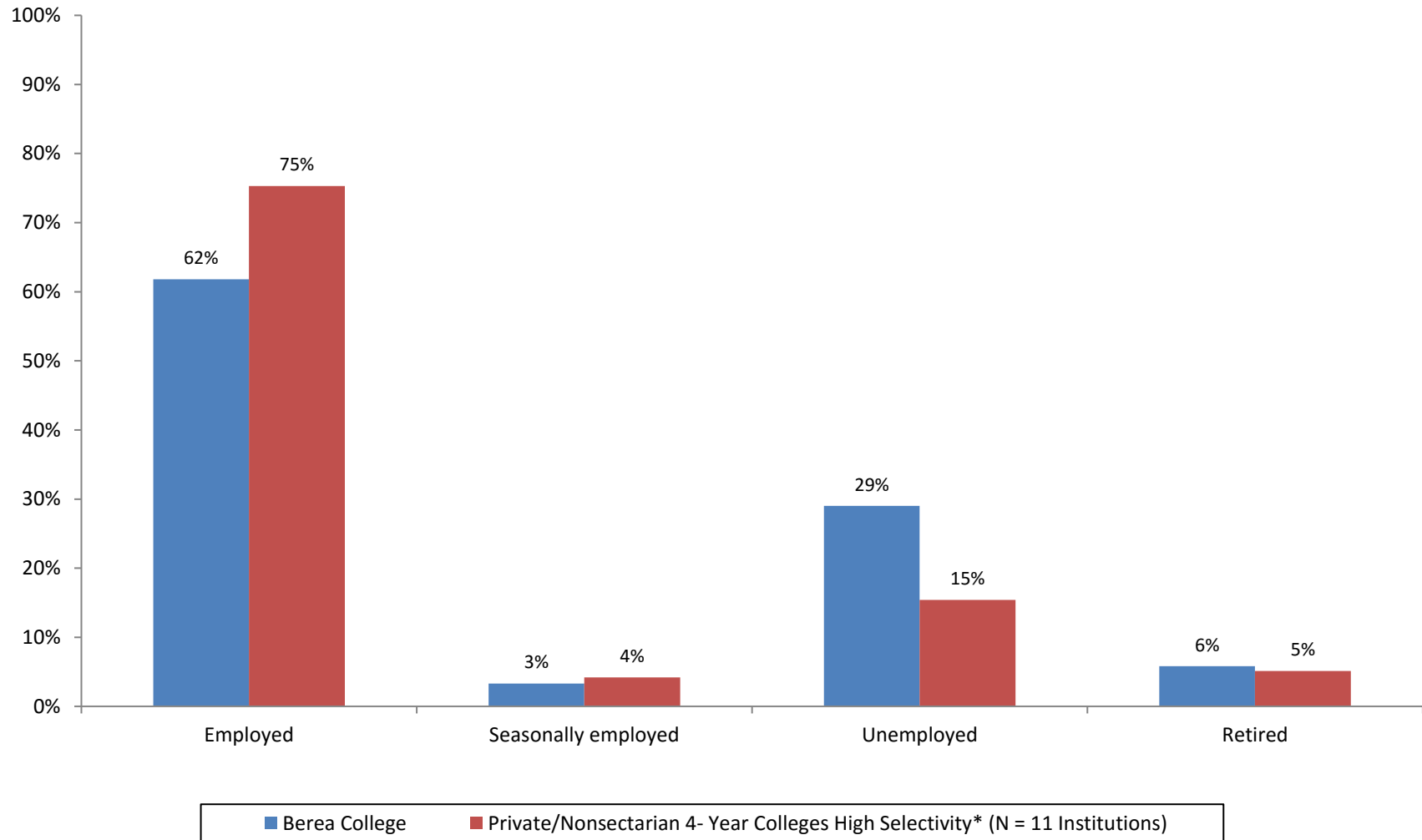


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Career Planning

(Based on First-Year Students Only)

Parent/Guardian 2 current employment status:

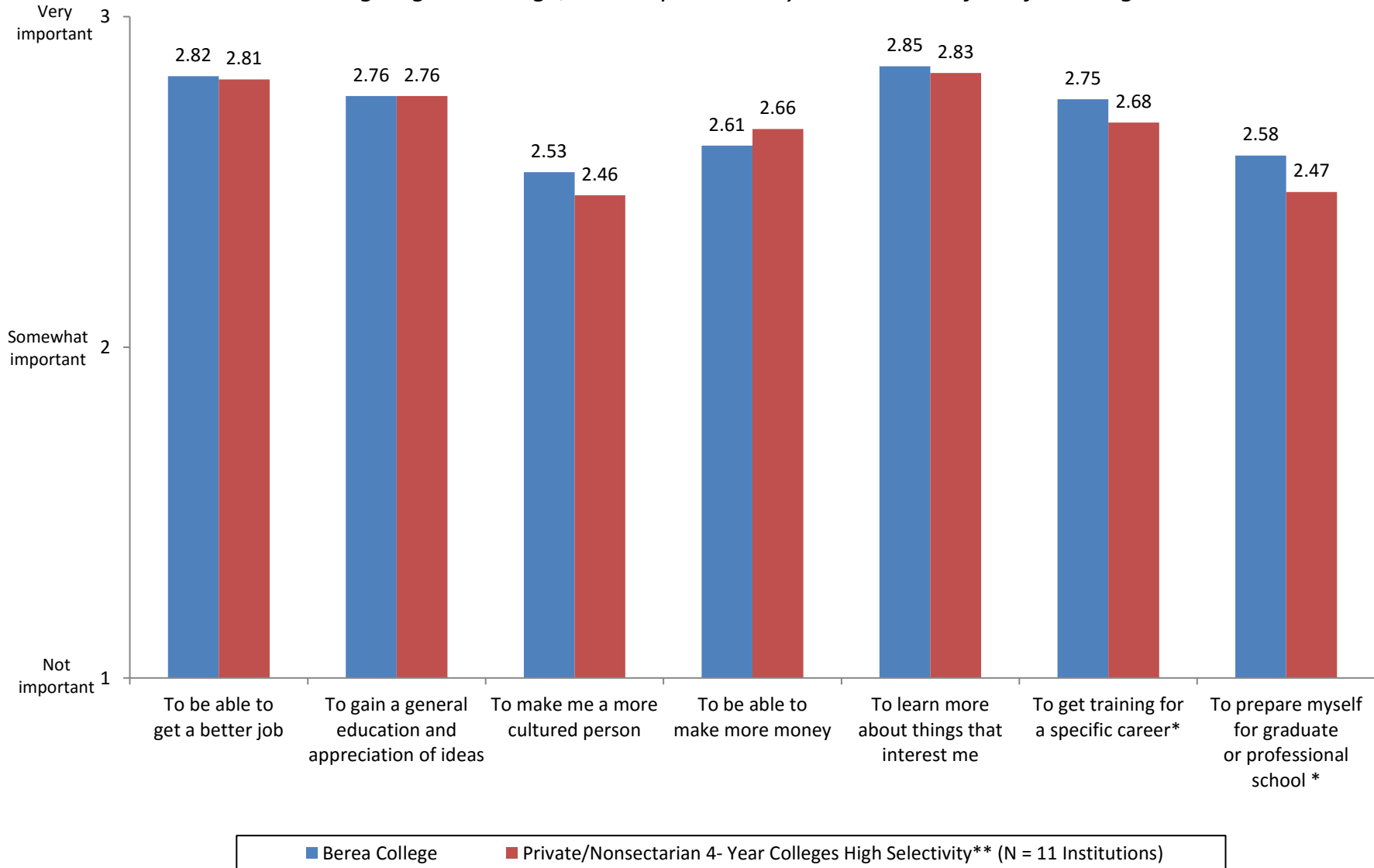


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

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?



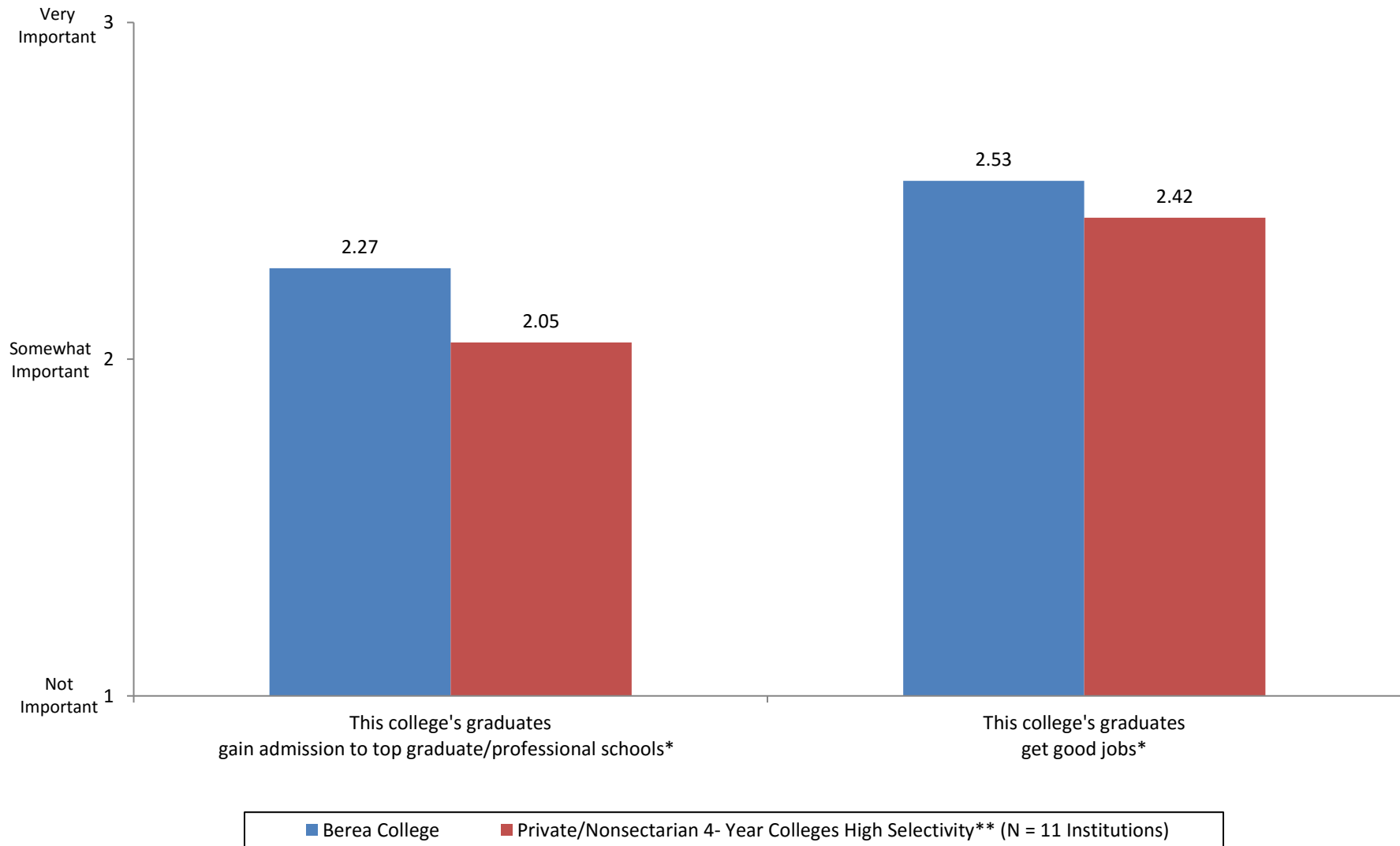
*Statistically significant at the $p \leq .05$ level.

**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?



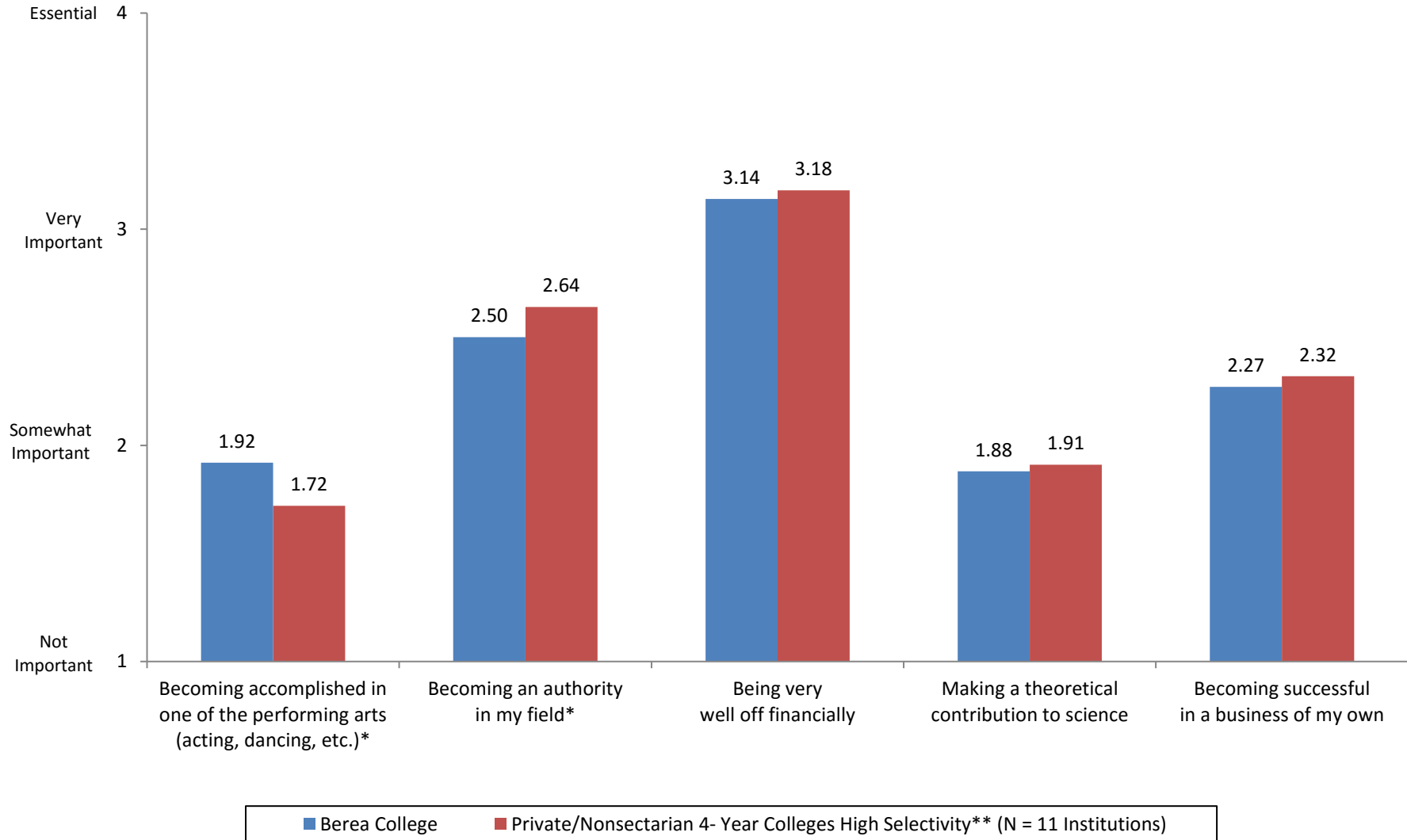
*Statistically significant at the $p \leq .05$ level.

**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)

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



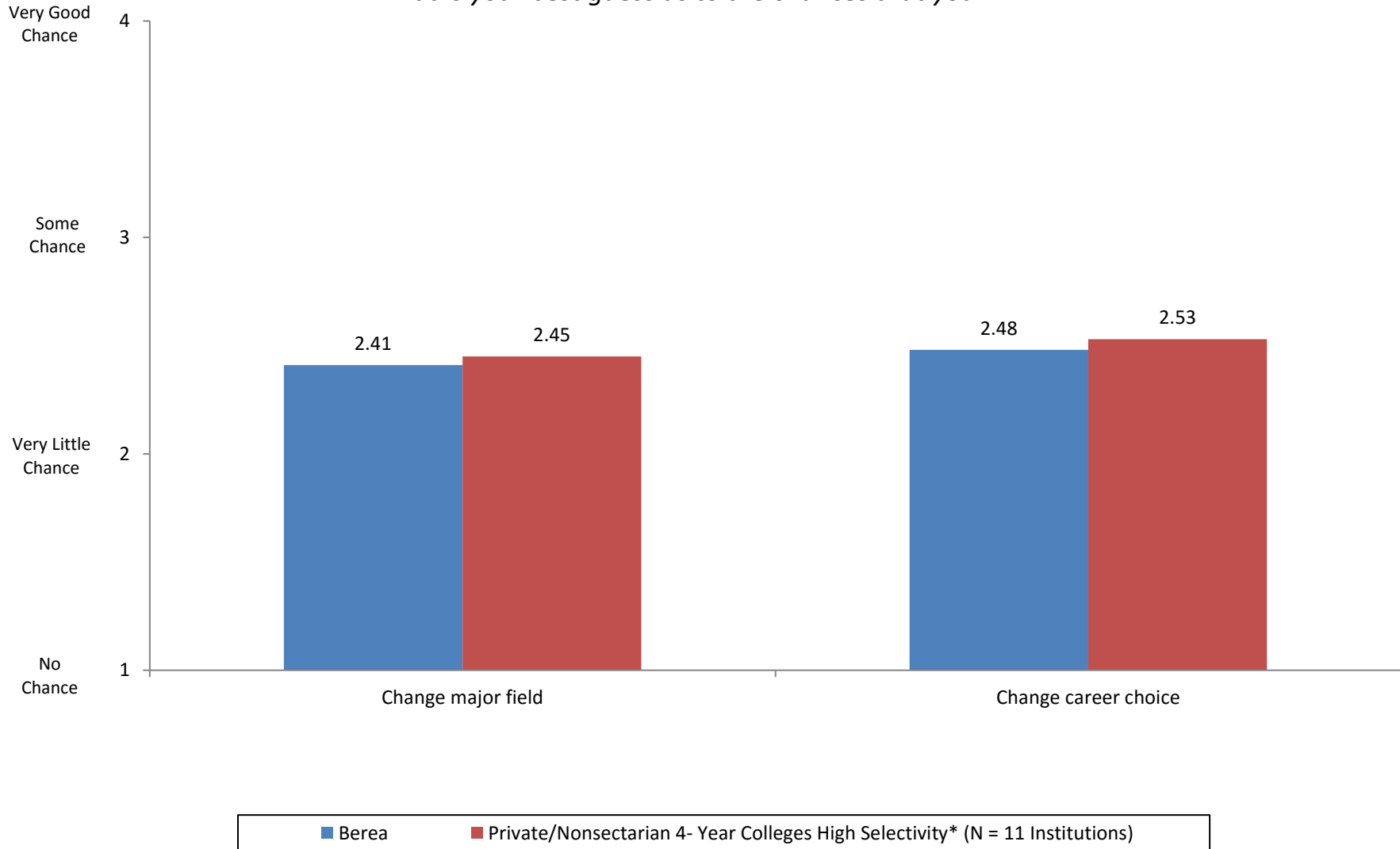
*Statistically significant at the $p \leq .05$ level.

**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:



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

Cooperative Institutional Research Program (CIRP), Fall 2016

Theme: Civic Engagement: Participation, Awareness, and Values -- *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.*

- In the past year, how often have you:
(*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. Discussed politics
 5. Publicly communicated my opinion about a cause (e.g. blog, email, petition)
 6. Helped raise money for a cause or campaign

- How would you rate yourself in the following areas:
(*A Major Strength = 5, Somewhat Strong = 4, Average = 3, Somewhat Weak = 2, A Major Weakness = 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

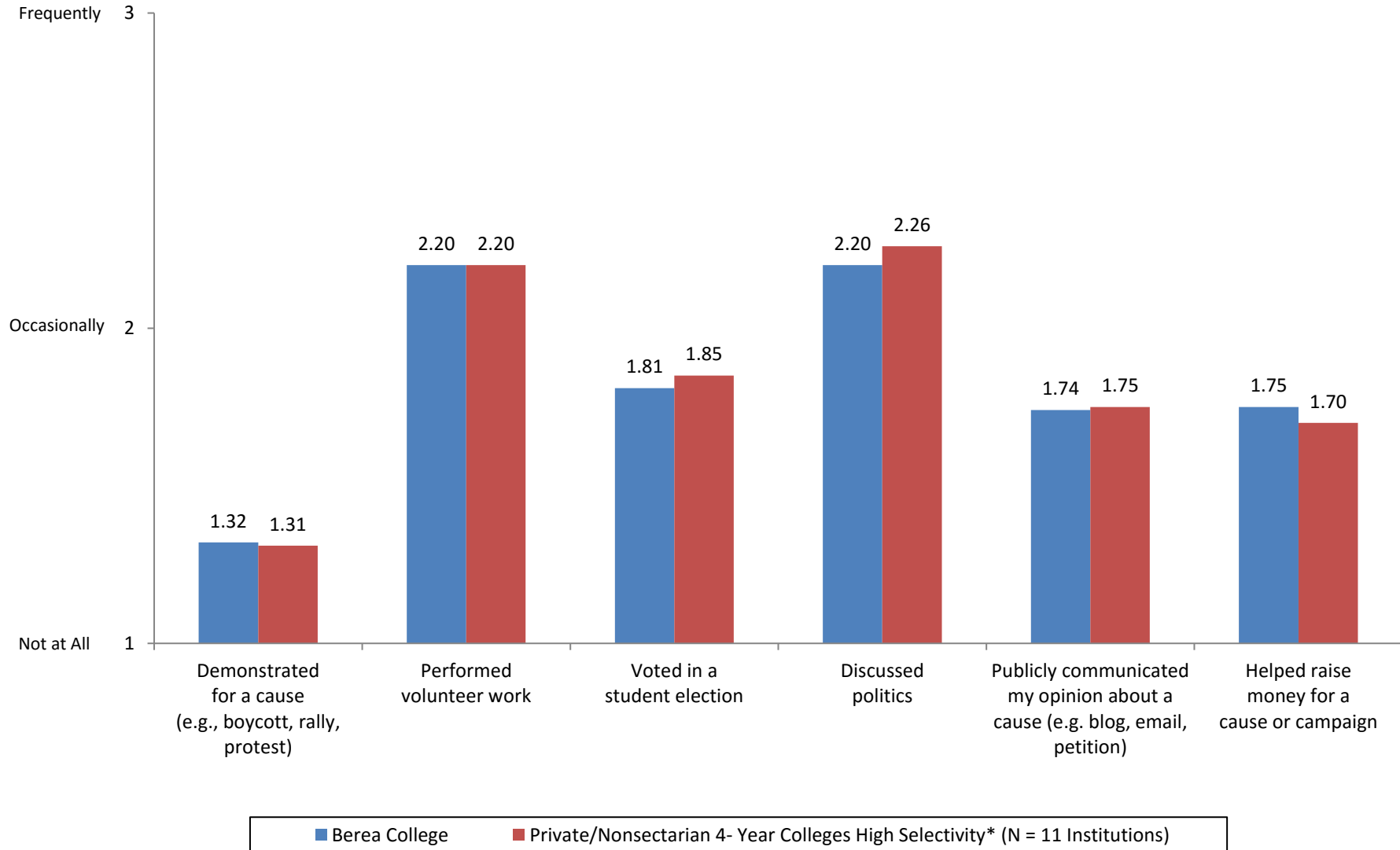
- Please indicate the importance to you personally of each of the following:
(*Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1*)
 1. Influencing social values
 2. Helping others who are in difficulty
 3. Participating in a community action program
 4. Helping to promote racial understanding
 5. Keeping up to date with political affairs
 6. Becoming a community leader

- What is your best guess as to the chances that you will:
 1. Participate in student government
 2. Participate in volunteer or community service work

THEME: Civic Engagement

(Based on First-Year Students Only)

In the past year, how often have you:

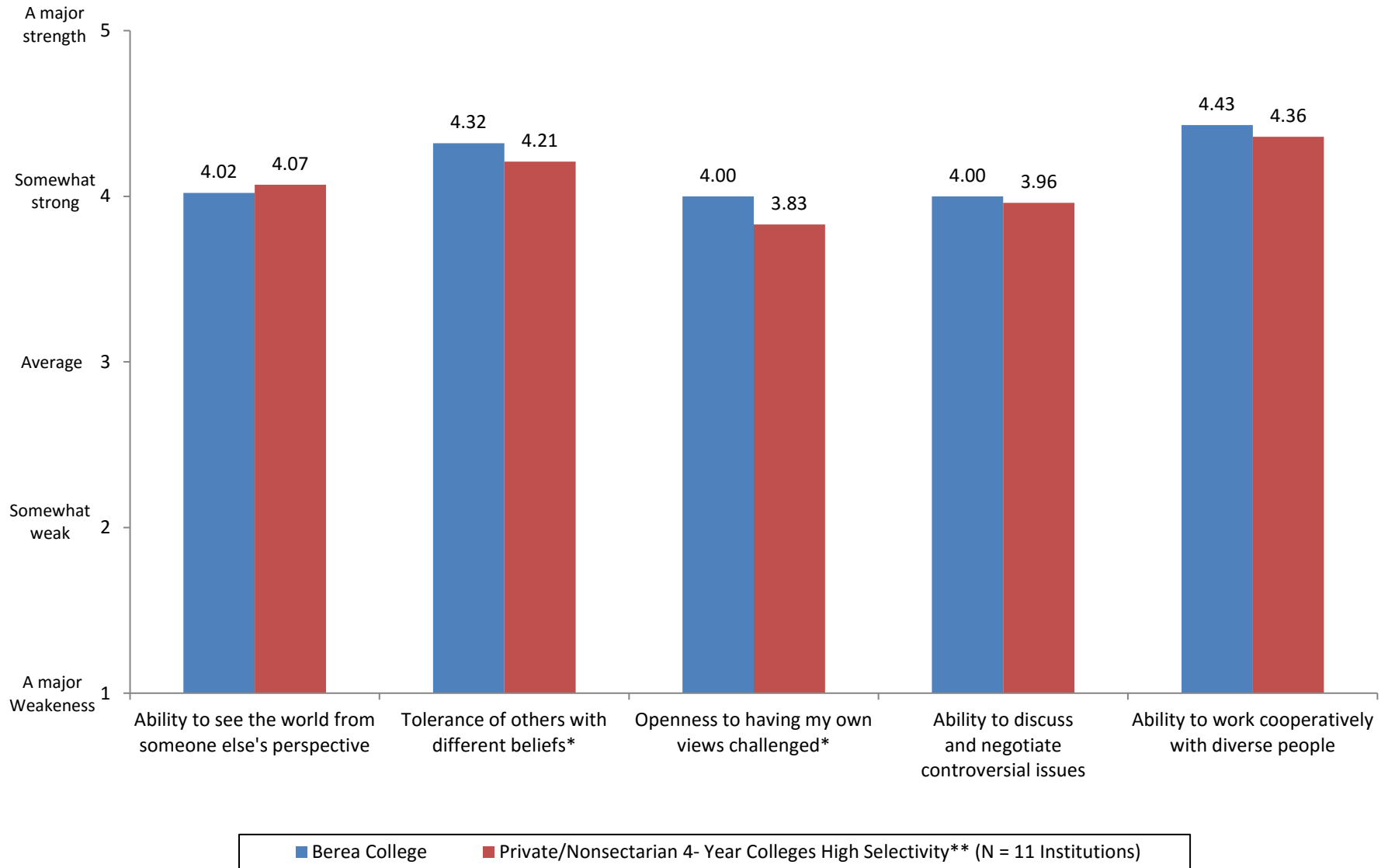


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Civic Engagement

(Based on First-Year Students Only)

How would you rate yourself in the following areas:



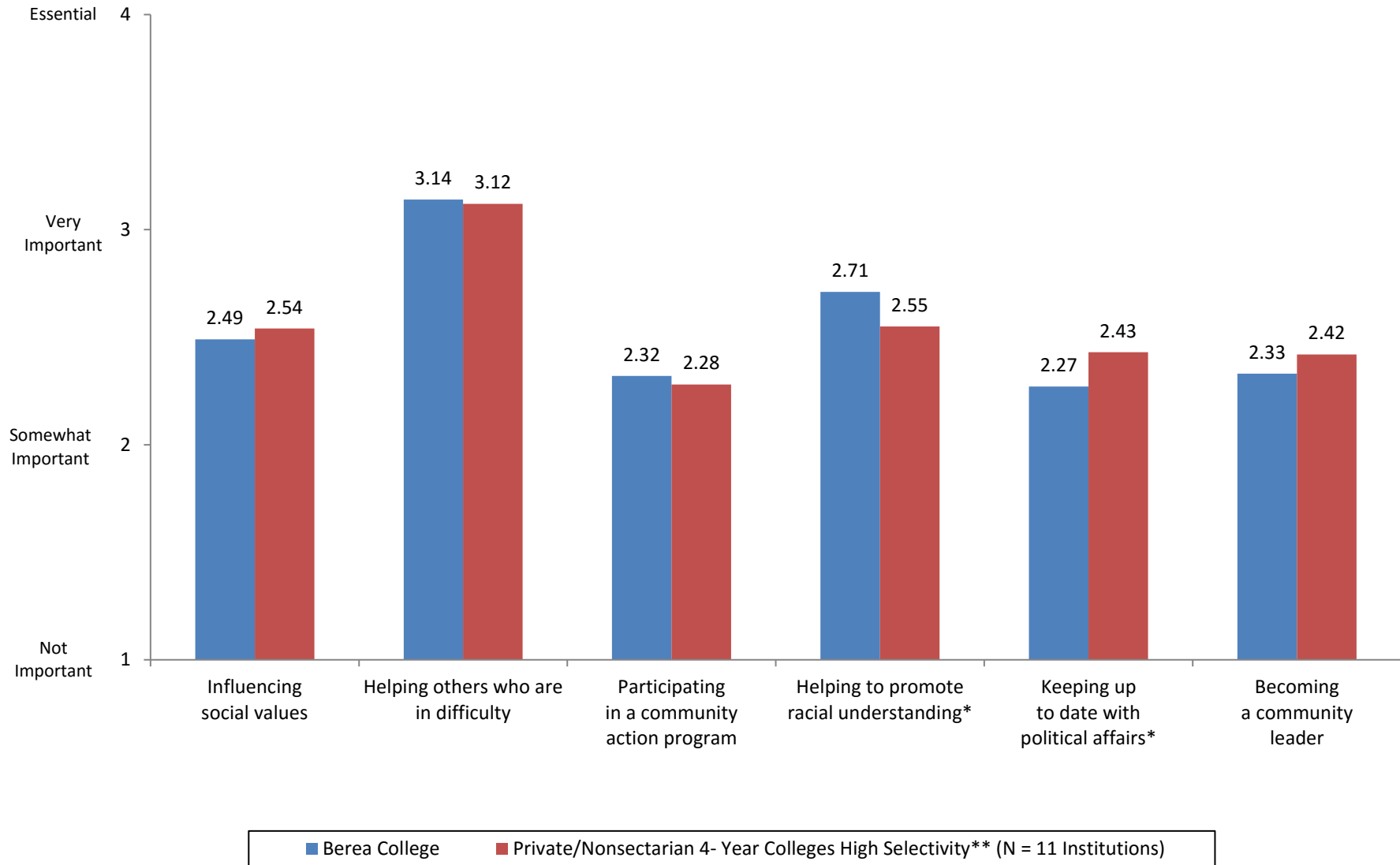
*Statistically significant at the $p \leq .05$ level.

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THEME: Civic Engagement

(Based on First-Year Students Only)

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



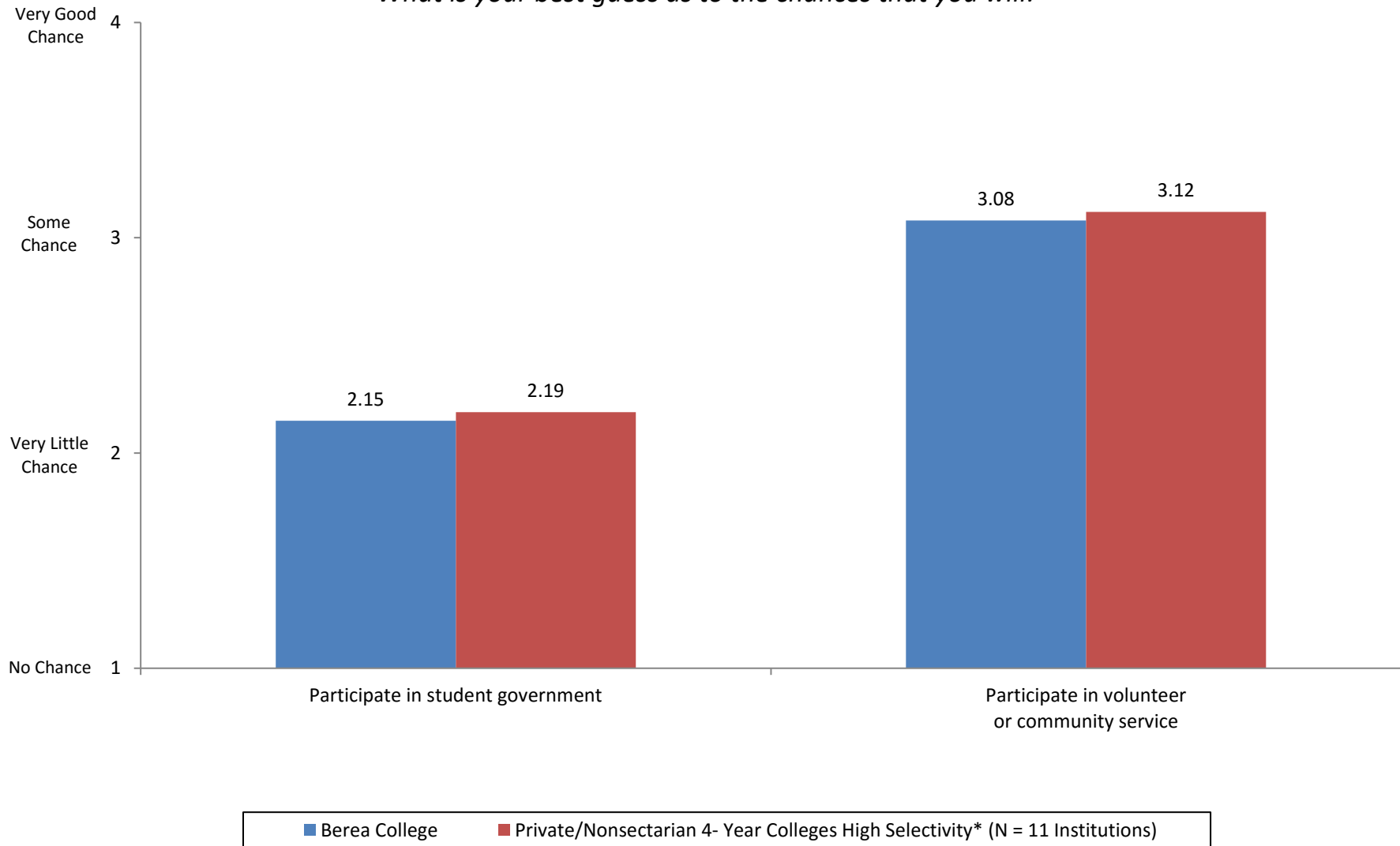
*Statistically significant at the $p \leq .05$ level.

**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.

Cooperative Institutional Research Program (CIRP), Fall 2016

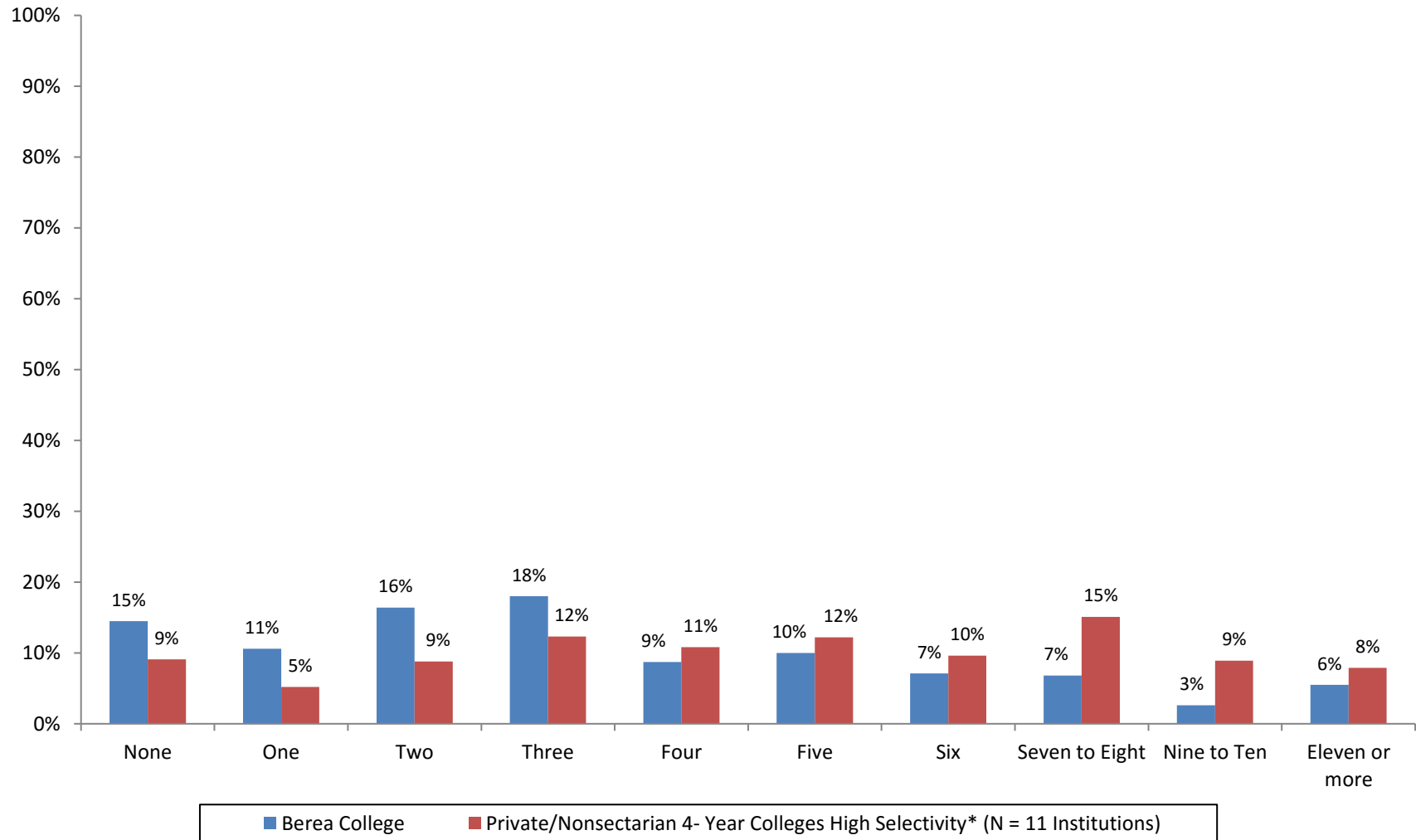
Theme: College Choice -- *These items illustrate the areas students may have considered in choosing to attend college in general, as well as a particular college.*

- To how many colleges other than this one did you apply for admission this year?
(None, One, Two, Three, Four, Five, Six, Seven to Eight, Nine 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
 8. To please my family
- *Below are some reasons that might have influenced your decision to attend this particular college .*
How important was each reason in your decision to come here?
(*Very important = 3, Somewhat important = 2, Not important = 1*)
 1. My teacher advised me
 2. This college has a very good academic reputation
 3. This college has a good reputation for its social and extracurricular activities
 4. I was offered financial assistance
 5. The cost of attending this college
 6. High school counselor advised me
 7. Private college counselor advised me
 8. I wanted to live near home
 9. Not offered aid by first choice
 10. Could not afford first choice
 11. This college's graduates gain admission to top graduate/professional schools
 12. This college's graduates get good jobs
 13. I was attracted by the religious affiliation/orientation of the college
 14. I wanted to go to a school about the size of this college
 15. Rankings in national magazines
 16. I was admitted through an Early Action or Early Decision program
 17. A visit to this campus
 18. This college's students make a difference in the world

THEME: College Choice

(Based on First-Year Students Only)

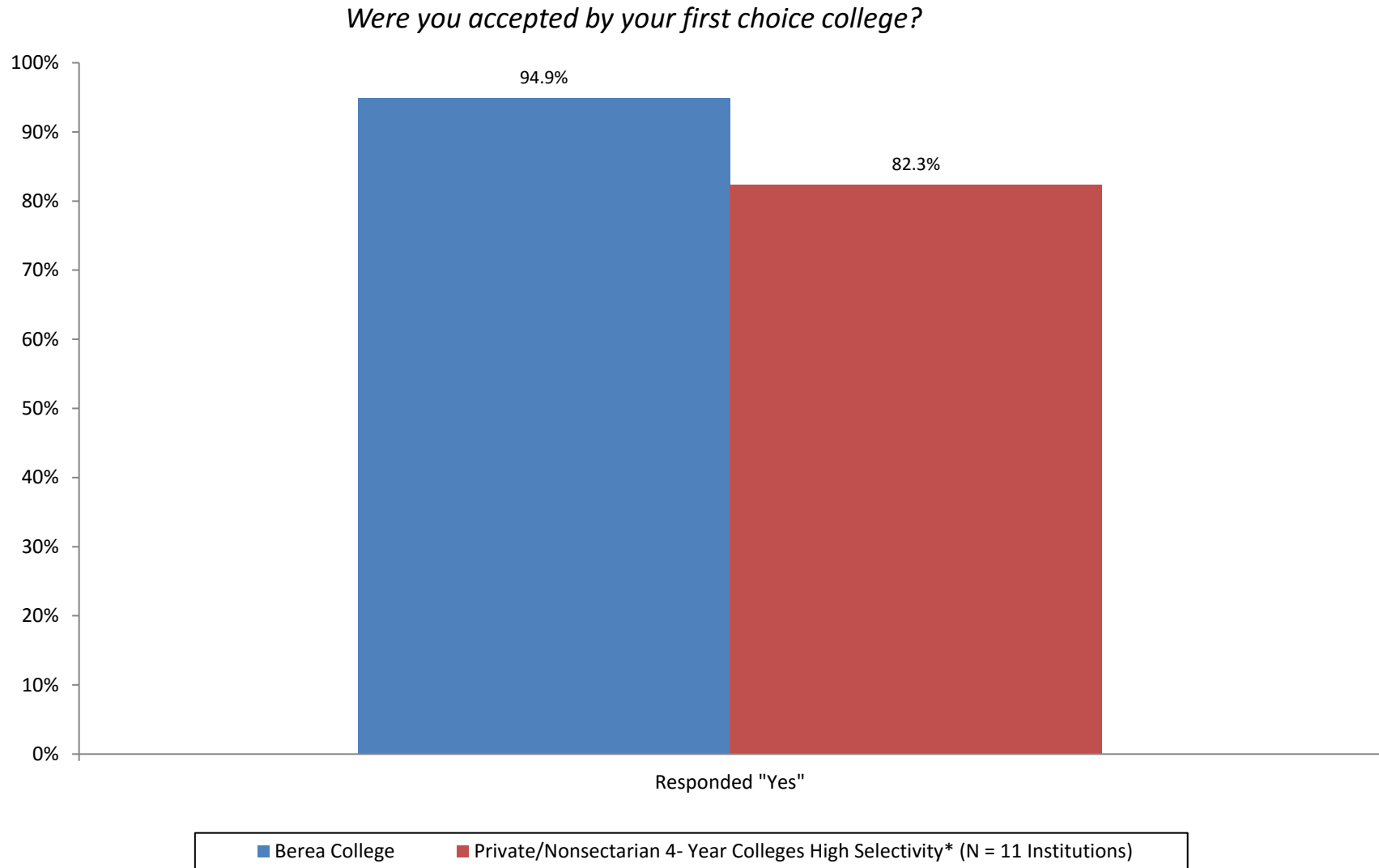
To how many colleges other than this one did you apply for admission this year?



*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)

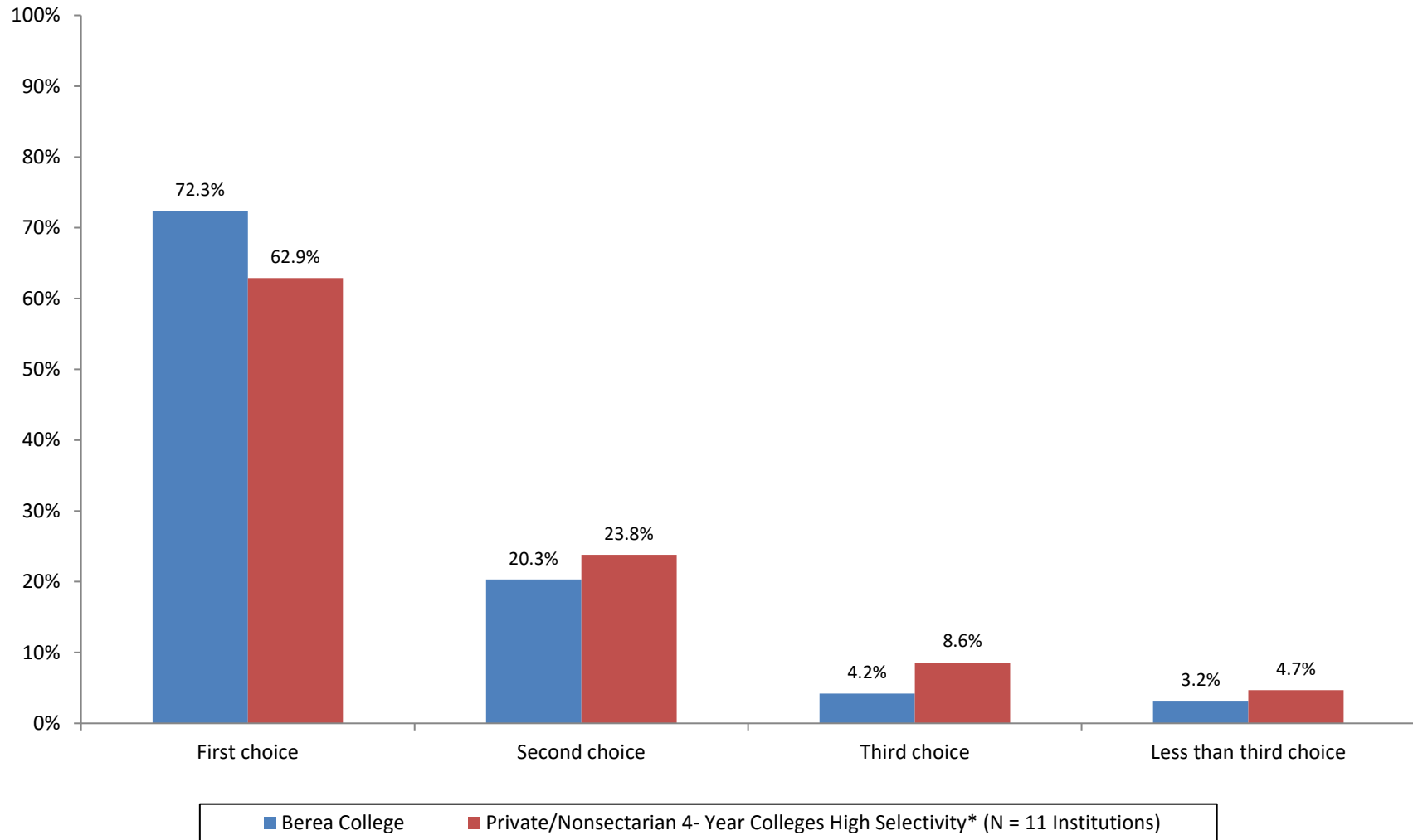


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: College Choice

(Based on First-Year Students Only)

Is this college your:

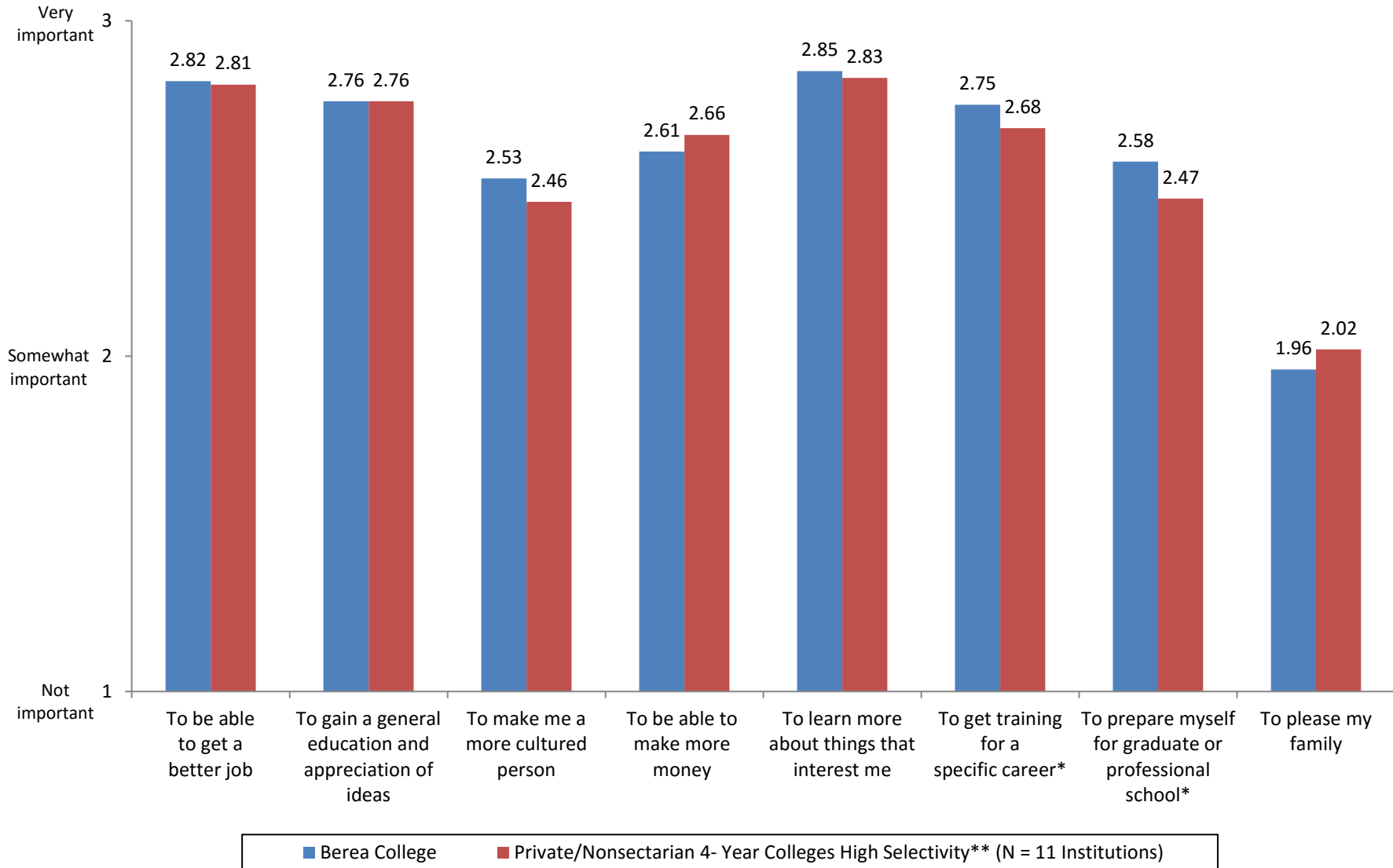


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: College Choice

(Based on First-Year Students Only)

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



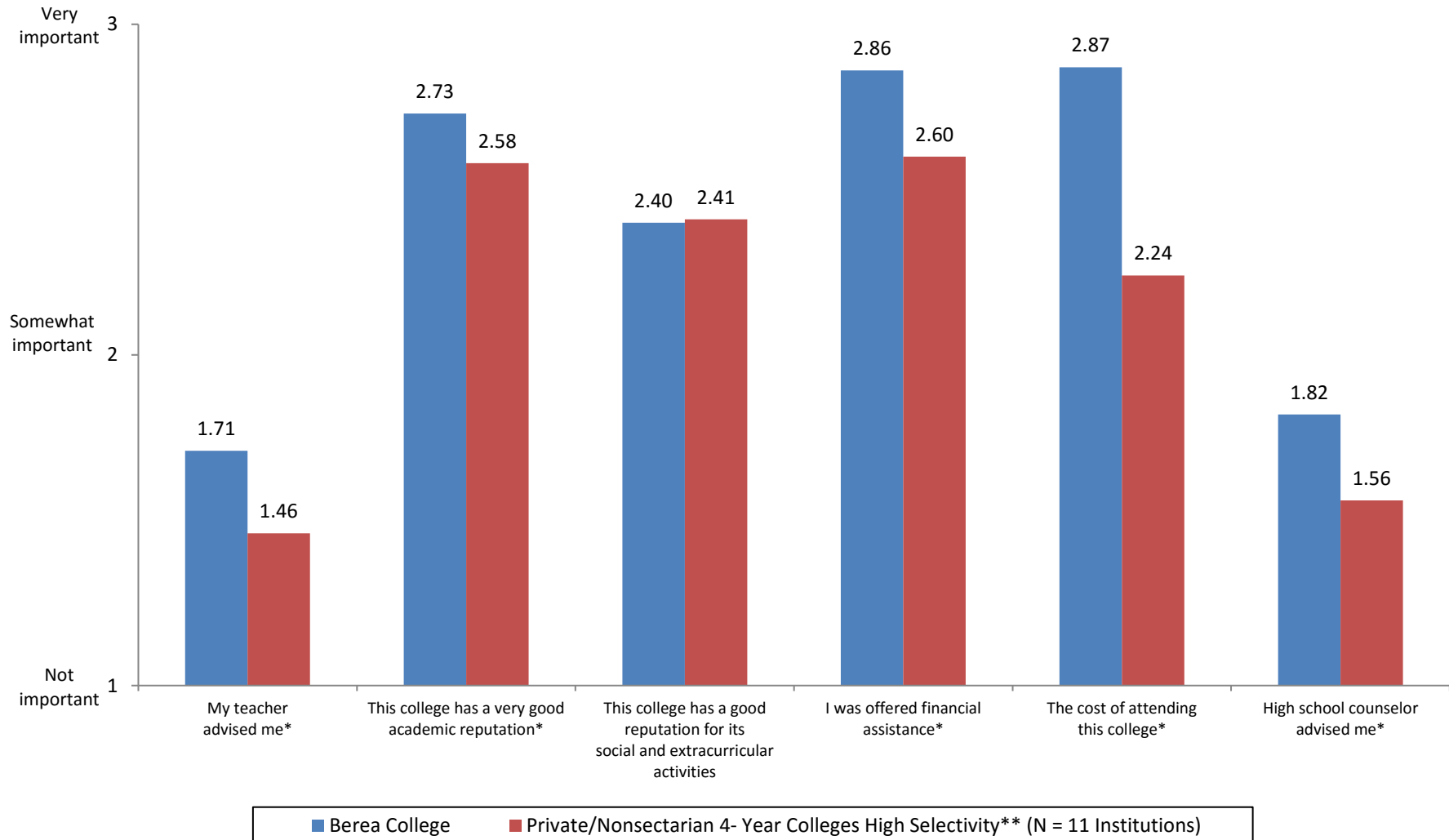
*Statistically significant at the $p \leq .05$ level.

**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)*



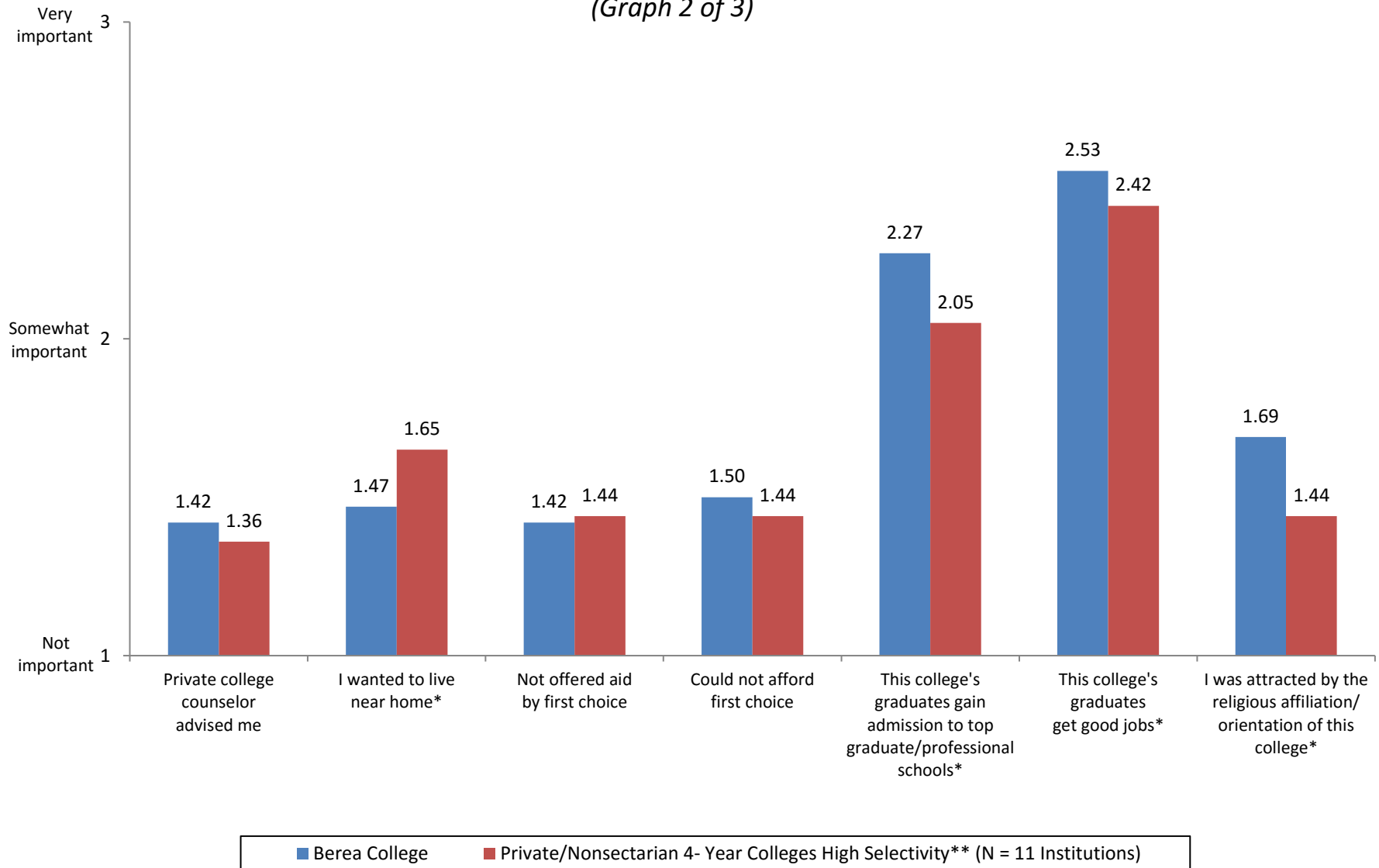
*Statistically significant at the $p \leq .05$ level.

**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 2 of 3)*



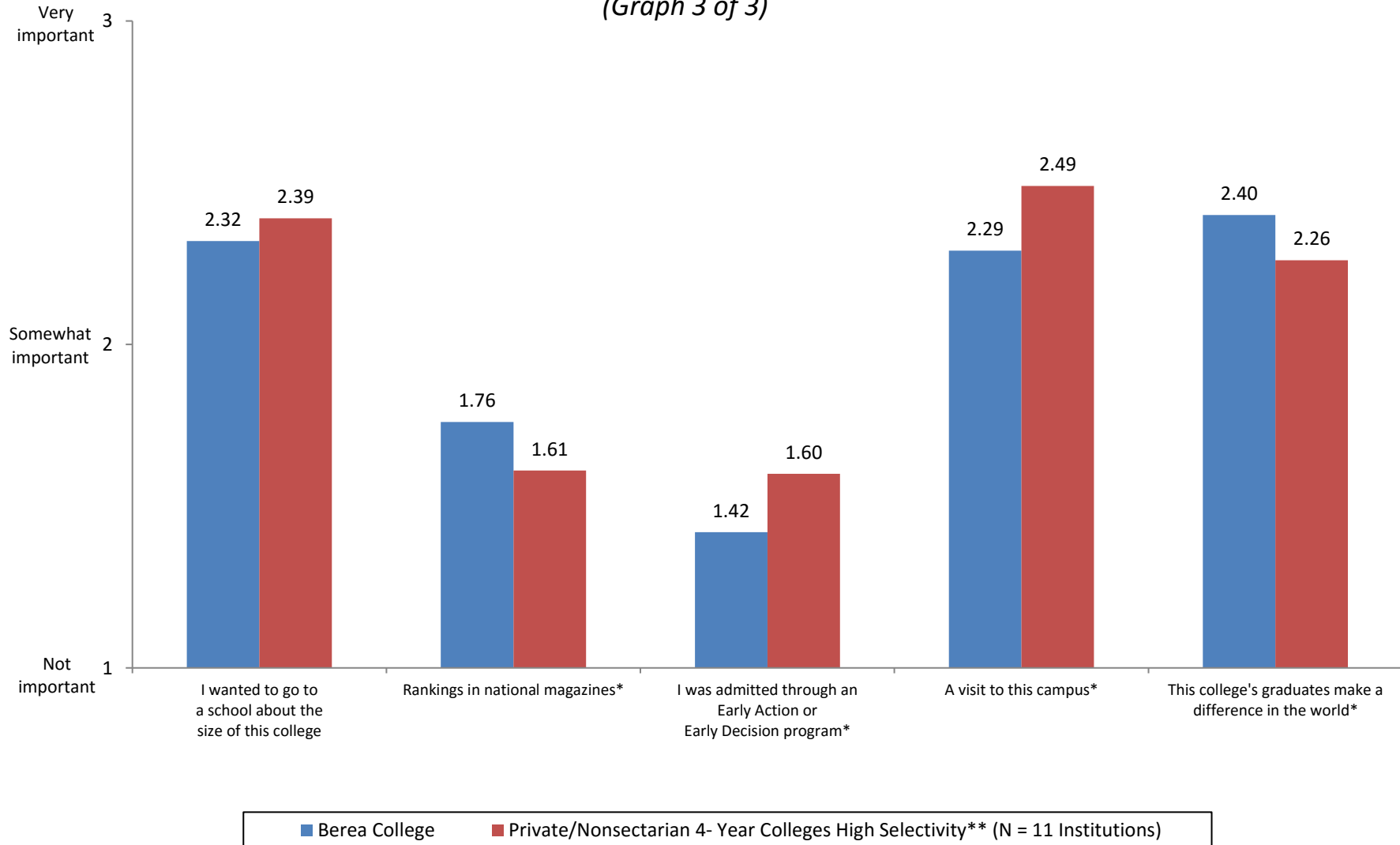
*Statistically significant at the $p \leq .05$ level.

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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.

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

Cooperative Institutional Research Program (CIRP), Fall 2016

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

- 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

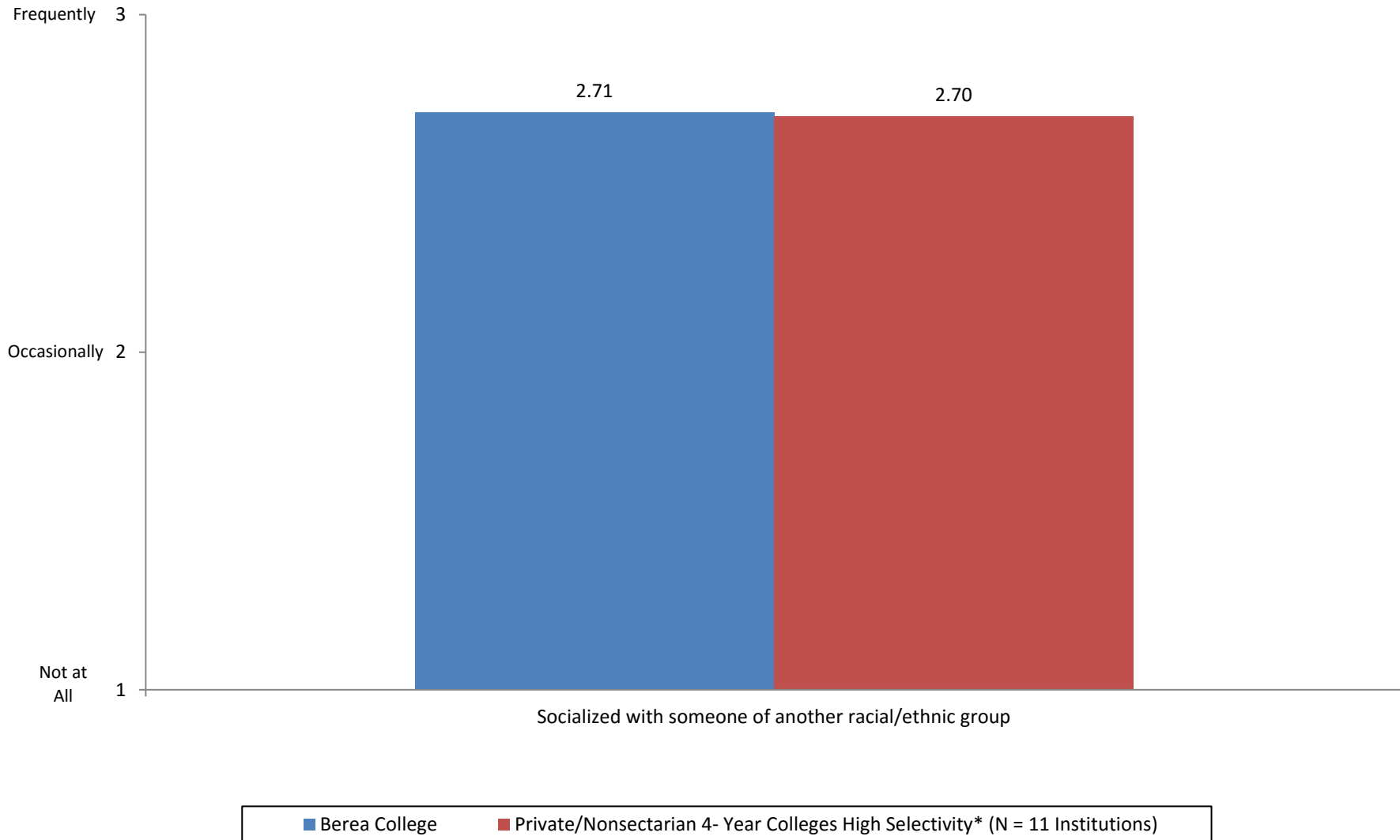
- How would you rate yourself in the following areas:
(*A Major Strength = 5, Somewhat Strong = 4, Average = 3, Somewhat Weak = 2, A Major Weakness = 1*)
 1. Ability to see the world from someone else's perspective
 2. Tolerance of others with different beliefs
 3. Openness to having my own views challenged
 4. Ability to discuss and negotiate controversial issues
 5. Ability to work cooperatively with diverse people

- 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

THEME: Diversity

(Based on First-Year Students Only)

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

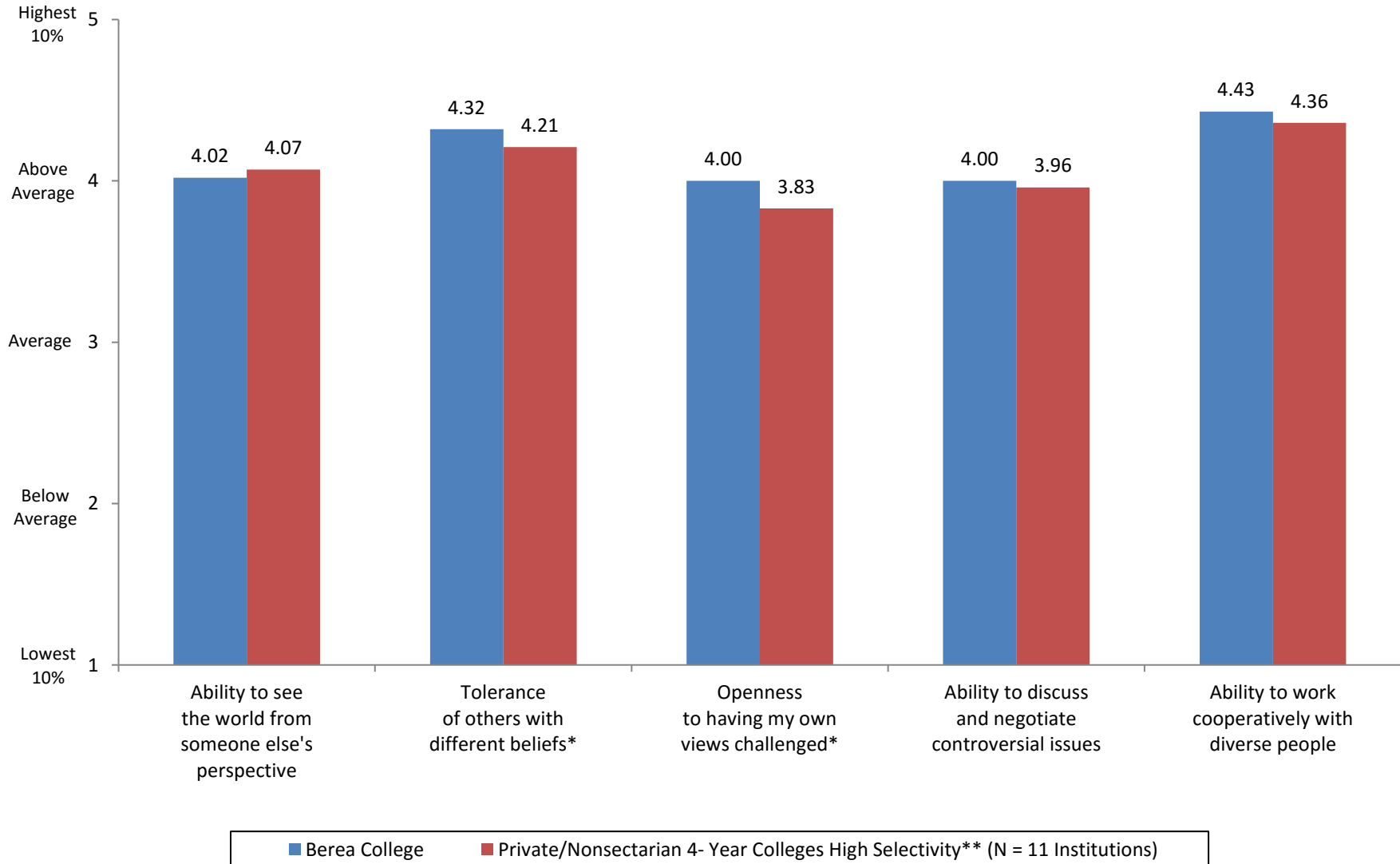


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Diversity

(Based on First-Year Students Only)

How would you rate yourself in the following areas:



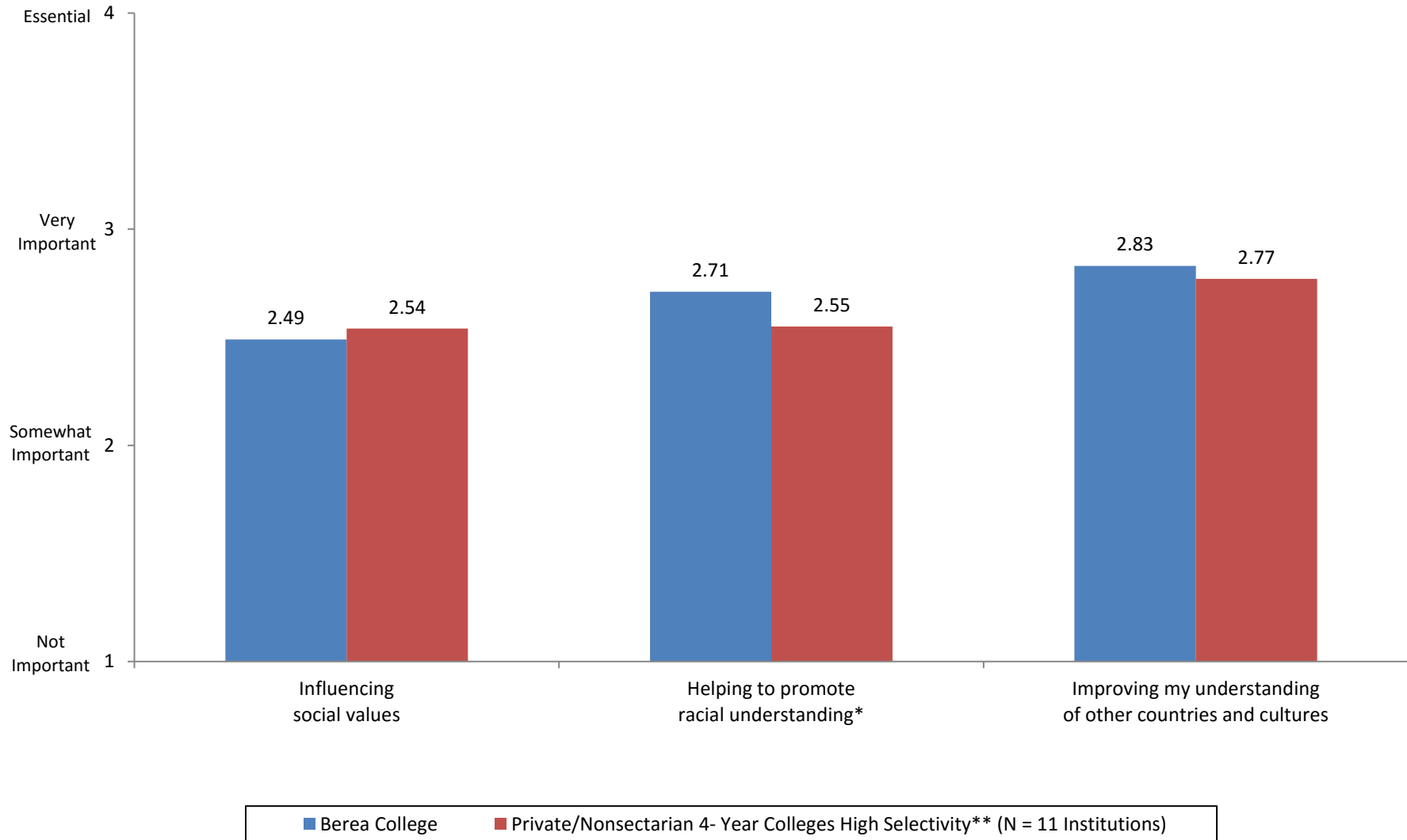
*Statistically significant at the $p \leq .05$ level.

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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.

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Cooperative Institutional Research Program (CIRP), Fall 2016

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, \$1-\$2,999, \$3,000-\$5,999, \$6,000-\$9,999, \$10,000-\$14,999, \$15,000+)

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.)

- What is the best estimate of your parents'/guardians' total income last year? Consider income from all sources before taxes.

Less than \$15,000

\$15,000 to \$24,999

\$25,000 to \$29,999

\$30,000 to \$59,999

\$60,000 to \$74,999

\$75,000 to \$99,999

\$100,000 to \$124,999

\$125,000 to \$149,999

\$150,000 to \$199,999

\$200,000 to \$249,999

\$250,000 to \$499,999

\$500,000 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)

Below are some reasons that might have **influenced your decision to attend this particular college**.

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

(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

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

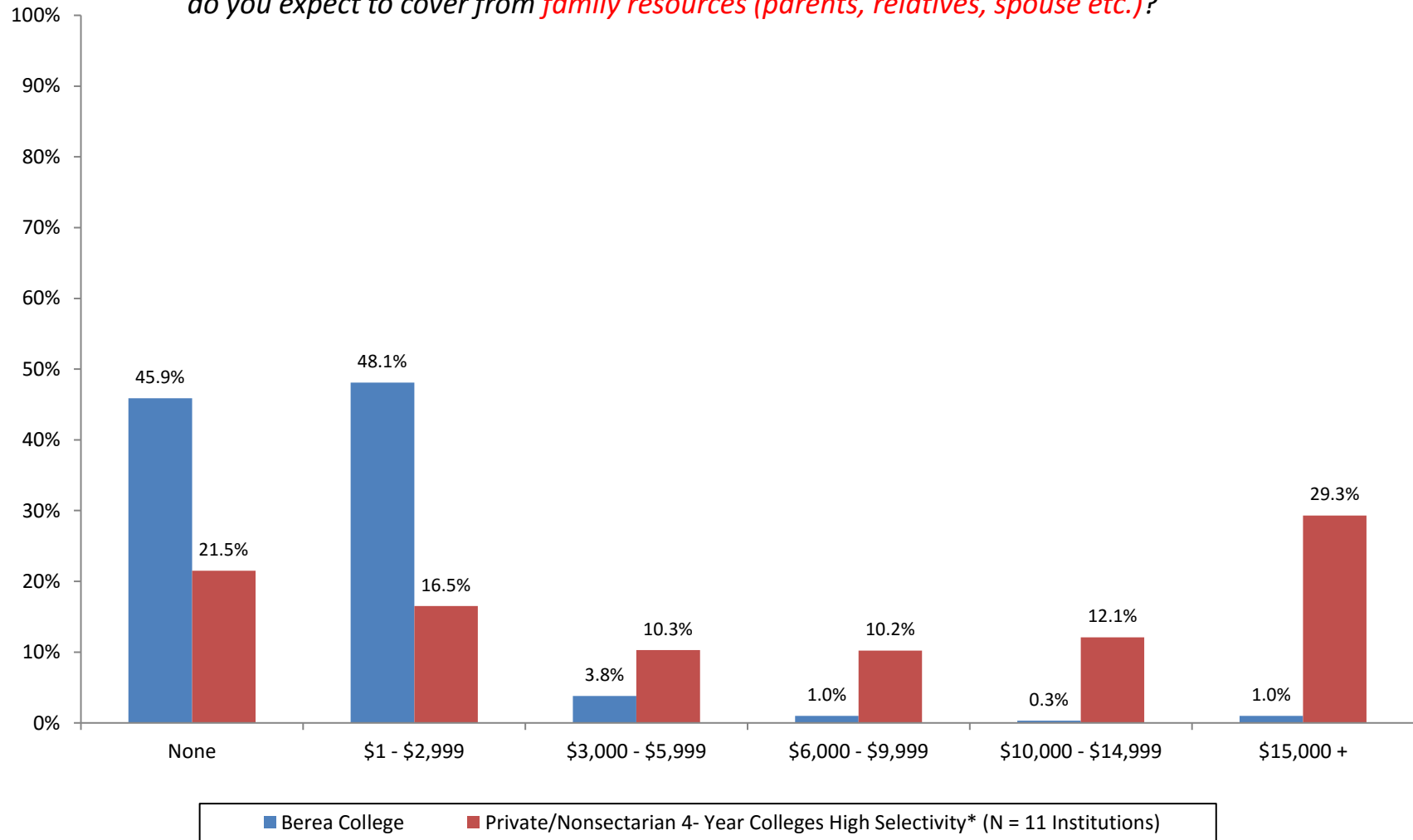
(Very Good Chance = 4, Some Chance = 3, Very Little Chance = 2, No Chance = 1)

1. Get a job to help pay for college expenses

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.)*?



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

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)**?*

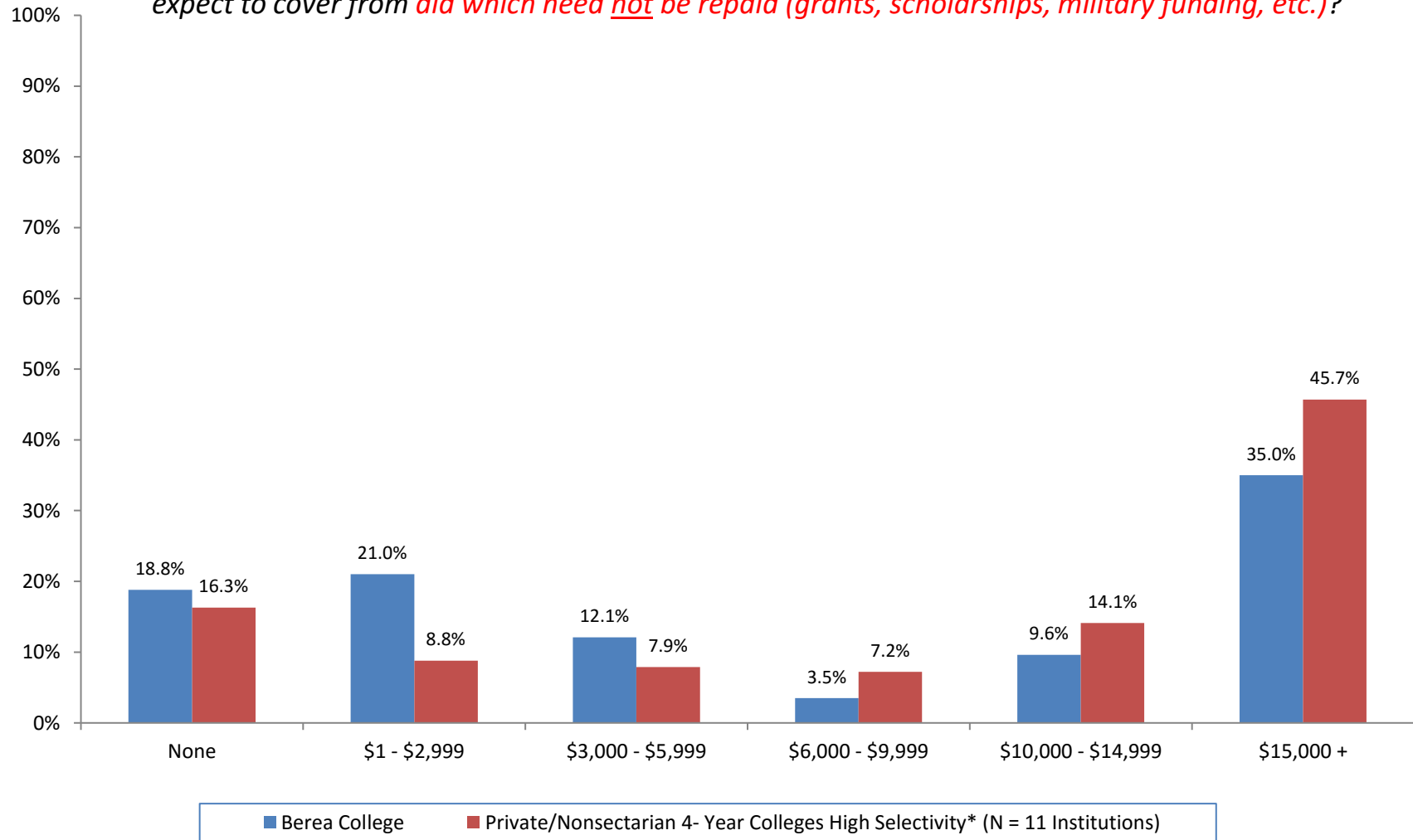


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THEME: Financing College

(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.)?

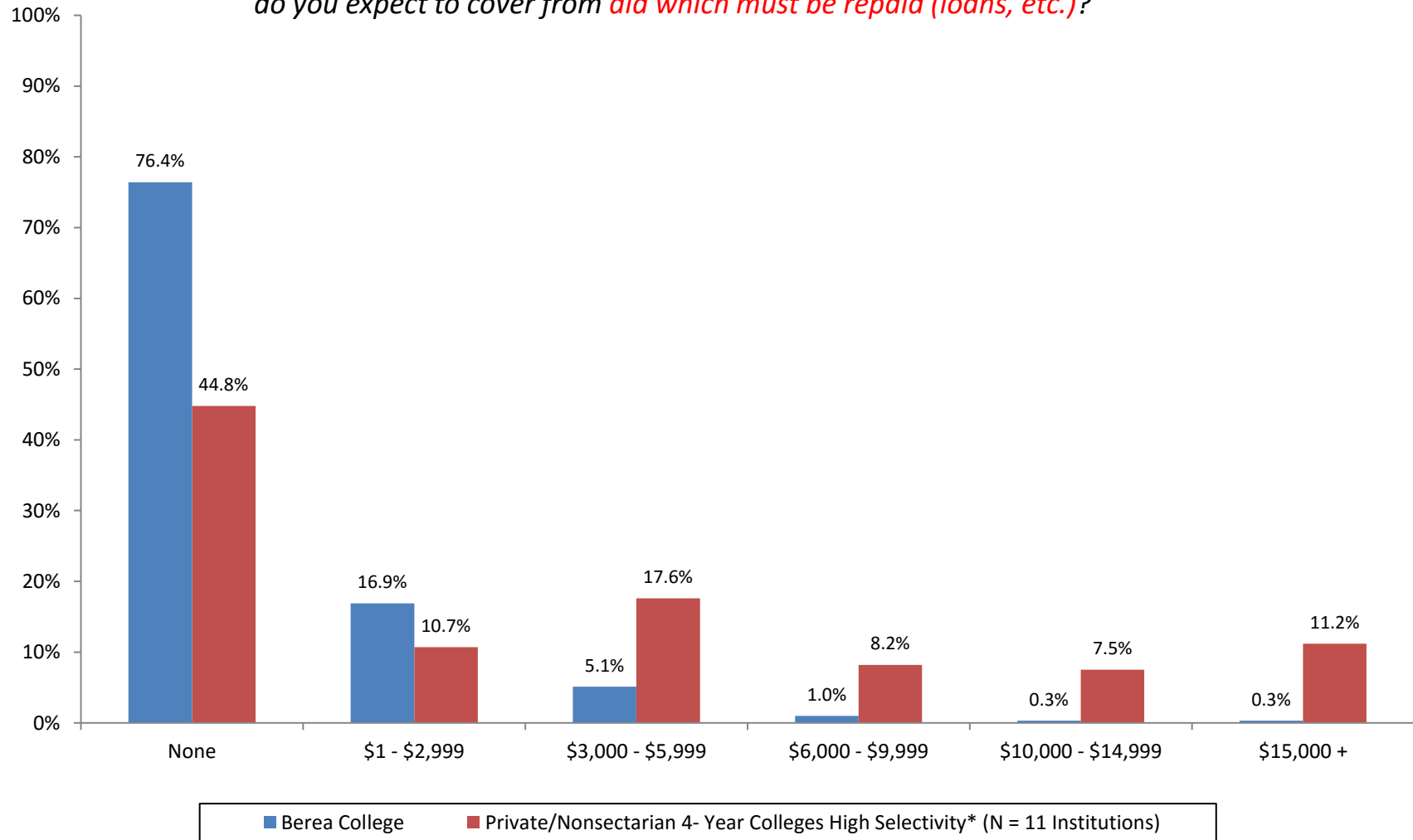


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THEME: Financing College

(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.)?

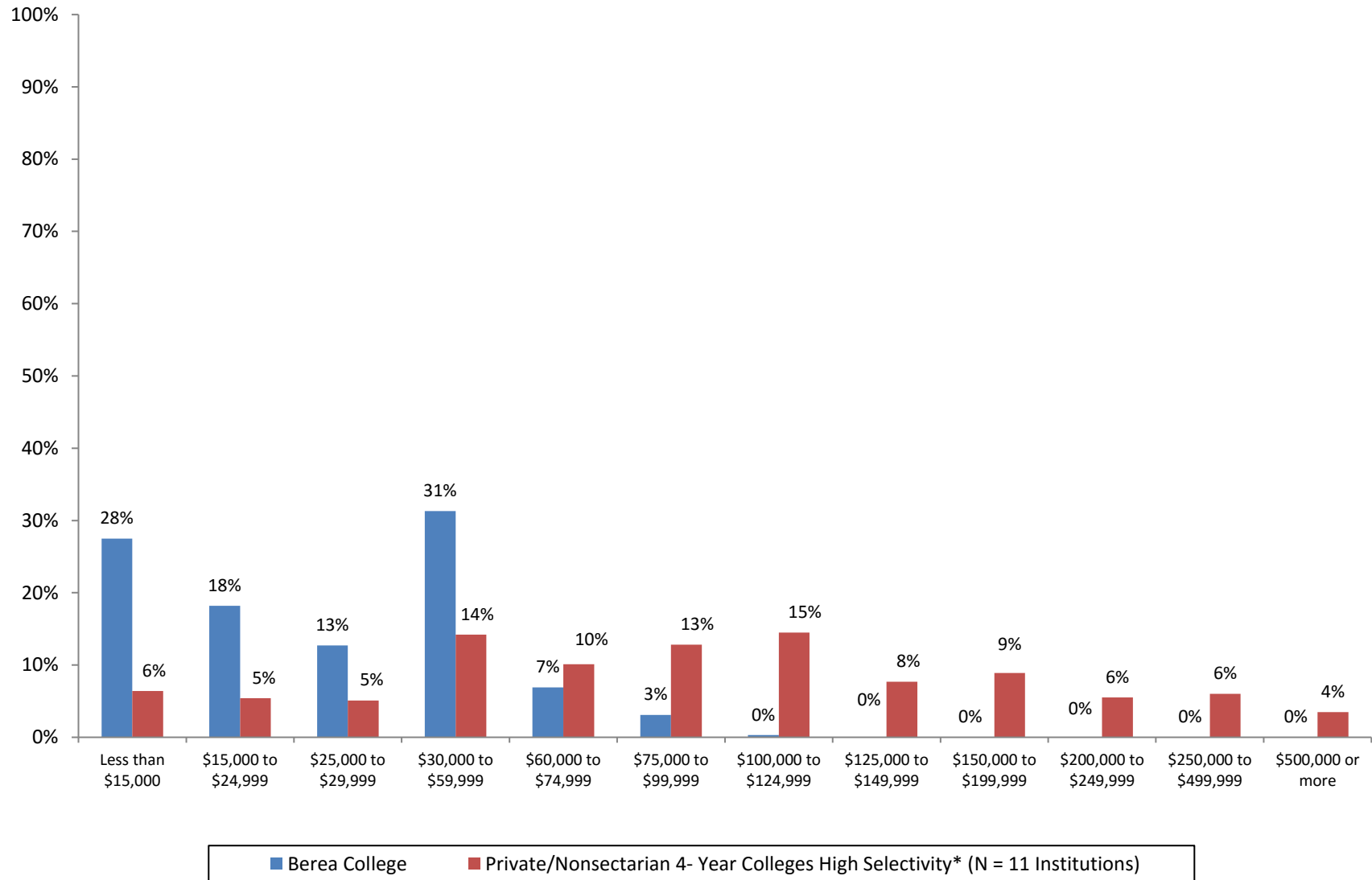


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Financing College

(Based on First-Year Students Only)

What is your best estimate of your parents'/guardians' total income last year?

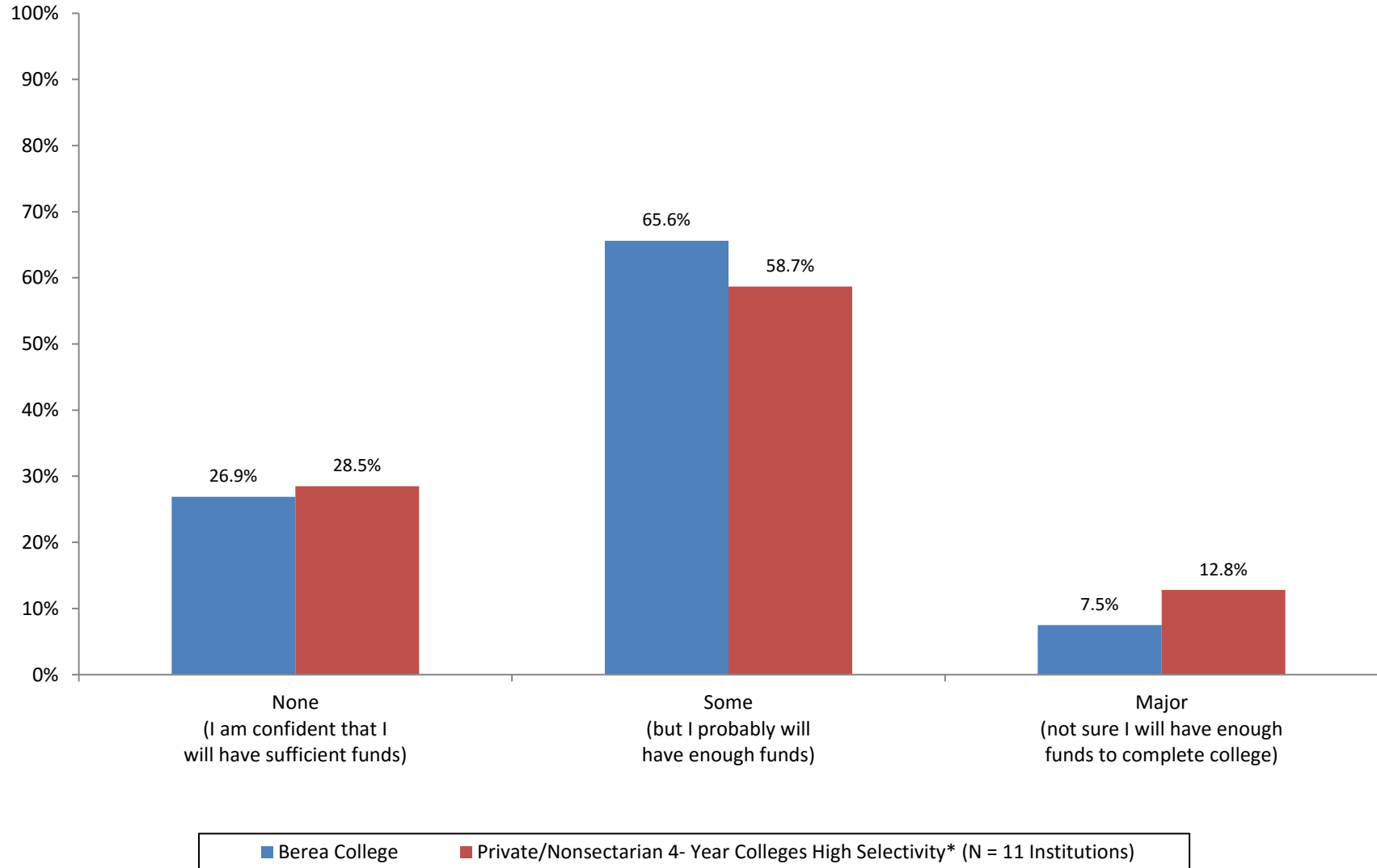


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Financing College

(Based on First-Year Students Only)

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

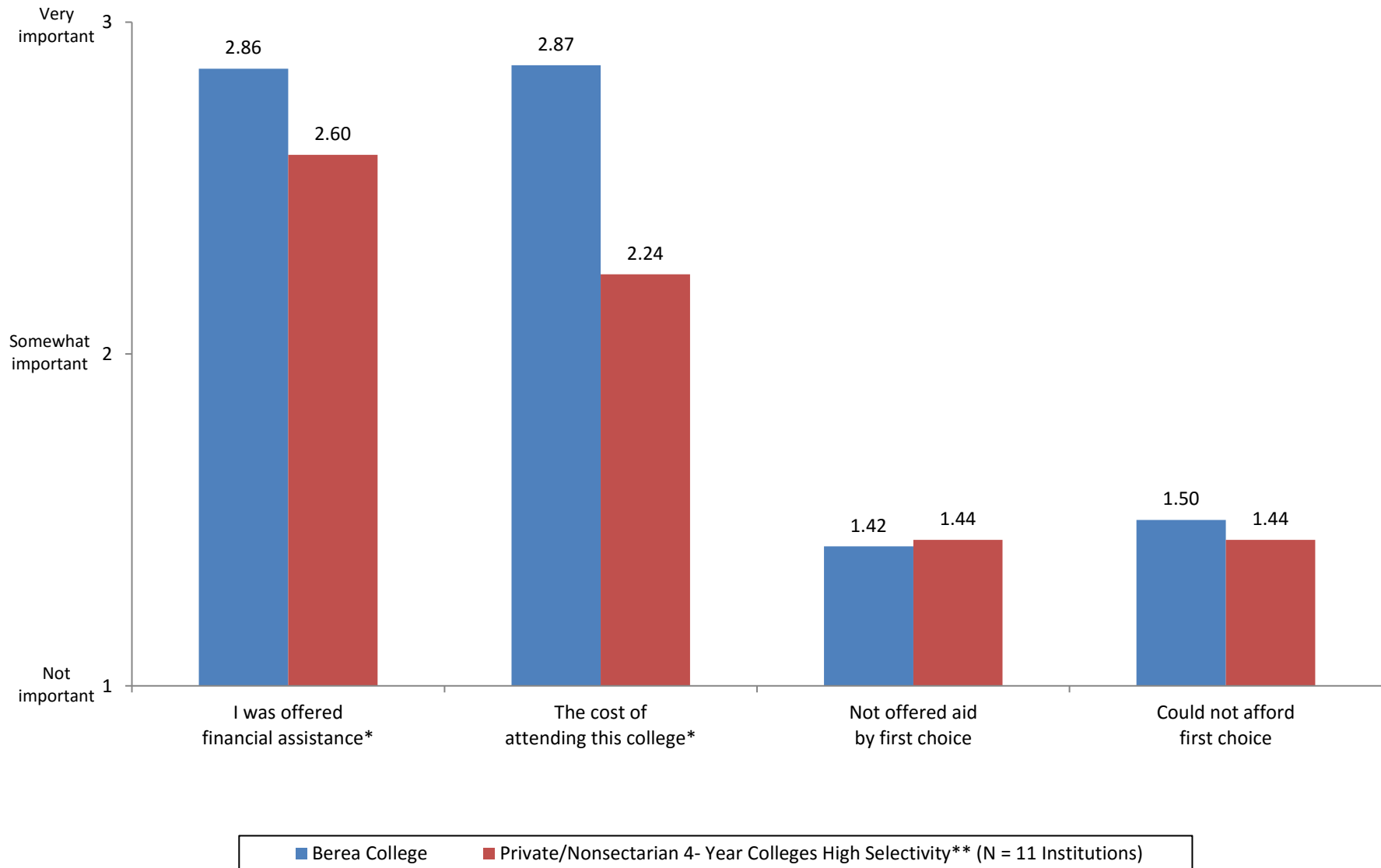


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THEME: Financing College

(Based on First-Year Students Only)

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



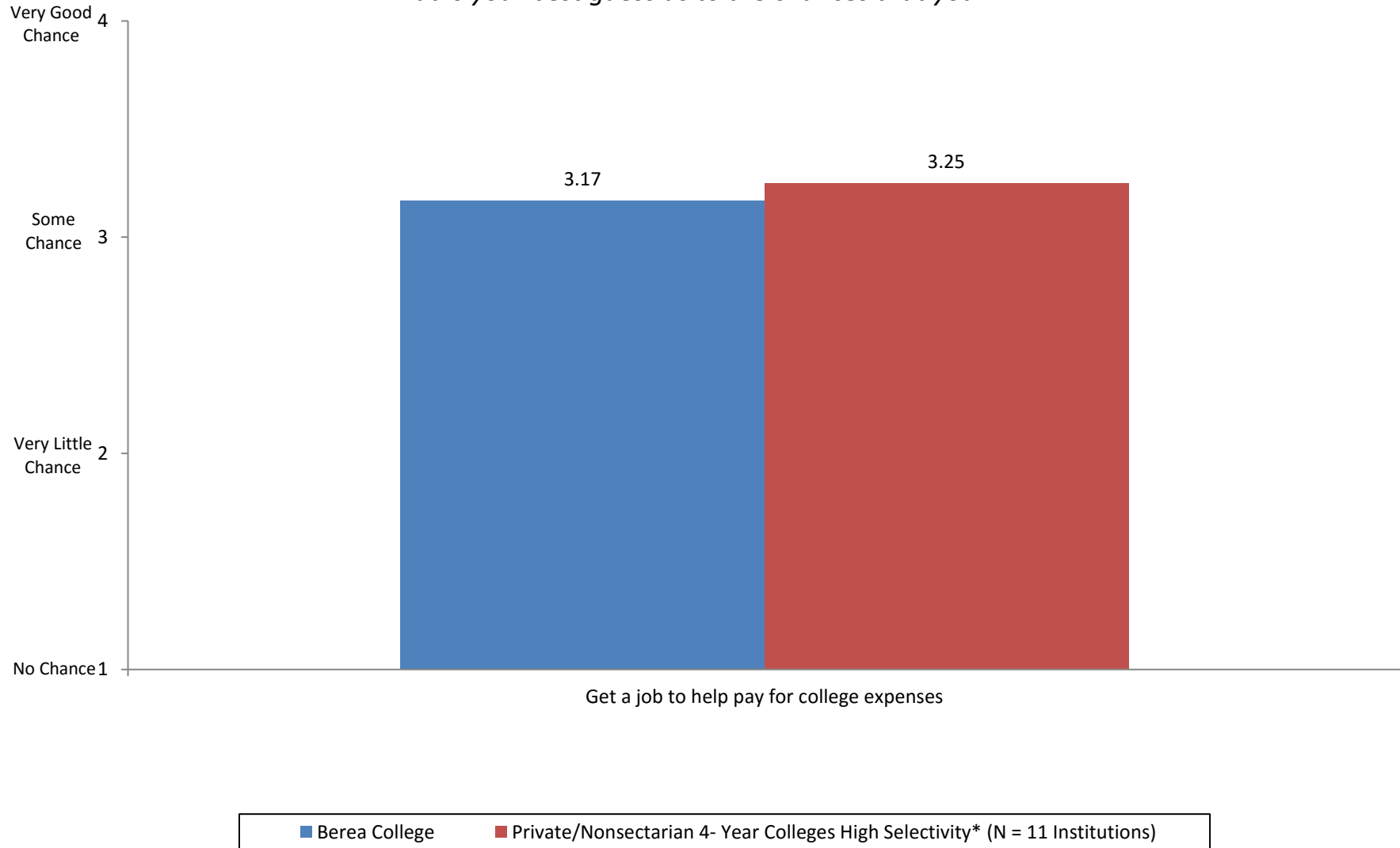
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THEME: Financing College

(Based on First-Year Students Only)

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



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Cooperative Institutional Research Program (CIRP), Fall 2016

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

- In the past year, how often have you:
(Frequently = 3, Occasionally = 2, Not at all = 1)
 1. Consumed beer
 2. Consumed wine or liquor
 3. Felt overwhelmed by all I had to do
 4. Felt depressed
 5. Felt anxious

- Rate yourself on each of the following traits as compared with the average person your age:
 1. Emotional Health
 2. Physical Health

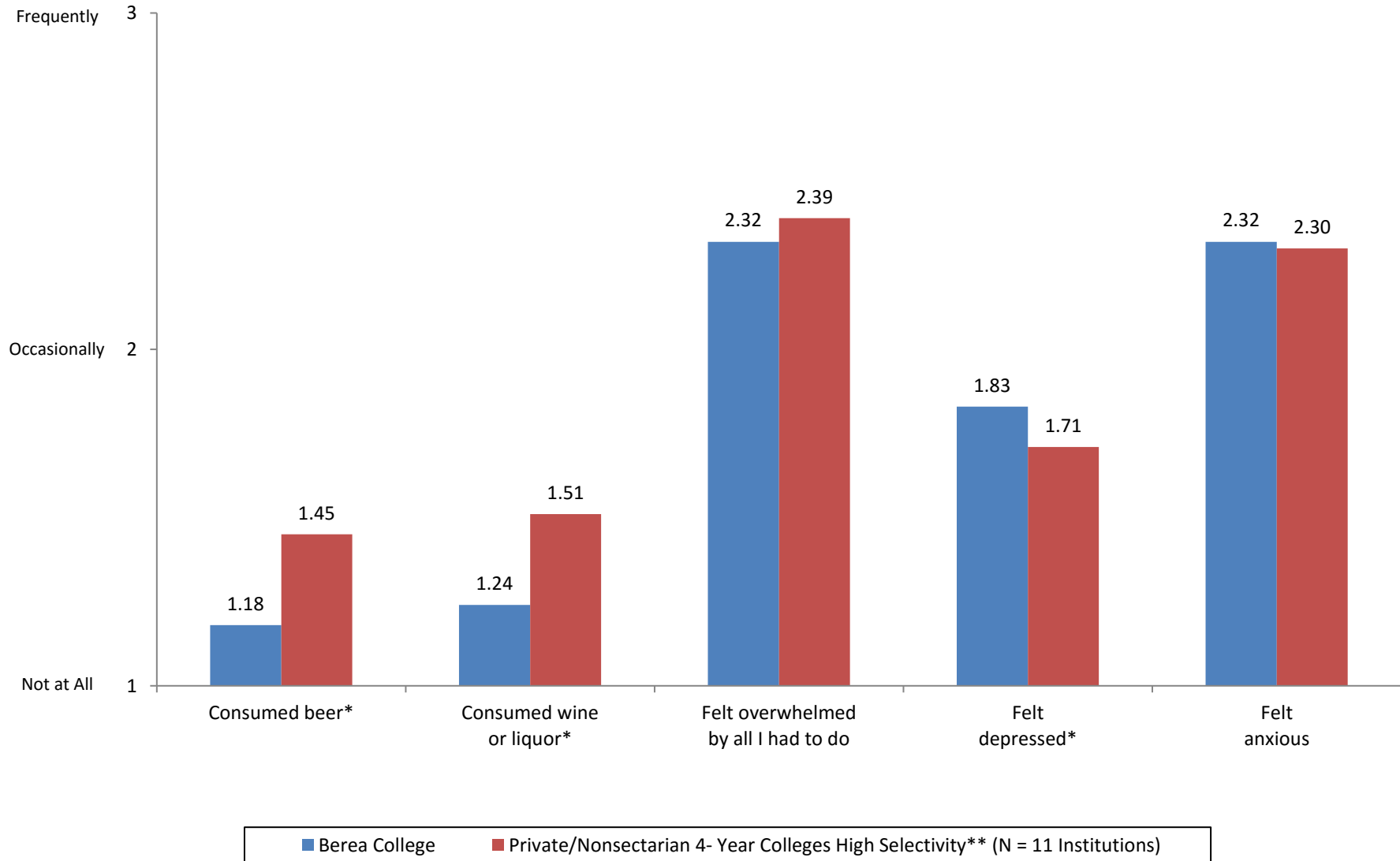
- During your last year in high school, how much time did you spend during a typical week doing the following activities?
 1. Exercise or sports
 2. Partying

- 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)

In the past year, how often have you:



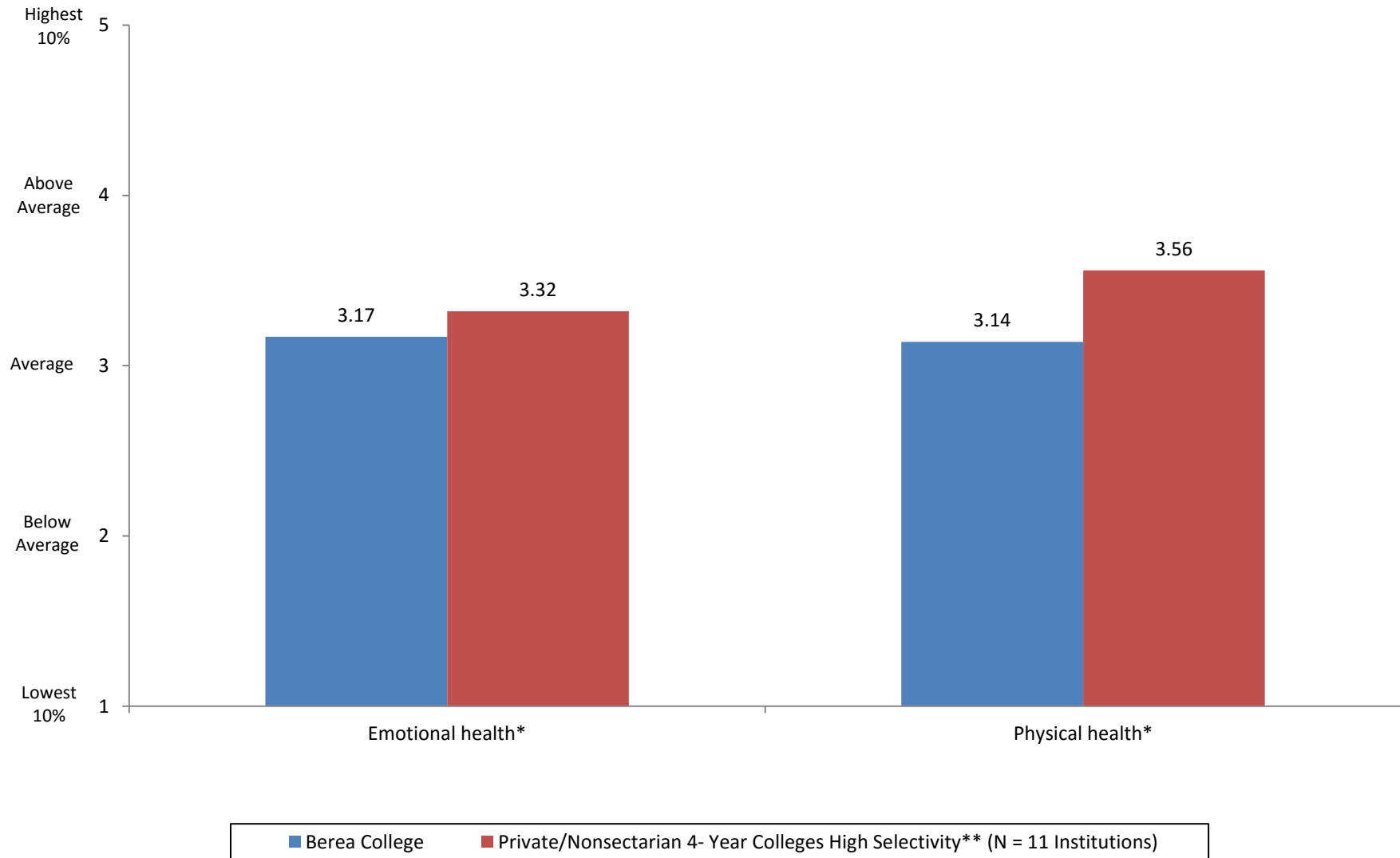
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THEME: Health and Wellness

(Based on First-Year Students Only)

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



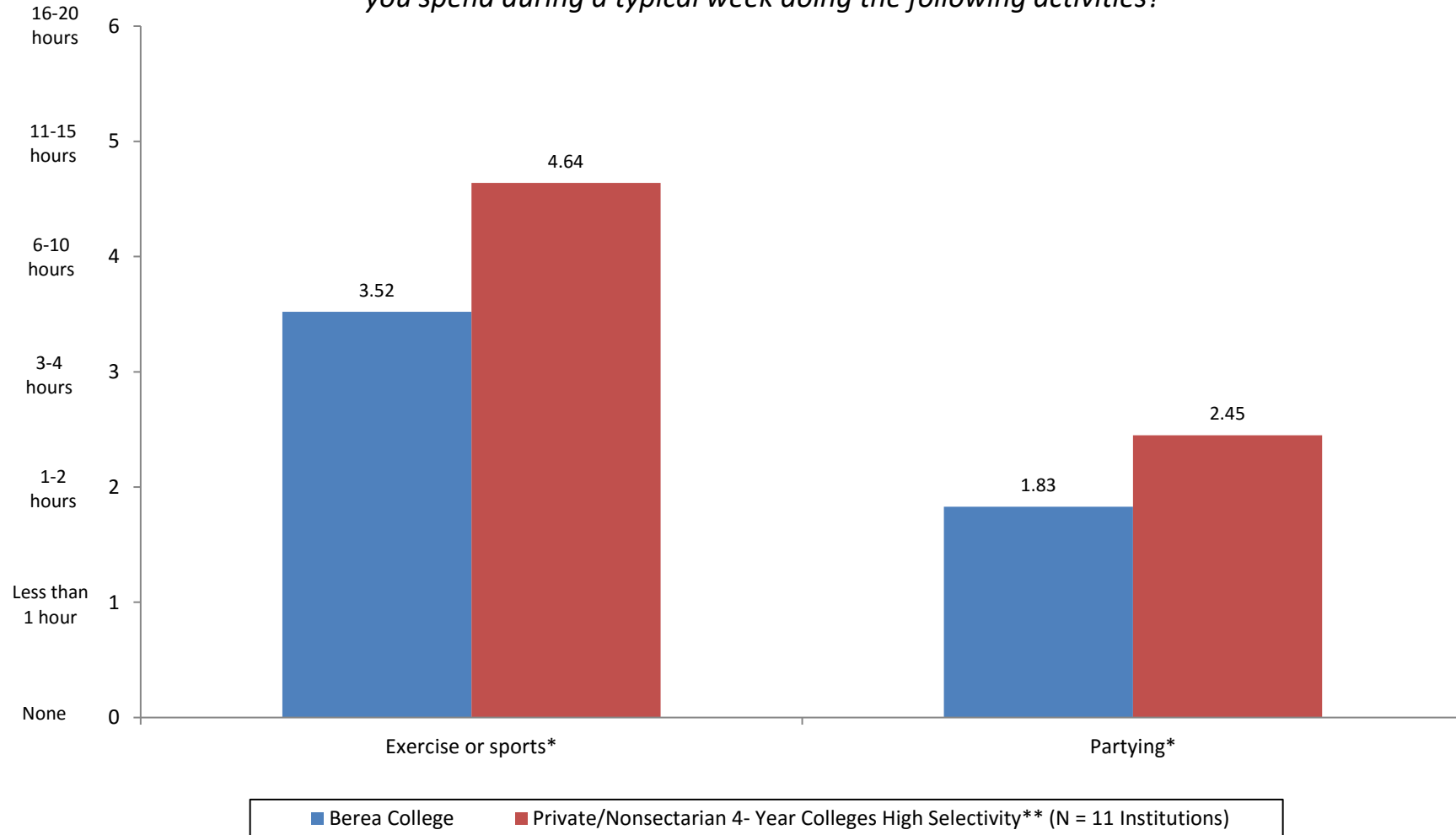
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THEME: Health and Wellness

(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?



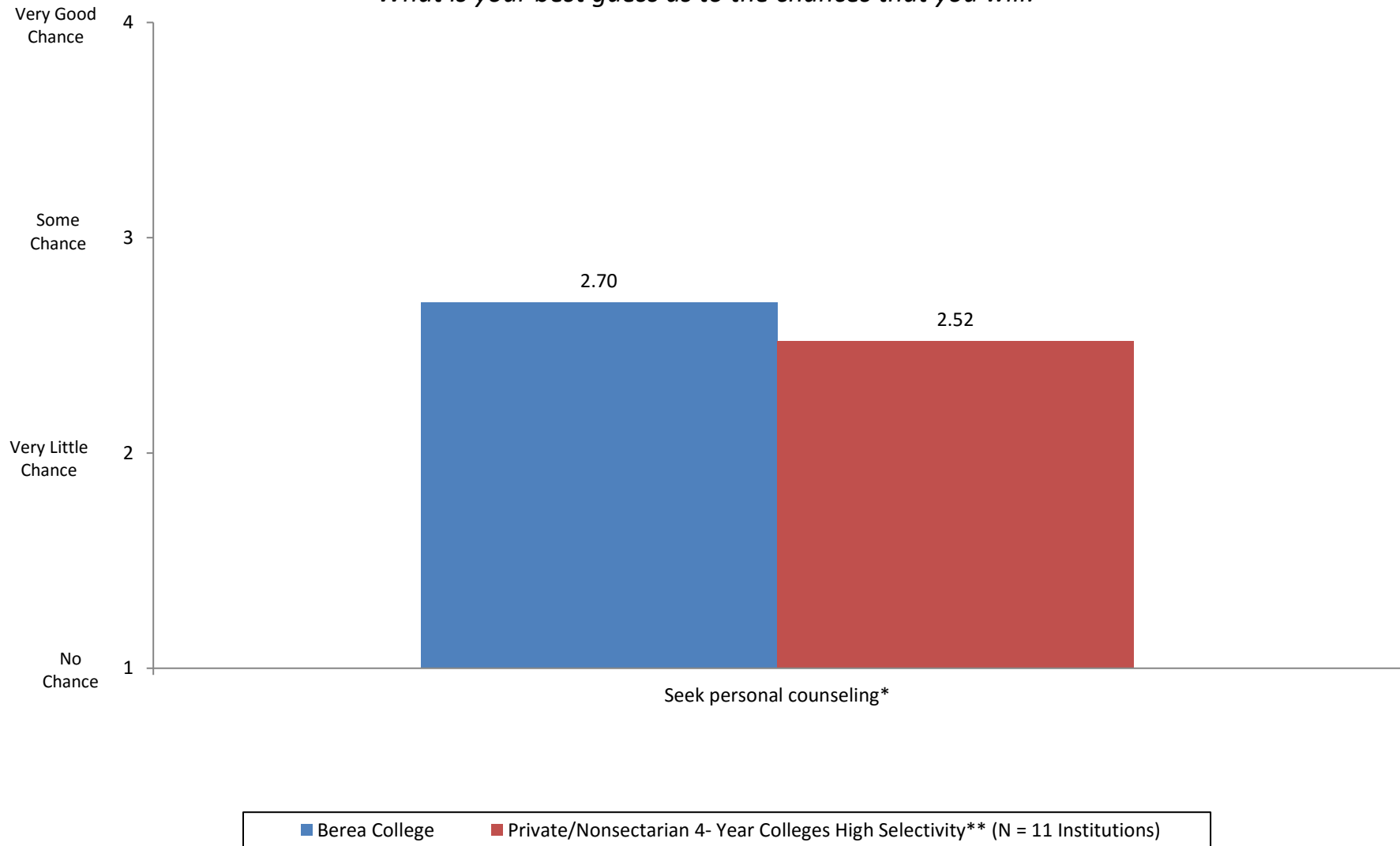
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THEME: Health and Wellness

(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.

Cooperative Institutional Research Program (CIRP), Fall 2016

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

- In the past year, how often have you:
(*Frequently = 3, Occasionally = 2, Not at All = 1*)
 1. Asked a teacher for advice after class

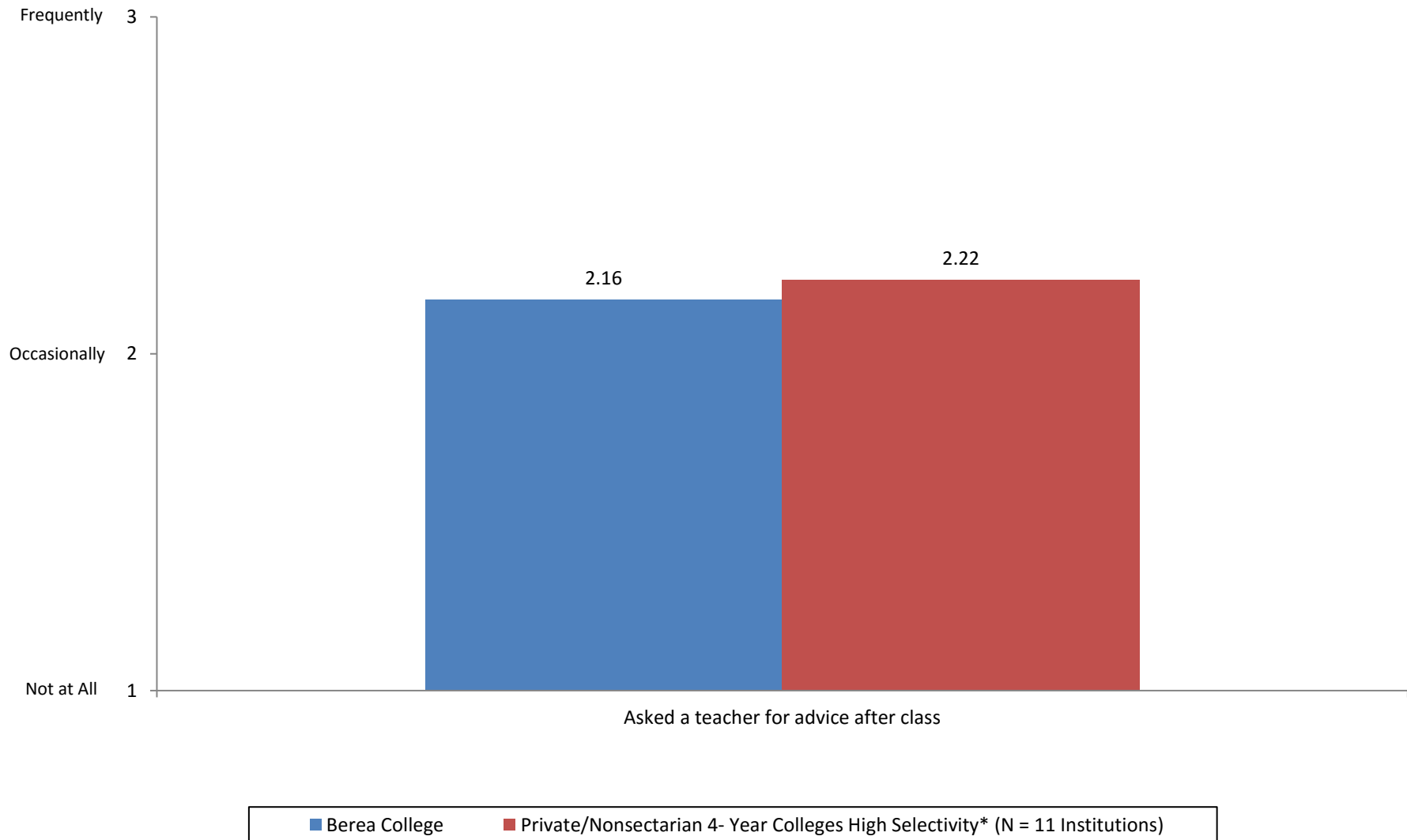
- How often in the past year did you:
(*Frequently, Occasionally, Not at All*)
 1. Ask questions in class

- 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)

In the past year, how often have you:

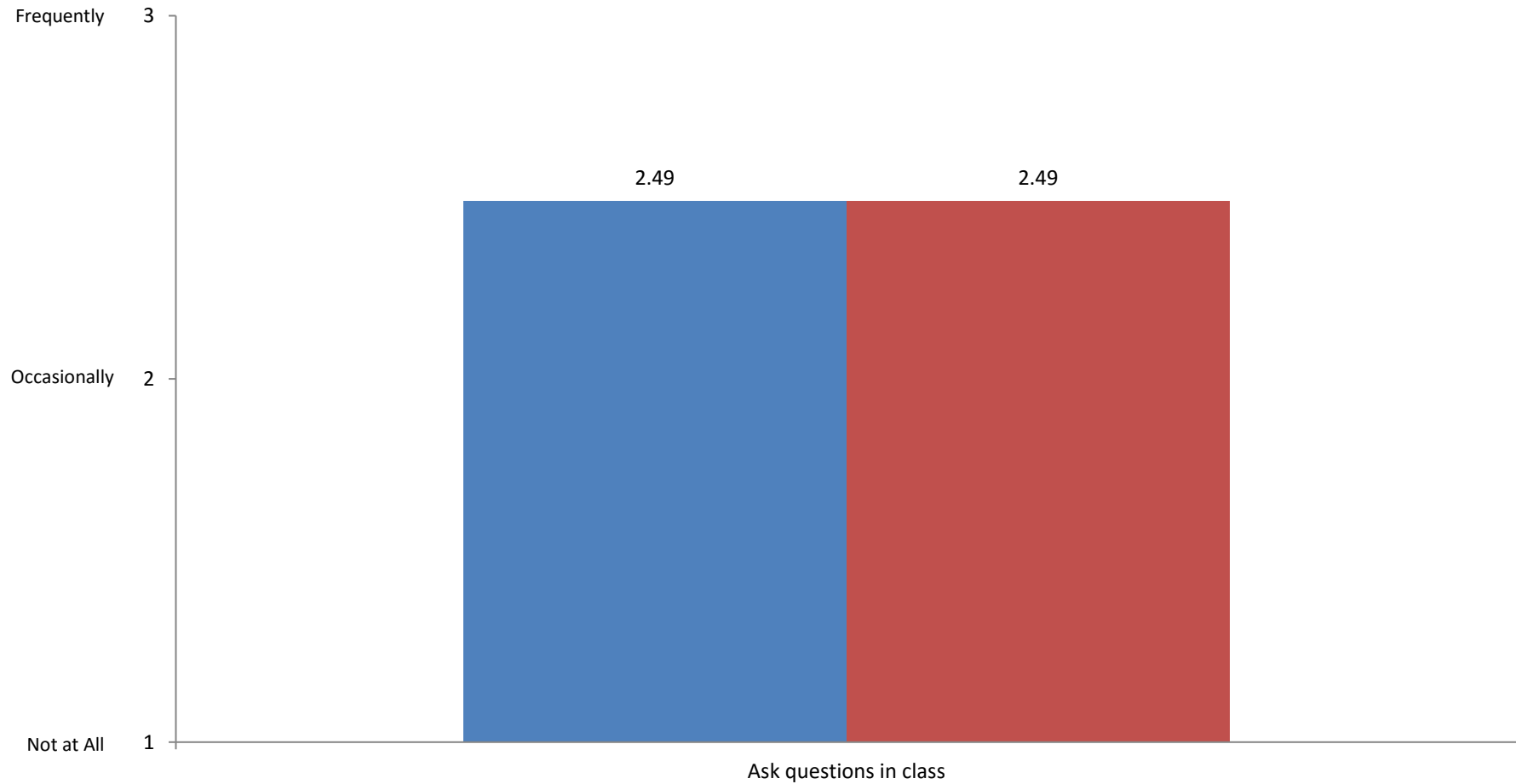


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THEME: Interaction with Teachers

(Based on First-Year Students Only)

How often in the past year did you:



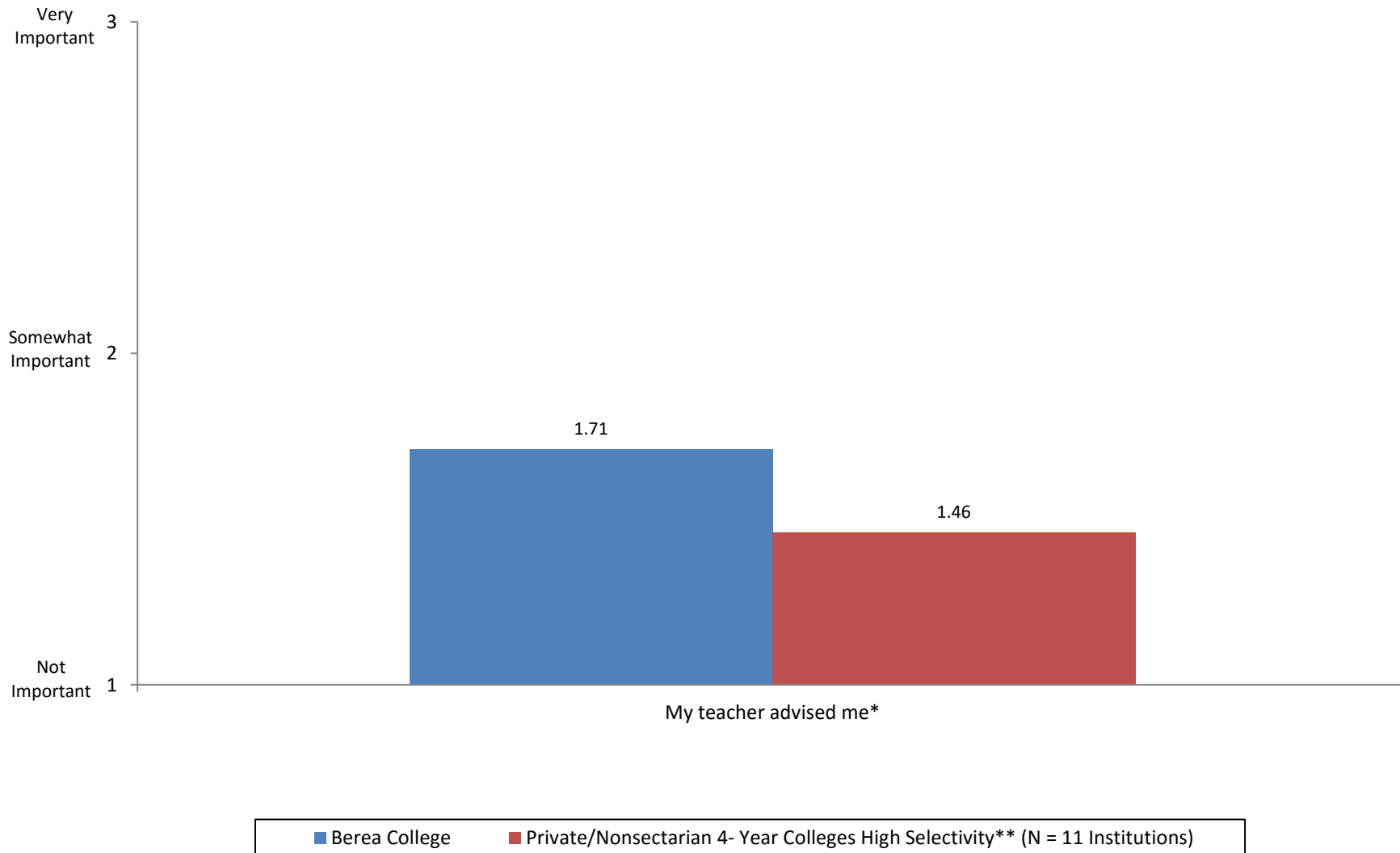
■ Berea College ■ Private/Nonsectarian 4- Year Colleges High Selectivity* (N = 11 Institutions)

*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.

Cooperative Institutional Research Program (CIRP), Fall 2016

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)

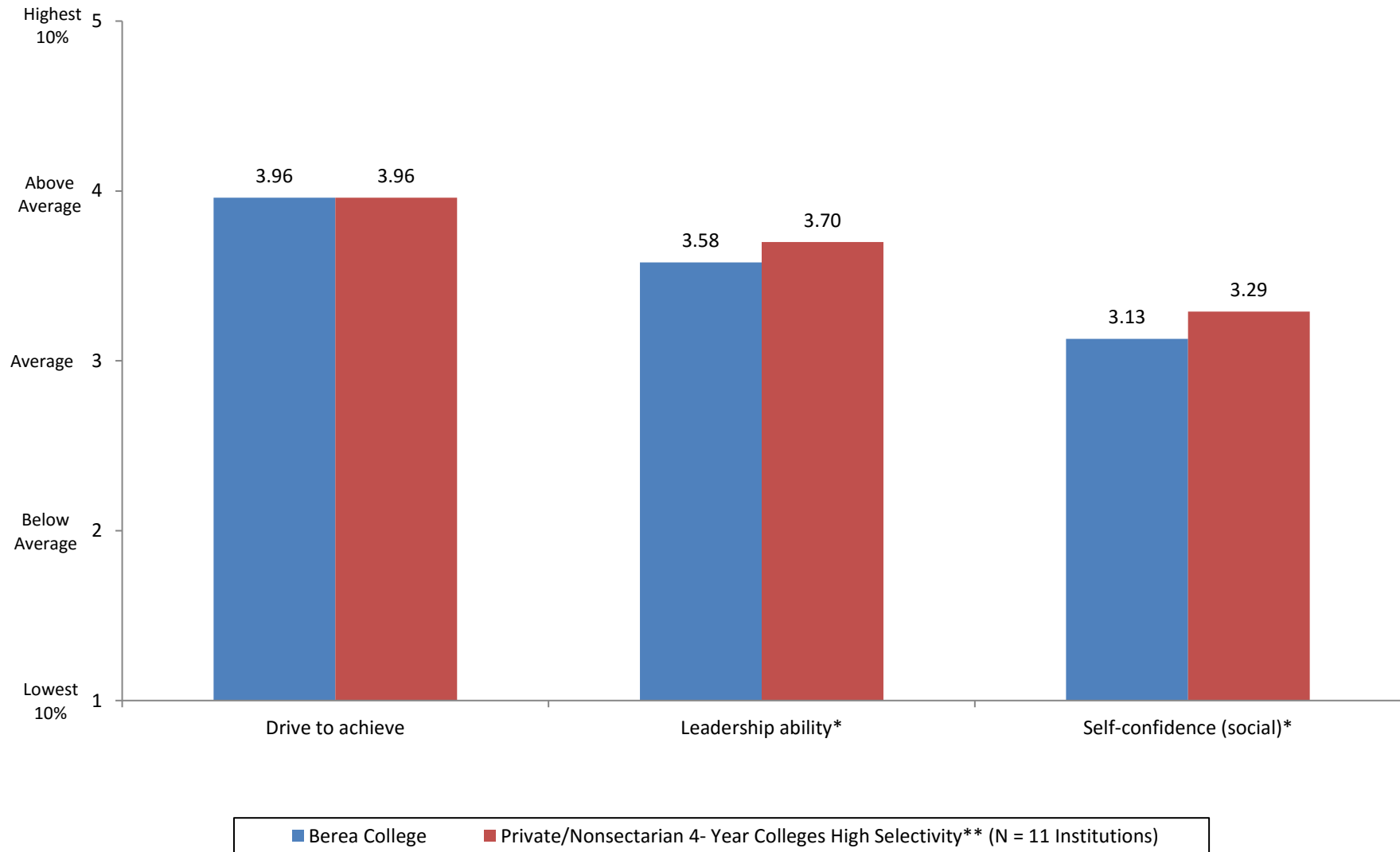
- Please Indicate the importance to you personally of each of the following:
(Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1)
 1. Becoming an authority in my field
 2. Becoming a community leader

- 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.



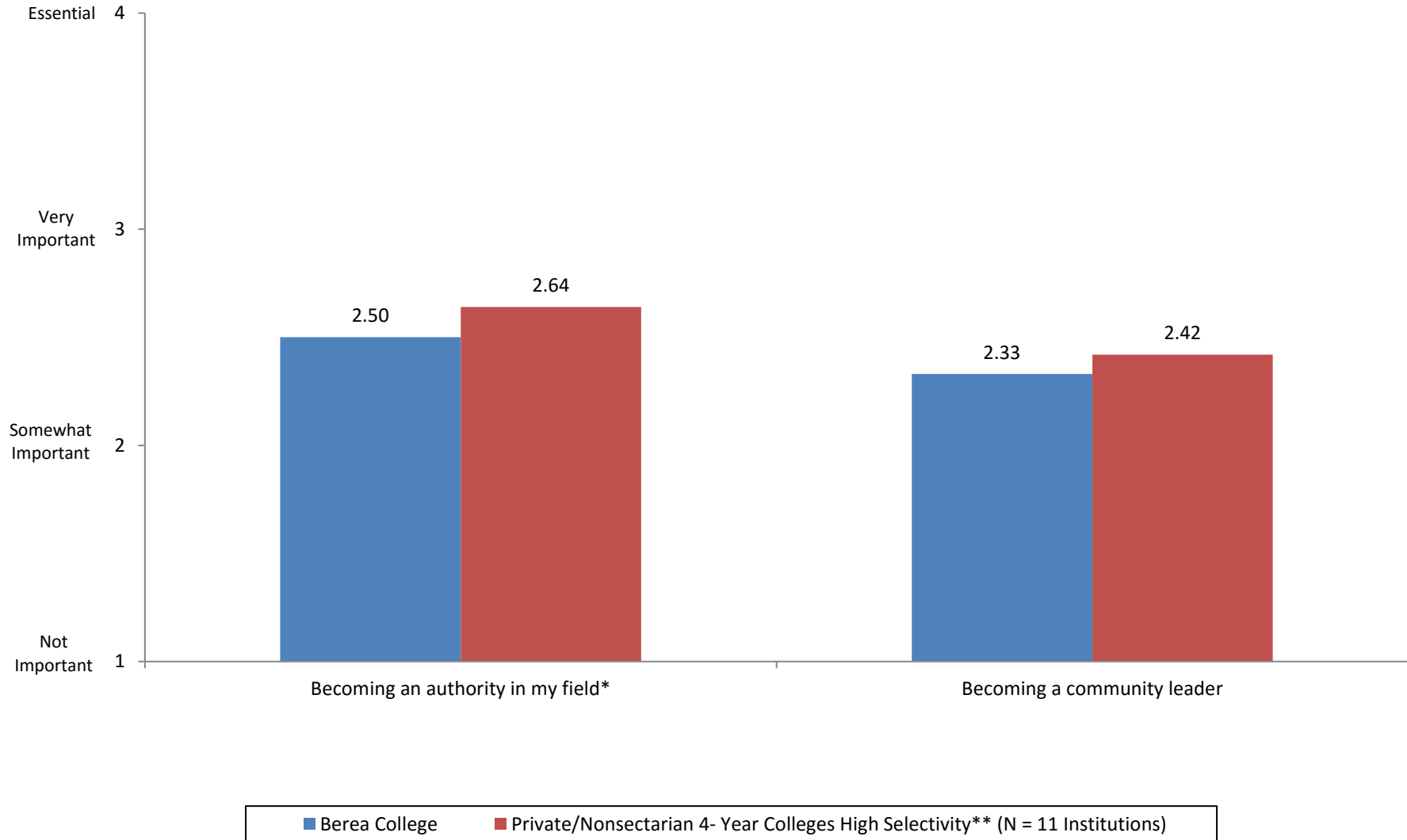
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THEME: Leadership

(Based on First-Year Students Only)

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



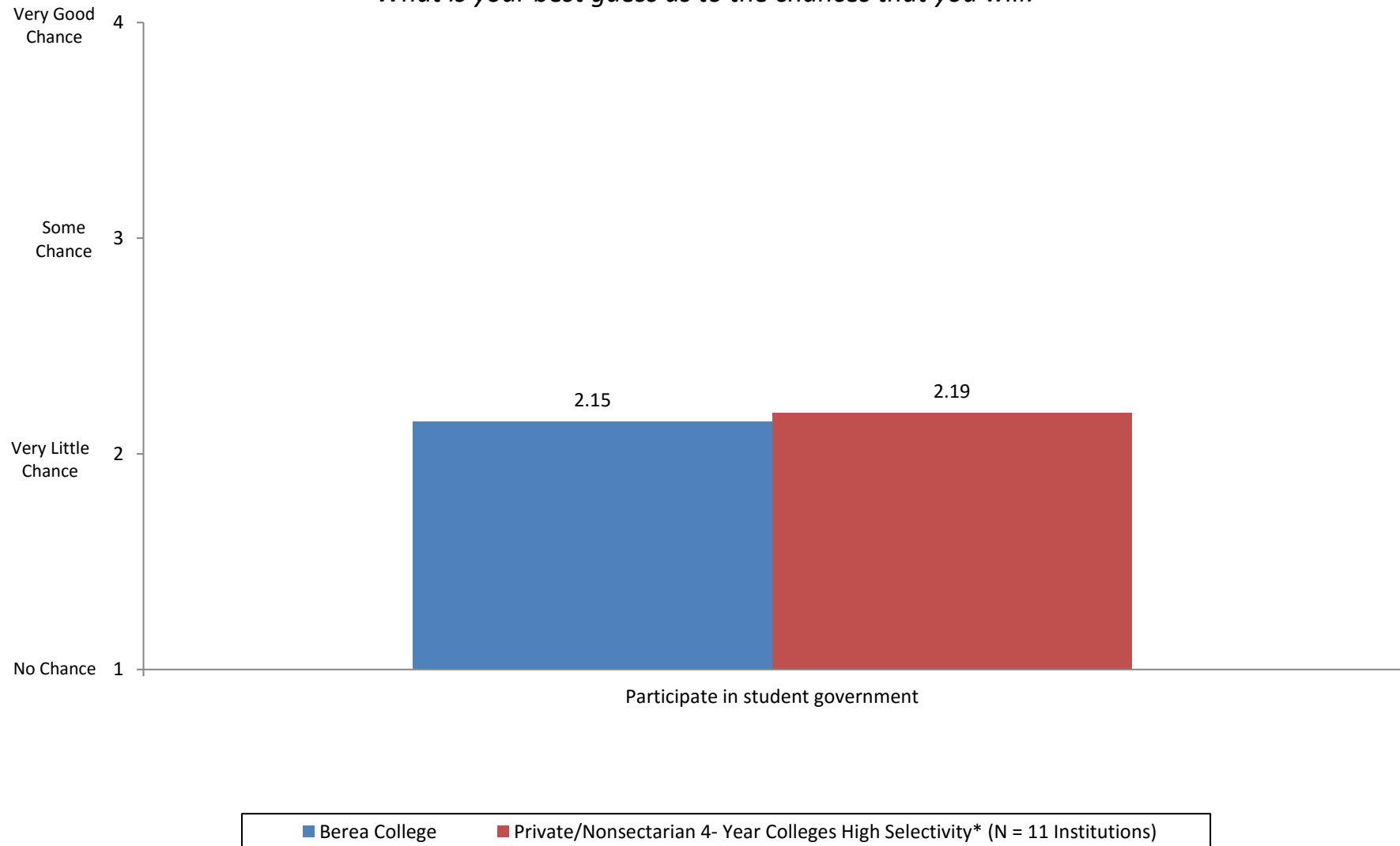
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**Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Leadership

(Based on First-Year Students Only)

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



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Cooperative Institutional Research Program (CIRP), Fall 2016

Theme: Science Identity and Self-Efficacy -- *These items illustrate the extent to which students identify with the community of scientists and feel confident in their science-related skills.*

- To what extent are the following statements true of you:
(*Strongly Agree = 5, Agree Somewhat = 4, Neutral = 3, Disagree Somewhat = 2, Strongly Disagree = 1*)
 1. I have a strong sense of belonging to a community of scientists
 2. I derive great personal satisfaction from working on a team that is doing important research
 3. I think of myself as a scientist
 4. I feel like I belong in the field of science

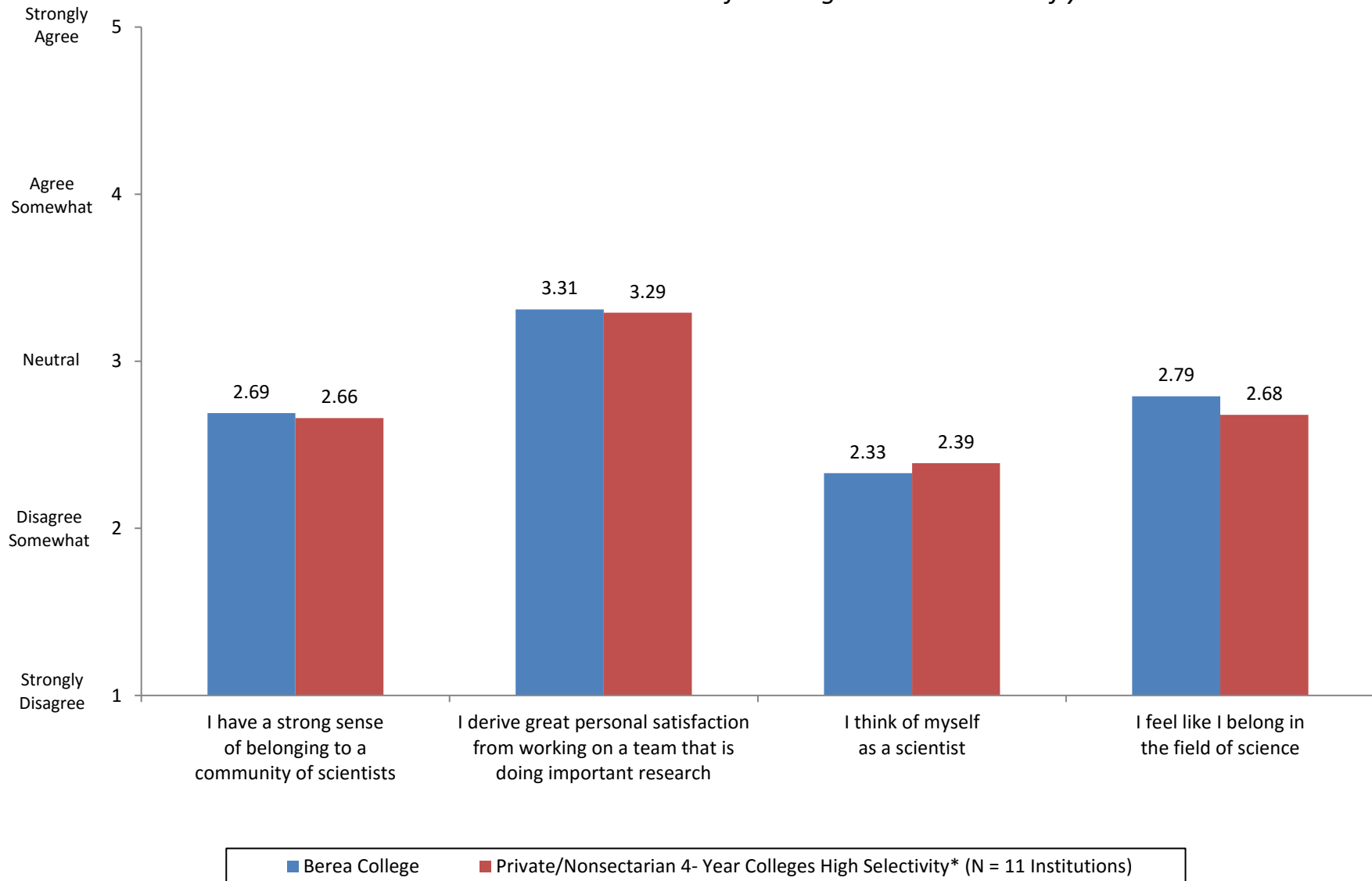
- How confident are you that you can:
(*Absolutely, Very, Moderately, Somewhat, Not At All*)
 1. Use technical science skills (use of tools, instruments, and/or techniques)
 2. Generate a research question
 3. Determine how to collect appropriate data
 4. Explain the results of a study
 5. Use scientific literature to guide research
 6. Integrate results from multiple studies
 7. Ask relevant questions
 8. Identify what is known and not known about a problem
 9. See connections between different areas of science and mathematics
 10. Understand scientific concepts

- Will you pursue a science-related research career?
(*Definitely yes, Probably yes, Uncertain, Probably no, Definitely no*)

THEME: Science Identity and Self-Efficacy

(Based on First-Year Students Only)

To what extent are the following statements true of you:

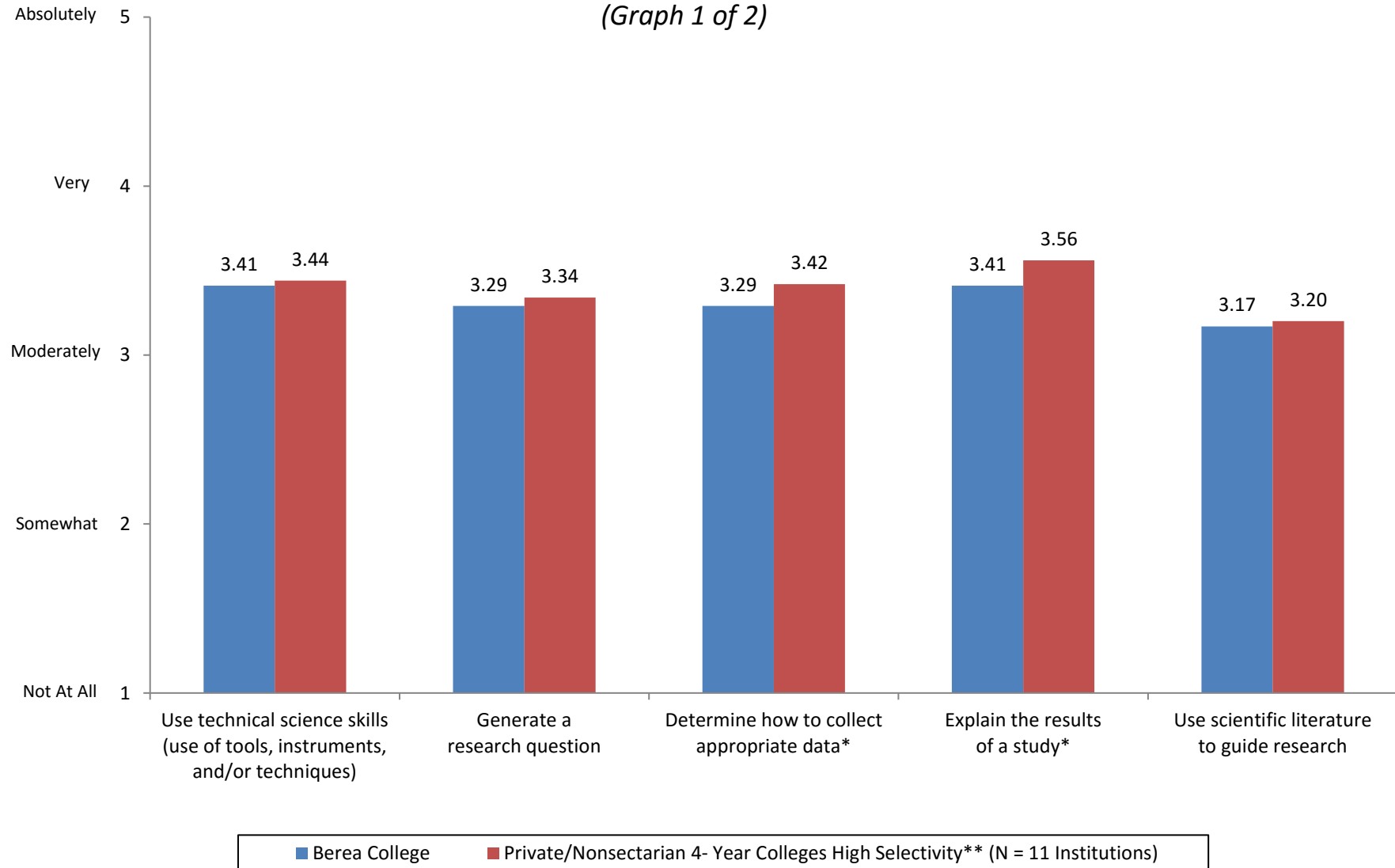


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THEME: Science Identity and Self-Efficacy

(Based on First-Year Students Only)

*How confident are you that you can:
(Graph 1 of 2)*



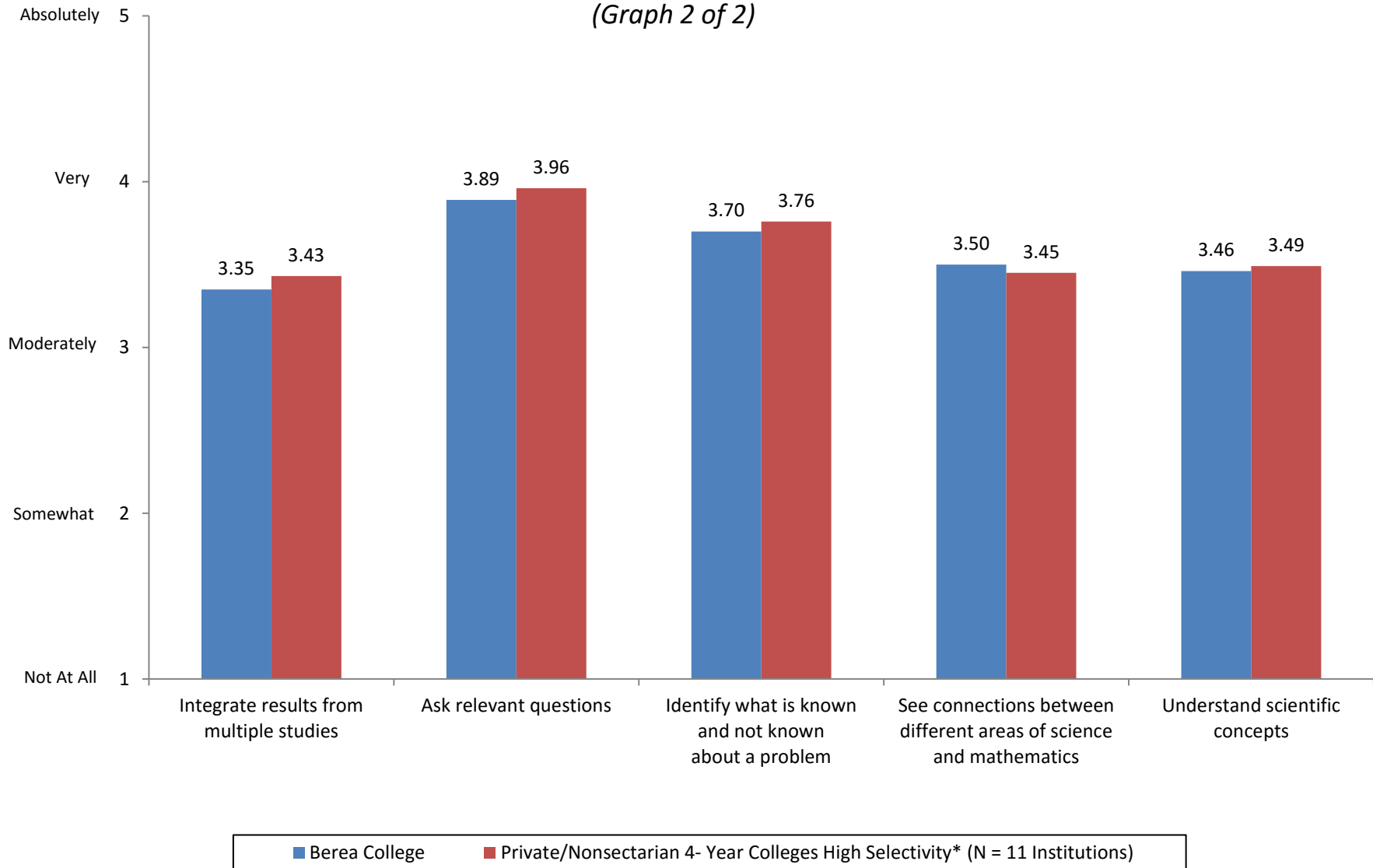
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THEME: Science Identity and Self-Efficacy

(Based on First-Year Students Only)

*How confident are you that you can:
(Graph 2 of 2)*

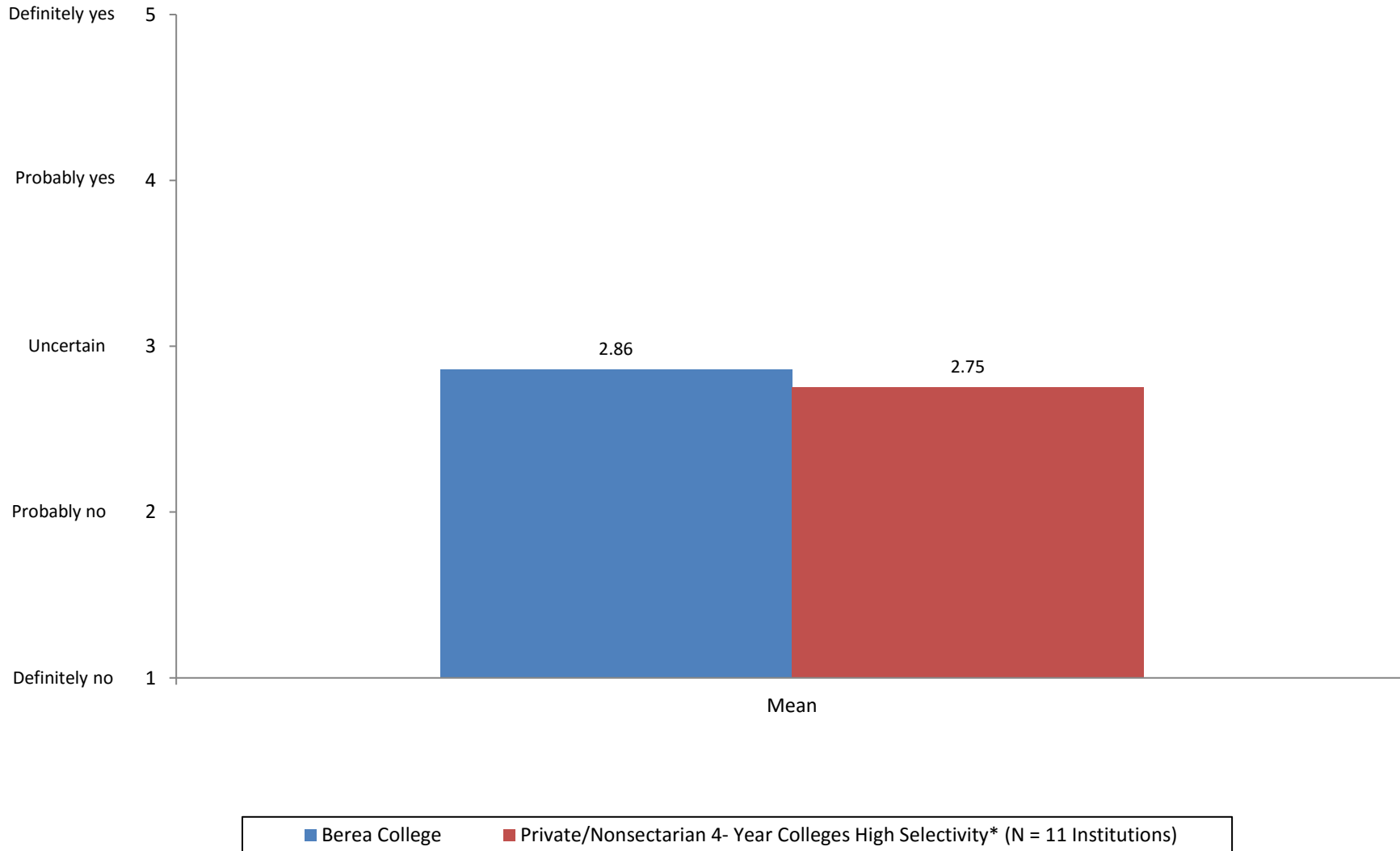


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Science Identity and Self-Efficacy

(Based on First-Year Students Only)

Will you pursue a science-related research career?



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Cooperative Institutional Research Program (CIRP), Fall 2016

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

- Your intended major:
 1. Theology/Religion

- Your intended career:
 1. Clergy

- Current religious preferences:
(Yours, Parent/Guardian 1, Parent/Guardian 2)
 - Agnostic*
 - Atheist*
 - Baptist*
 - Buddhist*
 - Church of Christ*
 - Eastern Orthodox*
 - Episcopalian*
 - Hindu*
 - Jewish*
 - LDS (Mormon)*
 - Lutheran*
 - Methodist*
 - Muslim*
 - Presbyterian*
 - Quaker*
 - Roman Catholic*
 - Seventh-day Adventist*
 - United Church of Christ/Congregational*
 - Other Christian*
 - Other Religion*
 - None*

- In the past year, how often have you:
(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

- How important was each reason in your decision to come here?
 1. I was attracted by the religious affiliation/orientation of the college

- Please indicate the importance to you personally of each of the following:
 1. Developing a meaningful philosophy of life

Theme: *Spirituality/Religiosity*

(Based on First-Year Students Only)

Student's Intended Field of Study/Major

	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 11 Institutions)
Theology or religion	0.3%	0.3%

Probable Career/Occupation

	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 11 Institutions)
Clergy	0.3%	0.5%

*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)

Current Religious Preference

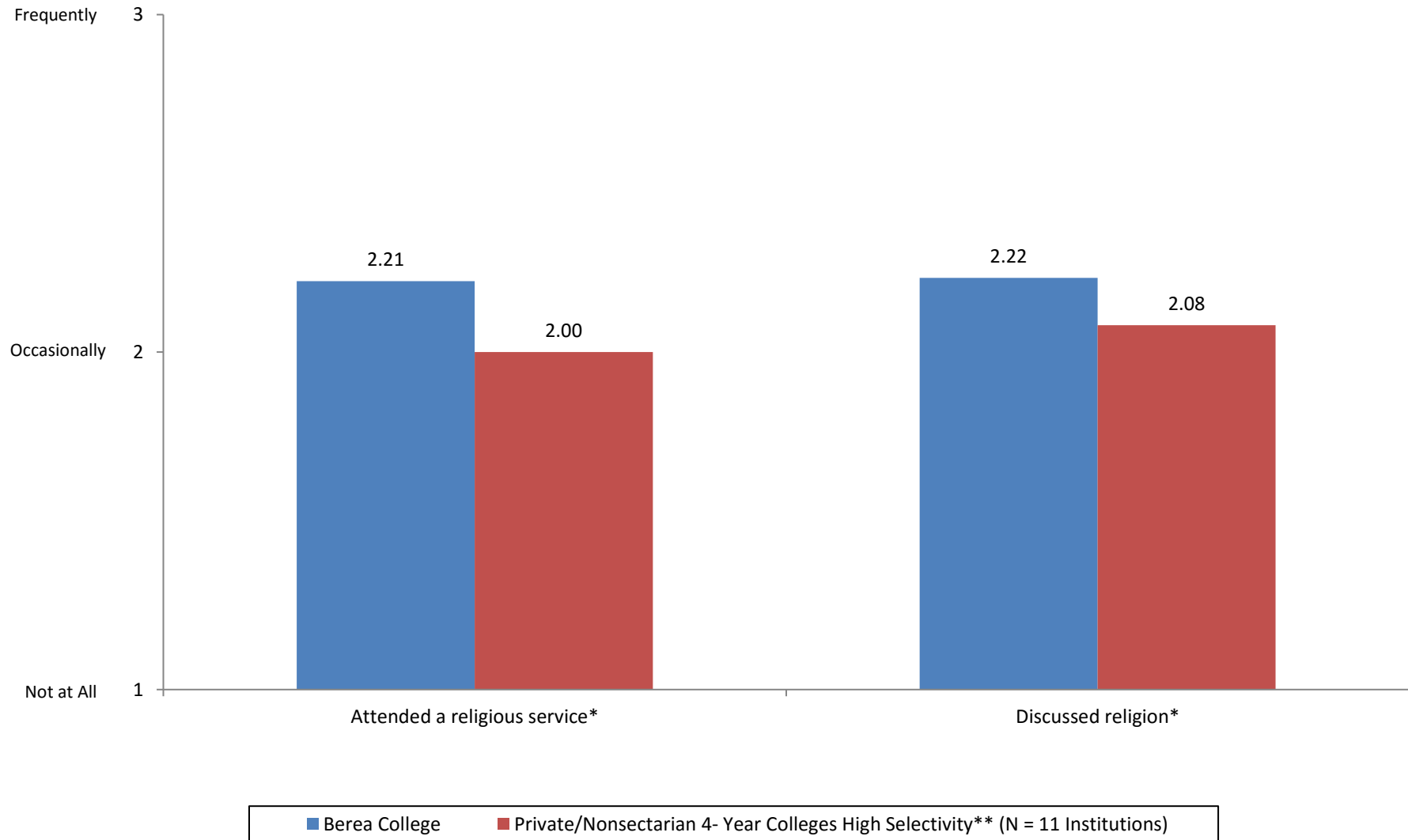
	Student		Parent/Guardian 1		Parent/Guardian 2	
	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 11 Institutions)	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 11 Institutions)	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 11 Institutions)
Agnostic	9.8%	8.8%	2.3%	3.7%	3.2%	3.7%
Atheist	4.6%	7.0%	1.0%	3.4%	1.6%	3.5%
Baptist	22.2%	9.9%	30.0%	11.9%	23.1%	11.0%
Buddhist	1.6%	1.1%	2.3%	1.2%	2.4%	1.1%
Church of Christ	5.2%	5.2%	6.3%	6.4%	6.9%	6.3%
Eastern Orthodox	0.7%	0.4%	1.0%	0.5%	1.2%	0.7%
Episcopalian	0.7%	1.2%	0.3%	1.5%	0.8%	1.7%
Hindu	1.0%	0.3%	1.3%	0.7%	0.8%	0.6%
Jewish	0.0%	2.0%	0.0%	2.9%	0.4%	2.9%
LDS (Mormon)	1.6%	0.2%	1.0%	0.3%	2.0%	0.3%
Lutheran	0.3%	1.4%	0.7%	1.7%	0.4%	2.2%
Methodist	3.9%	3.2%	4.0%	4.0%	2.8%	3.7%
Muslim	1.3%	1.4%	2.0%	1.5%	2.0%	1.5%
Presbyterian	1.0%	2.0%	1.0%	2.8%	1.6%	2.9%
Quaker	0.0%	0.3%	0.0%	0.3%	0.0%	0.2%
Roman Catholic	8.2%	18.9%	10.3%	23.5%	13.4%	23.4%
Seventh-day Adventist	2.0%	0.4%	2.0%	0.5%	2.0%	0.5%
United Church of Christ/ Congregational	0.0%	0.8%	0.3%	1.0%	0.4%	1.1%
Other Christian	22.2%	14.3%	25.7%	16.8%	23.5%	16.3%
Other Religion	3.9%	3.2%	2.3%	2.4%	2.0%	2.5%
None	9.8%	18.1%	6.0%	12.8%	9.3%	13.7%

*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.



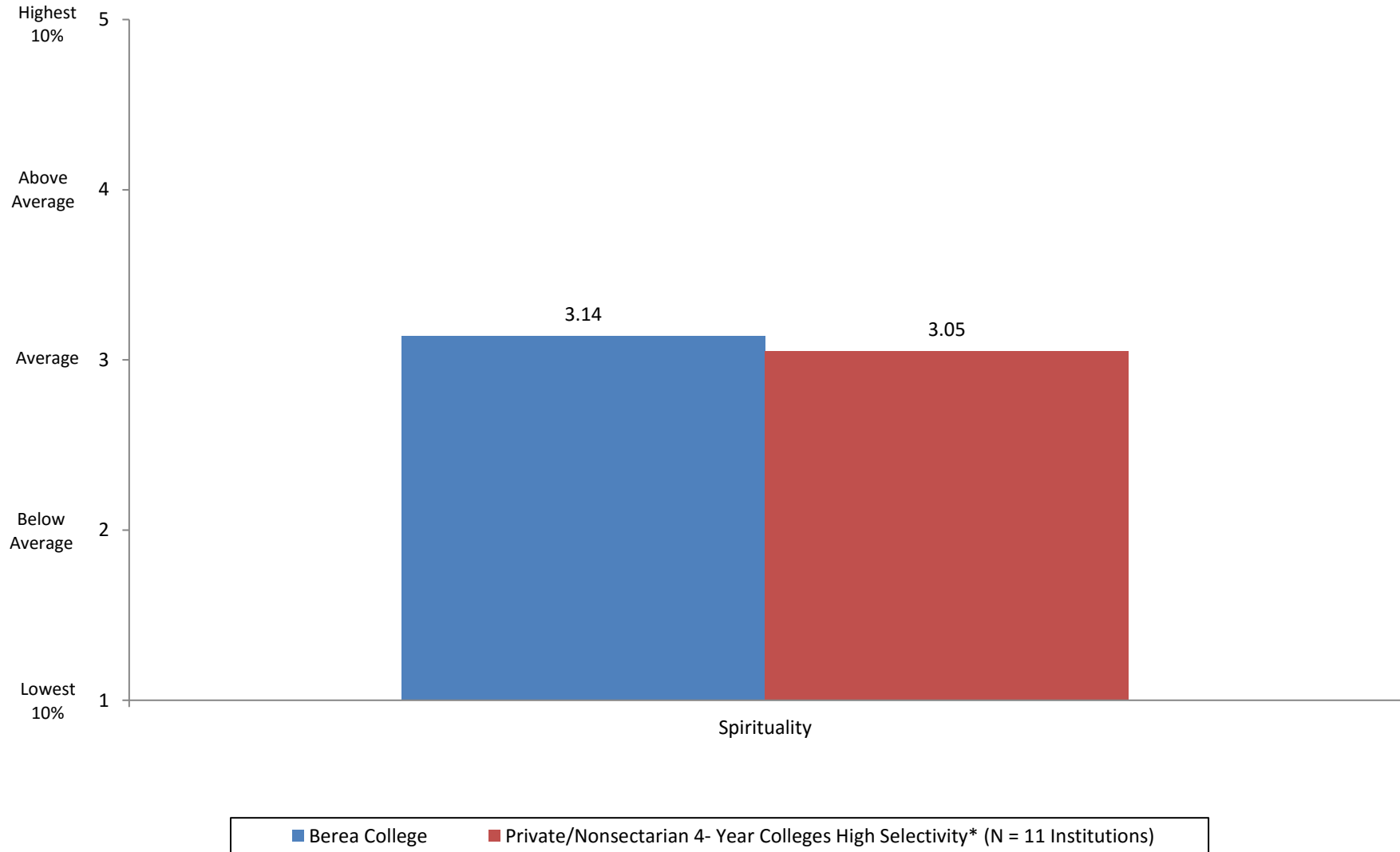
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THEME: Spirituality/Religiosity

(Based on First-Year Students Only)

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

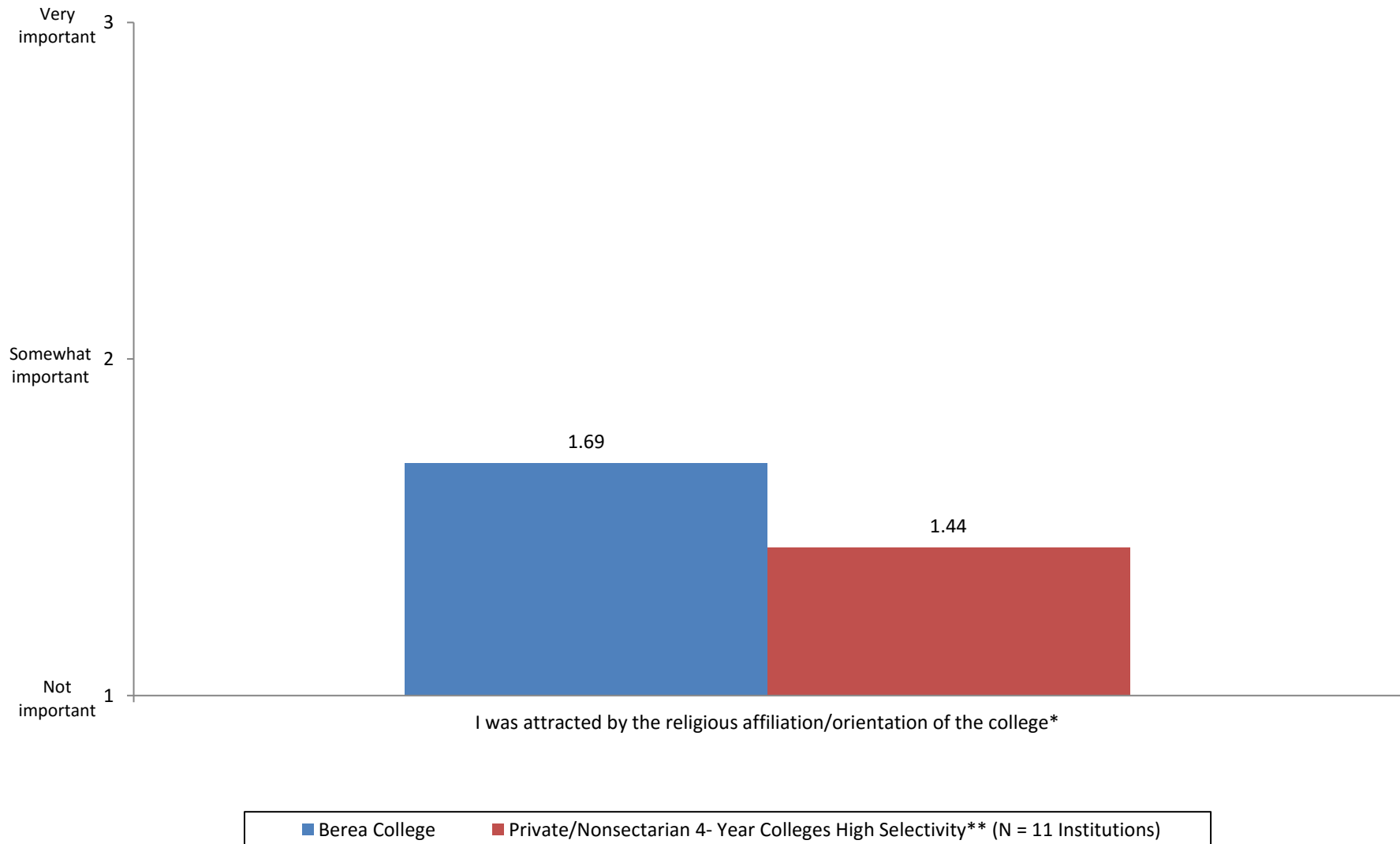


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THEME: Spirituality/Religiosity

(Based on First-Year Students Only)

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



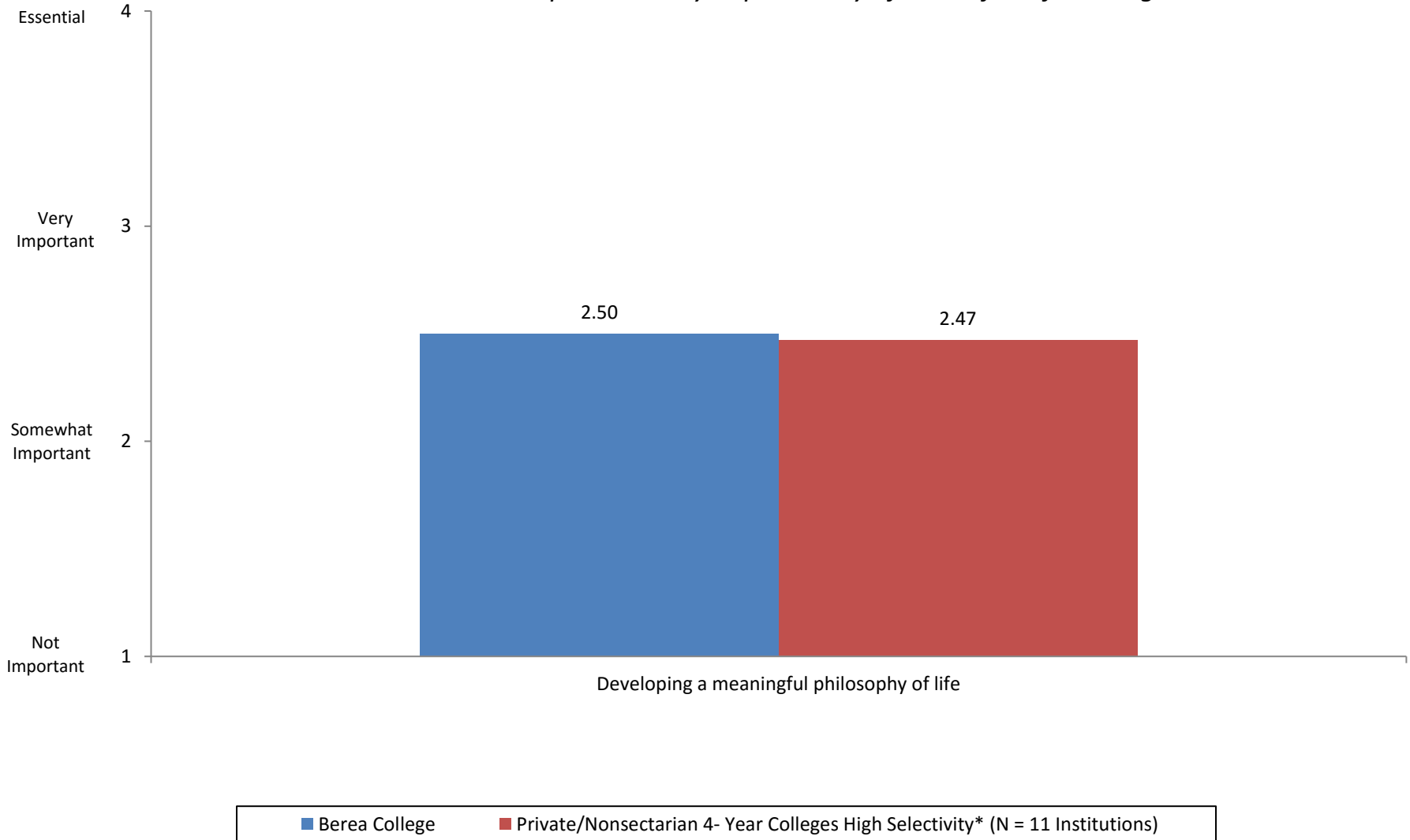
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THEME: Spirituality/Religiosity

(Based on First-Year Students Only)

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



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

Cooperative Institutional Research Program (CIRP), Fall 2016

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

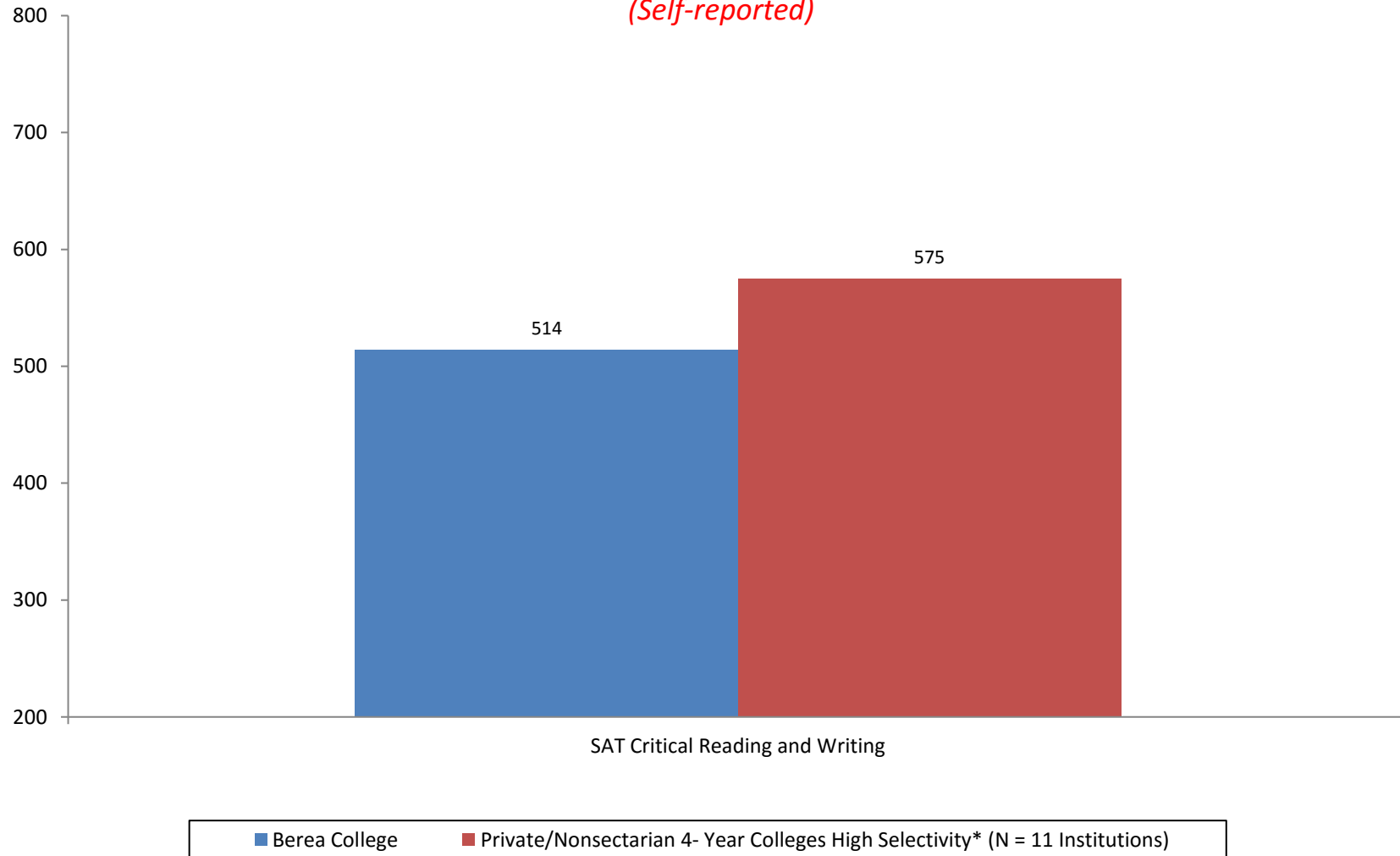
- Self-Reported:
 - SAT Critical Reading*
 - SAT Writing*

- Rate yourself on each of the following traits as compared with the average person your age.
 1. Public speaking ability
 2. Writing ability

THEME: Written/Oral Communication

(Based on First-Year Students Only)

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

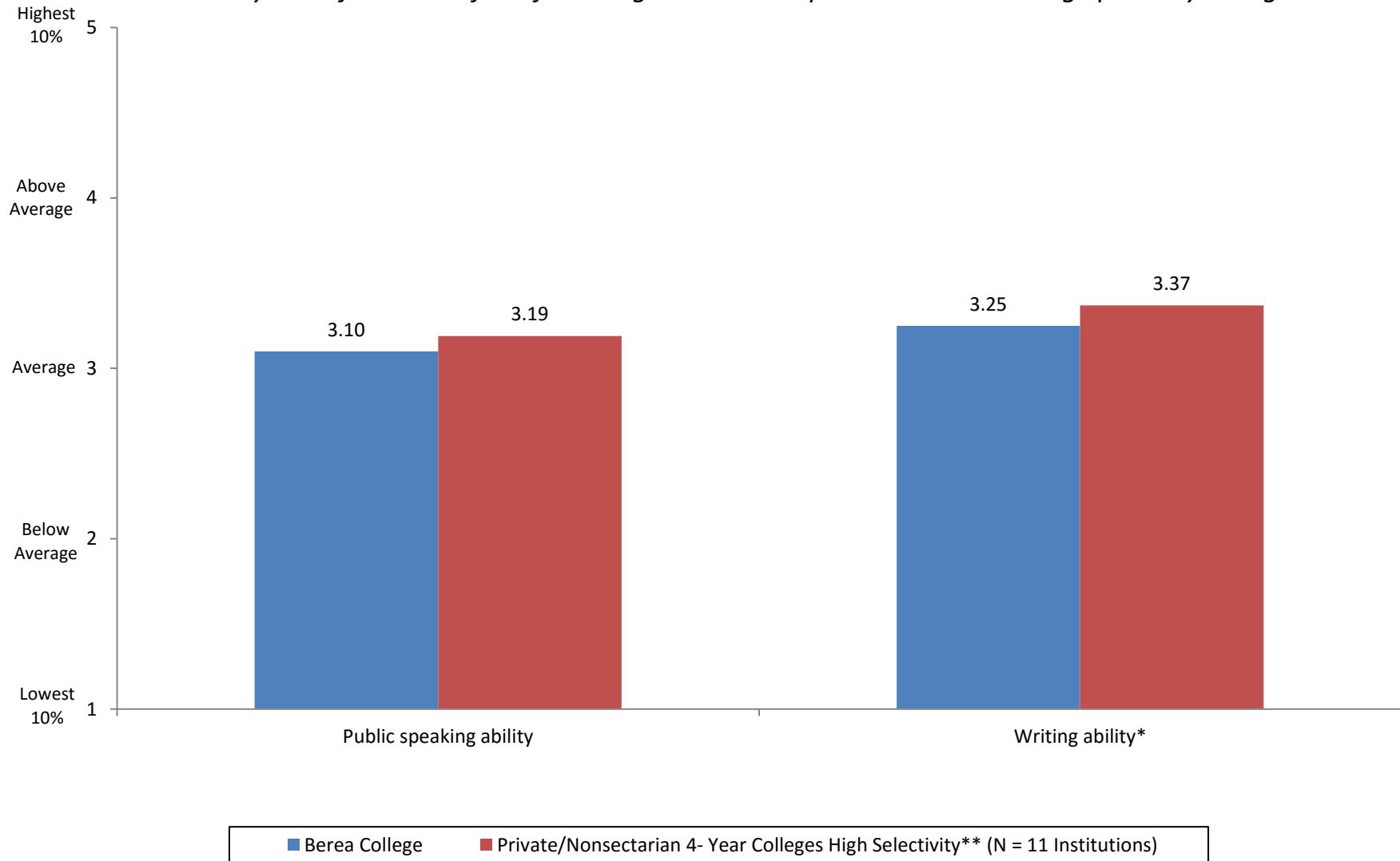


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

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.