

Cooperative Institutional Research Project (CIRP) Construct and Theme Reports

First-Year Students

[Click here to see survey instruments](#)

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

Cooperative Institutional Research Program (CIRP), Fall 2010, 2012, 2014, 2016, and 2018

Response Rates: 2010: 87%

12: 76%

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

14: 84%

16: 75%

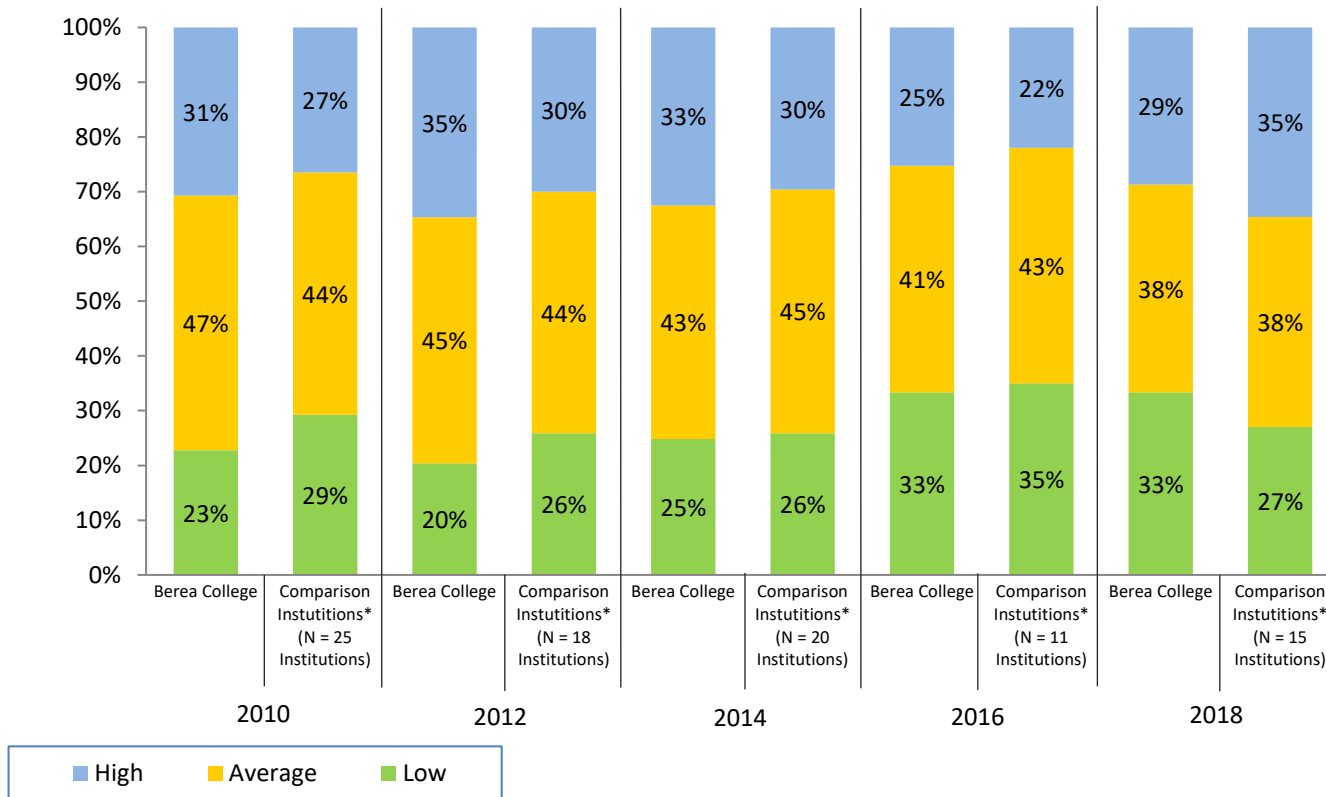
18: 64%

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)

- Ask questions in class
- Support your opinions with a logical argument
- Seek solutions to problems and explain them to others
- Evaluate the quality or reliability of information you receive
- Take a risk because you feel you have more to gain
- Seek alternative solutions to a problem
- Look up scientific research articles and resources
- Explore topics on your own, even though it was not required for a class
- Accept mistakes as part of the learning process
- Analyze multiple sources of information before coming to a conclusion
- Take on a challenge that scares you



*Comparison institutions are high-selectivity private nonsectarian 4-year institutions.

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.

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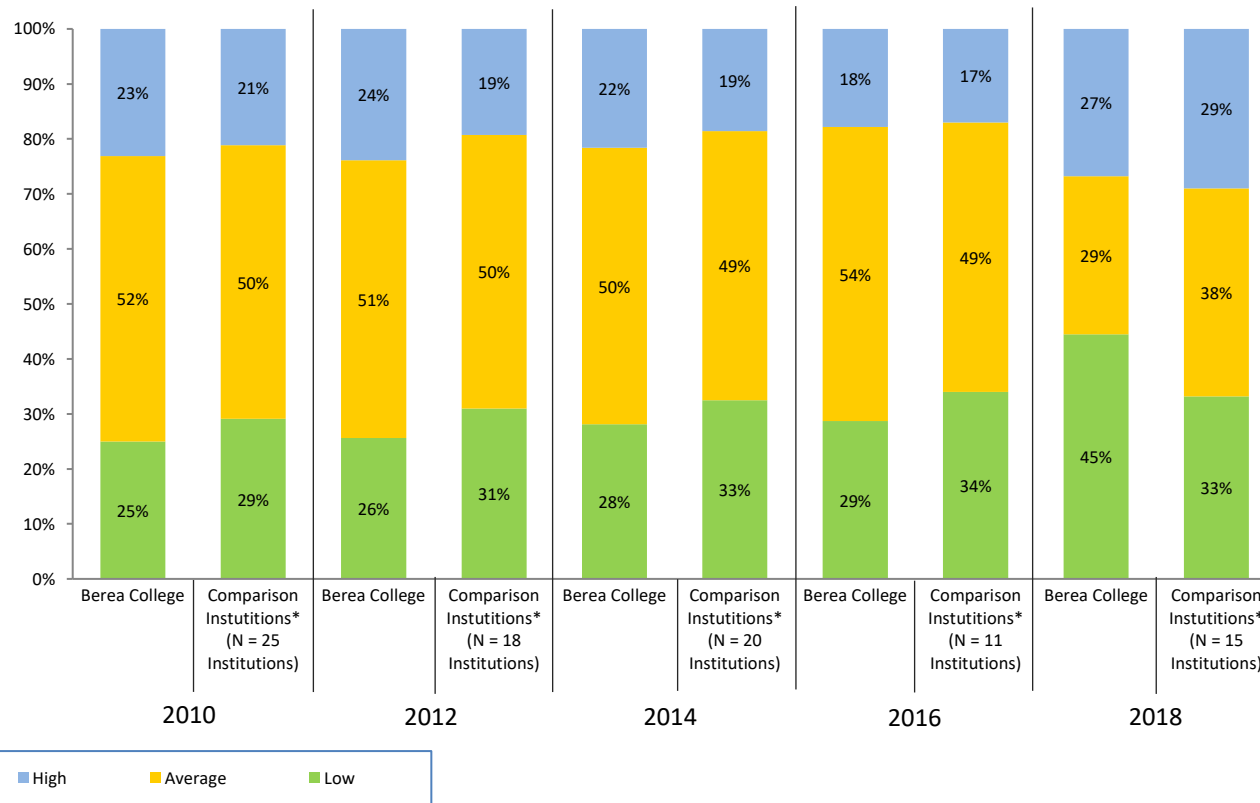
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14: 84%

16: 75%

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

18: 64%



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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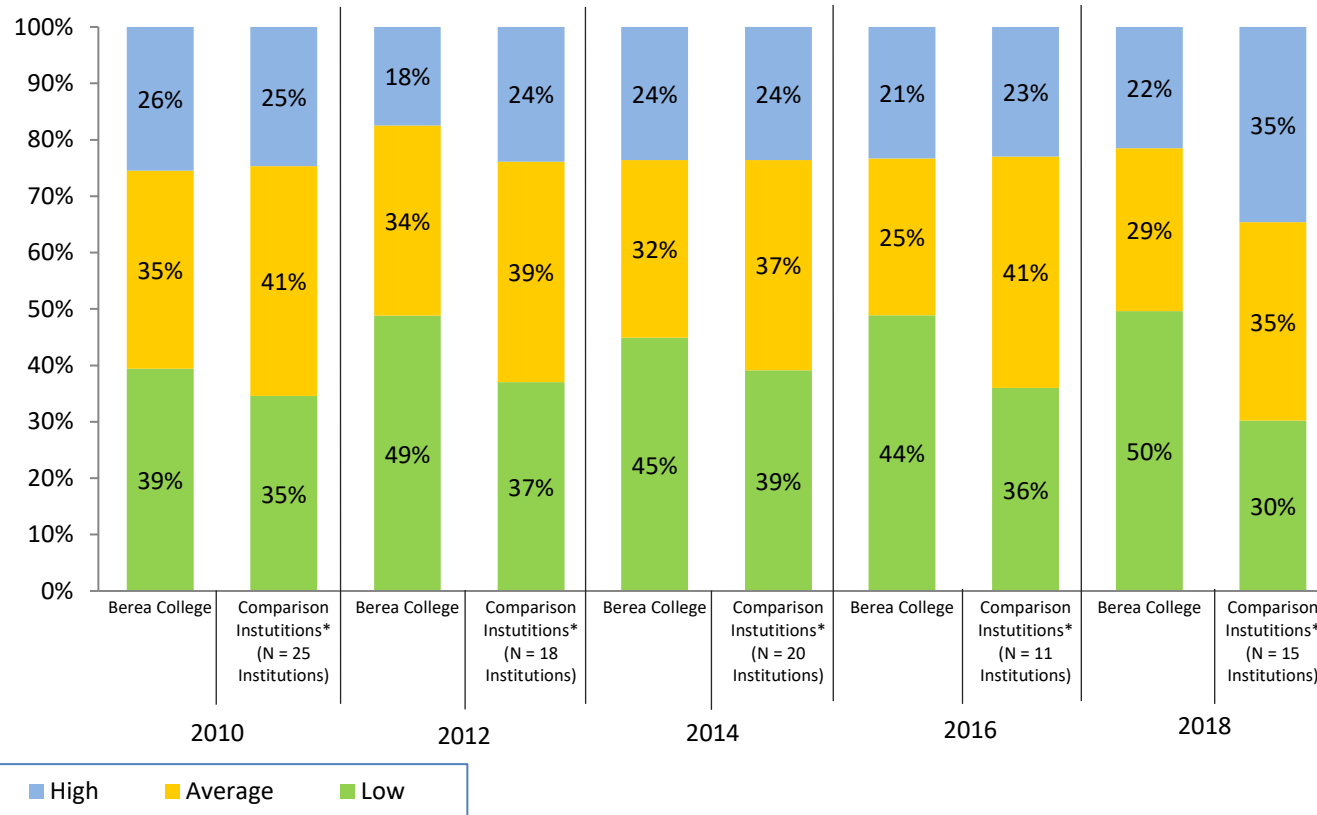
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14: 84%

16: 75%

18: 64%

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, Below Average, Lowest 10%)

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

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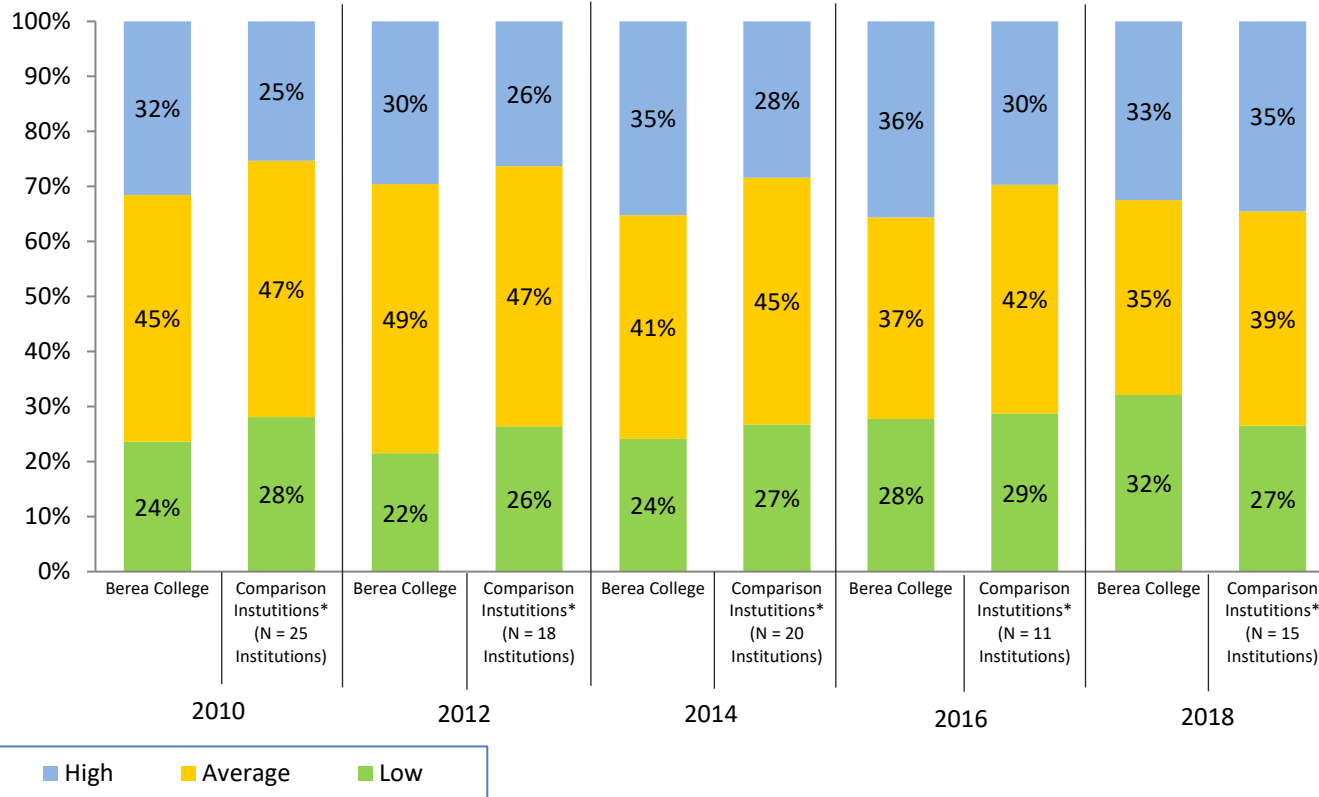
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Construct: Pluralistic Orientation - Measures skills and dispositions appropriate for living and working in a diverse society.



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

Rate yourself on each of the following traits as compared with:

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

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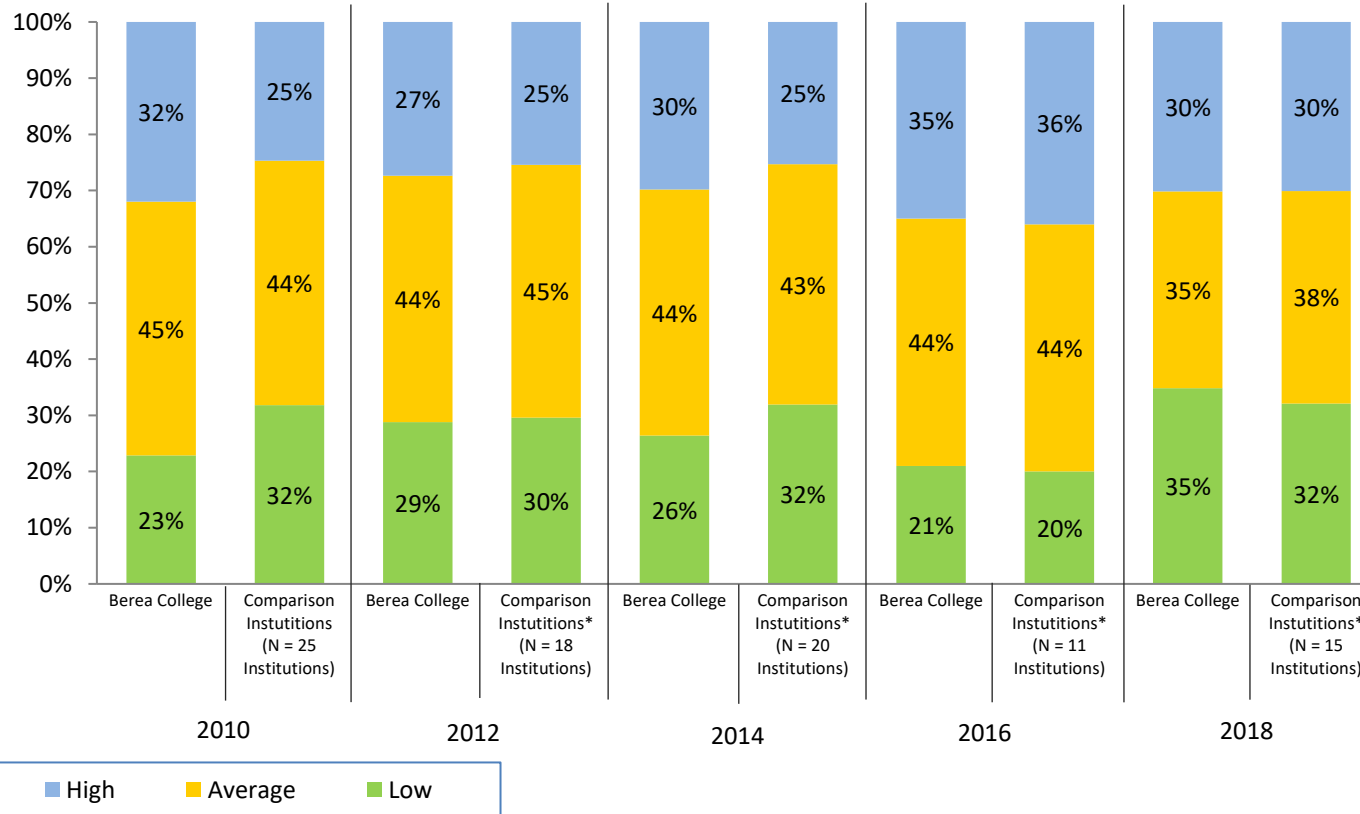
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16: 75%

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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

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Cooperative Institutional Research Program (CIRP), Fall 2012, 2014, 2016, and 2018

Response Rates: 2012: 76%

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

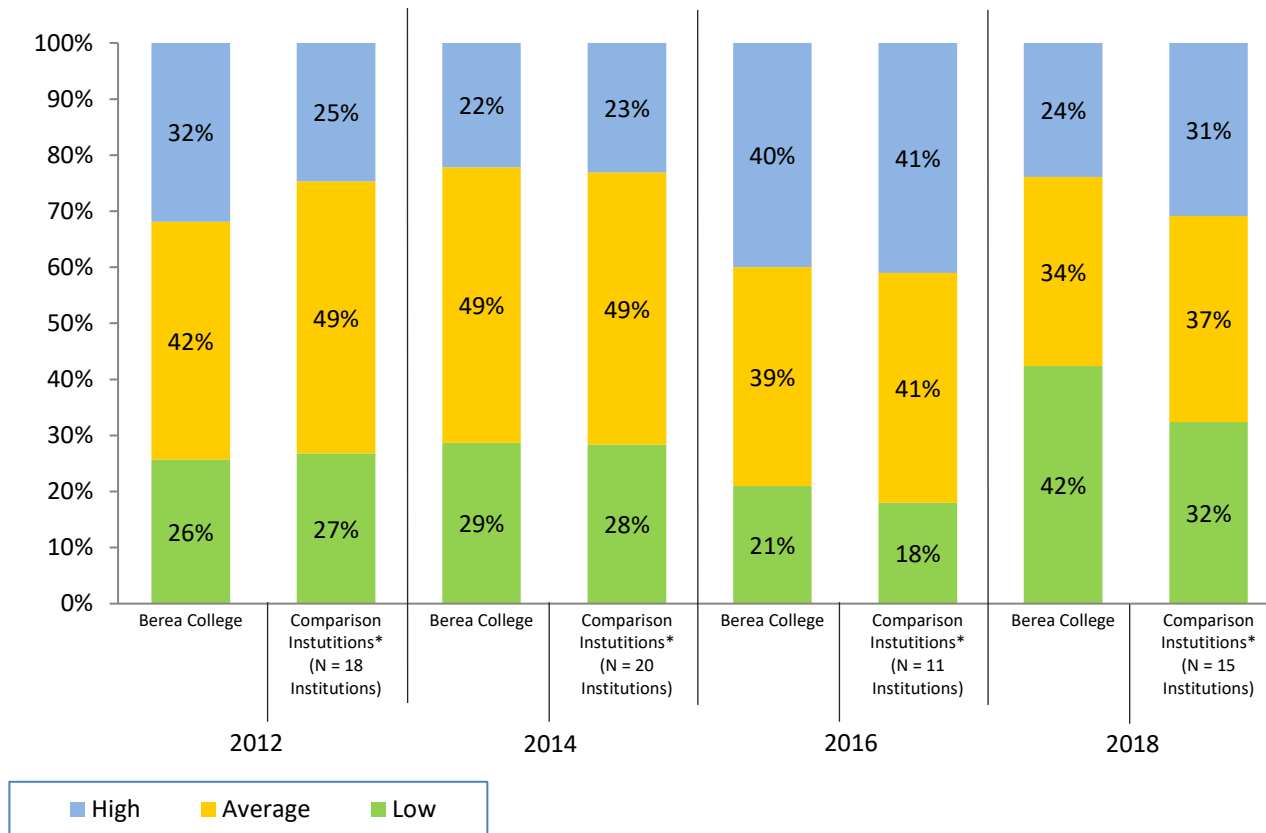
Survey items included in the construct, Civic Engagement:

Indicate activities you did in the last year:

- Demonstrated for a cause (e.g. boycott, rally, protest).
- 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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NOTE: "Low" represents students who are one-half standard deviation below the construct, Likelihood of College Involvement, mean.

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Source: Office of Institutional Research and Assessment, January 2019

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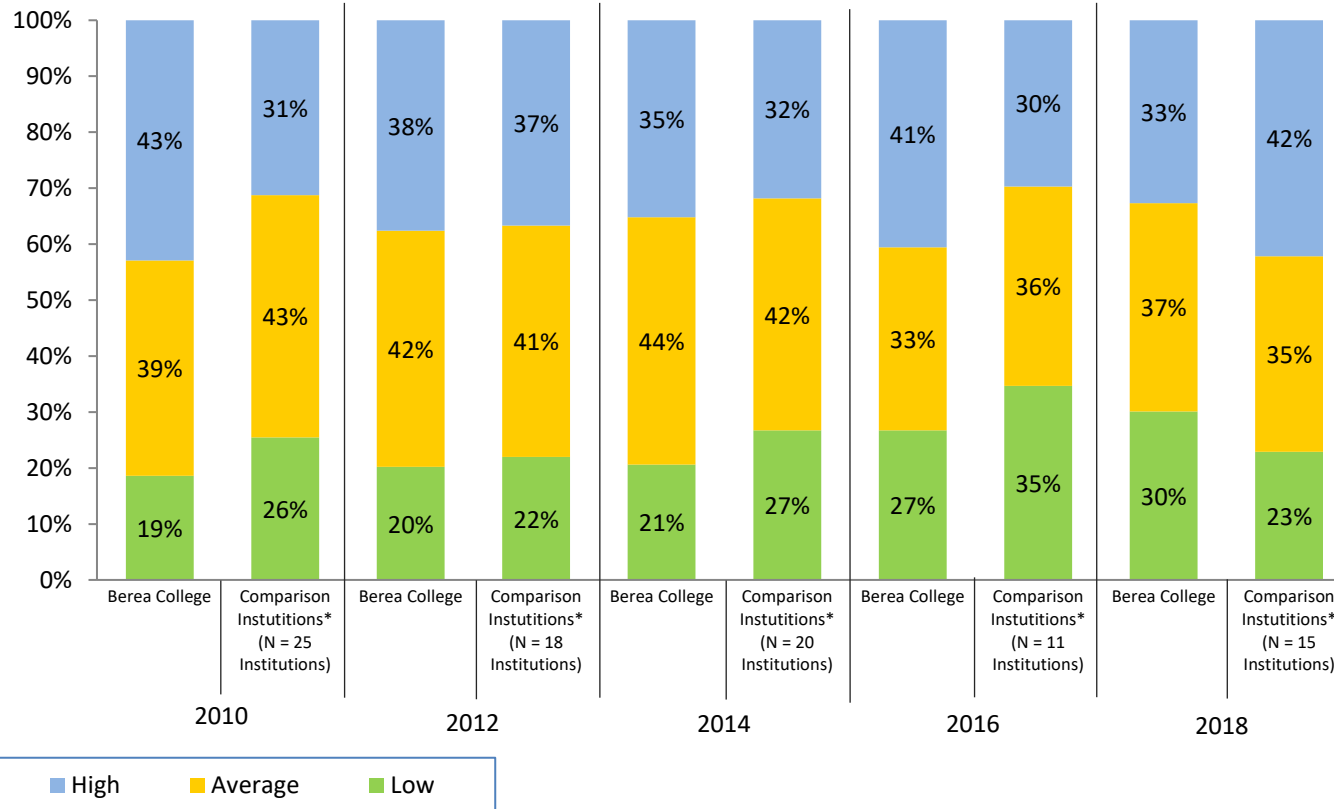
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16: 75%

18: 64%

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

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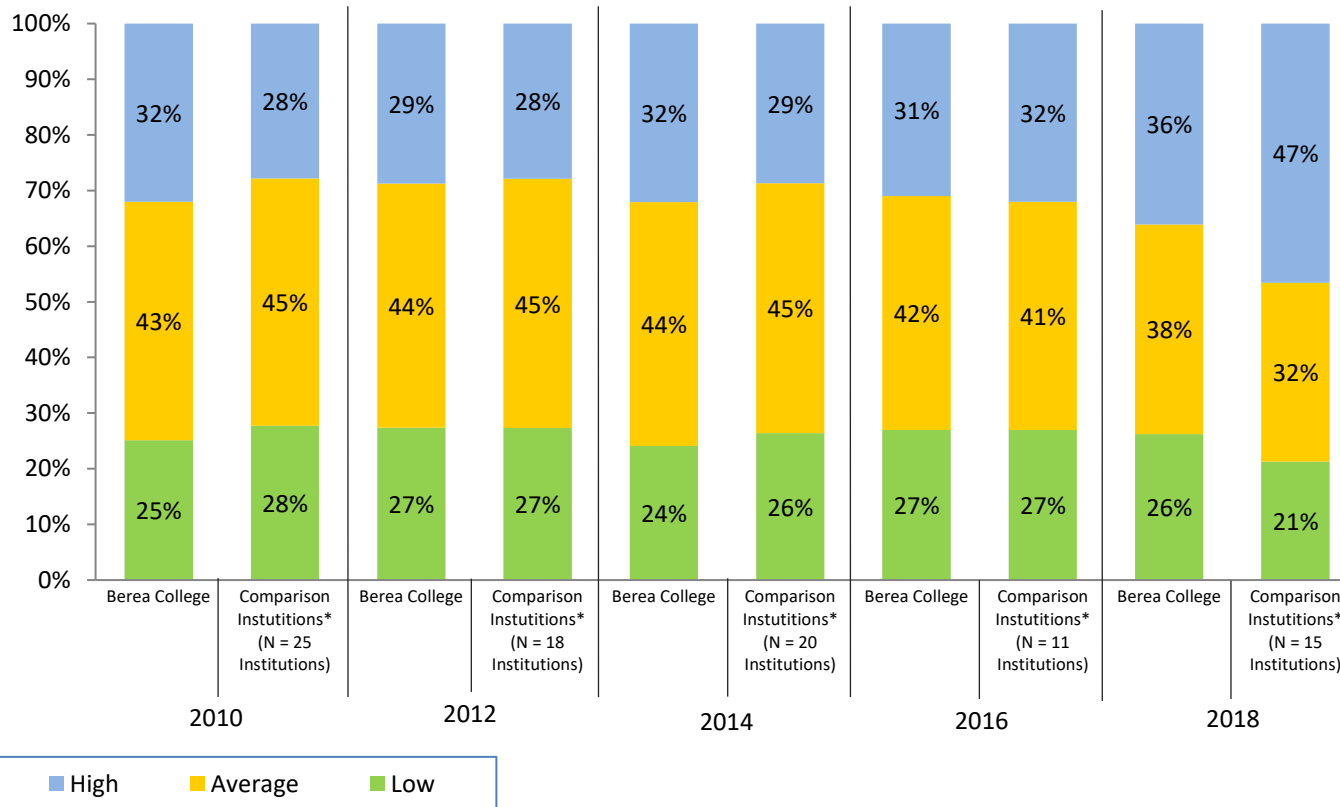
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Construct: Likelihood of College Involvement - *A unified measure of the students' expectations about their involvement in college life generally.*



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 students clubs/groups
- Participate in volunteer or community service work
- Participate in a study abroad program
- Participate in student government

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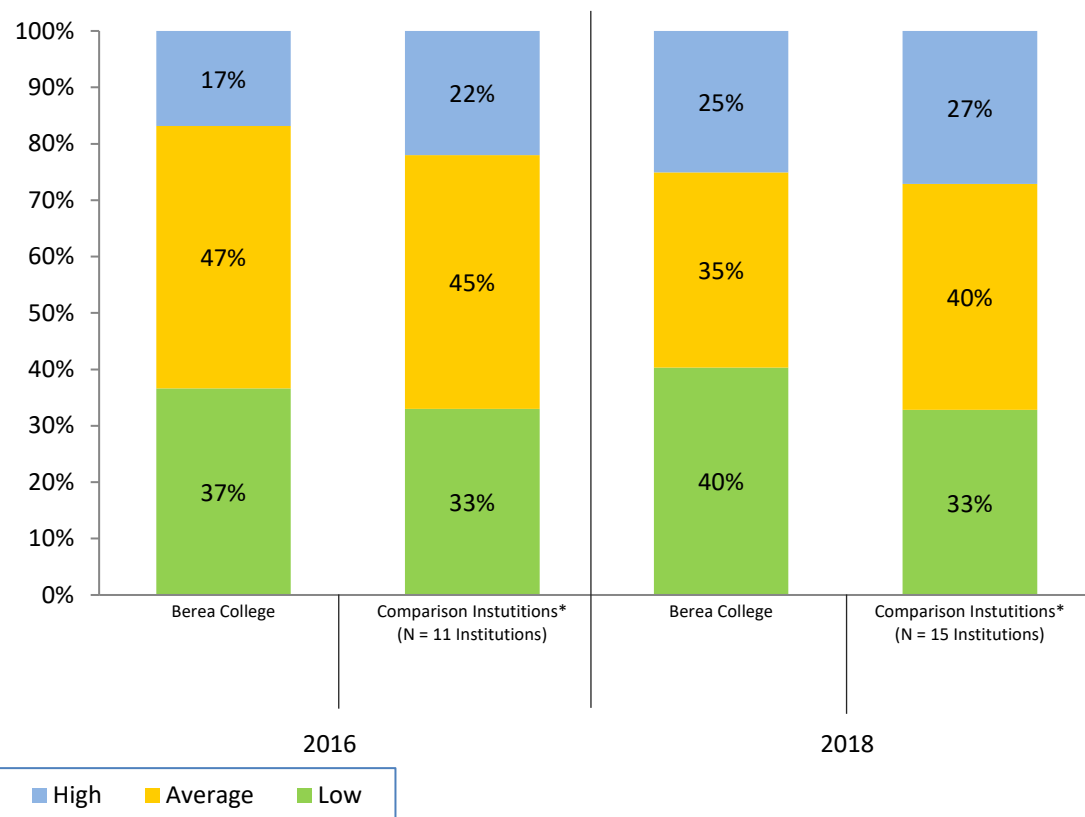
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Construct: Social Self-Concept - *A measure of students; confidence in their ability to conduct scientific research*



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

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

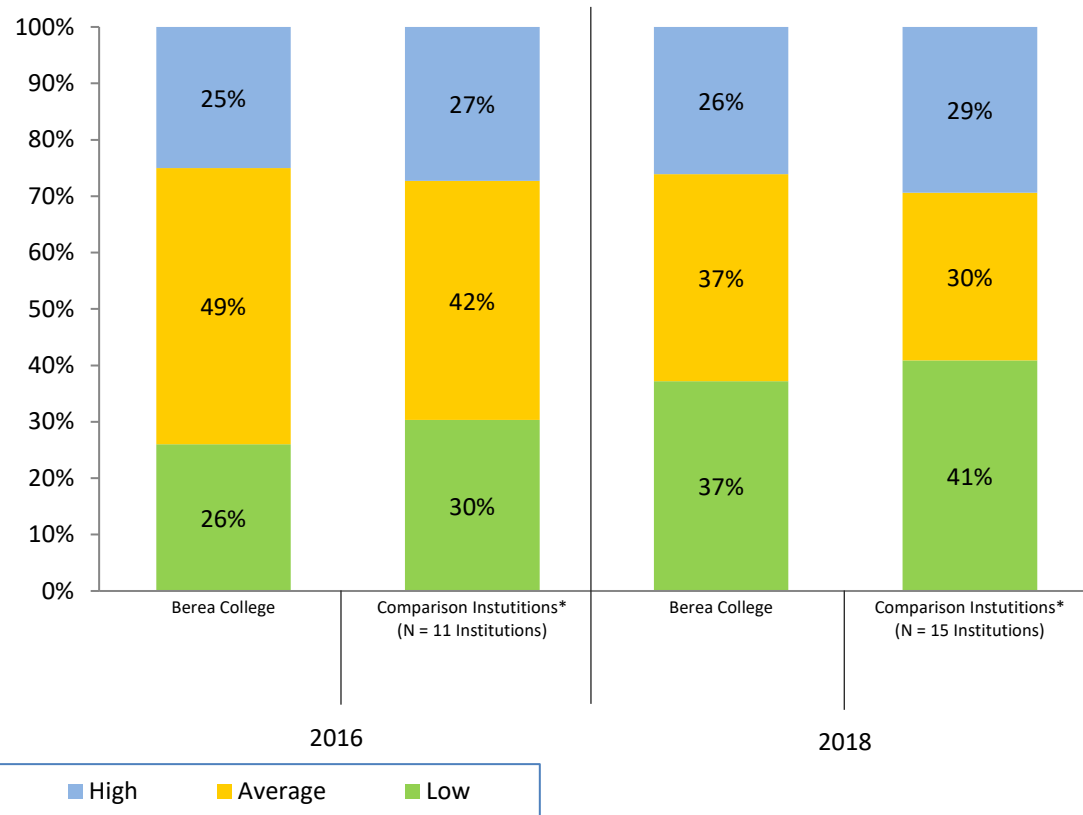
- Use technical science skills (use of tools, instruments, and/or techniques)
- Generate an answerable research question
- Determine how to collect appropriate data
- Explain the results of a study
- Use scientific literature to guide research
- Integrate results from multiple studies
- Ask relevant 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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(Based on First-Year Students Only; does not include New Transfer Students)

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



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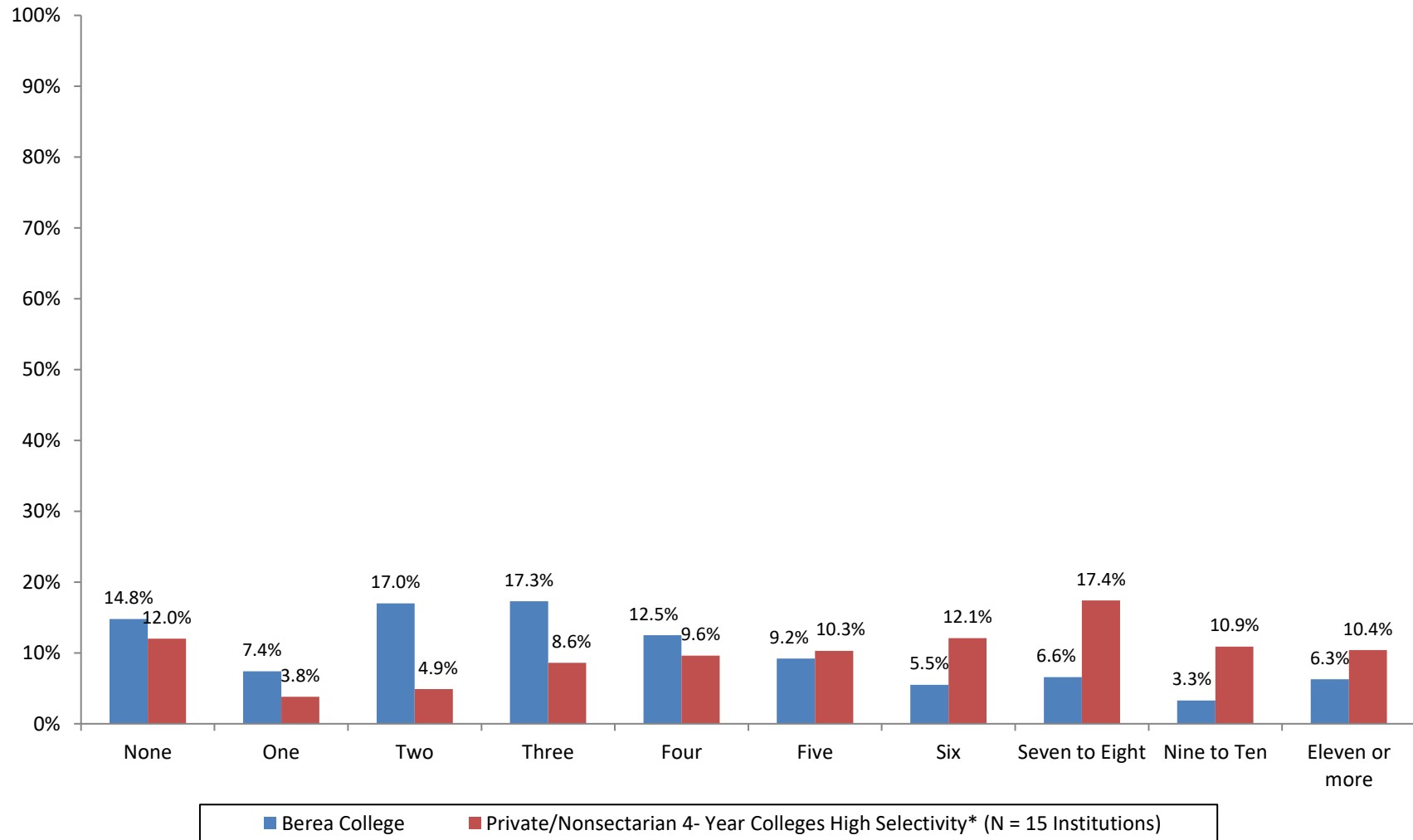
Theme: College Choice -- *These items illustrate the areas students may have considered in choosing to attend college in general, as well as a particular college.*

- 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
 8. To please my family
- *How important was each reason in your decision to come here?
(Very important = 3, Somewhat important = 2, Not important = 1)*
 1. My parents/relatives wanted me to come here
 2. My teacher advised me
 3. This college has a very good academic reputation
 4. This college has a good reputation for its social and extracurricular activities
 5. I was offered financial assistance
 6. The cost of attending this college
 7. High school counselor advised me
 8. Private college counselor advised me
 9. I wanted to live near home
 10. Not offered aid by first choice
 11. Could not afford first choice
 12. This college's graduates gain admission to top graduate/professional schools
 13. This college's graduates get good jobs
 14. I was attracted by the religious affiliation/orientation of the college
 15. I wanted to go to a school about the size of this college
 16. Rankings in national magazines
 17. I was admitted through an Early Action or Early Decision program
 18. A visit to this campus
 19. This college's graduates make a difference in the world

THEME: College Choice

(Based on First-Year Students Only)

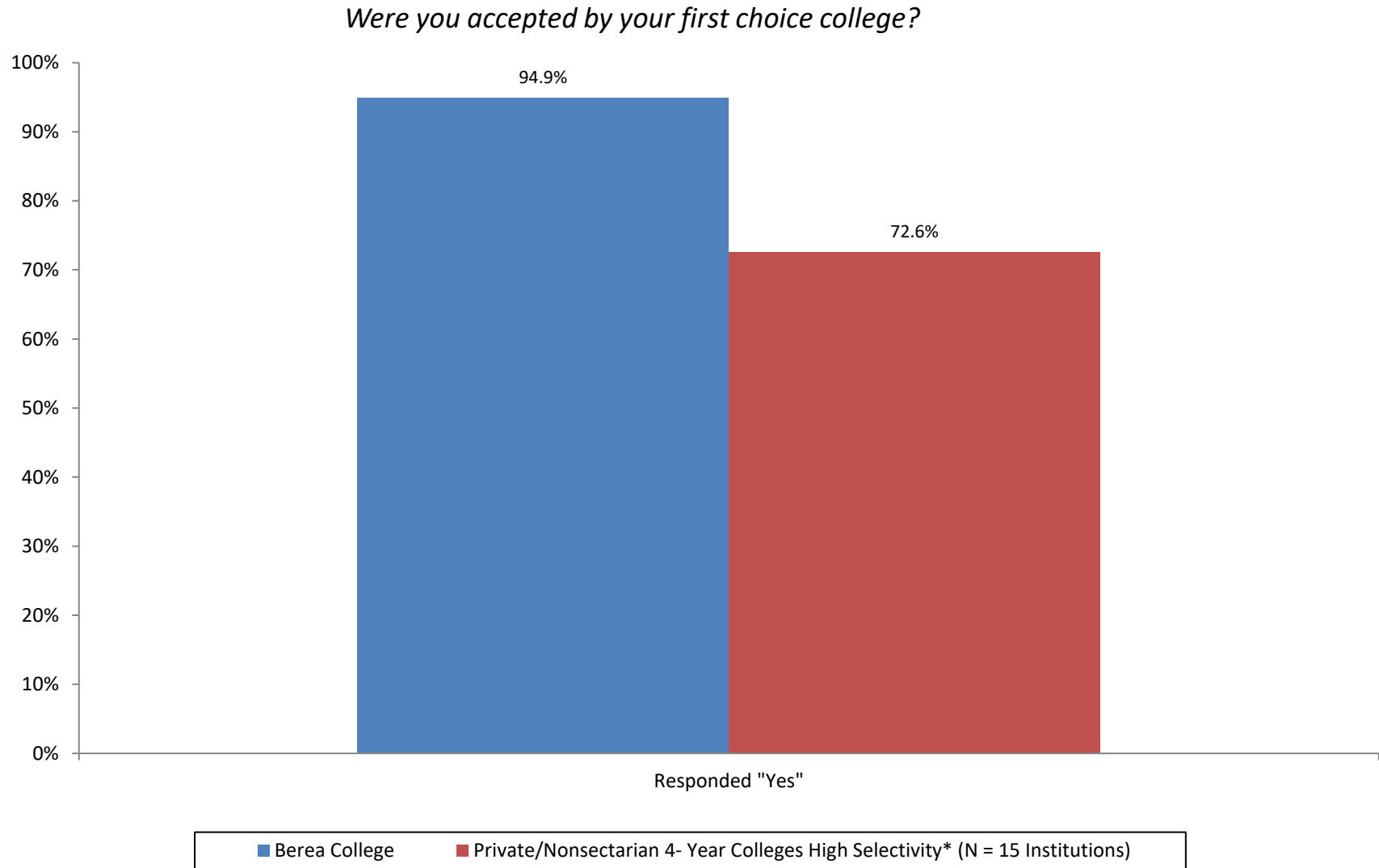
To how many colleges other than this one did you apply for admission this year?



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THEME: College Choice

(Based on First-Year Students Only)

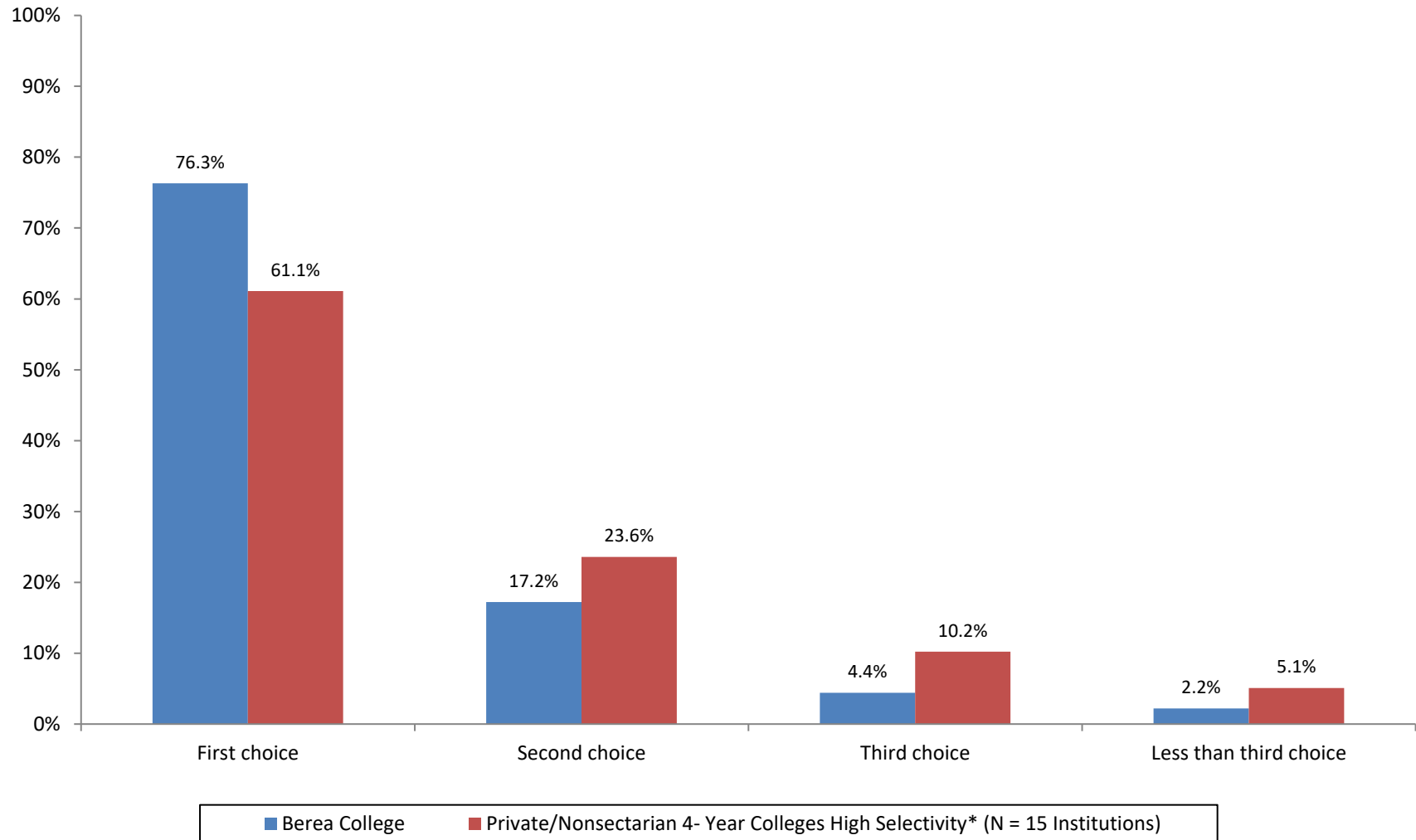


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THEME: College Choice

(Based on First-Year Students Only)

Is this college your:

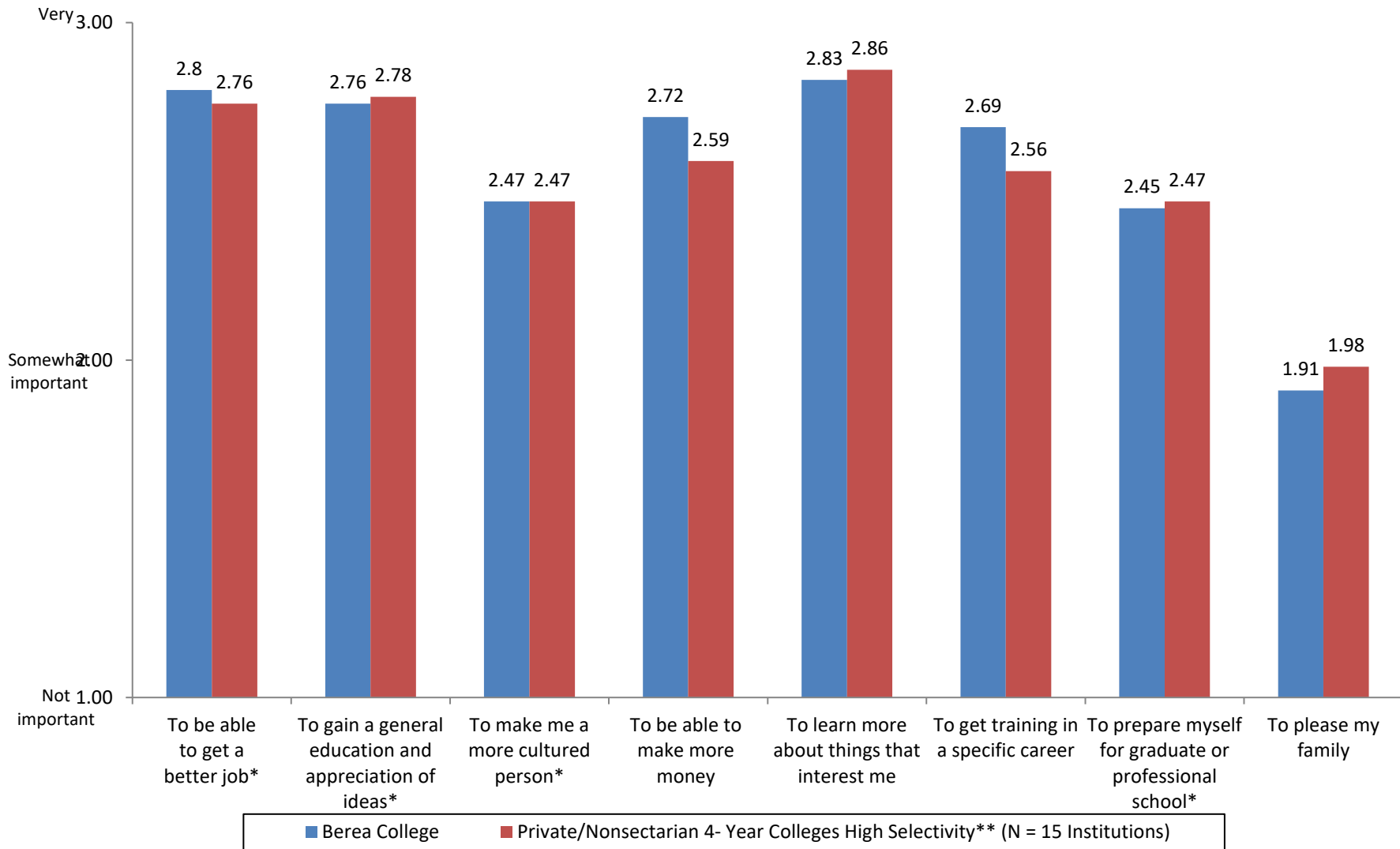


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THEME: College Choice

(Based on First-Year Students Only)

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



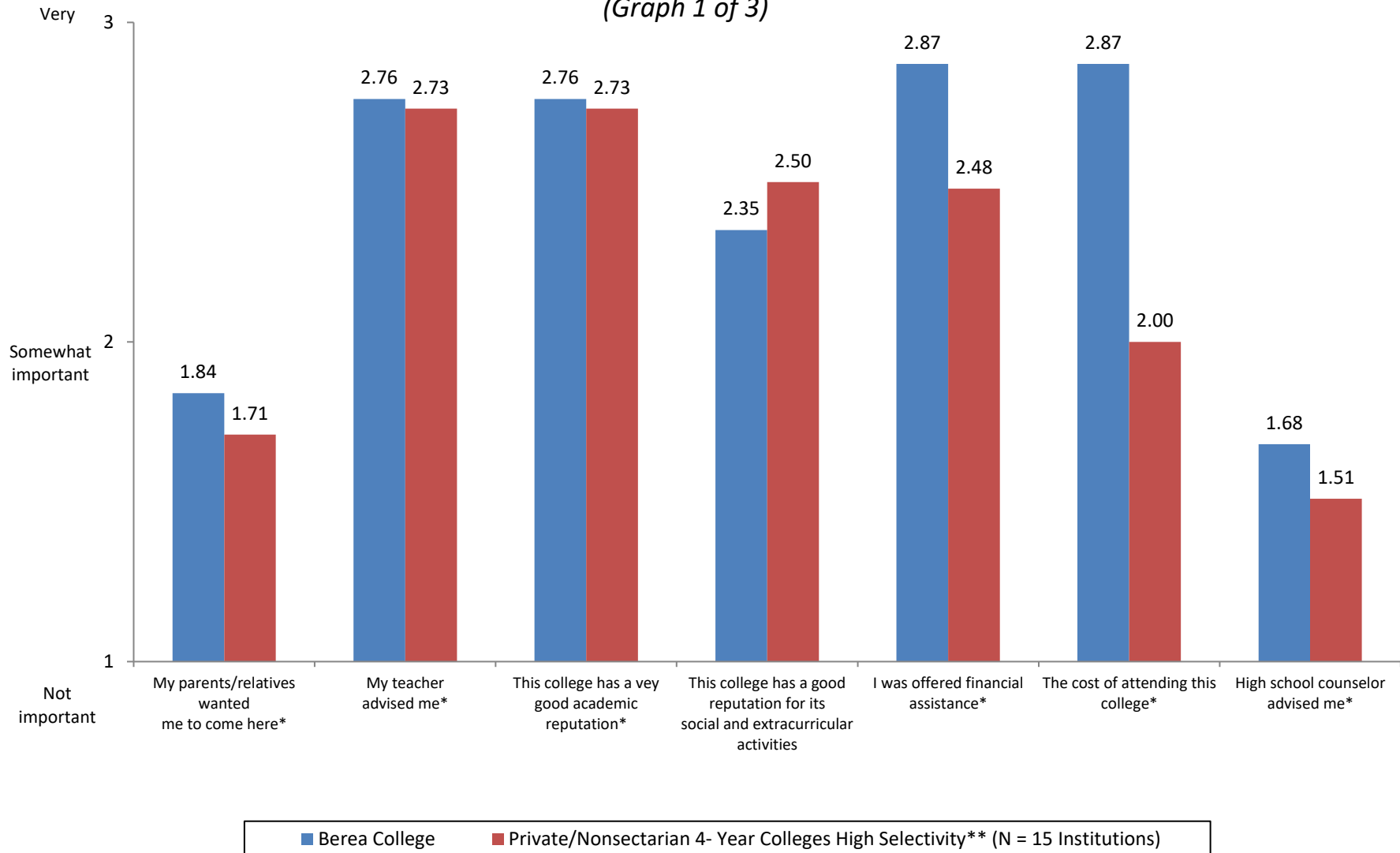
*Statistically significant at the $p \leq .05$ level.

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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 1 of 3)*



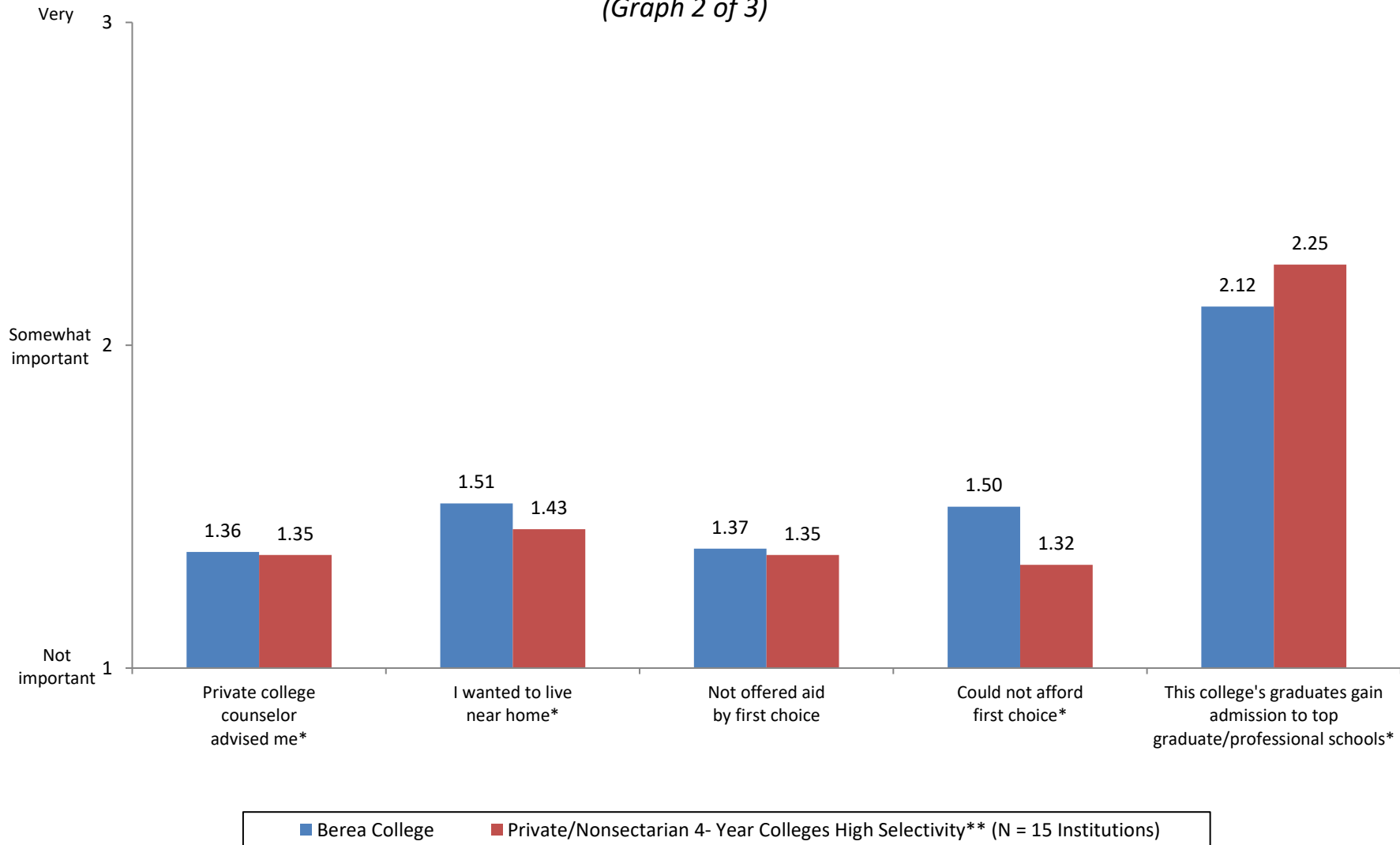
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THEME: College Choice

(Based on First-Year Students Only)

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



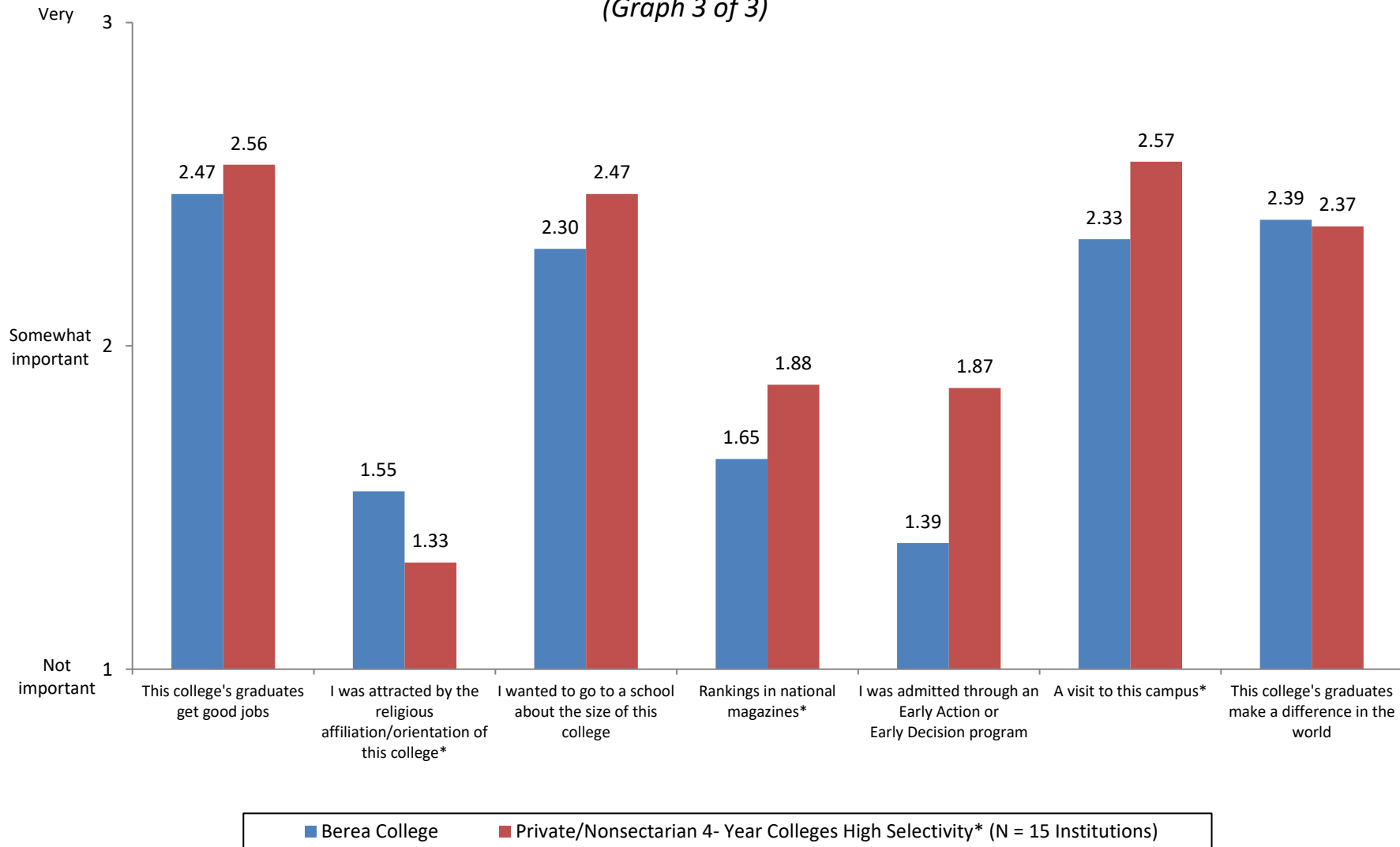
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THEME: College Choice

(Based on First-Year Students Only)

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



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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, \$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.)
 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 \$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 \$149,000*
 - \$150,000 to \$199,999*
 - \$200,000 to \$249,999*
 - \$250,000 to \$499,999*
 - \$500,000 or higher*

- 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)*

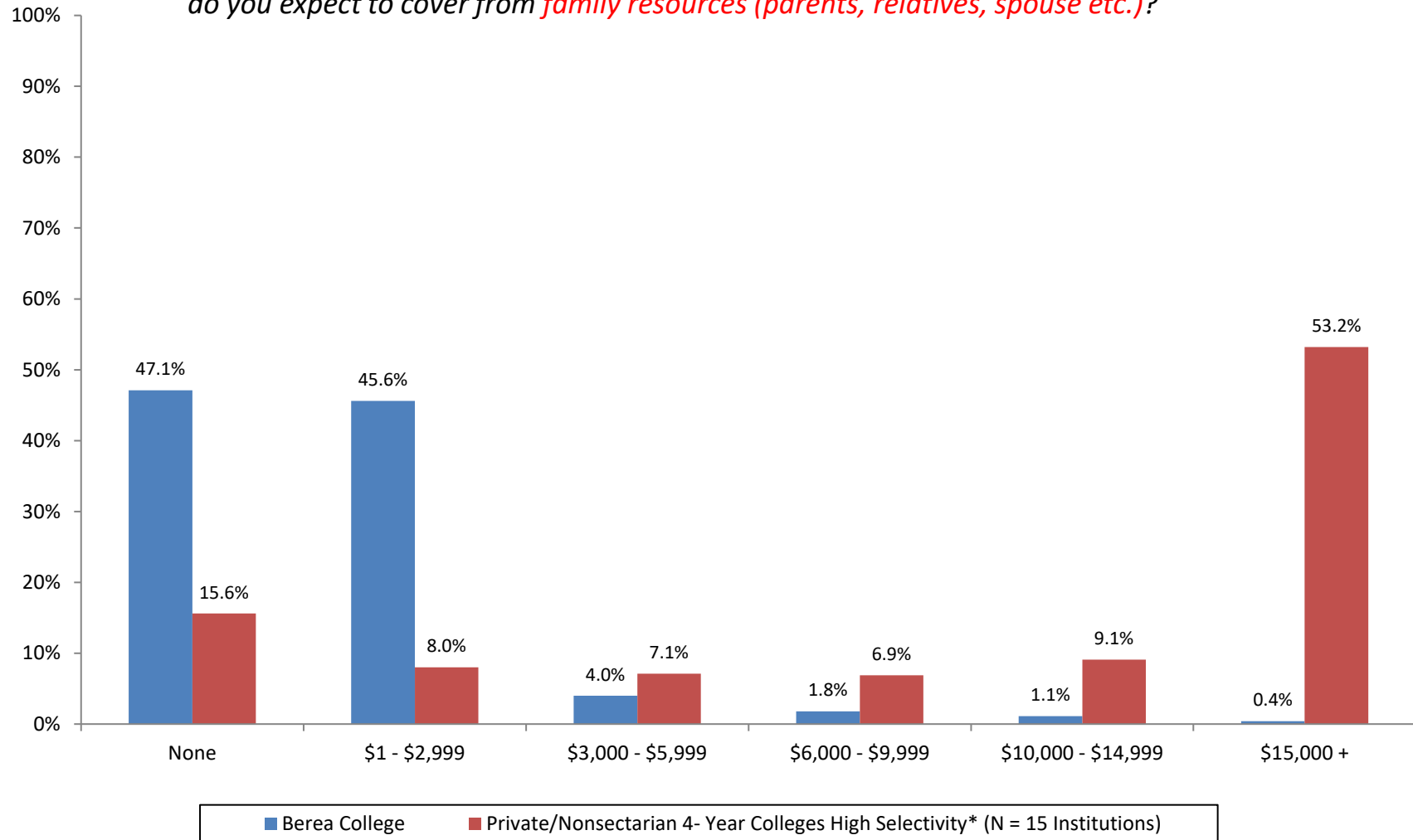
- How important was each reason in your decision to come here?
(*Very important = 3, Somewhat important = 2, Not important = 1*)
 1. I was offered financial assistance
 2. The cost of attending this college
 3. Not offered aid by first choice
 4. Could not afford first choice

- 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.)*?

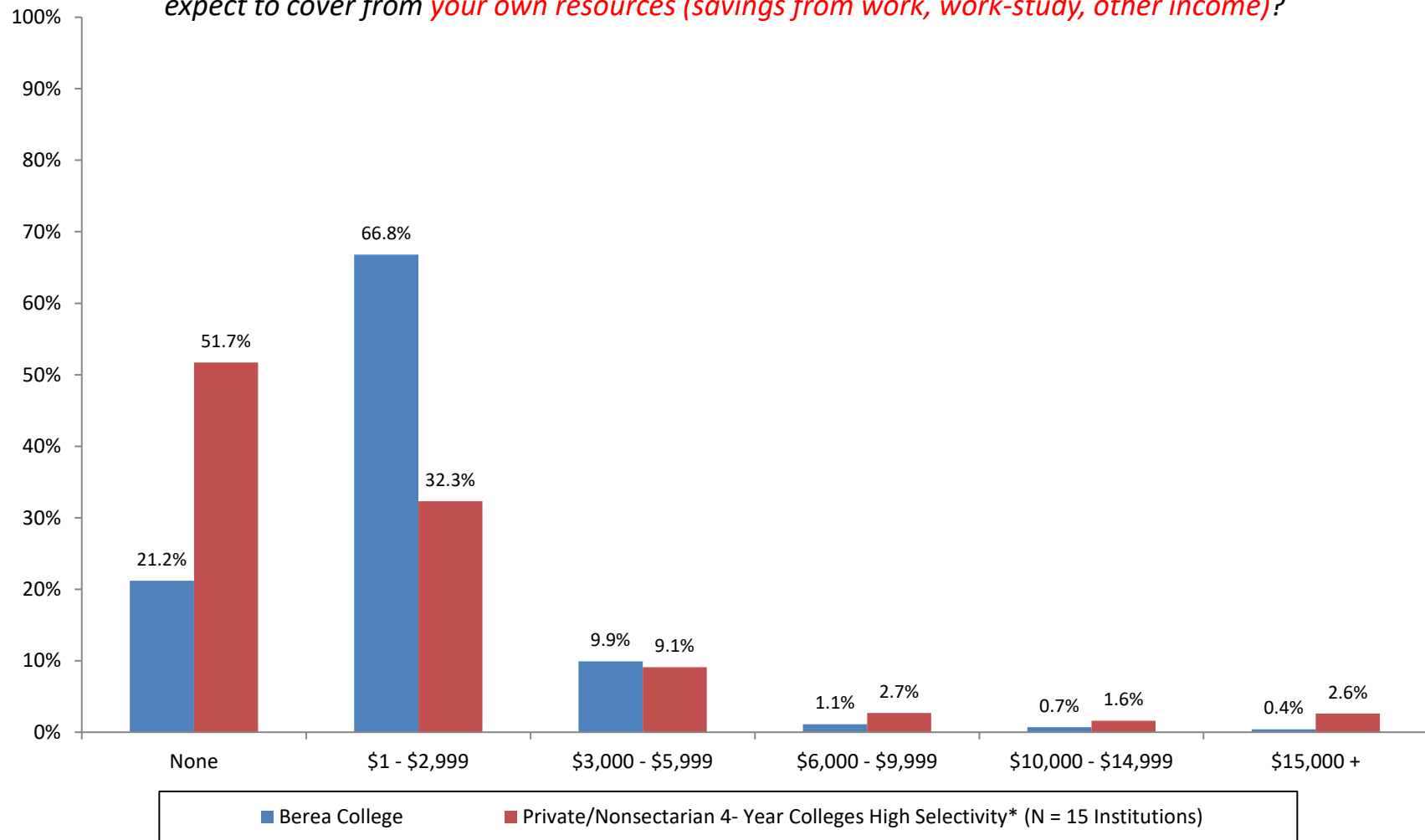


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THEME: Financing College

(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)**?*

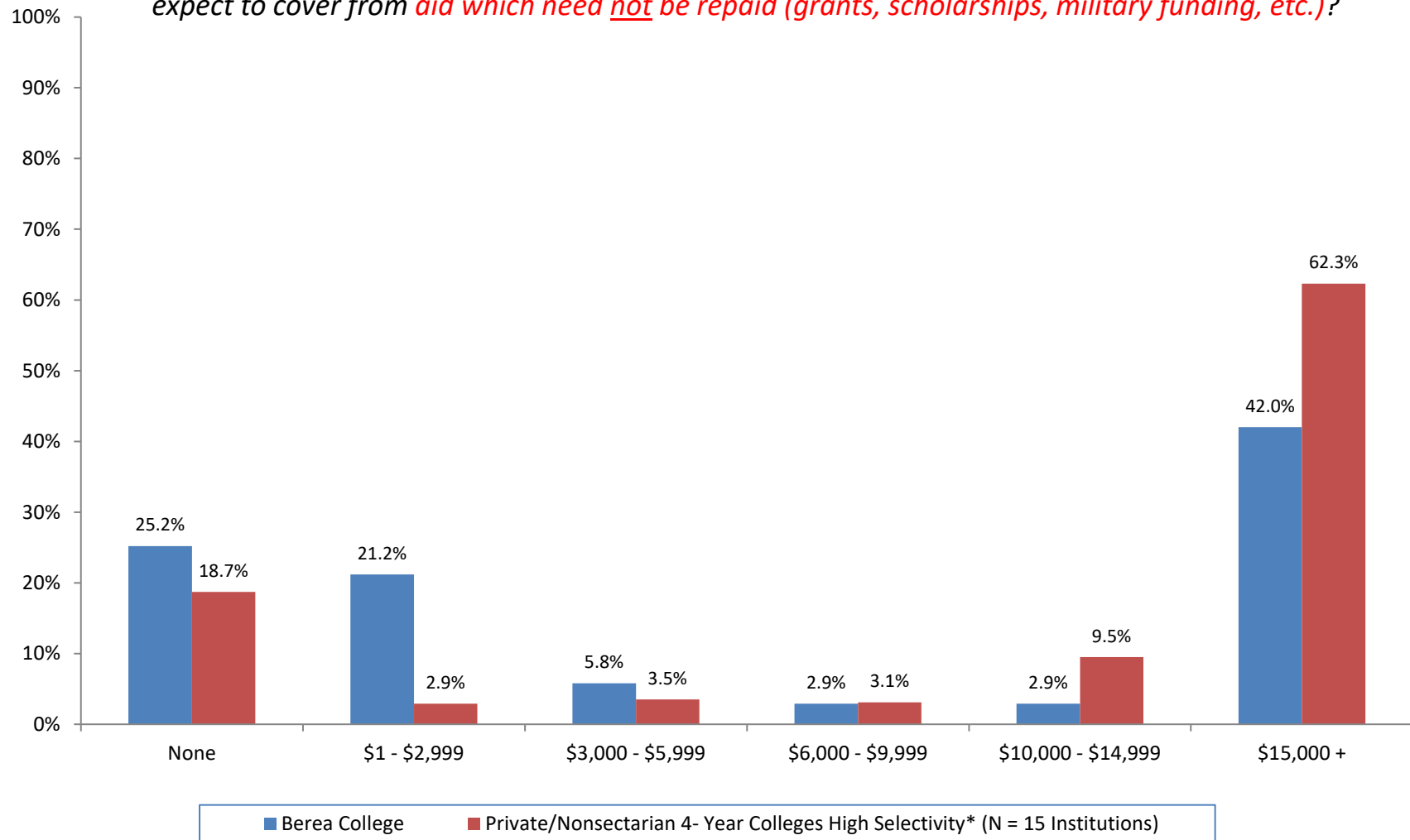


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THEME: Financing College

(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.)?

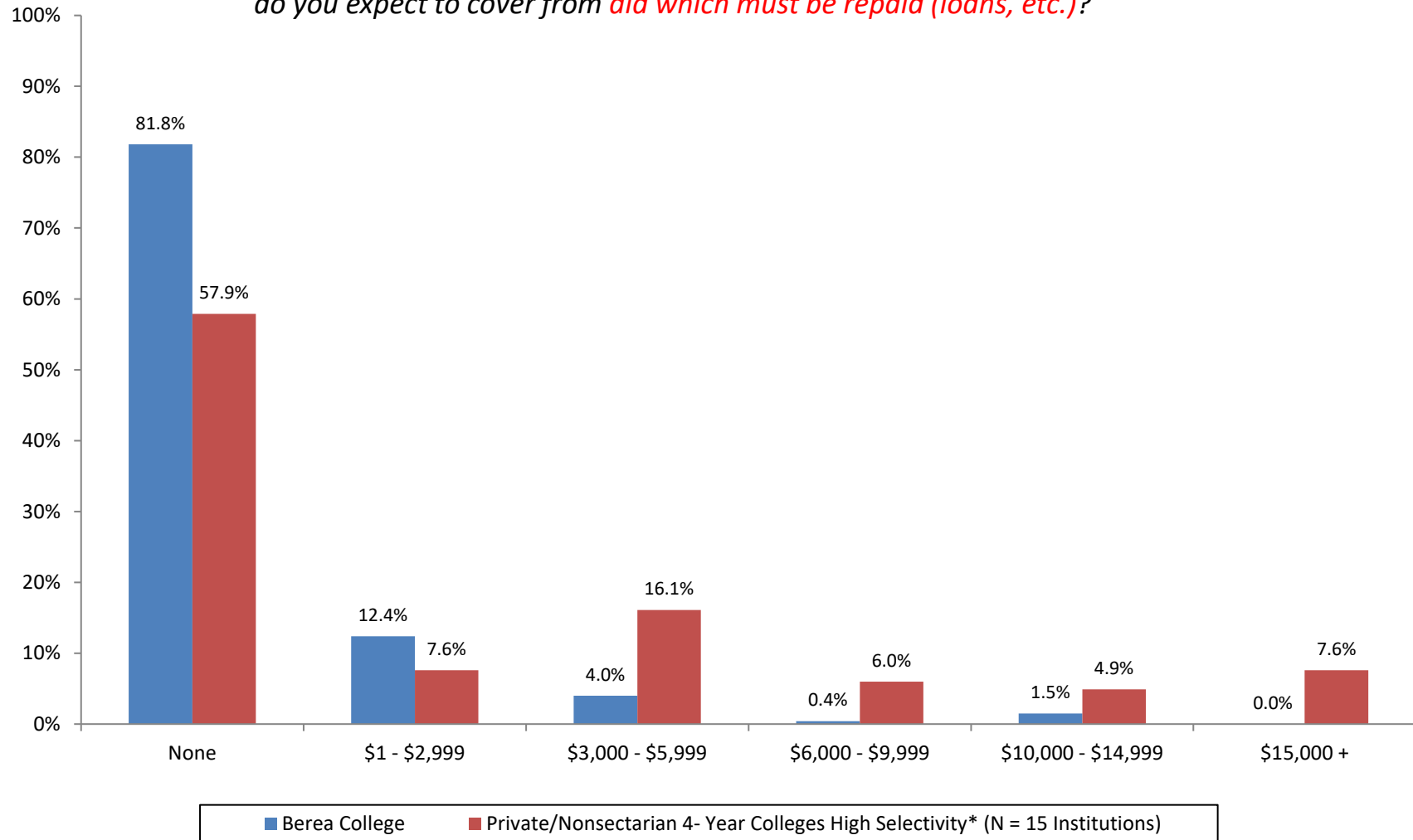


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THEME: Financing College

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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.)?

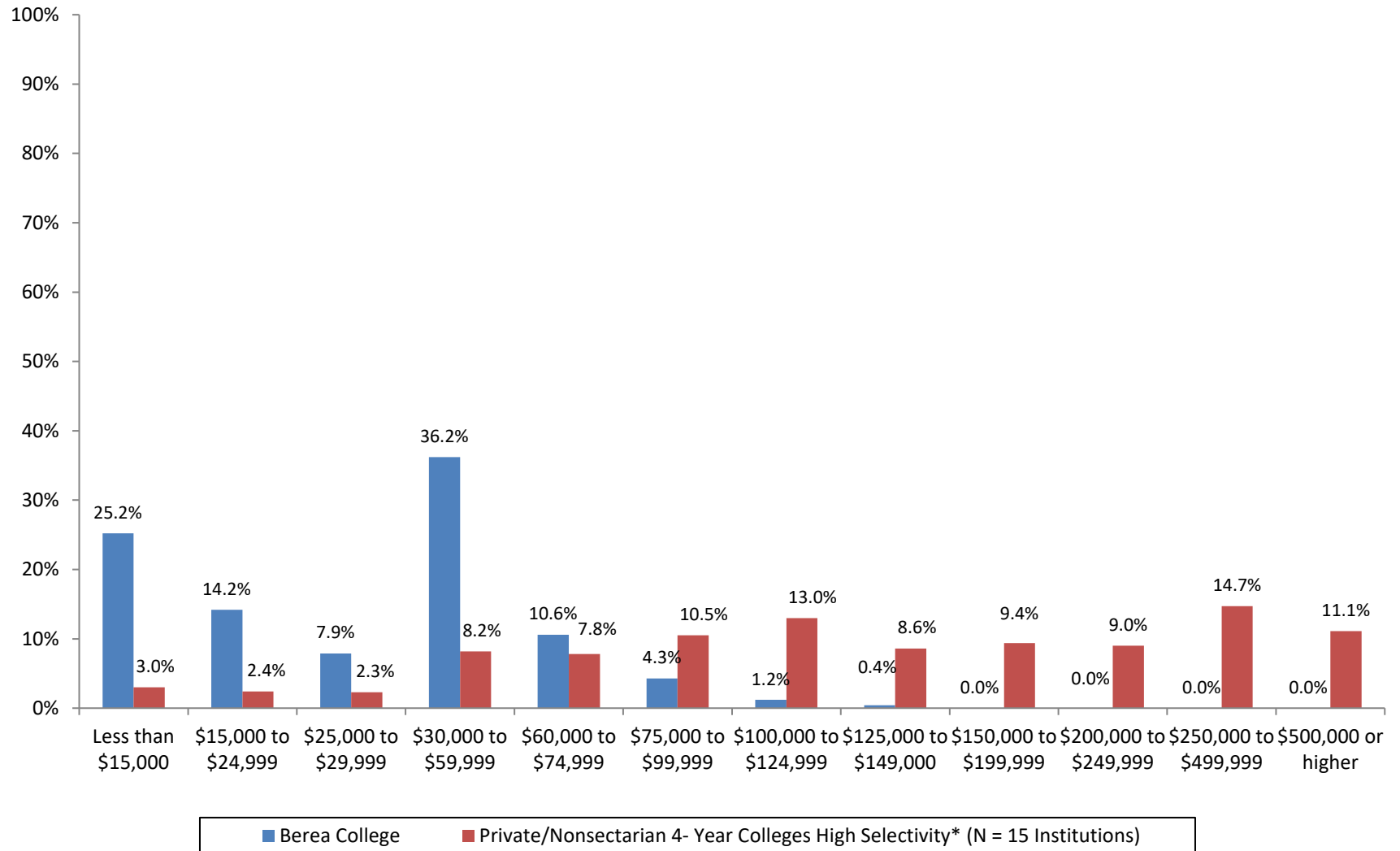


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THEME: Financing College

(Based on First-Year Students Only)

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

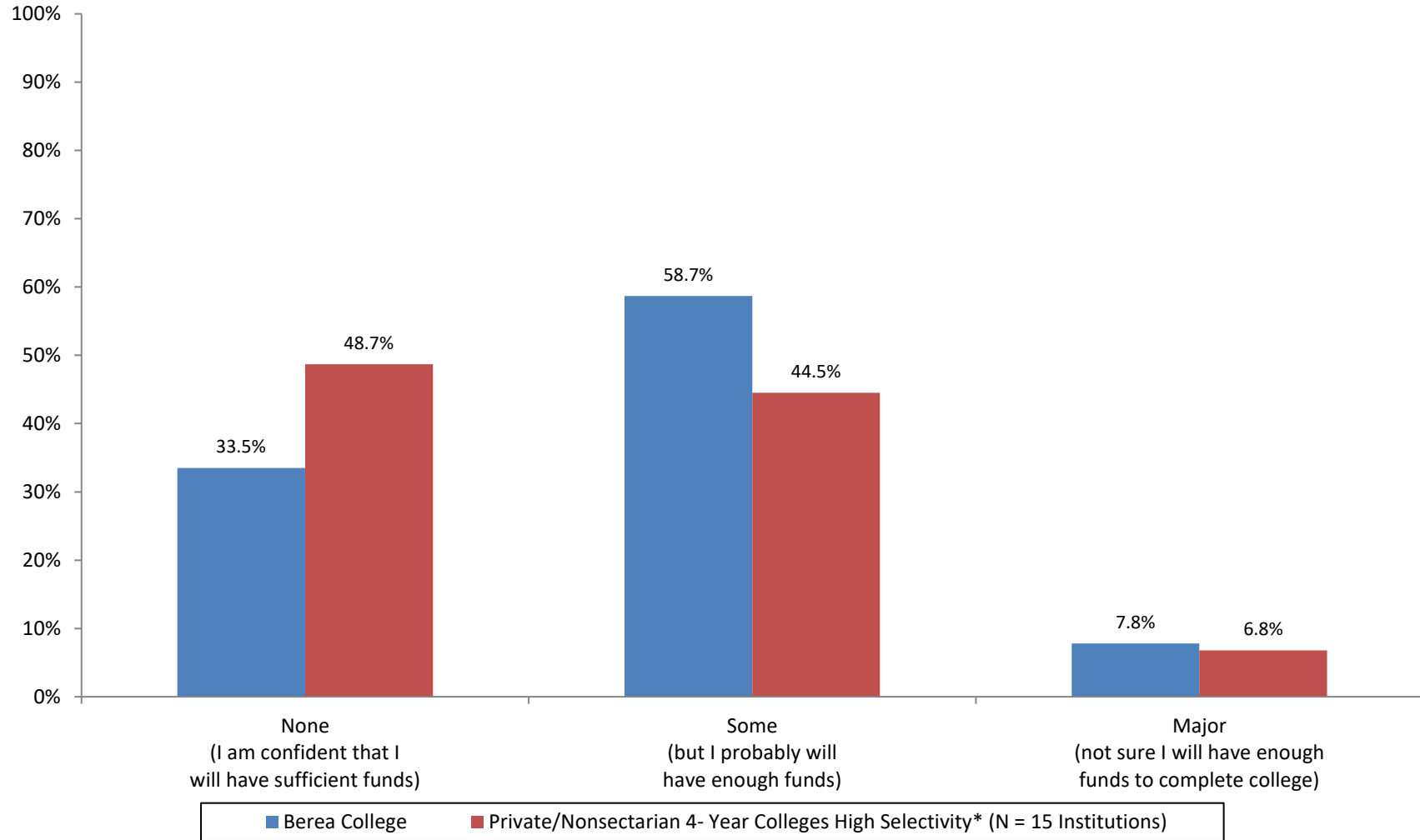


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THEME: Financing College

(Based on First-Year Students Only)

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

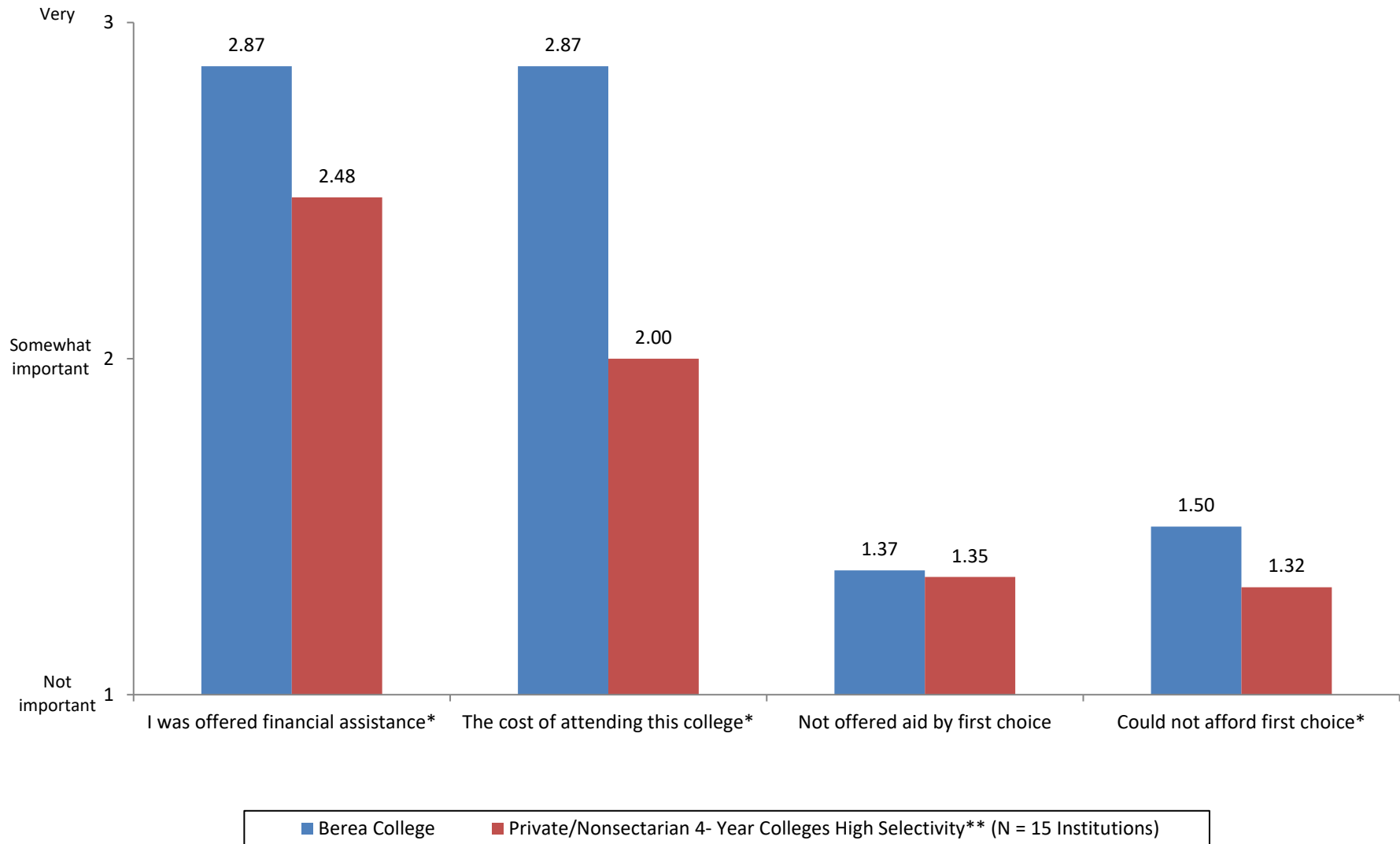


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THEME: Financing College

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

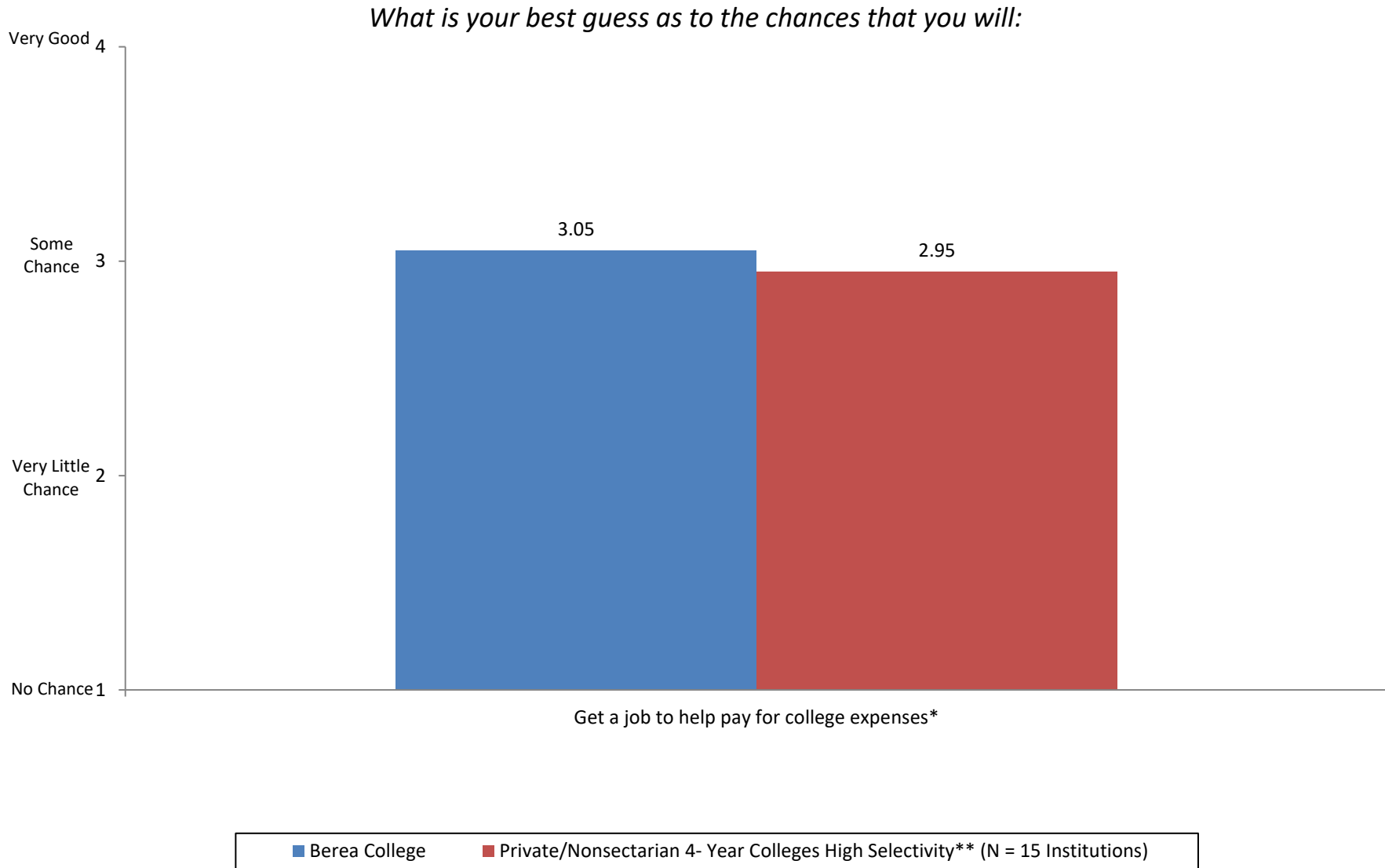


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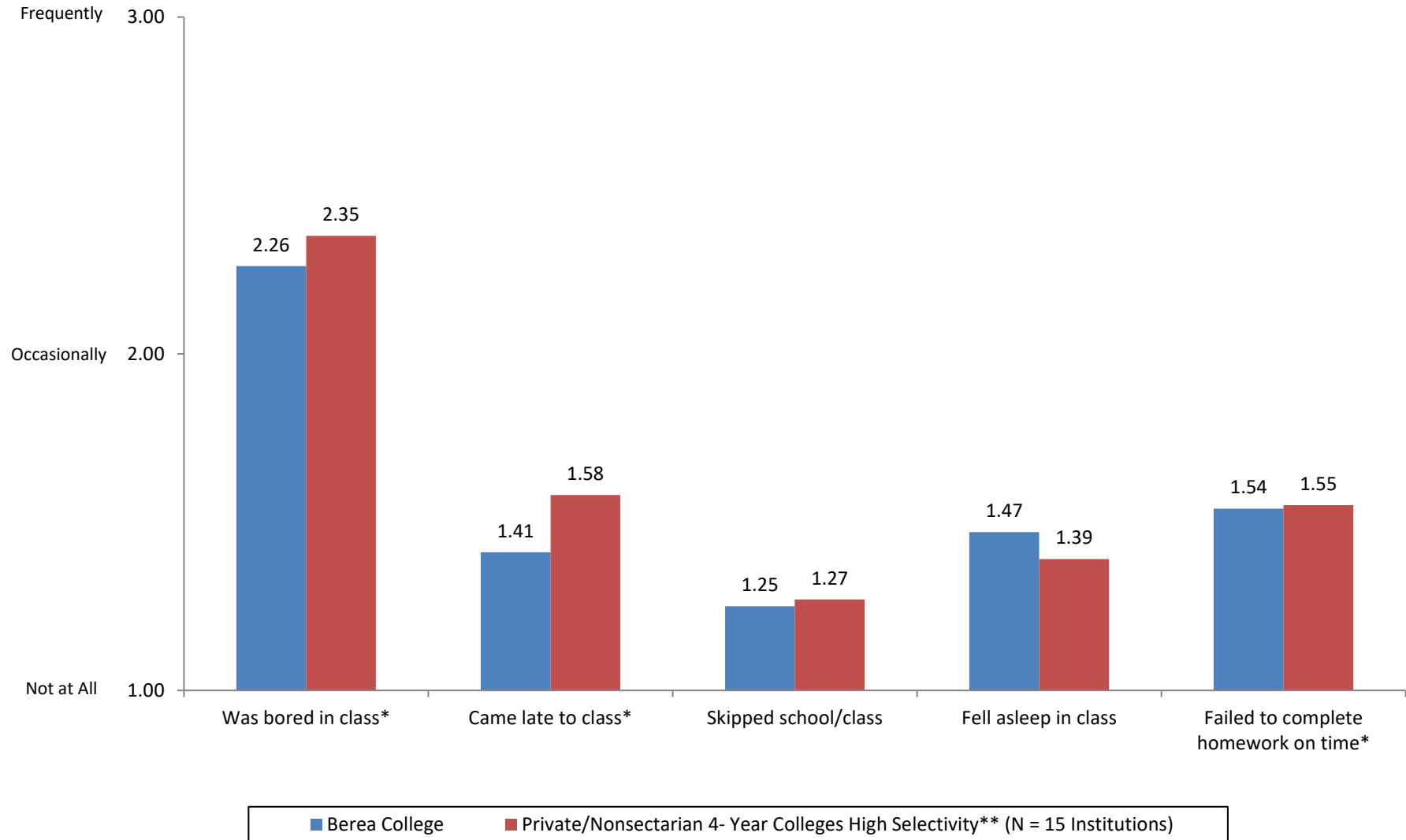
Theme: Academic Disengagement -- *These items relate to the extent to which students engage in behaviors that are inconsistent with academic success.*

- 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.



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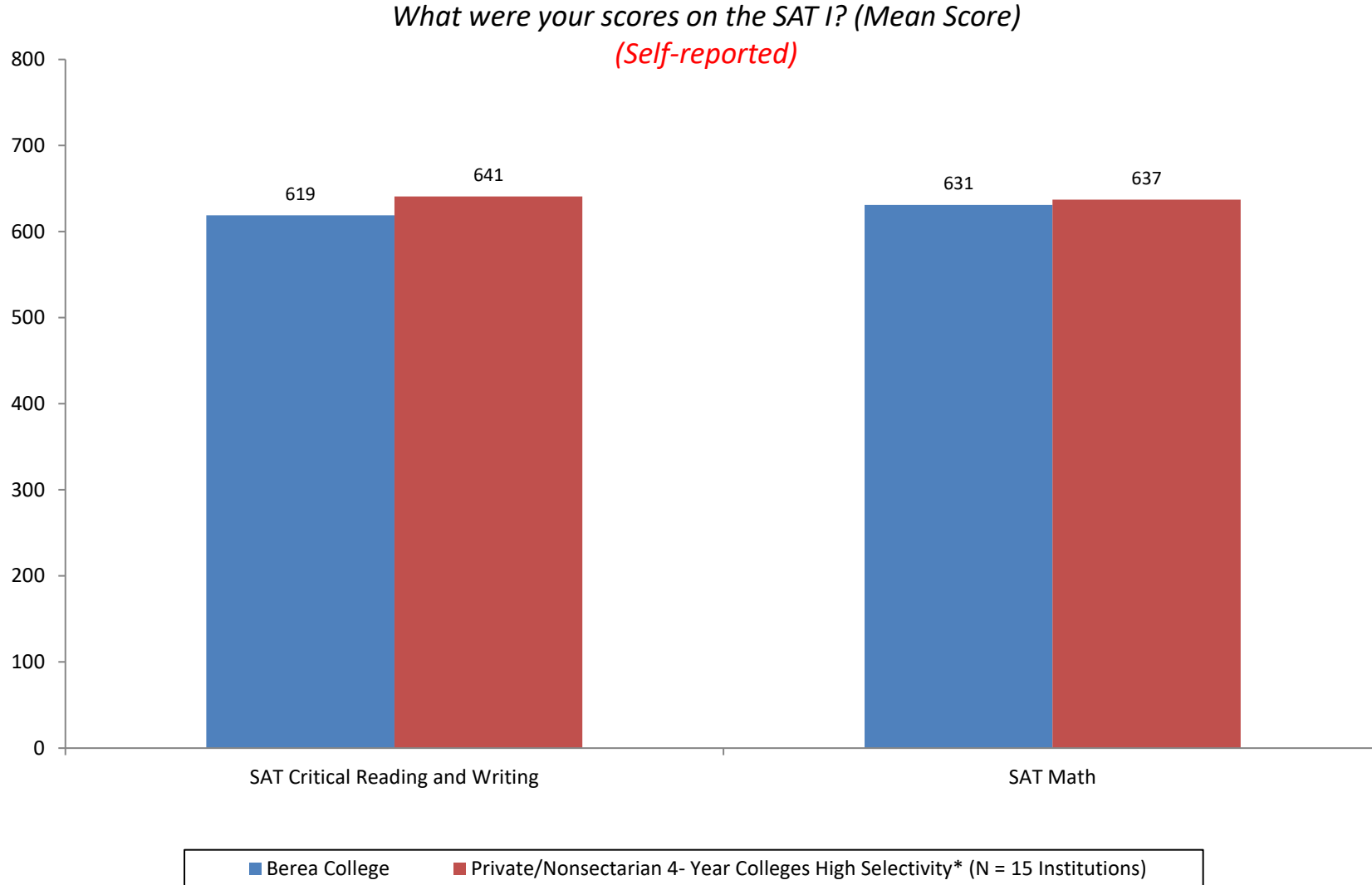
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Theme: Academic Preparation -- *These items illustrate the academic skills and experiences students bring to college.*

- Self-Reported:
SAT Critical Reading and 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. Pre-calculus/Trigonometry
 2. Probability & Statistics
 3. Calculus
 4. AP Probability & Statistics
 5. AP Calculus
 6. AP Computer Science A
- How many years did you study each of the following subjects in high school?
(None, 1/2, 1, 2, 3, 4, 5 or more)
 1. Mathematics
 2. Physical Science
 3. Biological Science
 4. Computer Science
- 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
- 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
(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. Studying/homework

THEME: Academic Preparation

(Based on First-Year Students Only)

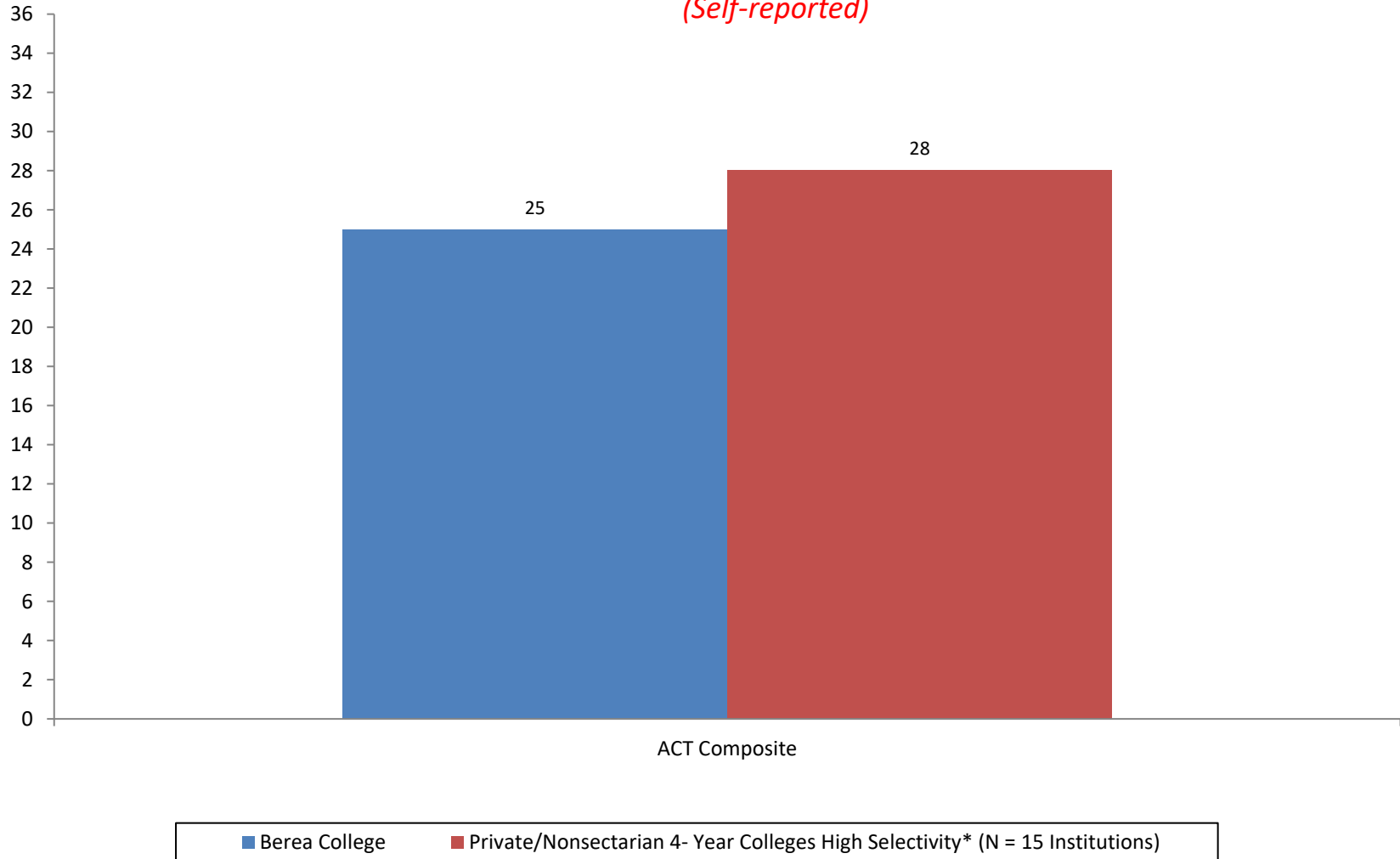


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Academic Preparation

(Based on First-Year Students Only)

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

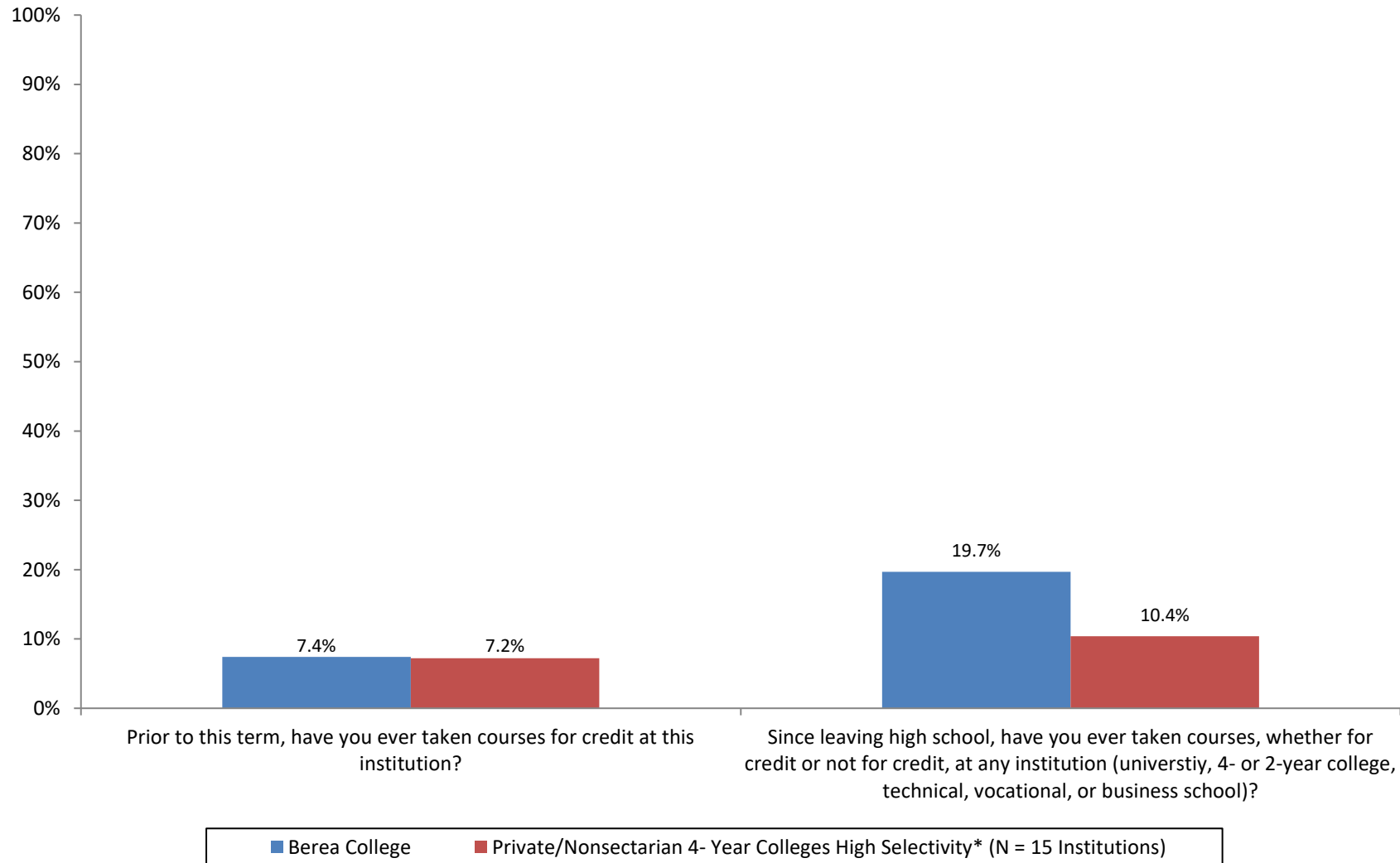


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Academic Preparation

(Based on First-Year Students Only)

Percentage indicating "yes"

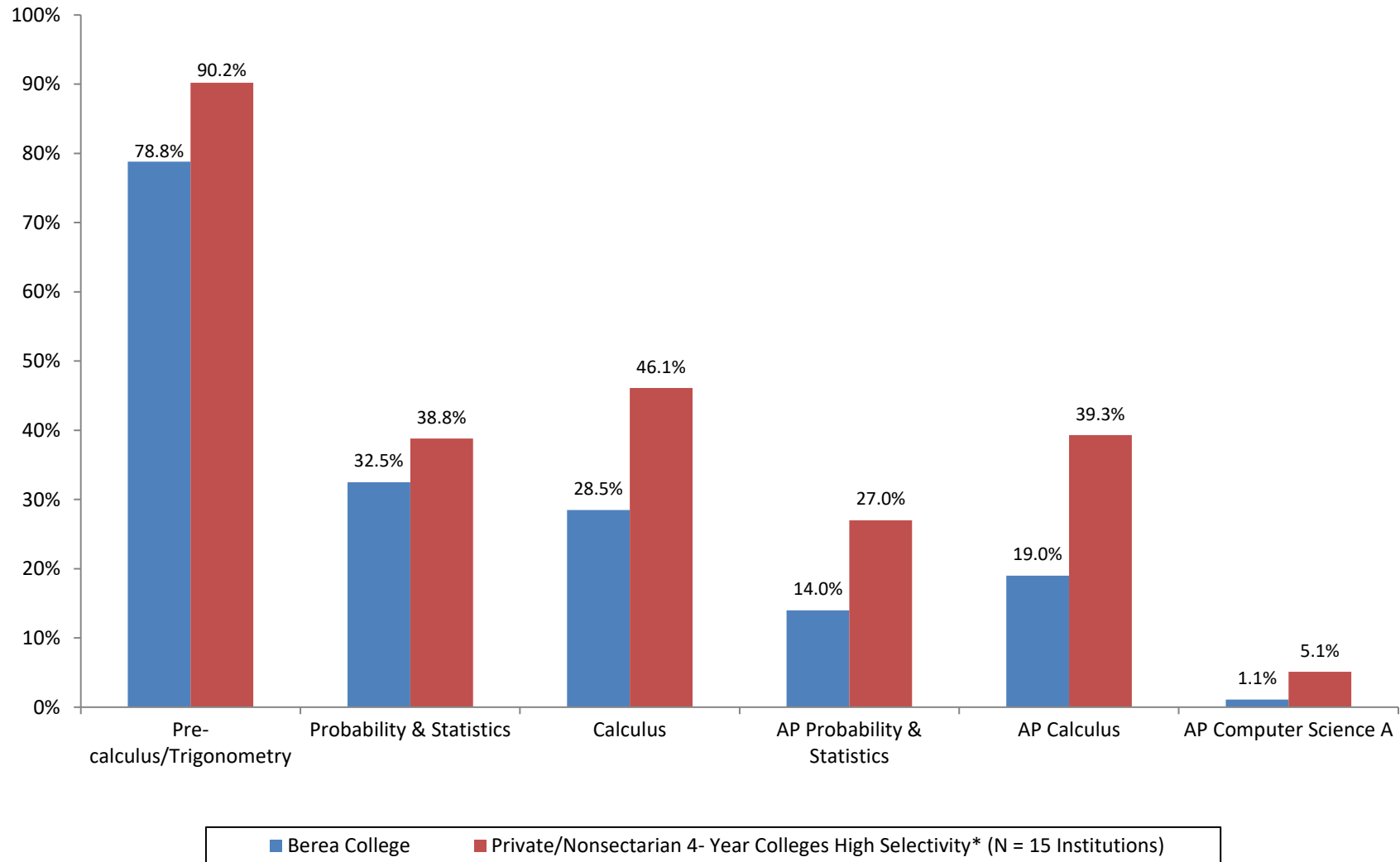


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Academic Preparation

(Based on First-Year Students Only)

Please mark which of the following courses you have completed:



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

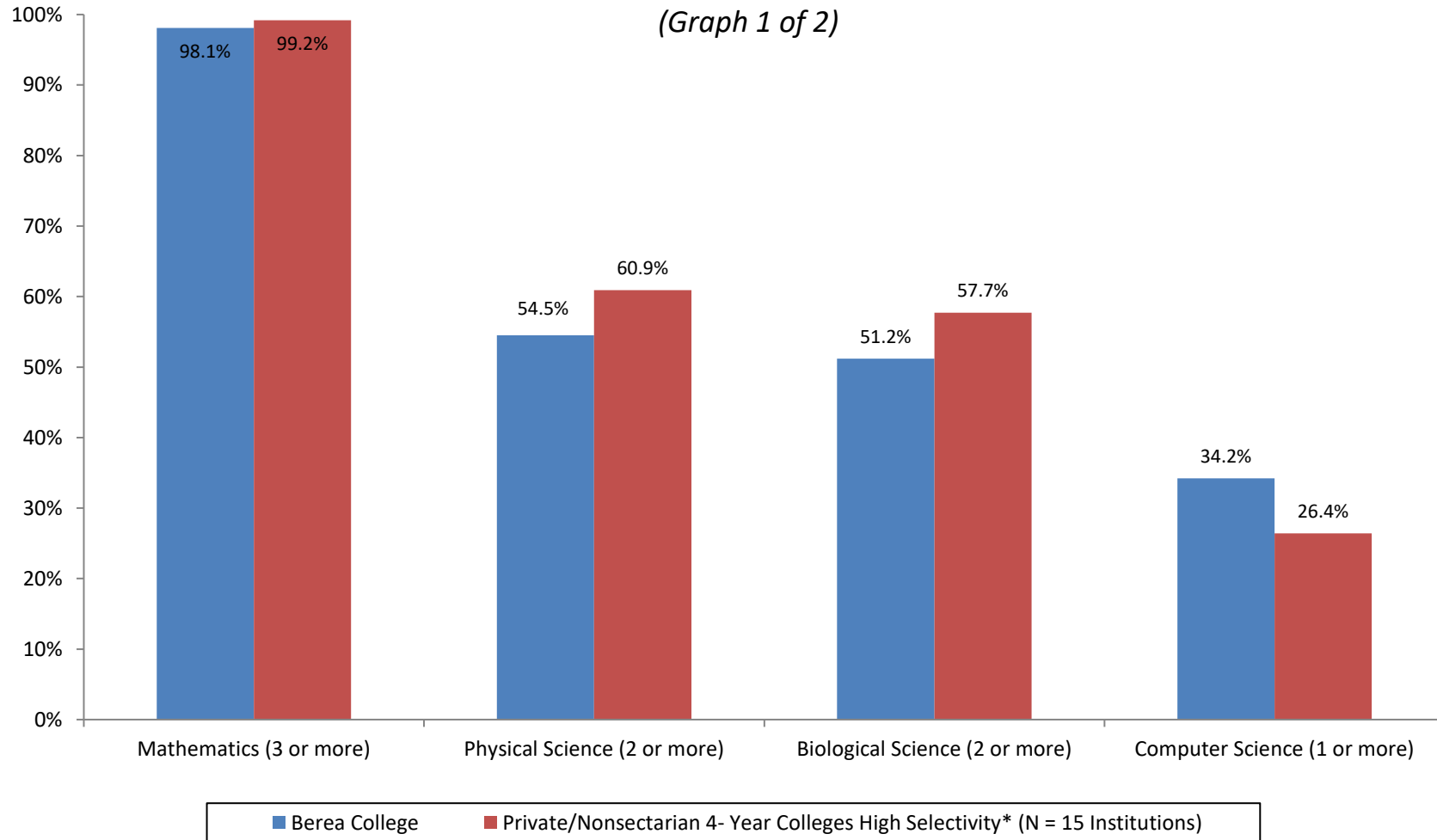
THEME: Academic Preparation

(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)

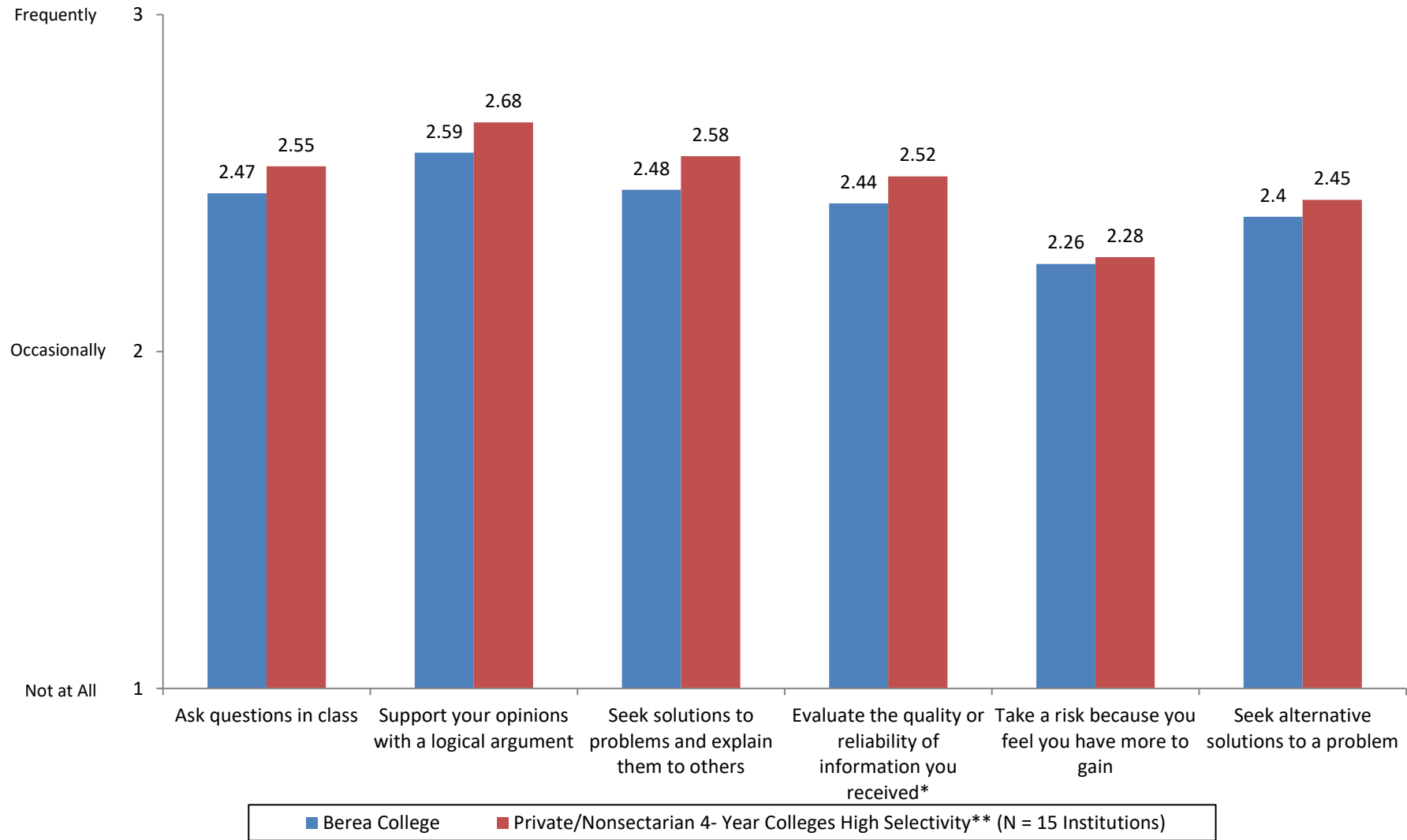


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Academic Preparation

(Based on First-Year Students Only)

How often in the past year did you?



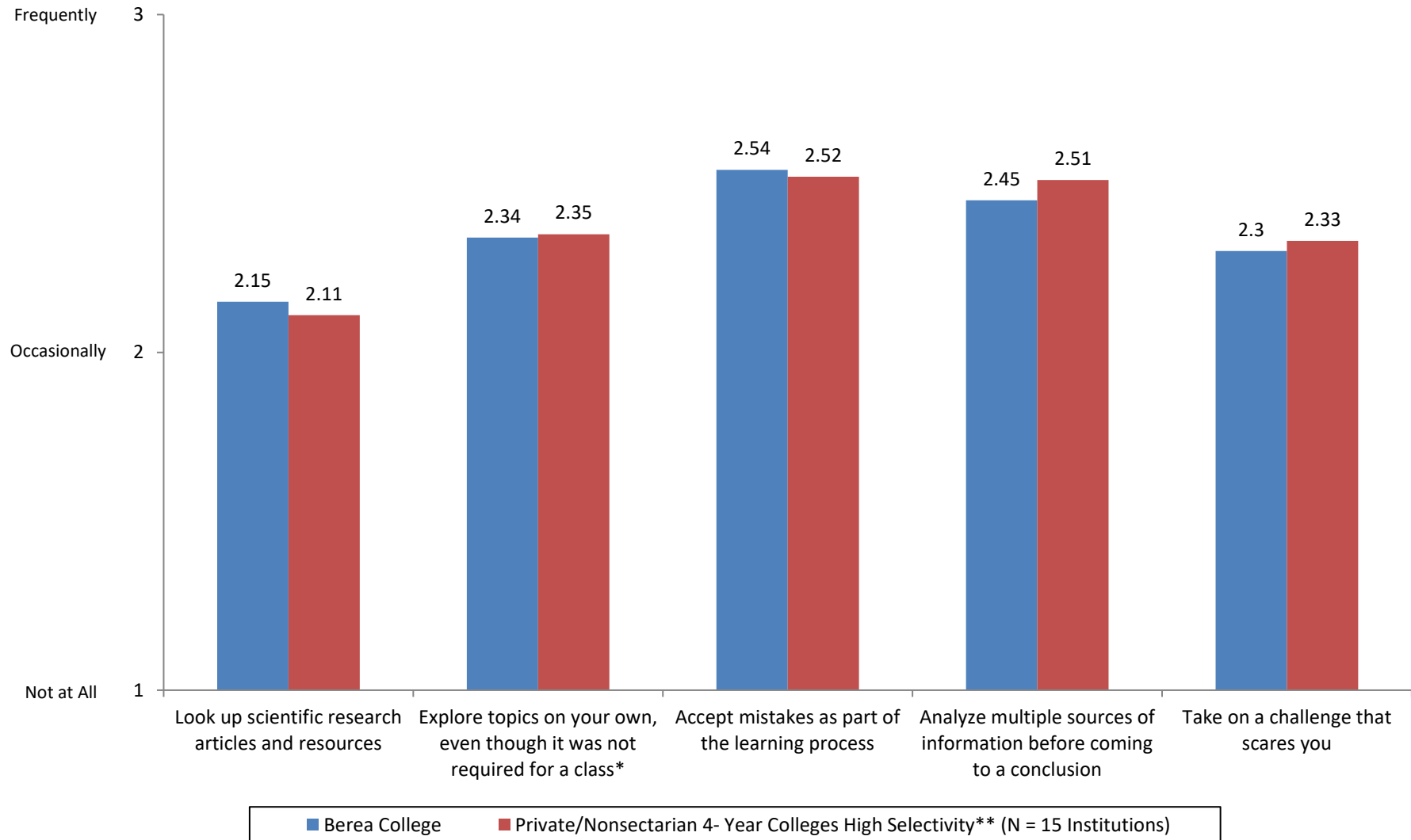
*Statistically significant at the $p \leq .05$ level.

**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?



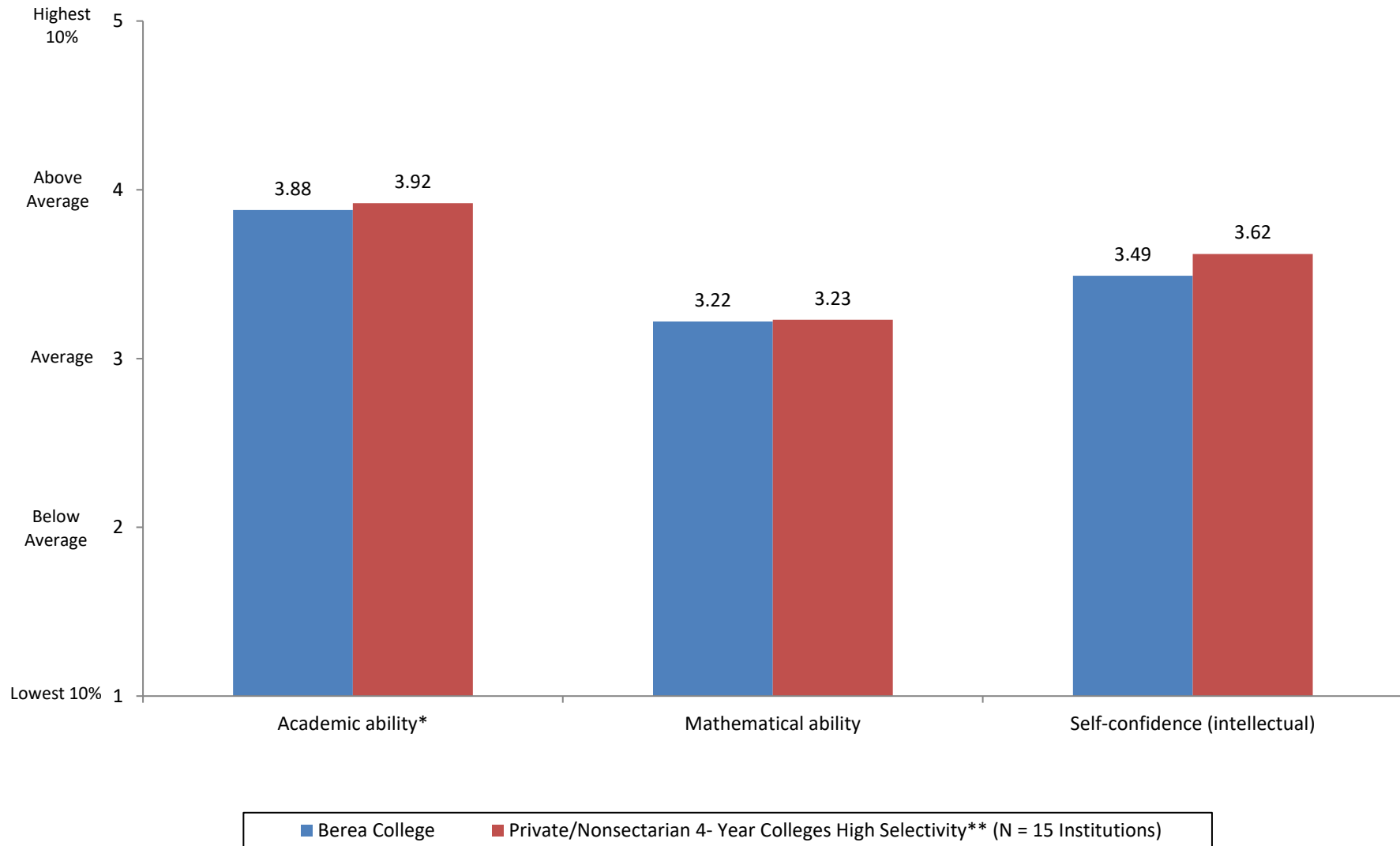
*Statistically significant at the $p \leq .05$ level.

**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)

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



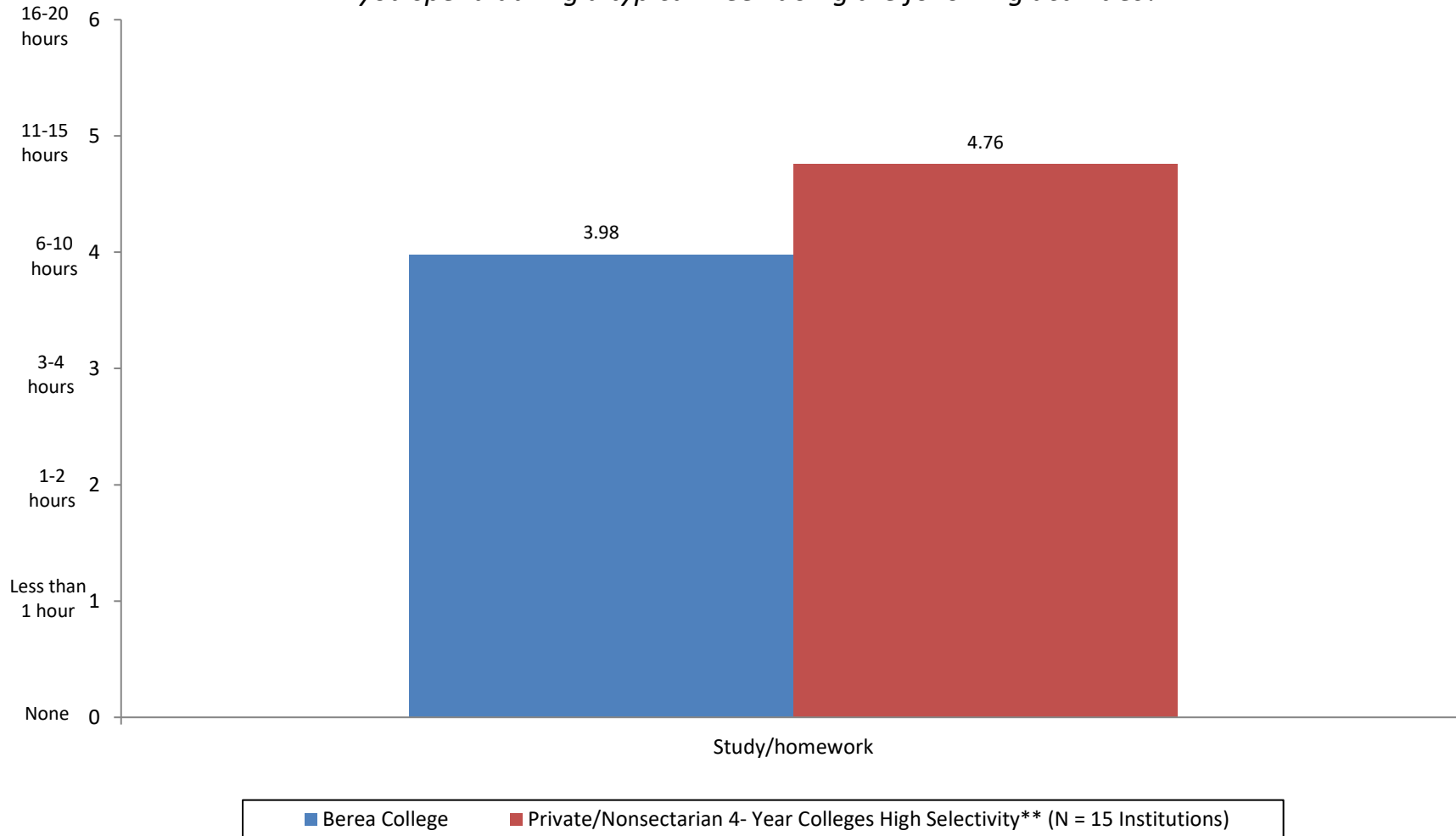
*Statistically significant at the $p \leq .05$ level.

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

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

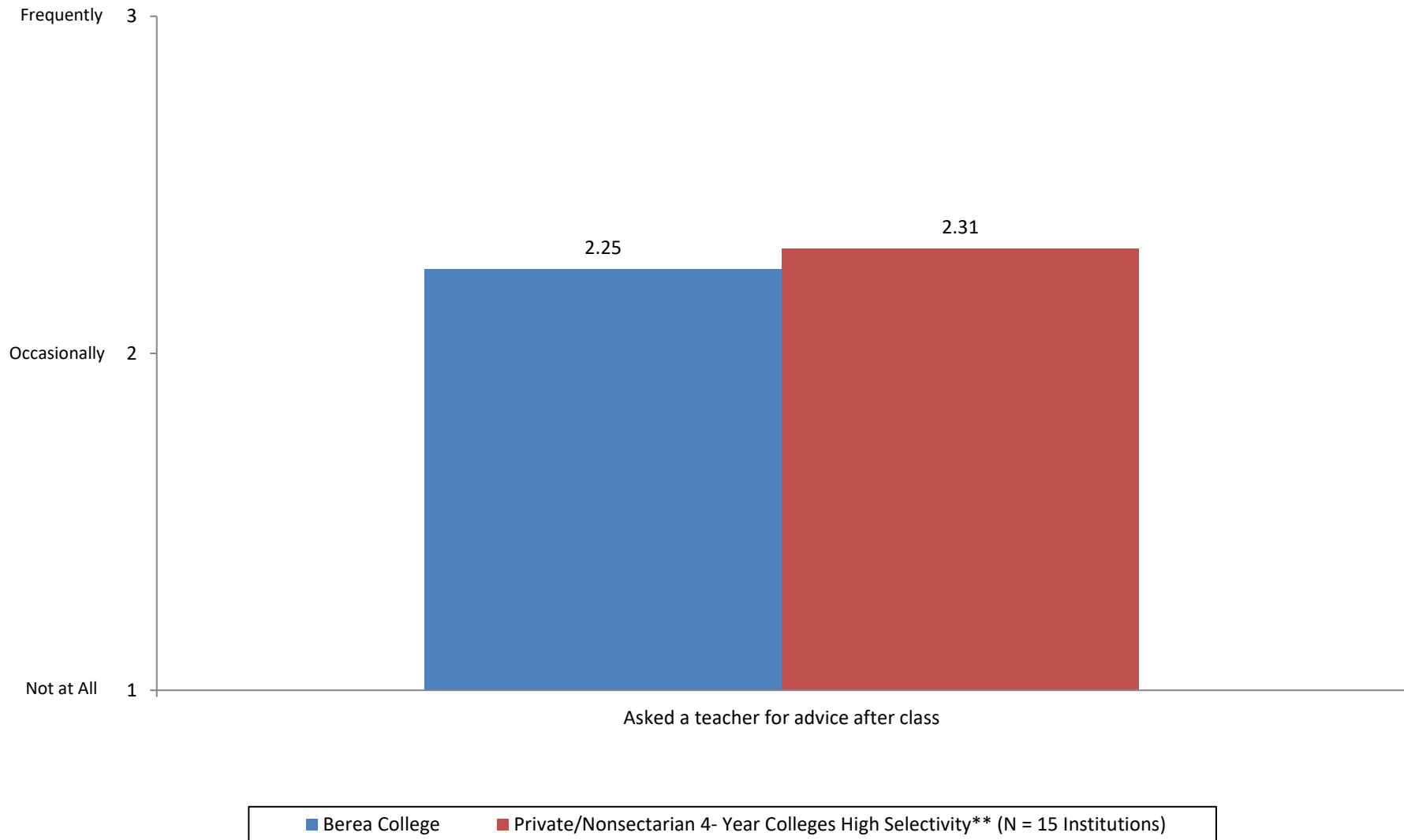
- For the activities below indicate which ones you did during the past year.
(*Frequently = 3, Occasionally = 2, Not at All = 1*)
 1. Asked a teacher for advice after class
 2. Asked questions in class

- 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)

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



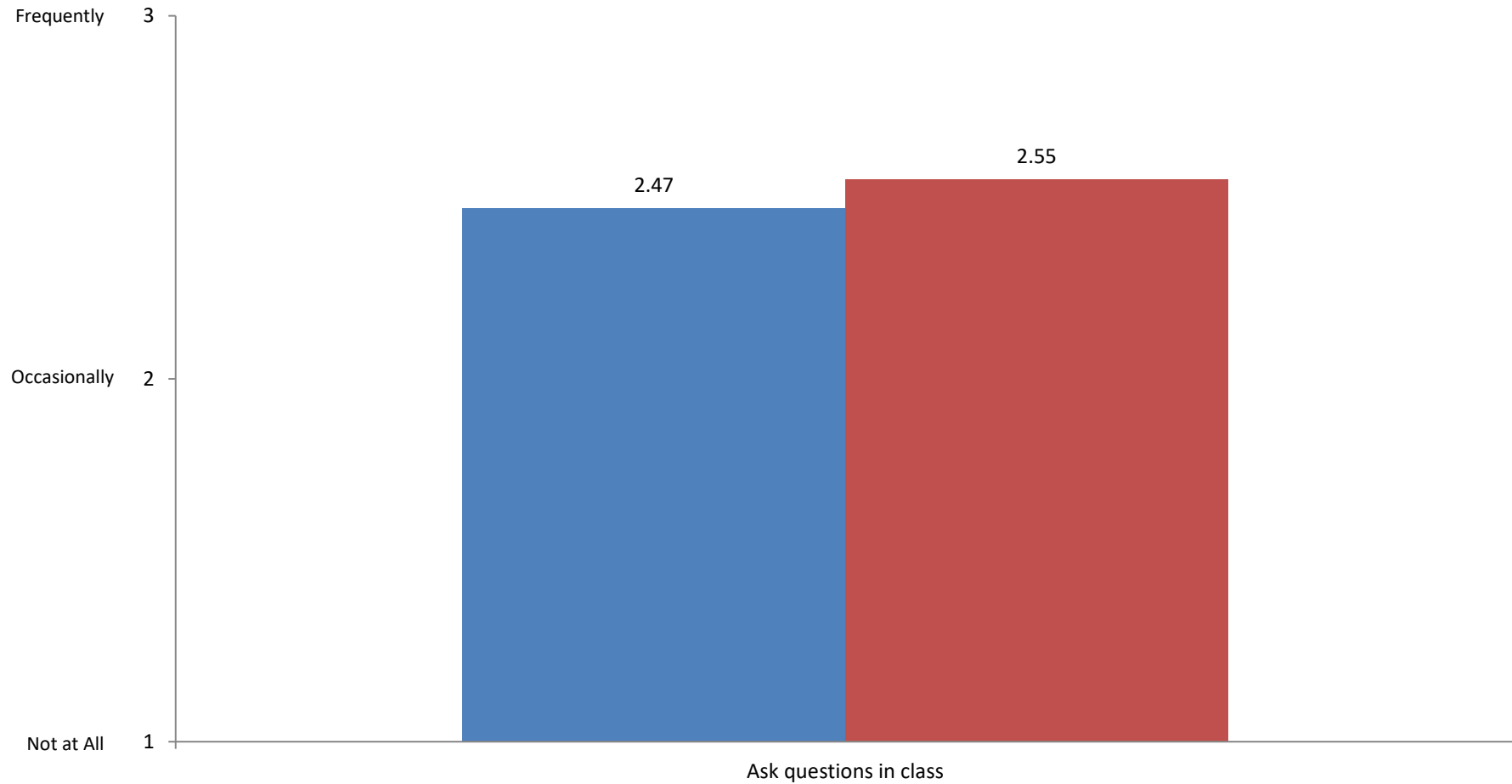
*Statistically significant at the $p \leq .05$ level.

**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)

How often in the past year did you?



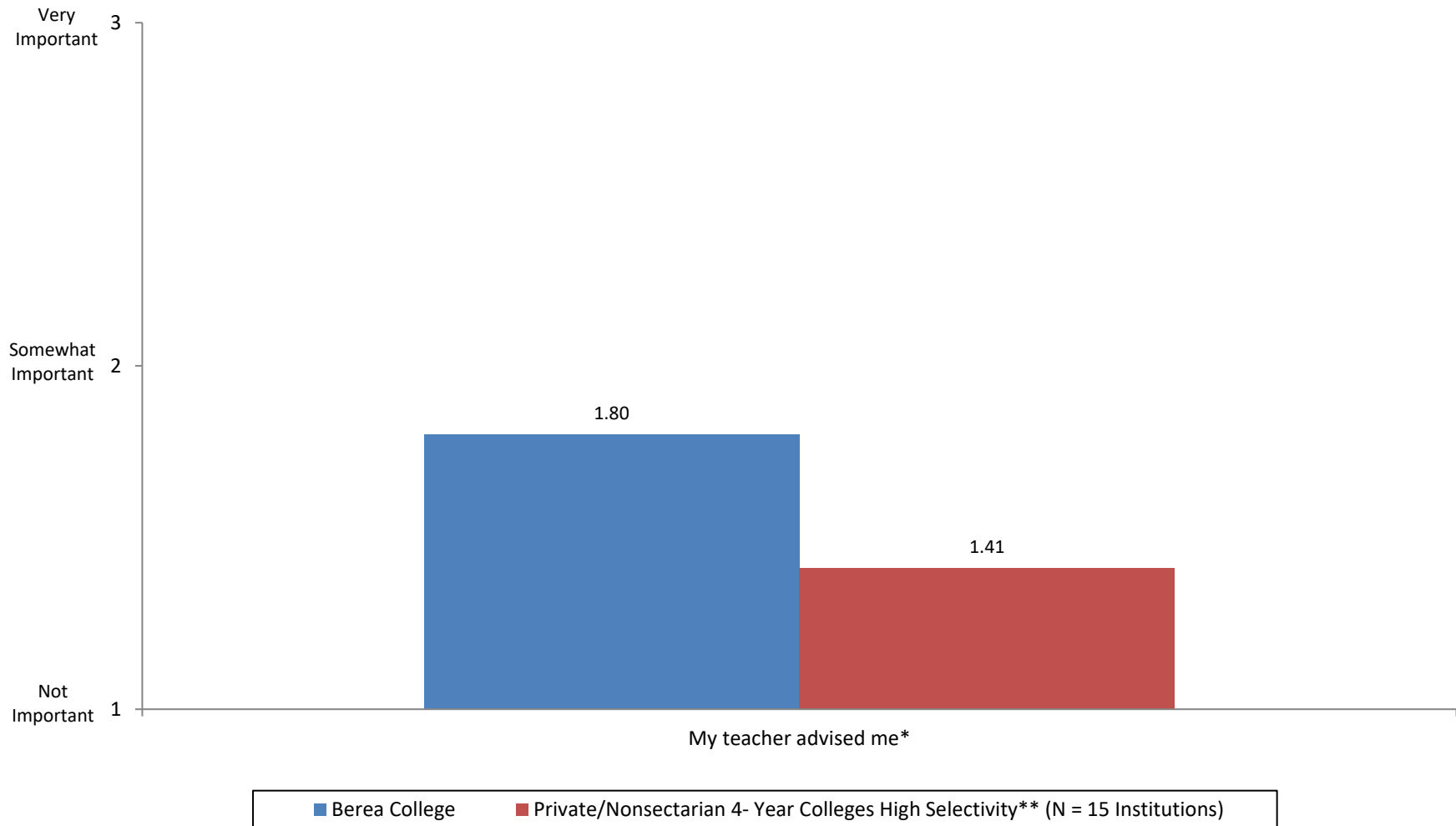
■ Berea College ■ Private/Nonsectarian 4- Year Colleges High Selectivity** (N = 15 Institutions)

*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.

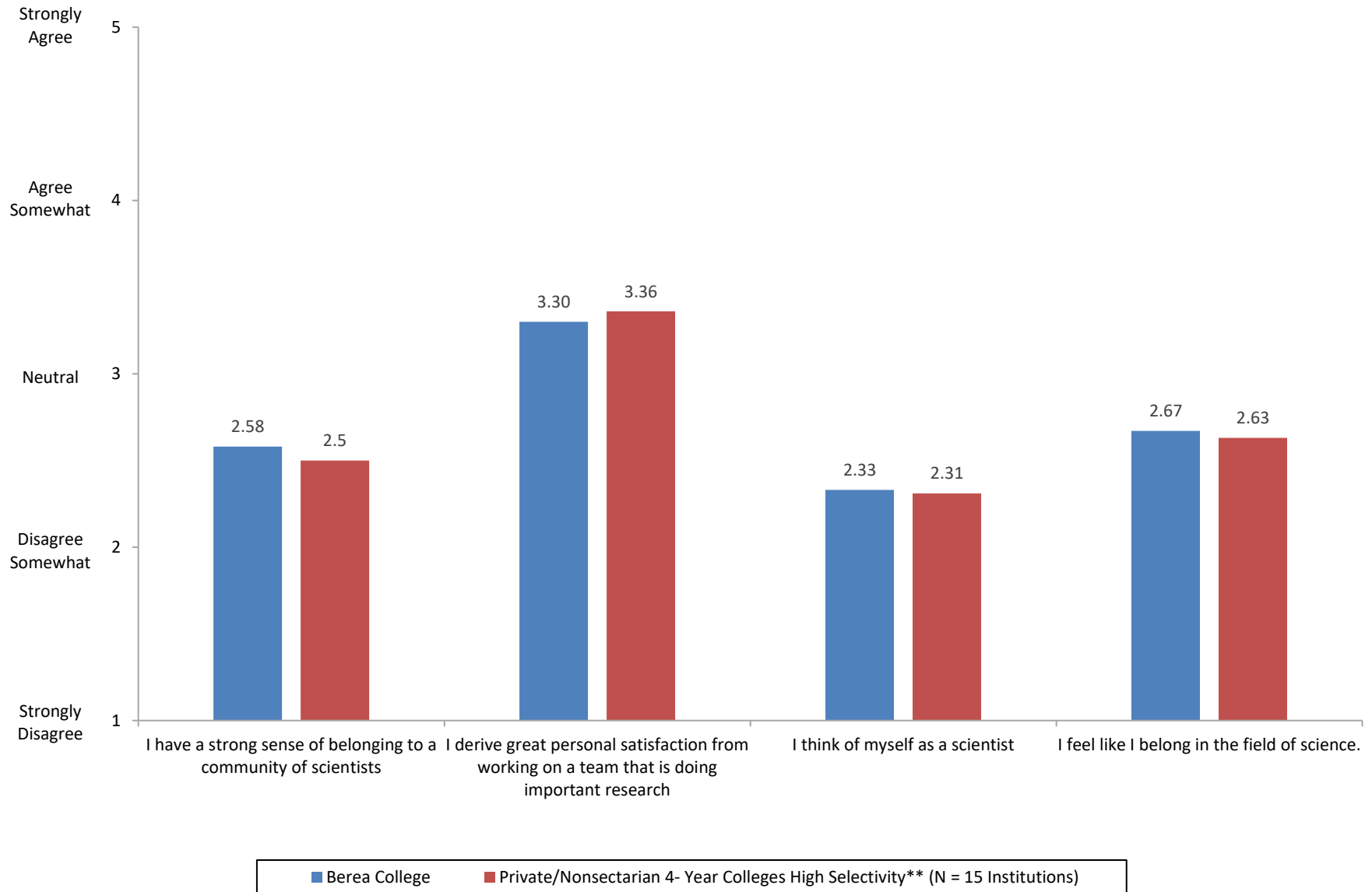
Theme: Science Identity and Self-Efficacy -- *These items illustrate the extent to which students identify with the community of scientists and feel confident in their science-related skills.*

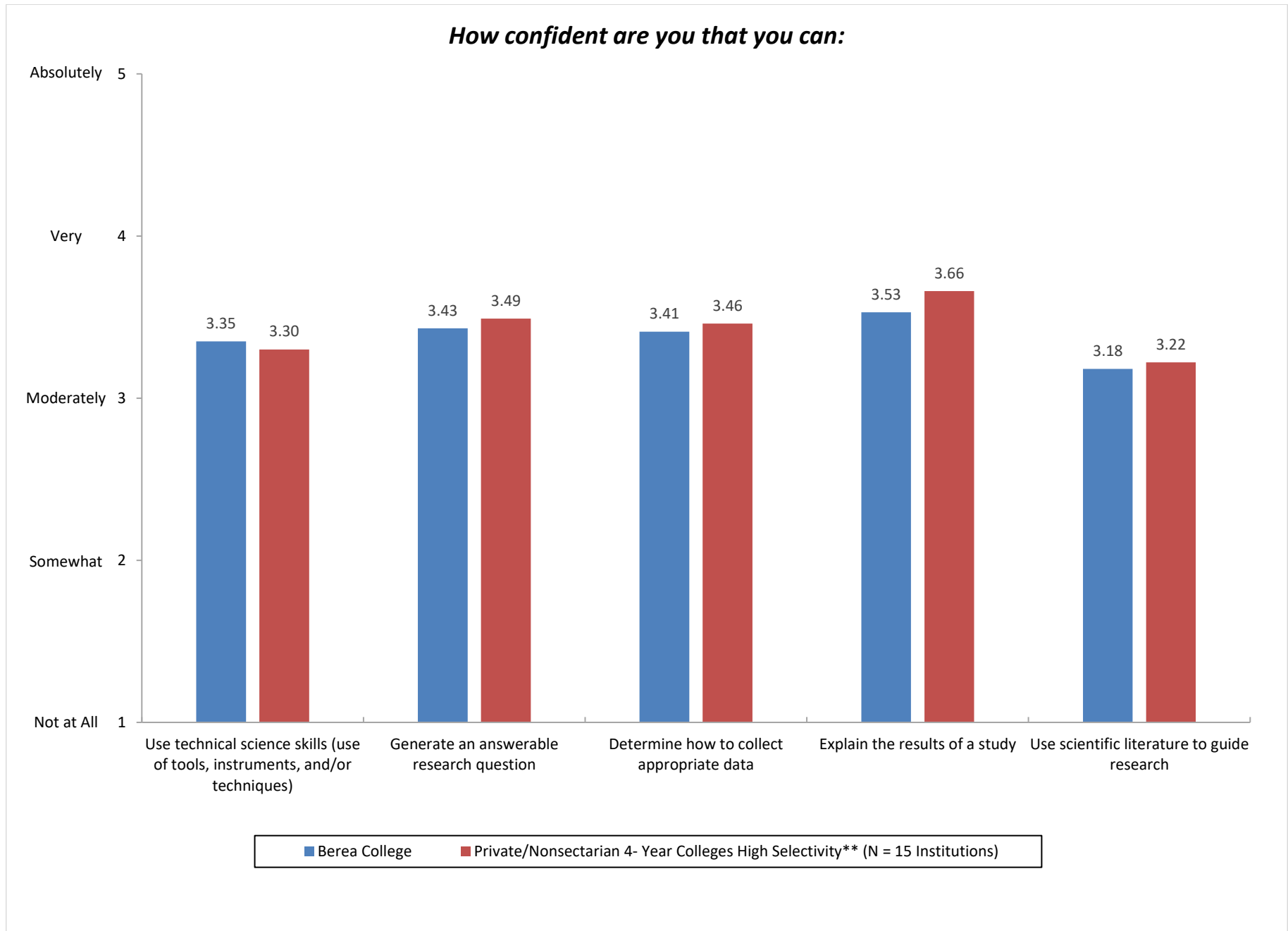
- To what extent are the following statements true of you?
(*Strongly Agree, Agree Somewhat, Neutral, Disagree Somewhat, Strongly Disagree*)
 1. I have a strong sense of belonging to a community of scientists.
 2. I derive great personal satisfaction from working on a team that is doing important research.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

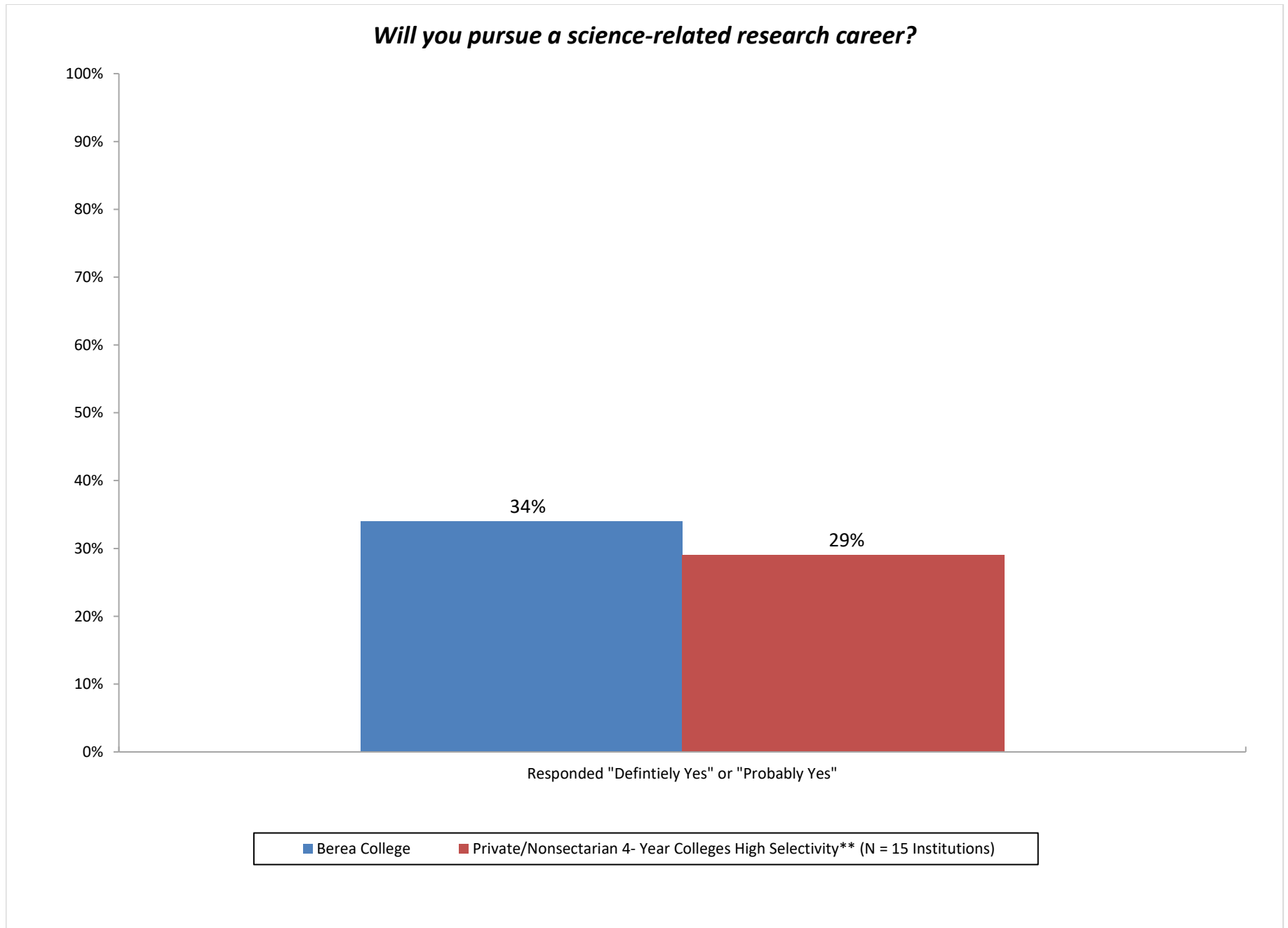
- How confident are you that you can:
(*Absolutely, Very, Moderately, Somewhat, Not at All*)
 1. Use technical science skills (use of tools, instruments, and/or techniques)
 2. Generate an answerable research question.
 3. Determine how to collect appropriate data.
 4. Explain the results of a study.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

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

To what extent are the following statements true of you?







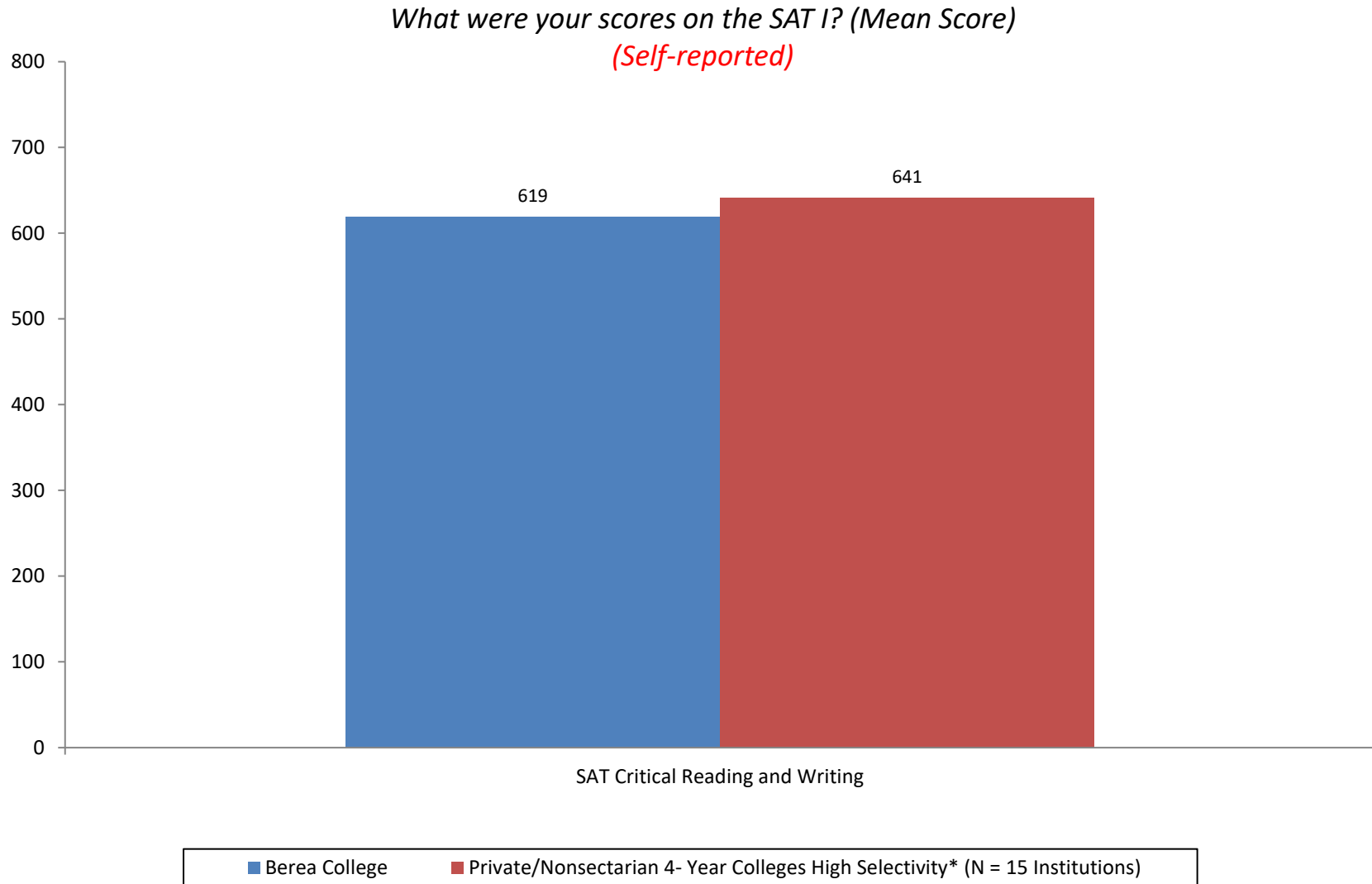
Theme: Written and Oral Communication -- *These items illustrate students' written and oral communication skills and how these skills compare to their peers.*

- Self-Reported:
SAT Critical Reading and 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)

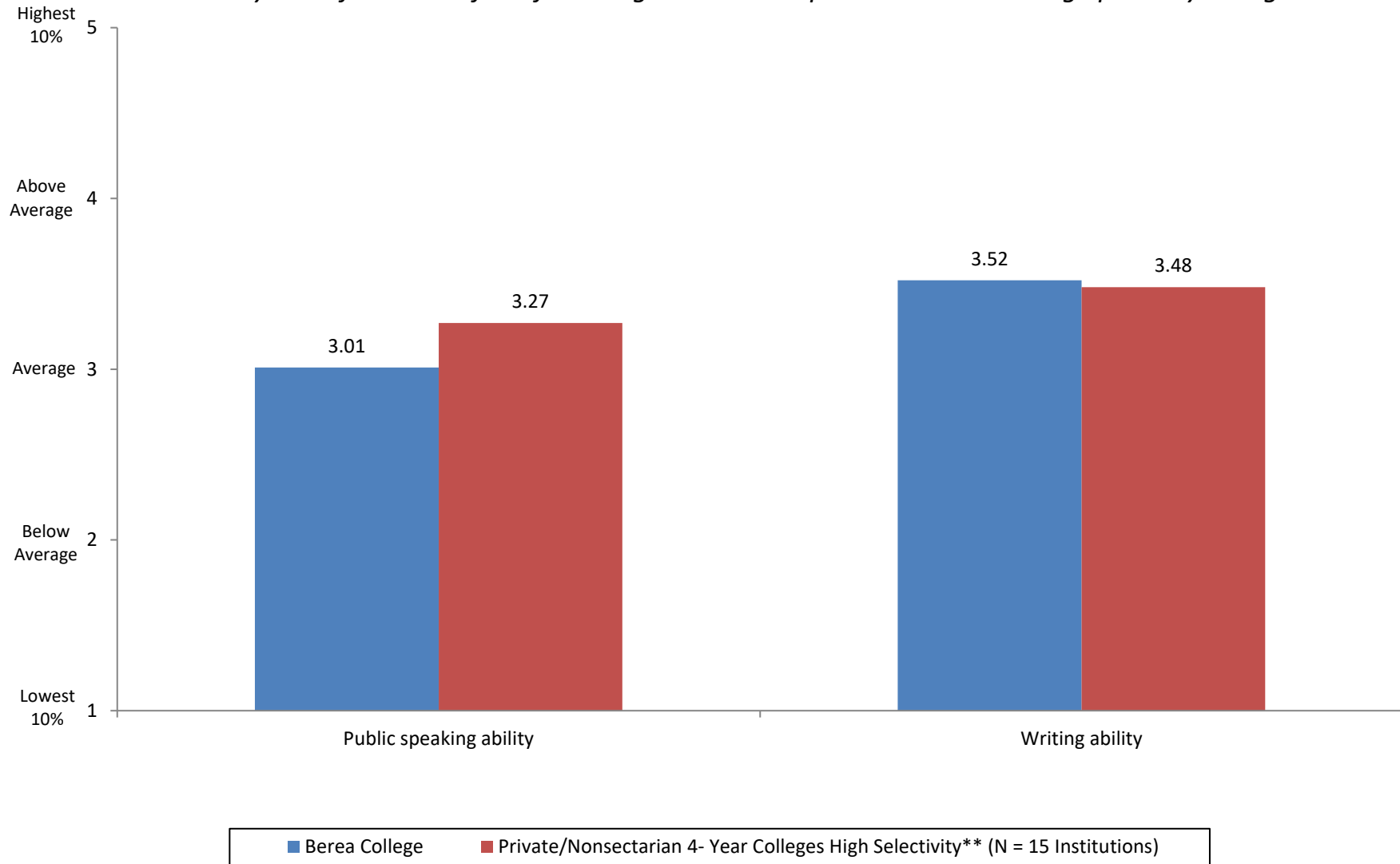


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

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.



*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)

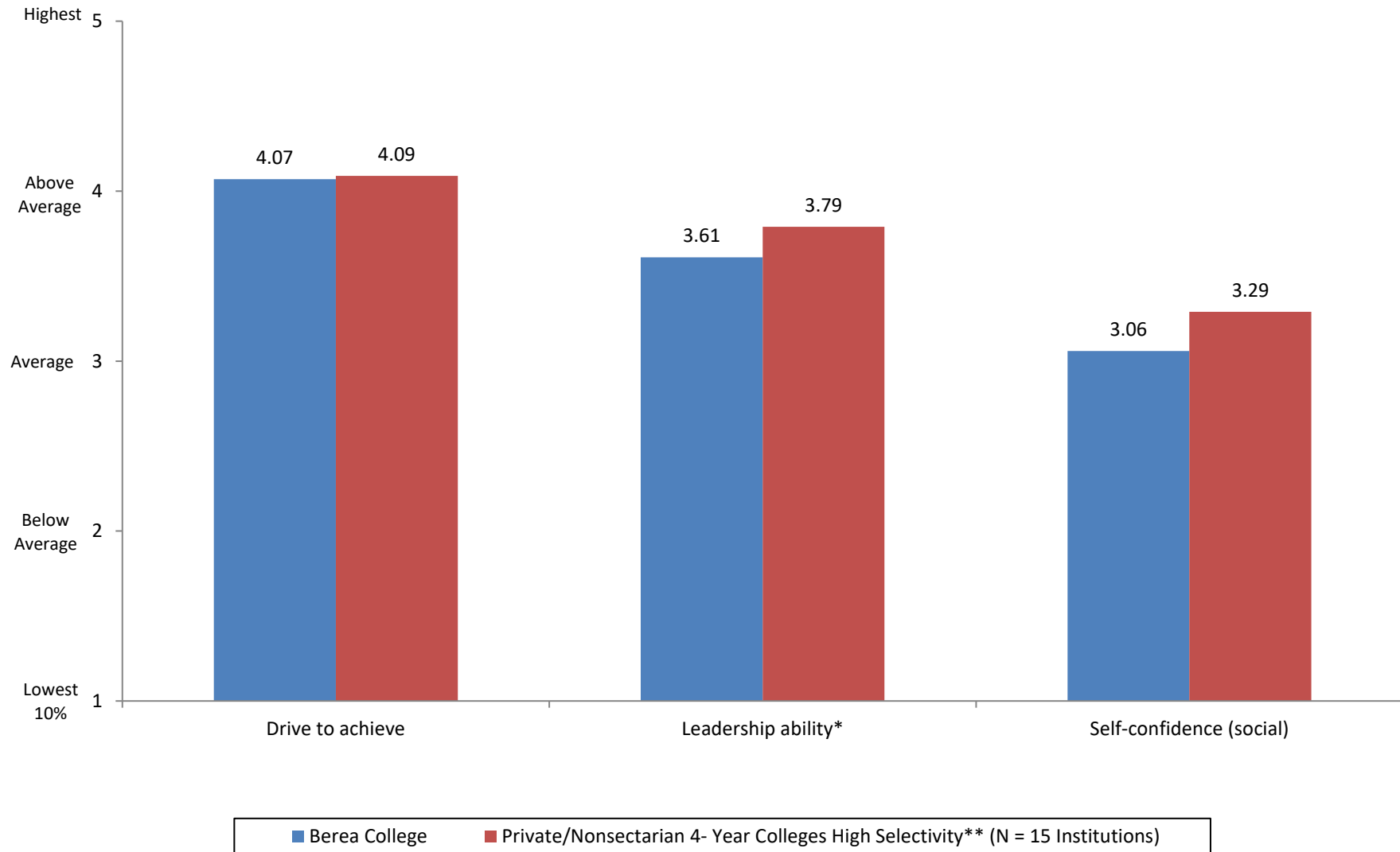
- Please Indicate the Importance to you personally of each of the following:
(Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1)
 1. Becoming an authority in my field
 2. Becoming a community leader

- 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.



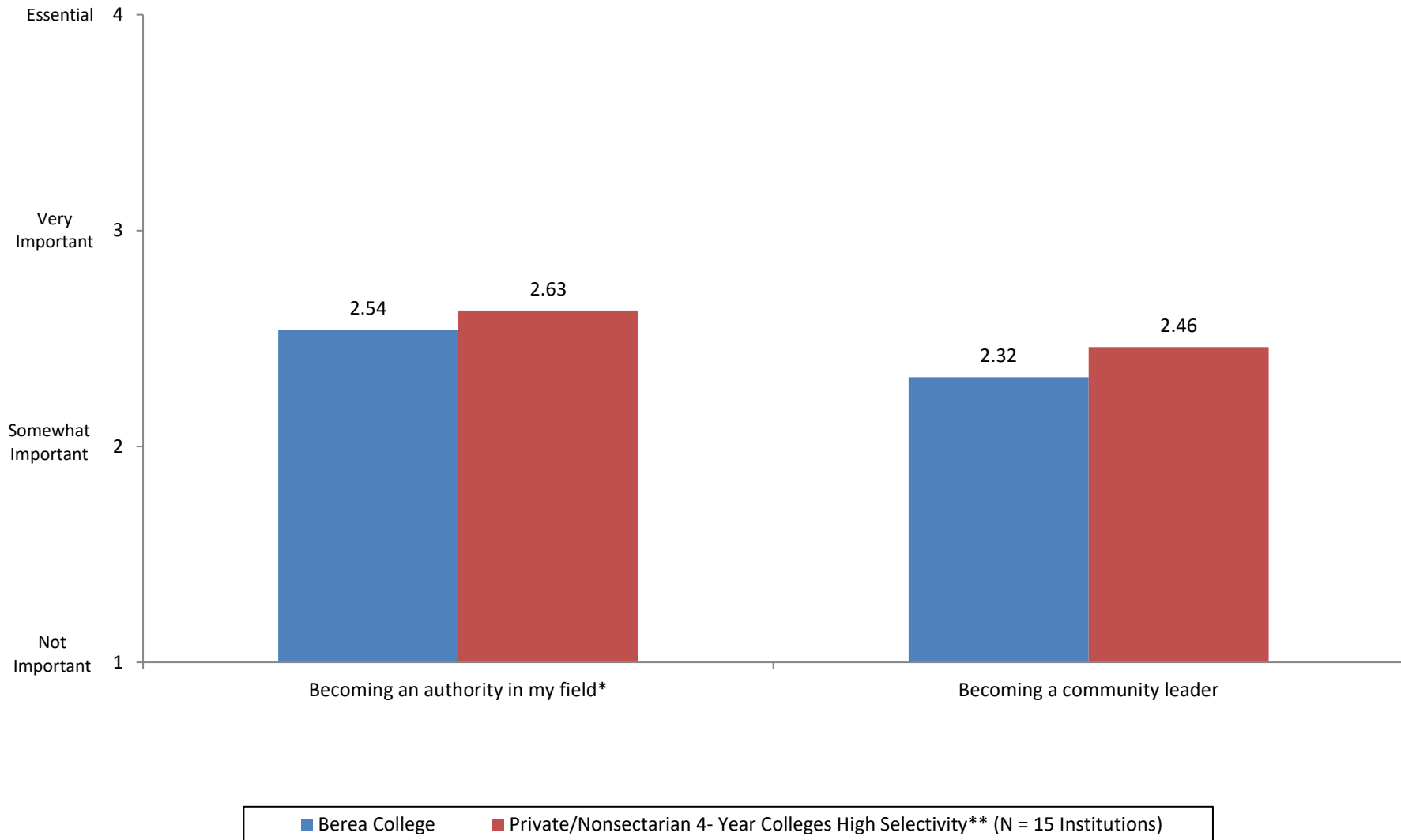
*Statistically significant at the $p \leq .05$ level.

**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:

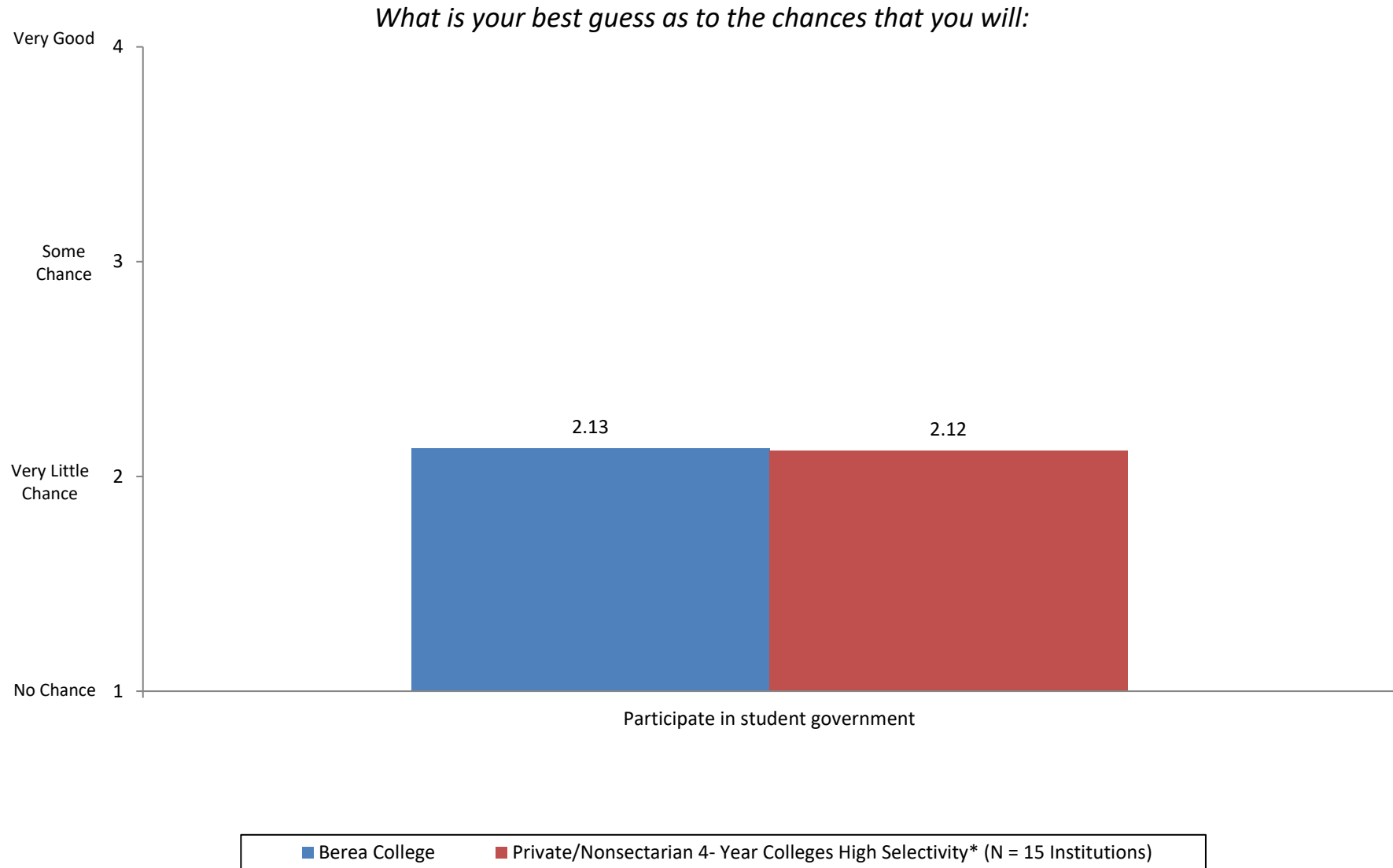


*Statistically significant at the $p \leq .05$ level.

**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)



*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. Discussed politics
 5. Worked on a local, state, or national campaign
 6. Publicly communicated my opinion about a cause (e.g. blog, email, petition)
 7. Helped raise money for or 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

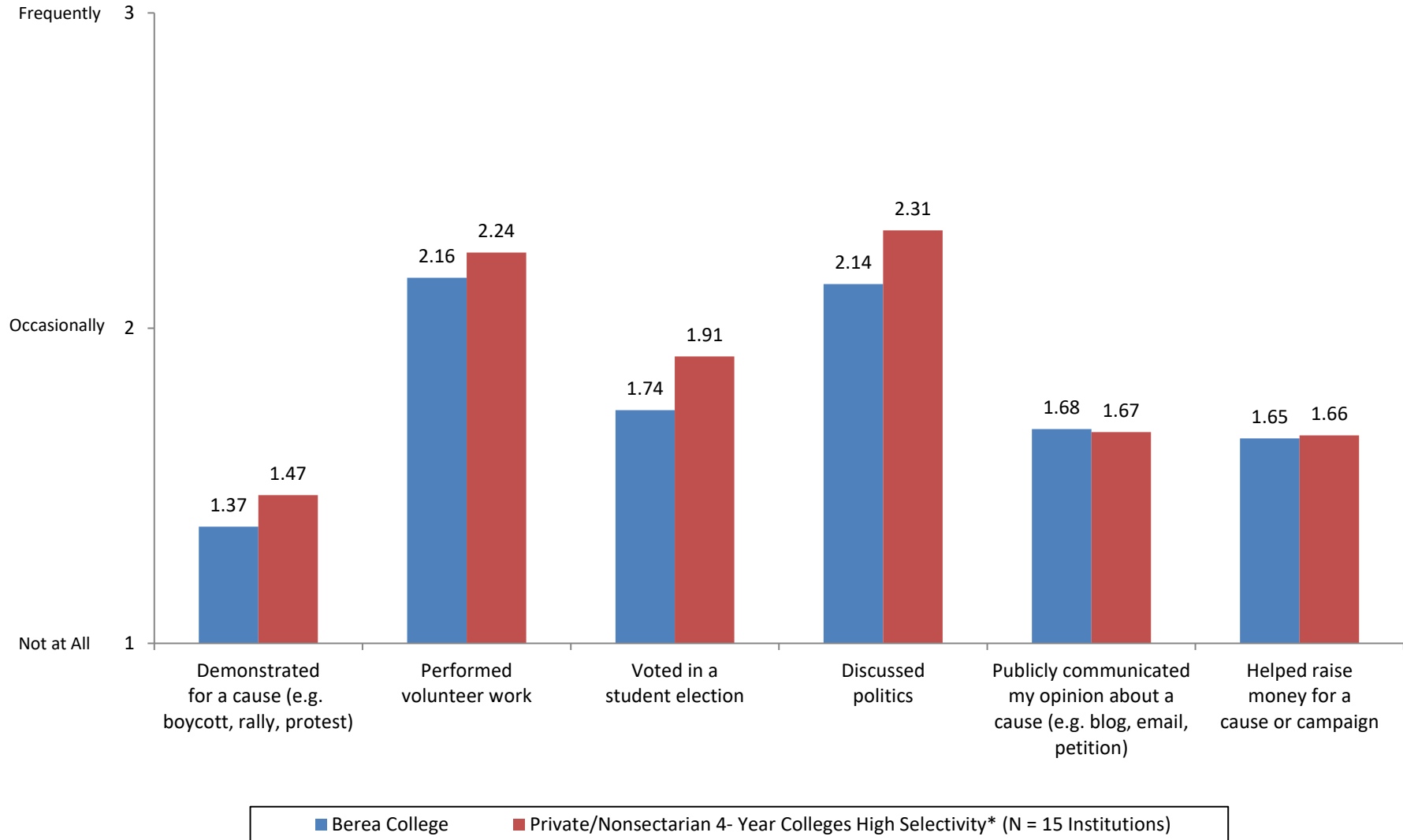
- Please indicate the importance to you personally of each of the following:
(*Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1*)
 1. Influencing social values
 2. Helping others who are in difficulty
 3. Participating in a community action program
 4. Helping to promote racial 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
 3. Participate in volunteer or community service work

THEME: Civic Engagement

(Based on First-Year Students Only)

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

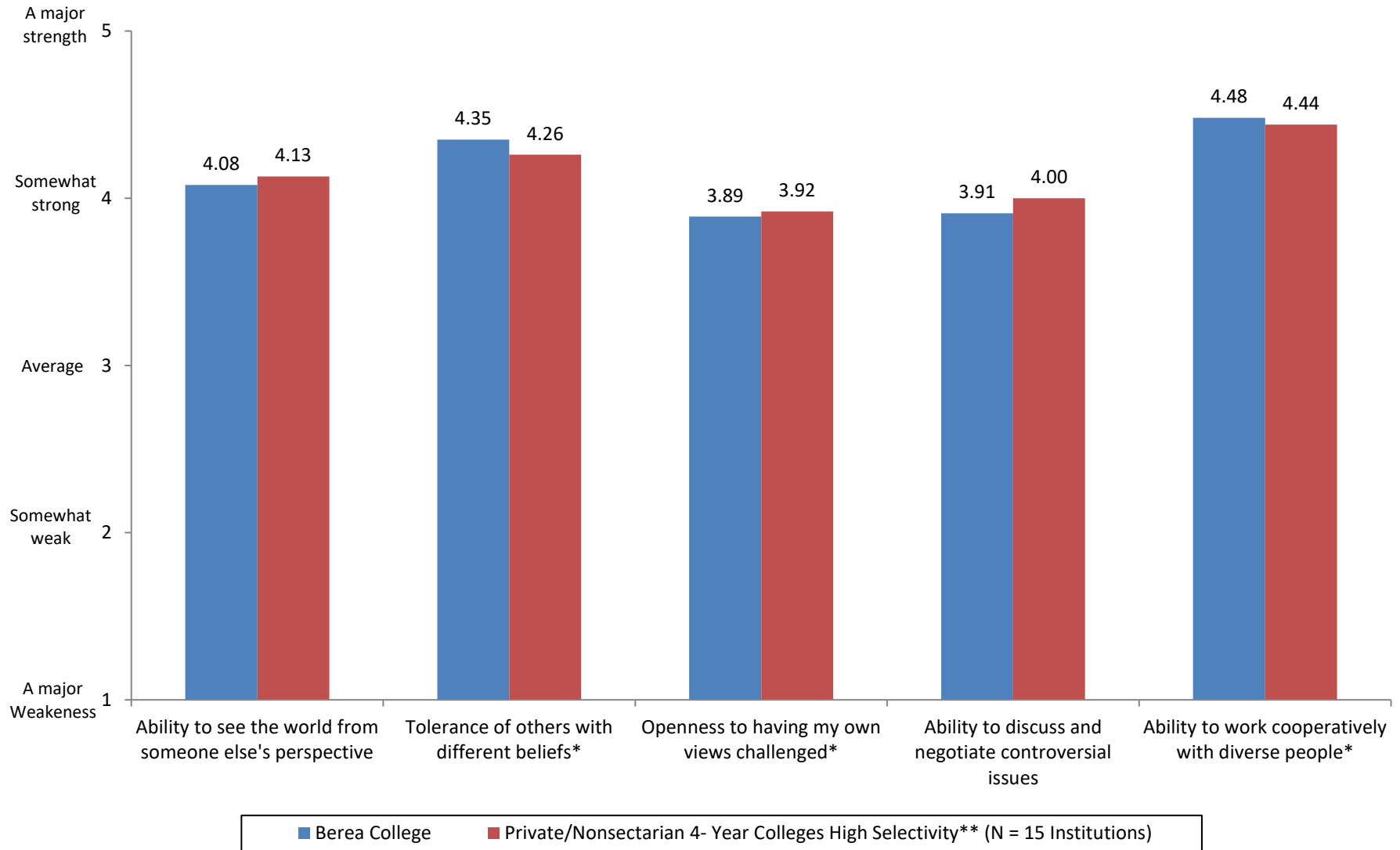


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Civic Engagement

(Based on First-Year Students Only)

How would you rate yourself in the following areas:



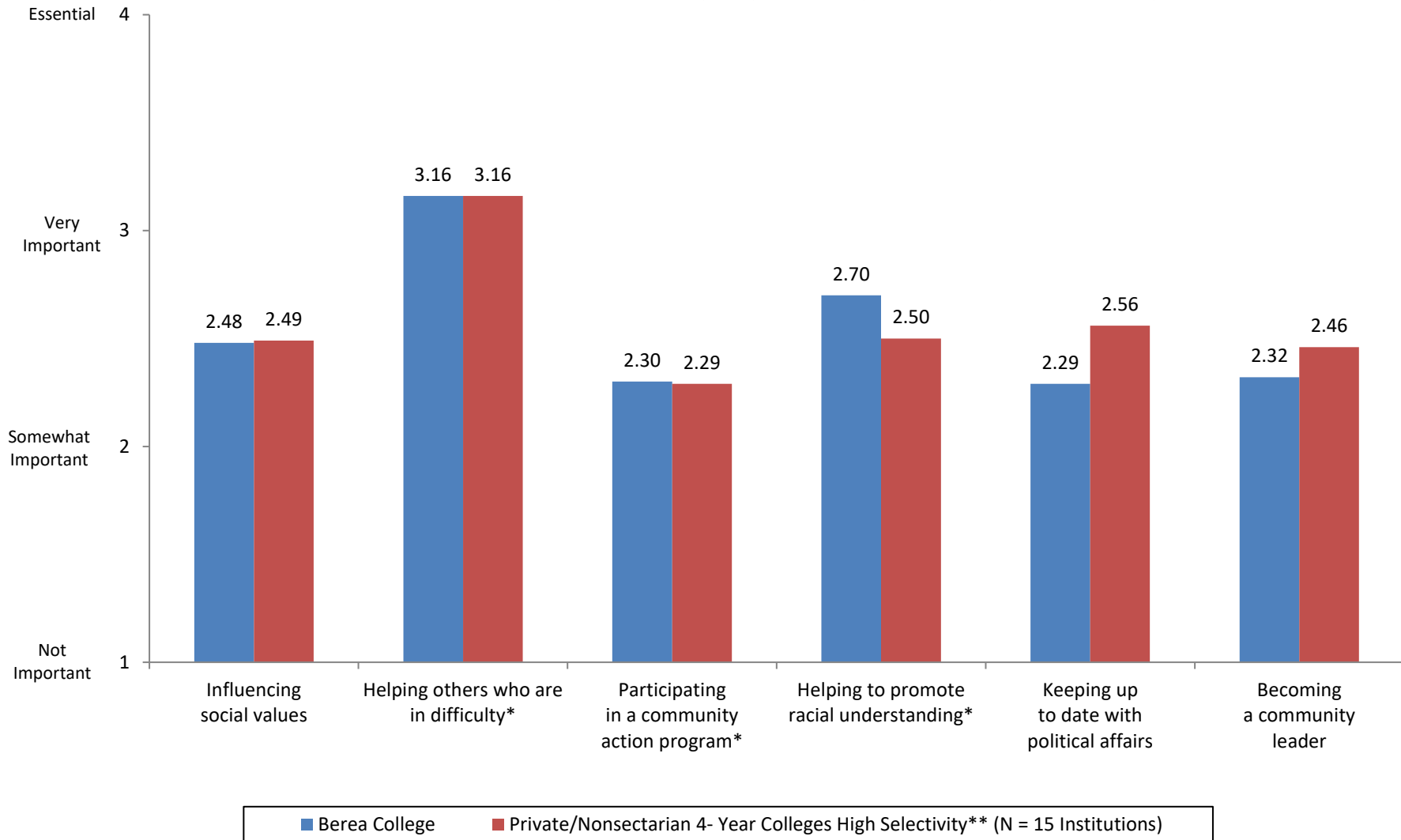
*Statistically significant at the $p \leq .05$ level.

**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:



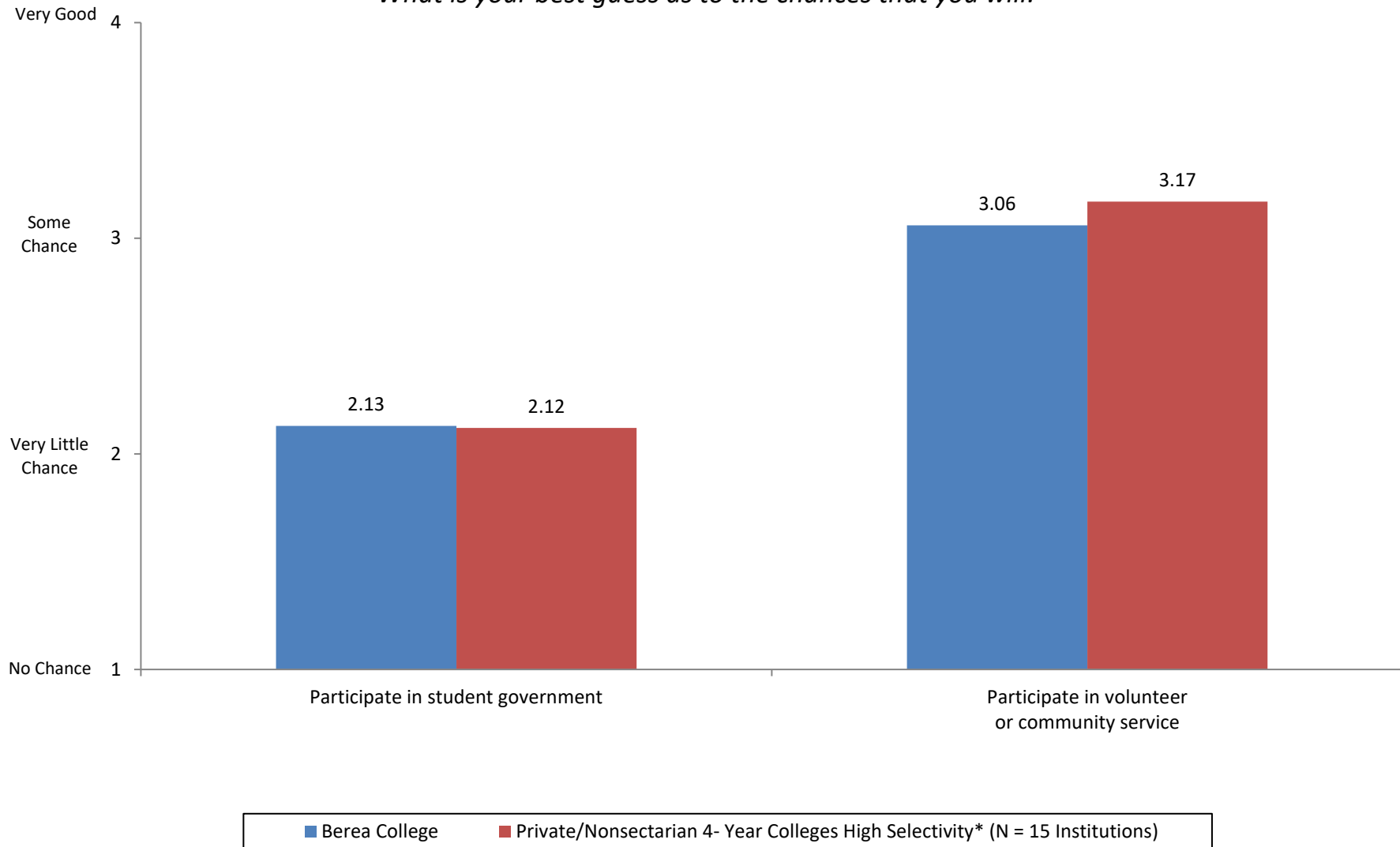
*Statistically significant at the $p \leq .05$ level.

**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.*

- 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

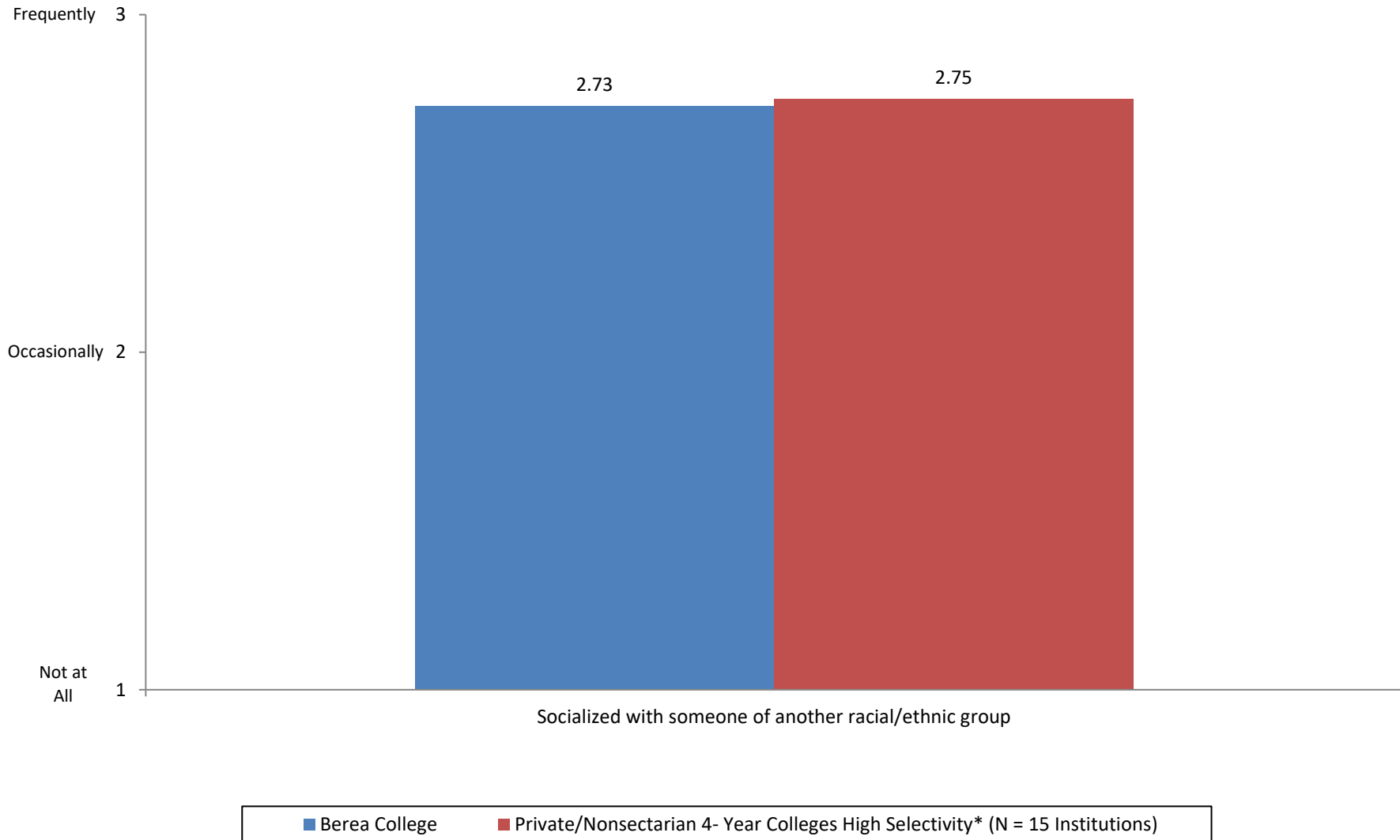
- How would you rate yourself in the following areas:
(*A Major Strength = 5, Somewhat Strong = 4, Average = 3, Somewhat Weak = 2, A Major Weakness = 1*)
 1. Ability to see the world from someone else's perspective
 2. Tolerance of others with different beliefs
 3. Openess to having my own views challenged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

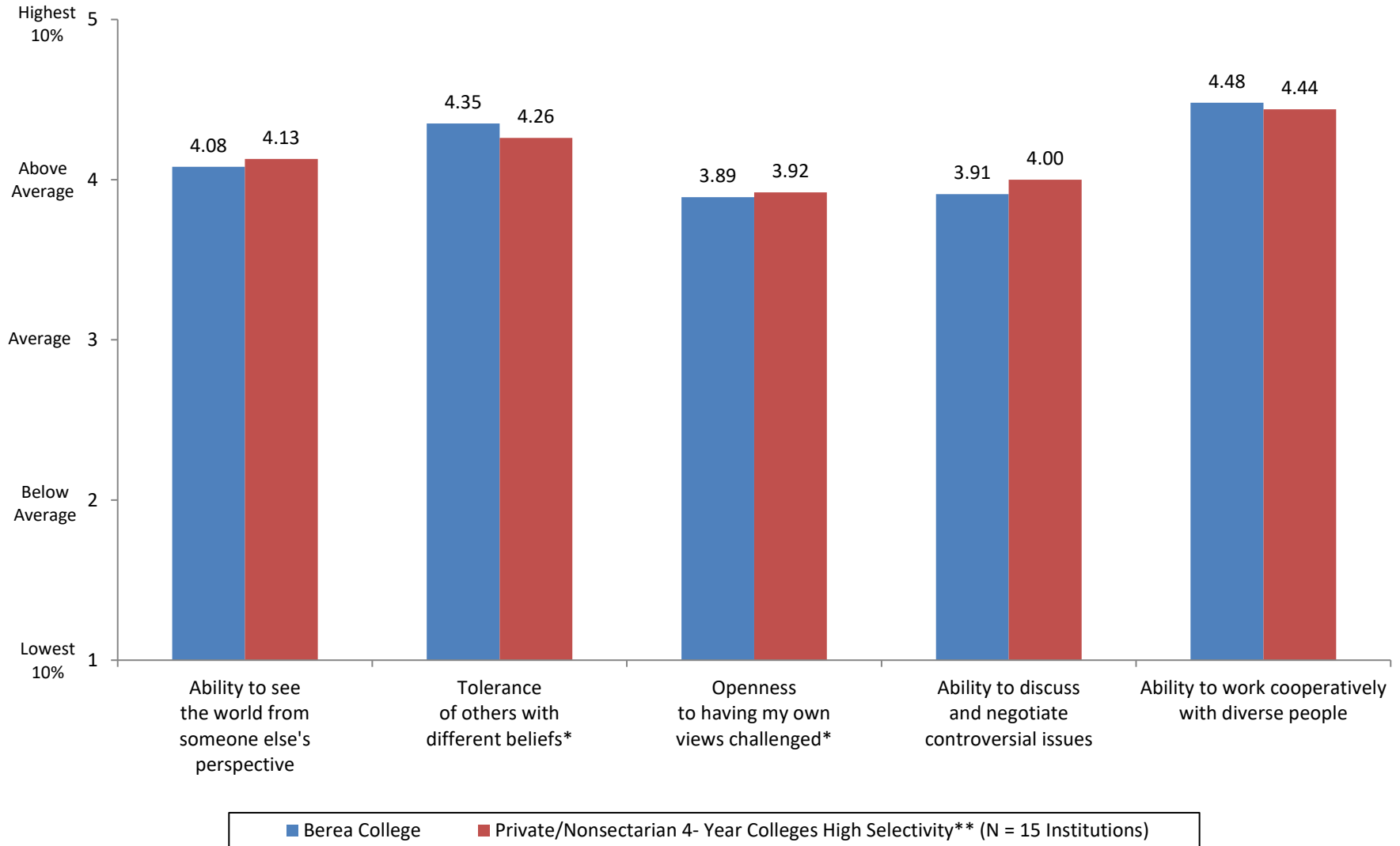


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Diversity

(Based on First-Year Students Only)

How would you rate yourself in the following areas:



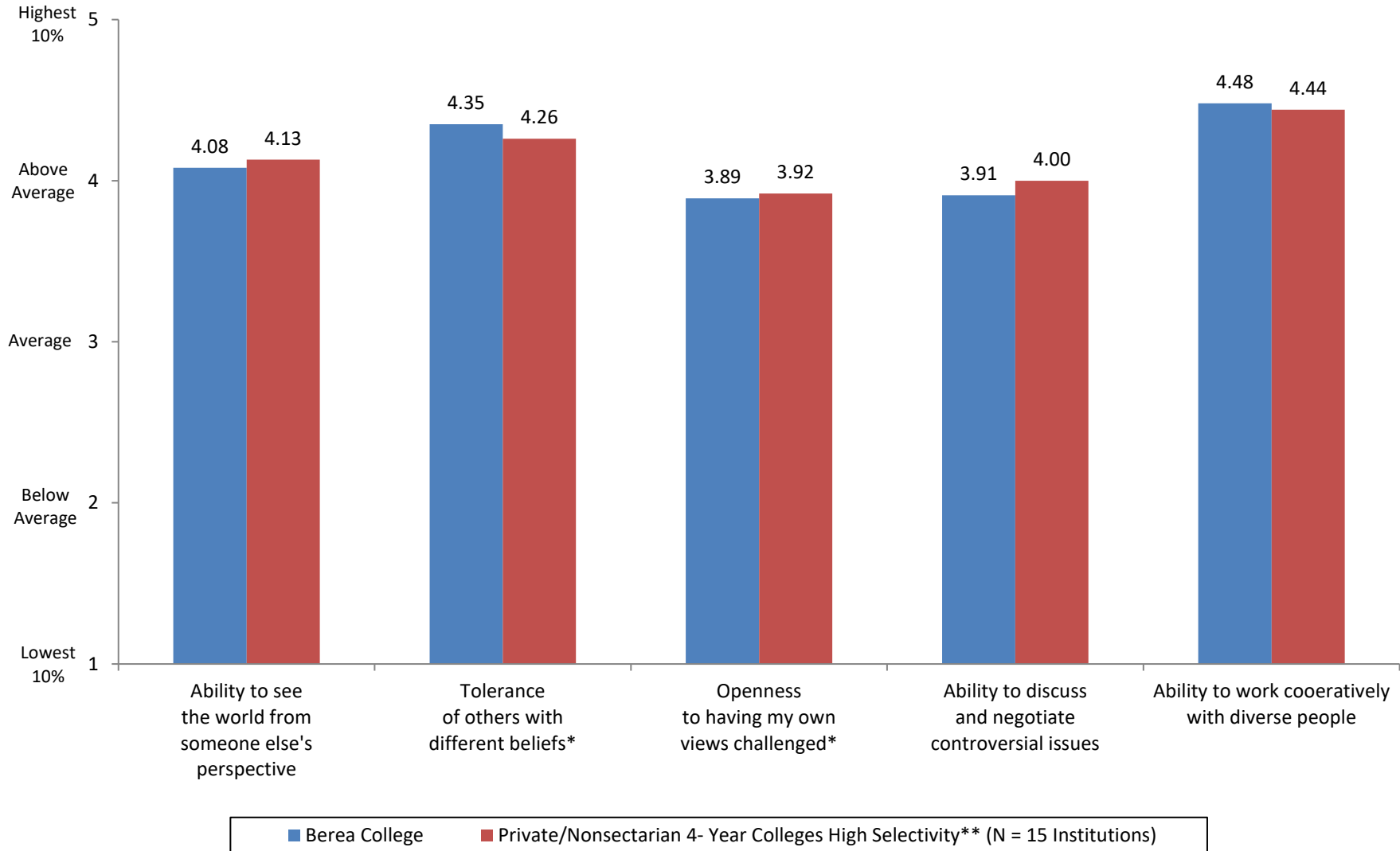
*Statistically significant at the $p \leq .05$ level.

**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:



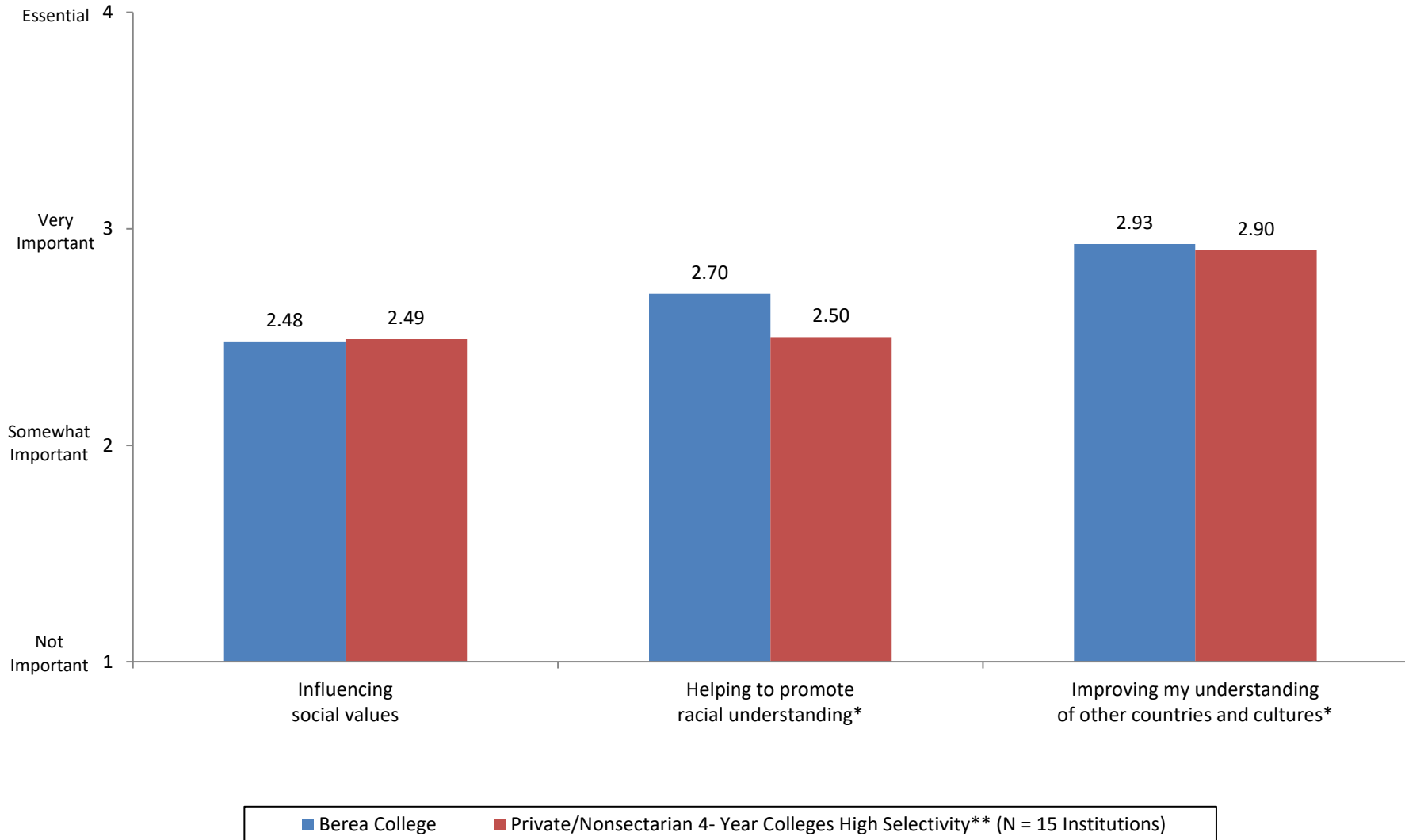
*Statistically significant at the $p \leq .05$ level.

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

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

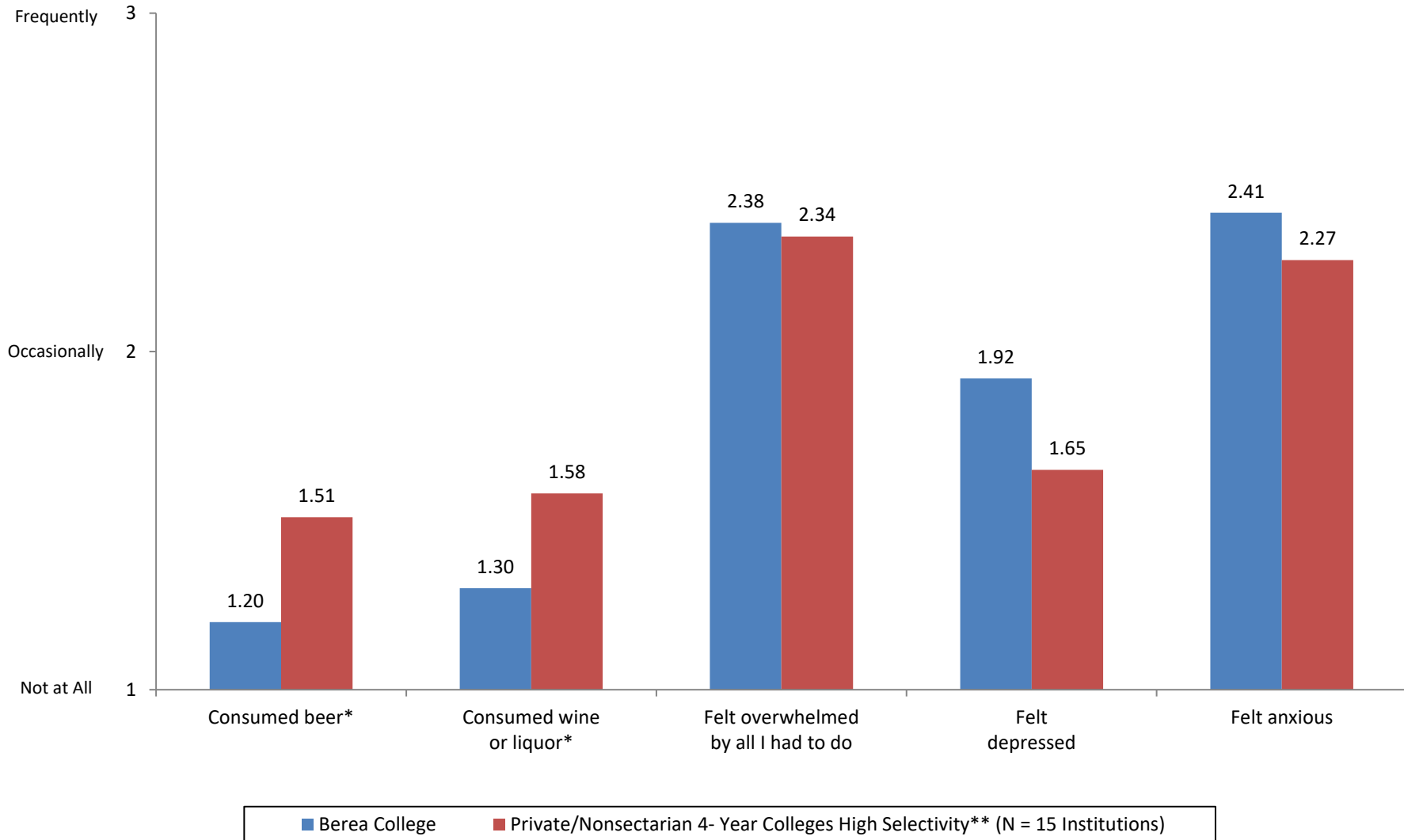
- During your last year in high school, how much time did you spend during a typical week doing the
 1. Exercise or sports
 2. Partying

- 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)

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



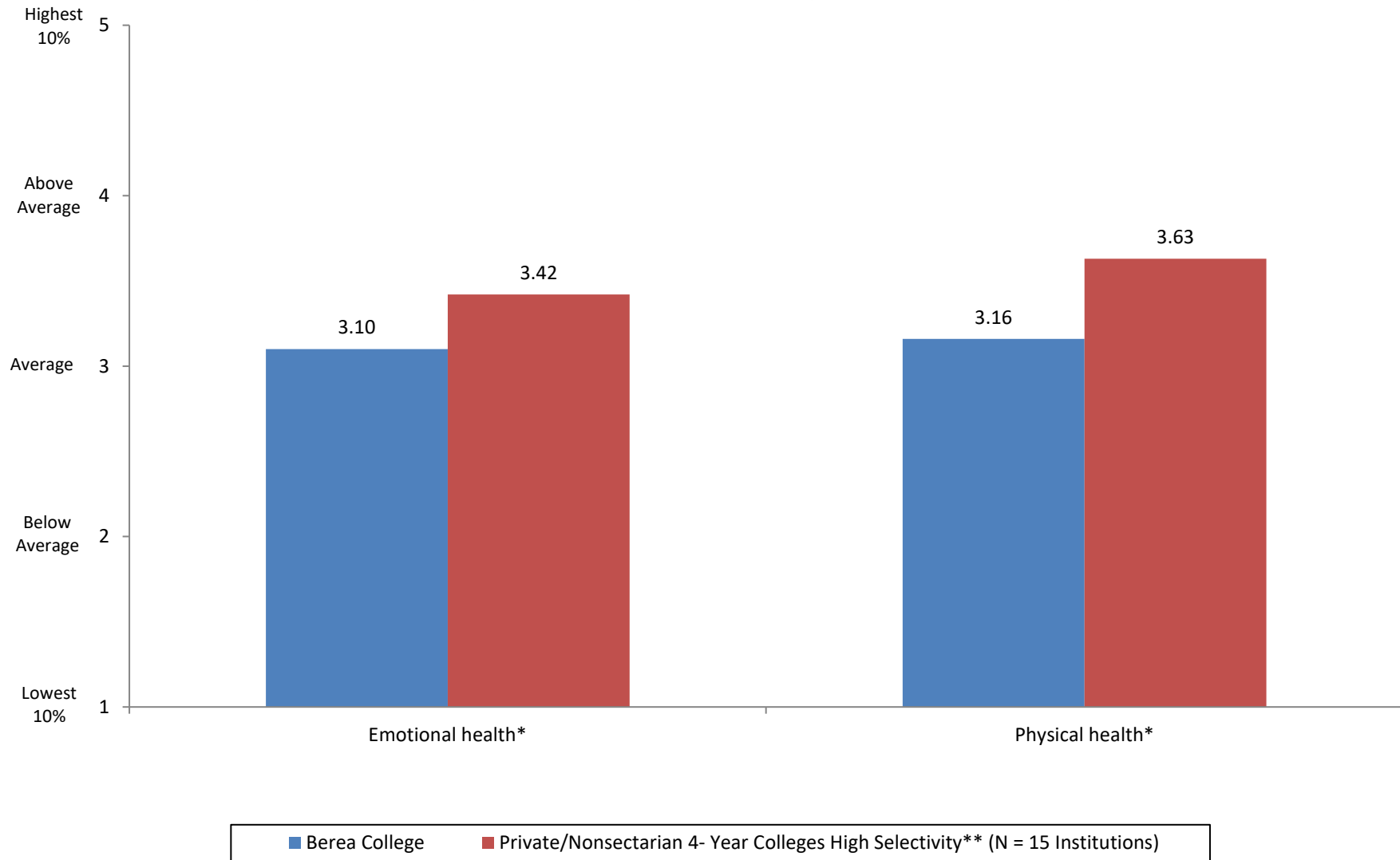
*Statistically significant at the $p \leq .05$ level.

**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.



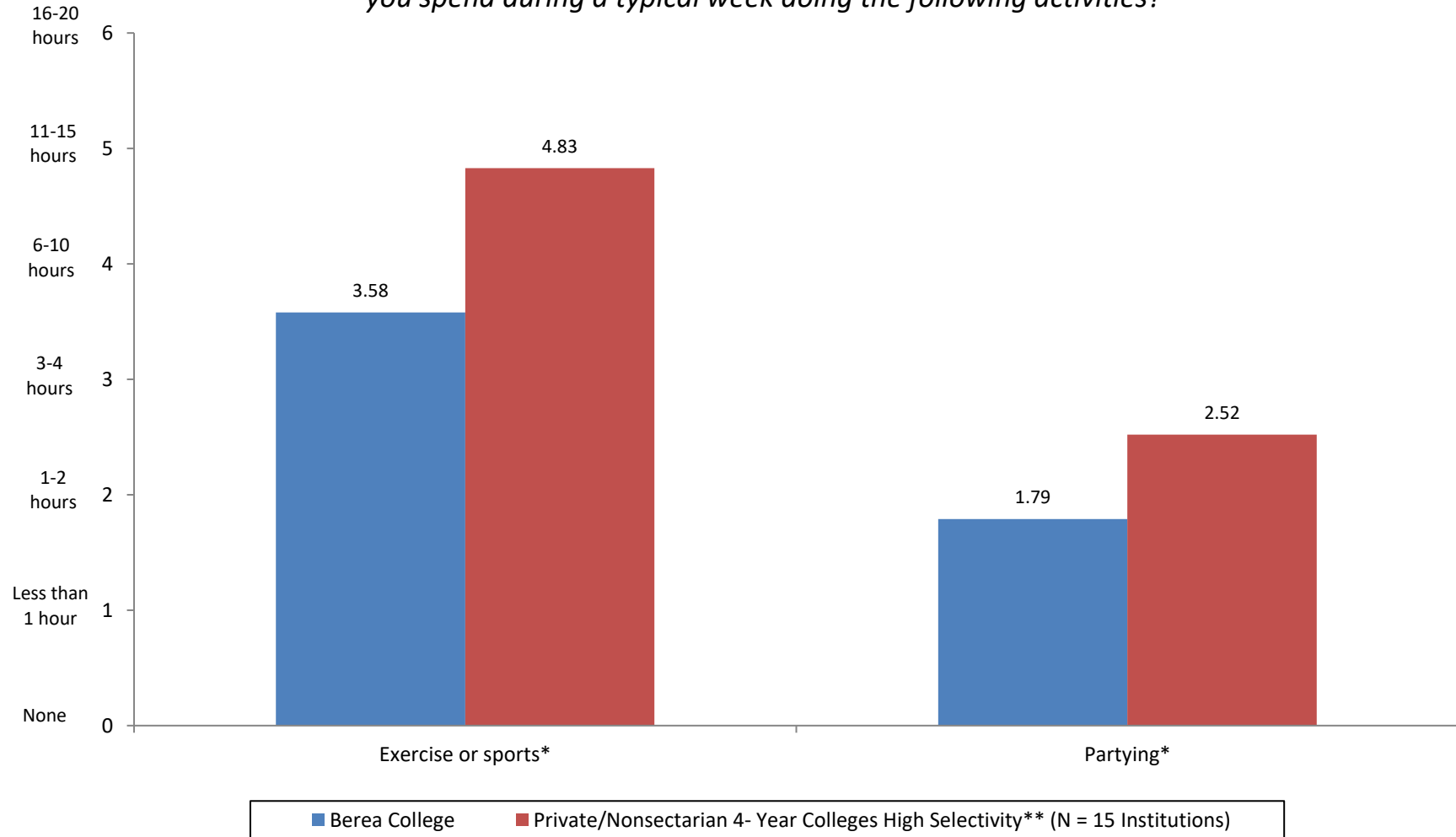
*Statistically significant at the $p \leq .05$ level.

**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?



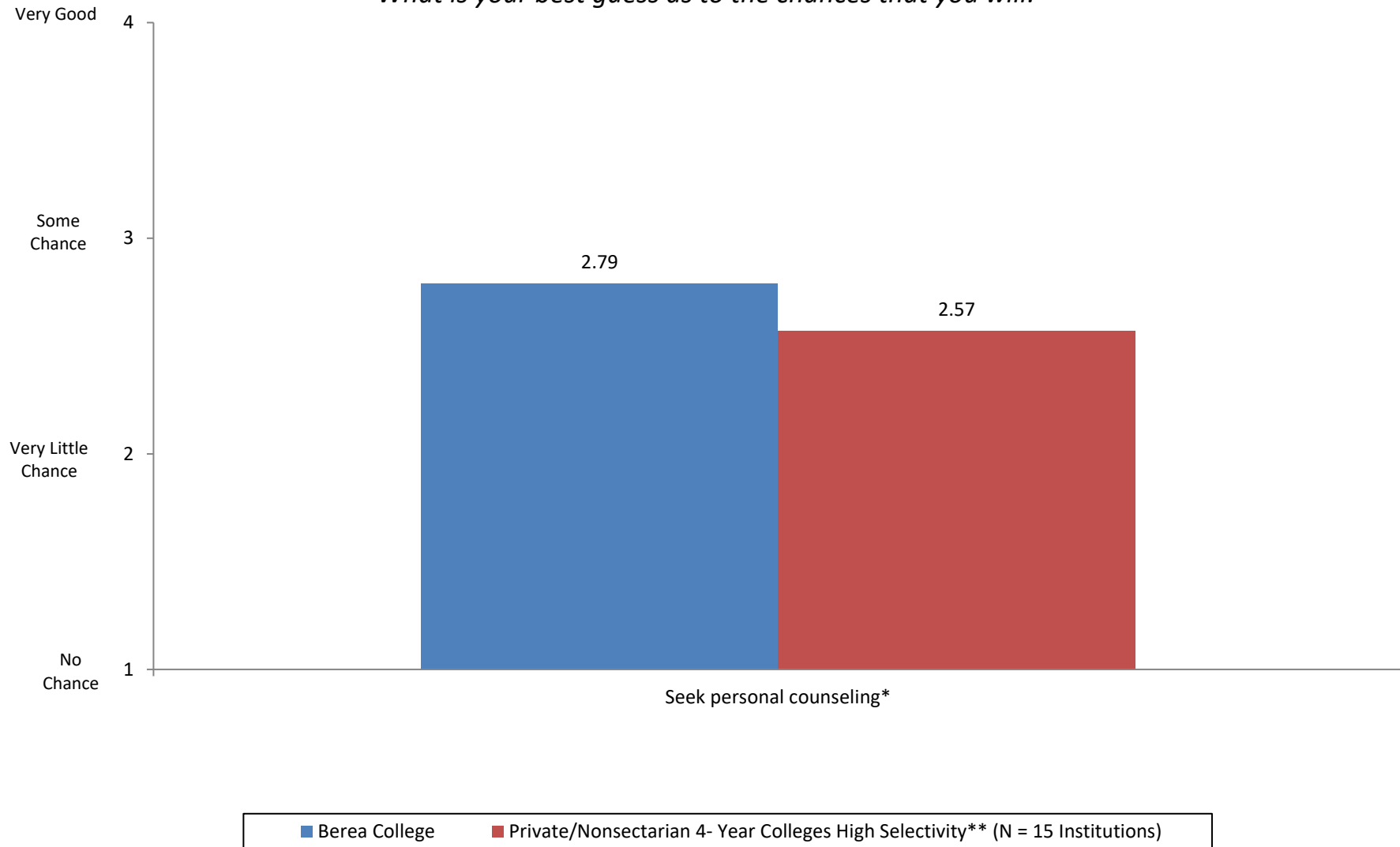
*Statistically significant at the $p \leq .05$ level.

**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:



*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.*

- Your probable major:
 1. Theology/Religion

- Your probable career/occupation:
 1. Clergy (minister, priest, other religious)

- Current religious preferences:
(Student's, Father's, Mother's)
 - 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*

- 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

- 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)

Current Religious Preference

	Student's		Parent/Guardian 1		Parent/Guardian 2	
	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 15 Institutions)	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 15 Institutions)	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 15 Institutions)
Agnostic	12.4%	12.7%	4.3%	4.7%	2.9%	5.3%
Atheist	8.1%	7.6%	2.0%	4.9%	1.0%	4.3%
Baptist	19.0%	7.6%	27.2%	9.6%	24.0%	9.0%
Buddhist	1.6%	1.0%	1.2%	1.2%	0.5%	1.6%
Church of Christ	8.5%	3.2%	8.7%	4.3%	9.6%	4.5%
Eastern Orthodox	1.2%	0.6%	1.2%	0.6%	1.4%	0.8%
Episcopalian	0.4%	4.4%	0.8%	5.0%	0.5%	5.1%
Hindu	0.0%	0.8%	0.8%	1.3%	1.0%	1.3%
Jewish	0.0%	3.0%	0.4%	3.6%	0.5%	3.0%
LDS (Mormon)	0.8%	0.1%	0.4%	0.1%	0.0%	0.1%
Lutheran	0.4%	1.6%	1.6%	2.1%	0.5%	1.9%
Methodist	3.9%	6.8%	4.3%	7.6%	3.8%	8.3%
Muslim	0.4%	0.9%	0.4%	1.2%	1.0%	1.3%
Presbyterian	0.8%	6.6%	2.4%	7.9%	1.9%	8.2%
Quaker	0.8%	0.2%	0.0%	0.2%	0.0%	0.3%
Roman Catholic	5.8%	14.6%	9.1%	18.8%	9.6%	18.1%
Seventh Day Adventist	0.4%	0.1%	1.2%	0.1%	1.0%	0.2%
United Church of Christ/Congregational	0.8%	0.7%	0.4%	1.0%	1.0%	0.9%
Other Christian	20.9%	10.6%	22.8%	12.4%	26.9%	12.2%
Other Religion	3.1%	1.2%	2.4%	1.7%	2.4%	1.5%
None	10.9%	15.8%	8.7%	11.7%	10.6%	12.2%

Student's Probable Field of Study/Major

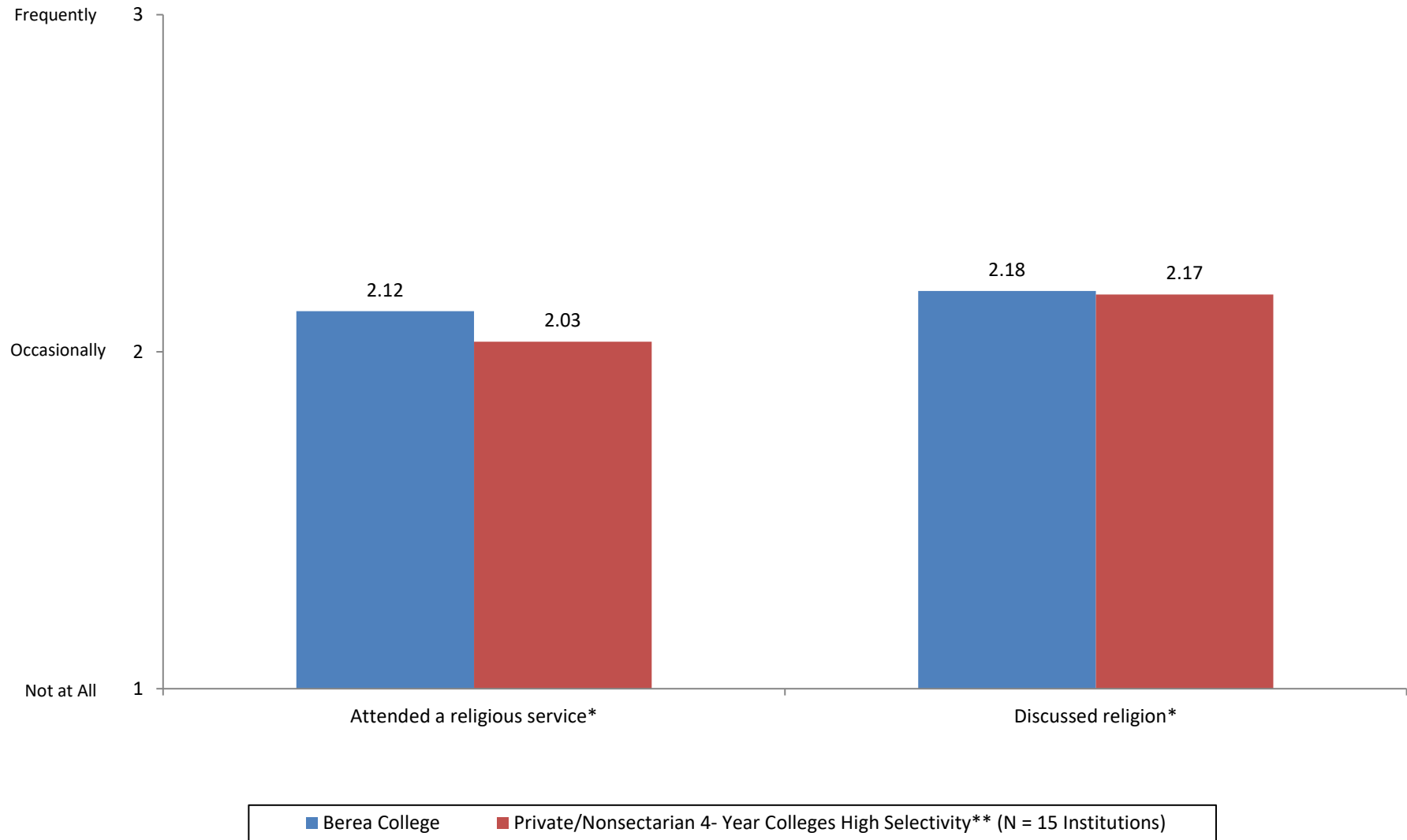
	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 15 Institutions)
Theology or religion	0.4%	0.3%

Probable Career/Occupation

	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 15 Institutions)
Clergy (minister, priest, other religious)	0.8%	0.1%

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

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



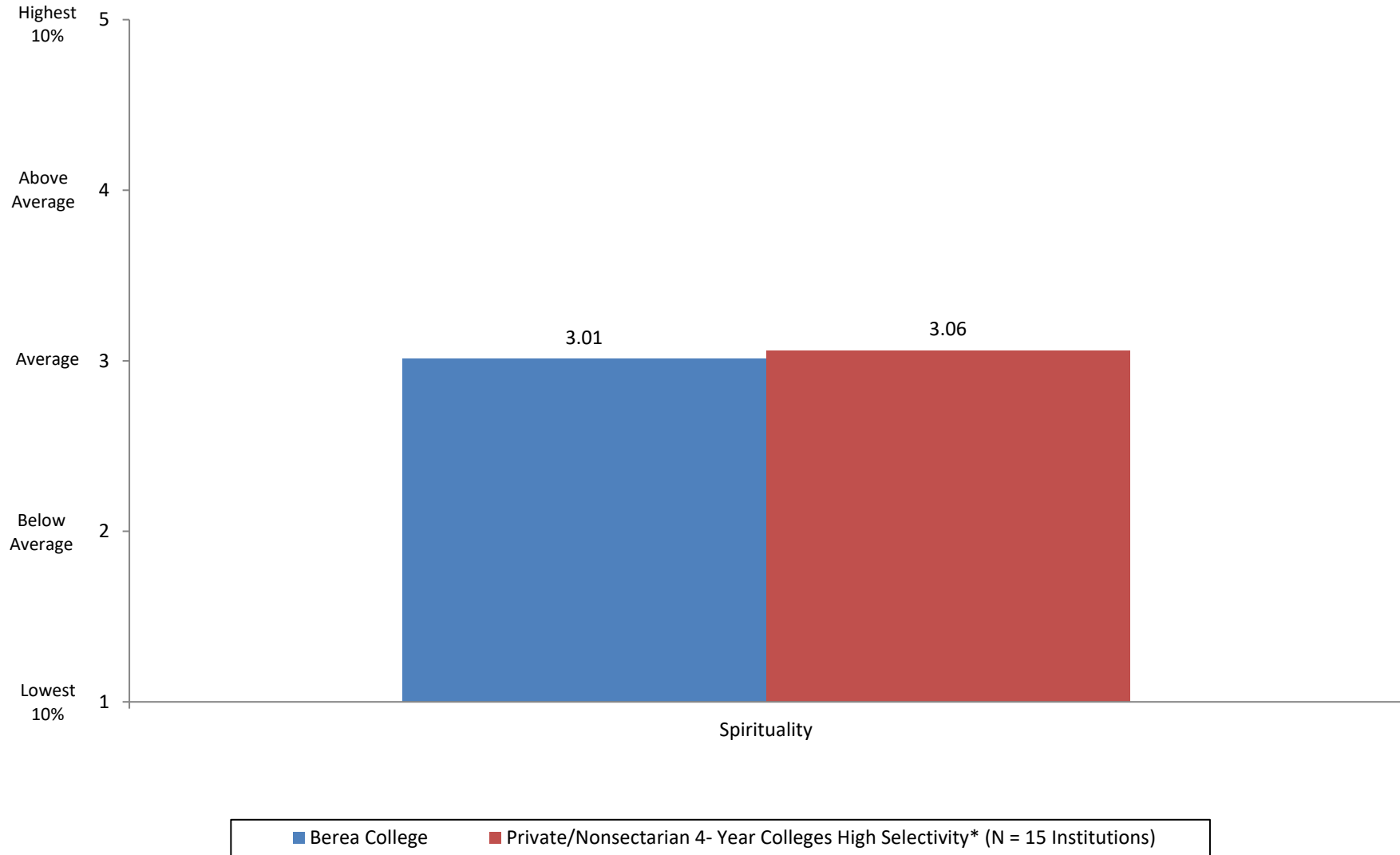
*Statistically significant at the $p \leq .05$ level.

**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.

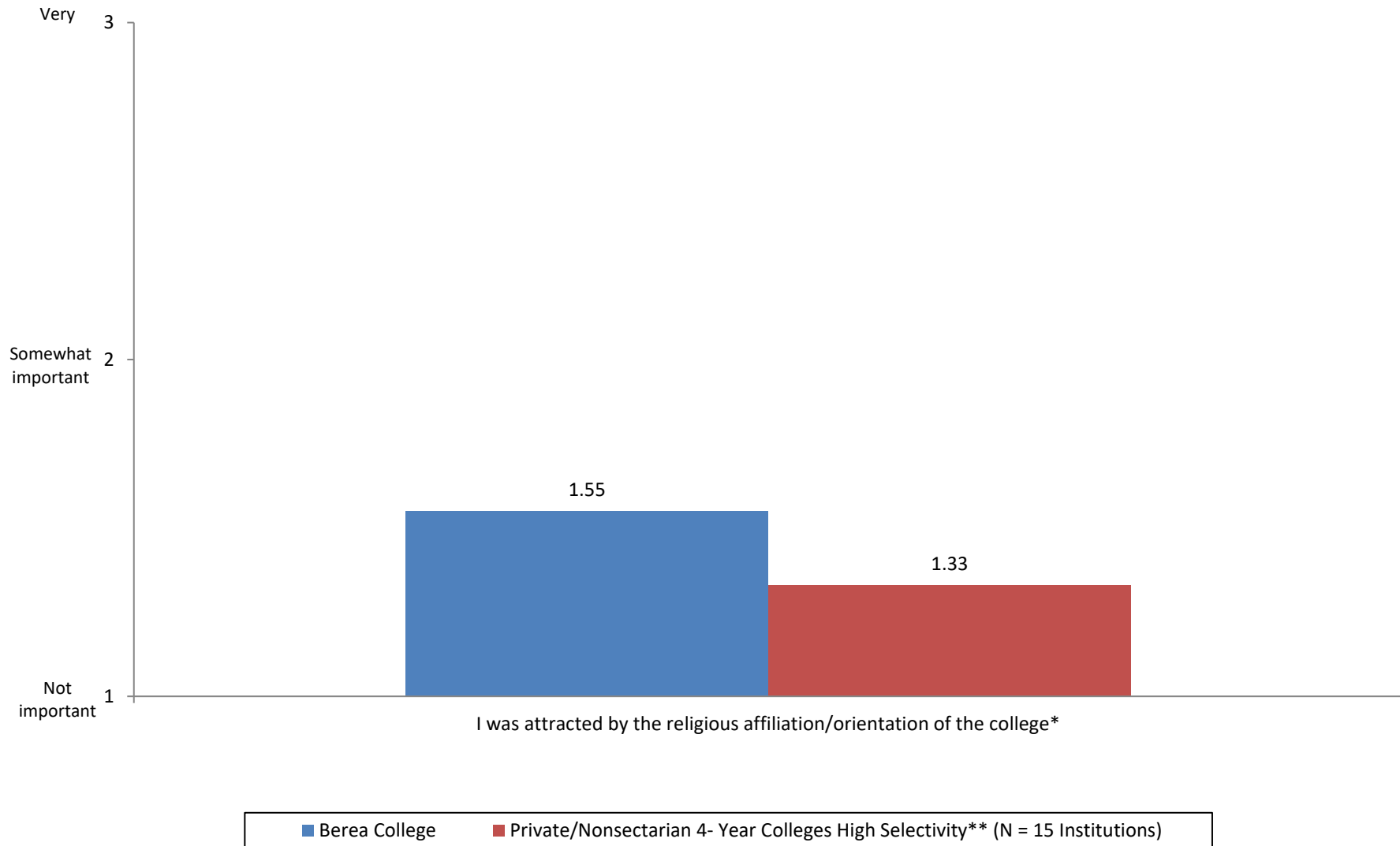


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Spirituality/Religiosity

(Based on First-Year Students Only)

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



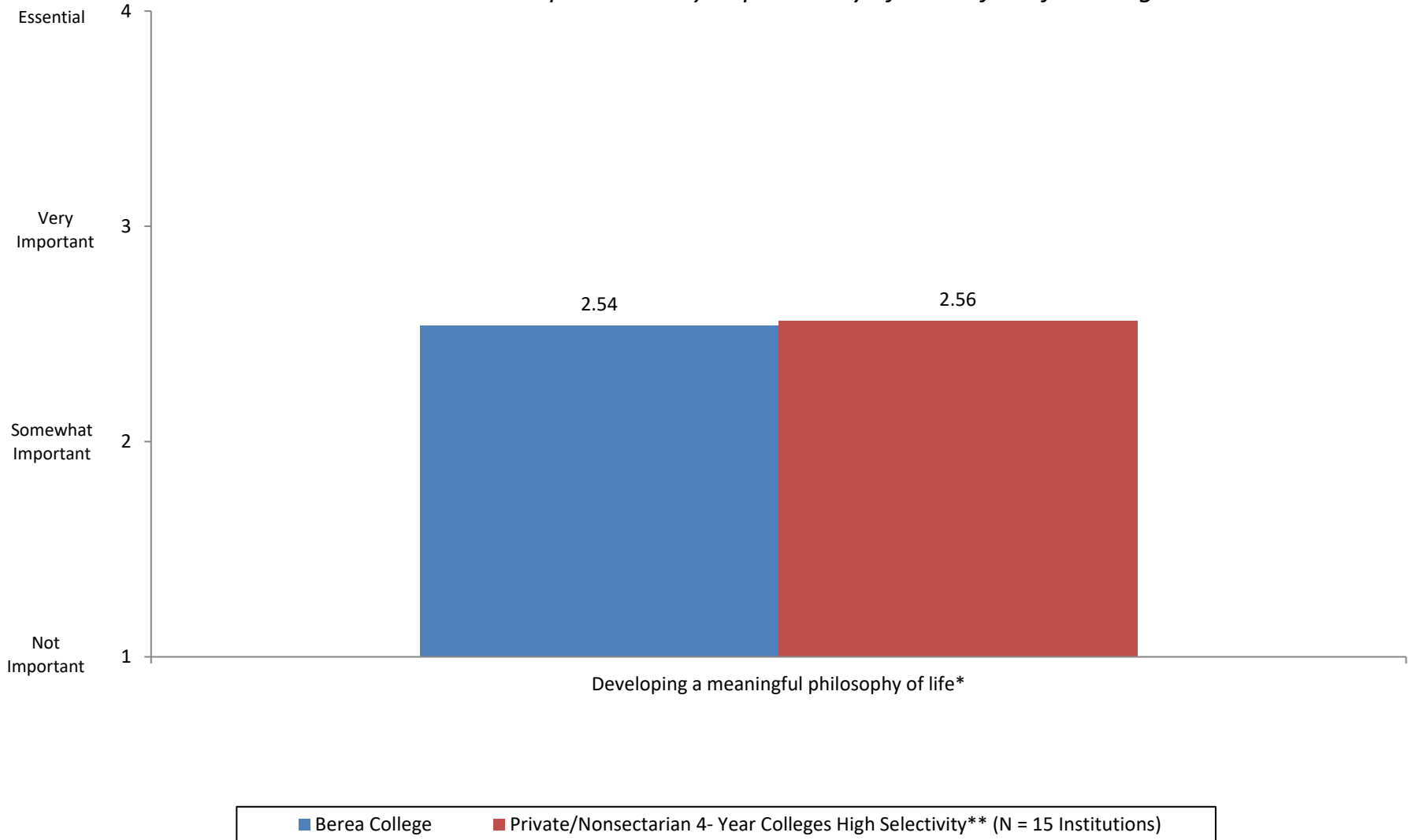
*Statistically significant at the $p \leq .05$ level.

**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:



*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 -- *These items relate to career plans and preparation for future careers.*

- Student's intended 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

- 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 intended career occupation (aggregated)

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 (career)
Nurse
Research scientist
Service Industry
Skilled Worker
Social/Non-Profit Services
Other
Undecided

- Your father's occupation (aggregated)

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 (career)
Nurse
Research scientist
Service Industry
Skilled Worker
Social/Non-Profit Services
Other
Undecided

- Your mother's occupation (aggregated)

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
Lawyer
Military (career)
Nurse
Research scientist
Service Industry
Skilled Worker
Social/Non-Profit Services
Other
Undecided

- Current employment status:
(*Employed, Unemployed, Retired*)
 1. *Your mother*
 2. *Your father*

- 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 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. 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

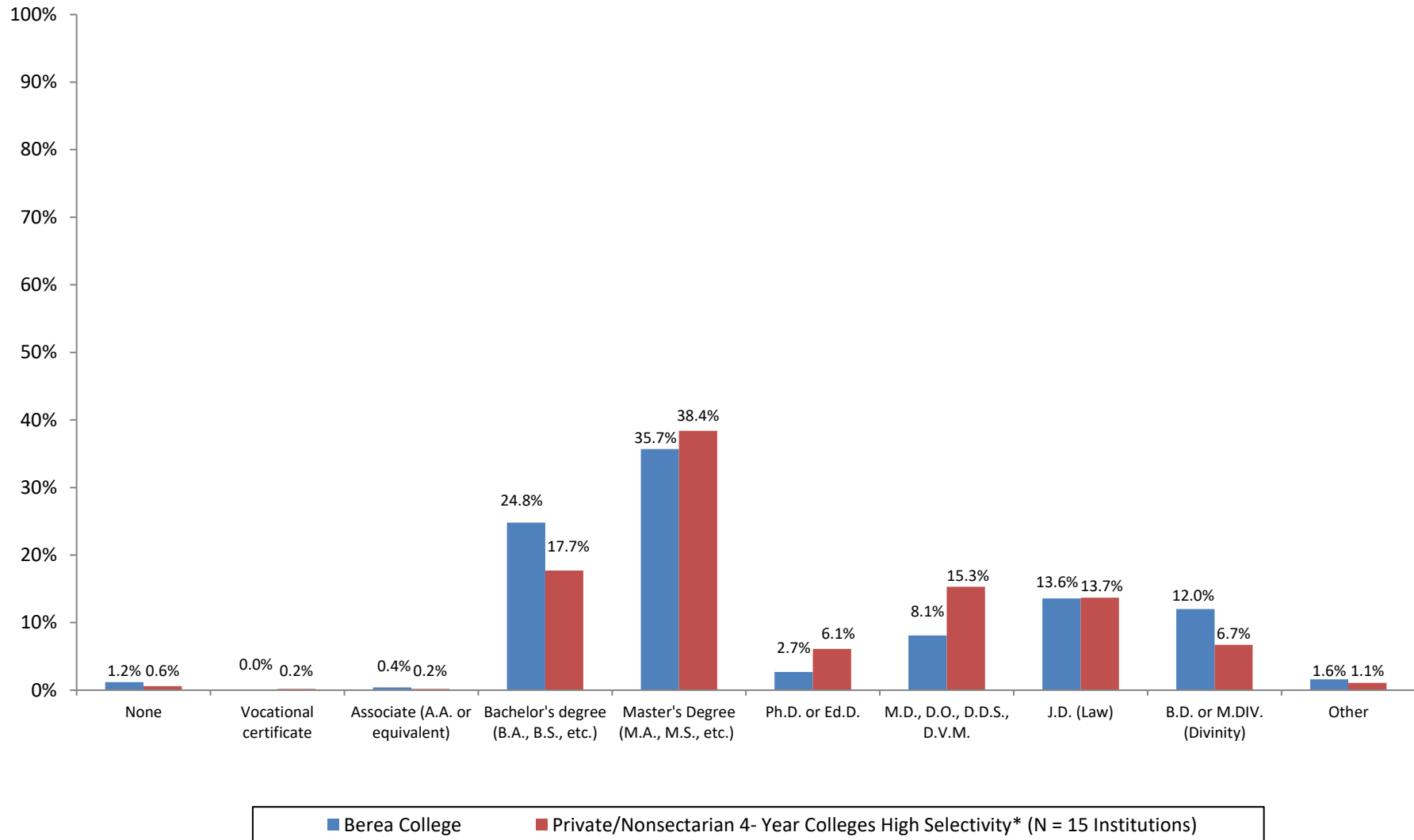
	Student's Probable Major (aggregated)	
	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 15 Institutions)
Agriculture	4.5%	0.0%
Biological & Life Sciences	9.8%	18.5%
Business	9.3%	17.0%
Education	6.1%	2.4%
Engineering	4.9%	1.9%
English	4.1%	2.4%
Health Professions	17.1%	6.7%
History or Political Science	3.7%	8.8%
Arts & Humanities	3.7%	3.6%
Fine Arts	8.1%	5.4%
Mathematics or Computer Science	8.1%	4.0%
Physical Science	0.0%	0.0%
Social Science	6.9%	12.6%
Justice & Security	0.4%	0.3%
Library Science	0.4%	0.0%
Other Non-technical	3.3%	1.2%
Undecided	9.8%	15.3%

*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 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)

**Student's Intended
Career/Occupation**

	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 15 Institutions)
<i>Agriculture/Natural Resources</i>	4.7%	1.0%
<i>Artist</i>	10.2%	6.5%
<i>Business</i>	10.2%	17.8%
<i>Business (Administrative Assistant)</i>	0.0%	0.0%
<i>Clergy</i>	0.8%	0.1%
<i>College Faculty</i>	0.8%	0.9%
<i>Communications</i>	1.6%	2.1%
<i>Doctor (MD or DDS)</i>	6.3%	14.9%
<i>Education (elementary/secondary)</i>	10.2%	3.5%
<i>Engineer</i>	5.5%	1.7%
<i>Government</i>	0.4%	4.2%
<i>Health professional</i>	8.6%	5.9%
<i>Homemaker/Stay at Home Parent</i>	0.0%	0.0%
<i>Information Technology Professional</i>	5.5%	2.4%
<i>Lawyer</i>	3.5%	4.8%
<i>Military (career)</i>	0.4%	0.7%
<i>Nurse</i>	8.6%	0.4%
<i>Research scientist</i>	2.4%	4.8%
<i>Service Industry</i>	0.0%	0.2%
<i>Skilled Worker</i>	0.0%	0.1%
<i>Social/Non-Profit Services</i>	0.0%	0.8%
<i>Other</i>	9.0%	8.2%
<i>Undecided</i>	11.4%	19.0%

*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

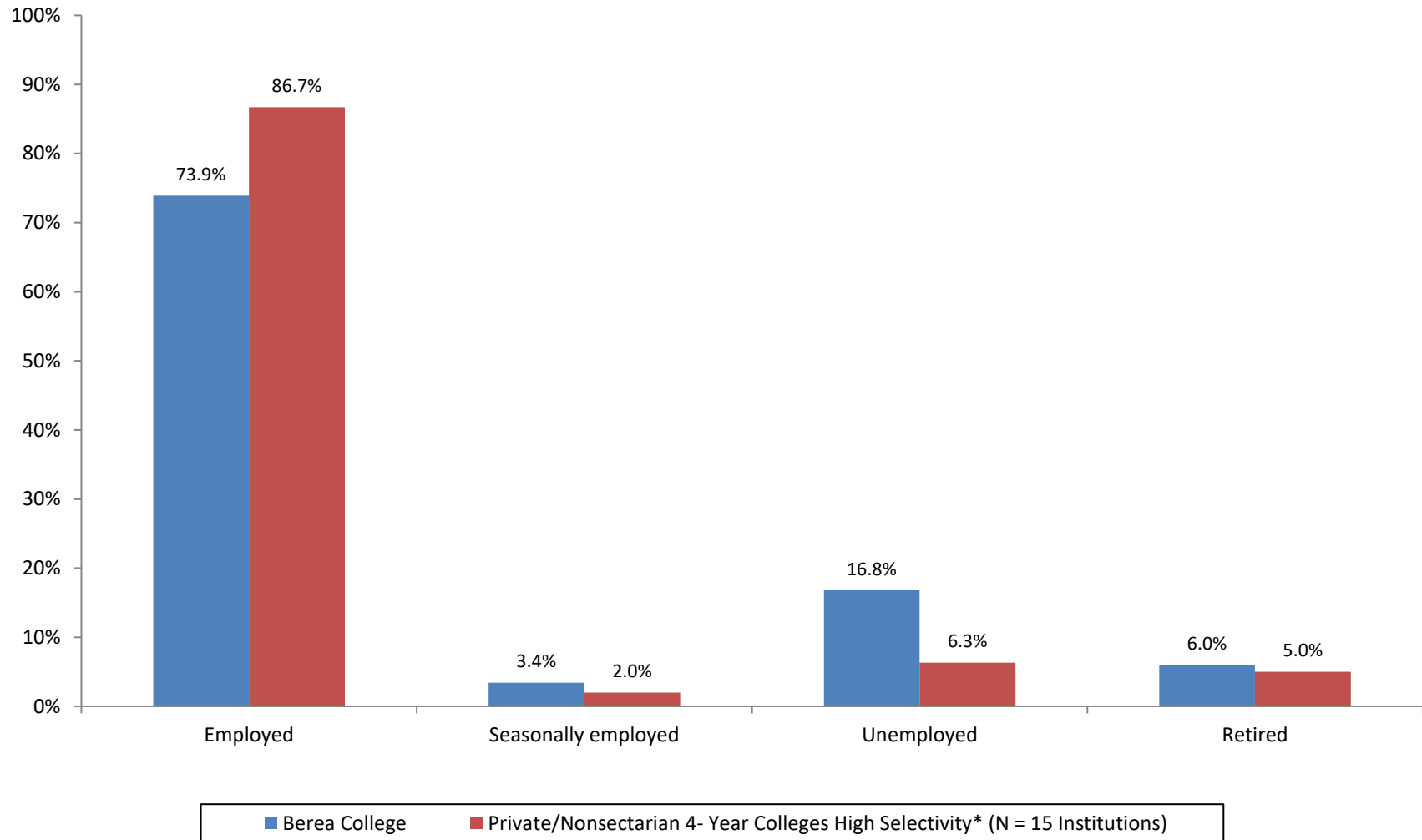
	Parent/Guardian 1 Career		Parent/Guardian 2 Career	
	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 15 Institutions)	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 15 Institutions)
<i>Agriculture/Natural Resources</i>	1.7%	0.6%	1.0%	0.8%
<i>Artist</i>	4.6%	1.9%	1.0%	2.9%
<i>Business</i>	11.7%	34.8%	8.9%	26.0%
<i>Business (Administrative Assistant)</i>	1.7%	1.1%	0.0%	2.2%
<i>Clergy</i>	2.1%	0.7%	0.0%	0.2%
<i>College Faculty</i>	0.8%	2.4%	1.0%	2.2%
<i>Communications</i>	0.4%	1.7%	1.6%	1.4%
<i>Doctor (MD or DDS)</i>	0.8%	7.0%	0.0%	4.8%
<i>Education (elementary/secondary)</i>	7.5%	6.9%	11.5%	9.3%
<i>Engineer</i>	1.7%	3.9%	2.1%	2.0%
<i>Government</i>	2.5%	4.1%	1.0%	2.3%
<i>Health professional</i>	3.8%	3.0%	4.7%	3.5%
<i>Homemaker/Stay at Home Parent</i>	6.3%	4.0%	14.1%	12.1%
<i>Information Technology Professional</i>	0.8%	3.6%	1.0%	2.9%
<i>Lawyer</i>	0.8%	4.1%	1.0%	2.8%
<i>Military (career)</i>	1.3%	0.3%	1.0%	0.8%
<i>Nurse</i>	1.7%	1.6%	1.0%	2.5%
<i>Research scientist</i>	0.0%	1.5%	0.0%	0.9%
<i>Service Industry</i>	7.1%	1.5%	6.8%	1.3%
<i>Skilled Worker</i>	5.4%	1.9%	7.8%	2.2%
<i>Social/Non-Profit Services</i>	1.3%	0.7%	1.0%	0.8%
<i>Other</i>	35.0%	12.2%	31.8%	15.5%
<i>Undecided</i>	1.3%	0.4%	1.6%	0.6%

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THEME: Career Planning

(Based on First-Year Students Only)

Parent/Guardian 1 current employment status:

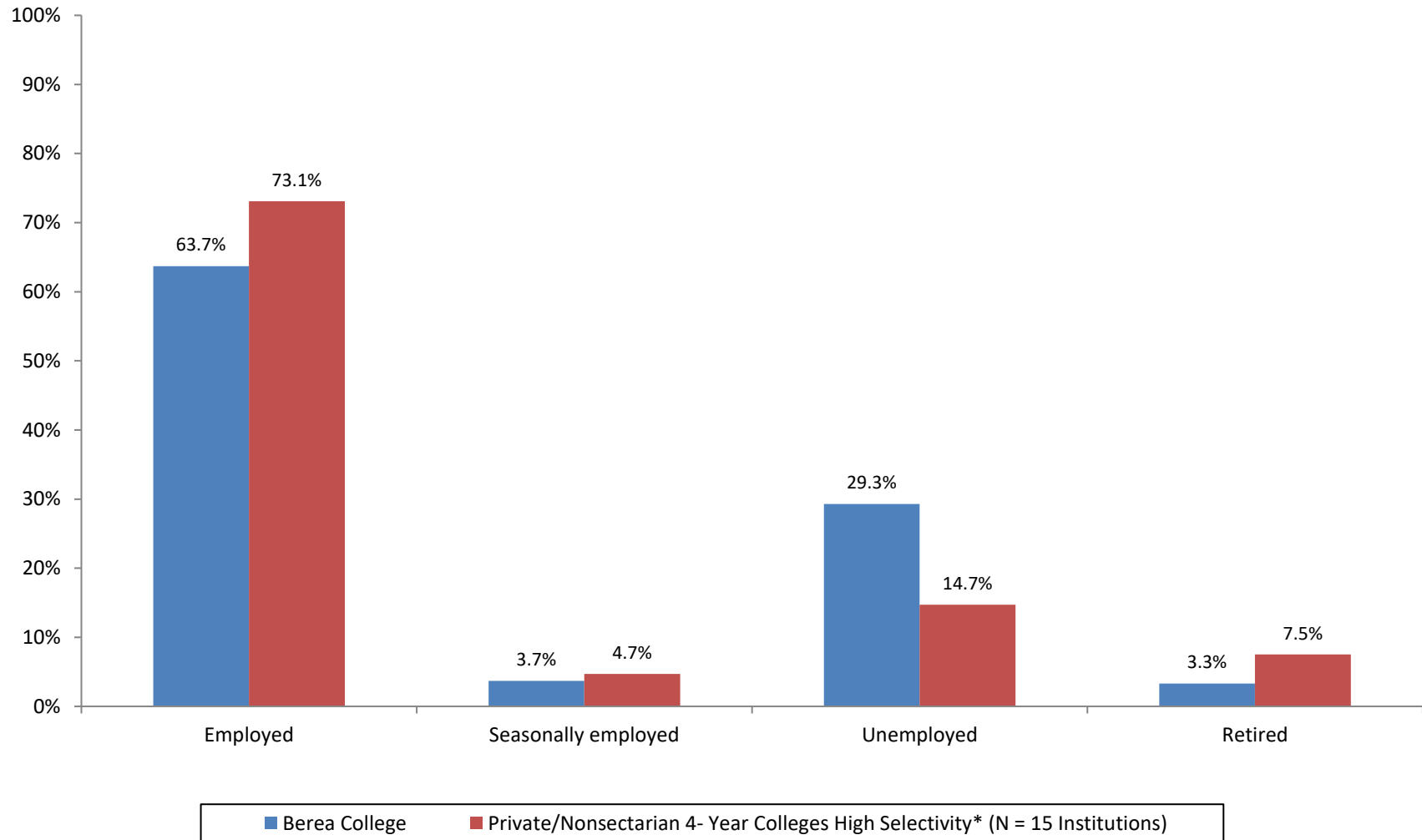


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Career Planning

(Based on First-Year Students Only)

Parent/Guardian 2 current employment status:

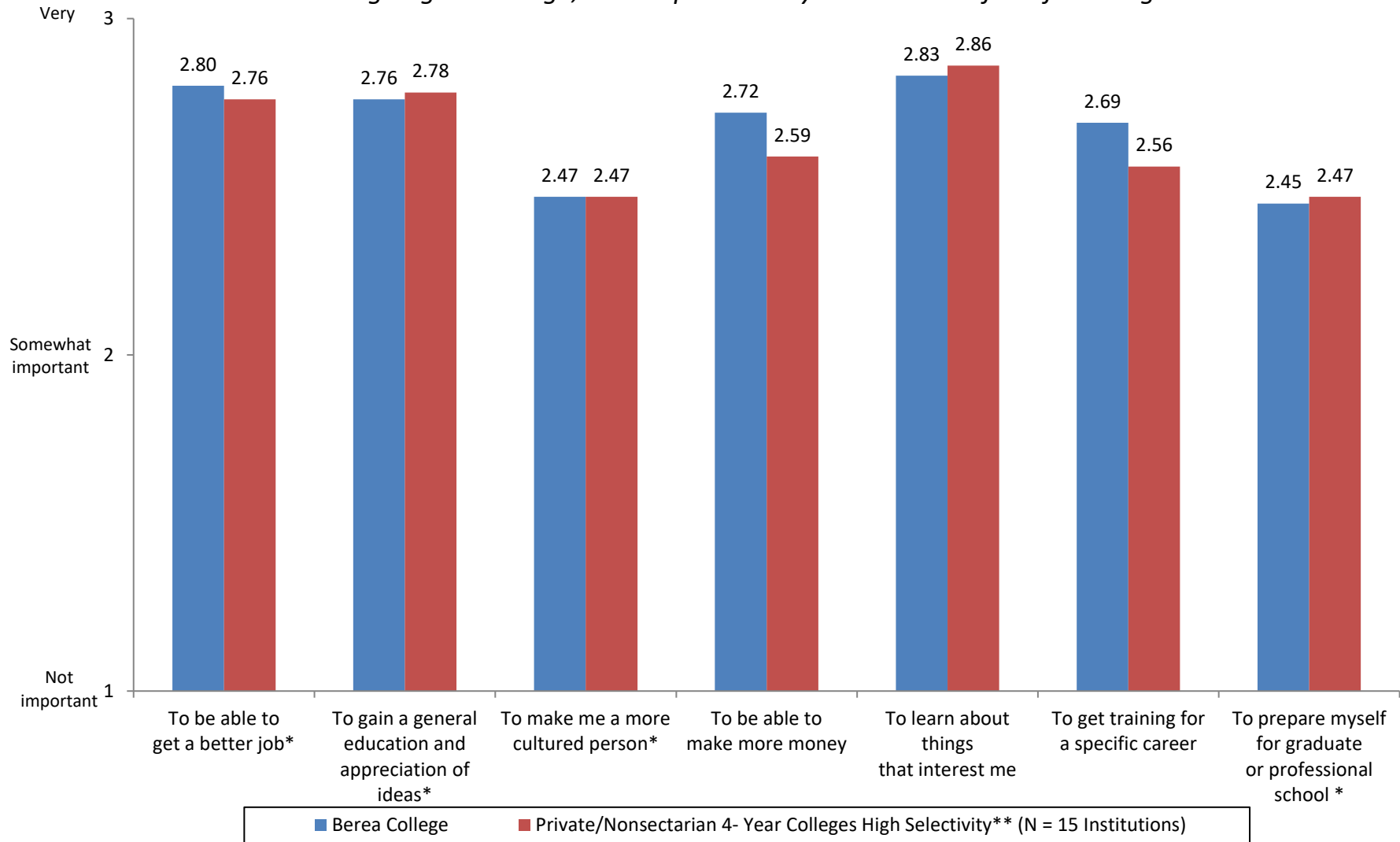


*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

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?



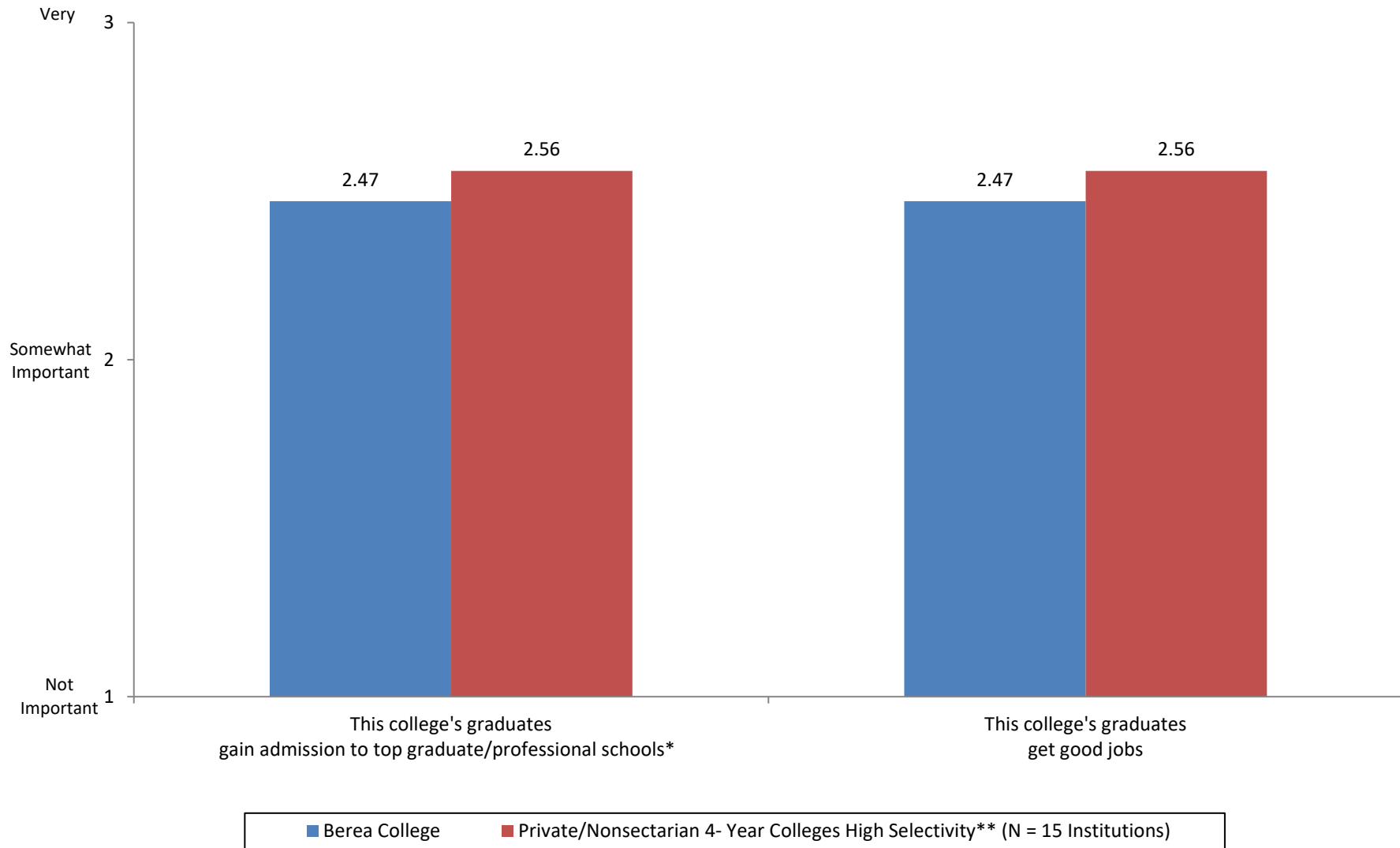
*Statistically significant at the $p \leq .05$ level.

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THEME: Career Planning

(Based on First-Year Students Only)

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



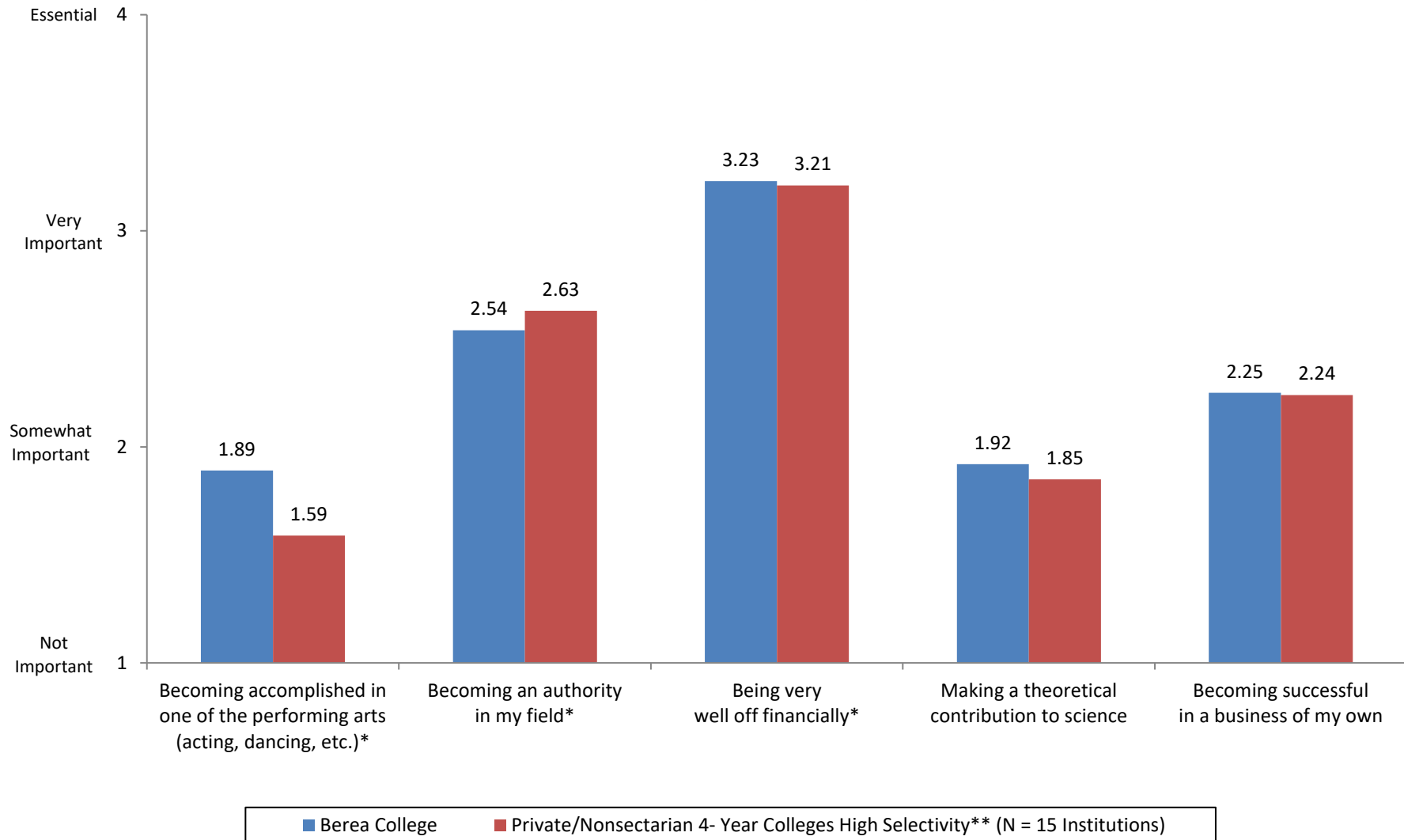
*Statistically significant at the $p \leq .05$ level.

**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:

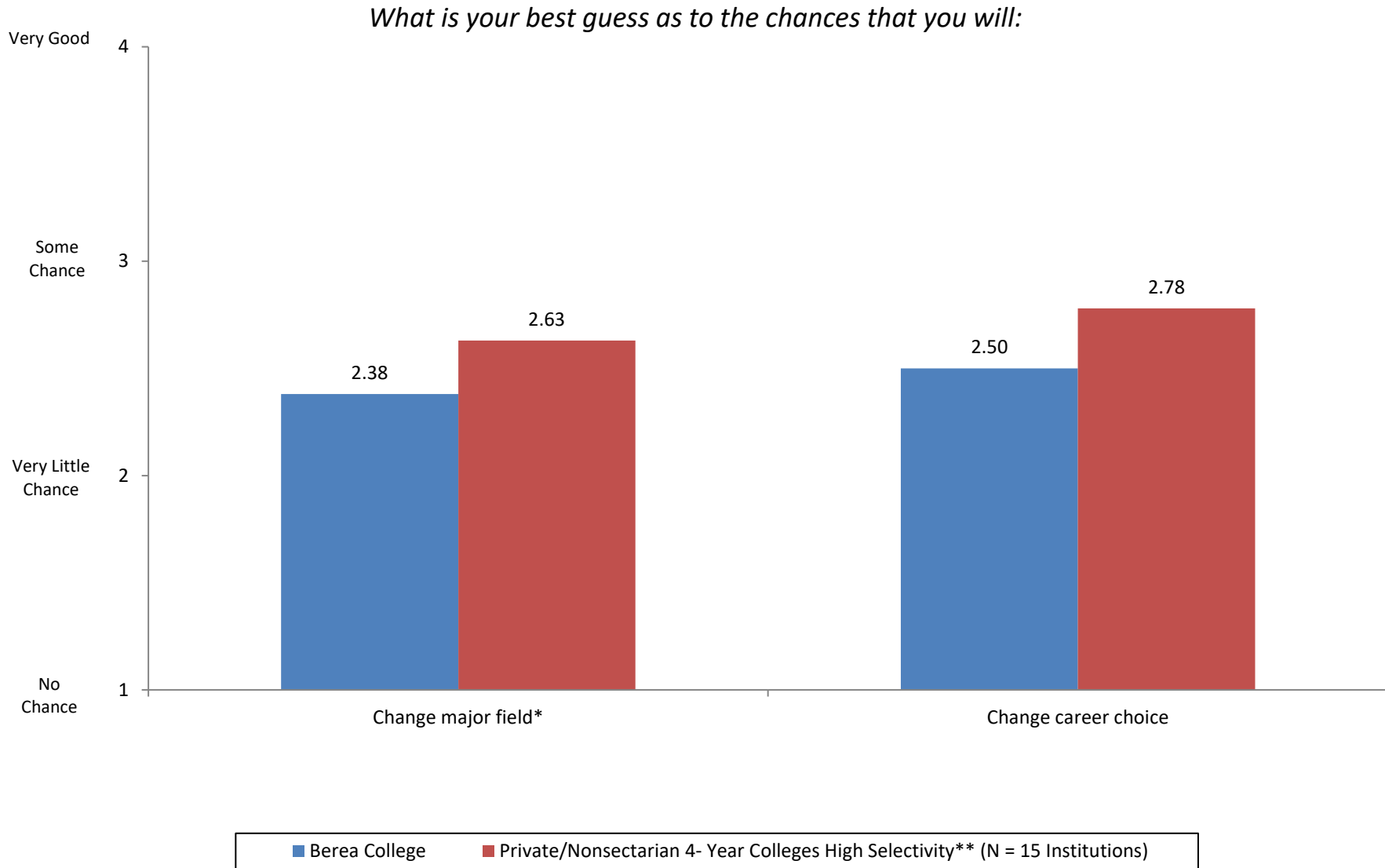


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THEME: Career Planning

(Based on First-Year Students Only)



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

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