

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, 2018, and 2020

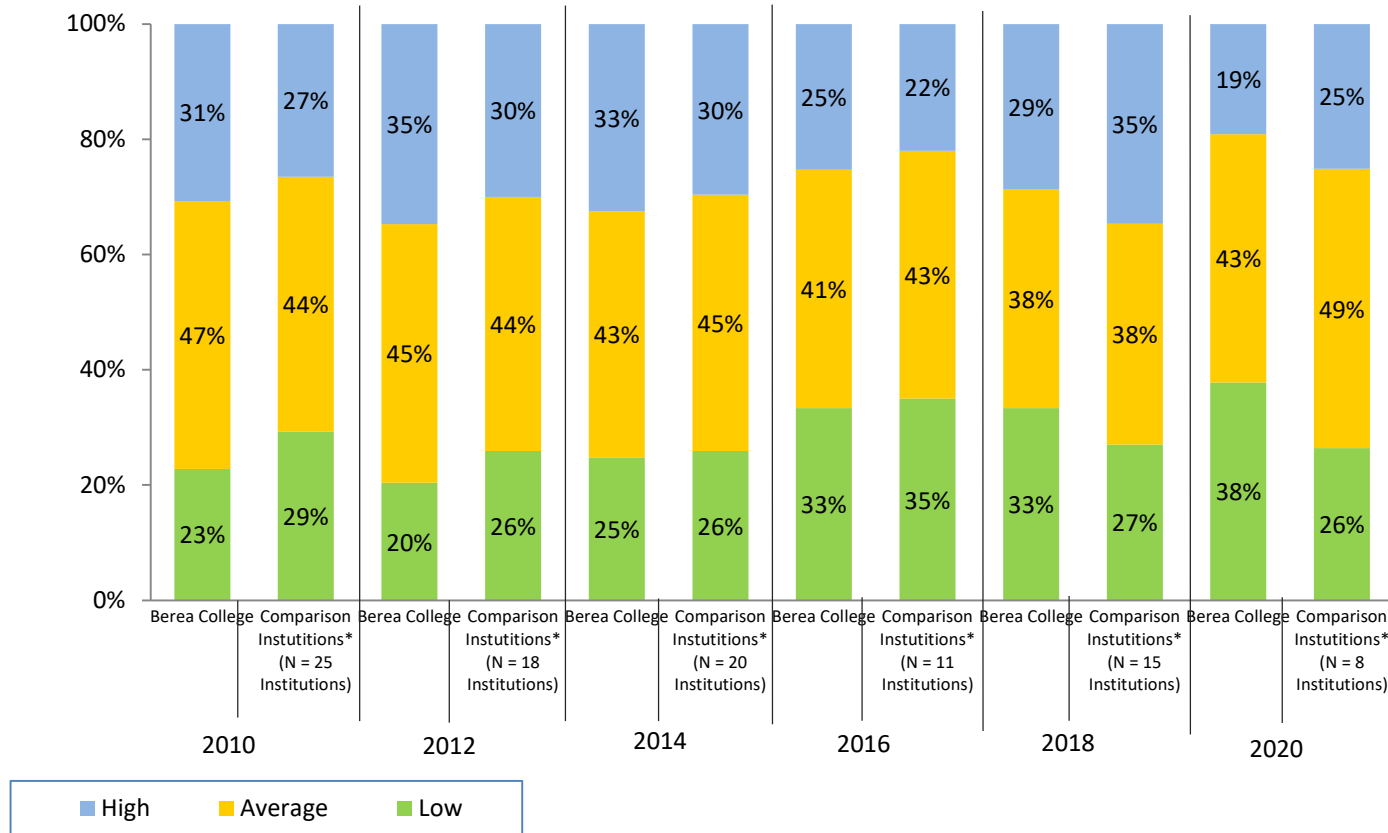
(Based on First-Year Students Only; does not include New Transfer Students)

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

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

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

- 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 Critical Reading + 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.

Response Rates: 2010: 87%; 12: 76%; 14: 84%; 16: 75%; 18: 64%; 20: 74%.

NOTE: Fall 2020 had a smaller first-year student class due to COVID-19.

Source: Office of Institutional Research and Assessment, February 2021

Cooperative Institutional Research Program (CIRP), Fall 2010, 2012, 2014, 2016, 2018, and 2020

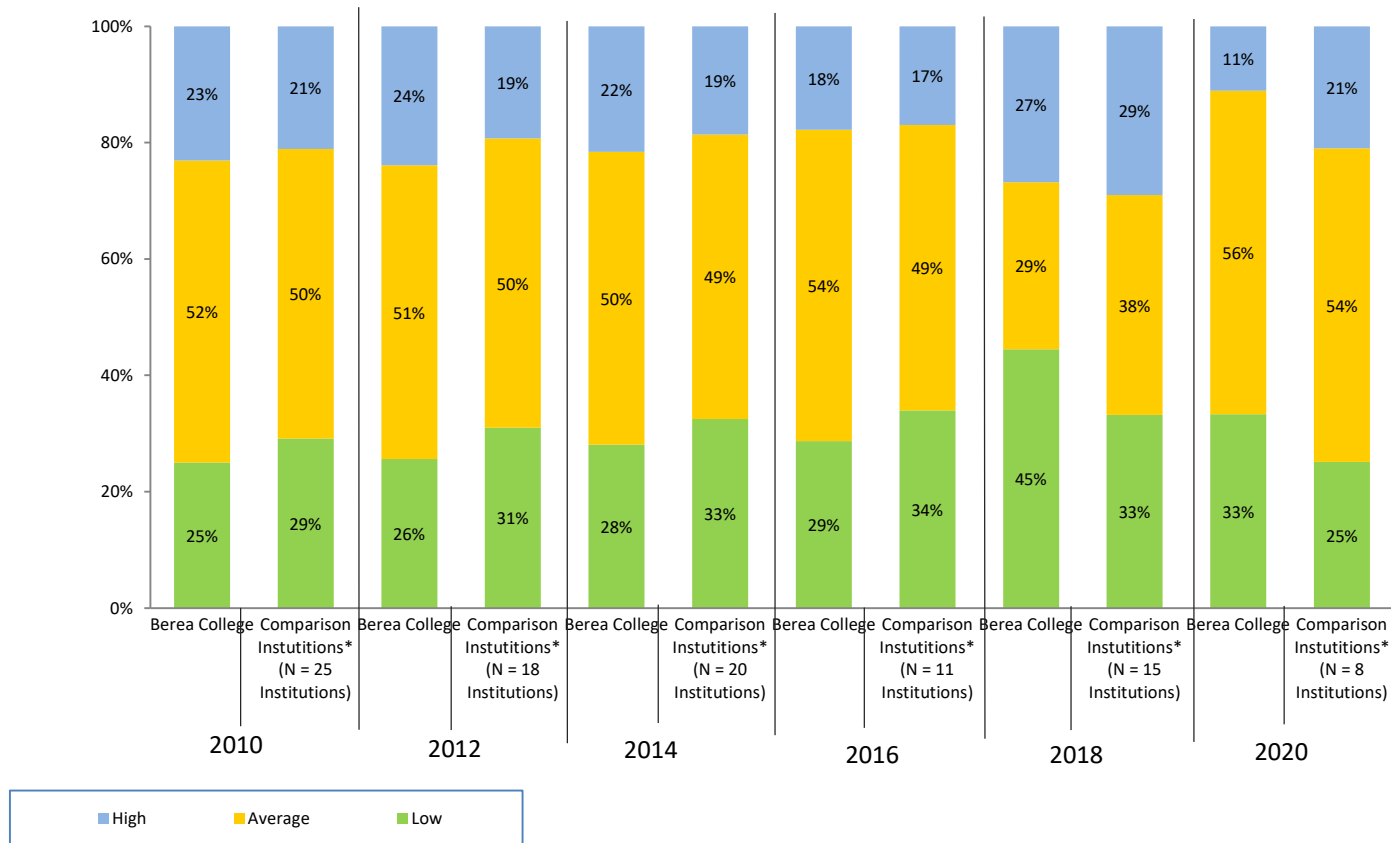
(Based on First-Year Students Only; does not include New Transfer Students)

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

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

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

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



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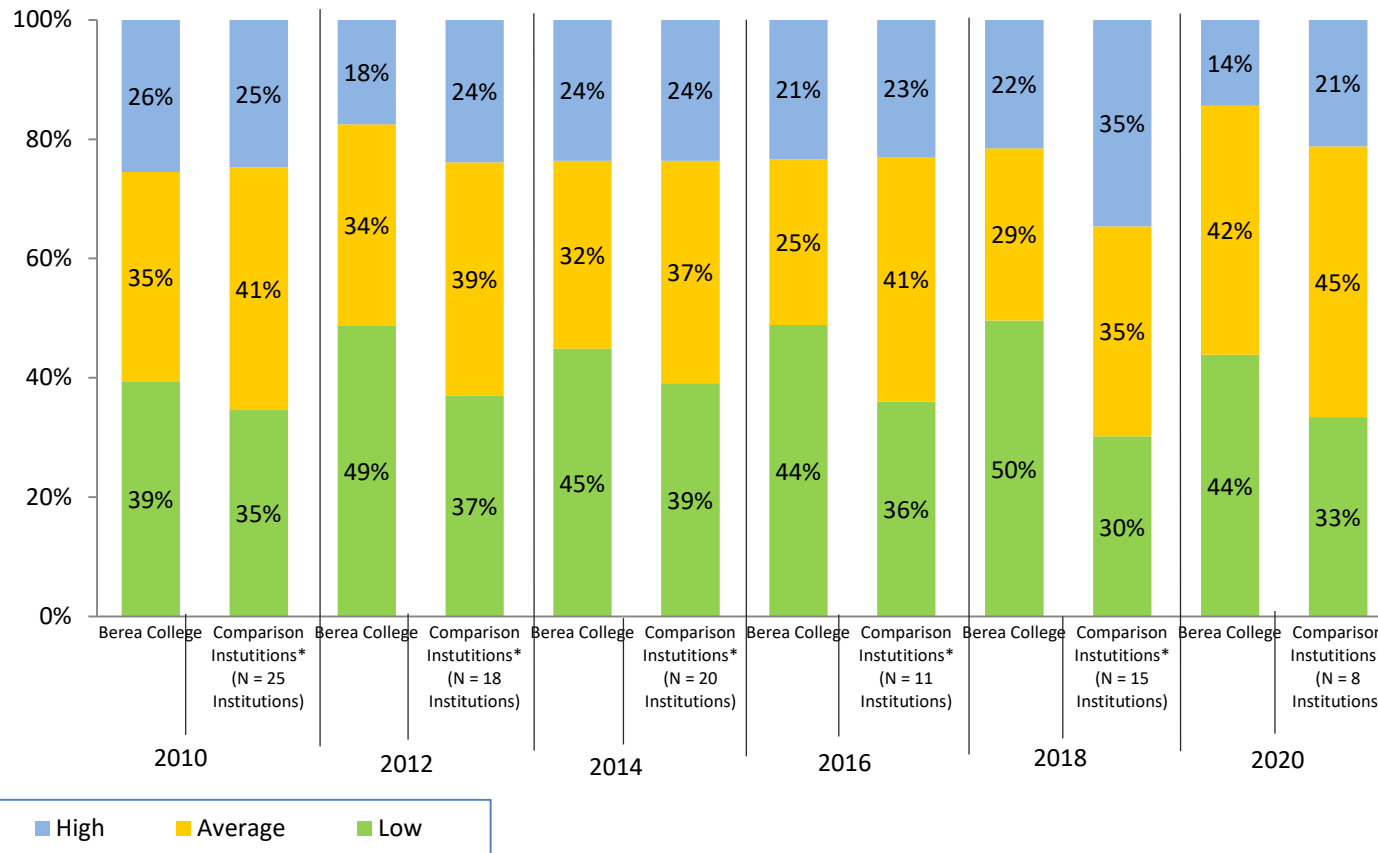
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NOTE: Fall 2020 had a smaller first-year student class due to COVID-19.

Cooperative Institutional Research Program (CIRP), Fall 2010, 2012, 2014, 2016, 2018 and 2020

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

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



Survey items included in the construct, Social Self-Concept

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

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

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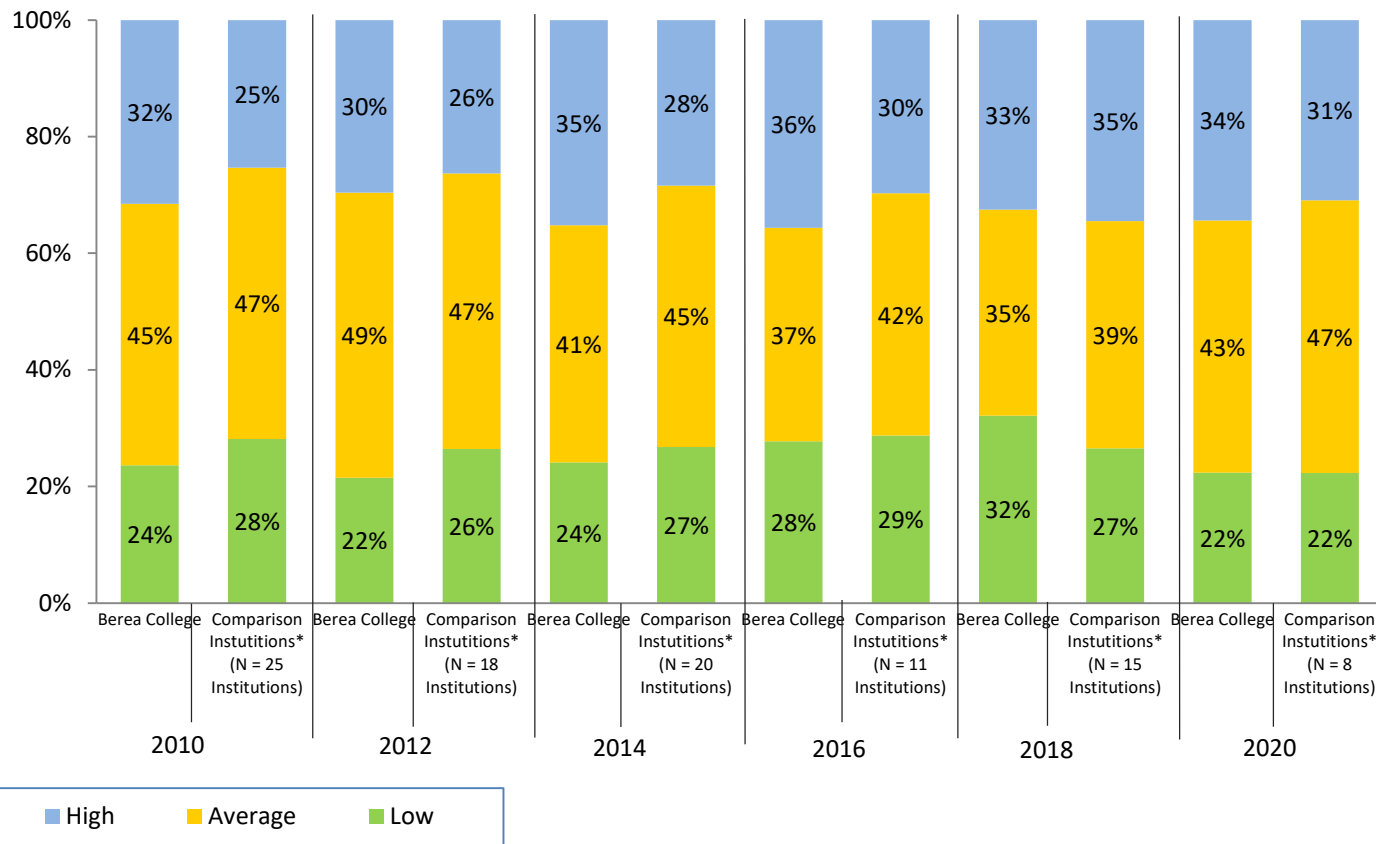
Response Rates: 2010: 87%; 12: 76%; 14: 84%; 16: 75%; 18: 64%; 20: 74%.

NOTE: Fall 2020 had a smaller first-year student class due to COVID-19.

Cooperative Institutional Research Program (CIRP), Fall 2010, 2012, 2014, 2016, 2018, and 2020

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

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



Survey items included in the construct, Pluralistic Orientation:

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

- 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

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

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

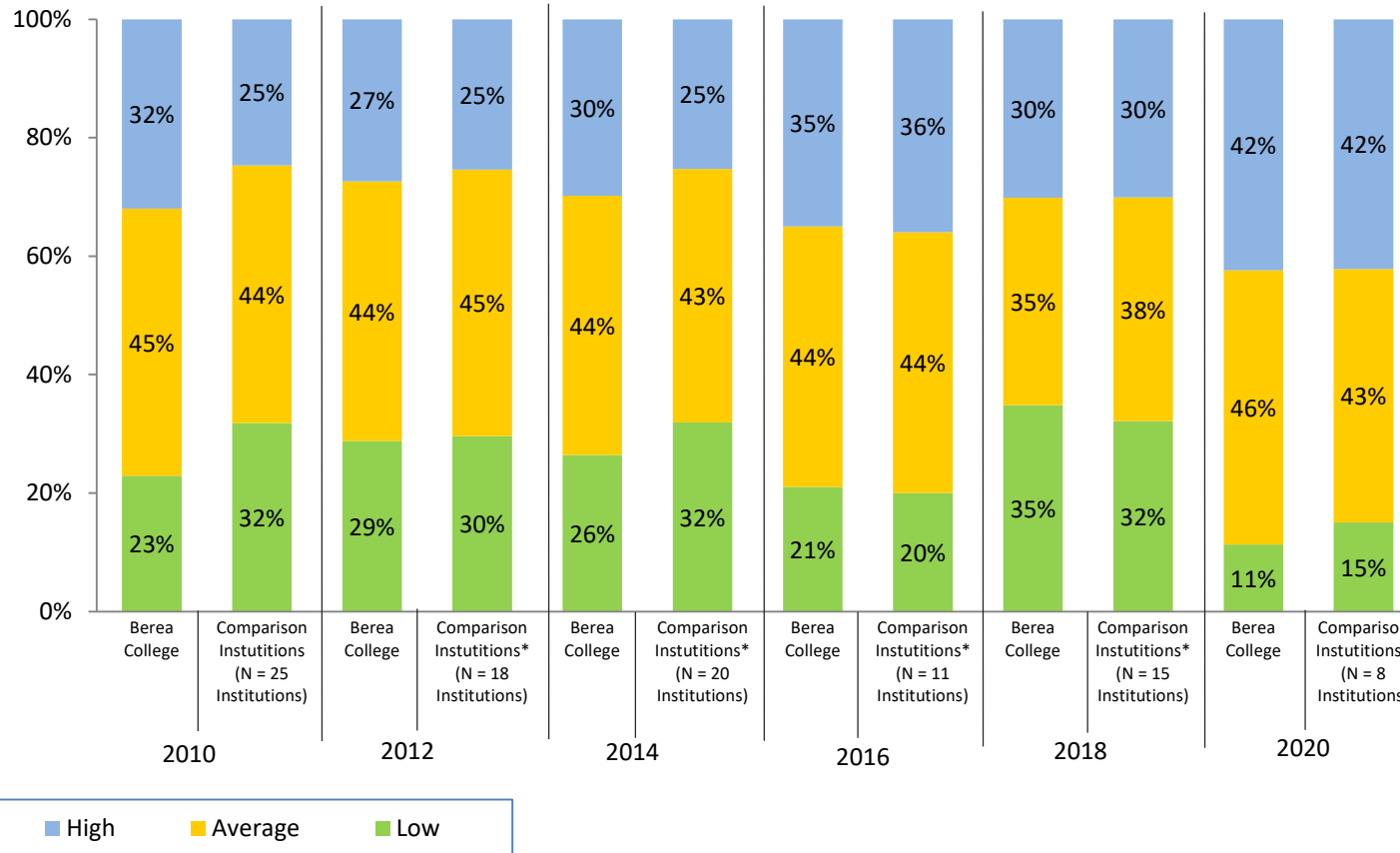
Response Rates: 2010: 87%; 12: 76%; 14: 84%; 16: 75%; 18: 64%; 20: 74%.

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Cooperative Institutional Research Program (CIRP), Fall 2010, 2012, 2014, 2016, 2018, and 2020

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

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



Survey items included in the construct, Social Agency:

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

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

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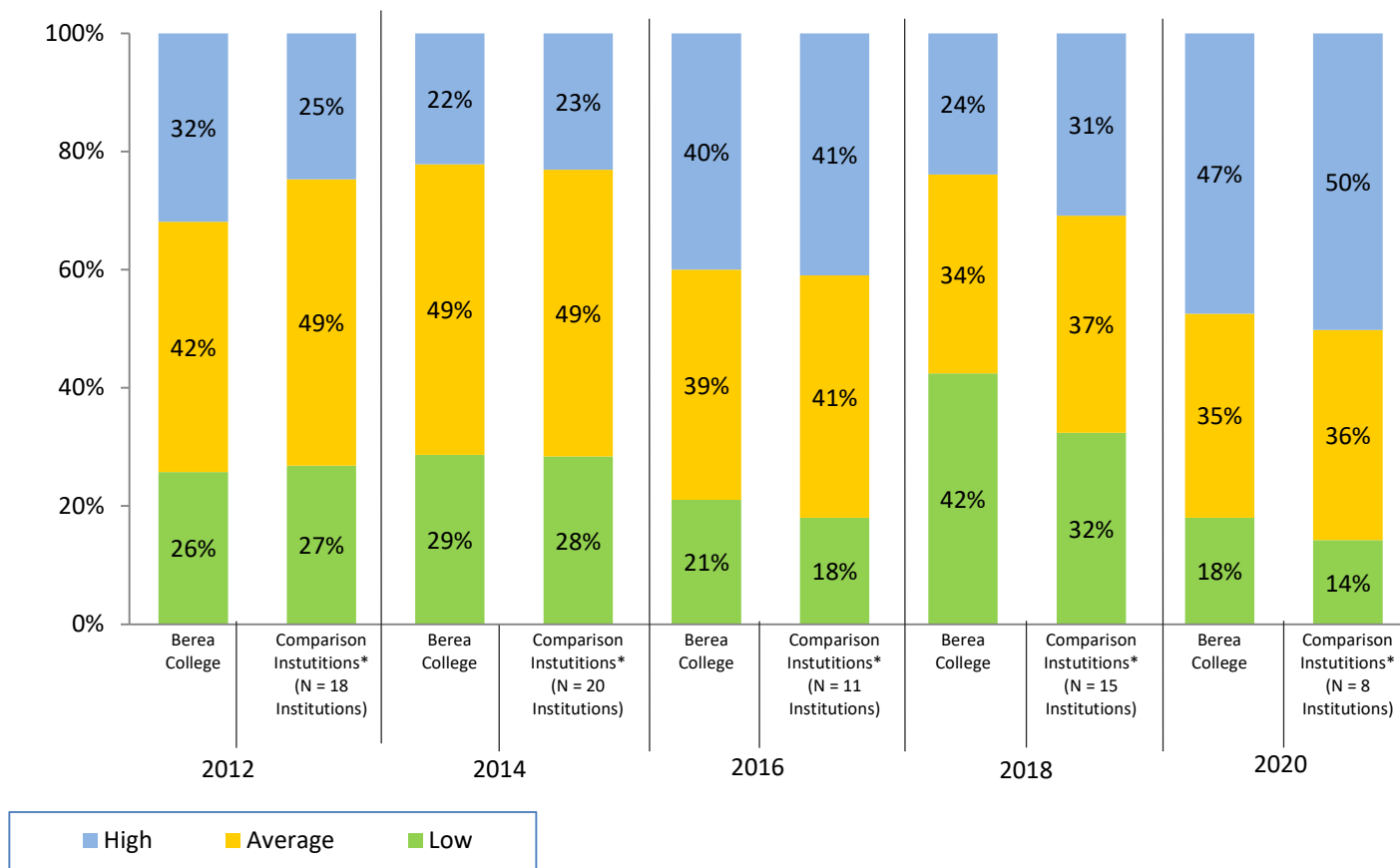
Response Rates: 2010: 87%; 12: 76%; 14: 84%; 16: 75%; 18: 64%; 20: 74%.

NOTE: Fall 2020 had a smaller first-year student class due to COVID-19.

Cooperative Institutional Research Program (CIRP), Fall 2012, 2014, 2016, 2018, and 2020

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

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



Survey items included in the construct, Civic Engagement:

Indicate 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

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

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

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

Response Rates: 2012: 76%; 14: 84%; 16: 75%; 18: 64%; 20: 74%.

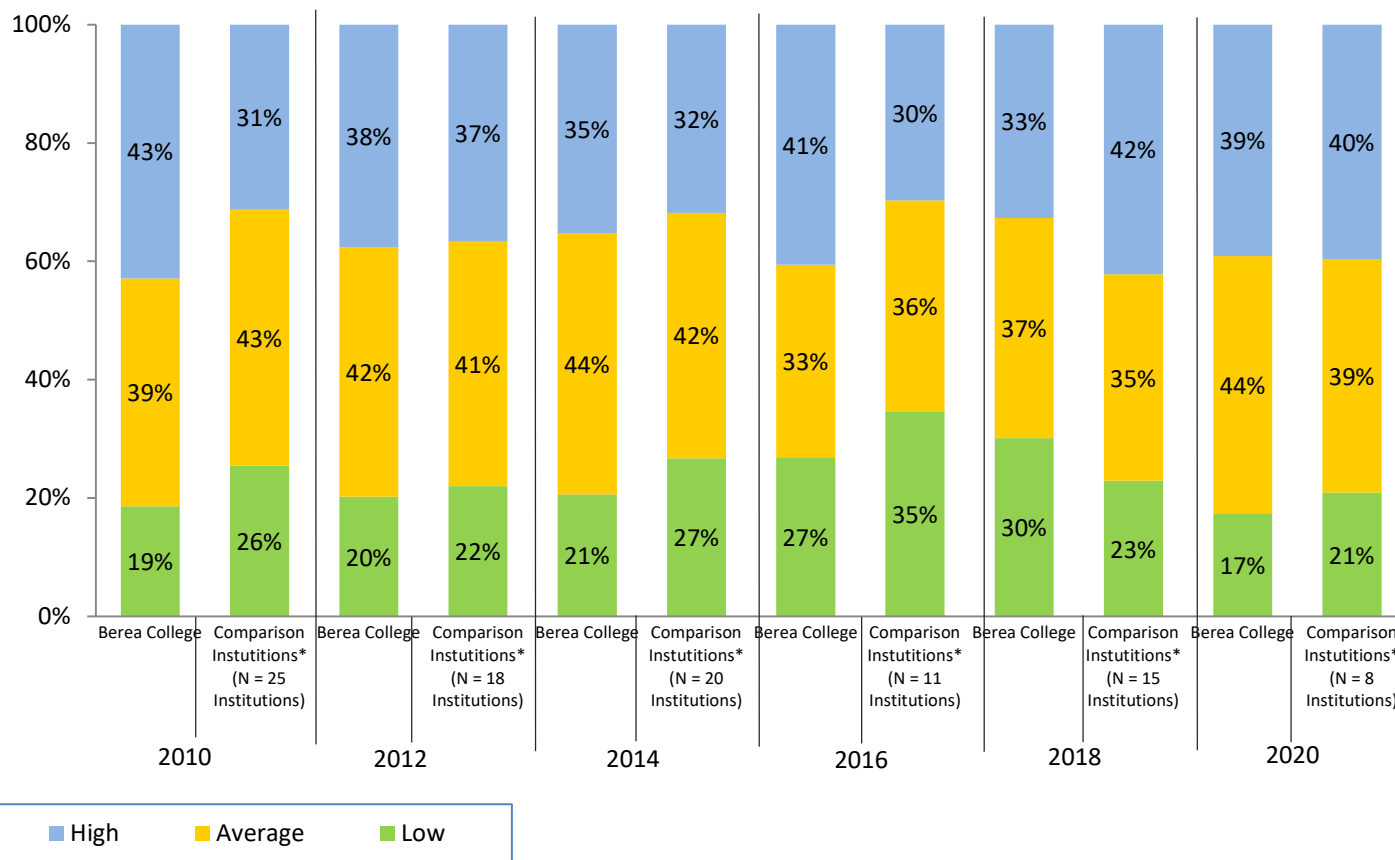
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Source: Office of Institutional Research and Assessment, February 2021

Cooperative Institutional Research Program (CIRP), Fall 2010, 2012, 2014, 2016, 2018, and 2020

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

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



Survey items included in the construct, **College Reputation Orientation**:

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

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

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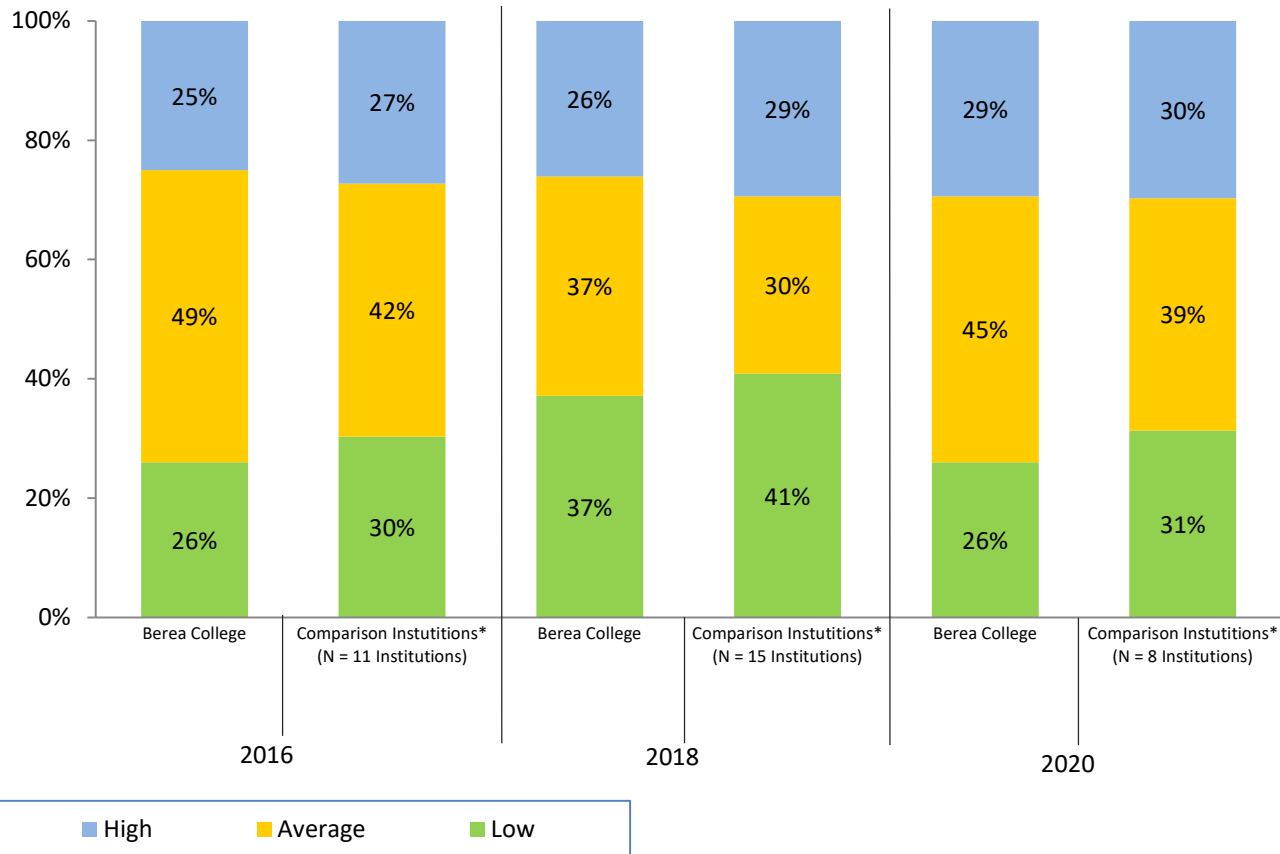
Response Rates: 2010: 87%; 12: 76%; 14: 84%; 16: 75%; 18: 64%; 20: 74%.

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Cooperative Institutional Research Program (CIRP), Fall Terms: 2016, 2018, and 2020

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

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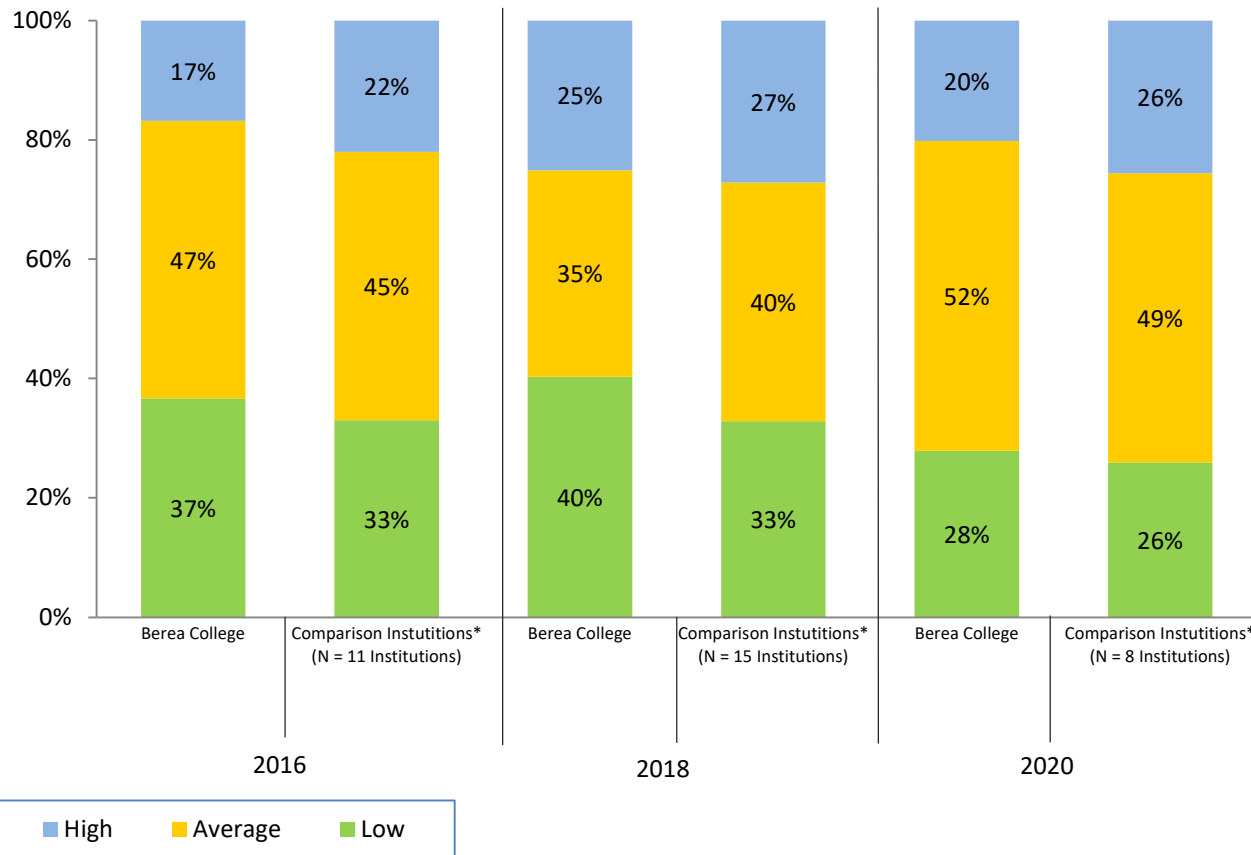
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Response Rates: 16: 75%; 18: 64%; 20: 74%. NOTE: Fall 2020 had a smaller first-year student class due to COVID-19.

Cooperative Institutional Research Program (CIRP), Fall Terms: 2016, 2018, and 2020

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

Construct: Science Self-Efficacy - *A measure of students' confidence in their ability to conduct scientific research*



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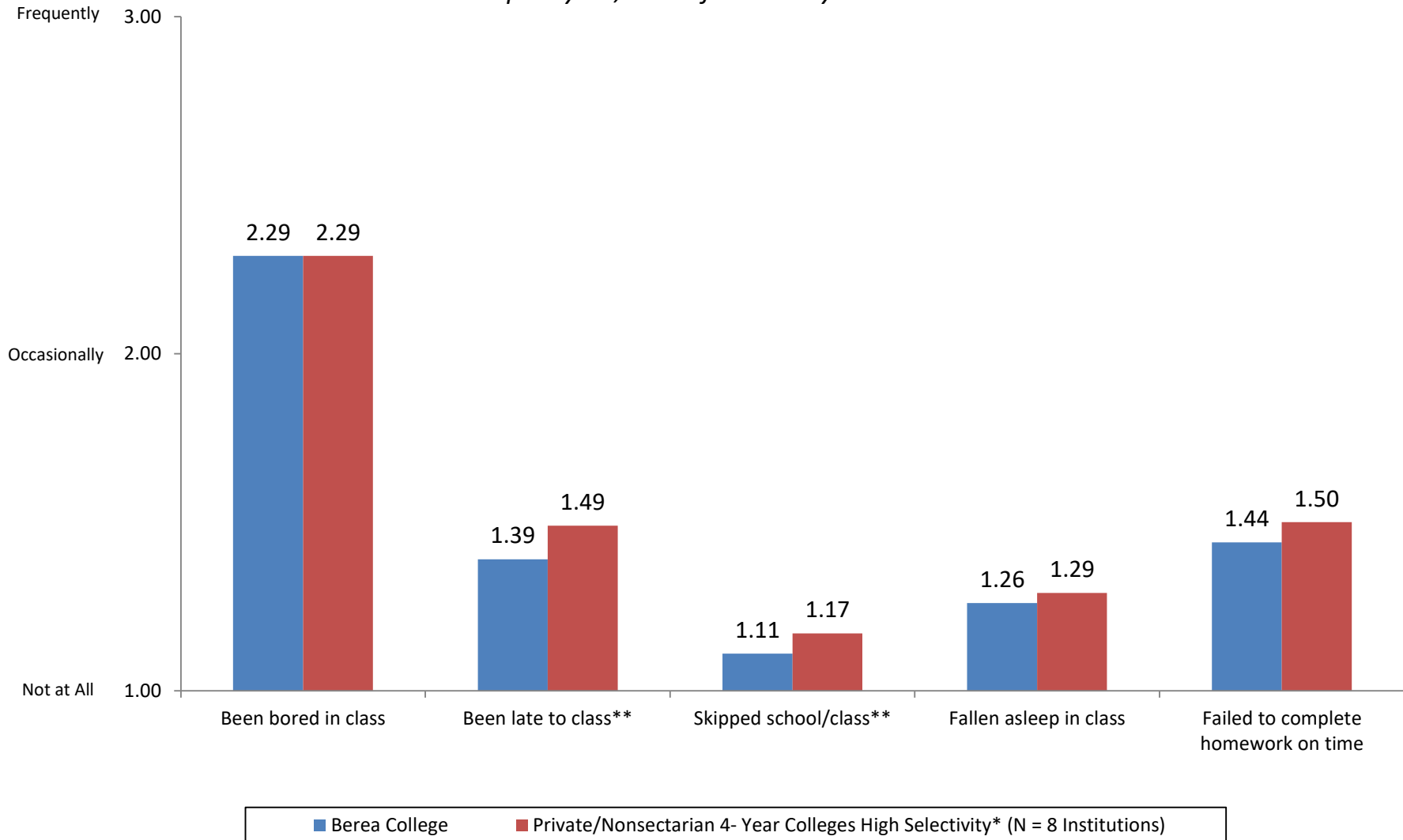
Theme: Academic Disengagement -- *These items relate to the extent to which students engage in behaviors that are inconsistent with academic success.*

- 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...



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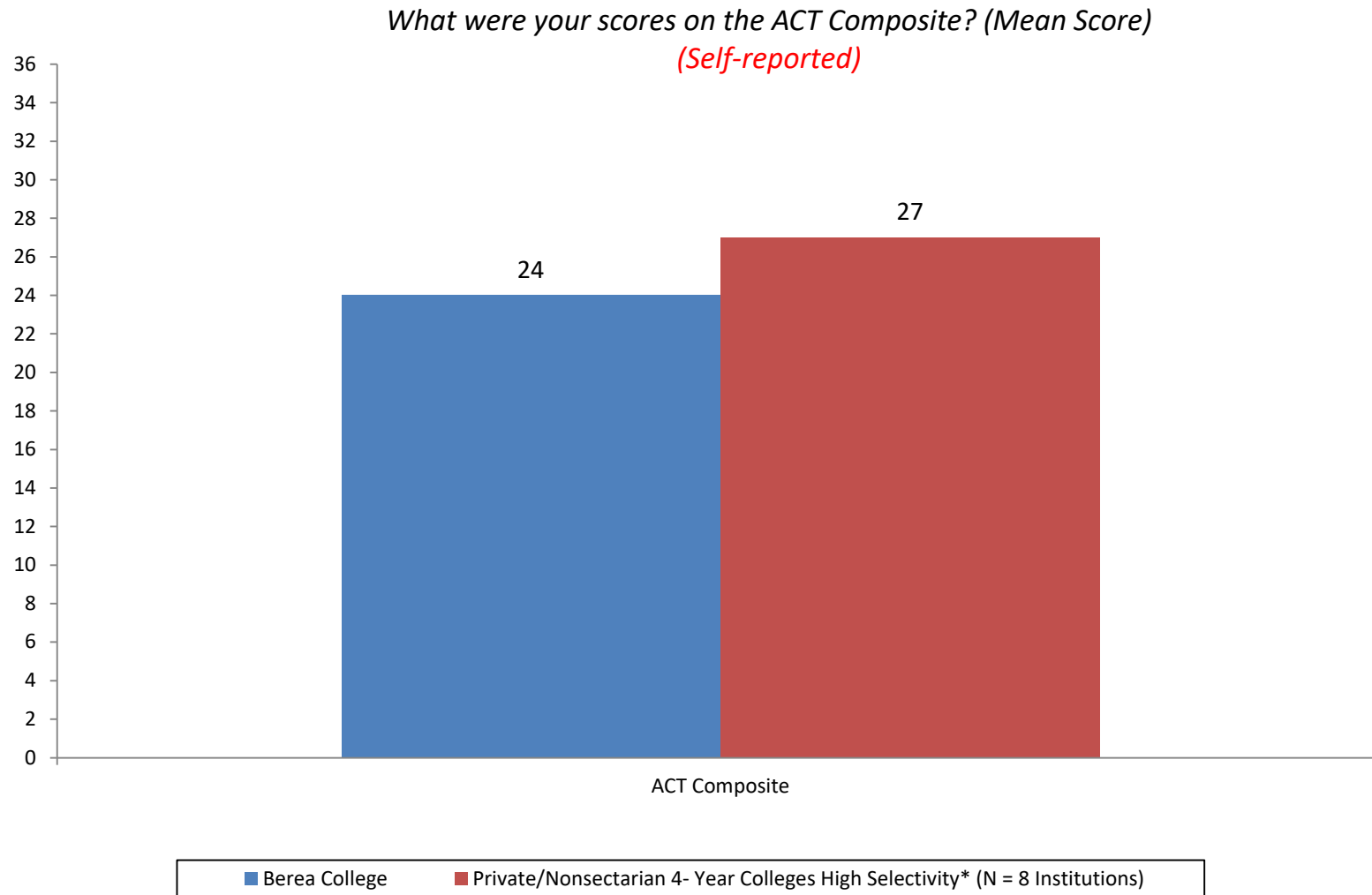
**Difference is statistically significant.

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

- Self-Reported:
SAT Critical Reading
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?
(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
- During high school (grade 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. 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 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)

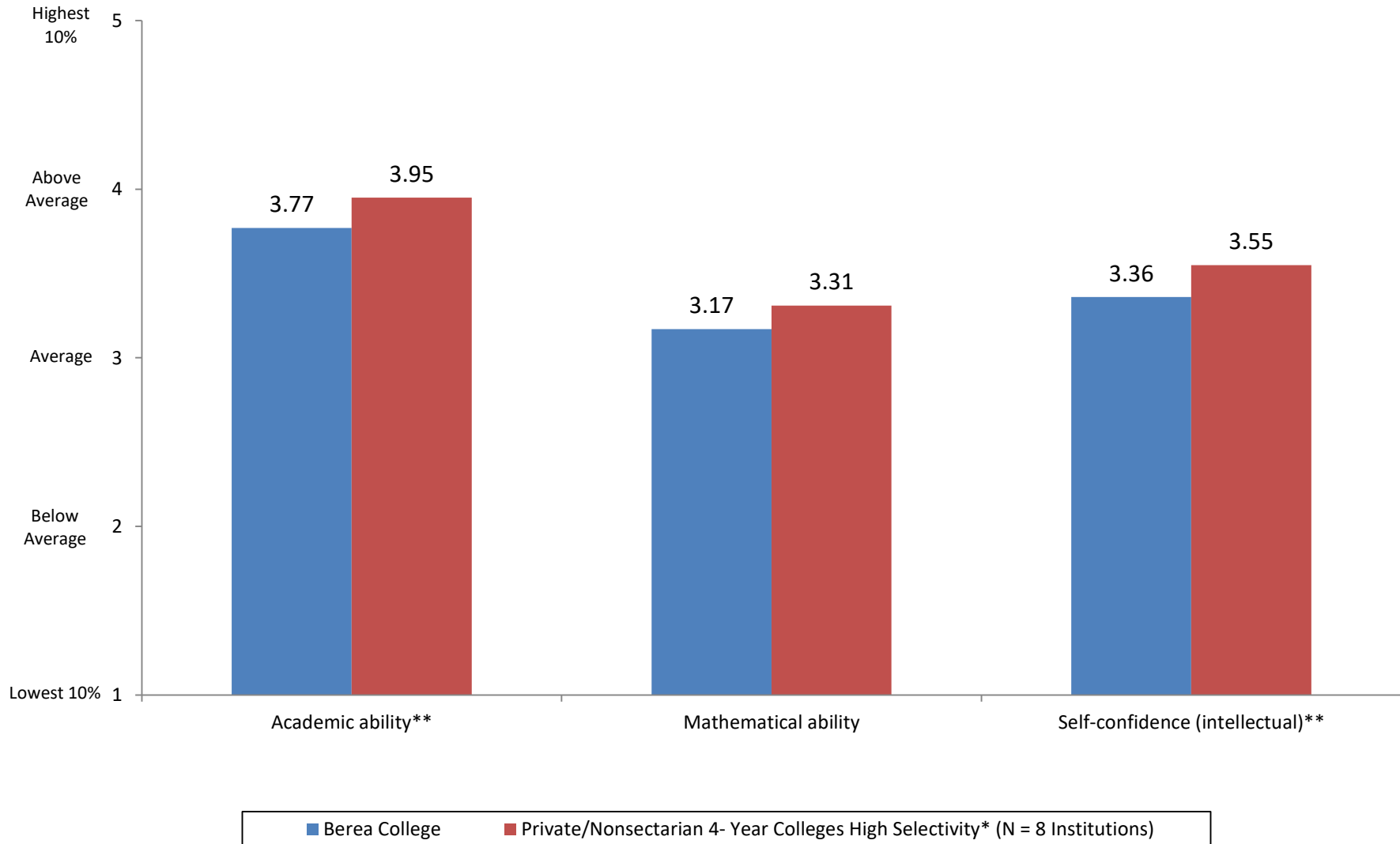


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THEME: Academic Preparation

(Based on First-Year Students Only)

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



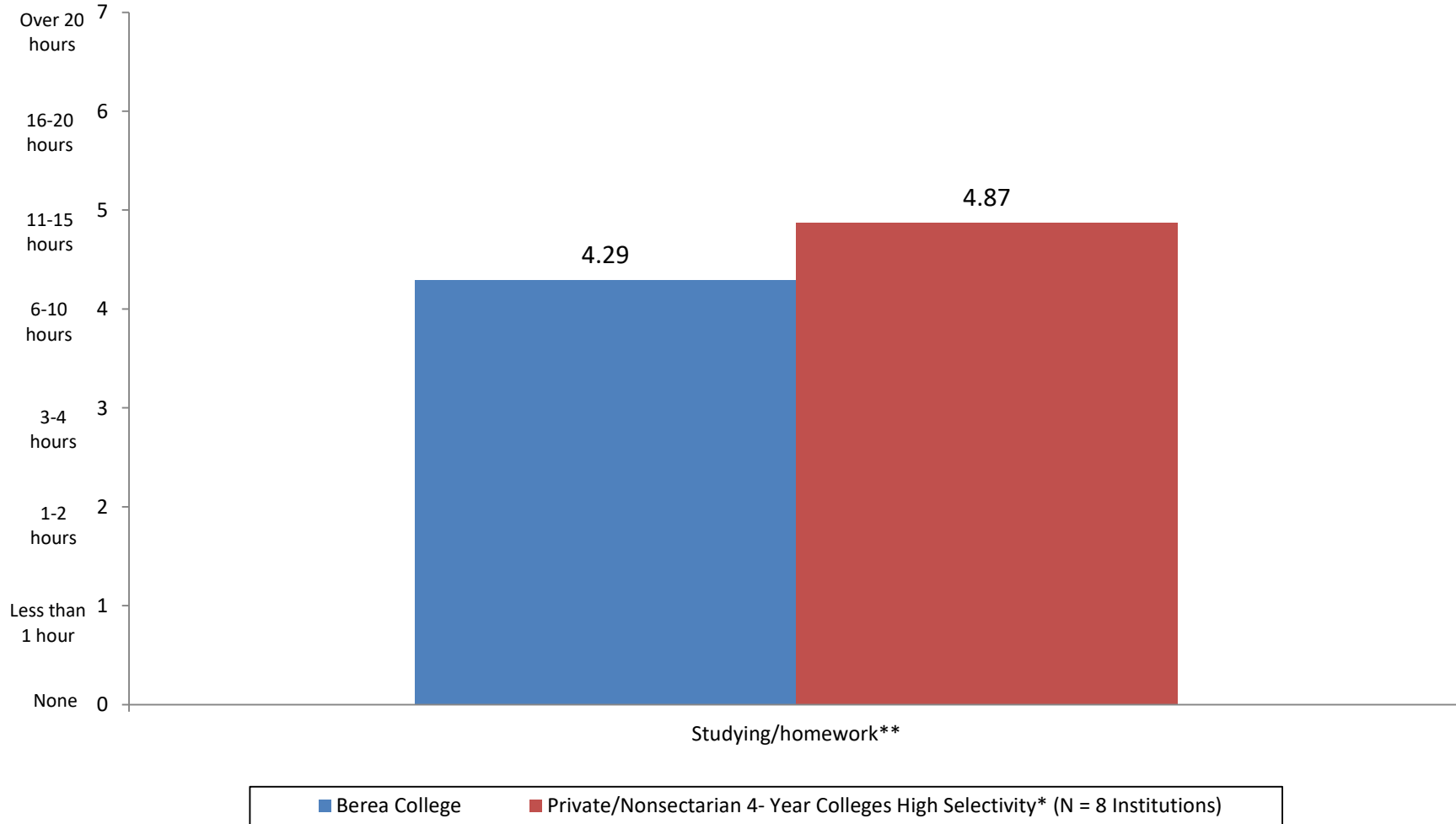
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THEME: Academic Preparation

(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...?



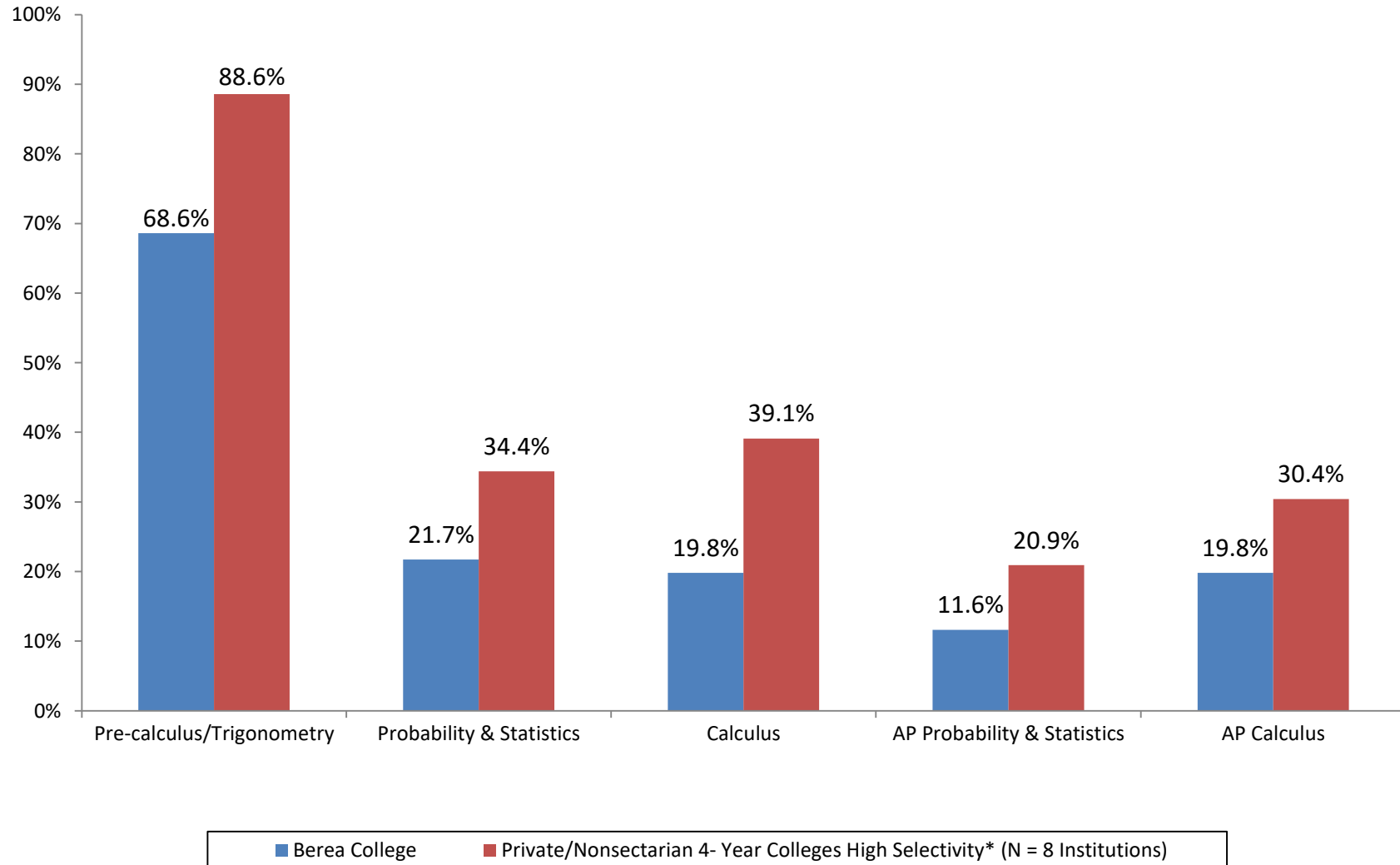
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THEME: Academic Preparation

(Based on First-Year Students Only)

Please mark which of the following courses you have completed:

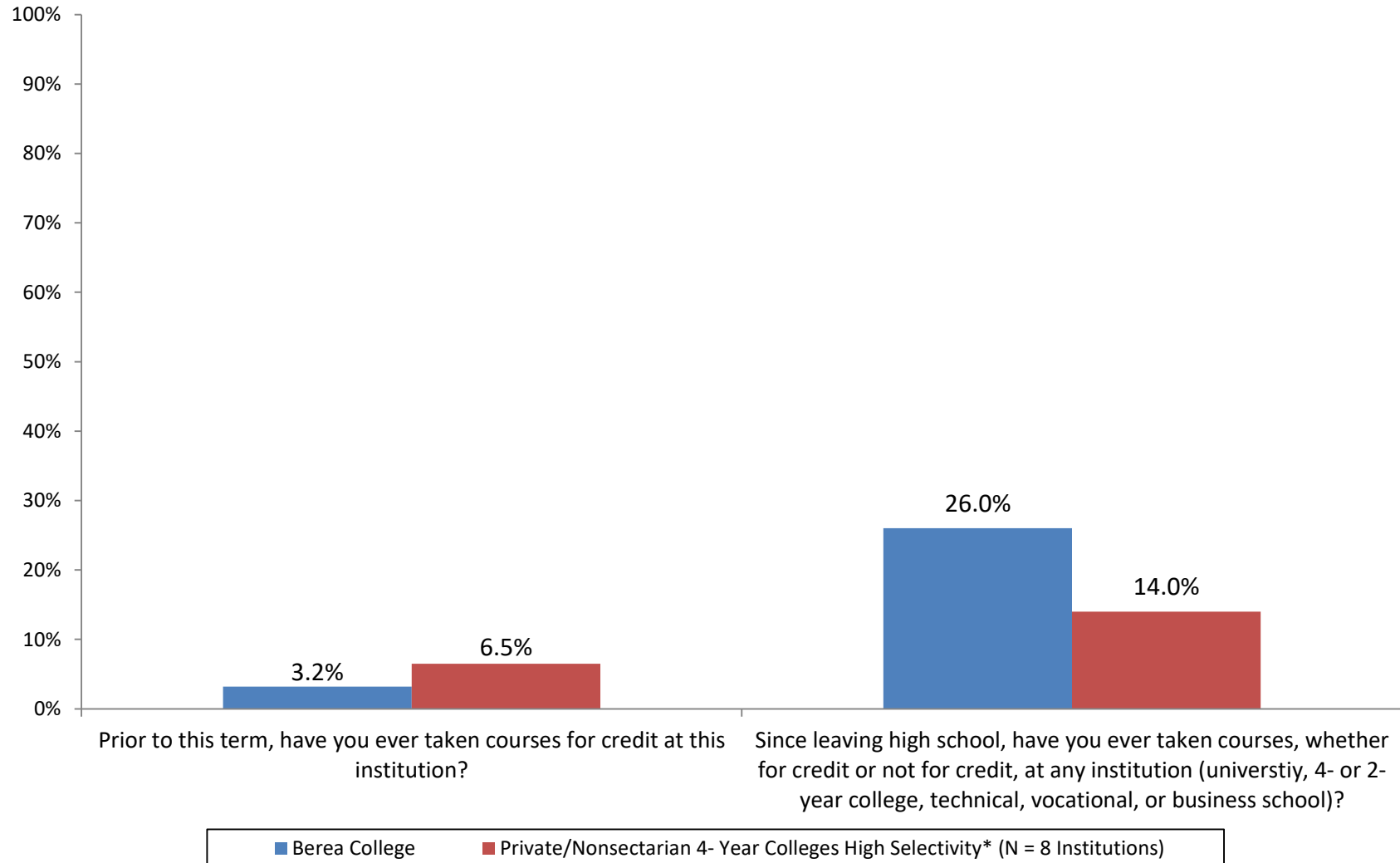


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THEME: Academic Preparation

(Based on First-Year Students Only)

Percent of respondents indicating "yes"

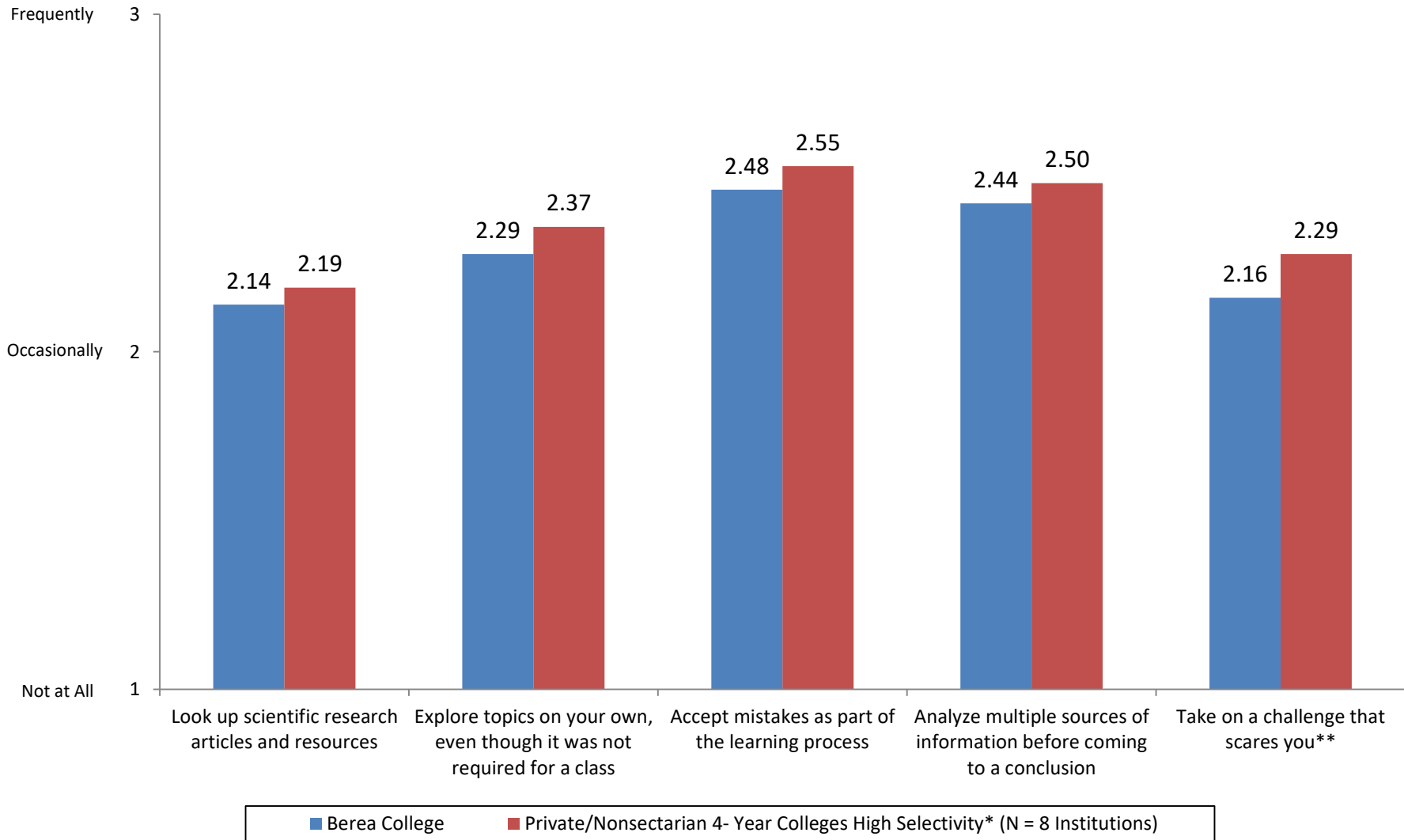


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THEME: Academic Preparation

(Based on First-Year Students Only)

How often in the past year did you...?



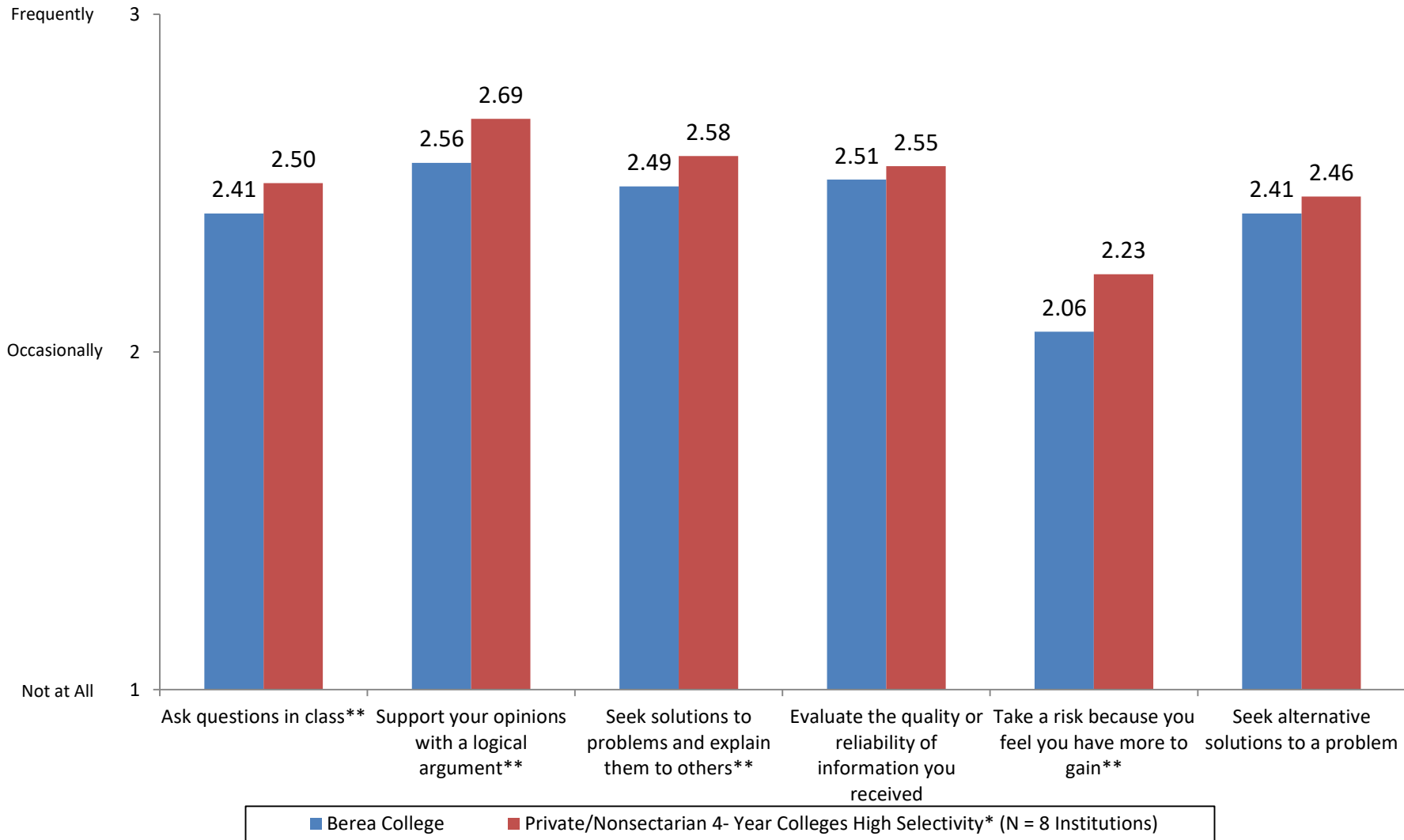
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THEME: Academic Preparation

(Based on First-Year Students Only)

How often in the past year did you...?



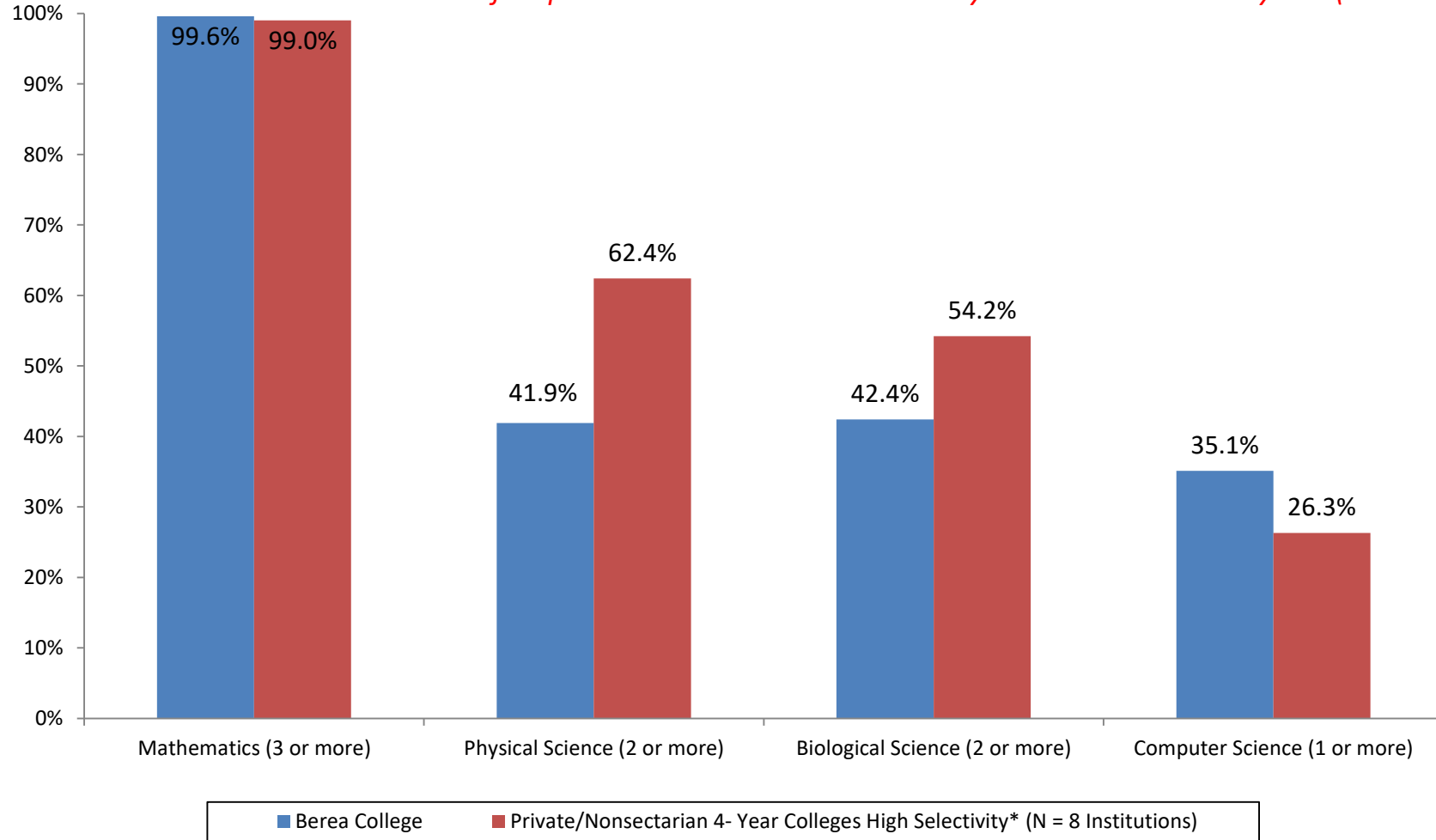
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THEME: Academic Preparation

(Based on First-Year Students Only)

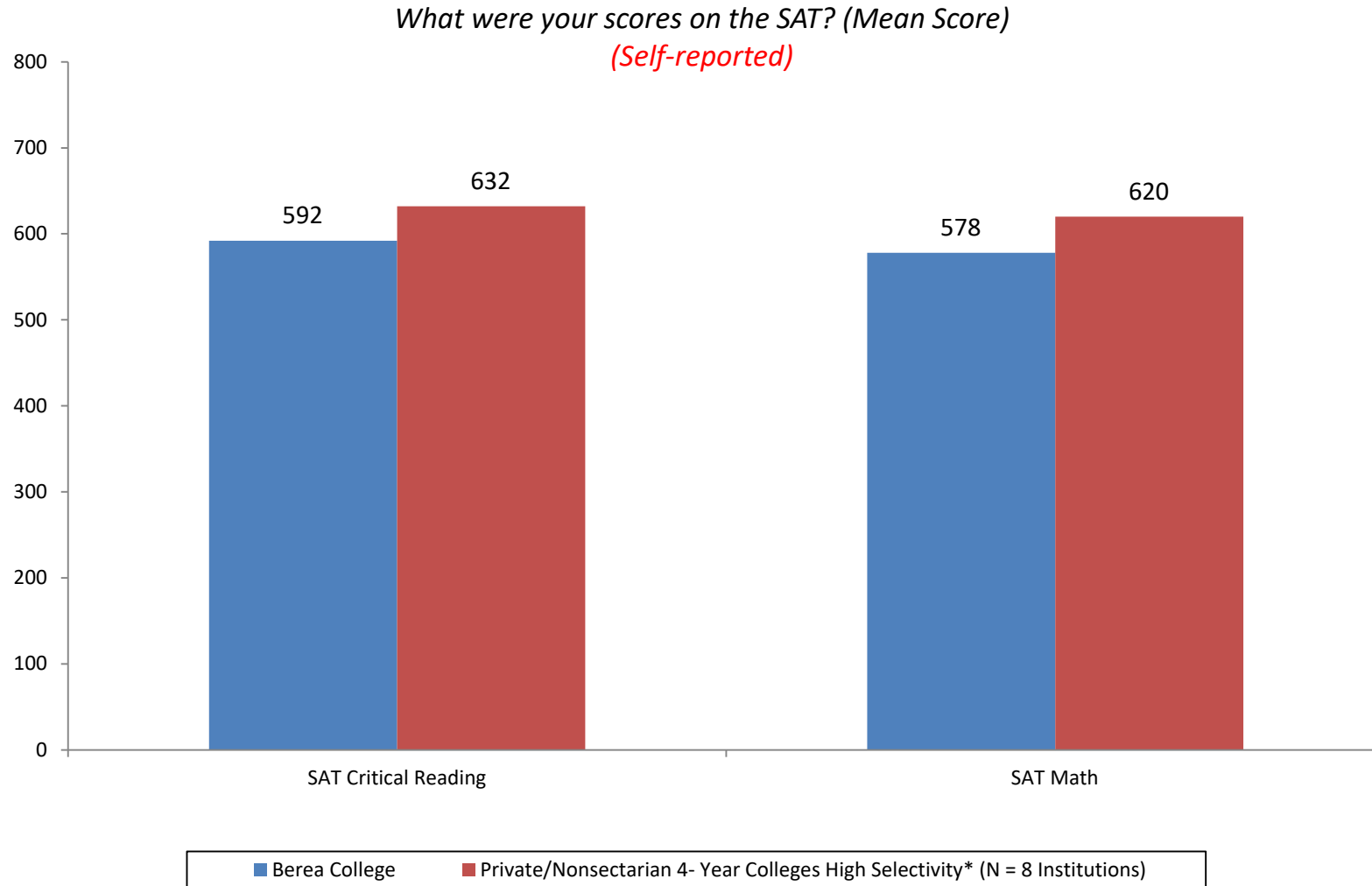
*How many years did you study each of the following subjects in high school?
Percent of respondents who indicated that they had taken x or more years (see x-axis)*



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THEME: Academic Preparation

(Based on First-Year Students Only)



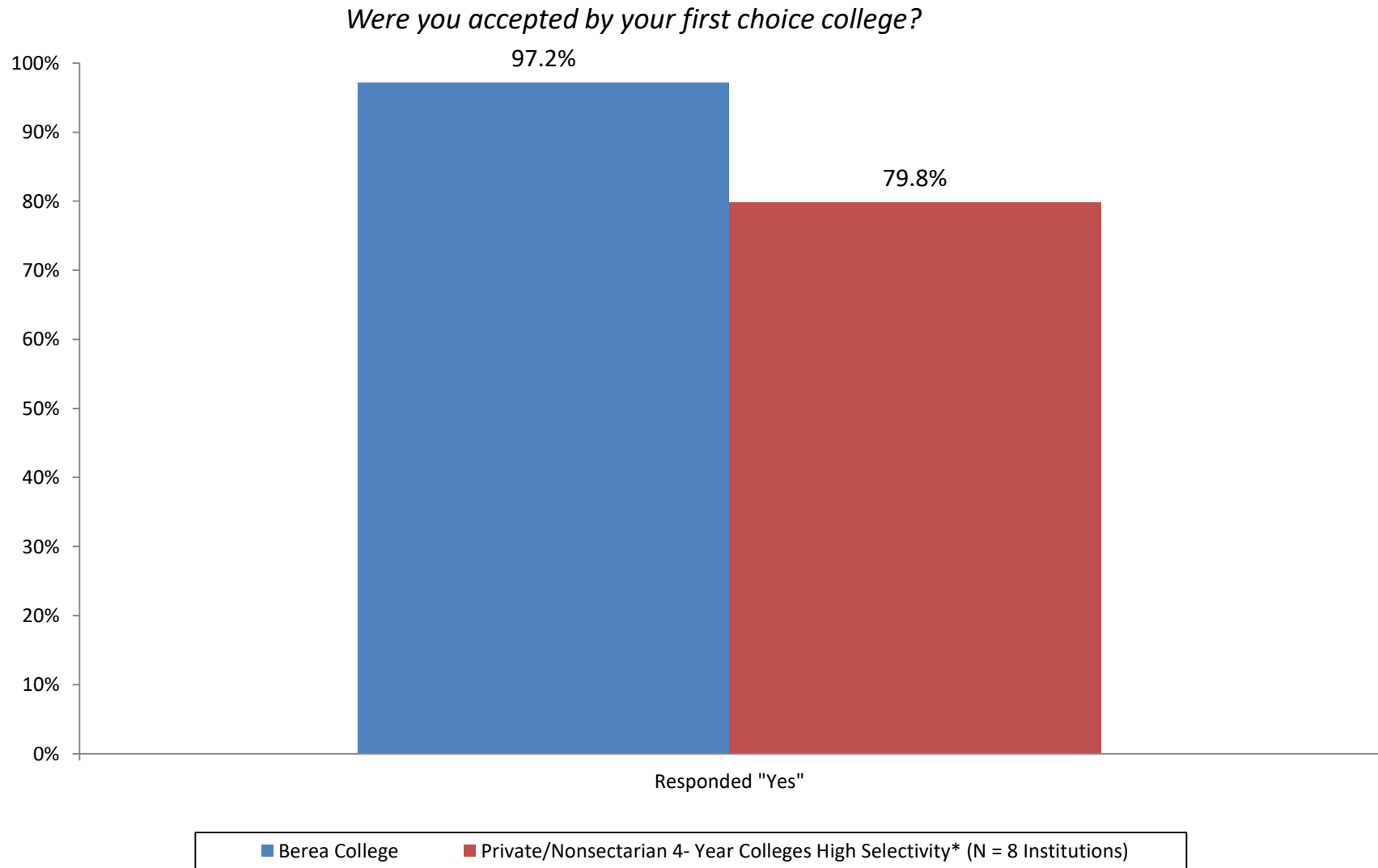
*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

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 and Eight, Nine and 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)

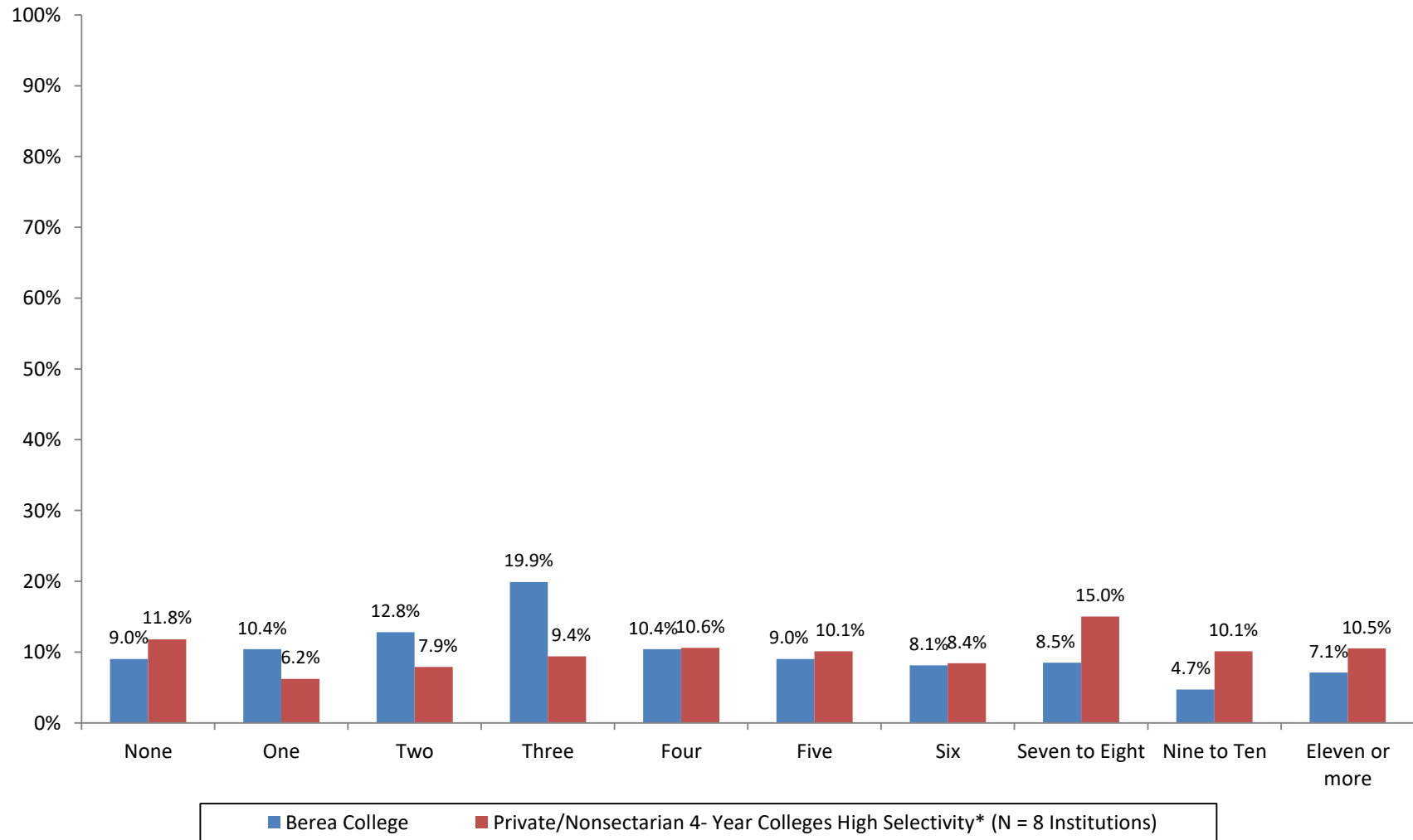


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THEME: College Choice

(Based on First-Year Students Only)

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

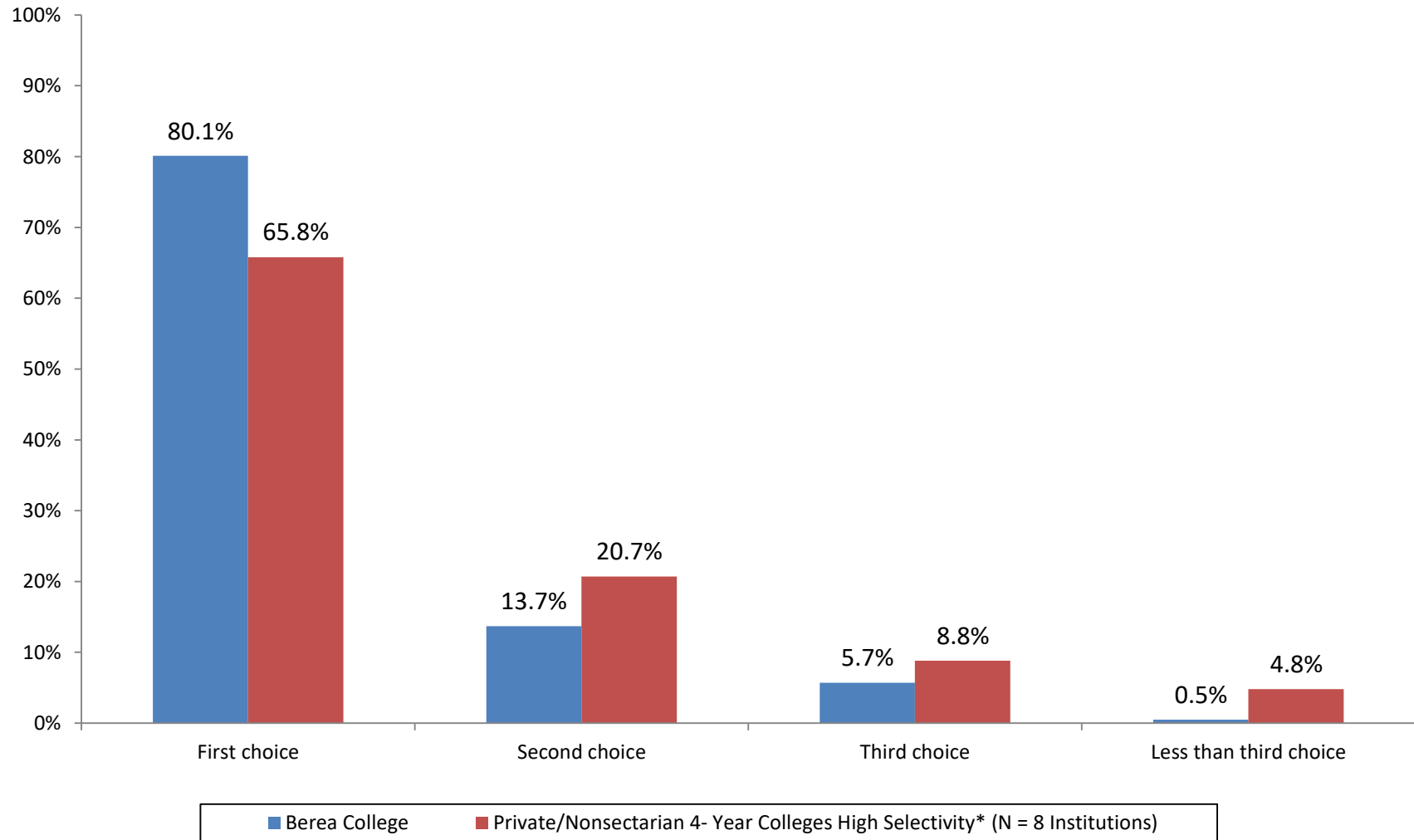


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THEME: College Choice

(Based on First-Year Students Only)

Is this college your:

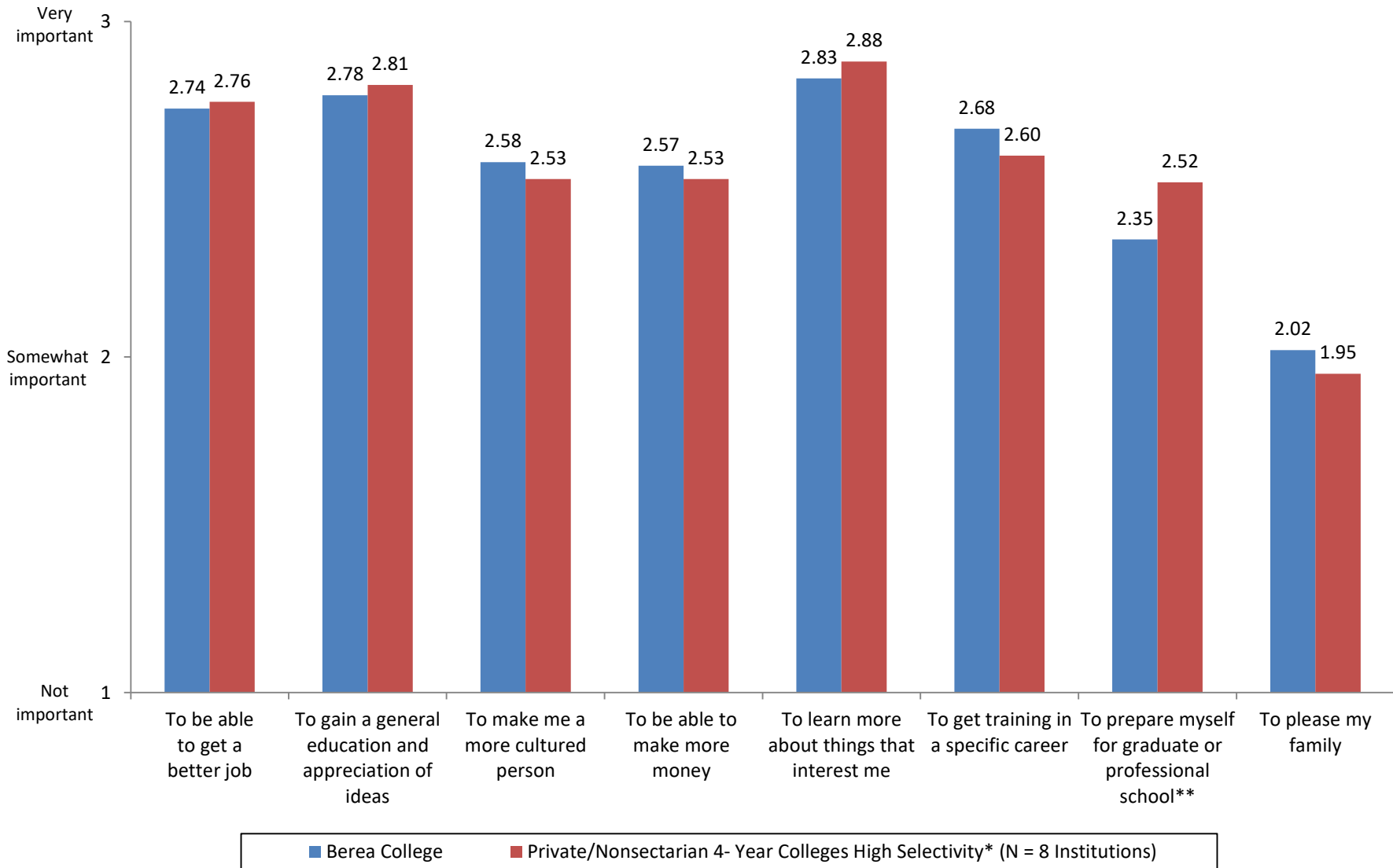


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THEME: College Choice

(Based on First-Year Students Only)

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



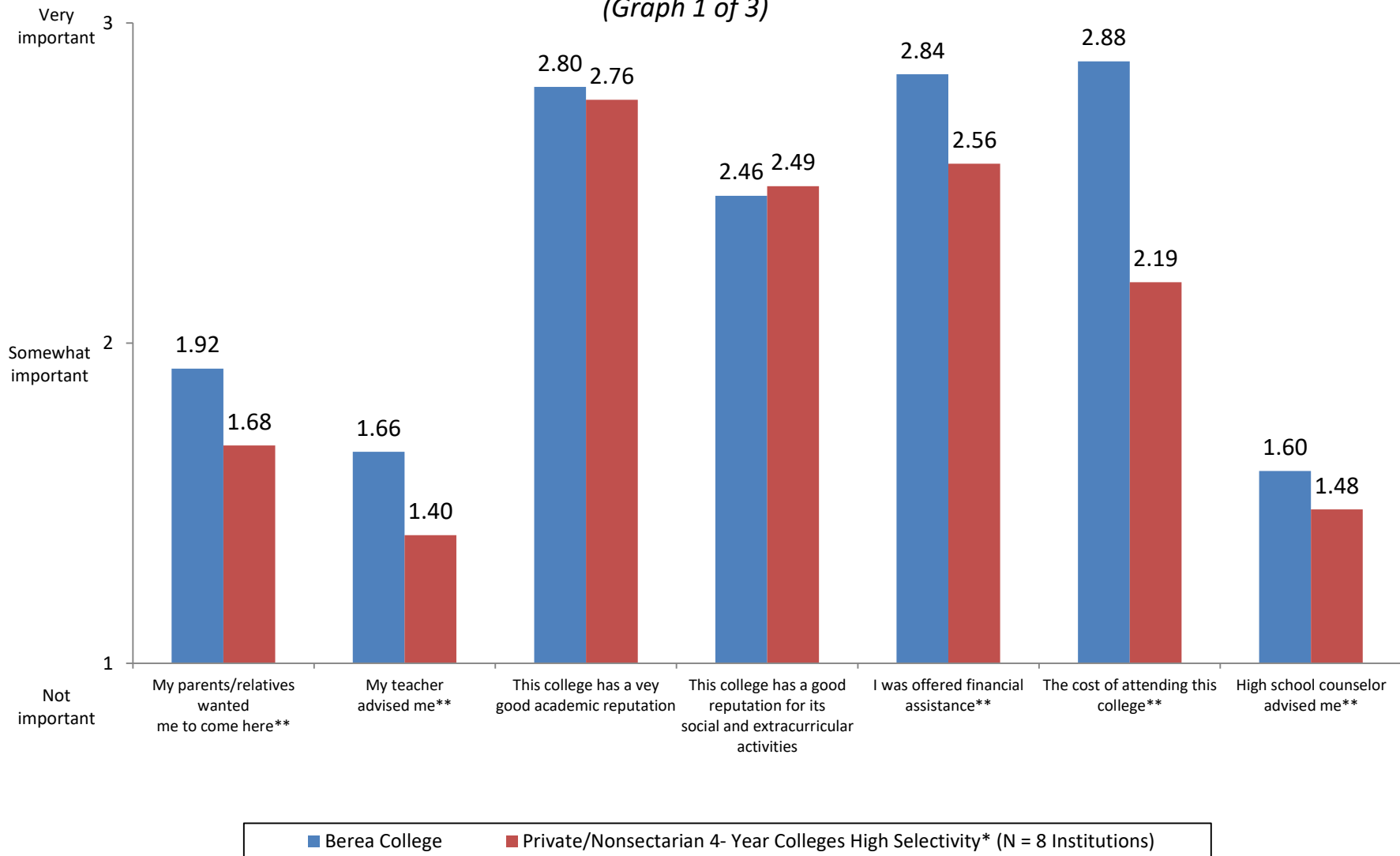
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**Difference is statistically significant.

THEME: College Choice

(Based on First-Year Students Only)

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



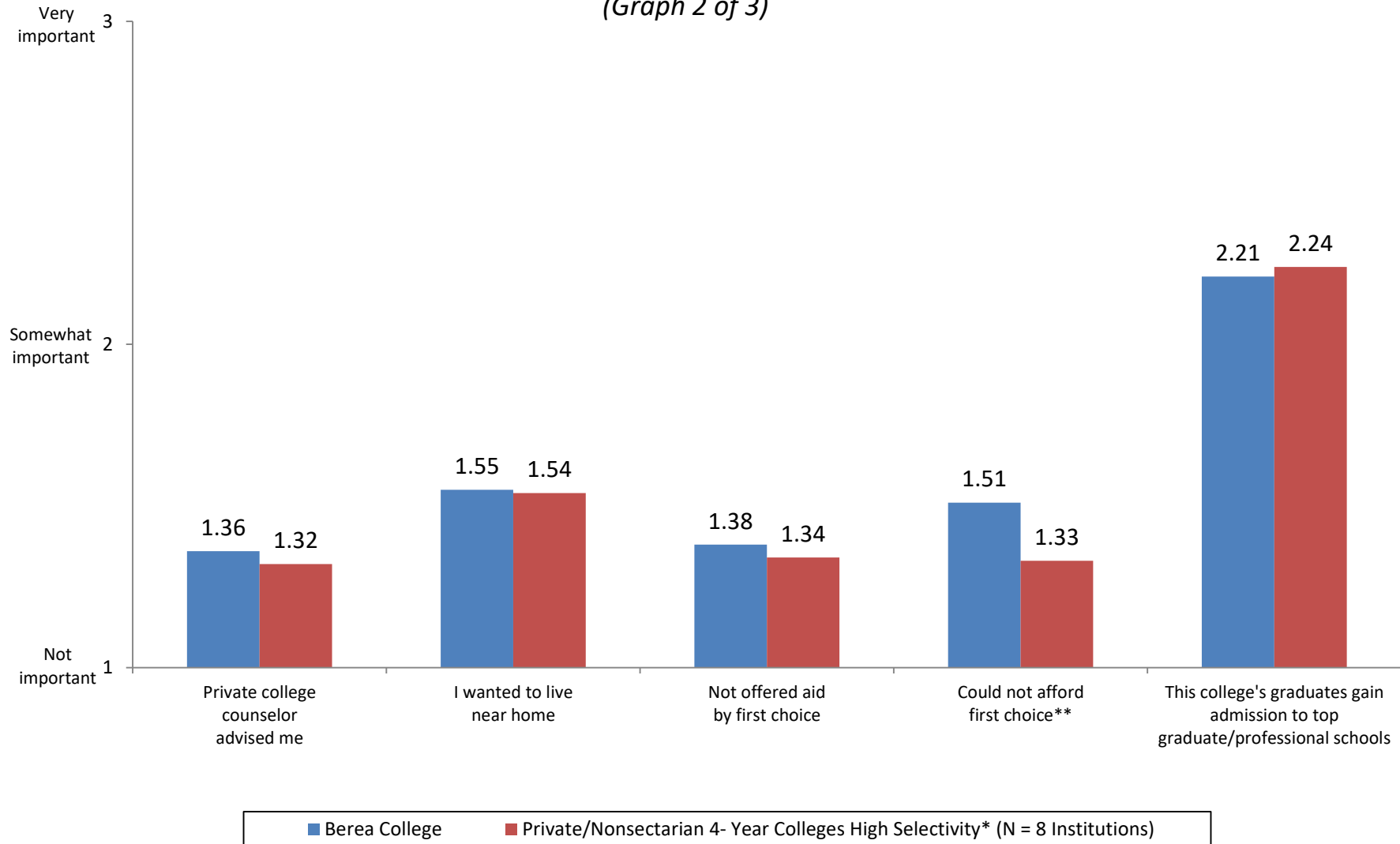
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THEME: College Choice

(Based on First-Year Students Only)

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



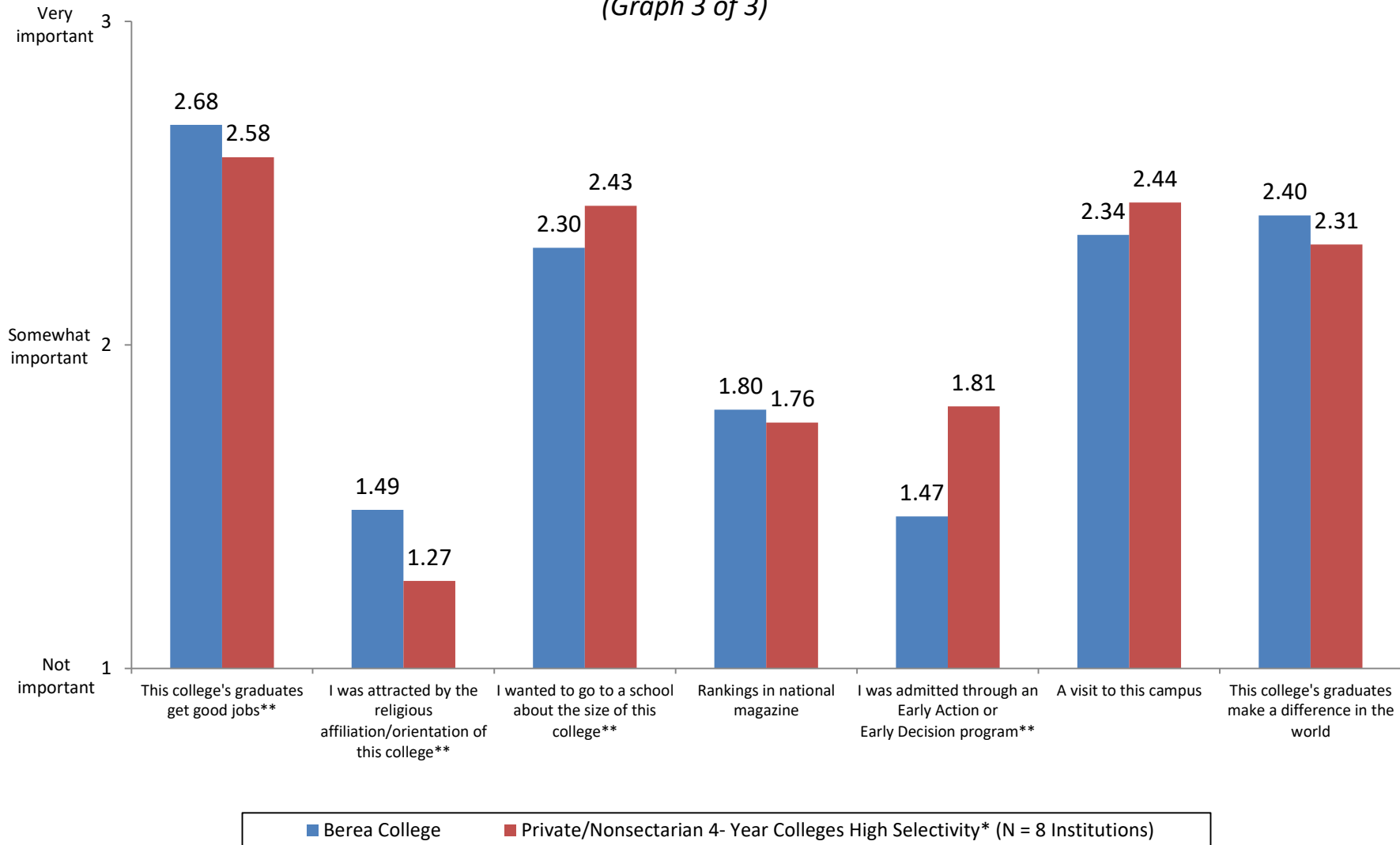
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THEME: College Choice

(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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**Difference is statistically significant.

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. Discussed politics
 4. Publicly communicated my opinion about a cause (e.g. blog, email, petition)
 5. 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

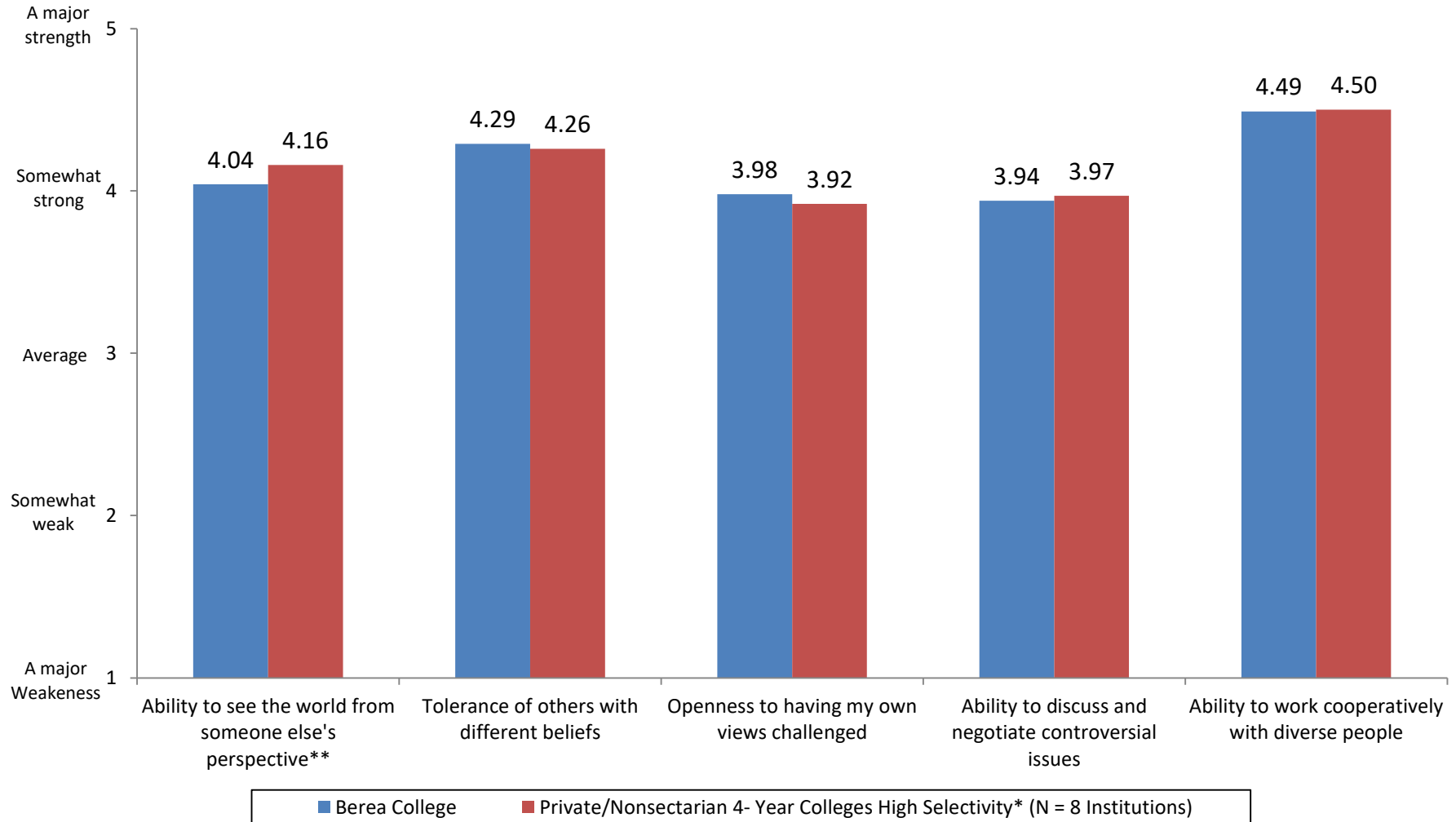
- Please indicate the importance to you personally of each of the following:
(*Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1*)
 1. Influencing social values
 2. Helping others who are in difficulty
 3. Participating in a community action program
 4. Helping to promote racial 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:
(*Very Good Chance = 4, Some Chance = 3, Very Little Chance = 2, No Chance = 1*)
 1. Participate in student government
 2. Vote in a local, state, or national election
 3. Participate in volunteer or community service work

THEME: Civic Engagement: Participation, Awareness, Values

(Based on First-Year Students Only)

How would you rate yourself in the following areas:



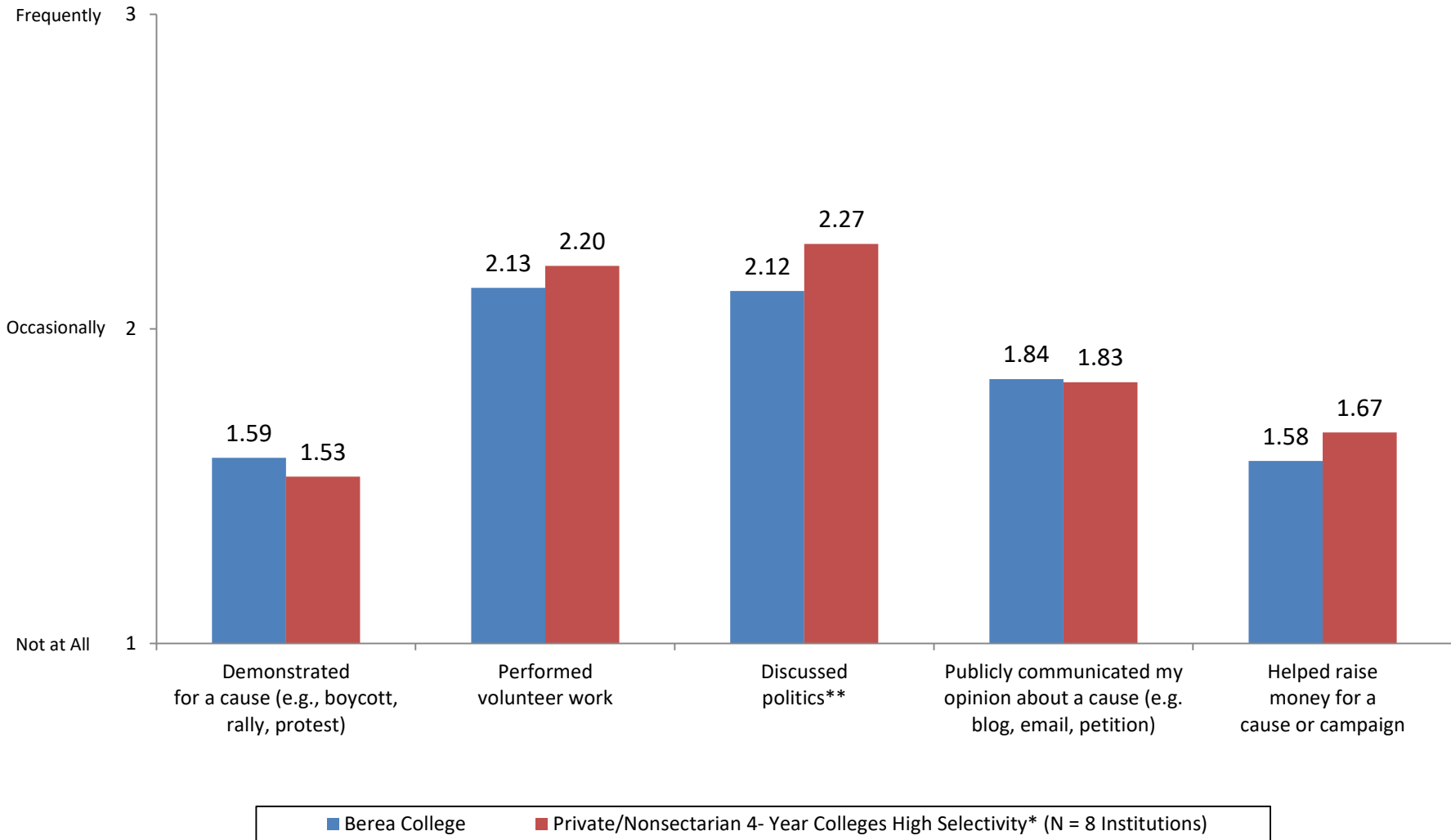
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Civic Engagement: Participation, Awareness, Values

(Based on First-Year Students Only)

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

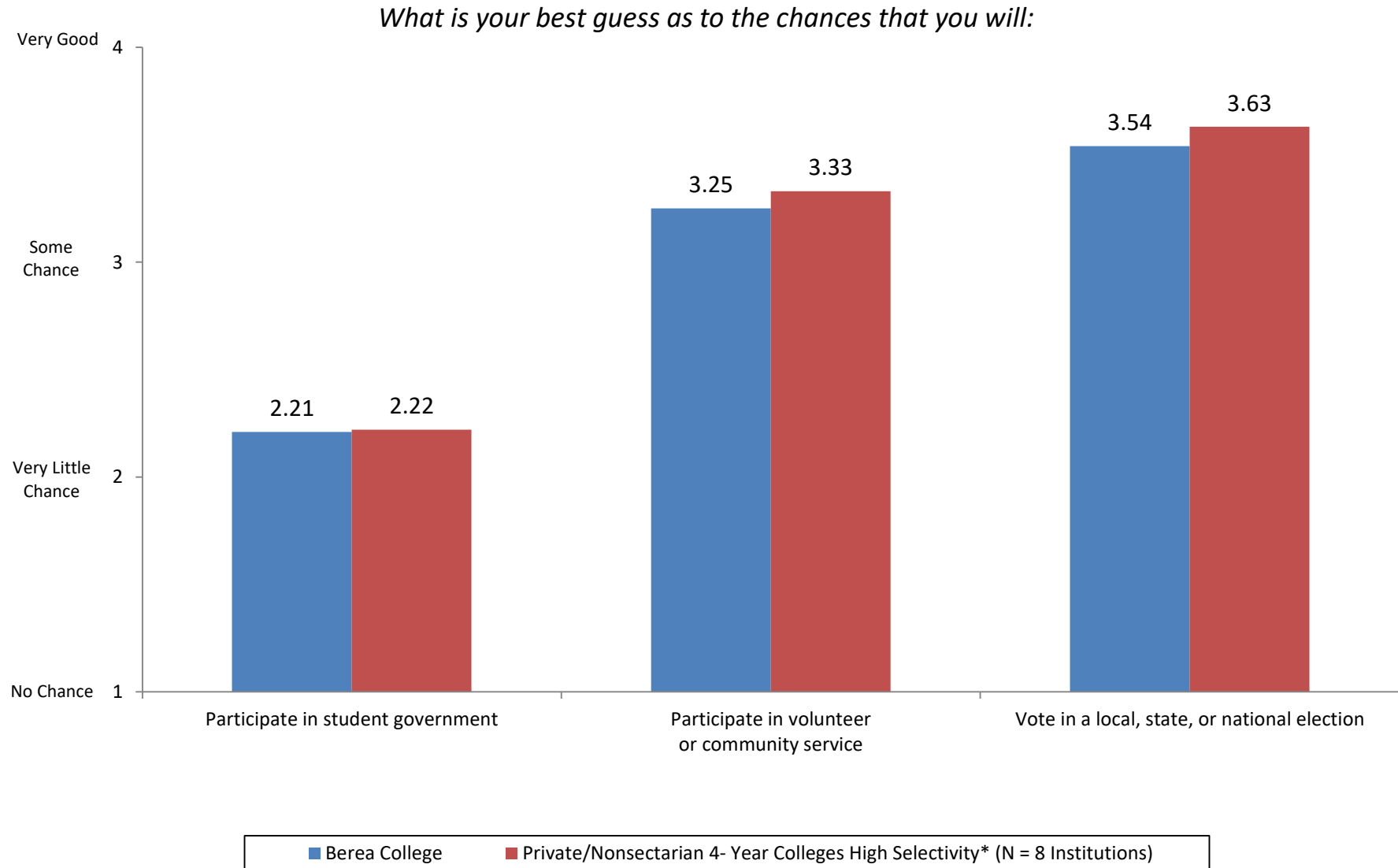


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THEME: Civic Engagement: Participation, Awareness, Values

(Based on First-Year Students Only)

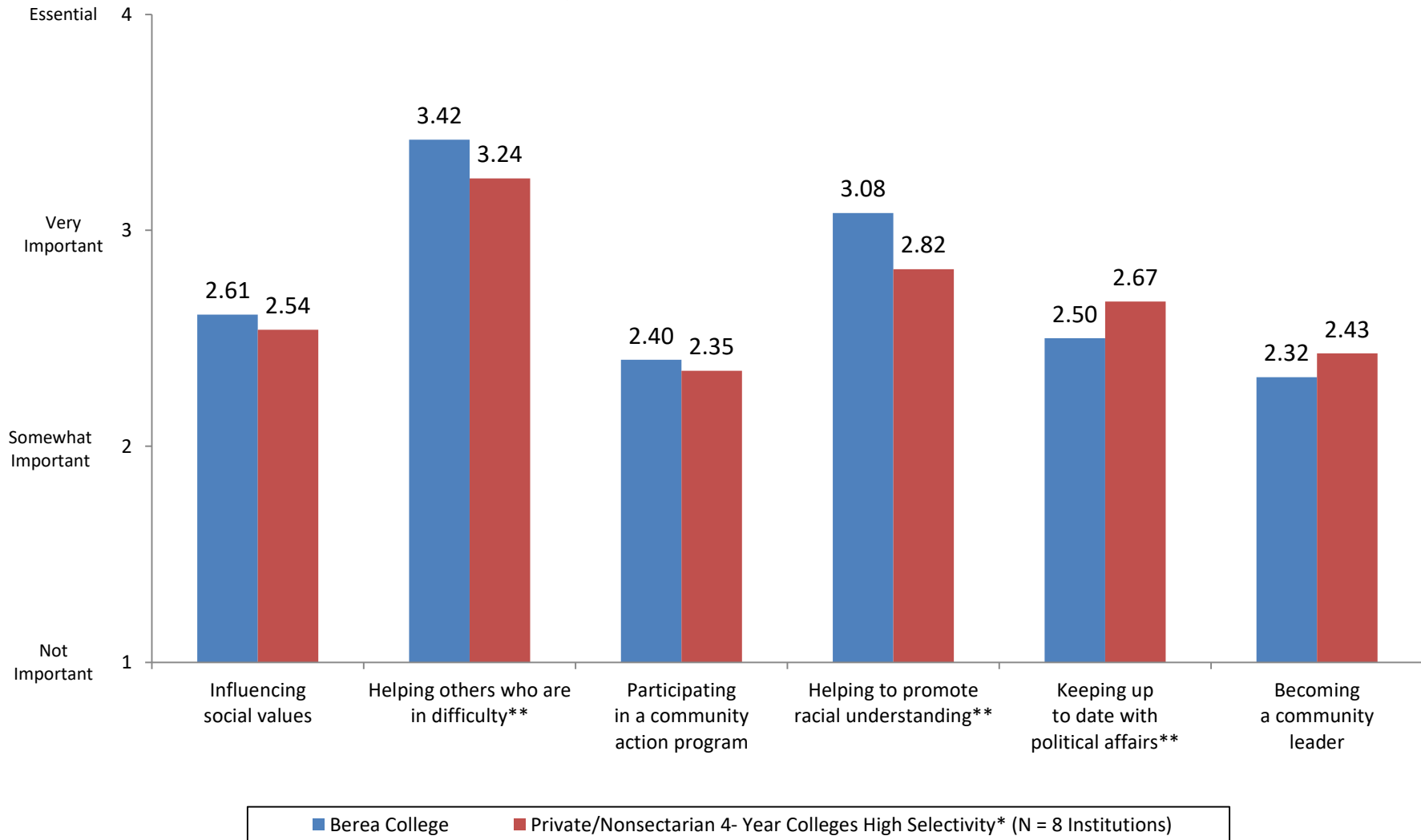


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

THEME: Civic Engagement: Participation, Awareness, Values

(Based on First-Year Students Only)

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



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**Difference is statistically significant.

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

- Student's intended major (aggregated):
 - 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., A.S., 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*

- Student's/Parent/Guardian's intended career (aggregated)
 - Artist*
 - Business*
 - Business (Administrative Assistant)*
 - Clergy*
 - Educators*
 - Education Administrator*
 - Doctor (MD, DDS or DVM)*
 - Engineer*
 - IT Professional*
 - Farmer, Forester, or Environmentalist*
 - Health Professional*
 - Homemaker/Stay-at-Home Parent*
 - Lawyer/Judge*
 - Military*
 - Nurse*
 - Research scientist (e.g., Biologist, Chemist, Physicist)*
 - Social/Non-Profit Services*
 - Skilled Worker (e.g., Plumber, Electrician, Construction)*
 - Other choice*
 - Undecided*

- Current employment status:
(*Employed, Seasonally employed, Not employed, Retired, Unknown/Not applicable*)
 1. Parent/Guardian1
 2. Parent/Guardian2

- 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

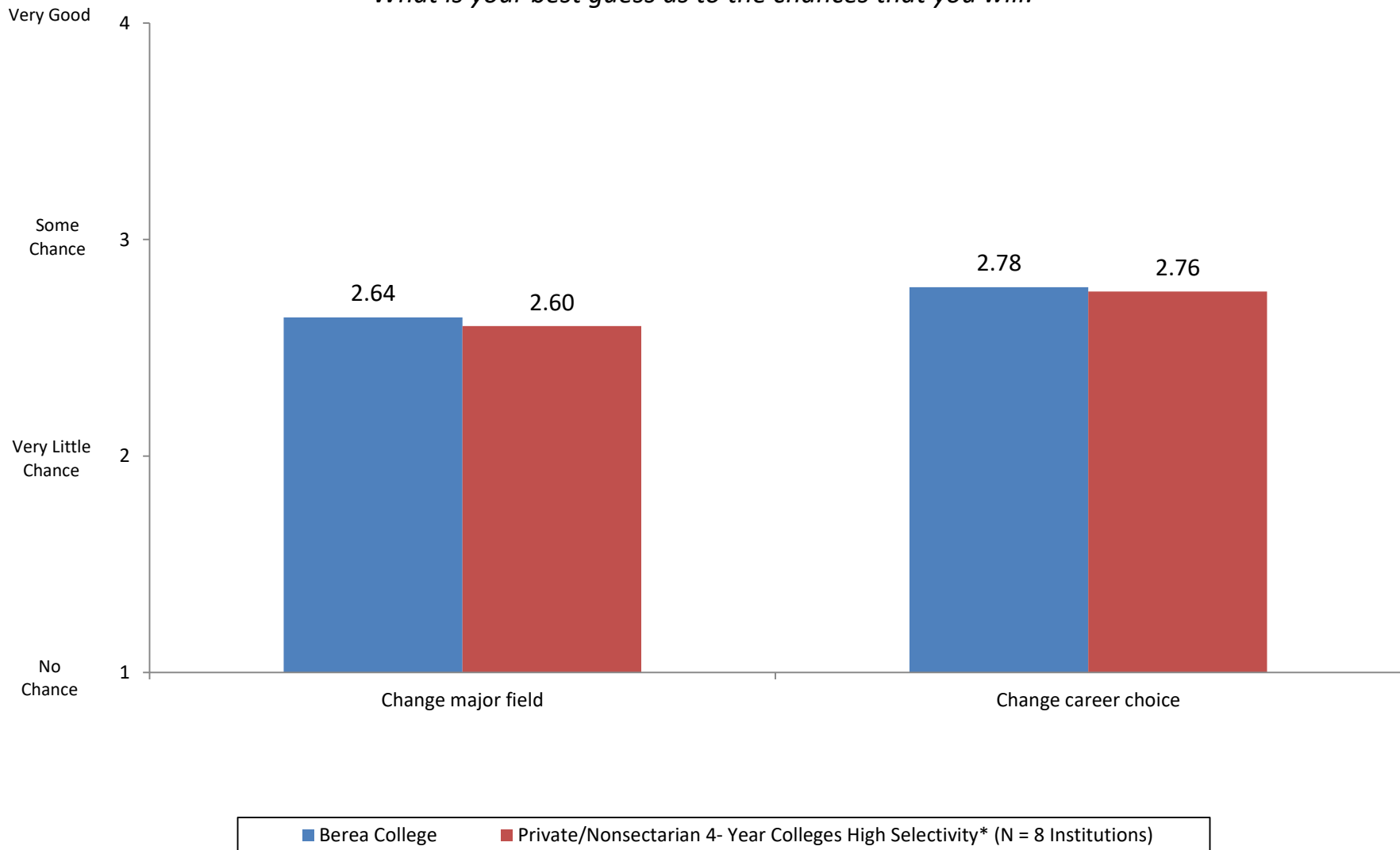
- Please indicate the importance to you personally of each of the following:
(*Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1*)
 1. Becoming accomplished in one of the performing arts (acting, dancing, etc.)
 2. Becoming an authority in my field
 3. Being very well off financially
 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)

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



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

Theme: *Career Planning*

(Based on First-Year Students Only)

Career Planning

	Student's Probable Major (aggregated)	
	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 15 Institutions)
Agriculture	0.5%	0.1%
Biological & Life Sciences	15.9%	21.8%
Business	10.6%	10.4%
Education	5.3%	3.4%
Engineering	3.9%	3.2%
English	1.0%	2.3%
Health Professions	20.3%	5.2%
History or Political Science	1.9%	8.7%
Arts & Humanities	2.9%	3.3%
Fine Arts	5.3%	2.7%
Mathematics or Computer Science	5.8%	4.0%
Physical Science	1.9%	4.6%
Social Science	8.7%	13.2%
Justice & Security	1.0%	0.4%
Library Science	0.0%	0.0%
Other Non-technical	1.4%	2.0%
Undecided	13.5%	14.8%

*Selectivity is based on median SAT Critical Reading + 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 = 8 Institutions)
<i>Artist</i>	6.8%	4.0%
<i>Business</i>	9.8%	13.7%
<i>Business (Admin Assistant)</i>	0.0%	0.1%
<i>Clergy</i>	0.5%	0.2%
<i>Educators</i>	5.4%	5.4%
<i>Education Administrator</i>	2.4%	0.8%
<i>Doctor (MD, DDS or DVM)</i>	12.7%	14.4%
<i>Engineer</i>	3.9%	3.3%
<i>IT Professional</i>	5.4%	2.5%
<i>Farmer, Forester, or Environmentalist</i>	2.9%	1.5%
<i>Health Professional</i>	15.1%	9.9%
<i>Homemaker/Stay-at-Home Parent</i>	0.0%	0.0%
<i>Lawyer/Judge</i>	2.9%	7.0%
<i>Military</i>	0.0%	0.5%
<i>Nurse</i>	7.3%	1.4%
<i>Research Scientist (e.g., Biologist, Chemist, Physicist)</i>	2.0%	6.0%
<i>Social/Non-Profit Services</i>	0.5%	1.2%
<i>Skilled worker (e.g., Plumber, Electrician, Construction)</i>	0.0%	0.3%
<i>Other Choice</i>	8.8%	10.0%
<i>Undecided</i>	13.7%	17.8%

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

Theme: *Career Planning*

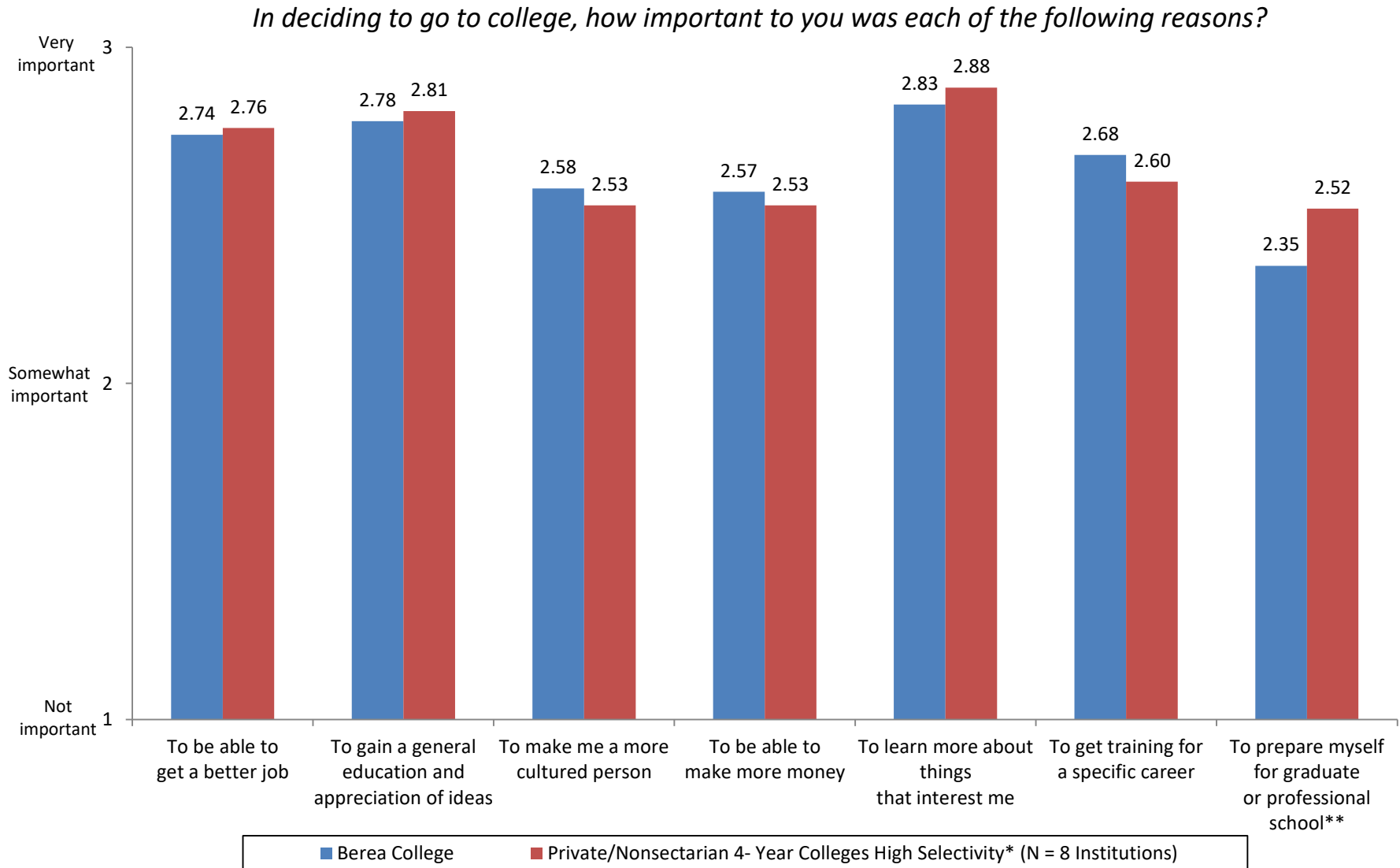
(Based on First-Year Students Only)

<u>Career/Occupation</u>	Parent/Guardian 1 Career		Parent/Guardian 2 Career	
	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 8 Institutions)	Berea	Private/Nonsectarian 4- Year College High Selectivity* (N = 8 Institutions)
<i>Artist</i>	0.0%	2.2%	1.0%	2.0%
<i>Business</i>	15.6%	29.8%	6.9%	23.7%
<i>Business (Admin Assistant)</i>	2.9%	1.5%	0.0%	1.2%
<i>Clergy</i>	0.0%	0.7%	0.0%	0.5%
<i>Educators</i>	4.4%	10.3%	2.0%	7.0%
<i>Education Administrator</i>	3.4%	4.8%	3.0%	3.8%
<i>Doctor (MD, DDS or DVM)</i>	2.0%	4.6%	0.0%	2.5%
<i>Engineer</i>	1.5%	3.0%	1.5%	2.6%
<i>IT Professional</i>	0.0%	2.7%	1.0%	3.3%
<i>Farmer, Forester, or Environmentalist</i>	1.5%	0.7%	1.0%	0.9%
<i>Health Professional</i>	3.9%	4.7%	3.9%	3.6%
<i>Homemaker/Stay-at-Home Parent</i>	8.3%	3.7%	6.9%	10.2%
<i>Lawyer/Judge</i>	0.0%	4.2%	0.5%	2.9%
<i>Military</i>	1.0%	0.7%	0.5%	0.6%
<i>Nurse</i>	4.4%	3.0%	1.0%	1.6%
<i>Research Scientist (e.g., Biologist, Chemist, Physicist)</i>	0.5%	0.8%	0.5%	0.7%
<i>Social/Non-Profit Services</i>	1.0%	2.1%	1.0%	1.6%
<i>Skilled worker (e.g., Plumber, Electrician, Construction)</i>	12.2%	4.0%	13.3%	6.5%
<i>Other Choice</i>	30.2%	15.1%	36.9%	20.0%
<i>Undecided</i>	7.3%	1.6%	19.2%	4.9%

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

THEME: Career Planning

(Based on First-Year Students Only)



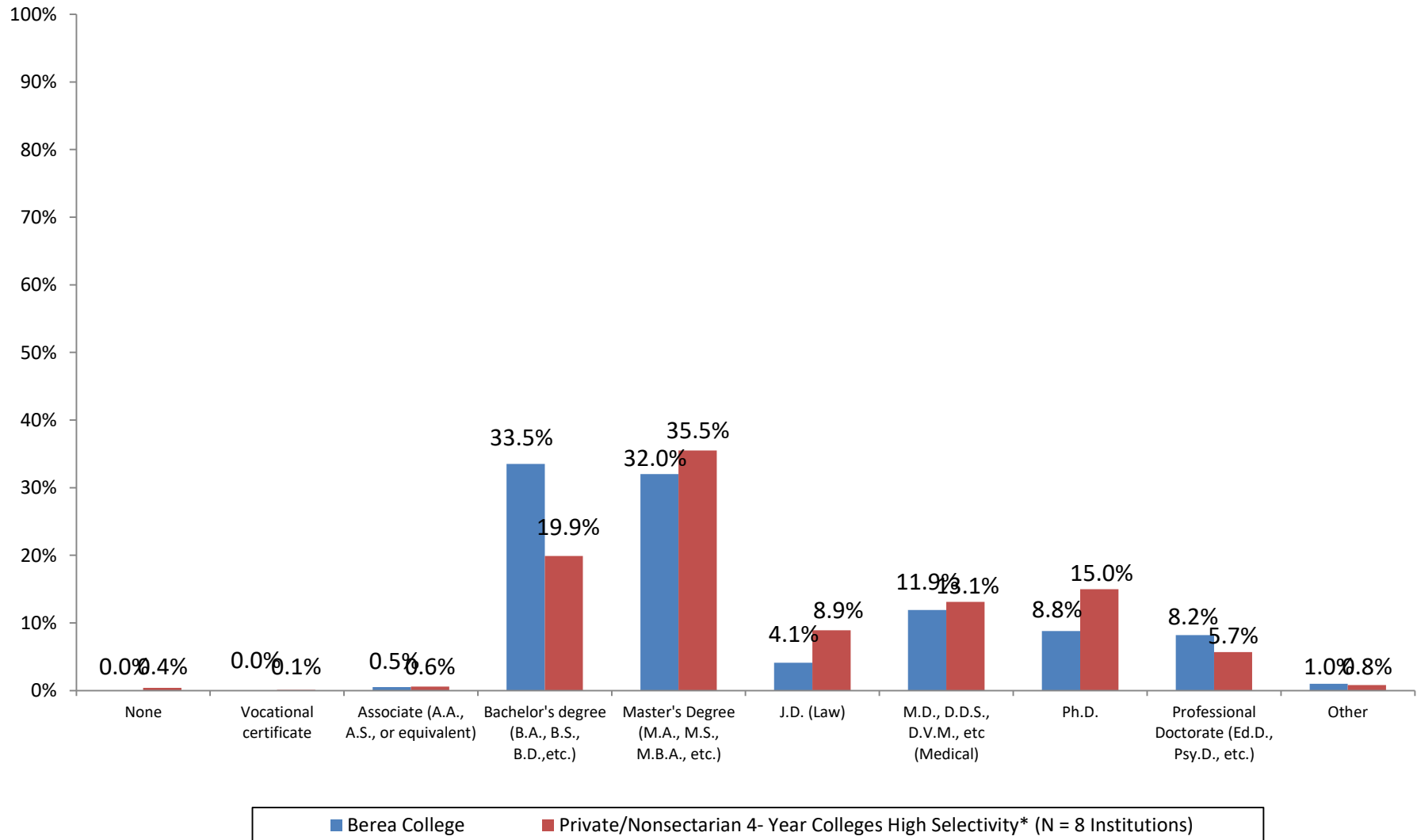
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Career Planning

(Based on First-Year Students Only)

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

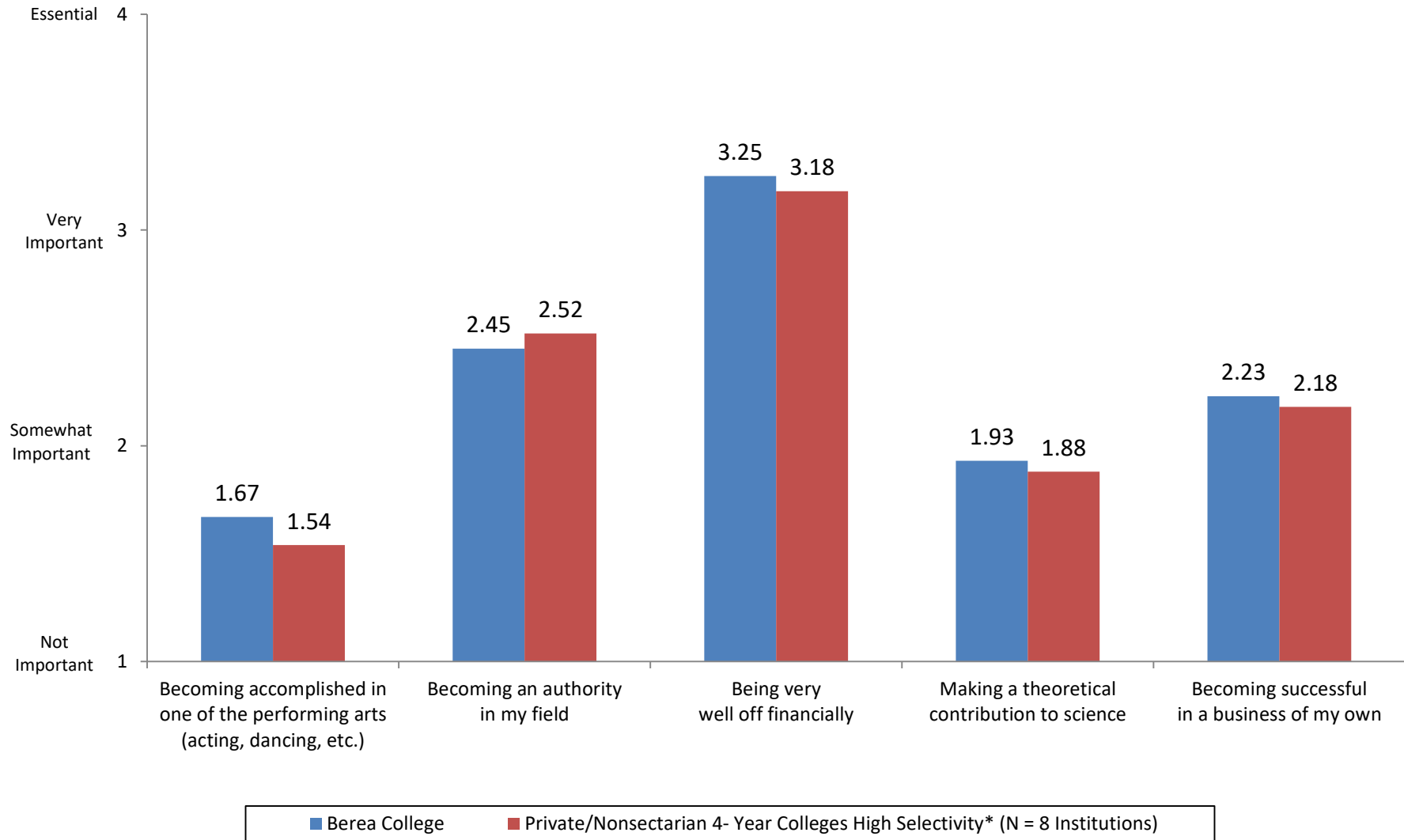


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Career Planning

(Based on First-Year Students Only)

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

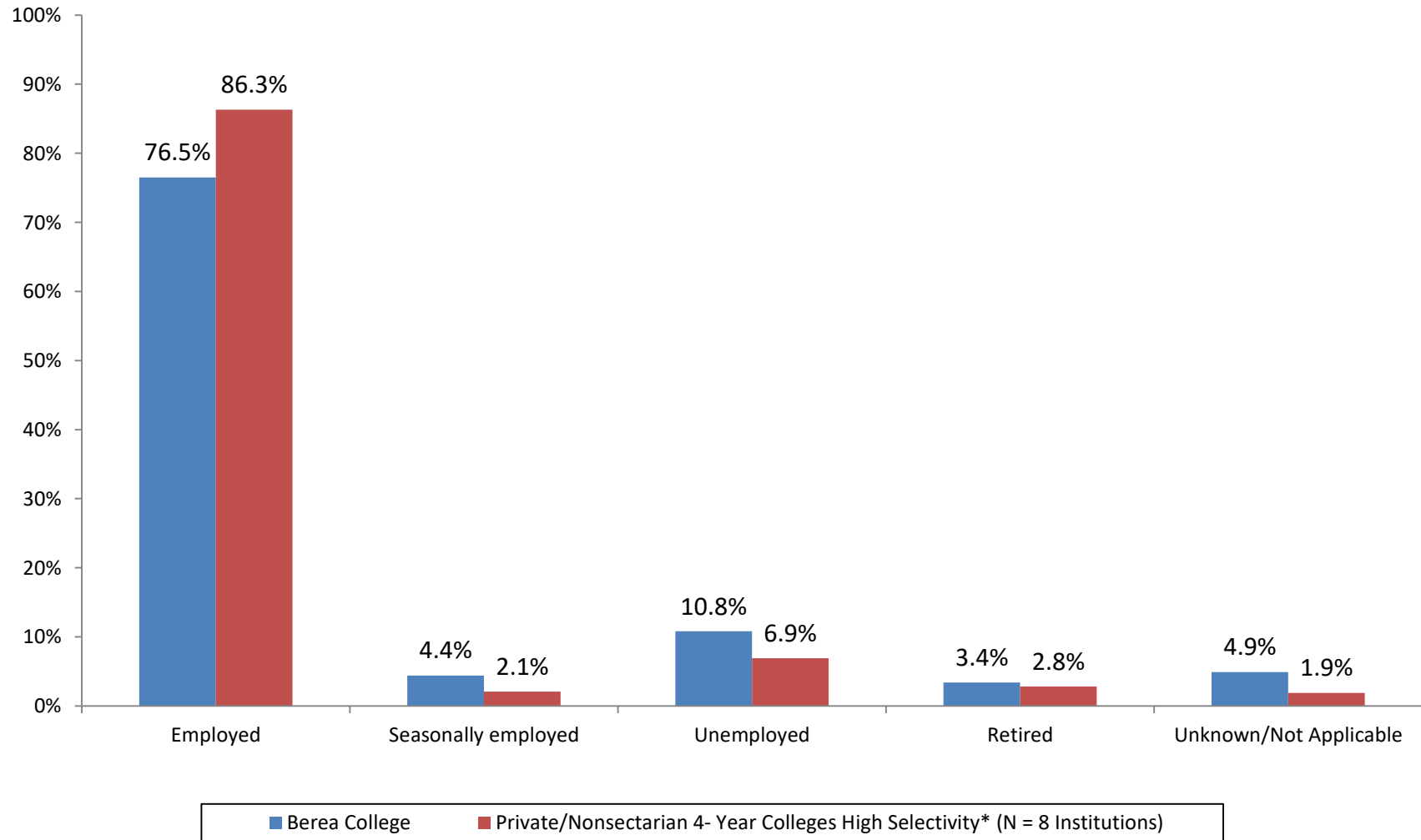


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Career Planning

(Based on First-Year Students Only)

Parent/Guardian 1 Current Employment Status:

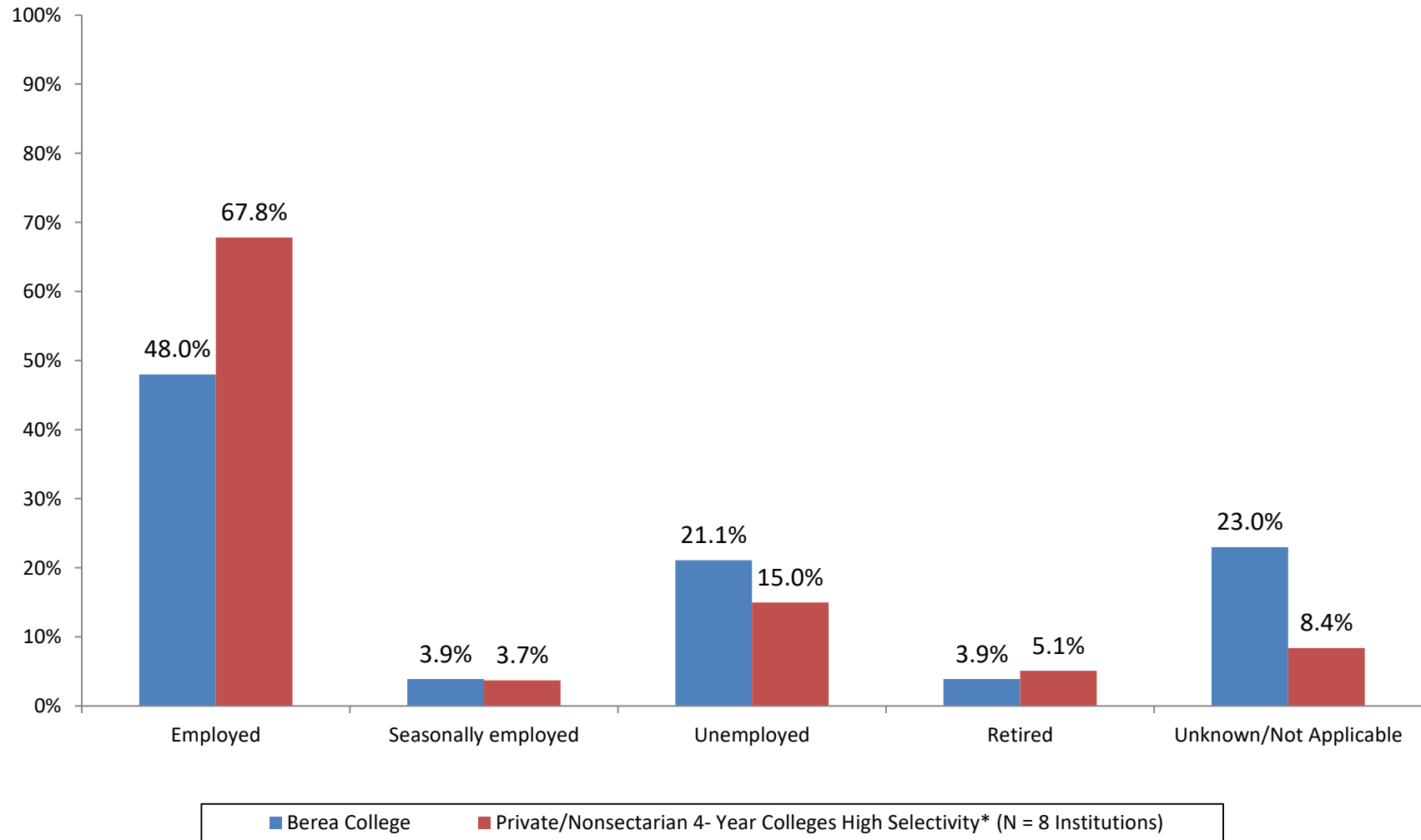


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Career Planning

(Based on First-Year Students Only)

Parent/Guardian 2 Current Employment Status:

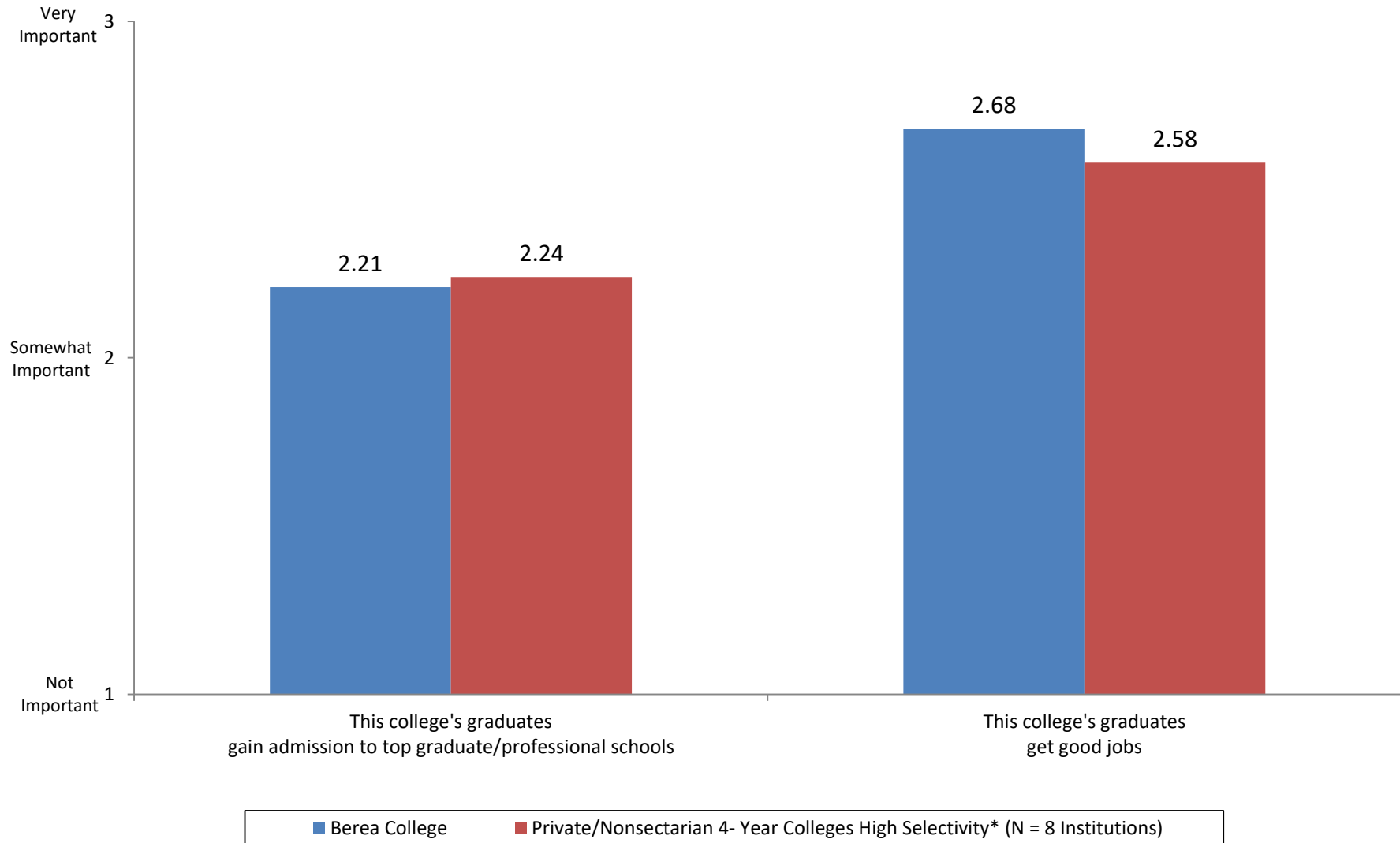


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

THEME: Career Planning

(Based on First-Year Students Only)

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



*Selectivity is based on median SAT Critical Reading + 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.*

- In the past year, how often have you:
(*Frequently = 3, Occasionally = 2, Not at all = 1*)
 1. Socialized with someone of another racial/ethnic group

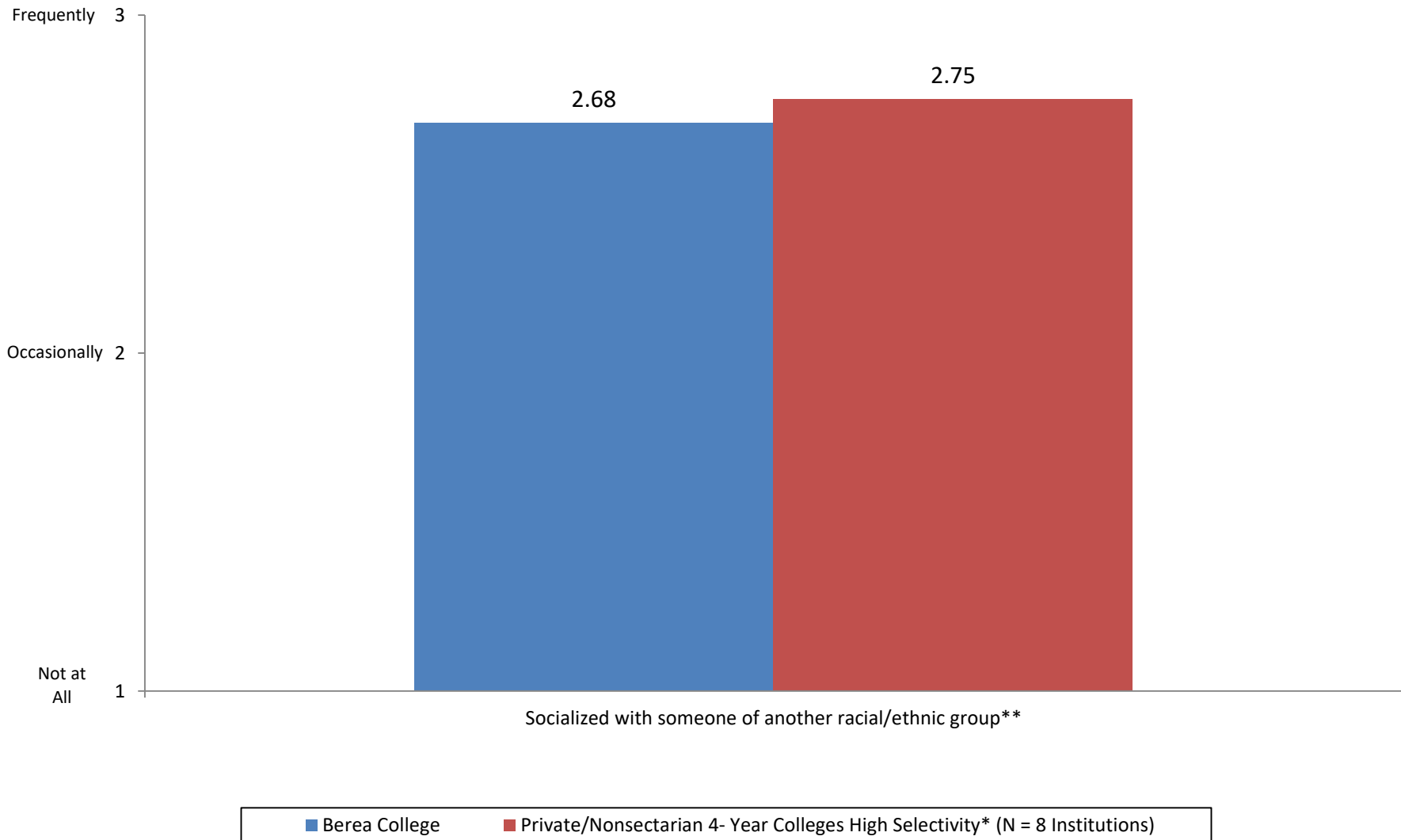
- How would you rate yourself in the following areas:
(*A Major Strength = 5, Somewhat Strong = 4, Average = 3, Somewhat Weak = 2, A Major Weakness = 1*)
 1. Ability to see the world from someone else's perspective
 2. Tolerance of others with different beliefs
 3. Openness to having my own views challenged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



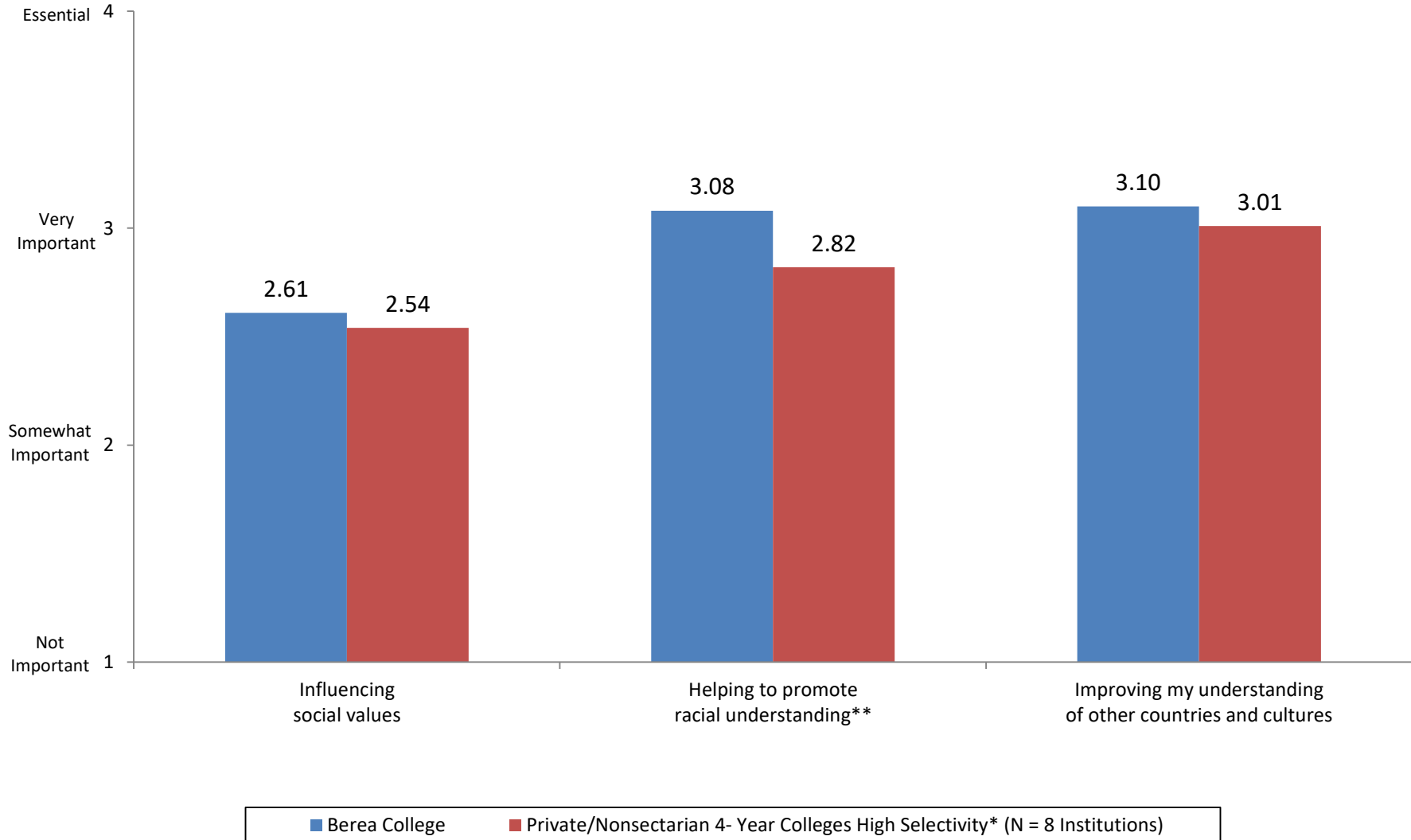
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**Difference is statistically significant.

THEME: Diversity

(Based on First-Year Students Only)

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



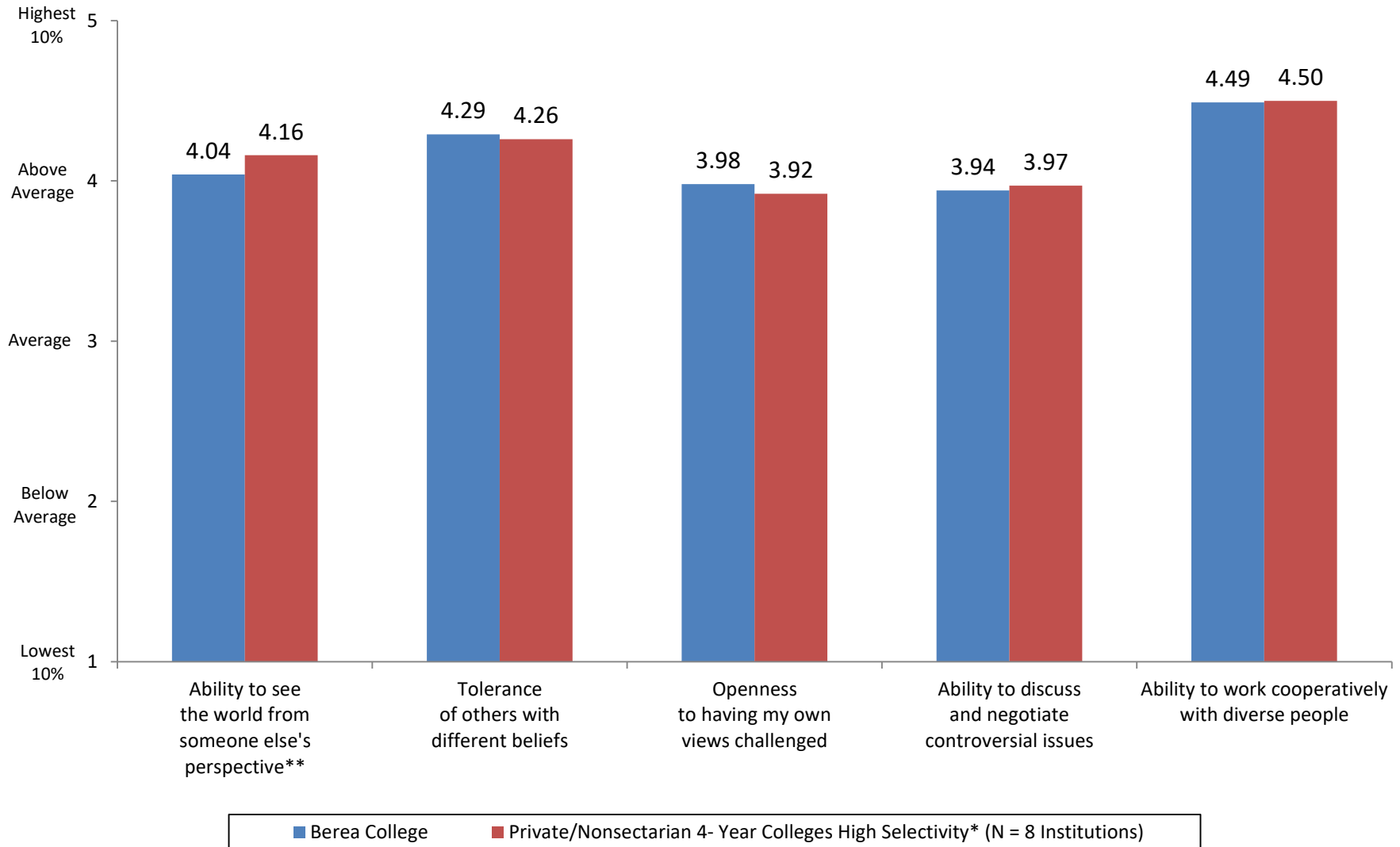
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**Difference is statistically significant.

THEME: Diversity

(Based on First-Year Students Only)

How would you rate yourself in the following areas:



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**Difference is statistically significant.

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?
 - 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)*

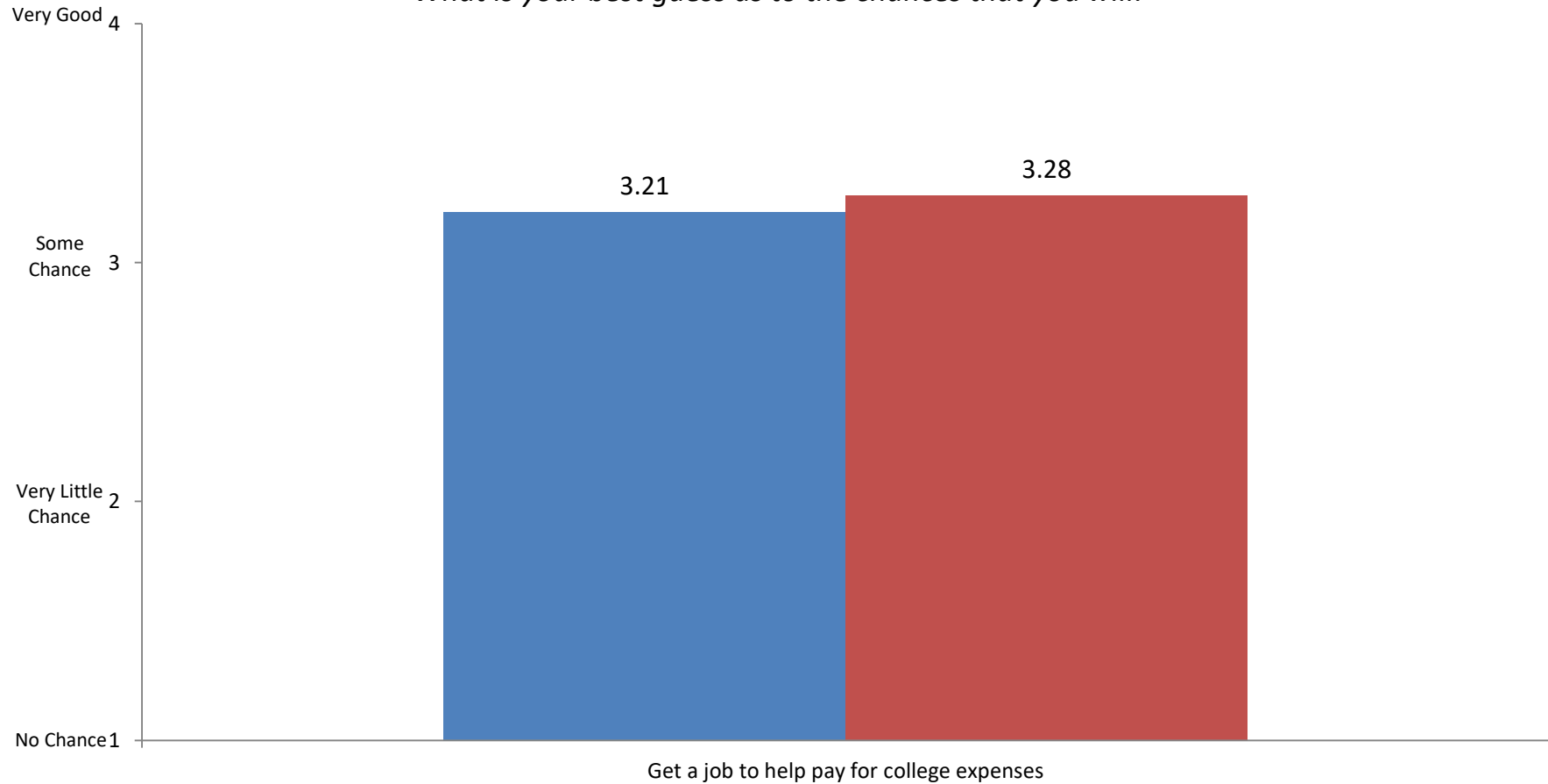
- How important was each reason in your decision to come here?
(*Very important = 3, Somewhat important = 2, Not important = 1*)
 1. I was offered financial assistance
 2. The cost of attending this college
 3. Not offered aid by first choice
 4. Could not afford first choice

- 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)

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



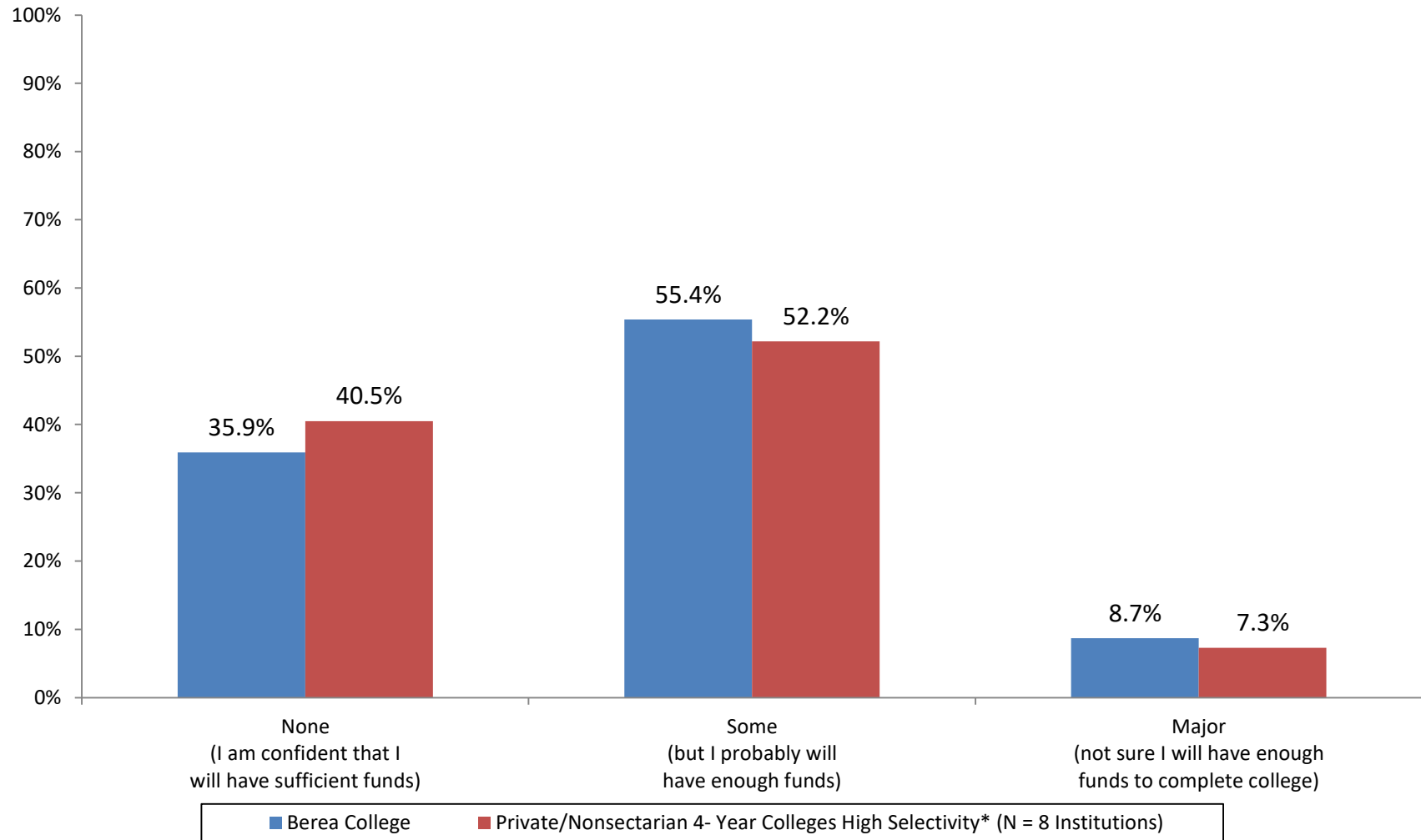
■ Berea College ■ Private/Nonsectarian 4- Year Colleges High Selectivity* (N = 8 Institutions)

*Selectivity is based on median SAT Critical Reading + 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?

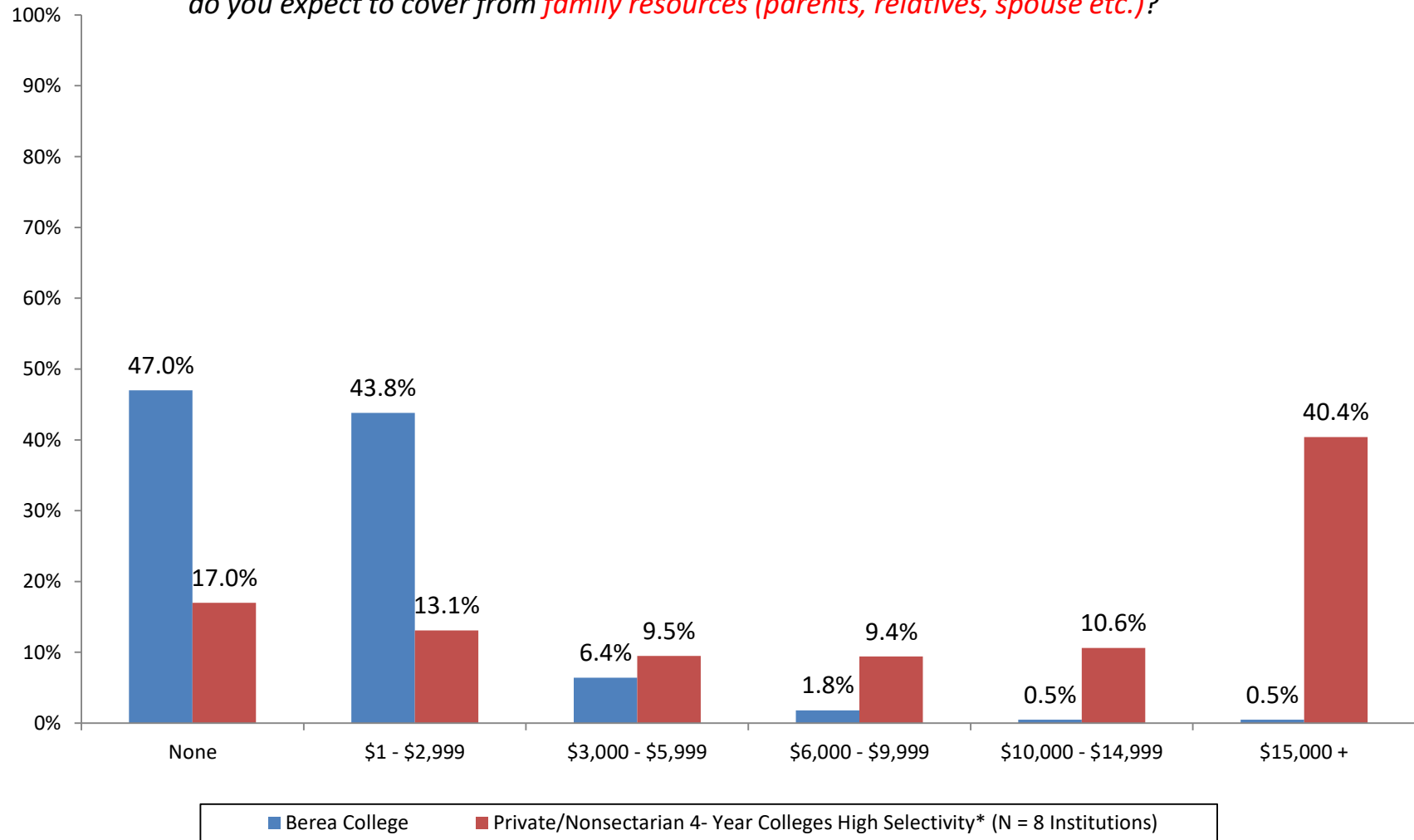


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

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 **family resources (parents, relatives, spouse etc.)?***

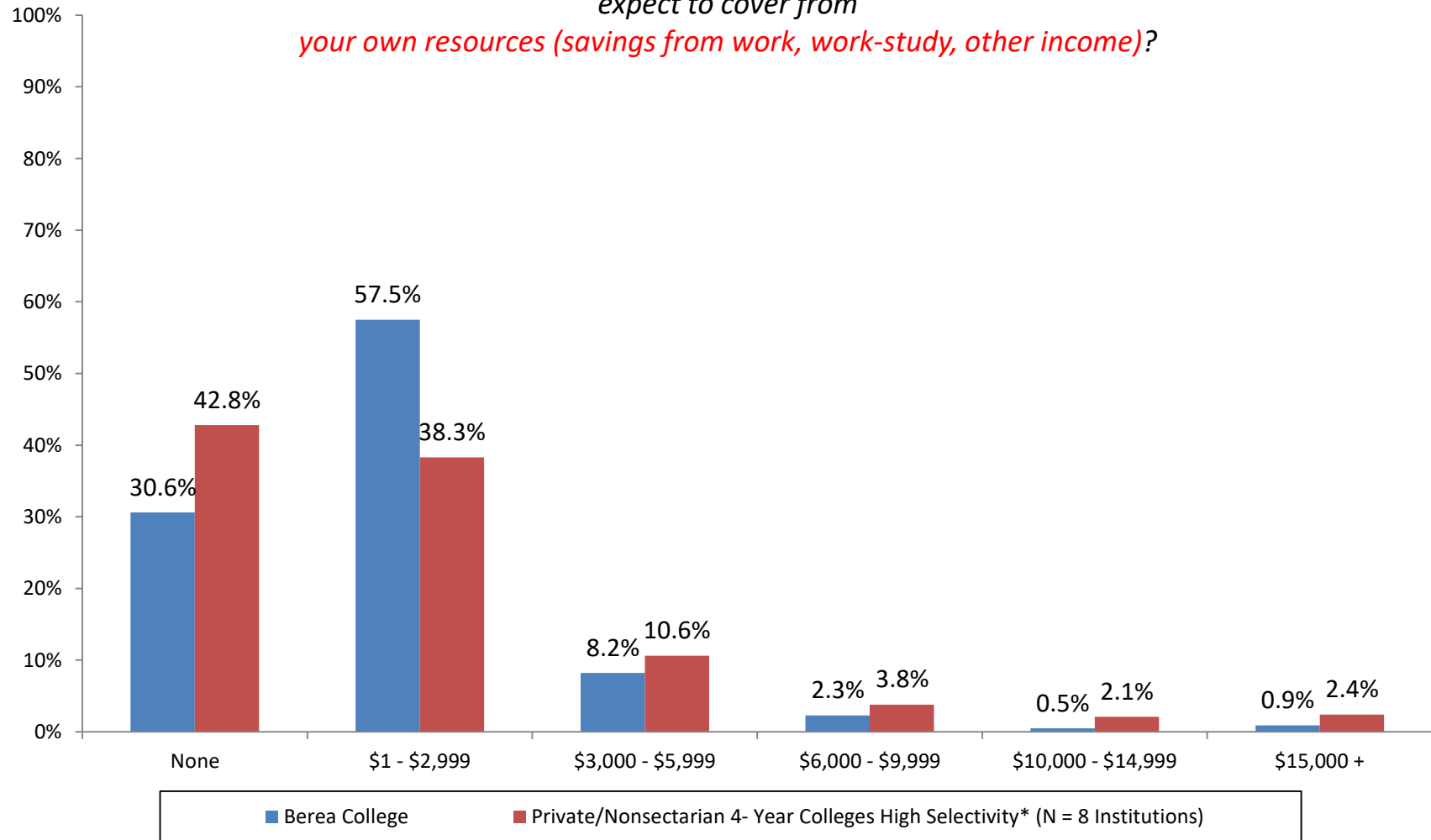


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

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)?

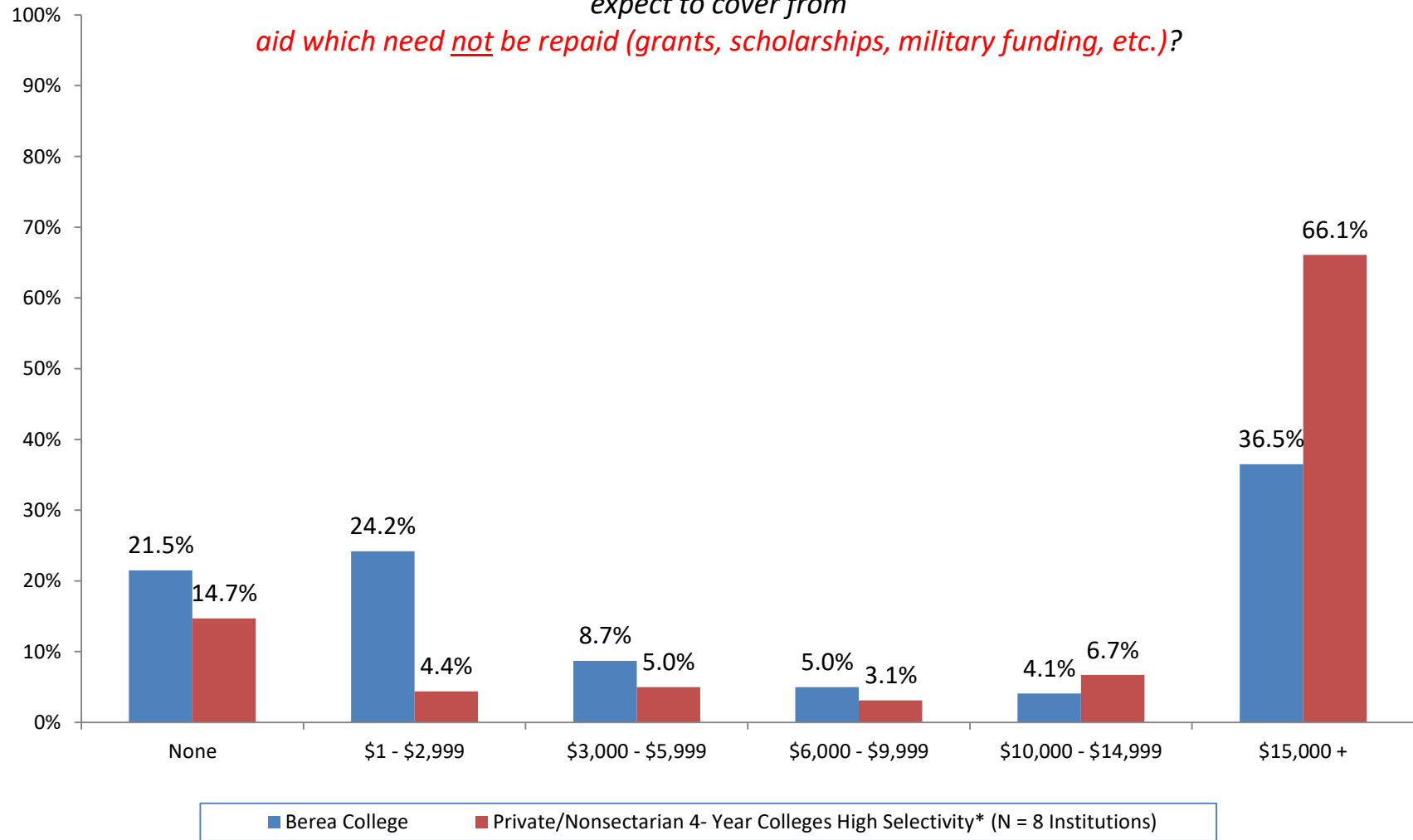


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

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 aid which need not be repaid (grants, scholarships, military funding, etc.)?

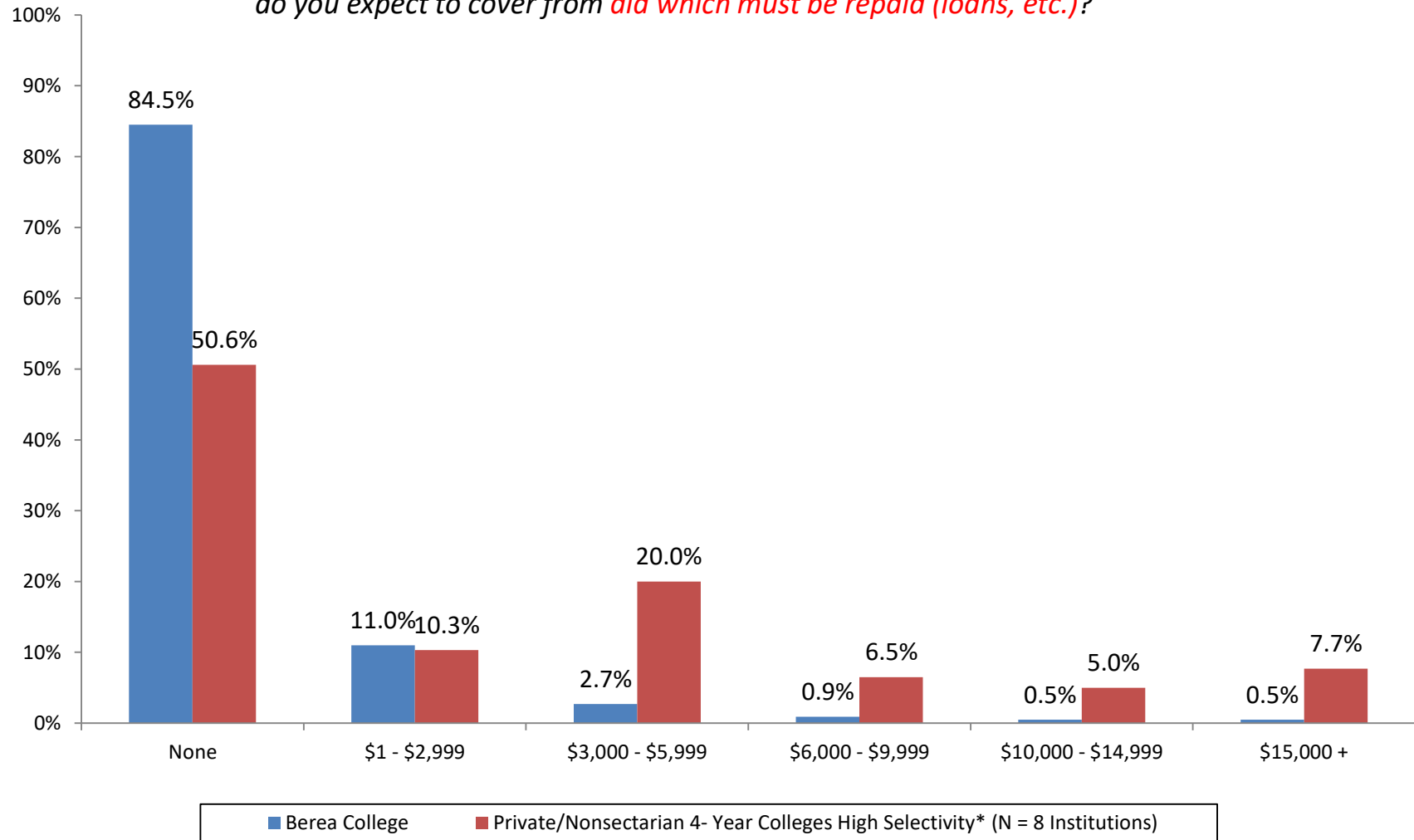


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

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 **aid which must be repaid (loans, etc.)?***

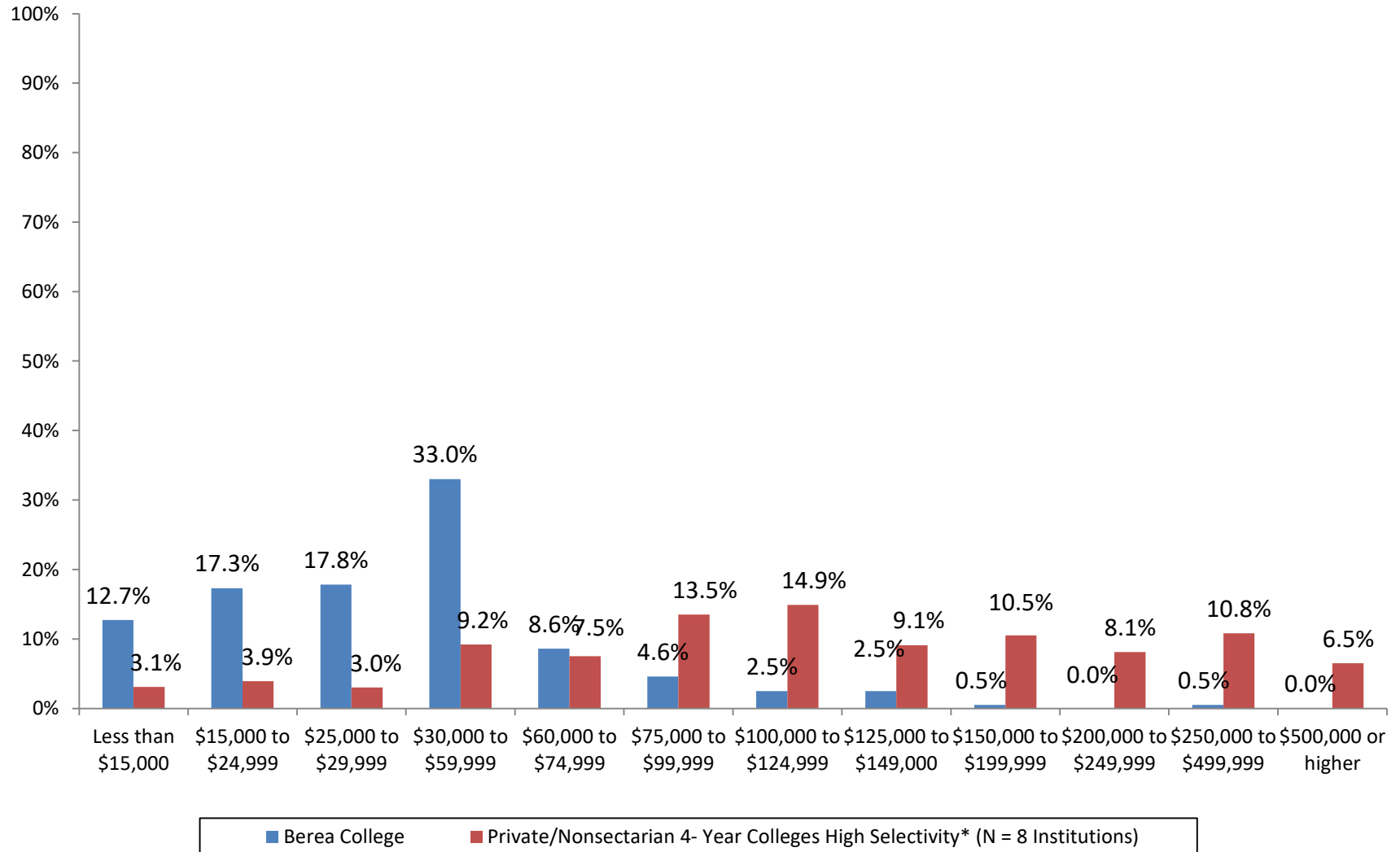


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

THEME: Financing College

(Based on First-Year Students Only)

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

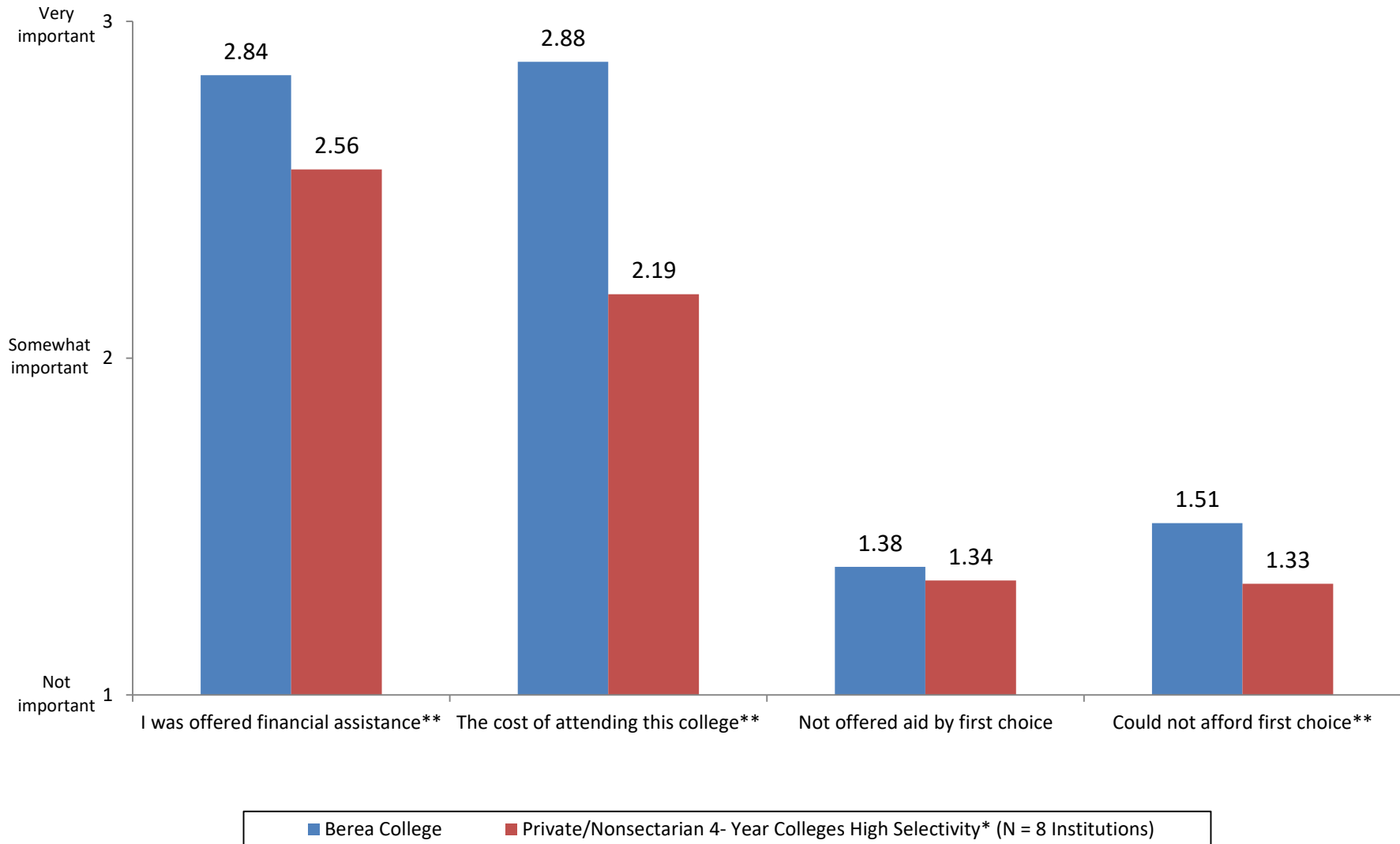


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

THEME: Financing College

(Based on First-Year Students Only)

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



*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

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:
(*Highest 10% = 5, Above Average = 4, Average = 3, Below Average = 2, Lowest 10% = 1*)
 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

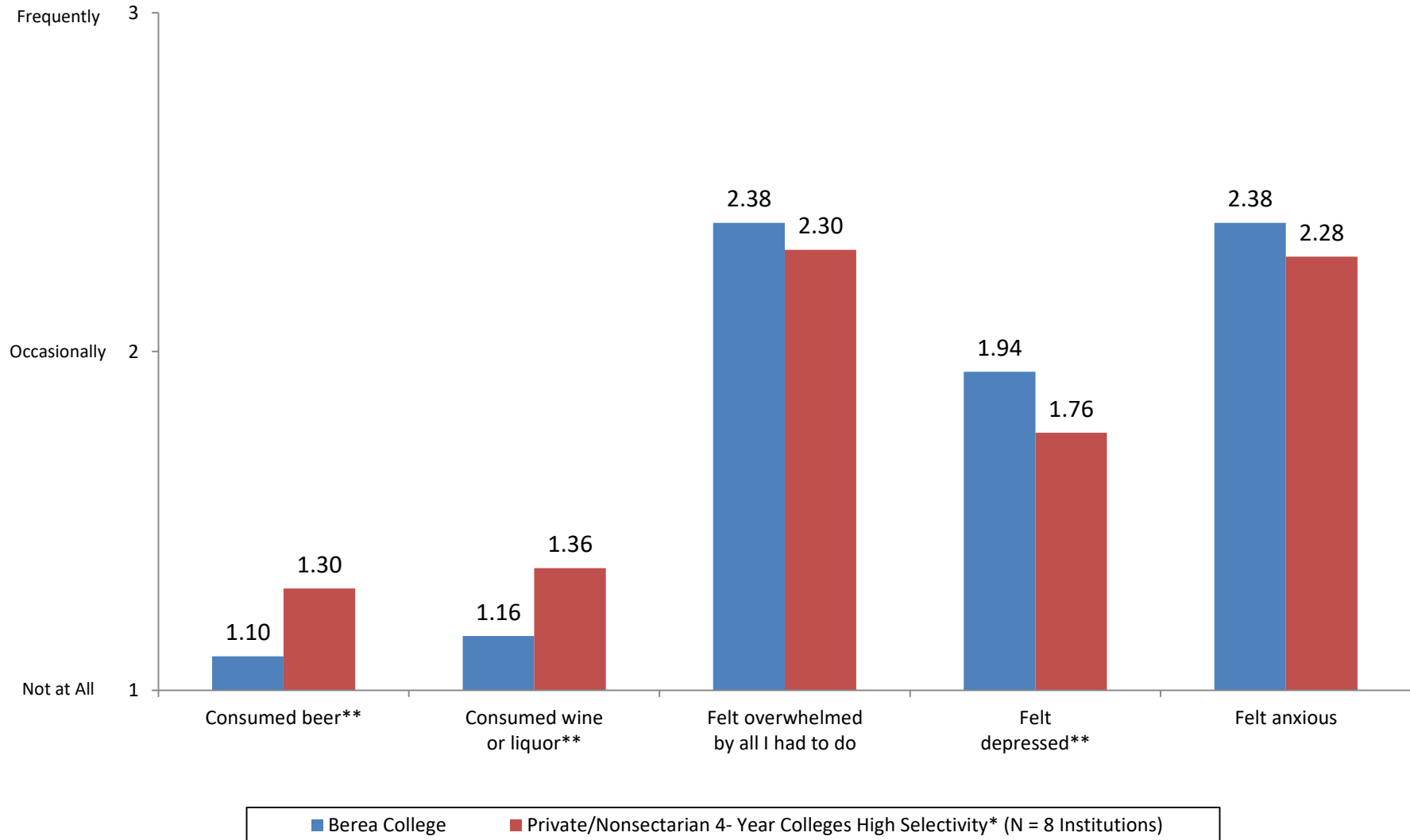
- following activities?
(*None = 0, Less than 1 hour = 1, 1-2 = 2, 3-5 = 3, 6-10 = 4, 11-15 = 5, 16-20 = 6, Over 20 = 7*)
 1. Exercising/sports

- 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.



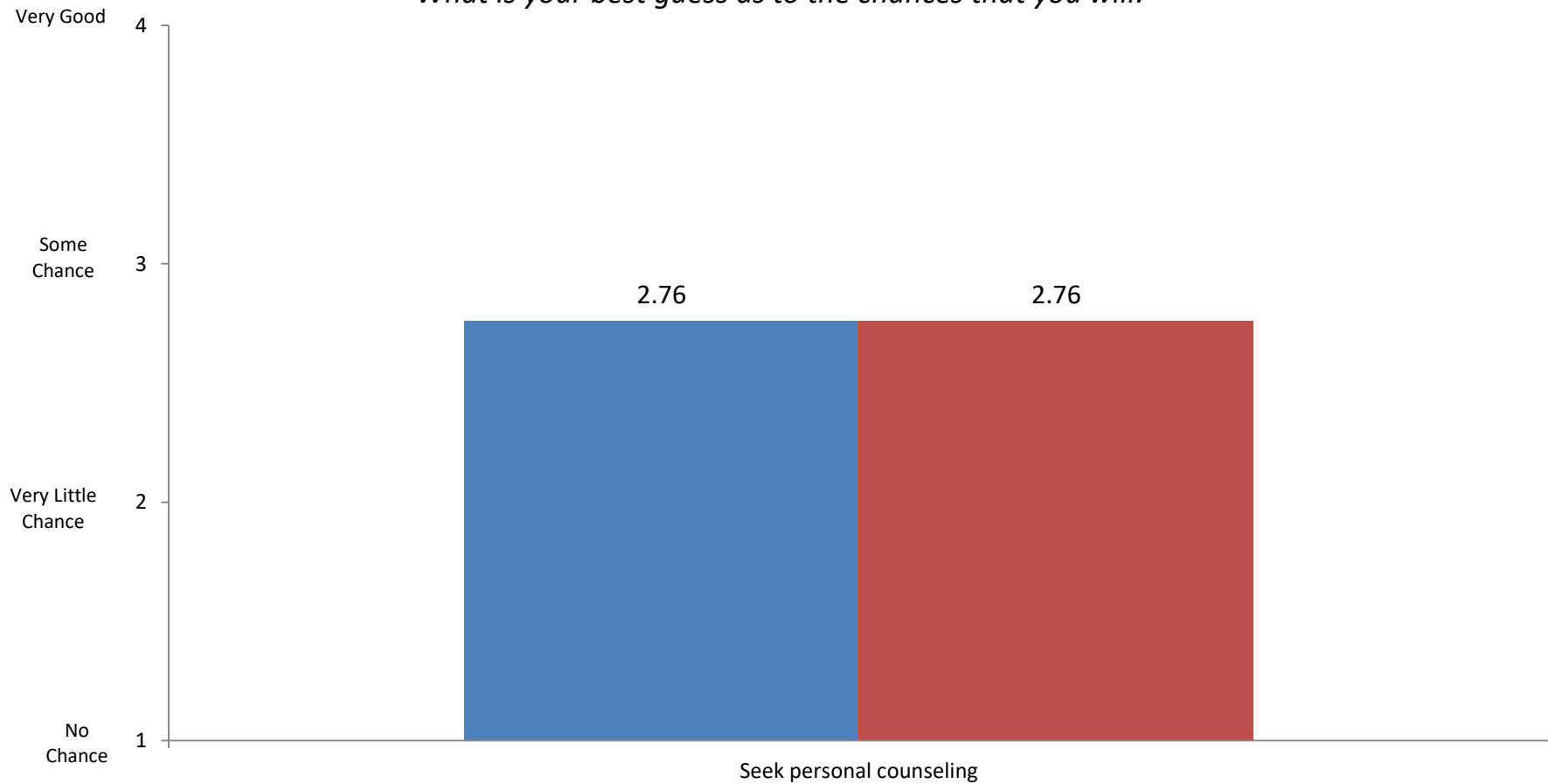
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Health and Wellness

(Based on First-Year Students Only)

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



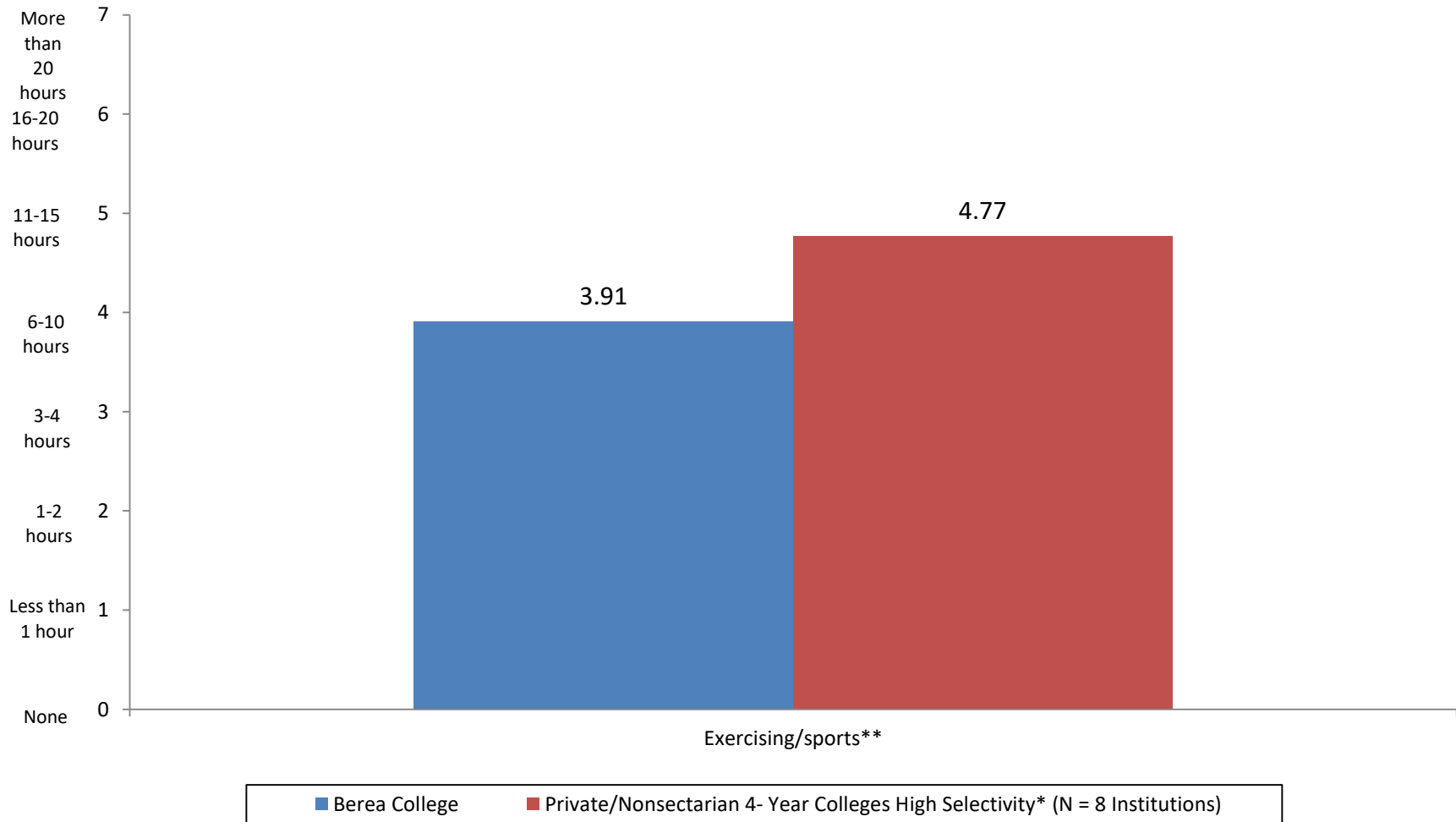
■ Berea College ■ Private/Nonsectarian 4- Year Colleges High Selectivity* (N = 8 Institutions)

*Selectivity is based on median SAT Critical Reading + 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?



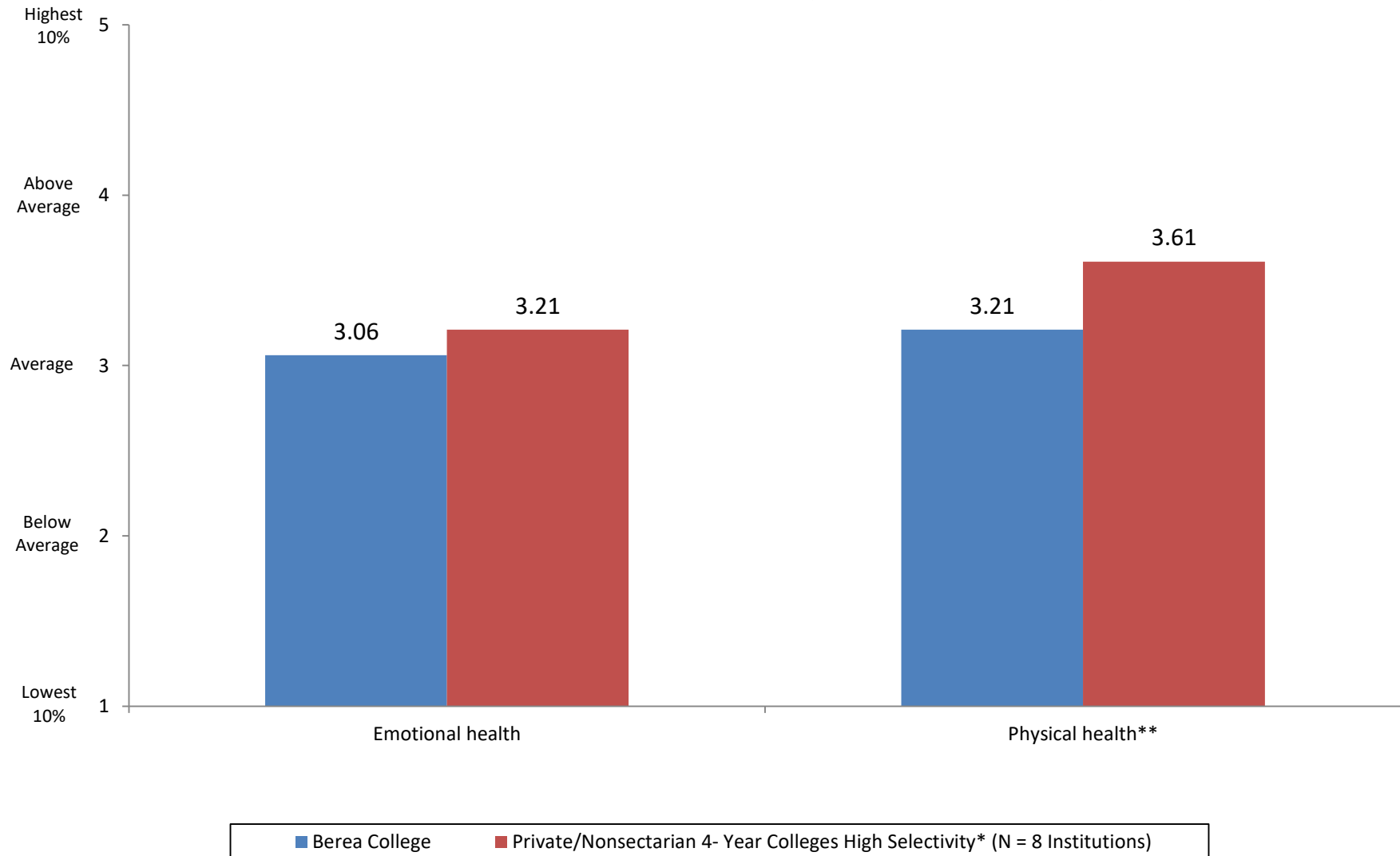
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

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.



*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

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

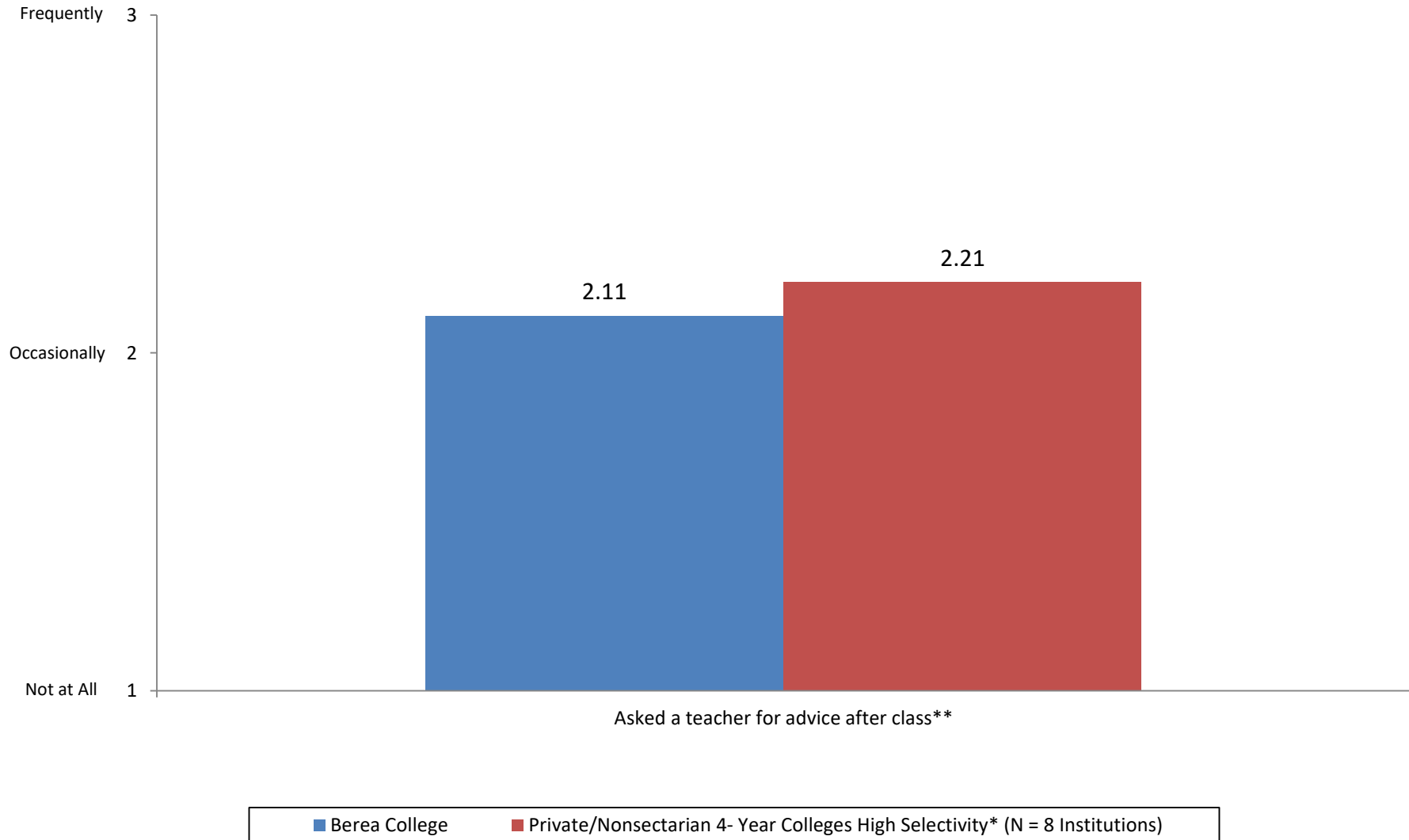
- In the past year, how often have you:
(*Frequently = 3, Occasionally = 2, Not at All = 1*)
 1. Asked a teacher for advice after class
 2. Asked questions in class

- 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)

In the past year, how often have you...?



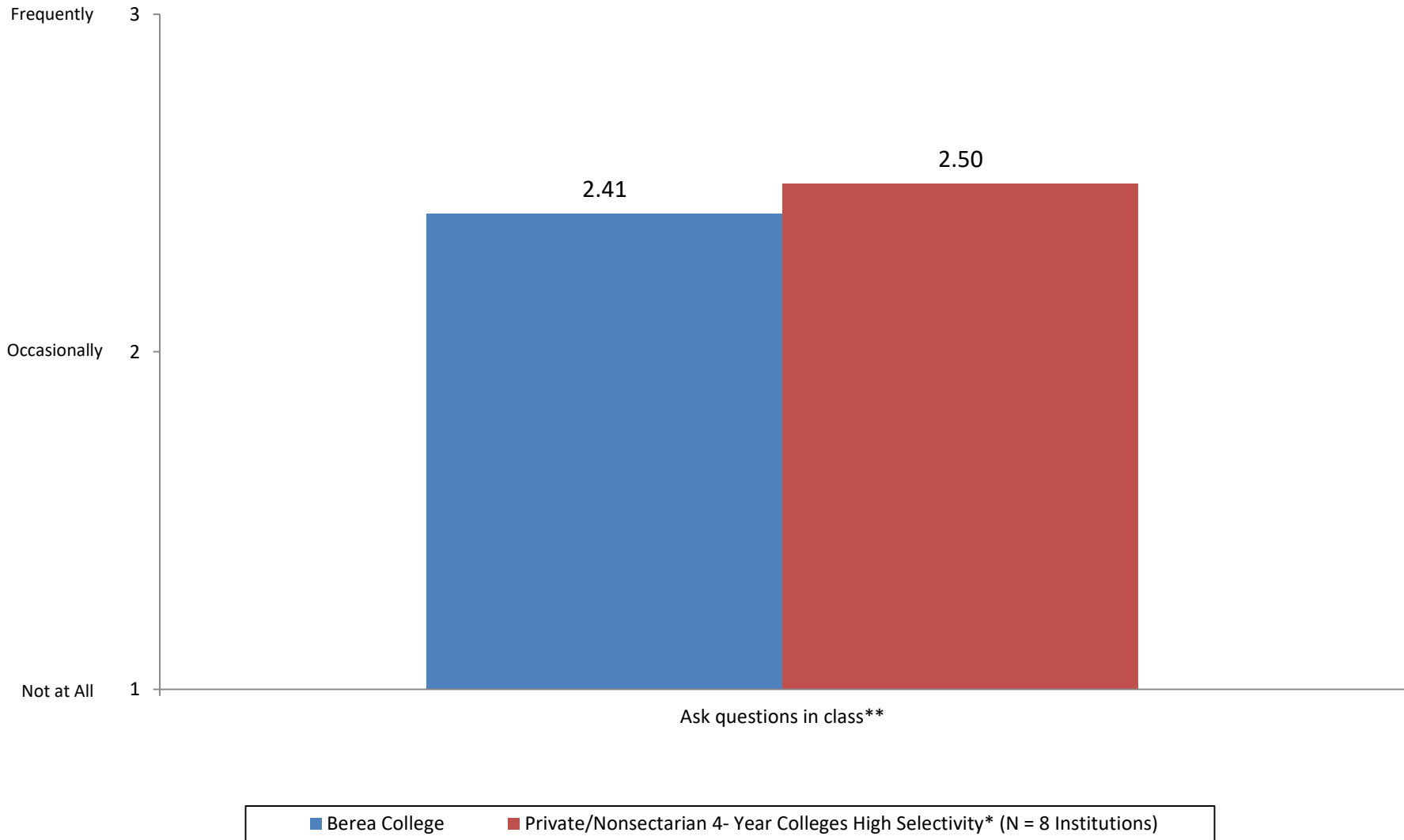
*Selectivity is based on median SAT Critical Reading/Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Interaction with Teachers

(Based on First-Year Students Only)

How often in the past year did you..?



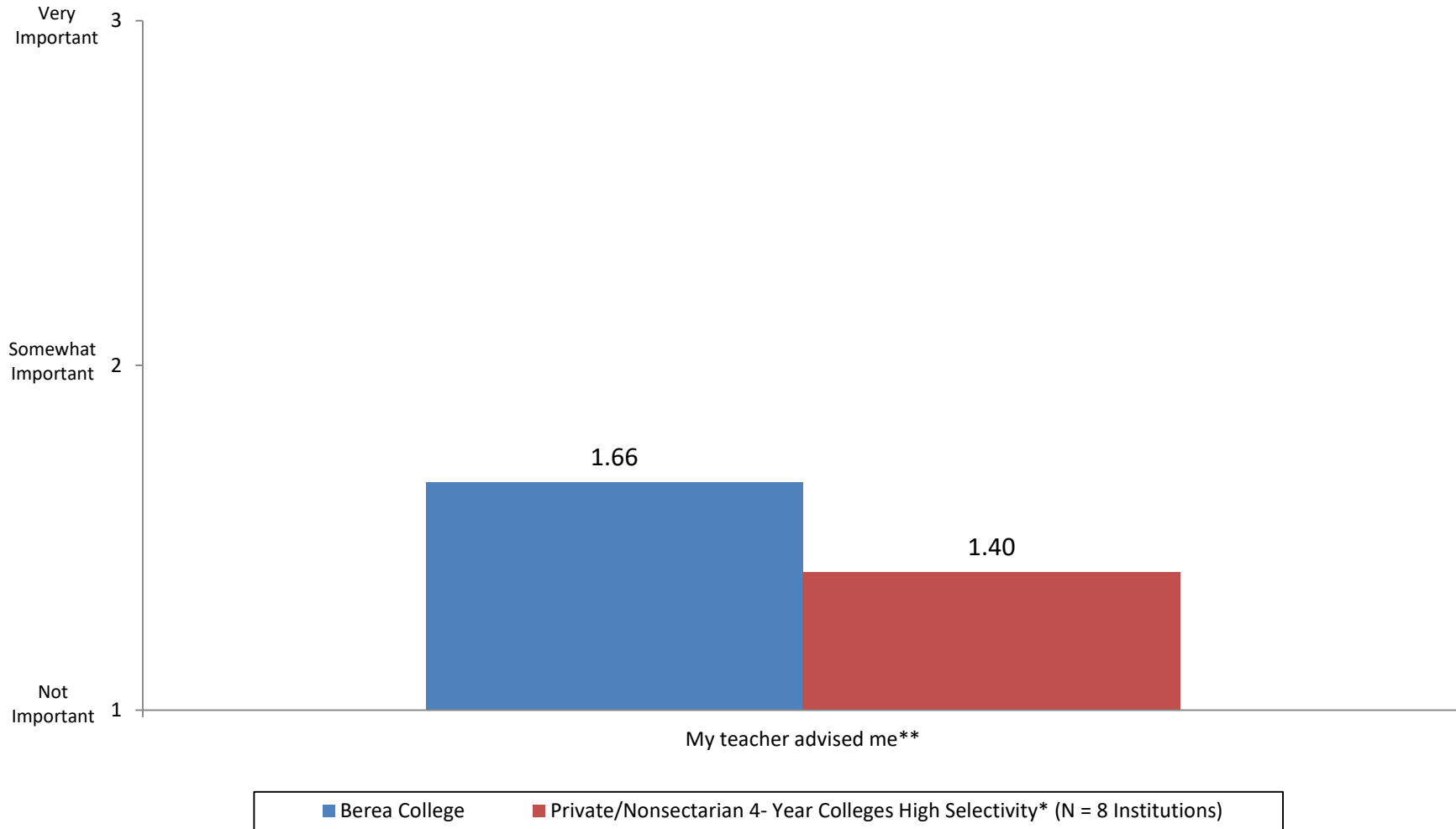
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**Difference is statistically significant.

THEME: Interaction with Teachers

(Based on First-Year Students Only)

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



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**Difference is statistically significant.

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)

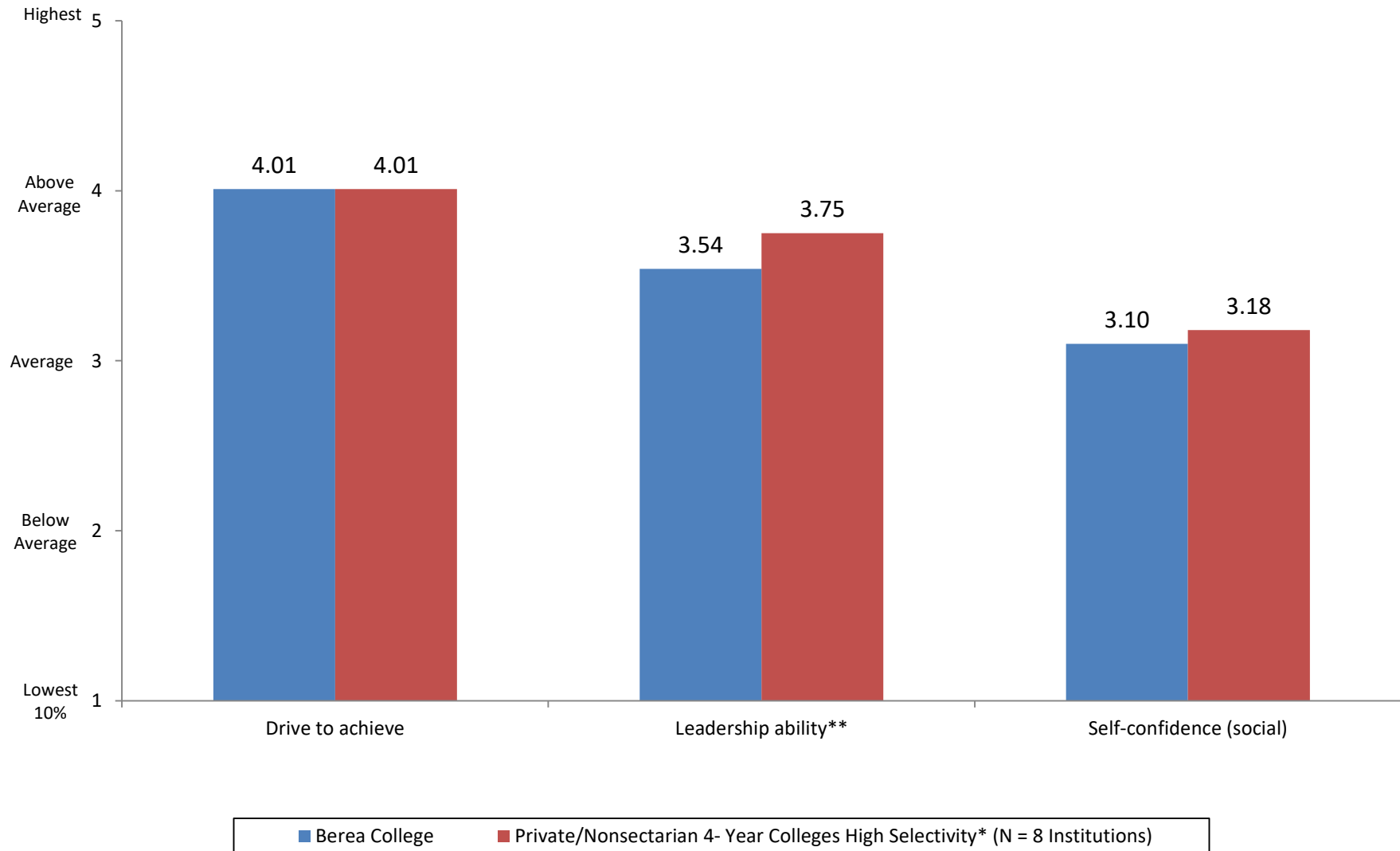
- Please Indicate the Importance to you personally of each of the following:
(Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1)
 1. Becoming an authority in my field
 2. Becoming a community leader

- 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.



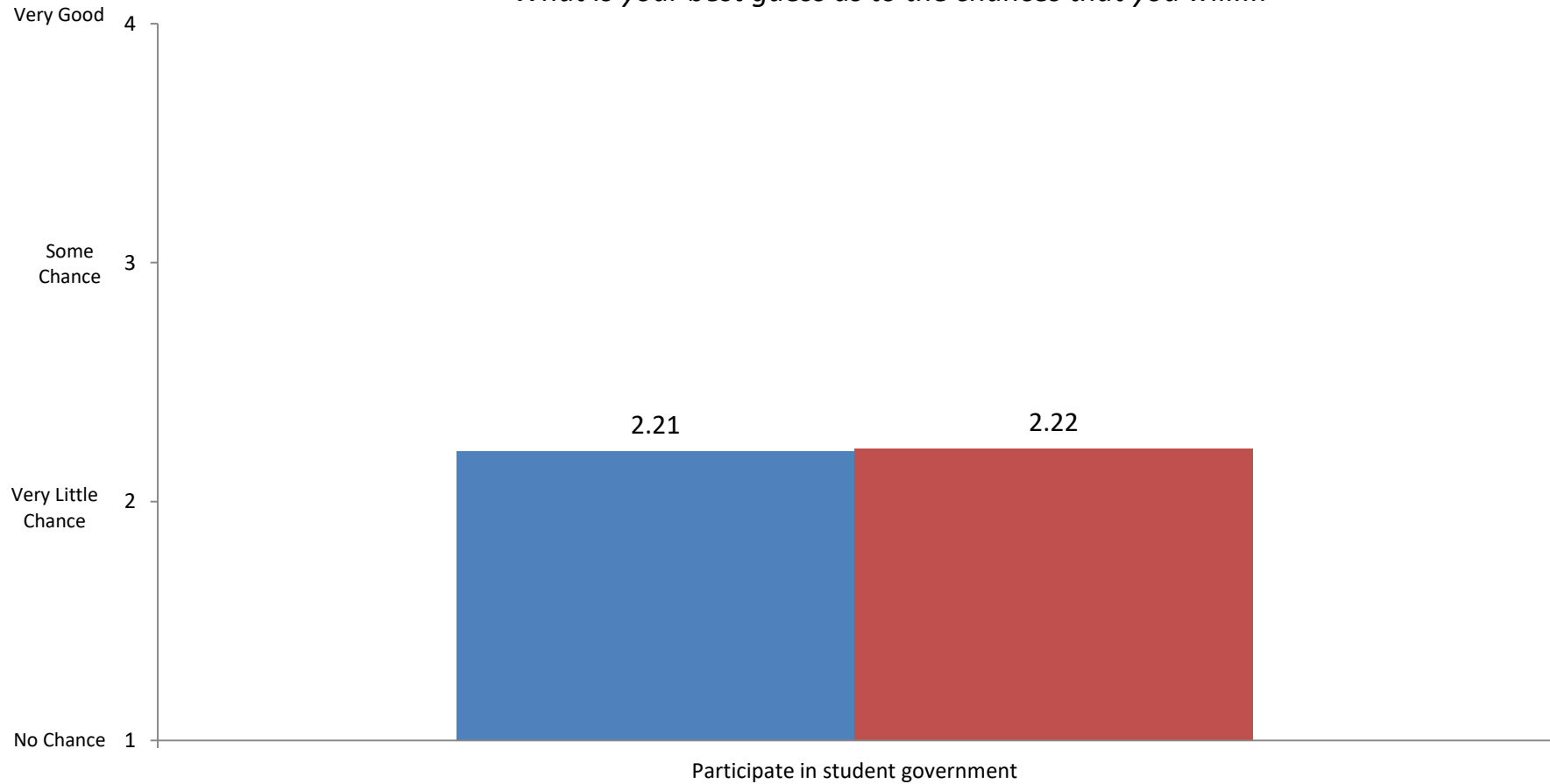
*Selectivity is based on median SAT Critical Reading/math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Leadership

(Based on First-Year Students Only)

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



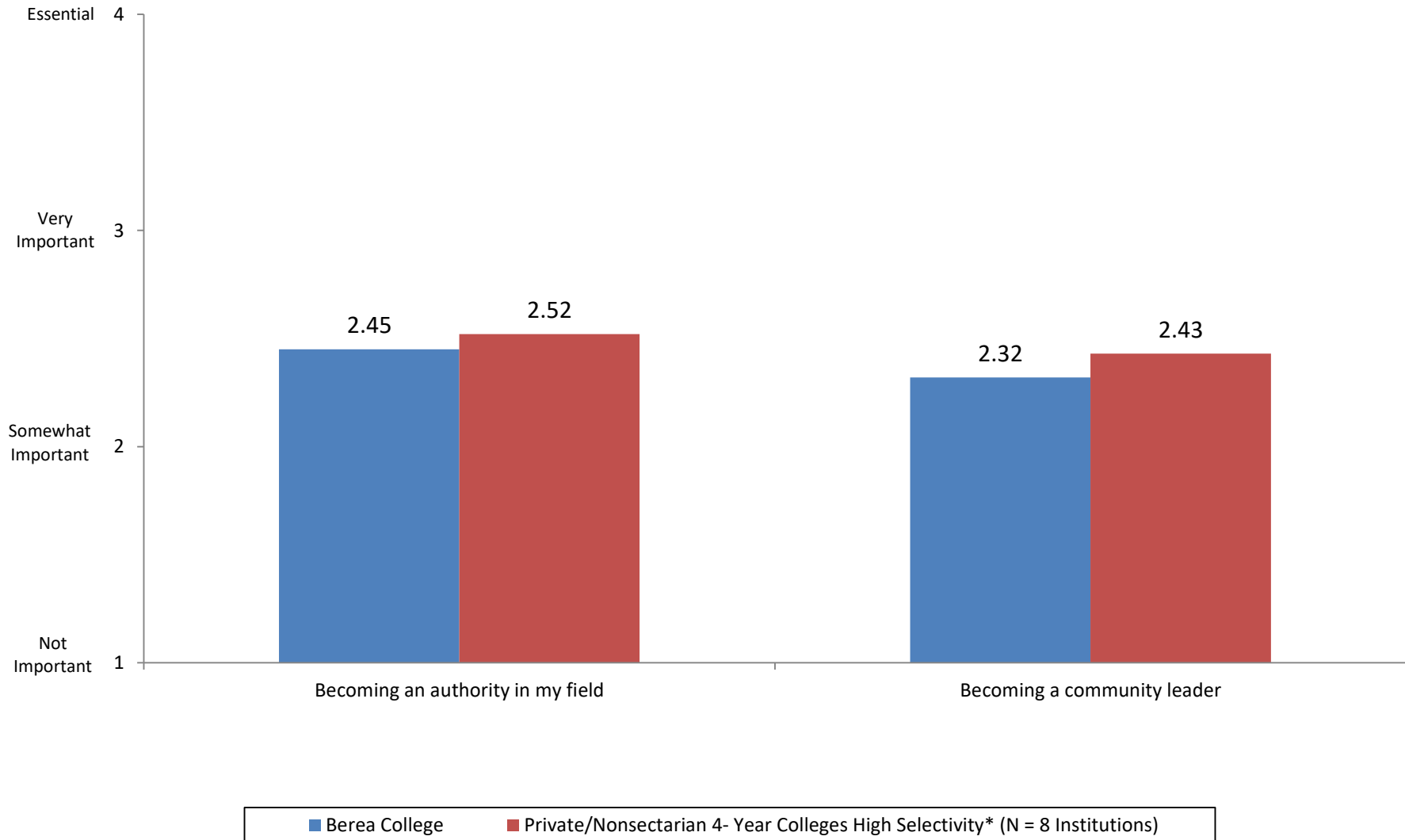
■ Berea College ■ Private/Nonsectarian 4- Year Colleges High Selectivity* (N = 8 Institutions)

*Selectivity is based on median SAT Critical Reading + 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:



*Selectivity is based on median SAT Critical Reading + 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.*

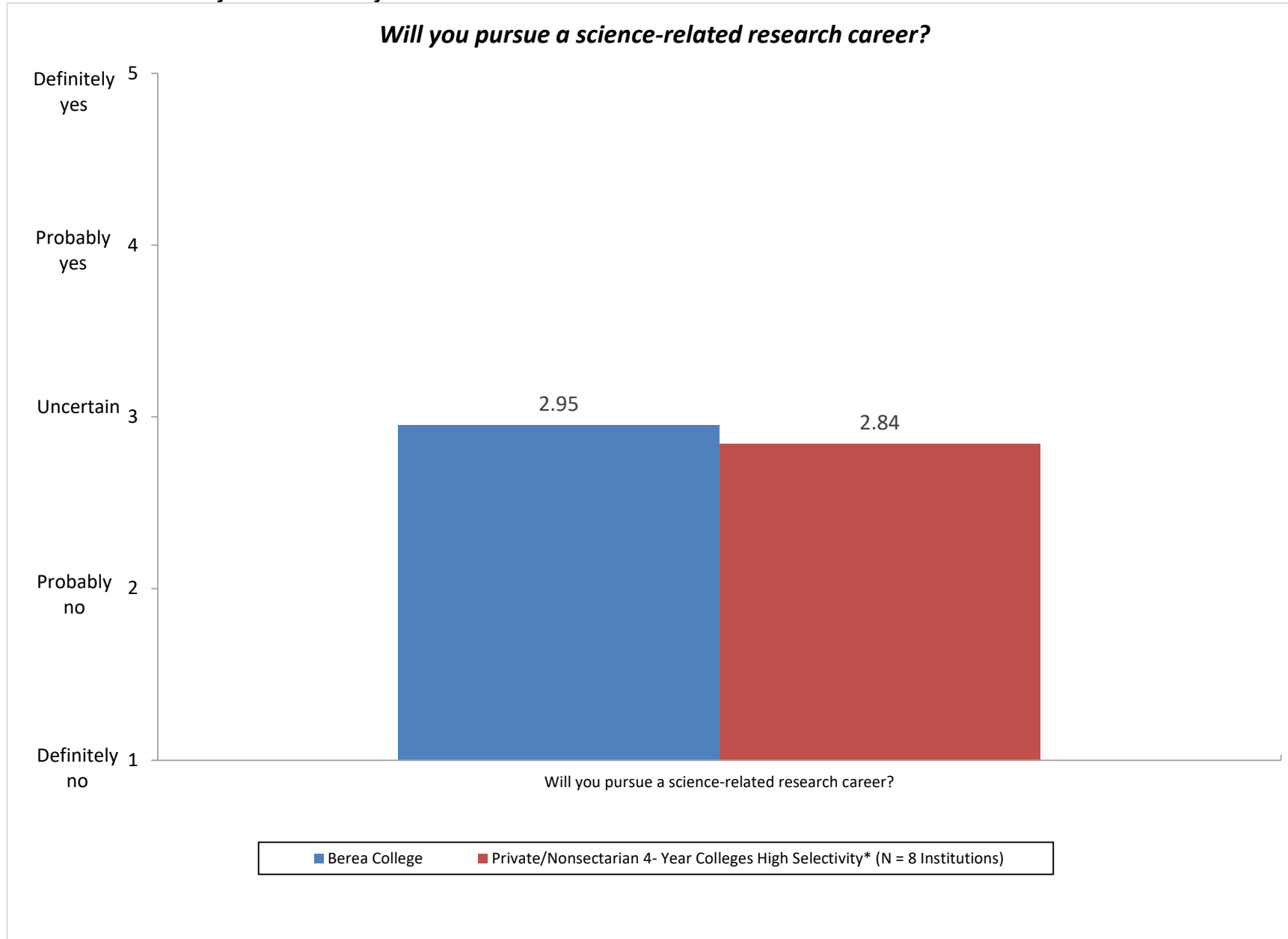
- To what extent are the following statements true of you?
(*Strongly Agree, Agree Somewhat, Neutral, Disagree Somewhat, Strongly Disagree*)
 1. I have a strong sense of belonging to a community of scientists.
 2. I derive great personal satisfaction from working on a team that is doing important research.
 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*)

THEME: Science Identity and Self-Efficacy

(Based on First-Year Students Only)

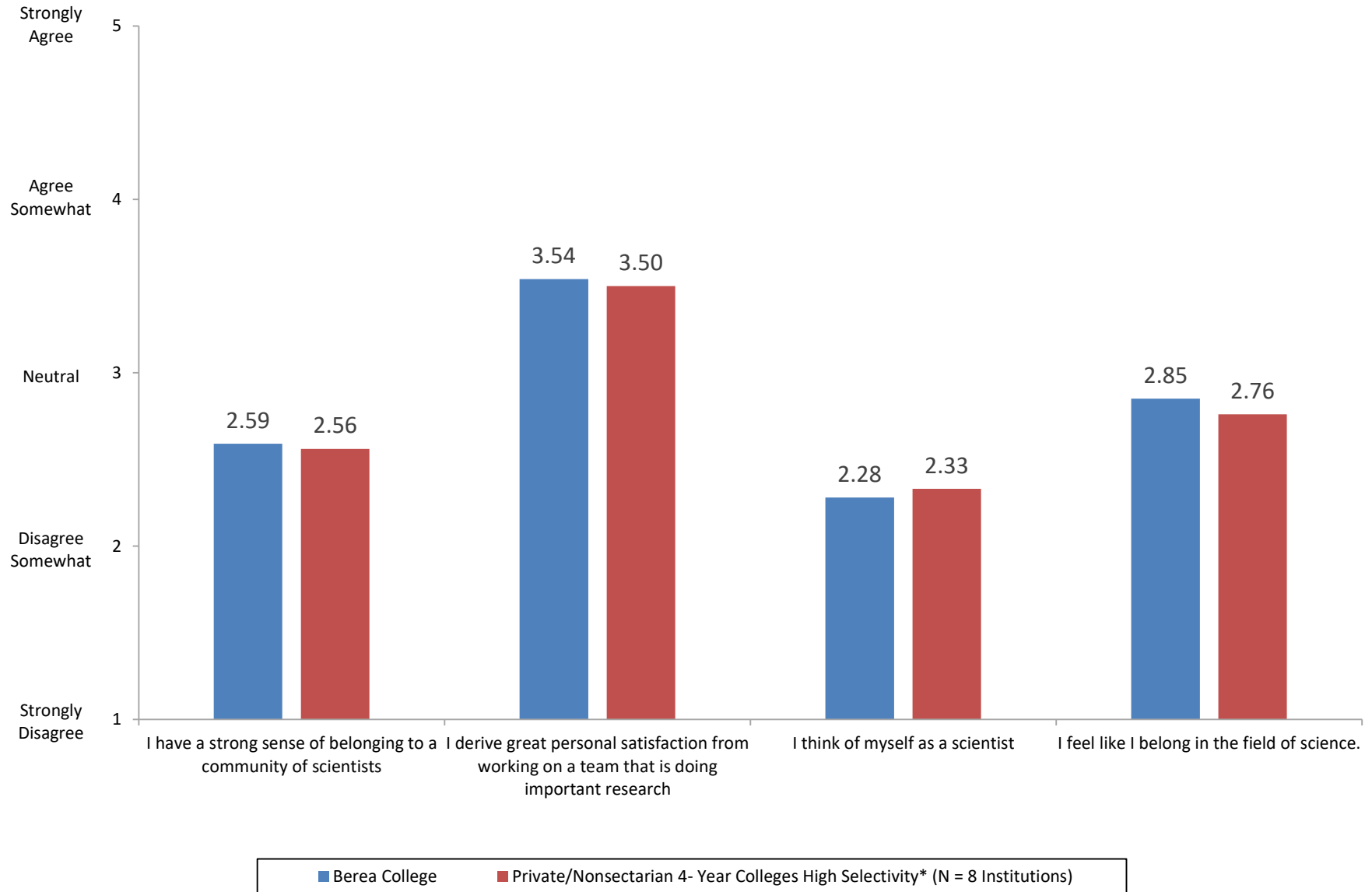


*Selectivity is based on median SAT Critical Reading Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

THEME: Science Identity and Self-Efficacy

(Based on First-Year Students Only)

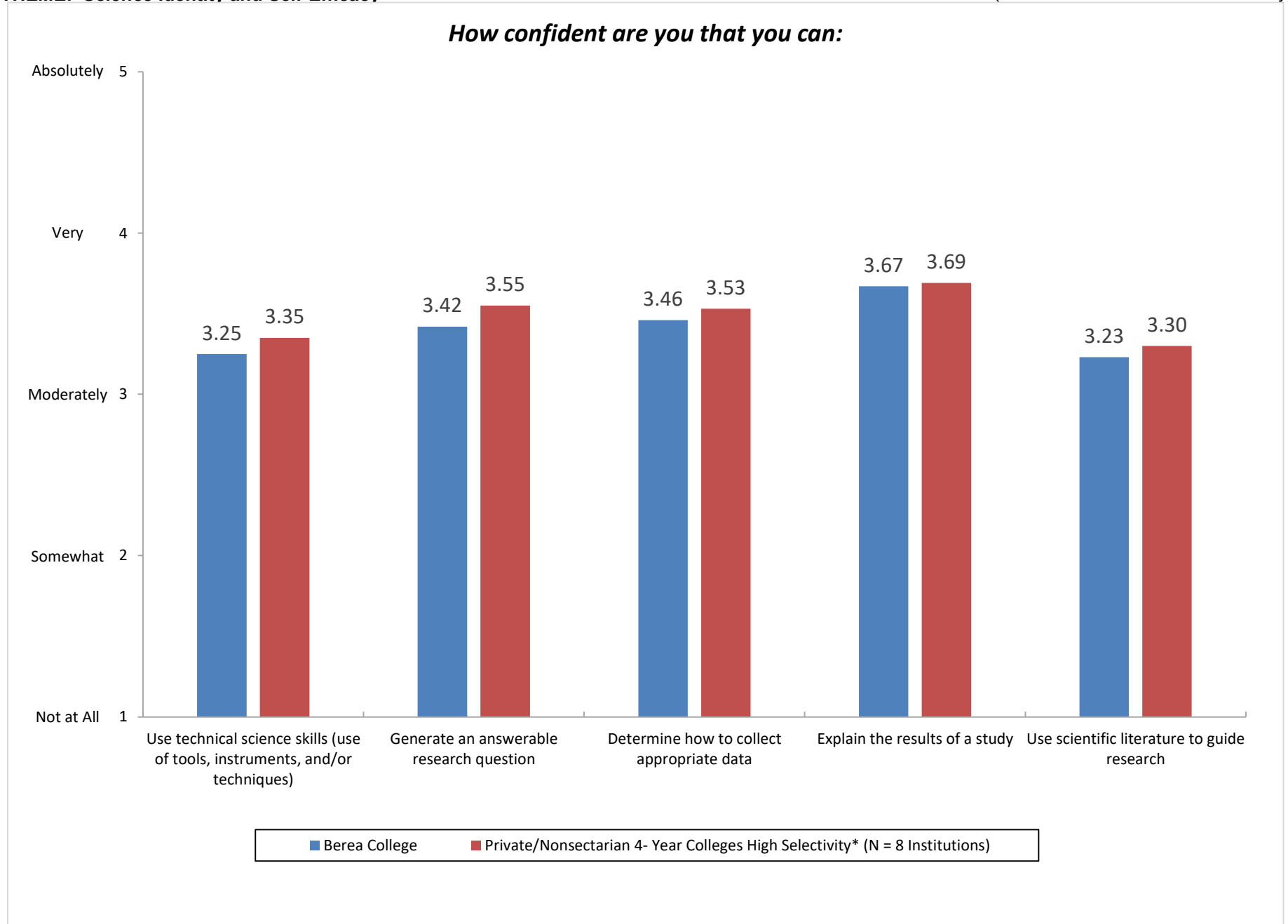
To what extent are the following statements true of you?



*Selectivity is based on median SAT Critical Reading Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

THEME: Science Identity and Self-Efficacy

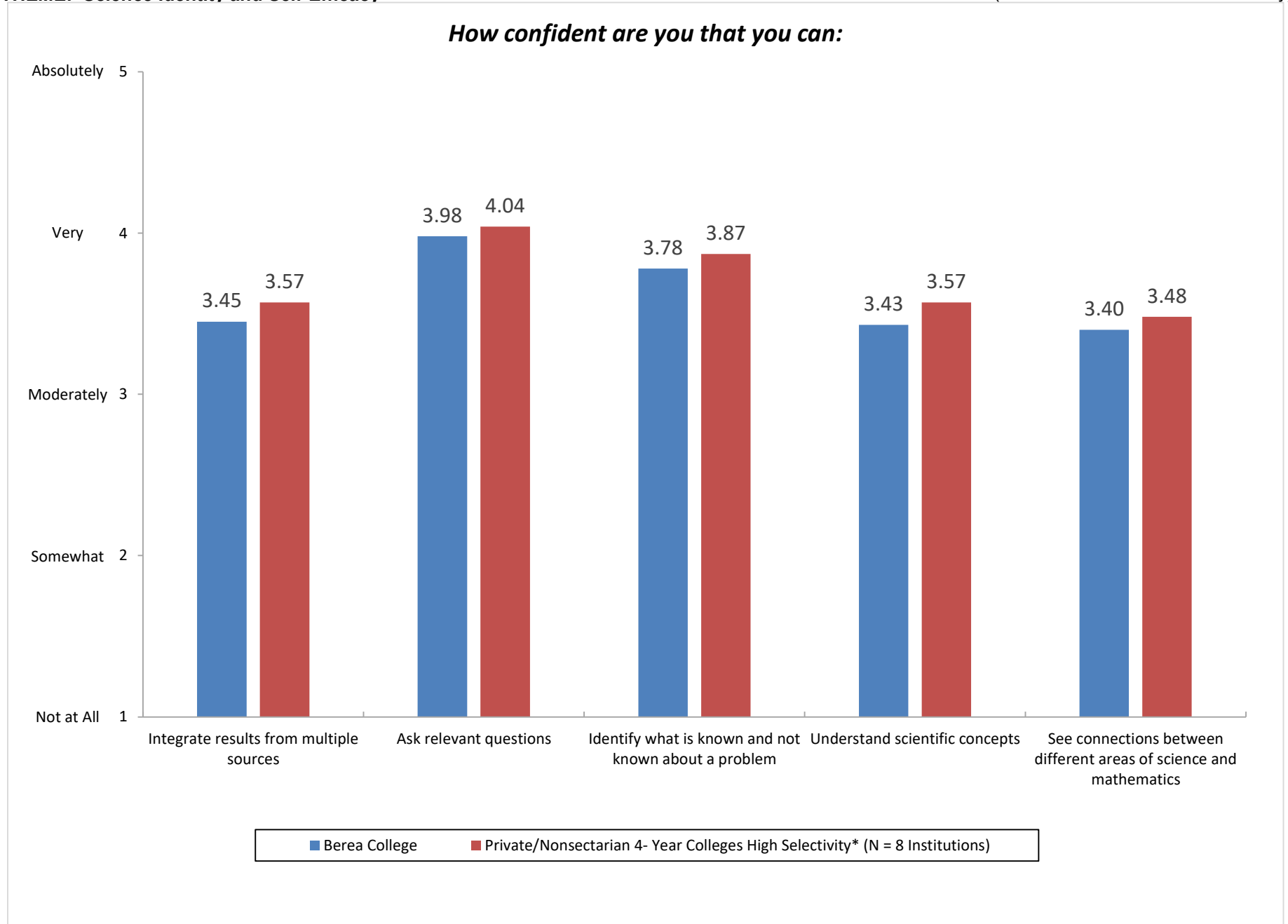
(Based on First-Year Students Only)



*Selectivity is based on median SAT Critical Reading 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)

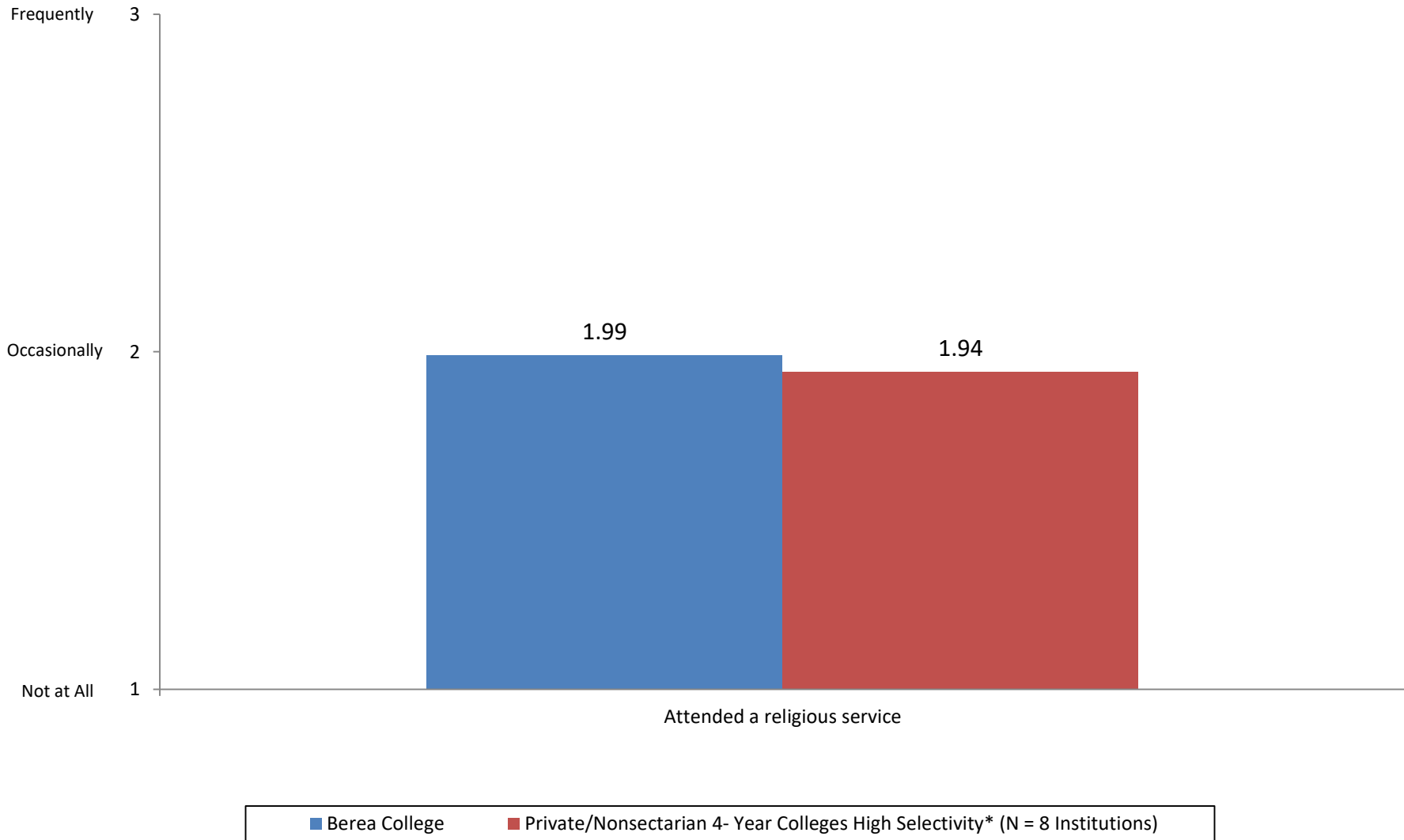


*Selectivity is based on median SAT Critical Reading Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

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

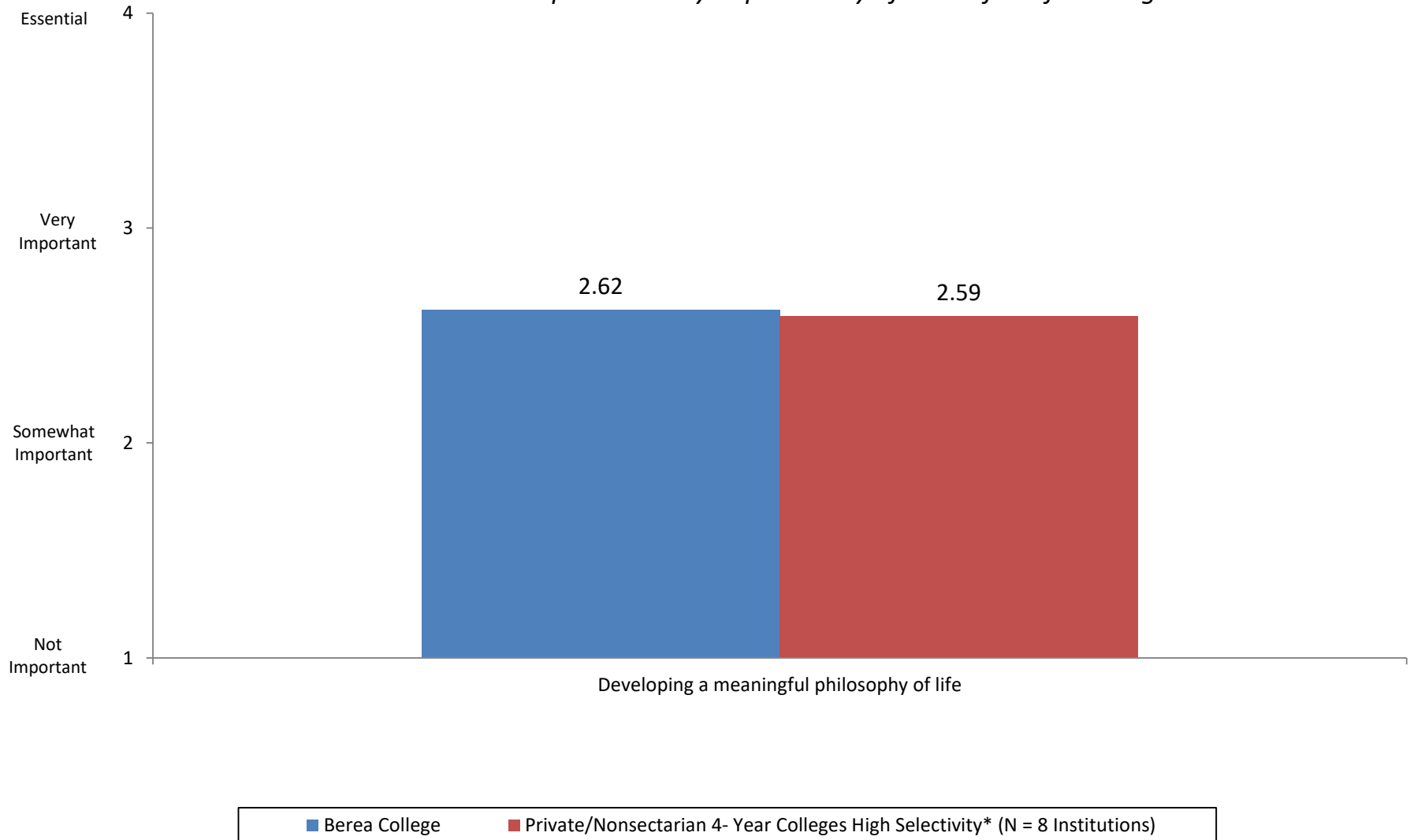
- Probable major:
 1. Theology/Religion
- Intended career:
 1. Clergy
- Current religious preferences:
 (*Student's, Parent/Guardian 1, Parent/Guardian 2*)
 - Agnostic*
 - Atheist*
 - Baptist*
 - Buddhist*
 - Church of Christ*
 - Eastern Orthodox*
 - Episcopalian*
 - Hindu*
 - Jewish*
 - Lutheran*
 - Methodist*
 - Muslim*
 - Presbyterian*
 - Quaker*
 - Roman Catholic*
 - Seventh Day Adventist*
 - The Church of Jesus Christ of Latter-day Saints*
 - United Church of Christ/Congregational*
 - Other Christian*
 - Other Religion(s)/belief(s)*
 - None*
- In the past year, how often have you:
 (*Frequently = 3, Occasionally = 2, Not at All = 1*)
 1. Attended a religious service
- 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?
 (*Very Important = 3, Somewhat Important = 2, Not Important = 1*)
 1. I was attracted by the religious affiliation/orientation of the college
- Please indicate the importance to you personally of each of the following:
 (*Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1*)
 1. Developing a meaningful philosophy of life

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



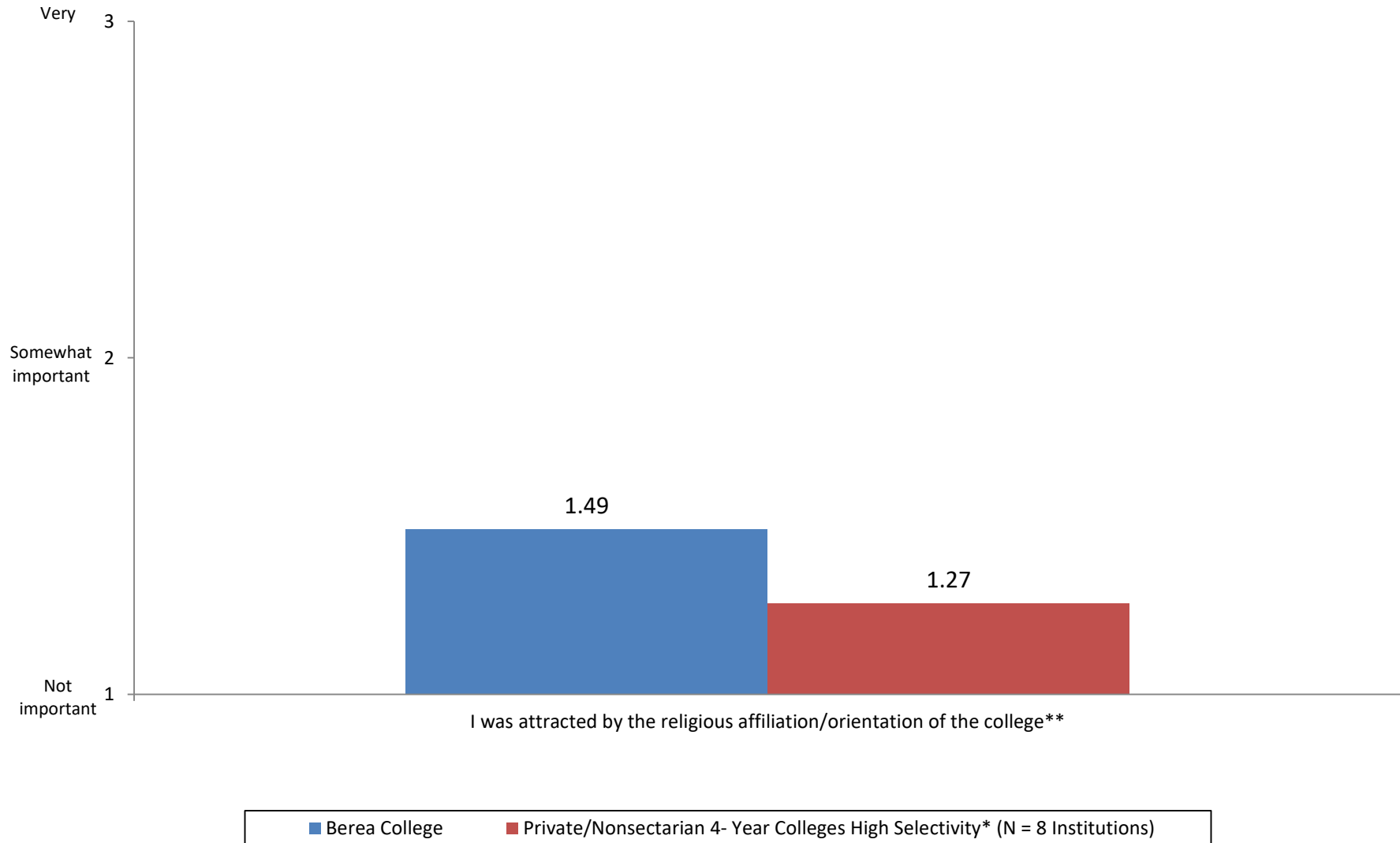
*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

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



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

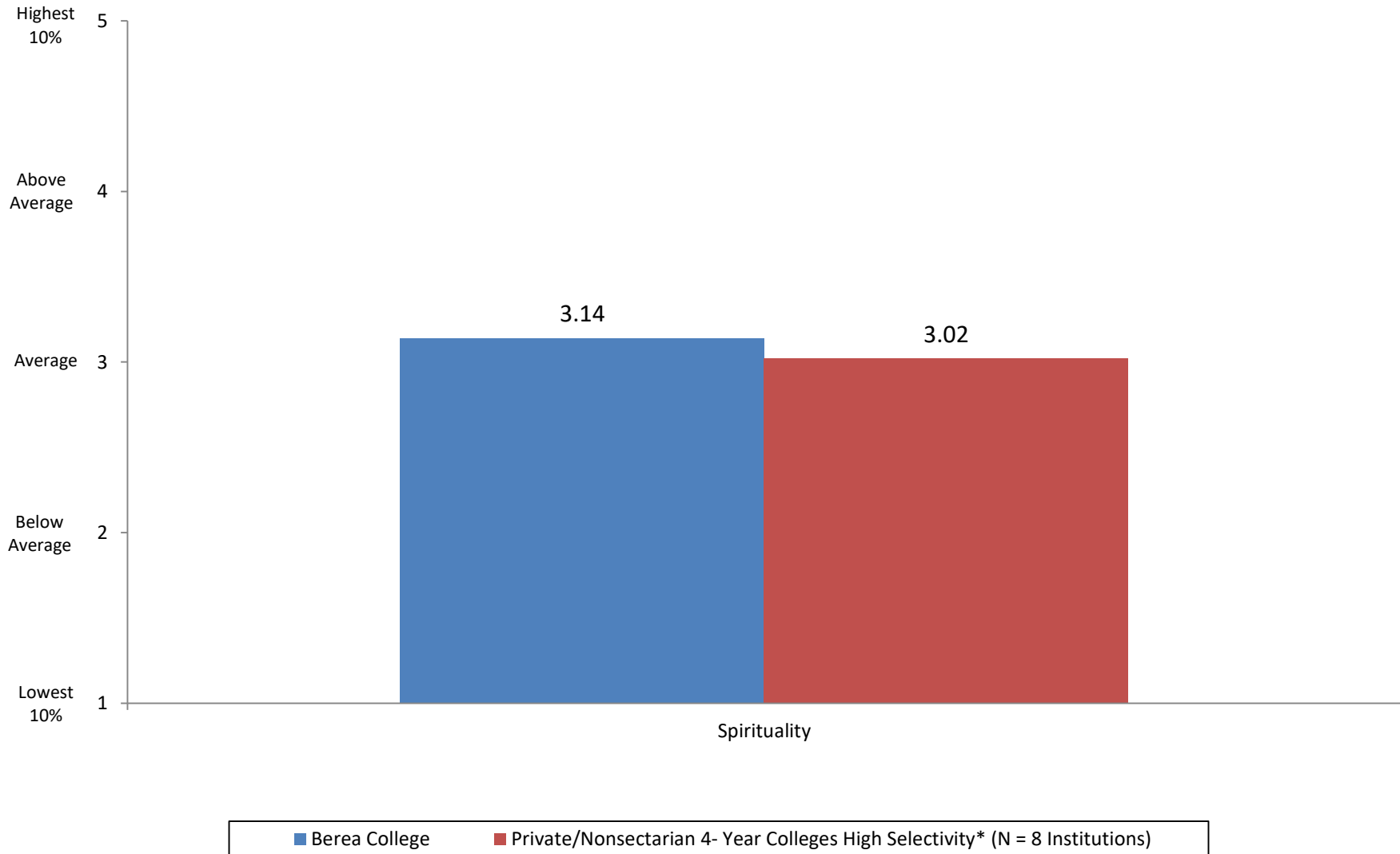
How important was each reason in your decision to come here?



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

**Difference is statistically significant.

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



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

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

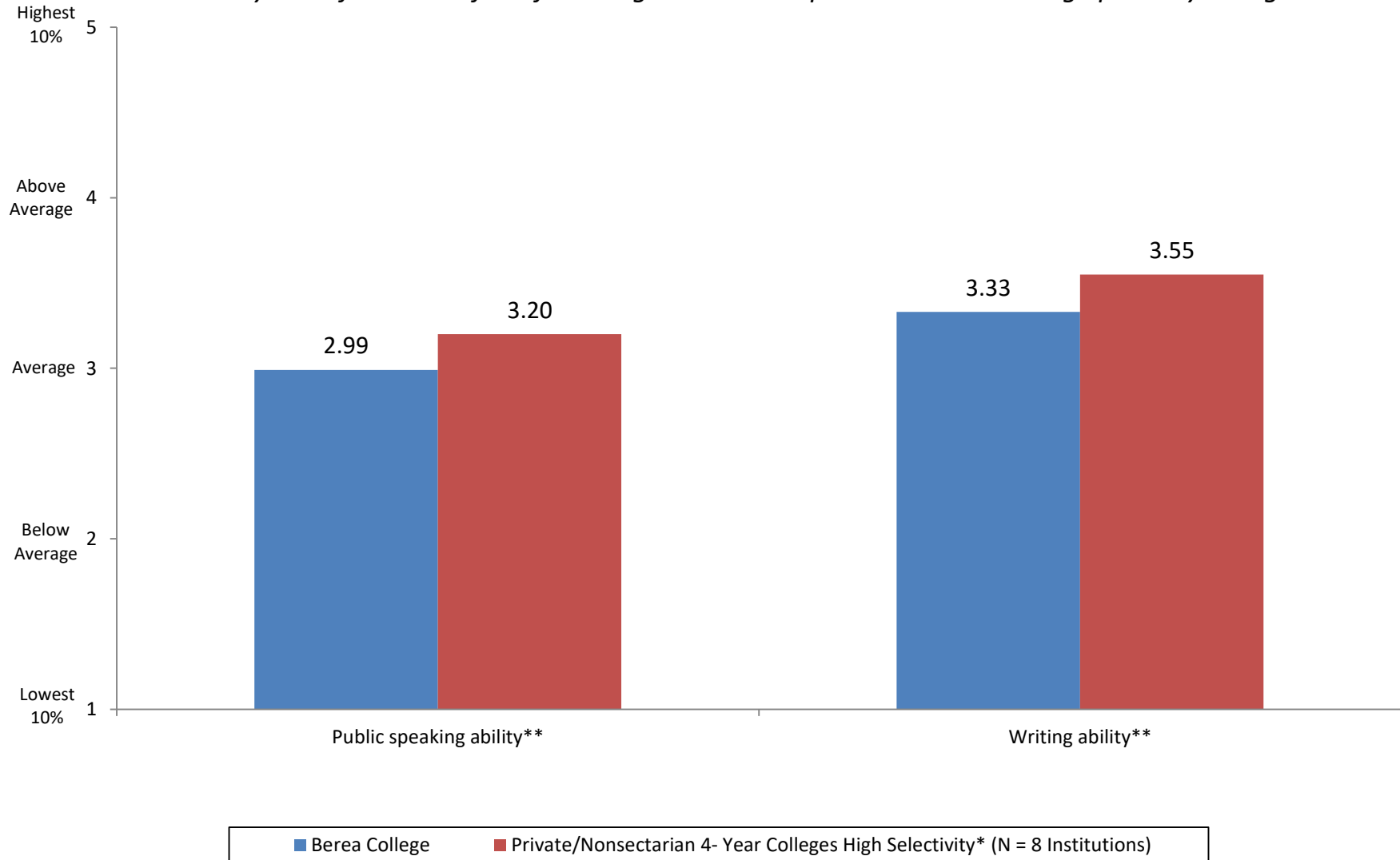
- Self-Reported:
SAT Critical Reading

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

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.



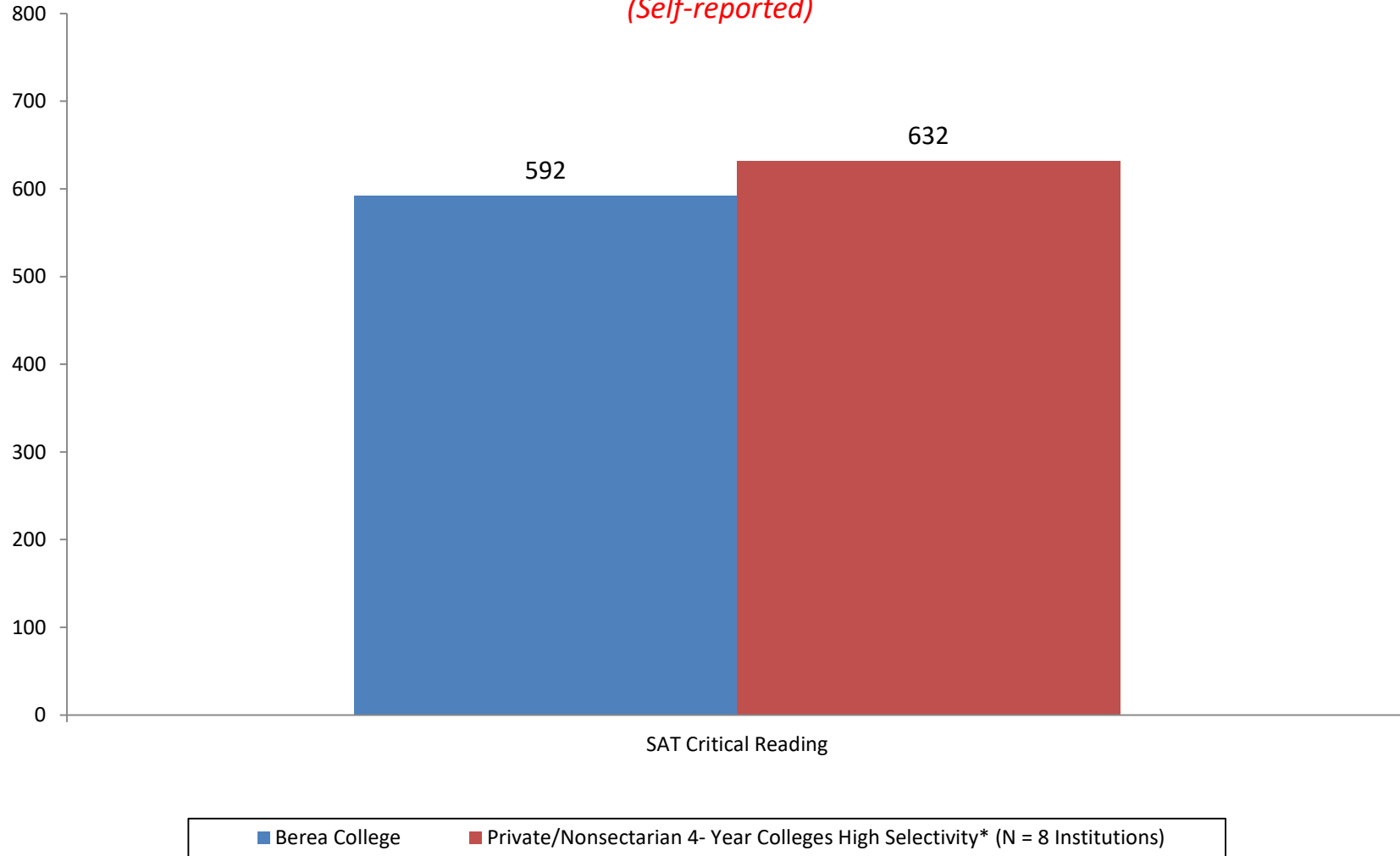
*Selectivity is based on median SAT Critical Reading/math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

**Difference is statistically significant.

THEME: Written/Oral Communication

(Based on First-Year Students Only)

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

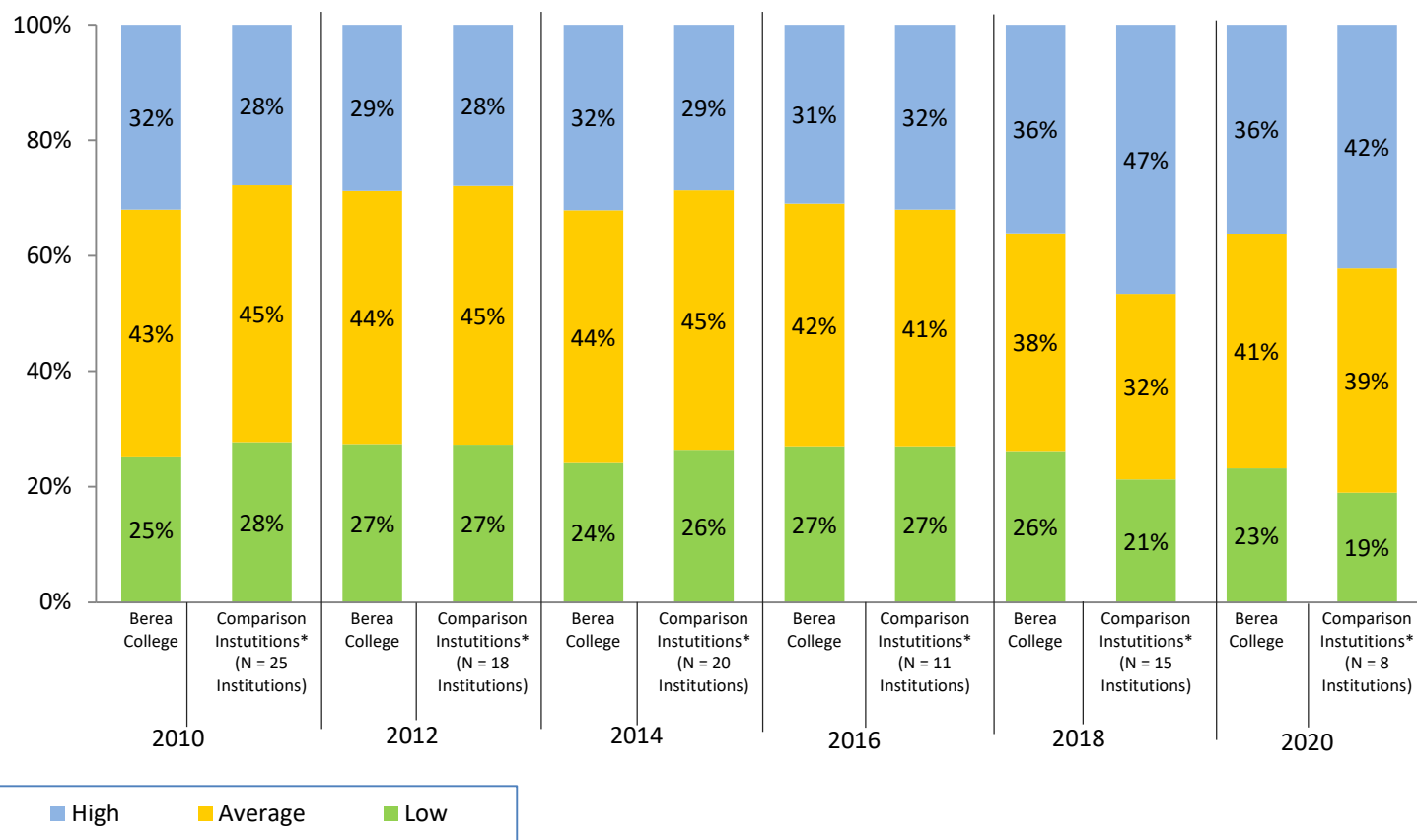


*Selectivity is based on median SAT Critical Reading + Math scores and/or ACT Composite scores of the entering class as reported to IPEDS.

Cooperative Institutional Research Program (CIRP), Fall 2010, 2012, 2014, 2016, 2018, and 2020

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

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



Survey items included in the construct, **Likelihood of College Involvement**:

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

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

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

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

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

Response Rates: 2010: 87%; 12: 76%; 14: 84%; 16: 75%; 18: 64%; 20: 74%.

NOTE: Fall 2020 had a smaller first-year student class due to COVID-19.

Source: Office of Institutional Research and Assessment, February 2021