Cooperative Institutional Research Program (CIRP)
Construct and Theme Reports

Fall 2014 First-Year Students

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

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

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

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

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

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

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

Source: Office of Institutional Research and Assessment, January 2014
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:
- Self Confidence (social)
- Leadership Ability
- Popularity
- Public speaking ability

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

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

Source: Office of Institutional Research and Assessment, January 2014
Cooperative Institutional Research Program (CIRP), Fall 2010, Fall 2012 and Fall 2014

Response Rates: 2010: 87%, 2012: 76% 2014: 84%

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

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

Survey items included in the construct, Pluralistic Orientation:
Rate yourself on each of the following traits as compared with the average person your age.
(Highest 10%, Above Average, Average, Below Average, Lowest 10%)

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

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

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

Source: Office of Institutional Research and Assessment, January 2014
**Construct: Social Agency - Measures the extent to which students value political and social involvement as a personal goal.**

<table>
<thead>
<tr>
<th></th>
<th>2010</th>
<th>2012</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berea College</td>
<td>32.0%</td>
<td>27.4%</td>
<td>29.8%</td>
</tr>
<tr>
<td>Private/Nonsectarian 4-year Colleges High Selectivity* (N = 25 institutions)</td>
<td>24.7%</td>
<td>25.4%</td>
<td>25.3%</td>
</tr>
<tr>
<td>Berea College</td>
<td>45.2%</td>
<td>43.9%</td>
<td>43.8%</td>
</tr>
<tr>
<td>Private/Nonsectarian 4-year Colleges High Selectivity* (N = 18 institutions)</td>
<td>43.5%</td>
<td>45.0%</td>
<td>42.8%</td>
</tr>
<tr>
<td>Berea College</td>
<td>22.9%</td>
<td>28.8%</td>
<td>26.4%</td>
</tr>
<tr>
<td>Private/Nonsectarian 4-year Colleges High Selectivity* (N = 20 Institutions)</td>
<td>31.8%</td>
<td>29.6%</td>
<td>31.9%</td>
</tr>
</tbody>
</table>

Survey items included in the construct, **Social Agency**: Indicate the importance to you personally of each of the following: (Essential, Very Important, Somewhat Important, Not Important)

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

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

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

Source: Office of Institutional Research and Assessment, January 2014
Construct: **College Reputation Orientation** - Measures the degree to which students value academic reputation and future career potential as a reason for choosing this college.

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

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

Source: Office of Institutional Research and Assessment, January 2014
Construct: Likelihood of College Involvement - *A unified measure of the students’ expectations about their involvement in college life generally.*

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

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

- Very Good Chance, Some Chance, Very Little Chance, No Chance

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

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

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

Source: Office of Institutional Research and Assessment, January 2014
Construct: Civic Engagement - Measures the extent to which students are motivated and involved in civic, electoral, and political activities.

Survey items included in the construct,

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

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

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

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

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

Source: Office of Institutional Research and Assessment, January 2014
Theme: College Choice -- These items illustrate the areas students may have considered in choosing to attend college in general, as well as a particular college.

- To how many colleges other than this one did you apply for admission this year? (None, One, Two, Three, Four, Five, Six, Seven to ten, Eleven or more)
- Were you accepted by your first choice college?
- Is this college your: (First choice, Second choice, Third choice, Less than third choice)

In deciding to go to college, how important to you was each of the following reasons? (Very important = 3, Somewhat important = 2, Not important = 1)
1. To be able to get a better job
2. To gain a general education and appreciation of ideas
3. To make me a more cultured person
4. To be able to make more money
5. To learn more about things that interest me
6. To get training for a specific career
7. To prepare myself for graduate or professional school

How important was each reason in your decision to come here? (Very important = 3, Somewhat important = 2, Not important = 1)
1. My parents wanted me to come here
2. My relatives wanted me to come here
3. My teacher advised me
4. This college has a very good academic reputation
5. This college has a good reputation for its social activities
6. I was offered financial assistance
7. The cost of attending this college
8. High school counselor advised me
9. Private college counselor advised me
10. I wanted to live near home
11. Not offered aid by first choice
12. Could not afford first choice
13. This college’s graduates gain admission to top graduate/professional schools
14. This college’s graduates get good jobs
15. I was attracted by the religious affiliation/orientation of the college
16. I wanted to go to a school about the size of this college
17. Rankings in national magazines
18. Information from a website
19. I was admitted through an Early Action or Early Decision program
20. The athletic department recruited me
21. A visit to this campus
22. Ability to take online courses
23. The percentage of students that graduate from this college

Source: Office of Institutional Research and Assessment, January 2015
To how many colleges other than this one did you apply for admission this year?

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

Source: Office of Institutional Research and Assessment, January 2014
*Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

Source: Office of Institutional Research and Assessment, January 2014
Overall Response Rate: 389/462 or 84%
(Based on First-Year Students Only)

THEME: College Choice

Is this college your:

<table>
<thead>
<tr>
<th></th>
<th>Berea College</th>
<th>Private/Nonsectarian 4-Year Colleges High Selectivity* (N = 20 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>First choice</td>
<td>75.4%</td>
<td>62.3%</td>
</tr>
<tr>
<td>Second choice</td>
<td>16.7%</td>
<td>24.7%</td>
</tr>
<tr>
<td>Third choice</td>
<td>6.5%</td>
<td>6.5%</td>
</tr>
<tr>
<td>Less than third choice</td>
<td>1.4%</td>
<td>4.2%</td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research and Assessment, January 2014
In deciding to go to college, how important to you was each of the following reasons?

<table>
<thead>
<tr>
<th>Reason</th>
<th>Berea College</th>
<th>Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 20 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be able to get a better job*</td>
<td>2.76</td>
<td>2.82</td>
</tr>
<tr>
<td>To gain a general education and appreciation of ideas*</td>
<td>2.76</td>
<td>2.68</td>
</tr>
<tr>
<td>To make me a more cultured person*</td>
<td>2.54</td>
<td>2.38</td>
</tr>
<tr>
<td>To be able to make more money</td>
<td>2.58</td>
<td>2.64</td>
</tr>
<tr>
<td>To learn more about things that interest me</td>
<td>2.86</td>
<td>2.82</td>
</tr>
<tr>
<td>To get training in a specific career</td>
<td>2.76</td>
<td>2.73</td>
</tr>
<tr>
<td>To prepare myself for graduate or professional school*</td>
<td>2.52</td>
<td>2.40</td>
</tr>
</tbody>
</table>

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

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

Source: Office of Institutional Research and Assessment, January 2014
How important was each reason in your decision to come here?
(Graph 1 of 3)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Berea College</th>
<th>Private/Nonsectarian 4-Year Colleges High Selectivity* (N = 20 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>My parents wanted me to come here*</td>
<td>1.94</td>
<td>1.80</td>
</tr>
<tr>
<td>My relatives wanted me to come here*</td>
<td>1.63</td>
<td>1.43</td>
</tr>
<tr>
<td>My teacher advised me*</td>
<td>1.80</td>
<td>1.46</td>
</tr>
<tr>
<td>This college has a very good academic reputation*</td>
<td>2.80</td>
<td>2.68</td>
</tr>
<tr>
<td>This college has a good reputation for its social activities</td>
<td>2.33</td>
<td>2.26</td>
</tr>
<tr>
<td>The cost of attending this college*</td>
<td>2.87</td>
<td>2.65</td>
</tr>
<tr>
<td>I was offered financial assistance*</td>
<td>2.88</td>
<td>2.23</td>
</tr>
<tr>
<td>High school counselor advised me*</td>
<td>2.23</td>
<td>1.77</td>
</tr>
</tbody>
</table>

*Statistically significant at the p <= .05 level.
**Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

Source: Office of Institutional Research and Assessment, January 2014
How important was each reason in your decision to come here?

(Graph 2 of 3)

<table>
<thead>
<tr>
<th>Reason</th>
<th>Berea College</th>
<th>Private/Nonsectarian 4-Year Colleges High Selectivity**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Private college counselor advised me*</td>
<td>1.39</td>
<td>1.29</td>
</tr>
<tr>
<td>I wanted to live near home*</td>
<td>1.54</td>
<td>1.64</td>
</tr>
<tr>
<td>Not offered aid by first choice*</td>
<td>1.34</td>
<td>1.37</td>
</tr>
<tr>
<td>Could not afford first choice*</td>
<td>1.47</td>
<td>1.38</td>
</tr>
<tr>
<td>This college's graduates gain admission to top graduate/professional schools*</td>
<td>2.26</td>
<td>2.14</td>
</tr>
<tr>
<td>This college's graduates get good jobs</td>
<td>2.51</td>
<td>2.53</td>
</tr>
<tr>
<td>I was attracted by the religious affiliation/orientation of this college*</td>
<td>1.73</td>
<td>1.35</td>
</tr>
</tbody>
</table>

*Statistically significant at the p <= .05 level.
**Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

Source: Office of Institutional Research and Assessment, January 2014
Cooperative Institutional Research Program (CIRP), Fall 2014

**THEME: College Choice**

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

<table>
<thead>
<tr>
<th>Reason</th>
<th>Berea College</th>
<th>Private/Nonsectarian 4-Year Colleges High Selectivity* (N = 20 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I wanted to go to a school about the size of this college</td>
<td>2.32</td>
<td>2.35</td>
</tr>
<tr>
<td>Rankings in national magazines*</td>
<td>1.84</td>
<td>1.64</td>
</tr>
<tr>
<td>Information from a website</td>
<td>1.91</td>
<td>1.84</td>
</tr>
<tr>
<td>I was admitted through an Early Action or Early Decision program</td>
<td>1.46</td>
<td>1.45</td>
</tr>
<tr>
<td>The athletic department recruited me*</td>
<td>1.29</td>
<td>1.43</td>
</tr>
<tr>
<td>A visit to this campus*</td>
<td>2.35</td>
<td>2.45</td>
</tr>
<tr>
<td>Ability to take online courses</td>
<td>1.20</td>
<td>1.19</td>
</tr>
<tr>
<td>The percentage of students that graduate from this college</td>
<td>2.19</td>
<td>2.20</td>
</tr>
</tbody>
</table>

*Bere: Berea College
Private/Nonsectarian 4-Year Colleges High Selectivity* (N = 20 Institutions)

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

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

Source: Office of Institutional Research and Assessment, January 2014
Theme: Financing College -- These items relate to the financial issues associated with attending college.

1. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?
   (None, Less than $1,000, $1,000-$2,999, $3,000-$5,999, $6,000-$9,999, $10,000+)
   1. Family resources (parents, relatives, spouse, etc.)
   2. My own resources (savings from work, work-study, other income)
   3. Aid which need not be repaid (grants, scholarships, military funding, etc.)
   4. Aid which must be repaid (loans, etc.)
   5. Other than above

2. What is the best estimate of your parents' total income last year? Consider income from all sources before taxes.
   Less than $10,000
   $10,000 to $14,999
   $15,000 to $19,999
   $20,000 to $24,999
   $25,000 to $29,000
   $30,000 to $39,000
   $40,000 to $49,000
   $50,000 to $59,999
   $60,000 to $74,999
   $75,000 to $99,999
   $100,000 to $149,999
   $150,000 to $199,999
   $200,000 to $249,999
   $250,000 or more

3. 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)

4. 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

5. What is your best guess as to the chances that you will:
   (Very Good Chance = 4, Some Chance = 3, Very Little Chance = 2, No Chance = 1)
   1. Get a job to help pay for college expenses
   2. Work full-time while attending college

Source: Office of Institutional Research and Assessment, January 2015
How much of your first year’s educational expenses (room, board, tuition, and fees) do you expect to cover from family resources (parents, relatives, spouse etc.)?

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

Source: Office of Institutional Research and Assessment, January 2015
**THEME: Financing College**

*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)?*

- **None**: 18.2%, Berea College, 29.6%, Private/Nonsectarian 4-Year Colleges High Selectivity
- **Less than $1,000**: 26.0%, Berea College, 26.1%, Private/Nonsectarian 4-Year Colleges High Selectivity
- **$1,000 - $2,999**: 27.2%, Berea College, 26.1%, Private/Nonsectarian 4-Year Colleges High Selectivity
- **$3,000 - $5,999**: 9.7%, Berea College, 3.4%, Private/Nonsectarian 4-Year Colleges High Selectivity
- **$6,000 - $9,999**: 3.1%, Berea College, 0.8%, Private/Nonsectarian 4-Year Colleges High Selectivity
- **$10,000 +**: 4.3%, Berea College, 3.9%, Private/Nonsectarian 4-Year Colleges High Selectivity

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

Source: Office of Institutional Research and Assessment, January 2015
**THEME: Financing College**

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.)?

*Berea College  Private/Nonsectarian 4- Year Colleges High Selectivity* (N = 20 Institutions)

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

Source: Office of Institutional Research and Assessment, January 2015
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.)?

- None: 79.6%
- Less than $1,000: 10.1%
- $1,000 - $2,999: 3.0%
- $3,000 - $5,999: 7.3%
- $6,000 - $9,999: 7.5%
- $10,000+: 2.8%
- $10,000+: 12.4%
- $10,000+: 0.0%
- $10,000+: 0.3%

Berea College
Private/Nonsectarian 4-Year Colleges High Selectivity* (N = 20 Institutions)

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

Source: Office of Institutional Research and Assessment, January 2015
**THEME: Financing College**

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

- **None:** 92.7% 92.5%
- **Less than $1,000:** 5.0%
- **$1,000 - $2,999:** 2.5%
- **$3,000 - $5,999:** 0.3%
- **$6,000 - $9,999:** 1.6%
- **$10,000 +:** 0.8%
- **$1,000 - $2,999:** 0.9%
- **$6,000 - $9,999:** 0.5%
- **$10,000 +:** 1.1%
- **$1,000 - $2,999:** 1.9%

*Berea College*  
*Private/Nonsectarian 4-Year Colleges High Selectivity* (N = 20 Institutions)

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

Source: Office of Institutional Research and Assessment, January 2015
**Cooperative Institutional Research Program (CIRP), Fall 2014**

**THEME: Financing College**

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

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

Source: Office of Institutional Research and Assessment, January 2015
Do you have any concern about your ability to finance your college education?

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

Source: Office of Institutional Research and Assessment, January 2015
How important was each reason in your decision to come here?

<table>
<thead>
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<th>Berea College</th>
<th>Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 20 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was offered financial assistance*</td>
<td>2.87</td>
<td>2.65</td>
</tr>
<tr>
<td>The cost of attending this college*</td>
<td>2.88</td>
<td>2.23</td>
</tr>
<tr>
<td>Not offered aid by first choice</td>
<td>1.34</td>
<td>1.37</td>
</tr>
<tr>
<td>Could not afford first choice*</td>
<td>1.47</td>
<td>1.38</td>
</tr>
</tbody>
</table>

*Statistically significant at the p <= .05 level.
**Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

Source: Office of Institutional Research and Assessment, January 2015
What is your best guess as to the chances that you will:

- Get a job to help pay for college expenses*
  - Very Good: 3.20
  - Some Chance: 3.30

- Work full-time while attending college
  - Very Little Chance: 2.01
  - No Chance: 2.02

*Statistically significant at the p <= .05 level.
**Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

Source: Office of Institutional Research and Assessment, January 2015
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

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

- **Frequently**
- **Occasionally**
- **Not at All**

### Activities
- **Was bored in class**
- **Came late to class**
- **Skipped school/class**
- **Fell asleep in class**
- **Failed to complete homework on time**

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

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

Source: Office of Institutional Research and Assessment, January 2015
Theme: Academic Preparation -- These items illustrate the academic skills and experiences students bring to college.

- Self-Reported:
  - SAT Critical Reading
  - SAT Mathematics
  - SAT Writing
  - ACT Composite

- From what kind of high school did you graduate?
  - Public school (not charter or magnet)
  - Public charter school
  - Public magnet school
  - Private religious/parochial school
  - Private independent college-prep school
  - Home school

- Prior to this term, have you ever taken courses for credit at this institution? (Yes, No)

- Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)? (Yes, No)

- Please mark which of the following courses you have completed: (Yes, No)
  1. Algebra II
  2. Pre-calculus/Trigonometry
  3. Probability & Statistics
  4. Calculus
  5. AP Probability & Statistics
  6. AP Calculus

- Have you had any remedial work in any of the following subjects? (Yes, No)
  1. English
  2. Reading
  3. Mathematics
  4. Writing

- Do you feel you will need any remedial work in any of the following subjects? (Yes, No)
  1. English
  2. Reading
  3. Mathematics
  4. Writing

- During High School (grades 9-12) how many years did you study each of the following subjects? (None, 1/2, 1, 2, 3, 4, 5 or more)
  1. English
  2. Mathematics
  3. Foreign Language
  4. Physical Science
  5. Biological Science

Source: Office of Institutional Research and Assessment, January 2015
6. History/Am. Gov’t
7. Computer Science
8. Arts and/or Music

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

- 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

Source: Office of Institutional Research and Assessment, January 2015
What were your scores on the SAT I? (Mean Score)

(Self-reported)

SAT Critical Reading: 545 (Berea College) 566 (Private/Nonsectarian 4-Year Colleges High Selectivity)
SAT Math: 588 (Berea College) 574 (Private/Nonsectarian 4-Year Colleges High Selectivity)
SAT Writing: 552 (Berea College) 560 (Private/Nonsectarian 4-Year Colleges High Selectivity)

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

Source: Office of Institutional Research and Assessment, January 2015
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.

Source: Office of Institutional Research and Assessment, January 2015
**From what kind of high school did you graduate?**

- **Public school (not charter or magnet):** 82.2%
- **Public charter school:** 0.8%
- **Public magnet school:** 4.5%
- **Private religious/parochial school:** 4.2%
- **Private independent college-prep school:** 3.4%
- **Home school:** 4.8%

- **Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 20 Institutions)
  - Berea College: 74.7%
  - Private/Nonsectarian 4-Year Colleges High Selectivity: 11.1%

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

Source: Office of Institutional Research and Assessment, January 2015
Cooperative Institutional Research Program (CIRP), Fall 2014

**THEME: Academic Preparation**

**Overall Response Rate: 389/462 or 84%**
(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.

Source: Office of Institutional Research and Assessment, January 2015
**THEME: Academic Preparation**

Please mark which of the following courses you have completed:

- **Algebra II**: 97.1% at Berea College, 97.6% at Private/Nonsectarian 4-Year Colleges High Selectivity*.
- **Pre-calculus/Trigonometry**: 83.8% at Berea College, 86.8% at Private/Nonsectarian 4-Year Colleges High Selectivity*.
- **Probability & Statistics**: 29.0% at Berea College, 34.2% at Private/Nonsectarian 4-Year Colleges High Selectivity*.
- **Calculus**: 27.8% at Berea College, 34.4% at Private/Nonsectarian 4-Year Colleges High Selectivity*.
- **AP Probability & Statistics**: 15.9% at Berea College, 19.5% at Private/Nonsectarian 4-Year Colleges High Selectivity*.
- **AP Calculus**: 23.3% at Berea College, 30.1% at Private/Nonsectarian 4-Year Colleges High Selectivity*.

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

Source: Office of Institutional Research and Assessment, January 2015
Have you had any remedial work in any of the following subjects?

- English: 23.5% (Berea College), 18.3% (Private/Nonsectarian 4-Year Colleges High Selectivity*)
- Reading: 22.7% (Berea College), 17.6% (Private/Nonsectarian 4-Year Colleges High Selectivity*)
- Mathematics: 20.4% (Berea College), 18.4% (Private/Nonsectarian 4-Year Colleges High Selectivity*)
- Writing: 19.6% (Berea College), 15.5% (Private/Nonsectarian 4-Year Colleges High Selectivity*)

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

Source: Office of Institutional Research and Assessment, January 2015
Do you feel you will need any remedial work in any of the following subjects?

<table>
<thead>
<tr>
<th>Subject</th>
<th>Berea College</th>
<th>Private/Nonsectarian 4-Year Colleges High Selectivity* (N = 20 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English</td>
<td>12.3%</td>
<td>9.5%</td>
</tr>
<tr>
<td>Reading</td>
<td>7.8%</td>
<td>7.0%</td>
</tr>
<tr>
<td>Mathematics</td>
<td>24.4%</td>
<td>20.3%</td>
</tr>
<tr>
<td>Writing</td>
<td>14.3%</td>
<td>13.9%</td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research and Assessment, January 2015
**THEME: Academic Preparation**

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)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Berea College</th>
<th>Private/Nonsectarian 4-Year Colleges High Selectivity* (N = 20 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>English (4 years)</td>
<td>96.1%</td>
<td>97.4%</td>
</tr>
<tr>
<td>Mathematics (3 years)</td>
<td>98.4%</td>
<td>98.4%</td>
</tr>
<tr>
<td>Foreign Language (2 years)</td>
<td>87.0%</td>
<td>38.2%</td>
</tr>
<tr>
<td>Physical Science (2 years)</td>
<td>70.5%</td>
<td>47.3%</td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research and Assessment, January 2015
**THEME: Academic Preparation**

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

*Graph is based on the number of years which ranked the highest*  
(Graph 2 of 2)

- **Biological Science (2 years)**: 49.8% (Berea College), 80.3% (Private/Nonsectarian 4-Year Colleges High Selectivity)
- **History/American Gov’t (1 year)**: 95.7% (Berea College), 51.4% (Private/Nonsectarian 4-Year Colleges High Selectivity)
- **Computer Science (1/2 year)**: 99.9% (Berea College), 53.3% (Private/Nonsectarian 4-Year Colleges High Selectivity)
- **Arts and/or Music (1 year)**: 84.1% (Berea College), 71.0% (Private/Nonsectarian 4-Year Colleges High Selectivity)

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

Source: Office of Institutional Research and Assessment, January 2015
How often in the past year did you?

- Ask questions in class
- Support your opinions with a logical argument
- Seek solutions to problems and explain them to others
- Revise your papers to improve your writing
- Evaluate the quality or reliability of information you received*
- Take a risk because you feel you have more to gain
- Seek alternative solutions to a problem

Berea College  |  Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 20 Institutions)

*Statistically significant at the p <= .05 level.
**Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

Source: Office of Institutional Research and Assessment, January 2015
How often in the past year did you?

- Look up scientific research articles and resources: Frequently 2.15, Occasionally 2.09, Not at All 2.24
- Explore topics on your own, even though it was not required for a class*: Frequently 2.33, Occasionally 2.24, Not at All 2.33
- Accept mistakes as part of the learning process: Frequently 2.58, Occasionally 2.56, Not at All 2.47
- Seek feedback on your academic work: Frequently 2.54, Occasionally 2.46, Not at All 2.33
- Work with other students on group projects*: Frequently 2.55, Occasionally 2.54, Not at All 2.45
- Integrate skills and knowledge from different sources and experiences: Frequently 2.55, Occasionally 2.54, Not at All 2.45

*Statistically significant at the p <= .05 level.
**Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

Source: Office of Institutional Research and Assessment, January 2015
Rate yourself on each of the following traits as compared with the average person your age.

- **Academic ability***
  - Above Average: 3.94 (Berea College) vs. 3.82 (Private/Nonsectarian 4-Year Colleges High Selectivity)

- **Mathematical ability**
  - Above Average: 3.26 (Berea College) vs. 3.27 (Private/Nonsectarian 4-Year Colleges High Selectivity)

- **Self-confidence (intellectual)**
  - Above Average: 3.69 (Berea College) vs. 3.62 (Private/Nonsectarian 4-Year Colleges High Selectivity)

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

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

Source: Office of Institutional Research and Assessment, January 2015
During your last year in high school, how much time did you spend during a typical week doing the following activities?

- **Studying/homework**
  - None
  - Less than 1 hour
  - 1-2 hours
  - 3-4 hours
  - 6-10 hours
  - 11-15 hours
  - 16-20 hours

**Berea College**
- 11-15 hours: 3.93

**Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 20 Institutions)
- 11-15 hours: 4.36

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

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

Source: Office of Institutional Research and Assessment, January 2015
Theme: Interaction with Teachers -- These items relate to the amount of time and types of interactions students have with their high school teachers.

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

How often in the past year did you?
(Frequently = 3, Occasionally = 2, Not at All = 1)
1. Ask questions in class
2. Seek feedback on your academic work

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

During your last year in high school, how much time did you spend during a typical week doing the following activities?
(None = 0, Less than 1 hour = 1, 1-2 = 2, 3-5 = 3, 6-10 = 4, 11-15 = 5, 16-20 = 6, Over 20 = 7)
1. Talking with teachers outside of class
For the activities below, indicate which ones you did during the past year.

- Was a guest in a teacher's home: 1.32 (Berea College), 1.24 (Private/Nonsectarian 4-Year Colleges High Selectivity)
- Asked a teacher for advice after class: 2.18 (Berea College), 2.23 (Private/Nonsectarian 4-Year Colleges High Selectivity)

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

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

Source: Office of Institutional Research and Assessment, January 2015
**THEME: Interaction with Teachers**

*How often in the past year did you?*

- **Ask questions in class**
  - Berea College: 2.52
  - Private/Nonsectarian 4-Year Colleges High Selectivity*: 2.55

- **Seek feedback on your academic work**
  - Berea College: 2.47
  - Private/Nonsectarian 4-Year Colleges High Selectivity*: 2.45

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

Source: Office of Institutional Research and Assessment, January 2015
THEME: Interaction with Teachers

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

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

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

Source: Office of Institutional Research and Assessment, January 2015
During your last year in high school, how much time did you spend during a typical week doing the following activities?

- Less than 1 hour
- 1-2 hours
- 3-4 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours

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

Source: Office of Institutional Research and Assessment, January 2015
Theme: Active and Collaborative Learning -- These items illustrate the extent to which students are furthering their knowledge of course material through interaction with teachers and other students.

- For the activities below, indicate which ones you did during the past year.
  (Frequently = 3, Occasionally = 2, Not at all = 1)
  1. Tutored another student
  2. Studied with other students
  3. Performed community service as part of a class

Source: Office of Institutional Research and Assessment, January 2015
**THEME: Active/Collaborative**

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

- Tutored another student*
- Studied with other students*
- Performed community service as a part of class

*Berea College** vs. **Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 20 Institutions)

- Tutored another student*
  - Berea College: 1.81
  - Private/Nonsectarian: 1.68
- Studied with other students*
  - Berea College: 2.09
  - Private/Nonsectarian: 2.21
- Performed community service as a part of class
  - Berea College: 1.76
  - Private/Nonsectarian: 1.74

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

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

Source: Office of Institutional Research and Assessment, January 2015
Theme: Academic Enhancement Experiences -- These items gauge participation in programs and initiatives which relate to student learning.

- Do you feel you will need any remedial work in any of the following subjects?
  - Yes, No
  1. English
  2. Reading
  3. Mathematics
  4. Writing

- For the activities below, indicate which ones you did during the past year.
  - Frequently = 3, Occasionally = 2, Not at all = 1
  1. Used an online instructional website (e.g., Khan Academy, Coursera) as assigned in class
  2. Used an online instructional website (e.g., Khan Academy, Coursera) to learn something on your own

- How often in the past year did you?
  - Frequently = 3, Occasionally = 2, Not at all = 1
  1. Seek feedback on your academic work

- What is your best guess as to the chances that you will:
  1. Communicate regularly with your professors
  2. Participate in a study abroad program
  3. Work on a professor's research project
  4. Take a course exclusively online at this institution
  5. Take a course exclusively online at a different institution

Source: Office of Institutional Research and Assessment, January 2015
Do you feel you will need any remedial work in any of the following subjects?

- **English:** 12.3% (Berea College) vs. 9.5% (Private/Nonsectarian 4-Year Colleges High Selectivity*)
- **Reading:** 7.8% (Berea College) vs. 7.0% (Private/Nonsectarian 4-Year Colleges High Selectivity*)
- **Mathematics:** 24.4% (Berea College) vs. 20.3% (Private/Nonsectarian 4-Year Colleges High Selectivity*)
- **Writing:** 14.3% (Berea College) vs. 13.9% (Private/Nonsectarian 4-Year Colleges High Selectivity*)

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

Source: Office of Institutional Research and Assessment, January 2015
For the activities below, indicate which ones you did during the past year.

- Used an online instructional website (e.g., Khan Academy, Coursera) as assigned for a class*
- Used an online instructional website (e.g., Khan Academy, Coursera) to learn something on your own*

*Statistically significant at the p <= .05 level.
**Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

Source: Office of Institutional Research and Assessment, January 2015
**Theme: Academic Enhancement Experiences**

How often in the past year did you seek feedback on your academic work?

- **Frequently**: 2.47
- **Occasionally**: 2.45
- **Not at All**: 2.45

*Berea College* vs. *Private/Nonsectarian 4-Year Colleges High Selectivity* (N = 20 Institutions)

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

Source: Office of Institutional Research and Assessment, January 2015
THEME: Academic Enhancement Experiences

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

- Communicate regularly with your professors
- Participate in a study abroad program*
- Work on a professor's research project*
- Take a course exclusively online at this institution
- Take a course exclusively online at a different institution

*Berea College
**Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 20 Institutions)

*Statistically significant at the p <= .05 level.
**Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

Source: Office of Institutional Research and Assessment, January 2015
Theme: Written and Oral Communication -- These items illustrate students' written and oral communication skills and how these skills compare to their peers.

- Self-Reported:
  SAT Critical Reading
  SAT Writing

- Have you had any remedial work in any of the following subjects?
  (Yes, No)
  1. Writing

- Do you feel you will need any remedial work in any of the following subjects?
  (Yes, No)
  1. Writing

- How often in the past year did you?
  (Frequently = 3, Occasionally = 2, Not at all = 1)
  1. Revise your papers to improve your writing

- Rate yourself on each of the following traits as compared with the average person your age.
  1. Public speaking ability
  2. Writing ability
What were your scores on the SAT I? (Mean Score)  
(Self-reported)

- **SAT Critical Reading**: Berea College: 545, Private/Nonsectarian 4-Year Colleges High Selectivity*: 566
- **SAT Writing**: Berea College: 552, Private/Nonsectarian 4-Year Colleges High Selectivity*: 560

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

Source: Office of Institutional Research and Assessment, January 2015
Have you had any remedial work in any of the following subjects?

- **Writing**
  - Berea College: 19.6%
  - Private/Nonsectarian 4-Year Colleges High Selectivity* (N = 20 Institutions): 15.5%

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

Source: Office of Institutional Research and Assessment, January 2015
Do you feel you will need any remedial work in any of the following subjects?

Berea College: 14.3%
Private/Nonsectarian 4-Year Colleges High Selectivity*: 13.9%

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

Source: Office of Institutional Research and Assessment, January 2015
How often in the past year did you revise your papers to improve your writing?

- Frequently: 2.48
- Occasionally: 2.47
- Not at All

*Berea College vs. Private/Nonsectarian 4-Year Colleges High Selectivity* (N = 20 Institutions)

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

Source: Office of Institutional Research and Assessment, January 2015
Rate yourself on each of the following traits as compared with the average person your age.

- Public speaking ability: Berea College 3.04, Private/Nonsectarian 4-Year Colleges High Selectivity 3.13
- Writing ability: Berea College 3.45, Private/Nonsectarian 4-Year Colleges High Selectivity 3.39

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

Source: Office of Institutional Research and Assessment, January 2015
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

Source: Office of Institutional Research and Assessment, January 2015
THEME: Leadership

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

- **Drive to achieve**: 4.08 (Berea College) 4.10 (Private/Nonsectarian 4-Year Colleges High Selectivity)
- **Leadership ability**: 3.63 (Berea College) 3.75 (Private/Nonsectarian 4-Year Colleges High Selectivity)
- **Self-confidence (social)**: 3.23 (Berea College) 3.30 (Private/Nonsectarian 4-Year Colleges High Selectivity)

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

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

Source: Office of Institutional Research and Assessment, January 2015
THEME: Leadership

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

- Becoming an authority in my field
- Becoming a community leader

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

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

Source: Office of Institutional Research and Assessment, January 2015
What is your best guess as to the chances that you will:

- Participate in student government

**Berea College**
- Very Good: 2.14
- Some Chance: 2.07
- No Chance

**Private/Nonsectarian 4-Year Colleges High Selectivity* (N = 20 Institutions)**

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

Source: Office of Institutional Research and Assessment, January 2015
Theme: Civic Engagement -- These items relate to the levels of engagement and satisfaction with community and volunteer work in high school, as well as items that reflect future orientation towards volunteer and community service.

For the activities below, indicate which ones you did during the past year:
(Frequently = 3, Occasionally = 2, Not at all = 1)
1. Demonstrated for a cause (e.g., boycott, rally, protest)
2. Performed volunteer work
3. Voted in a student election
4. Performed community service as part of a class
5. Discussed politics
6. Worked on a local, state, or national campaign
7. Publicly communicated my opinion about a cause (e.g., blog, email, petition)
8. Helped raise money for 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

Think about your current abilities and tell us how strong or weak you believe you are
in each of the following areas:
(A Major Strength = 5, Somewhat Strong = 4, Average = 3, Somewhat Weak = 2, A Major Weakness = 1)
1. Understanding of problems facing your community
2. Understanding of national issues
3. Understanding of global issues

During your last year in high school, how much time did you spend during a typical week doing the following activities?
(None = 0, Less than 1 hour = 1, 1-2 = 2, 3-5 = 3, 6-10 = 4, 11-15 = 5, 16-20 = 6, Over 20 = 7)
1. Volunteer Work

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

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

Source: Office of Institutional Research and Assessment, January 2015
**THEME: Civic Engagement**

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

![Bar chart showing the frequency of various civic engagement activities at Berea College and Private/Nonsectarian 4-Year Colleges High Selectivity.](chart)

- **Demonstrated for a cause (e.g., boycott, rally, protest)**
  - Berea College: Frequently 1.26, Occasionally 1.26, Not at All 1.26
  - Private/Nonsectarian: Frequently 2.29, Occasionally 2.27, Not at All 2.27

- **Performed volunteer work**
  - Berea College: Frequently 2.92, Occasionally 1.83, Not at All 1.76
  - Private/Nonsectarian: Frequently 2.08, Occasionally 2.02, Not at All 1.74

- **Voted in a student election**
  - Berea College: Frequently 1.82, Occasionally 1.74, Not at All 1.74
  - Private/Nonsectarian: Frequently 1.06, Occasionally 1.09, Not at All 1.06

- **Performed community service as part of a class**
  - Berea College: Frequently 1.65, Occasionally 1.59, Not at All 1.65
  - Private/Nonsectarian: Frequently 1.73, Occasionally 1.74, Not at All 1.73

- **Discussed politics**
  - Berea College: Frequently 1.73, Occasionally 1.74, Not at All 1.74
  - Private/Nonsectarian: Frequently 1.73, Occasionally 1.74, Not at All 1.74

- **Worked on a local, state, or national political campaign**
  - Berea College: Frequently 1.09, Occasionally 1.09, Not at All 1.09
  - Private/Nonsectarian: Frequently 1.59, Occasionally 1.59, Not at All 1.59

- **Publicly communicated my opinion about a cause (e.g., blog, email, petition)**
  - Berea College: Frequently 2.29, Occasionally 2.27, Not at All 2.27
  - Private/Nonsectarian: Frequently 2.08, Occasionally 2.02, Not at All 2.02

- **Helped raise money for a cause or campaign**
  - Berea College: Frequently 1.09, Occasionally 1.09, Not at All 1.09
  - Private/Nonsectarian: Frequently 1.59, Occasionally 1.59, Not at All 1.59

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

Source: Office of Institutional Research and Assessment, January 2015
THEME: Civic Engagement

How would you rate yourself in the following areas:

- Ability to see the world from someone else's perspective: Berea College 4.11, Private/Nonsectarian 4-Year Colleges High Selectivity 4.05
- Tolerance of others with different beliefs*: Berea College 4.41, Private/Nonsectarian 4-Year Colleges High Selectivity 4.27
- Openness to having my own views challenged*: Berea College 3.92, Private/Nonsectarian 4-Year Colleges High Selectivity 3.81
- Ability to discuss and negotiate controversial issues: Berea College 3.98, Private/Nonsectarian 4-Year Colleges High Selectivity 3.97
- Ability to work cooperatively with diverse people*: Berea College 4.50, Private/Nonsectarian 4-Year Colleges High Selectivity 4.40

*Statistically significant at the p <= .05 level.
**Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

Source: Office of Institutional Research and Assessment, January 2015
**THEME: Civic Engagement**

*Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:*

- **Understanding of problems facing your community**
  - Berea College: 3.37
  - Private/Nonsectarian 4-Year Colleges High Selectivity**: (N = 20 Institutions)
  - 3.39

- **Understanding of national issues**
  - Berea College: 3.12
  - Private/Nonsectarian 4-Year Colleges High Selectivity**: (N = 20 Institutions)
  - 3.23

- **Understanding of global issues**
  - Berea College: 3.06
  - Private/Nonsectarian 4-Year Colleges High Selectivity**: (N = 20 Institutions)
  - 3.13

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

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

Source: Office of Institutional Research and Assessment, January 2015
**Volunteer Work**

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 hours
- 3-4 hours
- 6-10 hours
- 11-15 hours
- 16-20 hours

### Berea College

- 3-4 hours: 3.11
- 16-20 hours: 2.85

### Private/Nonsectarian 4-Year Colleges High Selectivity**

- 3-4 hours: 3.11
- 16-20 hours: 2.85

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

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

Source: Office of Institutional Research and Assessment, January 2015
The Cooperative Institutional Research Program (CIRP), Fall 2014

**THEME: Civic Engagement**

*Overall Response Rate: 389/462 or 84%
(Based on First-Year Students Only)*

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

- Influencing social values: Berea College 2.39, Private/Nonsectarian 4-Year Colleges High Selectivity 2.41
- Helping others who are in difficulty*: Berea College 3.13, Private/Nonsectarian 4-Year Colleges High Selectivity 3.02
- Participating in a community action program*: Berea College 2.28, Private/Nonsectarian 4-Year Colleges High Selectivity 2.11
- Helping to promote racial understanding*: Berea College 2.52, Private/Nonsectarian 4-Year Colleges High Selectivity 2.27
- Keeping up to date with political affairs: Berea College 2.12, Private/Nonsectarian 4-Year Colleges High Selectivity 2.17
- Becoming a community leader: Berea College 2.23, Private/Nonsectarian 4-Year Colleges High Selectivity 2.21

*Statistically significant at the p <= .05 level.
**Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

Source: Office of Institutional Research and Assessment, January 2015
**THEME: Civic Engagement**

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

- Participate in student government
  - Berea College: 2.14
  - Private/Nonsectarian 4-Year Colleges High Selectivity*: 2.07

- Participate in student protests or demonstrations
  - Berea College: 2.11
  - Private/Nonsectarian 4-Year Colleges High Selectivity*: 2.03

- Participate in volunteer or community service
  - Berea College: 3.12
  - Private/Nonsectarian 4-Year Colleges High Selectivity*: 3.1

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

Source: Office of Institutional Research and Assessment, January 2015
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.
  \((\text{Frequently} = 3, \text{Occasionally} = 2, \text{Not at all} = 1)\)
  1. Socialized with someone of another racial/ethnic group

- How would you rate yourself in the following areas:
  \((\text{A Major Strength} = 5, \text{Somewhat Strong} = 4, \text{Average} = 3, \text{Somewhat Weak} = 2, \text{A Major Weakness} = 1)\)
  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

- Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:
  \((\text{A Major Strength} = 5, \text{Somewhat Strong} = 4, \text{Average} = 3, \text{Somewhat Weak} = 2, \text{A Major Weakness} = 1)\)
  1. Knowledge of people from different races/cultures

How would you describe the racial composition of the high school you last attended and the neighborhood where you grew up?
\((\text{Completely non-white, Mostly non-white, Roughly half non-white, Mostly white, Completely white})\)
  1. High school I last attended
  2. Neighborhood where I grew up

- Mark your agreement with each statement:
  1. Racial discrimination is no longer a major problem in America
  2. Same-sex couples should have the right to legal marital status
  3. Undocumented immigrants should be denied access to public education

- Please indicate the importance to you personally of each of the following:
  \((\text{Essential} = 4, \text{Very Important} = 3, \text{Somewhat Important} = 2, \text{Not Important} = 1)\)
  1. Influencing social values
  2. Helping to promote racial understanding
  3. Improving my understanding of other countries and cultures

- What is your best guess as to the chances that you will:
  1. Socialize with someone of another racial/ethnic group
  2. Have a roommate of different race/ethnicity

Source: Office of Institutional Research and Assessment, January 2015
For the activities below, indicate which ones you did during the past year.

Socialized with someone of another racial/ethnic group

- Frequently: 2.66
- Occasionally: 2.71
- Not at all: 1.00

*Berea College vs. Private/Nonsectarian 4-Year Colleges High Selectivity* (N = 20 Institutions)

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

Source: Office of Institutional Research and Assessment, January 2015
Overall Response Rate: 389/462 or 84% (Based on First-Year Students Only)

**THEME: Diversity**

How would you rate yourself in the following areas:

- **Ability to see the world from someone else's perspective**: Berea College 4.11, Private/Nonsectarian 4-Year Colleges High Selectivity 4.05
- **Tolerance of others with different beliefs**: Berea College 4.41, Private/Nonsectarian 4-Year Colleges High Selectivity 4.27
- **Openness to having my own views challenged**: Berea College 3.92, Private/Nonsectarian 4-Year Colleges High Selectivity 3.81
- **Ability to discuss and negotiate controversial issues**: Berea College 3.98, Private/Nonsectarian 4-Year Colleges High Selectivity 3.97
- **Ability to work cooperatively with diverse people**: Berea College 4.50, Private/Nonsectarian 4-Year Colleges High Selectivity 4.40

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

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

Source: Office of Institutional Research and Assessment, January 2015
**THEME: Diversity**

Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:

- Knowledge of people from different races/cultures

<table>
<thead>
<tr>
<th>A major strength</th>
<th>Somewhat strong</th>
<th>Average</th>
<th>Somewhat weak</th>
<th>A major Weakness</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>4</td>
<td>3</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

Berea College: 3.34
Private/Nonsectarian 4-Year Colleges High Selectivity*: 3.40

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

Source: Office of Institutional Research and Assessment, January 2015
How would you describe the racial composition of the high school you last attended?

<table>
<thead>
<tr>
<th>Racial Composition</th>
<th>Berea College</th>
<th>Private/Nonsectarian 4-Year Colleges High Selectivity*</th>
</tr>
</thead>
<tbody>
<tr>
<td>Completely White</td>
<td>11.6%</td>
<td>7.6%</td>
</tr>
<tr>
<td>Mostly White</td>
<td>53.3%</td>
<td>54.1%</td>
</tr>
<tr>
<td>Roughly half non-White</td>
<td>18.4%</td>
<td>22.5%</td>
</tr>
<tr>
<td>Mostly non-White</td>
<td>11.0%</td>
<td>12.9%</td>
</tr>
<tr>
<td>Completely non-White</td>
<td>5.7%</td>
<td>2.9%</td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research and Assessment, January 2015
How would you describe the racial composition of the neighborhood where you grew up?

- Completely White: Berea College 20.1%, Private/Nonsectarian 4-Year Colleges High Selectivity 18.4%
- Mostly White: Berea College 43.1%, Private/Nonsectarian 4-Year Colleges High Selectivity 51.7%
- Roughly half non-White: Berea College 15.2%, Private/Nonsectarian 4-Year Colleges High Selectivity 13.8%
- Mostly non-White: Berea College 14.6%, Private/Nonsectarian 4-Year Colleges High Selectivity 11.6%
- Completely non-White: Berea College 7.0%, Private/Nonsectarian 4-Year Colleges High Selectivity 4.6%

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

Source: Office of Institutional Research and Assessment, January 2015
THEME: Diversity

Mark your agreement with each statement:

- Racial discrimination is no longer a major problem in America: Agree Strongly 1.91, Agree Somewhat 1.91, Disagree Somewhat 2.21, Disagree Strongly 1.94
- Same-sex couples should have the right to legal marital status*: Agree Strongly 3.08, Agree Somewhat 3.31, Disagree Somewhat 2.21, Disagree Strongly 1.94
- Undocumented immigrants should be denied access to public education*: Agree Strongly 1.91, Agree Somewhat 1.91, Disagree Somewhat 2.21, Disagree Strongly 1.94

*Berea College vs. Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 20 Institutions)

*Statistically significant at the p <= .05 level.
**Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

Source: Office of Institutional Research and Assessment, January 2015
**THEME: Diversity**

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

1. **Influencing social values**
   - Berea College: 2.39
   - Private/Nonsectarian 4-Year Colleges High Selectivity**: 2.41

2. **Helping to promote racial understanding**
   - Berea College: 2.52
   - Private/Nonsectarian 4-Year Colleges High Selectivity**: 2.27

3. **Improving my understanding of other countries and cultures**
   - Berea College: 2.80
   - Private/Nonsectarian 4-Year Colleges High Selectivity**: 2.59

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

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

Source: Office of Institutional Research and Assessment, January 2015
What is your best guess as to the chances that you will:

Socialize with someone of another racial/ethnic group

- Very Good: 3.60
- Some Chance: 3.61
- Very Little Chance: No Chance

Have a roommate of different race/ethnicity*

- Very Good: 3.24
- Some Chance: 3.02

*Berea College vs Private/Nonsectarian 4- Year Colleges High Selectivity** (N = 20 Institutions)

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

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

Source: Office of Institutional Research and Assessment, January 2015
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. Smoked cigarettes
  2. Drank beer
  3. Drank wine or liquor
  4. Felt overwhelmed by all I had to do
  5. Felt depressed

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

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

Source: Office of Institutional Research and Assessment, January 2015
For the activities below, indicate which ones you did during the past year.

- Smoked cigarettes
- Drank beer*
- Drank wine or liquor*
- Felt overwhelmed by all I had to do
- Felt depressed

*Statistically significant at the p <= .05 level.
**Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

Source: Office of Institutional Research and Assessment, January 2015
Rate yourself on each of the following traits as compared with the average person your age.

- Emotional health: Berea College 3.34, Private/Nonsectarian 4-Year Colleges High Selectivity 3.46
- Physical health: Berea College 3.29, Private/Nonsectarian 4-Year Colleges High Selectivity 3.61
- Self-understanding: Berea College 3.65, Private/Nonsectarian 4-Year Colleges High Selectivity 3.67

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

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

Source: Office of Institutional Research and Assessment, January 2015
During your last year in high school, how much time did you spend during a typical week doing the following activities?

- **Exercise or sports***
  - None
  - Less than 1 hour
  - 1-2 hours
  - 3-4 hours
  - 6-10 hours
  - 11-15 hours
  - 16-20 hours

- **Partying***
  - None
  - Less than 1 hour
  - 1-2 hours
  - 3-4 hours
  - 6-10 hours
  - 11-15 hours
  - 16-20 hours

---

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

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

Source: Office of Institutional Research and Assessment, January 2015
What is your best guess as to the chances that you will:

- Seek personal counseling*

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

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

Source: Office of Institutional Research and Assessment, January 2015
### Current Religious Preference

<table>
<thead>
<tr>
<th></th>
<th>Student's Private/Nonsectarian 4-Year College High Selectivity* (N = 20 Institutions)</th>
<th>Father's Private/Nonsectarian 4-Year College High Selectivity* (N = 20 Institutions)</th>
<th>Mother's Private/Nonsectarian 4-Year College High Selectivity* (N = 20 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Berea</td>
<td>Berea</td>
<td>Berea</td>
</tr>
<tr>
<td>Baptist</td>
<td>27.2%</td>
<td>10.1%</td>
<td>28.6%</td>
</tr>
<tr>
<td>Buddhist</td>
<td>0.9%</td>
<td>1.0%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Church of Christ</td>
<td>7.7%</td>
<td>5.8%</td>
<td>7.4%</td>
</tr>
<tr>
<td>Eastern Orthodox</td>
<td>0.6%</td>
<td>0.8%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Episcopalian</td>
<td>0.3%</td>
<td>1.1%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Hindu</td>
<td>1.4%</td>
<td>0.5%</td>
<td>1.5%</td>
</tr>
<tr>
<td>Jewish</td>
<td>0.3%</td>
<td>2.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td>LDS (Mormon)</td>
<td>0.9%</td>
<td>0.3%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Lutheran</td>
<td>0.3%</td>
<td>3.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Methodist</td>
<td>2.3%</td>
<td>3.7%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Muslim</td>
<td>2.0%</td>
<td>1.1%</td>
<td>2.5%</td>
</tr>
<tr>
<td>Presbyterian</td>
<td>2.3%</td>
<td>2.5%</td>
<td>2.2%</td>
</tr>
<tr>
<td>Quaker</td>
<td>0.6%</td>
<td>0.2%</td>
<td>0.3%</td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>6.6%</td>
<td>20.0%</td>
<td>10.8%</td>
</tr>
<tr>
<td>Seventh Day Adventist</td>
<td>1.4%</td>
<td>0.4%</td>
<td>0.6%</td>
</tr>
<tr>
<td>United Church of Christ/Congregational</td>
<td>0.3%</td>
<td>0.6%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Other Christian</td>
<td>18.6%</td>
<td>15.1%</td>
<td>19.1%</td>
</tr>
<tr>
<td>Other Religion</td>
<td>4.3%</td>
<td>3.5%</td>
<td>1.8%</td>
</tr>
<tr>
<td>None</td>
<td>22.1%</td>
<td>27.8%</td>
<td>17.8%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th></th>
<th>Student's Private/Nonsectarian 4-Year College High Selectivity* (N = 20 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Berea</td>
</tr>
<tr>
<td>Theology or religion</td>
<td>0.0%</td>
</tr>
</tbody>
</table>

### Probable Career/Occupation

<table>
<thead>
<tr>
<th></th>
<th>Private/Nonsectarian 4-Year College High Selectivity* (N = 20 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Berea</td>
</tr>
<tr>
<td>Clergy (minister, priest, other religious)</td>
<td>0.6%</td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research and Assessment, January 2015
Cooperative Institutional Research Program (CIRP), Fall 2014

THEME: Spirituality/Religiosity

Overall Response Rate: 389/462 or 84%
(Based on First-Year Students Only)

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

- Attended a religious service*
  - Berea College
    - Frequently: 2.22
    - Occasionally: 2.06
  - Private/Nonsectarian 4-Year Colleges High Selectivity**
    - Frequently: 2.22
    - Occasionally: 2.14

- Discussed religion*
  - Berea College
    - Frequently: 2.22
    - Occasionally: 2.06
  - Private/Nonsectarian 4-Year Colleges High Selectivity**
    - Frequently: 2.22
    - Occasionally: 2.14

*Statistically significant at the p <= .05 level.
**Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

Source: Office of Institutional Research and Assessment, January 2015
Rate yourself on each of the following traits as compared with the average person your age.

- Berea College: 3.25
- Private/Nonsectarian 4-Year Colleges High Selectivity* (N = 20 Institutions): 3.17

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

Source: Office of Institutional Research and Assessment, January 2015
THEME: Spirituality/Religiosity

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

- Berea College: 1.73
- Private/Nonsectarian 4-Year Colleges High Selectivity**: ** (N = 20 Institutions): 1.35

*Statistically significant at the p <= .05 level.
**Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

Source: Office of Institutional Research and Assessment, January 2015
THEME: Spirituality/Religiosity

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

- Developing a meaningful philosophy of life*

Berea College
- Essential: 2.55
- Very Important: 2.42

Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 20 Institutions)
- Essential: 2.55
- Very Important: 2.42

*Statistically significant at the p <= .05 level.
**Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

Source: Office of Institutional Research and Assessment, January 2015
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

Source: Office of Institutional Research and Assessment, January 2015
Overall Response Rate:
389/462 or 84%

Service Industry
Skilled Worker
Social/Non-Profit Services
Other
Undecided

Source: Office of Institutional Research and Assessment, January 2015
• 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
  Information Technology Professional
  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
**Career Planning**

<table>
<thead>
<tr>
<th>Major</th>
<th>Berea %</th>
<th>Private/Nonsectarian 4-Year College</th>
<th>High Selectivity* (N = 20 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agriculture</td>
<td>2.3%</td>
<td>0.5%</td>
<td></td>
</tr>
<tr>
<td>Biological &amp; Life Sciences</td>
<td>10.2%</td>
<td>12.5%</td>
<td></td>
</tr>
<tr>
<td>Business</td>
<td>7.3%</td>
<td>13.8%</td>
<td></td>
</tr>
<tr>
<td>Education</td>
<td>7.1%</td>
<td>4.8%</td>
<td></td>
</tr>
<tr>
<td>Engineering</td>
<td>5.6%</td>
<td>9.0%</td>
<td></td>
</tr>
<tr>
<td>English</td>
<td>4.0%</td>
<td>2.4%</td>
<td></td>
</tr>
<tr>
<td>Health Professions</td>
<td>15.0%</td>
<td>13.4%</td>
<td></td>
</tr>
<tr>
<td>History or Political Science</td>
<td>4.2%</td>
<td>3.6%</td>
<td></td>
</tr>
<tr>
<td>Arts &amp; Humanities</td>
<td>4.0%</td>
<td>6.1%</td>
<td></td>
</tr>
<tr>
<td>Fine Arts</td>
<td>3.1%</td>
<td>4.9%</td>
<td></td>
</tr>
<tr>
<td>Mathematics or Computer Science</td>
<td>11.9%</td>
<td>4.6%</td>
<td></td>
</tr>
<tr>
<td>Physical Science</td>
<td>4.2%</td>
<td>2.6%</td>
<td></td>
</tr>
<tr>
<td>Social Science</td>
<td>9.3%</td>
<td>8.2%</td>
<td></td>
</tr>
<tr>
<td>Justice &amp; Security</td>
<td>0.6%</td>
<td>0.7%</td>
<td></td>
</tr>
<tr>
<td>Library Science</td>
<td>0.0%</td>
<td>0.0%</td>
<td></td>
</tr>
<tr>
<td>Other Non-technical</td>
<td>3.1%</td>
<td>3.9%</td>
<td></td>
</tr>
<tr>
<td>Undecided</td>
<td>8.2%</td>
<td>9.0%</td>
<td></td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research and Assessment, January 2015
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.

Source: Office of Institutional Research and Assessment, January 2015
Overall Response Rate:
389/462 or 84%
(Based on First-Year Students Only)

**Student's Intended Career/Occupation**

<table>
<thead>
<tr>
<th>Career/Occupation</th>
<th>Berea</th>
<th>Private/Nonsectarian 4-Year College High Selectivity* (N = 20 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agriculture/Natural Resources</strong></td>
<td>1.8%</td>
<td>1.6%</td>
</tr>
<tr>
<td><strong>Artist</strong></td>
<td>8.2%</td>
<td>8.5%</td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td>6.4%</td>
<td>11.1%</td>
</tr>
<tr>
<td><strong>Business (Administrative)</strong></td>
<td>0.3%</td>
<td>0.3%</td>
</tr>
<tr>
<td><strong>Clergy</strong></td>
<td>0.6%</td>
<td>0.4%</td>
</tr>
<tr>
<td><strong>College Faculty</strong></td>
<td>0.9%</td>
<td>0.3%</td>
</tr>
<tr>
<td><strong>Communications</strong></td>
<td>1.2%</td>
<td>1.7%</td>
</tr>
<tr>
<td><strong>Doctor (MD or DDS)</strong></td>
<td>11.2%</td>
<td>8.0%</td>
</tr>
<tr>
<td><strong>Education (elementary/secondary)</strong></td>
<td>7.0%</td>
<td>6.4%</td>
</tr>
<tr>
<td><strong>Engineer</strong></td>
<td>3.6%</td>
<td>5.5%</td>
</tr>
<tr>
<td><strong>Government</strong></td>
<td>1.5%</td>
<td>2.8%</td>
</tr>
<tr>
<td><strong>Health professional</strong></td>
<td>7.3%</td>
<td>10.2%</td>
</tr>
<tr>
<td><strong>Homemaker/Stay at Home</strong></td>
<td>2.1%</td>
<td>2.0%</td>
</tr>
<tr>
<td><strong>Information Technology</strong></td>
<td>8.5%</td>
<td>3.0%</td>
</tr>
<tr>
<td><strong>Lawyer</strong></td>
<td>2.1%</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>Military (career)</strong></td>
<td>0.3%</td>
<td>1.1%</td>
</tr>
<tr>
<td><strong>Nurse</strong></td>
<td>6.4%</td>
<td>4.4%</td>
</tr>
<tr>
<td><strong>Research scientist</strong></td>
<td>3.3%</td>
<td>2.4%</td>
</tr>
<tr>
<td><strong>Service Industry</strong></td>
<td>0.9%</td>
<td>0.8%</td>
</tr>
<tr>
<td><strong>Skilled Worker</strong></td>
<td>0.6%</td>
<td>0.3%</td>
</tr>
<tr>
<td><strong>Social/Non-Profit Service</strong></td>
<td>4.3%</td>
<td>3.7%</td>
</tr>
<tr>
<td><strong>Other</strong></td>
<td>9.7%</td>
<td>13.5%</td>
</tr>
<tr>
<td><strong>Undecided</strong></td>
<td>11.6%</td>
<td>9.4</td>
</tr>
</tbody>
</table>

**Career/Occupation**

<table>
<thead>
<tr>
<th>Career/Occupation</th>
<th>Father's Occupation</th>
<th>Private/Nonsectarian 4-Year College High Selectivity* (N = 20 Institutions)</th>
<th>Mother's Occupation</th>
<th>Private/Nonsectarian 4-Year College High Selectivity* (N = 20 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Agriculture/Natural Resources</strong></td>
<td>1.9%</td>
<td>1.1%</td>
<td>Berea</td>
<td>0.4%</td>
</tr>
<tr>
<td><strong>Artist</strong></td>
<td>3.5%</td>
<td>2.6%</td>
<td>Berea</td>
<td>1.8%</td>
</tr>
<tr>
<td><strong>Business</strong></td>
<td>9.3%</td>
<td>20.9%</td>
<td>Berea</td>
<td>8.8%</td>
</tr>
<tr>
<td><strong>Business (Administrative)</strong></td>
<td>0.4%</td>
<td>0.4%</td>
<td>Berea</td>
<td>2.8%</td>
</tr>
<tr>
<td><strong>Clergy</strong></td>
<td>1.6%</td>
<td>0.5%</td>
<td>Berea</td>
<td>0.4%</td>
</tr>
<tr>
<td><strong>College Faculty</strong></td>
<td>1.2%</td>
<td>1.1%</td>
<td>Berea</td>
<td>0.7%</td>
</tr>
<tr>
<td><strong>Communications</strong></td>
<td>0.4%</td>
<td>0.5%</td>
<td>Berea</td>
<td>0.0%</td>
</tr>
<tr>
<td><strong>Doctor (MD or DDS)</strong></td>
<td>0.0%</td>
<td>2.6%</td>
<td>Berea</td>
<td>0.7%</td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research and Assessment, January 2015
### Theme: Career Planning

<table>
<thead>
<tr>
<th>Category</th>
<th>2013</th>
<th>2014</th>
<th>2015</th>
<th>2016</th>
</tr>
</thead>
<tbody>
<tr>
<td>Education (elementary/secondary)</td>
<td>3.9%</td>
<td>5.6%</td>
<td>5.3%</td>
<td>11.7%</td>
</tr>
<tr>
<td>Engineer</td>
<td>1.2%</td>
<td>4.9%</td>
<td>1.1%</td>
<td>0.5%</td>
</tr>
<tr>
<td>Government</td>
<td>4.3%</td>
<td>6.7%</td>
<td>1.8%</td>
<td>3.2%</td>
</tr>
<tr>
<td>Health professional</td>
<td>2.7%</td>
<td>5.1%</td>
<td>11.3%</td>
<td>9.4%</td>
</tr>
<tr>
<td>Homemaker/Stay at Home</td>
<td>5.0%</td>
<td>1.8%</td>
<td>15.9%</td>
<td>12.7%</td>
</tr>
<tr>
<td>Information Technology</td>
<td>1.6%</td>
<td>4.2%</td>
<td>1.4%</td>
<td>3.3%</td>
</tr>
<tr>
<td>Lawyer</td>
<td>0.4%</td>
<td>1.5%</td>
<td>0.0%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Military (career)</td>
<td>2.3%</td>
<td>2.5%</td>
<td>0.0%</td>
<td>1.0%</td>
</tr>
<tr>
<td>Nurse</td>
<td>0.8%</td>
<td>0.4%</td>
<td>3.9%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Research scientist</td>
<td>0.4%</td>
<td>1.0%</td>
<td>0.7%</td>
<td>0.6%</td>
</tr>
<tr>
<td>Service Industry</td>
<td>2.7%</td>
<td>2.2%</td>
<td>7.8%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Skilled Worker</td>
<td>13.6%</td>
<td>9.1%</td>
<td>0.4%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Social/Non-Profit Services</td>
<td>0.0%</td>
<td>0.6%</td>
<td>4.9%</td>
<td>3.8%</td>
</tr>
<tr>
<td>Other</td>
<td>41.1%</td>
<td>23.0%</td>
<td>27.9%</td>
<td>19.3%</td>
</tr>
<tr>
<td>Undecided</td>
<td>1.9%</td>
<td>1.9%</td>
<td>2.1%</td>
<td>1.0%</td>
</tr>
</tbody>
</table>

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

Source: Office of Institutional Research and Assessment, January 2015
Mother's current employment status:

- Employed: 76.6% (Berea College), 66.2% (Private/Nonsectarian 4-Year Colleges High Selectivity)
- Unemployed: 30.1% (Berea College), 19.9% (Private/Nonsectarian 4-Year Colleges High Selectivity)
- Retired: 3.7% (Berea College), 3.4% (Private/Nonsectarian 4-Year Colleges High Selectivity)

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

Source: Office of Institutional Research and Assessment, January 2015
Father's current employment status:

- **Employed**: 72.3% (Berea College) vs. 86.1% (Private/Nonsectarian 4-Year Colleges High Selectivity*)
- **Unemployed**: 19.9% (Berea College) vs. 9.2% (Private/Nonsectarian 4-Year Colleges High Selectivity*)
- **Retired**: 7.8% (Berea College) vs. 4.7% (Private/Nonsectarian 4-Year Colleges High Selectivity*)

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

Source: Office of Institutional Research and Assessment, January 2015
Cooperative Institutional Research Program (CIRP), Fall 2014

Overall Response Rate: 389/462 or 84%

(Based on First-Year Students Only)

**THEME: Career Planning**

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

<table>
<thead>
<tr>
<th>Reason</th>
<th>Berea College</th>
<th>Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 20 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be able to get a better job*</td>
<td>2.76</td>
<td>2.82</td>
</tr>
<tr>
<td>To gain a general education and appreciation of ideas*</td>
<td>2.76</td>
<td>2.68</td>
</tr>
<tr>
<td>To make me a more cultured person*</td>
<td>2.54</td>
<td>2.38</td>
</tr>
<tr>
<td>To be able to make more money</td>
<td>2.58</td>
<td>2.64</td>
</tr>
<tr>
<td>To learn about things that interest me</td>
<td>2.86</td>
<td>2.82</td>
</tr>
<tr>
<td>To get training for a specific career</td>
<td>2.76</td>
<td>2.73</td>
</tr>
<tr>
<td>To prepare myself for graduate or professional school *</td>
<td>2.52</td>
<td>2.40</td>
</tr>
</tbody>
</table>

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

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

Source: Office of Institutional Research and Assessment, January 2015
**THEME: Career Planning**

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

- **This college's graduates gain admission to top graduate/professional schools**
  - **Berea College**: 2.26
  - **Private/Nonsectarian 4-Year Colleges High Selectivity**: 2.14

- **This college's graduates get good jobs**
  - **Berea College**: 2.51
  - **Private/Nonsectarian 4-Year Colleges High Selectivity**: 2.53

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

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

Source: Office of Institutional Research and Assessment, January 2015
Please indicate the importance to you personally of each of the following:

- Becoming accomplished in one of the performing arts (acting, dancing, etc.)*
- Becoming an authority in my field*
- Being very well off financially*
- Making a theoretical contribution to science
- Becoming successful in a business of my own

*(Statistically significant at the p <= .05 level. **Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS.

Source: Office of Institutional Research and Assessment, January 2015
What is your best guess as to the chances that you will:

1. Change major field*
   - Berea: 2.45
   - Private/Nonsectarian 4-Year Colleges High Selectivity**: 2.32
2. Change career choice
   - Berea: 2.51
   - Private/Nonsectarian 4-Year Colleges High Selectivity**: 2.42

---

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

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

Source: Office of Institutional Research and Assessment, January 2015