Cooperative Institutional Research Program (CIRP)
Construct and Theme Reports

Fall 2012 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.

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

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

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

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

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

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

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

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

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

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

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

Source: Office of Institutional Research and Assessment, January 2012

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

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

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

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

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

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

(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 2012
Construct: Social Agency - *Measures the extent to which students value political and social involvement as a personal goal.*

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

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

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

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

Source: Office of Institutional Research and Assessment, January 2012
Construct: College Reputation Orientation - Measures the degree to which students value academic reputation and future career potential as a reason for choosing this college.

Survey items included in the construct, College Reputation Orientation:
How important was each reason in your decision to come here?
(Very Important, Somewhat Important, Not Important)

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

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

NOTE: "Low" represents students who are one-half standard deviation below the construct, College Reputation Orientation, mean. "Average" represents students whose scores are within one-half standard deviation of the construct mean. "High" represents students who are one-half standard deviation or more above the construct mean.
Cooperative Institutional Research Program (CIRP), Fall 2010 and Fall 2012

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

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

Survey items included in the construct, Likelihood of College Involvement:
What is your best guess as to the chances that you will:
(Very Good Chance, Some Chance, Very Little Chance, No Chance)

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

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

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

Source: Office of Institutional Research and Assessment, January 2012
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

*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 2012
Theme: College Choice -- These items illustrate the areas students may have considered in choosing to attend college in general, as well as a particular college.

- To how many colleges other than this one did you apply for admission this year?
  (None, One, Two, Three, Four, Five, Six, Seven to ten, Eleven or more)

- Were you accepted by your first choice college?

- Is this college your: (First choice, Second choice, Third choice, Less than third choice)

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

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

- The current economic situation significantly affected my college choice
  (Agree strongly = 4, Agree somewhat = 3, Disagree somewhat = 2, Disagree strongly = 1)

Source: Office of Institutional Research and Assessment, January 2013
To how many colleges other than this one did you apply for admission this year?

- None: 16.7% (Berea College), 8.1% (Private/Nonsectarian 4-Year Colleges High Selectivity*)
- One: 16.7% (Berea College), 6.8% (Private/Nonsectarian 4-Year Colleges High Selectivity*)
- Two: 15.7% (Berea College), 9.5% (Private/Nonsectarian 4-Year Colleges High Selectivity*)
- Three: 13.2% (Berea College), 13.0% (Private/Nonsectarian 4-Year Colleges High Selectivity*)
- Four: 13.6% (Berea College), 12.5% (Private/Nonsectarian 4-Year Colleges High Selectivity*)
- Five to ten: 22.0% (Berea College), 43.4% (Private/Nonsectarian 4-Year Colleges High Selectivity*)
- Eleven or more: 2.1% (Berea College), 6.8% (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 2013
**Were you accepted by your first choice college?**

- **Berea College:** 94.7%
- **Private/Nonsectarian 4-Year Colleges High Selectivity* (N = 18 Institutions):** 81.1%

*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 2013
Cooperative Institutional Research Program (CIRP), Fall 2012

**THEME: College Choice**

*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 2013
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 = 18 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>To be able to get a better job</td>
<td>2.82</td>
<td>2.84</td>
</tr>
<tr>
<td>To learn more about things that interest me</td>
<td>2.81</td>
<td>2.82</td>
</tr>
<tr>
<td>To gain a general education and appreciation of ideas</td>
<td>2.7</td>
<td>2.71</td>
</tr>
<tr>
<td>To get training for a specific career</td>
<td>2.69</td>
<td>2.73</td>
</tr>
<tr>
<td>To be able to make more money*</td>
<td>2.56</td>
<td>2.67</td>
</tr>
<tr>
<td>To make me a more cultured person</td>
<td>2.48</td>
<td>2.41</td>
</tr>
<tr>
<td>To prepare myself for graduate or professional school</td>
<td>2.42</td>
<td>2.48</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 2013
**THEME: College Choice**

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

I was offered financial assistance*  | Berea College: 2.94 | Private/Nonsectarian 4-Year Colleges High Selectivity**: 2.58
The cost of attending this college* | Berea College: 2.90 | Private/Nonsectarian 4-Year Colleges High Selectivity**: 2.12
This college has a very good academic reputation* | Berea College: 2.81 | Private/Nonsectarian 4-Year Colleges High Selectivity**: 2.75
This college's graduates get good jobs  | Berea College: 2.60 | Private/Nonsectarian 4-Year Colleges High Selectivity**: 2.60
I wanted to go to a school about the size of this college  | Berea College: 2.37 | Private/Nonsectarian 4-Year Colleges High Selectivity**: 2.42
This college's graduates gain admission to top graduate/professional schools  | Berea College: 2.21 | Private/Nonsectarian 4-Year Colleges High Selectivity**: 2.20
The percentage of students that graduate from this college  | Berea College: 2.08 | Private/Nonsectarian 4-Year Colleges High Selectivity**: 2.17
A visit to the campus*  | Berea College: 2.18 | Private/Nonsectarian 4-Year Colleges High Selectivity**: 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 2013
**THEME: College Choice**

*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 2013
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**</th>
</tr>
</thead>
<tbody>
<tr>
<td>My relatives wanted me to come here*</td>
<td>1.53</td>
<td>1.36</td>
</tr>
<tr>
<td>Could not afford first choice*</td>
<td>1.47</td>
<td>1.31</td>
</tr>
<tr>
<td>I wanted to live near home*</td>
<td>1.62</td>
<td>1.31</td>
</tr>
<tr>
<td>Not offered aid by first choice</td>
<td>1.34</td>
<td>1.31</td>
</tr>
<tr>
<td>I was admitted through an Early Action or Early Decision program*</td>
<td>1.52</td>
<td>1.37</td>
</tr>
<tr>
<td>The athletic department recruited me*</td>
<td>1.23</td>
<td>1.39</td>
</tr>
<tr>
<td>Private college counselor advised me</td>
<td>1.28</td>
<td>1.25</td>
</tr>
<tr>
<td>Ability to take online courses</td>
<td>1.12</td>
<td>1.15</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 2013
The current economic situation significantly affected my college choice

Berea College
Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 18 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 2013
Theme: Financing College -- These items relate to the financial issues associated with attending college.

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

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

- Do you have any concern about your ability to finance your college education?
  None (I am confident that I will have sufficient funds)
  Some (but I probably will have enough funds)
  Major (not sure I will have enough funds to complete college)

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

- The current economic situation significantly affected my college choice
  (Agree strongly = 4, Agree somewhat = 3, Disagree somewhat = 2, Disagree strongly = 1)

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

Source: Office of Institutional Research and Assessment, January 2013
**THEME: Financing College**

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 2013
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: 25.7%
- Less than $1,000: 34.9%
- $1,000 - $2,999: 25.3%
- $3,000 - $5,999: 24.4%
- $6,000 - $9,999: 2.8%
- $10,000+: 0.7%

*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 2013
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 = 18 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 2013
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.)?

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

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

Source: Office of Institutional Research and Assessment, January 2013
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?

*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 2013
What is your best estimate of your parents' income?

*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 2013
Do you have any concern about your ability to finance your college education?

- **None** (I am confident that I will have sufficient funds): 33.8%
- **Some** (but I probably will have enough funds): 59.1%
- **Major** (not sure I will have enough funds to complete college): 11.8%

*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 2013
**How important was each reason in your decision to come here?**

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<th>Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 18 Institutions)</th>
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<tr>
<td>I was offered financial assistance*</td>
<td>2.94</td>
<td>2.58</td>
</tr>
<tr>
<td>The cost of attending this college*</td>
<td>2.9</td>
<td>2.12</td>
</tr>
<tr>
<td>Could not afford first choice*</td>
<td>1.47</td>
<td>1.31</td>
</tr>
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<td>Not offered aid by first choice</td>
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</tr>
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*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 2013
**THEME: Financing College**

*The current economic situation significantly affected my college choice*

- **Berea College**
  - Agree strongly: 3.52
  - Agree somewhat: 2.80

- **Private/Nonsectarian 4-Year Colleges High Selectivity**
  - Disagree strongly: 2.80
  - Disagree somewhat: 3.52

*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 2013
**THEME: Financing College**

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

- **Get a job to help pay for college expenses**
  - Very Good Chance: 3.18 for Berea College, 3.27 for Private/Nonsectarian 4-Year Colleges High Selectivity
- **Work full-time while attending college**
  - Very Little Chance: 2.04 for Berea College, 2.04 for 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 2013
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
Cooperative Institutional Research Program (CIRP), Fall 2012

**THEME: Academic Disengagement**

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

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

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

Source: Office of Institutional Research and Assessment, January 2013
Theme: Academic Preparation -- These items illustrate the academic skills and experiences students bring to college.

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

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

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

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

- During High School (grades 9-12) how many years did you study each of the following subjects?
  - (None, 1/2, 1, 2, 3, 4, 5 or more)
  1. English
  2. Mathematics
  3. Foreign Language
  4. Physical Science
  5. Biological Science
  6. History/Am. Gov't
  7. Computer Science
  8. Arts and/or Music

- Do you have any of the following disabilities or medical conditions?
  - (Yes, No)
  1. Learning disability (dyslexia, etc.)
  2. Attention-deficit/hyperactivity disorder (ADHD).

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

- Rate yourself on each of the following traits as compared with the average person your age.
  - (Highest 10% = 5, Above Average = 4, Average = 3, Below Average = 2, Lowest 10% = 1)
  1. Academic ability
  2. Mathematical ability
  3. Self-confidence (intellectual)
Cooperative Institutional Research Program (CIRP), Fall 2012

Overall Response Rate: 440/506 or 87%

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

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

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

Source: Office of Institutional Research and Assessment, January 2013
**THEME: Academic Preparation**

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 2013
Overall Response Rate: 331/438 or 76%
(Based on First-Year Students Only)

**THEME: Academic Preparation**

*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 2013
Prior to this term, have you ever taken courses for credit at this institution?

- Berea College: 5.3%
- Private/Nonsectarian 4-Year Colleges High Selectivity* (N = 18 Institutions): 3.5%

Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any institution (university, 4- or 2-year college, technical, vocational, or business school)?

- Berea College: 14.4%
- Private/Nonsectarian 4-Year Colleges High Selectivity* (N = 18 Institutions): 11.4%

*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 2013
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)

- **English (4 years)**
  - Berea College: 95.1%
  - Private/Nonsectarian 4-Year Colleges High Selectivity*: 98.1%

- **Foreign Language (2 years)**
  - Berea College: 83.7%
  - Private/Nonsectarian 4-Year Colleges High Selectivity*: 94.5%

- **Biological Science (2 years)**
  - Berea College: 51.4%
  - Private/Nonsectarian 4-Year Colleges High Selectivity*: 53.4%

- **Physical Science (2 years)**
  - Berea College: 58.8%
  - Private/Nonsectarian 4-Year Colleges High Selectivity*: 62.6%

*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 2013
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)

- Arts and/or Music (1 year): 79.9% (Berea College), 80.4% (Private/Nonsectarian 4-Year Colleges High Selectivity*)
- Mathematics (3 years): 97.2% (Berea College), 98.9% (Private/Nonsectarian 4-Year Colleges High Selectivity*)
- Computer Science (1/2 year): 61.7% (Berea College), 50.9% (Private/Nonsectarian 4-Year Colleges High Selectivity*)
- History/American Government (1 year): 97.8% (Berea College), 98.9% (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 2013
Do you have any of the following disabilities or medical conditions?

- Learning disability (dyslexia, etc.): 3.6% for Berea College, 4.2% for Private/Nonsectarian 4-Year Colleges High Selectivity (N = 18 Institutions)
- Attention-deficit/hyperactivity disorder (ADHD): 1.8% for Berea College, 7.0% for Private/Nonsectarian 4-Year Colleges High Selectivity (N = 18 Institutions)

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

Source: Office of Institutional Research and Assessment, January 2013
THEME: Academic Preparation

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 = 18 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 2013
**THEME: Academic Preparation**

How often in the past year did you?

- Look up scientific research articles and resources
- Explore topics on your own, even though it was not required for a class*
- Accept mistakes as part of the learning process*
- Seek feedback on your academic work
- Work with other students on group projects*
- Integrate skills and knowledge from different sources and experiences

<table>
<thead>
<tr>
<th>Activity</th>
<th>Berea College</th>
<th>Private/Nonsectarian 4-Year Colleges High Selectivity**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Look up scientific research articles and resources</td>
<td>2.11</td>
<td>2.07</td>
</tr>
<tr>
<td>Explore topics on your own, even though it was not required for a class*</td>
<td>2.31</td>
<td>2.19</td>
</tr>
<tr>
<td>Accept mistakes as part of the learning process*</td>
<td>2.61</td>
<td>2.54</td>
</tr>
<tr>
<td>Seek feedback on your academic work</td>
<td>2.49</td>
<td>2.48</td>
</tr>
<tr>
<td>Work with other students on group projects*</td>
<td>2.34</td>
<td>2.46</td>
</tr>
<tr>
<td>Integrate skills and knowledge from different sources and experiences</td>
<td>2.54</td>
<td>2.55</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 2013
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: 3.86
- 6-10 hours: 4.21

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

- 11-15 hours: 4.21
- 6-10 hours: 3.86

*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 2013
Rate yourself on each of the following traits as compared with the average person your age.

- Academic ability*
- Mathematical ability
- Self-confidence (intellectual)

**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 2013
Theme: Interaction with Teachers -- These items relate to the amount of time and types of interactions students have with their high school teachers.

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

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

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

- How important was each reason in your decision to come here?
  *(Very important = 3, Somewhat important = 2, Not important = 1)*
  1. My teacher advised me

Source: Office of Institutional Research and Assessment, January 2013
**THEME: Interaction with Teachers**

*How often in the past year did you?*

- Ask questions in class
  - Frequently: 2.6
  - Occasionally: 2.58
  - Not at All: 2.49

- Seek feedback on your academic work
  - Frequently: 2.48
  - Occasionally: 2.49
  - Not at All: 2.49

*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 2013
THEME: Interaction with Teachers

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

- Was a guest in a teacher's home: 1.32
- Asked a teacher for advice after class:
  - Berea College: 2.21
  - Private/Nonsectarian 4-Year Colleges High Selectivity: 2.22

*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 2013
**During your last year in high school, how much time did you spend during a typical week doing the following activities?**

**Talking with teachers outside of class**

- 2.74 hours
- 2.67 hours

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

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

Source: Office of Institutional Research and Assessment, January 2013
Cooperative Institutional Research Program (CIRP), Fall 2012

THEME: Interaction with Teachers

Overall Response Rate: 331/438 or 76%
(Based on First-Year Students Only)

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

My teacher advised me*

1.77

1.43

Berea College Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 18 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 2013
Theme: Active and Collaborative Learning -- These items illustrate the extent to which students are furthering their knowledge of course material through interaction with teachers and other students.

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

- What is your best guess as to the chances that you will:
  (Very Good Chance = 4, Some Chance = 3, Very Little Chance = 2, No Chance = 1)
  1. Get tutoring help in specific courses
### Cooperative Institutional Research Program (CIRP), Fall 2012

**THEME: Active/Collaborative**

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Berea College</th>
<th>Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 18 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tutored another student*</td>
<td>1.81</td>
<td>1.69</td>
</tr>
<tr>
<td>Studied with other students*</td>
<td>1.99</td>
<td>2.21</td>
</tr>
<tr>
<td>Performed community service as a part of class*</td>
<td>1.69</td>
<td>1.8</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 2013
What is your best guess as to the chances that you will:

- Get tutoring help in specific courses

### Very Good Chance
- Berea College: 3.02
- Private/Nonsectarian 4-Year Colleges High Selectivity*: 3.09

### Some Chance
- No Chance

*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 2013
Theme: Academic Enhancement Experiences -- These items gauge participation in programs and initiatives which relate to student learning.

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

- What is your best guess as to the chances that you will:
  (Very Good Chance = 4, Some Chance = 3, Very Little Chance = 2, No Chance = 1)
  1. Communicate regularly with your professors
  2. Participate in a study abroad program
  3. Work on a professor's research project
How often in the past year did you seek feedback on your academic work?

- Frequently: Berea College = 2.49, Private/Nonsectarian 4-Year Colleges High Selectivity* = 2.48
- Occasionally: Berea College = 2.48, Private/Nonsectarian 4-Year Colleges High Selectivity* = 2.49
- Not at All: Berea College = 2.47, Private/Nonsectarian 4-Year Colleges High Selectivity* = 2.48

*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 2013
What is your best guess as to the chances that you will:

- Communicate regularly with your professors: Very Little Chance (Private/Nonsectarian 4-Year Colleges High Selectivity*), Some Chance (Berea College), Very Good Chance (Private/Nonsectarian 4-Year Colleges High Selectivity*), No Chance (Berea College)
- Participate in a study abroad program: Very Little Chance (Private/Nonsectarian 4-Year Colleges High Selectivity*), Some Chance (Berea College), Very Good Chance (Private/Nonsectarian 4-Year Colleges High Selectivity*), No Chance (Berea College)
- Work on a professor's research project: Very Little Chance (Private/Nonsectarian 4-Year Colleges High Selectivity*), Some Chance (Berea College), Very Good Chance (Private/Nonsectarian 4-Year Colleges High Selectivity*), No Chance (Berea College)

*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 2013
Theme: Written and Oral Communication -- These items illustrate students' written and oral communication skills and how these skills compare to their peers.

- Self-Reported:
  1. SAT Critical Reading
  2. SAT Writing

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

- How often in the past year did you?
(Frequently = 3, Occasionally = 2, Not at all = 1)
  1. Revise your papers to improve your writing
What were your scores on the SAT I? (Mean Score) (Self-reported)

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

Source: Office of Institutional Research and Assessment, January 2013
Rate yourself on each of the following traits as compared with the average person your age.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Berea College</th>
<th>Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 18 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public speaking ability*</td>
<td>3</td>
<td>3.13</td>
</tr>
<tr>
<td>Writing ability</td>
<td>3.41</td>
<td>3.43</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 2013
How often in the past year did you?

Revise your papers to improve your writing

<table>
<thead>
<tr>
<th>Frequently</th>
<th>Occasionally</th>
<th>Not at All</th>
</tr>
</thead>
<tbody>
<tr>
<td>2.54</td>
<td>2.48</td>
<td></td>
</tr>
</tbody>
</table>

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

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

Source: Office of Institutional Research and Assessment, January 2013
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. Becoming an authority in my field
    2. Becoming a community leader

- What is your best guess as to the chances that you will:
  - (Very good chance = 4, Some chance = 3, Very little chance = 2, No chance = 1)
  1. Participate in student government
THEME: Leadership

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

- Drive to achieve: Berea College 4.14, Private/Nonsectarian 4-Year Colleges High Selectivity 4.1
- Leadership ability*: Berea College 3.54, Private/Nonsectarian 4-Year Colleges High Selectivity 3.75
- Self-confidence (social)*: Berea College 3.19, Private/Nonsectarian 4-Year Colleges High Selectivity 3.4

*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 2013
Please indicate the importance to you personally of each of the following:

- Becoming an authority in my field: 2.67 (Berea College), 2.7 (Private/Nonsectarian 4-Year Colleges High Selectivity)
- Becoming a community leader*: 2.13 (Berea College), 2.28 (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 2013
THEME: Leadership

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

- Participate in student government

Very Good Chance

Some Chance

Very Little Chance

No Chance

Berea College

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

2.04

2.12

*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 2013
Theme: Civic Engagement -- These items relate to the levels of engagement and satisfaction with community and volunteer work in high school, as well as items that reflect future orientation towards volunteer and community service.

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

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

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

- What is your best guess as to the chances that you will:
  (Very Good Chance = 4, Some Chance = 3, Very Little)
  1. Participate in student protests or demonstrations
  2. Participate in volunteer or community service work
  3. Participate in student government

- Rate yourself on each of the following traits as compared with the average person your age.
  (Highest 10%, Above Average, Average, Below Average, Lowest 10%)
  1. Ability to see the world from someone else's perspective
  2. Tolerance of others with different beliefs
  3. Openness to having my own views challenged
  4. Ability to discuss and negotiate controversial issues
  5. Ability to work cooperatively with diverse people

Source: Office of Institutional Research and Assessment, January 2013
Civic Engagement

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

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

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

Source: Office of Institutional Research and Assessment, January 2013
Rate yourself on each of the following traits as compared with the average person your age.

<table>
<thead>
<tr>
<th>Trait</th>
<th>Berea College</th>
<th>Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 18 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Ability to see the world from someone else’s perspective</td>
<td>3.9</td>
<td>3.87</td>
</tr>
<tr>
<td>Tolerance of others with different beliefs*</td>
<td>4.19</td>
<td>4.04</td>
</tr>
<tr>
<td>Openness to having my own views challenged</td>
<td>3.52</td>
<td>3.60</td>
</tr>
<tr>
<td>Ability to discuss and negotiate controversial issues</td>
<td>3.83</td>
<td>3.82</td>
</tr>
<tr>
<td>Ability to work cooperatively with diverse people*</td>
<td>4.36</td>
<td>4.18</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 2013
**Theme: Civic Engagement**

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

![Bar chart showing time spent on volunteer work](chart.png)

- **Volunteer Work**
  - None: 0
  - Less than 1 hour: 1
  - 1-2 hours: 2
  - 3-4 hours: 3
  - 6-10 hours: 4
  - 11-15 hours: 5
  - 16-20 hours: 6

**Berea College**

- 3.09 hours

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

- 2.85 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 2013
**THEME: Civic Engagement**

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

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

*Berea College vs. Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 18 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 2013
**THEME: Civic Engagement**

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

- Participate in volunteer or community service: Very Good Chance 3.16, Some Chance 3.08
- Participate in student protests or demonstrations: Very Little Chance 2.15, Some Chance 2.05
- Participate in student government: Very Little Chance 2.04, Some Chance 2.12

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

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

*Source: Office of Institutional Research and Assessment, January 2013*
Theme: Diversity -- These items relate to social attitudes and experiences with diversity.

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

For the activities below, indicate which ones you did during the past year.
(Frequently = 3, Occasionally = 2, Not at all = 1)
1. Socialized with someone of another racial/ethnic group

Rate yourself on each of the following traits as compared with the average person your age:
(Highest 10% = 5, Above Average = 4, Average = 3, Below Average = 2, Lowest 10% = 1)
1. Ability to see the world from someone else's perspective
2. Tolerance of others with different beliefs
3. Openness to having my own views challenged
4. Ability to discuss and negotiate controversial issues
5. Ability to work cooperatively with diverse people

Mark your agreement with each statement:
(Agree strongly = 4, Agree somewhat = 3, Disagree somewhat = 2, Disagree strongly = 1)
1. Racial discrimination is no longer a major problem in America
2. Same-sex couples should have the right to legal marital status
3. Students from disadvantaged backgrounds should be given preferential treatment in college admission

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

What is your best guess as to the chances that you will:
(Very good chance = 4, Some chance = 3, Very little chance = 2, No chance = 1)
1. Socialize with someone of another racial/ethnic group
2. Have a roommate of different race/ethnicity
How would you describe the racial composition of the high school you last attended?

- Completely White: Berea College (15.8%), Private/Nonsectarian 4-Year Colleges High Selectivity (9.1%)
- Mostly White: Berea College (55.6%), Private/Nonsectarian 4-Year Colleges High Selectivity (59.9%)
- Roughly half non-White: Berea College (13.3%), Private/Nonsectarian 4-Year Colleges High Selectivity (21.8%)
- Mostly non-White: Berea College (7.9%), Private/Nonsectarian 4-Year Colleges High Selectivity (11.2%)
- Completely non-White: Berea College (3.2%), Private/Nonsectarian 4-Year Colleges High Selectivity (2.3%)

*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 2013
### How would you describe the racial composition of the neighborhood where you grew up?

<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>23.60%</td>
<td>28.30%</td>
</tr>
<tr>
<td>Mostly White</td>
<td>51.9%</td>
<td>43.5%</td>
</tr>
<tr>
<td>Roughly half non-White</td>
<td>10.5%</td>
<td>11.8%</td>
</tr>
<tr>
<td>Mostly non-White</td>
<td>12.0%</td>
<td>8.8%</td>
</tr>
<tr>
<td>Completely non-White</td>
<td>5.8%</td>
<td>3.8%</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 2013
For the activities below, indicate which ones you did during the past year.

Socialized with someone of another racial/ethnic group

- **Frequently**
  - Berea College: 2.64
  - Private/Nonsectarian 4-Year Colleges High Selectivity*: 2.68

- **Occasionally**
  - Berea College: 2.64
  - Private/Nonsectarian 4-Year Colleges High Selectivity*: 2.68

- **Not at All**
  - Berea College: 2.64
  - Private/Nonsectarian 4-Year Colleges High Selectivity*: 2.68

*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 2013
**THEME: Diversity**

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

- **Ability to work cooperatively with diverse people**
  - Above Average: 4.36
  - Average: 4.18
  - Below Average: 4.19

- **Tolerance of others with different beliefs**
  - Above Average: 4.04
  - Average: 3.9
  - Below Average: 3.87

- **Ability to see the world from someone else’s perspective**
  - Above Average: 3.83
  - Average: 3.82
  - Below Average: 3.8

- **Ability to discuss and negotiate controversial issues**
  - Above Average: 3.52
  - Average: 3.60
  - Below Average: 3.6

---

*Berea College* and *Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 18 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 2013*
**THEME: Diversity**

Mark your agreement with each statement:

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

<table>
<thead>
<tr>
<th>Berea College</th>
<th>Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 18 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree Strongly</td>
<td>1.94</td>
</tr>
<tr>
<td>Agree Somewhat</td>
<td>2.9</td>
</tr>
<tr>
<td>Disagree Somewhat</td>
<td>2.43</td>
</tr>
<tr>
<td>Disagree Strongly</td>
<td>1.16</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 2013
Please indicate the importance to you personally of each of the following:

- Improving my understanding of other countries and cultures: 2.79 (Berea College), 2.6 (Private/Nonsectarian 4-Year Colleges High Selectivity)
- Helping to promote racial understanding: 2.38 (Berea College), 2.23 (Private/Nonsectarian 4-Year Colleges High Selectivity)
- Influencing social values: 2.35 (Berea College), 2.37 (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 2011
**THEME: Diversity**

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

- Socialize with someone of another racial/ethnic group*
  - Berea College: 3.66
  - Private/Nonsectarian 4-Year Colleges High Selectivity**: (N = 18 Institutions) 3.58
- Have a roommate of different race/ethnicity*
  - Berea College: 3.1
  - Private/Nonsectarian 4-Year Colleges High Selectivity**: (N = 18 Institutions) 2.92

*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 2013
Theme: Health and Wellness -- These items gauge student behaviors, attitudes, and experiences related to health and wellness issues.

Do you have any of the following disabilities or medical conditions?
(Mark yes or no for each item)
1. Learning disability (dyslexia, etc.)
2. Attention-deficit/hyperactivity disorder (ADHD)
3. Autism spectrum/Asperger's syndrome
4. Physical disability (speech, sight, mobility, hearing, etc.)
5. Chronic illness (cancer, diabetes, autoimmune disorders, etc.)
6. Psychological disorder (depression, etc.)
7. Other

For the activities below, indicate which ones you did during the past year.
(Frequently = 3, Occasionally = 2, Not at all = 1)
1. Smoked cigarettes
2. Drank beer
3. Drank wine or liquor
4. Felt overwhelmed by all I had to do
5. Felt depressed

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

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

What is your best guess as to the chances that you will:
(Very Good Chance = 4, Some Chance = 3, Very Little Chance = 2, No Chance = 1)
1. Seek personal counseling
Do you have any of the following disabilities or medical conditions?

- Learning disability (dyslexia, etc.)
- Attention-deficit/hyperactivity disorder (ADHD)
- Austin spectrum/Asperger's syndrome
- Physical disability (speech, sight, mobility, hearing, etc.)
- Chronic illness (cancer, diabetes, autoimmune disorders, etc.)
- Psychological disorder (depression, etc.)
- Other disability

*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 2013
THEME: Health and Wellness

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

<table>
<thead>
<tr>
<th>Activity</th>
<th>Berea College</th>
<th>Private/Nonsectarian 4-Year Colleges High Selectivity**</th>
</tr>
</thead>
<tbody>
<tr>
<td>Felt overwhelmed by all I had to do*</td>
<td>2.12</td>
<td>2.20</td>
</tr>
<tr>
<td>Felt depressed*</td>
<td>1.75</td>
<td>1.53</td>
</tr>
<tr>
<td>Drank wine or liquor*</td>
<td>1.29</td>
<td>1.52</td>
</tr>
<tr>
<td>Drank beer*</td>
<td>1.23</td>
<td>1.47</td>
</tr>
<tr>
<td>Smoked cigarettes</td>
<td>1.12</td>
<td>1.14</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 2013
Rate yourself on each of the following traits as compared with the average person your age.

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

Source: Office of Institutional Research and Assessment, January 2013
During your last year in high school, how much time did you spend during a typical week doing the following activities?

- **Exercise or sports***
  - 0 hours: 3.82
  - 1-2 hours: 6-10 hours: 11-15 hours: 16-20 hours:

- **Partying***
  - None: 1.81
  - 1-2 hours: 2 hours: 3-4 hours: 4 hours: 5 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 2013
What is your best guess as to the chances that you will:

- Seek personal counseling*
  - Very Good Chance
  - Some Chance
  - Very Little Chance
  - No Chance

*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 2013
Theme: Spirituality/Religiosity -- These items relate to religious and spiritual practices and beliefs.

- Current religious preferences:
  (Student's, Father's, Mother's)
  1. Baptist
  2. Buddhist
  3. Church of Christ
  4. Eastern Orthodox
  5. Episcopalian
  6. Hindu
  7. Jewish
  8. LDS (Mormon)
  9. Lutheran
  10. Methodist
  11. Muslim
  12. Presbyterian
  13. Quaker
  14. Roman Catholic
  15. Seventh Day Adventist
  16. United Church of Christ/Congregational
  17. Other Christian
  18. Other Religion
  19. None

- Do you consider yourself:
  (Mark yes or no for each item)
  1. Born-Again Christian
  2. Evangelical

- For the activities below, indicate which ones you did during the past year:
  (Frequently = 3, Occasionally = 2, Not at All = 1)
  1. Attended a religious service
  2. Discussed religion

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

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

- How important was each reason in your decision to come here?
  (Very Important = 3, Somewhat Important = 2, Not Important = 1)
  1. I was attracted by the religious affiliation/orientation of the college

- Students probable field of study/major
  1. Theology or Religion

- Please indicate the importance to you personally of each of the following:
  (Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1)
  1. Developing a meaningful philosophy of life

Source: Office of Institutional Research and Assessment, January 2013
**Current Religious Preference**

<table>
<thead>
<tr>
<th>Religious Preference</th>
<th>Student's Private/Nonsectarian 4-Year College High Selectivity* (N = 18 Institutions)</th>
<th>Father's Private/Nonsectarian 4-Year College High Selectivity* (N = 18 Institutions)</th>
<th>Mother's Private/Nonsectarian 4-Year College High Selectivity* (N = 18 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Berea</td>
<td>Berea</td>
<td>Berea</td>
</tr>
<tr>
<td>Baptist</td>
<td>25.6%</td>
<td>8.2%</td>
<td>27.9%</td>
</tr>
<tr>
<td>Buddhist</td>
<td>0.4%</td>
<td>0.9%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Church of Christ</td>
<td>5.8%</td>
<td>5.2%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Eastern Orthodox</td>
<td>0.7%</td>
<td>0.6%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Episcopalian</td>
<td>0.4%</td>
<td>1.5%</td>
<td>1.2%</td>
</tr>
<tr>
<td>Hindu</td>
<td>0.0%</td>
<td>0.4%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Jewish</td>
<td>0.0%</td>
<td>2.9%</td>
<td>0.4%</td>
</tr>
<tr>
<td>LDS (Mormon)</td>
<td>0.4%</td>
<td>0.2%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Lutheran</td>
<td>1.4%</td>
<td>2.8%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Methodist</td>
<td>2.2%</td>
<td>3.7%</td>
<td>3.6%</td>
</tr>
<tr>
<td>Muslim</td>
<td>2.2%</td>
<td>0.8%</td>
<td>2.8%</td>
</tr>
<tr>
<td>Presbyterian</td>
<td>1.4%</td>
<td>2.8%</td>
<td>2.0%</td>
</tr>
<tr>
<td>Quaker</td>
<td>0.4%</td>
<td>0.2%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Roman Catholic</td>
<td>6.1%</td>
<td>28.9%</td>
<td>9.2%</td>
</tr>
<tr>
<td>Seventh Day</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.4%</td>
</tr>
<tr>
<td>United Church of Christ/Congregational</td>
<td>0.4%</td>
<td>1.0%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Other Christian</td>
<td>23.8%</td>
<td>11.9%</td>
<td>17.9%</td>
</tr>
<tr>
<td>Other Religion</td>
<td>6.5%</td>
<td>3.2%</td>
<td>2.8%</td>
</tr>
<tr>
<td>None</td>
<td>22.0%</td>
<td>24.6%</td>
<td>20.0%</td>
</tr>
</tbody>
</table>

**Probable Career/Occupation**

<table>
<thead>
<tr>
<th>Career/Occupation</th>
<th>Private/Nonsectarian 4-Year College High Selectivity* (N = 18 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Berea</td>
</tr>
<tr>
<td>Clergy (minister, priest, other religious)</td>
<td>0.4% 0.2%</td>
</tr>
</tbody>
</table>

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

<table>
<thead>
<tr>
<th>Field of Study/Major</th>
<th>Private/Nonsectarian 4-Year College High Selectivity* (N = 18 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Berea</td>
</tr>
<tr>
<td>Theology or religion</td>
<td>0.0% 0.1%</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 2013
Do you consider yourself:

- Born-Again Christian: 43.5%
  - Berea College: 43.5%
  - Private/Nonsectarian 4-Year Colleges High Selectivity*: 19.0%
- Evangelical: 6.8%
  - Berea College: 10.7%
  - Private/Nonsectarian 4-Year Colleges High Selectivity*: 6.8%

*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 2012
THEME: Spirituality/Religiosity

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

- Attended a religious service*
  - Frequently: 2.20
  - Occasionally: 2.06
  - Not at All: 1.00

- Discussed religion*
  - Frequently: 2.26
  - Occasionally: 2.13
  - Not at All: 1.00

*Berea College

Overall Response Rate: 331/438 or 76% (Based on First-Year Students Only)

**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 2013
Rate yourself on each of the following traits as compared with the average person your age.

**Berea College**

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

*Statistically significant at the p <= .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 2013
**Theme: Spirituality/Religiosity**

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

<table>
<thead>
<tr>
<th>Reason</th>
<th>Berea College</th>
<th>Private/Nonsectarian 4-Year Colleges High Selectivity** (N = 18 Institutions)</th>
</tr>
</thead>
<tbody>
<tr>
<td>I was attracted by the religious affiliation/orientation of the college*</td>
<td>1.66</td>
<td>1.27</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 2013
Please indicate the importance to you personally of each of the following:

- Developing a meaningful philosophy of life

**Berea College**
- Essential: 2.48
- Not Important: 2.4

**Private/Nonsectarian 4-Year Colleges High Selectivity* (N = 18 Institutions)**
- Essential: 2.4
- Not Important: 2.4

*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 2013
Theme: Career Planning -- *These items relate to career plans and preparation for future careers.*

- **Highest academic degree planned:**
  - None
  - Vocational certificate
  - Associate (A.A. or equivalent)
  - Bachelor's degree (B.A., B.S., etc.)
  - Master's degree (M.A., M.S., etc.)
  - Ph.D. or Ed.D.
  - M.D., D.O., D.D.S., D.V.M.
  - J.D. (Law)
  - B.D. or M.DIV. (Divinity)
  - Other

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

Source: Office of Institutional Research and Assessment, January 2013
• Your father's occupation (aggregated)
  Artist
  Business
  Business (clerical)
  Clergy
  College teacher
  Doctor (MD or DDS)
  Education (secondary)
  Education (elementary)
  Engineer
  Farmer or forester
  Health professional
  Homemaker (full-time)
  Lawyer
  Military (career)
  Nurse
  Research scientist
  Social/welfare/recreation worker
  Skilled worker
  Semi-skilled worker
  Unskilled worker
  Unemployed
  Other

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

Source: Office of Institutional Research and Assessment, January 2013
In deciding to go to college, how important to you was each of the following reasons?

(Very Important = 3, Somewhat Important = 2, Not Important = 1)
1. To be able to get a better job
2. To be able to make more money
3. To gain a general education and appreciation of ideas
4. To make me a more cultured person
5. To learn about things that interest me
6. To get training for a specific career
7. To prepare myself for graduate or professional school

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

(Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1)
1. This college's graduates gain admission to top graduate/professional schools
2. This college's graduates get good jobs

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

(Essential = 4, Very Important = 3, Somewhat Important = 2, Not Important = 1)
1. Becoming accomplished in one of the performing arts (acting, dancing, etc.)
2. Being very well off financially
3. Making a theoretical contribution to science
4. Becoming successful in a business of my own
5. Becoming an authority in my field

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

(Very Good Chance = 4, Some Chance = 3, Very Little Chance = 2, No Chance = 1)
1. Change major field
2. Change career choice

Student's probable major,
Agriculture
Biological and Life Sciences
Business
Education
Engineering
English
Health Professions
History or Political Science
Arts & Humanities
Fine Arts
Mathematics or Computer Science
Physical Science
Social Science
Justice and Security
Library Science
Other, Non-Technical
Undecided
What is the highest academic degree that you intend to obtain?

- None: 0.4% 0.5%
- Vocational certificate: 0.0% 0.2%
- Associate (A.A. or equivalent): 0.7% 0.4%
- Bachelor’s degree (B.A., B.S., etc.): 23.5% 19.5%
- Master’s Degree ((M.A., M.S., etc.) 43.5% 38.4%
- Ph.D. or Ed.D.: 22.4% 18.7%
- M.D., D.O., D.D.S., D.V.M.: 10.8% 10.6%
- J.D. (Law): 1.5% 1.7%
- B.D. or M.Div. (Divinity): 0.4% 0.3%
- Other: 1.9% 1.6%

*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 2013
## Career Planning

### Career/Occupation

<table>
<thead>
<tr>
<th>Career/Occupation</th>
<th>Student’s Probable</th>
<th>Father’s Occupation</th>
<th>Mother’s Occupation</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Berea (N = 18)</td>
<td>Berea (N = 18)</td>
<td>Berea (N = 18)</td>
</tr>
<tr>
<td></td>
<td>Artist</td>
<td>Business</td>
<td>Business (clerical)</td>
</tr>
<tr>
<td></td>
<td>10.4%</td>
<td>10.8%</td>
<td>1.4%</td>
</tr>
<tr>
<td></td>
<td>9.9%</td>
<td>12.8%</td>
<td>0.9%</td>
</tr>
<tr>
<td></td>
<td>2.6%</td>
<td>11.3%</td>
<td>0.0%</td>
</tr>
<tr>
<td></td>
<td>1.4%</td>
<td>30.6%</td>
<td>1.8%</td>
</tr>
<tr>
<td></td>
<td>0.7%</td>
<td>8.6%</td>
<td>3.9%</td>
</tr>
<tr>
<td></td>
<td>2.0%</td>
<td>18.9%</td>
<td>4.0%</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>College teacher</td>
<td>1.1%</td>
<td>1.5%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Doctor (MD or DDS)</td>
<td>6.5%</td>
<td>0.0%</td>
<td>2.9%</td>
</tr>
<tr>
<td>Education (secondary)</td>
<td>8.2%</td>
<td>1.5%</td>
<td>0.8%</td>
</tr>
<tr>
<td>Education (elementary)</td>
<td>3.6%</td>
<td>2.8%</td>
<td>7.3%</td>
</tr>
<tr>
<td>Engineer</td>
<td>5.4%</td>
<td>7.2%</td>
<td>4.4%</td>
</tr>
<tr>
<td>Farmer or forester</td>
<td>1.4%</td>
<td>3.3%</td>
<td>0.9%</td>
</tr>
<tr>
<td>Health professional</td>
<td>6.5%</td>
<td>1.8%</td>
<td>1.4%</td>
</tr>
<tr>
<td>Homemaker (full-time)</td>
<td>0.0%</td>
<td>0.0%</td>
<td>0.4%</td>
</tr>
<tr>
<td>Lawyer</td>
<td>2.2%</td>
<td>3.7%</td>
<td>2.6%</td>
</tr>
<tr>
<td>Military (career)</td>
<td>0.4%</td>
<td>0.3%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Nurse</td>
<td>6.1%</td>
<td>5.4%</td>
<td>0.7%</td>
</tr>
<tr>
<td>Research scientist</td>
<td>2.2%</td>
<td>2.1%</td>
<td>0.0%</td>
</tr>
<tr>
<td>Social/welfare/recreation</td>
<td>2.2%</td>
<td>0.7%</td>
<td>1.1%</td>
</tr>
<tr>
<td>Skilled worker</td>
<td>0.7%</td>
<td>0.2%</td>
<td>12.0%</td>
</tr>
<tr>
<td>Semi-skilled worker</td>
<td>0.4%</td>
<td>0.2%</td>
<td>8.4%</td>
</tr>
<tr>
<td>Unskilled worker</td>
<td>0.7%</td>
<td>0.3%</td>
<td>6.9%</td>
</tr>
<tr>
<td>Unemployed</td>
<td>0.7%</td>
<td>1.9%</td>
<td>15.7%</td>
</tr>
<tr>
<td>Other</td>
<td>15.8%</td>
<td>14.6%</td>
<td>28.5%</td>
</tr>
<tr>
<td>Undecided</td>
<td>13.3%</td>
<td>14.6%</td>
<td>not applicable</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 2013
**In deciding to go to college, how important to you was each of the following reasons?**

- To be able to get a better job: Berea College 2.82, Private/Nonsectarian 4-Year Colleges High Selectivity 2.84
- To be able to make more money*: Berea College 2.56, Private/Nonsectarian 2.67
- To gain a general education and appreciation of ideas: Berea College 2.7, Private/Nonsectarian 2.71
- To make me a more cultured person: Berea College 2.48, Private/Nonsectarian 2.41
- To learn about things that interest me: Berea College 2.81, Private/Nonsectarian 2.82

*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 2013
How important was each reason in your decision to come here?

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

Source: Office of Institutional Research and Assessment, January 2013
**THEME: Career Planning**

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

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

Source: Office of Institutional Research and Assessment, January 2013
What is your best guess as to the chances that you will:

Change major field

- Very Good Chance: 2.32
- Some Chance: 2.39
- Very Little Chance: 2.42
- No Chance: 2.45

Change career choice

- Very Good Chance: 2.32
- Some Chance: 2.39
- Very Little Chance: 2.42
- No Chance: 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 2013
### Career Planning

#### Student's Probable Major (aggregated)

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

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Source: Office of Institutional Research and Assessment, January 2013