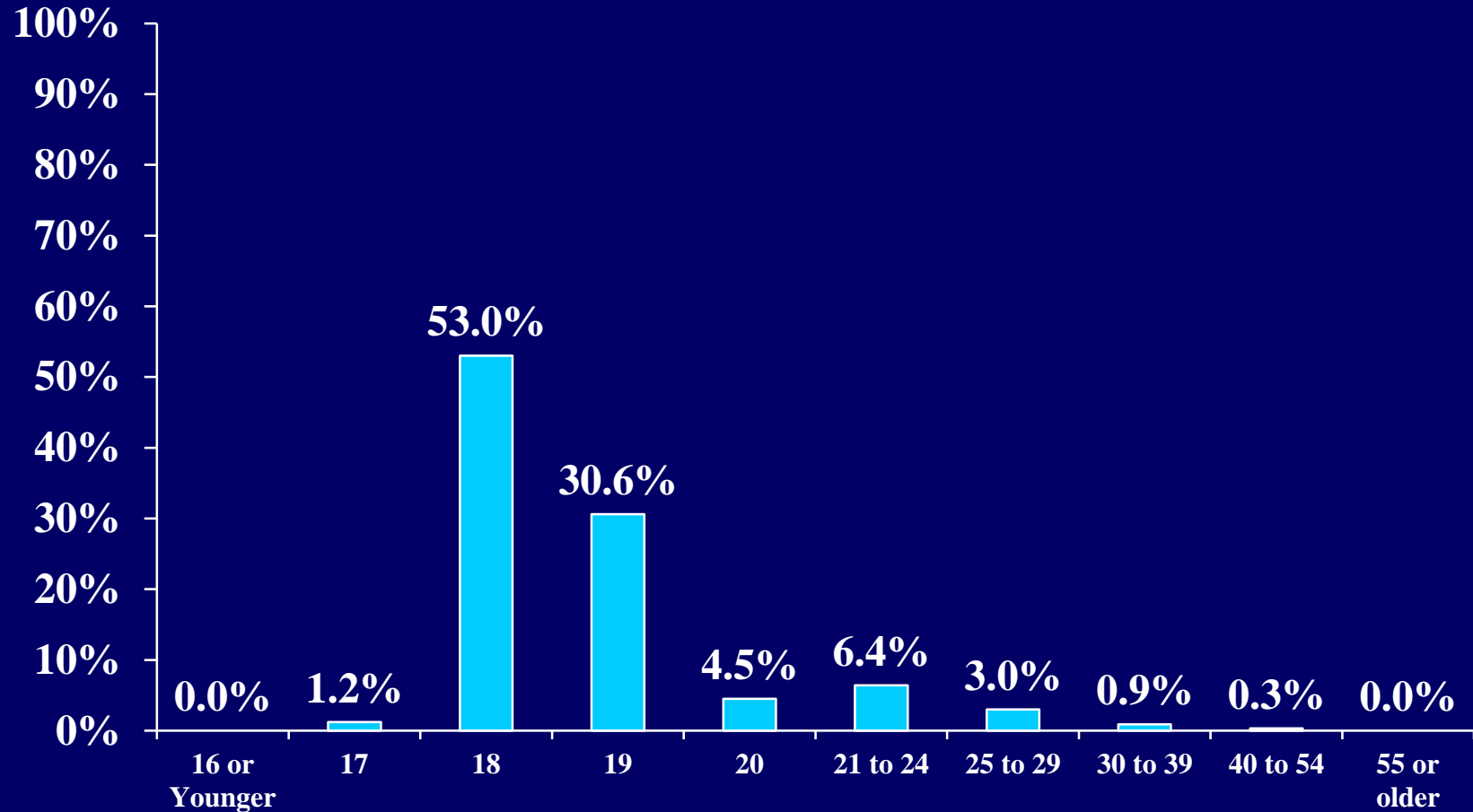


Cooperative Institutional Research Program (CIRP)

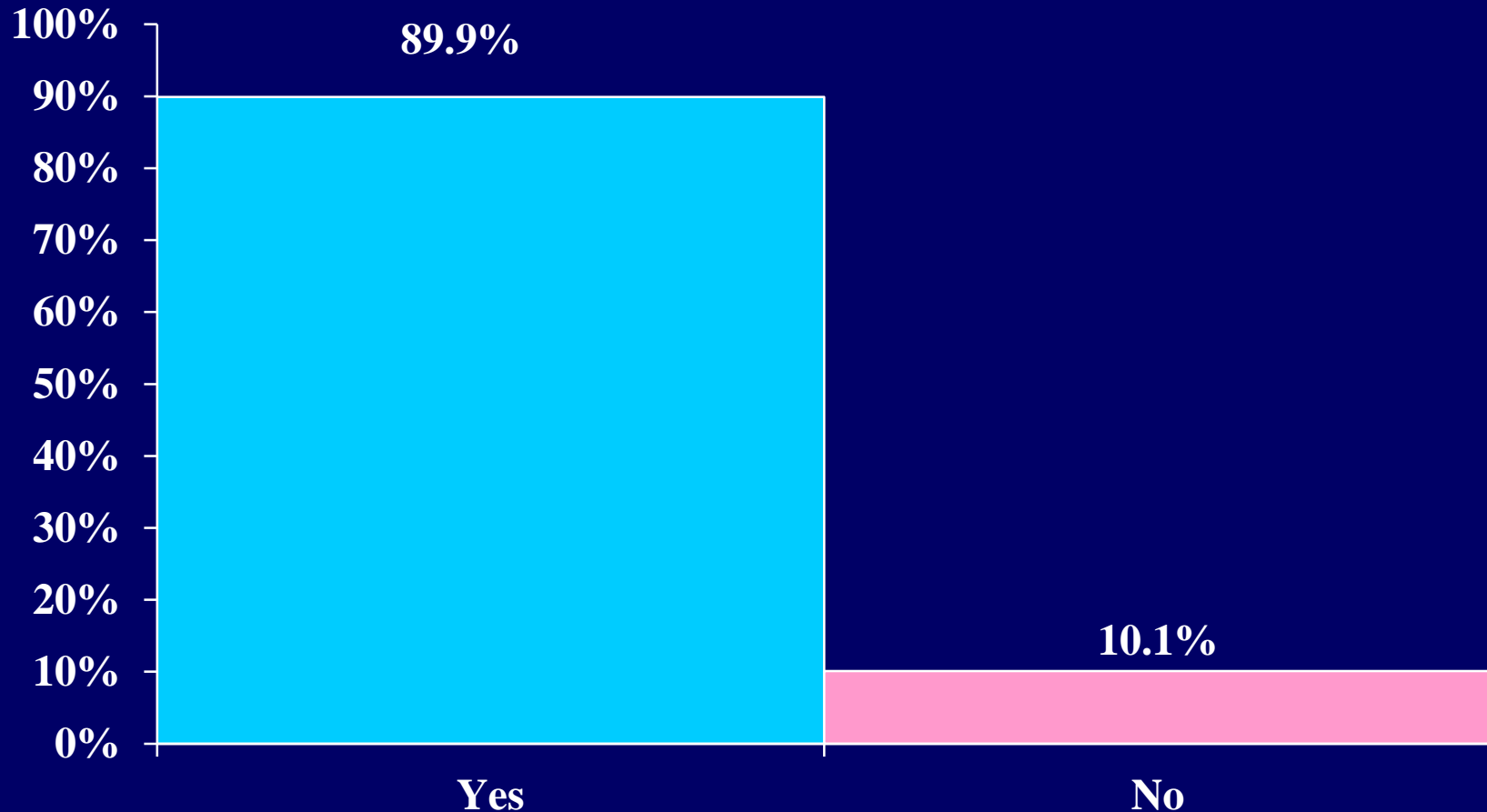
Fall 2012 First-Year and
New Transfer Students

Comparisons of Berea,
Non-Sectarian, 4-Year Privates,
4-Year Public and
All Participating Institutions

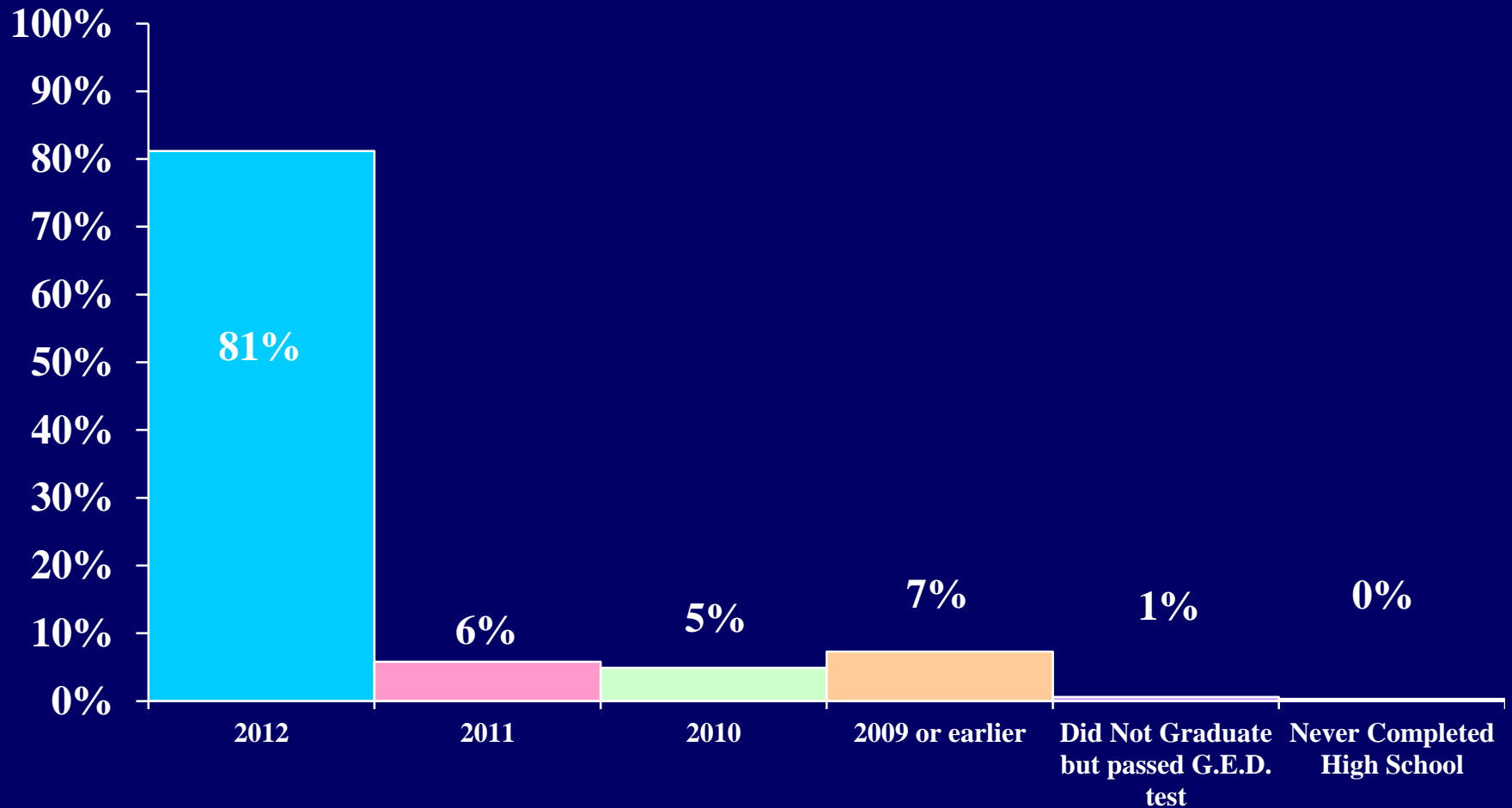
Age as of December 31, 2012 (Berea students)



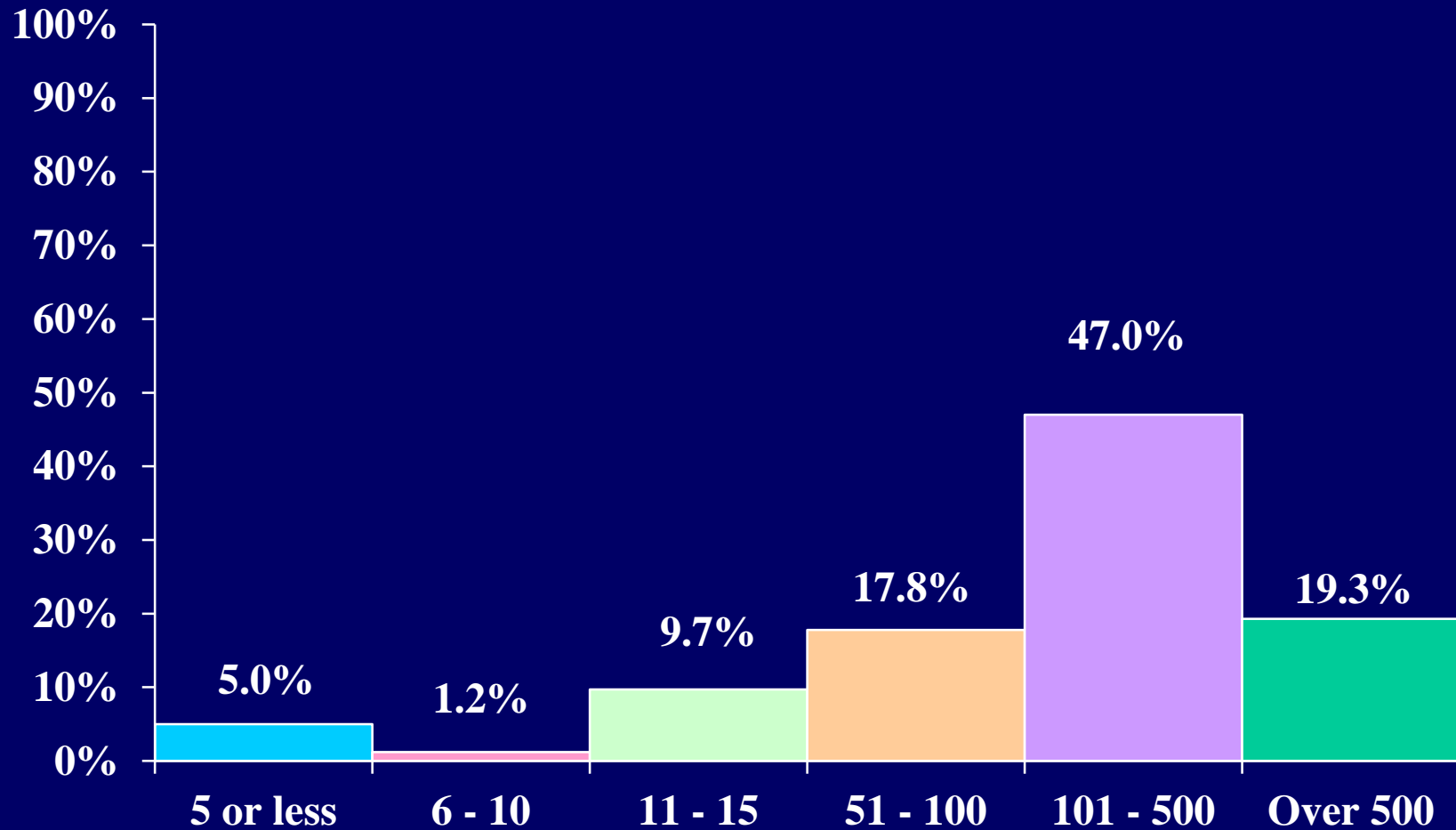
Is English your native language? (Berea students)



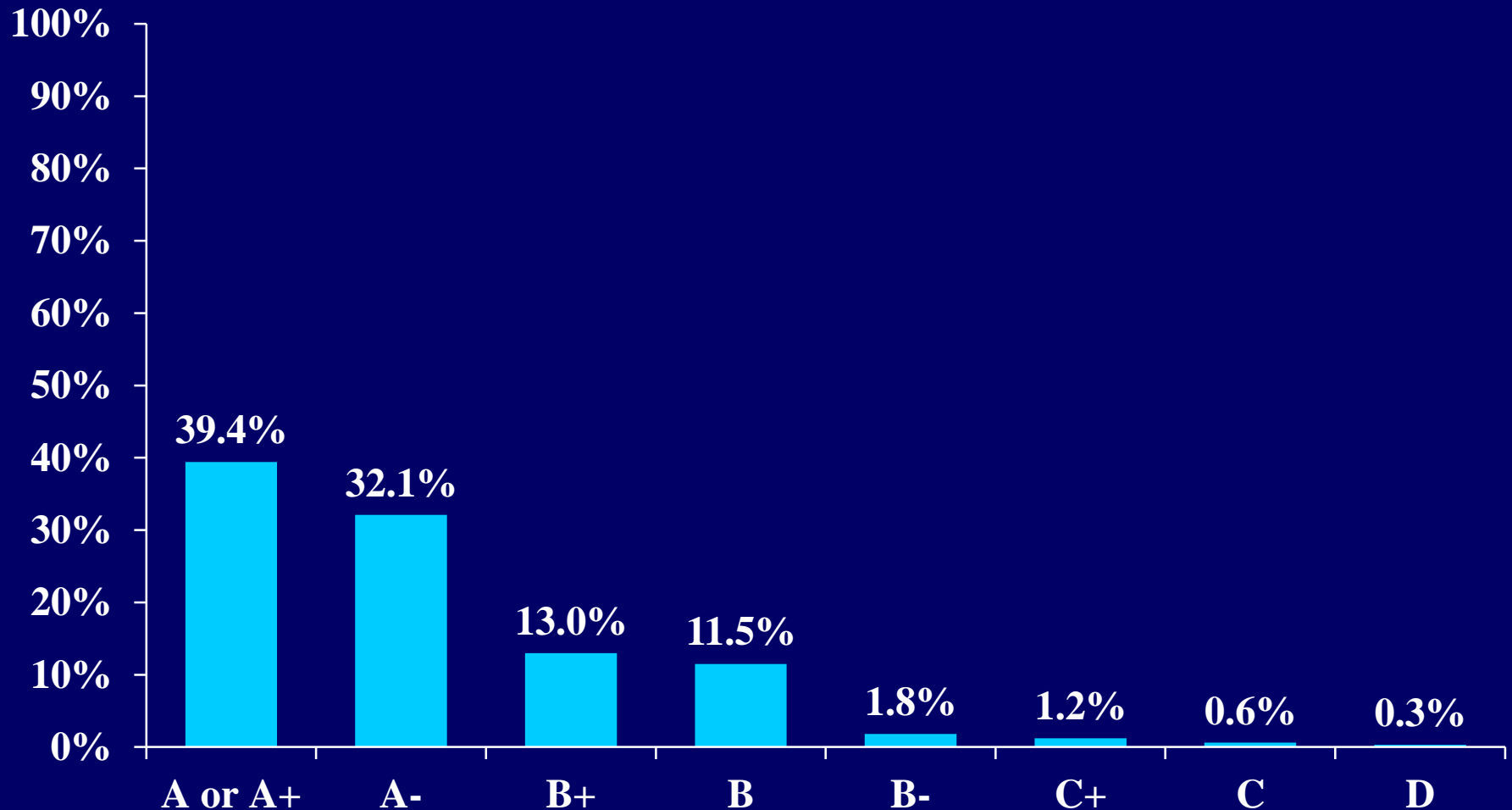
In what year did you graduate from high school? (Berea Students)



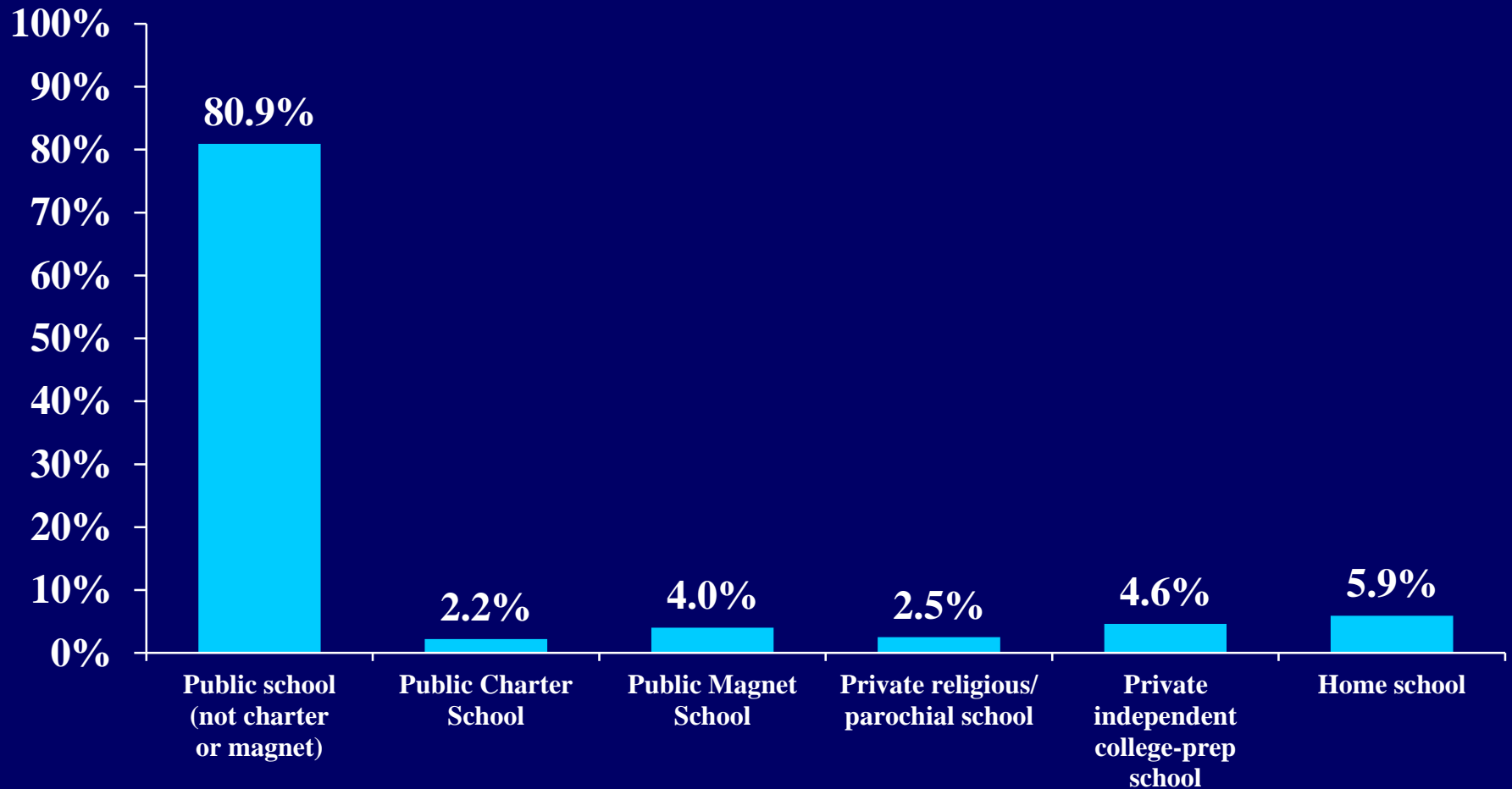
How many miles is Berea College from your permanent home:



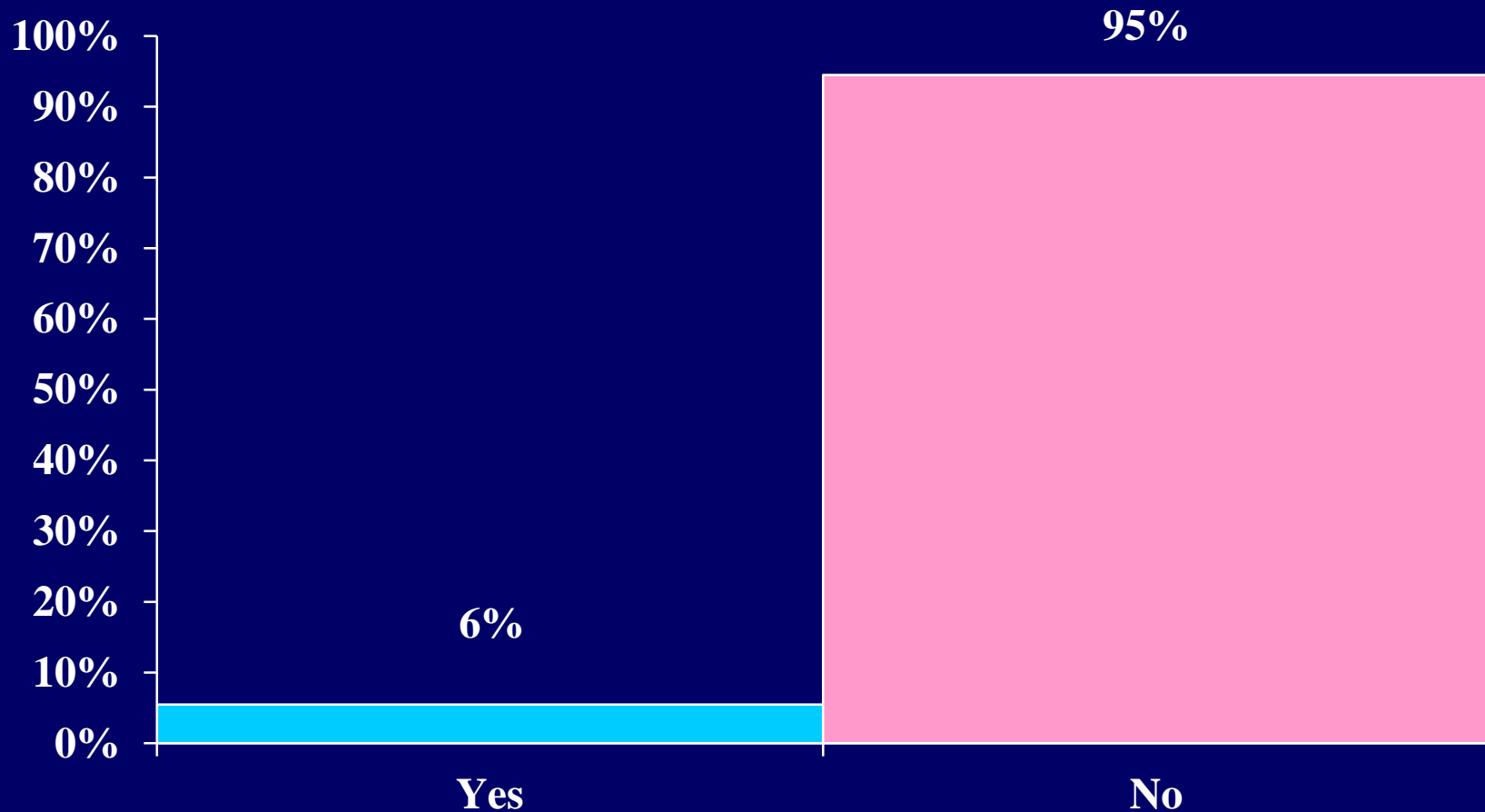
Average Grade in High School: (Berea students)



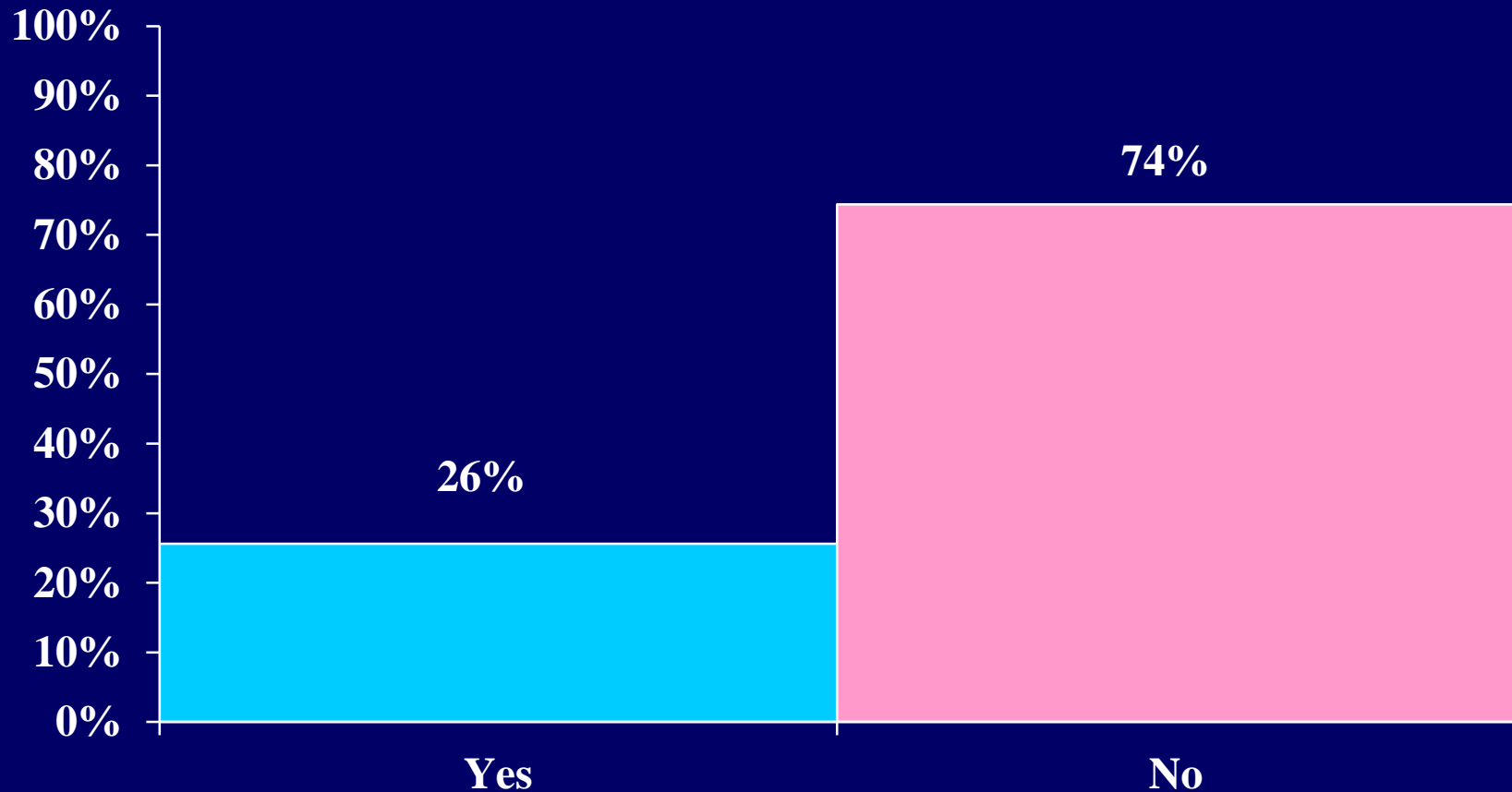
From what kind of high school did you graduate? (Berea students)



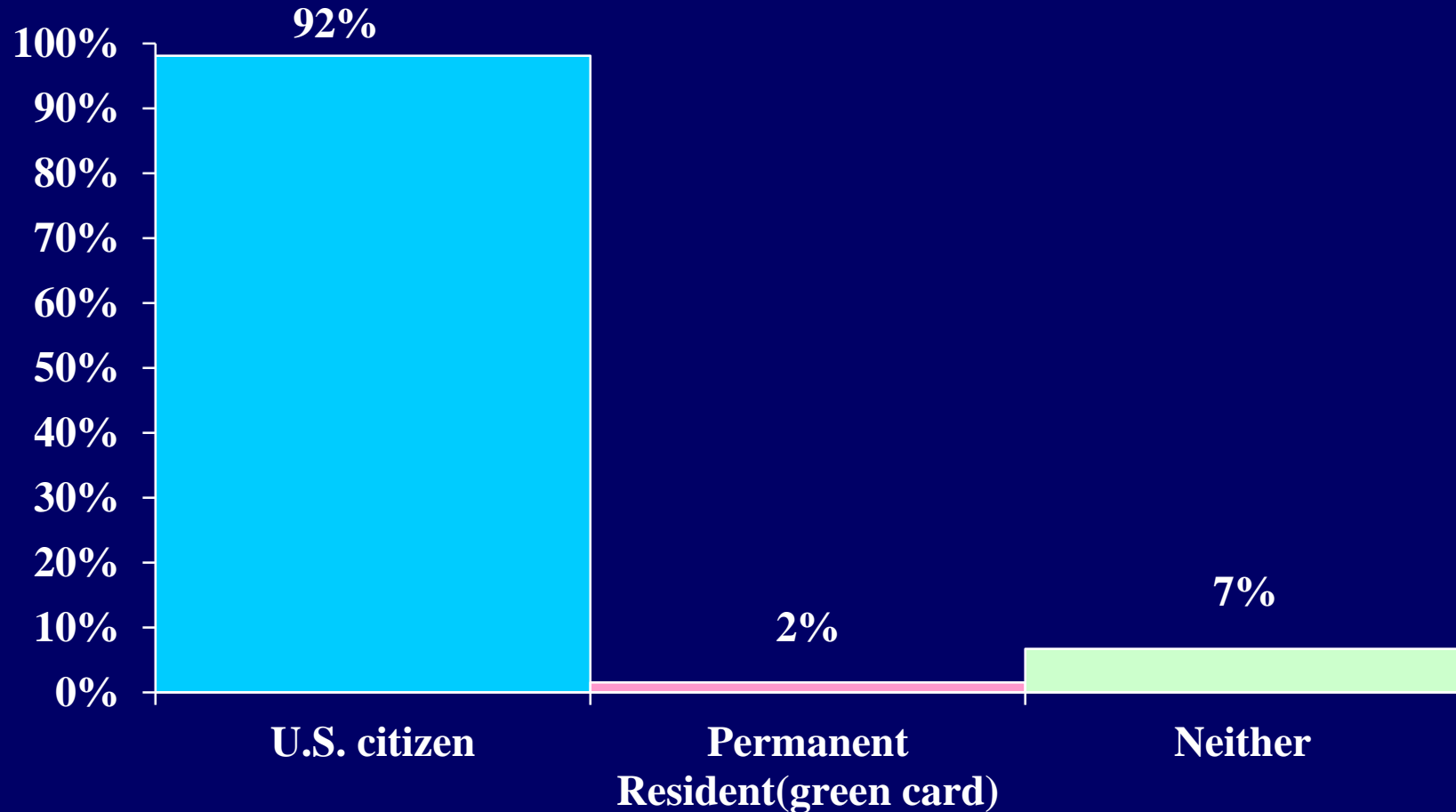
Prior to this term, have you ever taken courses for credit at this institution? (Berea students)



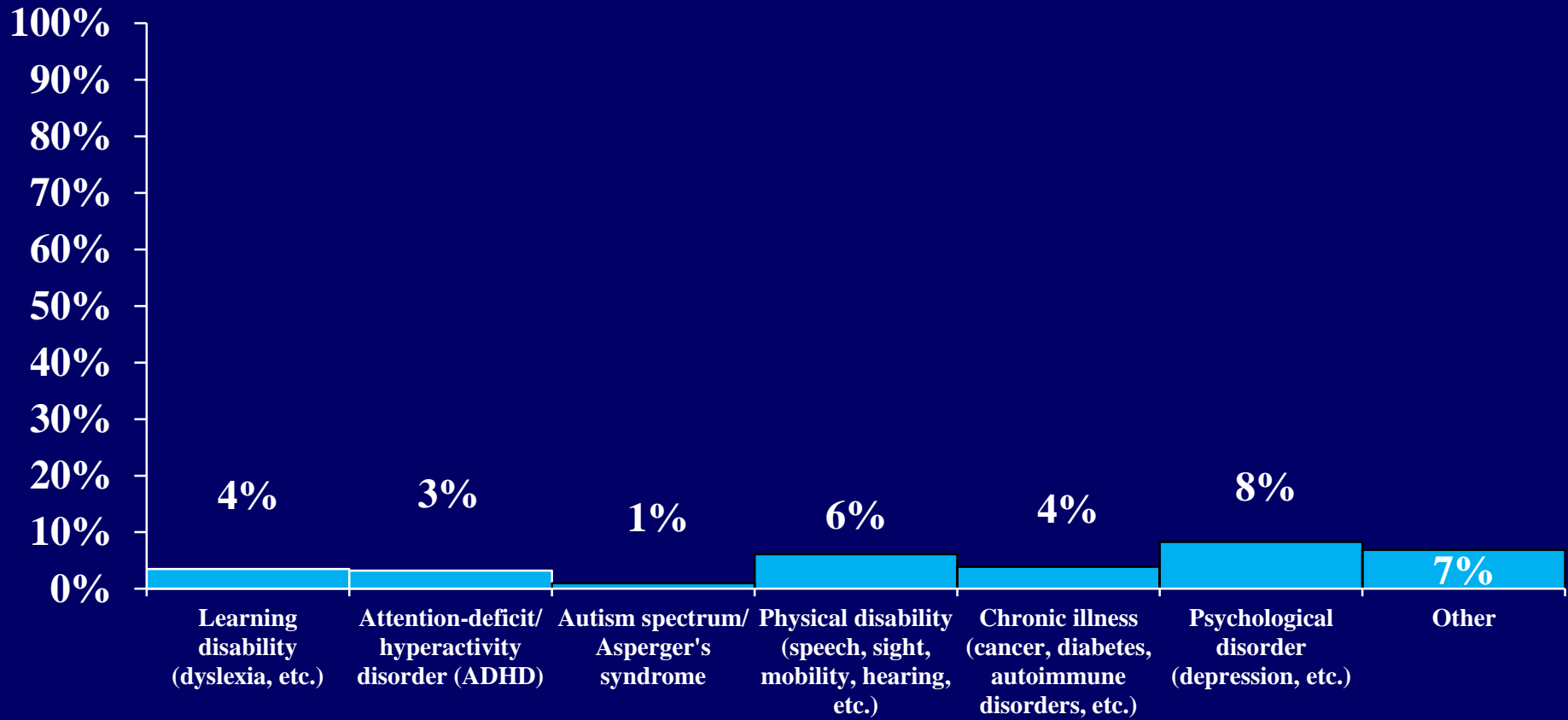
Since leaving high school, have you ever taken courses
(whether for credit or not) at any other institution?
(Berea students)



Citizenship Status: (Berea students)

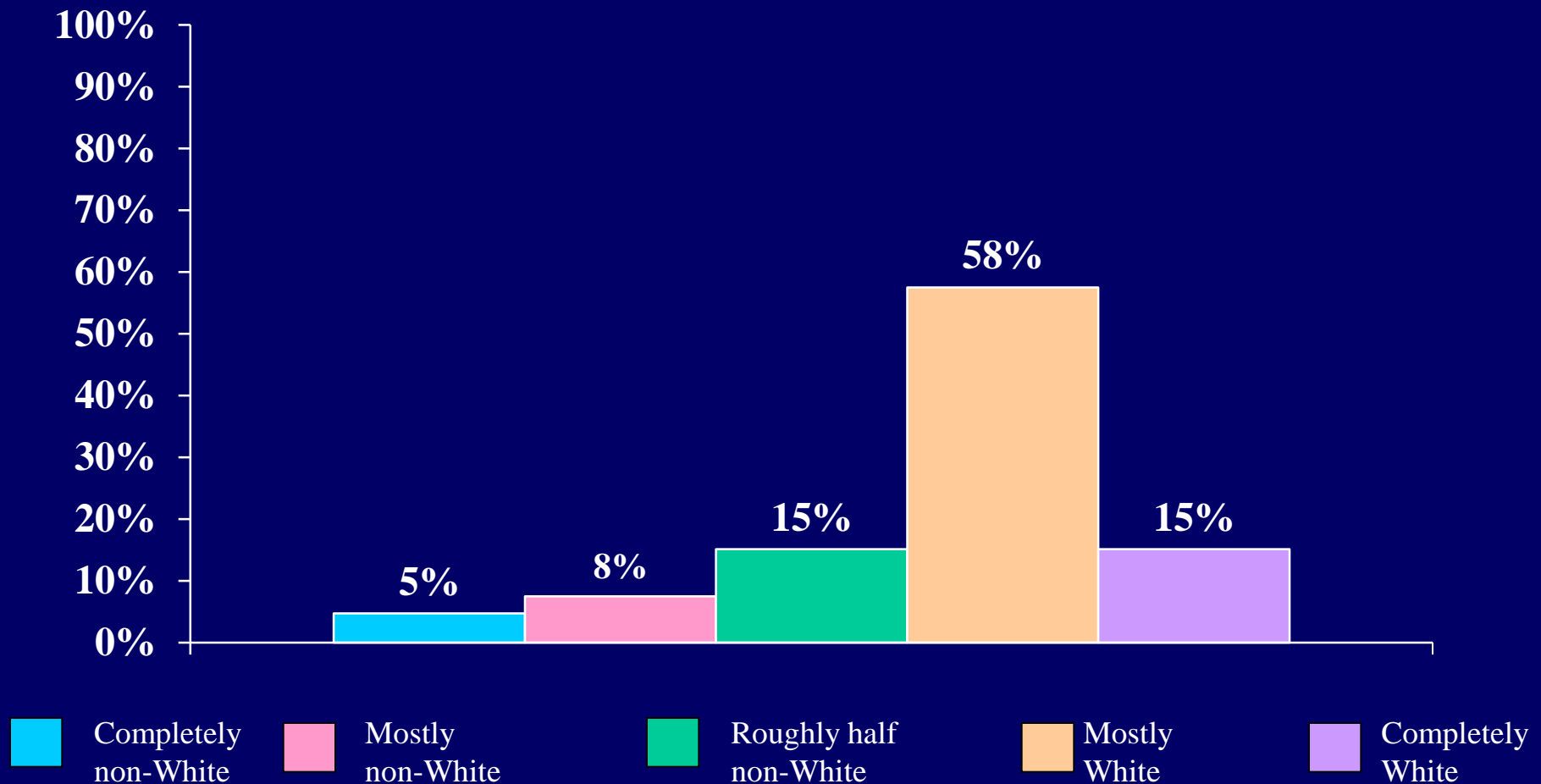


Do you have any of the following disabilities or medical conditions? (Berea students)

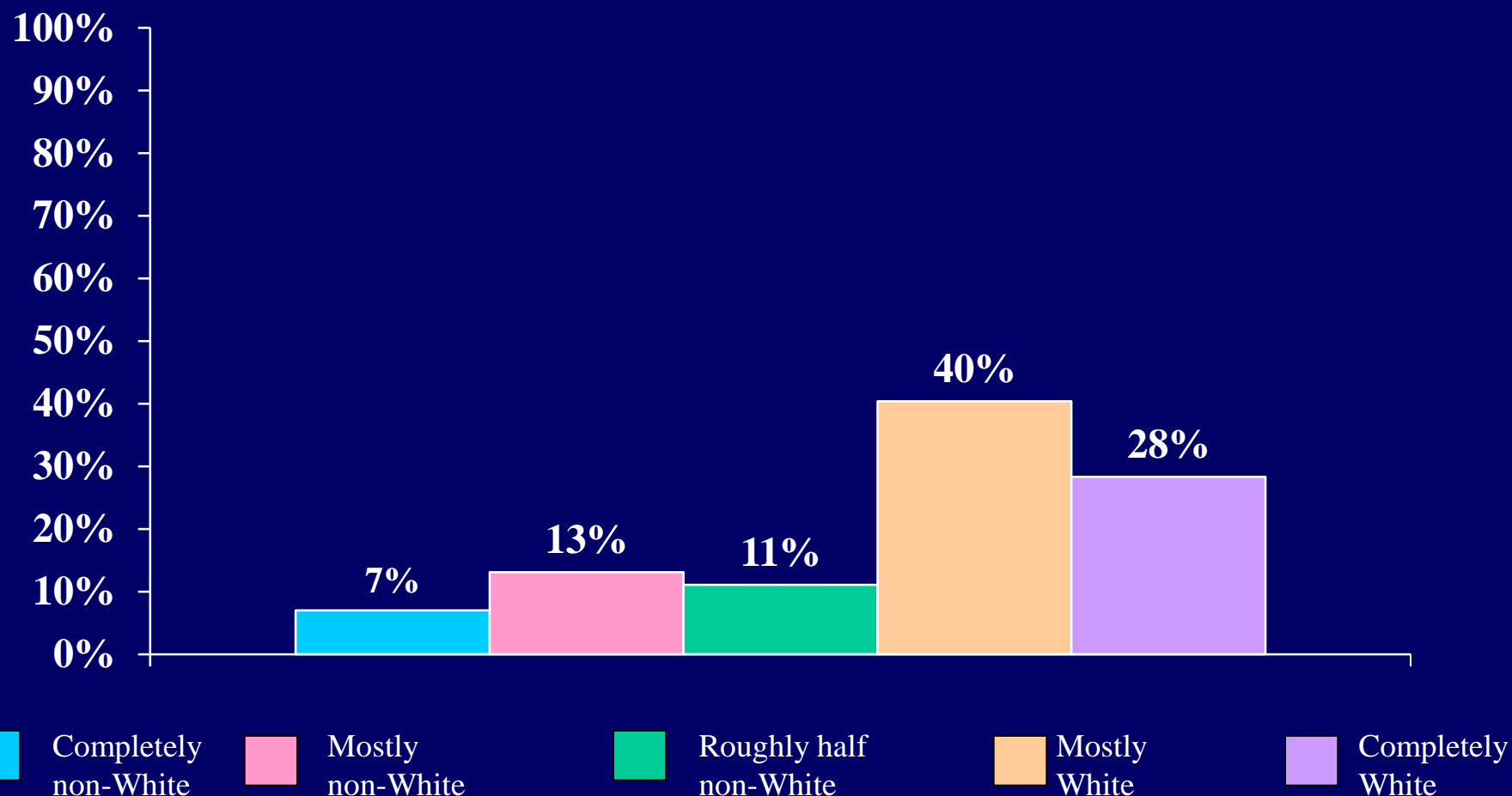


Percentage responding "yes"

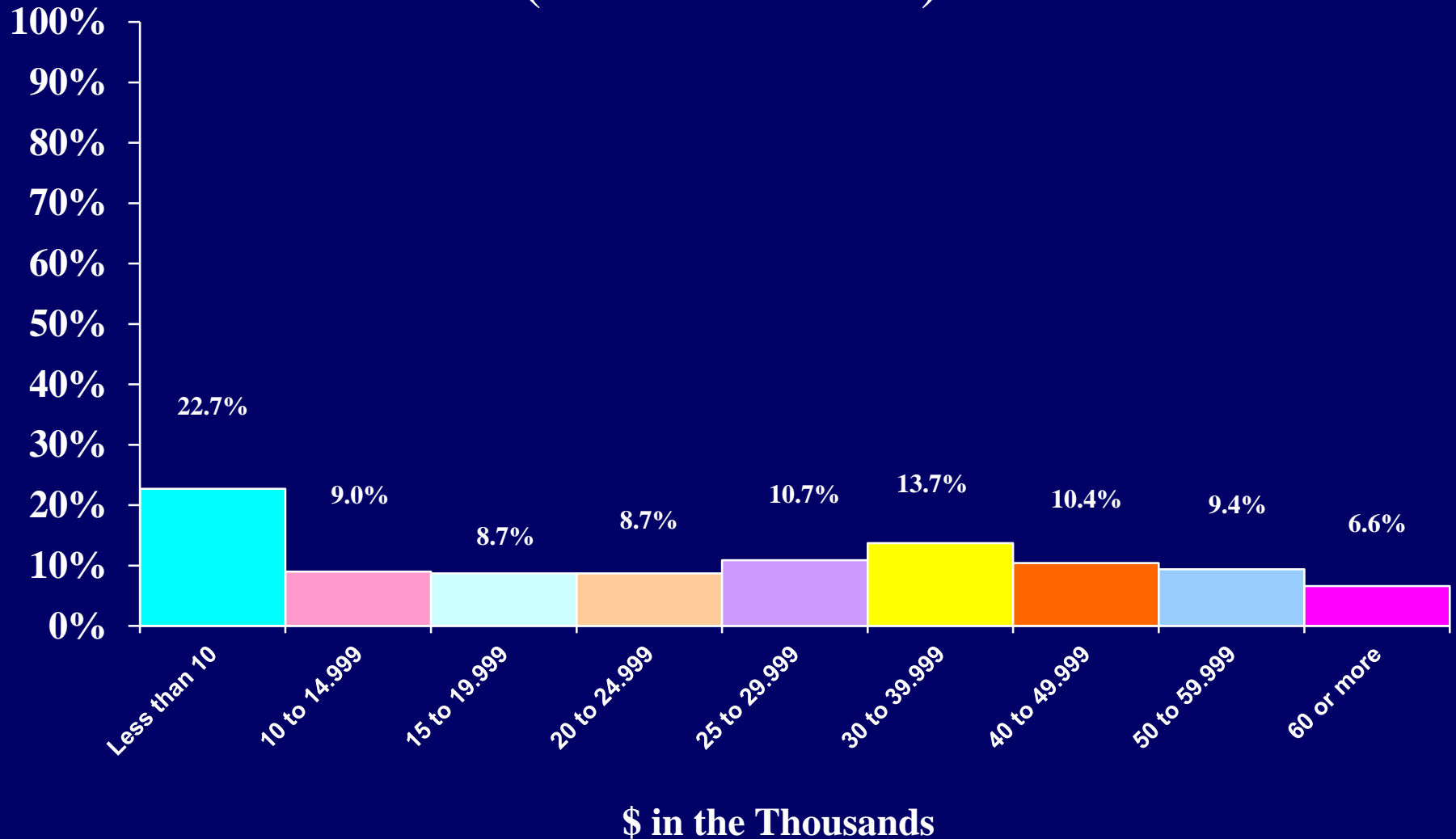
How would you describe the racial composition of the high school you last attended? (Berea students)



How would you describe the racial composition of the neighborhood where you grew up? (Berea students)



What is your best estimate of your parent's income? (Berea students)

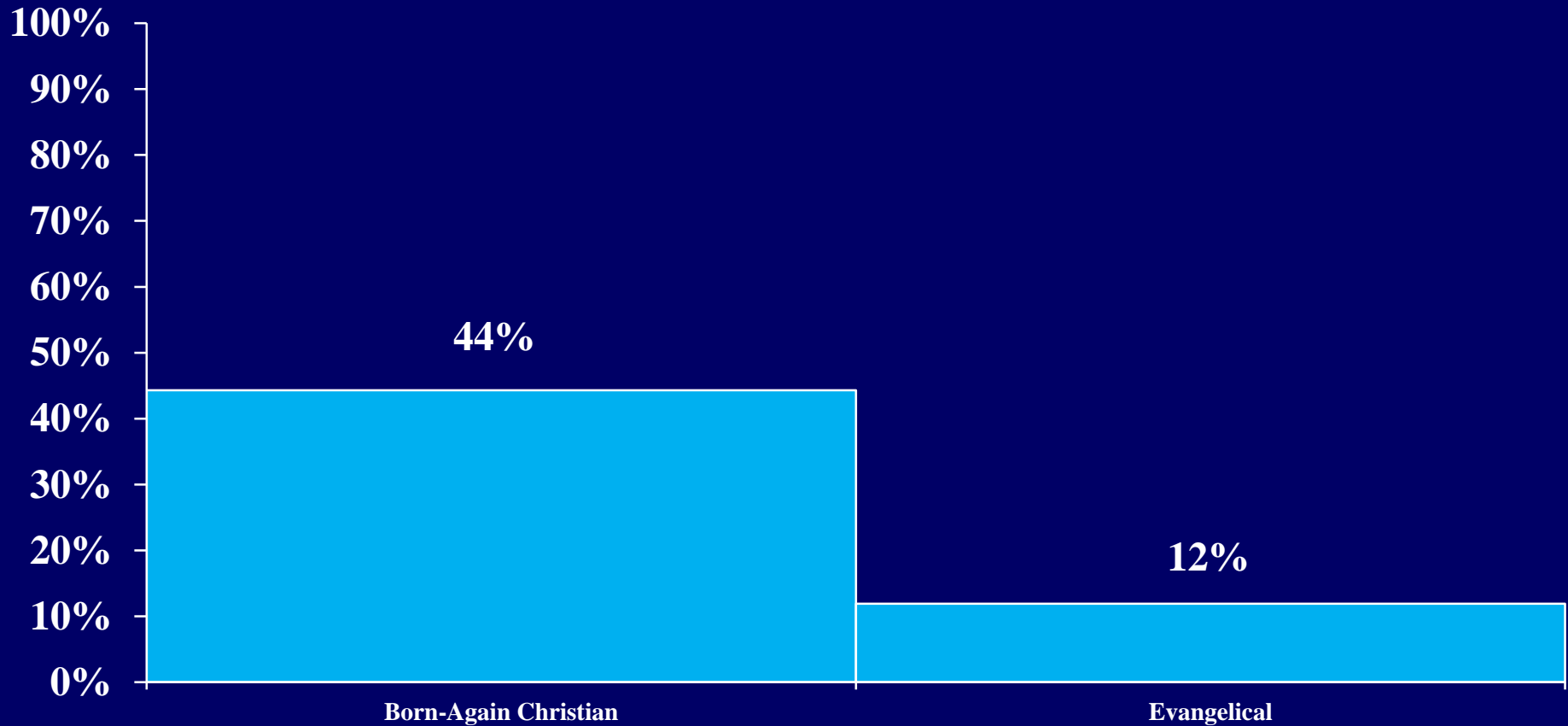


Current religious preference (student's, father's, mother's)

	Student	Father	Mother
Baptist	24.7%	27.0%	28.5%
Buddhist	0.3%	0.7%	0.7%
Church of Christ	5.4%	7.8%	8.2%
Eastern Orthodox	1.6%	0.7%	1.4%
Episcopalian	0.3%	1.1%	1.4%
Hindu	0.0%	0.0%	0.0%
Jewish	0.0%	0.4%	0.3%
LDS (Mormon)	0.3%	0.7%	0.3%
Lutheran	1.3%	0.4%	0.7%
Methodist	2.2%	3.9%	4.8%

	Student	Father	Mother
Muslim	2.5%	3.2%	3.1%
Presbyterian	1.6%	1.8%	2.1%
Quaker	0.3%	0.4%	0.0%
Roman Catholic	6.6%	9.6%	10.7%
Seventh Day Adventist	0.3%	0.4%	0.3%
United Church of Christ/Congregational	0.3%	0.7%	0.3%
Other Christian	24.4%	18.4%	21.3%
Other Religion	6.3%	2.5%	3.8%
None	21.5%	20.6%	12.0%

Do you consider yourself; (Berea students)

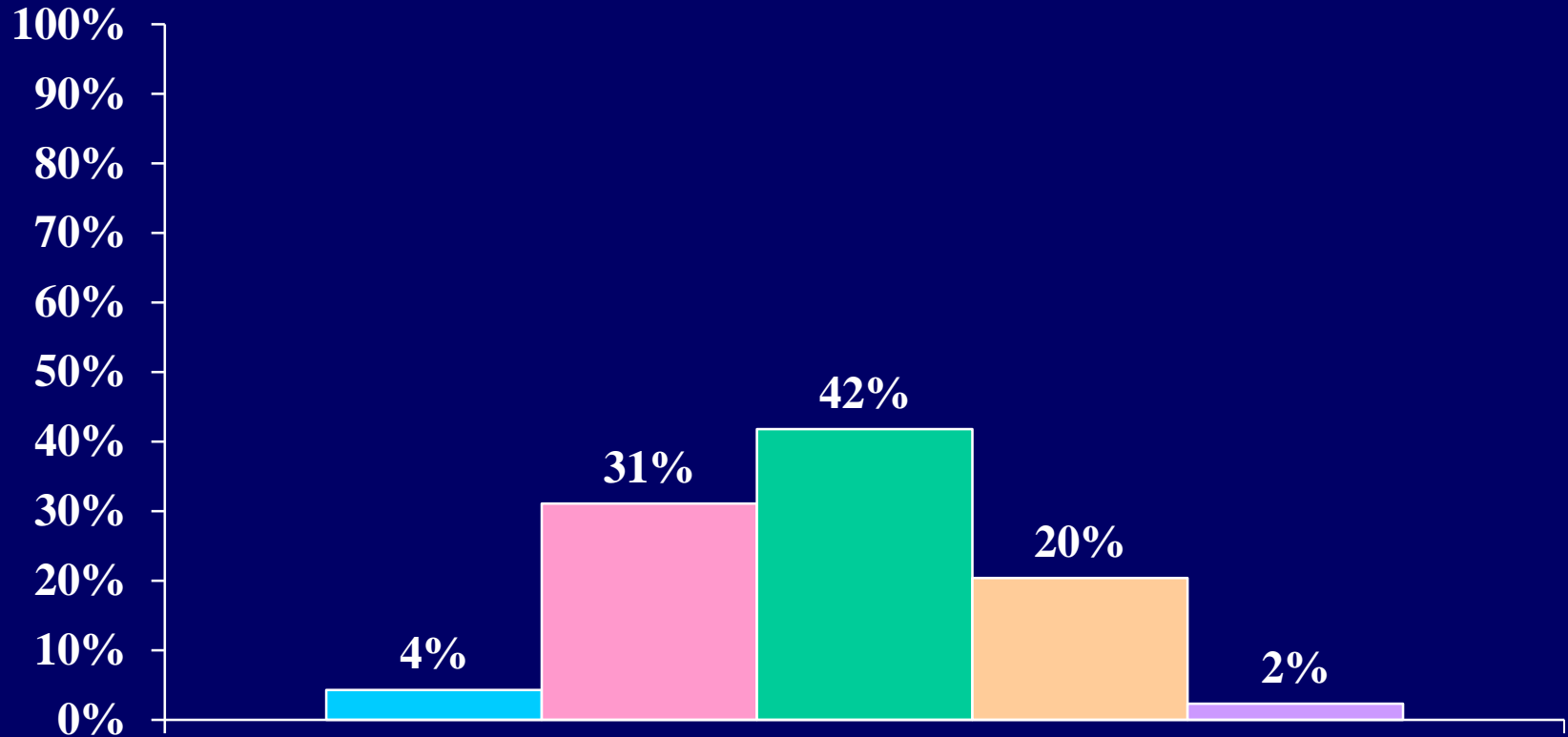


Percentage responding "yes"

What is the highest level of formal education
obtained by your parents?
(Berea students)

	Father	Mother
Grammar school or less	8.0%	5.6%
Some high school	13.4%	8.4%
High school graduate	24.9%	24.6%
Postsecondary school other than college	4.8%	6.2%
Some college	21.1%	19.6%
College degree	18.8%	24.6%
Some graduate school	1.6%	2.8%
Graduate degree	7.3%	8.1%

How would you characterize your political views? (Berea students)



Far Left Liberal Middle-of-the-Road Conservative Far Right

Career/Occupation (aggregated) (Berea students)

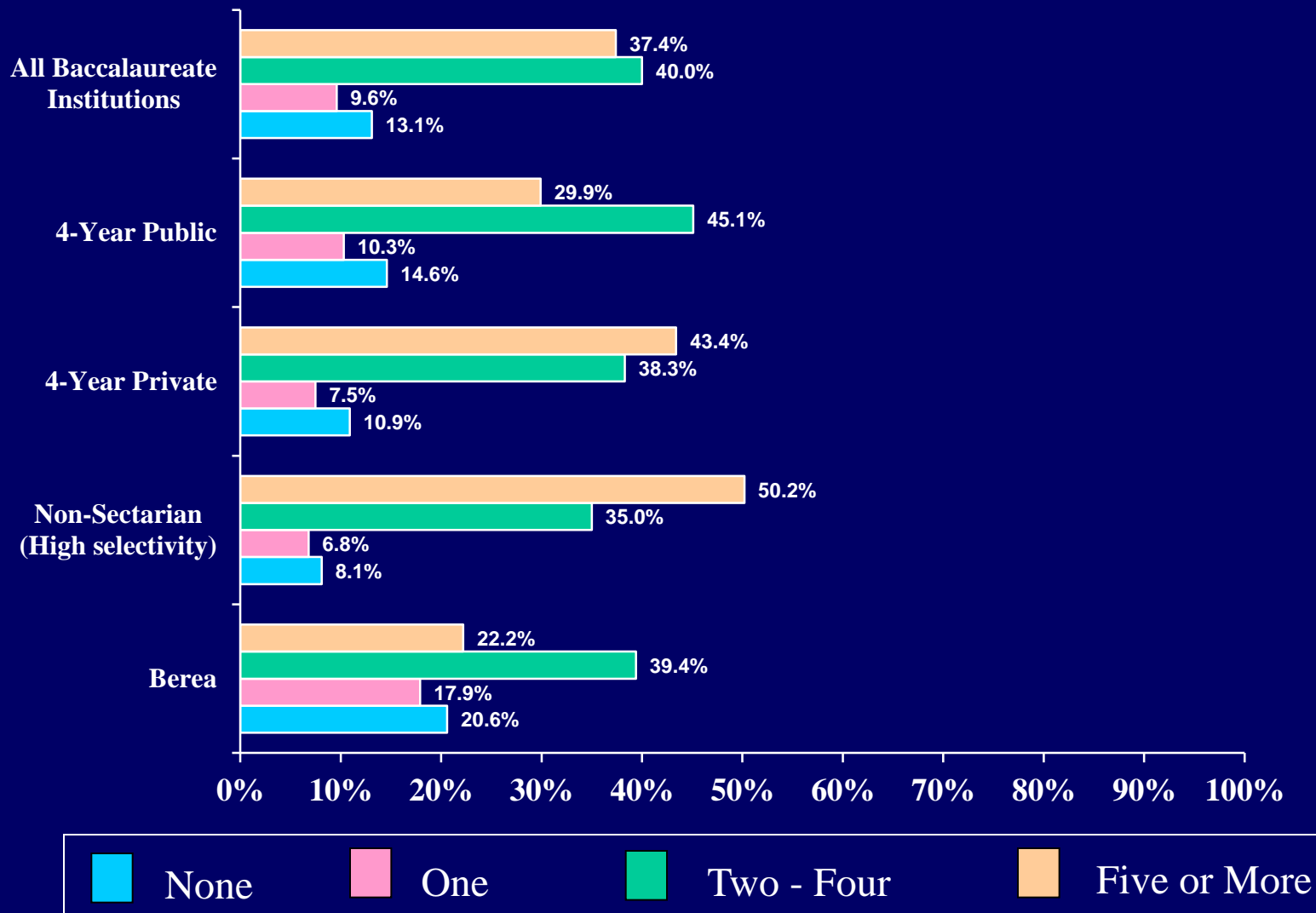
	Student's probable career occupation	Father's occupation	Mother's occupation
Artist	9.9%	2.3%	0.6%
Business	10.9%	12.0%	9.3%
Business (Clerical)	1.6%	0.0%	3.8%
Clergy	0.3%	1.6%	0.0%
College teacher	1.0%	1.3%	0.6%
Doctor (MD or DDS)	6.4%	0.0%	0.0%
Education (secondary)	8.0%	1.6%	3.2%
Education (elementary)	3.2%	1.3%	7.3%
Engineer	5.1%	1.3%	0.3%
Farmer or forester	1.9%	3.9%	1.0%
Health professional	6.1%	1.6%	2.9%
Homemaker (full-time)	0.0%	0.0%	8.6%

	Student's probable career occupation	Father's occupation	Mother's occupation
Lawyer	2.6%	0.3%	0.3%
Military (career)	0.3%	1.0%	0.0%
Nurse	6.4%	0.6%	6.4%
Research scientist	2.2%	0.0%	0.3%
Social/welfare/recreation worker	1.9%	1.0%	2.2%
Skilled worker	0.6%	11.7%	3.8%
Semi skilled worker	0.3%	8.8%	3.2%
Unskilled worker	1.0%	6.2%	5.1%
Unemployed	0.6%	15.3%	21.7%
Other	15.4%	28.2%	19.2%
Undecided	14.1%	not applicable	not applicable

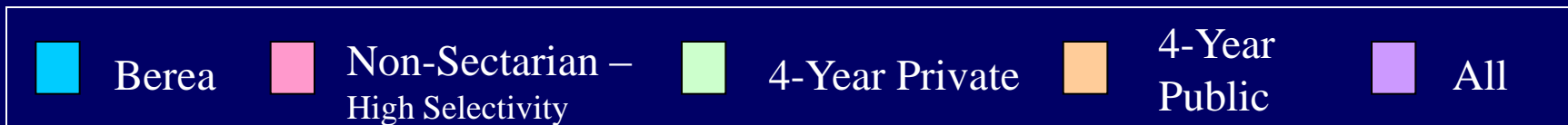
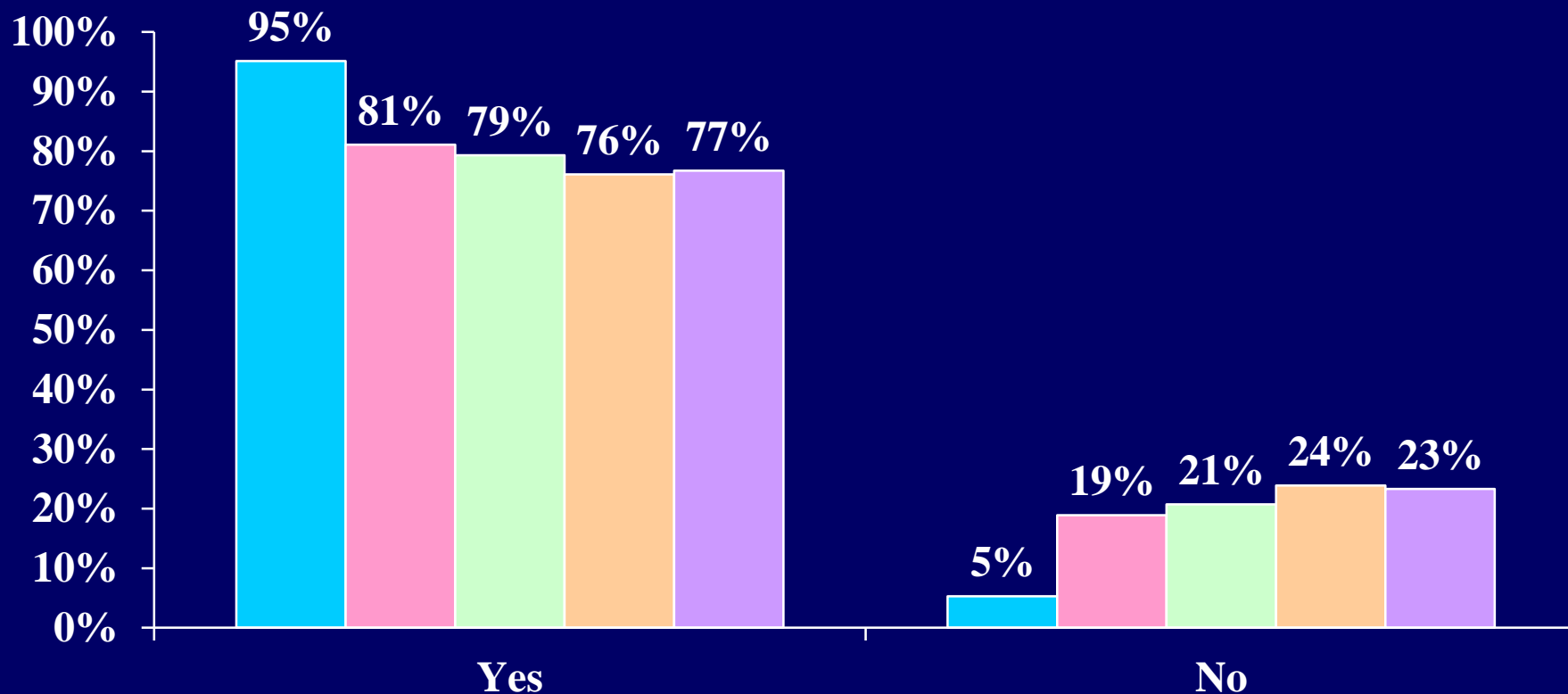
Probable field of study/major (aggregated) (Berea students)

	Berea Students
Agriculture	3.2%
Biological & Life Science	12.0%
Business	12.0%
Education	9.5%
Engineering	6.6%
English	2.2%
Health Professional	8.5%
History or Political Science	3.8%
Arts & Humanities	6.6%
Fine Arts	4.4%
Mathematics or Computer Science	4.7%
Physical Science	4.1%
Social Science	9.8%
Justice and Security	0.9%
Library Science	0.0%
Other Non-technical	3.5%
Undecided	8.2%

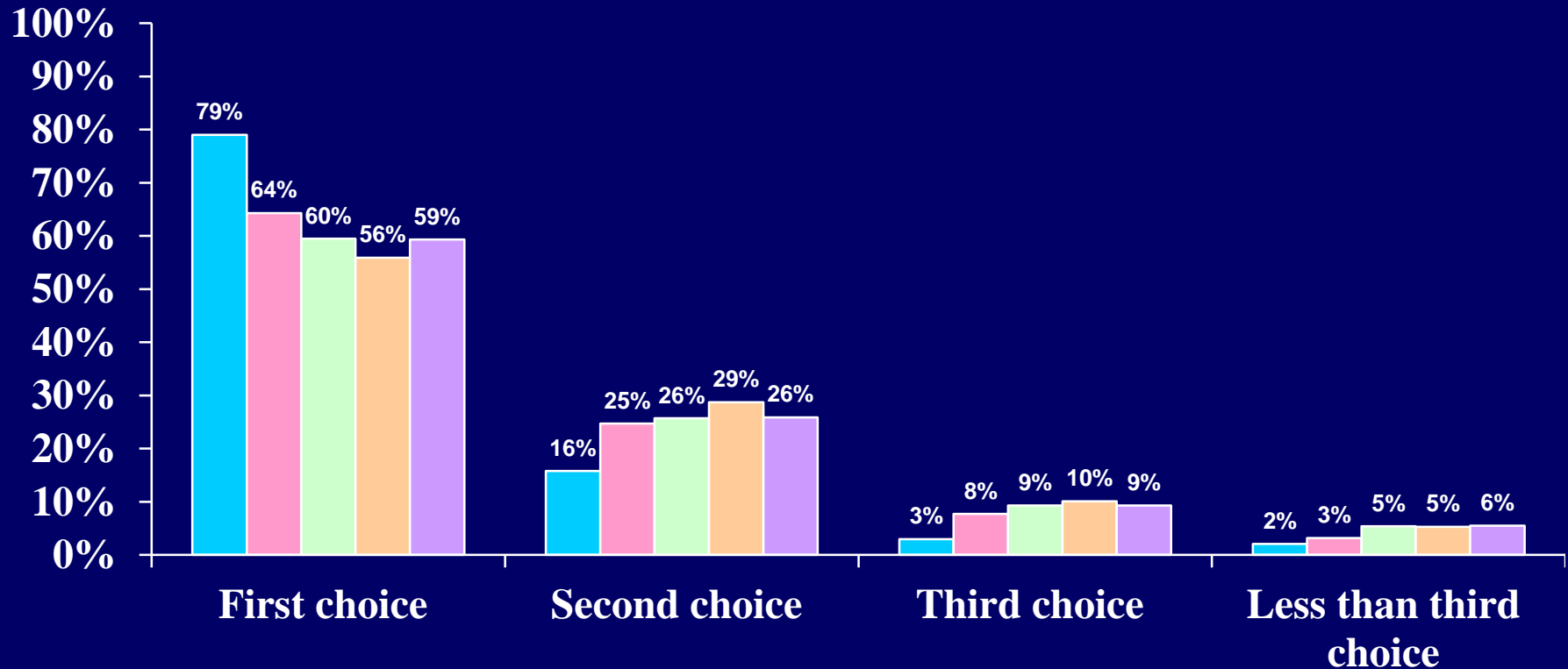
To how many colleges other than this one did you apply for admission this year?



Were you accepted by your first choice college?

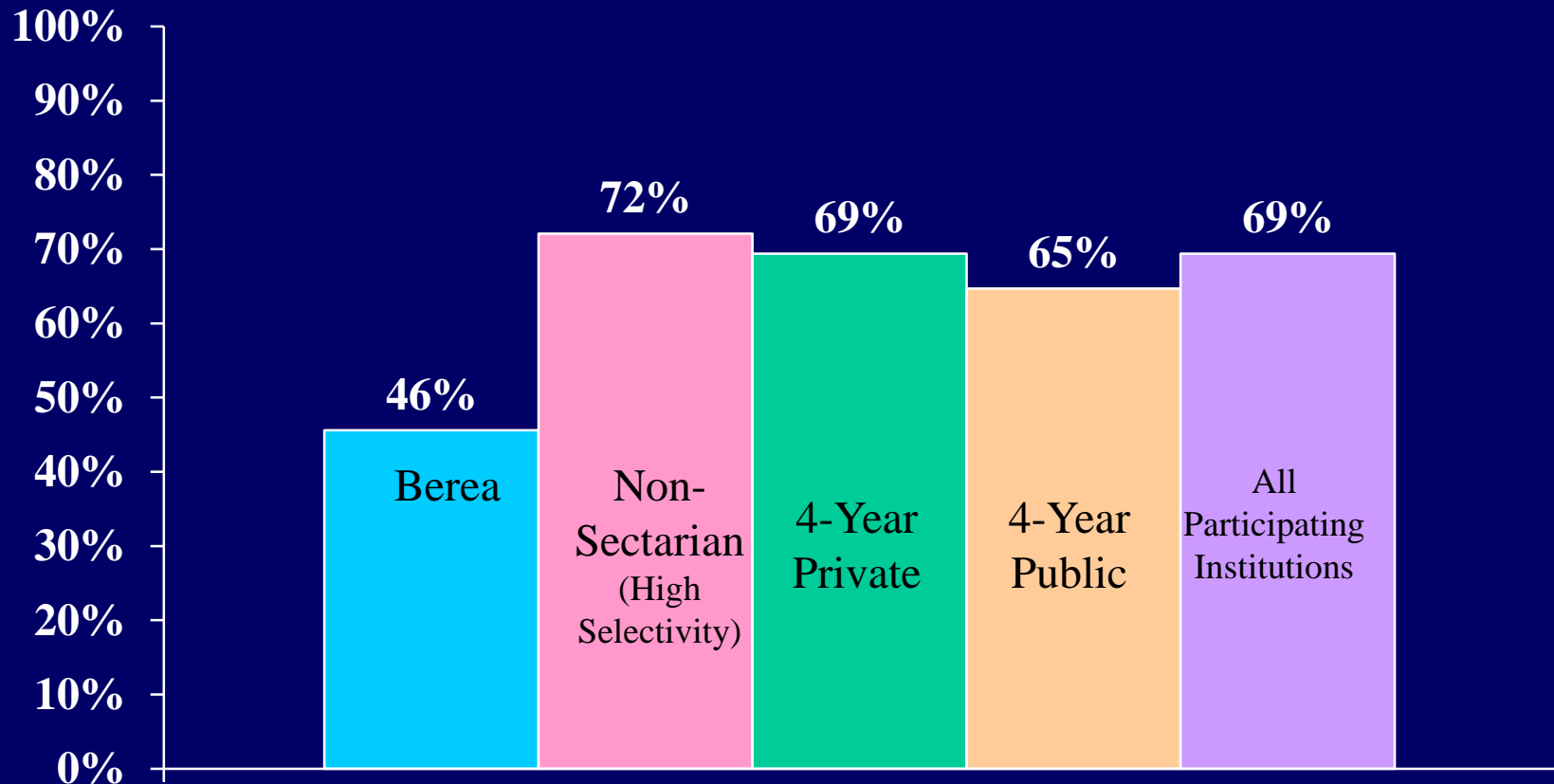


Is this college your:



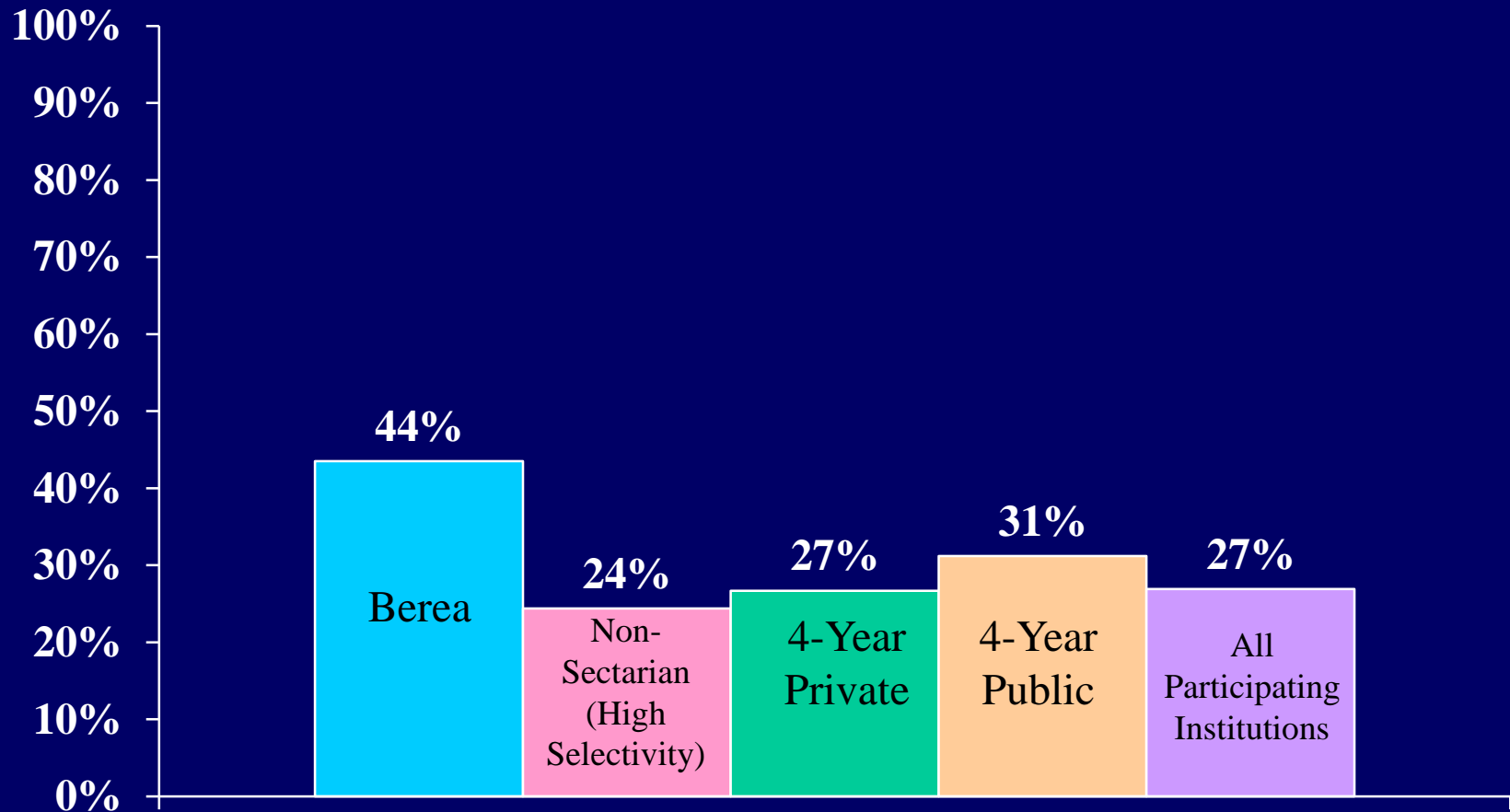
Are your parents:

Both alive and living with each other

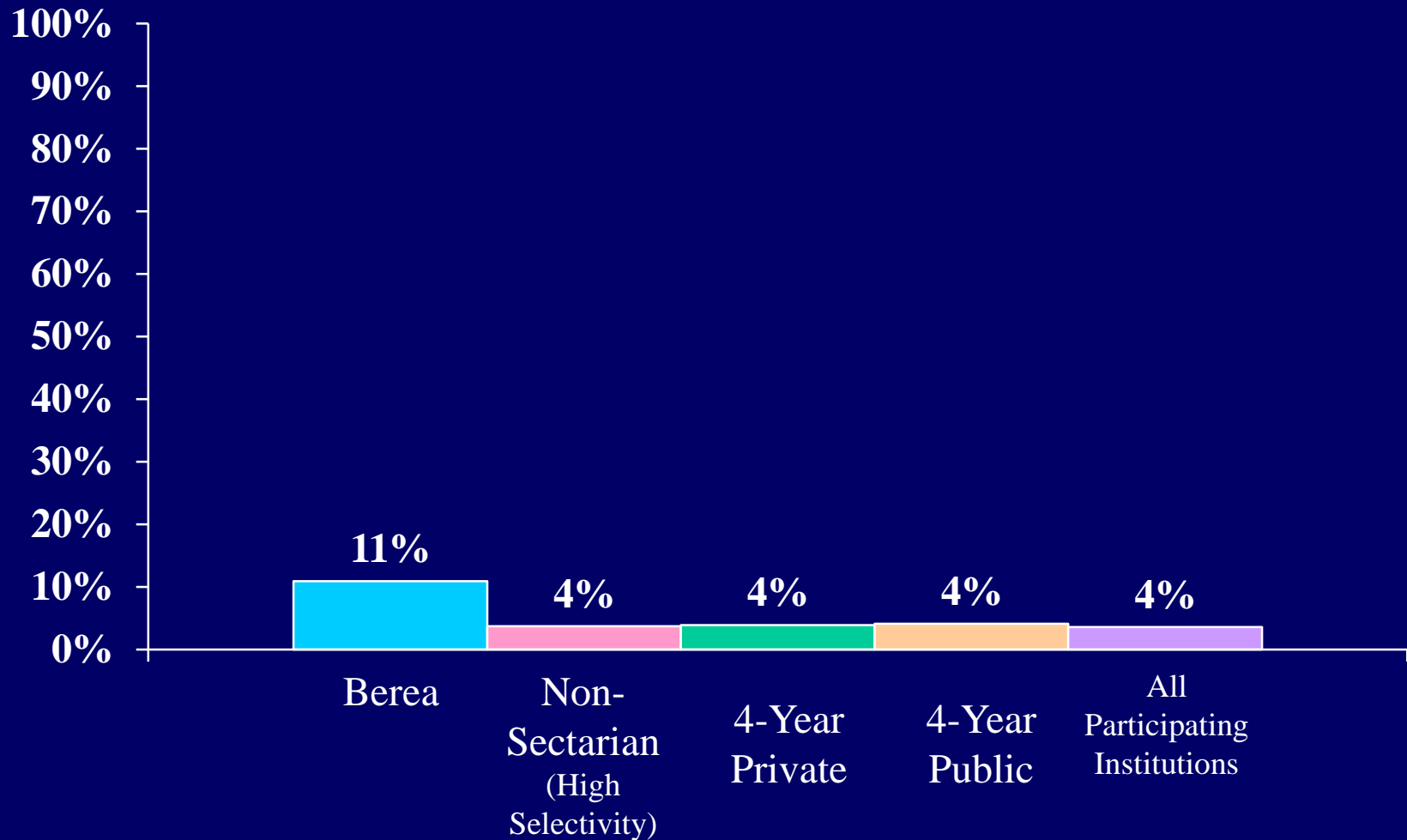


Are your parents:

Both alive, divorced, or living apart



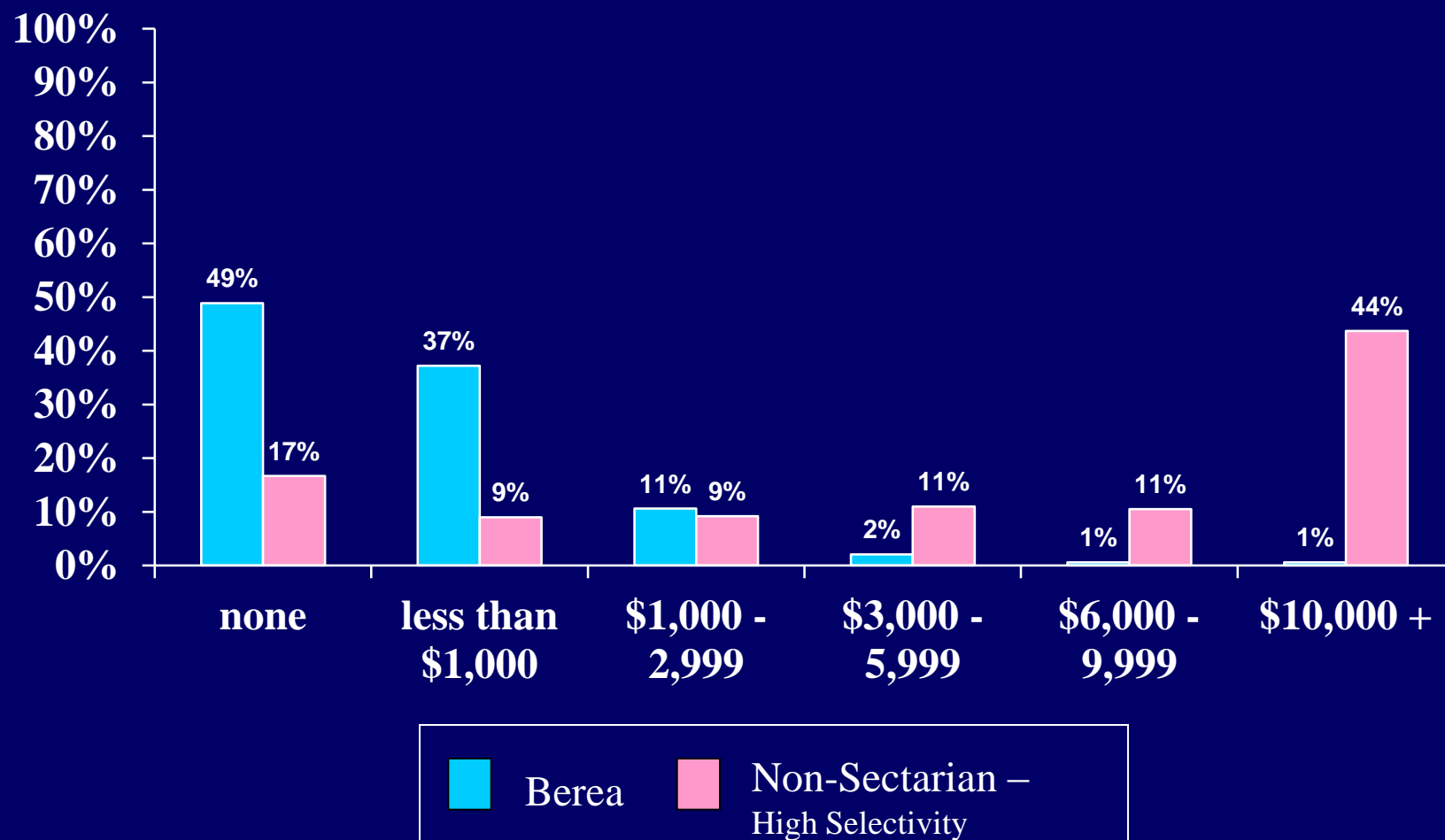
Are your parents:
One or both deceased



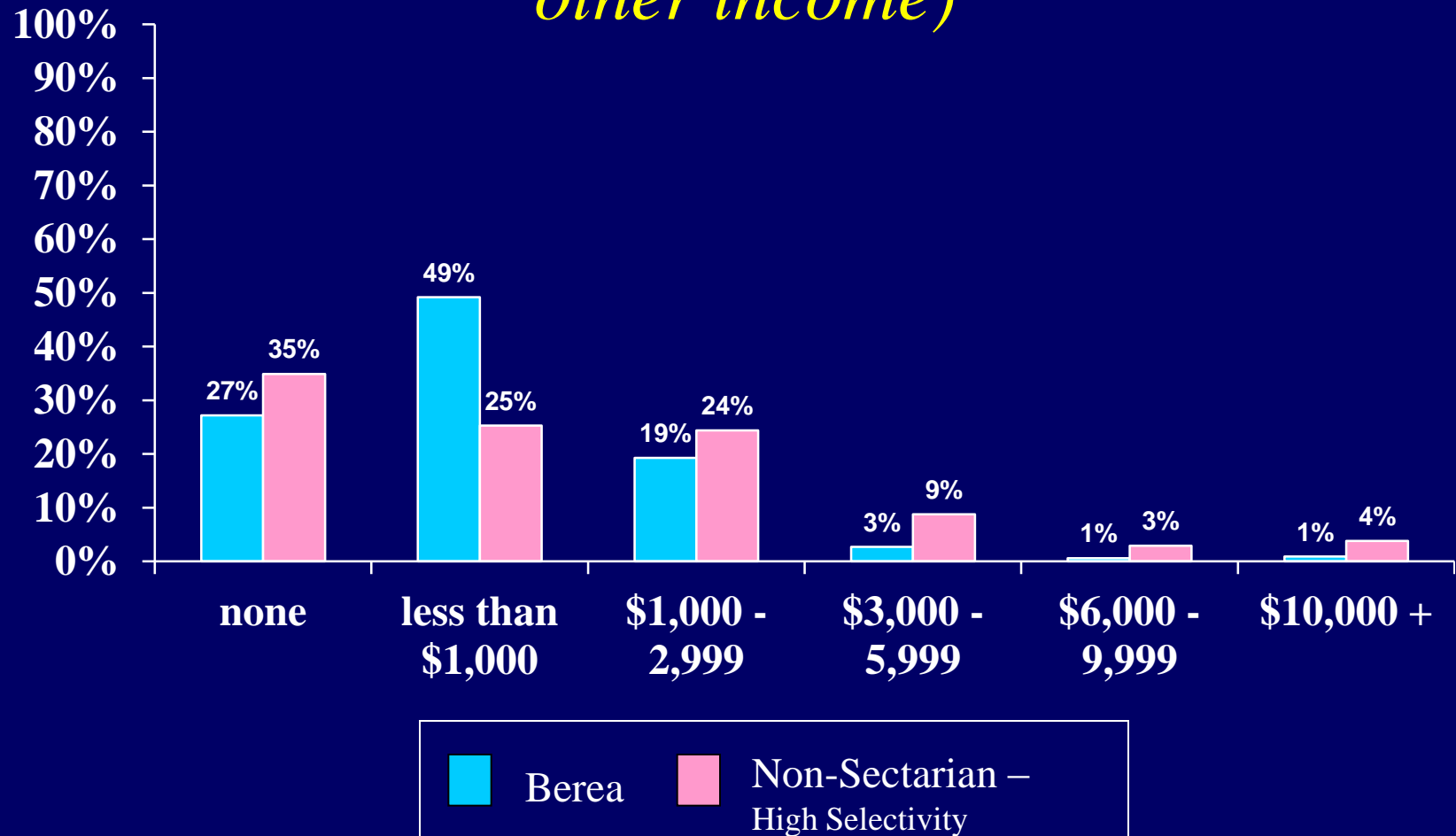
What is the highest degree that you intend to obtain?

	Berea	Non-Sectarian (High Selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	0.3%	0.5%	0.8%	0.7%	0.6%
Vocational certificate	0.0%	0.2%	0.2%	0.2%	0.1%
Associate (A.A. or equivalent)	1.0%	0.4%	0.6%	0.6%	0.4%
Bachelor's degree (B.A., B.S., etc.)	21.0%	19.5%	21.4%	25.8%	21.7%
Master's degree (M.A., M.S., etc.)	37.5%	43.5%	41.6%	44.0%	41.8%
Ph.D. or Ed.D.	25.2%	18.7%	19.3%	18.6%	19.4%
M.D., D.O., D.D.S., or D.V.M.	11.3%	10.6%	9.6%	6.2%	10.4%
J.D. (Law)	1.6%	4.7%	4.5%	2.5%	4.0%
B.D. or M.DIV. (Divinity)	0.3%	0.3%	0.4%	0.3%	0.3%
Other	1.6%	1.6%	1.7%	1.2%	1.3%

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.)

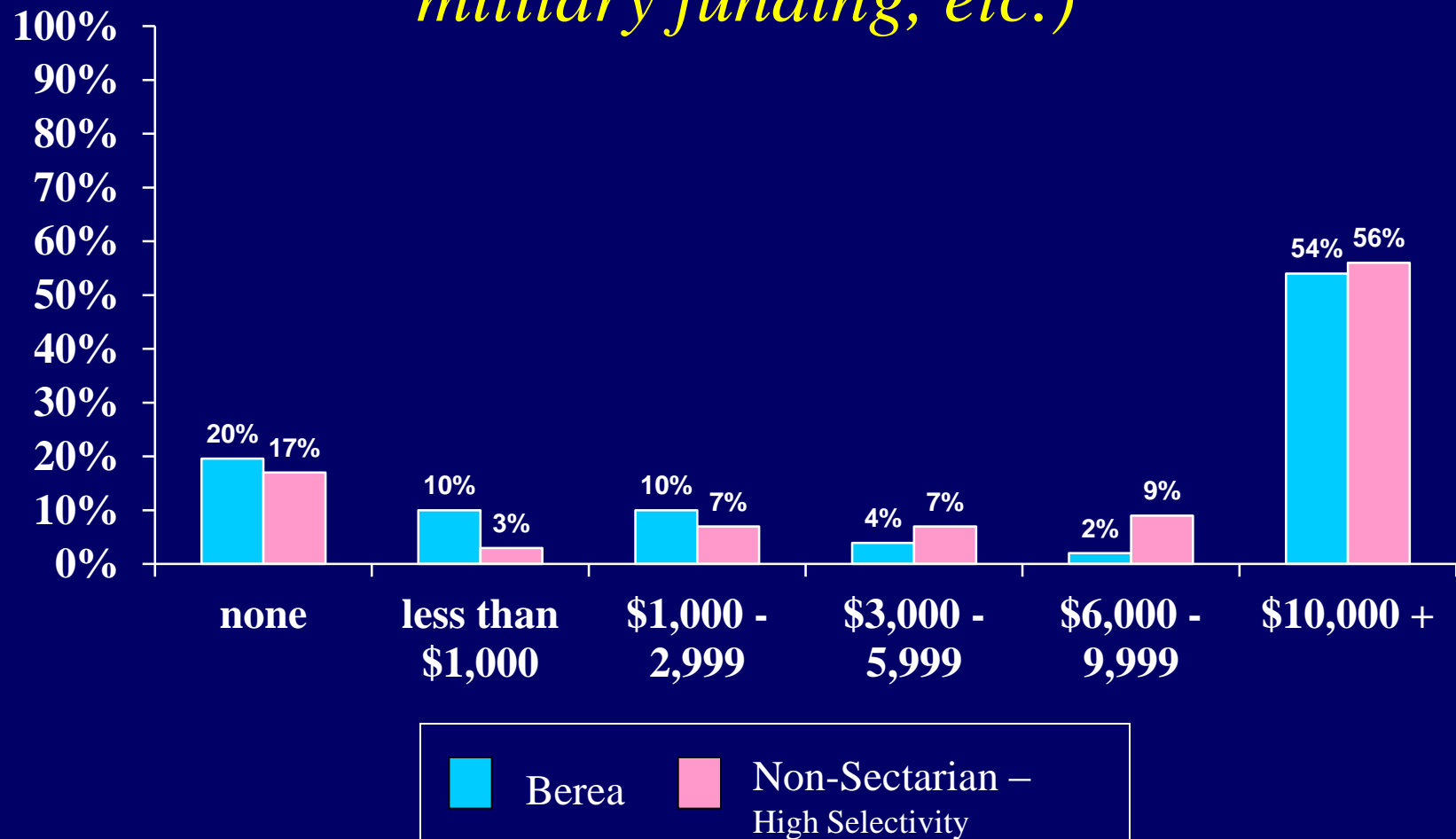


How much of your first year's educational expenses
(room, board, tuition, and fees) do you expect to cover from:
*My own resources (savings from work, work-study,
other income)*

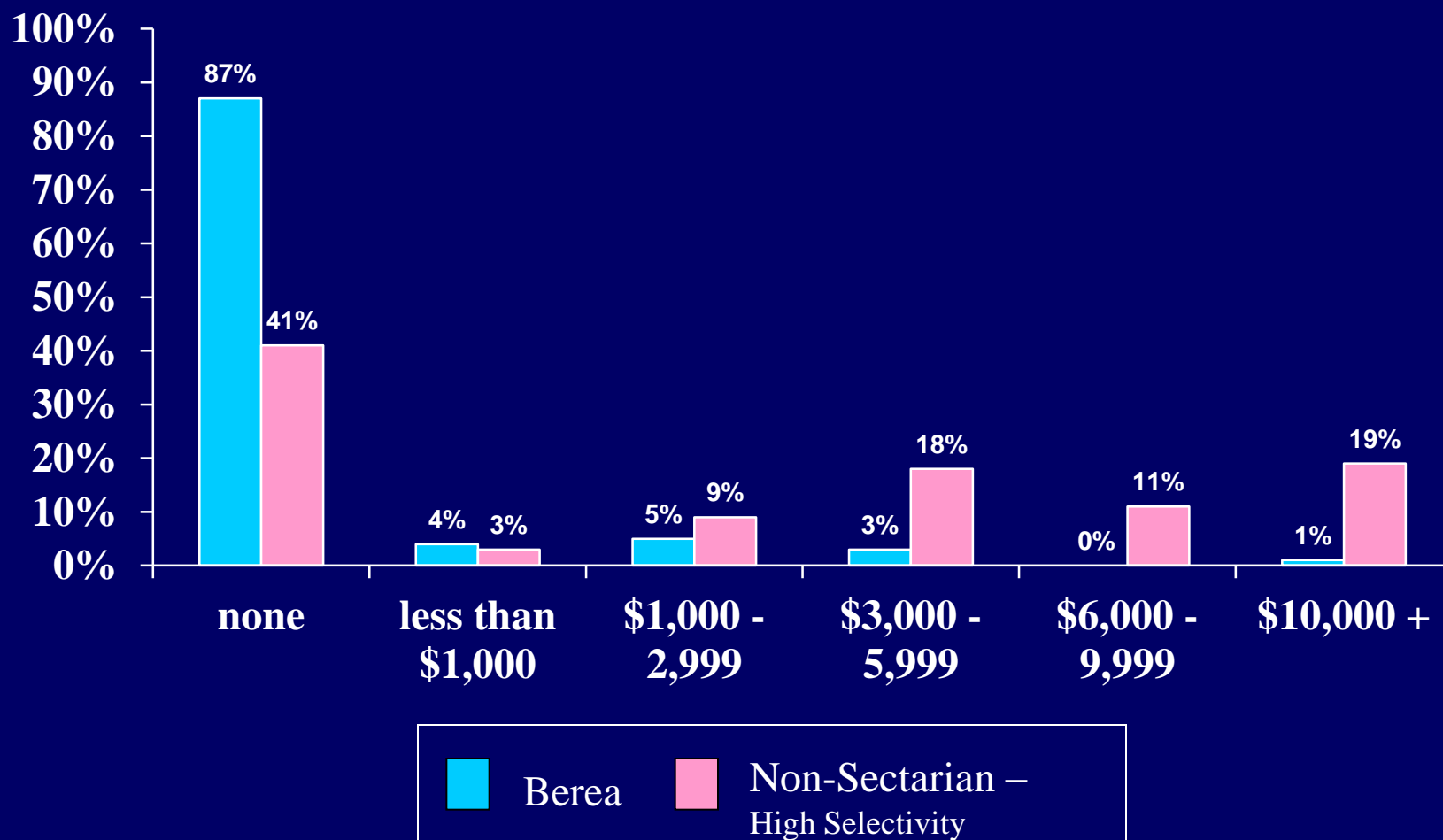


How much of your first year's educational expenses
(room, board, tuition, and fees) do you expect to cover from:

*Aid which need not be repaid (grants, scholarships,
military funding, etc.)*

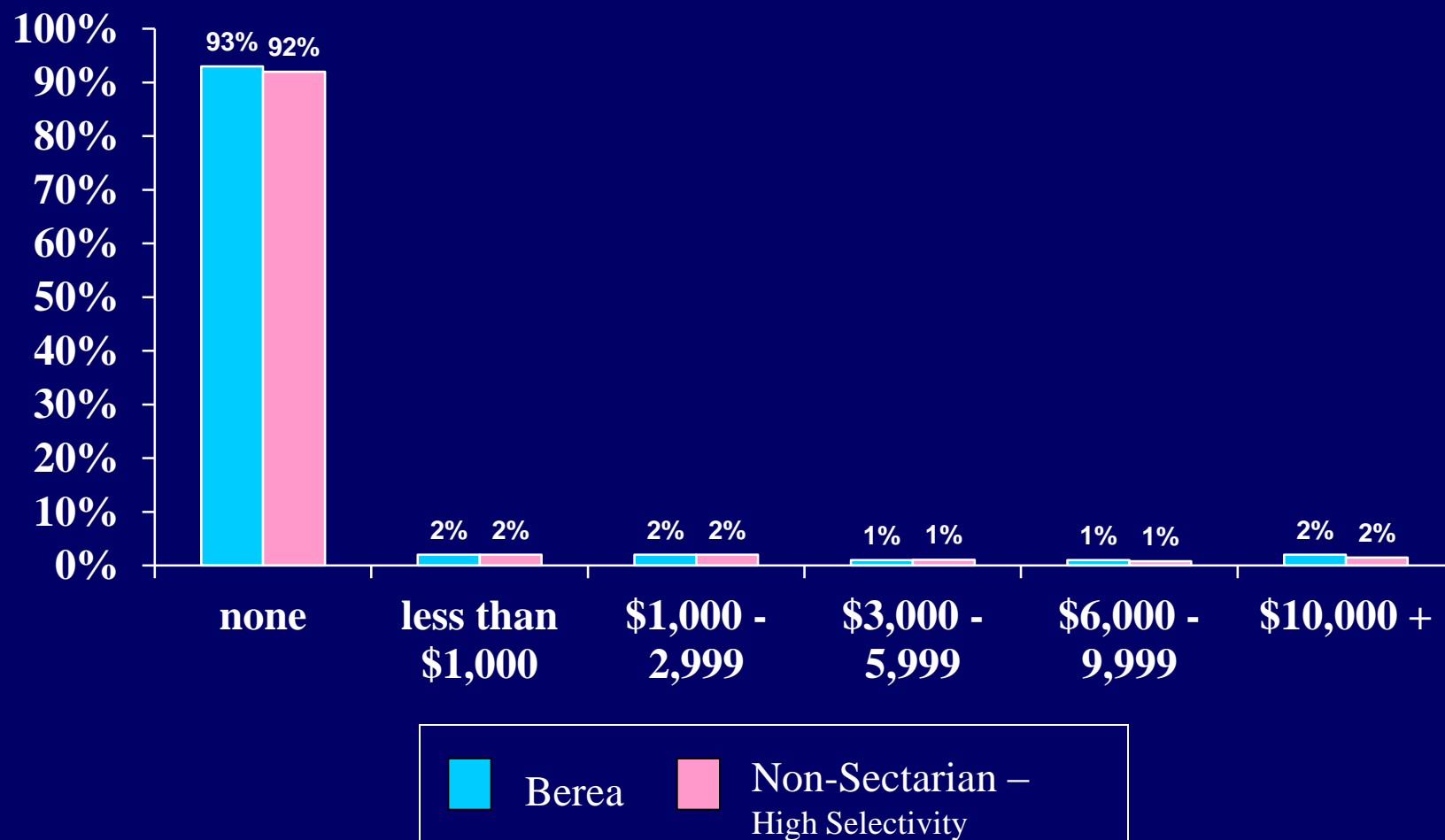


How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from:
Aid which must be repaid (loans, etc.)



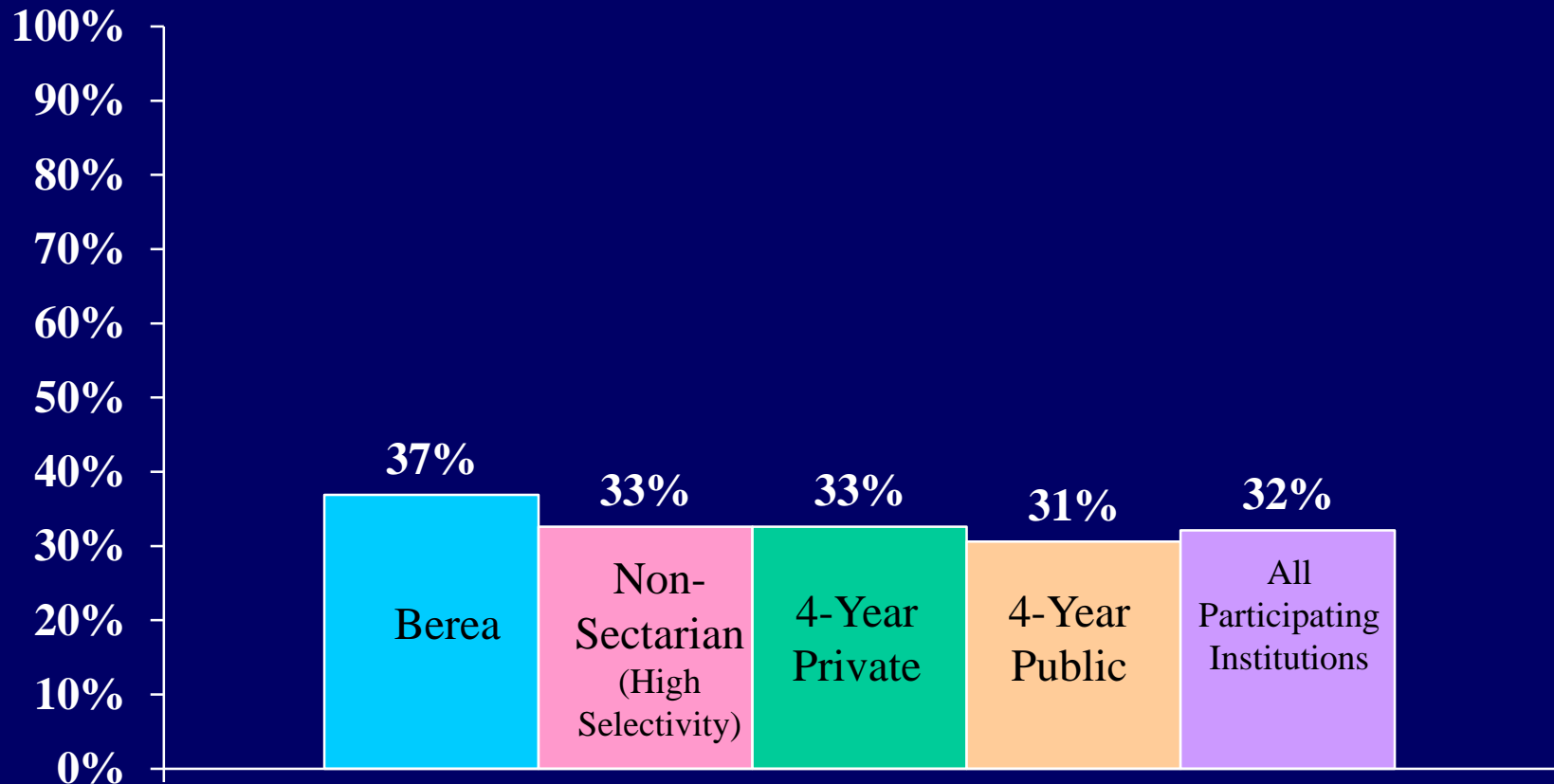
How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from:

Other



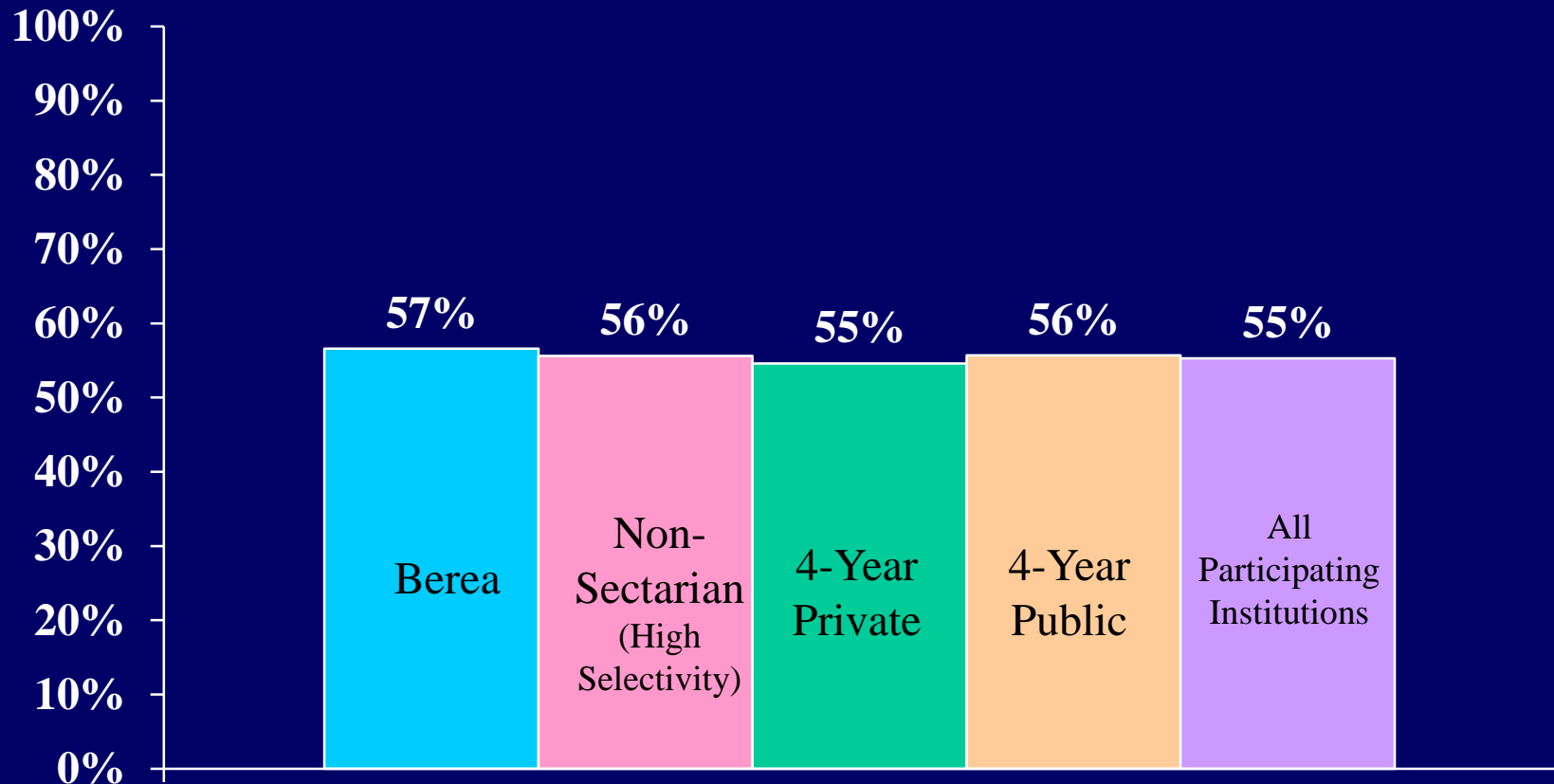
Do you have any concern about your ability to finance your college education?

None (I am confident that I will have sufficient funds)



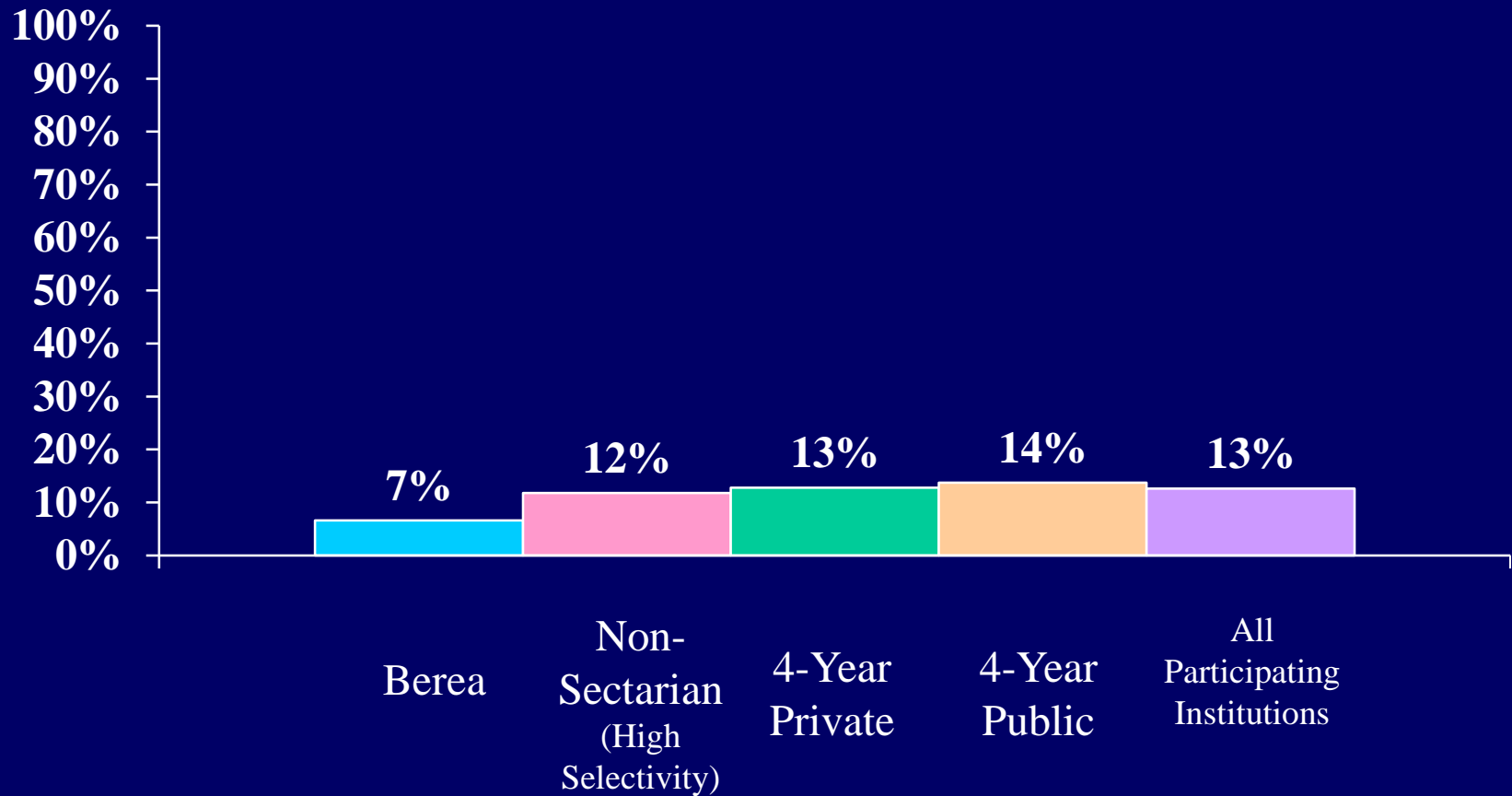
Do you have any concern about your ability to finance your college education?

Some (but I probably will have enough funds)



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

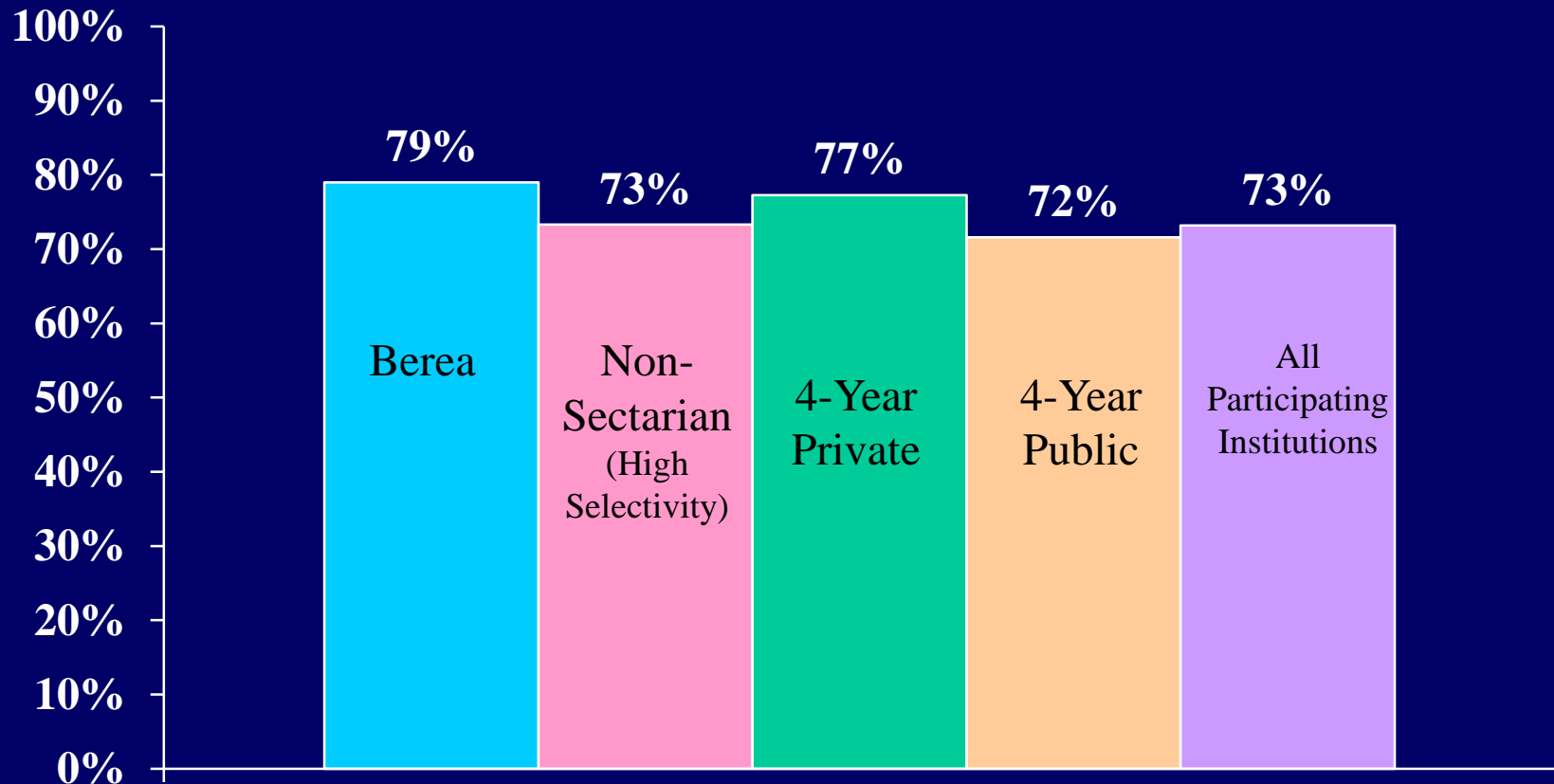
Major (not sure I will have enough funds to complete college)



Percent of students who indicated “frequently” or “occasionally”

Attended a religious service

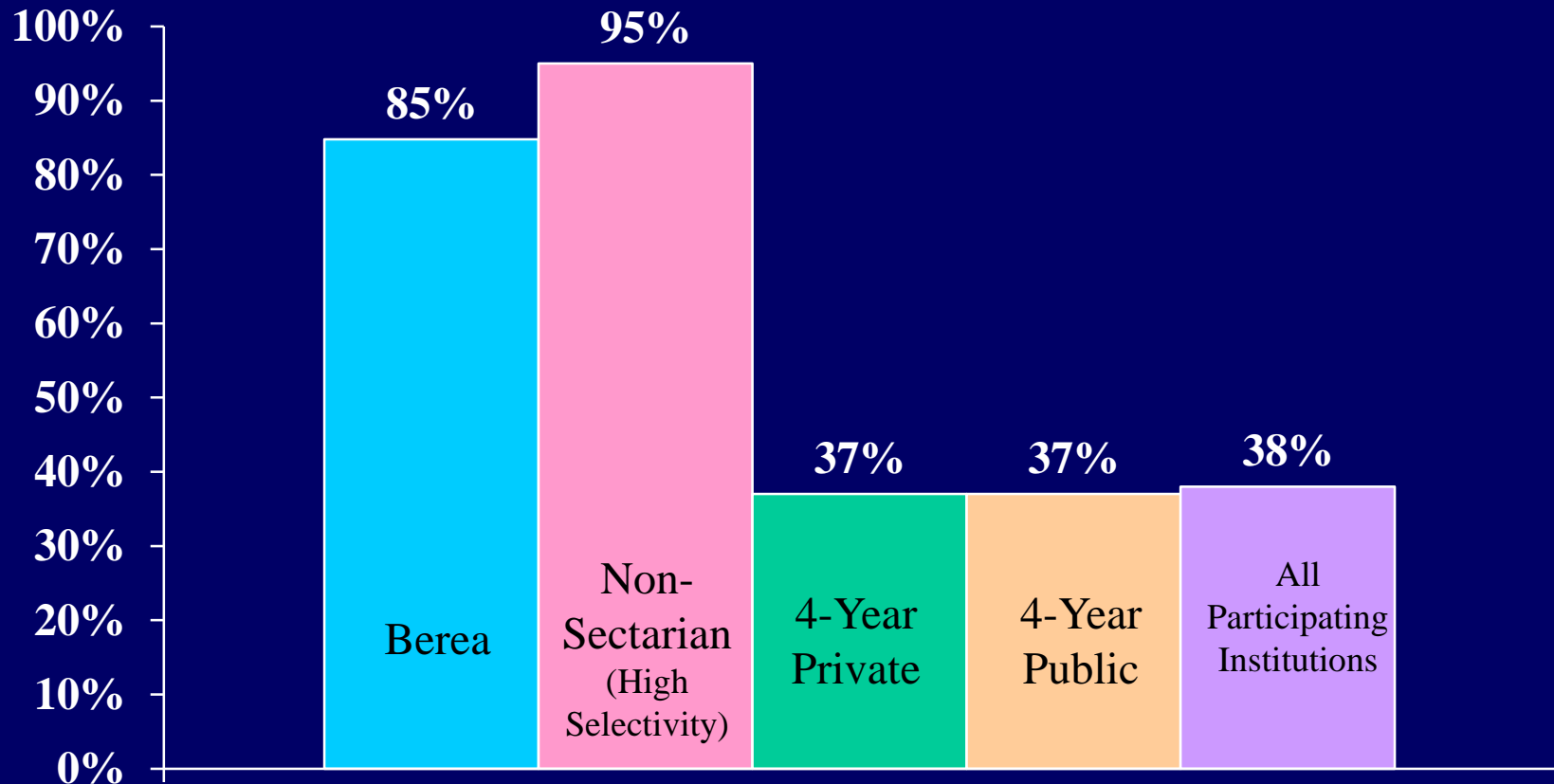
(during the past year)



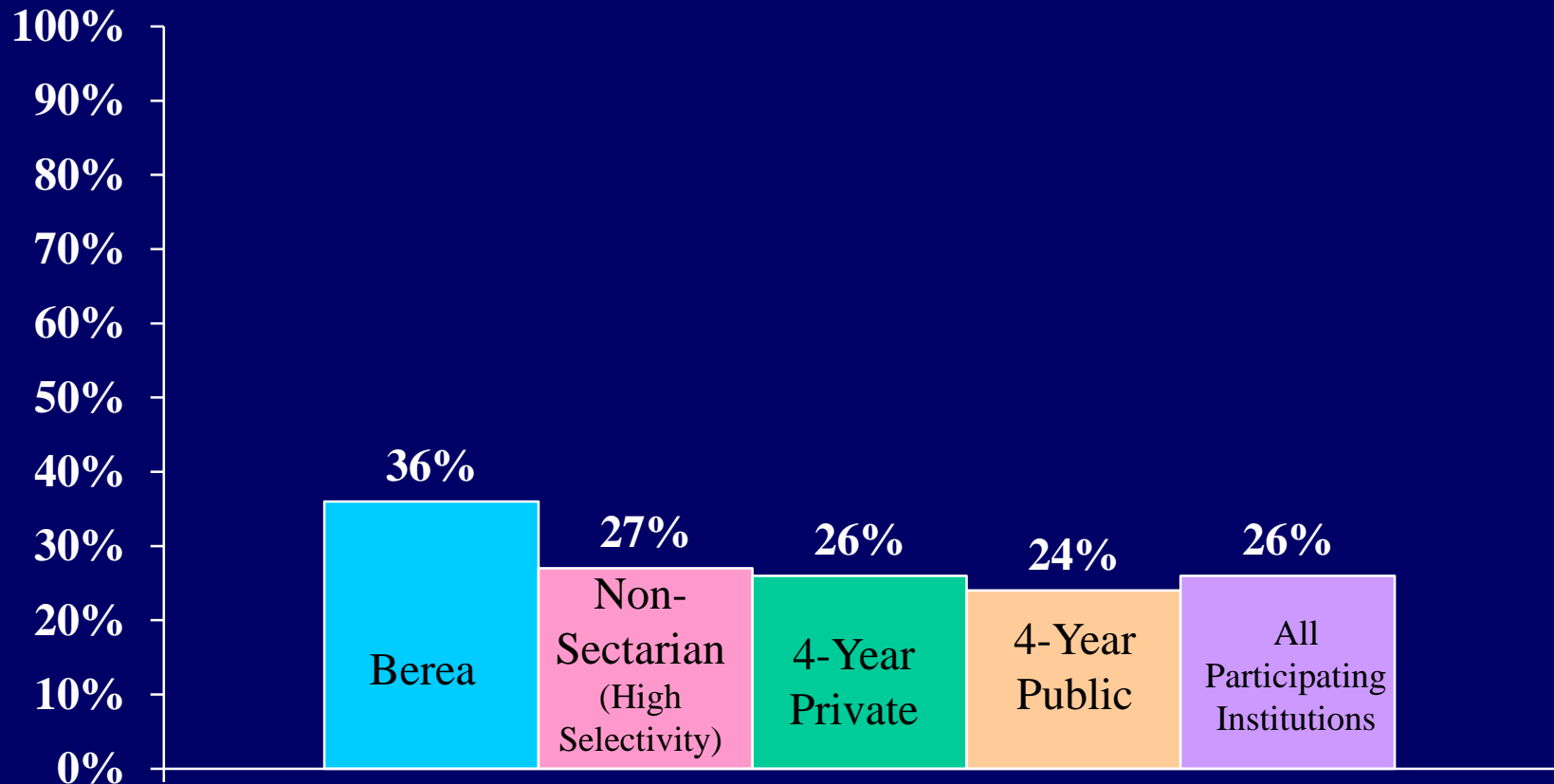
Percent of students who indicated “frequently”

Was bored in class

(during the past year)



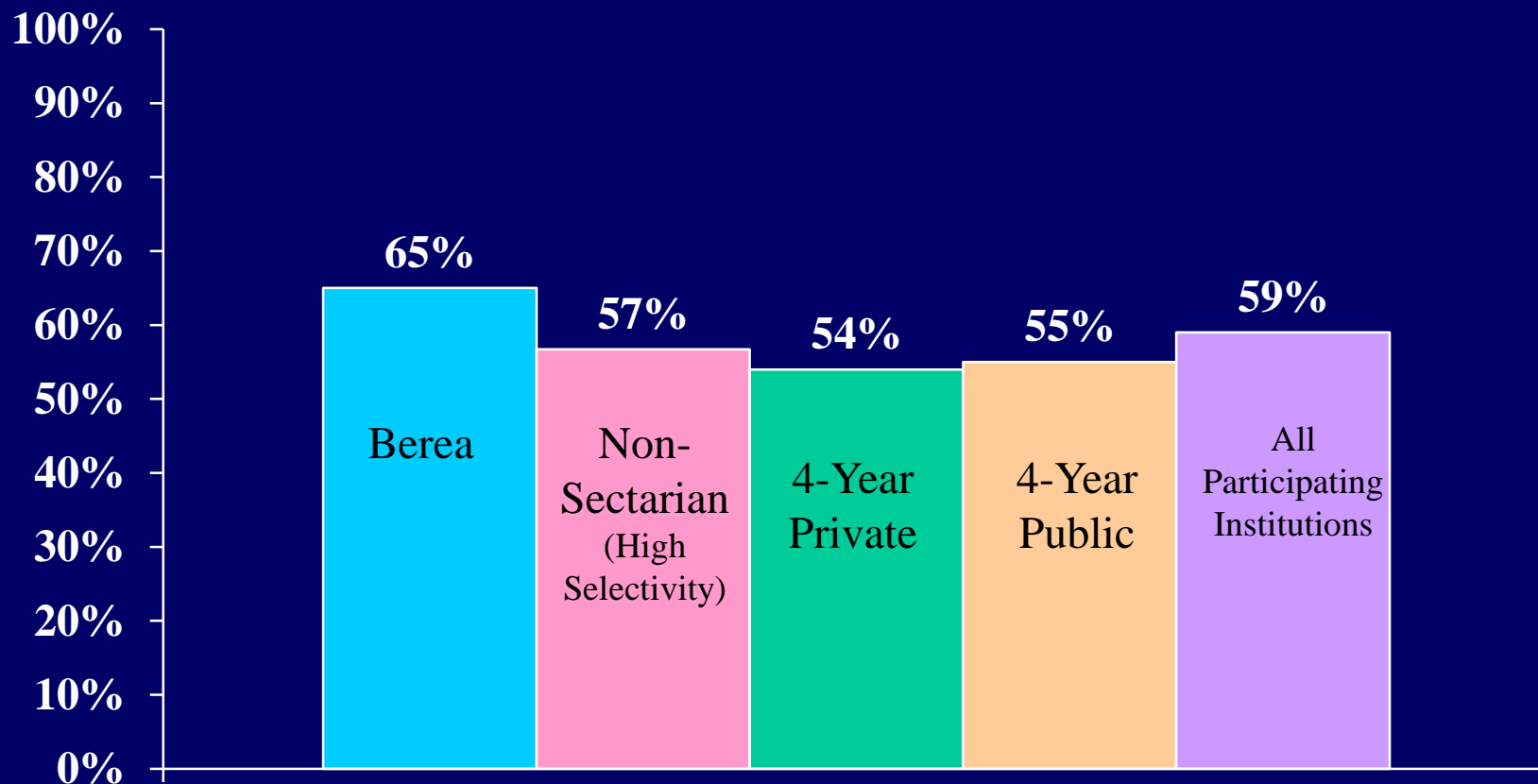
Percent of students who indicated “frequently” or “occasionally”
Demonstrated for/against a cause
(during the past year)



Percent of students who indicated “frequently” or “occasionally”

Tutored another student

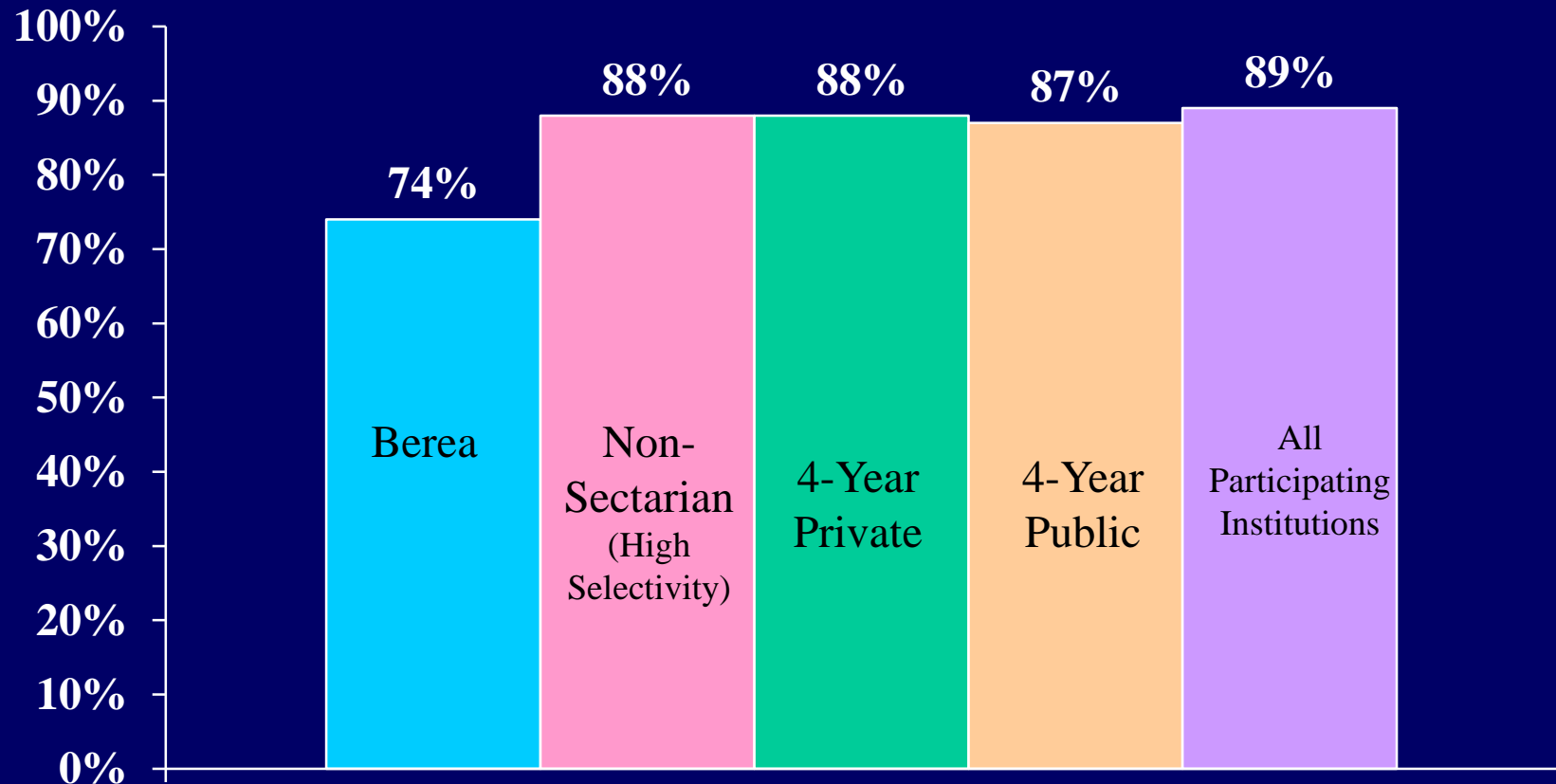
(during the past year)



Percent of students who indicated “frequently” or “occasionally”

Studied with other students

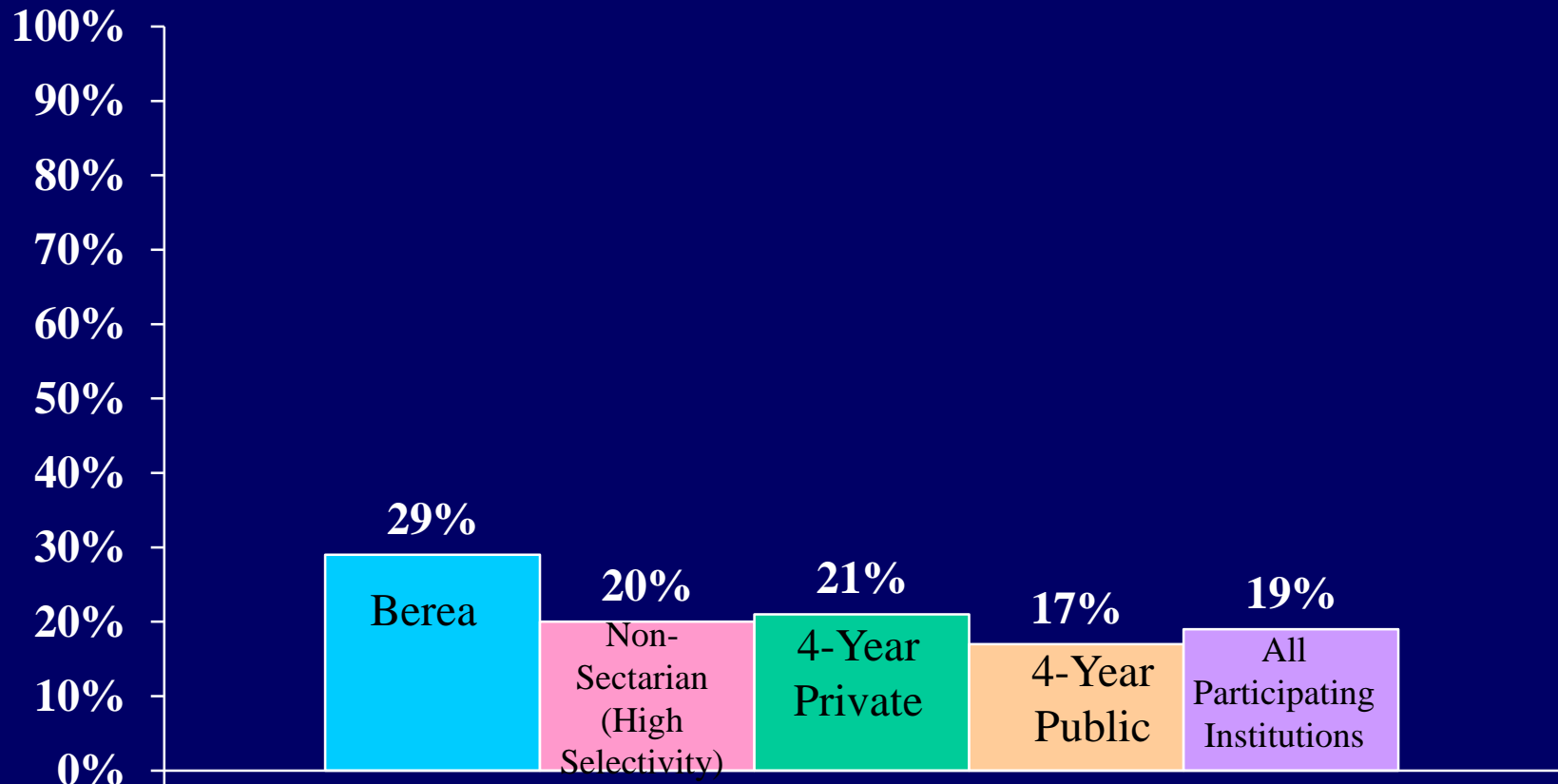
(during the past year)



Percent of students who indicated “frequently” or “occasionally”

Was a guest in a teacher’s home

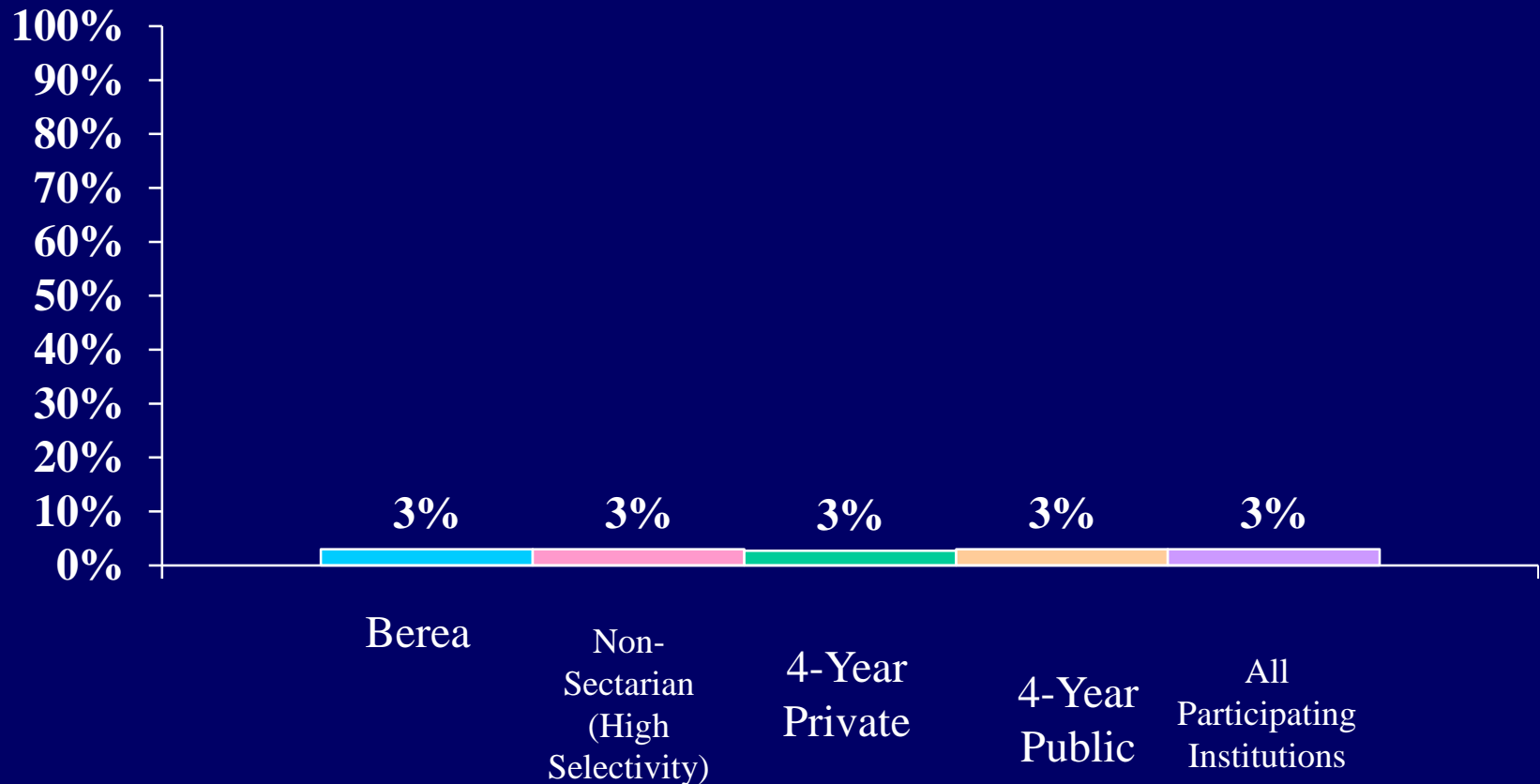
(during the past year)



Percent of students who indicated “frequently”

Smoked cigarettes

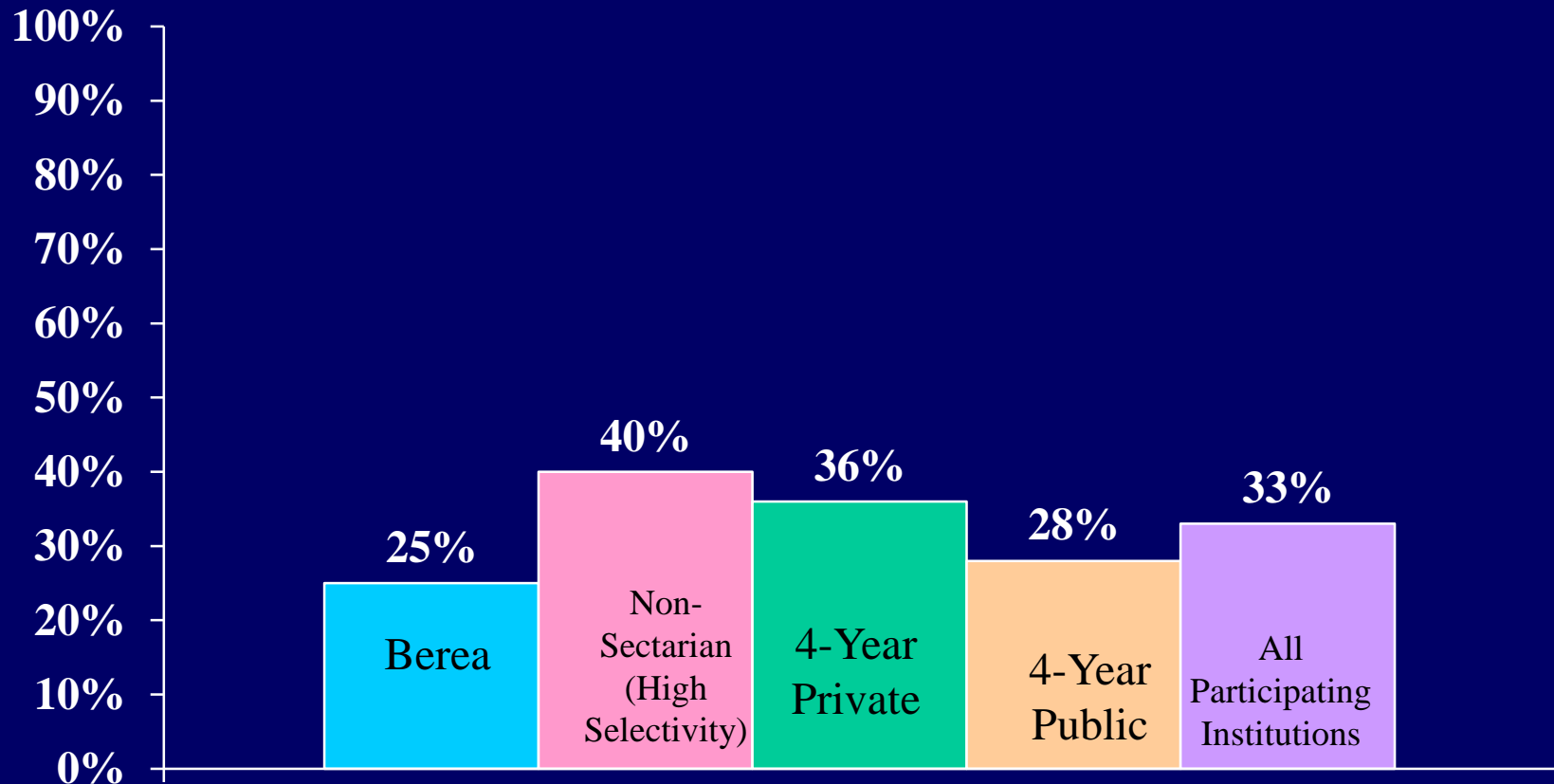
(during the past year)



Percent of students who indicated “frequently” or “occasionally”

Drank beer

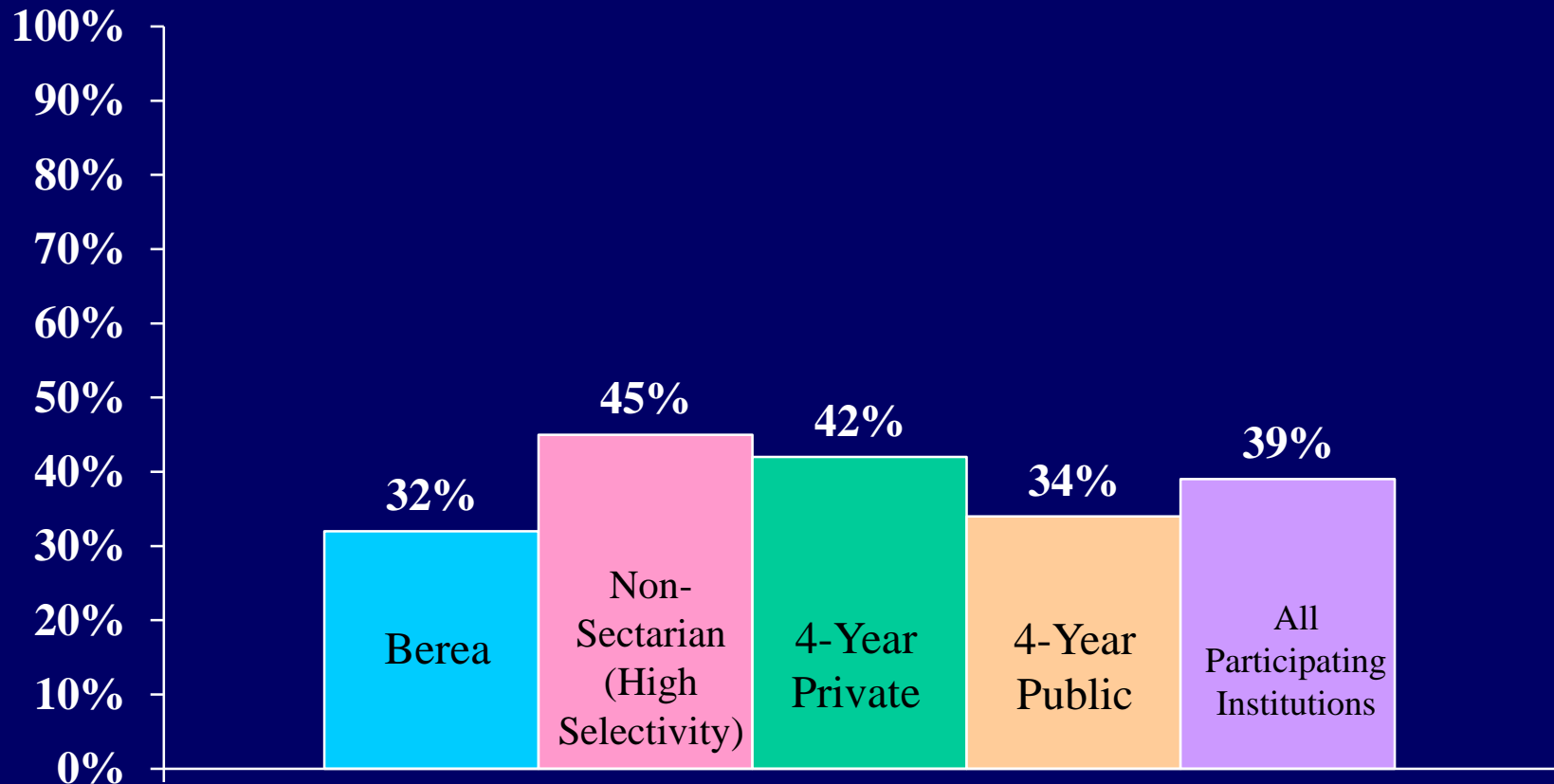
(during the past year)



Percent of students who indicated “frequently” or “occasionally”

Drank wine or liquor

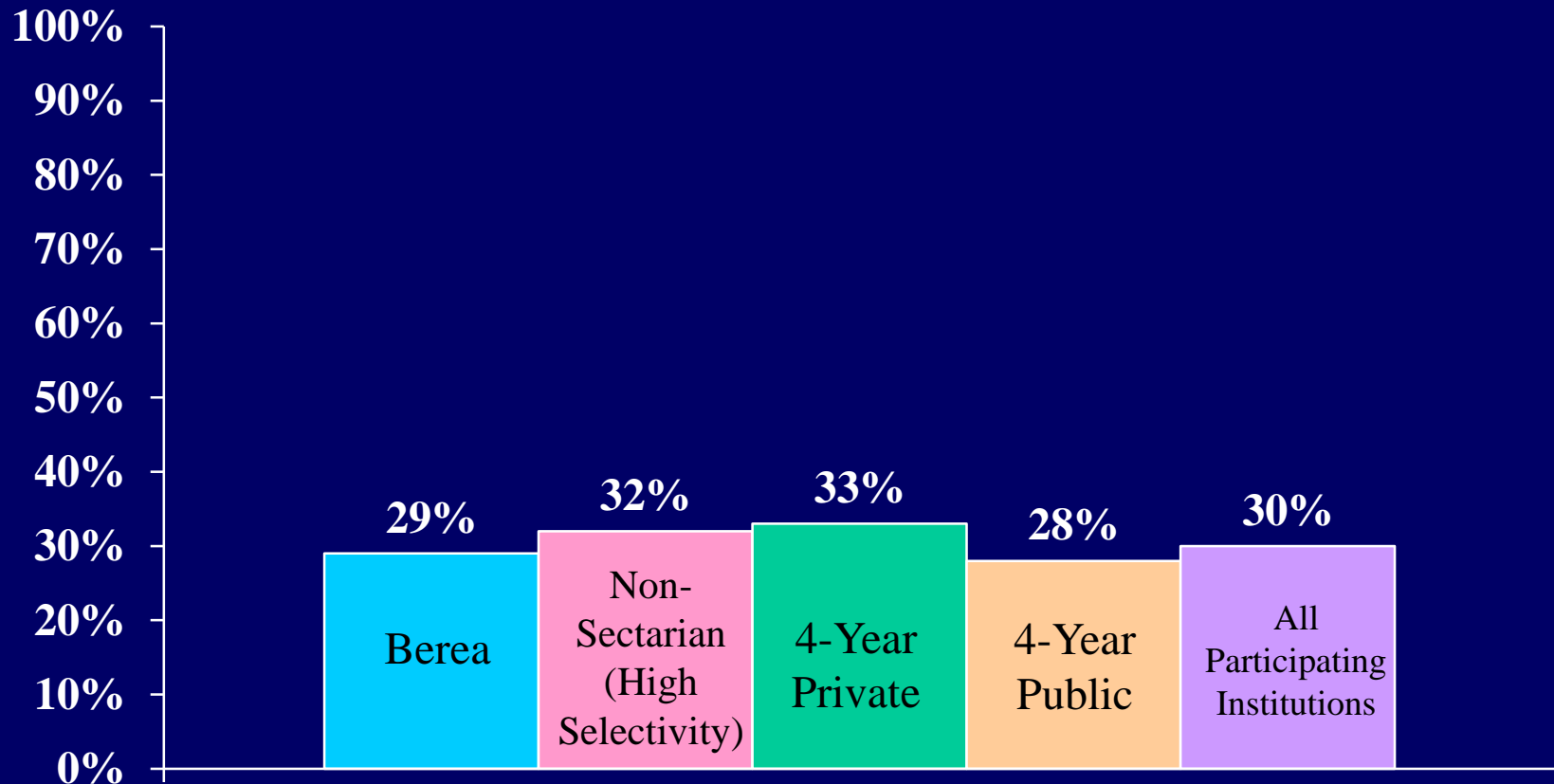
(during the past year)



Percent of students who indicated “frequently”

Felt overwhelmed by all I had to do

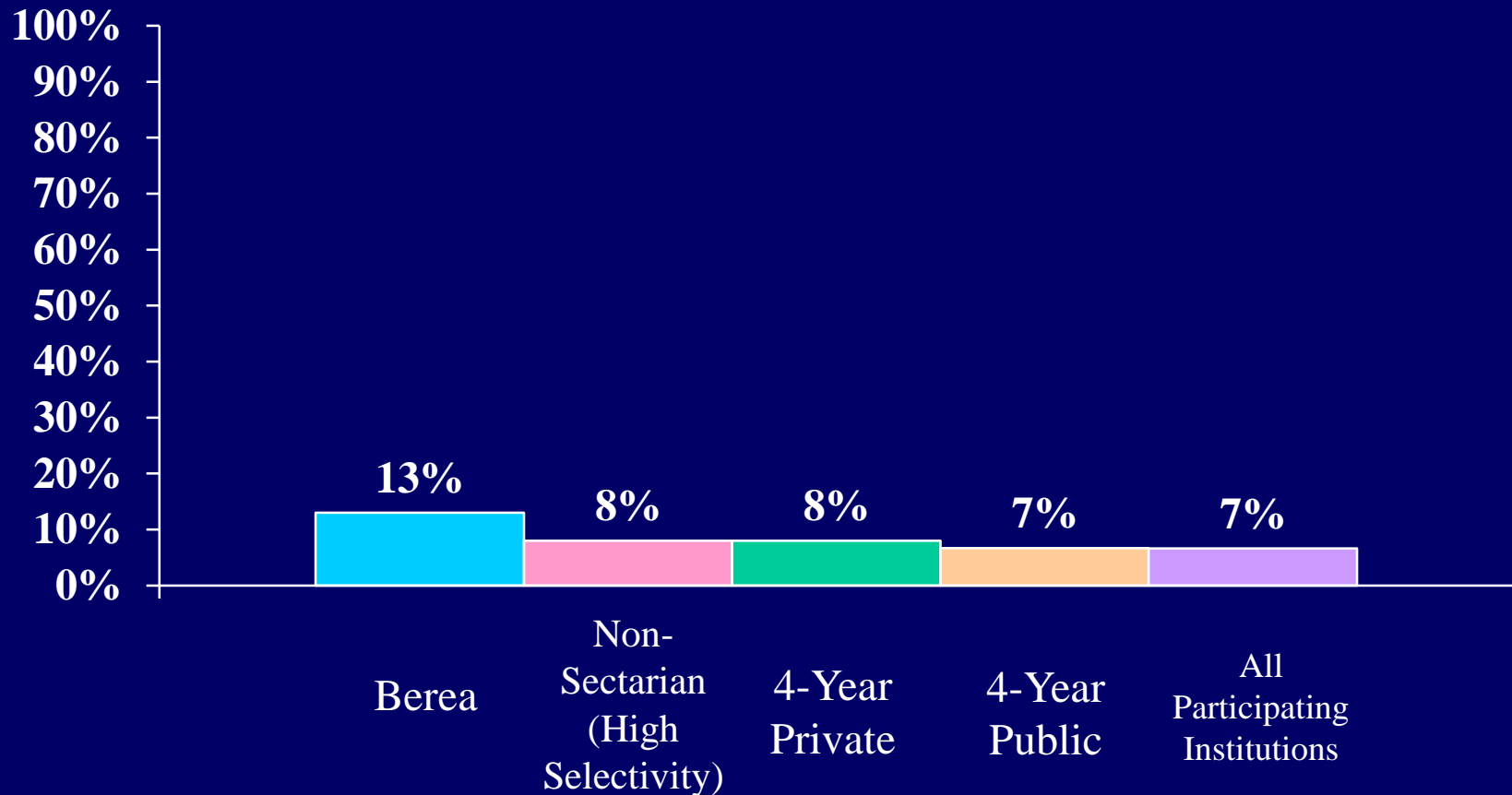
(during the past year)



Percent of students who indicated “frequently”

Felt depressed

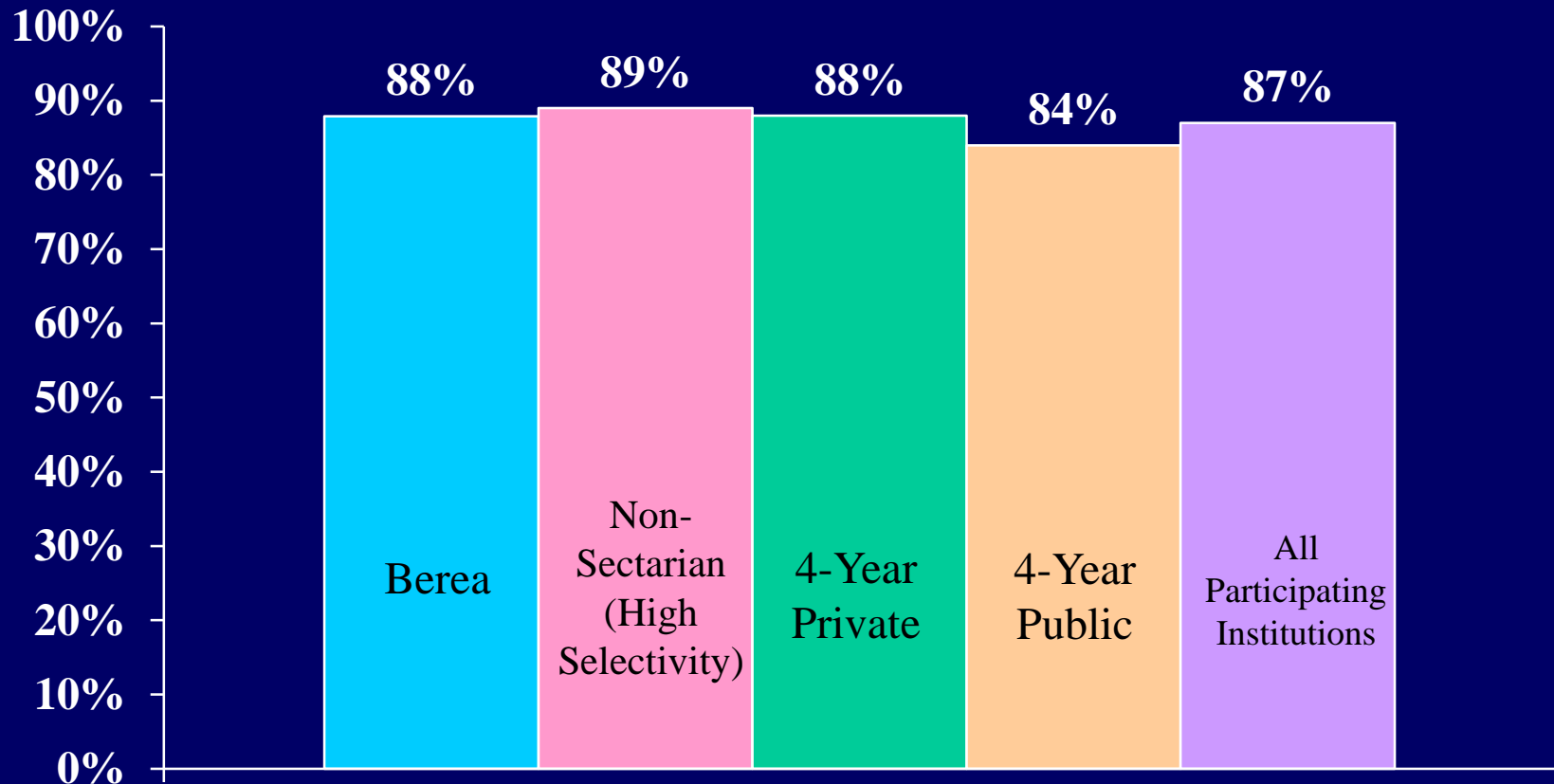
(during the past year)



Percent of students who indicated “frequently” or “occasionally”

Performed volunteer work

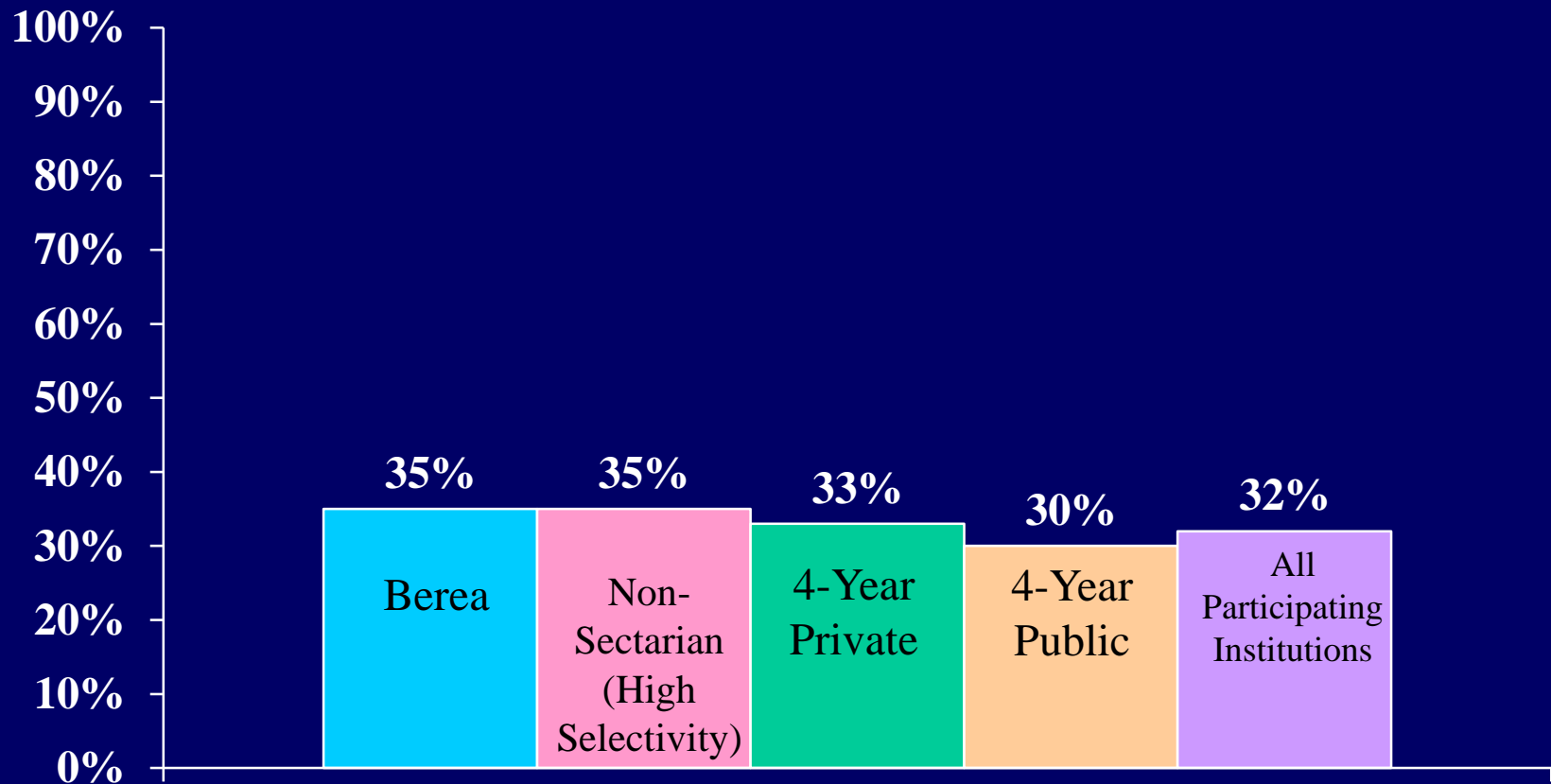
(during the past year)



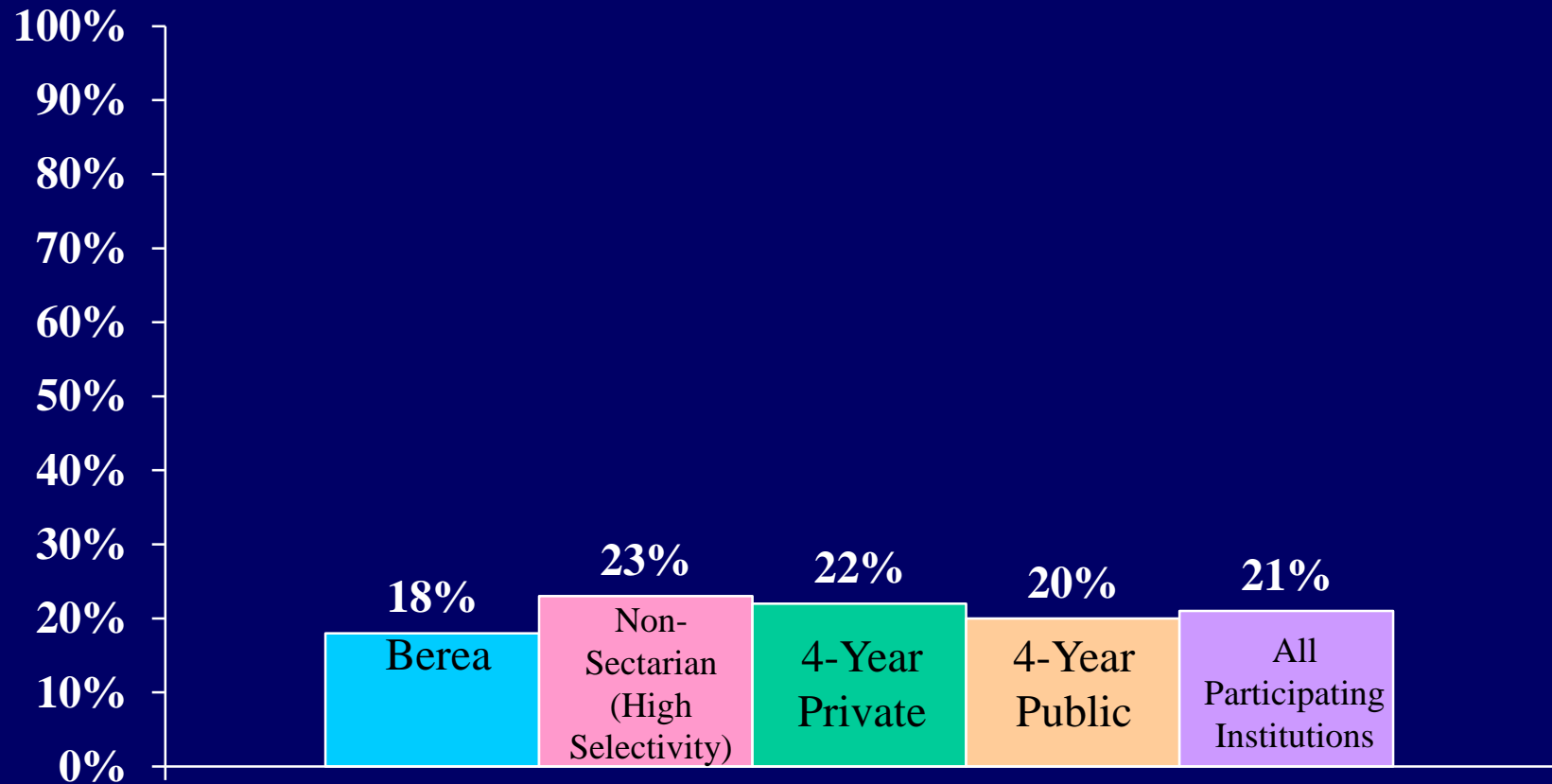
Percent of students who indicated “frequently”

Asked a teacher for advice after class

(during the past year)



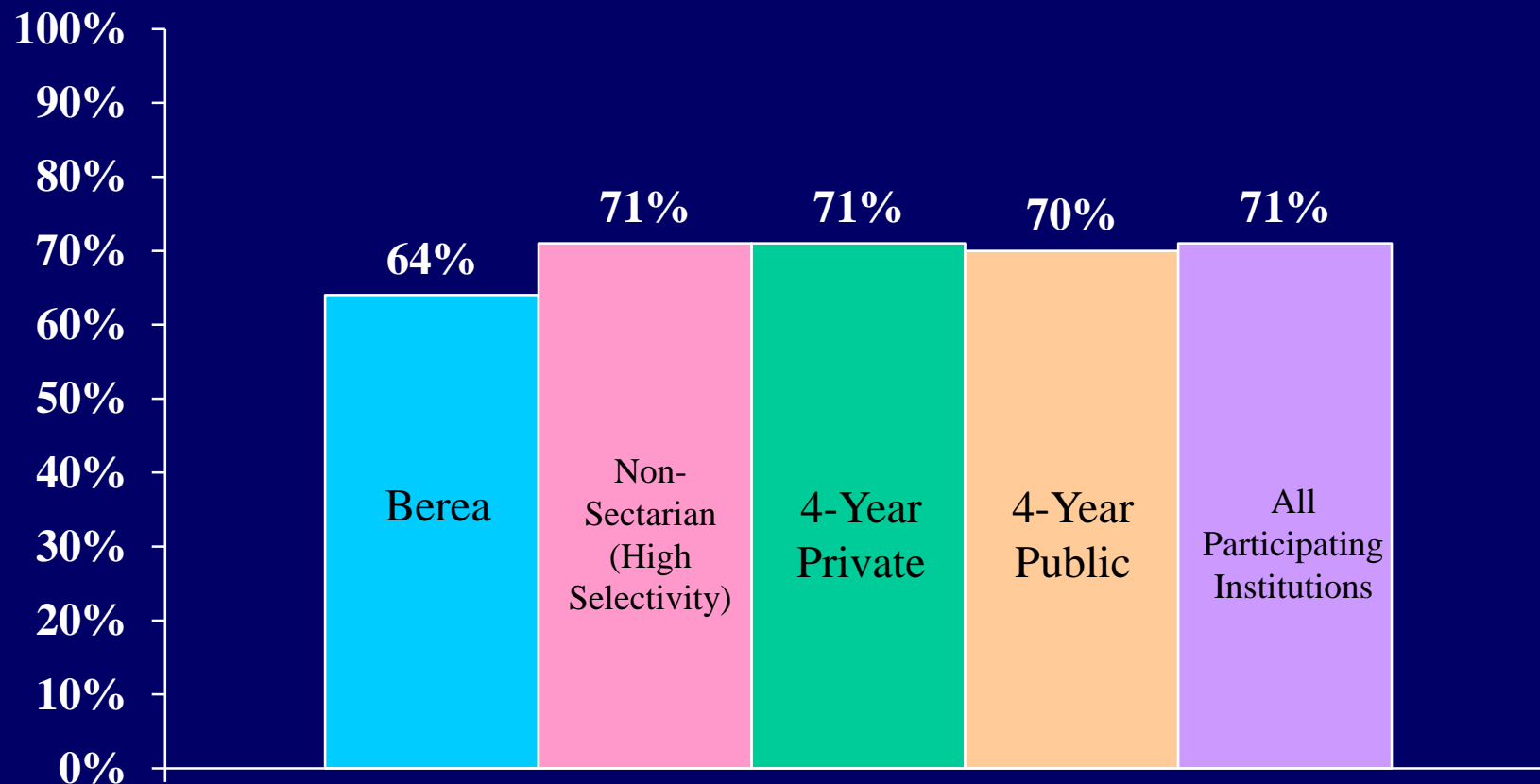
Percent of students who indicated “frequently”
Voted in a student election
(during the past year)



Percent of students who indicated “frequently”

Socialized with someone of another racial/ethnic group

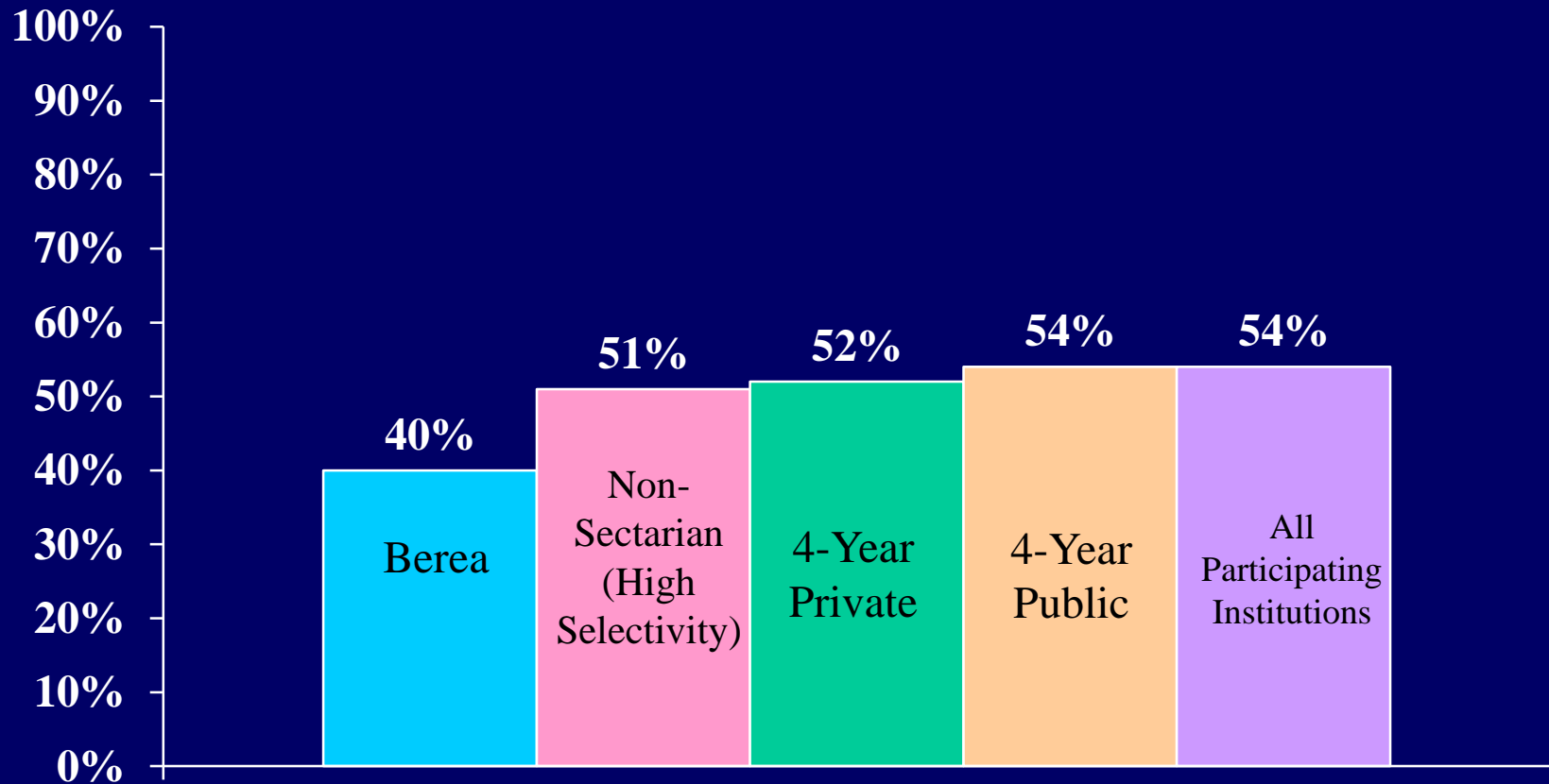
(during the past year)



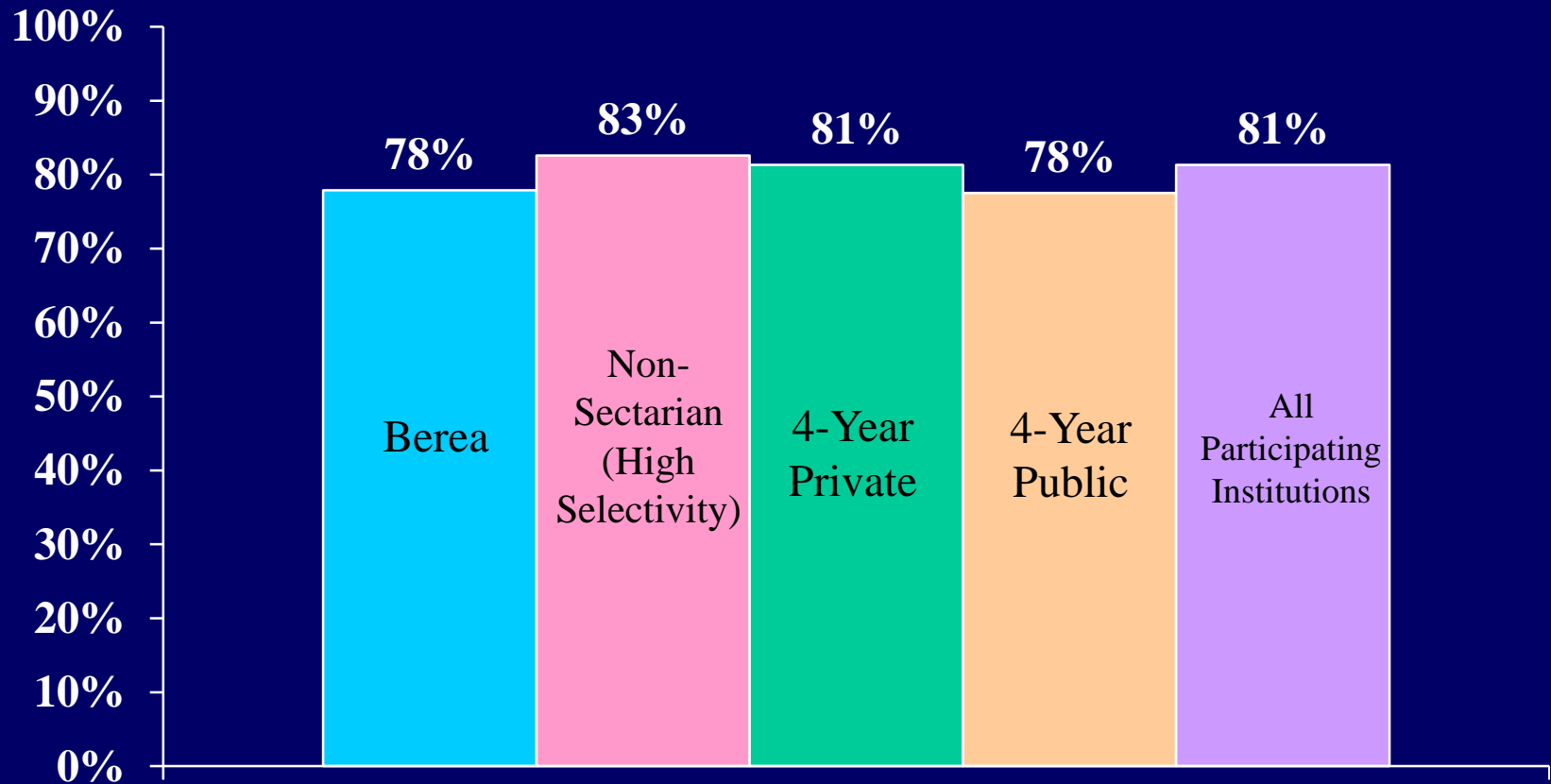
Percent of students who indicated “frequently” or “occasionally”

Came late to class

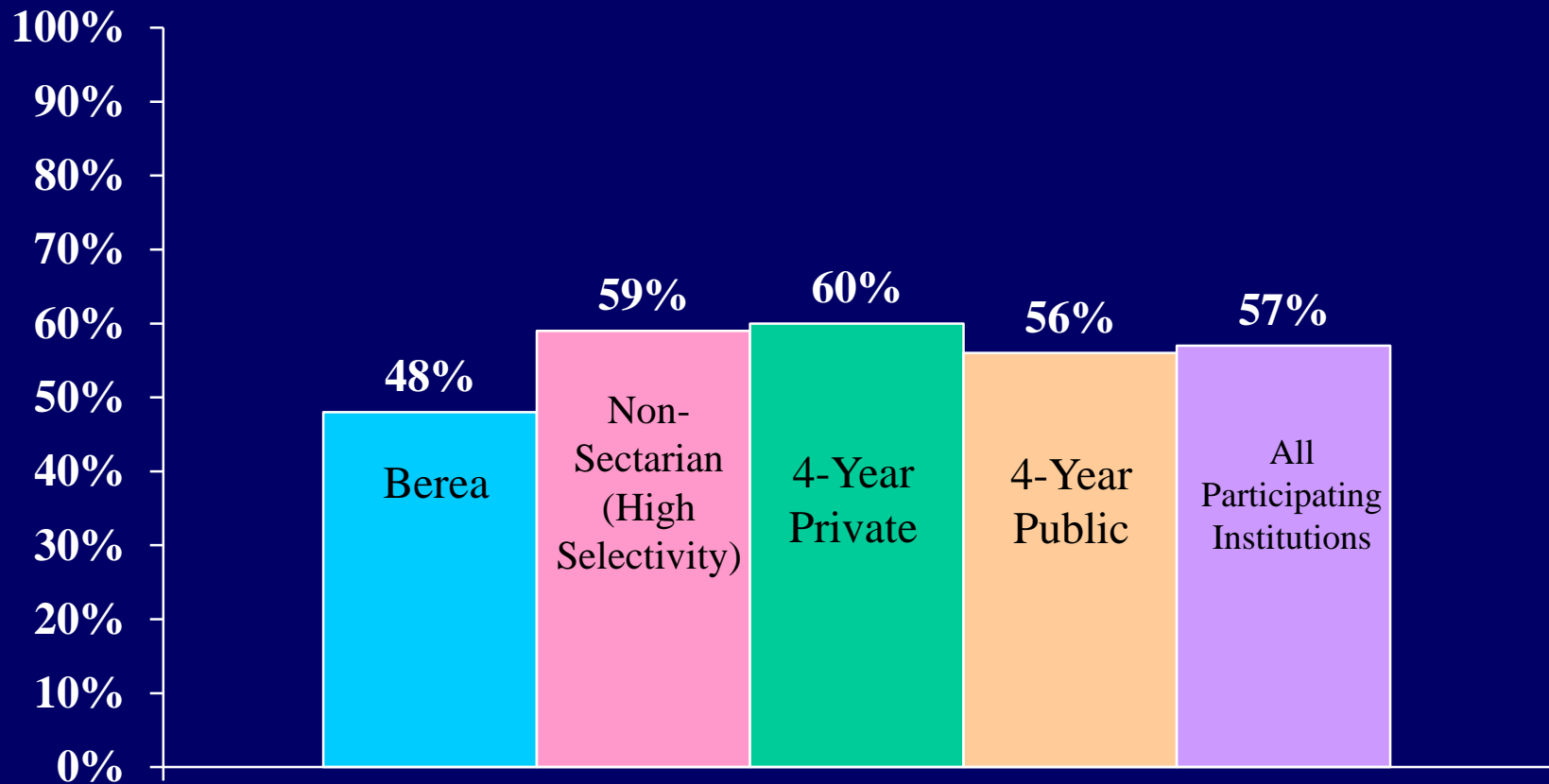
(during the past year)



Percent of students who indicated “frequently”
Used the Internet for research or homework
(during the past year)



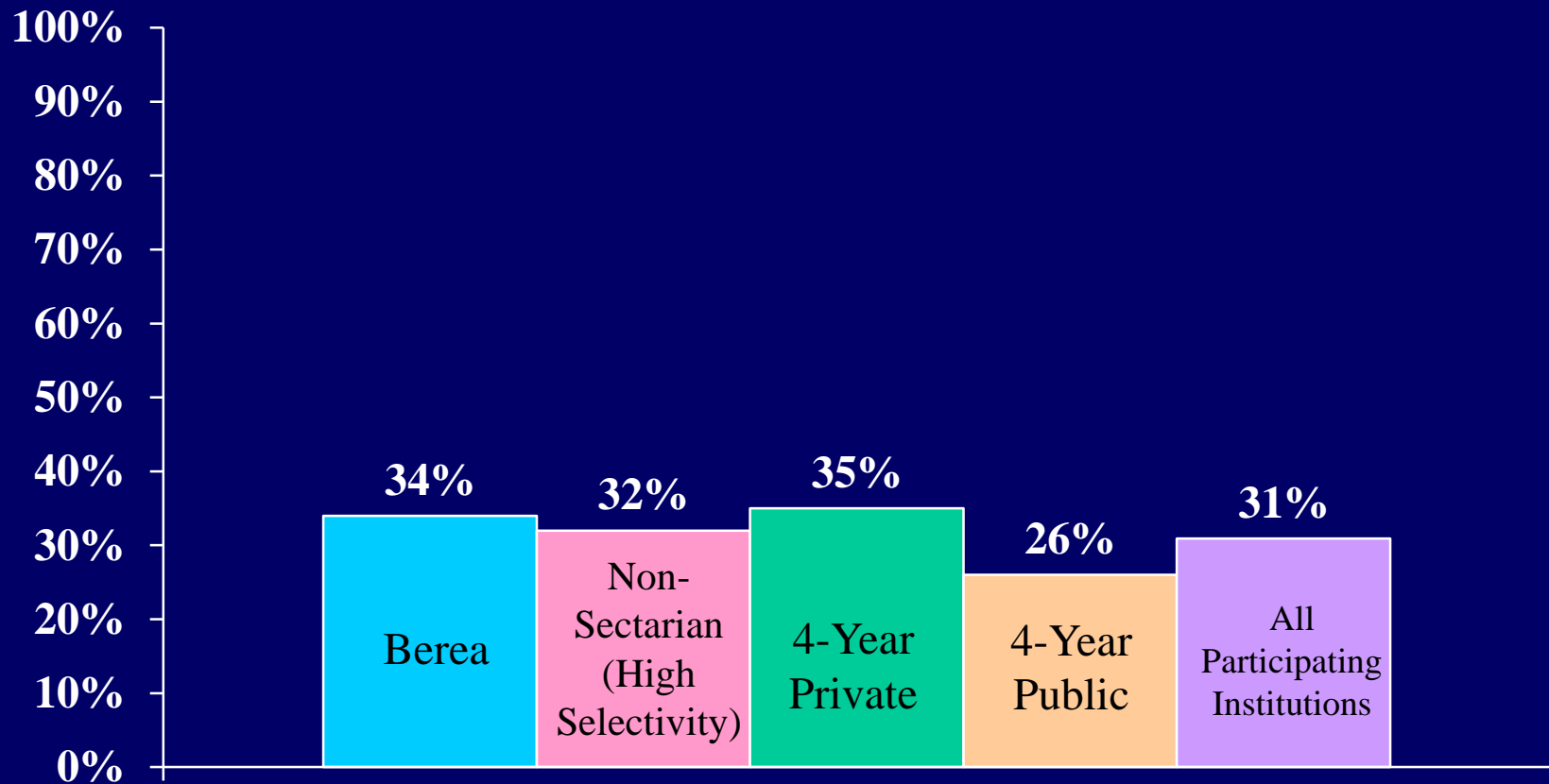
Percent of students who indicated “frequently” or “occasionally”
Performed community service as a part of a class
(during the past year)



Percent of students who indicated “frequently”

Discussed religion

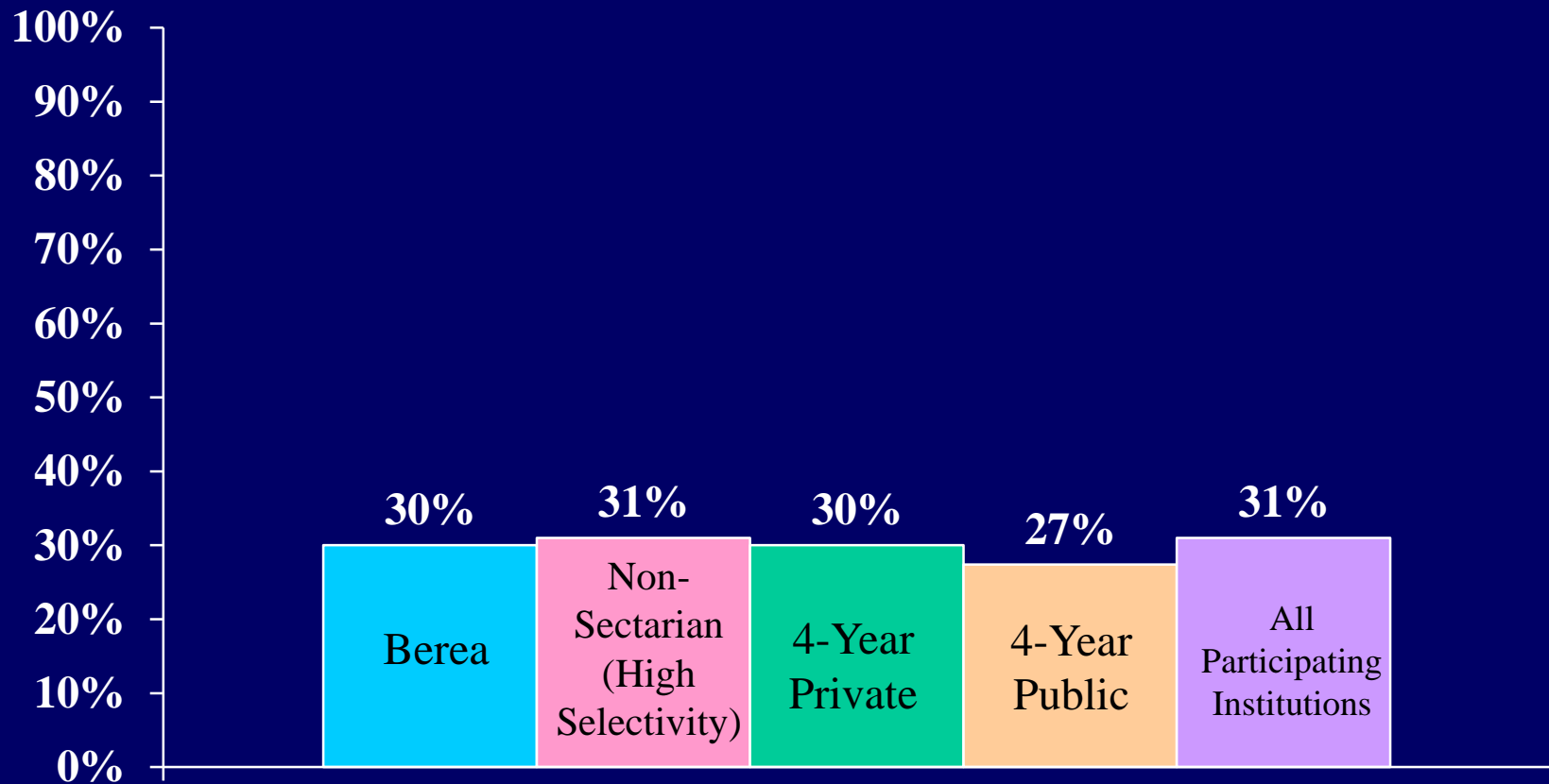
(during the past year)



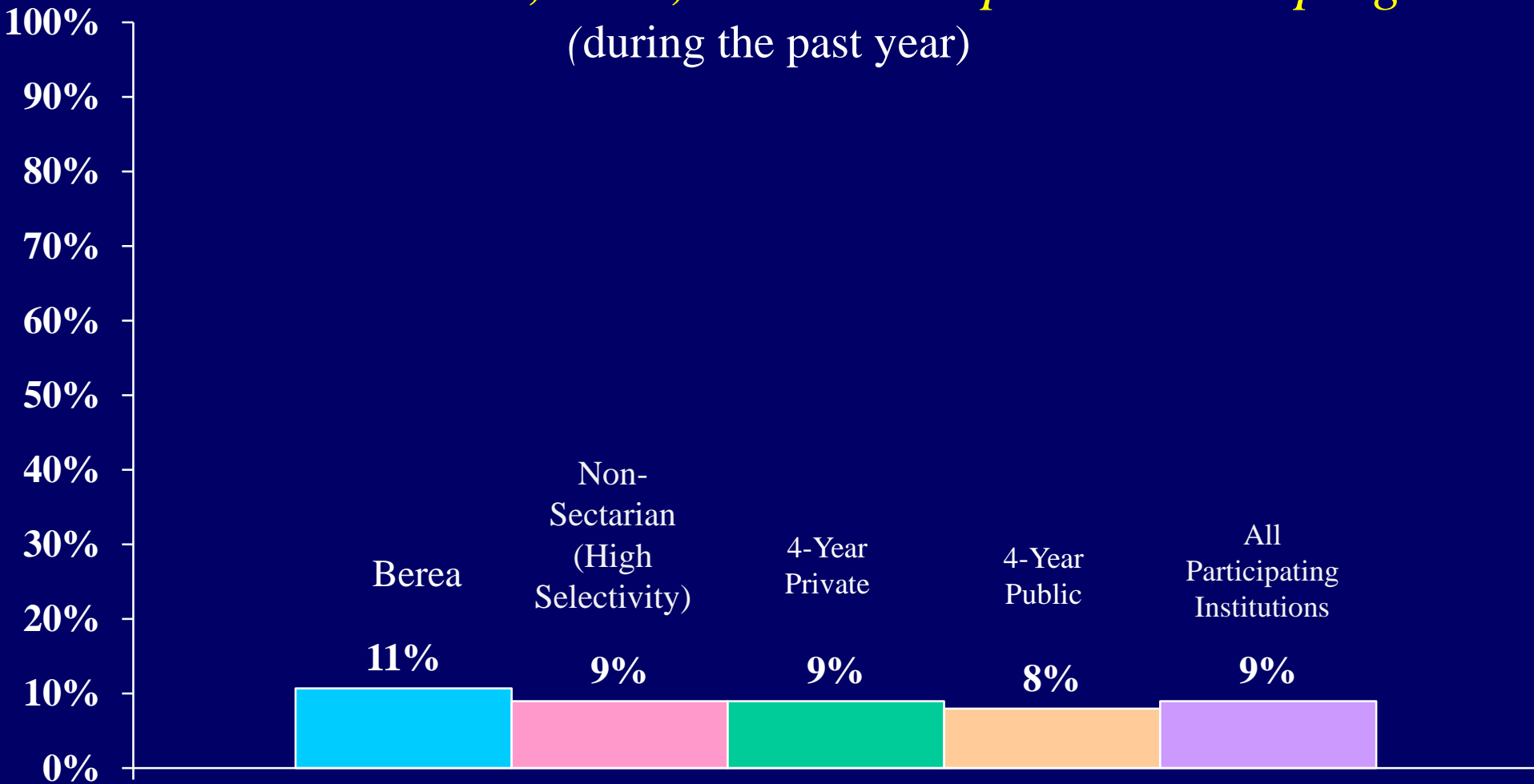
Percent of students who indicated “frequently”

Discussed politics

(during the past year)



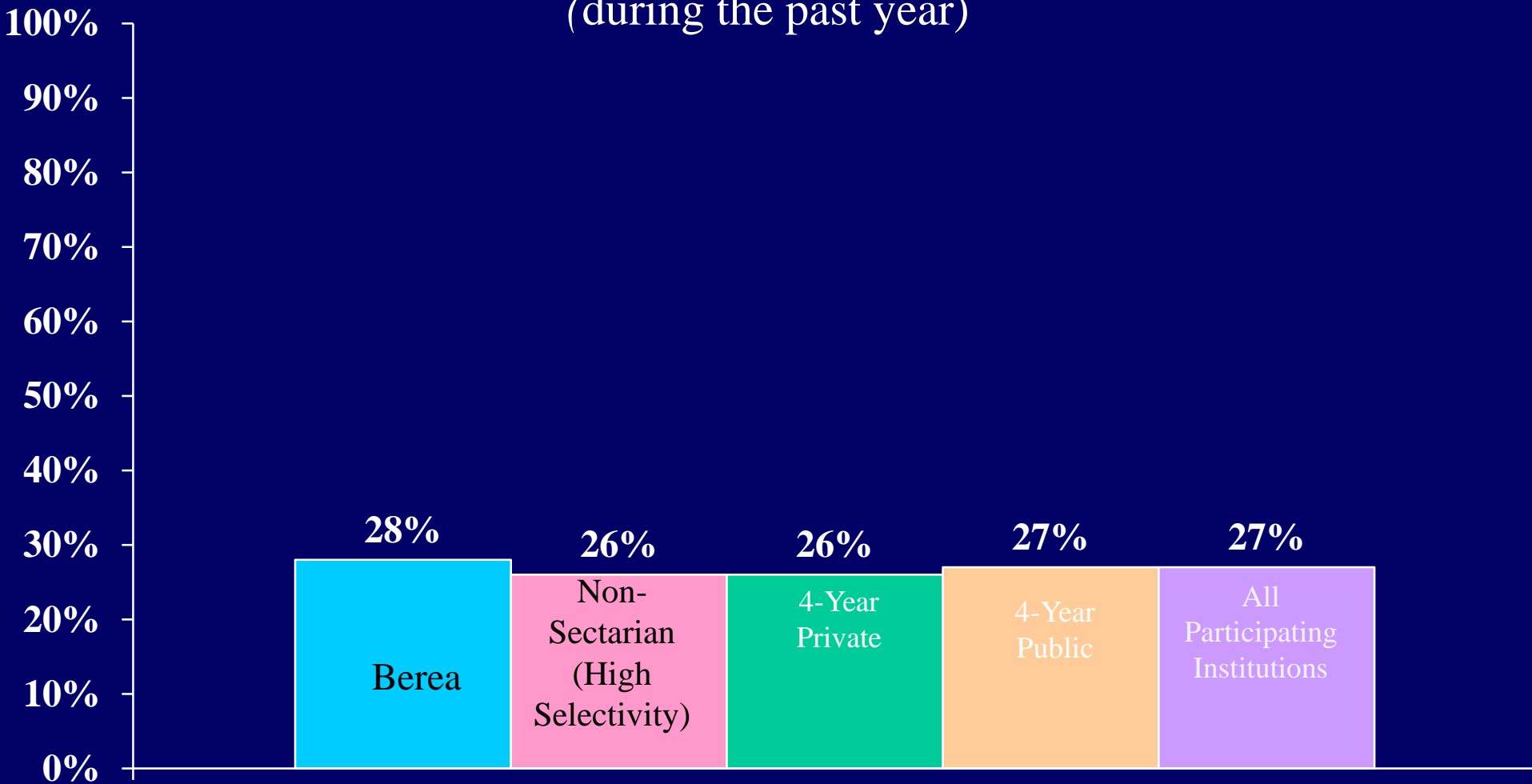
Percent of students who indicated “frequently” or “occasionally”
Worked in a local, state, or national political campaign
(during the past year)



Percent of students who indicated “frequently” or “occasionally”

Skipped school/class

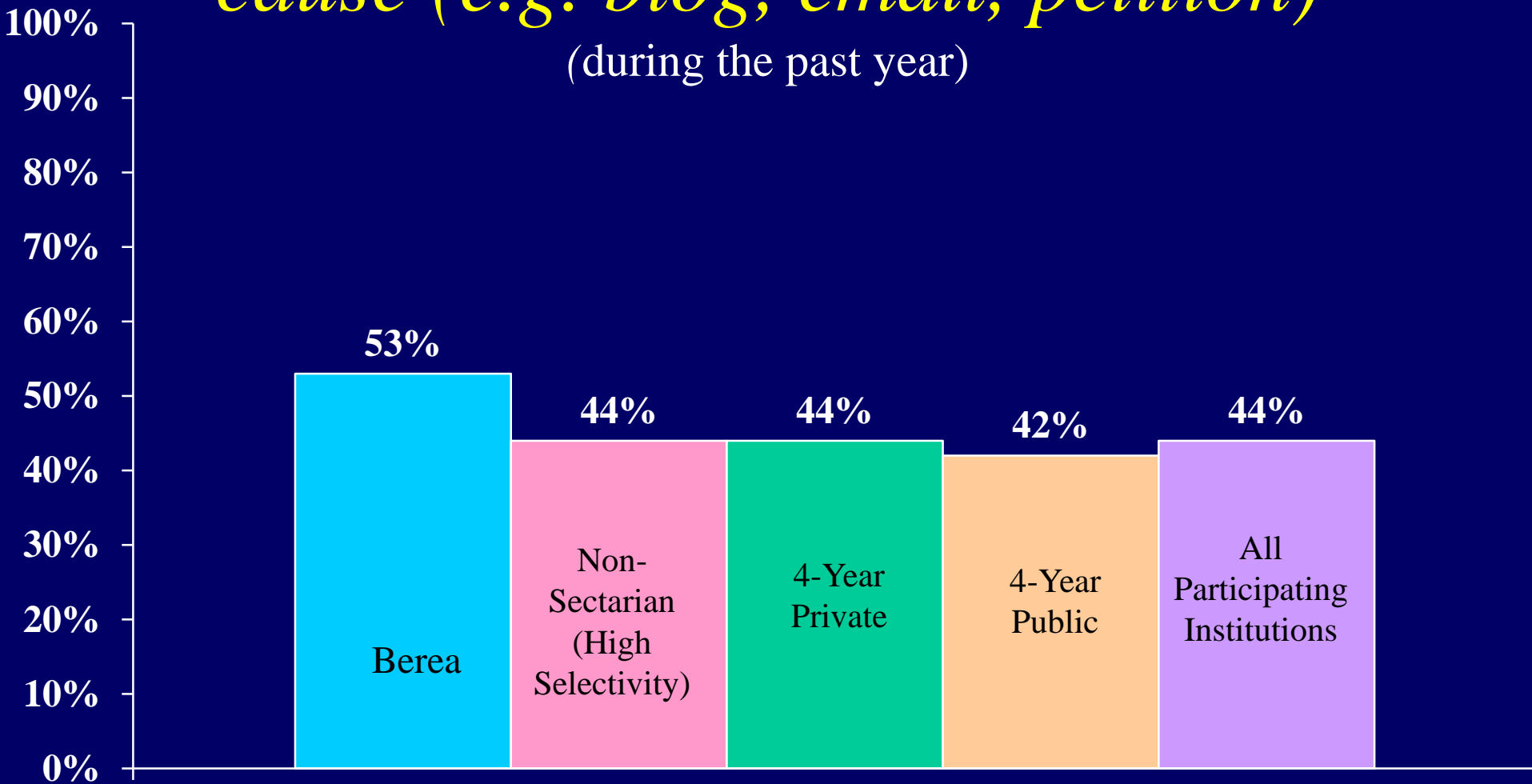
(during the past year)



Cooperative Institutional Research Program (CIRP), Entering First-Year and New Transfer Students Fall 2012
Percent of students who indicated “frequently” or “occasionally”

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

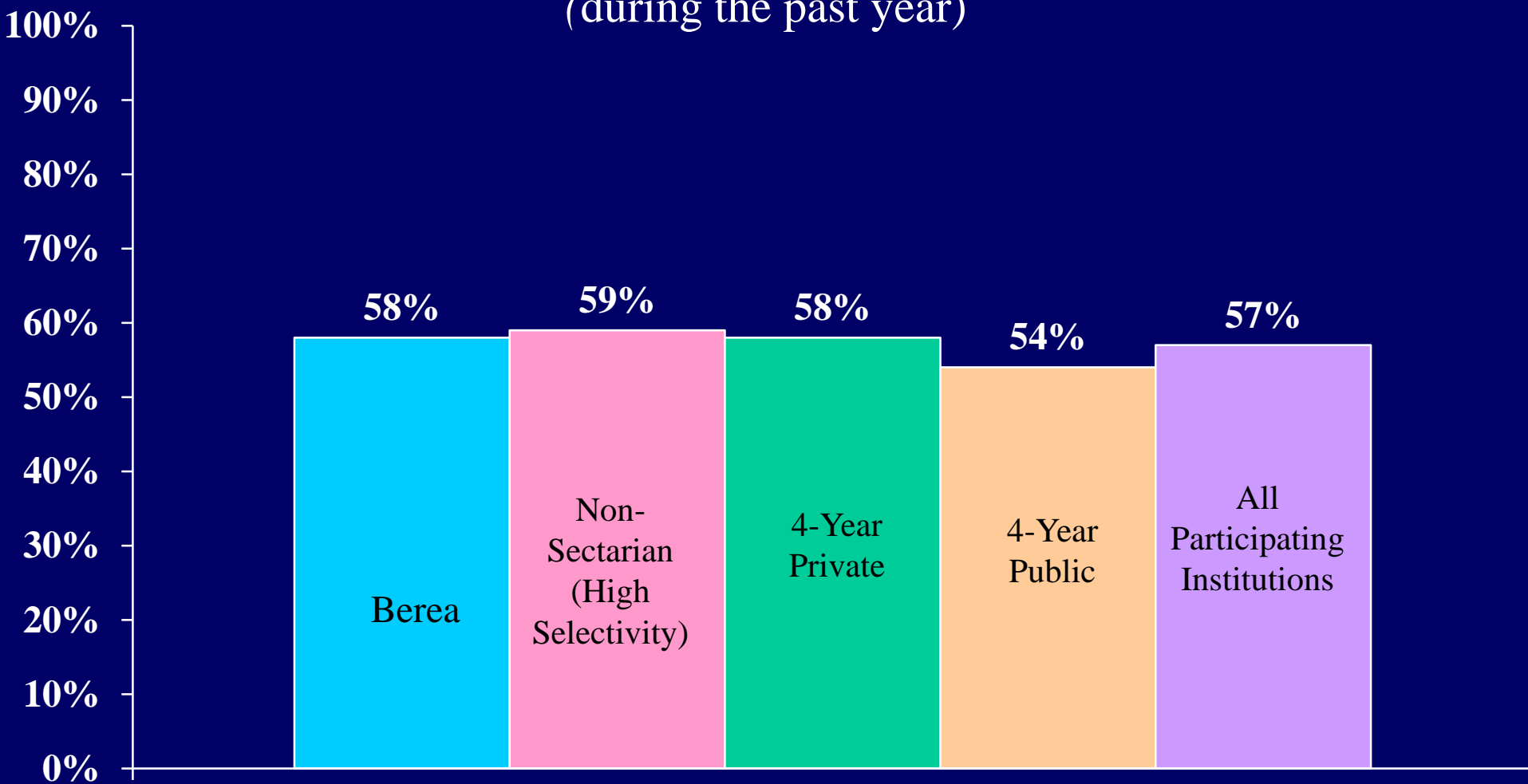
(during the past year)



Percent of students who indicated “frequently” or “occasionally”

Helped raise money for the cause or campaign

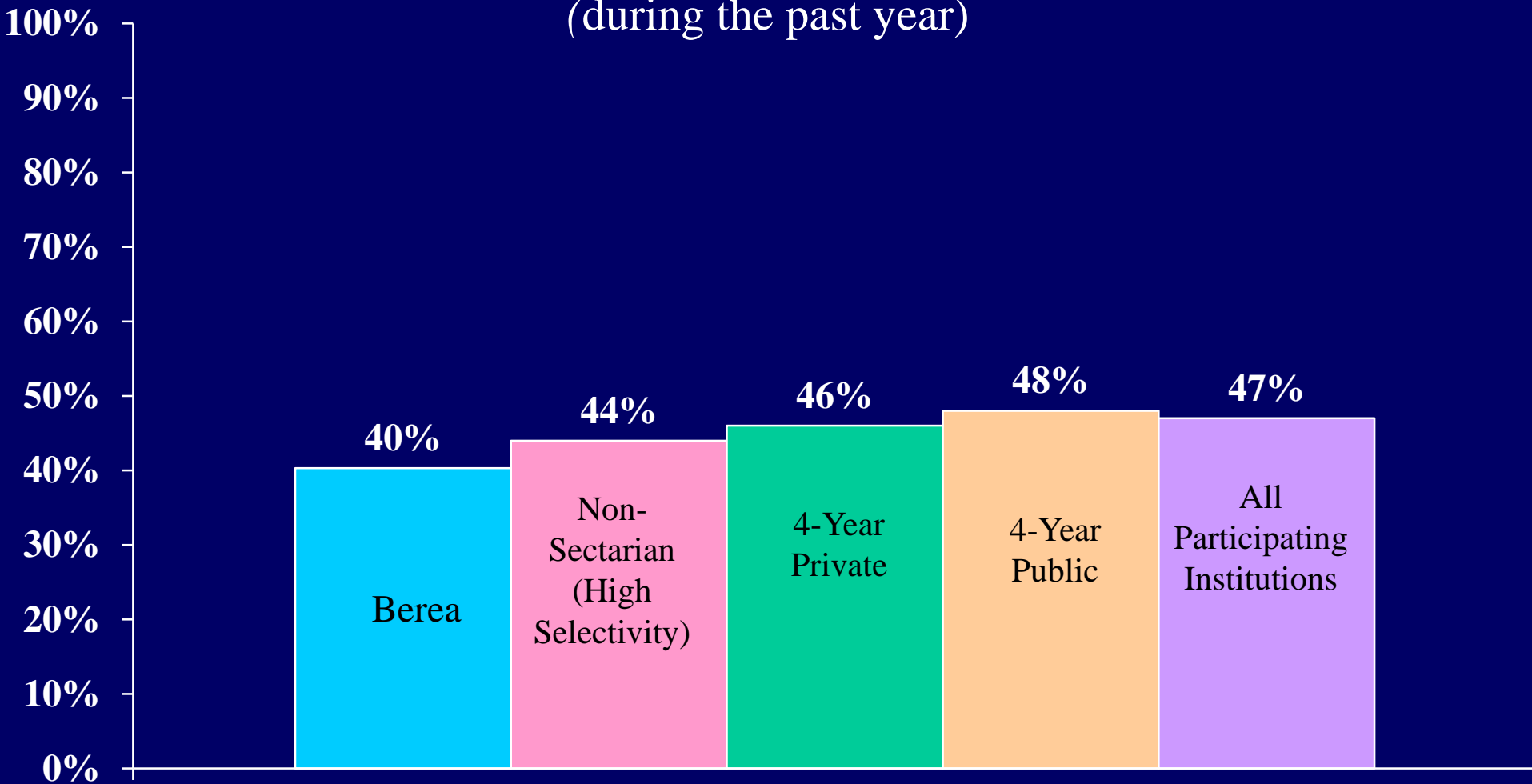
(during the past year)



Percent of students who indicated “frequently” or “occasionally”

Fell asleep in class

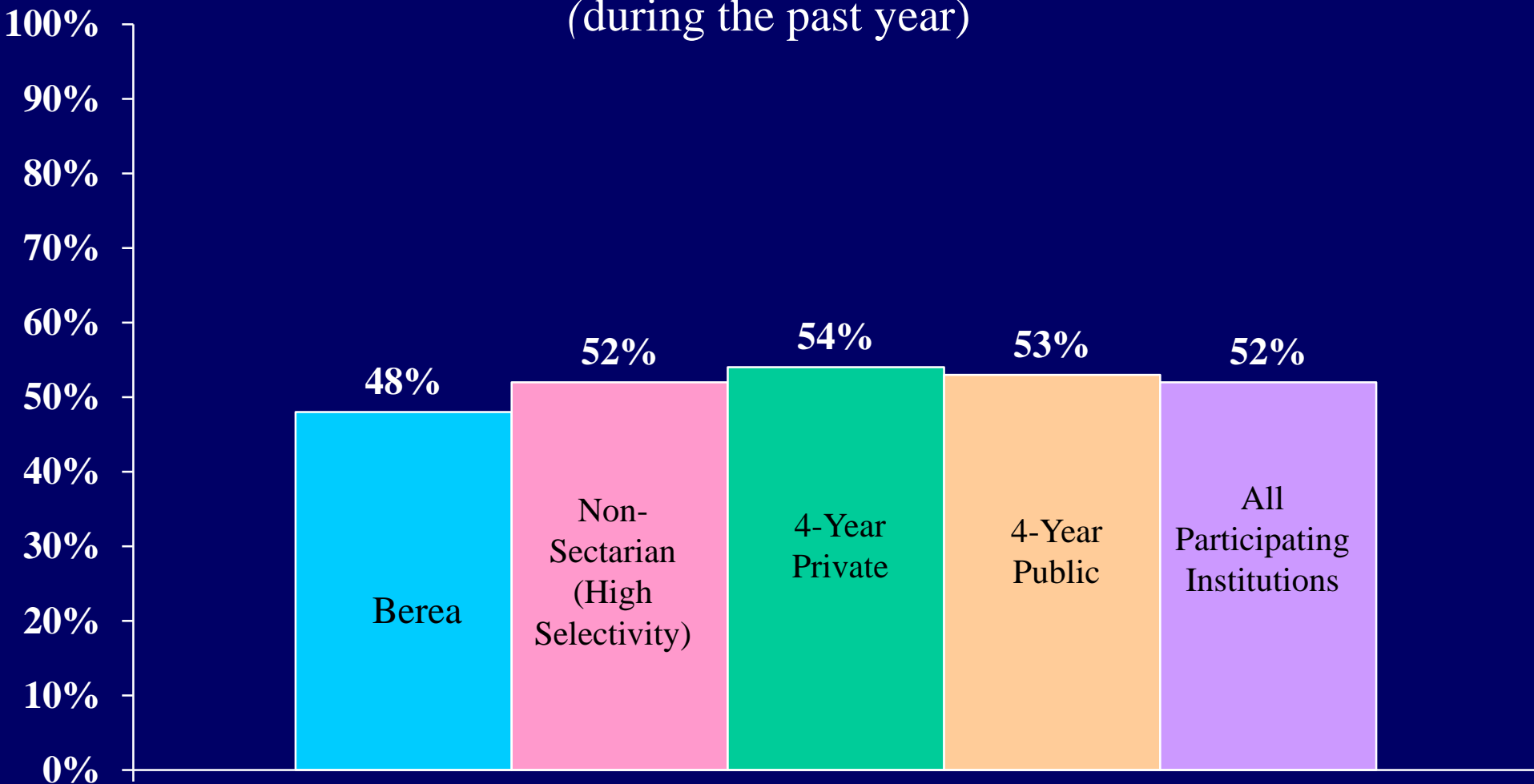
(during the past year)



Percent of students who indicated “frequently” or “occasionally”

Failed to complete homework on time

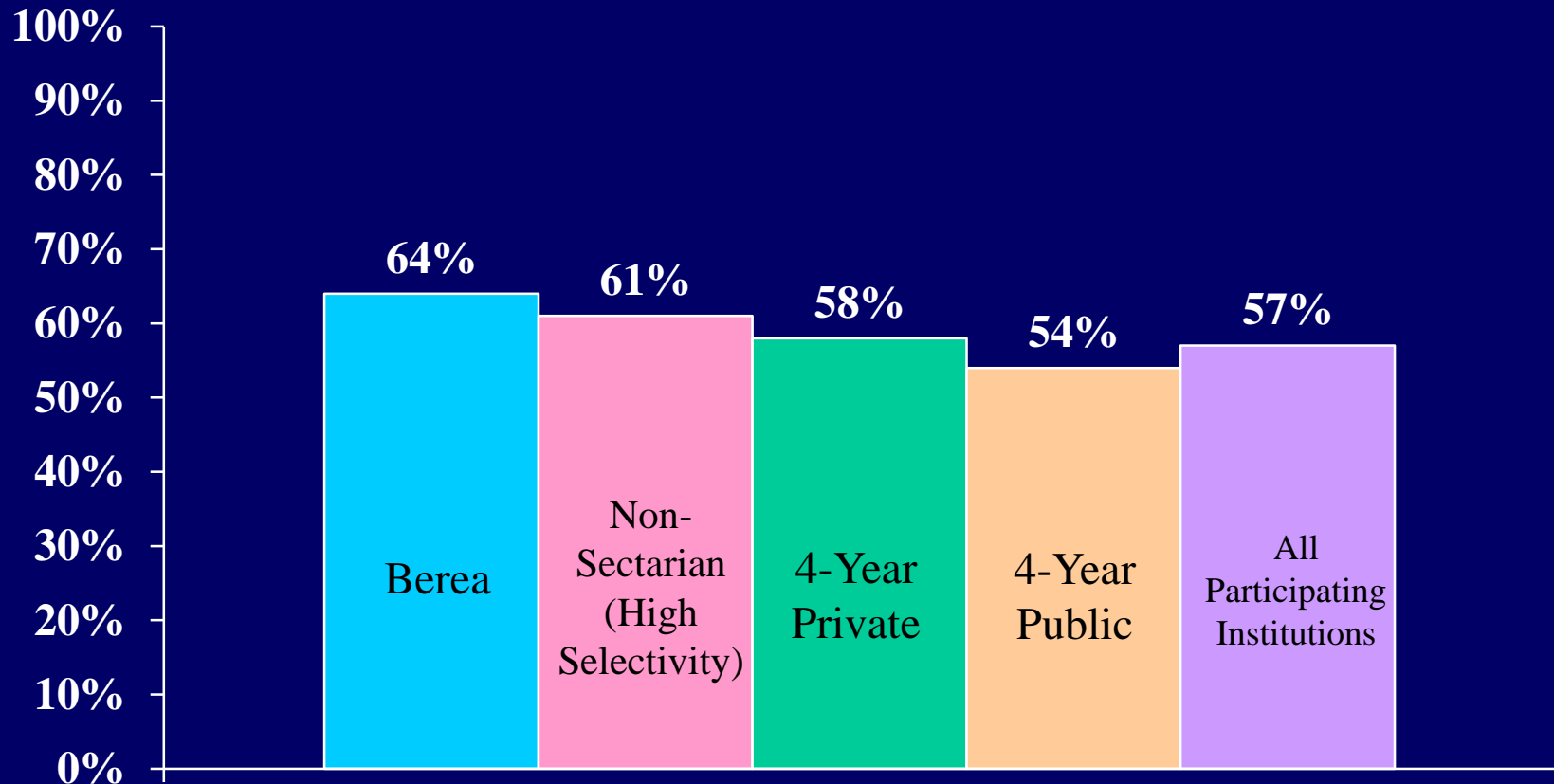
(during the past year)



Percent of students who indicated “frequently”

Ask questions in class

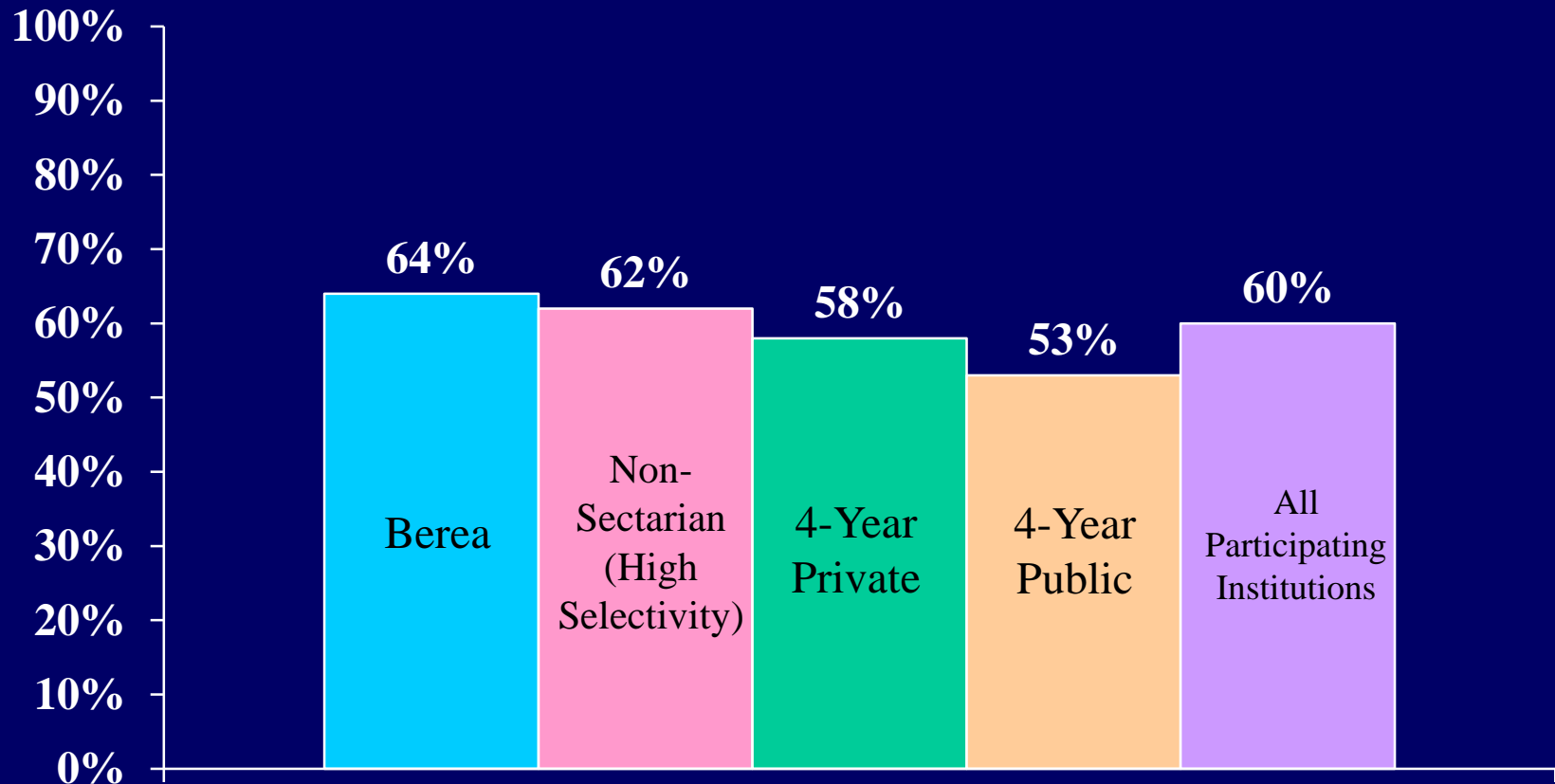
(during the past year)



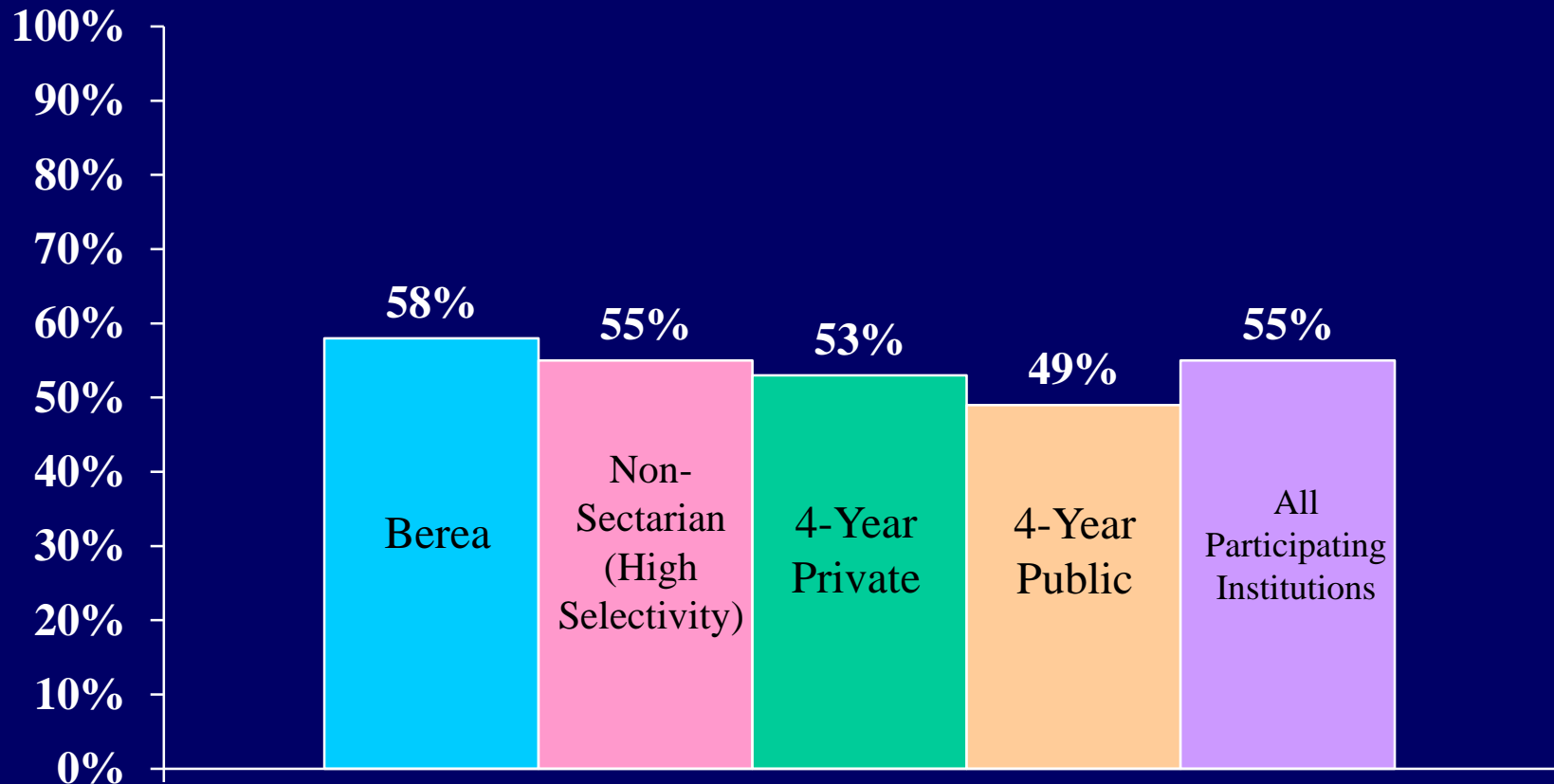
Percent of students who indicated “frequently”

Support your opinion with a logical argument

(during the past year)

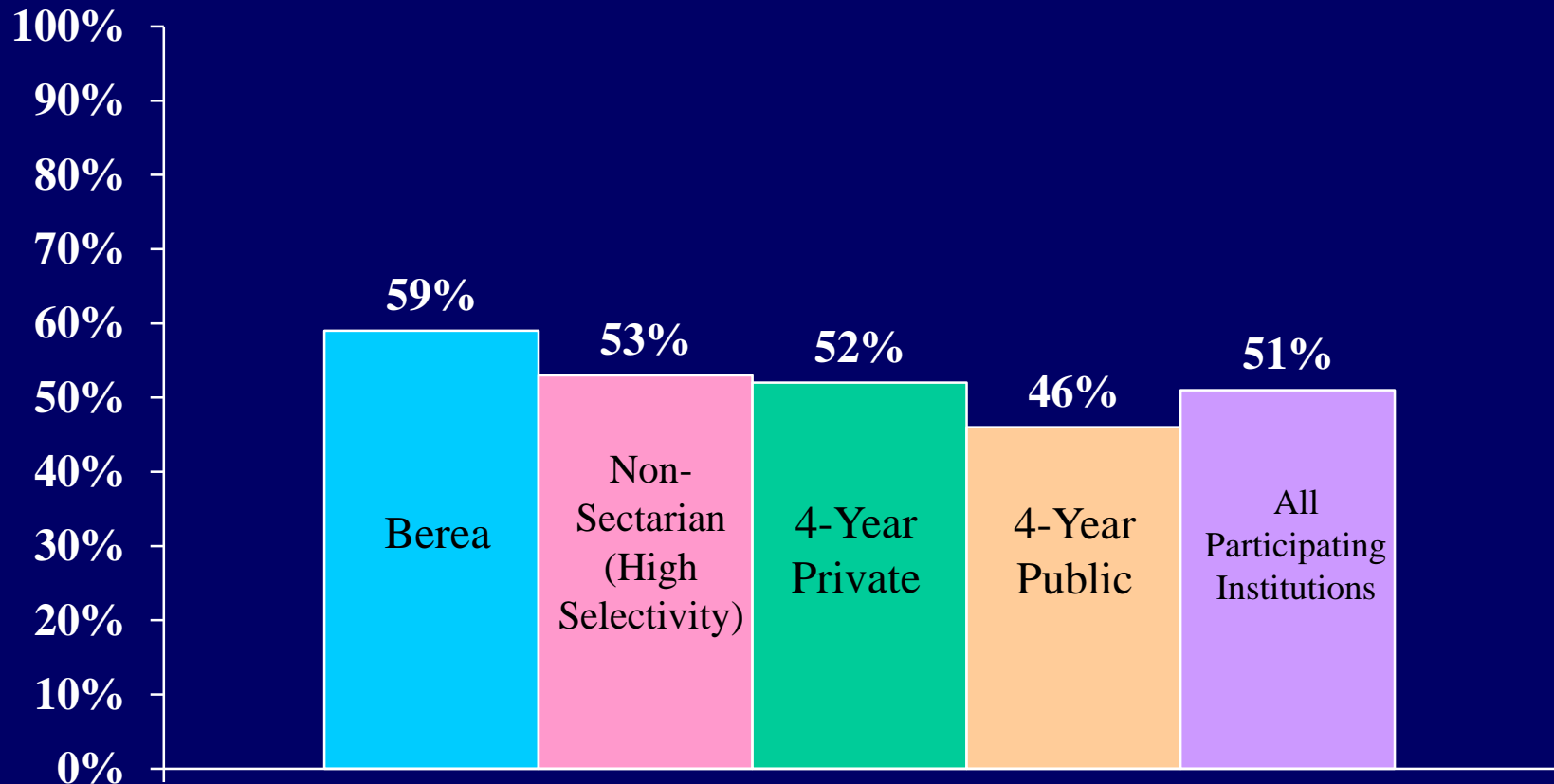


Percent of students who indicated “frequently”
Seek solutions to problems and explain them to others
(during the past year)

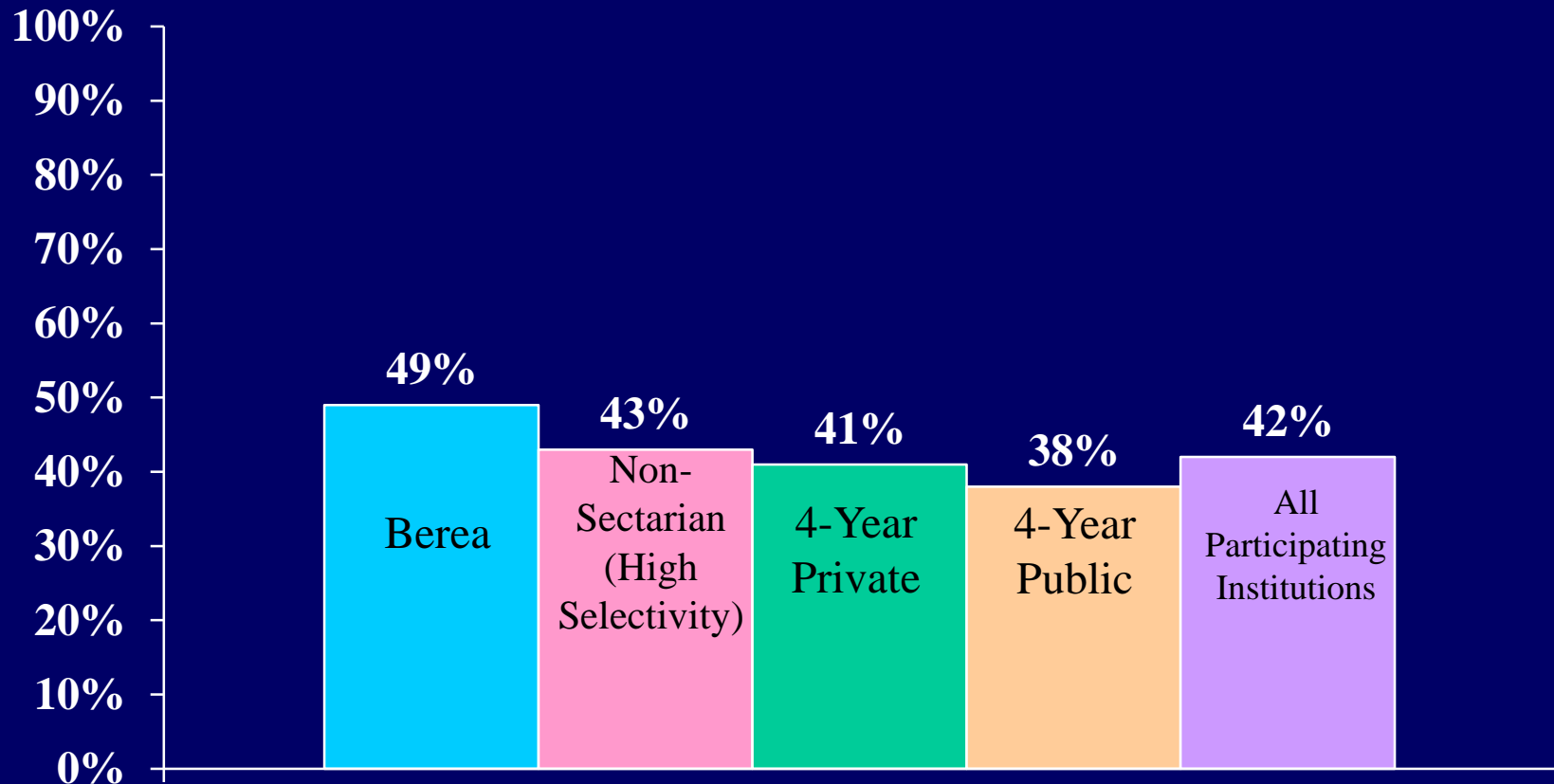


Percent of students who indicated “frequently”

Revise your papers to improve your writing
(during the past year)

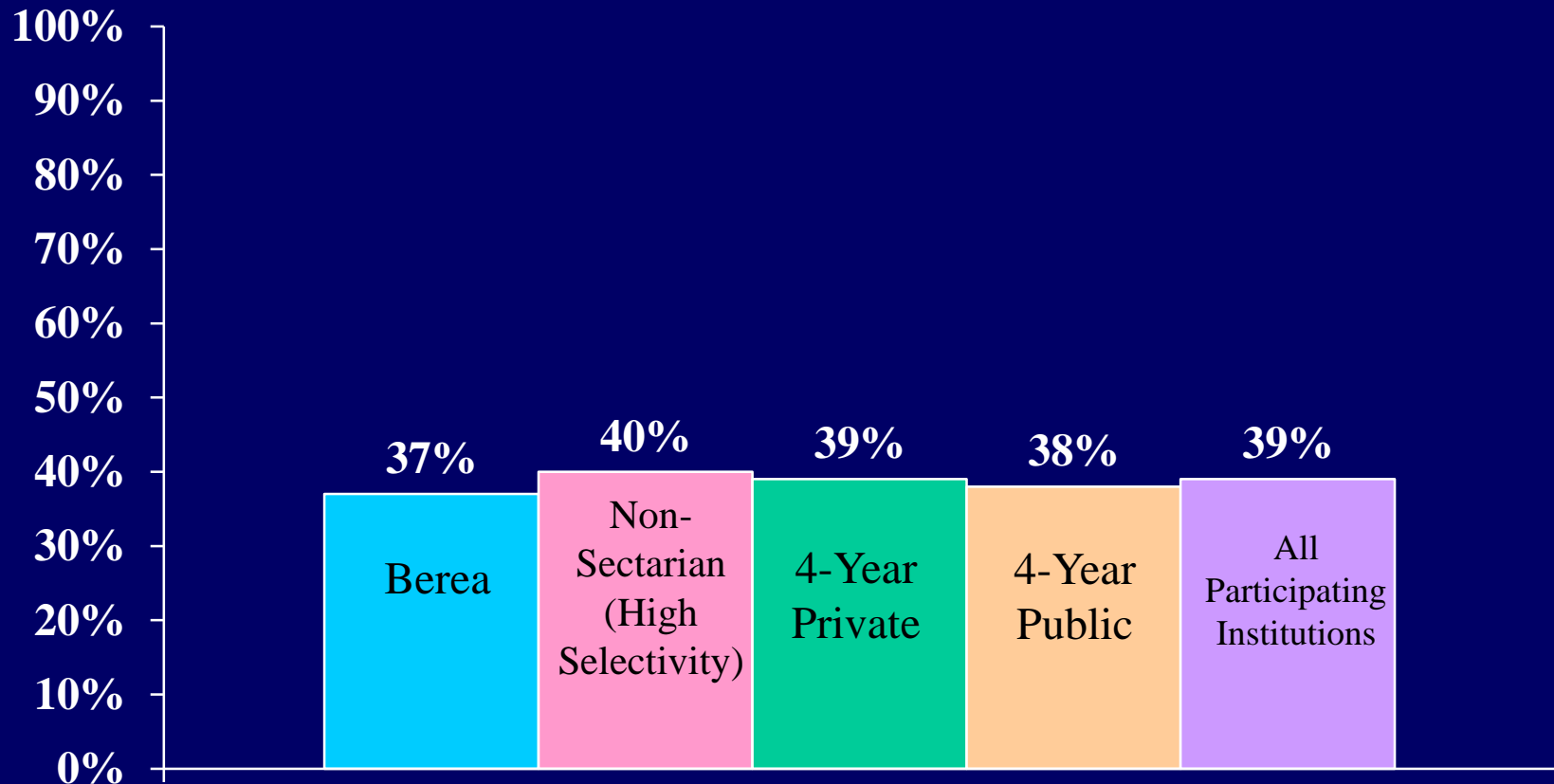


Percent of students who indicated “frequently”
Evaluate the quality or reliability of information you received
(during the past year)



Percent of students who indicated “frequently”

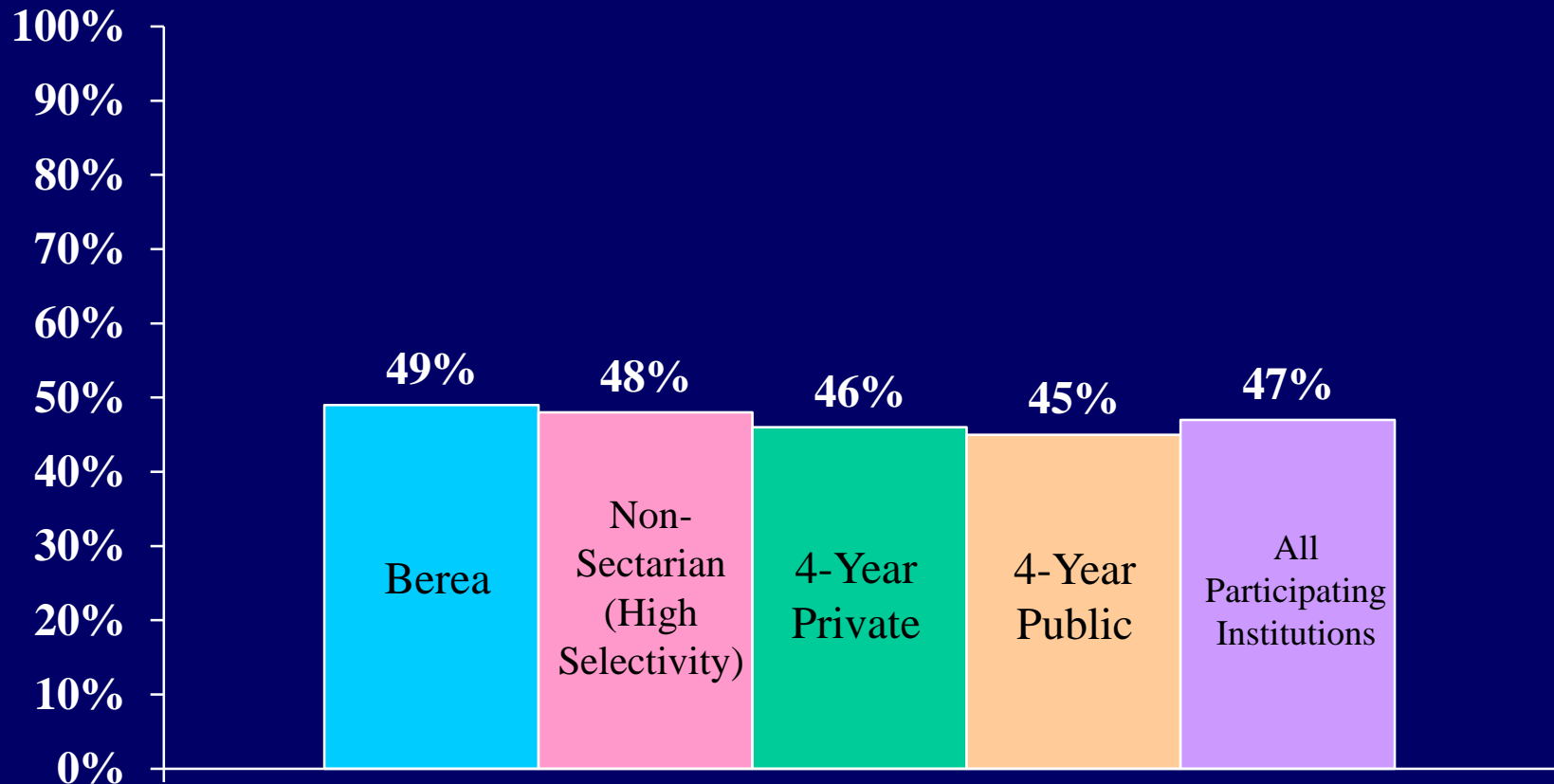
Take a risk because you feel you have more to gain
(during the past year)



Percent of students who indicated “frequently”

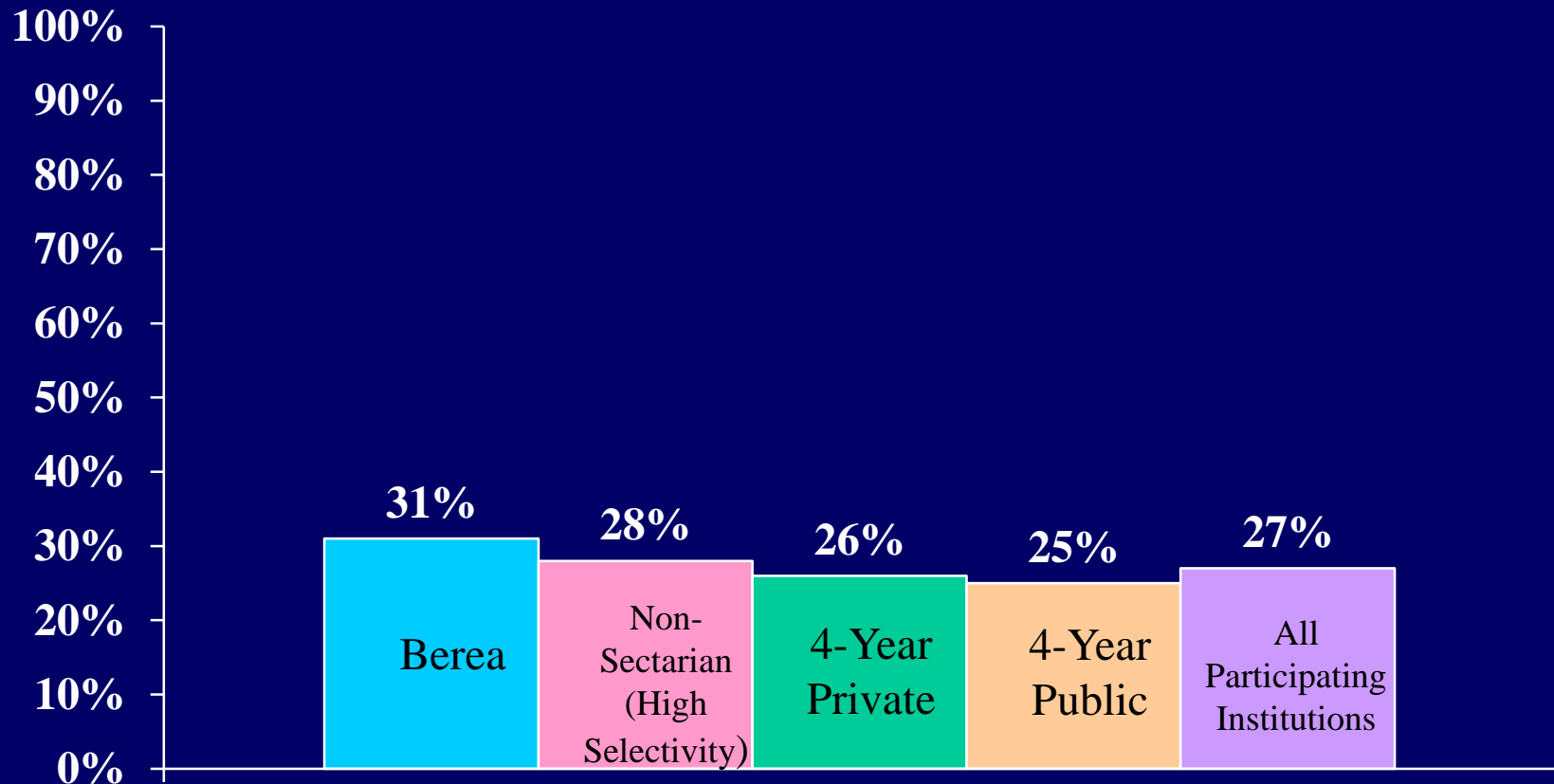
Seek alternative solution to a problem

(during the past year)

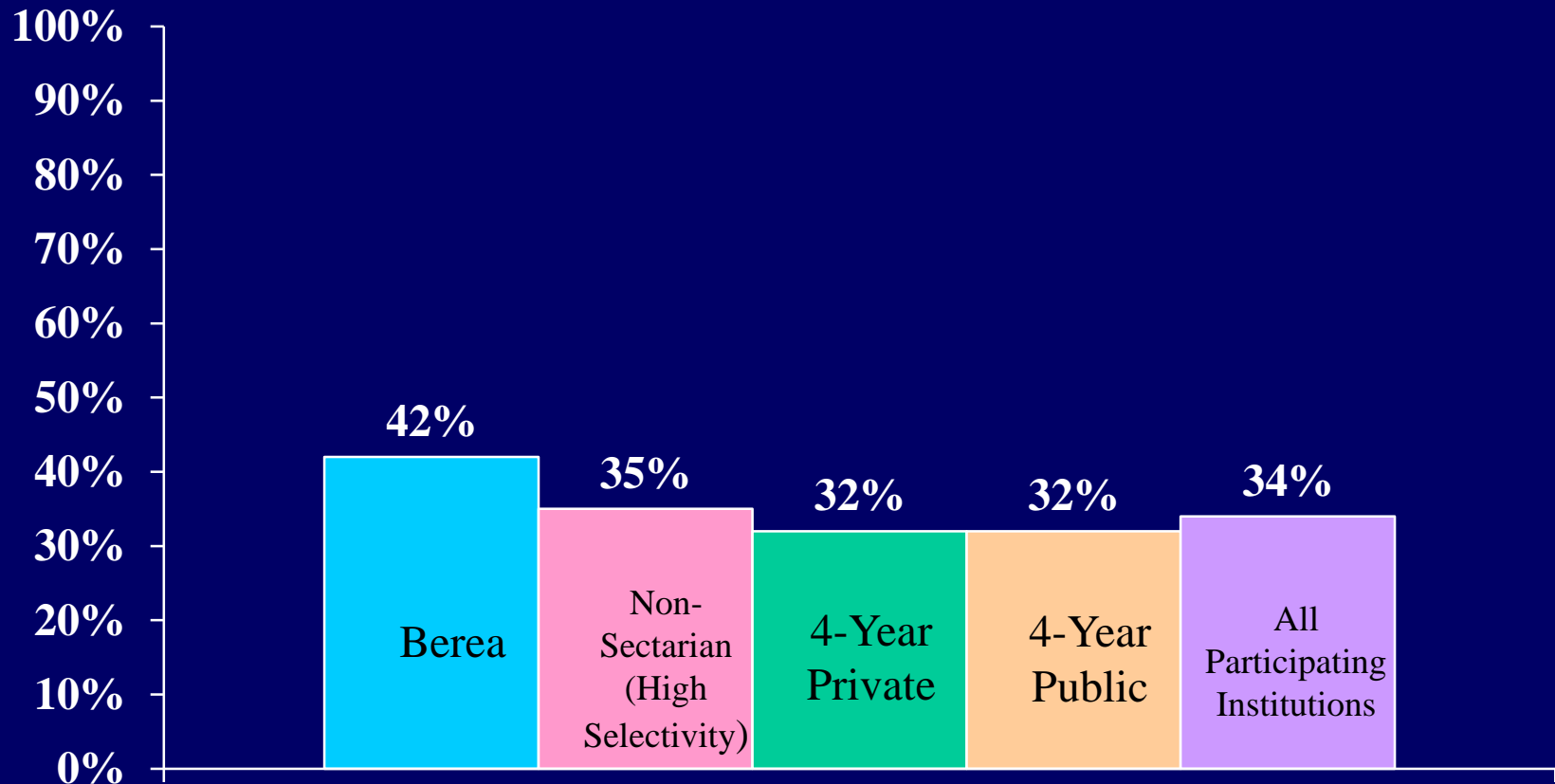


Percent of students who indicated “frequently”

Look up scientific research articles and resources
(during the past year)



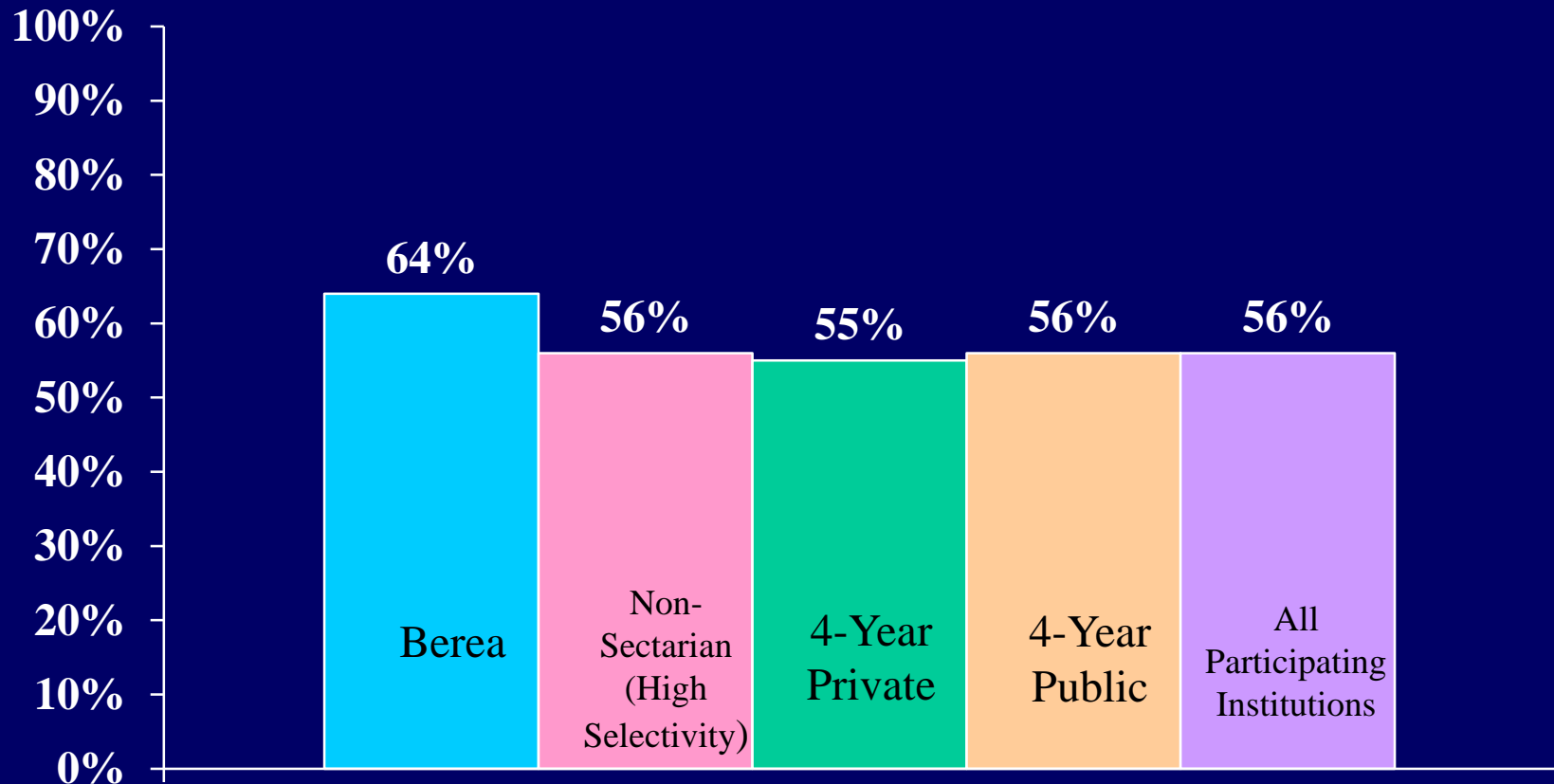
Percent of students who indicated “frequently”
Explore topics on your own, even though it is not required for a class
(during the past year)



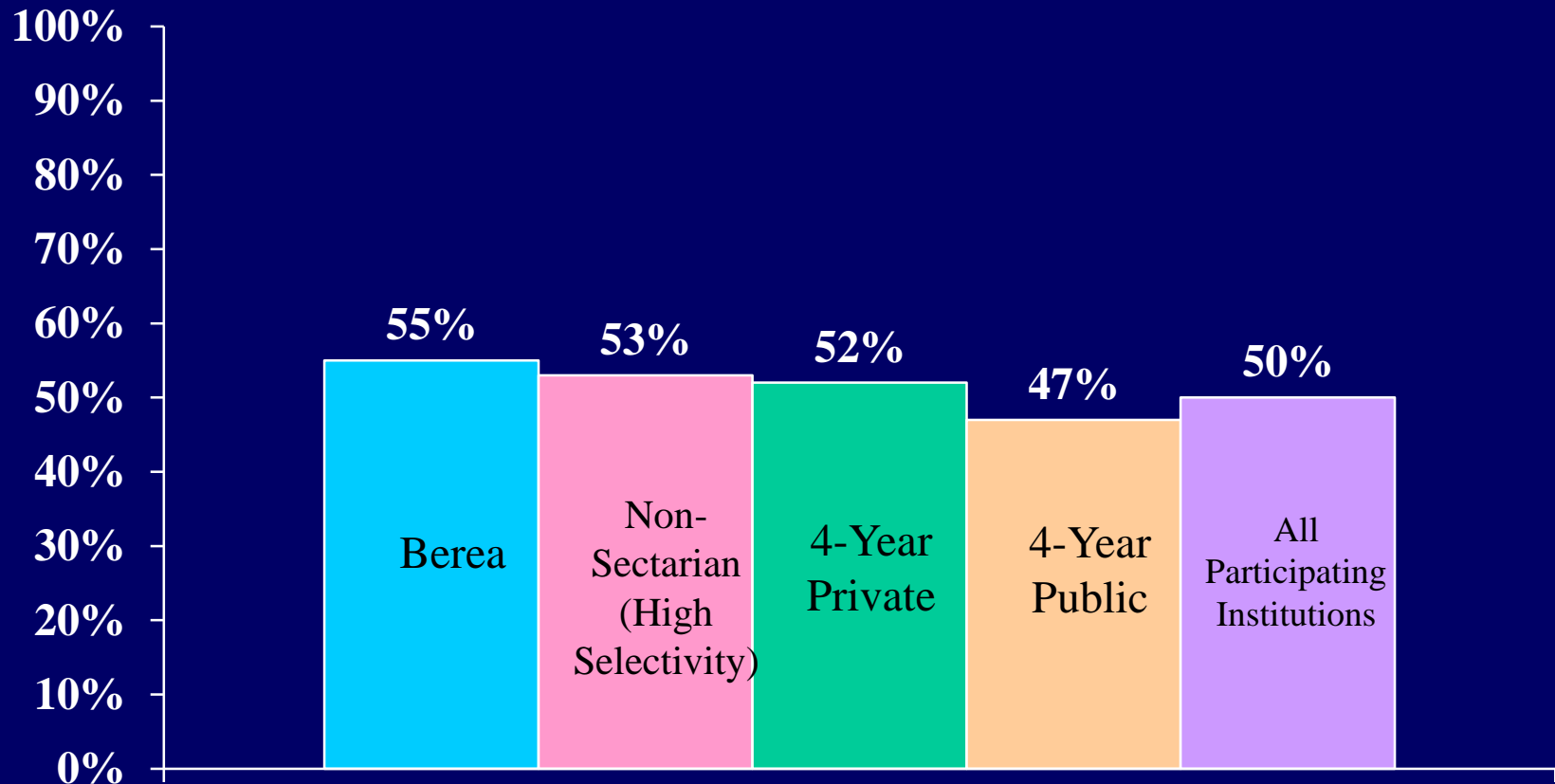
Percent of students who indicated “frequently”

Accept mistakes as part of the learning process

(during the past year)

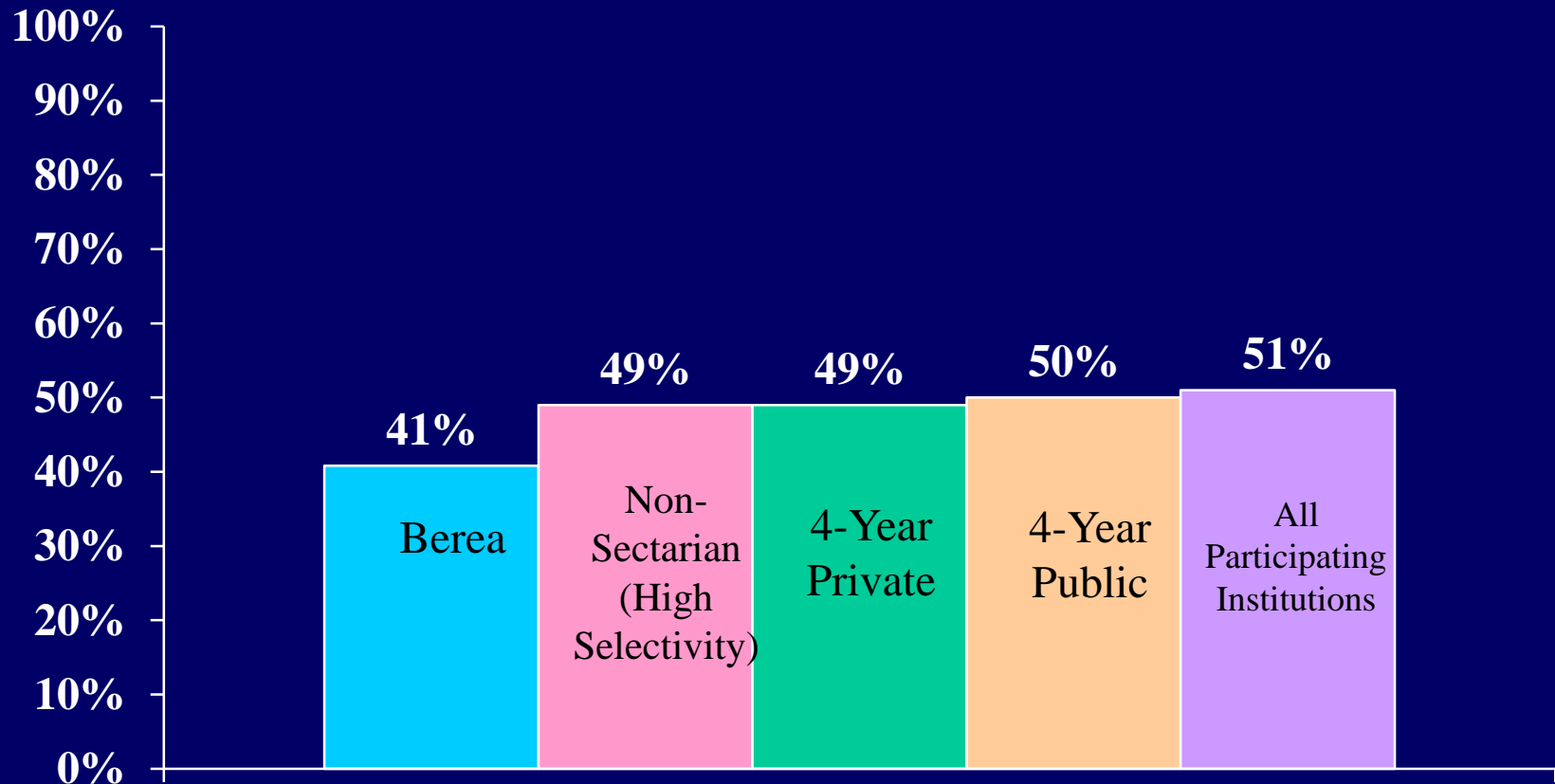


Percent of students who indicated “frequently”
Seek feedback on your academic work
(during the past year)

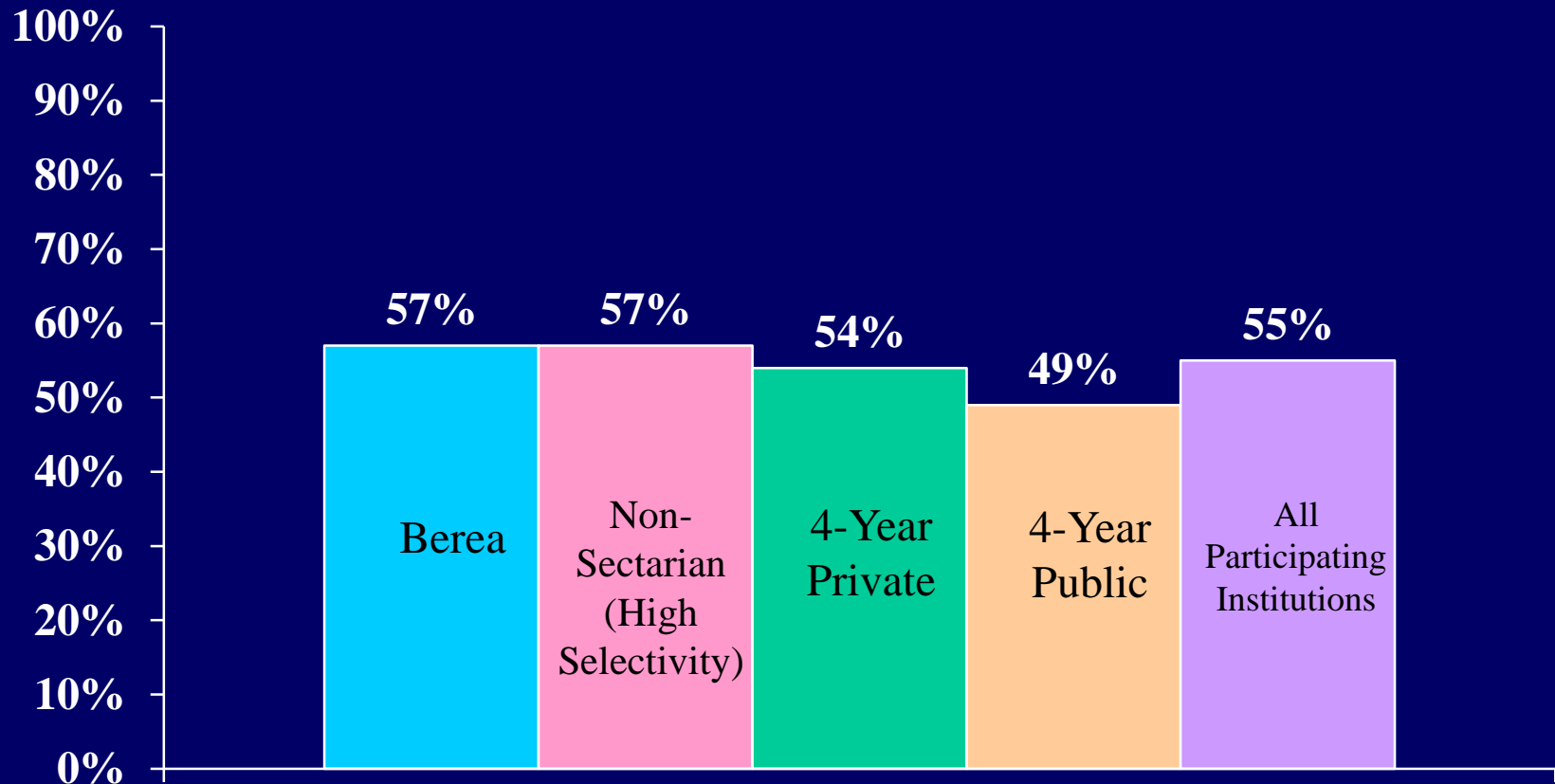


Percent of students who indicated “frequently”

Work with other students on group project
(during the past year)

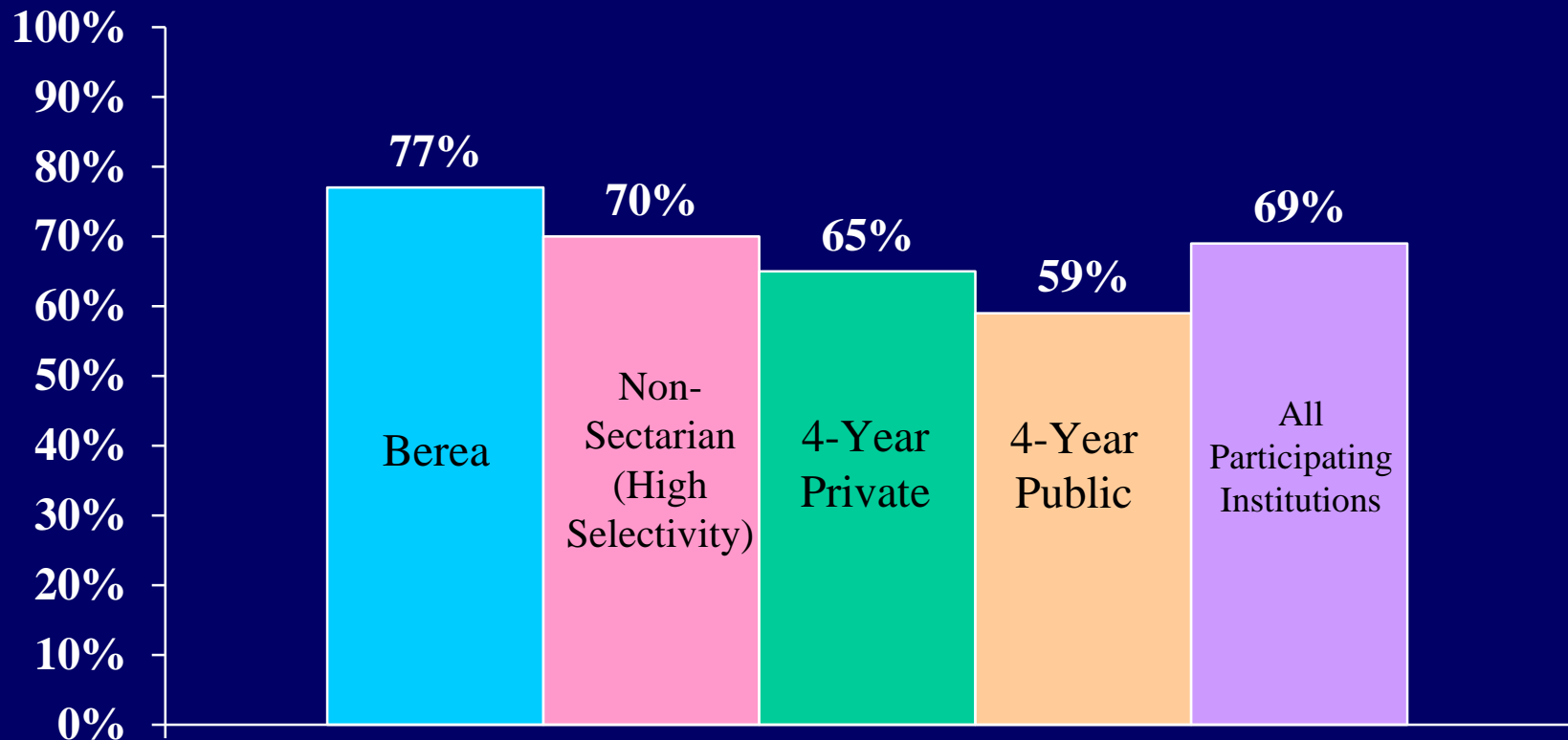


Percent of students who indicated “frequently”
Integrate skills and knowledge from different sources and experience
(during the past year)



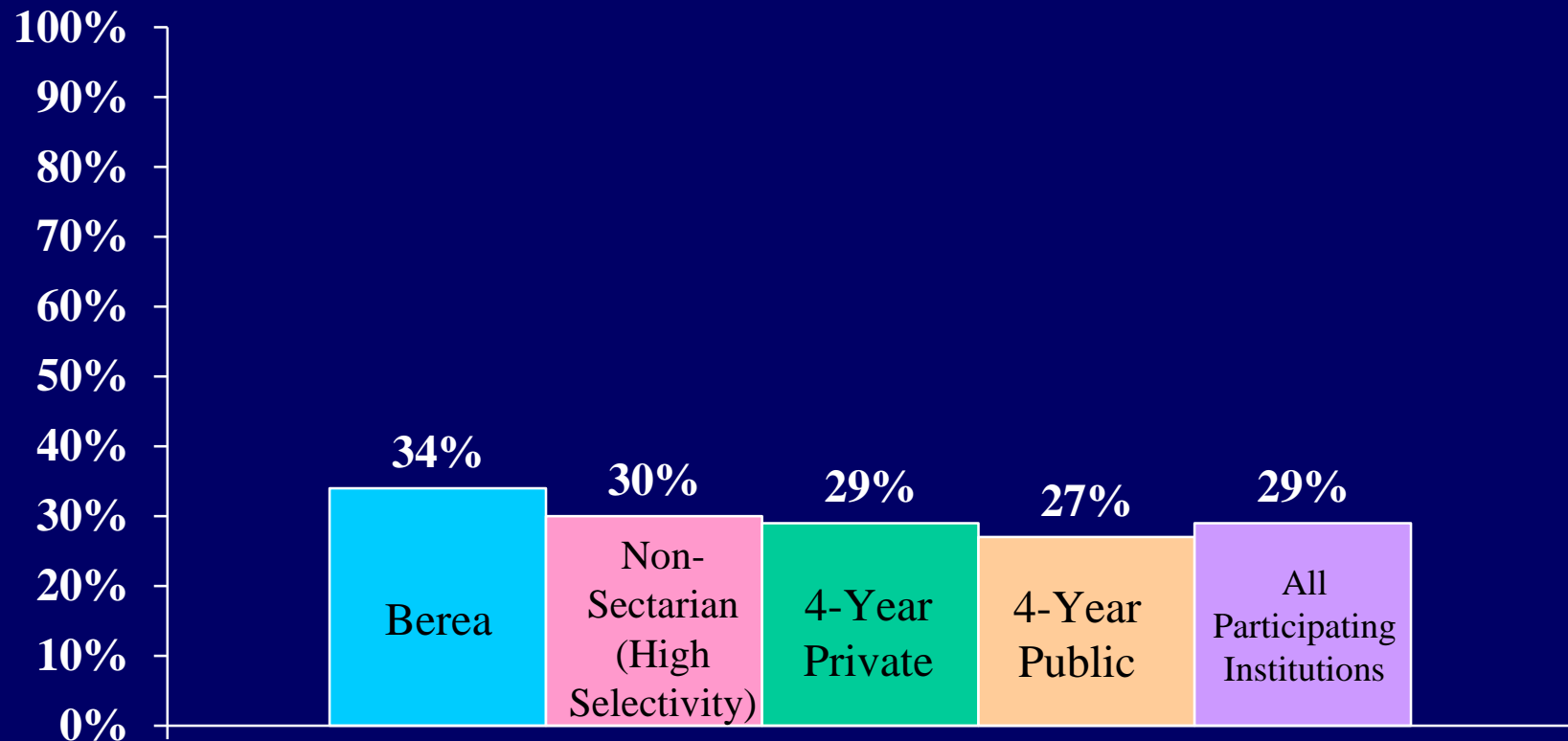
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Academic Ability



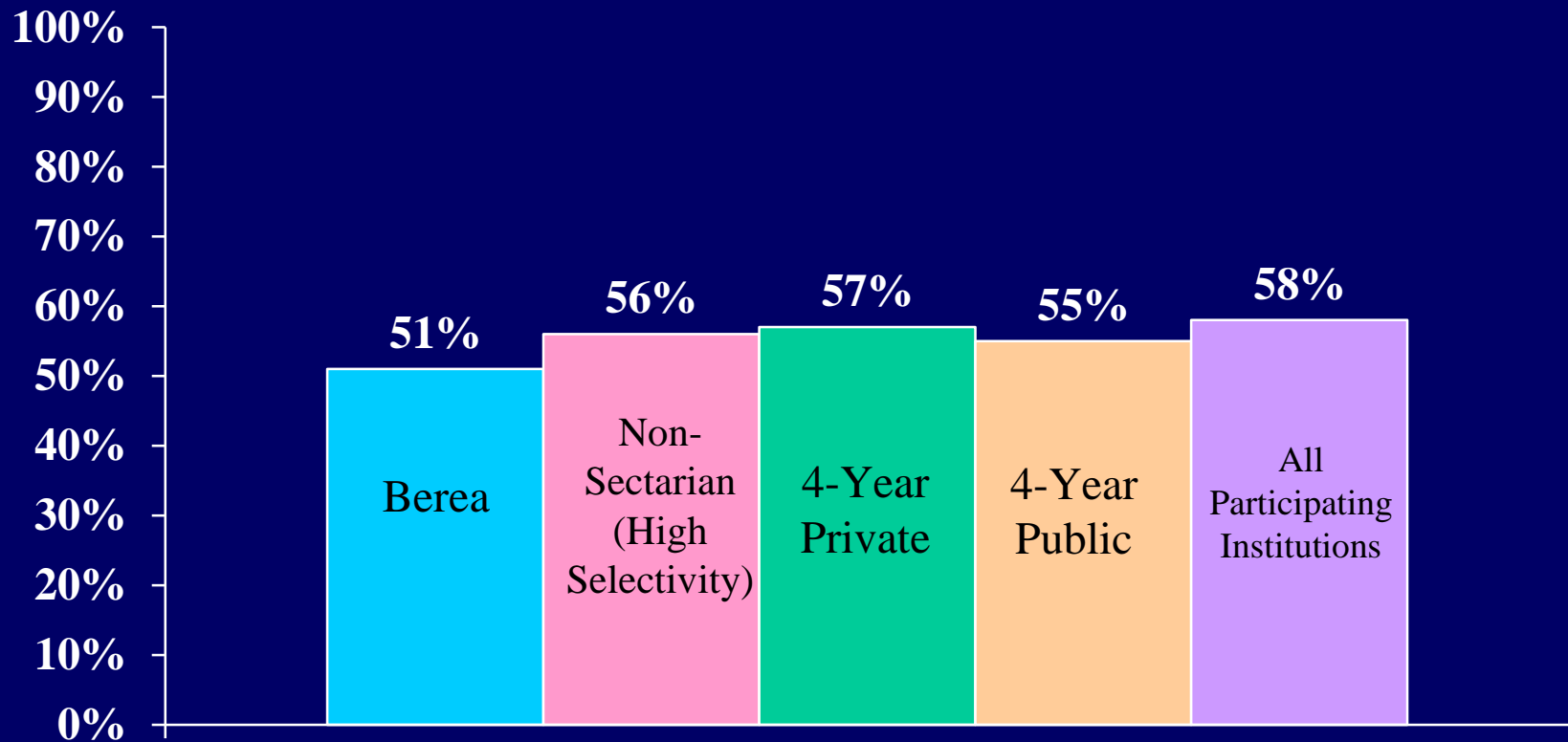
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Artistic Ability



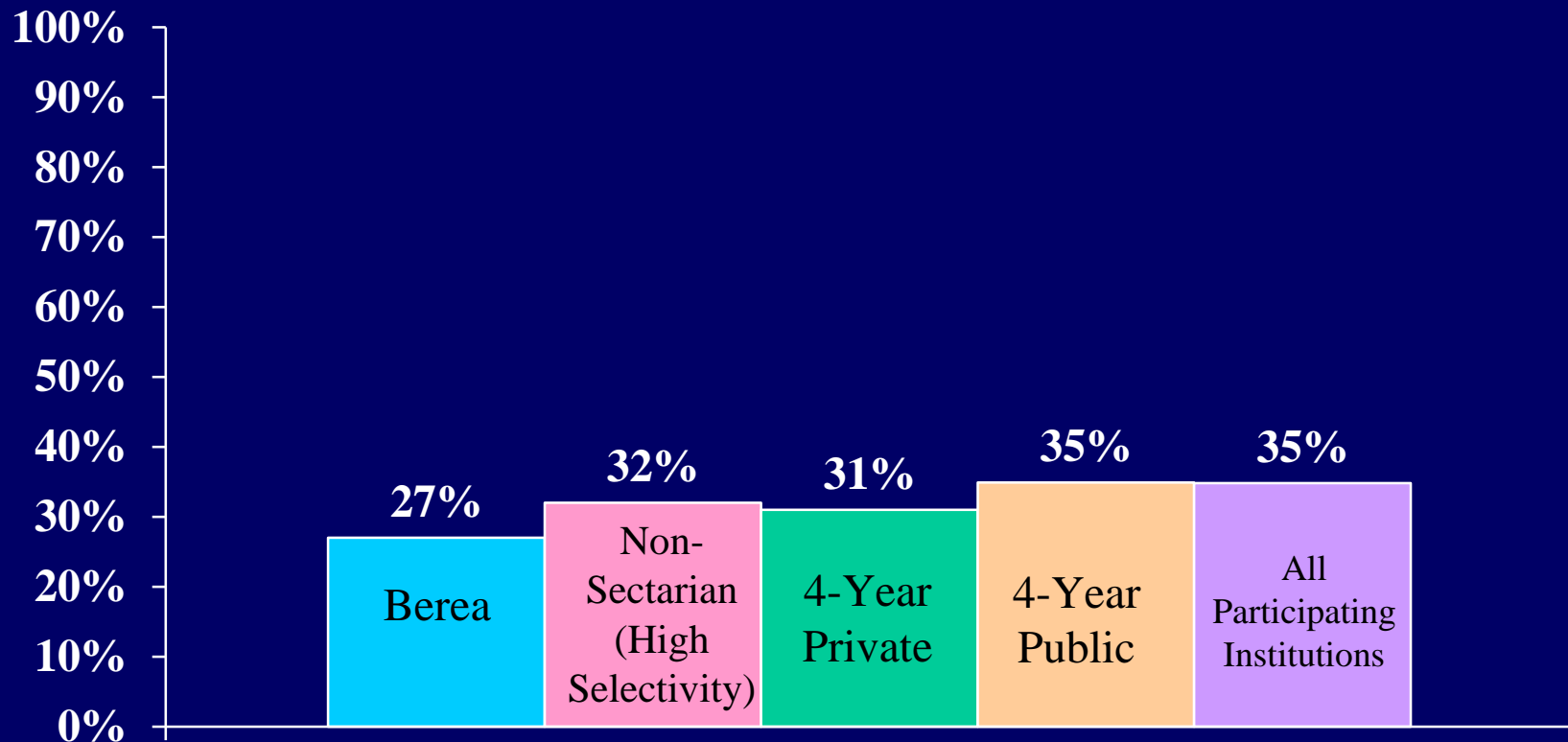
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Competitiveness



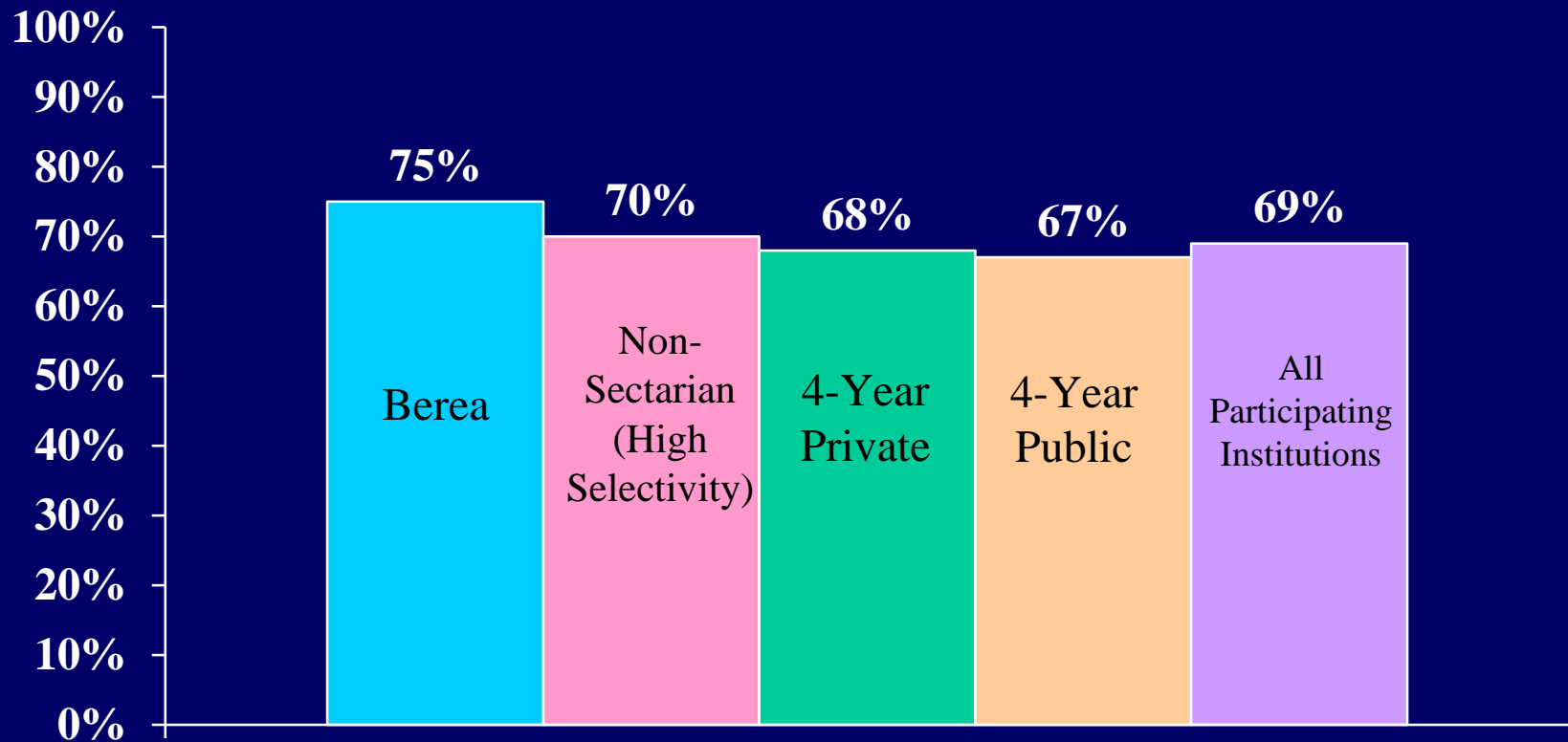
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Computer Skills



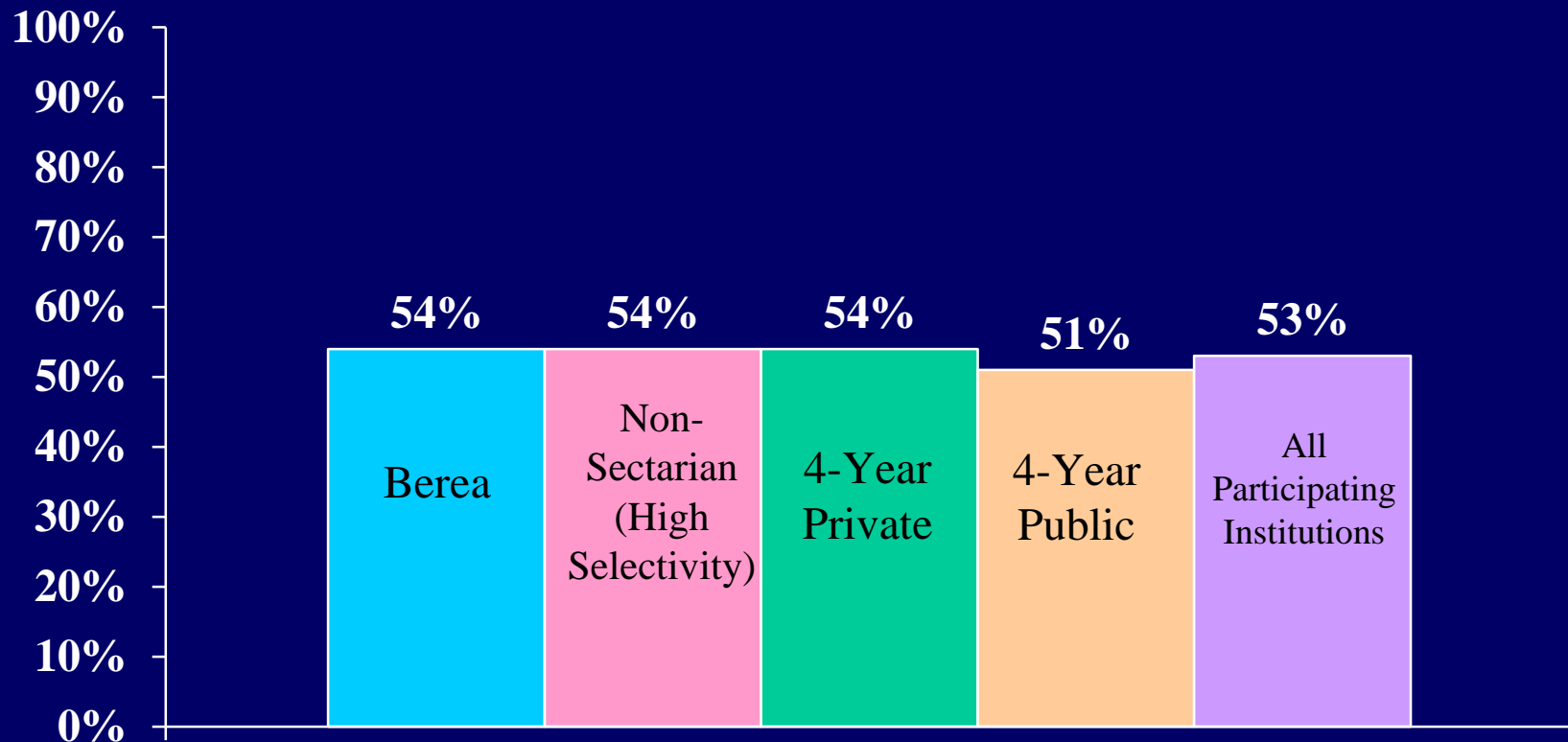
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Cooperativeness



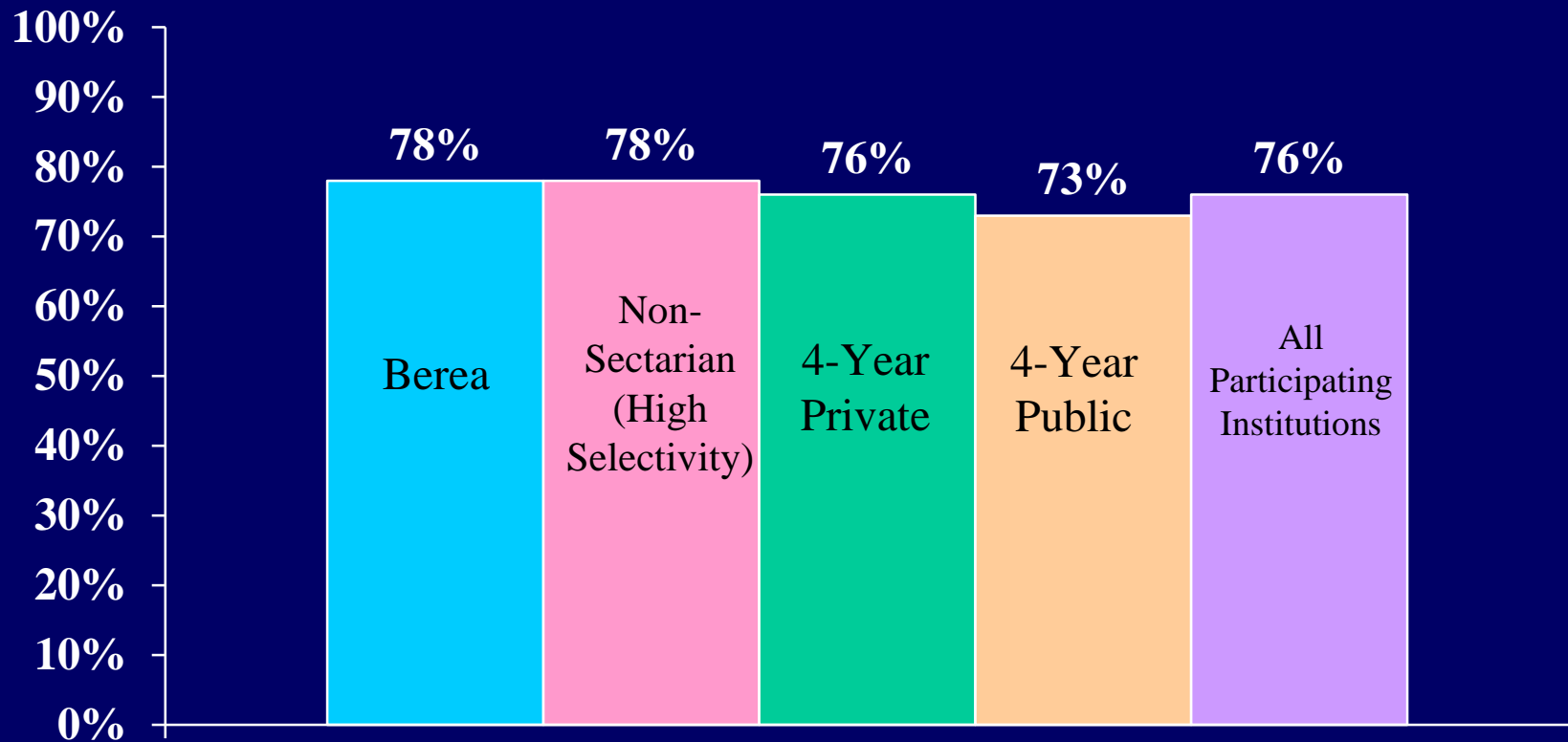
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Creativity



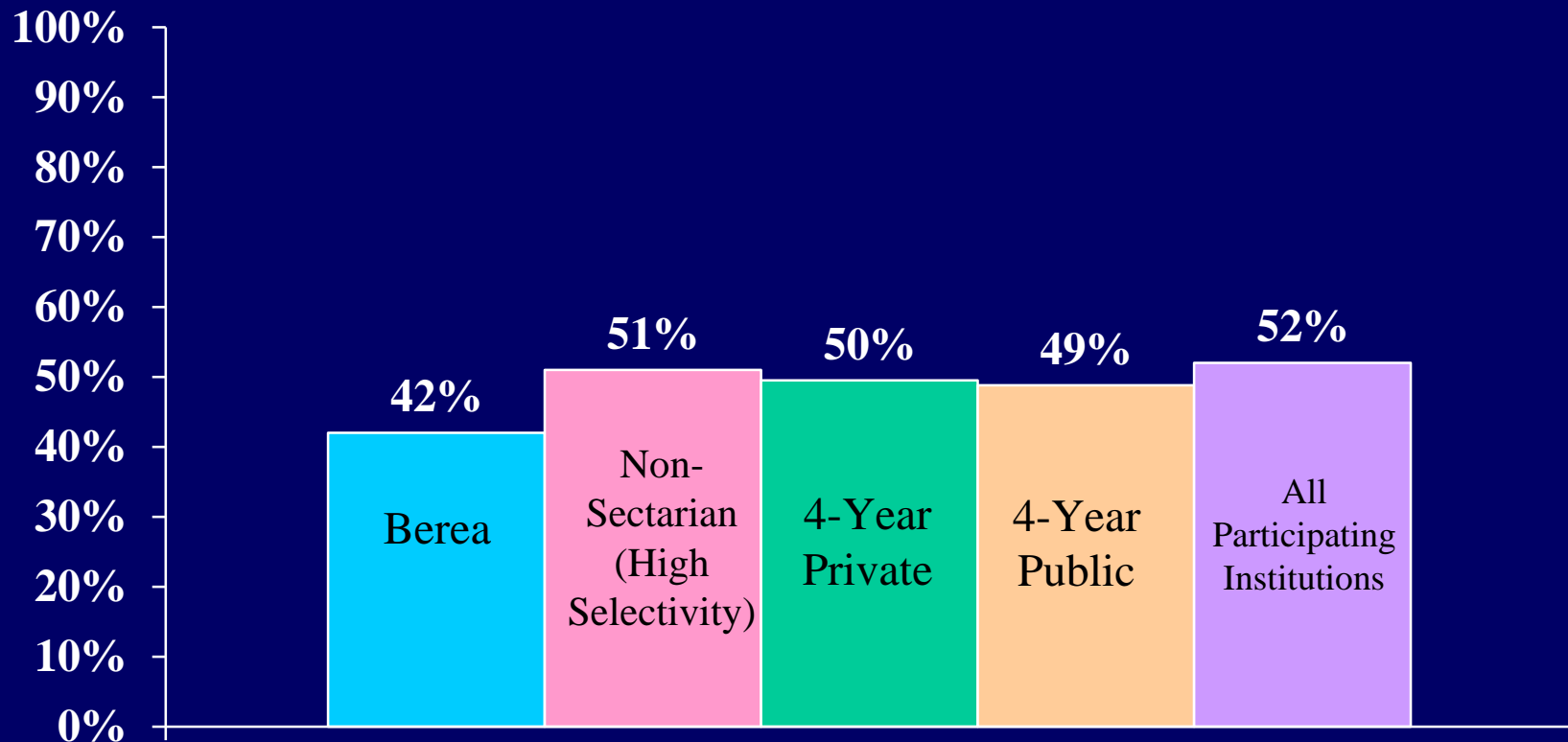
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Drive to achieve



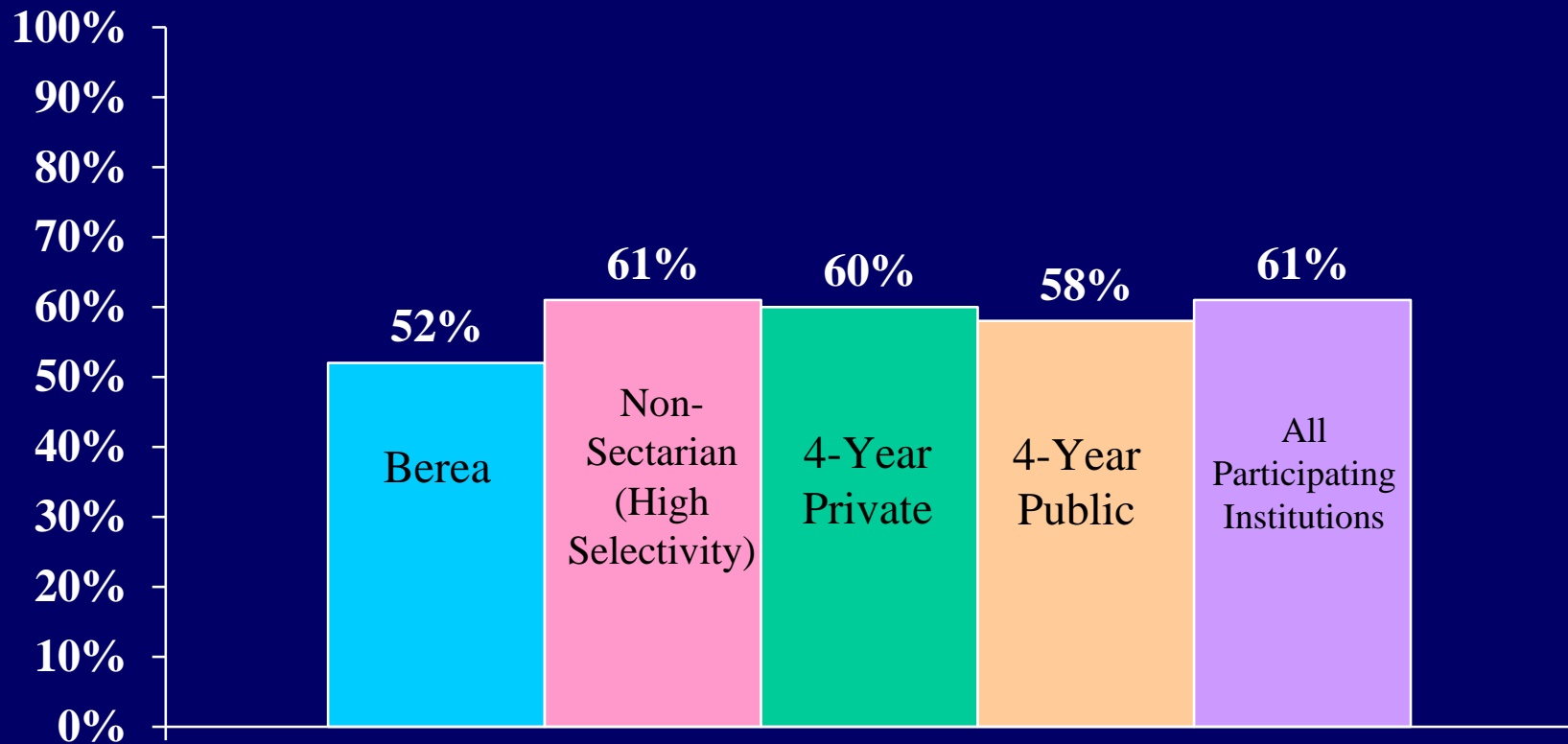
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Emotional Health



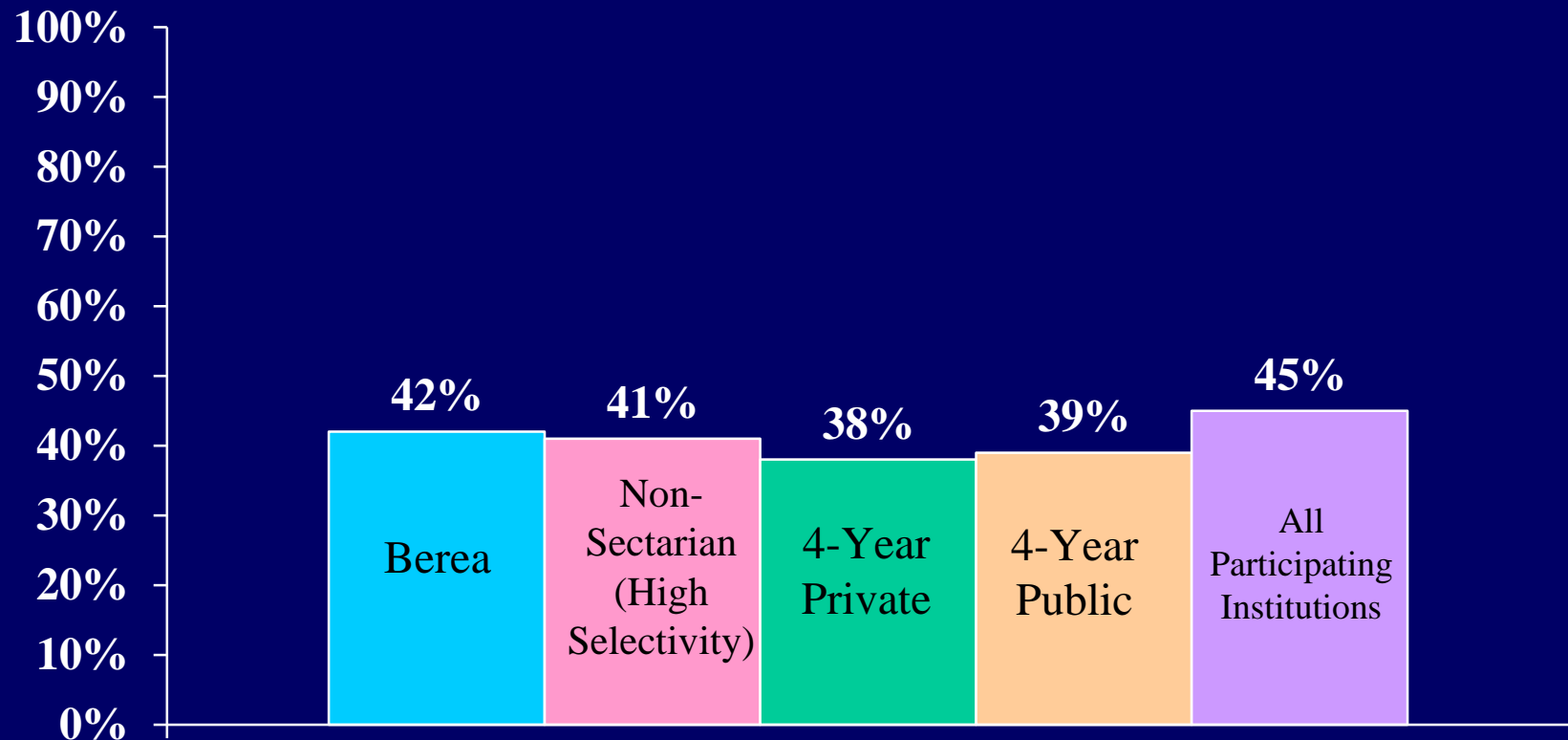
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Leadership Ability



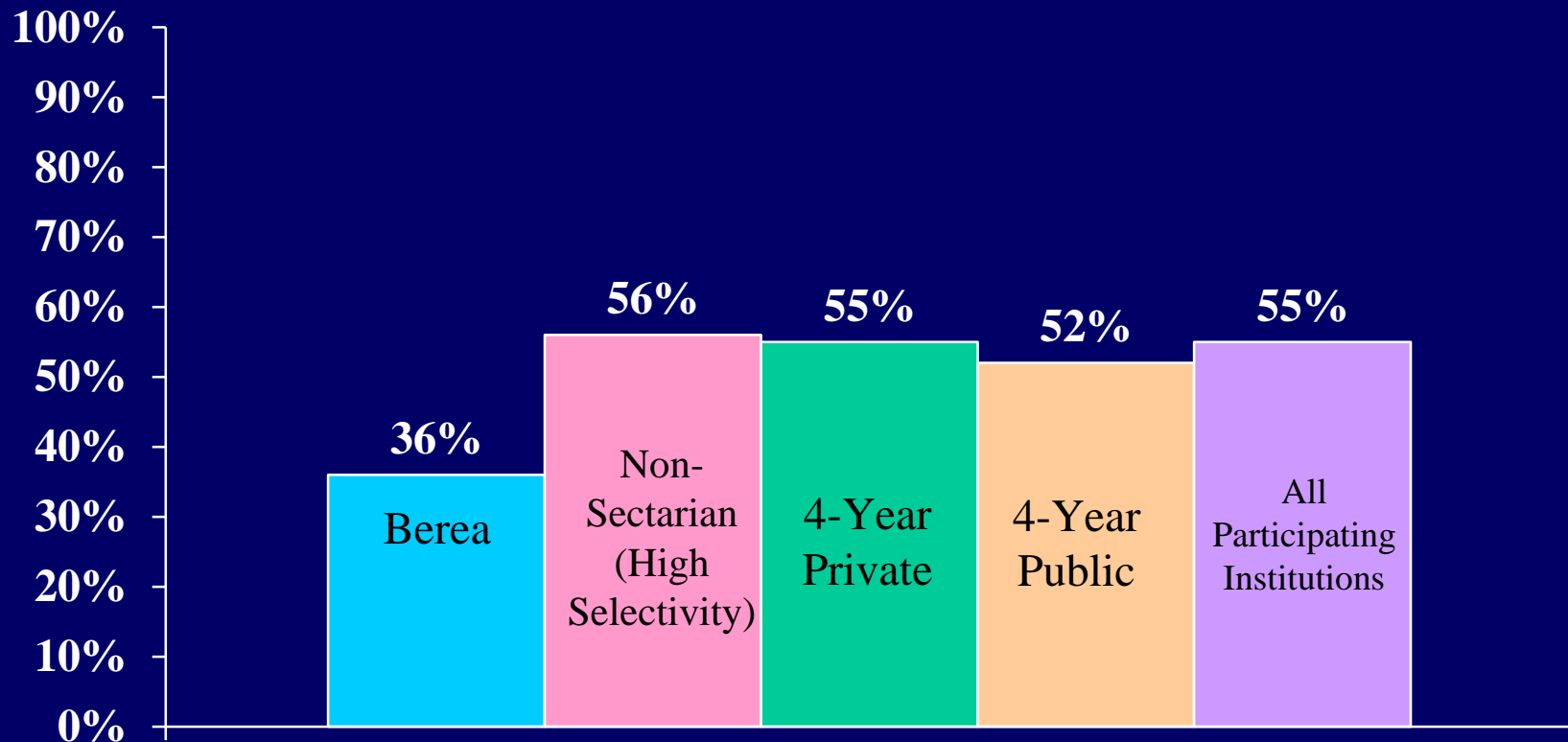
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Mathematical Ability



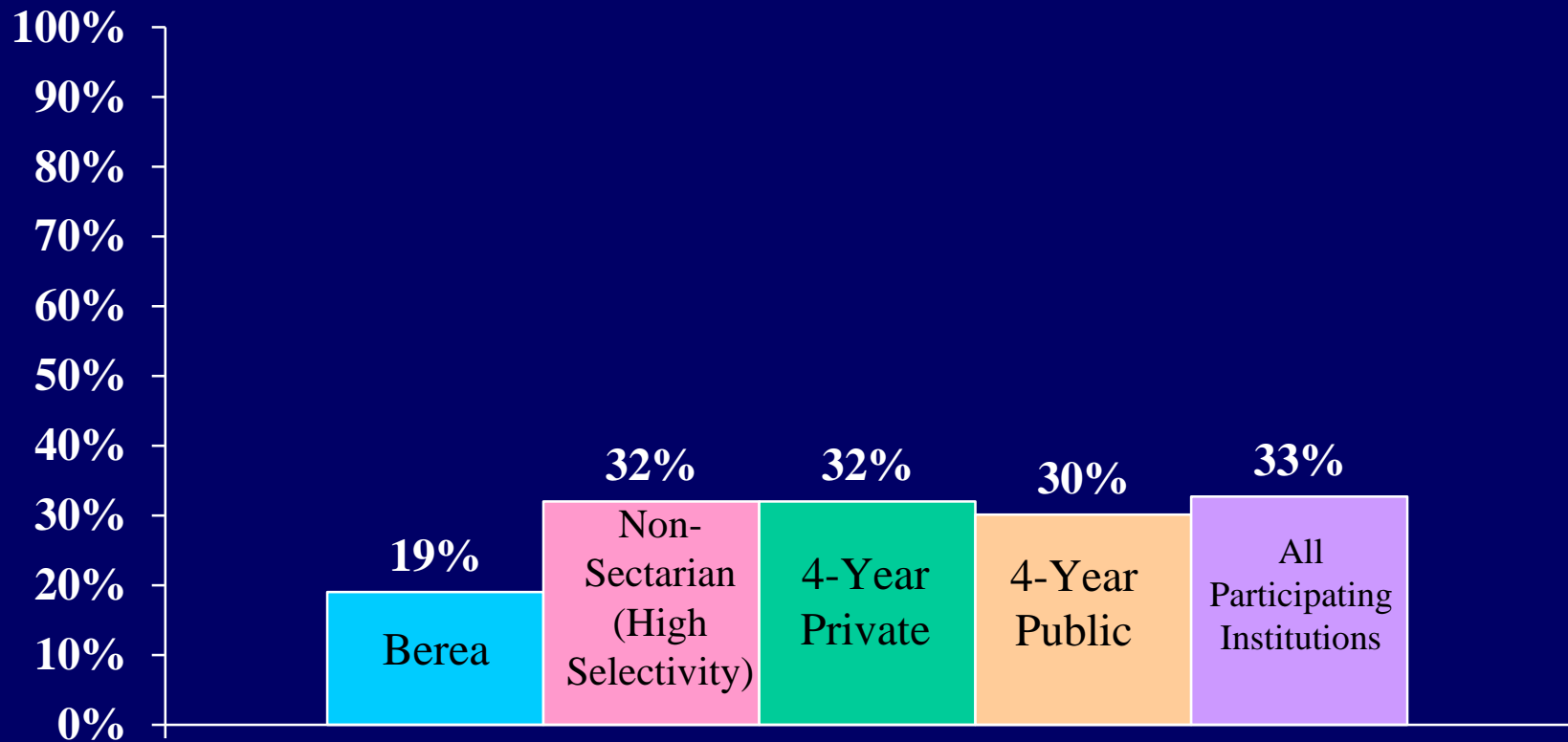
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Physical Health



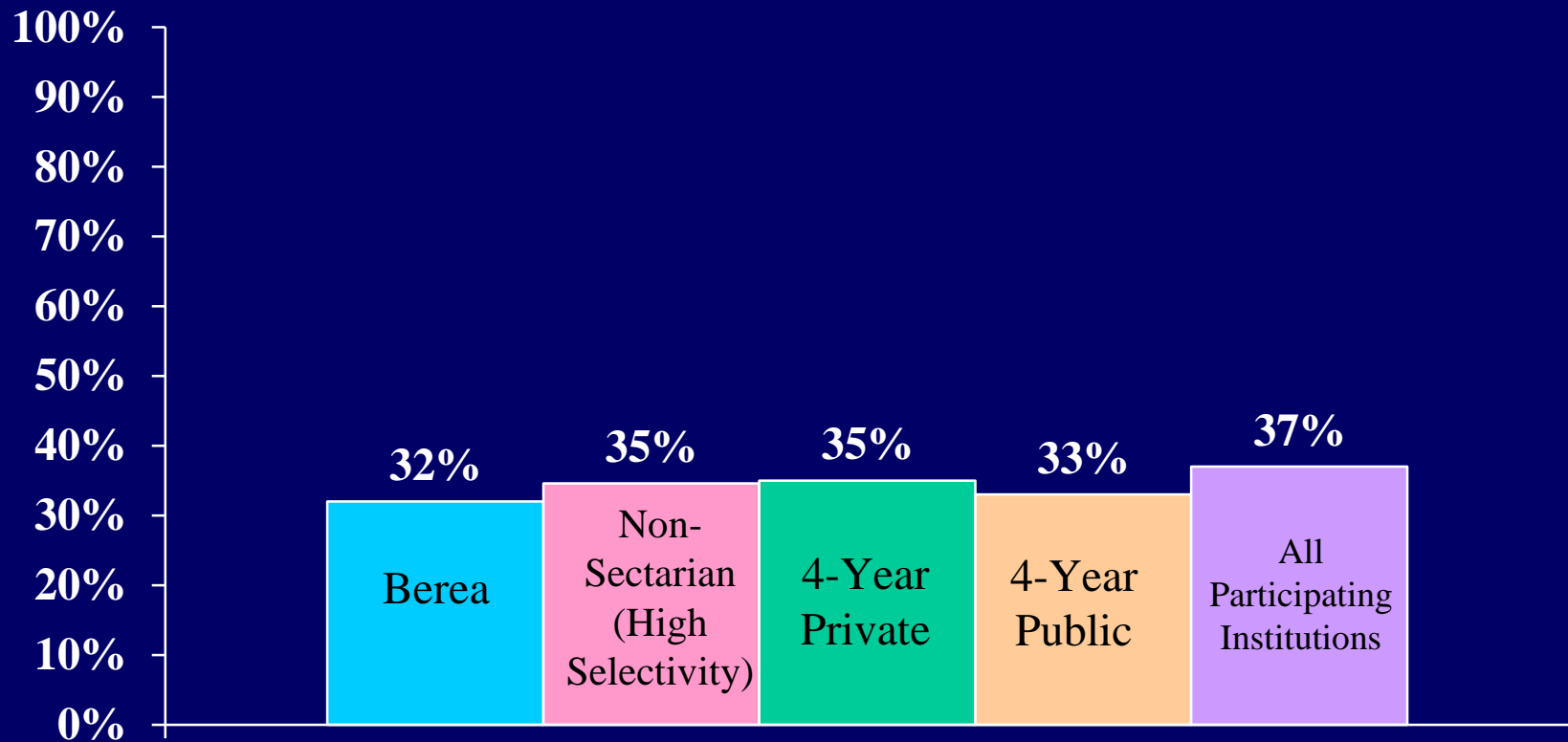
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Popularity



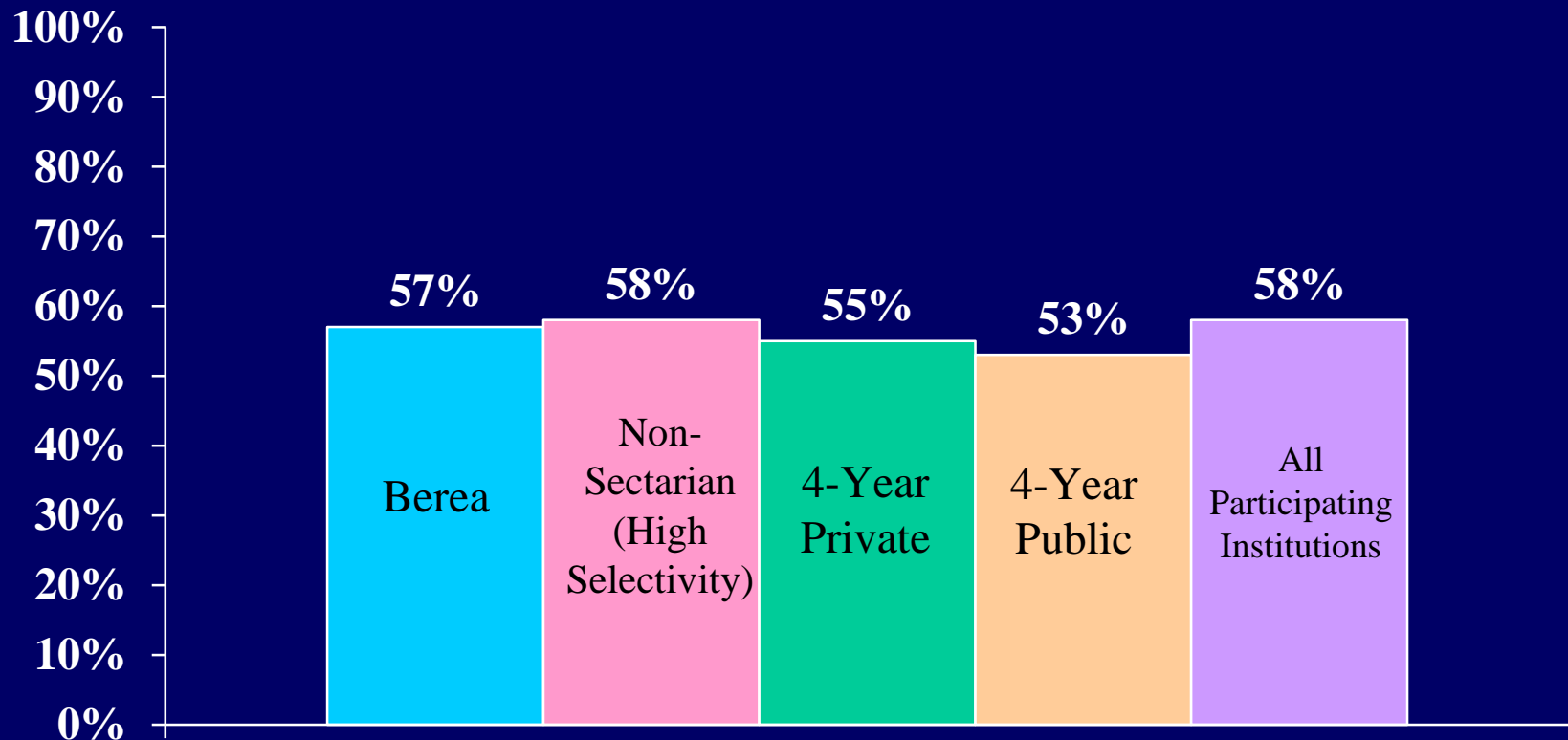
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Public Speaking Ability



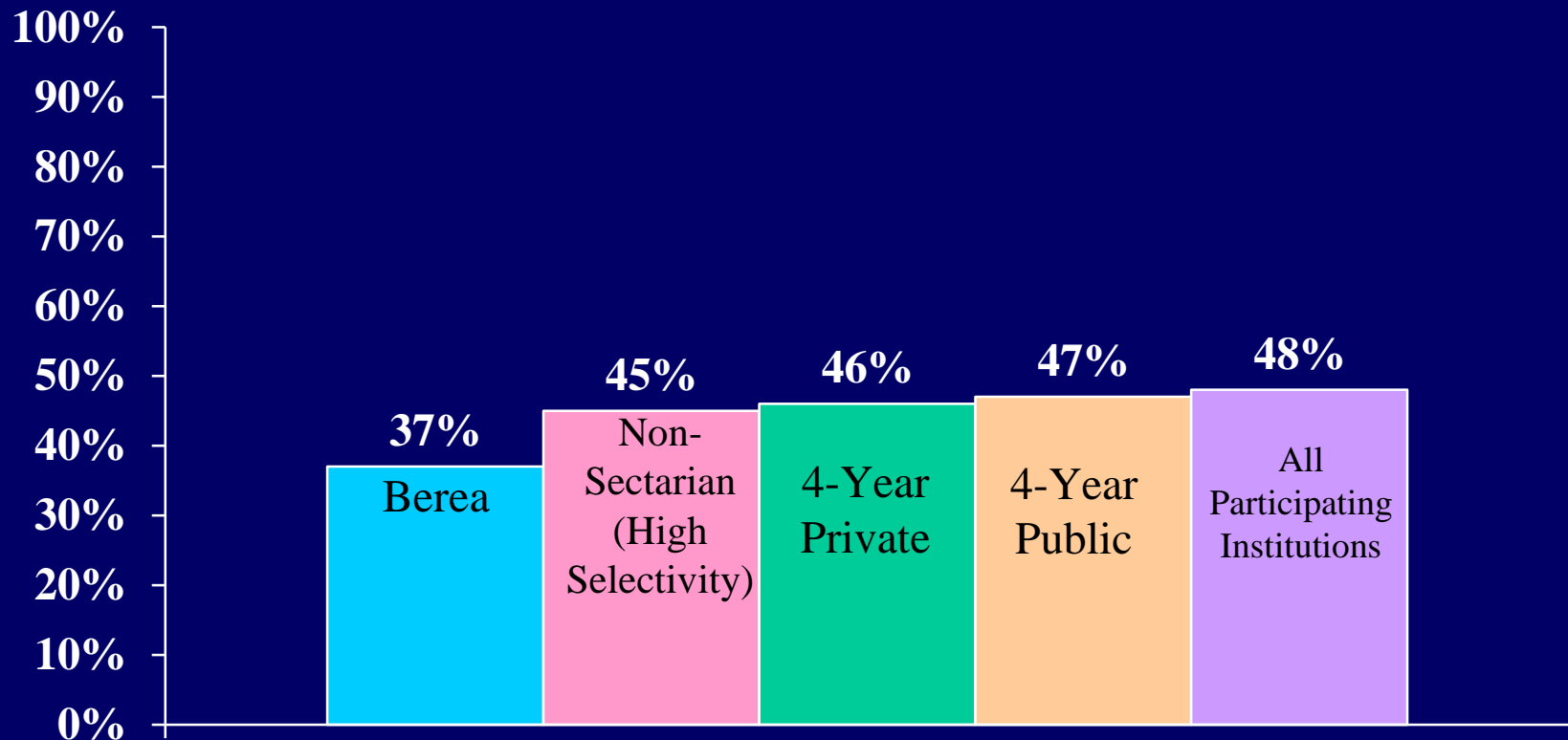
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Self-confidence (intellectual)



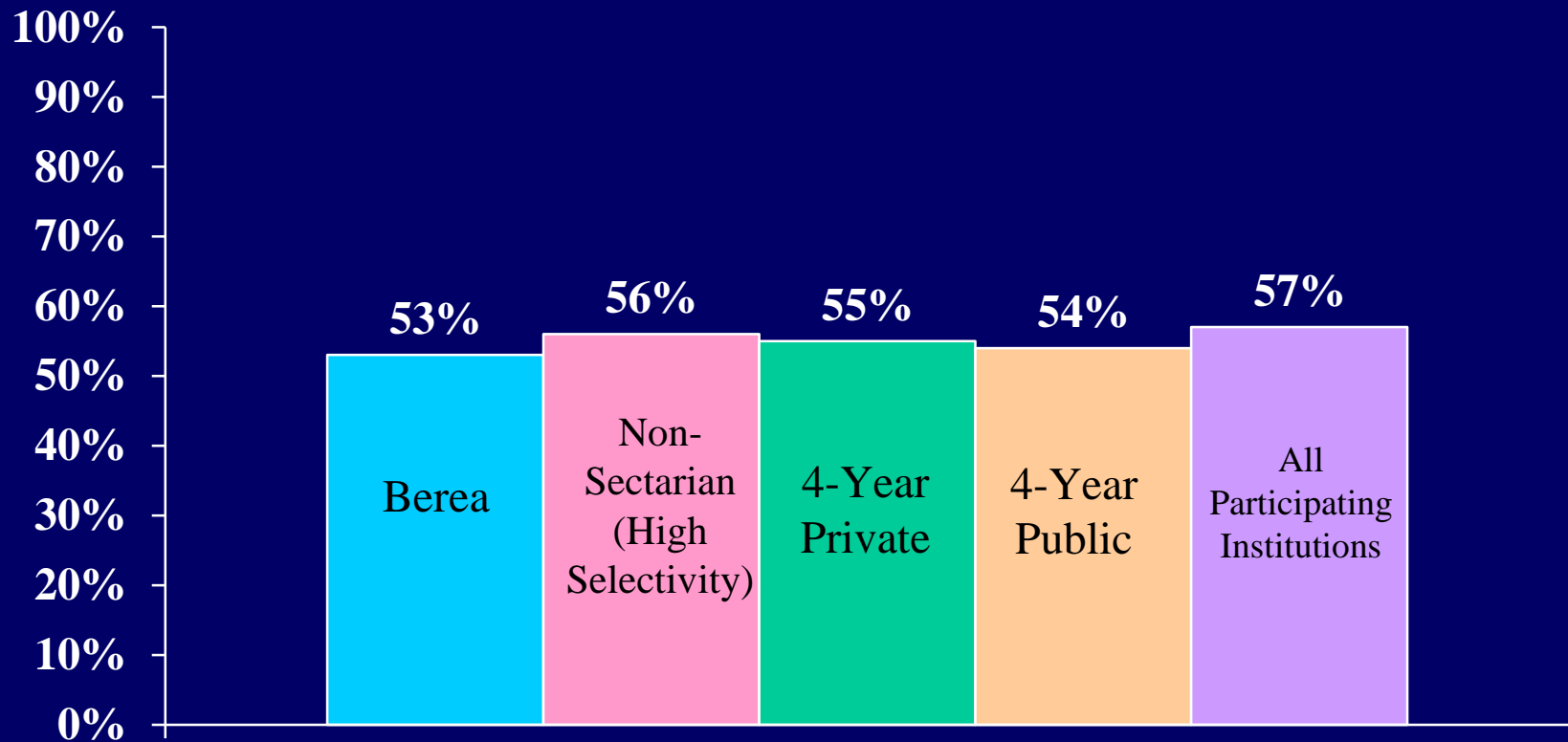
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Self-confidence (social)



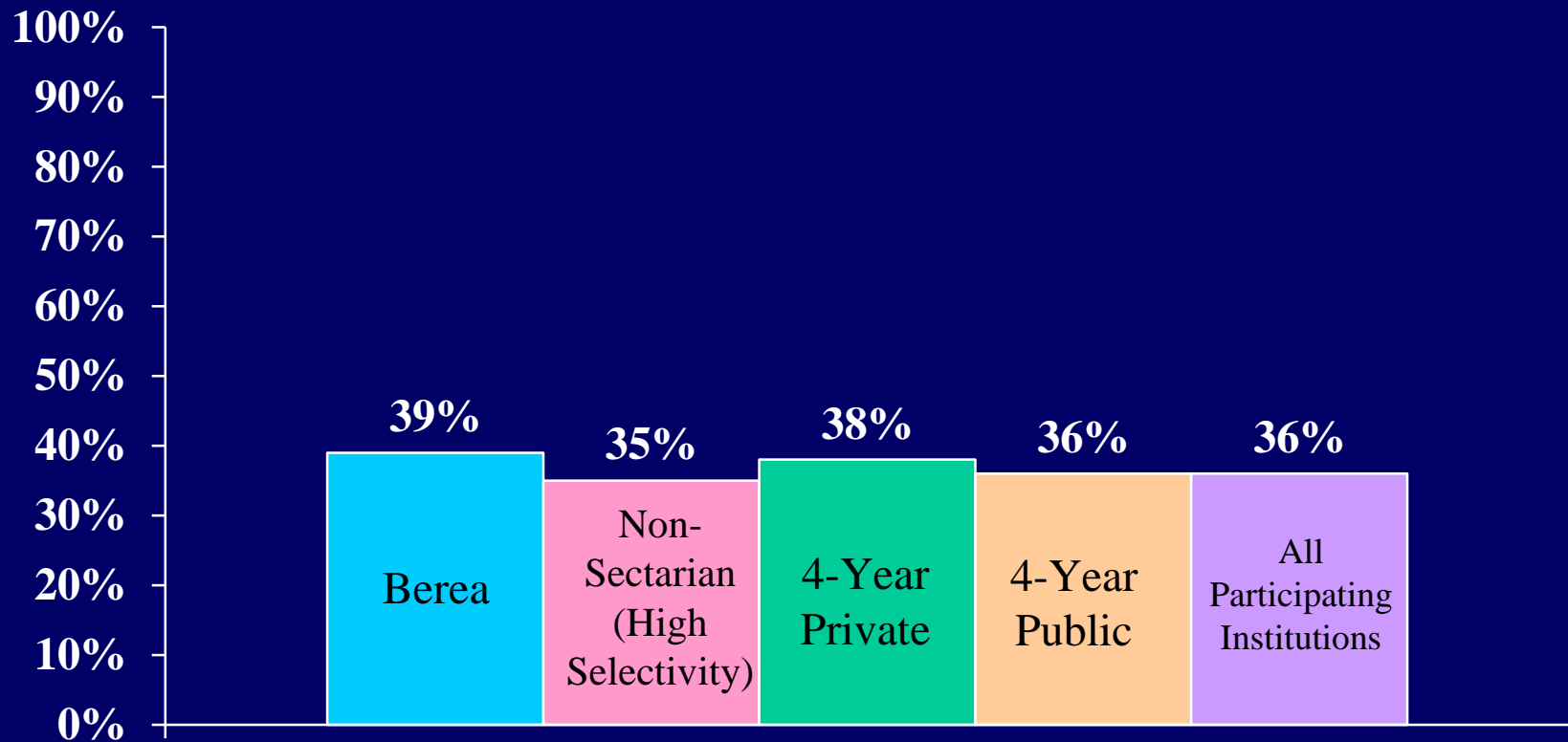
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Self-understanding



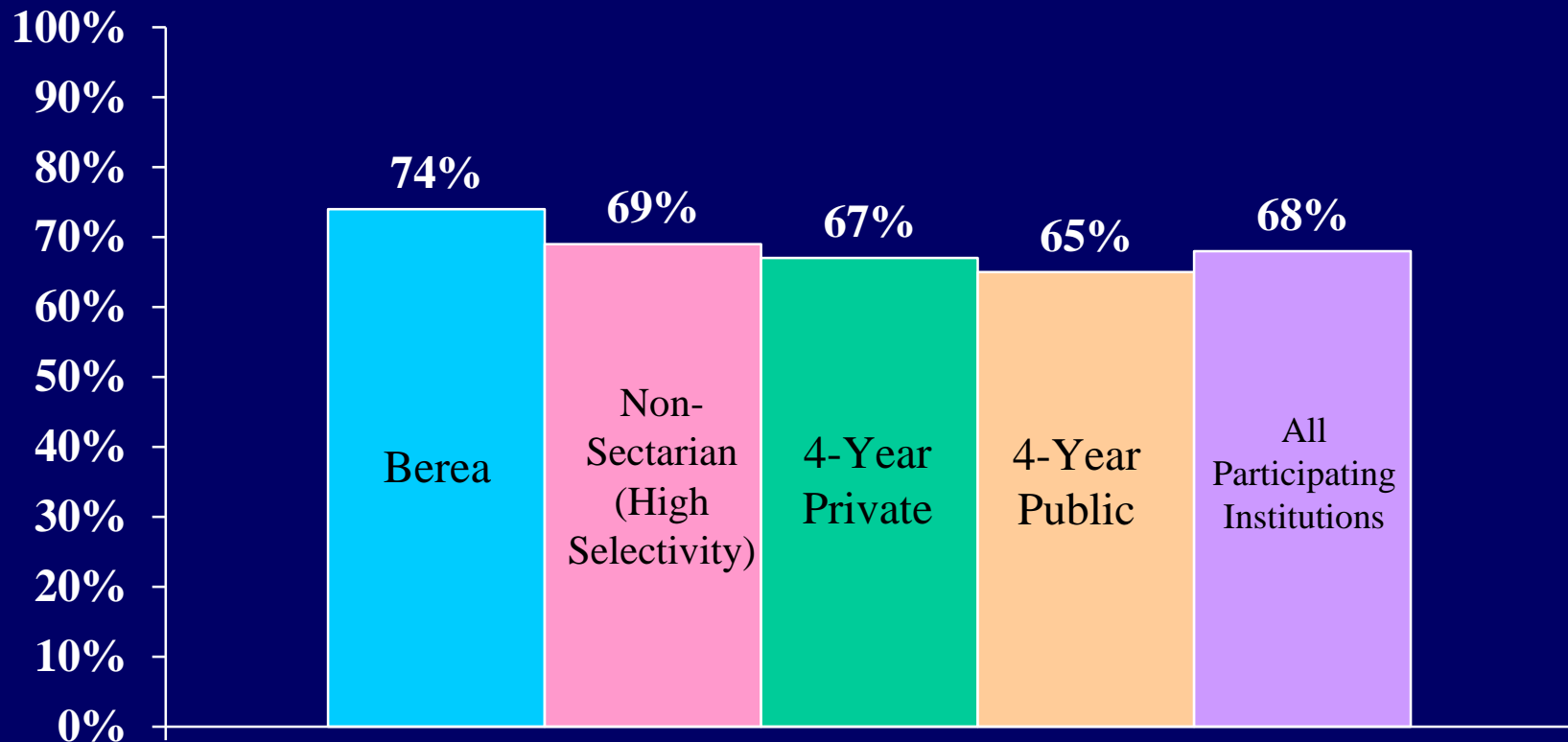
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Spirituality



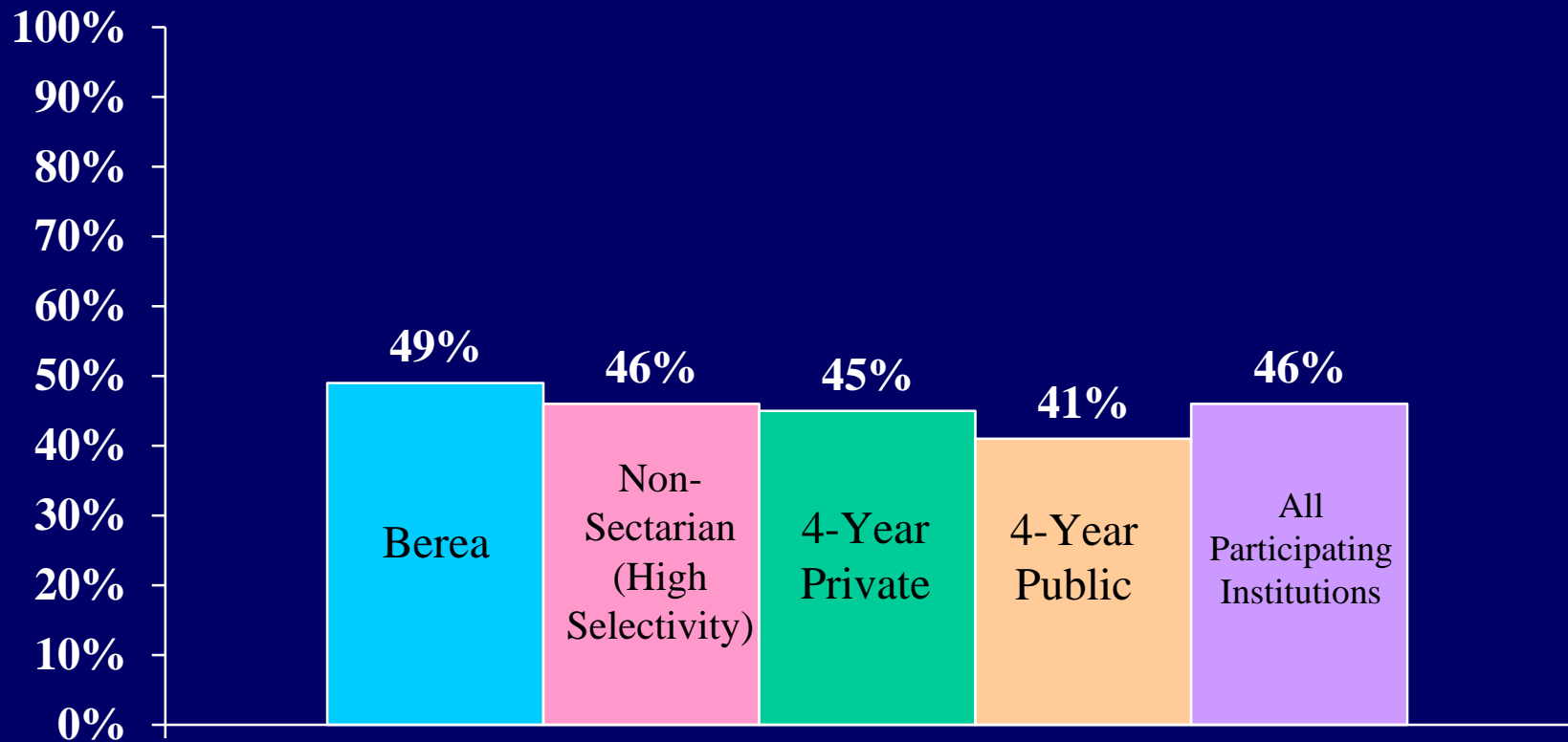
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Understanding of others



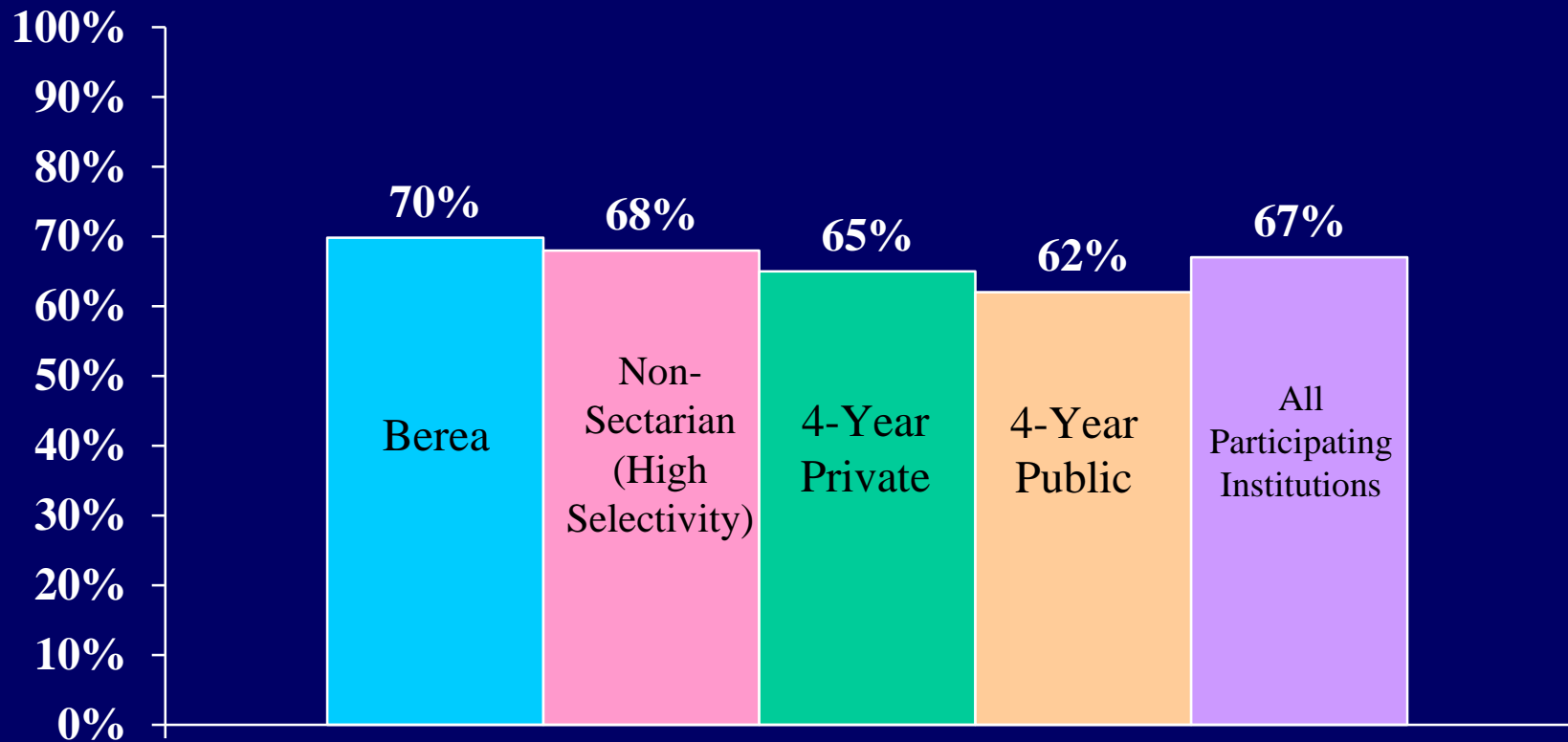
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Writing Ability



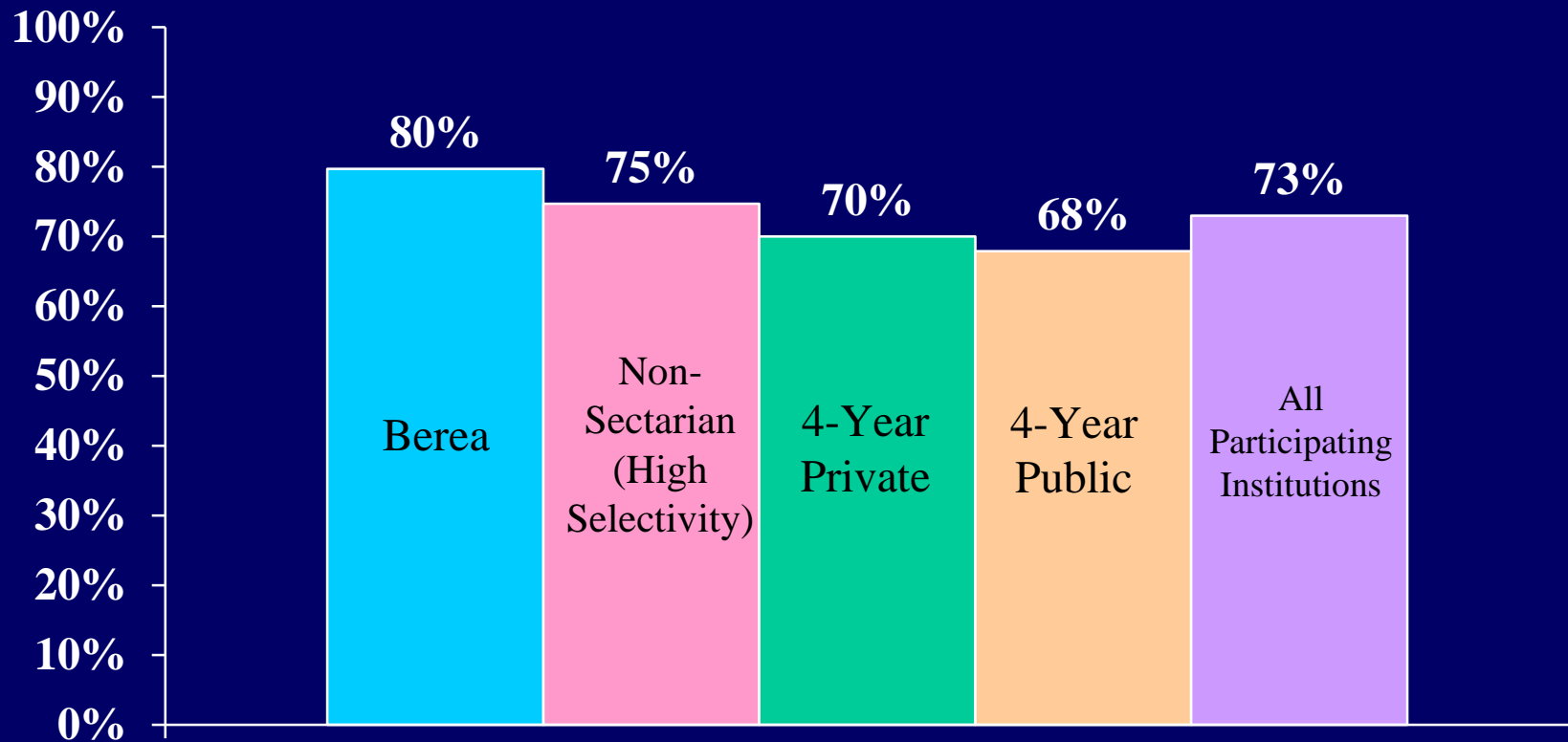
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Ability to see the world from someone else’s perspective



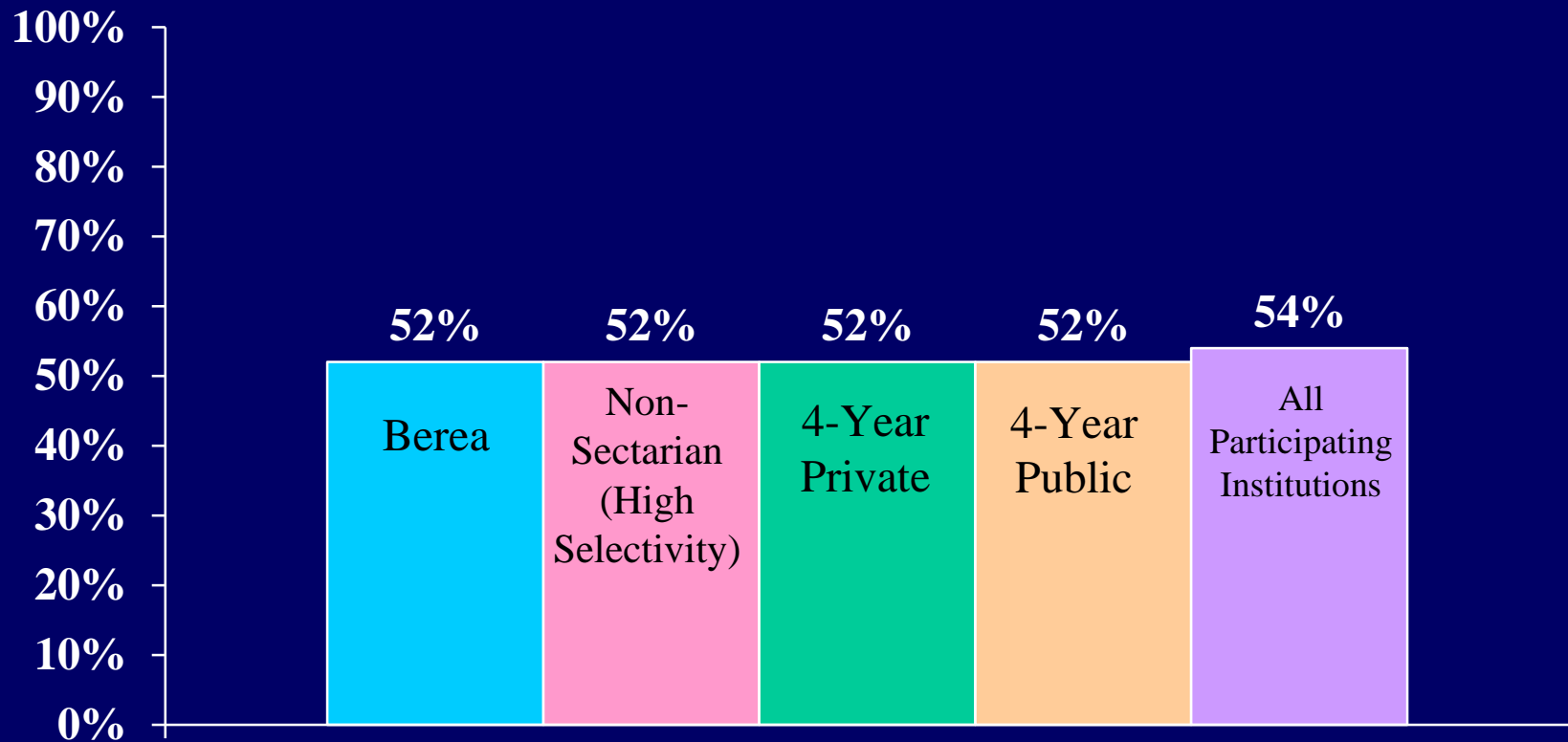
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Tolerance of others with different beliefs



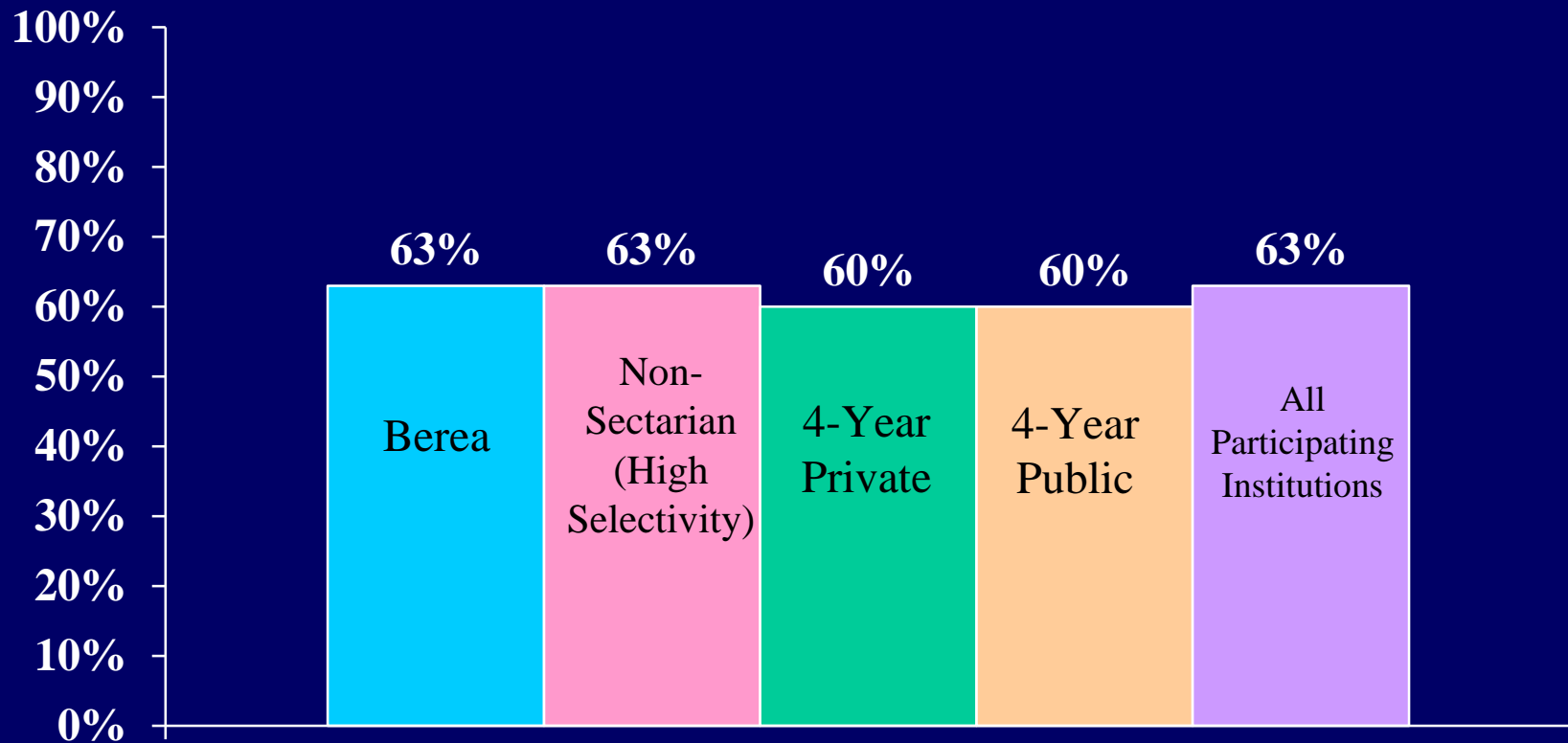
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Openness to having my own views challenged



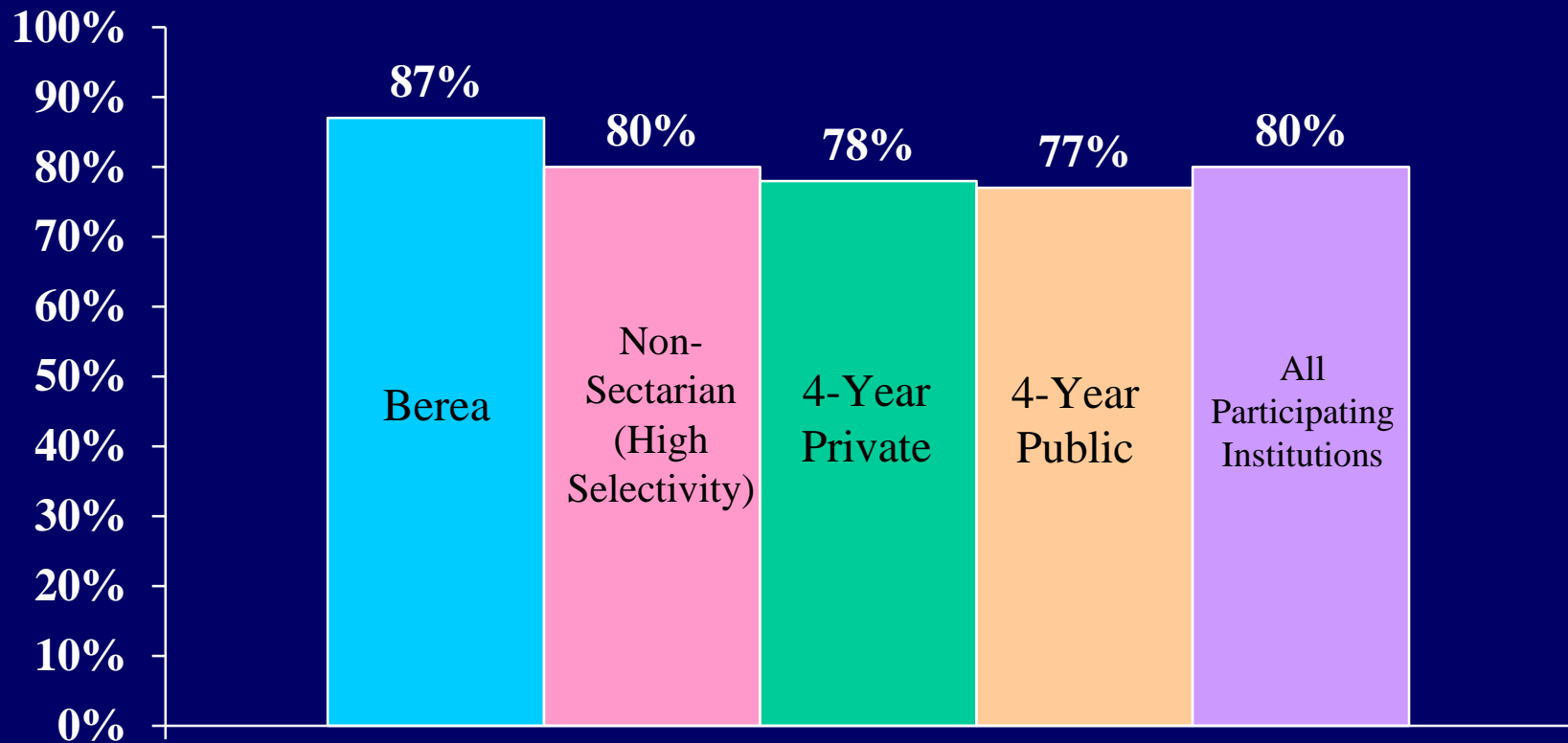
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Ability to discuss and negotiate controversial issues



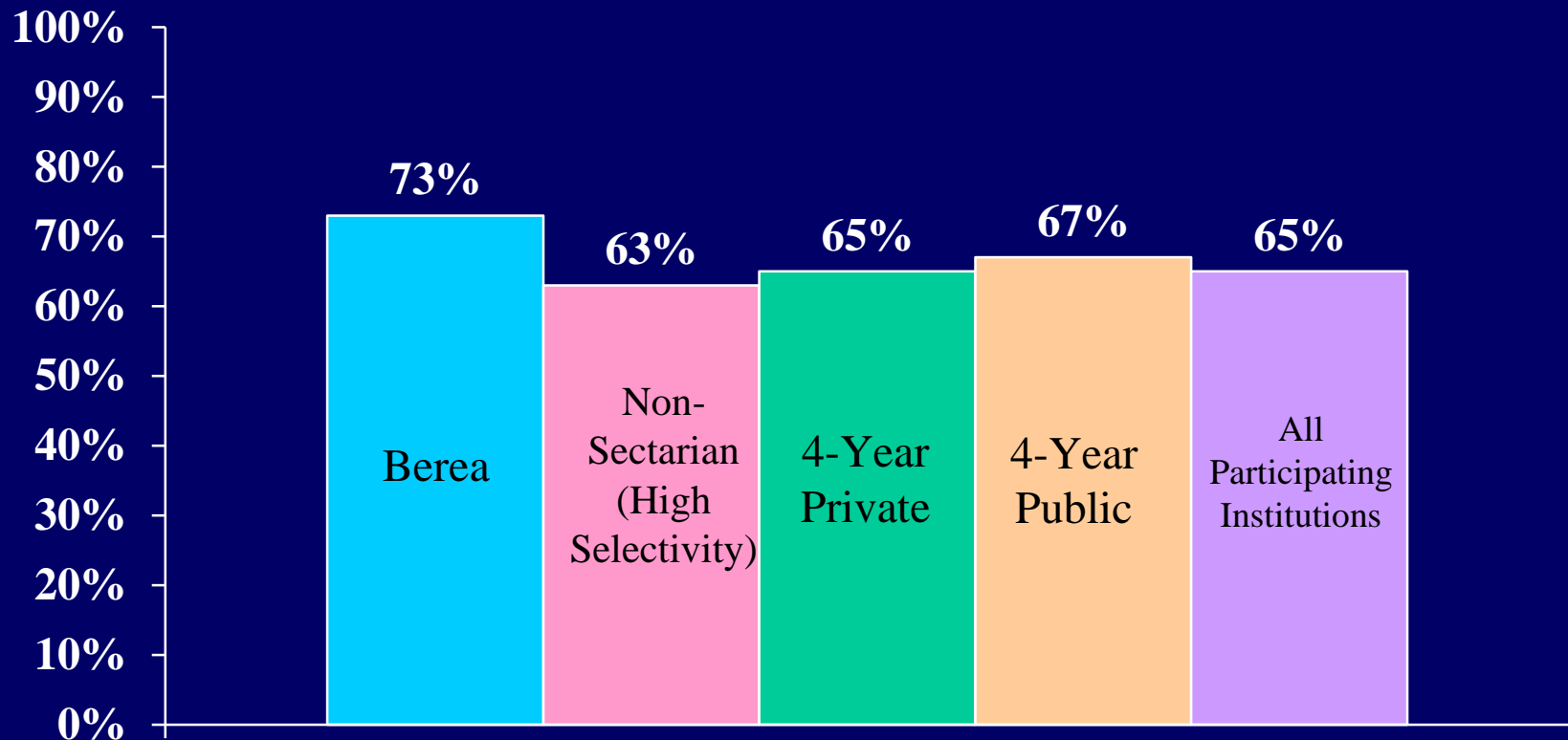
Percentage of students who rated themselves in the “highest 10%” or “above average” as compared with the average person his/her age in:

Ability to work cooperatively with diverse people



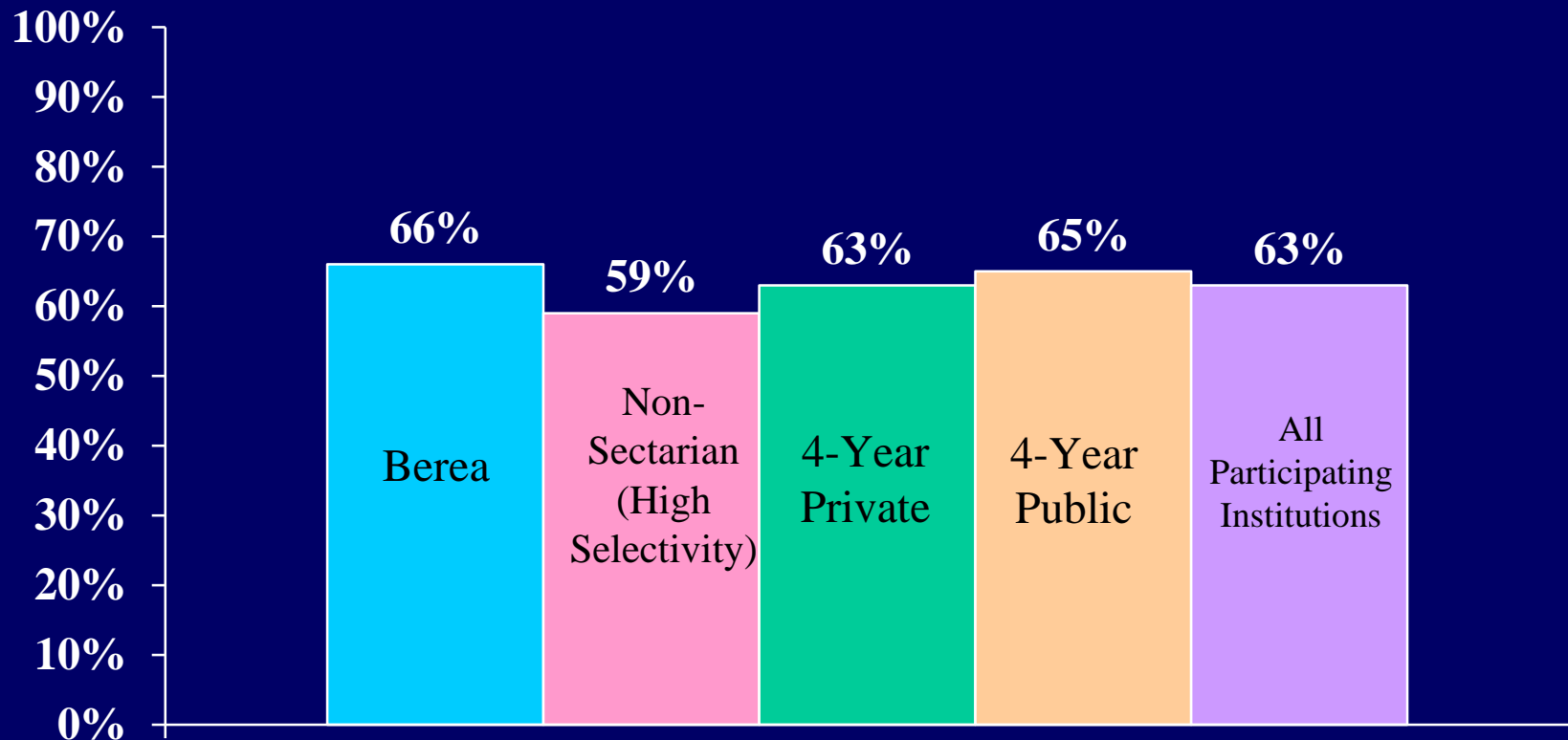
Percent of students who agree “strongly” or “somewhat” that:

Wealthy people should pay a larger share of taxes than they do now



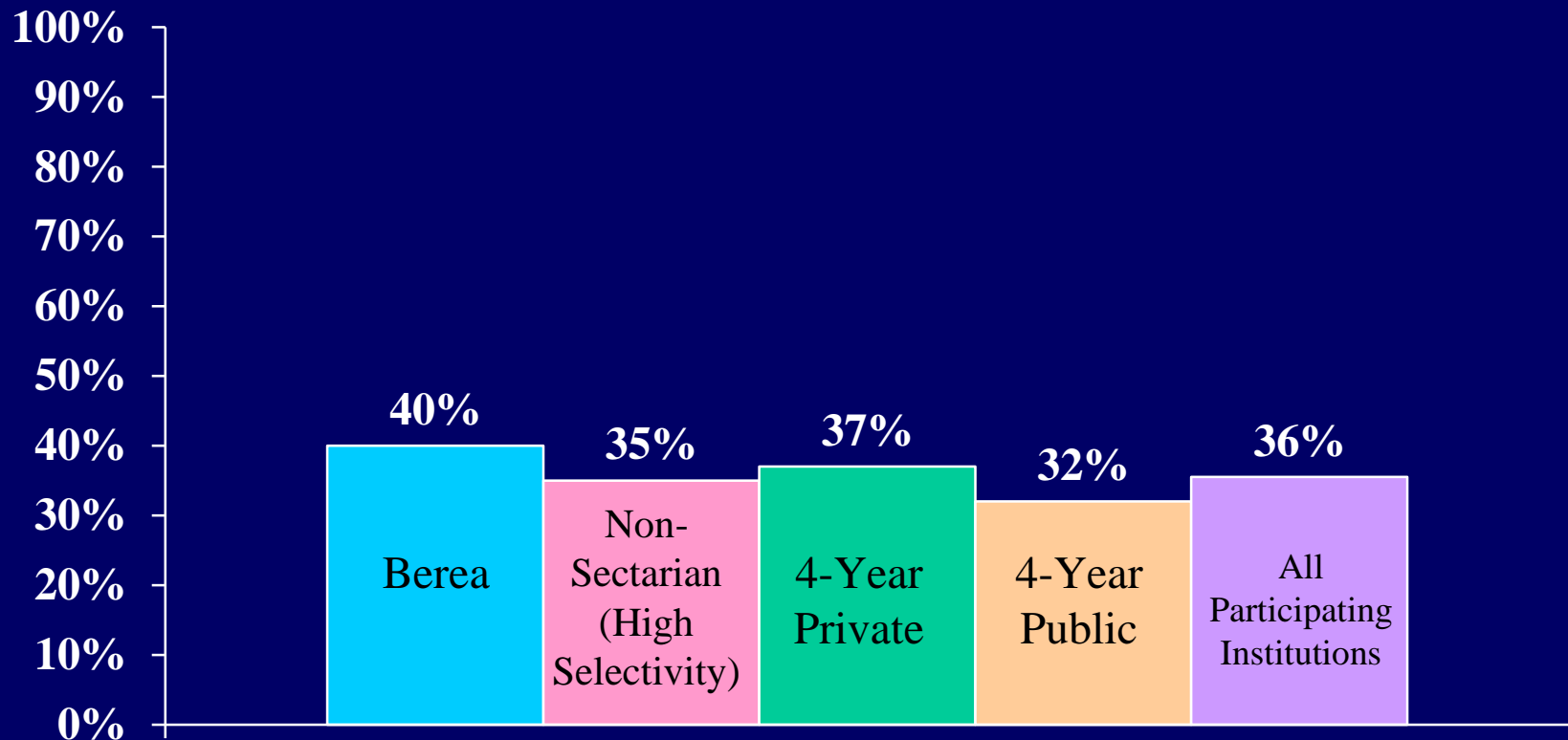
Percent of students who agree “strongly” or “somewhat” that:

A national health care plan is needed to cover everybody’s medical costs



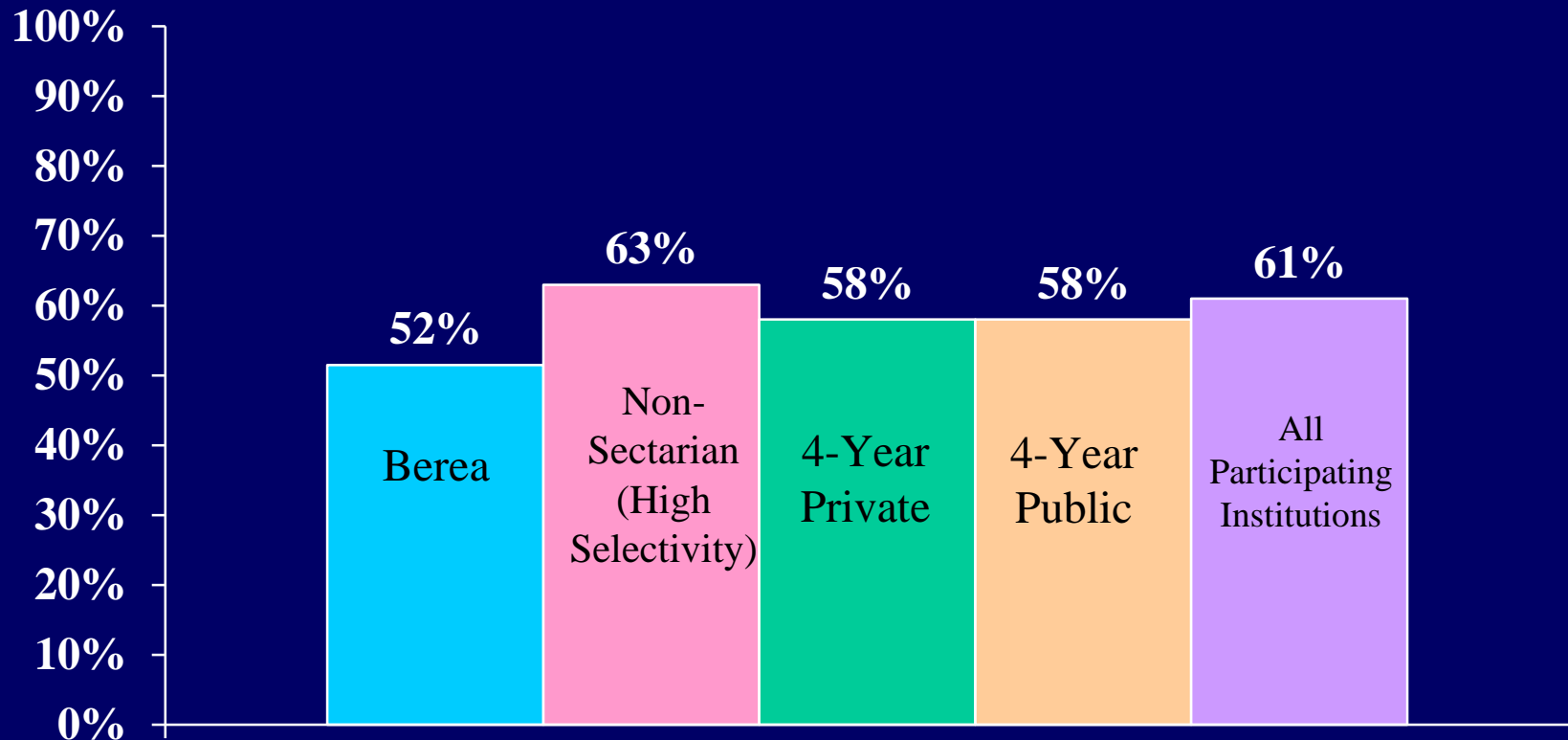
Percent of students who agree “strongly” or “somewhat” that:

The death penalty should be abolished

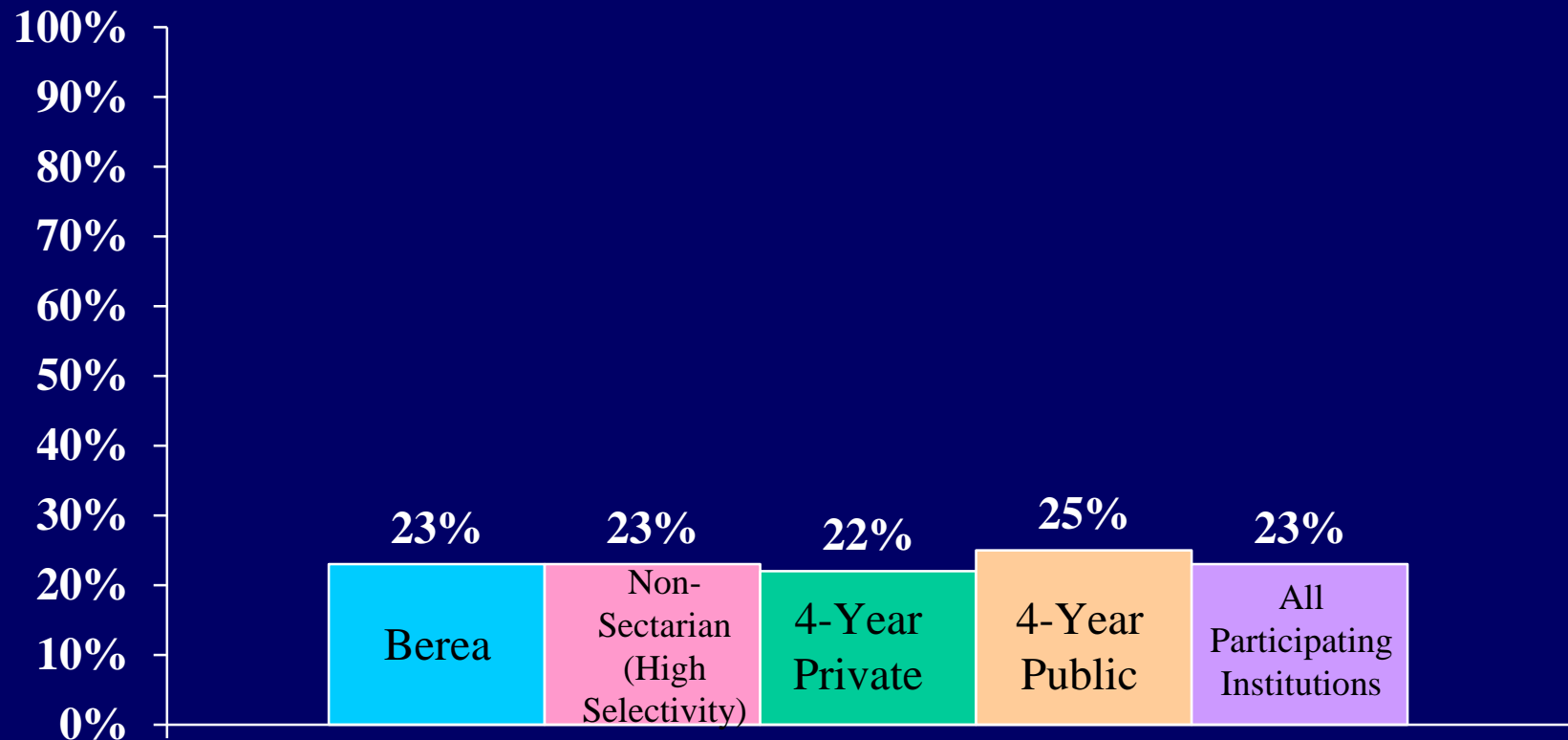


Percent of students who agree “strongly” or “somewhat” that:

Abortion should be legal

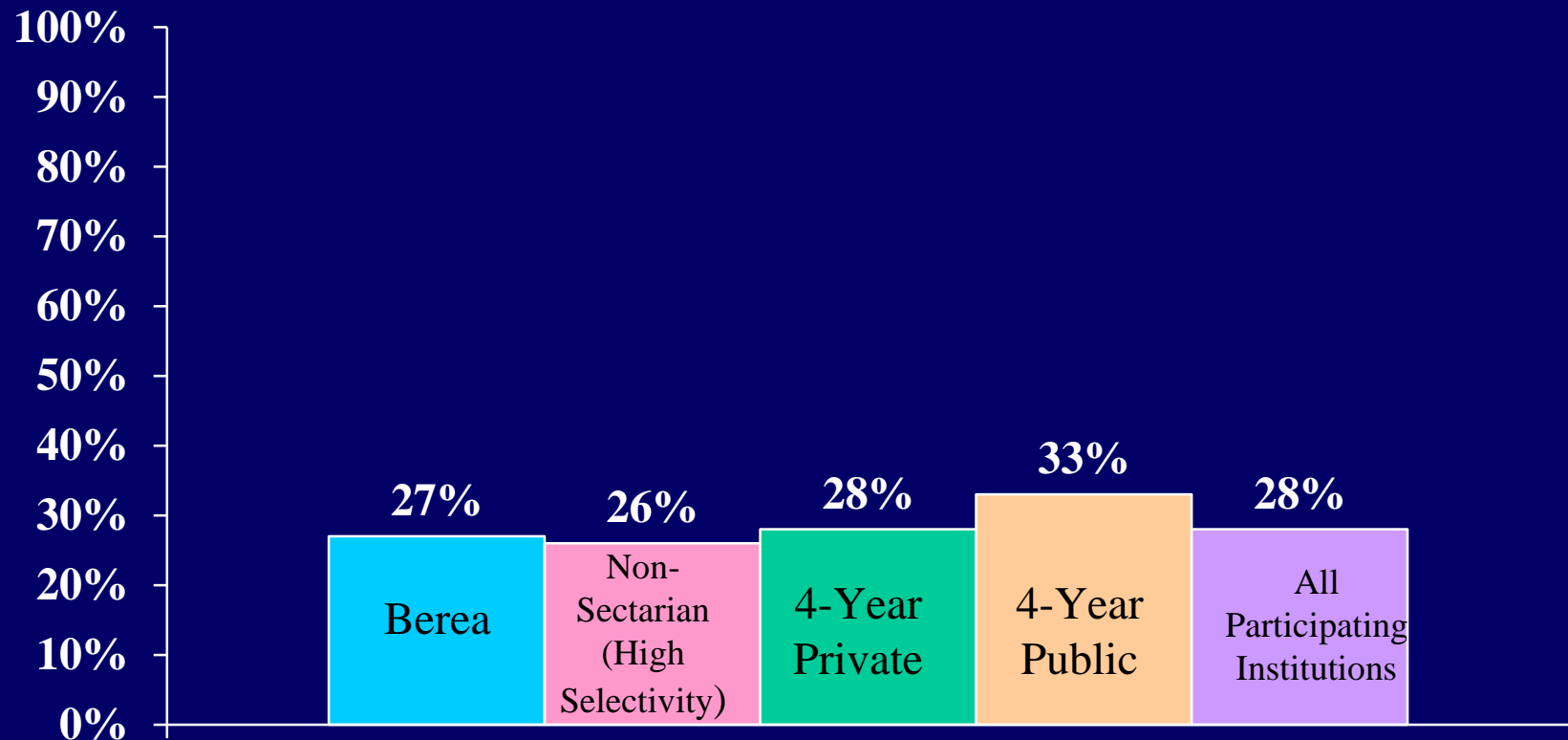


Percent of students who agree “strongly” or “somewhat” that:
Racial discrimination is no longer a major problem in America



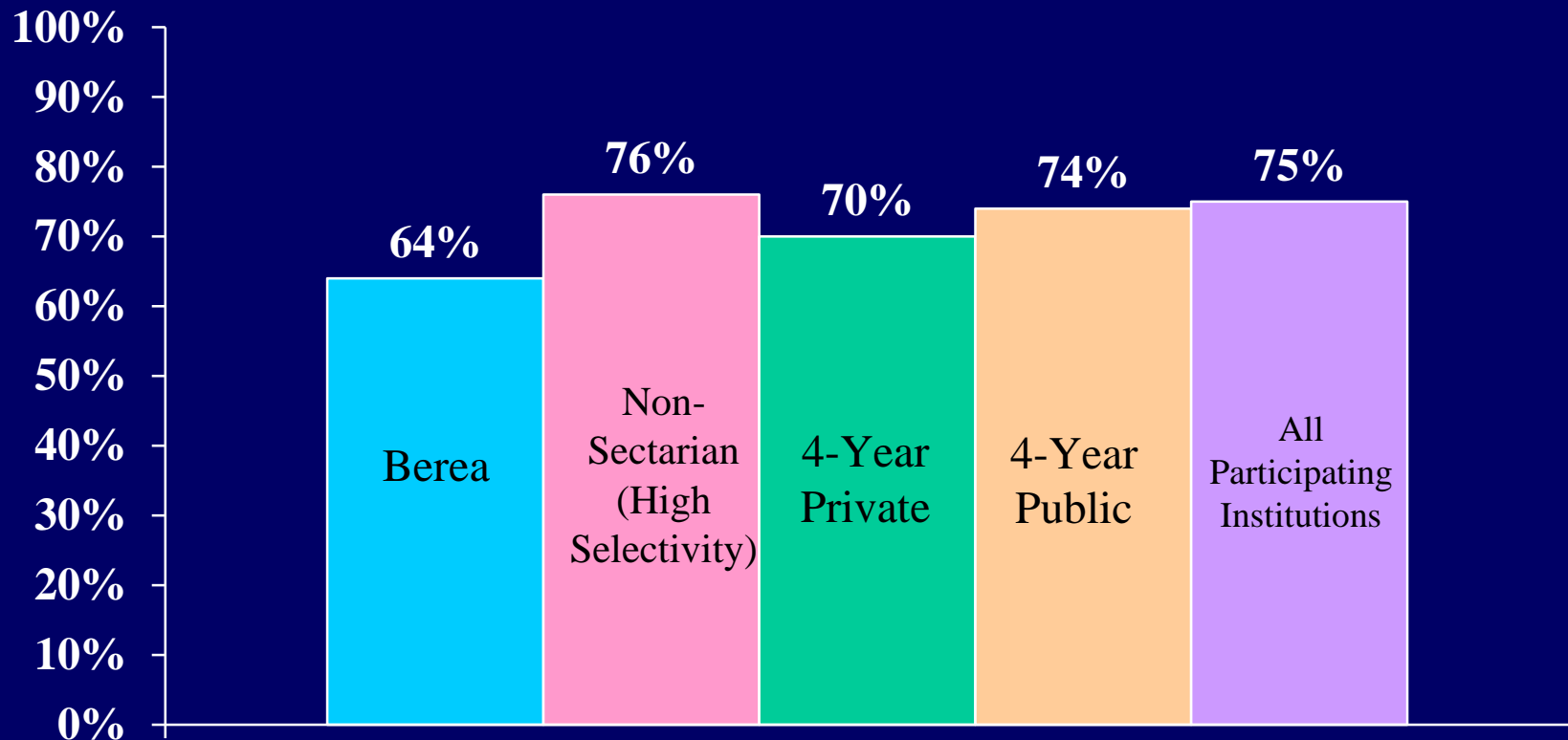
Percent of students who agree “strongly” or “somewhat” that:

Realistically, one can do little to bring about changes in our society



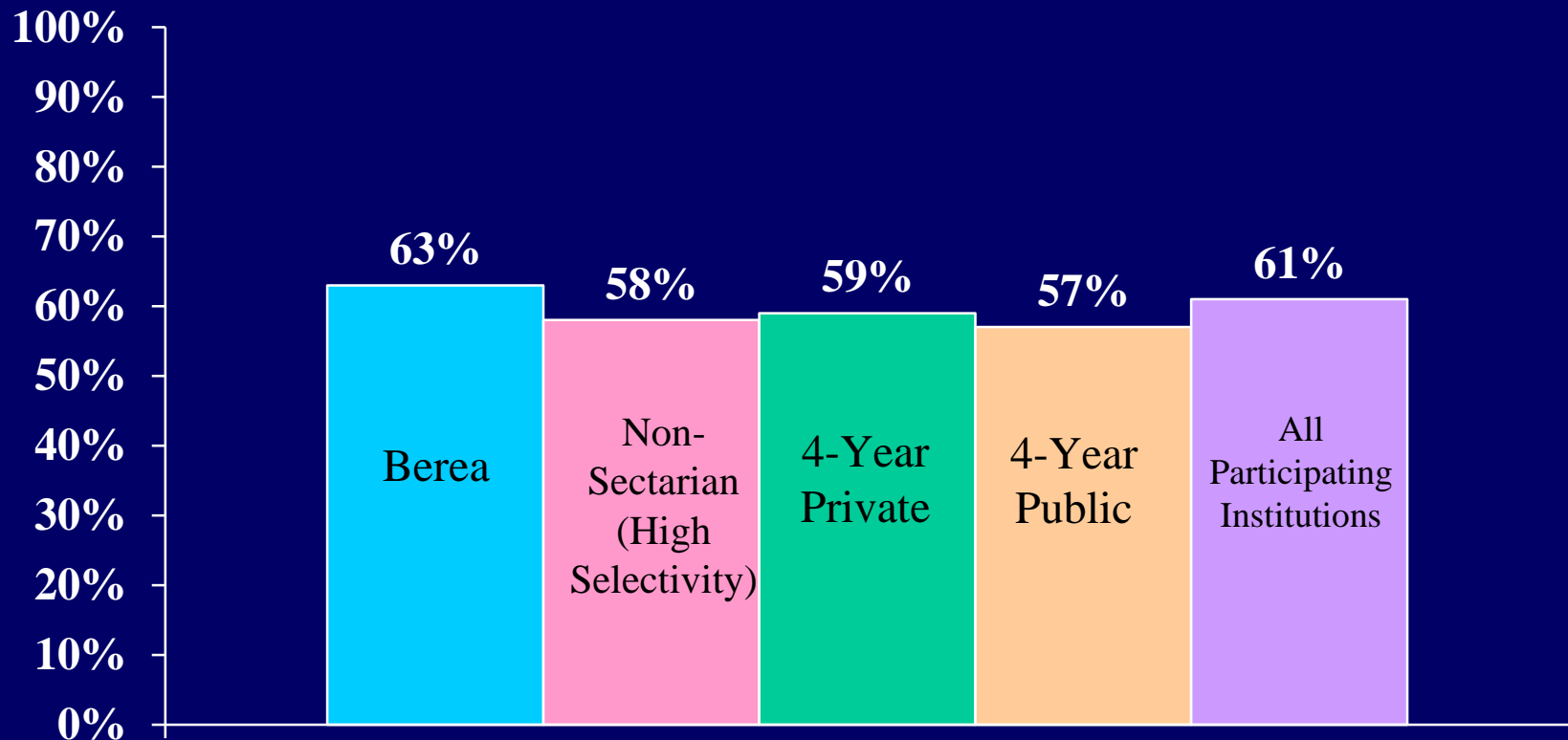
Percent of students who agree “strongly” or “somewhat” that:

Same-sex couples should have the right to legal marital status



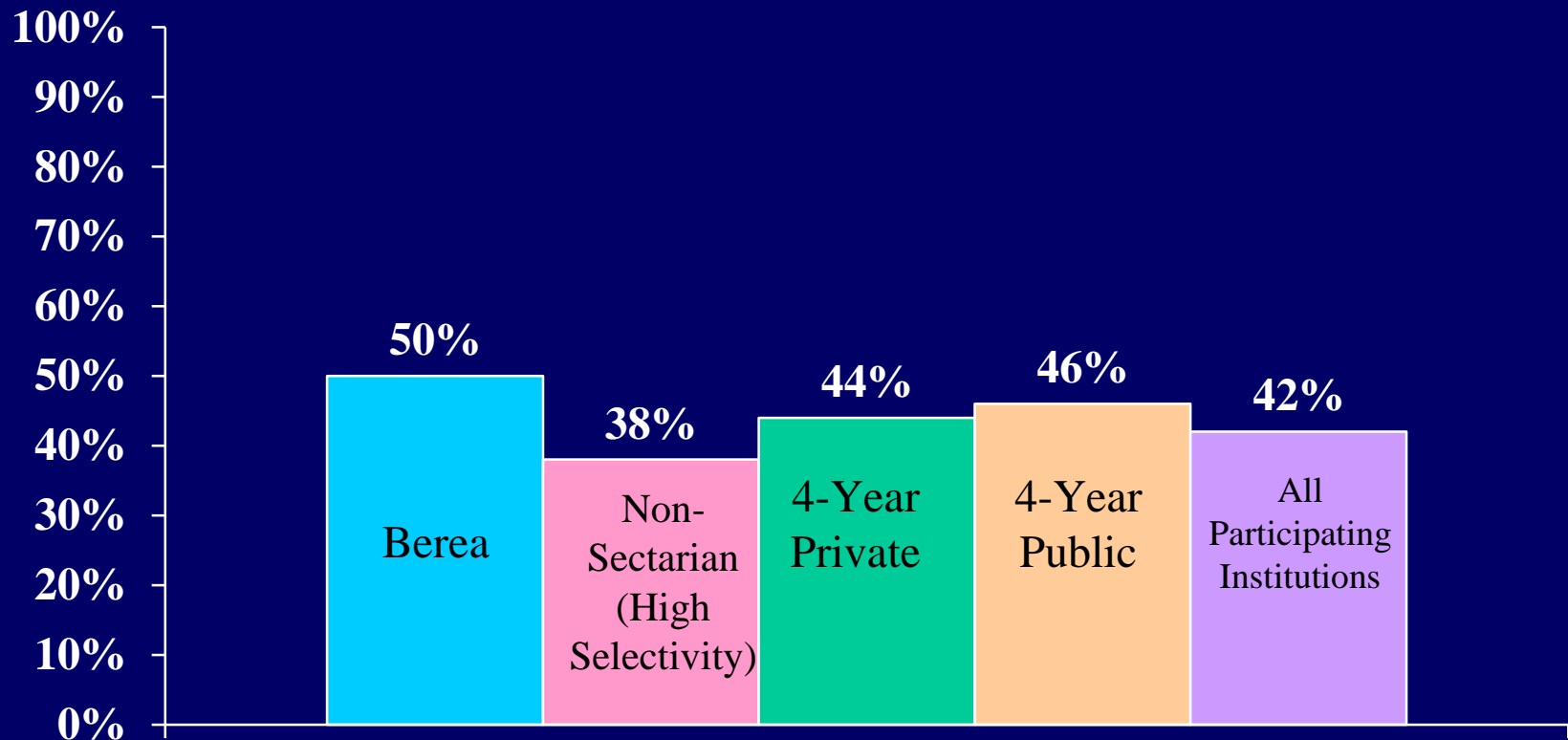
Percent of students who agree “strongly” or “somewhat” that:

Dissent is a critical component of the political process



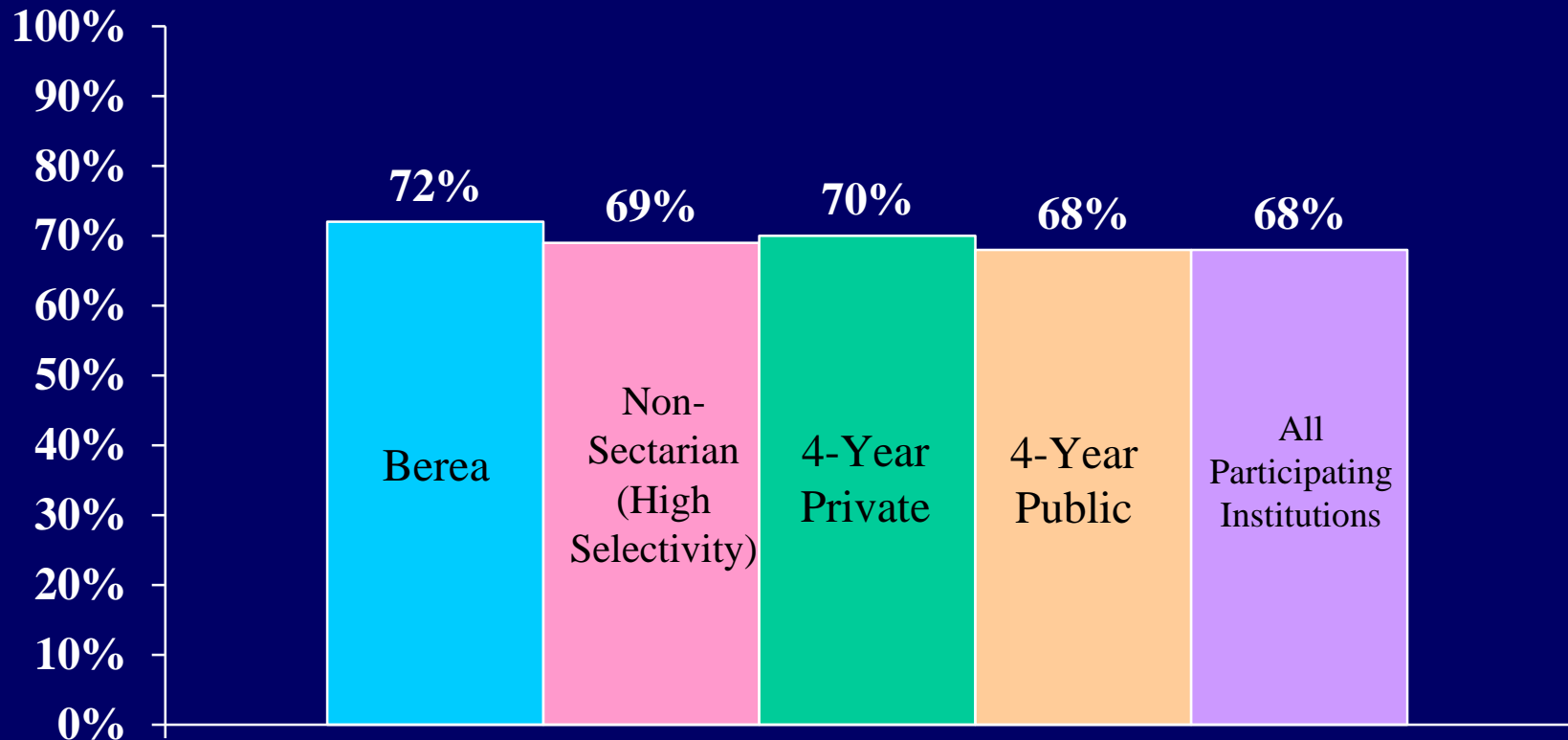
Percent of students who agree “strongly” or “somewhat” that:

Students from disadvantaged social backgrounds should be given preferential treatment in college admissions



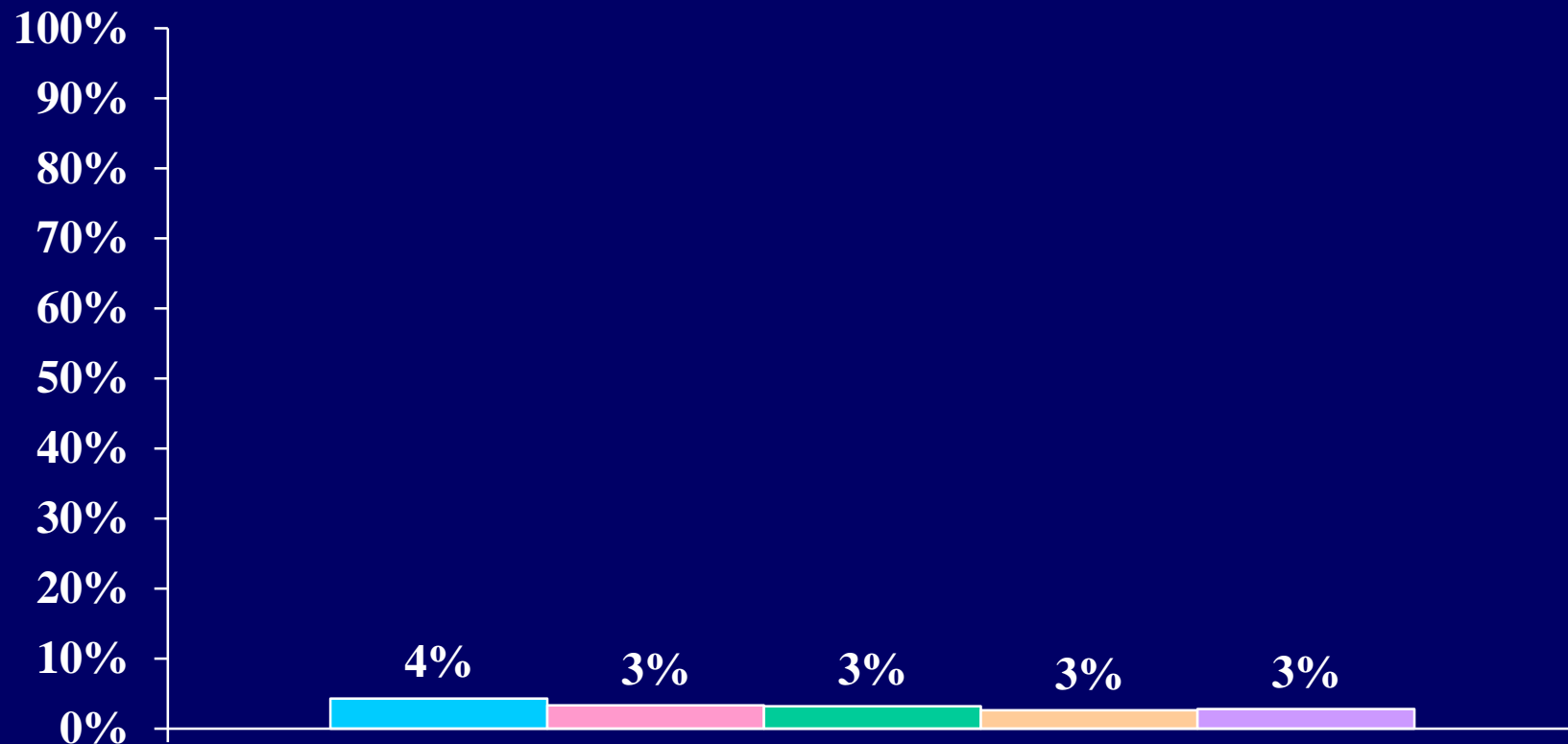
Percent of students who agree “strongly” or “somewhat” that:

Colleges should prohibit racist/sexist speech on campus



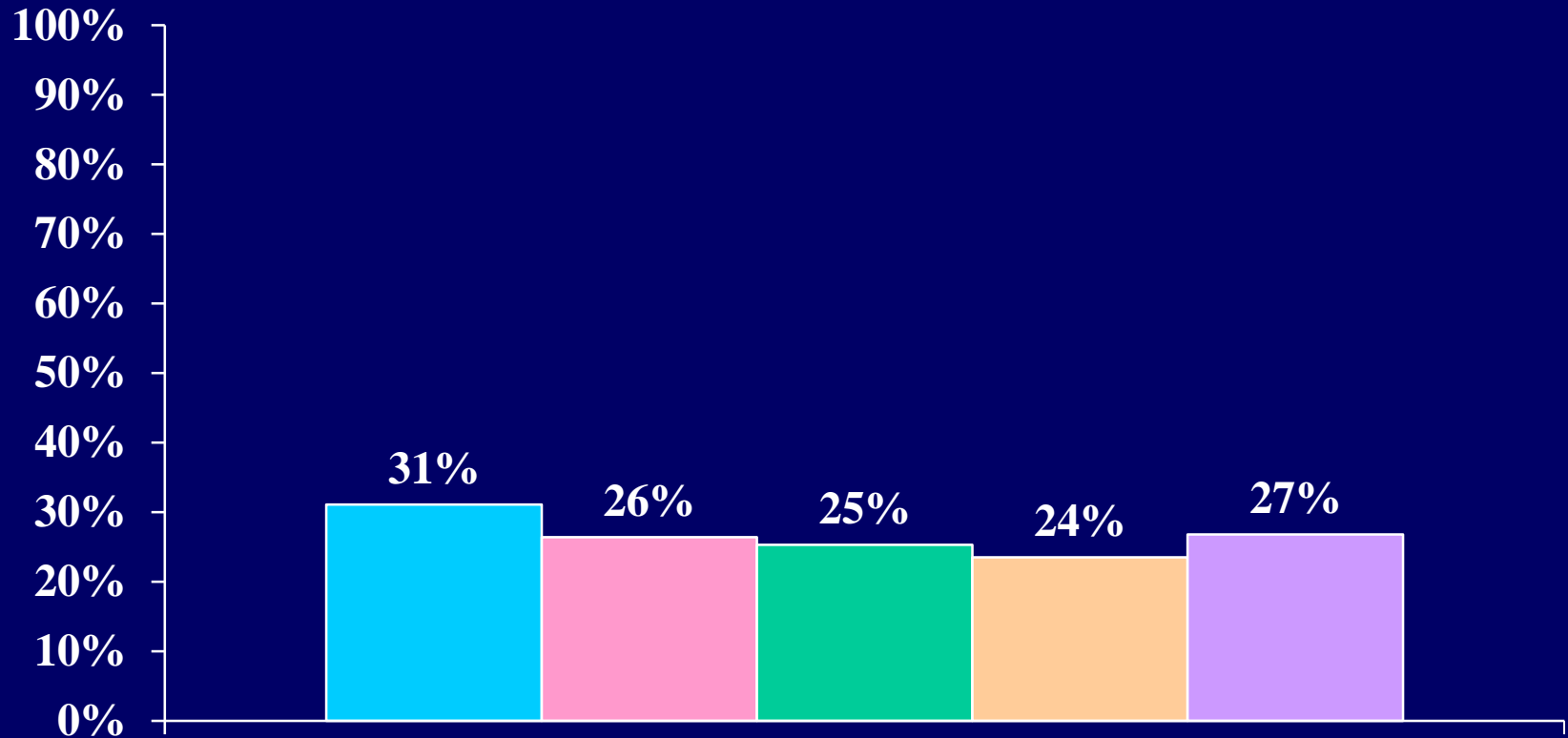
Percent of students who characterize their political views as:

Far left



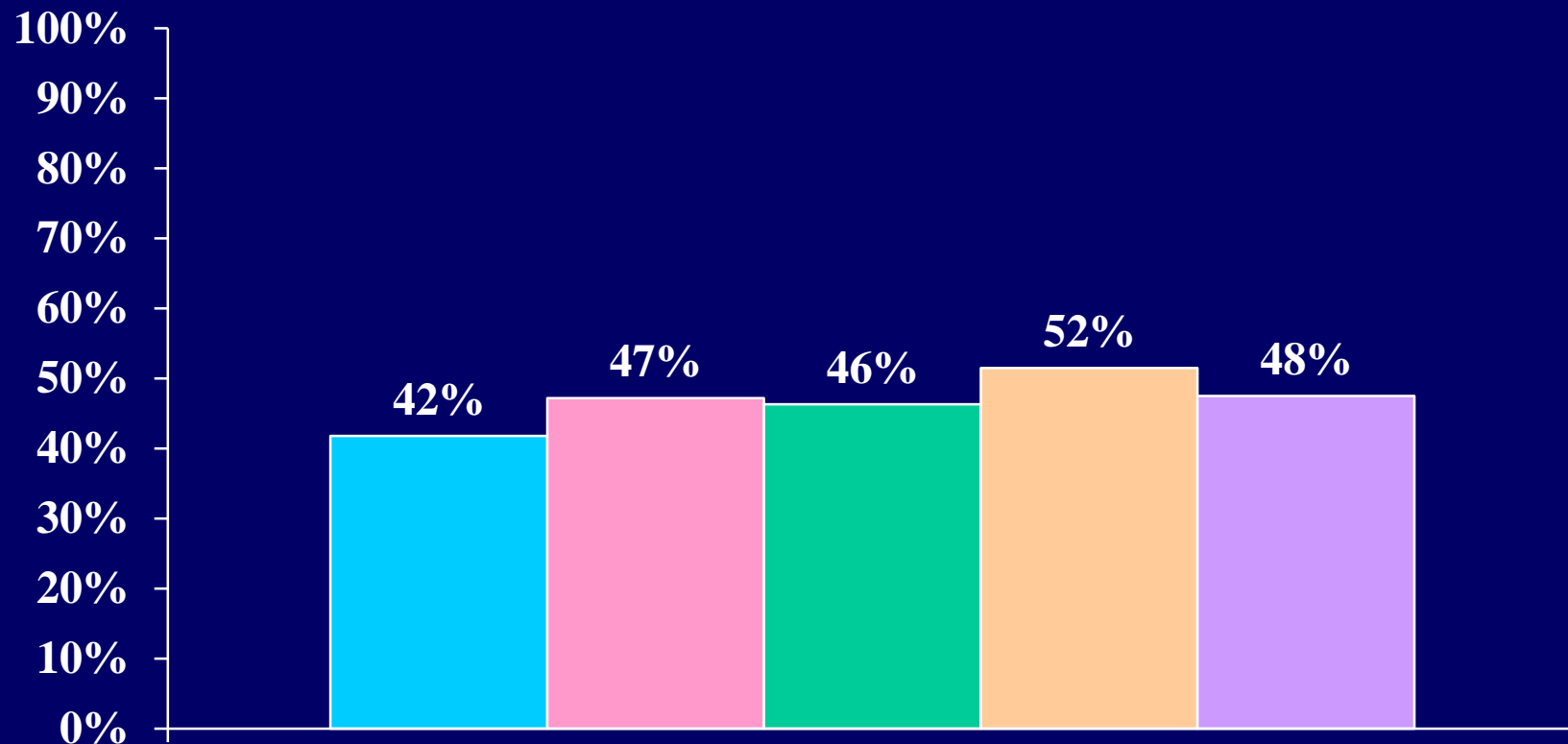
Percent of students who characterize their political views as:

Liberal



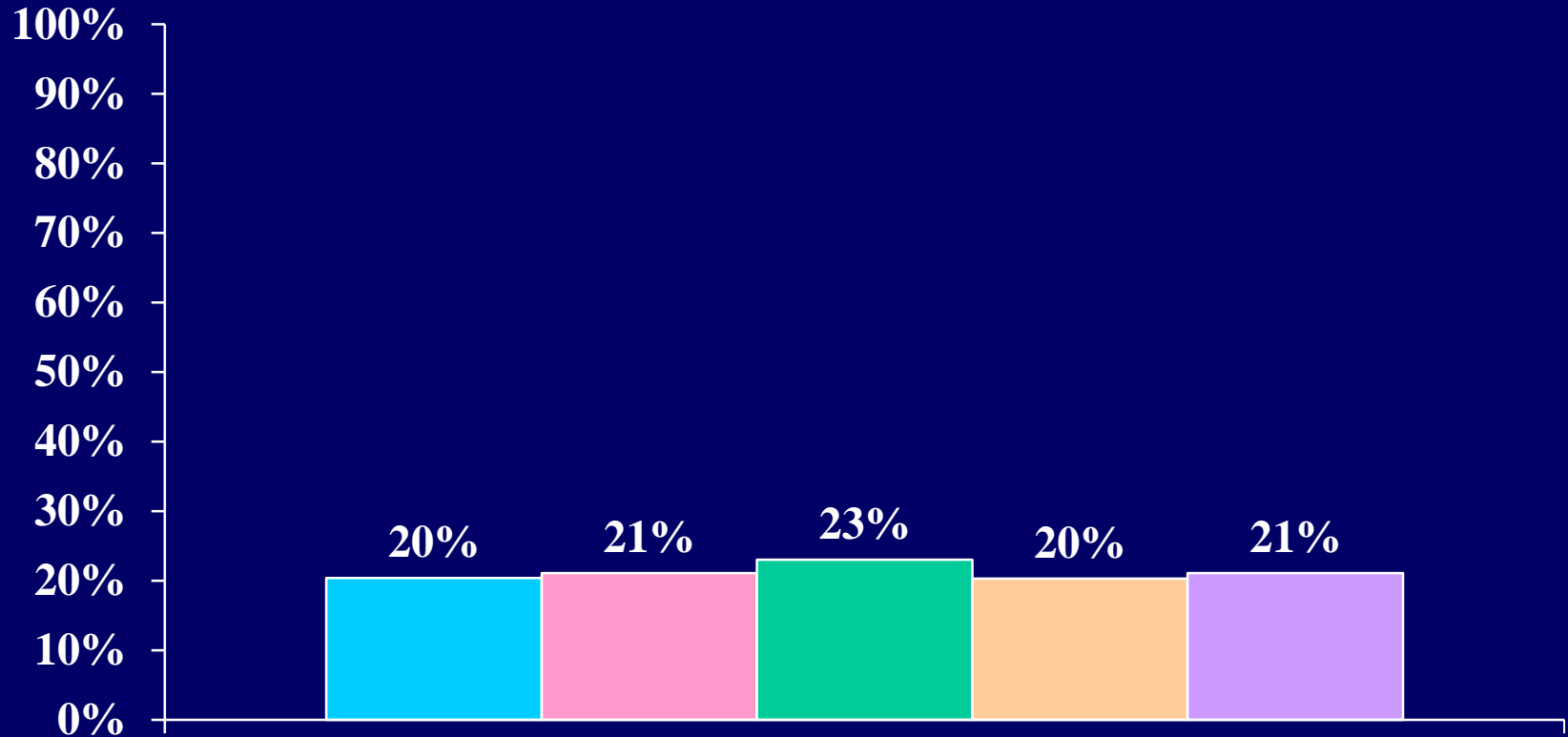
Percent of students who characterize their political views as:

Middle-of-the-road



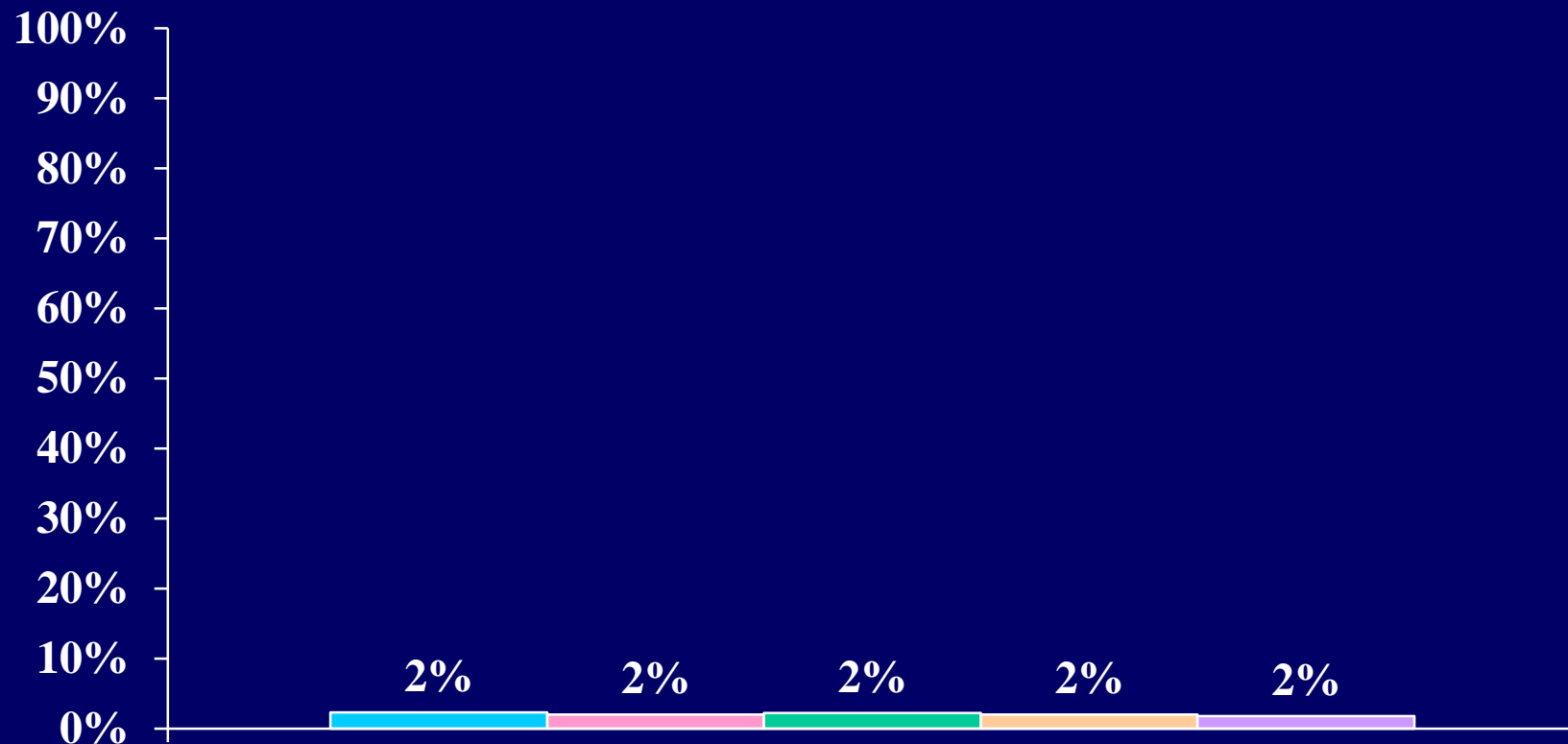
Percent of students who characterize their political views as:

Conservative



Percent of students who characterize their political views as:

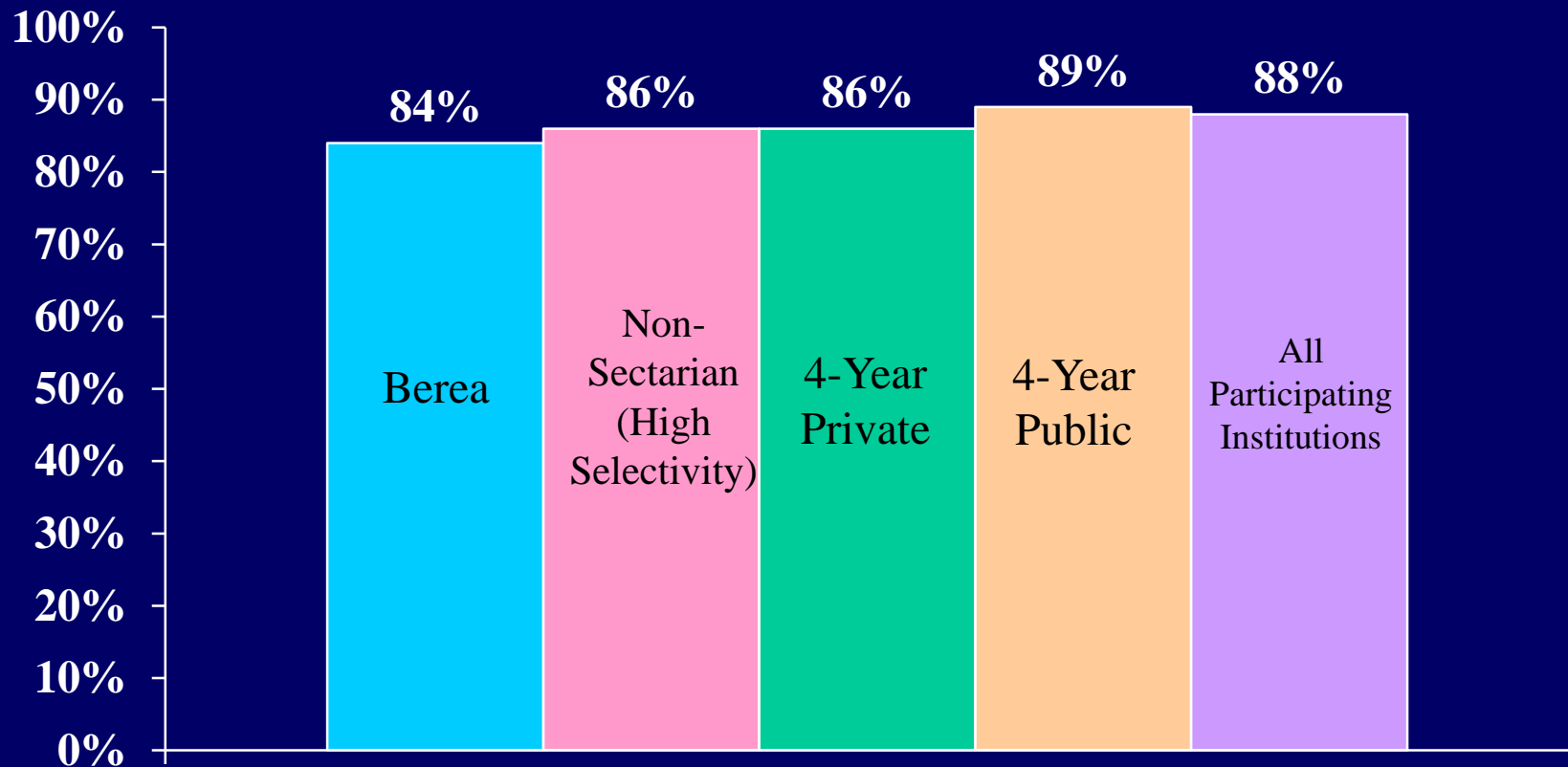
Far right



Percentage of students who rated item as “very important”:

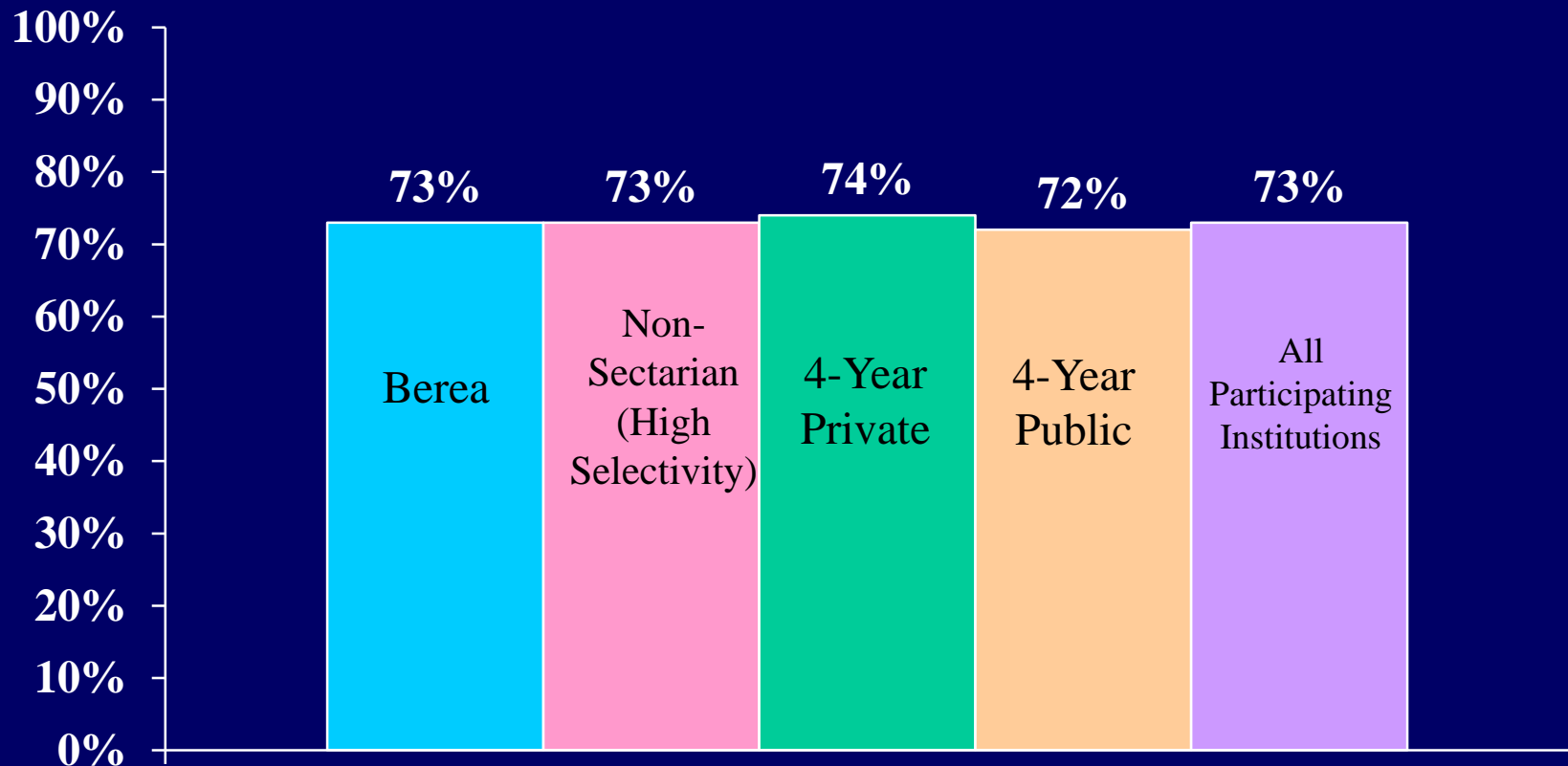
To be able to get a better job

(for deciding to go to college)



Percentage of students who rated item as “very important”:

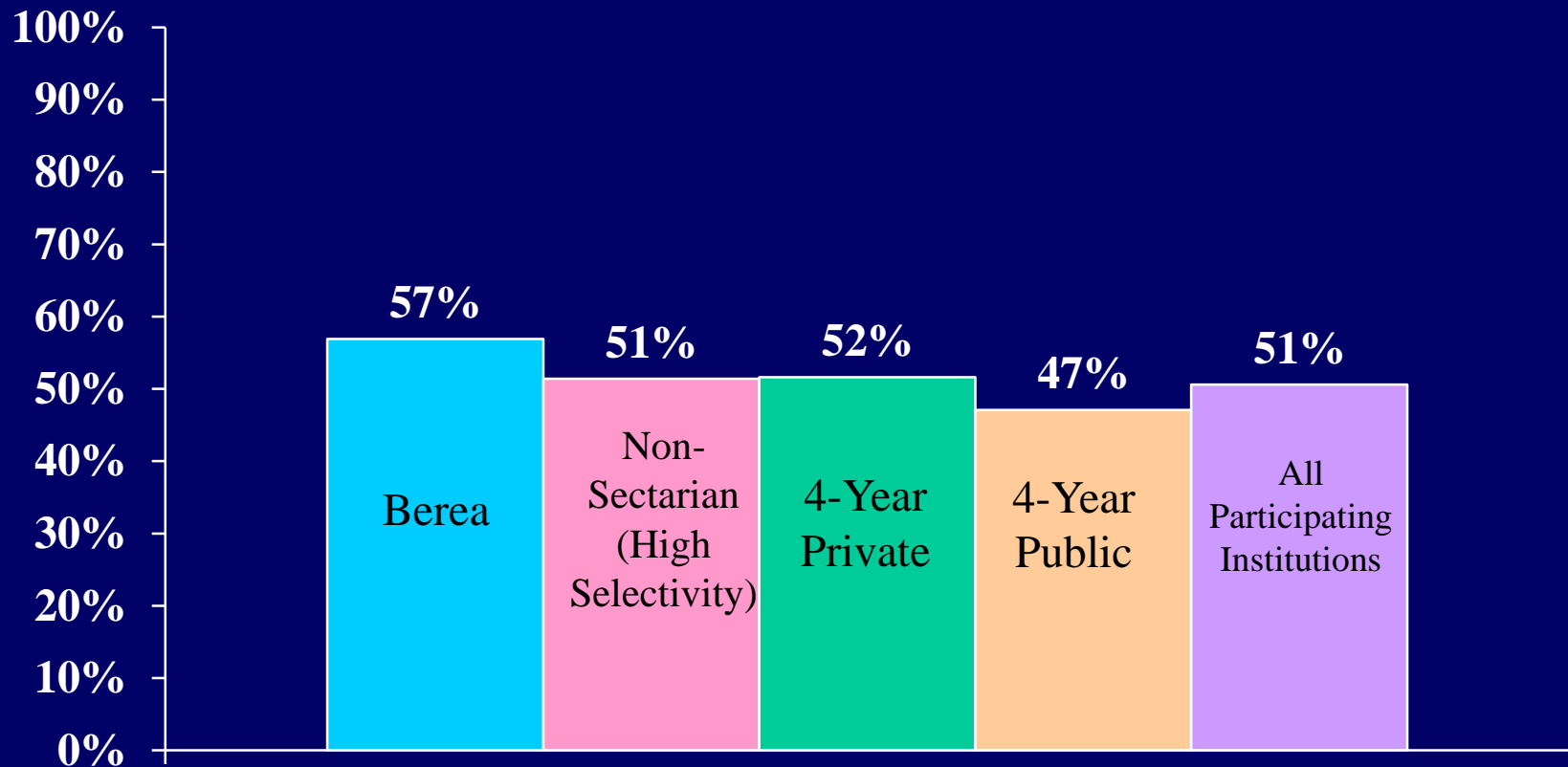
*To gain a general education and
appreciation of ideas
(for deciding to go to college)*



Percentage of students who rated item as “very important”:

To make me a more cultured person

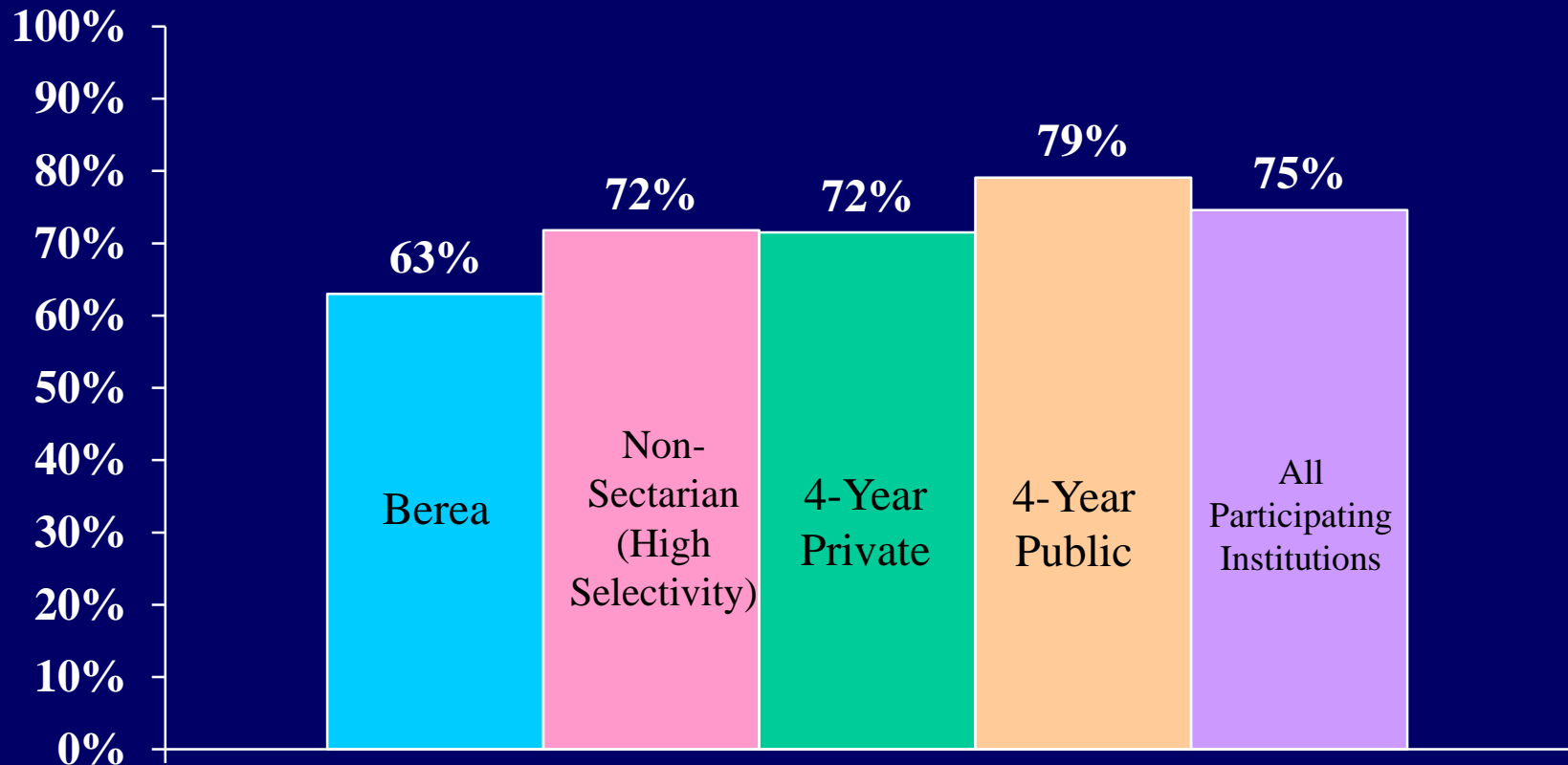
(for deciding to go to college)



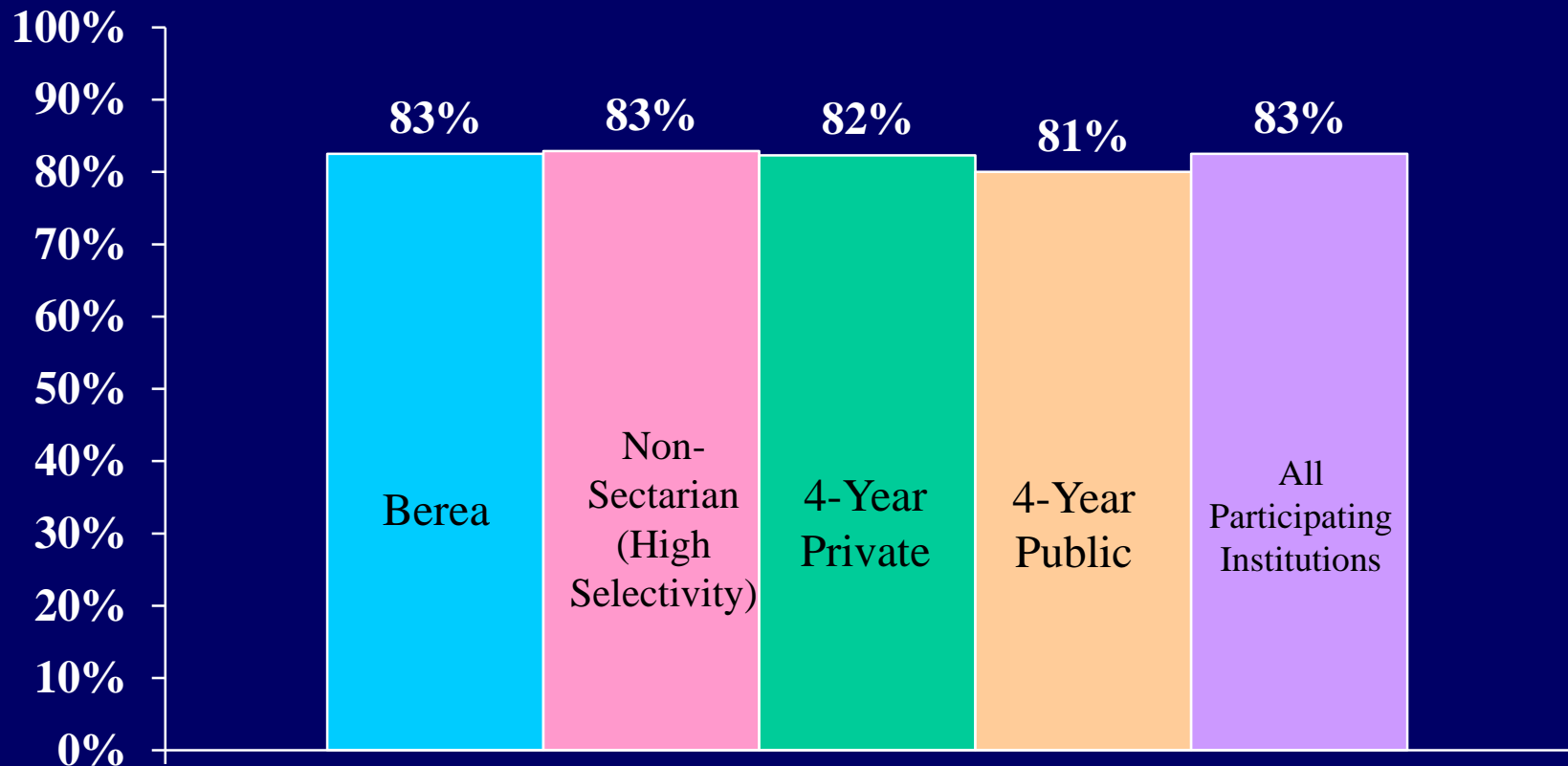
Percentage of students who rated item as “very important”:

To be able to make more money

(for deciding to go to college)



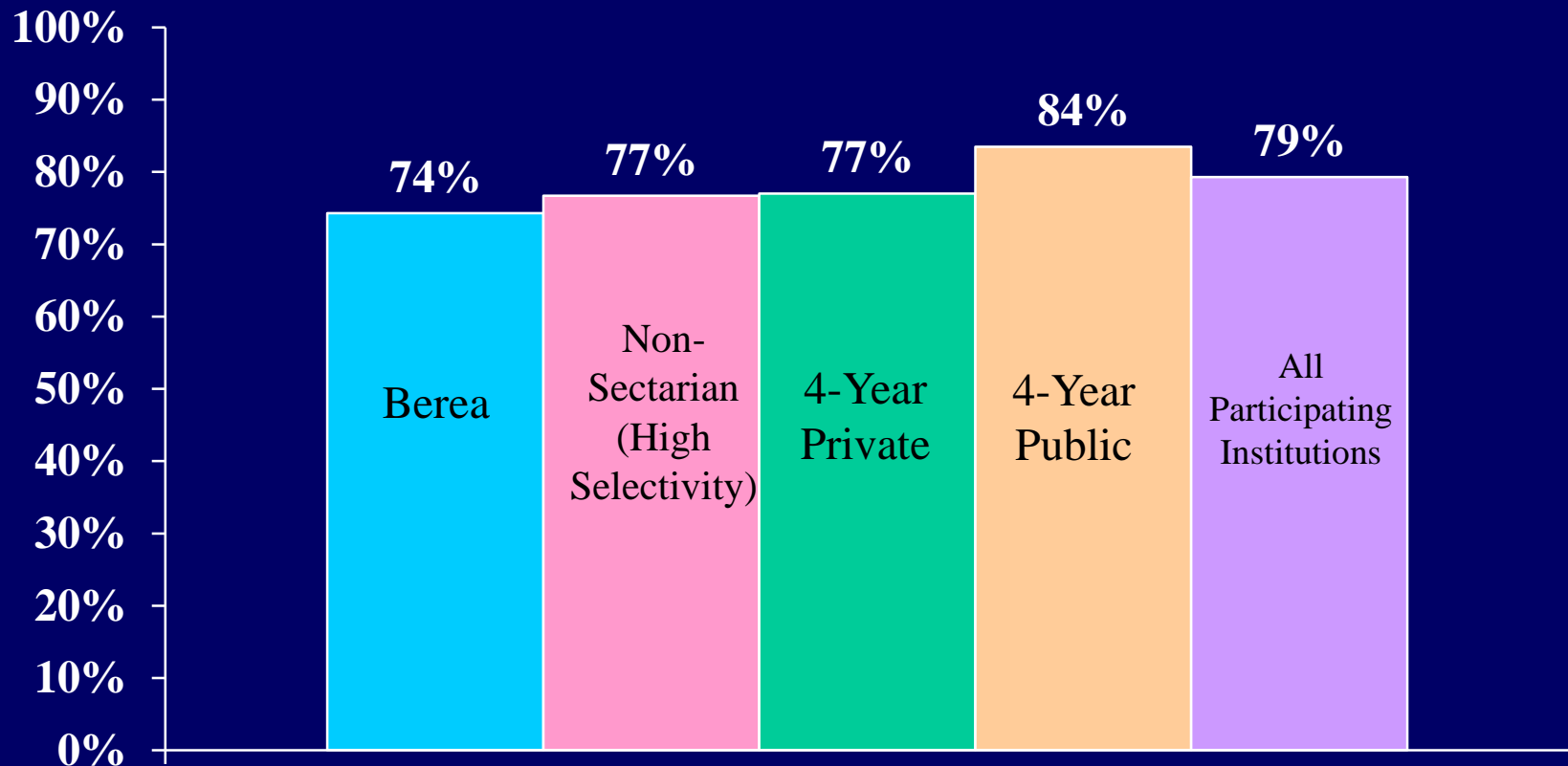
Percentage of students who rated item as “very important”:
To learn more about things that interest me
(for deciding to go to college)



Percentage of students who rated item as “very important”:

To get training for a specific career

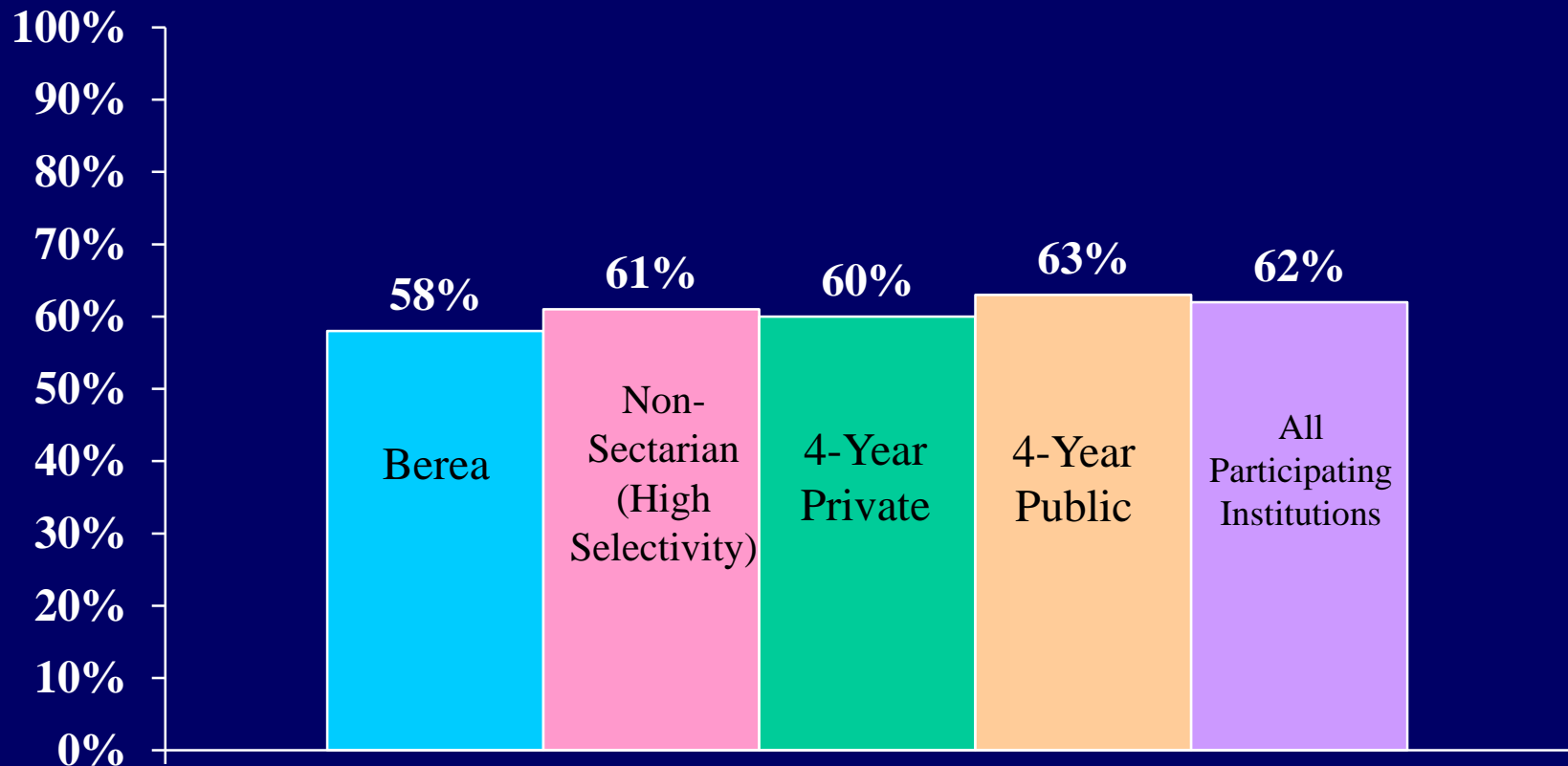
(for deciding to go to college)



Percentage of students who rated item as “very important”:

*To prepare myself for graduate or
professional school*

(for deciding to go to college)



Percent of students who indicated that they spent the following number of hours per week on

Studying/homework

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	1.9%	2.2%	1.9%	2.7%	2.1%
Less than 1 hour	15.4%	11.0%	10.4%	13.2%	10.7%
1 to 2 hours	22.4%	20.4%	21.1%	26.8%	21.4%
3 to 5 hours	27.6%	27.5%	26.7%	28.7%	27.4%
6 to 10 hours	18.9%	20.1%	19.8%	16.4%	19.4%
11 to 15 hours	7.7%	10.0%	10.4%	6.7%	9.7%
16 to 20 hours	4.2%	5.2%	5.6%	3.2%	5.2%
Over 20 hours	1.9%	3.6%	4.1%	2.4%	4.1%

Percent of students who indicated that they spent the following number of hours per week on

Socializing with friends

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	0.6%	0.4%	0.5%	0.6%	0.5%
Less than 1 hour	7.7%	2.3%	2.1%	2.6%	2.1%
1 to 2 hours	16.8%	8.7%	8.2%	10.6%	8.7%
3 to 5 hours	30.0%	23.1%	21.9%	23.7%	22.6%
6 to 10 hours	20.0%	27.4%	26.4%	24.7%	26.9%
11 to 15 hours	12.9%	16.8%	17.1%	15.3%	16.8%
16 to 20 hours	6.1%	9.0%	9.7%	8.5%	9.4%
Over 20 hours	5.8%	12.3%	14.0%	13.9%	13.1%

Percent of students who indicated that they spent the following number of hours per week on

Talking with teachers outside of class

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	10.9%	9.0%	8.6%	11.4%	9.6%
Less than 1 hour	34.9%	40.9%	39.1%	42.6%	40.9%
1 to 2 hours	35.6%	32.4%	32.7%	29.1%	31.8%
3 to 5 hours	12.5%	12.6%	13.5%	11.5%	12.4%
6 to 10 hours	4.2%	3.3%	3.8%	3.2%	3.4%
11 to 15 hours	0.6%	0.9%	1.2%	1.2%	1.1%
16 to 20 hours	0.3%	0.5%	0.5%	0.5%	0.4%
Over 20 hours	1.0%	0.5%	0.6%	0.5%	0.5%

Percent of students who indicated that they spent the following number of hours per week on

Exercise or sports

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	9.0%	5.6%	5.0%	6.2%	5.2%
Less than 1 hour	16.3%	7.7%	7.6%	9.2%	8.2%
1 to 2 hours	21.8%	12.6%	13.2%	16.0%	14.6%
3 to 5 hours	20.2%	16.3%	17.2%	19.0%	18.9%
6 to 10 hours	13.5%	18.6%	17.5%	17.2%	18.9%
11 to 15 hours	11.2%	16.0%	15.3%	13.0%	14.3%
16 to 20 hours	4.2%	10.6%	10.1%	8.1%	8.8%
Over 20 hours	3.8%	12.6%	14.0%	11.1%	11.0%

Percent of students who indicated that they spent the following number of hours per week on

Partying

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	65.4%	38.6%	39.0%	37.3%	37.3%
Less than 1 hour	13.1%	16.7%	15.2%	15.6%	16.0%
1 to 2 hours	8.3%	16.2%	15.9%	17.1%	16.6%
3 to 5 hours	8.0%	14.8%	15.8%	16.1%	16.3%
6 to 10 hours	2.6%	7.7%	8.2%	7.8%	8.2%
11 to 15 hours	1.3%	3.4%	3.0%	3.0%	2.9%
16 to 20 hours	0.6%	1.3%	1.3%	1.3%	1.2%
Over 20 hours	0.6%	1.4%	1.6%	1.9%	1.4%

Percent of students who indicated that they spent the following number of hours per week on

Working (for pay)

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	42.1%	40.4%	40.9%	42.9%	42.3%
Less than 1 hour	1.3%	3.8%	3.6%	3.3%	3.4%
1 to 2 hours	5.1%	5.4%	5.4%	4.6%	5.0%
3 to 5 hours	7.4%	8.7%	9.0%	7.9%	8.3%
6 to 10 hours	10.9%	12.8%	12.1%	10.6%	11.3%
11 to 15 hours	9.3%	10.6%	10.0%	9.6%	10.0%
16 to 20 hours	8.0%	9.1%	8.7%	9.7%	9.3%
Over 20 hours	15.8%	9.2%	10.3%	11.5%	10.3%

Percent of students who indicated that they spent the following number of hours per week on

Volunteer work

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	24.2%	23.9%	25.1%	30.5%	25.7%
Less than 1 hour	15.8%	21.6%	20.5%	19.8%	20.5%
1 to 2 hours	28.4%	26.0%	25.4%	22.9%	25.3%
3 to 5 hours	16.8%	15.3%	15.6%	14.3%	15.8%
6 to 10 hours	5.5%	6.9%	6.7%	6.4%	6.7%
11 to 15 hours	1.9%	2.7%	2.7%	2.2%	2.4%
16 to 20 hours	2.3%	1.4%	1.4%	1.2%	1.3%
Over 20 hours	5.2%	2.3%	2.6%	2.6%	2.3%

Percent of students who indicated that they spent the following number of hours per week on
Student clubs/groups

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	27.4%	27.4%	28.9%	34.7%	28.2%
Less than 1 hour	15.2%	15.9%	13.9%	14.7%	14.0%
1 to 2 hours	26.8%	25.5%	24.6%	22.9%	24.7%
3 to 5 hours	16.5%	16.9%	17.5%	14.3%	17.4%
6 to 10 hours	6.5%	8.0%	7.9%	6.9%	8.1%
11 to 15 hours	3.2%	2.8%	3.3%	2.8%	3.4%
16 to 20 hours	1.9%	1.4%	1.7%	1.5%	1.7%
Over 20 hours	2.6%	2.2%	2.2%	2.3%	2.4%

Percent of students who indicated that they spent the following number of hours per week on

Watching TV

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	14.1%	8.8%	8.6%	8.6%	8.9%
Less than 1 hour	16.3%	16.2%	15.8%	17.7%	16.6%
1 to 2 hours	21.5%	25.2%	24.2%	25.4%	24.9%
3 to 5 hours	26.0%	25.7%	26.3%	25.2%	26.0%
6 to 10 hours	11.9%	15.2%	14.7%	13.3%	14.0%
11 to 15 hours	5.8%	4.7%	5.3%	4.9%	5.0%
16 to 20 hours	1.6%	1.9%	2.3%	2.0%	2.0%
Over 20 hours	2.9%	2.2%	3.0%	2.9%	2.6%

Percent of students who indicated that they spent the following number of hours per week on

Household/childcare duties

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	15.9%	20.6%	20.7%	18.8%	19.5%
Less than 1 hour	13.9%	20.9%	19.7%	18.4%	20.1%
1 to 2 hours	28.8%	29.6%	29.2%	29.4%	30.2%
3 to 5 hours	22.7%	18.2%	18.3%	19.9%	18.7%
6 to 10 hours	10.0%	6.2%	6.8%	7.4%	6.5%
11 to 15 hours	1.6%	2.2%	2.5%	2.8%	2.4%
16 to 20 hours	4.2%	1.1%	1.2%	1.2%	1.0%
Over 20 hours	2.9%	1.1%	1.7%	2.0%	1.5%

Percent of students who indicated that they spent the following number of hours per week on

Reading for pleasure

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	21.3%	29.7%	30.3%	32.0%	29.0%
Less than 1 hour	16.1%	23.0%	23.2%	23.4%	23.9%
1 to 2 hours	23.5%	21.2%	21.4%	21.4%	22.5%
3 to 5 hours	20.0%	14.7%	14.0%	12.9%	14.1%
6 to 10 hours	9.7%	6.5%	6.3%	5.6%	6.0%
11 to 15 hours	4.2%	2.5%	2.6%	2.5%	2.4%
16 to 20 hours	2.9%	1.3%	1.1%	1.0%	1.0%
Over 20 hours	2.3%	1.0%	1.1%	1.3%	1.1%

Percent of students who indicated that they spent the following number of hours per week on

Playing video/computer games

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	42.1%	45.9%	46.3%	45.0%	45.1%
Less than 1 hour	19.3%	17.0%	17.0%	17.0%	17.0%
1 to 2 hours	10.6%	14.2%	13.8%	14.0%	13.9%
3 to 5 hours	10.3%	11.1%	10.8%	11.3%	11.3%
6 to 10 hours	10.6%	6.0%	6.2%	6.2%	6.4%
11 to 15 hours	2.6%	2.8%	2.9%	3.1%	3.0%
16 to 20 hours	1.6%	1.2%	1.3%	1.4%	1.4%
Over 20 hours	2.9%	1.7%	1.7%	2.2%	2.0%

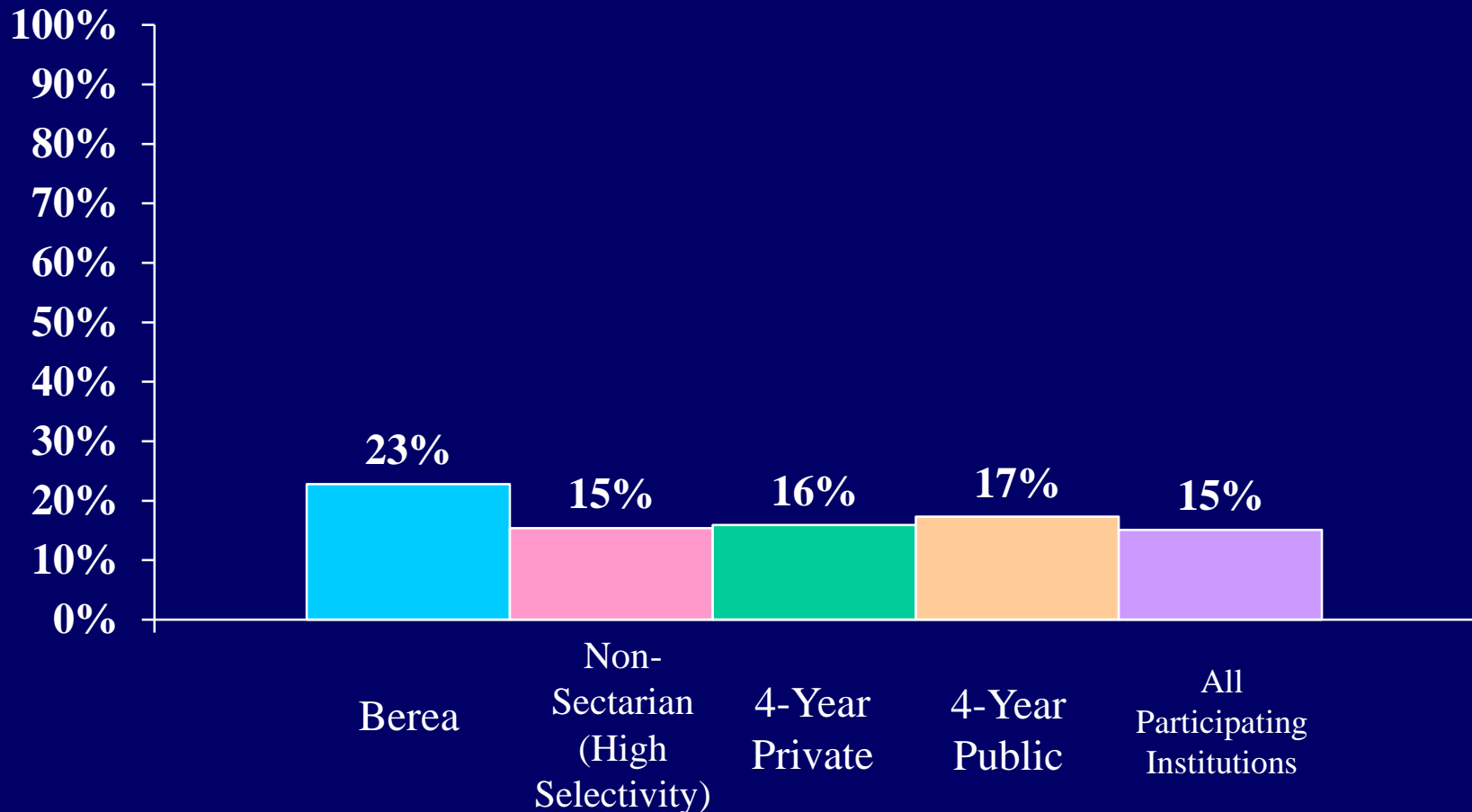
Percent of students who indicated that they spent the following number of hours per week on

Online social networks (MySpace, Facebook, etc.)

	Berea	Non-sectarian (high selectivity)	4-Year Private	4-Year Public	All Participating Institutions
None	12.2%	6.1%	5.5%	6.9%	5.8%
Less than 1 hour	20.2%	18.5%	16.5%	19.6%	17.6%
1 to 2 hours	26.3%	27.3%	25.8%	25.9%	26.3%
3 to 5 hours	20.5%	23.4%	24.8%	22.6%	24.9%
6 to 10 hours	9.9%	12.5%	13.3%	11.9%	12.8%
11 to 15 hours	4.2%	5.8%	6.0%	5.4%	5.5%
16 to 20 hours	2.9%	3.1%	3.2%	2.8%	2.8%
Over 20 hours	3.8%	3.4%	4.9%	4.9%	4.4%

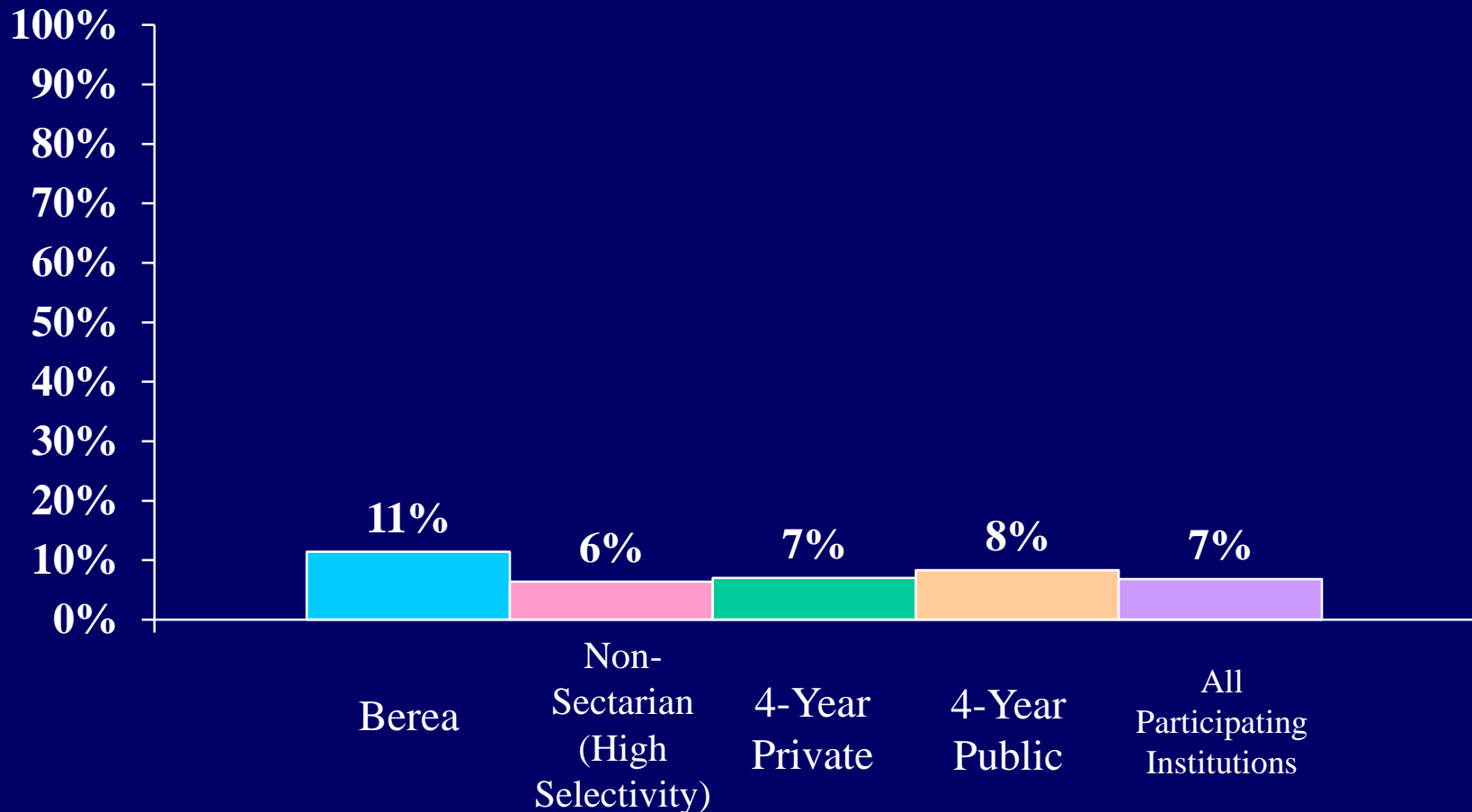
Percentage of students who rated item as “very important”:

My parents wanted me to come here
(for decision to attend this particular college)



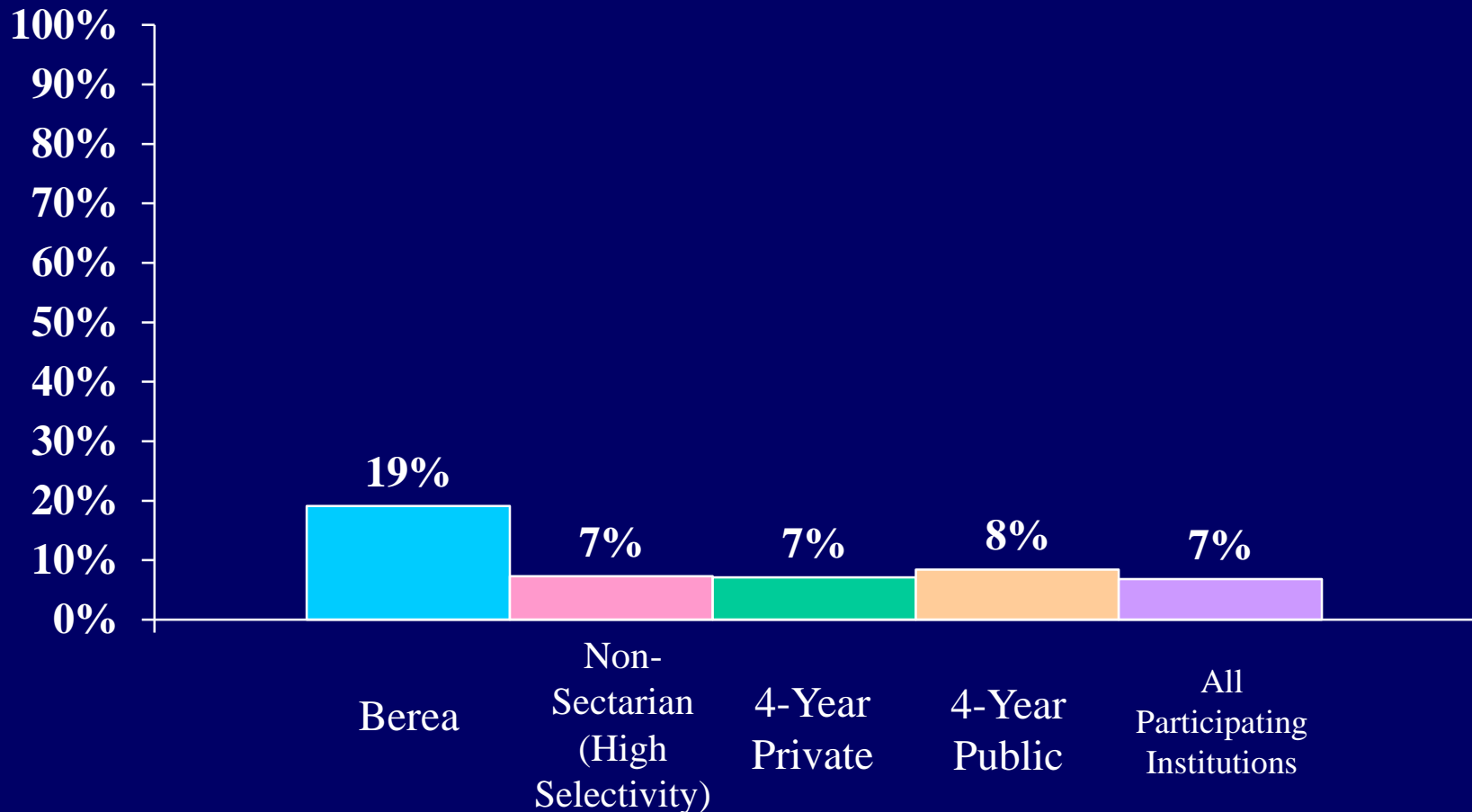
Percentage of students who rated item as “very important”:

My relatives wanted me to come here
(for decision to attend this particular college)



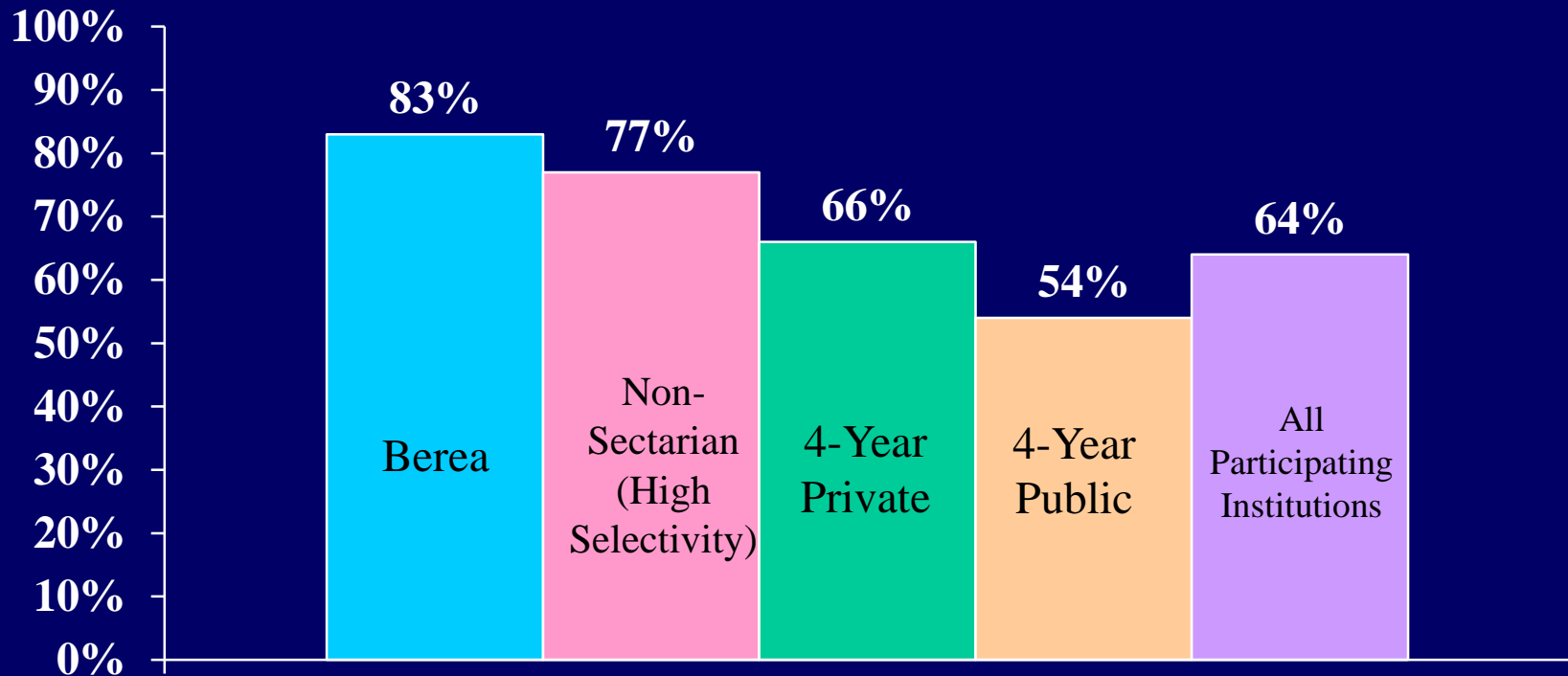
Percentage of students who rated item as “very important”:

My teacher advised me
(for decision to attend this particular college)



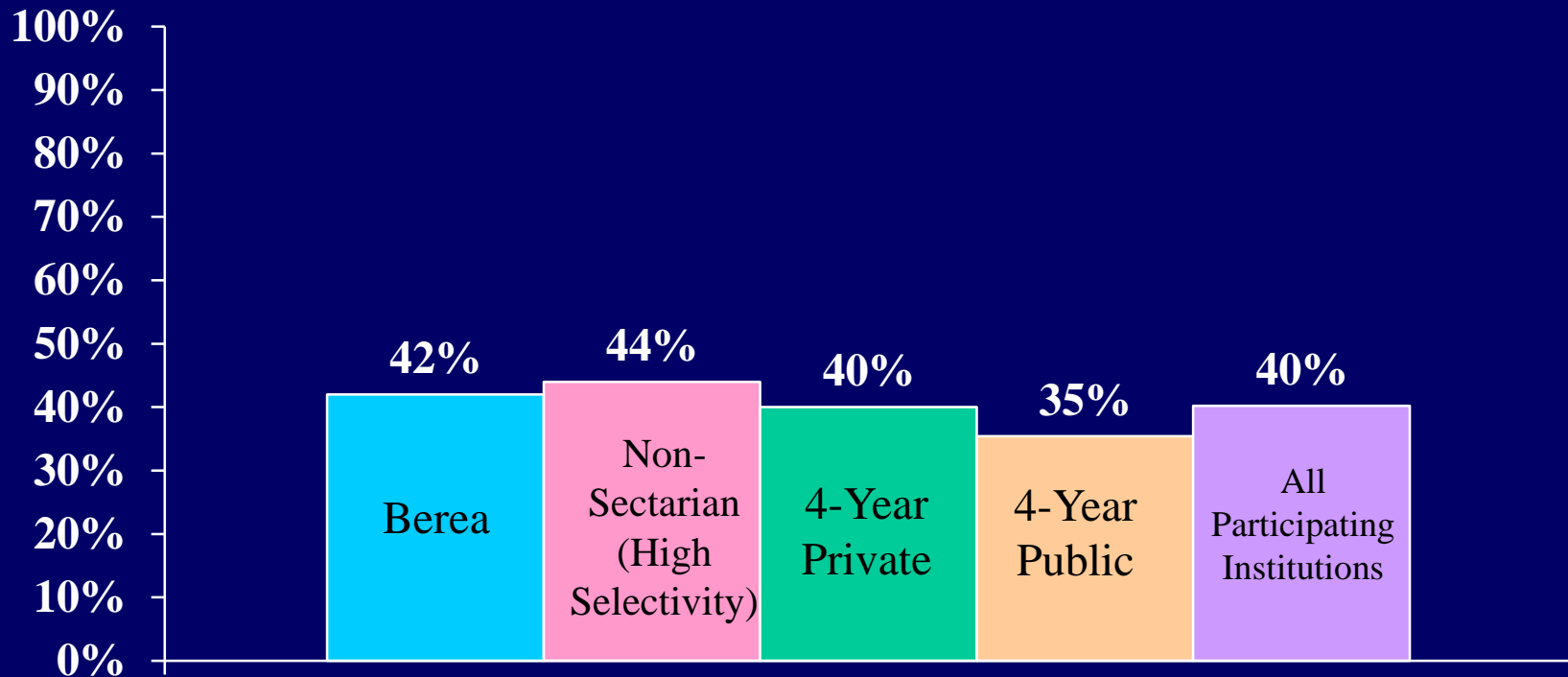
Percentage of students who rated item as “very important”:

This college has a very good academic reputation
(for decision to attend this particular college)



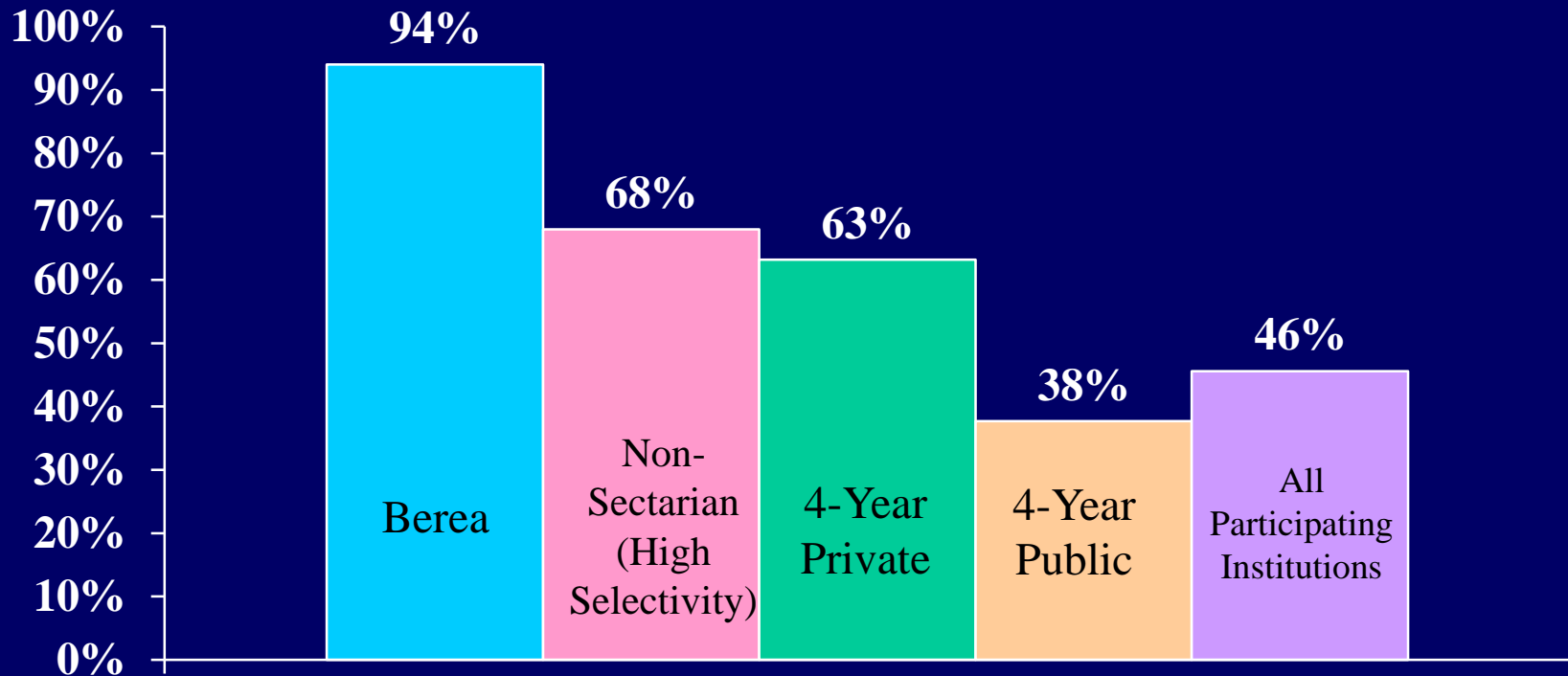
Percentage of students who rated item as “very important”:

*This college has a good reputation for its social activities
(for decision to attend this particular college)*



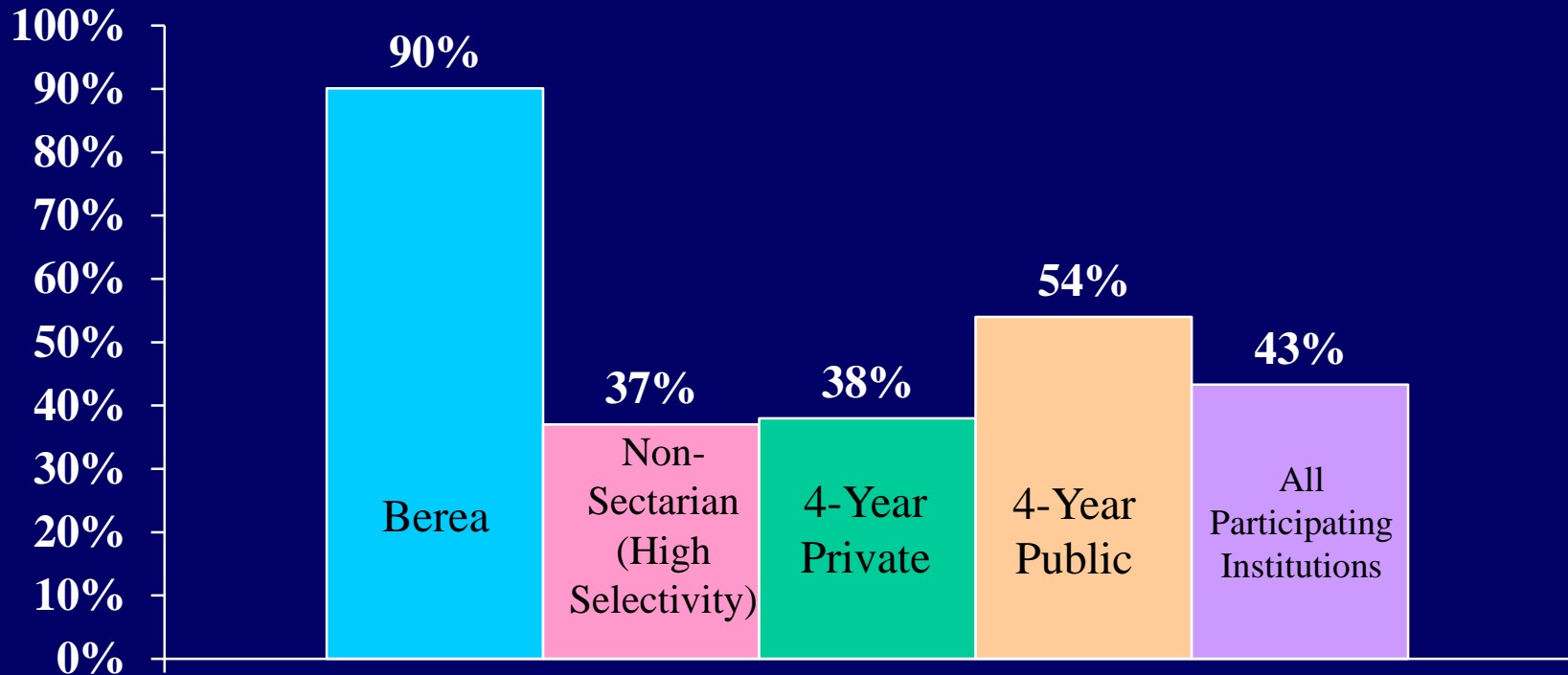
Percentage of students who rated item as “very important”:

I was offered financial assistance
(for decision to attend this particular college)



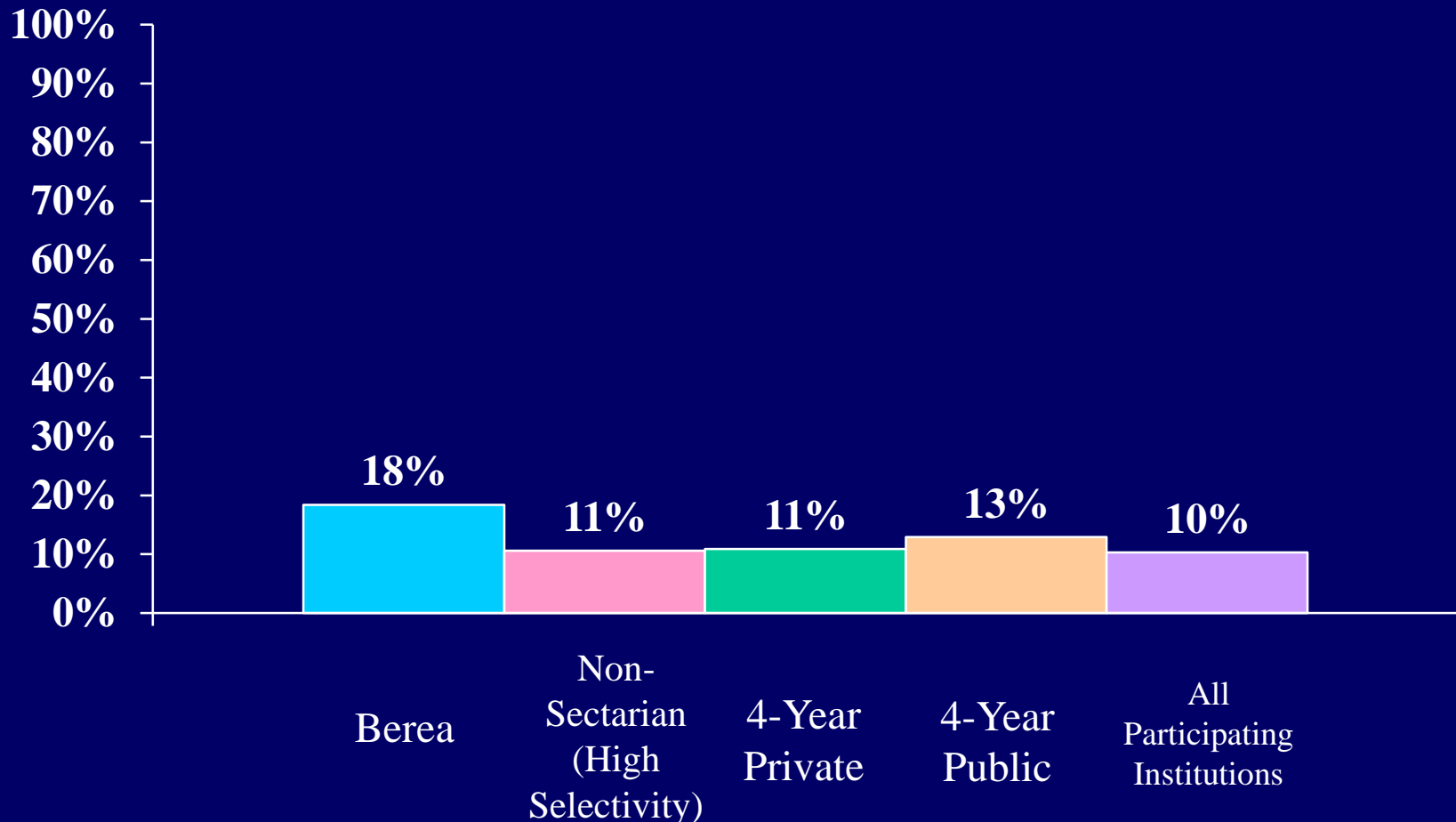
Percentage of students who rated item as “very important”:

The cost of attending this college
(for decision to attend this particular college)



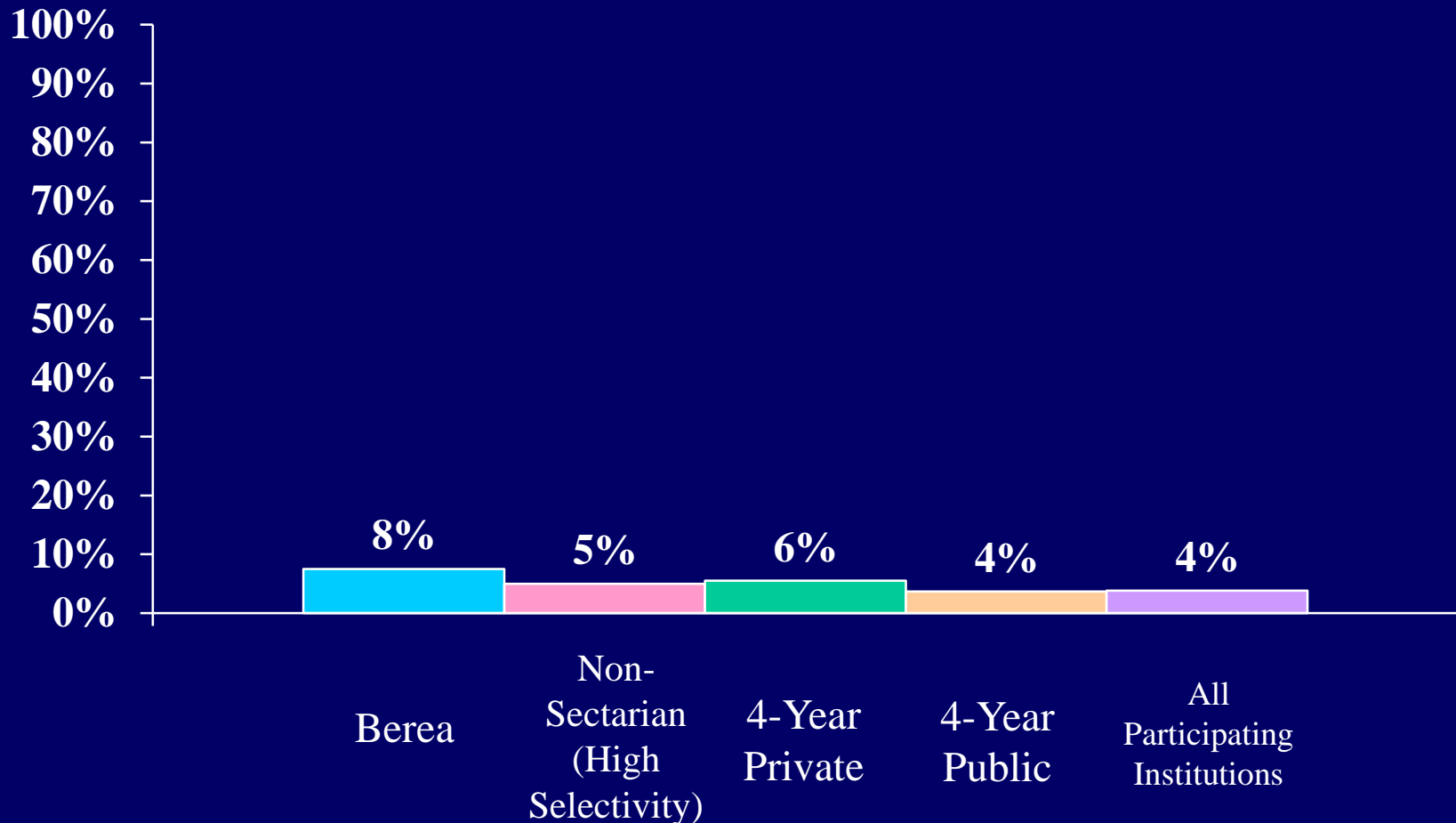
Percentage of students who rated item as “very important”:

High school counselor advised me
(for decision to attend this particular college)



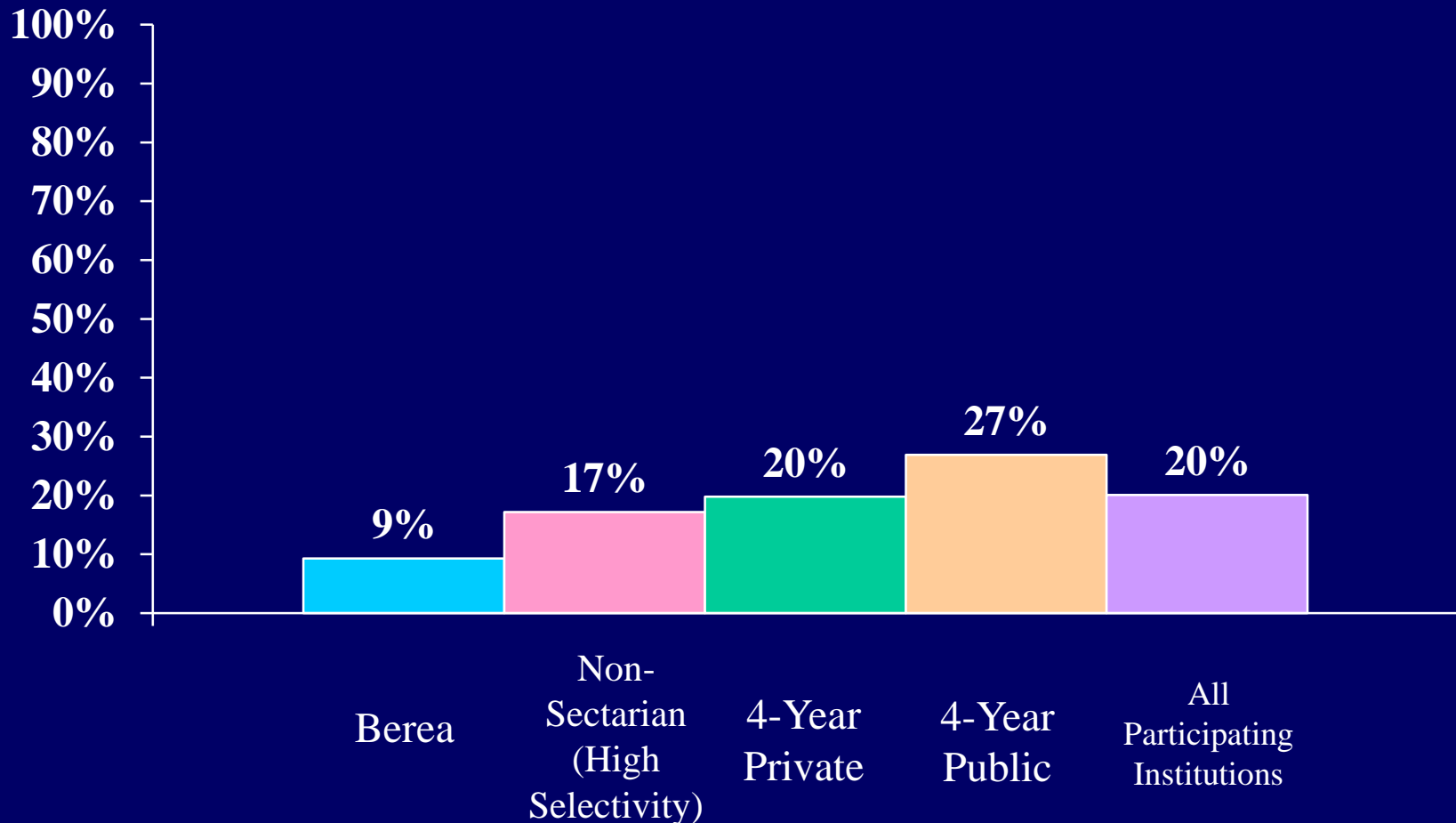
Percentage of students who rated item as “very important”:

Private college counselor advised me
(for decision to attend this particular college)



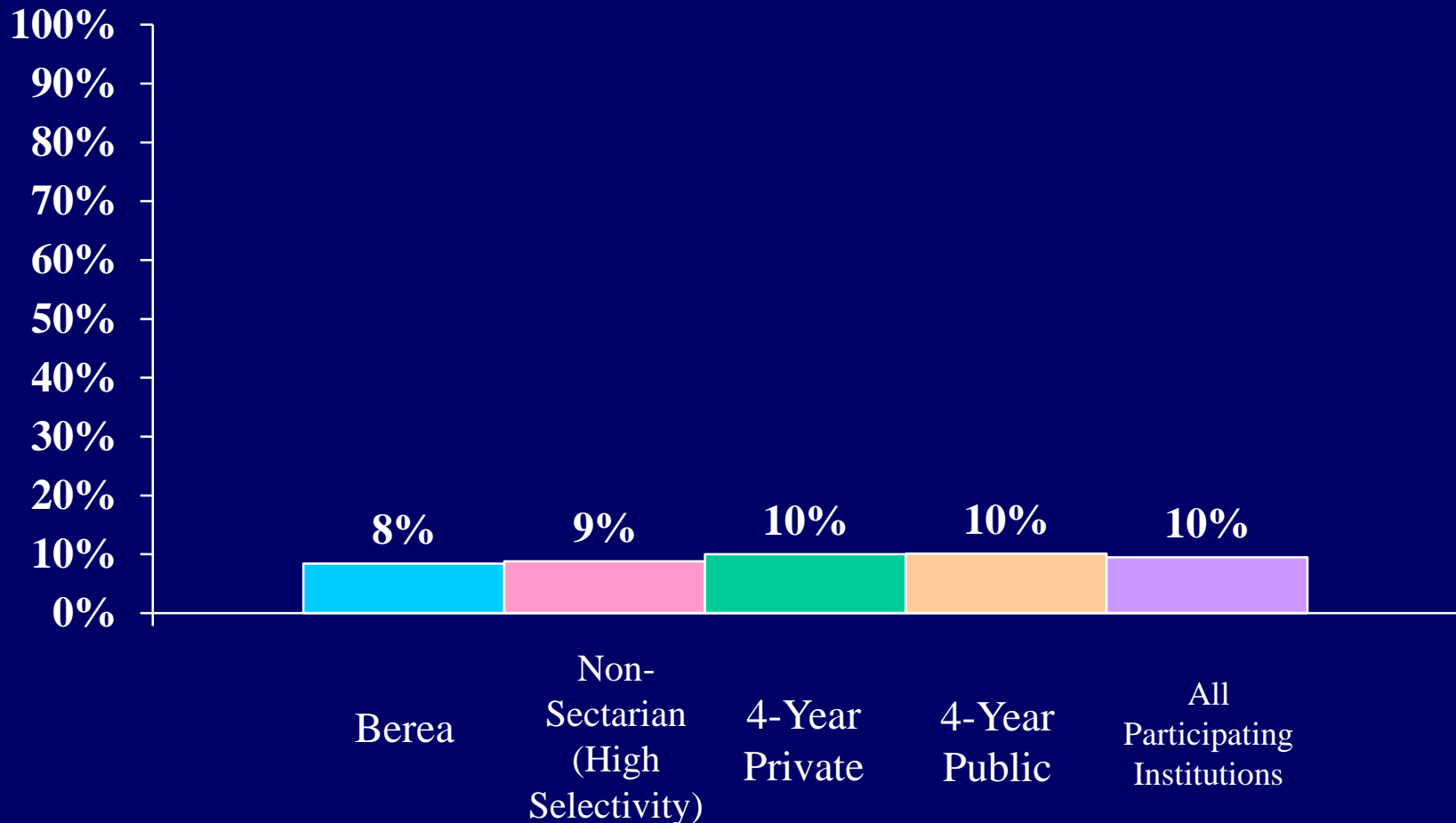
Percentage of students who rated item as “very important”:

I wanted to live near home
(for decision to attend this particular college)



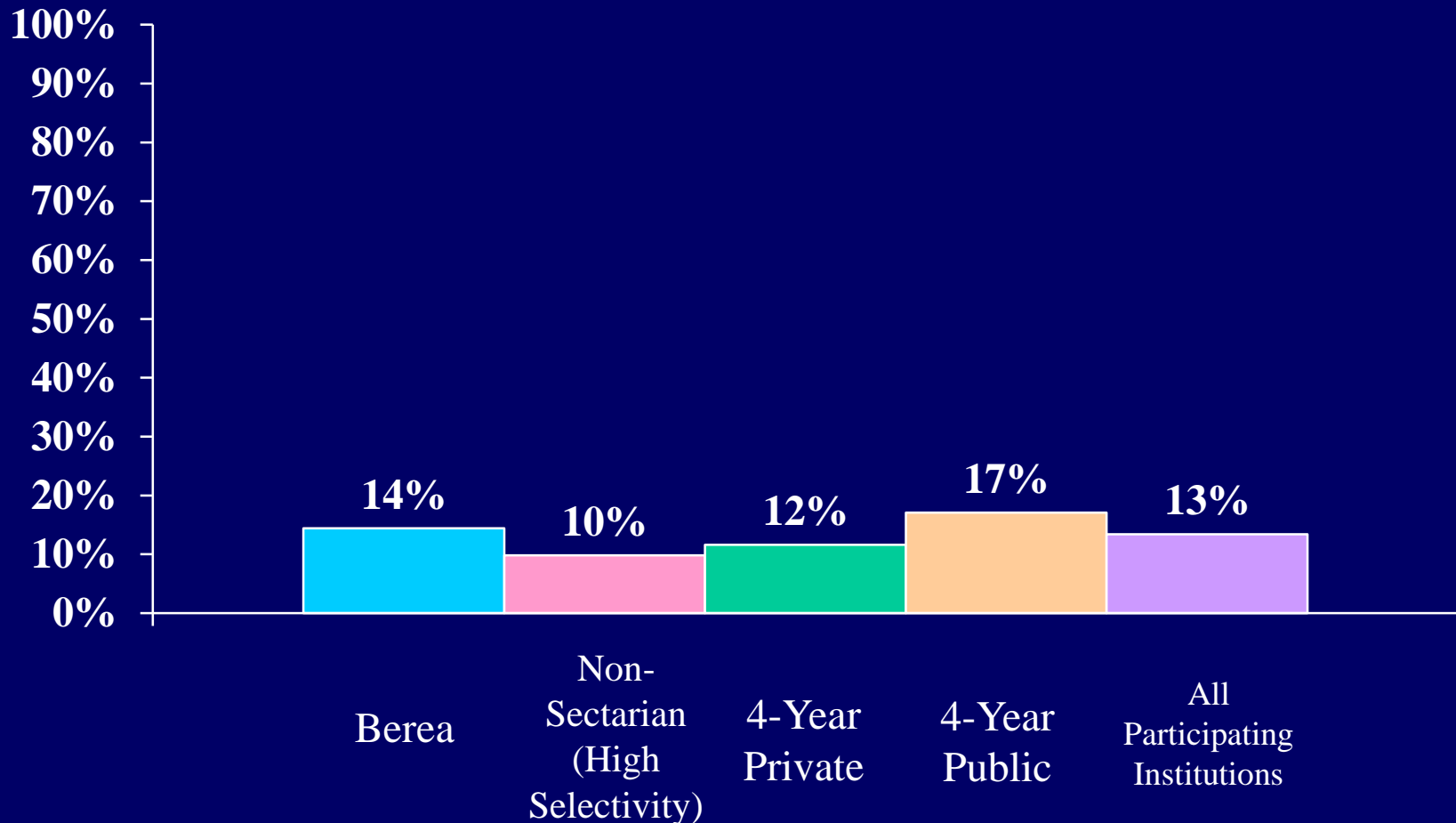
Percentage of students who rated item as “very important”:

Not offered aid by first choice
(for decision to attend this particular college)



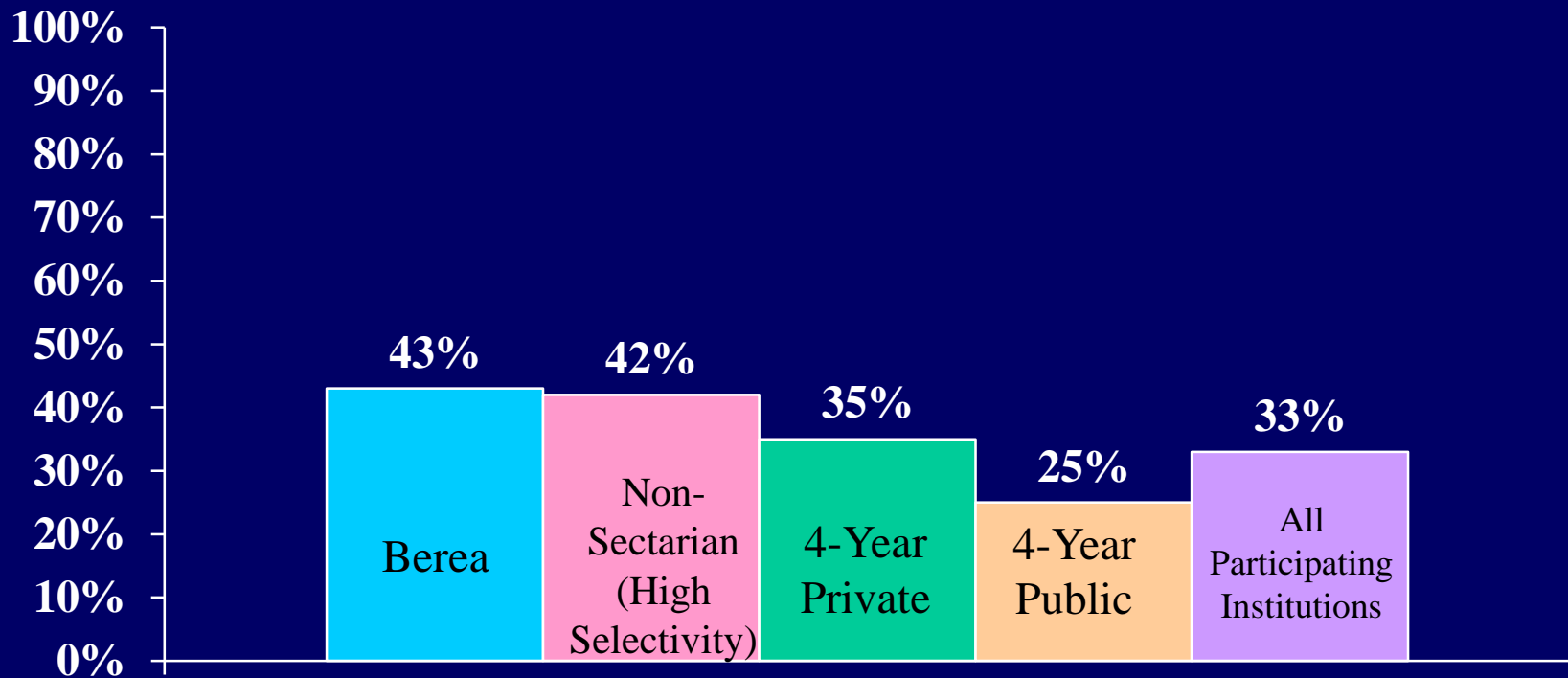
Percentage of students who rated item as “very important”:

Could not afford first choice
(for decision to attend this particular college)



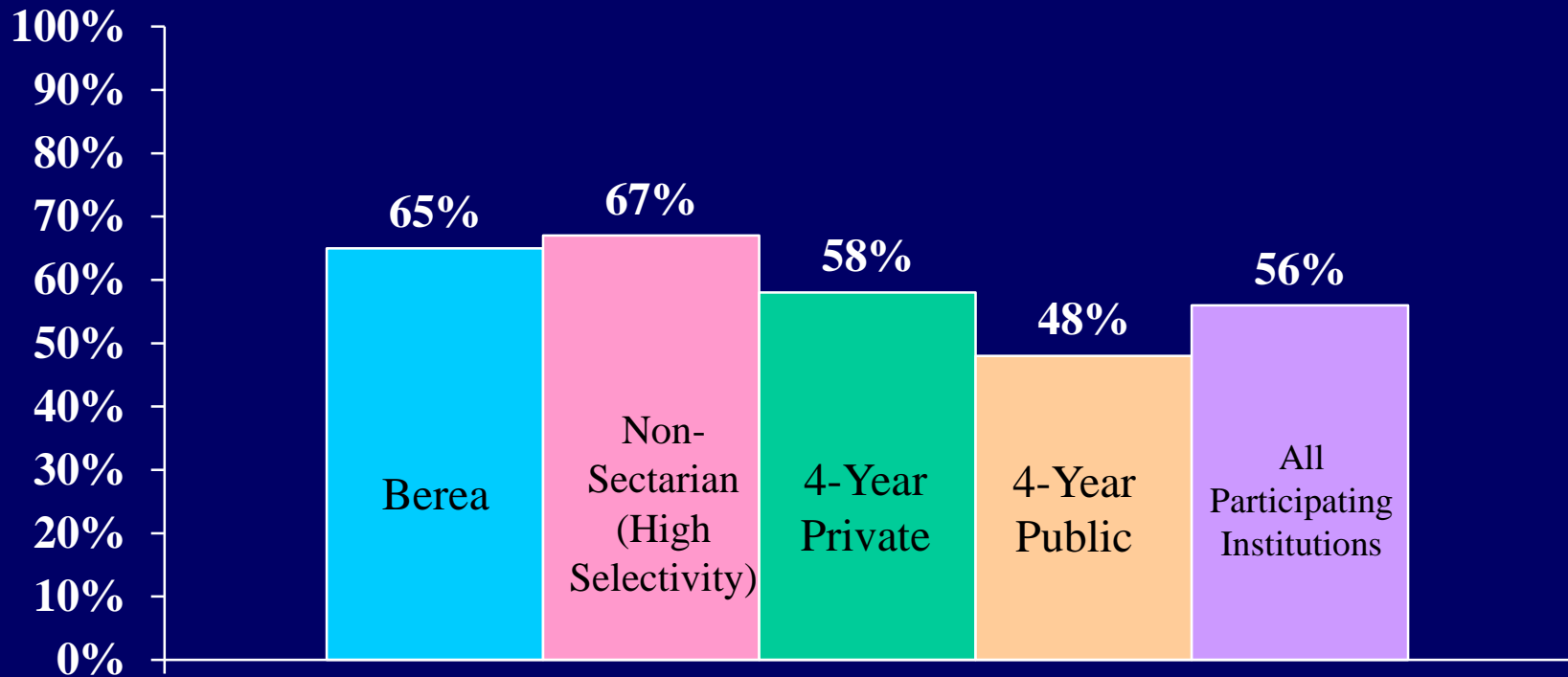
Percentage of students who rated item as “very important”:

*This college’s graduates gain admission to top graduate/professional school
(for decision to attend this particular college)*



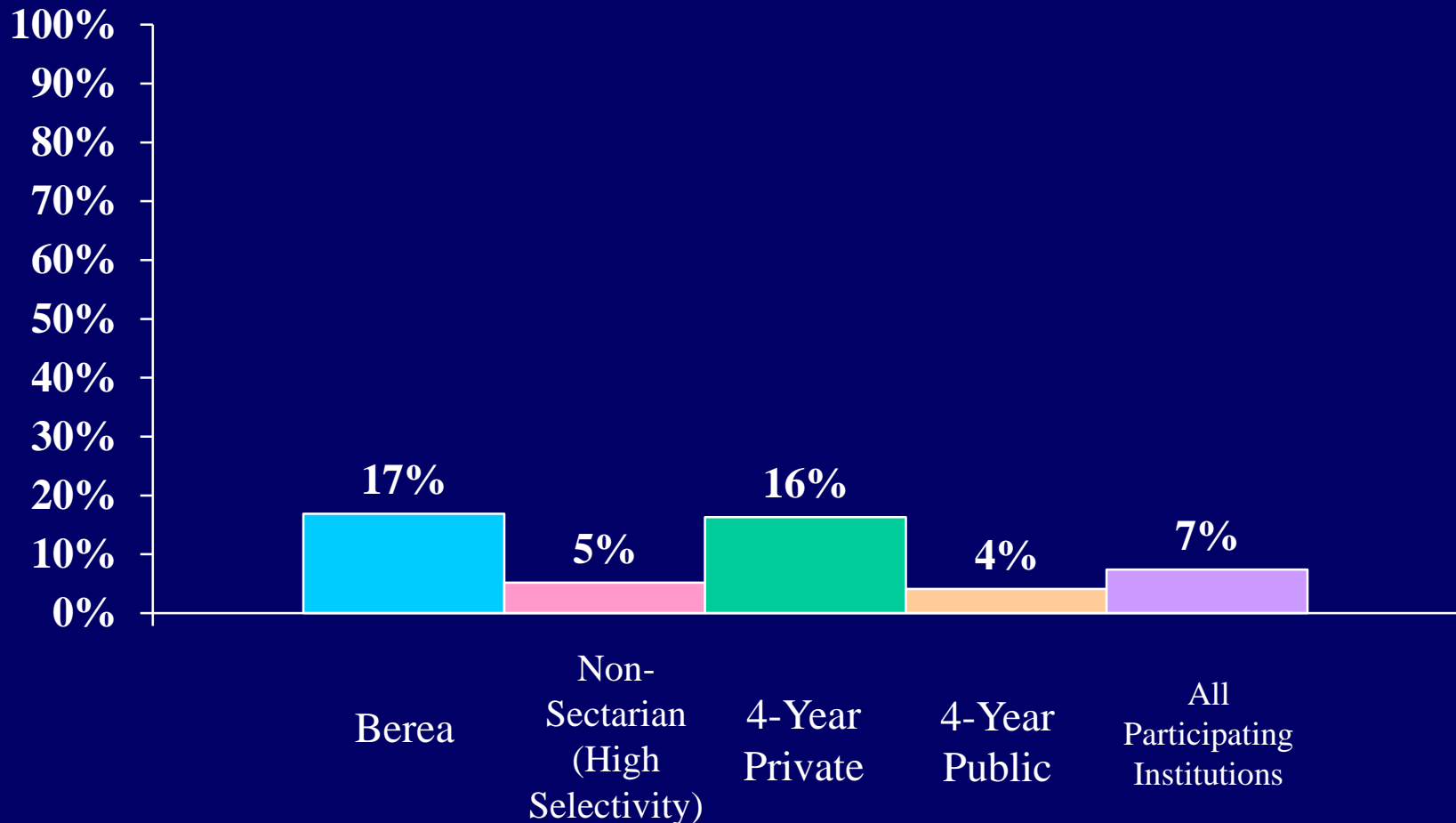
Percentage of students who rated item as “very important”:

This college’s graduates get good jobs
(for decision to attend this particular college)



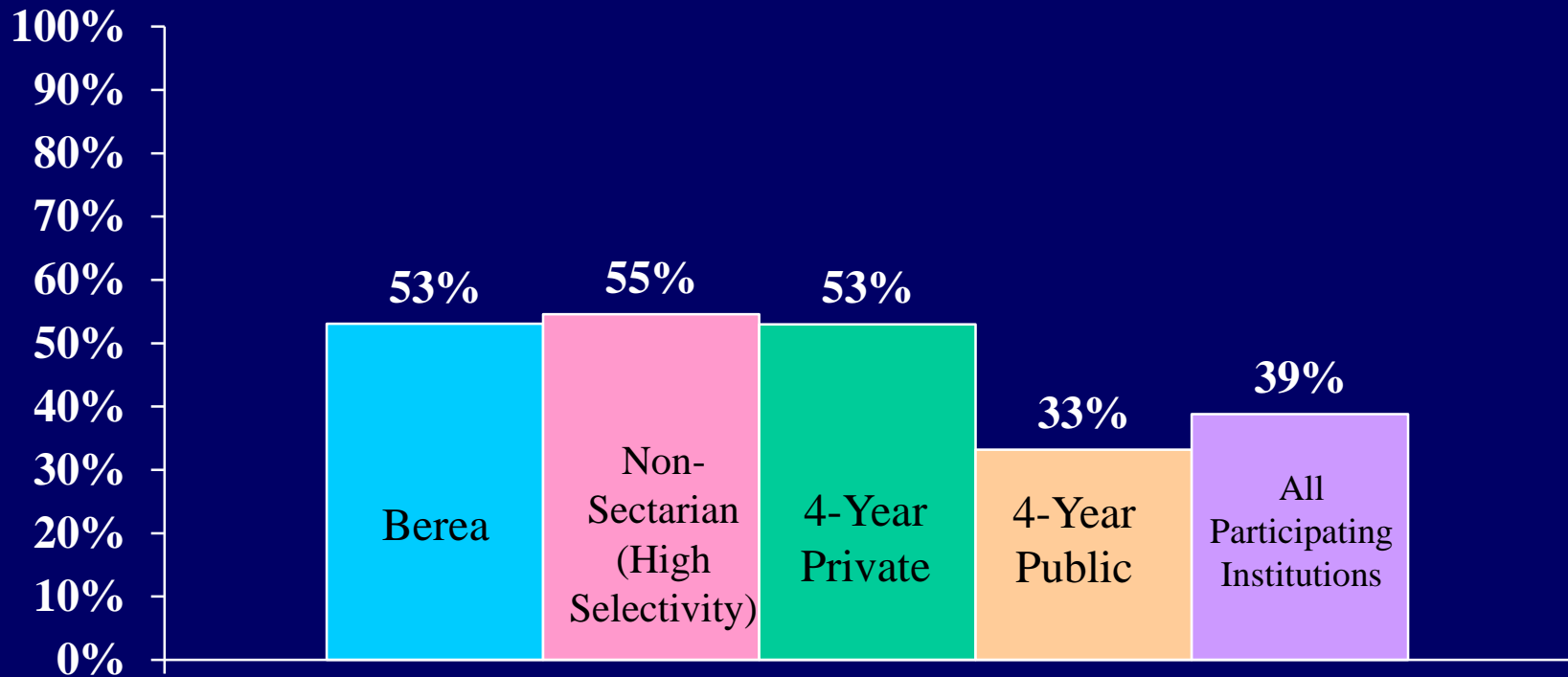
Percentage of students who rated item as “very important”:

*I was attracted by the religious affiliation/orientation of the college
(for decision to attend this particular college)*



Percentage of students who rated item as “very important”:

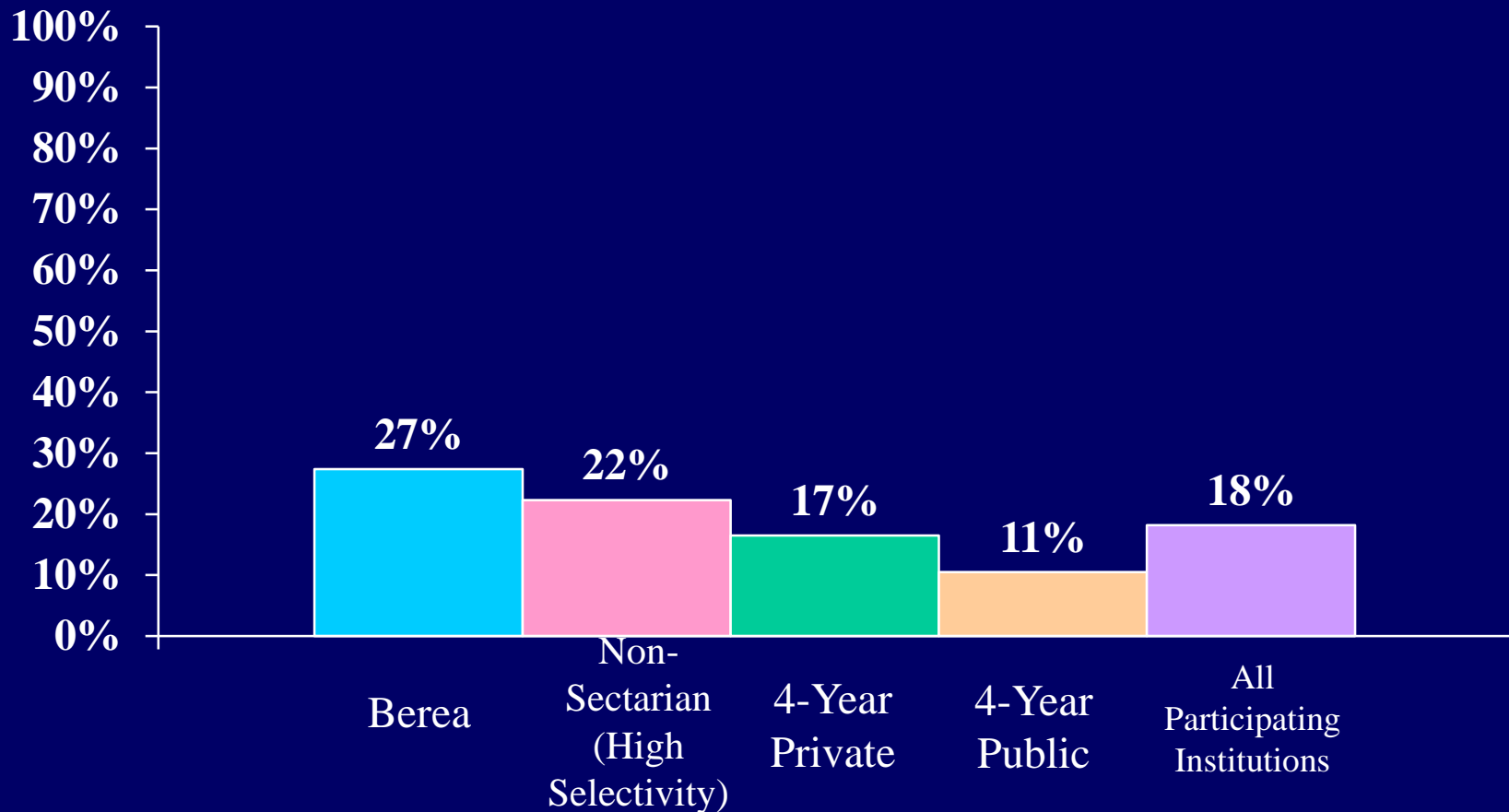
I wanted to go to a school about the size of this college
(for decision to attend this particular college)



Percentage of students who rated item as “very important”:

Ranking in national magazines

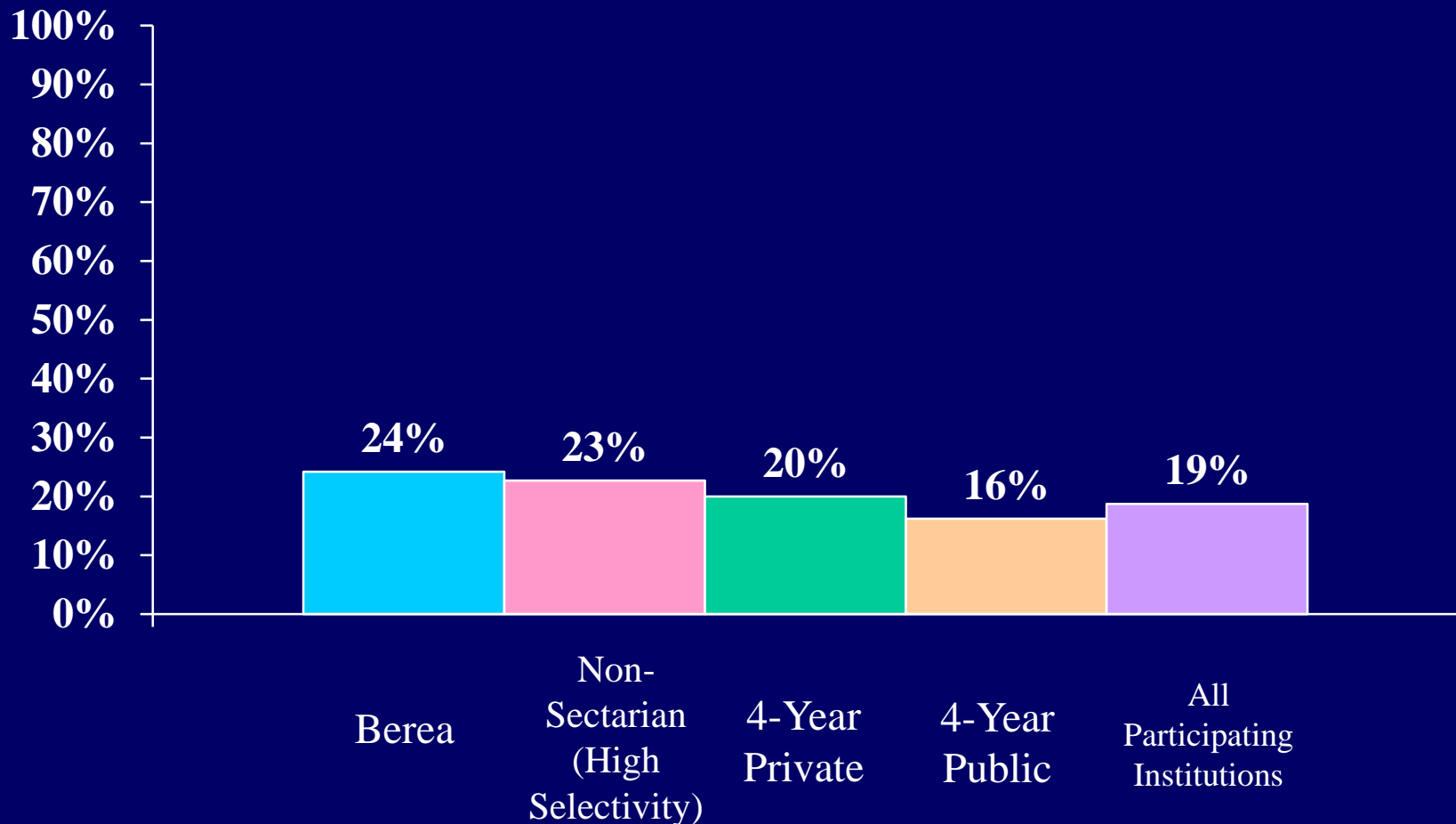
(for decision to attend this particular college)



Percentage of students who rated item as “very important”:

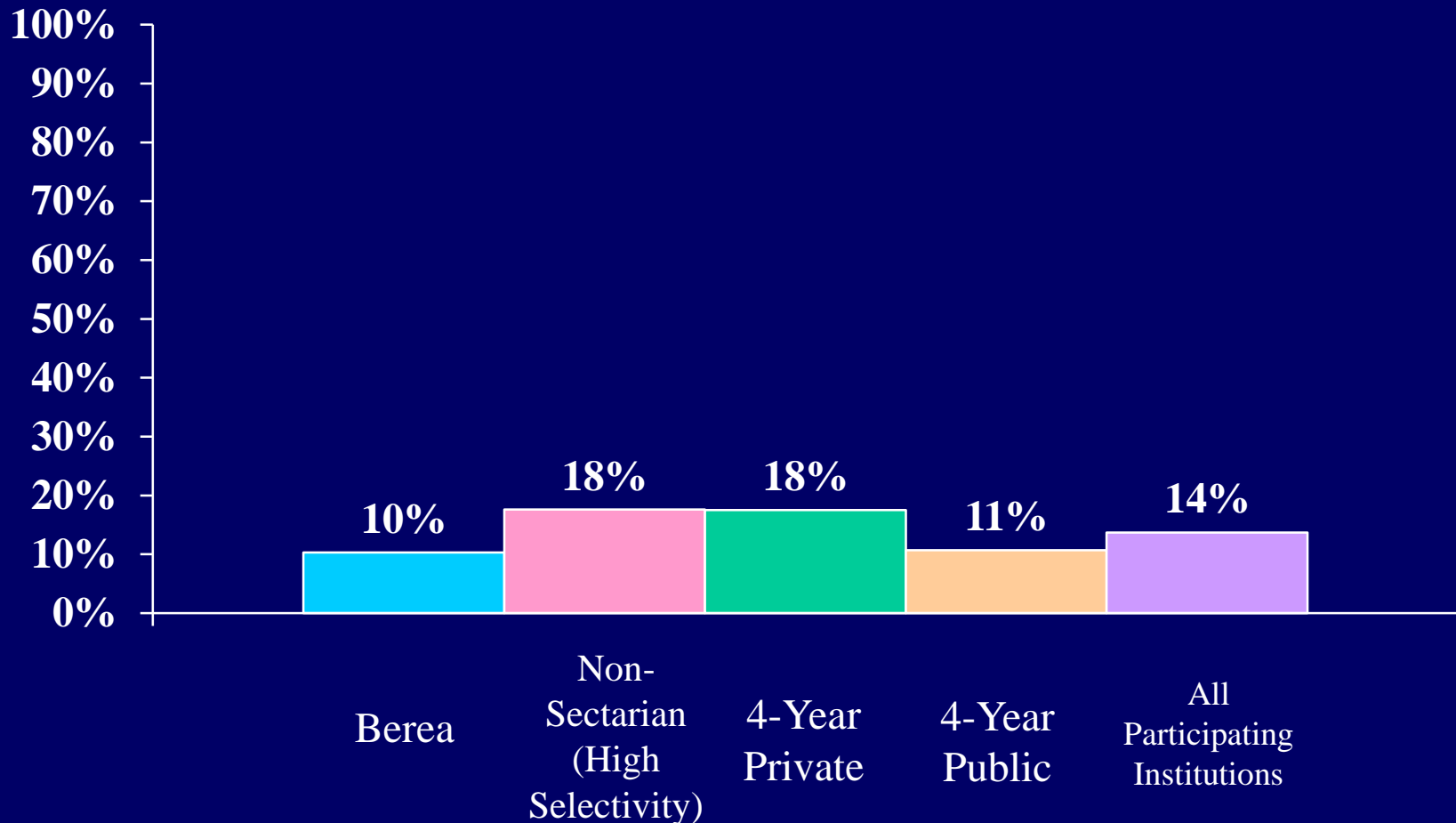
Information from a website

(for decision to attend this particular college)



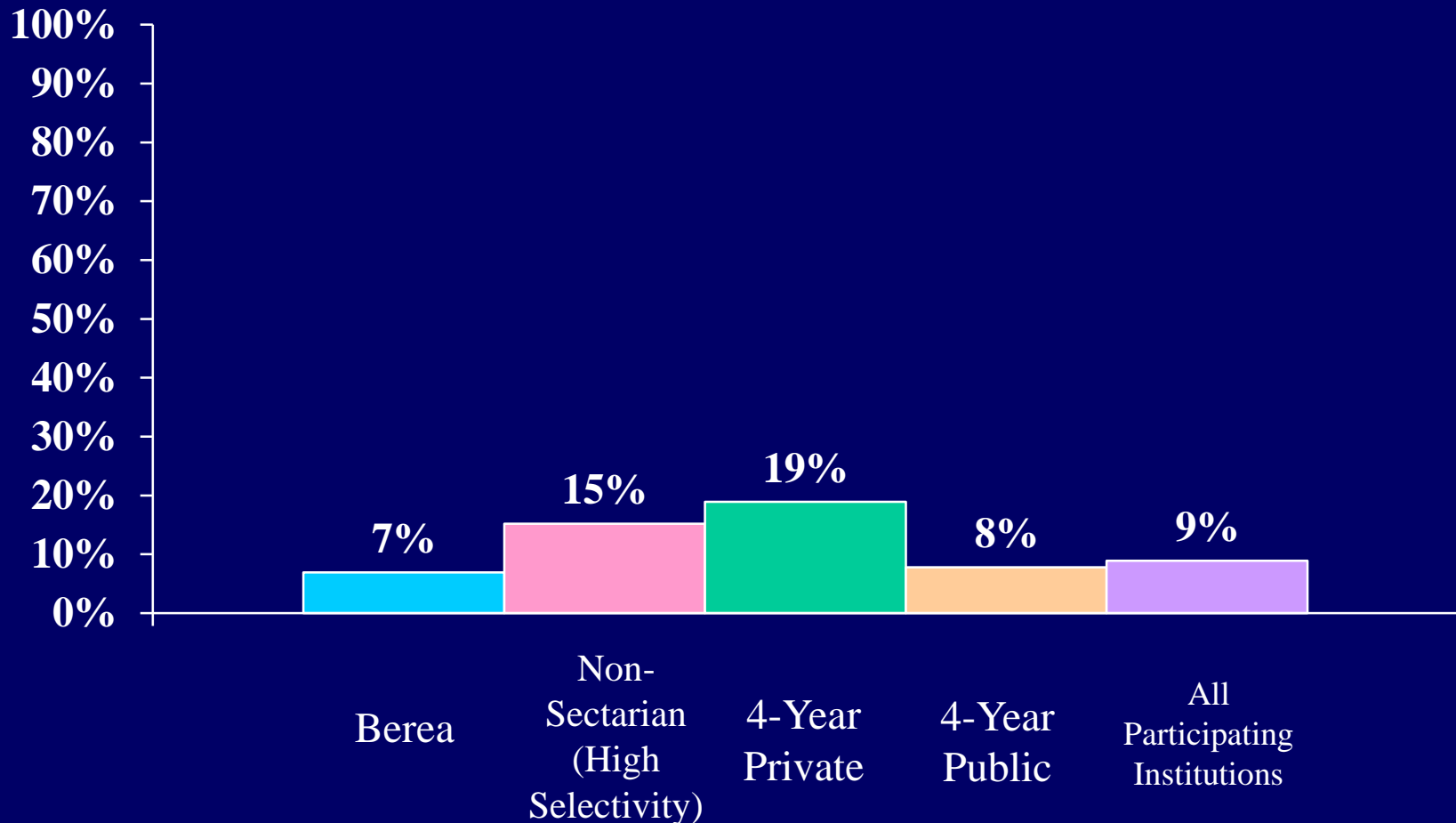
Percentage of students who rated item as “very important”:

*I was admitted through an Early Action or Early Decision program
(for decision to attend this particular college)*



Percentage of students who rated item as “very important”:

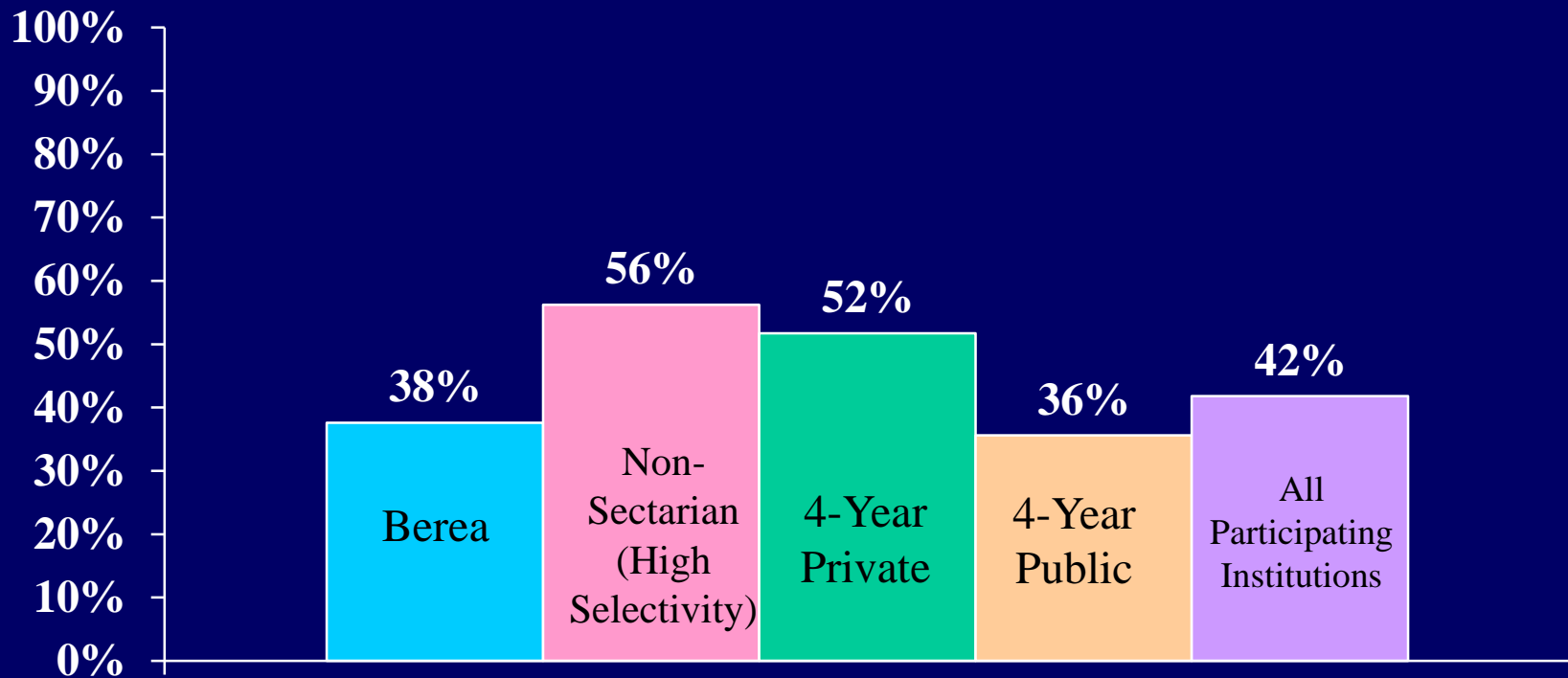
The athletic department recruited me
(for decision to attend this particular college)



Percentage of students who rated item as “very important”:

A visit to the campus

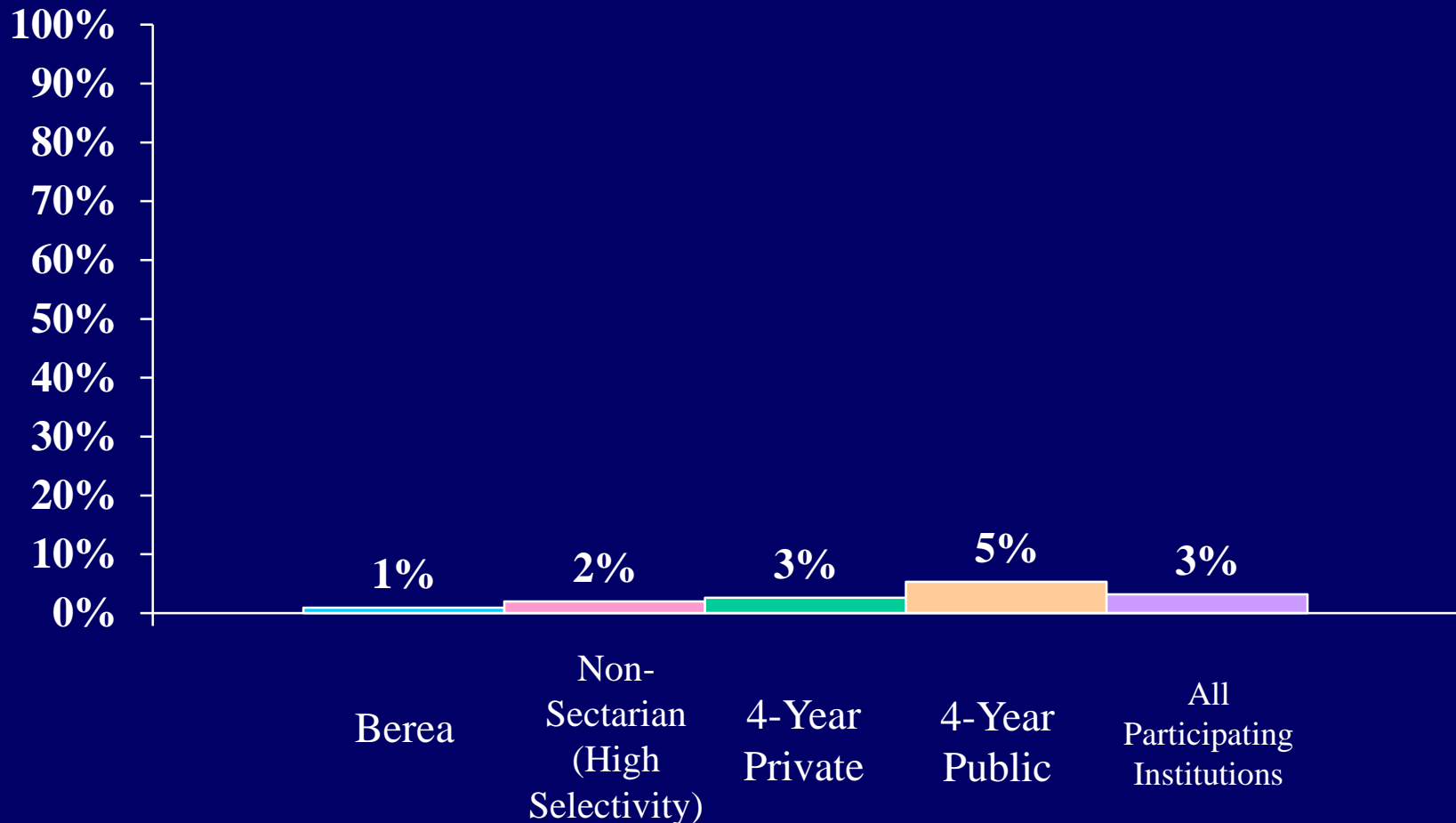
(for decision to attend this particular college)



Percentage of students who rated item as “very important”:

Ability to take online courses

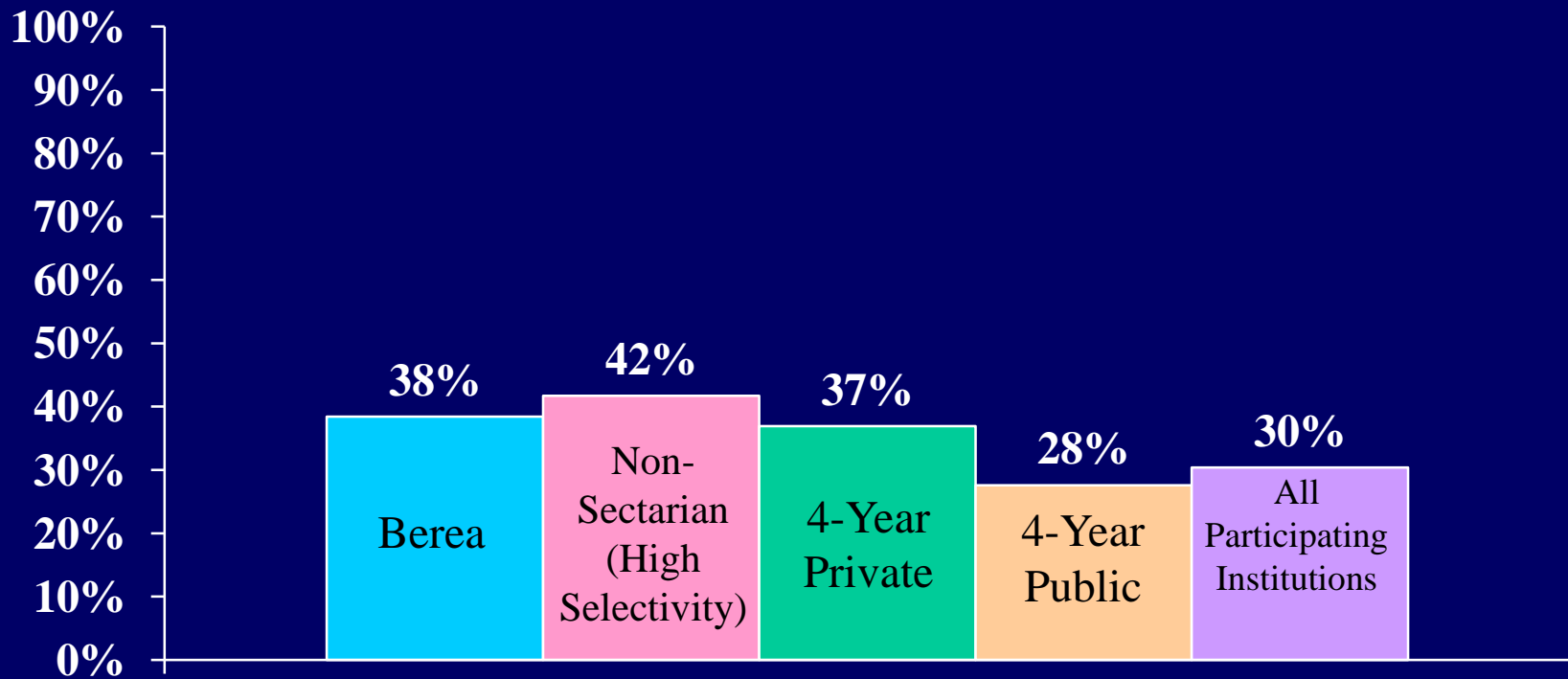
(for decision to attend this particular college)



Percentage of students who rated item as “very important”:

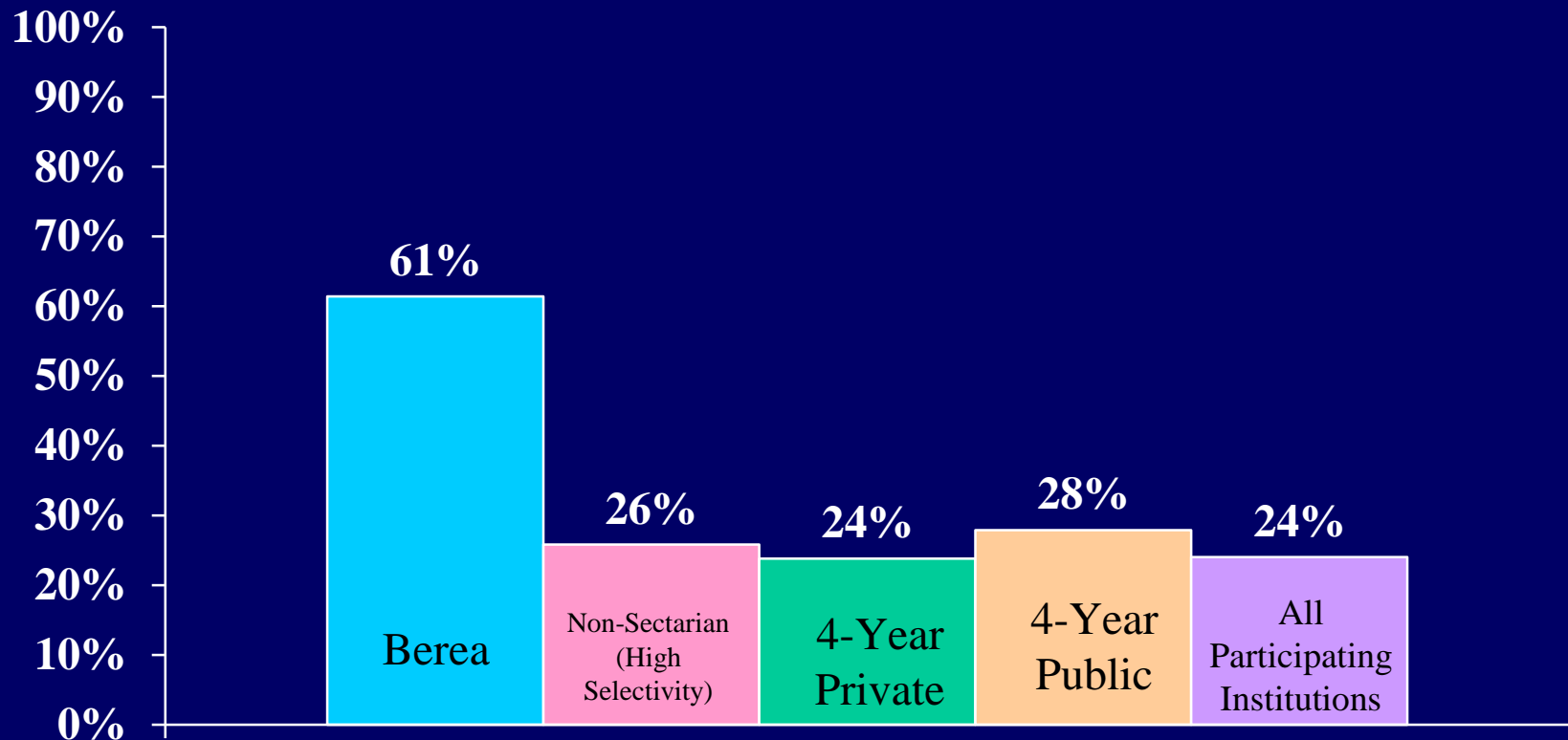
*The percentage of students that graduate
from this college*

(for decision to attend this particular college)

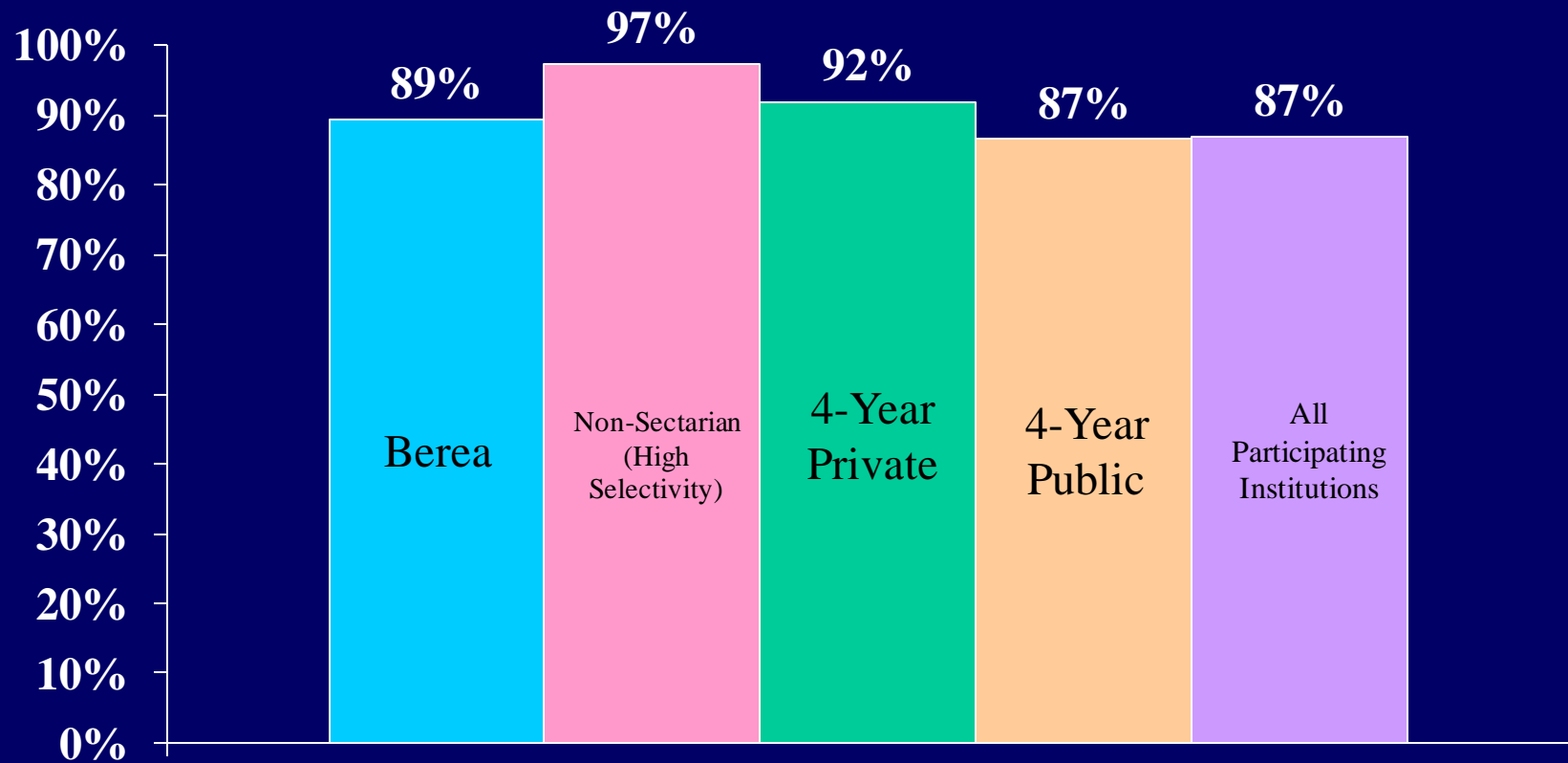


Percent of students who agree “strongly” that:

The current economic situation significantly affected my college choice

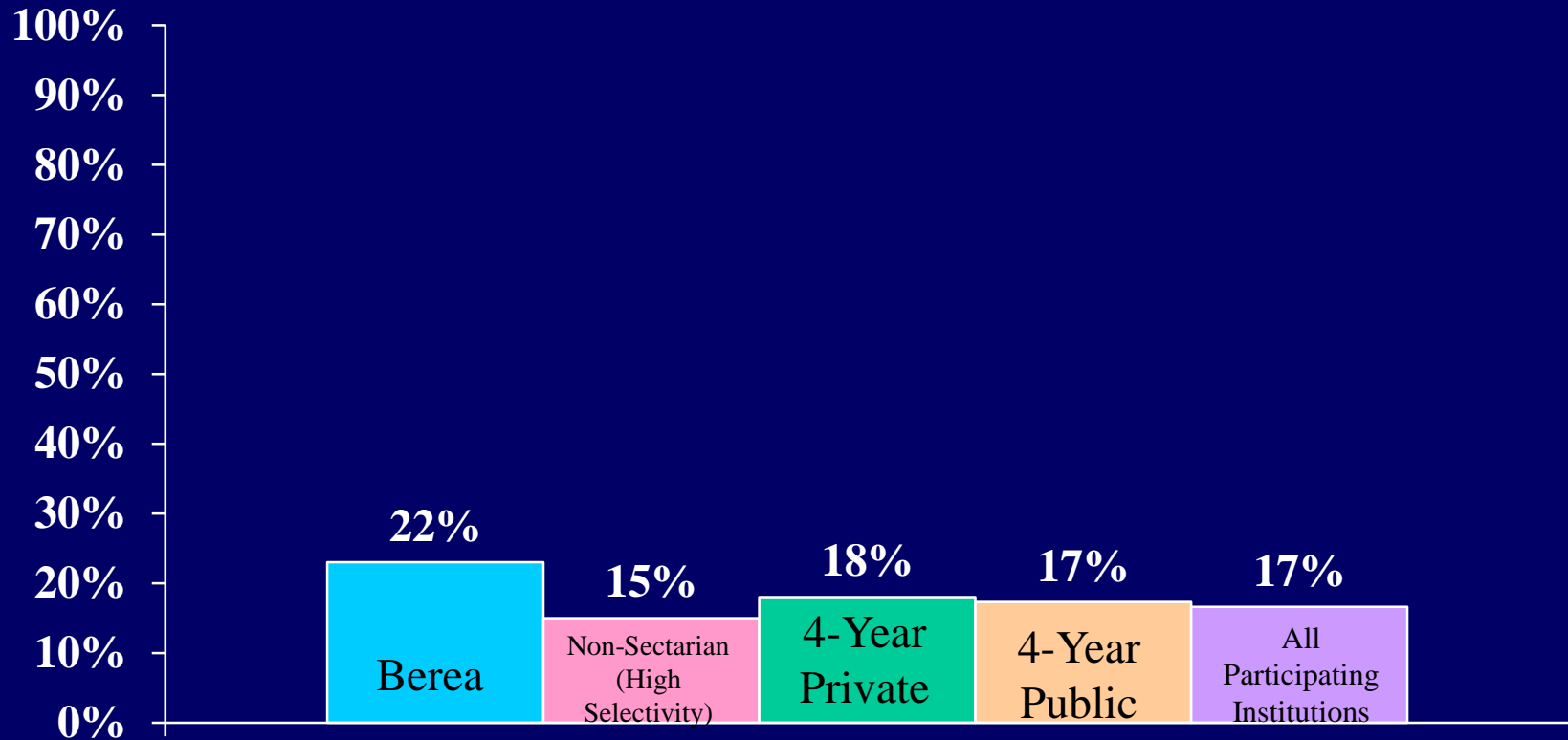


Percent of students who expect it will take them four years or less to
Graduate from this college



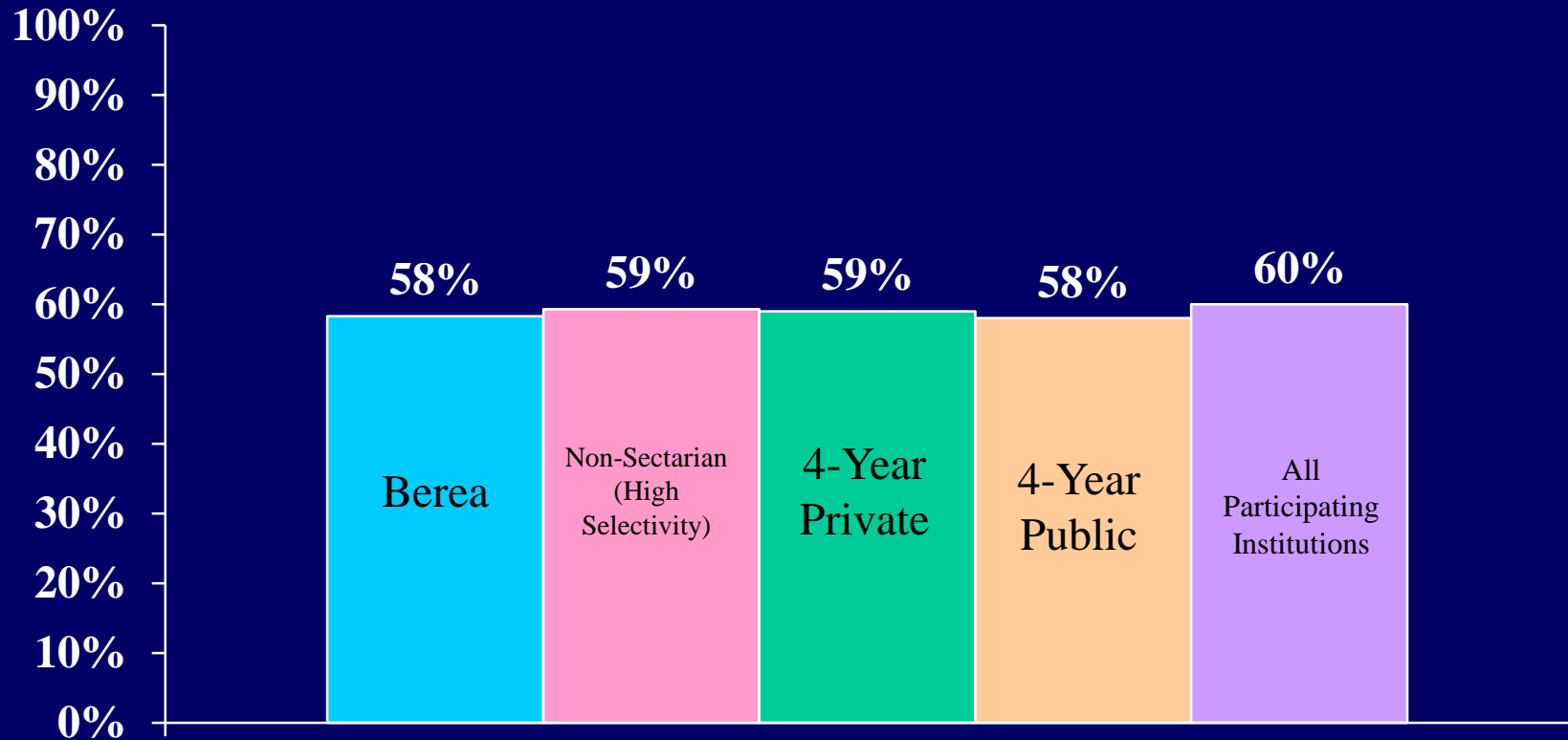
Percent of students who personally consider the following objective to be “essential” or “very important:”

*Becoming accomplished in one of the performing arts
(acting, dancing, etc.)*



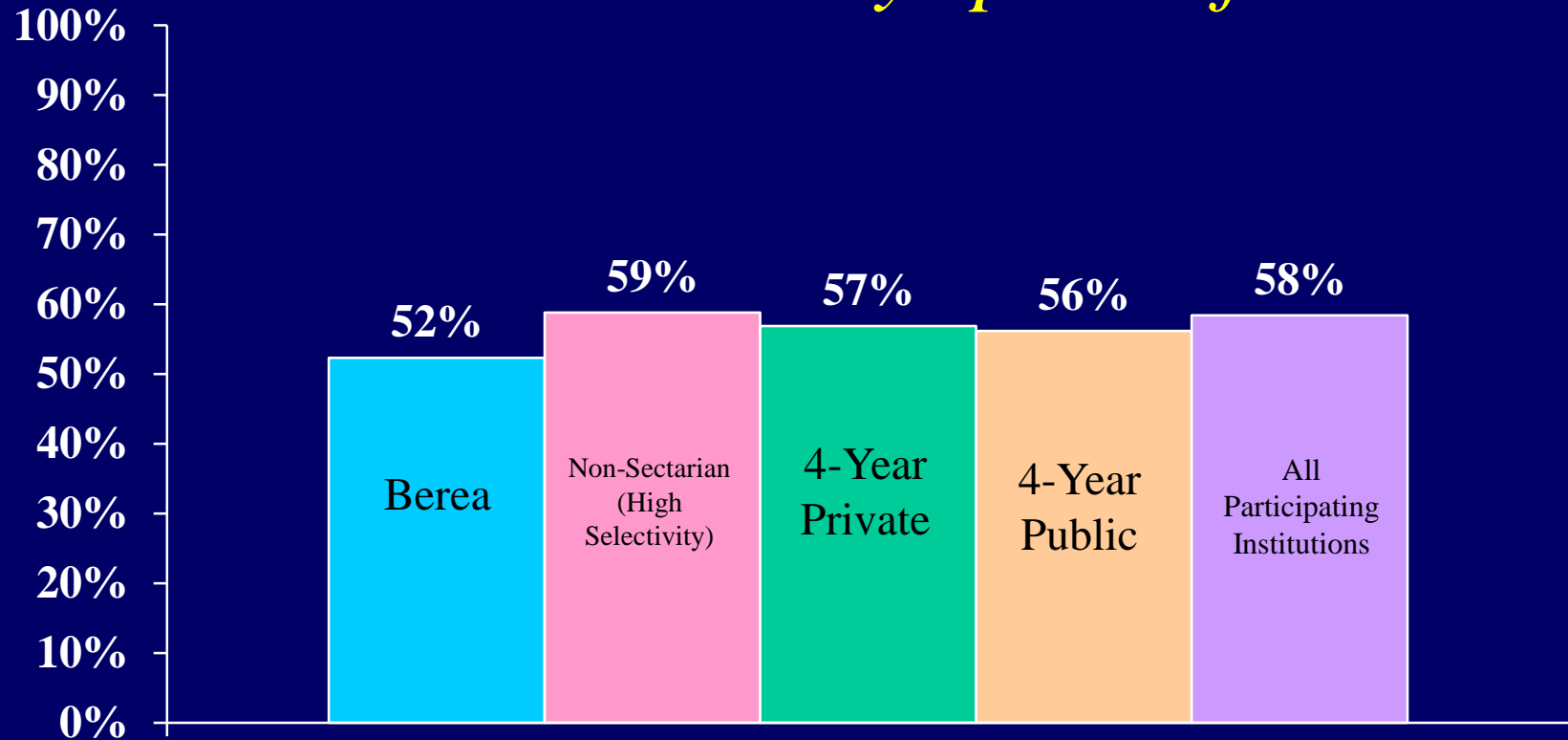
Percent of students who personally consider the following objective to be “essential” or “very important:”

Becoming an authority in my field



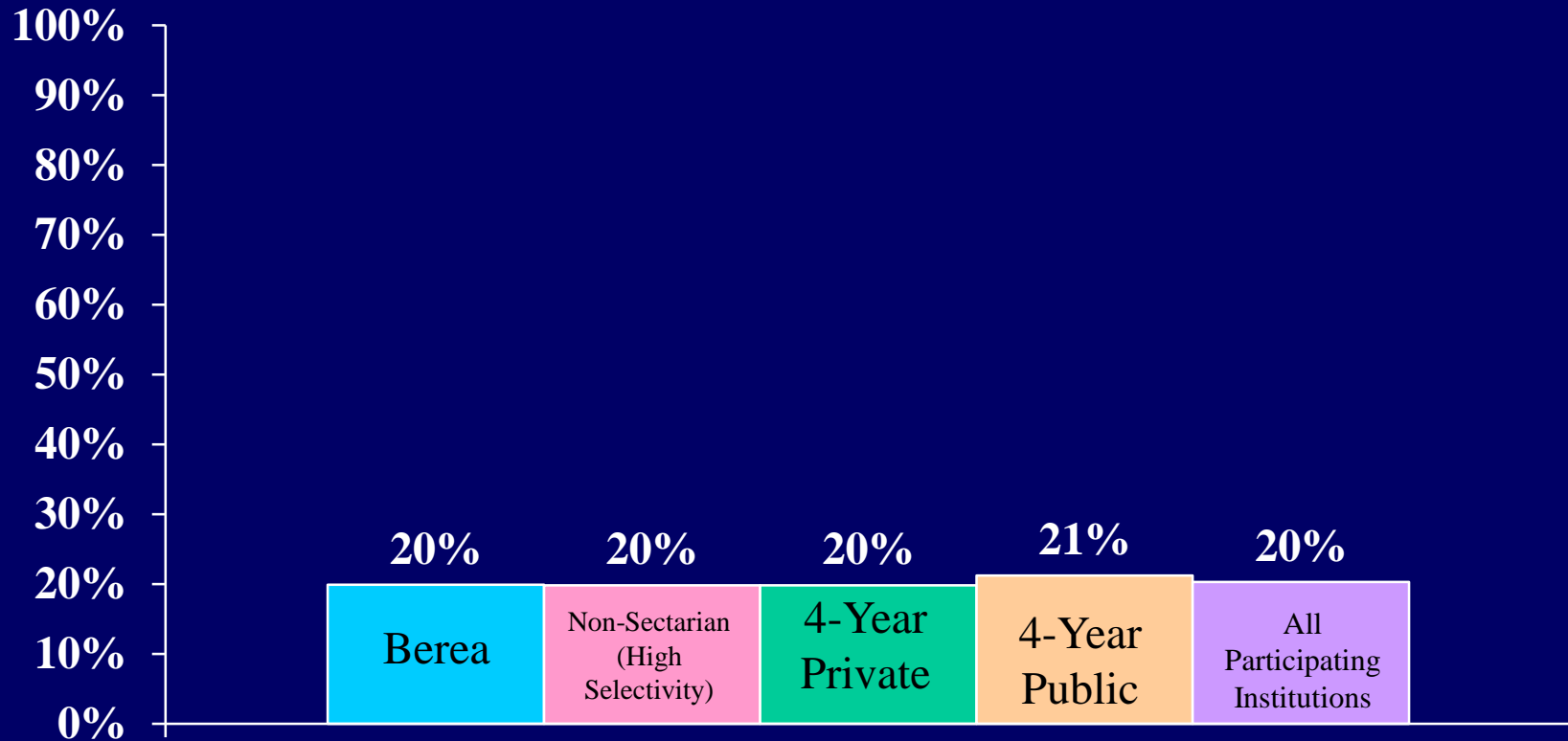
Percent of students who personally consider the following objective to be “essential” or “very important:”

Obtaining recognition from my colleagues for contribution to my special field



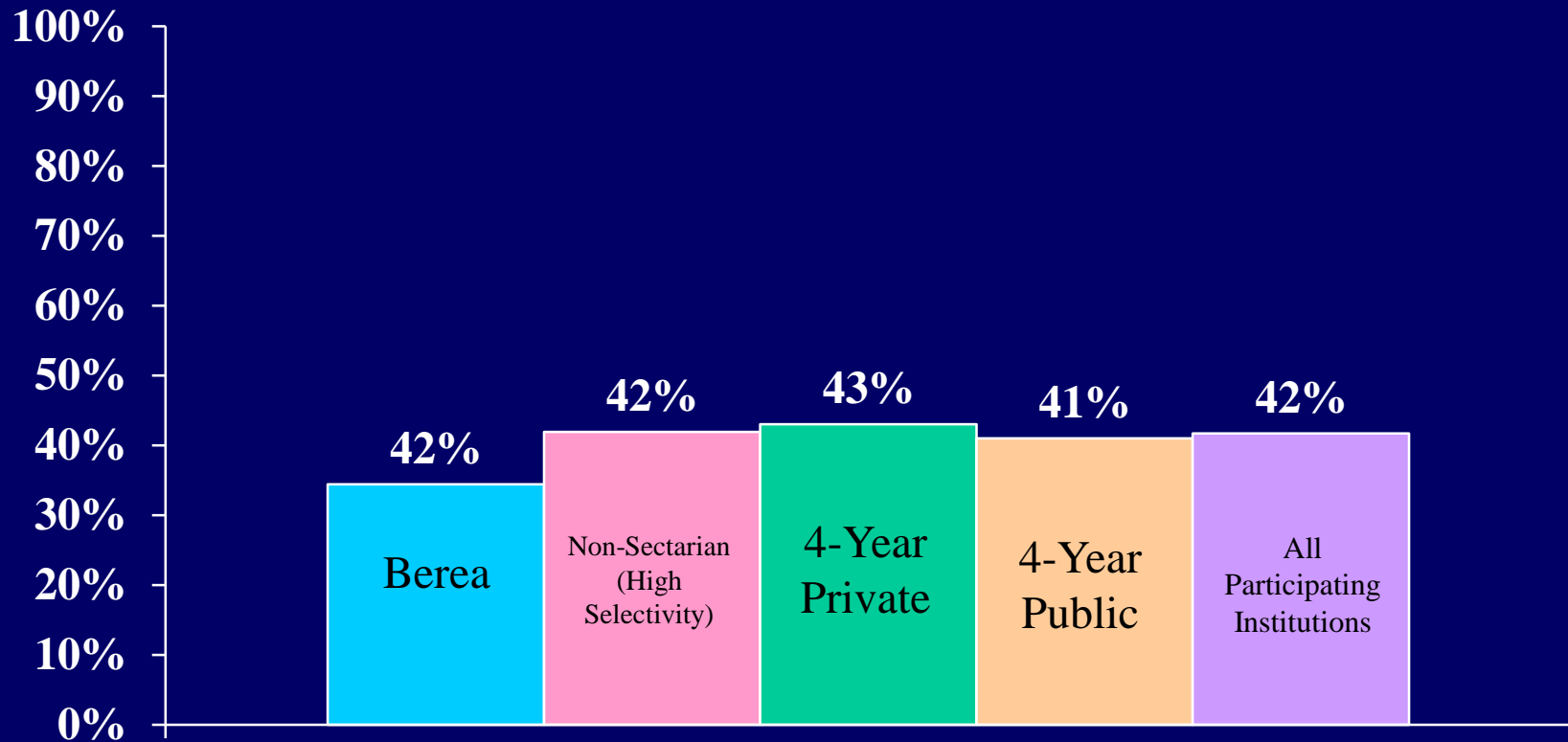
Percent of students who personally consider the following objective to be “essential” or “very important:”

Influencing the political structure



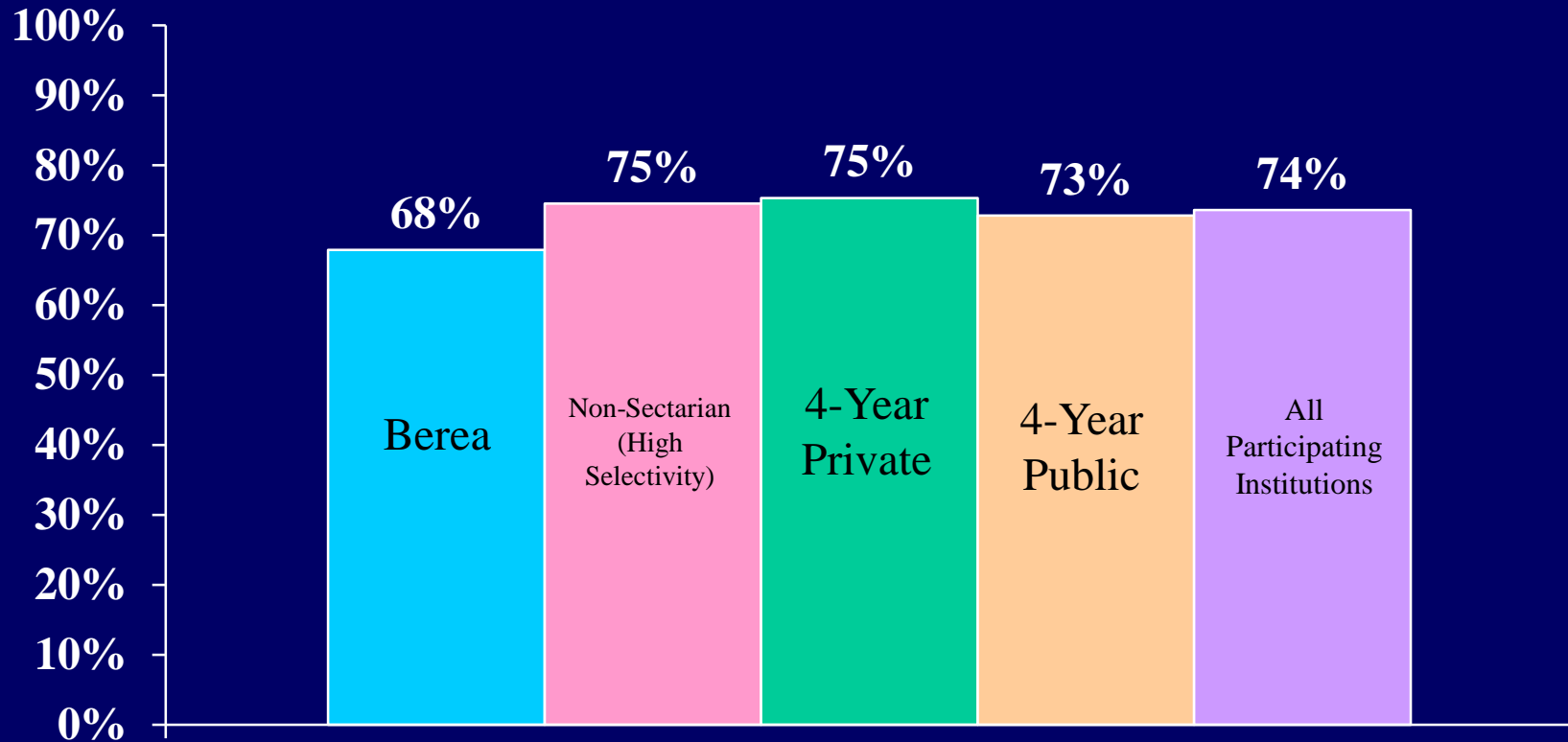
Percent of students who personally consider the following objective to be “essential” or “very important:”

Influencing social values



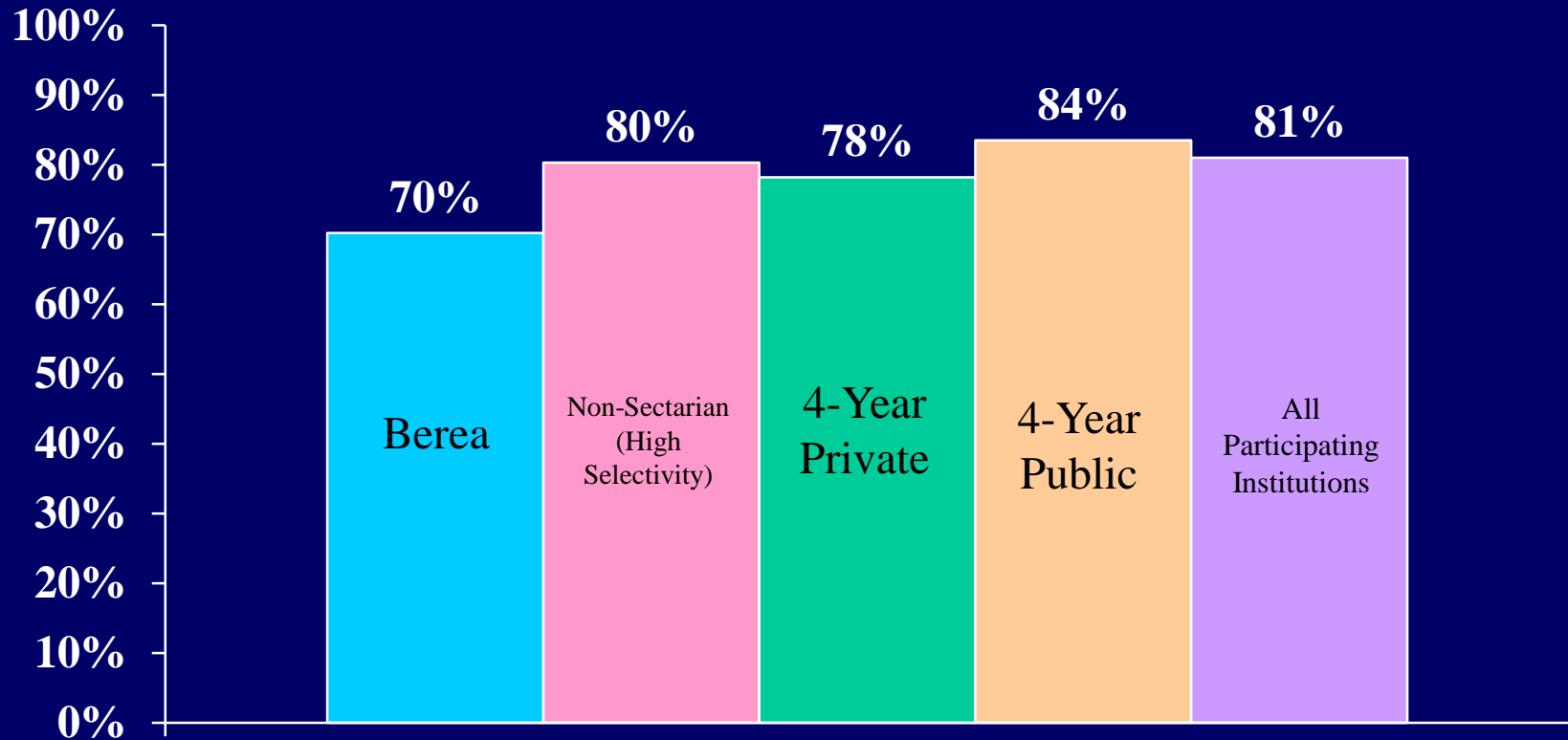
Percent of students who personally consider the following objective to be “essential” or “very important:”

Raising a family



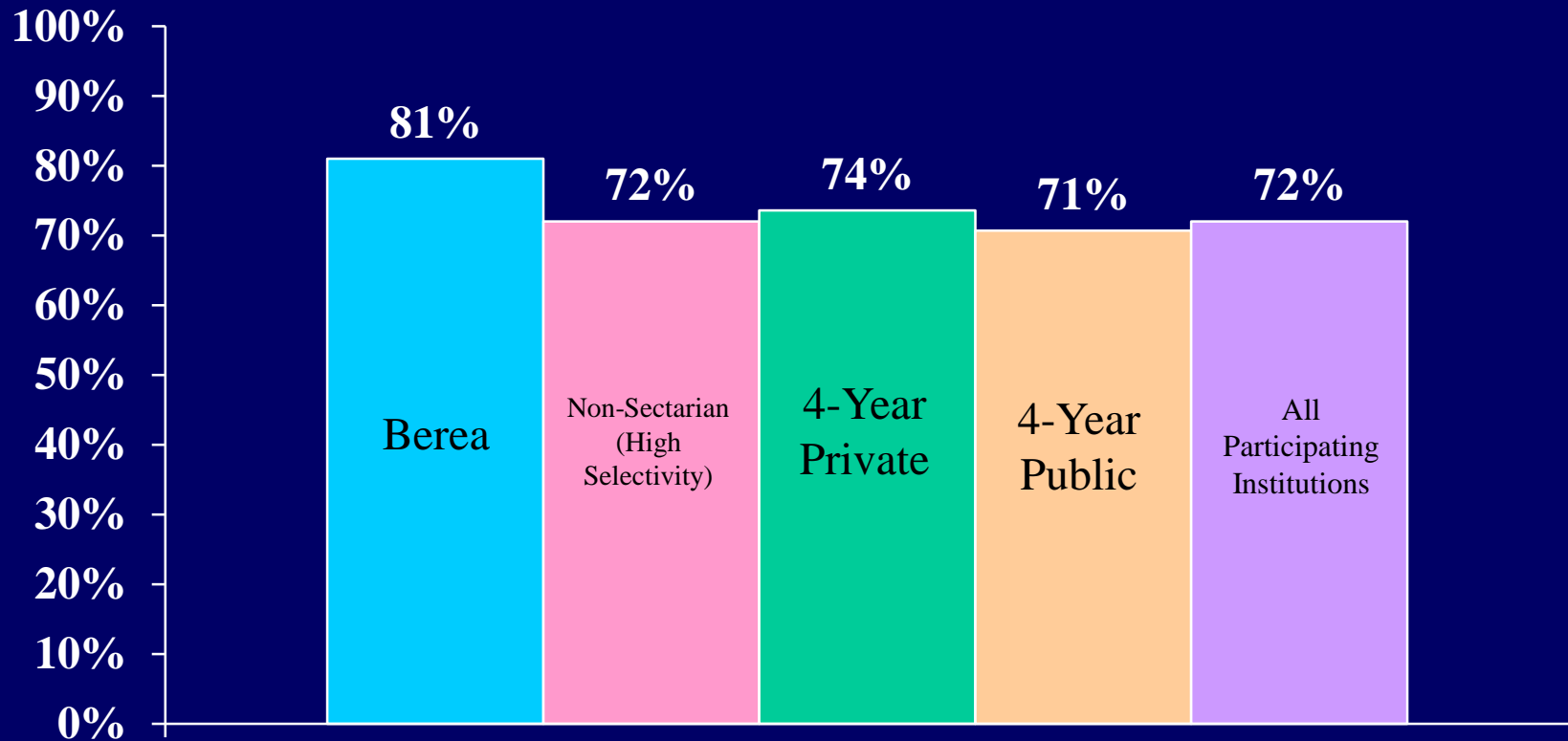
Percent of students who personally consider the following objective to be “essential” or “very important:”

Being very well off financially



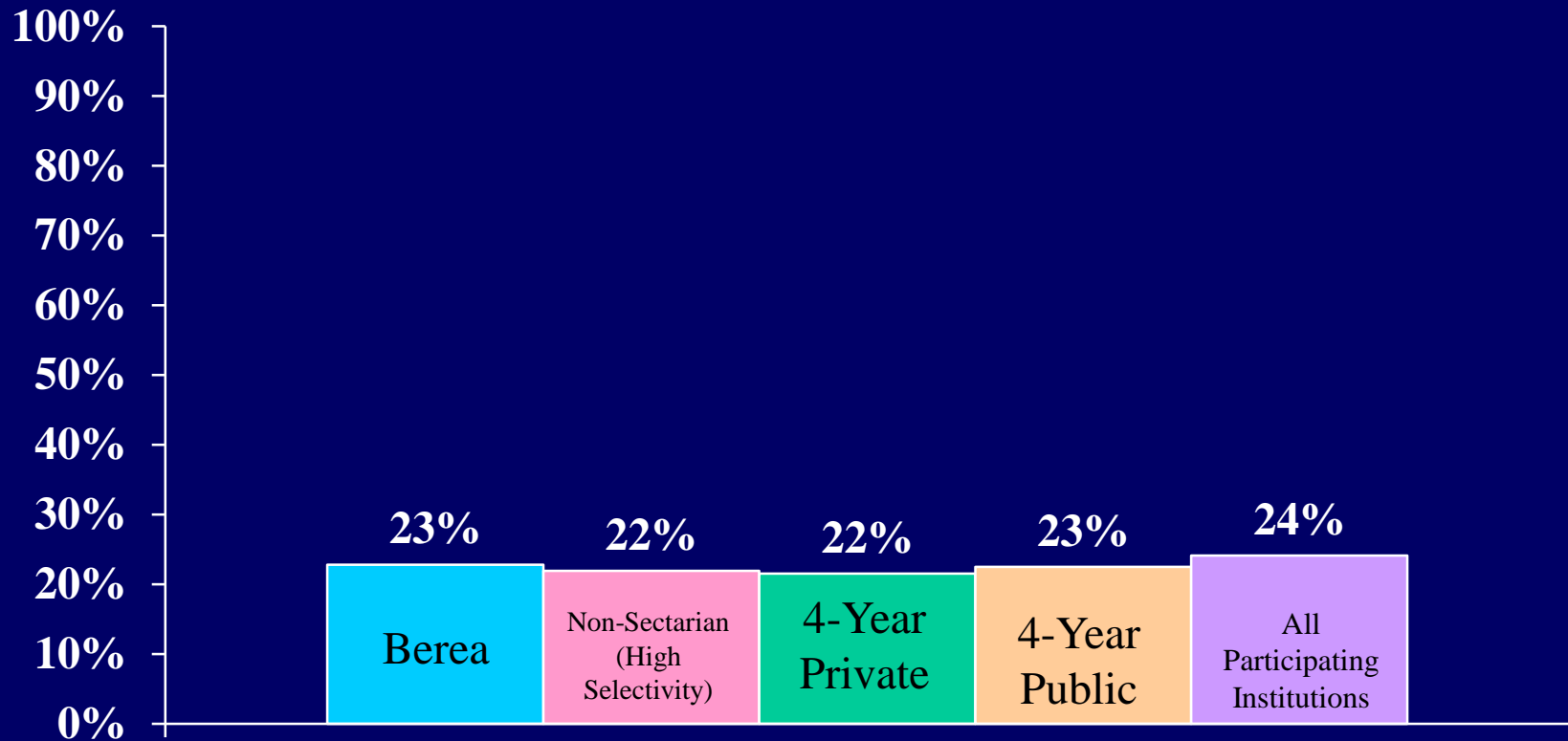
Percent of students who personally consider the following objective to be “essential” or “very important:”

Helping others who are in difficulty



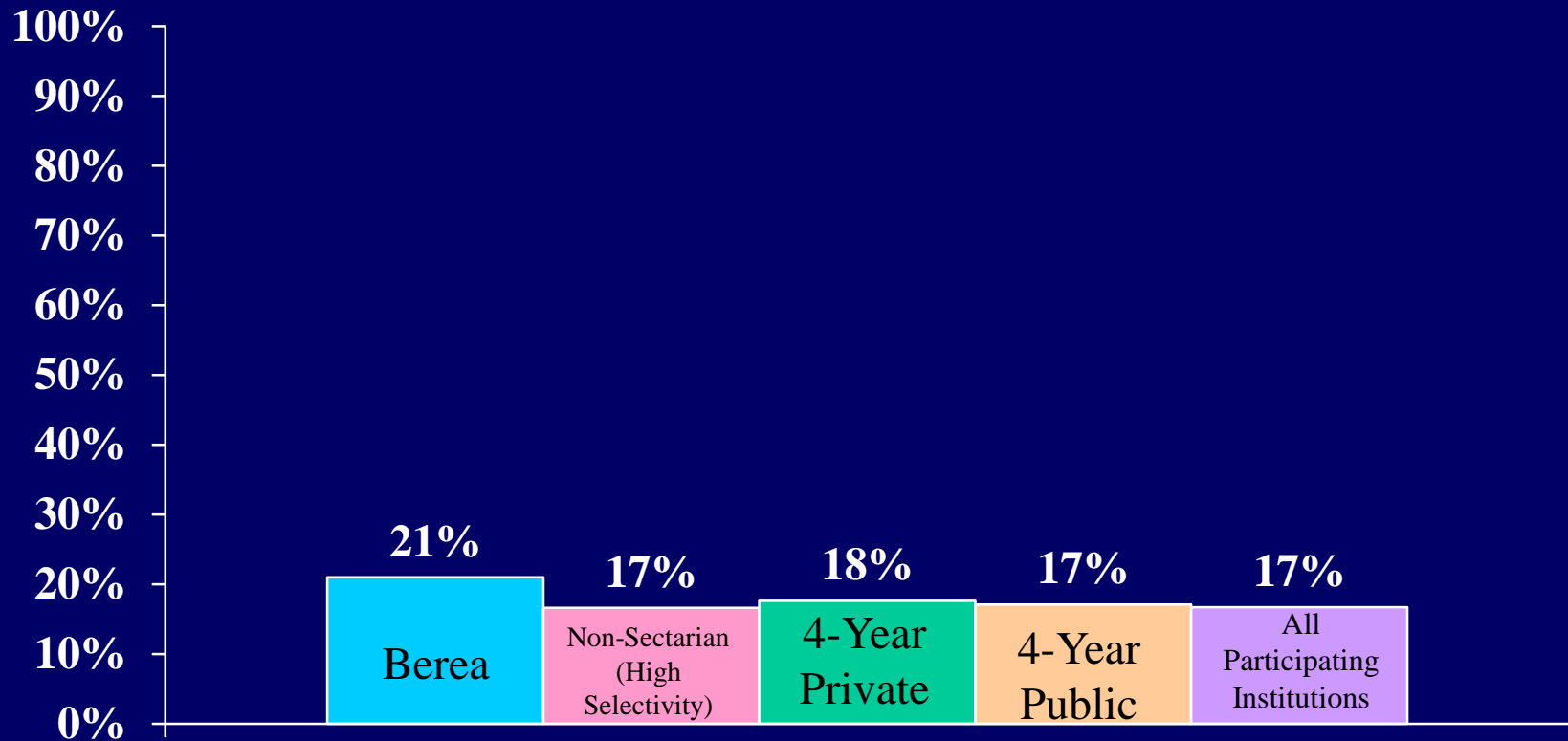
Percent of students who personally consider the following objective to be “essential” or “very important:”

Making a theoretical contribution to science



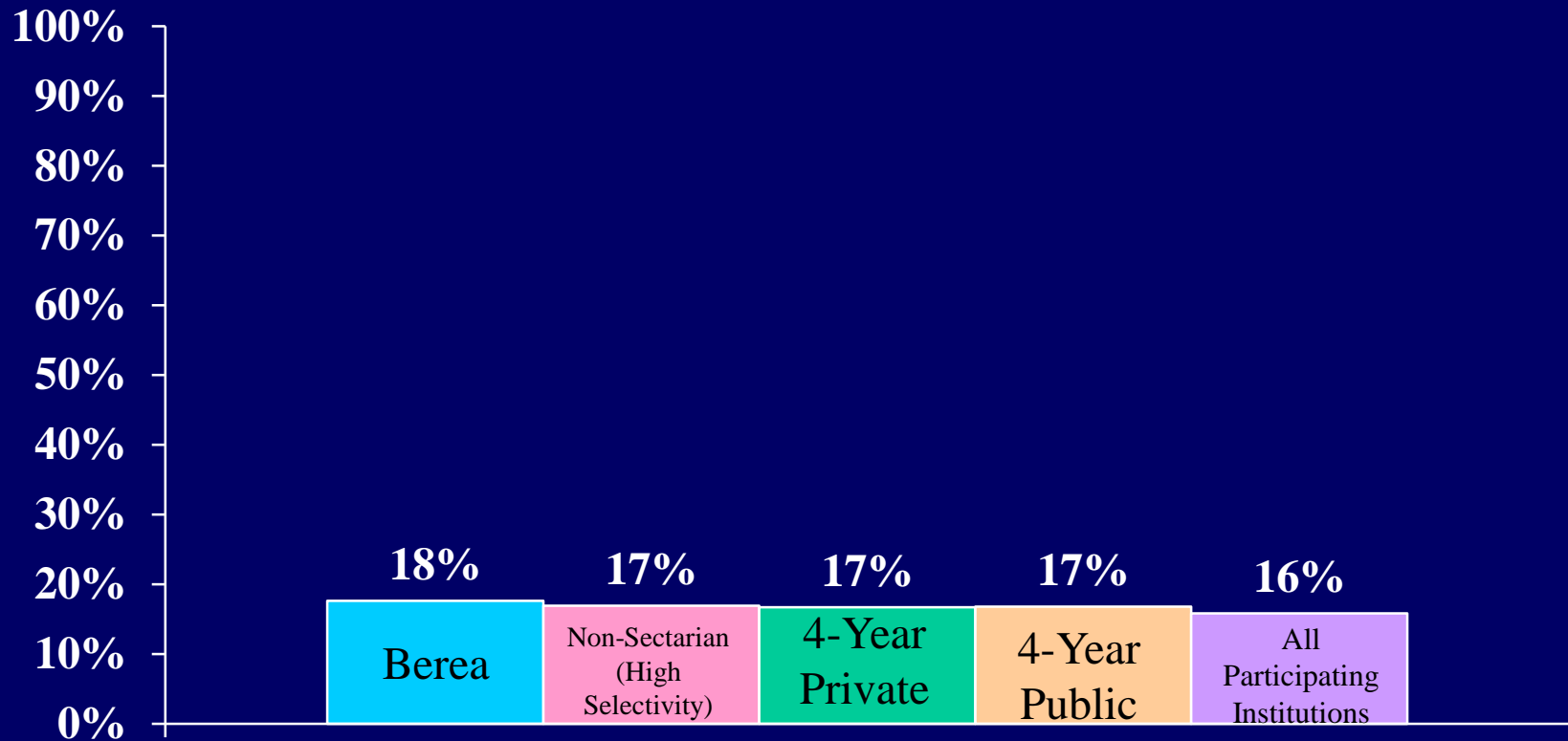
Percent of students who personally consider the following objective to be “essential” or “very important:”

Writing original works (poems, novels, etc.)



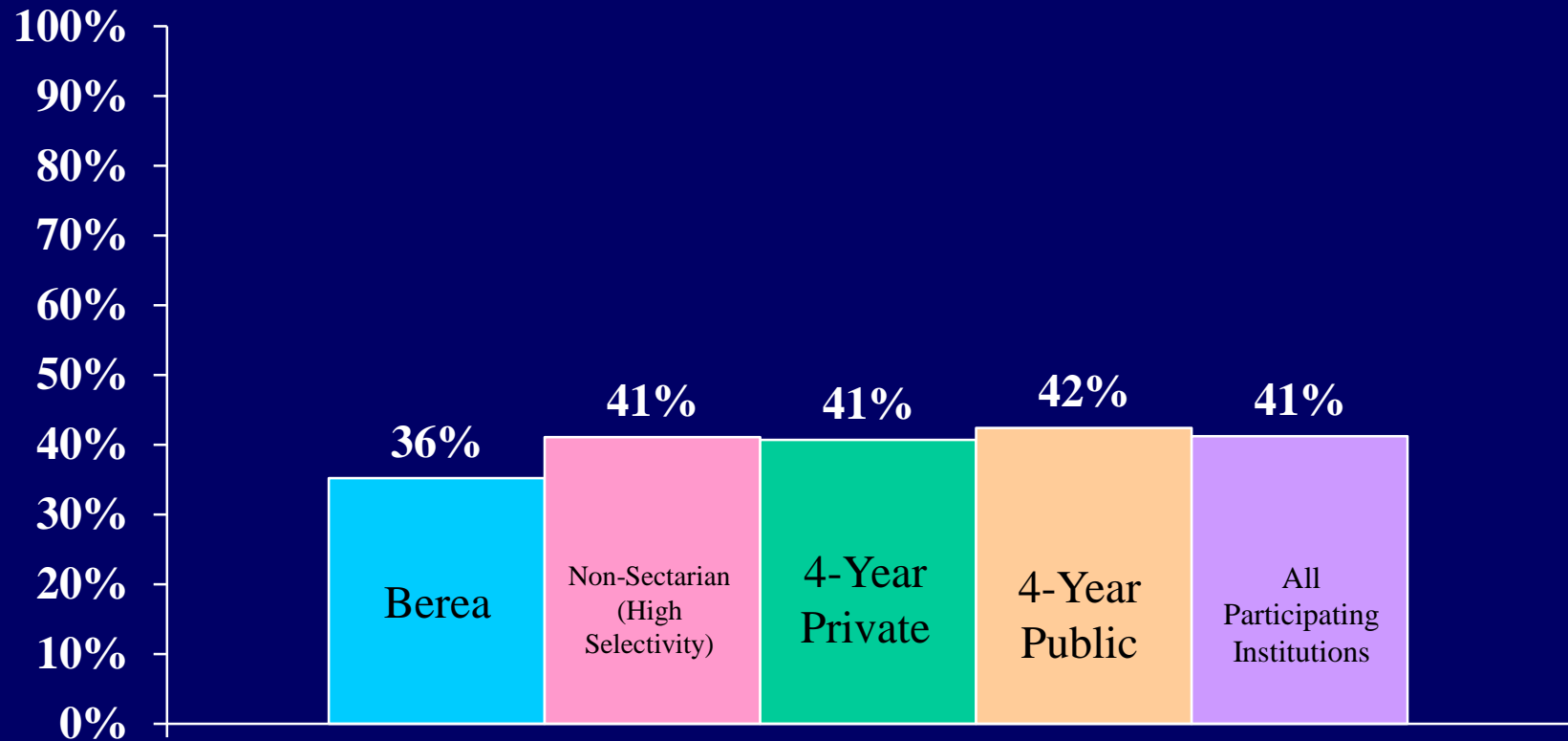
Percent of students who personally consider the following objective to be “essential” or “very important:”

Creating artistic works (painting, sculpture, etc)



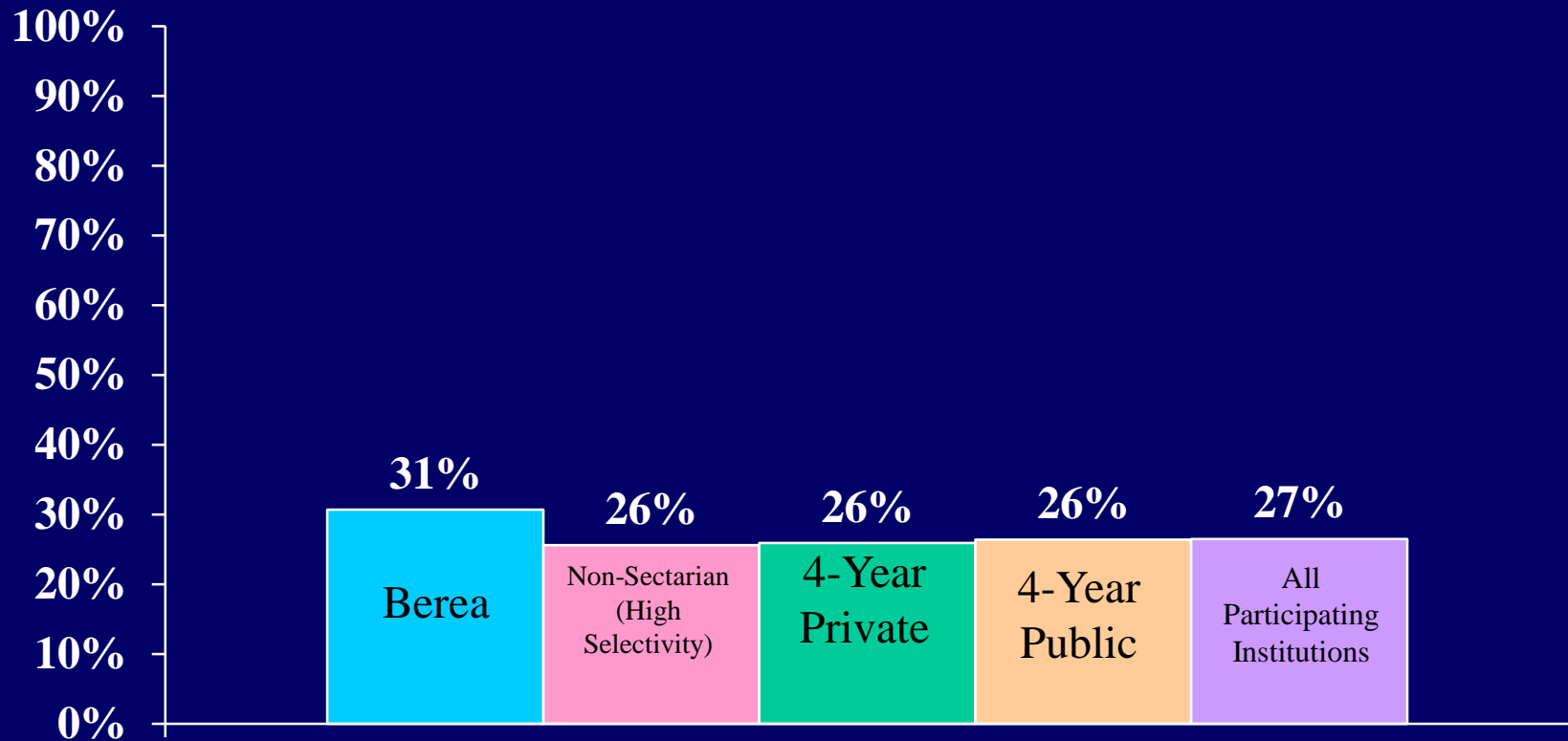
Percent of students who personally consider the following objective to be “essential” or “very important:”

Becoming successful in a business of my own



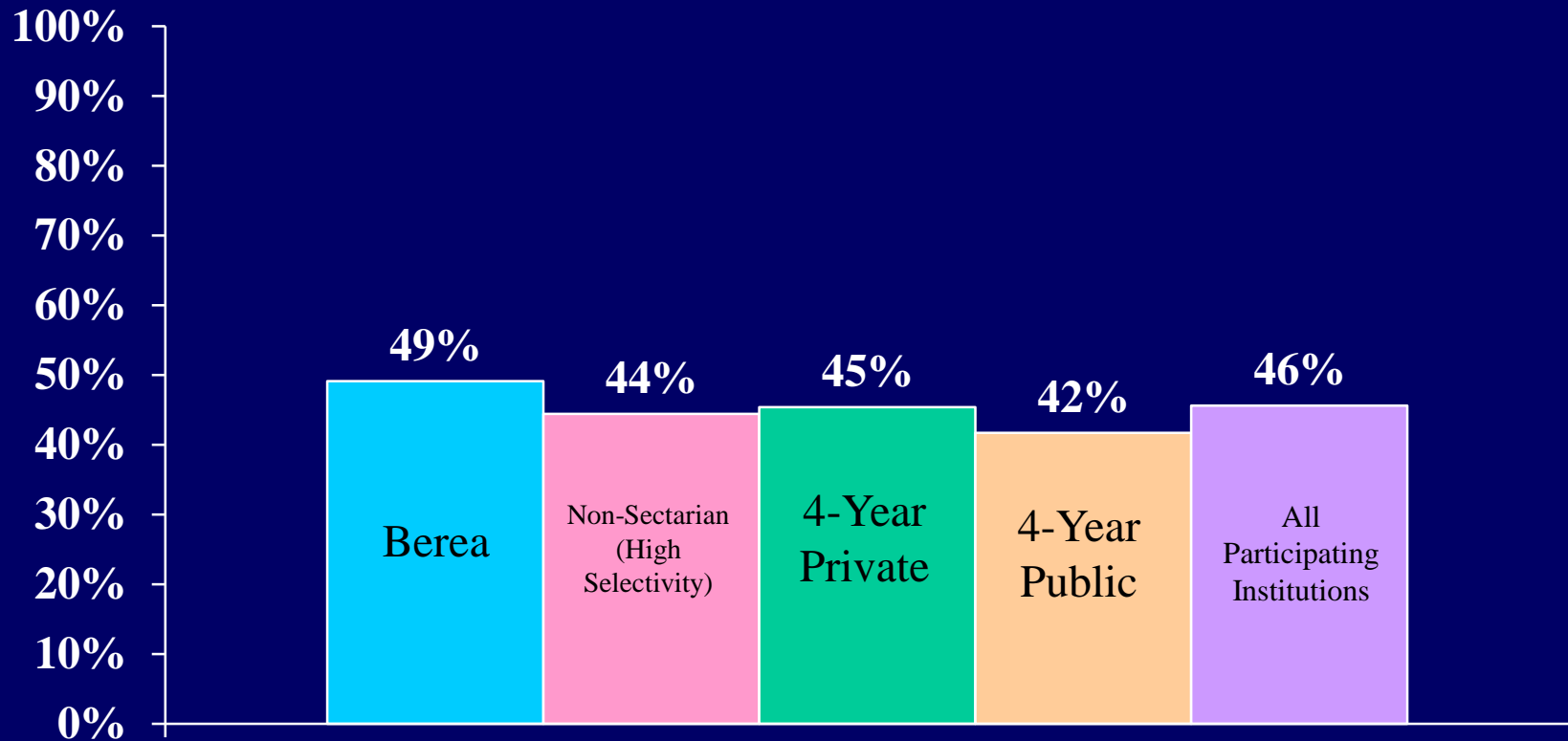
Percent of students who personally consider the following objective to be “essential” or “very important:”

Becoming involved in programs to clean up the environment



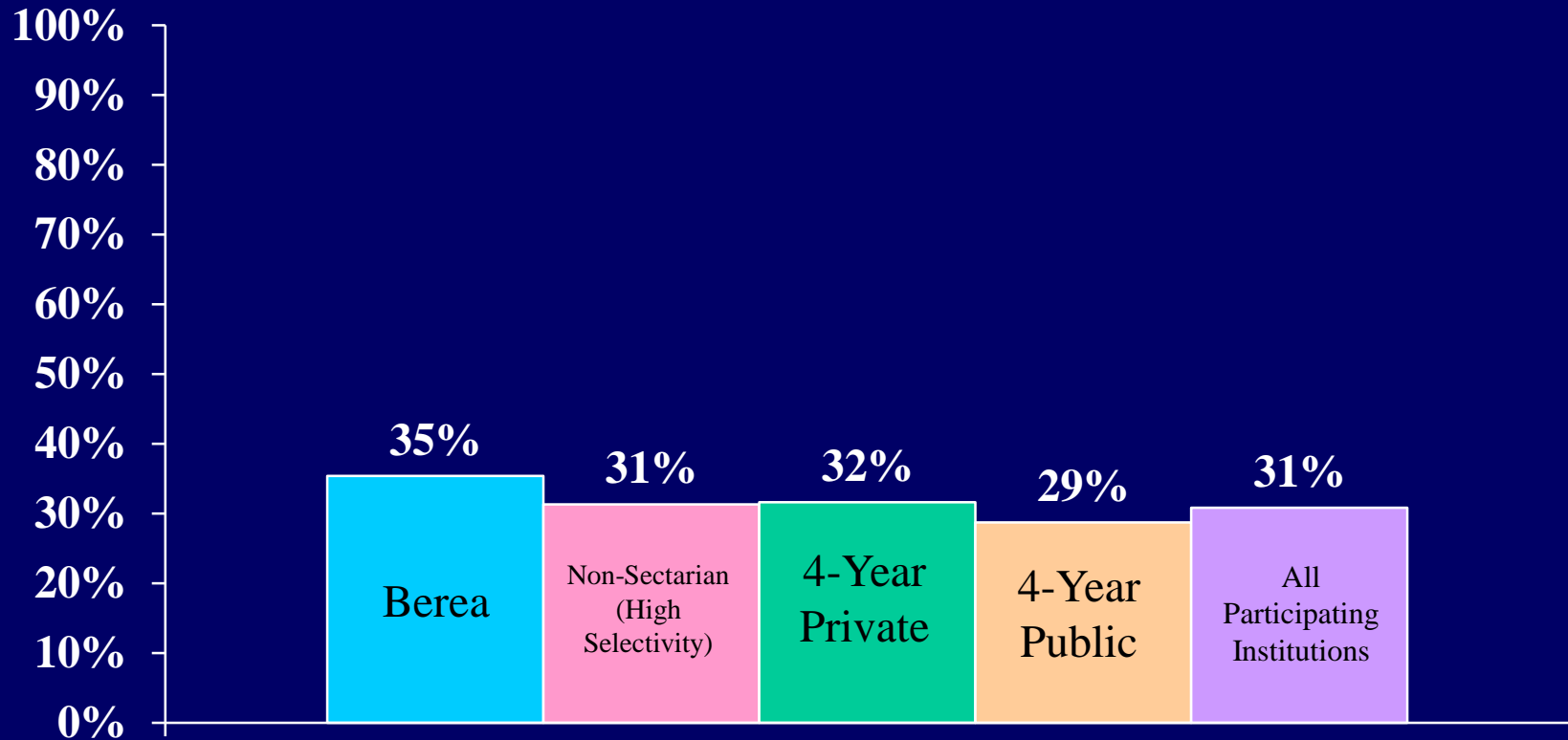
Percent of students who personally consider the following objective to be “essential” or “very important:”

Developing a meaningful philosophy of life



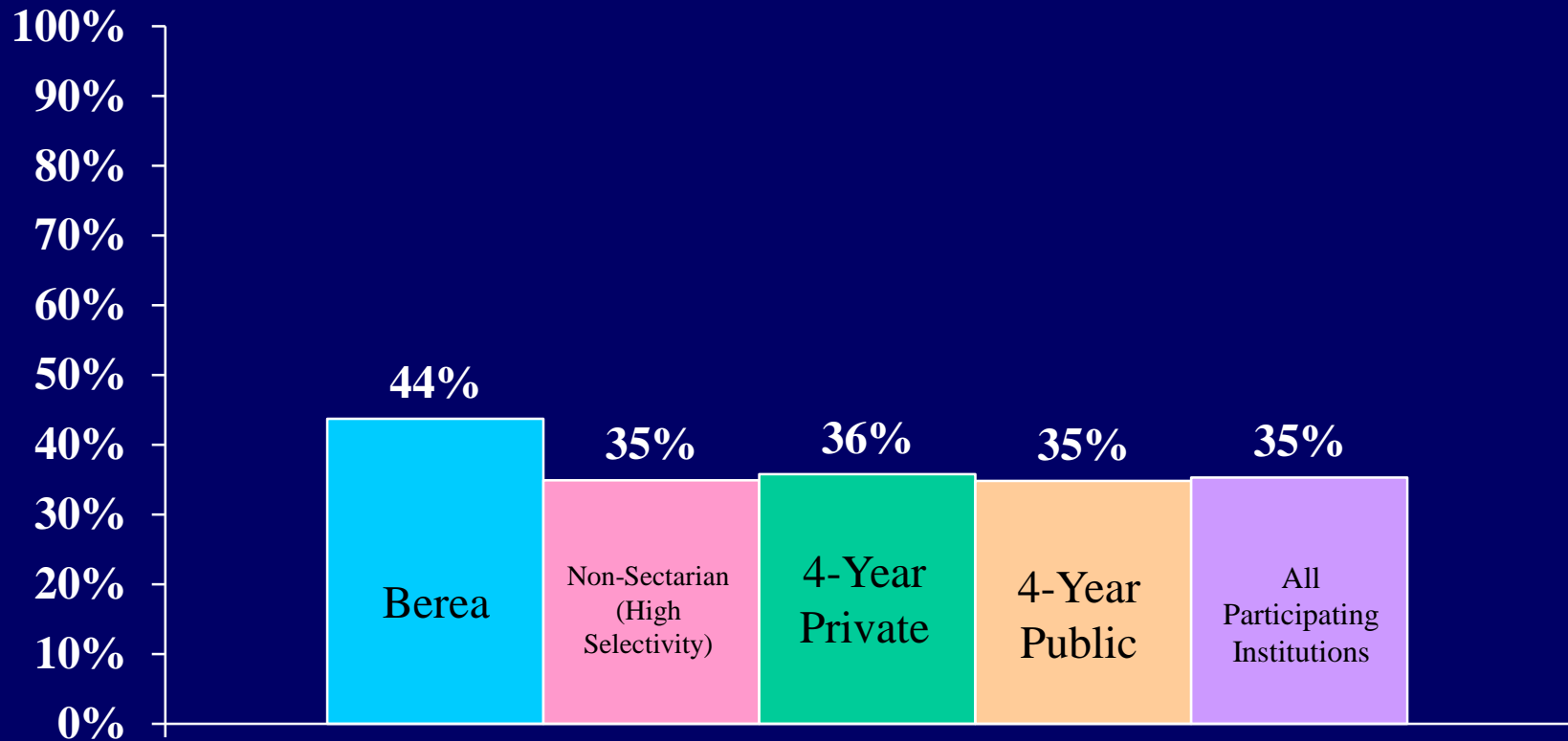
Percent of students who personally consider the following objective to be “essential” or “very important:”

Participating in a community action program



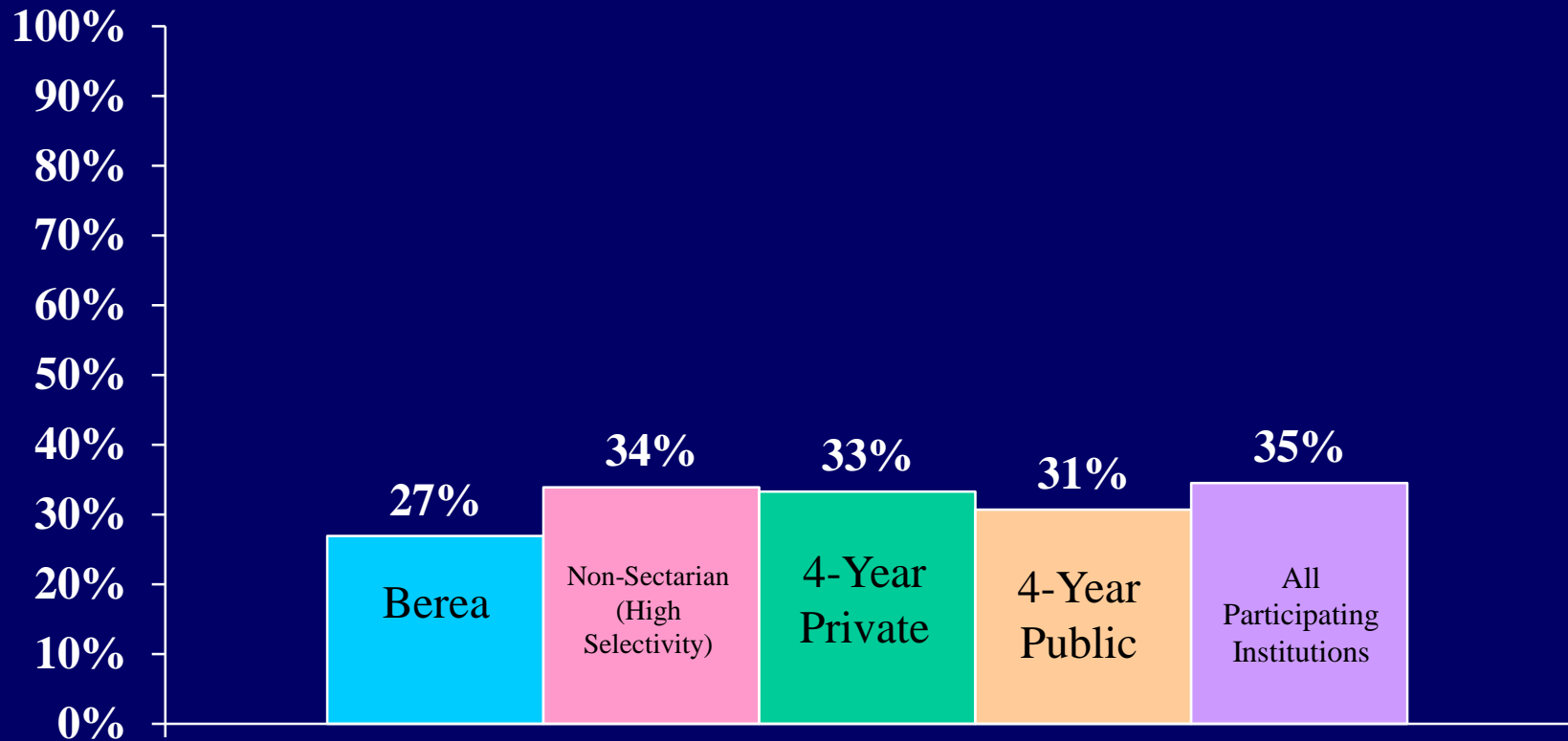
Percent of students who personally consider the following objective to be “essential” or “very important:”

Helping to promote racial understanding



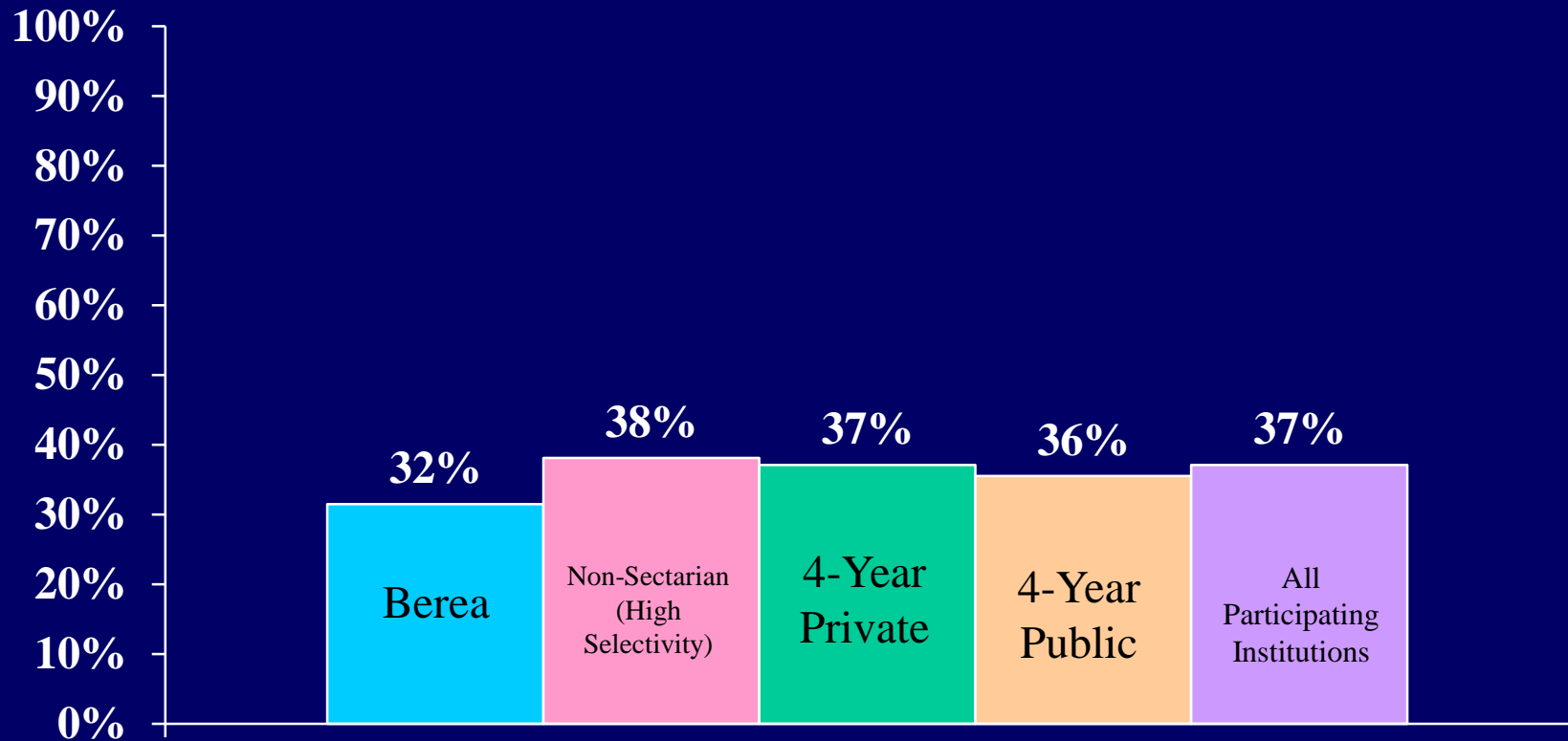
Percent of students who personally consider the following objective to be “essential” or “very important:”

Keeping up to date with political affairs



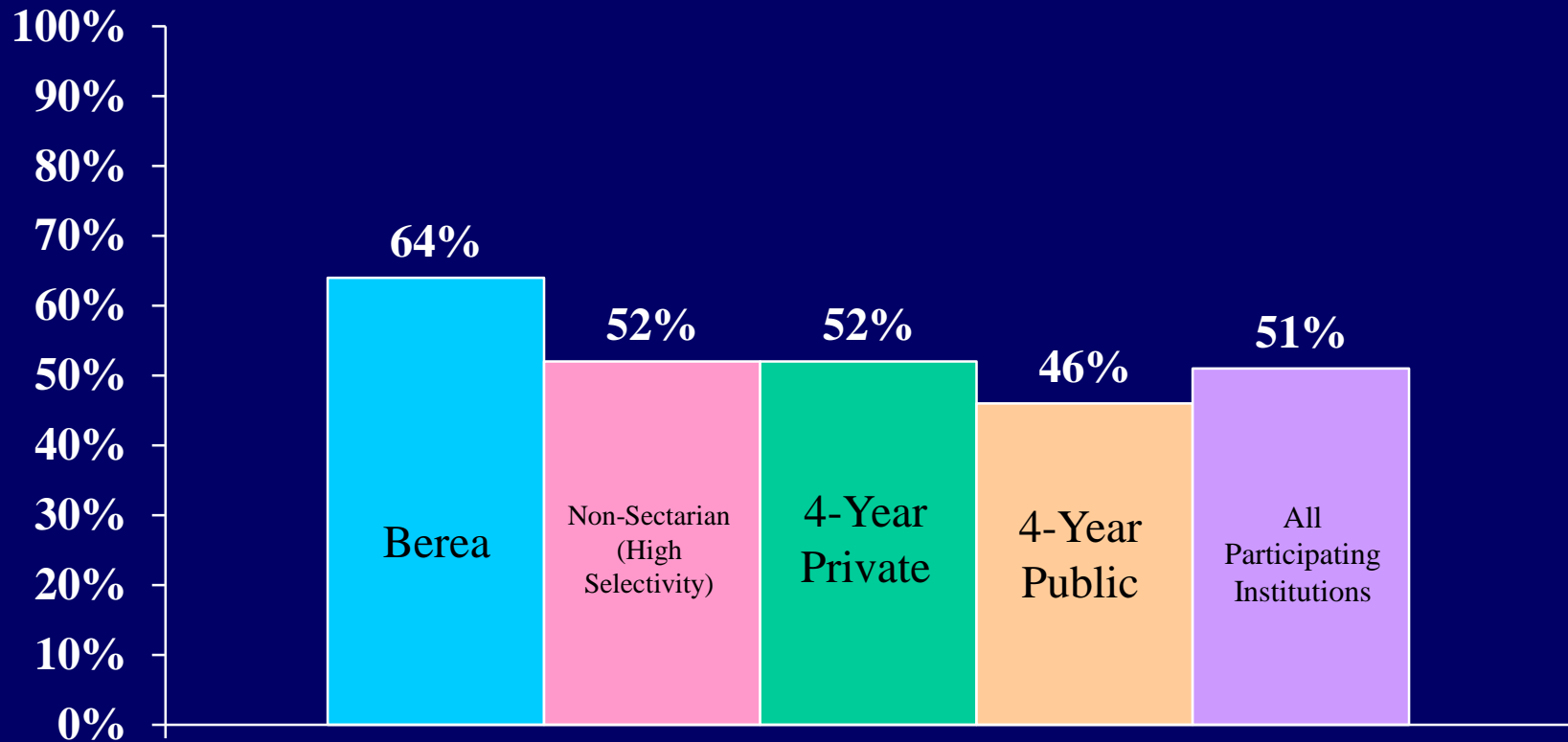
Percent of students who personally consider the following objective to be “essential” or “very important:”

Becoming a community leader



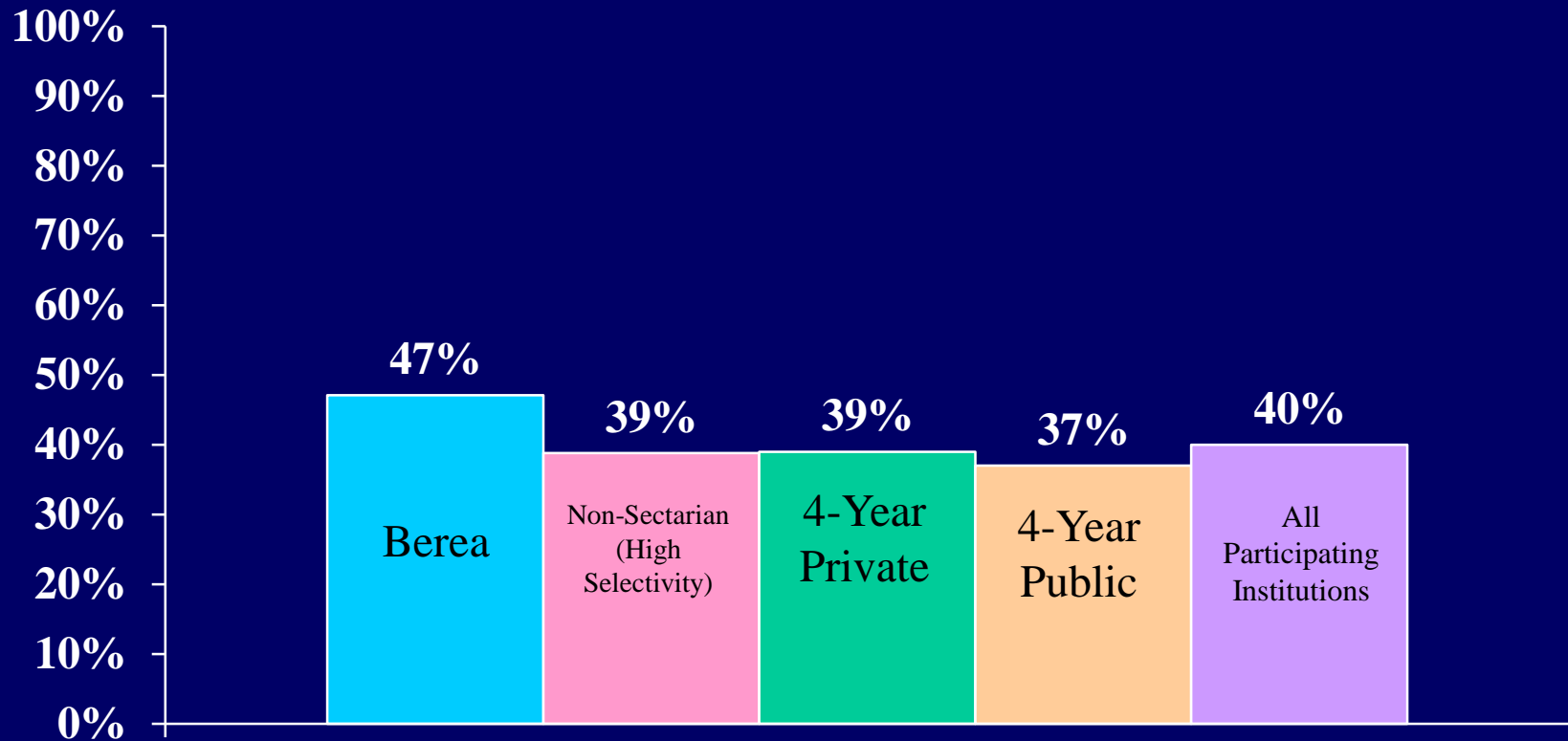
Percent of students who personally consider the following objective to be “essential” or “very important:”

Improving my understanding of other countries and cultures



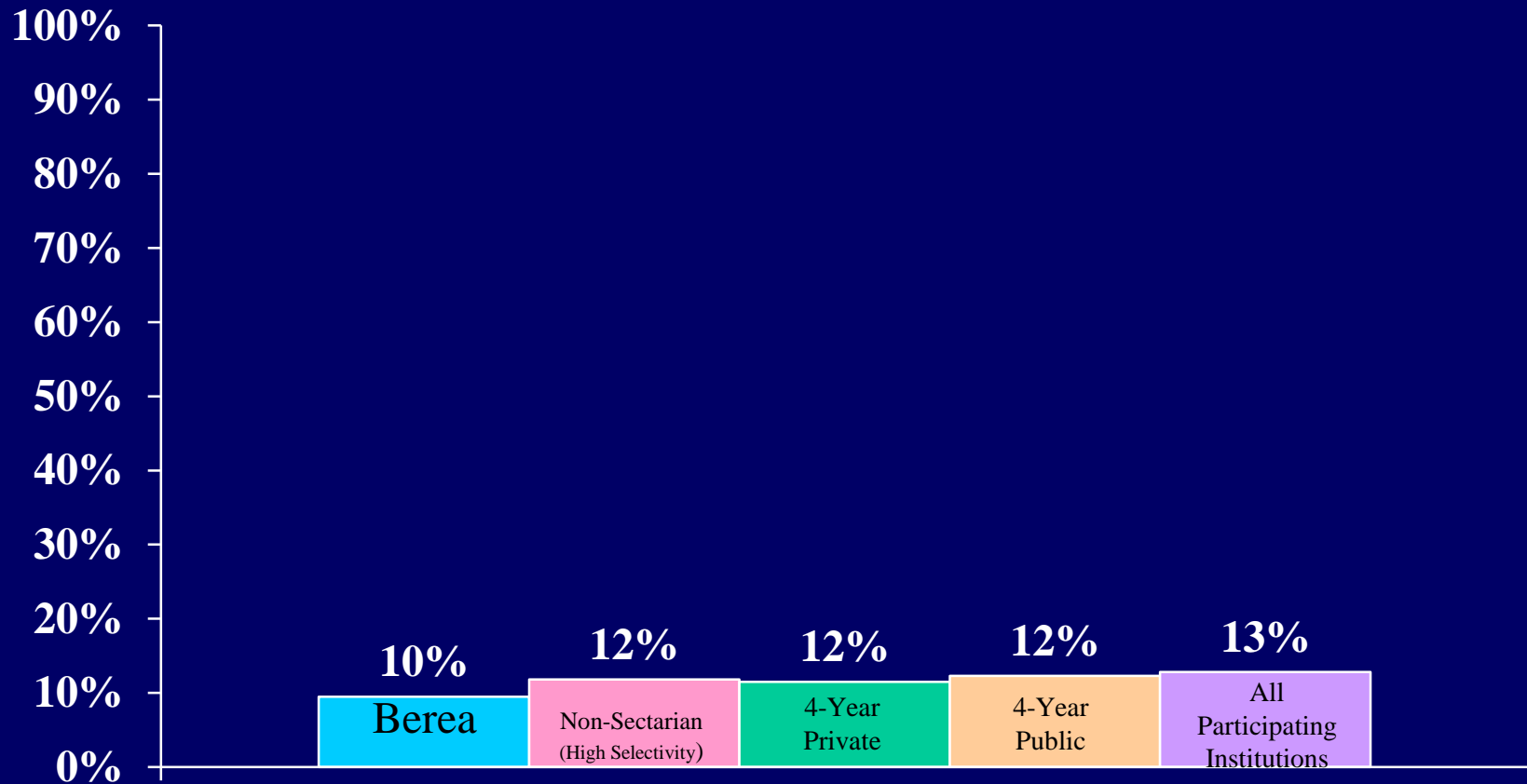
Percent of students who personally consider the following objective to be “essential” or “very important:”

Adopting “green” practices to protect the environment



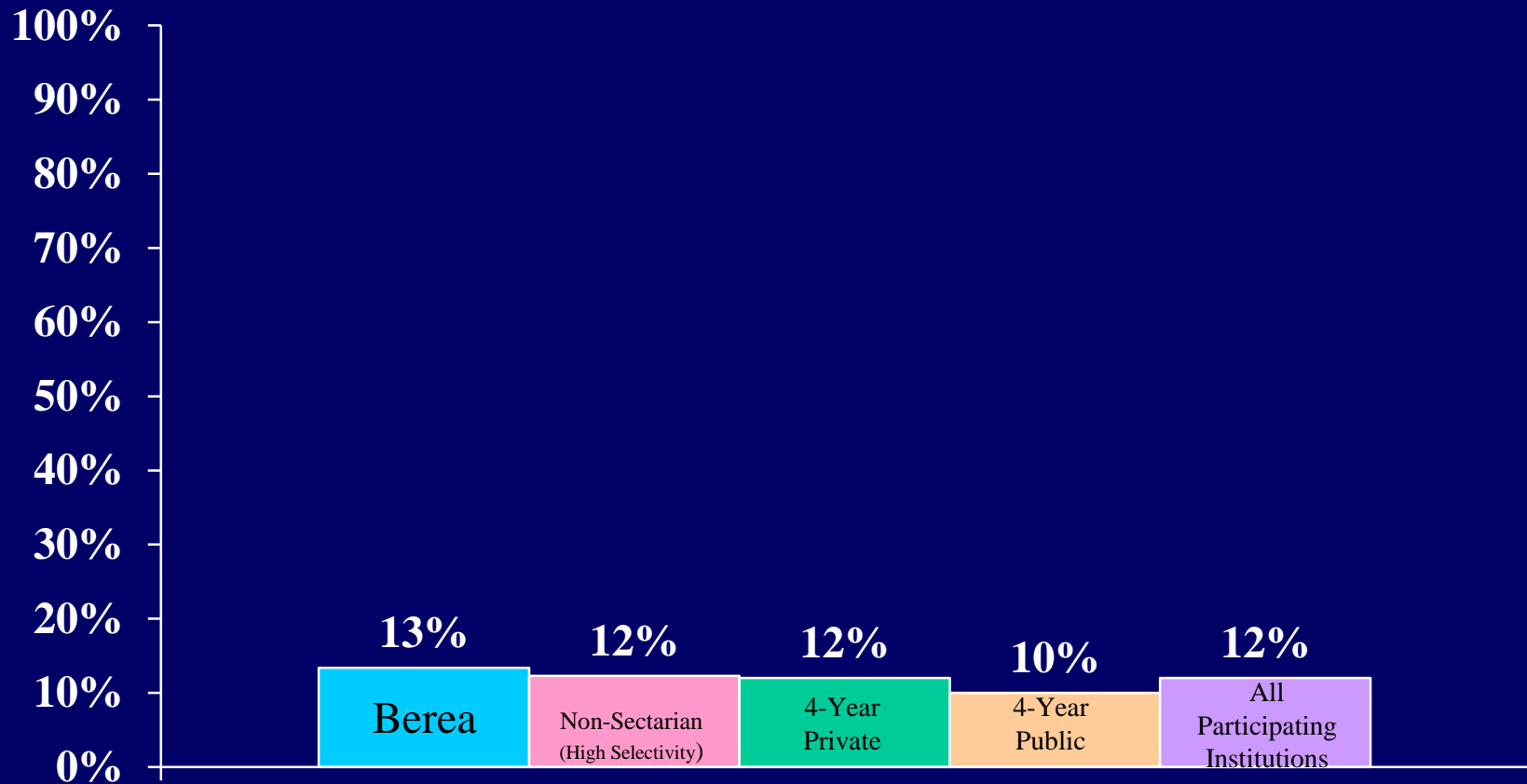
Percent of students who estimate that chances are “very good” that he or she will

Change major field



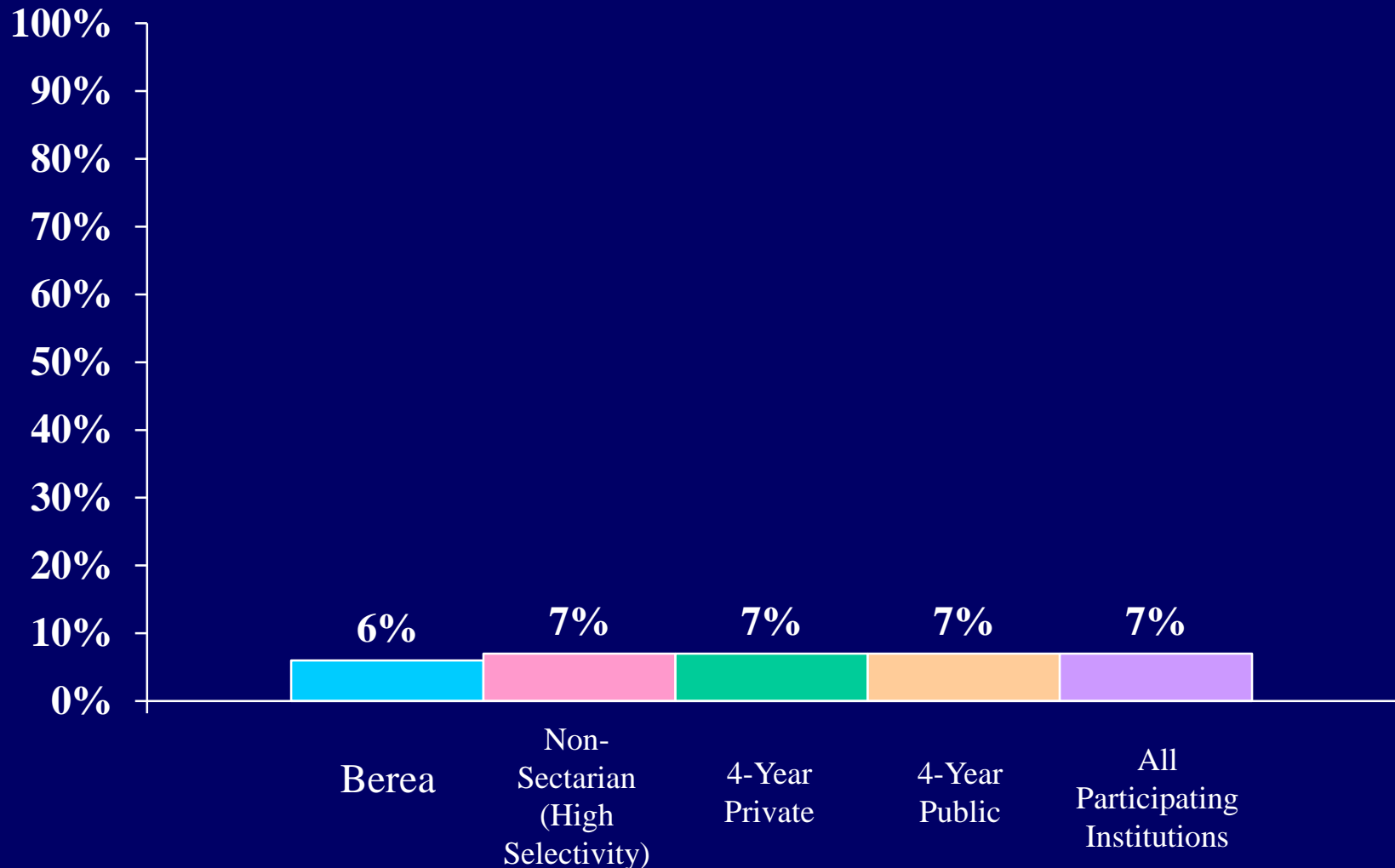
Percent of students who estimate that chances are “very good” that he or she will

Change career choice



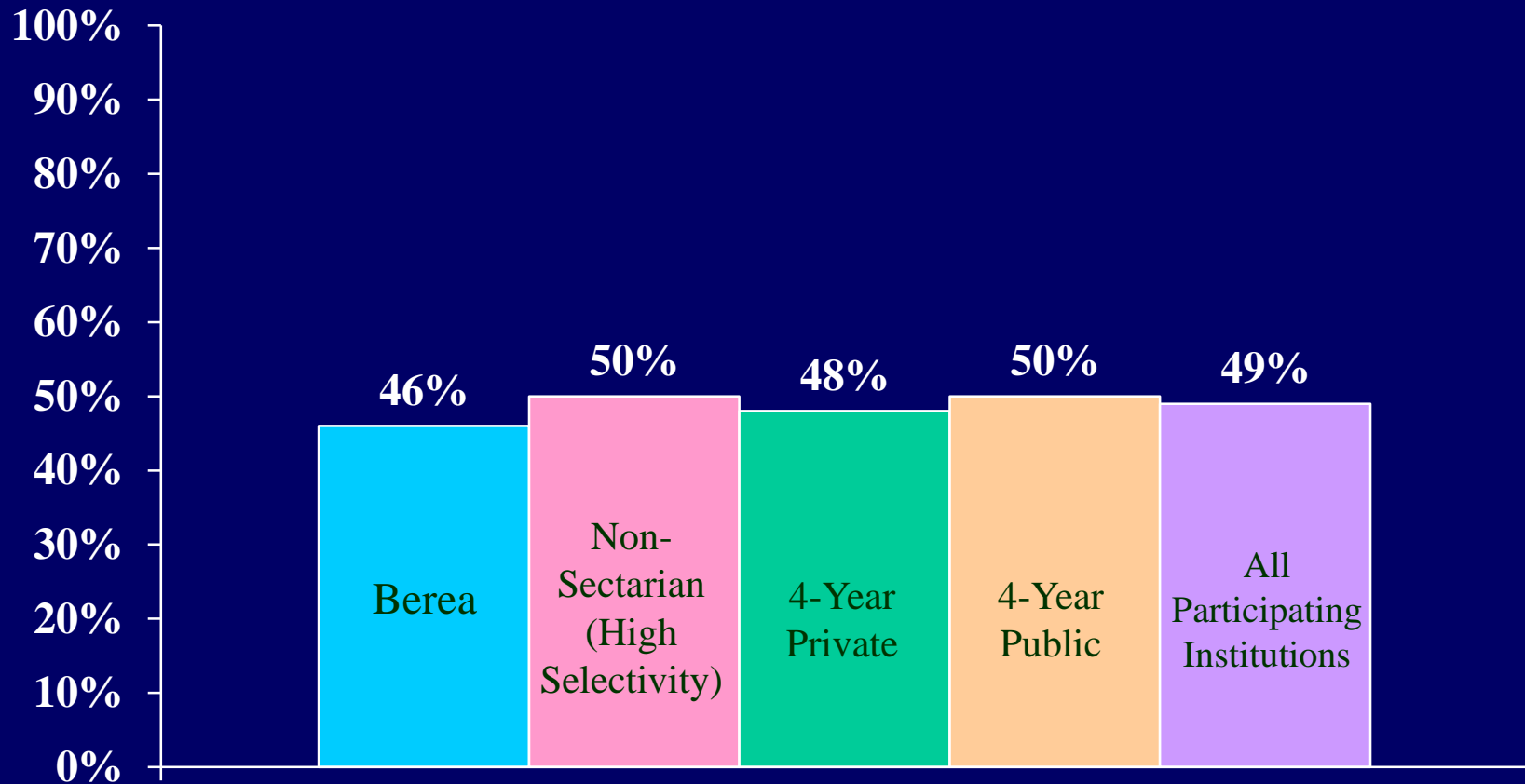
Percent of students who estimate that chances are “very good” that he or she will

Participate in student government



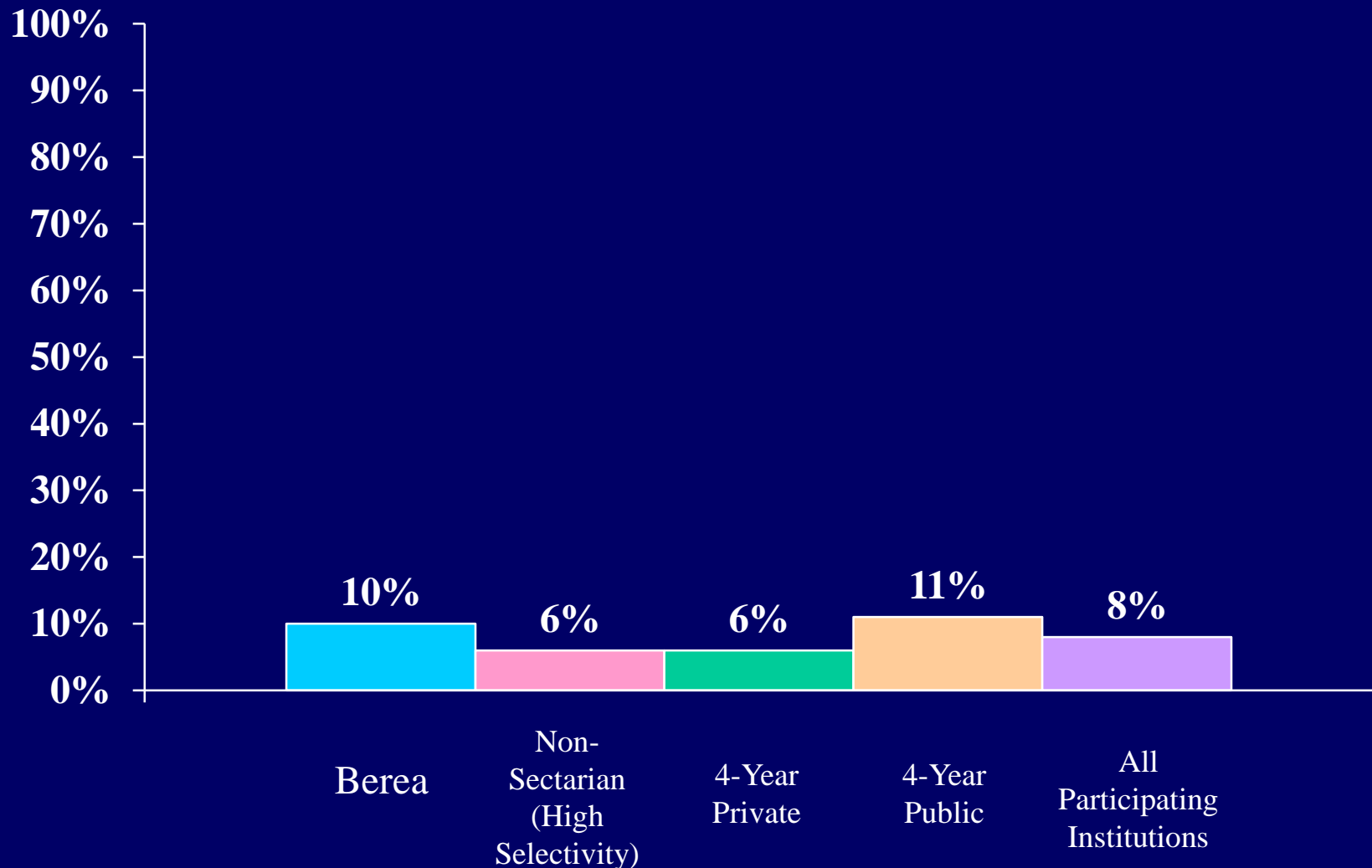
Percent of students who estimate that chances are “very good” that he or she will

Get a job to help pay for college expenses



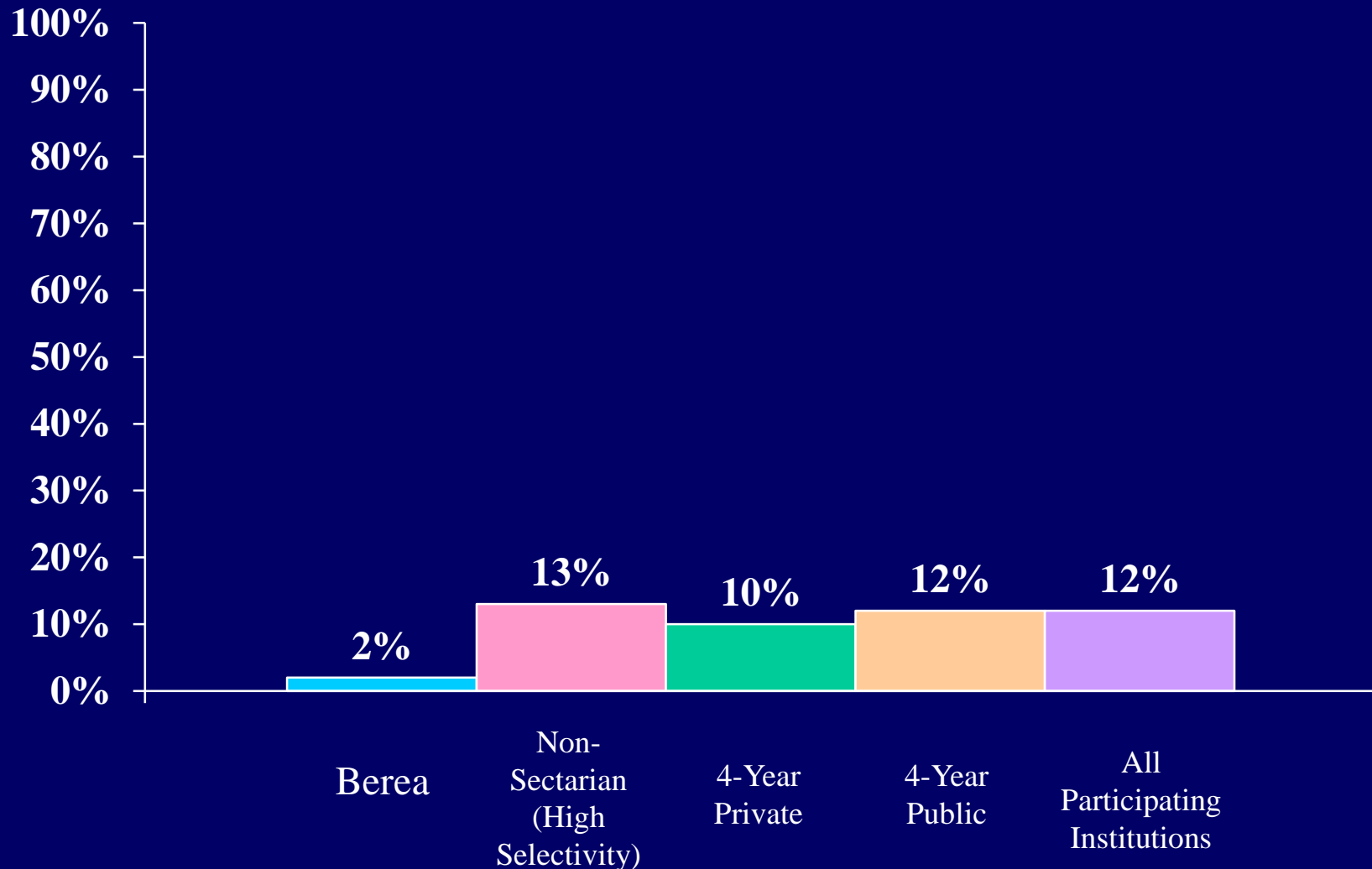
Percent of students who estimate that chances are “very good” that he or she will

Work full-time while attending college

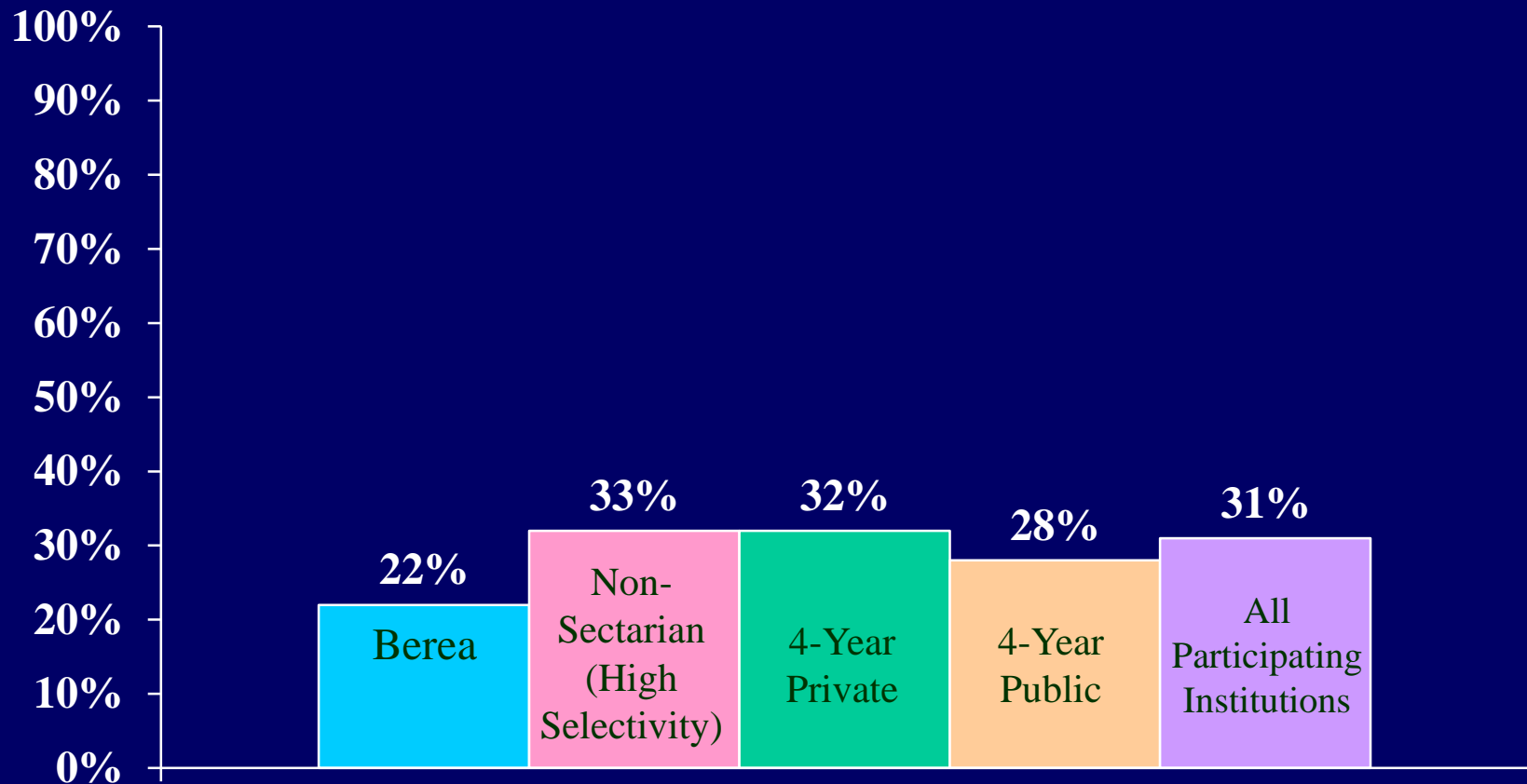


Percent of students who estimate that chances are “very good” that he or she will

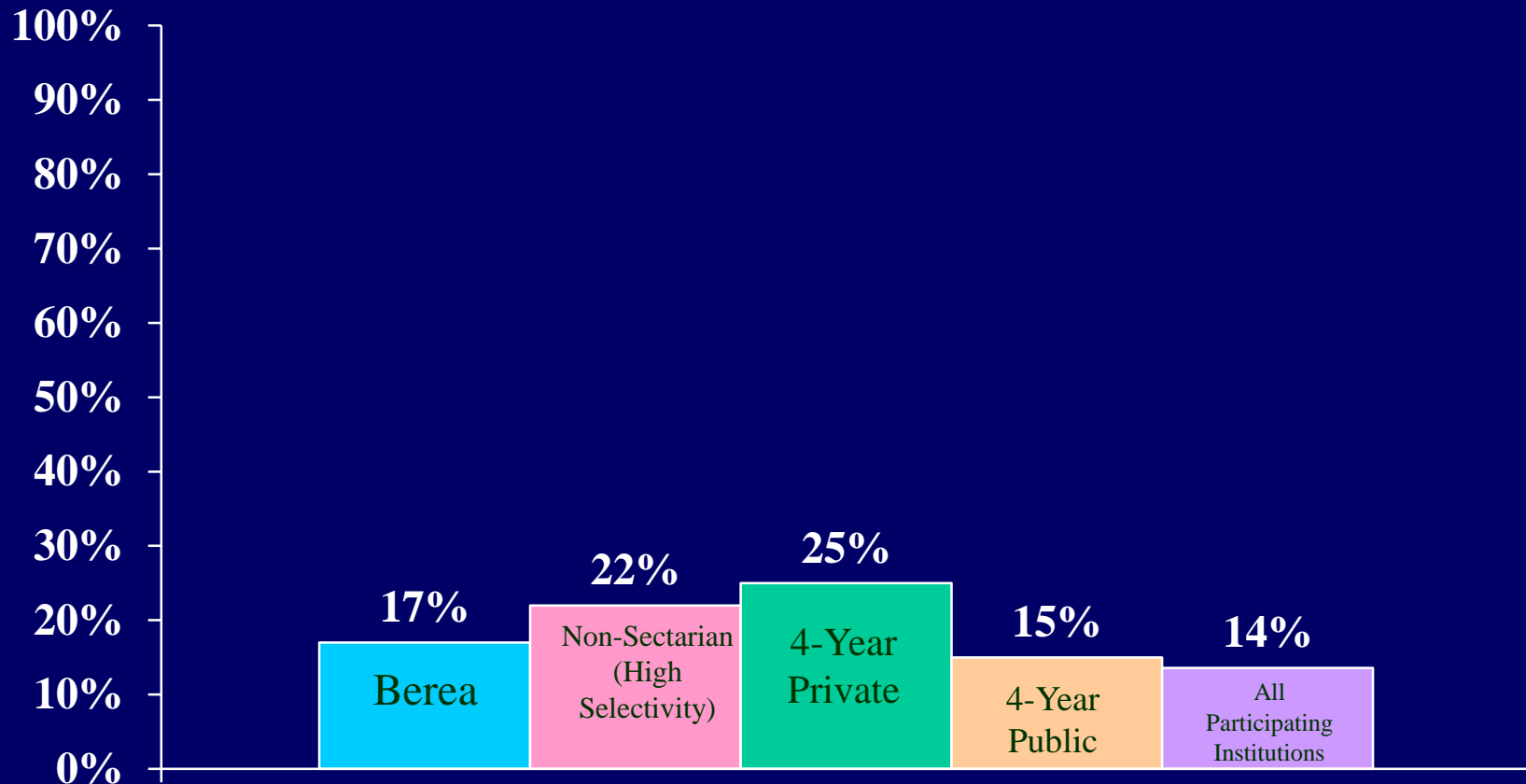
Join a social fraternity or sorority



Percent of students who estimate that chances are “very good” that he or she will
Play club, intramural, or recreational sports

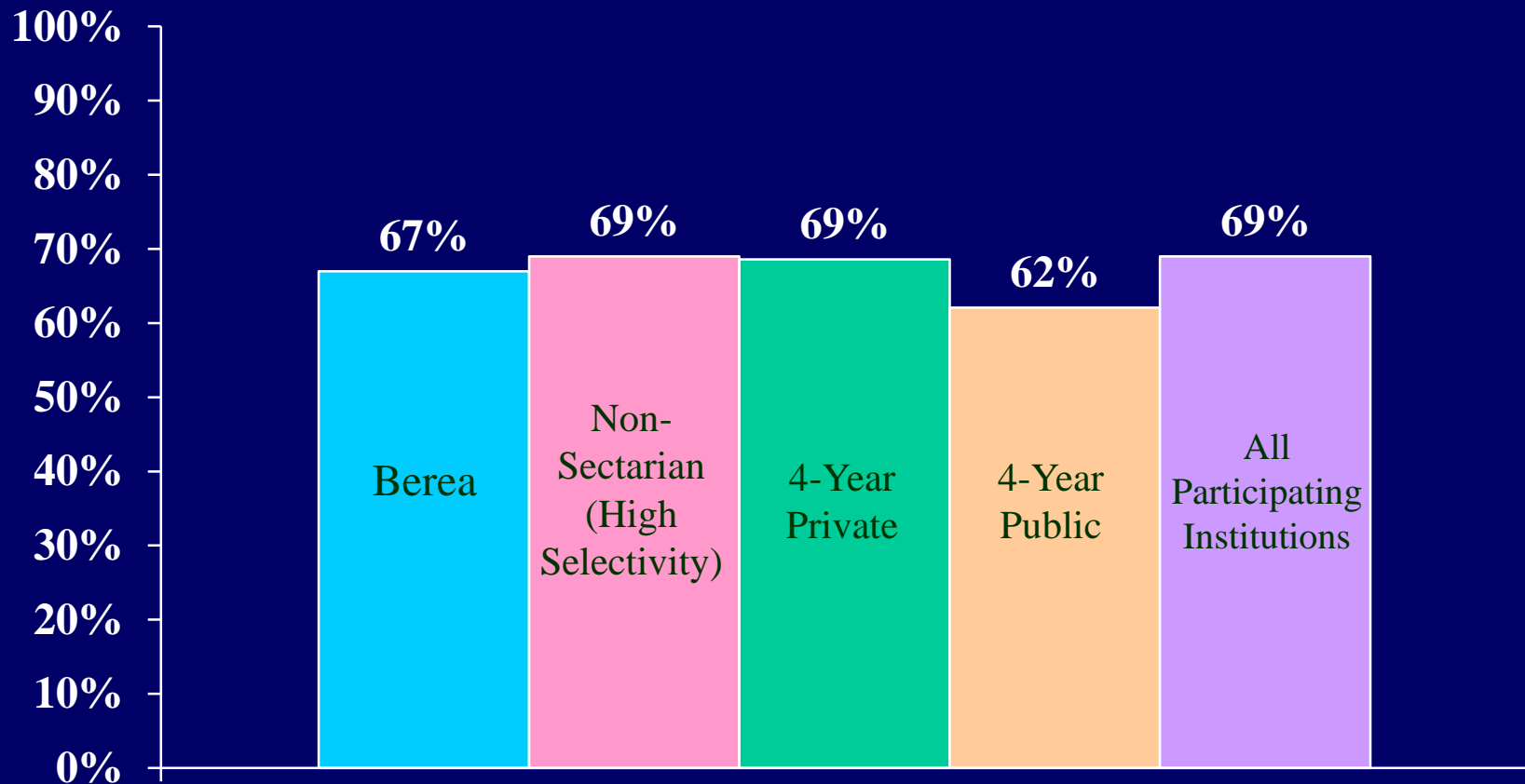


Percent of students who estimate that chances are “very good” that he or she will
Play intercollegiate athletics (eg., NCAA or NAIA-sponsored)



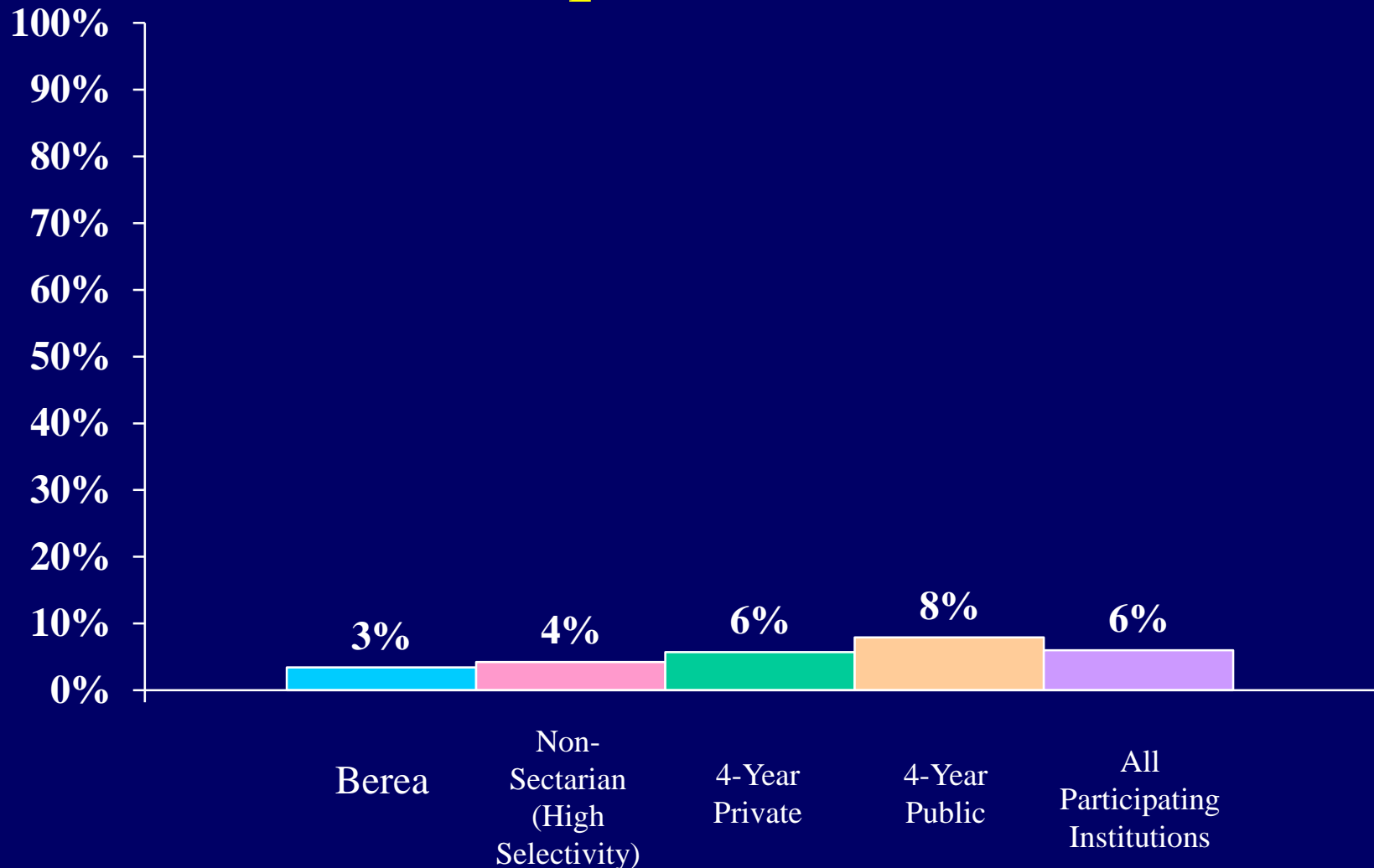
Percent of students who estimate that chances are “very good” that he or she will

Make at least “B” average

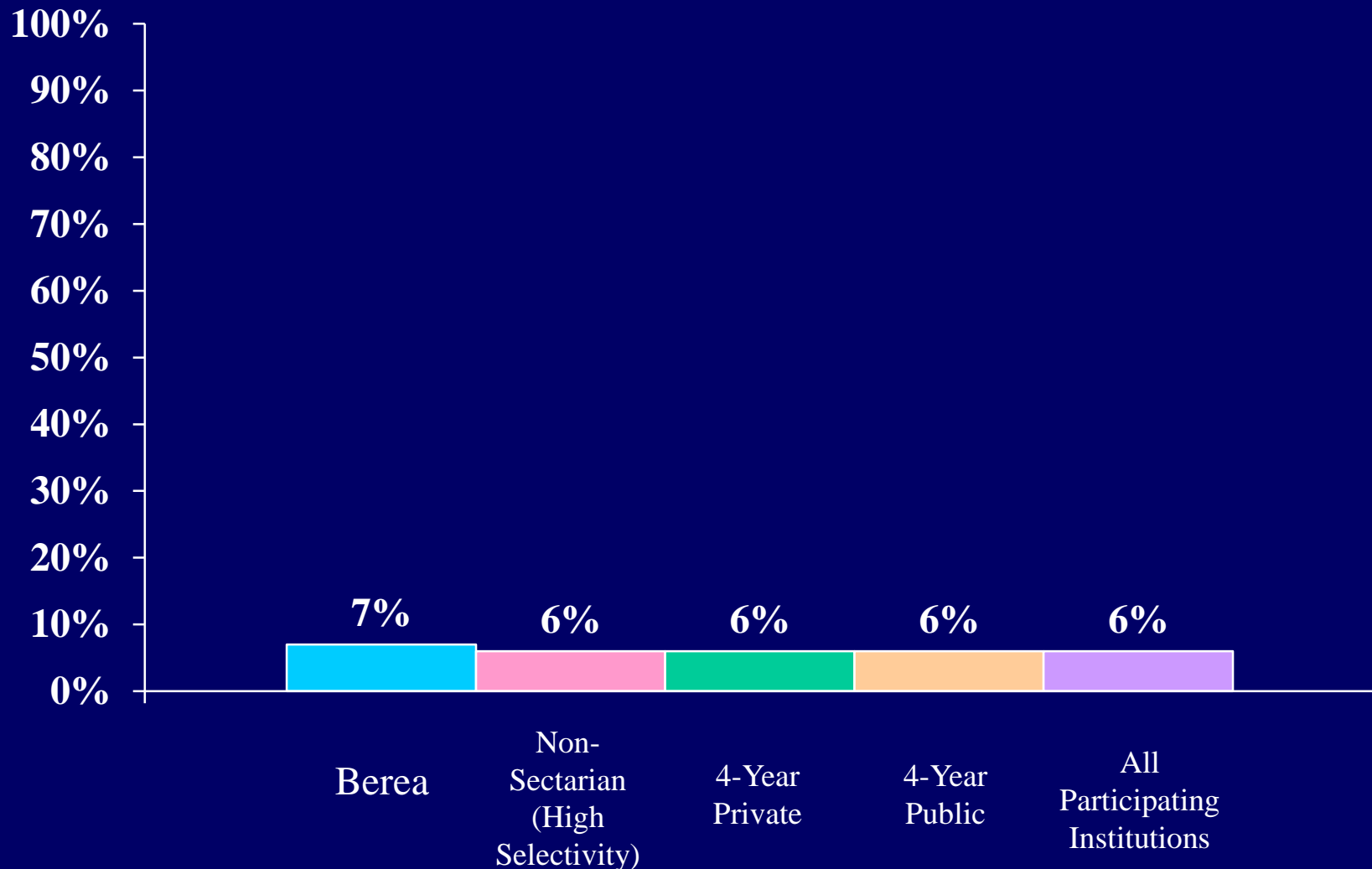


Percent of students who estimate that chances are “very good” that he or she will

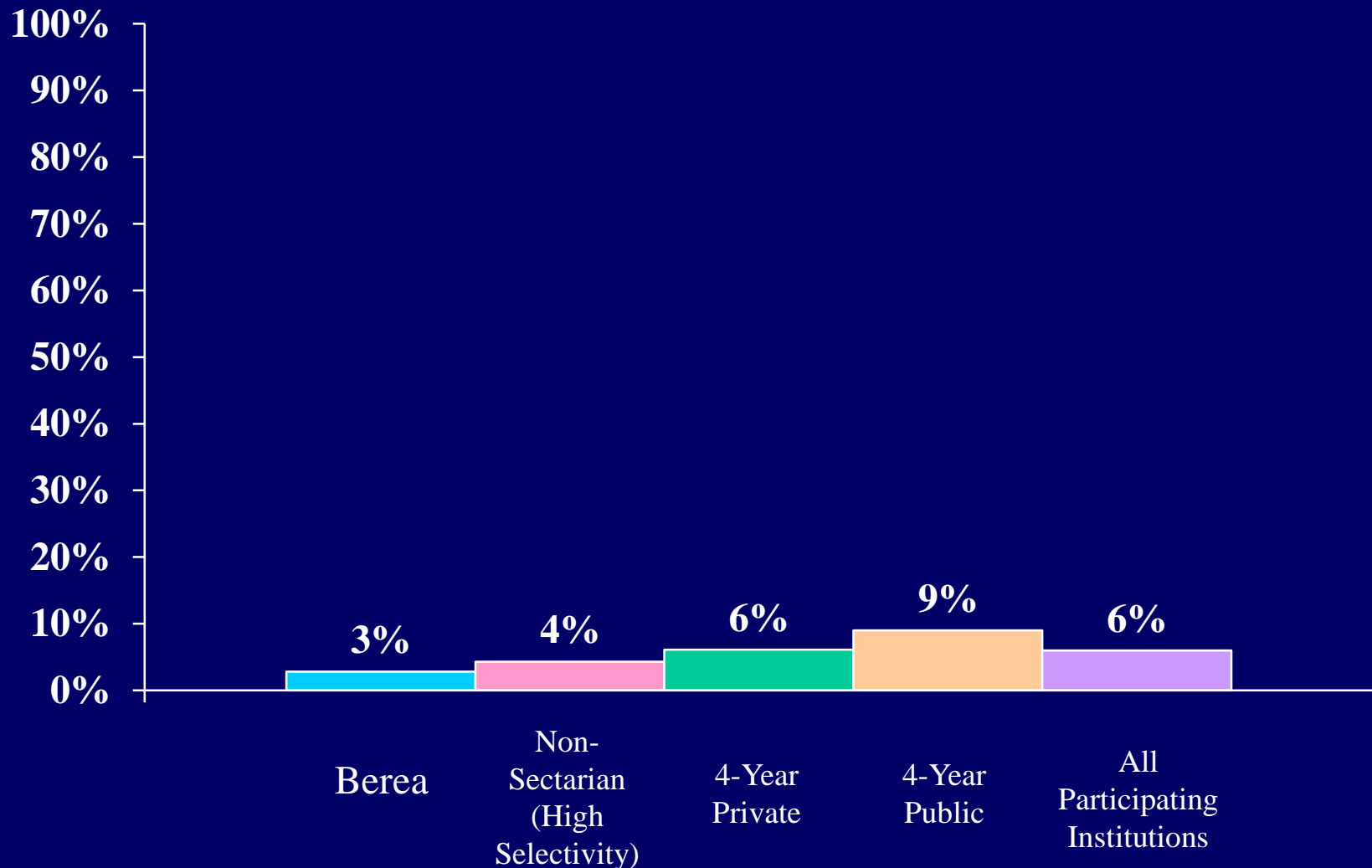
Need extra time to complete your degree requirements



Percent of students who estimate that chances are “very good” that he or she will
Participate in student protest or demonstration

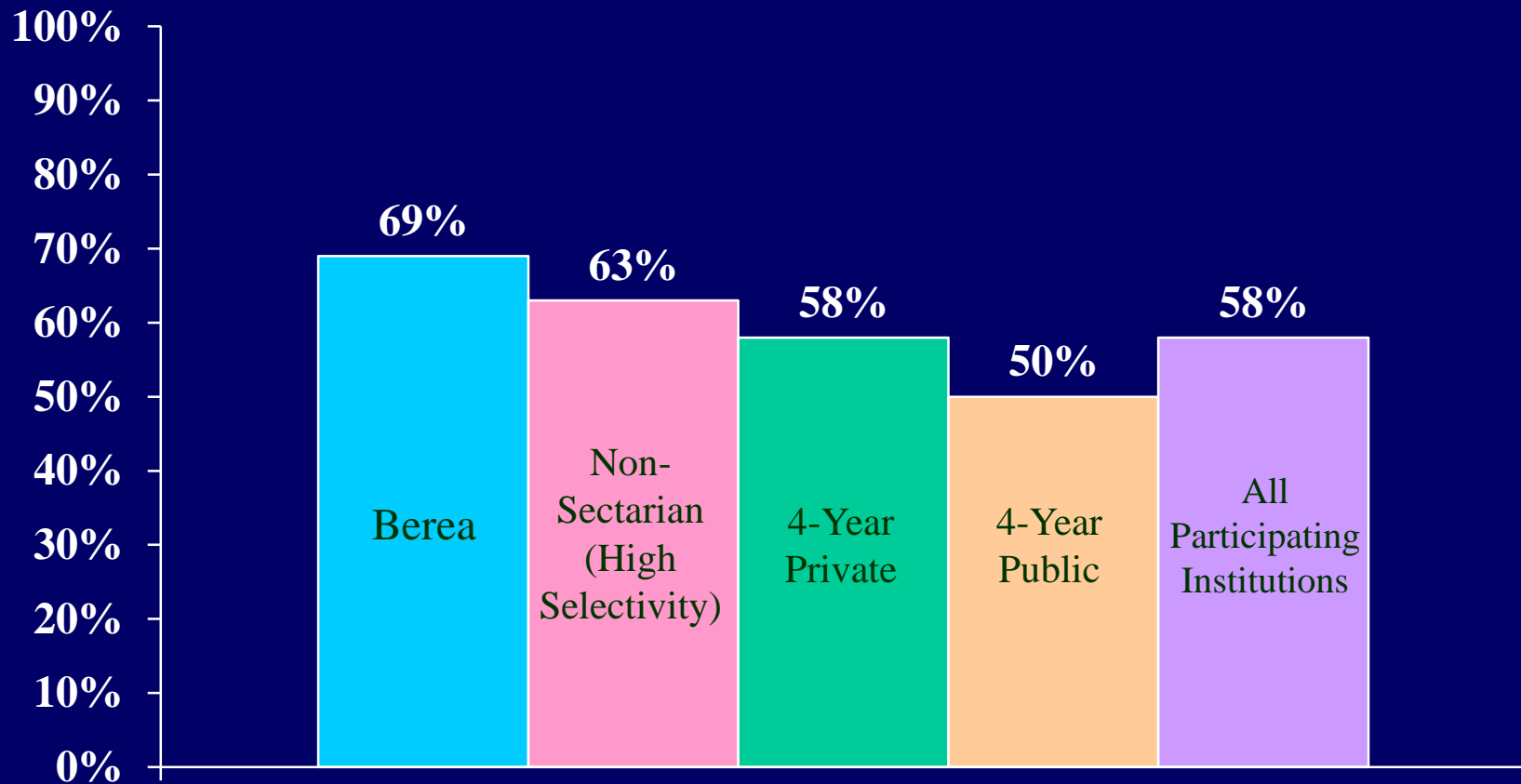


Percent of students who estimate that chances are “very good” that he or she will
Transfer to another college before graduating

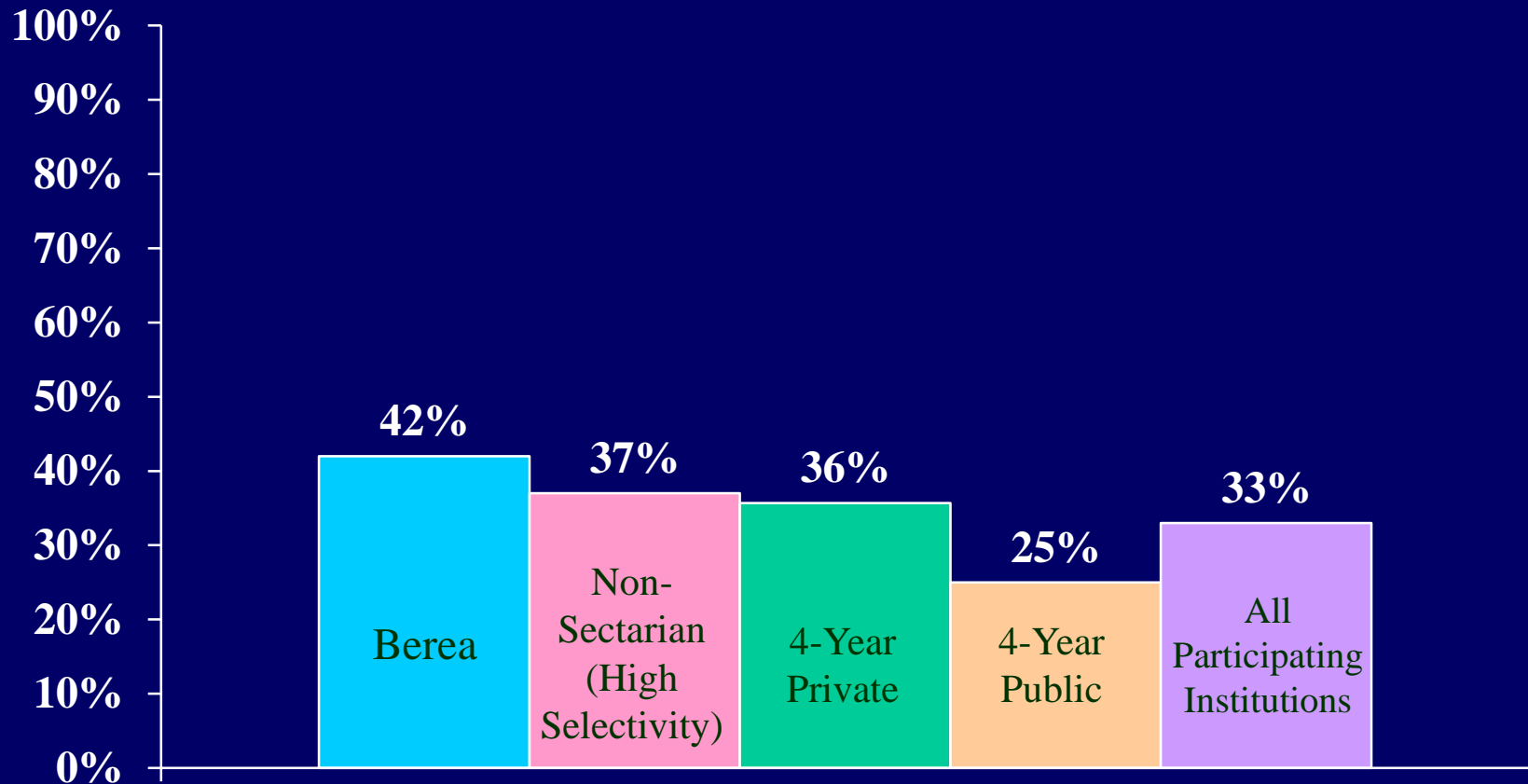


Percent of students who estimate that chances are “very good” that he or she will

Be satisfied with your college

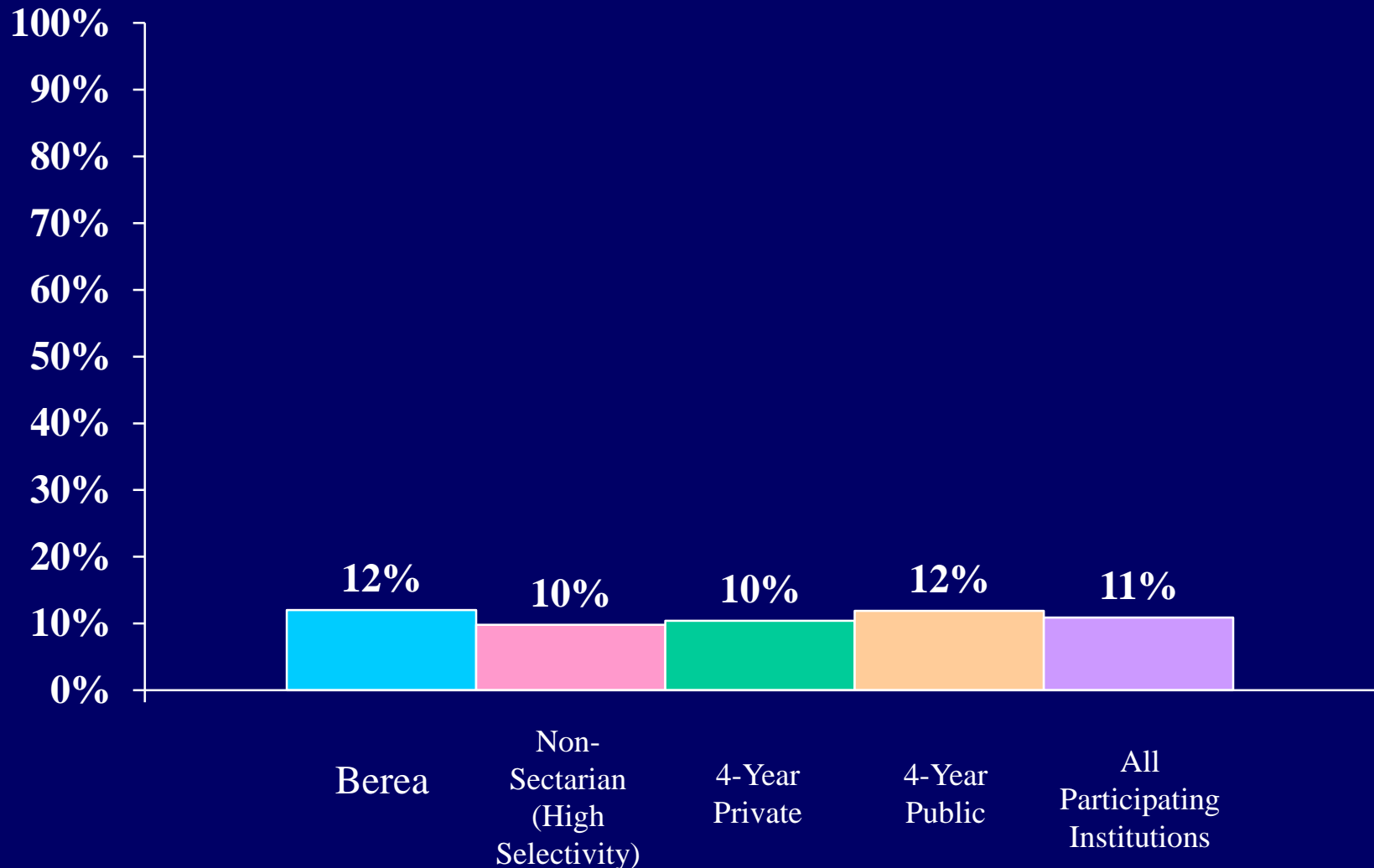


Percent of students who estimate that chances are “very good” that he or she will
Participate in volunteer or community service work



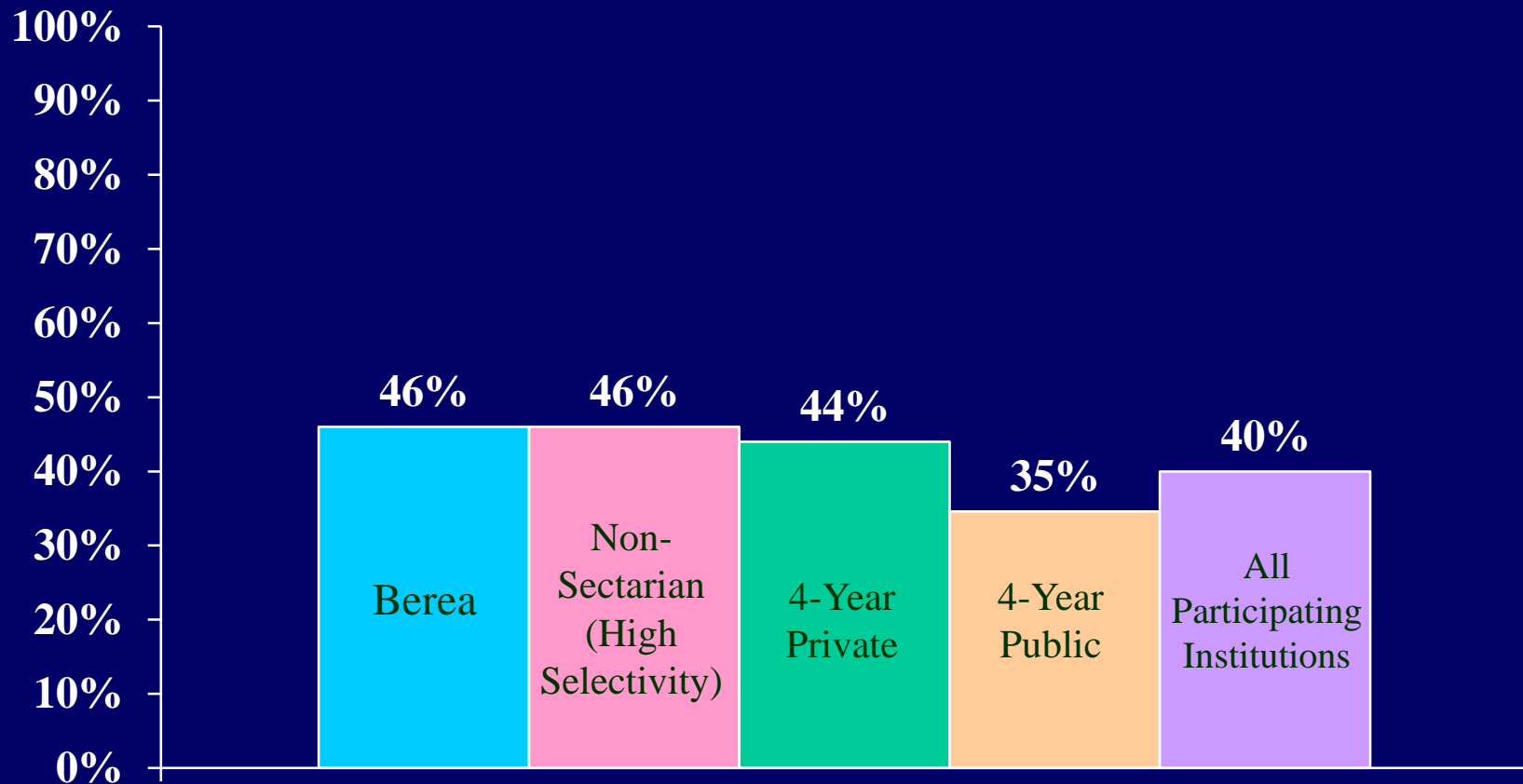
Percent of students who estimate that chances are “very good” that he or she will

Seek personal counseling

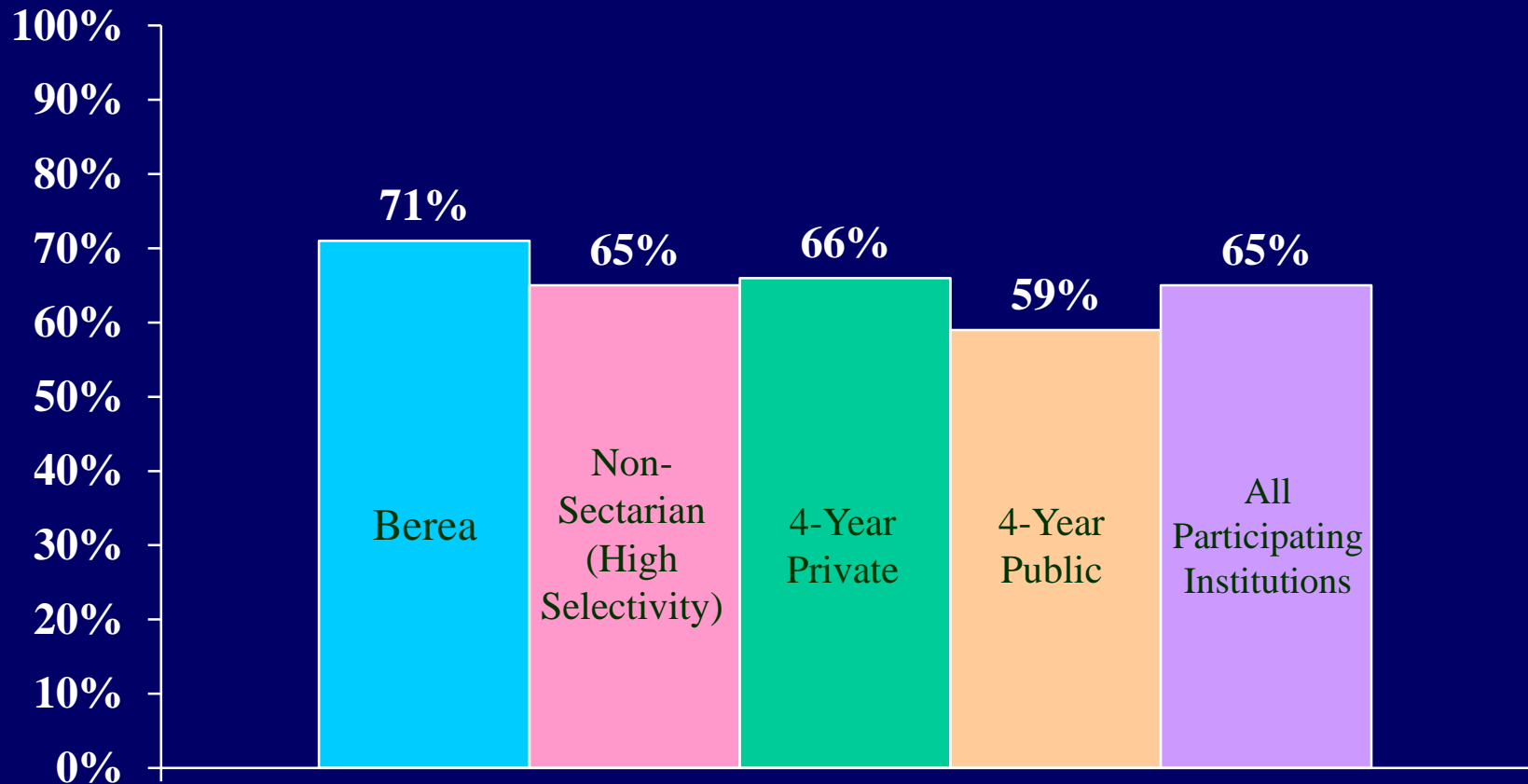


Percent of students who estimate that chances are “very good” that he or she will

Communicate regularly with your professors

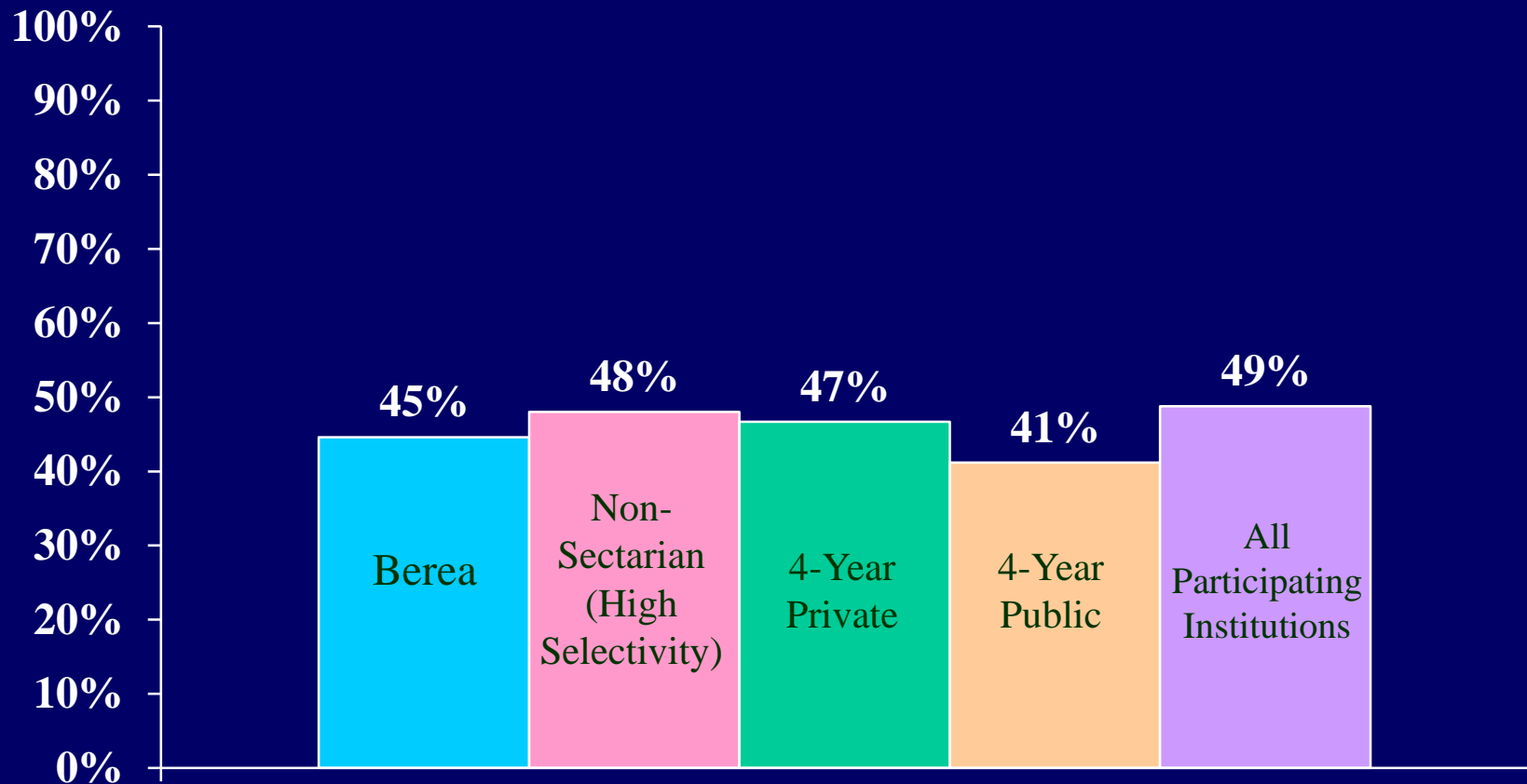


Percent of students who estimate that chances are “very good” that he or she will
Socialize with someone of another racial/ethnic group



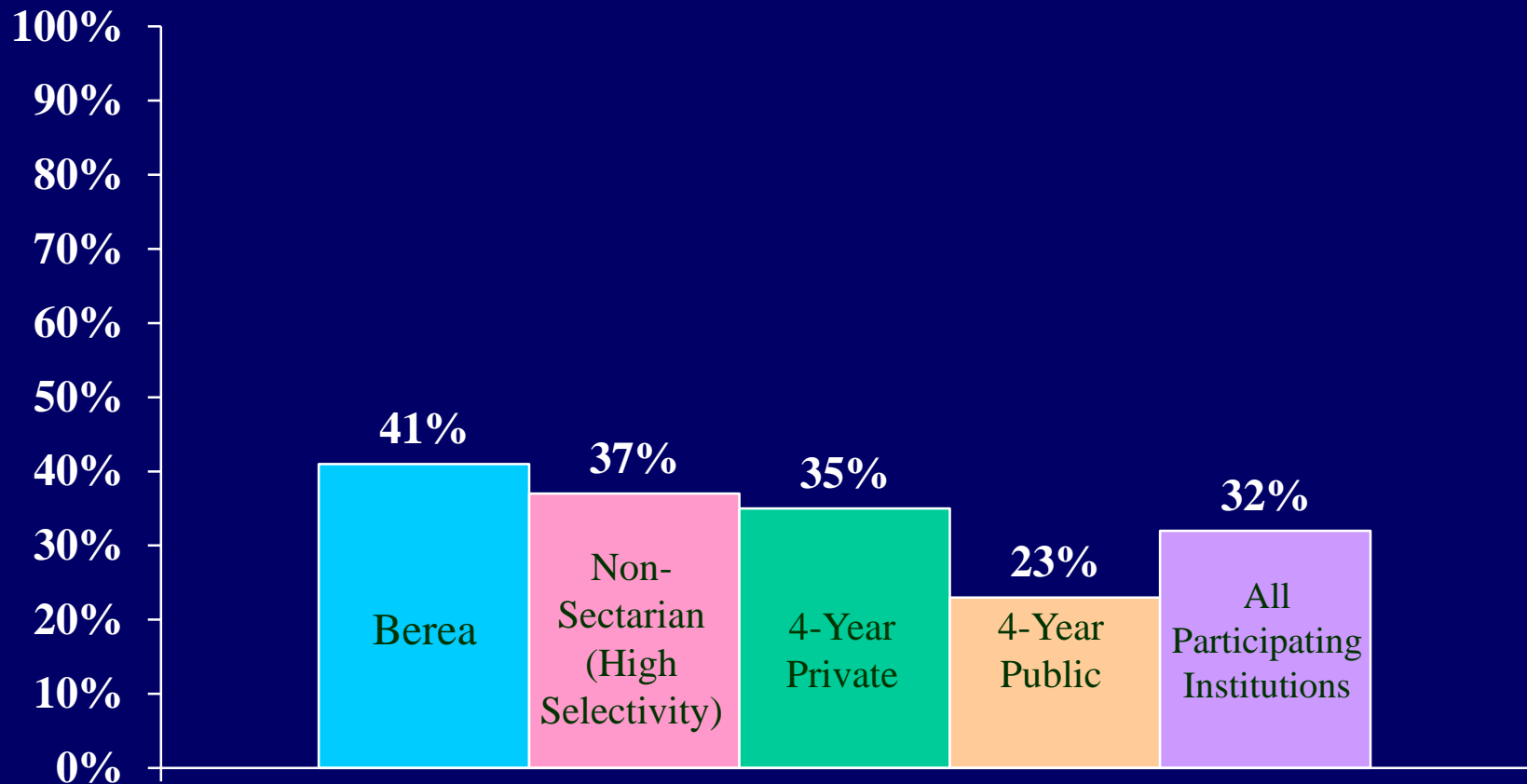
Percent of students who estimate that chances are “very good” that he or she will

Participate in student clubs/groups

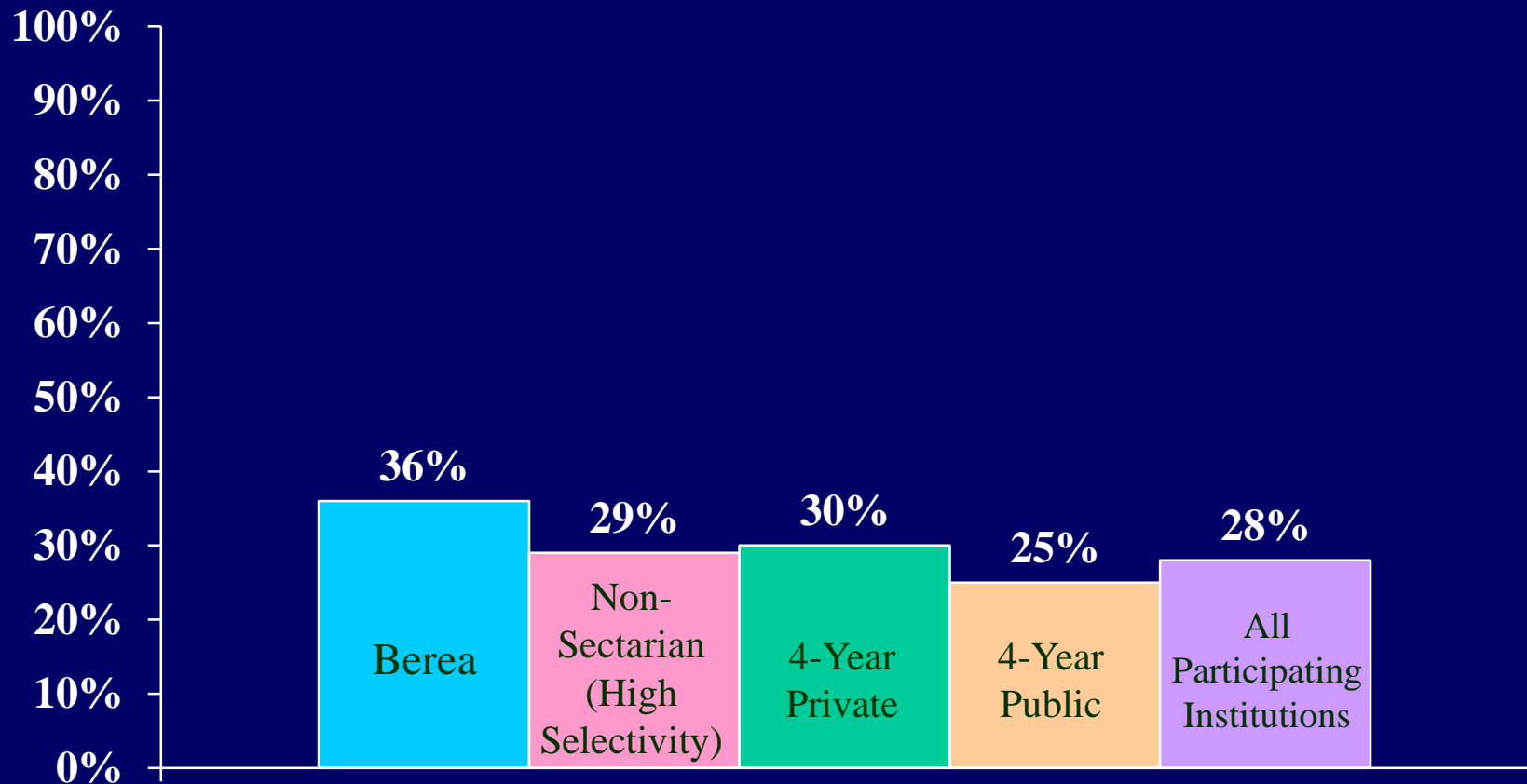


Percent of students who estimate that chances are “very good” that he or she will

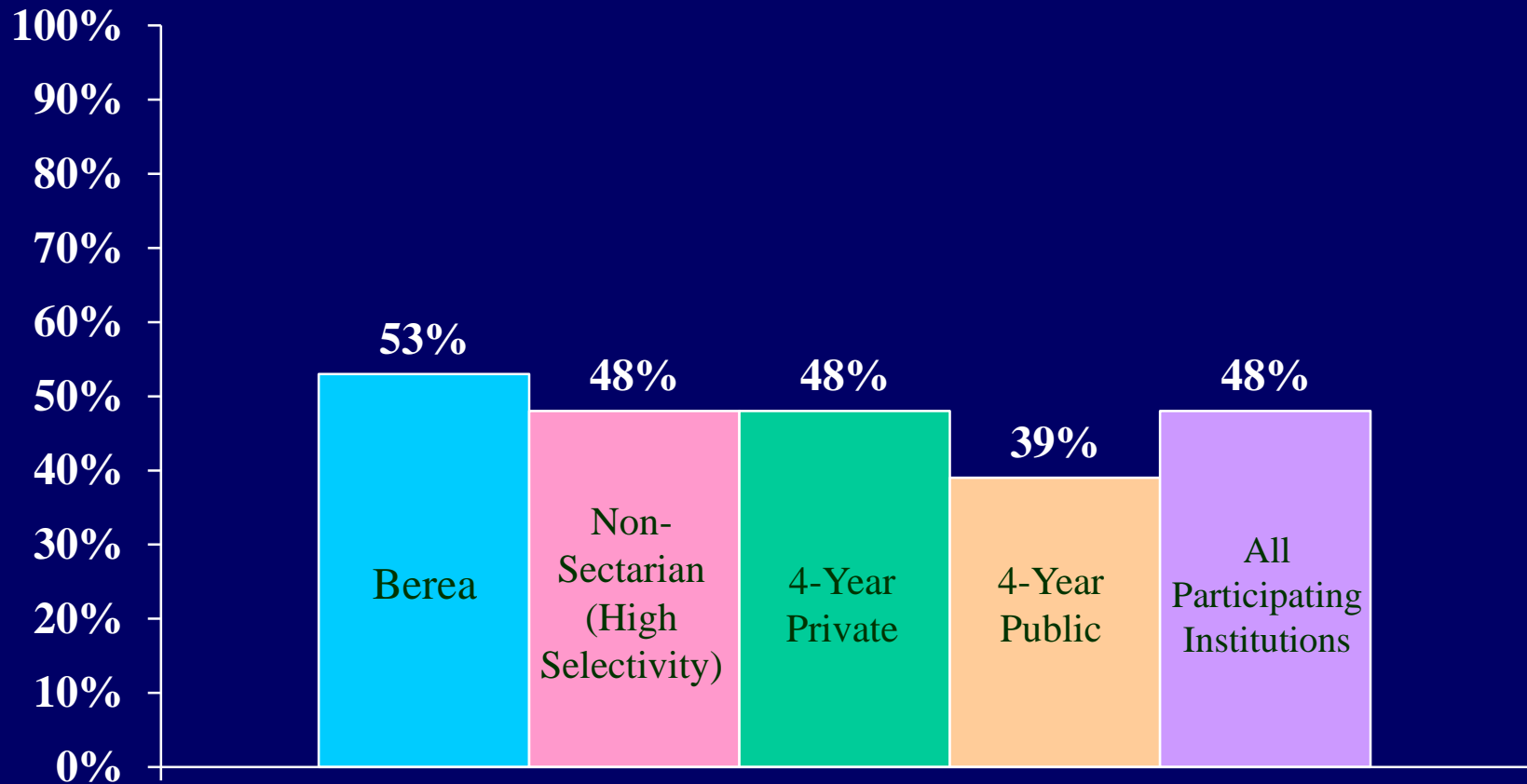
Participate in a study abroad program



Percent of students who estimate that chances are “very good” that he or she will
Have a roommate of different race/ethnicity

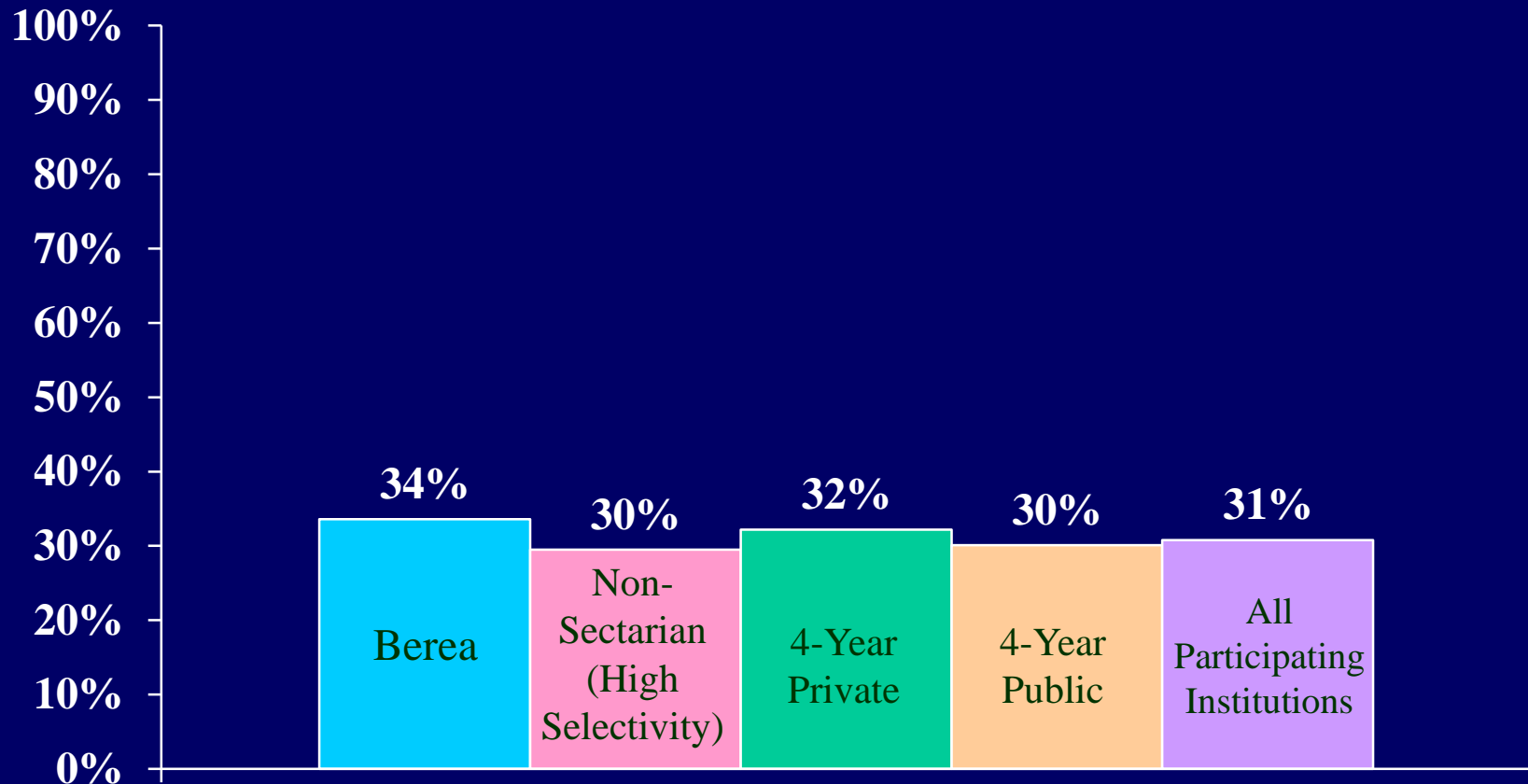


Percent of students who estimate that chances are “very good” that he or she will
Discuss course content with students outside of class



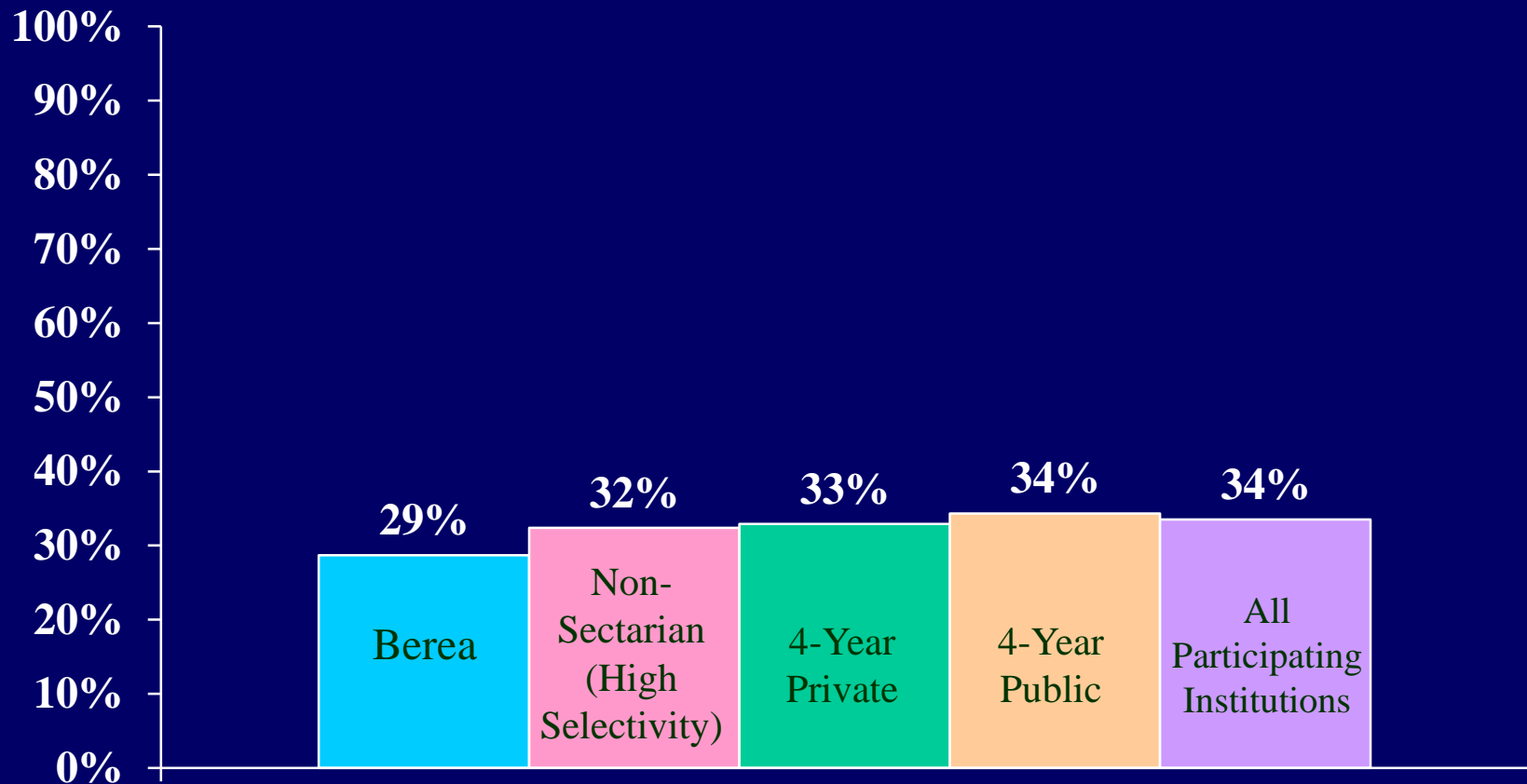
Percent of students who estimate that chances are “very good” that he or she will

Work on a professor’s research project

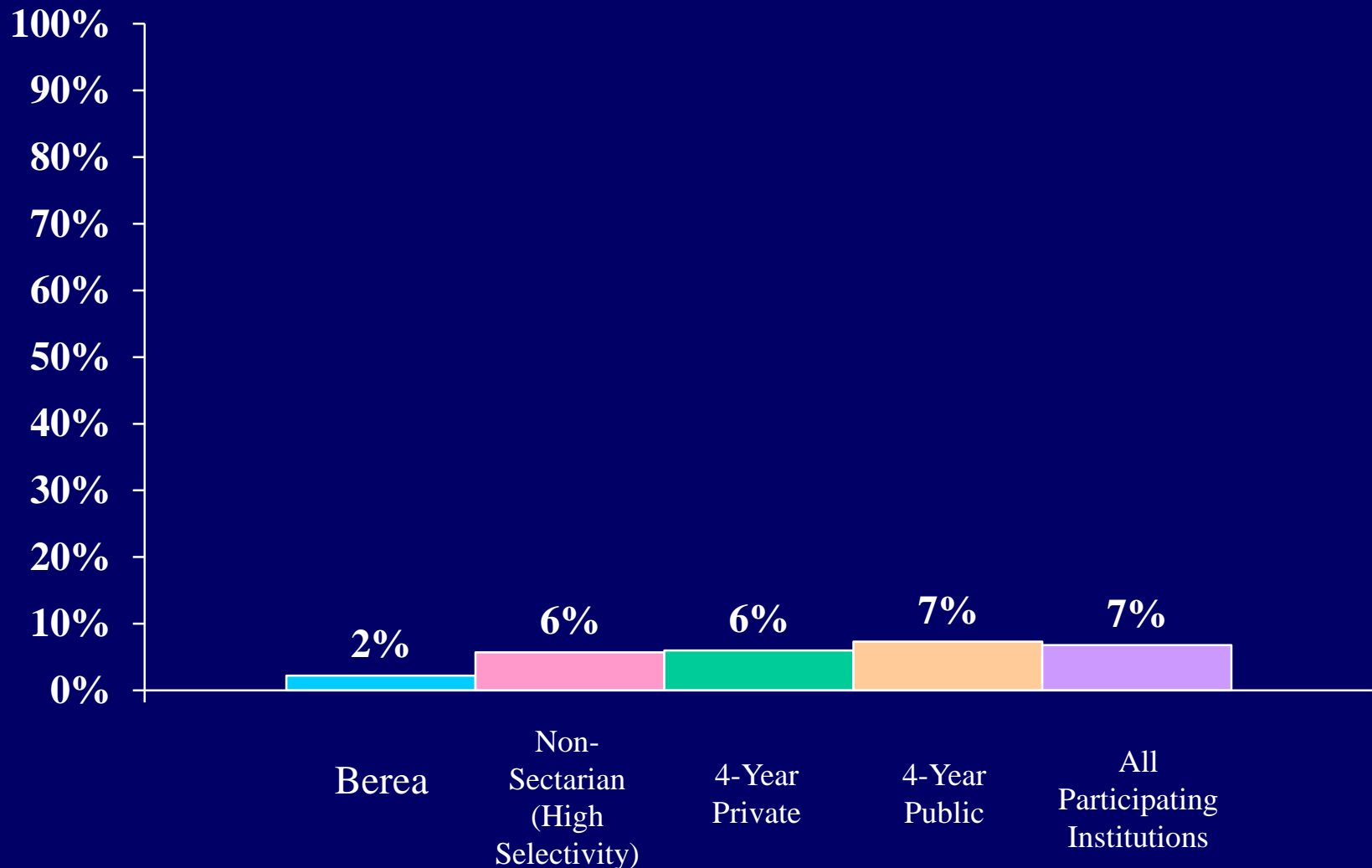


Percent of students who estimate that chances are “very good” that he or she will

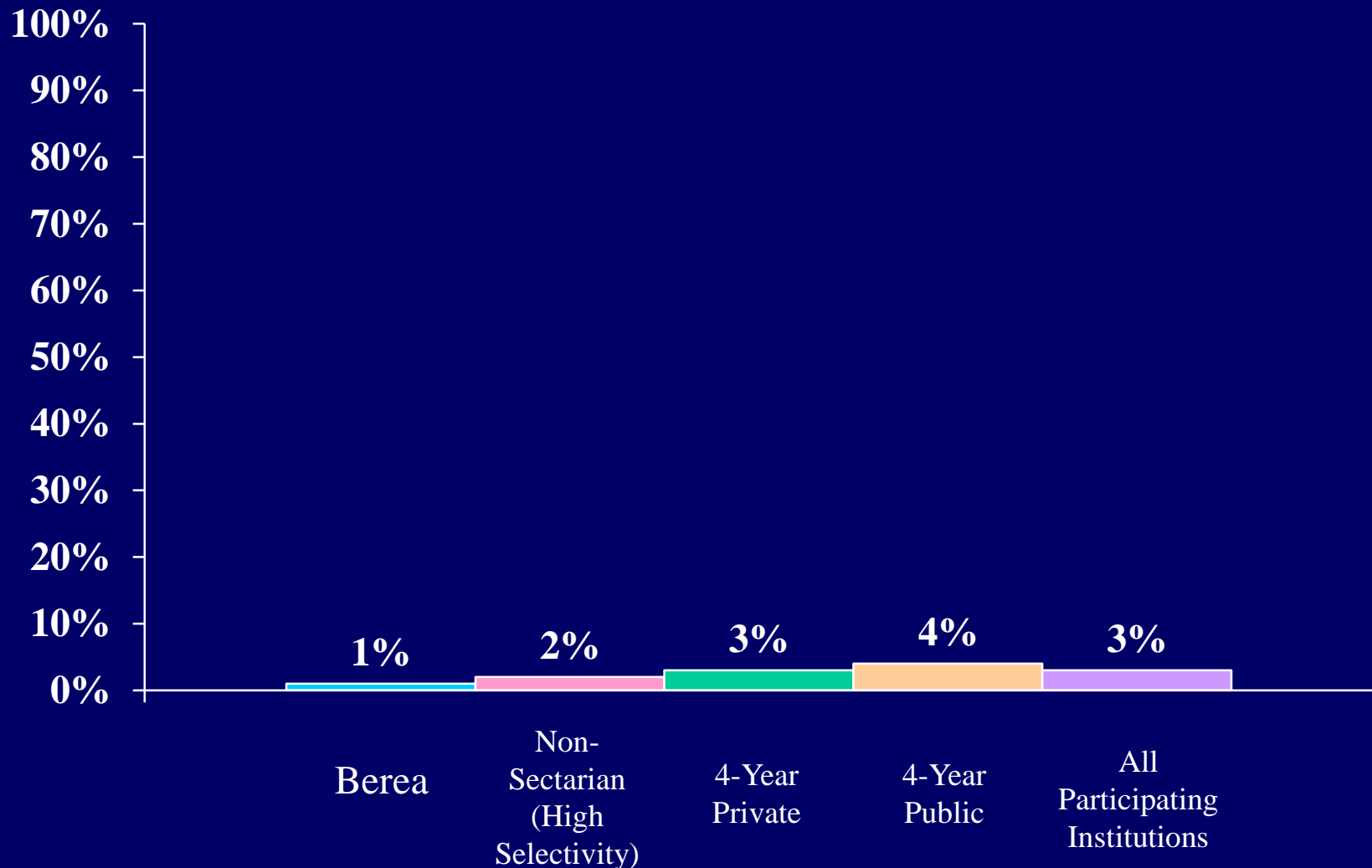
Get tutoring help in specific courses



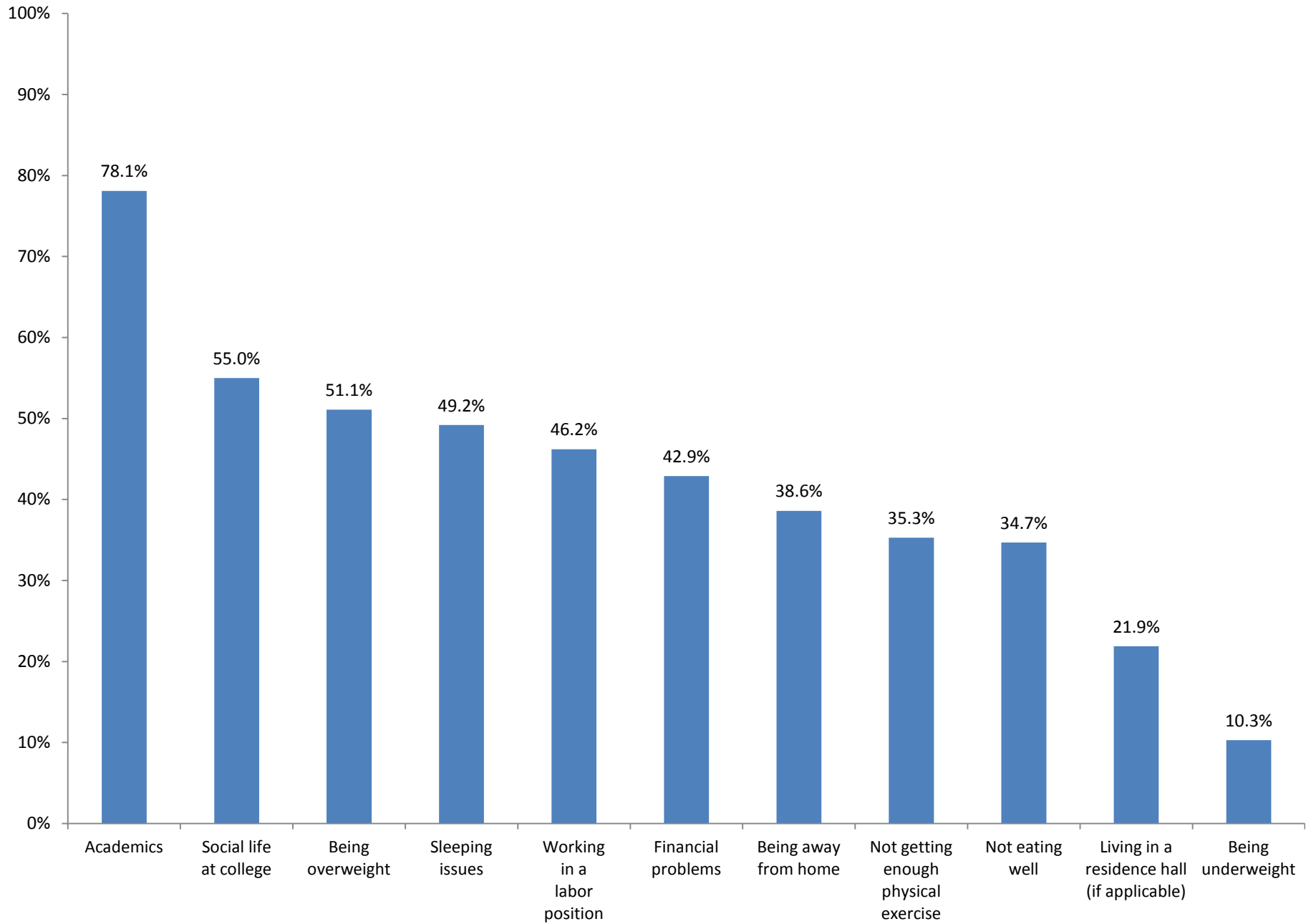
Percent of students who estimate that chances are “very good” that he or she will
Take courses from more than one college simultaneously



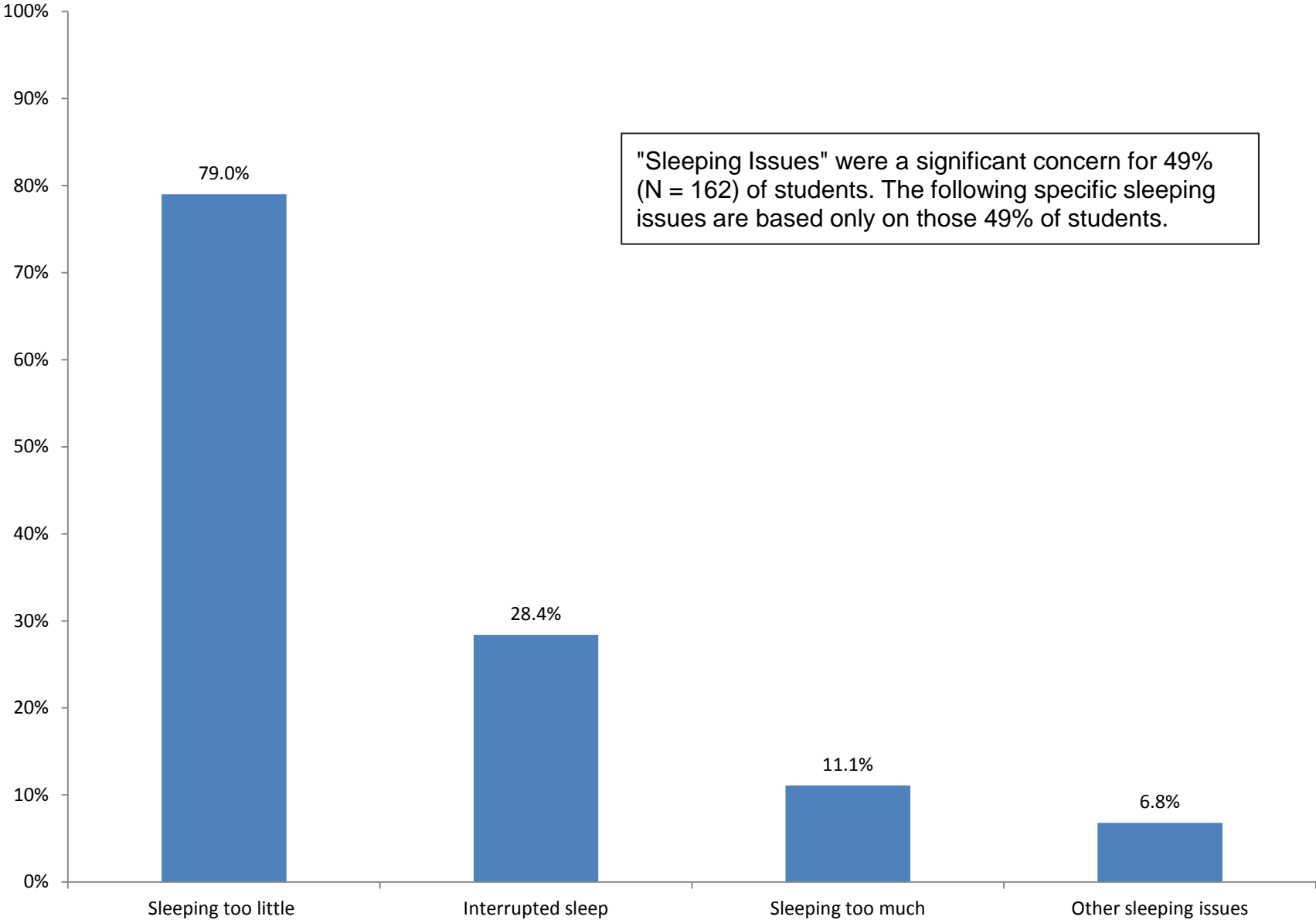
Percent of students who estimate that chances are “very good” that he or she will
Take a leave of absence from this college temporarily



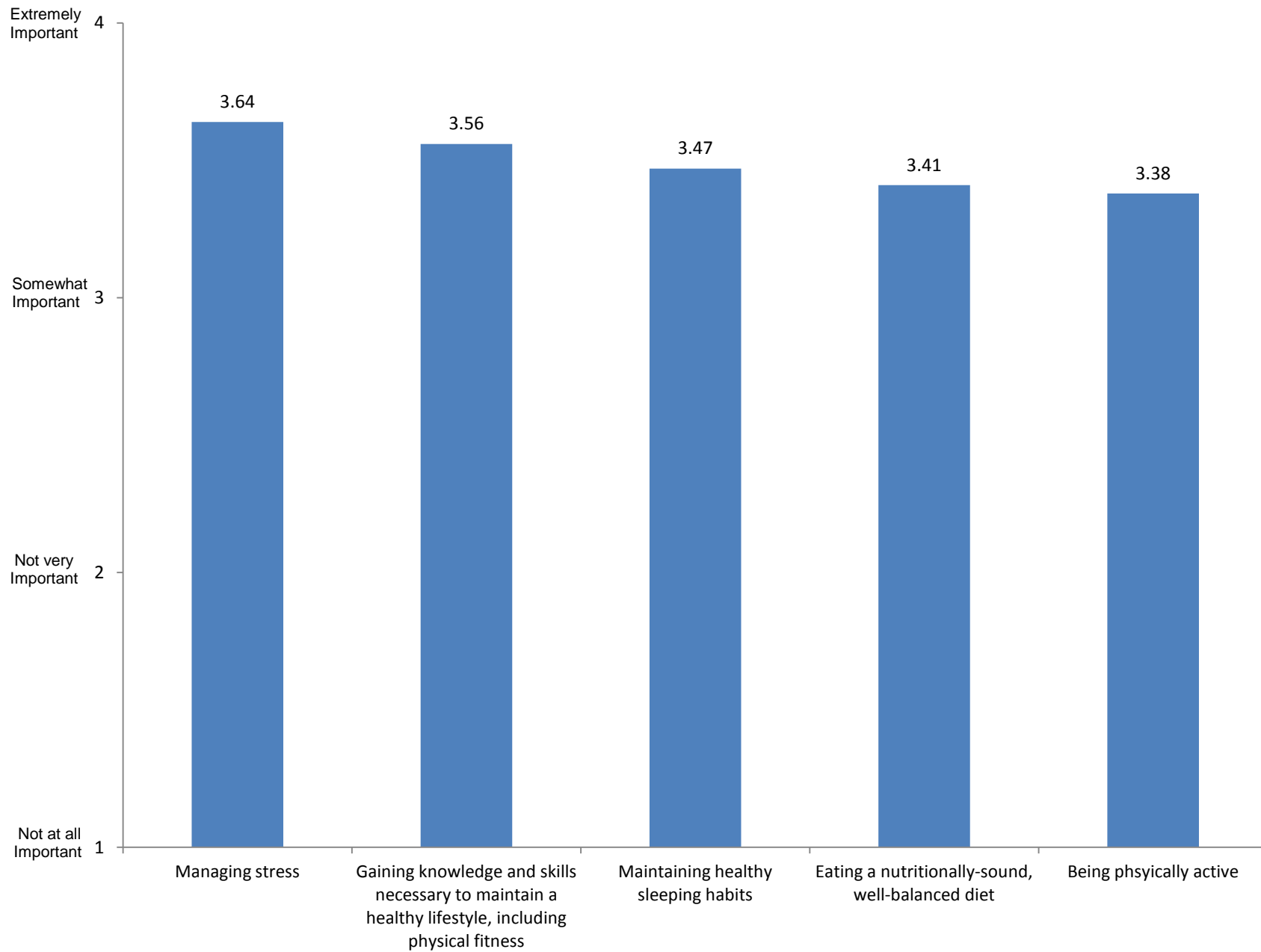
Check all of the following that are significant concerns for you:



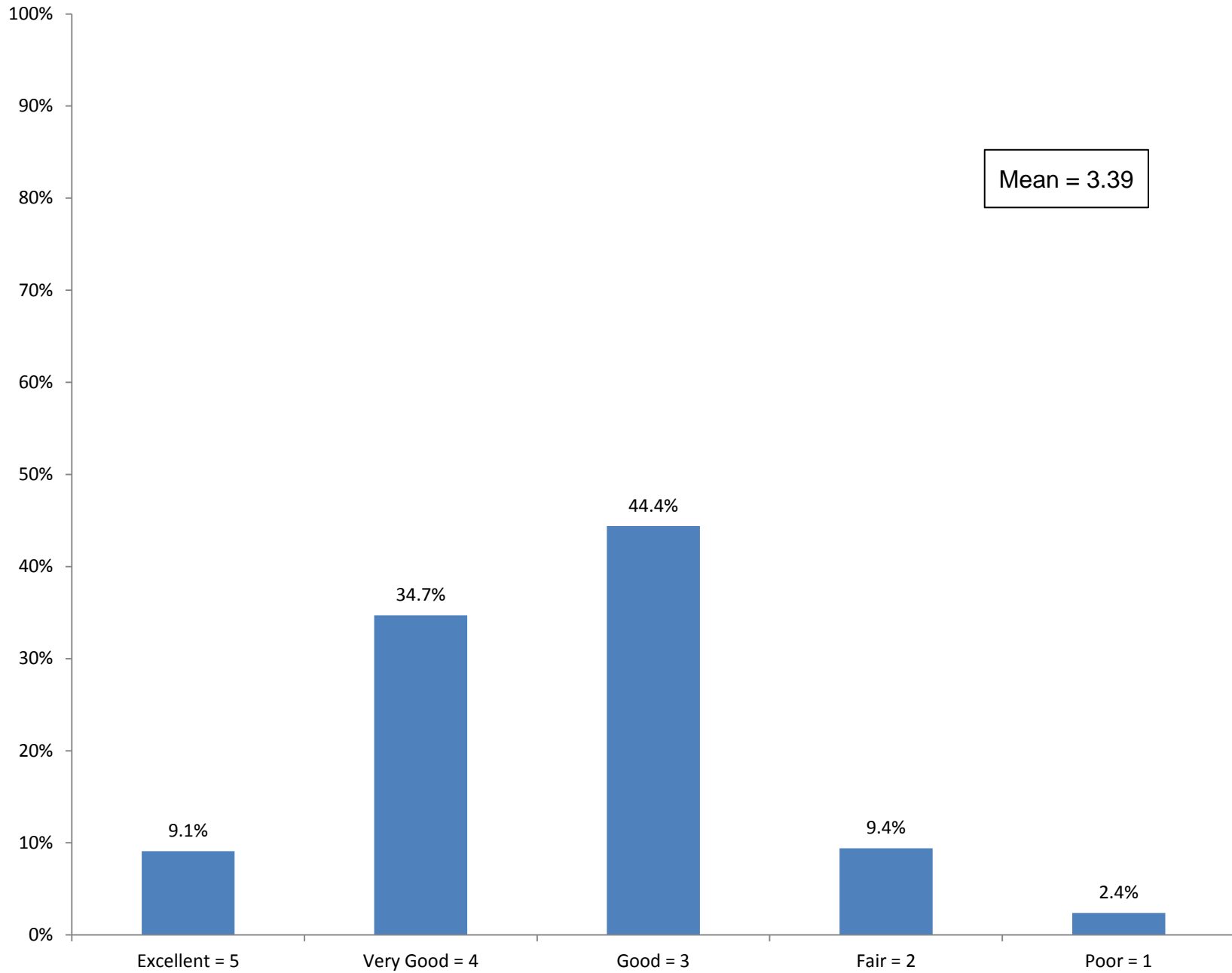
Check all of the following that are significant concerns for you:



Rate the importance of the following to you:



How would you describe your general health?



Rate the importance of the following to you:

	Extremely Important	Somewhat Important	Not Very Important	Not at All Important	Missing	Mean
Eating a nutritionally-sound, well-balanced diet	151 (45.9%)	160 (48.6%)	16 (4.9%)	1 (0.3%)	1 (0.3%)	3.41
Maintaining healthy sleeping habits	172 (52.3%)	139 (42.2%)	15 (4.6%)	2 (0.6%)	1 (0.3%)	3.47
Managing stress	223 (67.8%)	92 (28.0%)	13 (4.0%)	0 (0%)	1 (0.3%)	3.64
Being physically active	158 (48.0%)	139 (42.2%)	27 (8.2%)	3 (0.9%)	2 (0.6%)	3.38
Gaining knowledge and skills necessary to maintain a healthy lifestyle, including physical fitness	193 (58.7%)	123 (37.4%)	11 (3.3%)	0 (0%)	2 (0.6%)	3.56

Additional Questions:

	Yes	No	Missing
Do you have a credit card?	83 (25.2%)	244 (74.2%)	2 (0.6%)
If yes, are you responsible for paying the bill? (N = 83)	62 (74.7%)	21 (25.3%)	0 (0%)
Do you have a cell phone?	303 (92.1%)	26 (7.9%)	0 (0%)
If yes, are you responsible for paying the bill? (N = 303)	122 (40.3%)	181 (59.1%)	2 (0.7%)