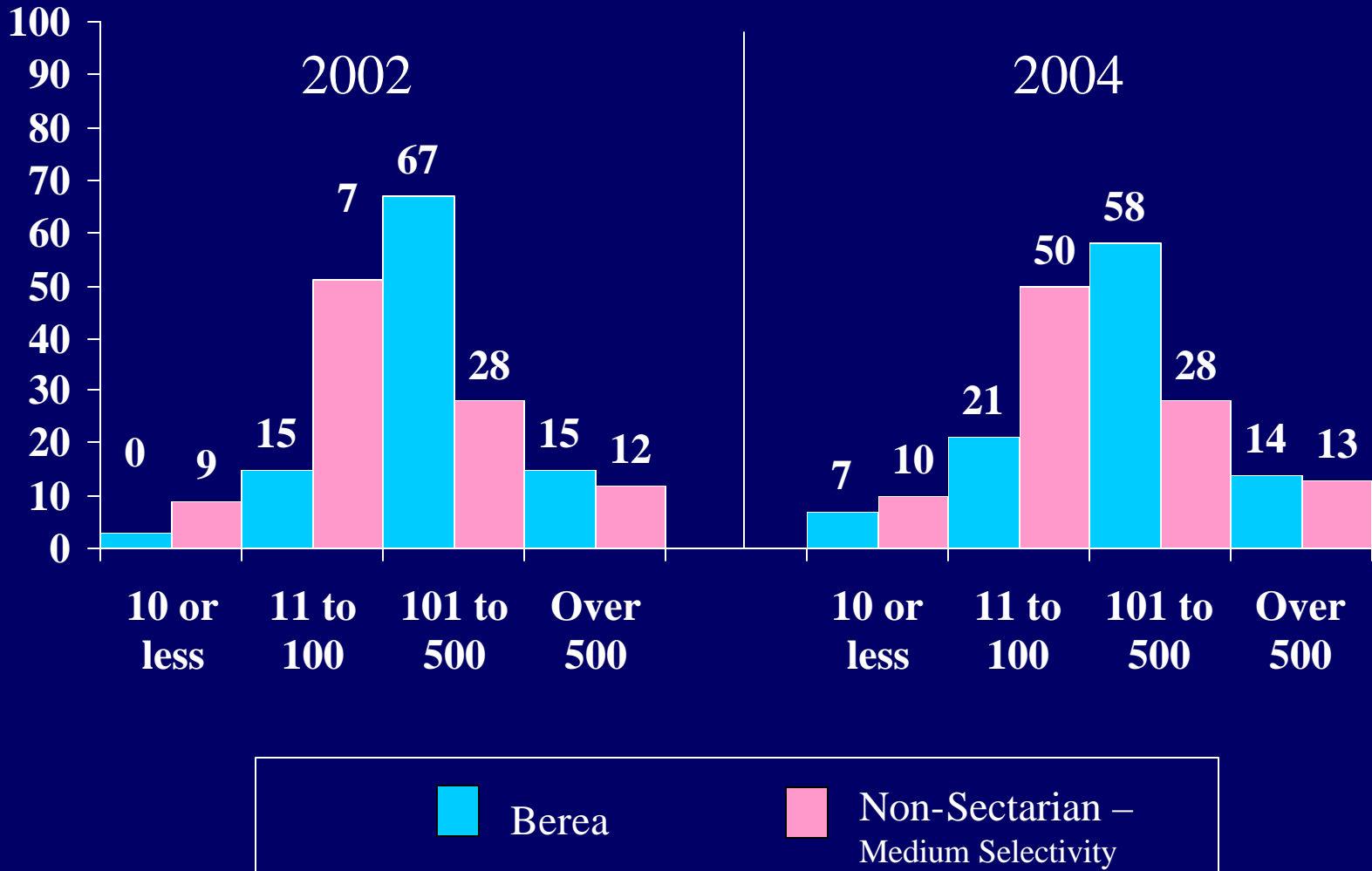
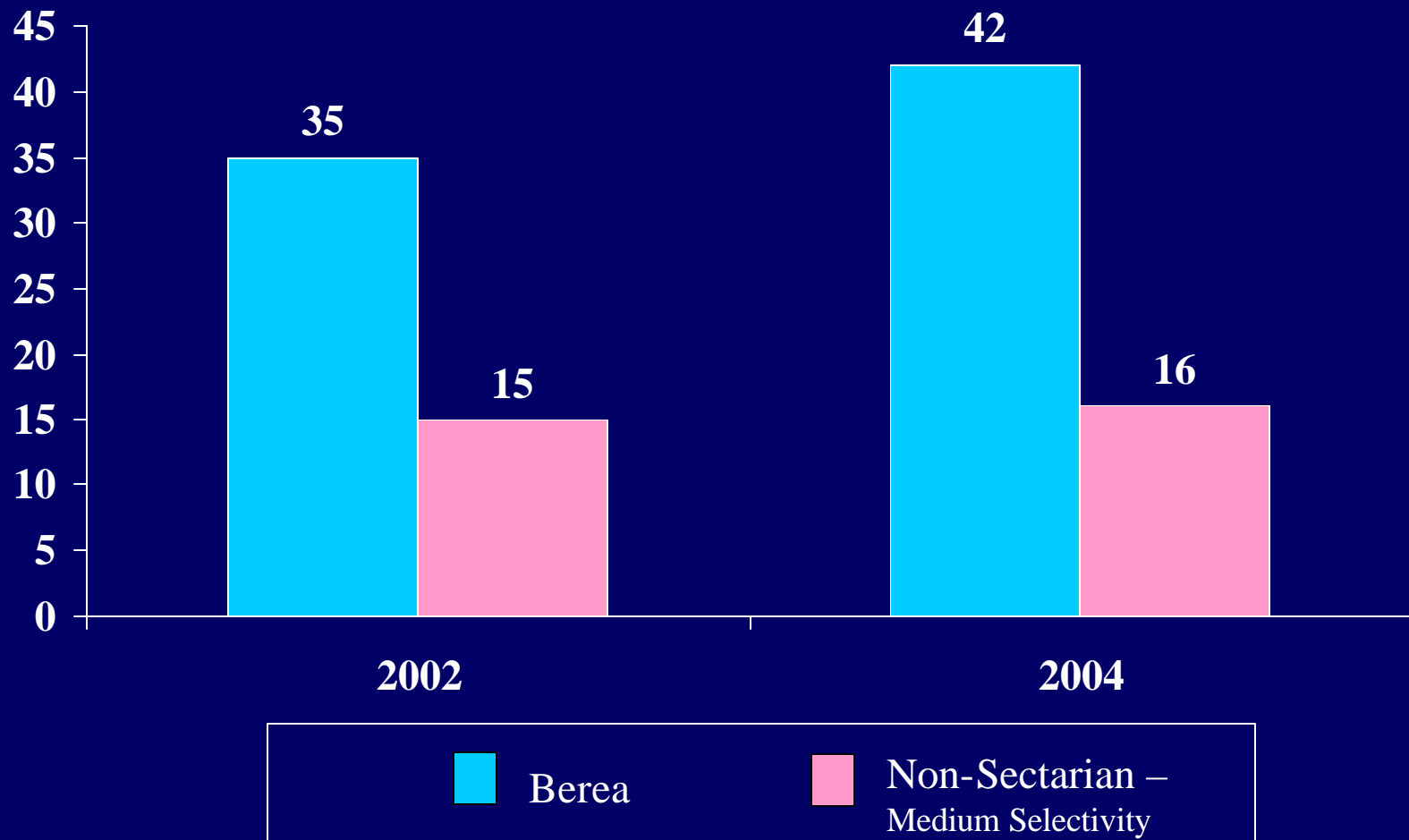


Percent of Berea students who indicated that Berea College is this many miles from their permanent home:

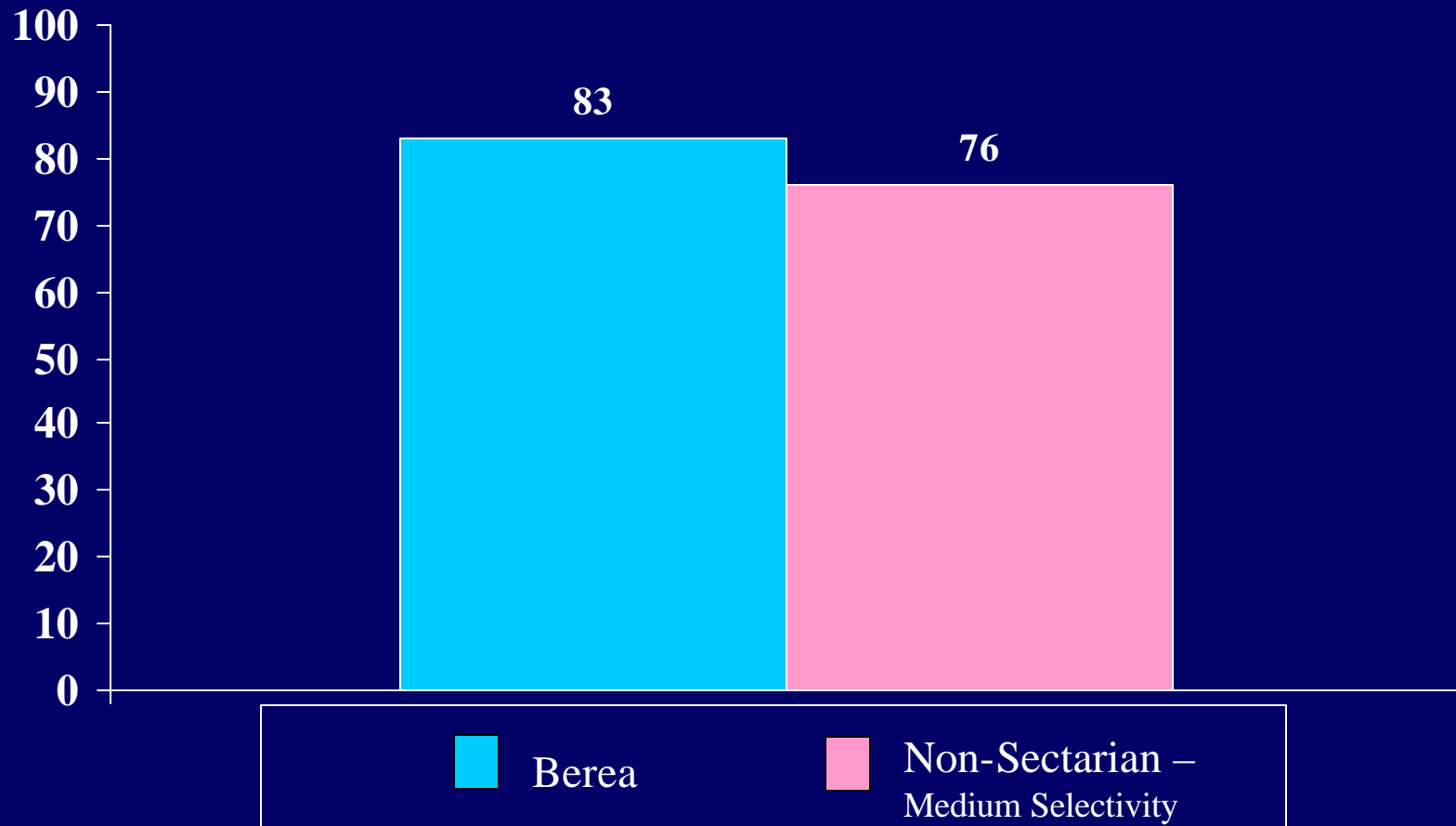


Percent of Berea students who had an *A or A+* average grade in high school:



Percent of students who graduated from the following
kind of secondary school:

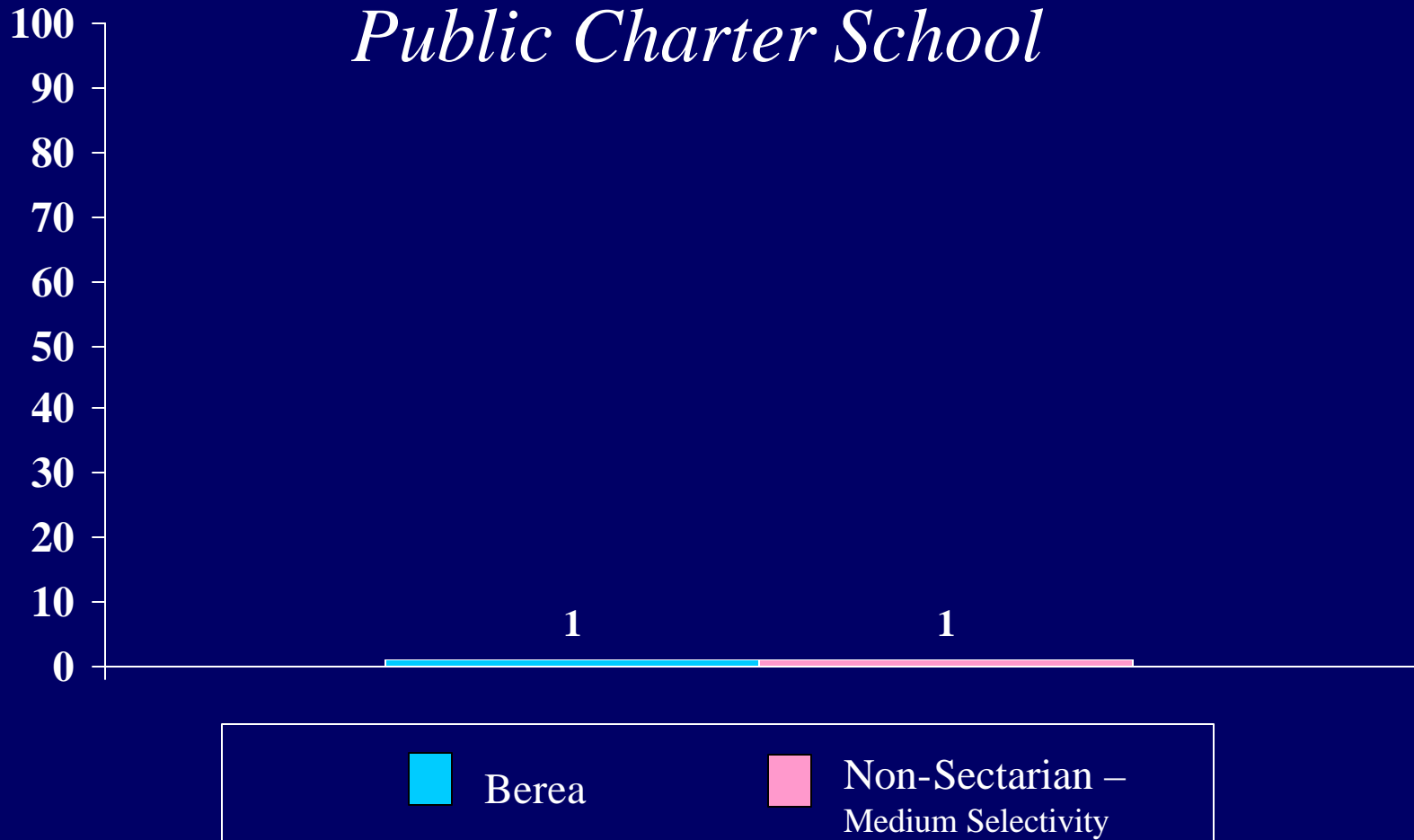
Public school (not charter or magnet)



This item was not on the 2002 CIRP survey.

Percent of students who graduated from the following
kind of secondary school:

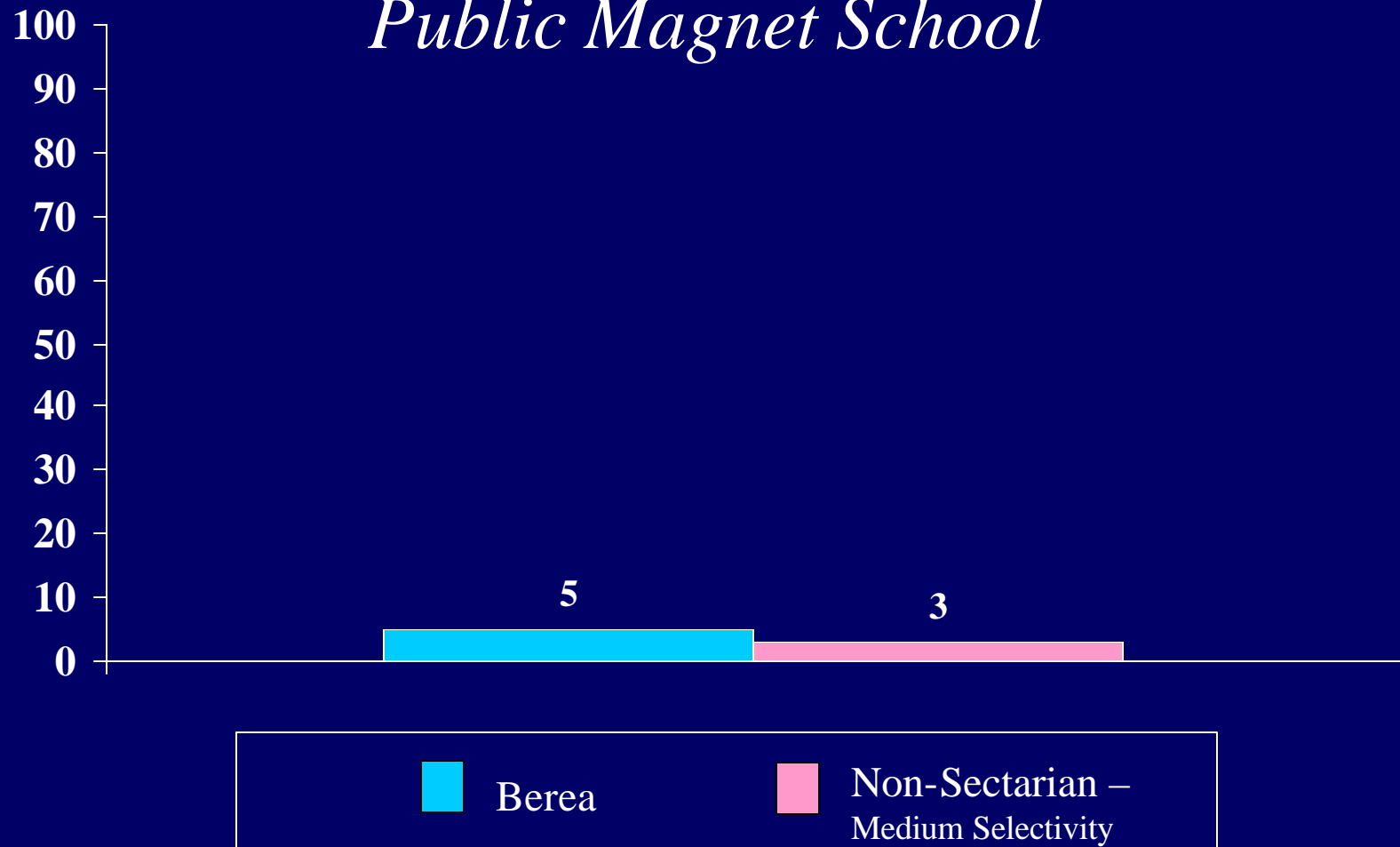
Public Charter School



This item was not on the 2002 CIRP survey.

Percent of students who graduated from the following
kind of secondary school:

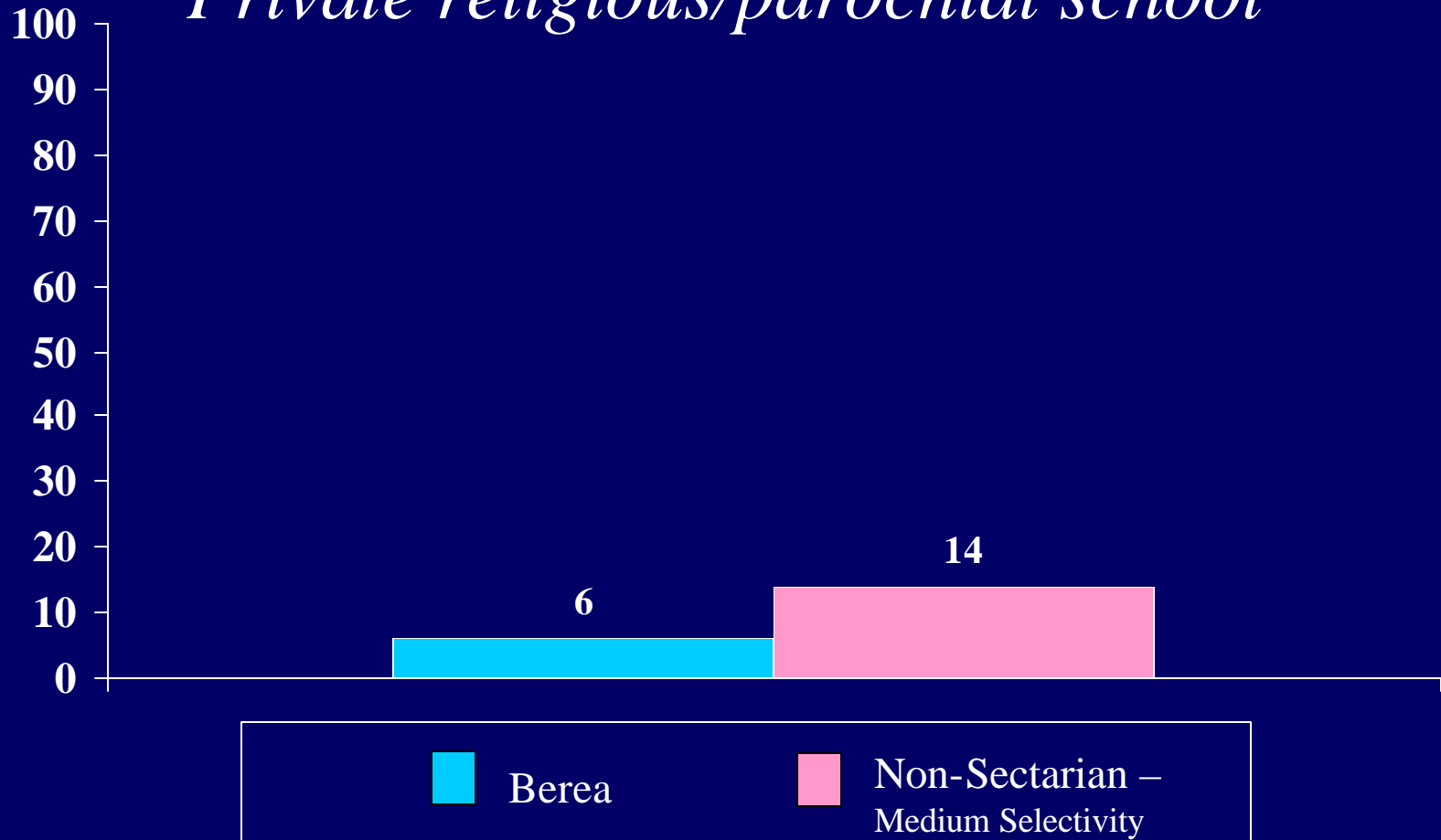
Public Magnet School



This item was not on the 2002 CIRP survey.

Percent of students who graduated from the following
kind of secondary school:

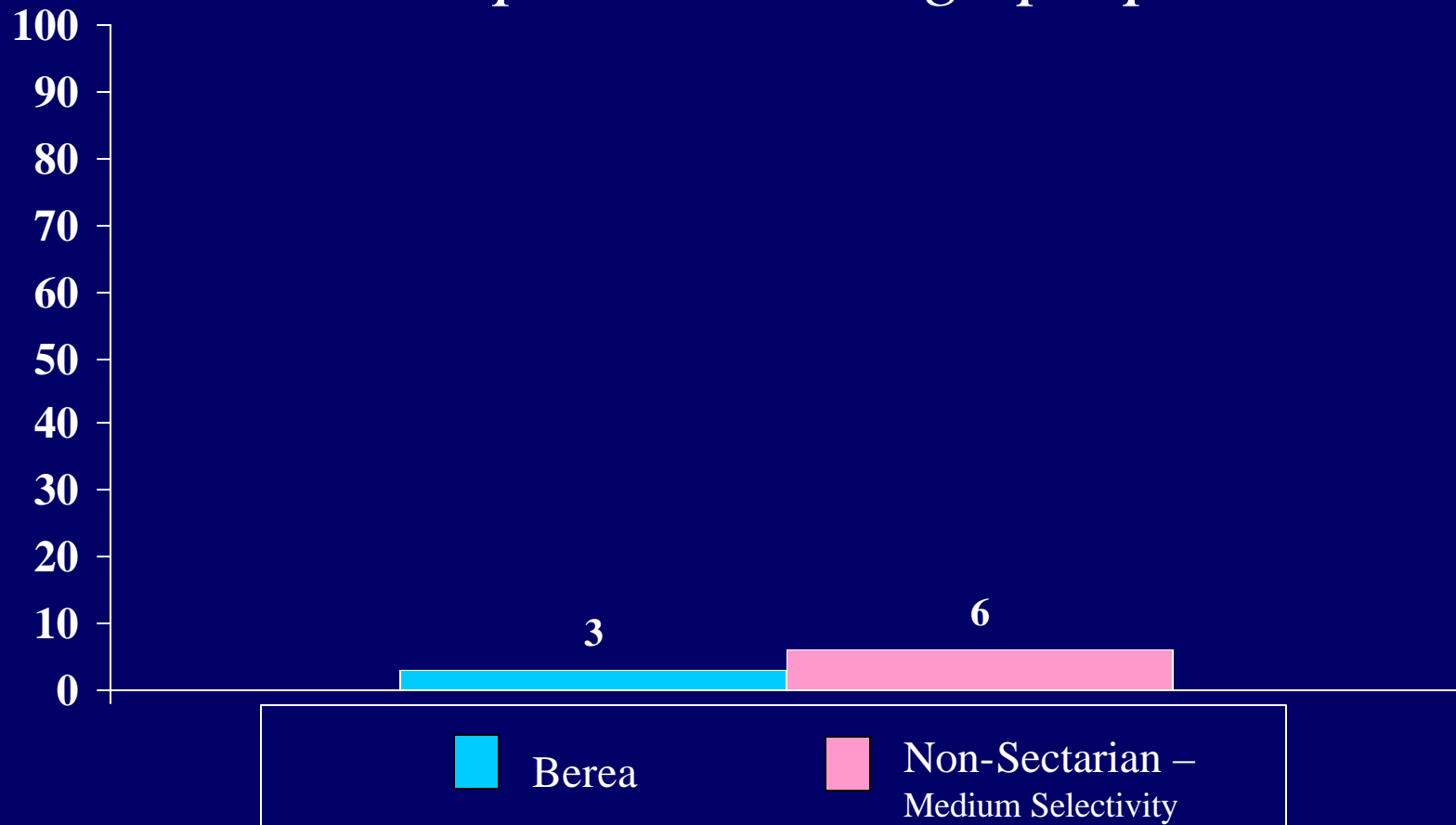
Private religious/parochial school



This item was not on the 2002 CIRP survey.

Percent of students who graduated from the following
kind of secondary school:

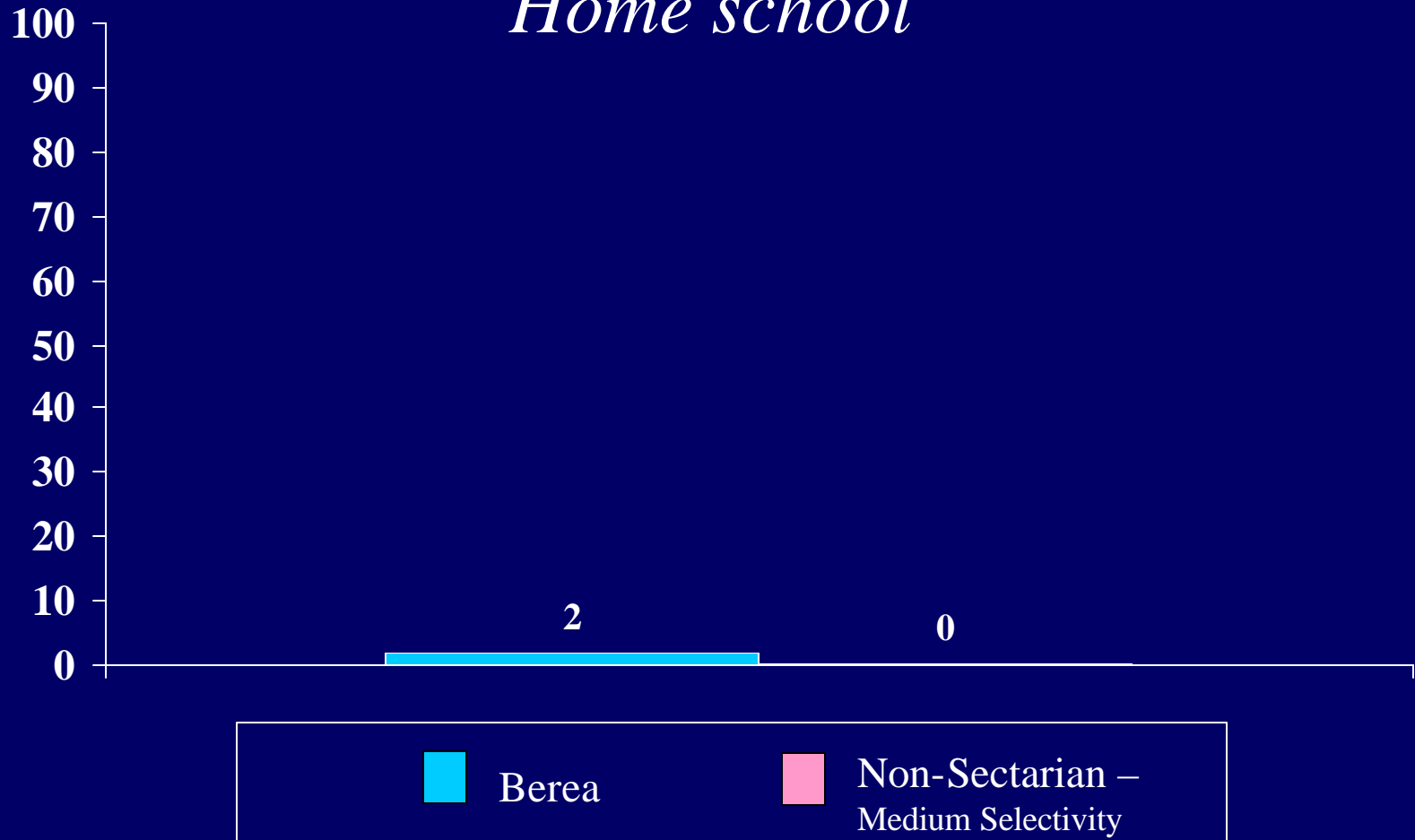
Private independent college-prep school



This item was not on the 2002 CIRP survey.

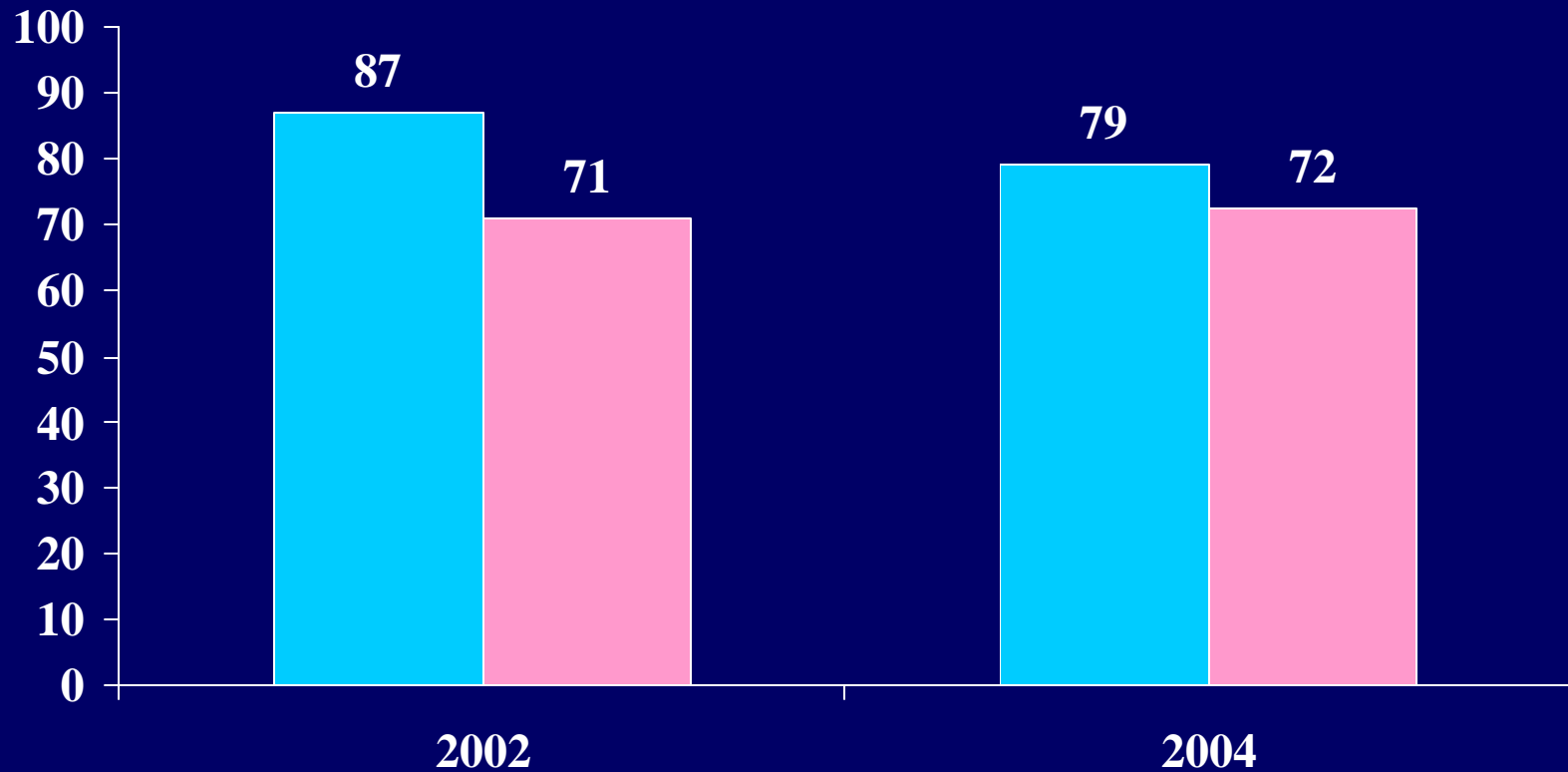
Percent of students who graduated from the following
kind of secondary school:

Home school

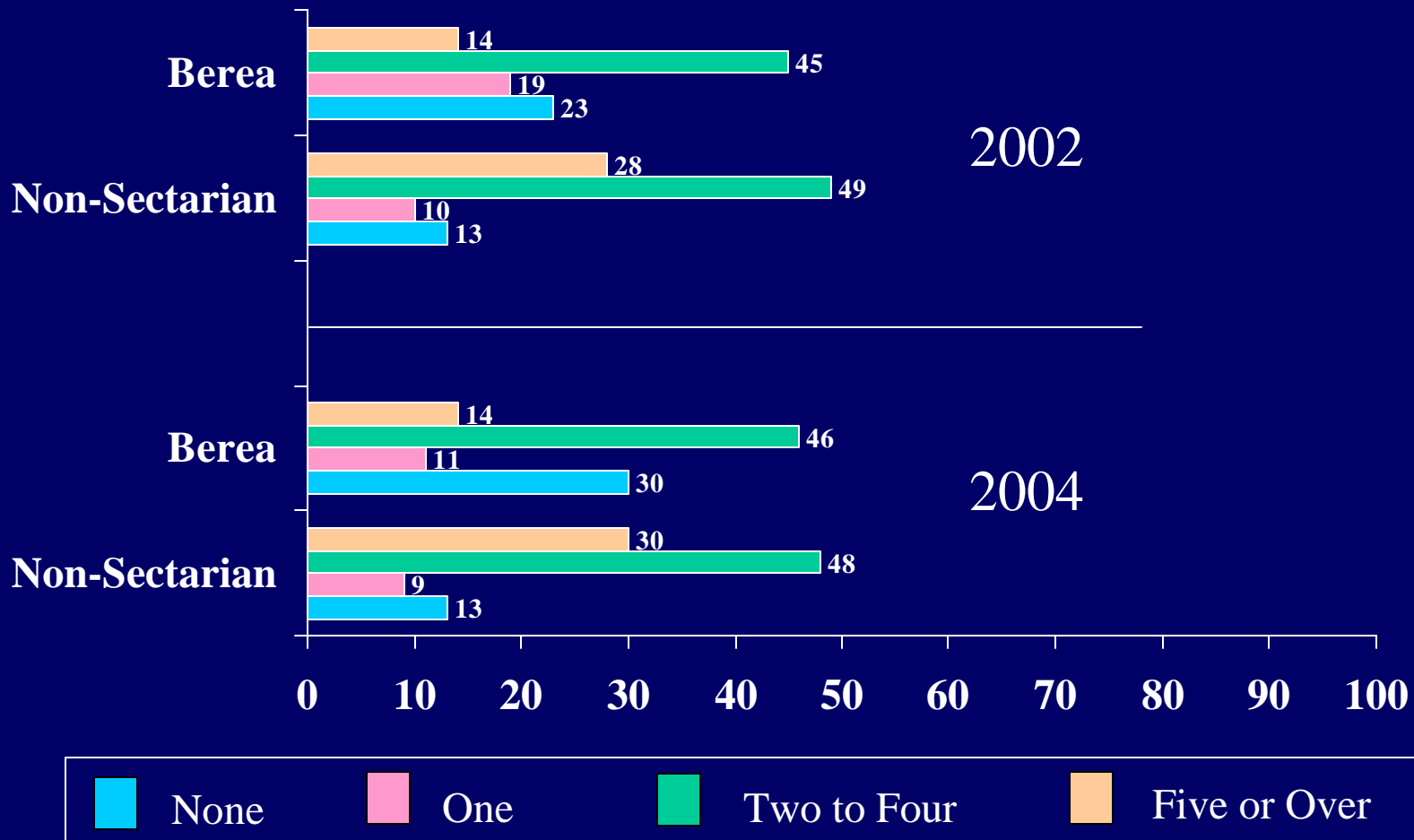


This item was not on the 2002 CIRP survey.

Is this college your: First Choice

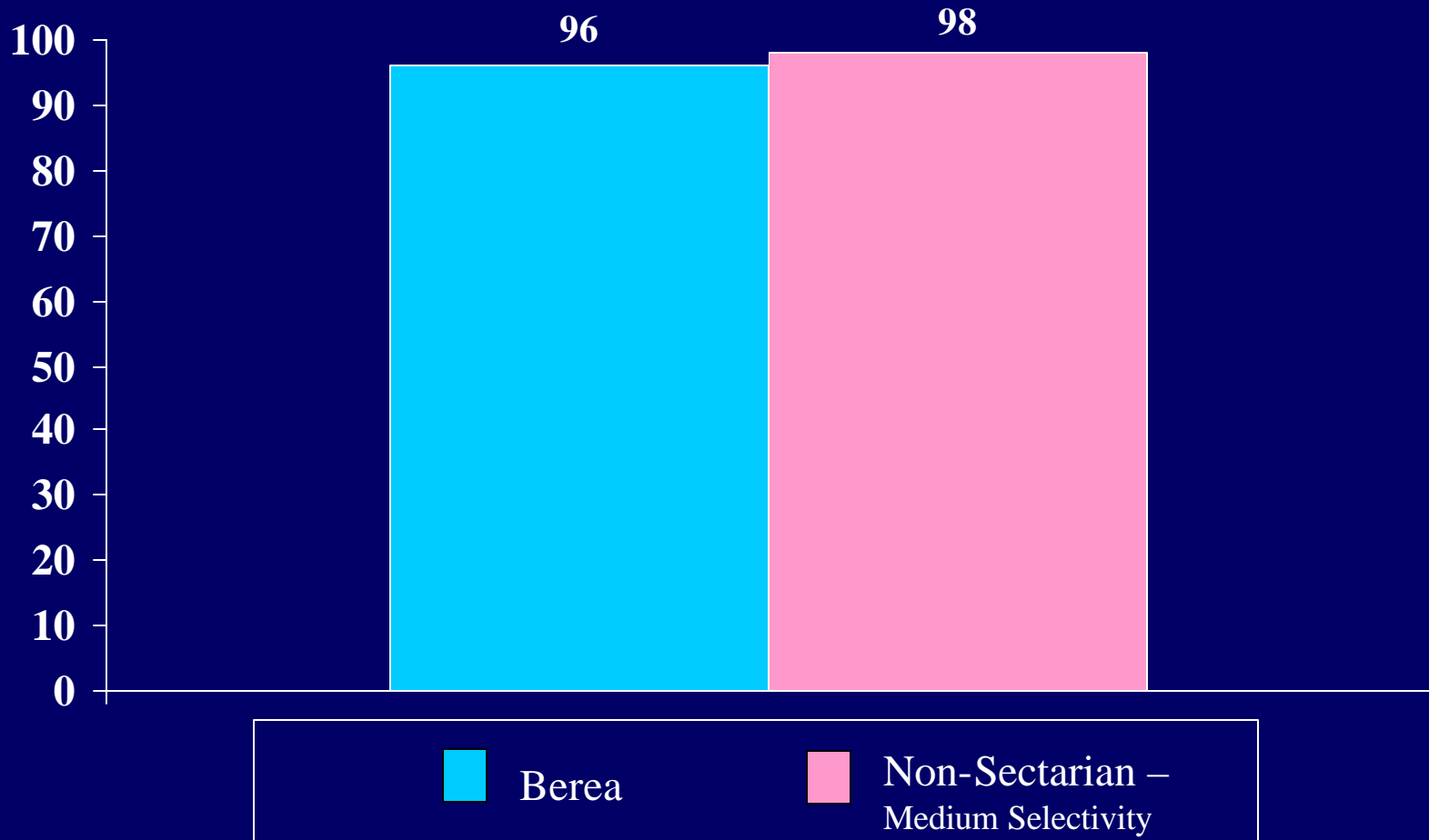


To how many colleges other than this one did you apply for admission this year?



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

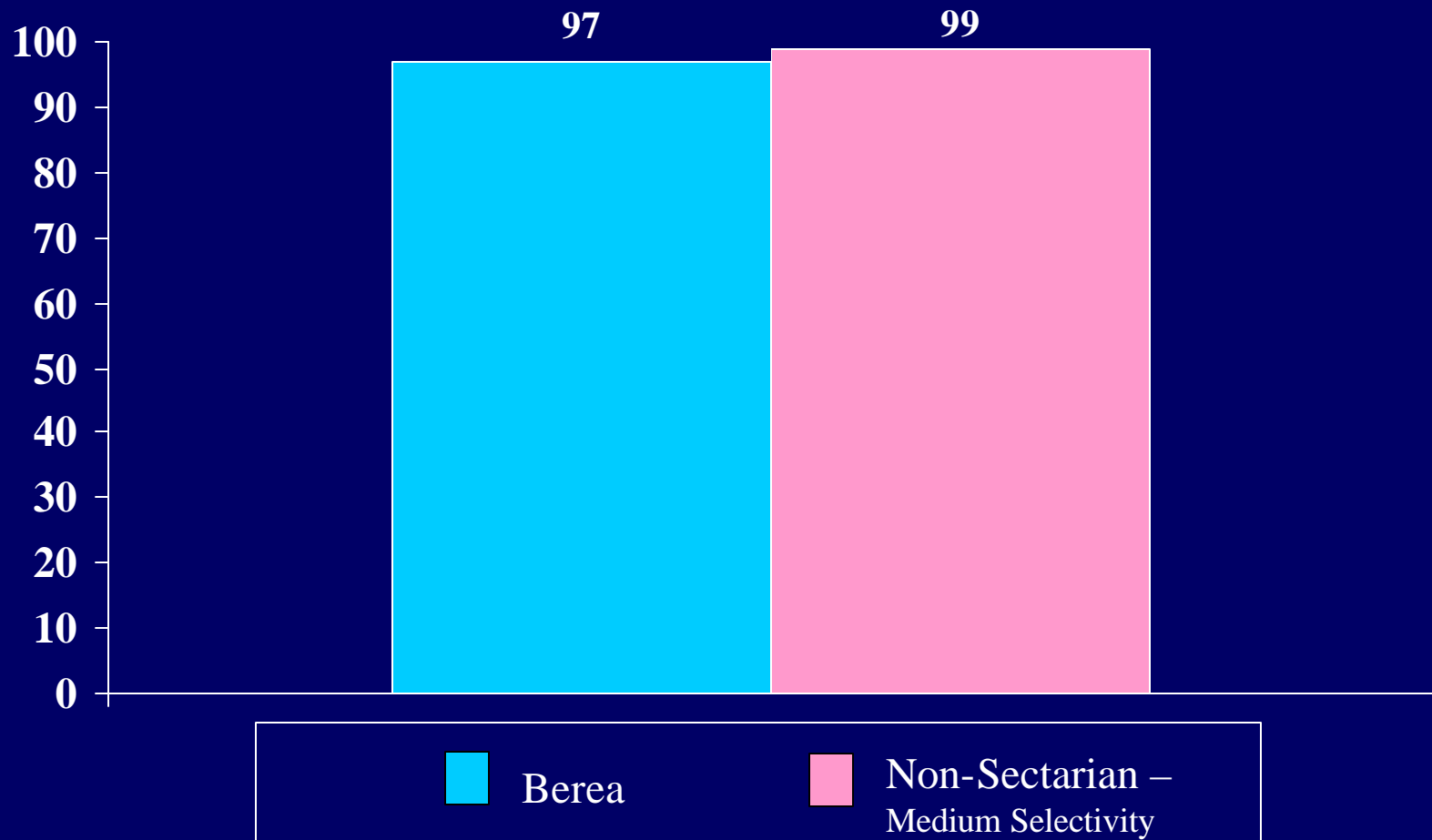
English (4 years)



This item was not on the 2002 CIRP survey.

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

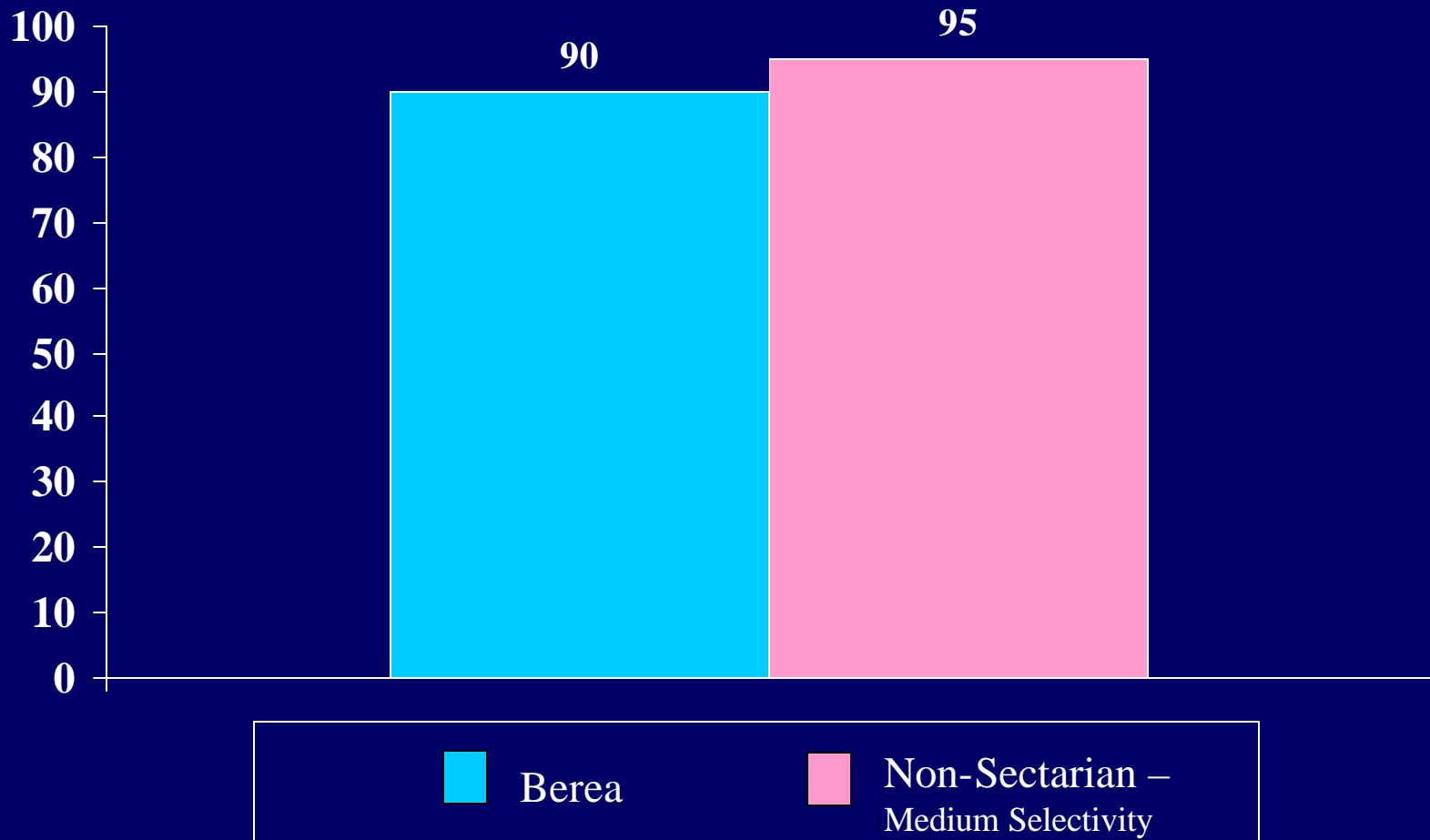
Mathematics (3 years)



This item was not on the 2002 CIRP survey.

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

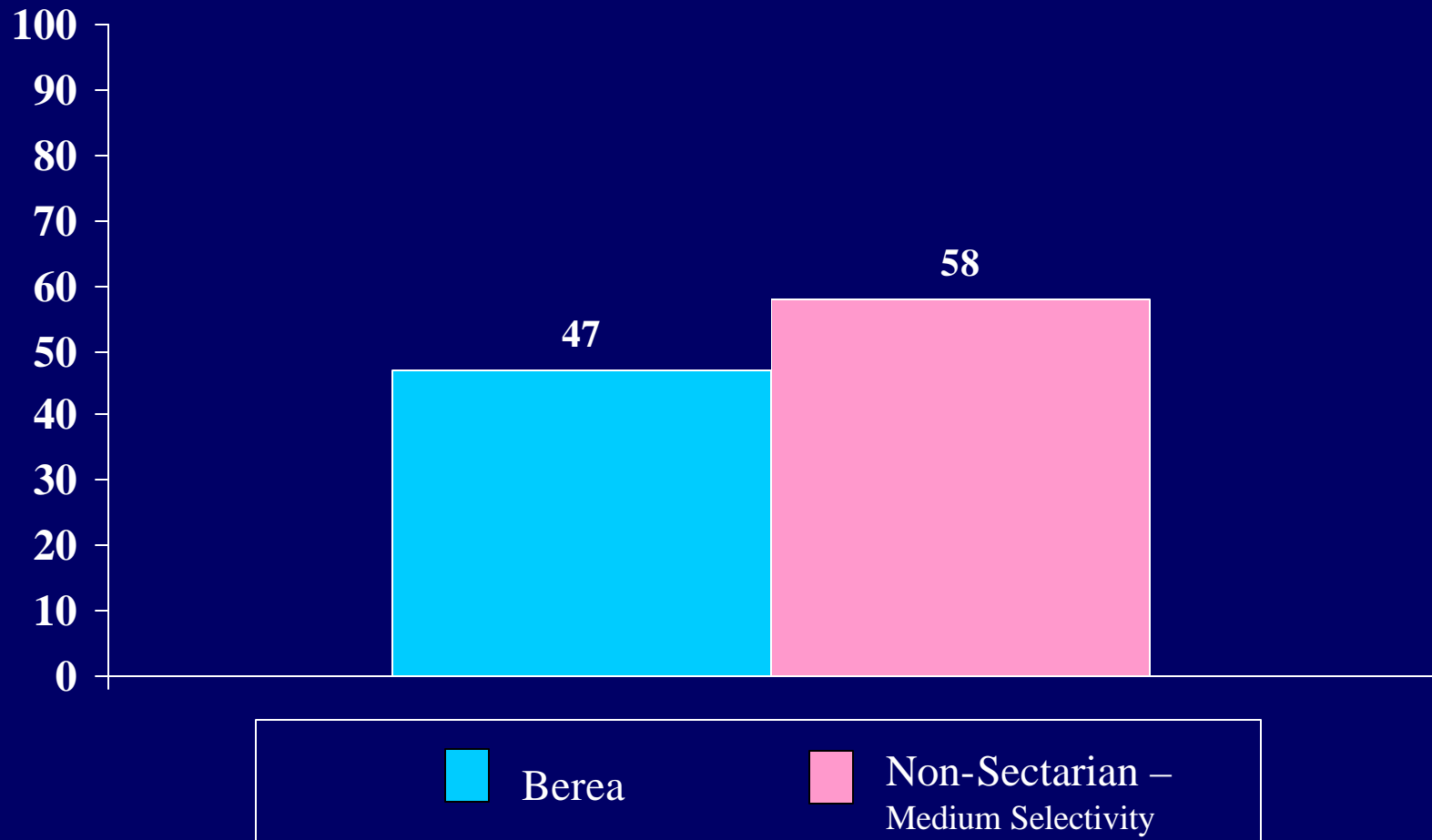
Foreign Language (2 years)



This item was not on the 2002 CIRP survey.

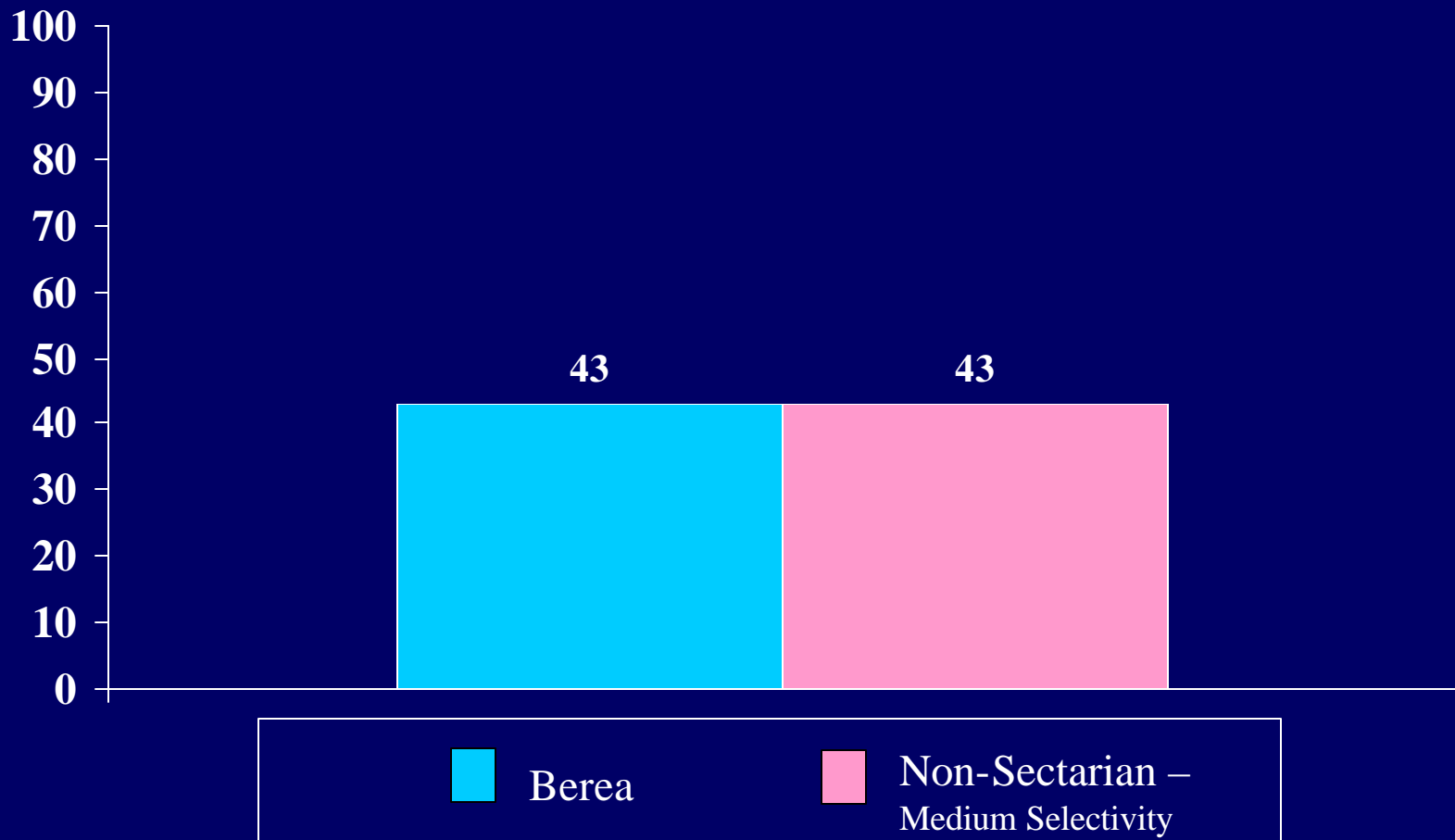
During high school (grades 9-12) how many years did you study each of the following:

Physical Science (2 years)



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

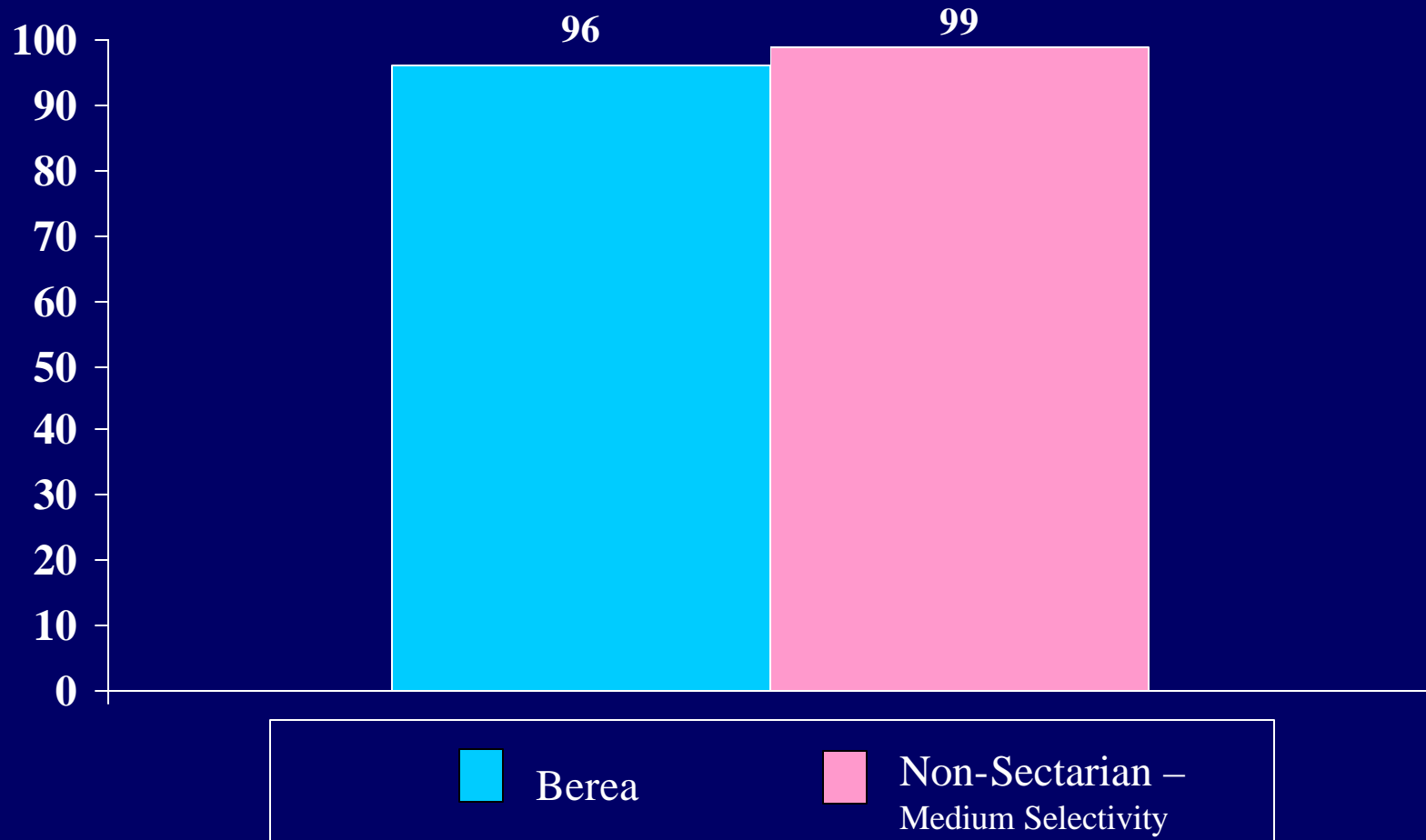
Biological Science (2 years)



This item was not on the 2002 CIRP survey.

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

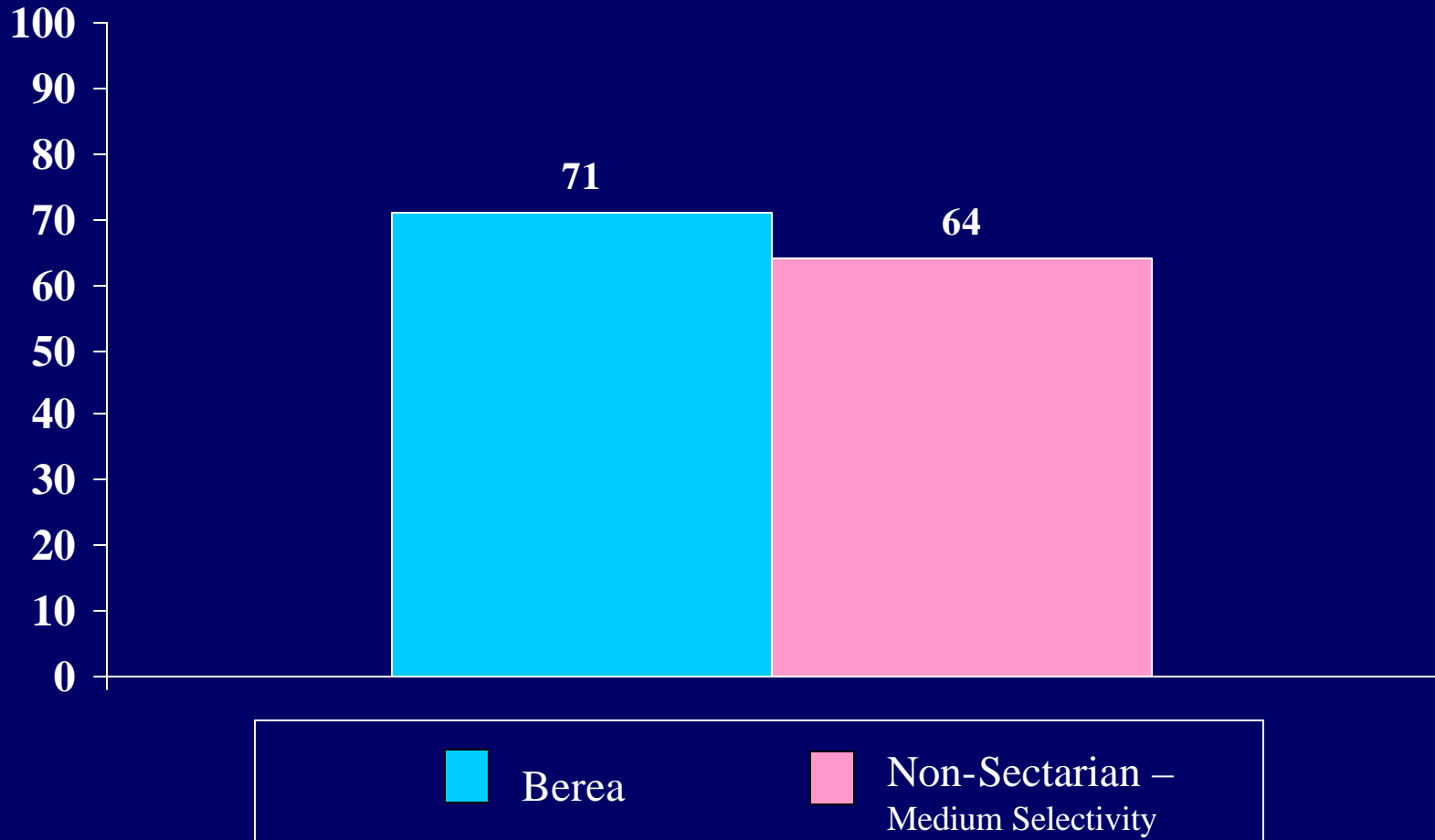
History/Am. Govt. (1 year)



This item was not on the 2002 CIRP survey.

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

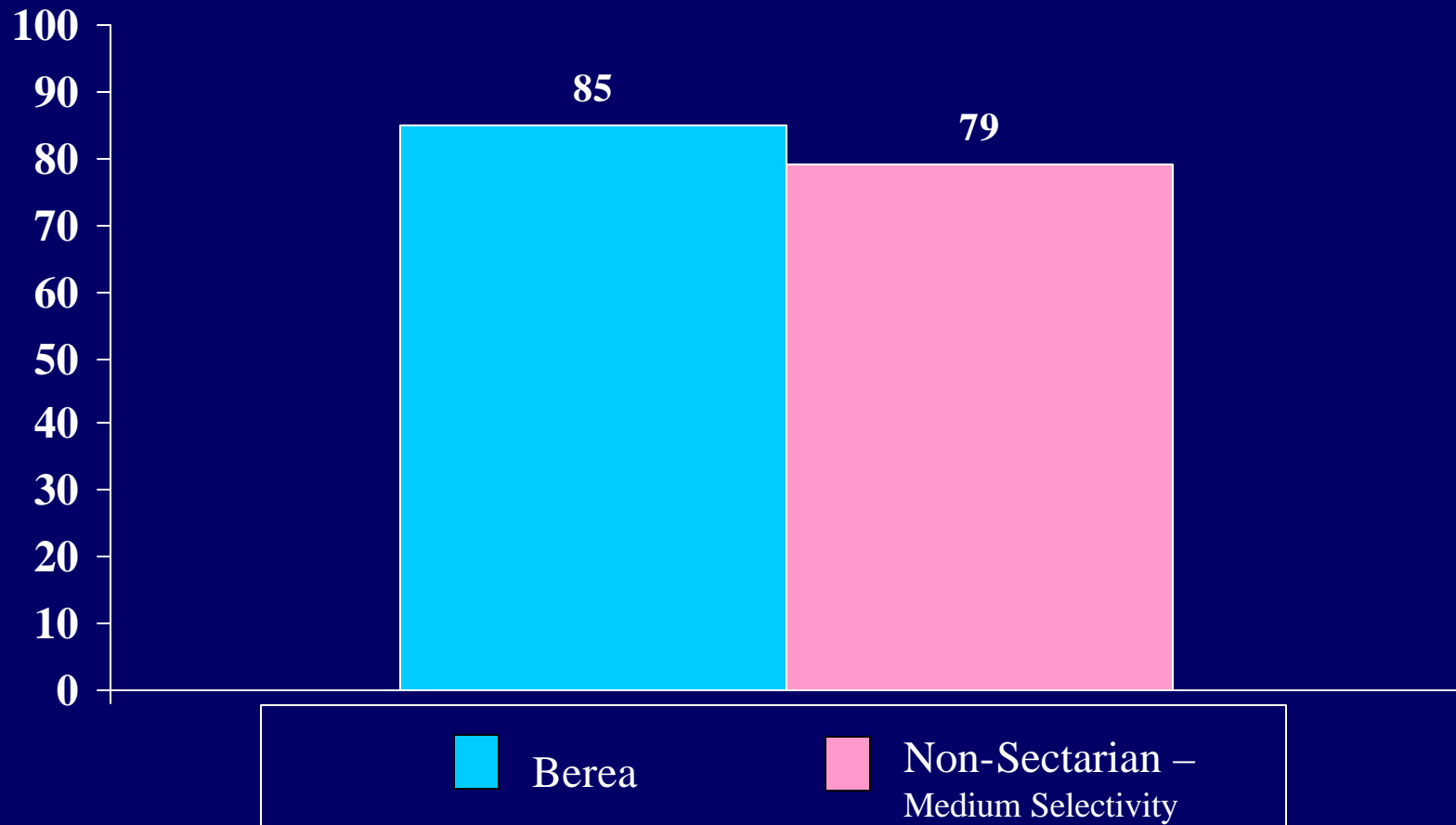
Computer Science (1/2 year)



This item was not on the 2002 CIRP survey.

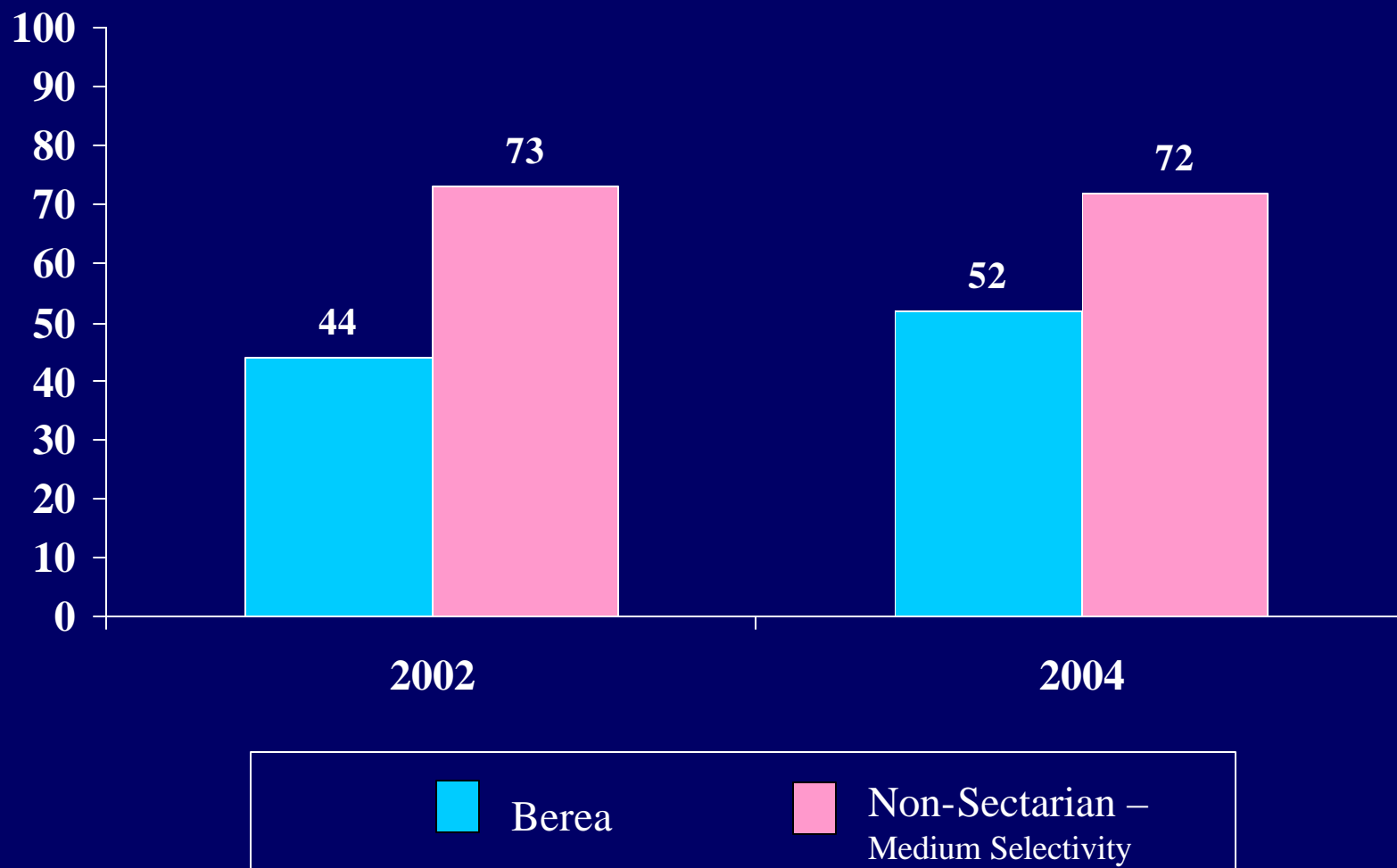
During high school (grades 9-12) how many years did you study each of the following:

Arts and/or Music (1 year)

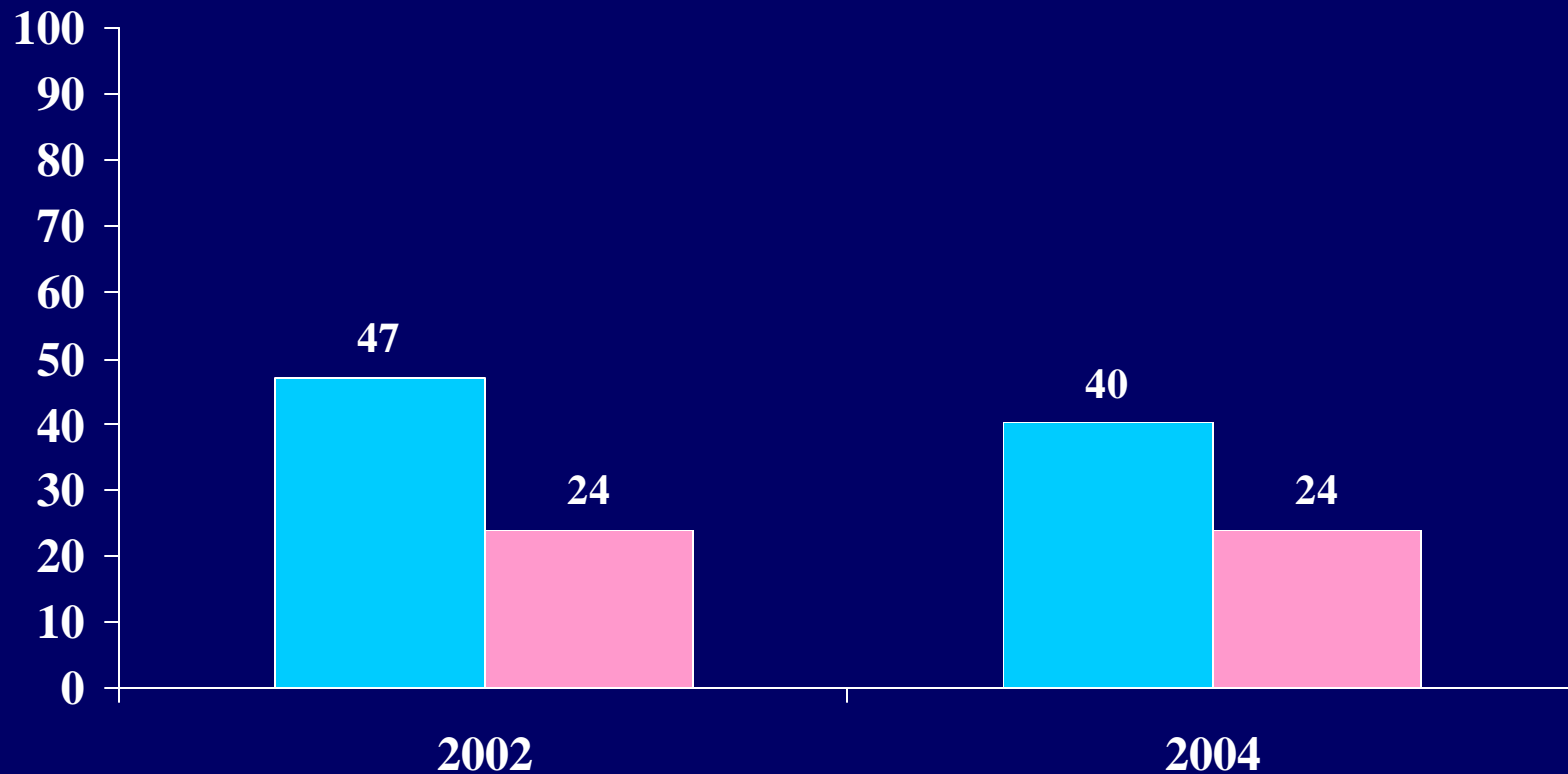


This item was not on the 2002 CIRP survey.

Are your parents:
Both alive and living with each other



Are your parents:
Both alive, divorced, or living apart

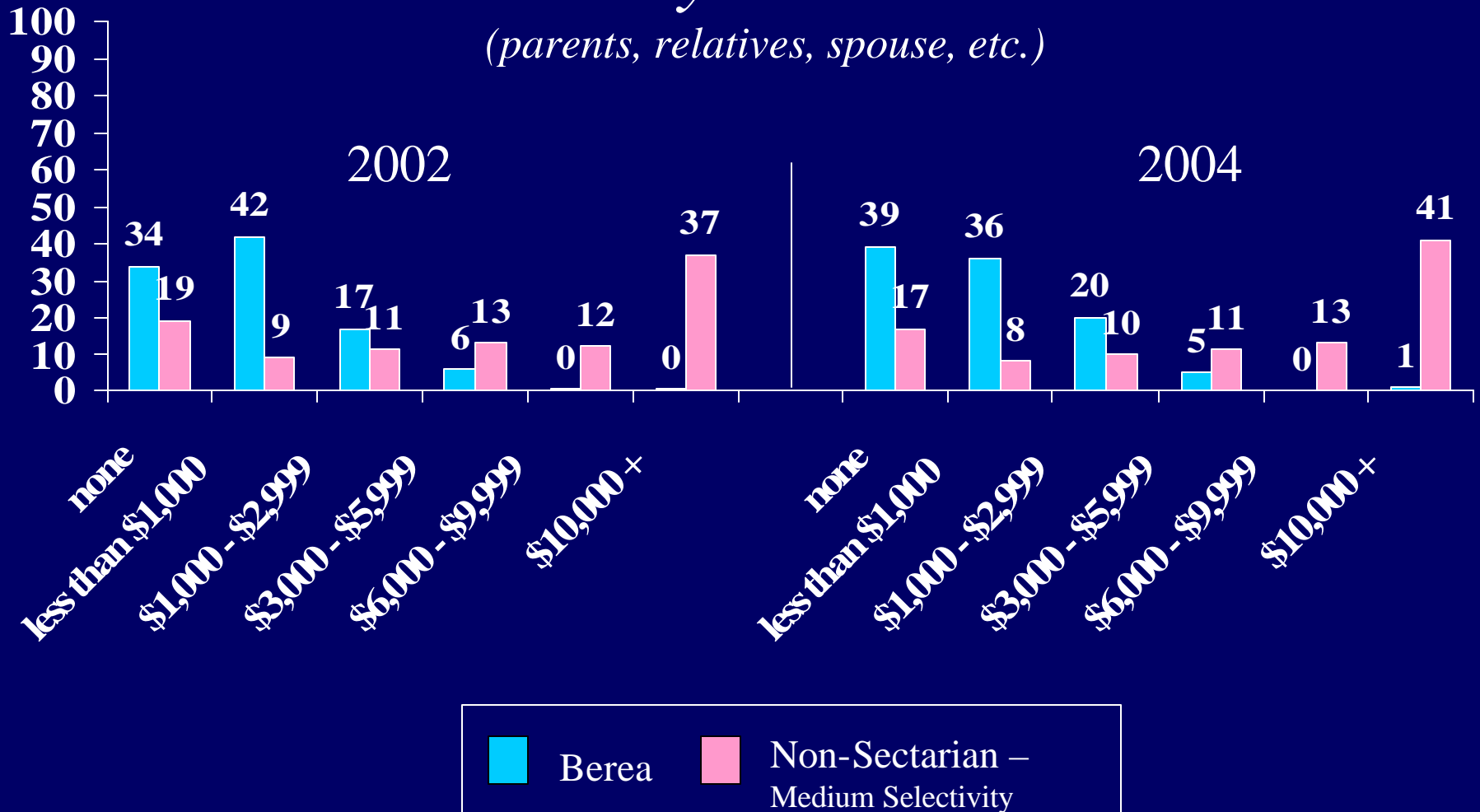


Are your parents:
One or both deceased



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

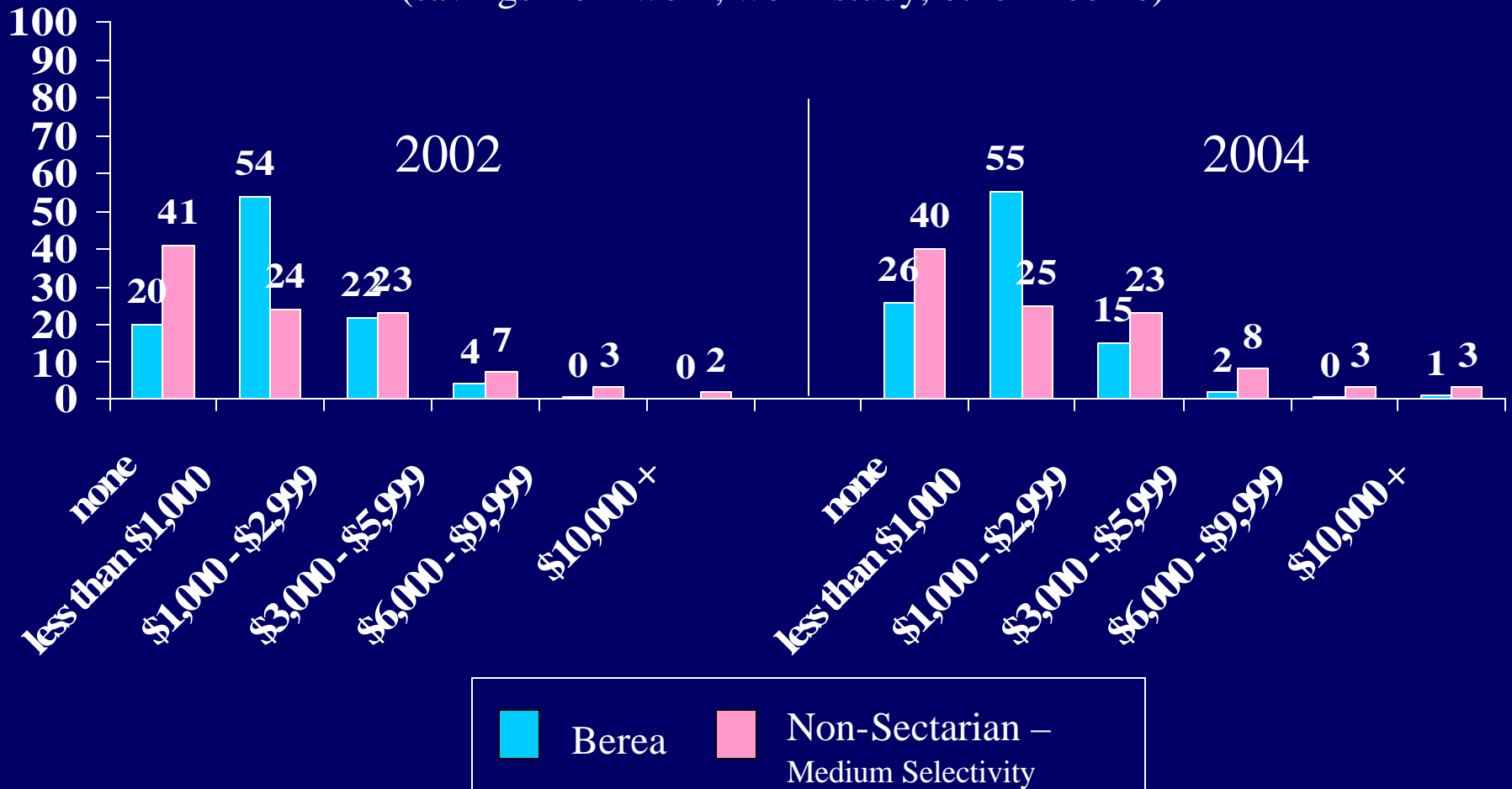
Family resources (parents, relatives, spouse, etc.)



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

My own resources

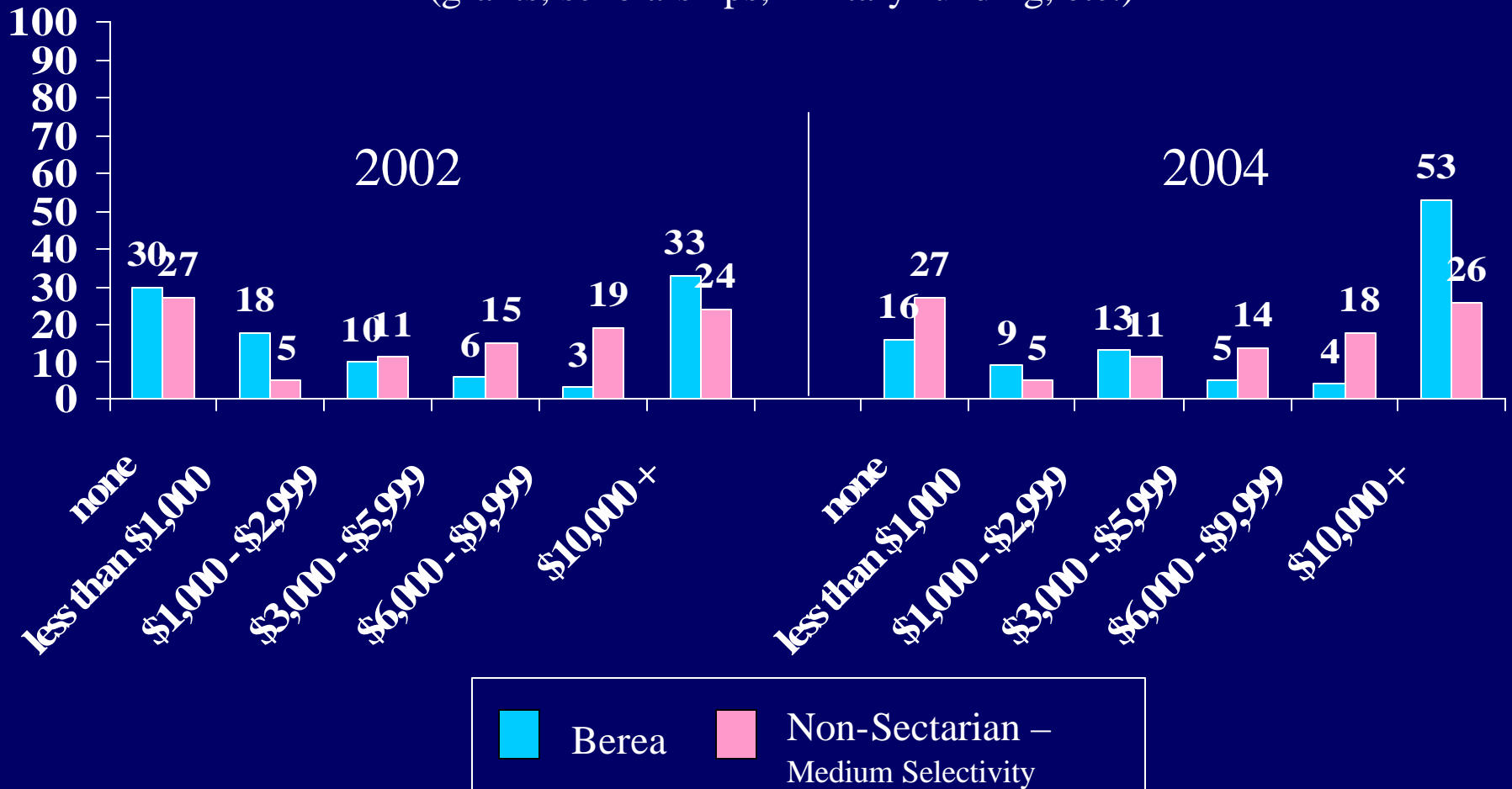
(savings from work, work-study, other income)



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

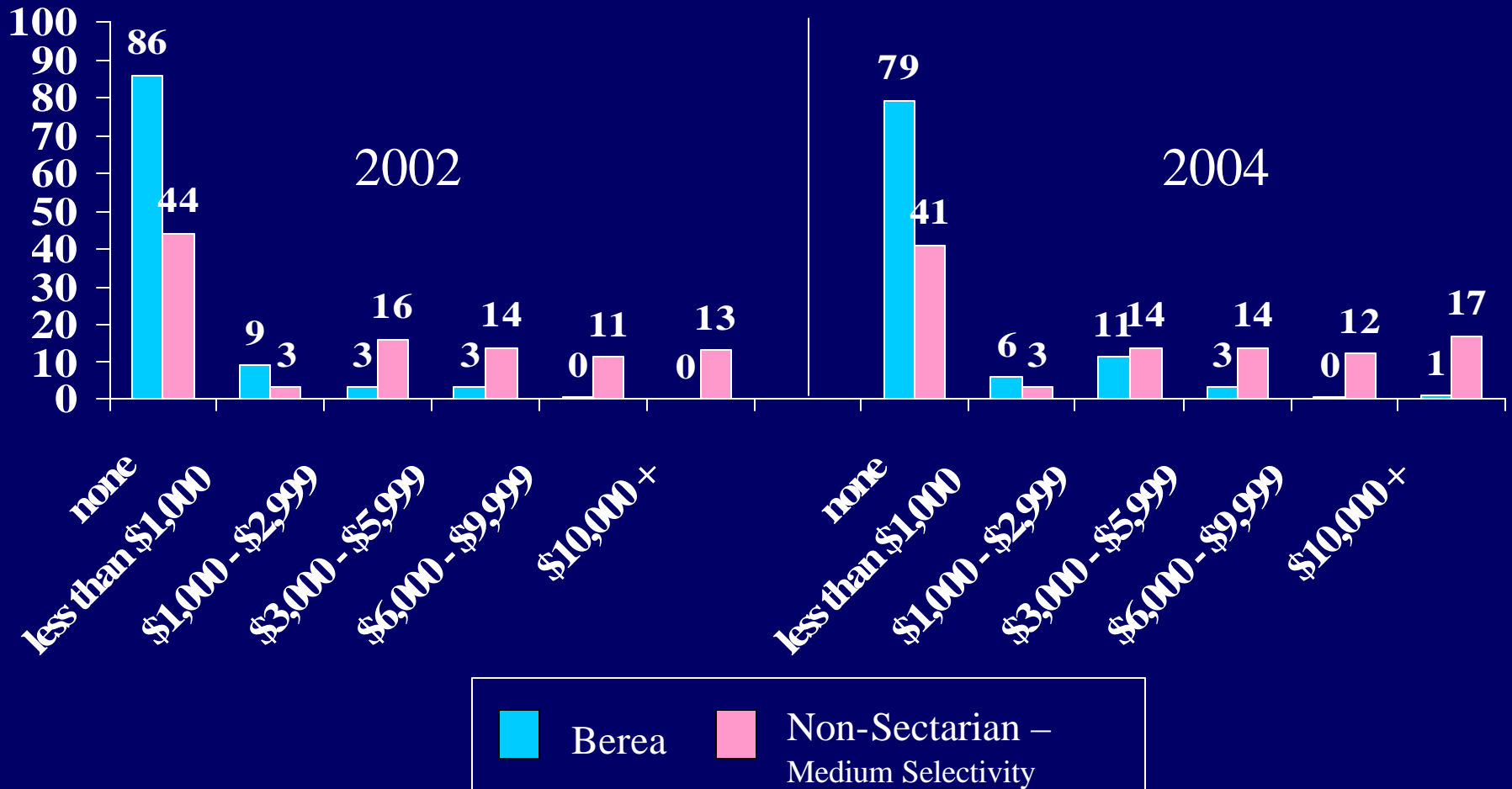
Aid which need not be repaid

(grants, scholarships, military funding, etc.)



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

Other than above



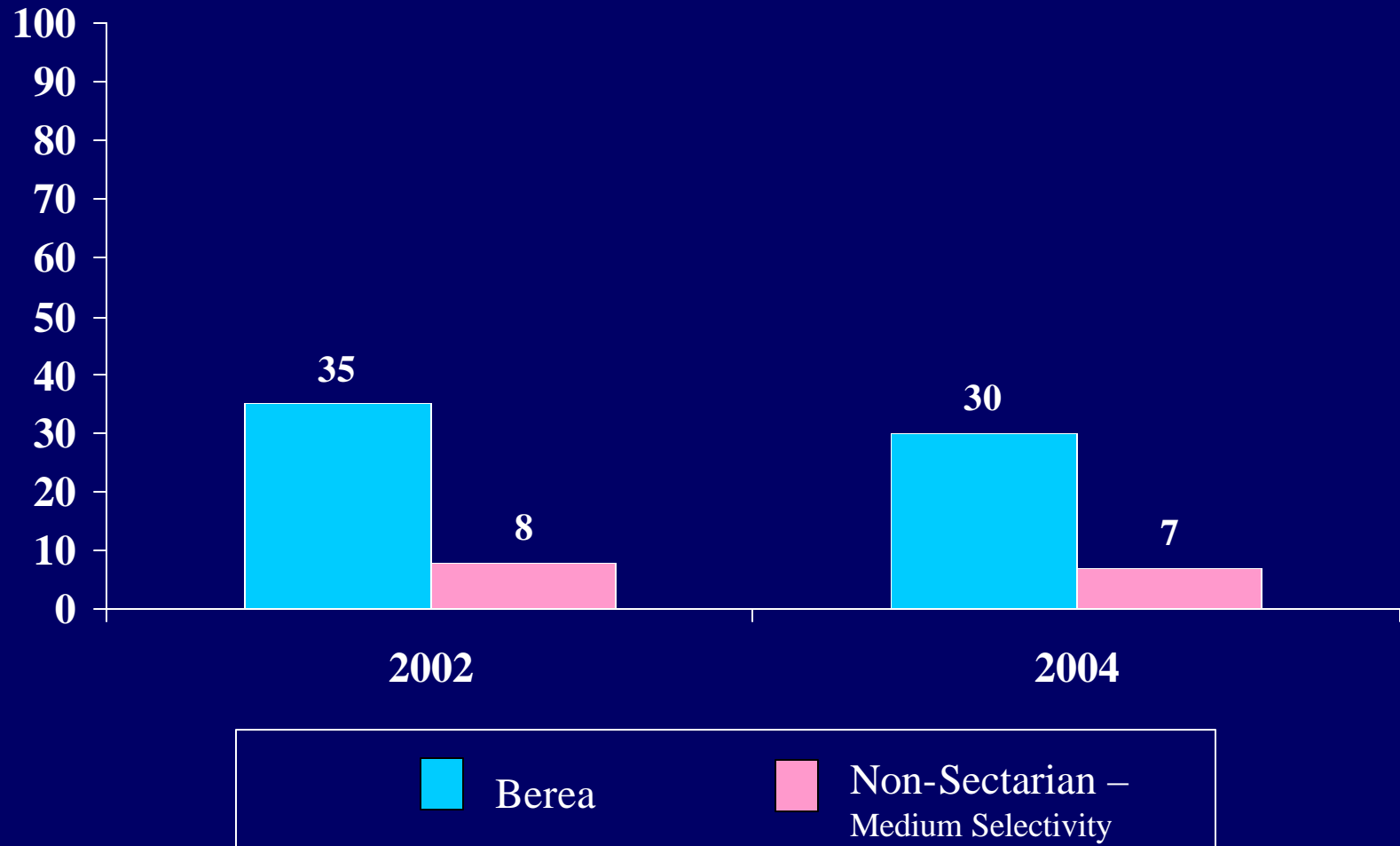
Highest percentage of Freshmen Responding:

How much of your first year's educational expenses

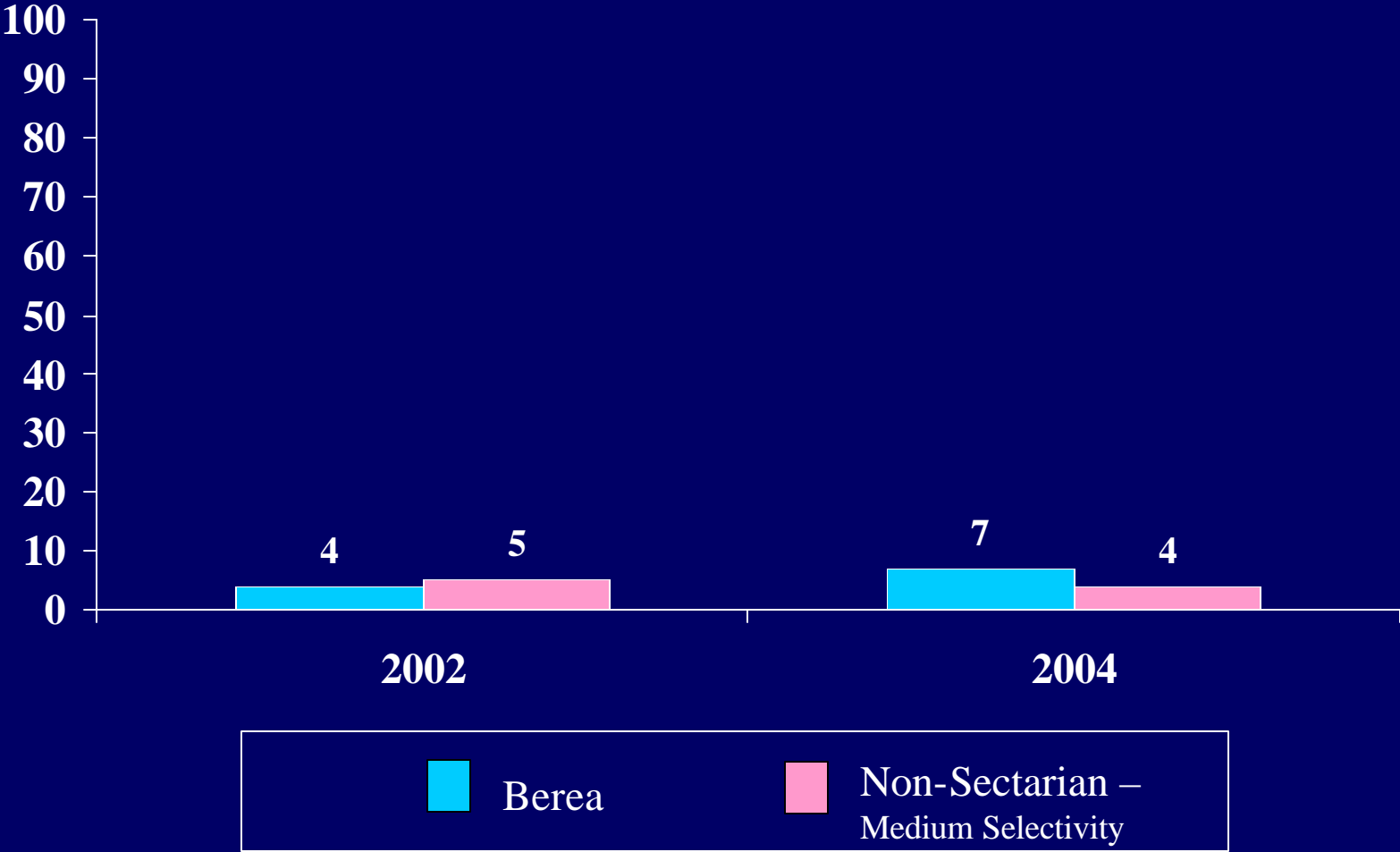
(room, board, tuition and fees) do you expect to cover from:

	2002		2004	
	<i>Berea</i>	<i>Non-Sectarian Medium Selectivity</i>	<i>Berea</i>	<i>Non-Sectarian Medium Selectivity</i>
Family Resources	Less than \$1,000 (42%)	\$10,000 + (37%)	None (39%)	\$10,000 + (41%)
My own resources	Less than \$1,000 (54%)	None (41%)	Less than \$1,000 (55%)	None (40%)
Aid which need not be repaid	\$10,000 + (33%)	None (27%)	\$10,000 + (53%)	None (27%)
Aid which must be repaid	None (86%)	None (44%)	None (79%)	None (41%)
Other than above	None (94%)	None (95%)	None (95%)	None (94%)

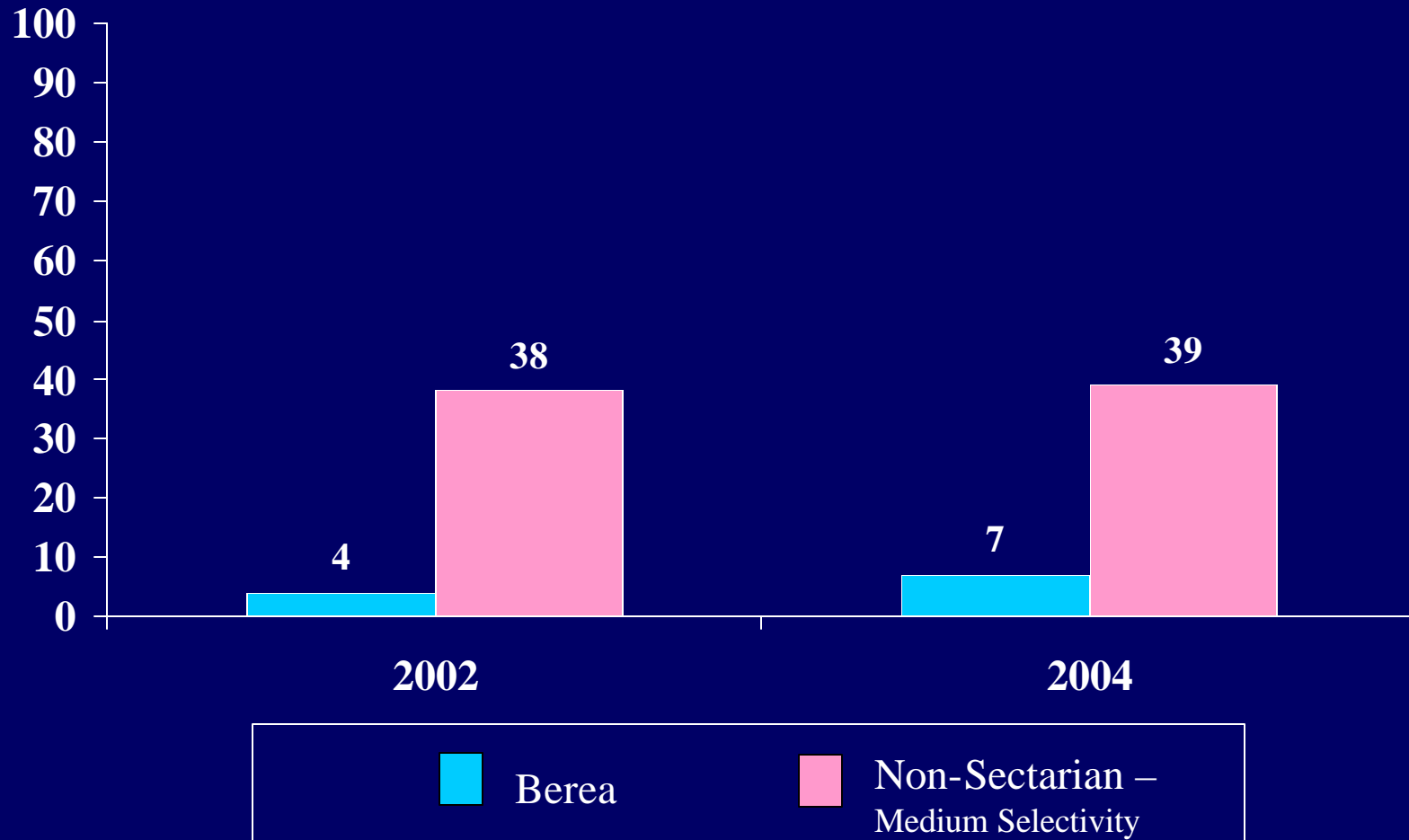
Your current religious preference:
Baptist



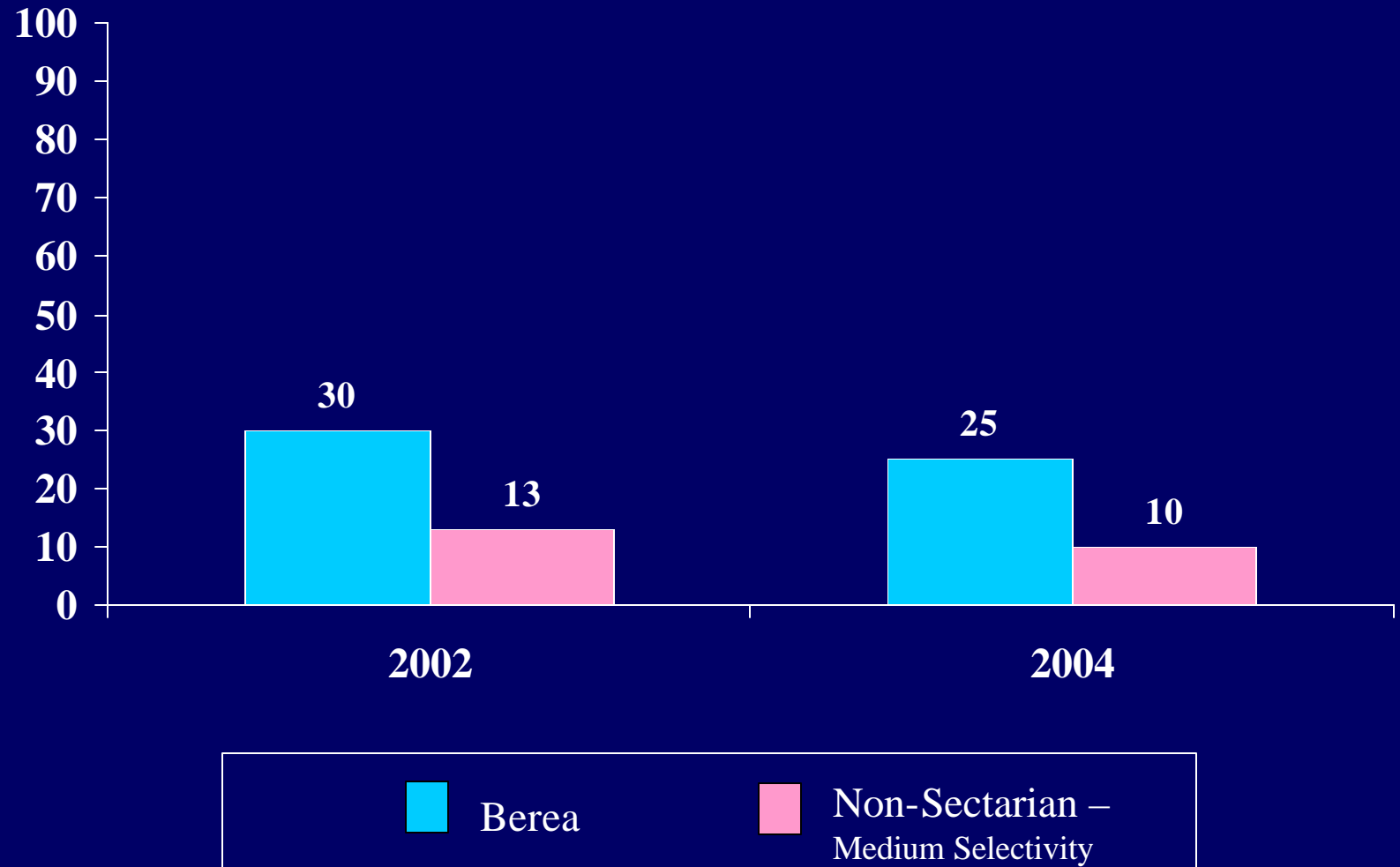
Your current religious preference:
Methodist



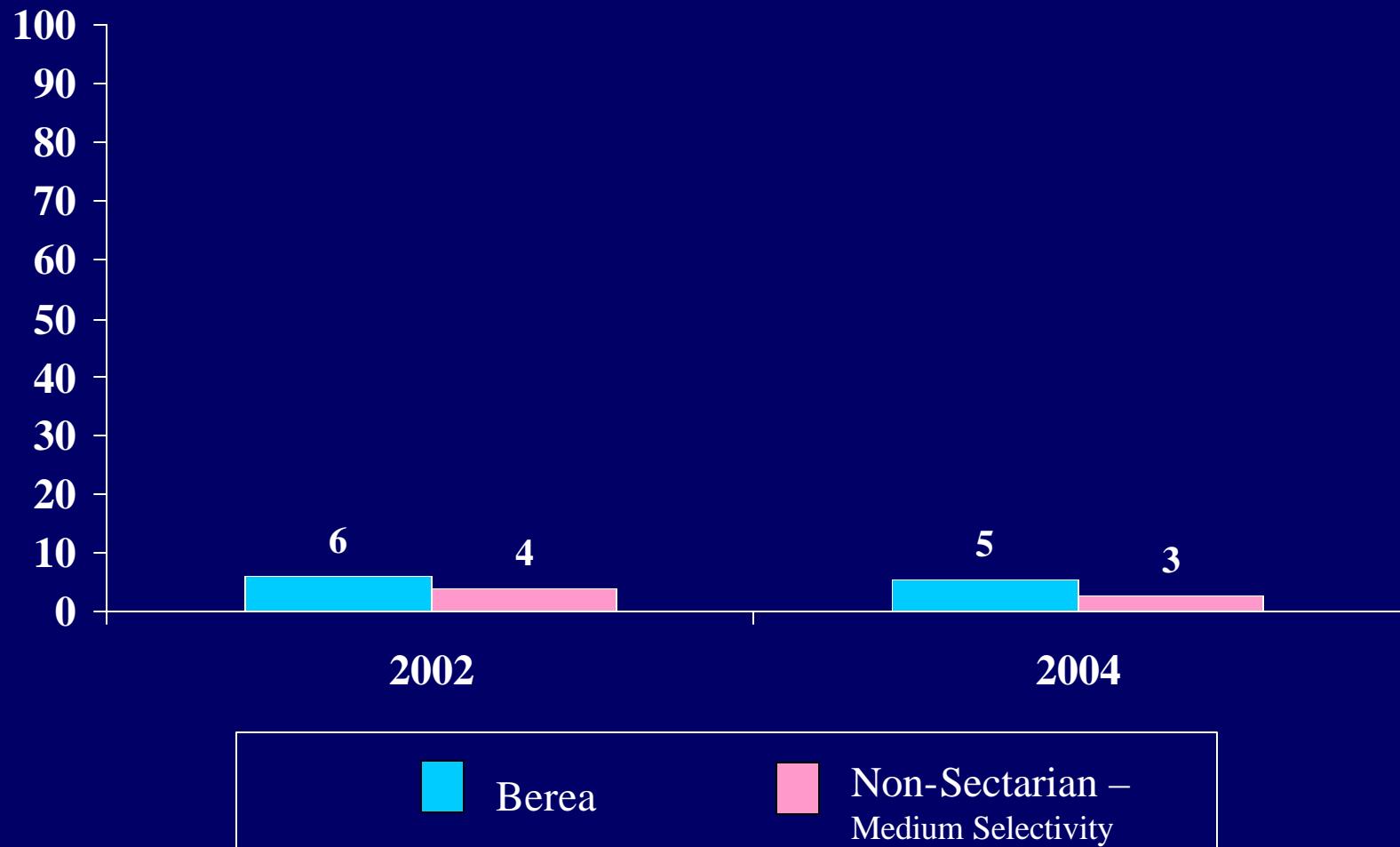
Your current religious preference:
Roman Catholic



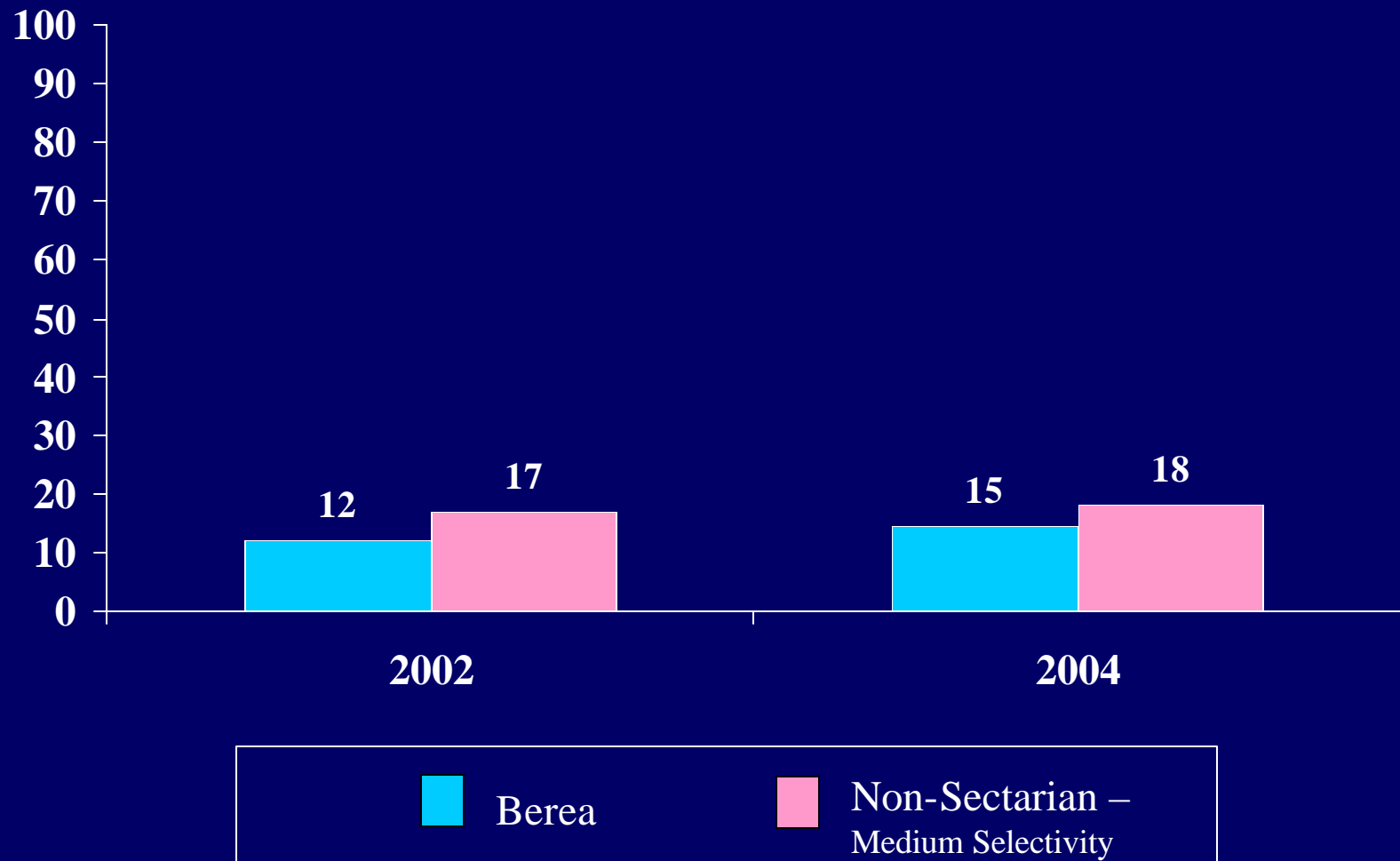
Your current religious preference:
Other Christian



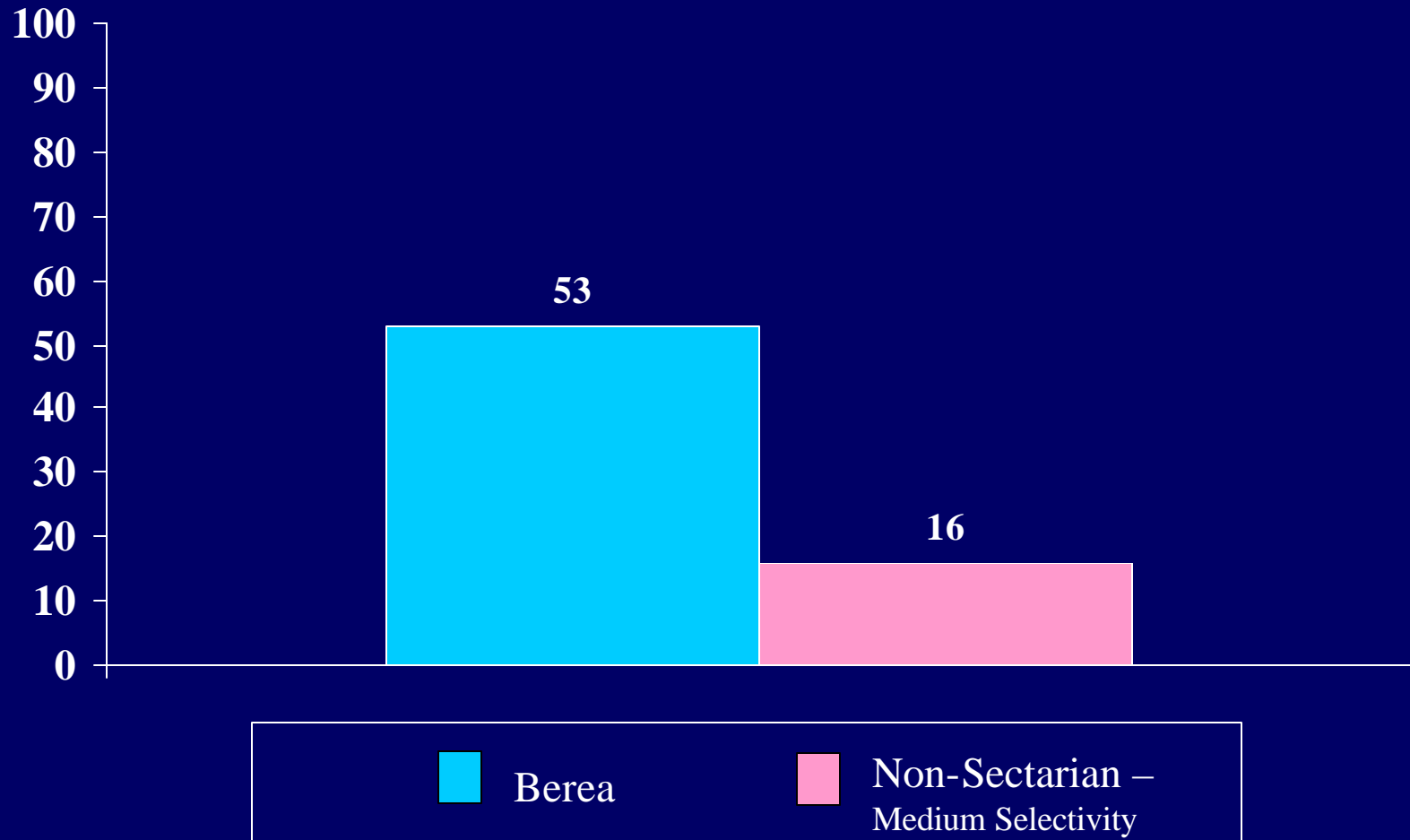
Your current religious preference:
Other religion



Your current religious preference:
None

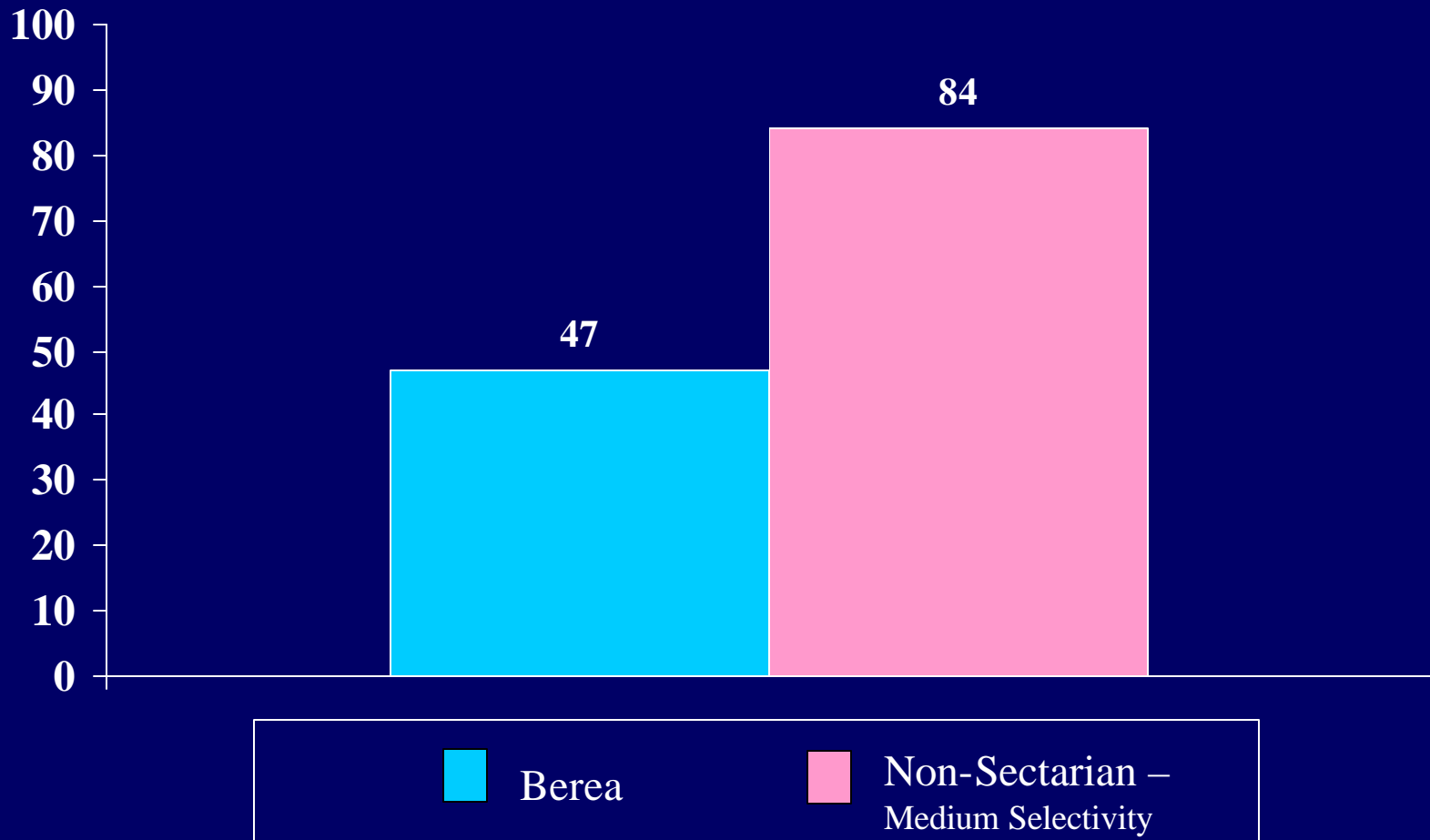


Do you consider yourself a Born-Again Christian: *Yes*



This item was not on the 2002 CIRP survey.

Do you consider yourself a Born-Again Christian: *No*

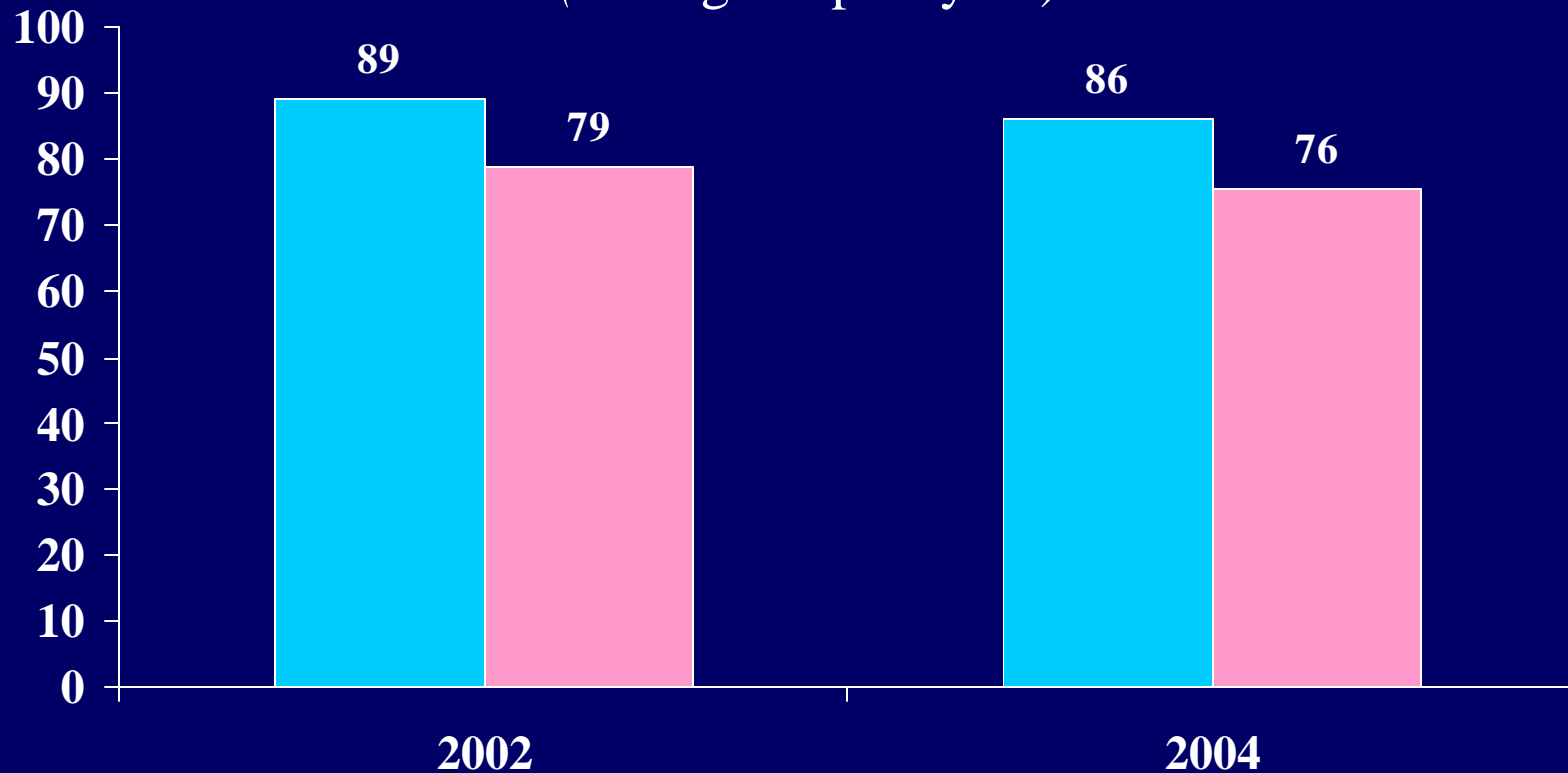


This item was not on the 2002 CIRP survey.

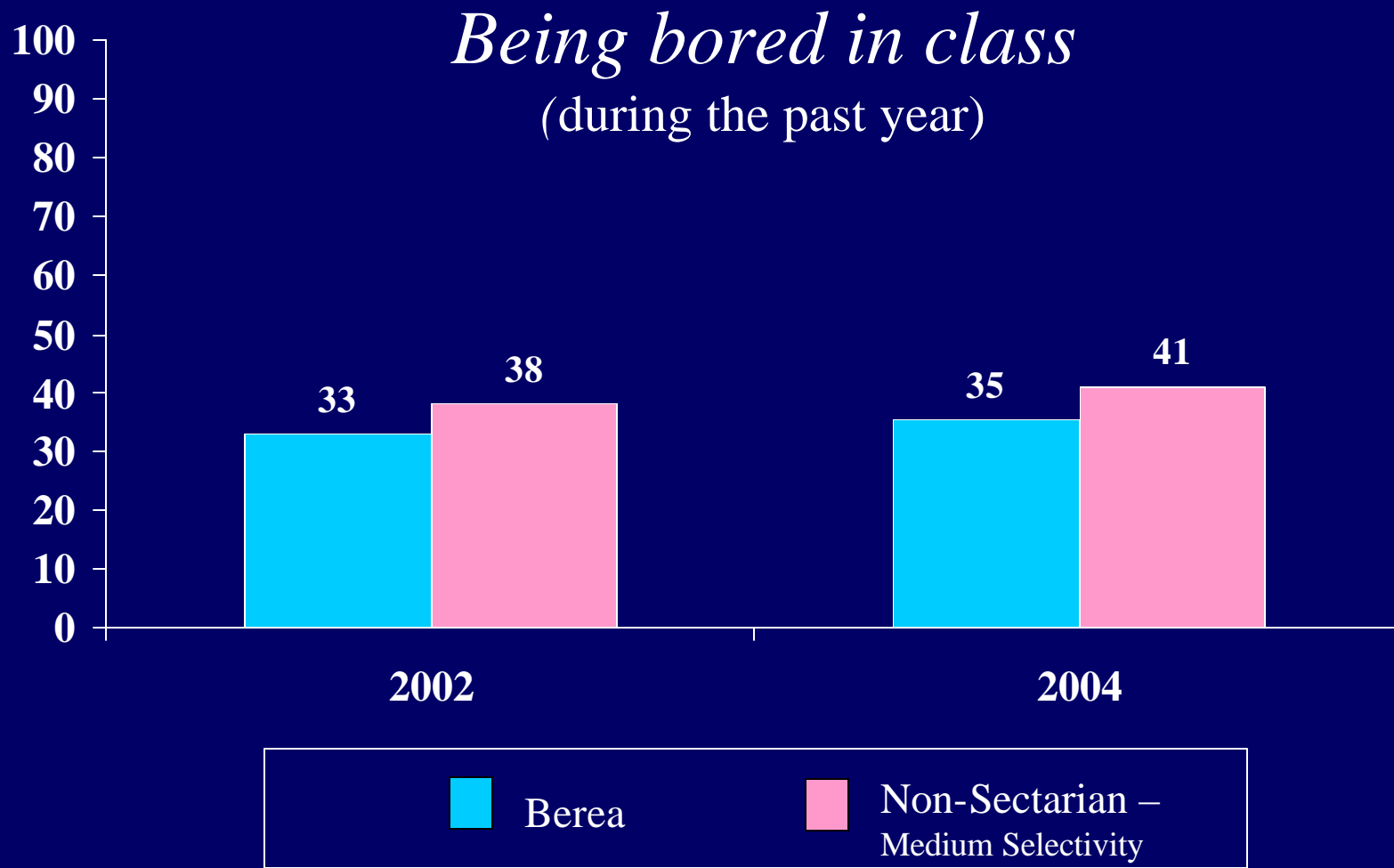
Percent of students who indicated “frequently” or “occasionally”

Attended a religious service

(during the past year)



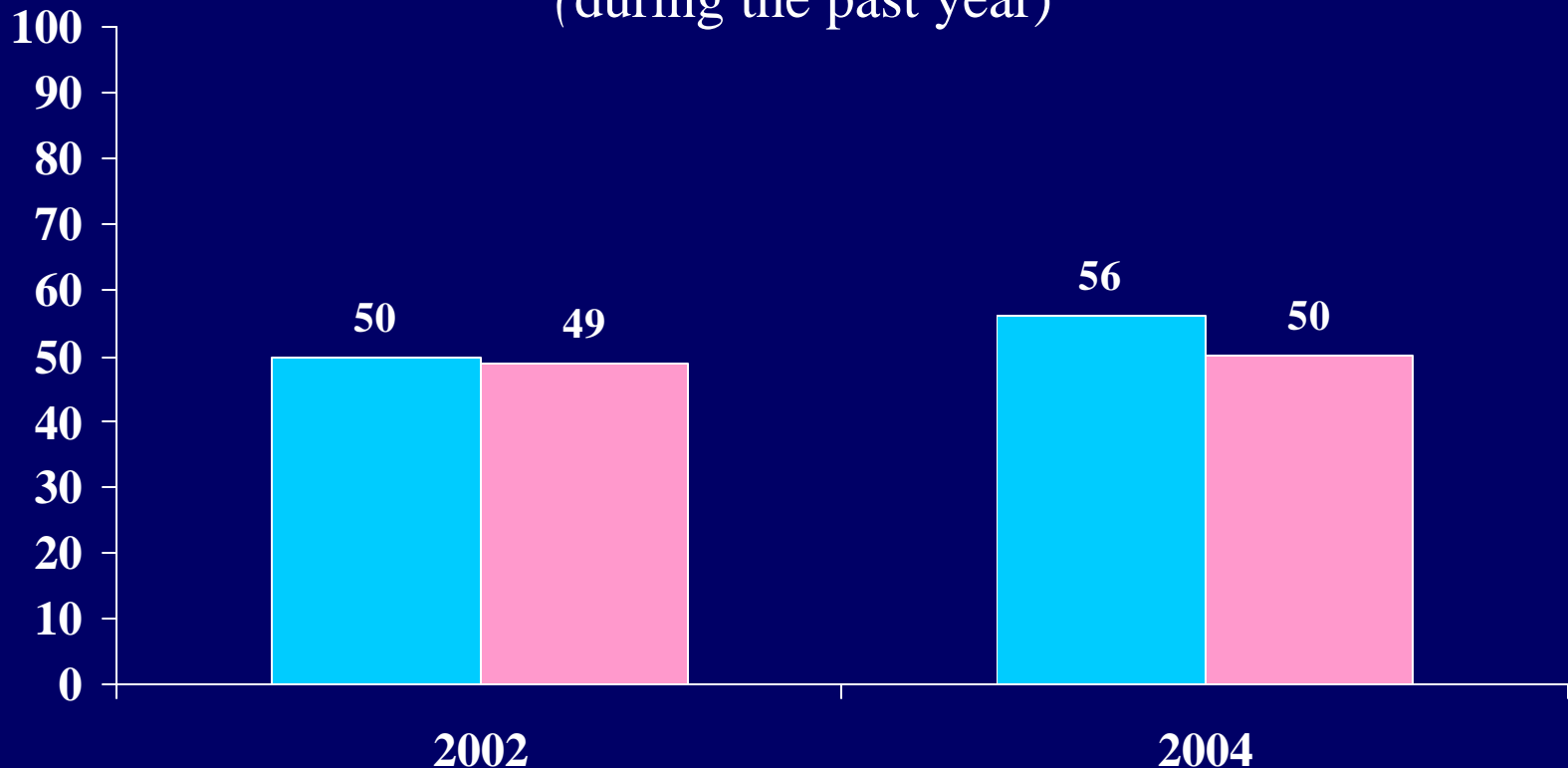
Percent of students who indicated “frequently”



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

Participating in organized demonstrations

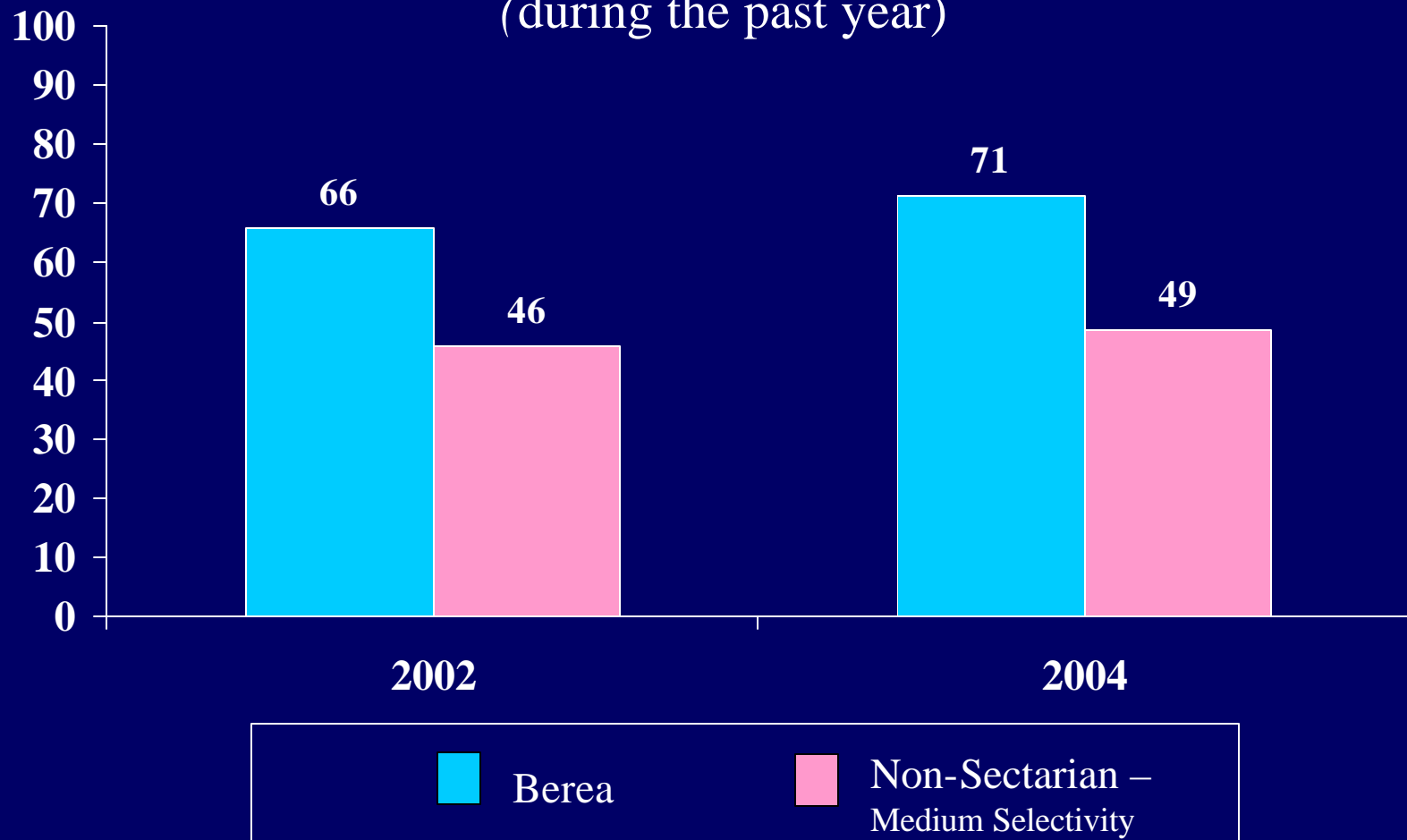
(during the past year)



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

Tutoring another student

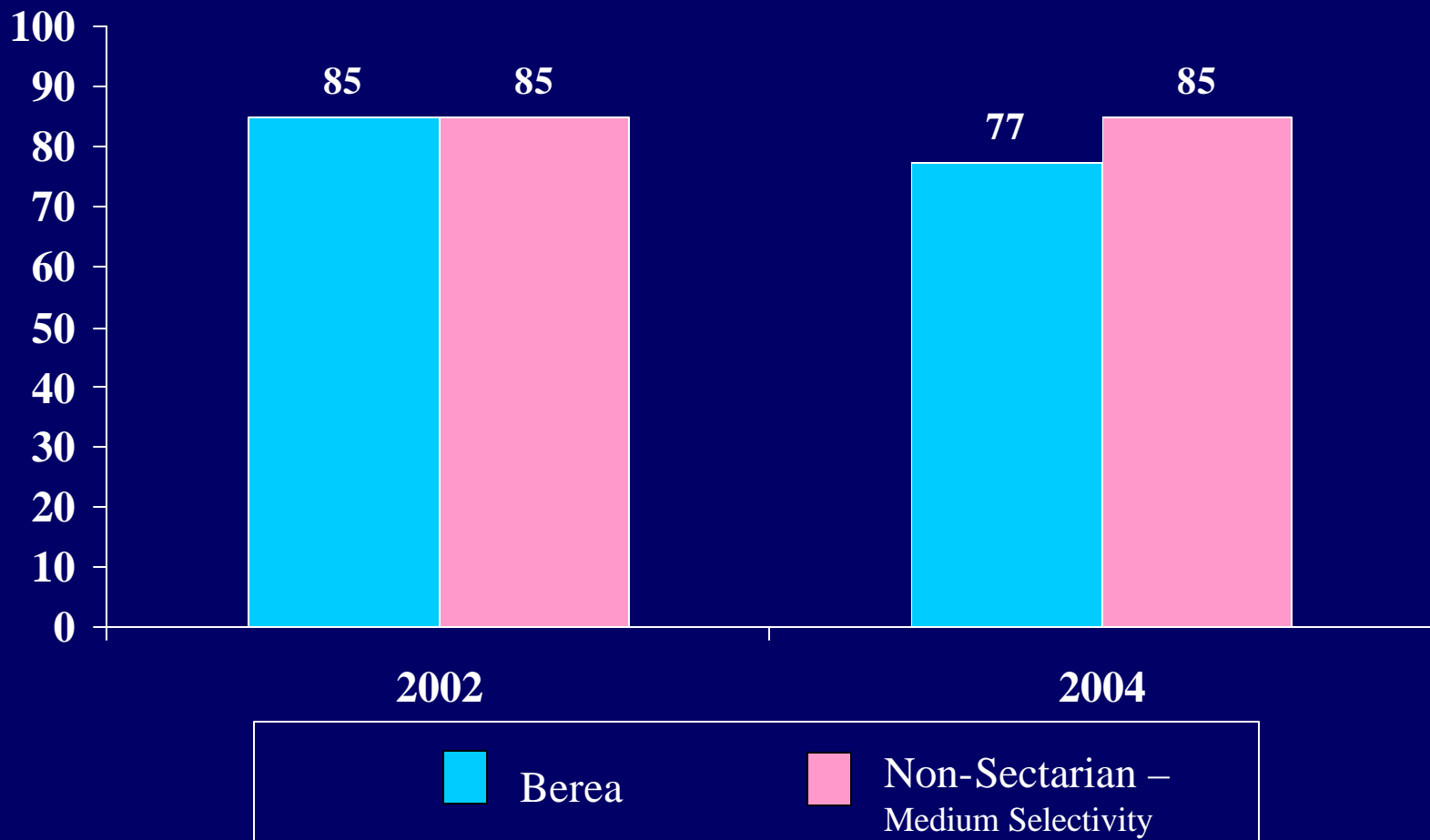
(during the past year)



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

Studying with other students

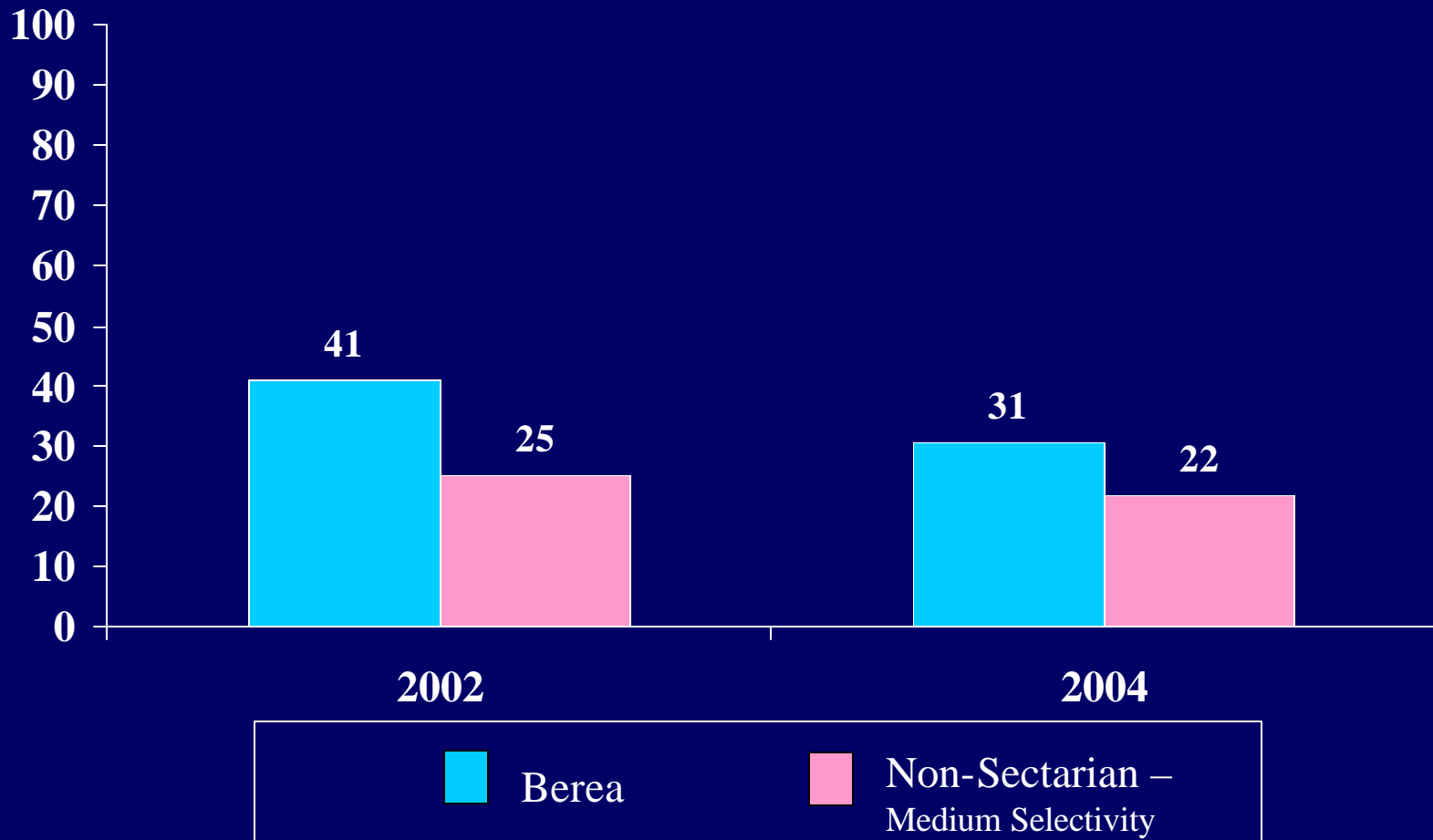
(during the past year)



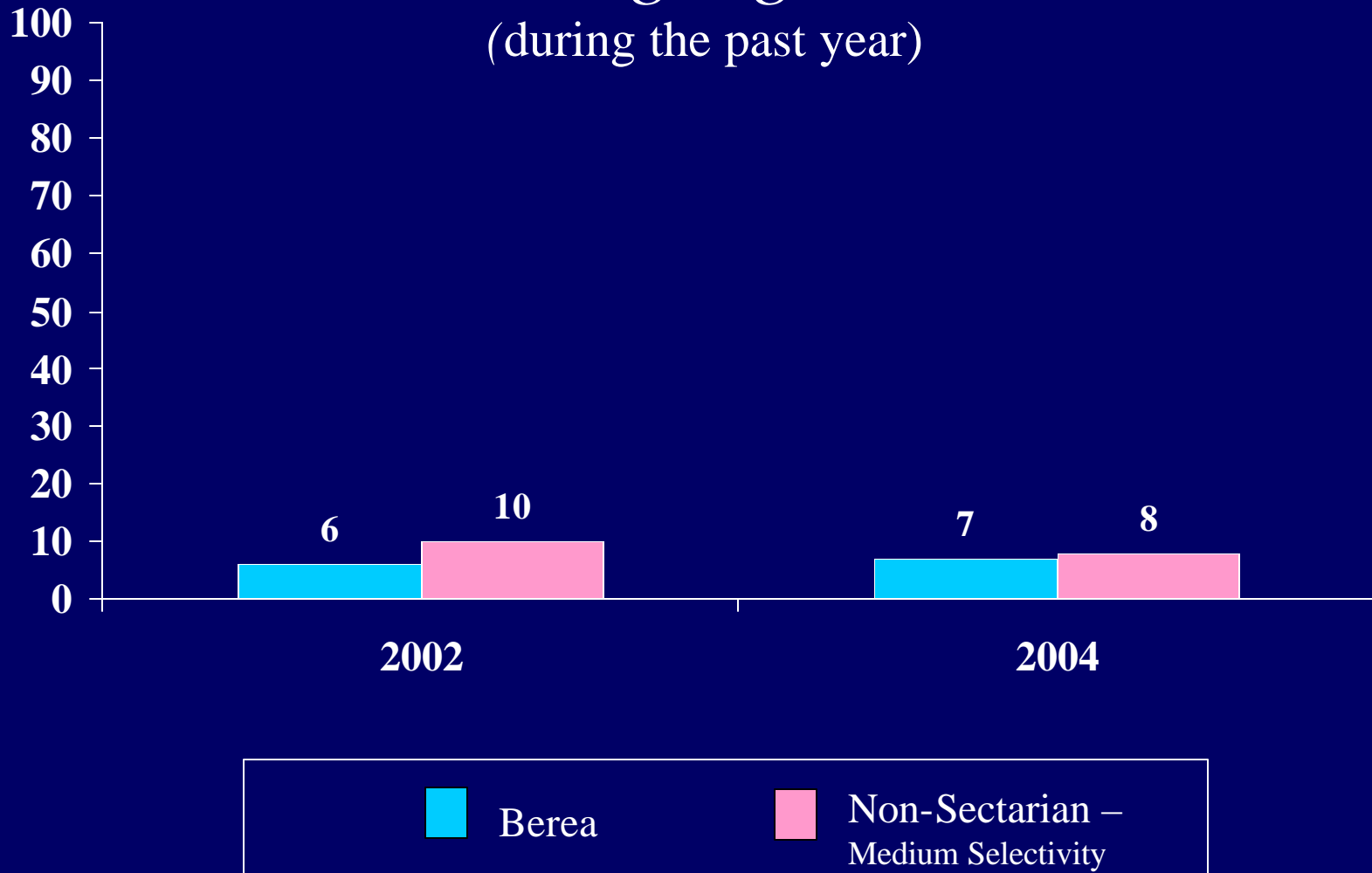
Percent of students who indicated “frequently” or “occasionally”

Being a guest in a teacher’s home

(during the past year)



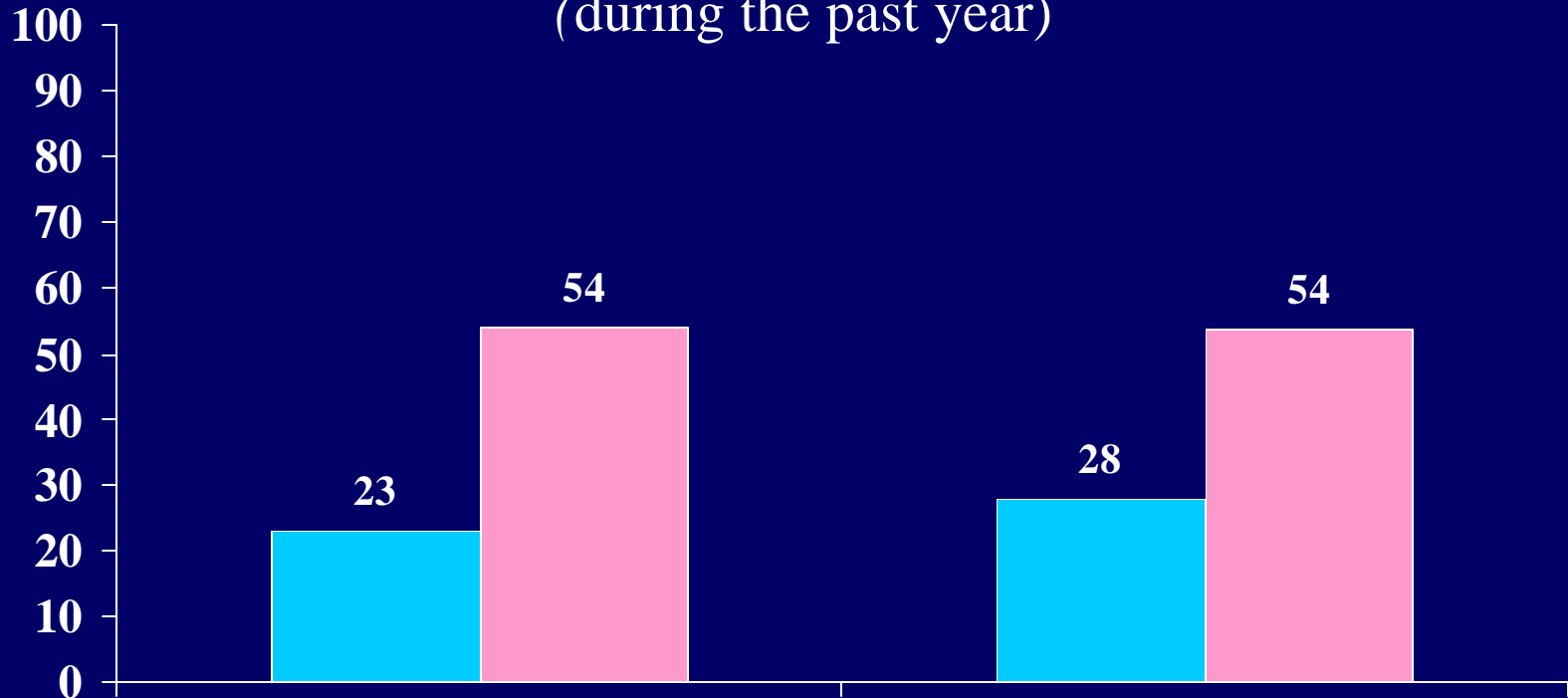
Percent of students who indicated “frequently”
Smoking cigarettes
(during the past year)



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

Drinking beer

(during the past year)



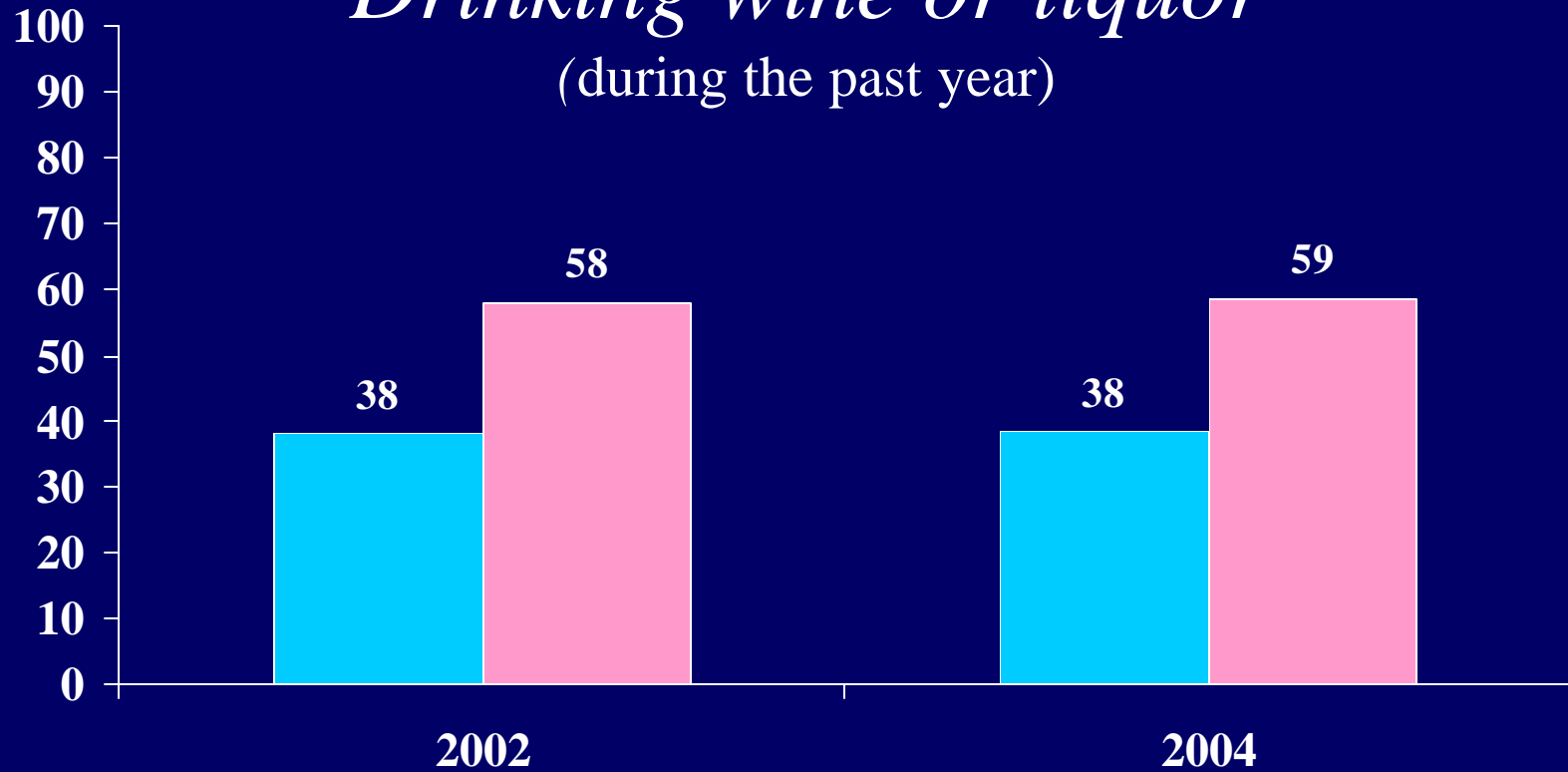
 Berea

 Non-Sectarian -
Medium Selectivity

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

Drinking wine or liquor

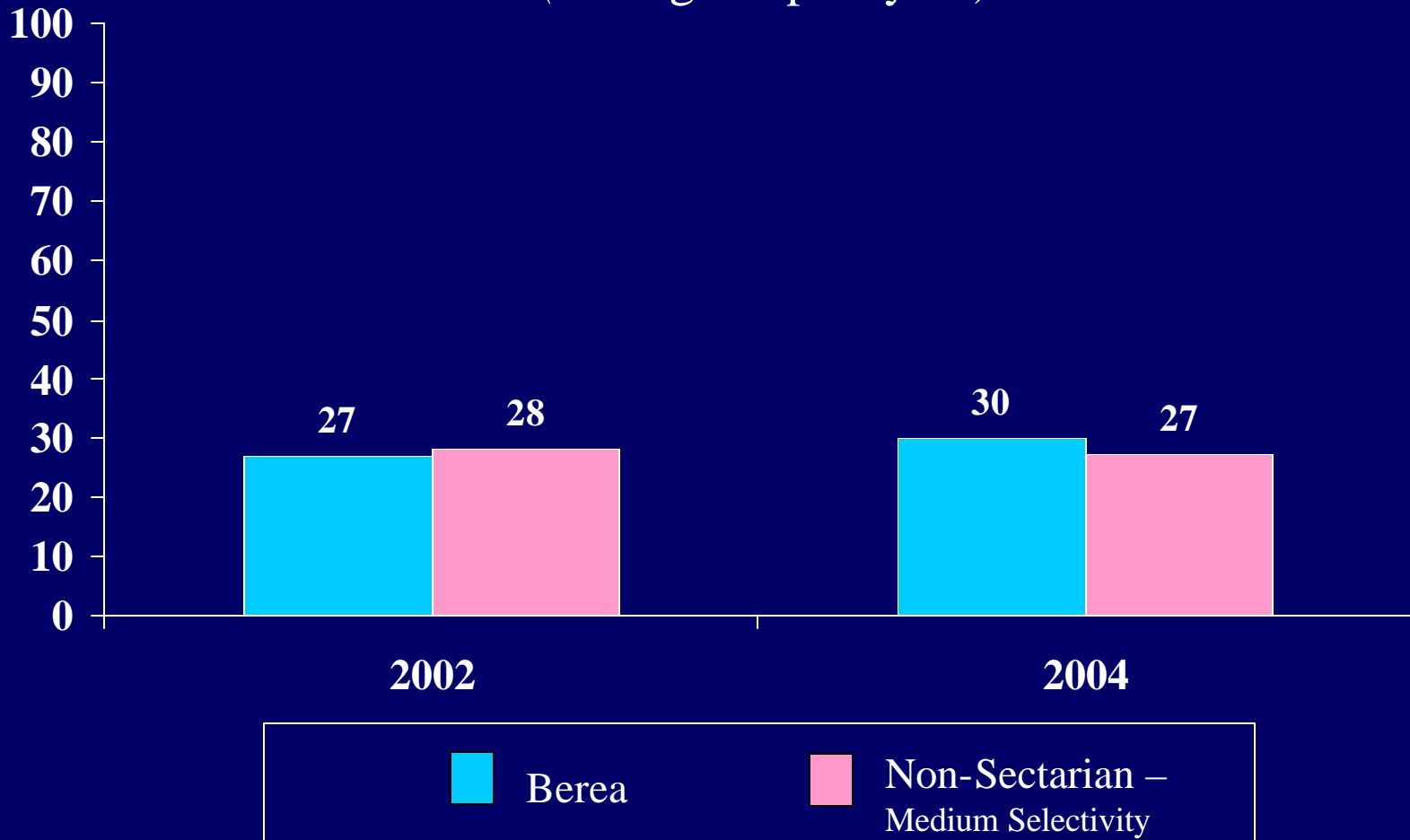
(during the past year)



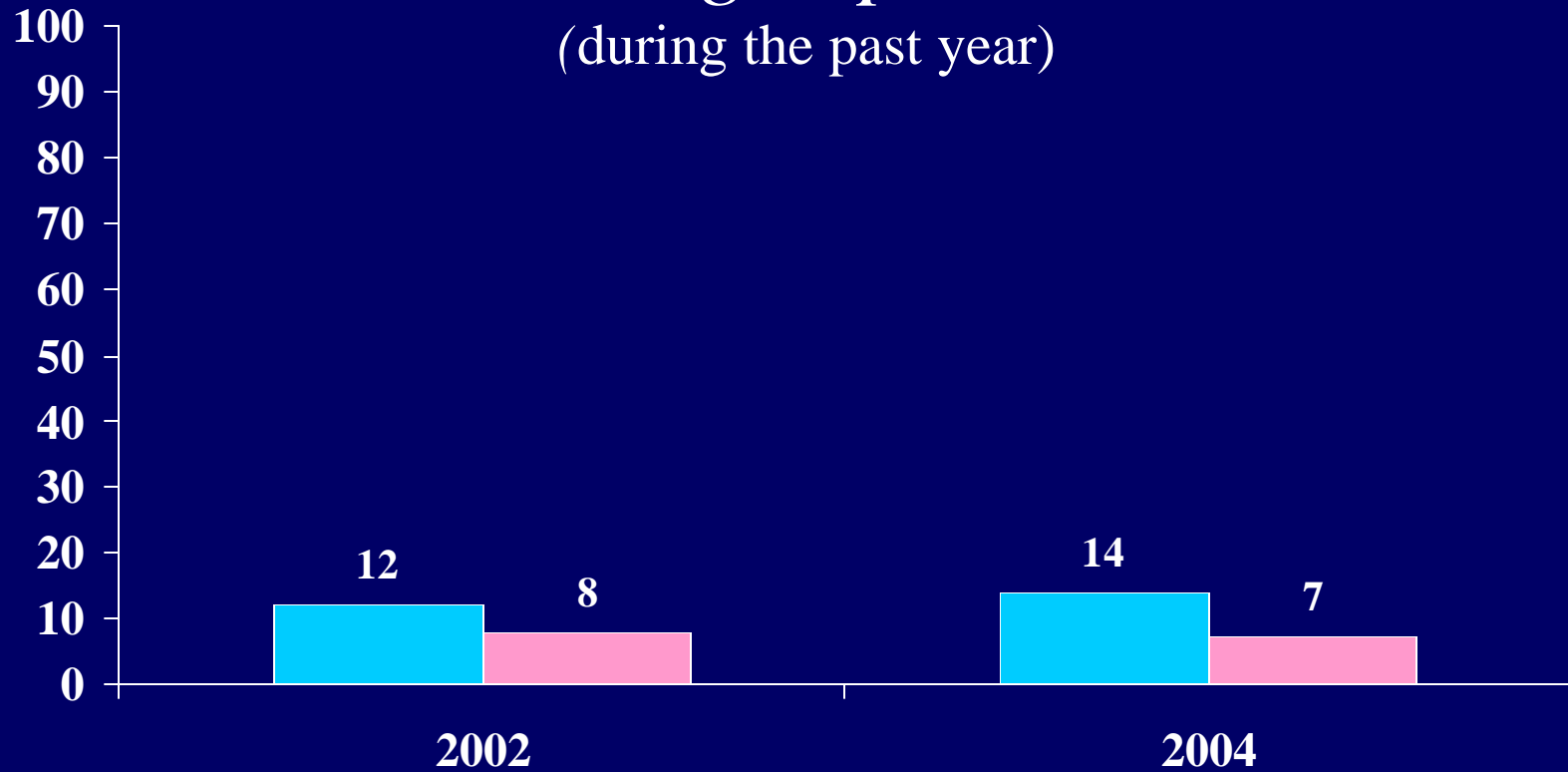
 Berea

 Non-Sectarian –
Medium Selectivity

Percent of students who indicated “frequently”
Feeling overwhelmed by all they had to do
(during the past year)



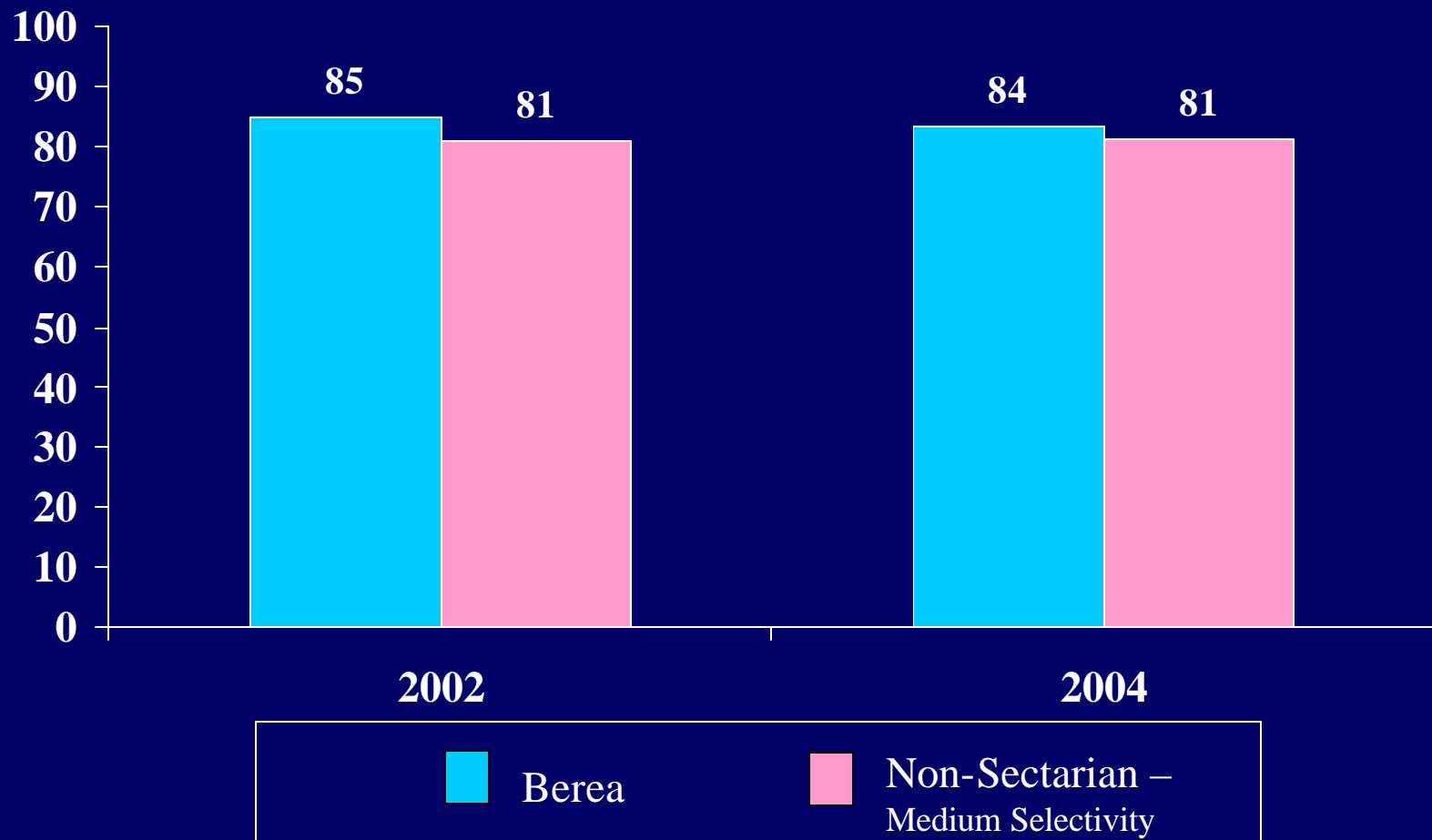
Percent of students who indicated “frequently”
Feeling depressed
(during the past year)



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

Performing volunteer work

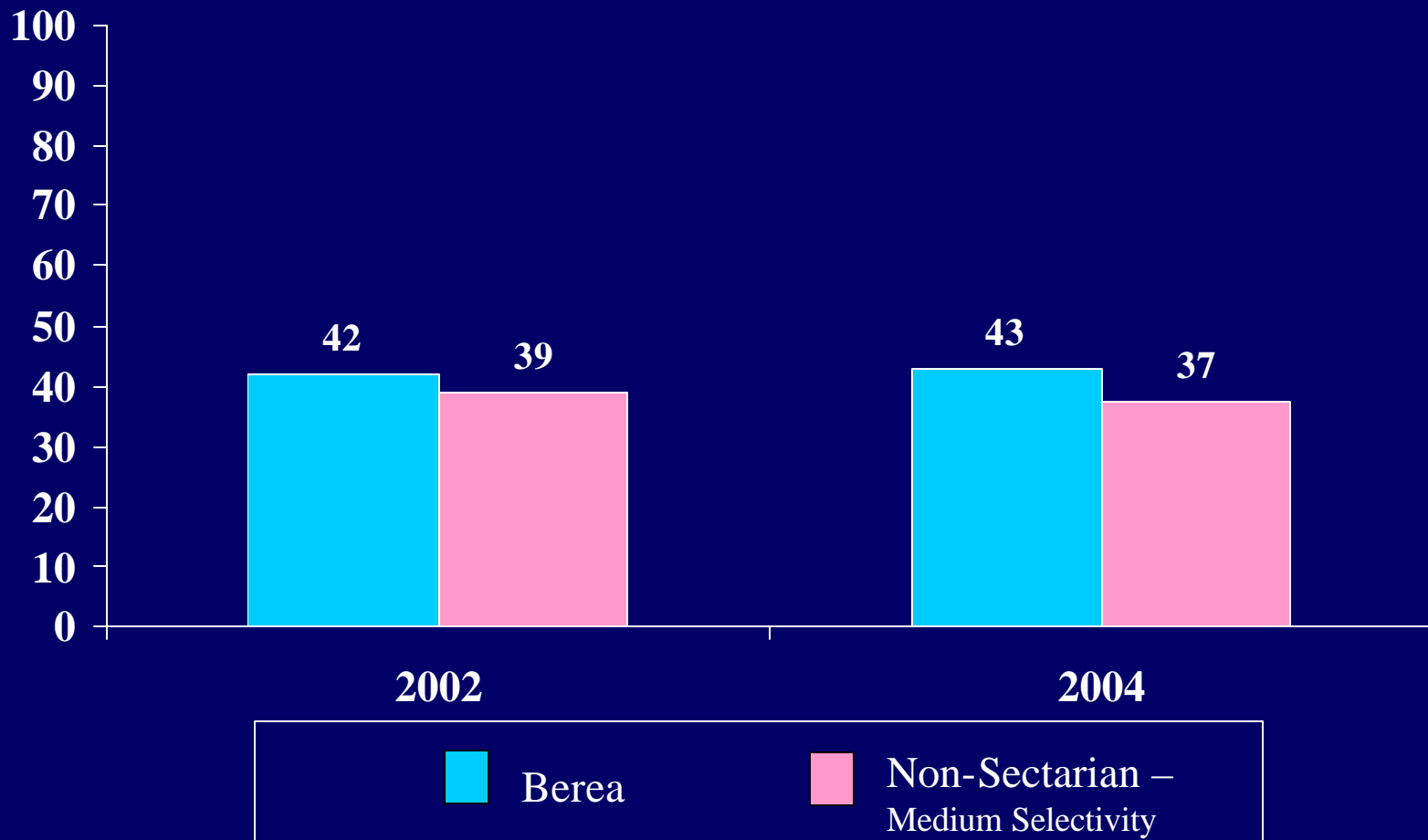
(during the past year)



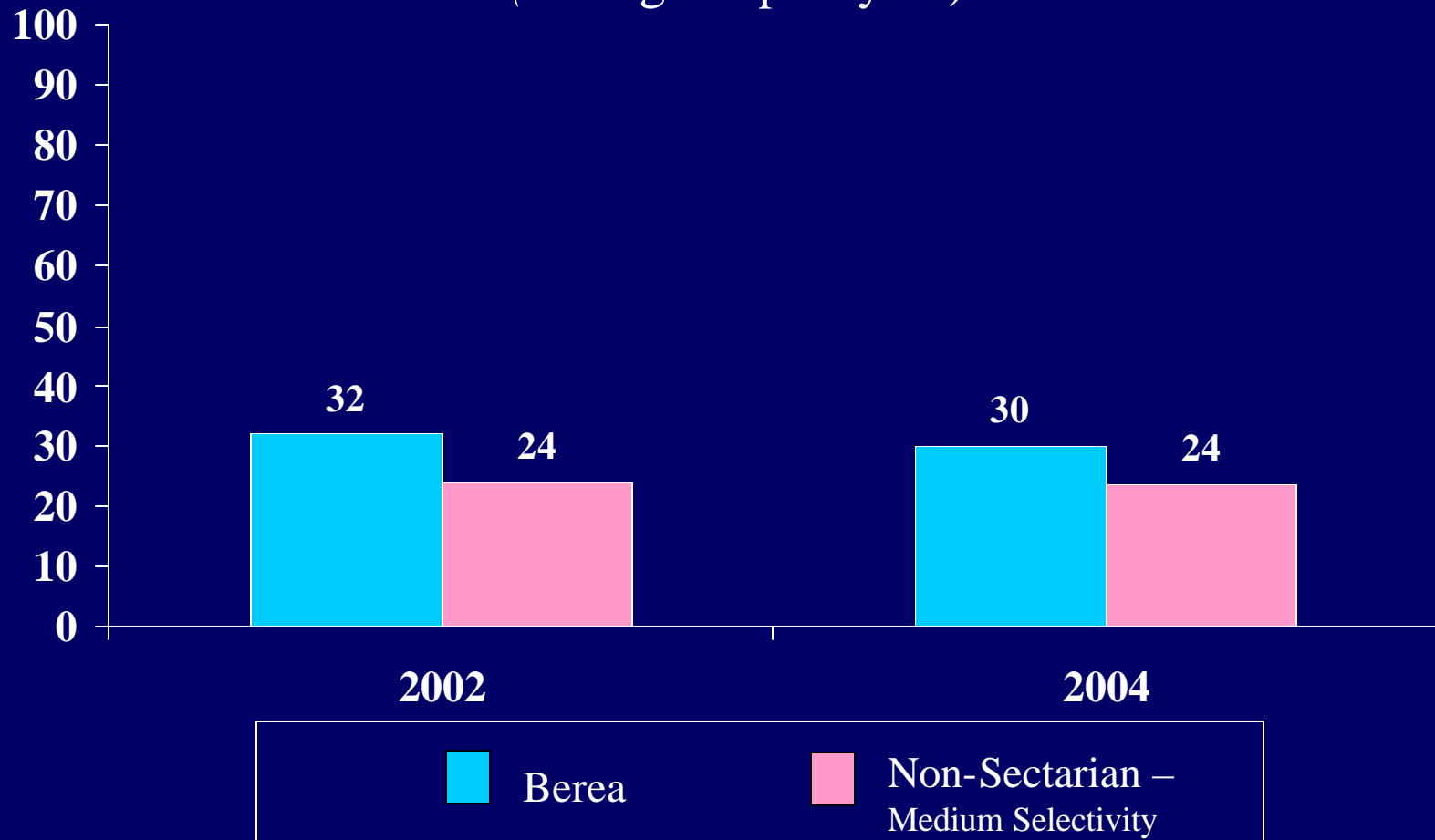
Percent of students who indicated “frequently” or “occasionally”

Playing a musical instrument

(during the past year)

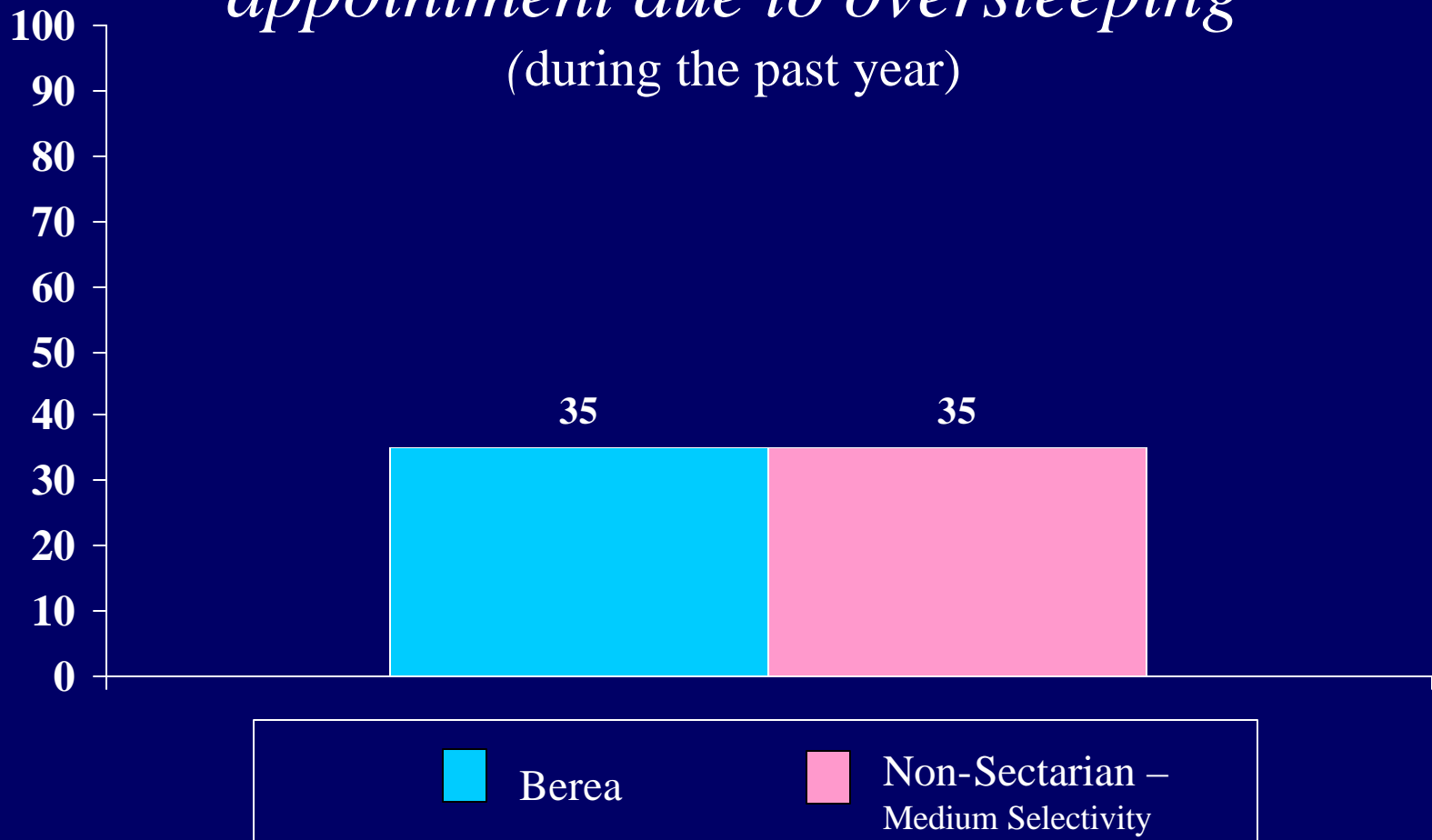


Percent of students who indicated “frequently”
Asking a teacher for advice after class
(during the past year)



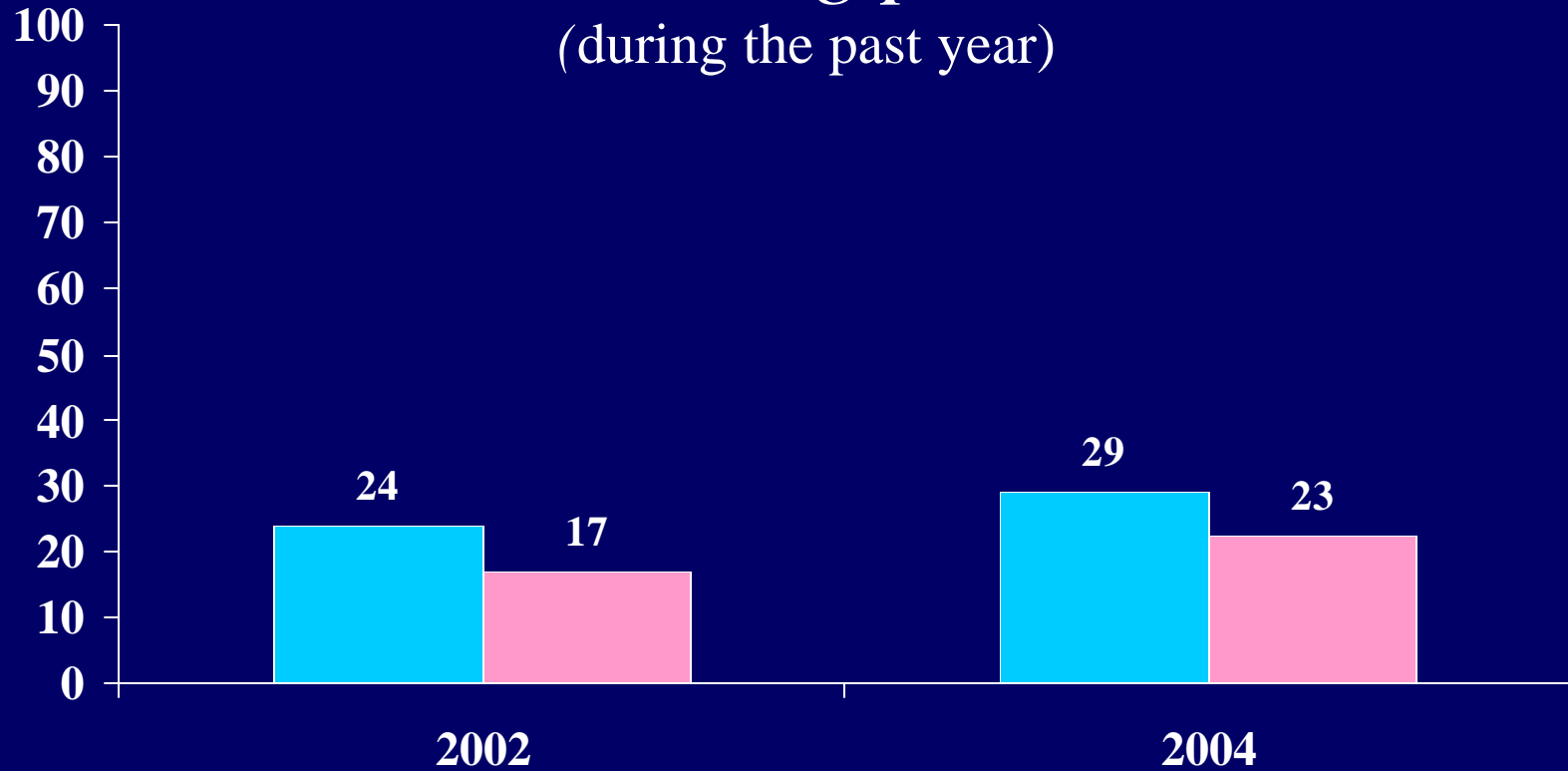
Percent of students who indicated “frequently” or “occasionally”

*Missing a class or
appointment due to oversleeping*
(during the past year)



This item was on the CIRP 2002 survey but not the 2004 survey.

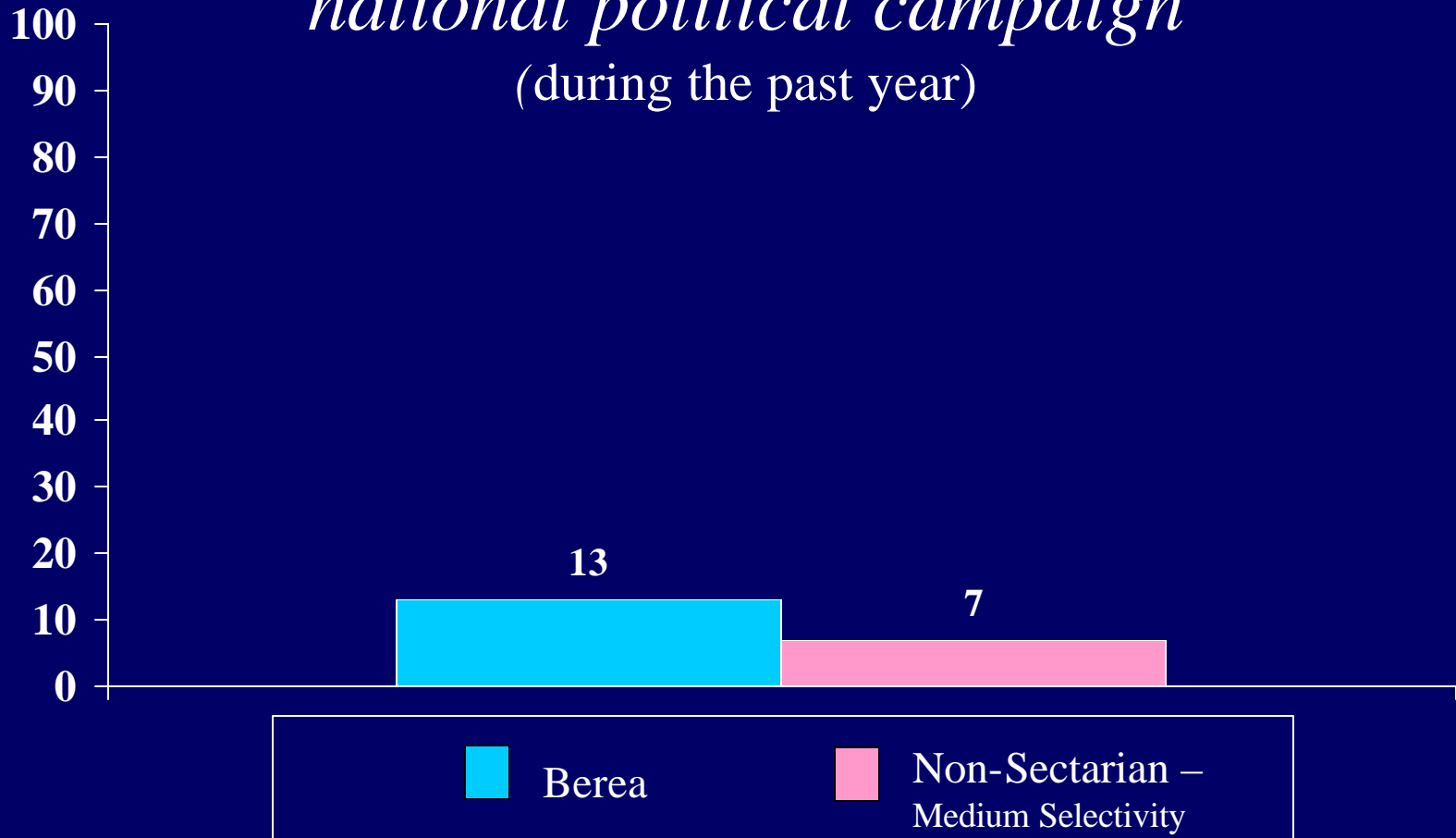
Percent of students who indicated “frequently”
Discussing politics
(during the past year)



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

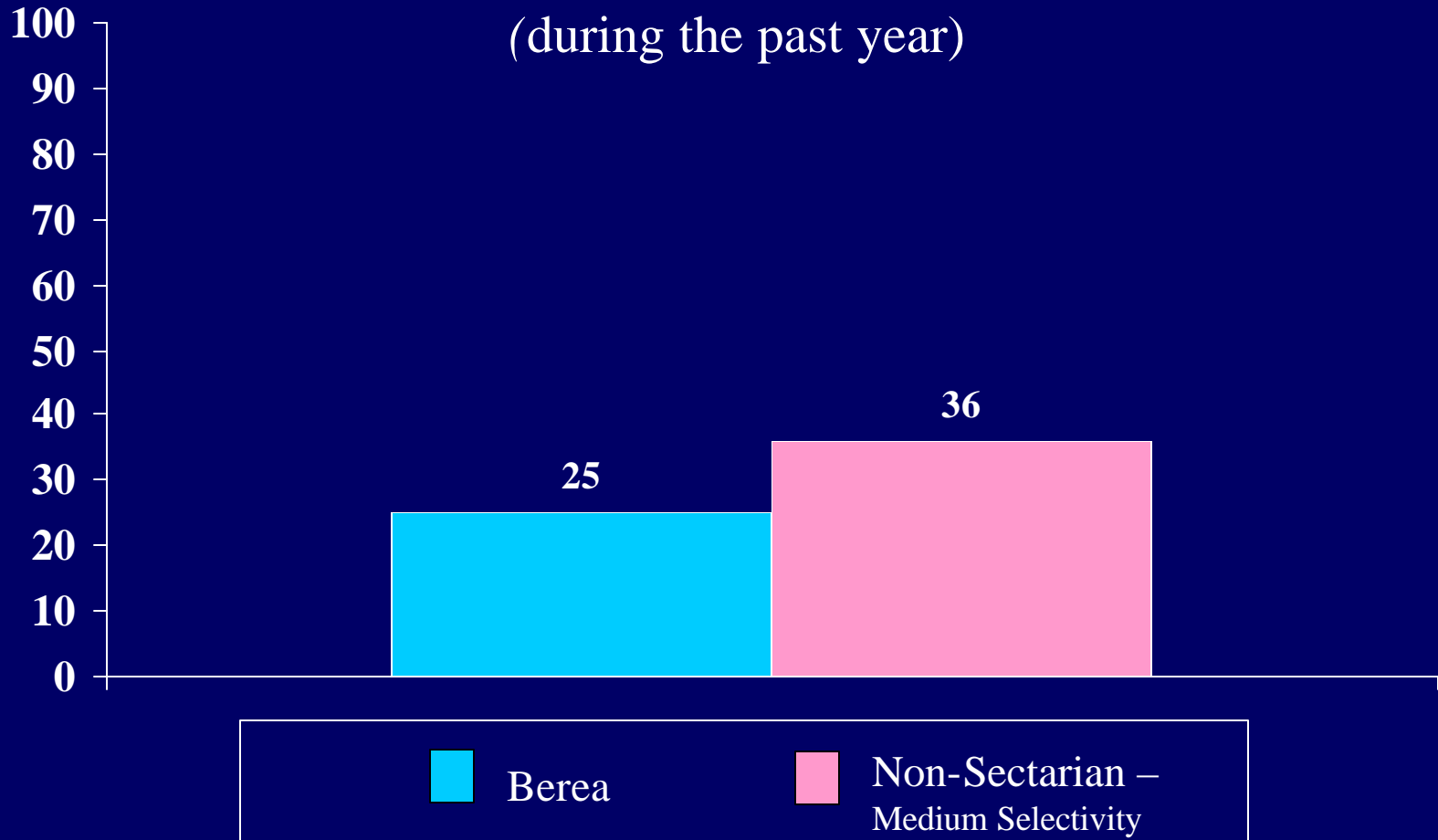
Worked on a local, state, or national political campaign

(during the past year)



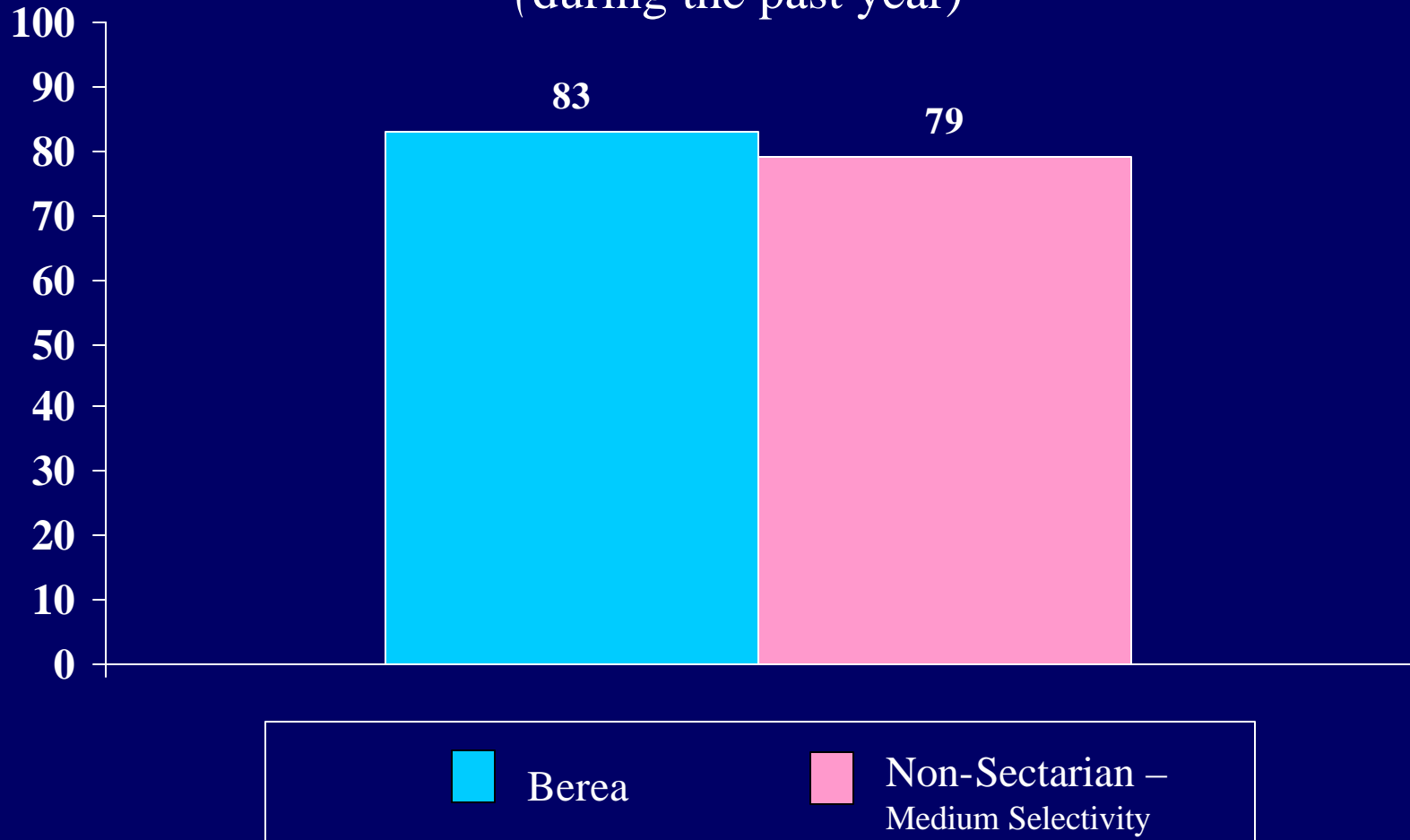
This item was not on the CIRP 2002 survey.

Percent of students who indicated “frequently” or “Occasionally”
Maintained a Healthy Diet
(during the past year)



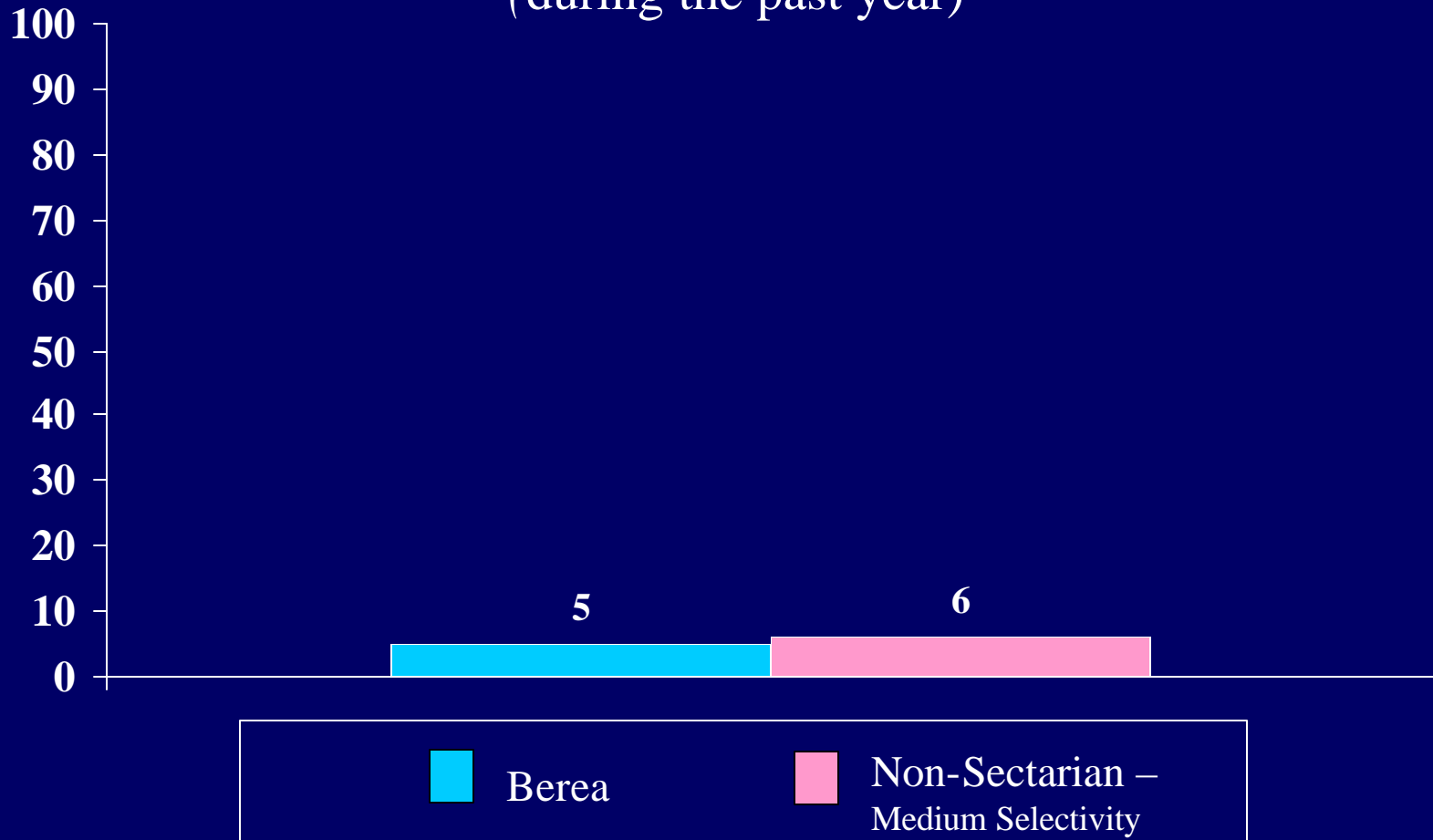
This item was not on the 2002 CIRP survey.

Percent of students who indicated “frequently” or “Occasionally”
Stayed up all night
(during the past year)



This item was not on the 2002 CIRP survey.

Percent of students who indicated “frequently” or “Occasionally”
Missed school because of illness
(during the past year)

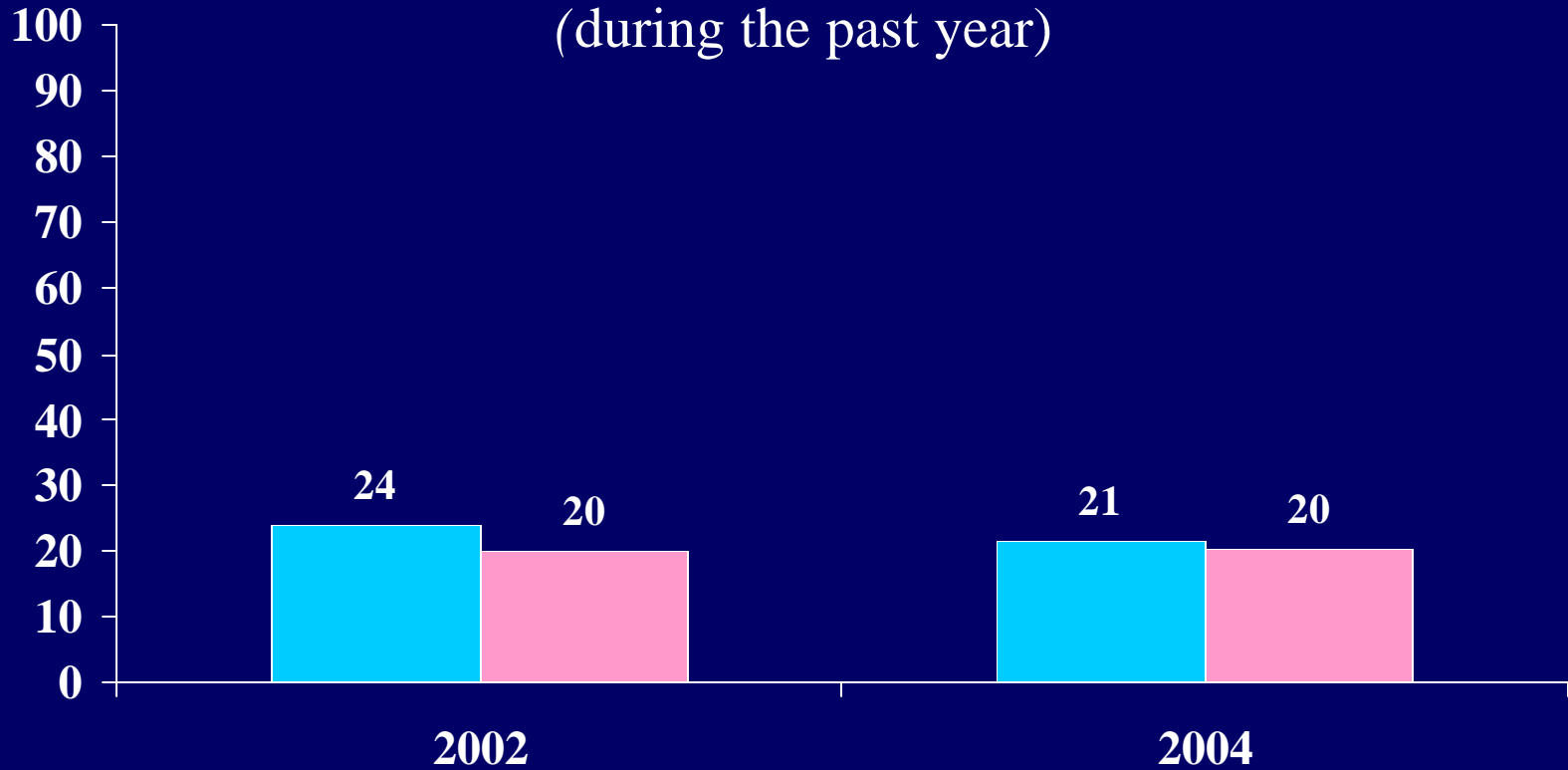


This item was not on the 2002 CIRP survey.

Percent of students who indicated “frequently”

Voting in student election

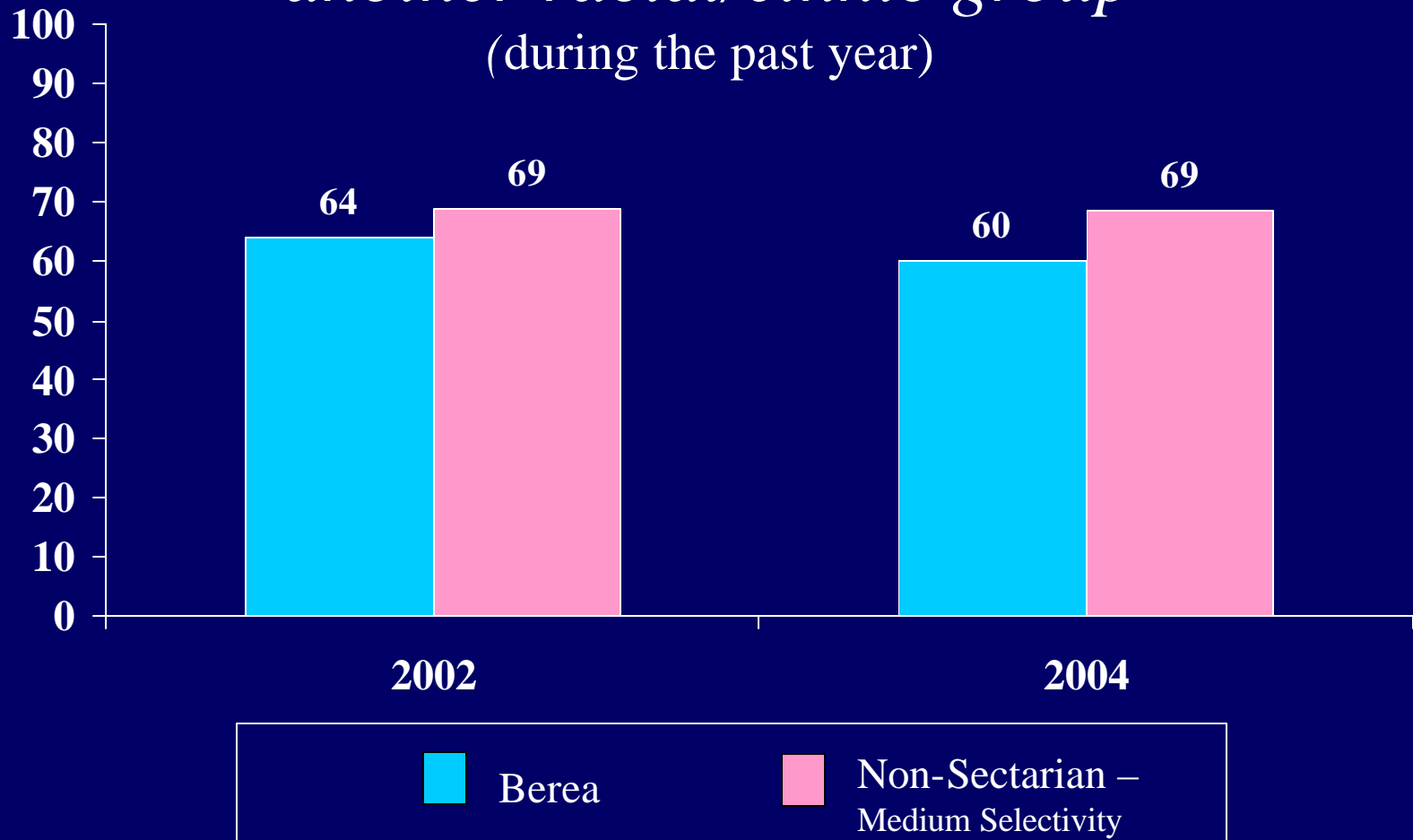
(during the past year)



 Berea

 Non-Sectarian –
Medium Selectivity

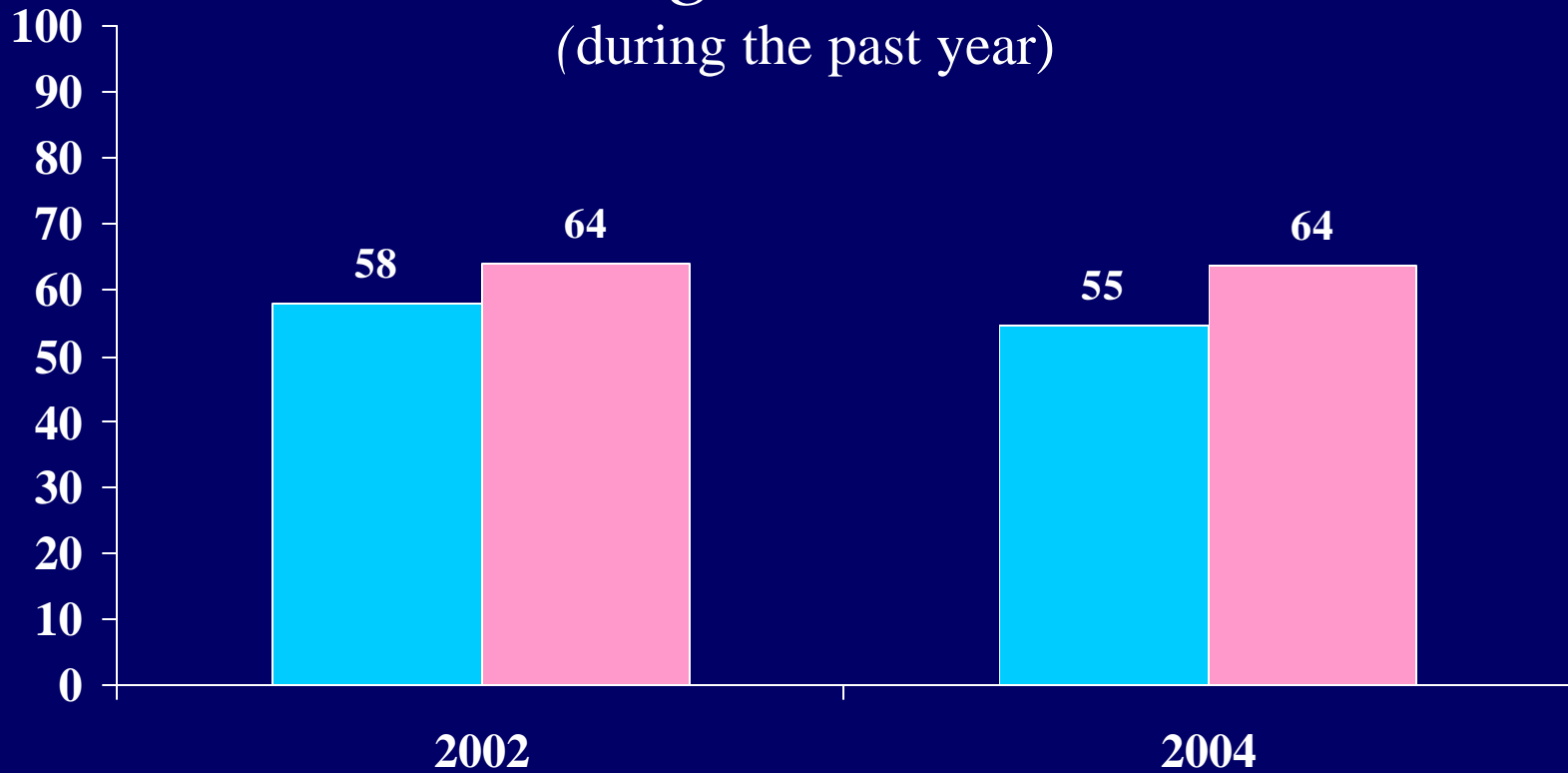
Percent of students who indicated “frequently”
*Socializing with someone of
another racial/ethnic group*
(during the past year)



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

Coming to class late

(during the past year)



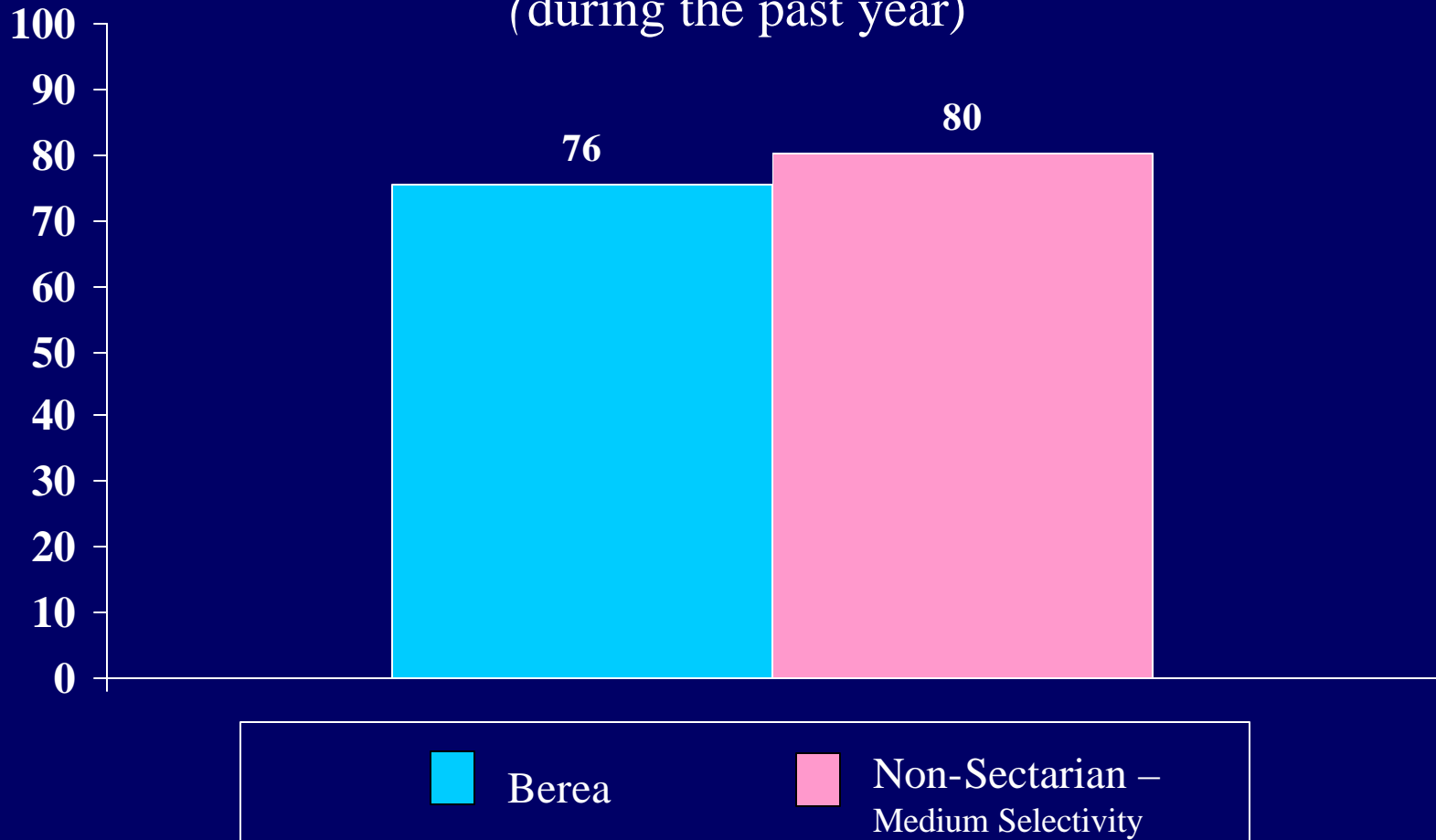
 Berea

 Non-Sectarian -
Medium Selectivity

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

Attending a public recital or concert

(during the past year)

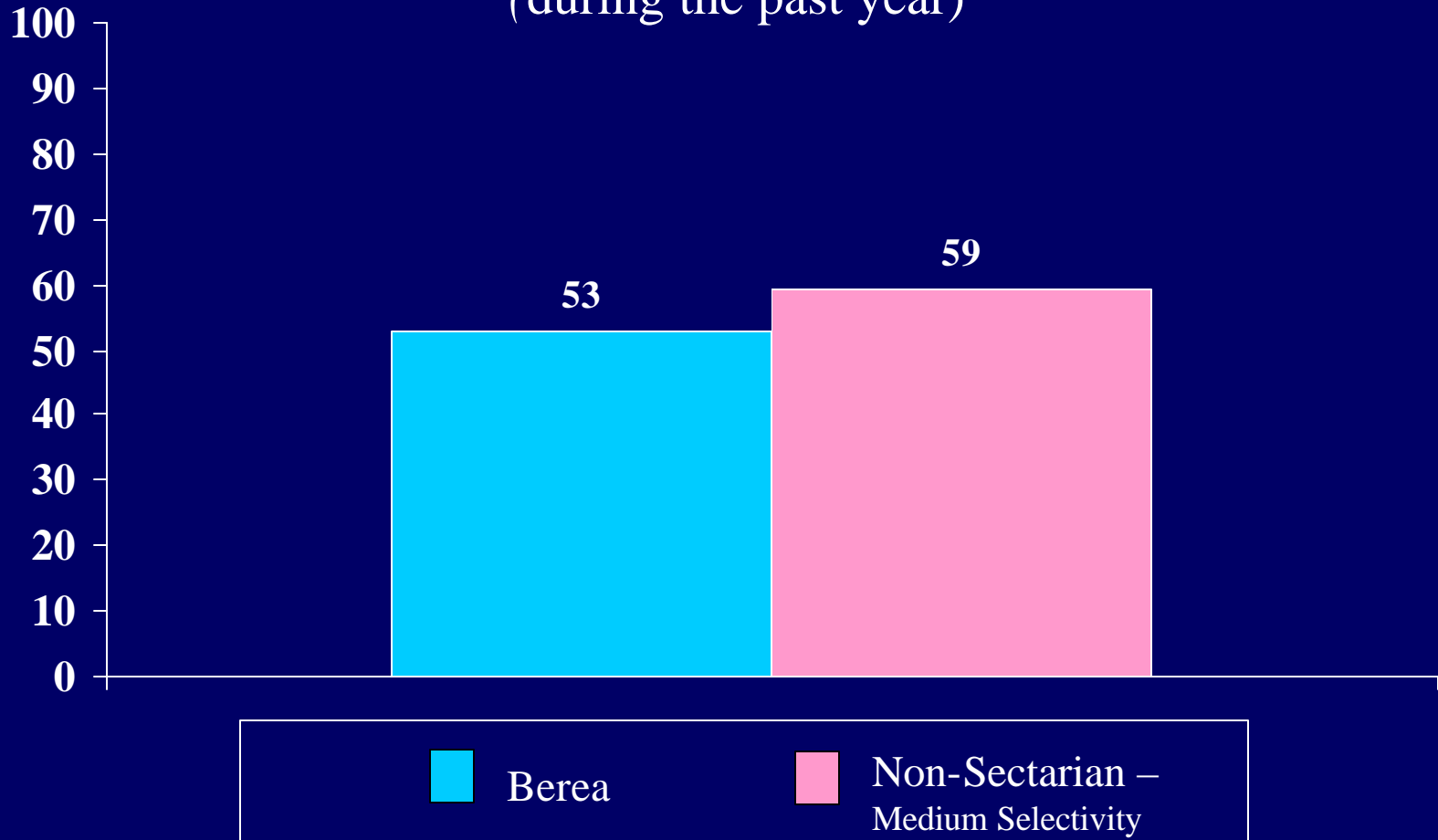


This item was on the 2002 CIRP survey but was not on the 2004 CIRP.

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

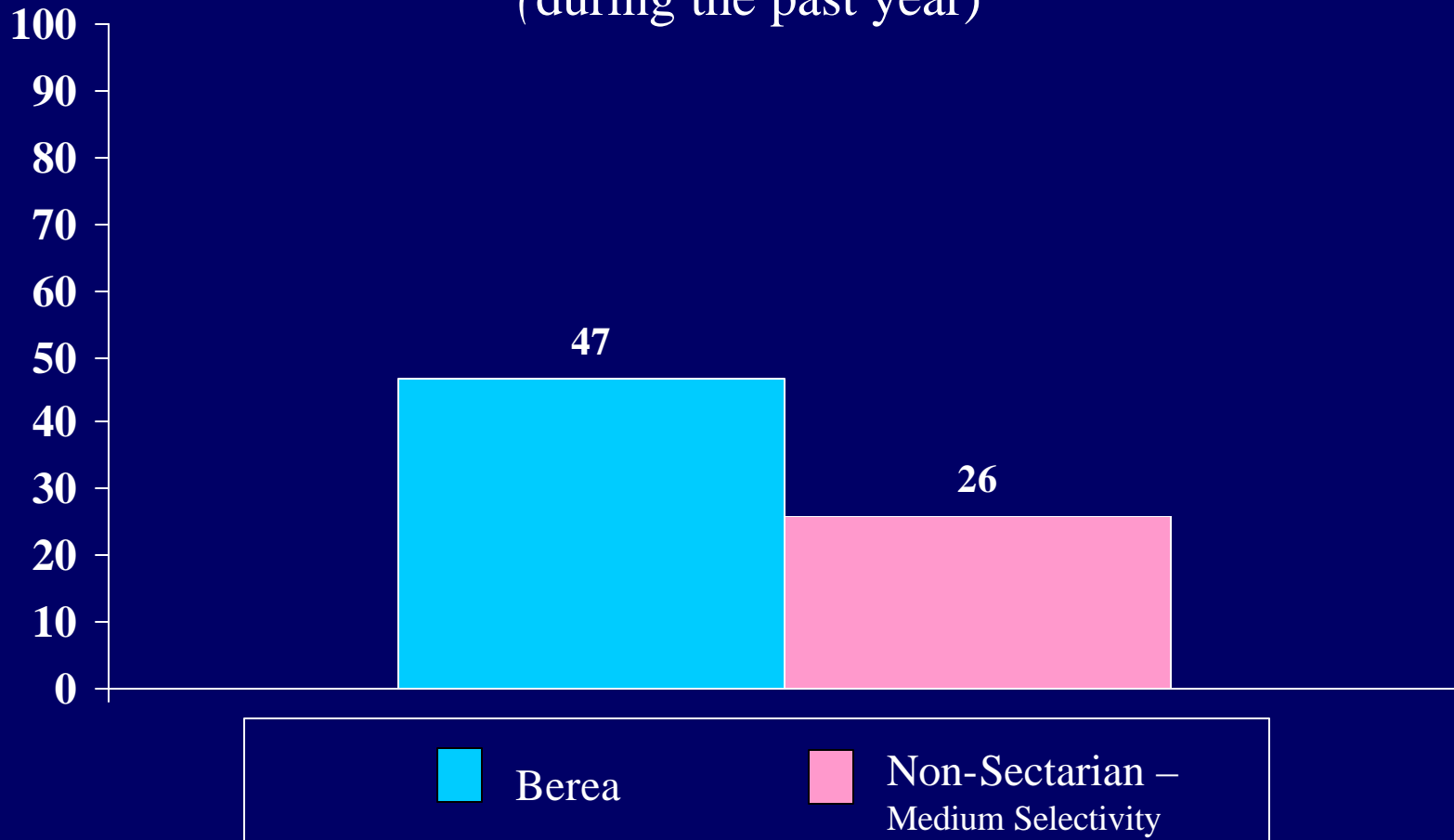
Visiting an art gallery or museum

(during the past year)



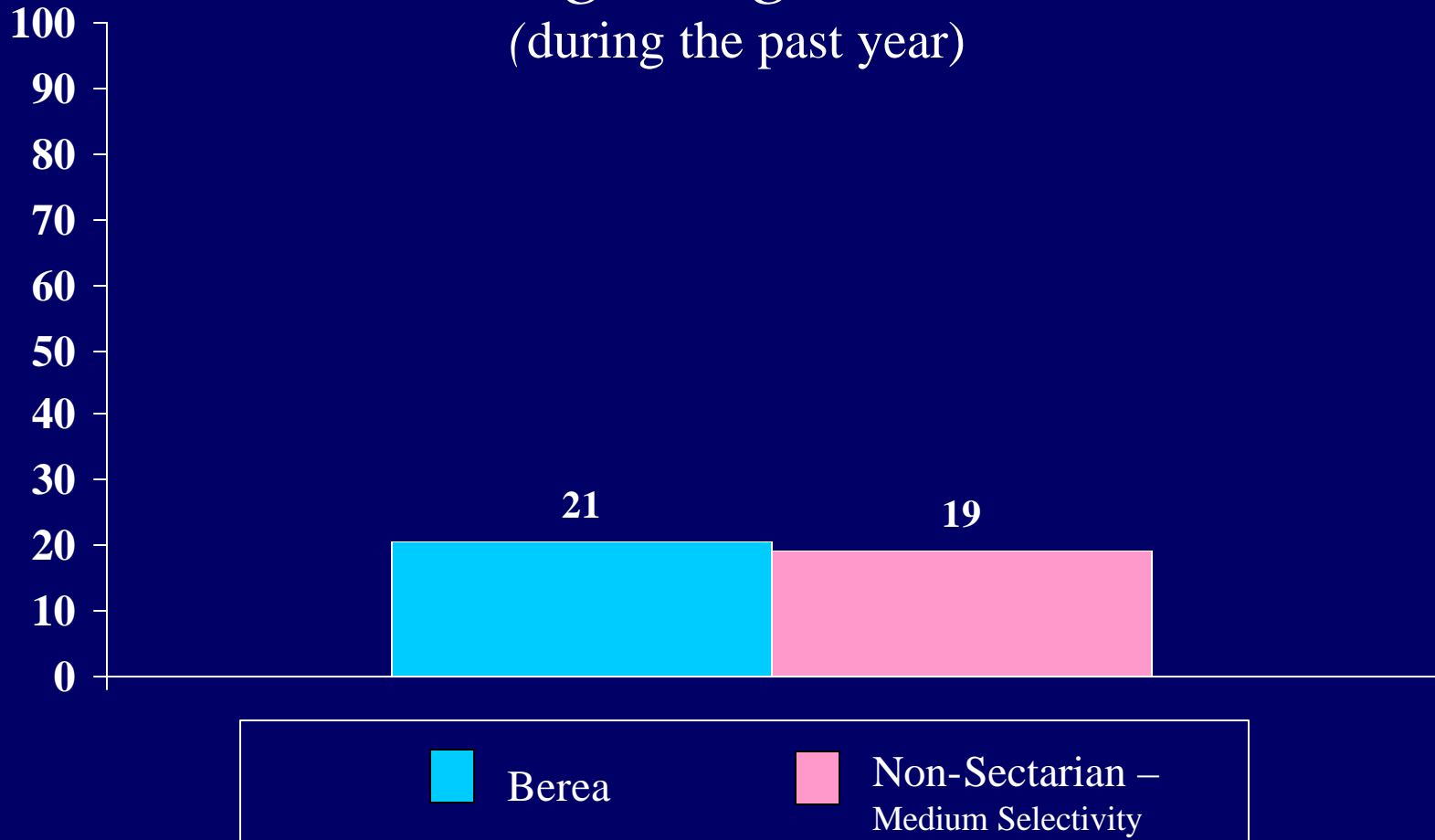
This item was on the 2002 CIRP survey but was not on the 2004 CIRP.

Percent of students who indicated “frequently”
Discussing religion
(during the past year)



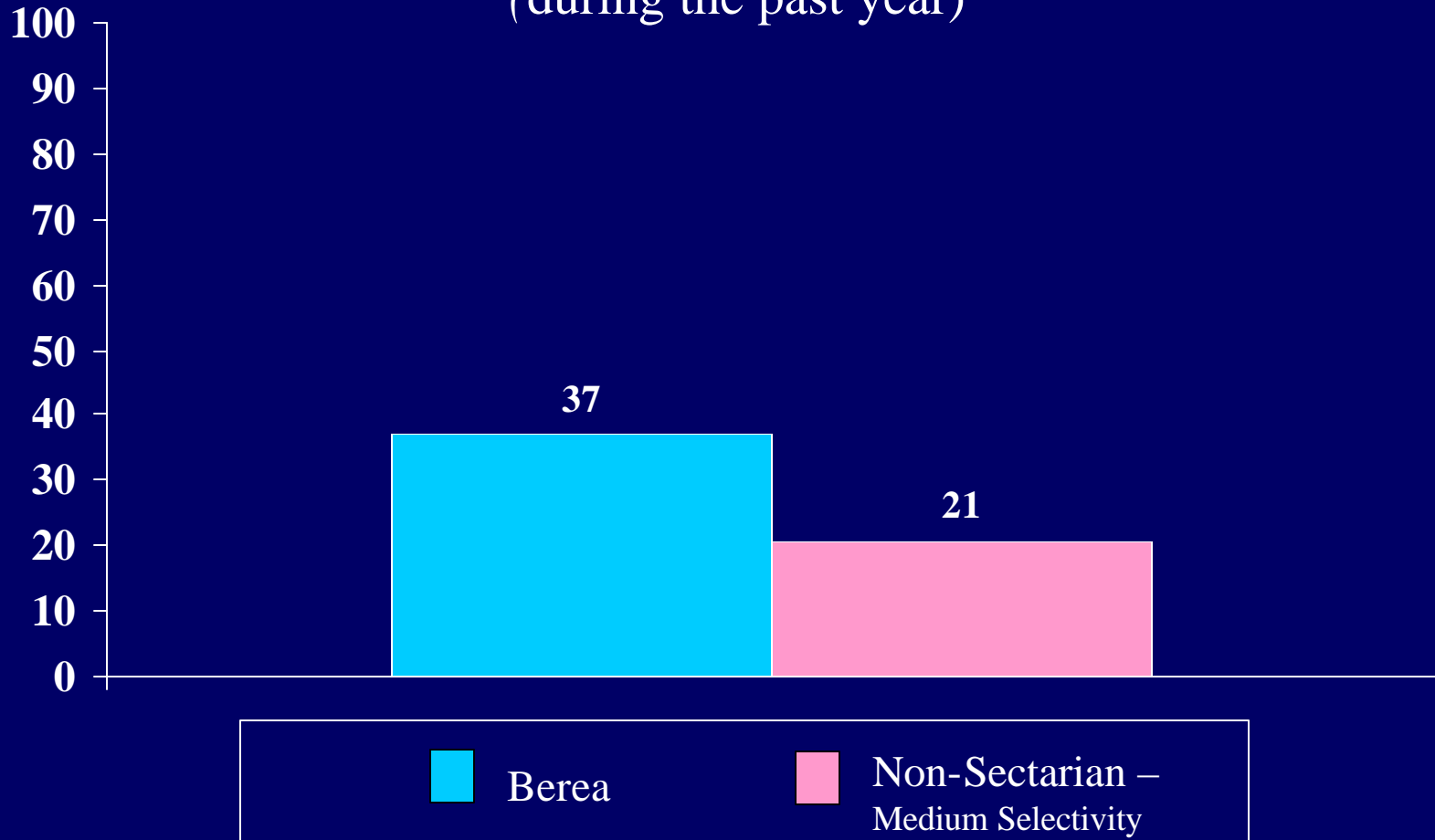
This item was on the 2002 CIRP survey but was not on the 2004 CIRP.

Percent of students who indicated “frequently”
Discussing religion: In class
(during the past year)



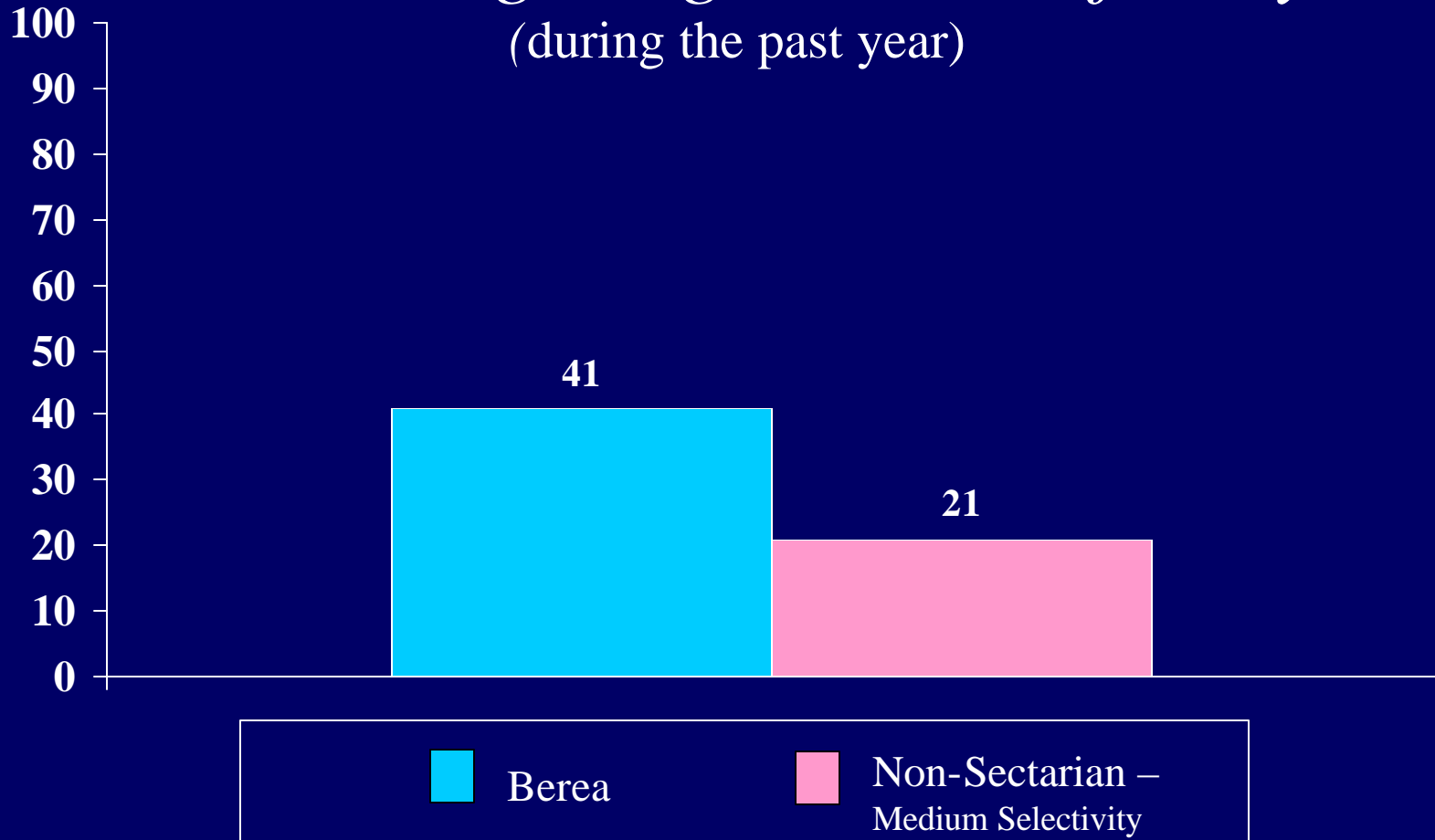
This item changed from the CIRP 2002 questionnaire to include three categories of Discussing Religion.

Percent of students who indicated “frequently”
Discussing religion: With friends
(during the past year)



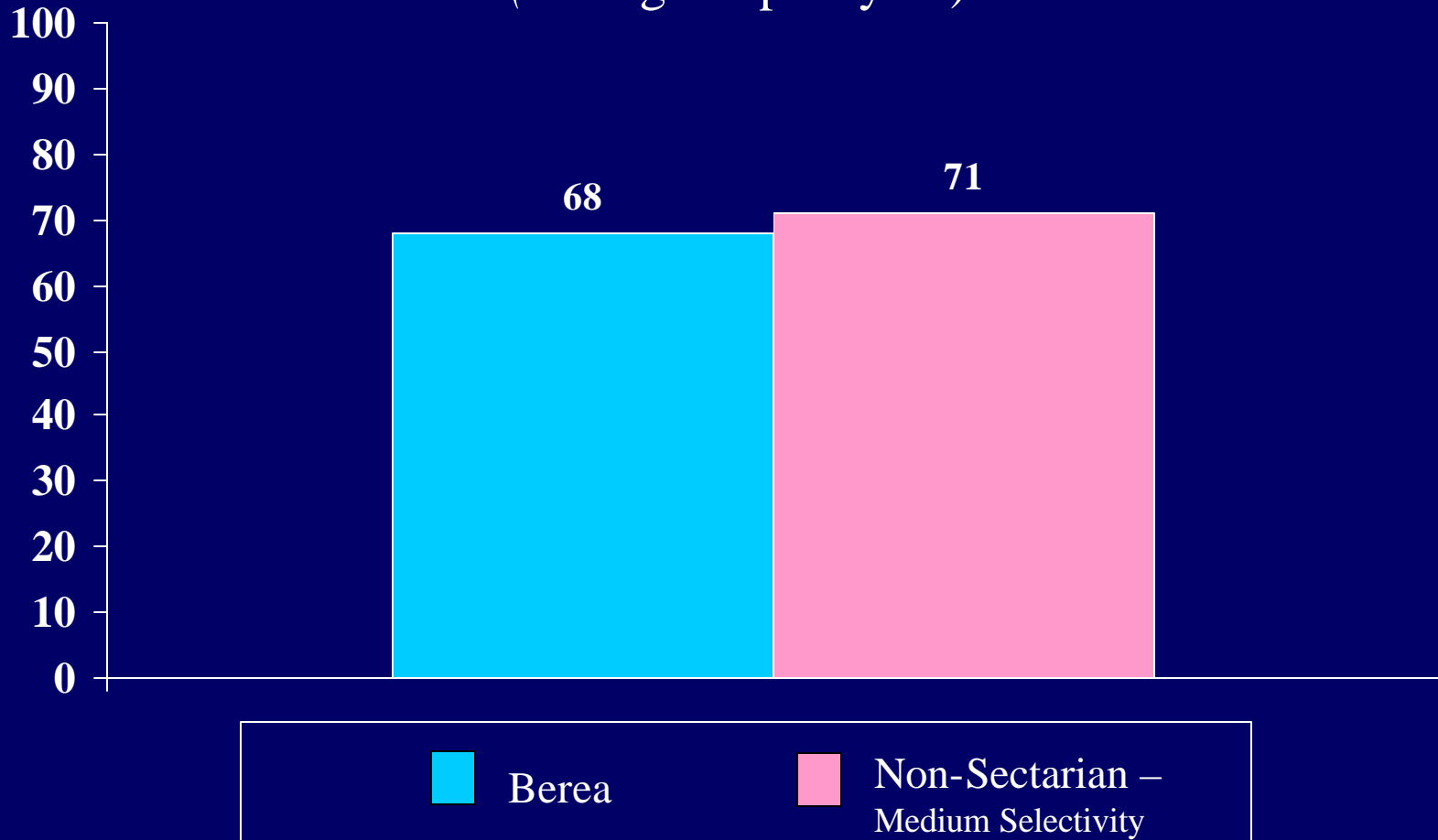
This item changed from the CIRP 2002 questionnaire to include three categories of Discussing Religion.

Percent of students who indicated “frequently”
Discussing religion: With family
(during the past year)



This item changed from the CIRP 2002 questionnaire to include three categories of Discussing Religion.

Percent of students who indicated “frequently”
Communicating via e-mail
(during the past year)

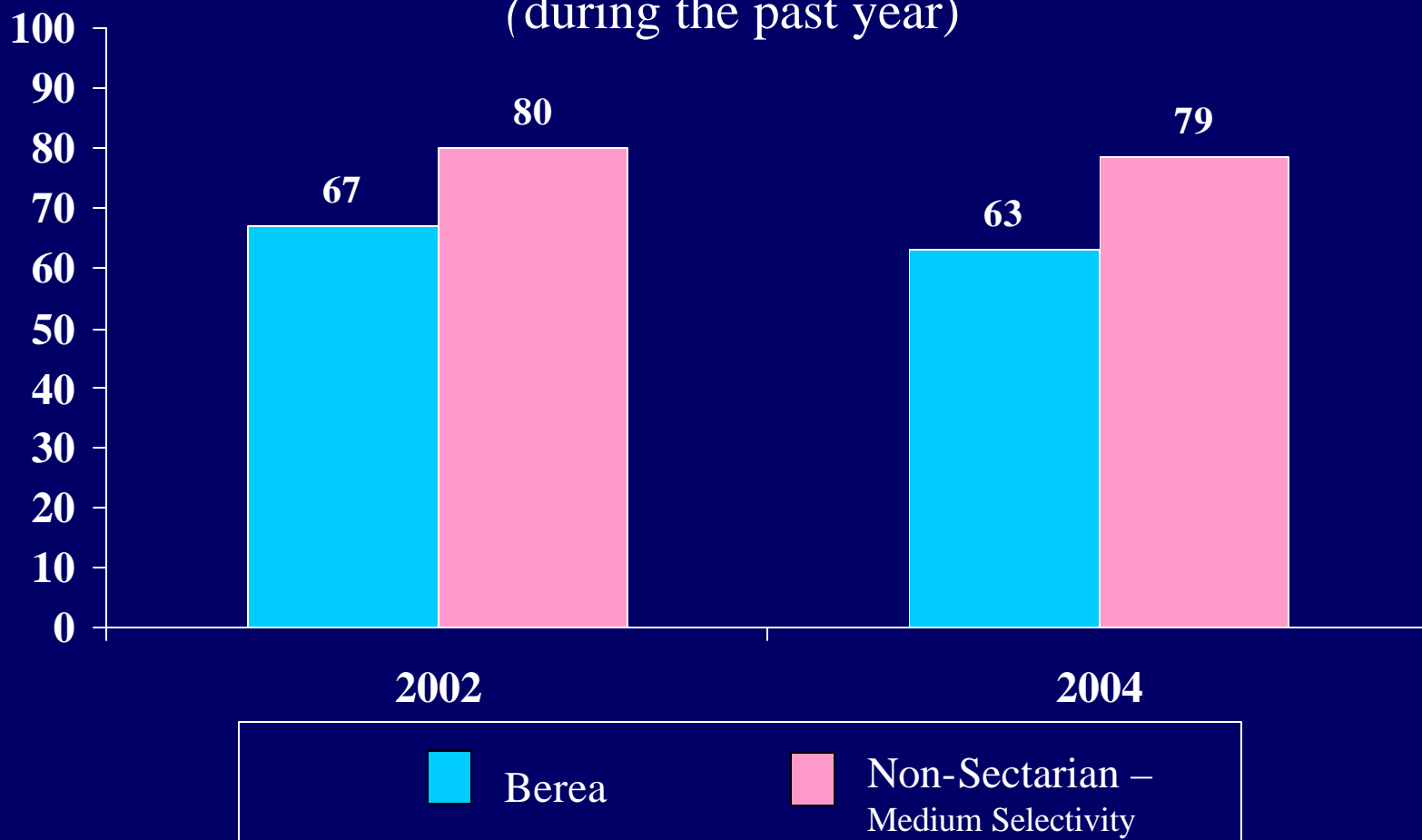


This item was on the 2002 CIRP survey but was not on the 2004 CIRP.

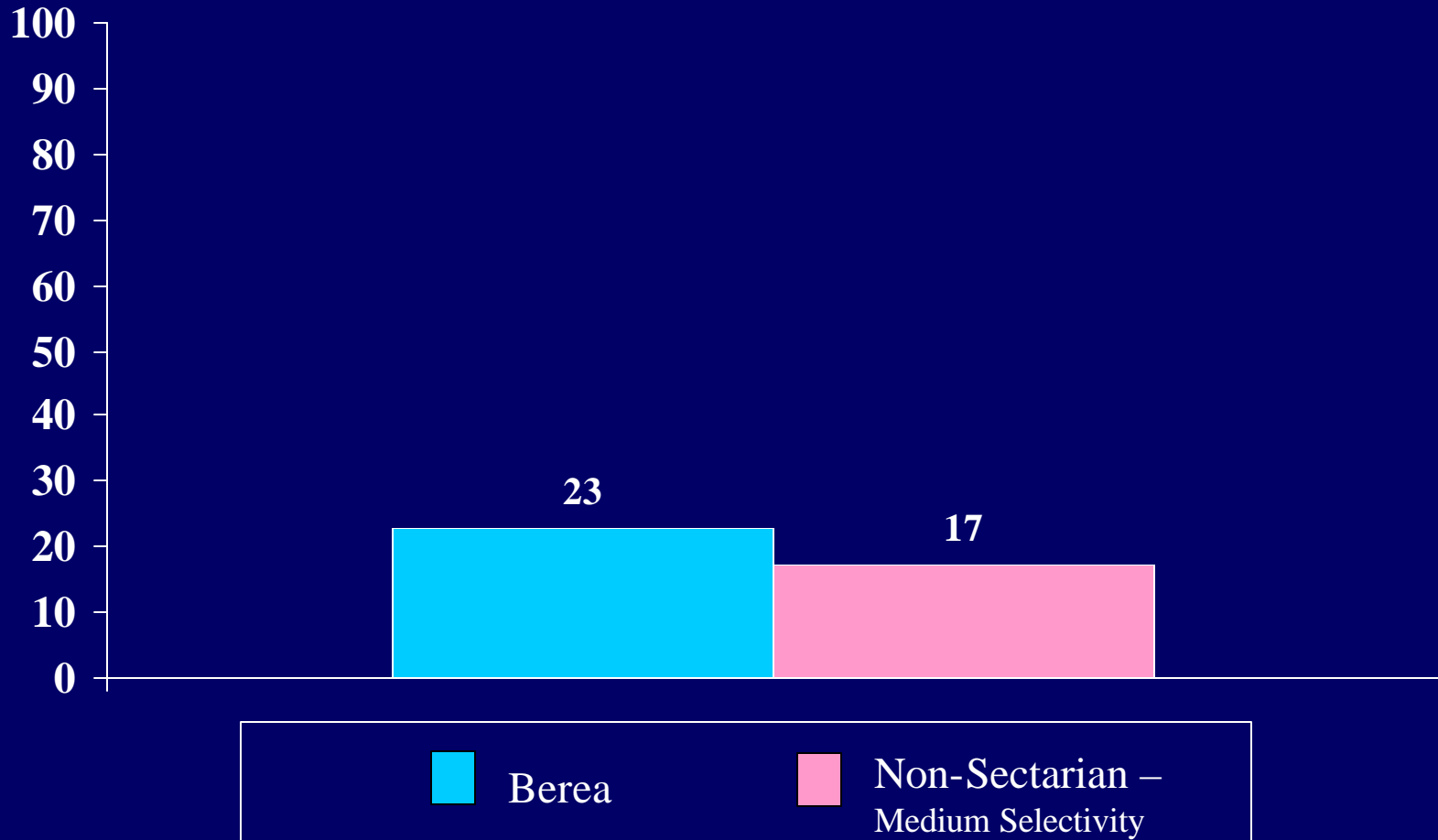
Percent of students who indicated “frequently”

*Using the Internet for
research or homework*

(during the past year)

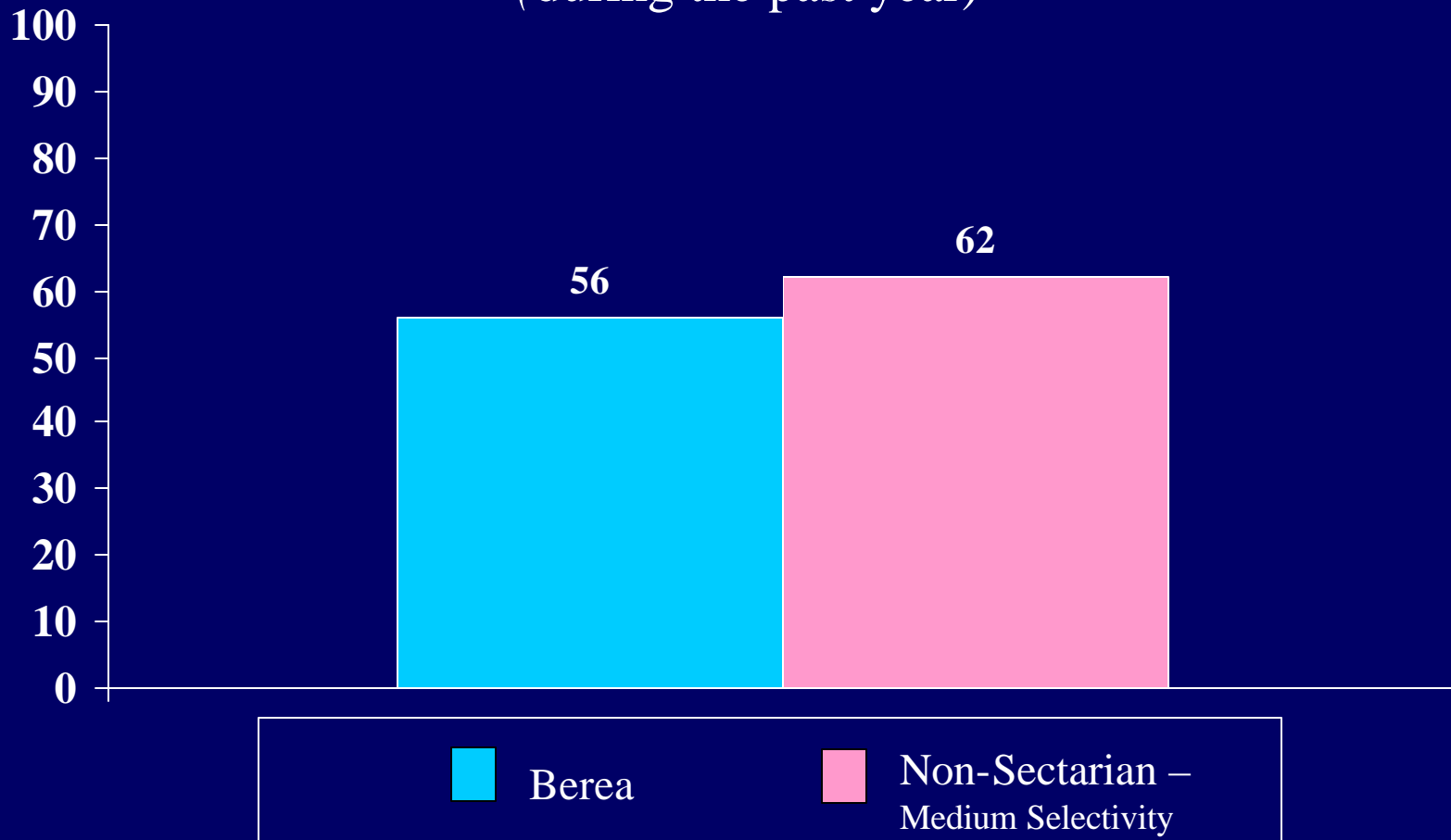


Percent of students who indicated “frequently”
Participating in Internet chat rooms
(during the past year)



This item was on the 2002 CIRP survey but was not on the 2004 CIRP.

Percent of students who indicated “frequently”
Using the Internet in other ways
(during the past year)



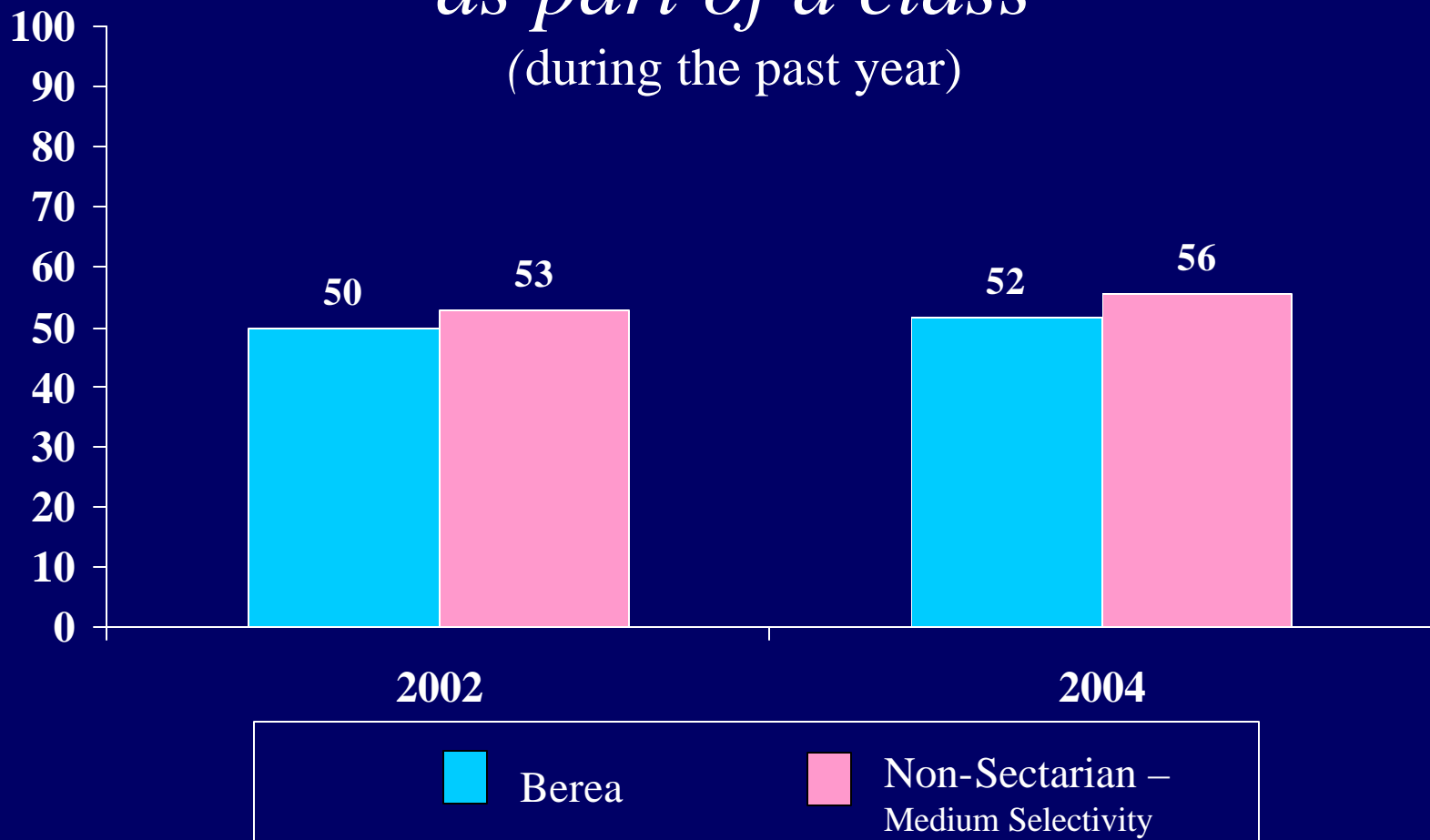
This item was on the 2002 CIRP survey but was not on the 2004 CIRP.

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

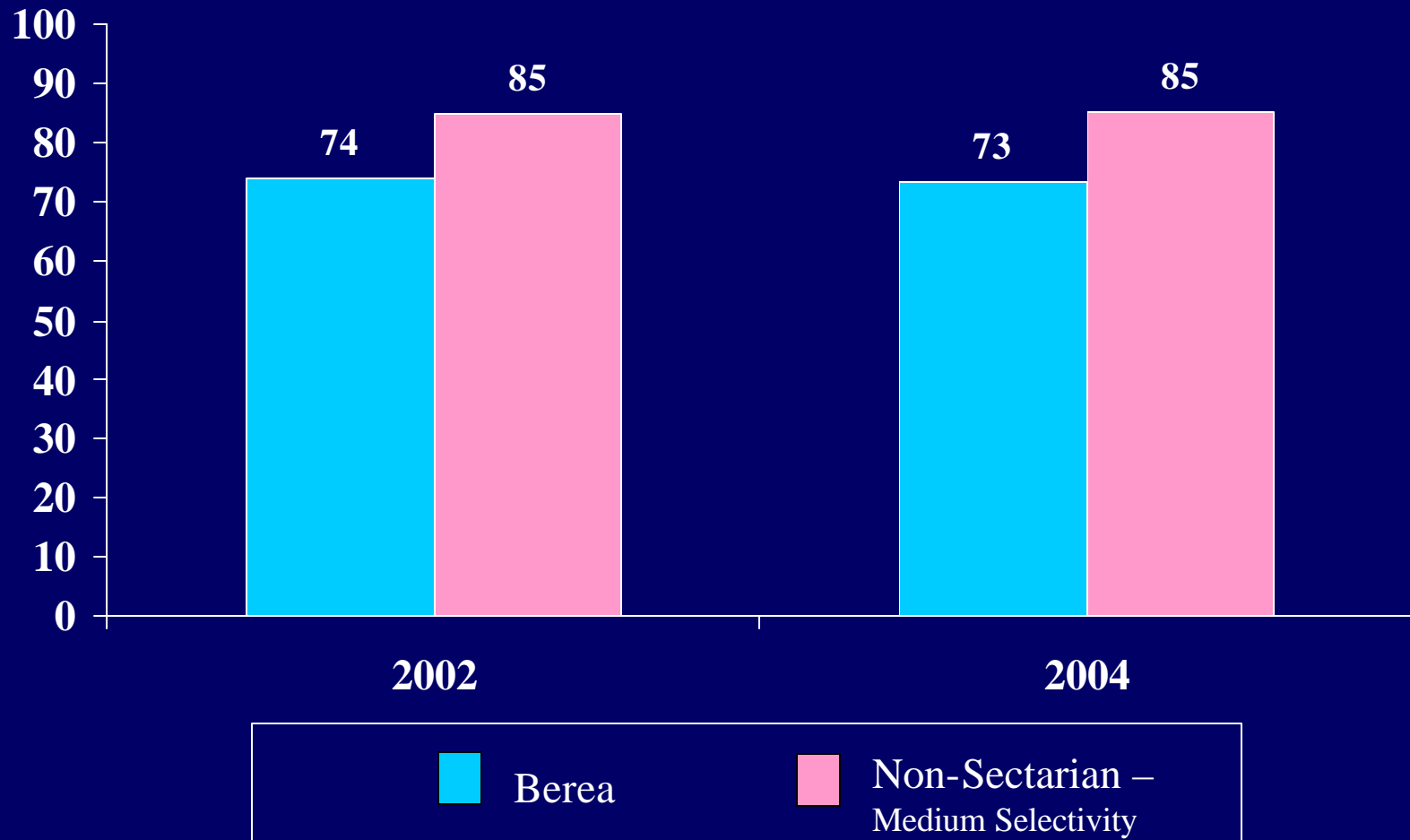
Performing community service

as part of a class

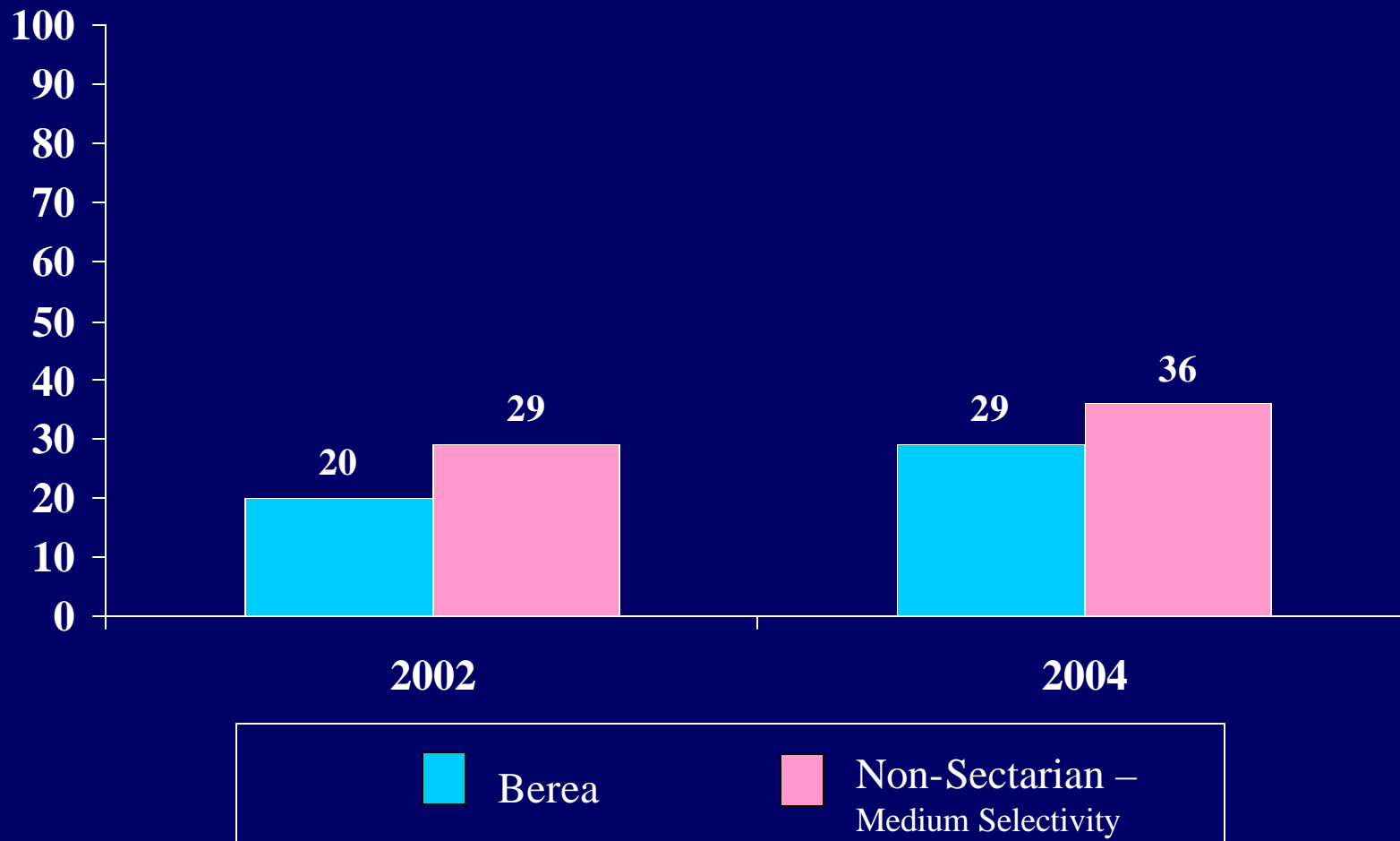
(during the past year)



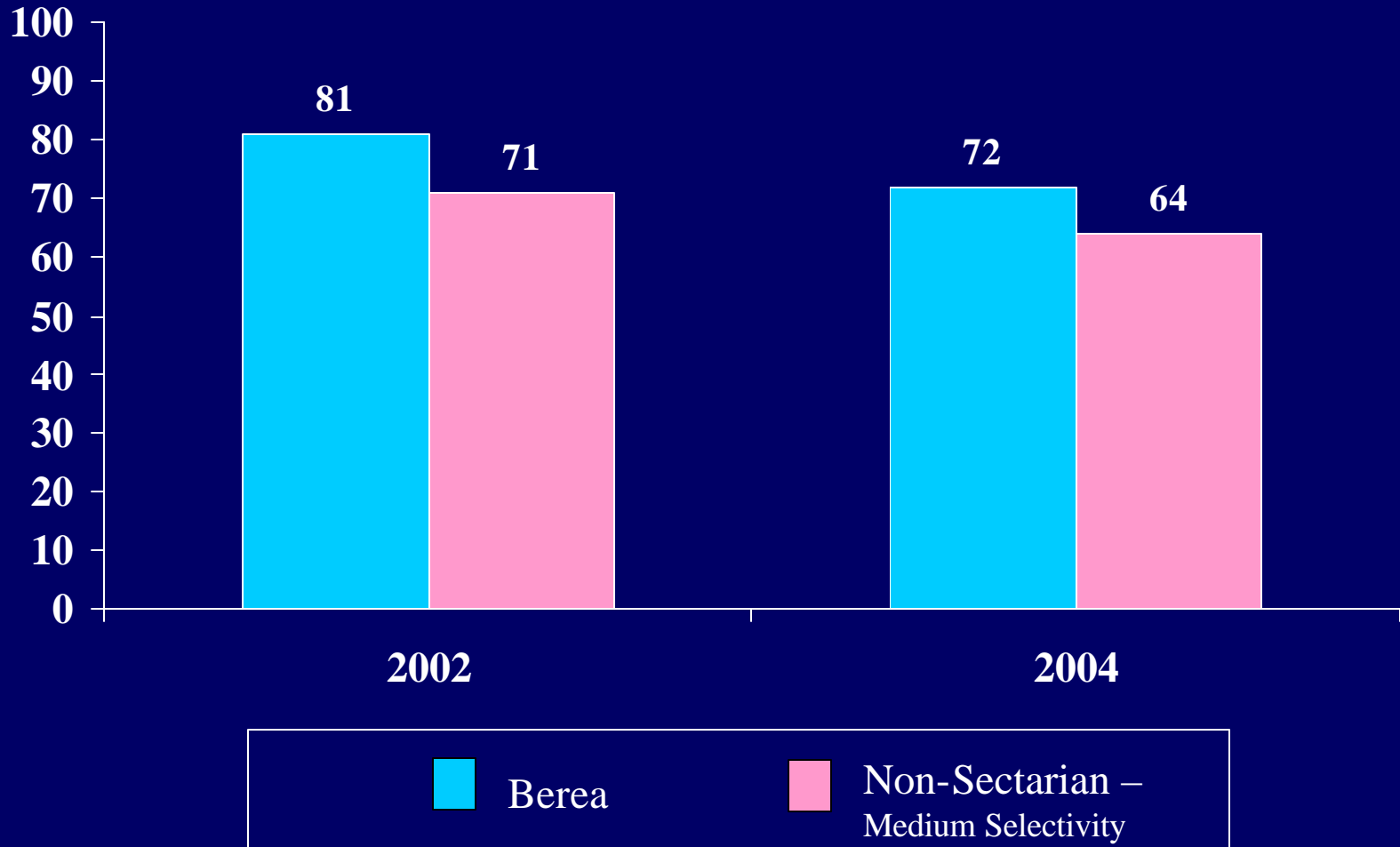
Percent of students who indicated “frequently”
Using a personal computer
(during the past year)



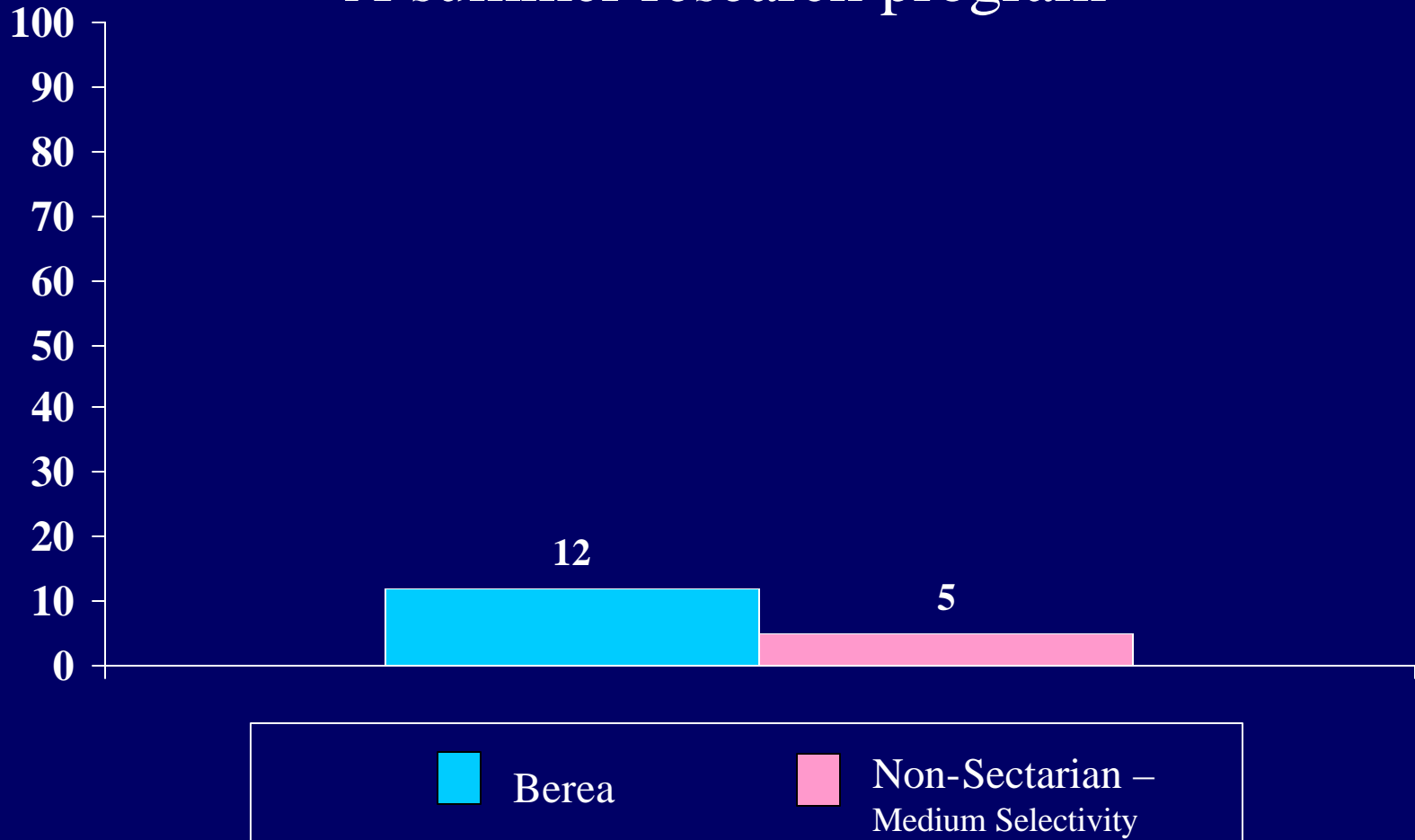
Did your high school require community service for graduation:
Yes



Did your high school require community service for graduation:
No



Have you participated in: A summer research program



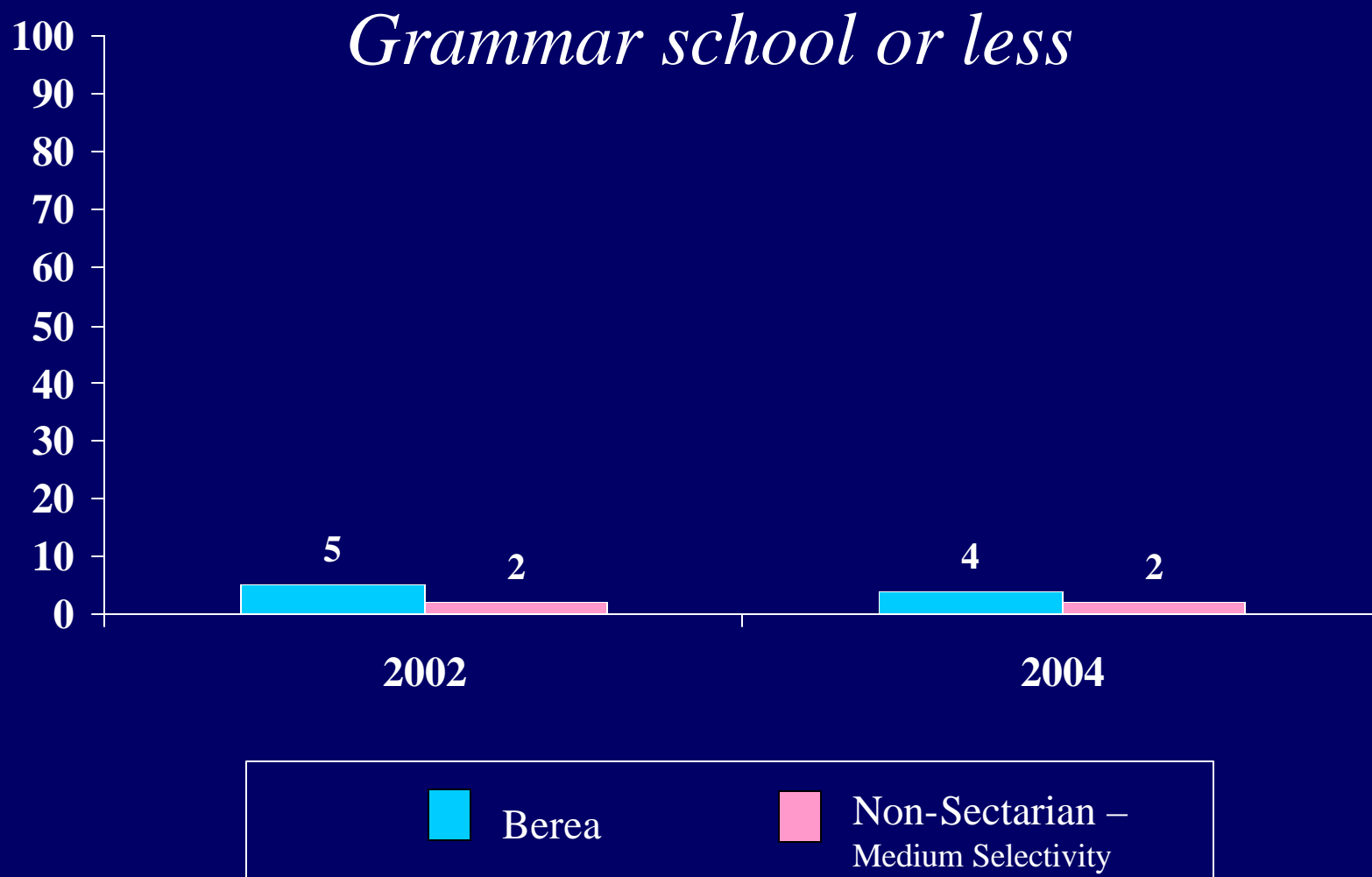
This item was not on the 2002 CIRP survey.

Have you participated in:
A health science research program
sponsored by a university



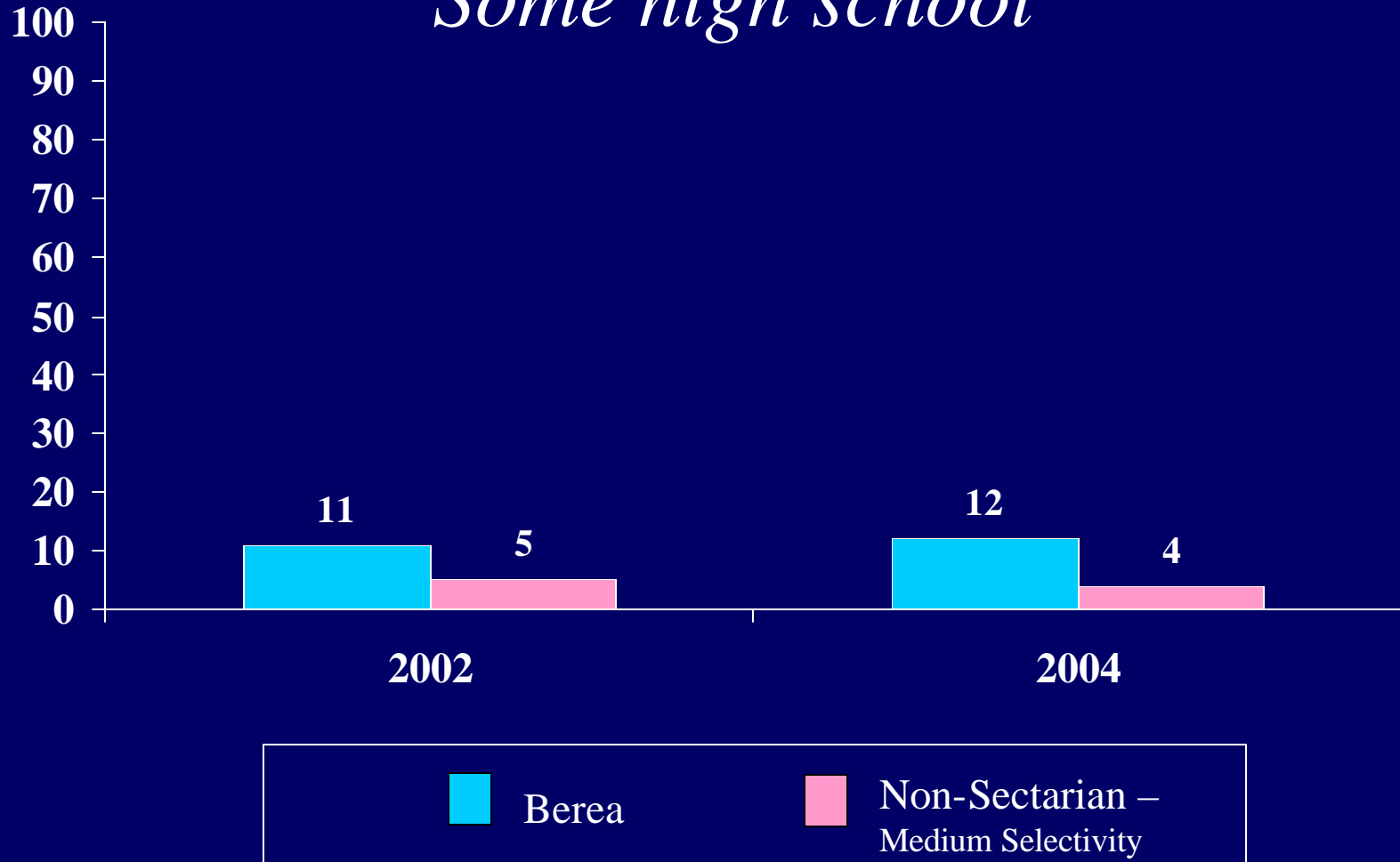
This item was not on the 2002 CIRP survey.

What is the highest level of formal education obtained by your father:



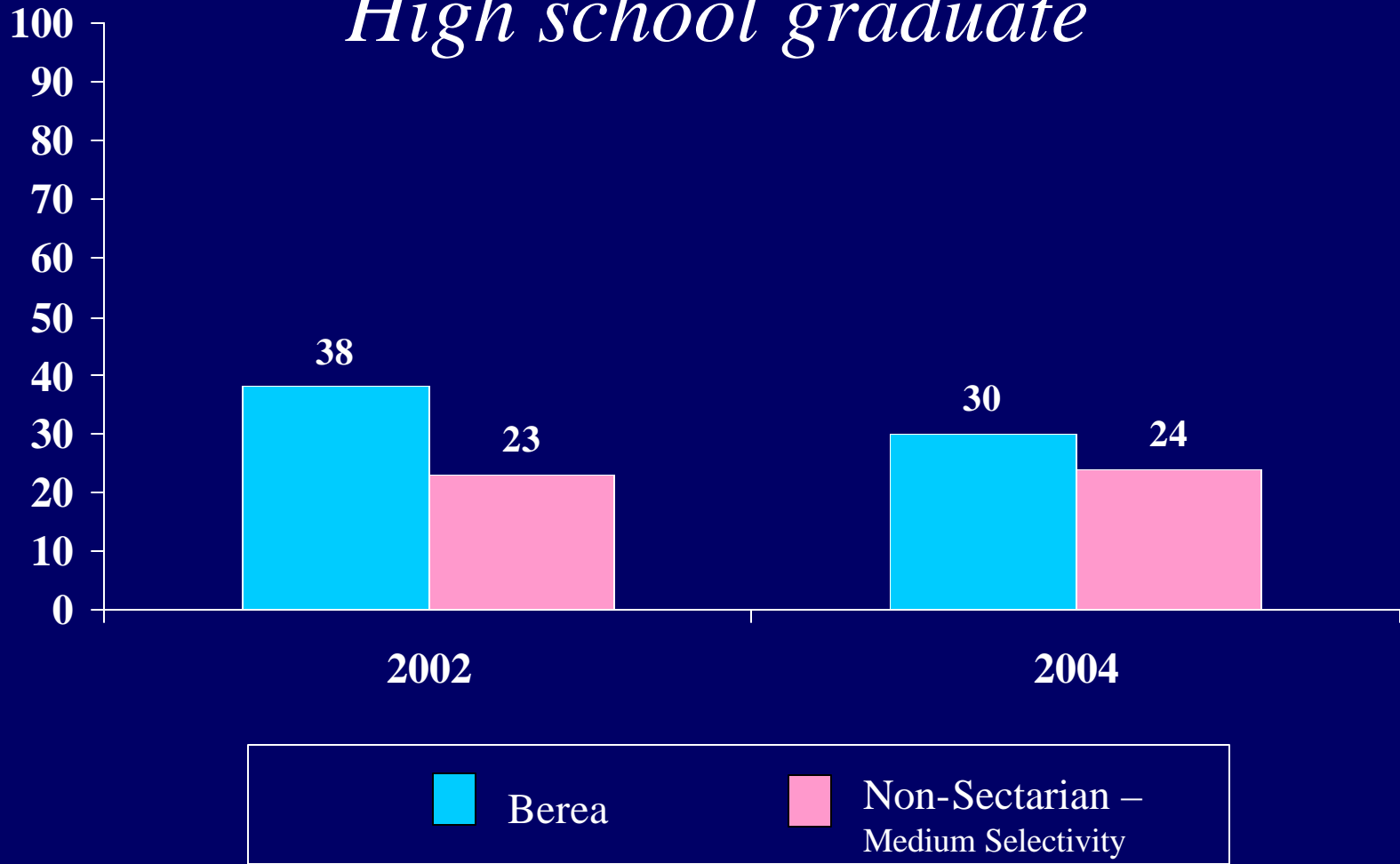
What is the highest level of formal education obtained by your father:

Some high school



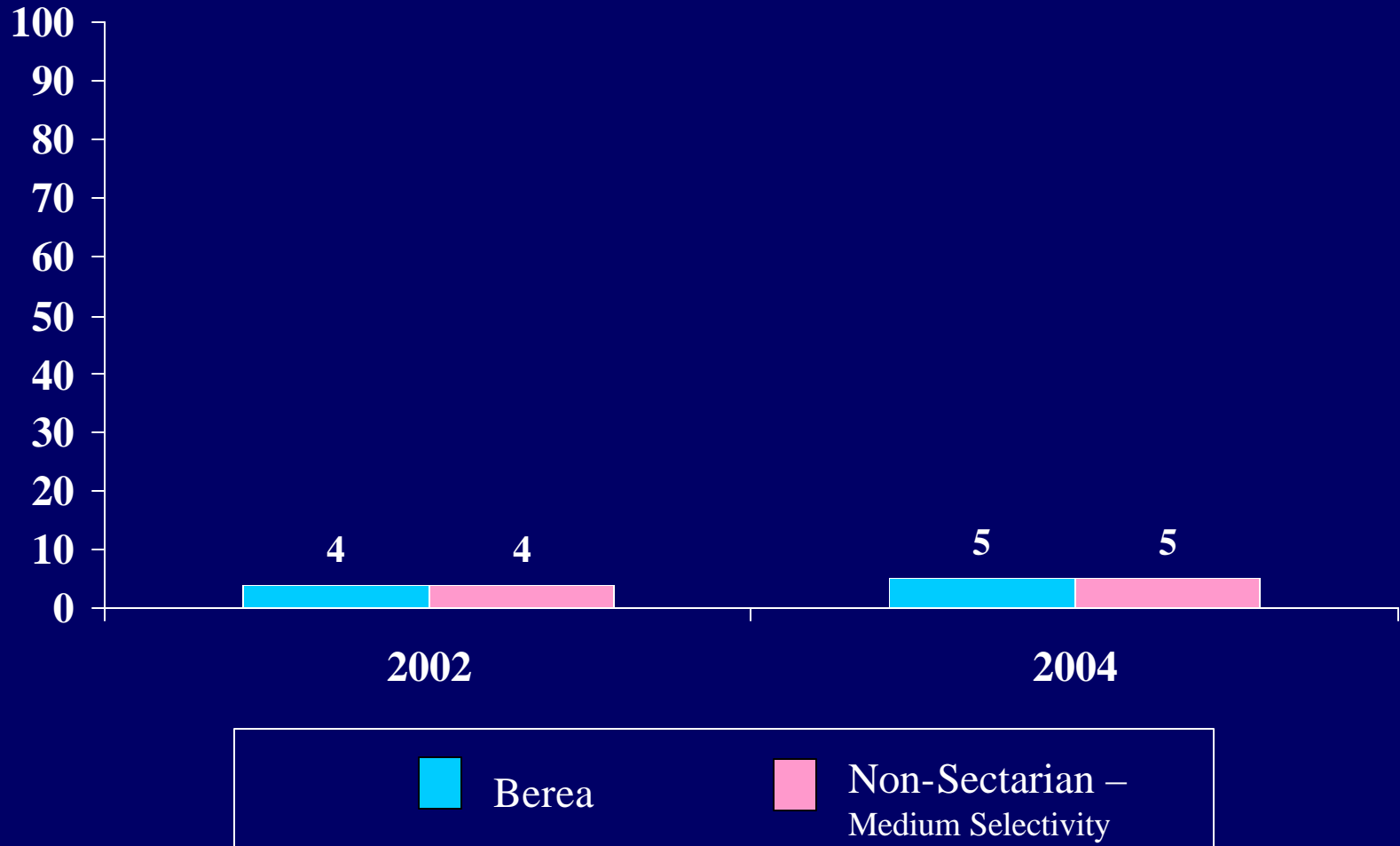
What is the highest level of formal education obtained by your father:

High school graduate



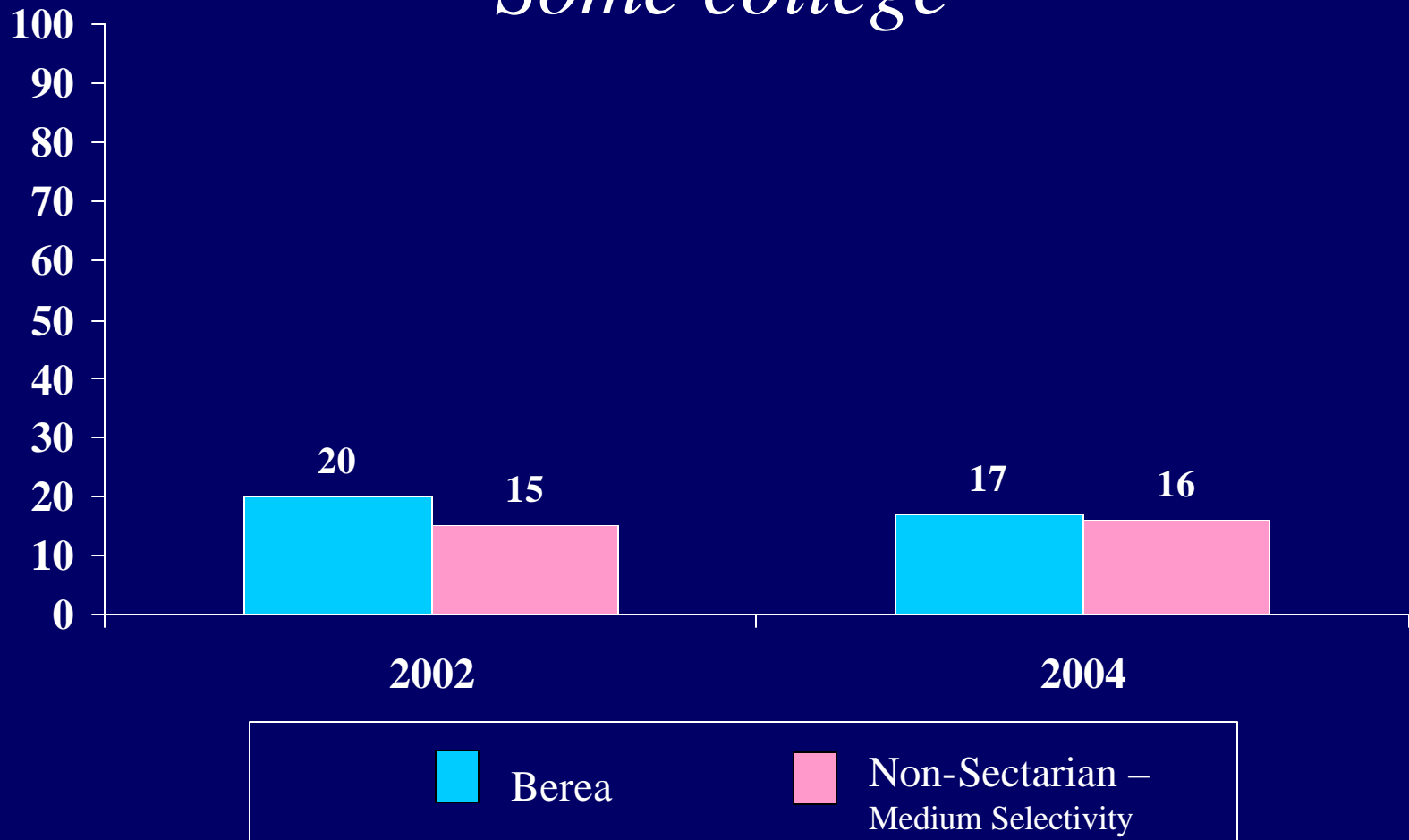
What is the highest level of formal education obtained by your father:

Postsecondary school other than college



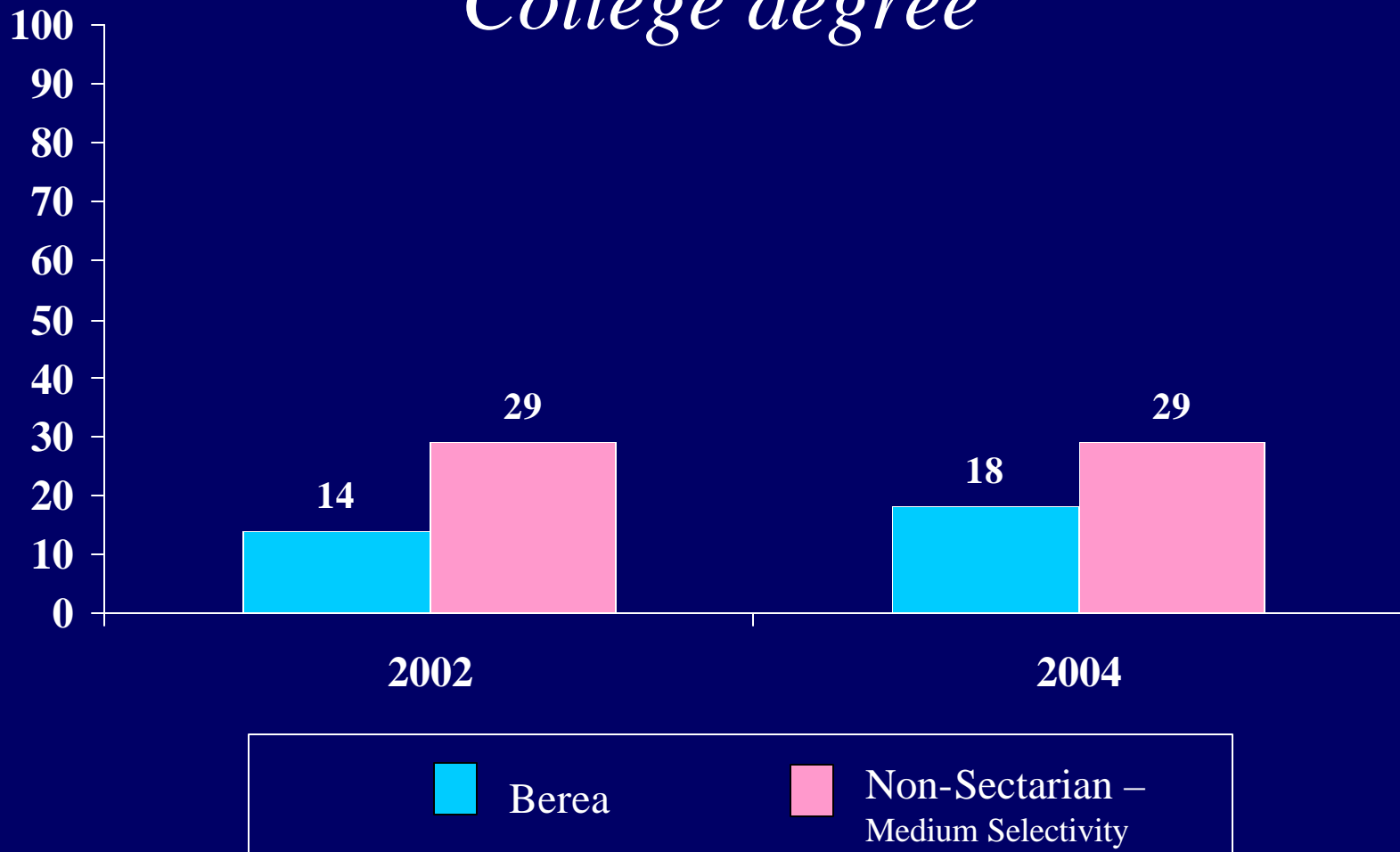
What is the highest level of formal education obtained by your father:

Some college



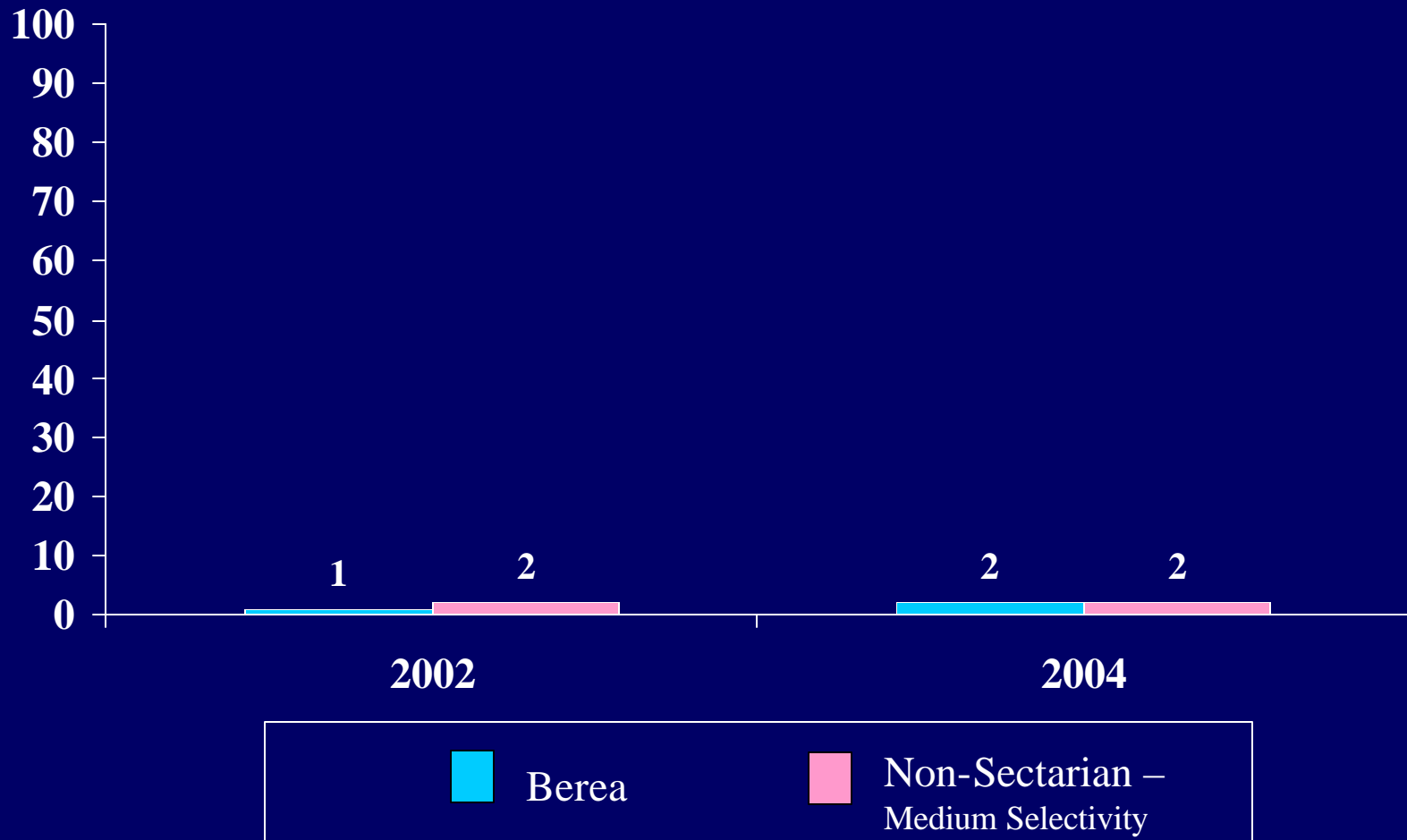
What is the highest level of formal education obtained by your father:

College degree



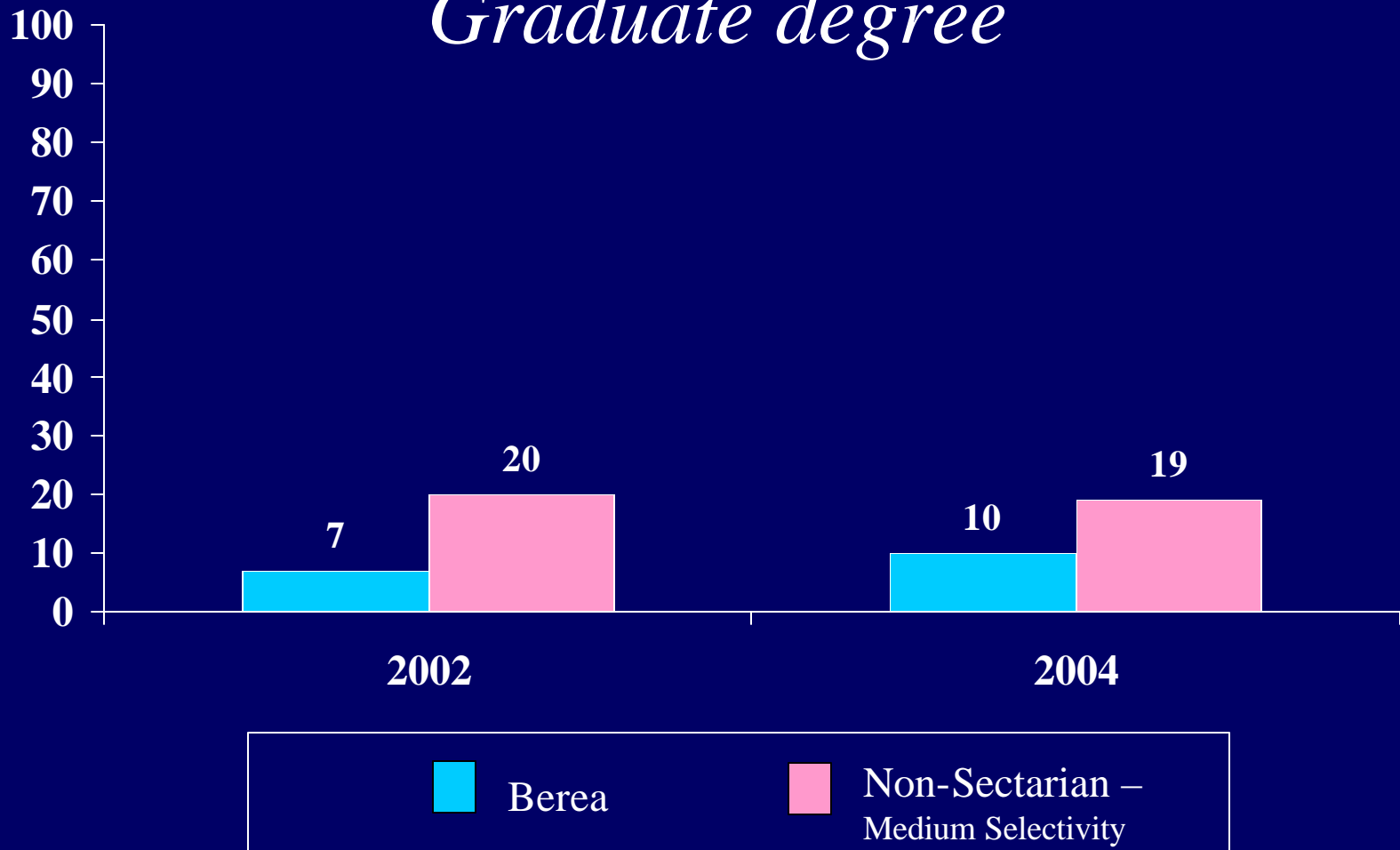
What is the highest level of formal education obtained by your father:

Some graduate school



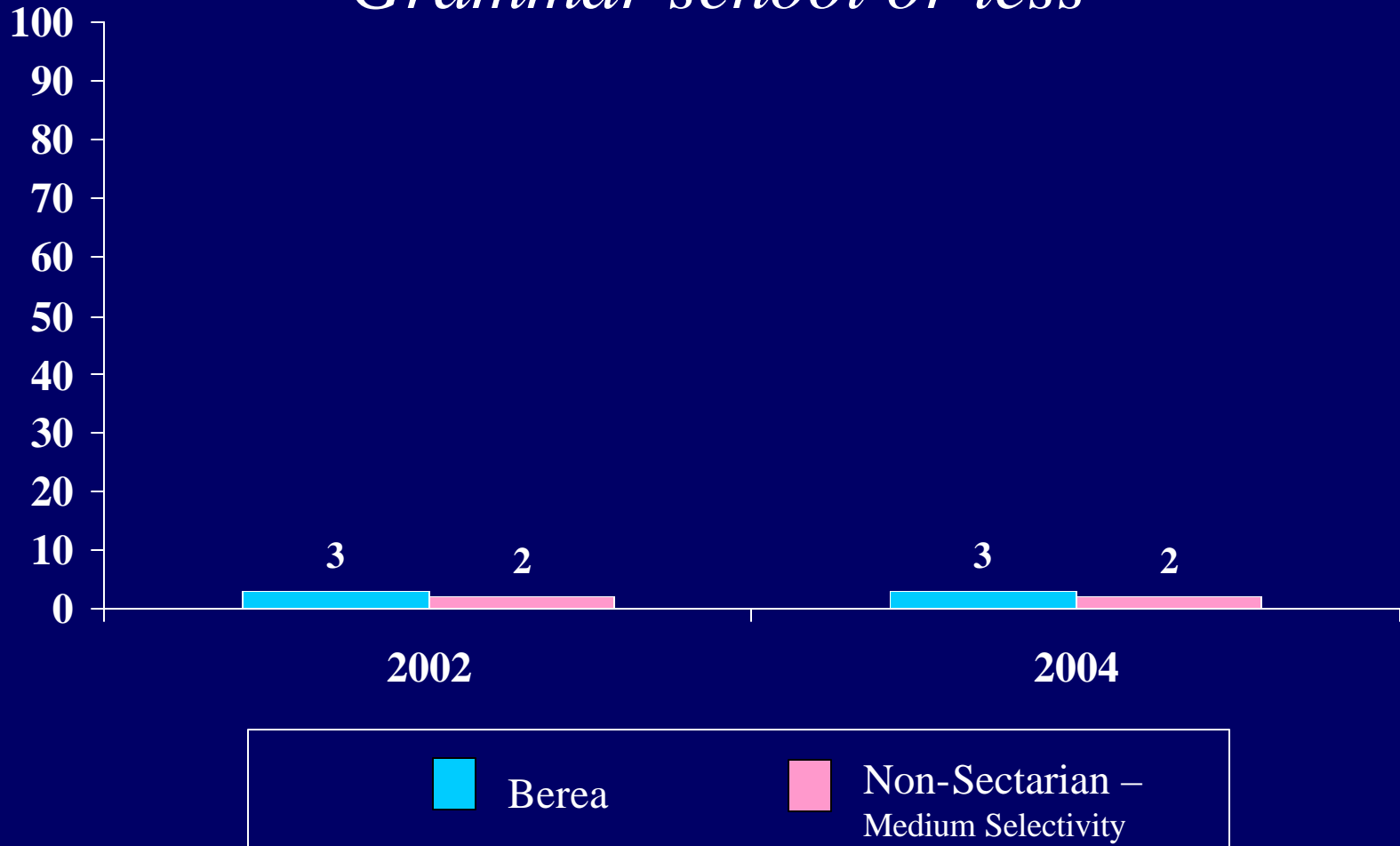
What is the highest level of formal education obtained by your father:

Graduate degree

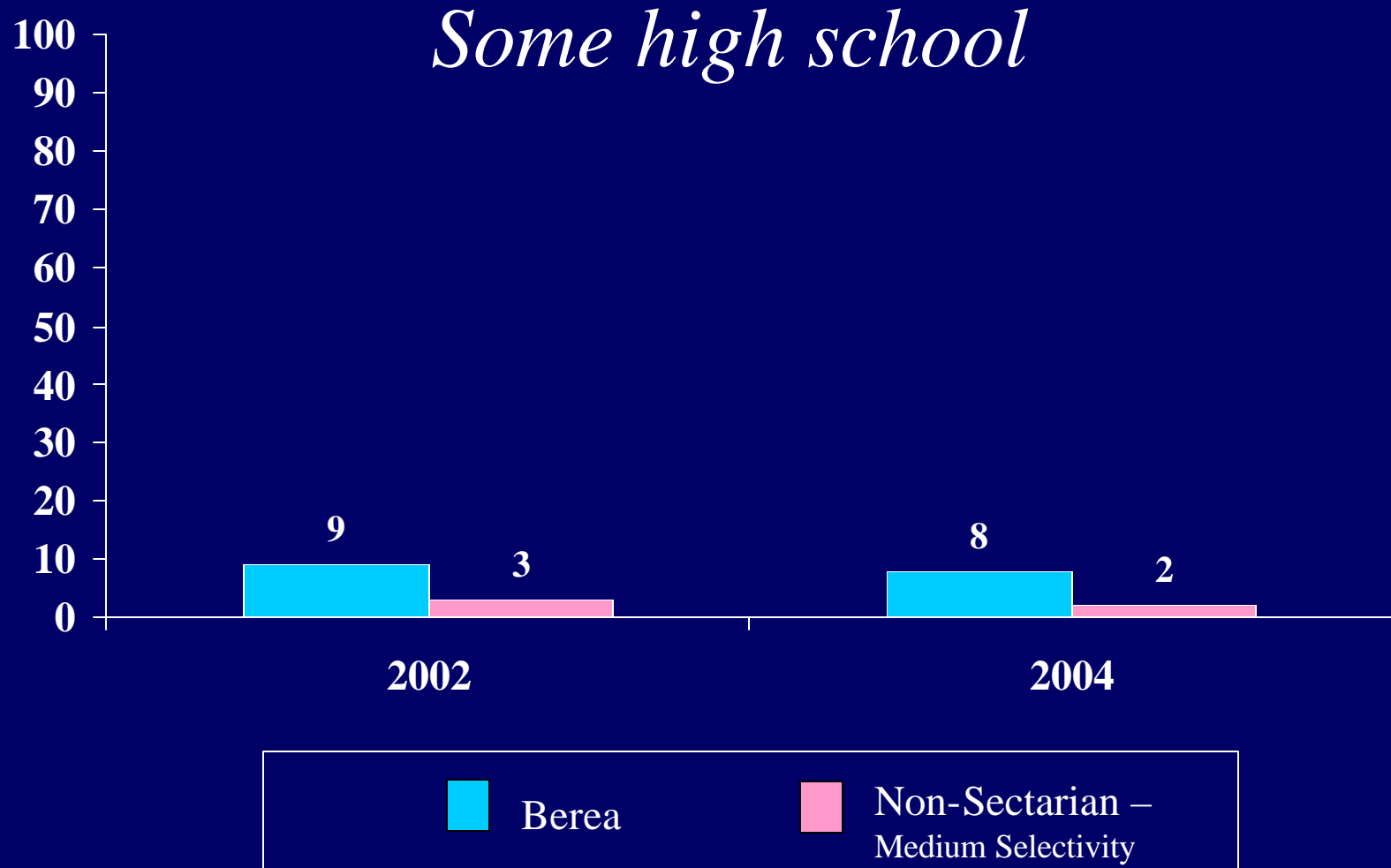


What is the highest level of formal education obtained by your mother:

Grammar school or less

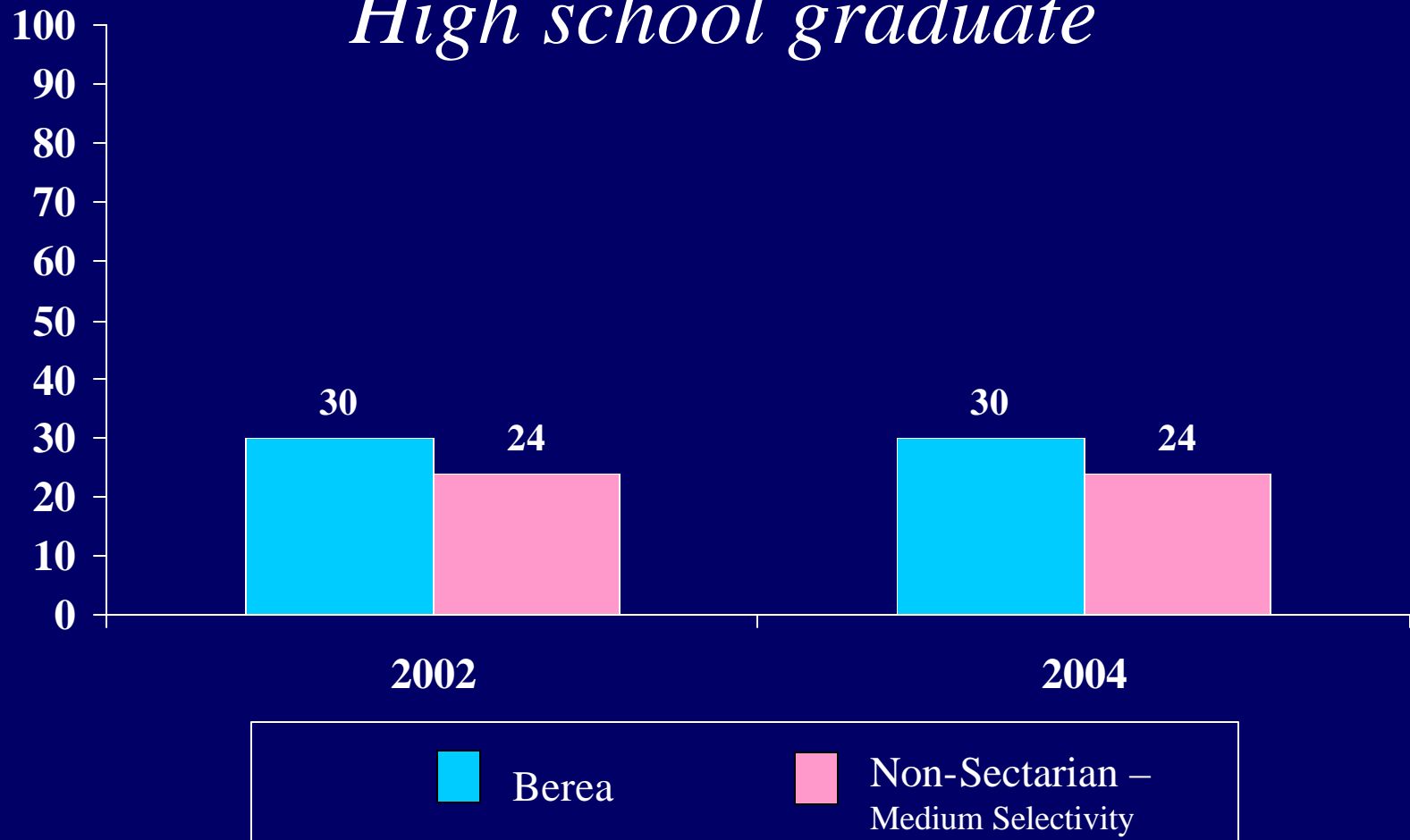


What is the highest level of formal education obtained by your mother:



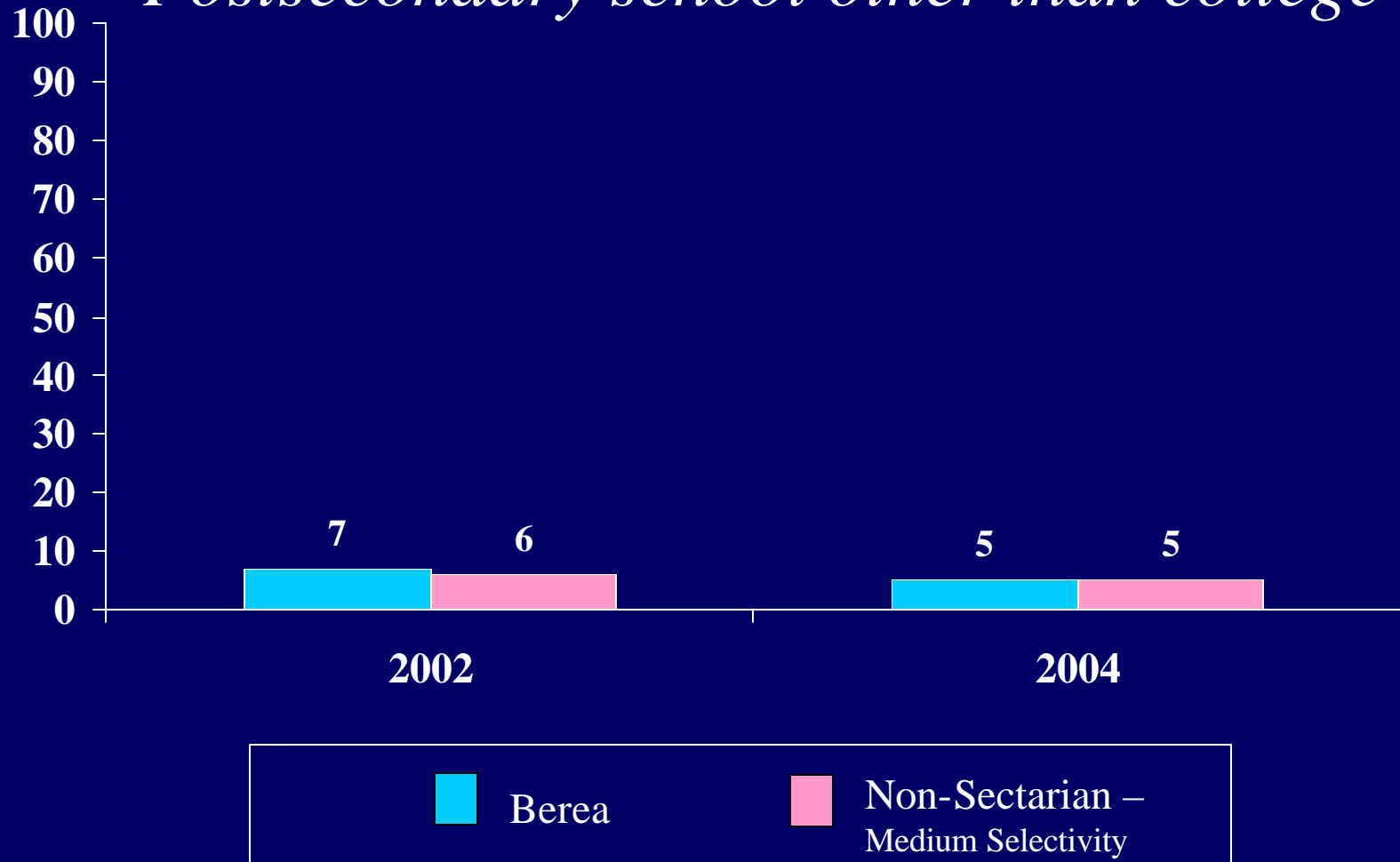
What is the highest level of formal education obtained by your mother:

High school graduate



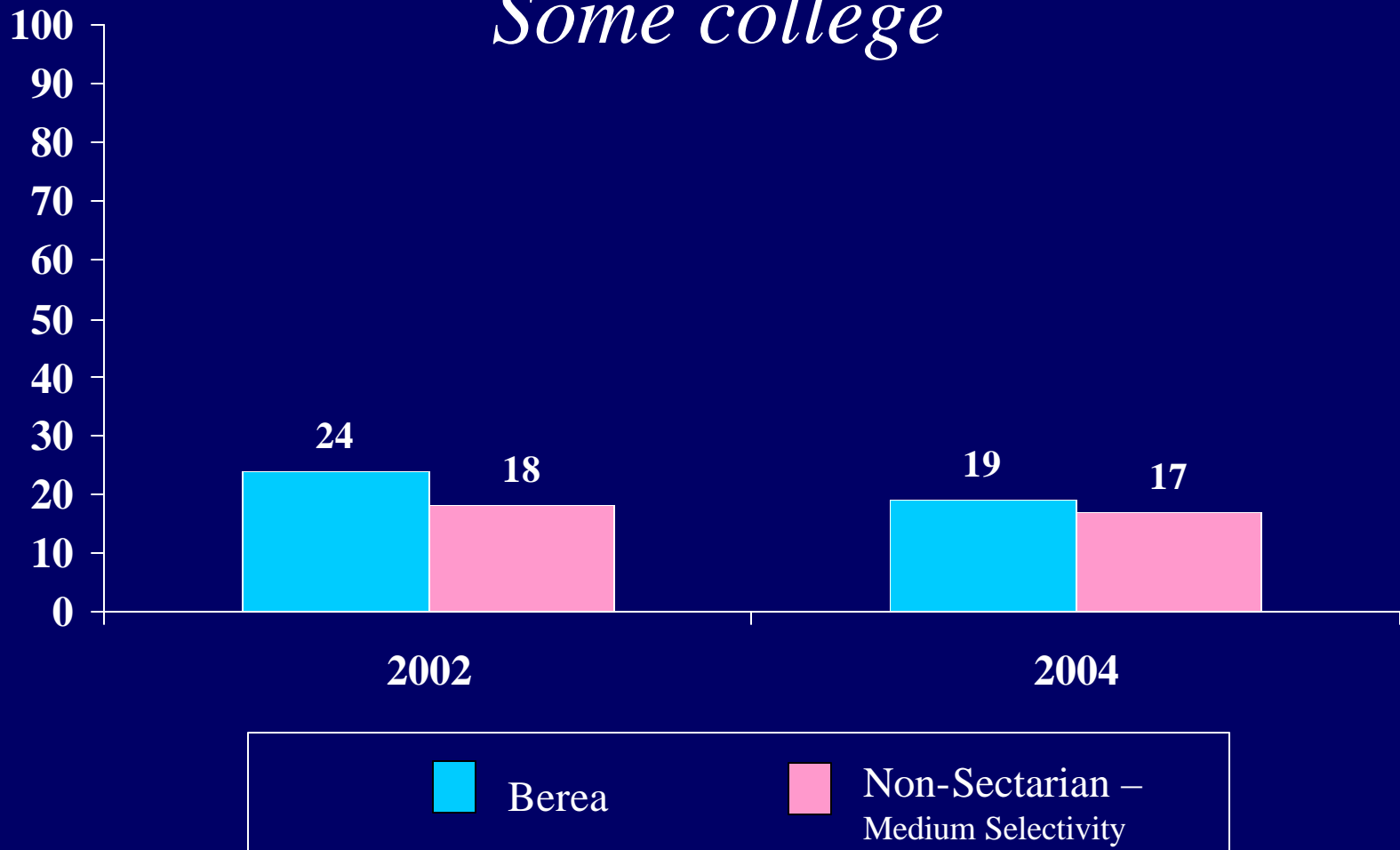
What is the highest level of formal education obtained by your mother:

Postsecondary school other than college



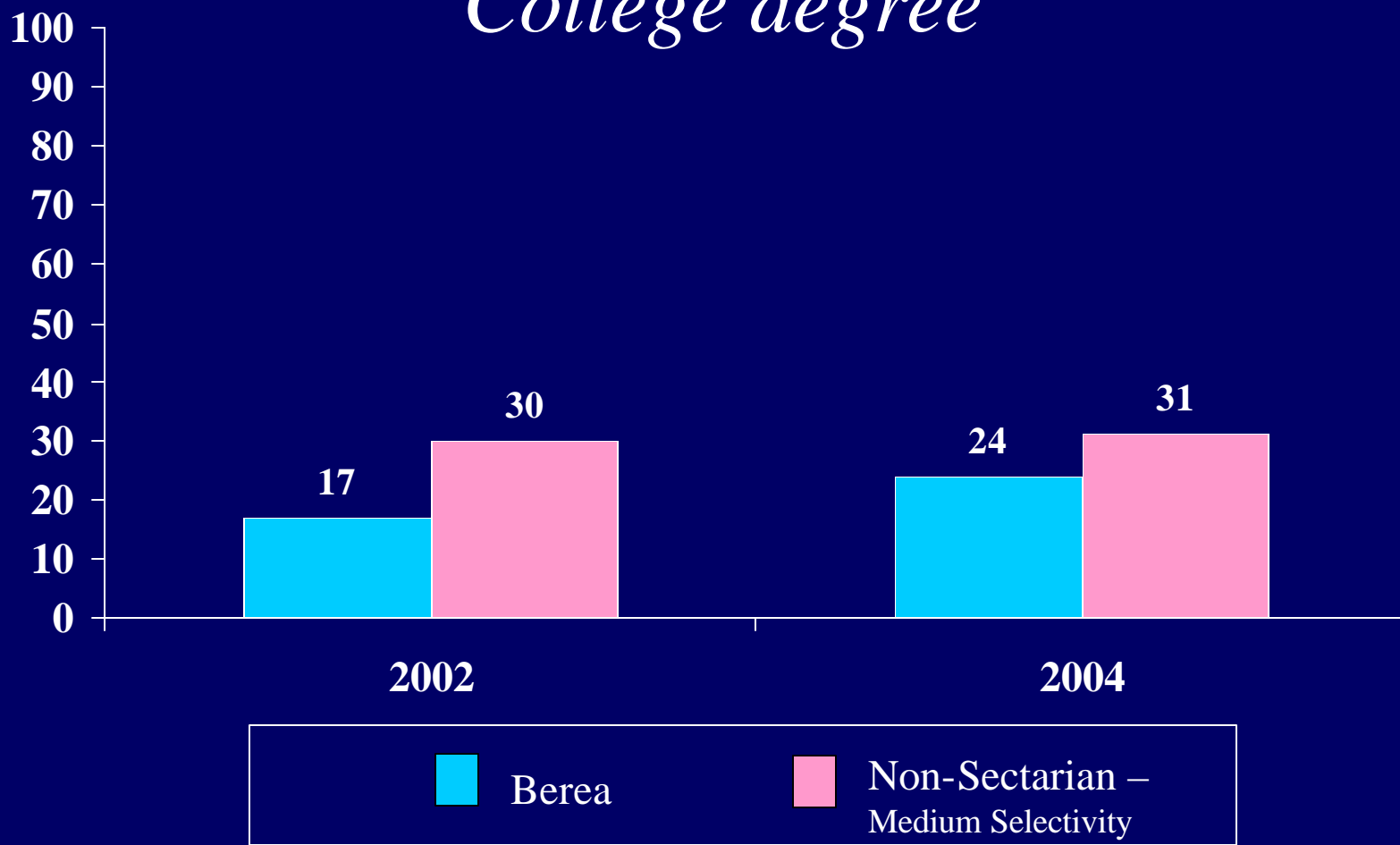
What is the highest level of formal education obtained by your mother:

Some college



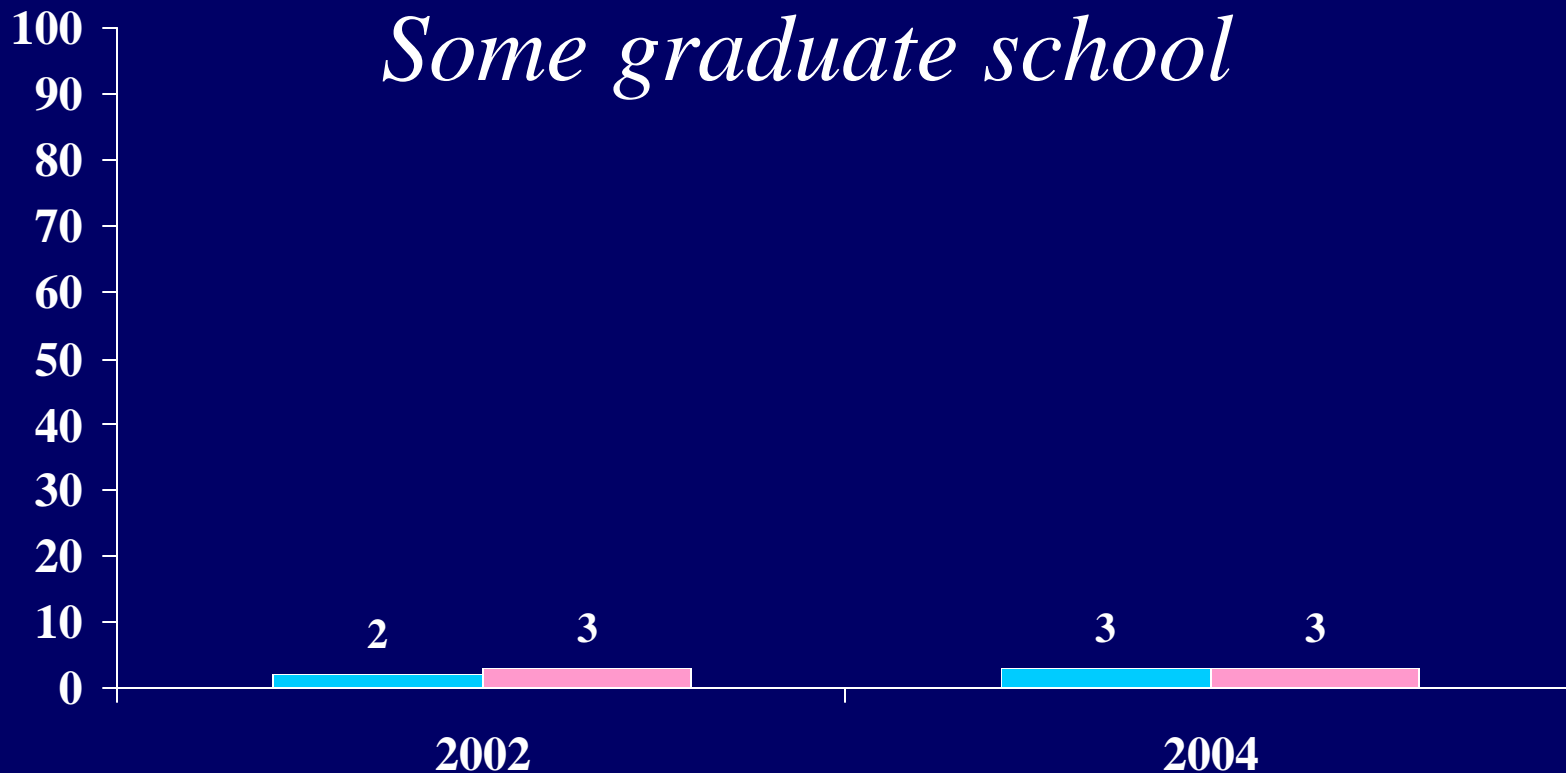
What is the highest level of formal education obtained by your mother:

College degree

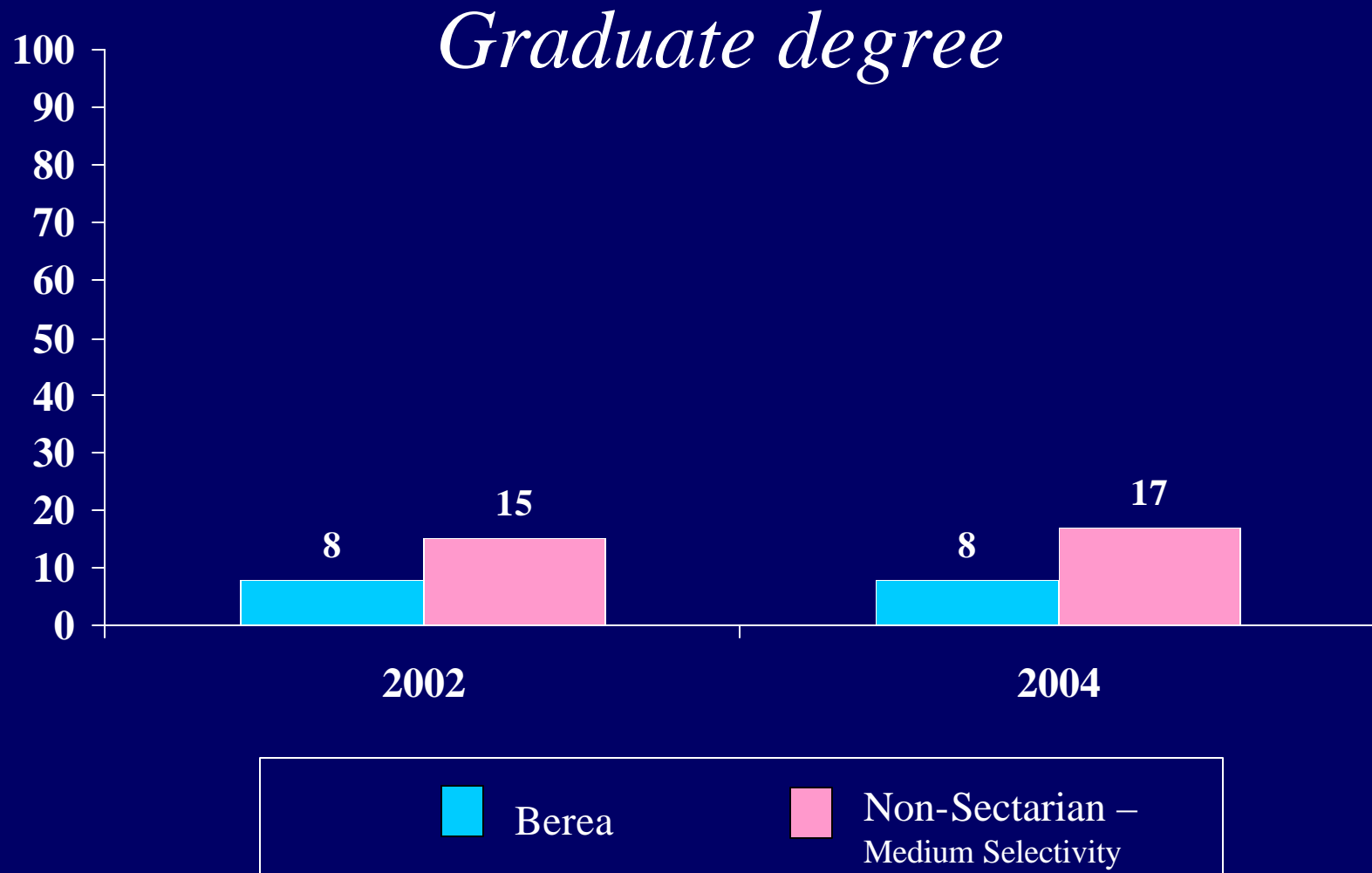


What is the highest level of formal education obtained by your mother:

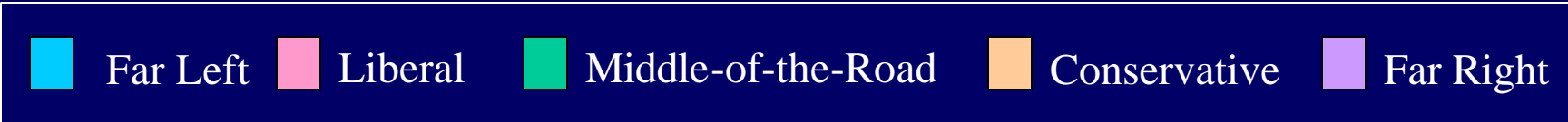
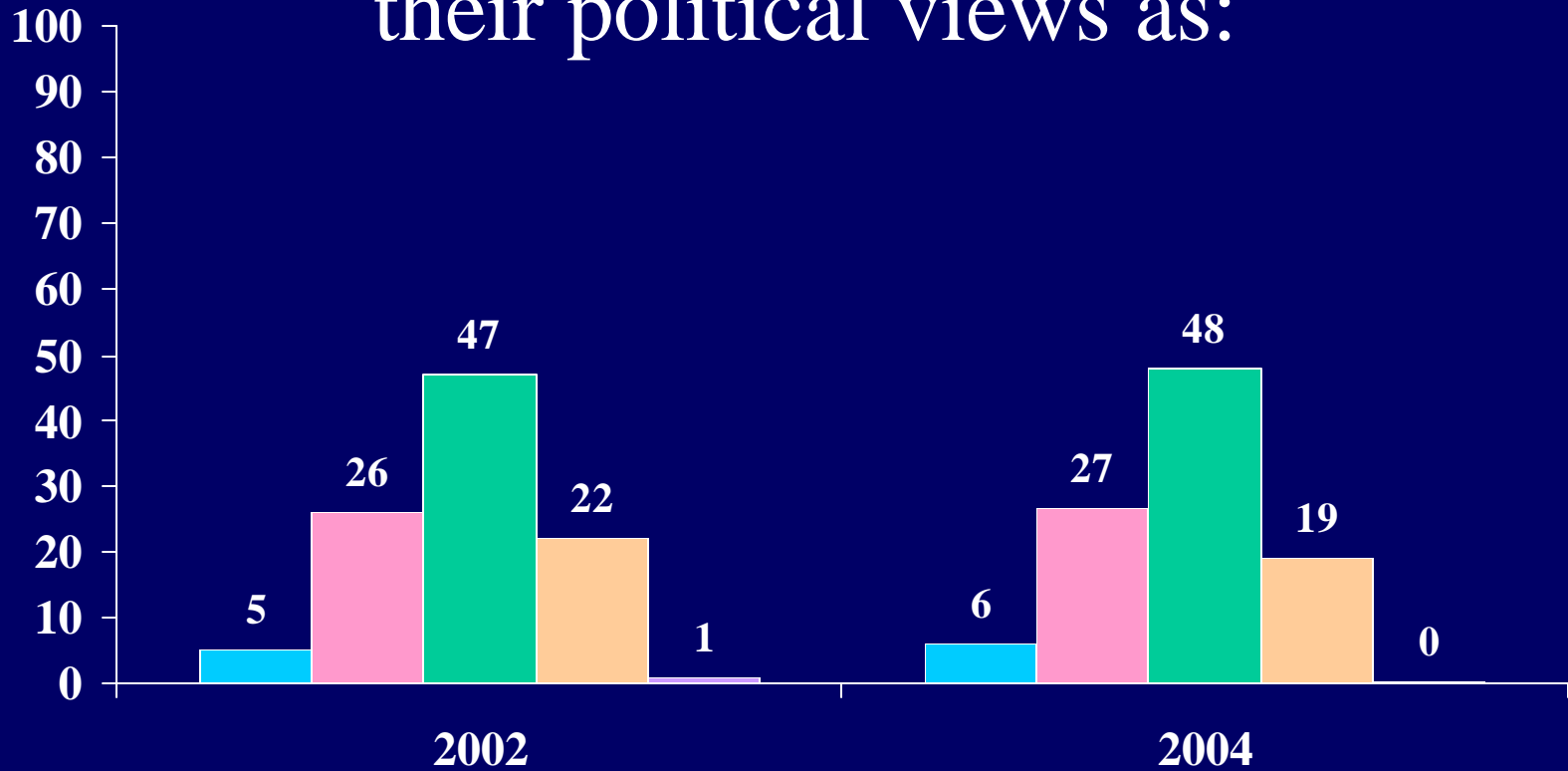
Some graduate school



What is the highest level of formal education obtained by your mother:



Percent of Berea students who characterize their political views as:



Percent of students who characterize their political views as:

Far left



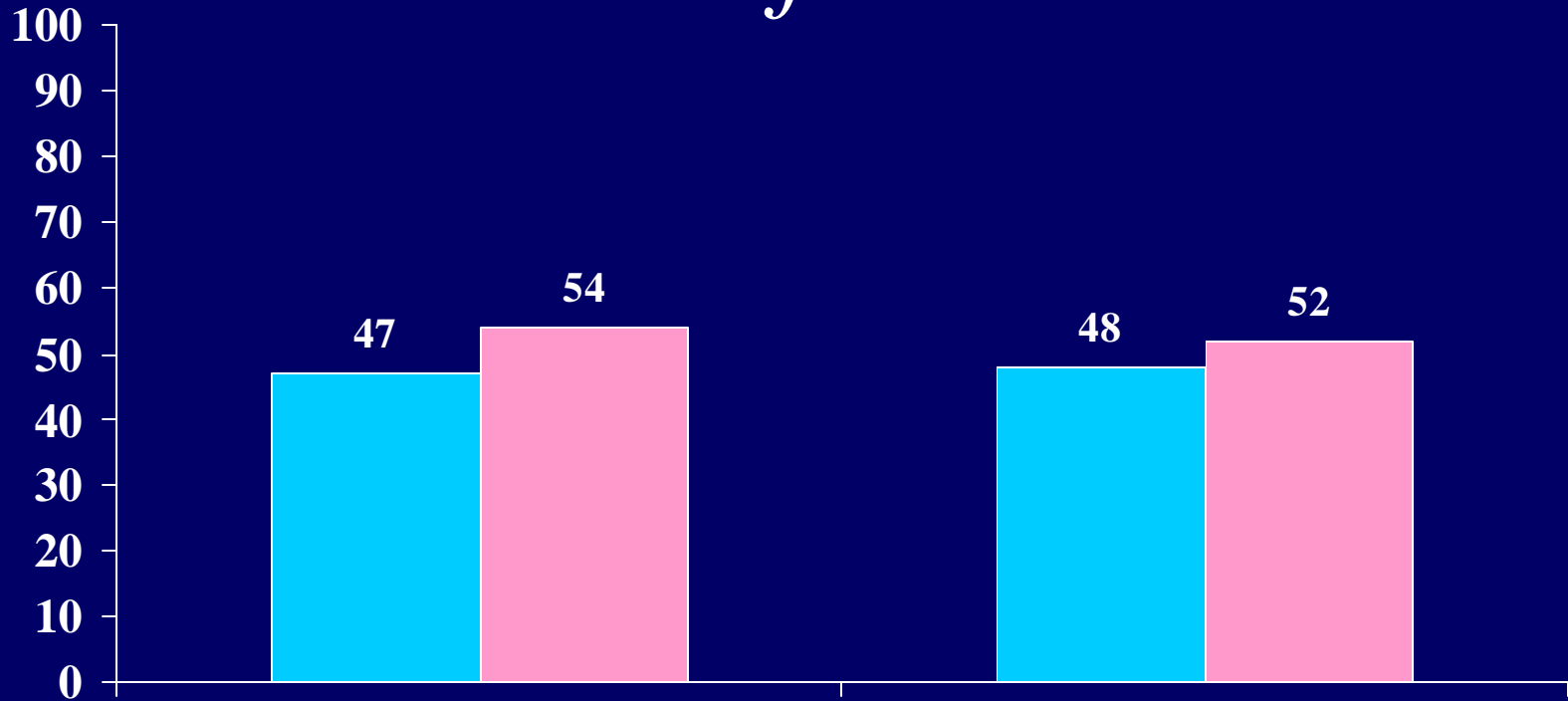
Percent of students who characterize their political views as:

Liberal



Percent of students who characterize their political views as:

Middle-of-the-road



Percent of students who characterize their political views as:

Conservative



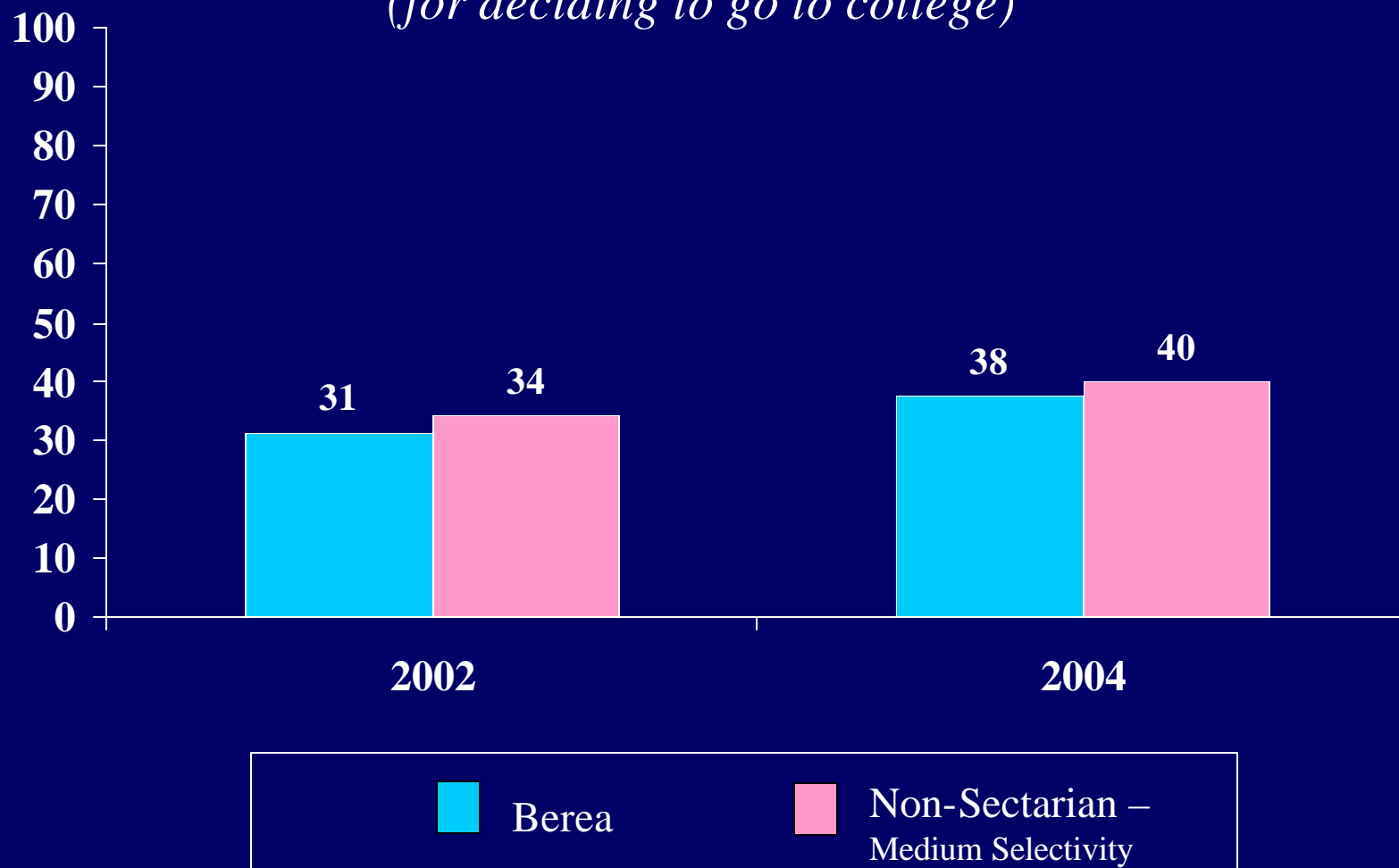
Percent of students who characterize their political views as:

Far right



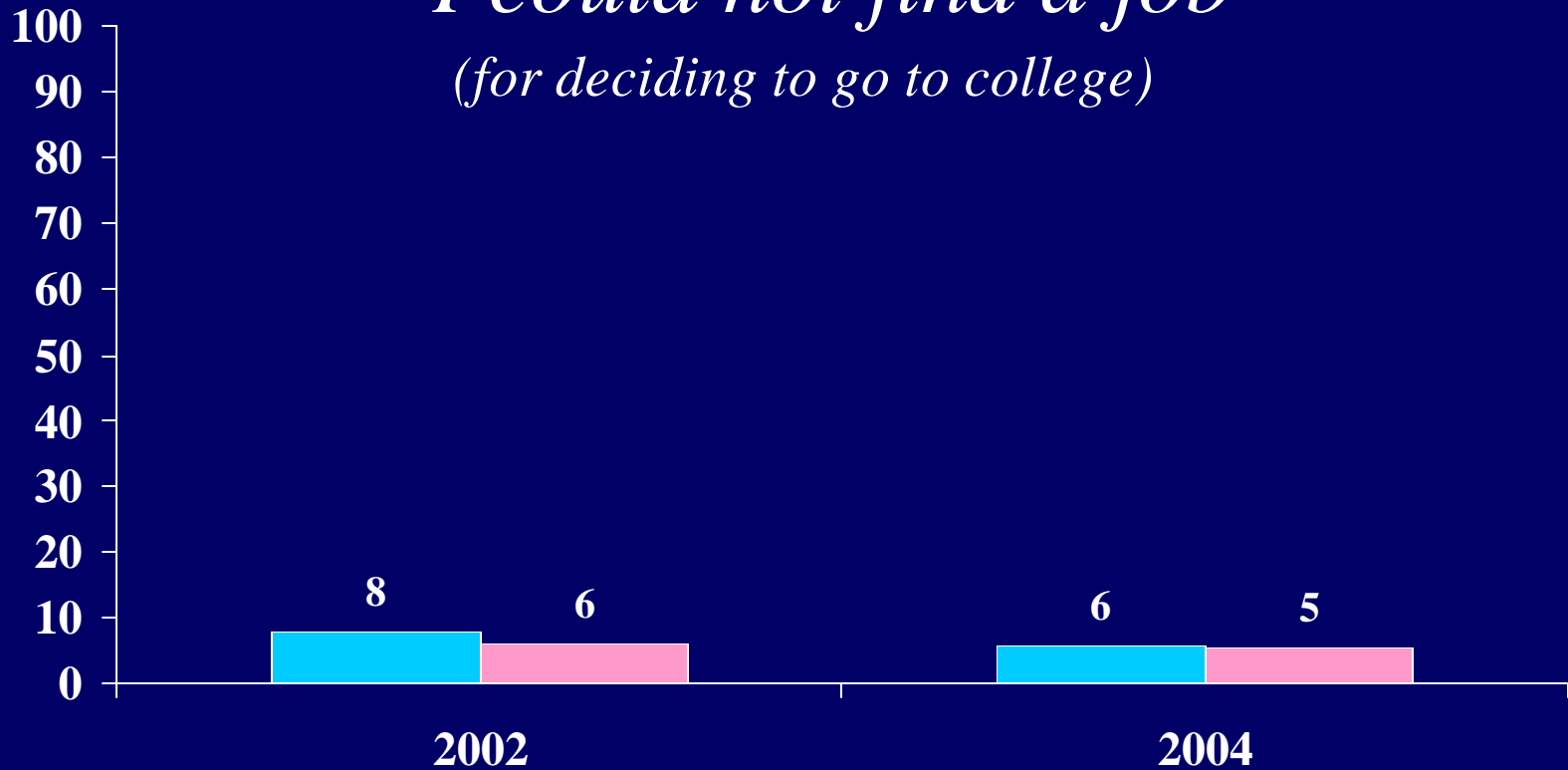
Percentage of students who rated item as “very important”:

My parents wanted me to go
(for deciding to go to college)



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

I could not find a job
(for deciding to go to college)



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

Wanted to get away from home

(for deciding to go to college)



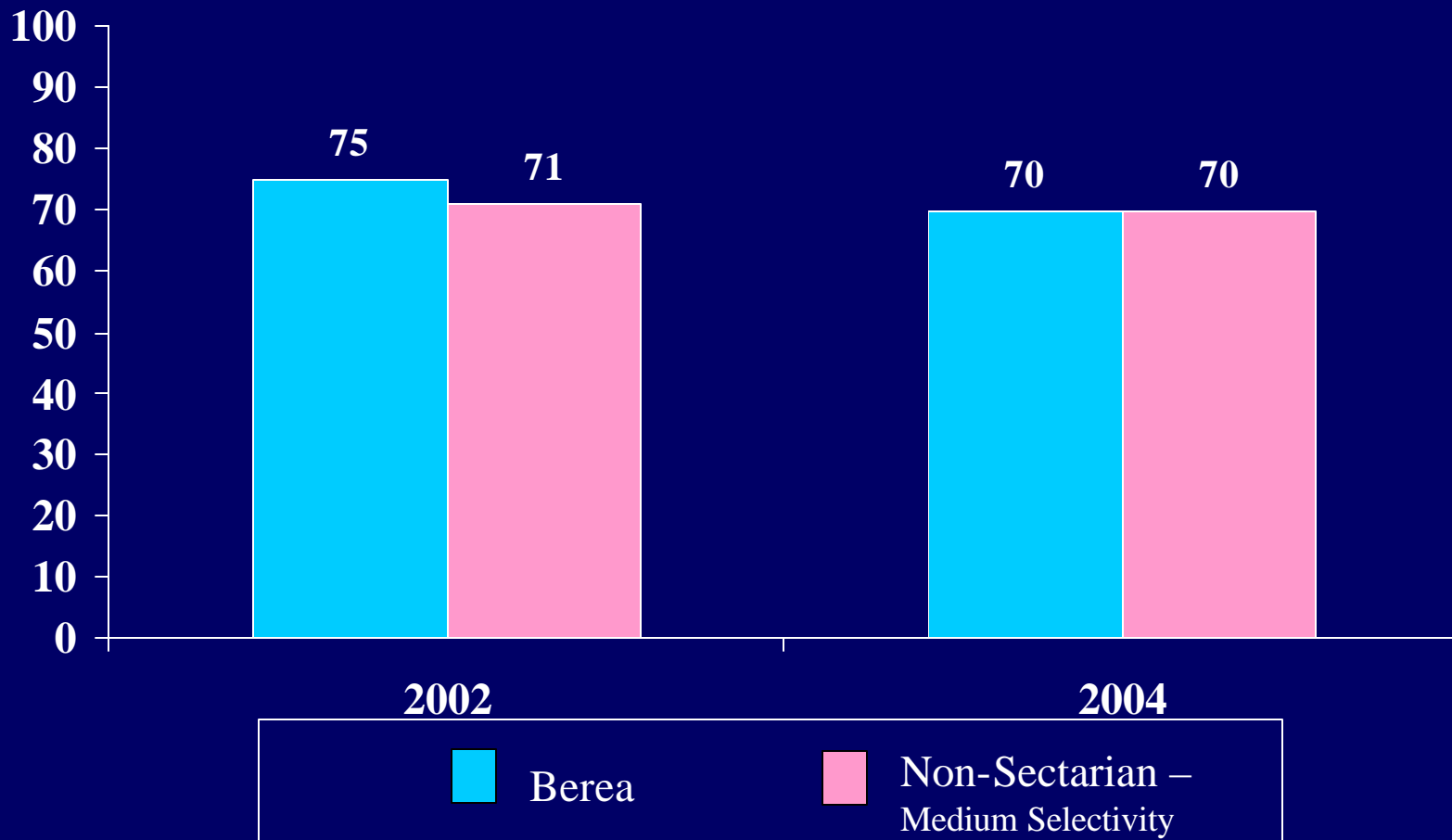
 Berea

 Non-Sectarian -
Medium Selectivity

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

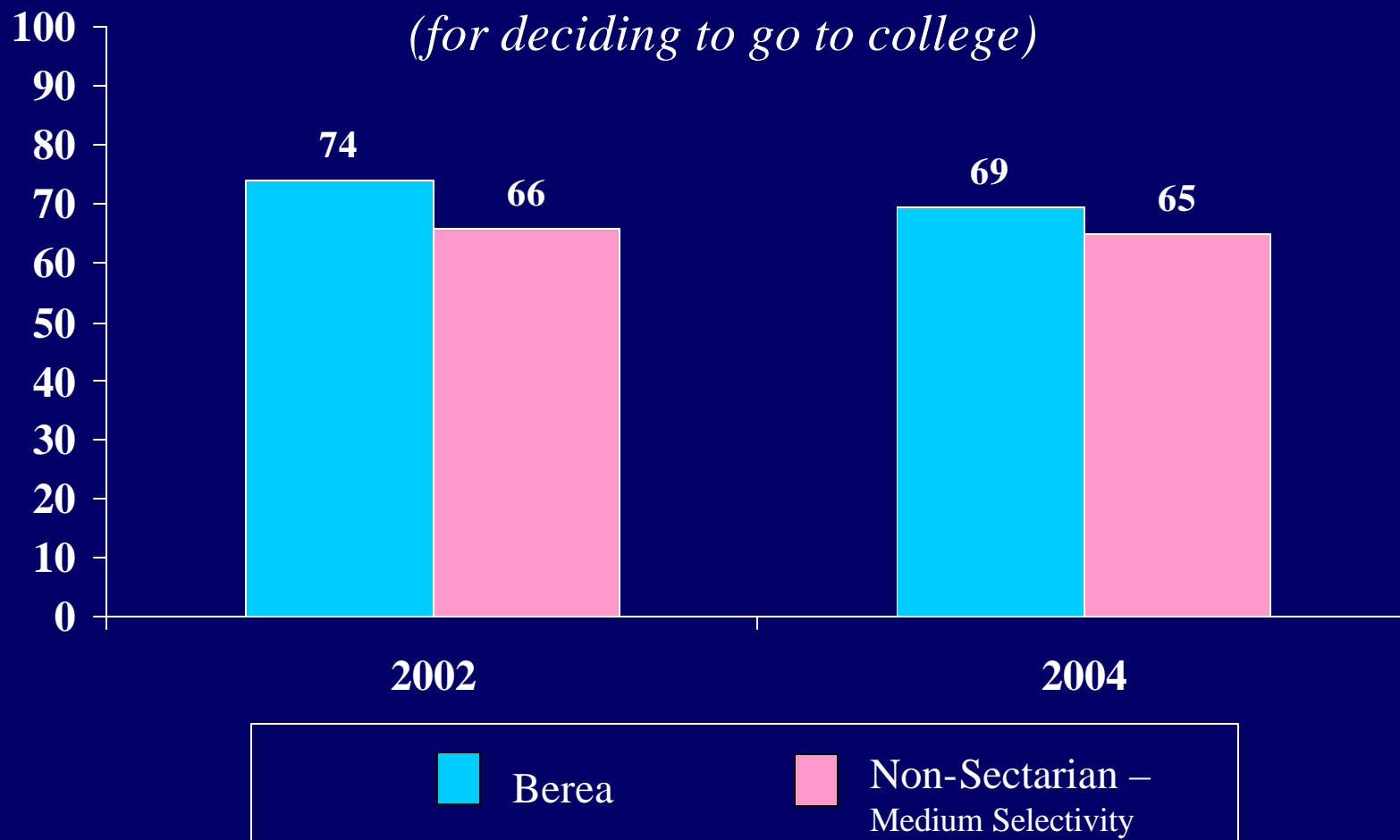
To be able to get a better job

(for deciding to go to college)



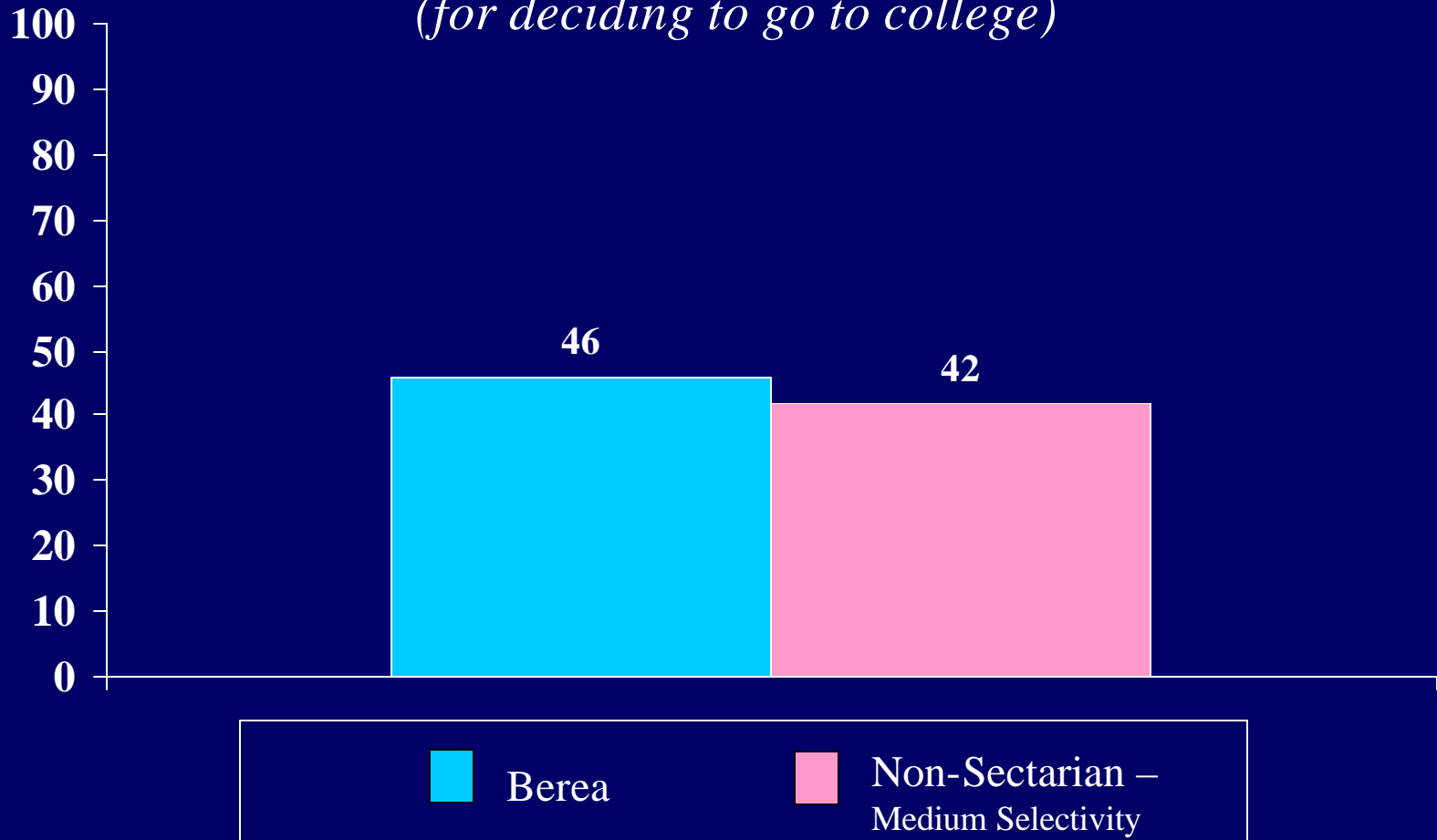
Percentage of students who rated item as “very important”:

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



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

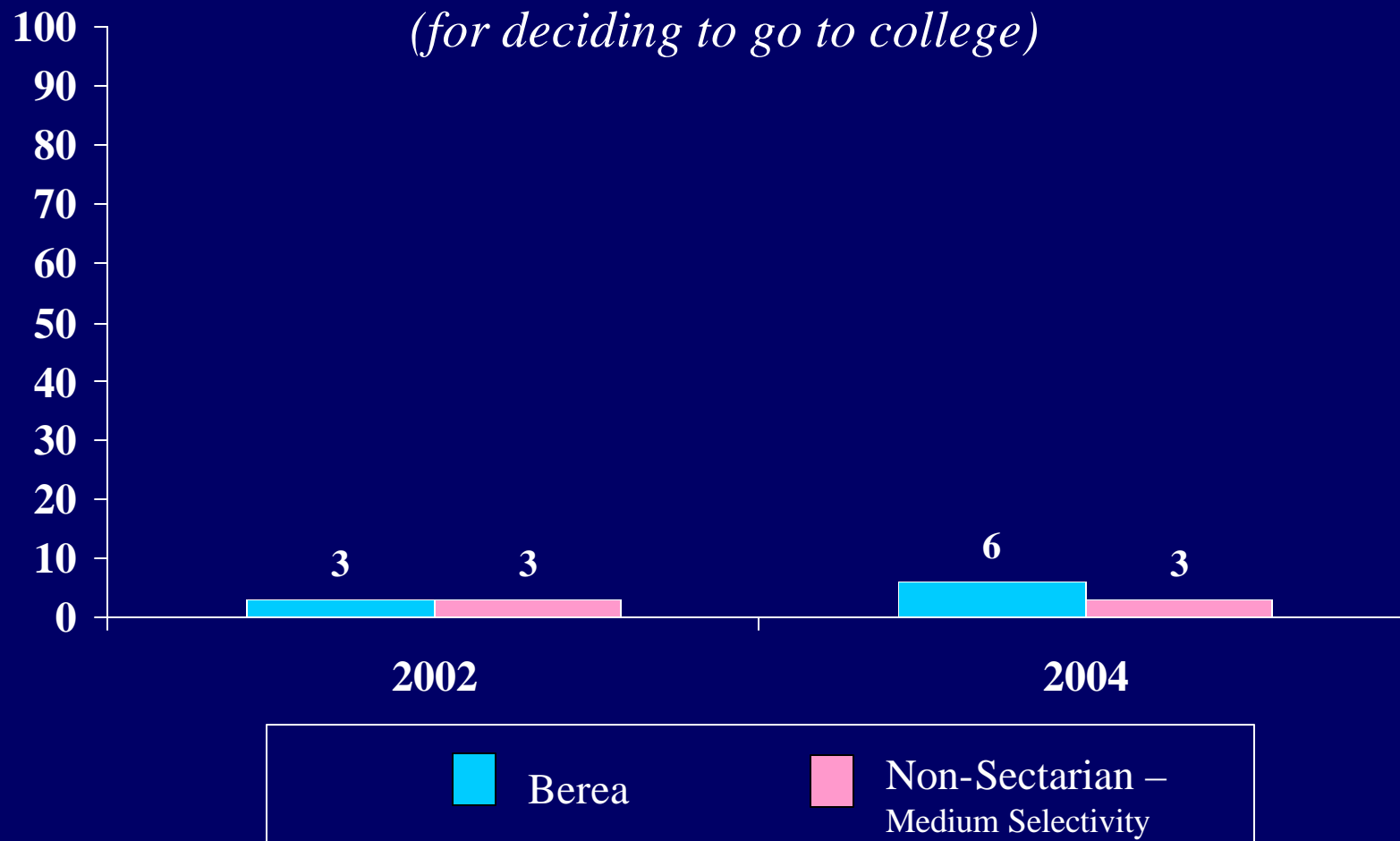
To improve my reading and study skills
(for deciding to go to college)



This item was on the 2002 CIRP survey but was not on the 2004 CIRP.

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

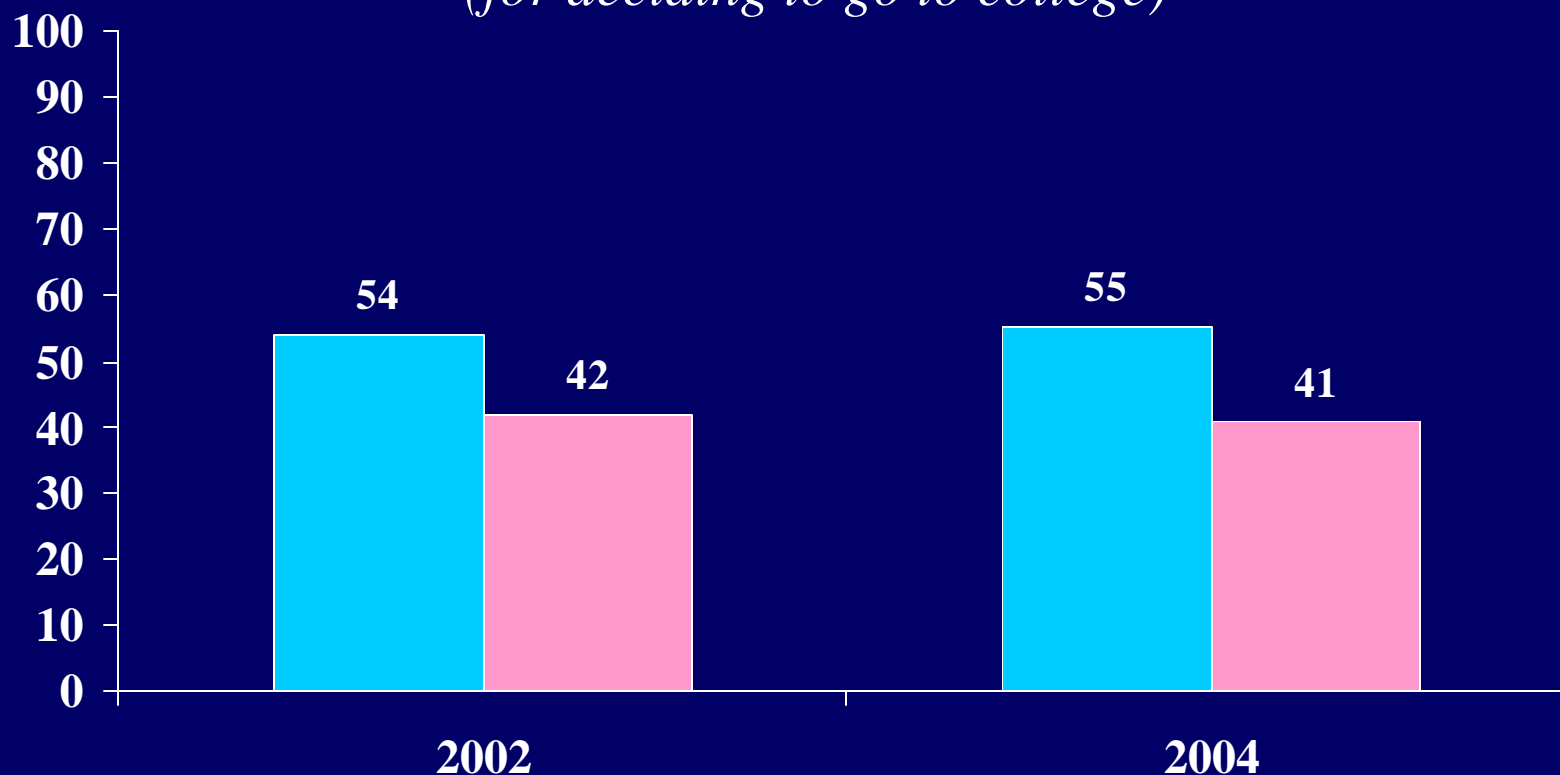
There was nothing better to do
(for deciding to go to college)



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

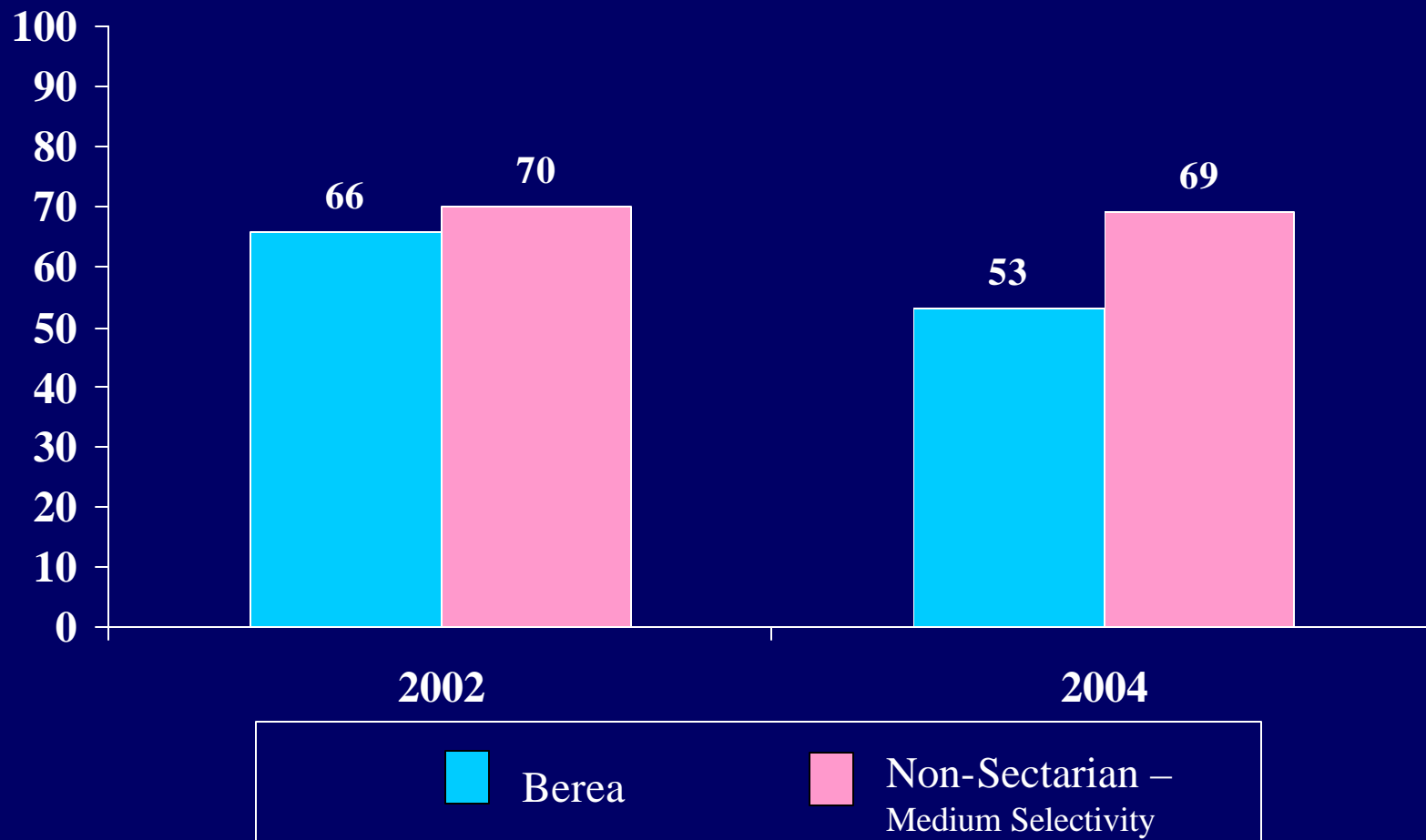
To make me a more cultured person

(for deciding to go to college)



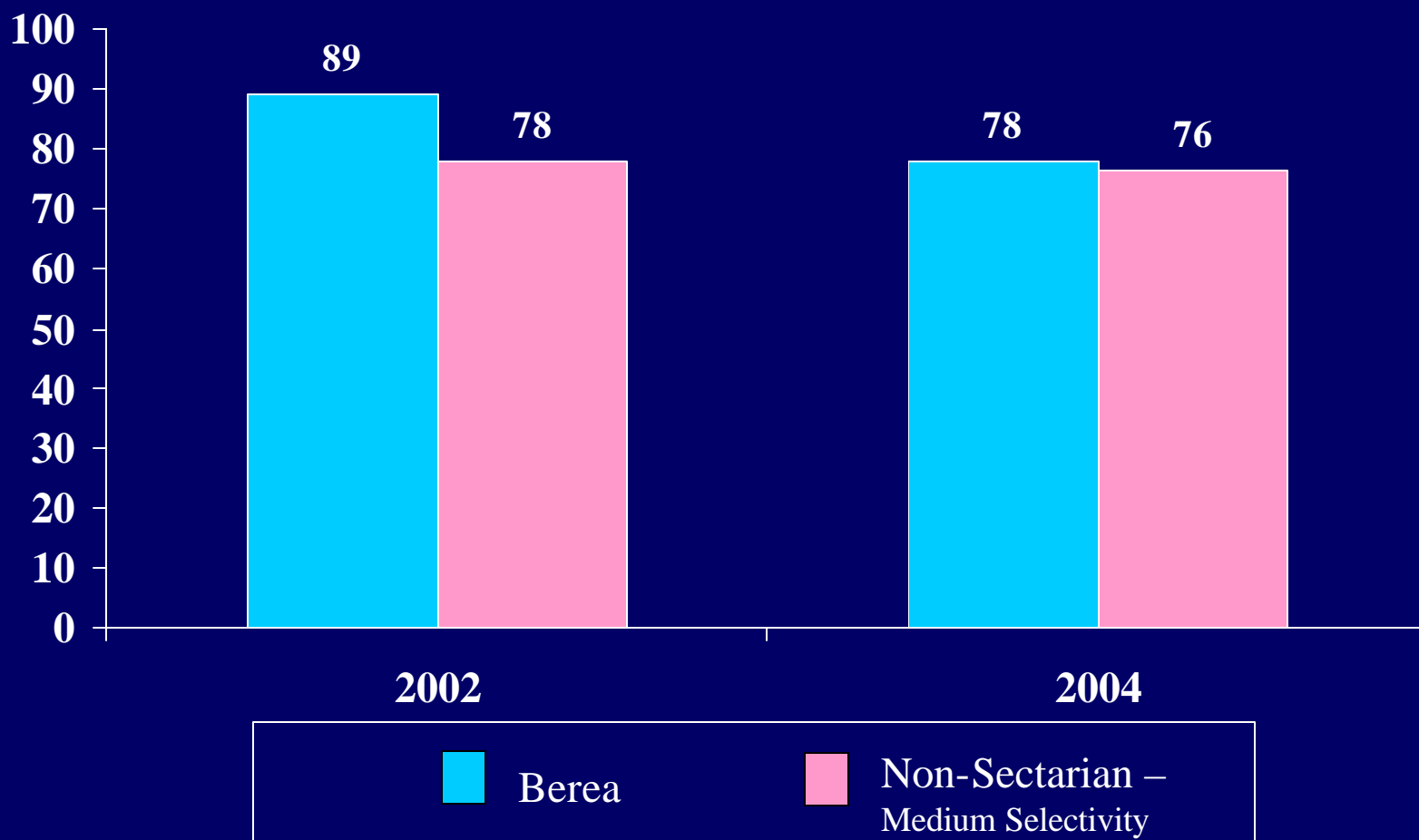
Percentage of students who rated item as “very important”:

To be able to make more money
(for deciding to go to college)



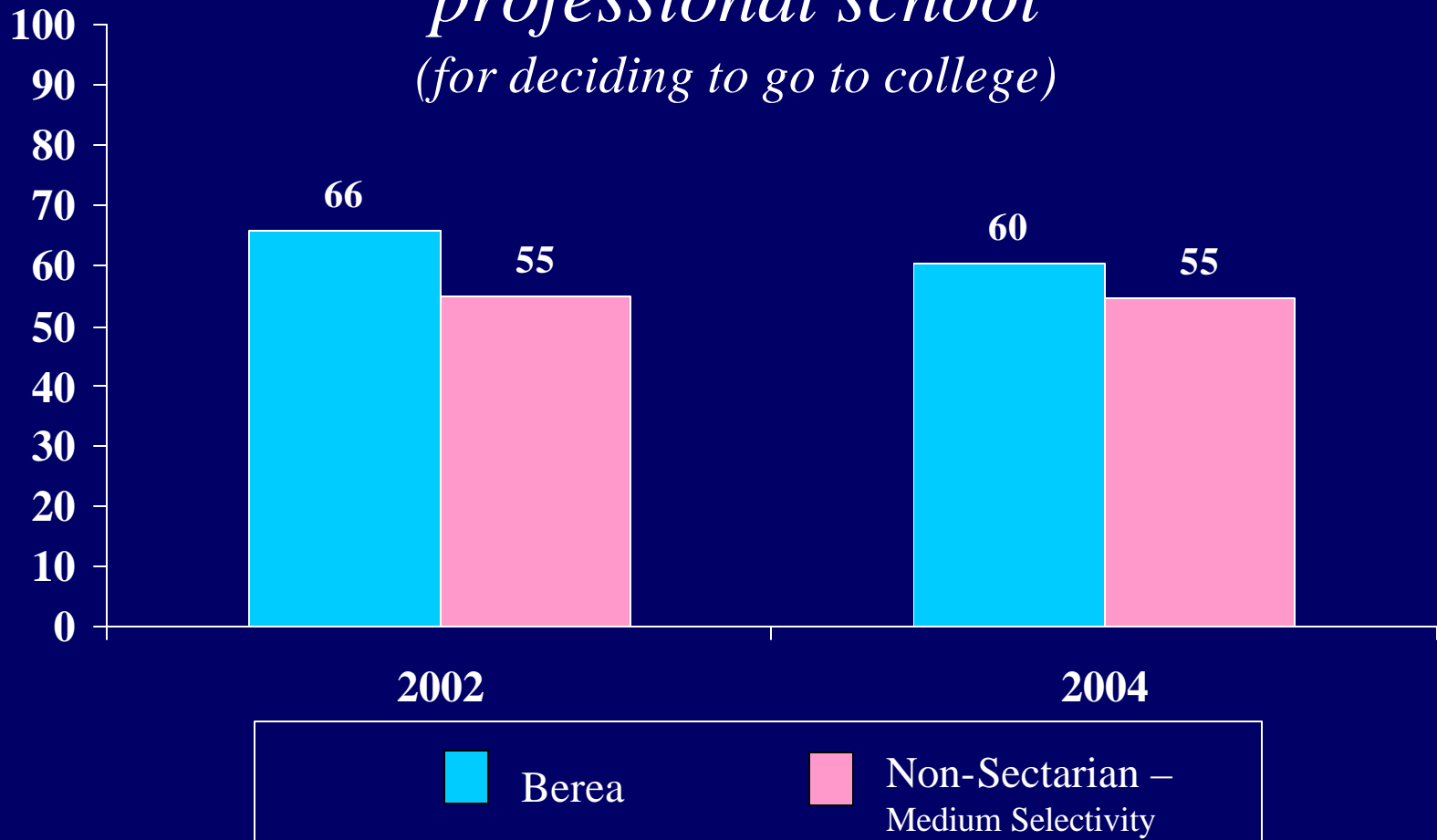
Percentage of students who rated item as “very important”:

*To learn more about things that interest me
(for deciding to go to college)*



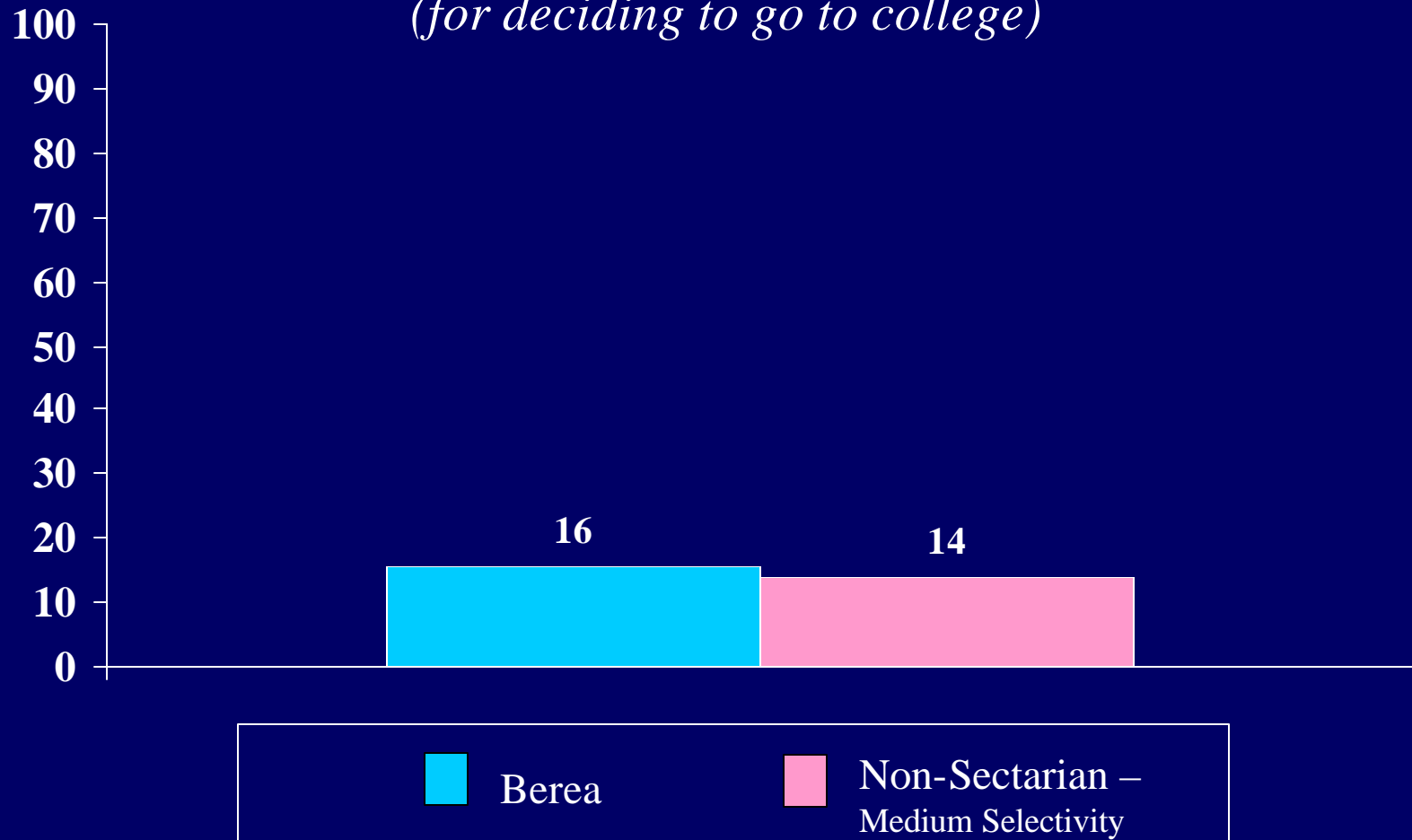
Percentage of students who rated item as “very important”:

*To prepare myself for graduate or
professional school
(for deciding to go to college)*



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

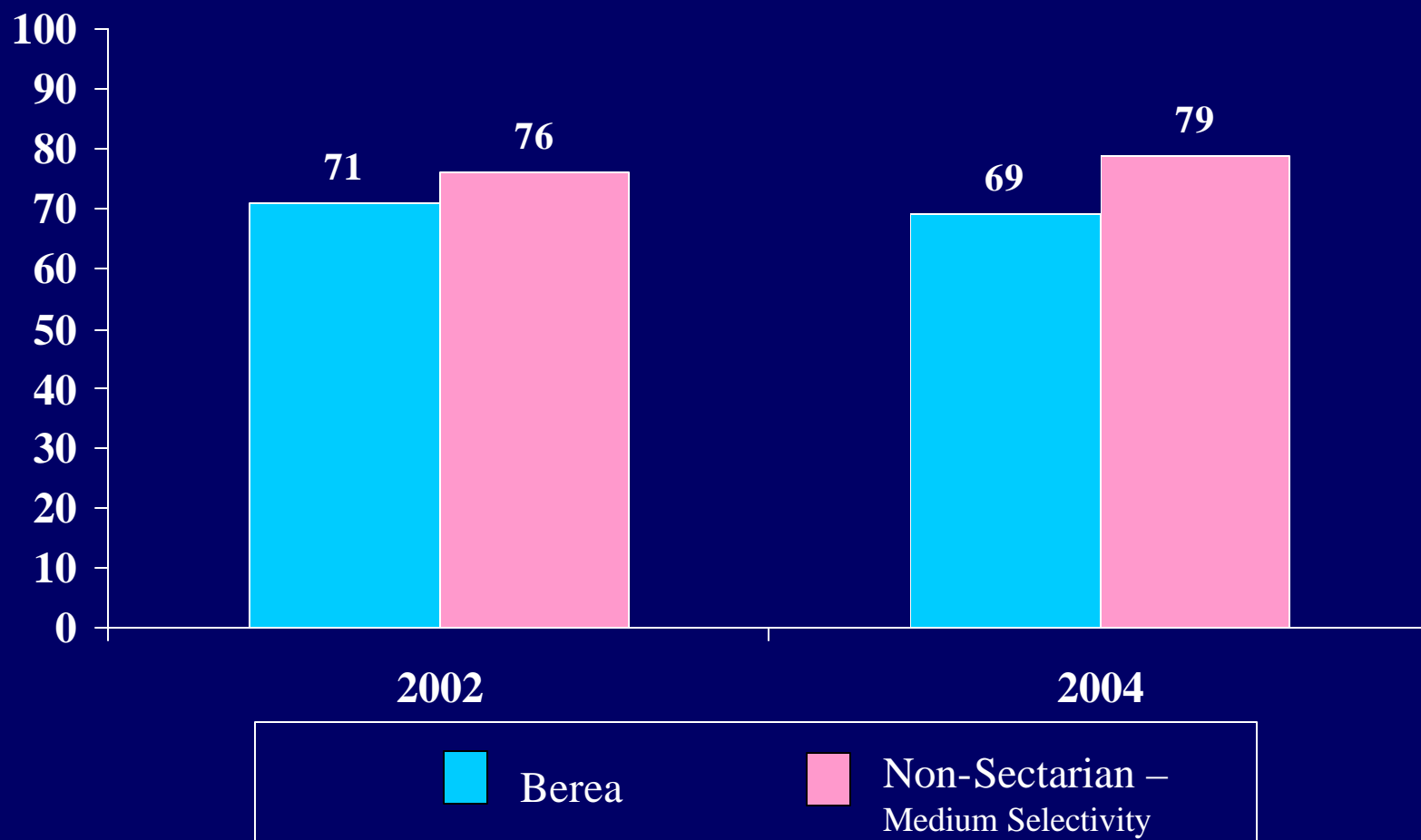
*A mentor/role model encouraged me to go
(for deciding to go to college)*



This item was on the 2002 CIRP survey but was not on the 2004 CIRP.

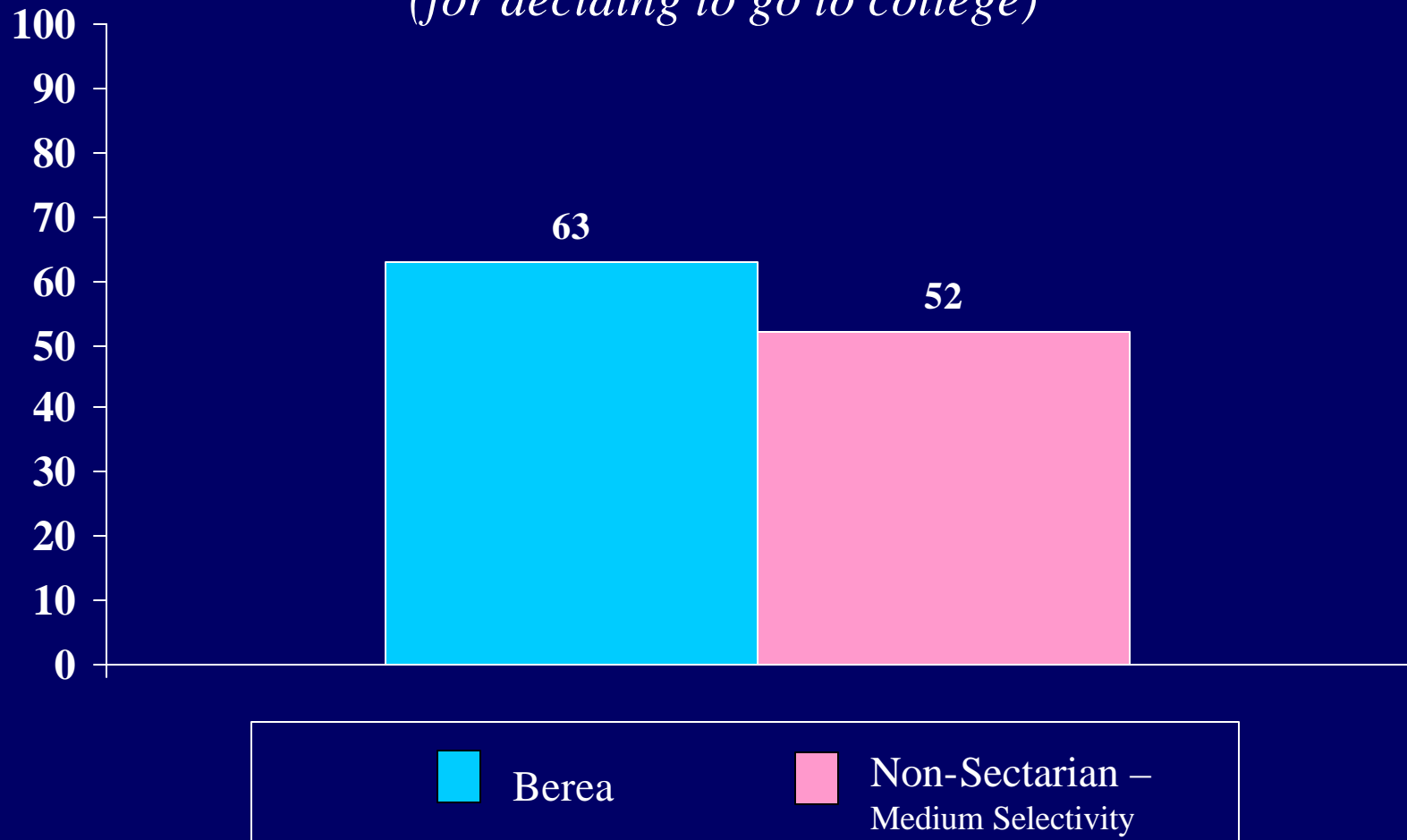
Percentage of students who rated item as “very important”:

To get training for a specific career
(for deciding to go to college)



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

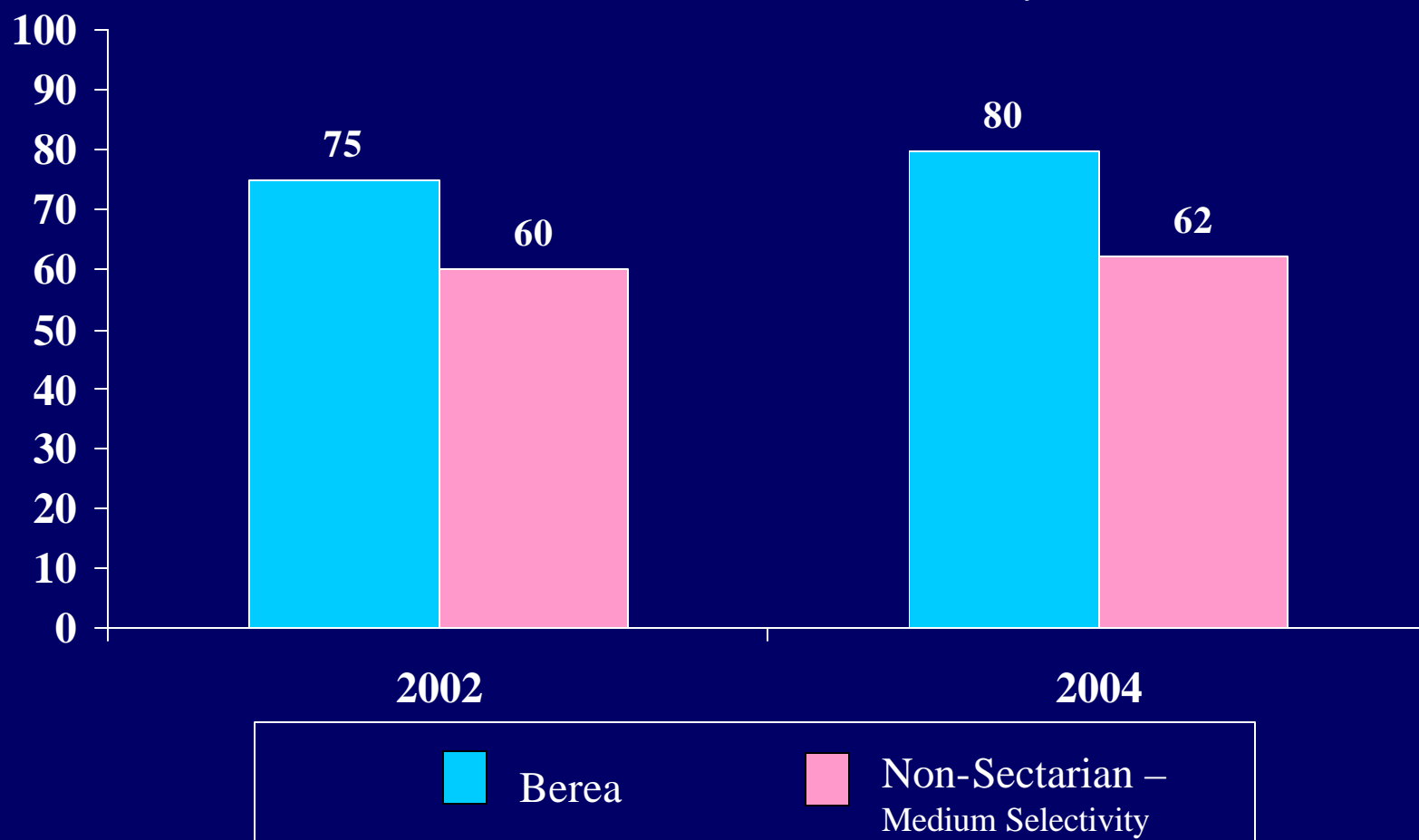
To find my purpose in life
(for deciding to go to college)



This item was not on the 2002 CIRP survey.

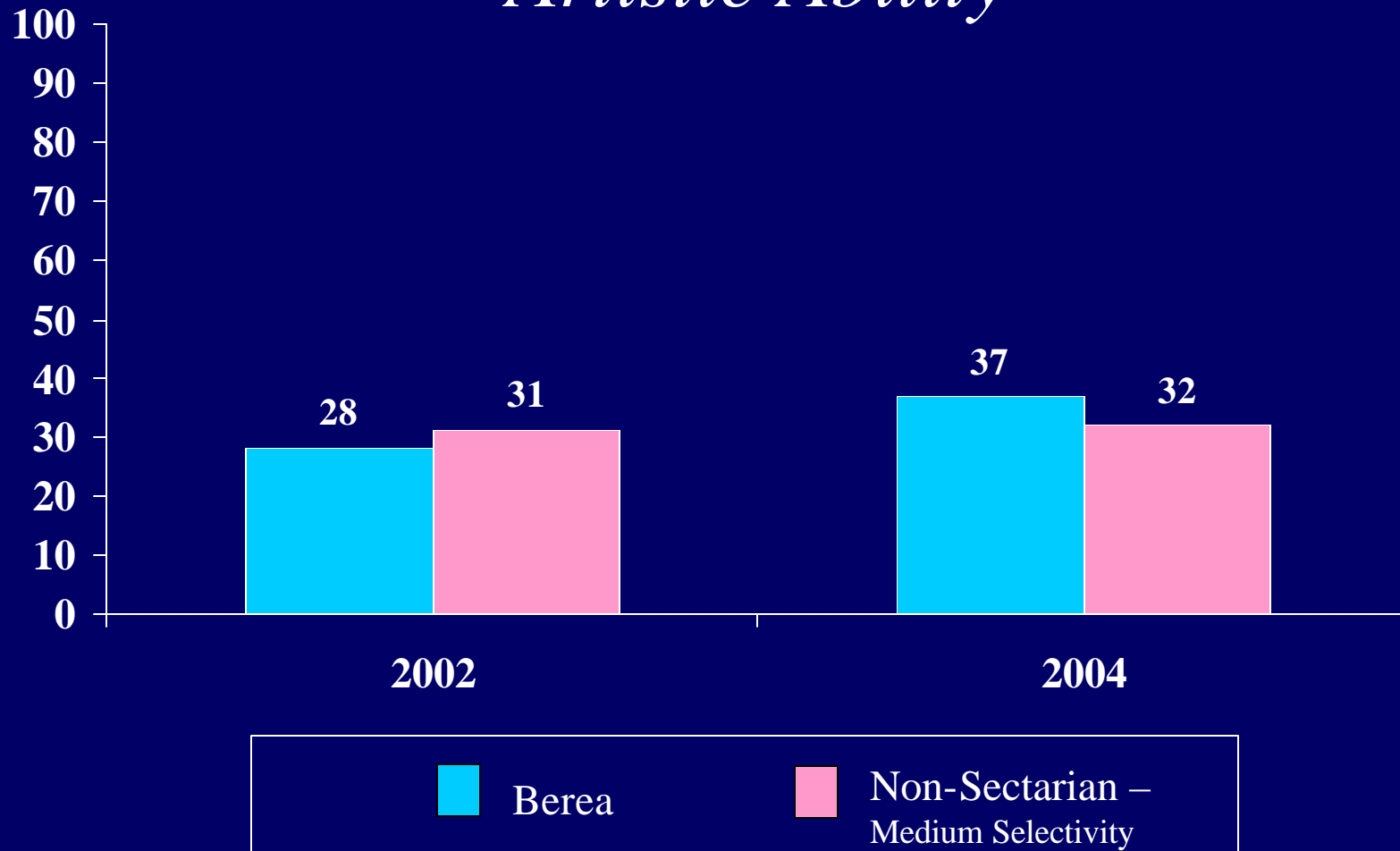
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

Academic Ability



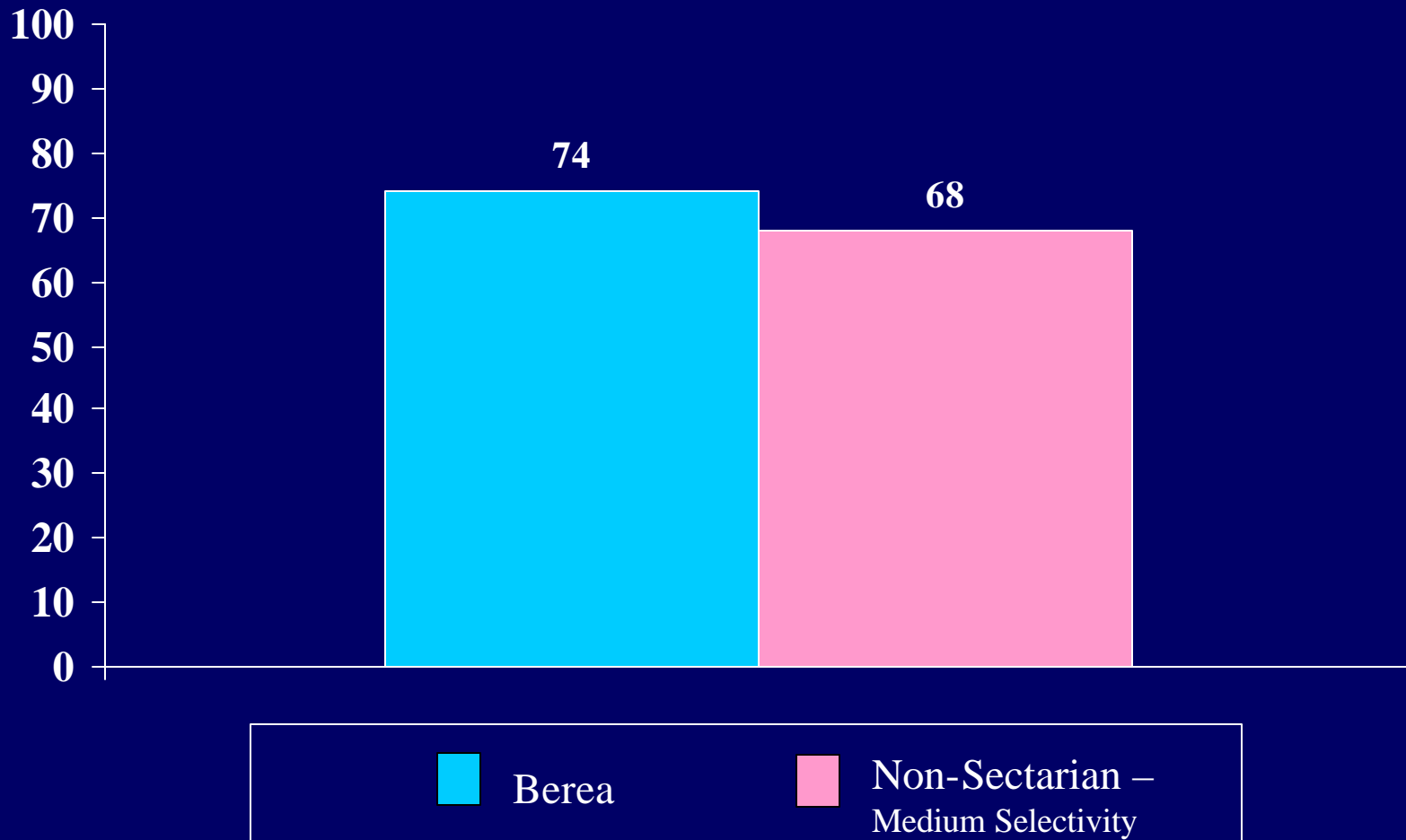
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

Artistic Ability



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

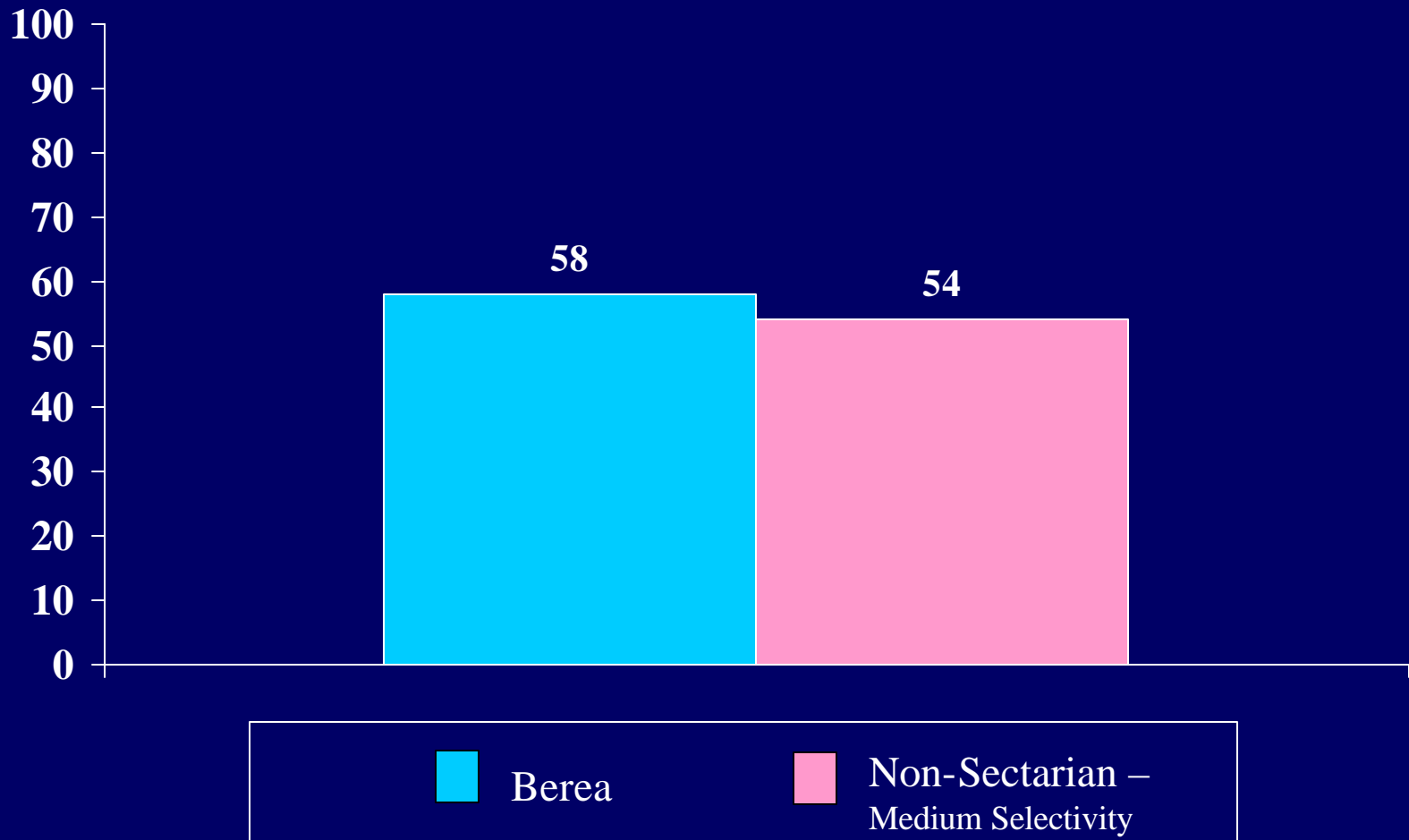
Compassion



This item was not on the 2002 CIRP survey.

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

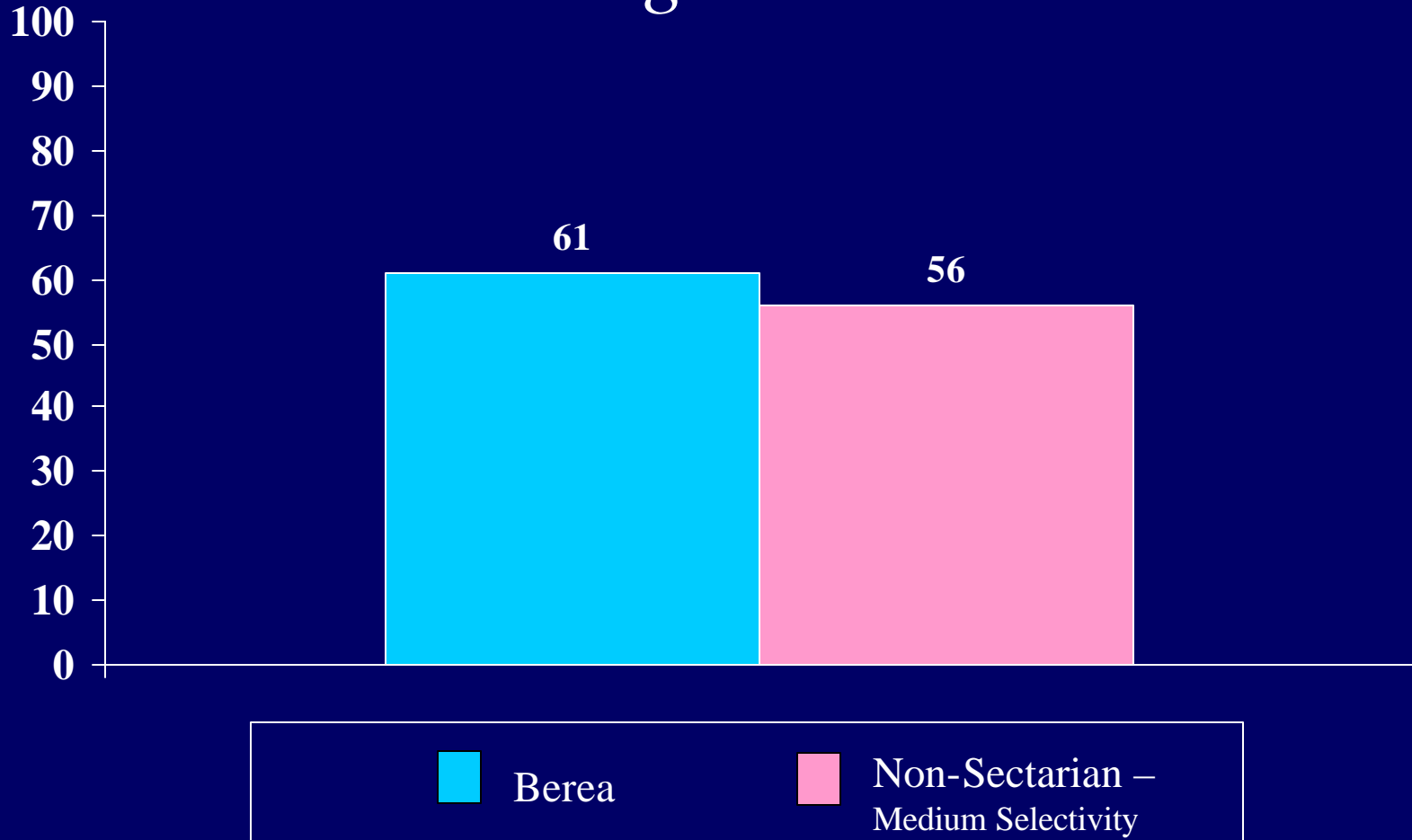
Courage



This item was not on the 2002 CIRP survey.

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

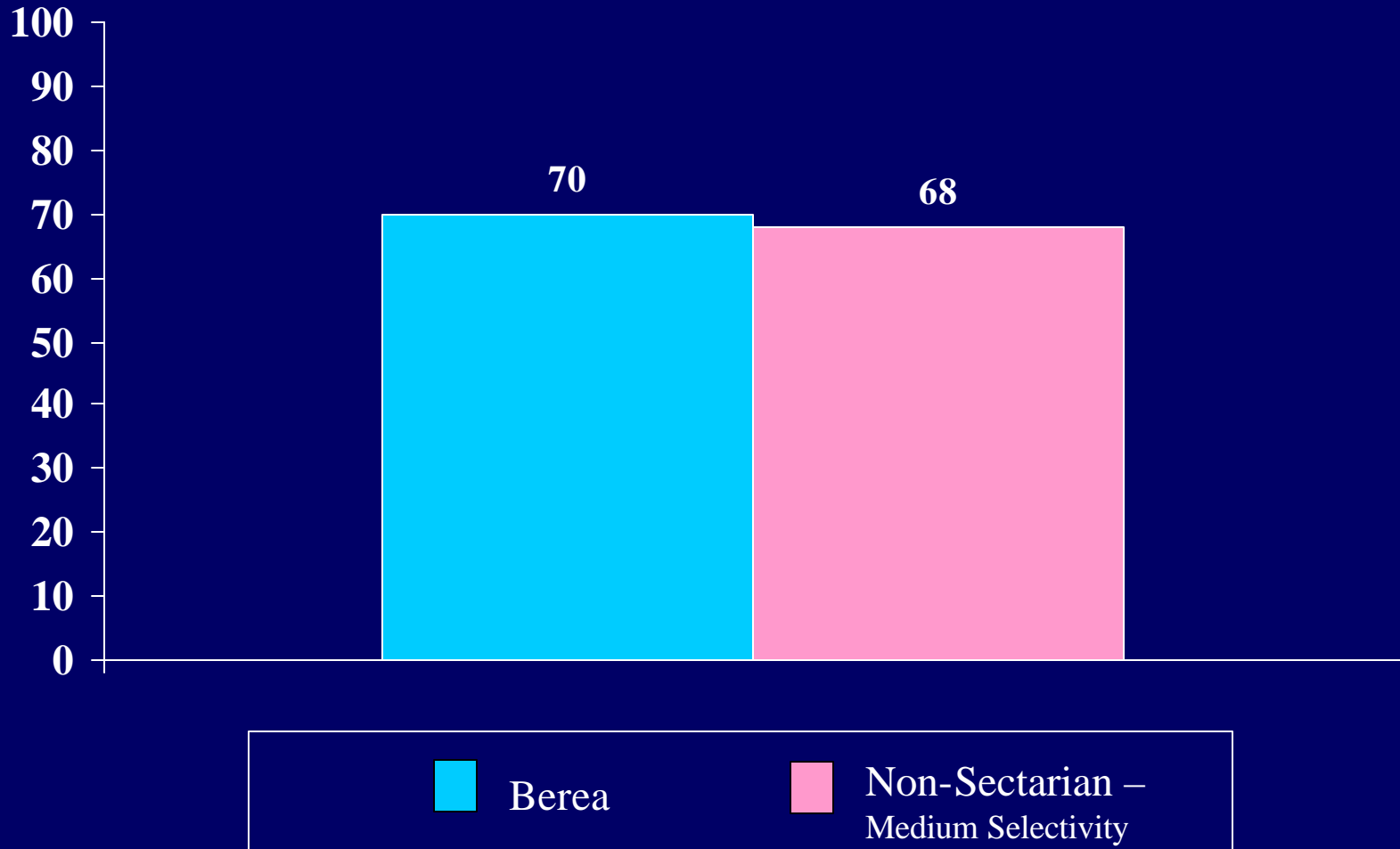
Forgiveness



This item was not on the 2002 CIRP survey.

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

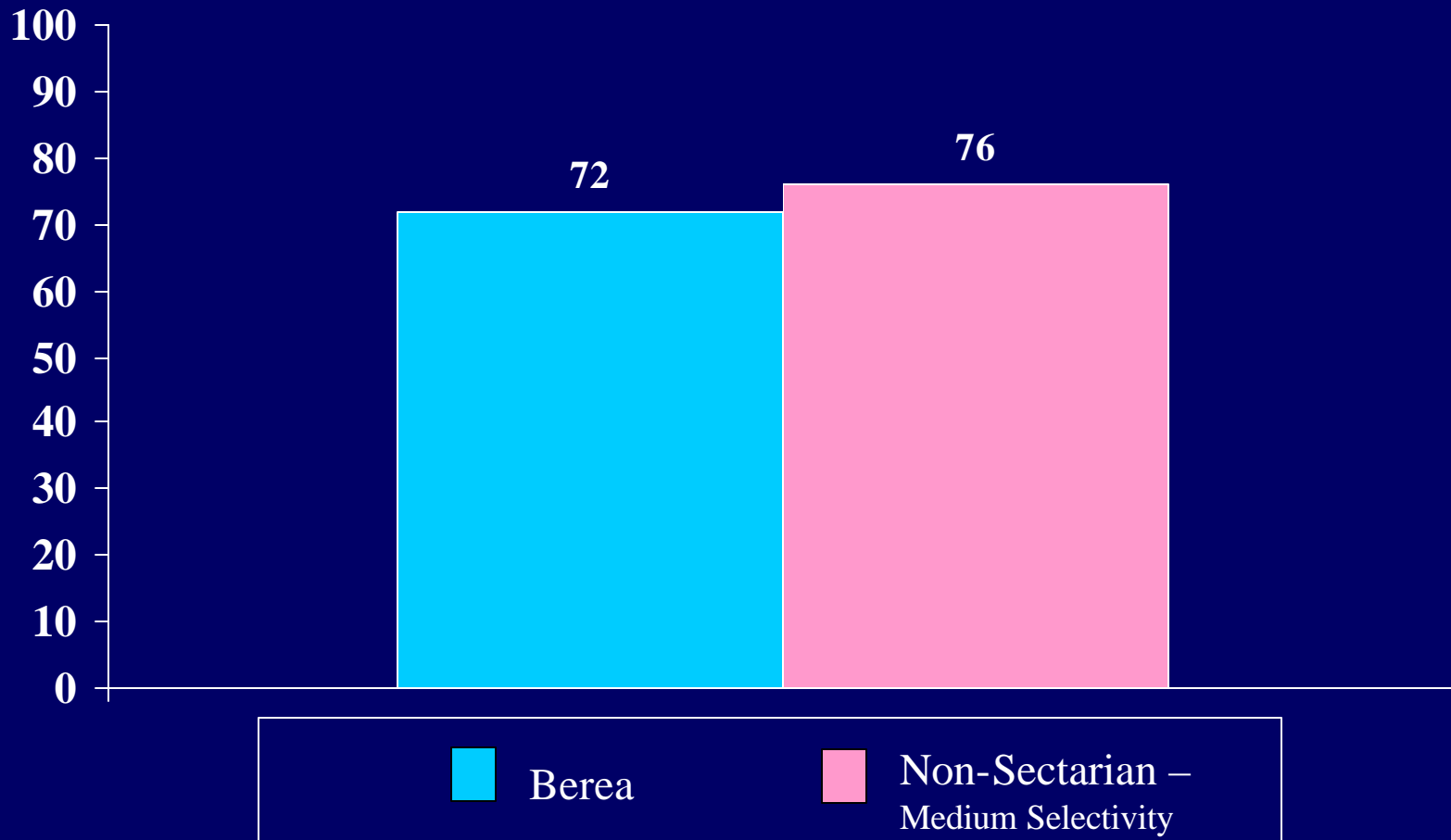
Generosity



This item was not on the 2002 CIRP survey.

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

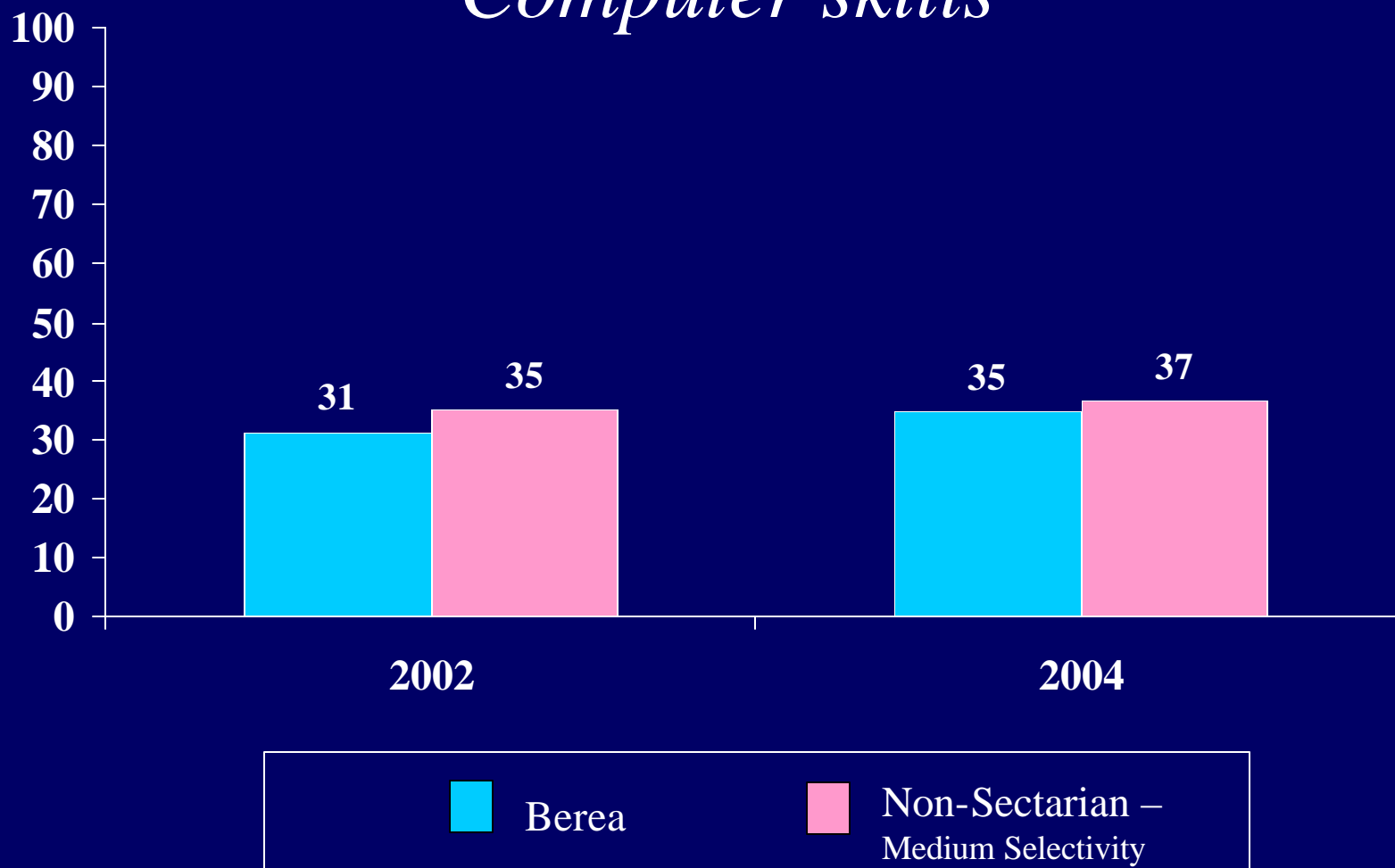
Kindness



This item was not on the 2002 CIRP survey.

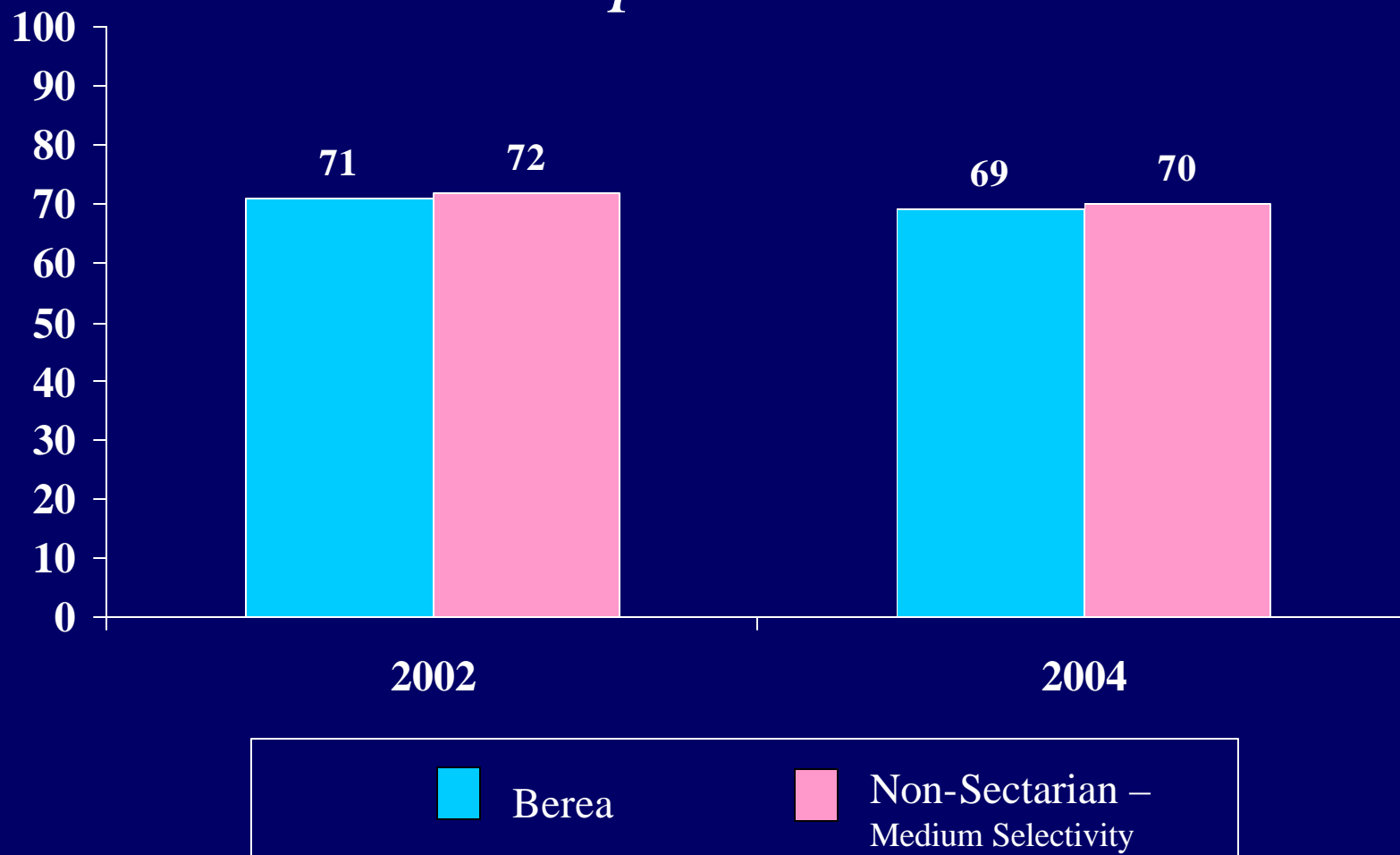
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

Computer skills



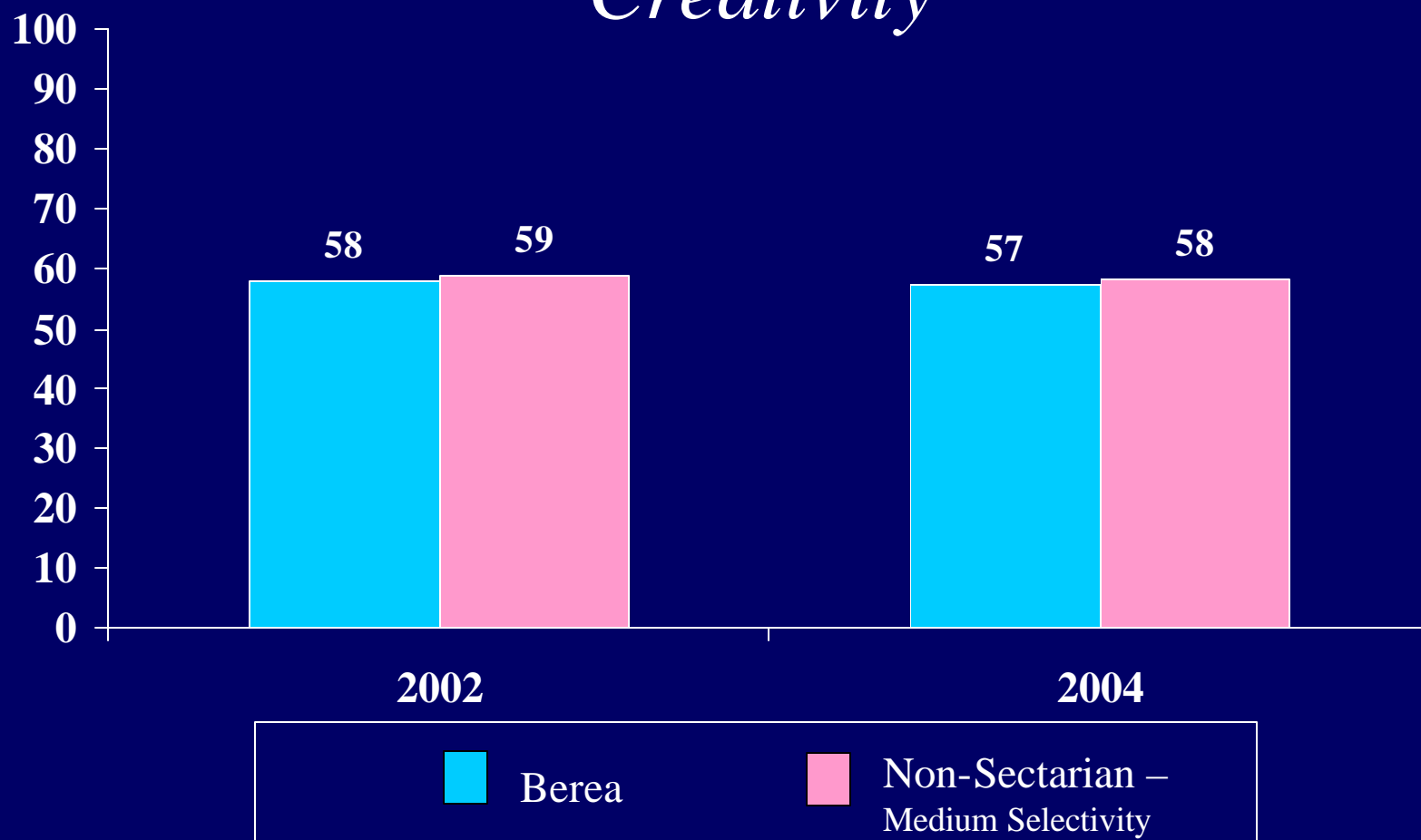
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

Cooperativeness



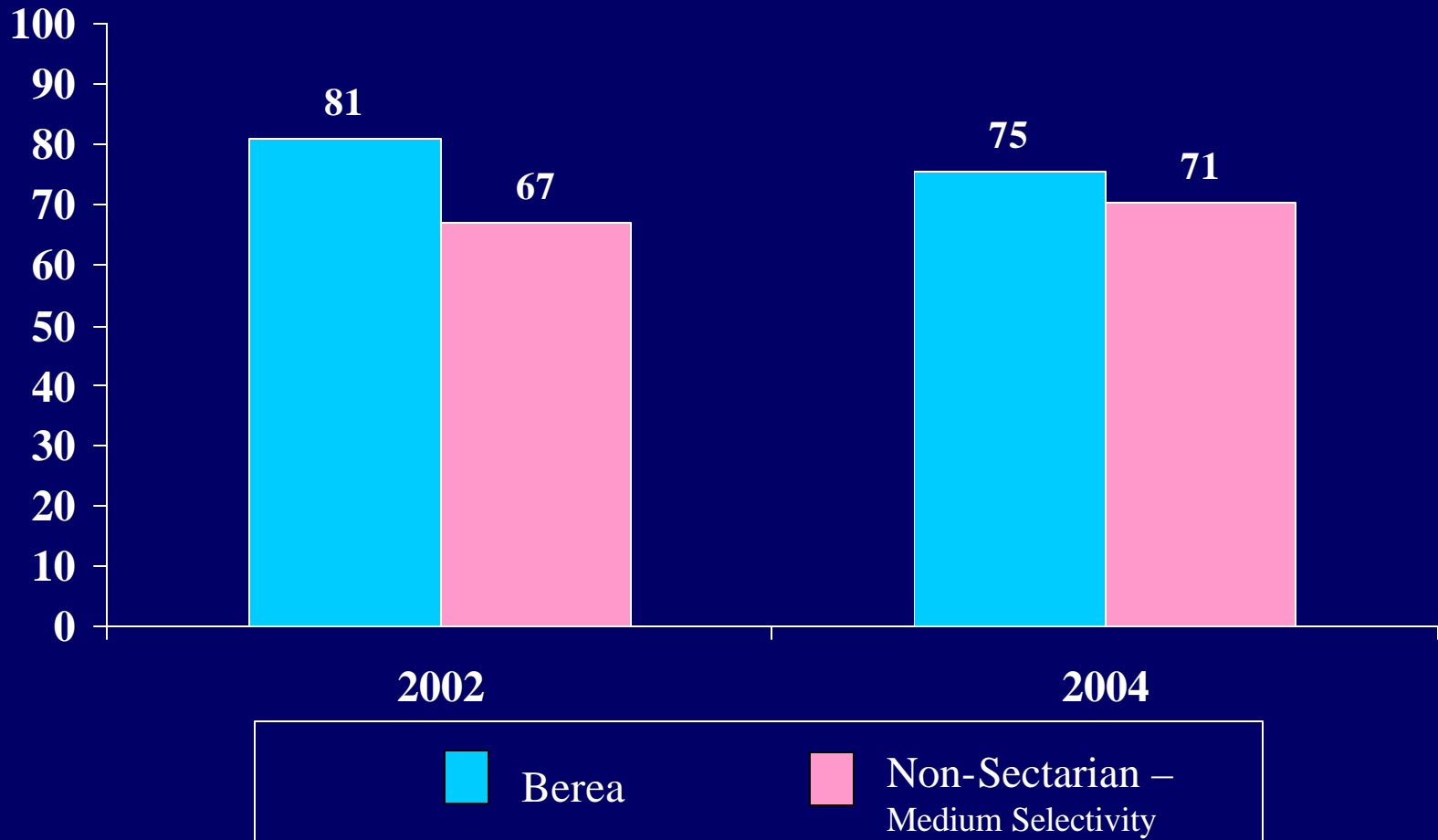
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

Creativity



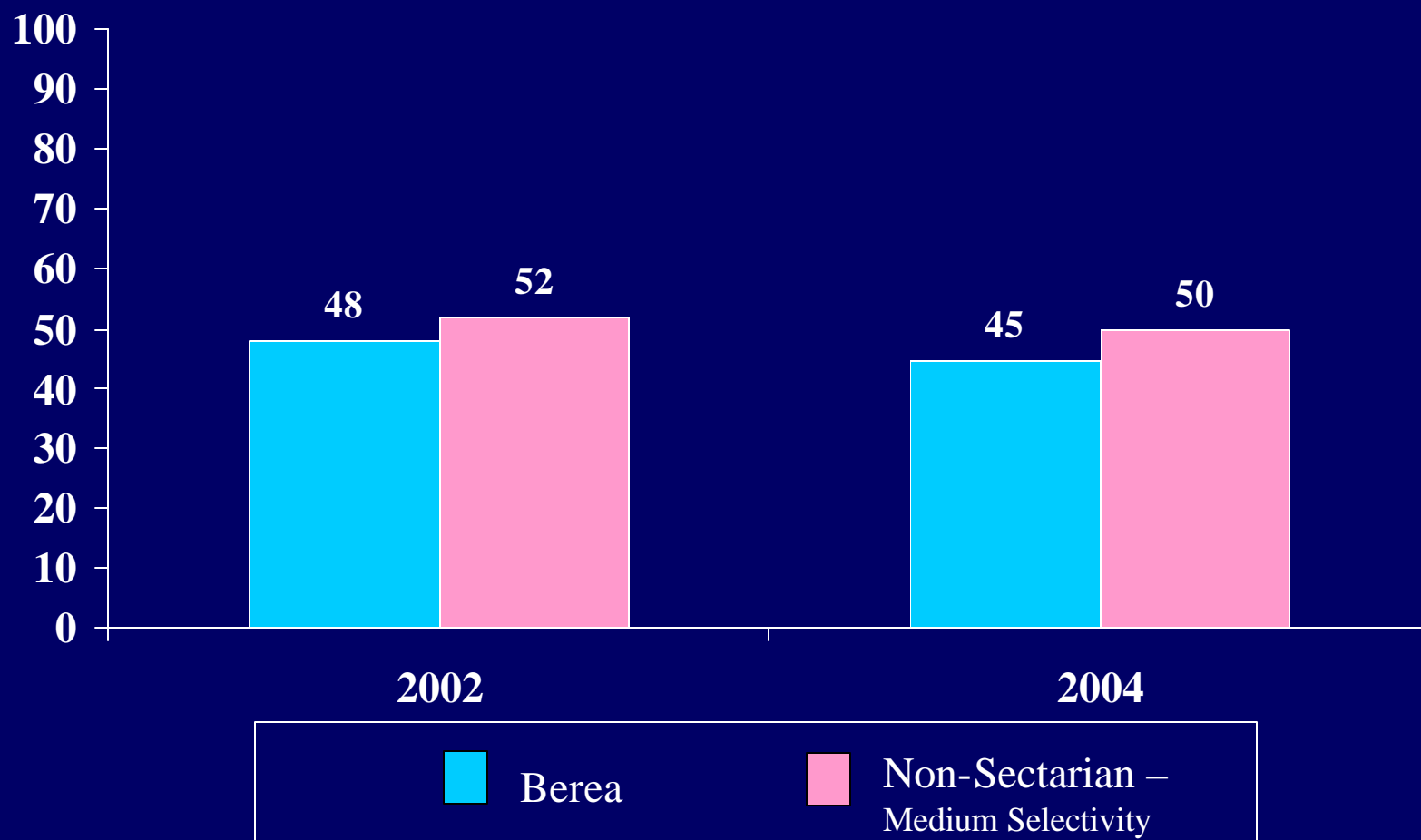
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

Drive to achieve



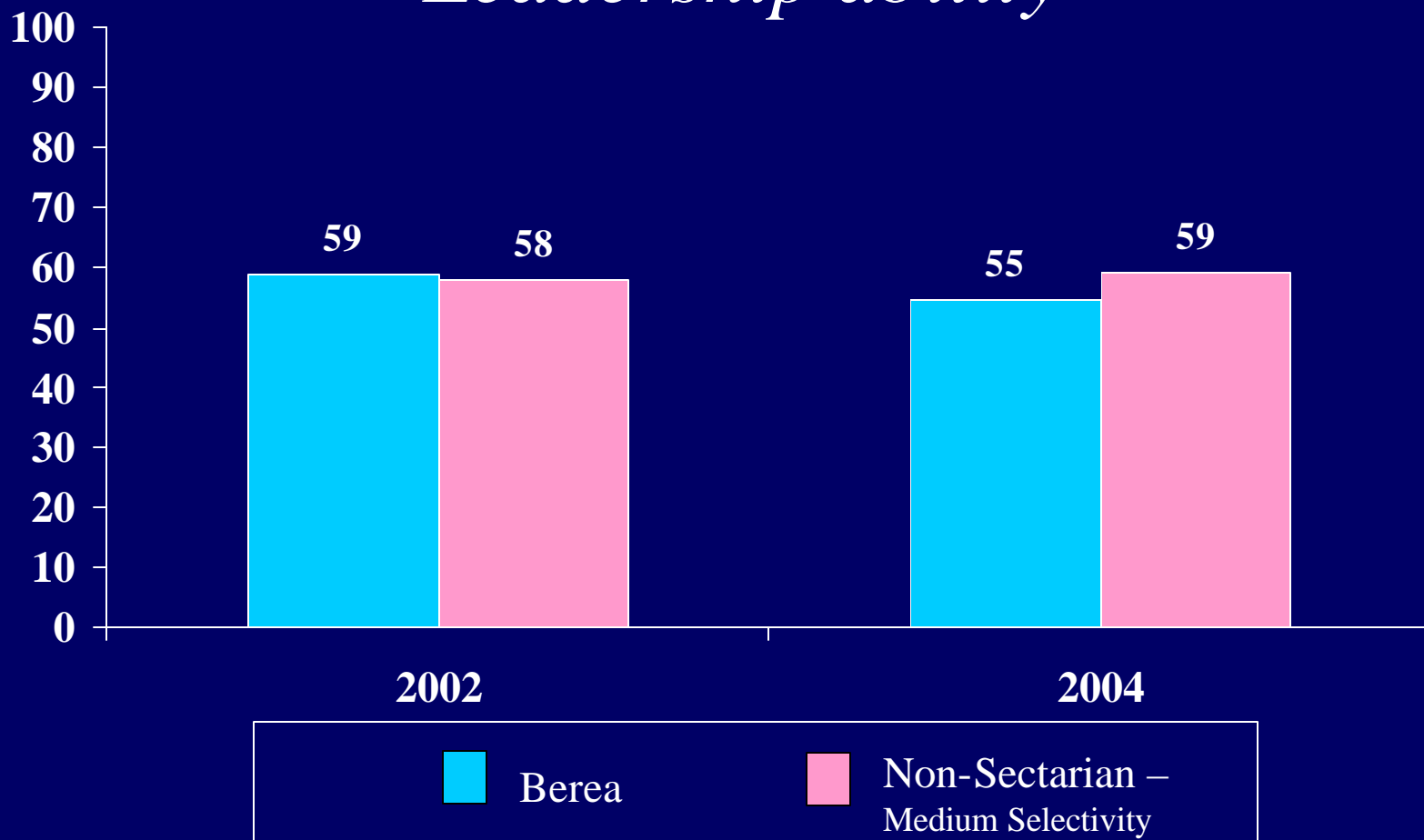
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

Emotional health



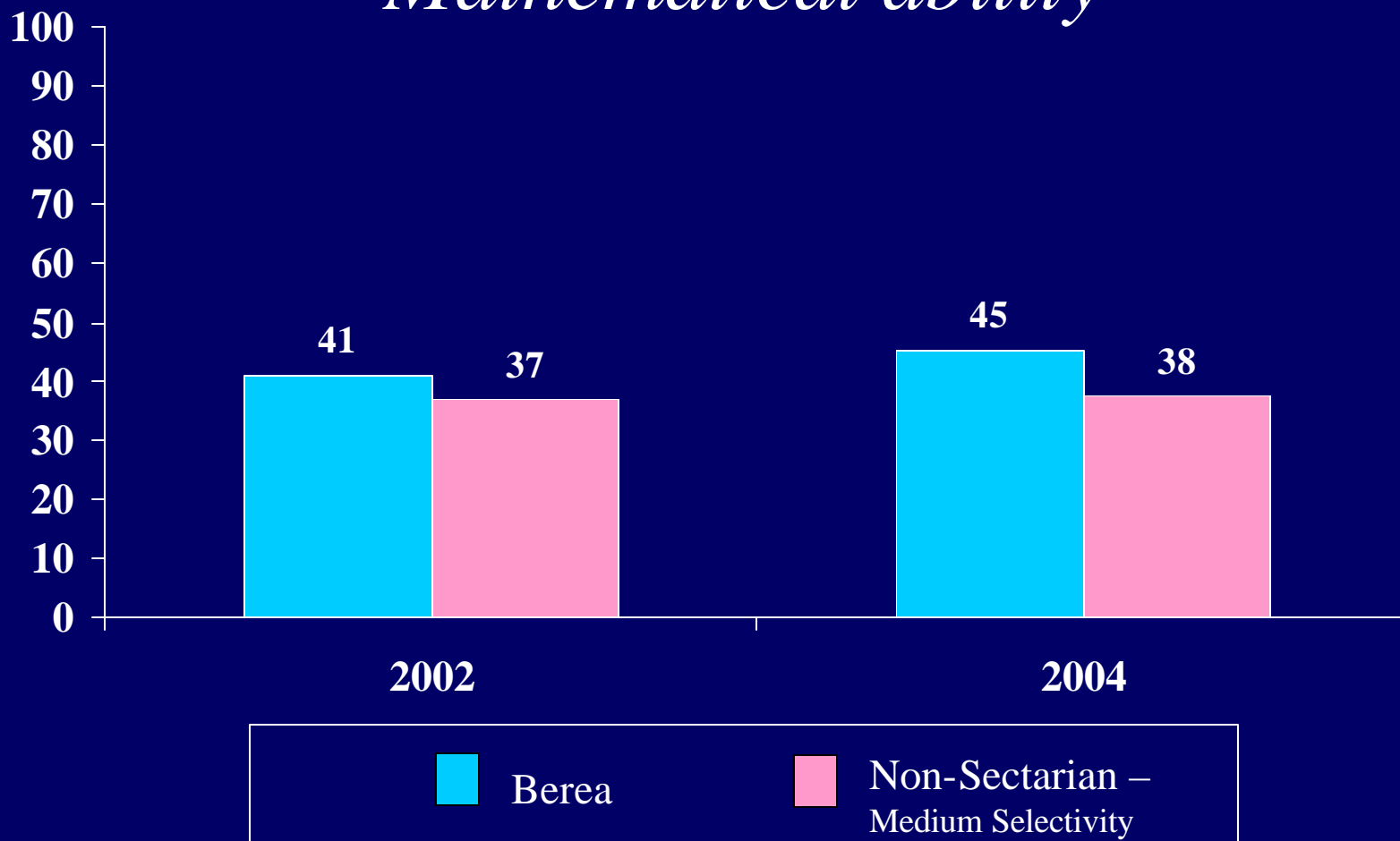
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

Leadership ability



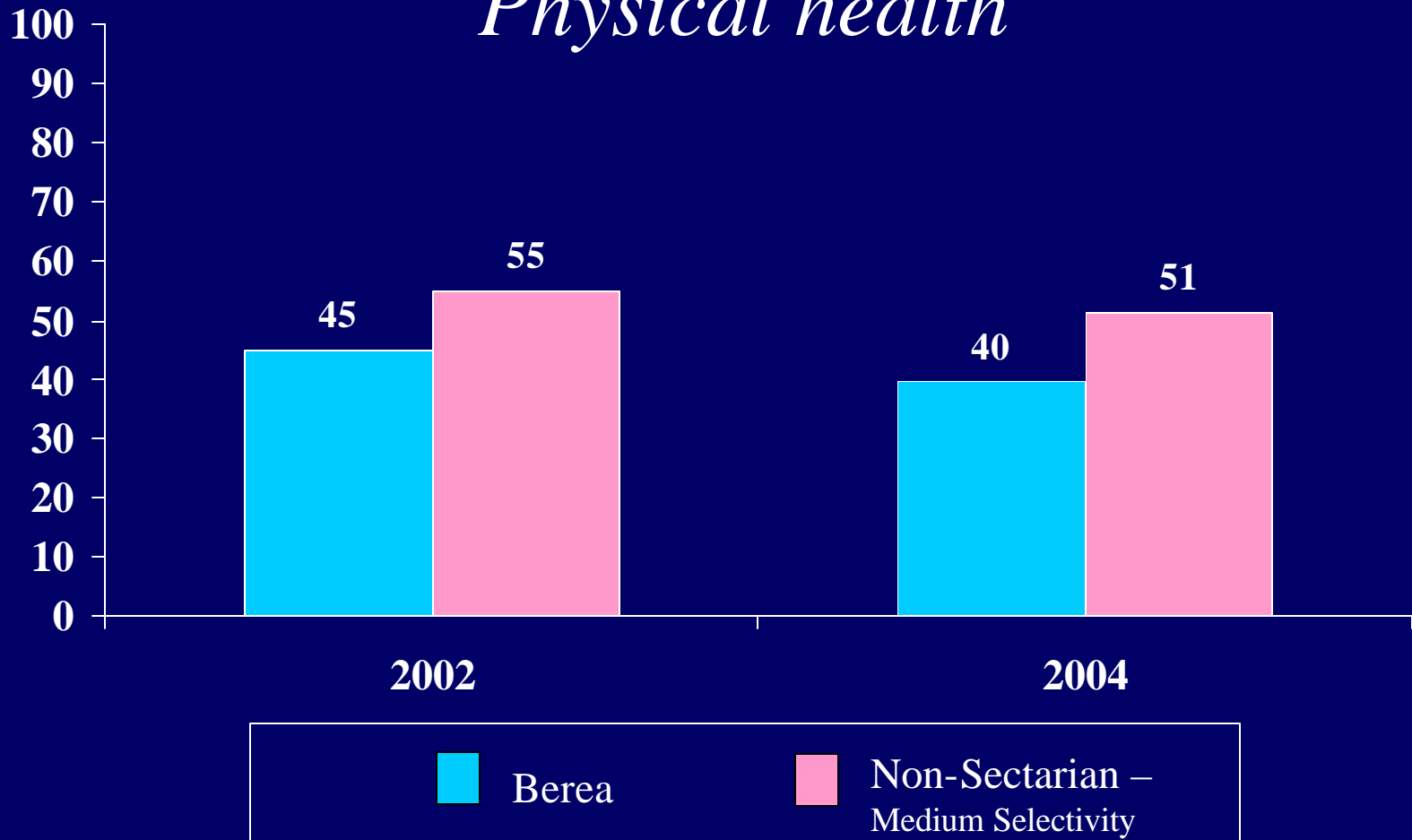
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

Mathematical ability



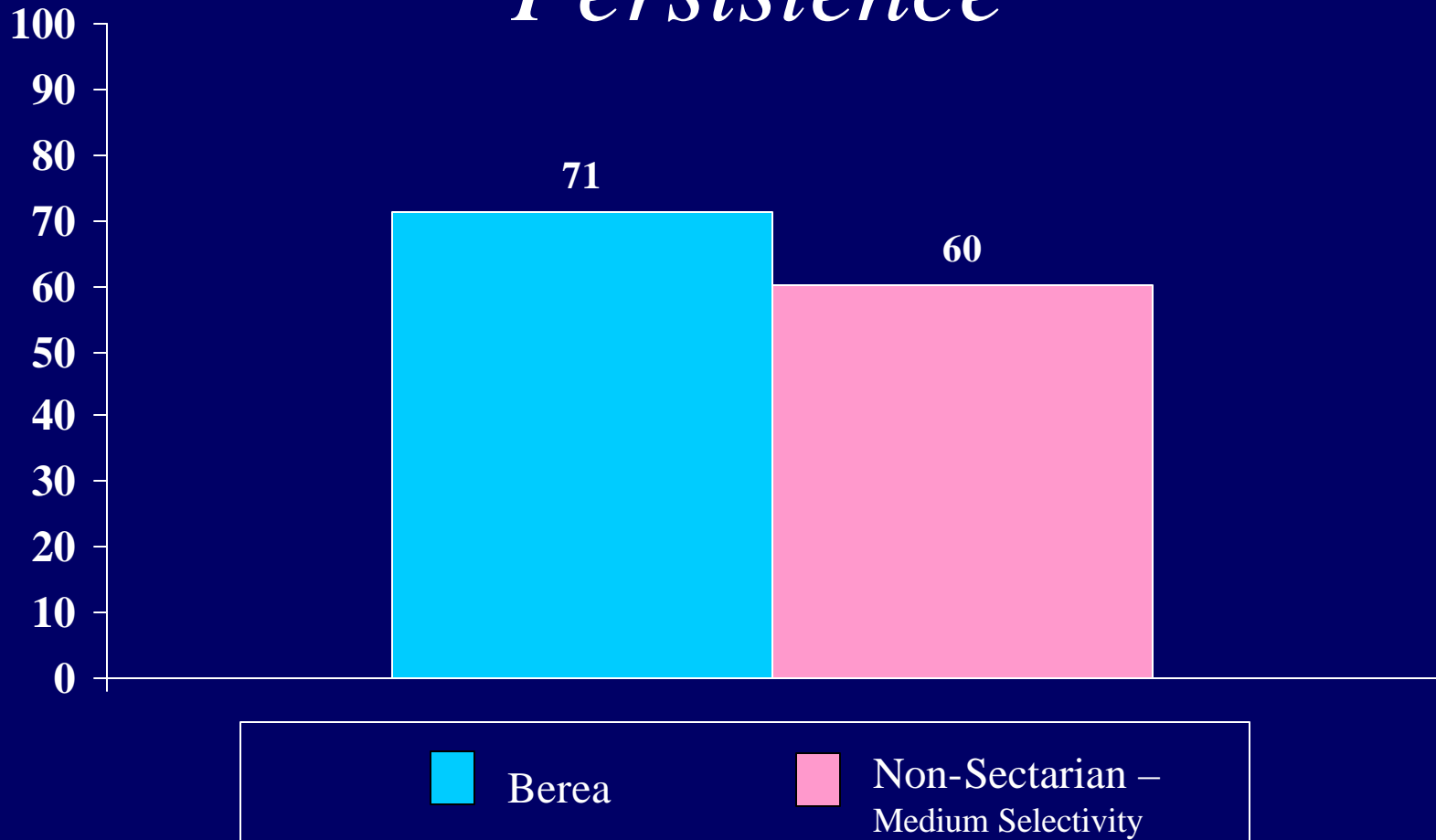
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

Physical health



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

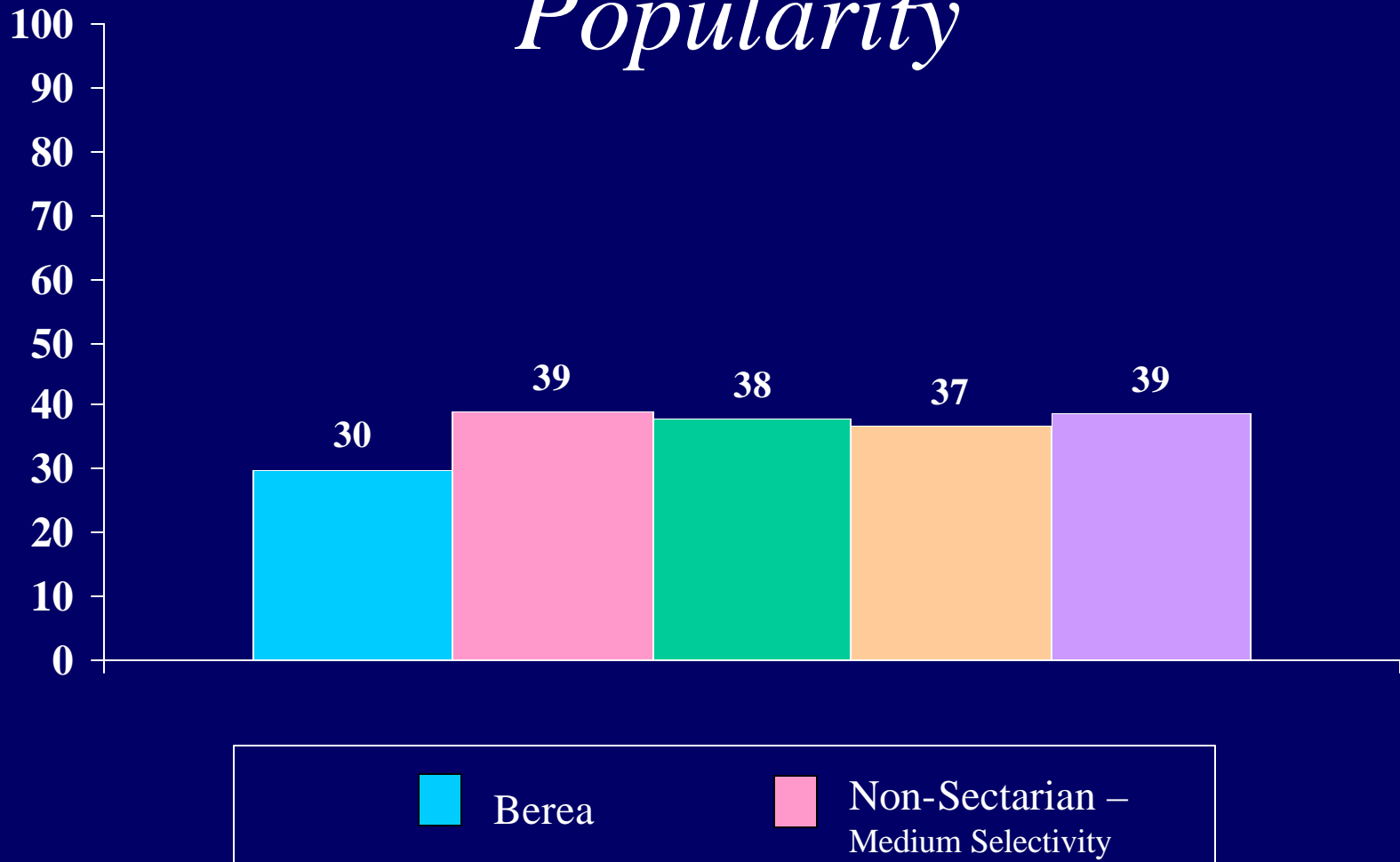
Persistence



This item was on the 2002 CIRP survey but was not on the 2004 CIRP.

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

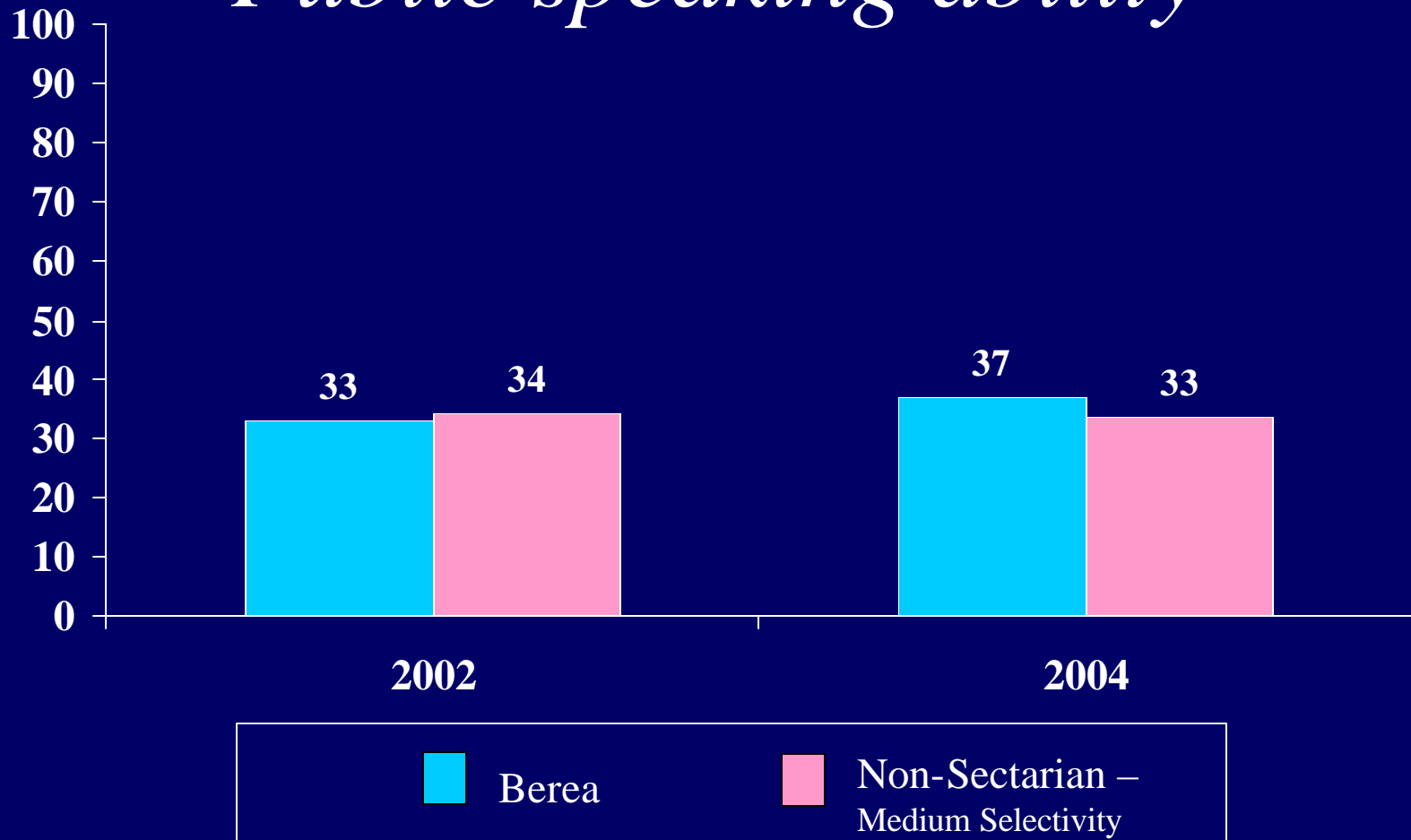
Popularity



This item was on the 2002 CIRP survey but was not on the 2004 CIRP.

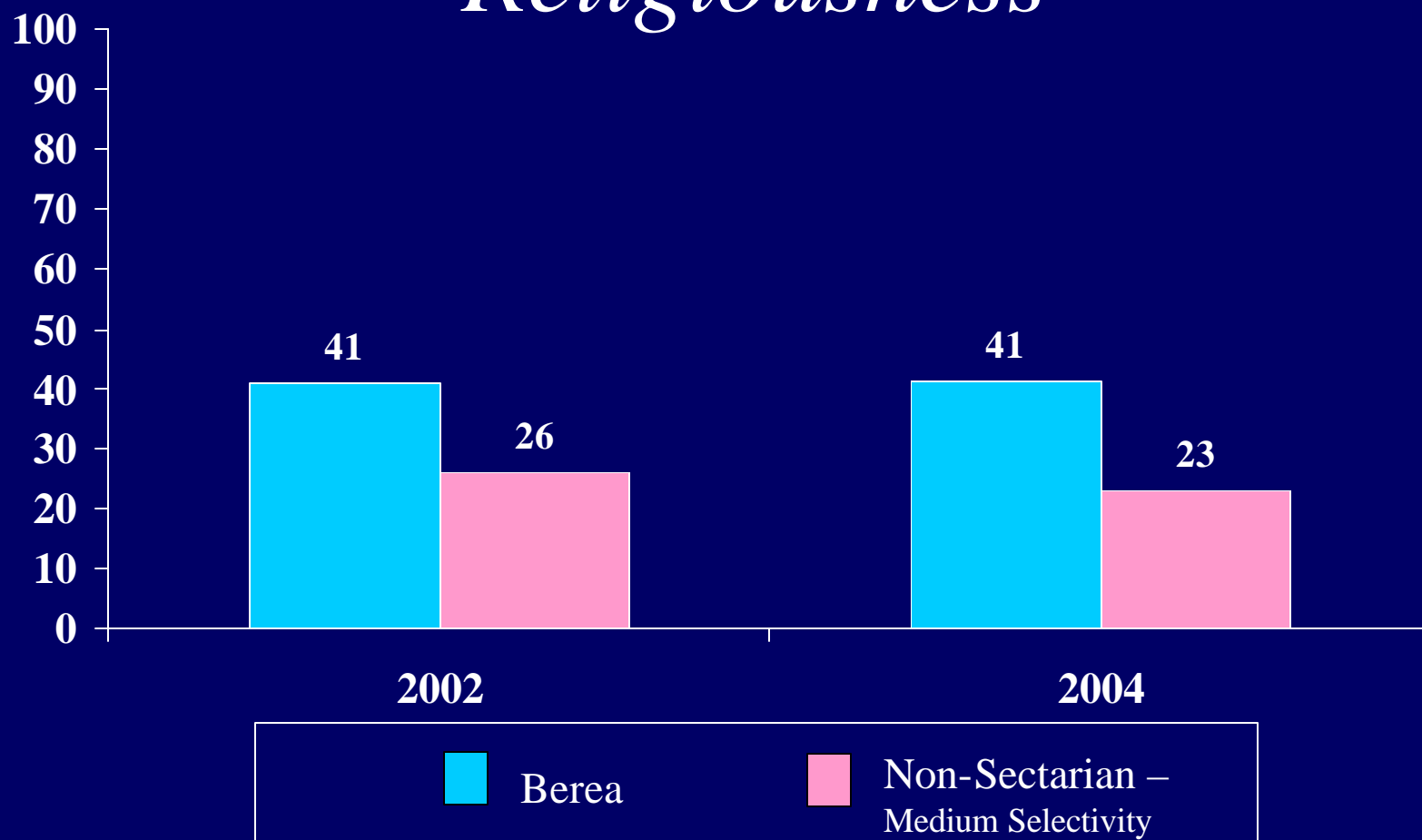
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

Public speaking ability



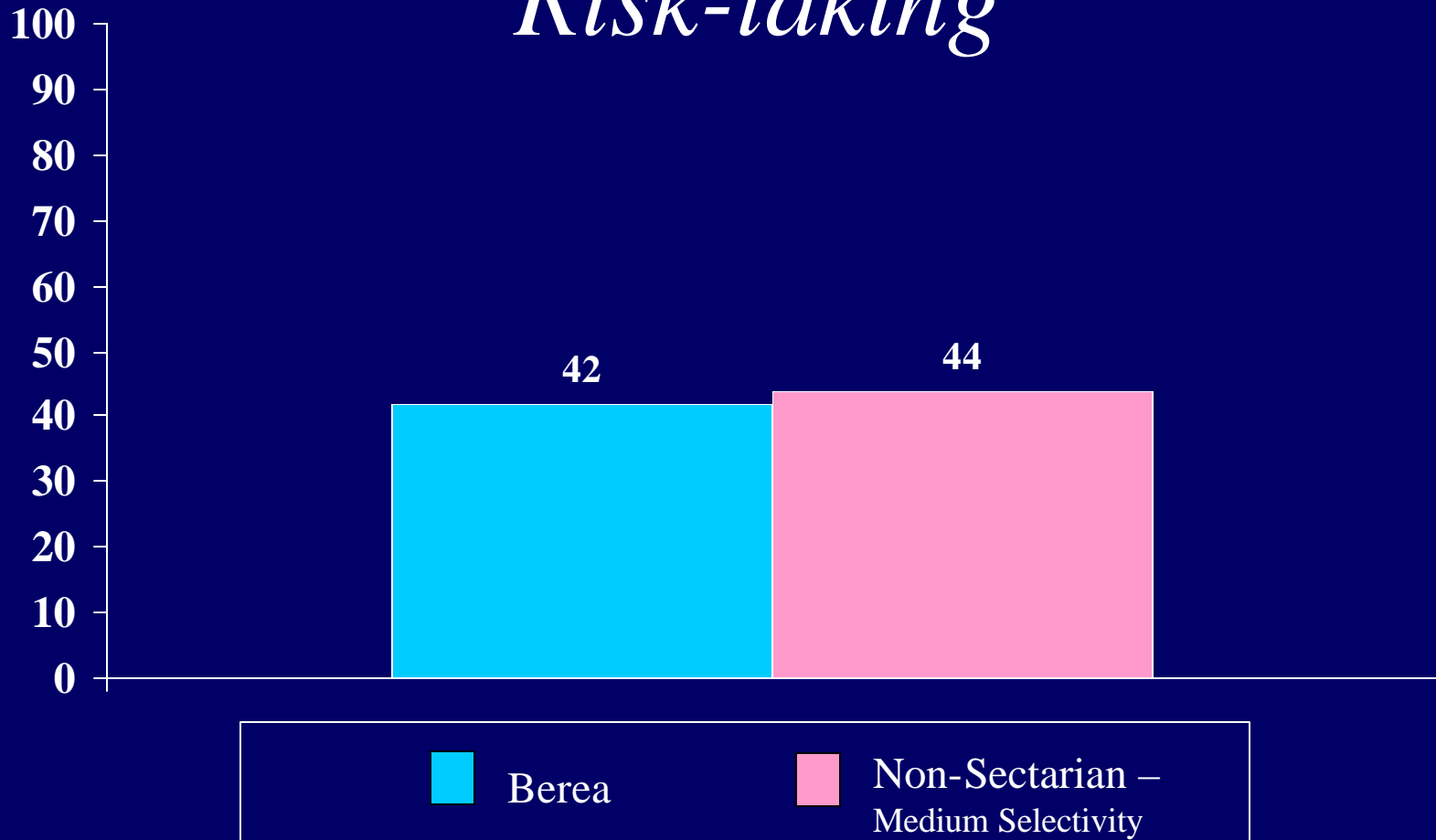
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

Religiousness



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

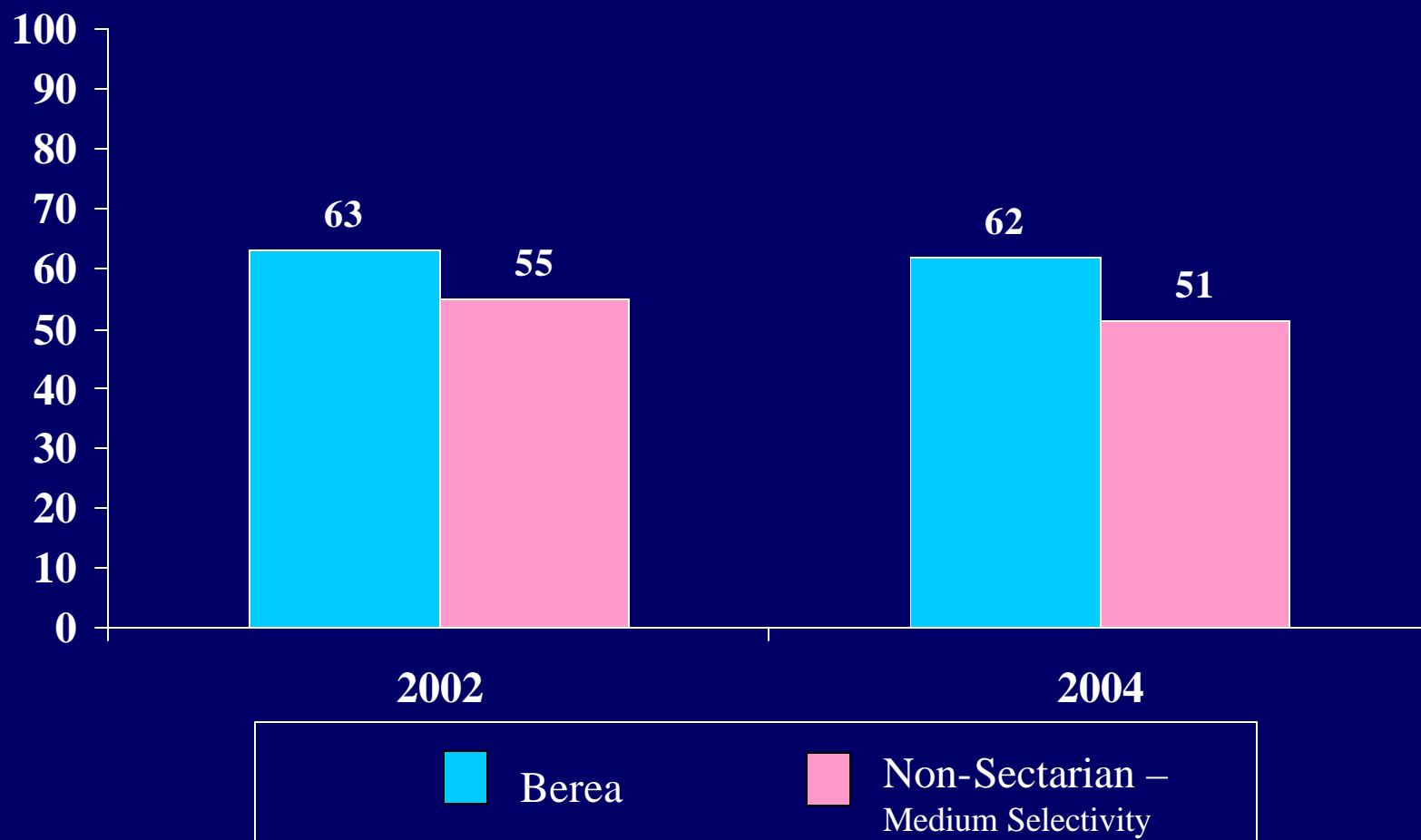
Risk-taking



This item was on the CIRP 2002 survey, but was not on the CIRP 2004 survey.

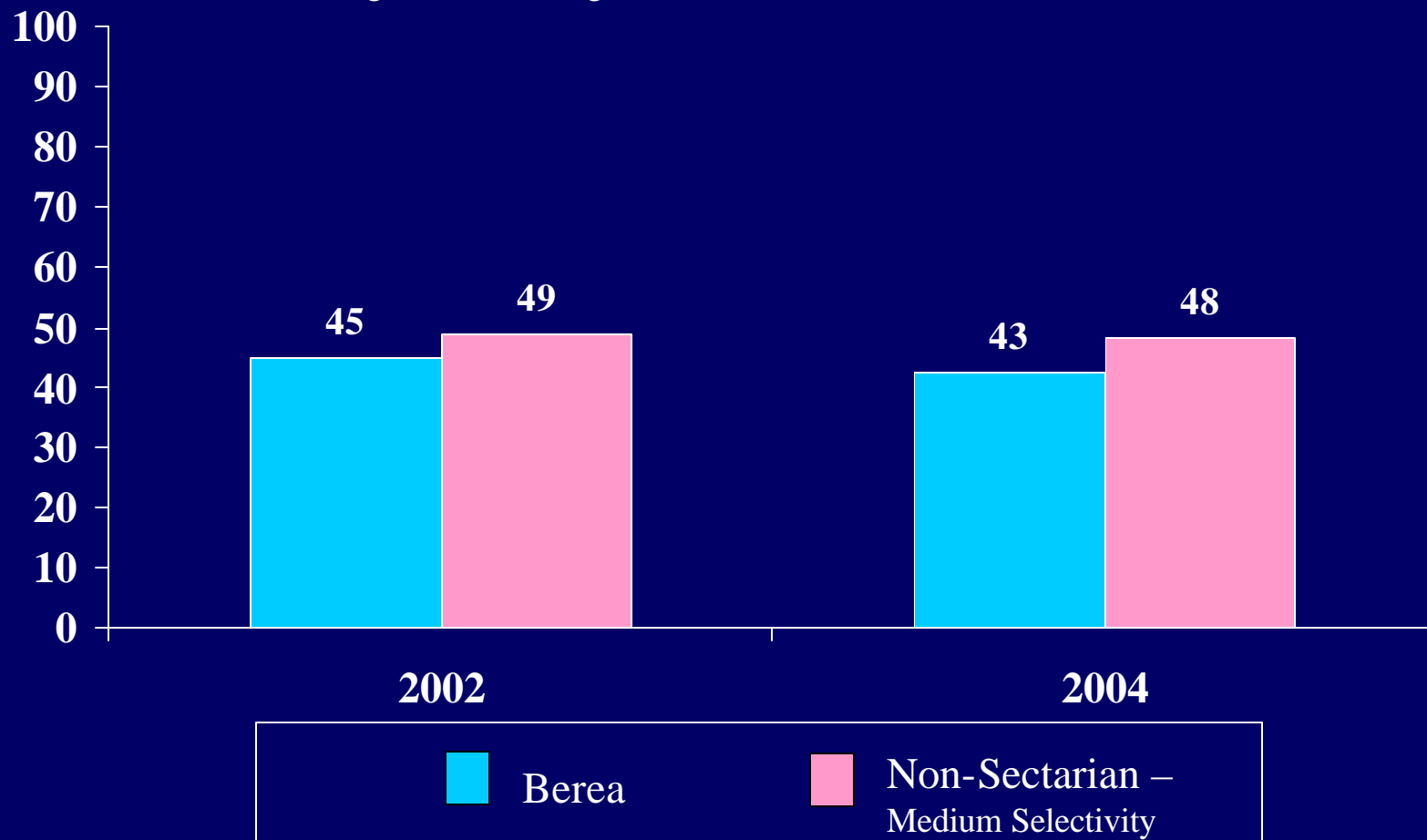
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

Self-confidence (intellectual)



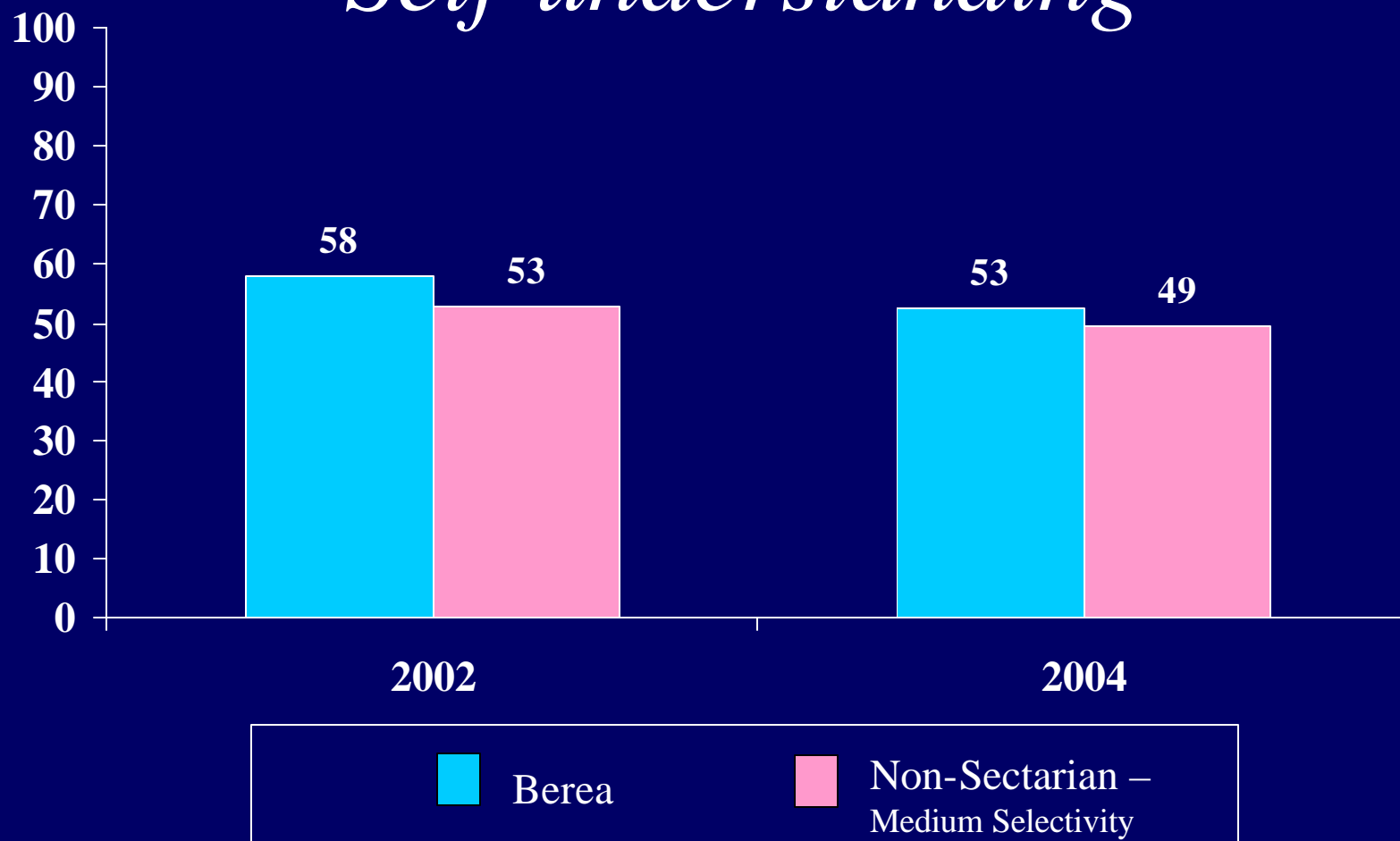
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

Self-confidence (social)



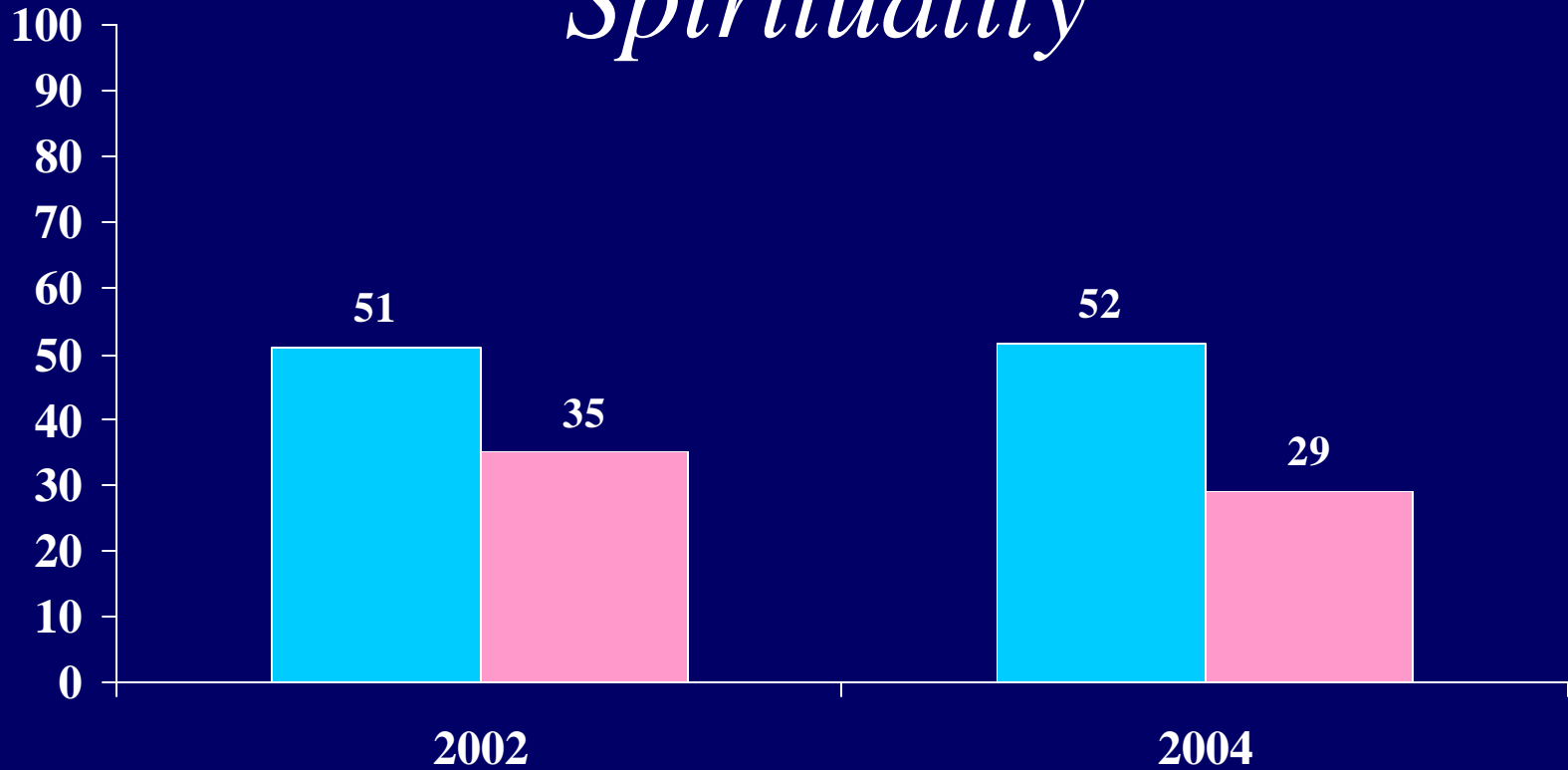
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

Self-understanding



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

Spirituality

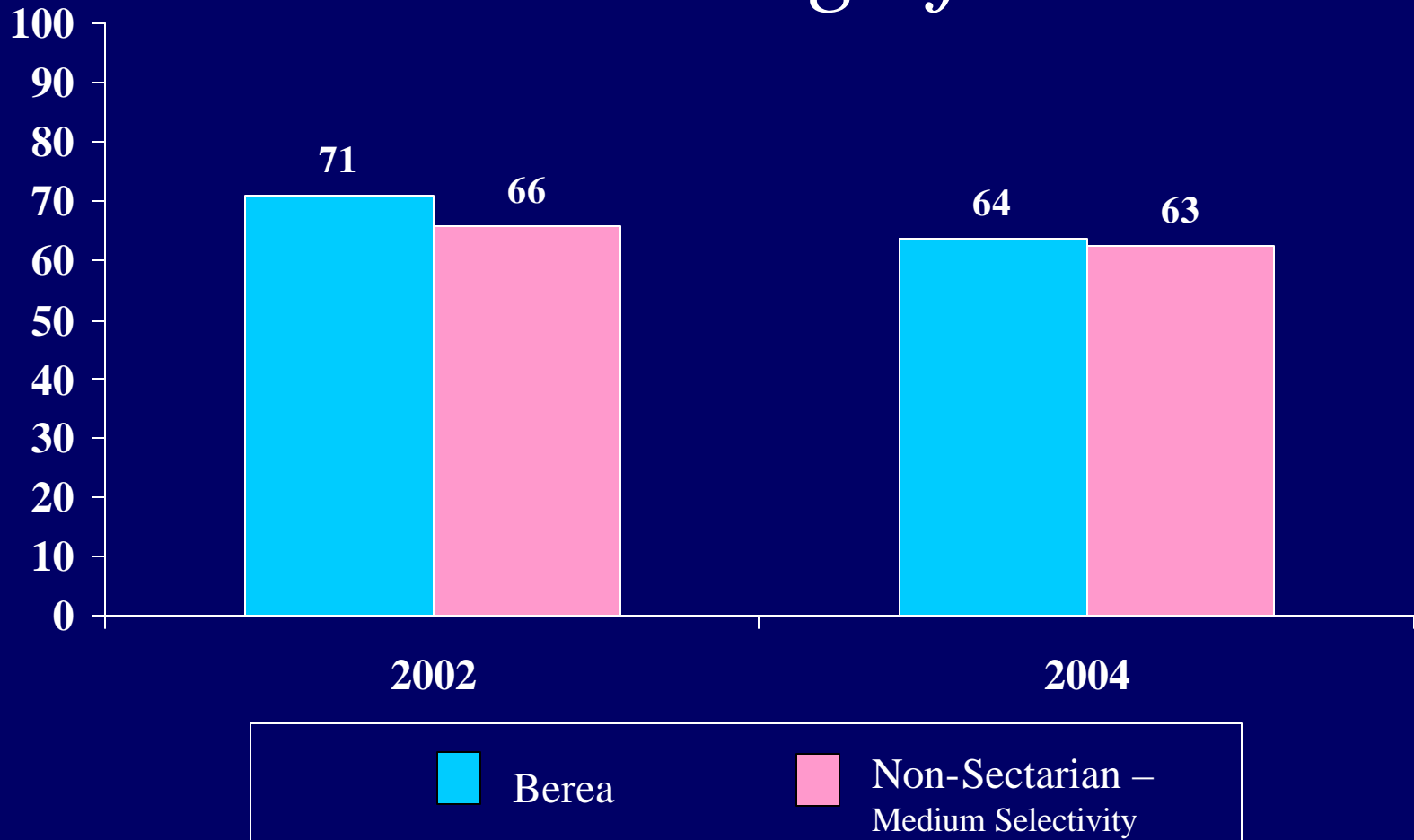


 Berea

 Non-Sectarian –
Medium Selectivity

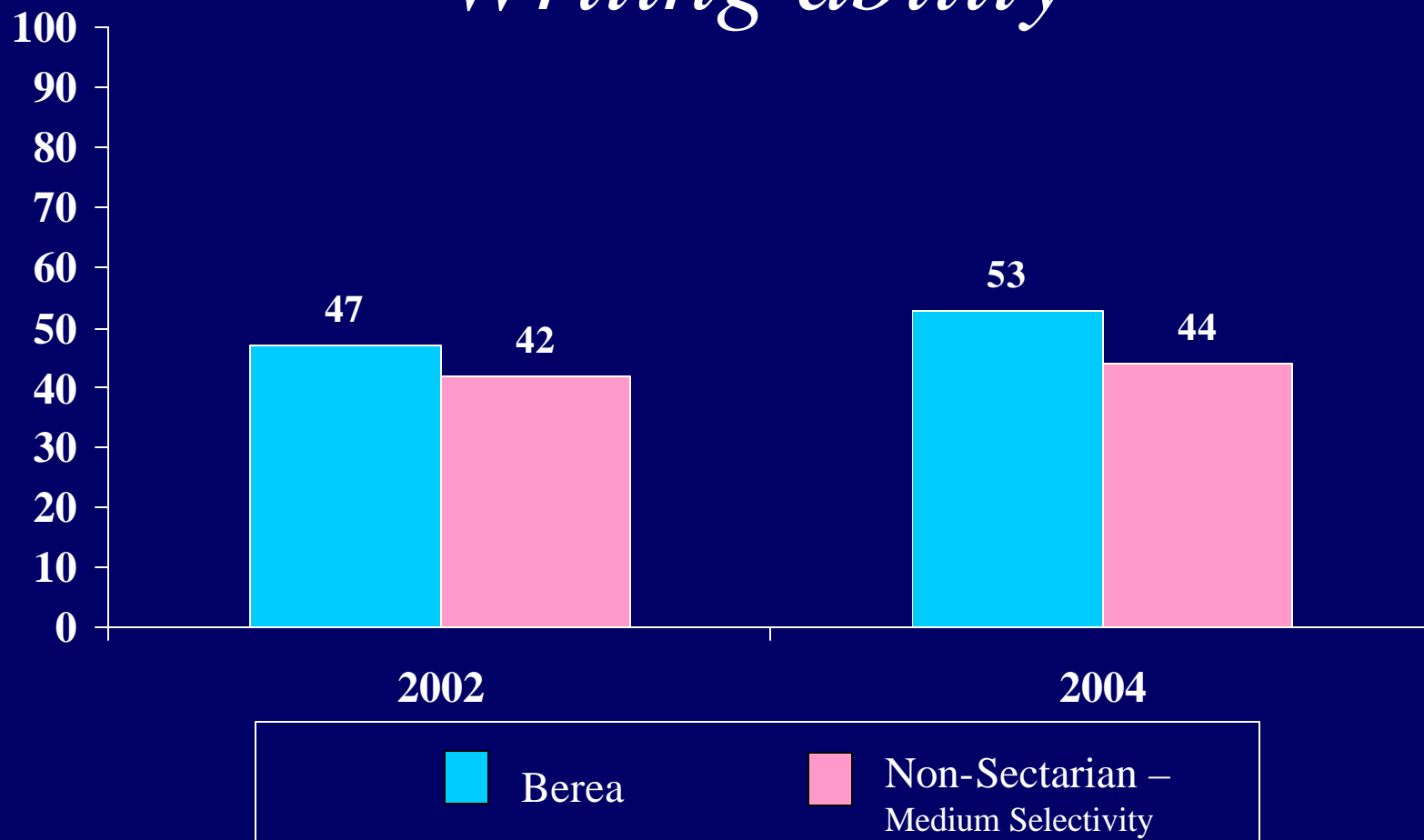
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

Understanding of others



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

Writing ability

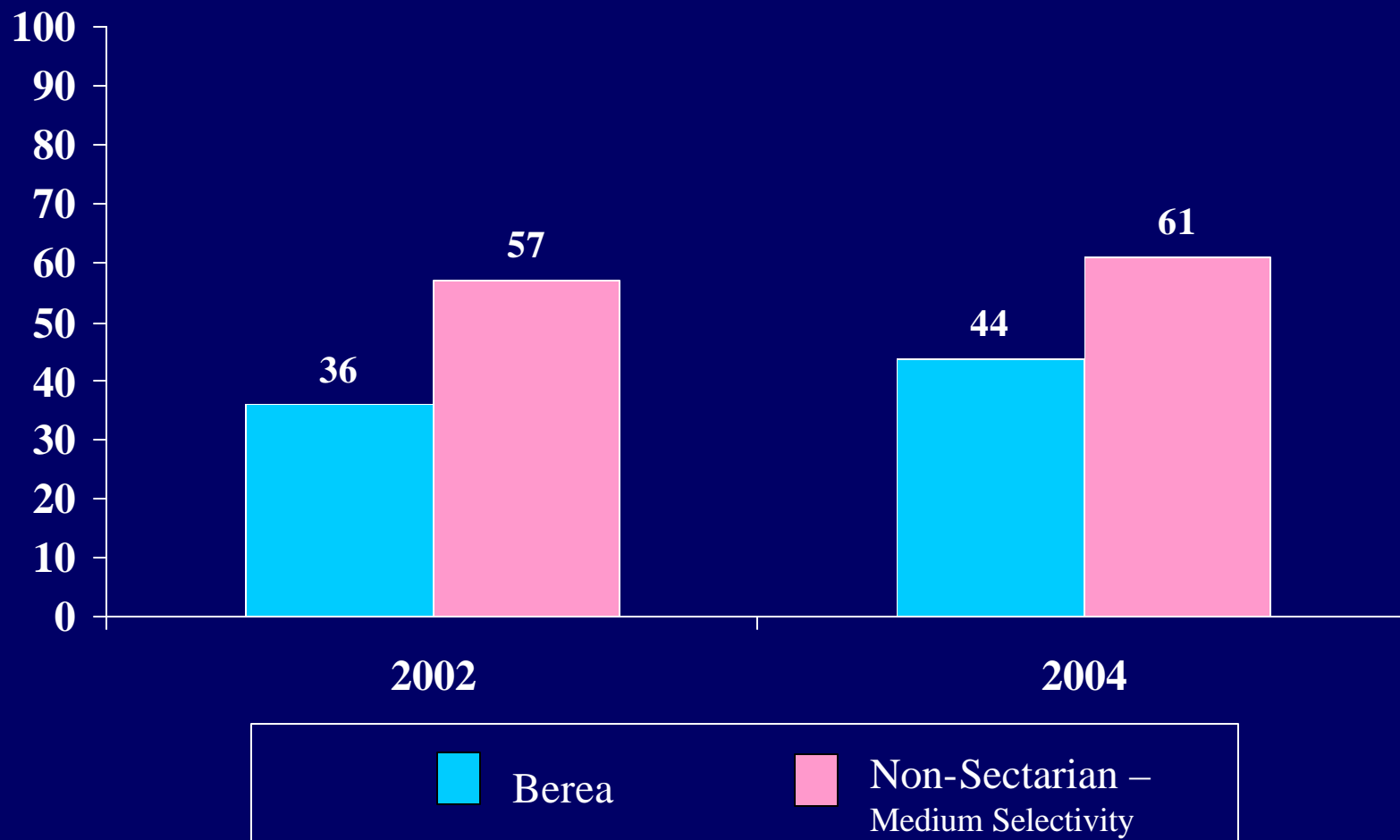


Percent of students who agree “strongly” or “somewhat” that:

*There is too much concern in the courts
for the rights of criminals*

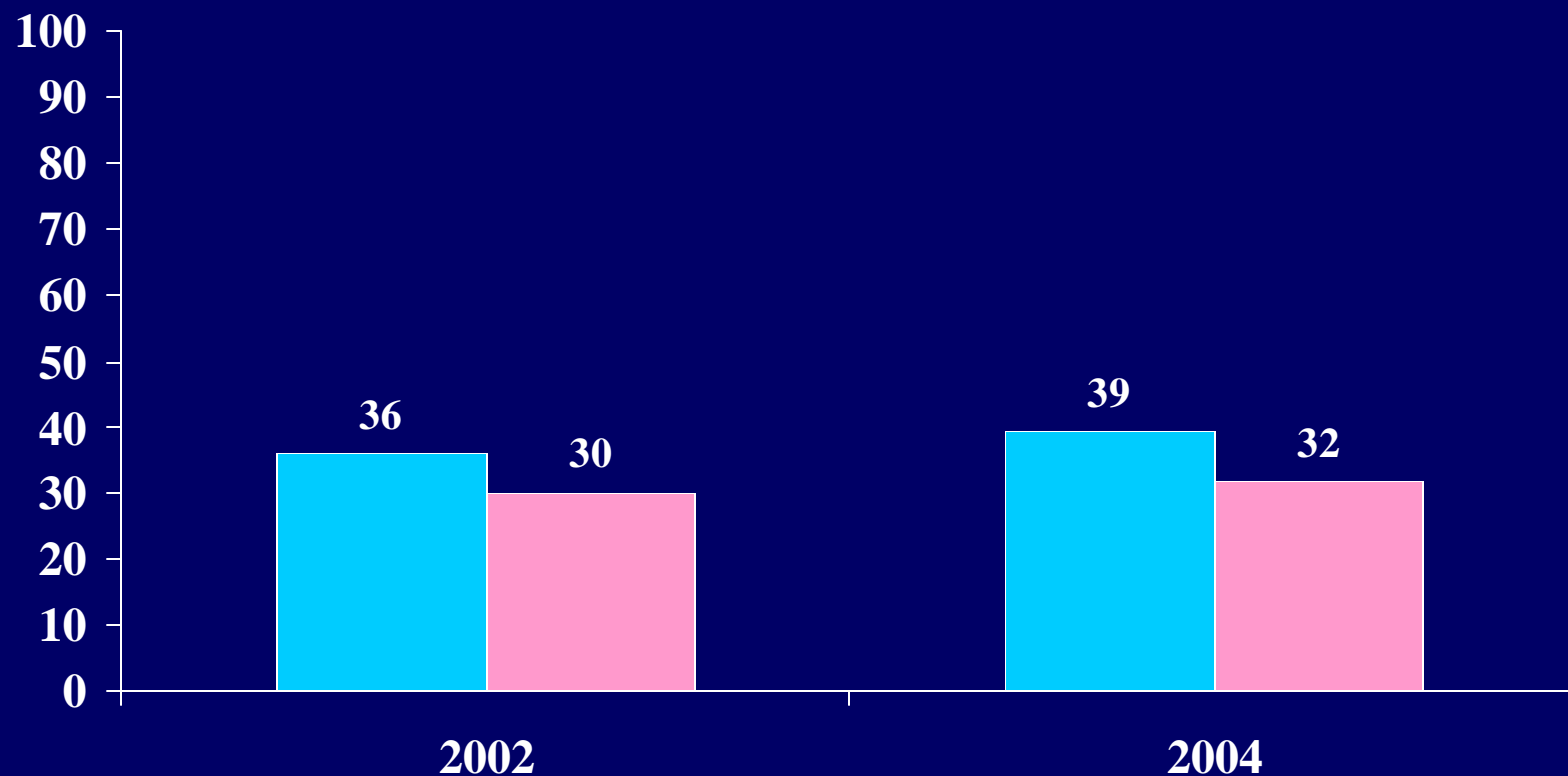


Percent of students who agree “strongly” or “somewhat” that:
Abortion should be legal



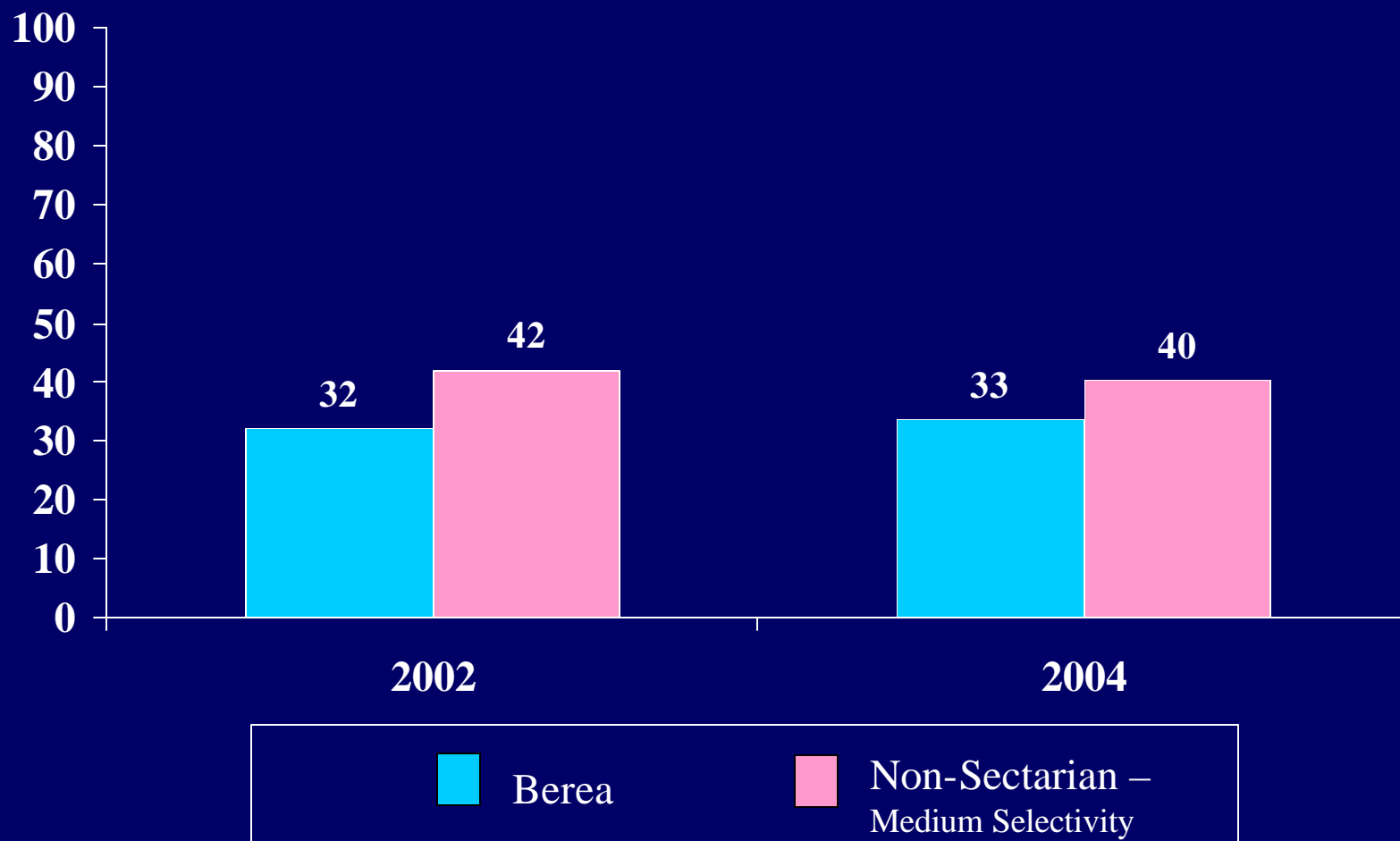
Percent of students who agree “strongly” or “somewhat” that:

The death penalty should be abolished



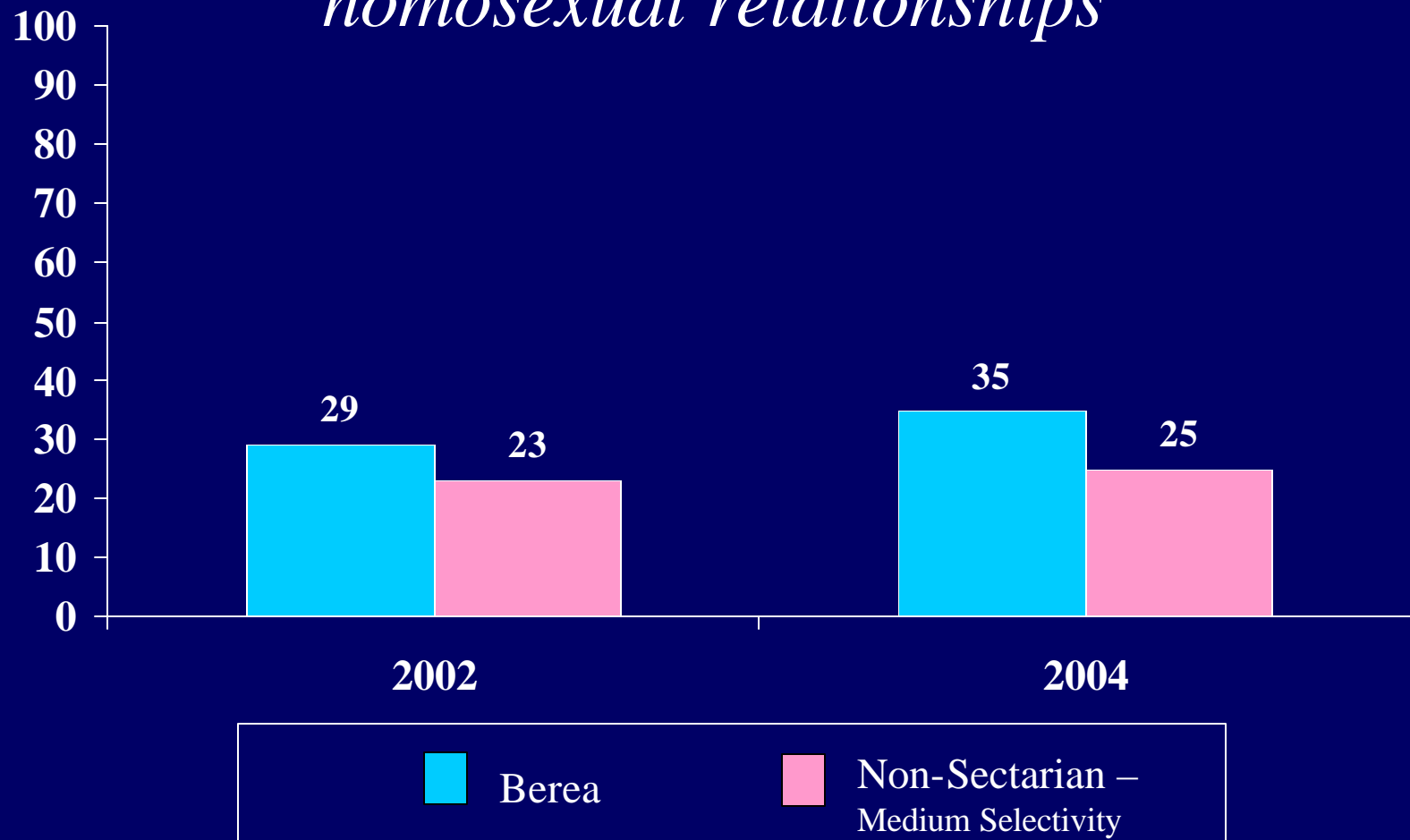
Percent of students who agree “strongly” or “somewhat” that:

Marijuana should be legalized



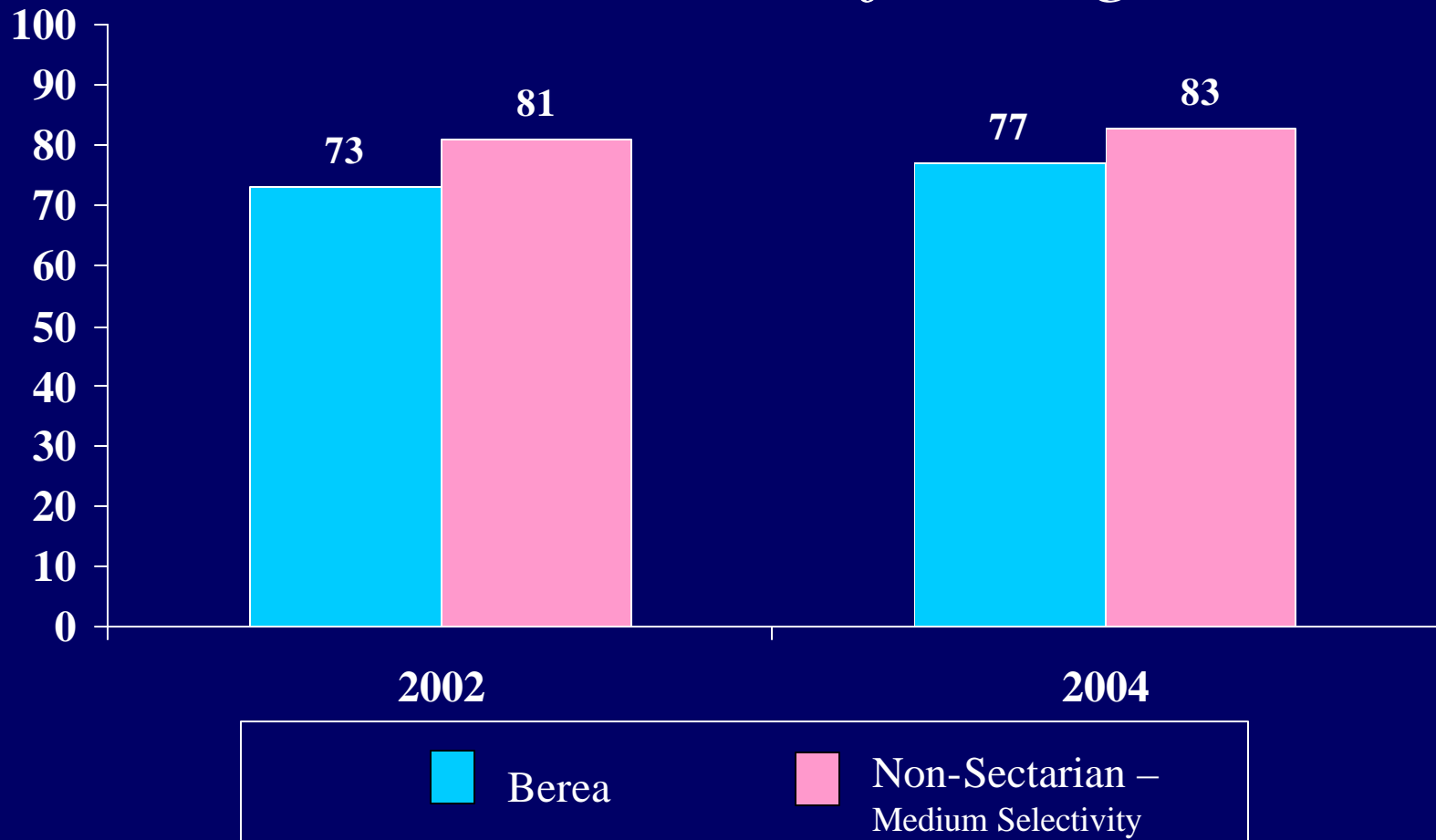
Percent of students who agree “strongly” or “somewhat” that:

It is important to have laws prohibiting homosexual relationships



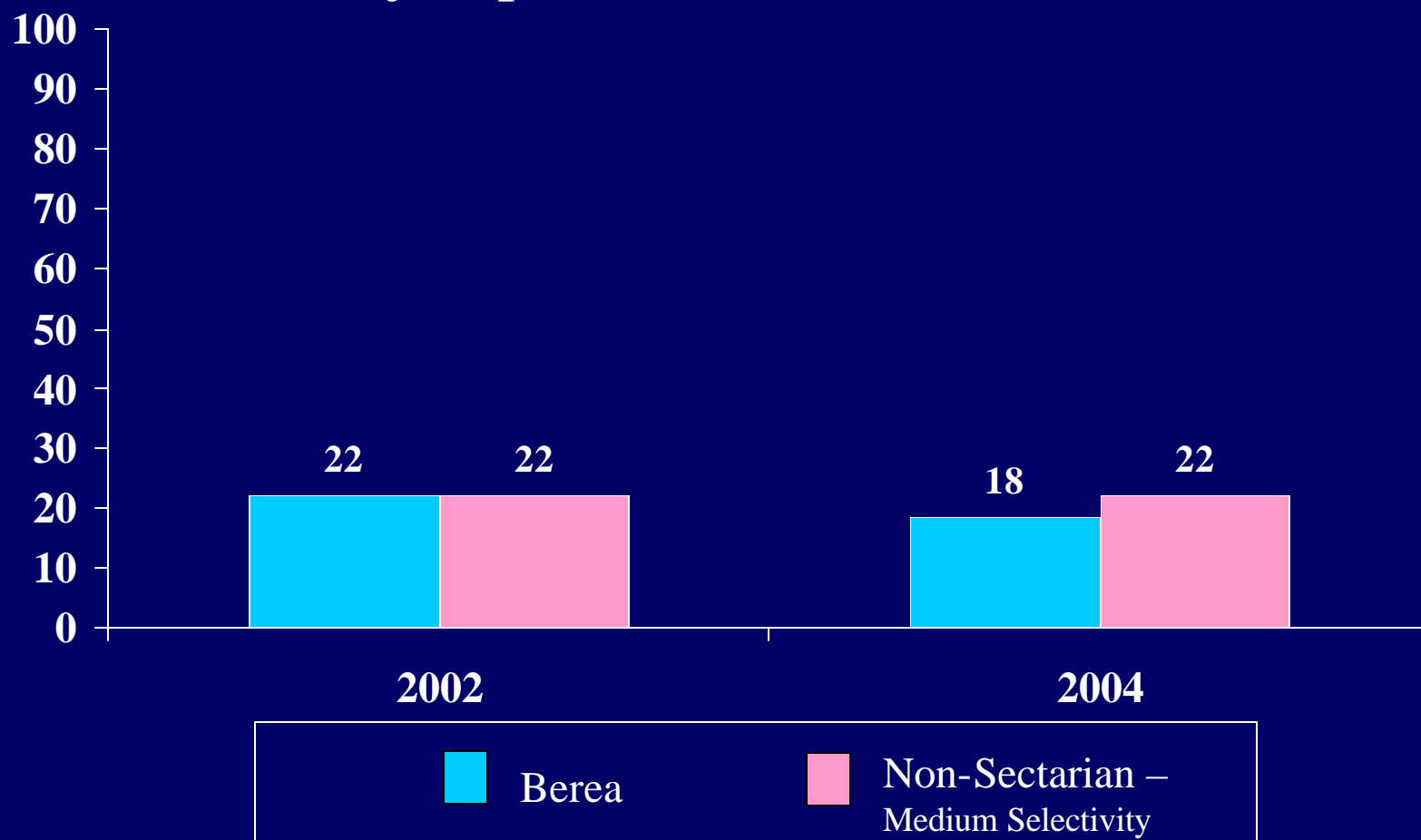
Percent of students who agree “strongly” or “somewhat” that:

The federal government should do more to control the sale of handguns



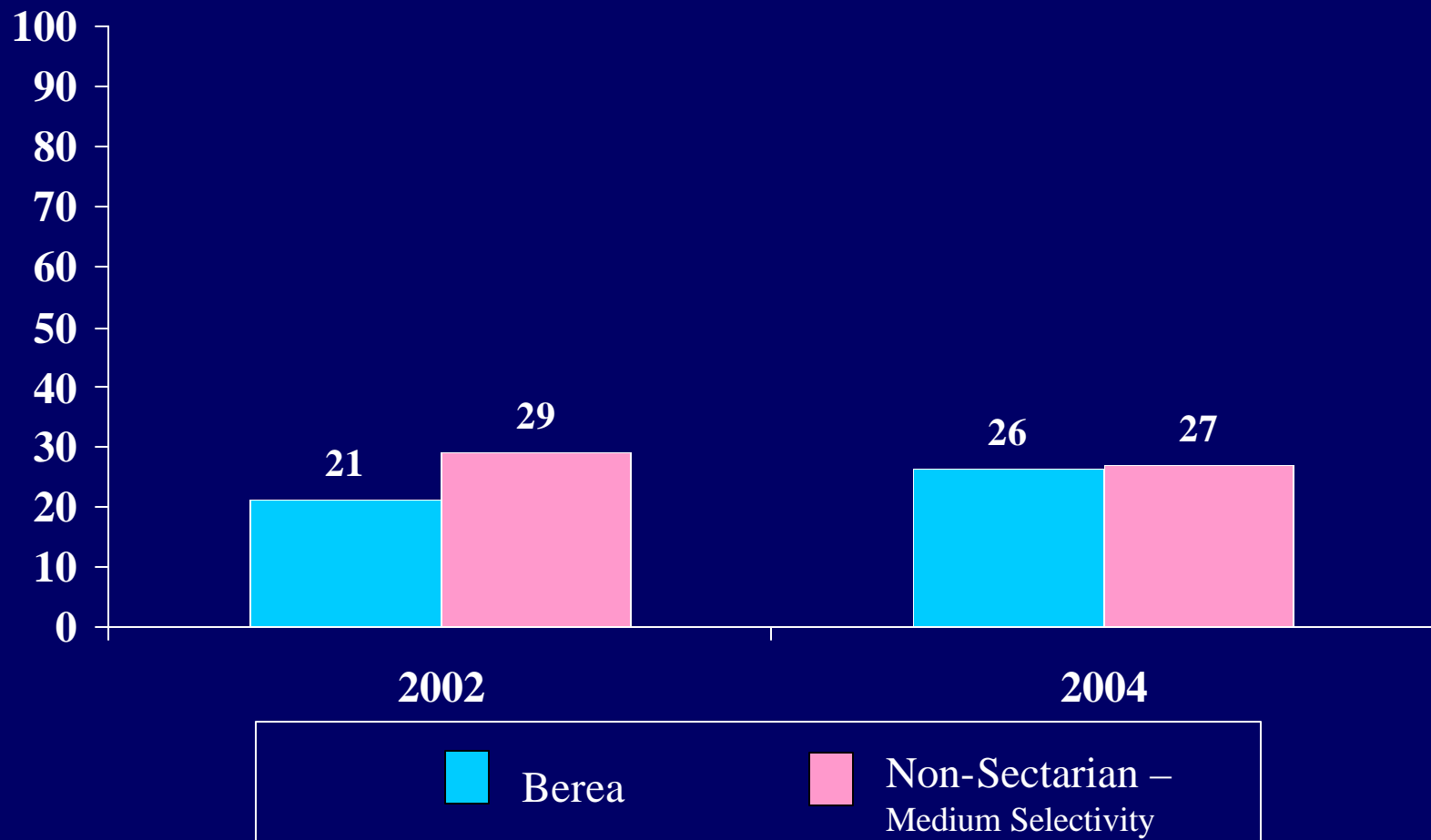
Percent of students who agree “strongly” or “somewhat” that:

Racial discrimination is no longer a major problem in America



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

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



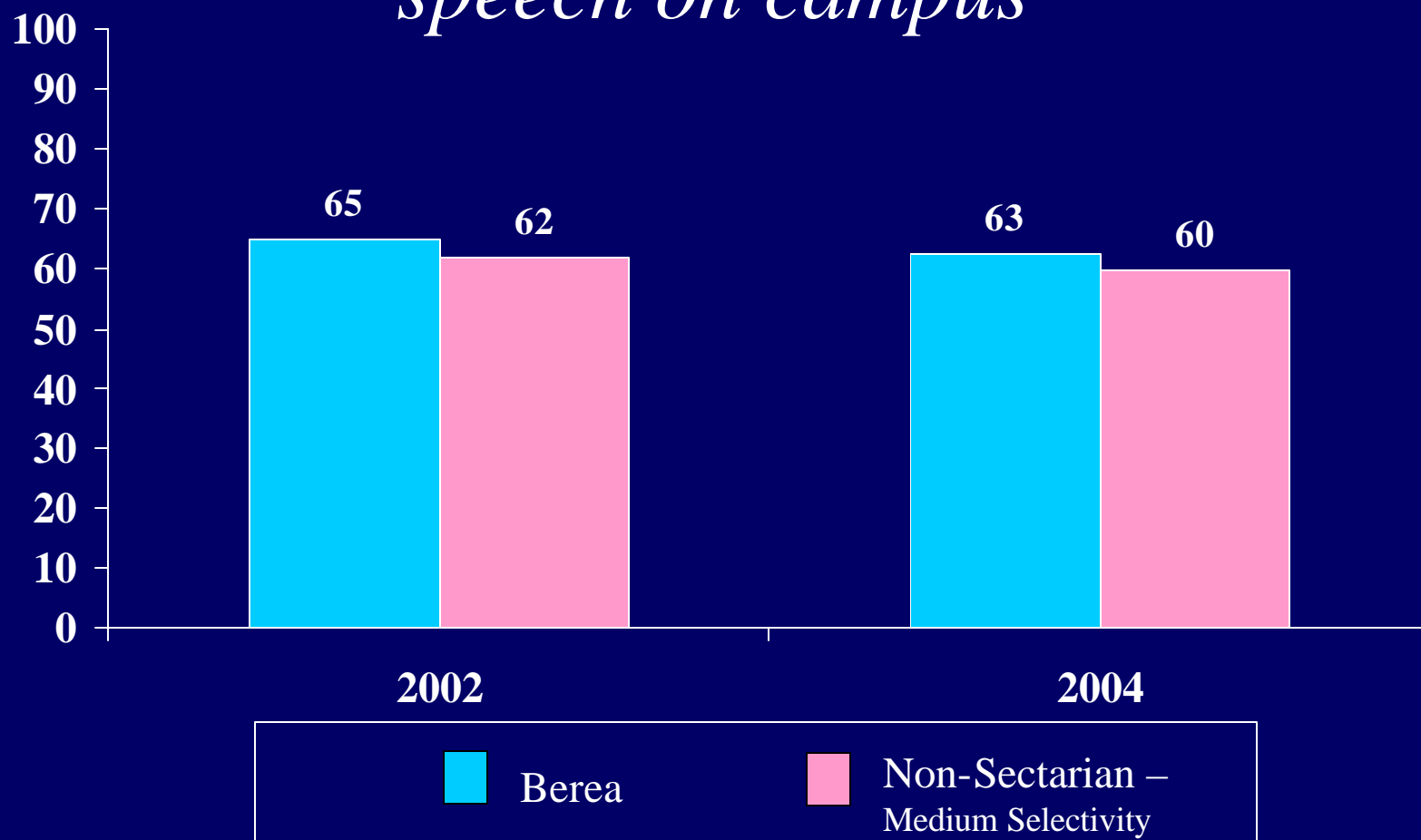
Percent of students who agree “strongly” or “somewhat” that:

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



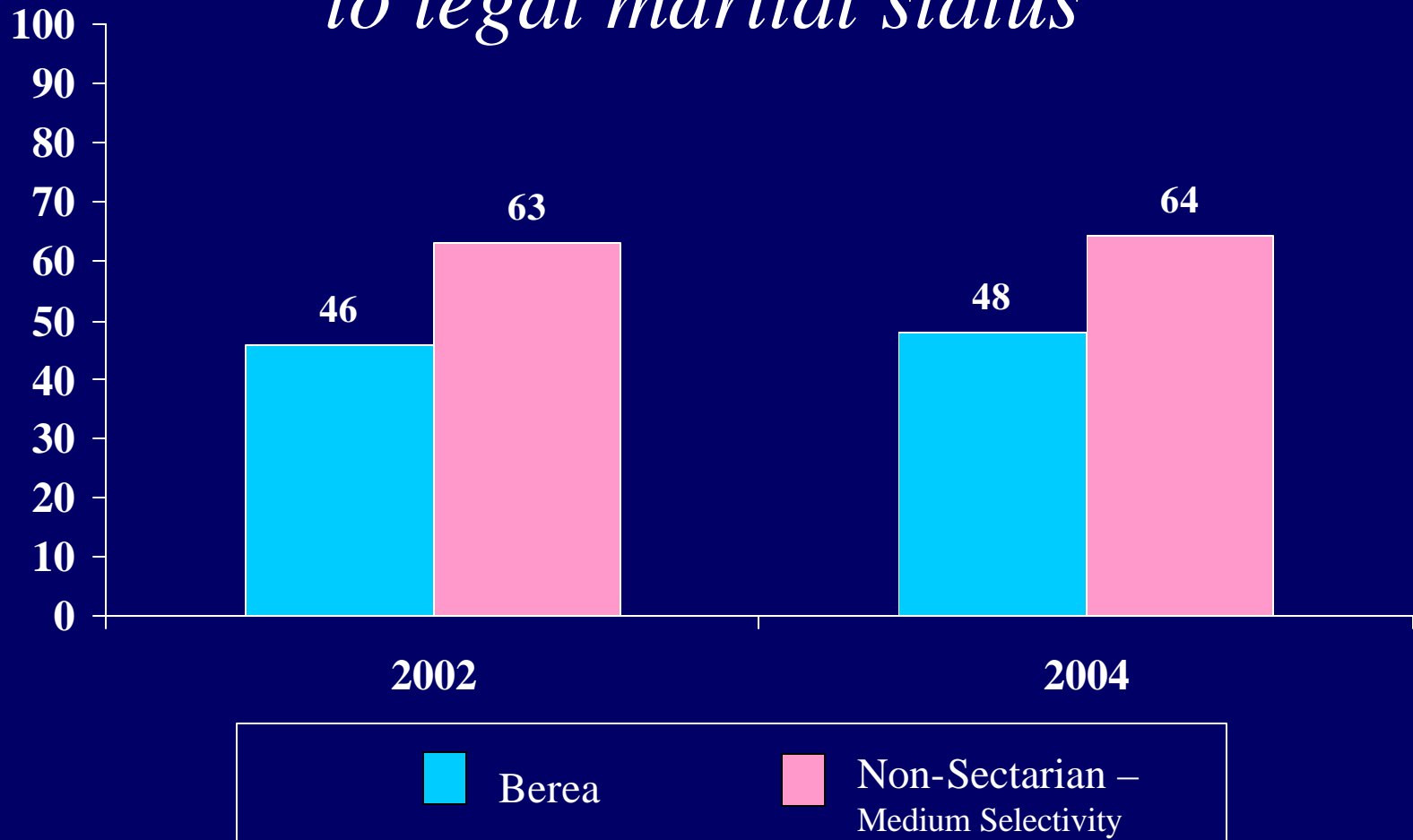
Percent of students who agree “strongly” or “somewhat” that:

*Colleges should prohibit racist/sexist
speech on campus*



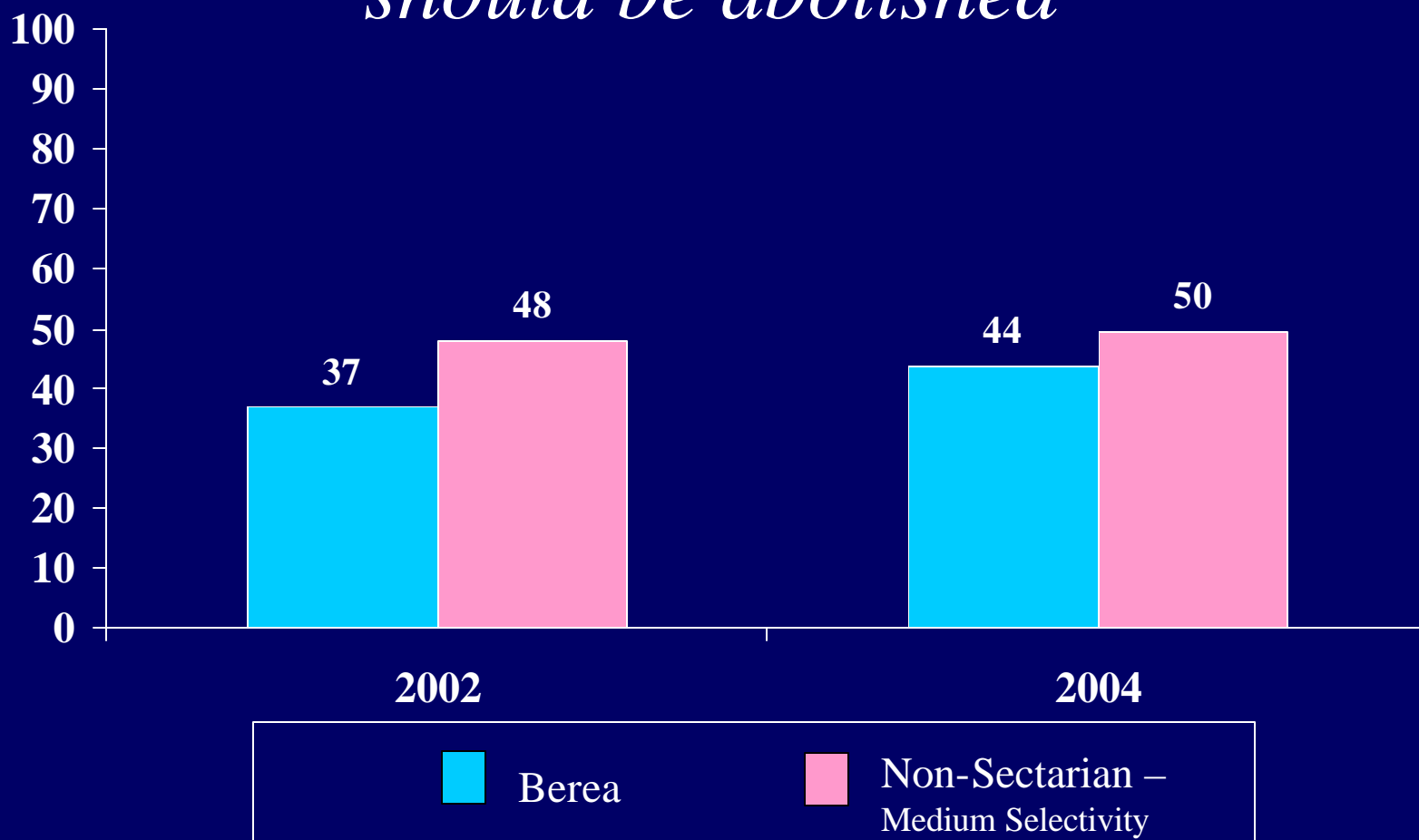
Percent of students who agree “strongly” or “somewhat” that:

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



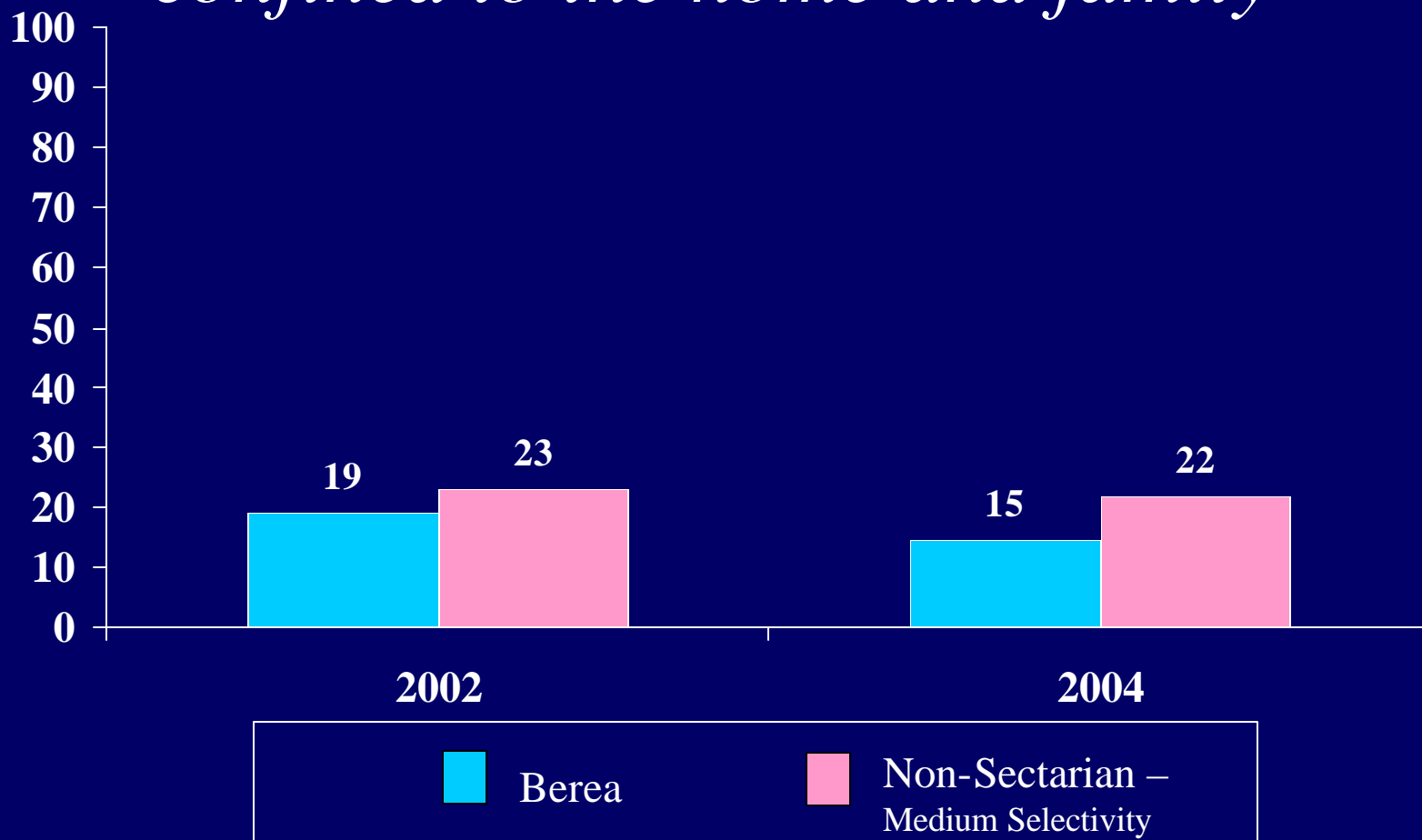
Percent of students who agree “strongly” or “somewhat” that:

*Affirmative action in college admissions
should be abolished*



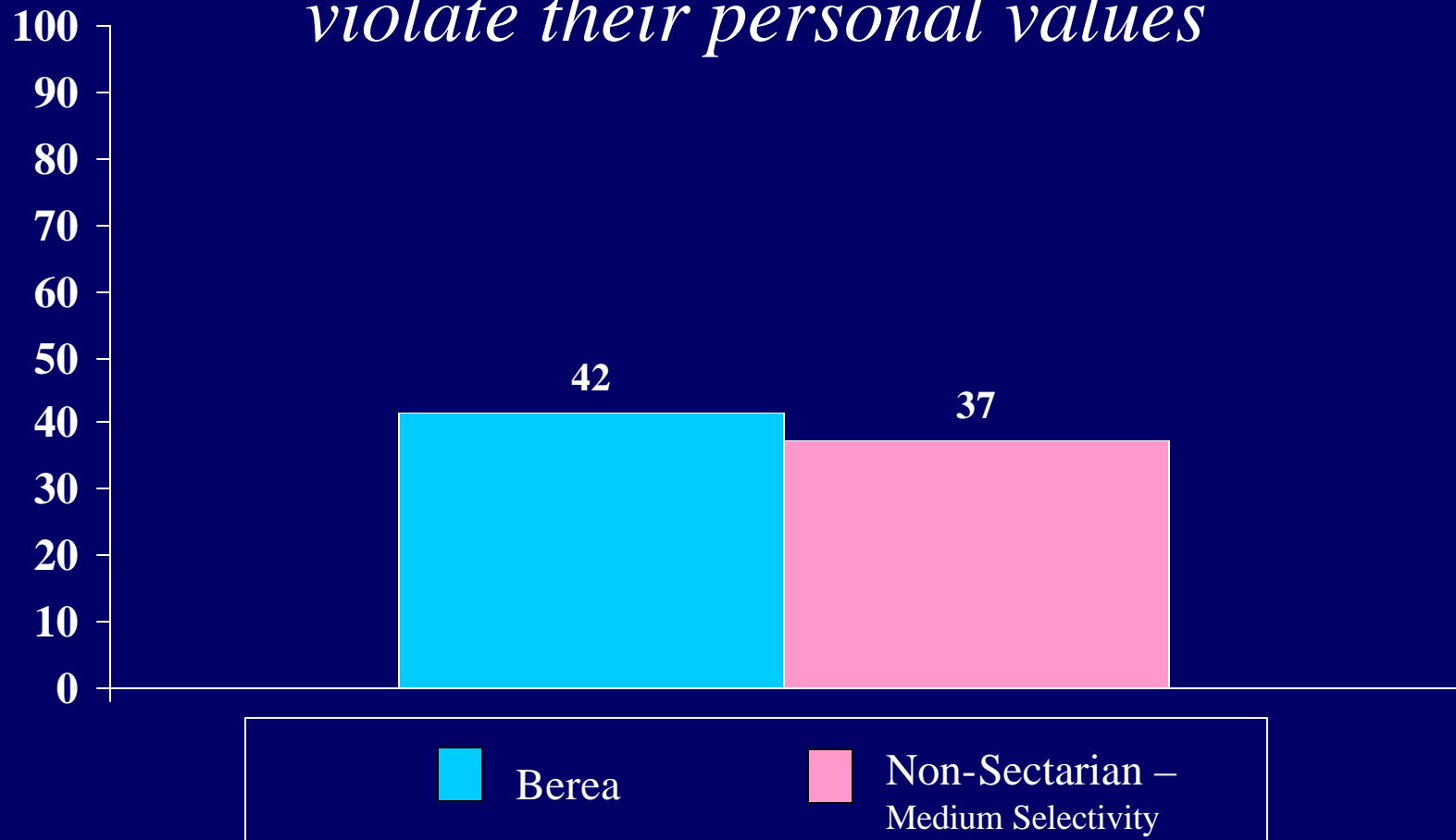
Percent of students who agree “strongly” or “somewhat” that:

The activities of married women are best confined to the home and family



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

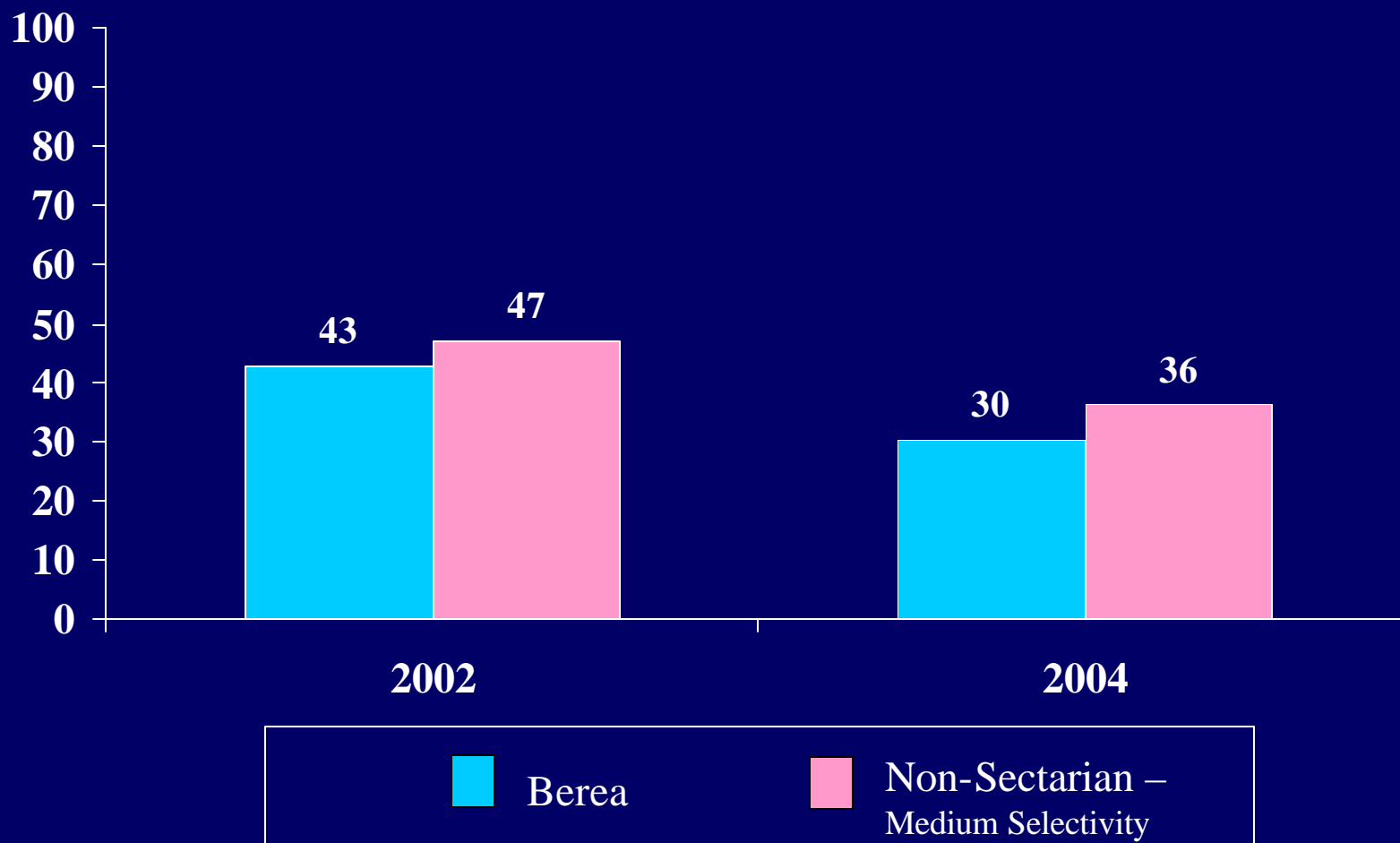
People should not obey laws which violate their personal values



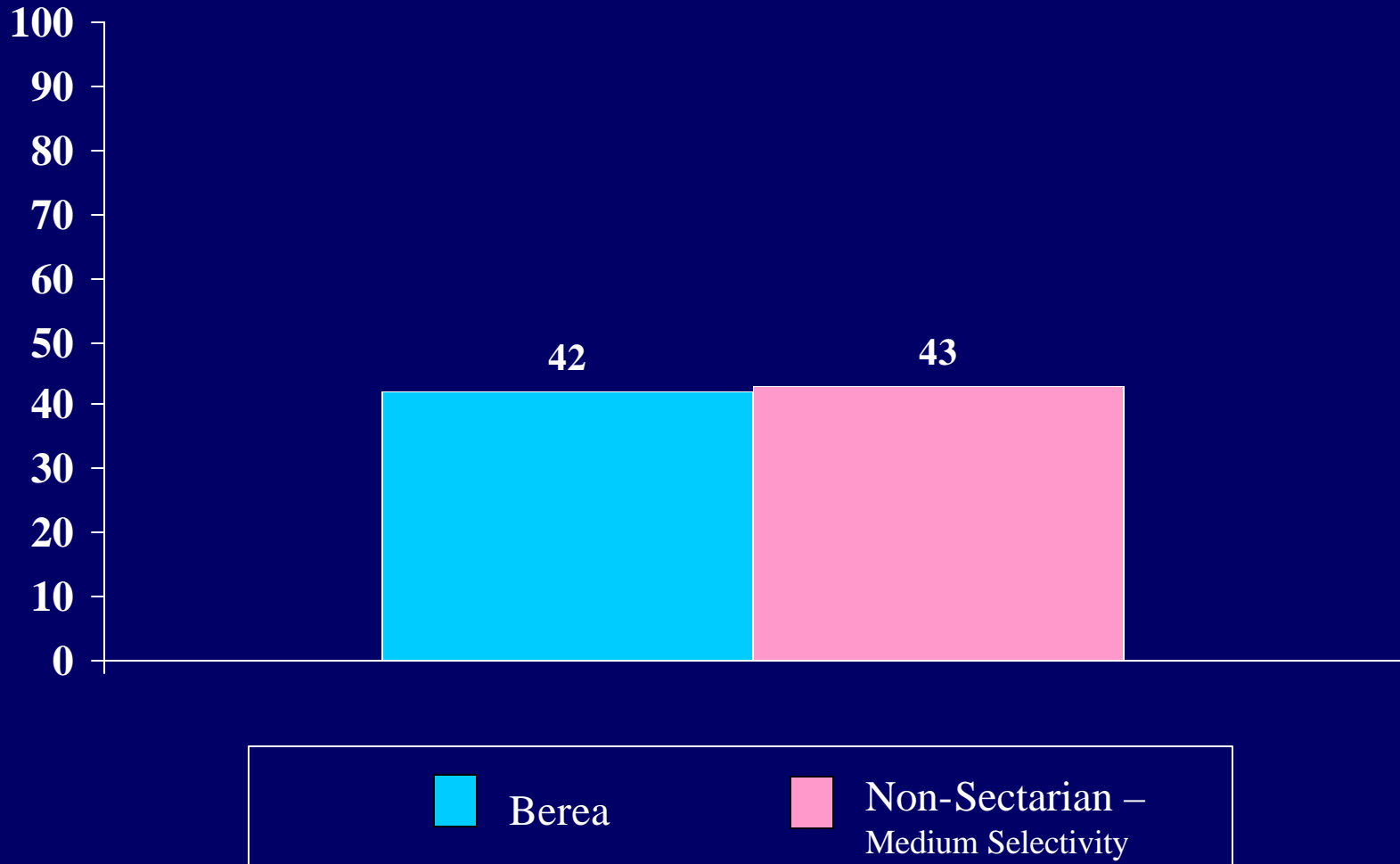
This item was on the CIRP 2002 survey, but was not on the CIRP 2004 survey.

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

Federal military spending should be increased



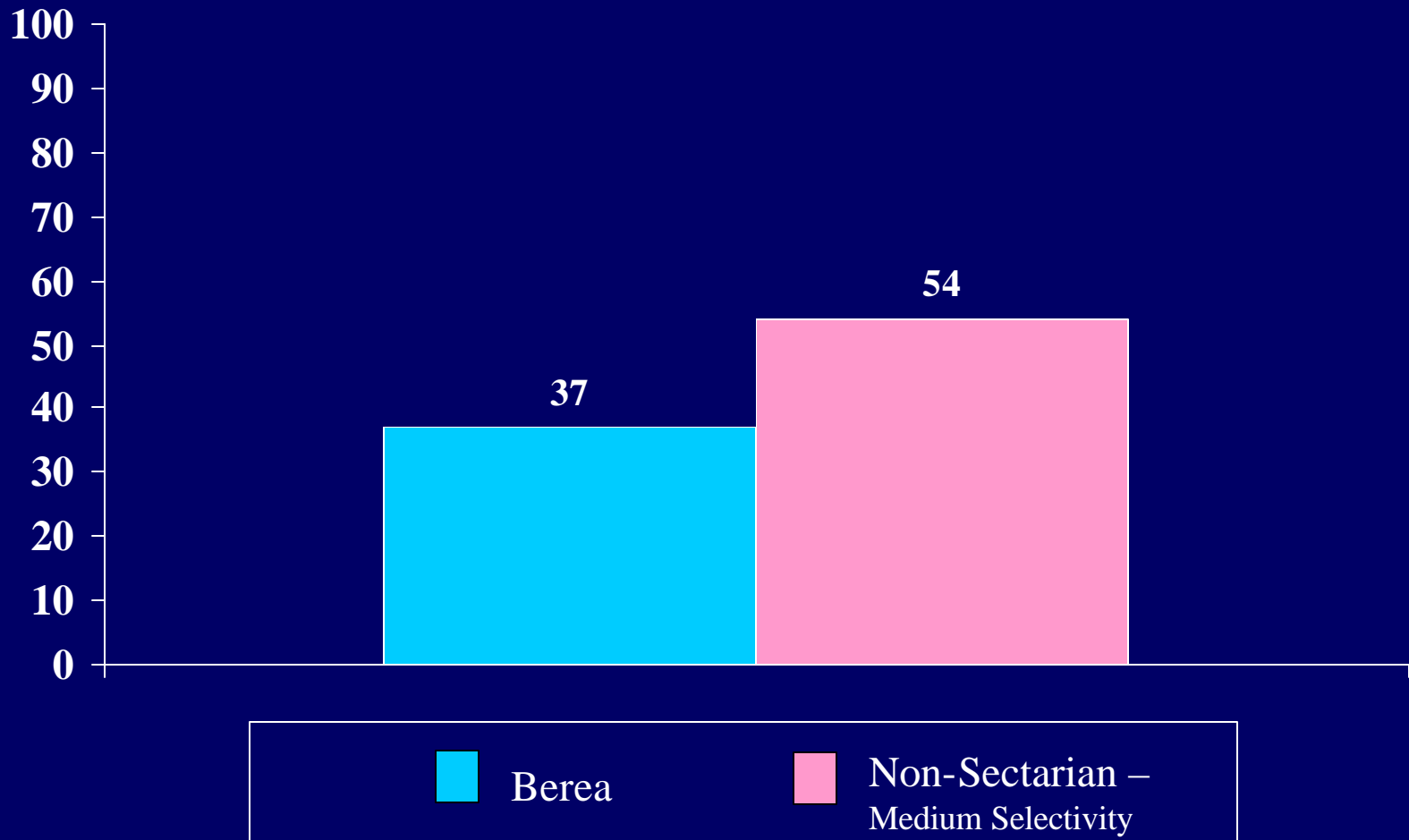
Student agrees “strongly” or “somewhat”: Colleges have the right to ban extreme speakers



This item was not on the 2002 CIRP survey.

Student agrees “strongly” or “somewhat”:

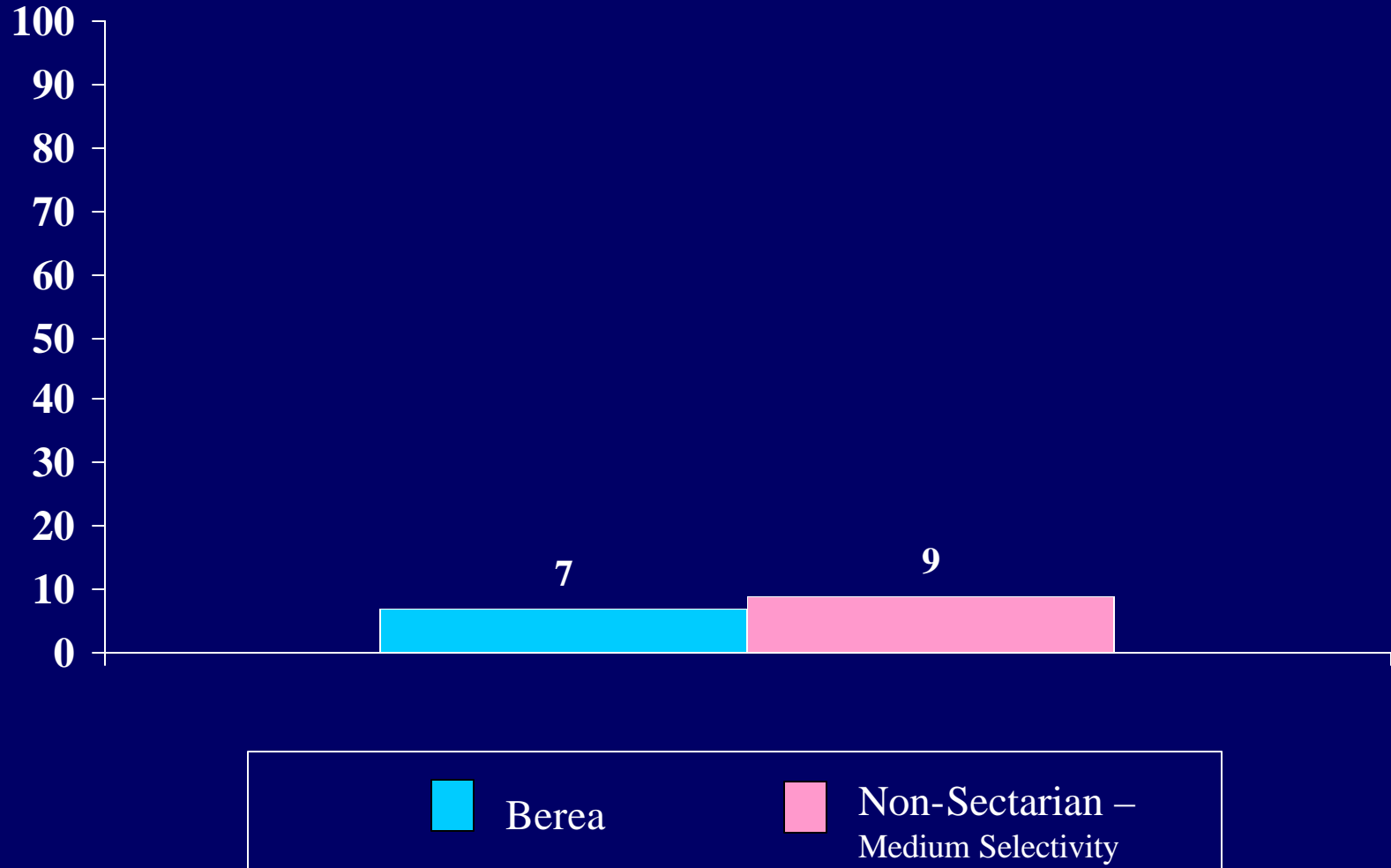
If two people really like each other, it’s all right for them to have sex even if they’ve known each other for only a very short time



This item was not on the 2002 CIRP survey.

Which of these community service/volunteer activities did you participate in during high school

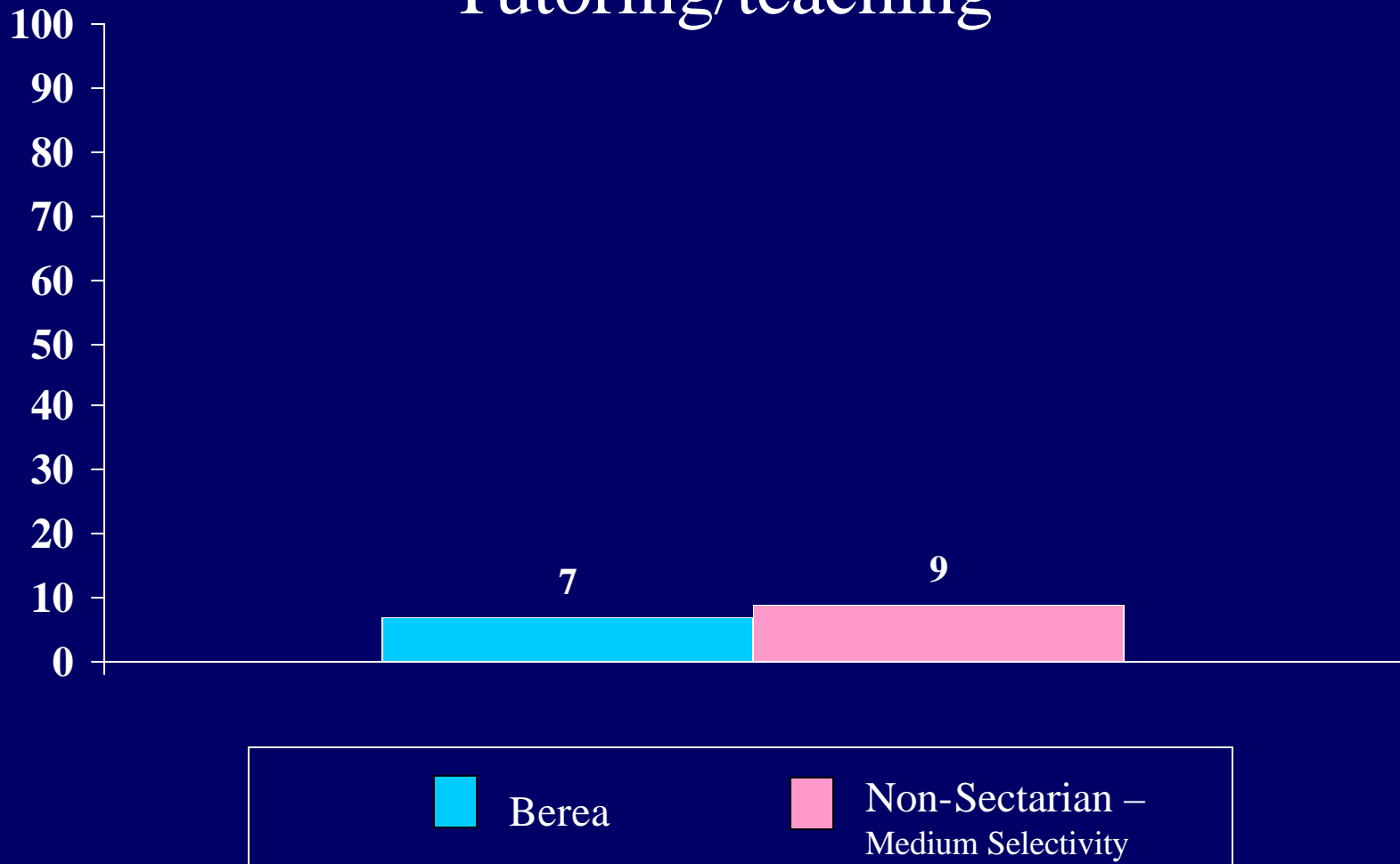
None



This item was not on the 2002 CIRP survey.

Which of these community service/volunteer activities did you participate in during high school

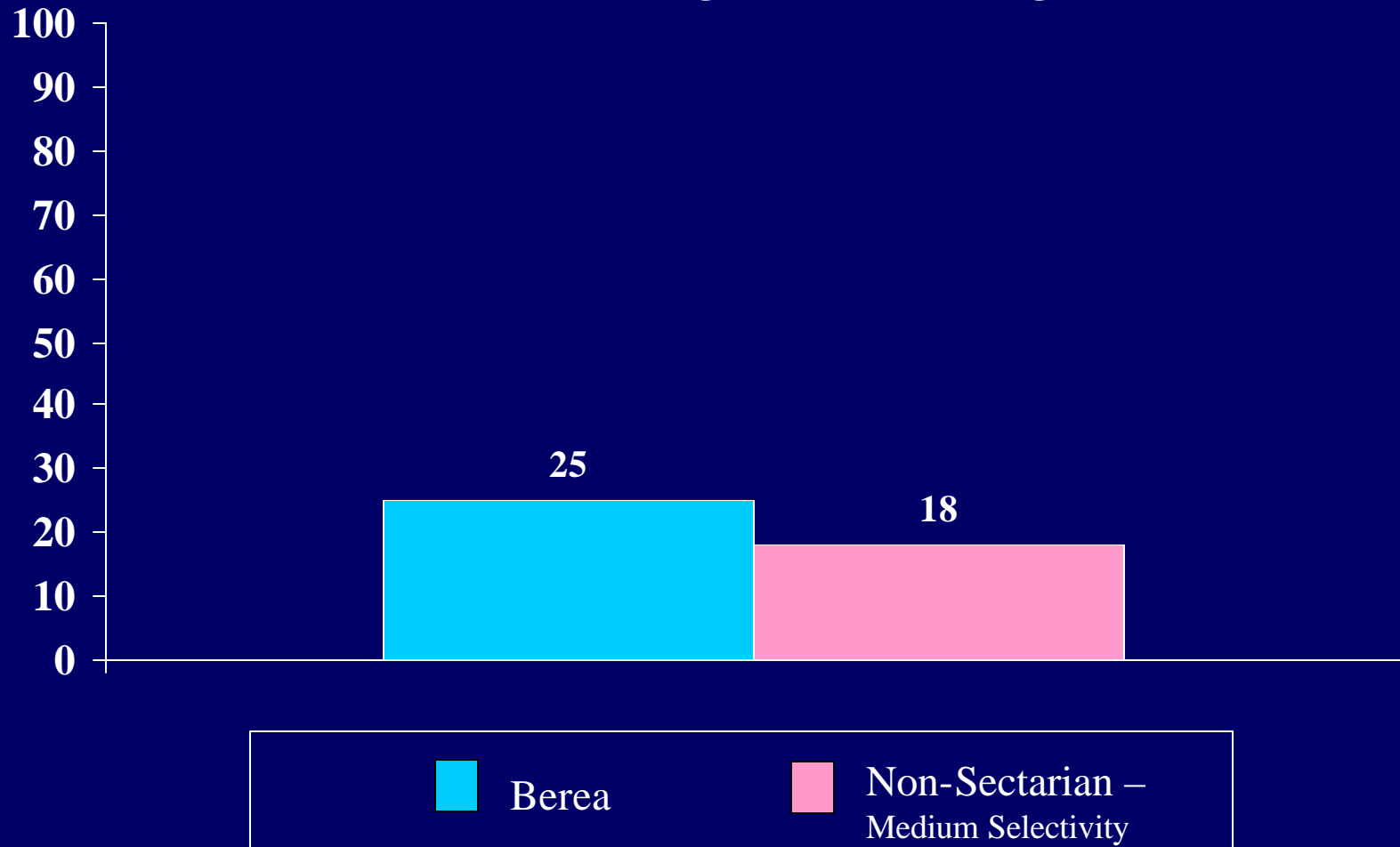
Tutoring/teaching



This item was not on the 2002 CIRP survey.

Which of these community service/volunteer activities did you participate in during high school

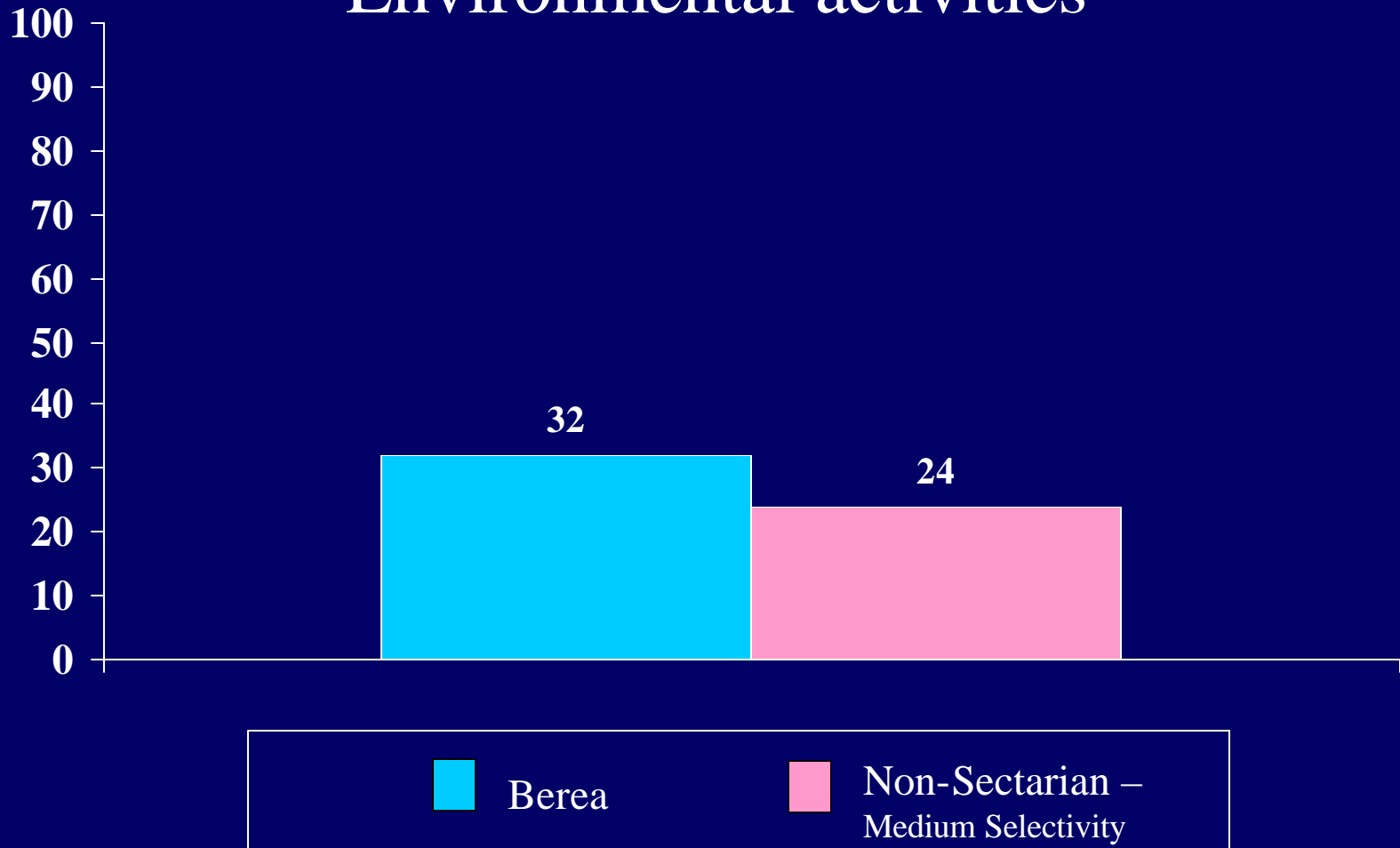
Counseling/mentoring



This item was not on the 2002 CIRP survey.

Which of these community service/volunteer activities did you participate in during high school

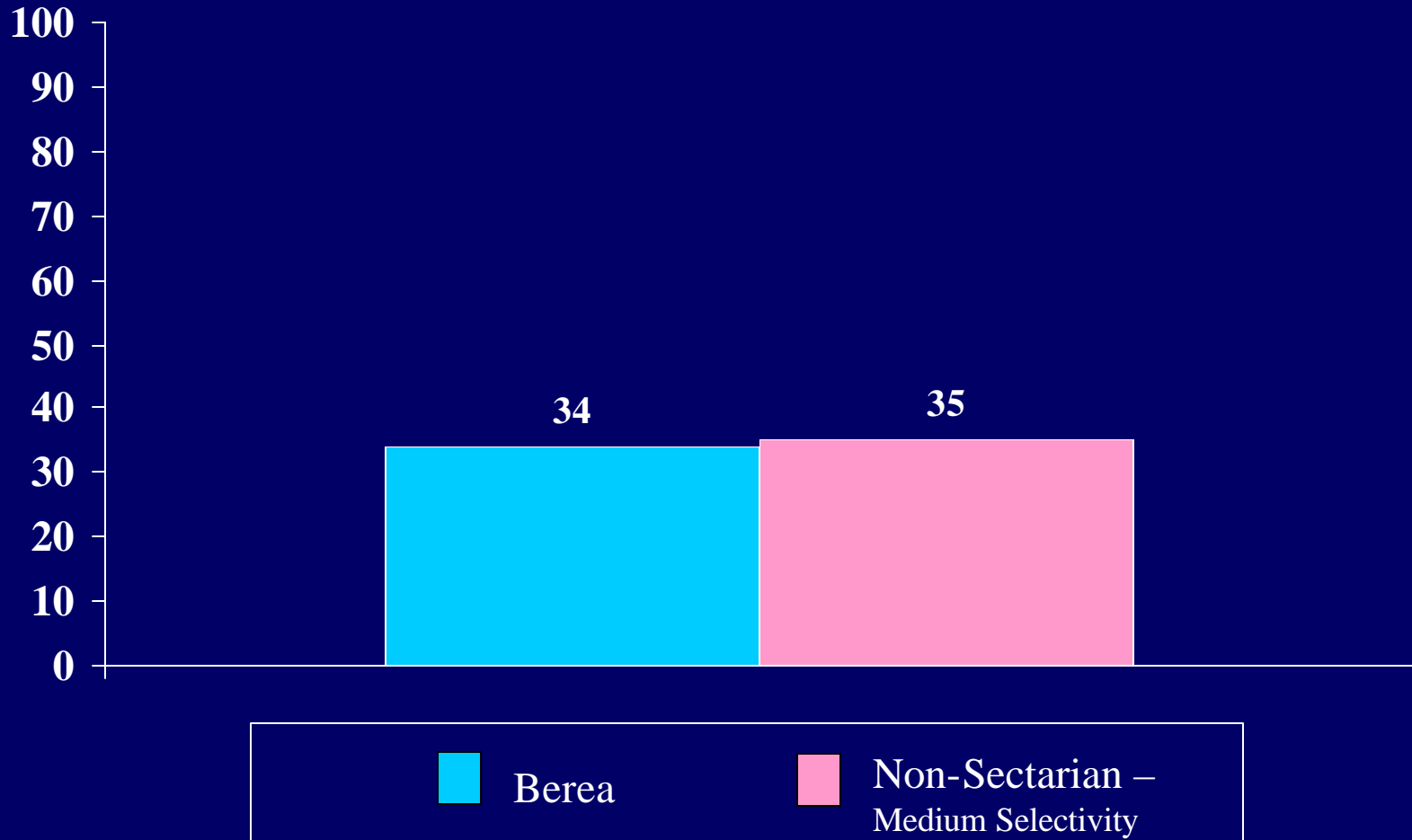
Environmental activities



This item was not on the 2002 CIRP survey.

Which of these community service/volunteer activities did you participate in during high school

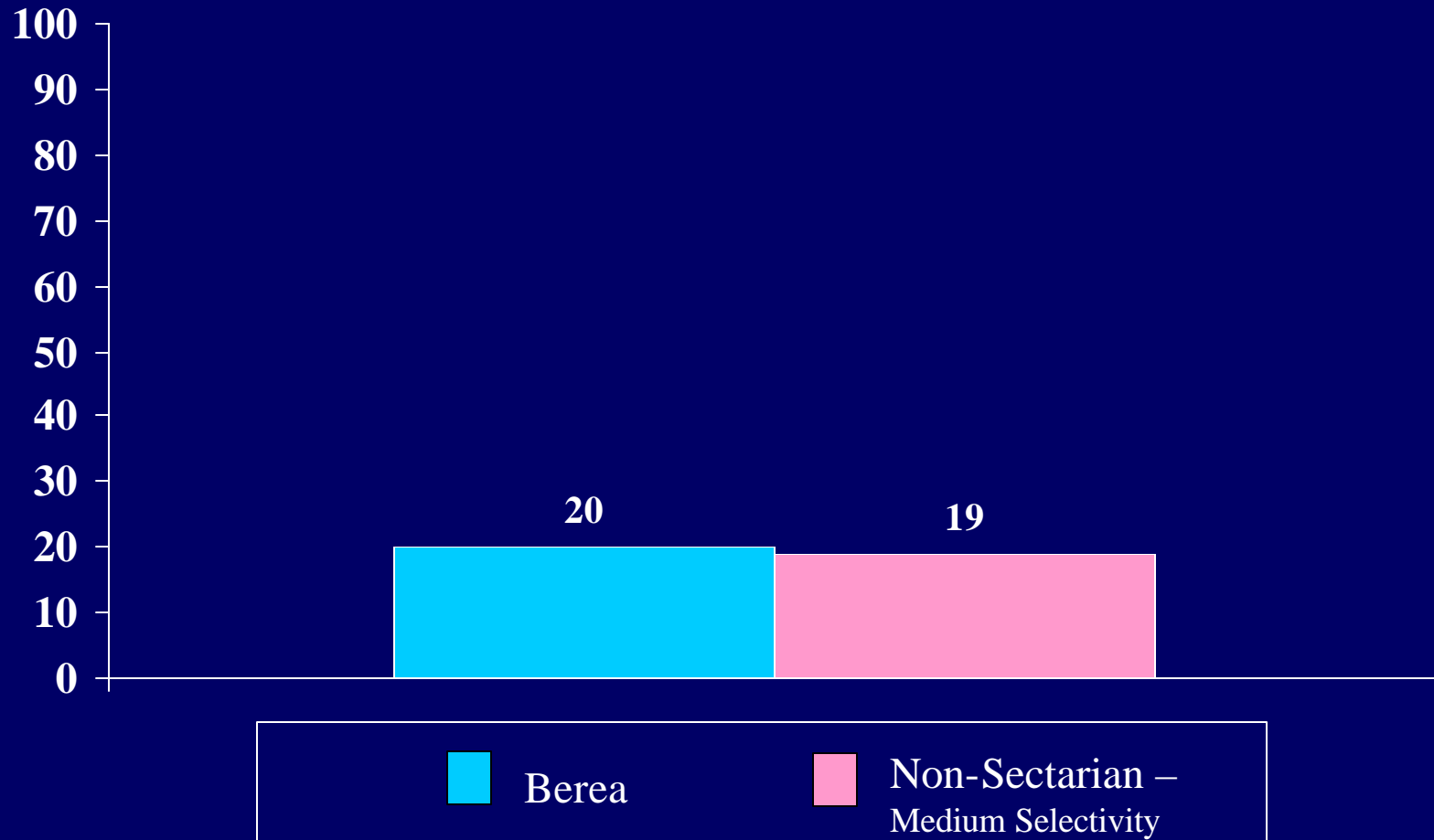
Child care



This item was not on the 2002 CIRP survey.

Which of these community service/volunteer activities did you participate in during high school

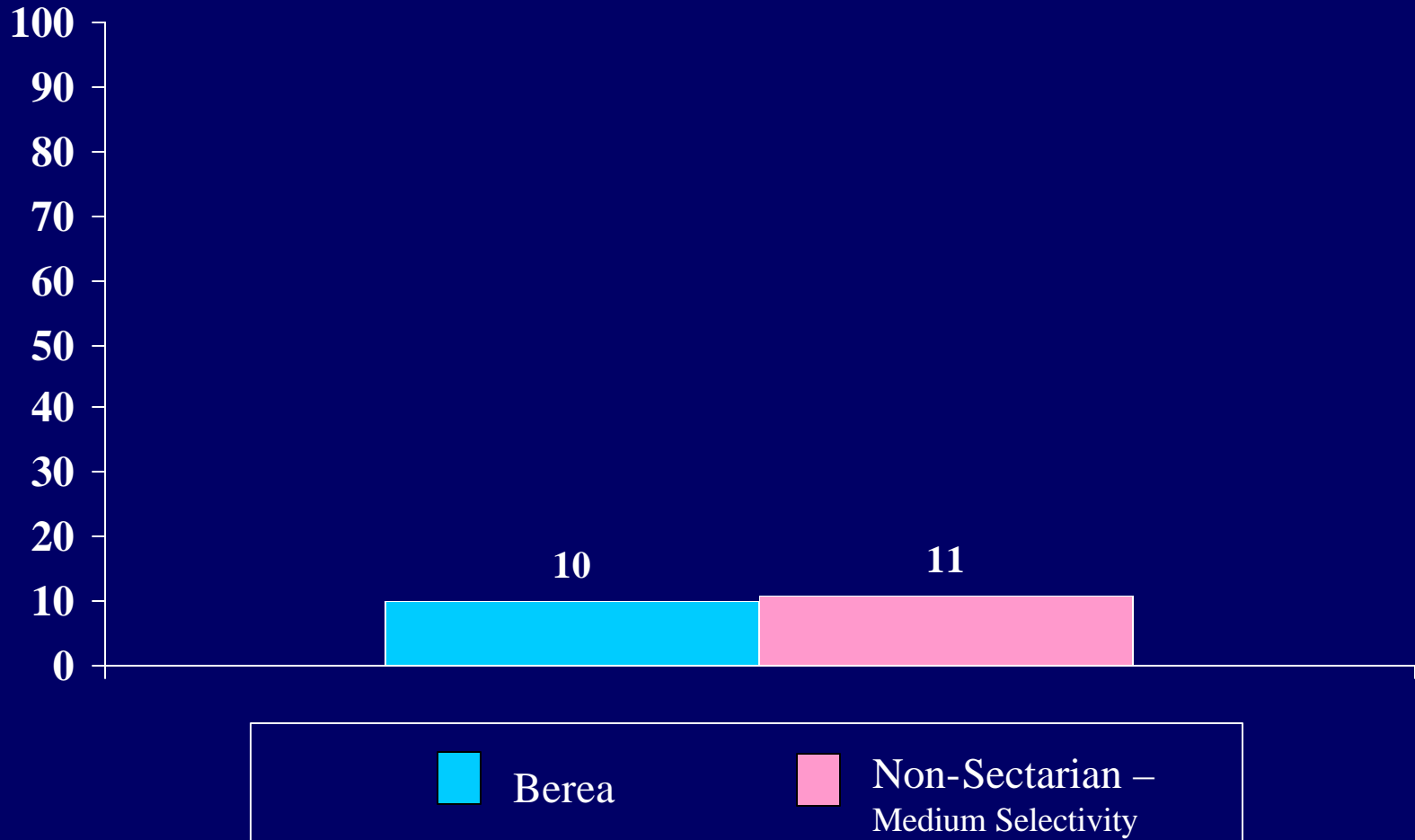
Elder care



This item was not on the 2002 CIRP survey.

Which of these community service/volunteer activities did you participate in during high school

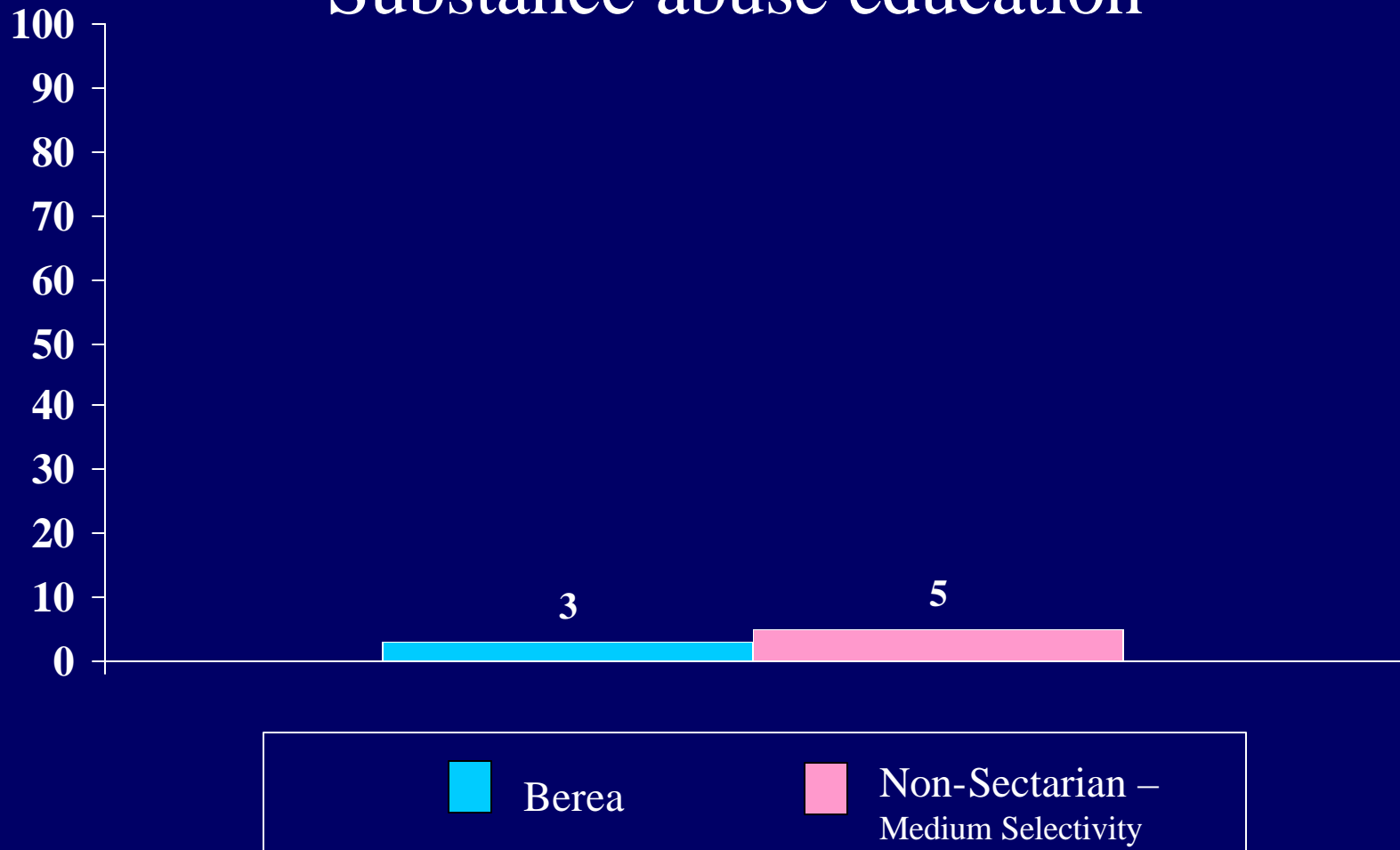
Hospital work



This item was not on the 2002 CIRP survey.

Which of these community service/volunteer activities did you participate in during high school

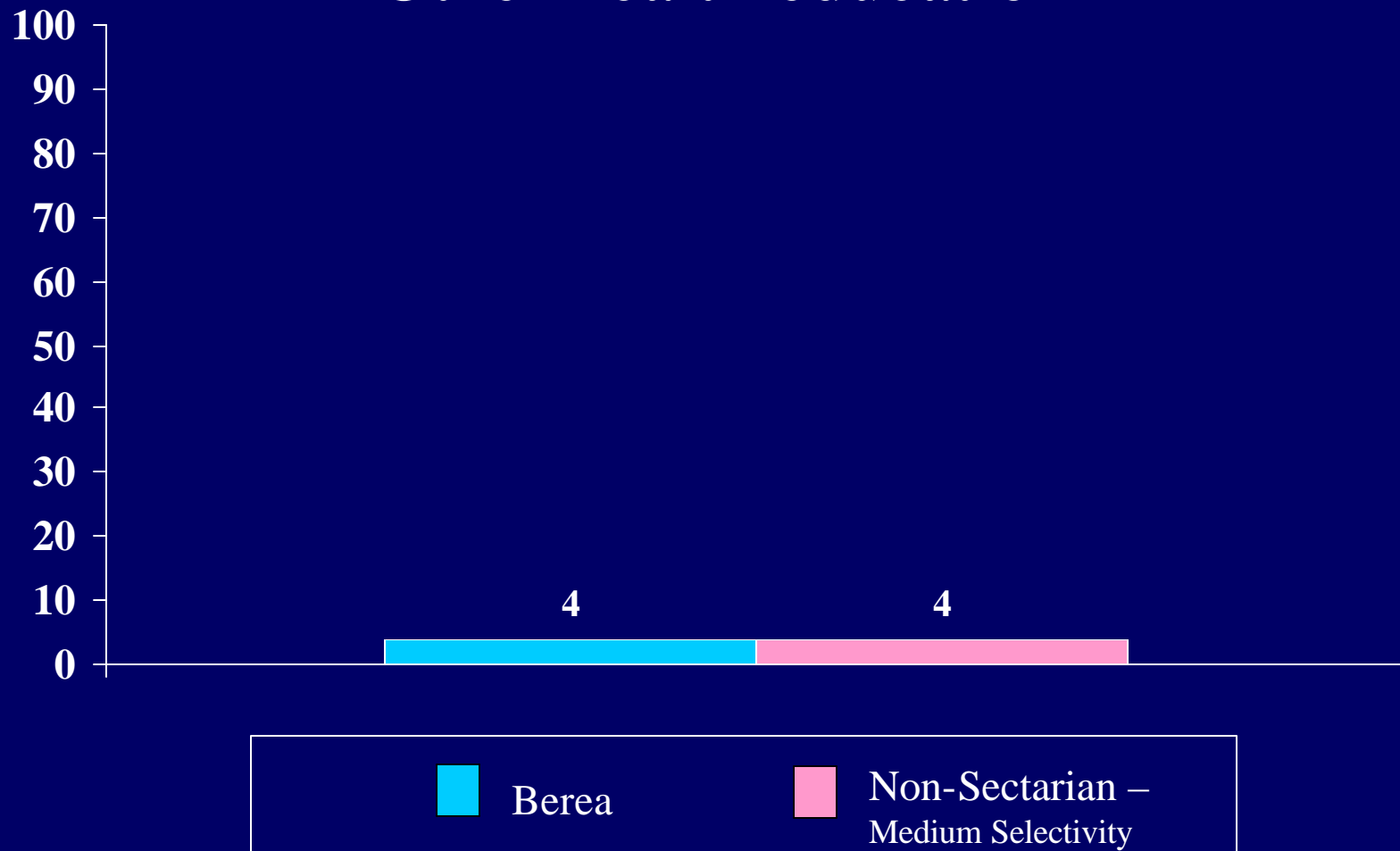
Substance abuse education



This item was not on the 2002 CIRP survey.

Which of these community service/volunteer activities did you participate in during high school

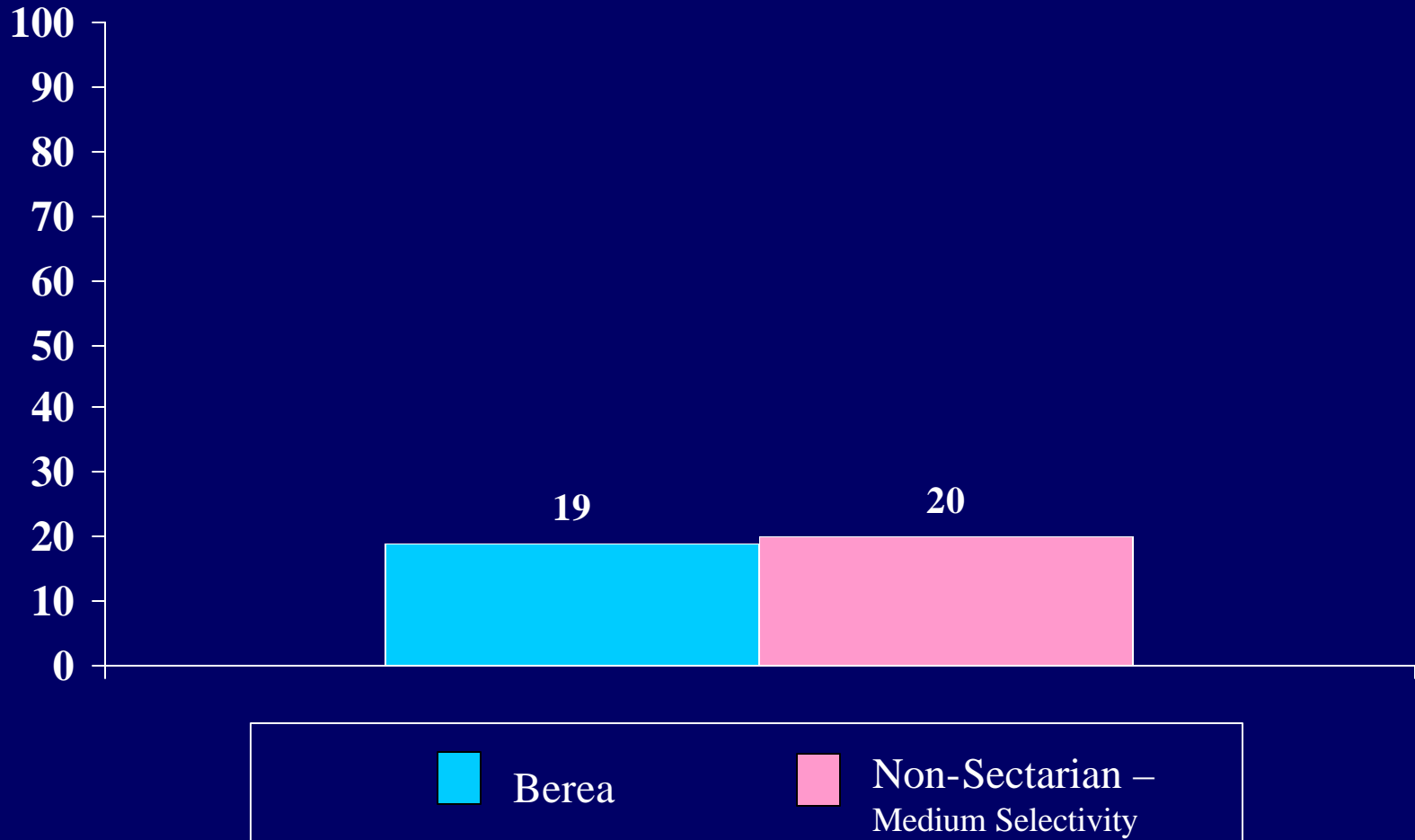
Other health education



This item was not on the 2002 CIRP survey.

Which of these community service/volunteer activities did you participate in during high school

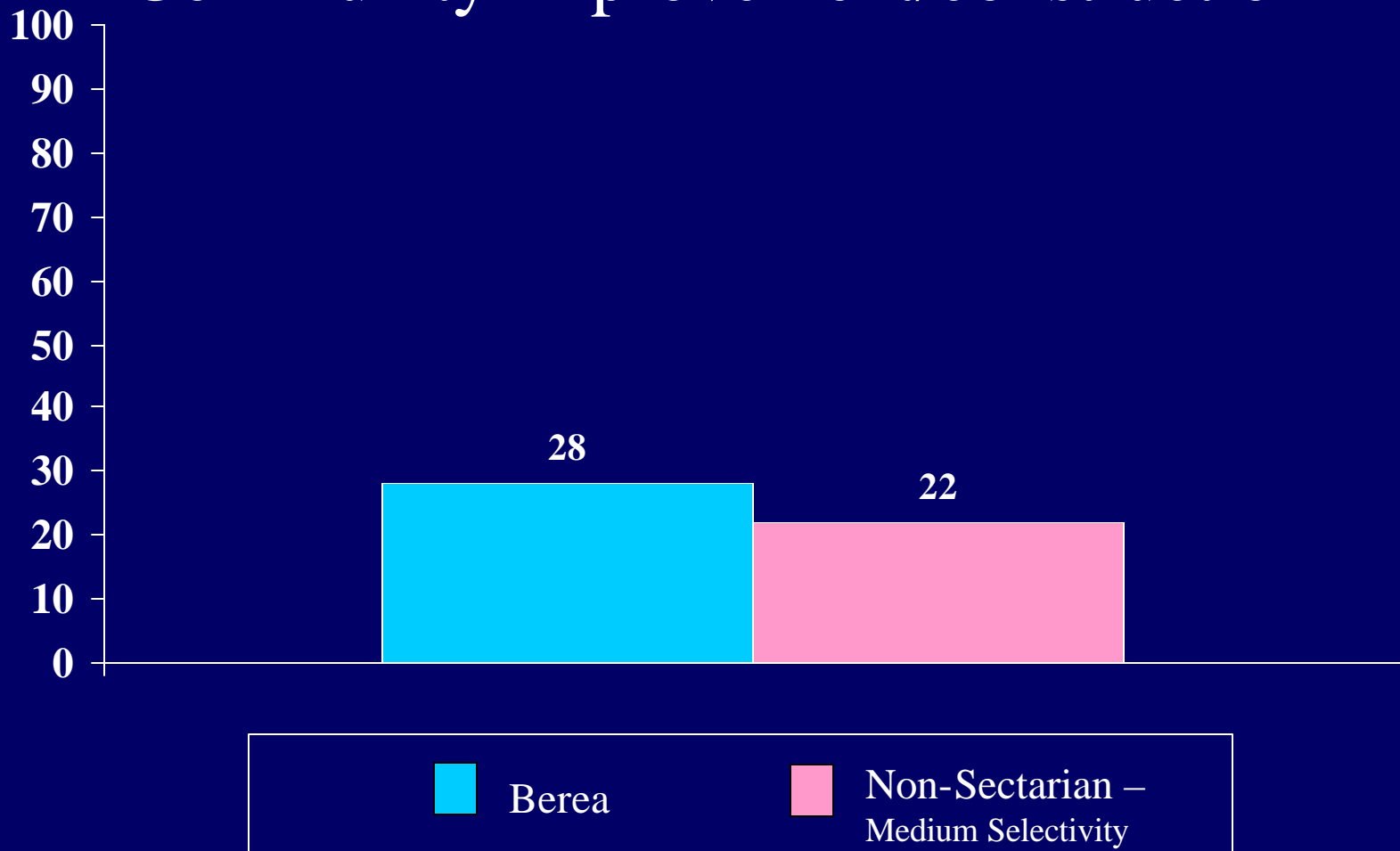
Services to the homeless



This item was not on the 2002 CIRP survey.

Which of these community service/volunteer activities did you participate in during high school

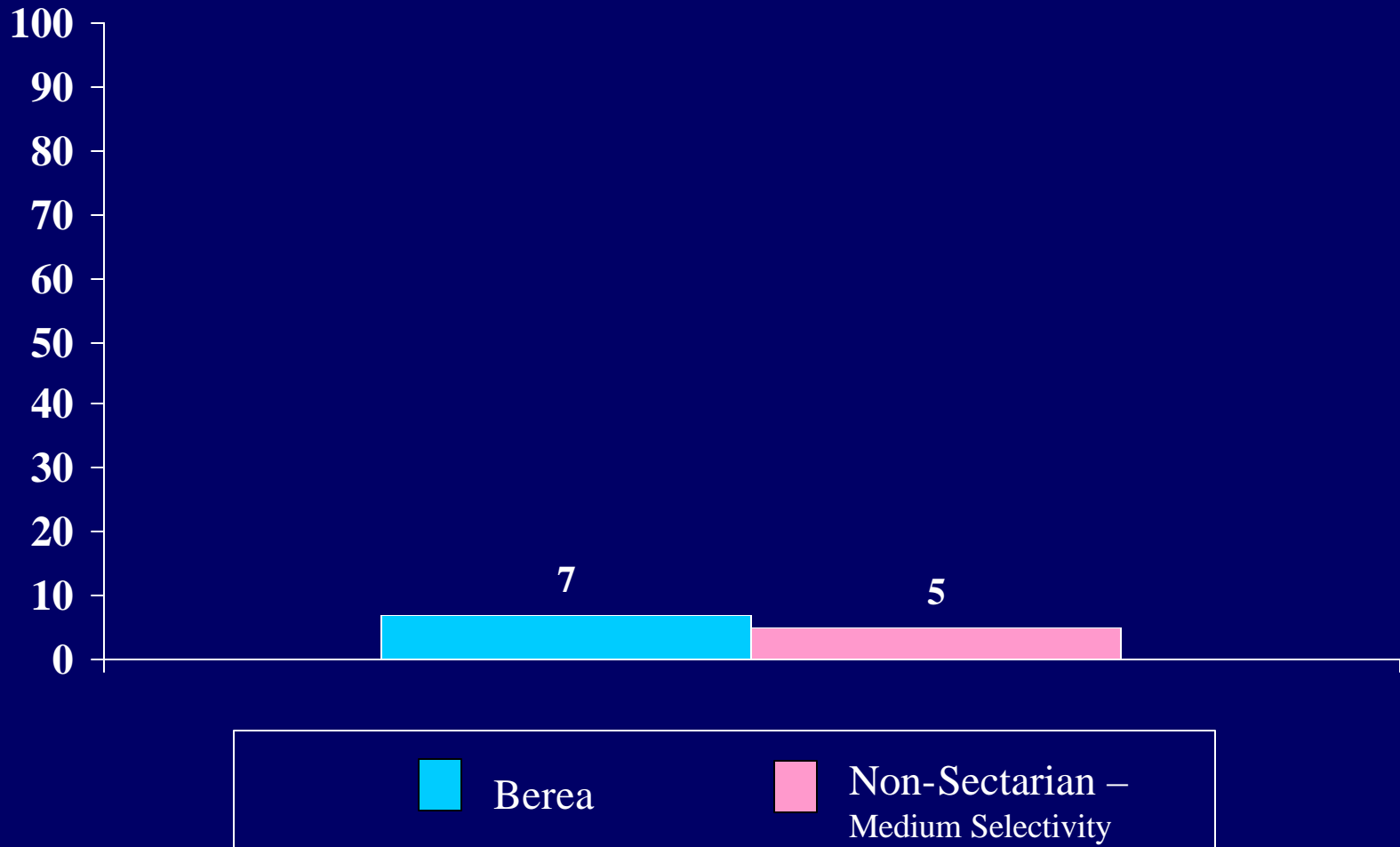
Community improvement/construction



This item was not on the 2002 CIRP survey.

Which of these community service/volunteer activities did you participate in during high school

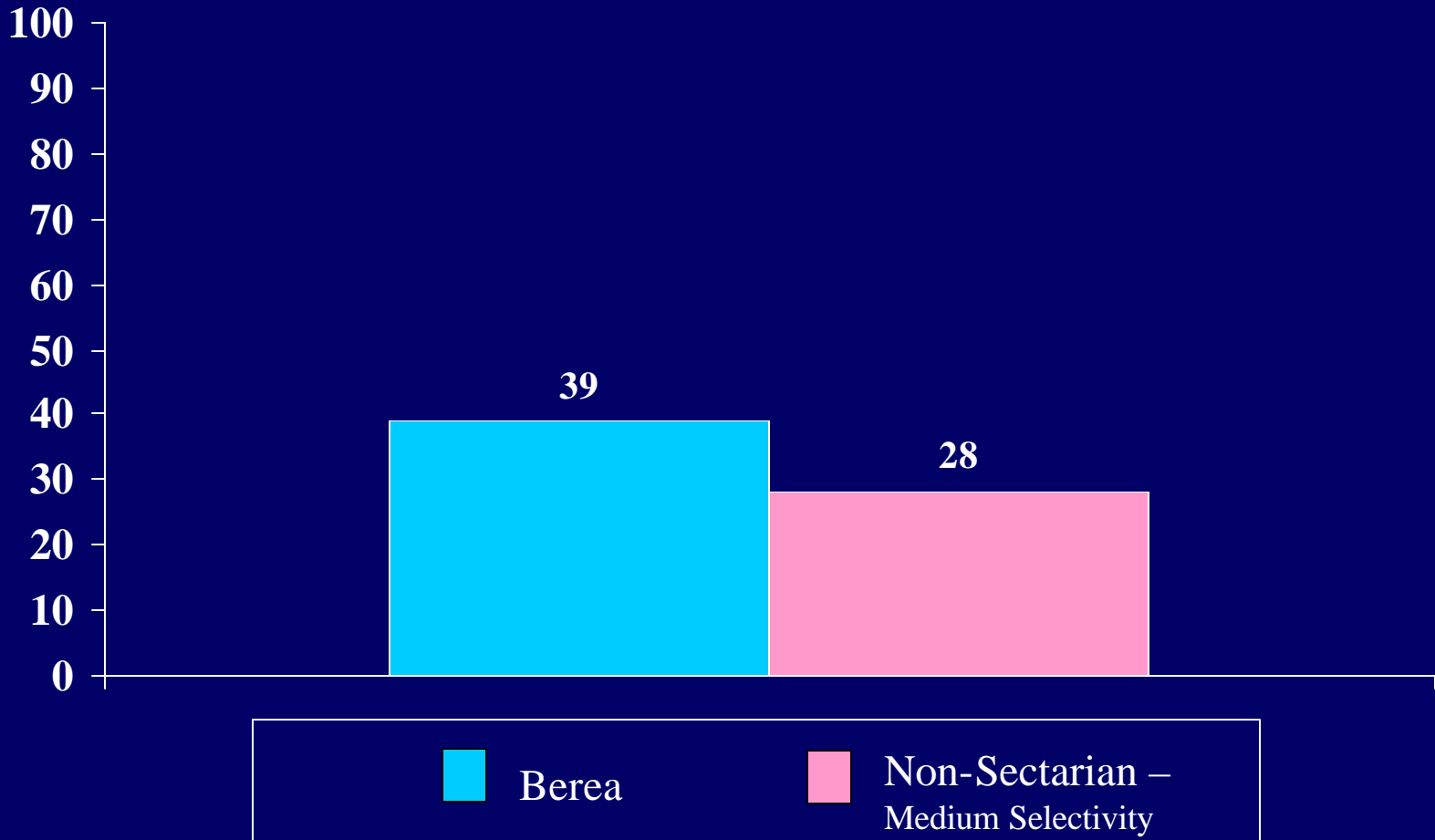
Conflict meditation



This item was not on the 2002 CIRP survey.

Which of these community service/volunteer activities did you participate in during high school

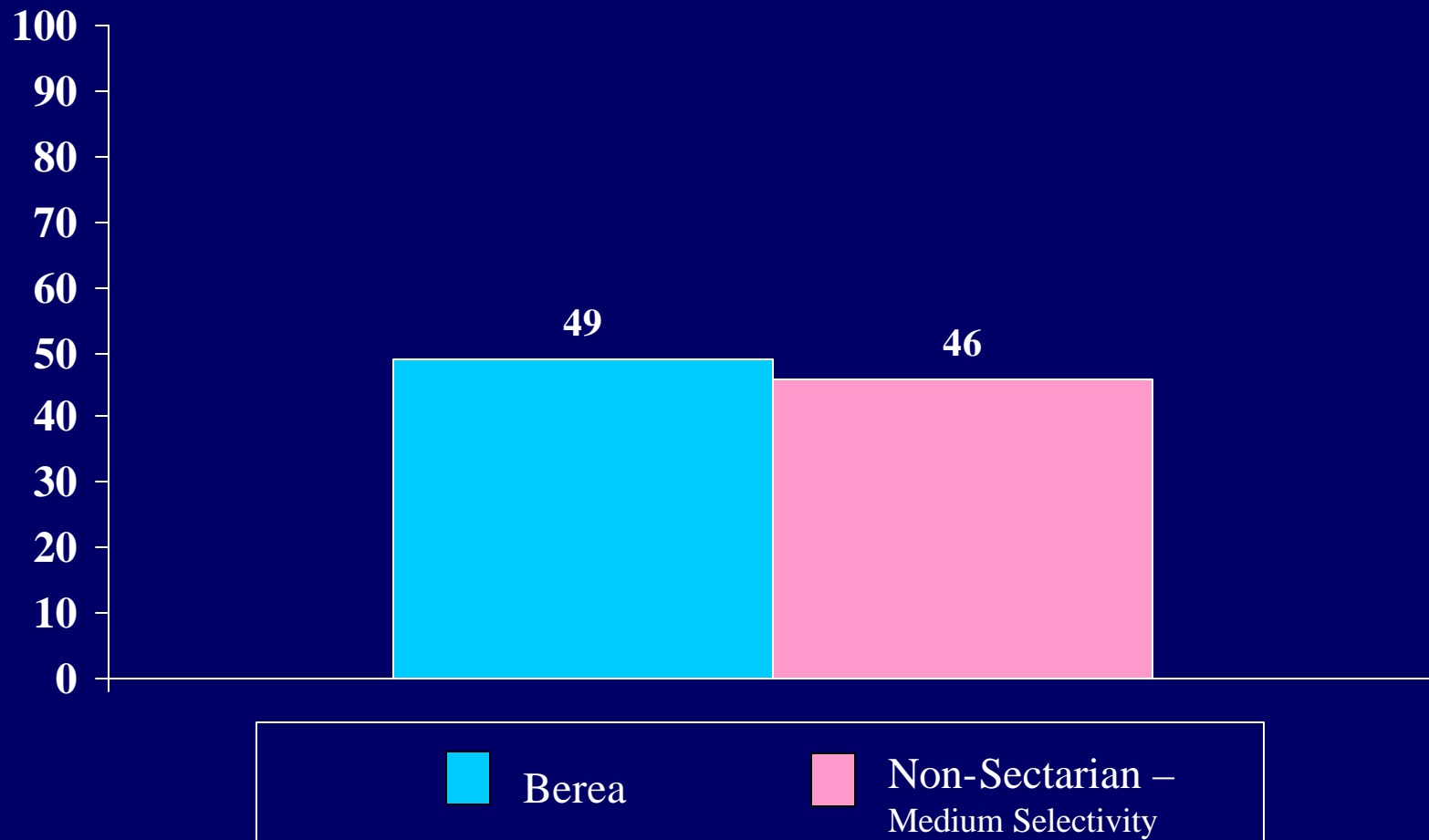
Service to my religious community



This item was not on the 2002 CIRP survey.

Which of these community service/volunteer activities did you participate in during high school

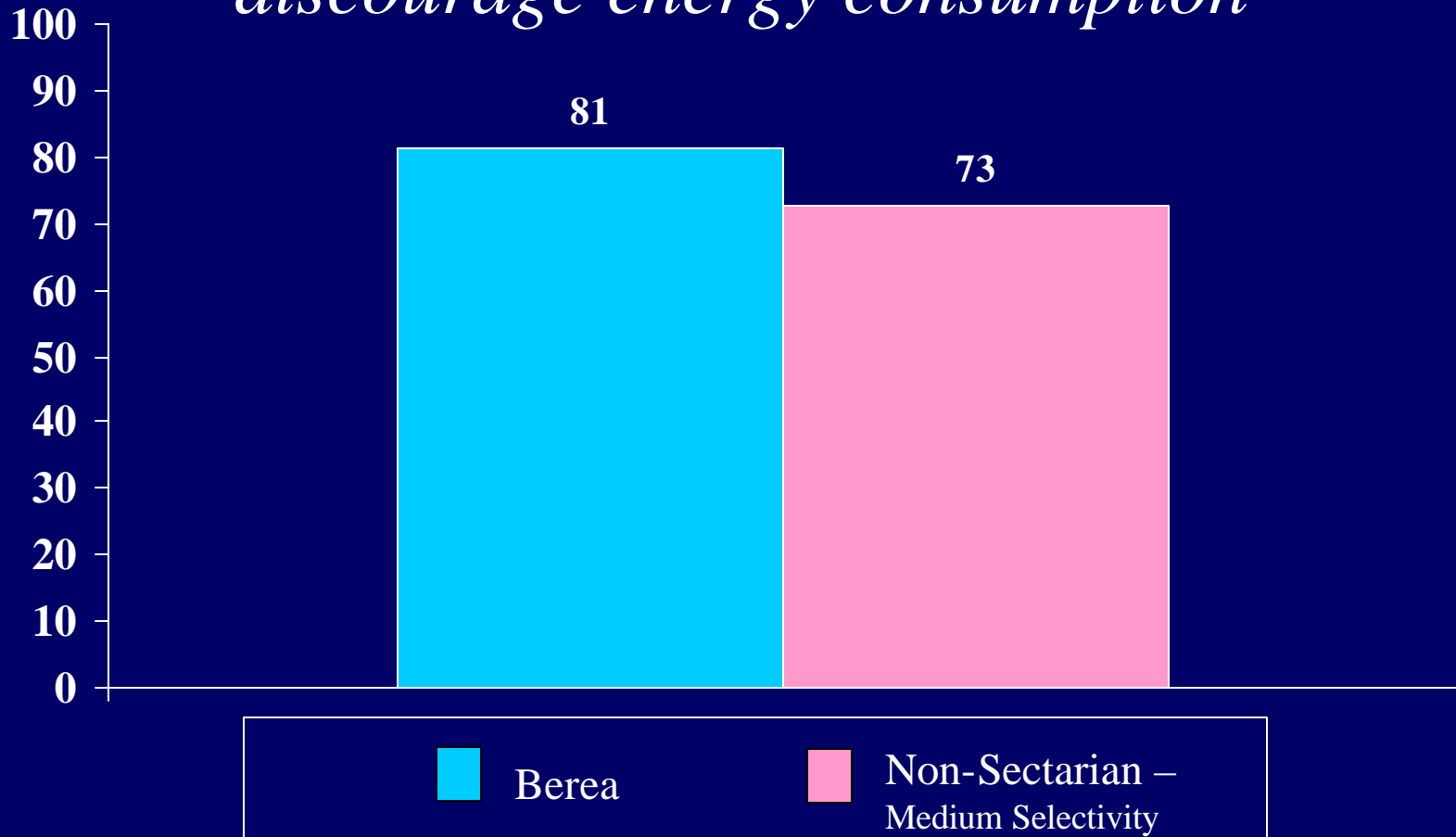
Other community service



This item was not on the 2002 CIRP survey.

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

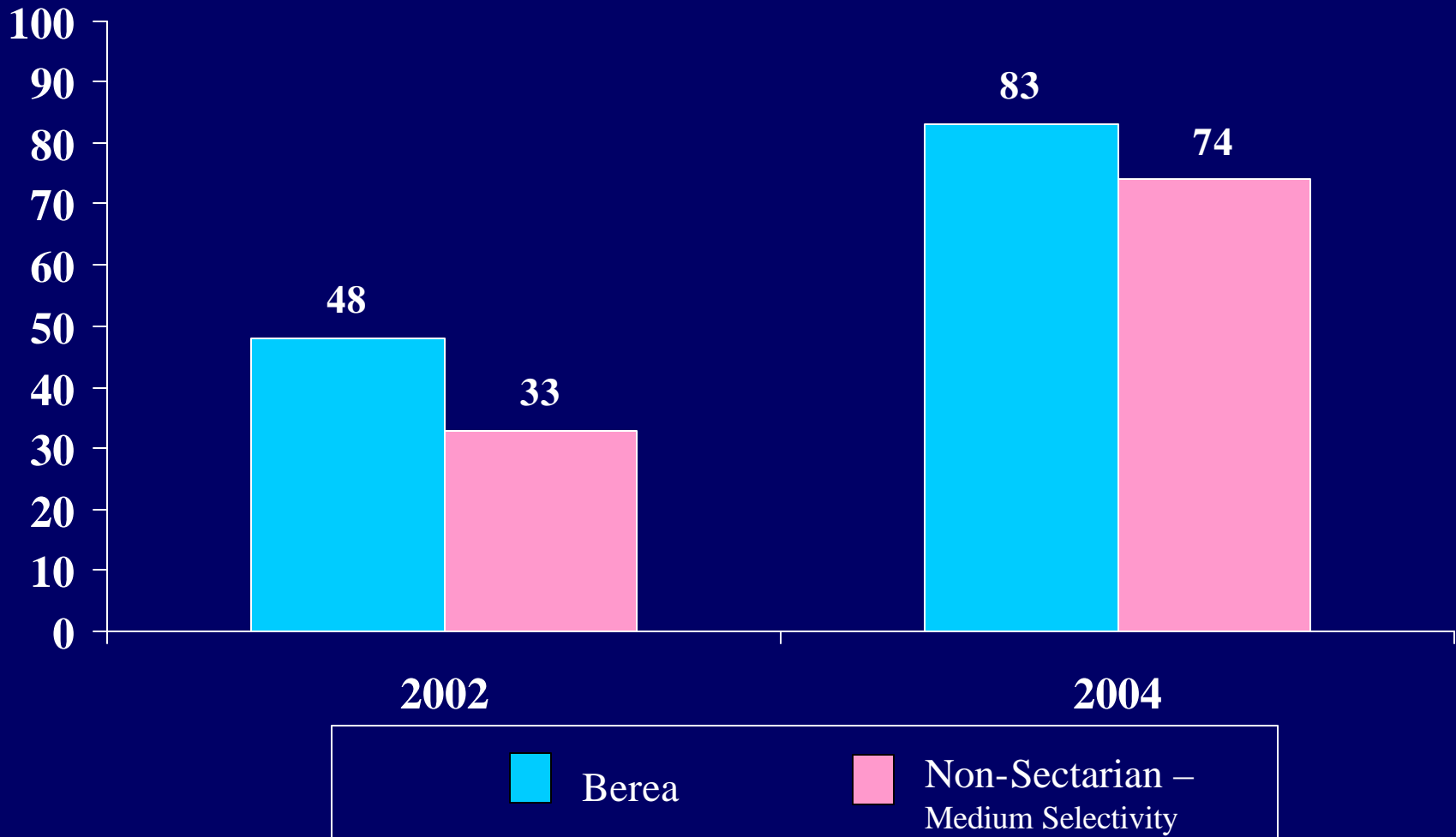
The federal government should do more to discourage energy consumption



This item was on the CIRP 2002 survey, but was not on the CIRP 2004 survey.

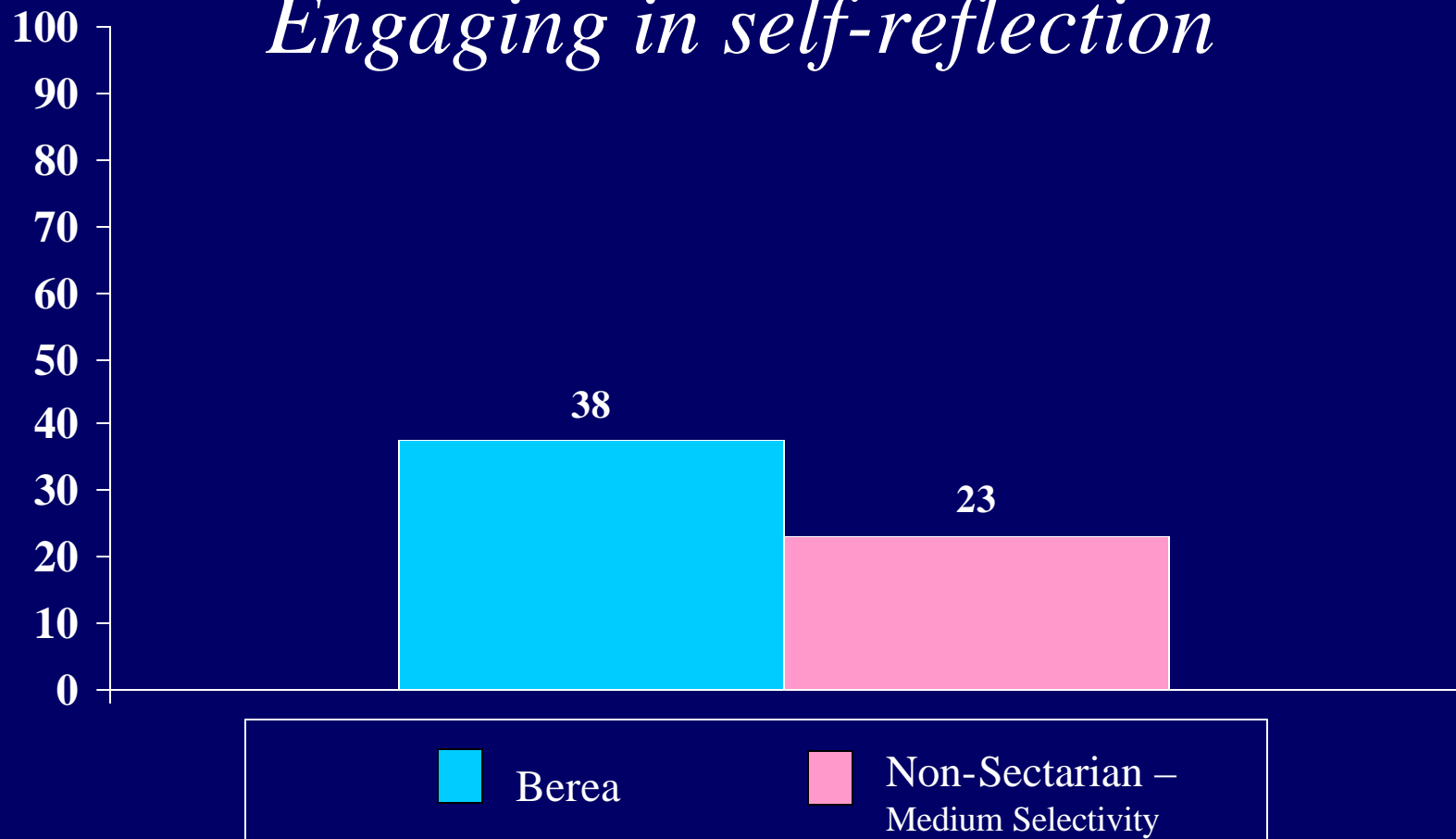
Percent of students who indicated that the following trait describes them to “a great extent:”

Searching for mission/purpose in life



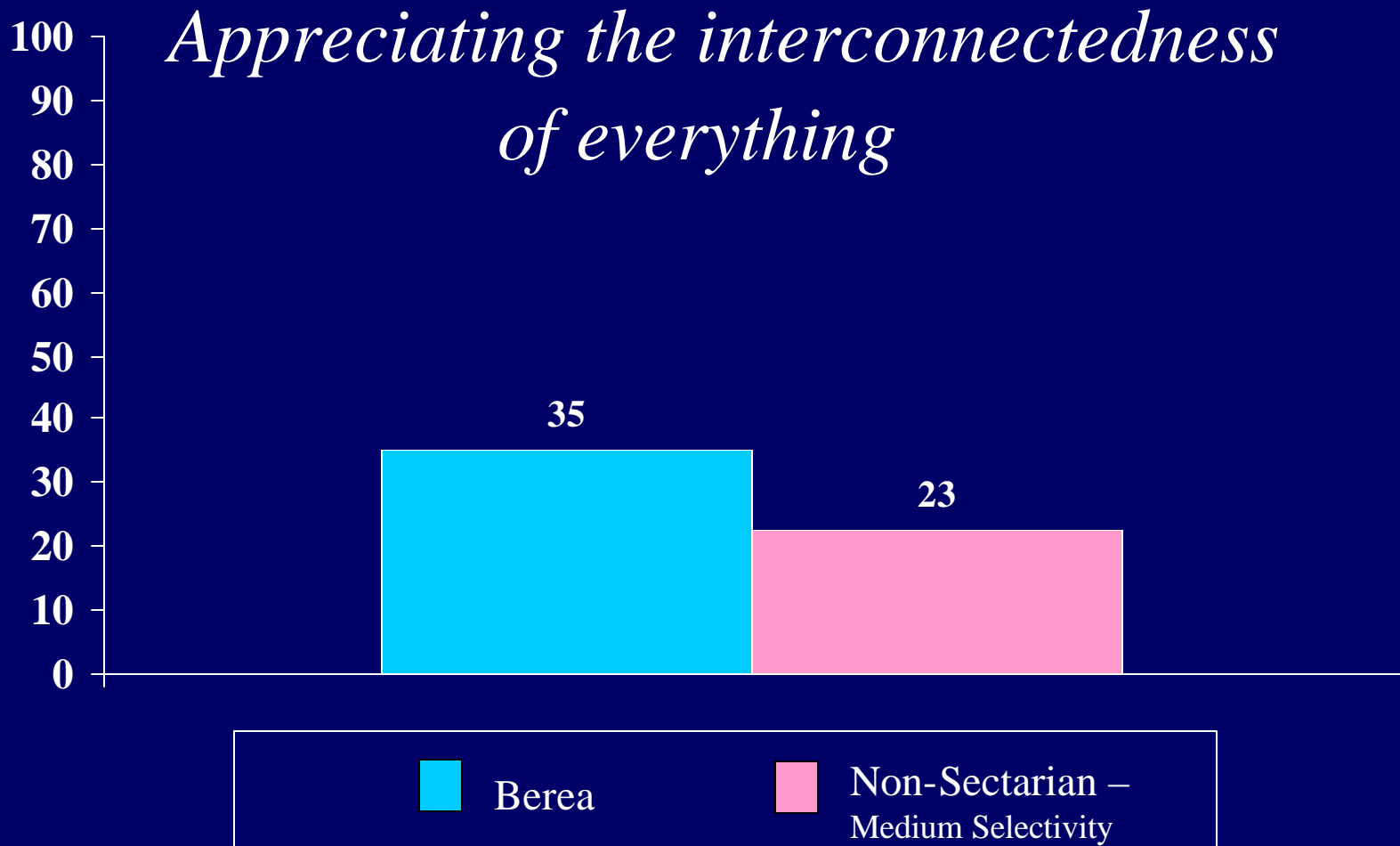
Percent of students who indicated that the following trait describes them to “a great extent:”

Engaging in self-reflection



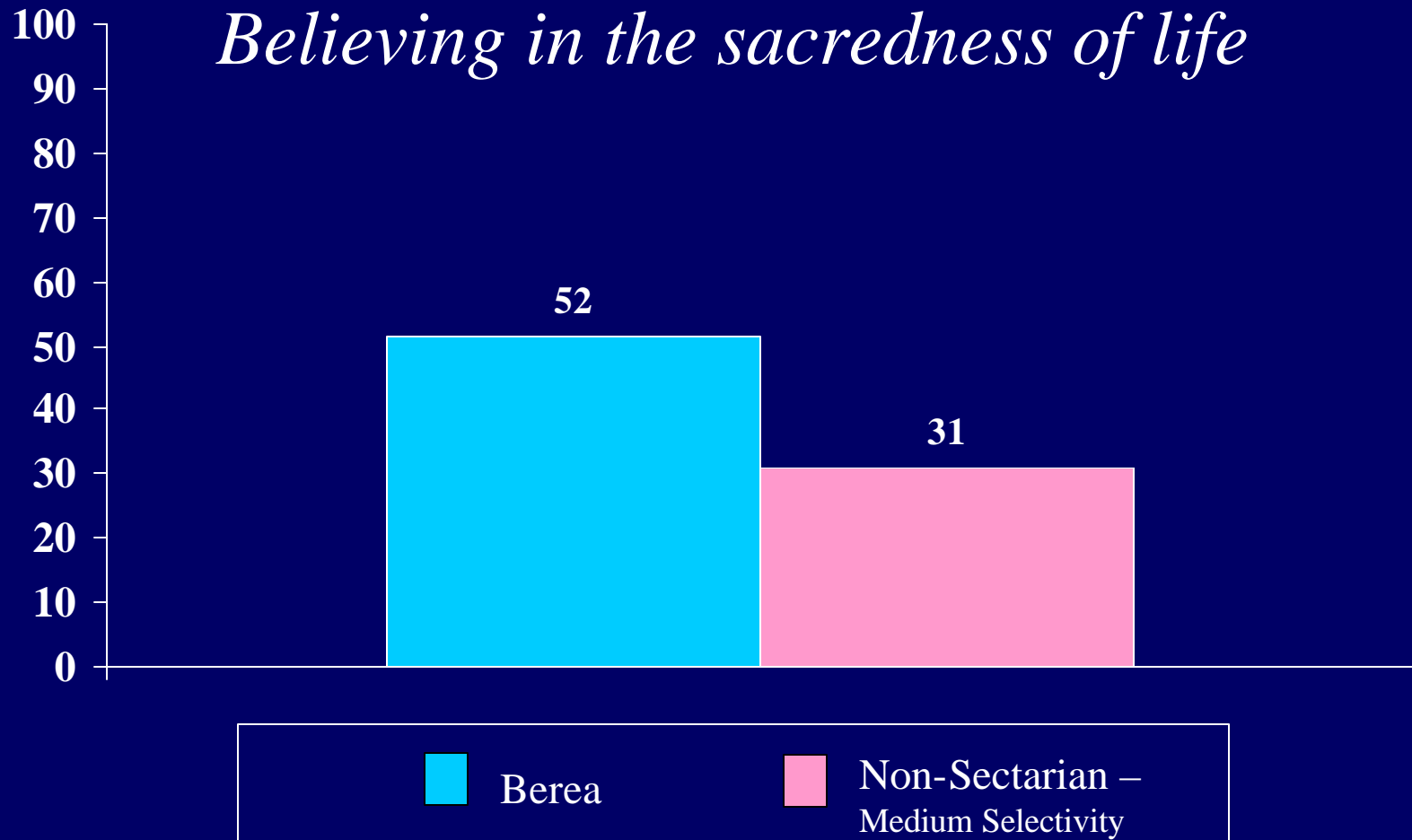
This item was on the CIRP 2002 survey, but was not on the CIRP 2004 survey.

Percent of students who indicated that the following trait
describes them to “a great extent:”



This item was on the CIRP 2002 survey, but was not on the CIRP 2004 survey.

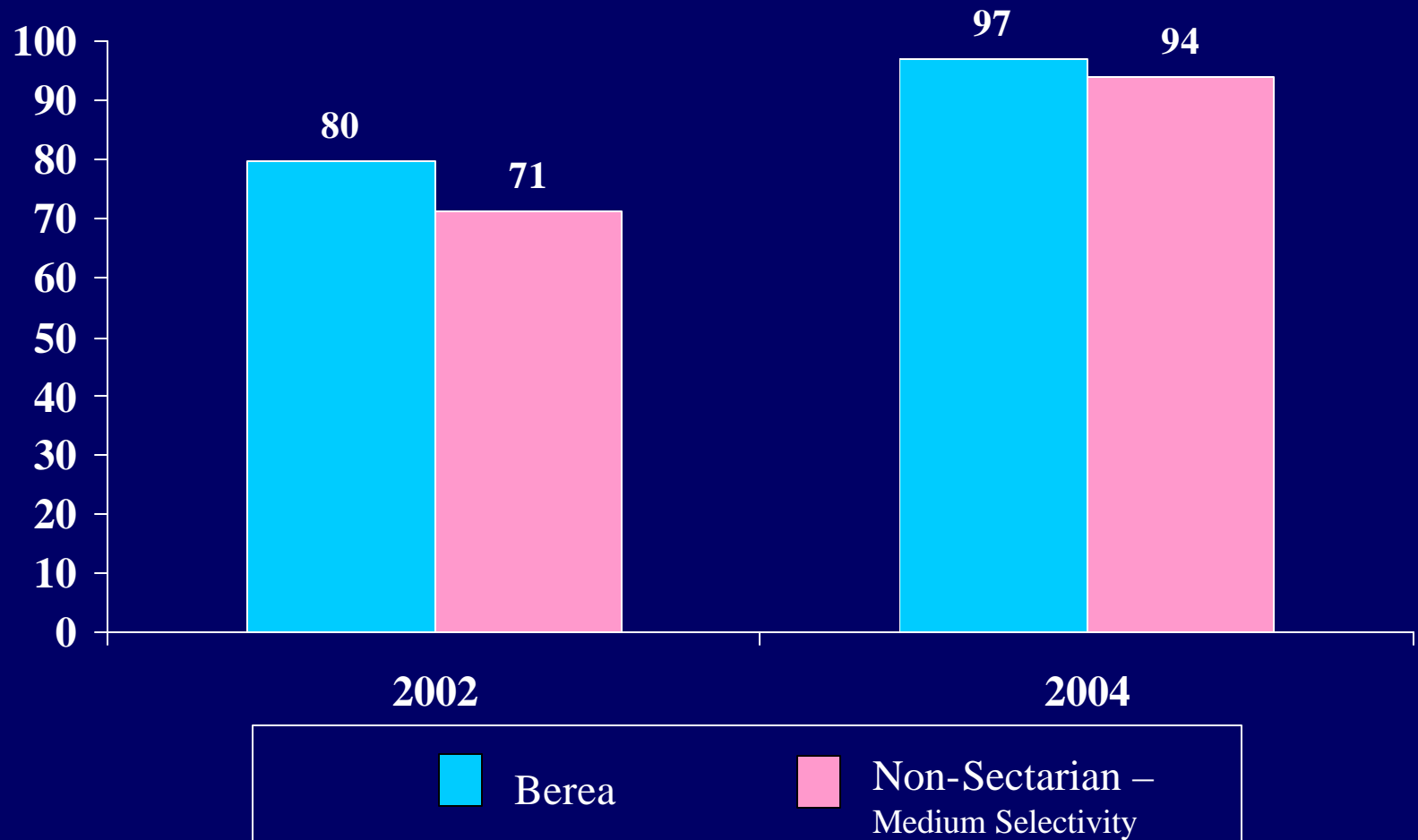
Percent of students who indicated that the following trait describes them to “a great extent:”



This item was on the CIRP 2002 survey, but was not on the CIRP 2004 survey.

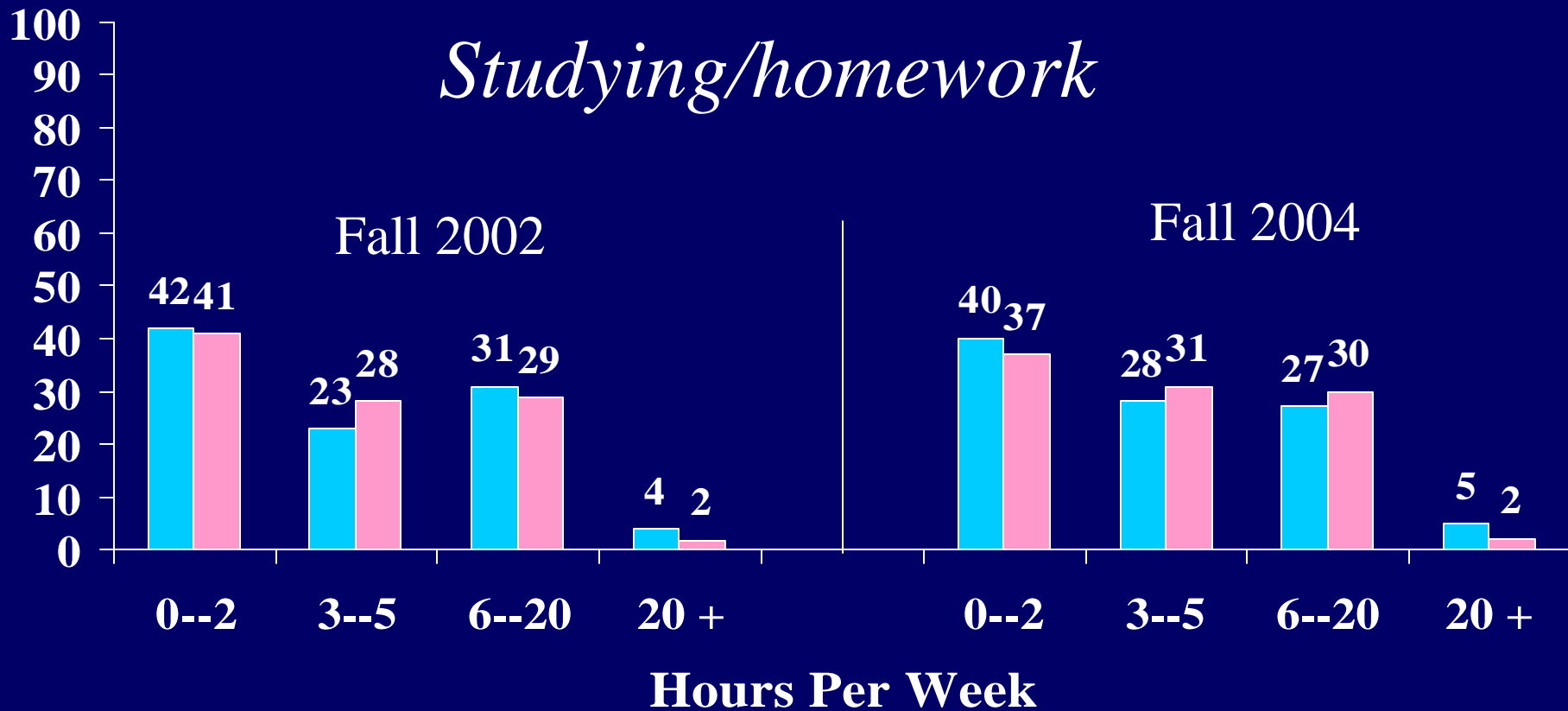
Percent of students who indicated that the following trait describes them to “a great extent:”

Being honest in my relationships with others



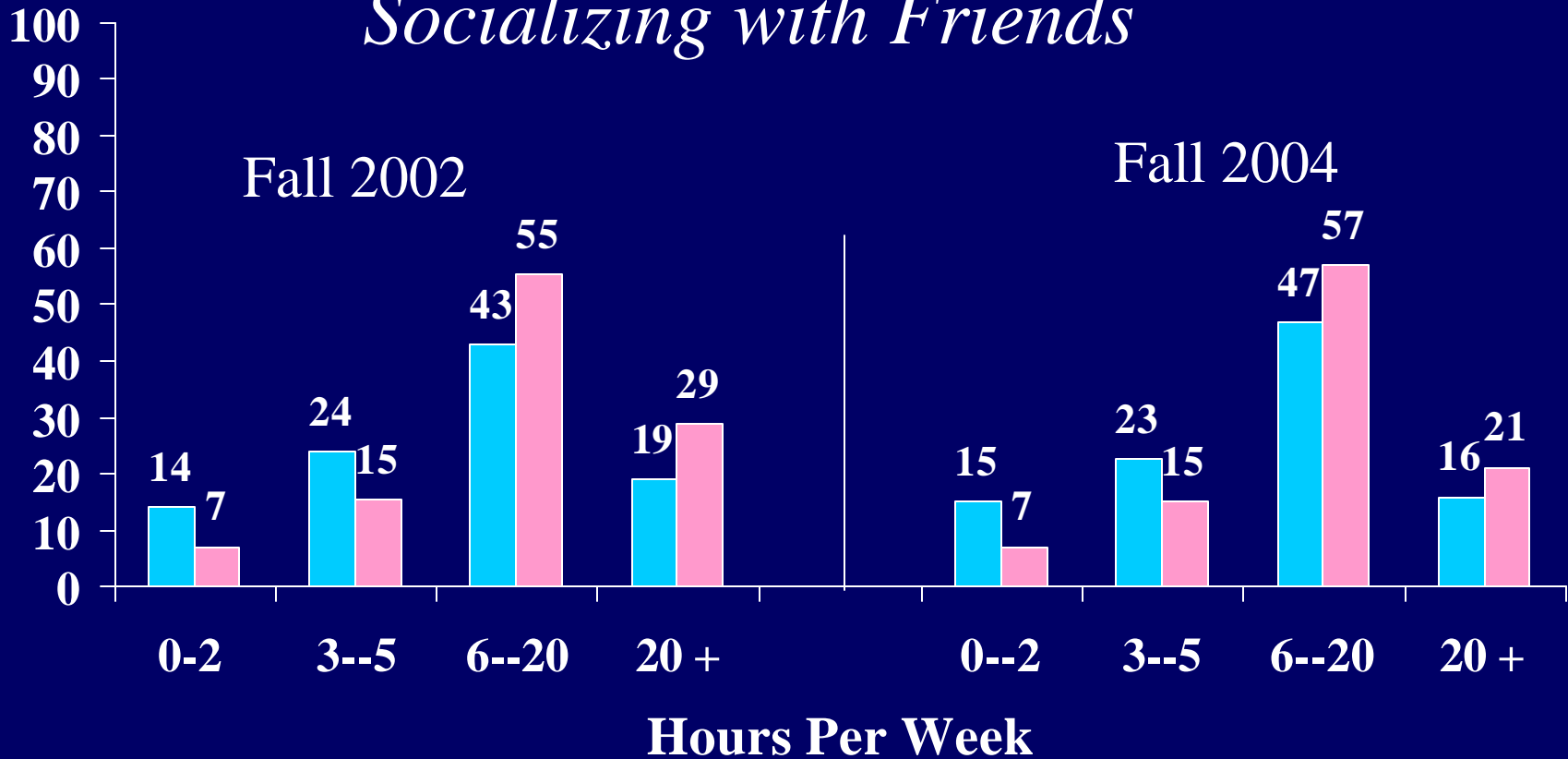
Percent of students who indicated that they spent the following number of hours per week on

Studying/homework



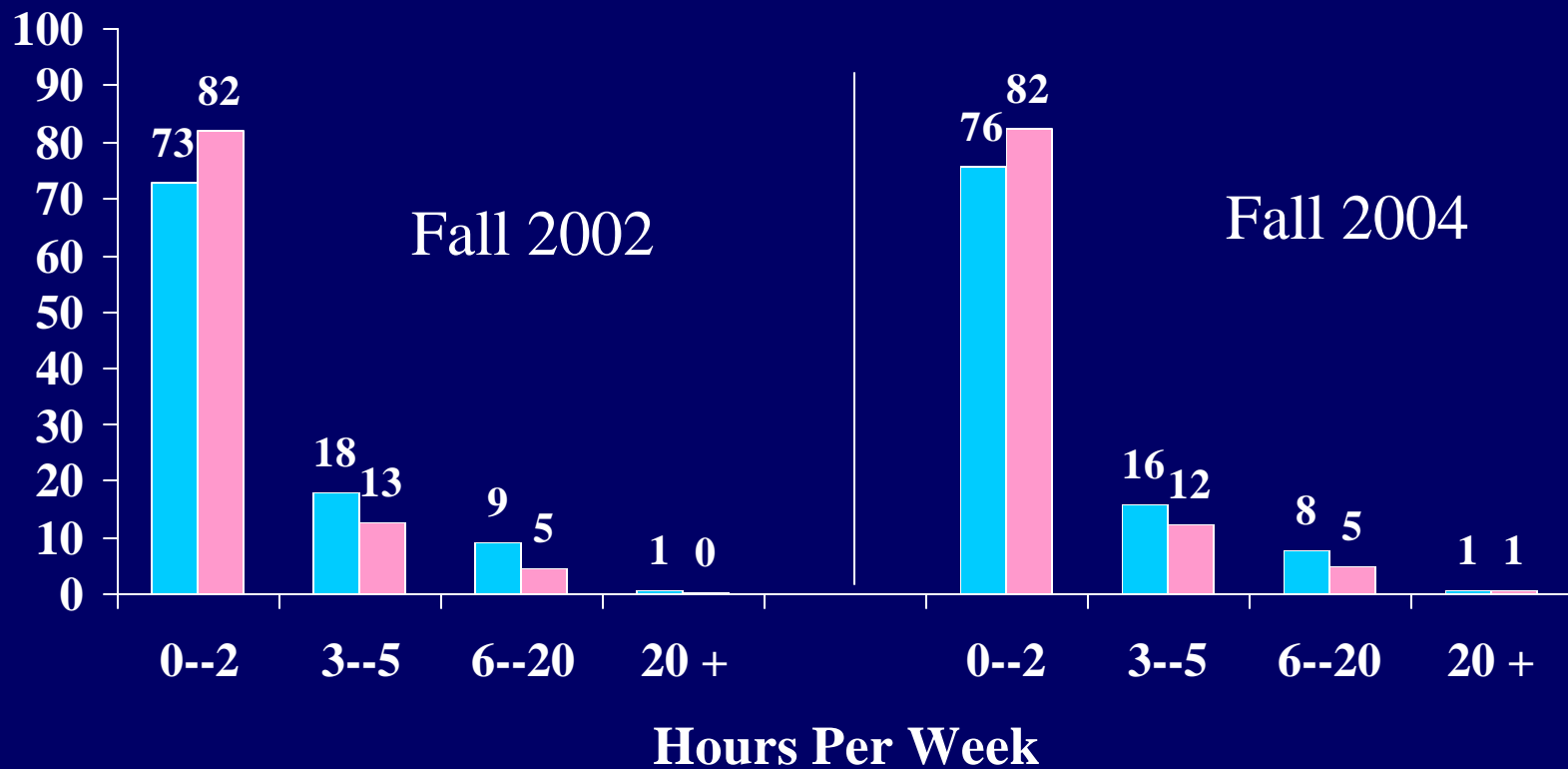
Percent of students who indicated that they spent the following number of hours per week on

Socializing with Friends



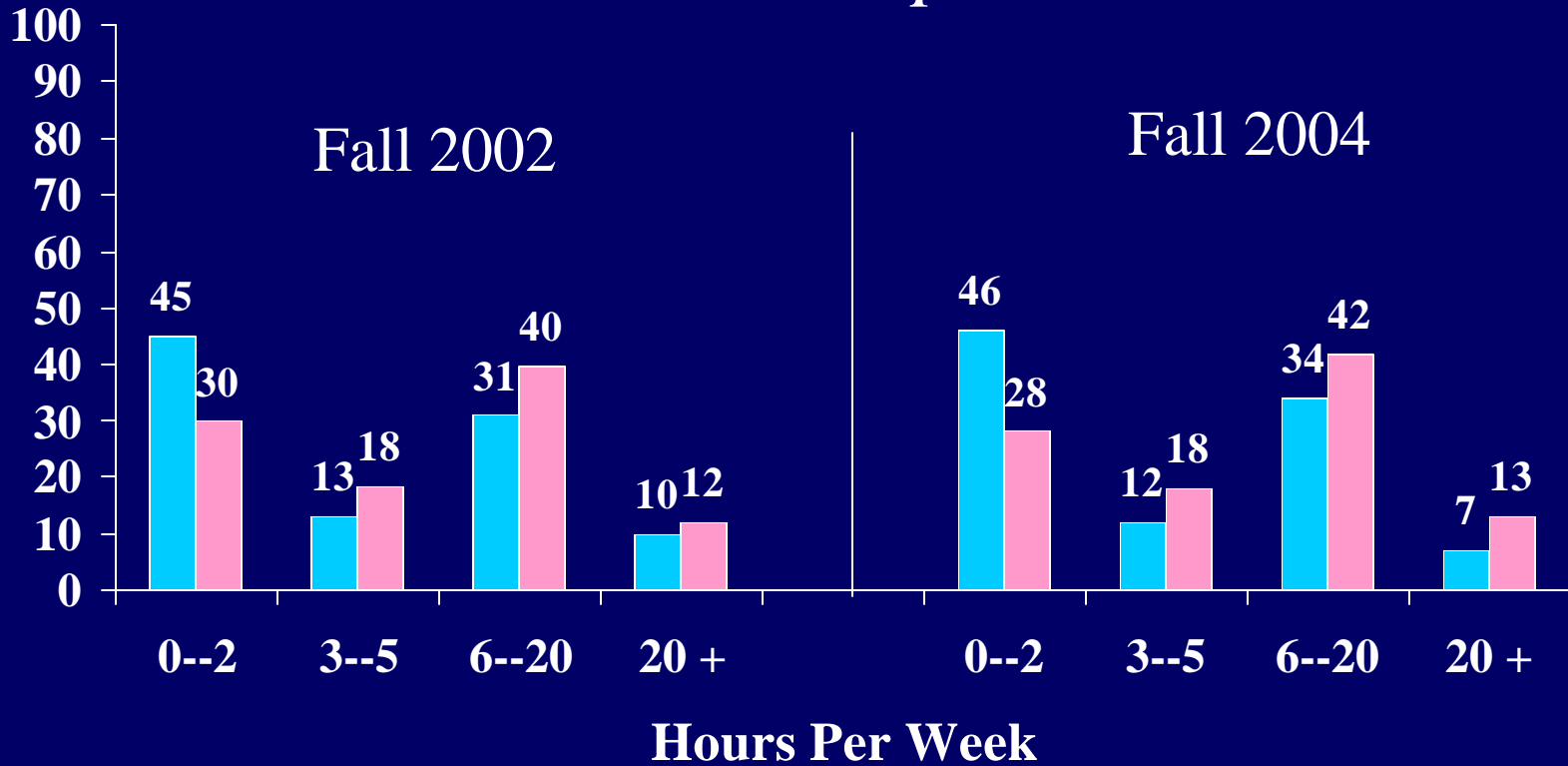
Percent of students who indicated that they spent the following number of hours per week on

Talking with teachers outside of class



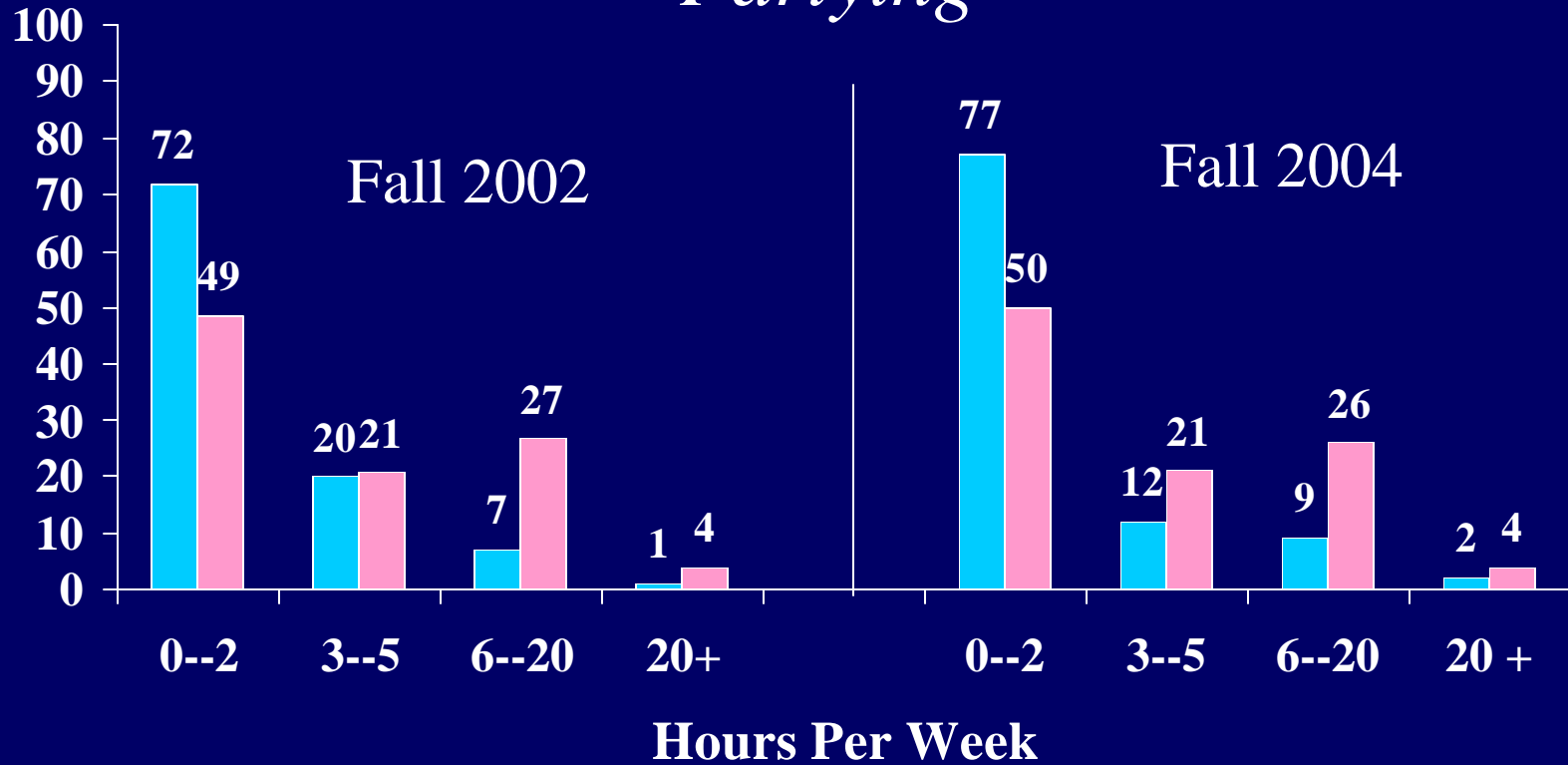
Percent of students who indicated that they spent the following number of hours per week on

Exercise or sports



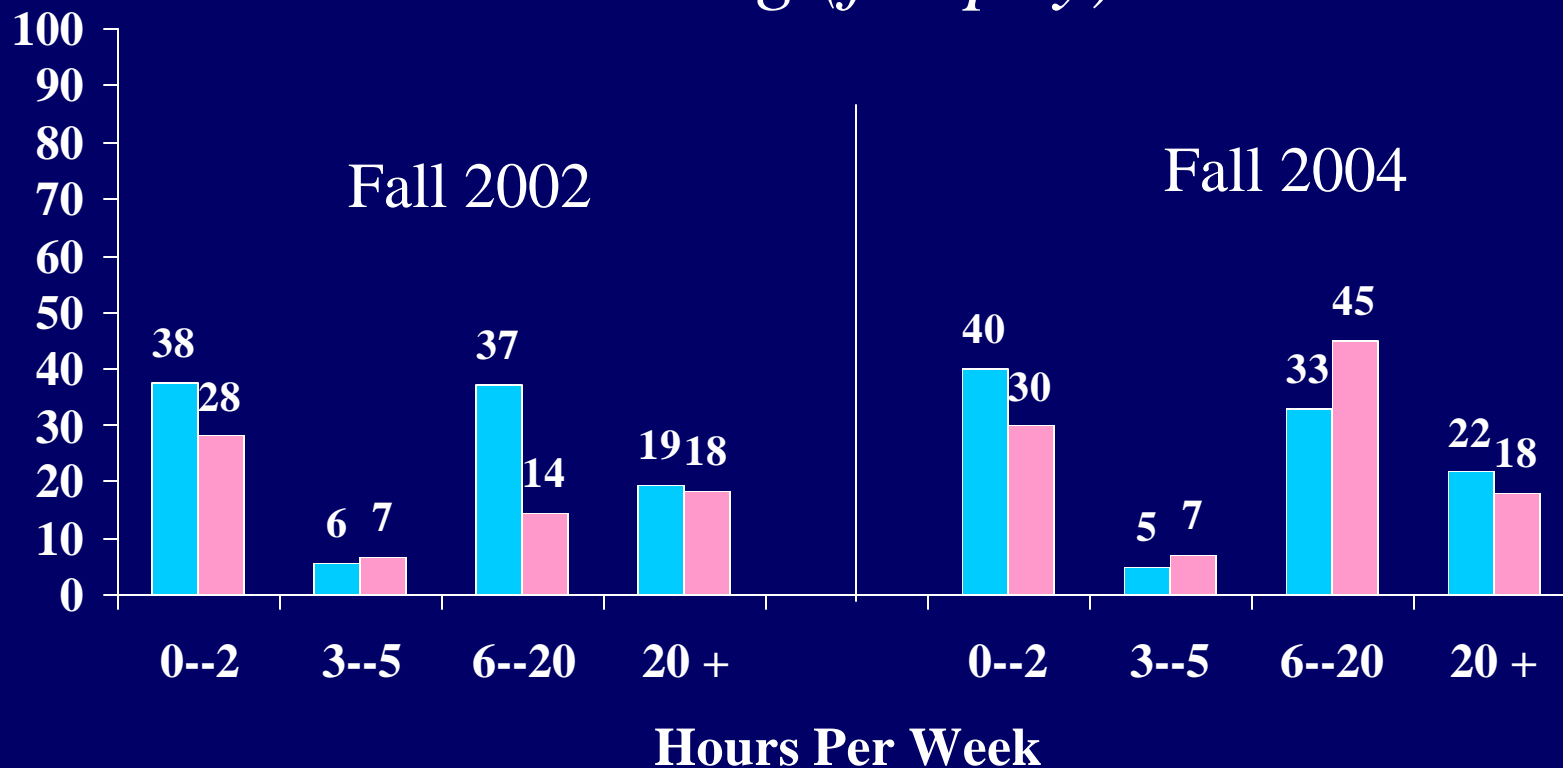
Percent of students who indicated that they spent the following number of hours per week on

Partying



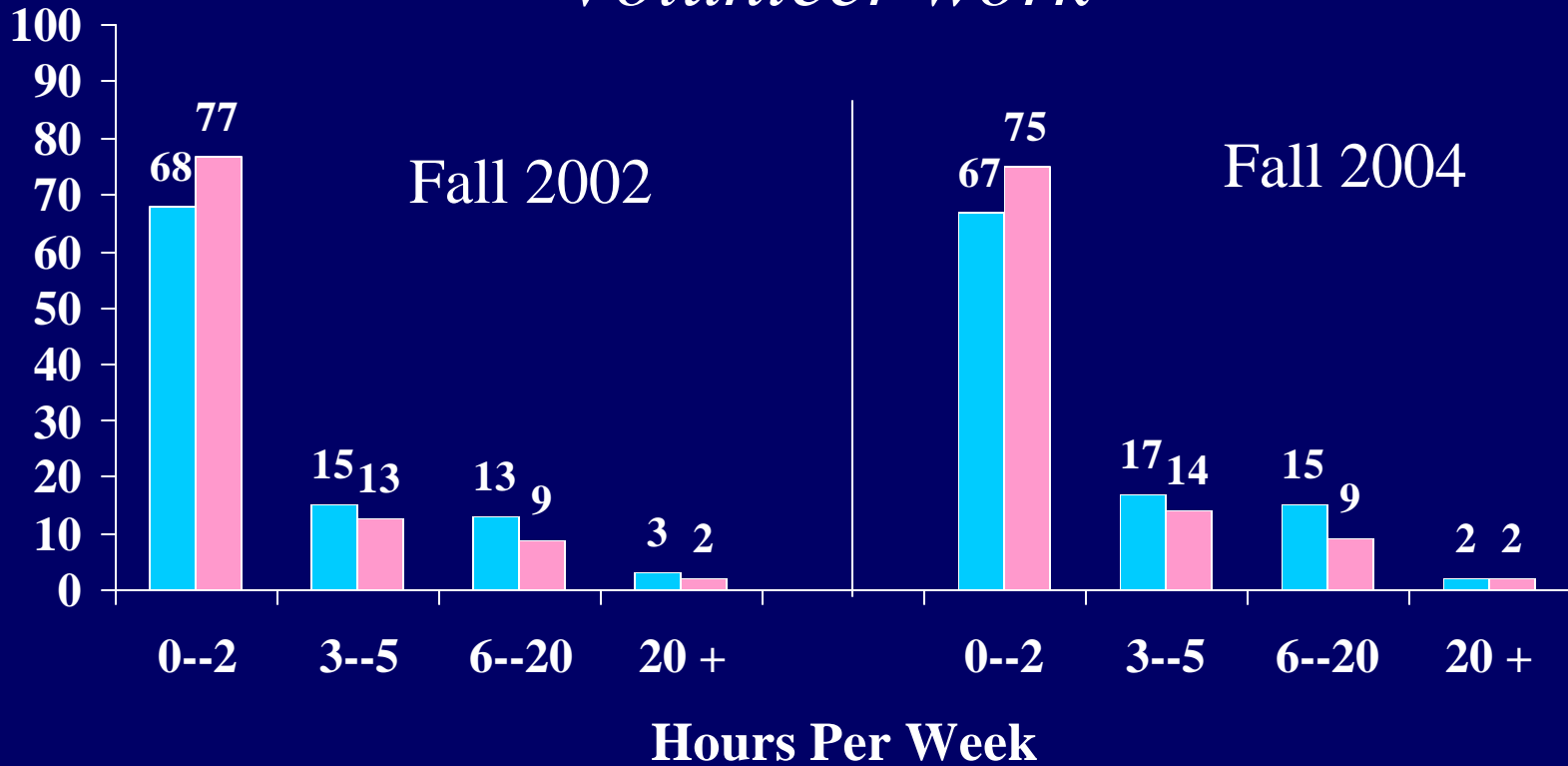
Percent of students who indicated that they spent the following number of hours per week on

Working (for pay)



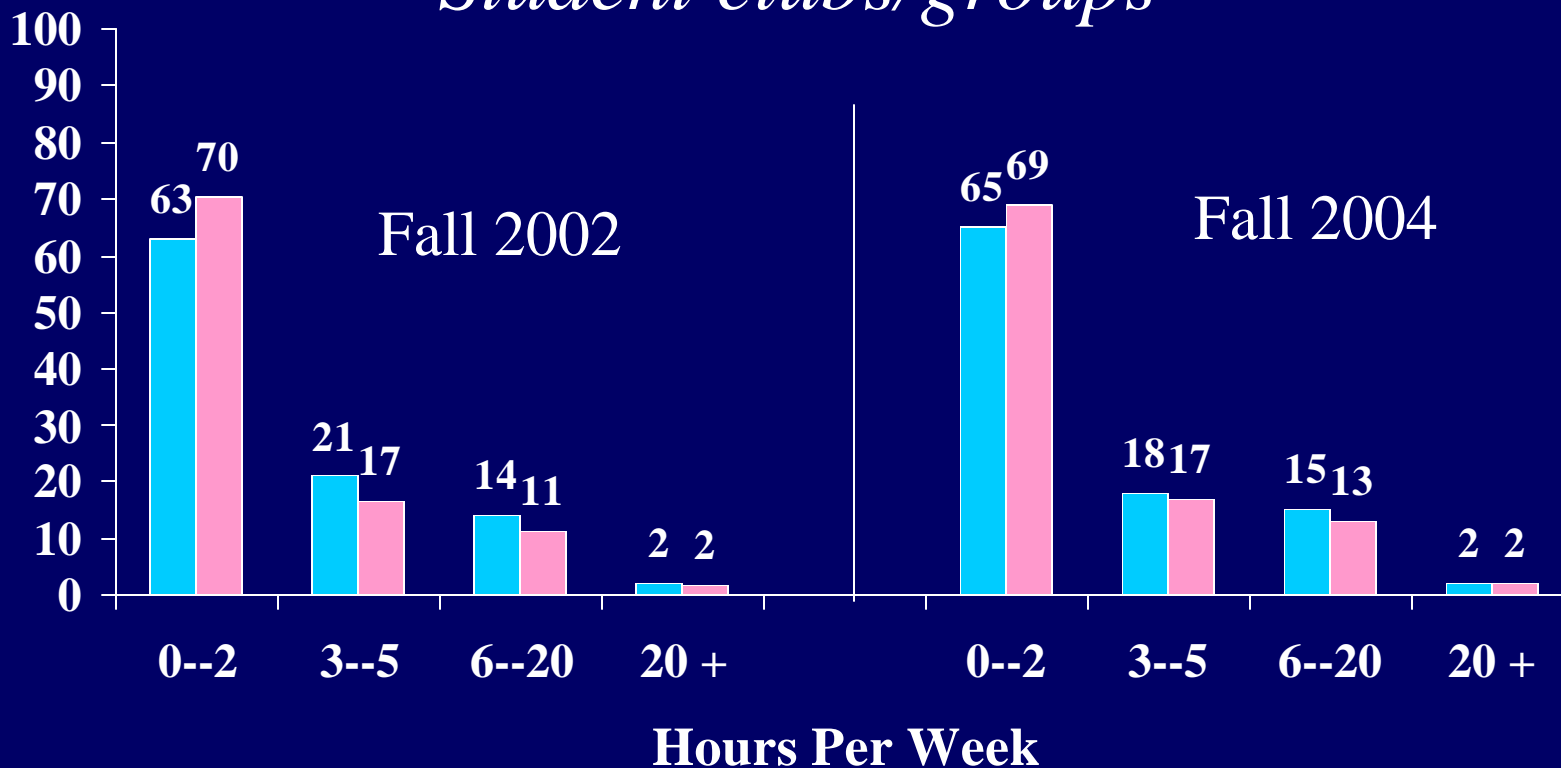
Percent of students who indicated that they spent the following number of hours per week on

Volunteer work



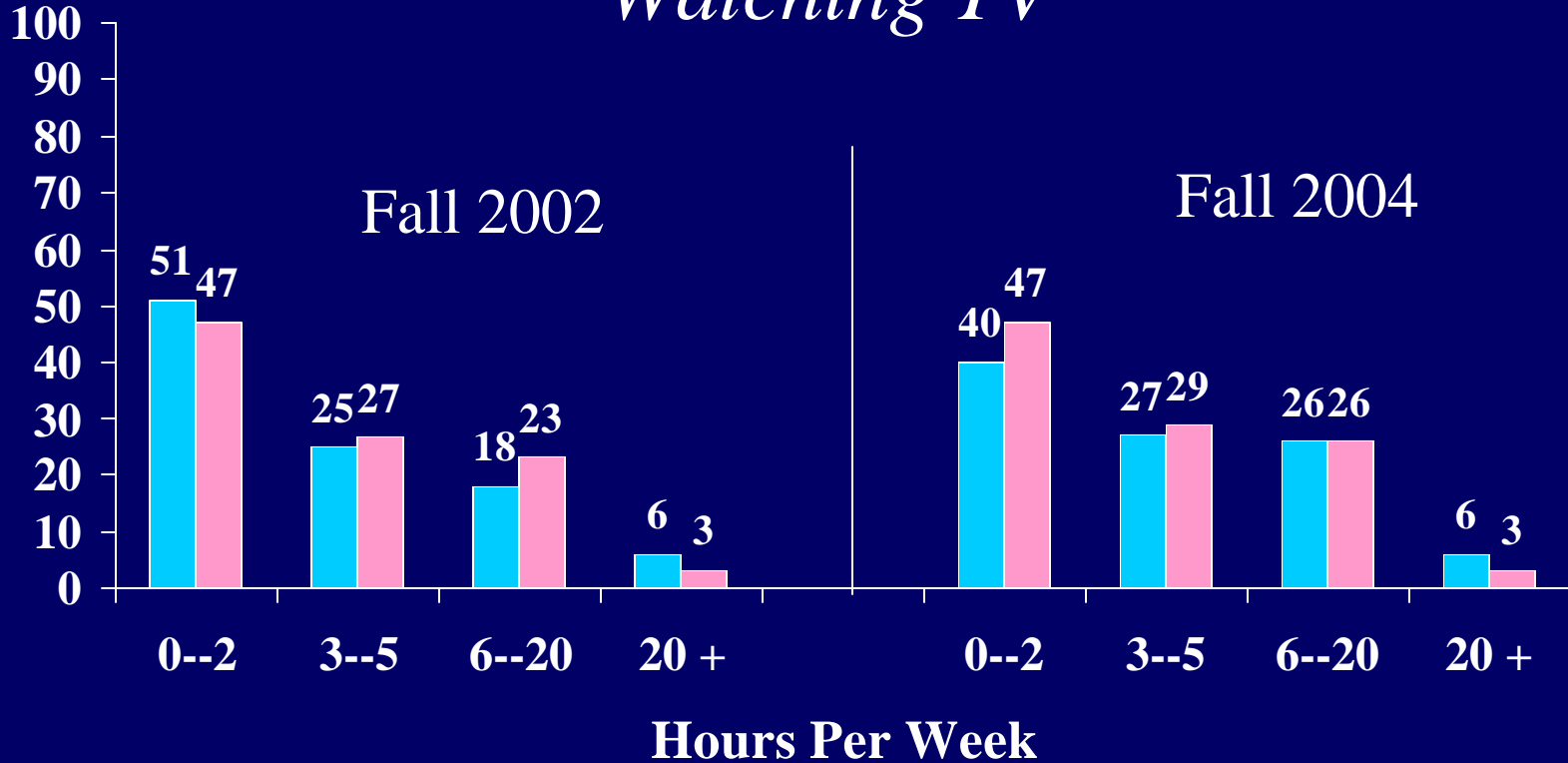
Percent of students who indicated that they spent the following number of hours per week on

Student clubs/groups



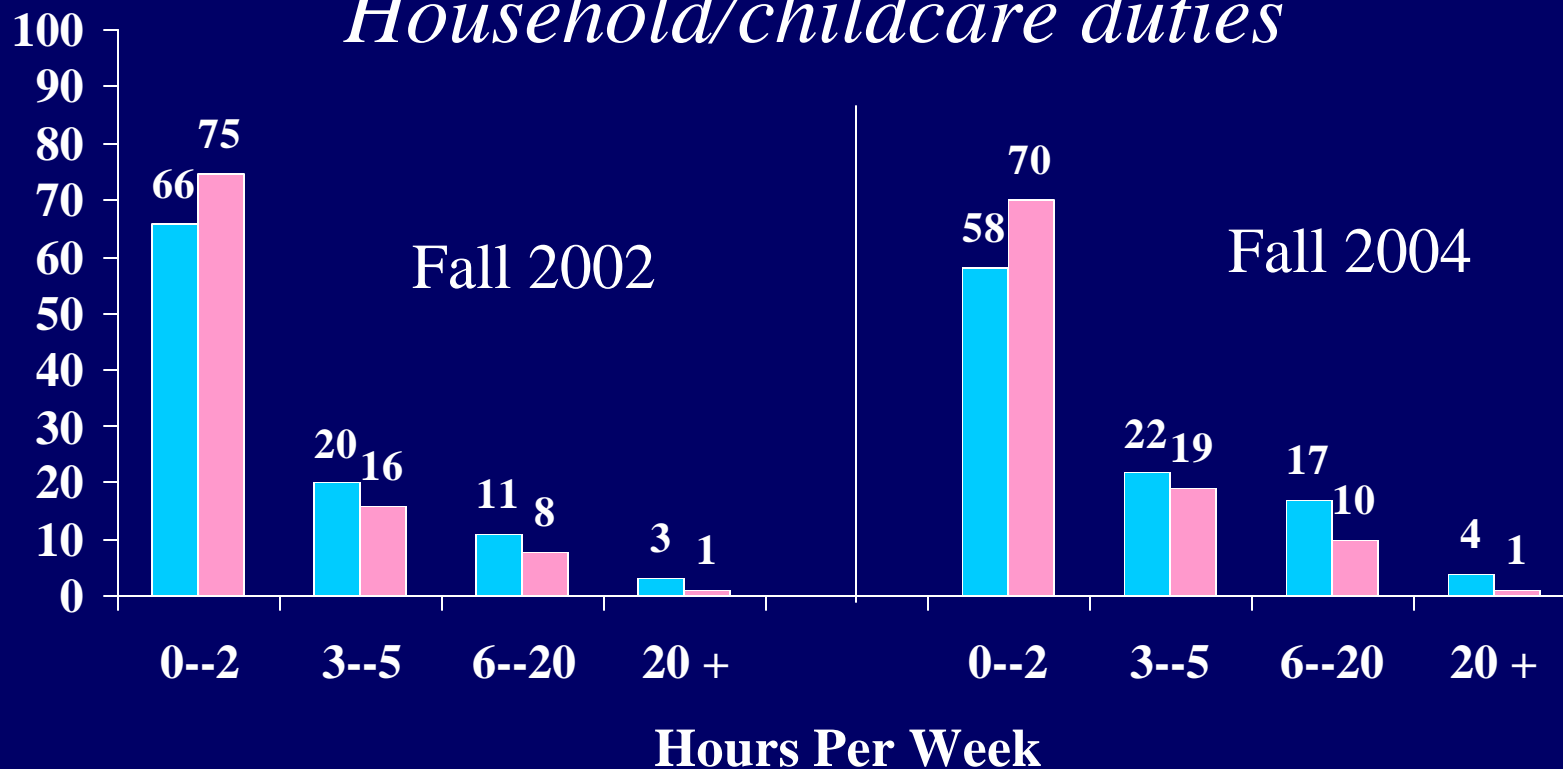
Percent of students who indicated that they spent the following number of hours per week on

Watching TV



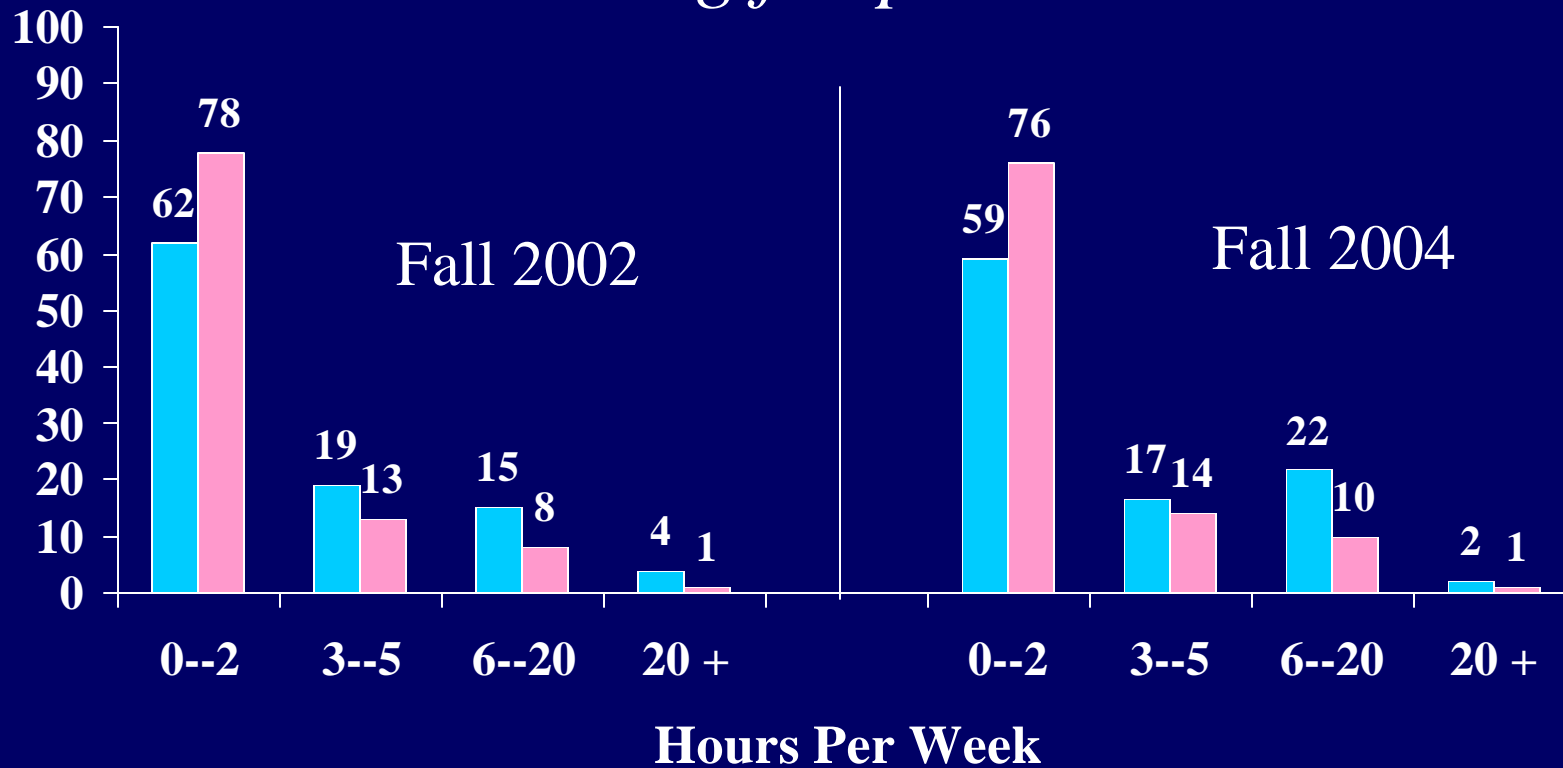
Percent of students who indicated that they spent the following number of hours per week on

Household/childcare duties



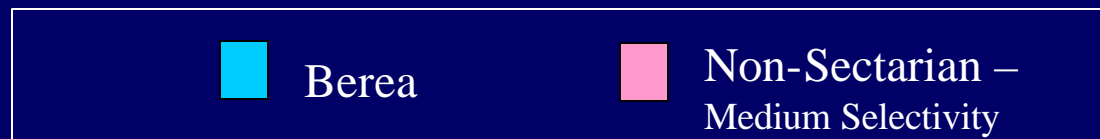
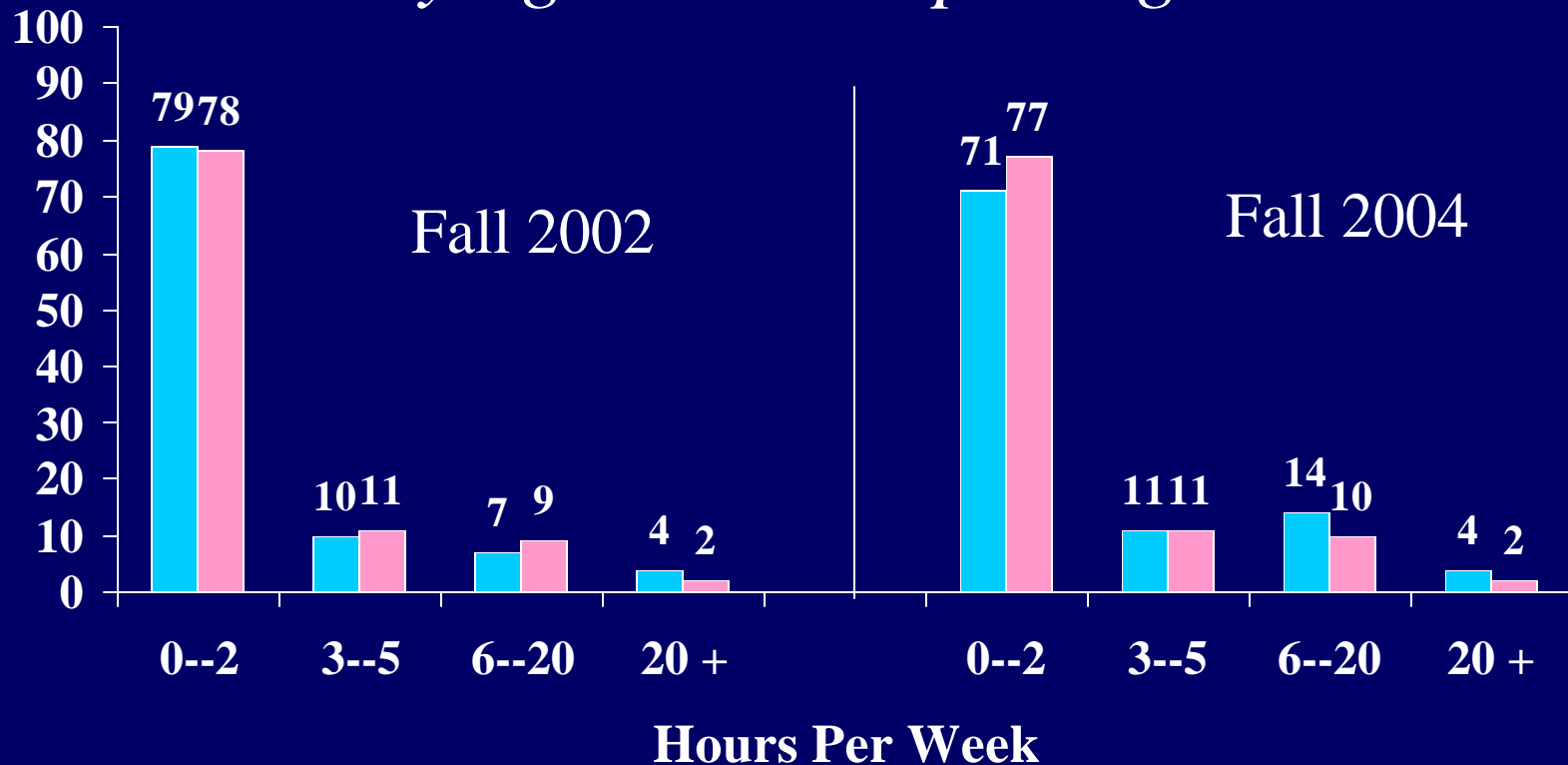
Percent of students who indicated that they spent the following number of hours per week on

Reading for pleasure



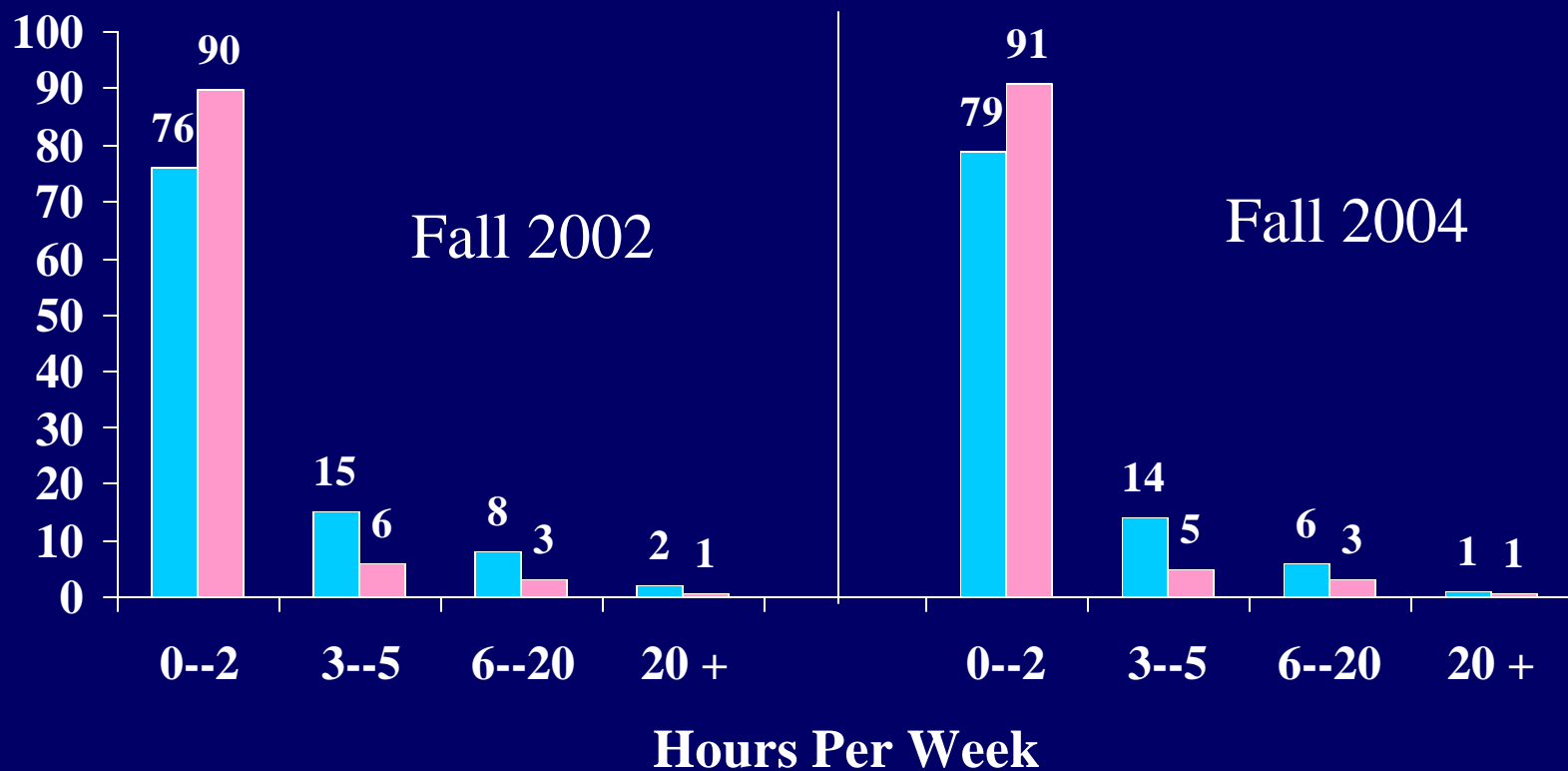
Percent of students who indicated that they spent the following number of hours per week on

Playing video/computer games

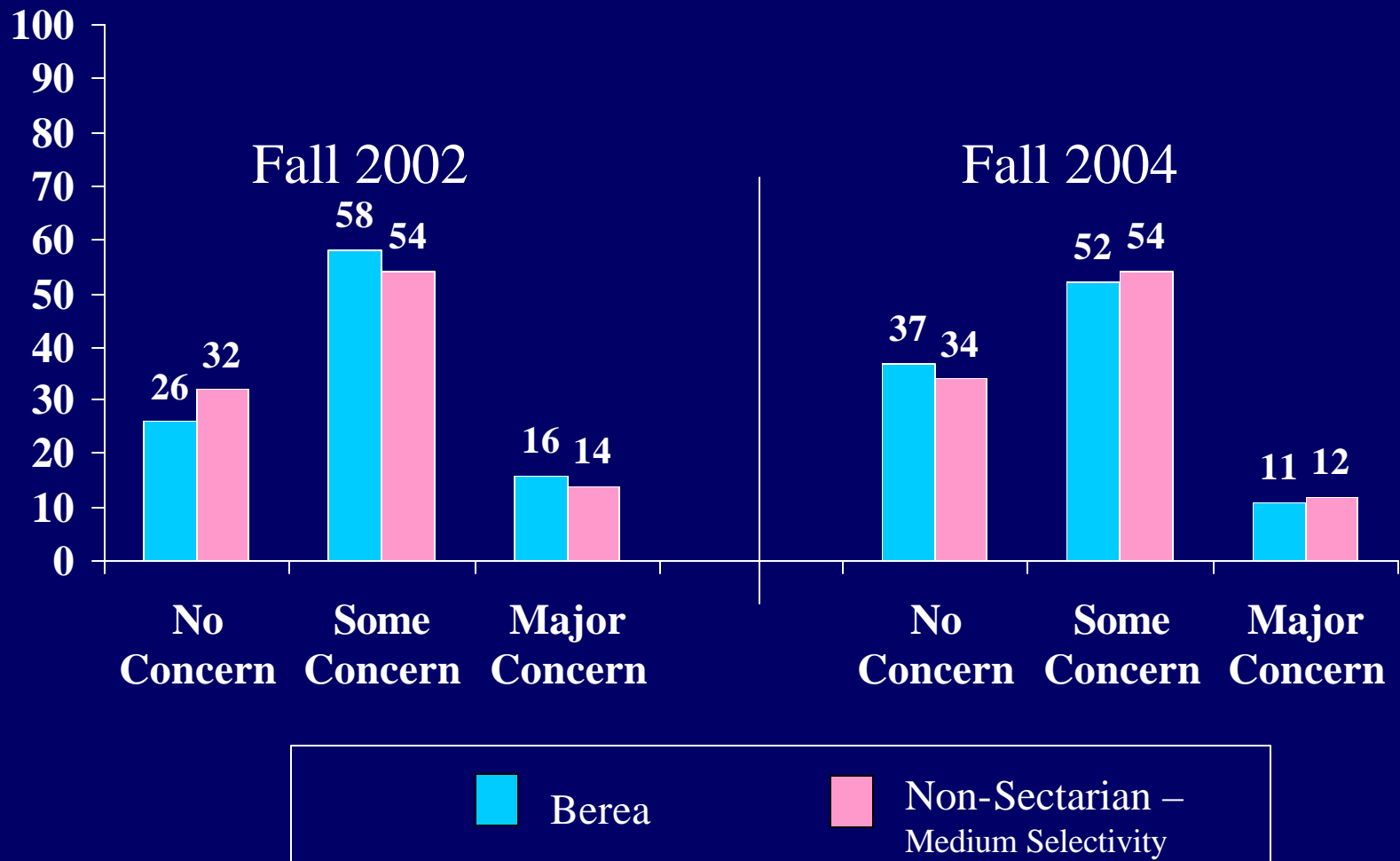


Percent of students who indicated that they spent the following number of hours per week on

Prayer/meditation

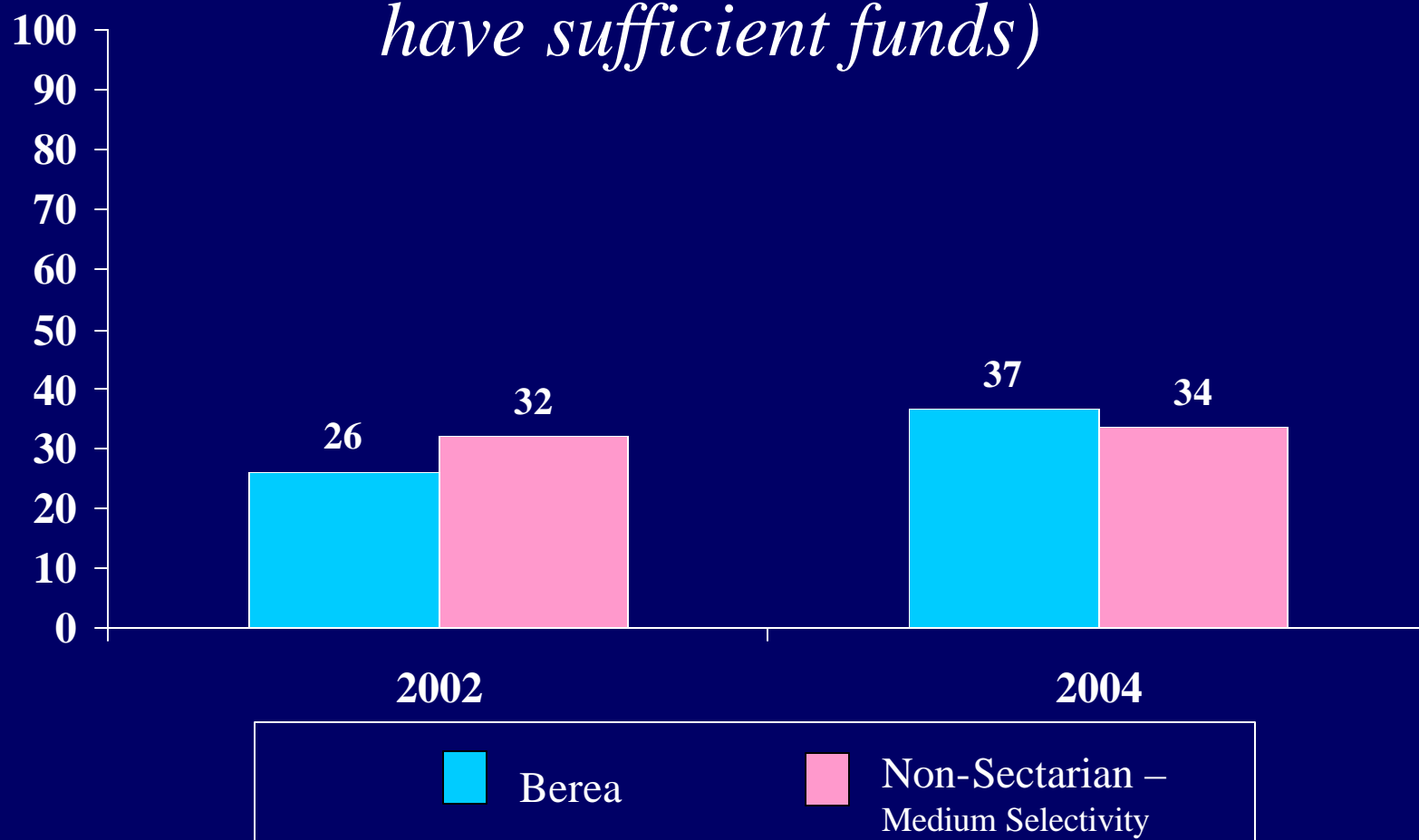


Percent of Berea students who have concerns about their ability to finance their college educations:



Percent of Berea students who have the following concern about their ability to finance their college education:

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



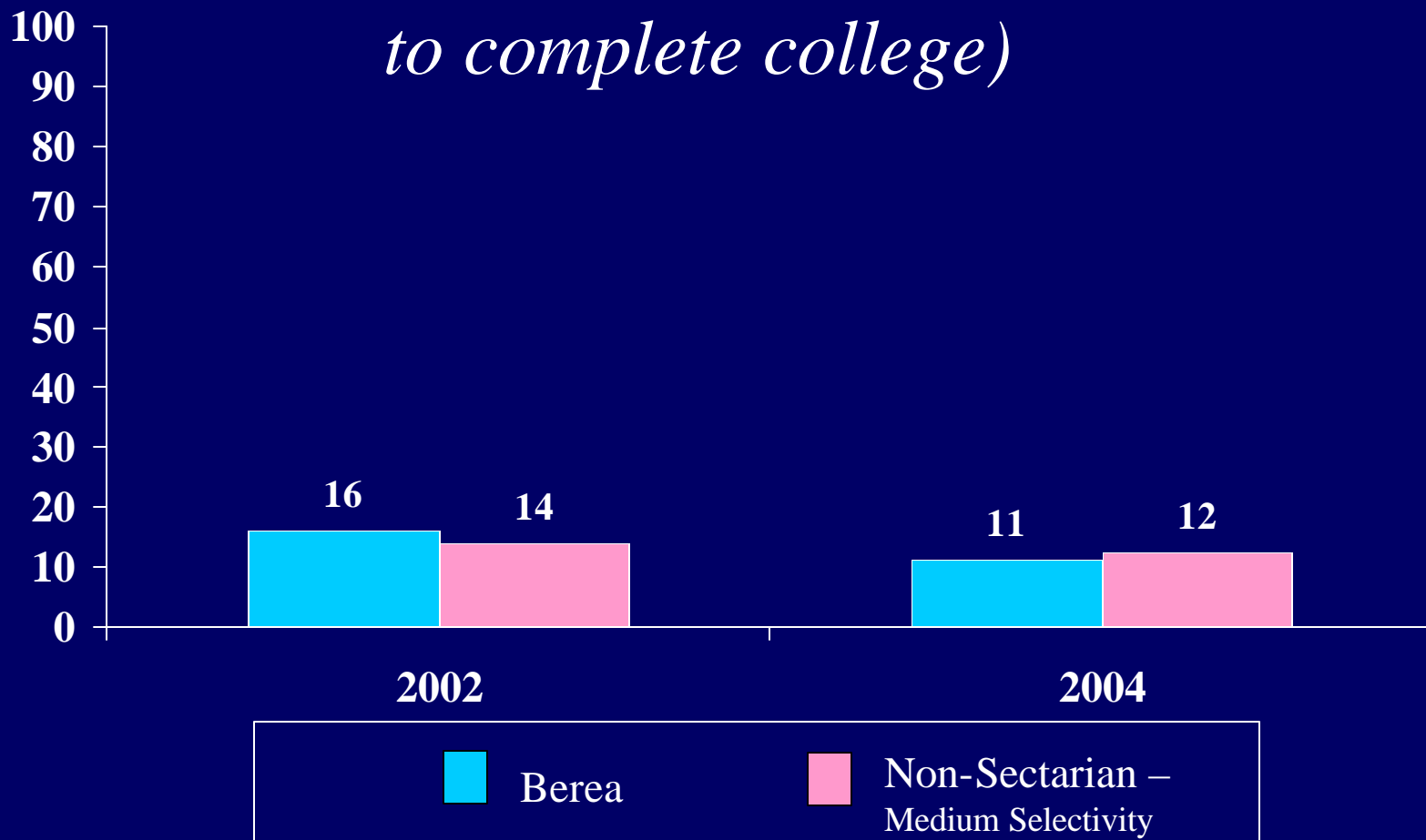
Percent of Berea students who have the following concern about their ability to finance their college education:

Some (but I probably will have enough funds)



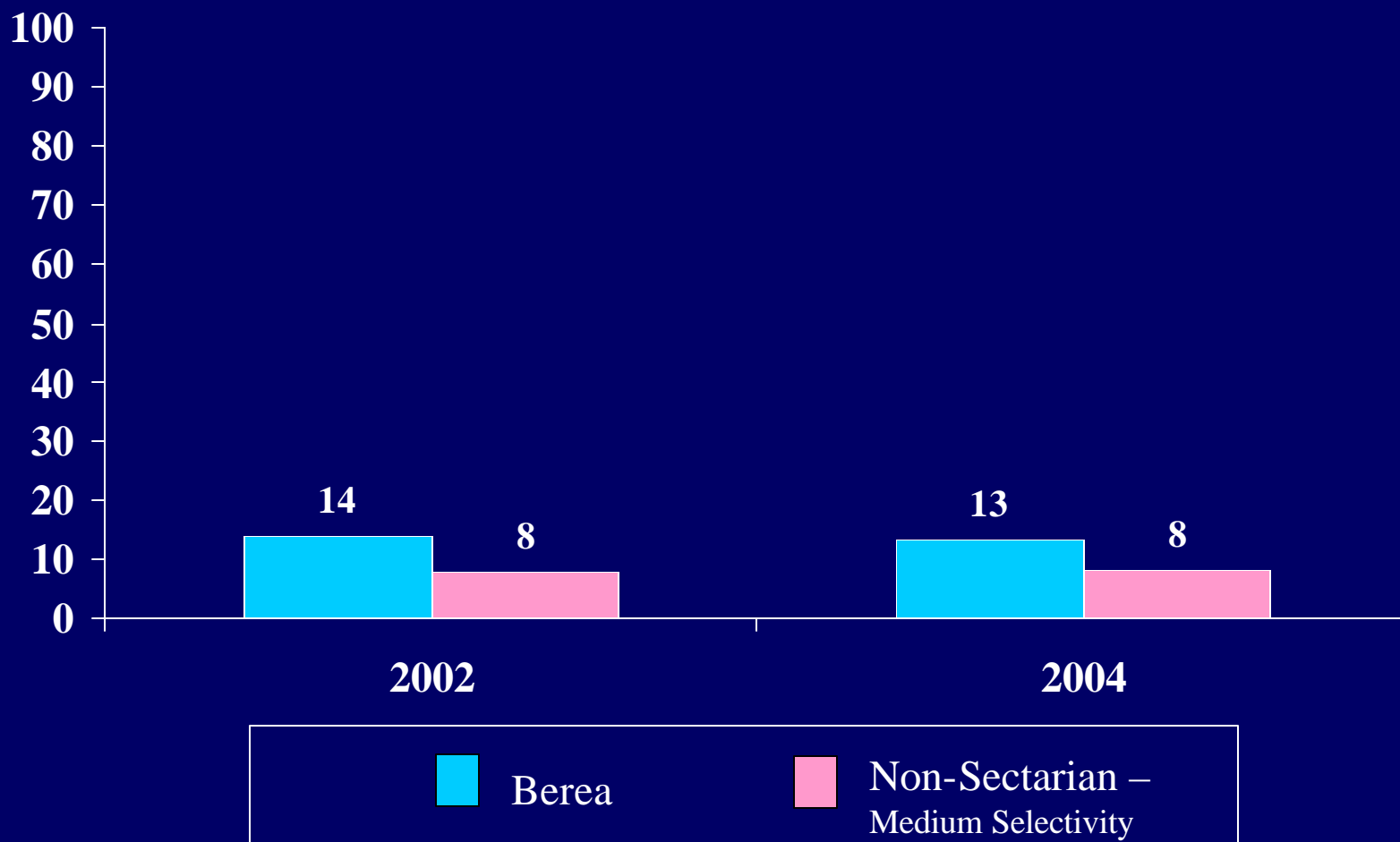
Percent of Berea students who have the following concern about their ability to finance their college education:

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



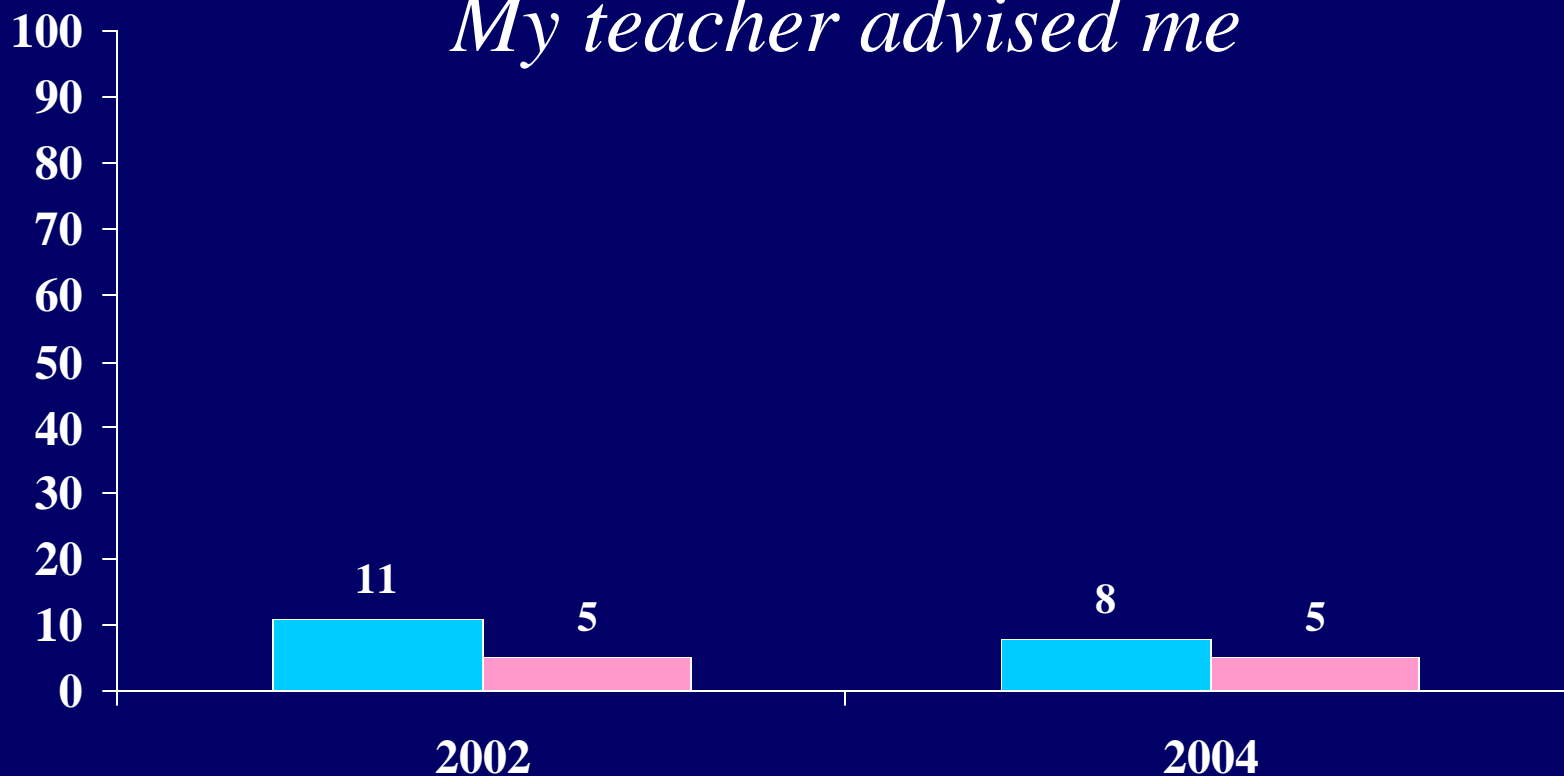
Percent of students who felt the following reason was “very important”
in their decision to attend this college:

My relatives wanted me to come here



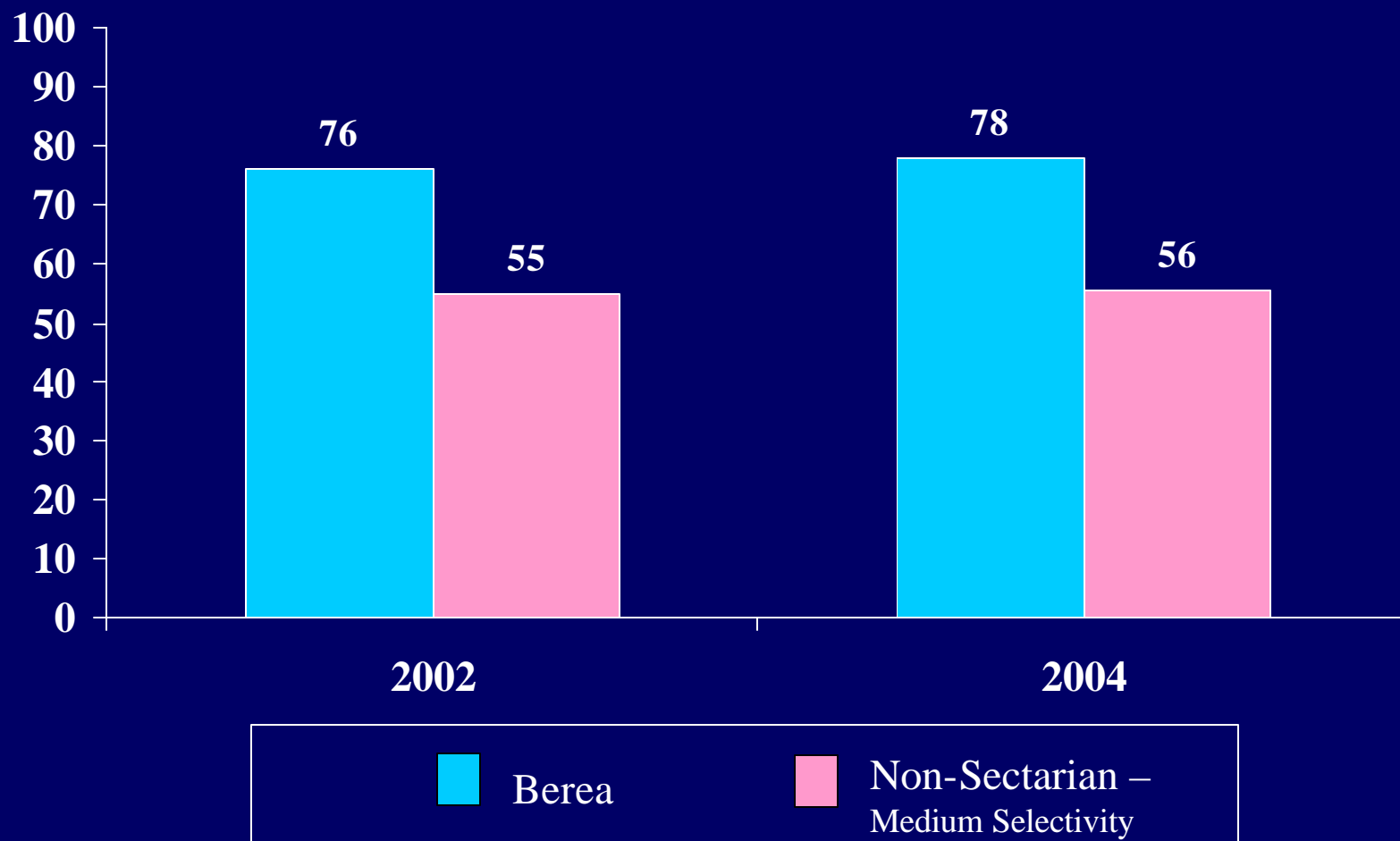
Percent of students who felt the following reason was “very important”
in their decision to attend this college:

My teacher advised me



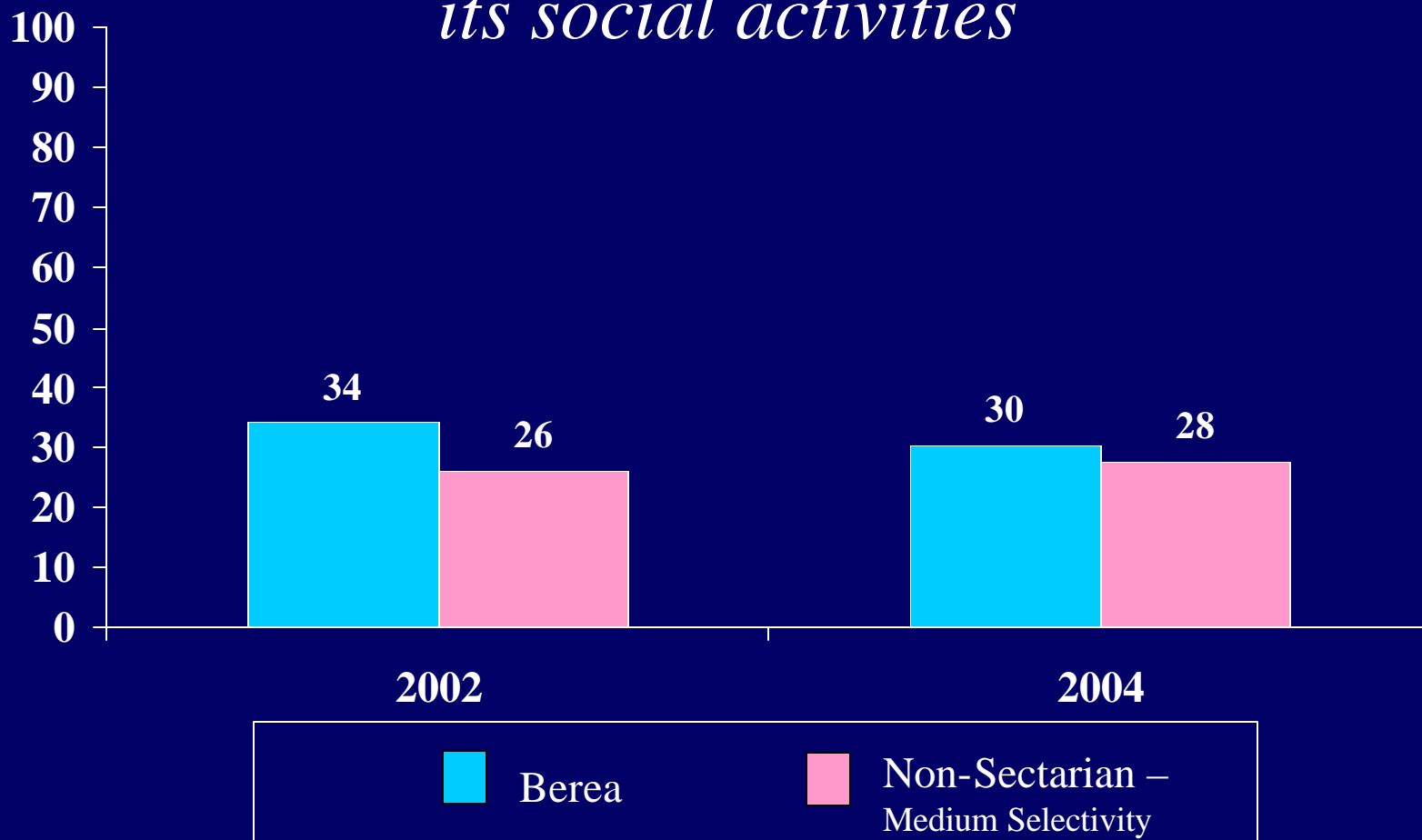
Percent of students who felt the following reason was “very important”
in their decision to attend this college:

This college has a very good academic reputation



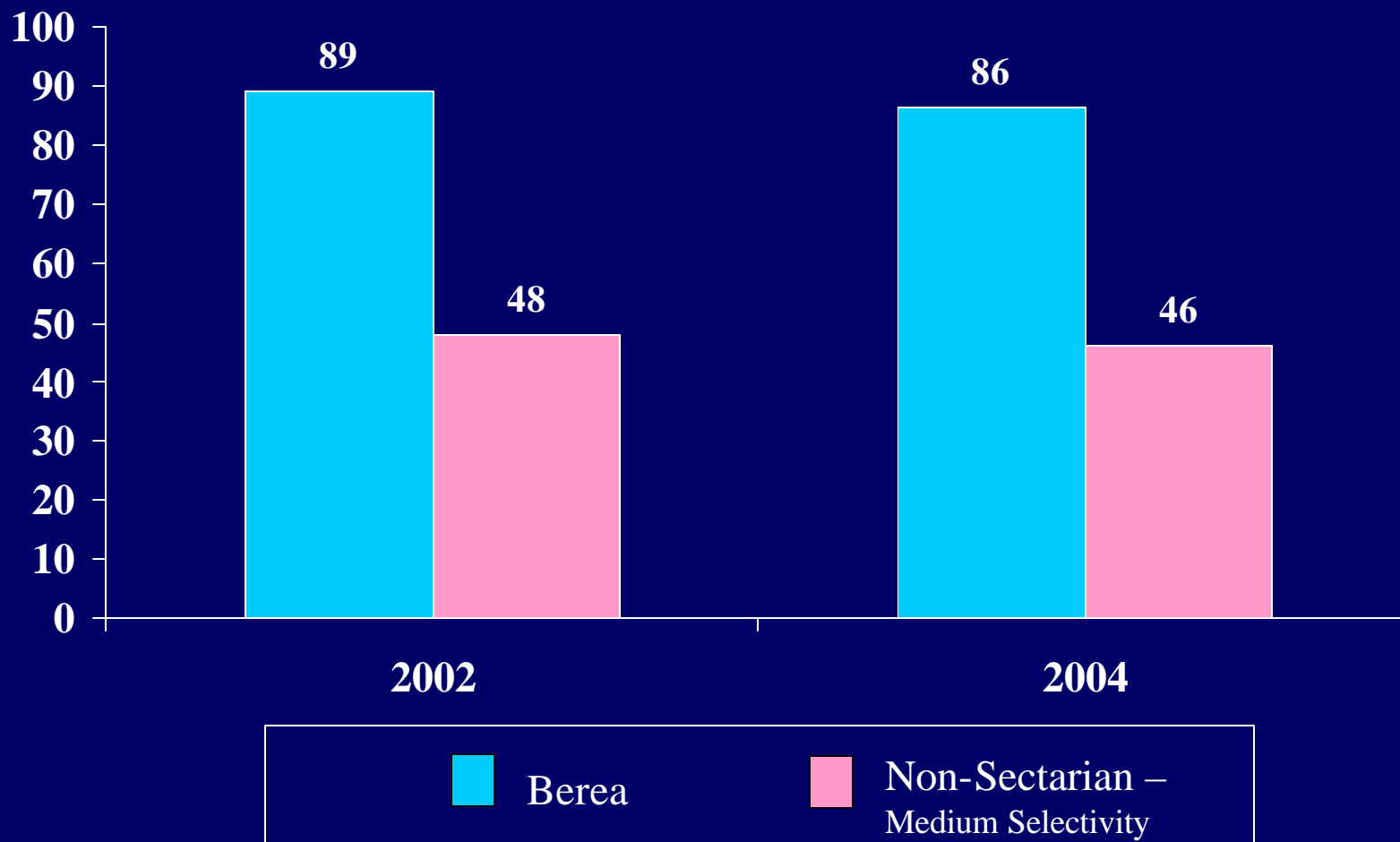
Percent of students who felt the following reason was “very important”
in their decision to attend this college

*This college has a good reputation for
its social activities*



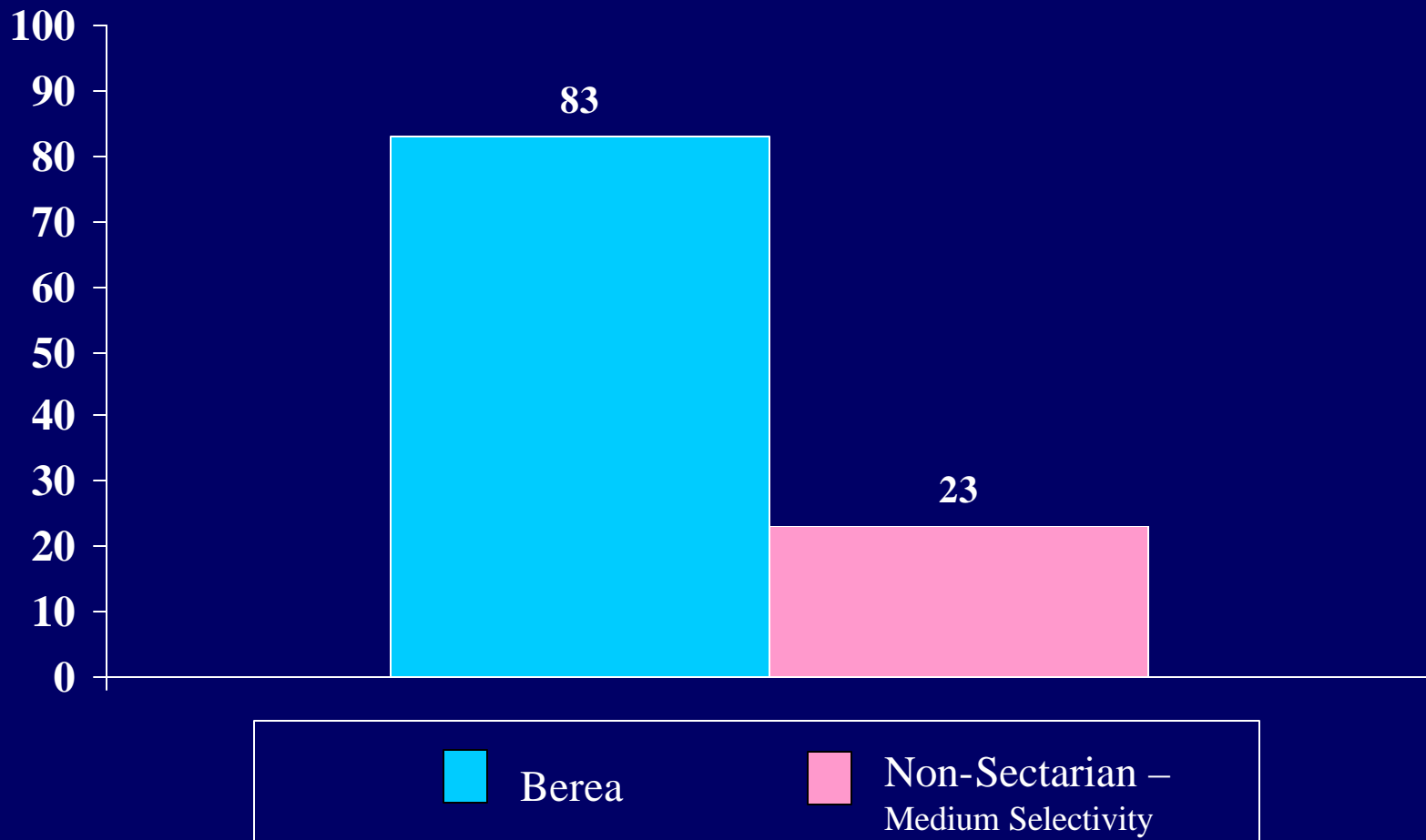
Percent of students who felt the following reason was “very important”
in their decision to attend this college:

I was offered financial assistance



Reasons noted as “very important” in influencing student’s decision
to attend this particular college

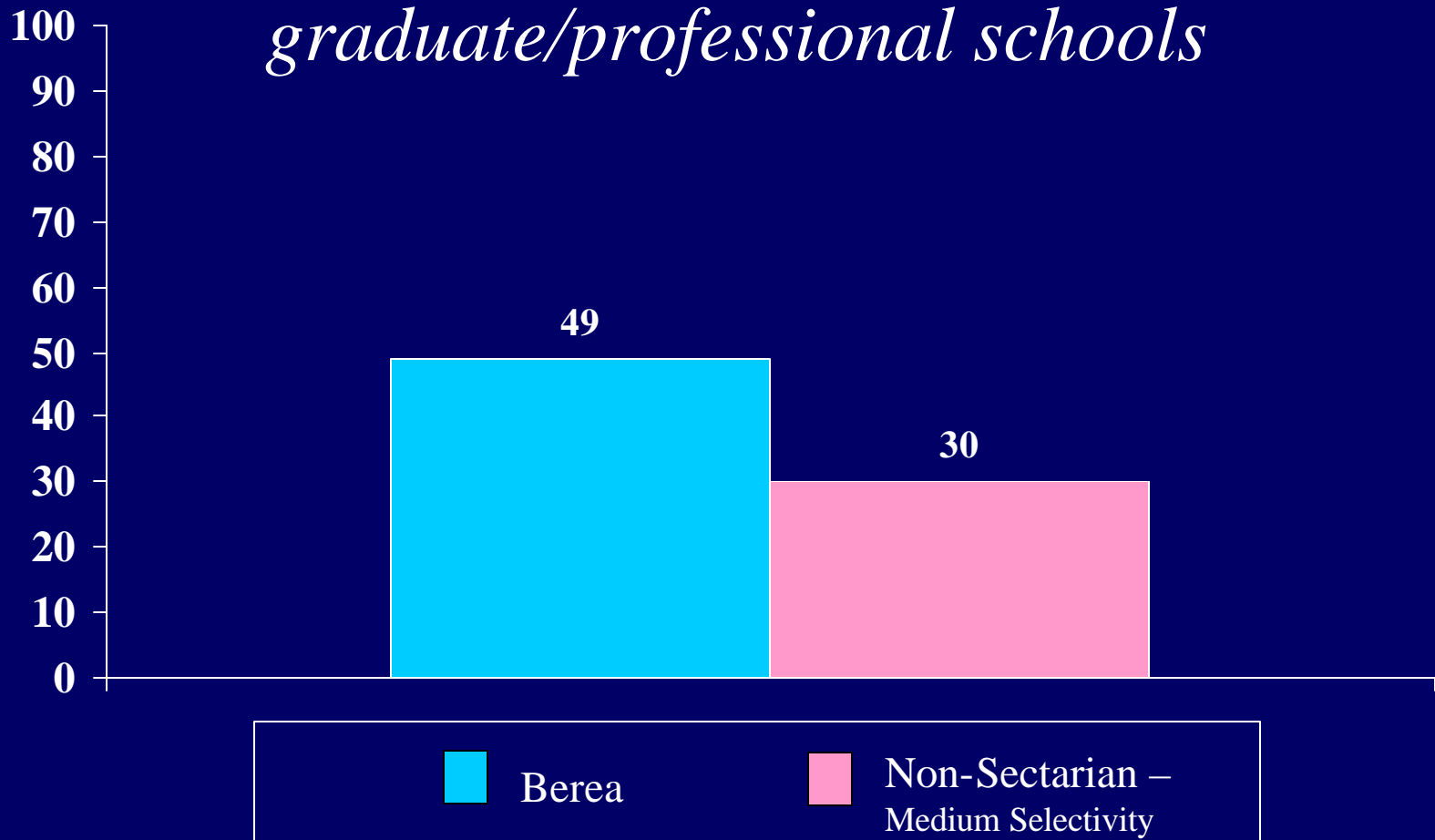
The cost of attending this college



This item was not on the 2002 CIRP survey.

Reasons noted as “very important” in influencing student’s decision to attend this particular college

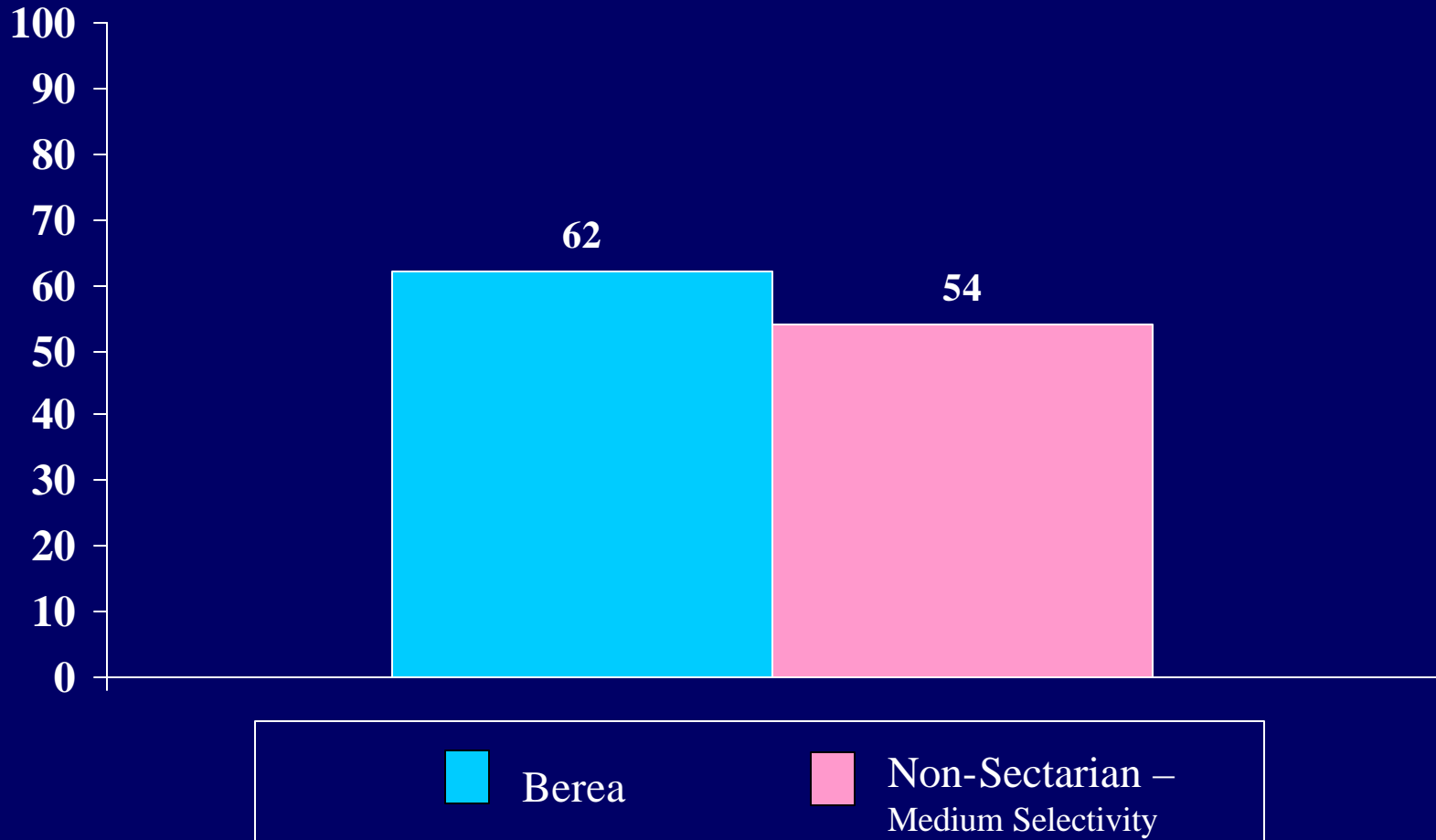
This college’s graduates gain admission to top graduate/professional schools



This item was not on the 2002 CIRP survey.

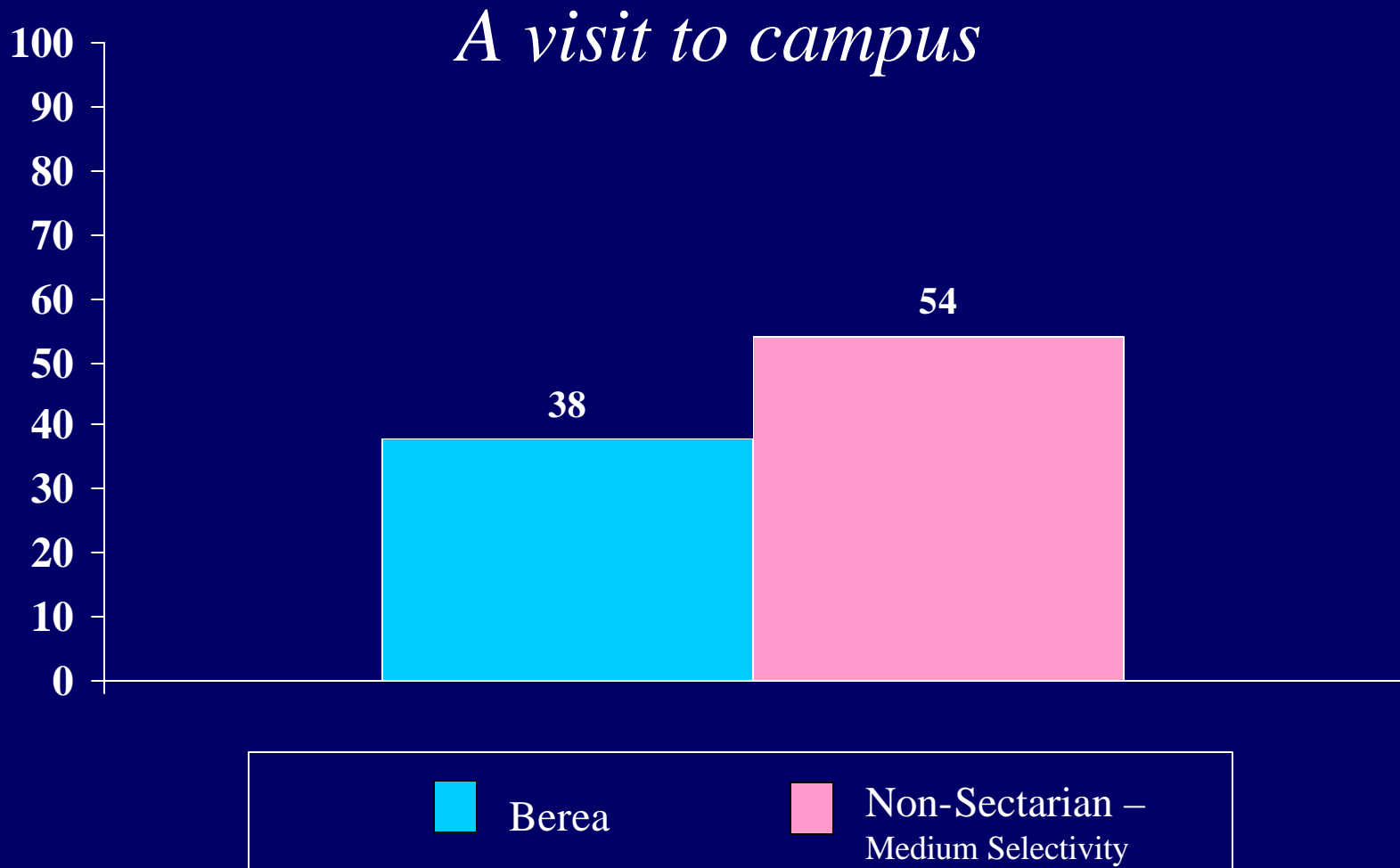
Reasons noted as “very important” in influencing student’s decision to attend this particular college

This college’s graduates get good jobs



This item was not on the 2002 CIRP survey.

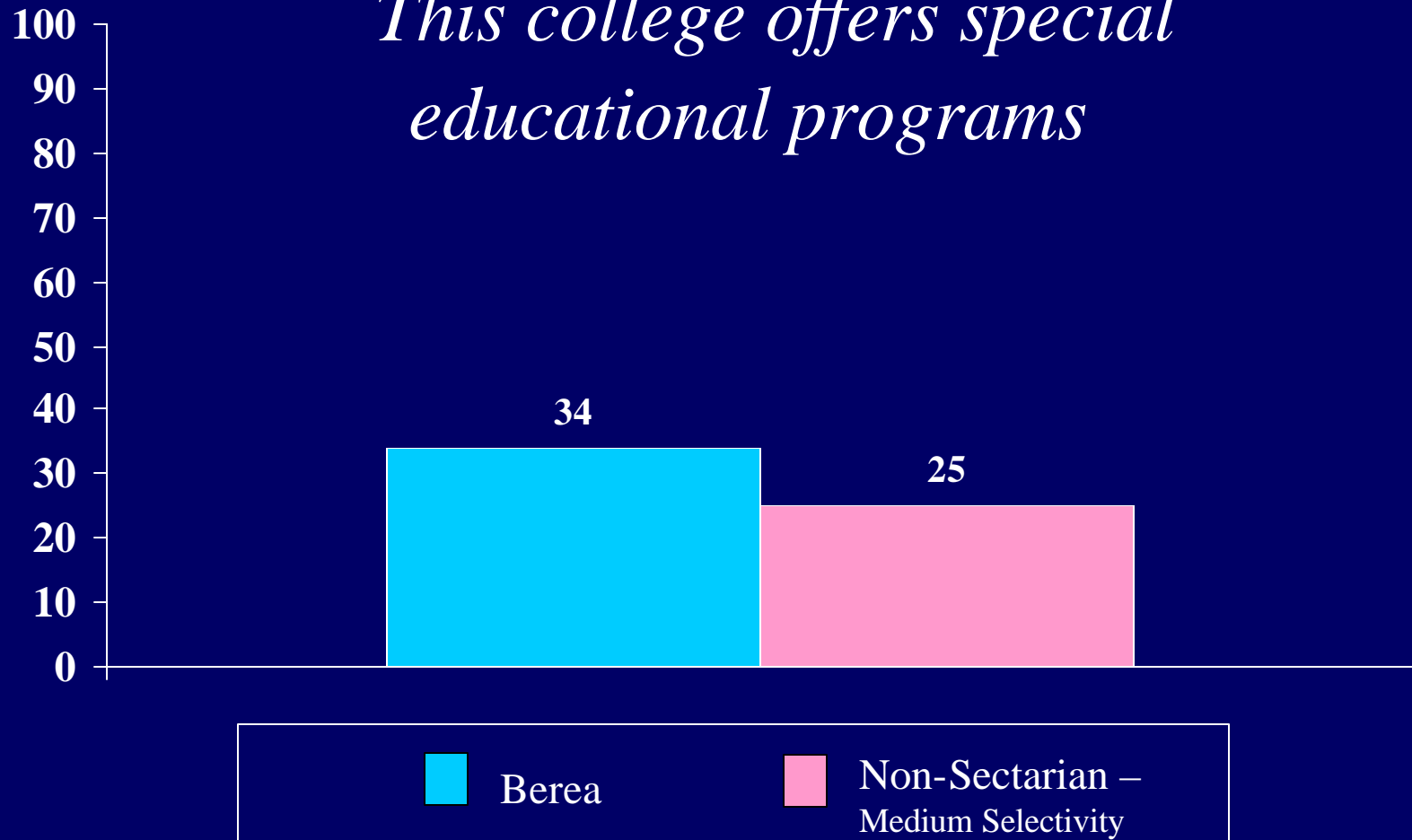
Reasons noted as “very important” in influencing student’s decision to attend this particular college



This item was not on the 2002 CIRP survey.

Percent of students who felt the following reason was “very important”
in their decision to attend this college:

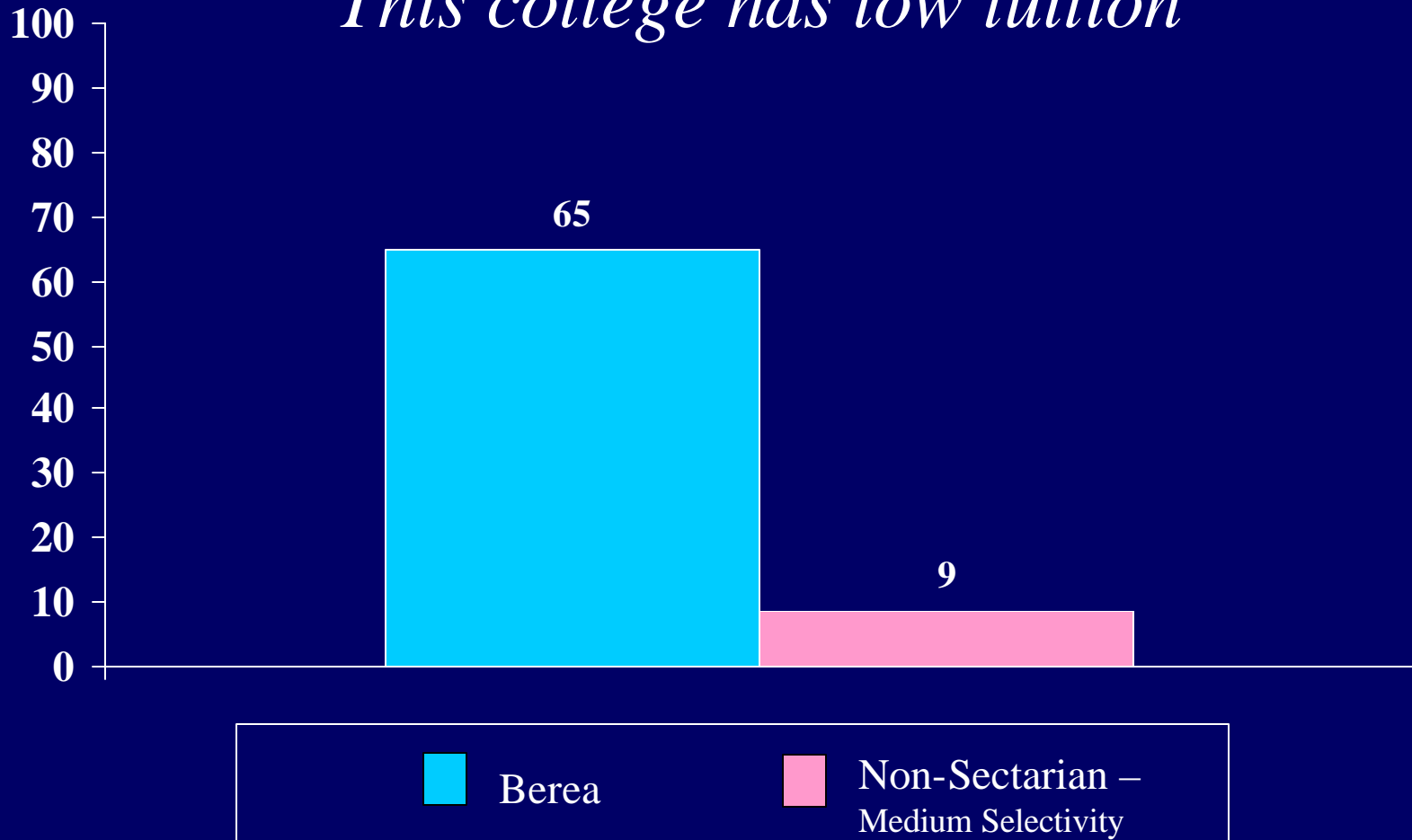
*This college offers special
educational programs*



This item was on the CIRP 2002 survey, but was not on the CIRP 2004 survey.

Percent of students who felt the following reason was “very important” in their decision to attend this college:

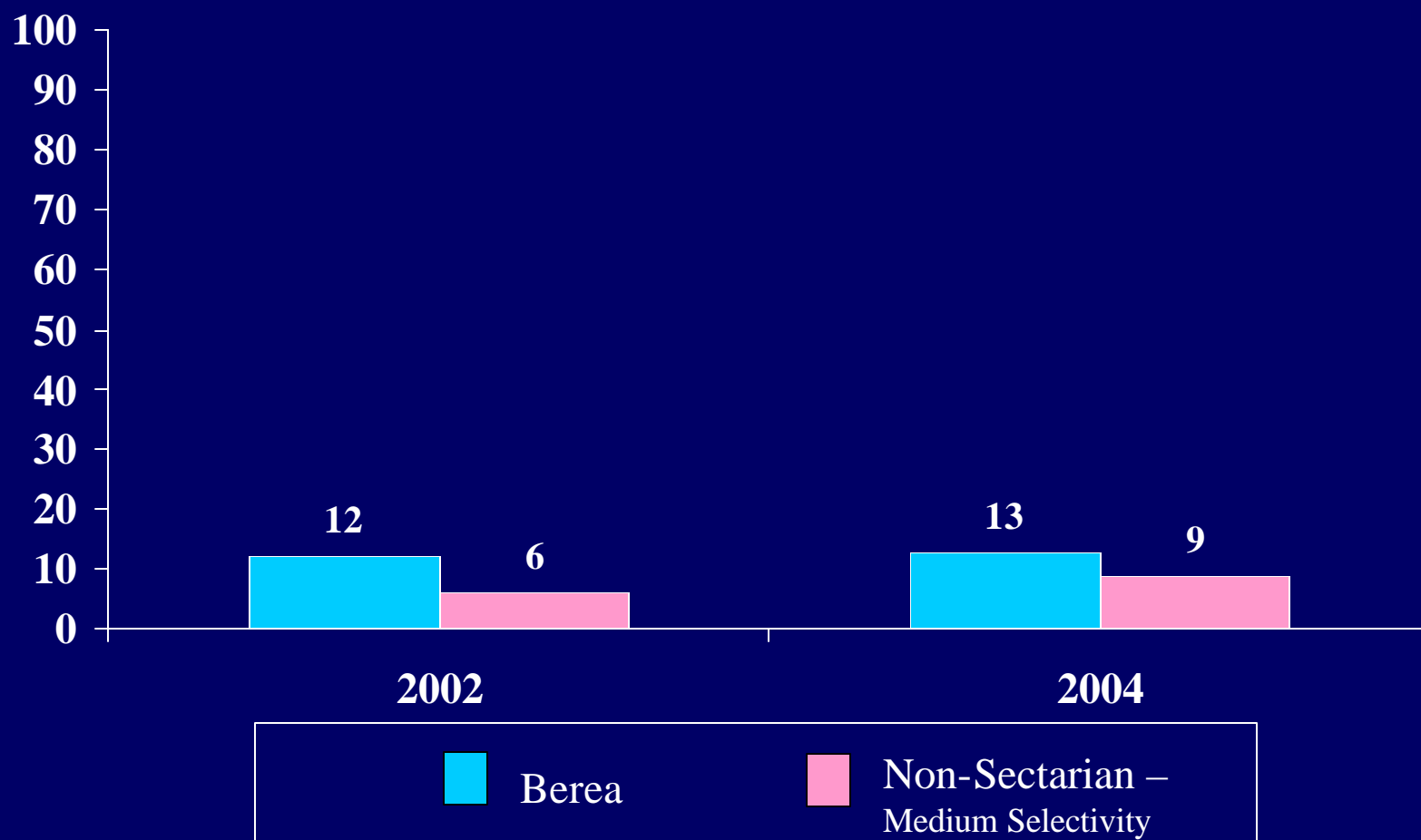
This college has low tuition



This item was on the 2002 CIRP survey but was not on the 2004 CIRP.

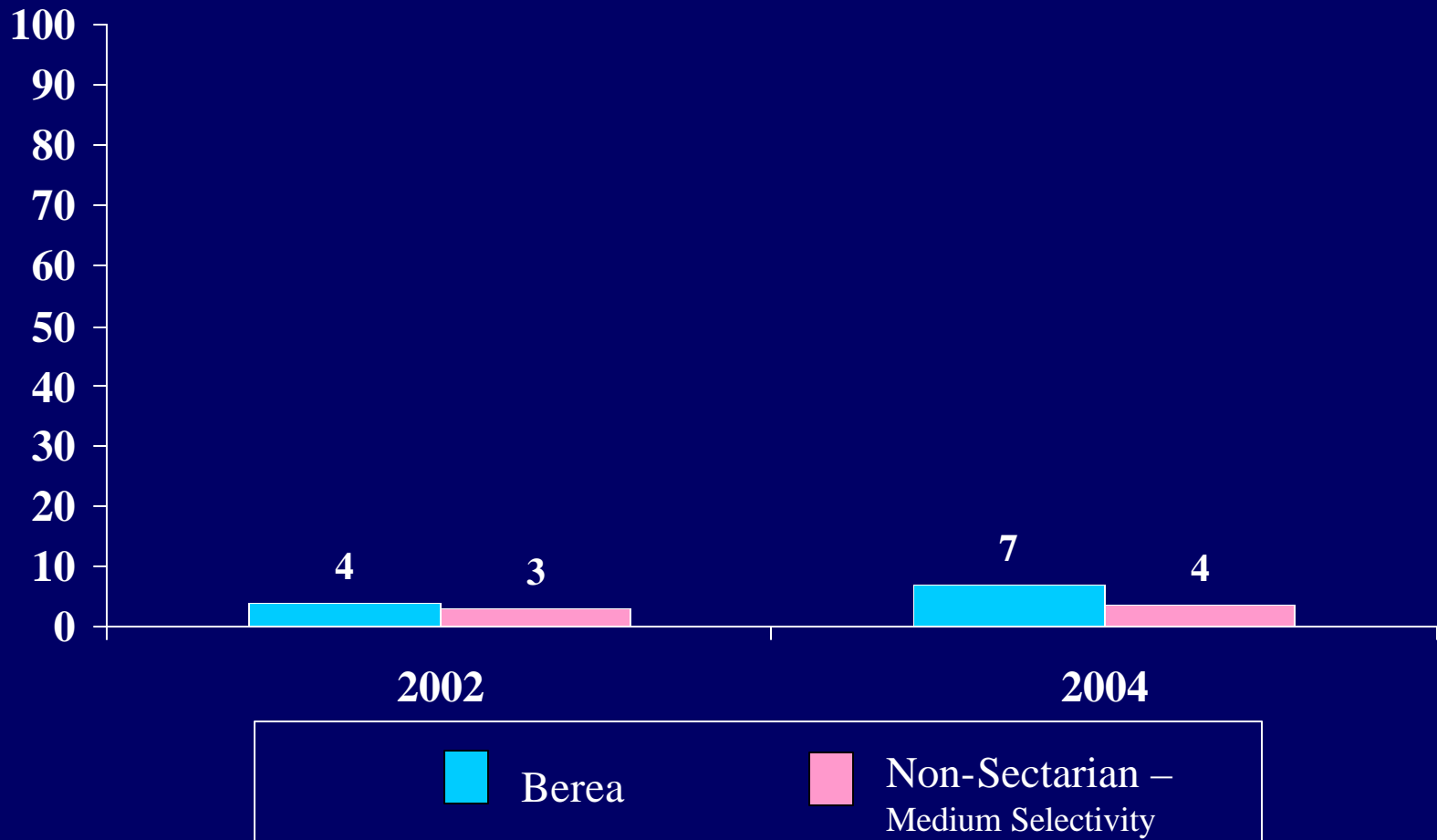
Percent of students who felt the following reason was “very important”
in their decision to attend this college:

High school counselor advised me



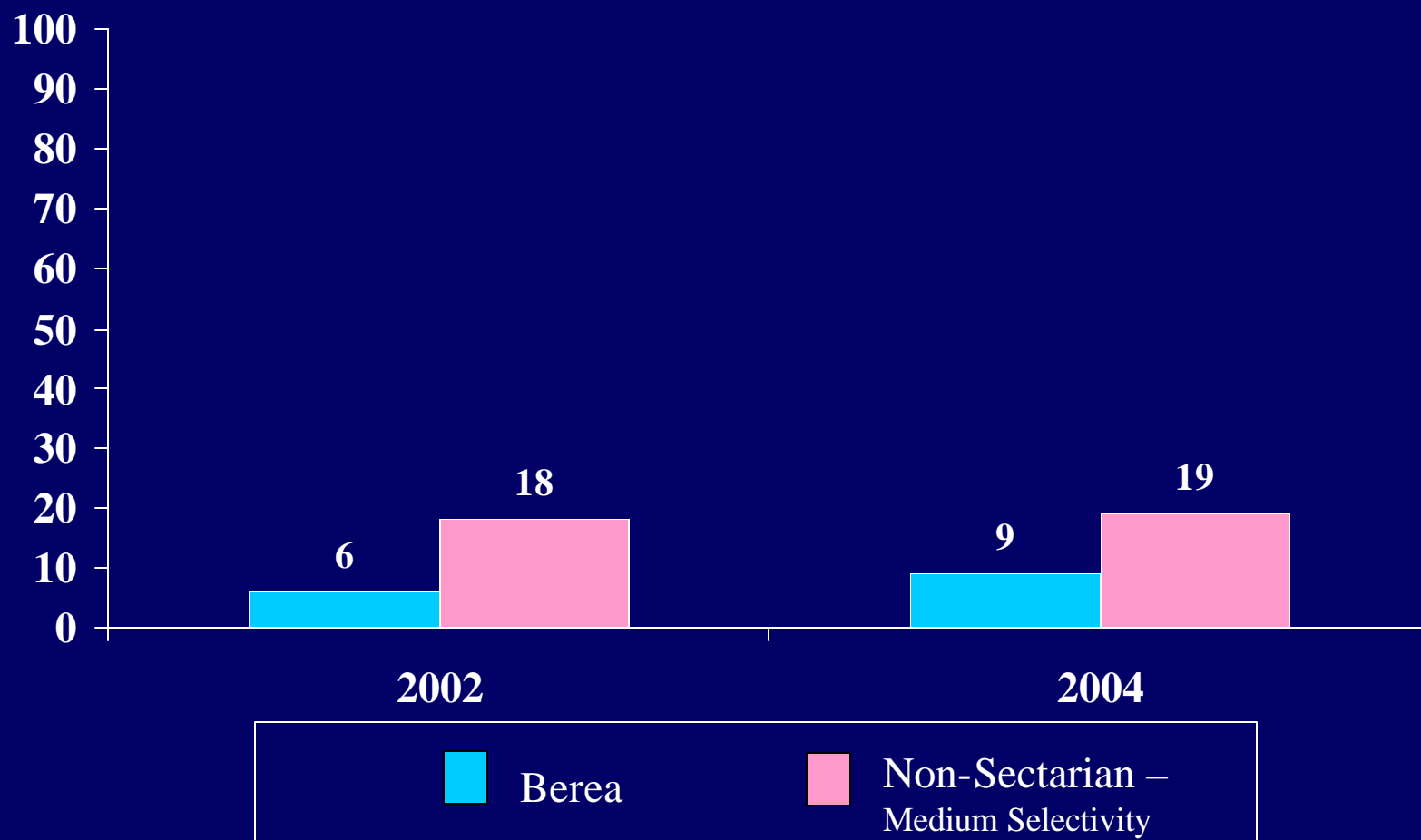
Percent of students who felt the following reason was “very important”
in their decision to attend this college:

Private college counselor advised me



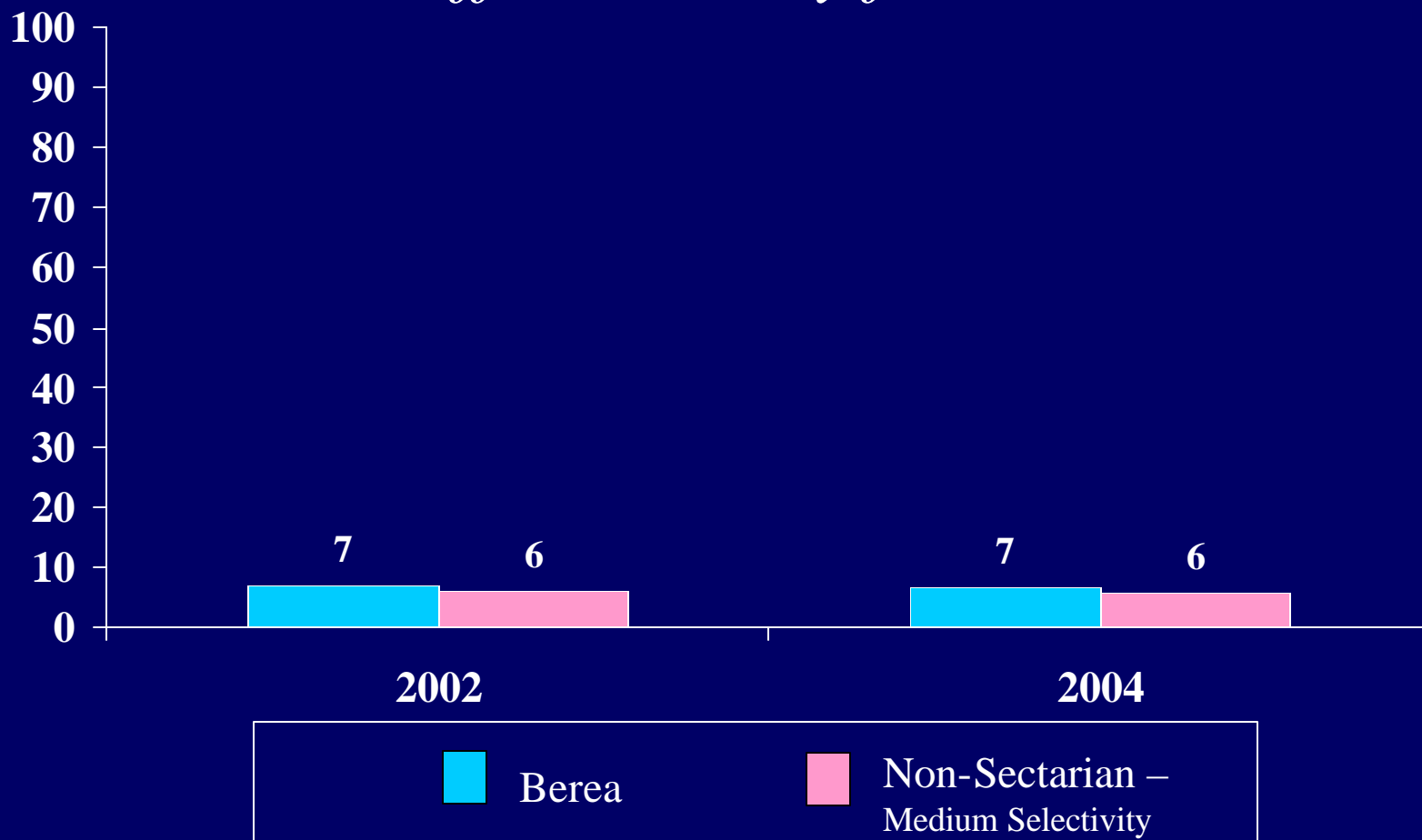
Percent of students who felt the following reason was “very important”
in their decision to attend this college:

I wanted to live near home



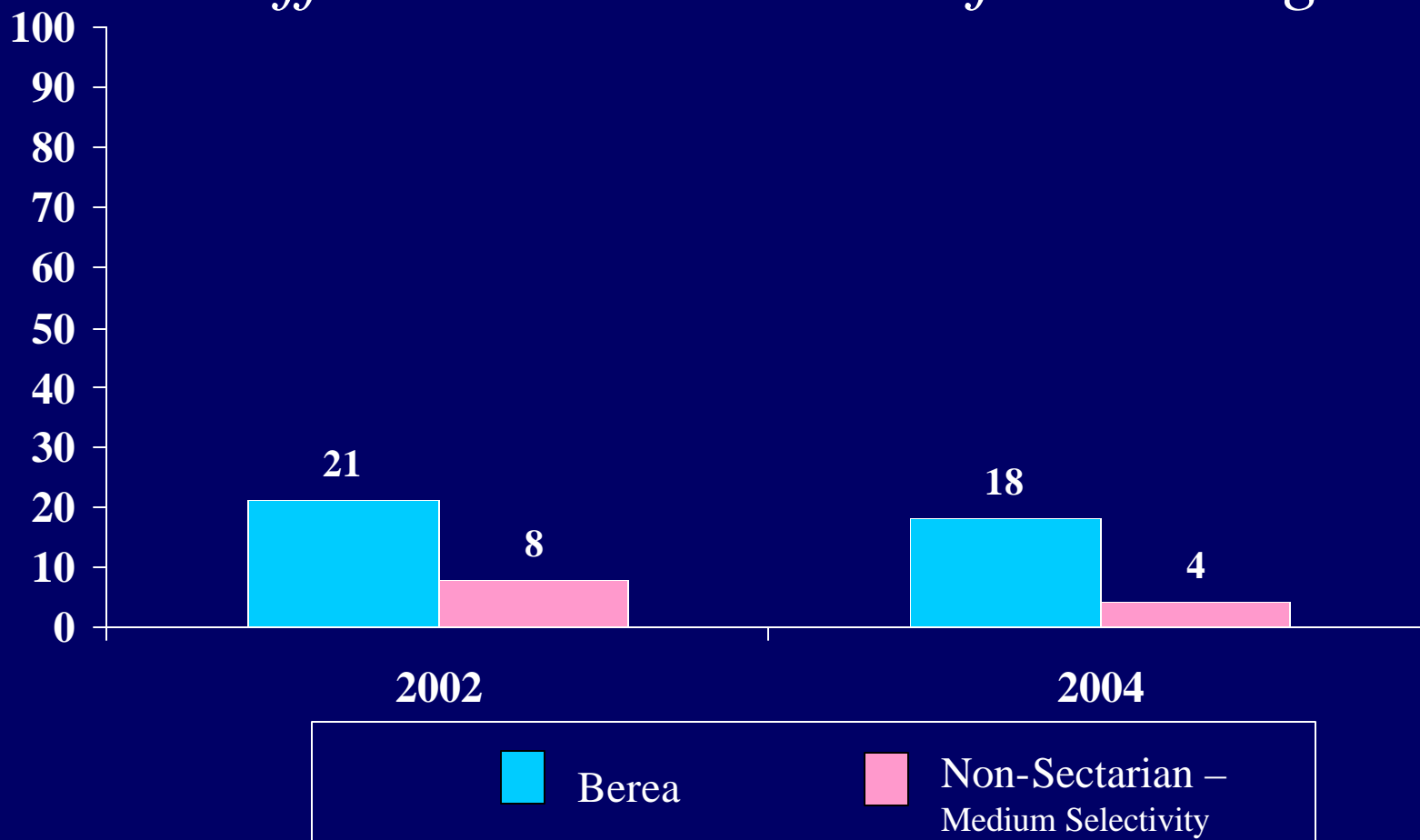
Percent of students who felt the following reason was “very important”
in their decision to attend this college:

Not offered aid by first choice



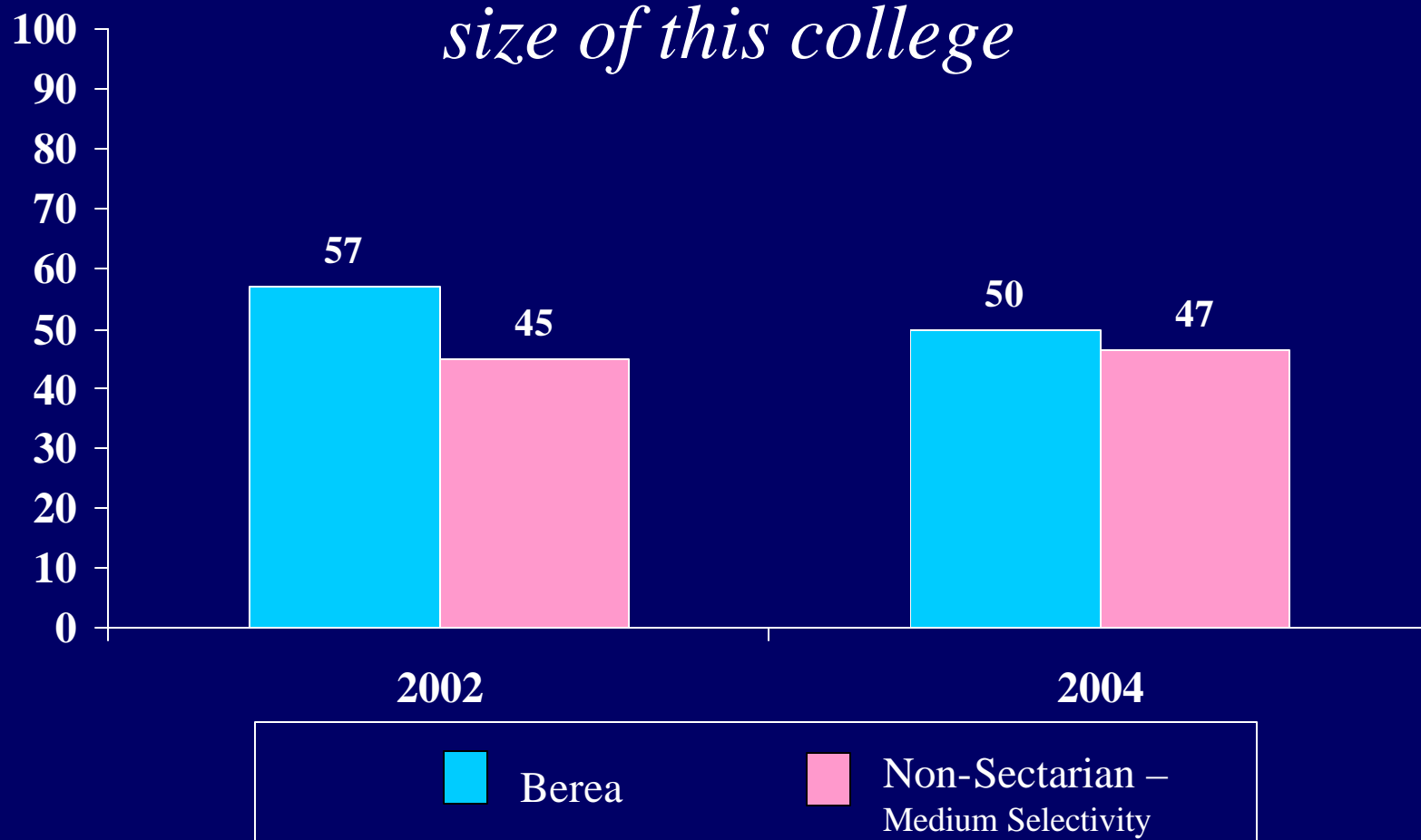
Percent of students who felt the following reason was “very important”
in their decision to attend this college:

*I was attracted by the religious
affiliation/orientation of the college*



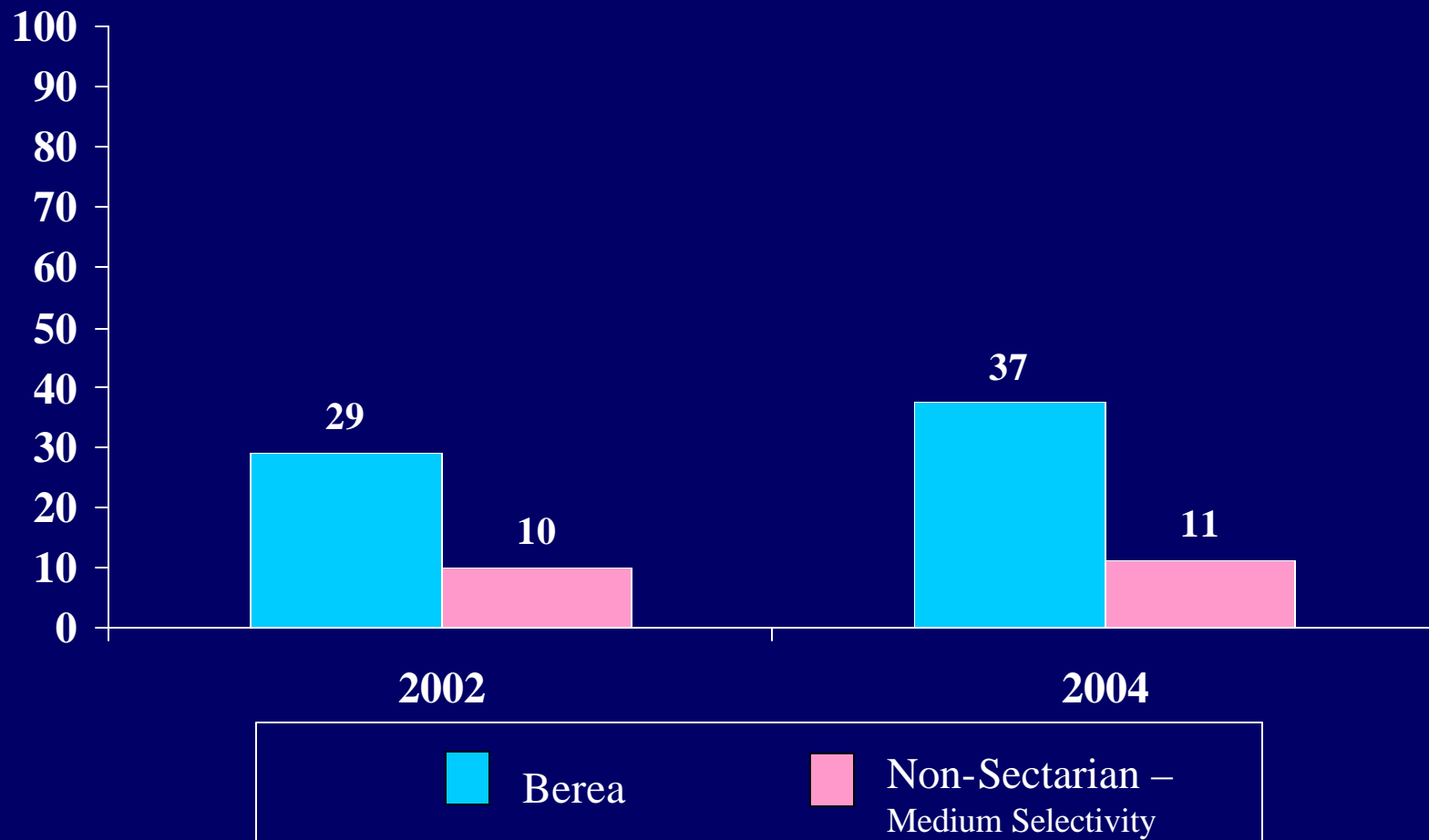
Percent of students who felt the following reason was “very important”
in their decision to attend this college:

*I wanted to go to a school about the
size of this college*



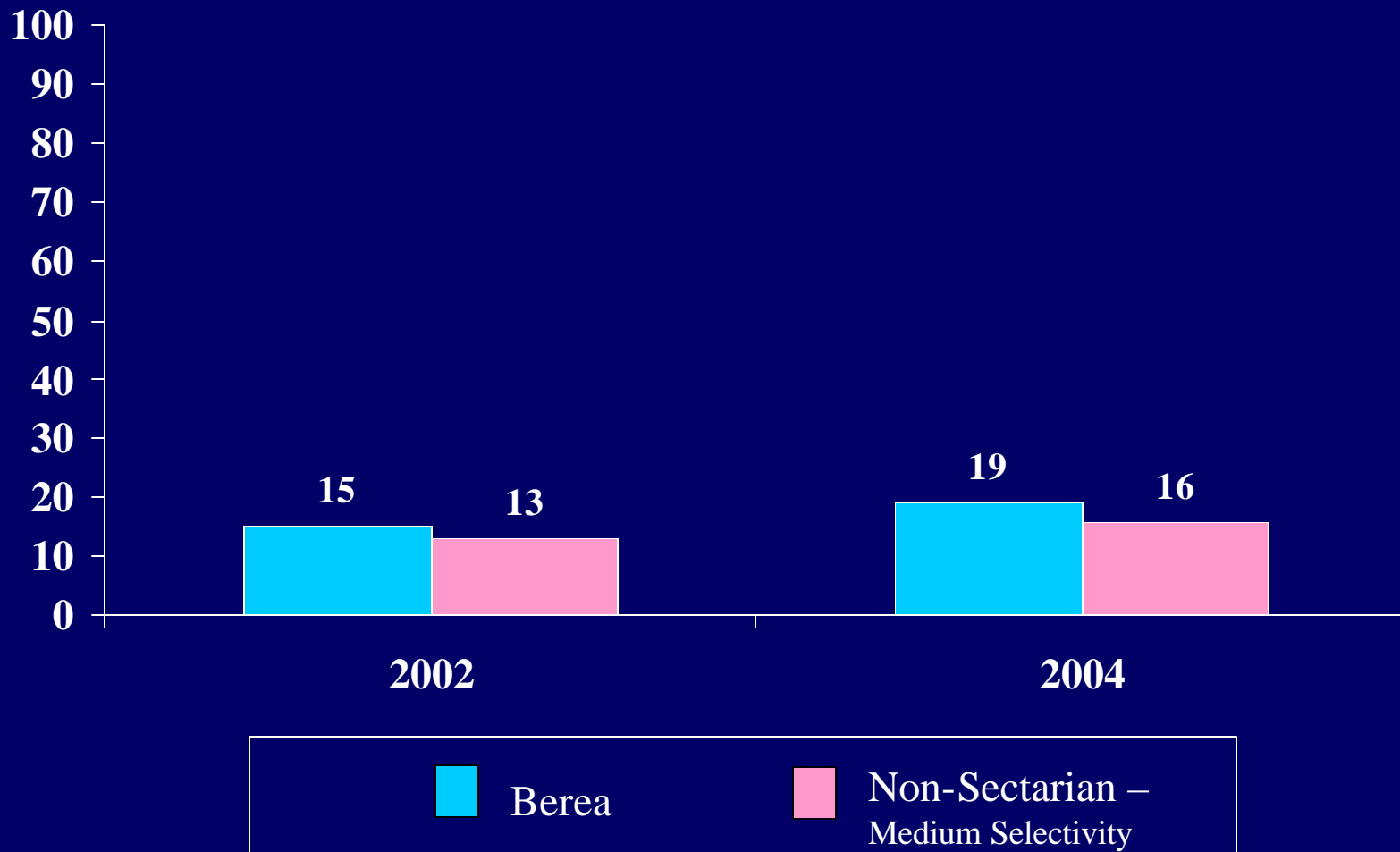
Percent of students who felt the following reason was “very important”
in their decision to attend this college:

Rankings in national magazines



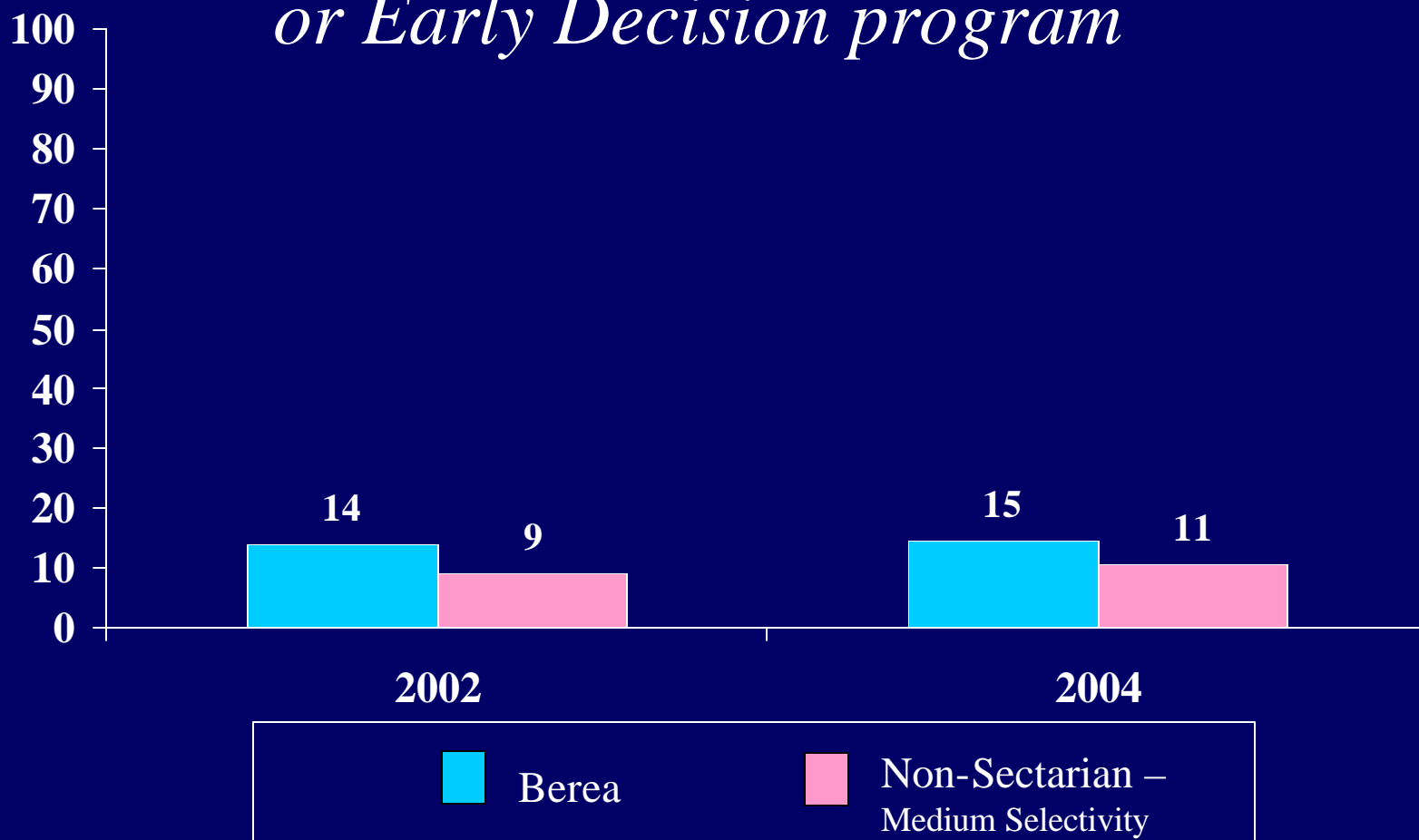
Percent of students who felt the following reason was “very important”
in their decision to attend this college:

Information from a website



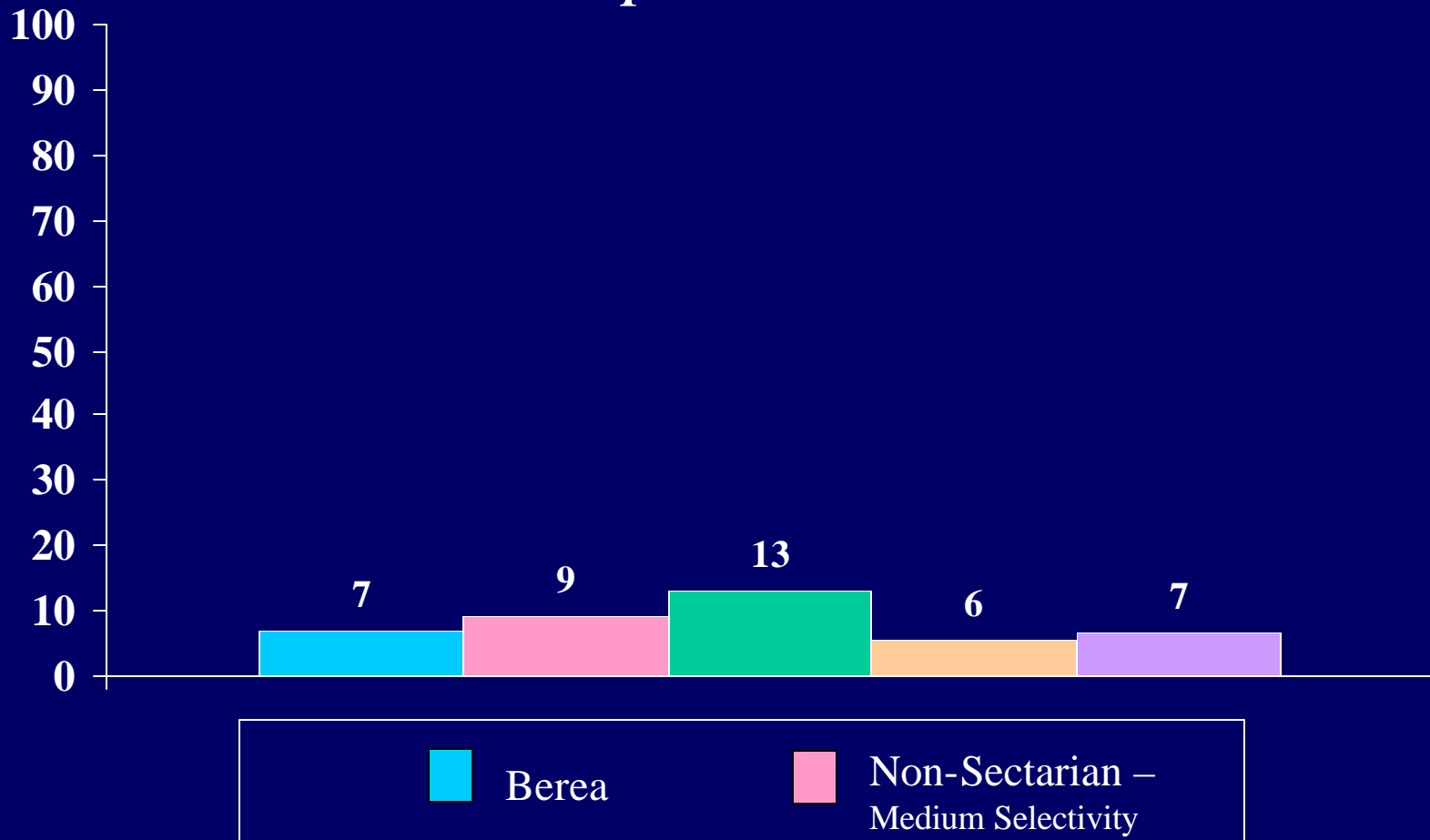
Percent of students who felt the following reason was “very important”
in their decision to attend this college:

*I was admitted through an Early Action
or Early Decision program*



Percent of students who felt the following reason was “very important”
in their decision to attend this college

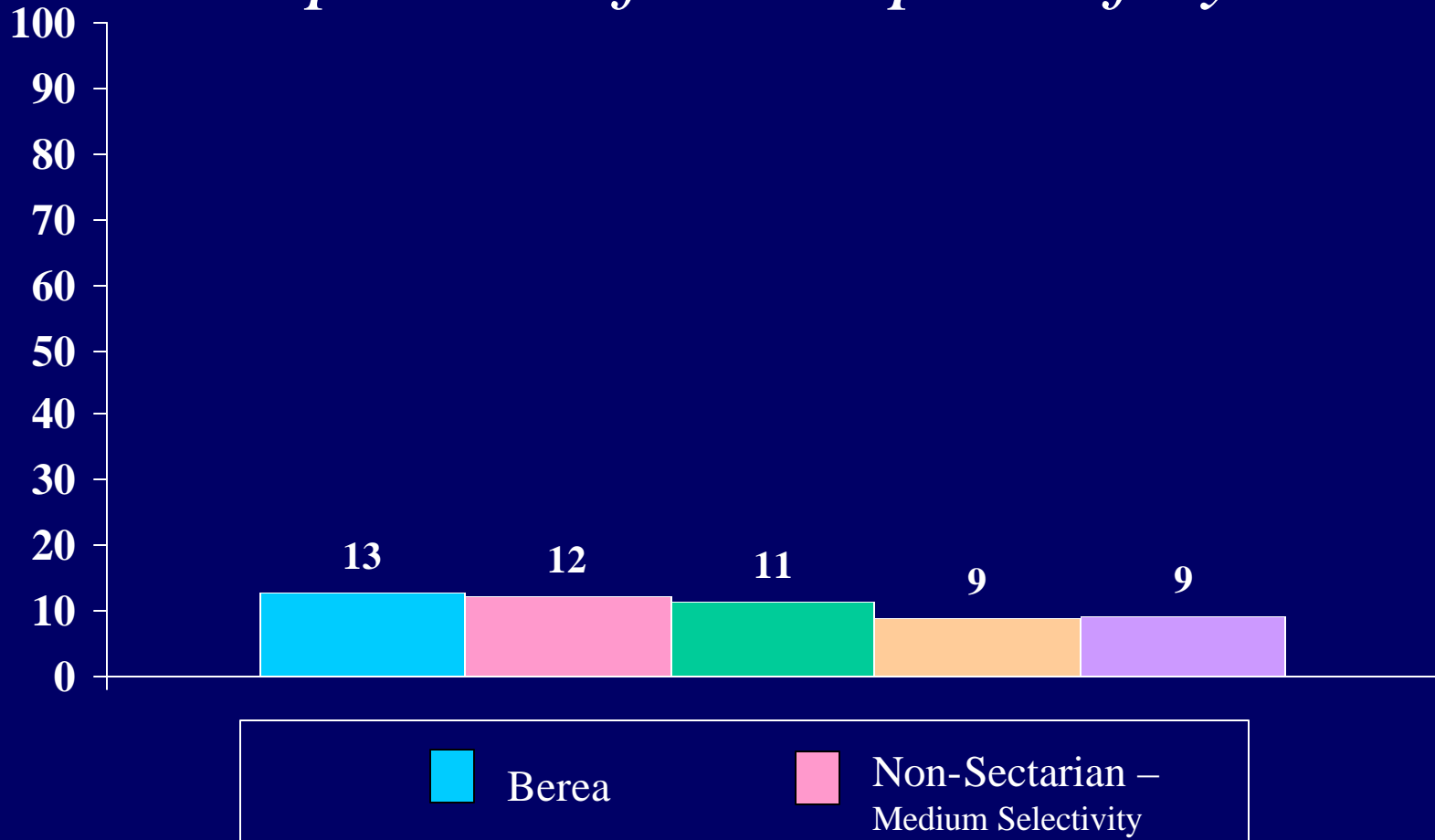
The athletic department recruited me



This item was on the 2002 CIRP survey but was not on the 2004 CIRP.

Percent of students who felt the following reason was “very important”
in their decision to attend this college

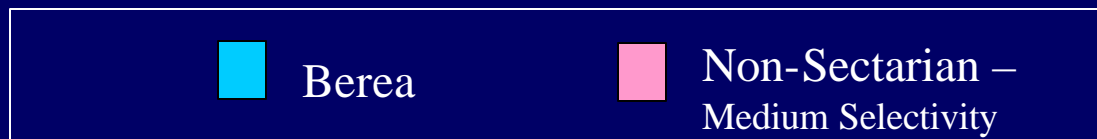
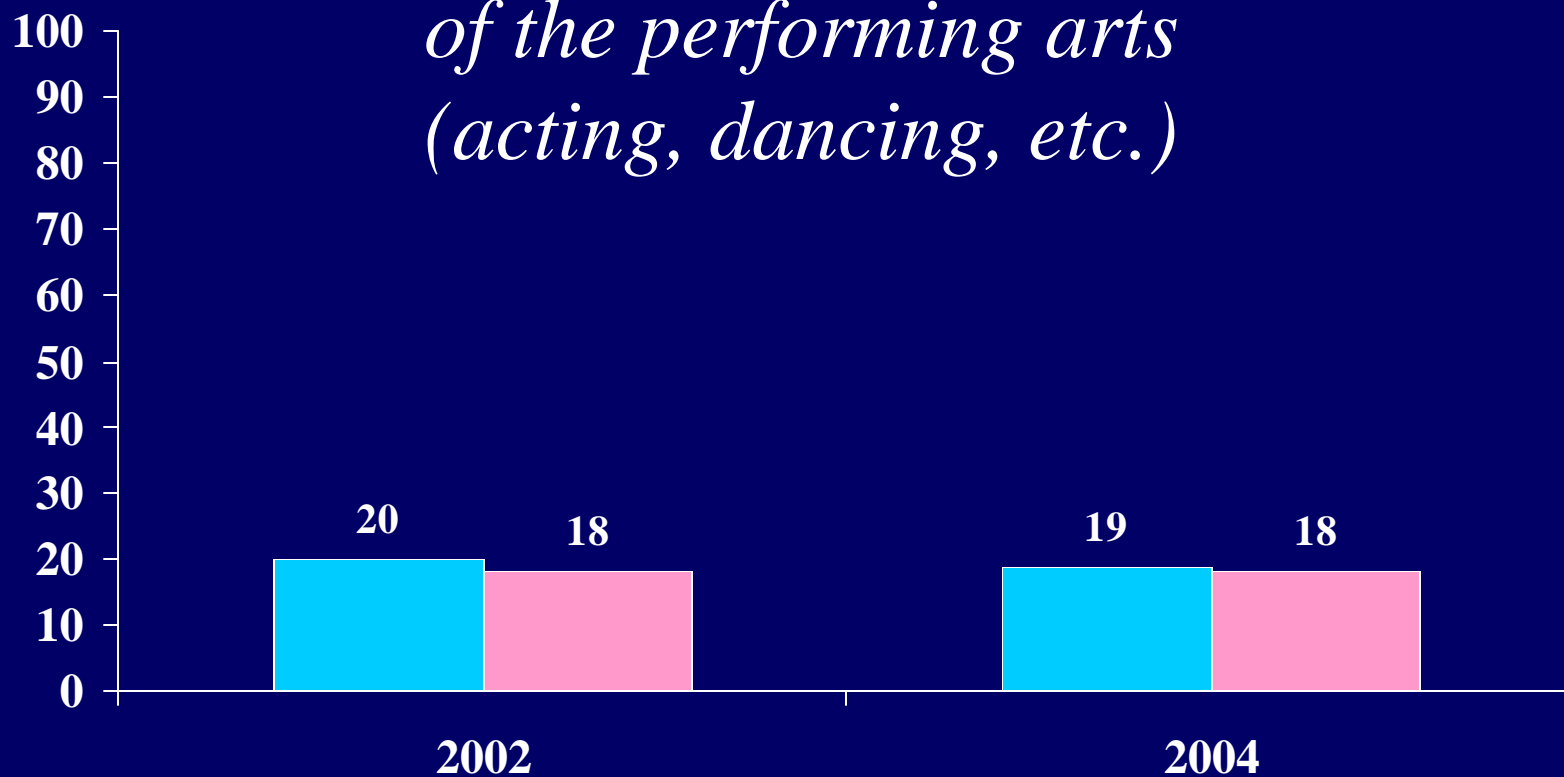
Reputation for campus safety



This item was on the 2002 CIRP survey but was not on the 2004 CIRP.

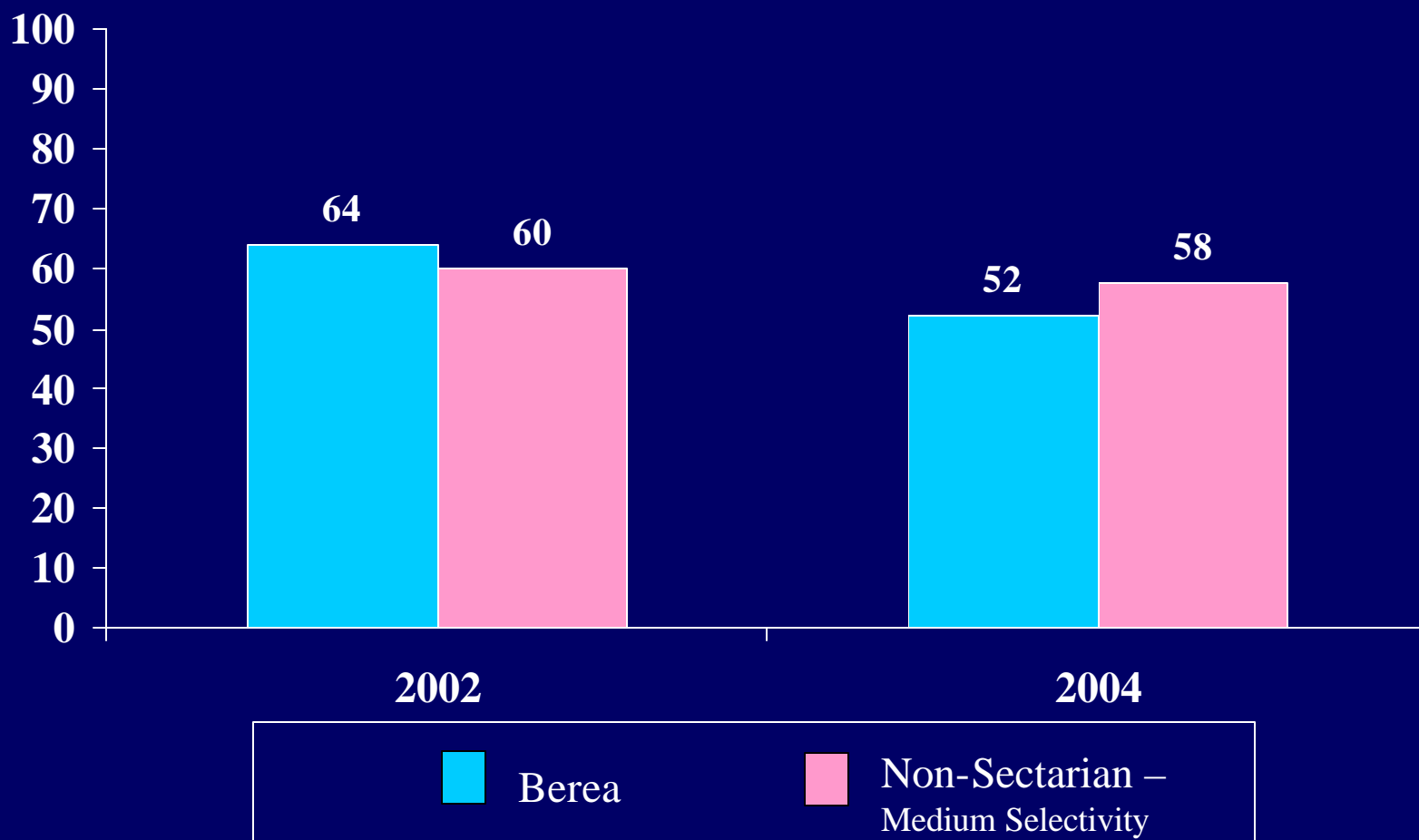
Percent of students who personally consider the following objective to be “essential” or “very important:”

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



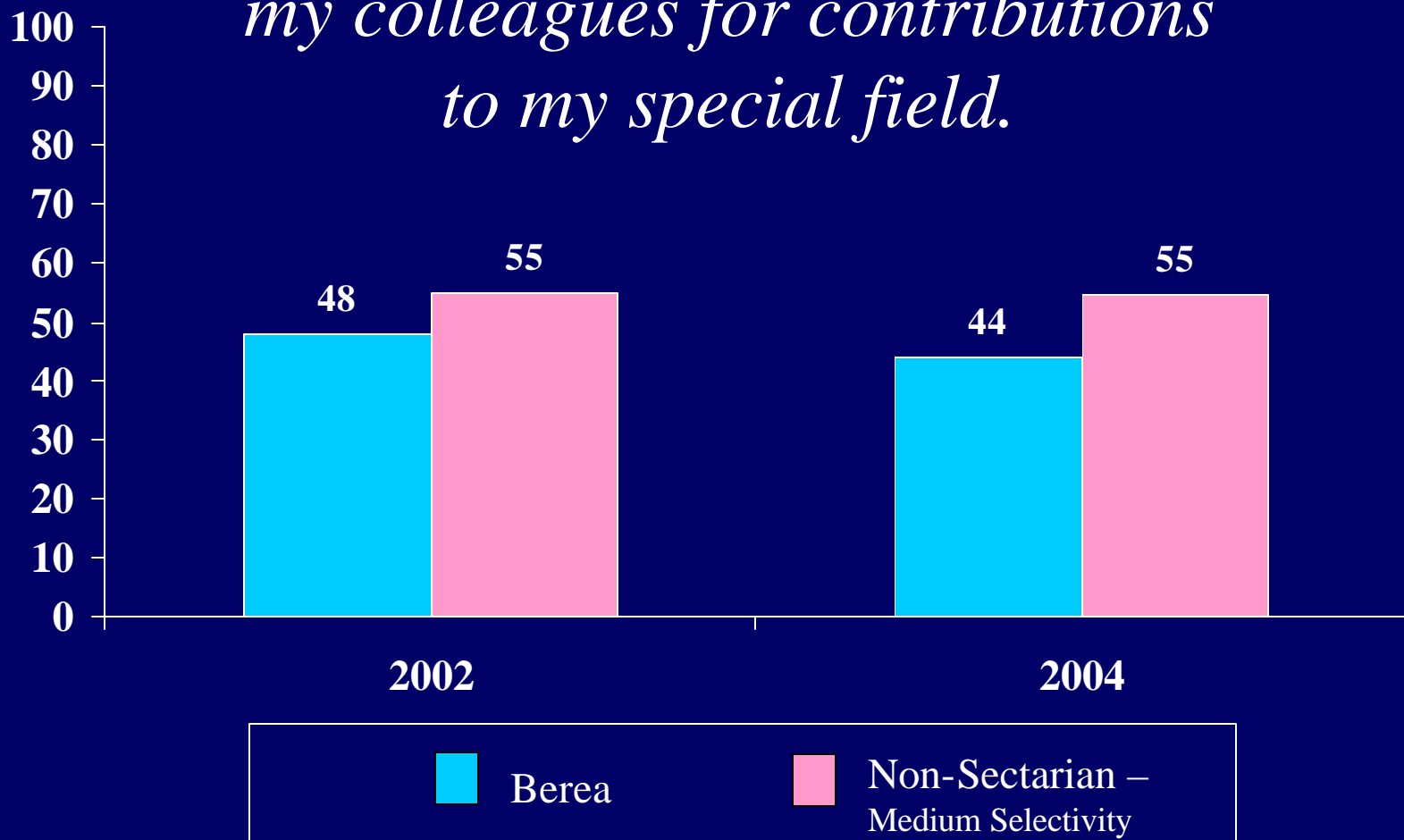
Percent of students who personally consider the following objective to be “essential” or “very important:”

Becoming an authority in my field



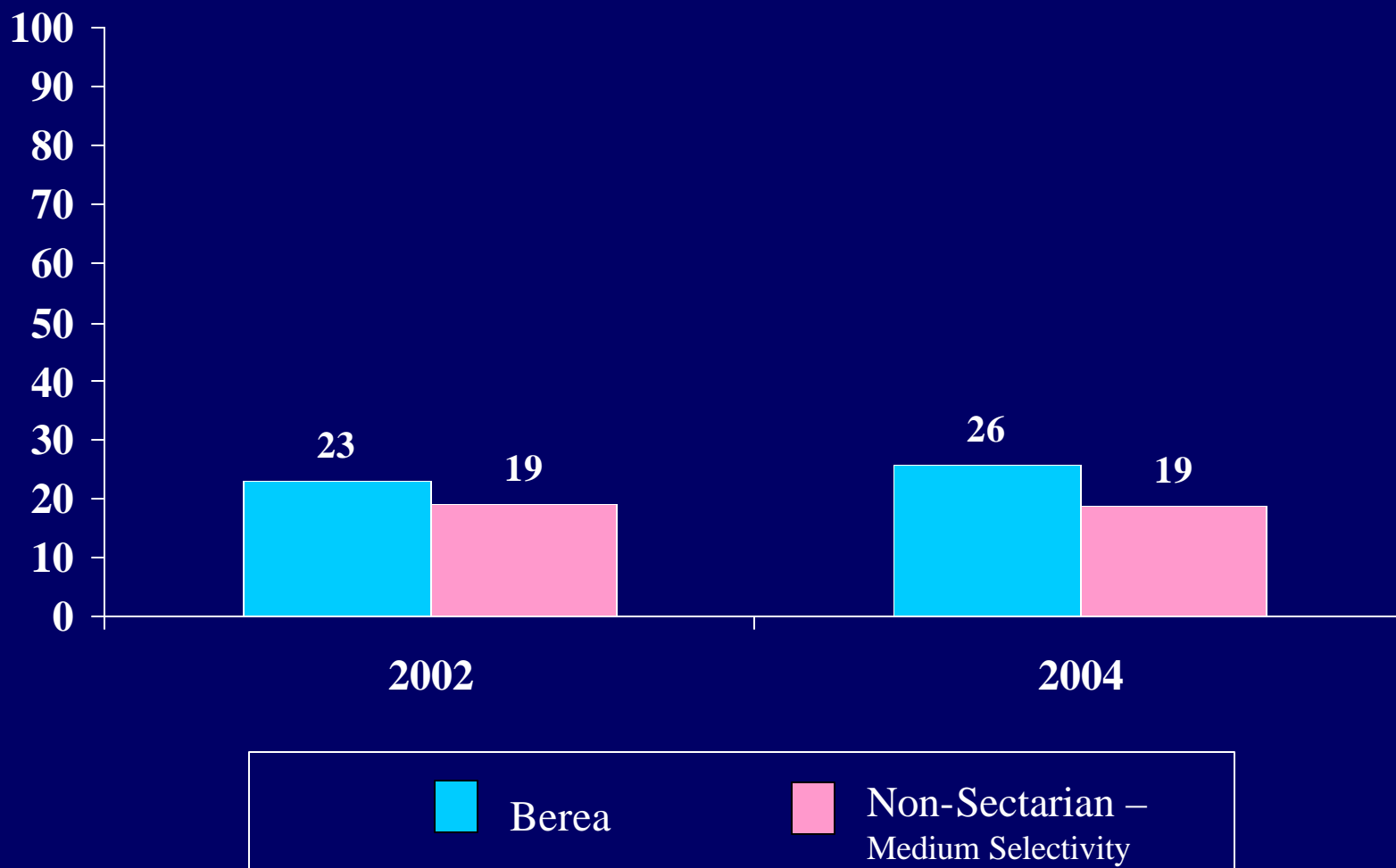
Percent of students who personally consider the following objective to be “essential” or “very important:”

Obtaining recognition from my colleagues for contributions to my special field.



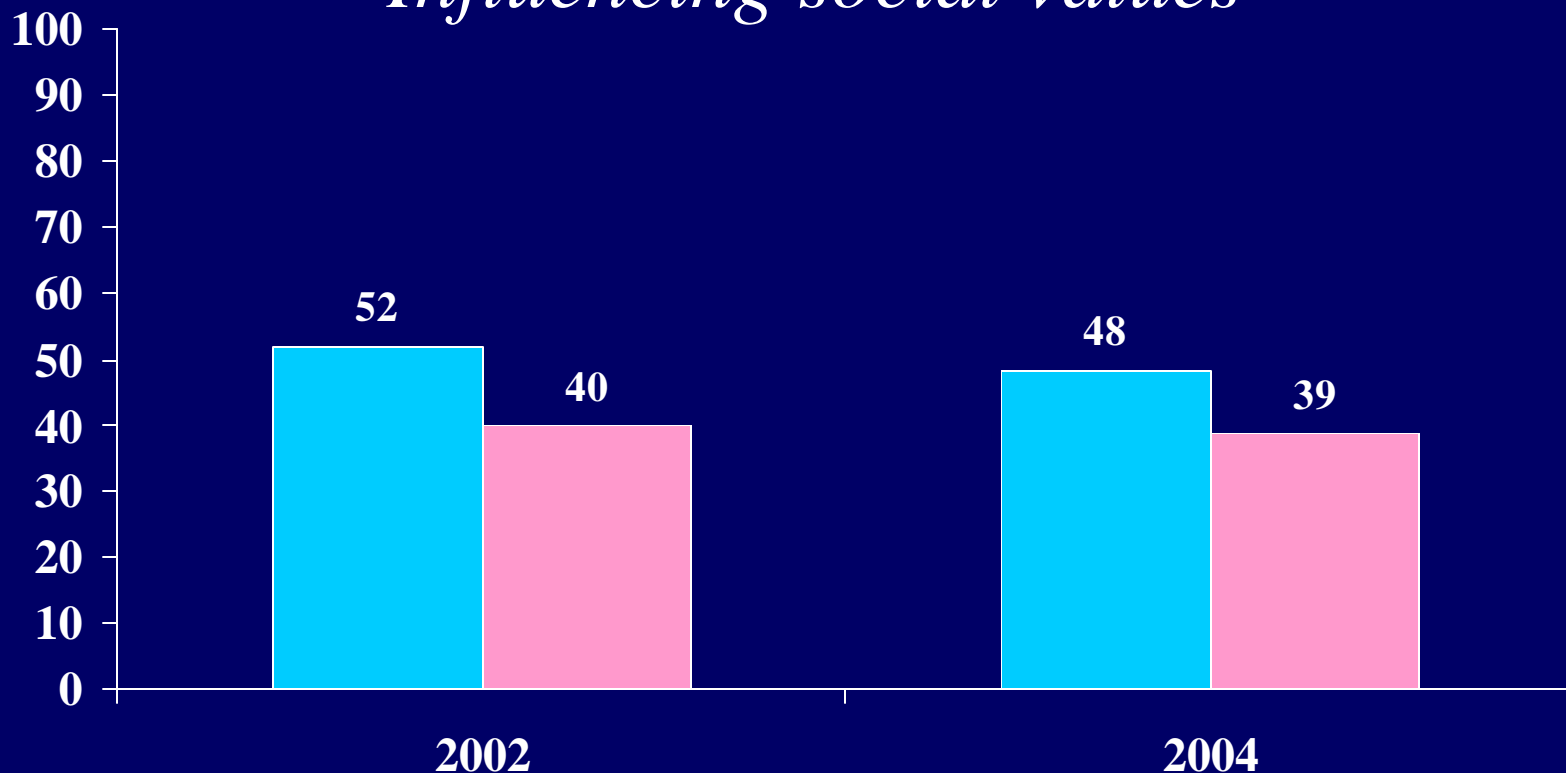
Percent of students who personally consider the following objective to be “essential” or “very important:”

Influencing the political structure



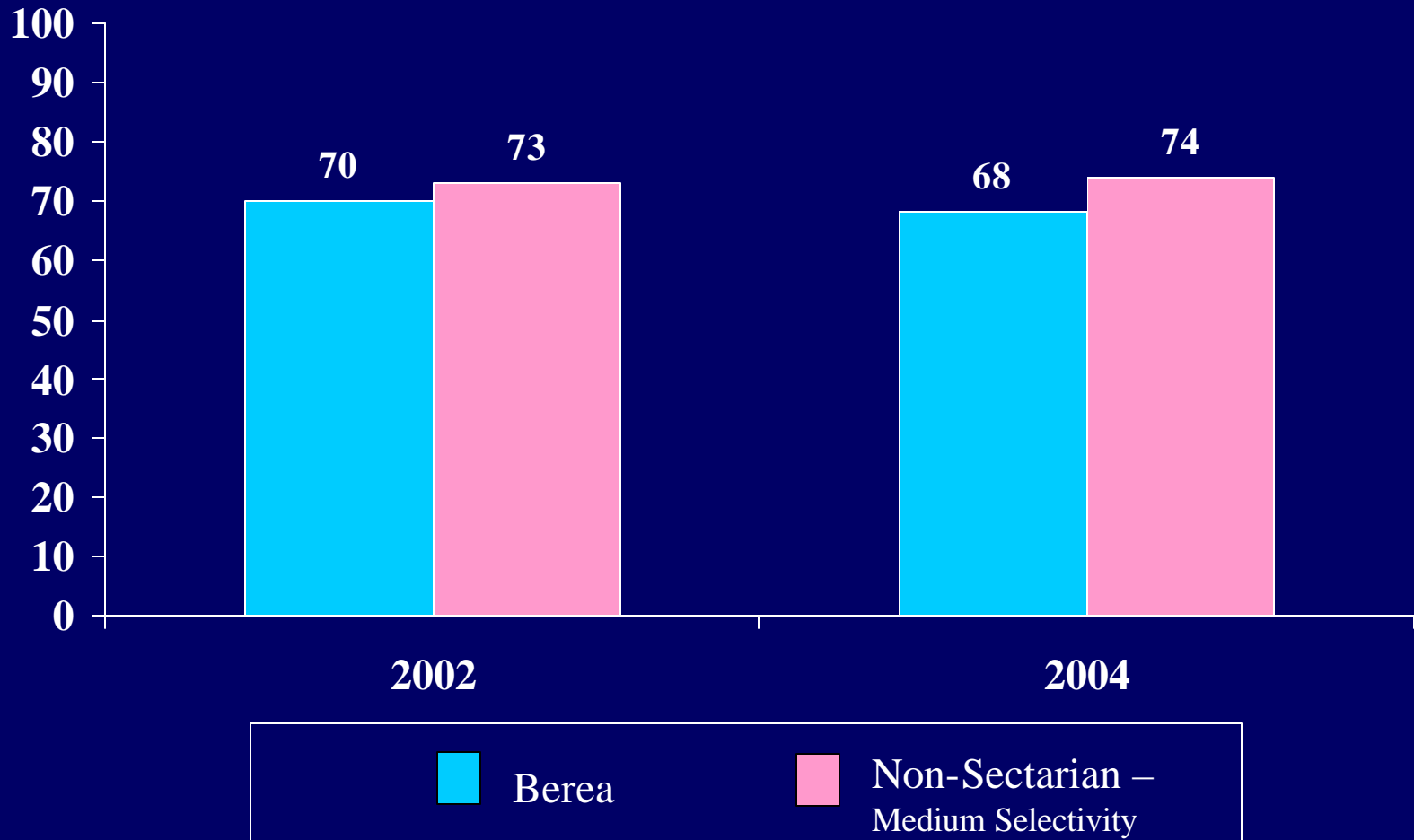
Percent of students who personally consider the following objective to be “essential” or “very important:”

Influencing social values



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

Raising a family



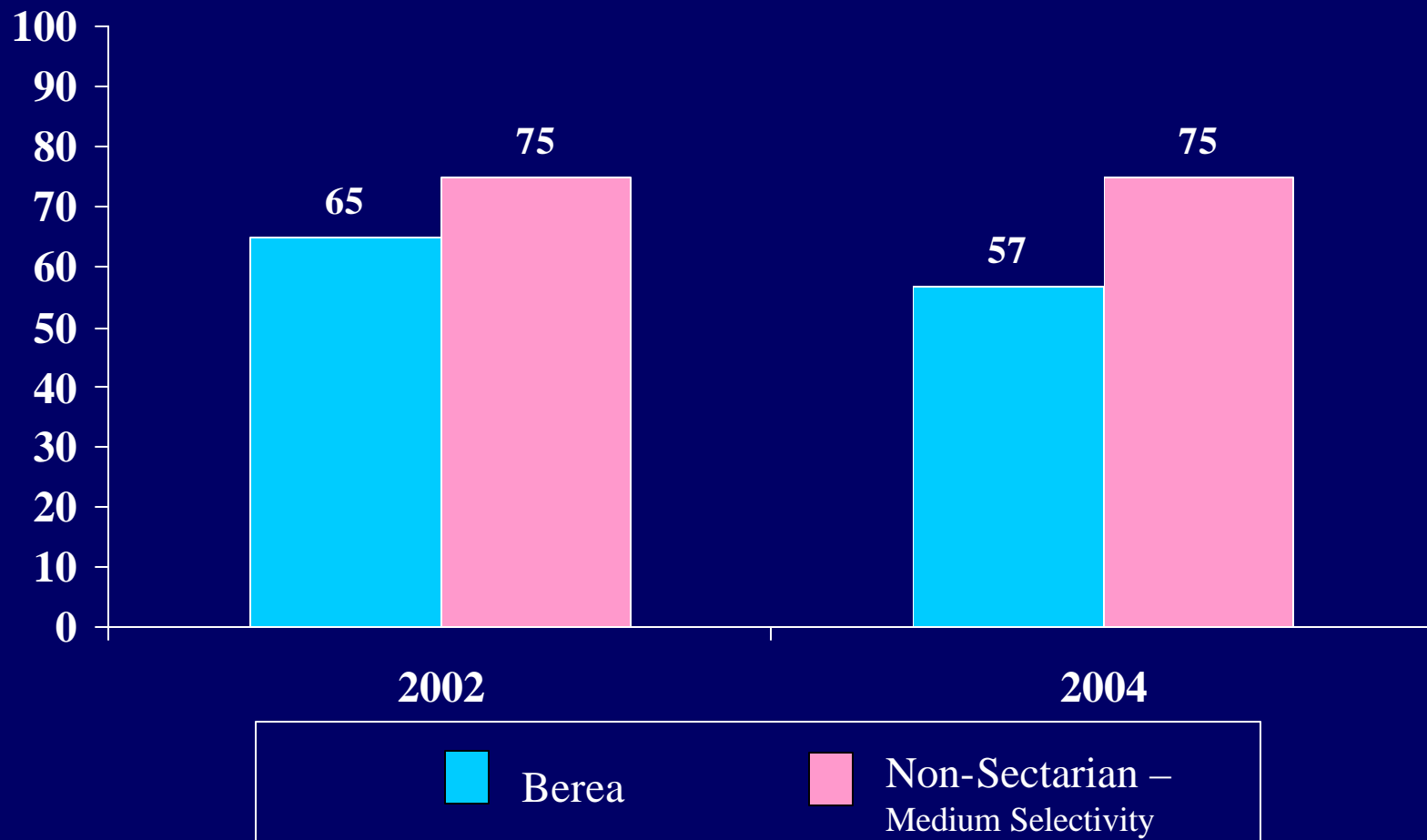
Percent of students who personally consider the following objective to be “essential” or “very important:”

Having administrative responsibility for the work of others



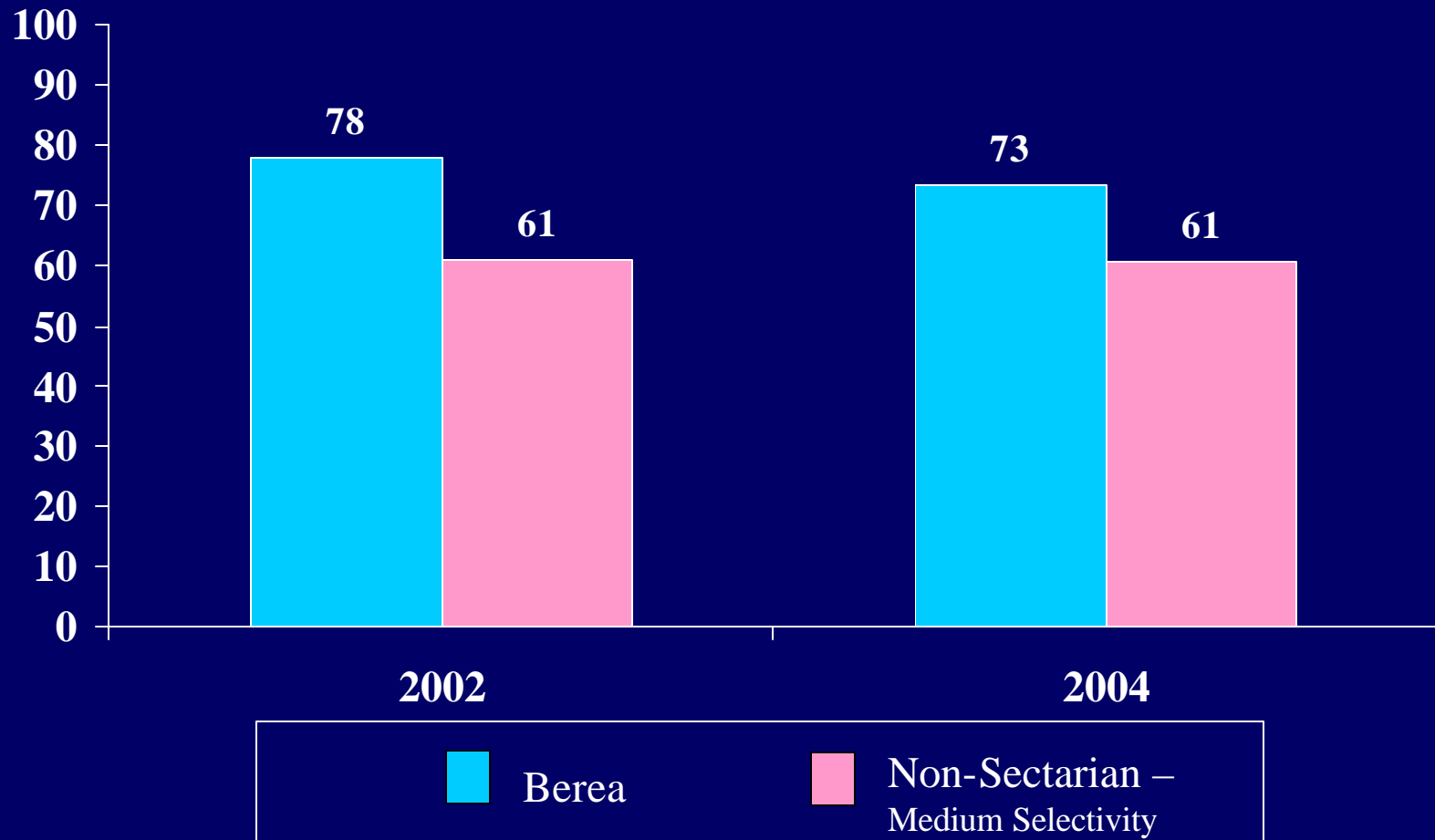
Percent of students who personally consider the following objective
to be “essential” or “very important:”

Being very well off financially



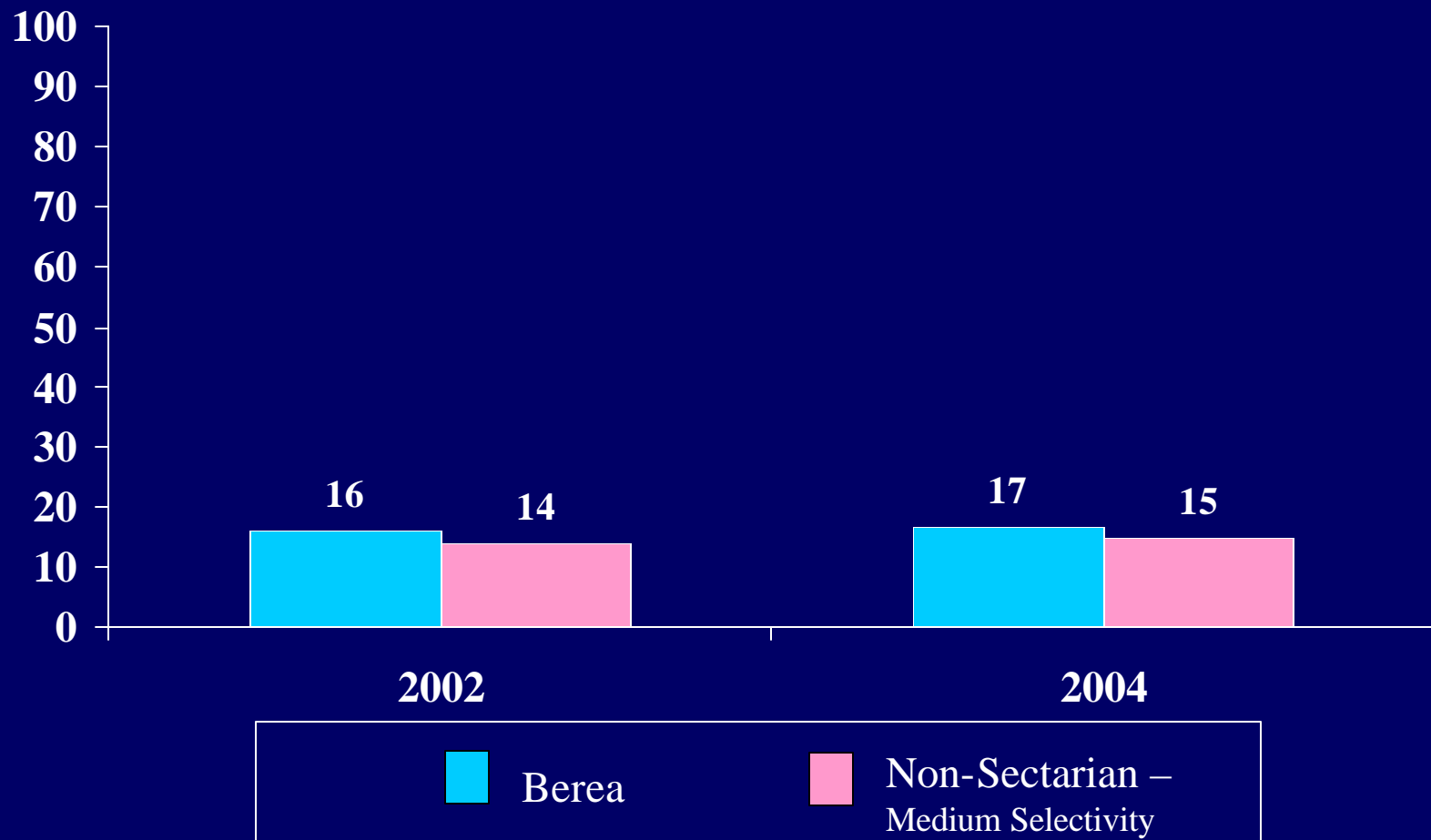
Percent of students who personally consider the following objective to be “essential” or “very important:”

Helping others who are in difficulty



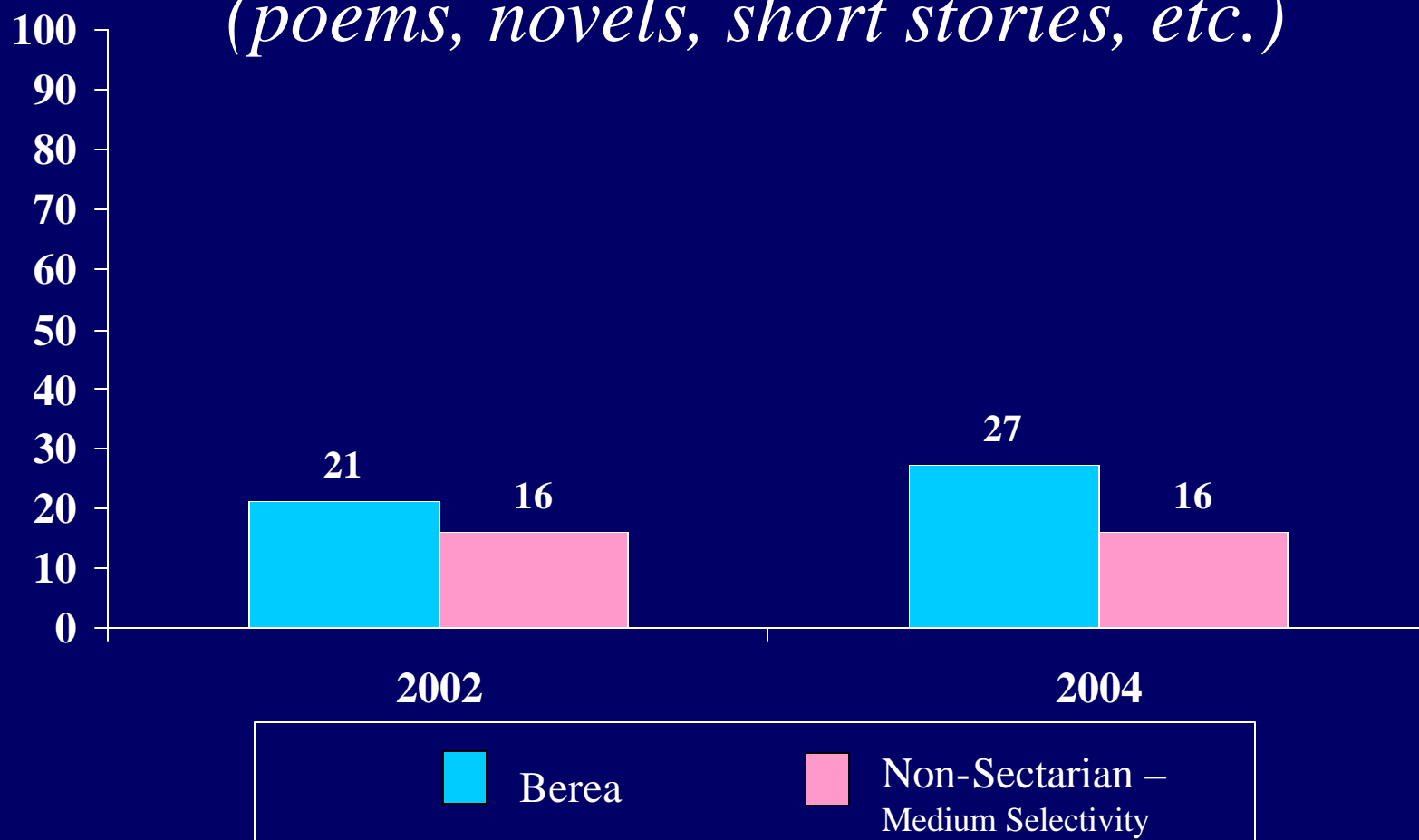
Percent of students who personally consider the following objective
to be “essential” or “very important:”

Making a theoretical contribution to science



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

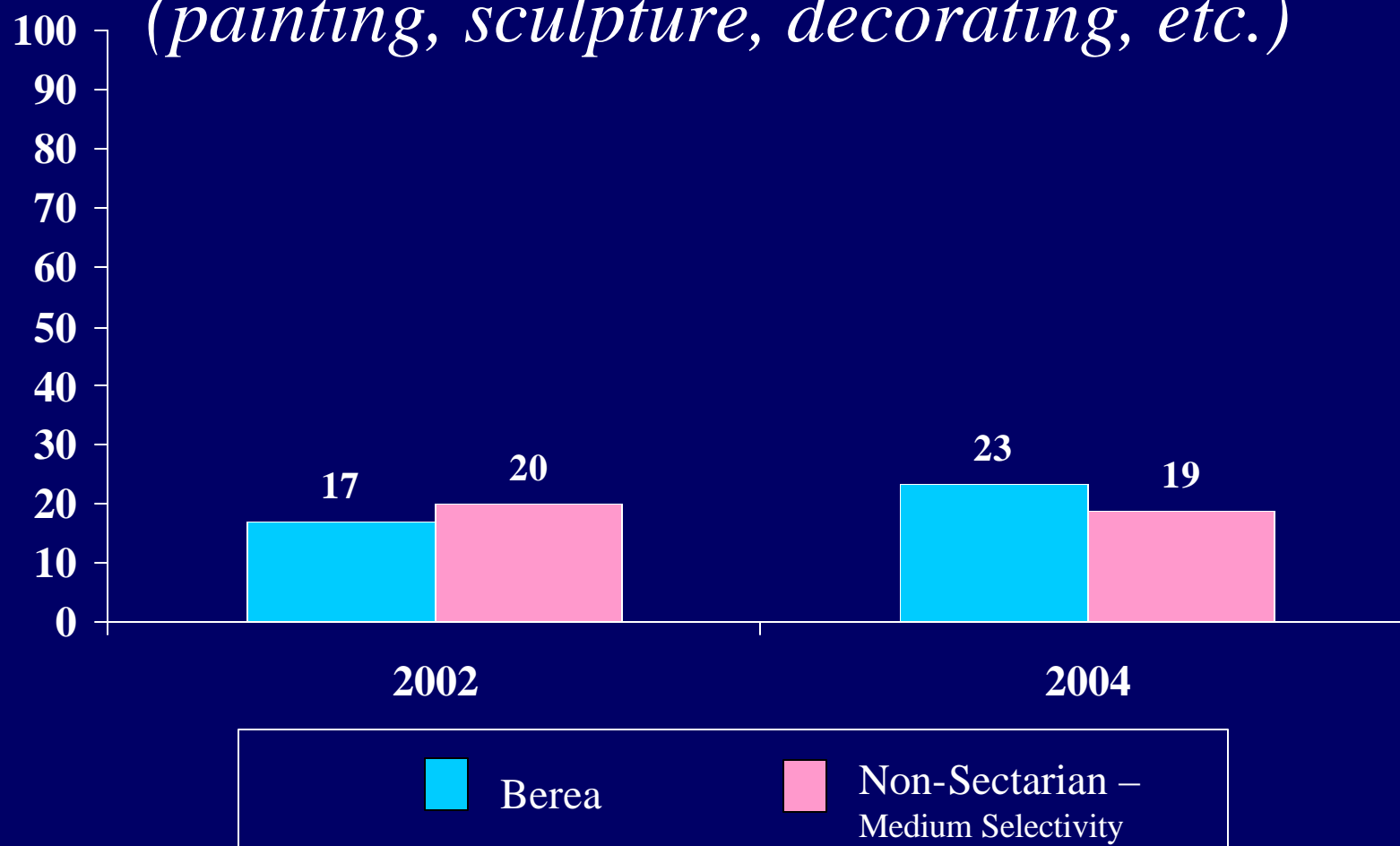
*Writing original works
(poems, novels, short stories, etc.)*



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

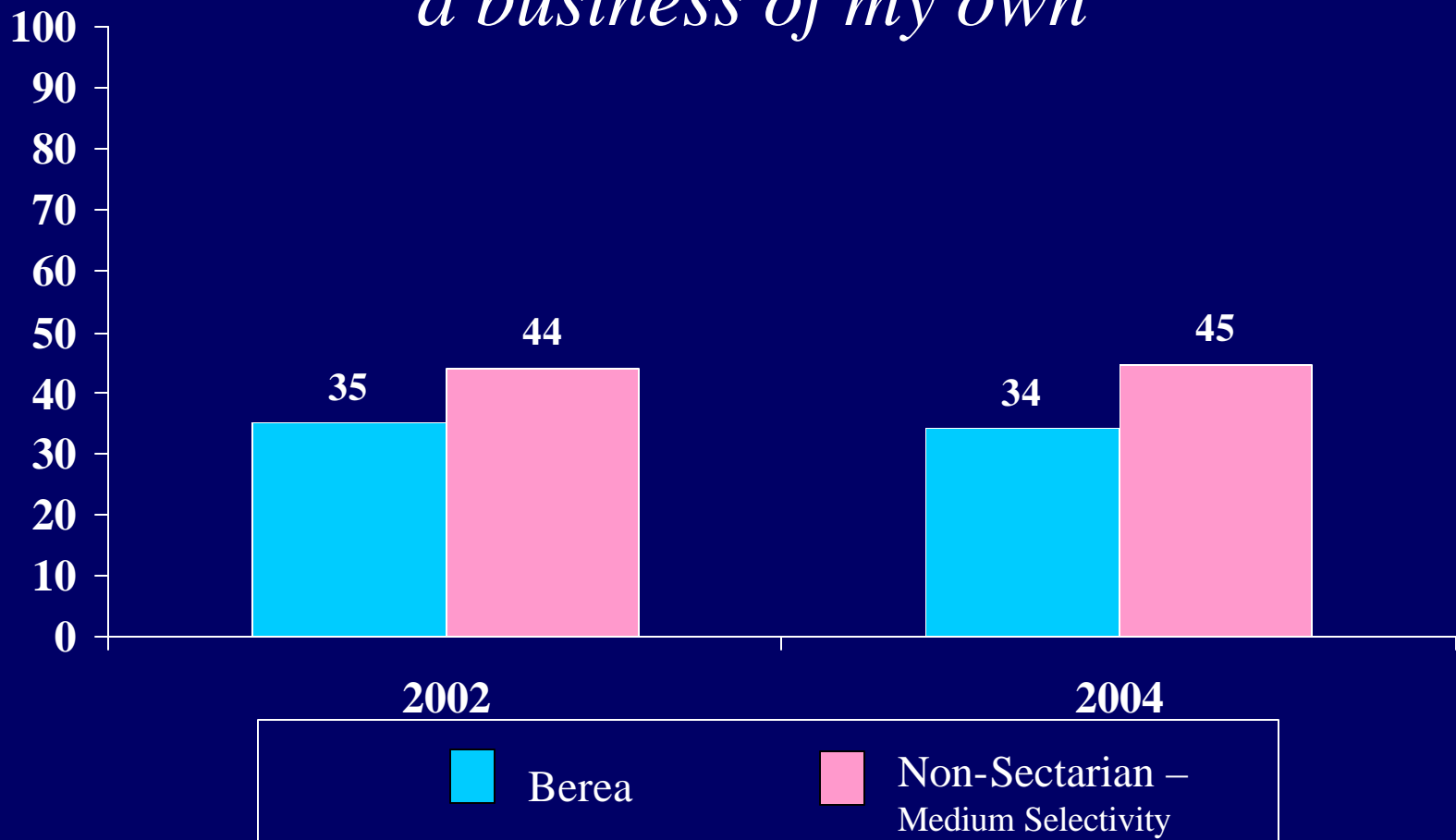
Creating artistic work

(painting, sculpture, decorating, etc.)



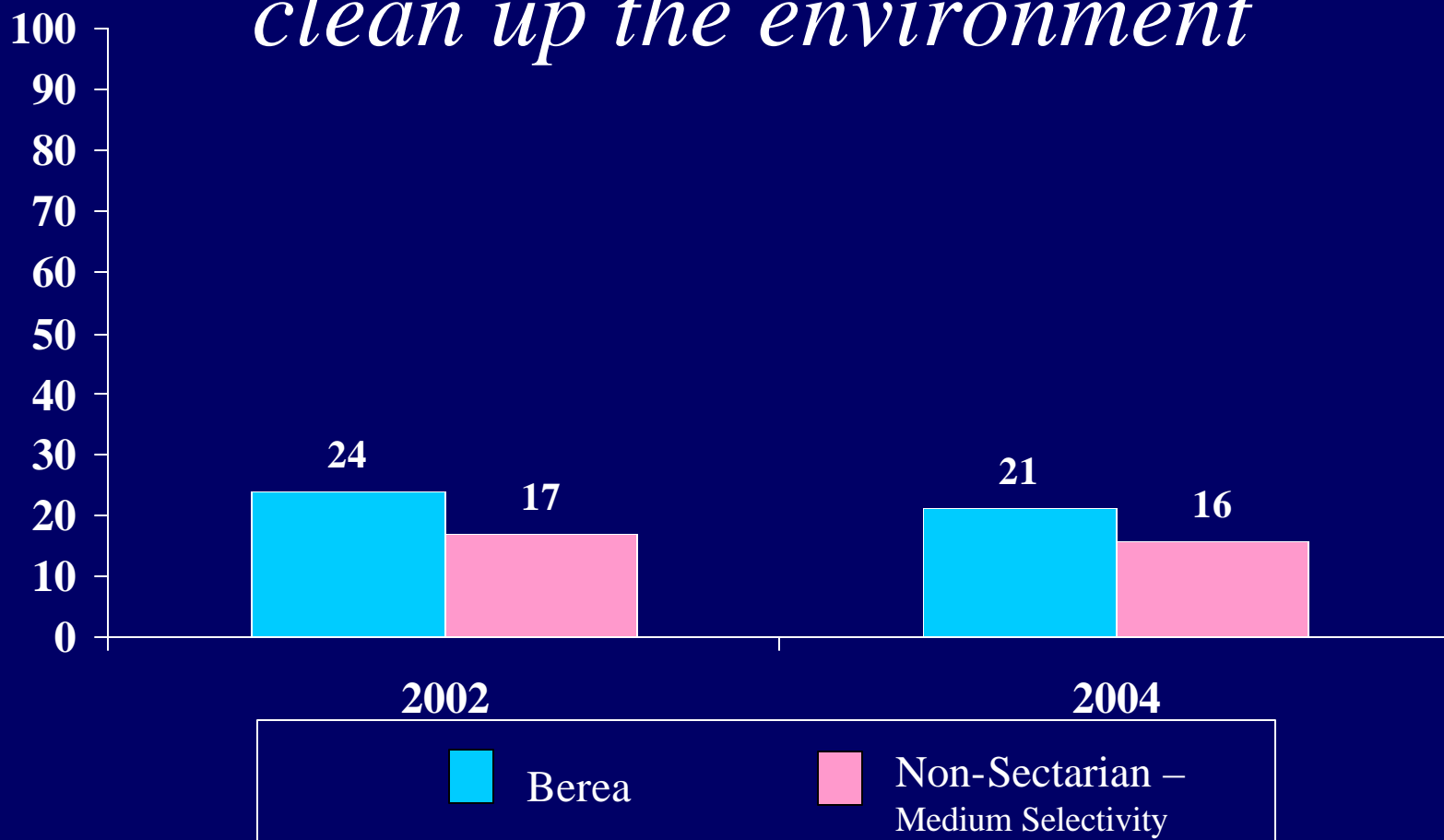
Percent of students who personally consider the following objective to be “essential” or “very important:”

Becoming successful in a business of my own



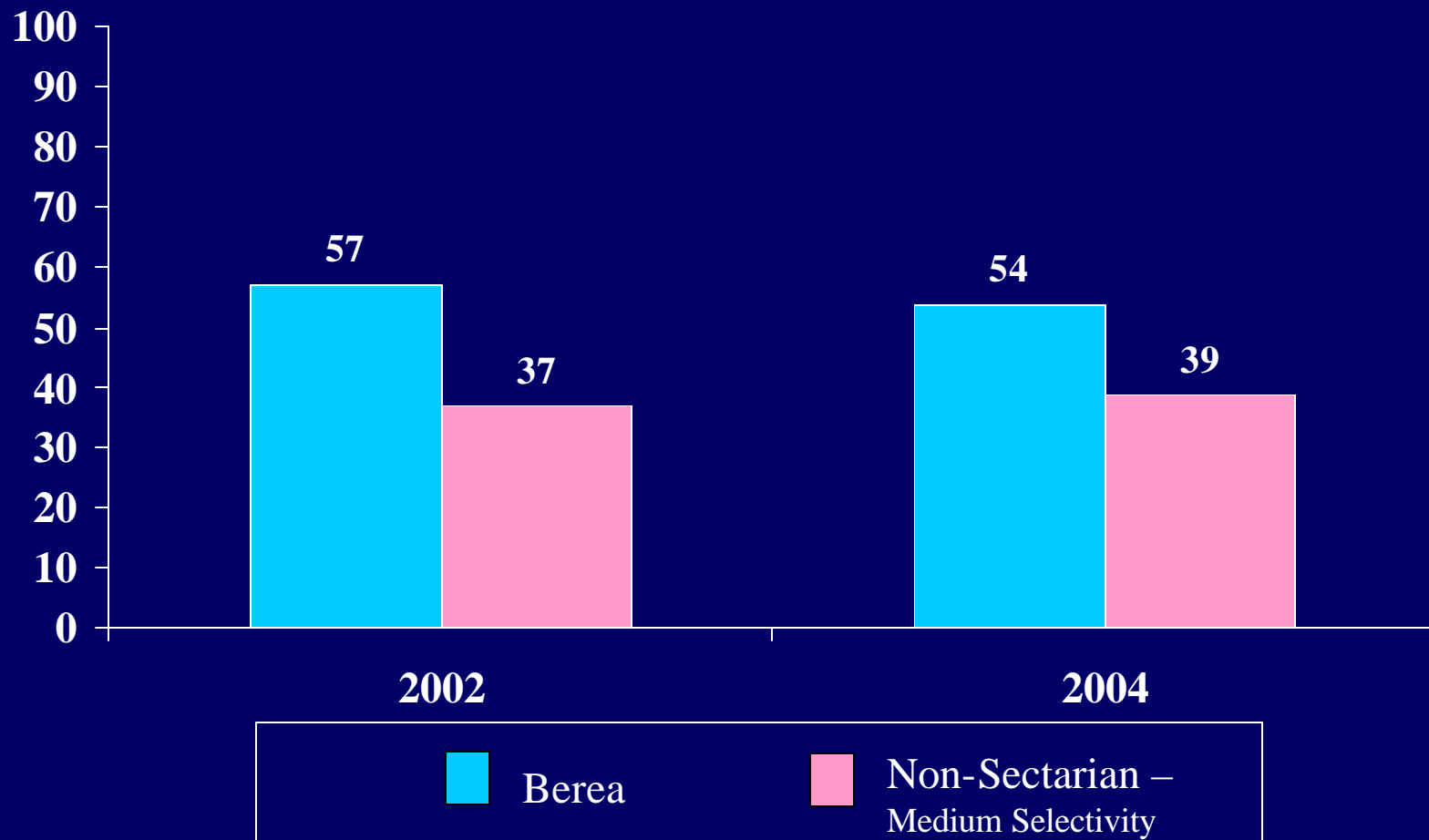
Percent of students who personally consider the following objective to be “essential” or “very important:”

Becoming involved in programs to clean up the environment



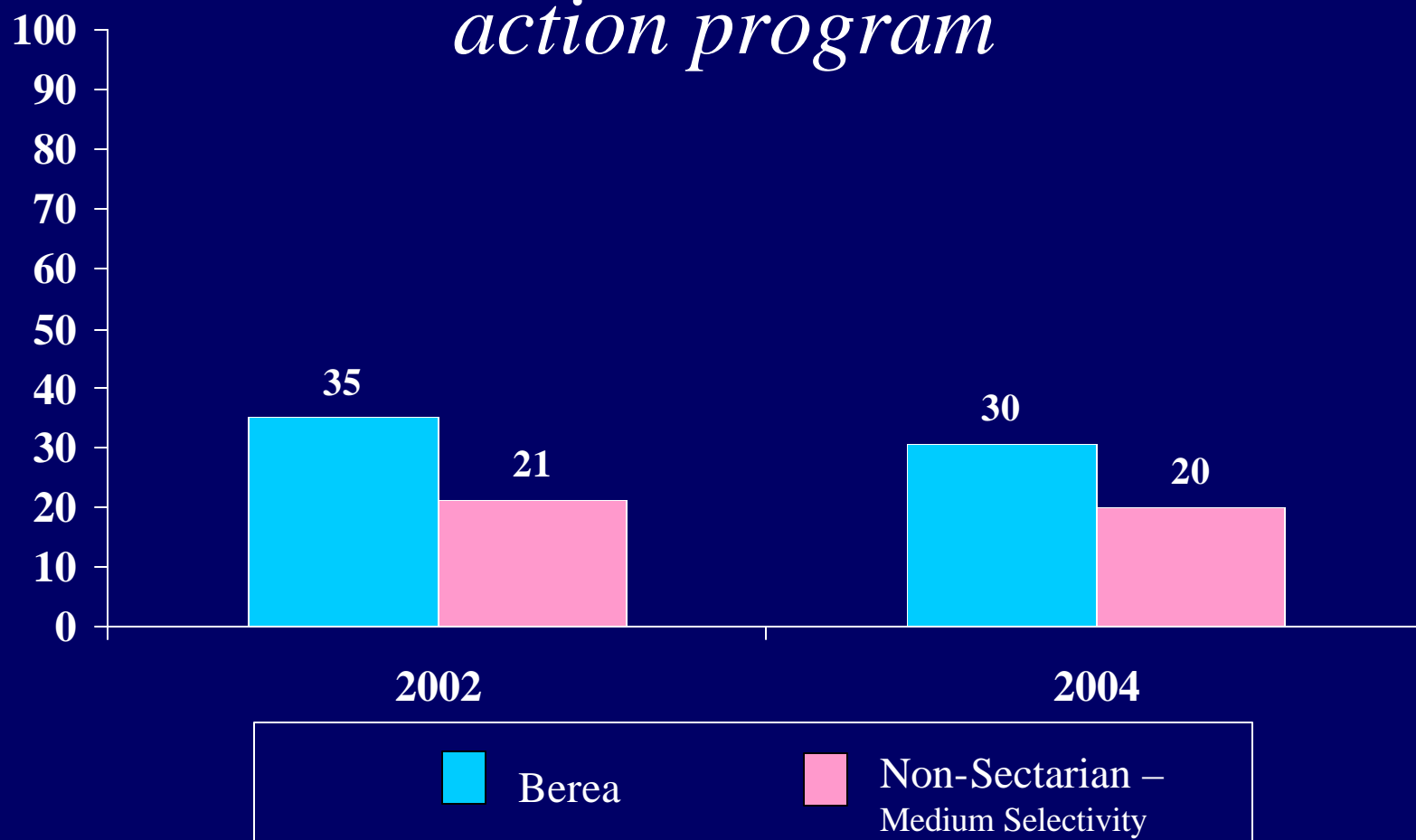
Percent of students who personally consider the following objective
to be “essential” or “very important:”

Developing a meaningful philosophy of life



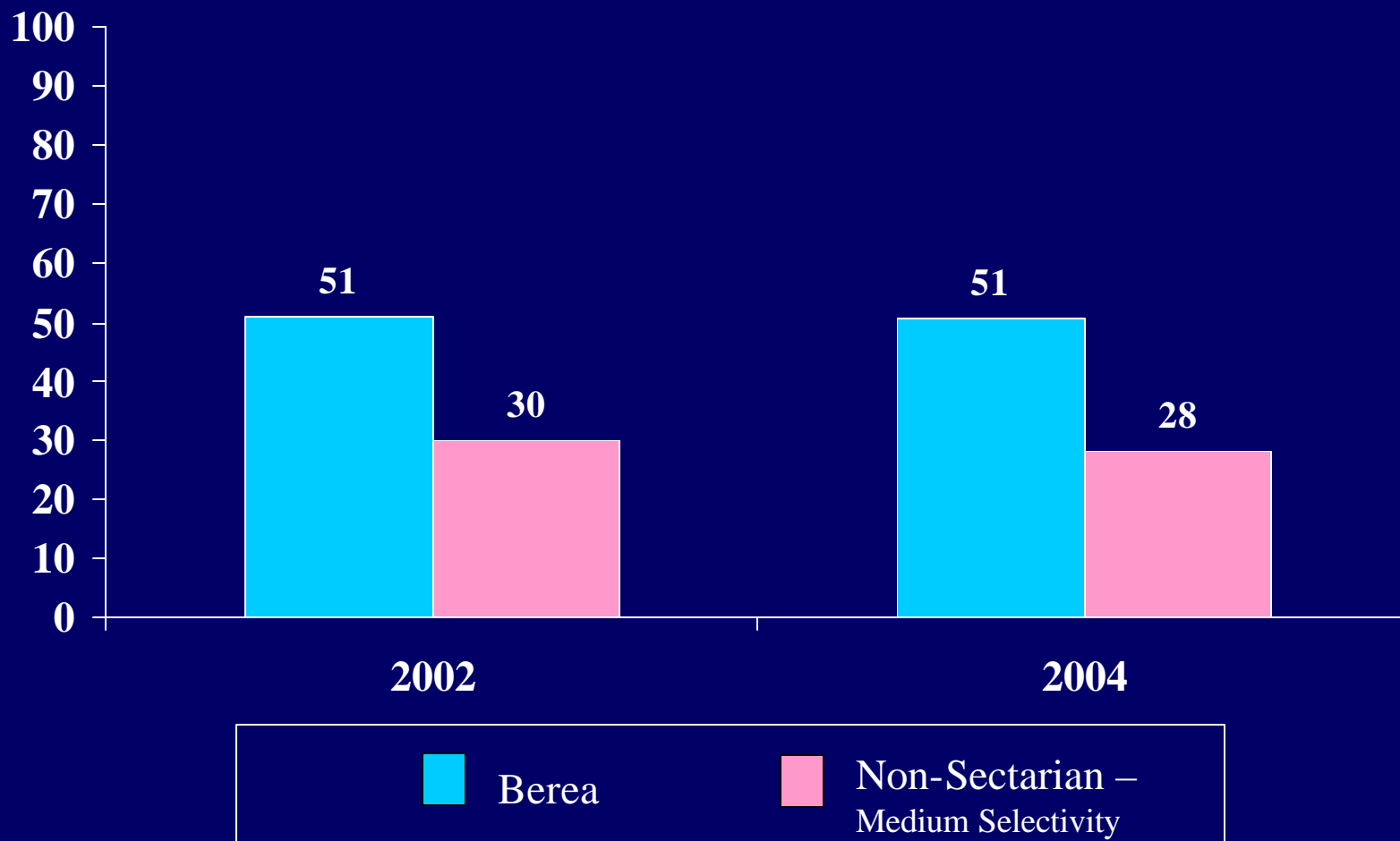
Percent of students who personally consider the following objective to be “essential” or “very important:”

Participating in a community action program



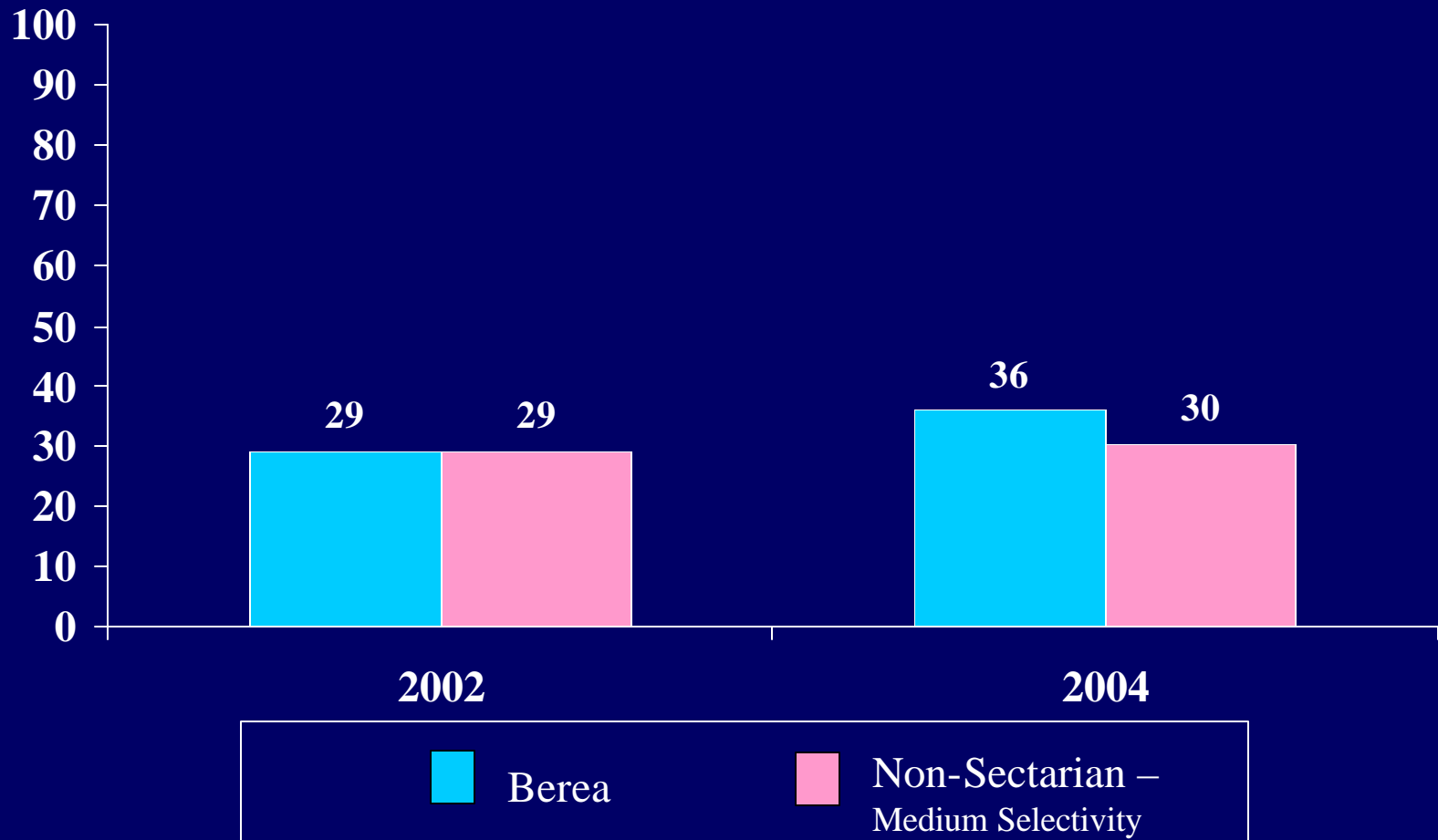
Percent of students who personally consider the following objective to be “essential” or “very important:”

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



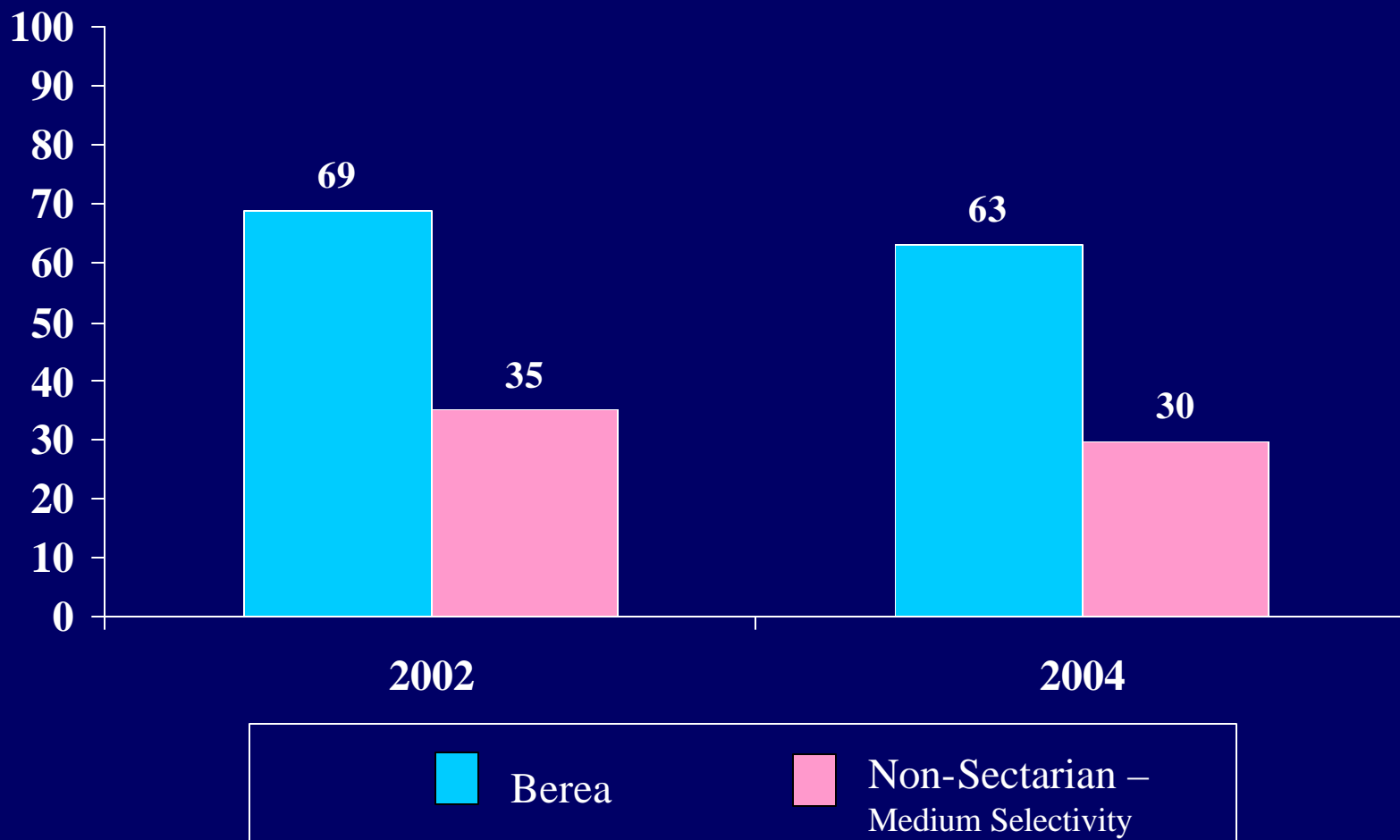
Percent of students who personally consider the following objective to be “essential” or “very important:”

Becoming a community leader



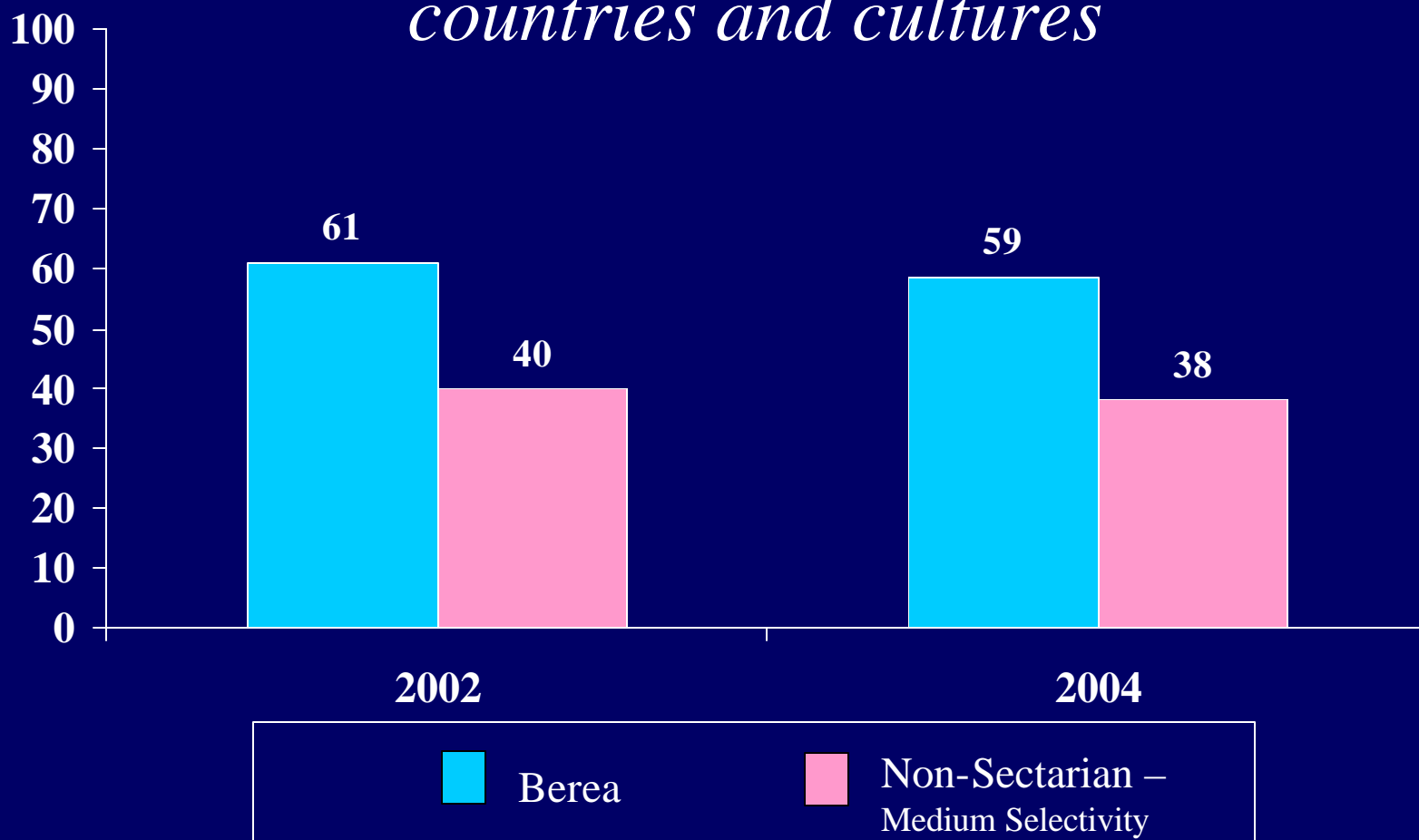
Percent of students who personally consider the following objective to be “essential” or “very important:”

Integrating spirituality into my life



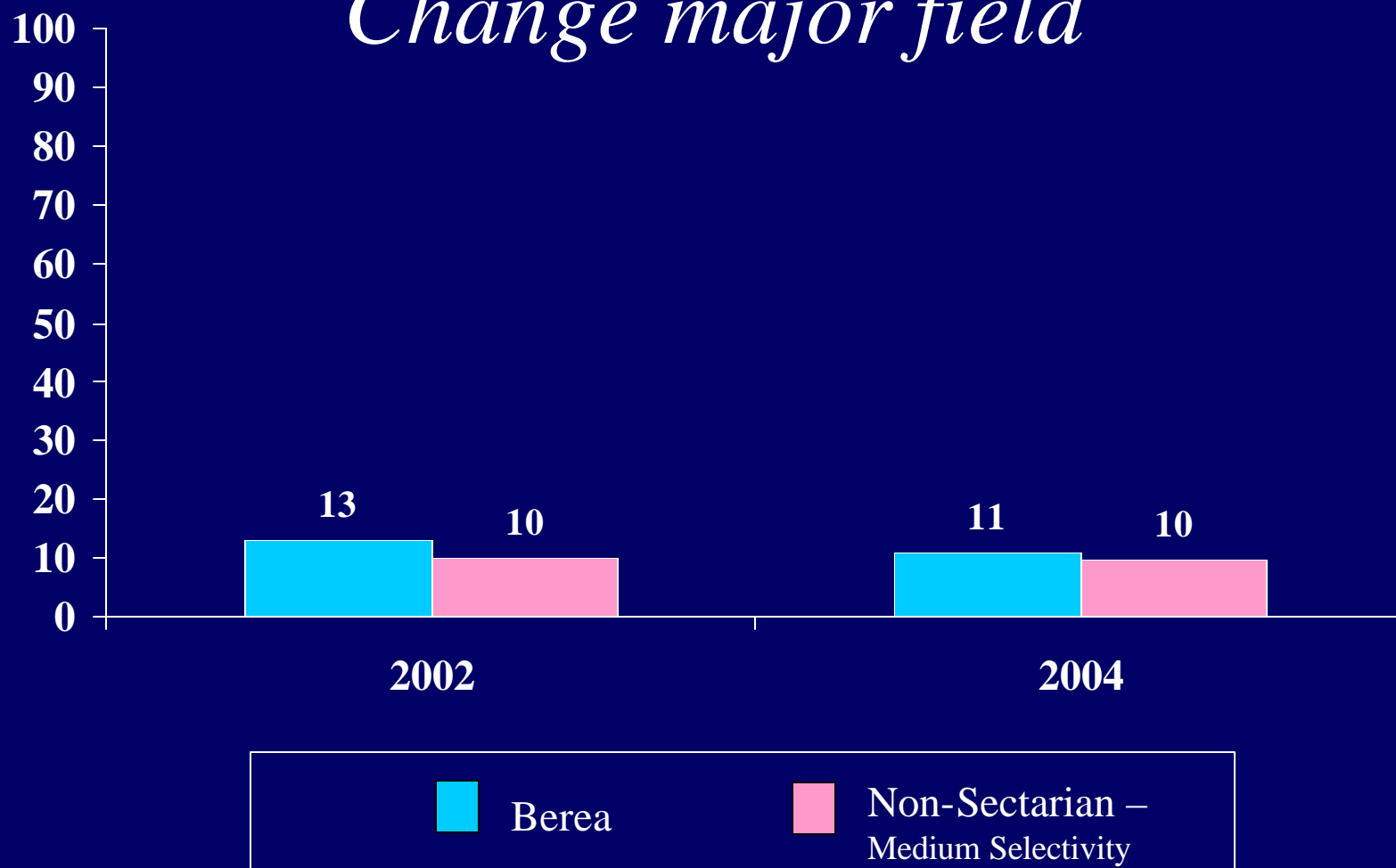
Percent of students who personally consider the following objective to be “essential” or “very important:”

Improving my understanding of other countries and cultures



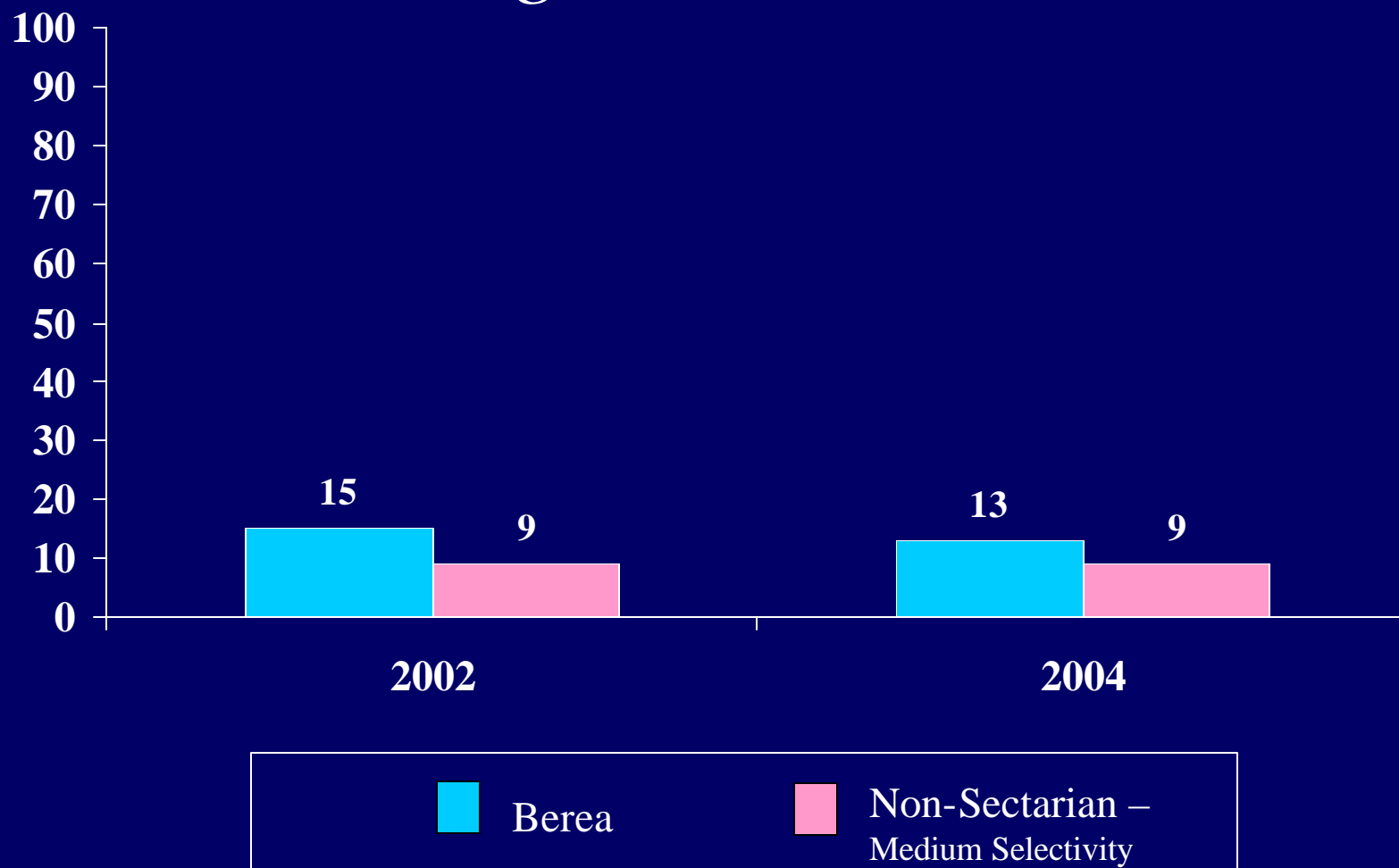
Percent of students who estimate that chances are “very good” that he or she will

Change major field



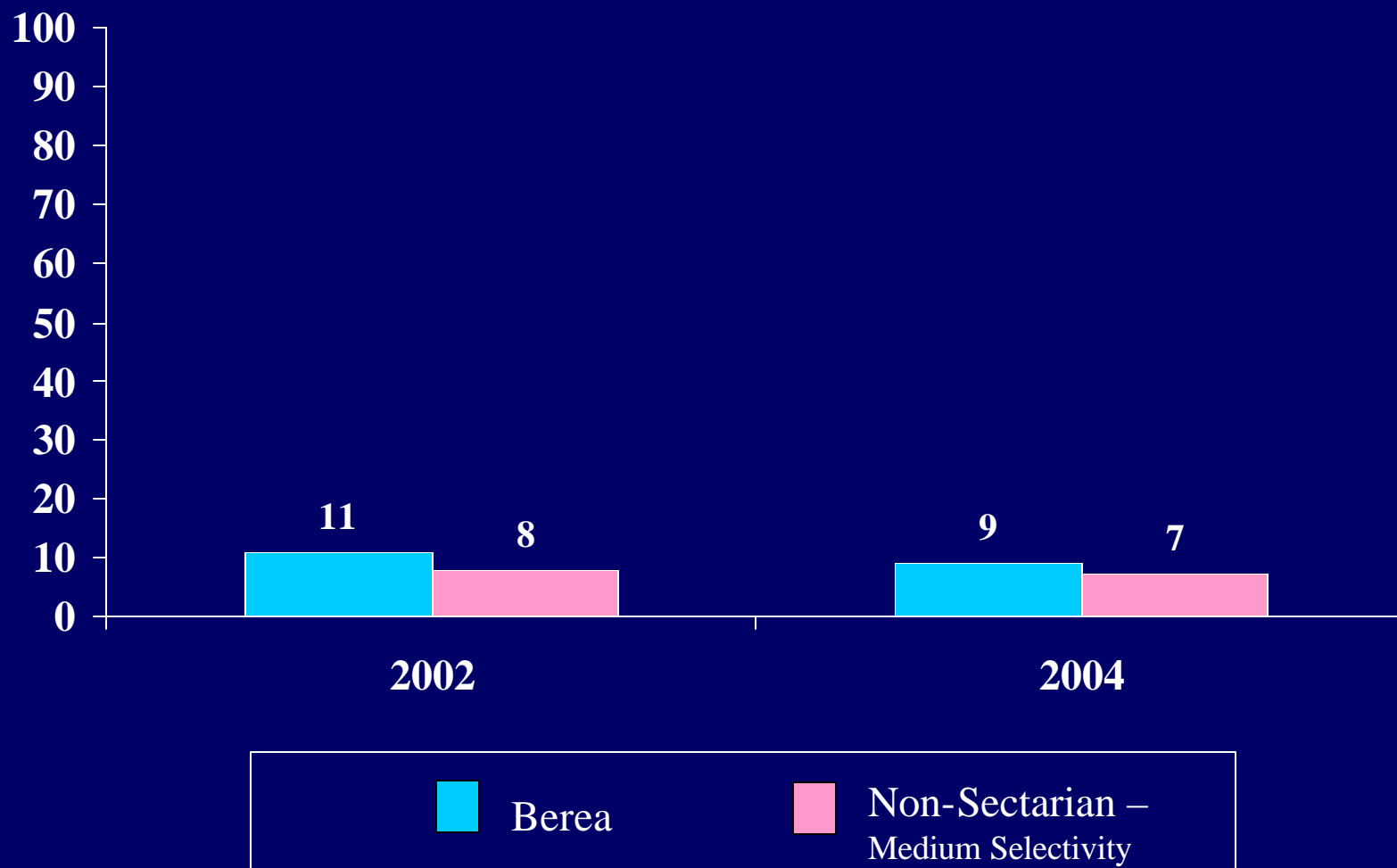
Percent of students who estimate that chances are “very good” that he or she will

Change career choice



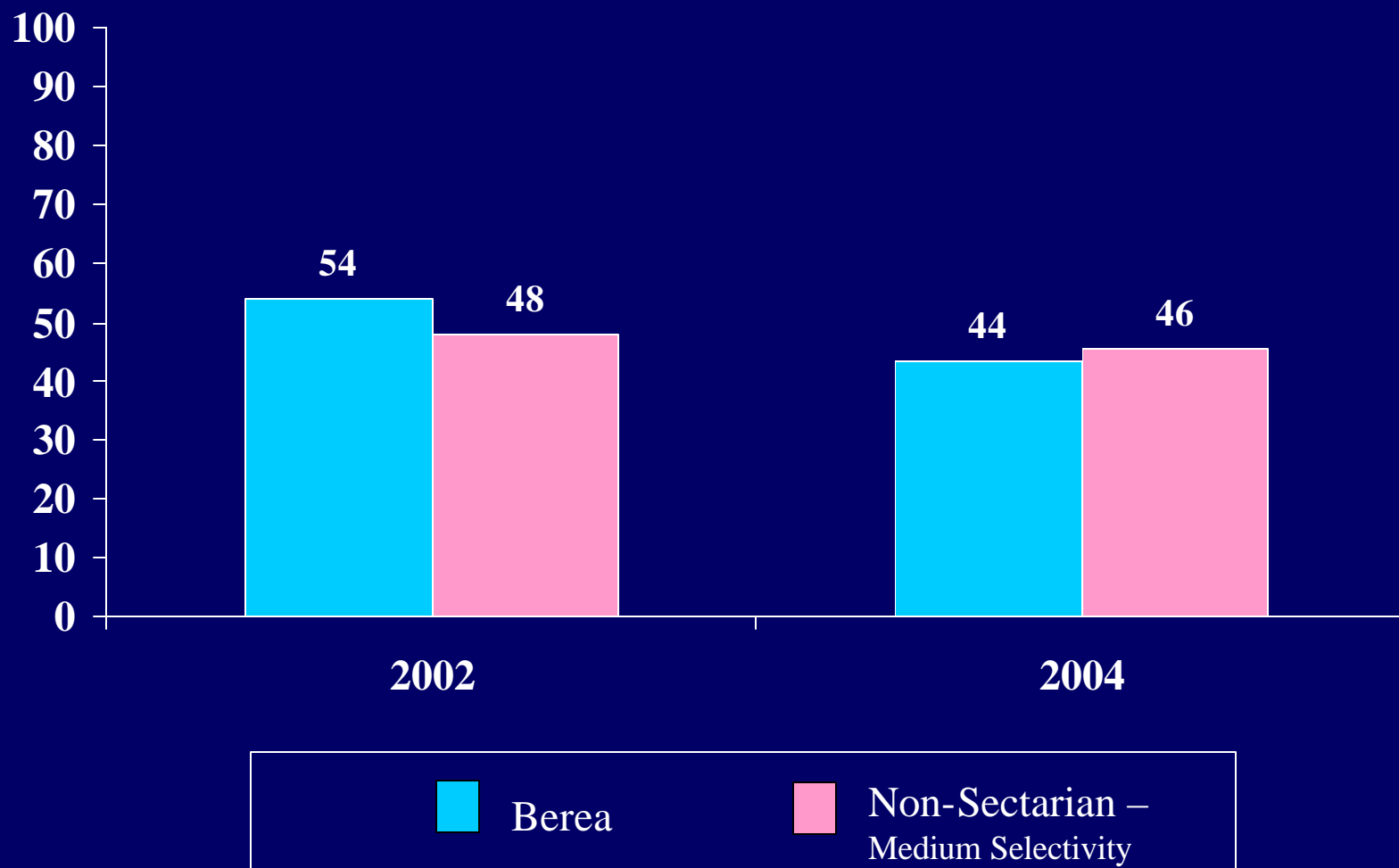
Percent of students who estimate that chances are “very good” that he or she will

Participate in student government



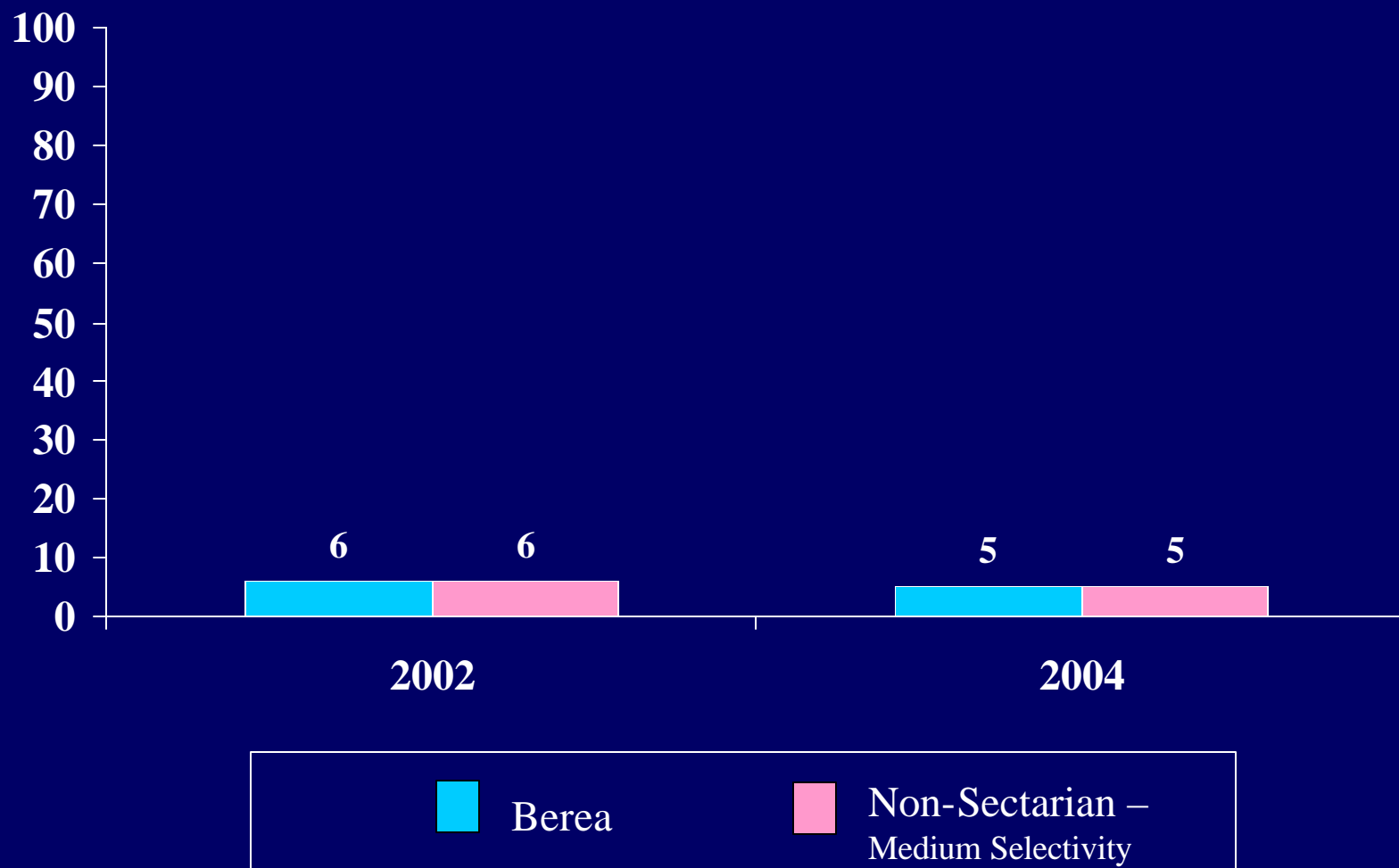
Percent of students who estimate that chances are “very good” that he or she will

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



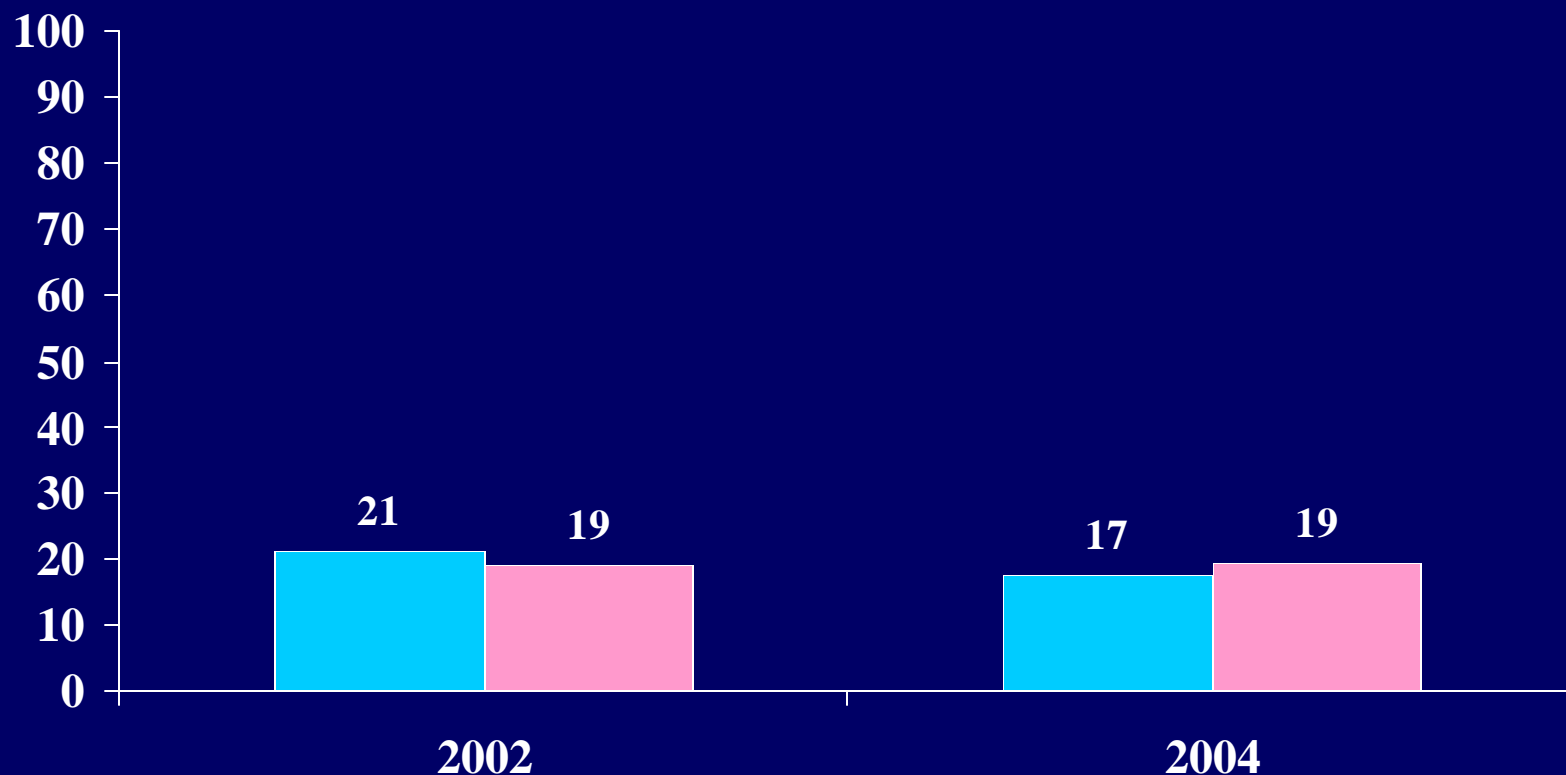
Percent of students who estimate that chances are “very good” that he or she will

Join a social fraternity or sorority



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

Play varsity/intercollegiate athletics

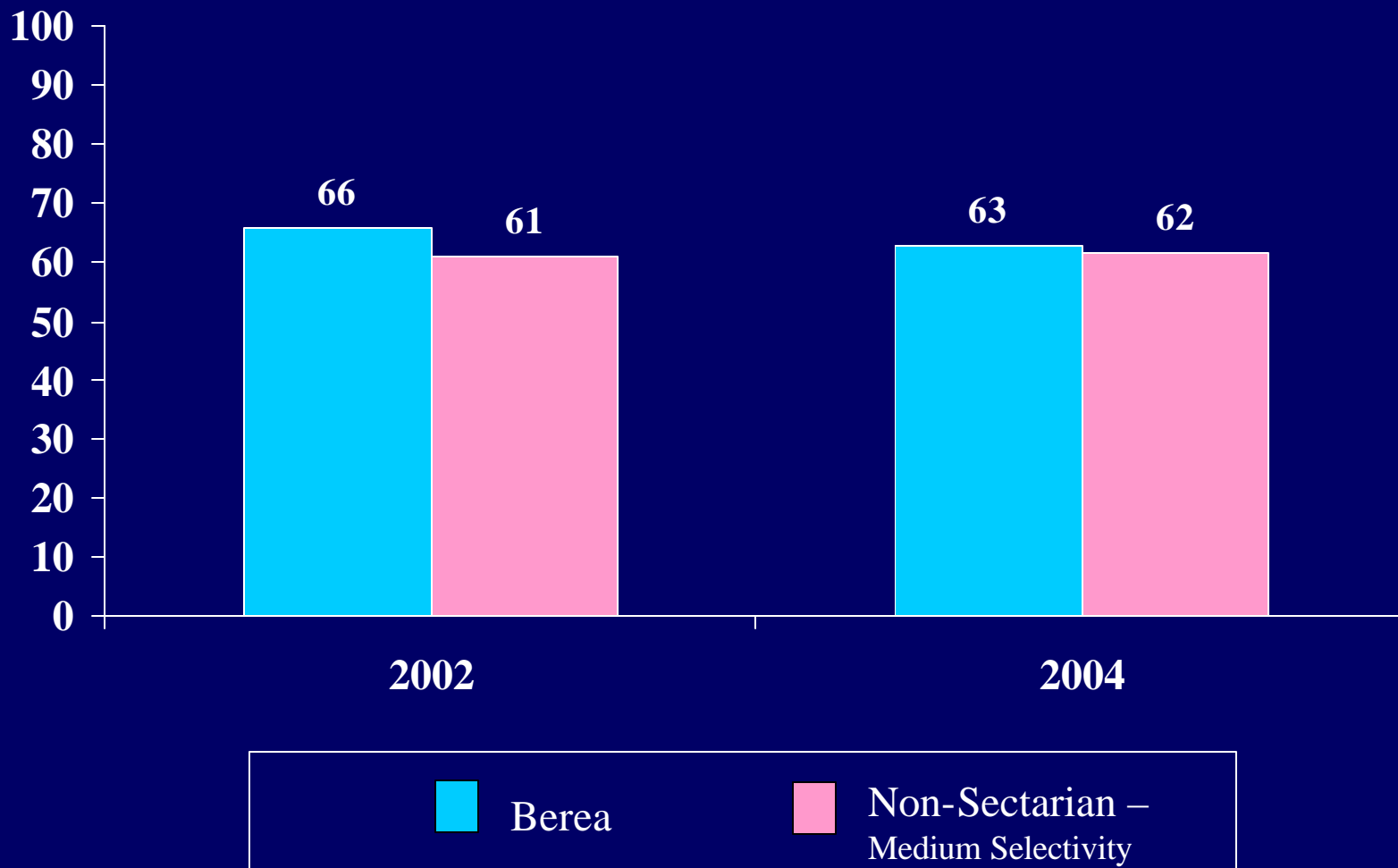


 Berea

 Non-Sectarian –
Medium Selectivity

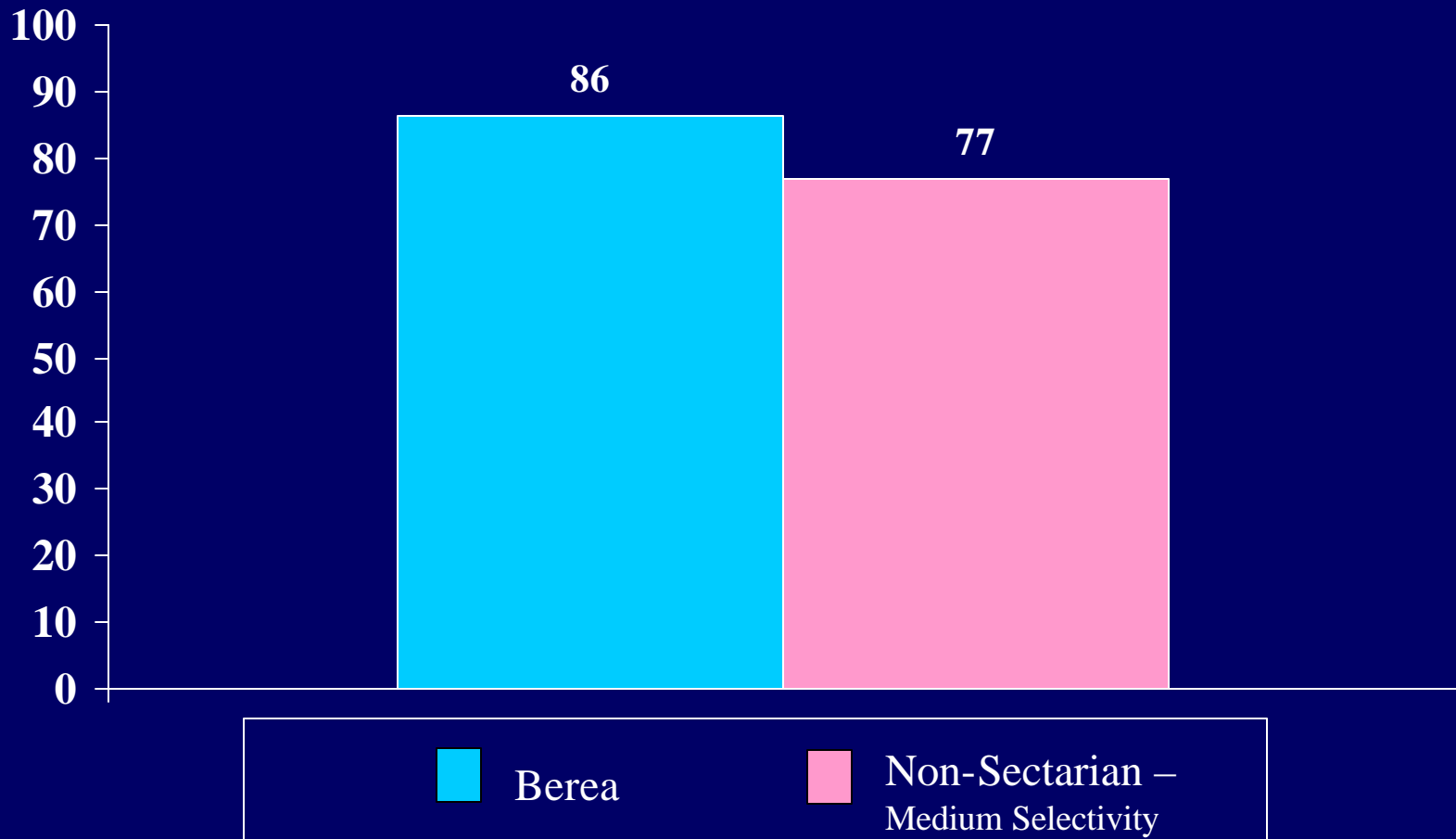
Percent of students who estimate that chances are “very good” that he or she will

Make at least a “B” average



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

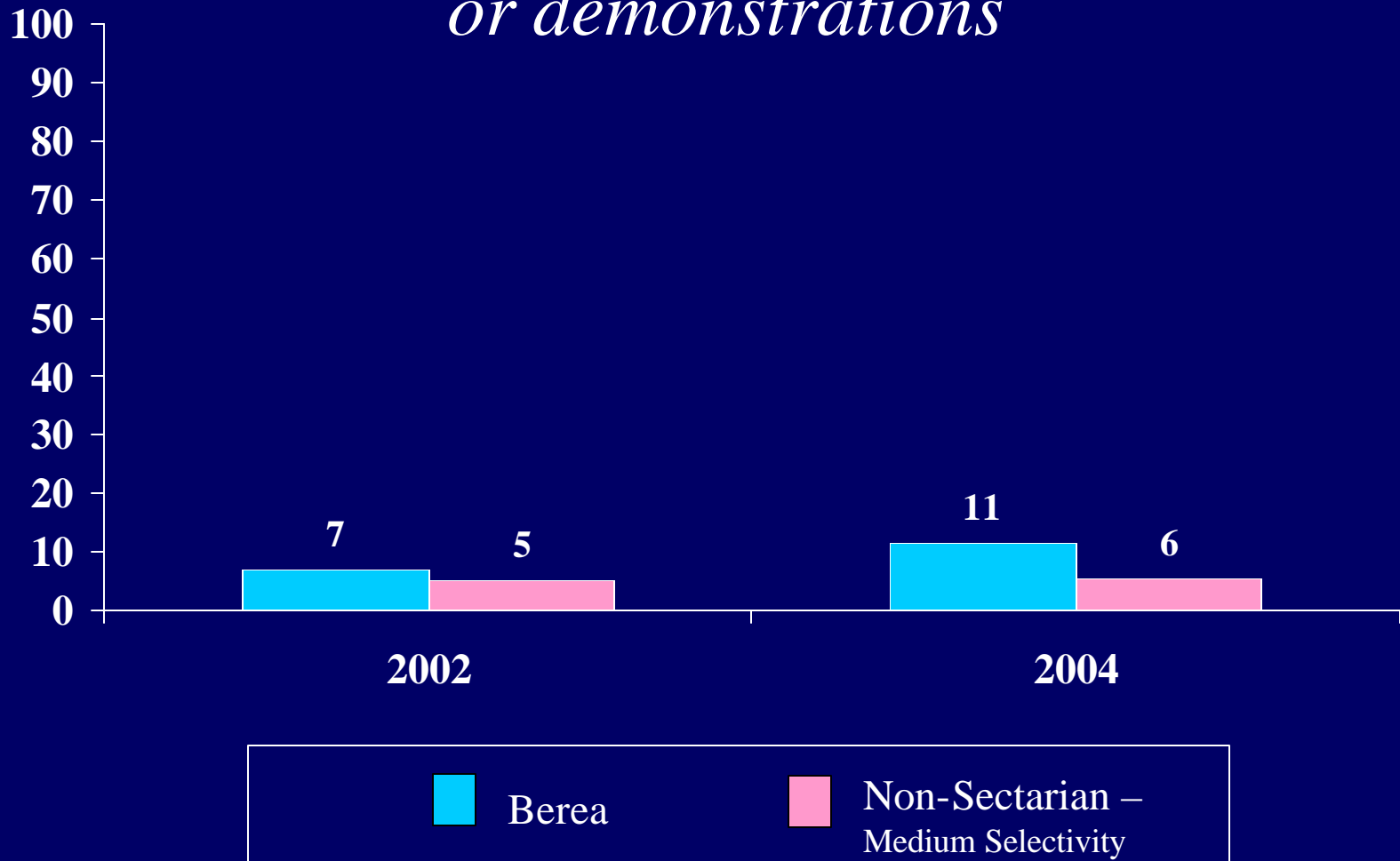
Get a bachelor’s degree (B.A., B.S., etc.)



This item was on the 2002 CIRP survey but was not on the 2004 CIRP.

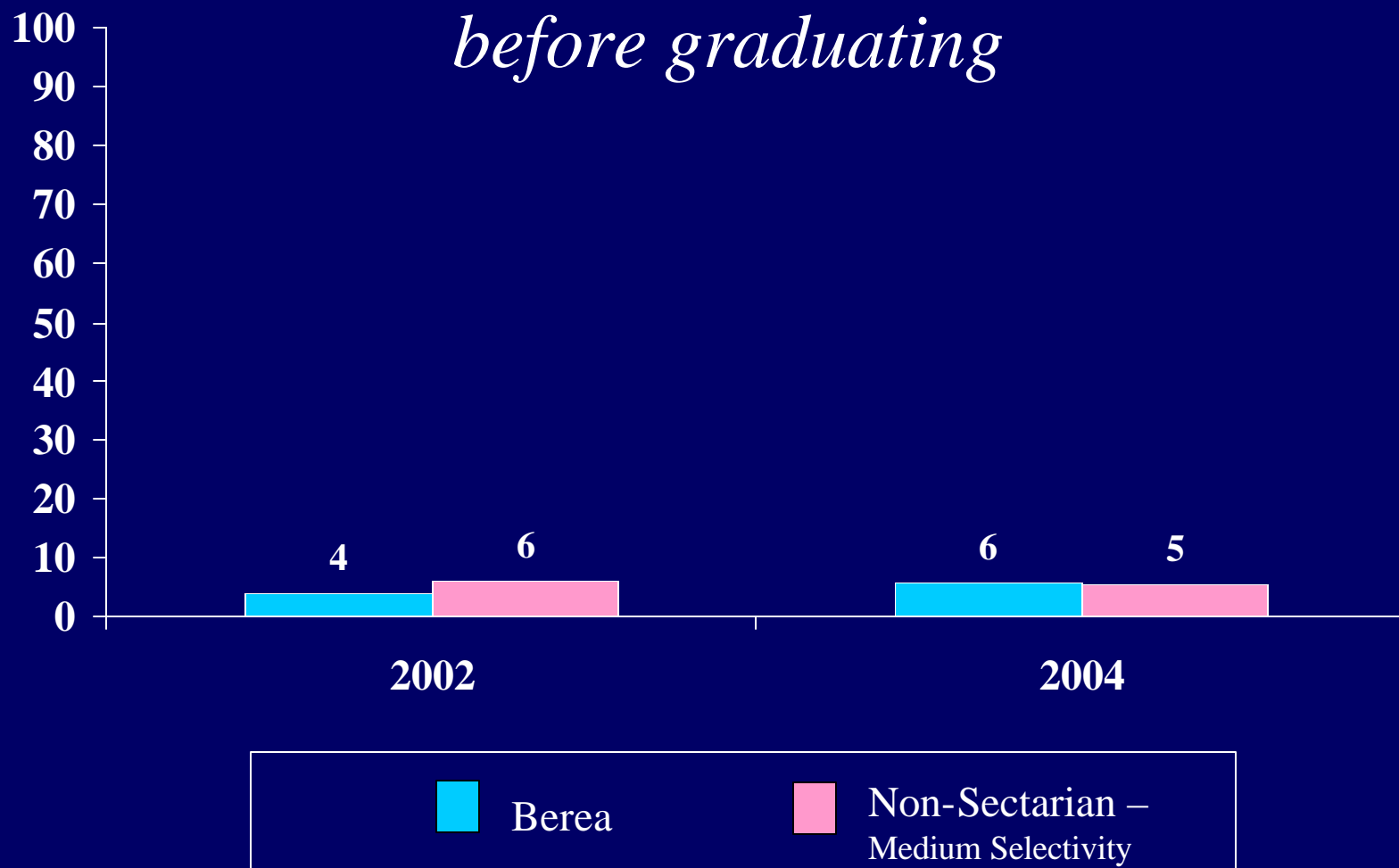
Percent of students who estimate that chances are “very good” that he or she will

*Participate in student protests
or demonstrations*



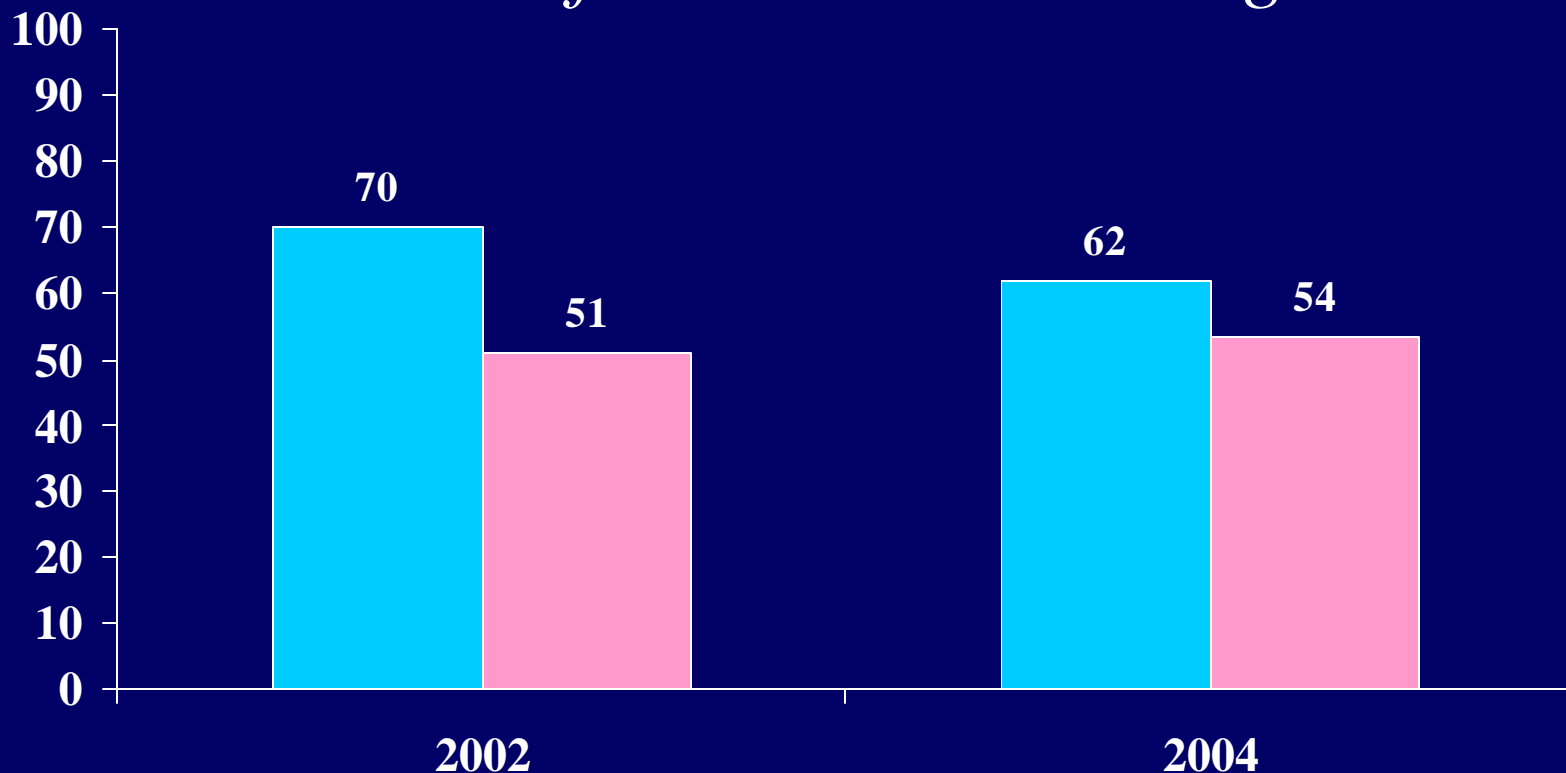
Percent of students who estimate that chances are “very good” that he or she will

*Transfer to another college
before graduating*



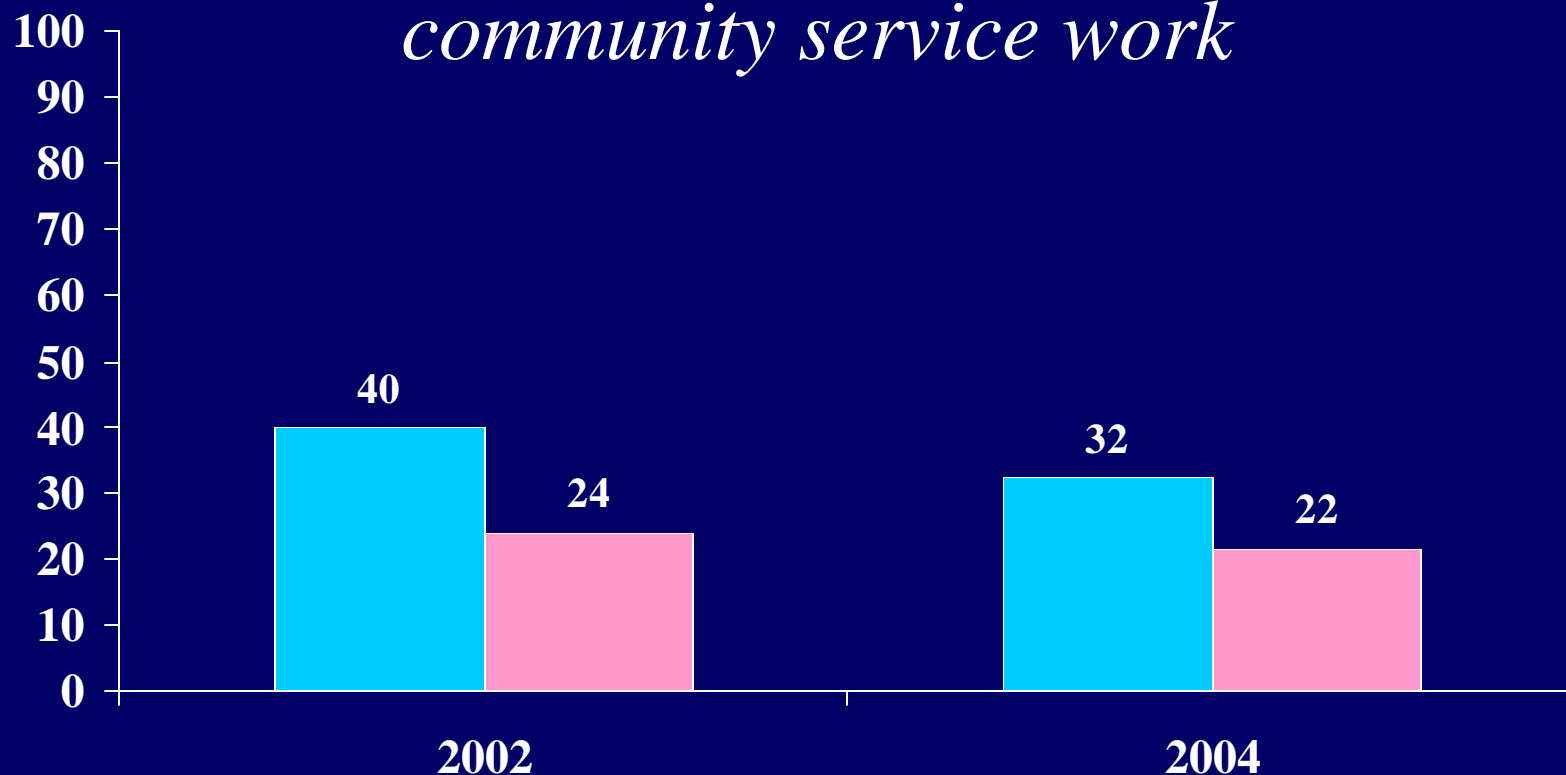
Percent of students who estimate that chances are “very good” that he or she will

Be satisfied with their college



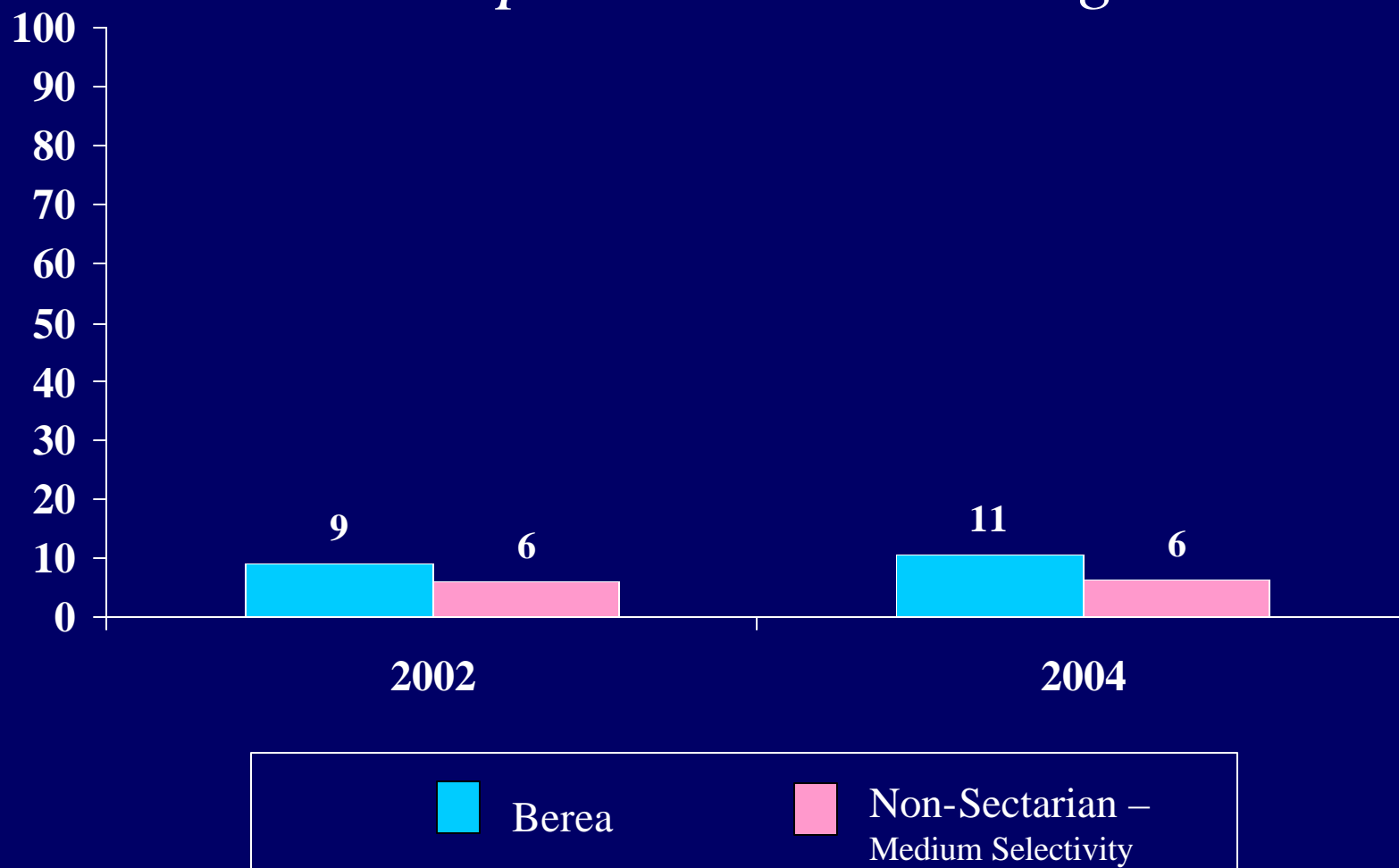
Percent of students who estimate that chances are “very good” that he or she will

*Participate in volunteer or
community service work*

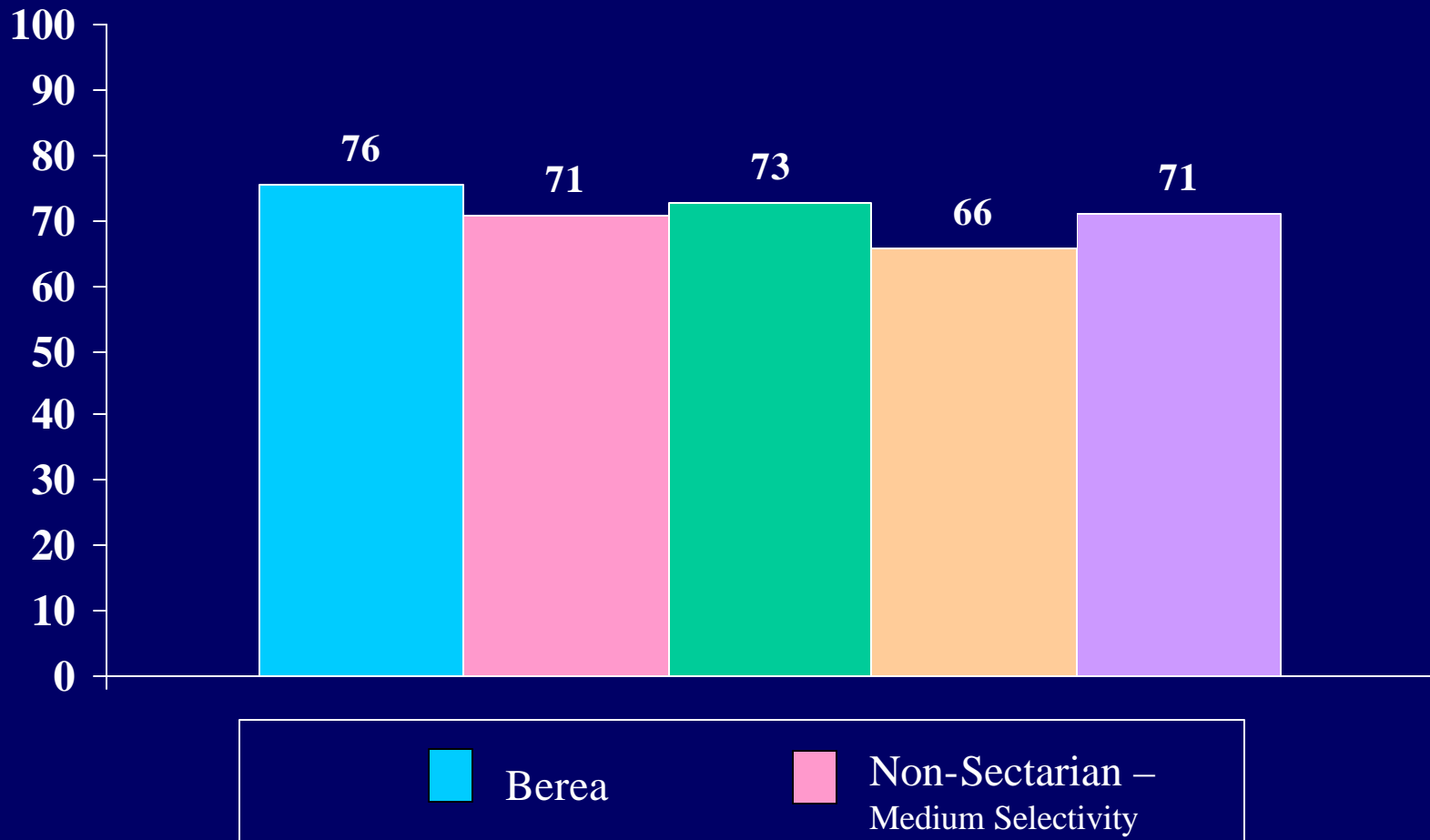


Percent of students who estimate that chances are “very good” that he or she will

Seek personal counseling

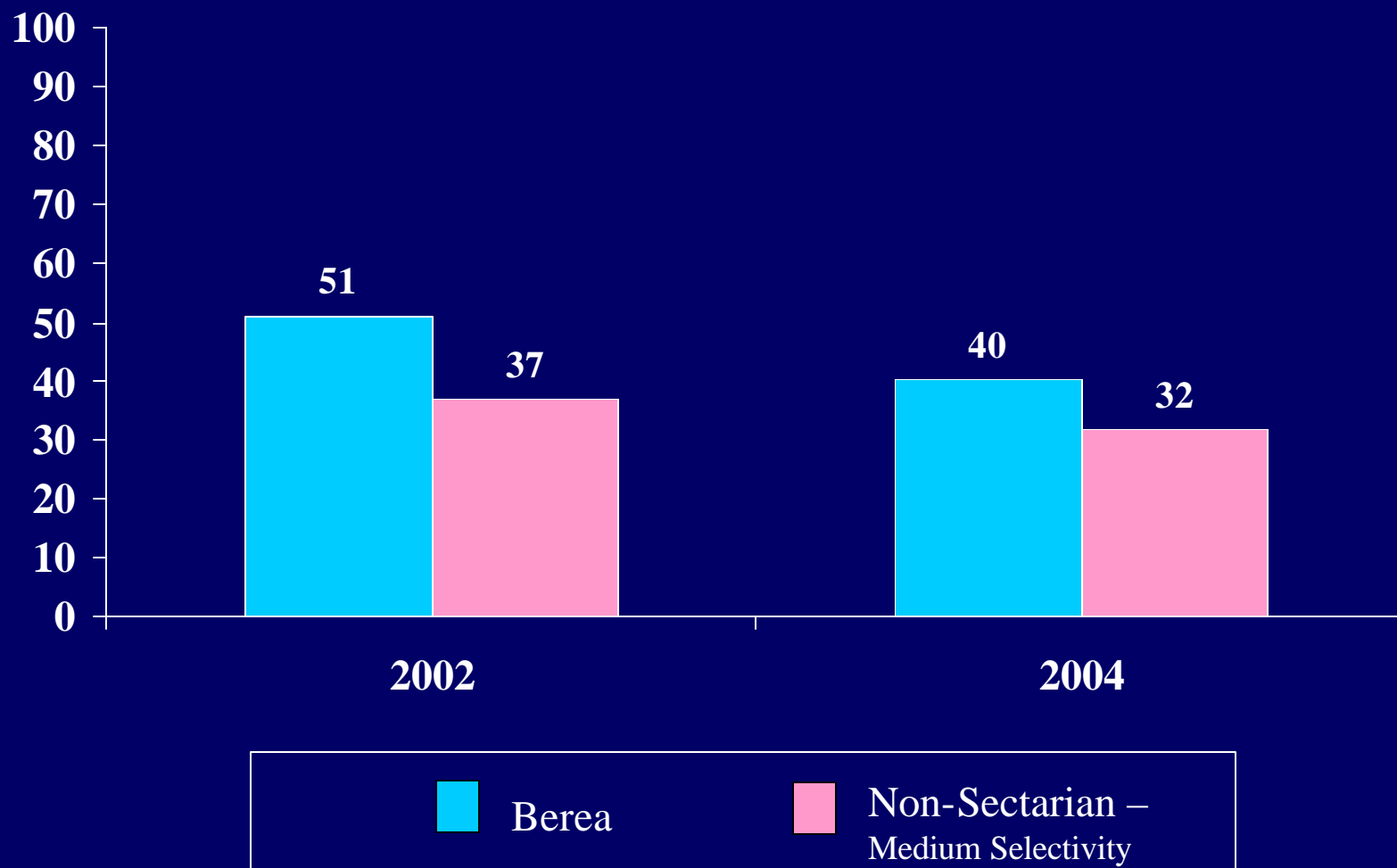


Percent of students who estimate that chances are “very good” that he or she will
Develop close friendships with other students



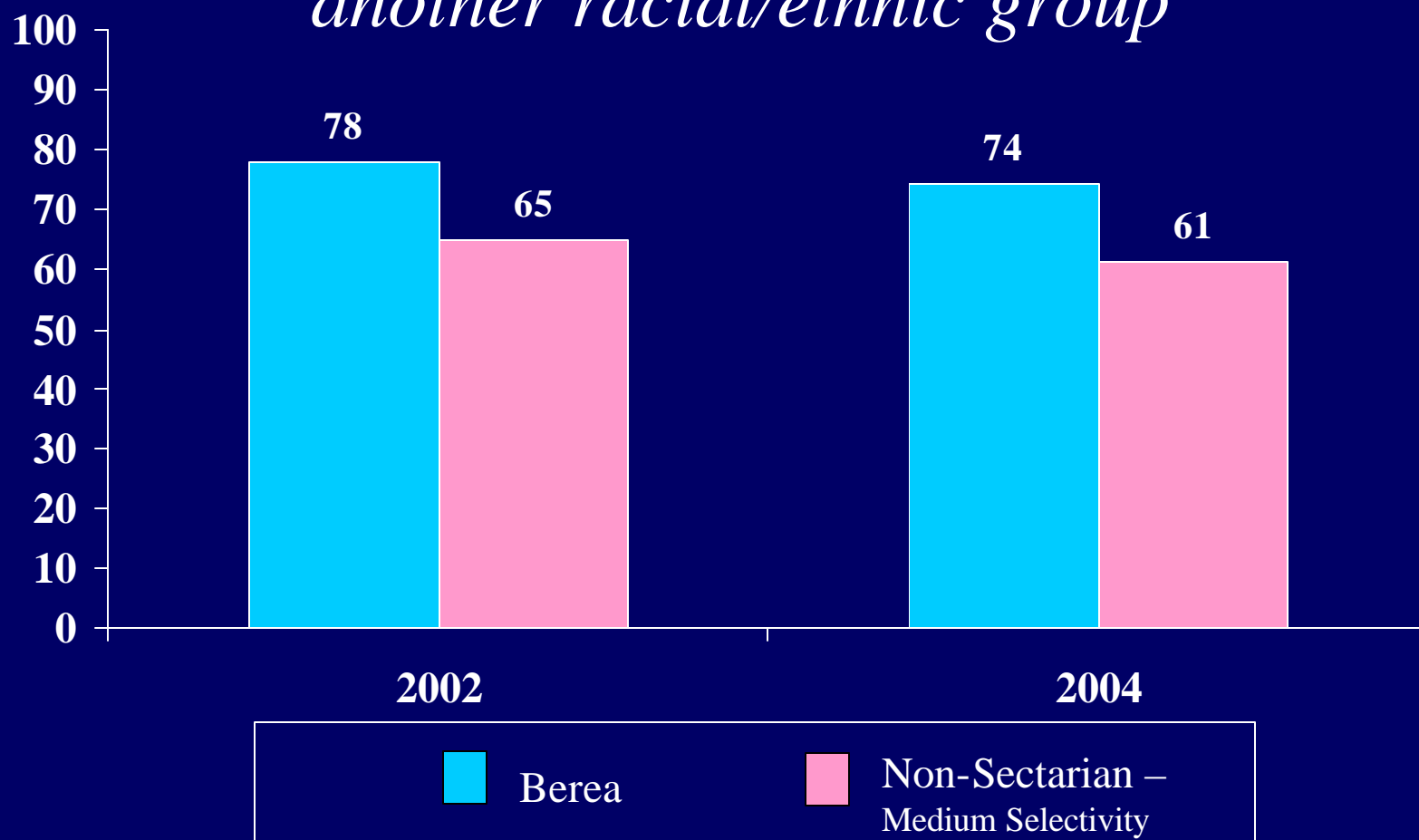
This item was on the 2002 CIRP survey but was not on the 2004 CIRP.

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



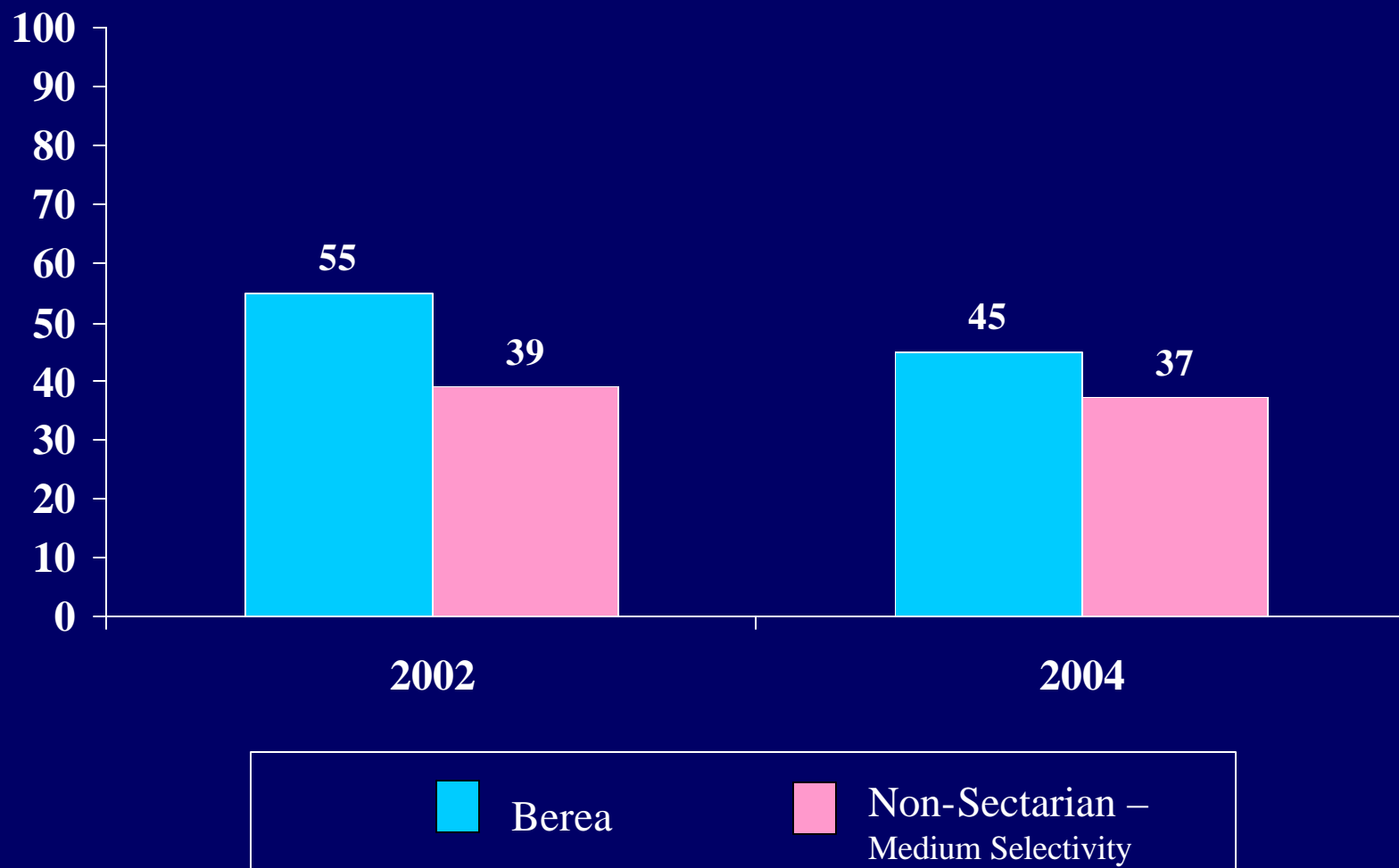
Percent of students who estimate that chances are “very good” that he or she will

Socialize with someone of another racial/ethnic group



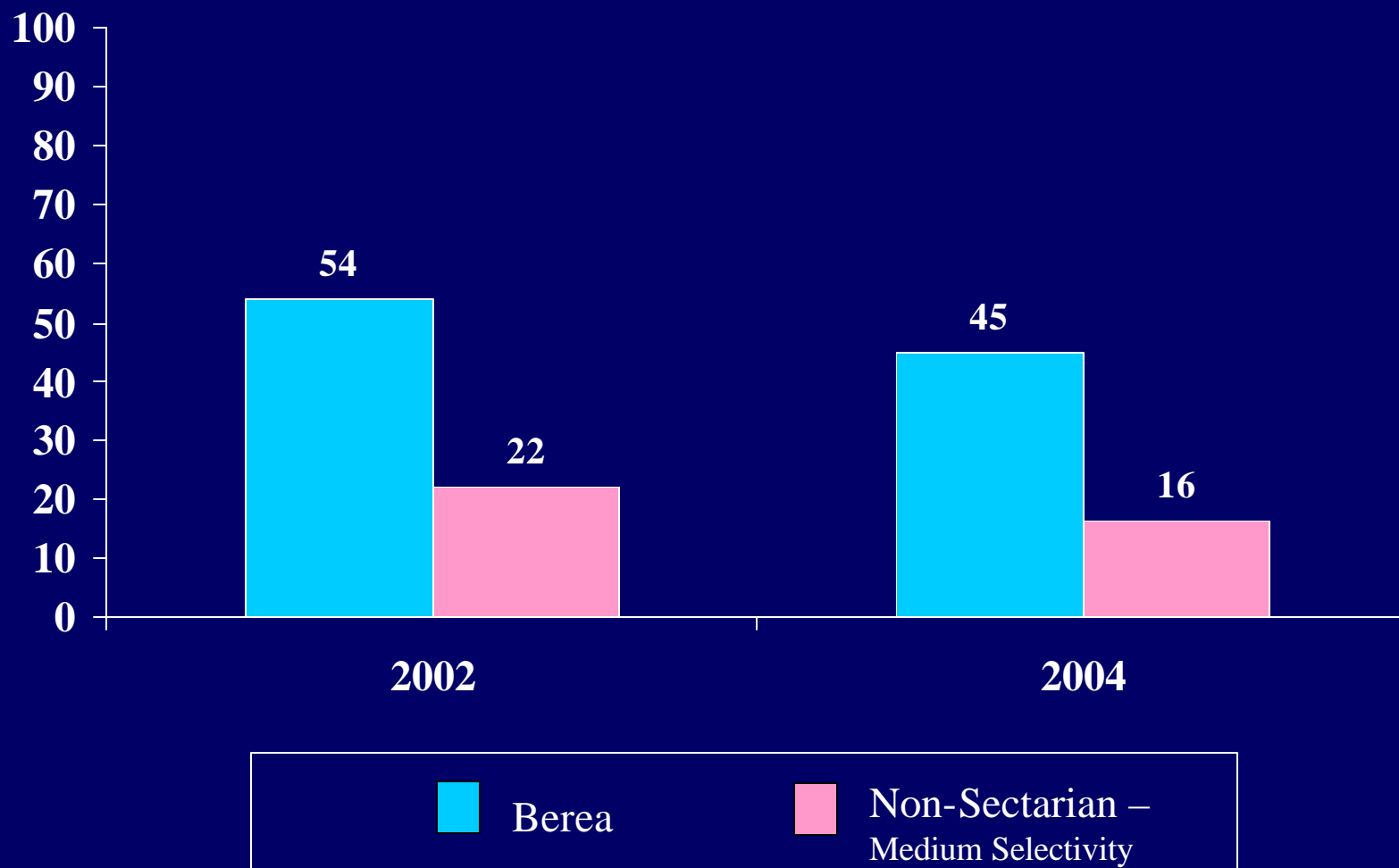
Percent of students who estimate that chances are “very good” that he or she will

Participate in student clubs/groups



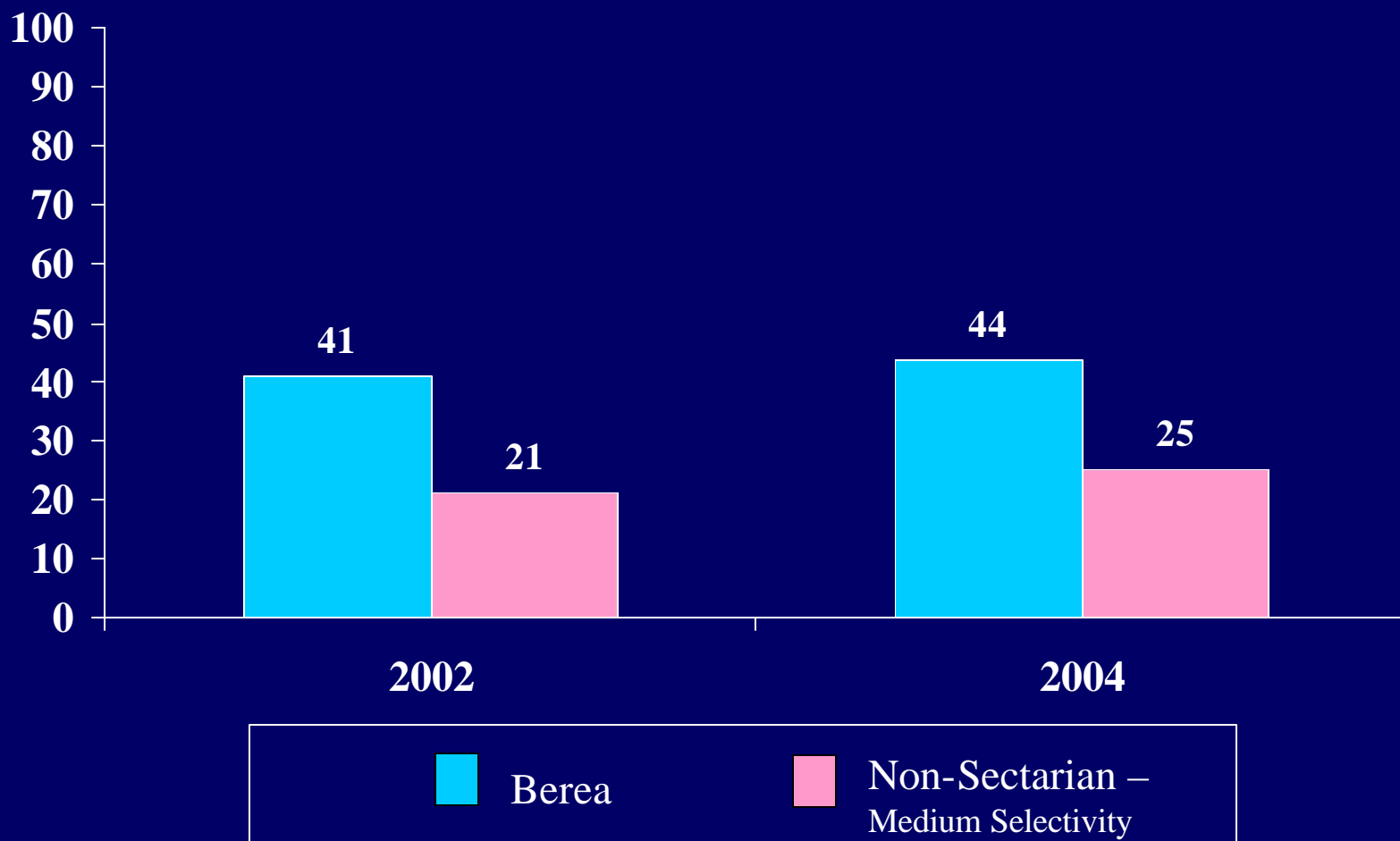
Percent of students who estimate that chances are “very good” that he or she will

Strengthen religious beliefs/convictions



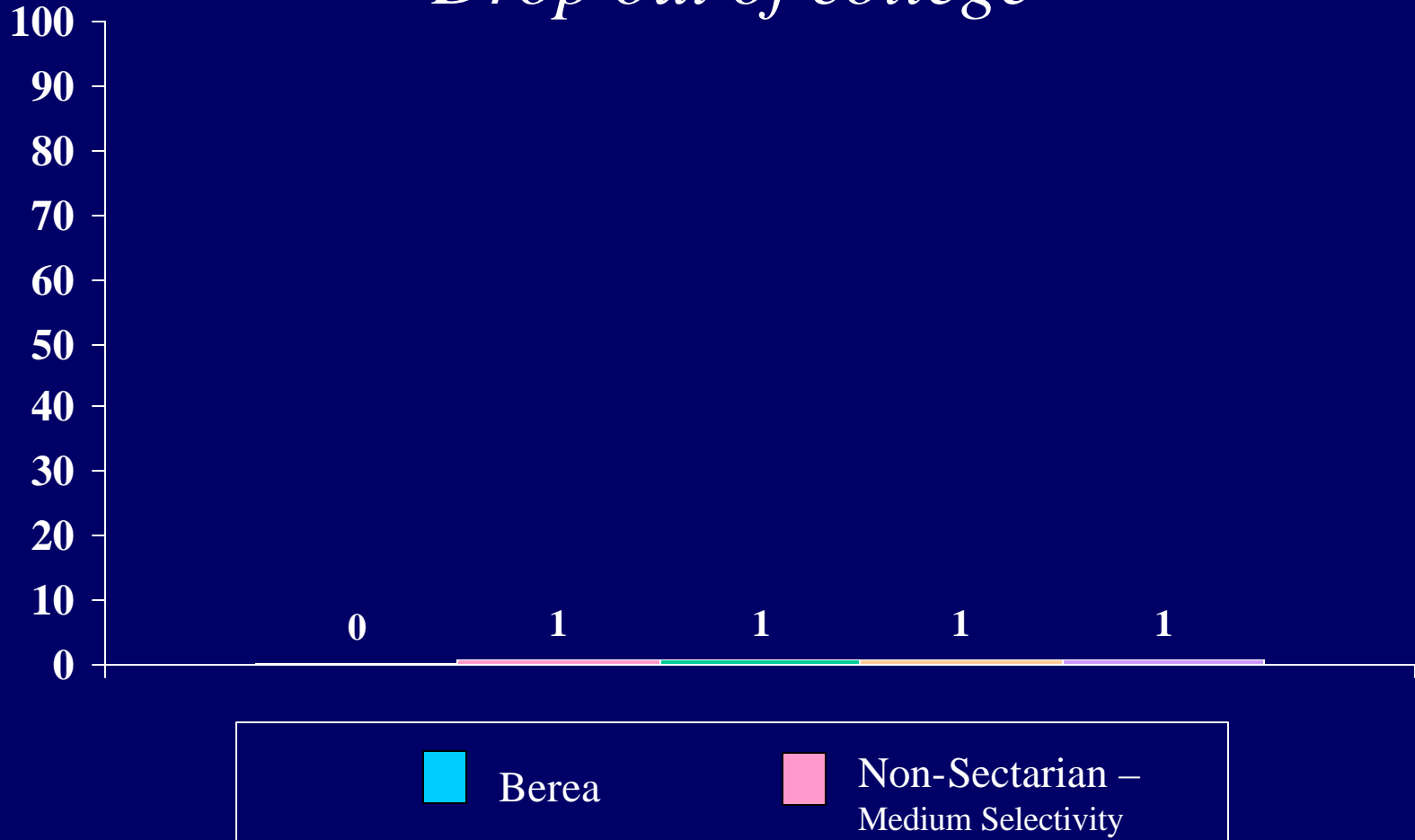
Percent of students who estimate that chances are “very good” that he or she will

Participate in a study abroad program



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

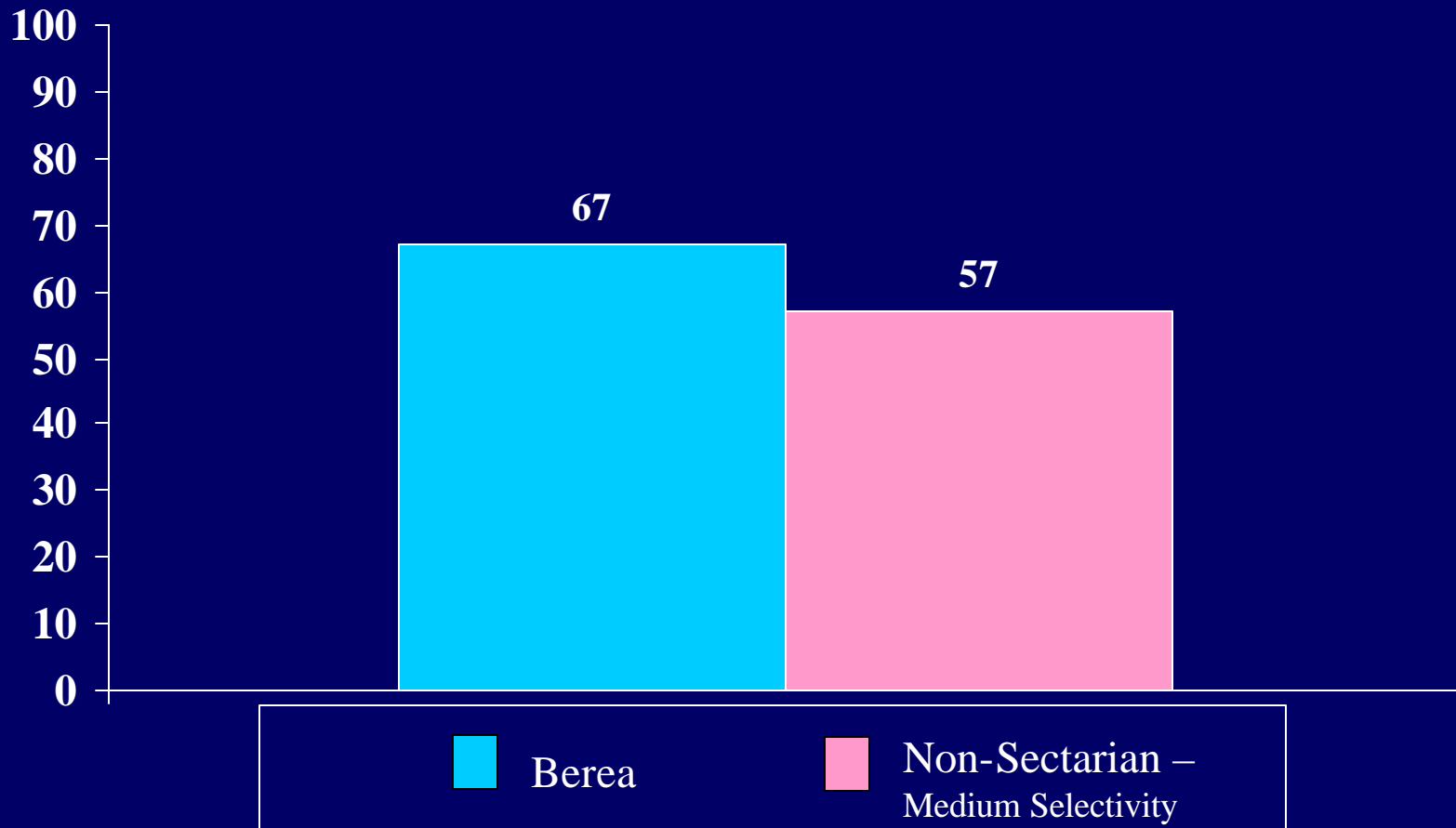
Drop out of college



This item was on the 2002 CIRP survey but was not on the 2004 CIRP.

Percent of students reporting objectives considered to be
“essential” or “very important”:

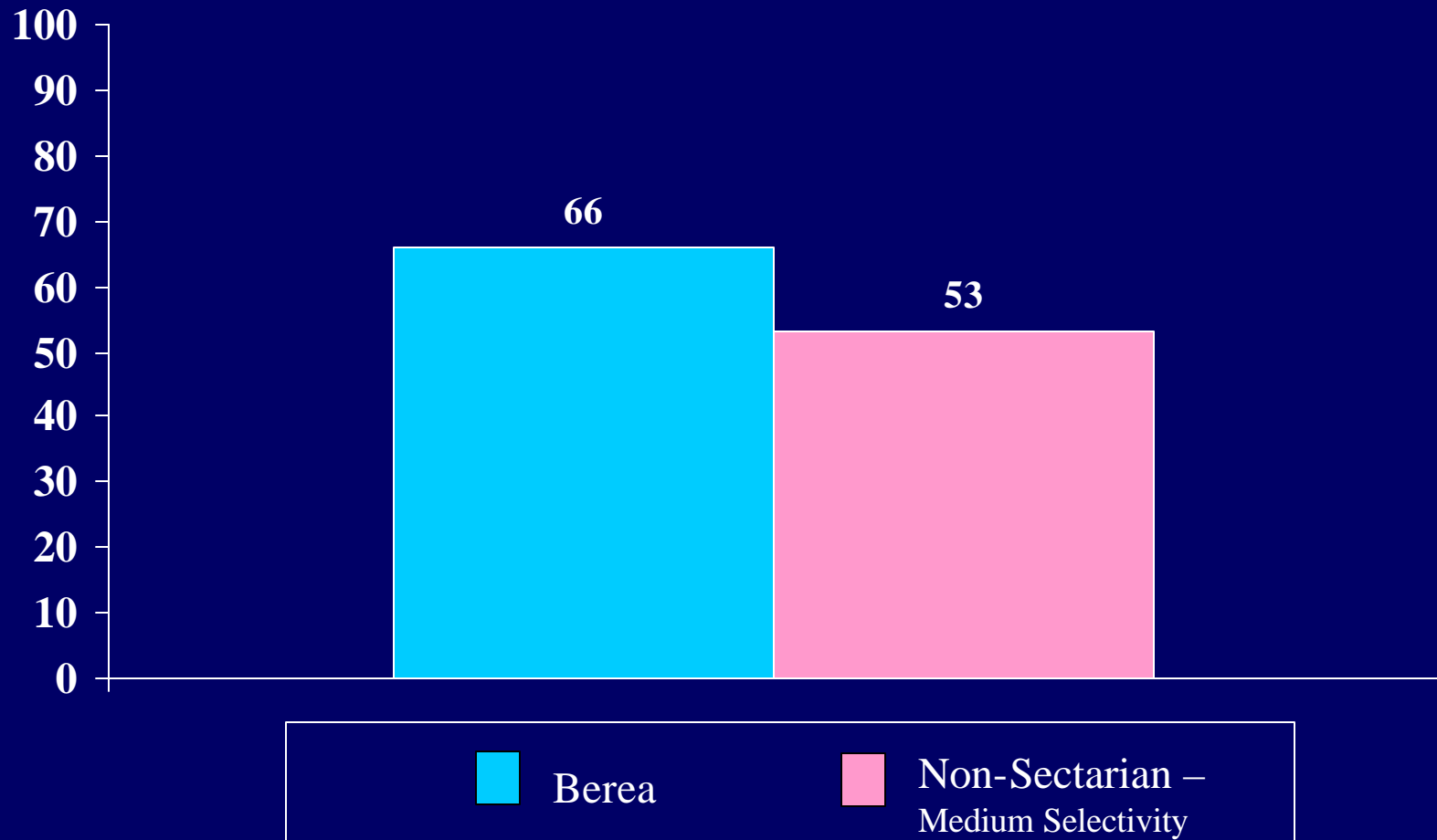
Reducing pain and suffering in the world



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“essential” or “very important”:

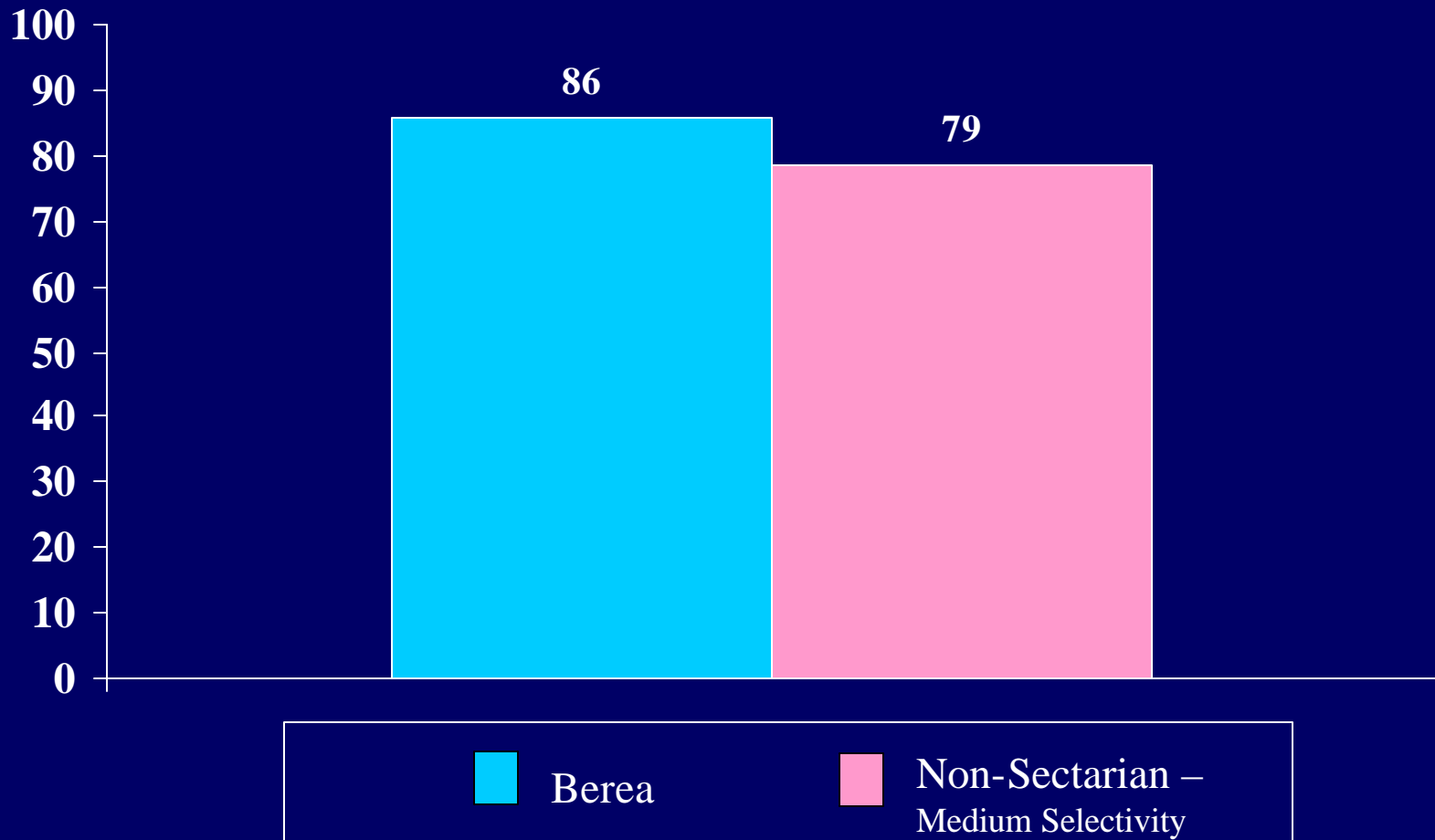
Attaining inner harmony



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“essential” or “very important”:

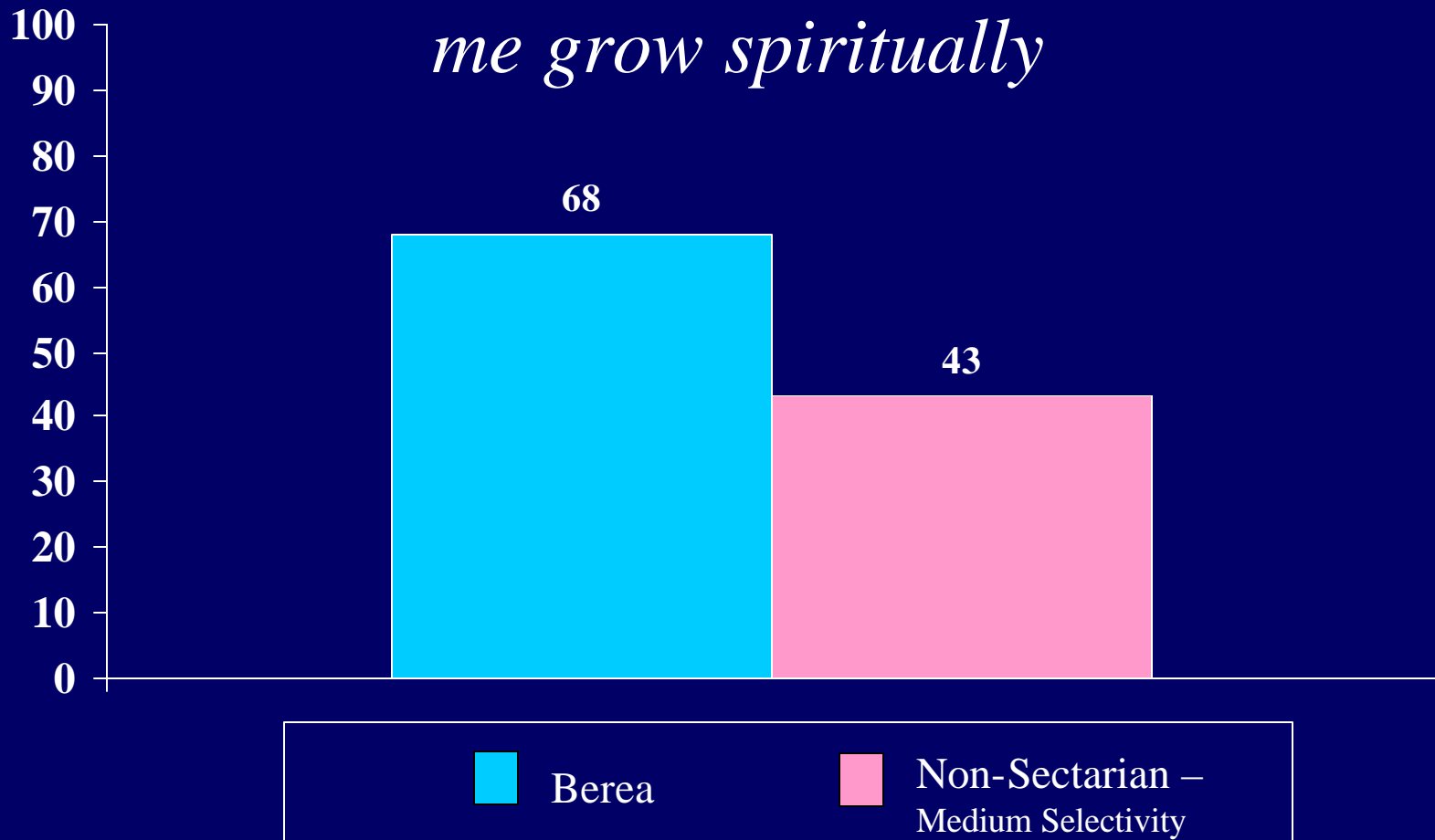
Attaining wisdom



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“essential” or “very important”:

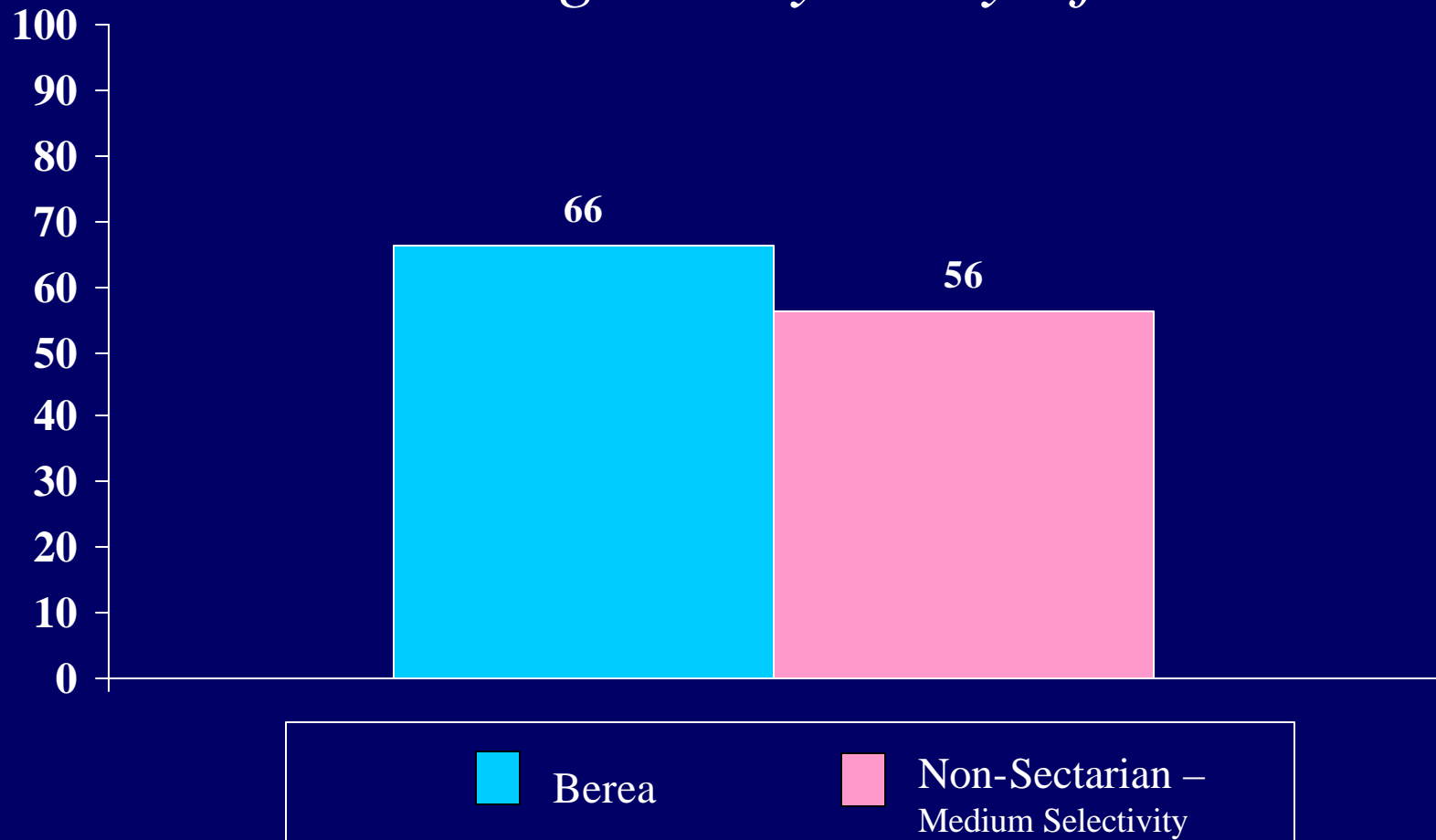
*Seeking out opportunities to help
me grow spiritually*



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“essential” or “very important”:

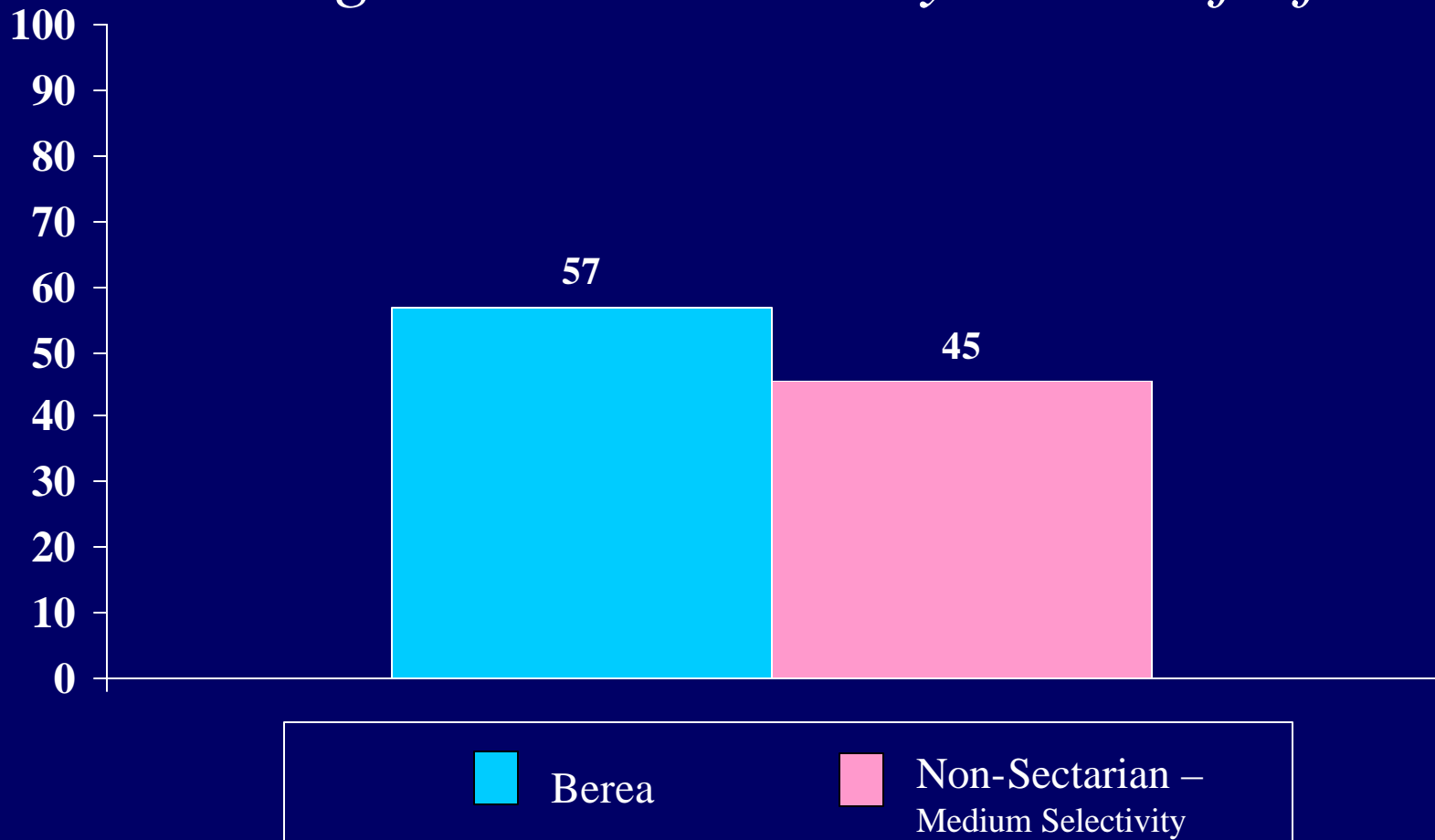
Seeking beauty in my life



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“essential” or “very important”:

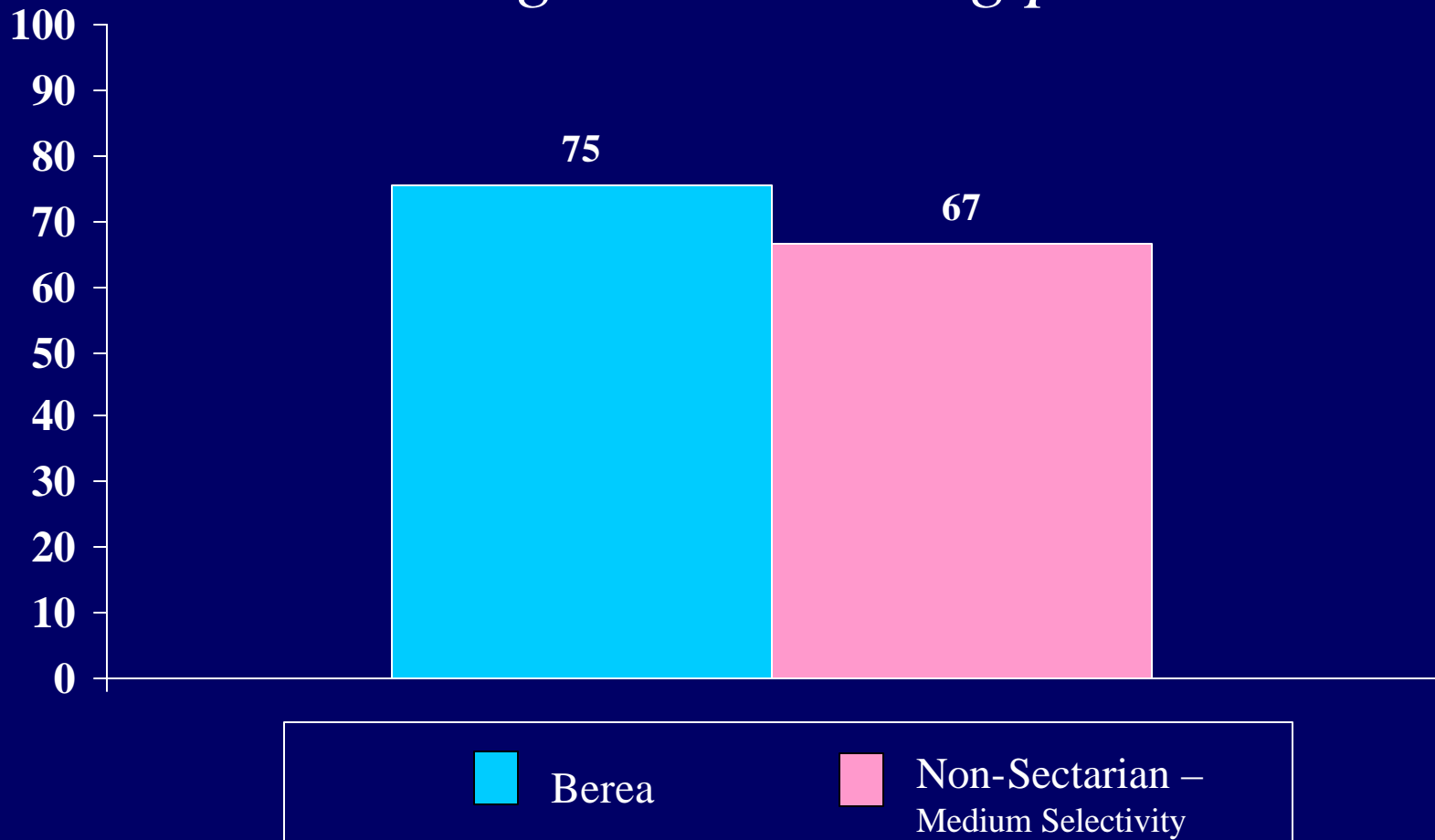
Finding answers to the mysteries of life



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“essential” or “very important”:

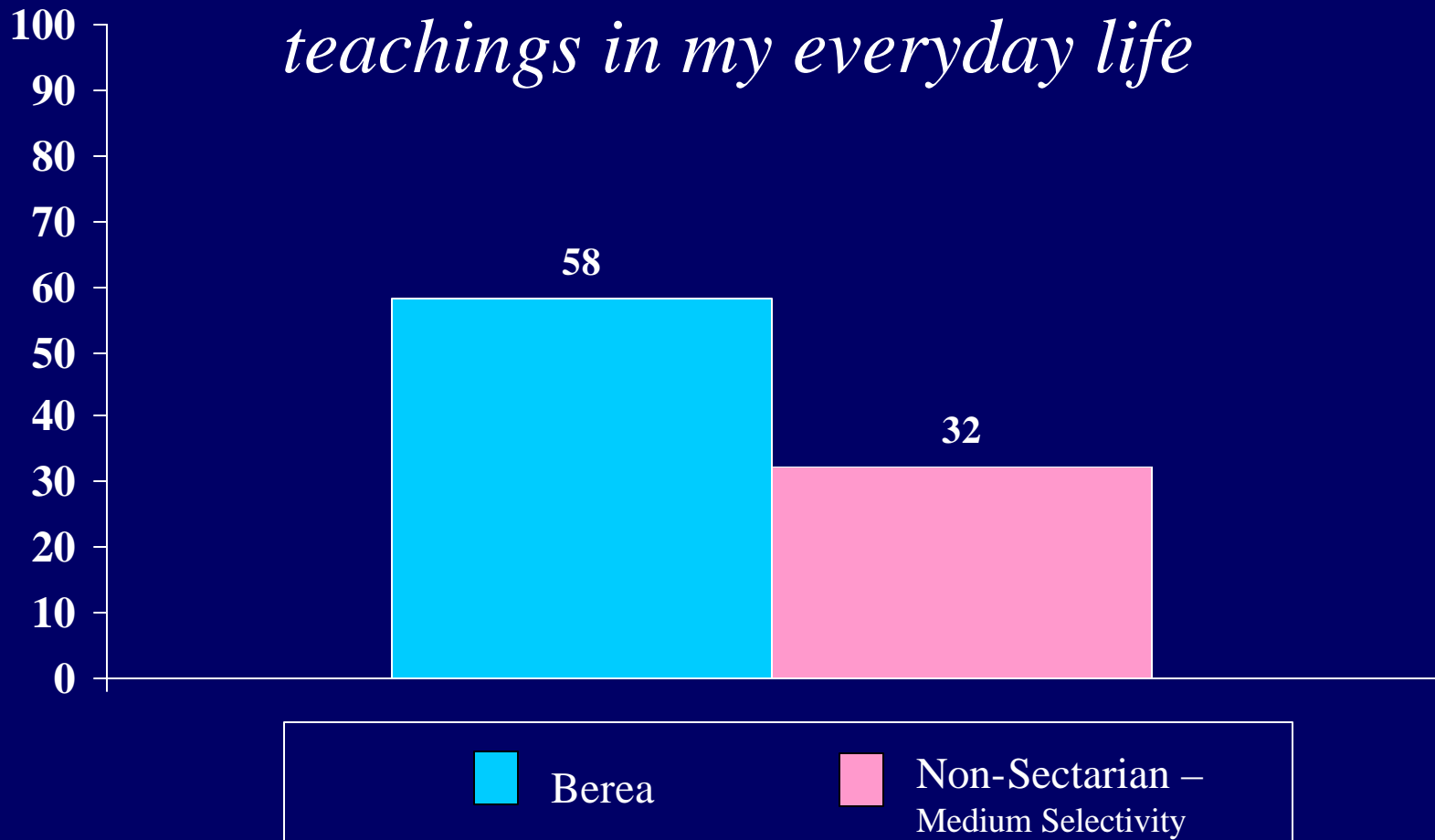
Becoming a more loving person



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“essential” or “very important”:

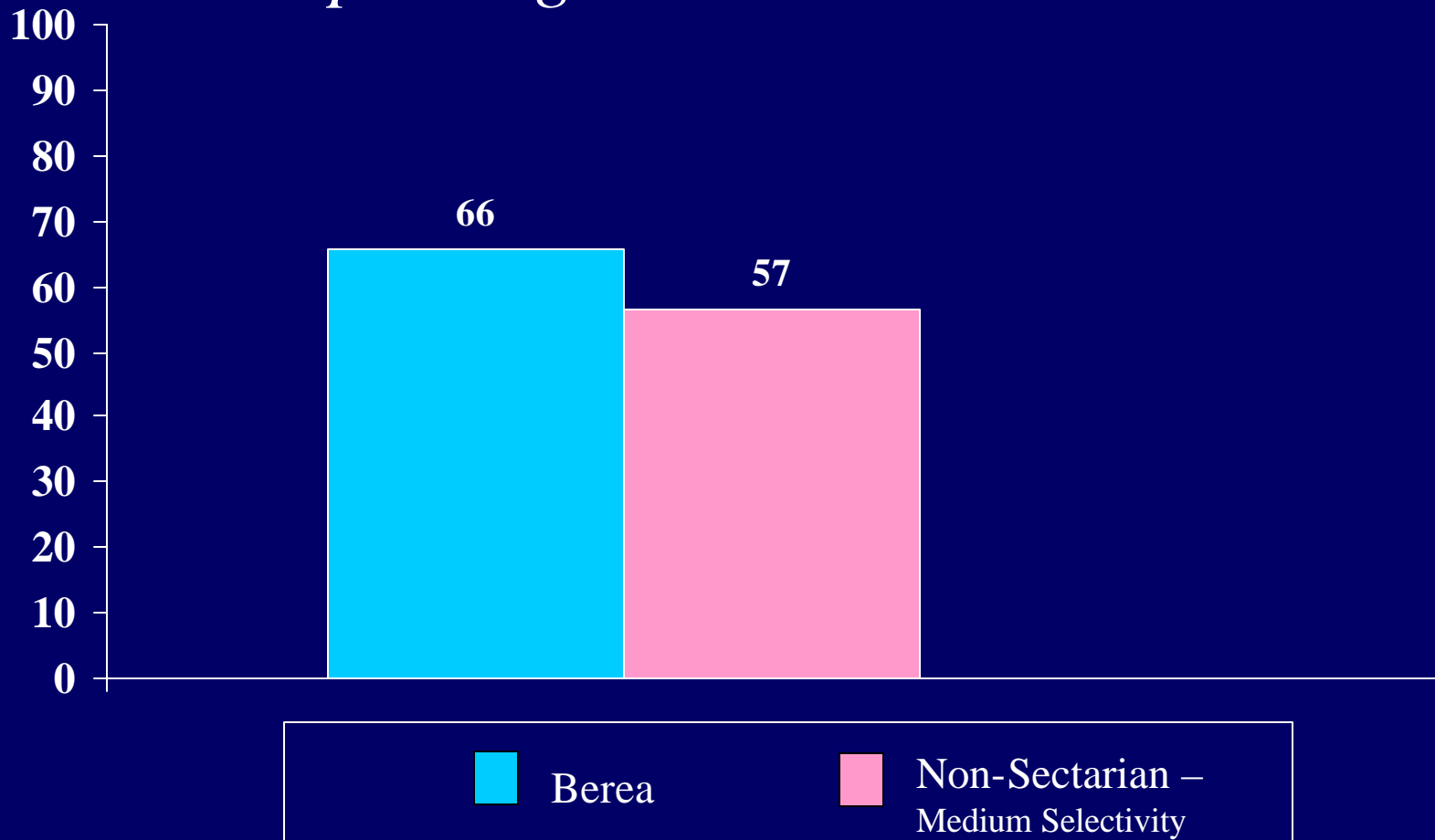
*Seeking to follow religious
teachings in my everyday life*



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“essential” or “very important”:

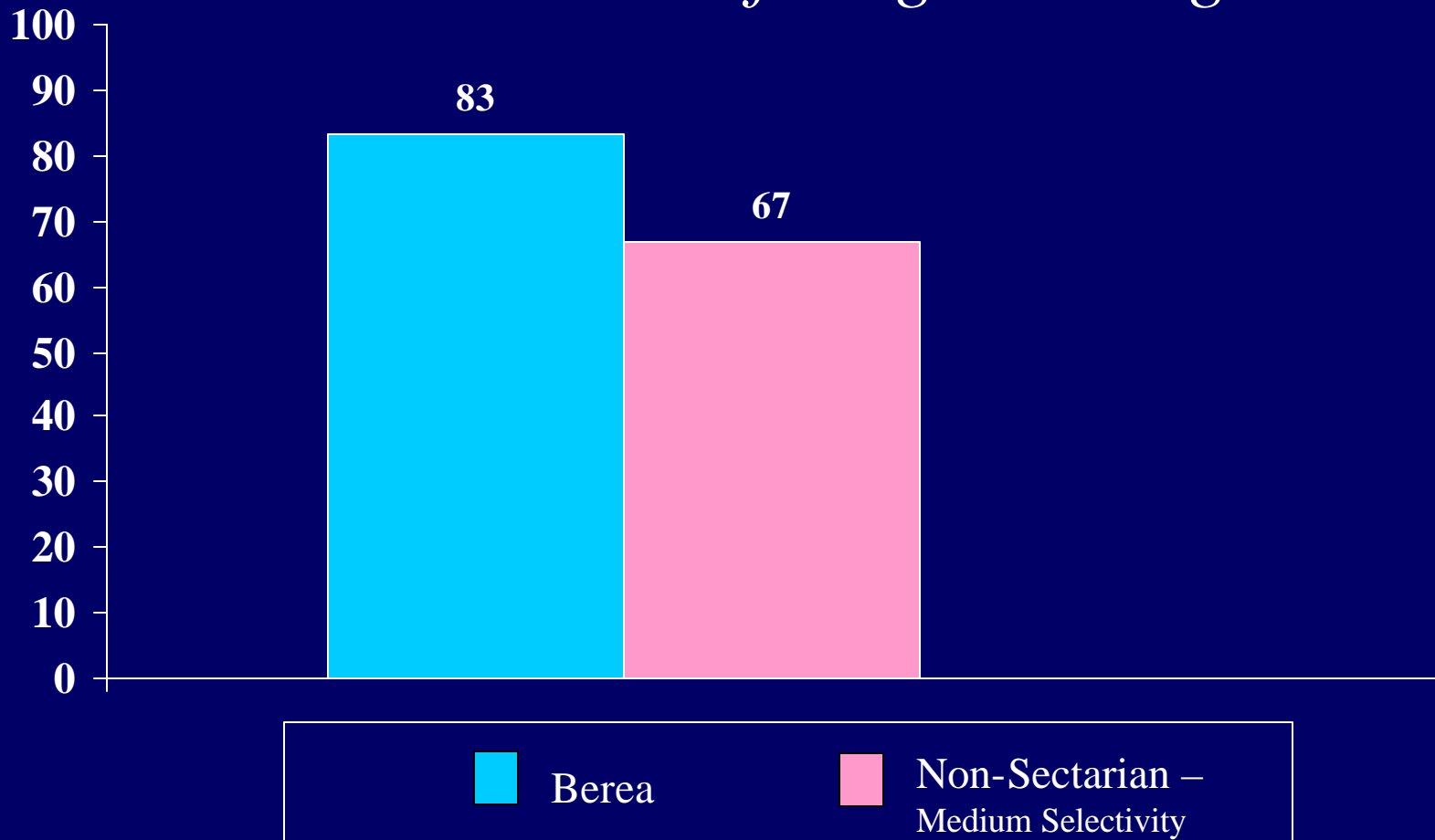
Improving the human condition



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

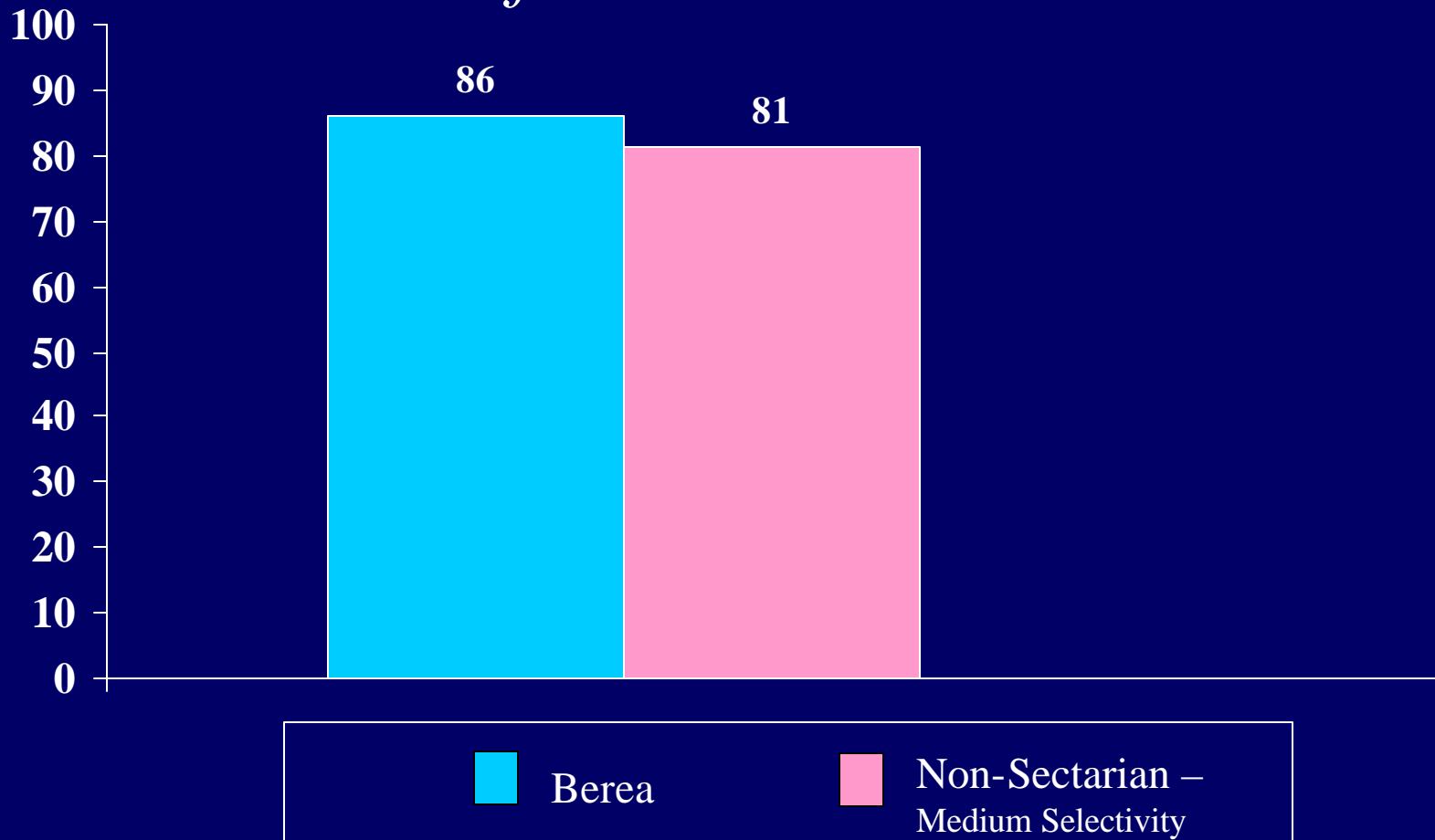
Love is at the root of all great religions



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

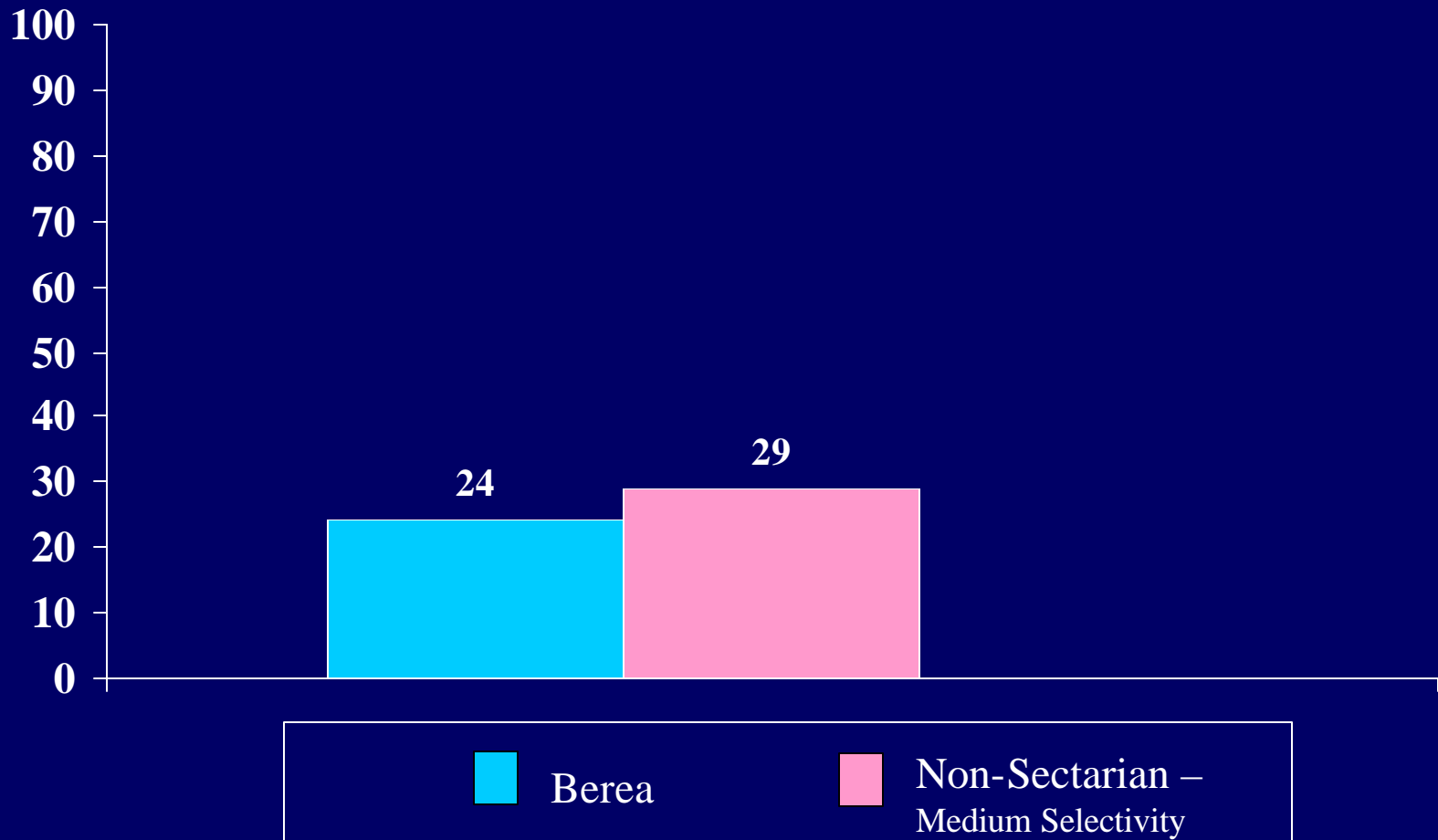
All life is interconnected



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

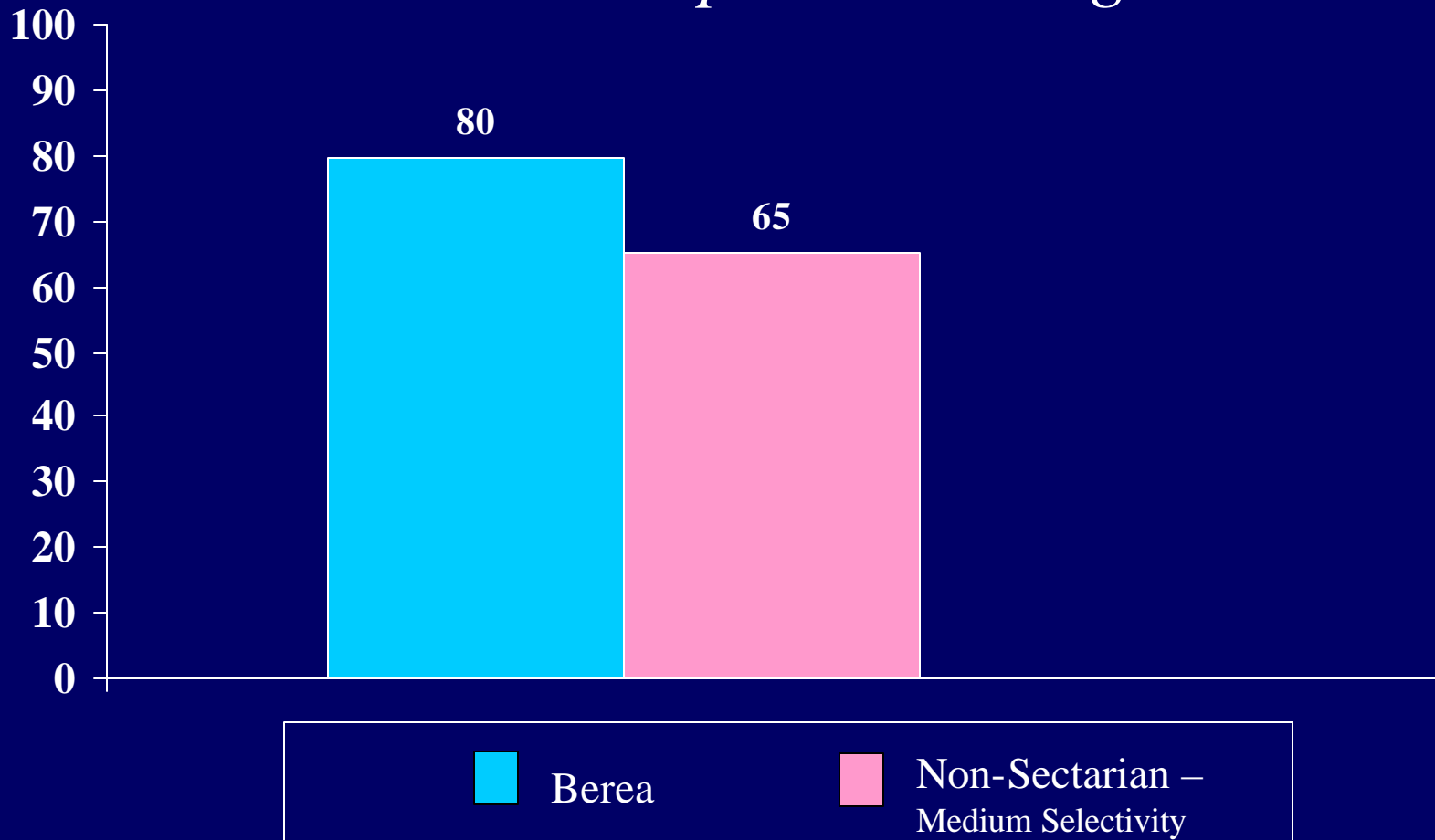
Believing in supernatural phenomena is foolish



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

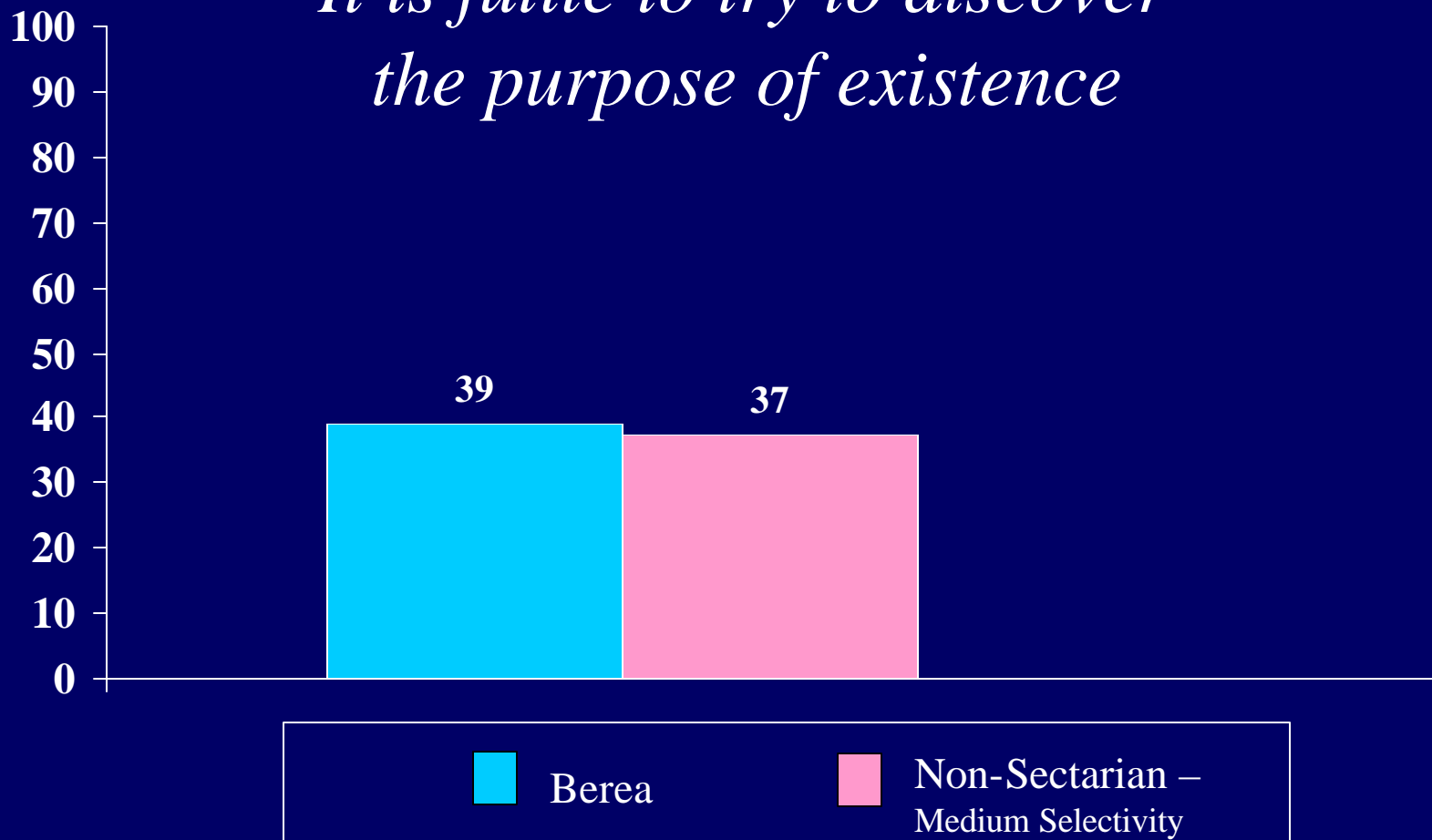
We are all spiritual beings



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

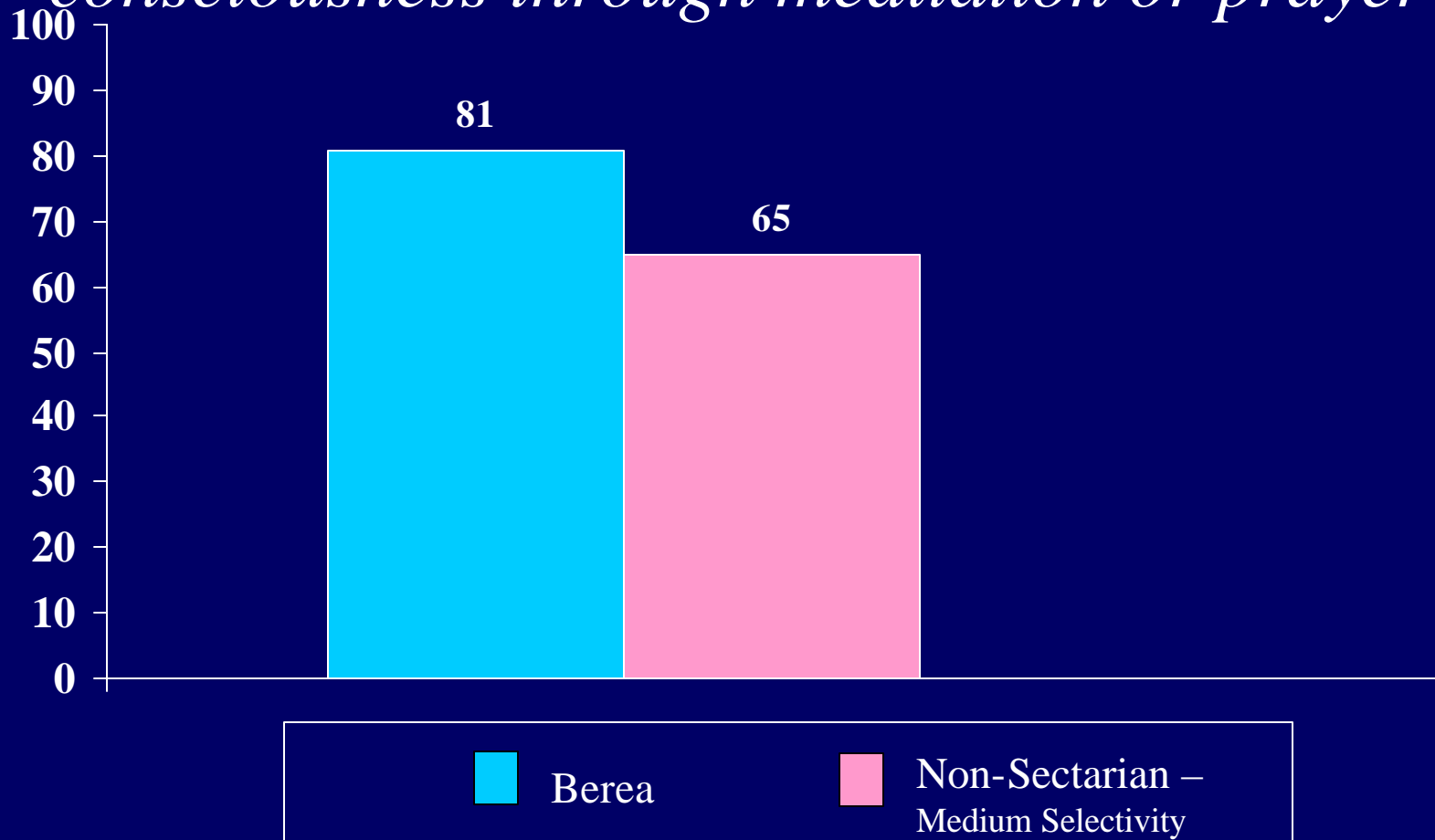
*It is futile to try to discover
the purpose of existence*



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

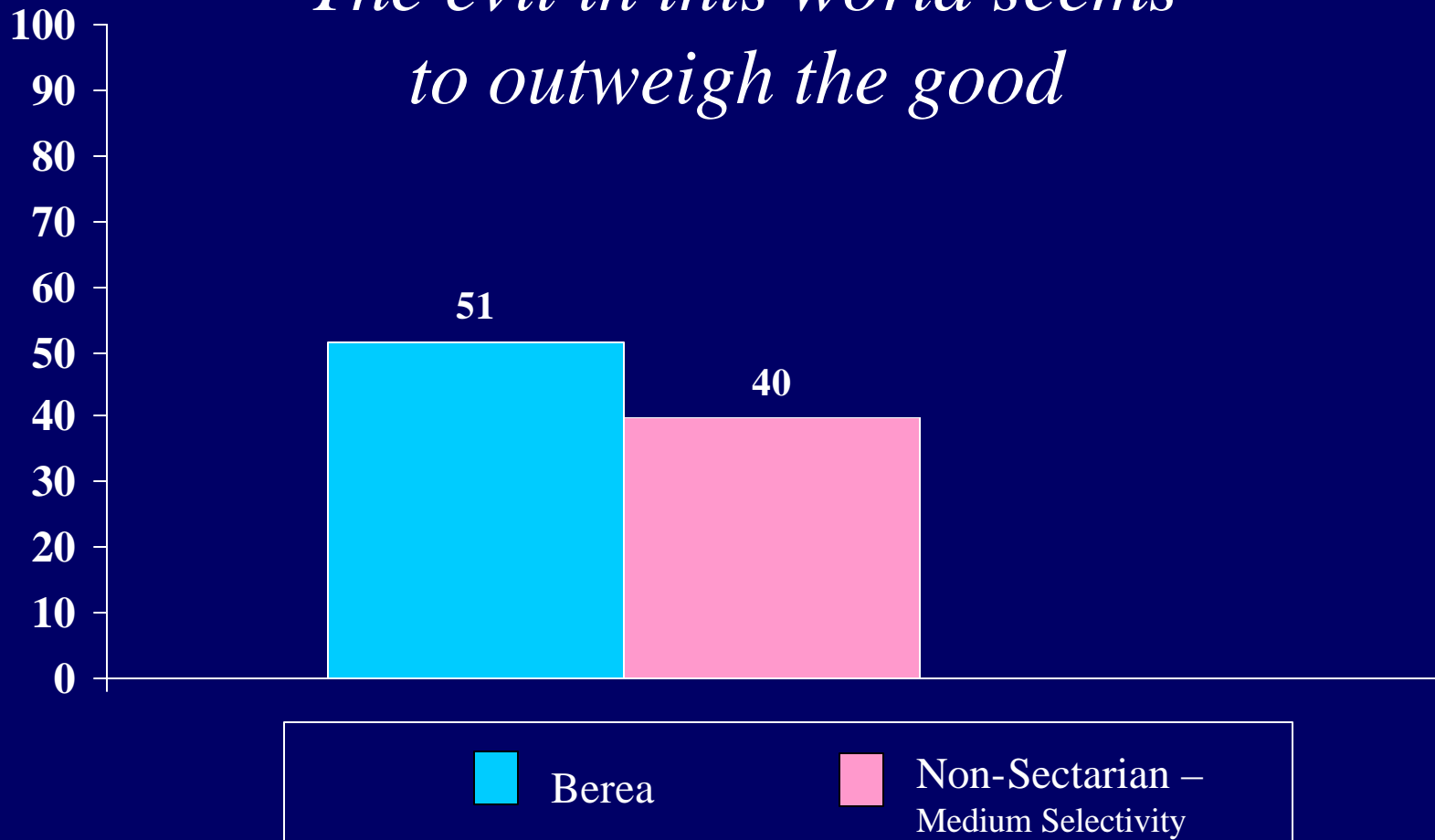
*People can reach a higher spiritual plane of
consciousness through meditation or prayer*



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

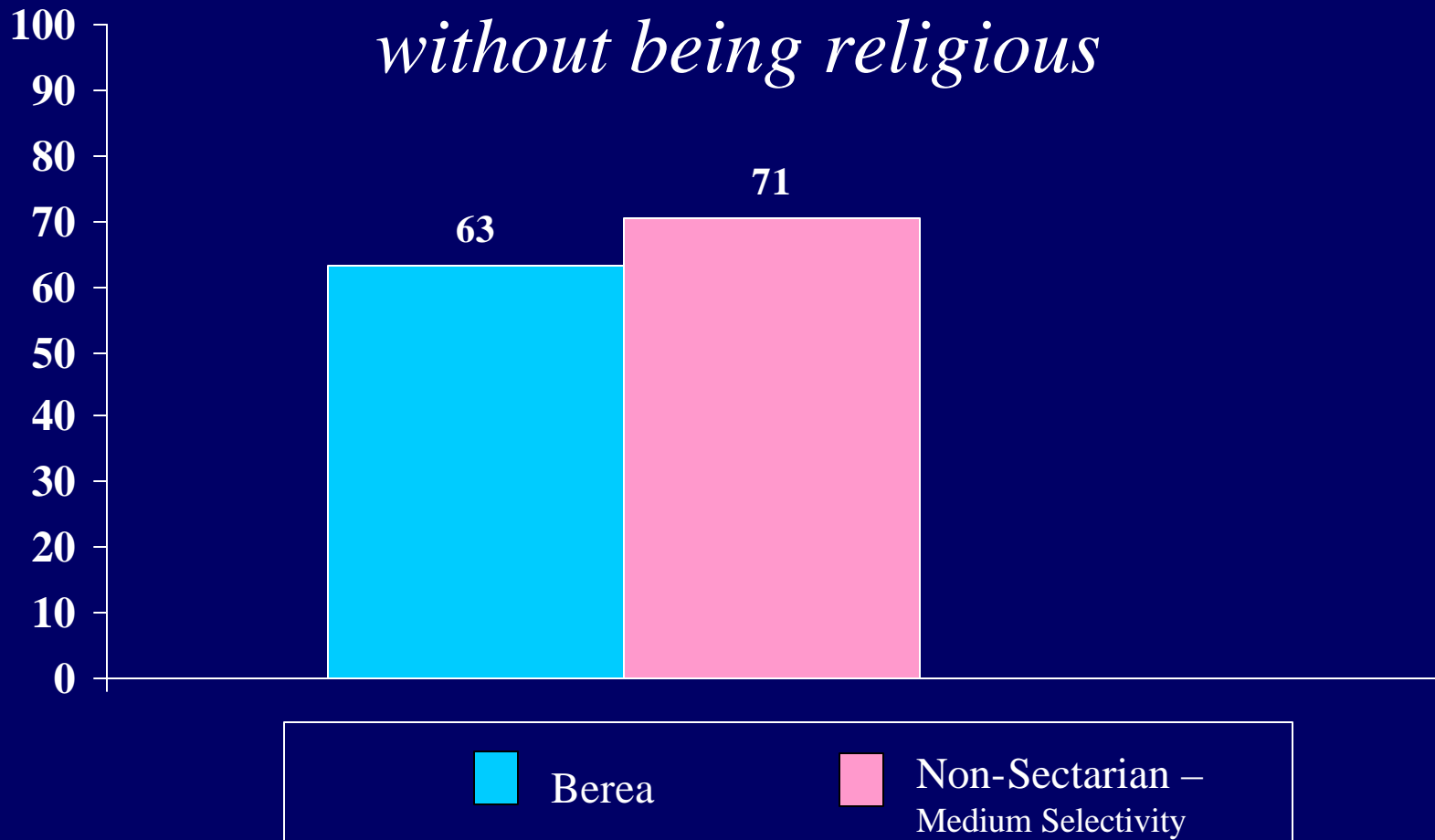
*The evil in this world seems
to outweigh the good*



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

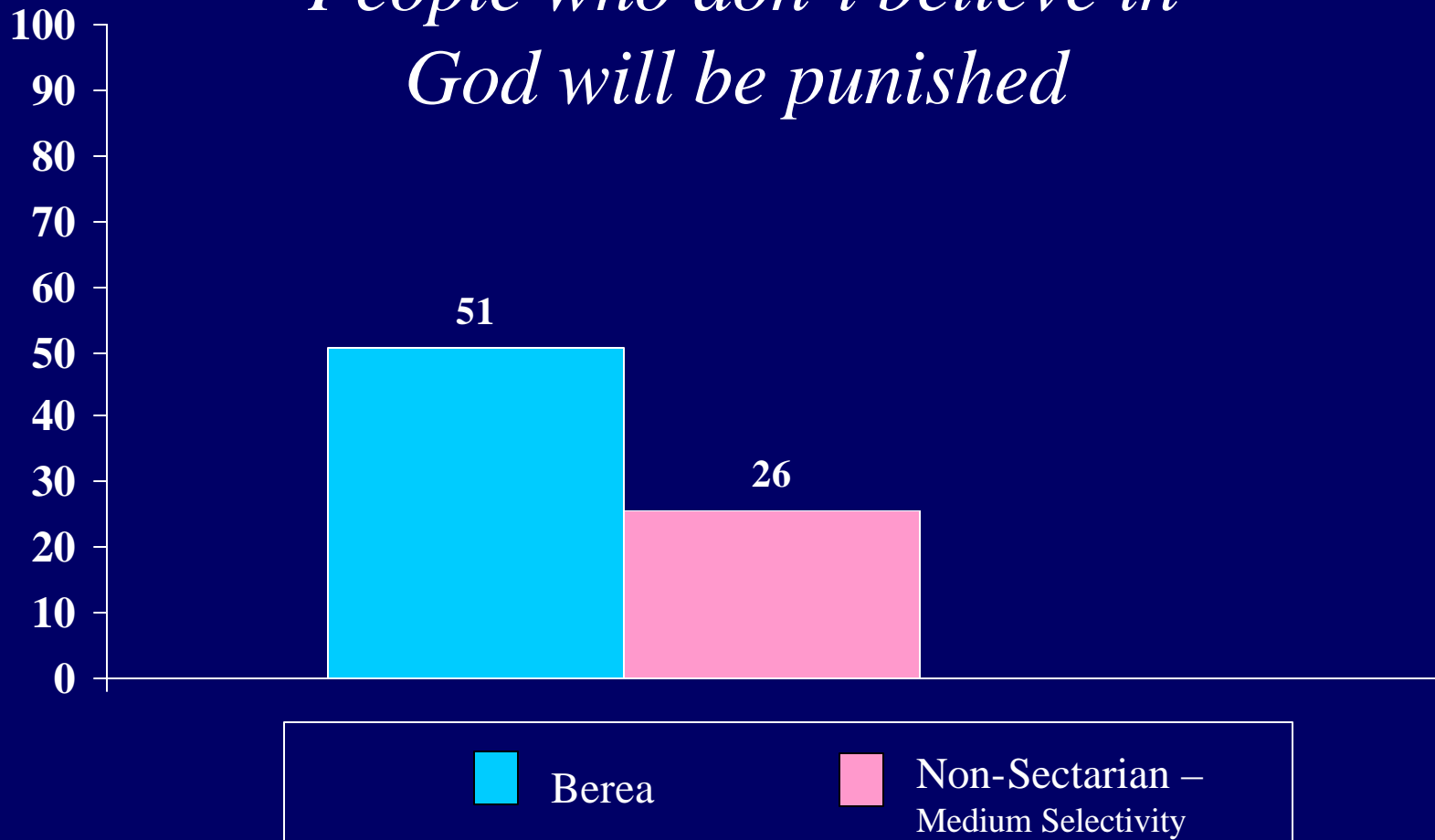
*Most people can grow spiritually
without being religious*



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

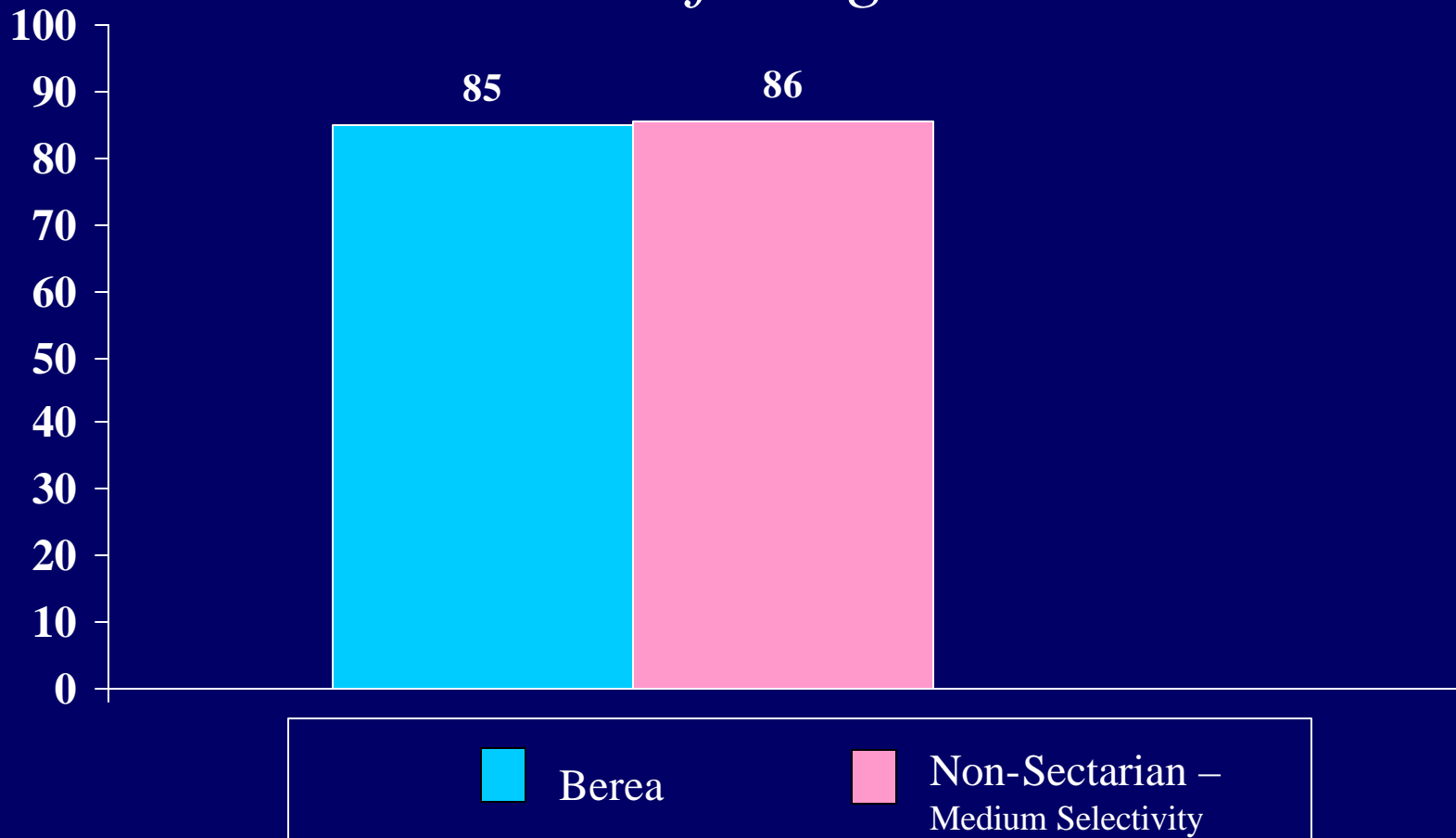
*People who don't believe in
God will be punished*



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

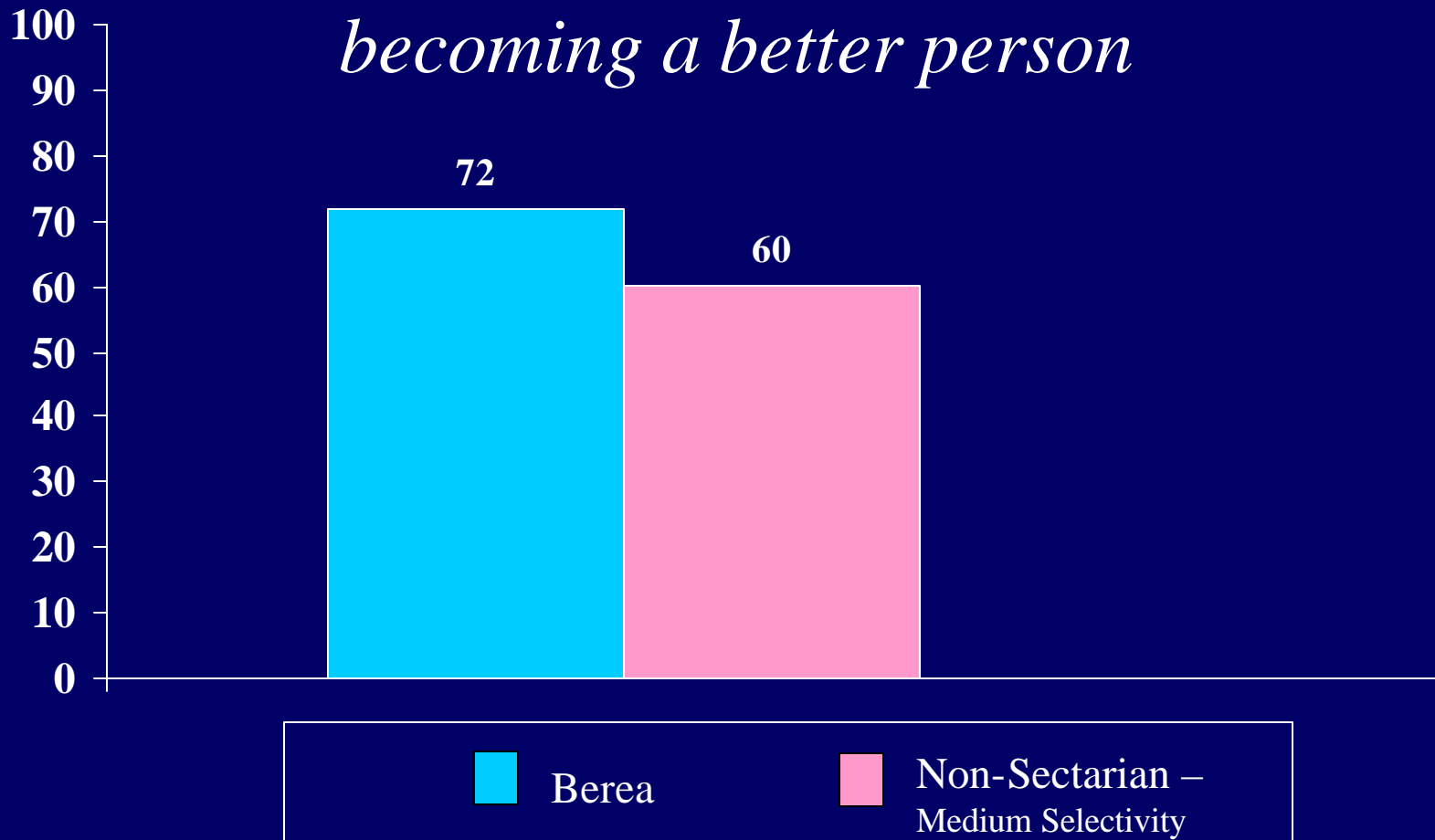
*Non-religious people can lead lives that are just as
moral as those of religious believers*



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

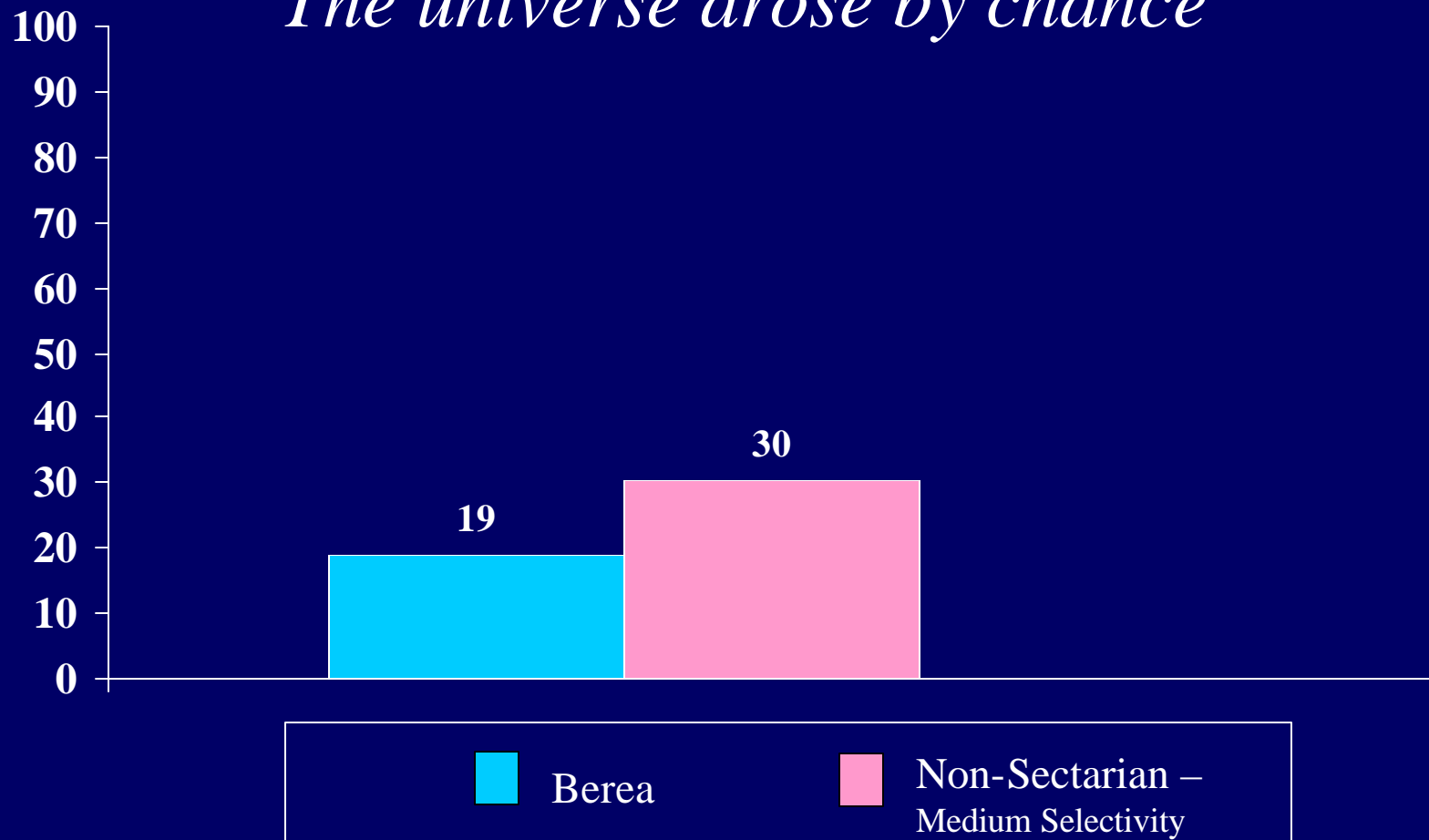
*Pain and suffering are essential to
becoming a better person*



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

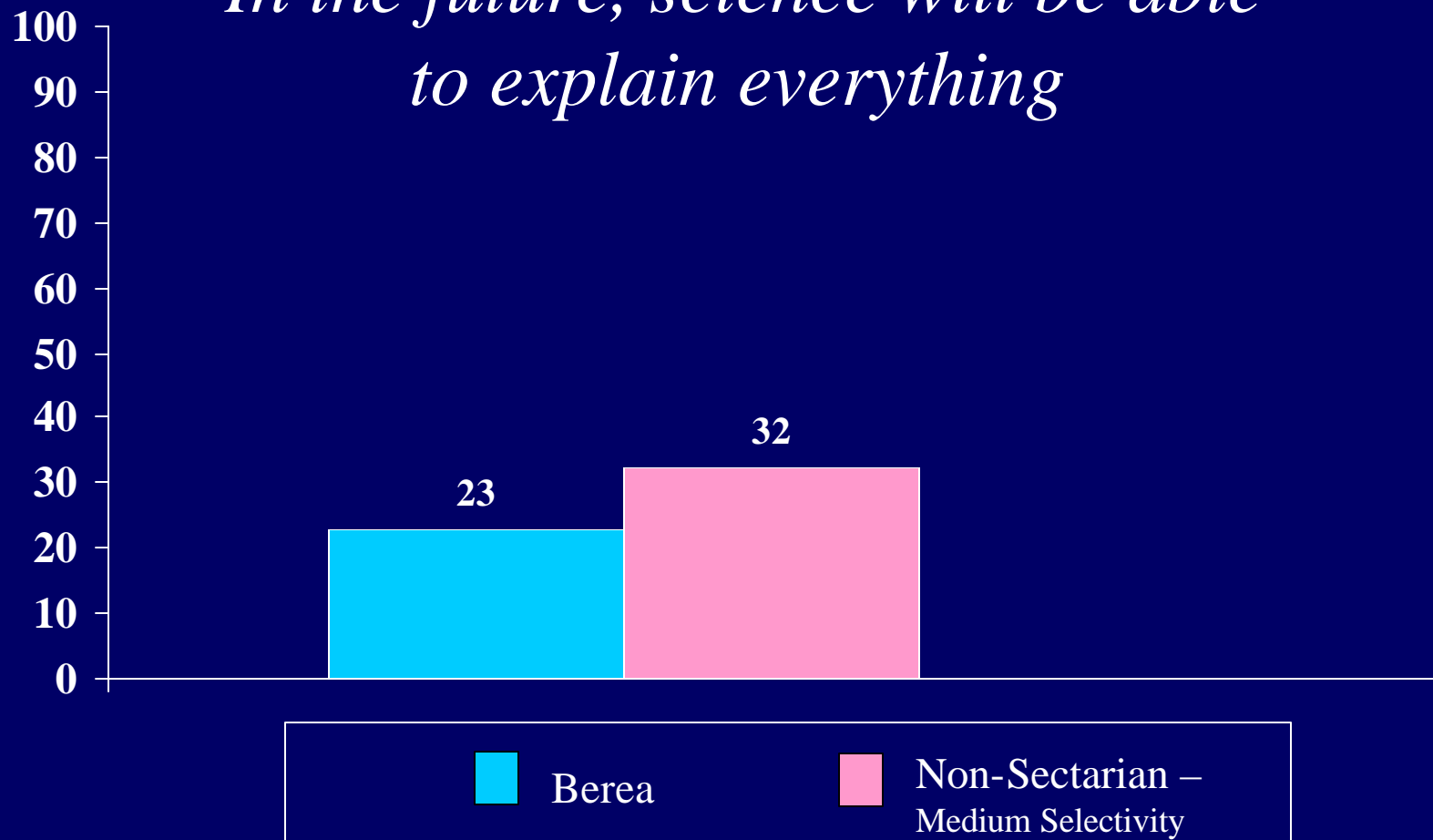
The universe arose by chance



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

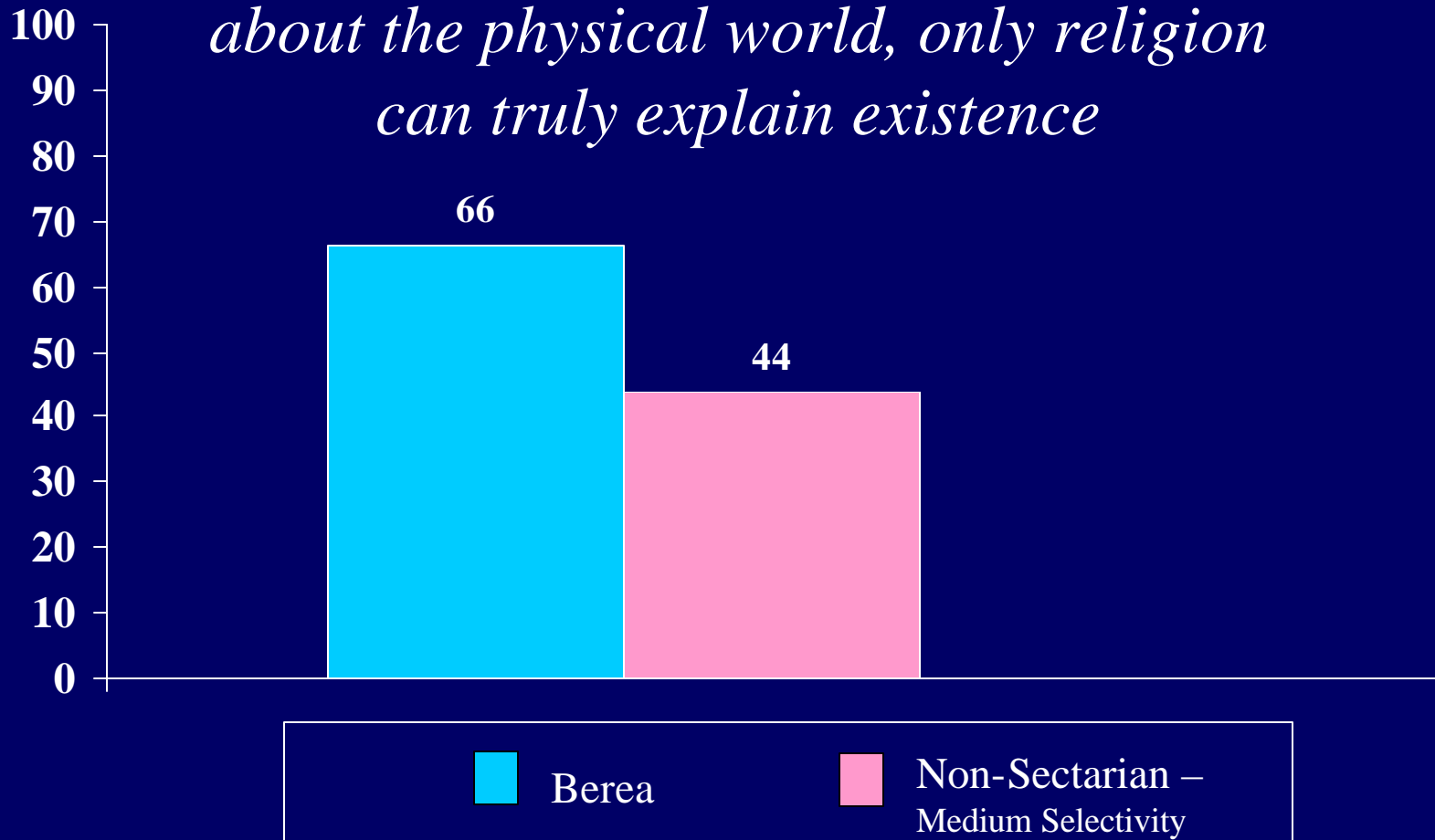
*In the future, science will be able
to explain everything*



This item was not asked on the 2002 CIRP questionnaire.

Percent of students reporting objectives considered to be
“strongly” or “some what”:

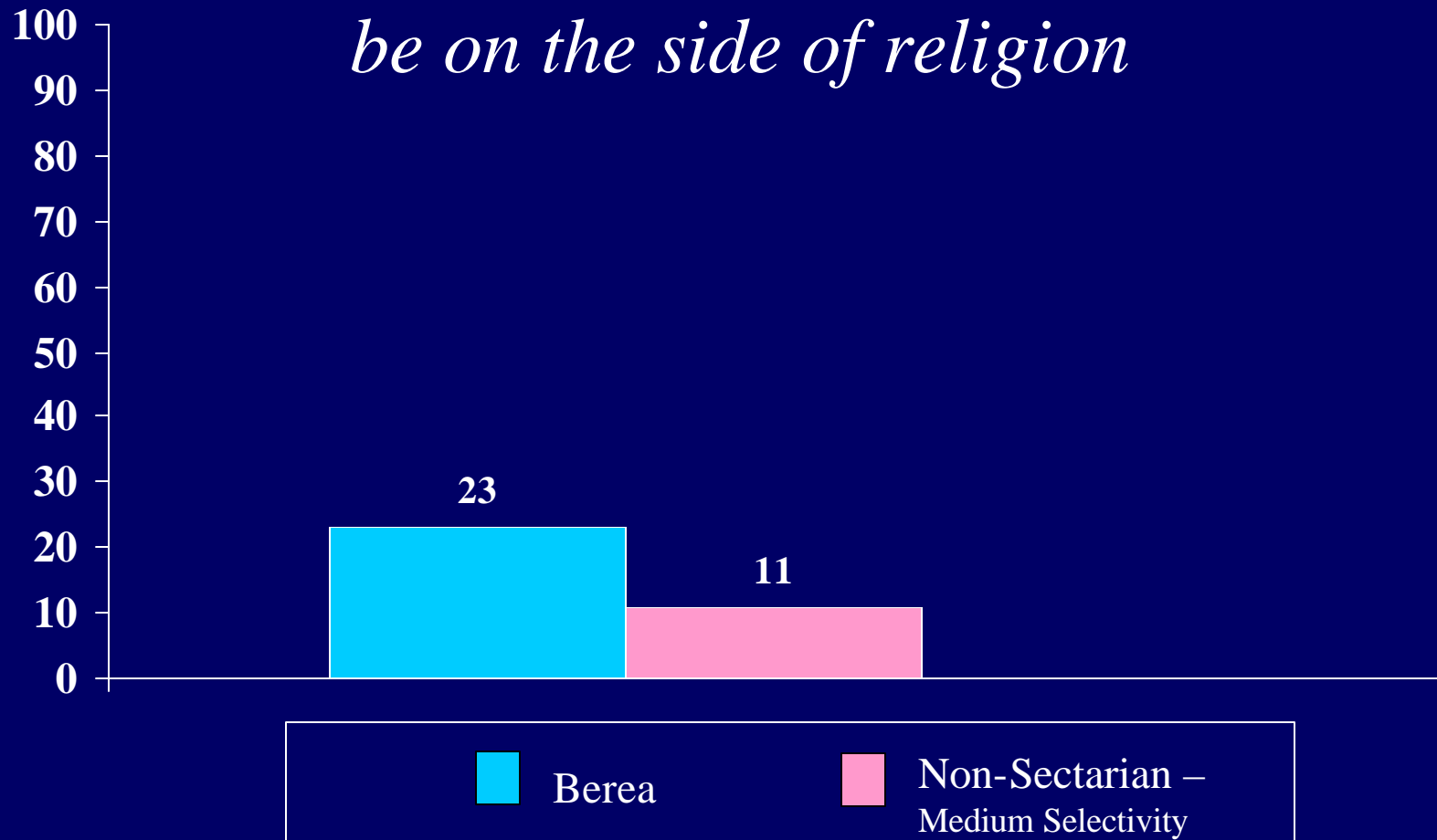
*While science can provide important information
about the physical world, only religion
can truly explain existence*



This item was not asked on the 2002 CIRP questionnaire.

For me, the relationship between science and religion is one of:

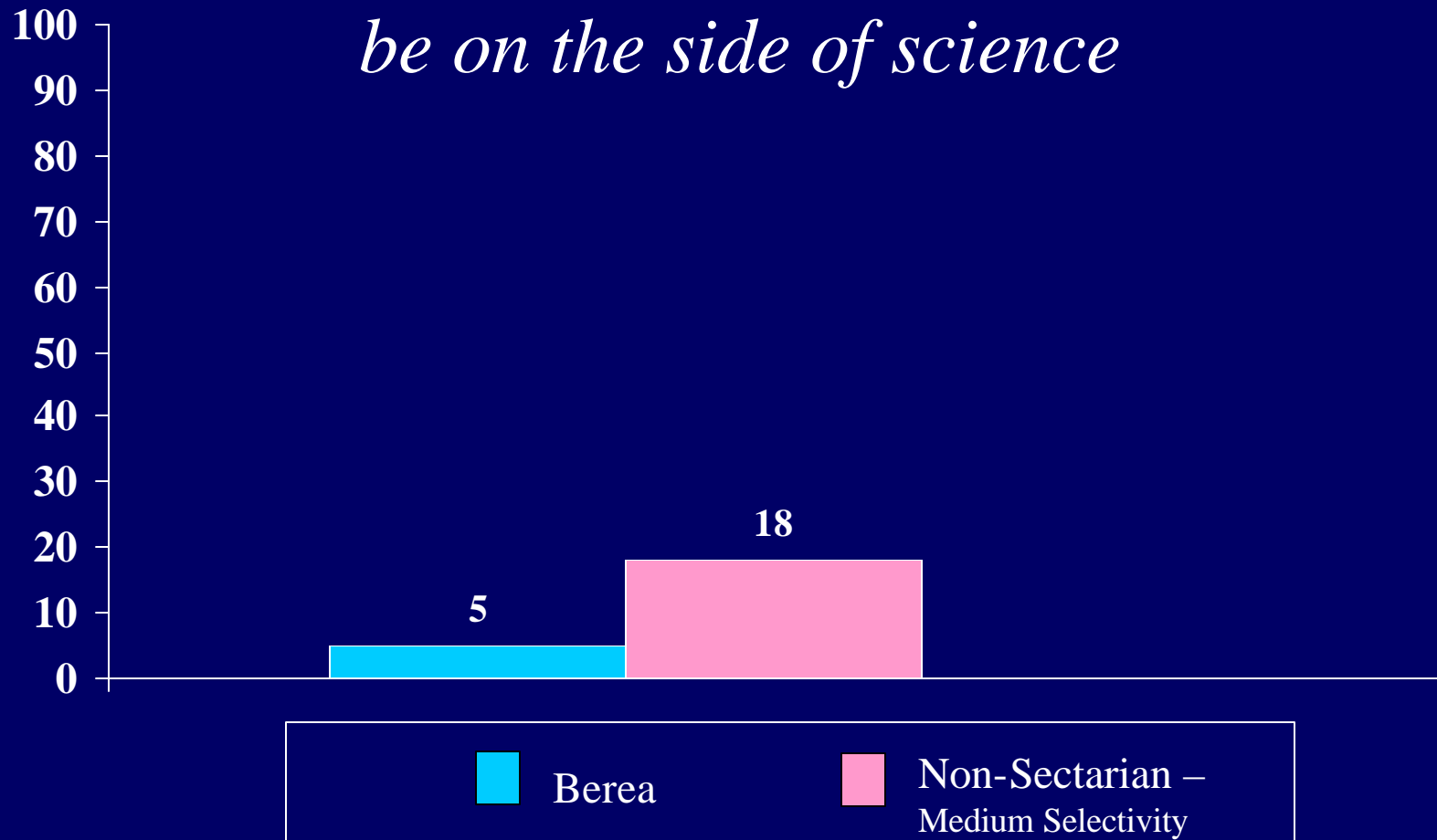
*Conflict; I consider myself to
be on the side of religion*



This item was not asked on the 2002 CIRP questionnaire.

For me, the relationship between science and religion is one of:

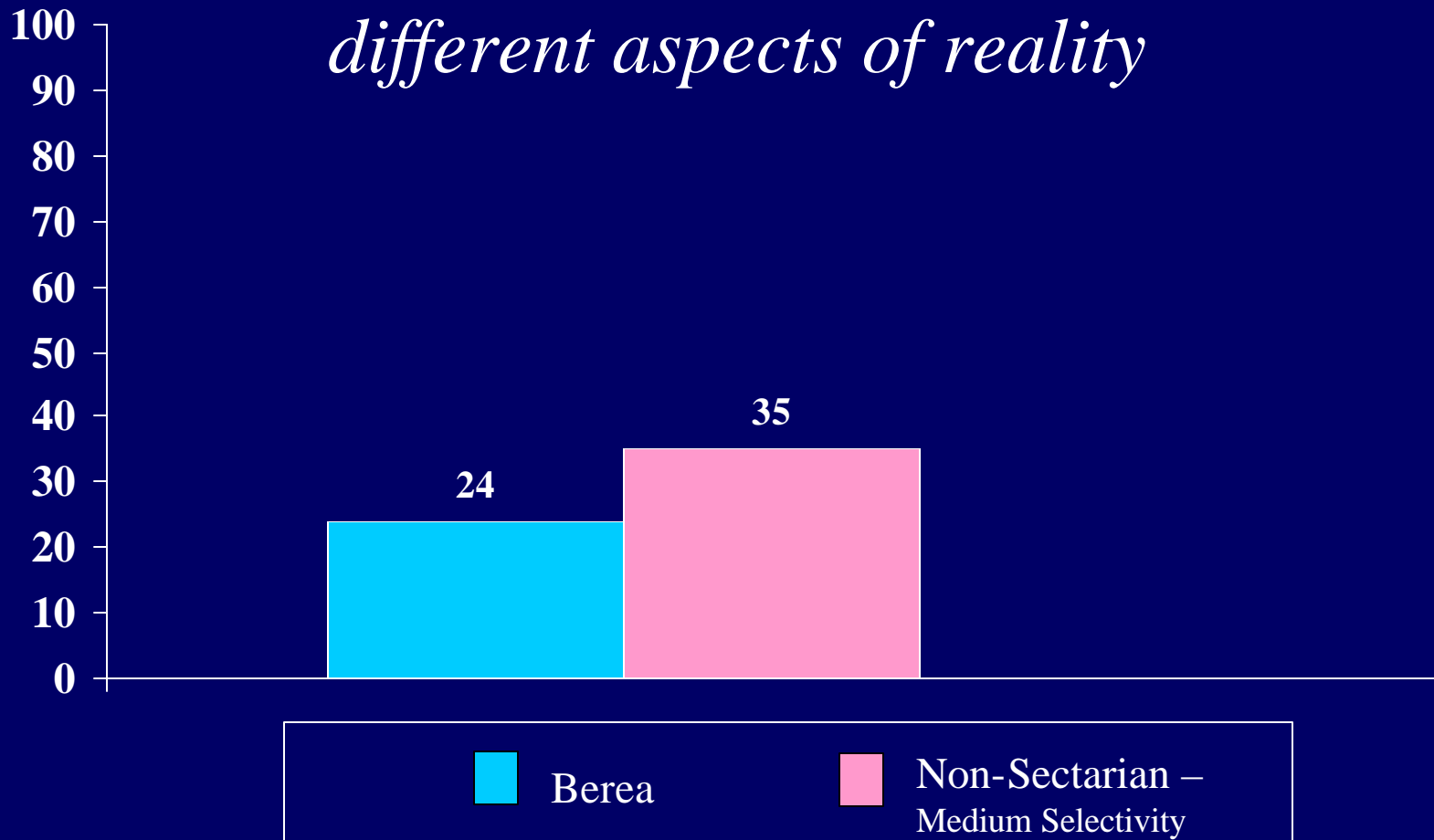
*Conflict; I consider myself to
be on the side of science*



This item was not asked on the 2002 CIRP questionnaire.

For me, the relationship between science and religion is one of:

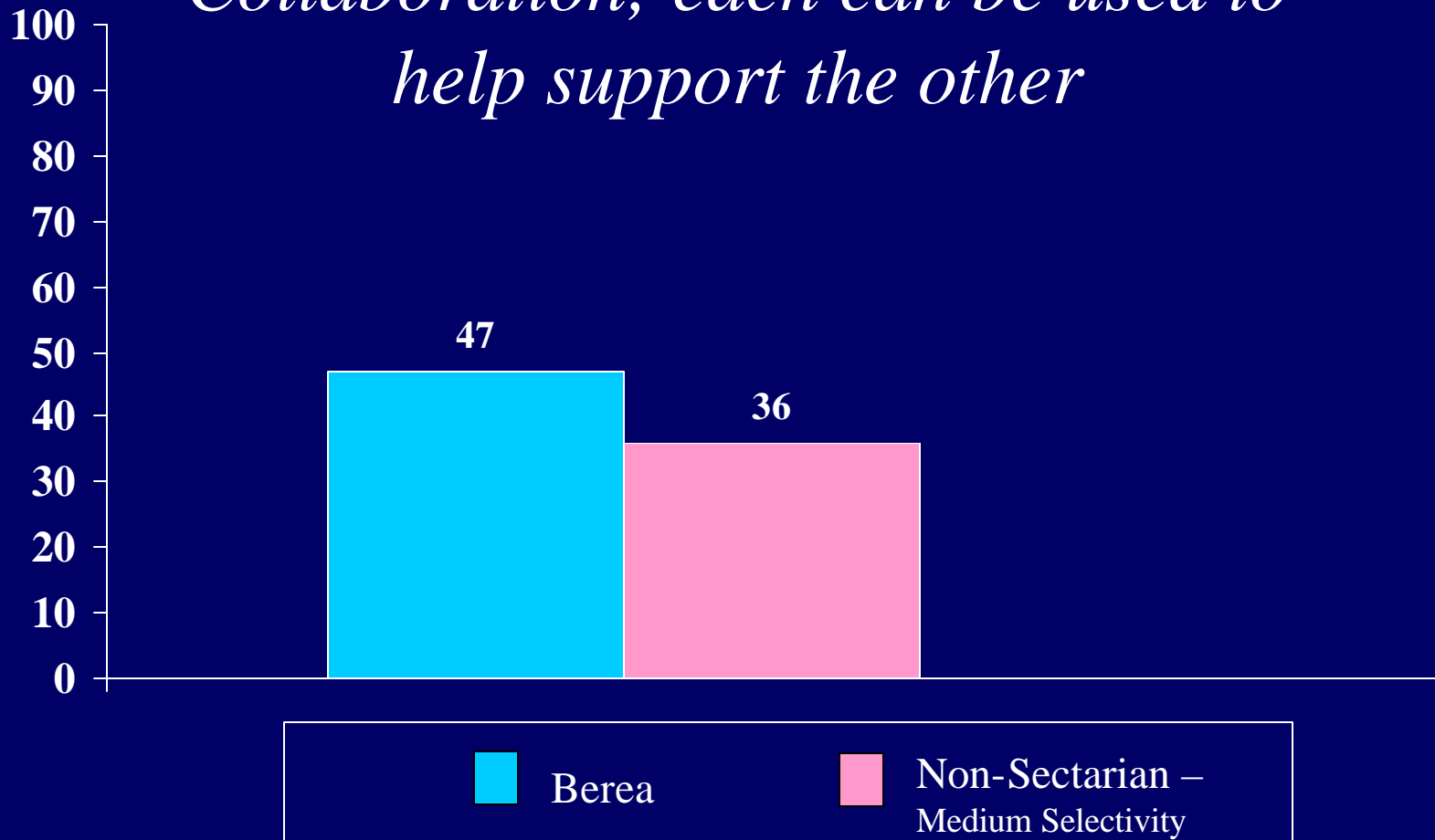
Independence; they refer to different aspects of reality



This item was not asked on the 2002 CIRP questionnaire.

For me, the relationship between science and religion is one of:

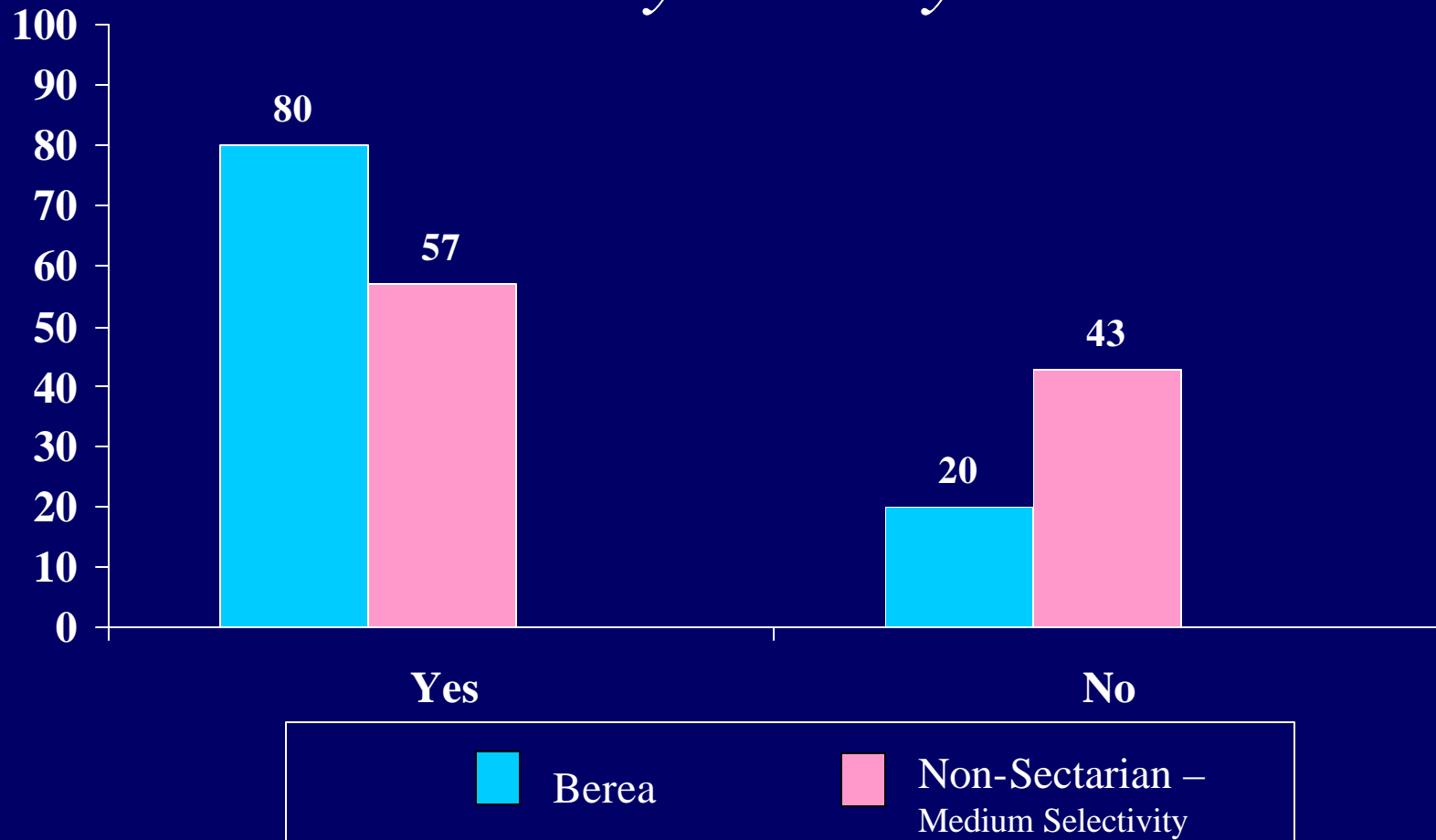
Collaboration; each can be used to help support the other



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who indicated

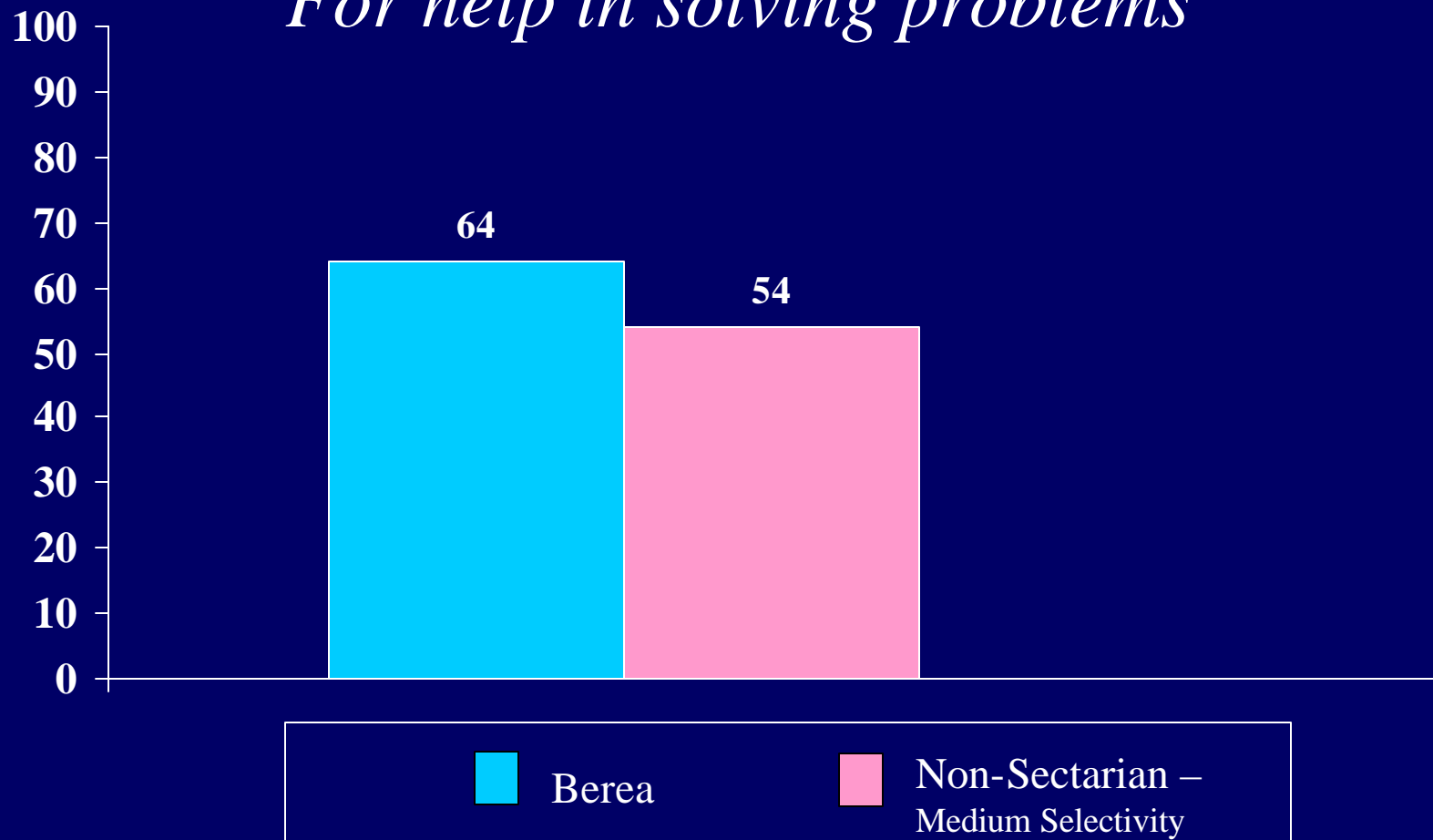
Do you Pray



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who report “Frequently” praying:

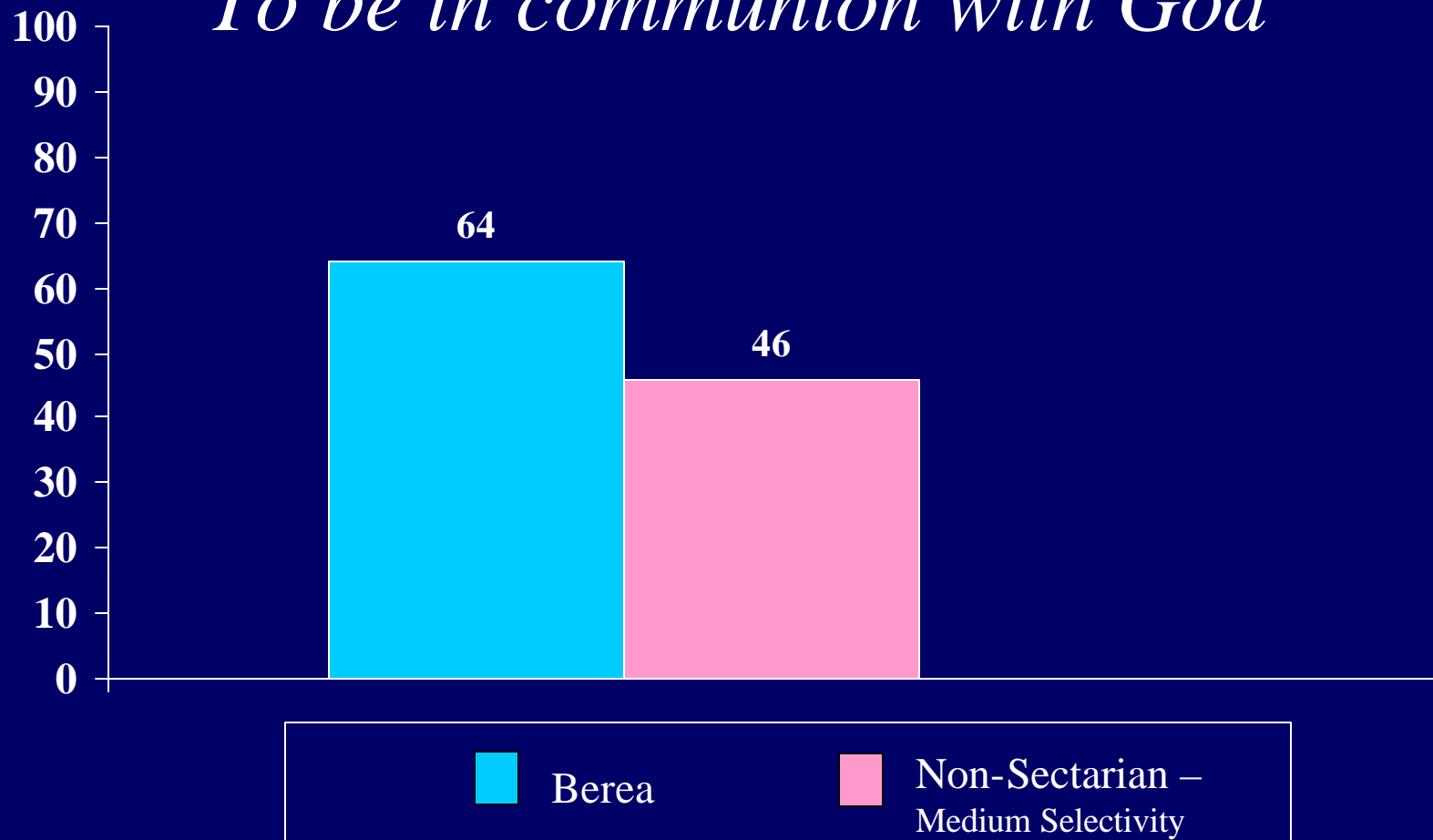
For help in solving problems



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who report “Frequently” praying:

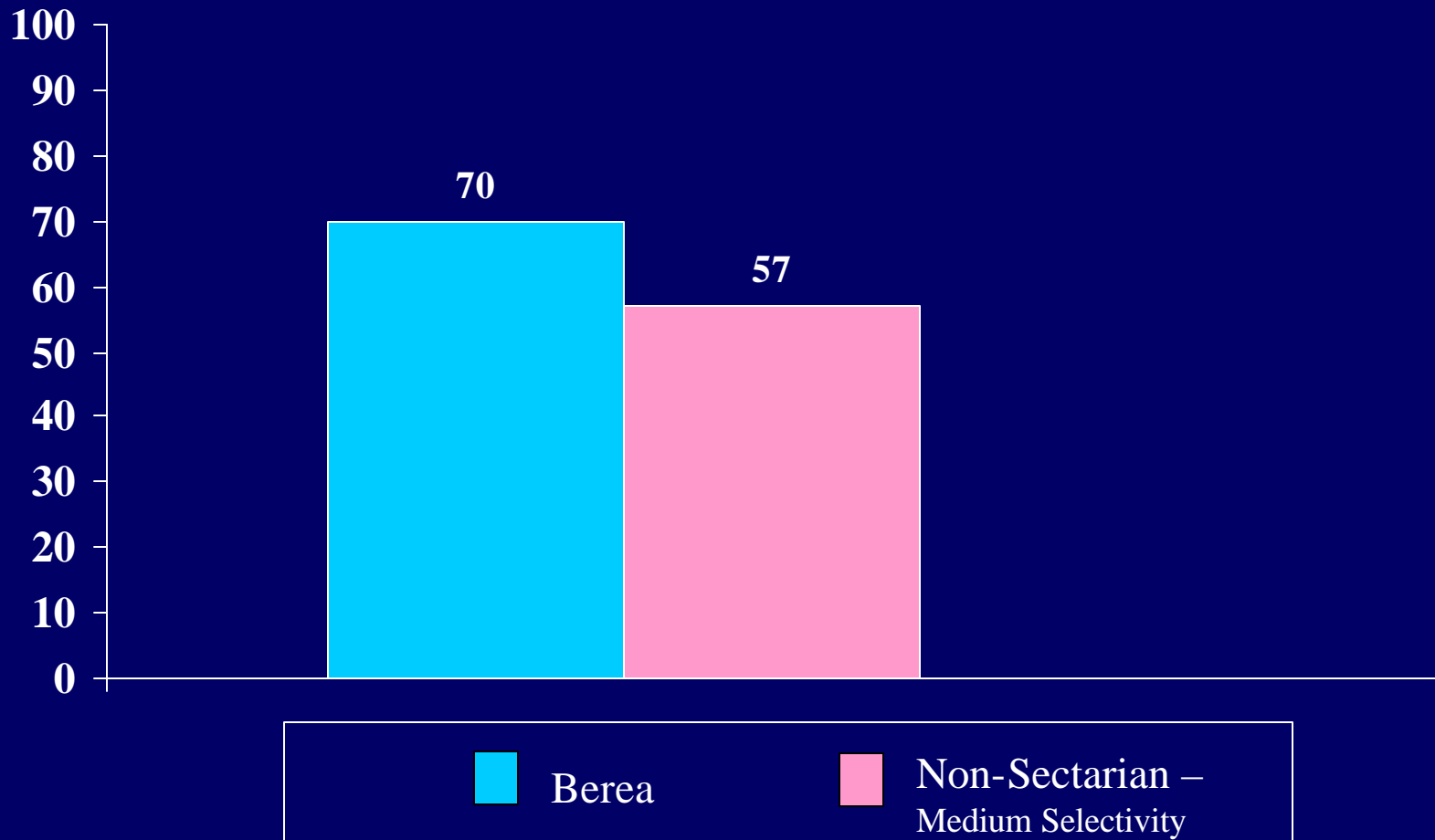
To be in communion with God



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who report “Frequently” praying:

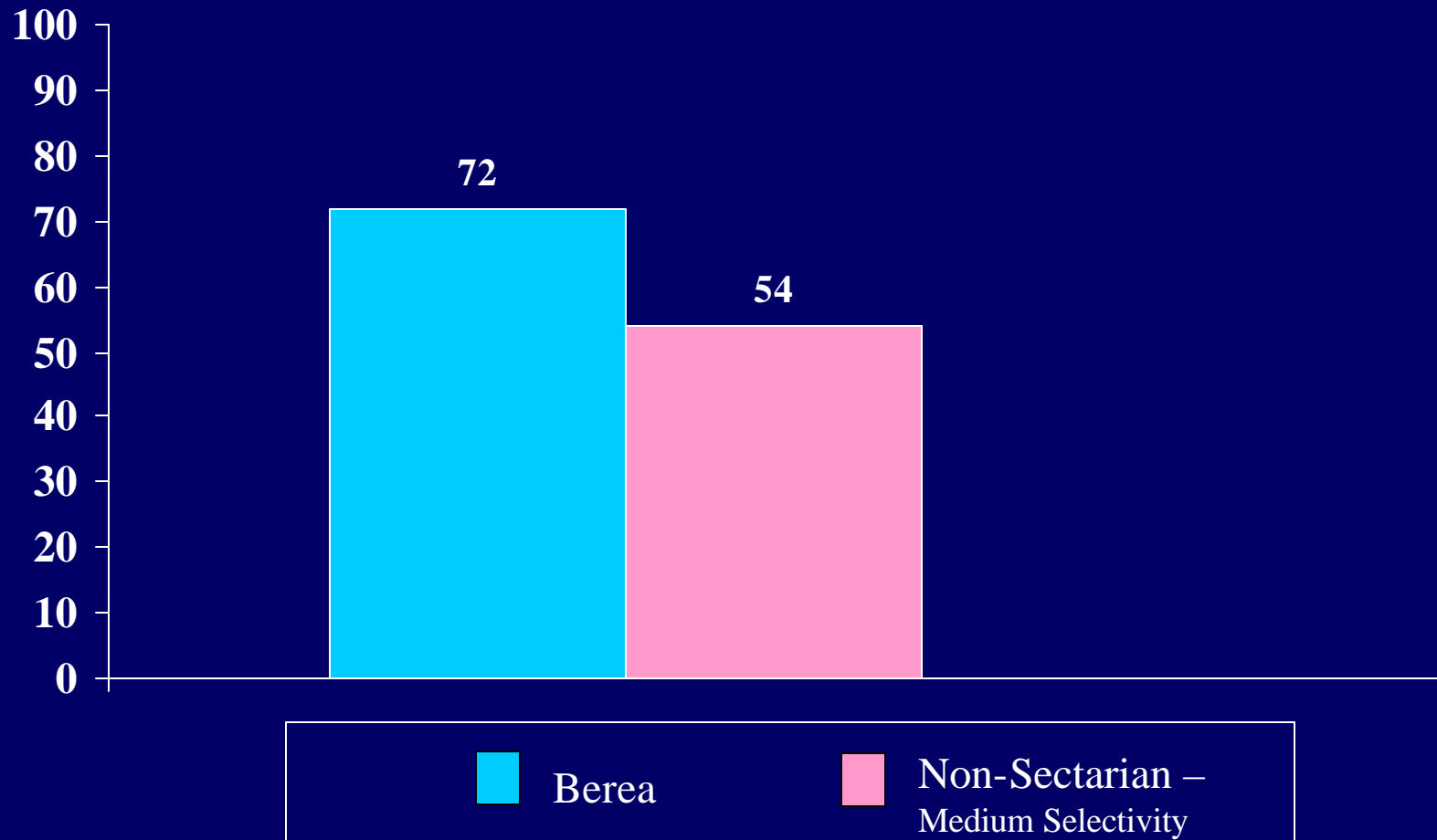
To express gratitude



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who report “Frequently” praying:

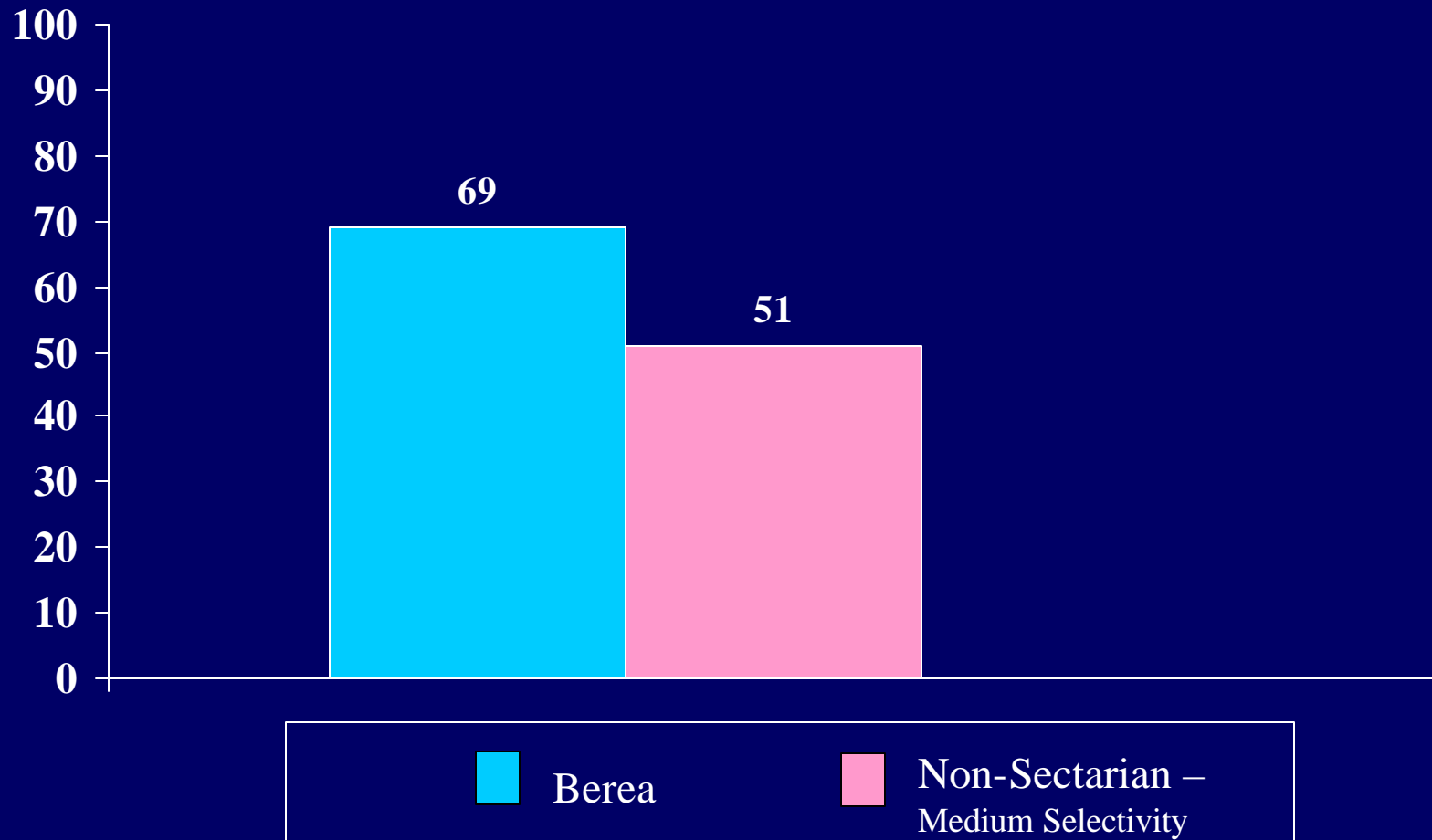
For emotional strength



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who report “Frequently” praying:

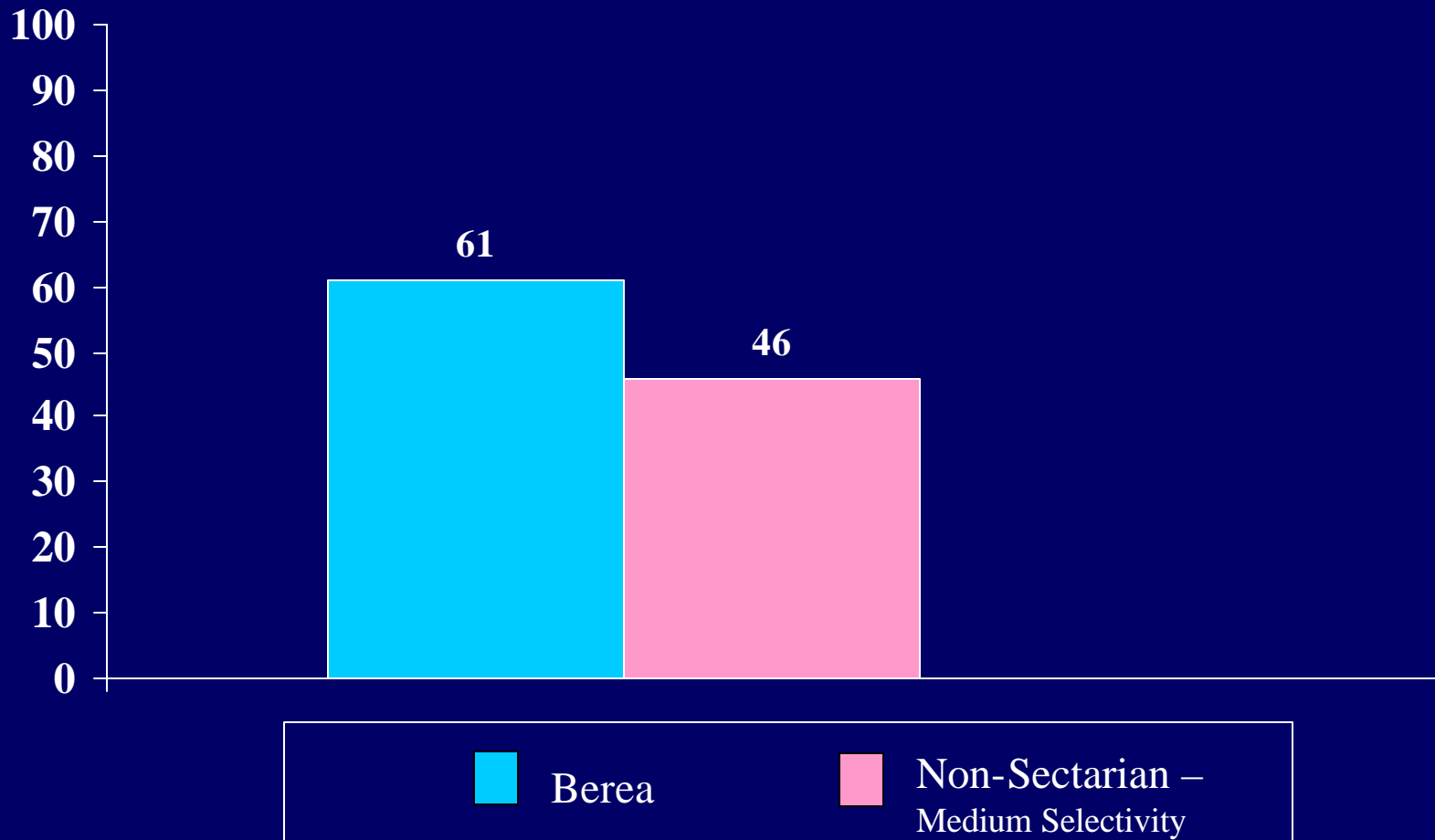
For forgiveness



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who report “Frequently” praying:

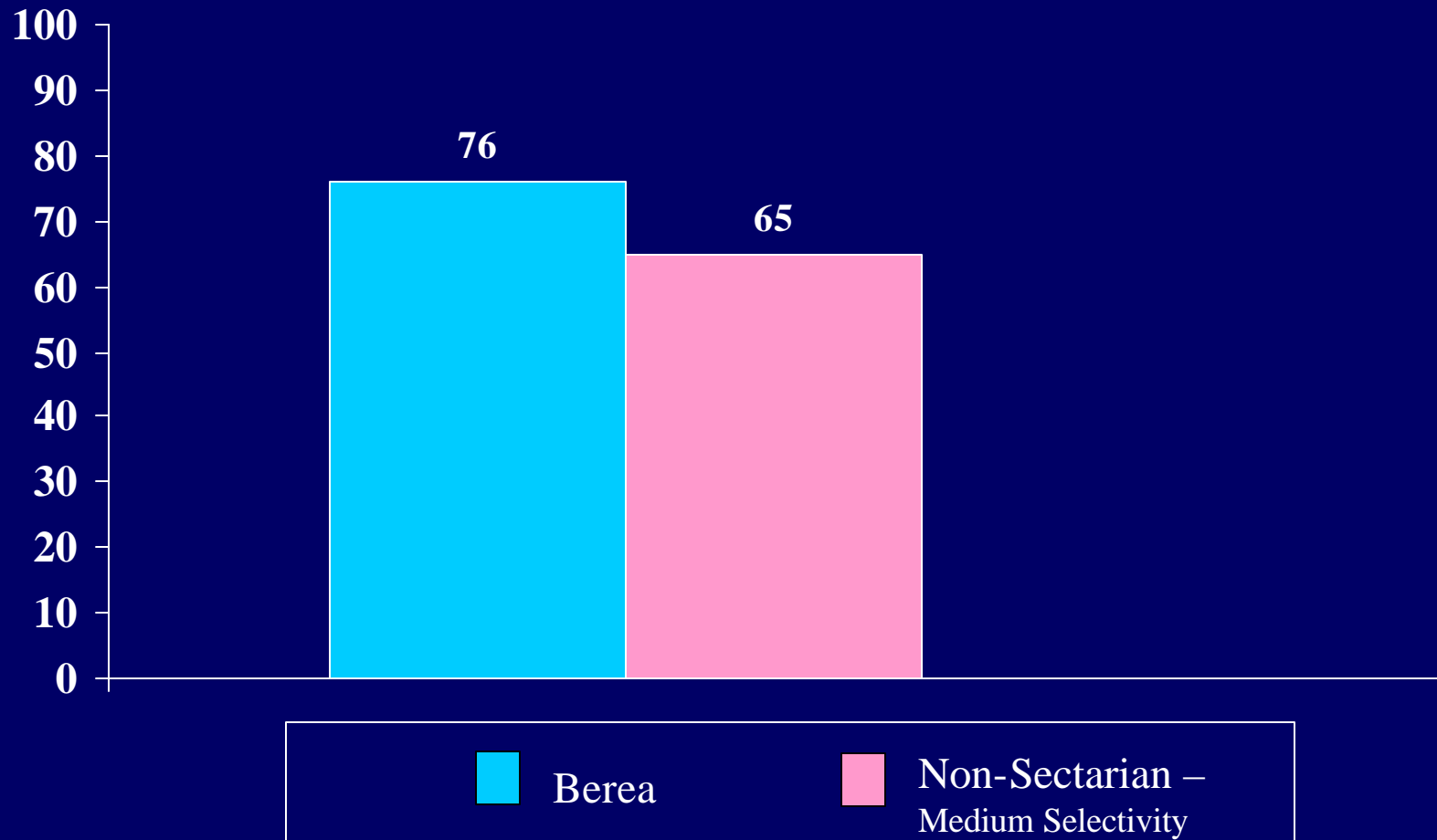
To relieve the suffering of others



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who report “Frequently” praying:

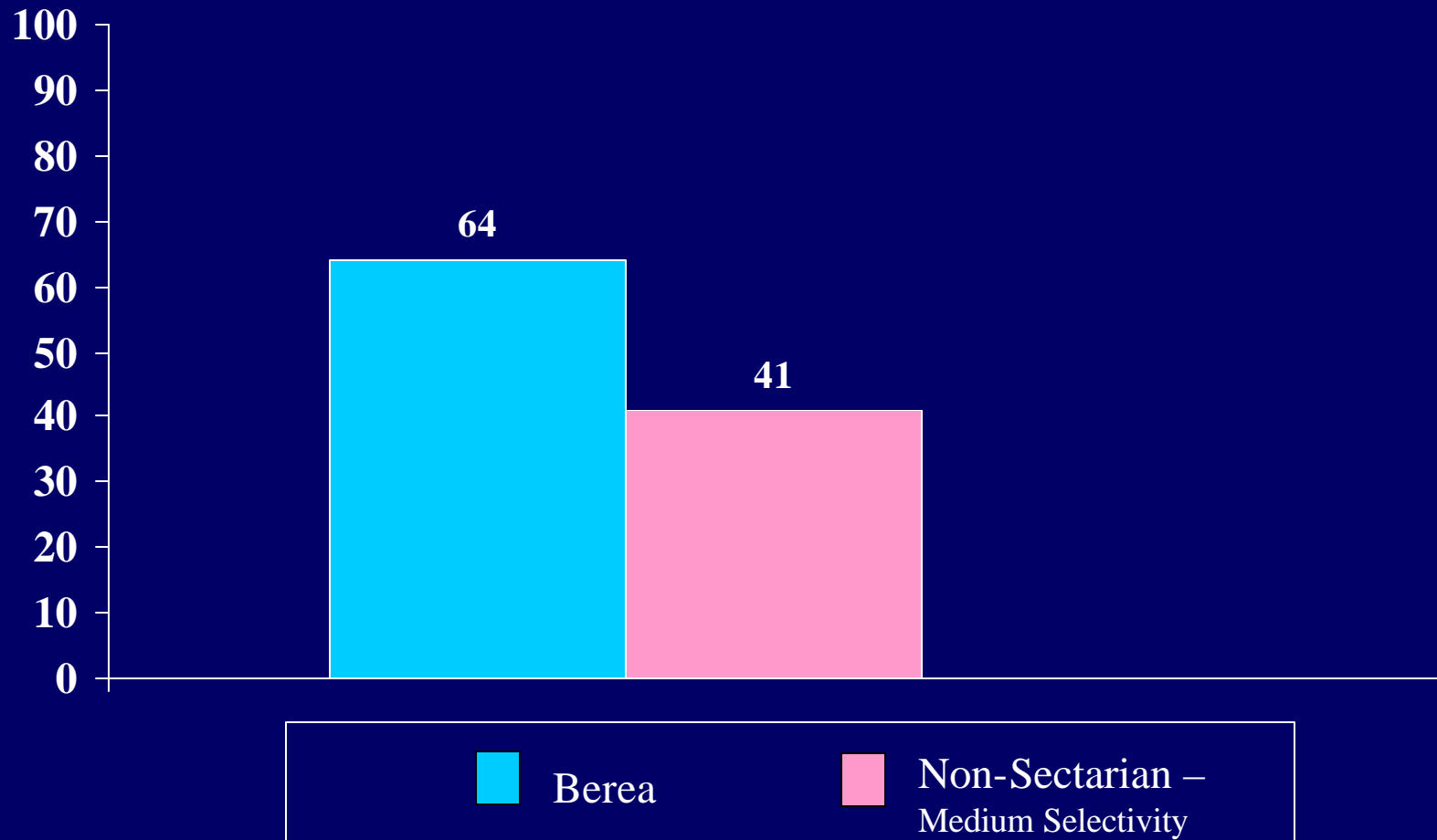
For loved ones



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who report “Frequently” praying:

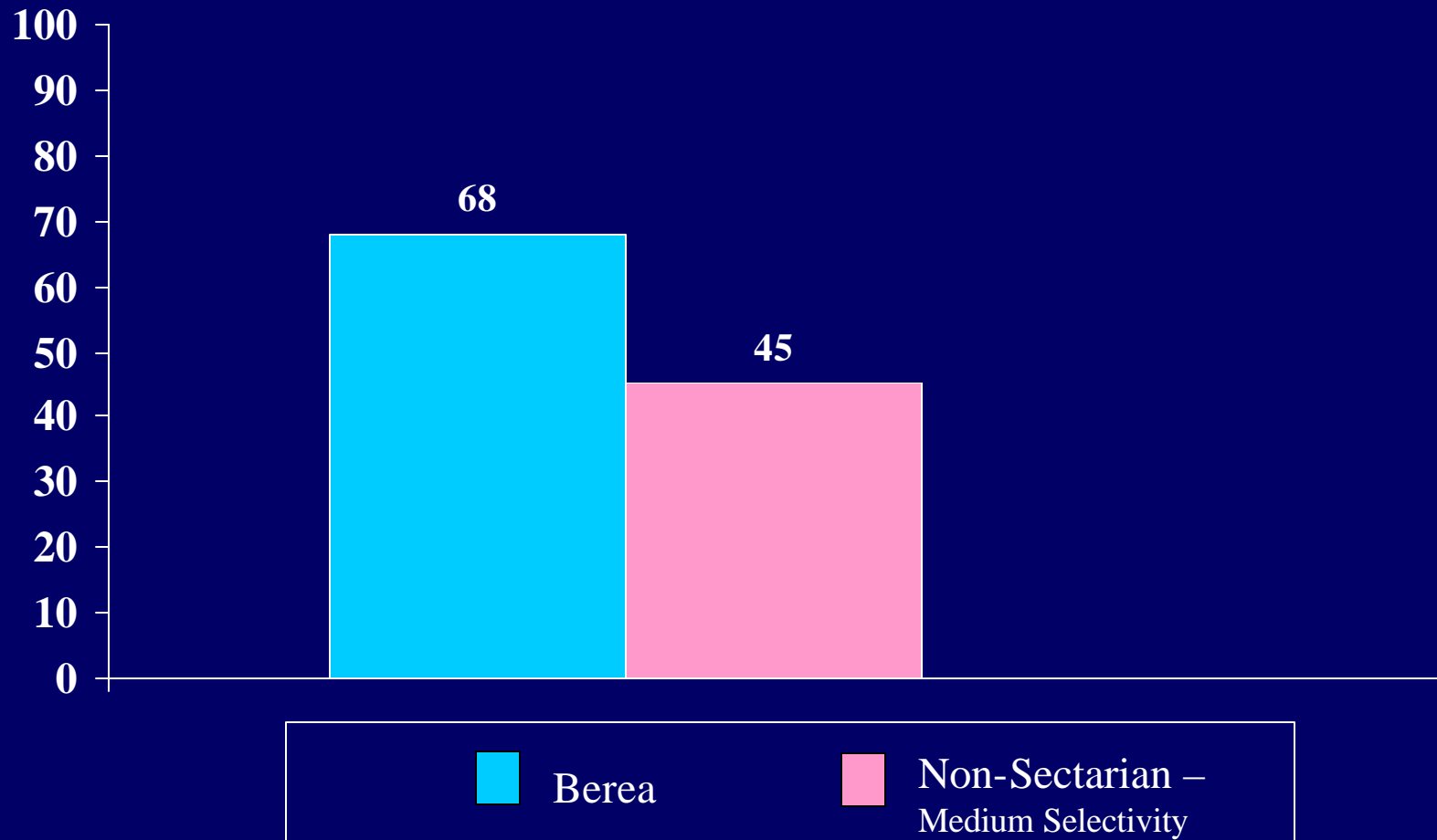
For wisdom



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who report “Frequently” praying:

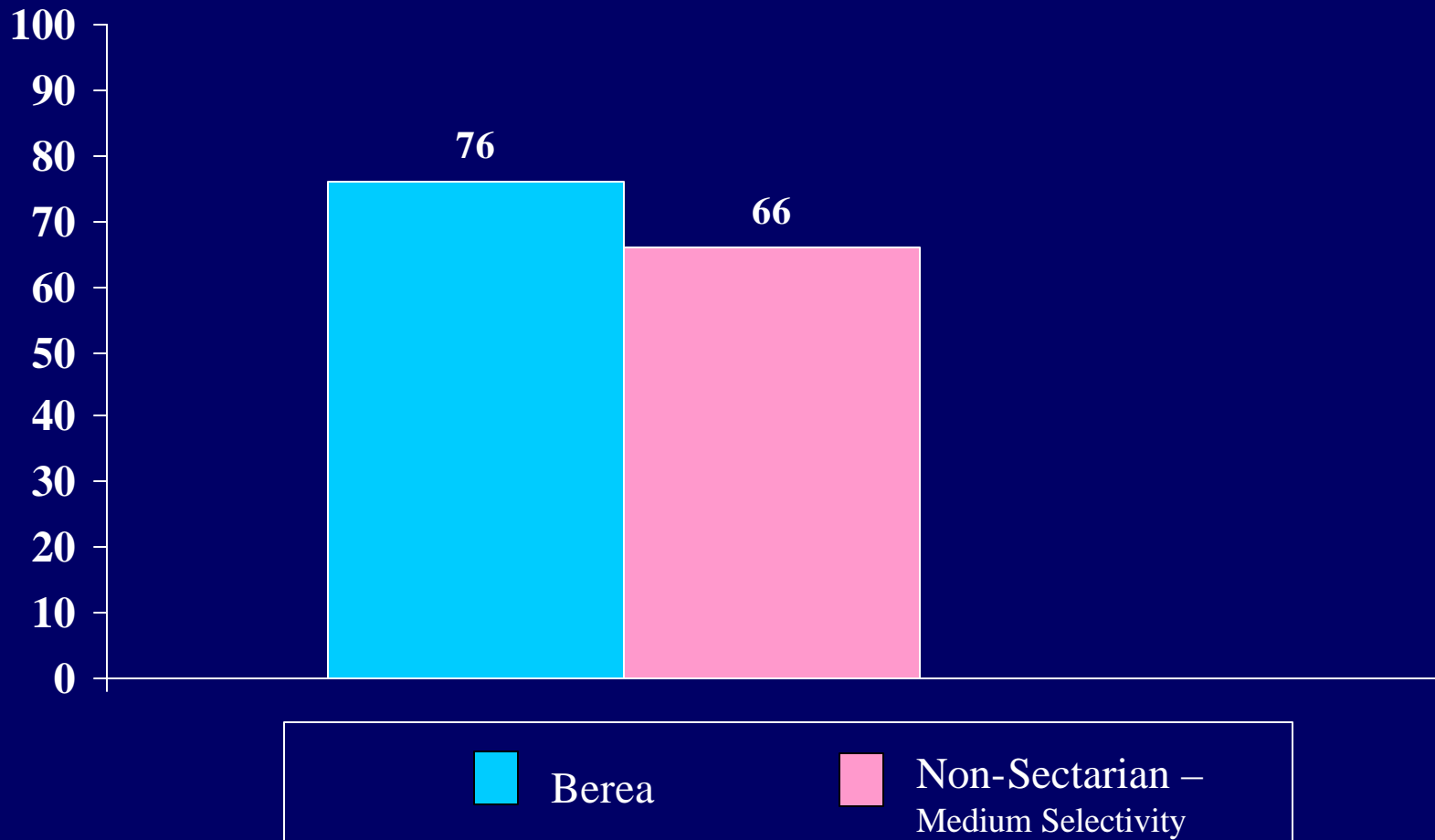
To praise God



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who engages at least weekly in:

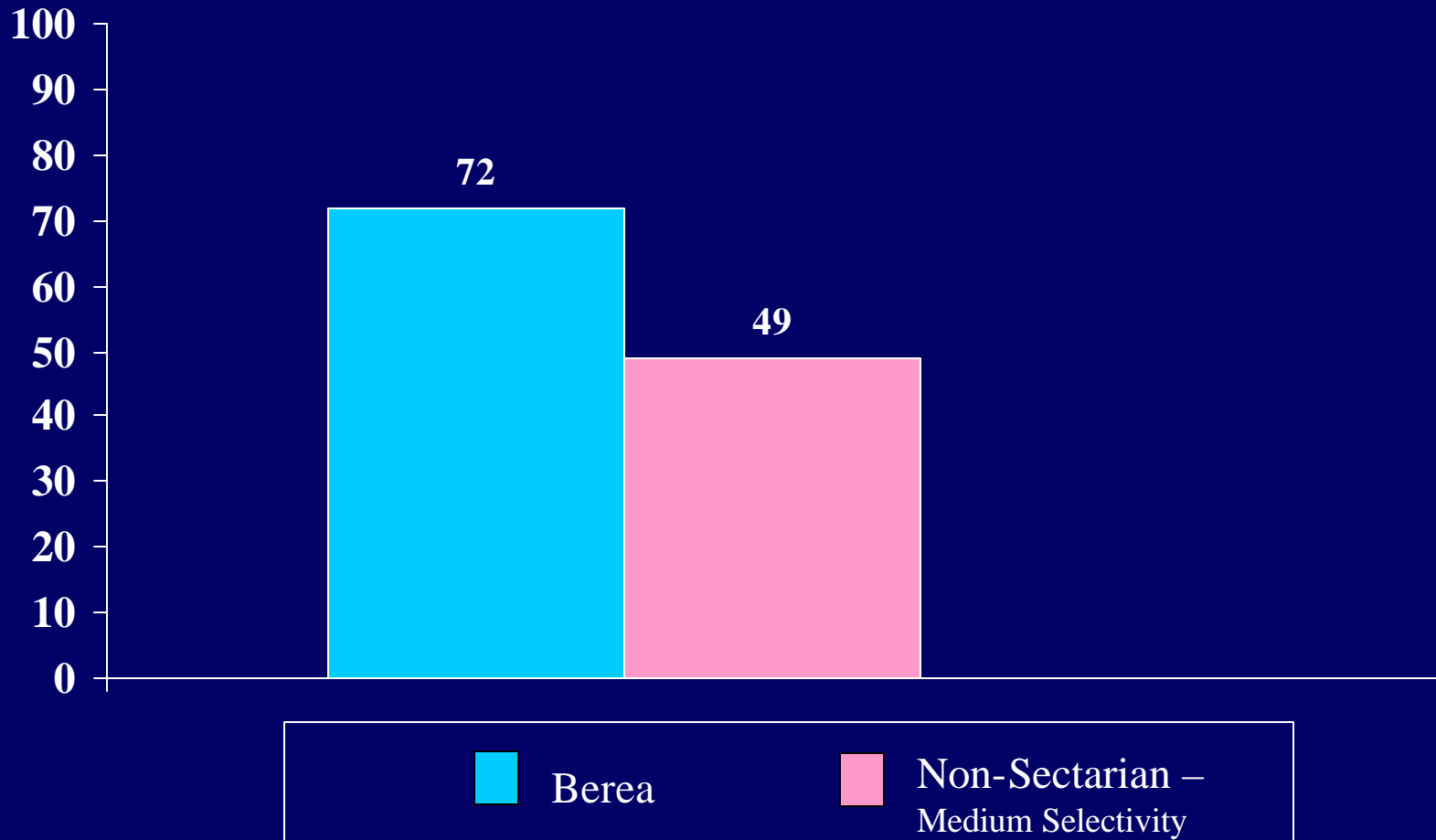
Self-reflection



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who engages at least weekly in:

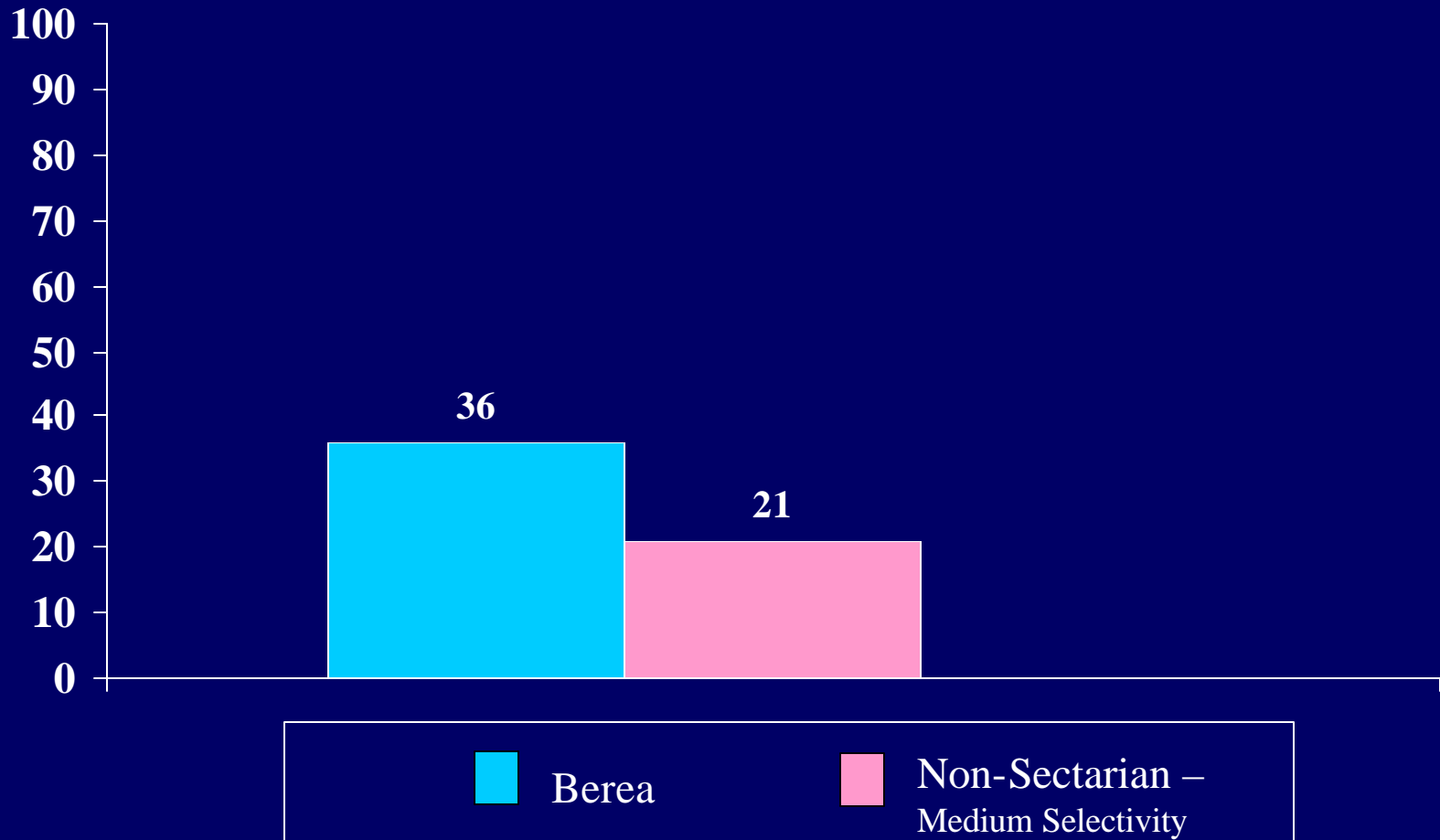
Prayer



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who engages at least weekly in:

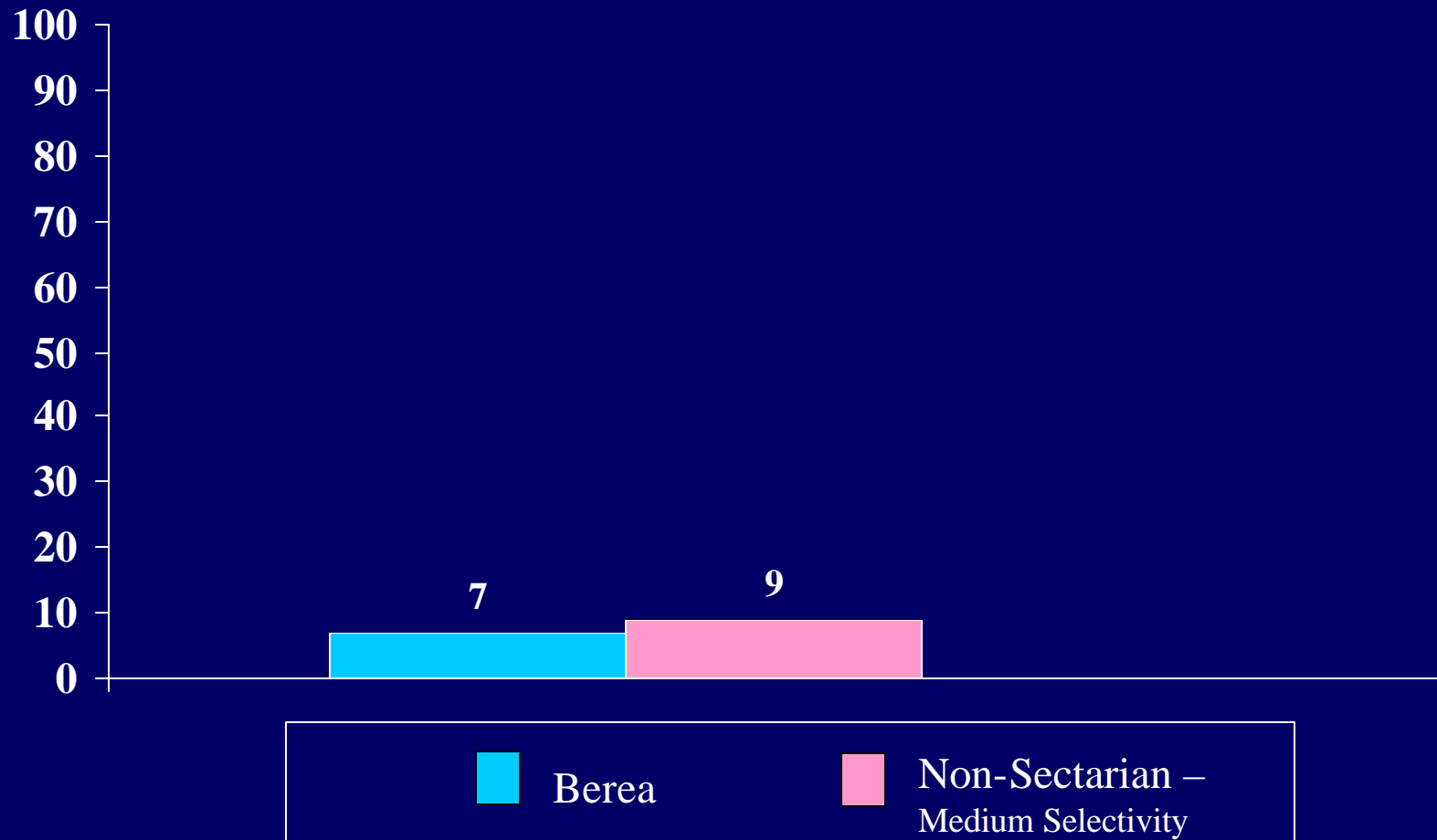
Meditation



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who engages at least weekly in:

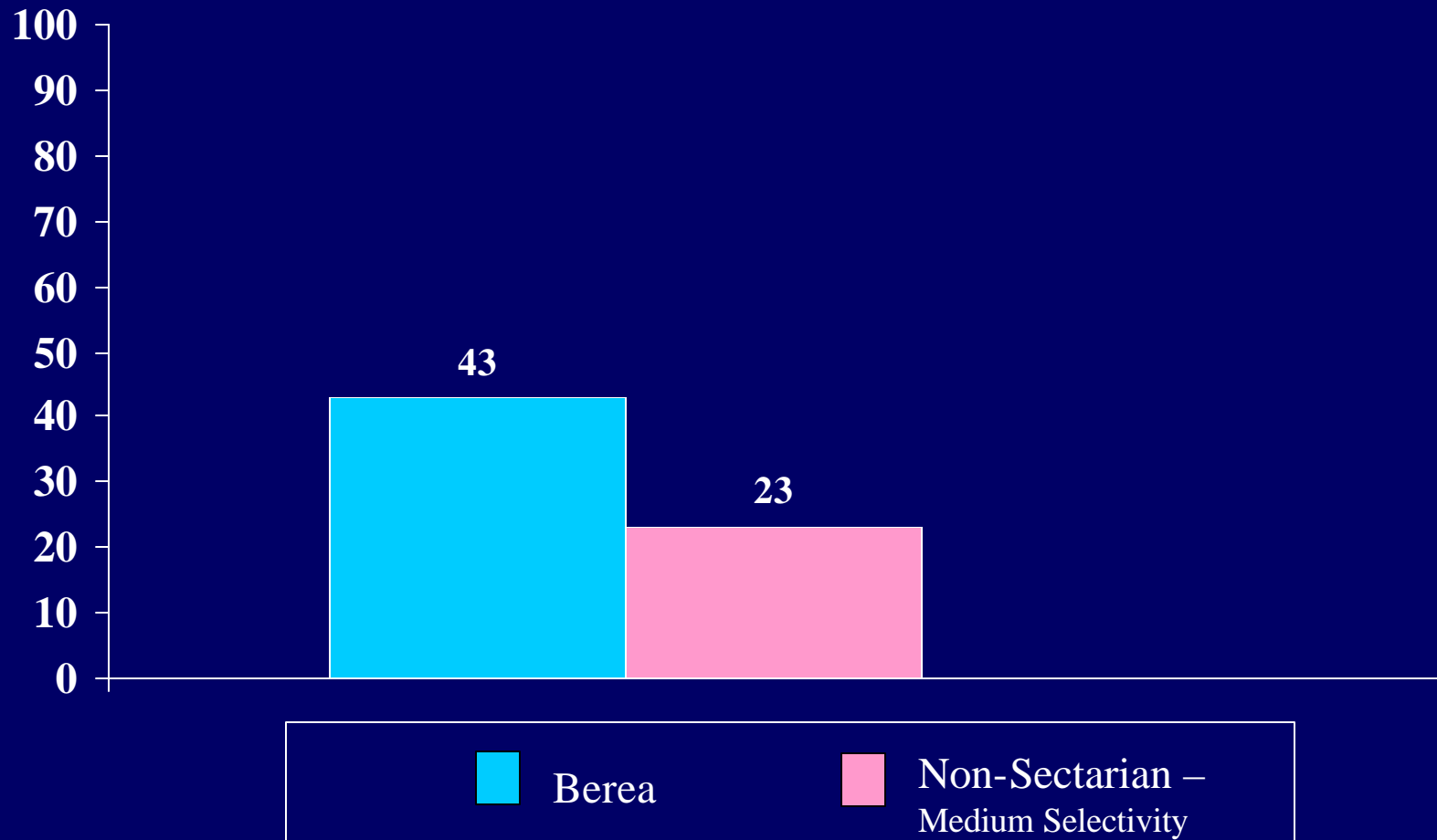
Yoga, Tai Chi, or similar practice



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who engages at least weekly in:

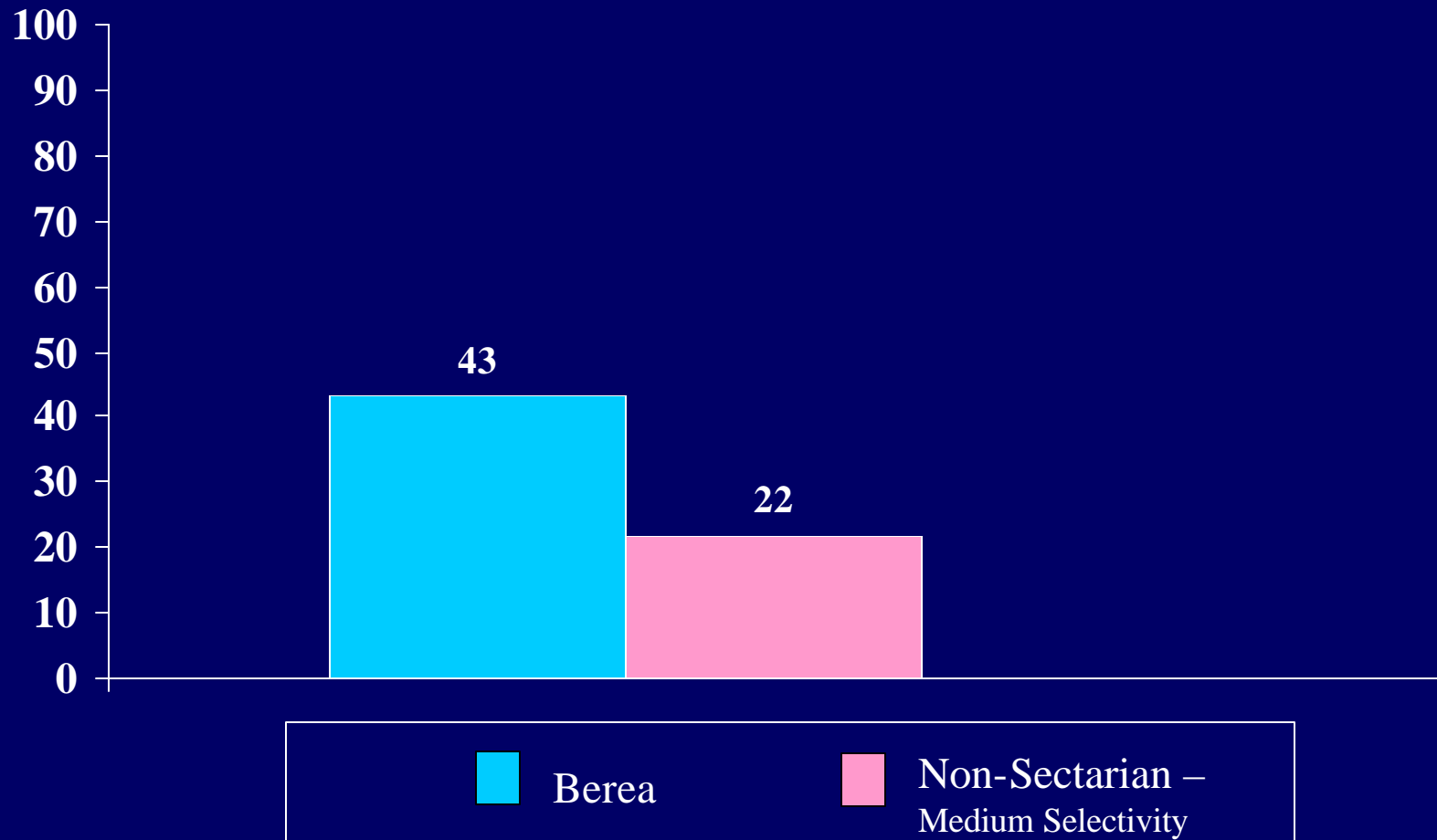
Religious singing/chanting



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who engages at least weekly in:

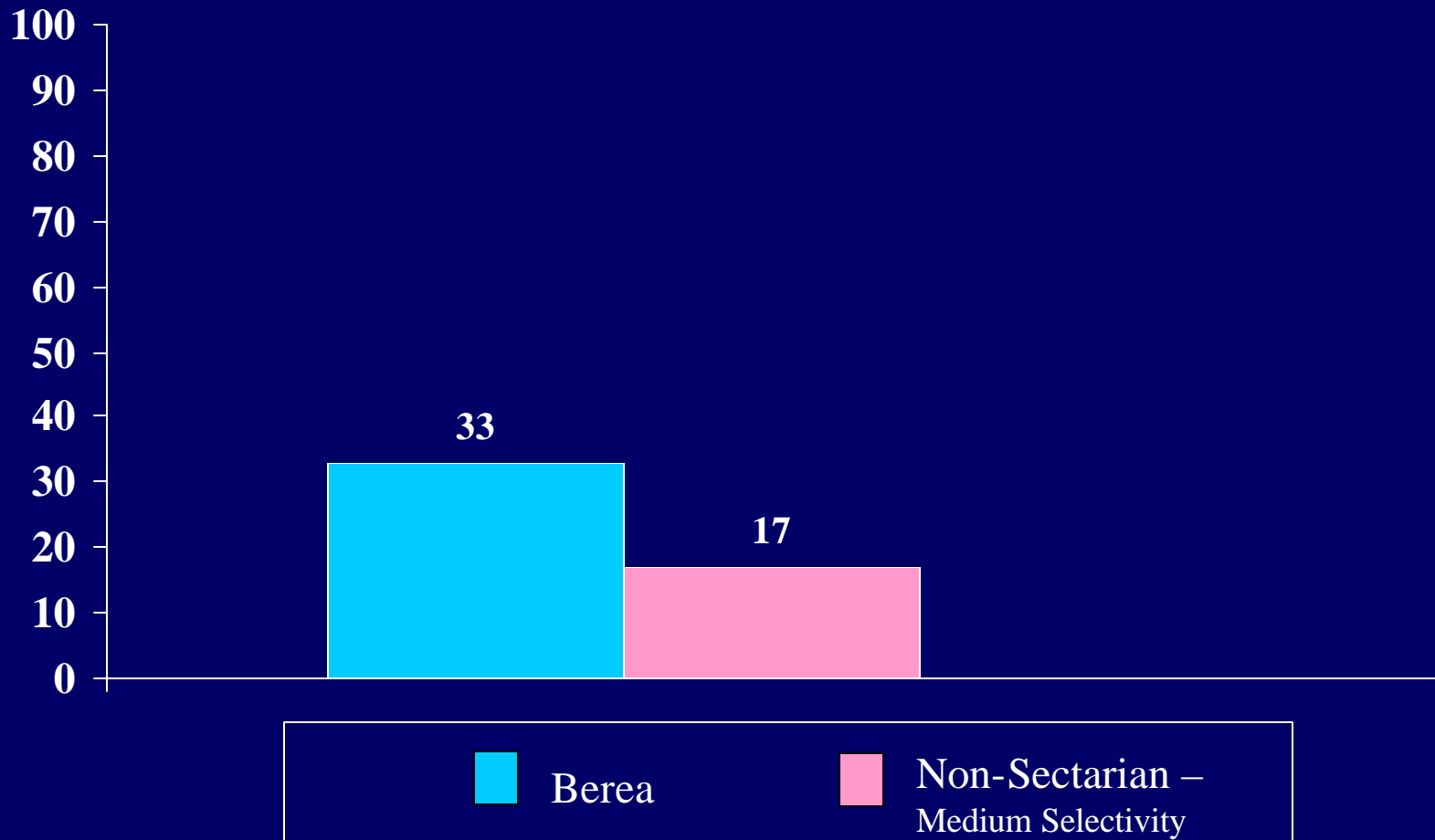
Reading sacred texts



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who engages at least weekly in:

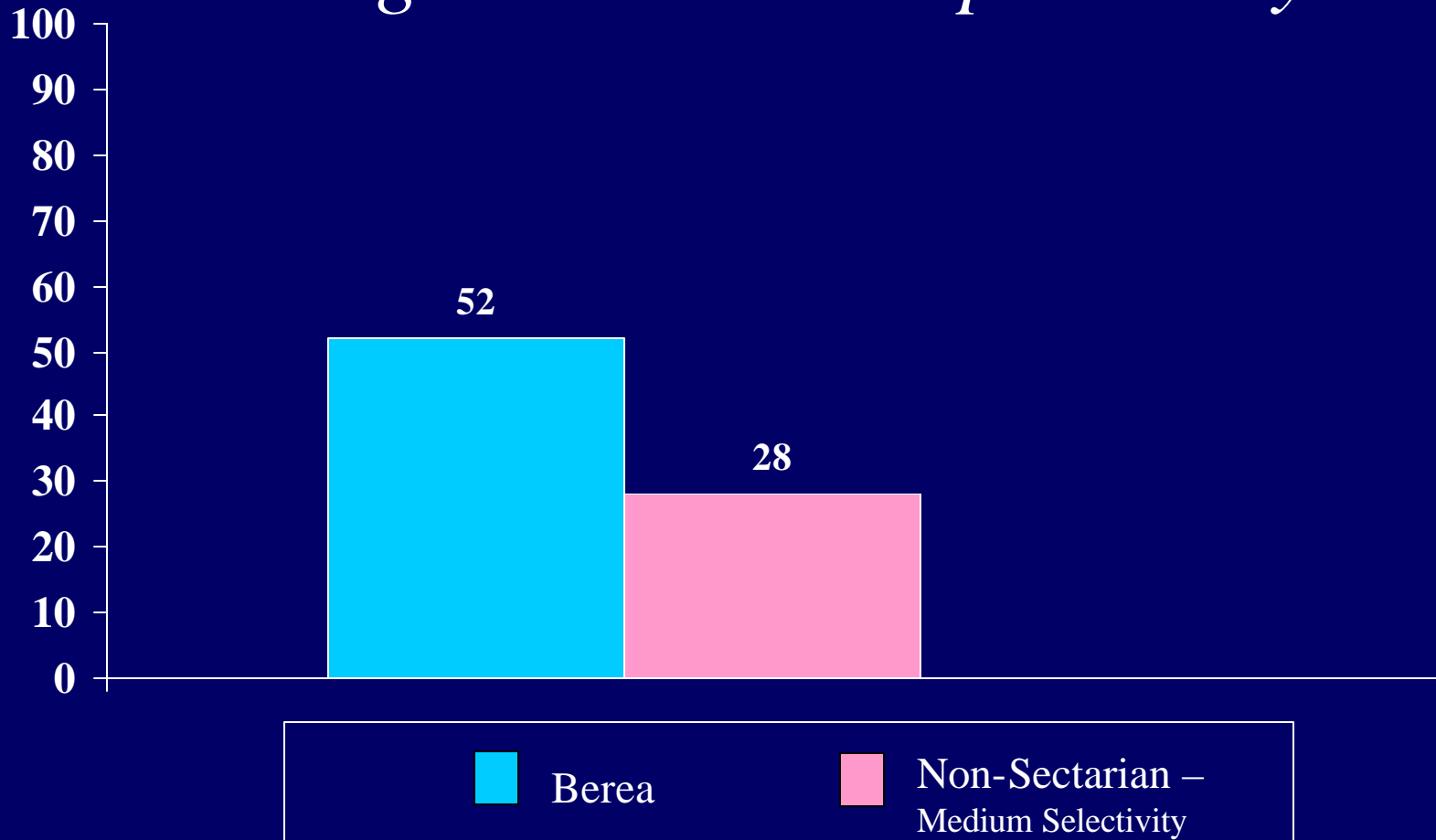
Other reading on religion/spirituality



This item was not asked on the 2002 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

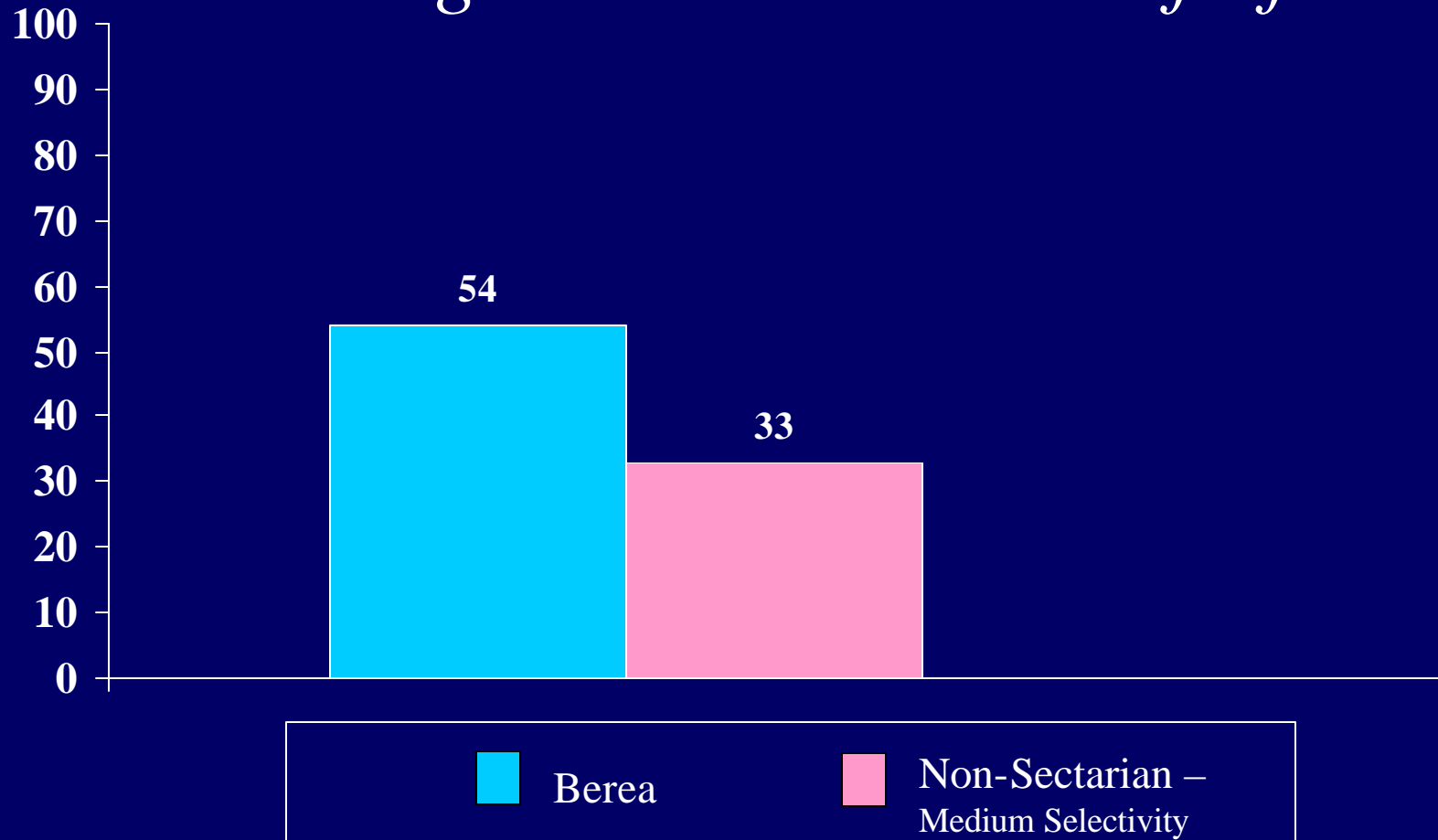
Having an interest in spirituality



This item was not asked on the 2002 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

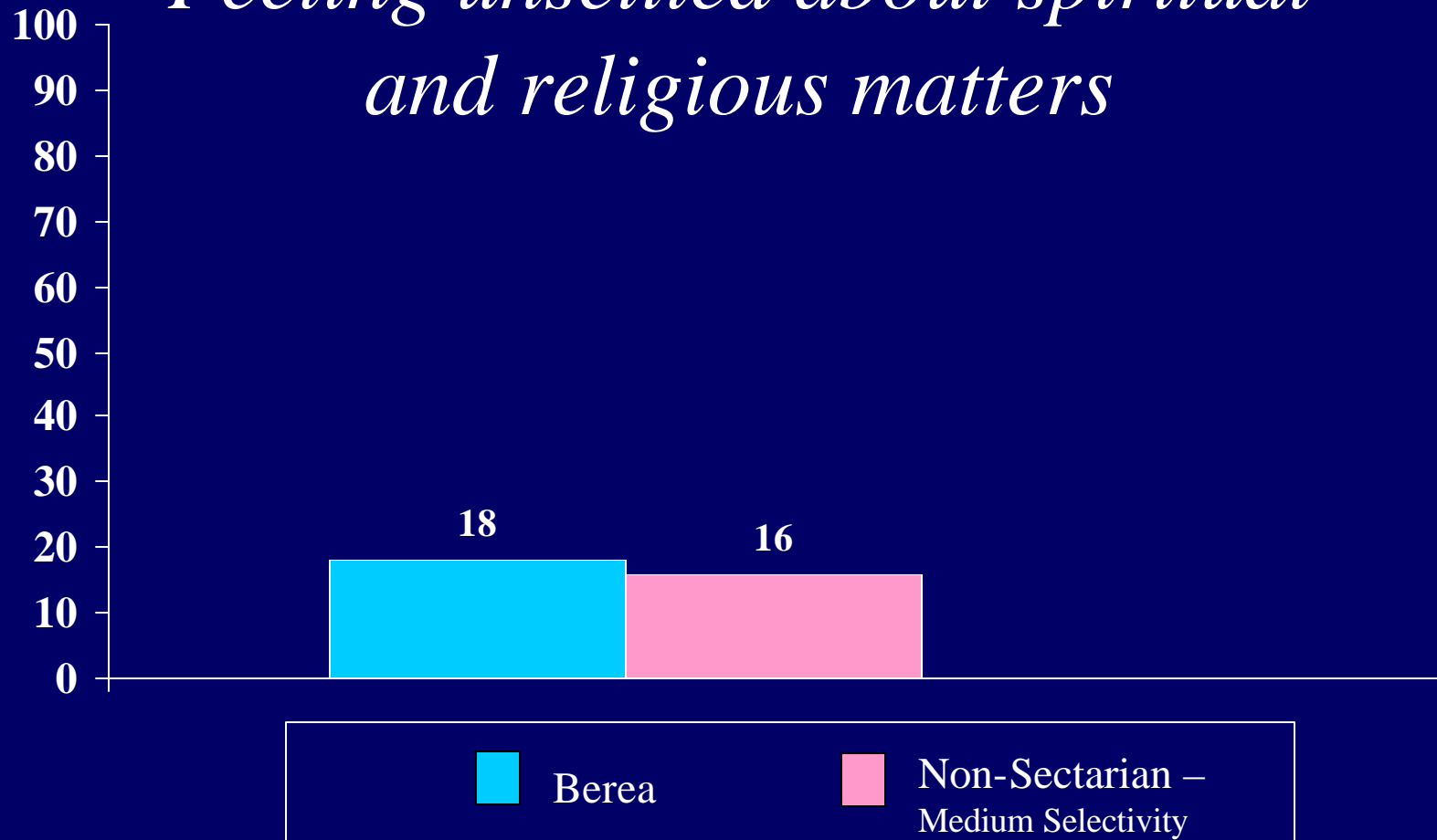
Believing in the sacredness of life



This item was not asked on the 2002 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

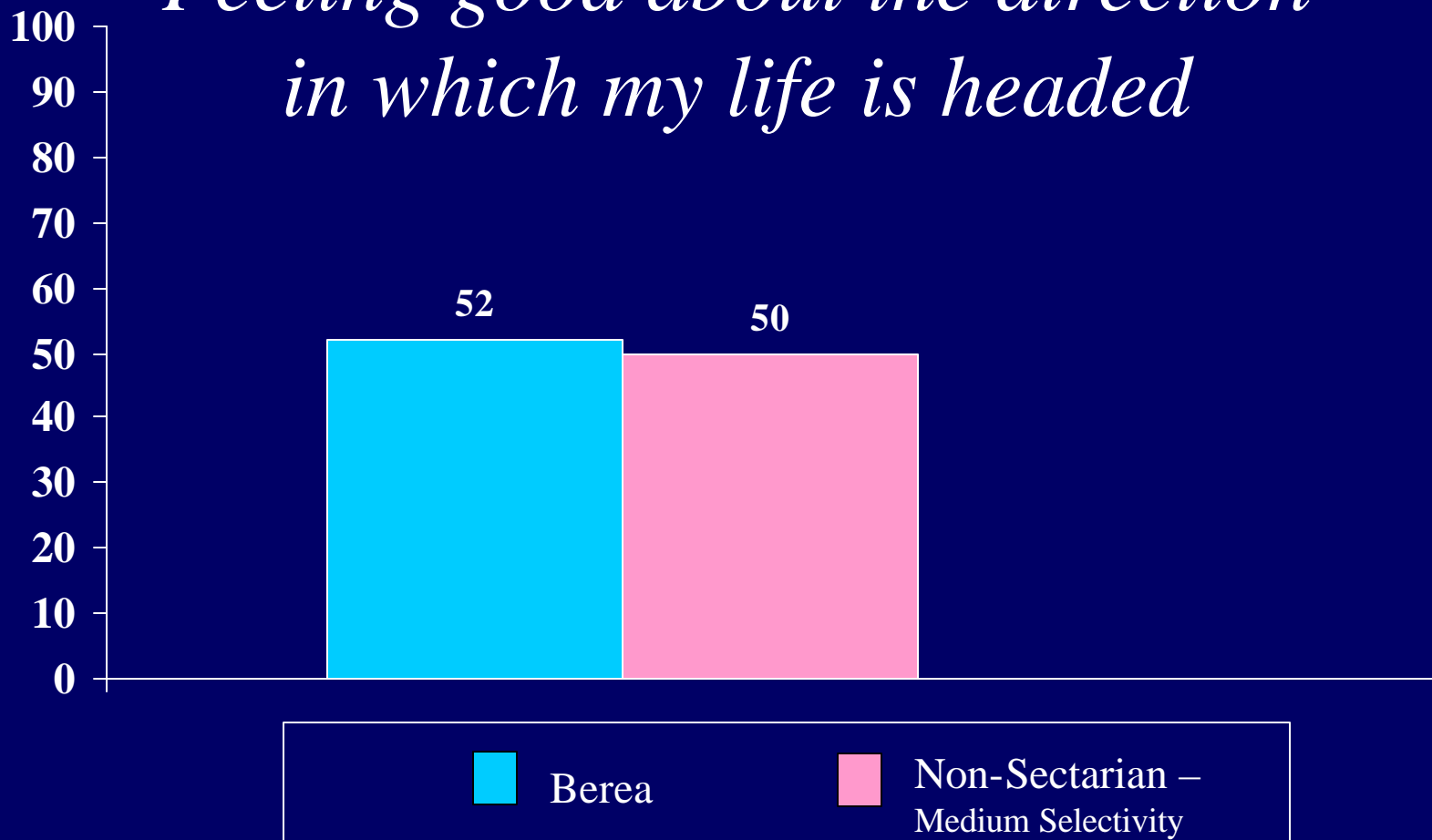
Feeling unsettled about spiritual and religious matters



This item was not asked on the 2002 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

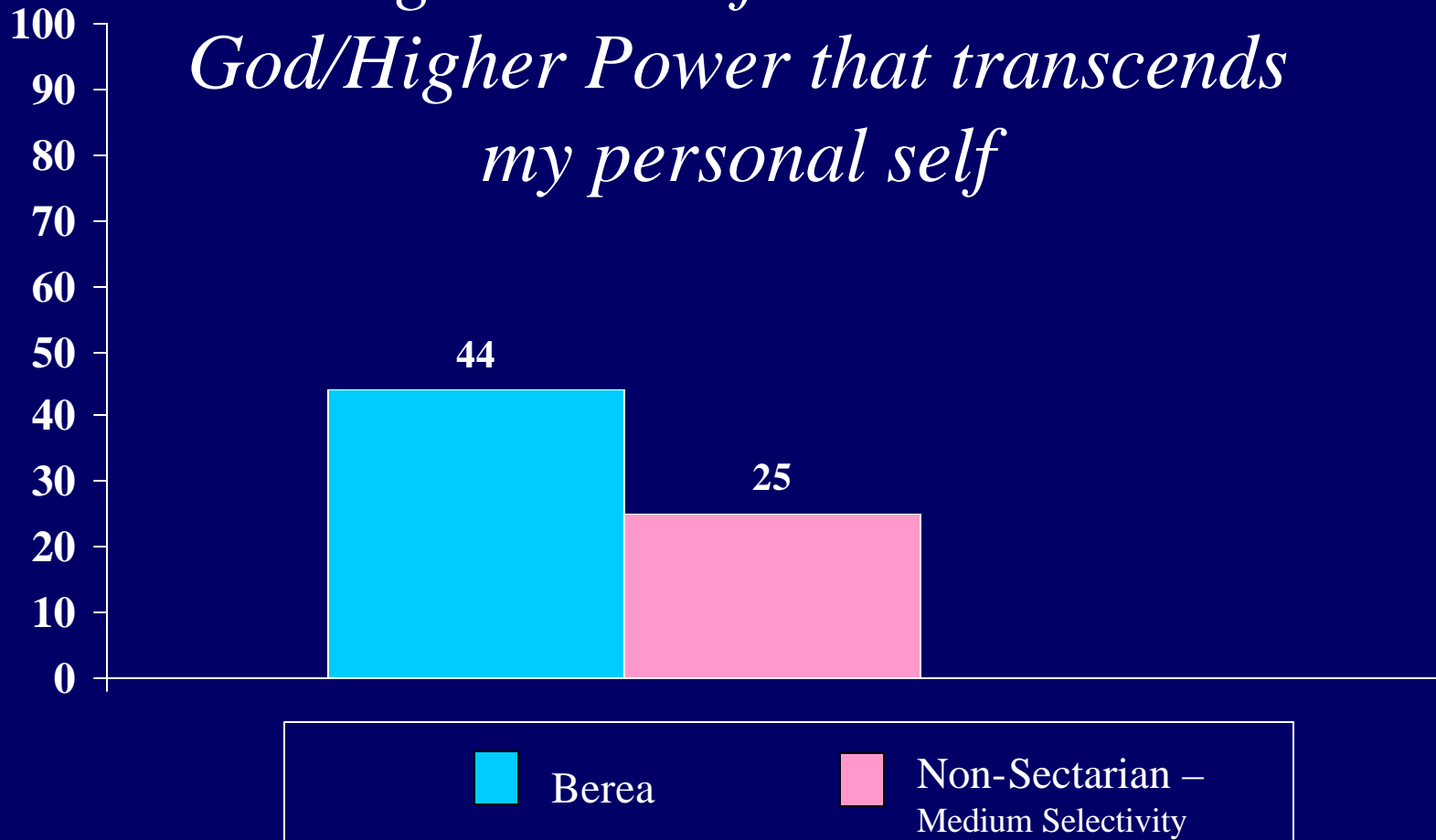
Feeling good about the direction in which my life is headed



This item was not asked on the 2002 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

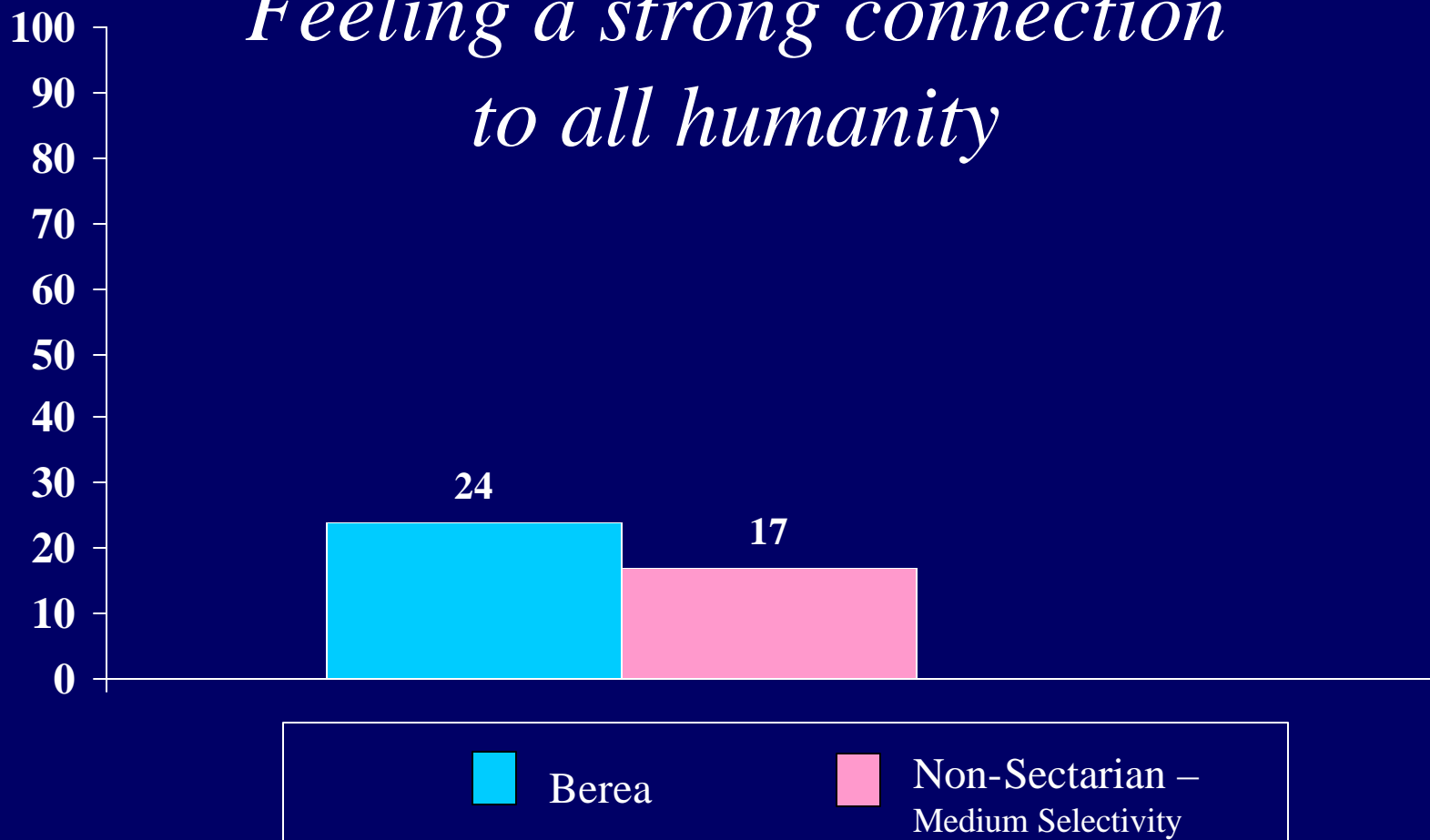
*Feeling a sense of connection with
God/Higher Power that transcends
my personal self*



This item was not asked on the 2002 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

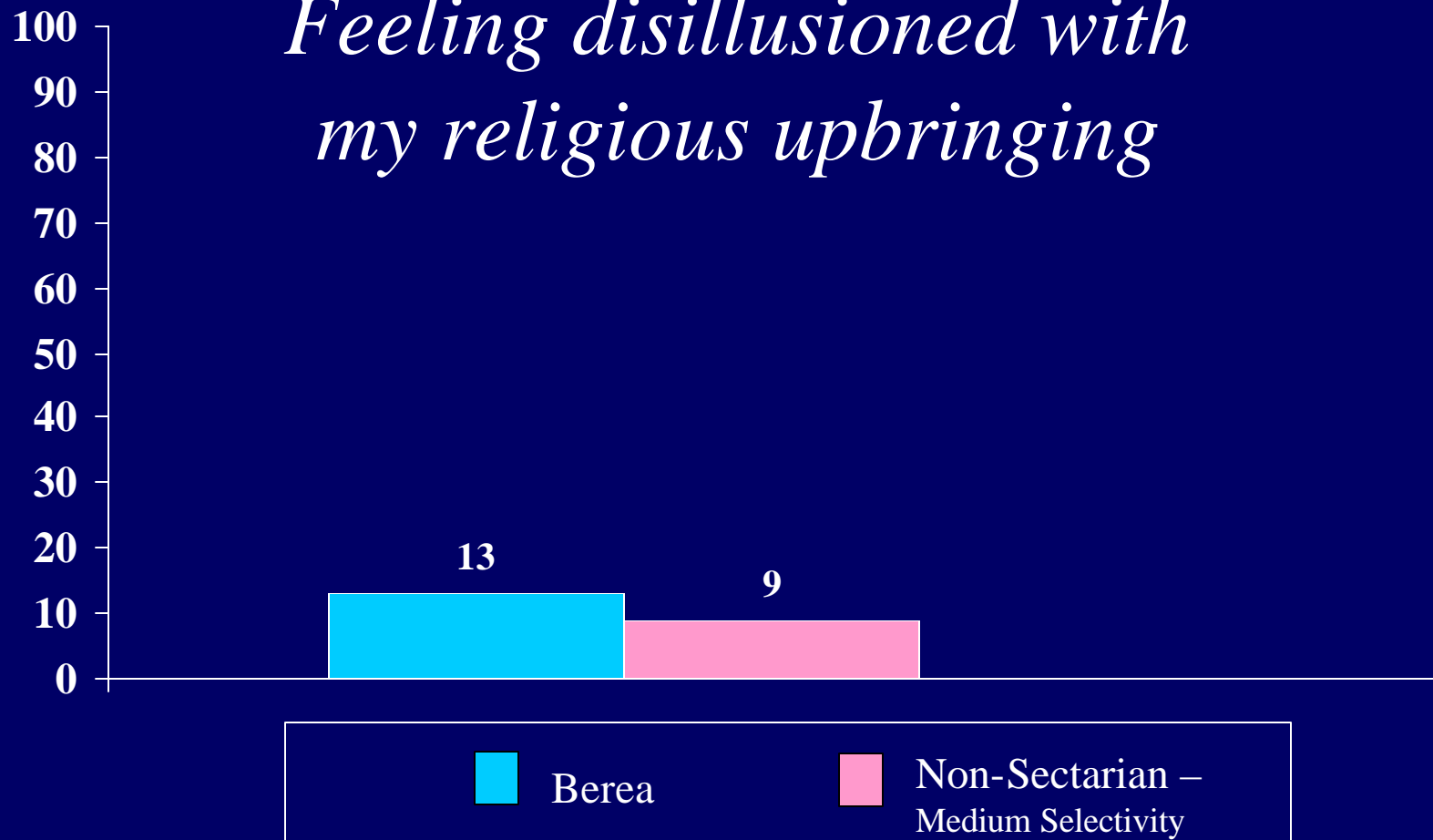
*Feeling a strong connection
to all humanity*



This item was not asked on the 2002 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

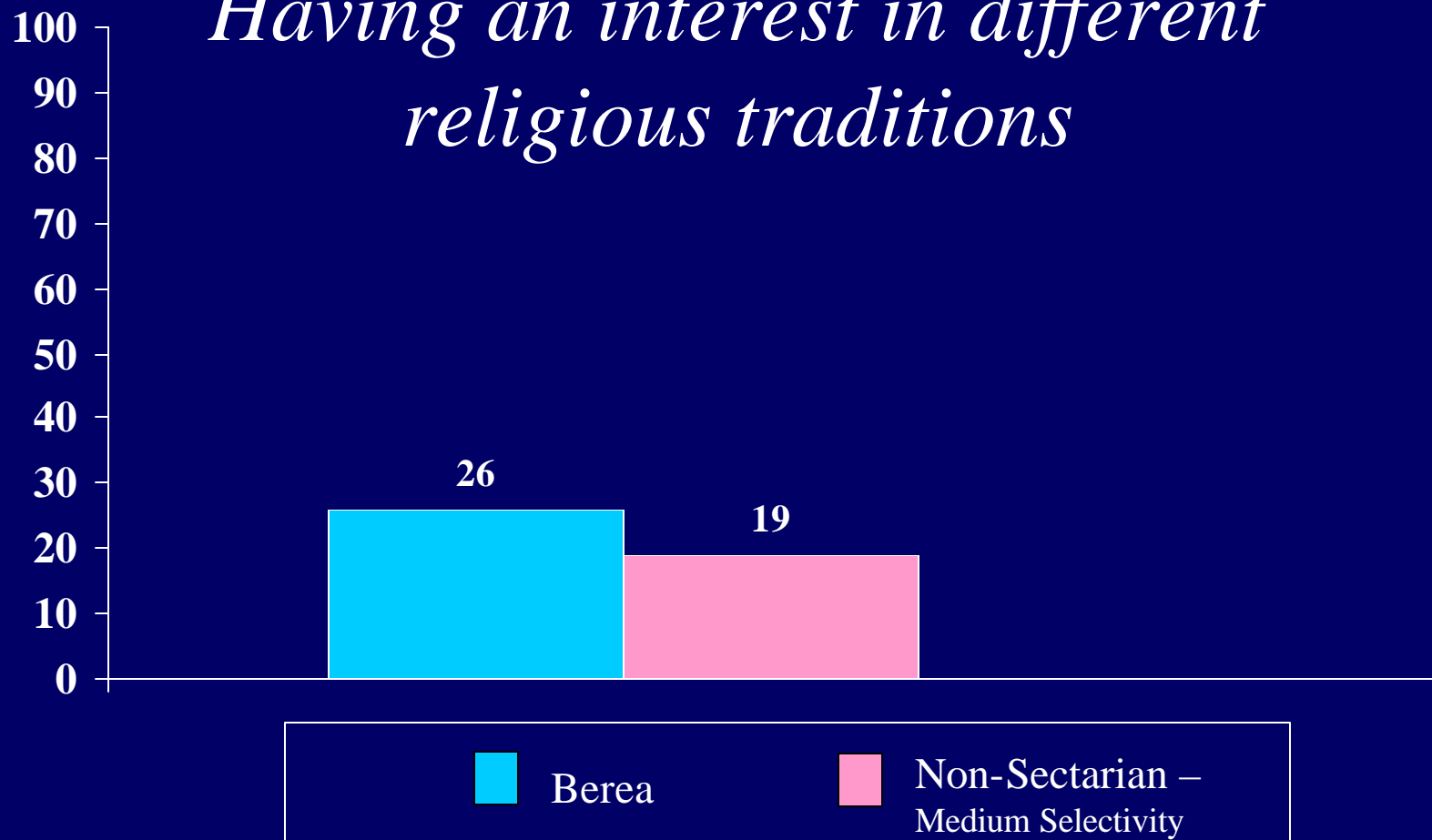
Feeling disillusioned with my religious upbringing



This item was not asked on the 2002 CIRP questionnaire.

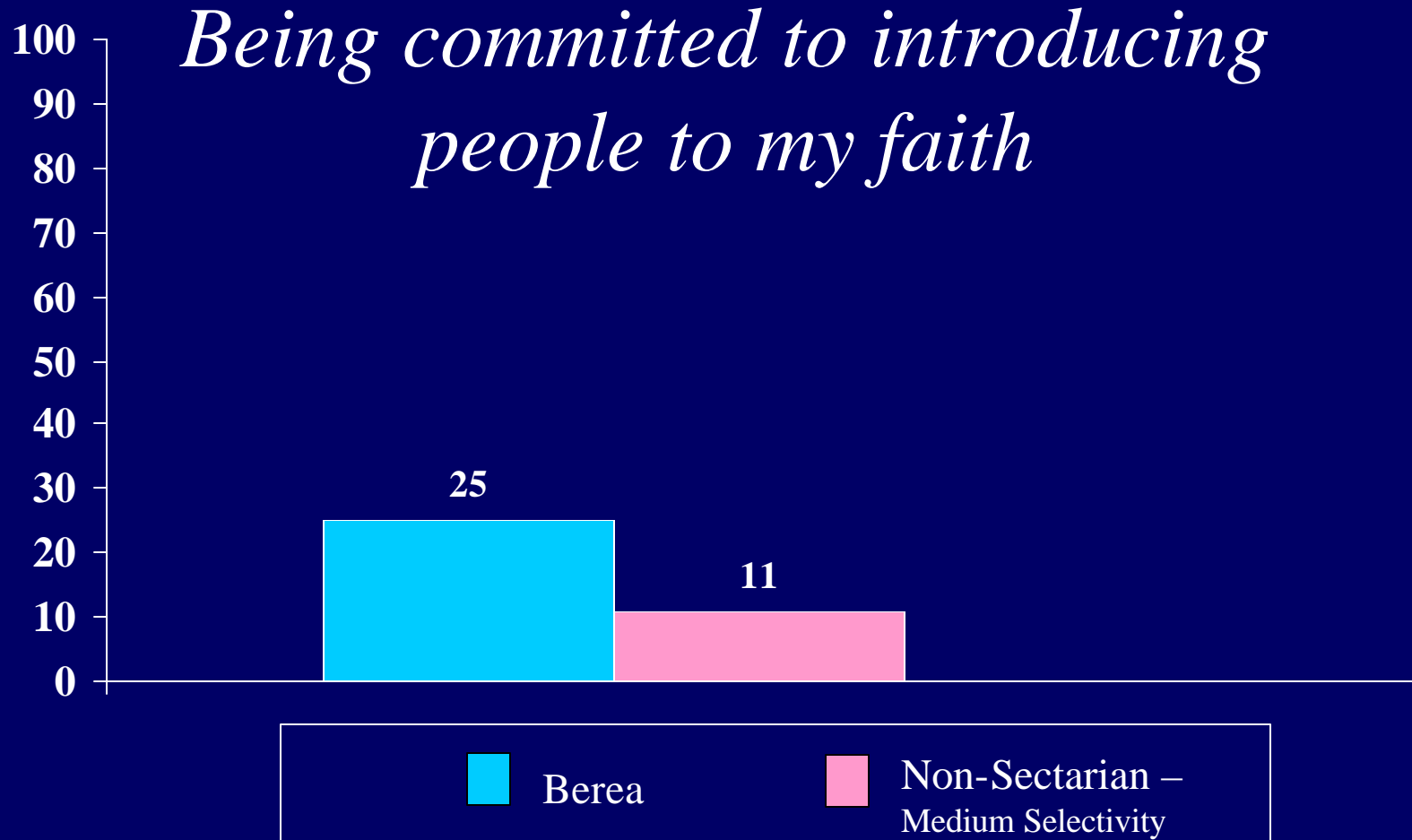
The percent of students who indicated the following statements describe them “to a great extent”

Having an interest in different religious traditions



This item was not asked on the 2002 CIRP questionnaire.

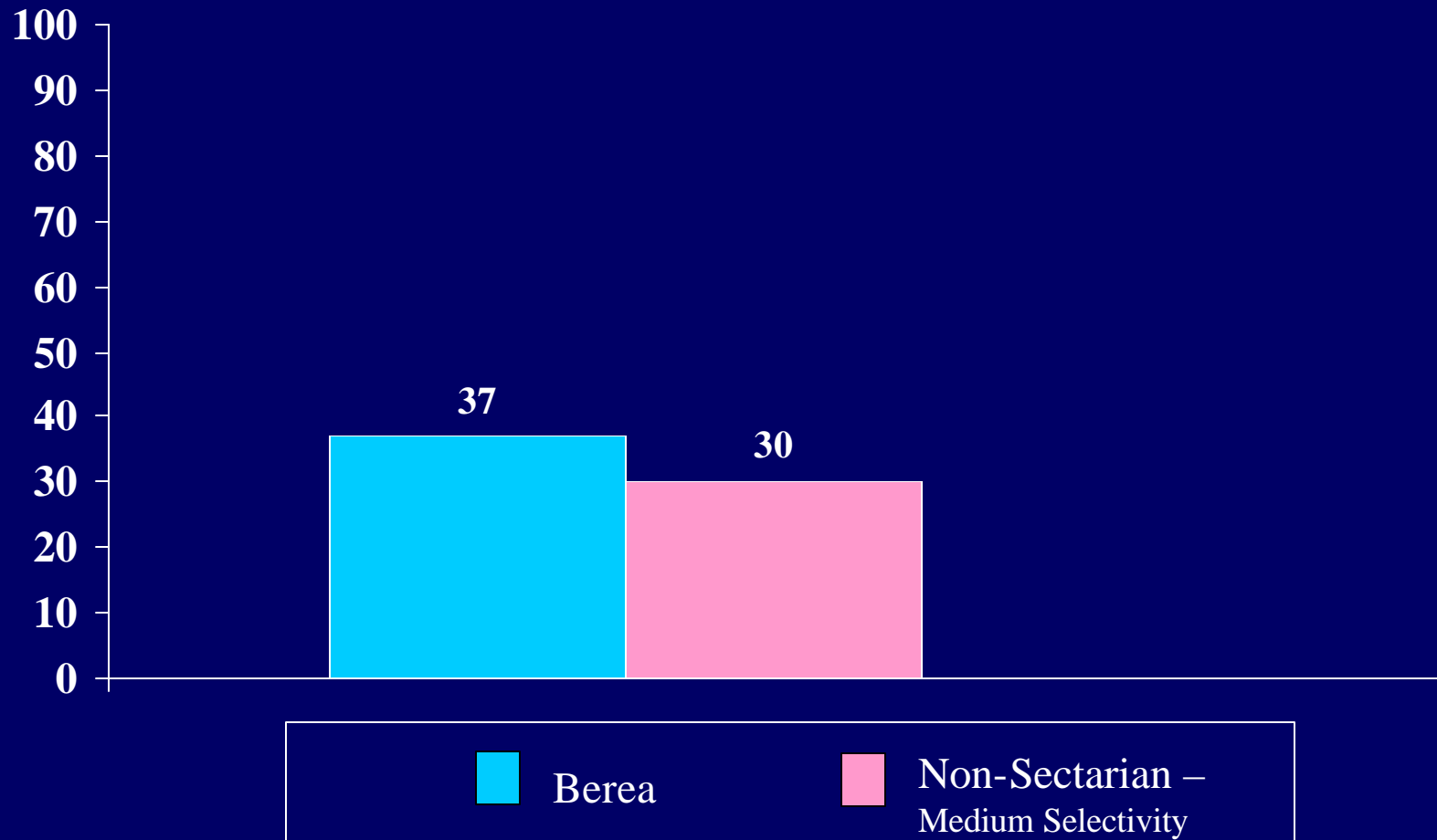
The percent of students who indicated the following statements describe them “to a great extent”



This item was not asked on the 2002 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

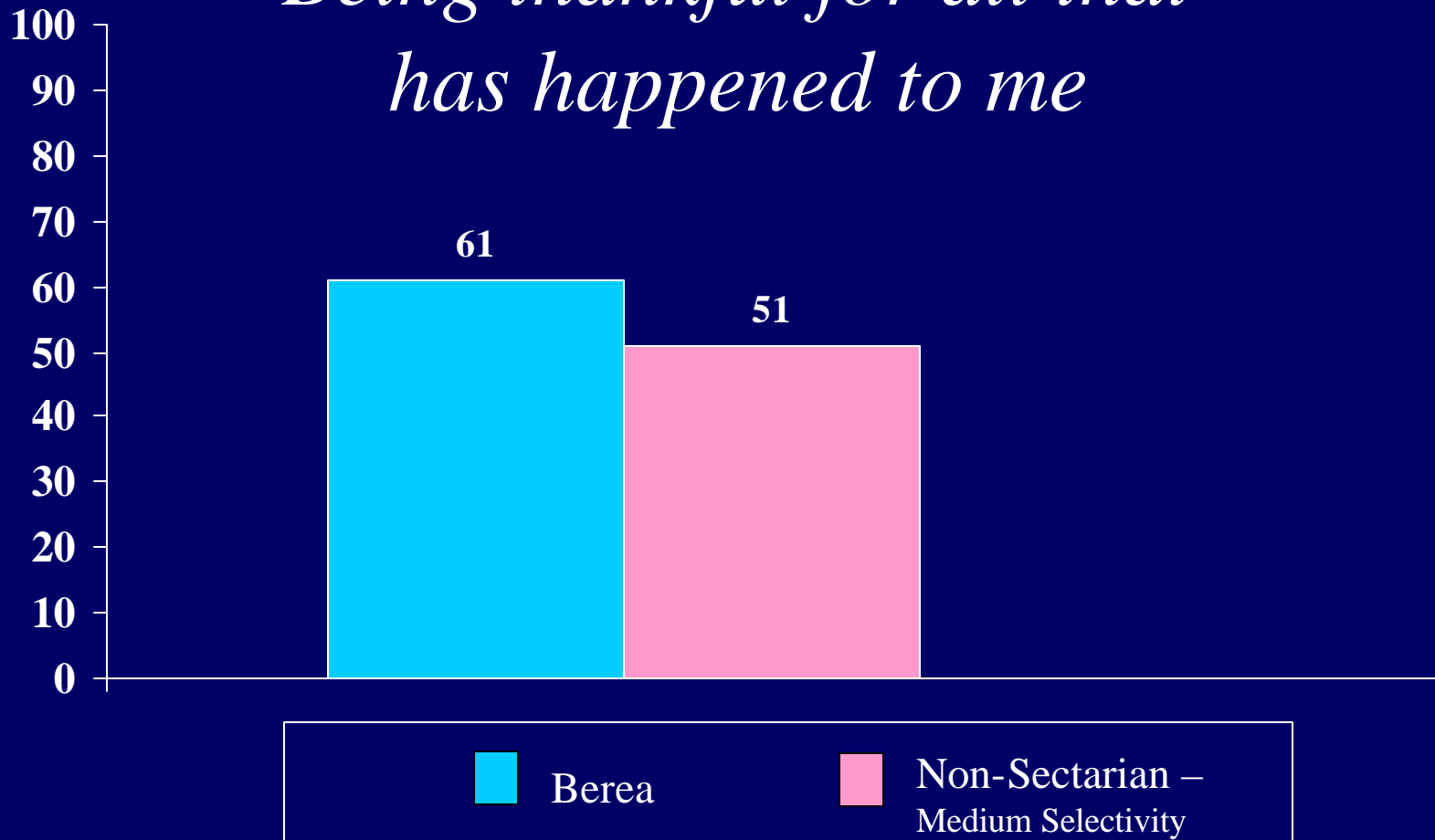
Believing in the goodness of all people



This item was not asked on the 2002 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

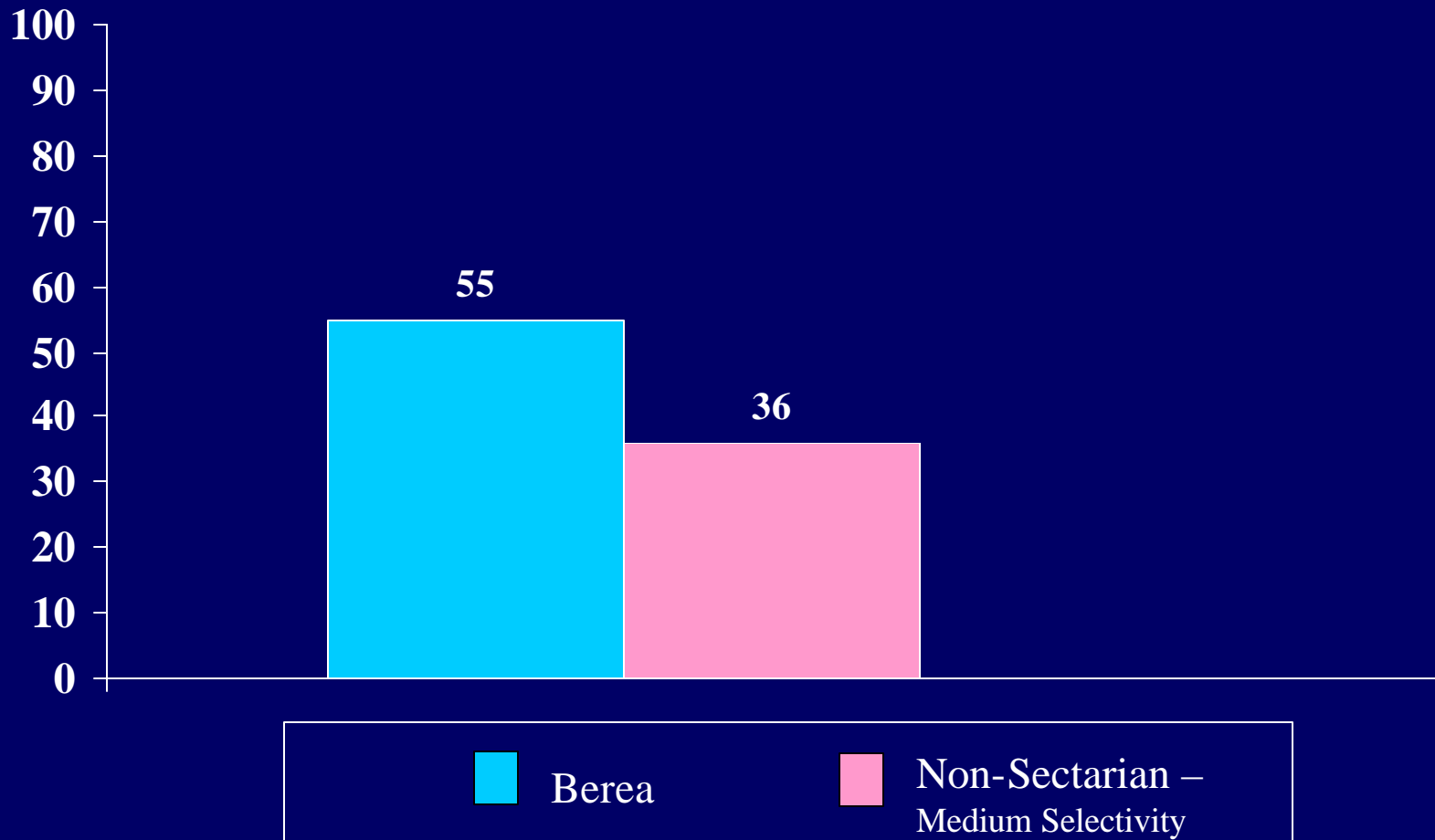
Being thankful for all that has happened to me



This item was not asked on the 2002 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

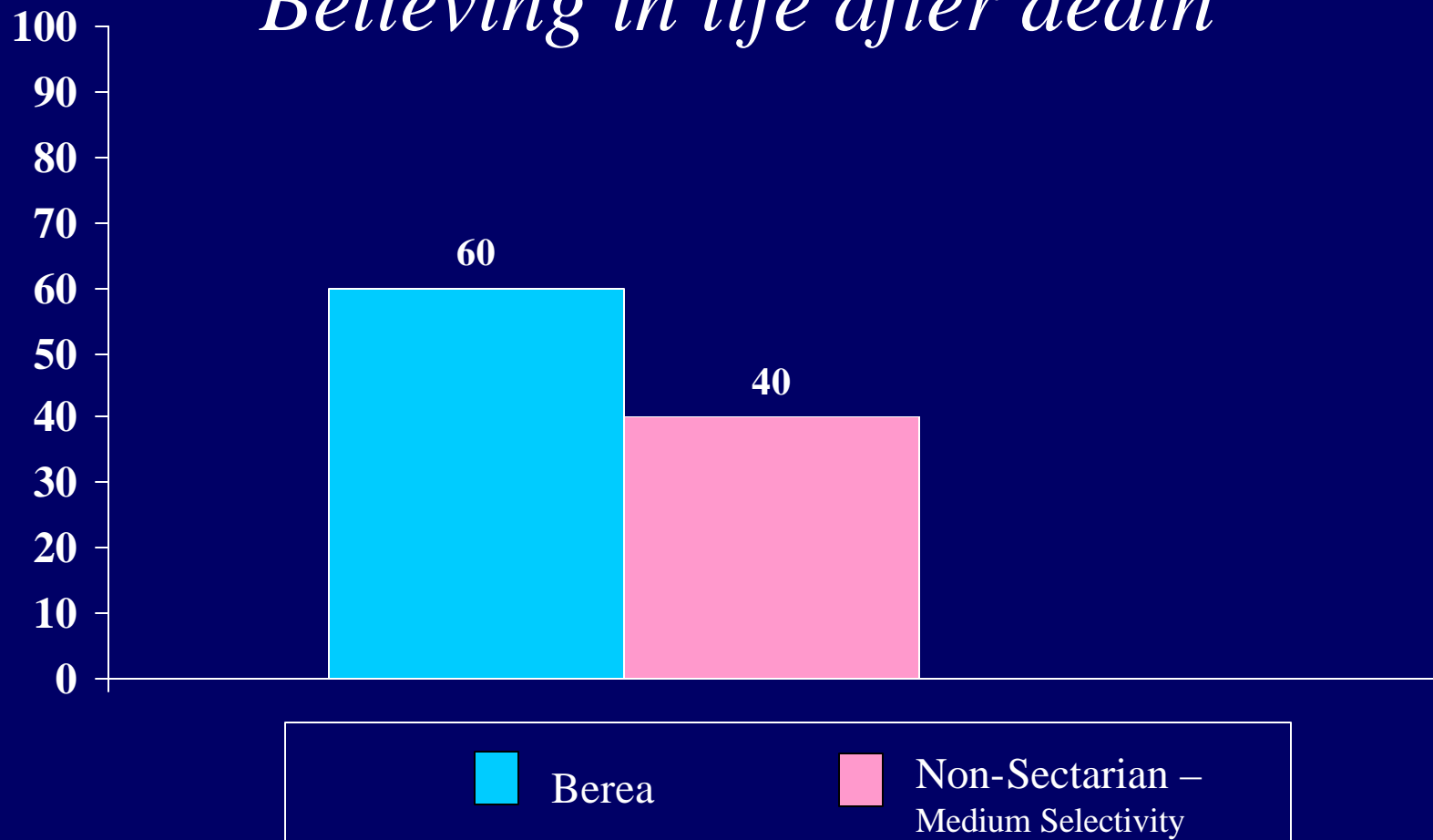
Seeing each day, good or bad, as a gift



This item was not asked on the 2002 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

Believing in life after death



This item was not asked on the 2002 CIRP questionnaire.

The percent of students who indicated the following statements describe them “to a great extent”

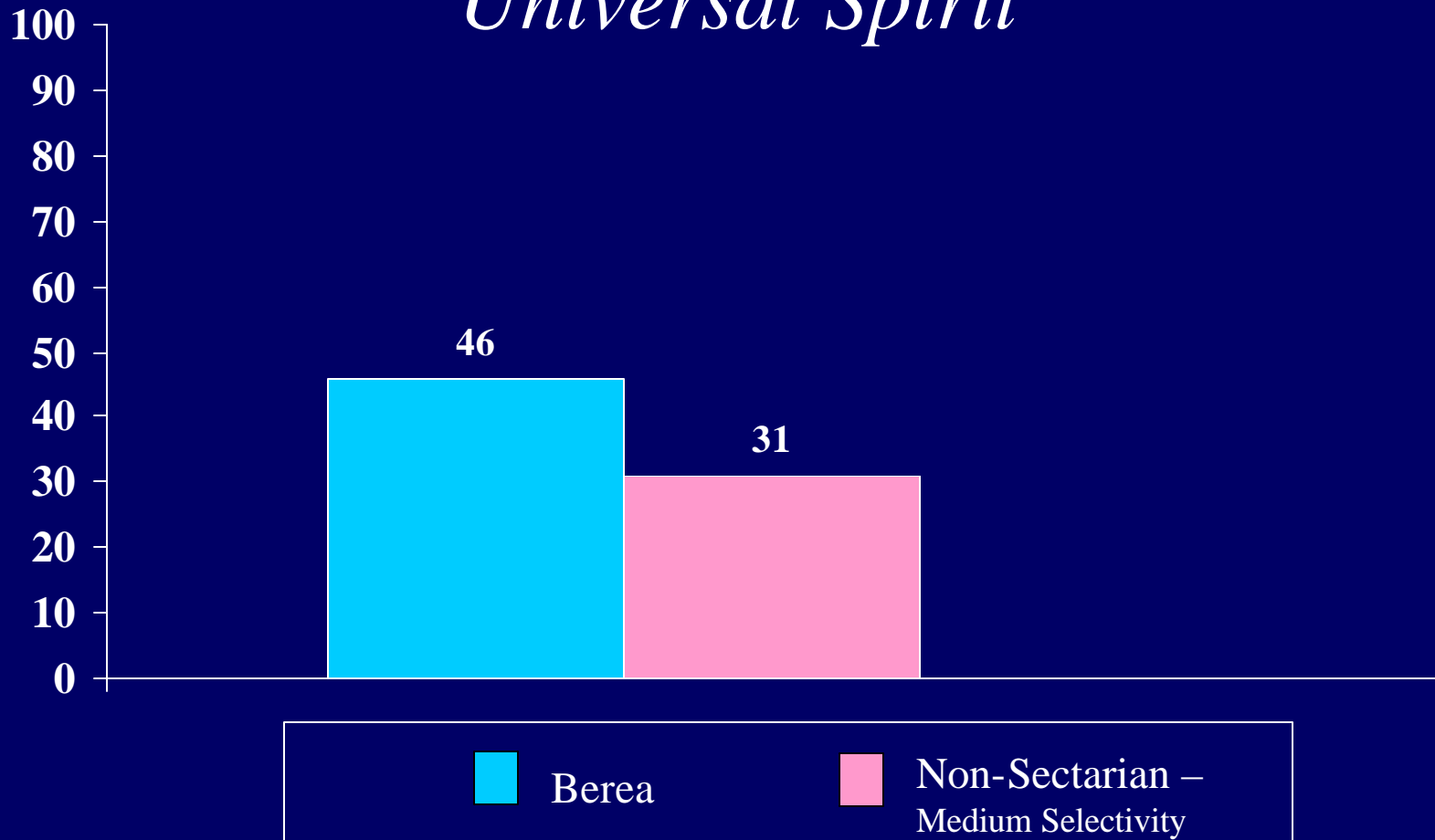
Feeling obligated to follow my parents’ religious practices



This item was not asked on the 2002 CIRP questionnaire.

Which of the following best characterizes your
conception of or experience with God?

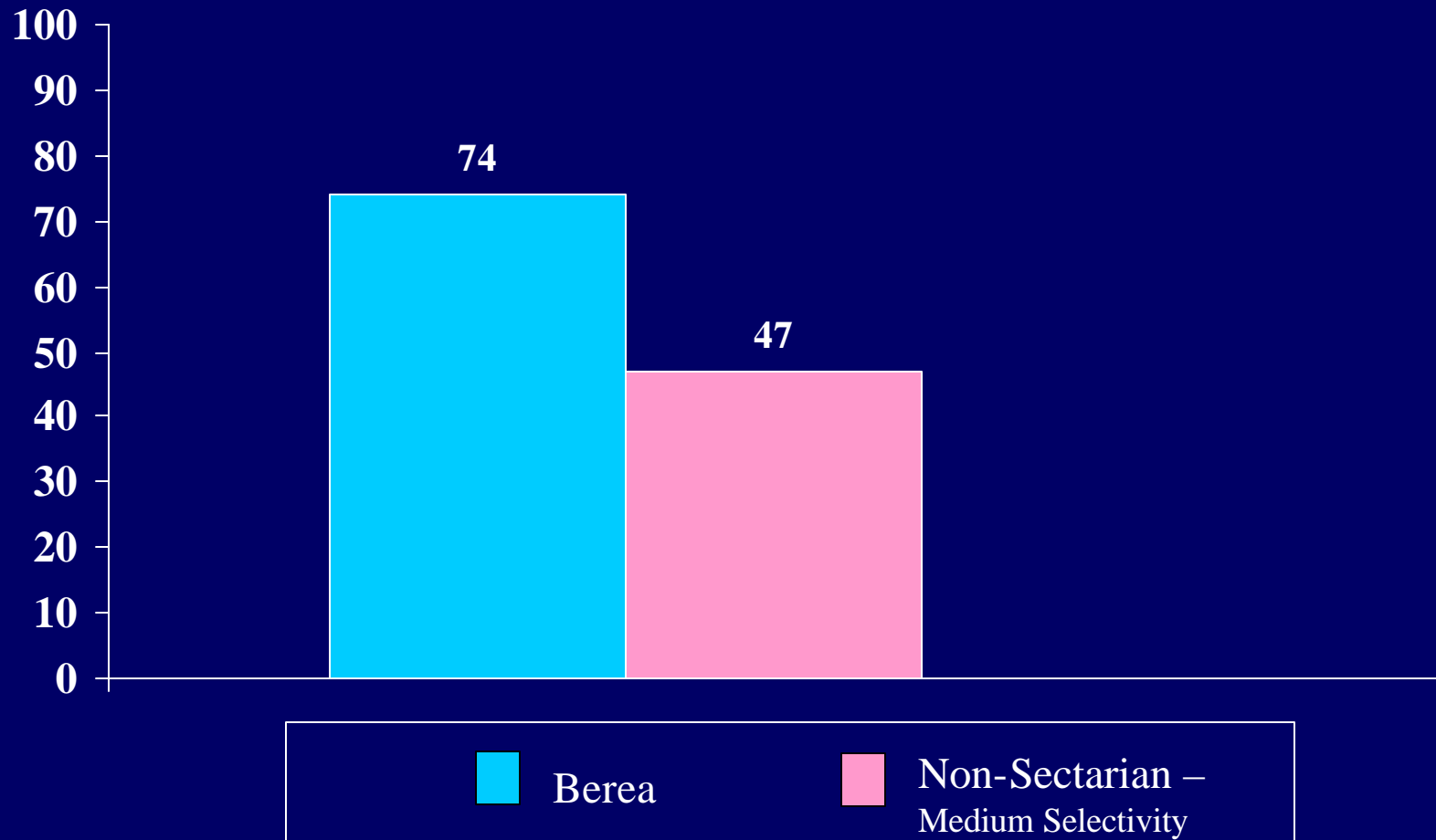
Universal Spirit



This item was not asked on the 2002 CIRP questionnaire.

Which of the following best characterizes your conception of or experience with God?

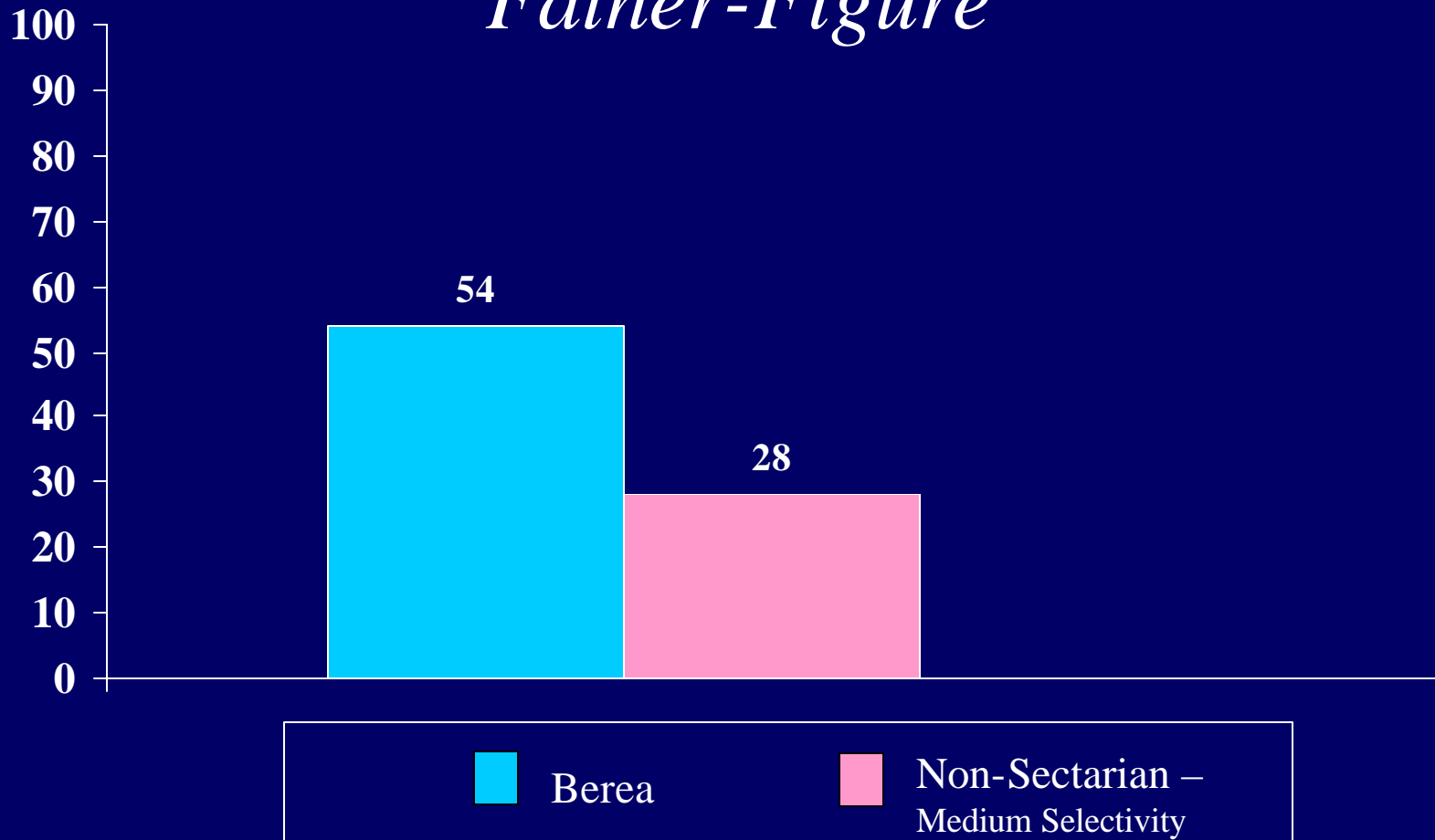
Love



This item was not asked on the 2002 CIRP questionnaire.

Which of the following best characterizes your conception of or experience with God?

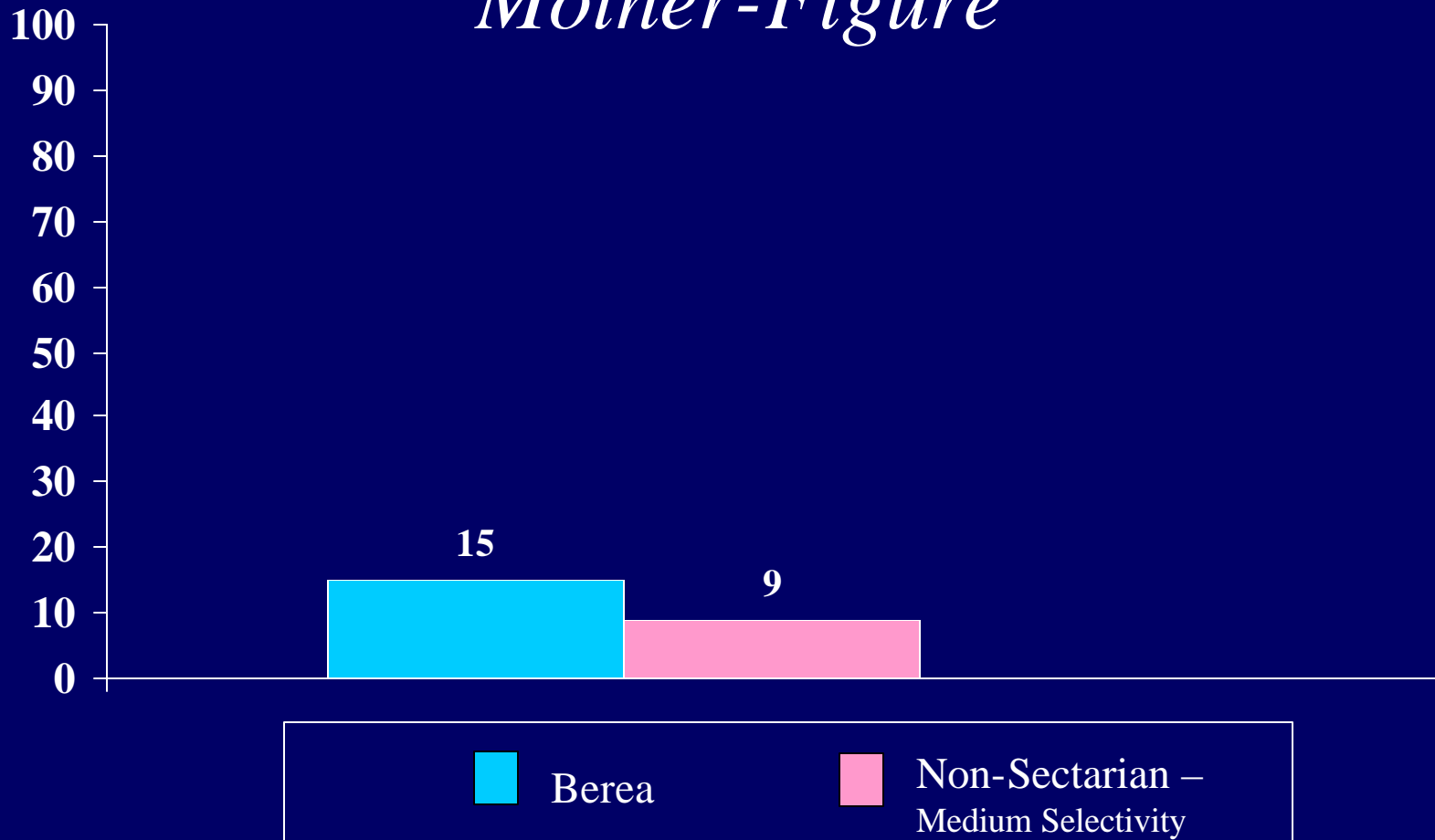
Father-Figure



This item was not asked on the 2002 CIRP questionnaire.

Which of the following best characterizes your
conception of or experience with God?

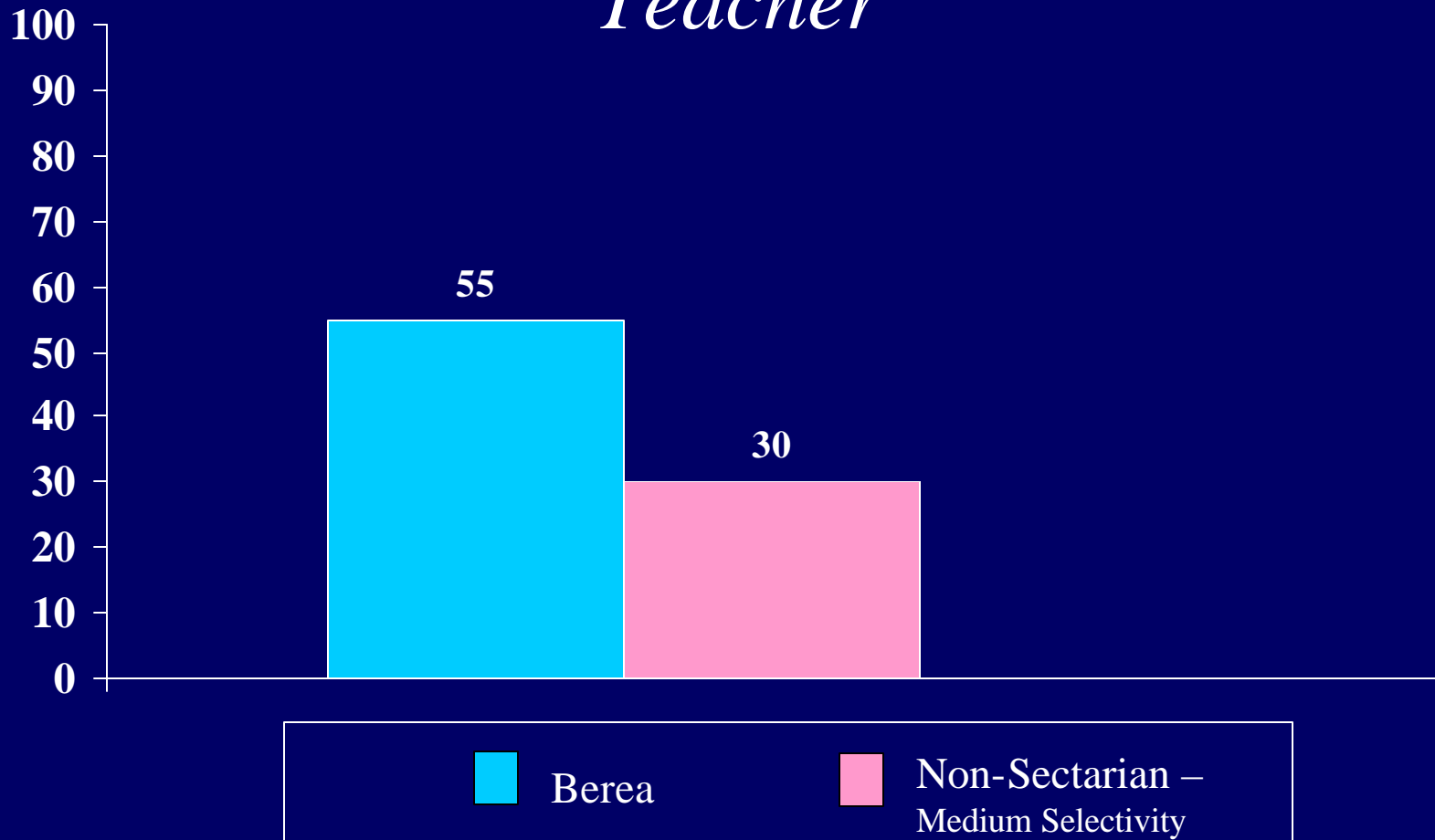
Mother-Figure



This item was not asked on the 2002 CIRP questionnaire.

Which of the following best characterizes your
conception of or experience with God?

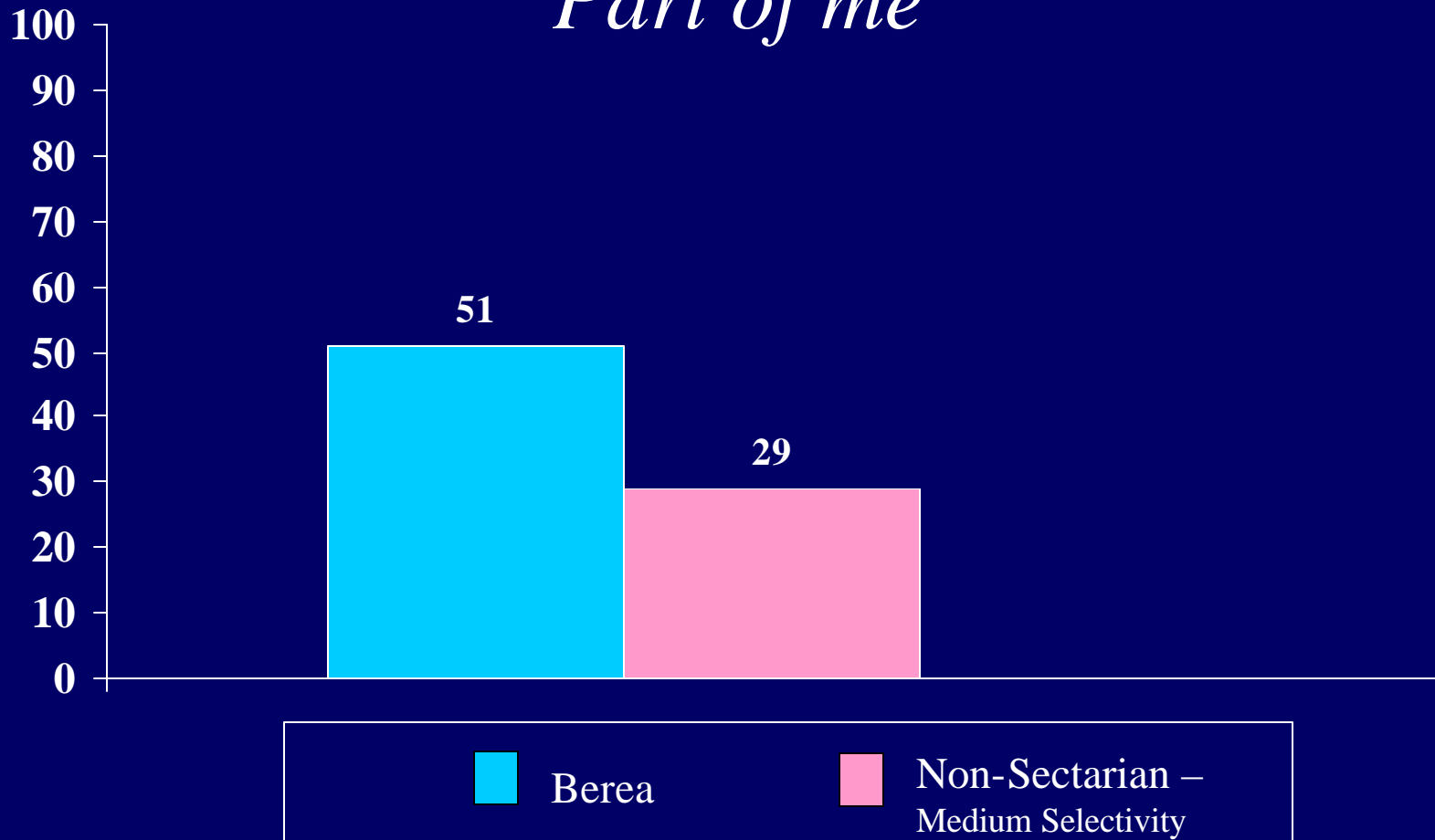
Teacher



This item was not asked on the 2002 CIRP questionnaire.

Which of the following best characterizes your
conception of or experience with God?

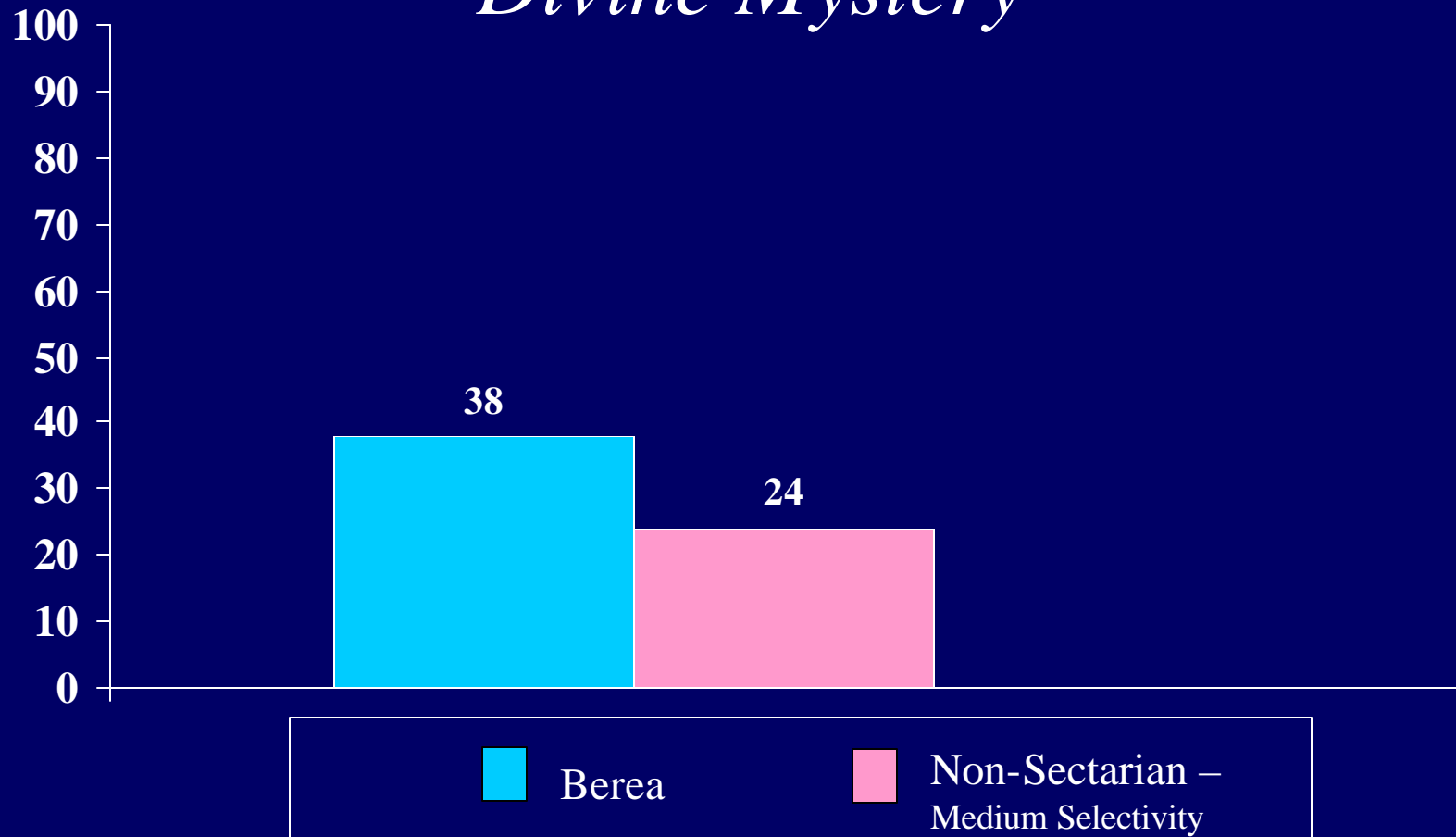
Part of me



This item was not asked on the 2002 CIRP questionnaire.

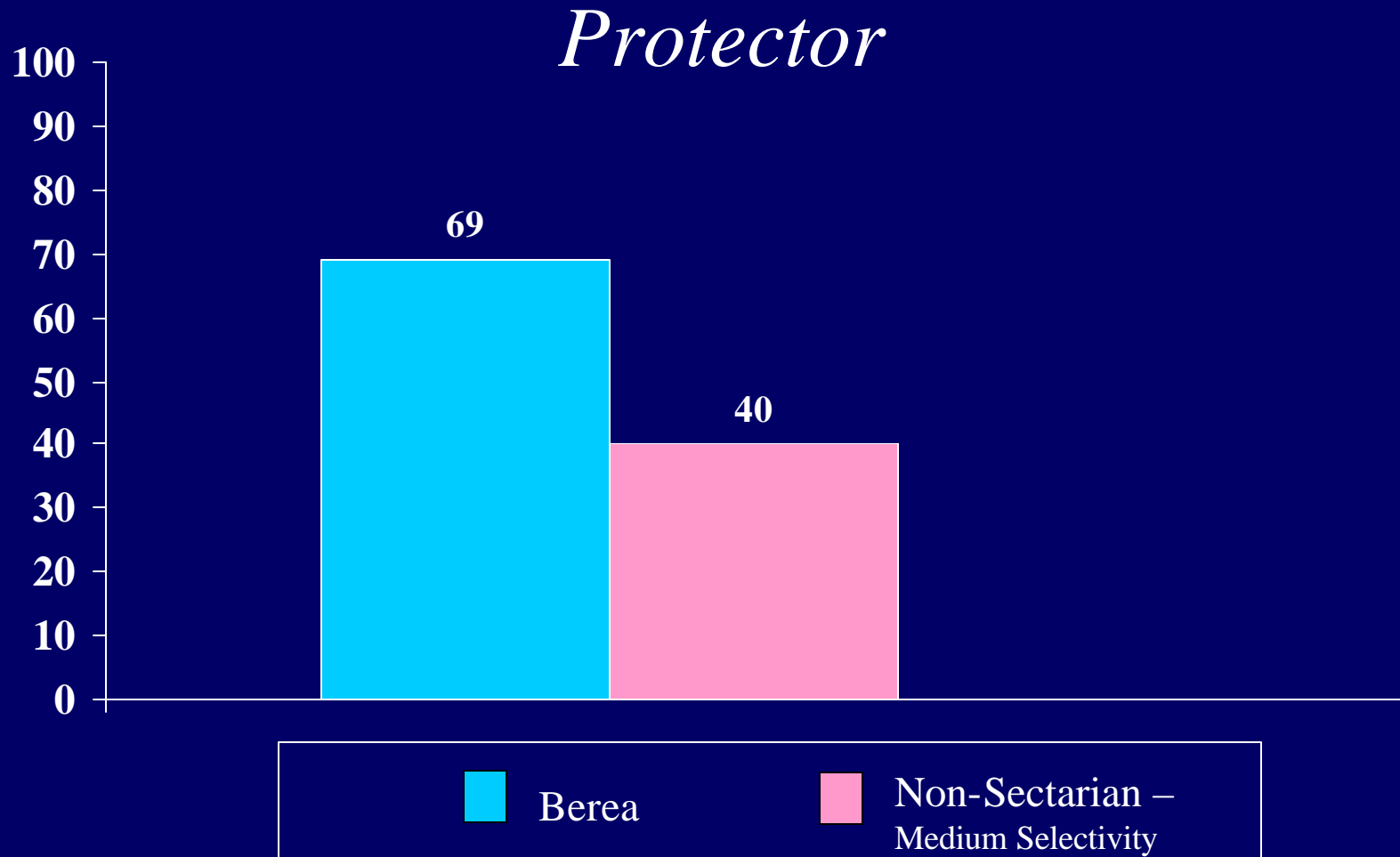
Which of the following best characterizes your
conception of or experience with God?

Divine Mystery



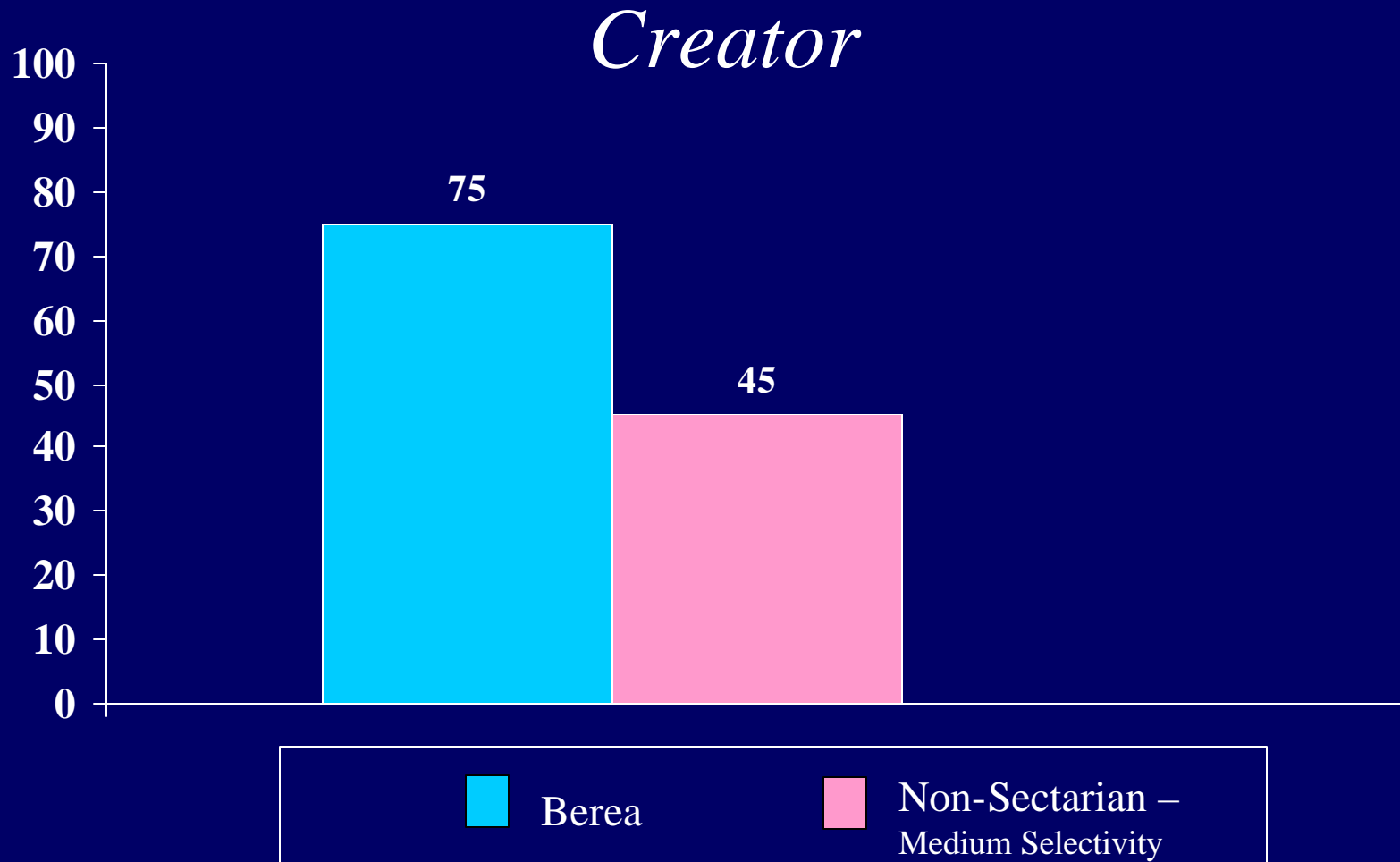
This item was not asked on the 2002 CIRP questionnaire.

Which of the following best characterizes your
conception of or experience with God?



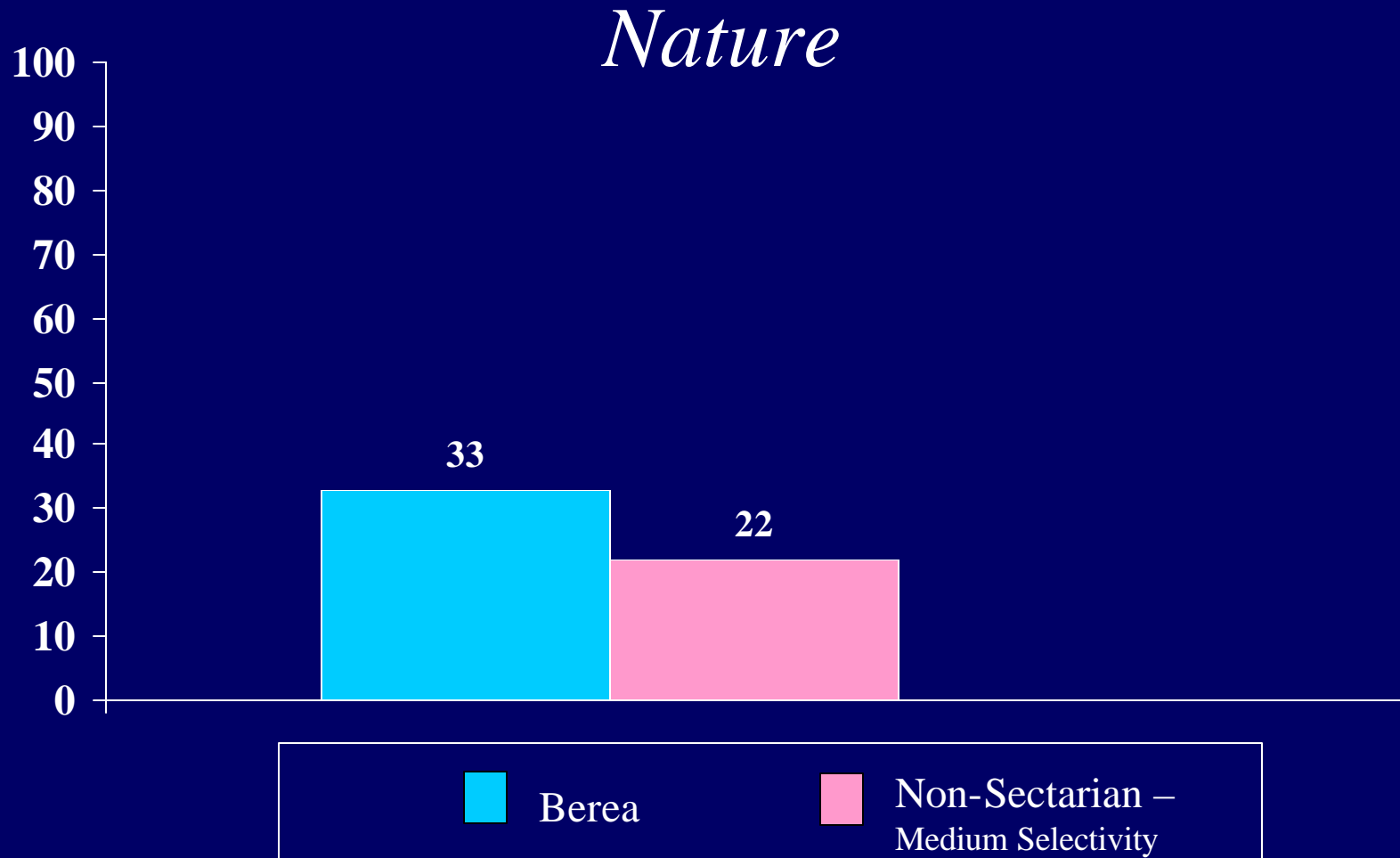
This item was not asked on the 2002 CIRP questionnaire.

Which of the following best characterizes your conception of or experience with God?



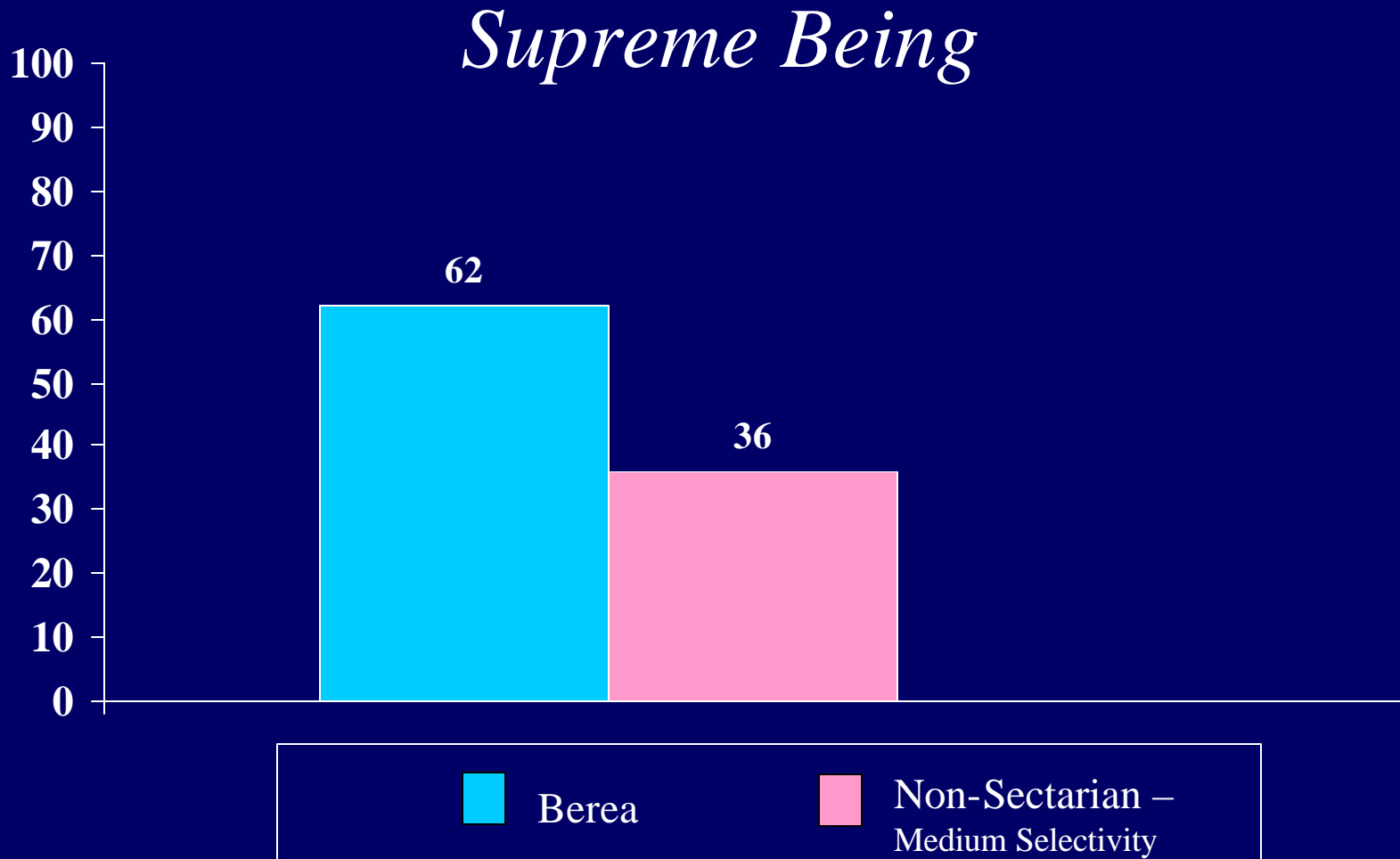
This item was not asked on the 2002 CIRP questionnaire.

Which of the following best characterizes your
conception of or experience with God?



This item was not asked on the 2002 CIRP questionnaire.

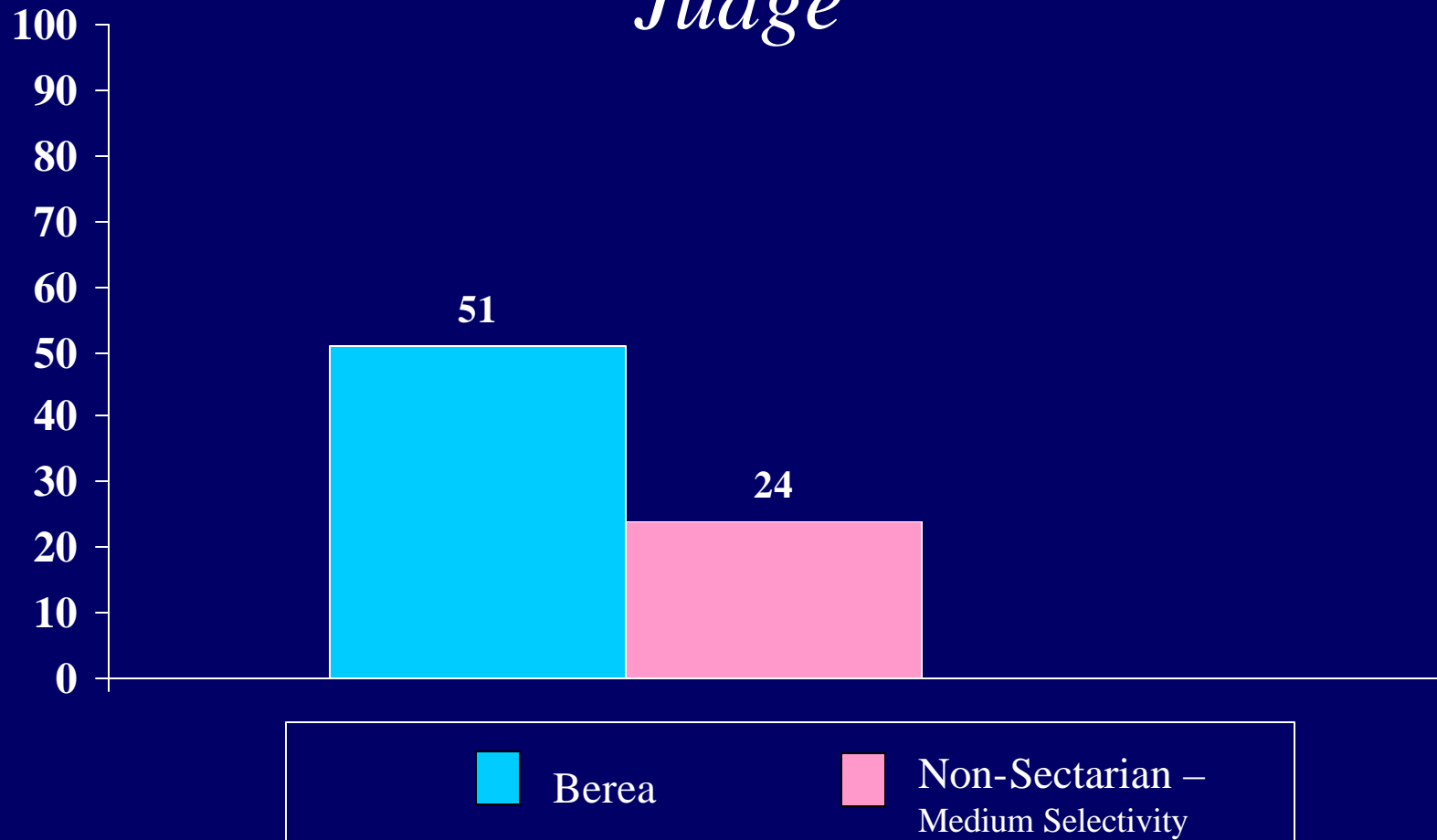
Which of the following best characterizes your conception of or experience with God?



This item was not asked on the 2002 CIRP questionnaire.

Which of the following best characterizes your
conception of or experience with God?

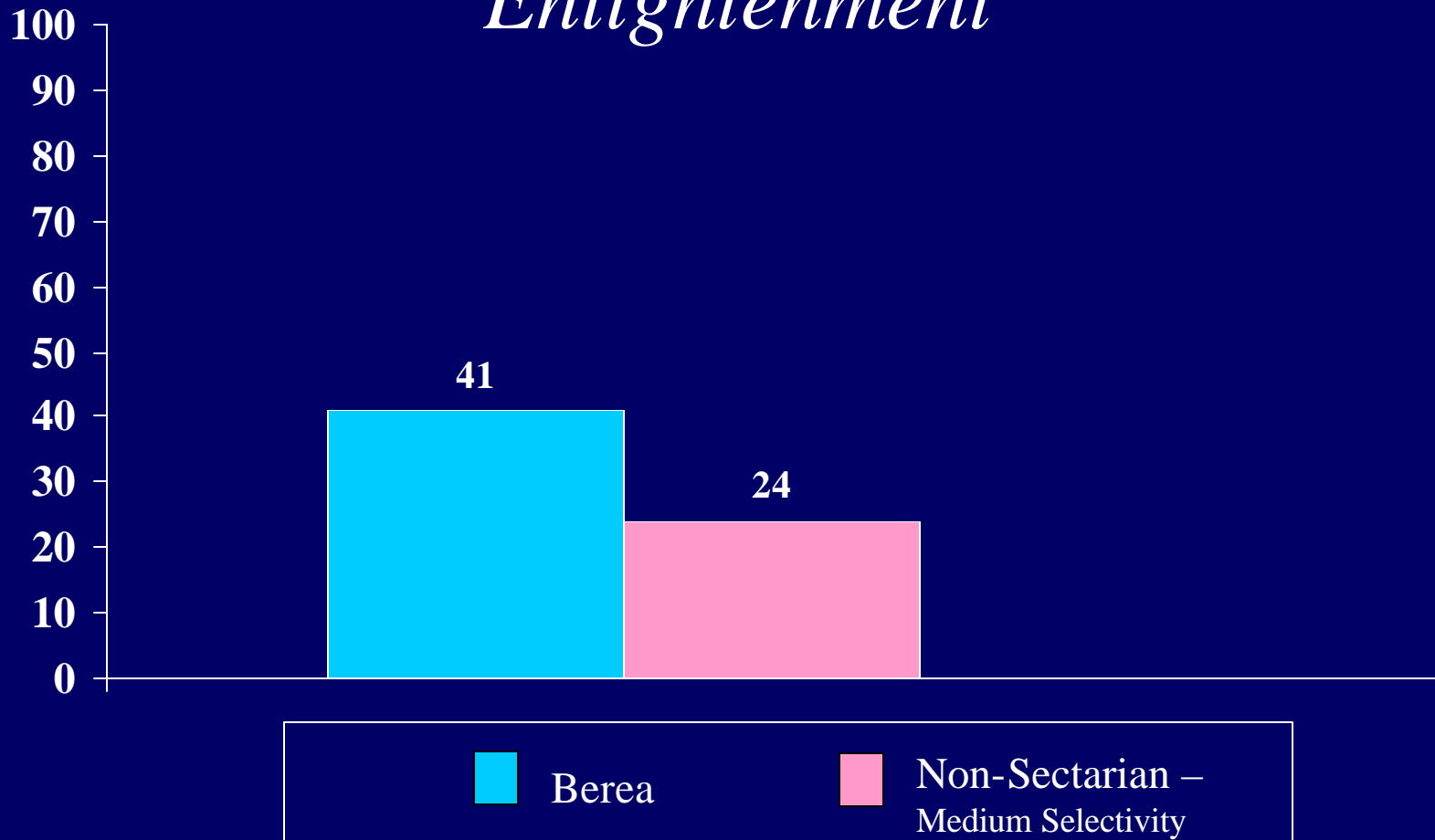
Judge



This item was not asked on the 2002 CIRP questionnaire.

Which of the following best characterizes your
conception of or experience with God?

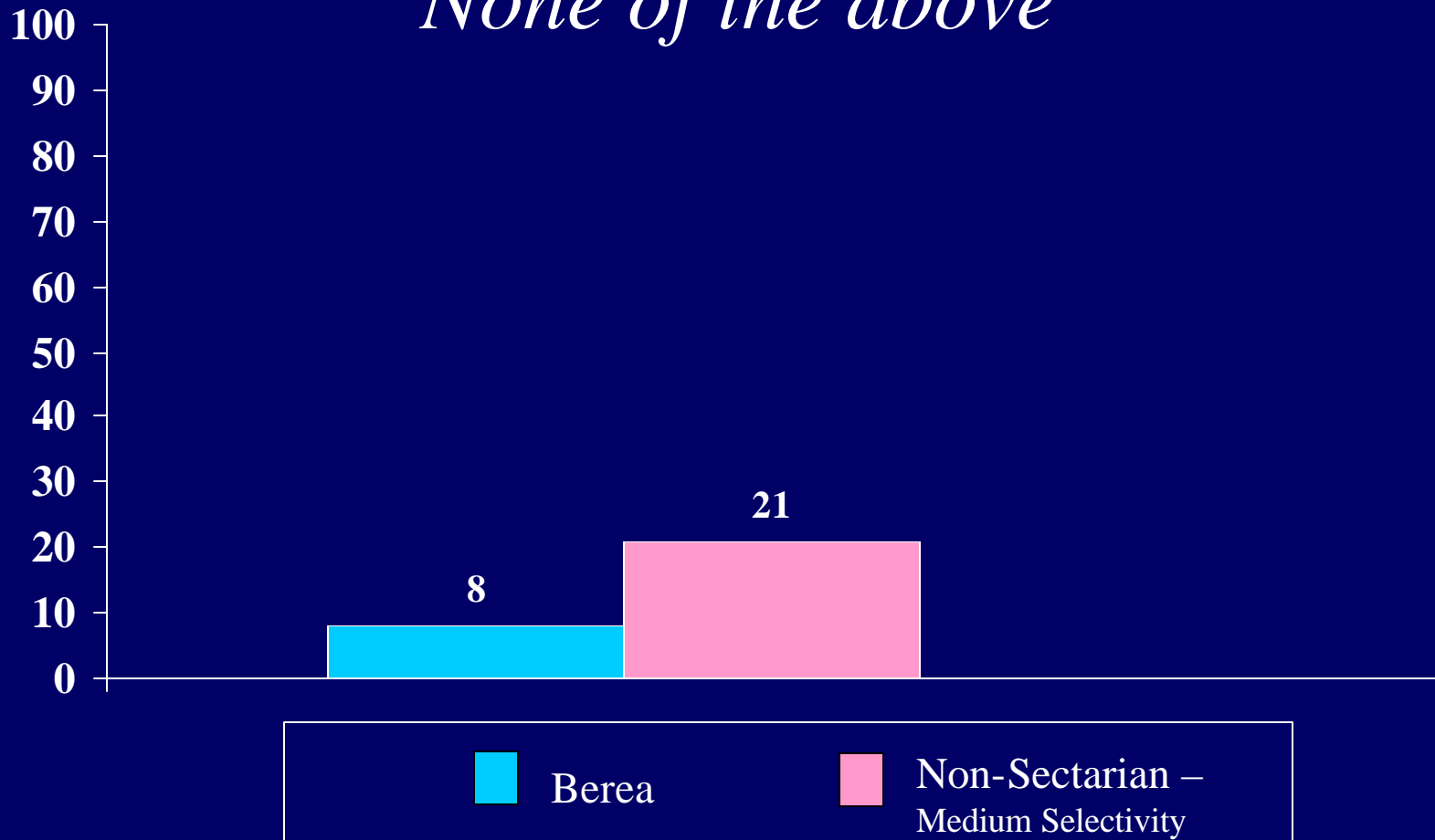
Enlightenment



This item was not asked on the 2002 CIRP questionnaire.

Which of the following best characterizes your
conception of or experience with God?

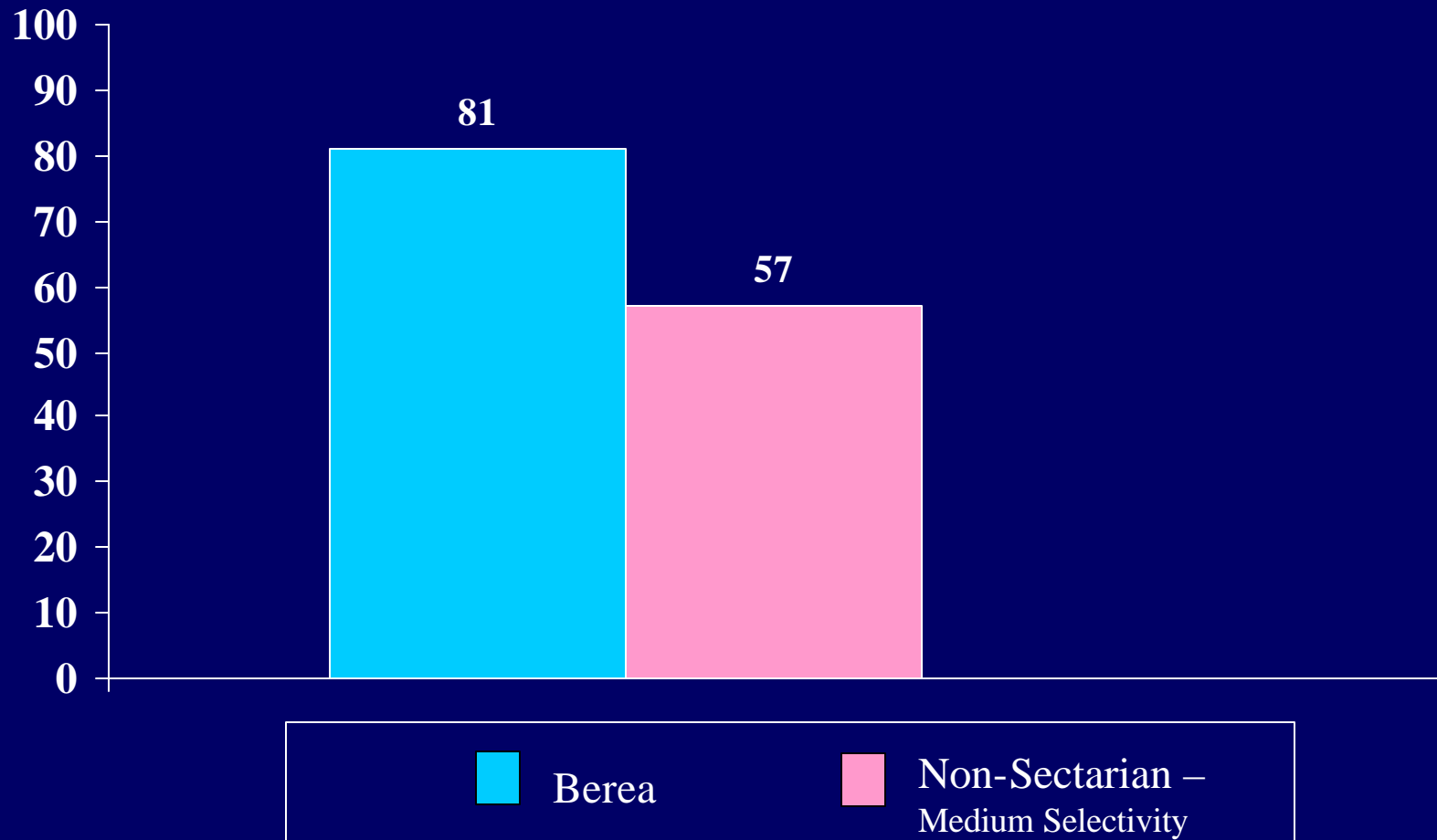
None of the above



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who have had a spiritual experience while:

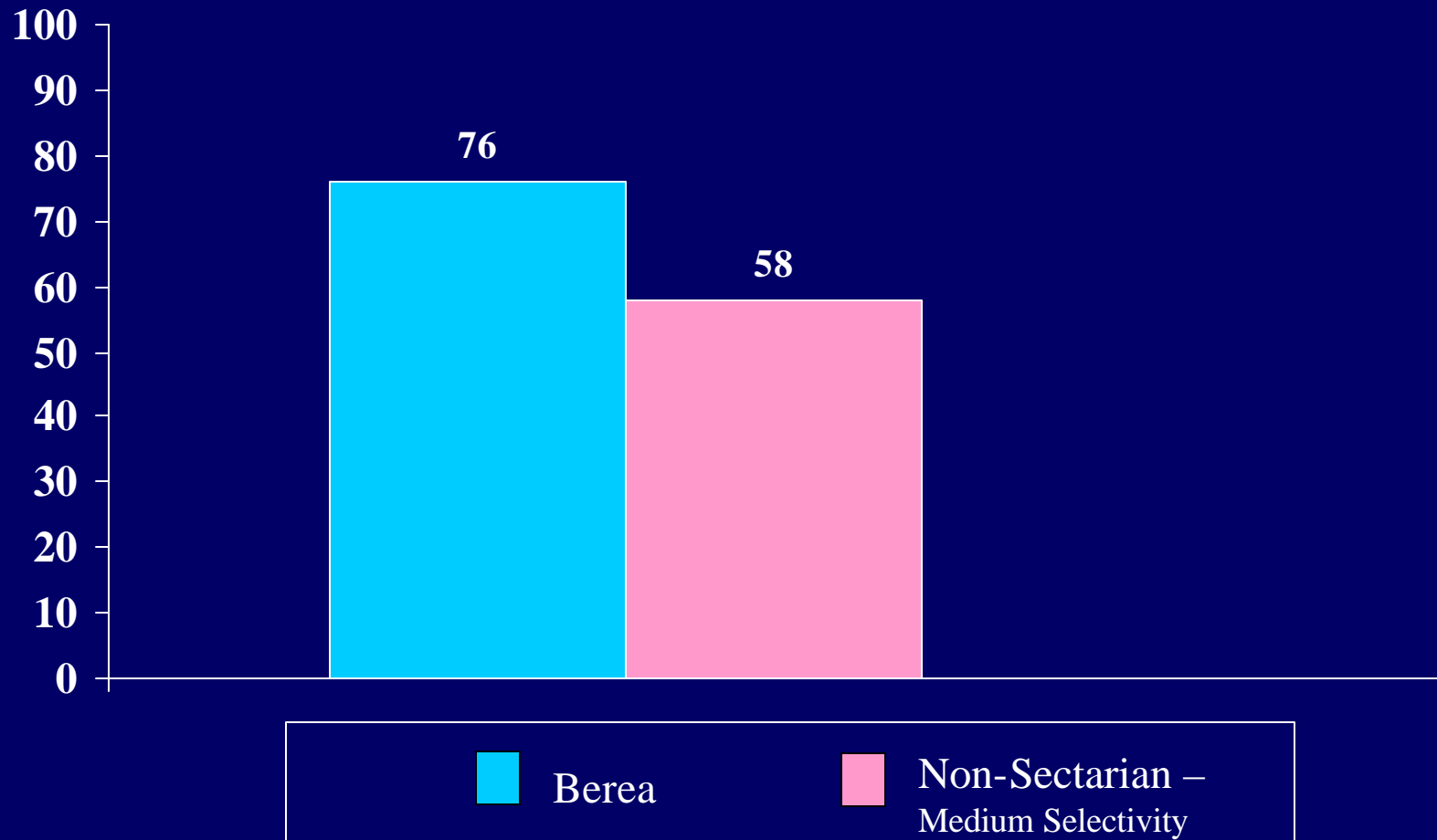
In a house of worship



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who have had a spiritual experience while:

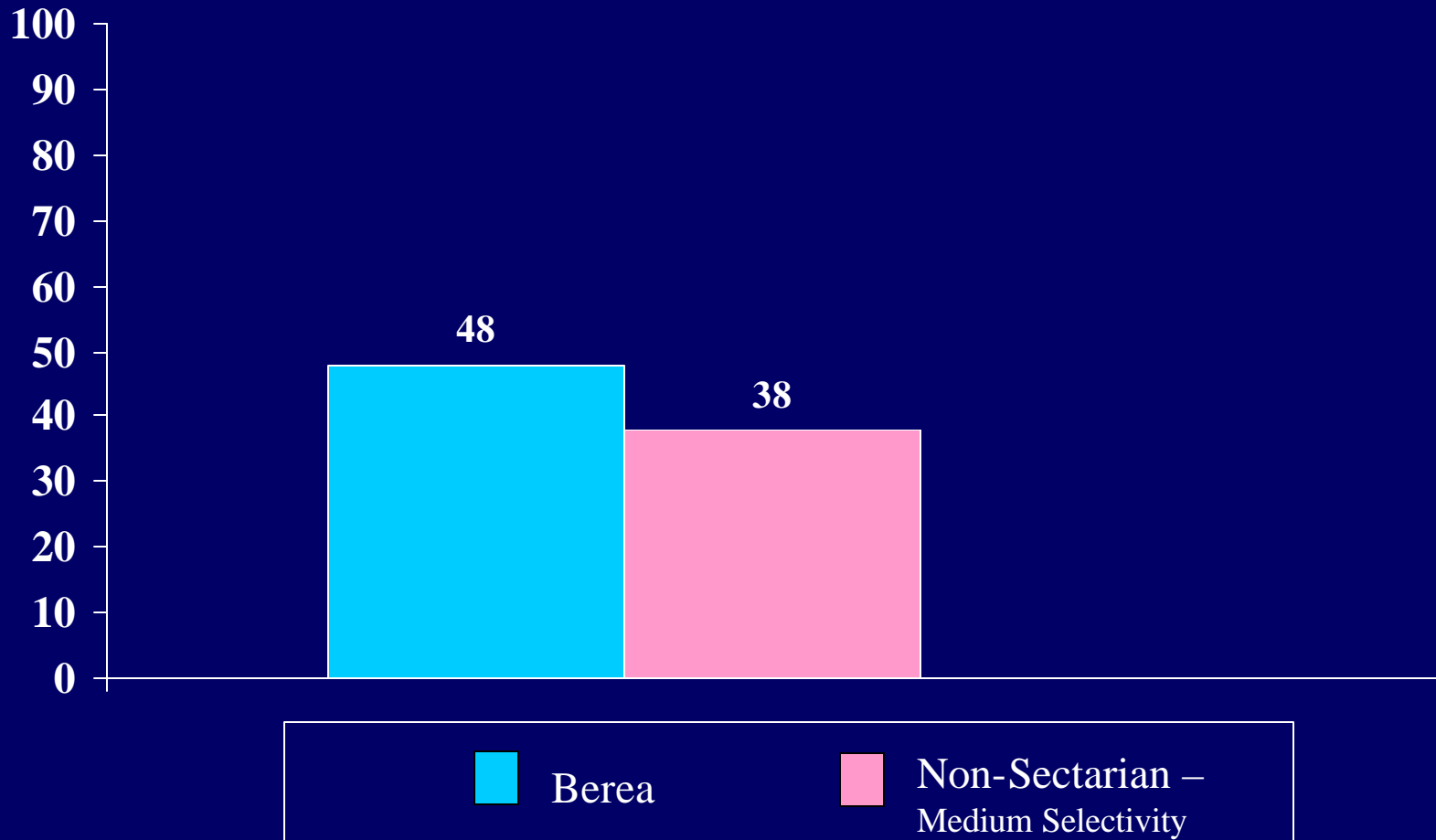
Listening to beautiful music



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who have had a spiritual experience while:

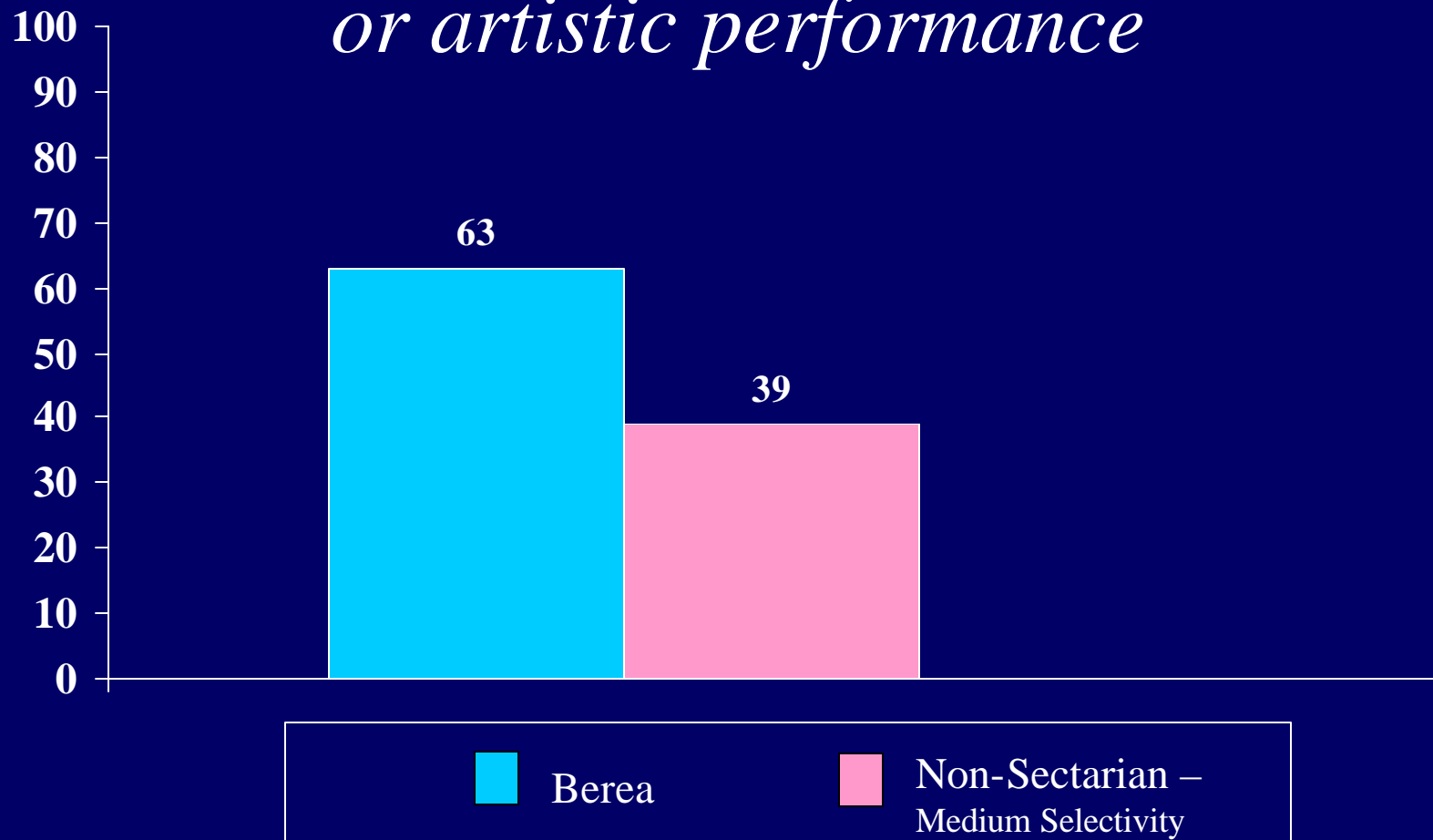
Viewing a great work of art



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who have had a spiritual experience while:

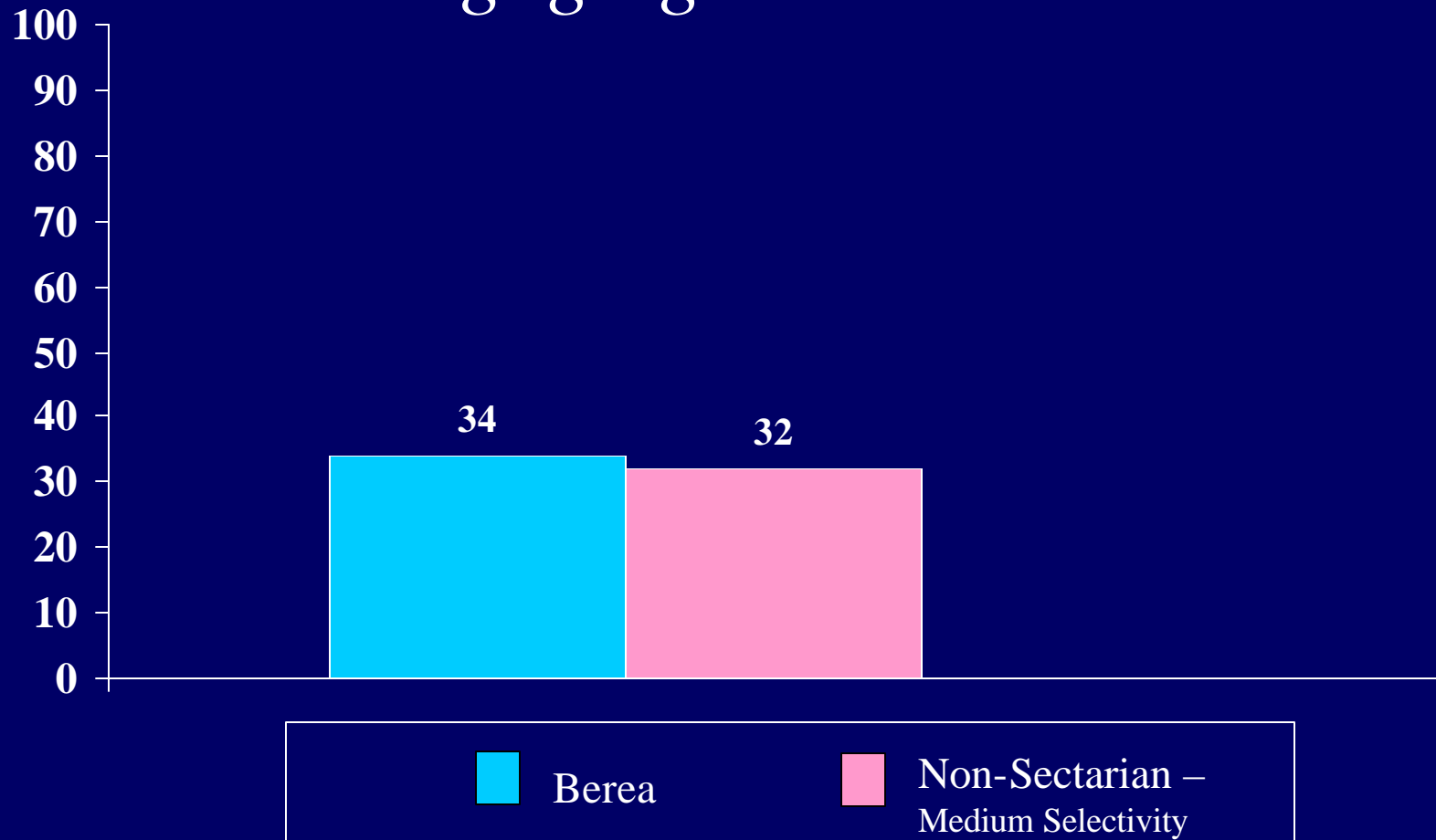
*Participating in a musical
or artistic performance*



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who have had a spiritual experience while:

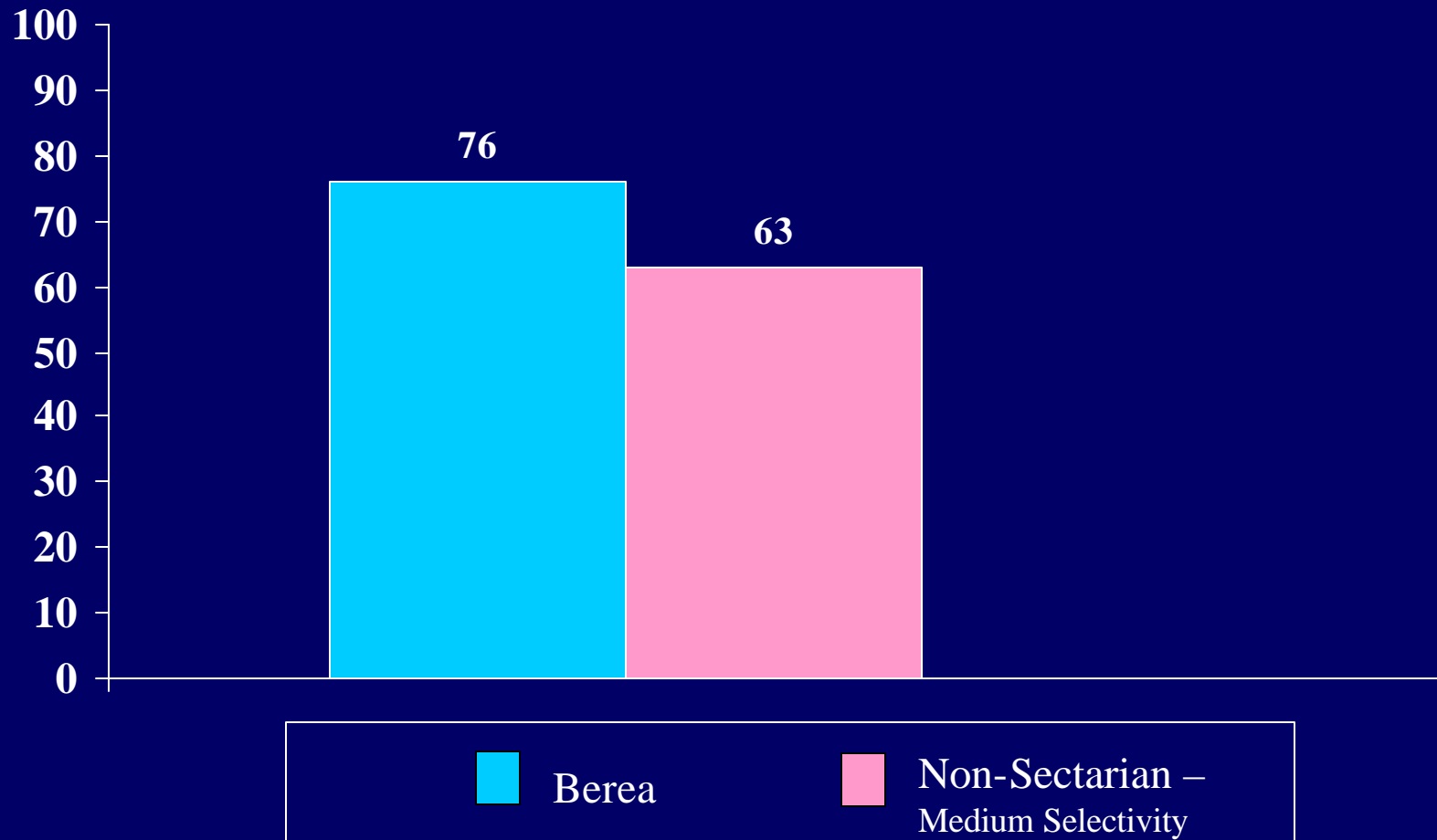
Engaging in athletics



This item was not asked on the 2002 CIRP questionnaire.

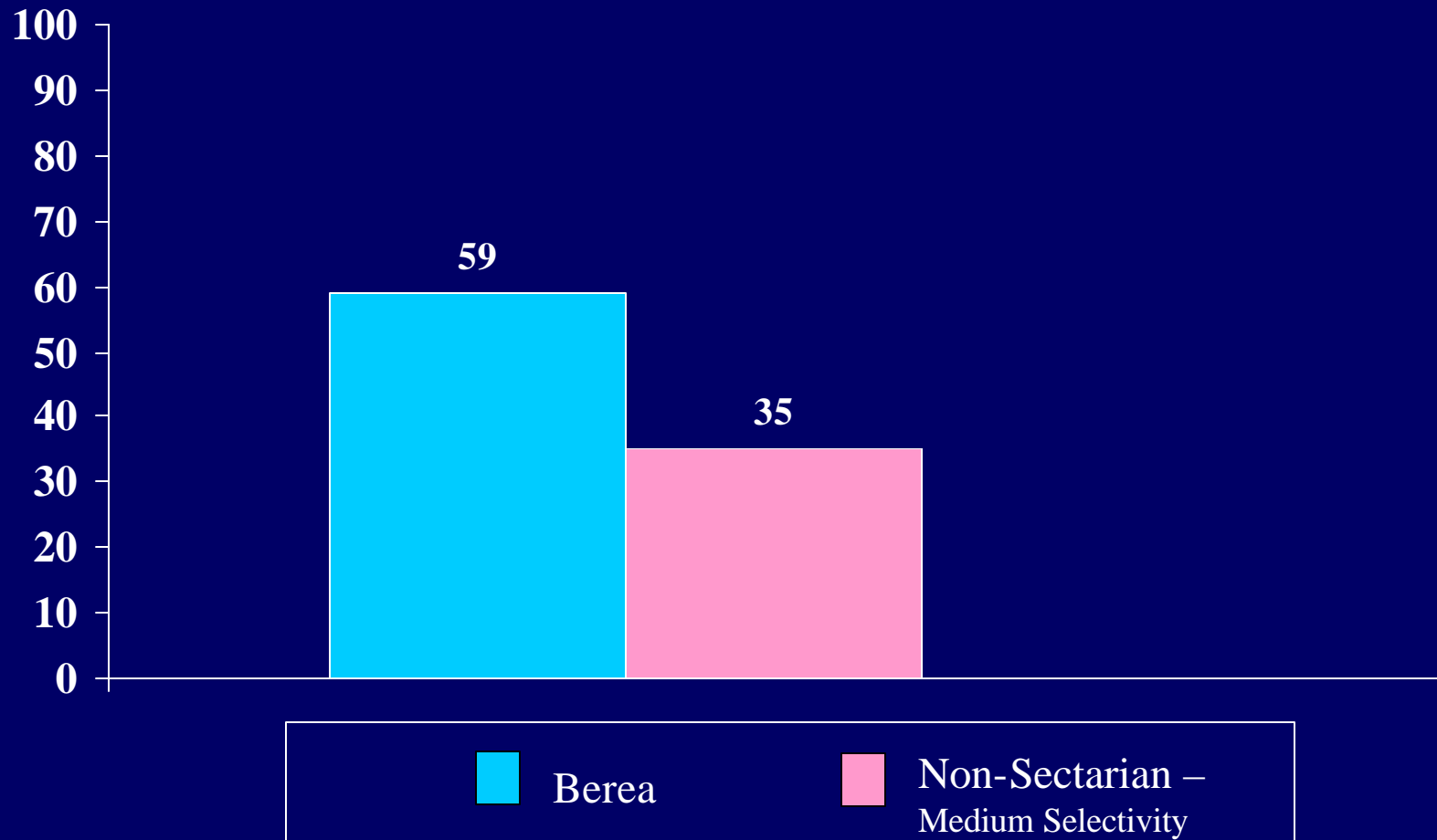
Percent of students who have had a spiritual experience while:

Witnessing the beauty and harmony of nature



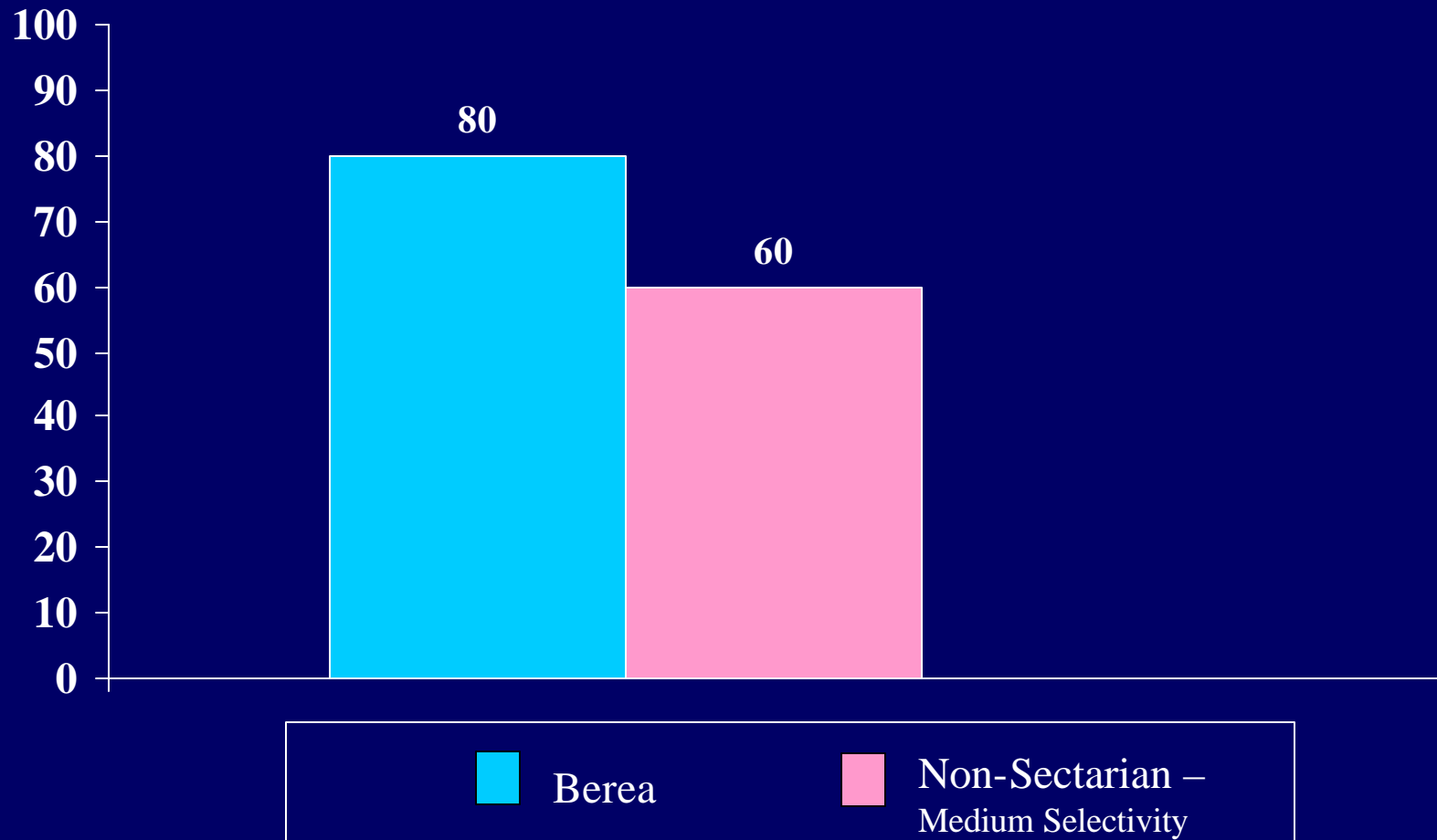
This item was not asked on the 2002 CIRP questionnaire.

Percent of students who have had a spiritual experience while:
Meditating



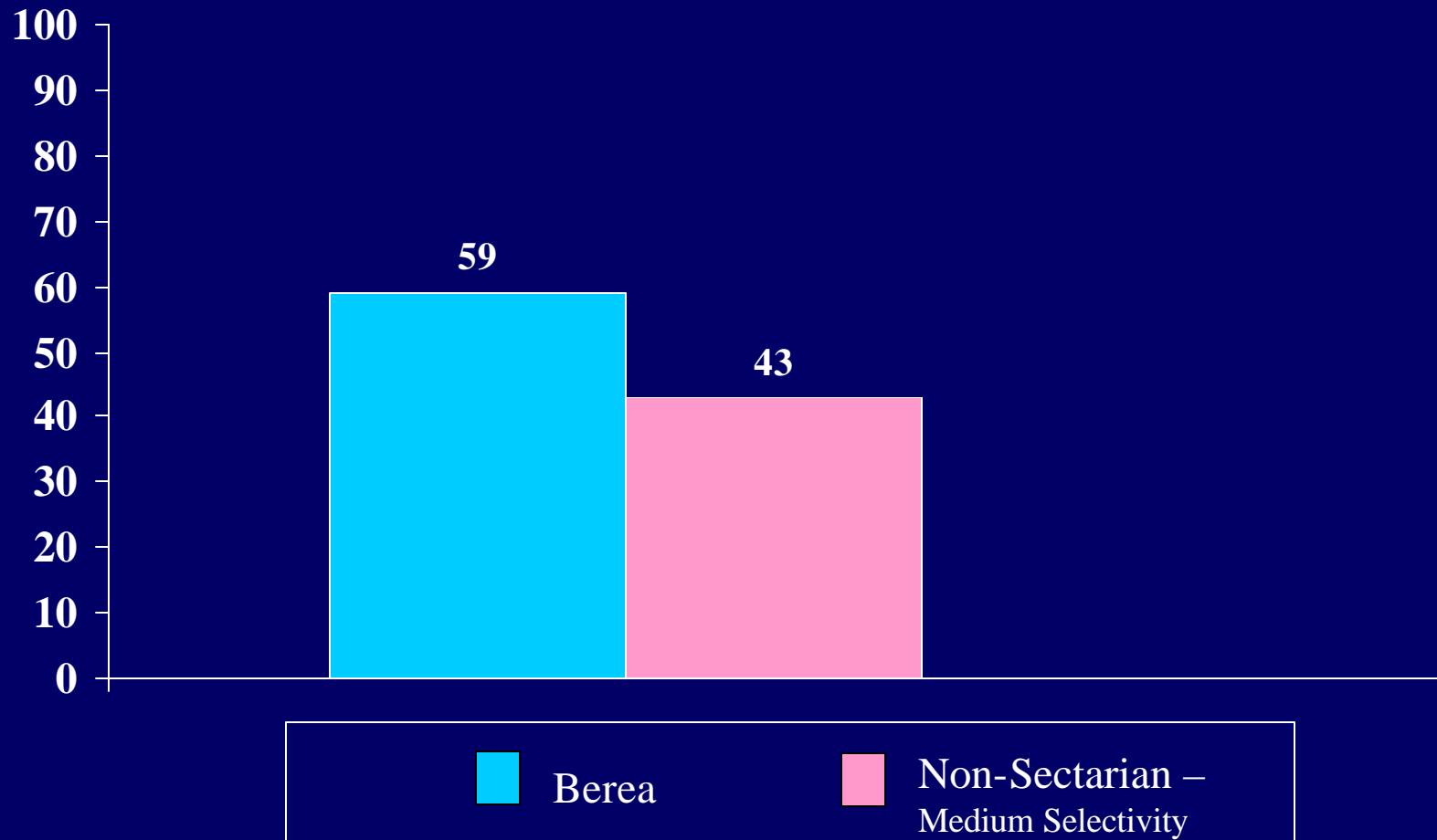
This item was not asked on the 2002 CIRP questionnaire.

Percent of students who have had a spiritual experience while:
Praying



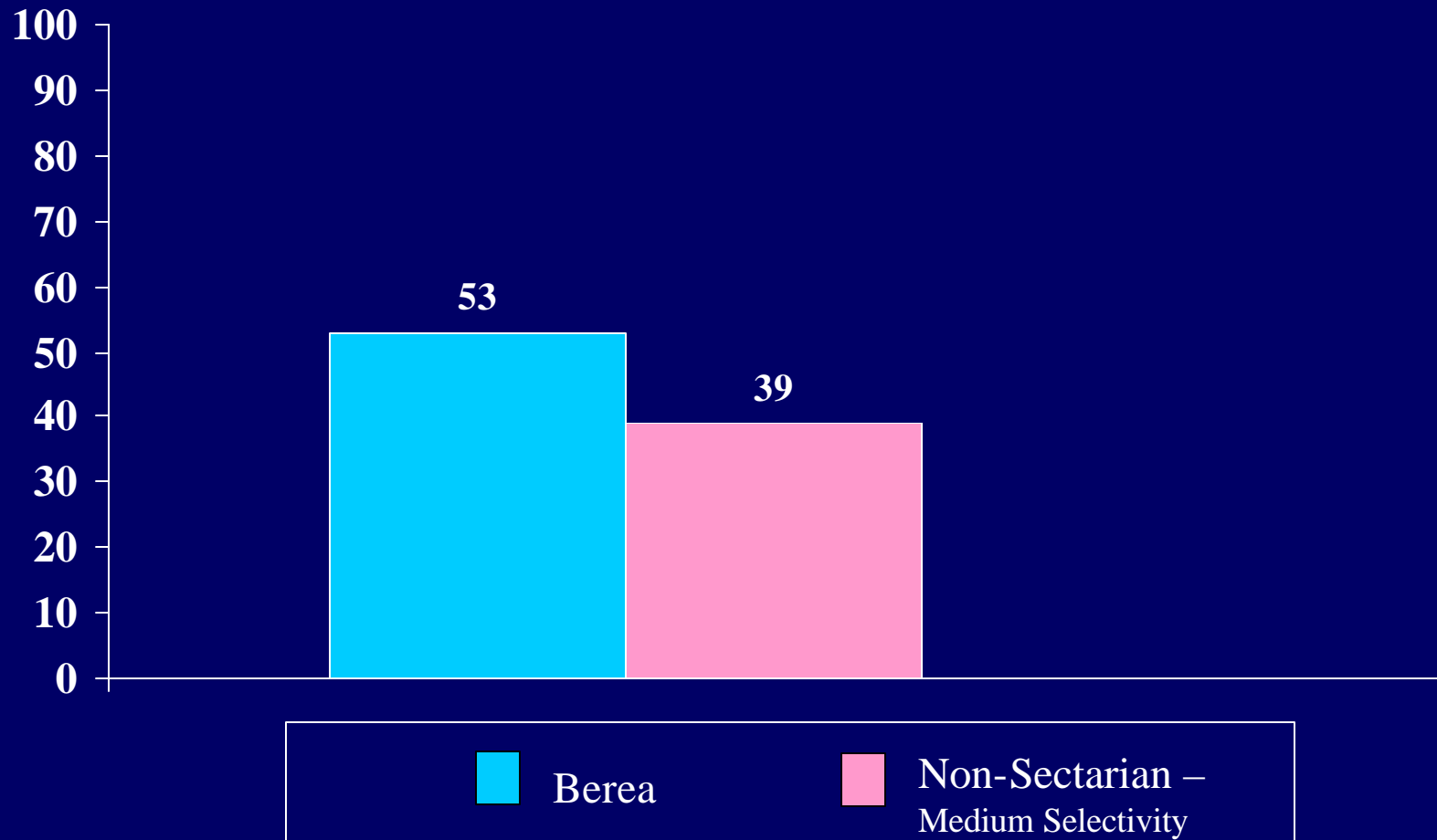
This item was not asked on the 2002 CIRP questionnaire.

Percent of students who have had a spiritual experience while:
Participating in a retreat



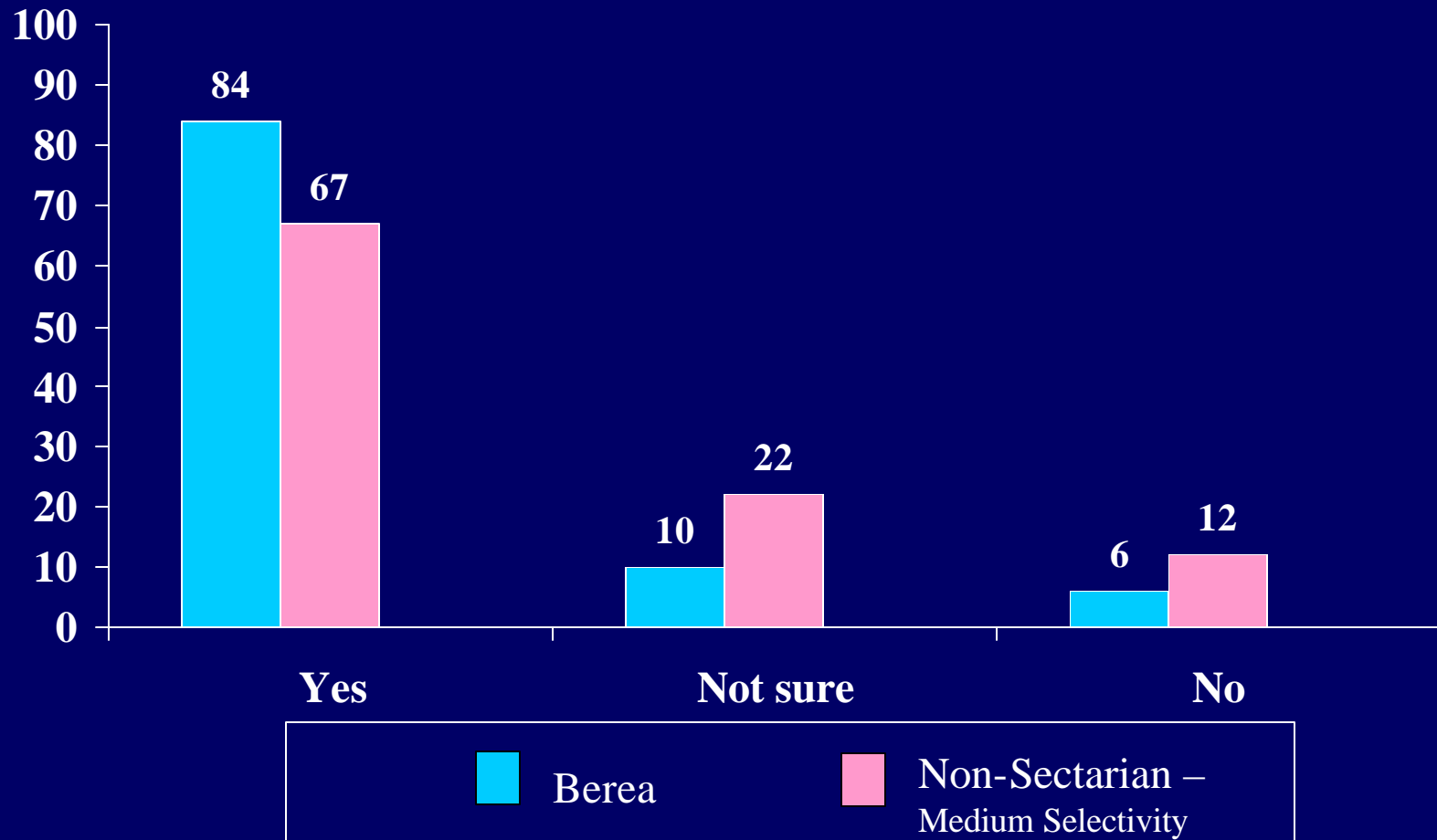
This item was not asked on the 2002 CIRP questionnaire.

Percent of students who have had a spiritual experience while:
Other



This item was not asked on the 2002 CIRP questionnaire.

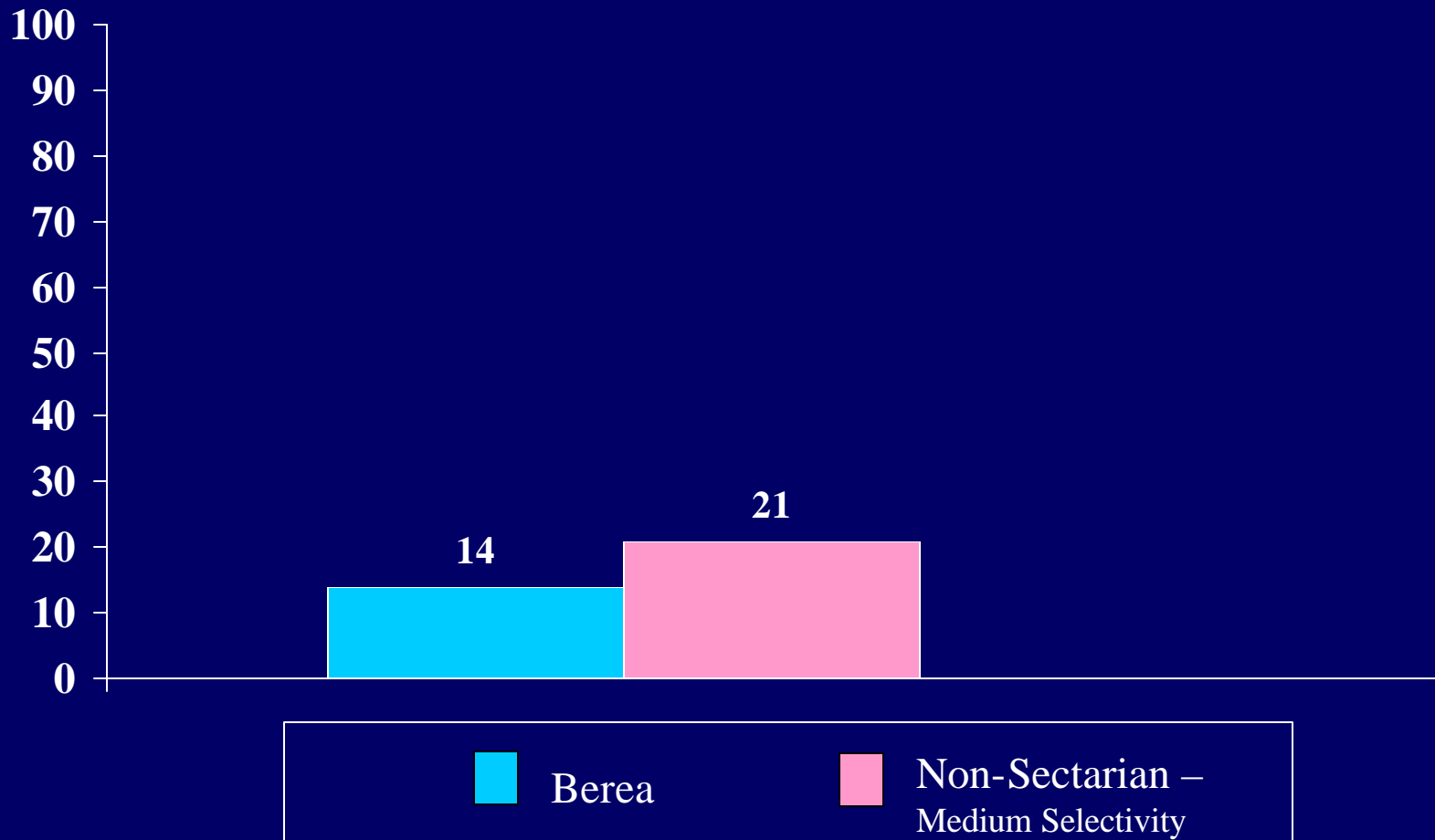
Do you Believe in God?



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who indicated their ultimate spiritual quest for me is:

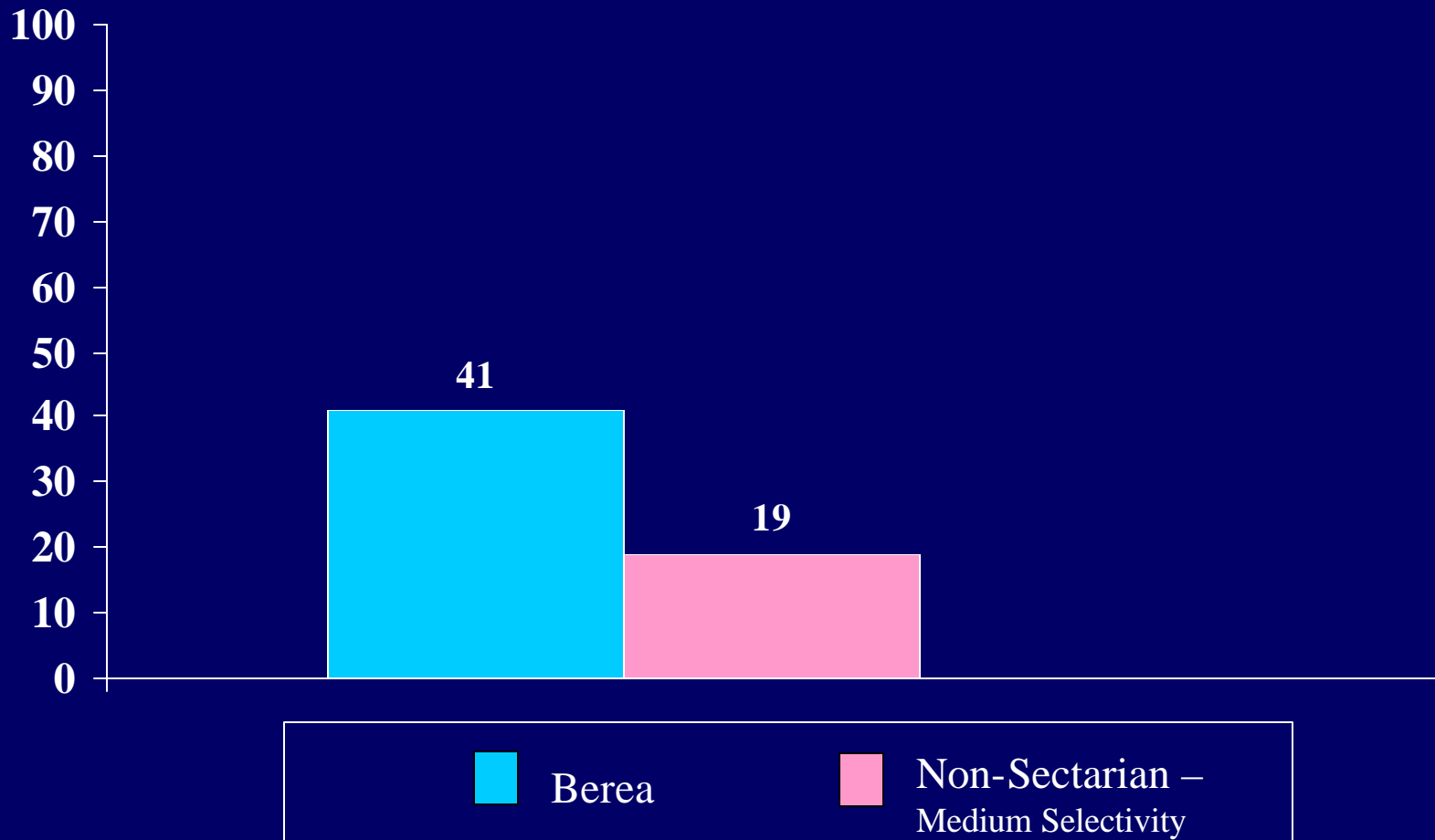
To discover who I really am



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who indicated their ultimate spiritual quest for me is:

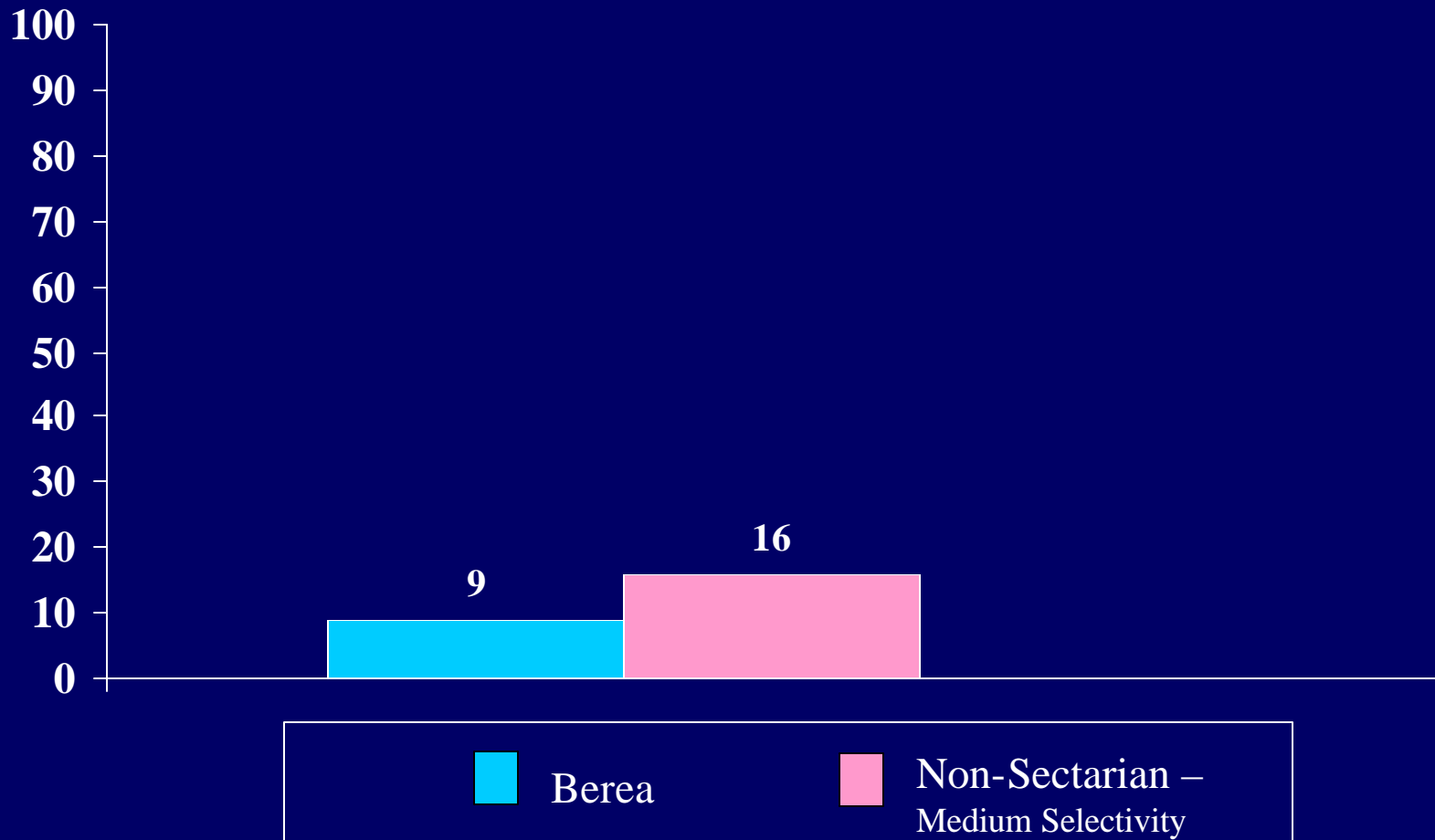
To follow God's plan for me



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who indicated their ultimate spiritual quest for me is:

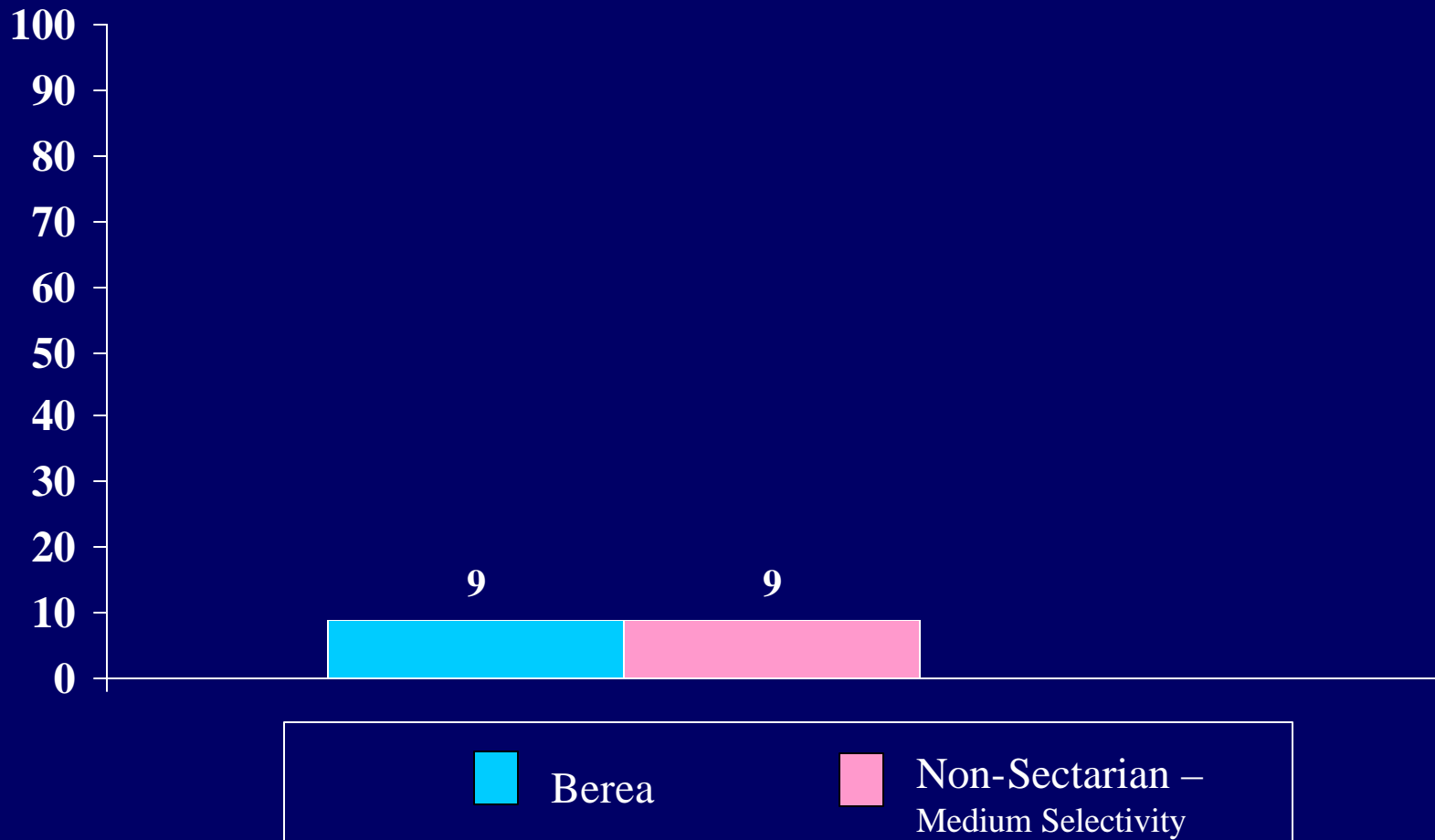
To become a better person



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who indicated their ultimate spiritual quest for me is:

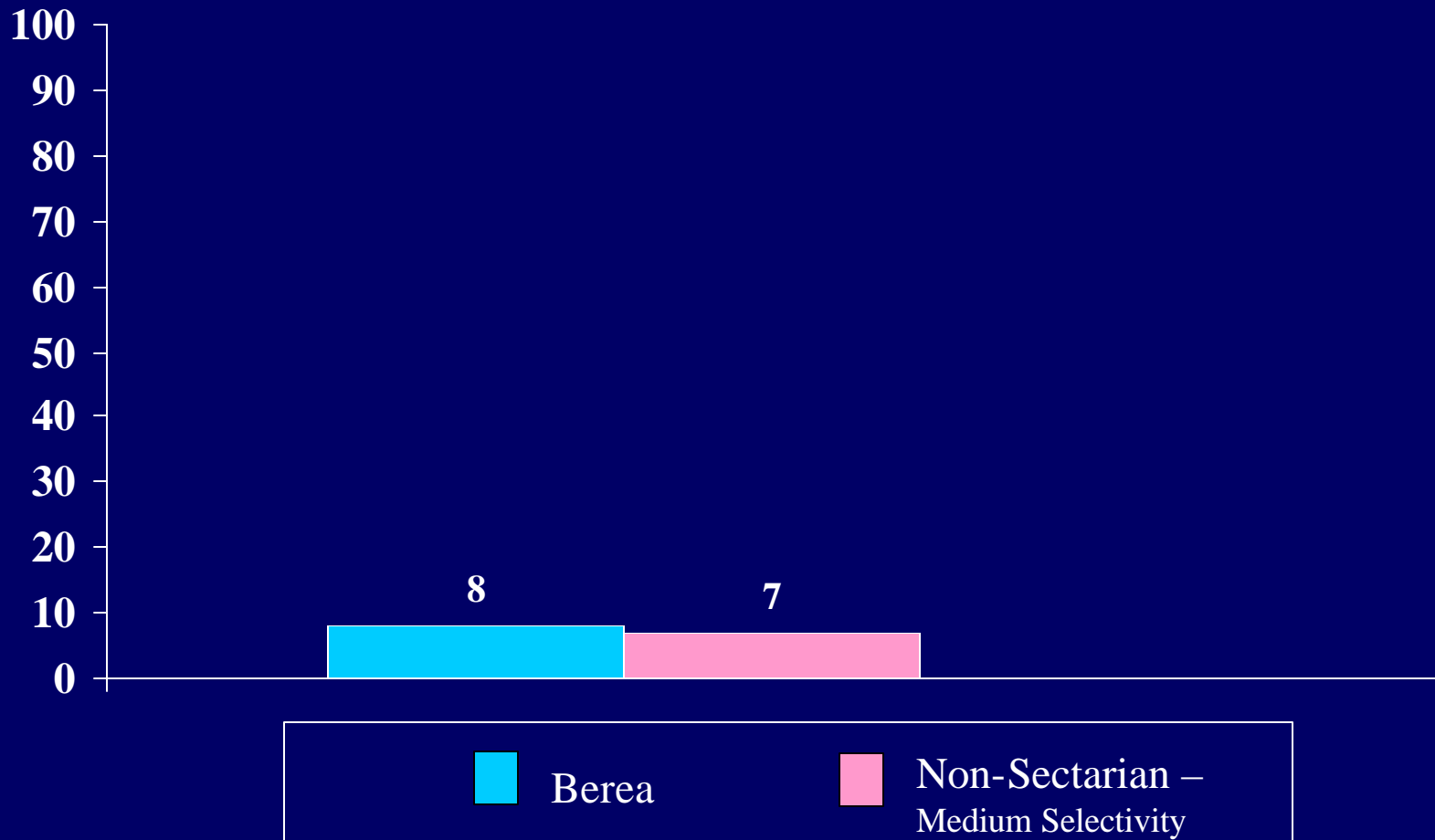
To know my purpose in life



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who indicated their ultimate spiritual quest for me is:

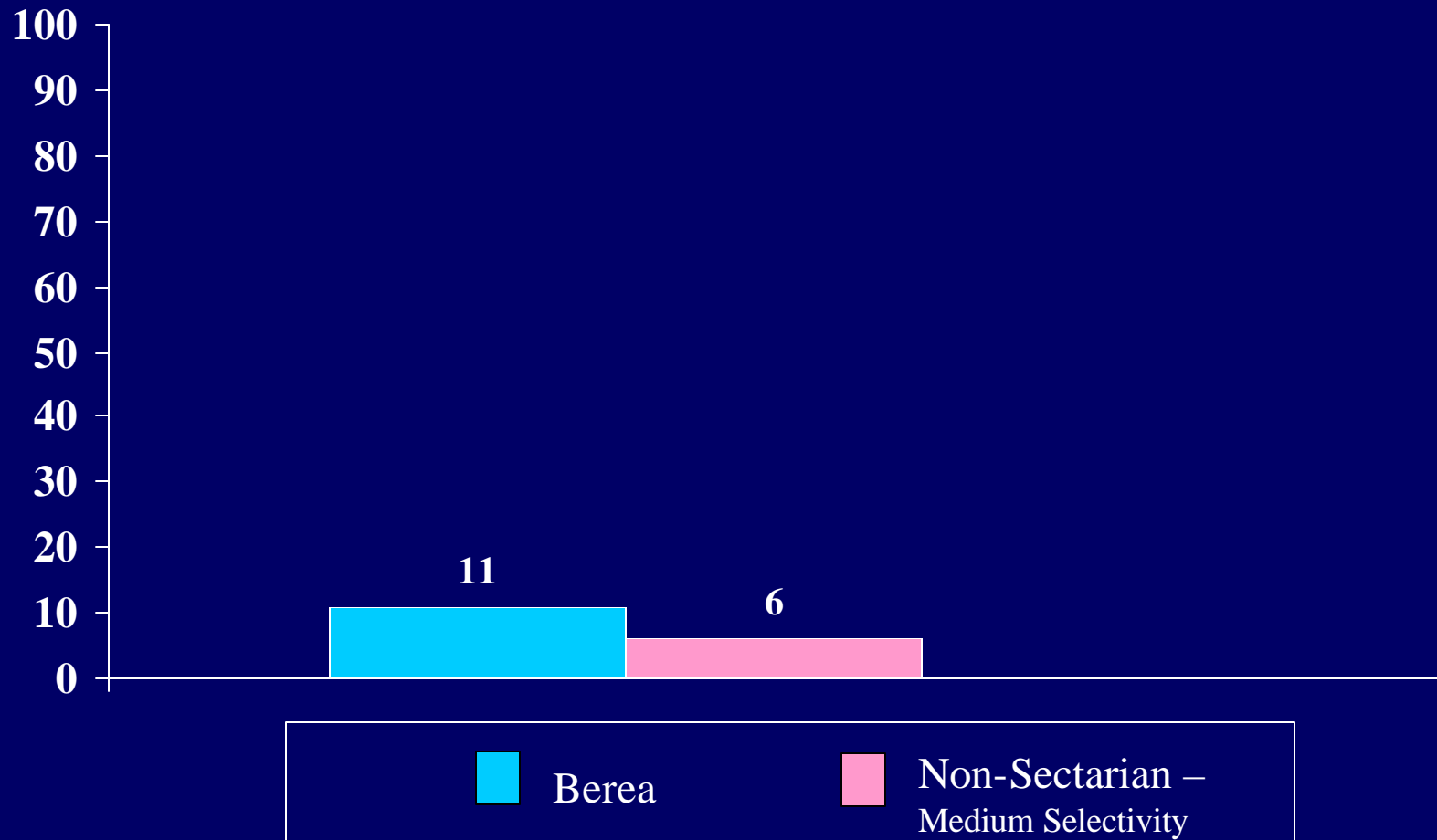
To make the world a better place



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who indicated their ultimate spiritual quest for me is:

To know God



This item was not asked on the 2002 CIRP questionnaire.

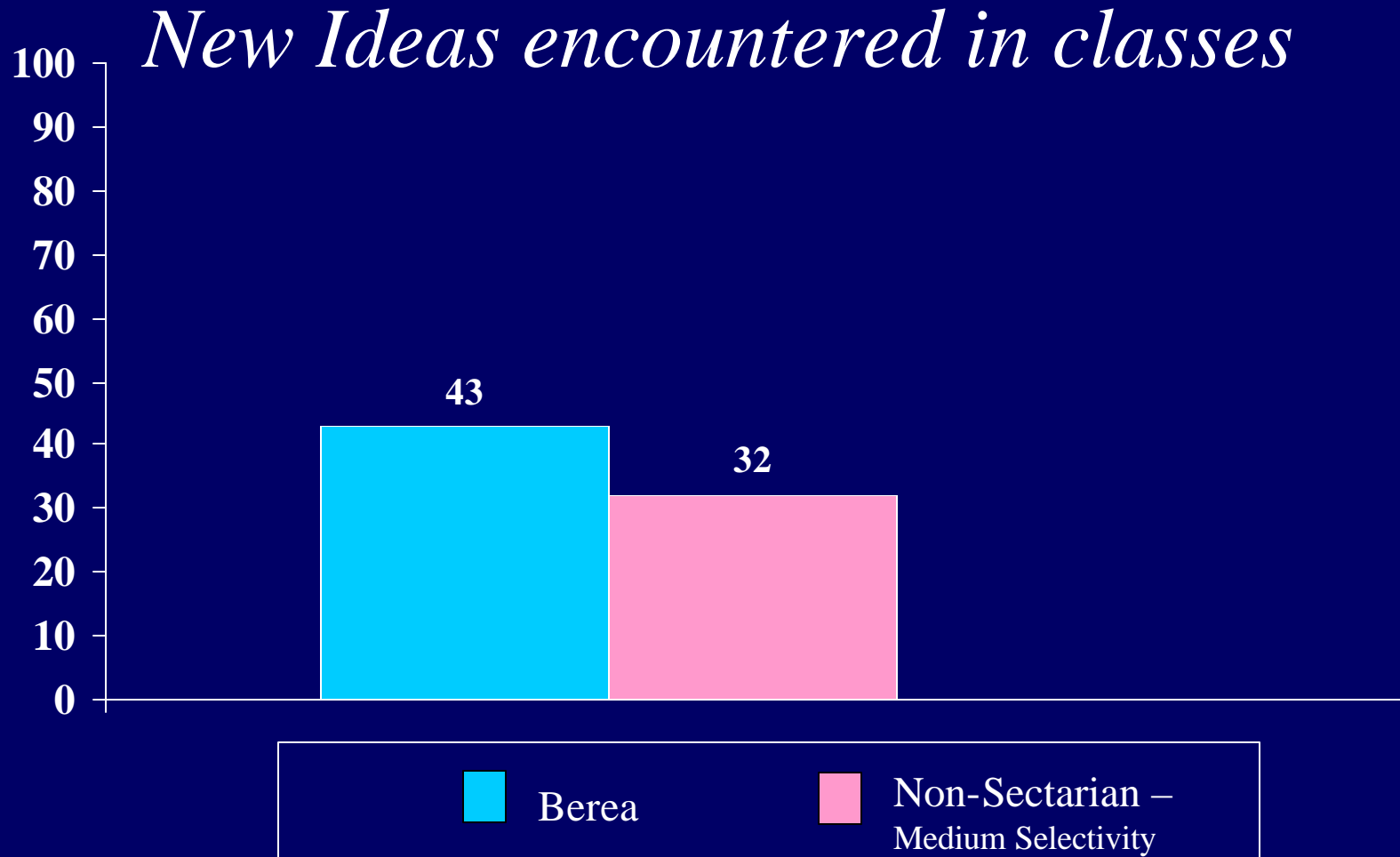
Percent of students who indicated their ultimate spiritual quest for me is:

*I do not consider myself to
be on a spiritual quest*



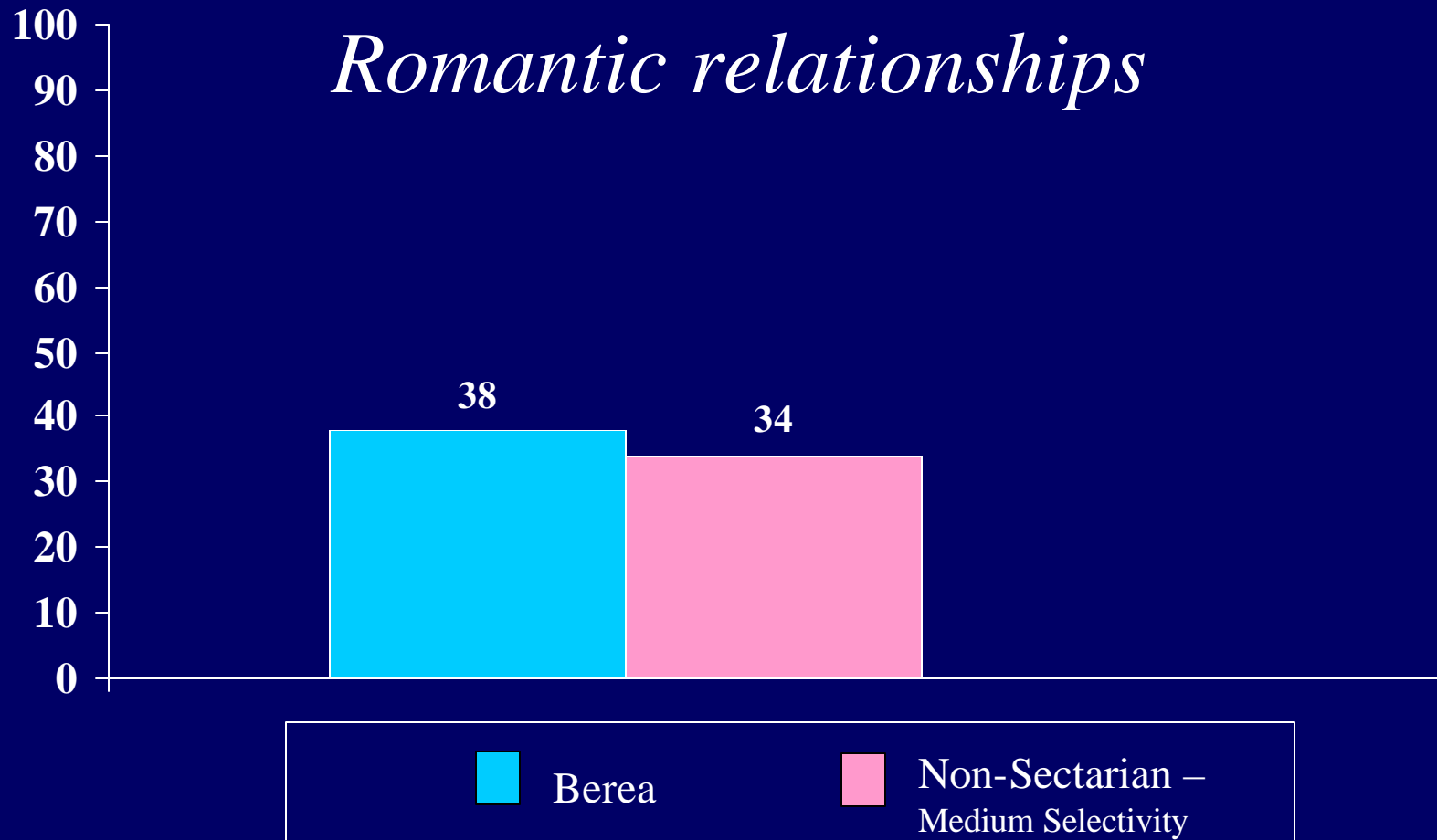
This item was not asked on the 2002 CIRP questionnaire.

Percent of students who reports the following experiences “strengthened” his/her religious /spiritual beliefs:



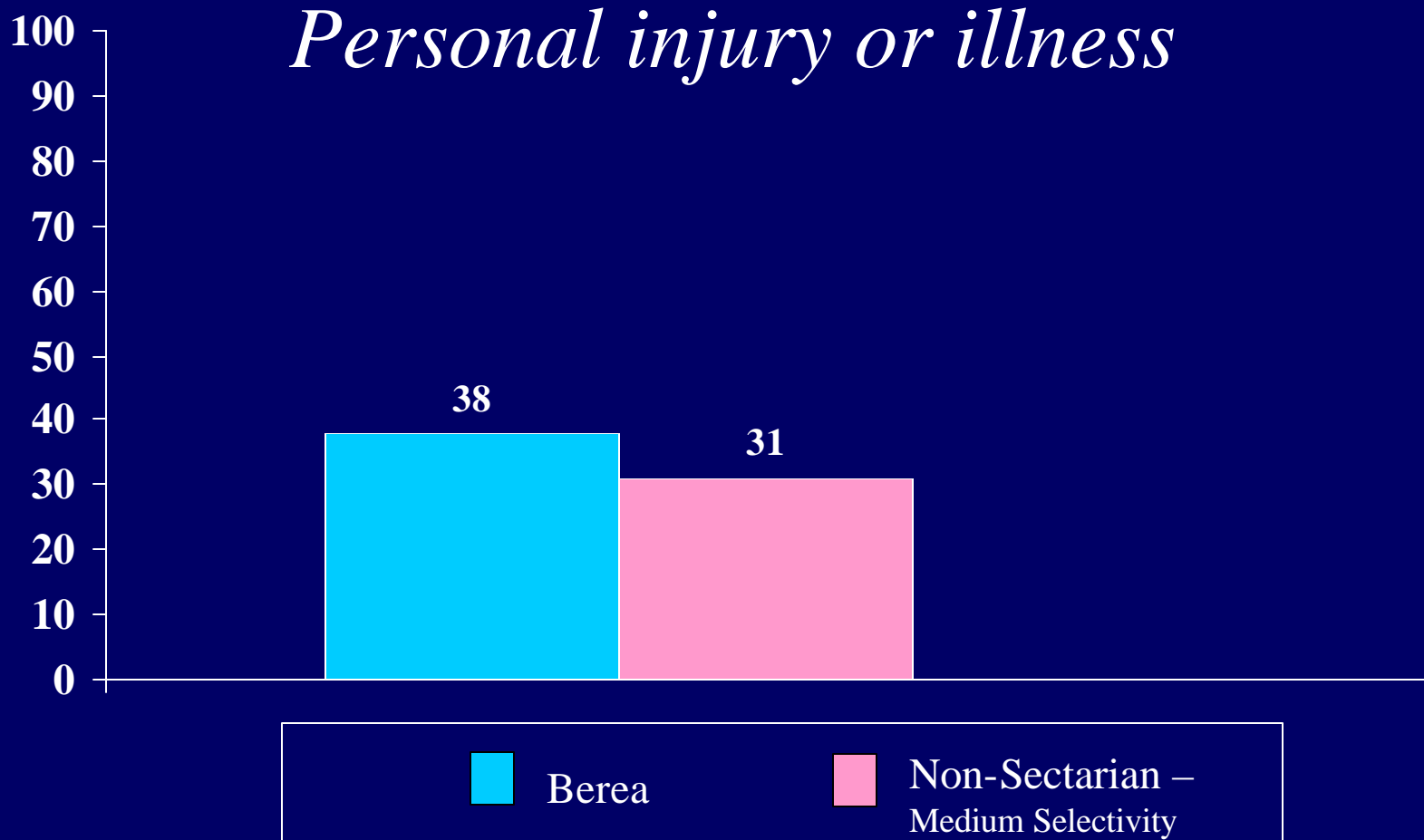
This item was not asked on the 2002 CIRP questionnaire.

Percent of students who reports the following experiences “strengthened” his/her religious /spiritual beliefs:



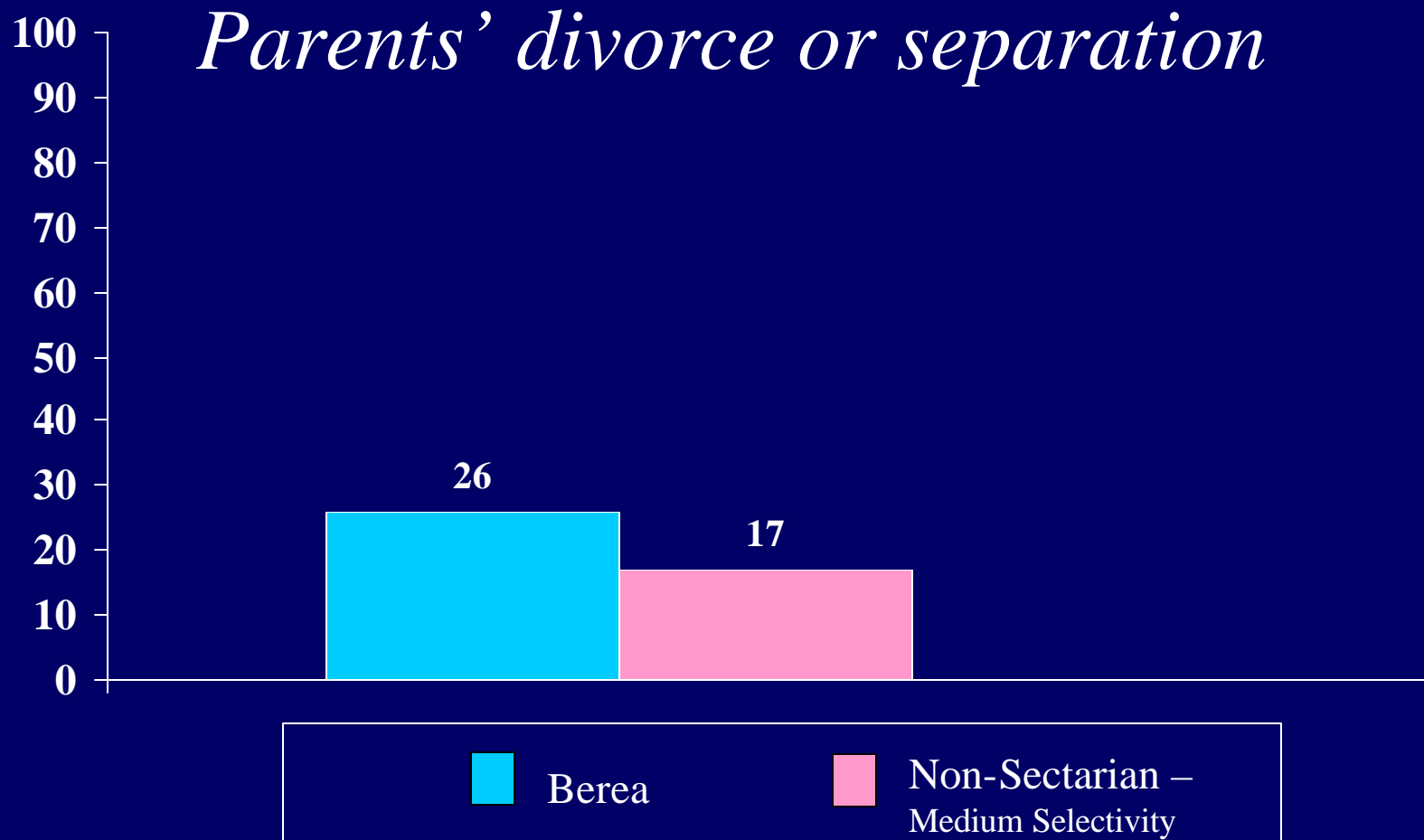
This item was not asked on the 2002 CIRP questionnaire.

Percent of students who reports the following experiences “strengthened” his/her religious /spiritual beliefs:



This item was not asked on the 2002 CIRP questionnaire.

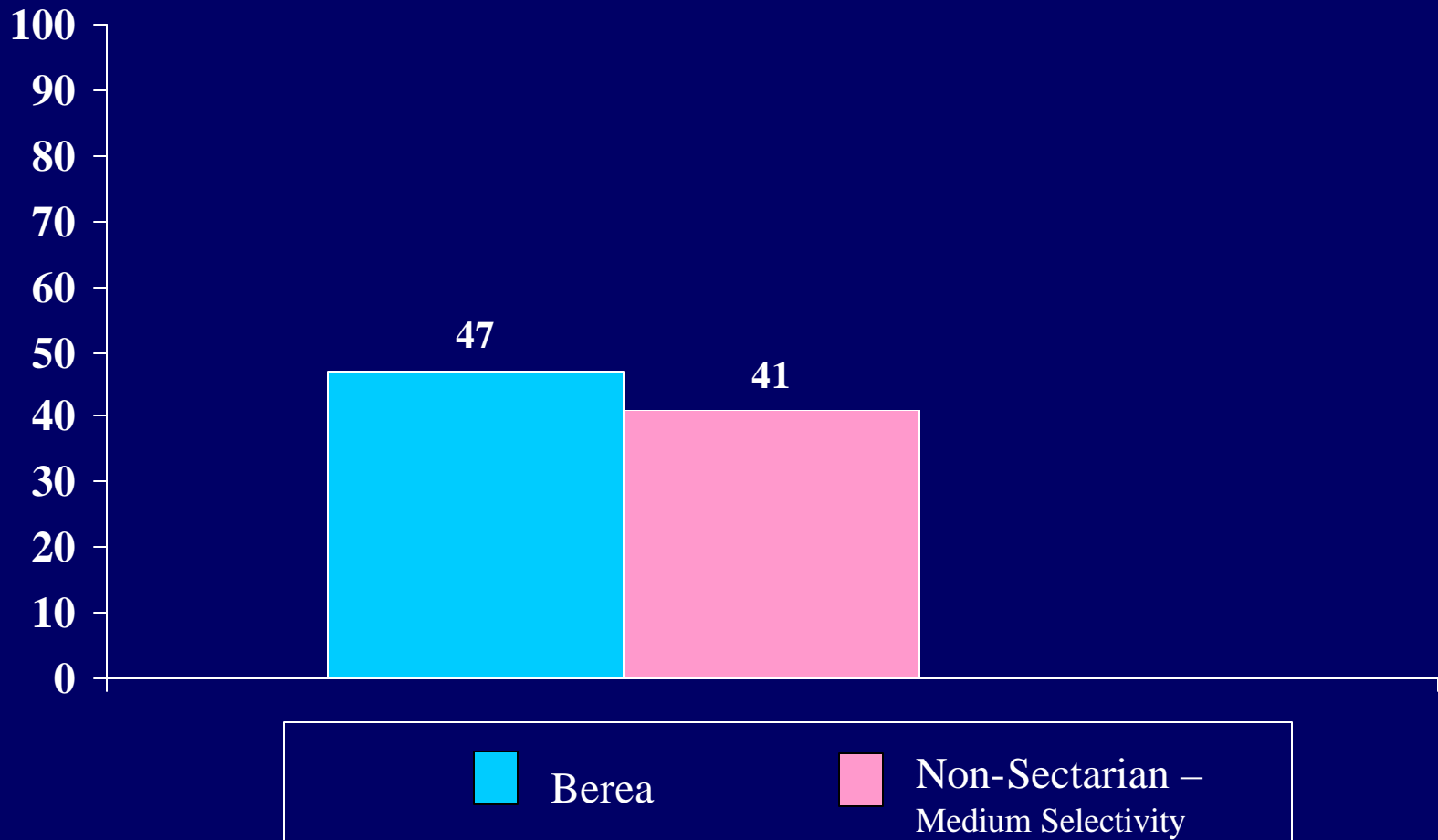
Percent of students who reports the following experiences “strengthened” his/her religious /spiritual beliefs:



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who reports the following experiences “strengthened”
his/her religious /spiritual beliefs:

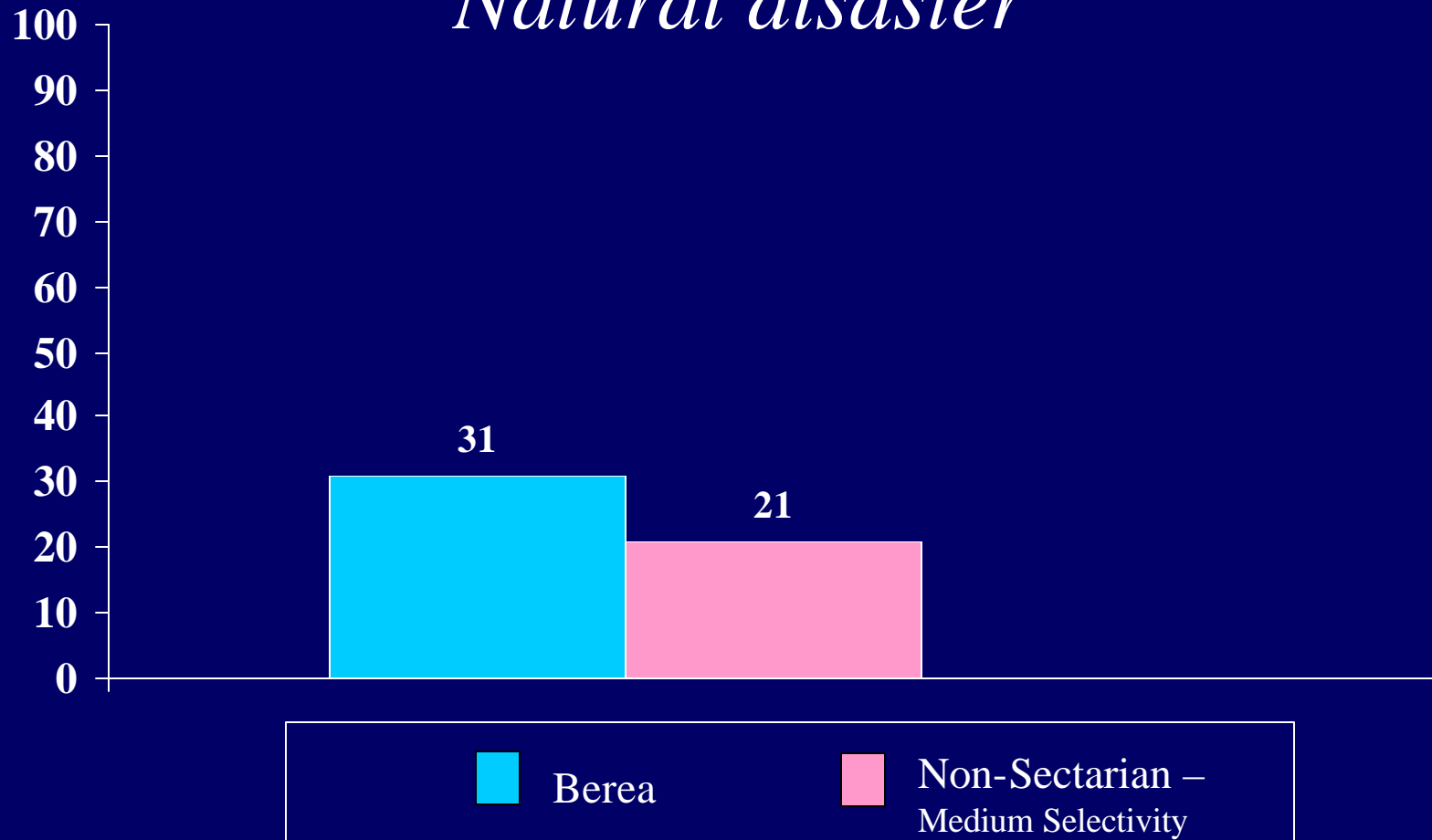
Death of a close friend or family member



This item was not asked on the 2002 CIRP questionnaire.

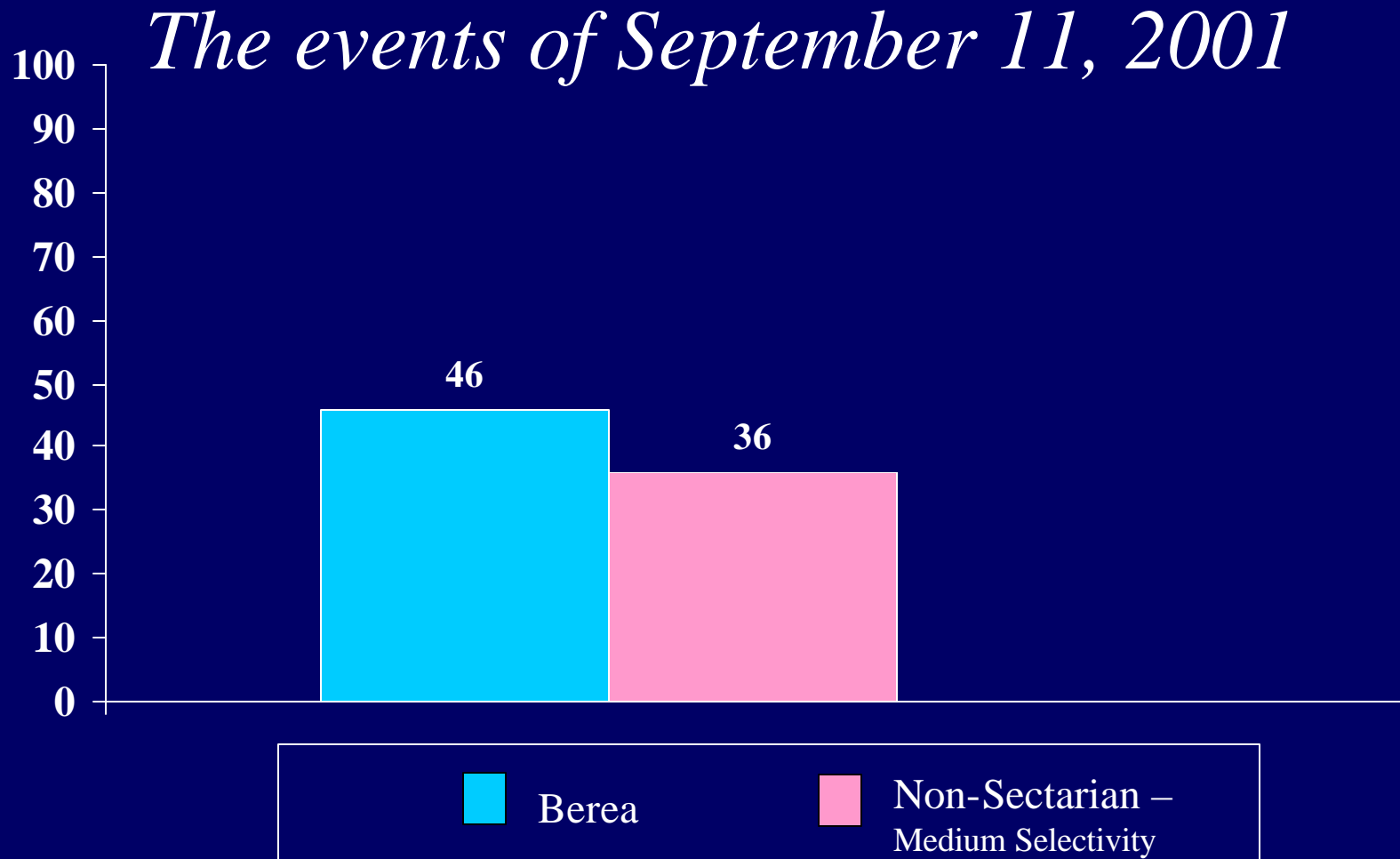
Percent of students who reports the following experiences “strengthened” his/her religious /spiritual beliefs:

Natural disaster



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who reports the following experiences “strengthened” his/her religious /spiritual beliefs:



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who reports the following experiences “strengthened” his/her religious /spiritual beliefs:

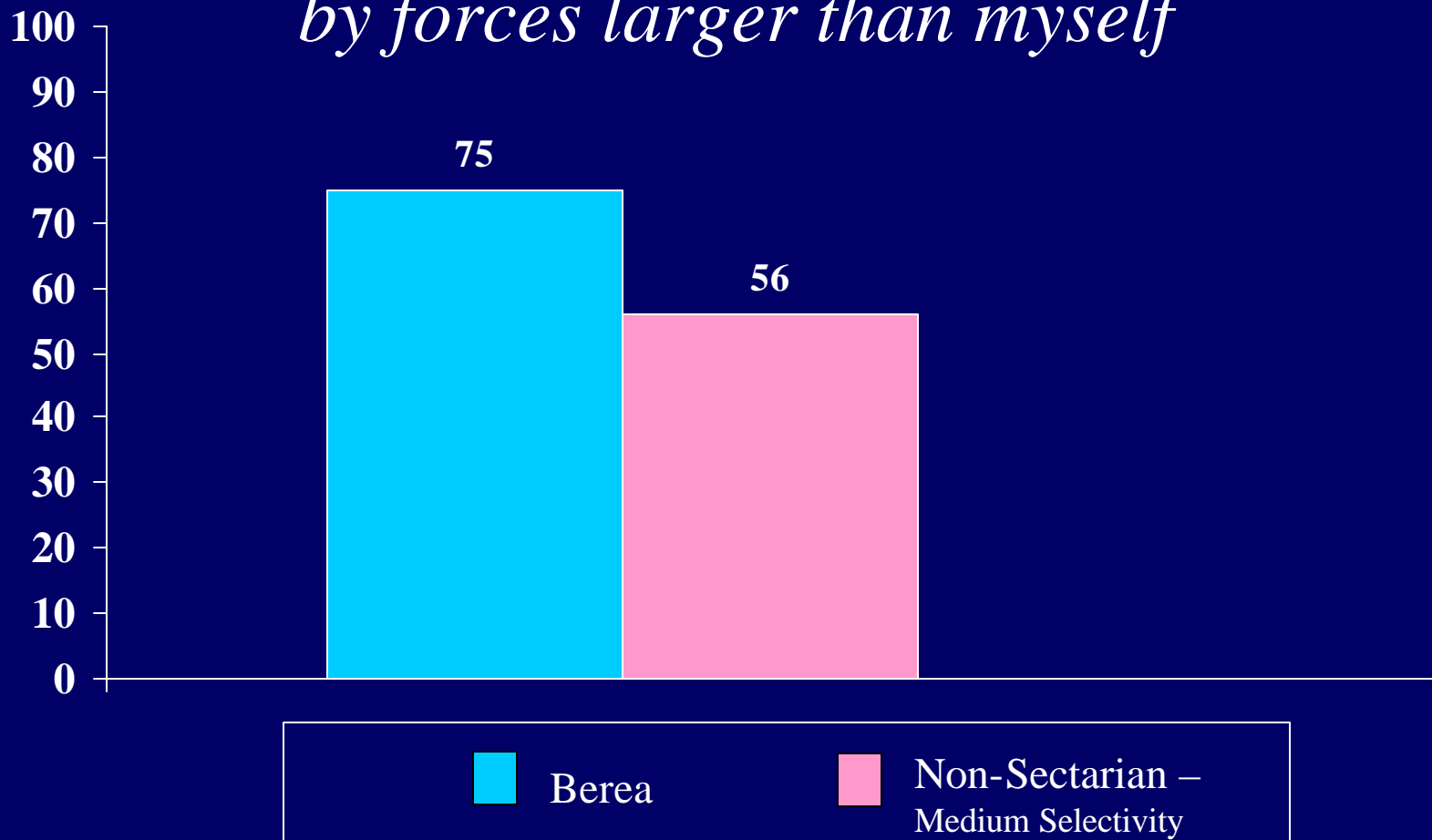
The war in Iraq



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who agrees “strongly” or “somewhat”:

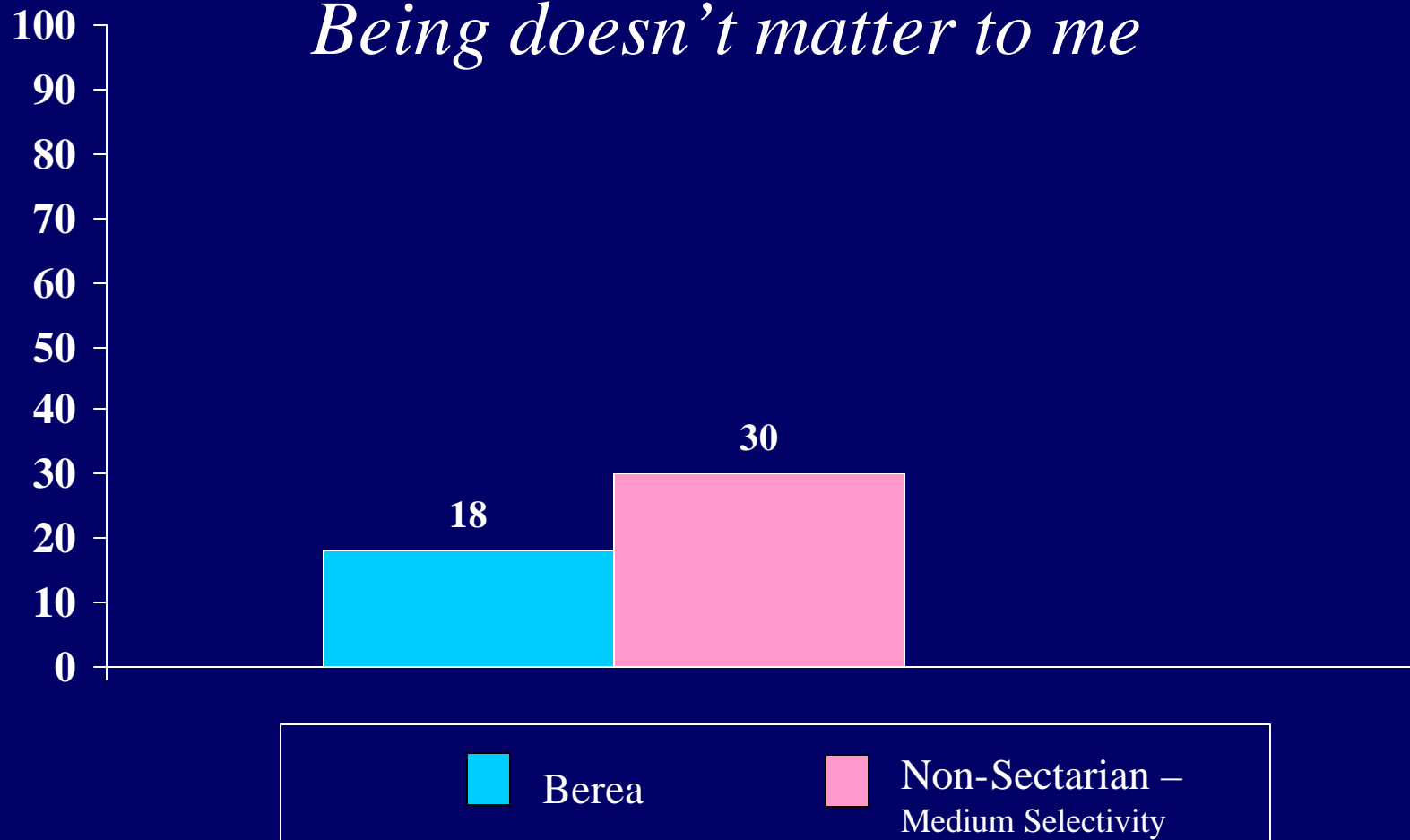
What happens in my life is determined by forces larger than myself



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who agrees “strongly” or “somewhat”:

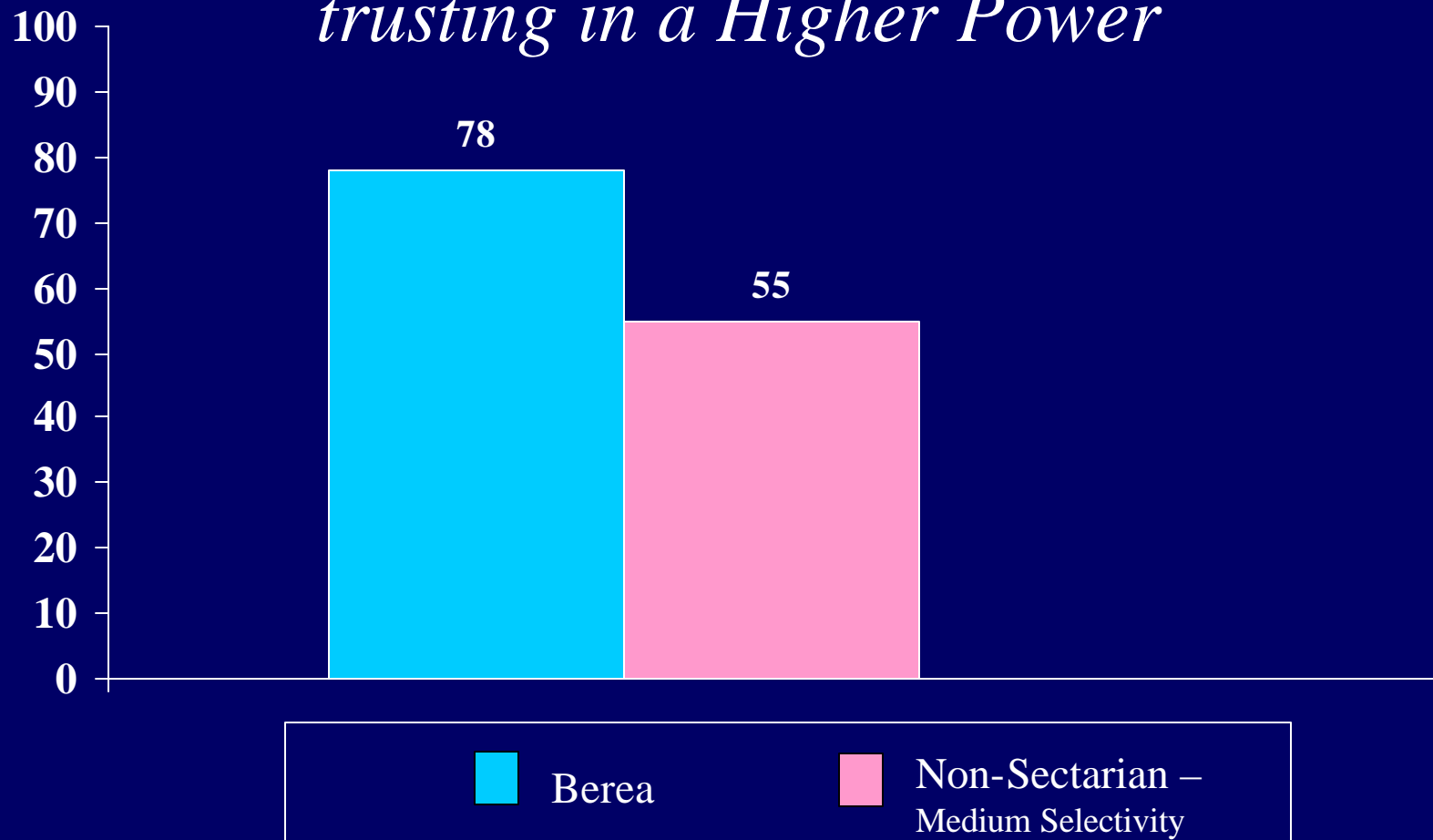
Whether or not there is a Supreme Being doesn't matter to me



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who agrees “strongly” or “somewhat”:

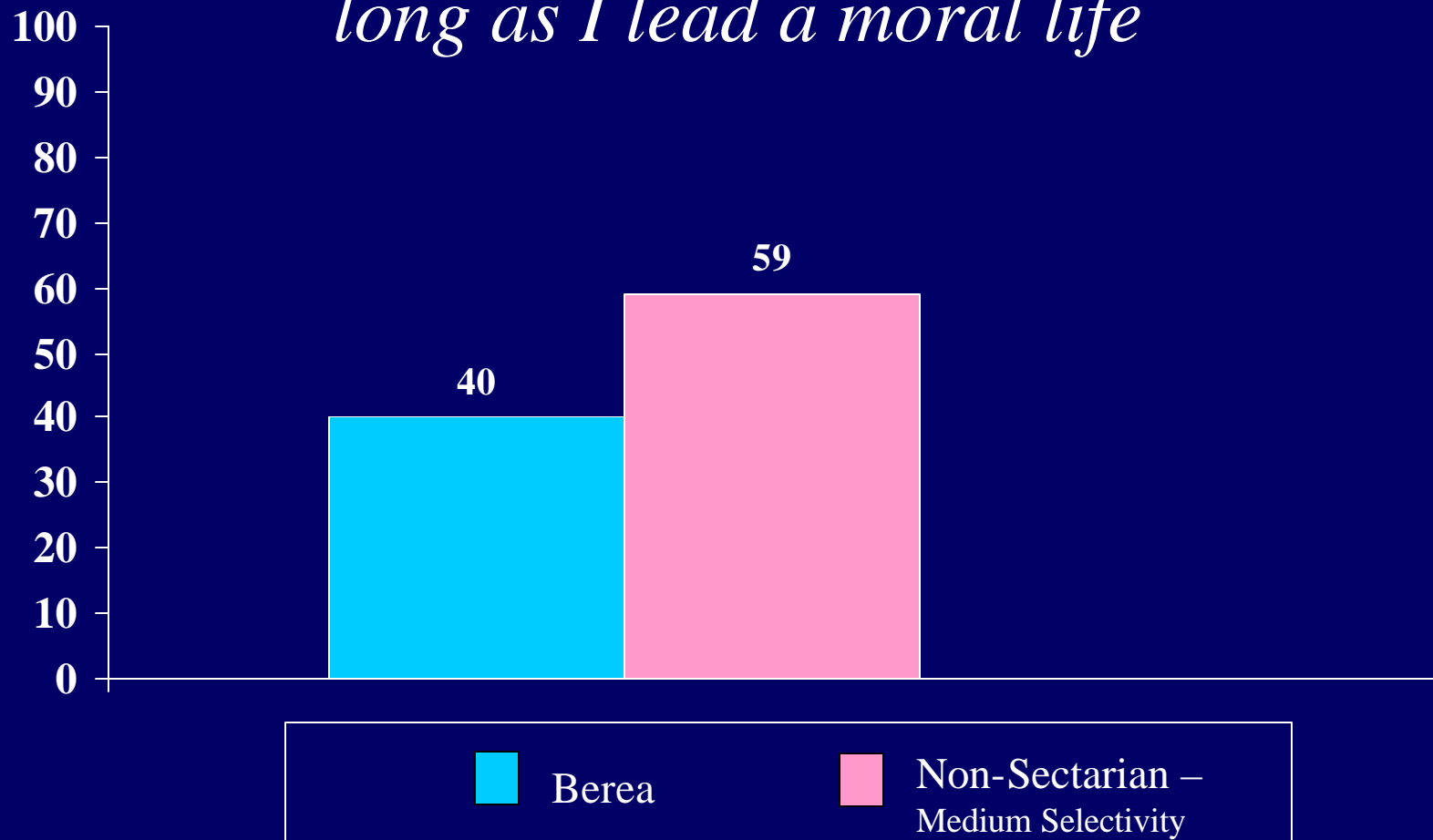
I gain spiritual strength by trusting in a Higher Power



This item was not asked on the 2002 CIRP questionnaire.

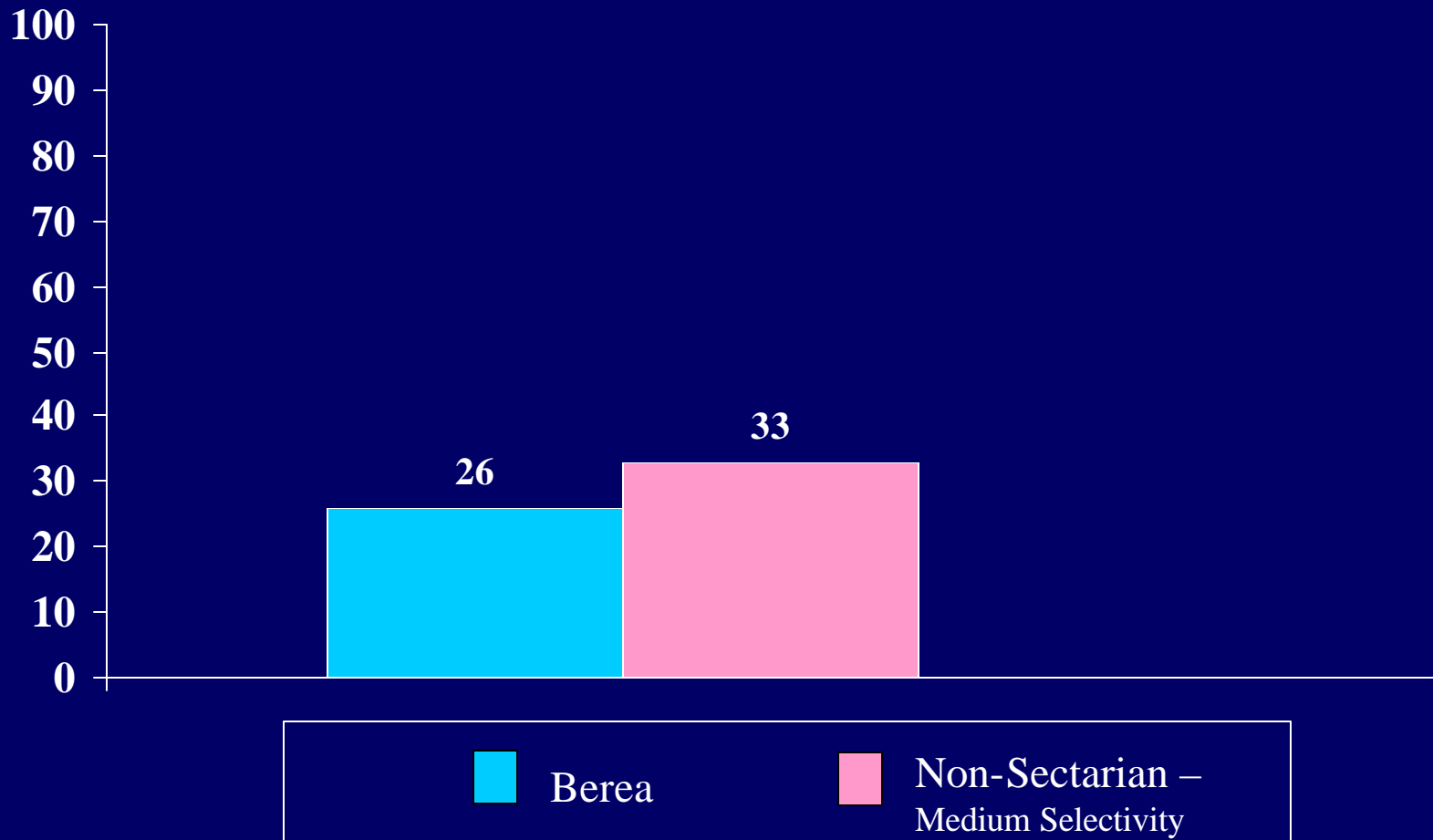
Percent of students who agrees “strongly” or “somewhat”:

It doesn't matter what I believe as long as I lead a moral life



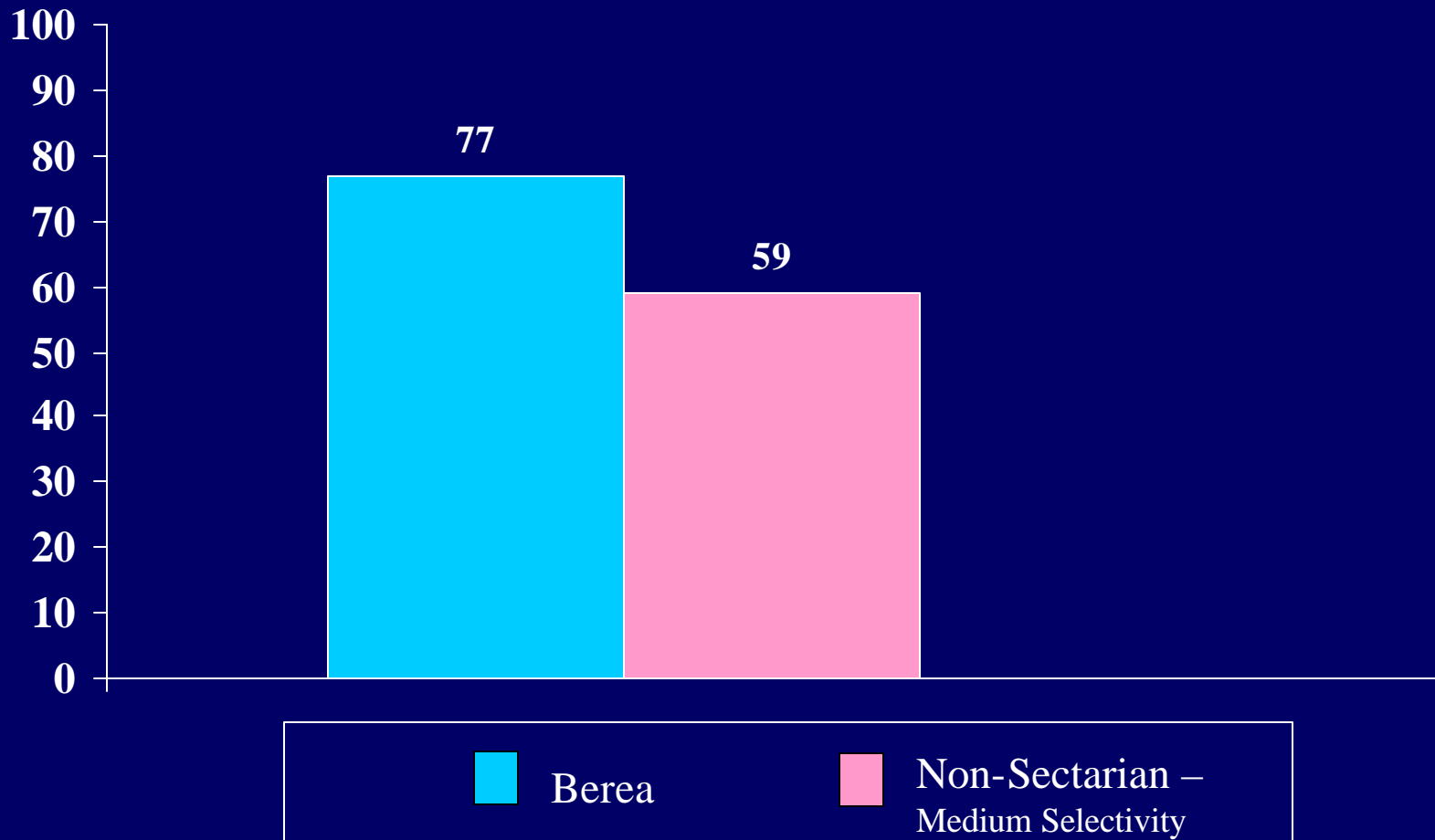
This item was not asked on the 2002 CIRP questionnaire.

Percent of students who agrees “strongly” or “somewhat”:
I have never felt a sense of sacredness



This item was not asked on the 2002 CIRP questionnaire.

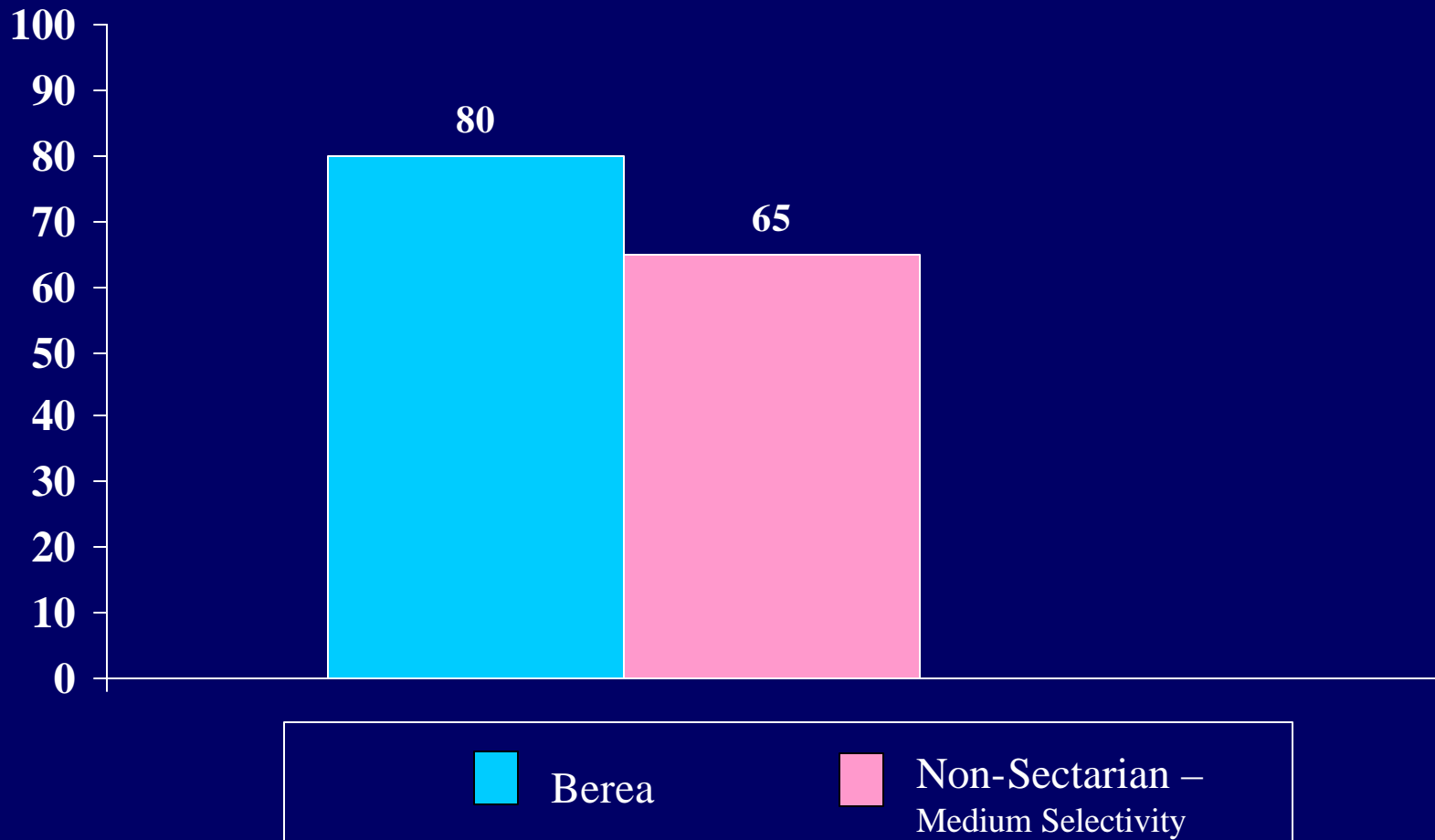
Percent of students who agrees “strongly” or “somewhat”:
I find religion to be personally helpful



This item was not asked on the 2002 CIRP questionnaire.

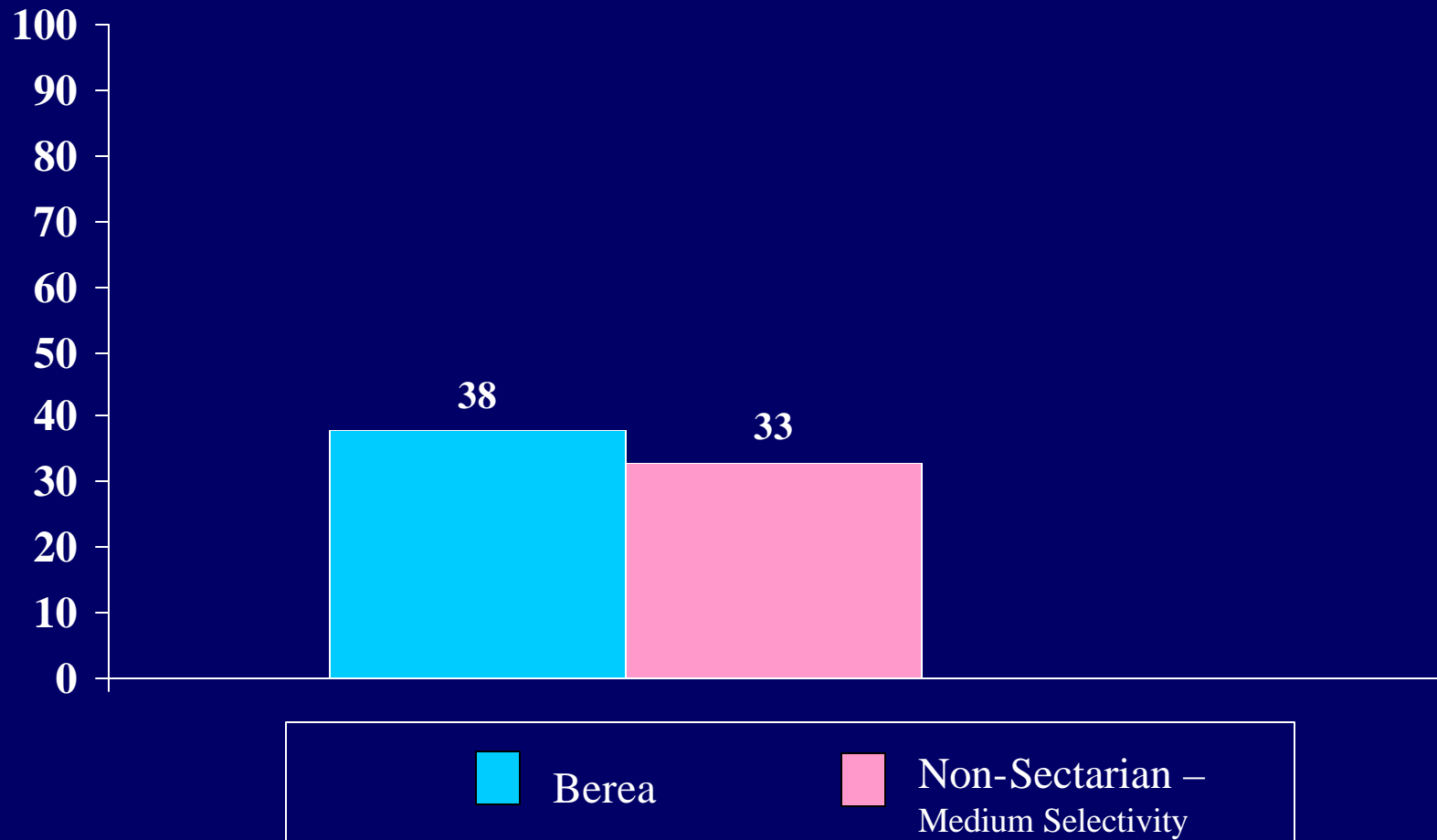
Percent of students who agrees “strongly” or “somewhat”:

*I know someone I can turn to
for spiritual guidance*



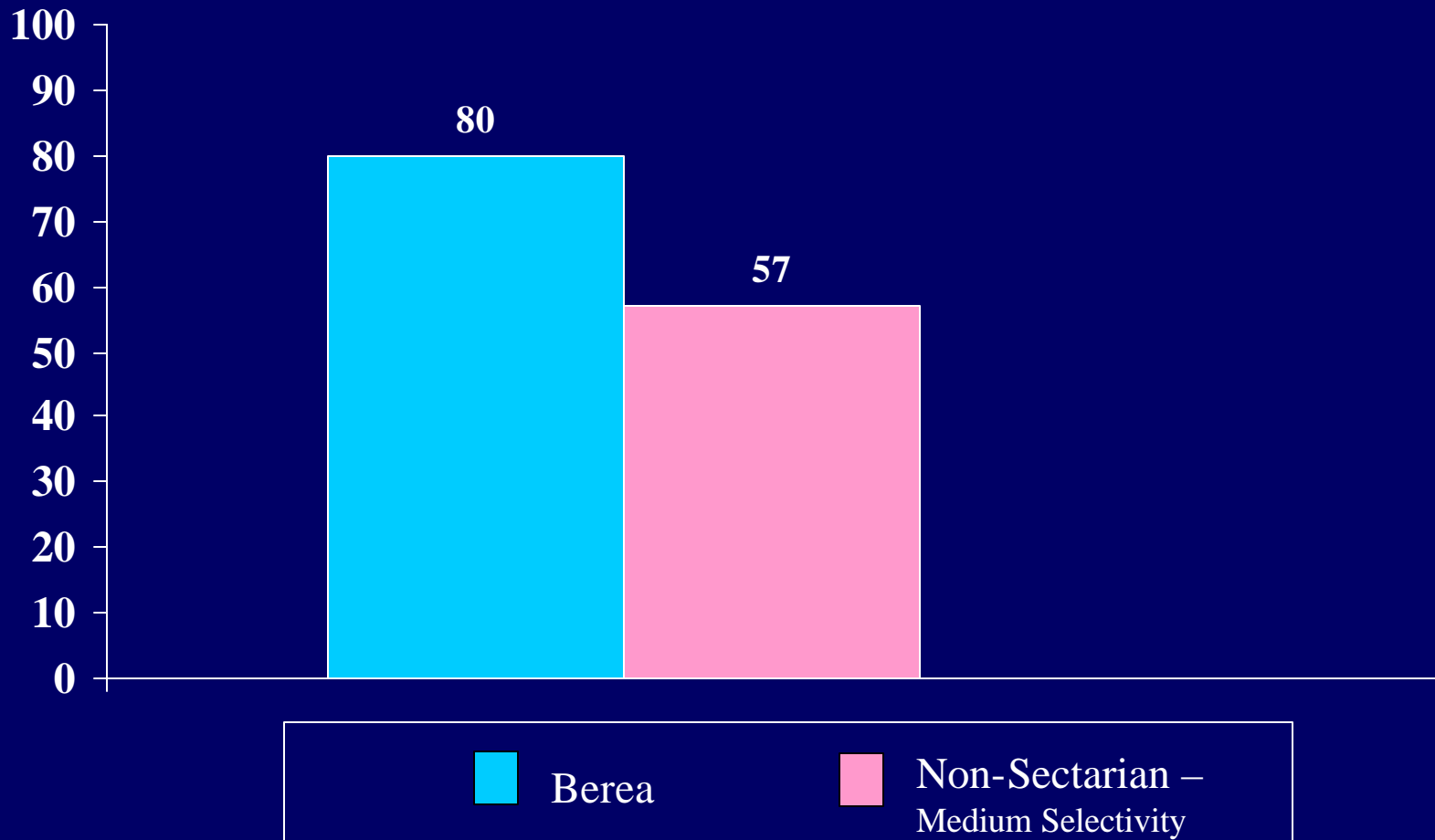
This item was not asked on the 2002 CIRP questionnaire.

Percent of students who agrees “strongly” or “somewhat”:
I am uncomfortable discussing religious matters



This item was not asked on the 2002 CIRP questionnaire.

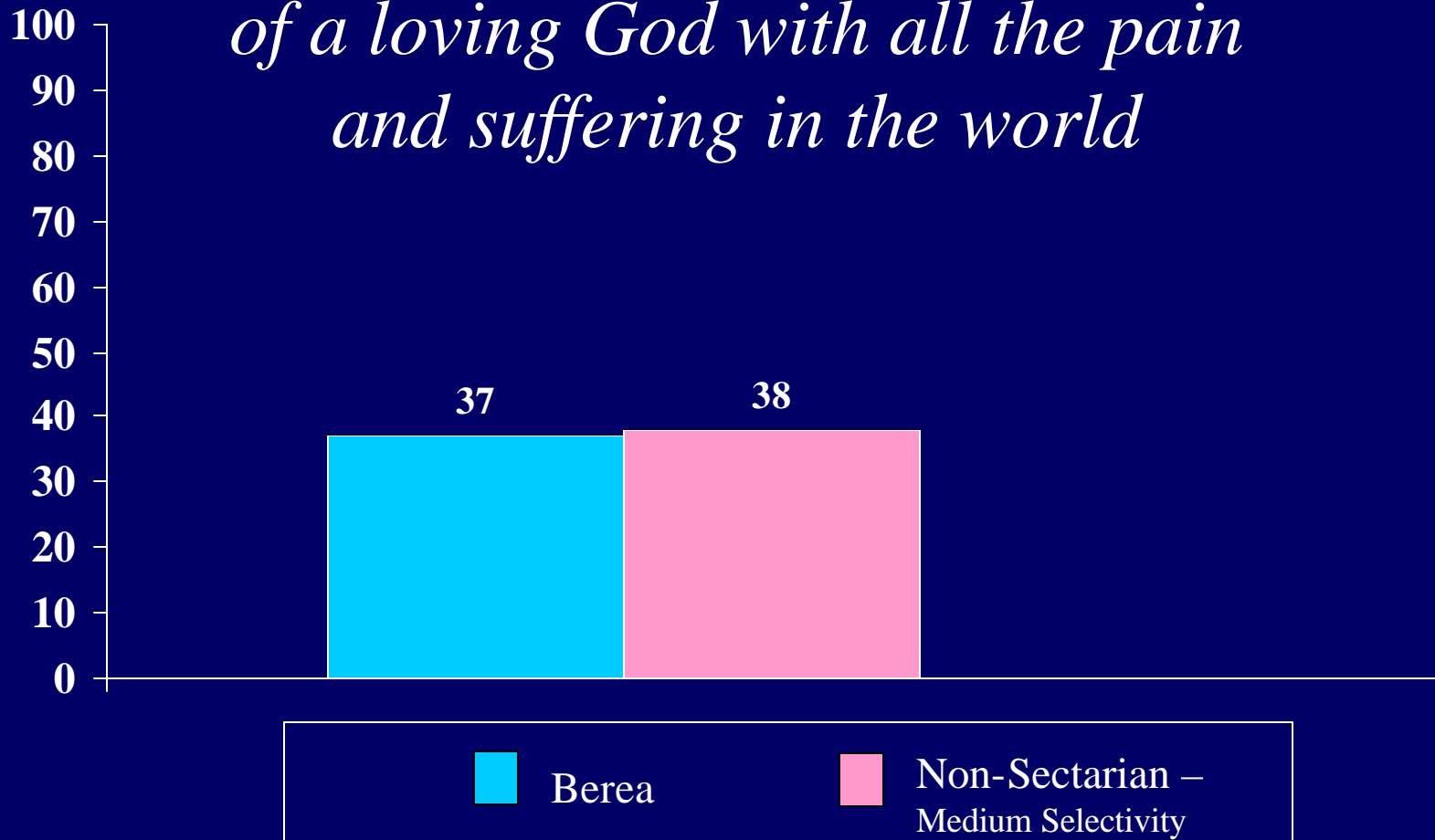
Percent of students who agrees “strongly” or “somewhat”:
My spirituality is a source of joy



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who agrees “strongly” or “somewhat”:

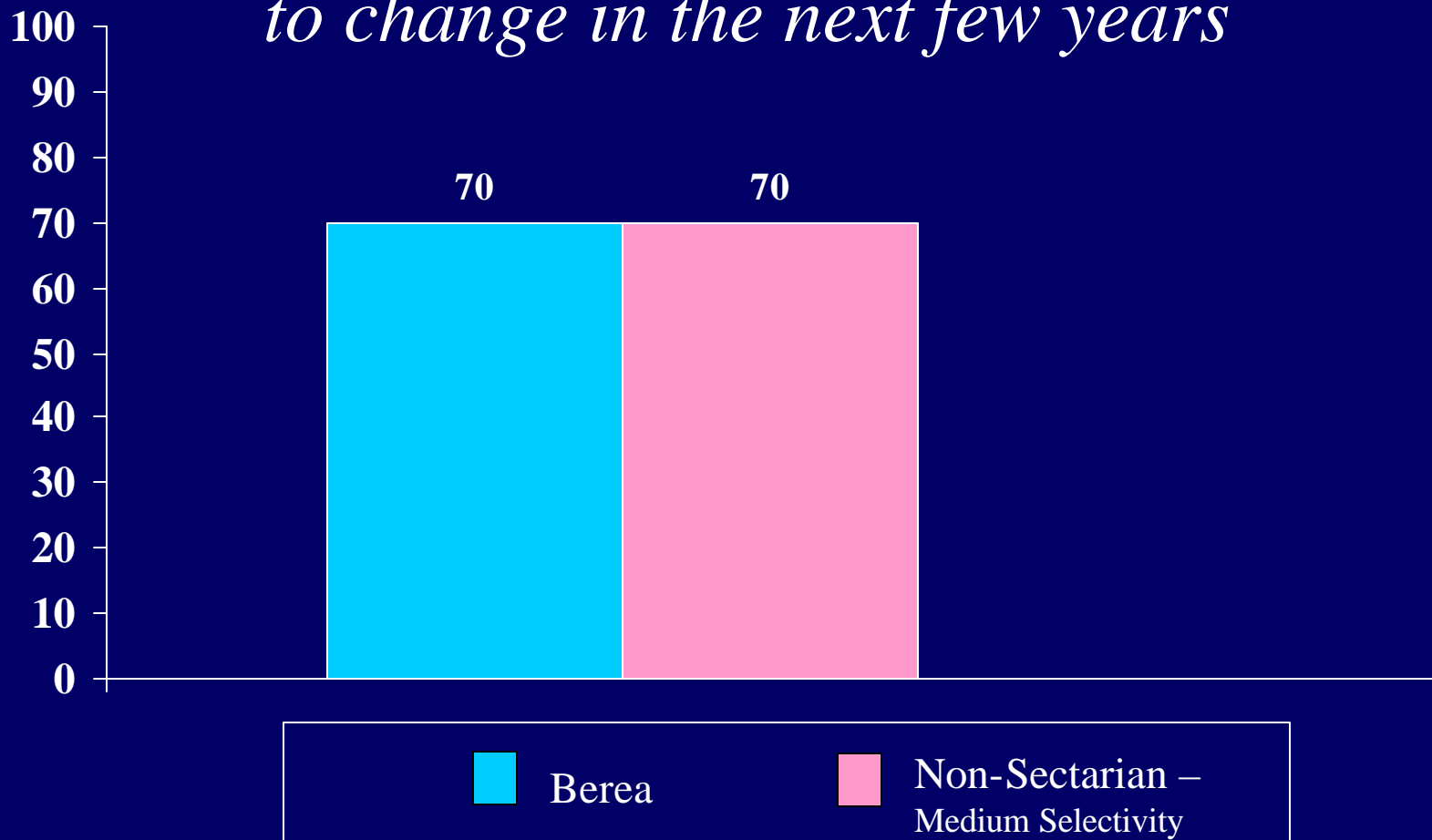
*It is difficult to reconcile the existence
of a loving God with all the pain
and suffering in the world*



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who agrees “strongly” or “somewhat”:

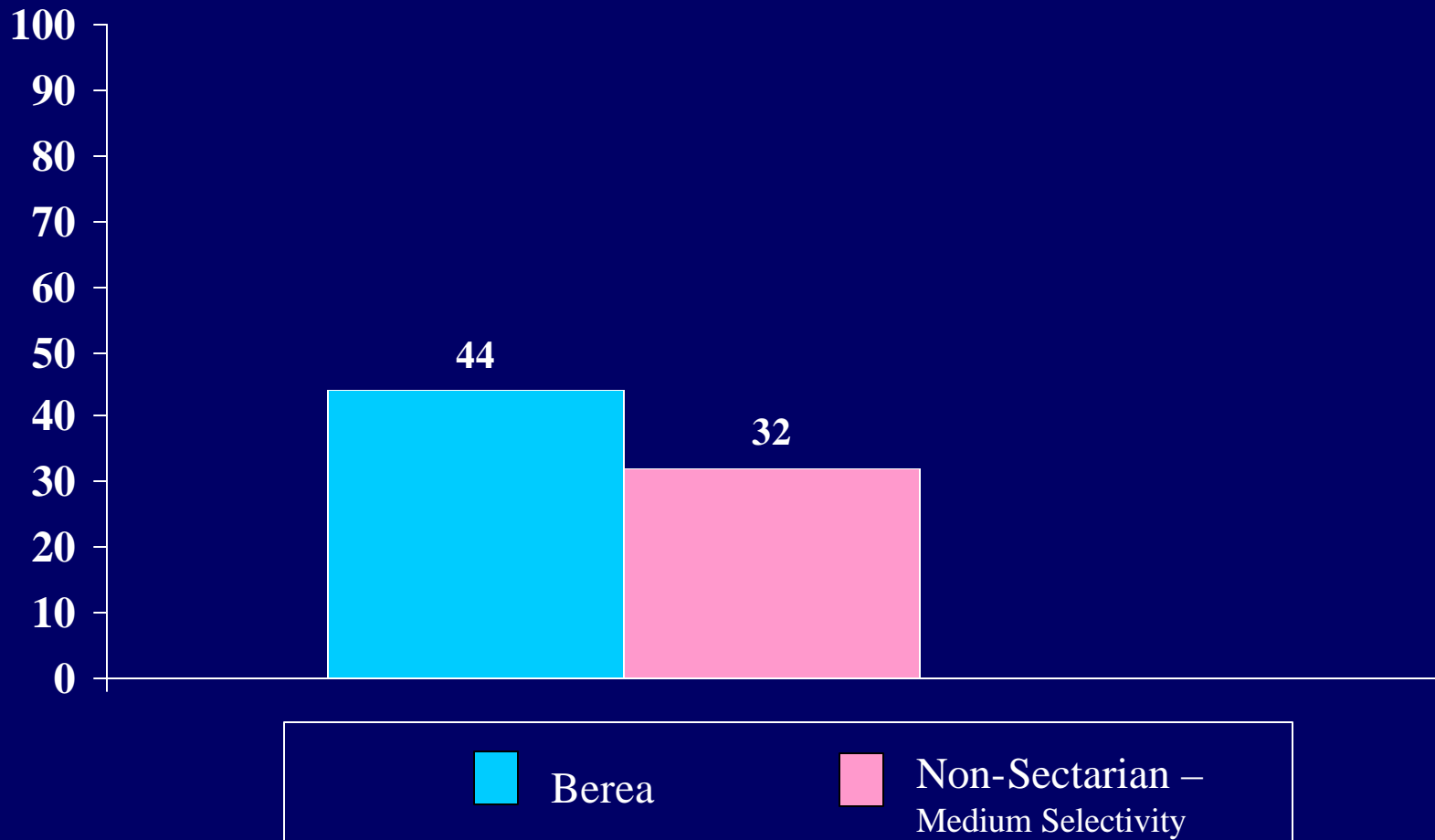
*I do not expect my religious convictions
to change in the next few years*



This item was not asked on the 2002 CIRP questionnaire.

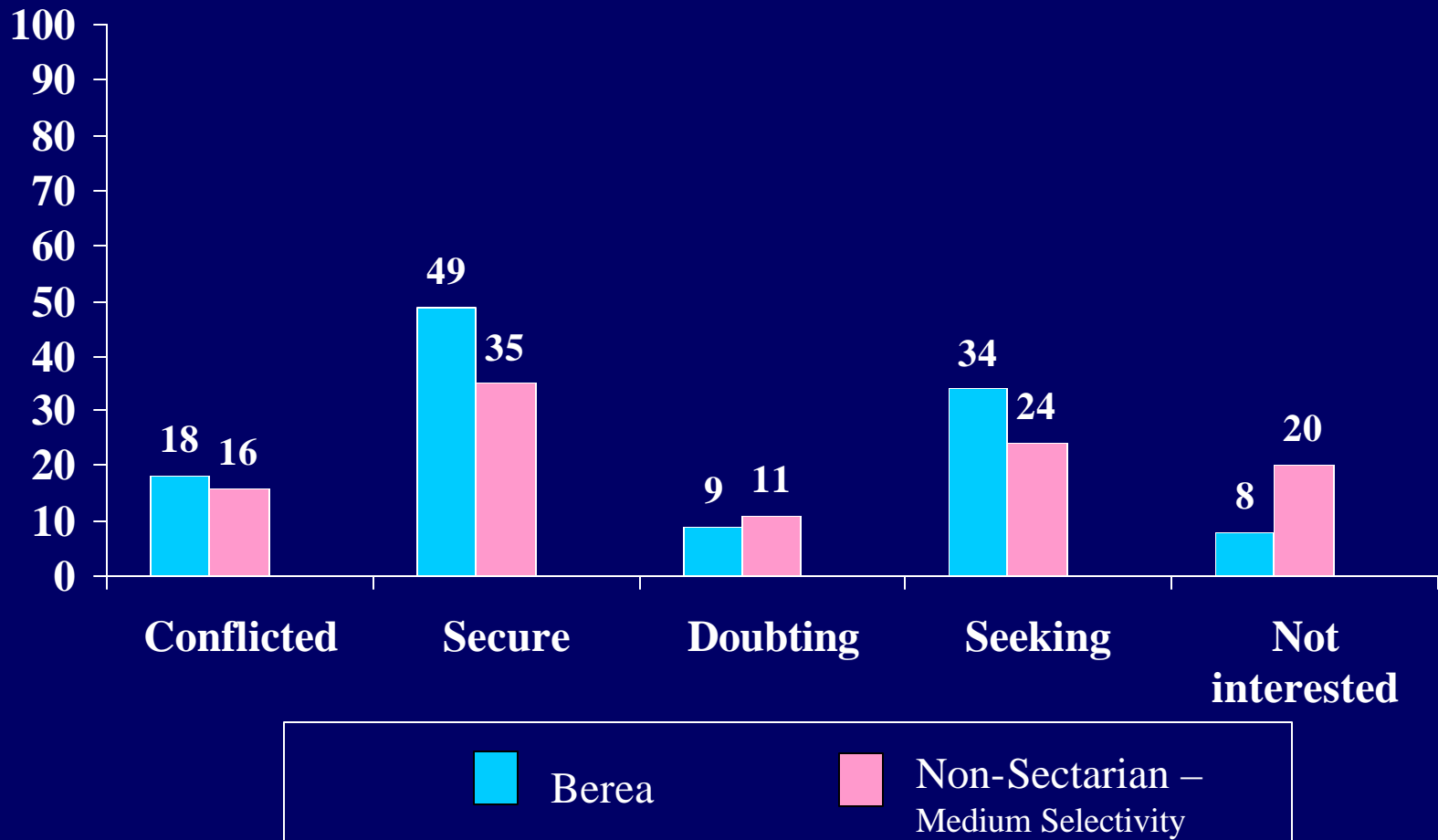
Percent of students who agrees “strongly” or “somewhat”:

To be truly religious, a person must accept all the teachings of his/her faith



This item was not asked on the 2002 CIRP questionnaire.

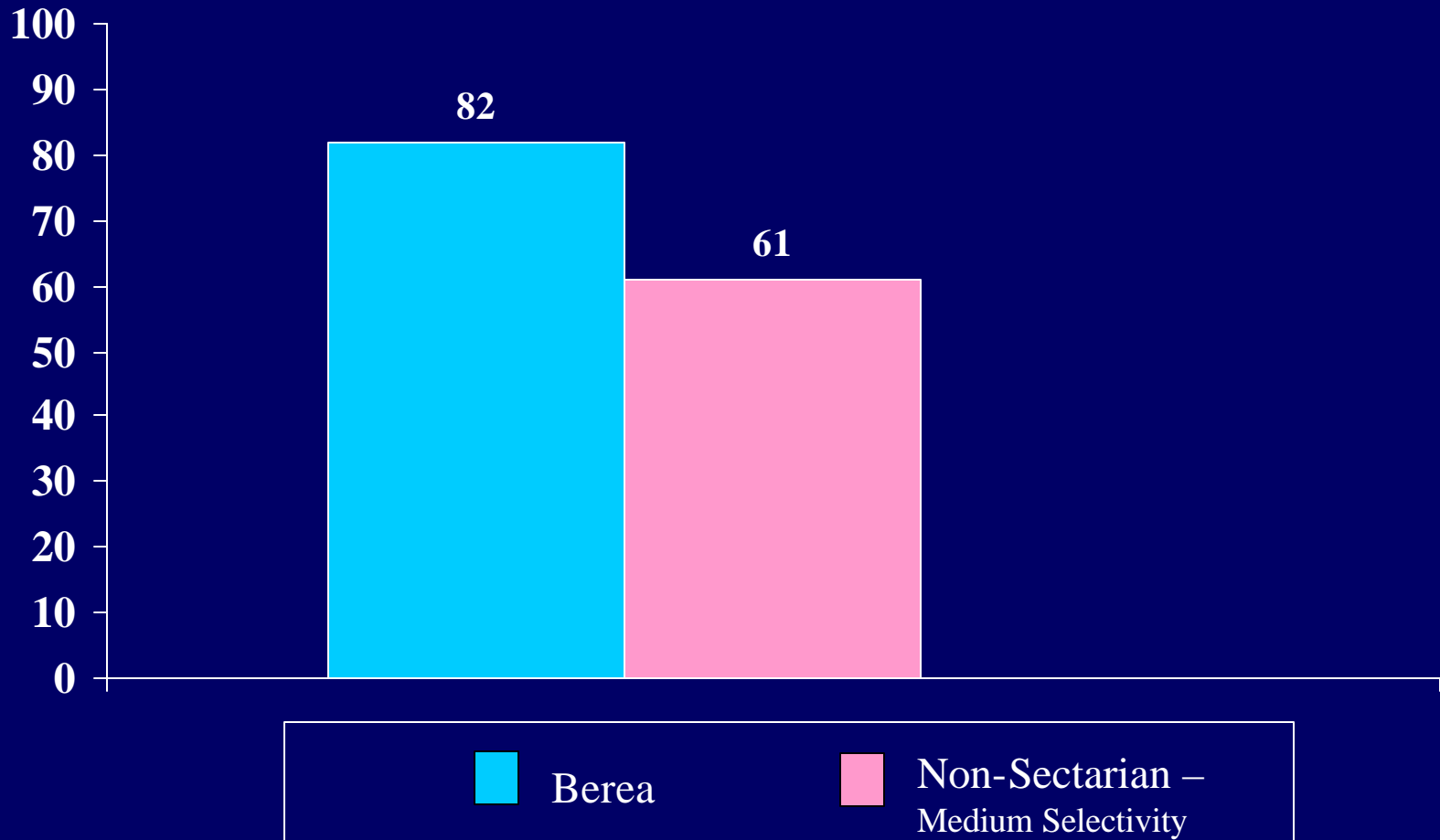
How would you describe your current views about spiritual/religious matters?



This item was not asked on the 2002 CIRP questionnaire.

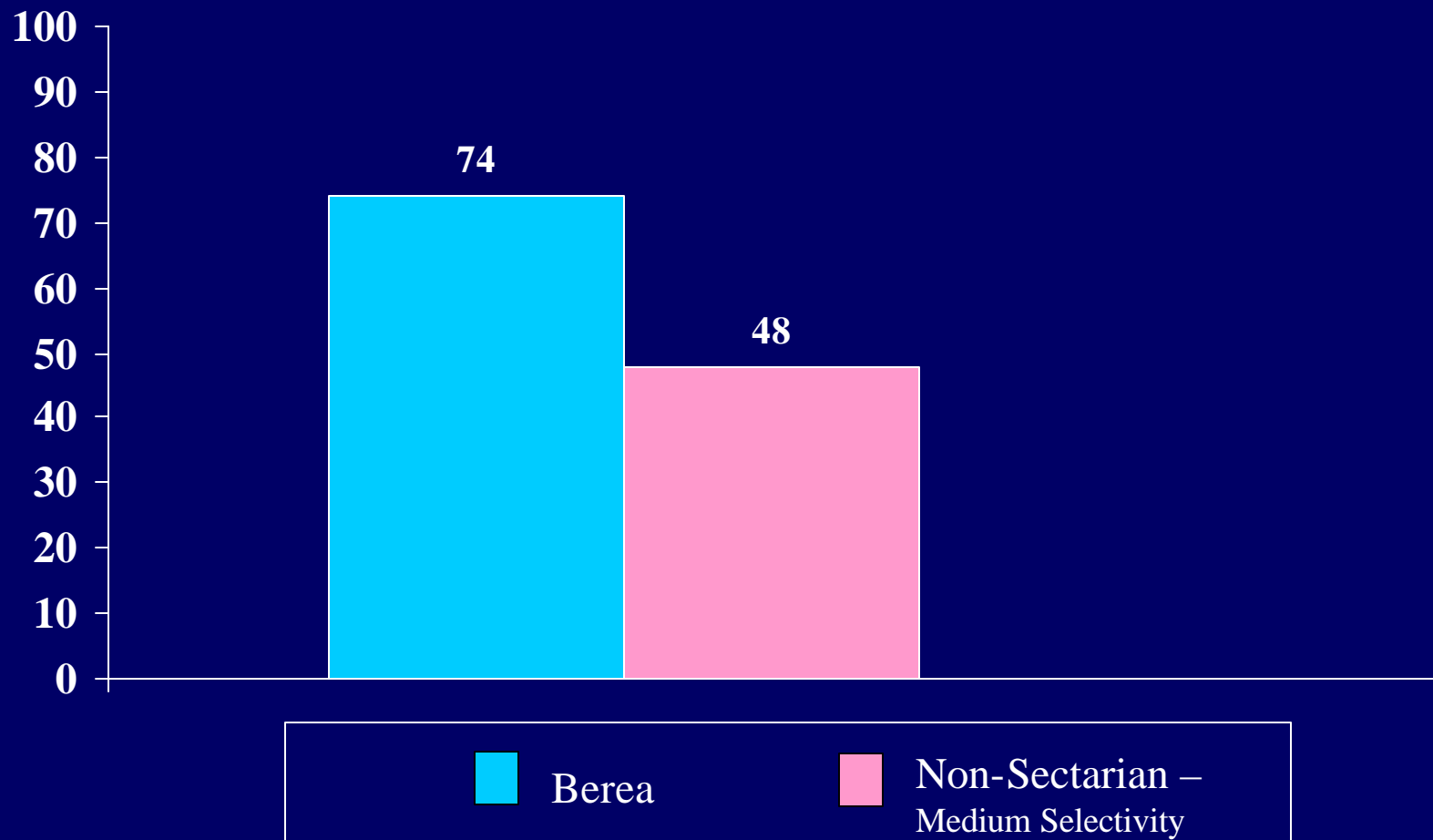
My spiritual/religious beliefs:

Have helped me develop my identity



This item was not asked on the 2002 CIRP questionnaire.

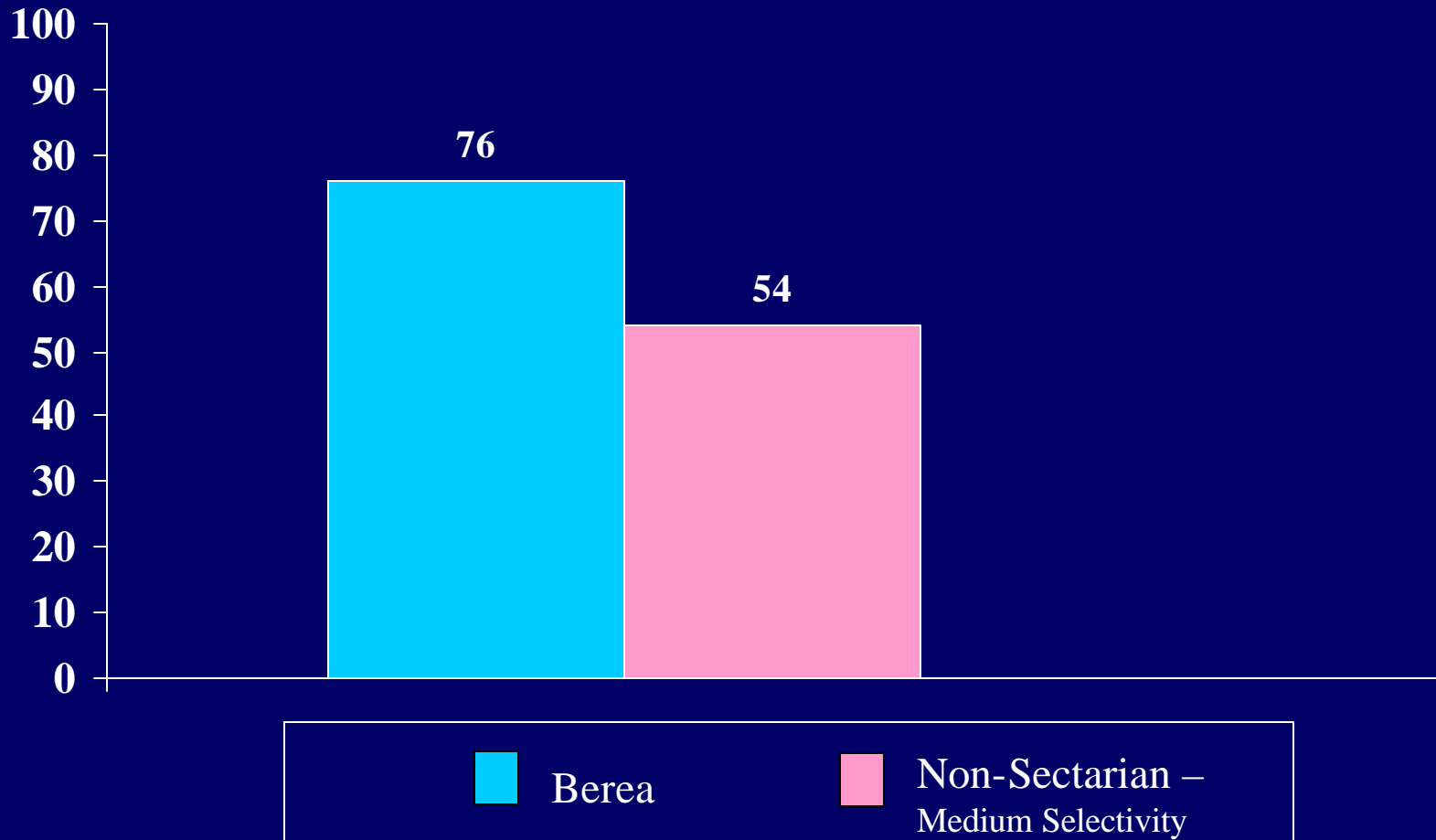
My spiritual/religious beliefs:
Are one of the most important things in my life



This item was not asked on the 2002 CIRP questionnaire.

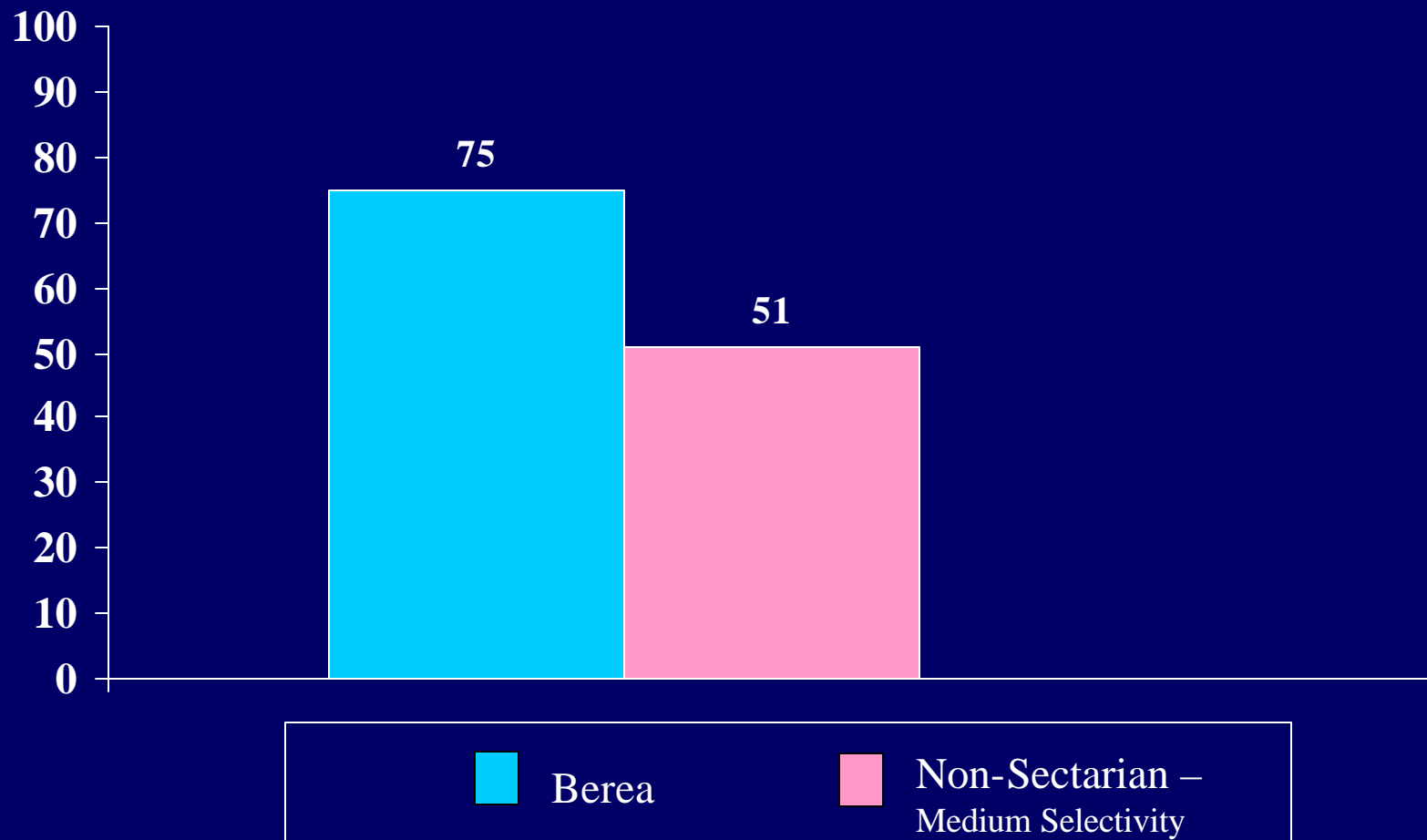
My spiritual/religious beliefs:

Give meaning/purpose to my life



This item was not asked on the 2002 CIRP questionnaire.

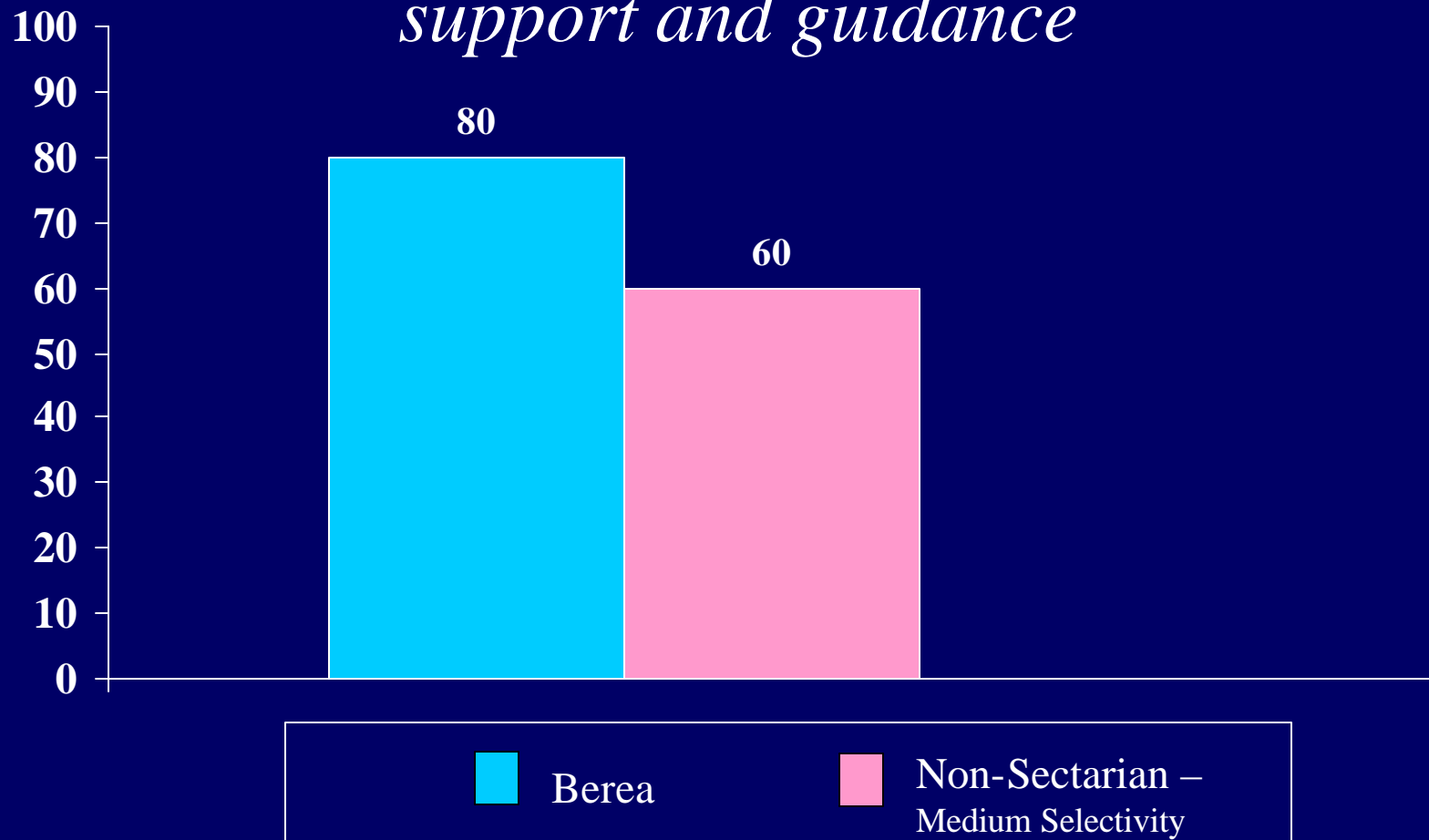
My spiritual/religious beliefs:
Help define the goals I set for myself



This item was not asked on the 2002 CIRP questionnaire.

My spiritual/religious beliefs:

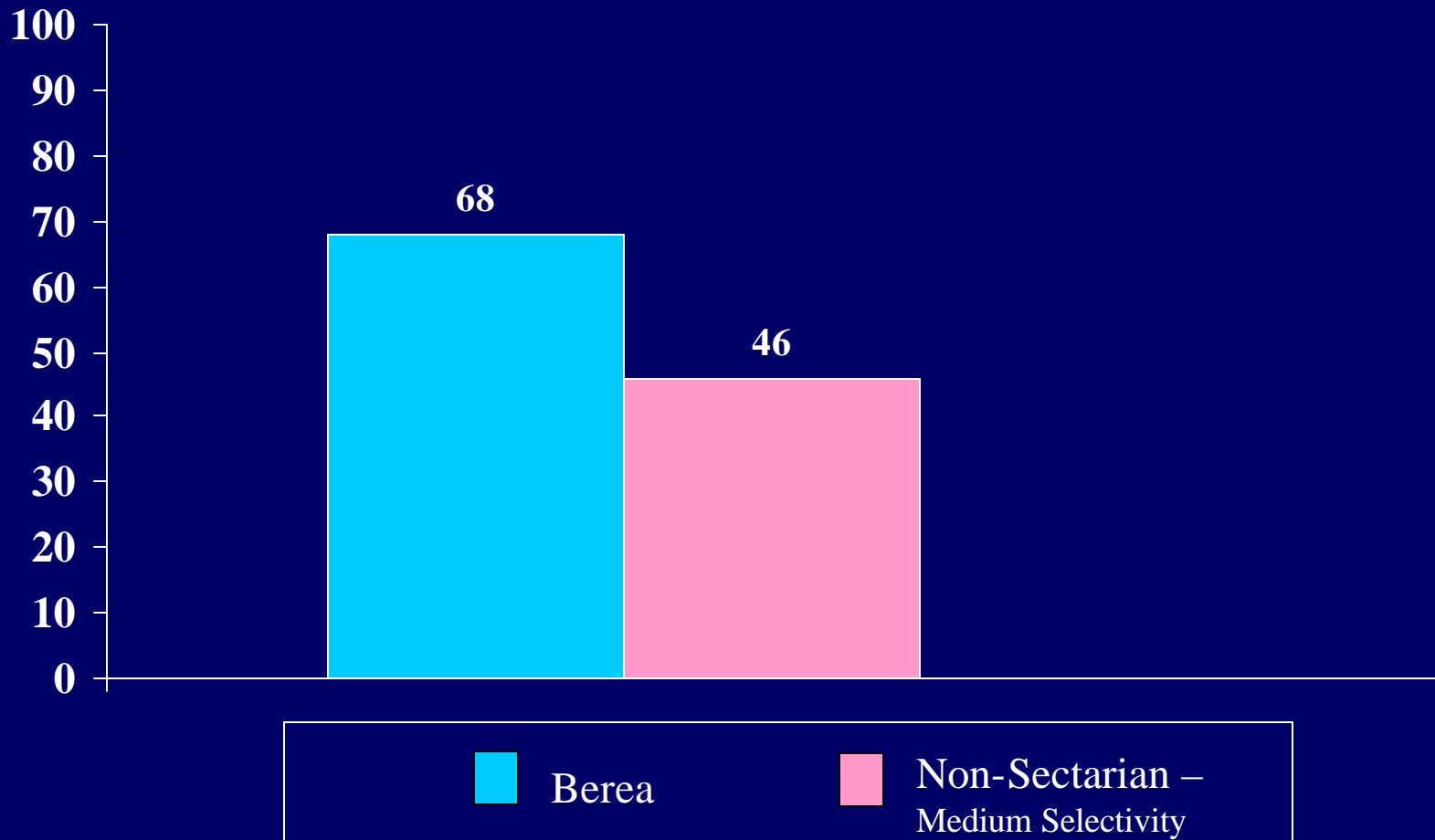
*Provide me with strength,
support and guidance*



This item was not asked on the 2002 CIRP questionnaire.

My spiritual/religious beliefs:

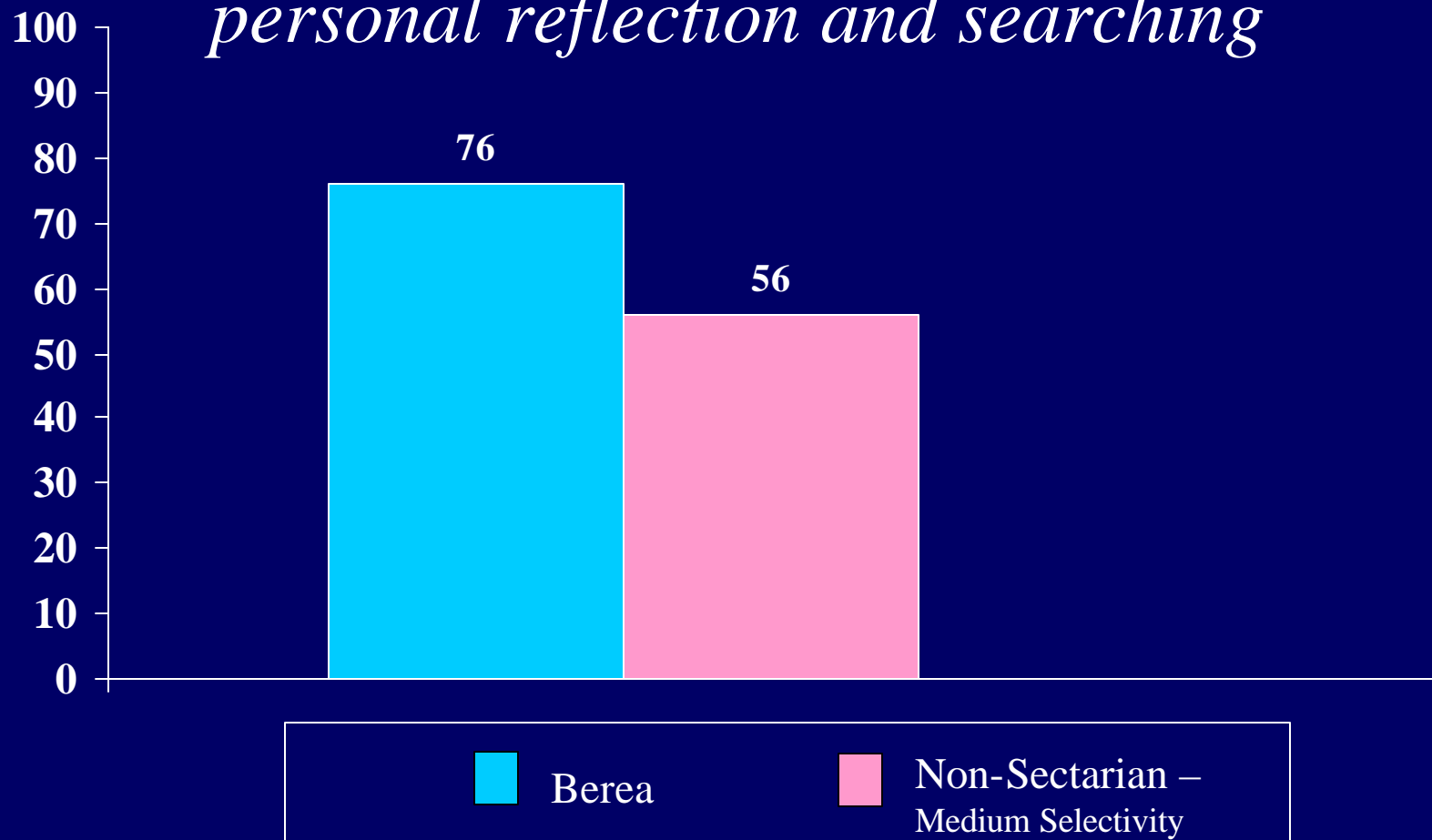
Lie behind my whole approach to life



This item was not asked on the 2002 CIRP questionnaire.

My spiritual/religious beliefs:

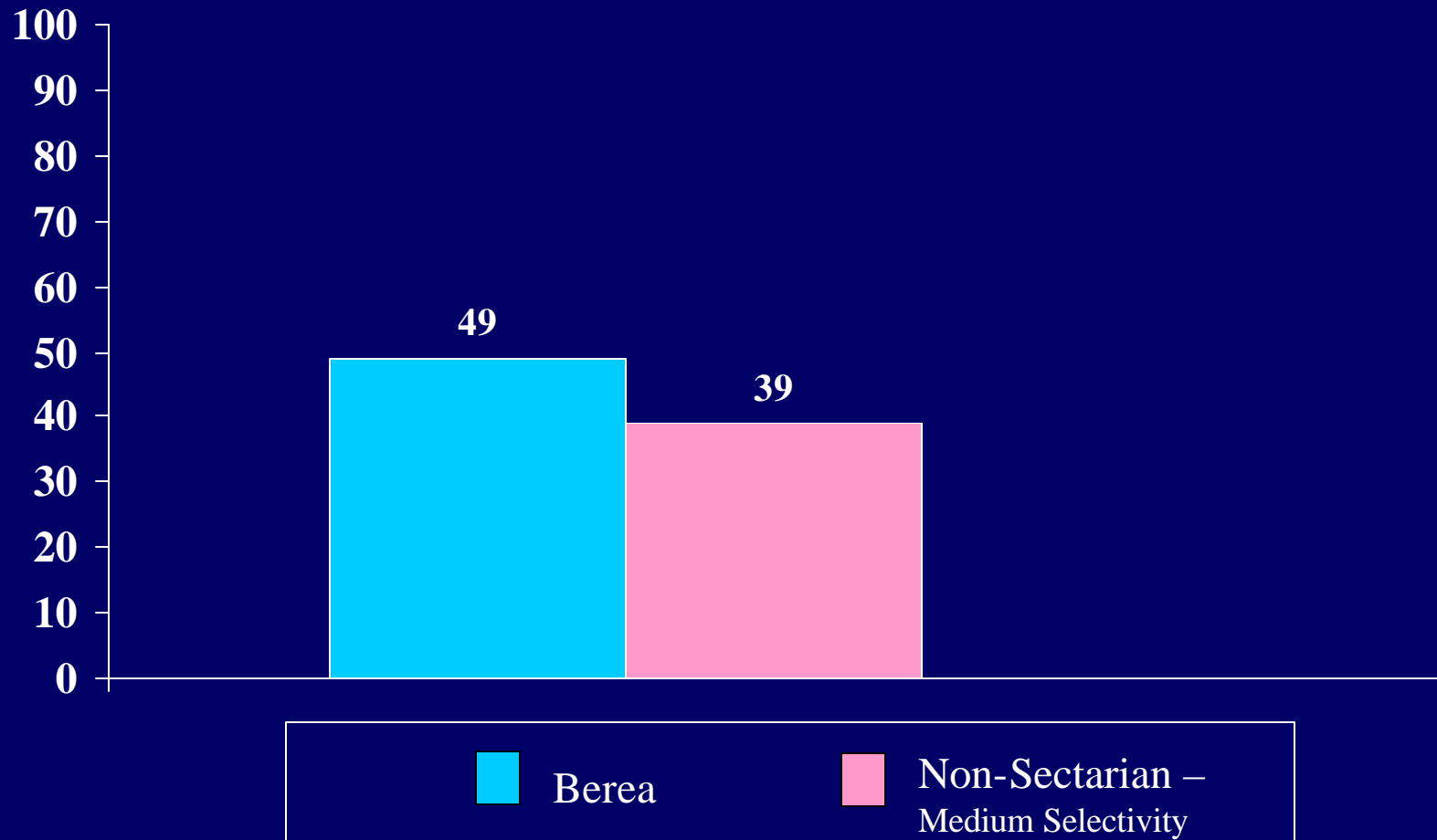
Have been formed through much personal reflection and searching



This item was not asked on the 2002 CIRP questionnaire.

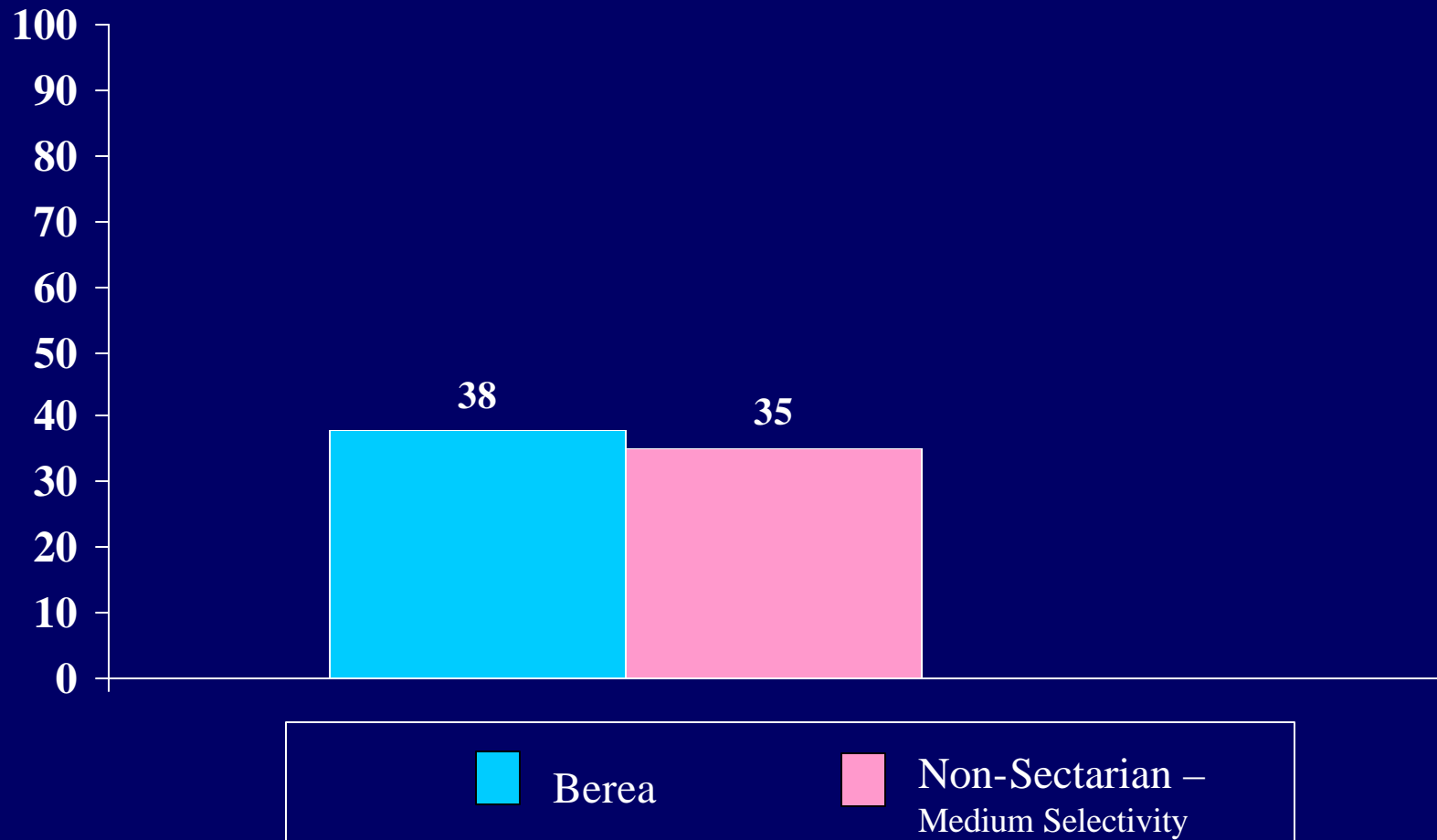
“Most” or “all” of your close friends:

Share your religious/spiritual views



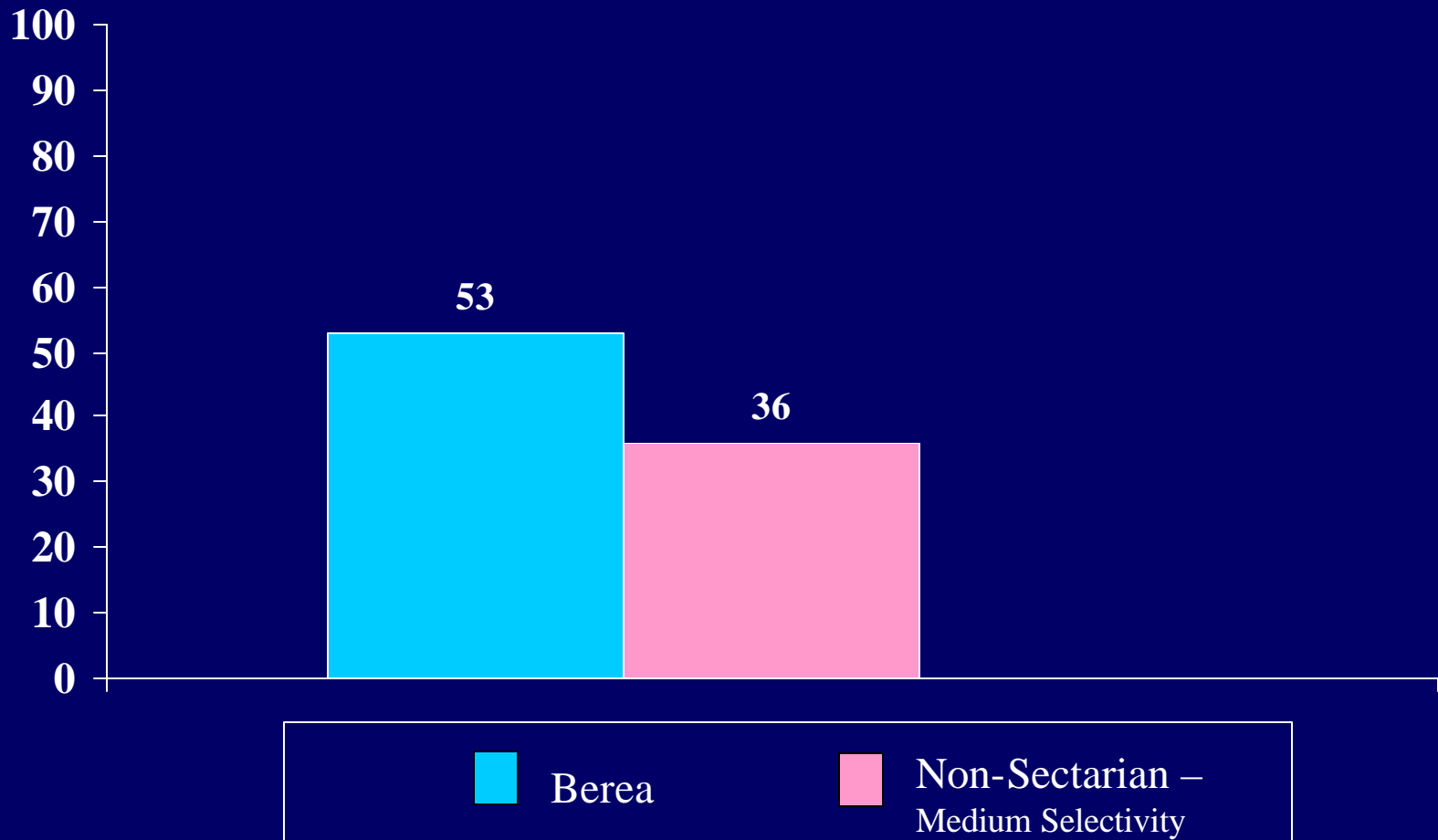
This item was not asked on the 2002 CIRP questionnaire.

“Most” or “all” of your close friends:
Are searching for meaning/purpose in life



This item was not asked on the 2002 CIRP questionnaire.

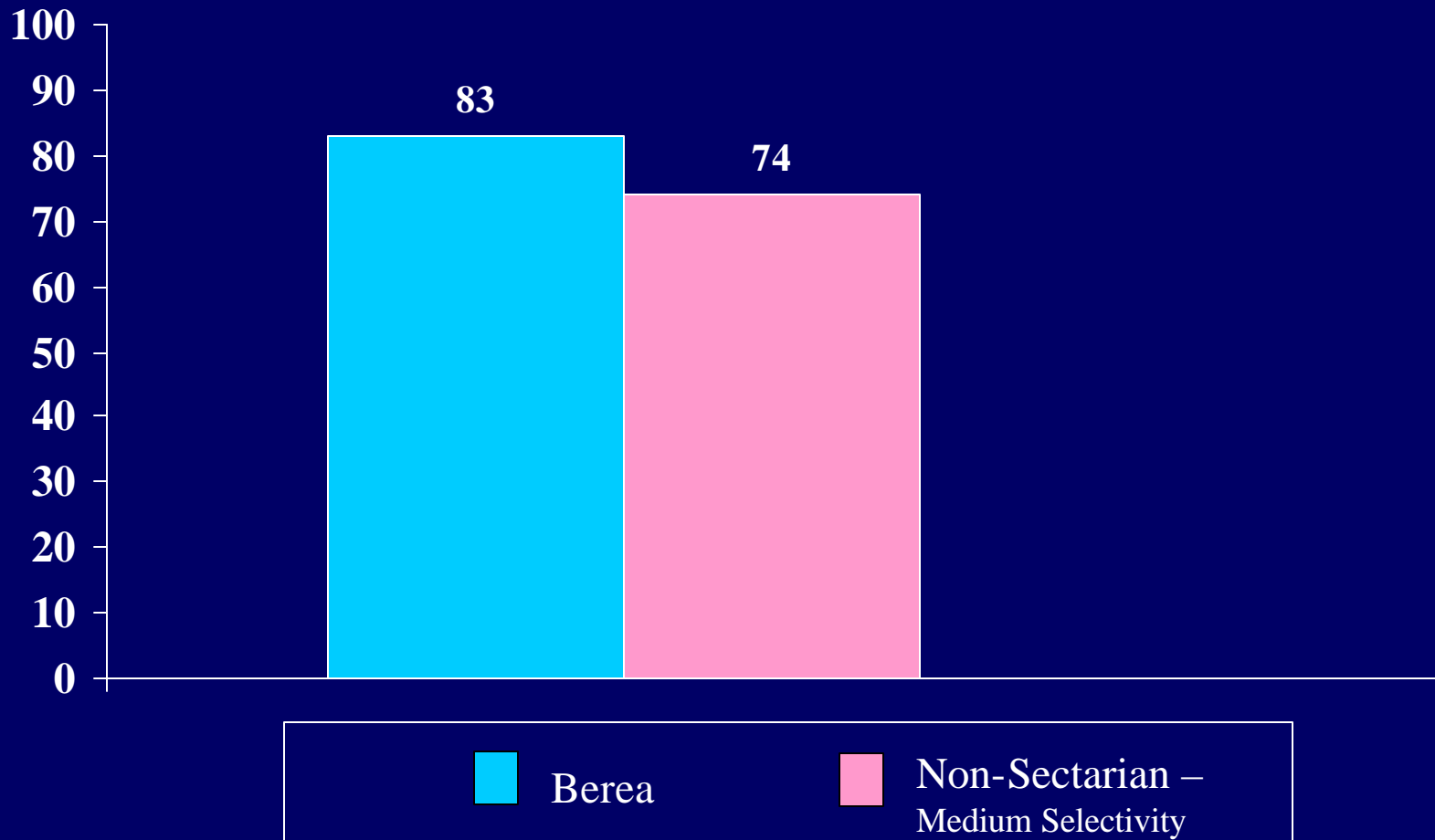
“Most” or “all” of your close friends:
Go to church/temple/other house of worship



This item was not asked on the 2002 CIRP questionnaire.

Percent of student who engages to “some” or
“a great extent” in the following activities:

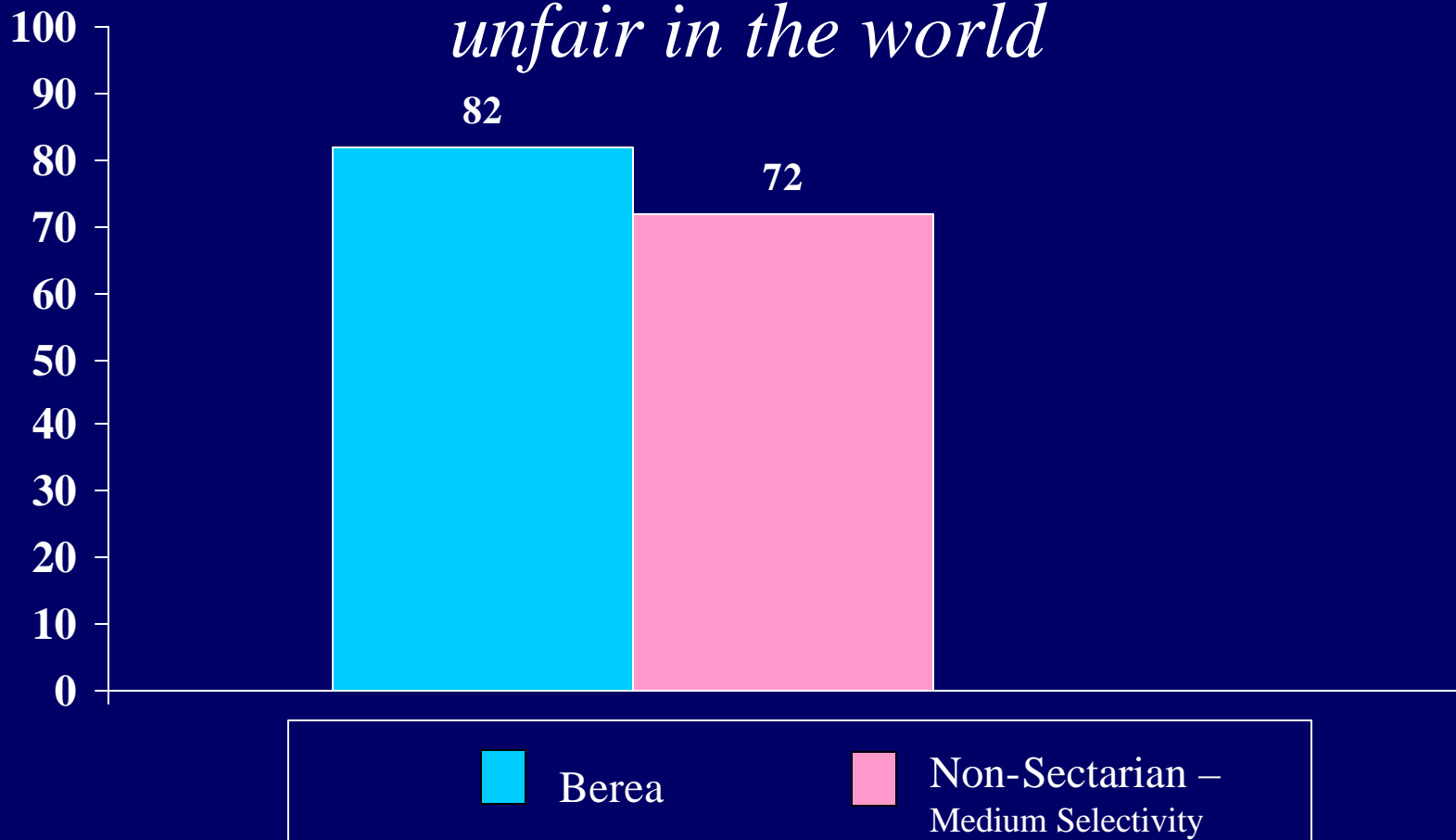
Searching for meaning/purpose in life



This item was not asked on the 2002 CIRP questionnaire.

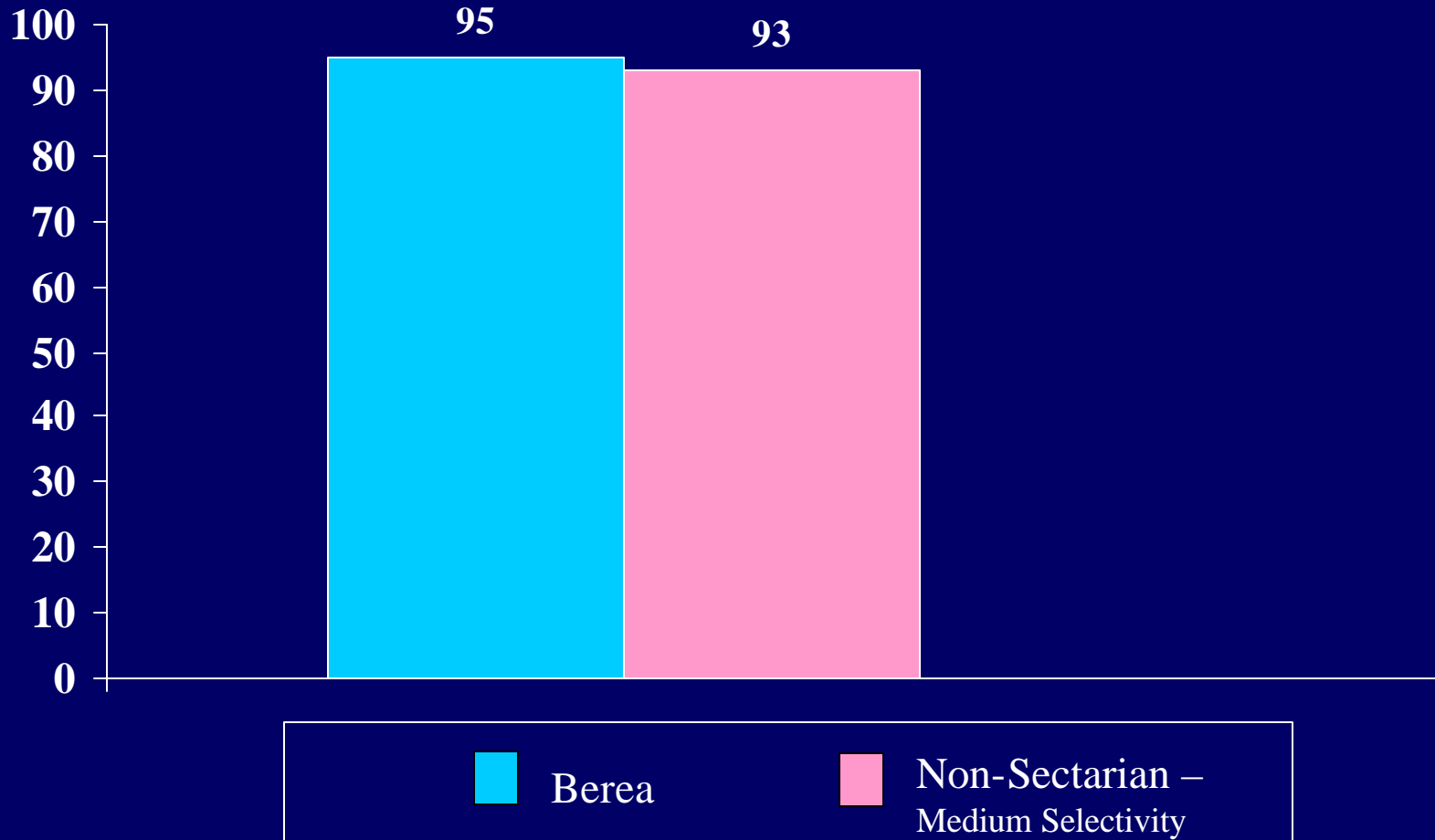
Percent of student who engages to “some” or
“a great extent” in the following activities:

*Trying to change things that are
unfair in the world*



This item was not asked on the 2002 CIRP questionnaire.

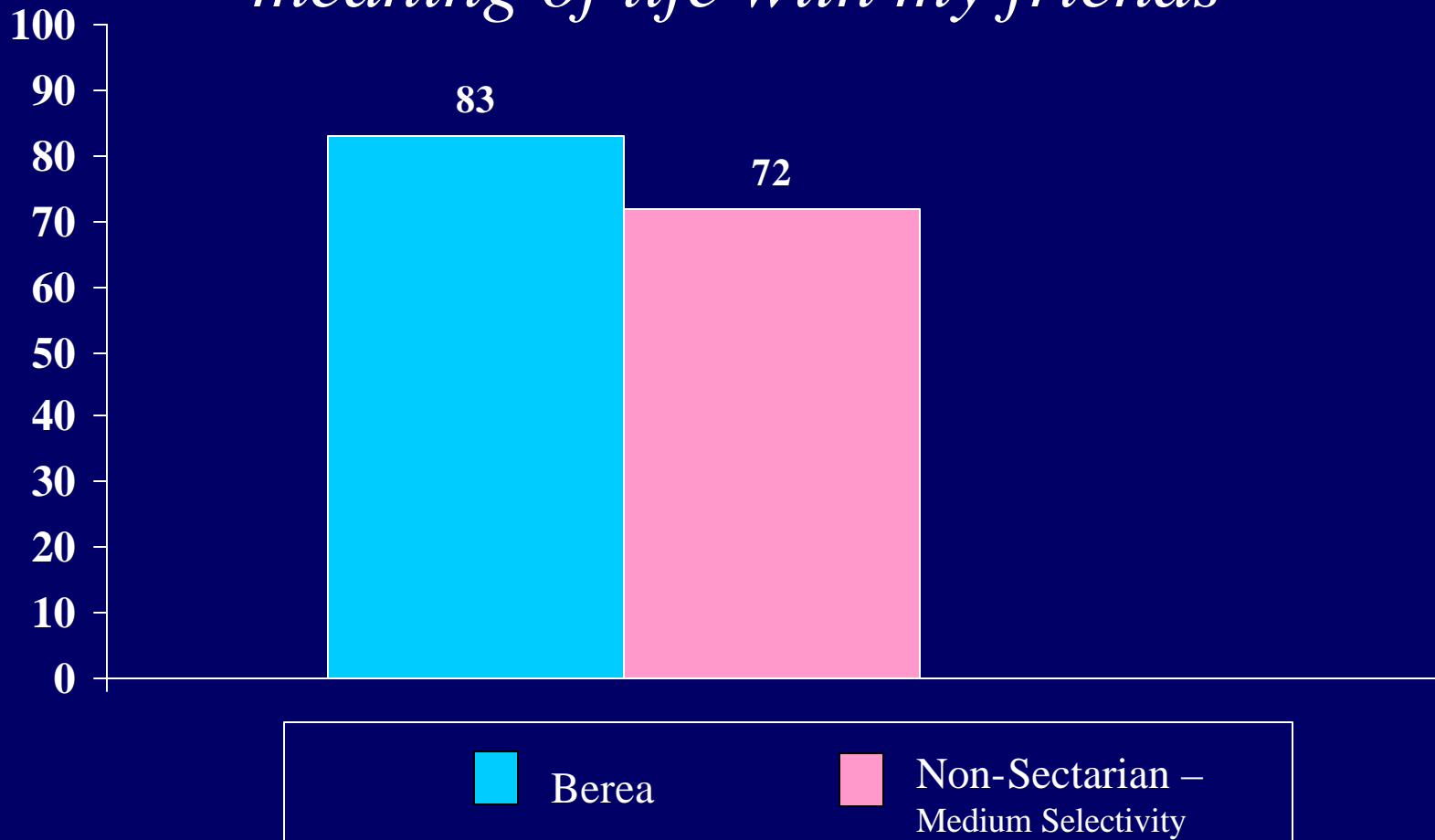
Percent of student who engages to “some” or
“a great extent” in the following activities:
Accepting others as they are



This item was not asked on the 2002 CIRP questionnaire.

Percent of student who engages to “some” or
“a great extent” in the following activities:

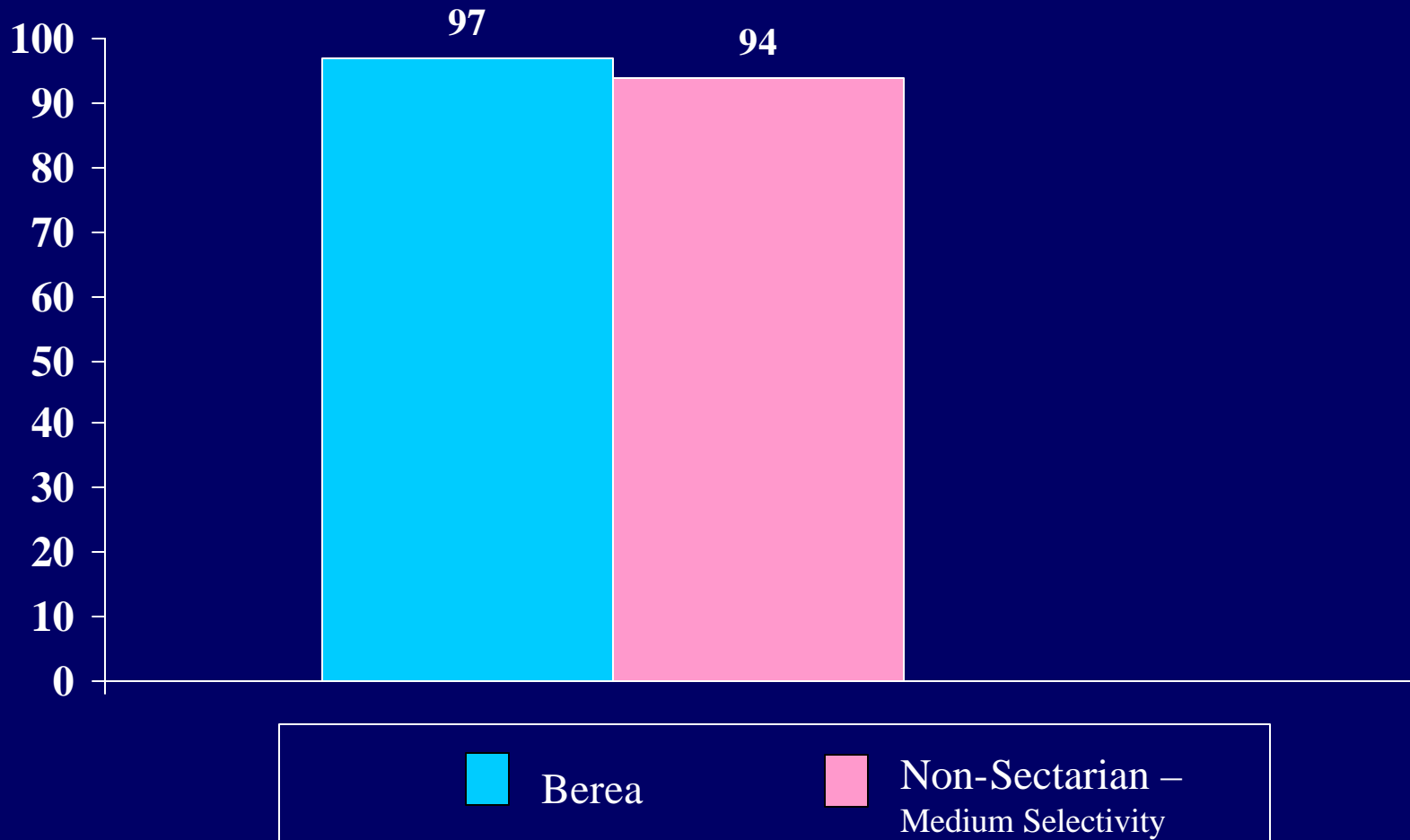
*Having discussions about the
meaning of life with my friends*



This item was not asked on the 2002 CIRP questionnaire.

Percent of student who engages to “some” or
“a great extent” in the following activities:

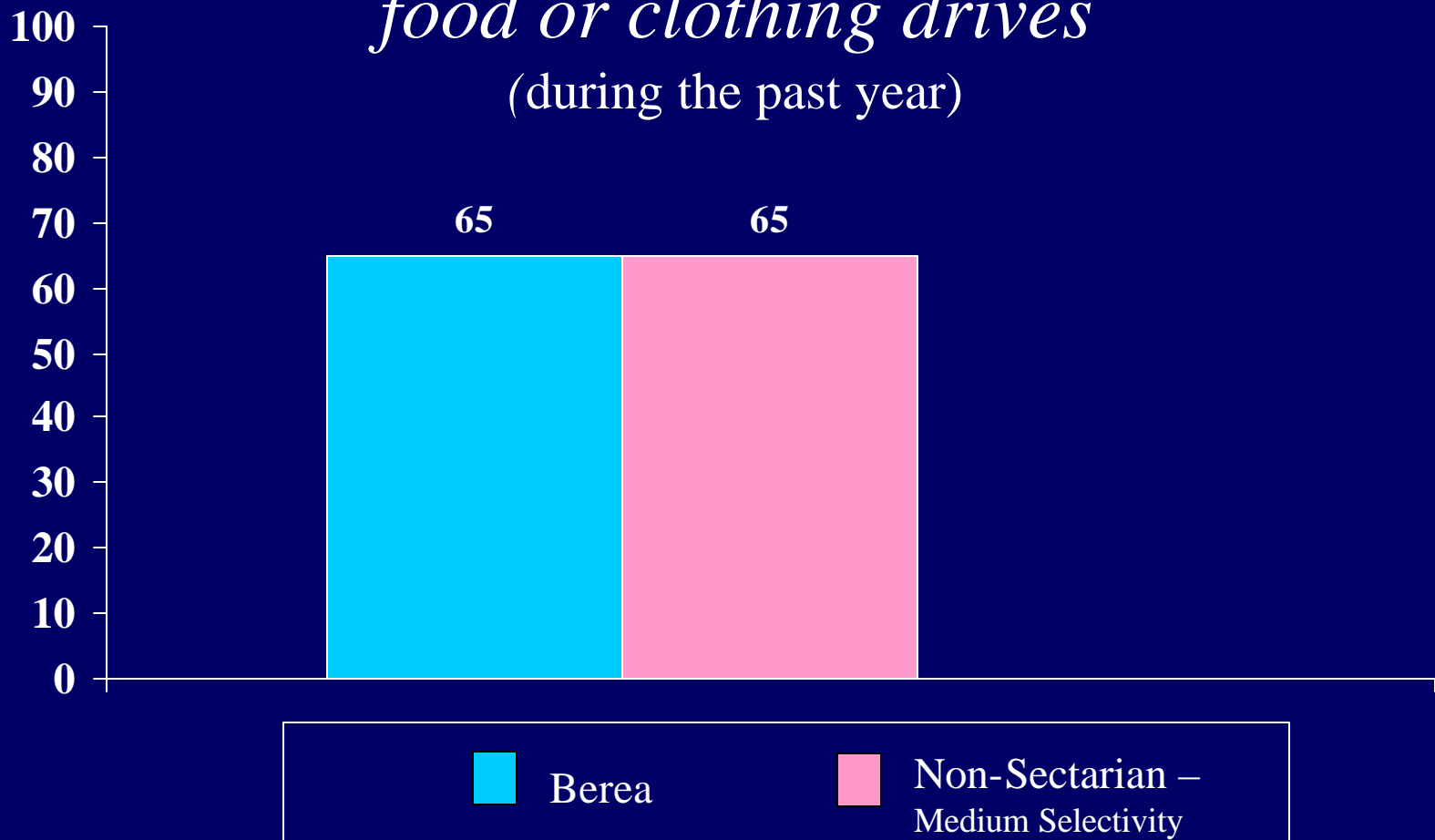
Being honest in my relationship with others



This item was not asked on the 2002 CIRP questionnaire.

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

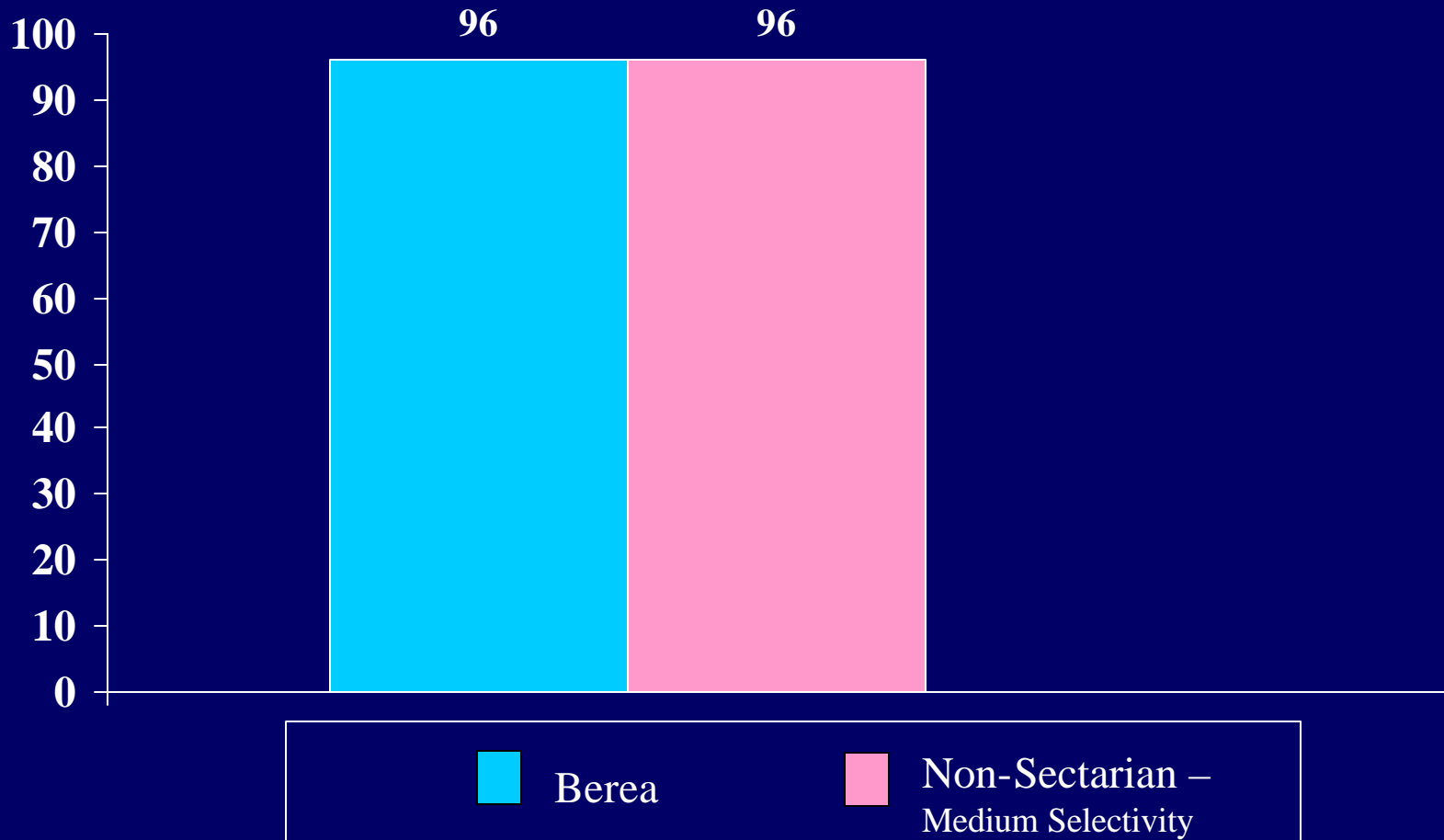
*Participating in community
food or clothing drives*
(during the past year)



This item was not asked on the 2002 CIRP questionnaire.

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

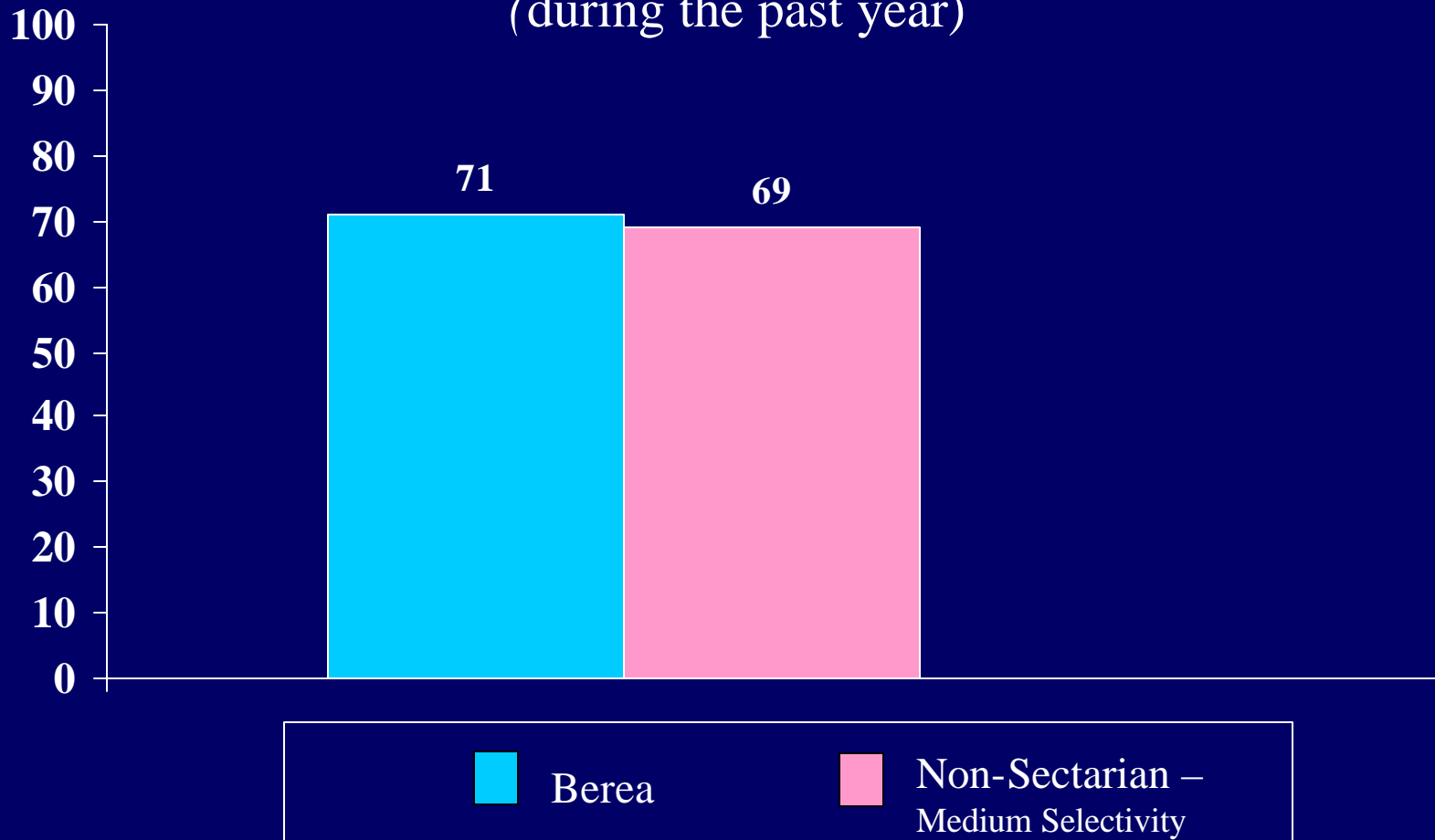
Helped friends with personal problems
(during the past year)



This item was not asked on the 2002 CIRP questionnaire.

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

Donated money to charity
(during the past year)

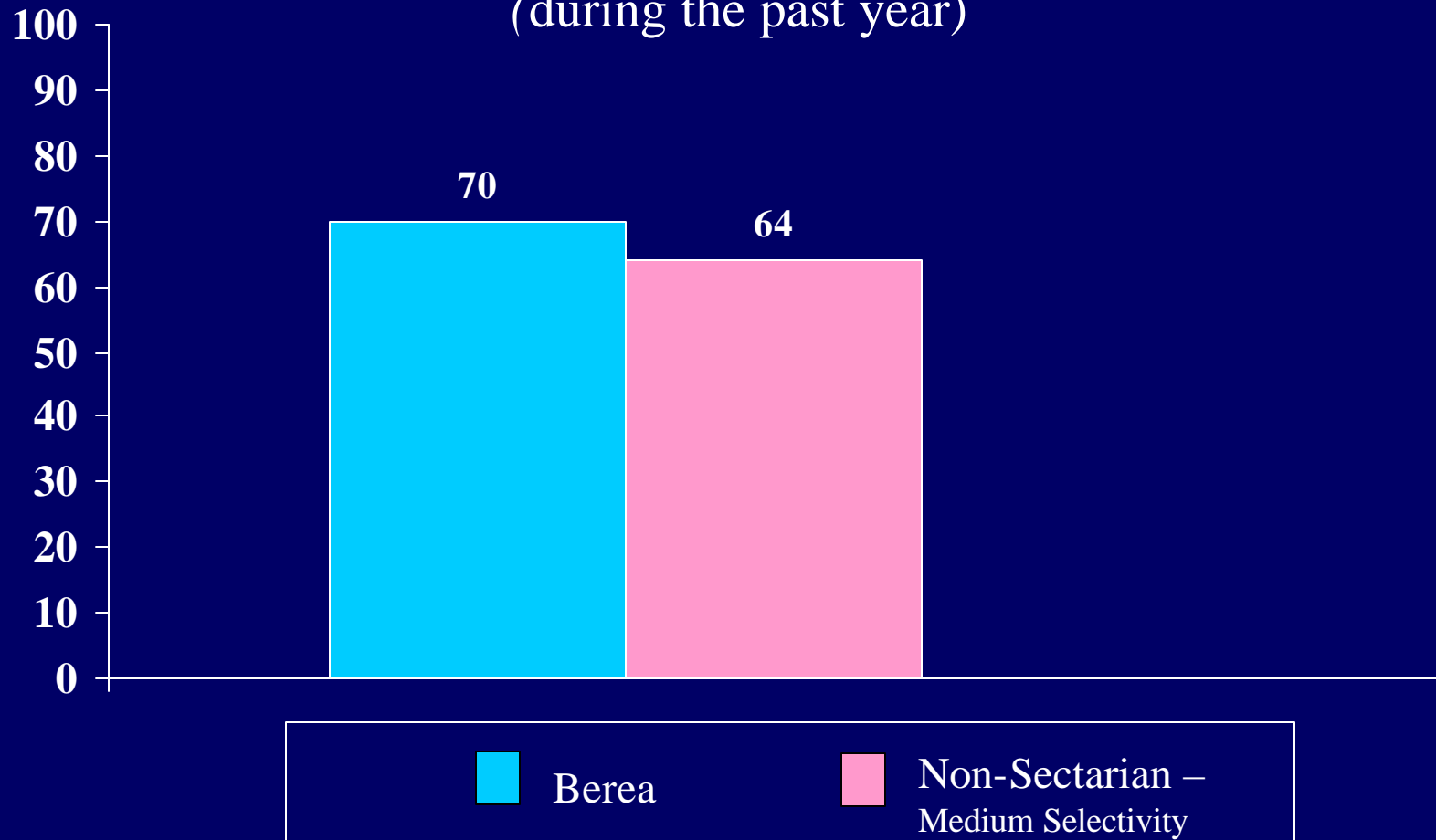


This item was not asked on the 2002 CIRP questionnaire.

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

Felt distant from God

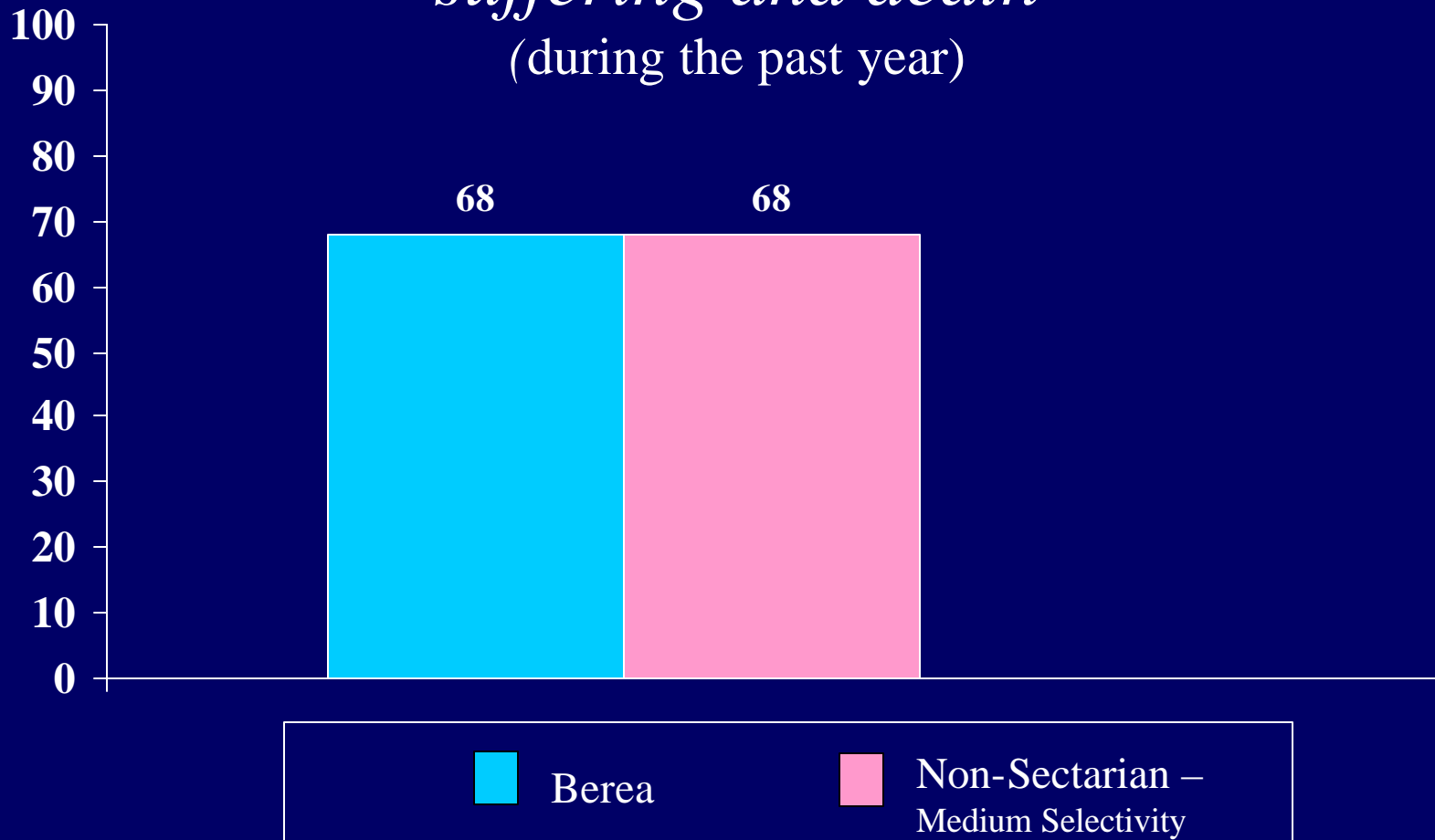
(during the past year)



This item was not asked on the 2002 CIRP questionnaire.

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

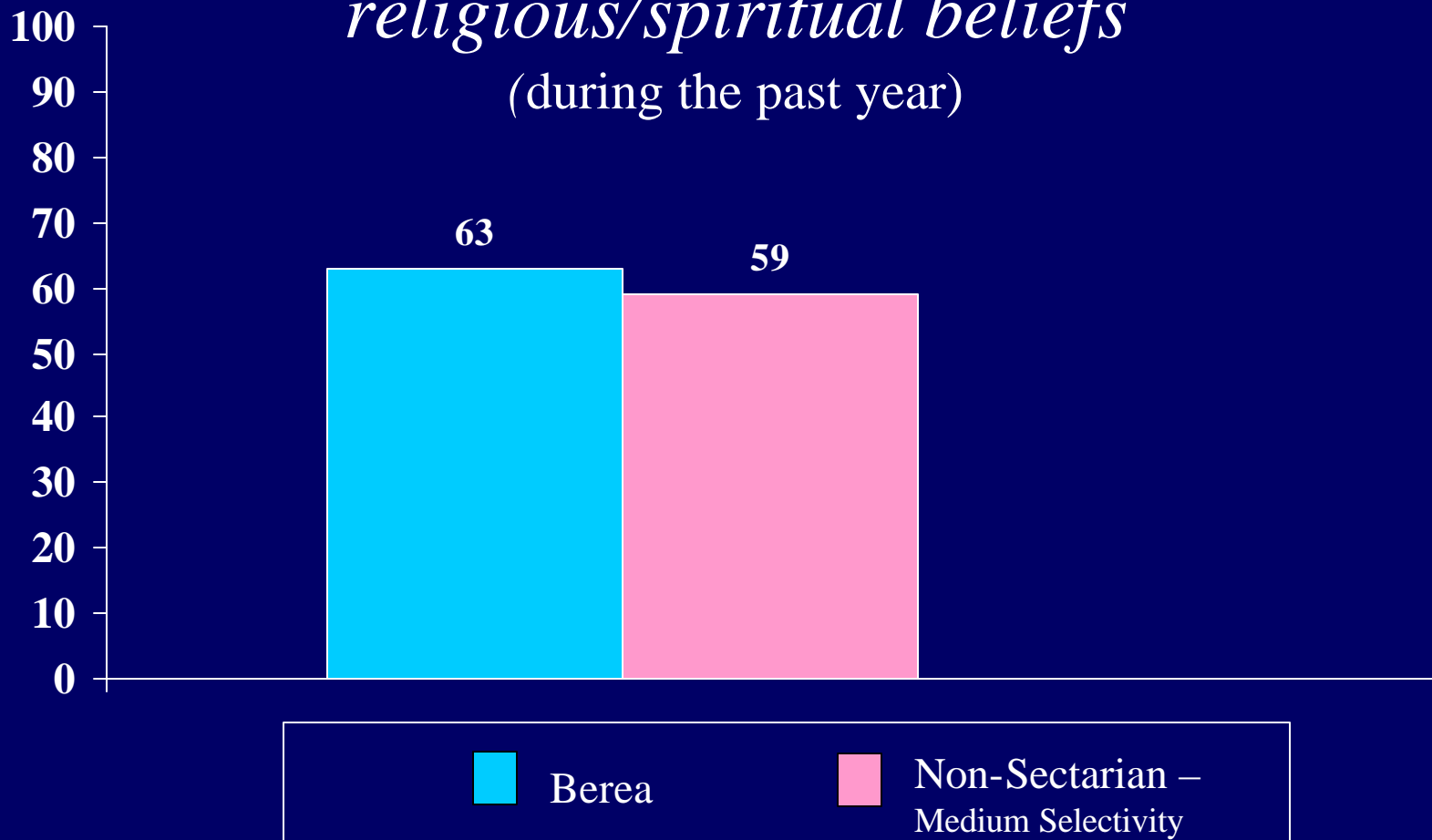
*Struggled to understand evil,
suffering and death*
(during the past year)



This item was not asked on the 2002 CIRP questionnaire.

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

*Questioned your
religious/spiritual beliefs*
(during the past year)

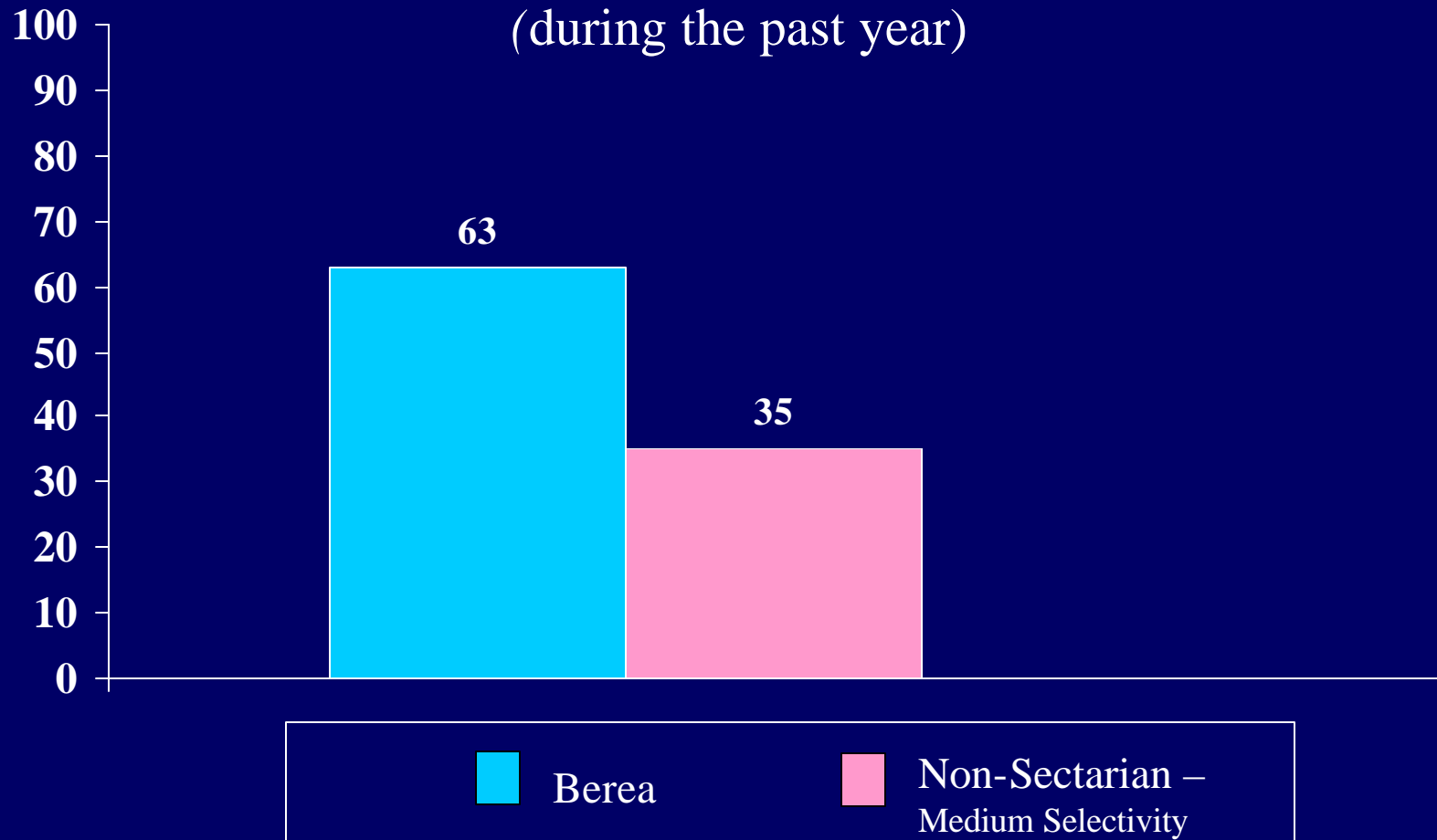


This item was not asked on the 2002 CIRP questionnaire.

Percent of students who indicated “frequently”

Felt loved by God

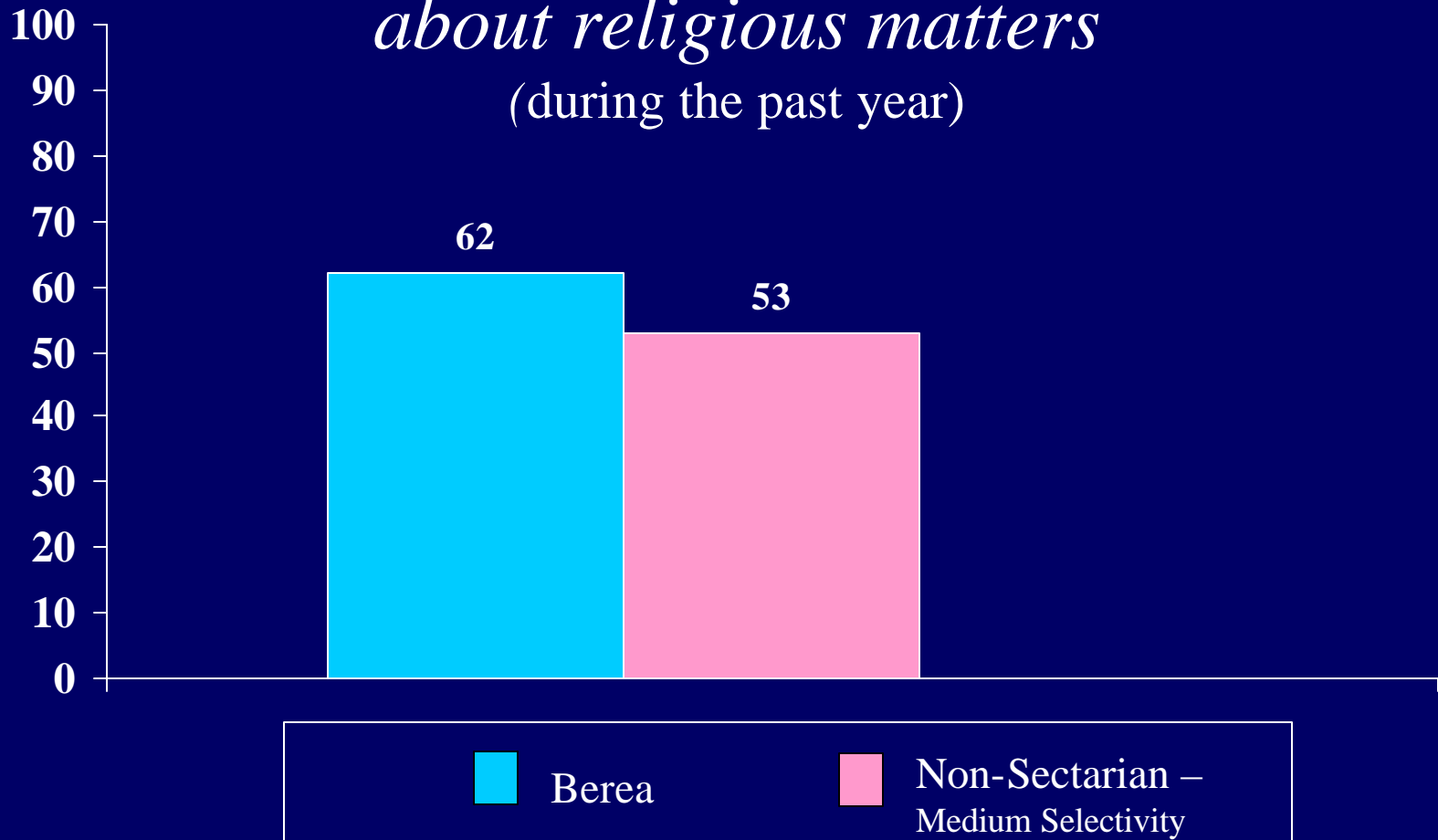
(during the past year)



This item was not asked on the 2002 CIRP questionnaire.

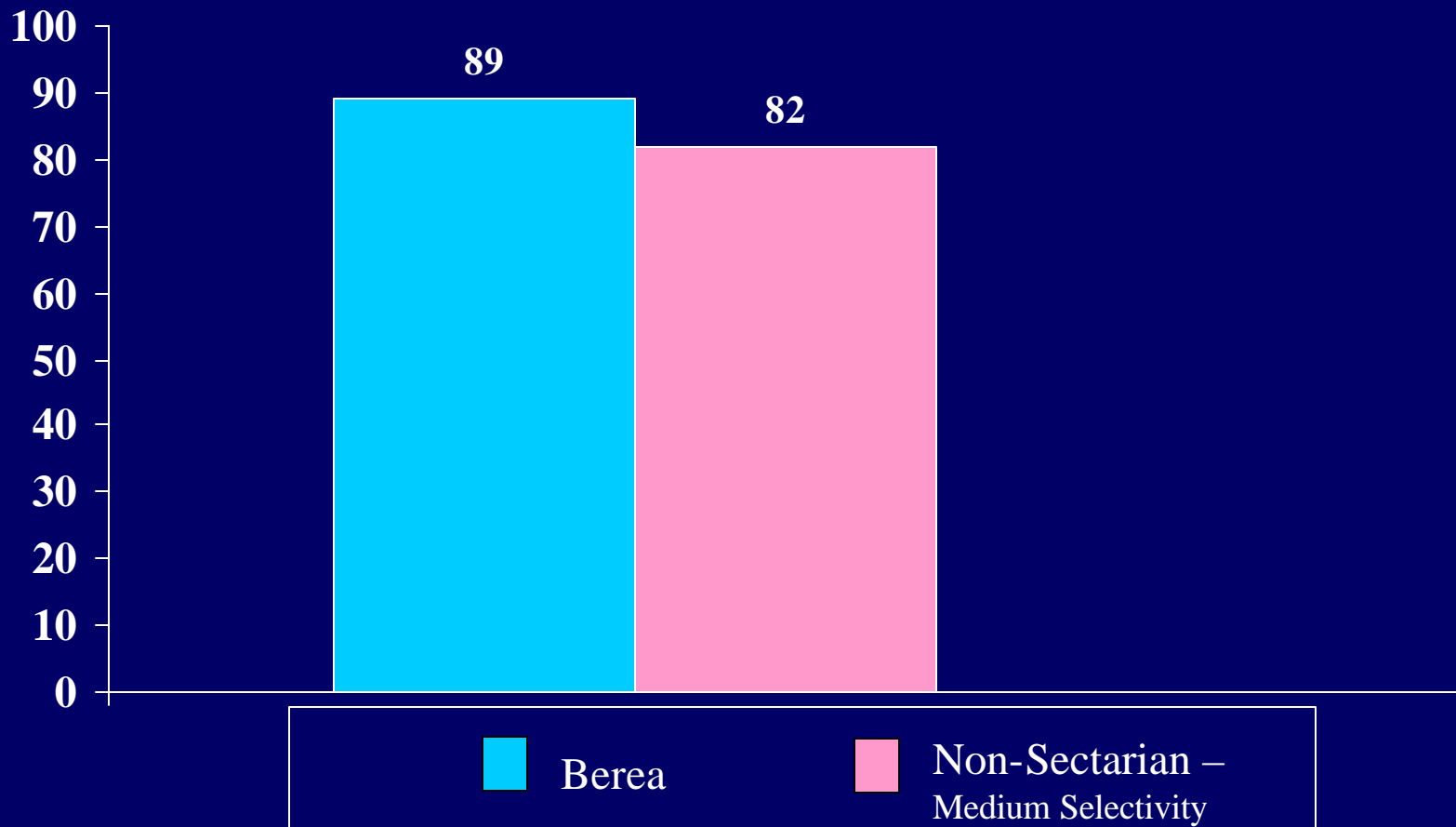
Percent of students who indicated “frequently” or “occasionally”

*Disagreed with your family
about religious matters
(during the past year)*



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who indicated “frequently” or “occasionally”
*Spent time with people who
share your religious views*
(during the past year)

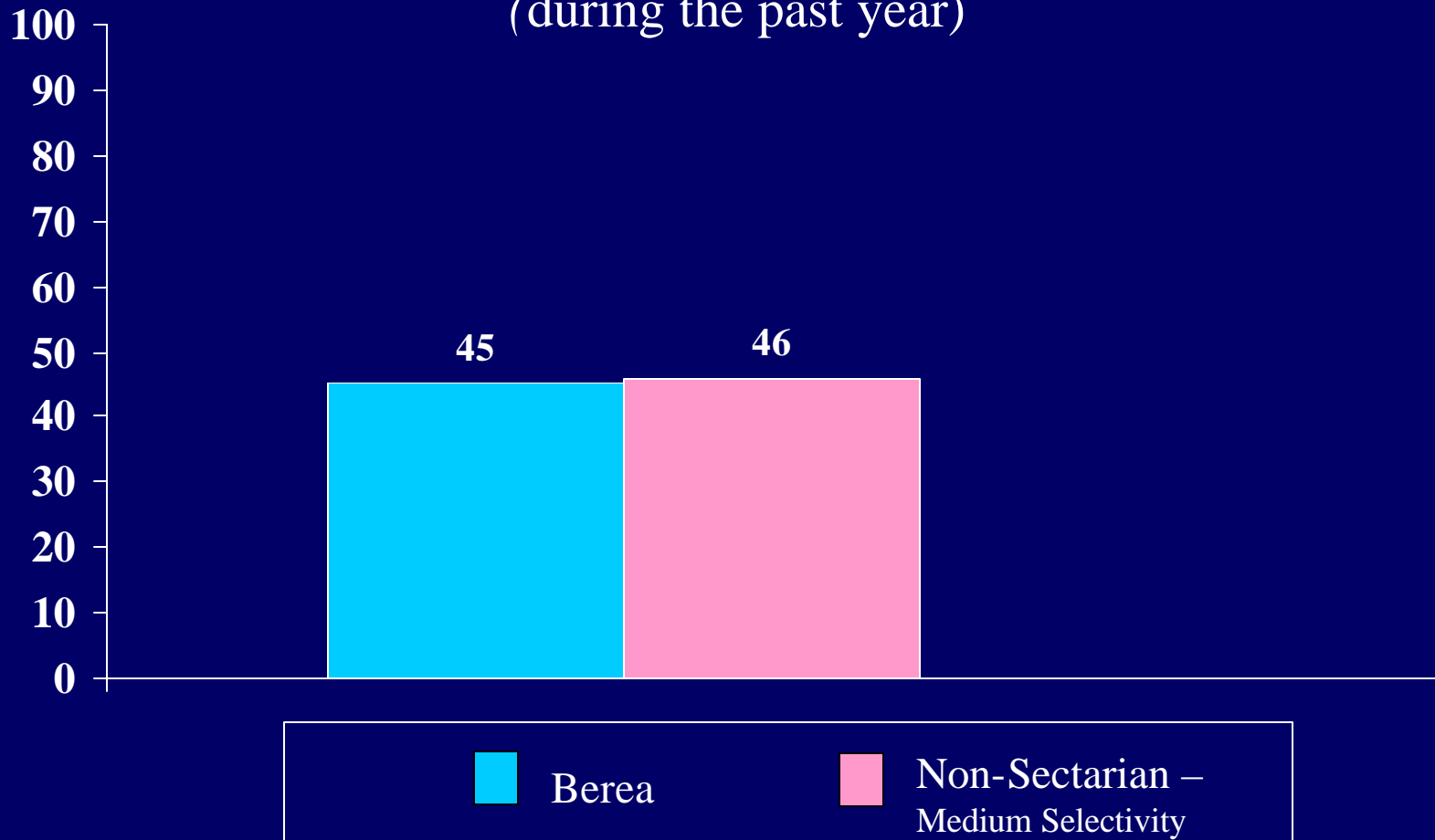


This item was not asked on the 2002 CIRP questionnaire.

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

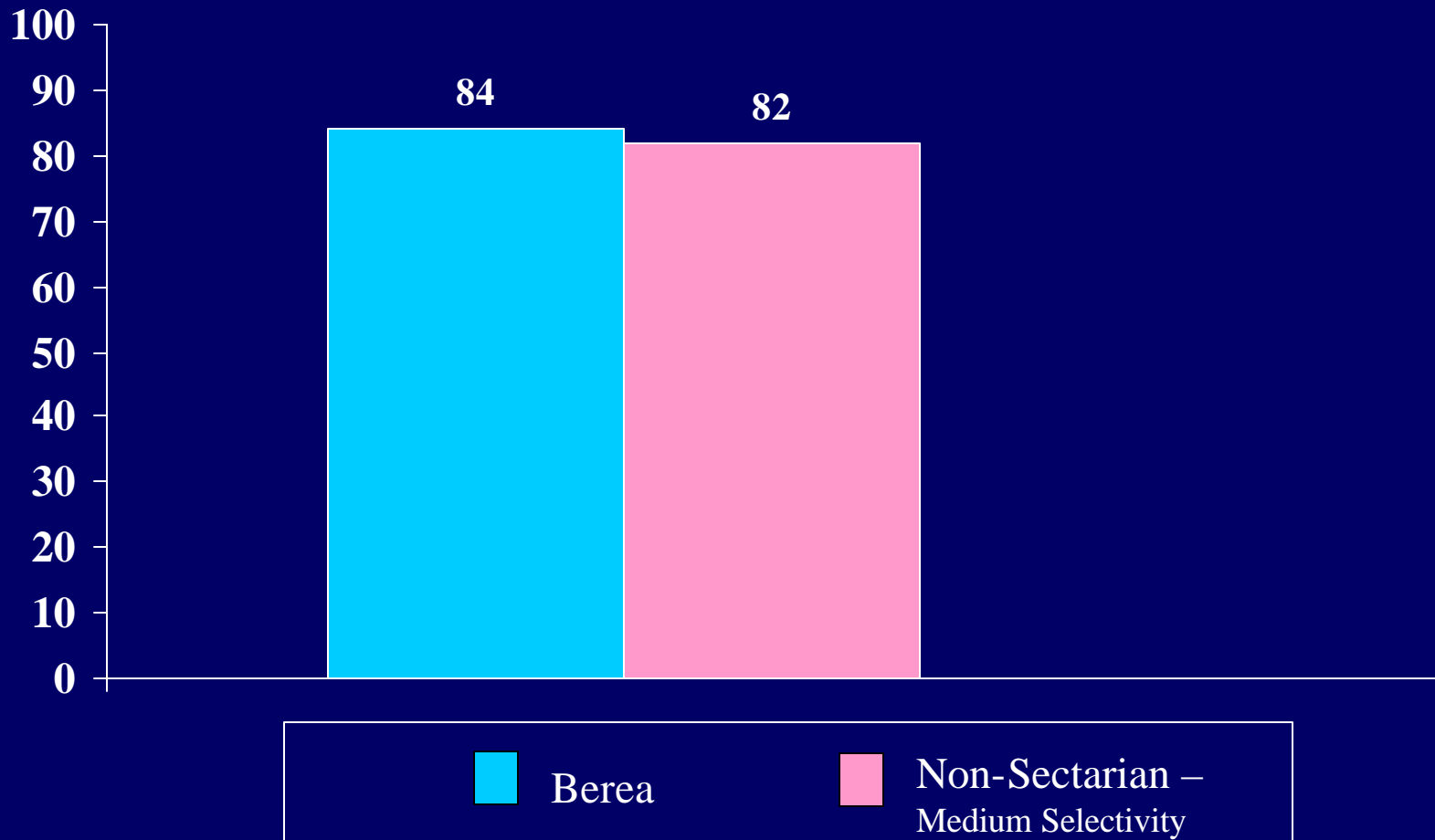
Felt angry with God

(during the past year)



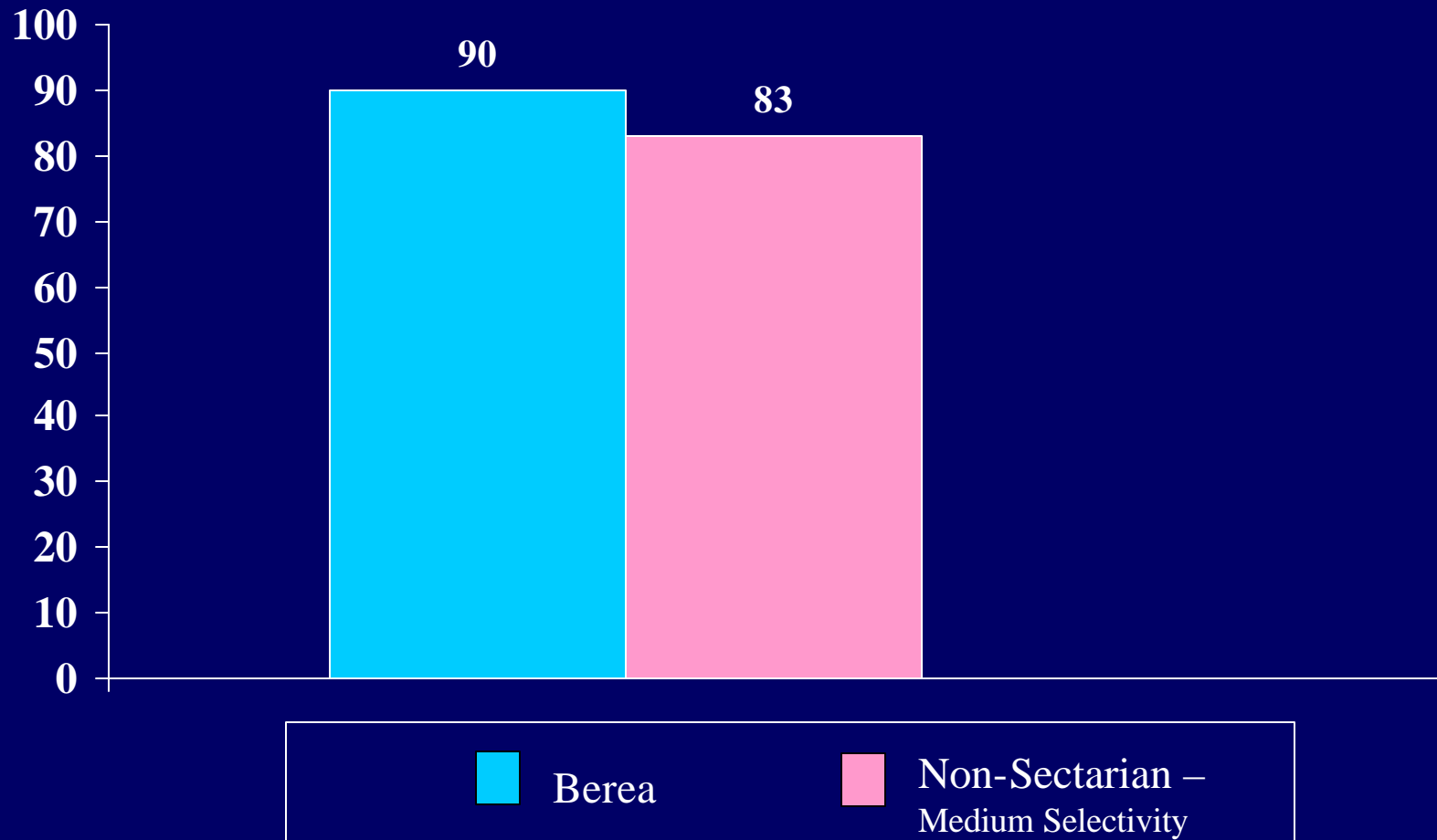
This item was not asked on the 2002 CIRP questionnaire.

Percent of students who indicated “frequently” or “occasionally”
Felt that your life is filled with stress and anxiety
(during the past year)



This item was not asked on the 2002 CIRP questionnaire.

Percent of students who indicated “frequently” or “occasionally”
Been able to find meaning in times of hardship
(during the past year)

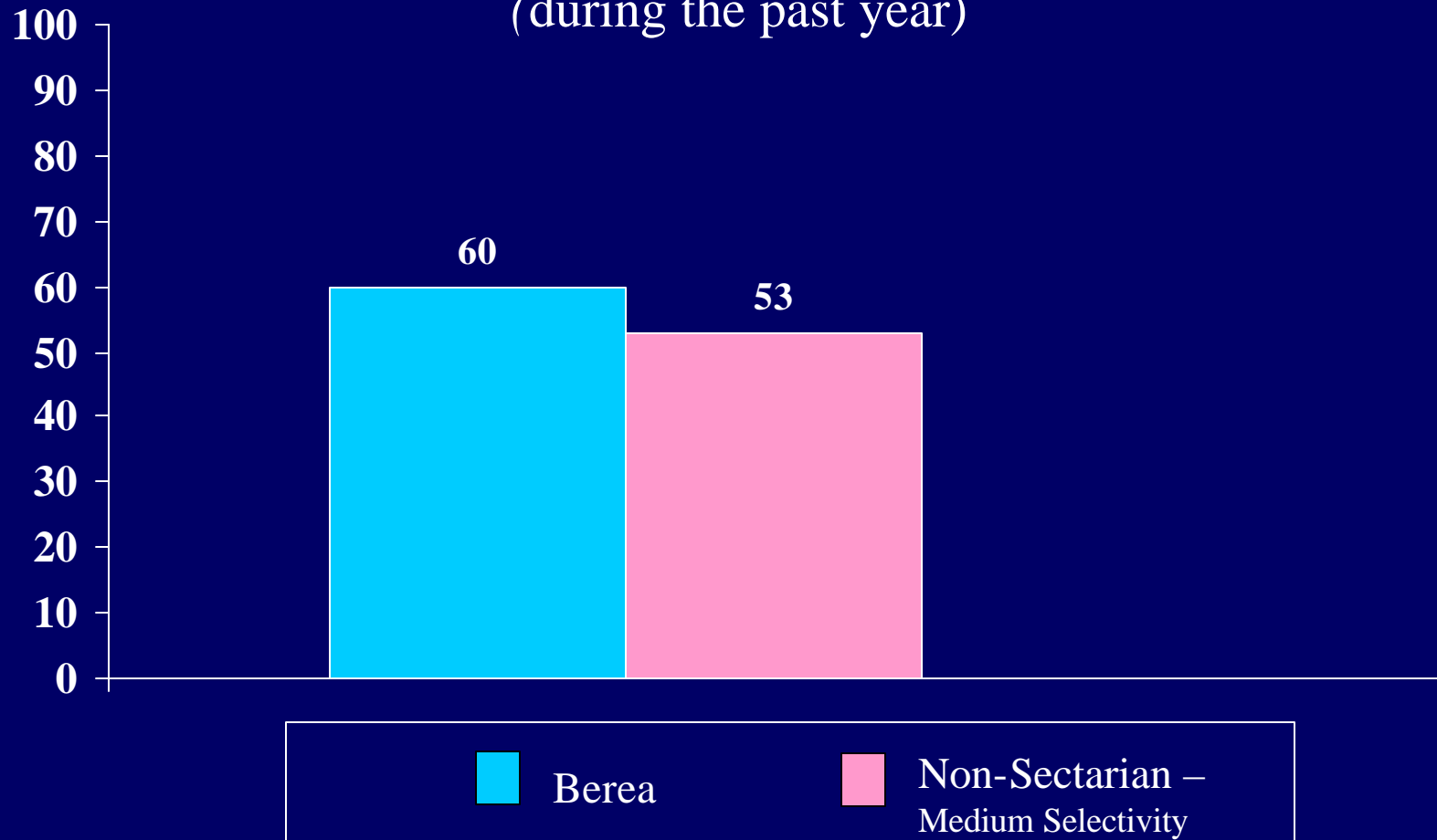


This item was not asked on the 2002 CIRP questionnaire.

Percent of students who indicated “frequently”

Expressed gratitude to others

(during the past year)

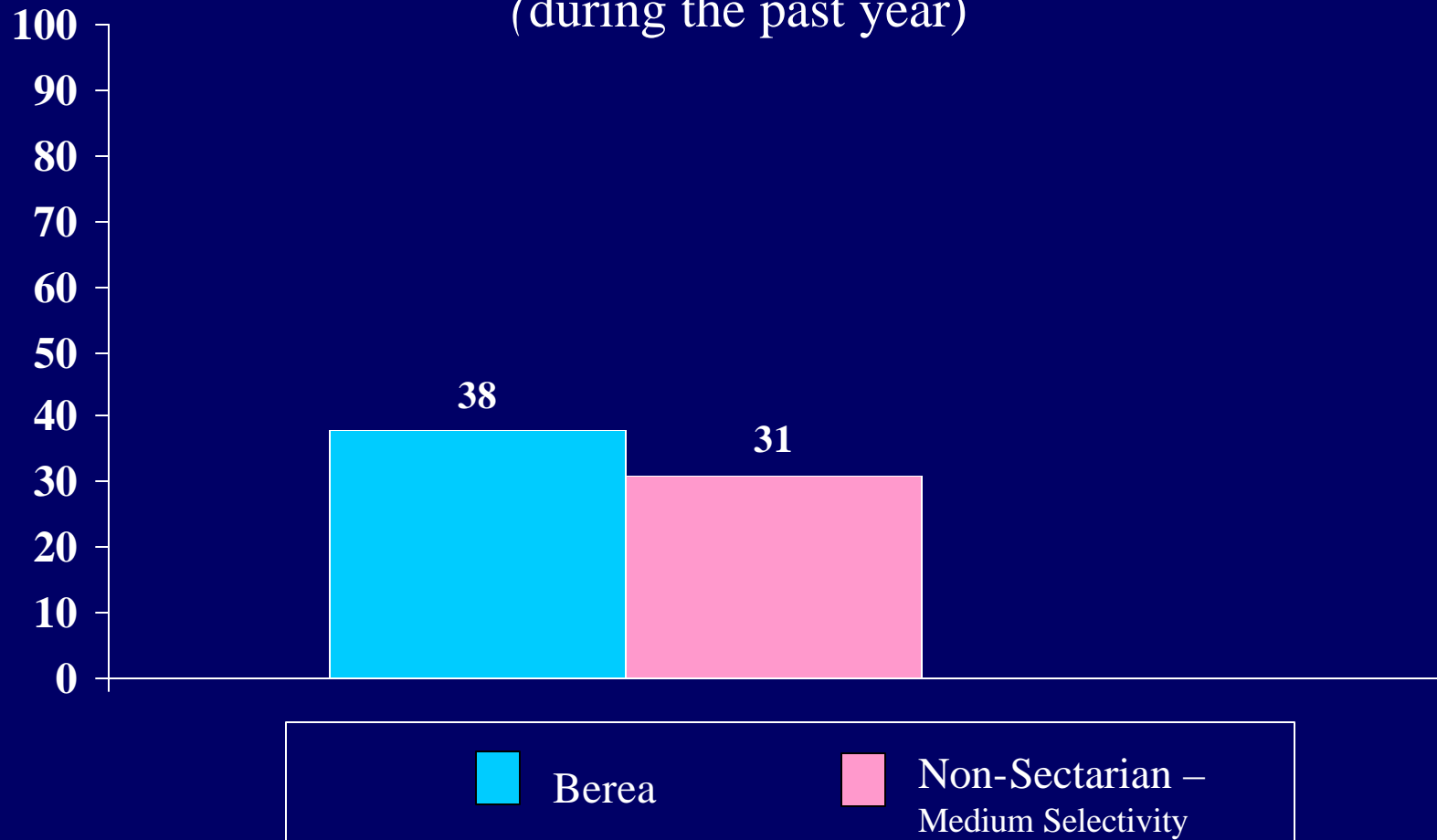


This item was not asked on the 2002 CIRP questionnaire.

Percent of students who indicated “frequently”

Felt at peace/centered

(during the past year)

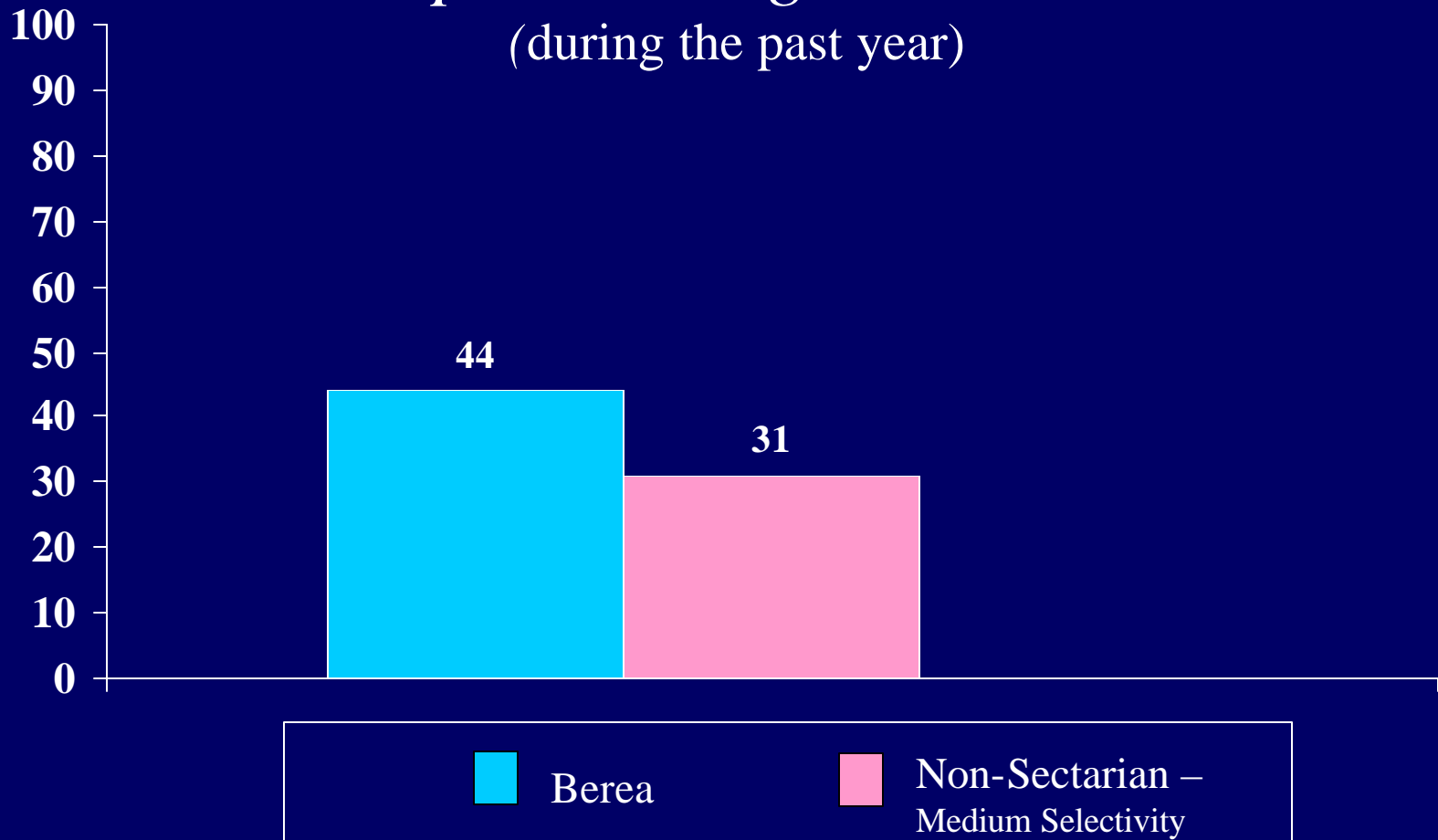


This item was not asked on the 2002 CIRP questionnaire.

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

Explored religion online

(during the past year)

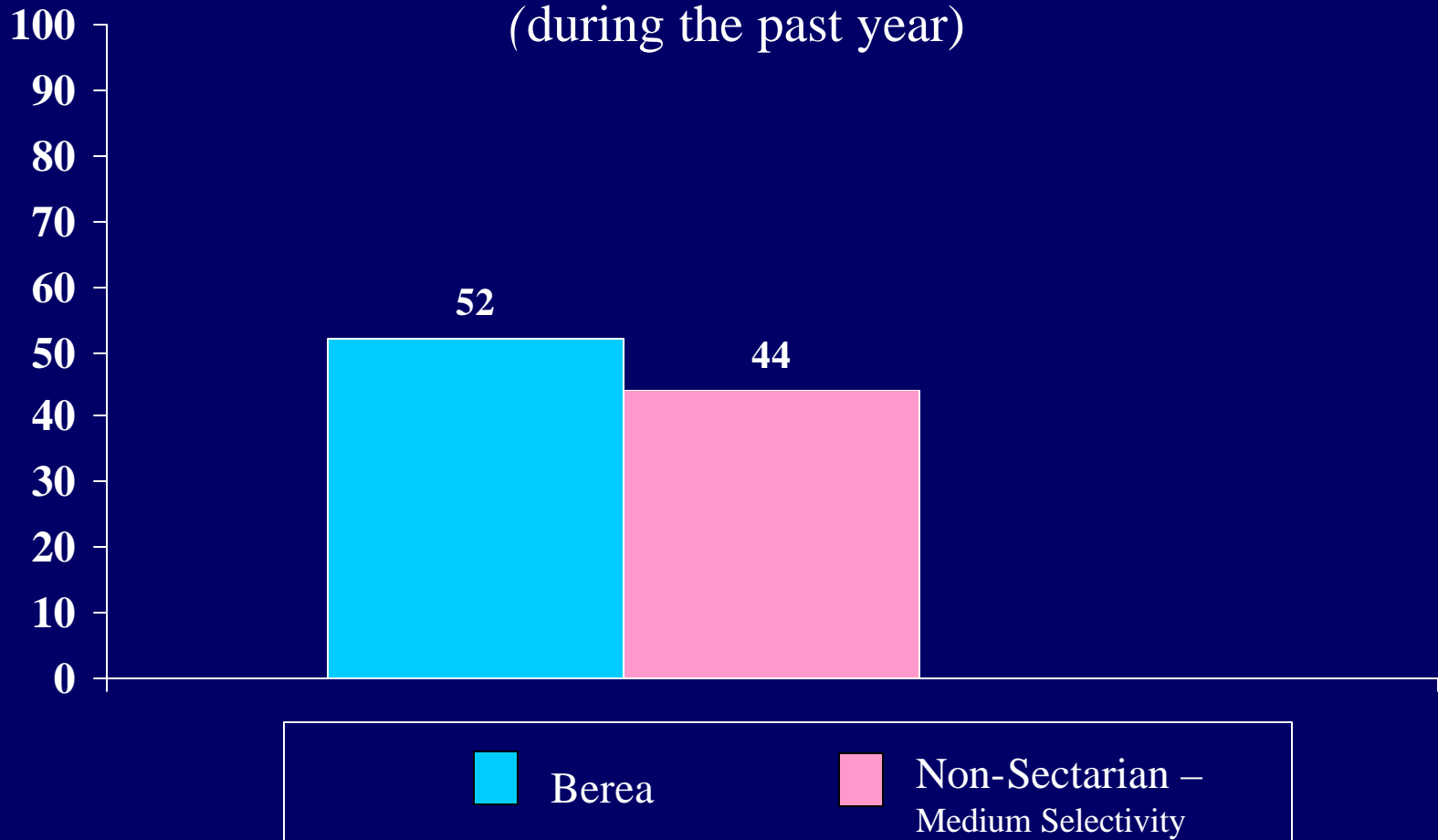


This item was not asked on the 2002 CIRP questionnaire.

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

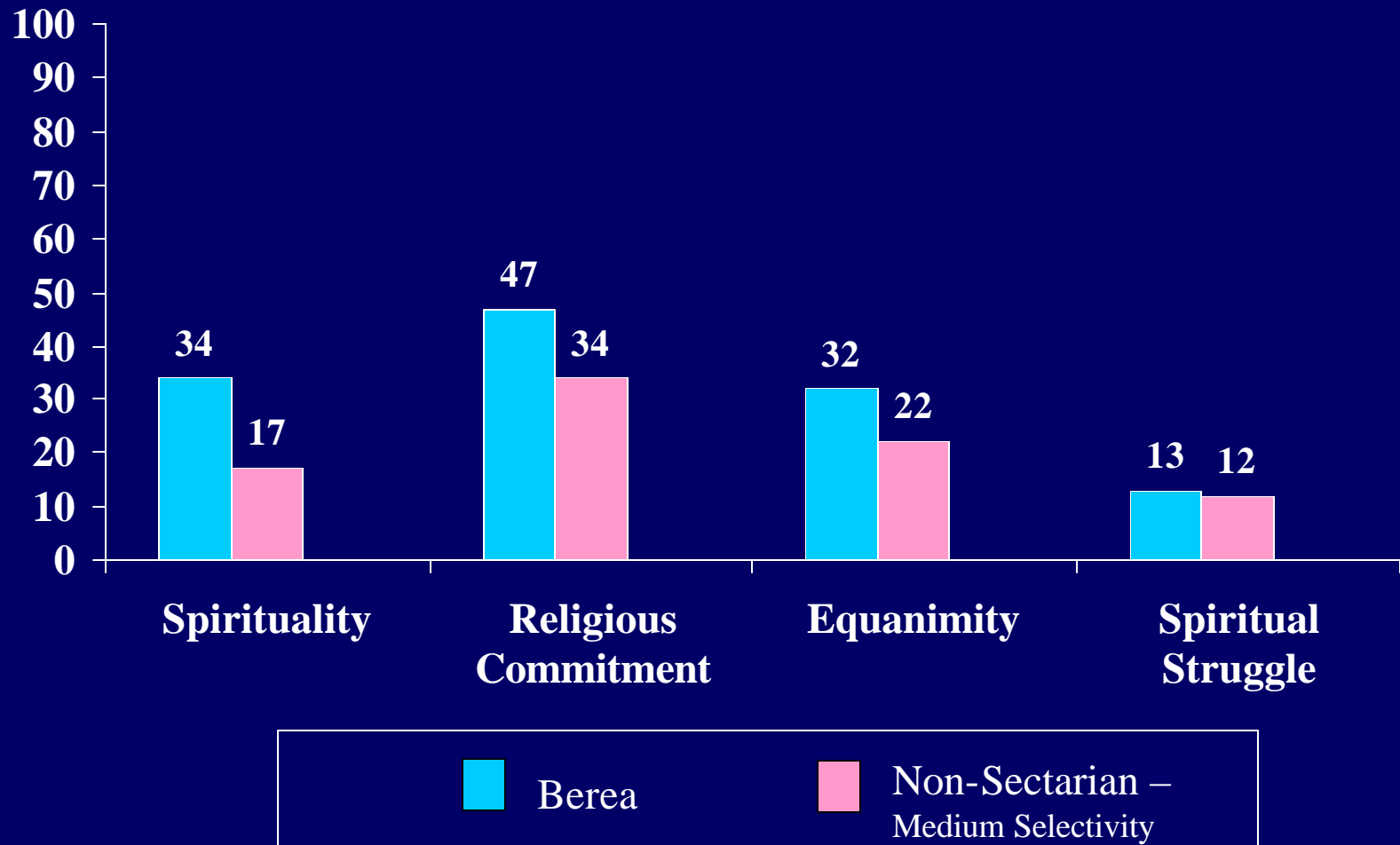
*Attended a class, workshop, or retreat
on matters related to religion/spirituality*

(during the past year)



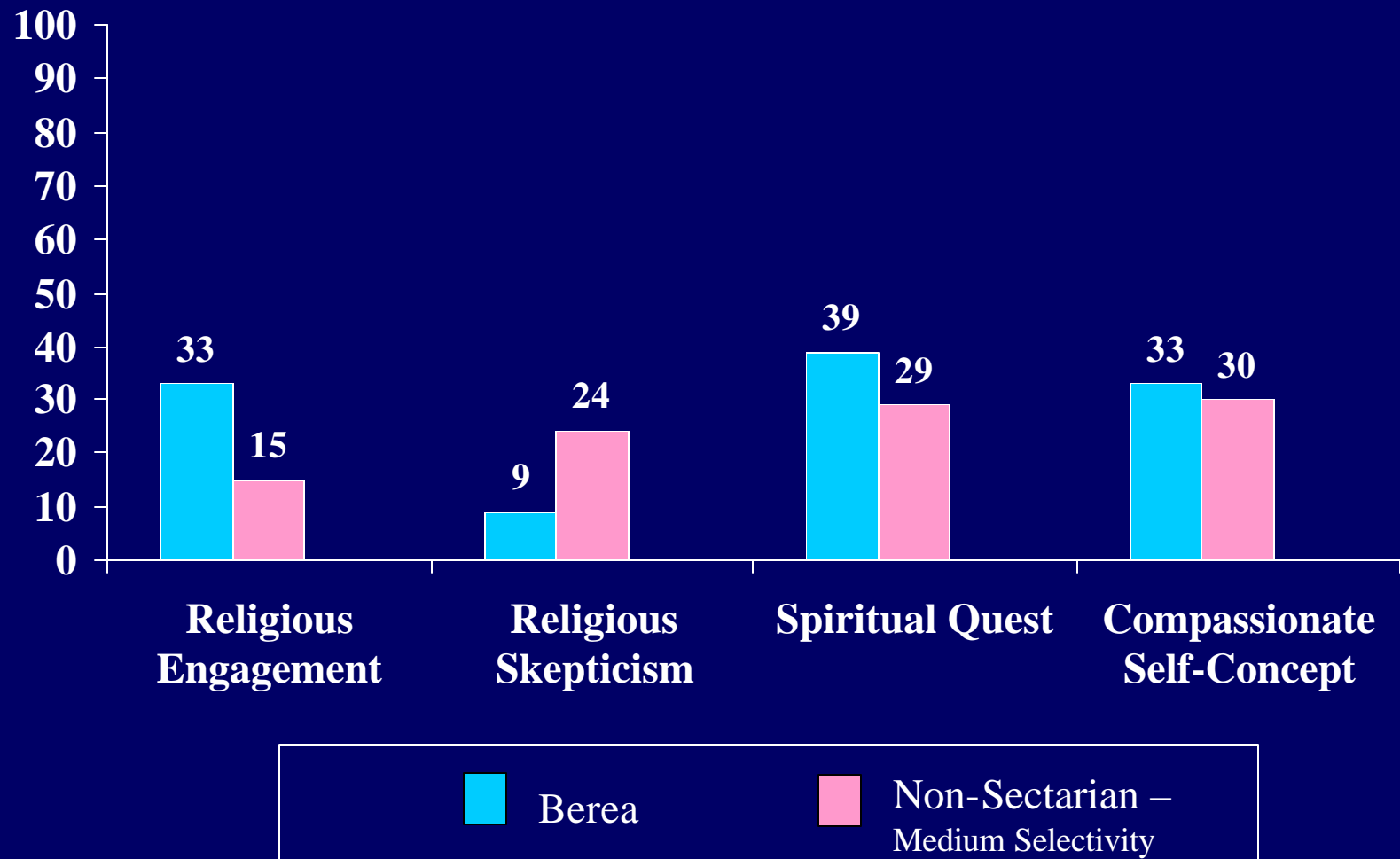
This item was not asked on the 2002 CIRP questionnaire.

Student scored “high” on the following factors



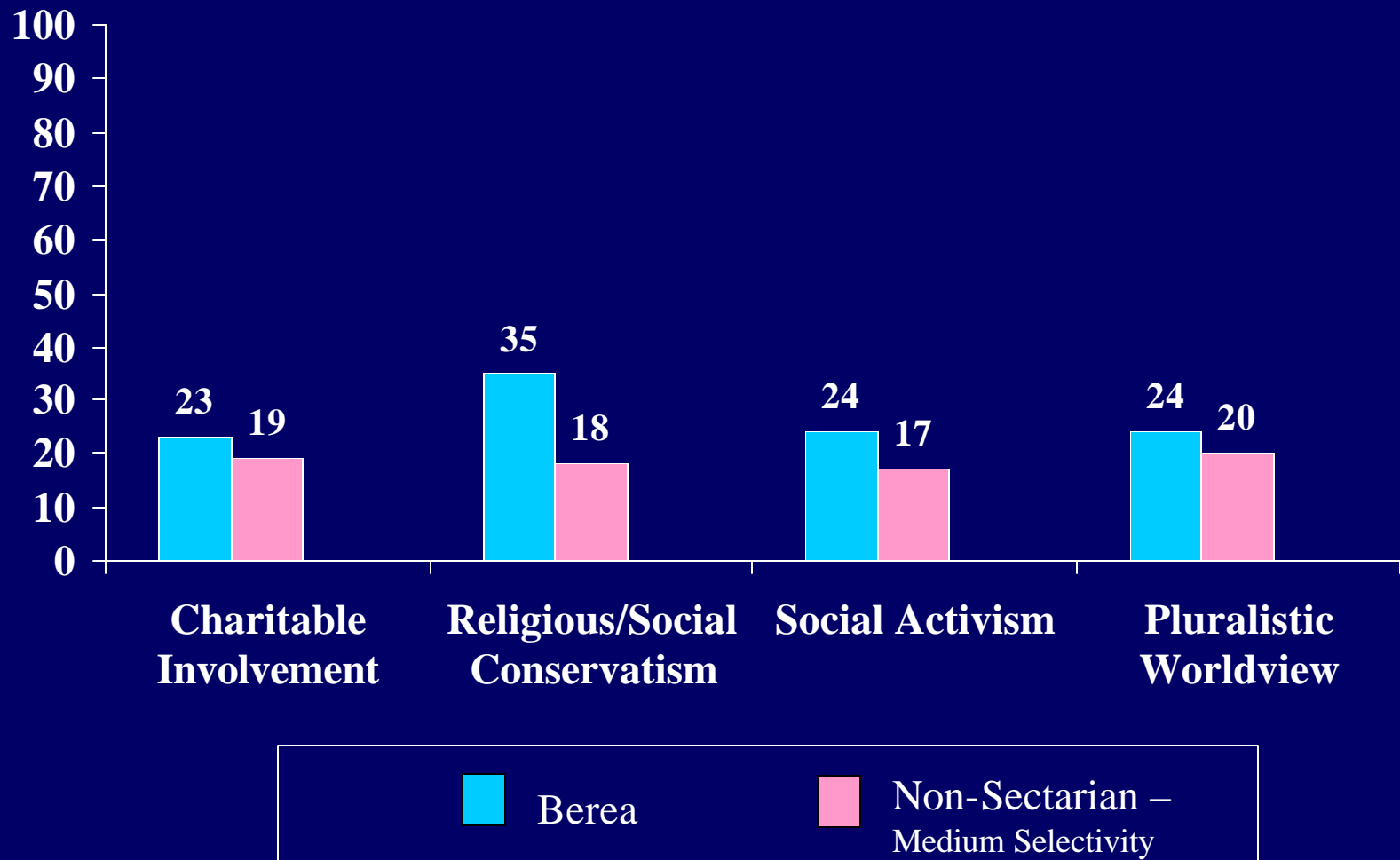
This item was not asked on the 2002 CIRP questionnaire.

Student scored “high” on the following factors



This item was not asked on the 2002 CIRP questionnaire.

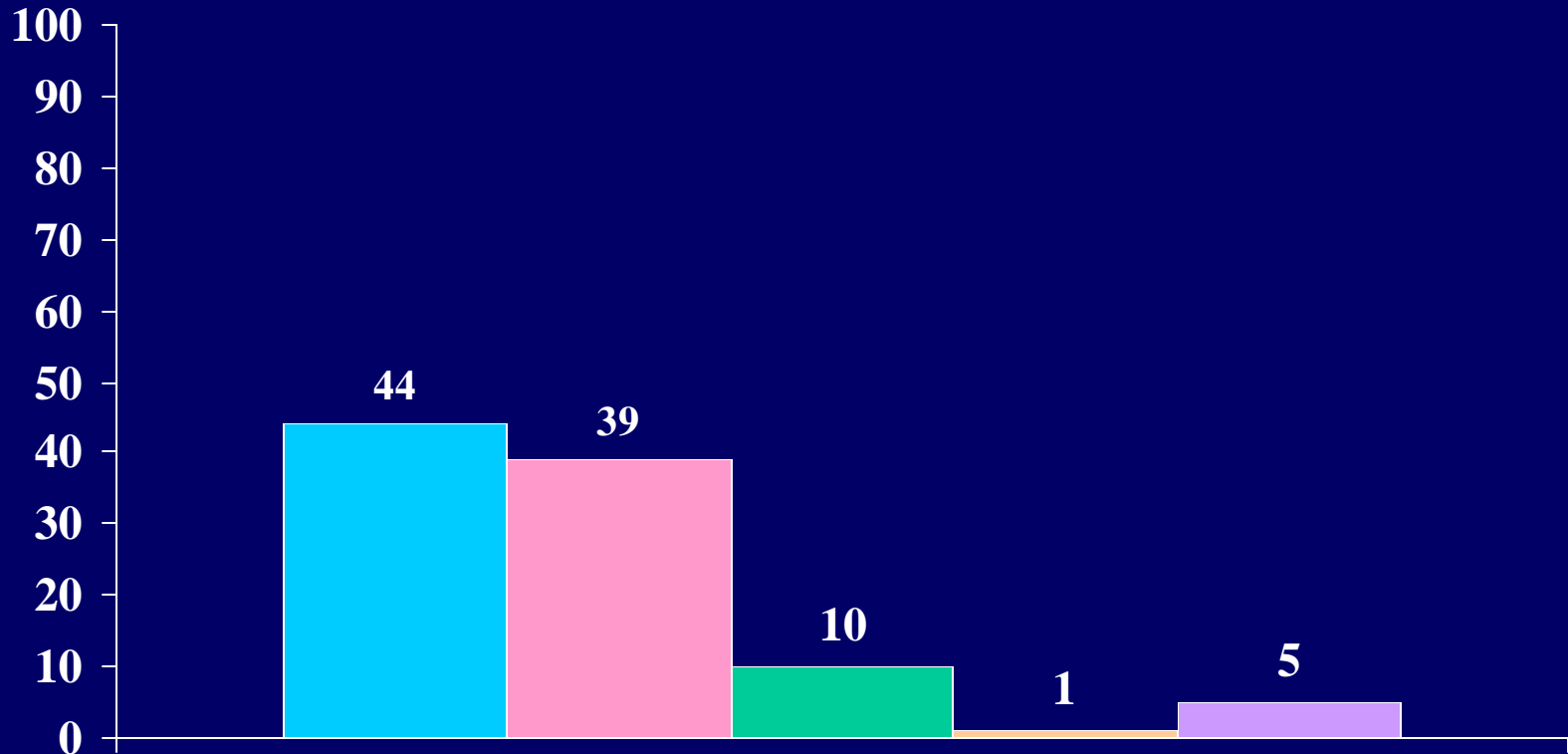
Student scored “high” on the following factors



This item was not asked on the 2002 CIRP questionnaire.

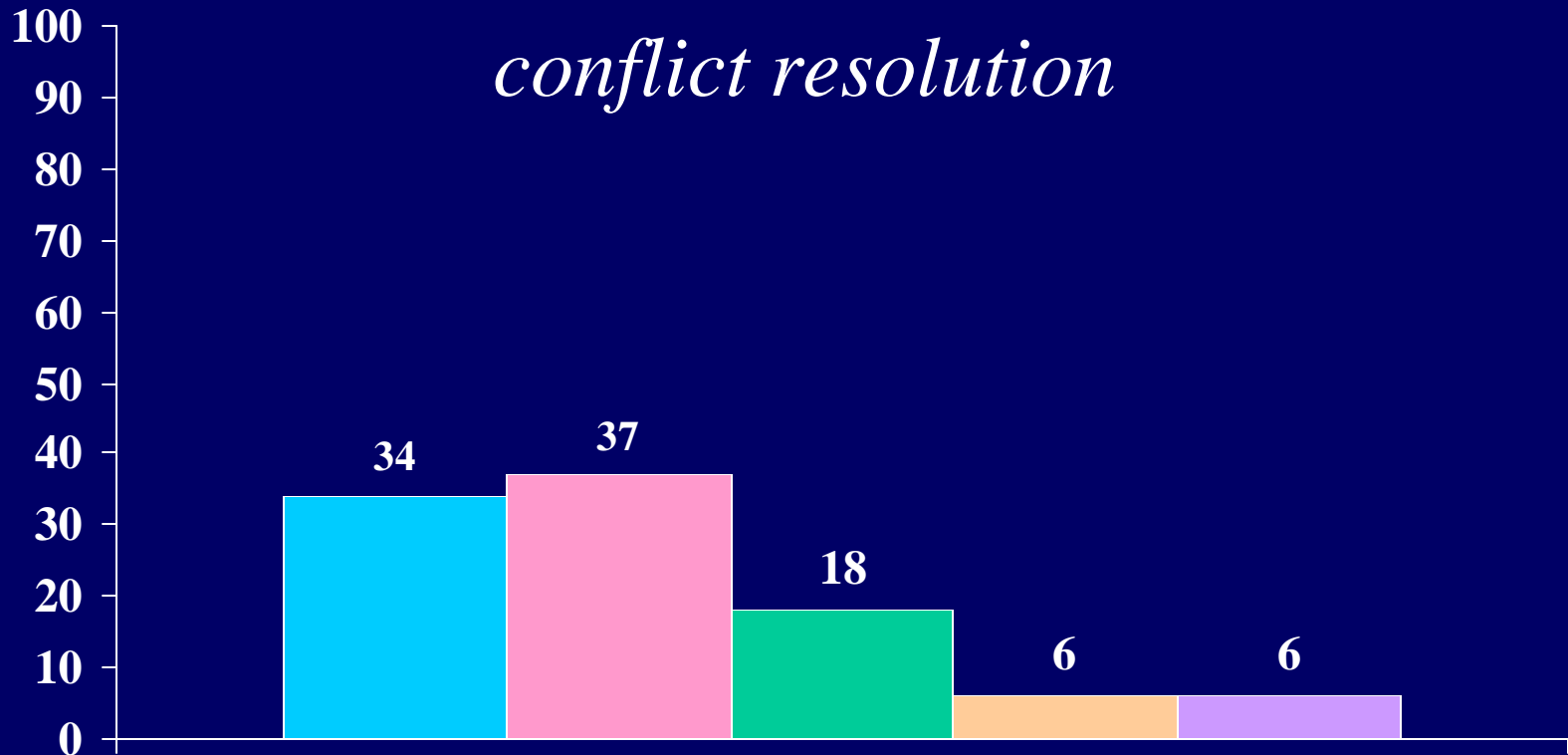
How important to you is it to accomplish each of the following goals?

To learn more about cultural diversity



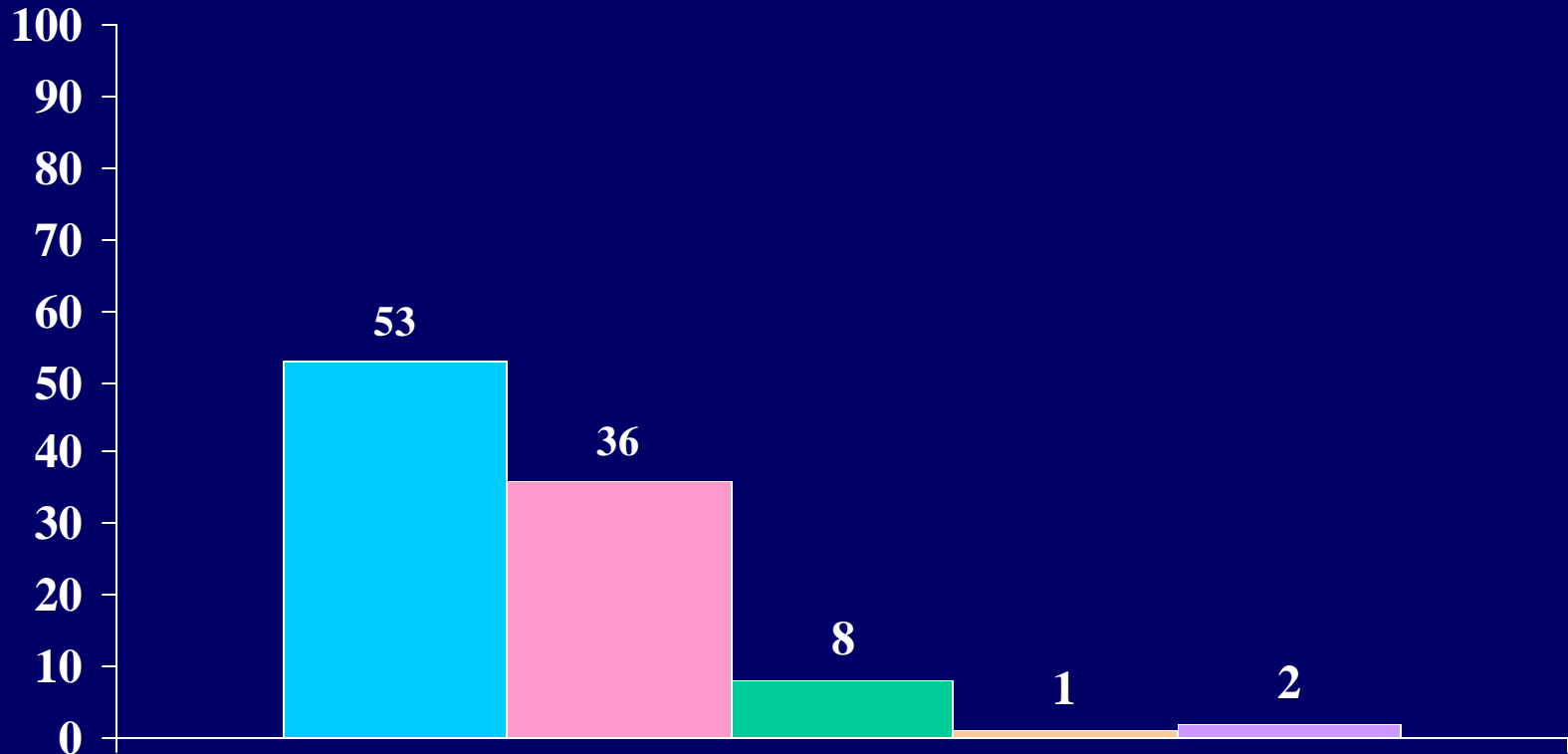
How important to you is it to accomplish each of the following goals?

*To learn more about nonviolent
conflict resolution*



How important to you is it to accomplish each of the following goals?

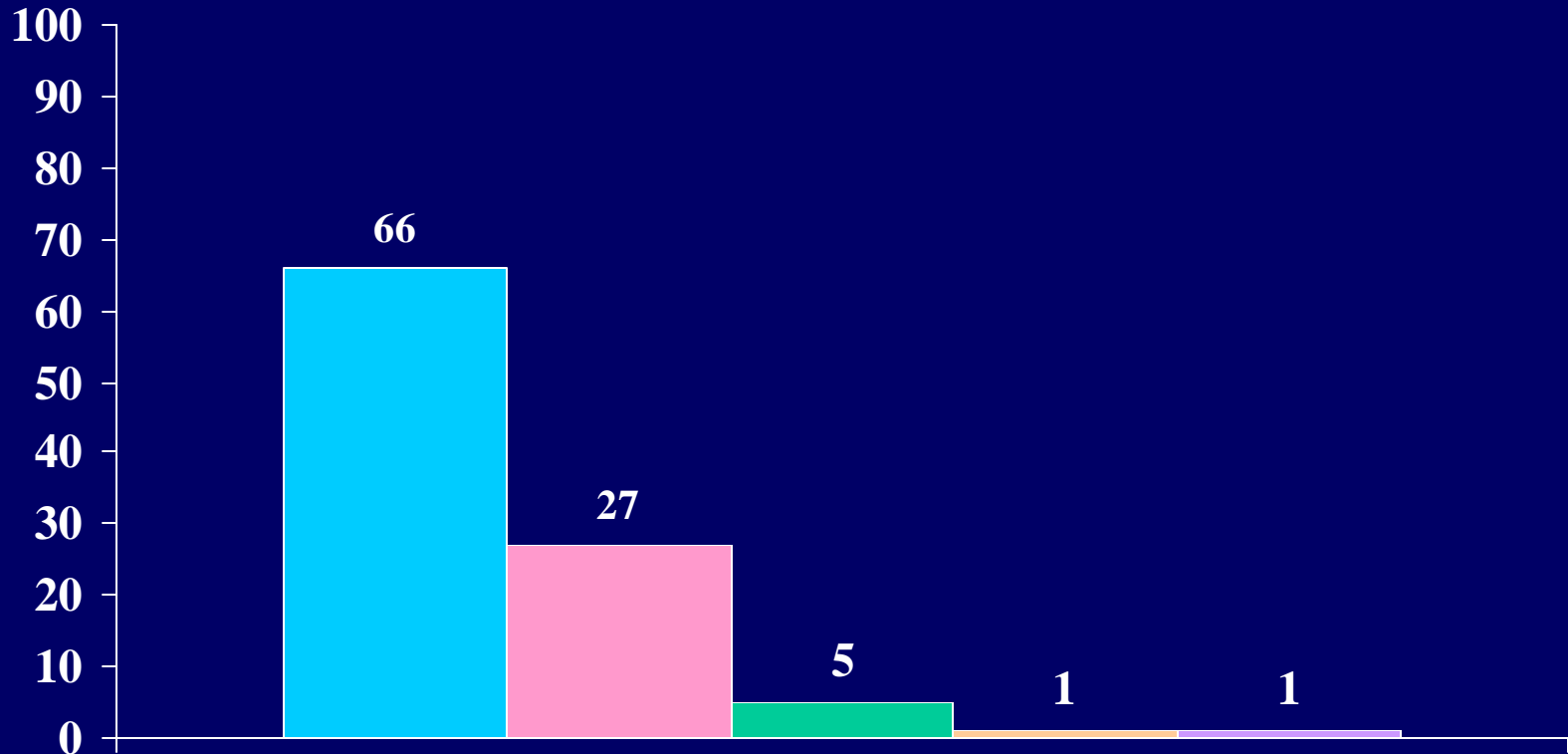
To learn more about a variety of subjects



 Extremely Important	 Somewhat Important	 Not Very Important	 Not at all Important	 I don't know at this time
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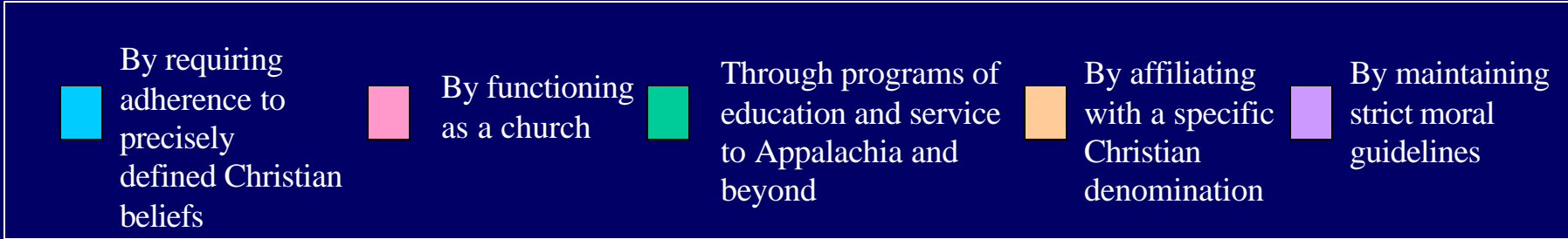
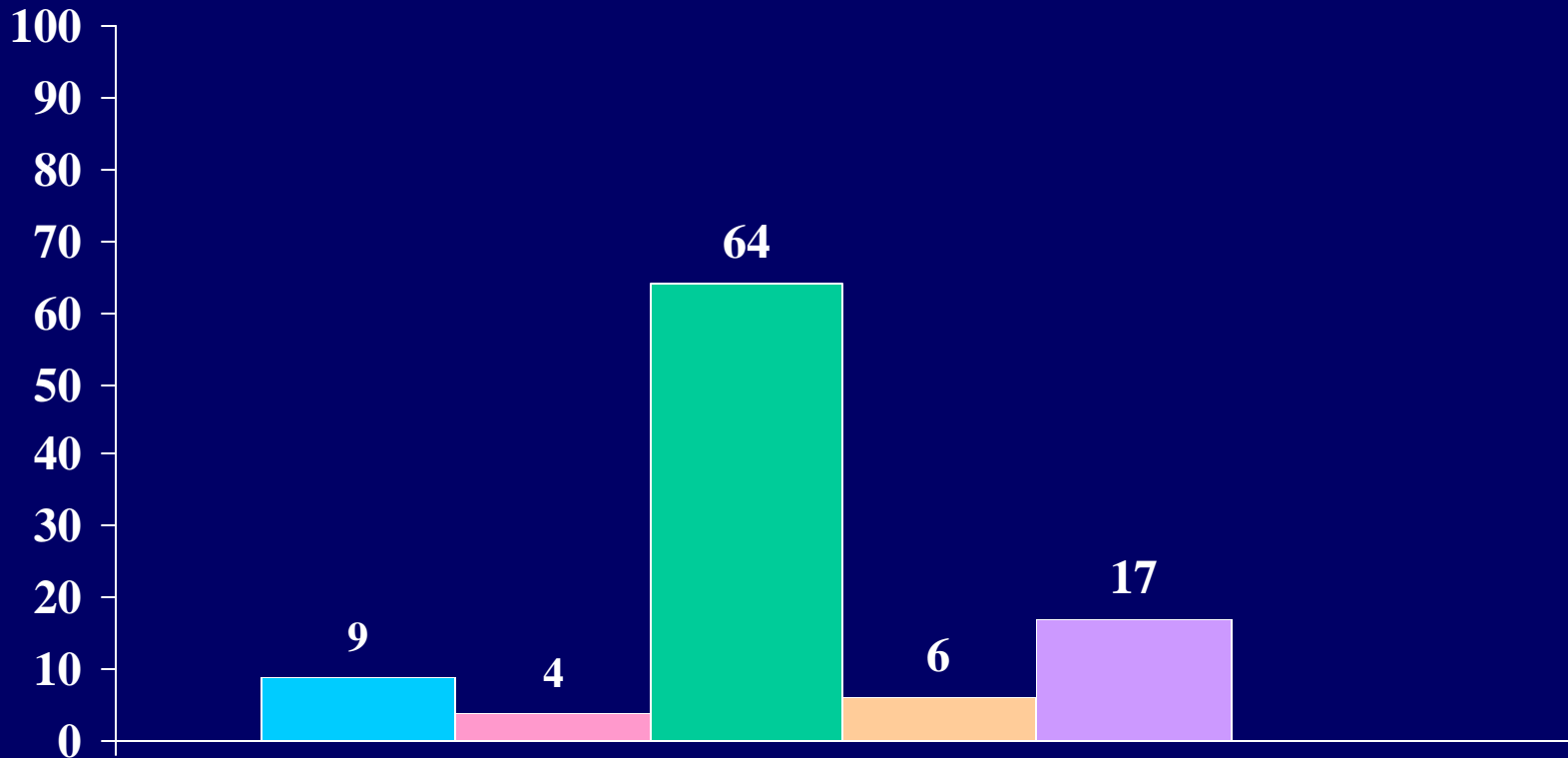
How important to you is it to accomplish each of the following goals?

To learn more about a specific subject

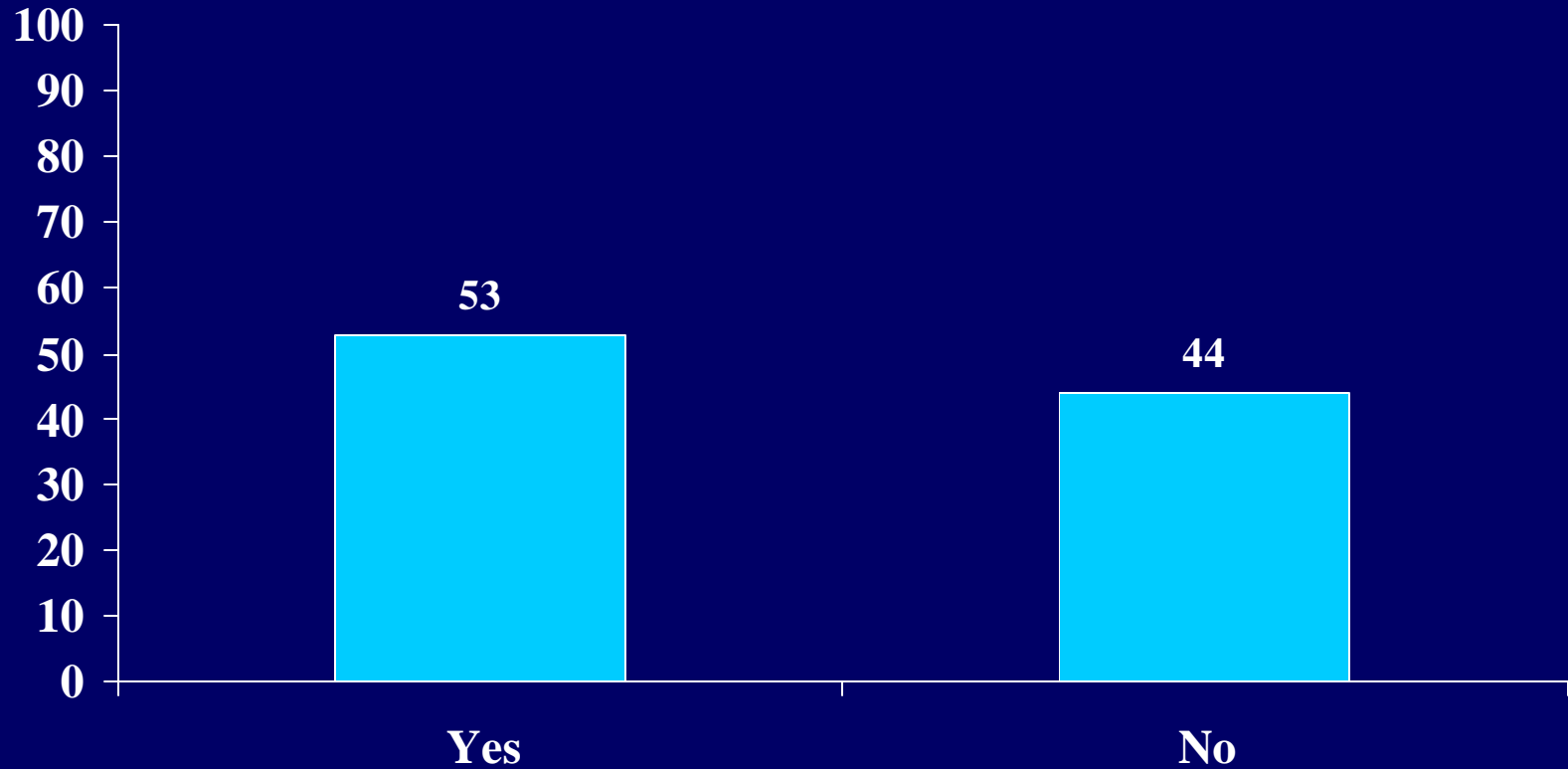


 Extremely Important	 Somewhat Important	 Not Very Important	 Not at all Important	 I don't know at this time
---	--	--	--	---

Choose the one description that best fits your understanding of Berea College
Berea College promotes its Christian identity:

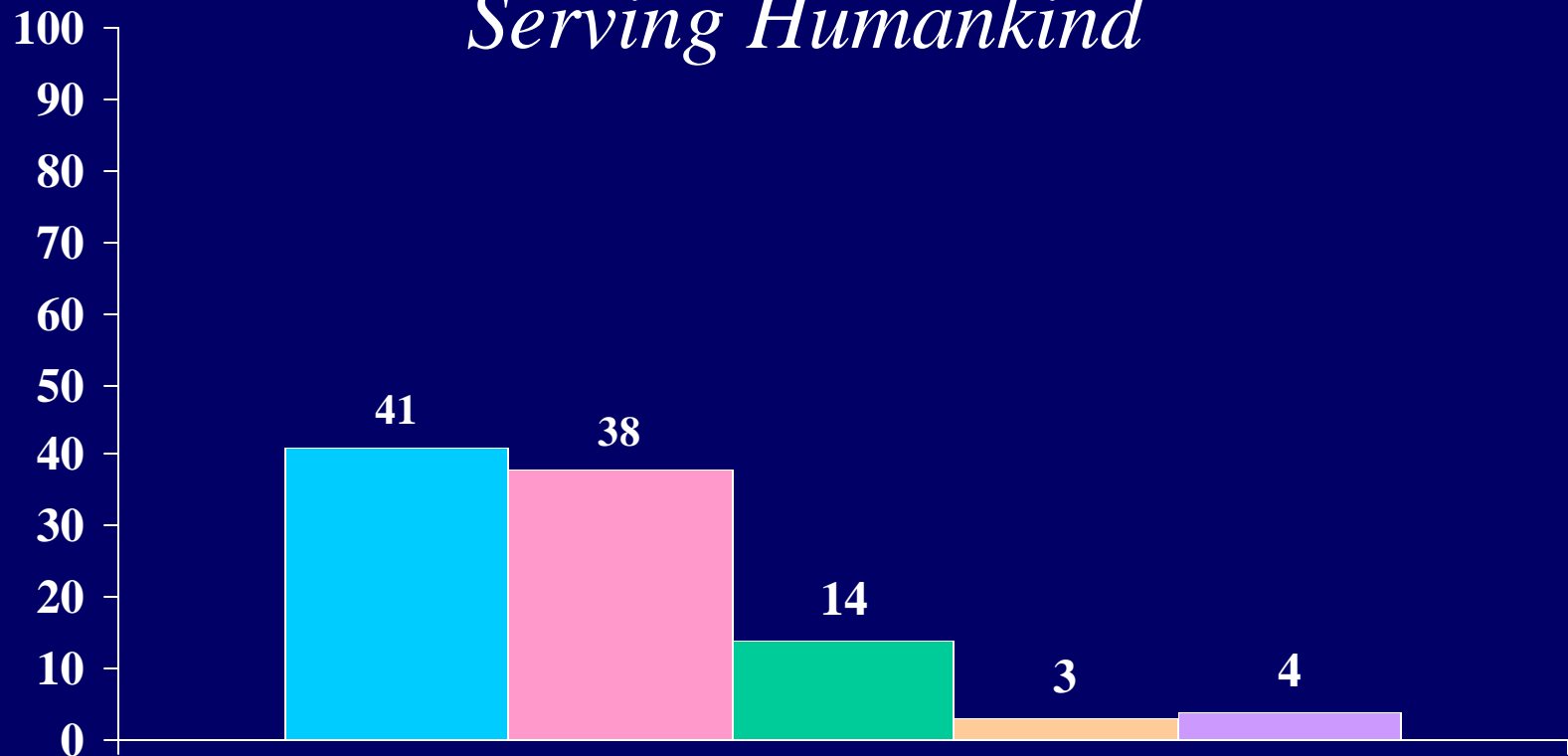


Did you bring a cell phone with you to Berea?

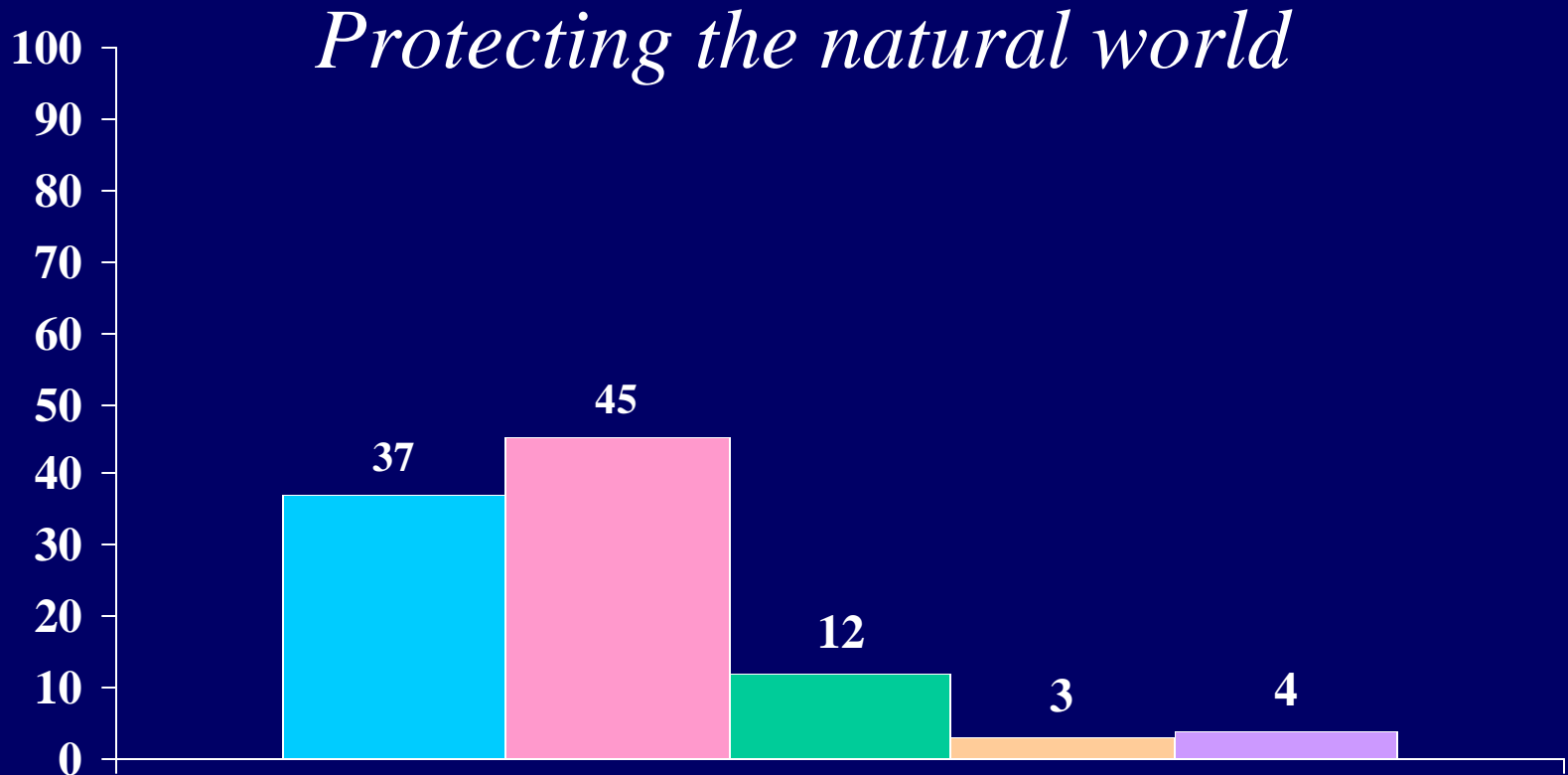


Rate the importance to you of each of the following:

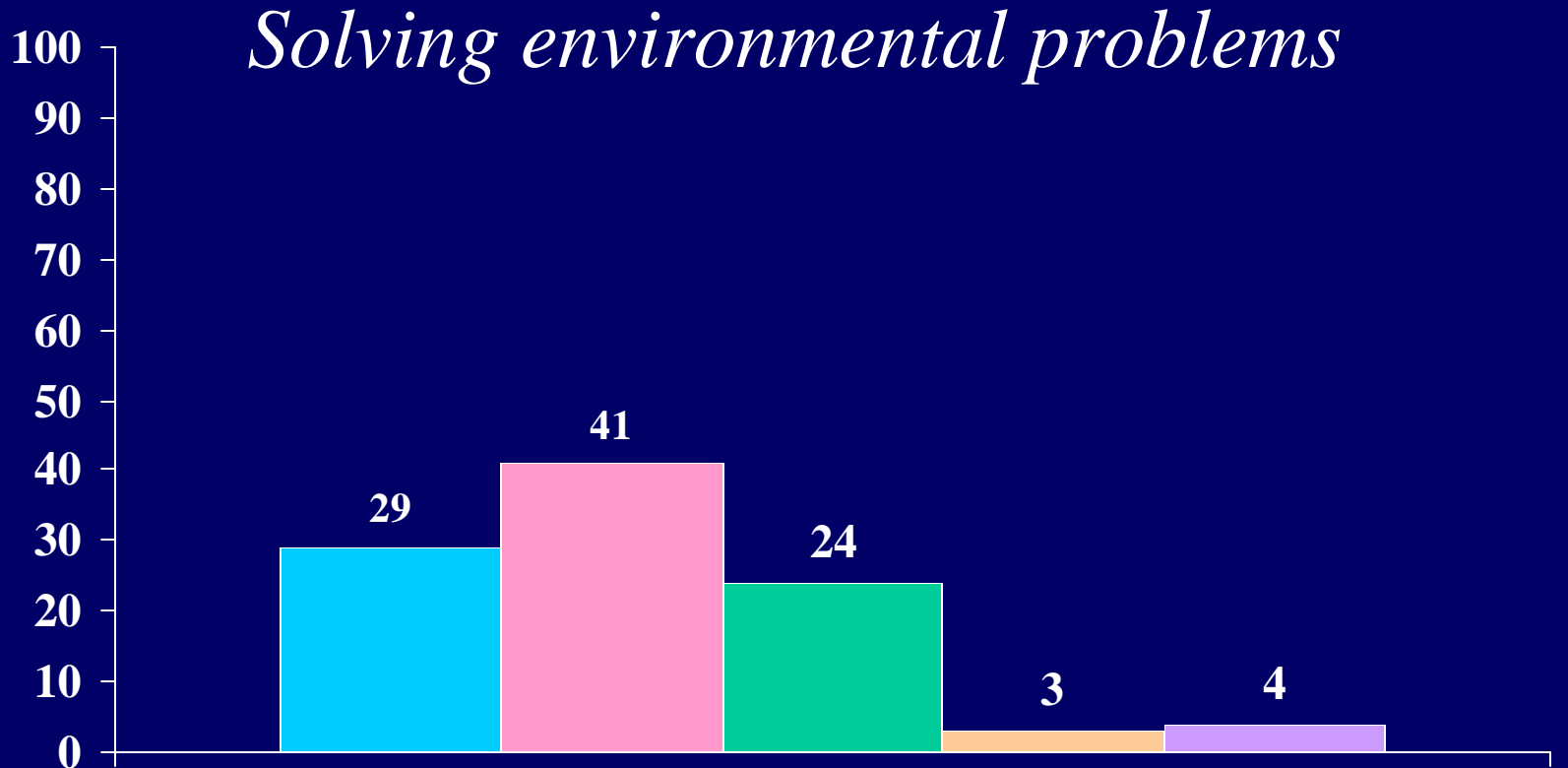
Serving Humankind



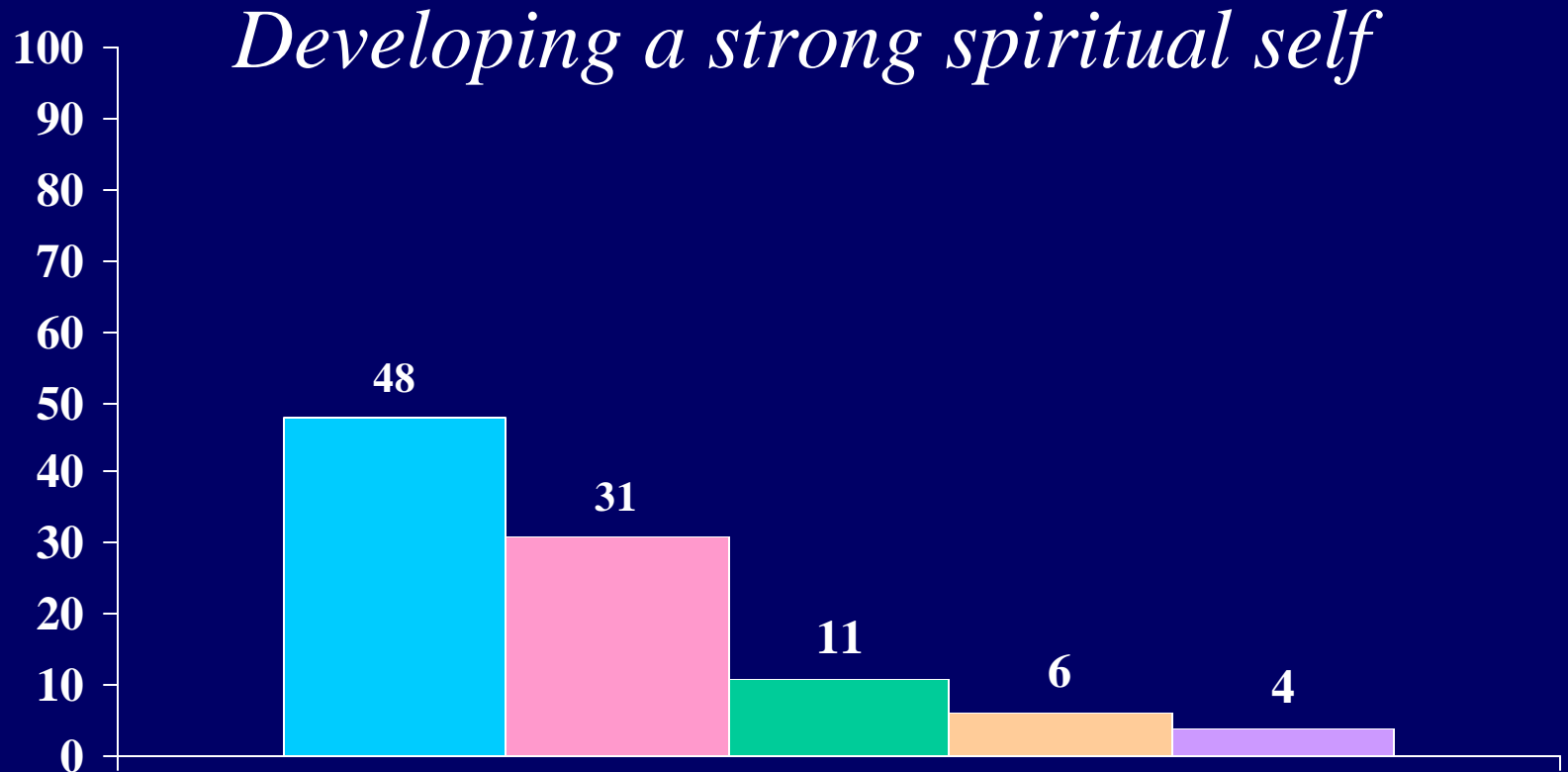
Rate the importance to you of each of the following:



Rate the importance to you of each of the following:

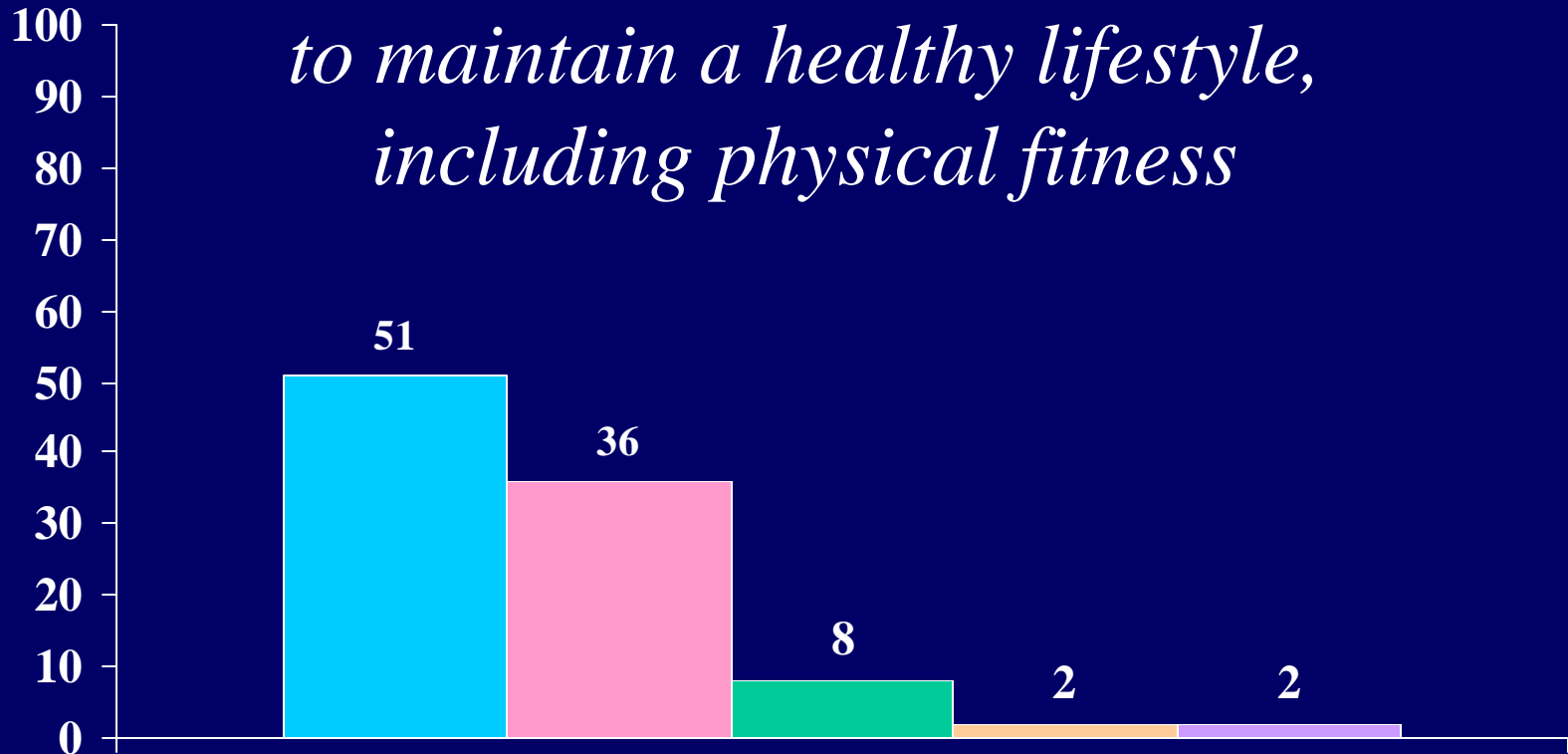


Rate the importance to you of each of the following:

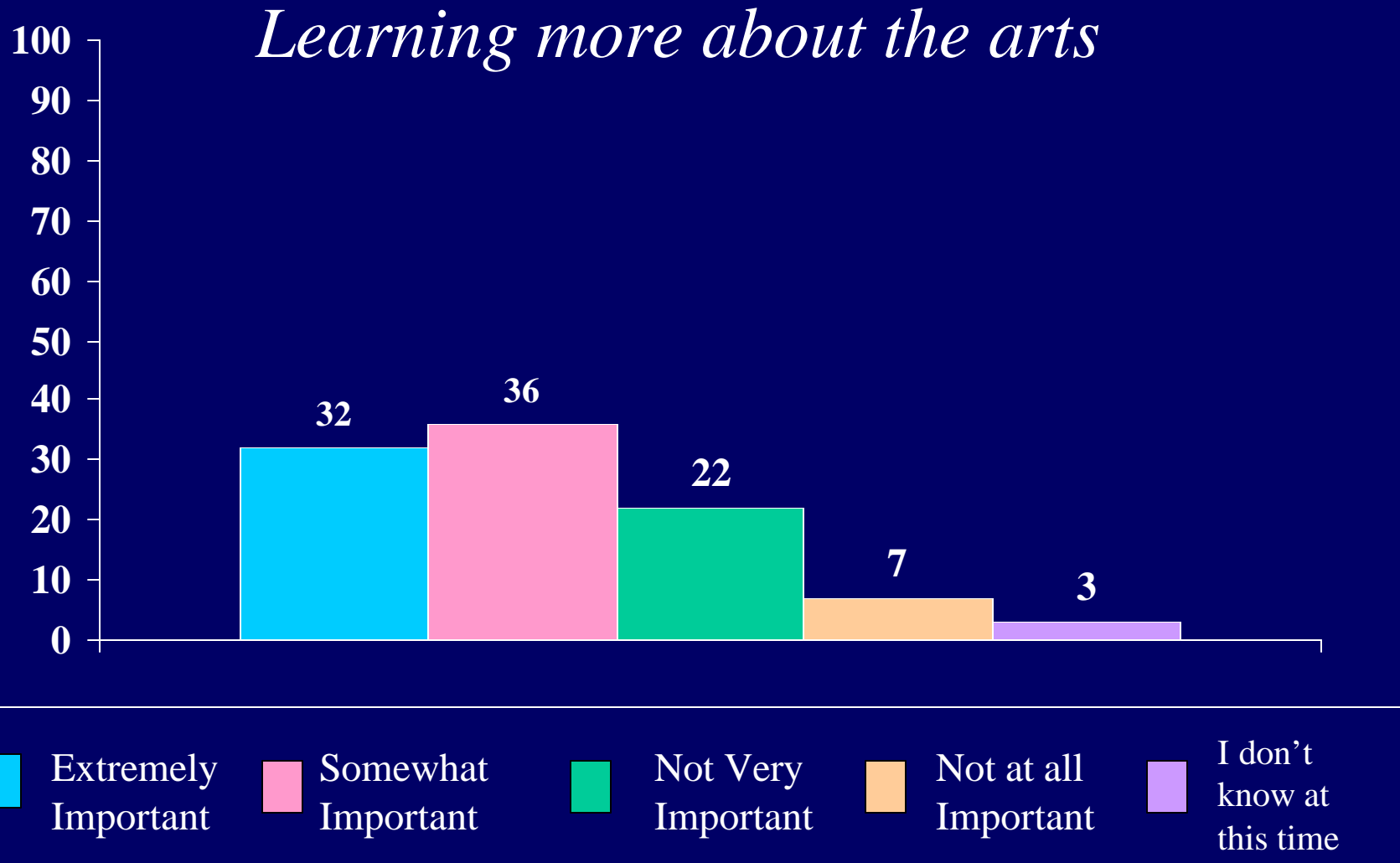


Rate the importance to you of each of the following:

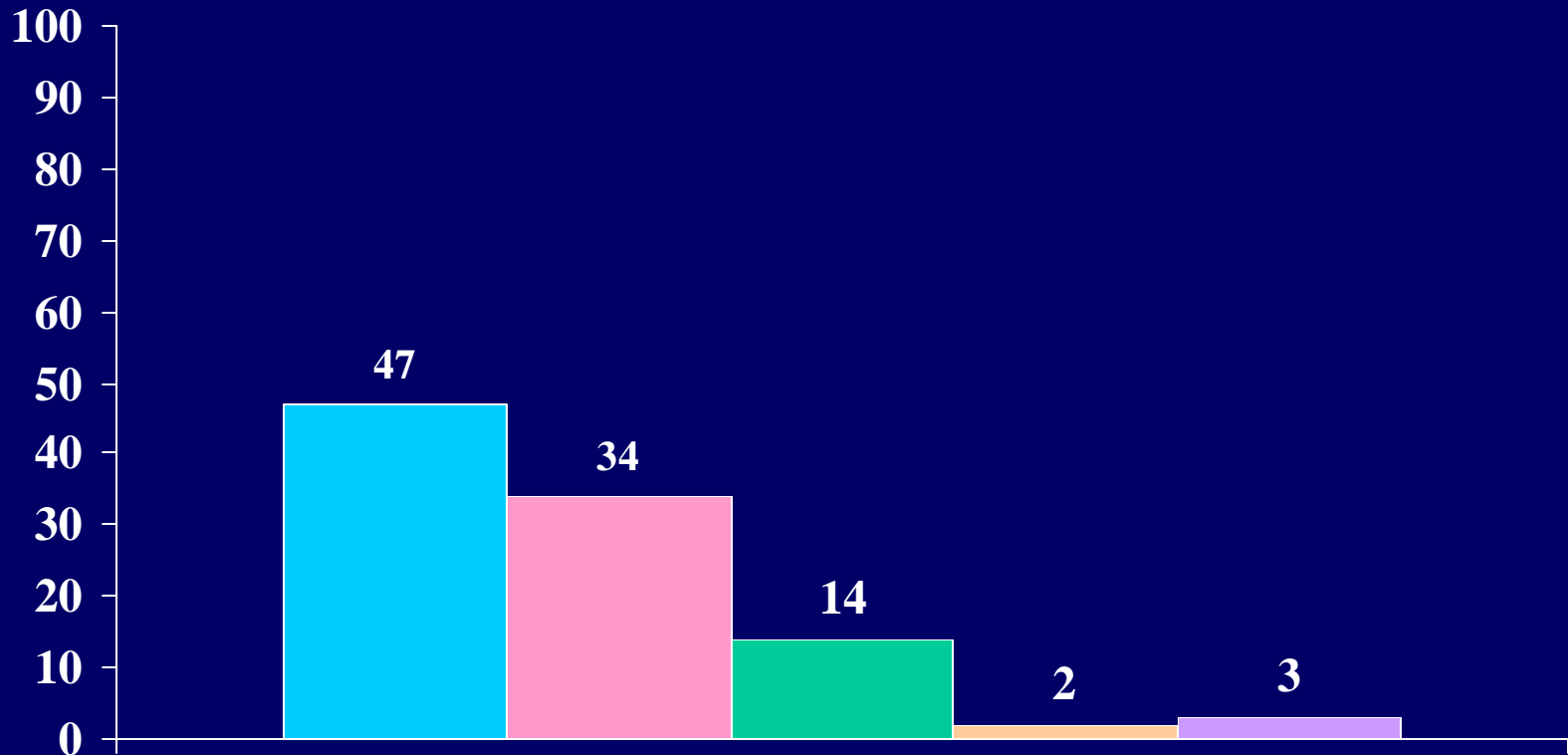
*Gaining knowledge and skills necessary
to maintain a healthy lifestyle,
including physical fitness*



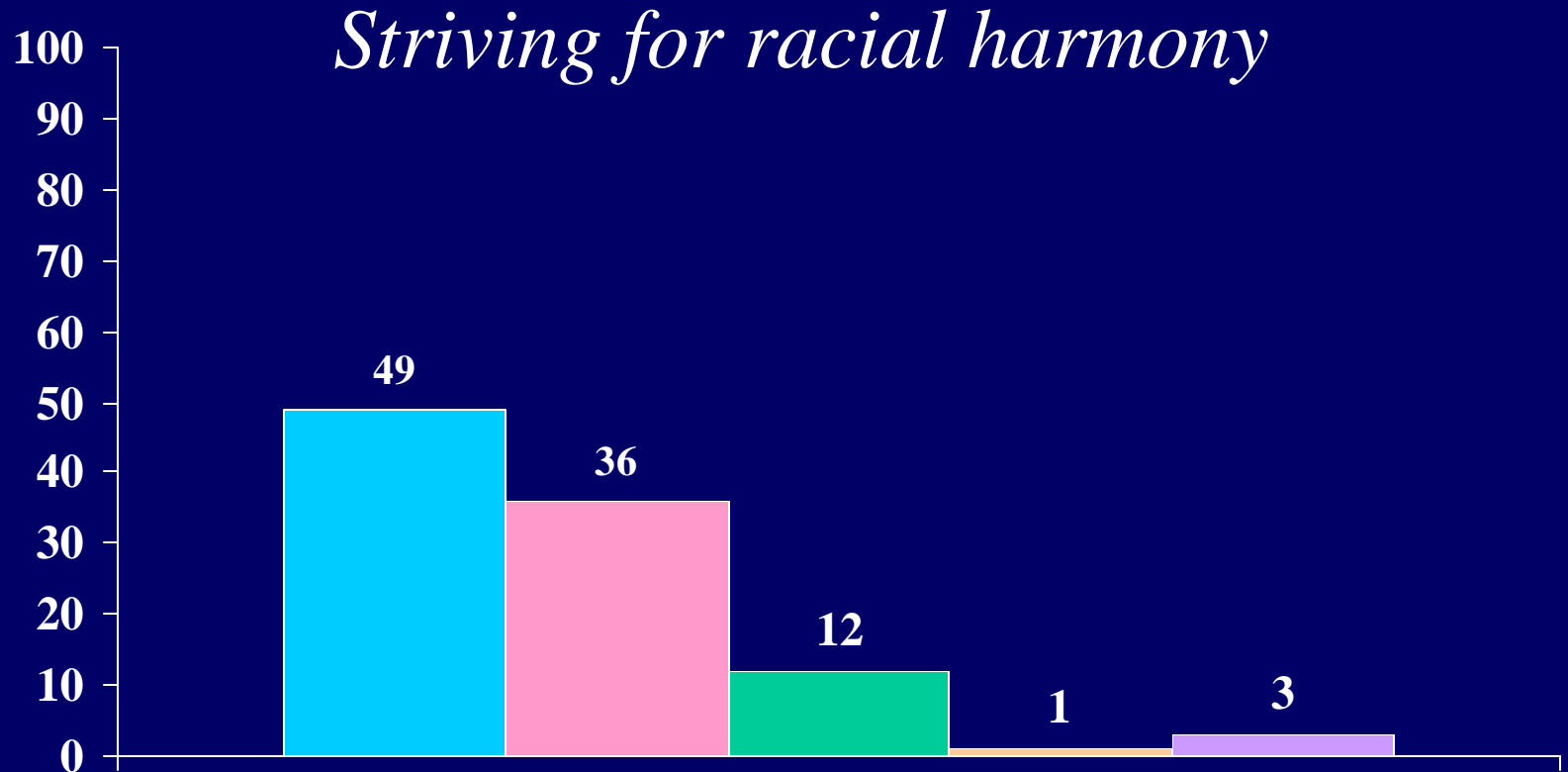
Rate the importance to you of each of the following:



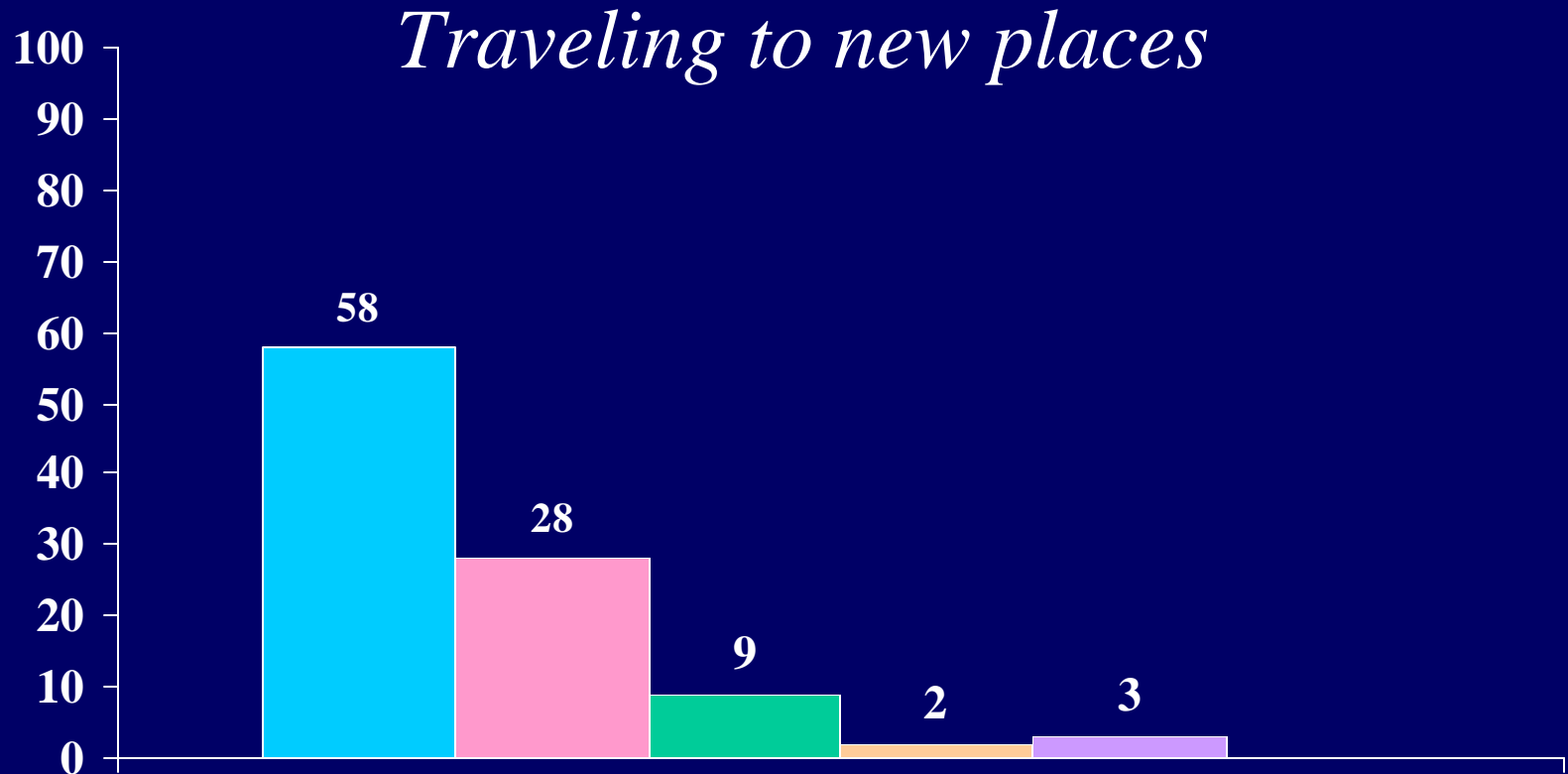
Rate the importance to you of each of the following:
Developing a desire for life-long learning



Rate the importance to you of each of the following:

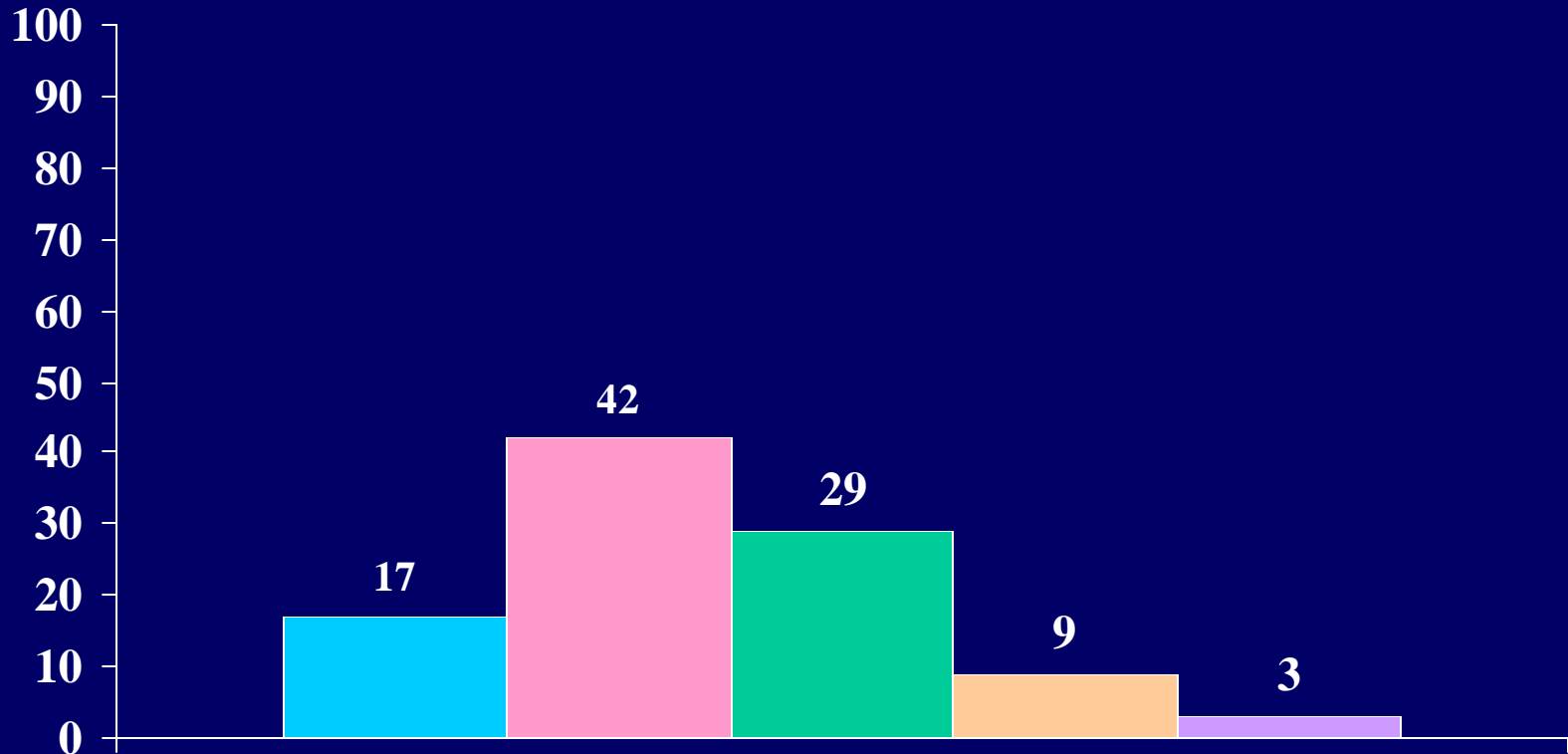


Rate the importance to you of each of the following:

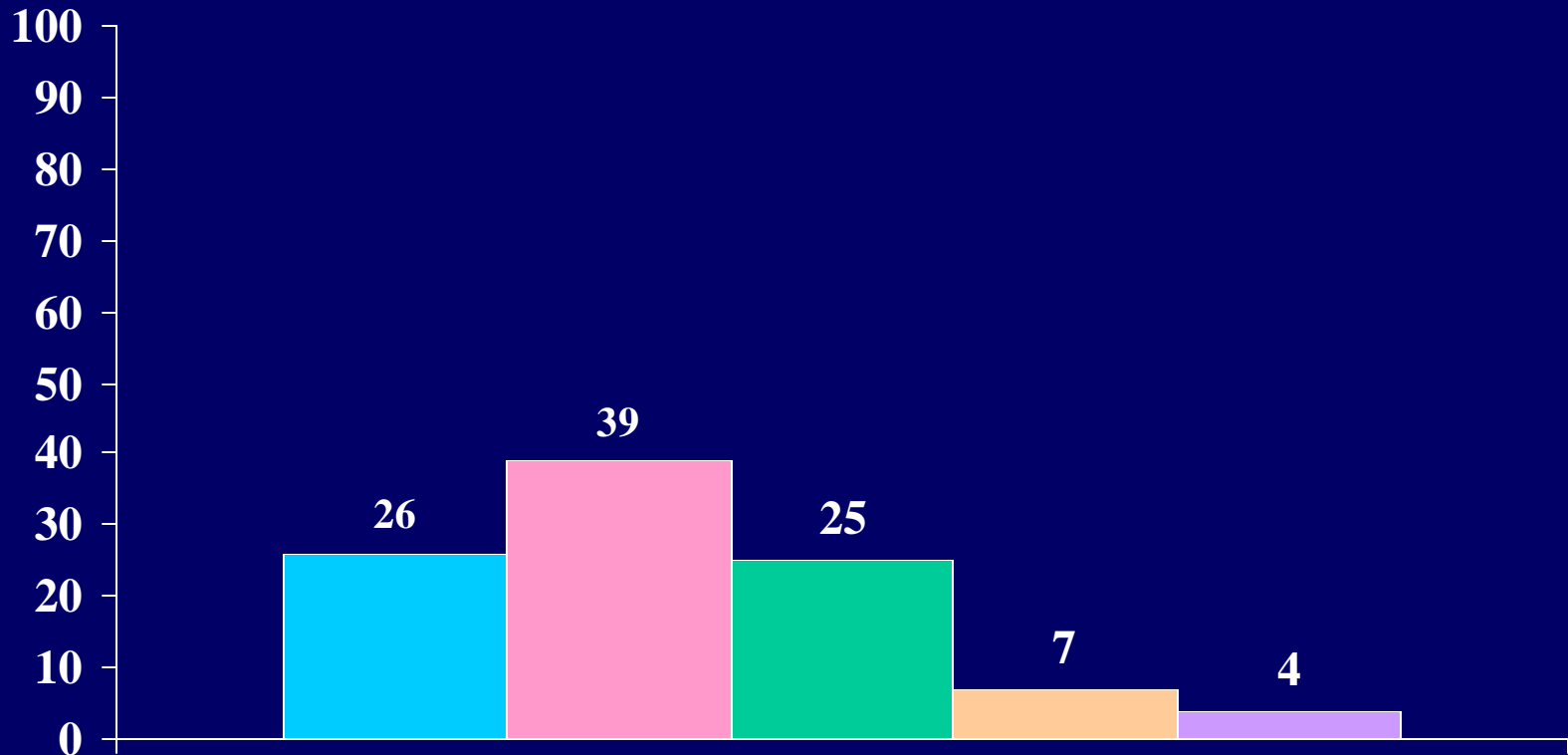


Rate the importance to you of each of the following:

Learning more about Appalachian culture/history

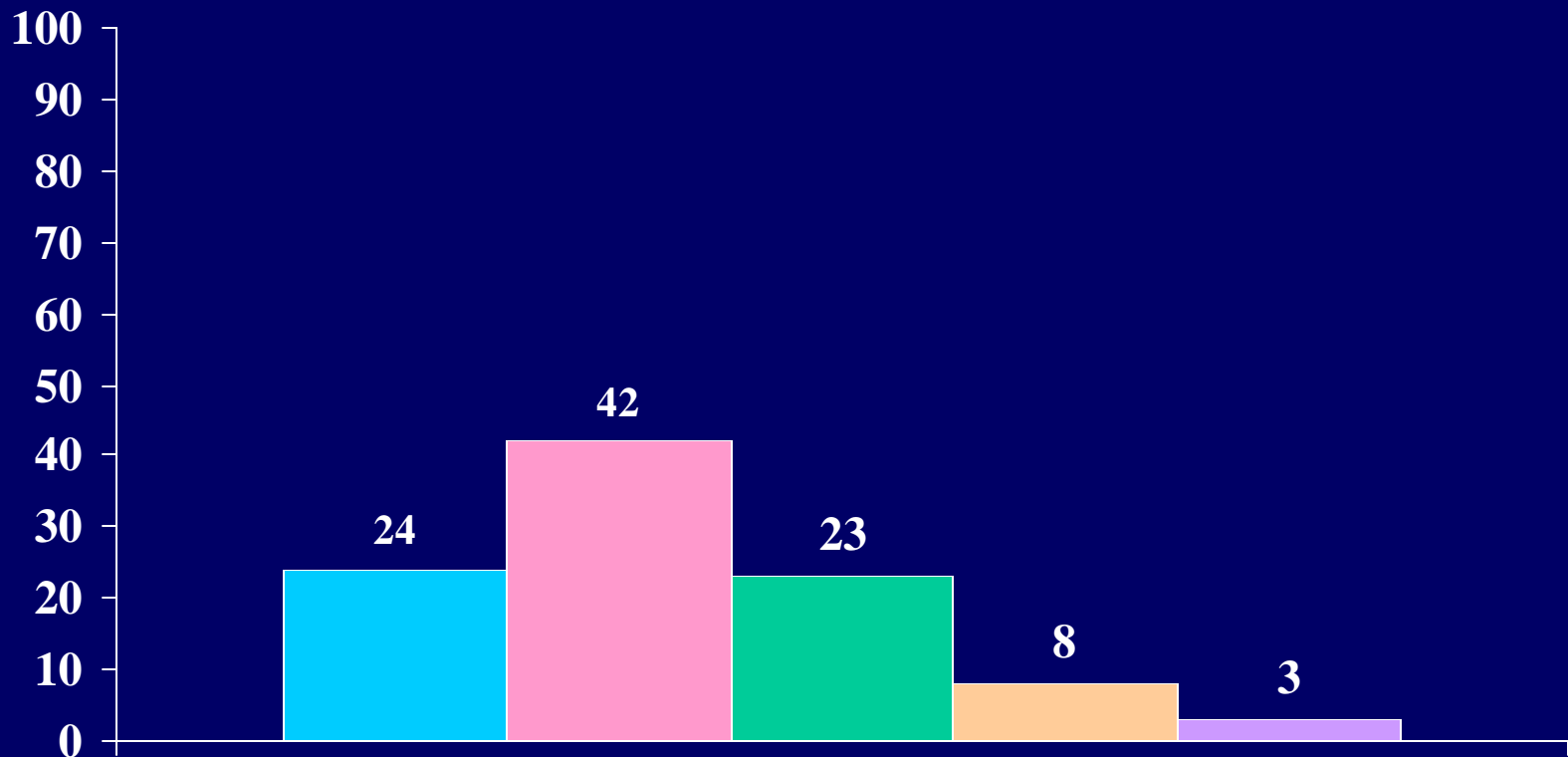


Rate the importance to you of each of the following:
Learning more about Black culture/history

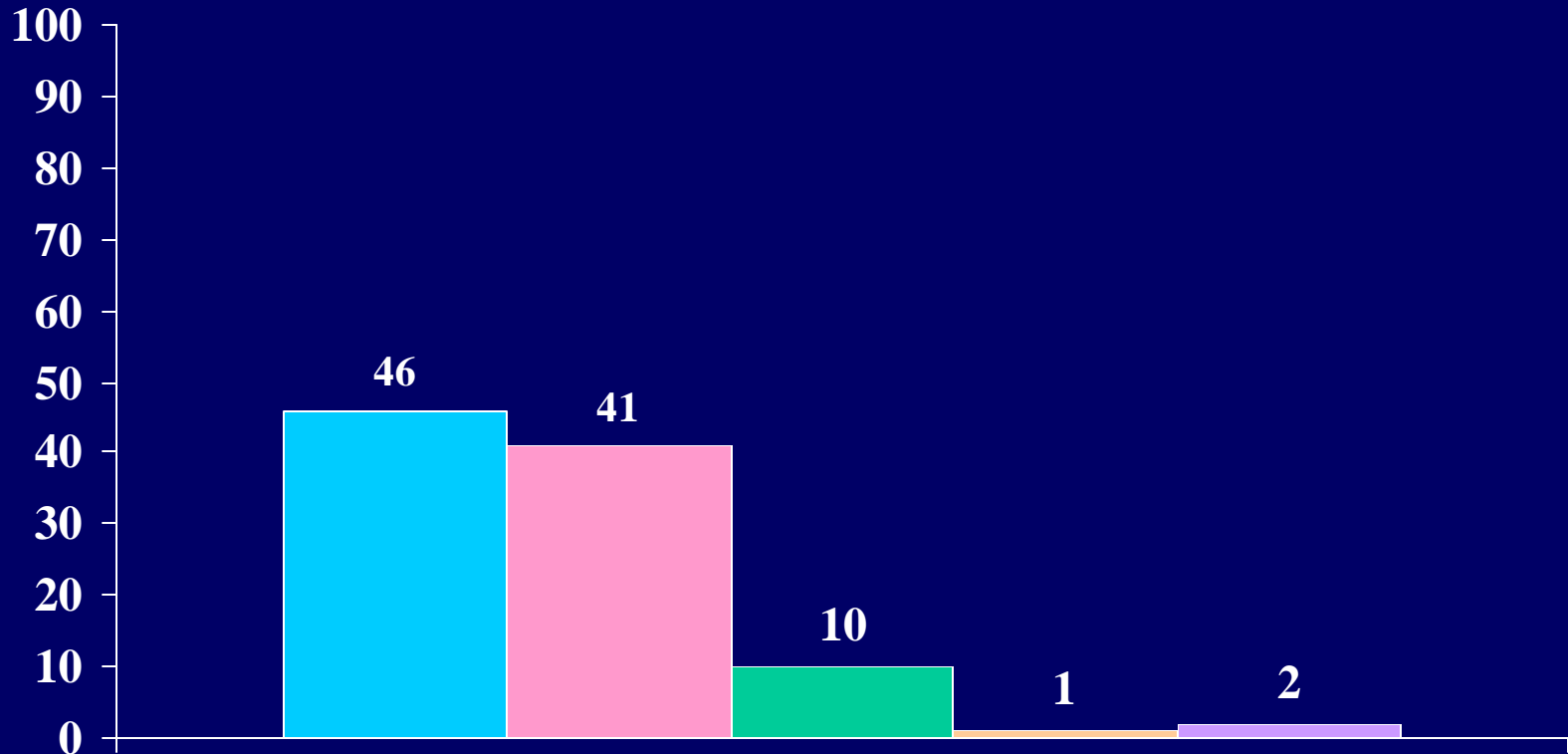


Extremely Important Somewhat Important Not Very Important Not at all Important I don't know at this time

Rate the importance to you of each of the following:
Learning about women's culture/history



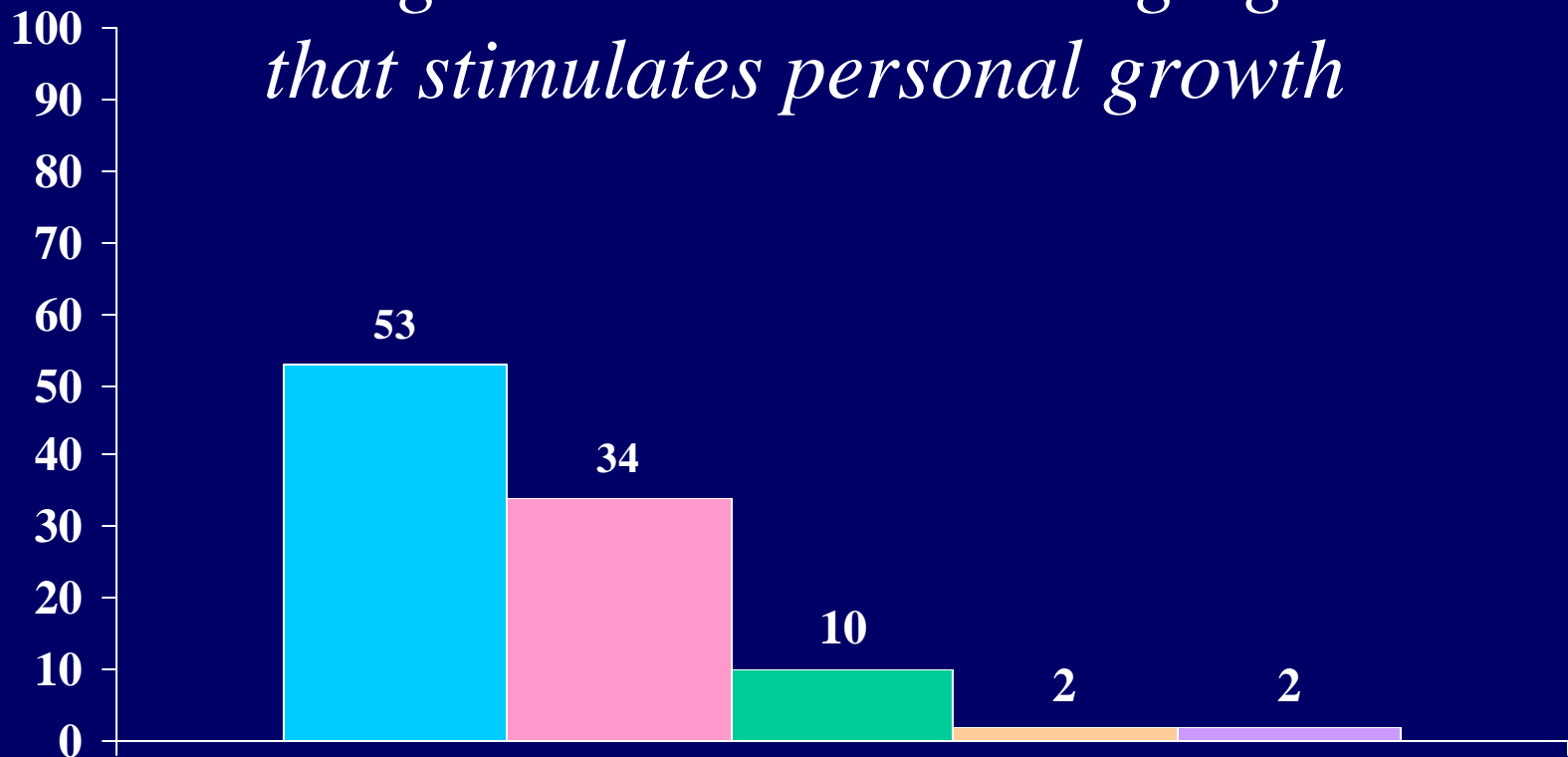
Rate the importance to you of each of the following:
Being a responsible citizen of the world



 Extremely Important	 Somewhat Important	 Not Very Important	 Not at all Important	 I don't know at this time
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Rate the importance to you of each of the following:

Finding work that is challenging and that stimulates personal growth



Rate the importance to you of each of the following:

