

Cooperative Institutional Research Project (CIRP)

First-Year Students: Recent Trends for Fall Terms
2002, 2004, 2006, 2008, 2010, 2012, 2014, 2016, 2018, 2020

Berea College Compared to
Non-Sectarian Institutions
(Medium Selectivity for 2002, 2004, 2006)
(High Selectivity starting in 2008)

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

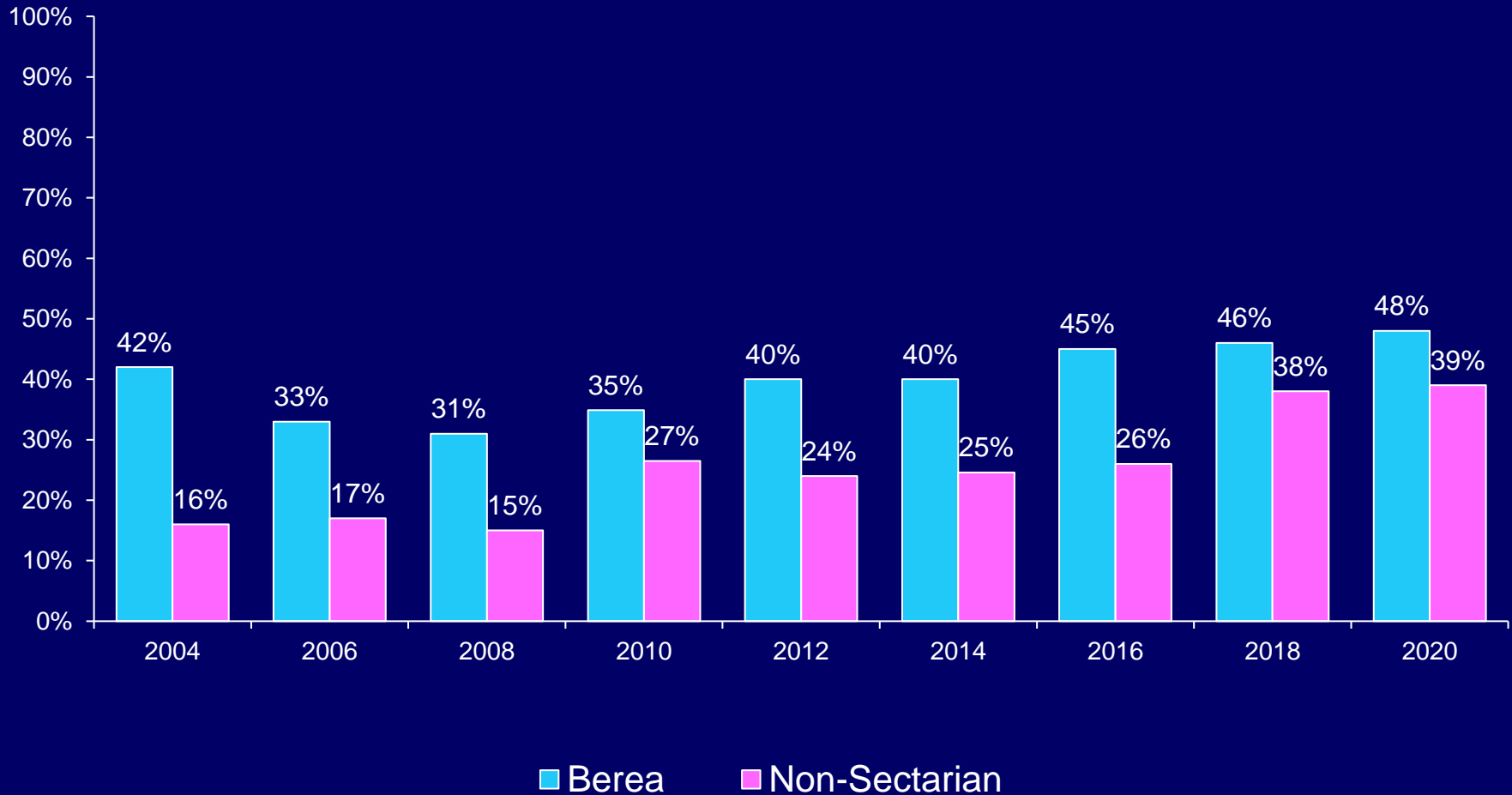
How many miles is this college from your permanent home?

	2004		2006		2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
10 or less	7%	10%	8%	11%	5%	14%	4%	8%	5%	7%	6%	7%	3%	6%	5%	5%	5%	4%
11 to 100	21%	50%	25%	48%	24%	50%	27%	40%	30%	39%	32%	40%	27%	41%	29%	16%	29%	28%
101 to 500	58%	28%	52%	26%	55%	19%	54%	37%	51%	38%	46%	37%	51%	34%	50%	43%	55%	45%
Over 500	14%	15%	15%	16%	16%	18%	15%	15%	14%	16%	16%	16%	19%	19%	16%	35%	11%	24%

Where do you plan to live during the fall term?

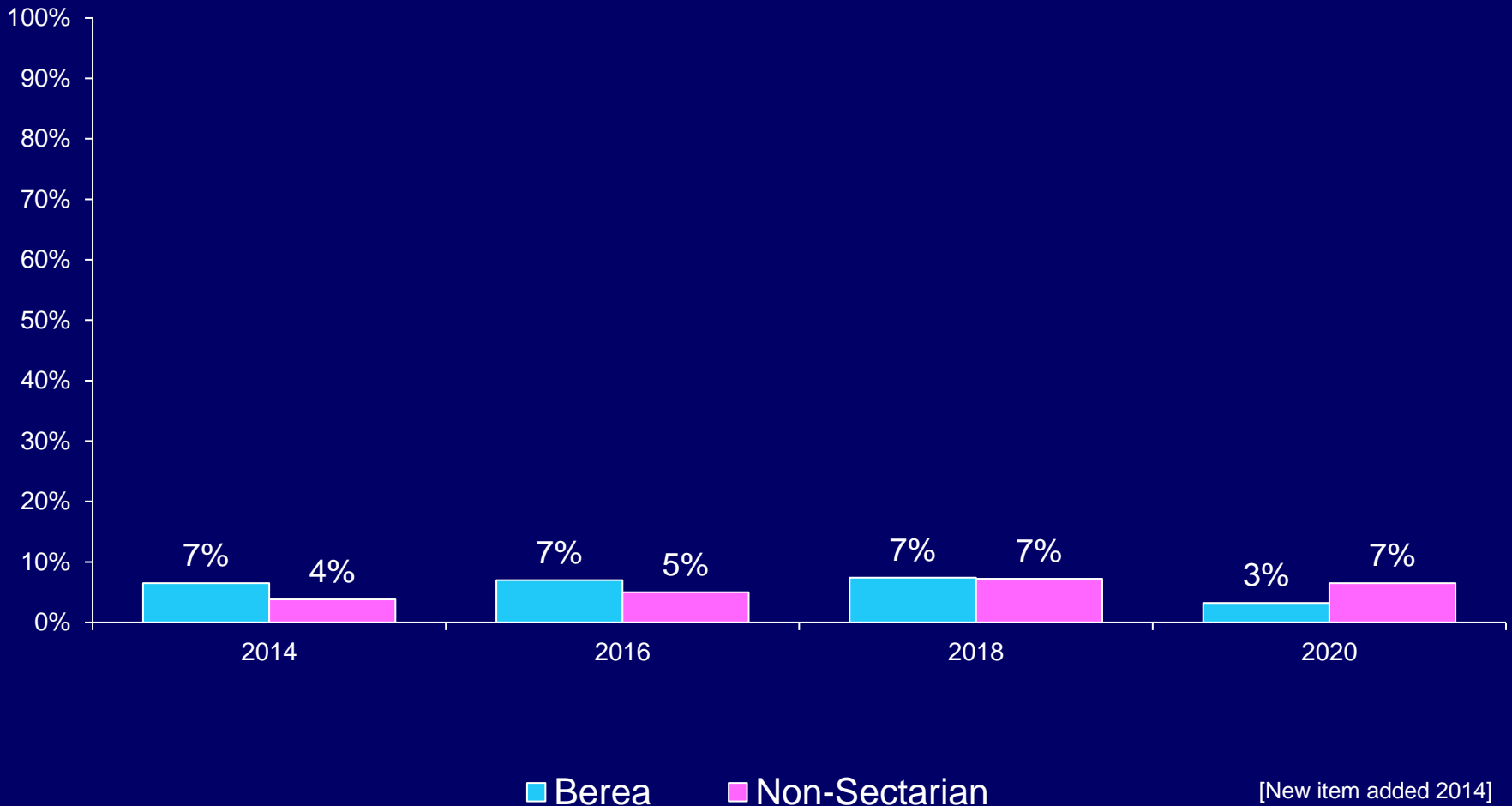
	2014		2016	
	Berea	Non-Sectarian	Berea	Non-Sectarian
With my family or other relatives	1%	6%	1%	6%
Other private home, apartment, or room	0.3%	1%	1%	1%
College residence hall	97%	89%	96%	89%
Fraternity or sorority house	0%	3%	0%	3%
Other campus student housing	1%	1%	1%	1%
Other	0%	0.1%	1%	0.2%

Percent of students with an A/A+ average grade in high school



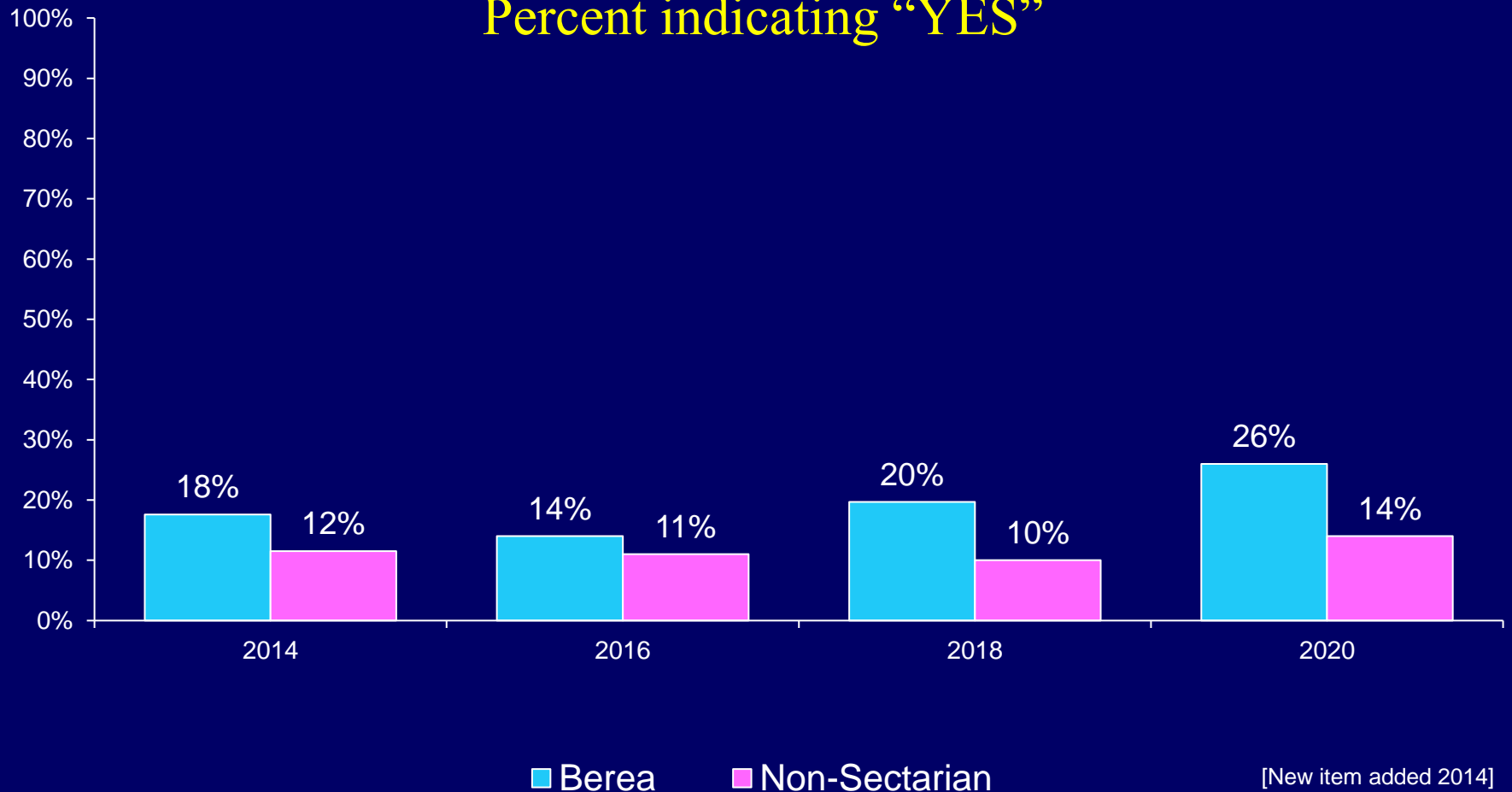
Prior to this term, have you ever taken courses for credit at this institution?

Percent indicating “YES”



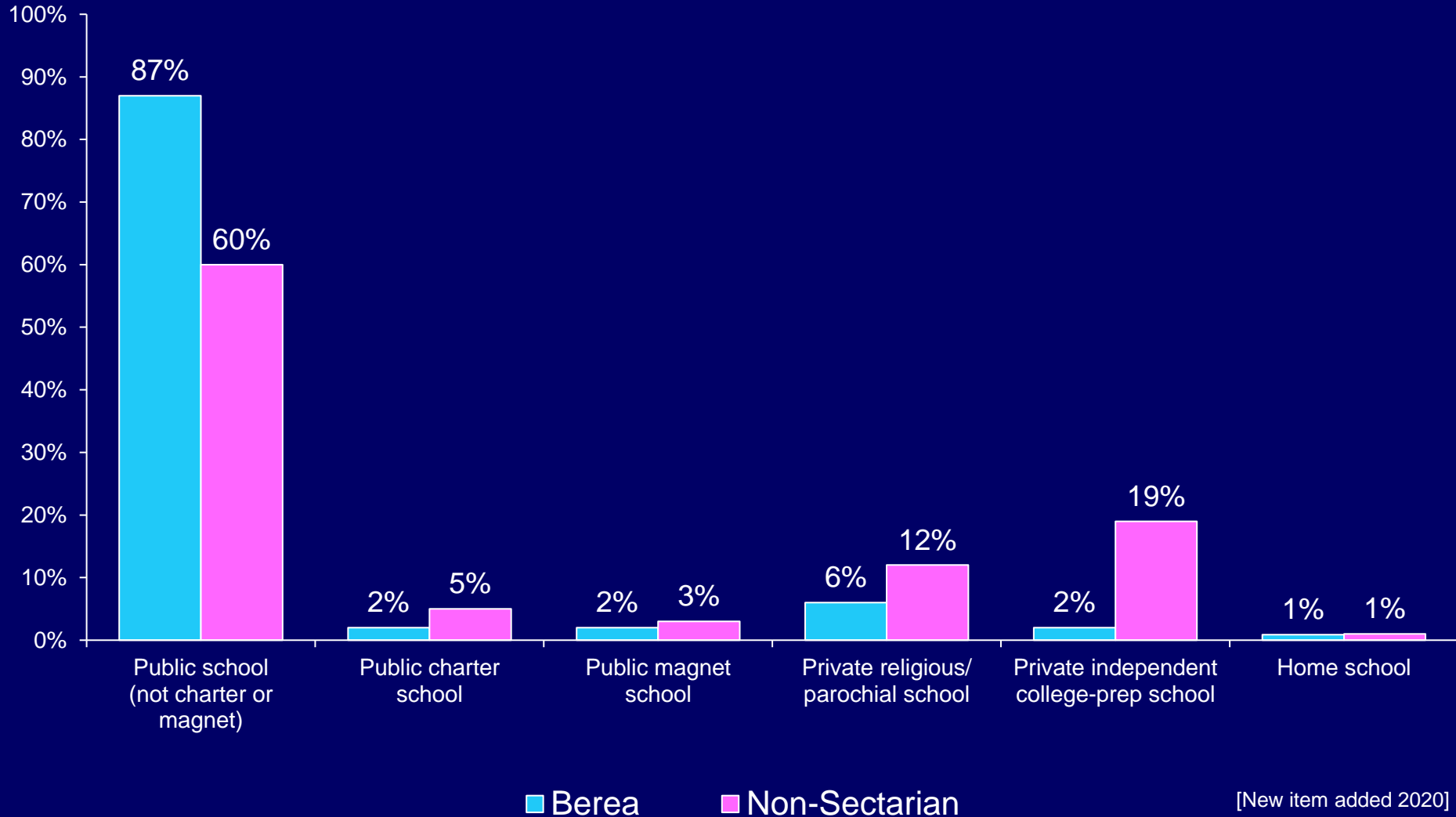
Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution?

Percent indicating “YES”



[New item added 2014]

From what kind of high school did you graduate? (2020)

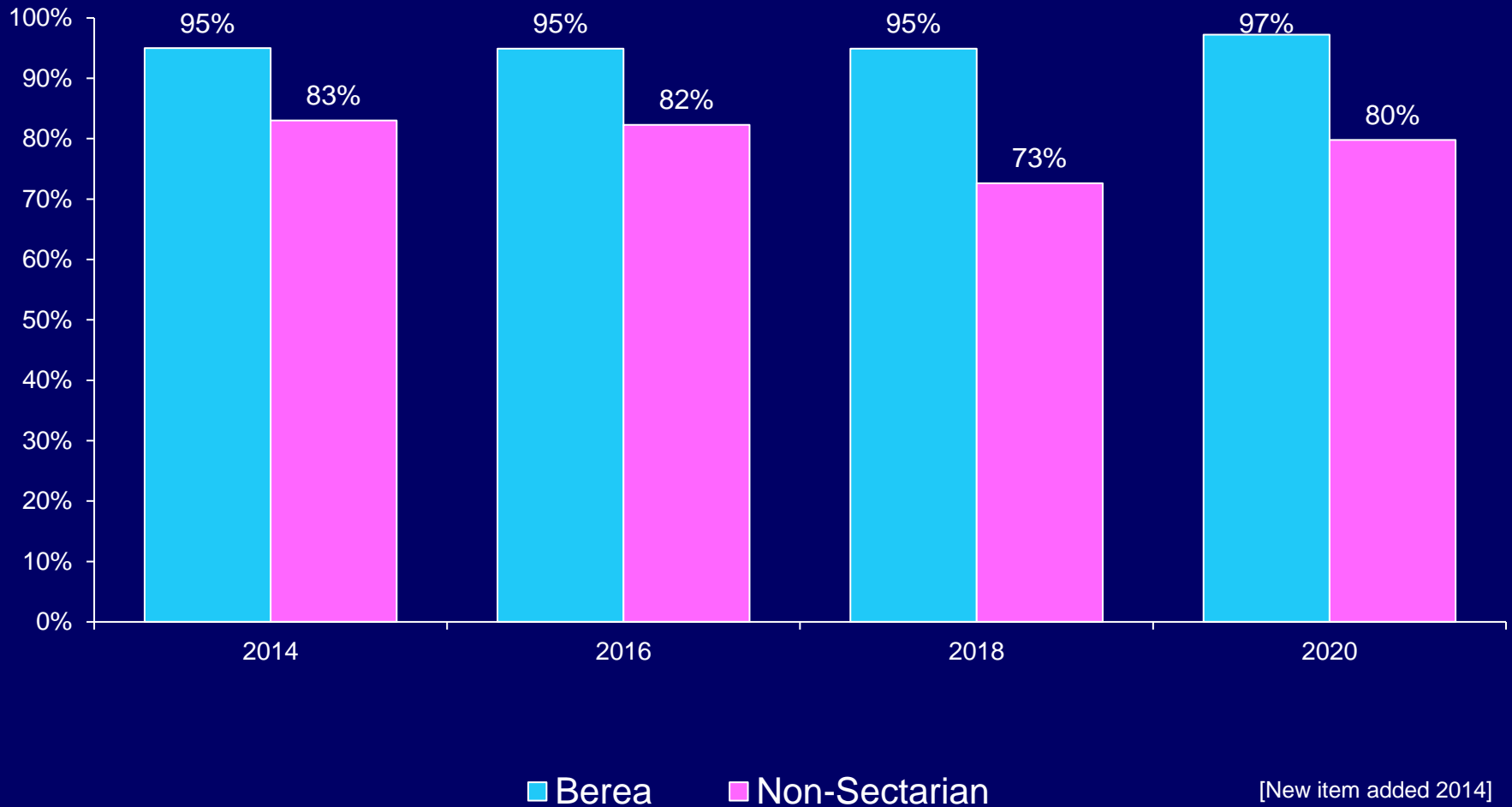


To how many colleges other than this one did you apply for admission this year?

(comparison data not included)

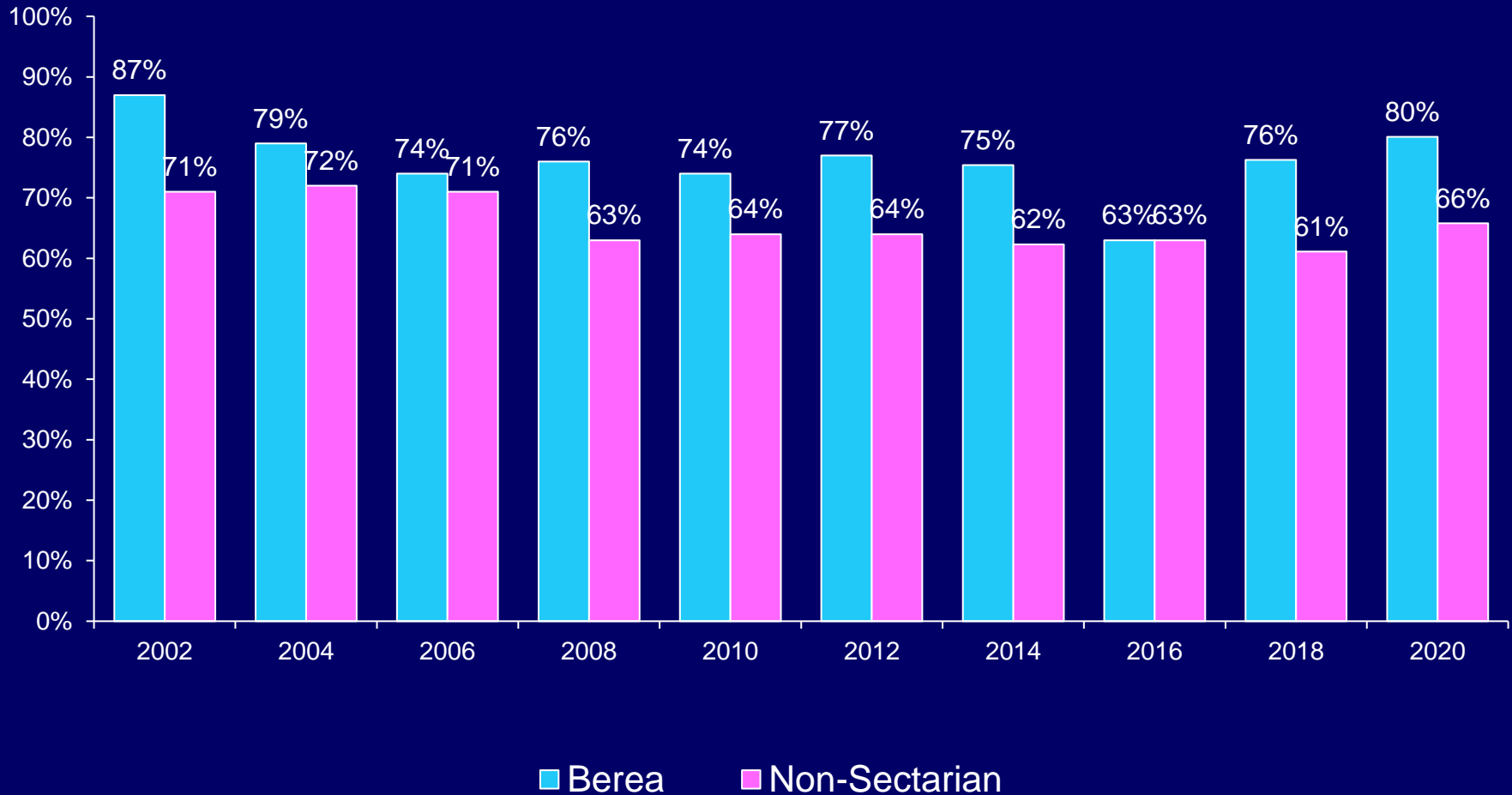
	2002	2004	2006	2008	2010	2012	2014	2016	2018	2020
None	23%	30%	20%	18%	16%	17%	12%	15%	15%	9%
One	19%	11%	14%	20%	16%	17%	15%	11%	7%	10%
2 – 4	45%	46%	52%	45%	48%	43%	45%	43%	47%	43%
5 or more	14%	14%	15%	18%	20%	24%	28%	32%	31%	37%

Were you accepted by your first choice college? Percent indicated “YES”

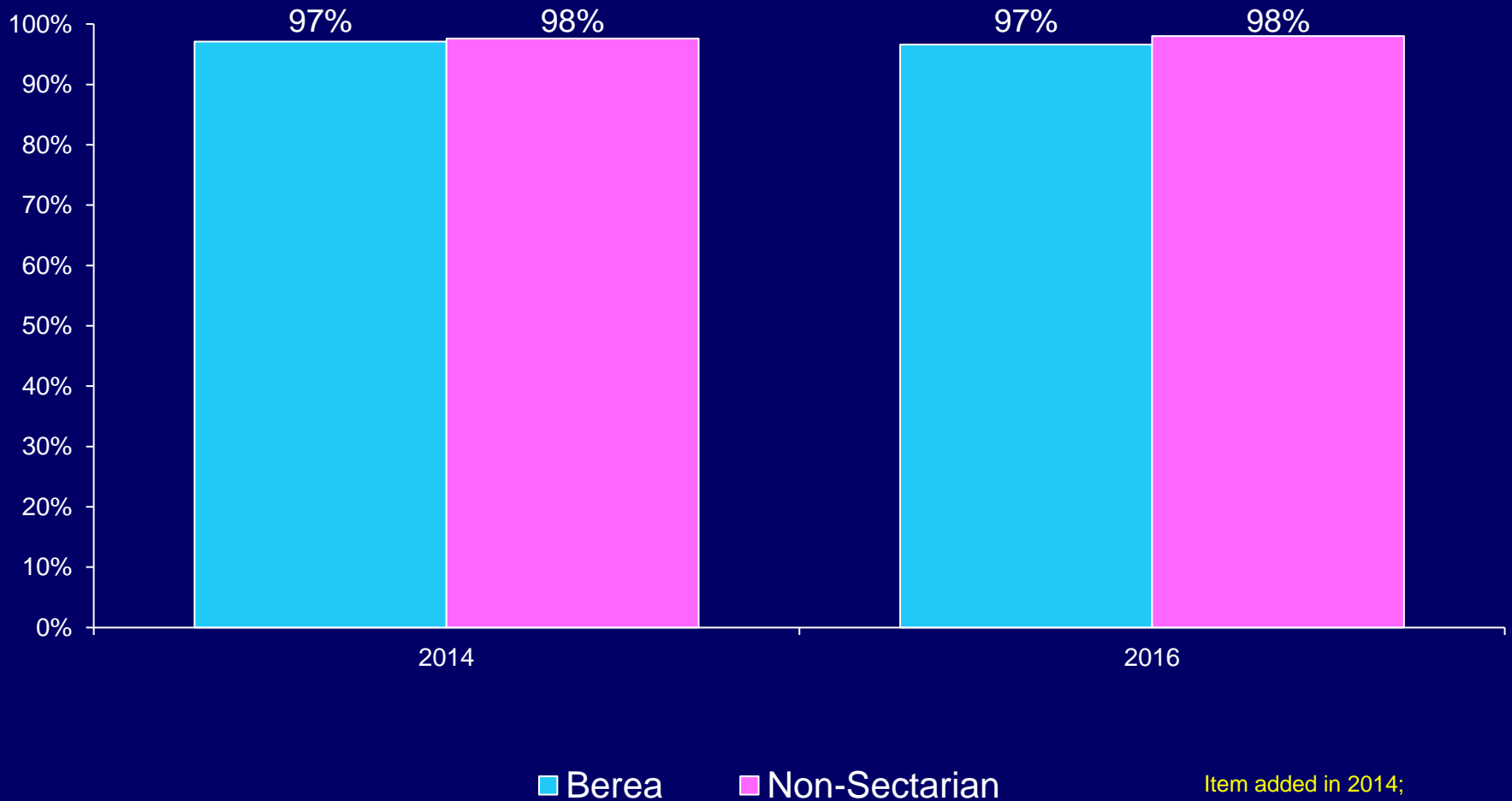


[New item added 2014]

Is this college your: **First Choice**

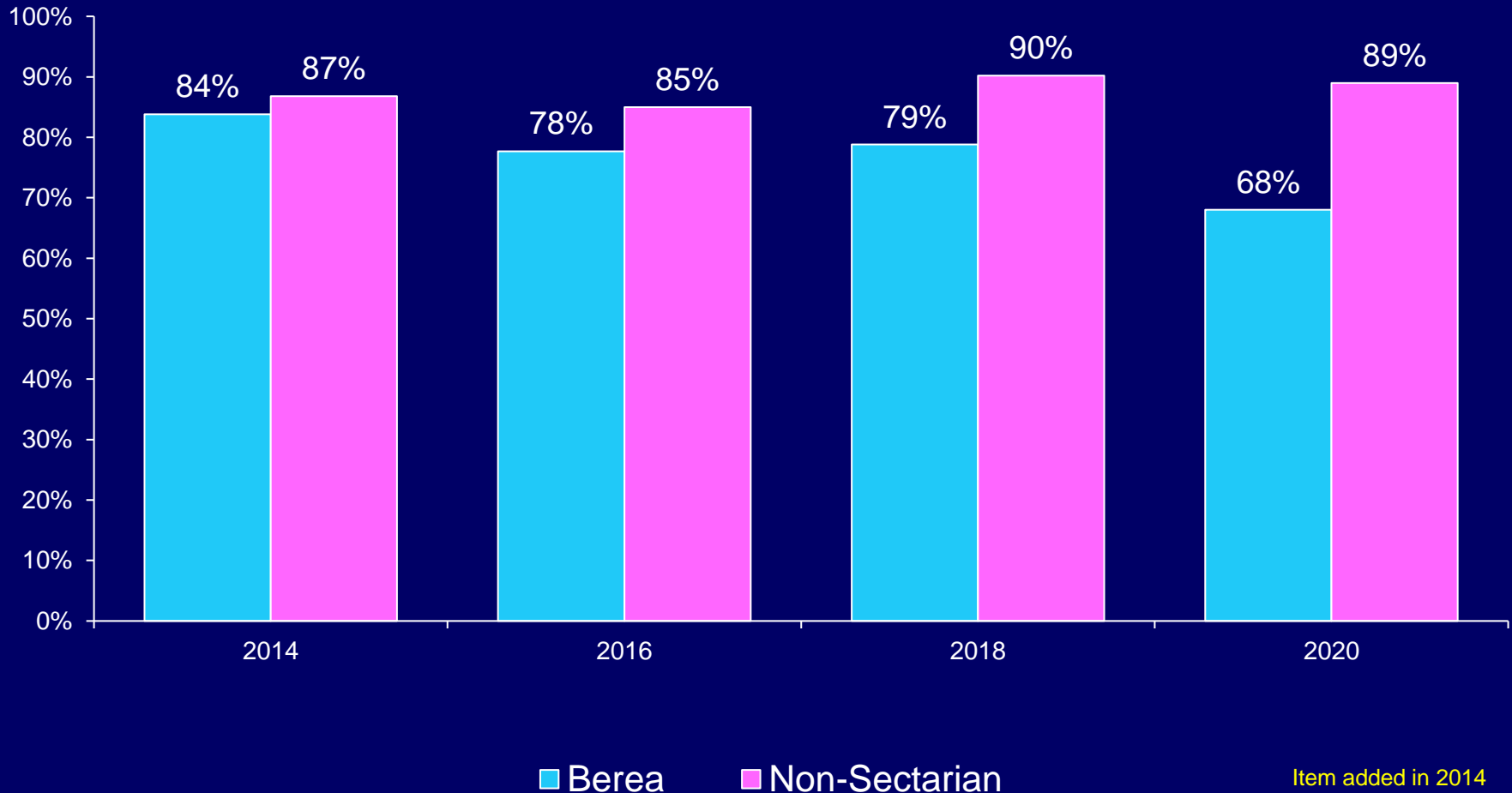


Percentage of students indicating they have completed: **Algebra II**



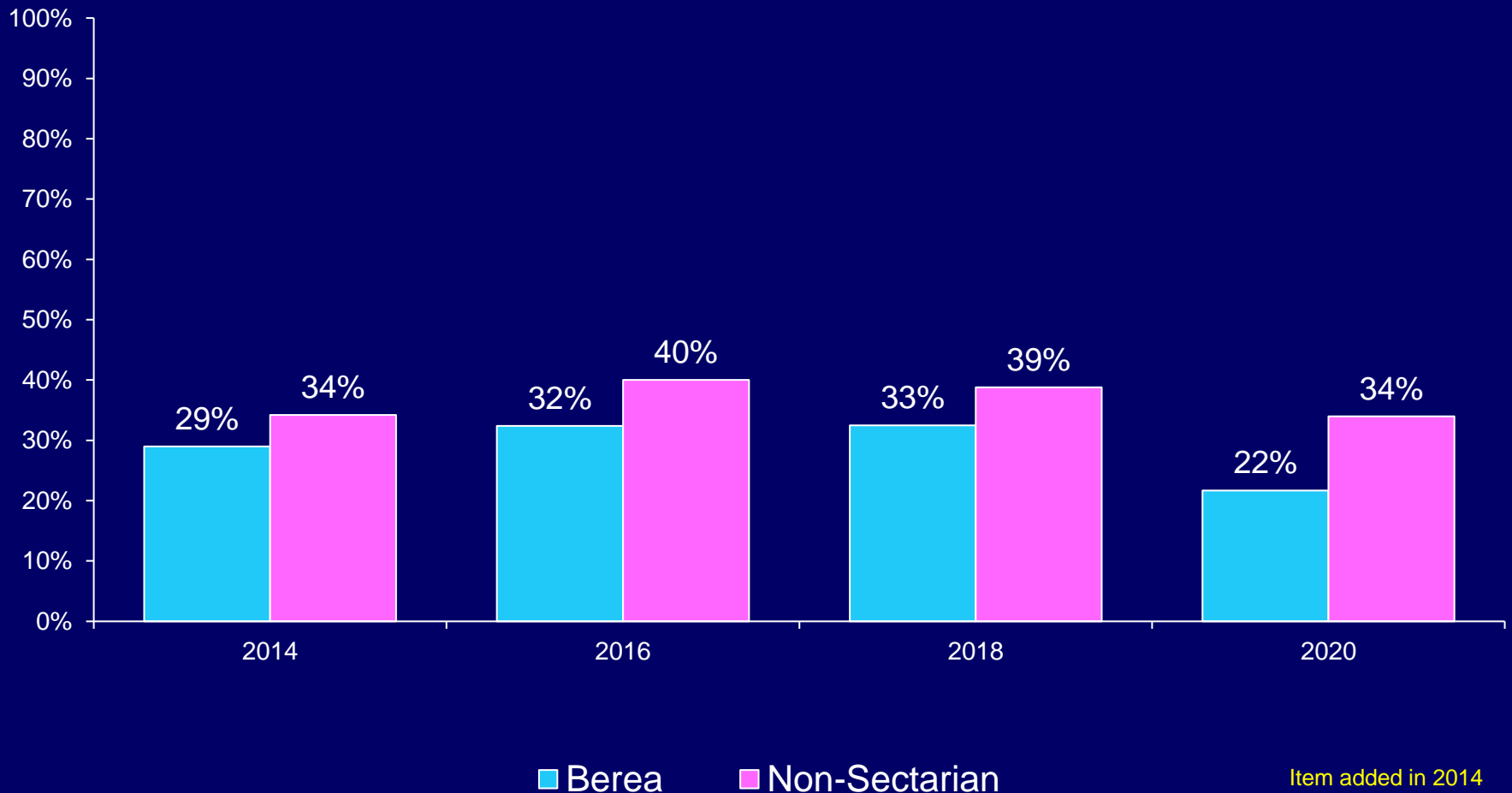
Item added in 2014;
not asked in 2018 or 2020

Percentage of students indicating they have completed: **Pre-calculus/Trigonometry**



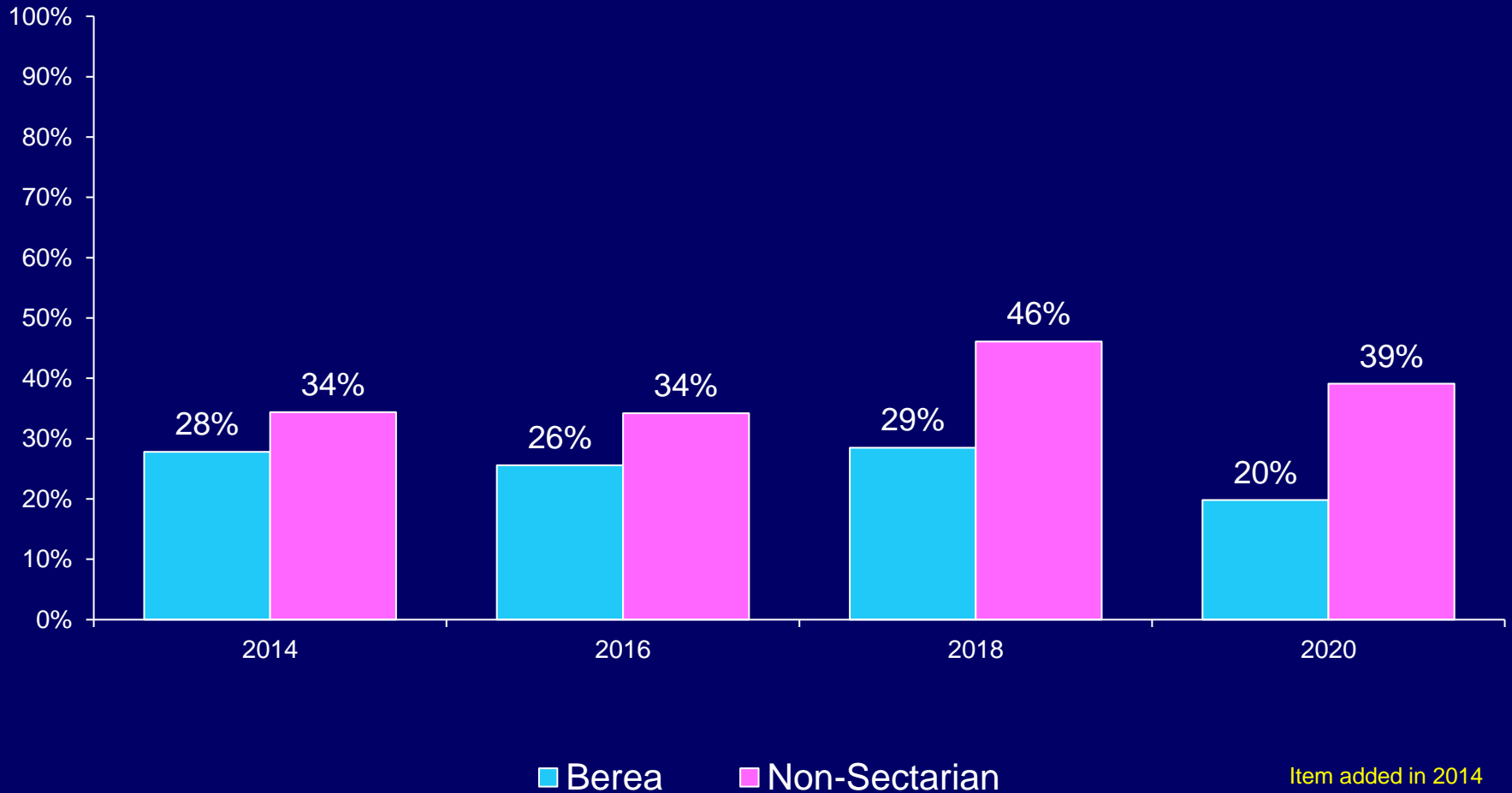
Item added in 2014

Percentage of students indicating they have completed: **Probability & Statistics**

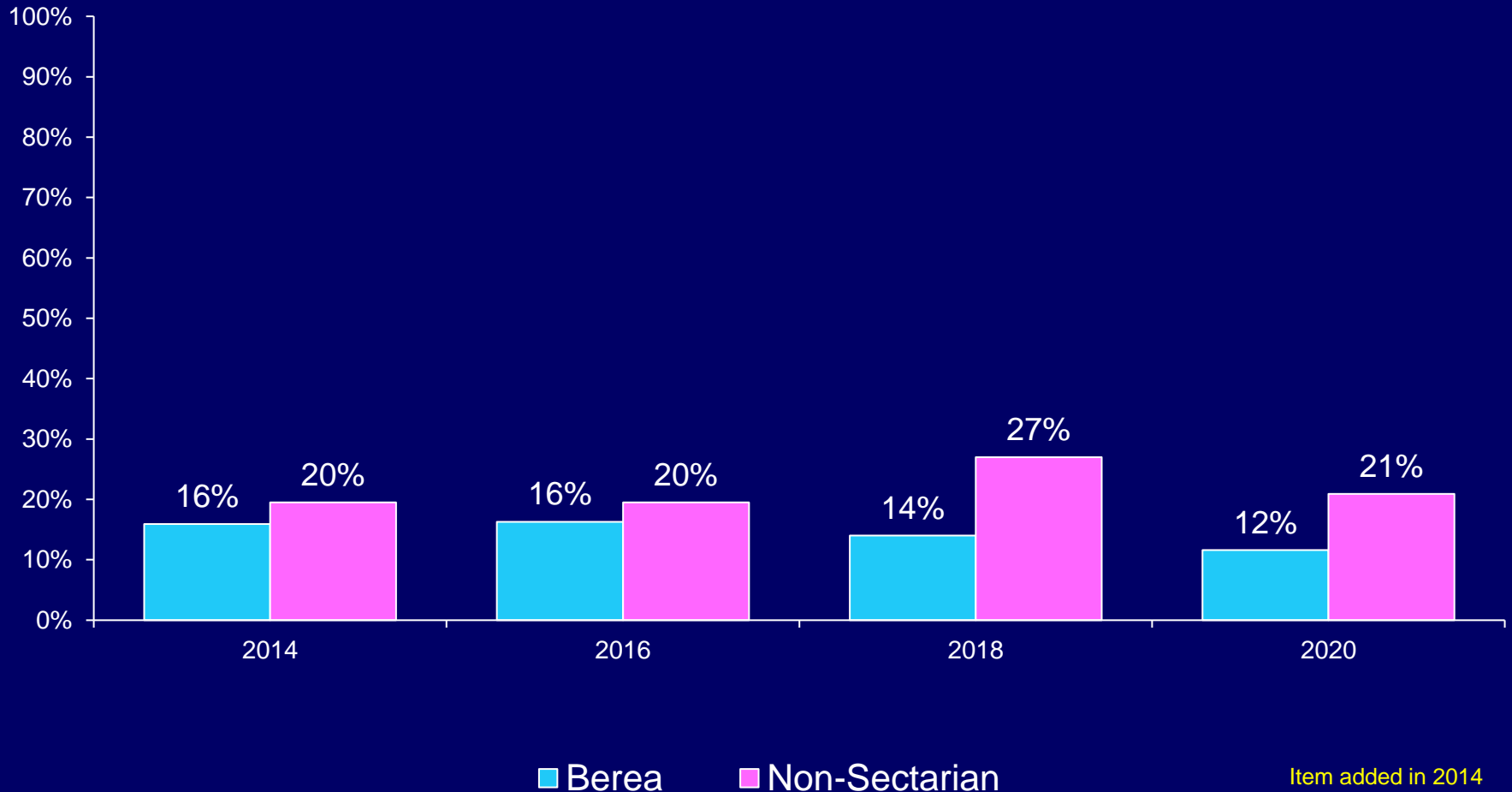


Item added in 2014

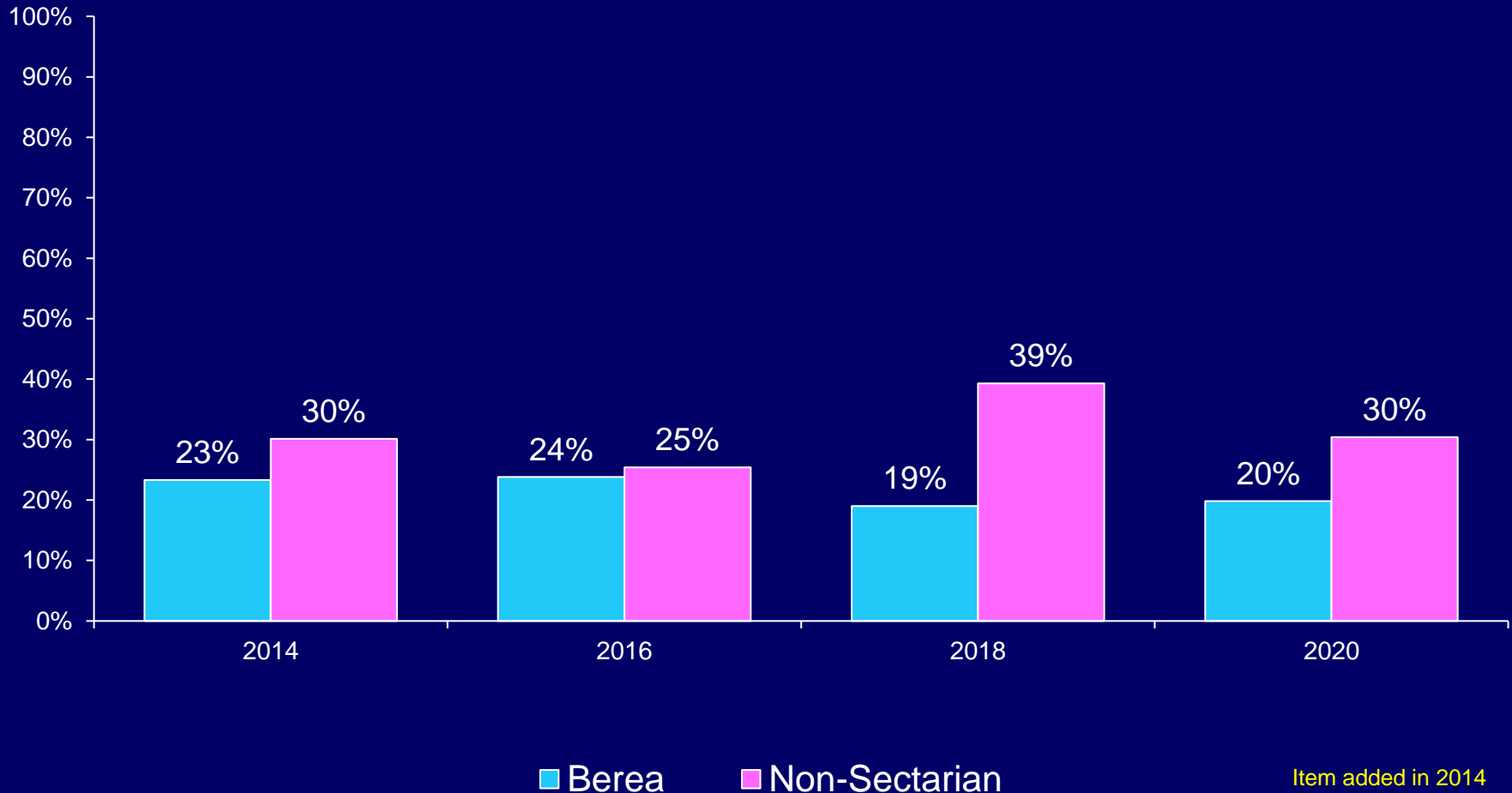
Percentage of students indicating they have completed: **Calculus**



Percentage of students indicating they have completed: **AP Probability & Statistics**

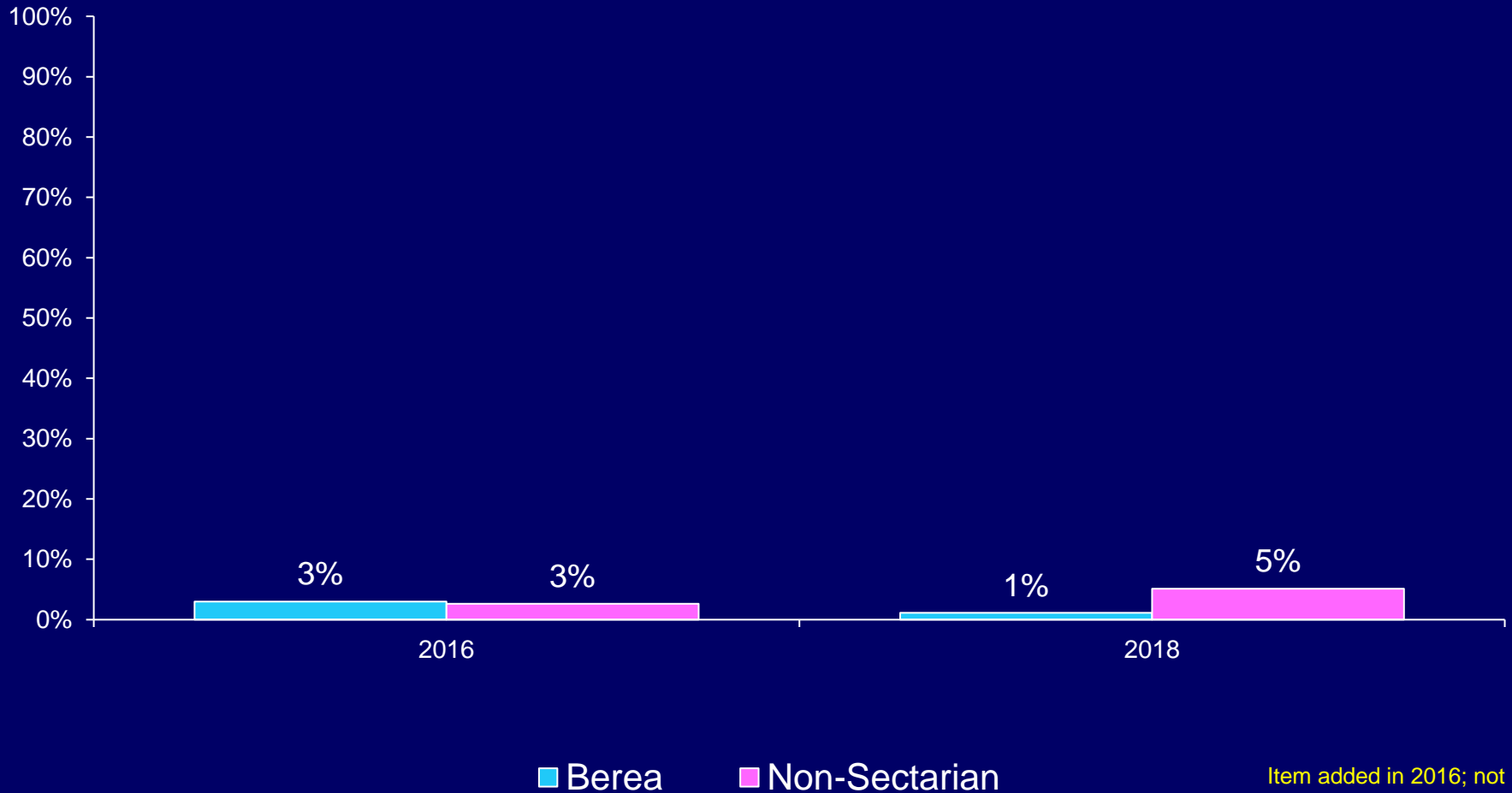


Percentage of students indicating they have completed: **AP Calculus**



Item added in 2014

Percentage of students indicating they have completed: **AP Computer Science**



Item added in 2016; not asked in 2020

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

Mathematics

	2020	
	Berea	Non-Sectarian
None	0%	0%
1/2	0%	0.1%
1	0.5%	0.1%
2-4	94%	93%
5 or more	6%	7%

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

Foreign Language

	2020	
	Berea	Non-Sectarian
None	5%	1%
1/2	0.5%	0.4%
1	15%	3%
2-4	78%	92%
5 or more	1%	3%

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

Physical Science

	2020	
	Berea	Non-Sectarian
None	9%	7%
1/2	5%	2%
1	45%	29%
2-4	42%	61%
5 or more	0%	2%

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

Biological Science

	2020	
	Berea	Non-Sectarian
None	2%	1%
1/2	2%	2%
1	53%	43%
2-4	42%	53%
5 or more	0%	1%

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

	2020	
	Berea	Non-Sectarian
None	1%	1%
1/2	1%	1%
1	5%	4%
2-4	93%	91%
5 or more	1%	3%

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

Computer Science

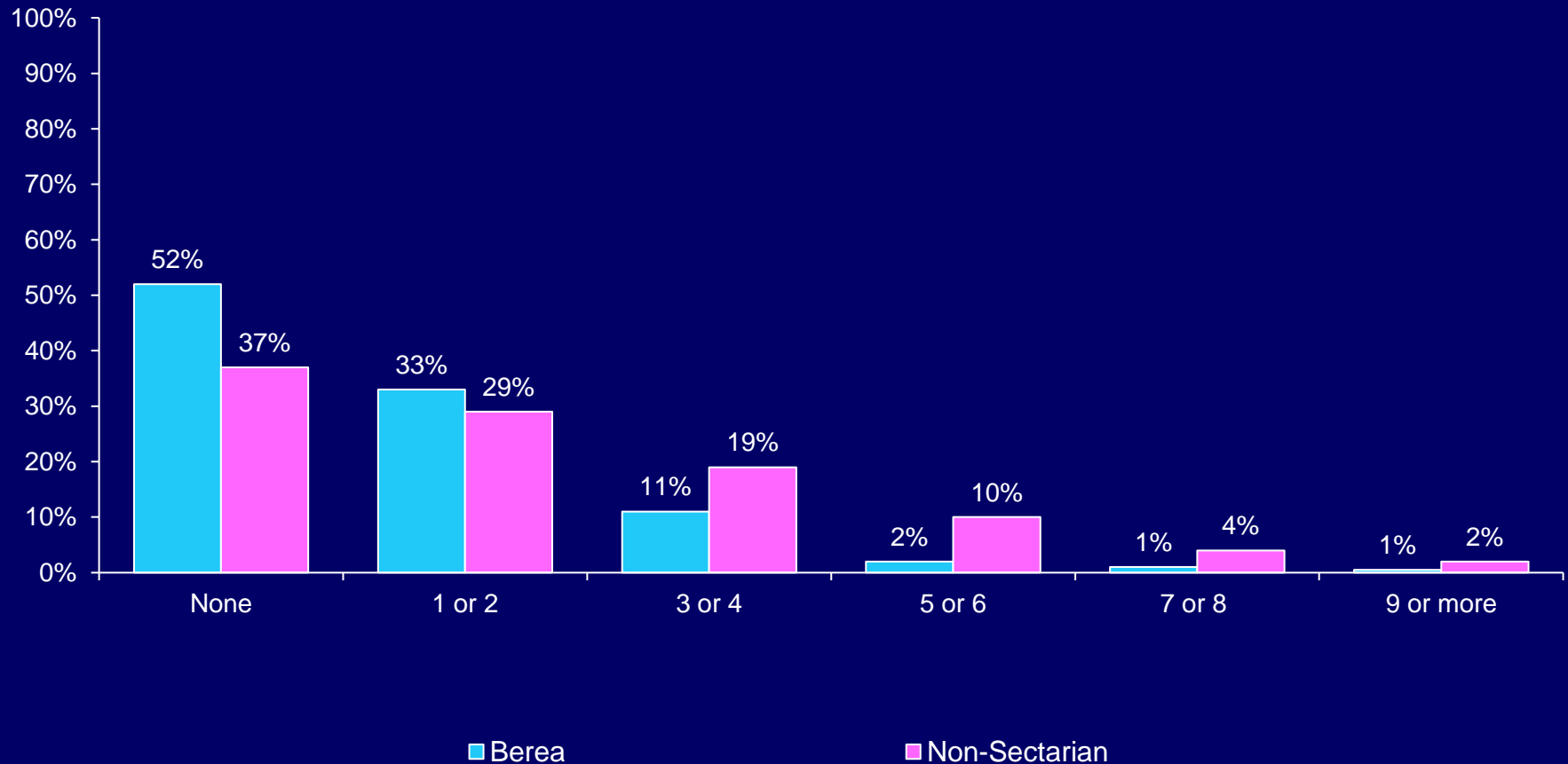
	2020	
	Berea	Non-Sectarian
None	59%	66%
1/2	6%	8%
1	23%	17%
2-4	12%	9%
5 or more	0%	0.2%

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

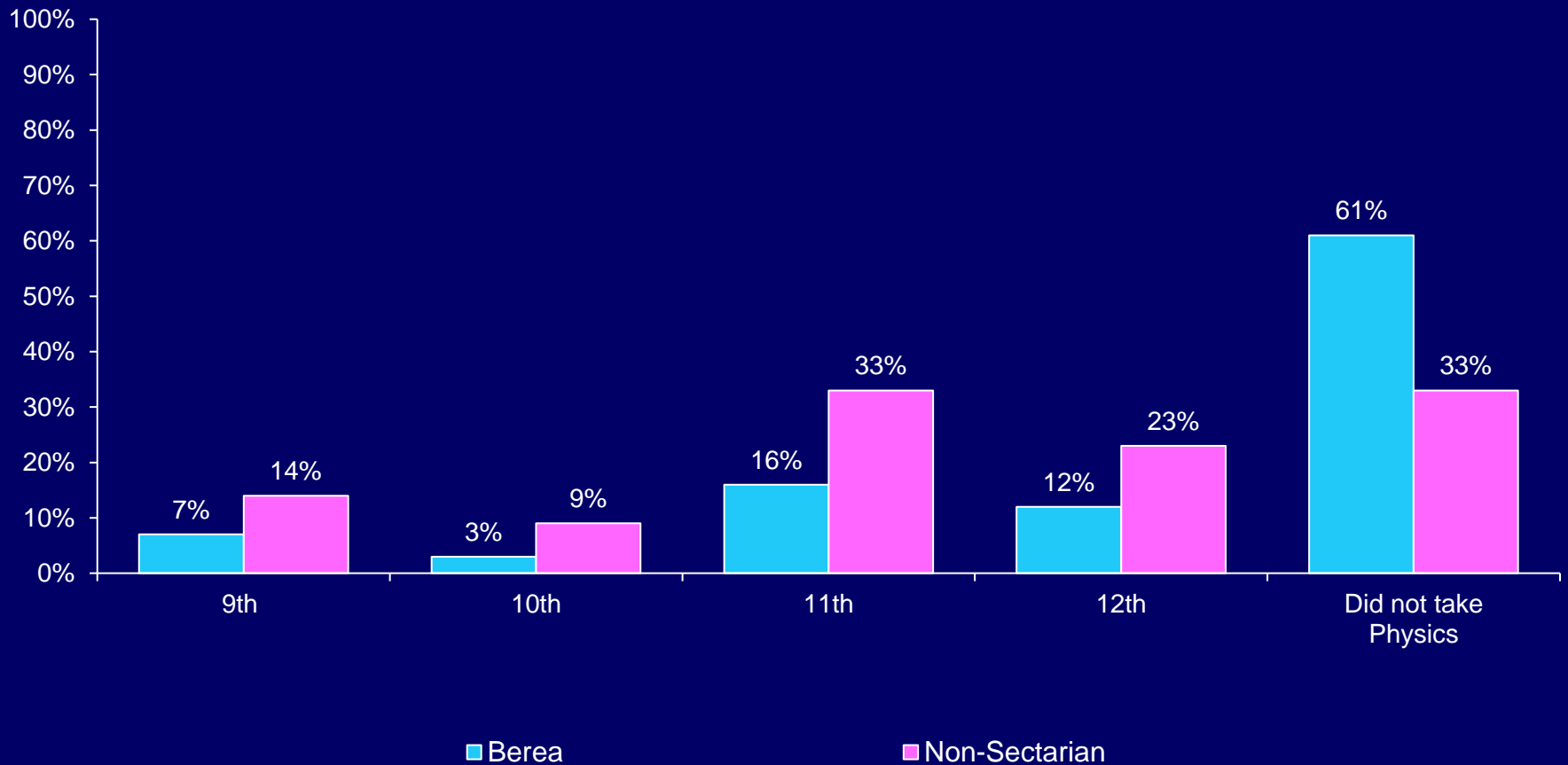
Arts and/or Music

	2020	
	Berea	Non-Sectarian
None	14%	12%
1/2	4%	4%
1	26%	23%
2-4	50%	58%
5 or more	6%	3%

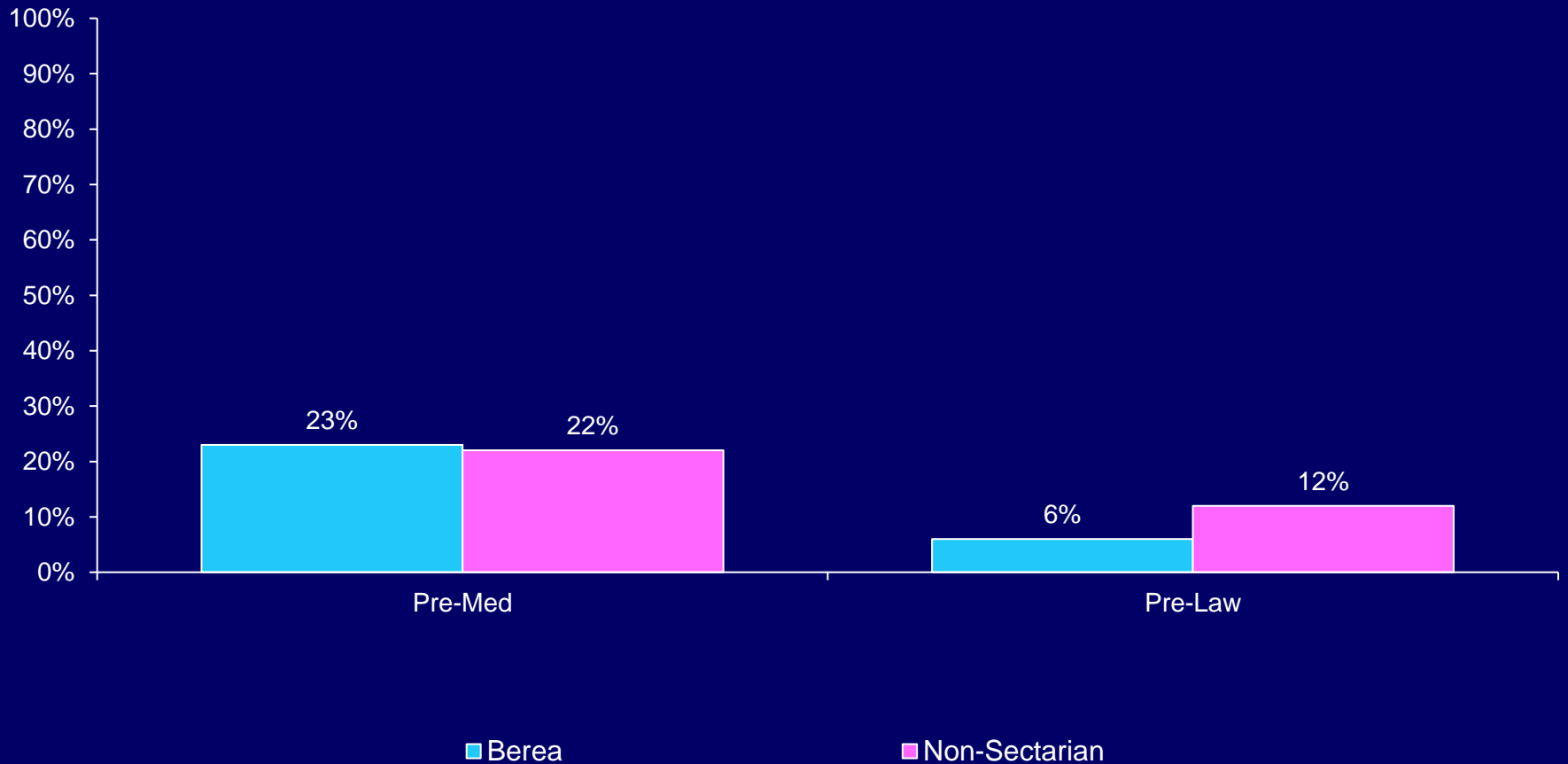
On how many AP exams did you score a 3 or higher? 2020



Which years did you take physics in high school? (Percent who indicated “yes”)

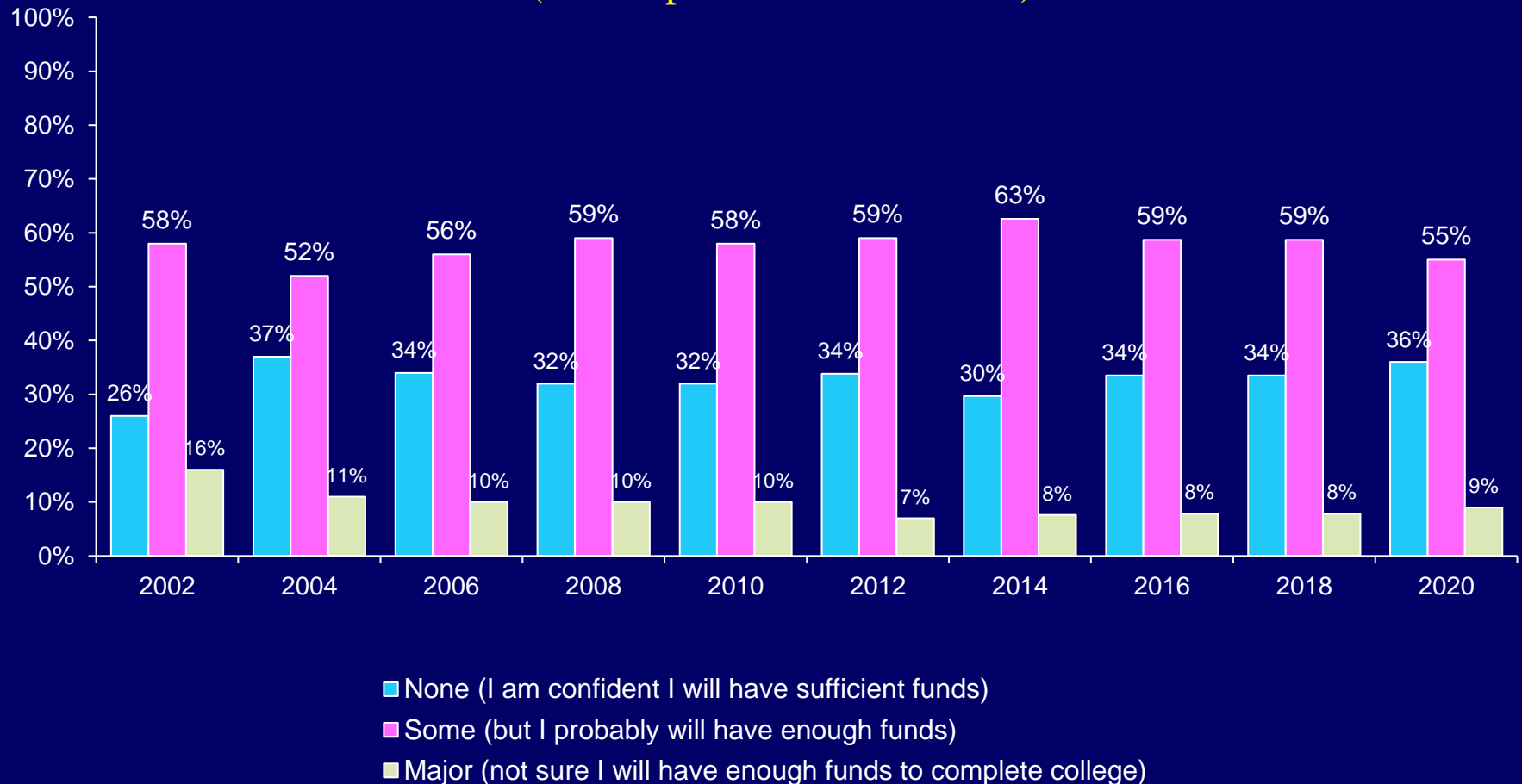


Do you consider yourself...? Percent who indicated “yes”



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

(no comparison data included)



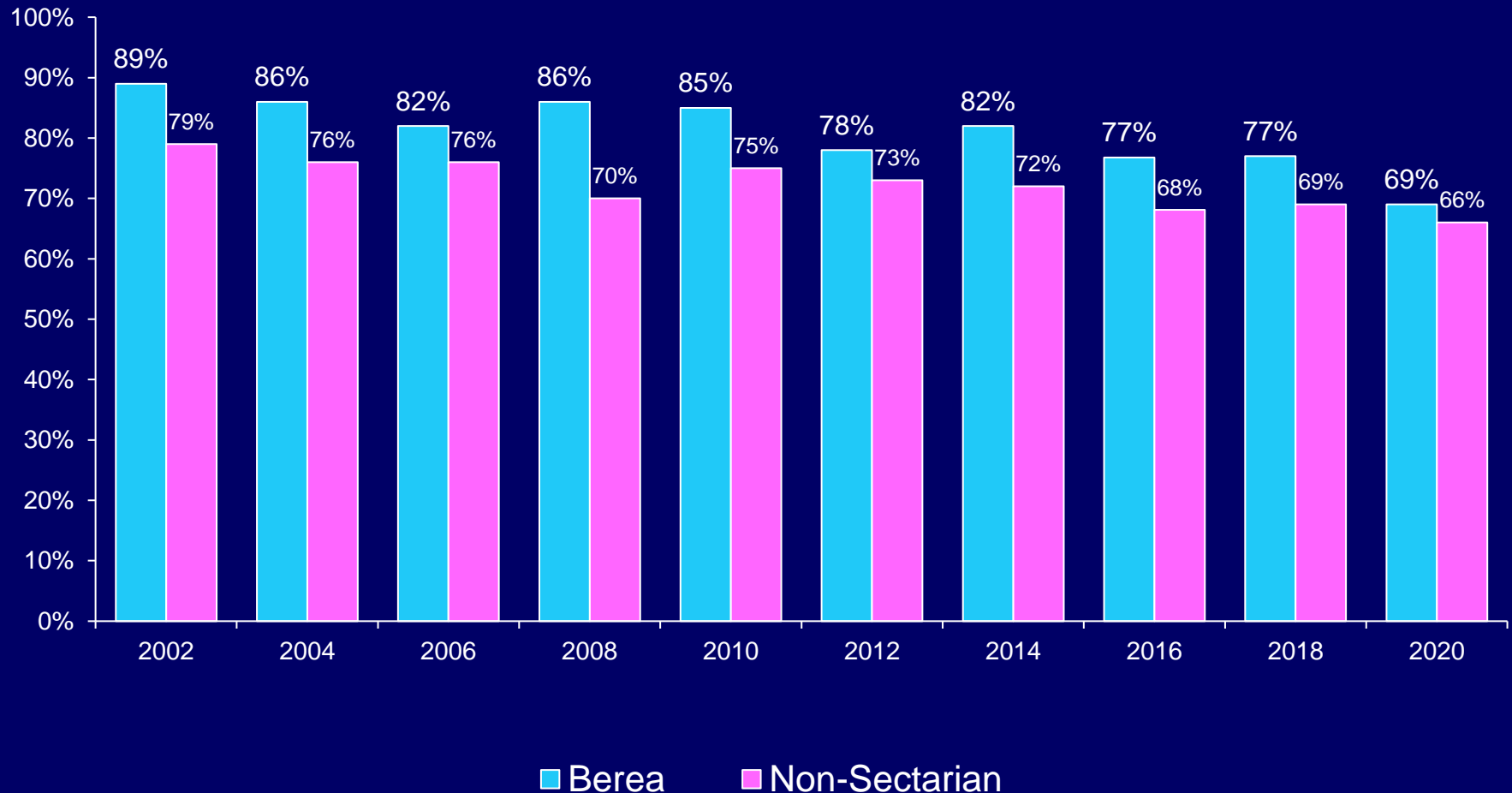
What is the highest academic degree that you intend to obtain?

	2004		2006		2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	1%	1%	0.3%	1%	0.3%	1%	1%	1%	0.4%	1%	0.3%	0.3%	0.3%	1%	1%	1%	0%	0.4%
Vocational certificate	0%	0.1%	0%	0.2%	0%	0.2%	0%	0.1%	0%	0.2%	1%	0.1%	0%	0.2%	0.0%	0.2%	0%	0.1%
Associate	0.3%	1%	0%	1%	0%	1%	0.3%	0.4%	1%	0.4%	1%	0.4%	1%	1%	0.4%	0.2%	1%	1%
Bachelor's degree	14%	24%	20%	29%	21%	27%	15%	18%	24%	20%	22%	24%	18%	23%	25%	18%	34%	20%
Master's degree	38%	47%	41%	46%	36%	46%	37%	41%	38%	44%	35%	43%	40%	42%	36%	38%	32%	36%
J.D. (Law)	6%	5%	4%	4%	3%	3%	6%	5%	2%	5%	3%	3%	4%	4%	3%	6%	4%	9%
Medical Doctorate	9%	7%	12%	6%	11%	6%	10%	10%	11%	11%	11%	10%	11%	10%	8%	15%	12%	13%
Ph.D.	29%	14%	21%	12%	27%	14%	29%	22%	22%	19%	26%	18%	25%	18%	14%	14%	9%	15%
Professional Doctorate	*	*	*	*	*	*	*	*	*	*	*	*	8%	5%	12%	7%	8%	6%
Other	3%	2%	1%	2%	2%	2%	2%	3%	2%	2%	1%	0.9%	1%	1%	2%	1%	1%	1%

NOTES: Medical Doctorate includes M.D., D.V.M, DDS, etc.; Ph.D. category added 2016 (prev.: Ph.D and Ed.D.)

*Professional Doctorate (Ed.D, Psy.D.) category added 2016

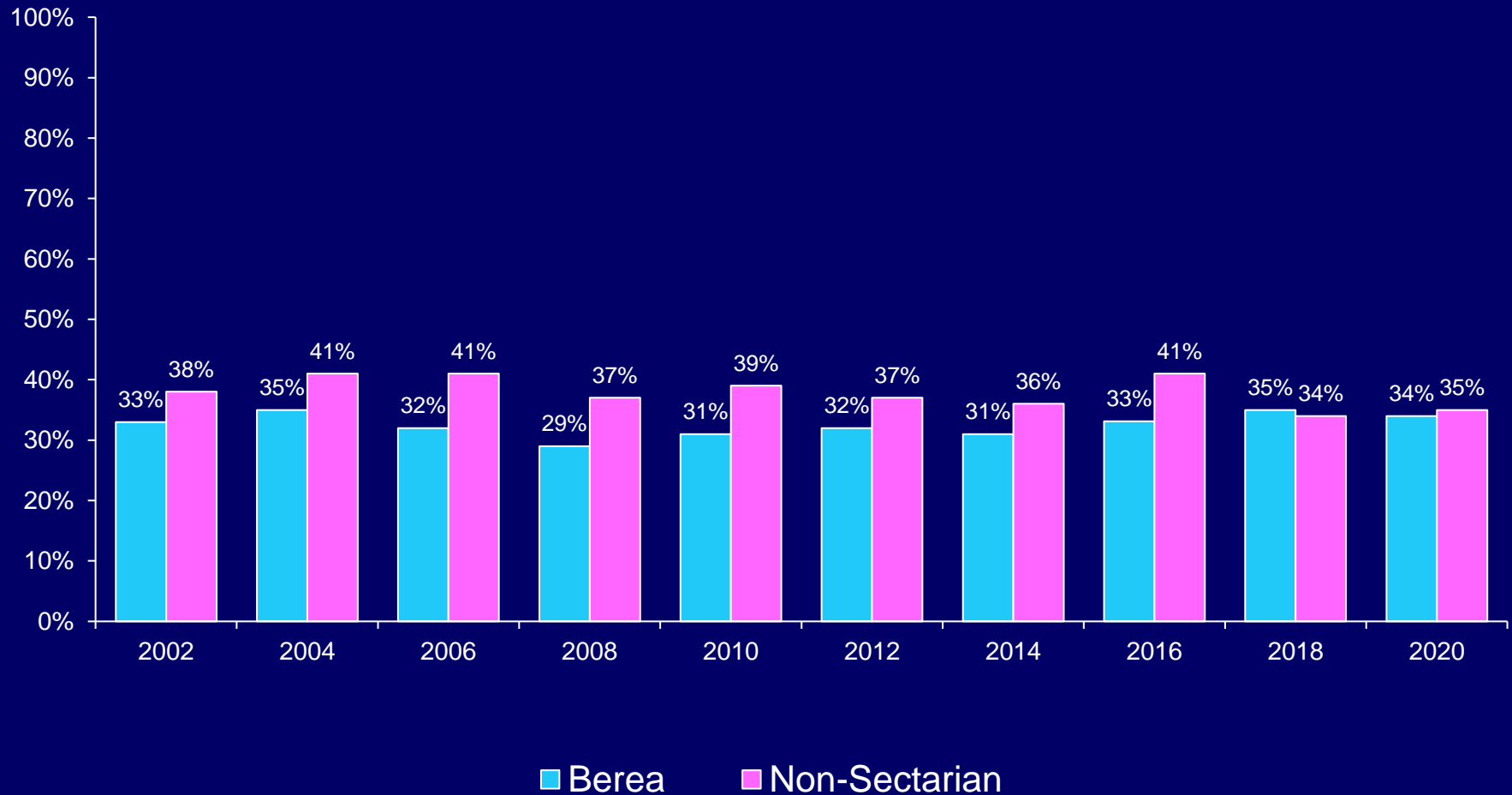
Percent of students who indicated “frequently” or “occasionally”
Attended a religious service
(during the past year)



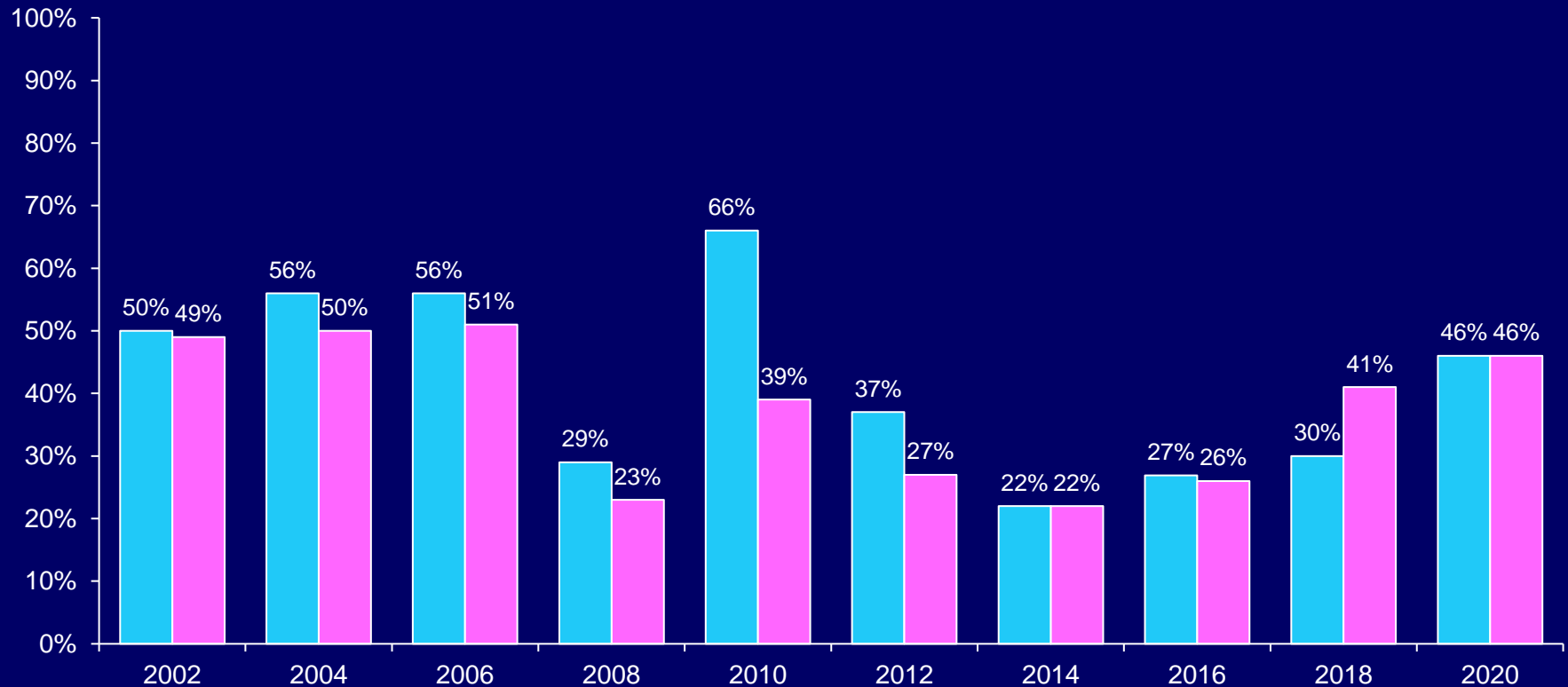
Percent of students who indicated “frequently”

Been bored in class

(during the past year)



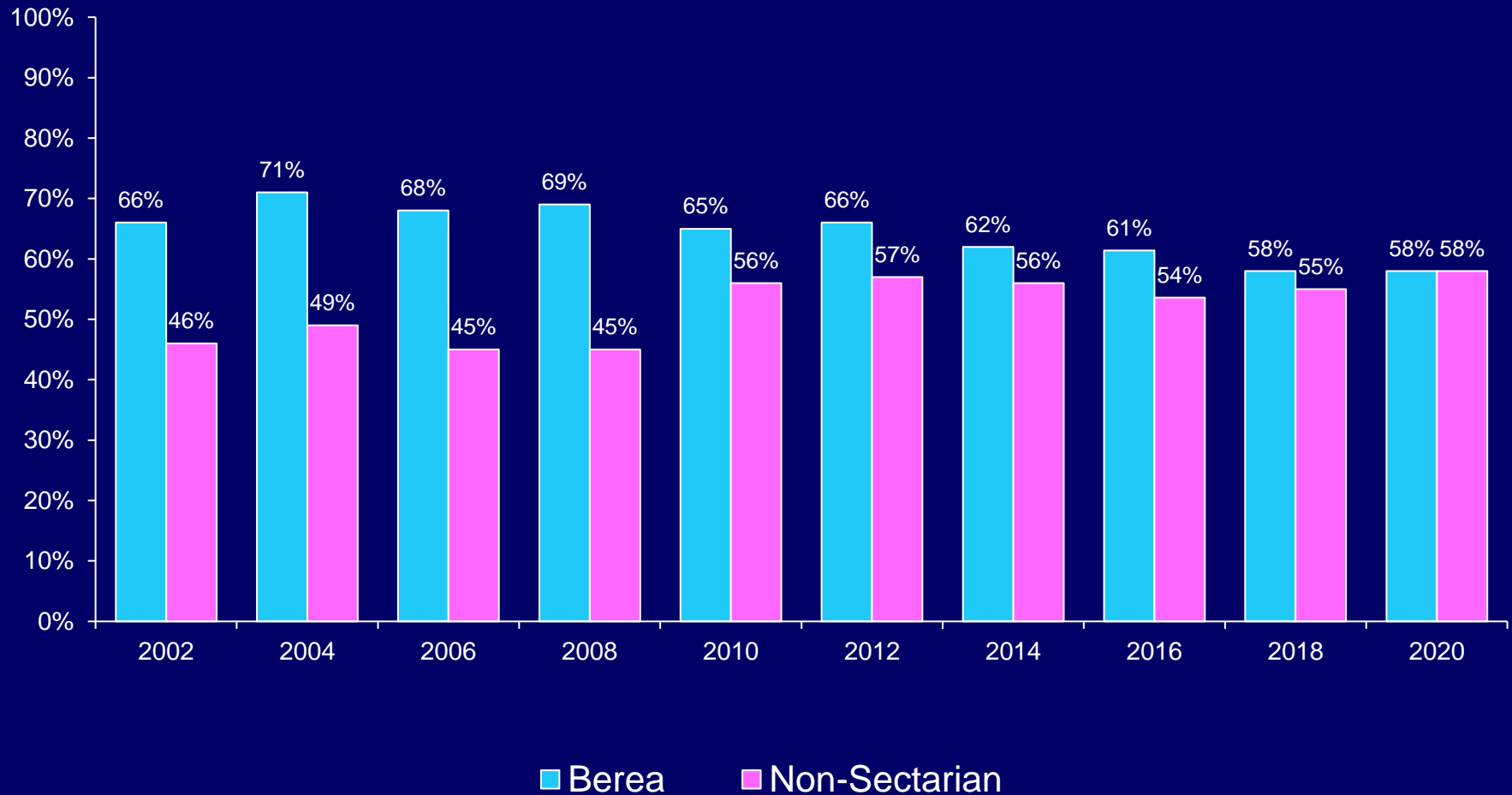
Percent of students who indicated “frequently” or “occasionally”
Demonstrated for a cause (e.g., boycott, rally, protest)
(during the past year)



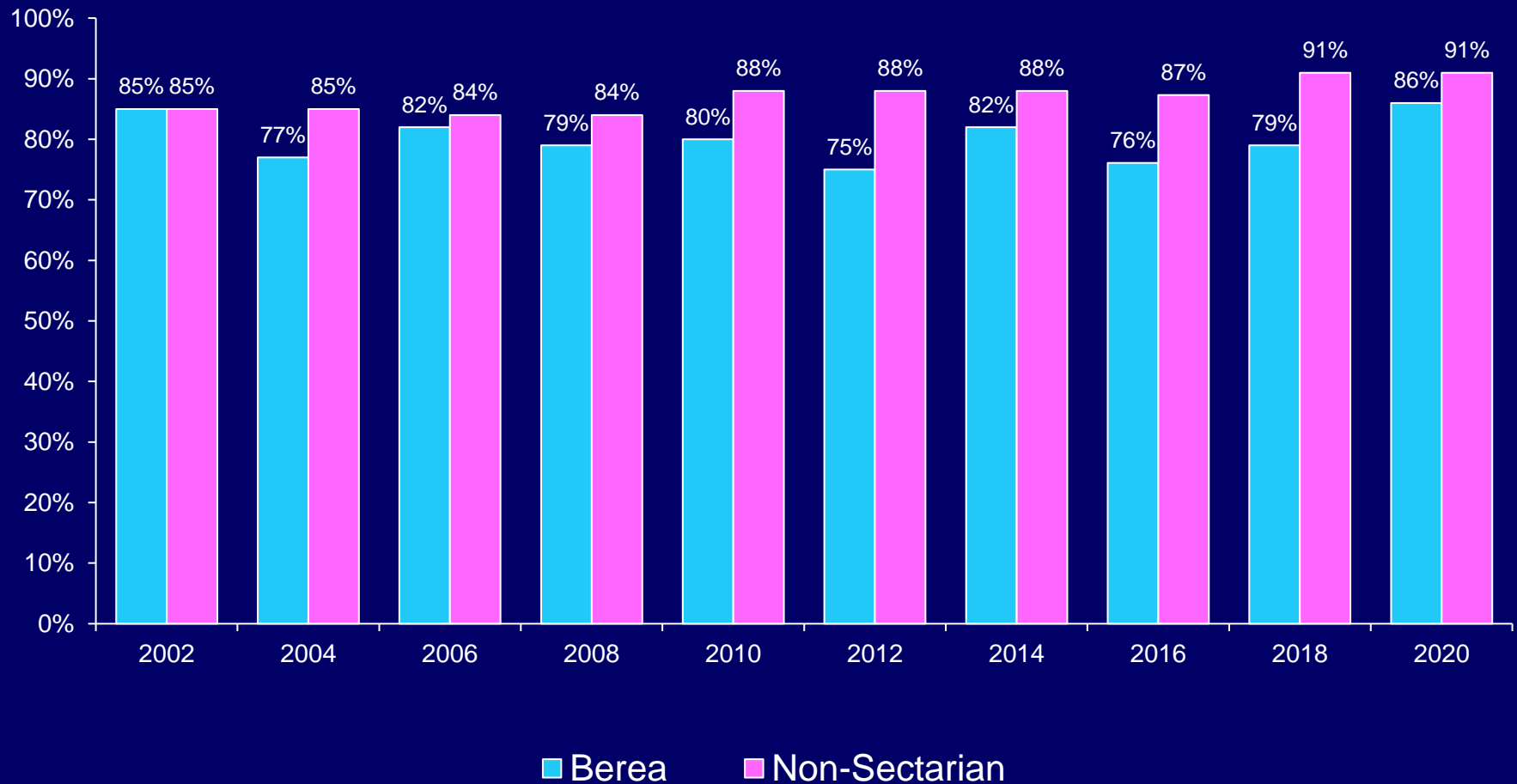
■ Berea ■ Non-Sectarian

NOTE: Previously worded: Participated in political demonstrations/Participated in organized demonstrations and Demonstrated for/against a cause.

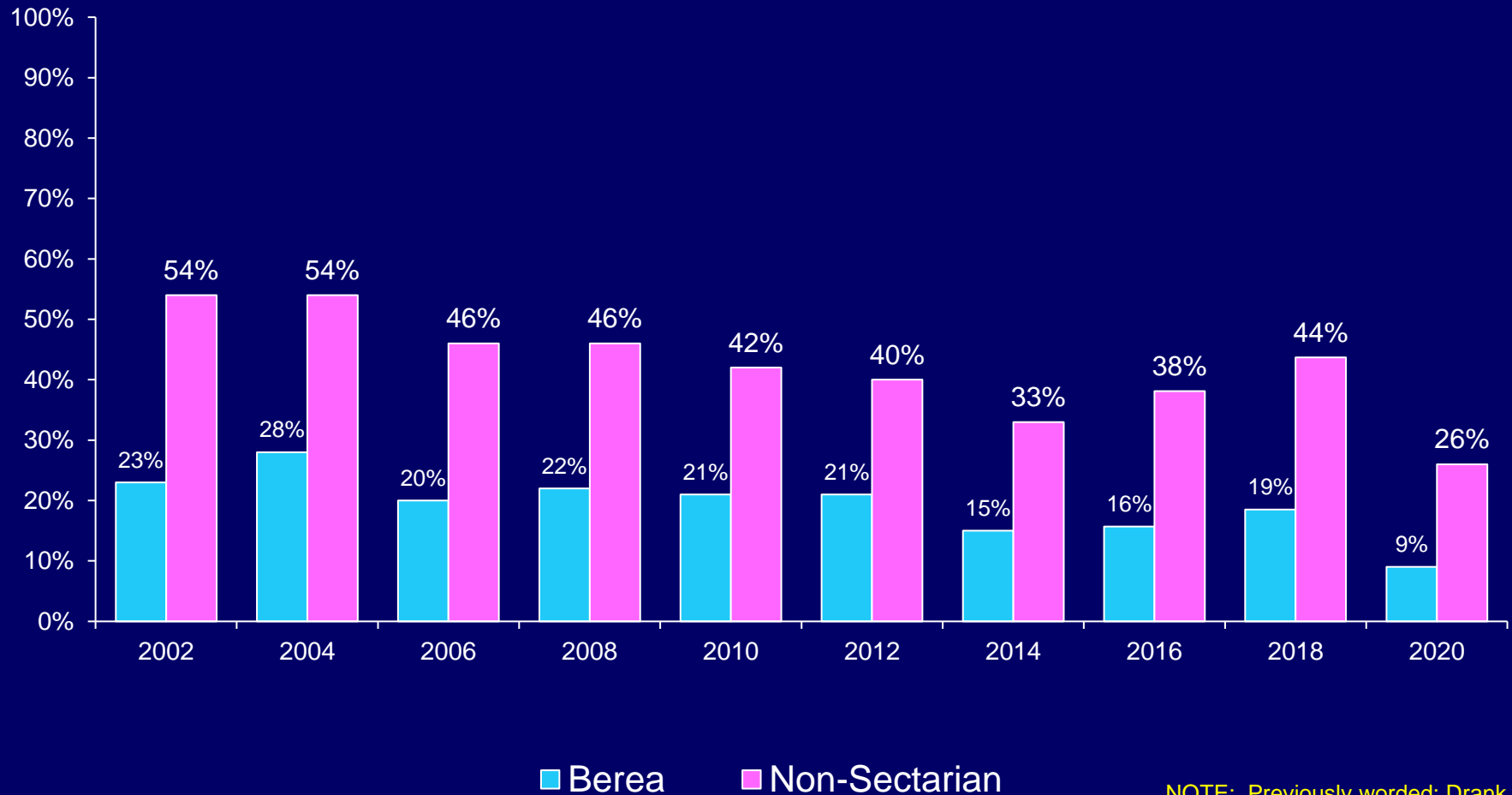
Percent of students who indicated “frequently” or “occasionally”
Tutored another student
(during the past year)



Percent of students who indicated “frequently” or “occasionally”
Studied with other students
(during the past year)

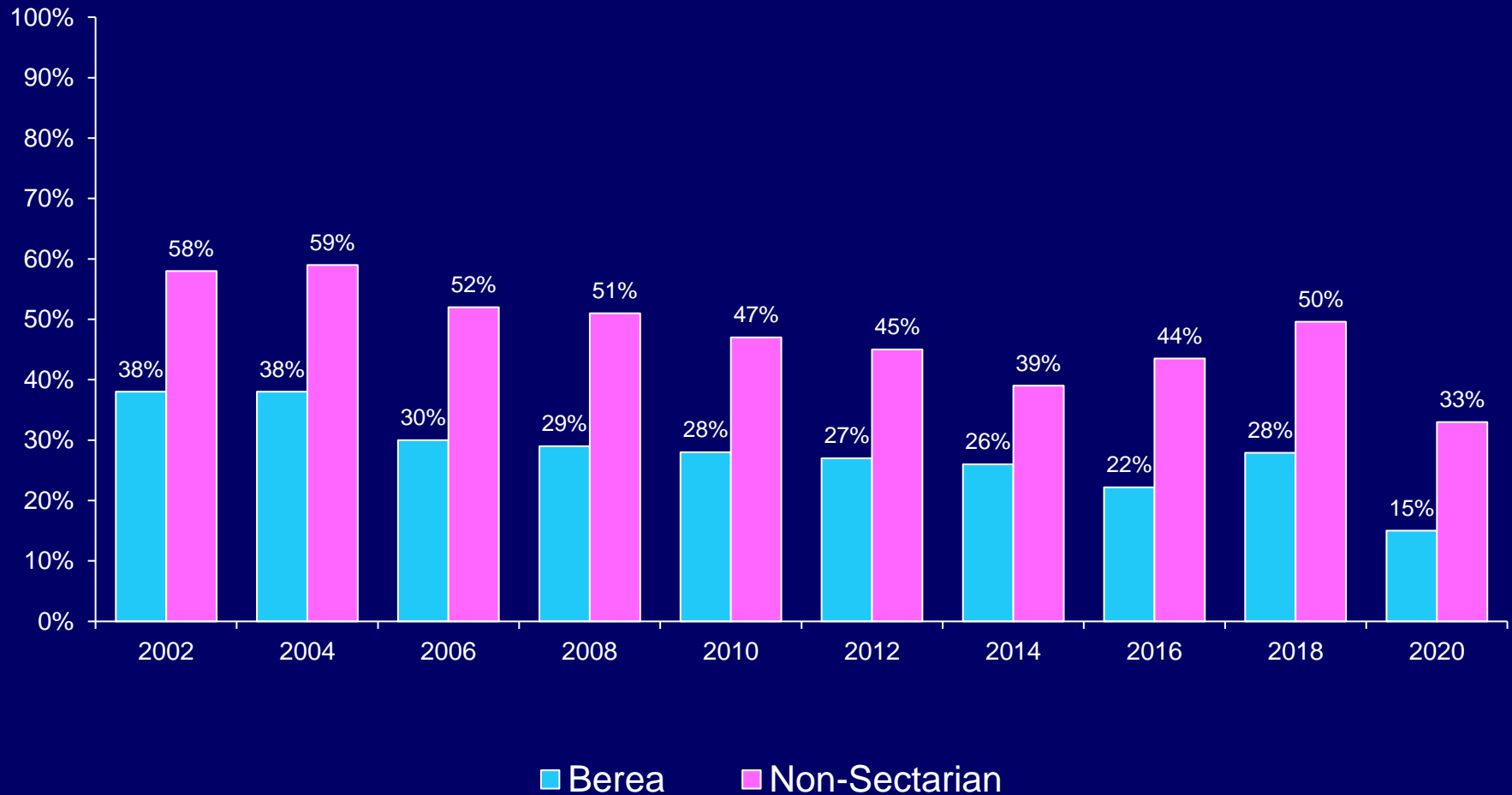


Percent of students who indicated “frequently” or “occasionally”
Consumed beer
(during the past year)



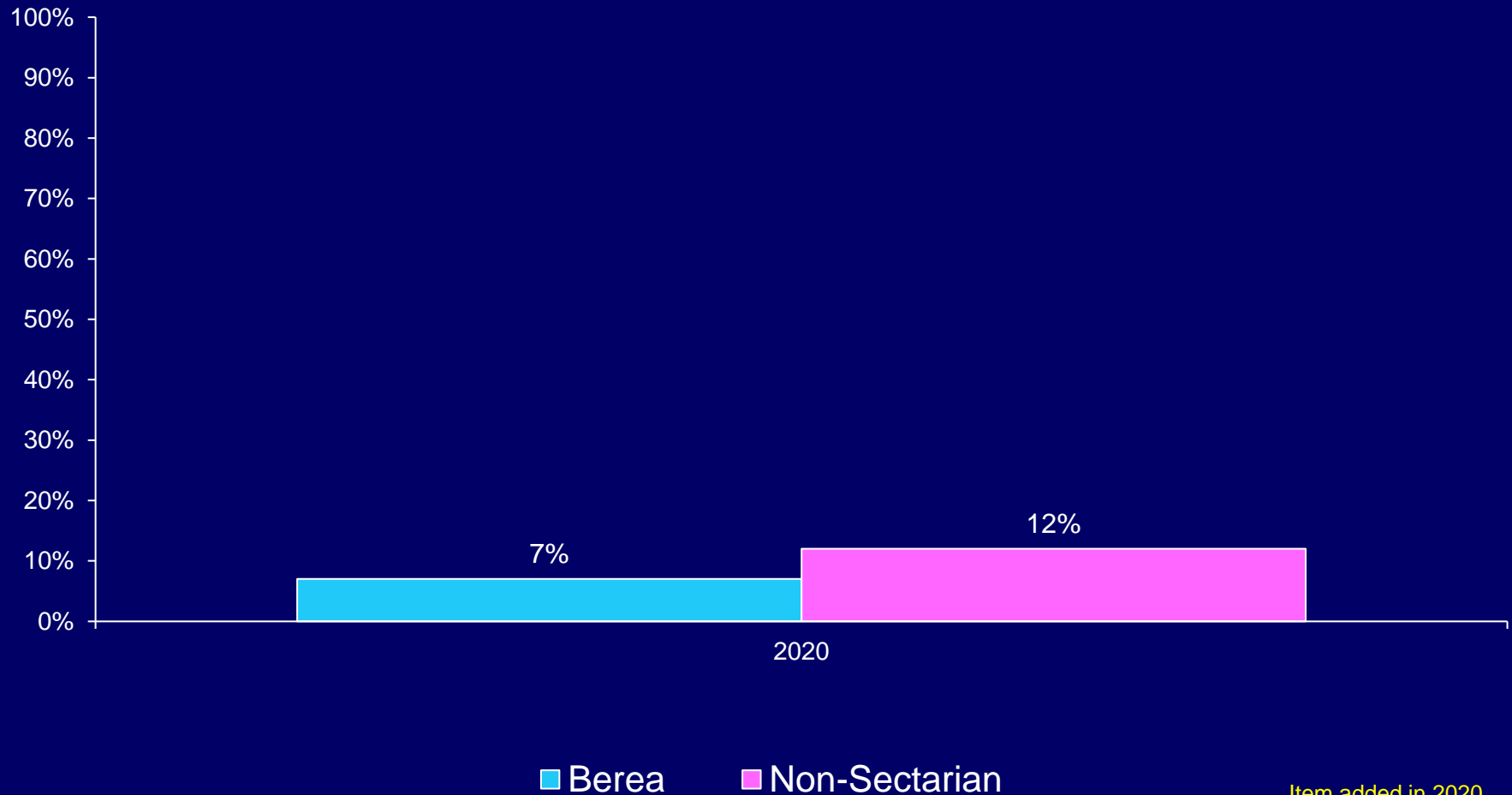
NOTE: Previously worded: Drank beer.

Percent of students who indicated “frequently” or “occasionally”
Consumed wine or liquor
(during the past year)

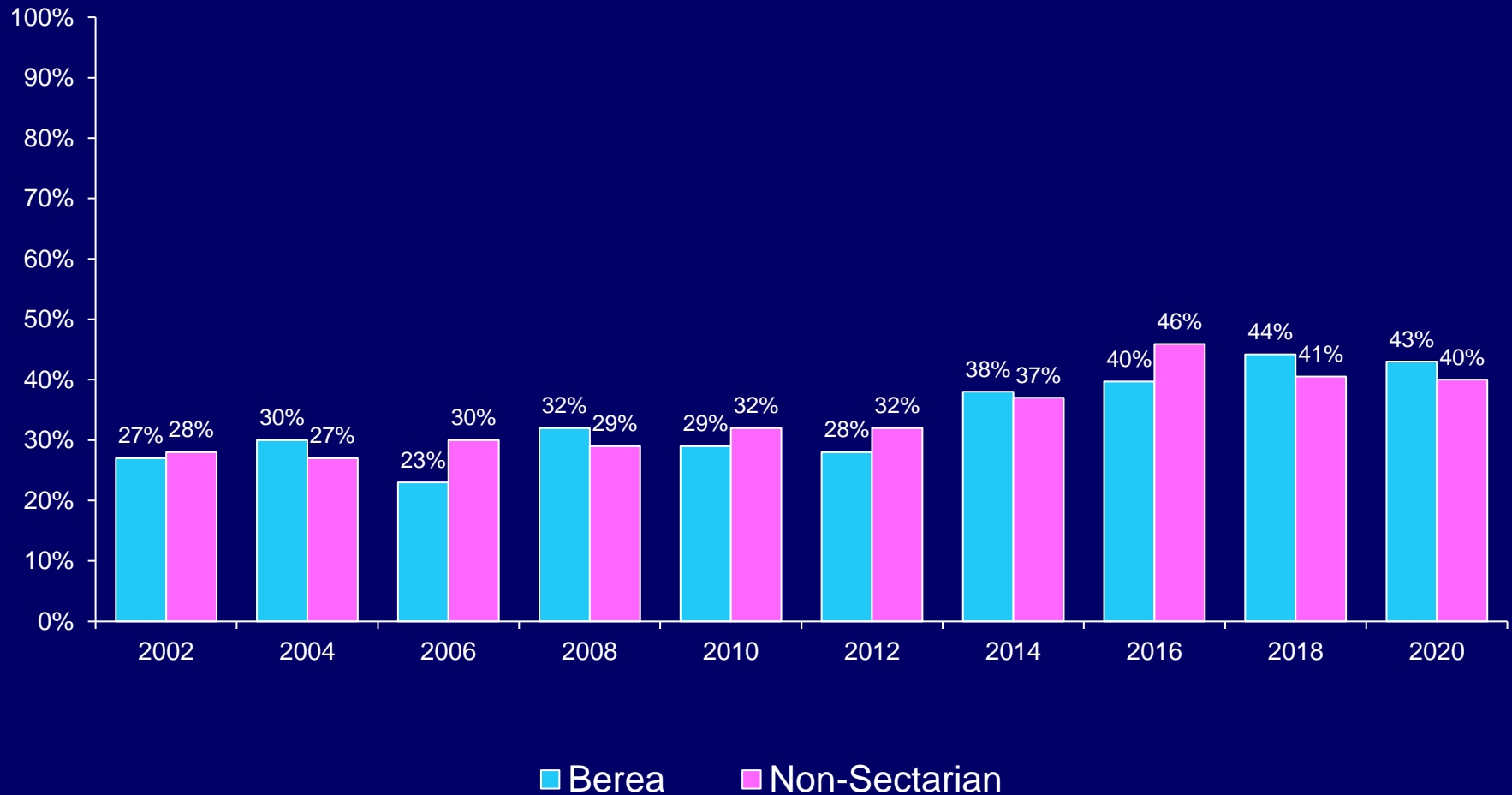


NOTE: Previously worded: Drank wine or liquor.

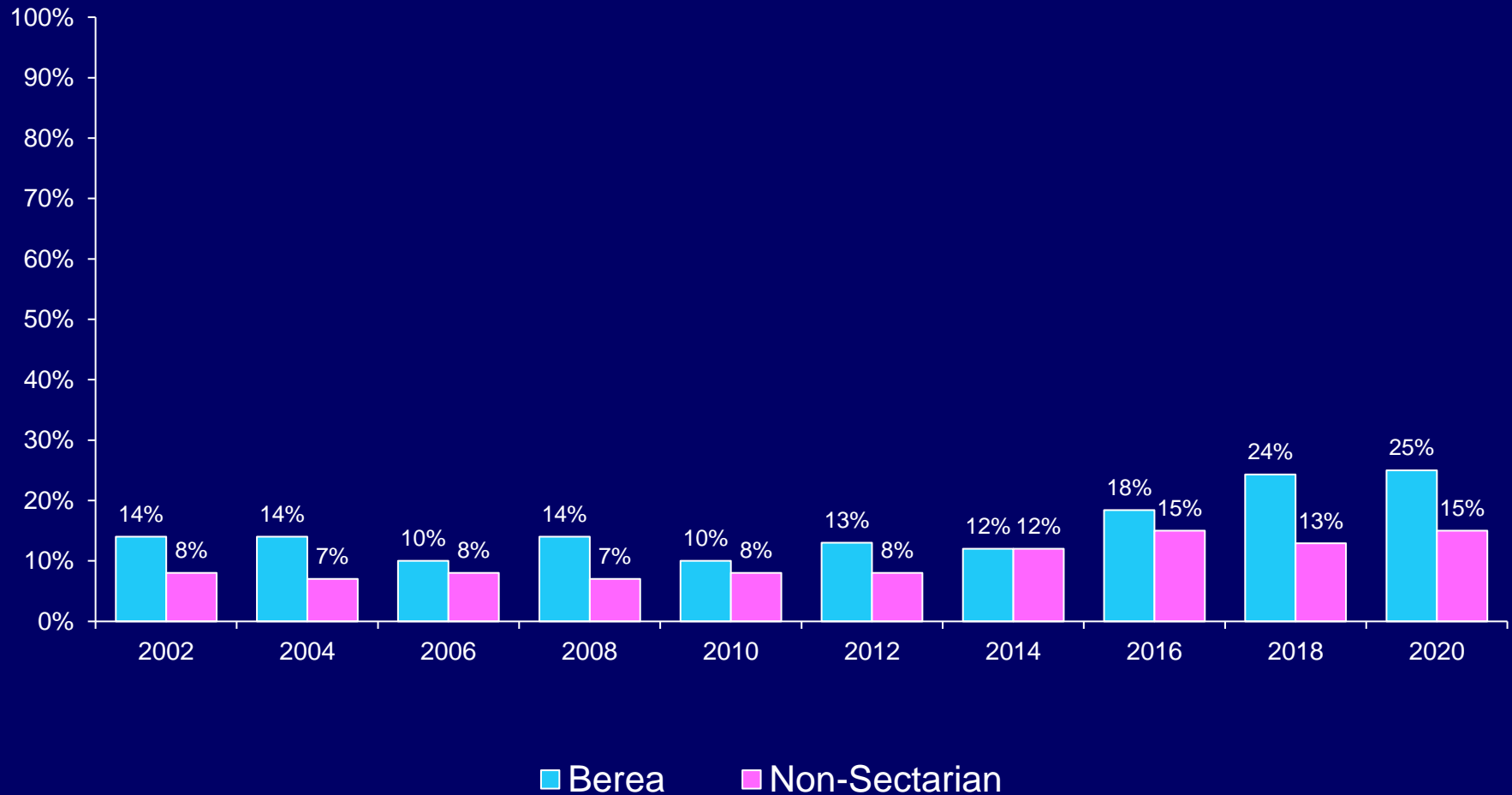
Percent of students who indicated “frequently” or “occasionally”
Vaped/used e-cigarettes
(during the past year)



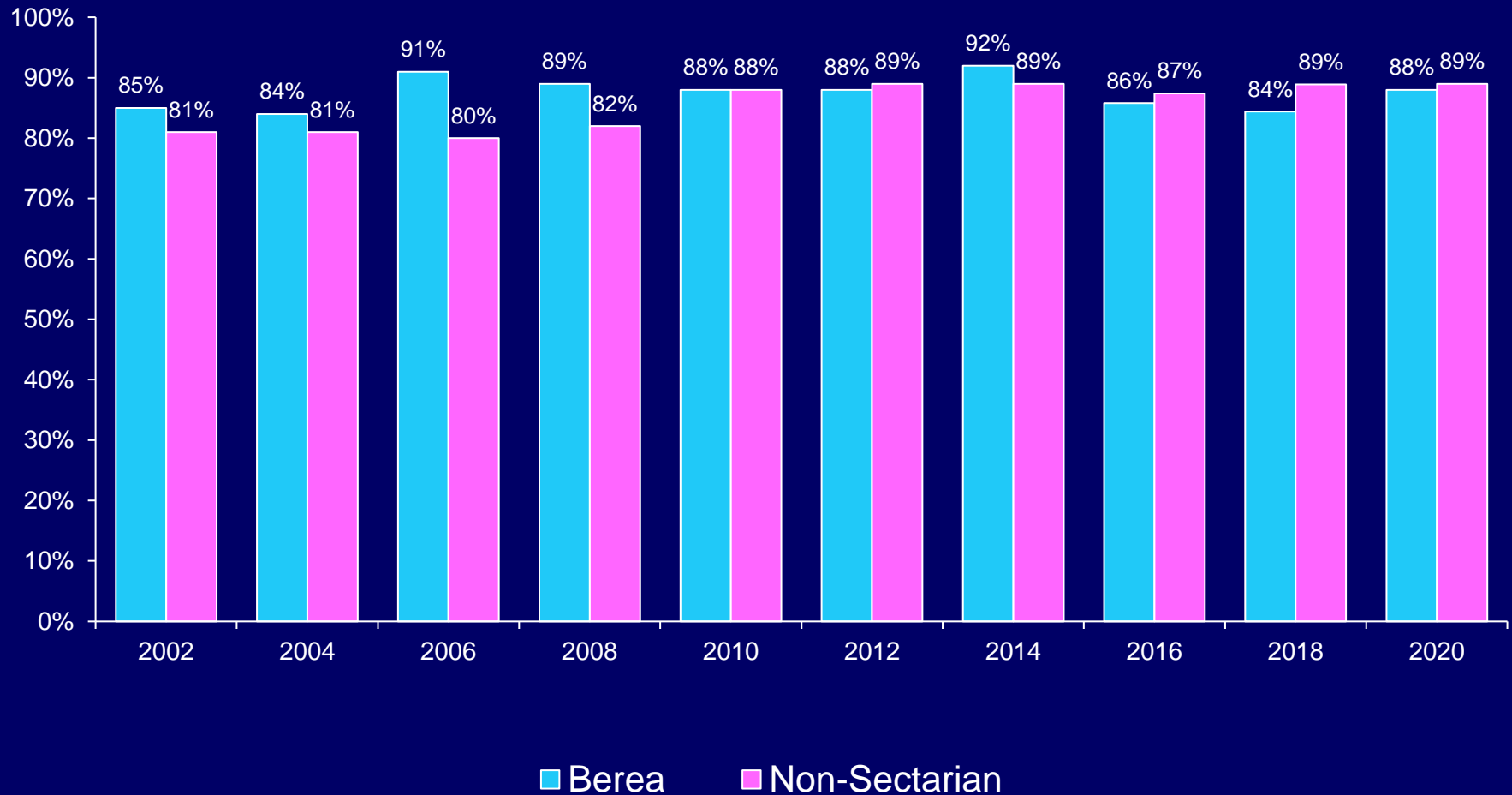
Percent of students who indicated “frequently”
Felt overwhelmed by all I had to do
(during the past year)



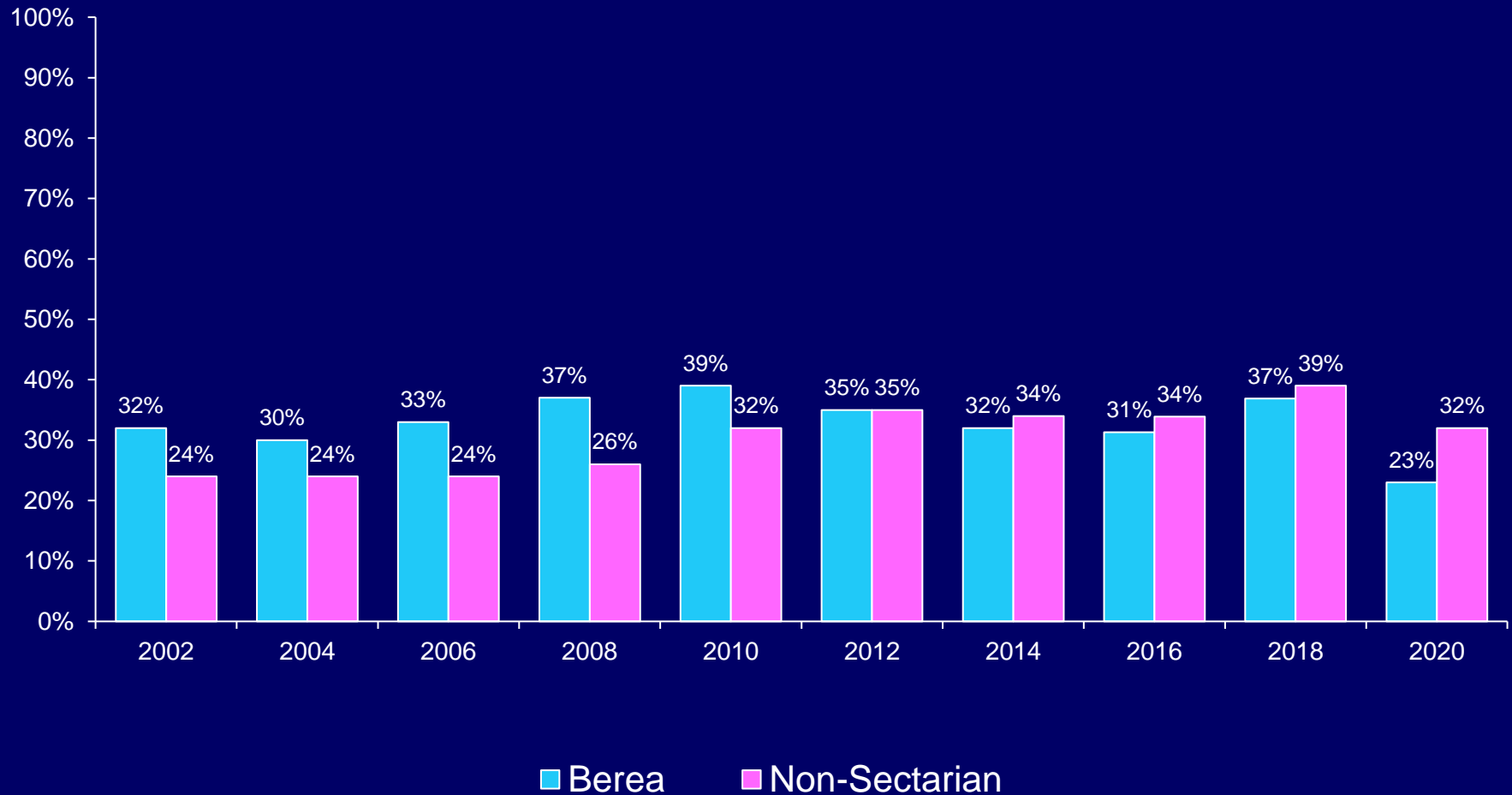
Percent of students who indicated “frequently”
Felt depressed
(during the past year)



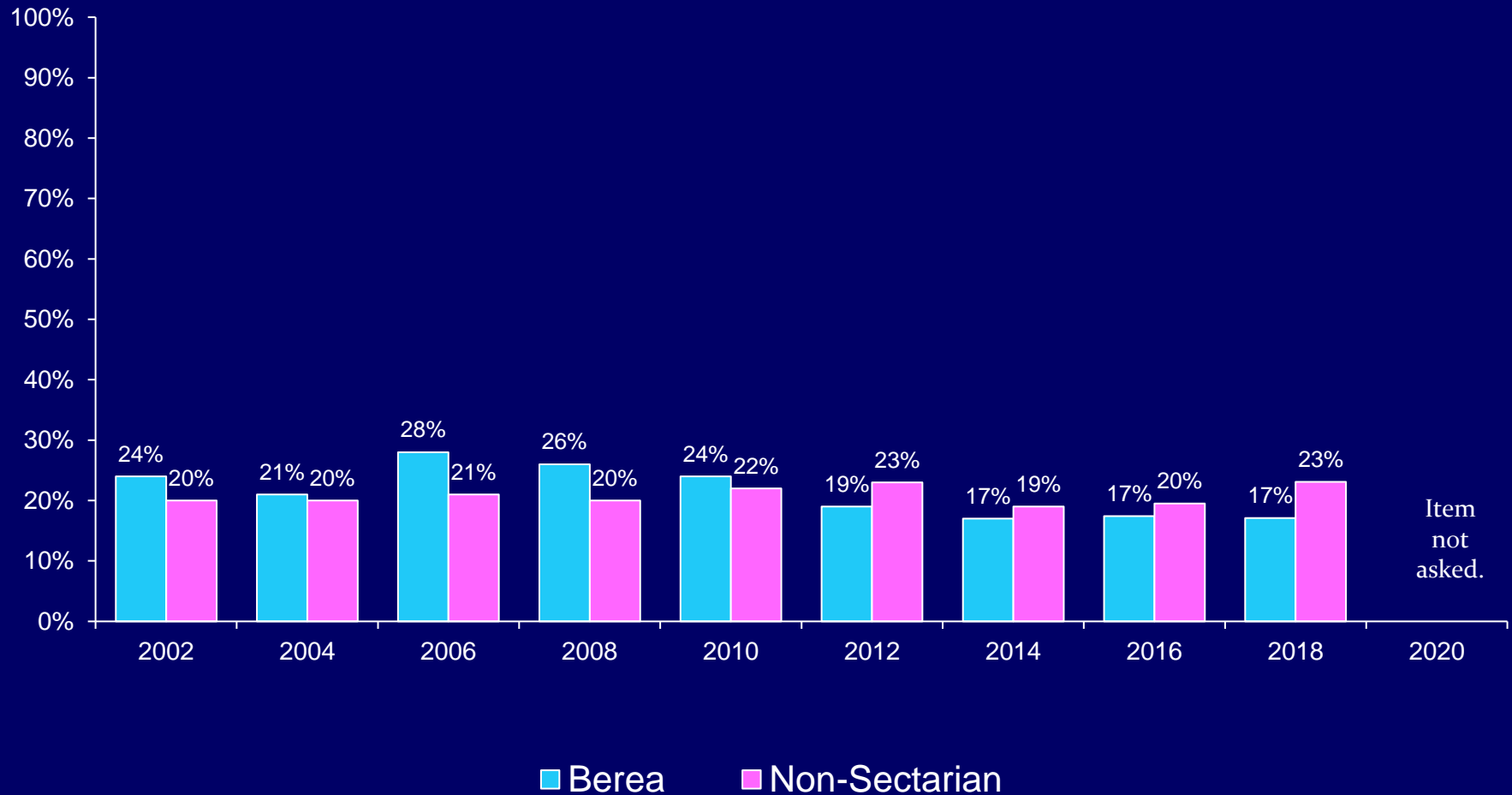
Percent of students who indicated “frequently” or “occasionally”
Performed volunteer work
(during the past year)



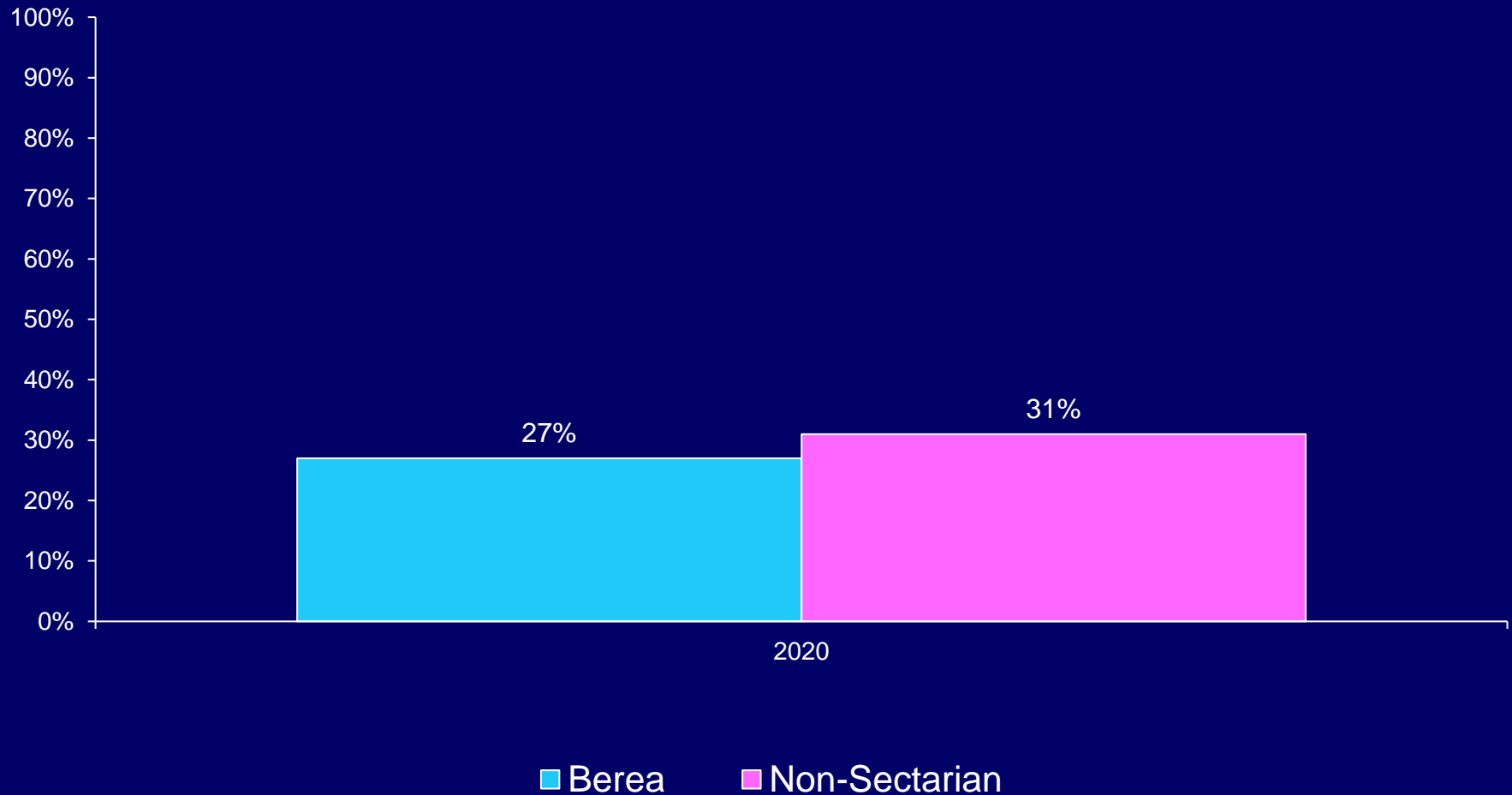
Percent of students who indicated “frequently”
Asked a teacher for advice after class
(during the past year)



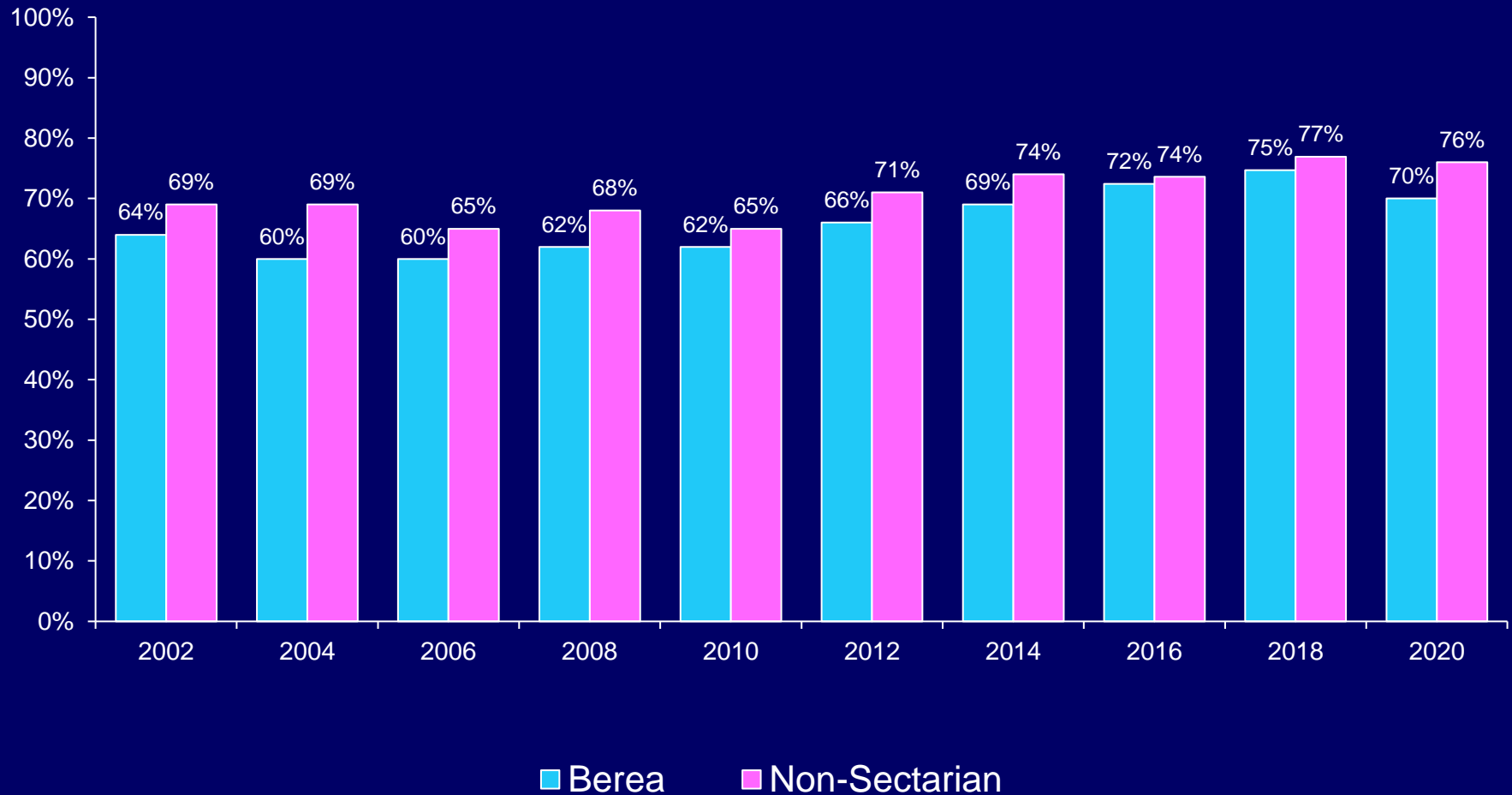
Percent of students who indicated “frequently”
Voted in a student election
(during the past year)



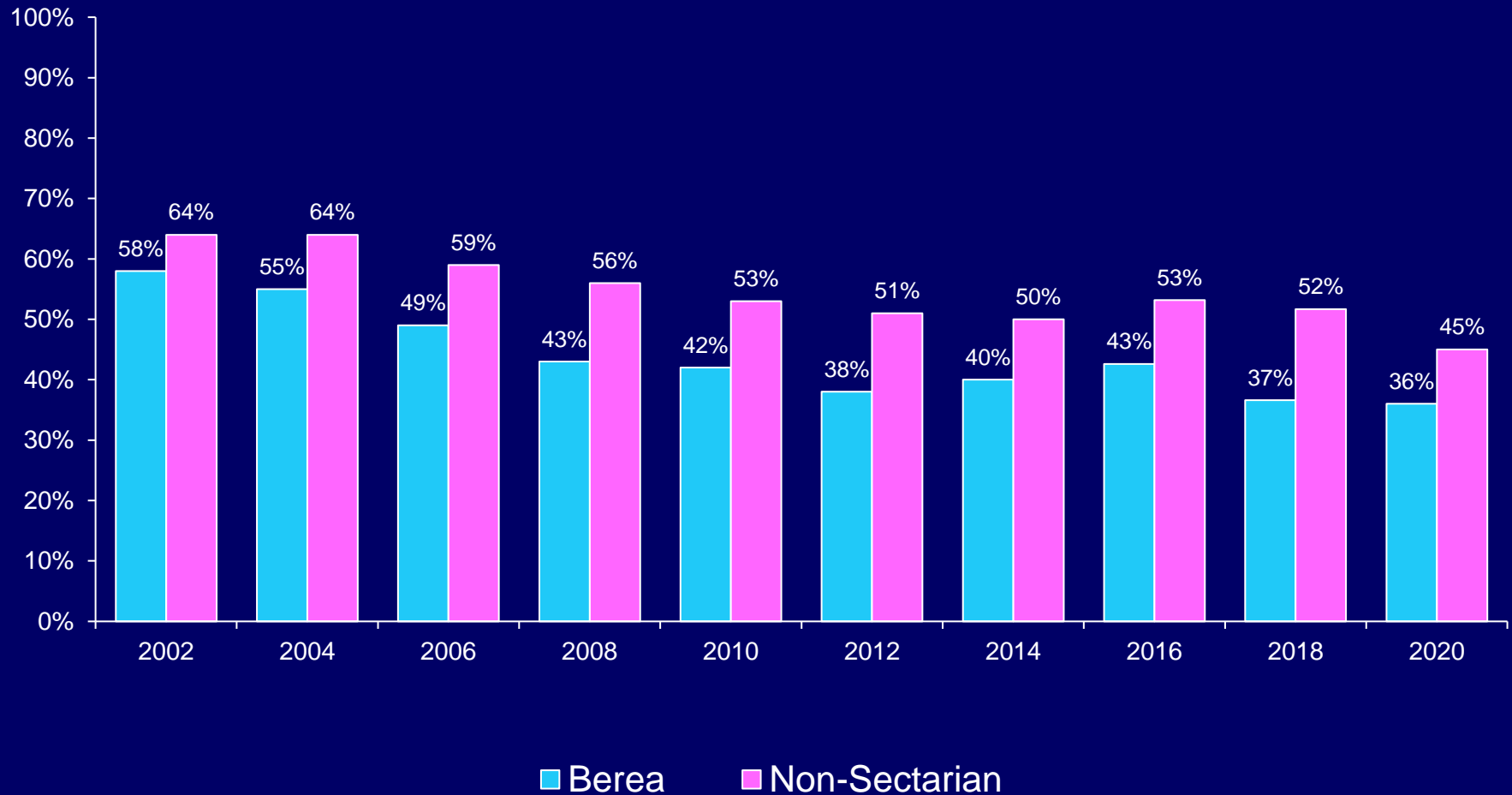
Percent of students who indicated “frequently”
Felt challenged by my coursework
(during the past year)



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

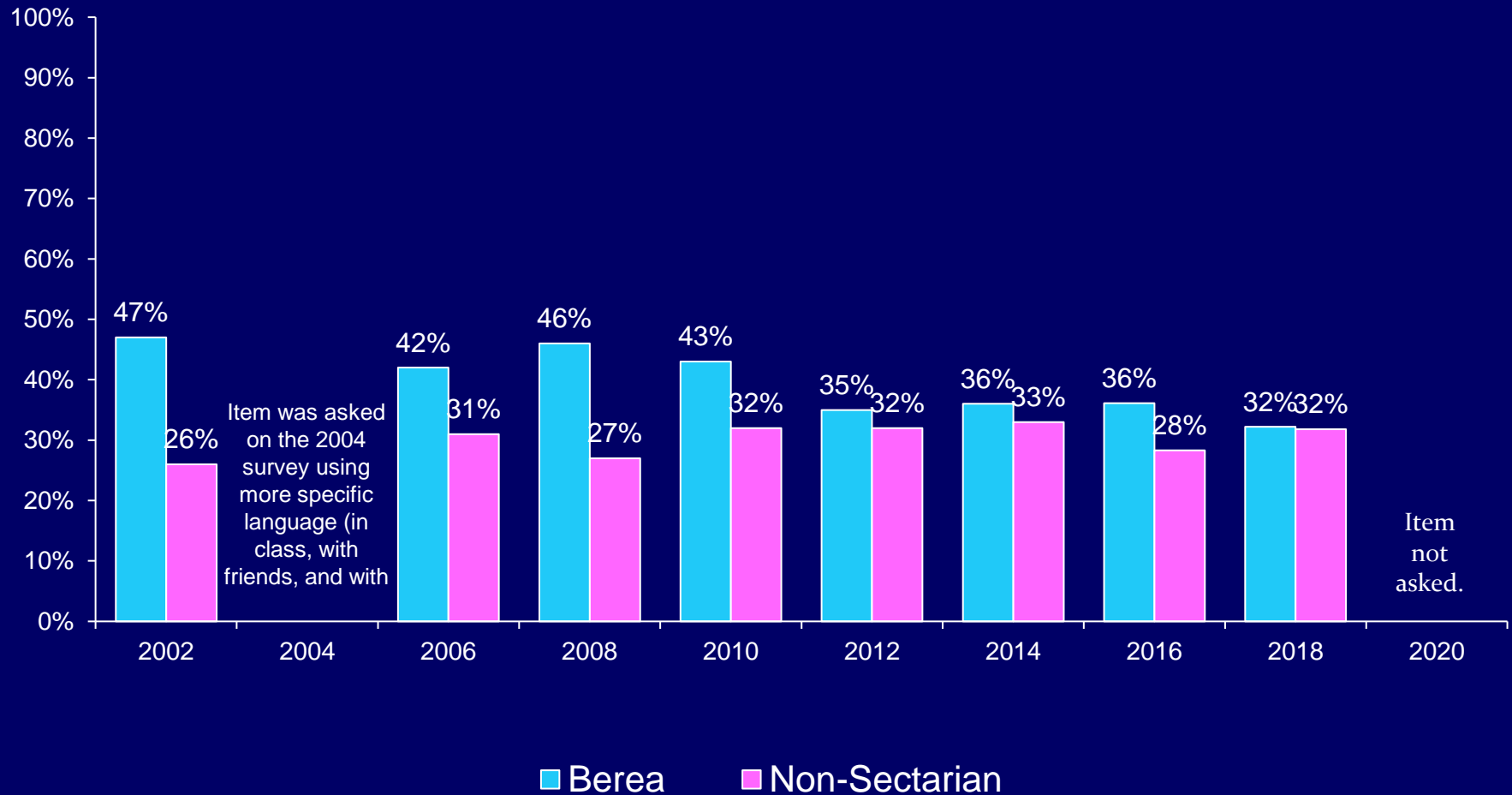


Percent of students who indicated “frequently” or “occasionally”
Been late to class
(during the past year)

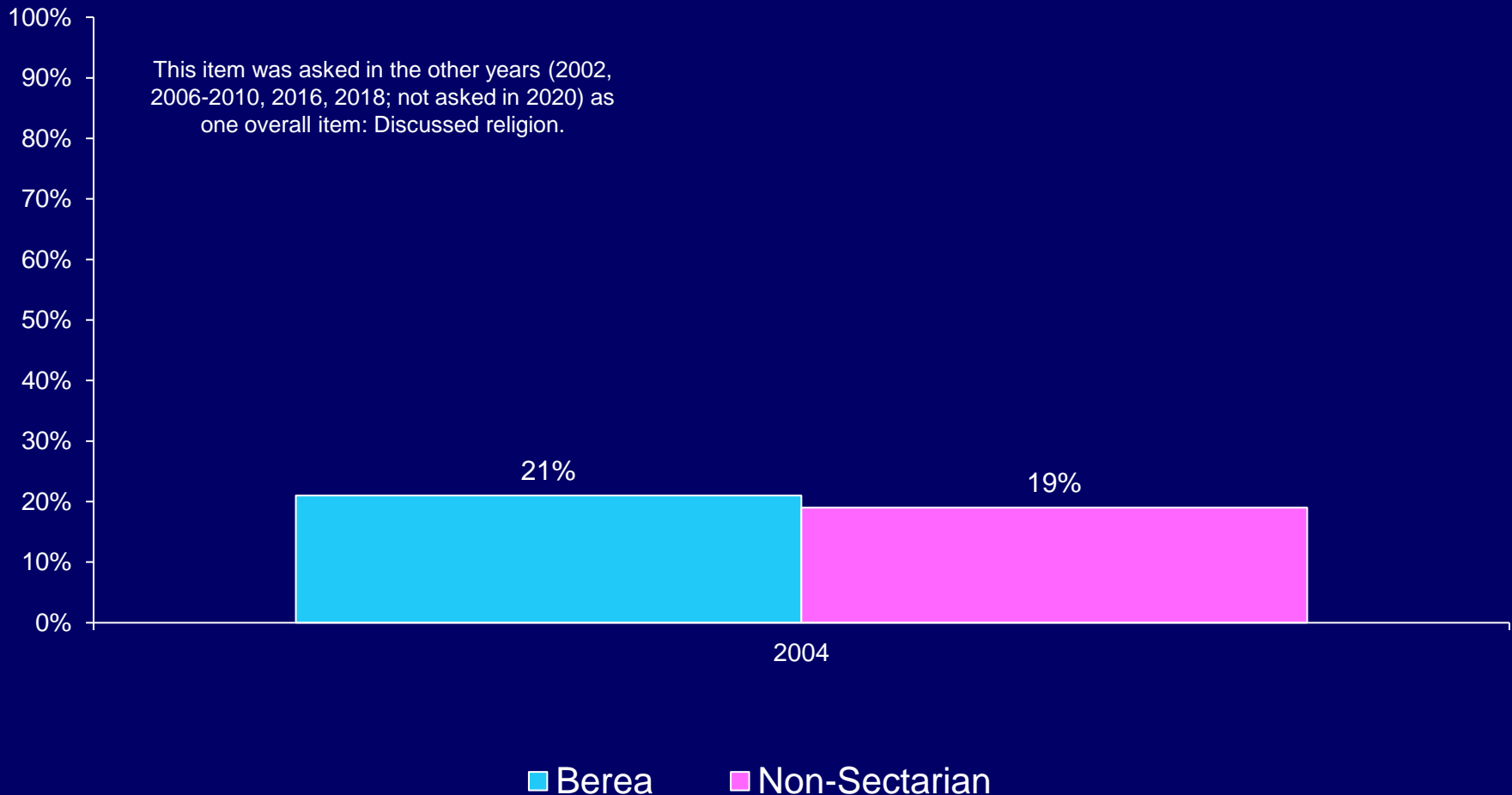


NOTE: Previously worded: Came late to class.

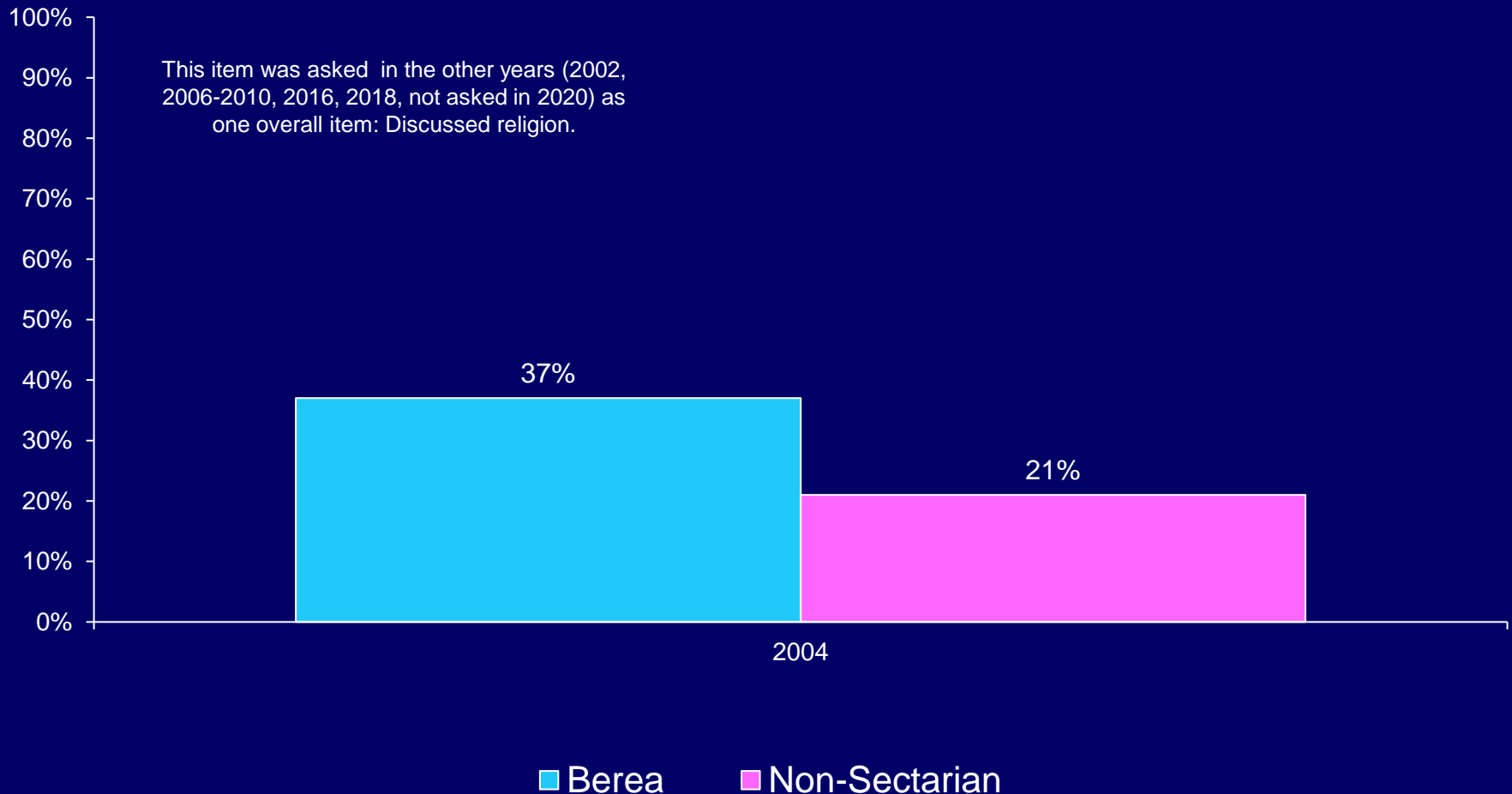
Percent of students who indicated “frequently”
Discussed religion
(during the past year)



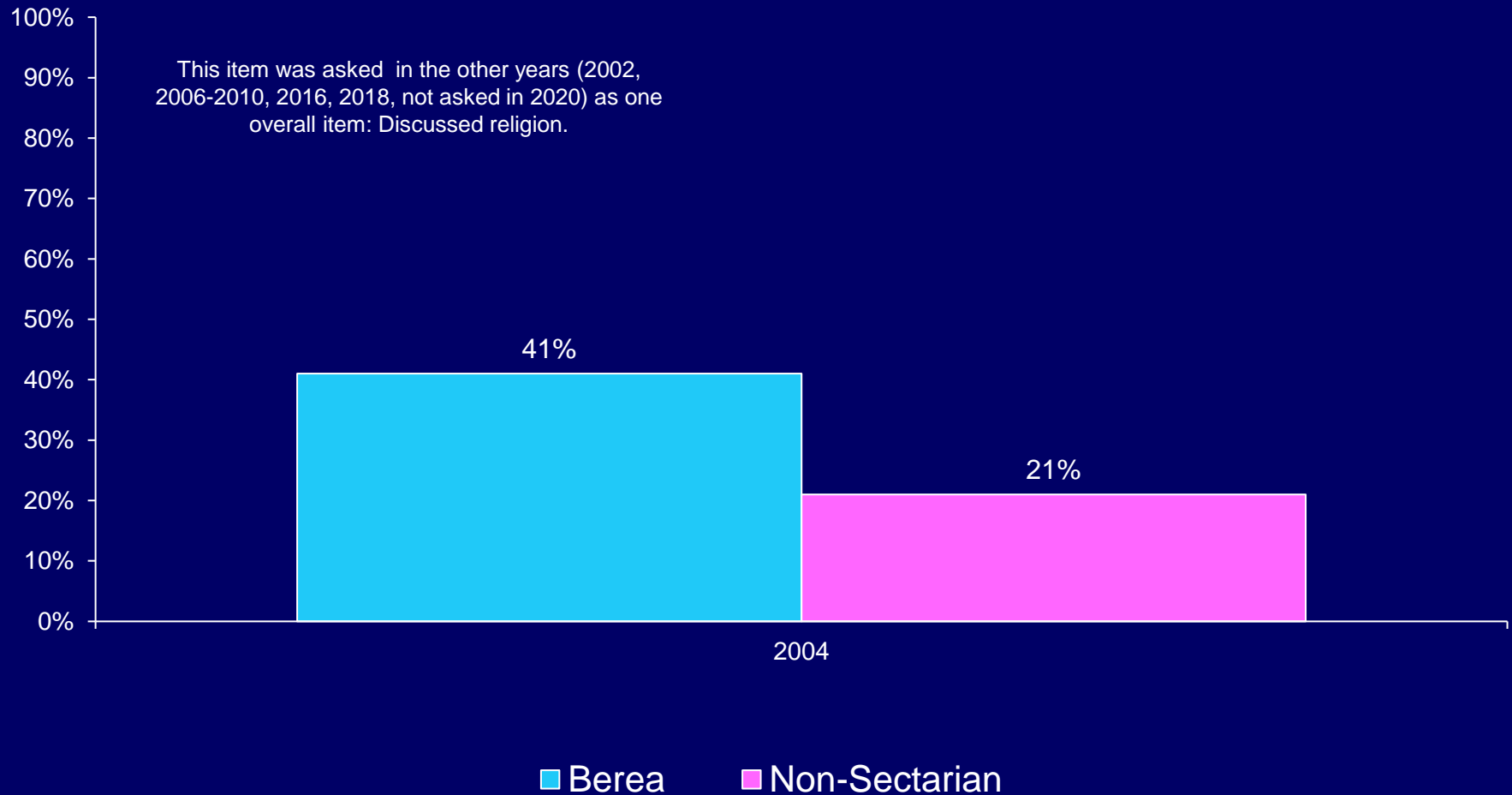
Percent of students who indicated “frequently”
Discussed religion in class
(during the past year)



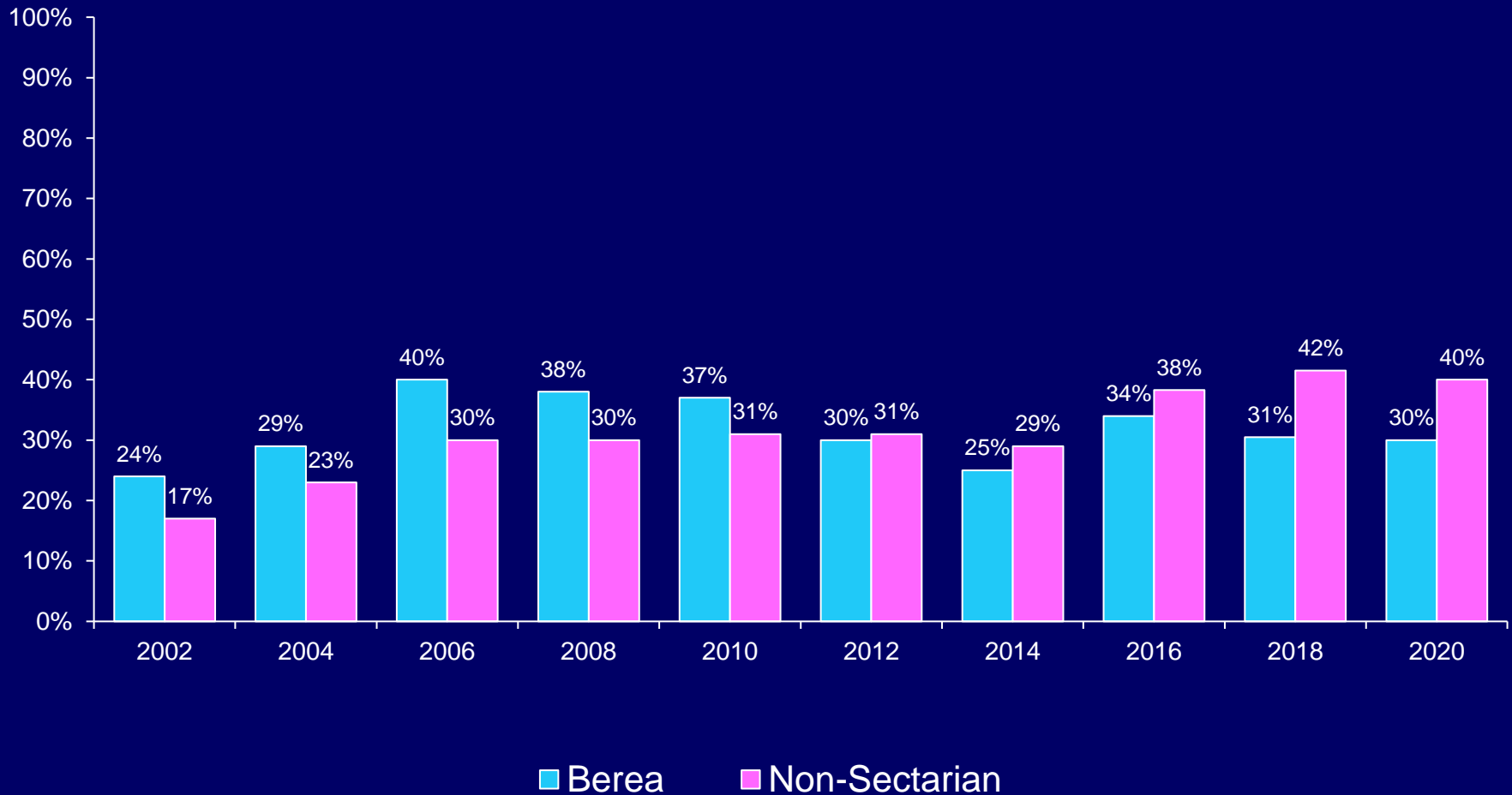
Percent of students who indicated “frequently”
Discussed religion with friends
(during the past year)



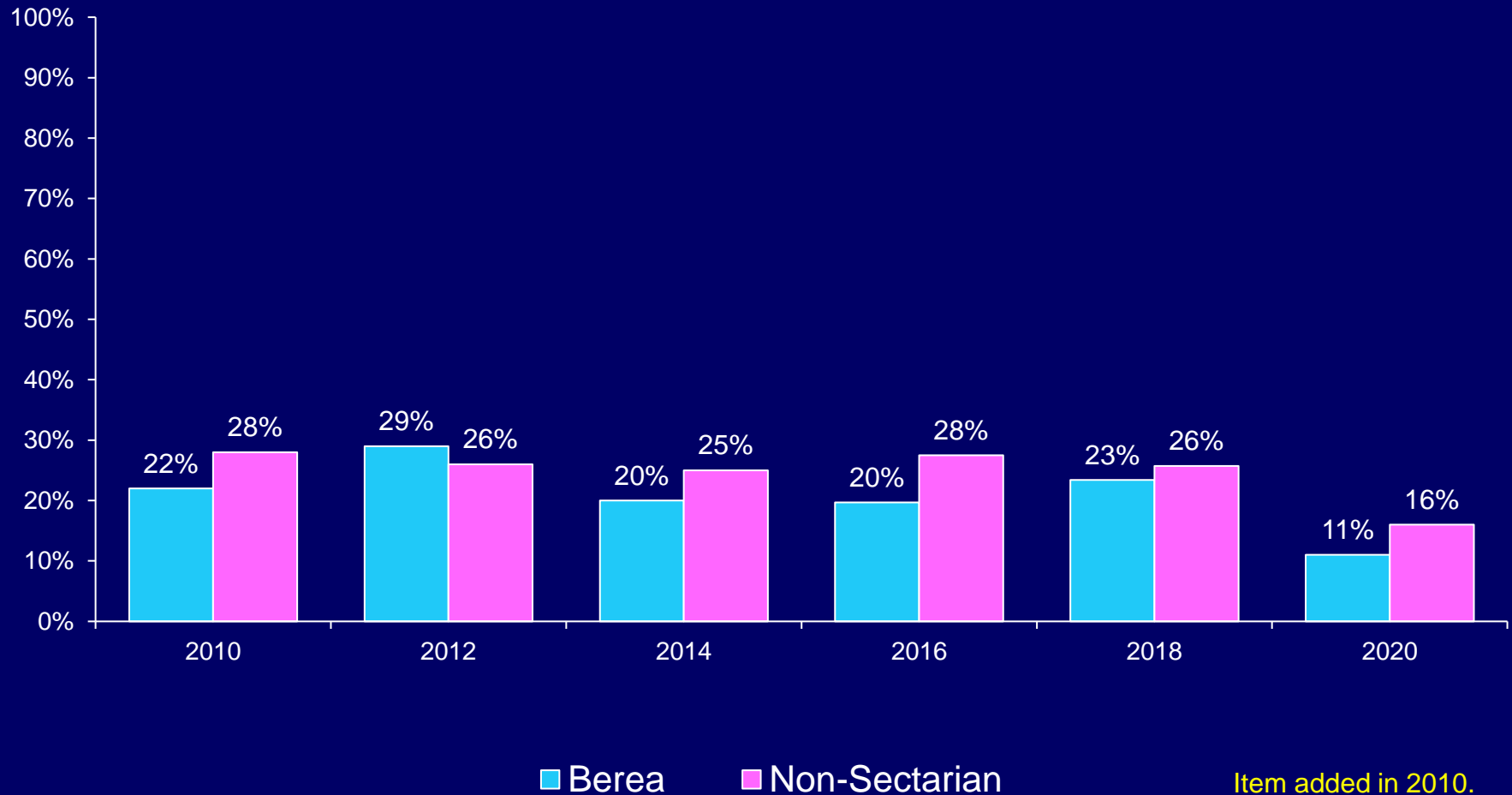
Percent of students who indicated “frequently”
Discussed religion with family
(during the past year)



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

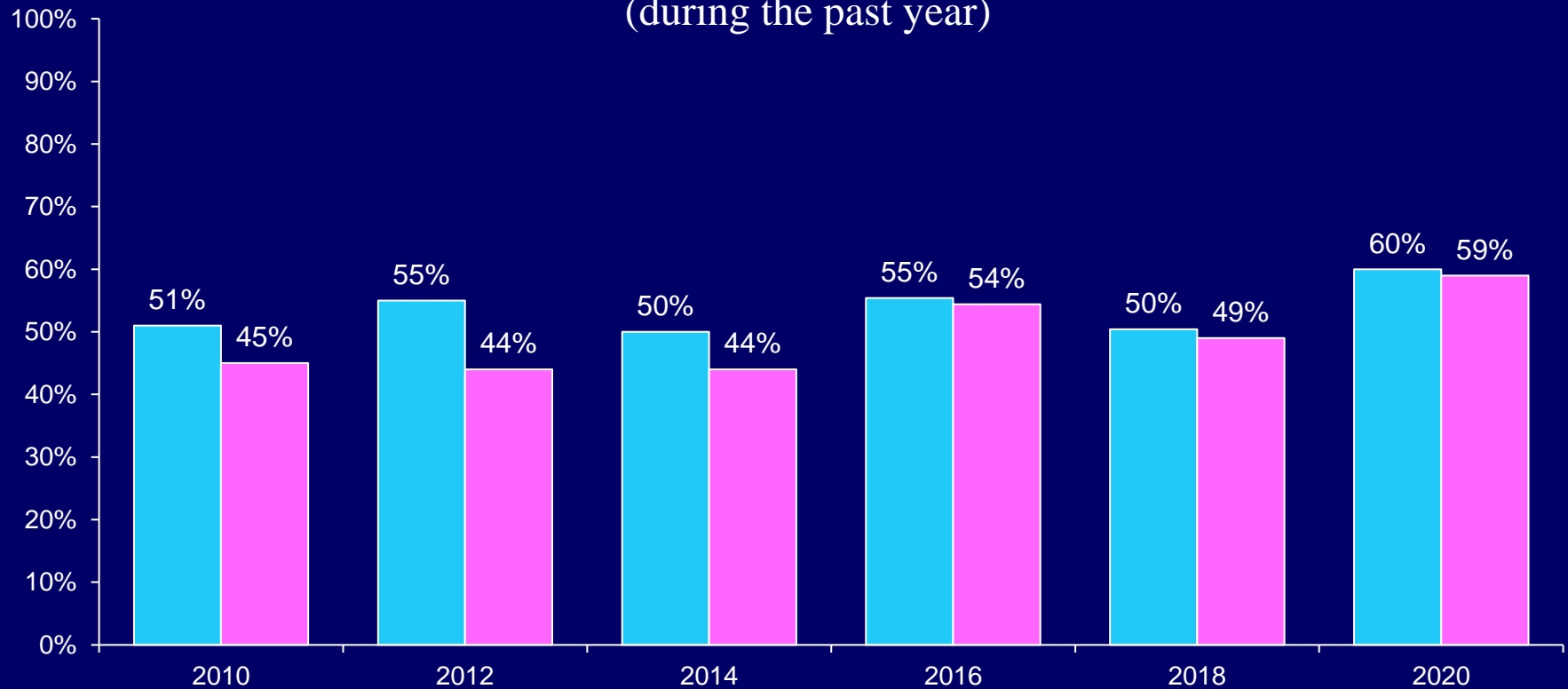


Percent of students who indicated “frequently” or “occasionally”
Skipped school/class
(during the past year)



Percent of students who indicated “frequently” or “occasionally”
Publicly communicated my opinion about a cause
(e.g., blog, e-mail, petition)

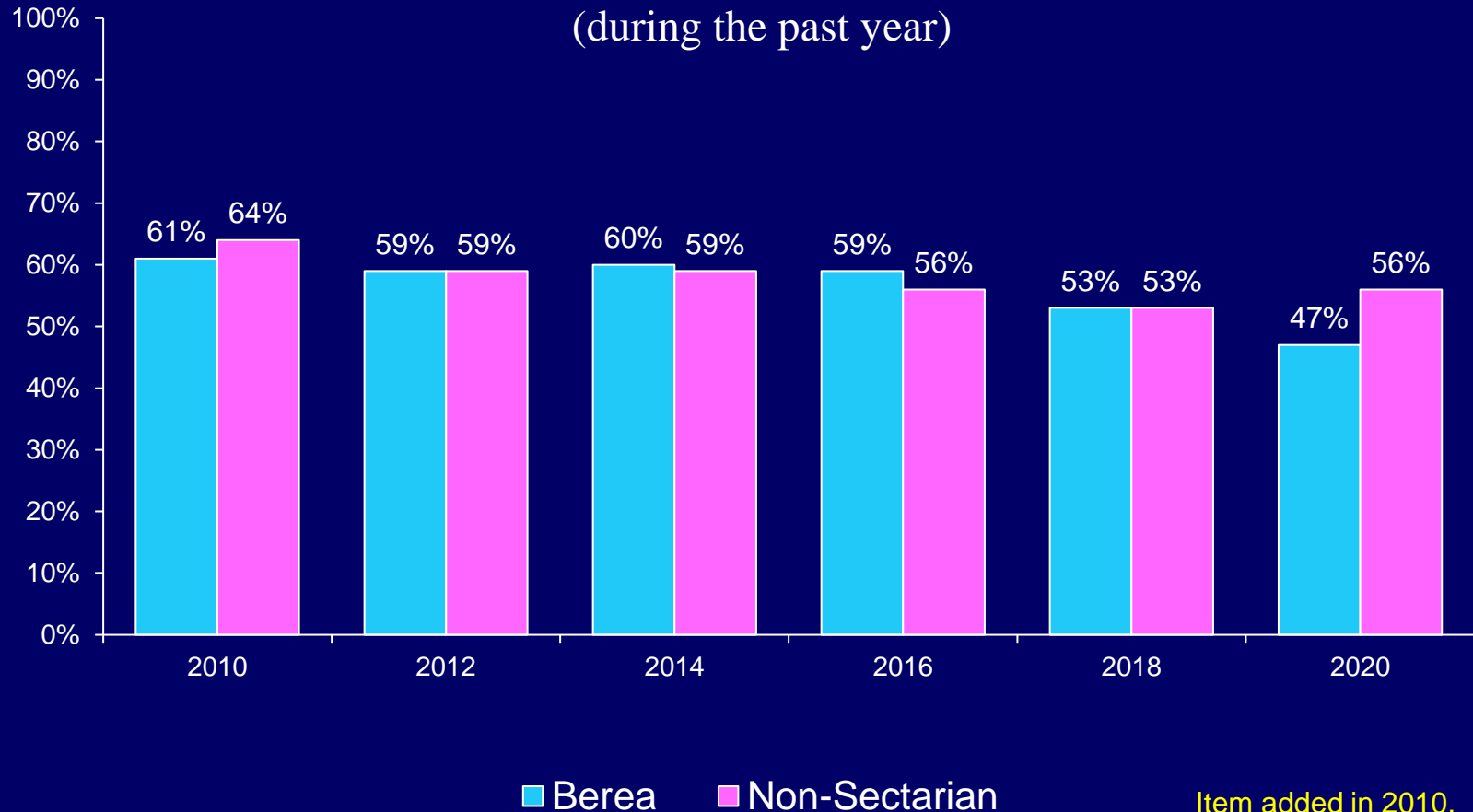
(during the past year)



■ Berea ■ Non-Sectarian

Item added in 2010.

Percent of students who indicated “frequently” or “occasionally”
Helped raise money for a cause or campaign

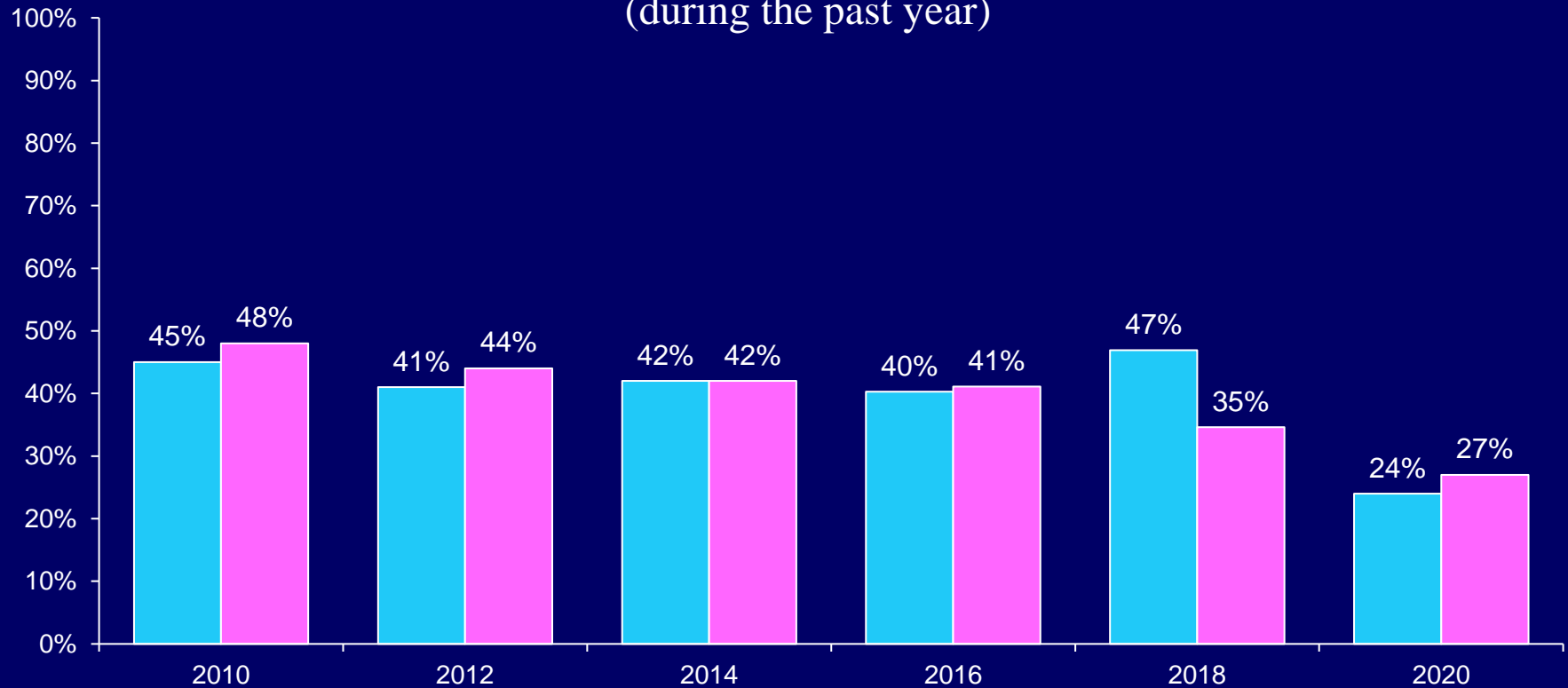


Item added in 2010.

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

Fallen asleep in class

(during the past year)

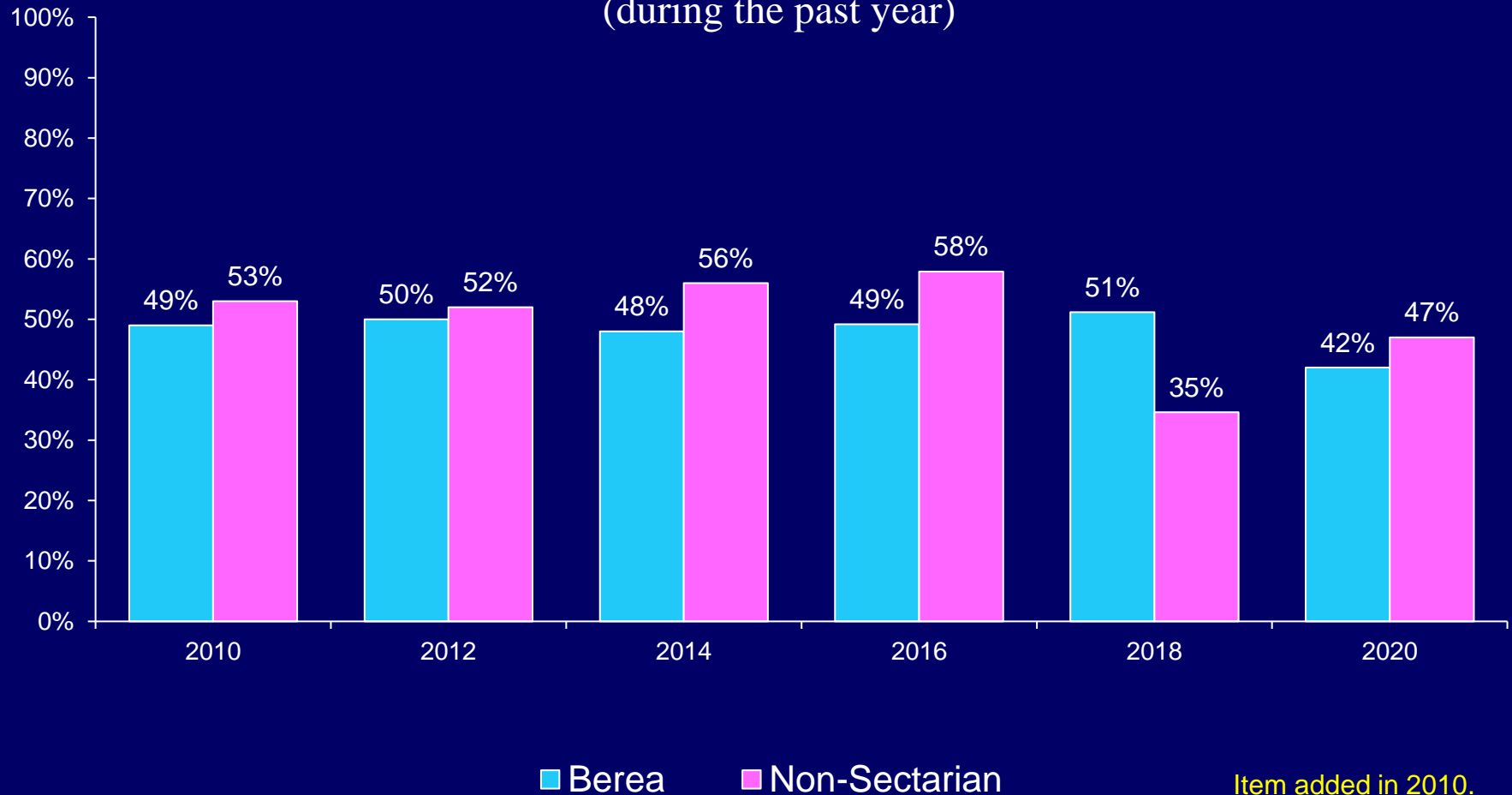


■ Berea ■ Non-Sectarian

Item added in 2010.

Percent of students who indicated “frequently” or “occasionally”
Failed to complete homework on time

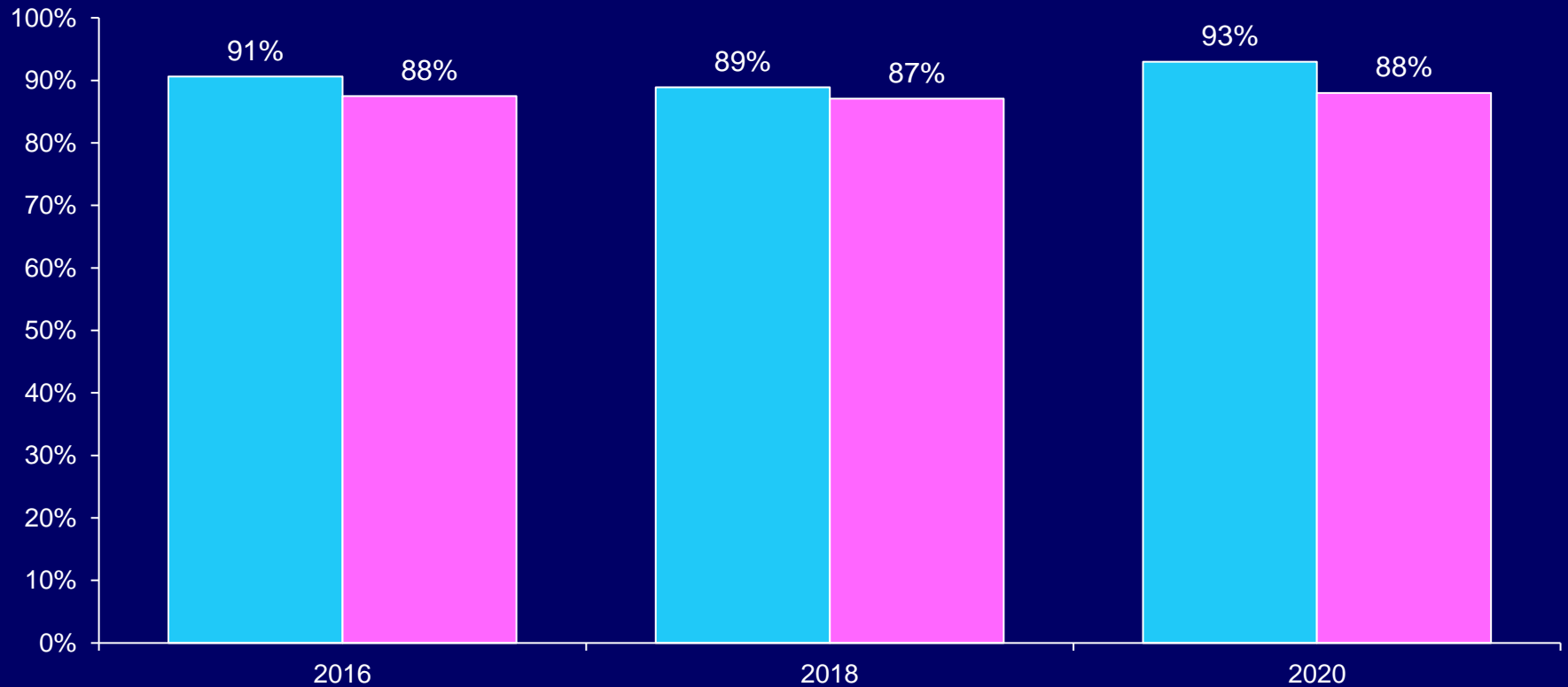
(during the past year)



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

Felt Anxious

(during the past year)



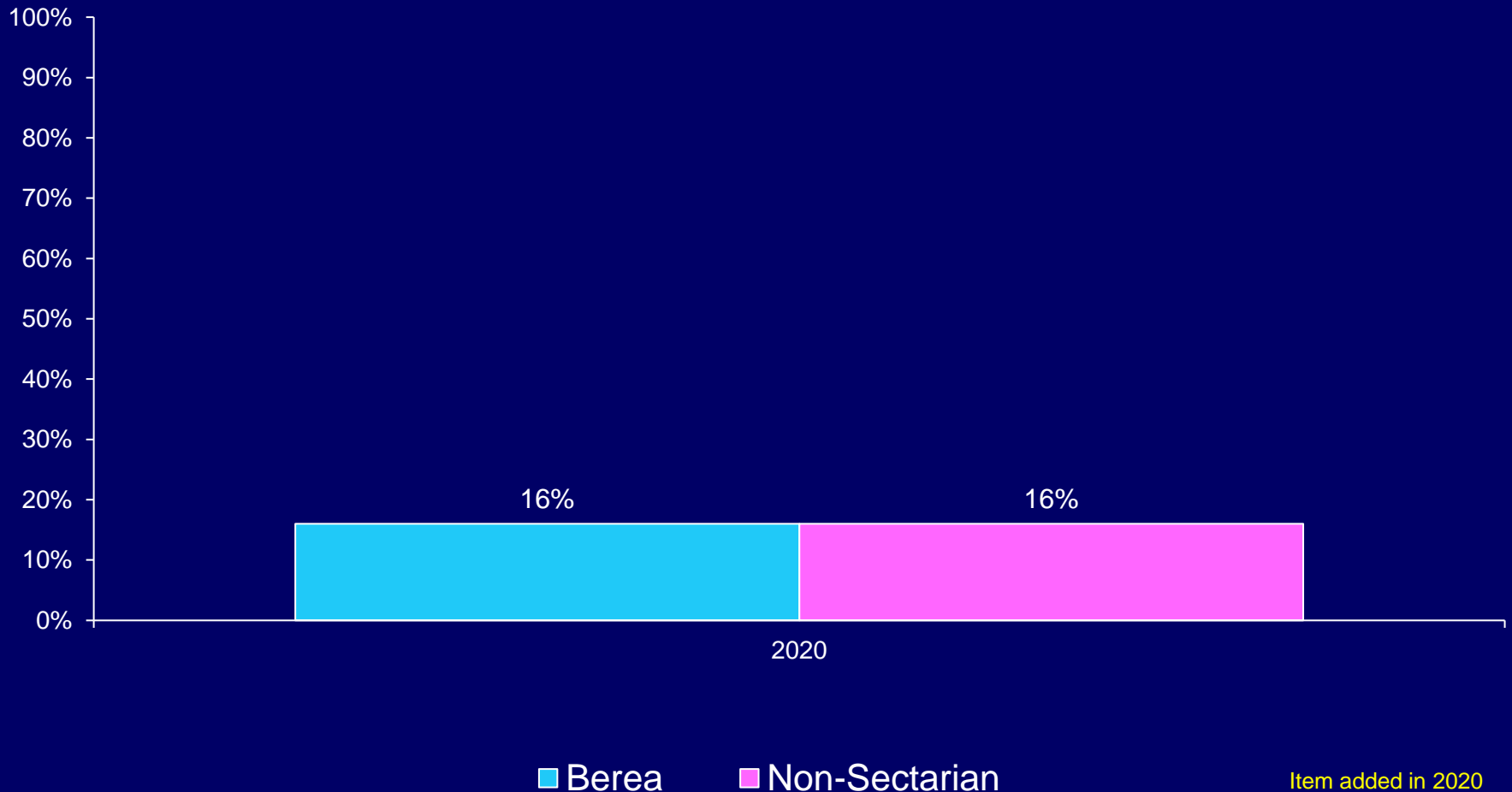
■ Berea ■ Non-Sectarian

Item added in 2016

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

Written computer code

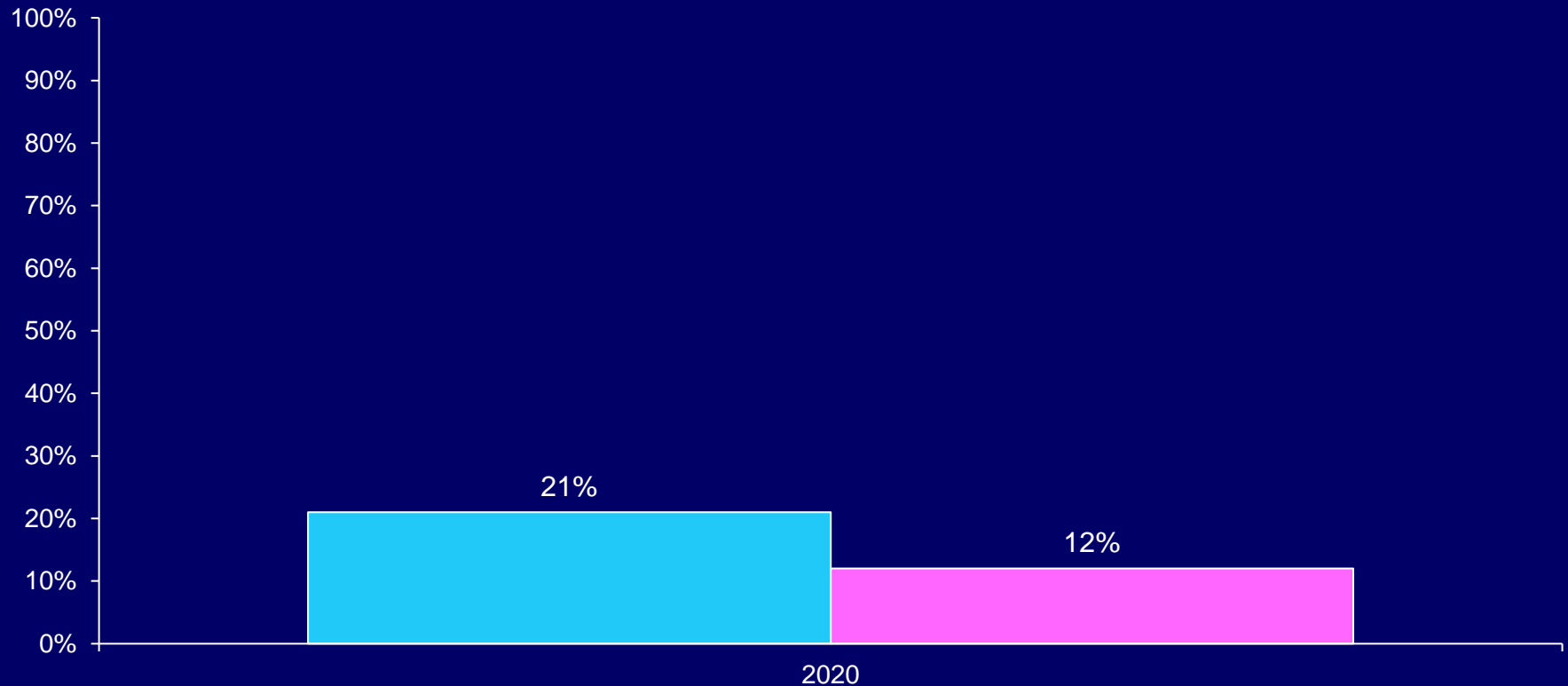
(during the past year)



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

Felt hungry but did not eat because I didn't have enough money for food

(during the past year)

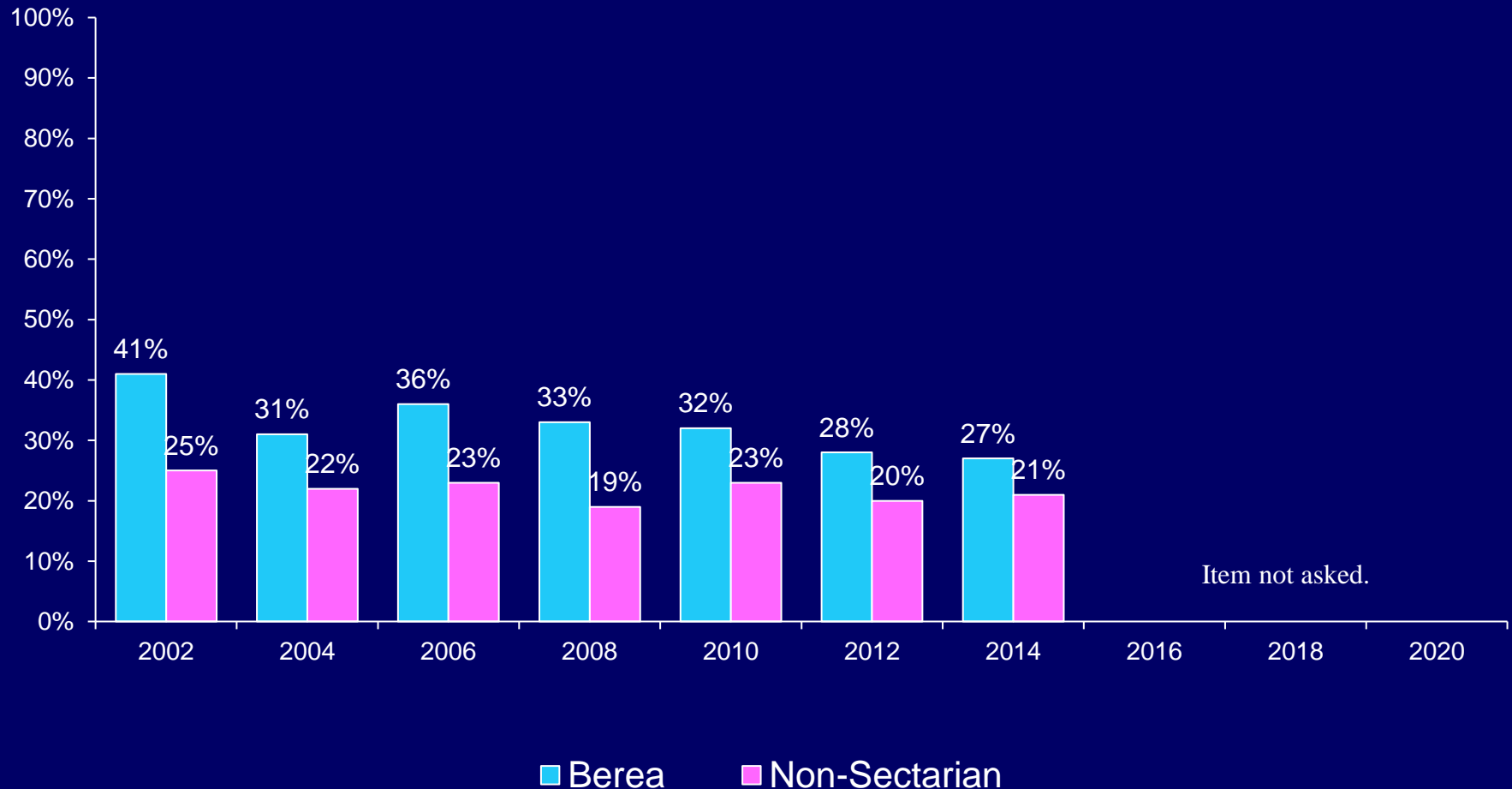


■ Berea

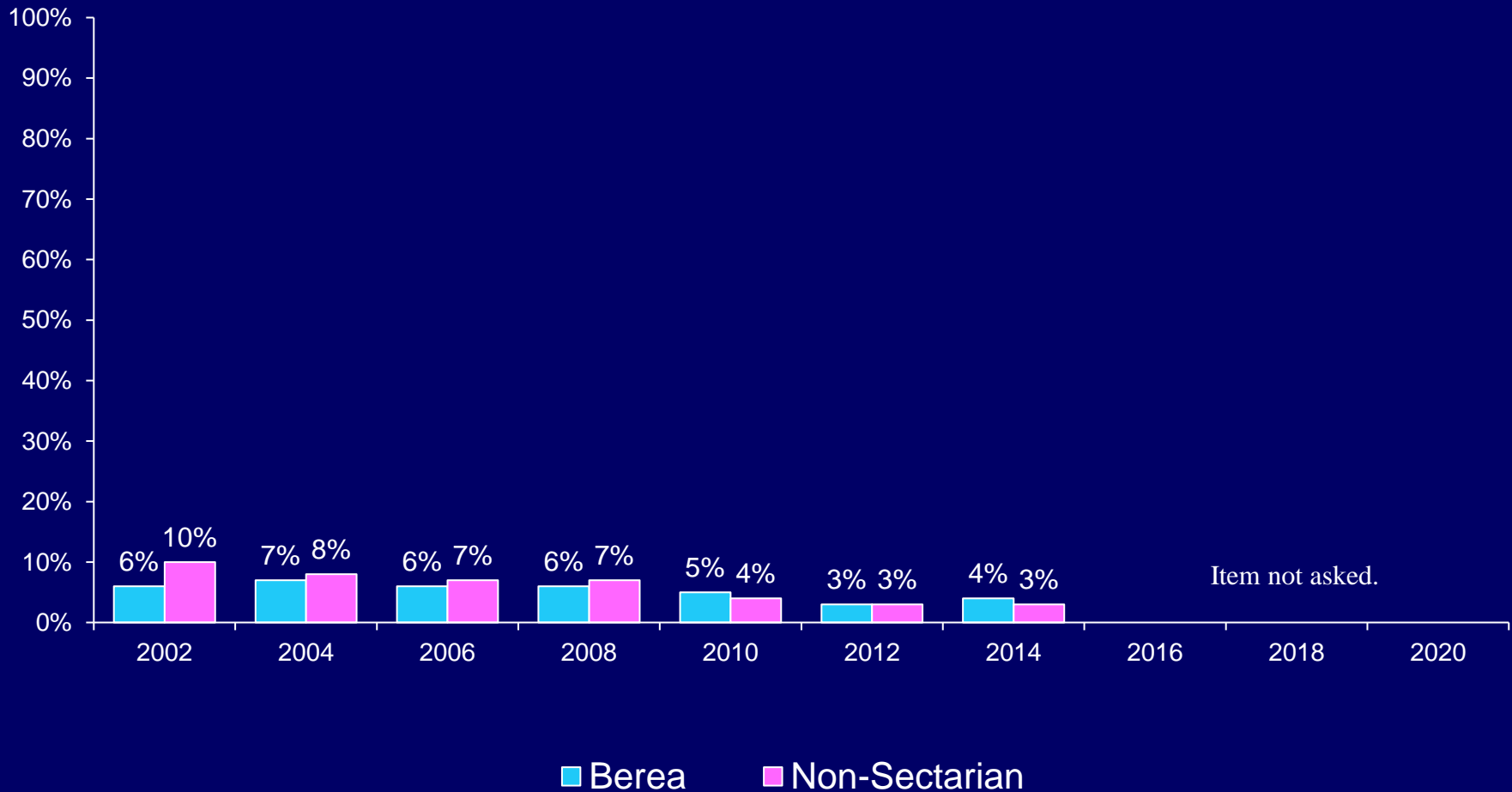
■ Non-Sectarian

Item added in 2020

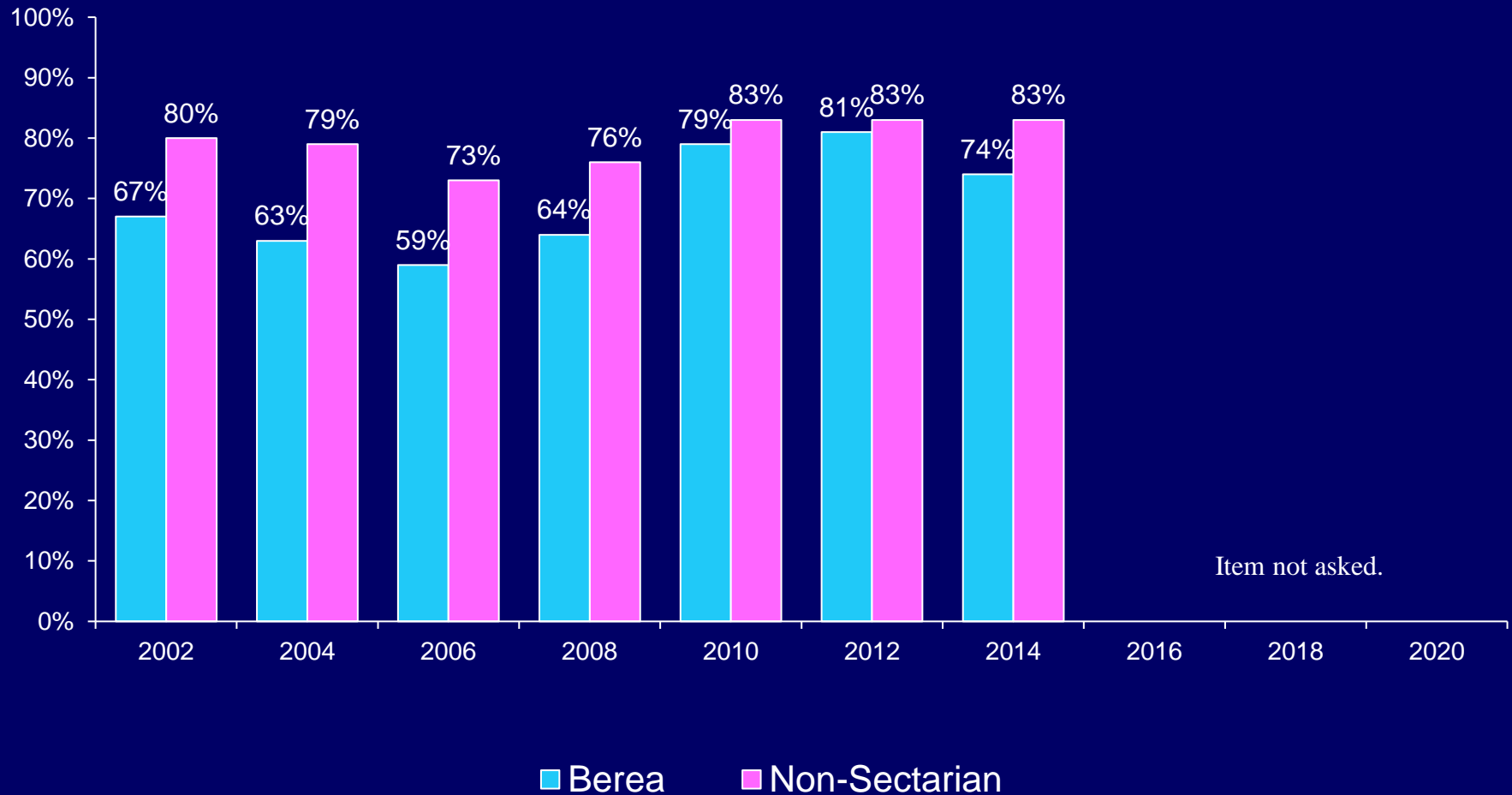
Percent of students who indicated “frequently” or “occasionally”
Was a guest in a teacher’s home
(during the past year)



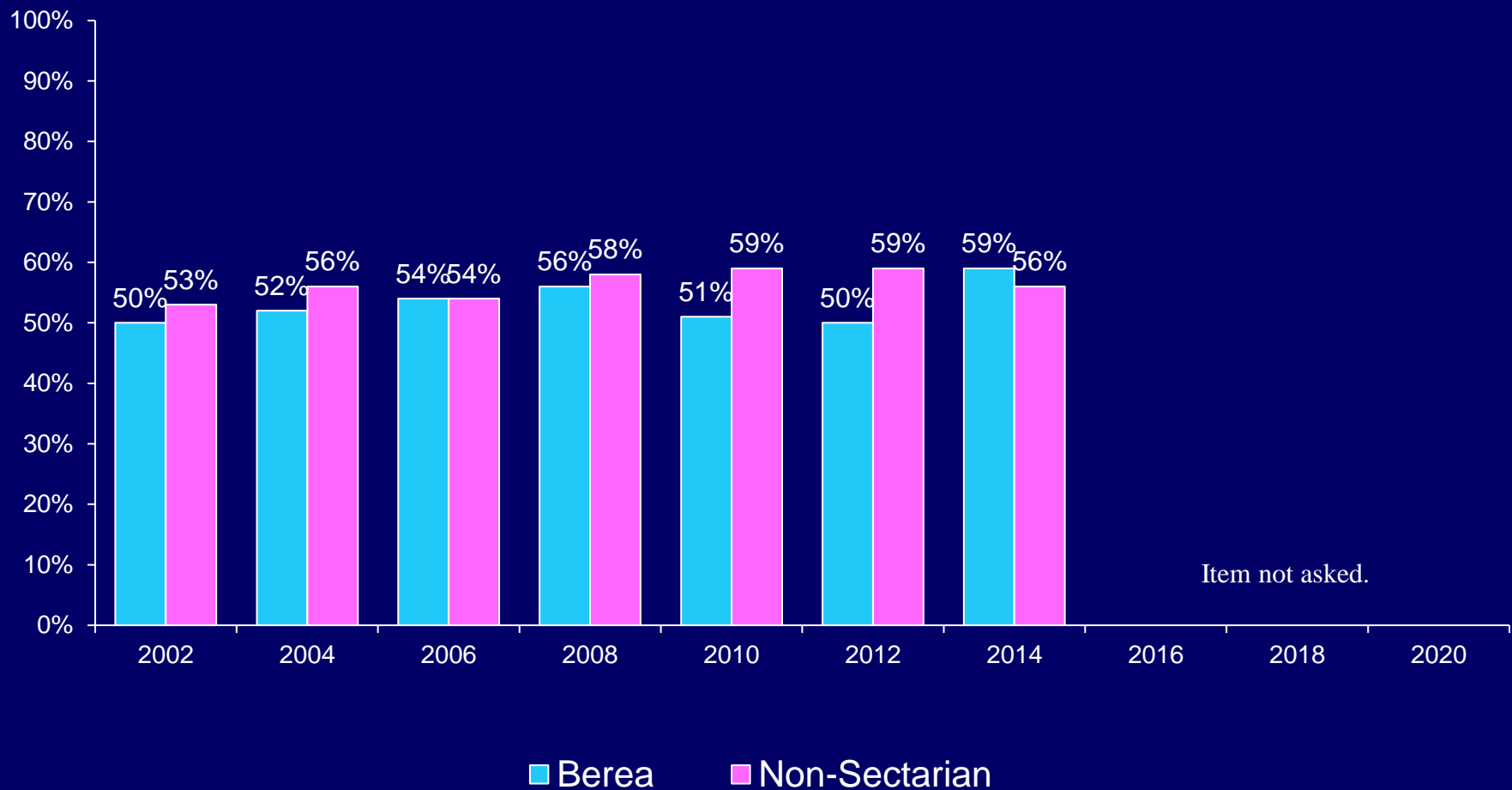
Percent of students who indicated “frequently”
Smoked cigarettes
(during the past year)



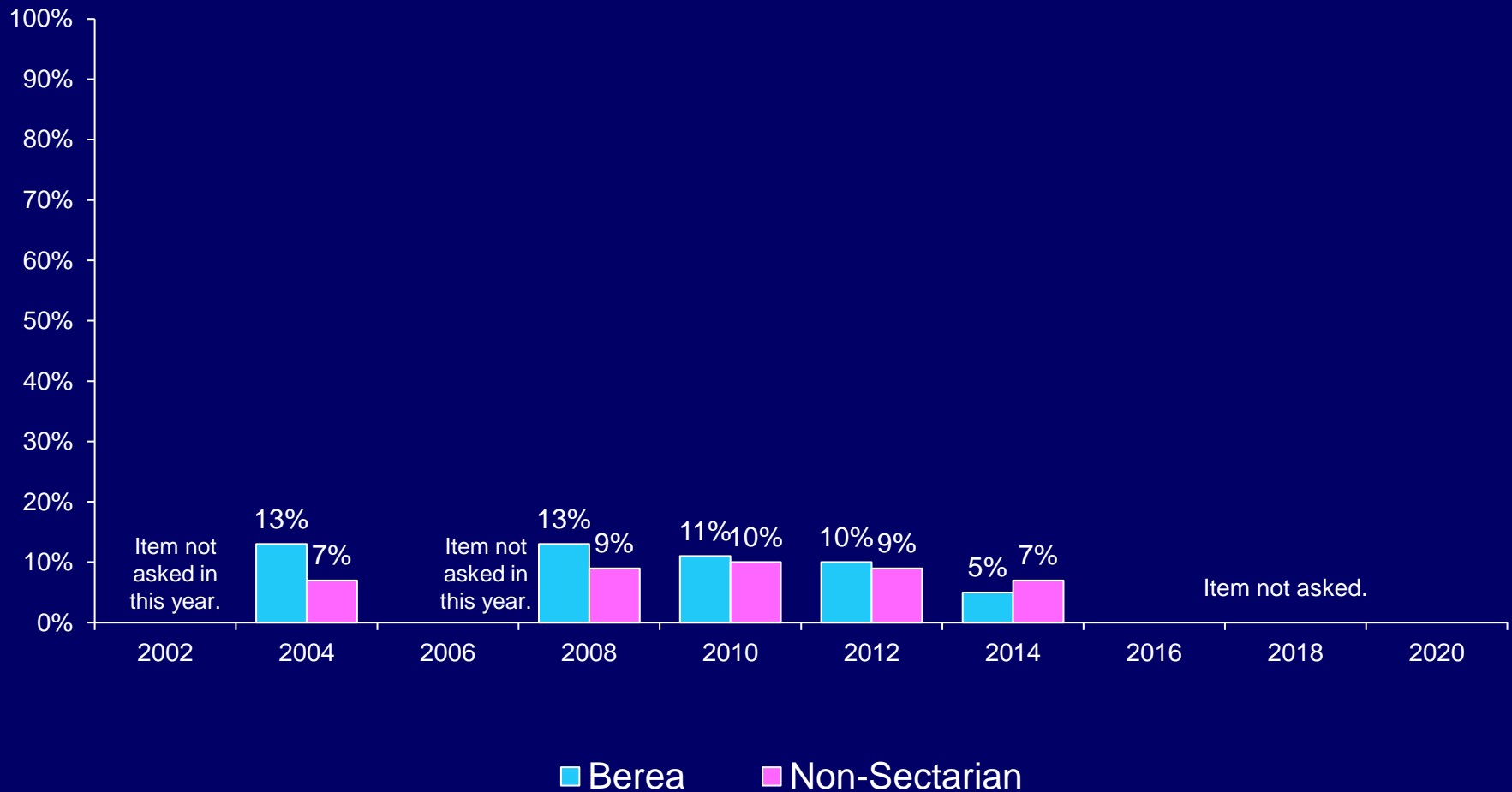
Percent of students who indicated “frequently”
Used the Internet for research or homework
(during the past year)



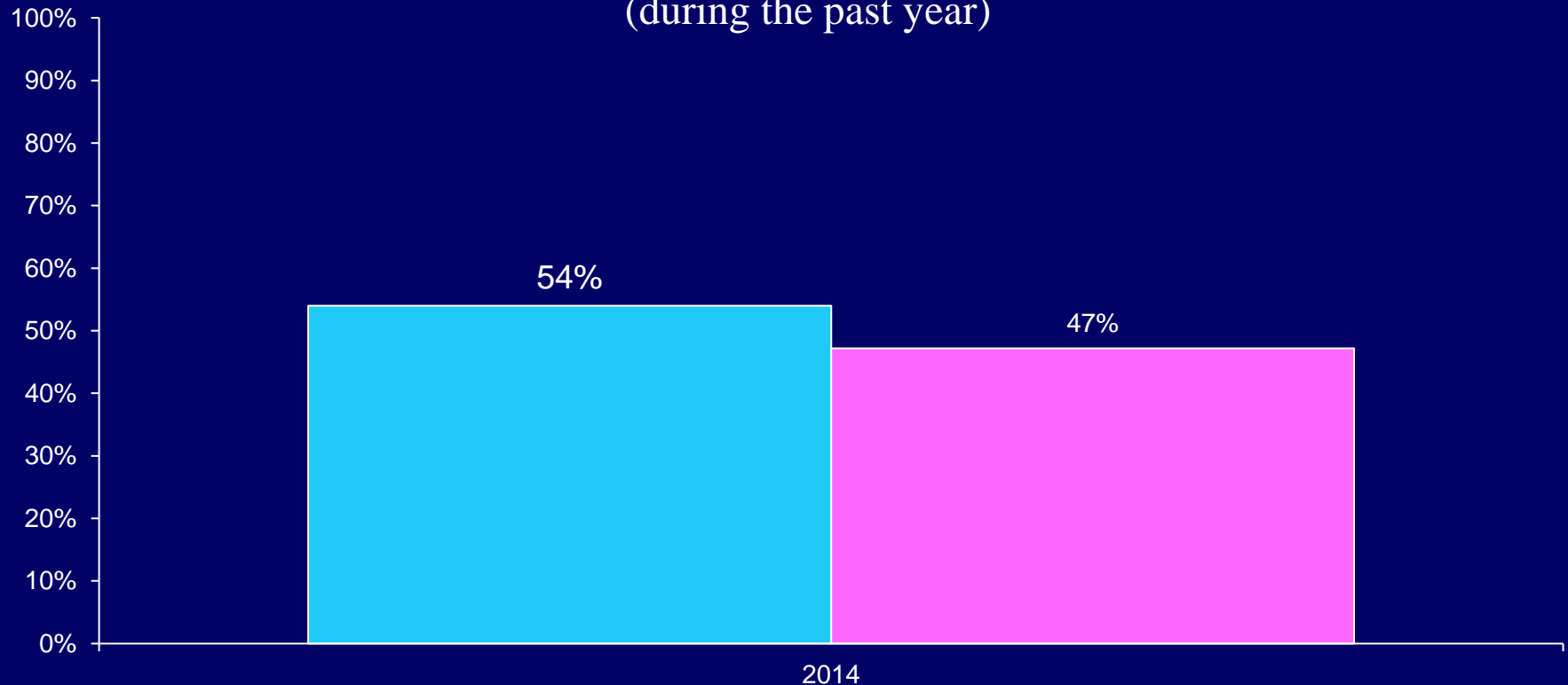
Percent of students who indicated “frequently” or “occasionally”
Performed community service as part of a class
(during the past year)



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



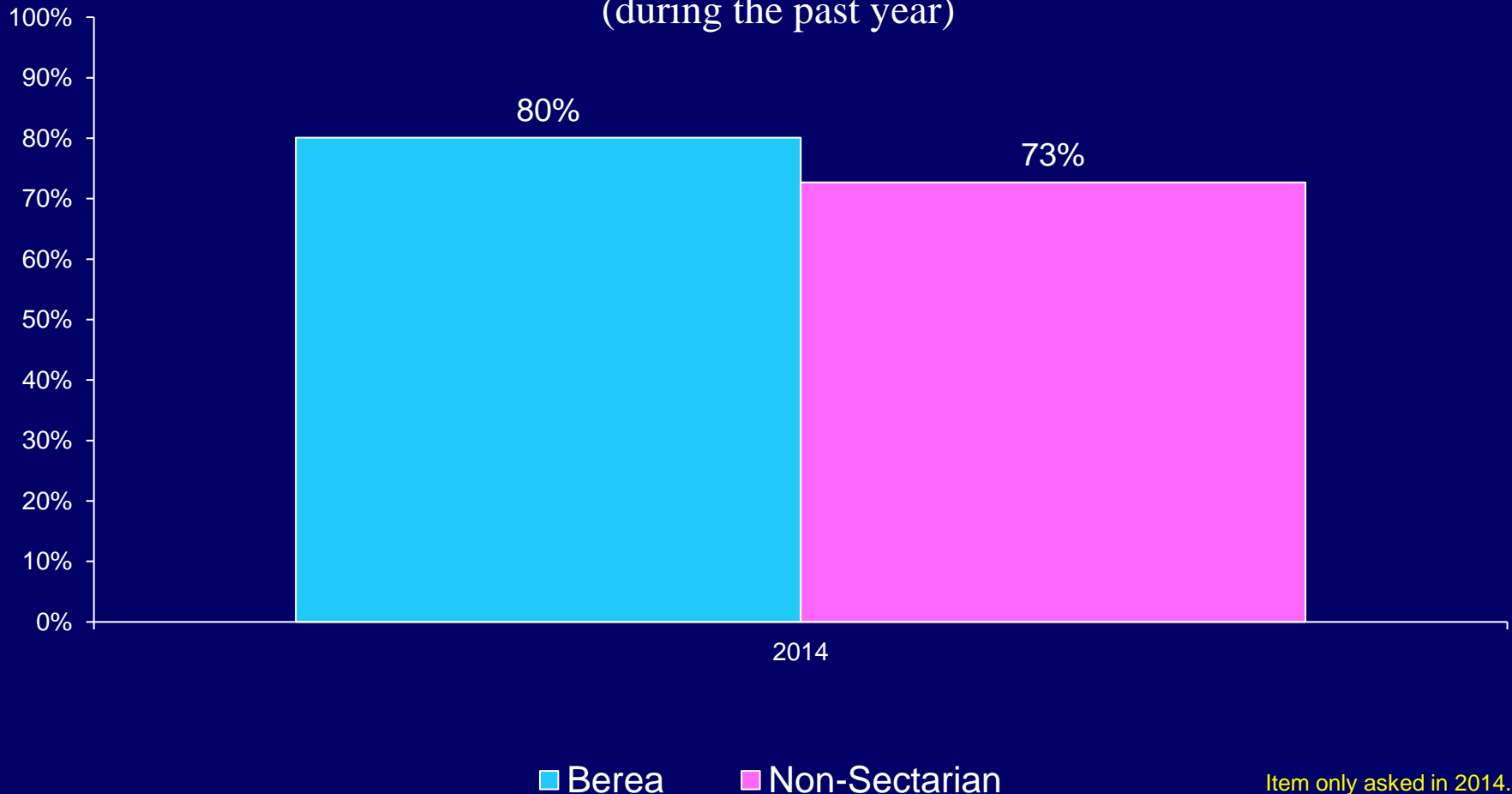
Percent of students who indicated “frequently” or “occasionally”
Used an online instructional website (e.g., Khan Academy, Coursera) as assigned for a class
(during the past year)



■ Berea ■ Non-Sectarian

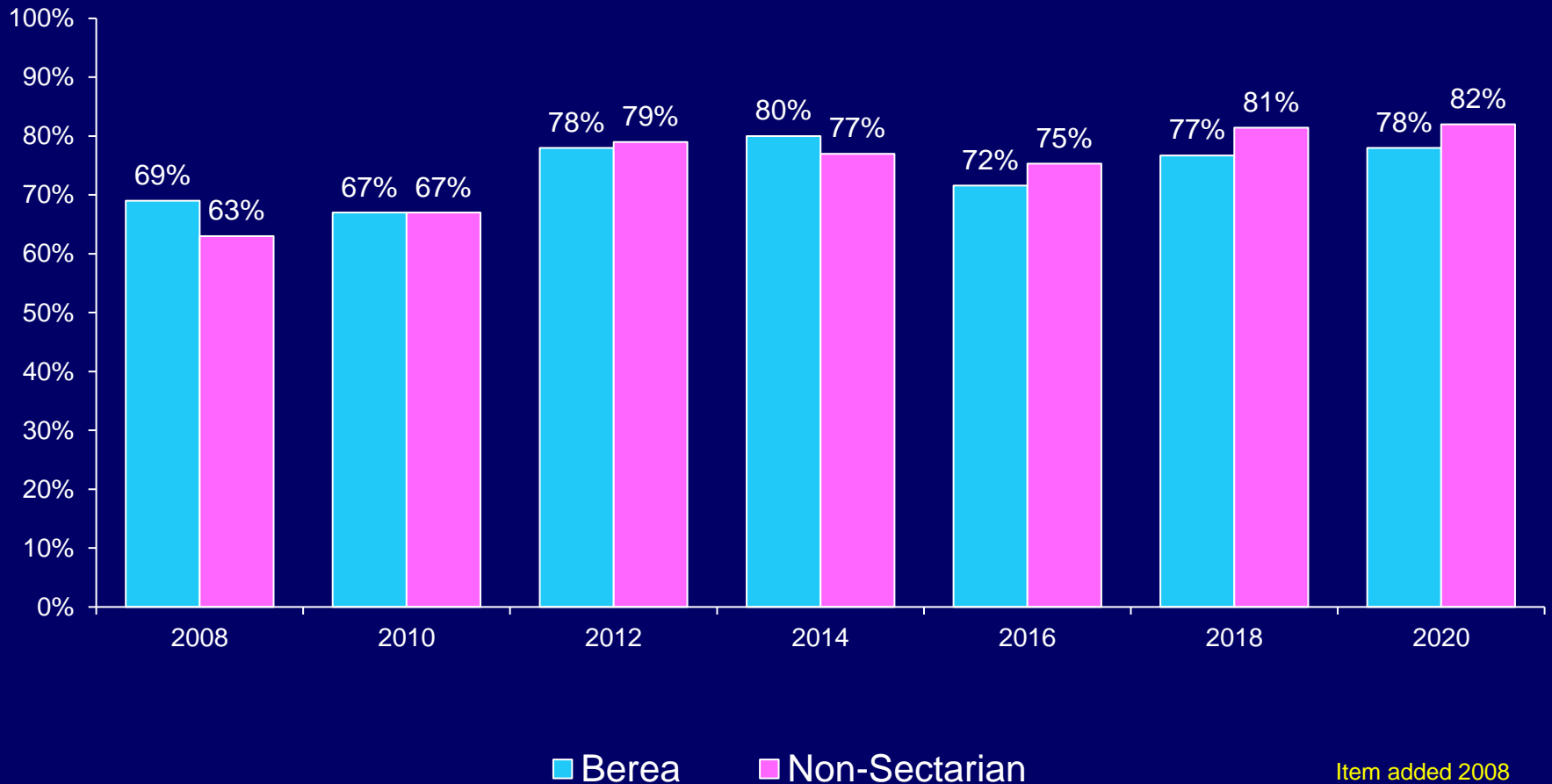
Item only asked in 2014.

Percent of students who indicated “frequently” or “occasionally”
Used an online instructional website (e.g., Khan Academy, Coursera) to learn something on your own
(during the past year)

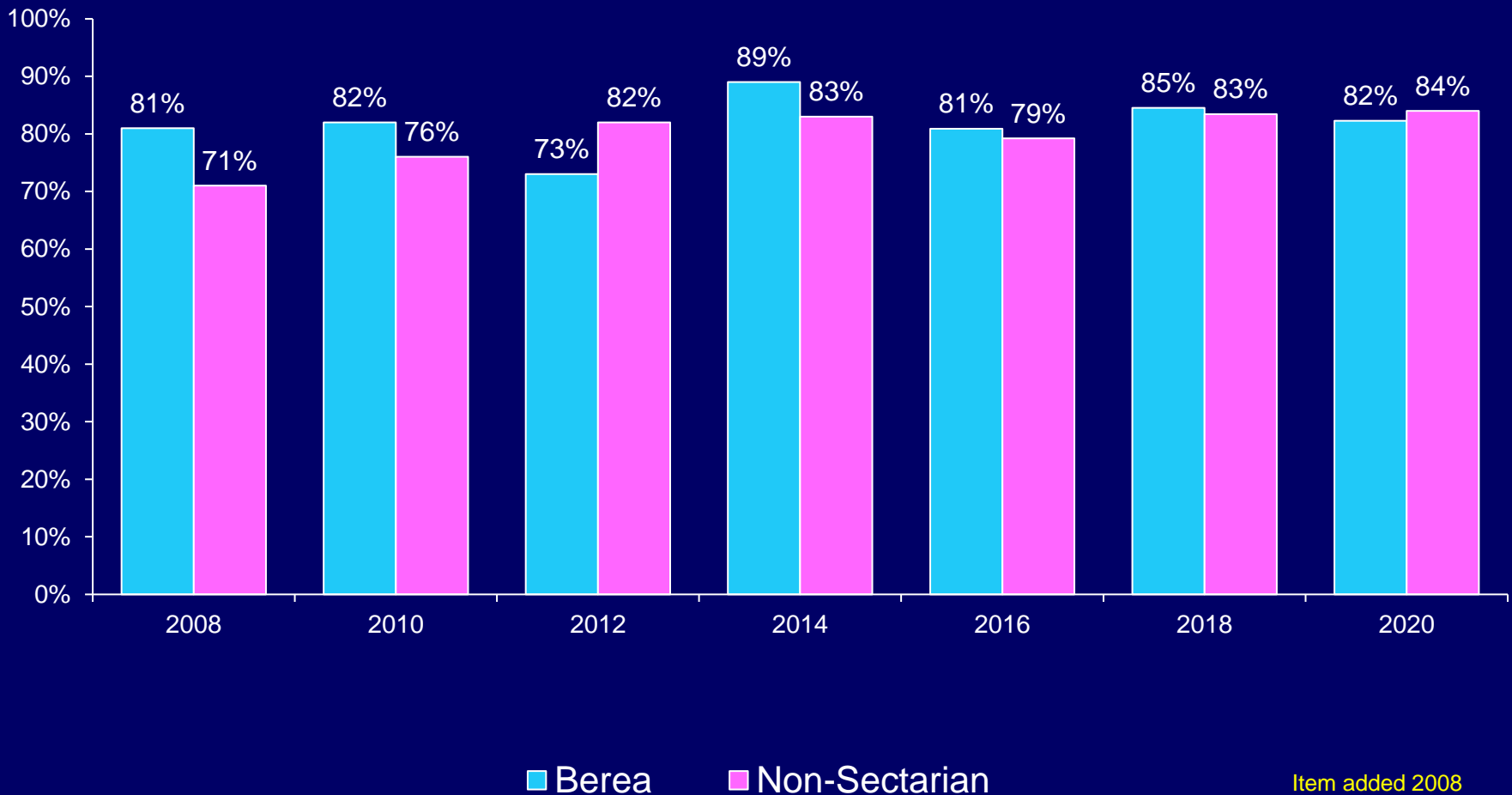


*Percent of students who rated themselves in
“a major strength” or “somewhat strong”:*

Ability to see the world from someone else’s perspective

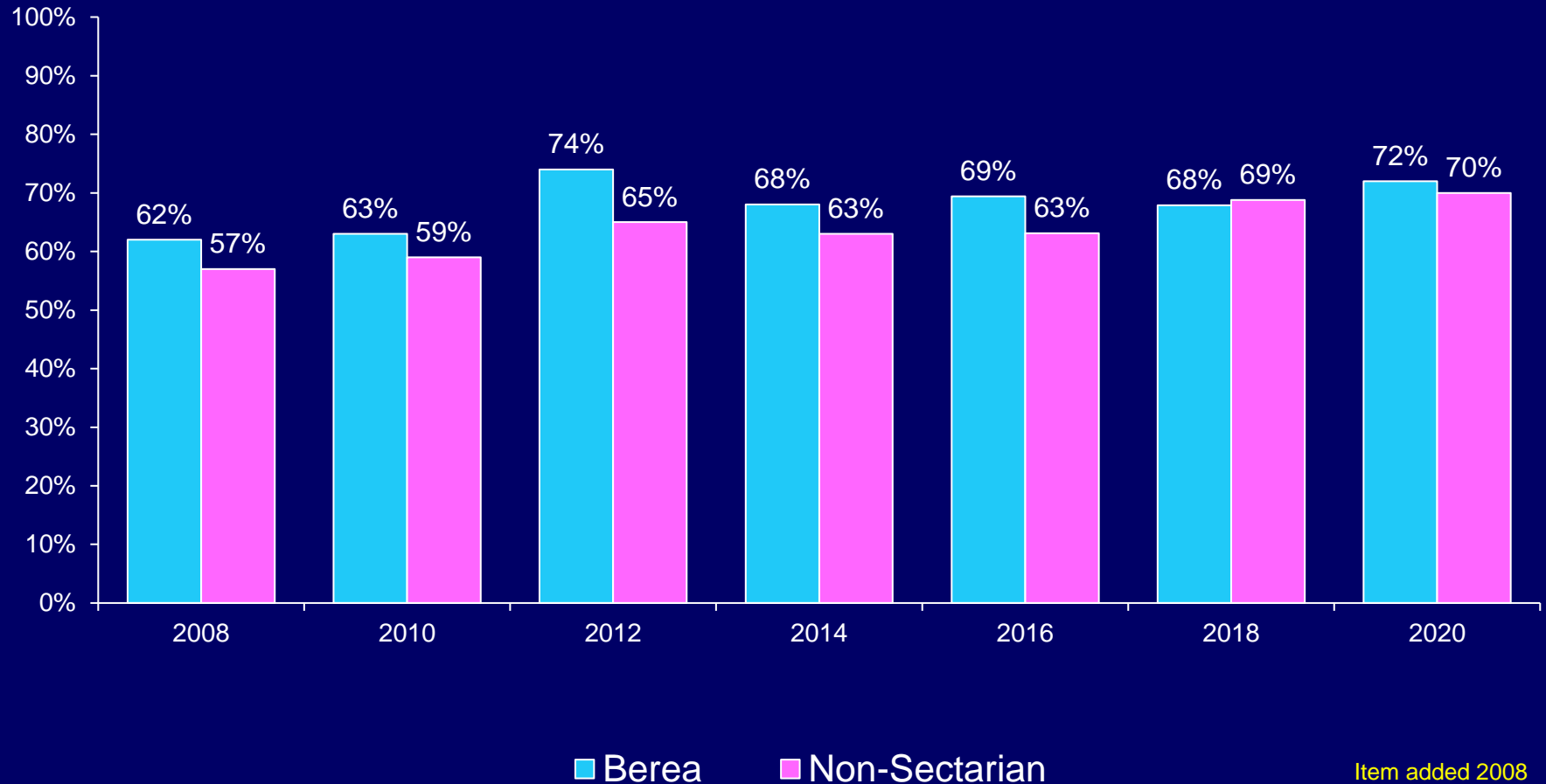


*Percent of students who rated themselves in
“a major strength” or “somewhat strong”:*
Tolerance of others with different beliefs



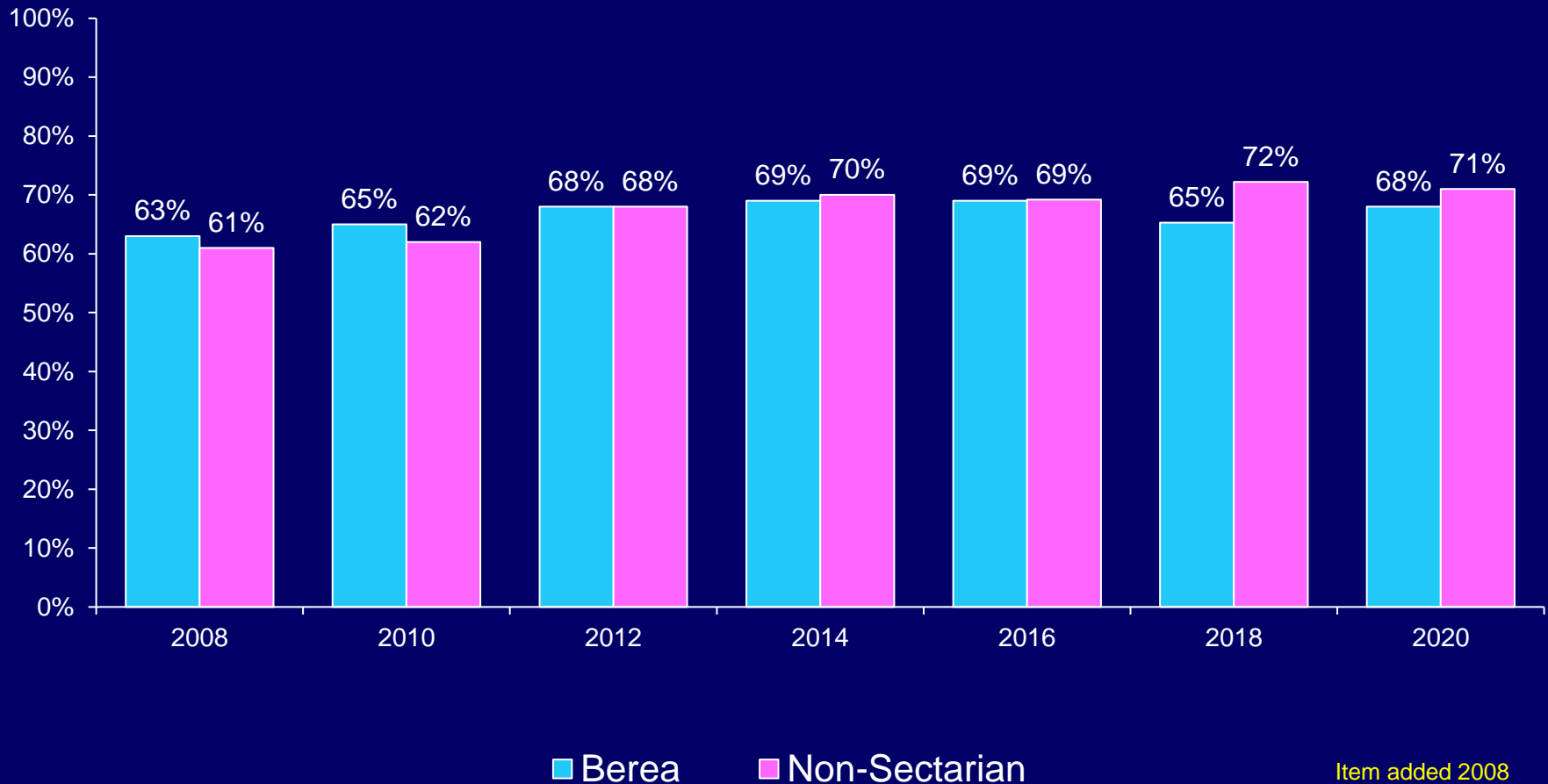
*Percent of students who rated themselves in
“a major strength” or “somewhat strong”:*

Openness to having my own views challenged



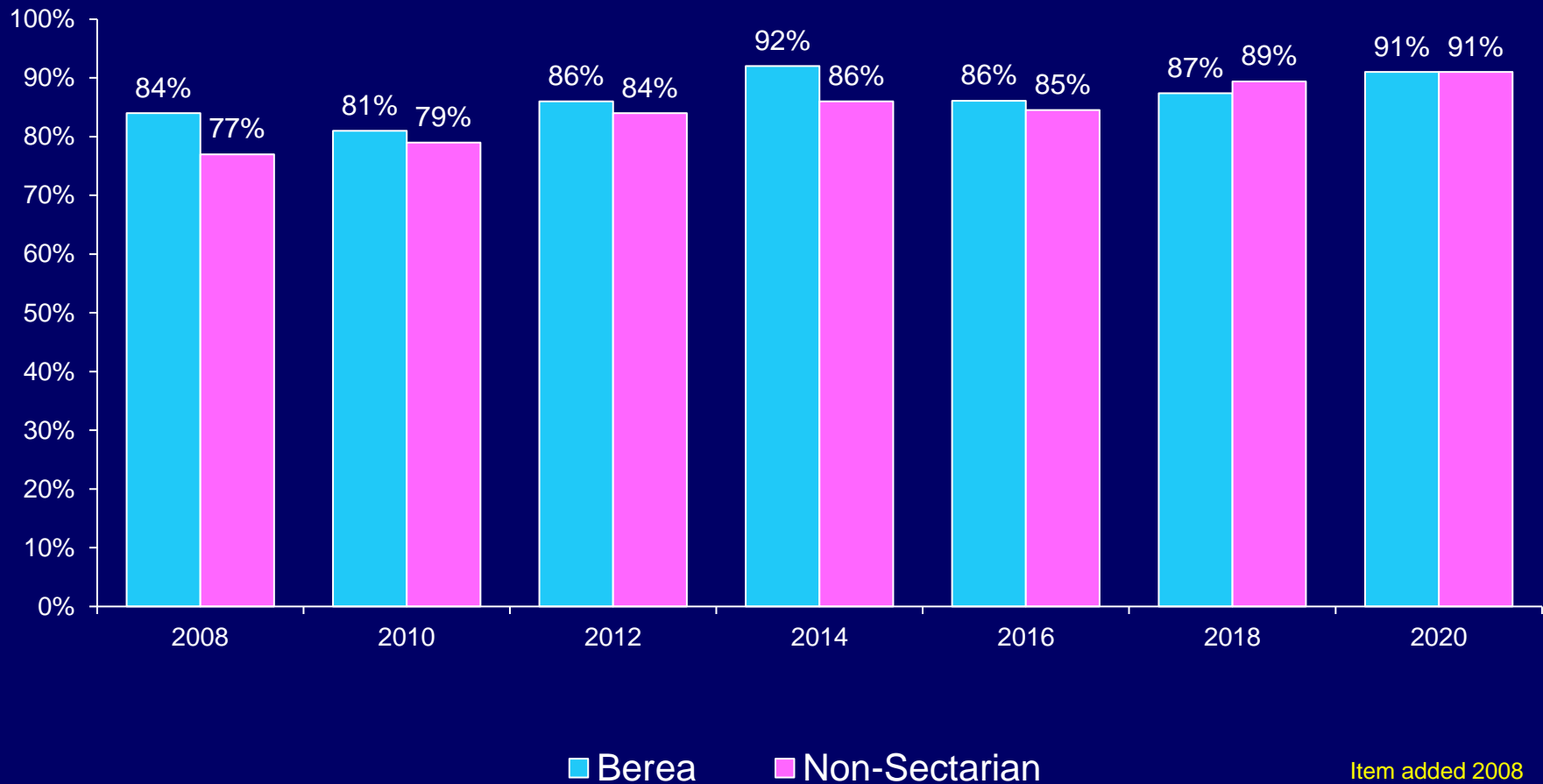
*Percent of students who rated themselves in
“a major strength” or “somewhat strong”:*

Ability to discuss and negotiate controversial issues



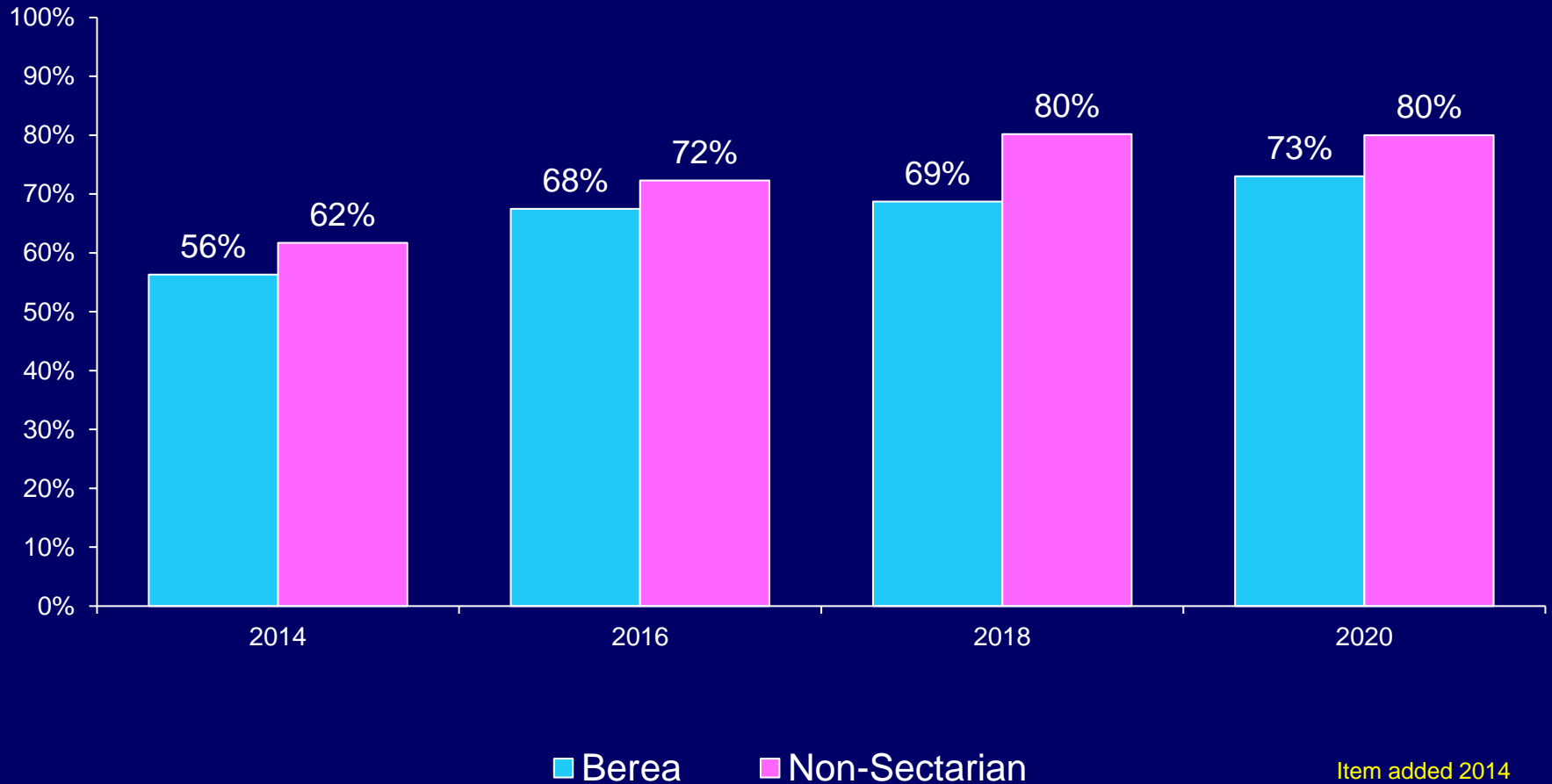
*Percent of students who rated themselves in
“a major strength” or “somewhat strong”:*

Ability to work cooperatively with diverse people

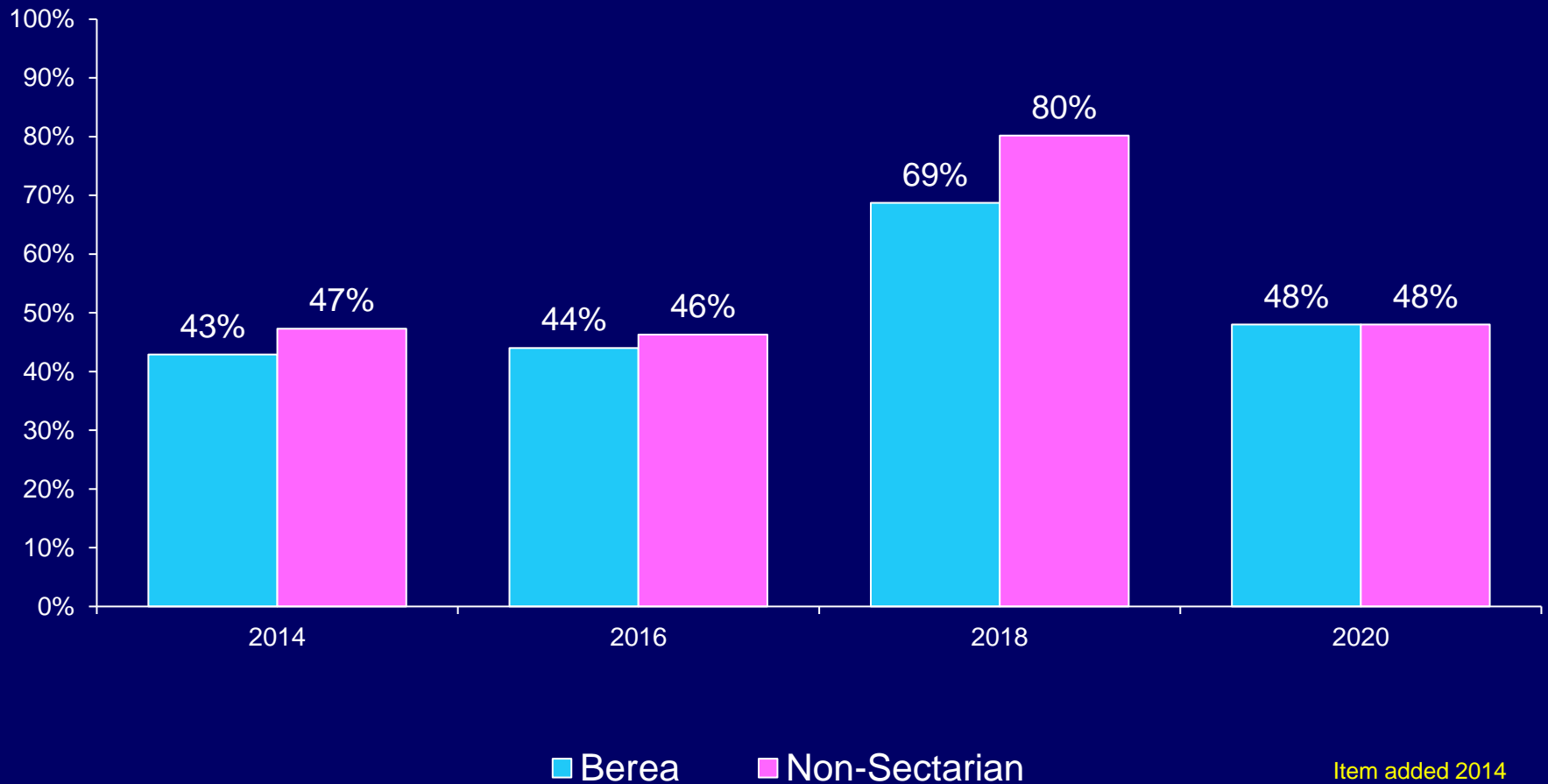


*Percent of students who rated themselves in
“a major strength” or “somewhat strong”:*

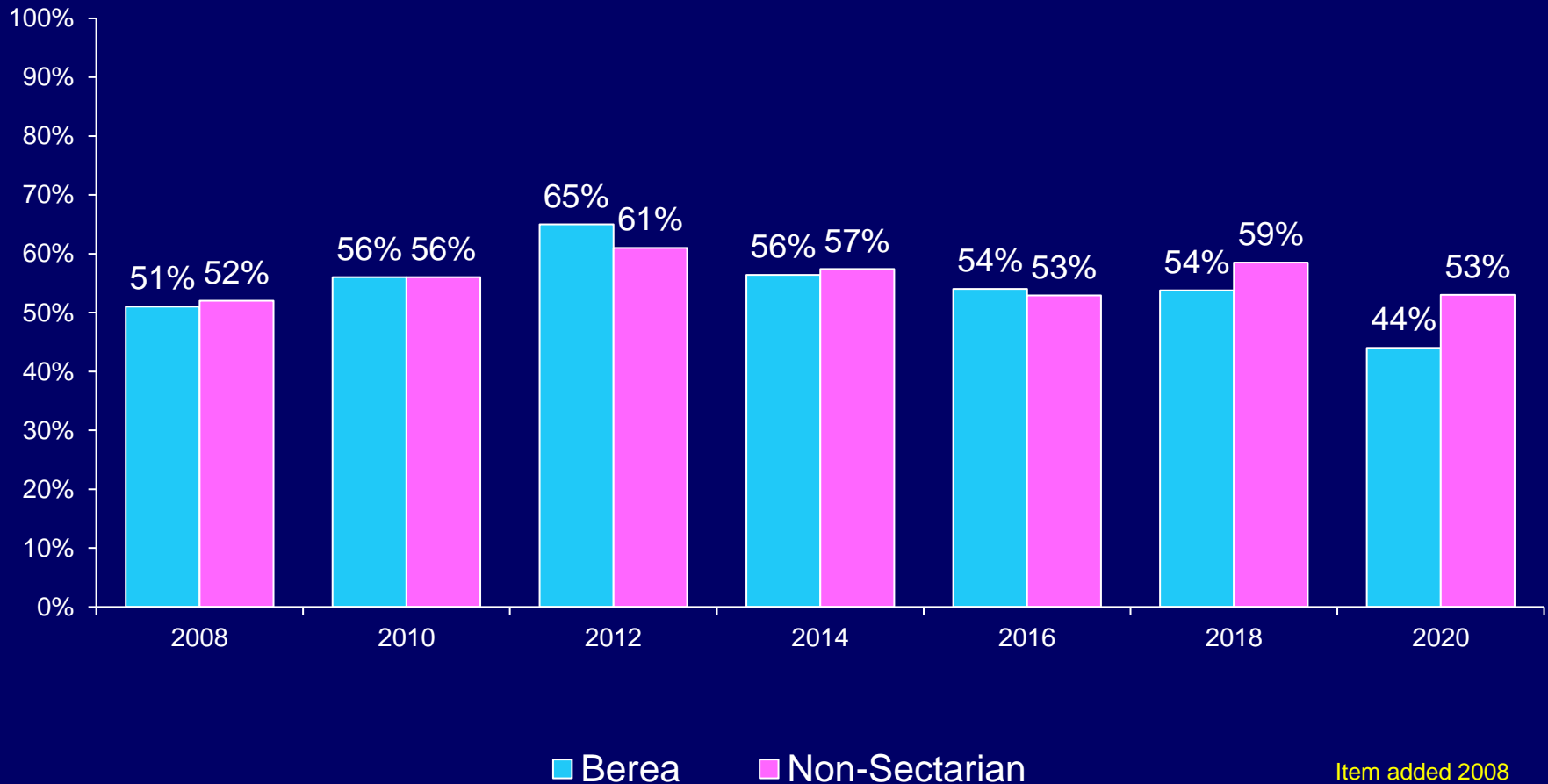
Critical thinking skills



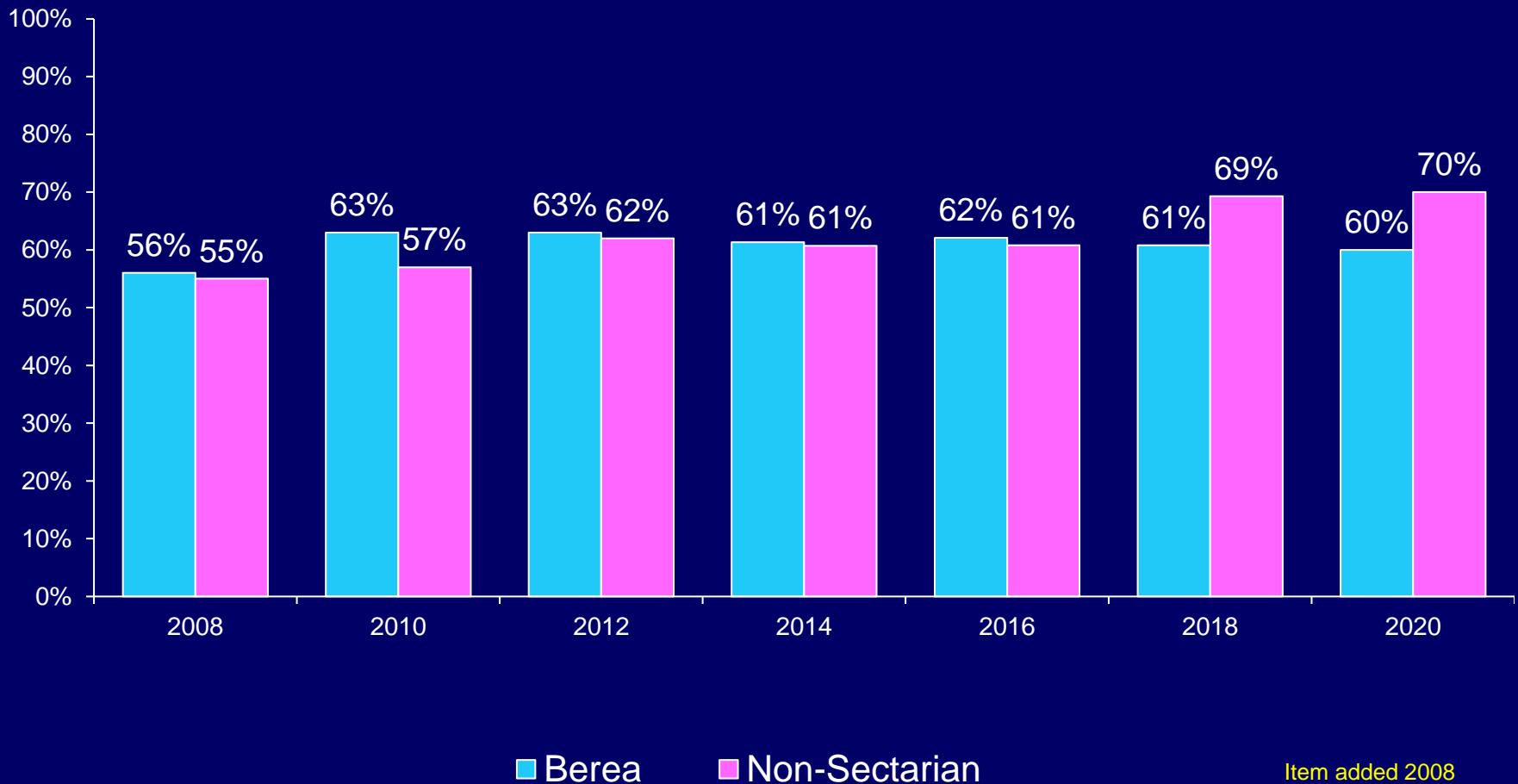
*Percent of students who rated themselves in
“a major strength” or “somewhat strong”:*
Ability to manage my time effectively



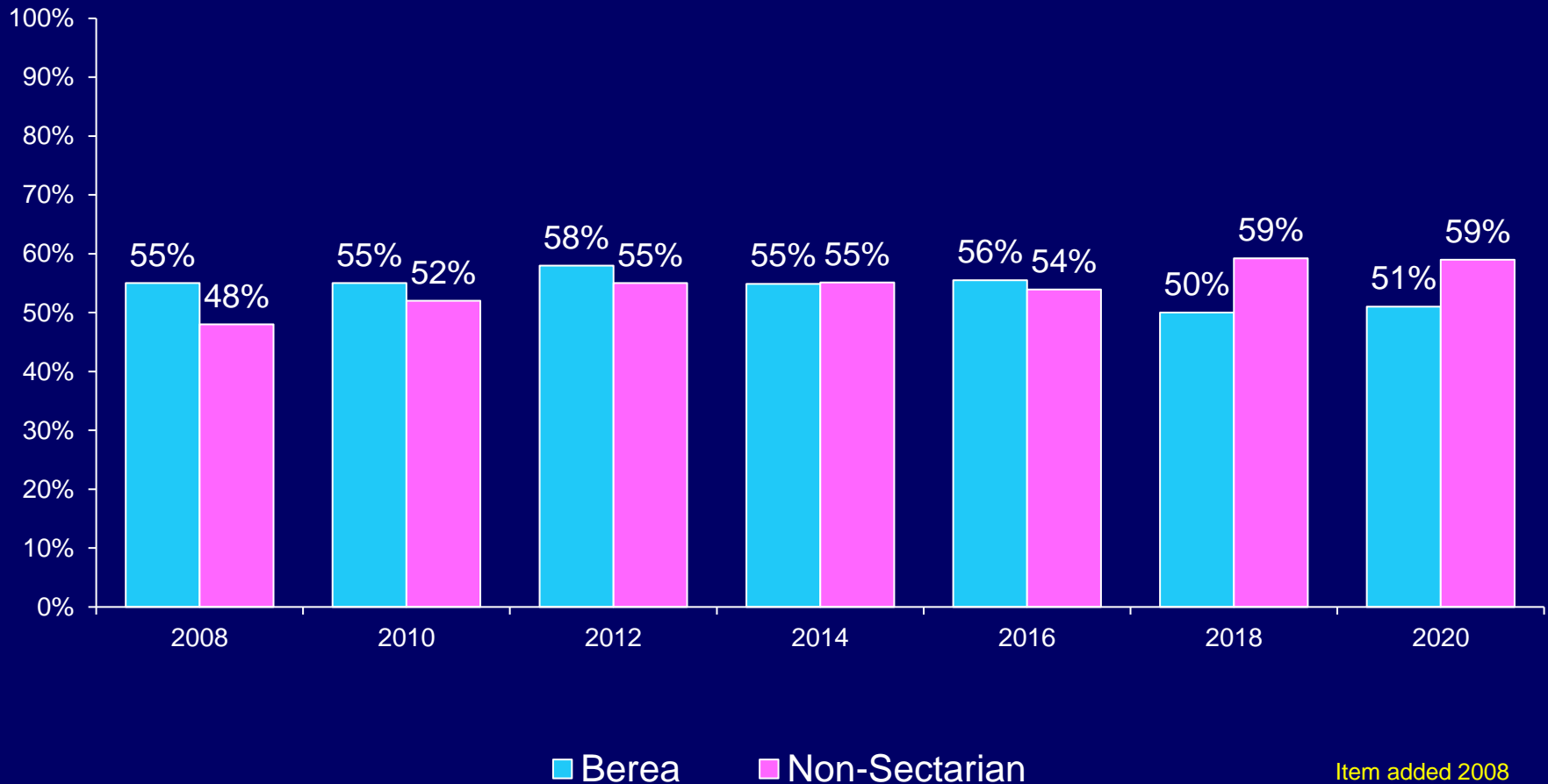
Percent of students who indicated in the past year, they “frequently”:
Ask questions in class



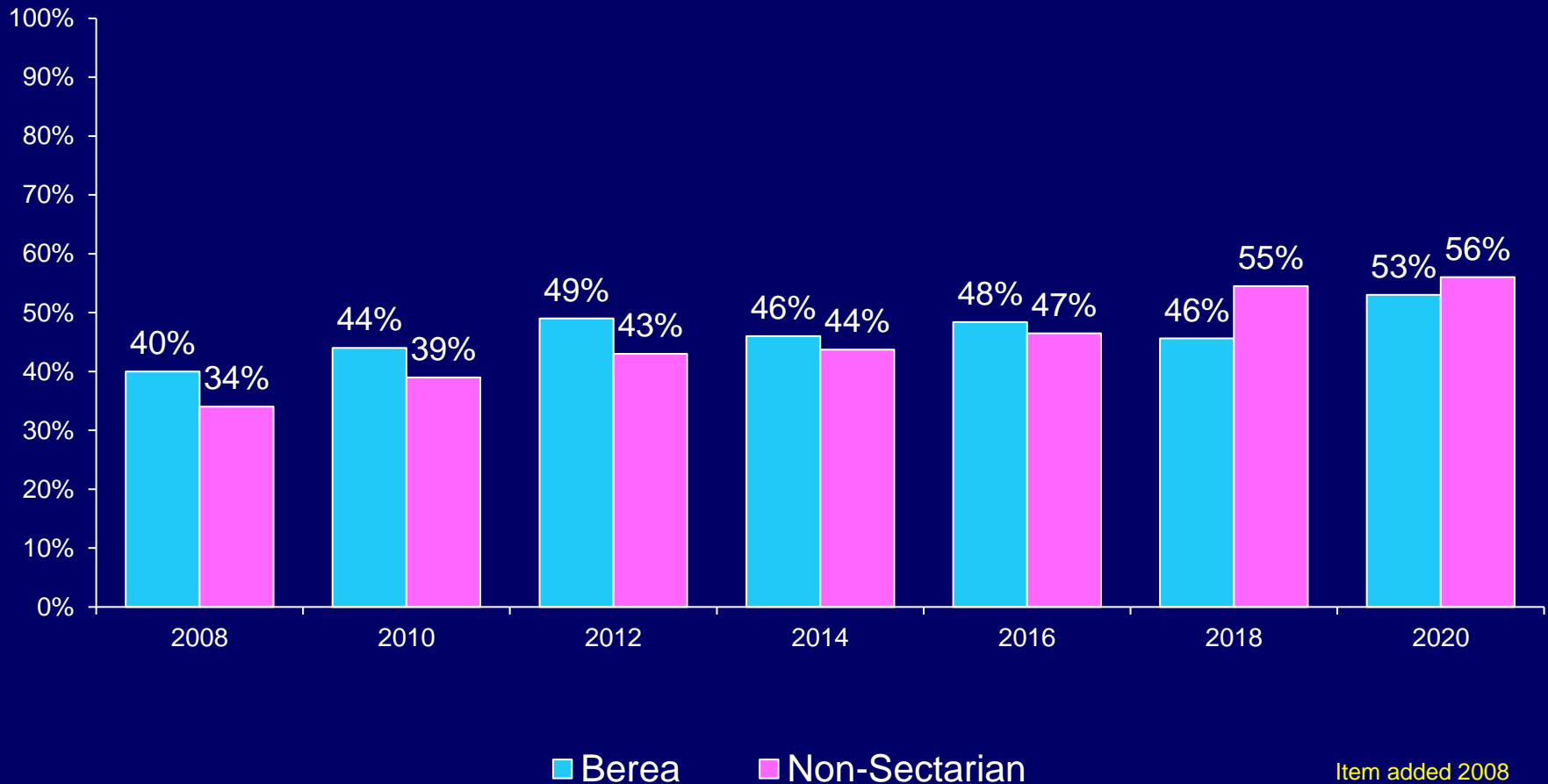
Percent of students who indicated in the past year, they “frequently”:
Support your opinions with a logical argument



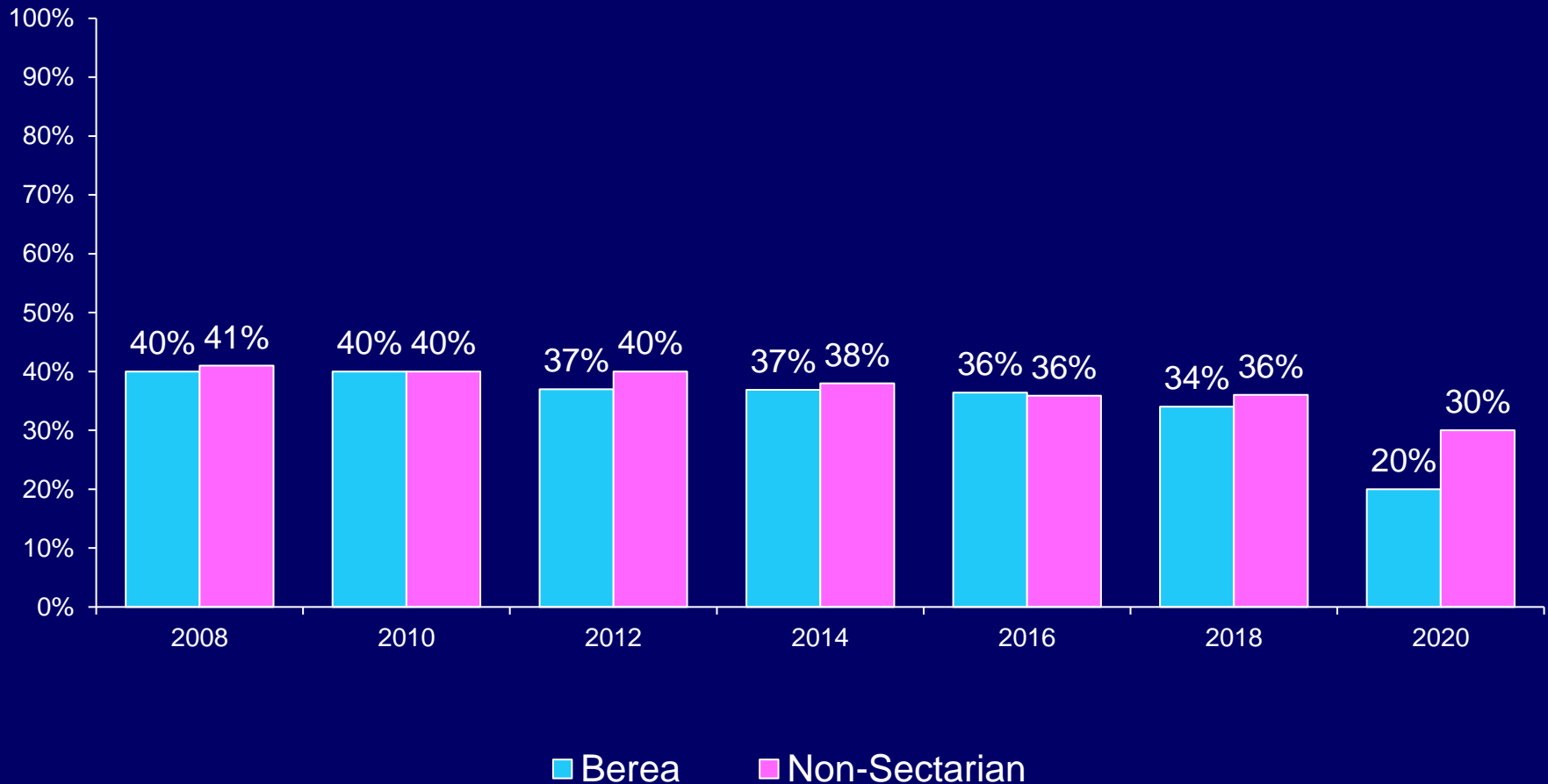
Percent of students who indicated in the past year, they “frequently”:
Seek solutions to problems and explain them to others



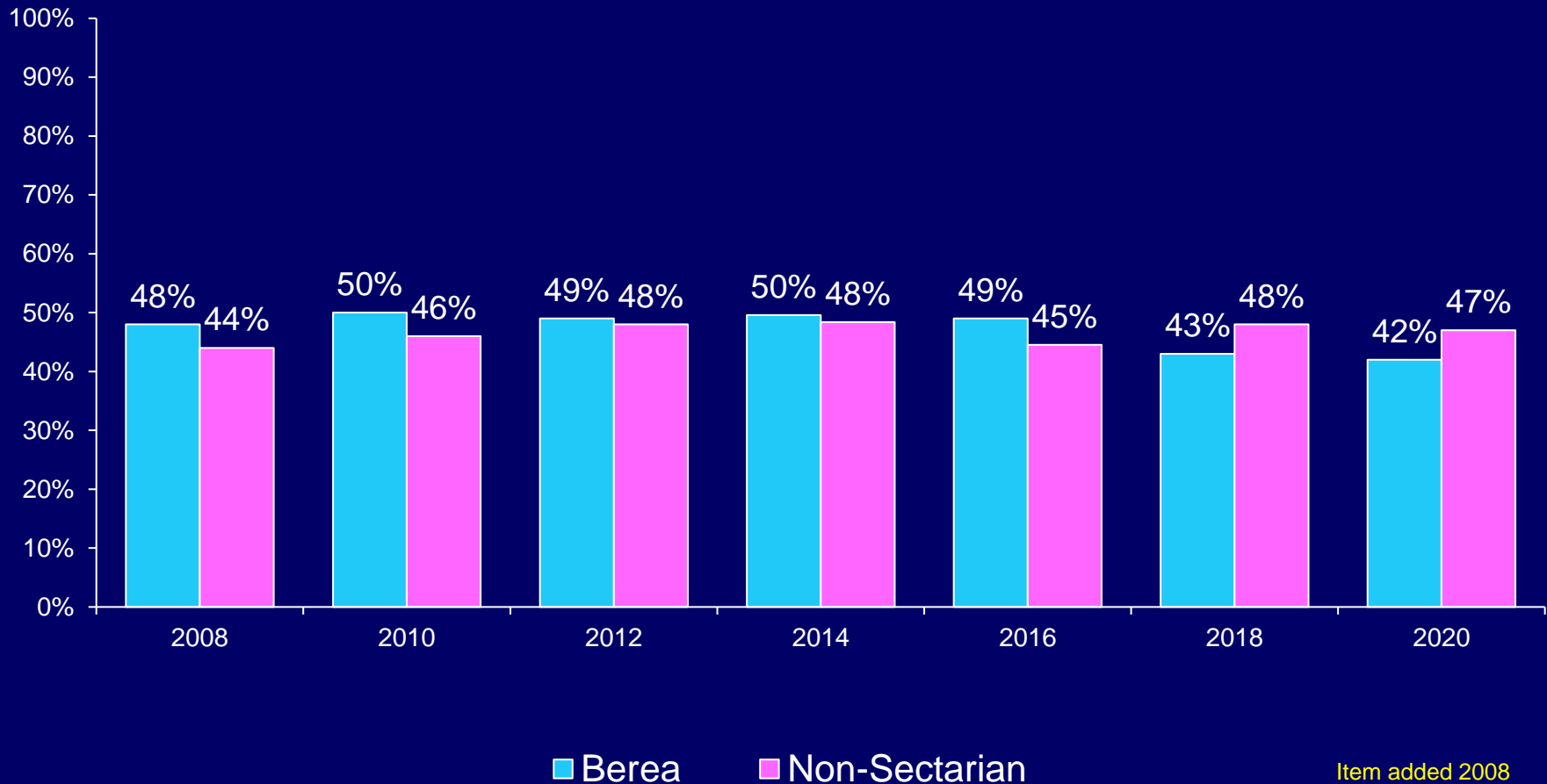
Percent of students who indicated in the past year, they “frequently”:
Evaluate the quality or reliability of information you received



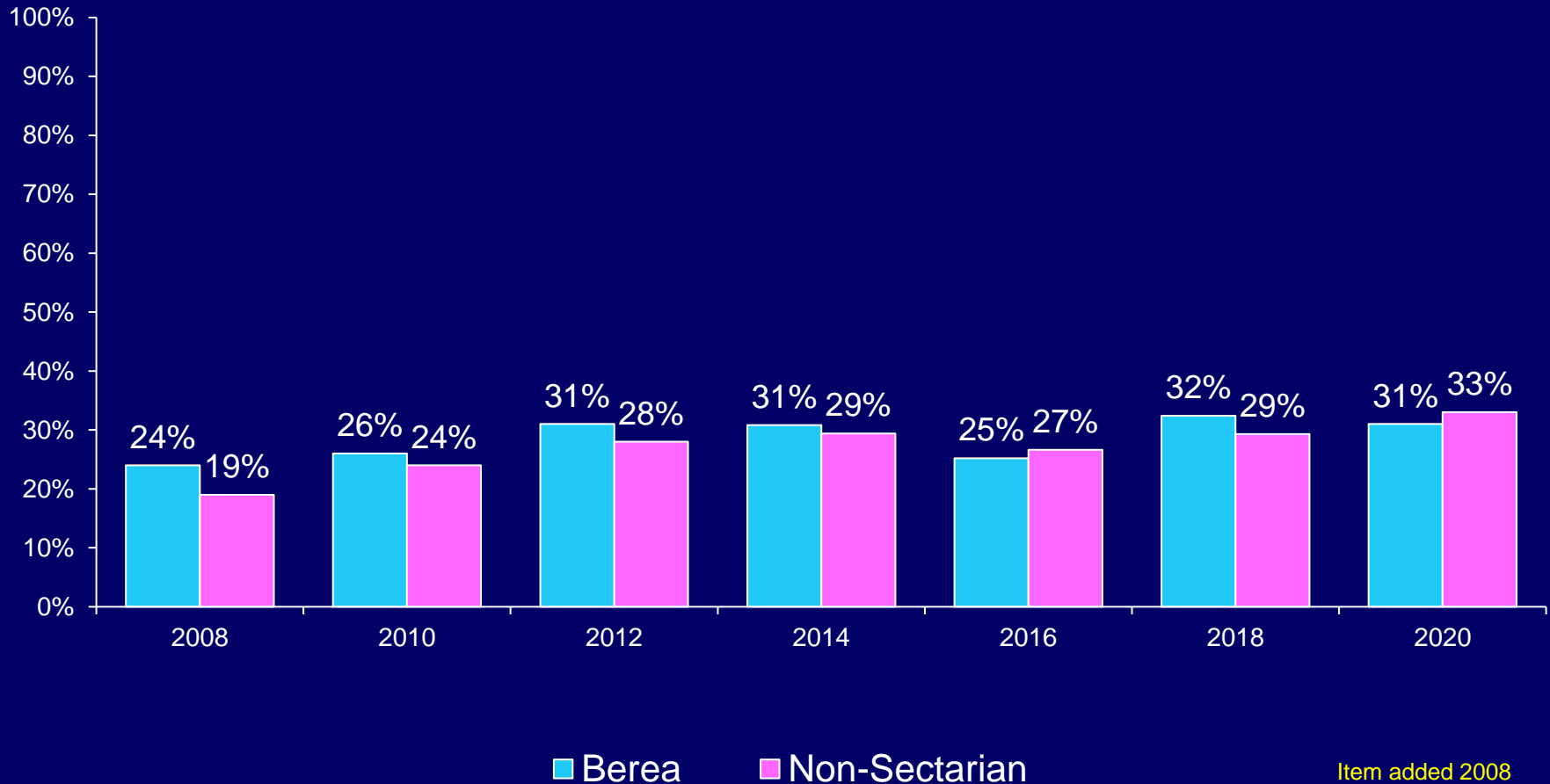
Percent of students who indicated in the past year, they “frequently”:
Take a risk because you feel you have more to gain



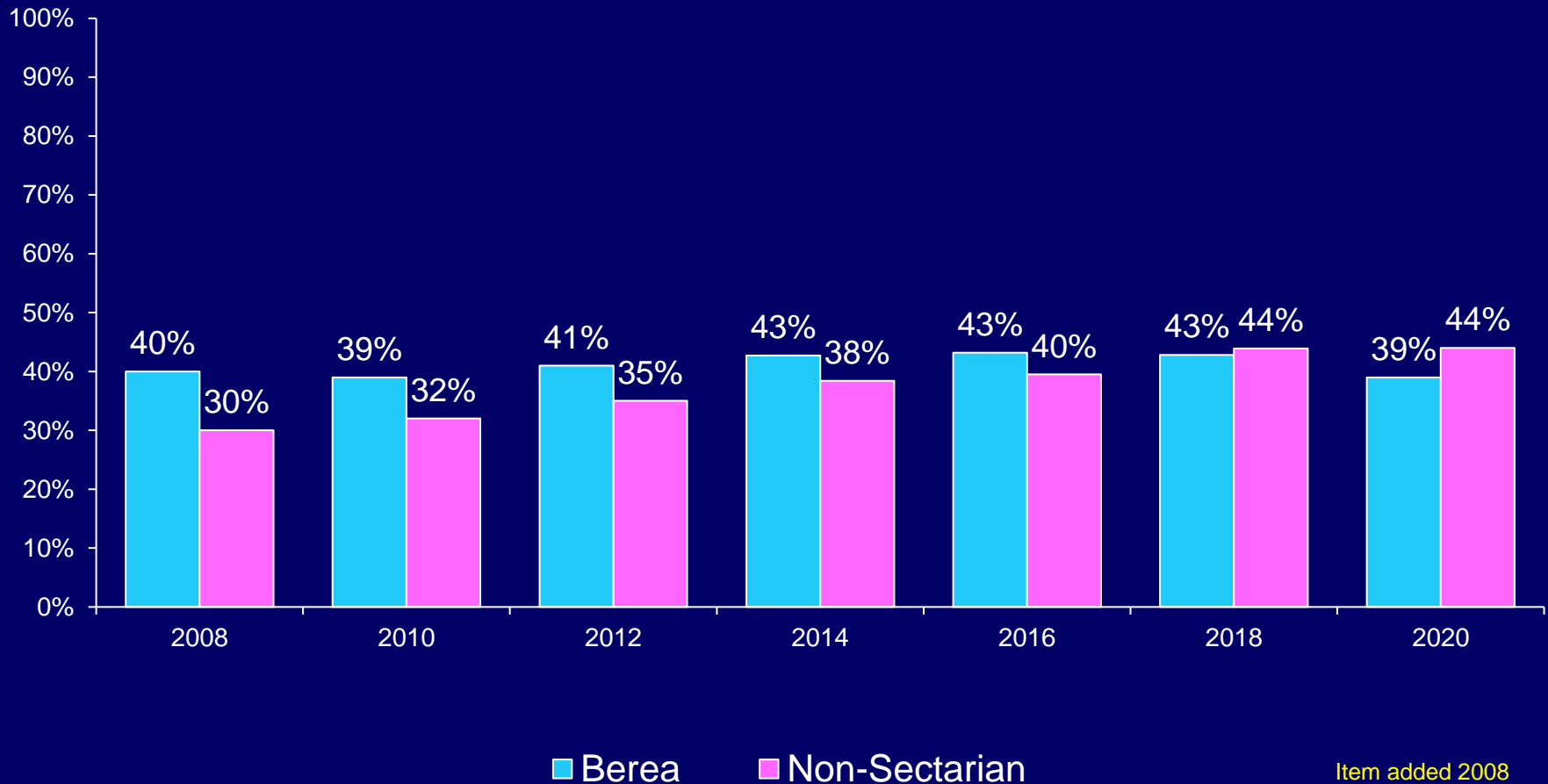
Percent of students who indicated in the past year, they “frequently”:
Seek alternative solutions to a problem



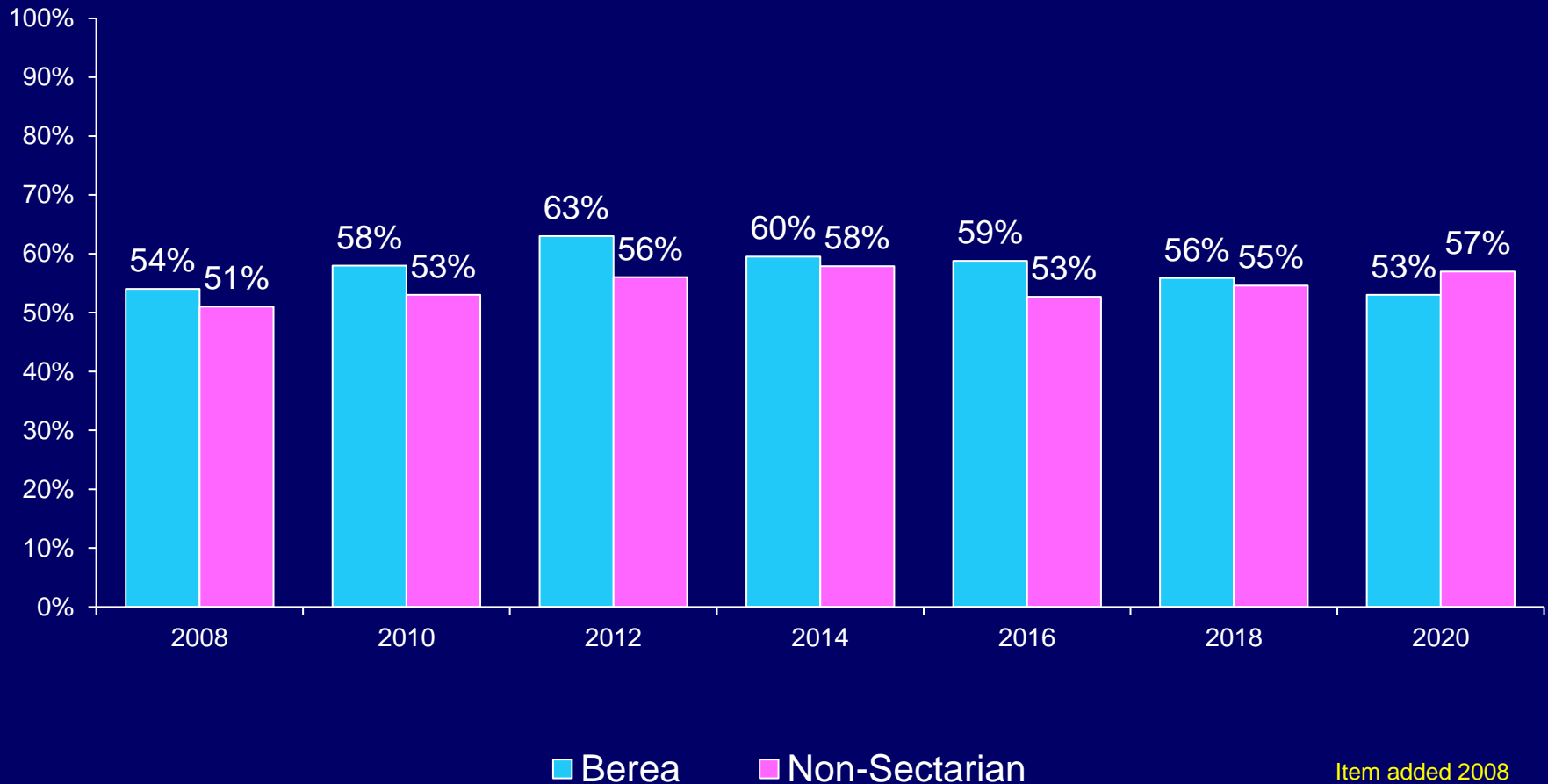
Percent of students who indicated in the past year, they “frequently”:
Look up scientific research articles and resources



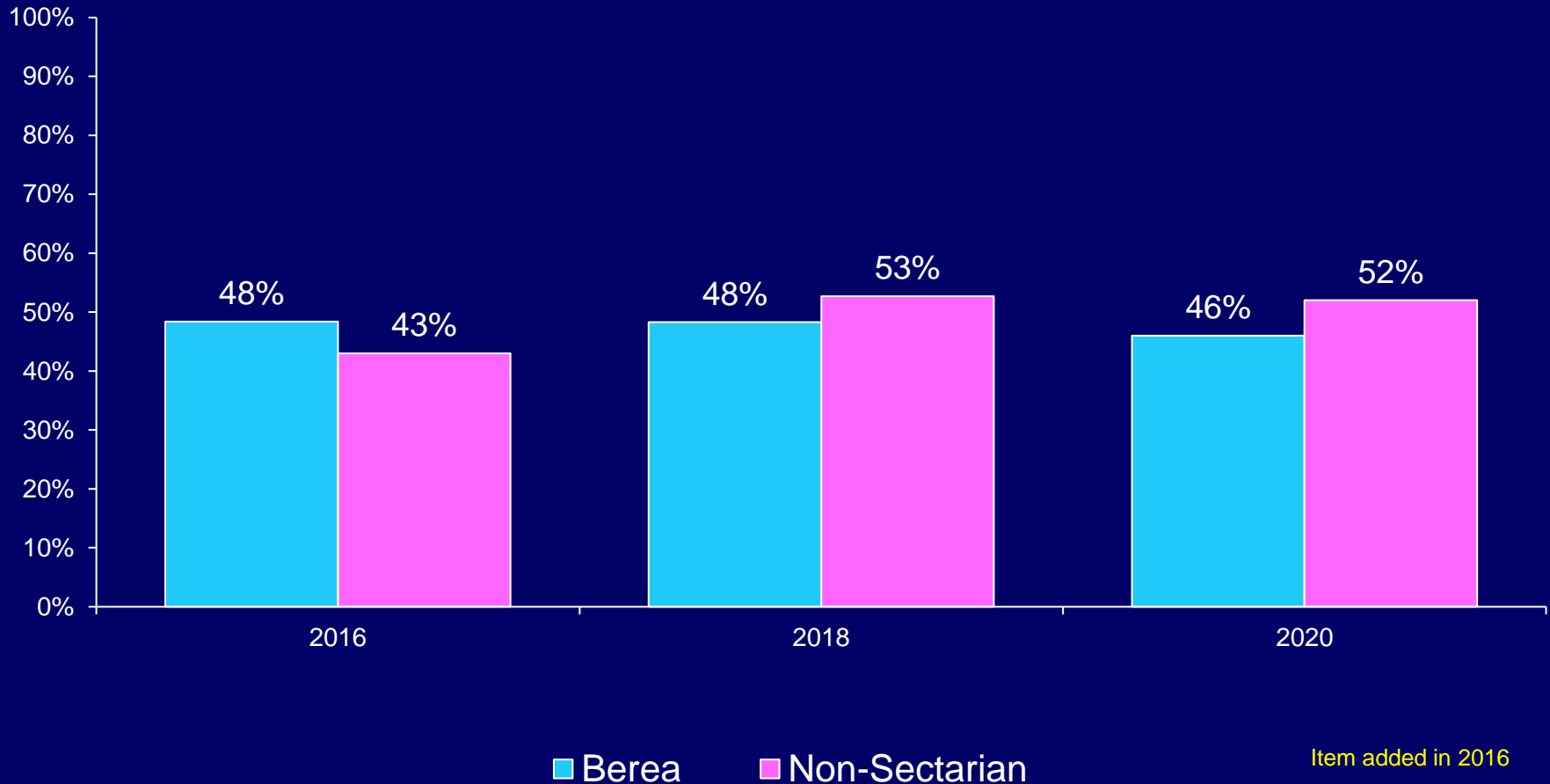
Percent of students who indicated in the past year, they “frequently”:
**Explore topics on your own, even though
it was not required for a class**



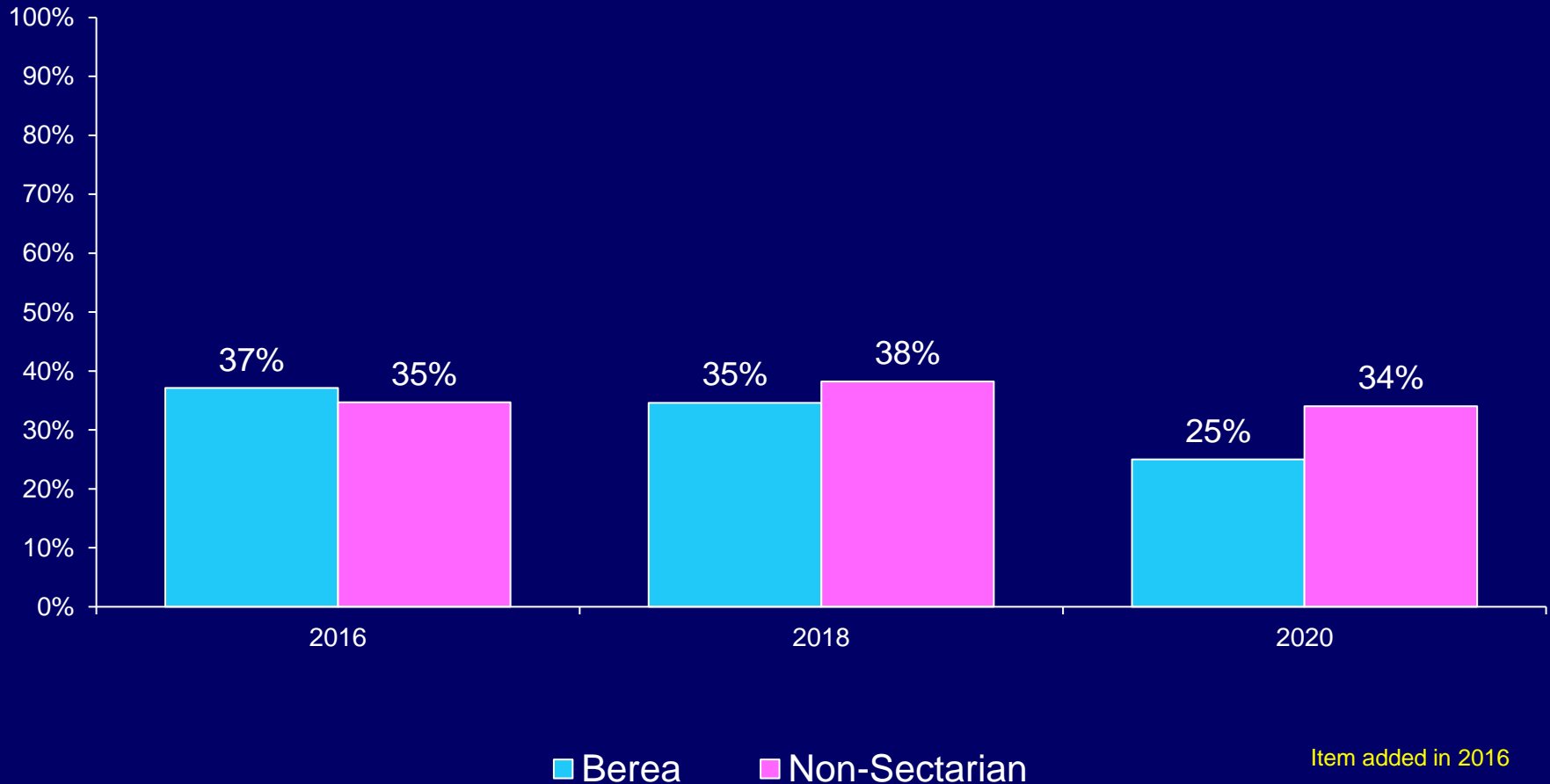
Percent of students who indicated in the past year, they “frequently”:
Accept mistakes as part of the learning process



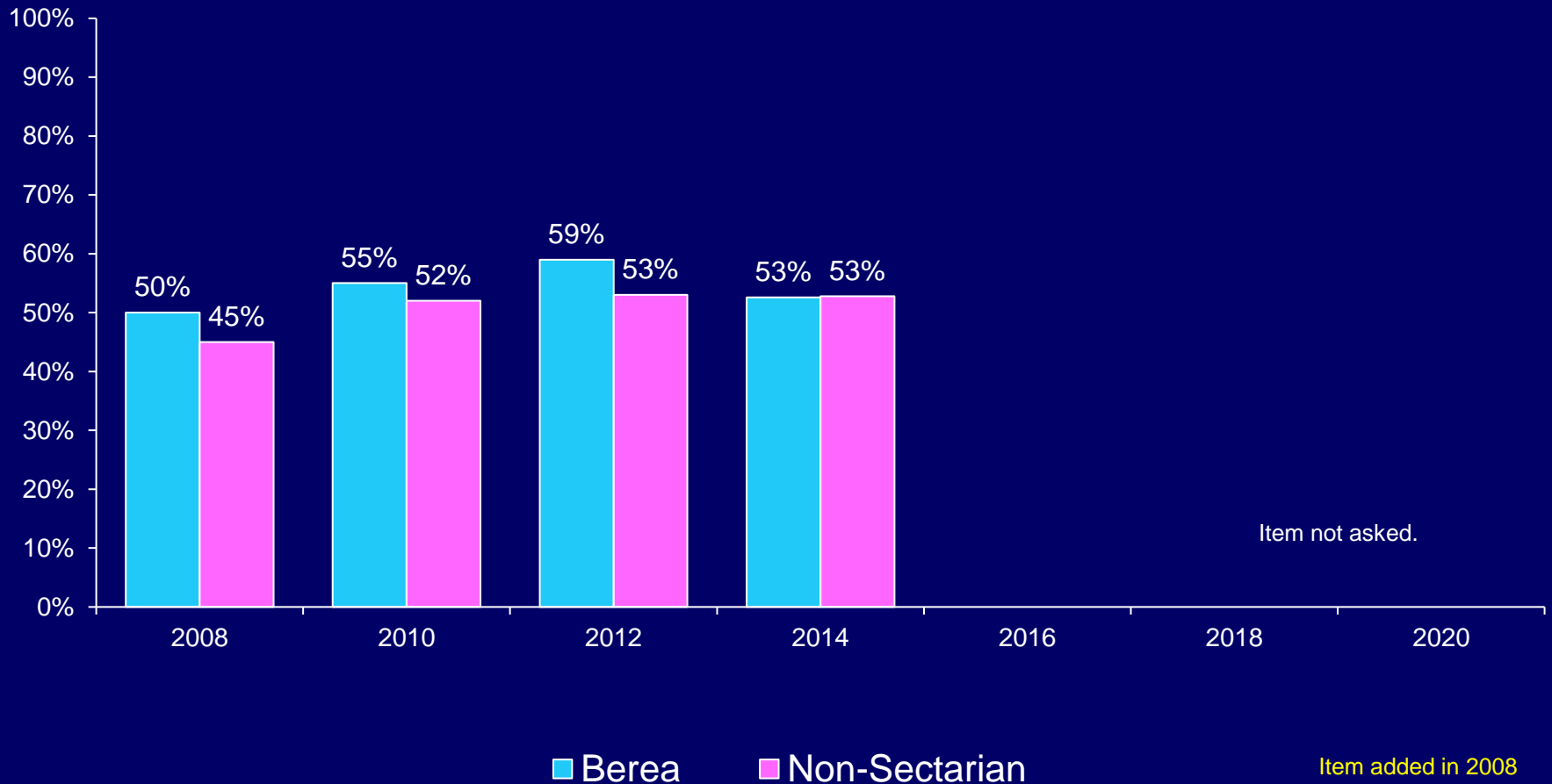
Percent of students who indicated in the past year, they “frequently”:
**Analyze multiple sources of information
before coming to a conclusion**



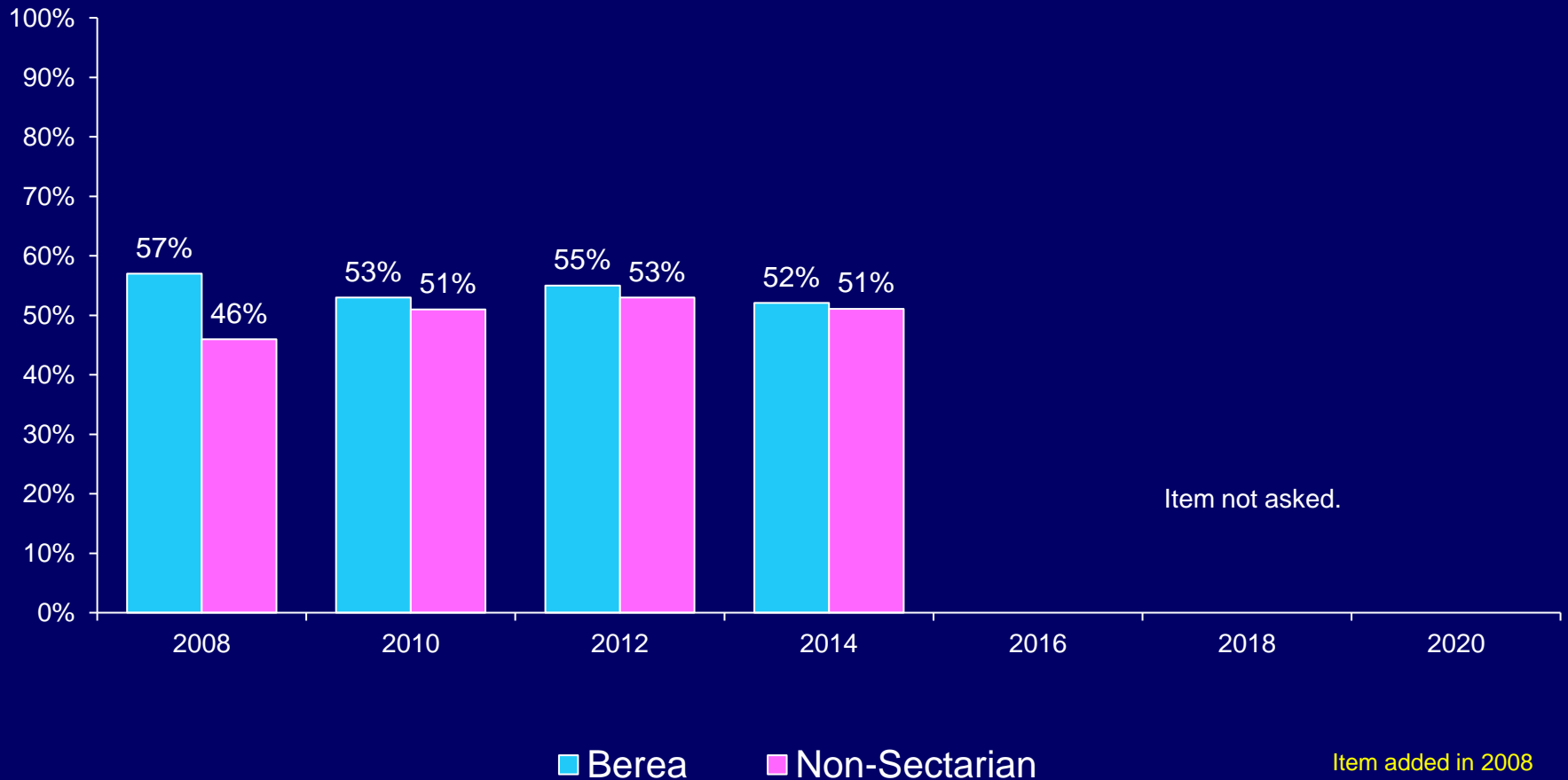
Percent of students who indicated in the past year, they “frequently”:
Take on a challenge that scares you



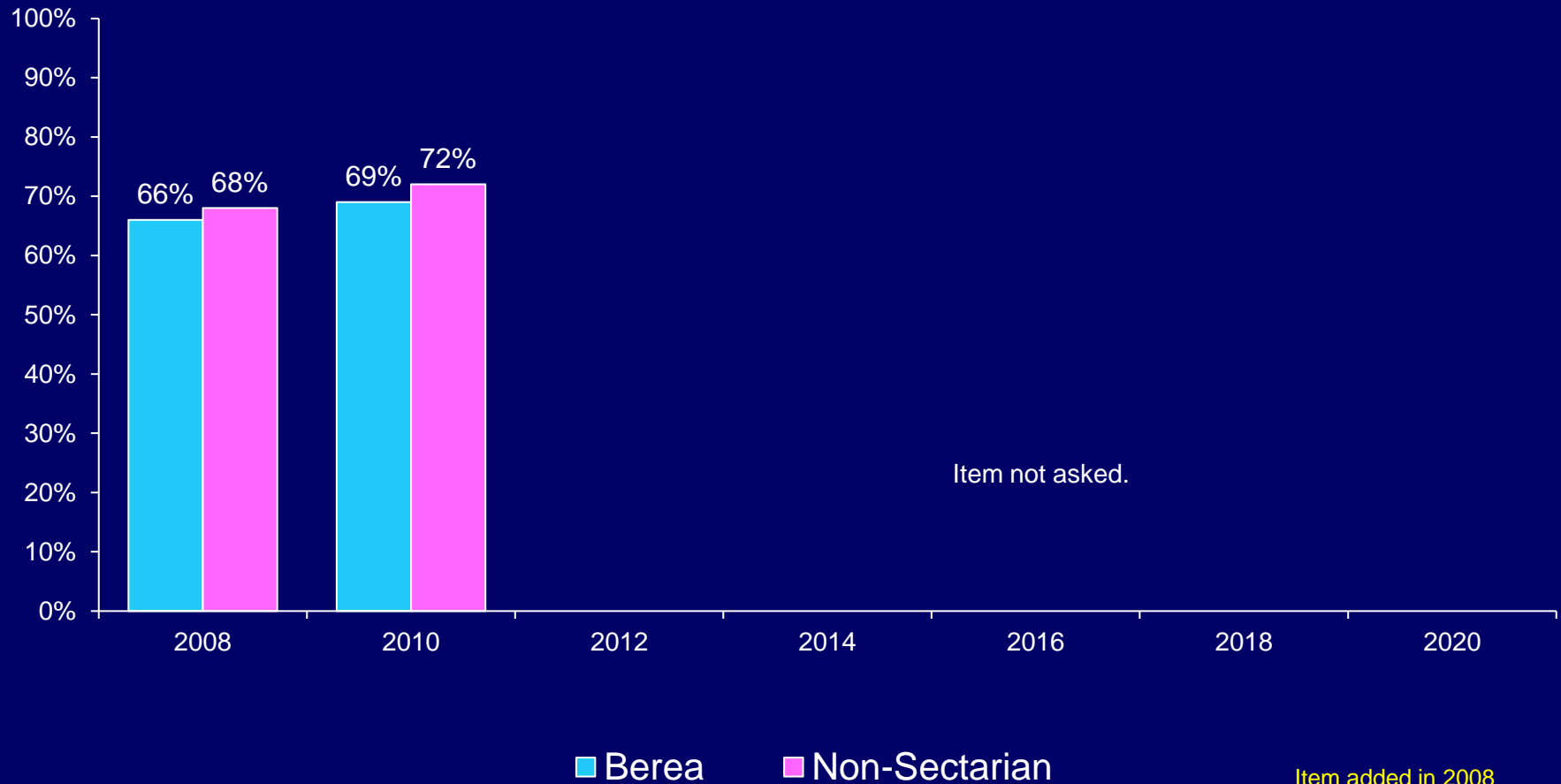
Percent of students who indicated in the past year, they “frequently”:
Revise your papers to improve your writing



Percent of students who indicated in the past year, they “frequently”:
Seek feedback on your academic work

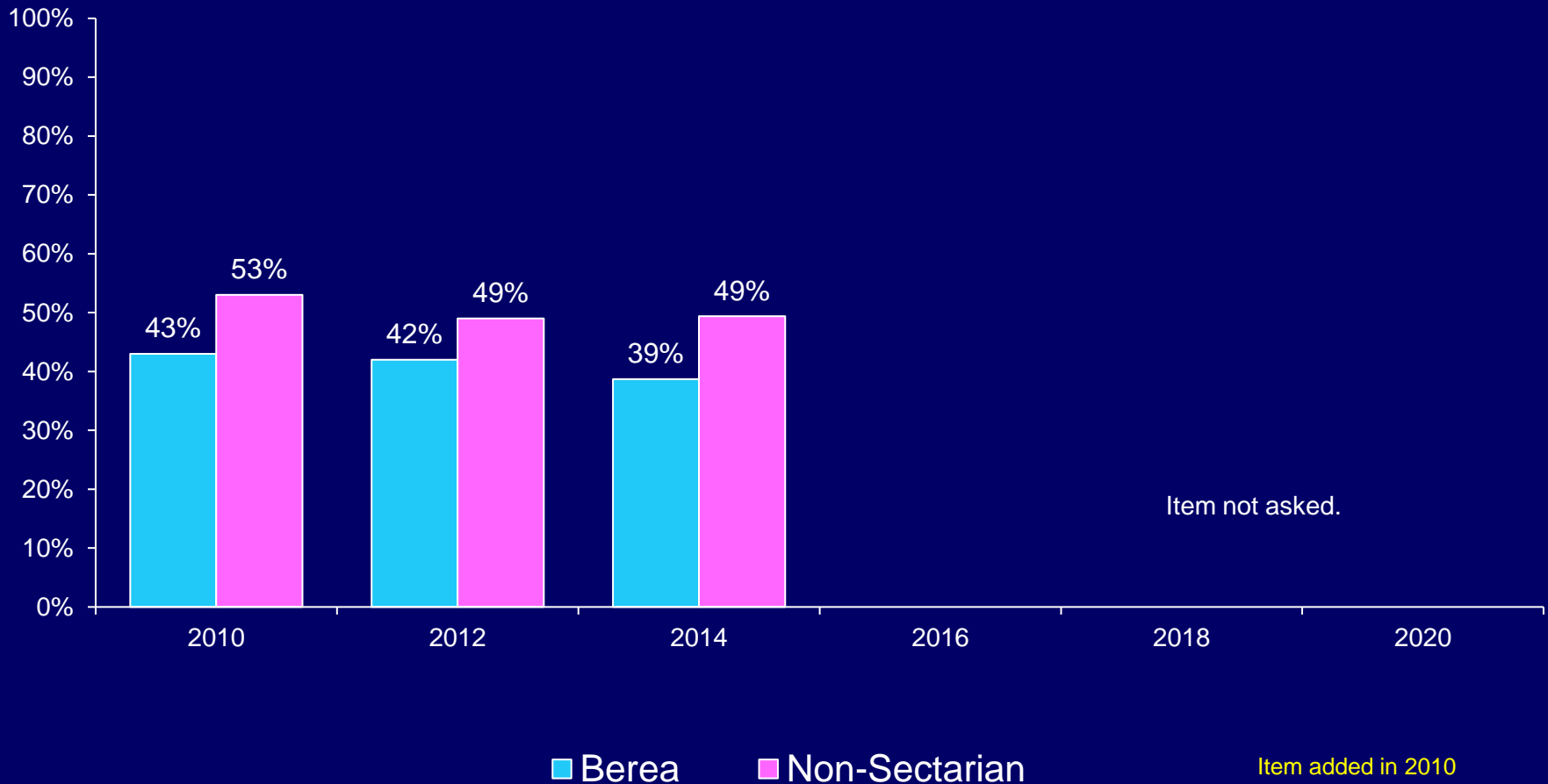


Percent of students who indicated in the past year, they “frequently”:
Take notes during class

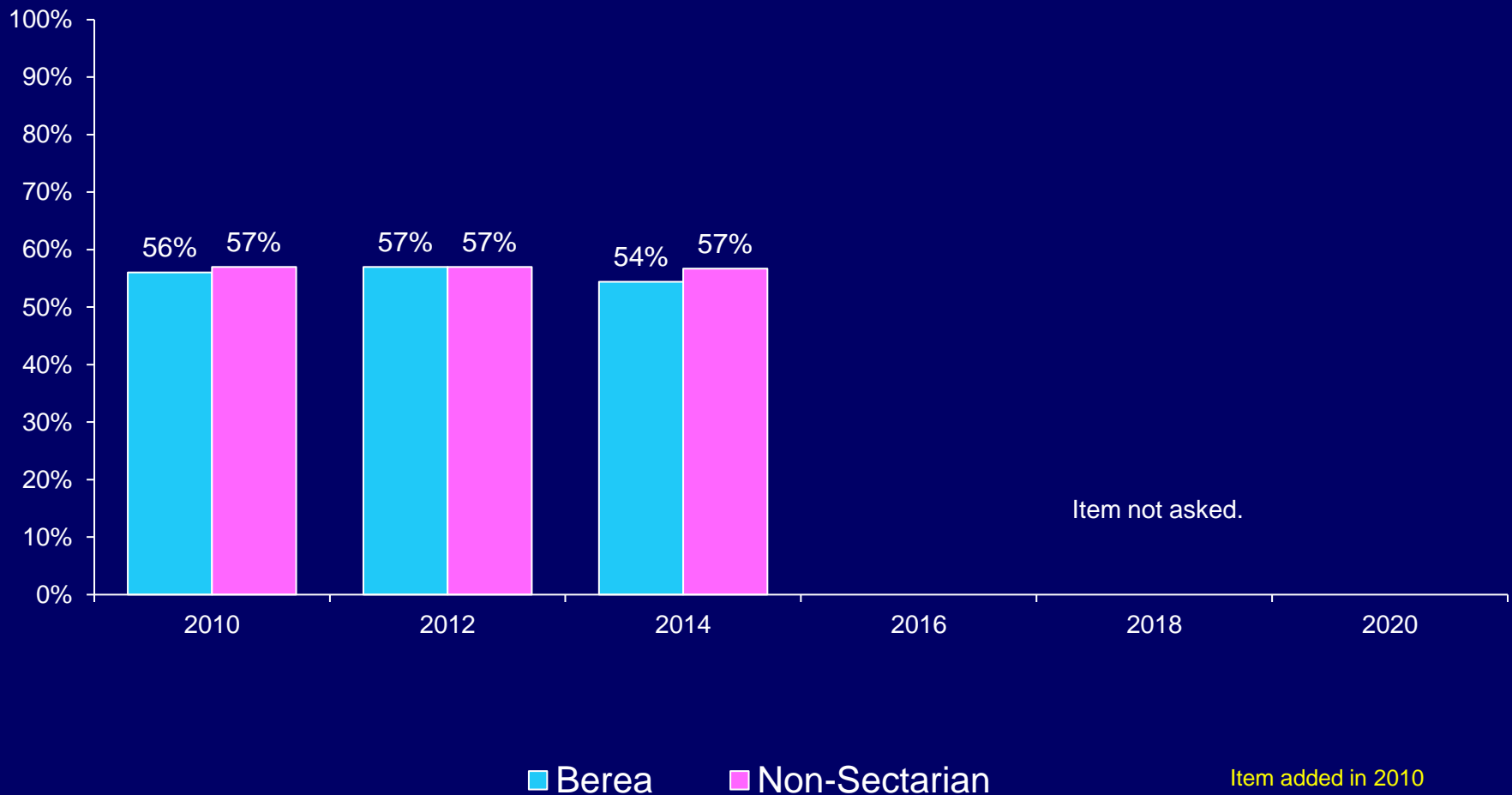


Item added in 2008

Percent of students who indicated in the past year, they “frequently”:
Work with other students on group projects

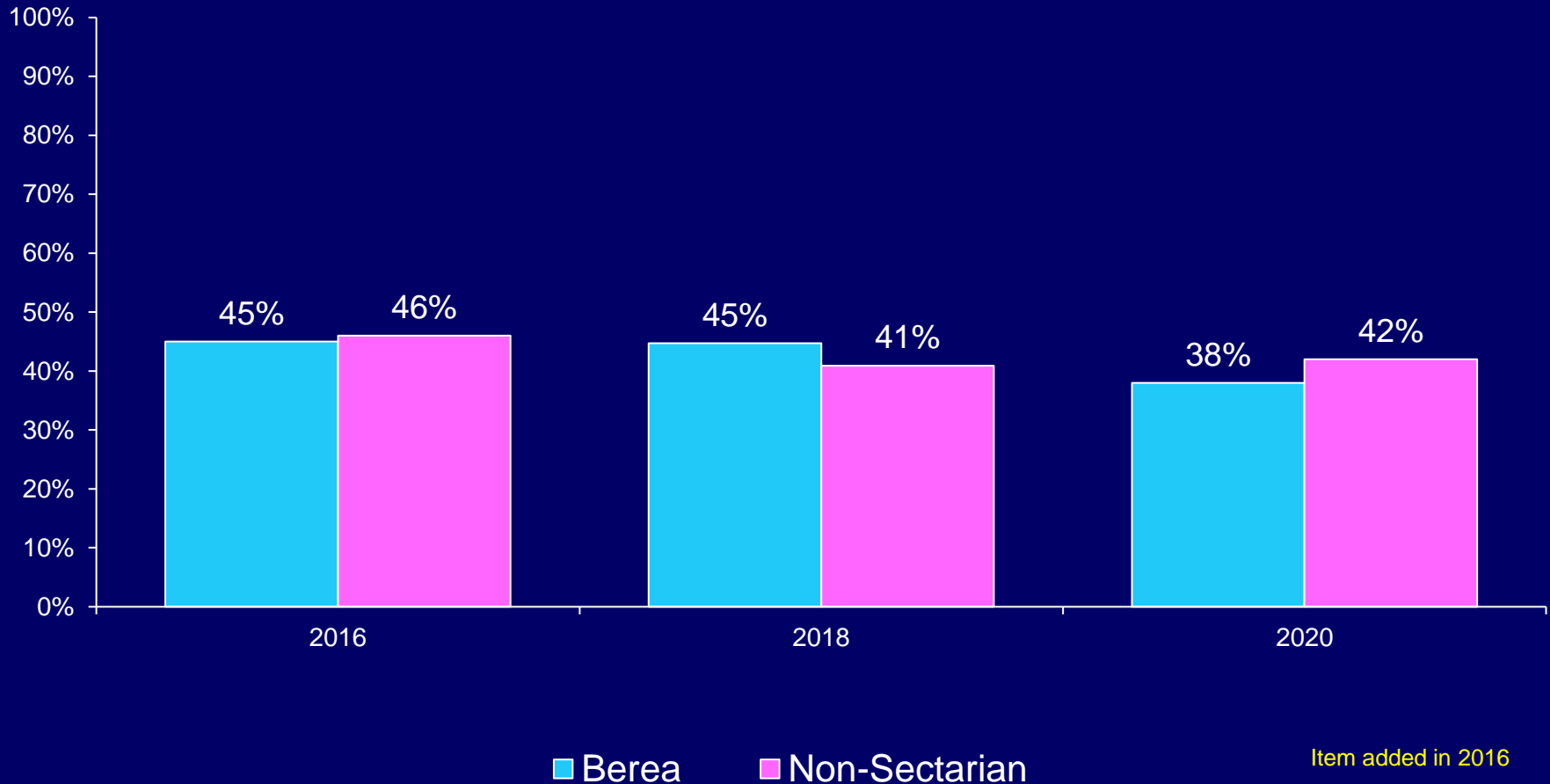


Percent of students who indicated in the past year, they “frequently”:
**Integrate skills and knowledge
from different sources and experiences**

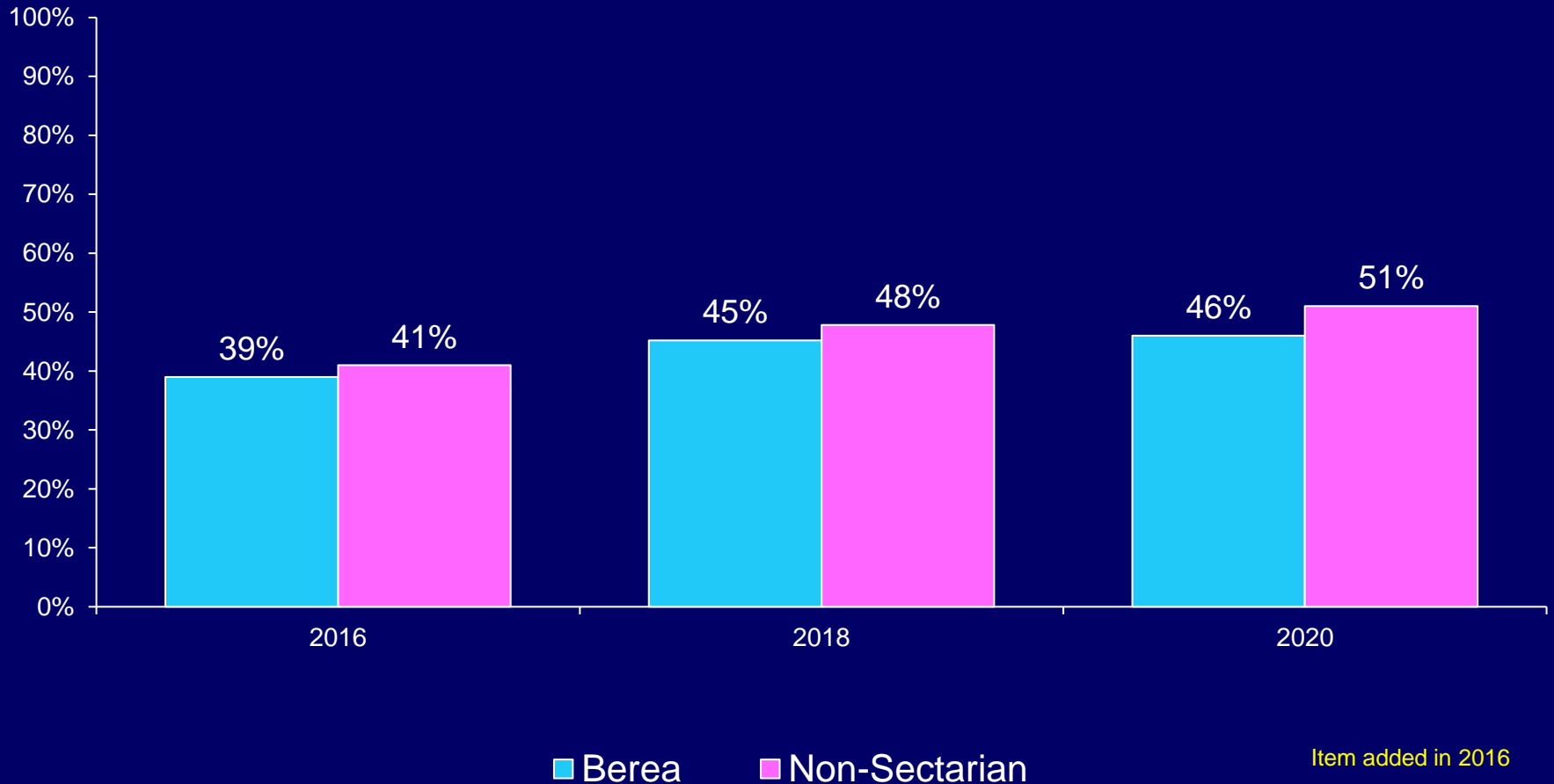


Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:

**Use technical science skills
(use of tools, instruments, and/or techniques)**

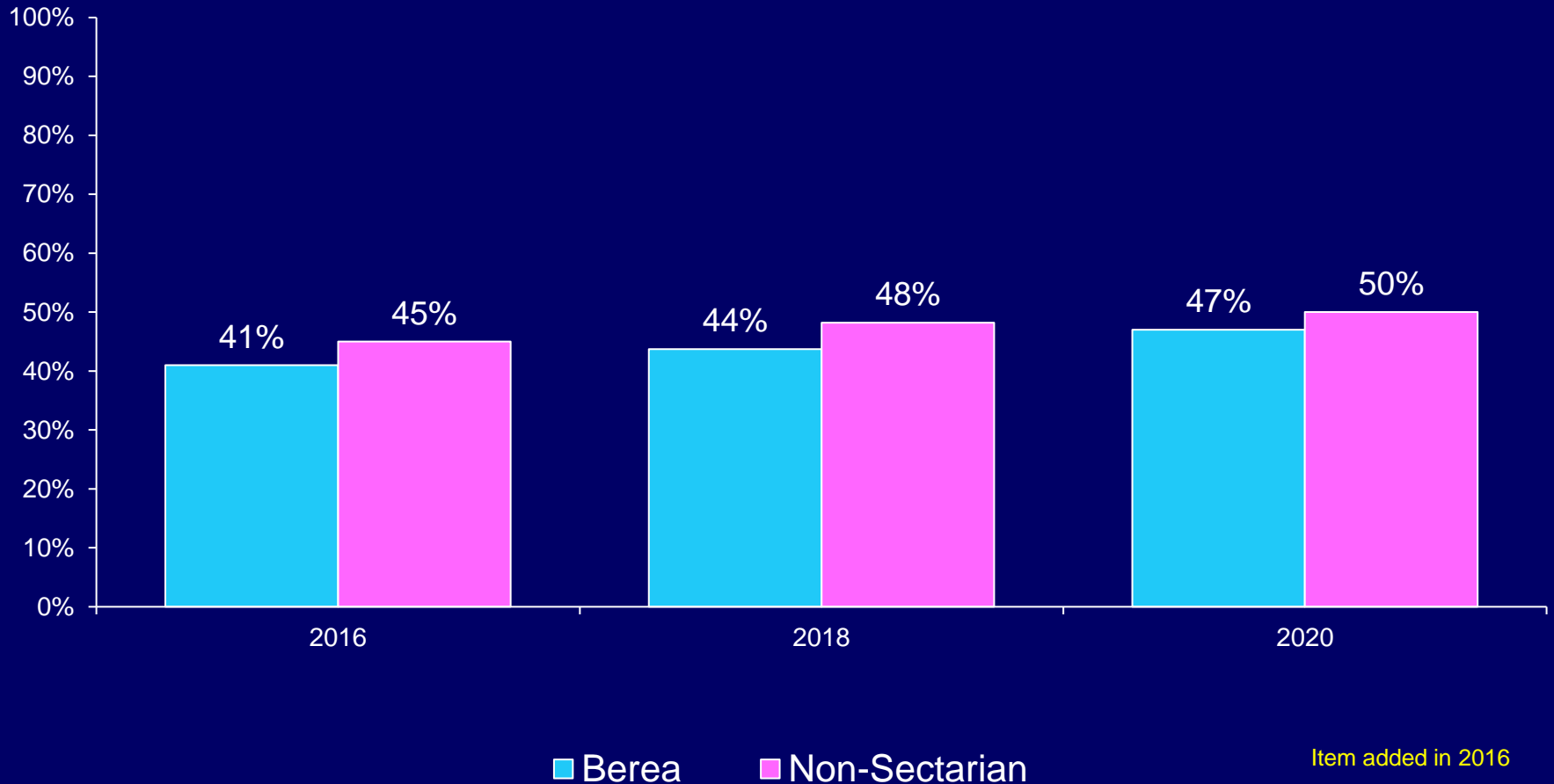


Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:
Generate an answerable research question

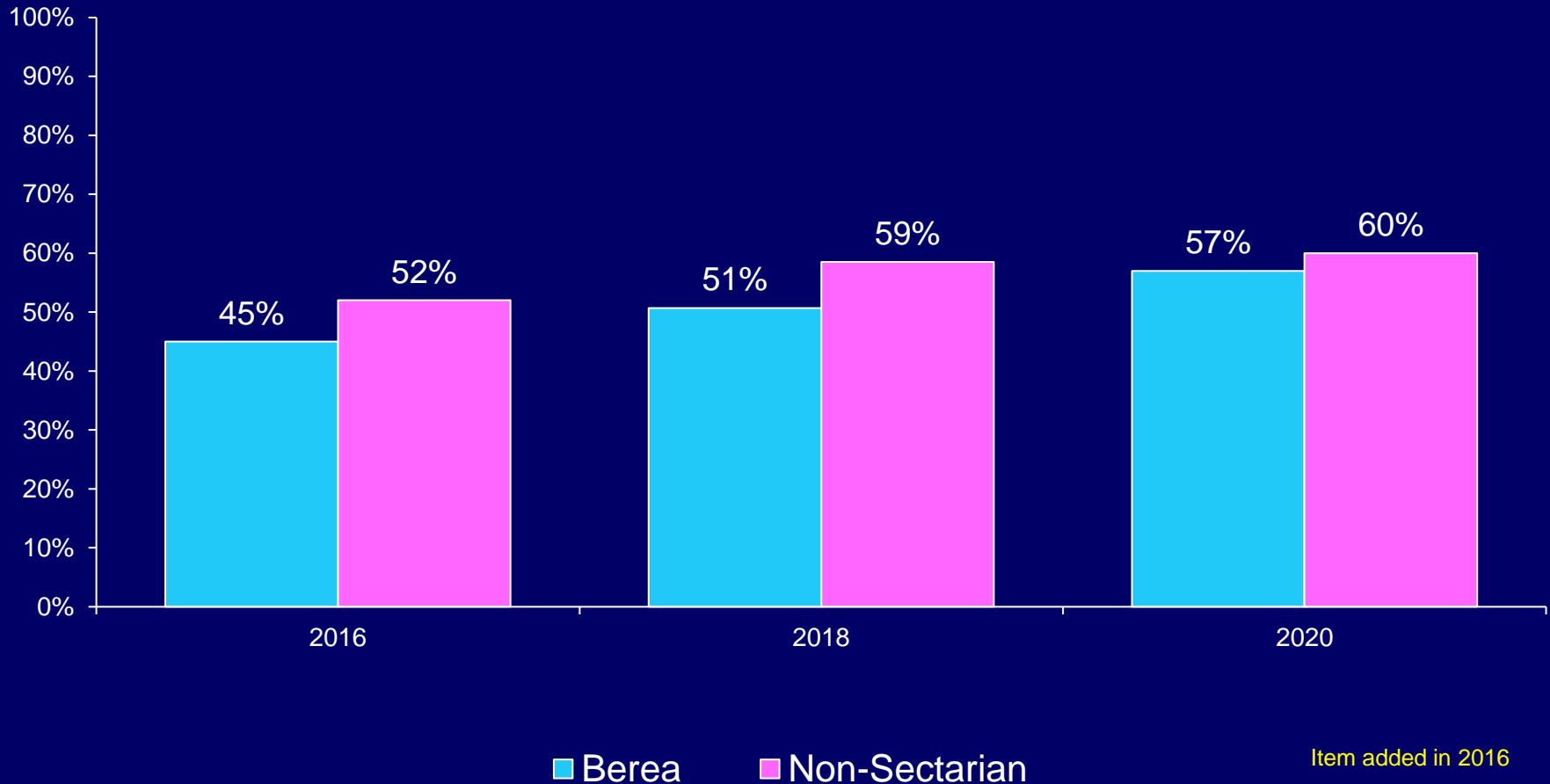


Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:

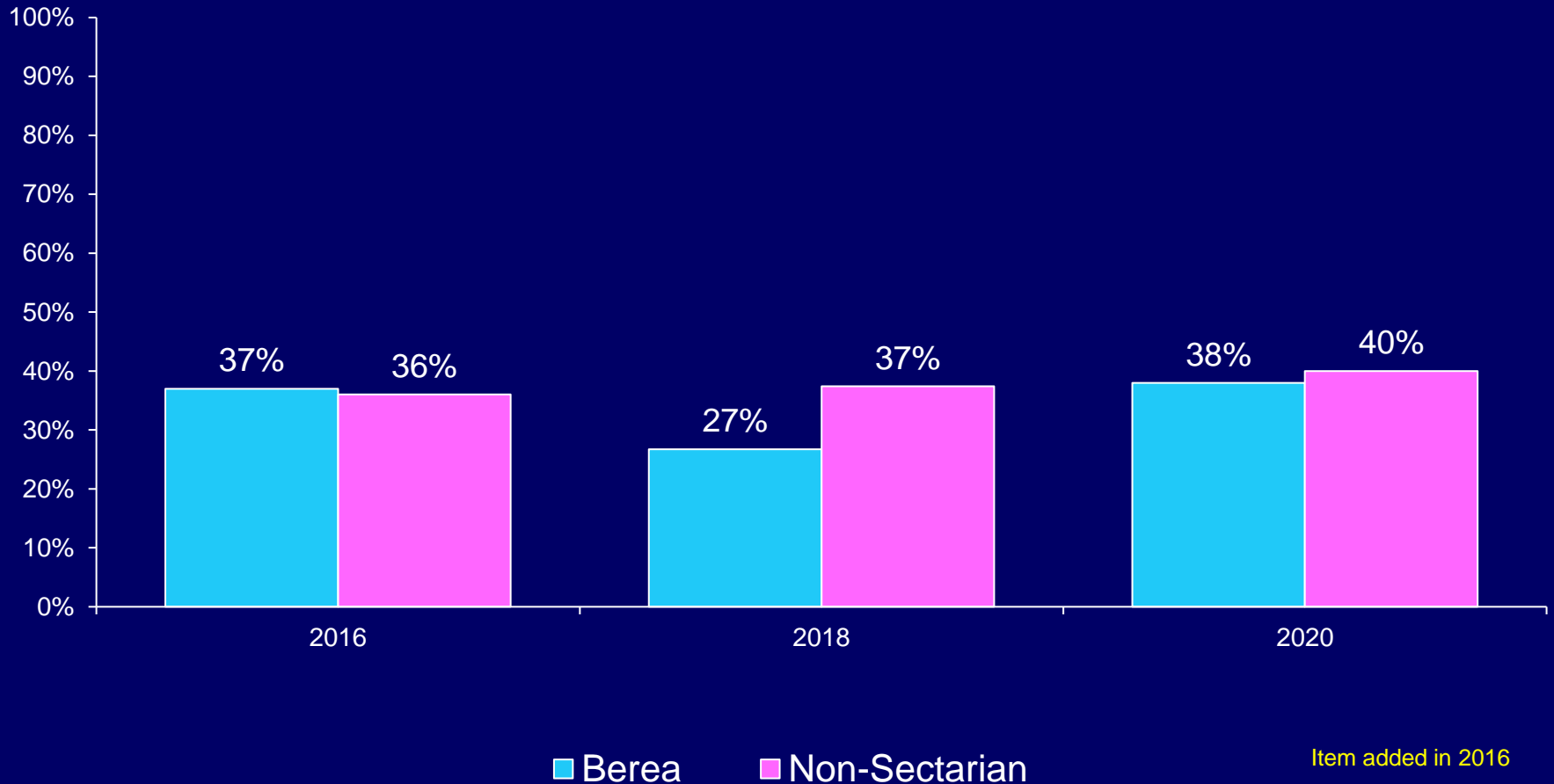
Determine how to collect appropriate data



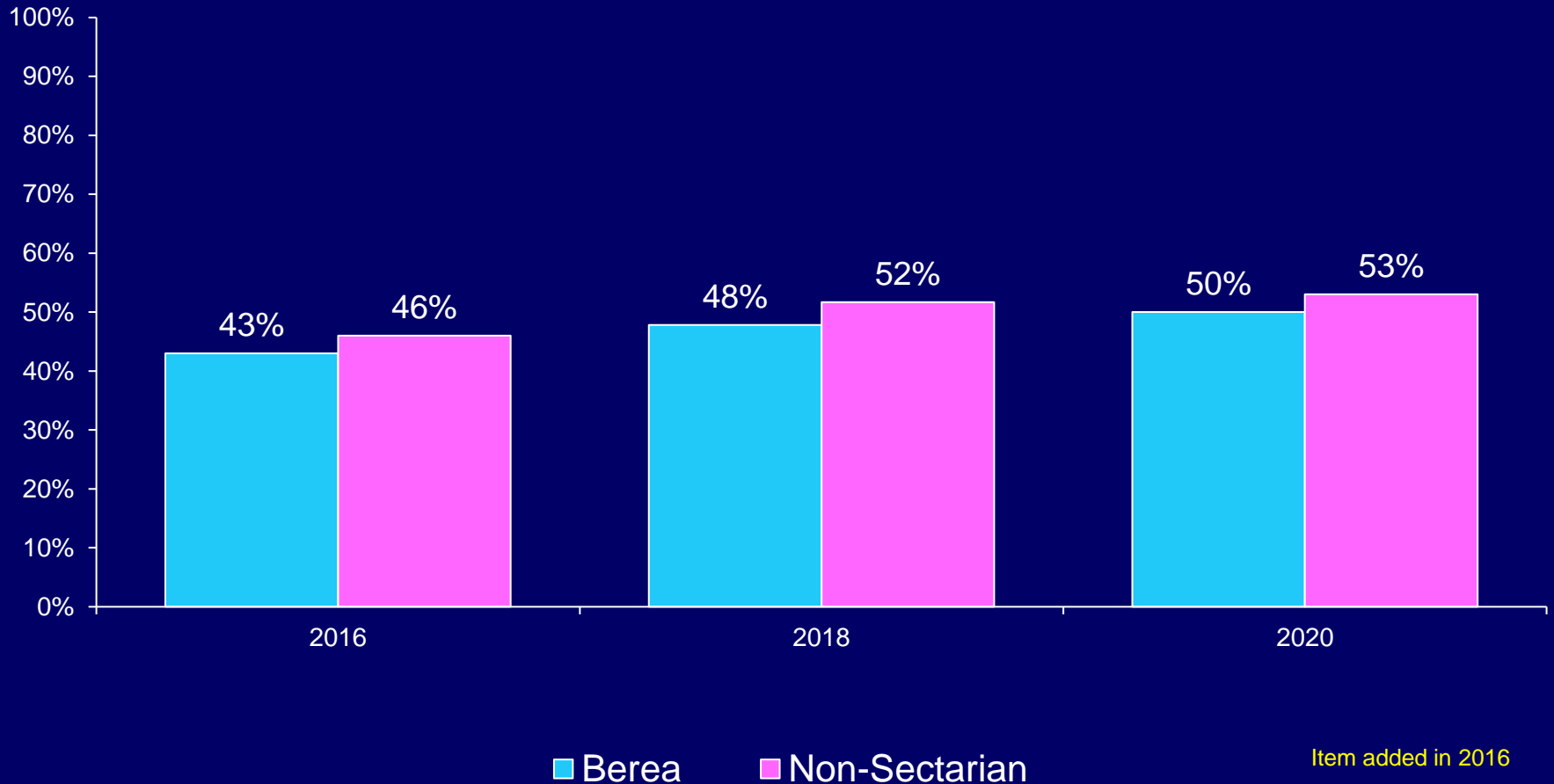
Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:
Explain the results of a study



Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:
Use scientific literature to guide research

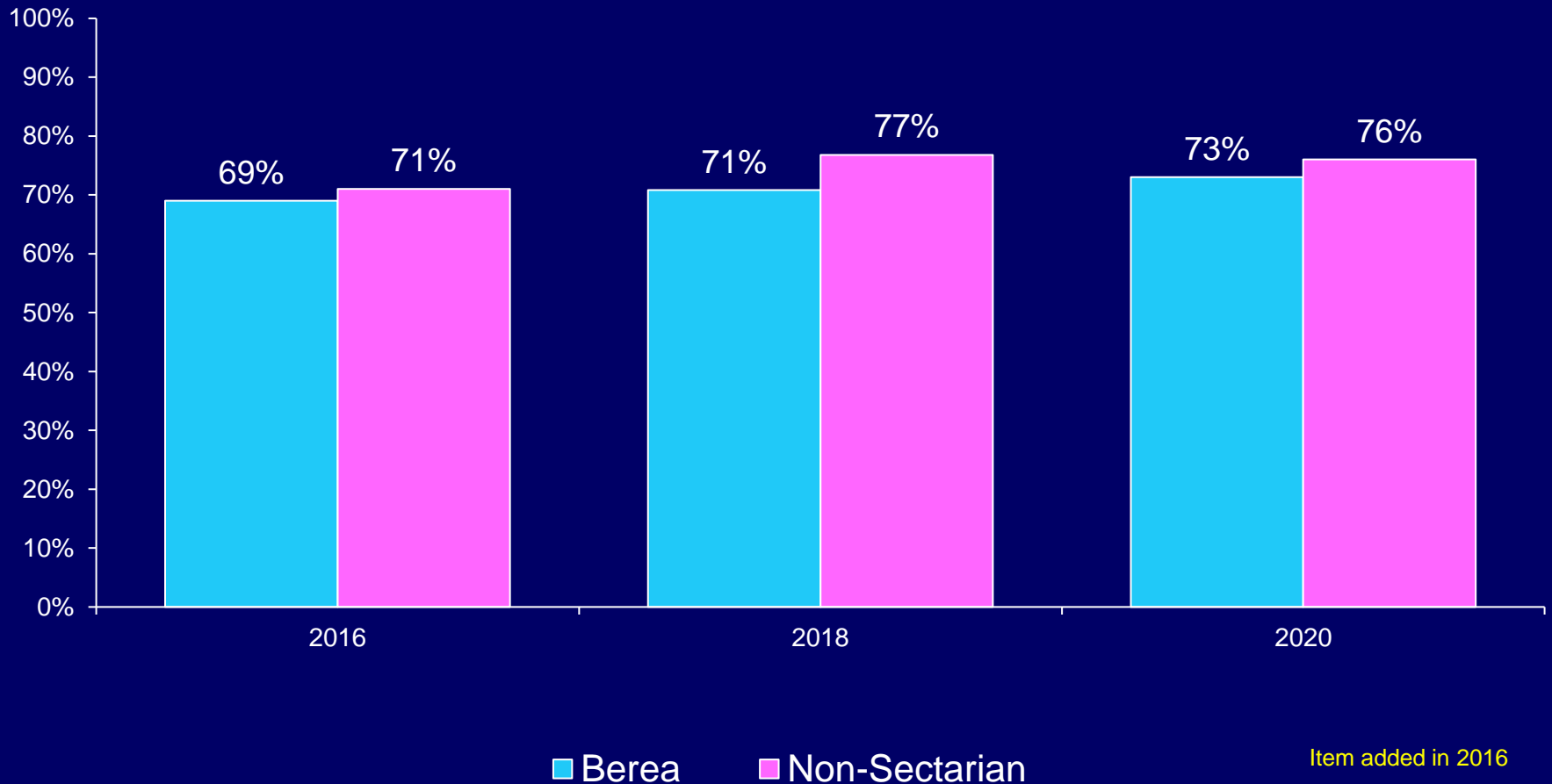


Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:
Integrate results from multiple studies

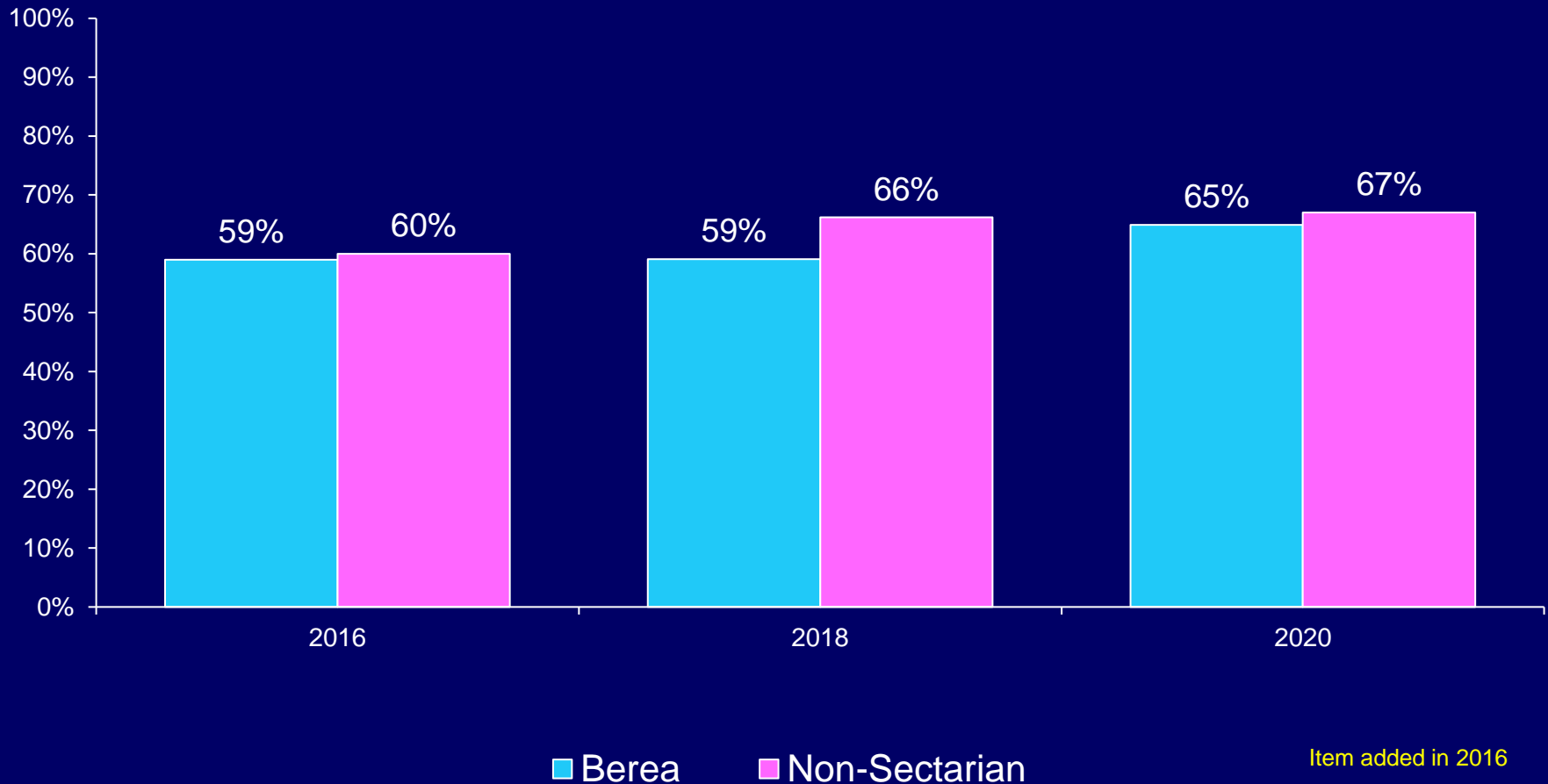


Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:

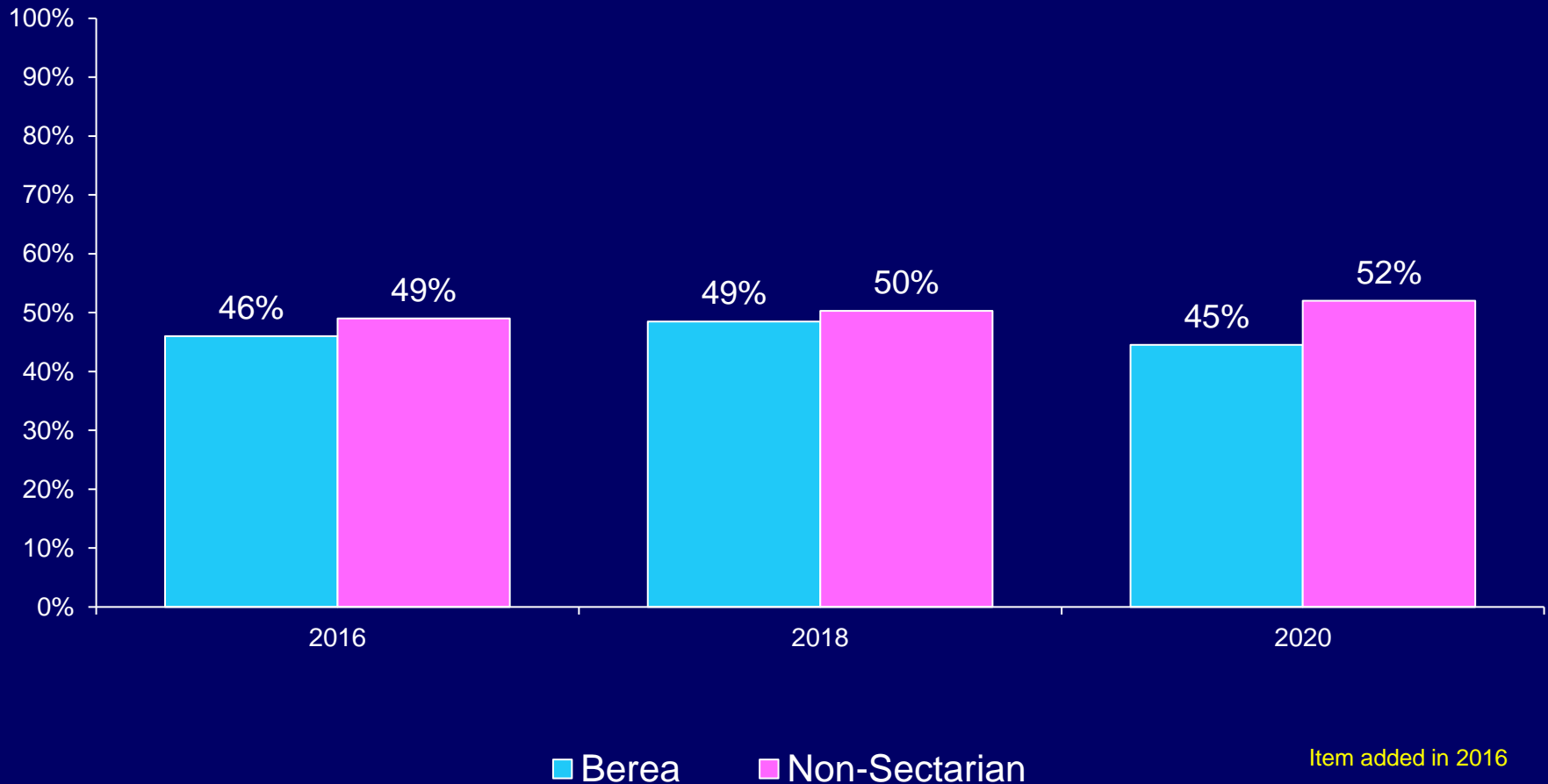
Ask relevant questions



Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:
Identify what is known and not known about a problem

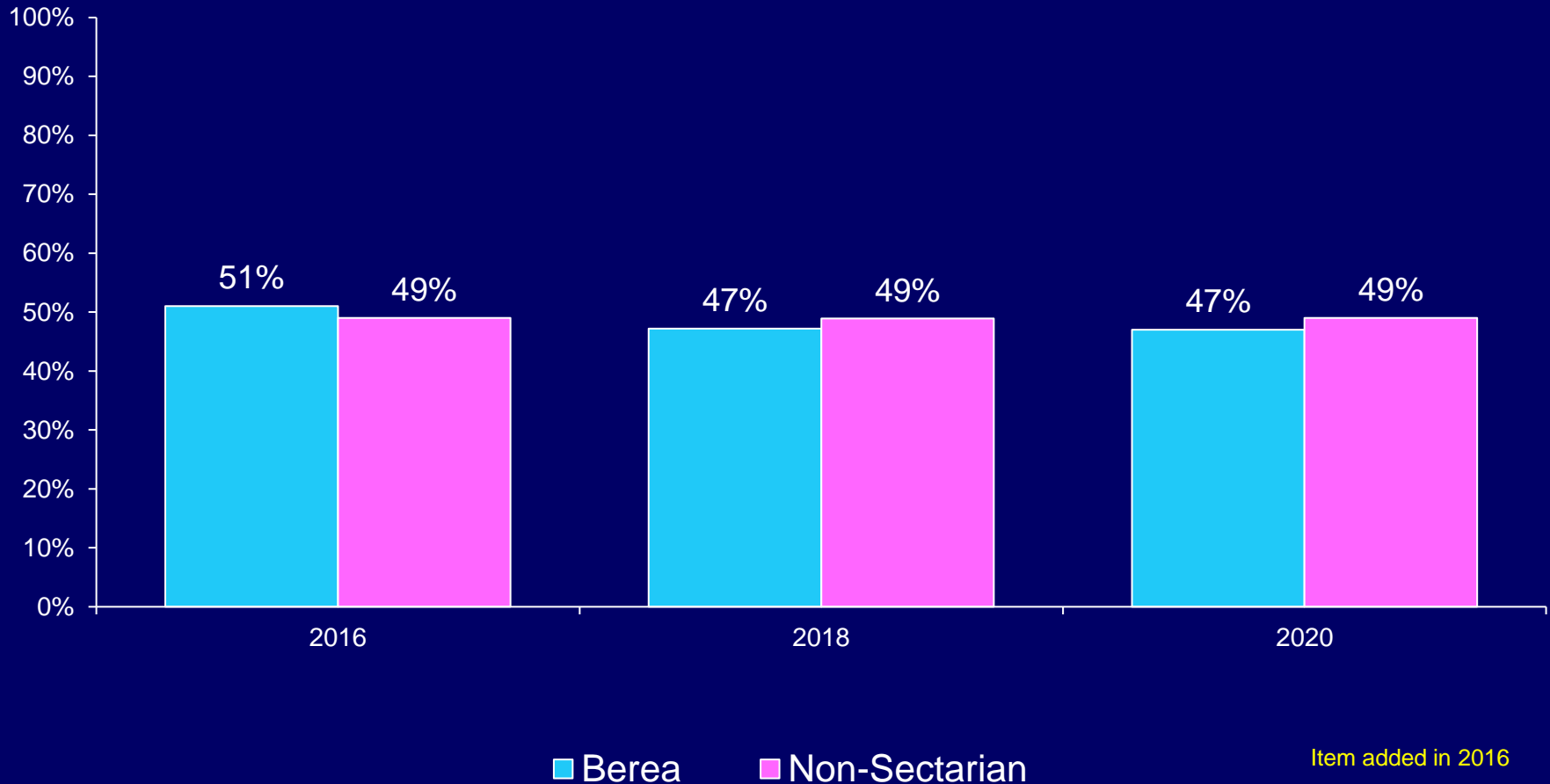


Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:
Understand scientific concepts



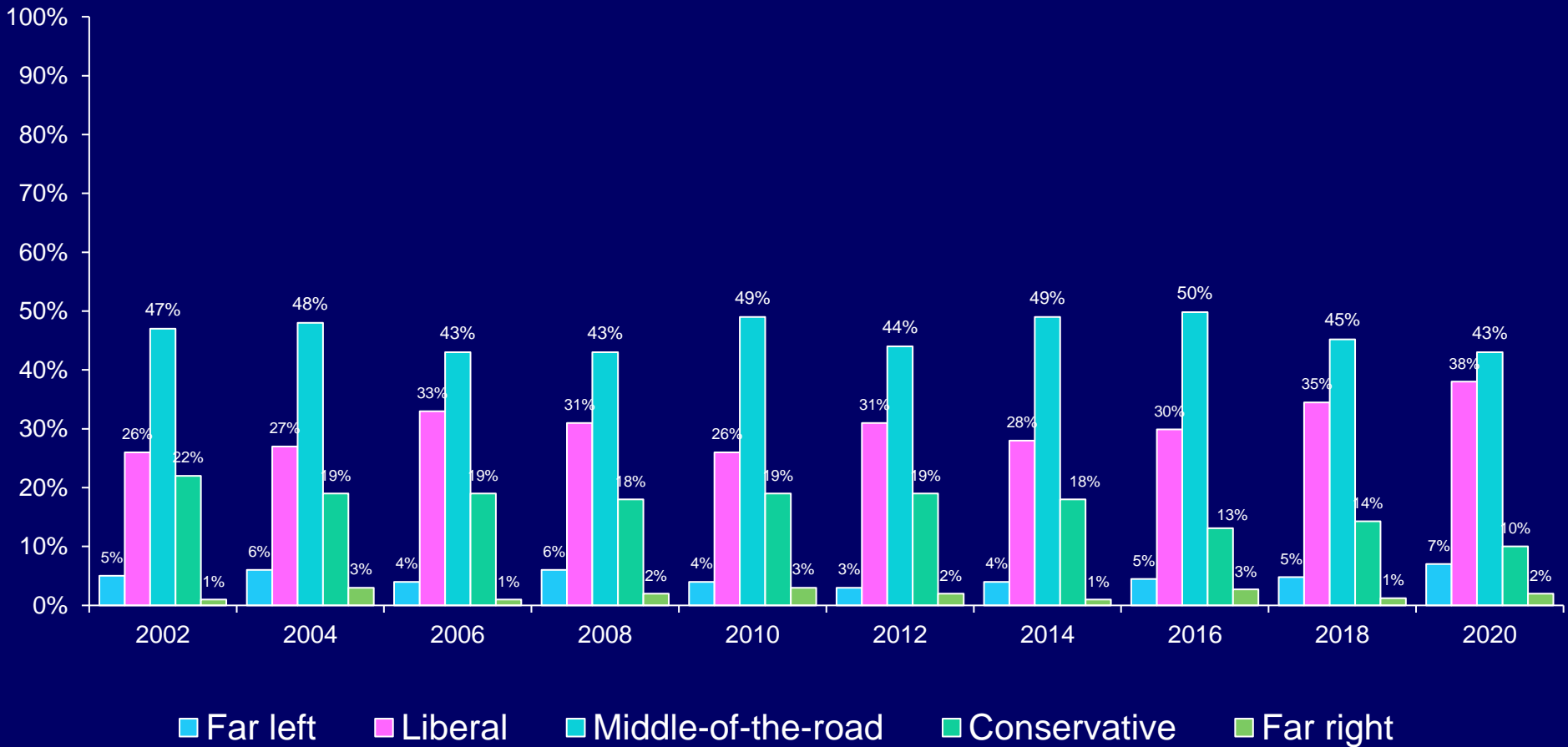
Percent of students who indicated that their confidence level was “absolutely” or “very” that they can:

See connections between different areas of science and mathematics



Political Views

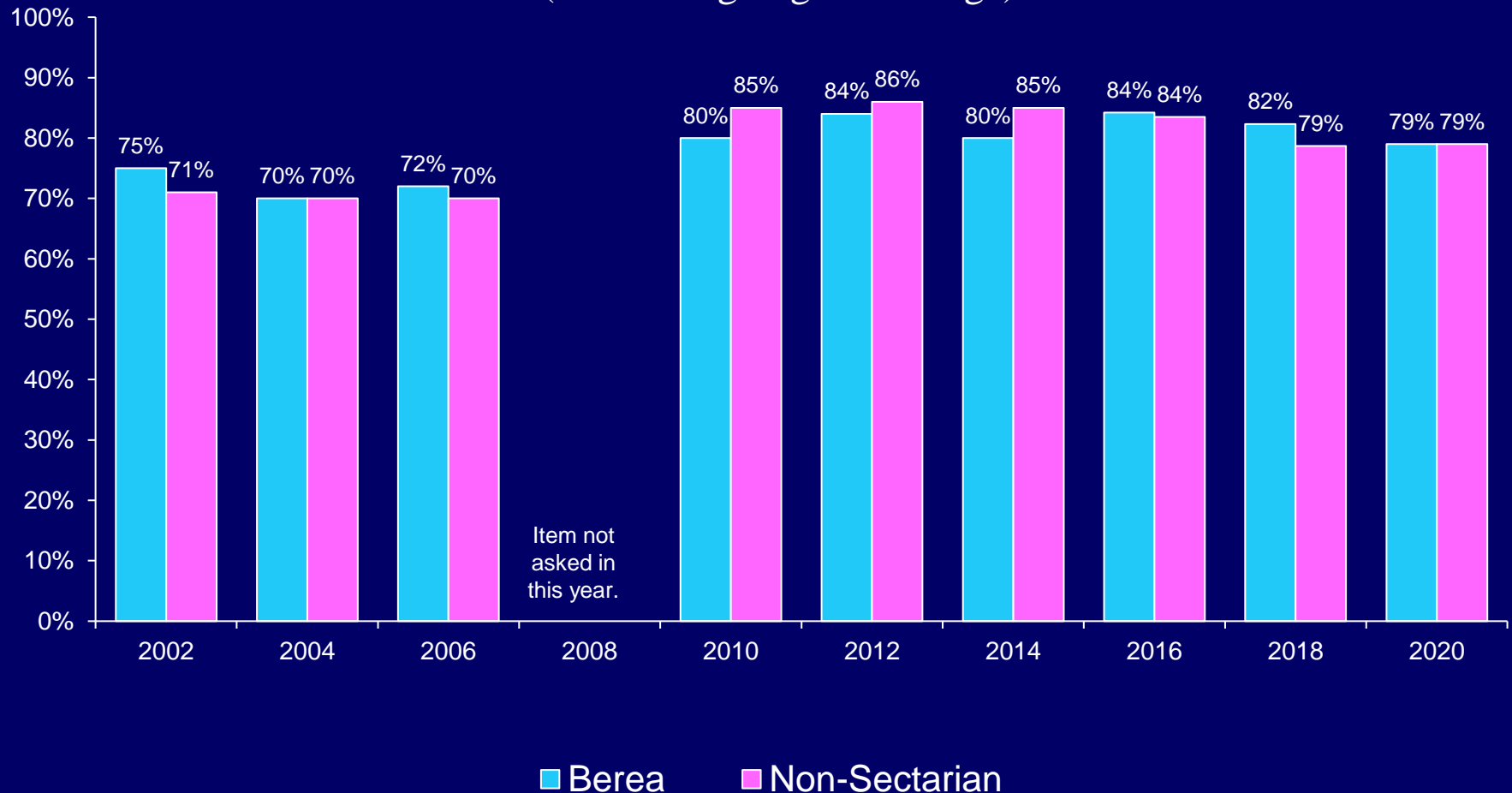
(Berea students only: no comparison data)



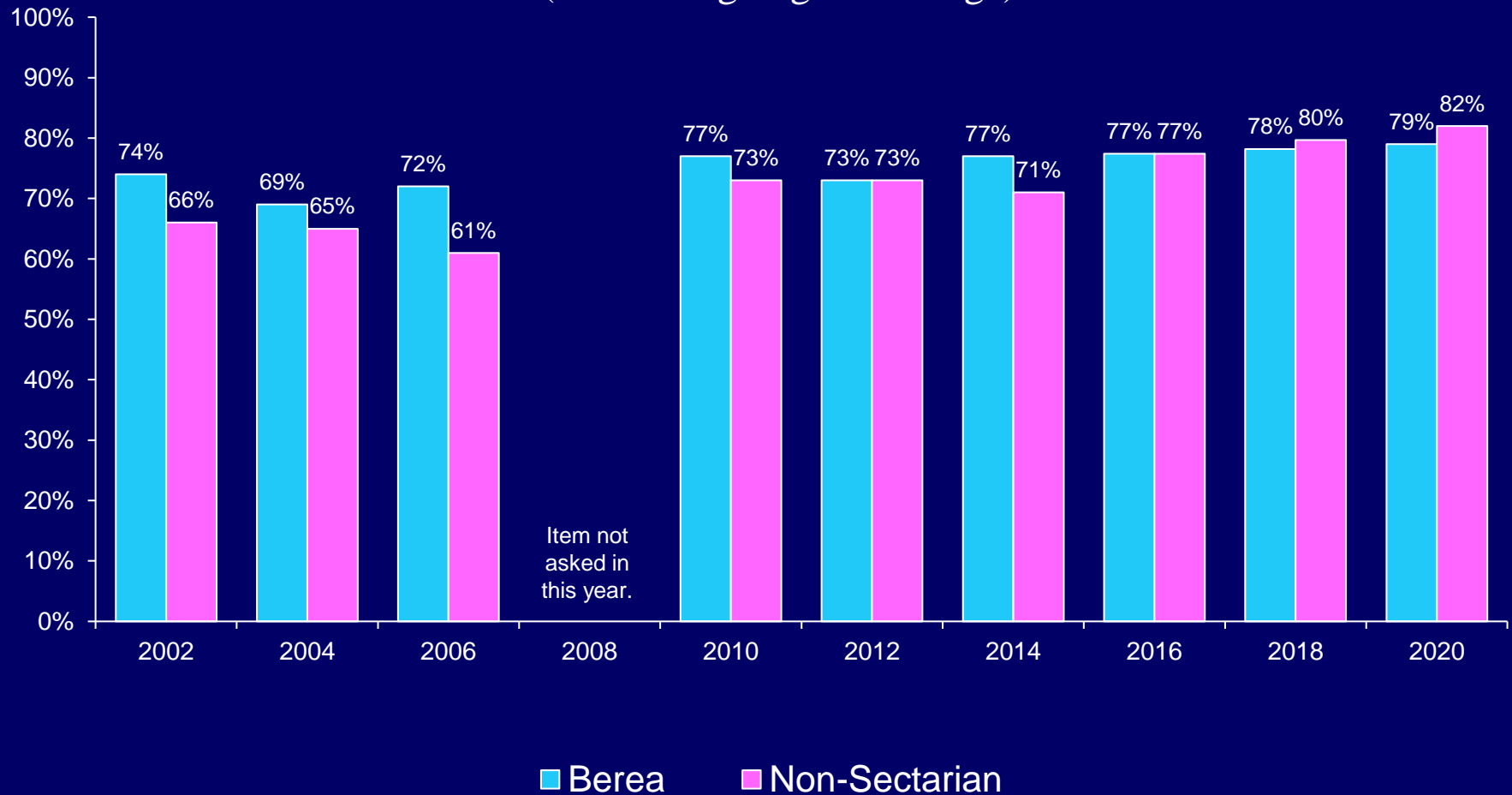
Percent of students who rated item as “very important”

To be able to get a better job

(in deciding to go to college)



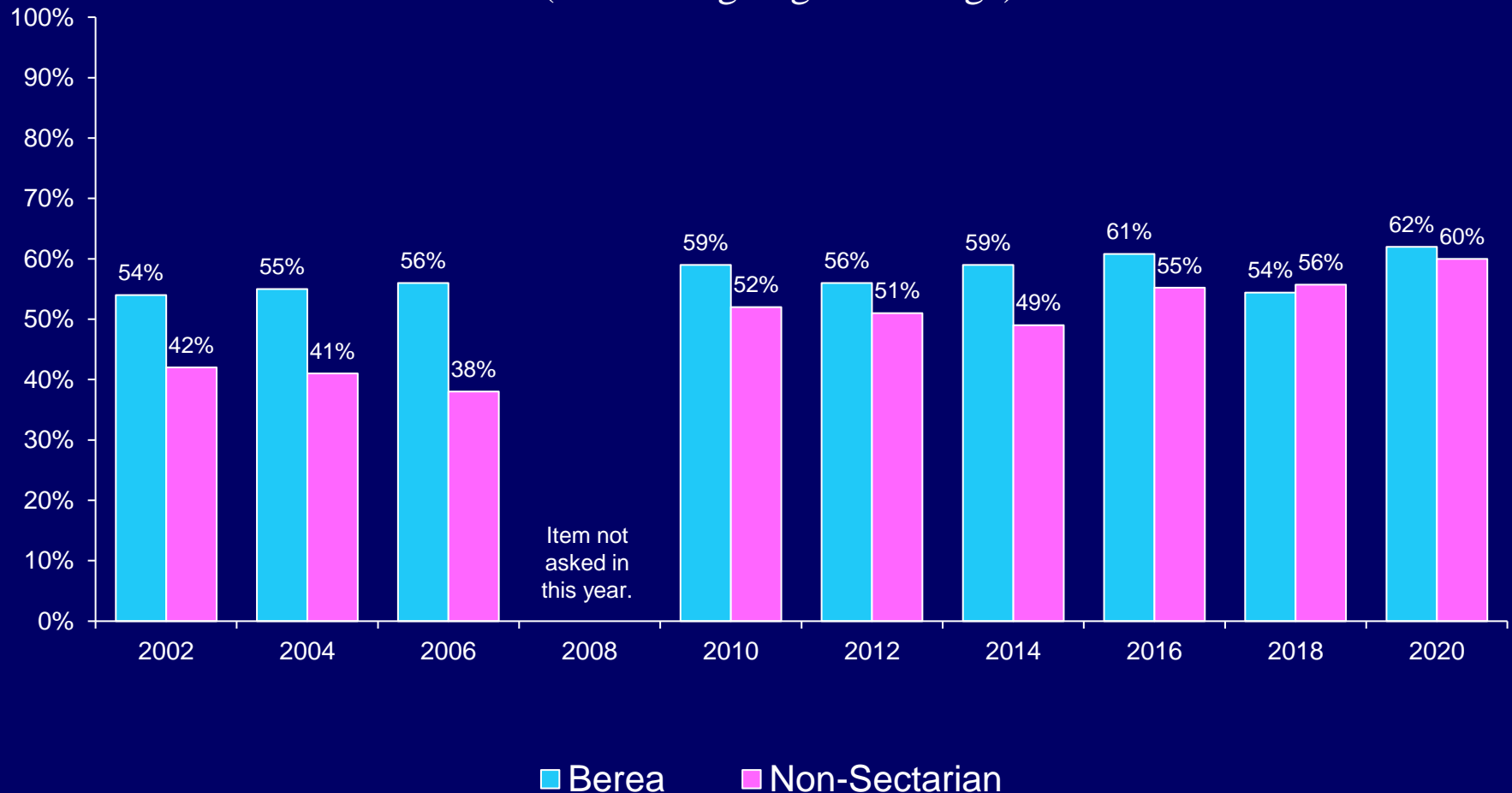
Percent of students who rated item as “very important”
To gain a general education and appreciation of ideas
(in deciding to go to college)



Percent of students who rated item as “very important”

To make me a more cultured person

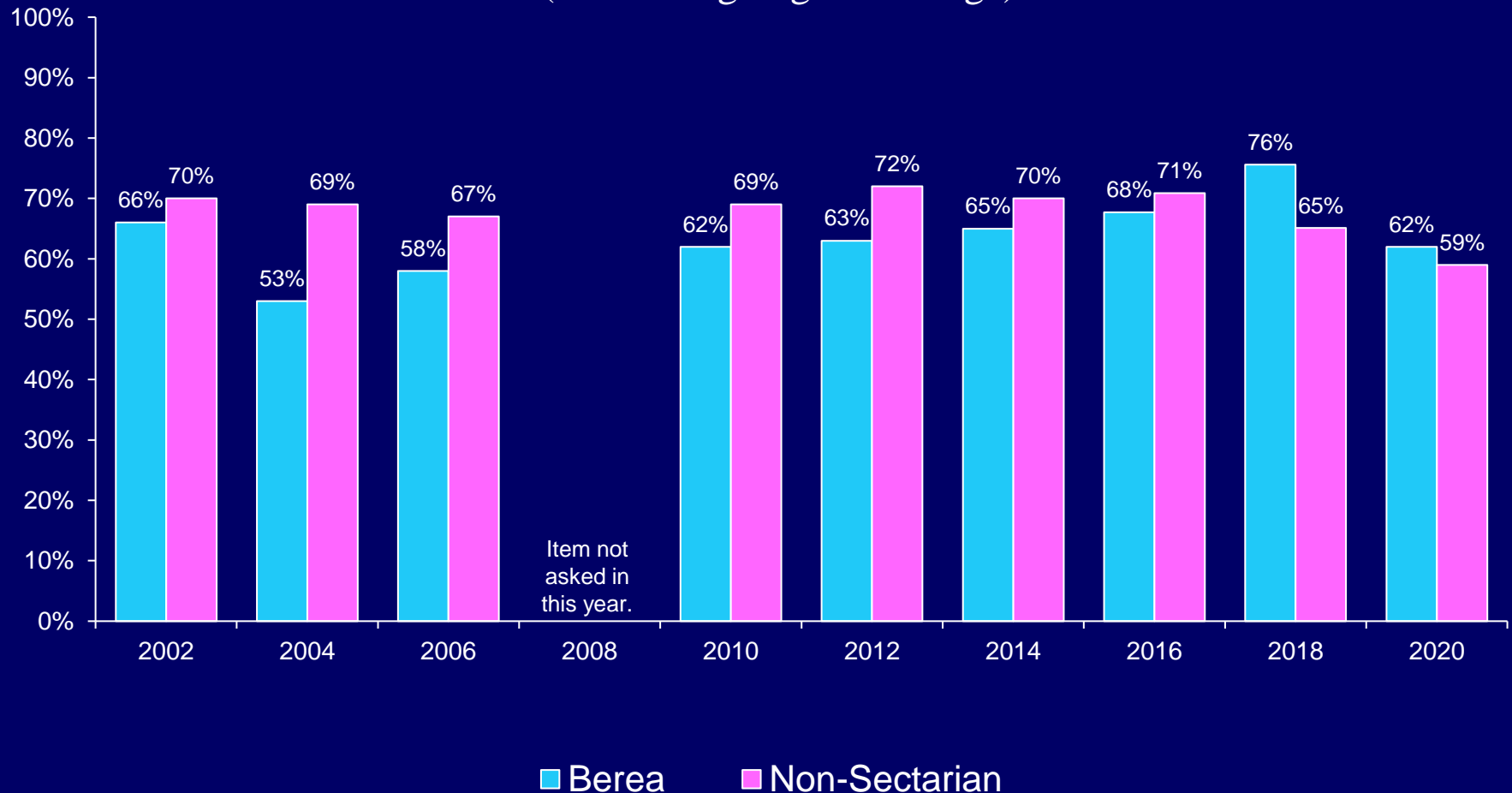
(in deciding to go to college)



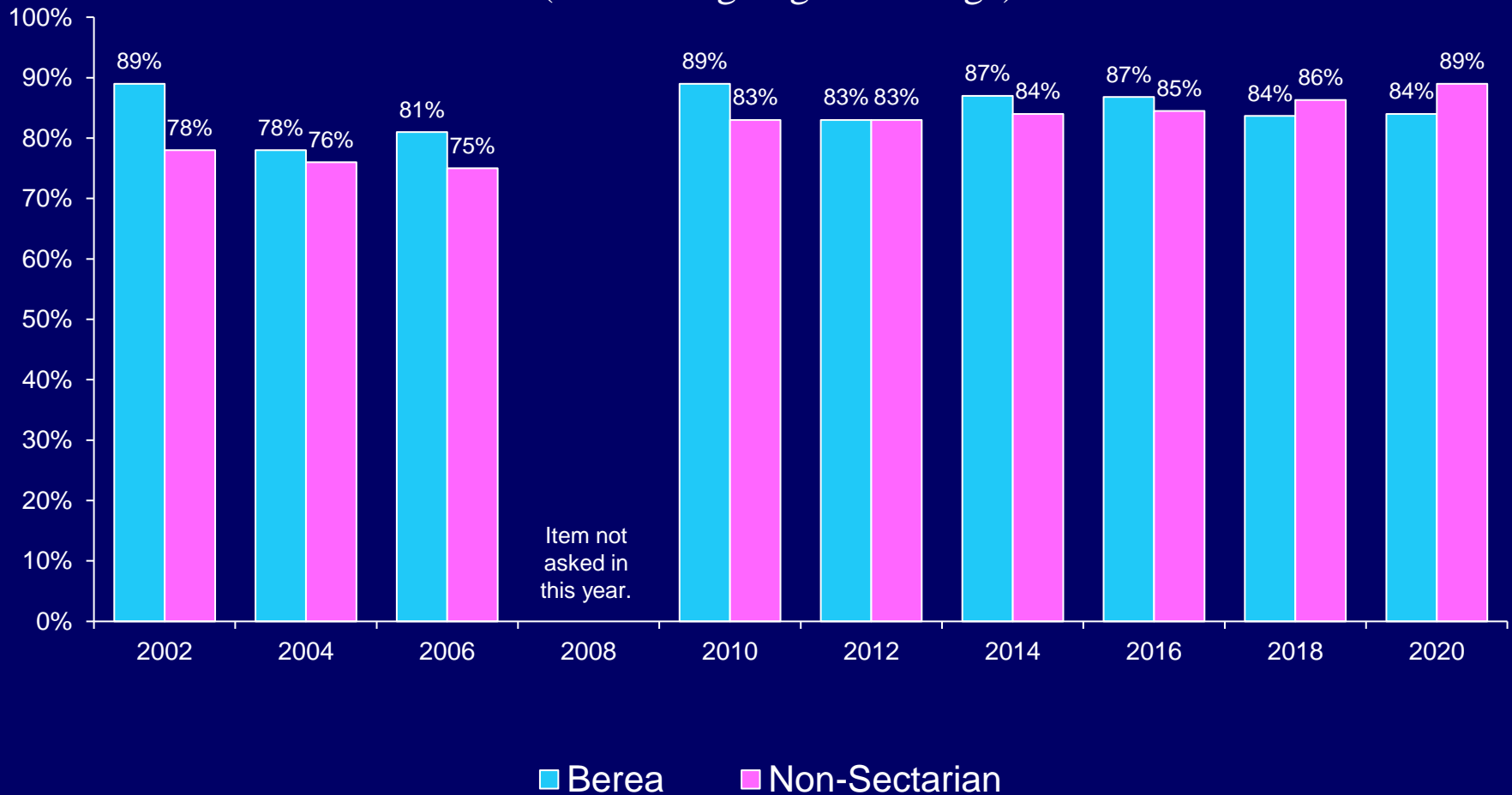
Percent of students who rated item as “very important”

To be able to make more money

(in deciding to go to college)



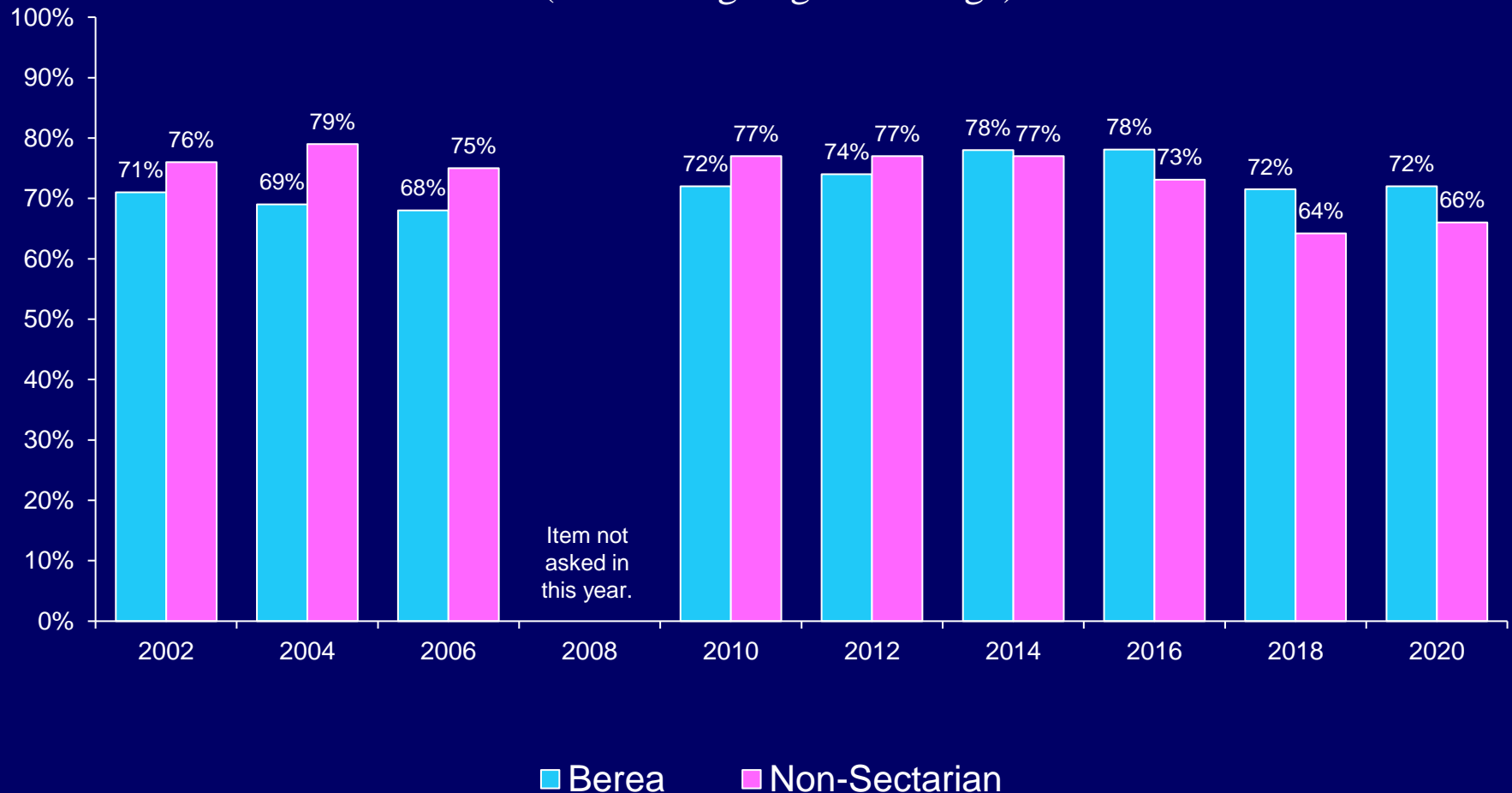
Percent of students who rated item as “very important”
To learn more about things that interest me
(in deciding to go to college)



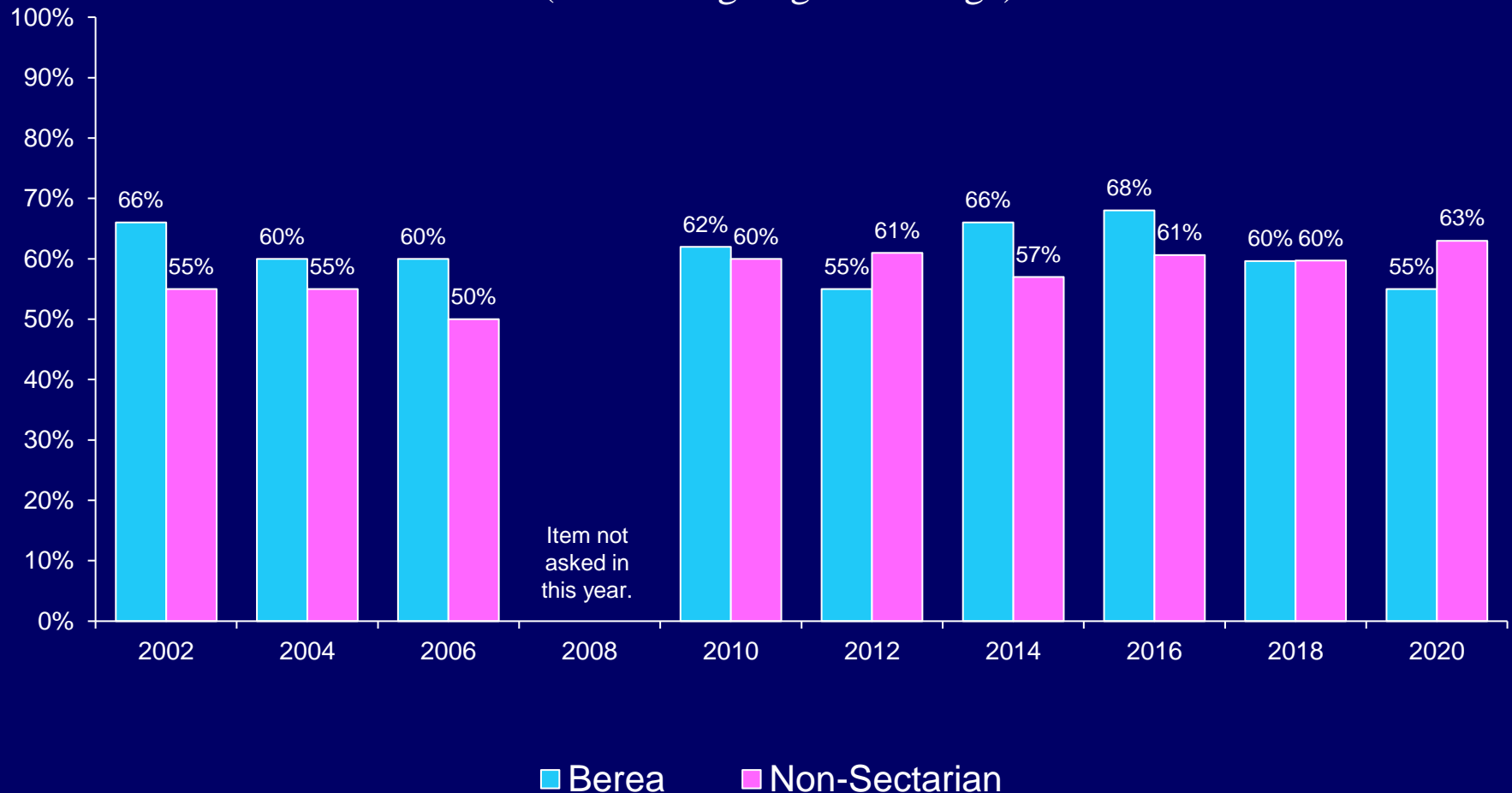
Percent of students who rated item as “very important”

To get training for a specific career

(in deciding to go to college)



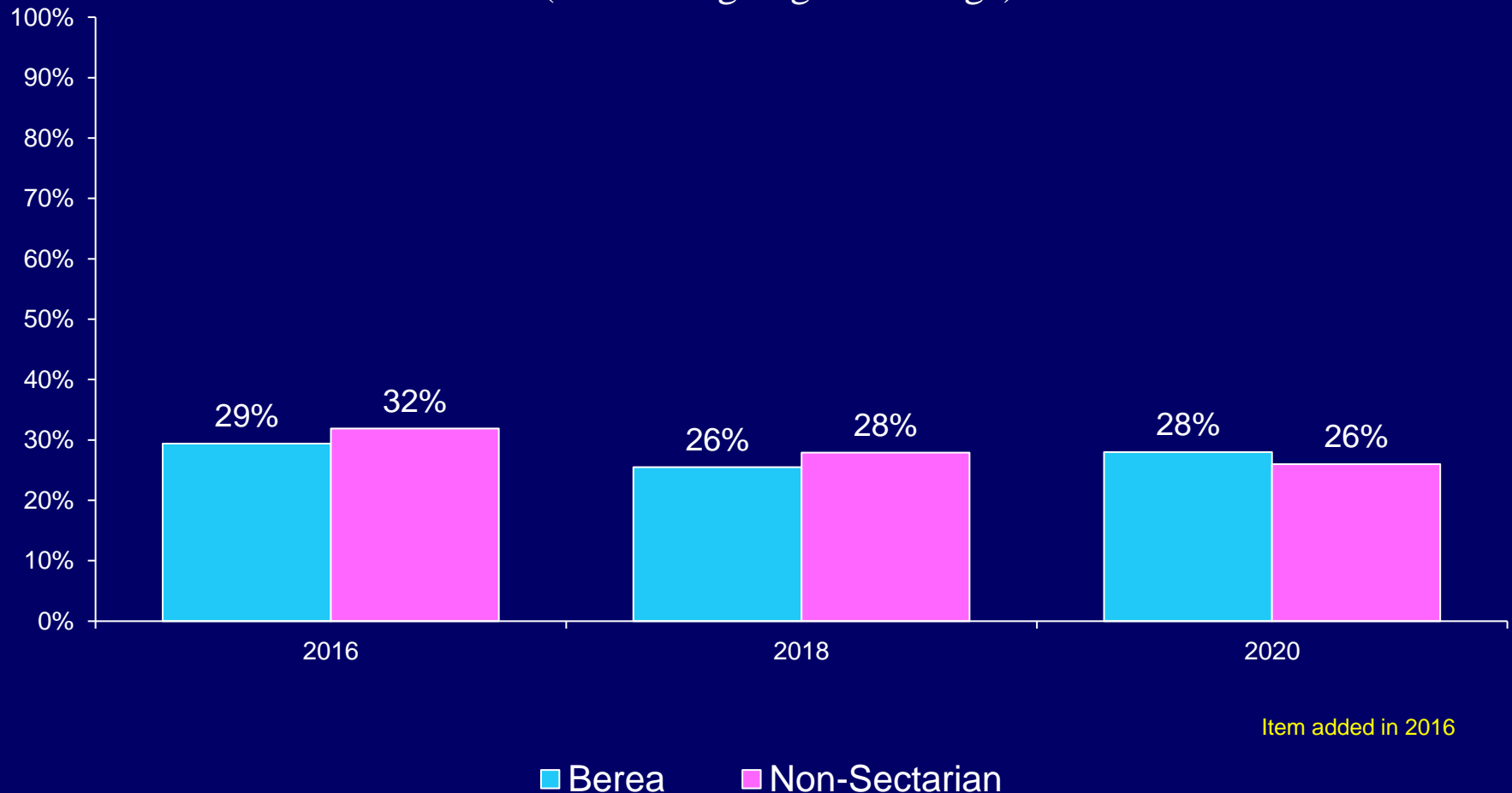
Percent of students who rated item as “very important”
To prepare myself for graduate or professional school
(in deciding to go to college)



Percent of students who rated item as “very important”

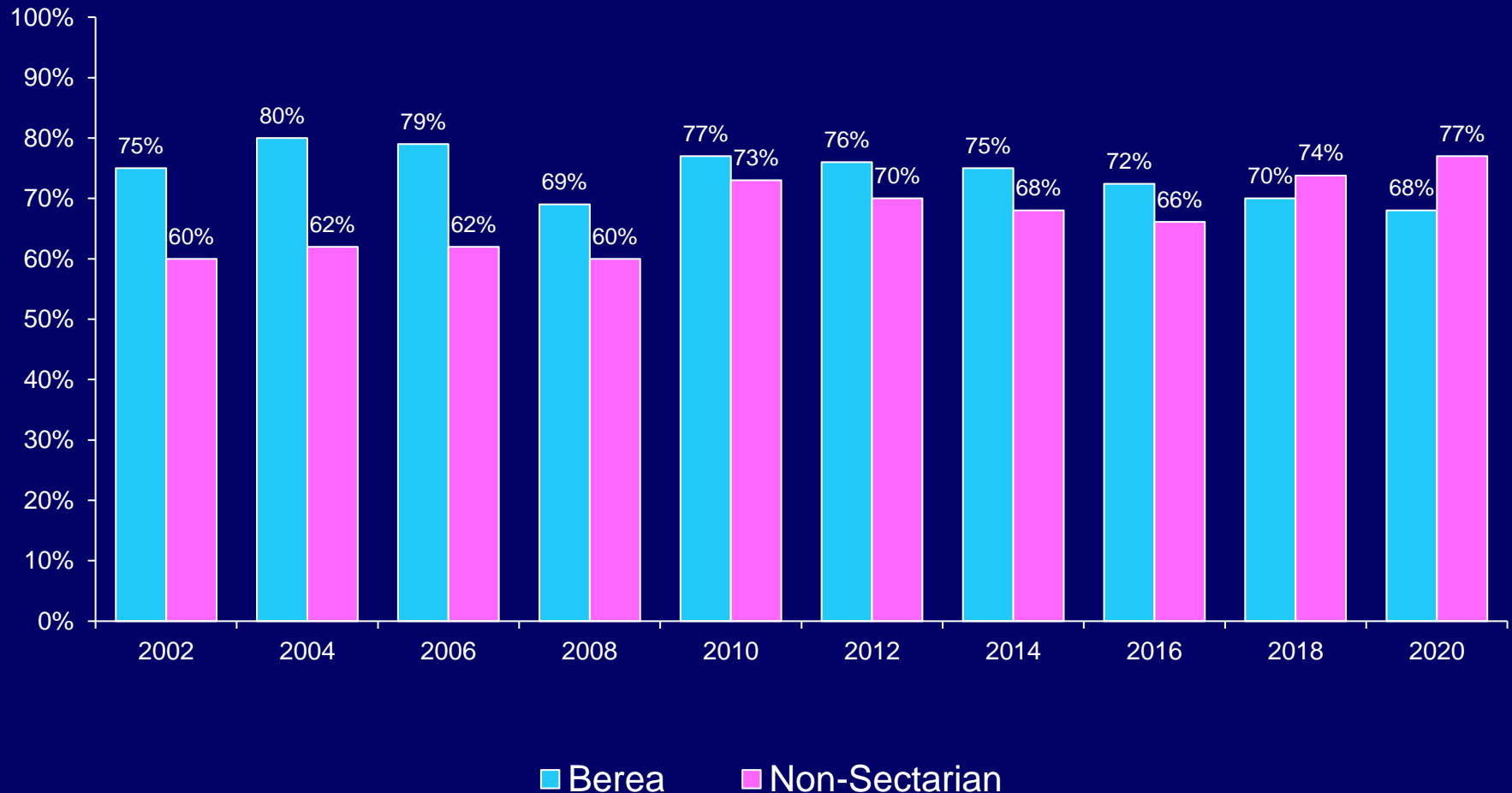
To please my family

(in deciding to go to college)



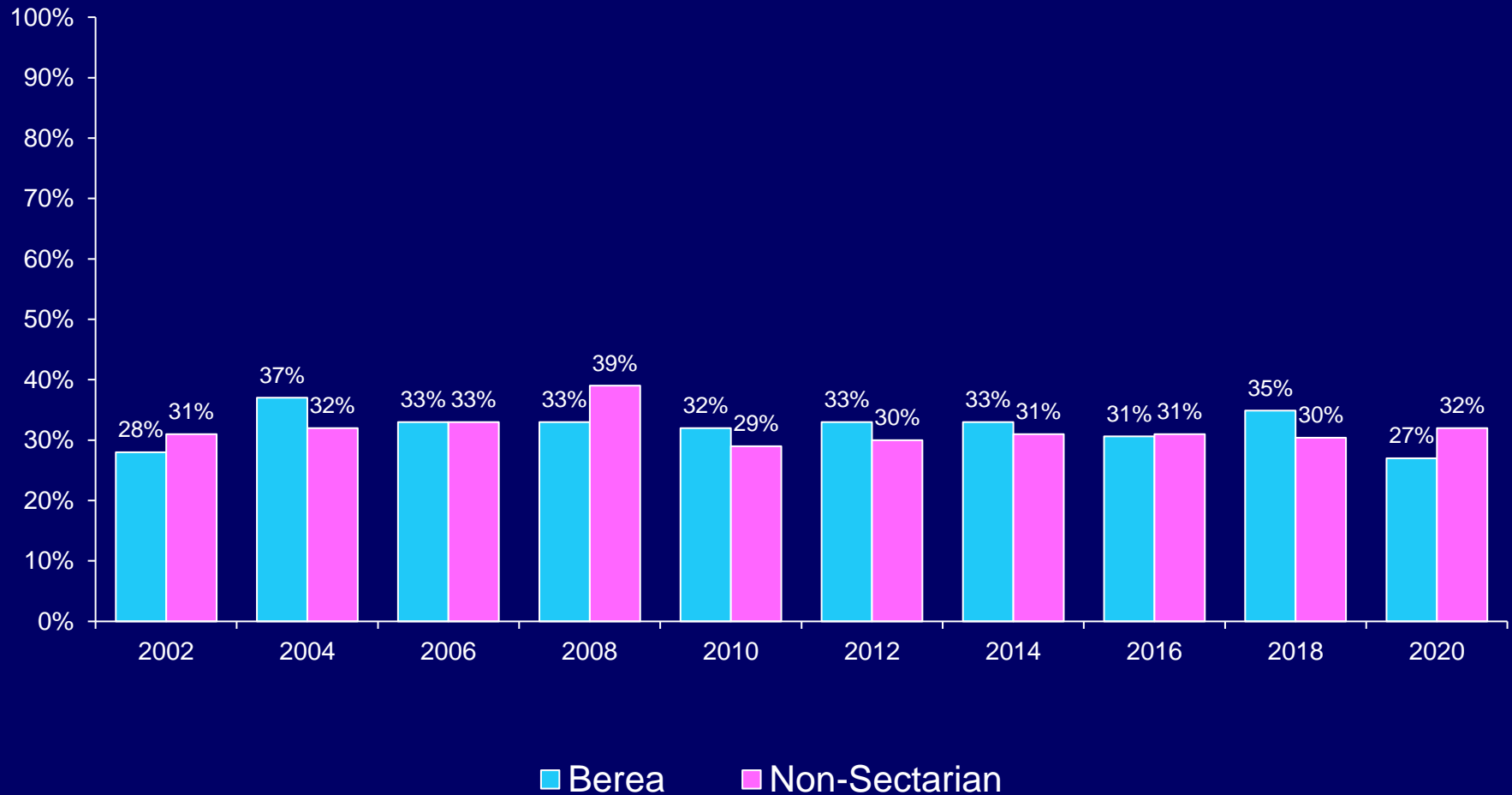
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Academic ability



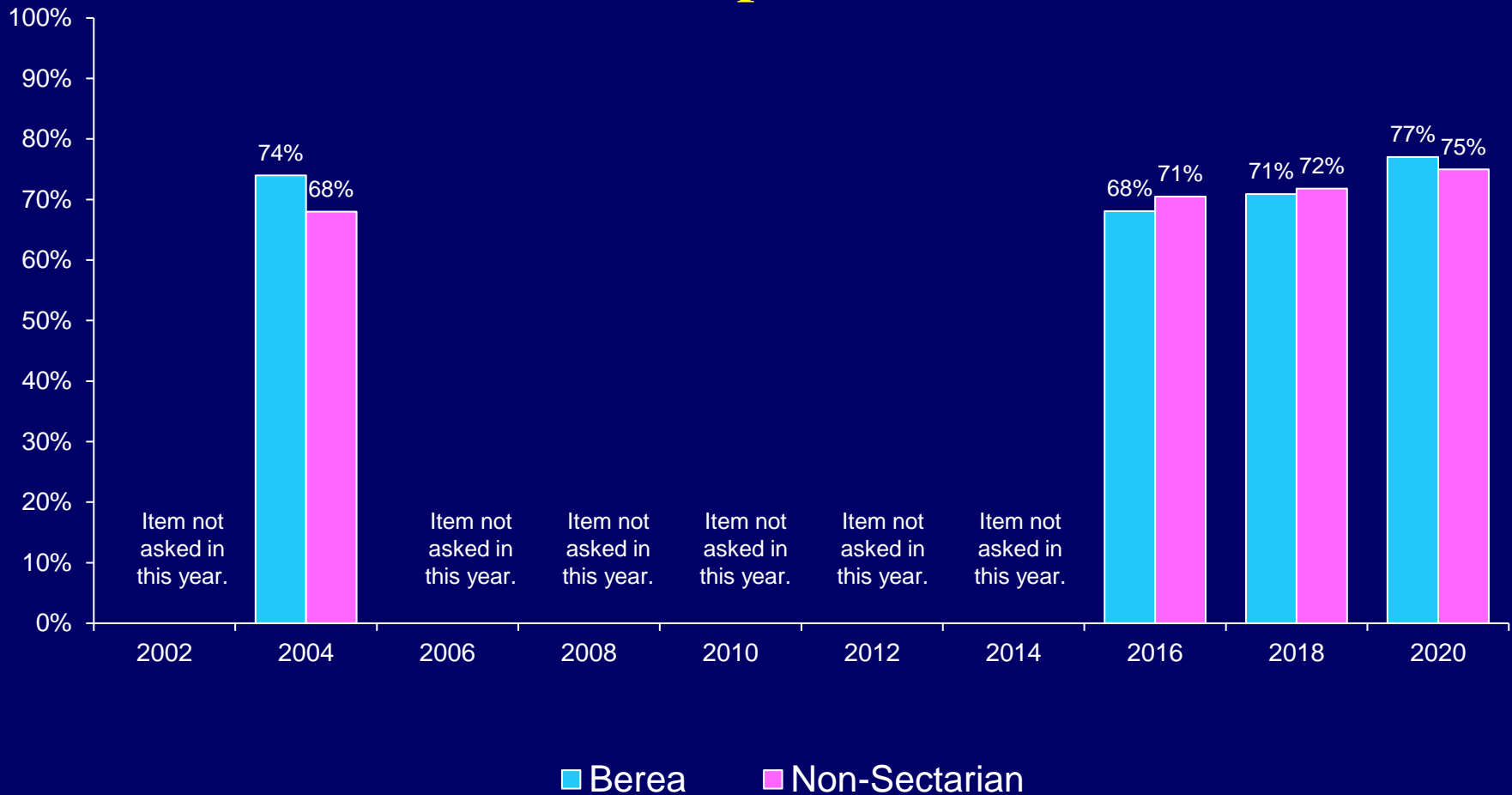
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Artistic ability



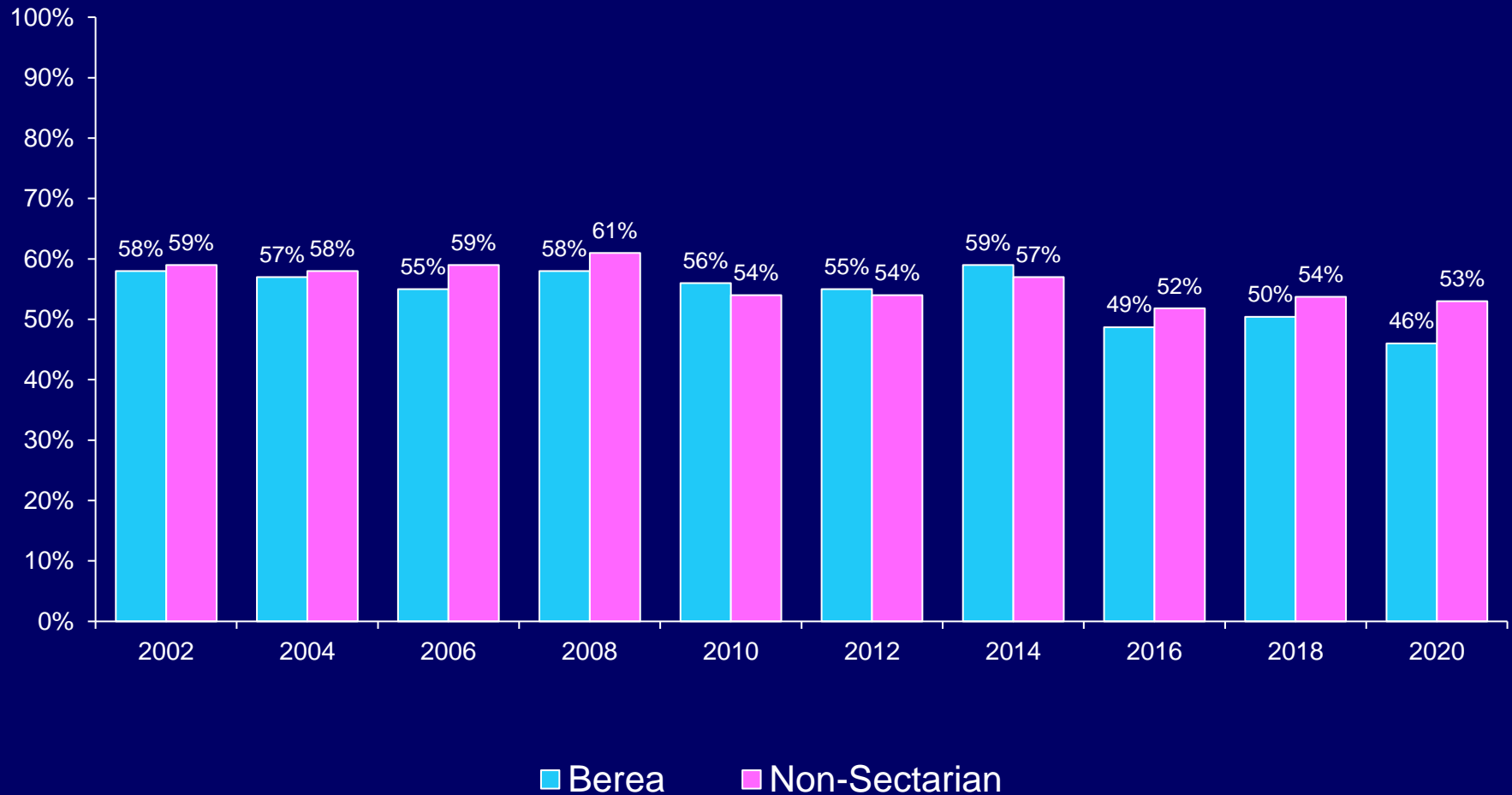
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Compassion



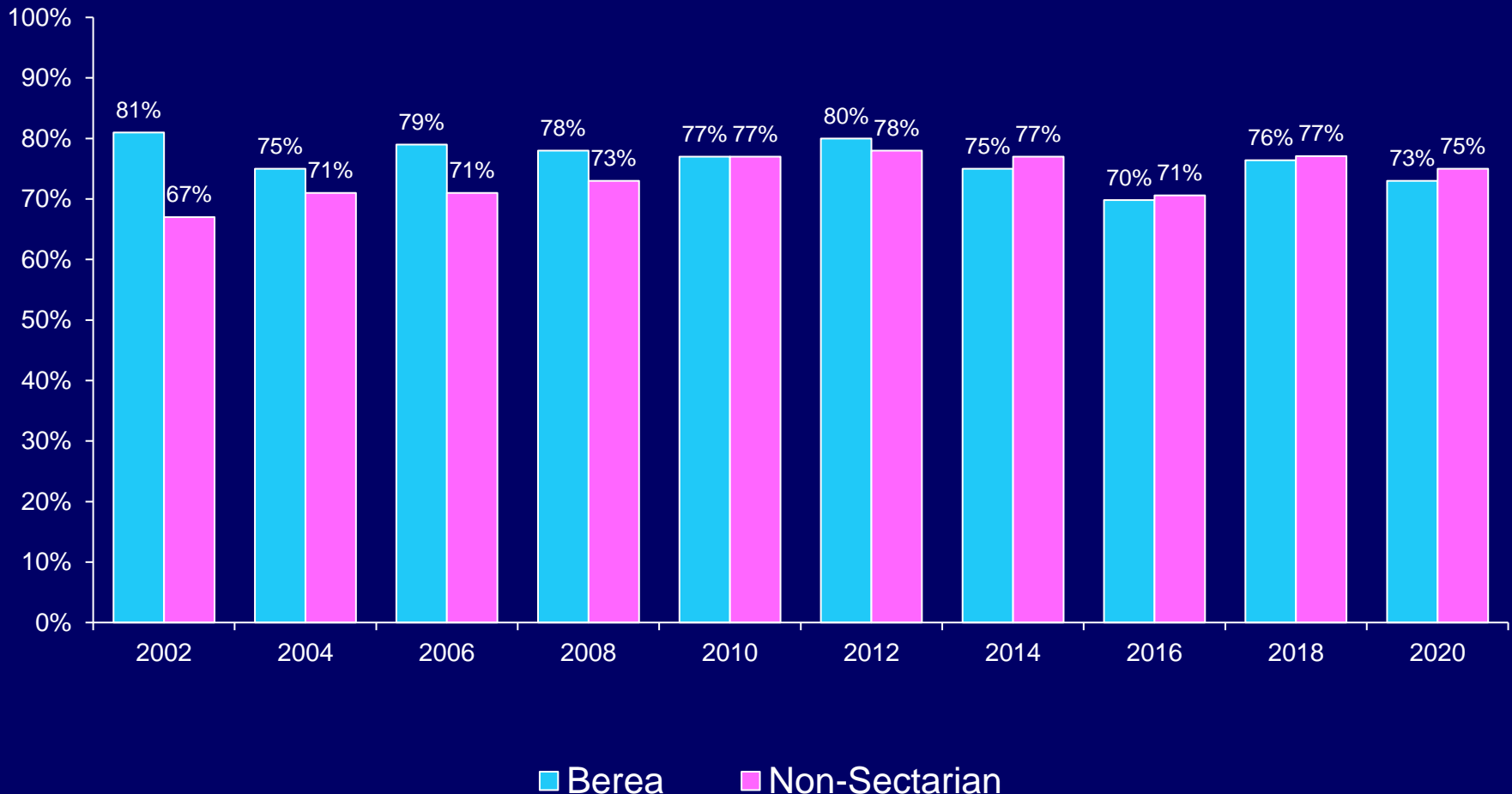
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Creativity



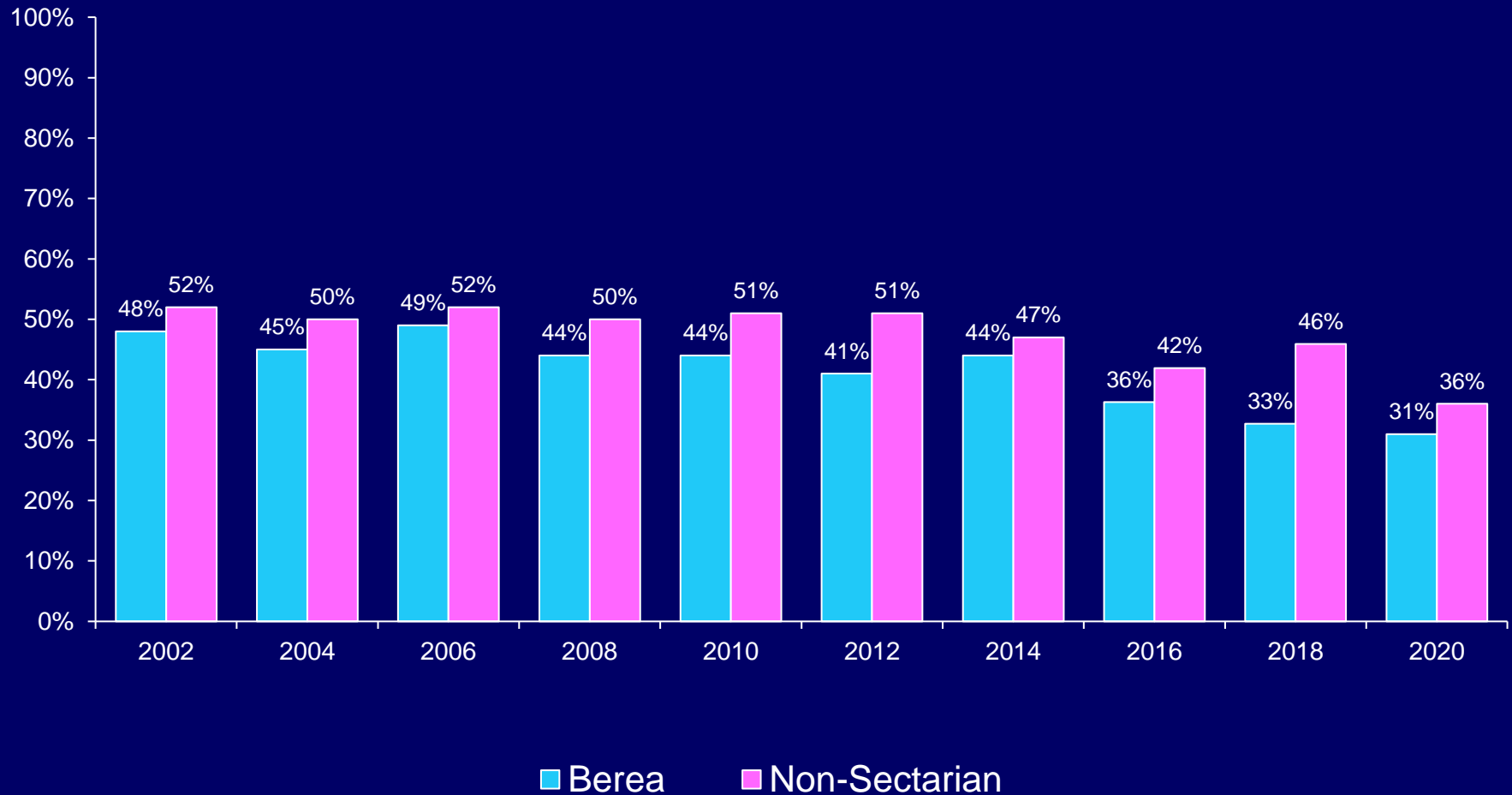
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Drive to achieve



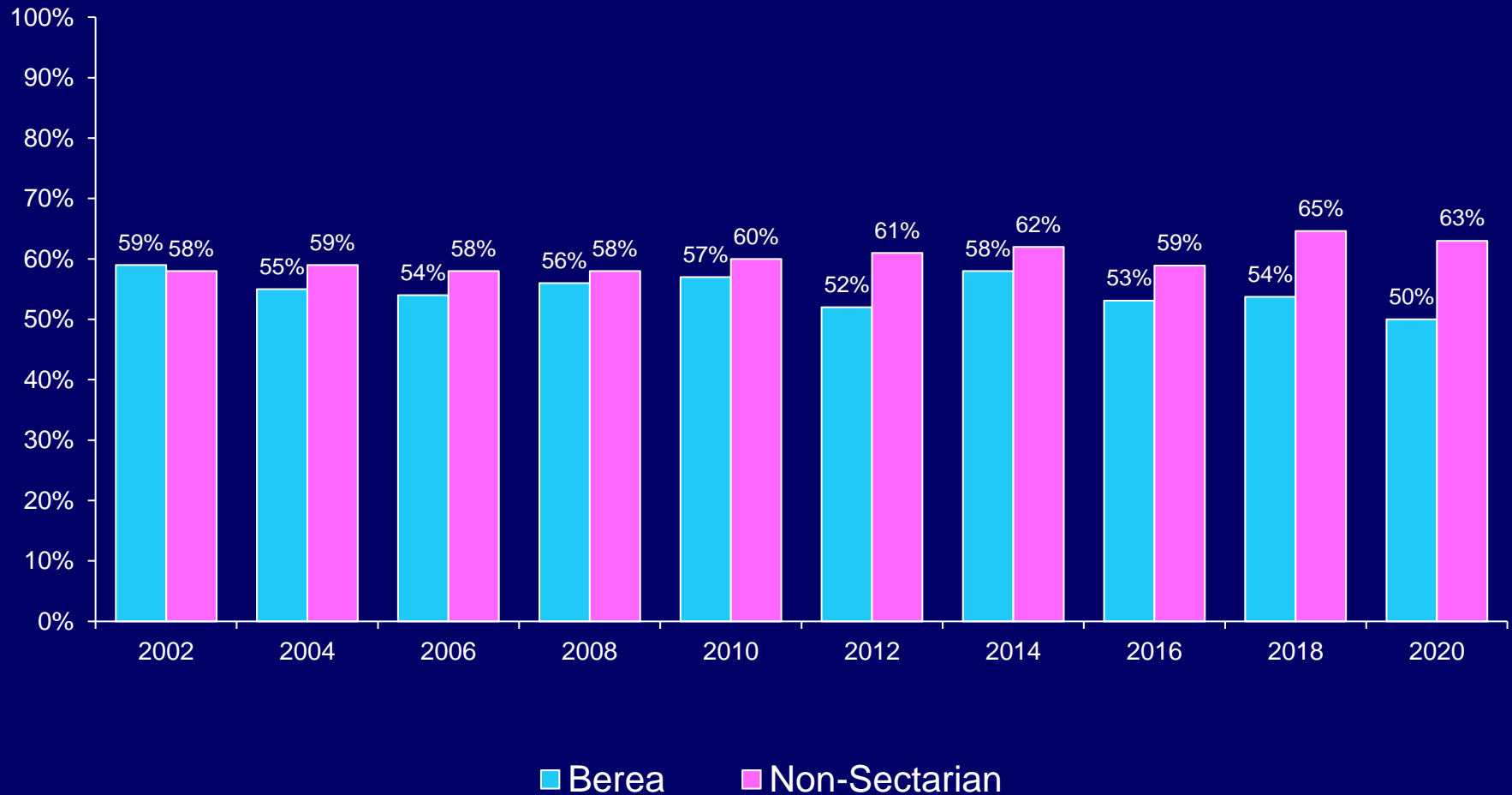
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Emotional health



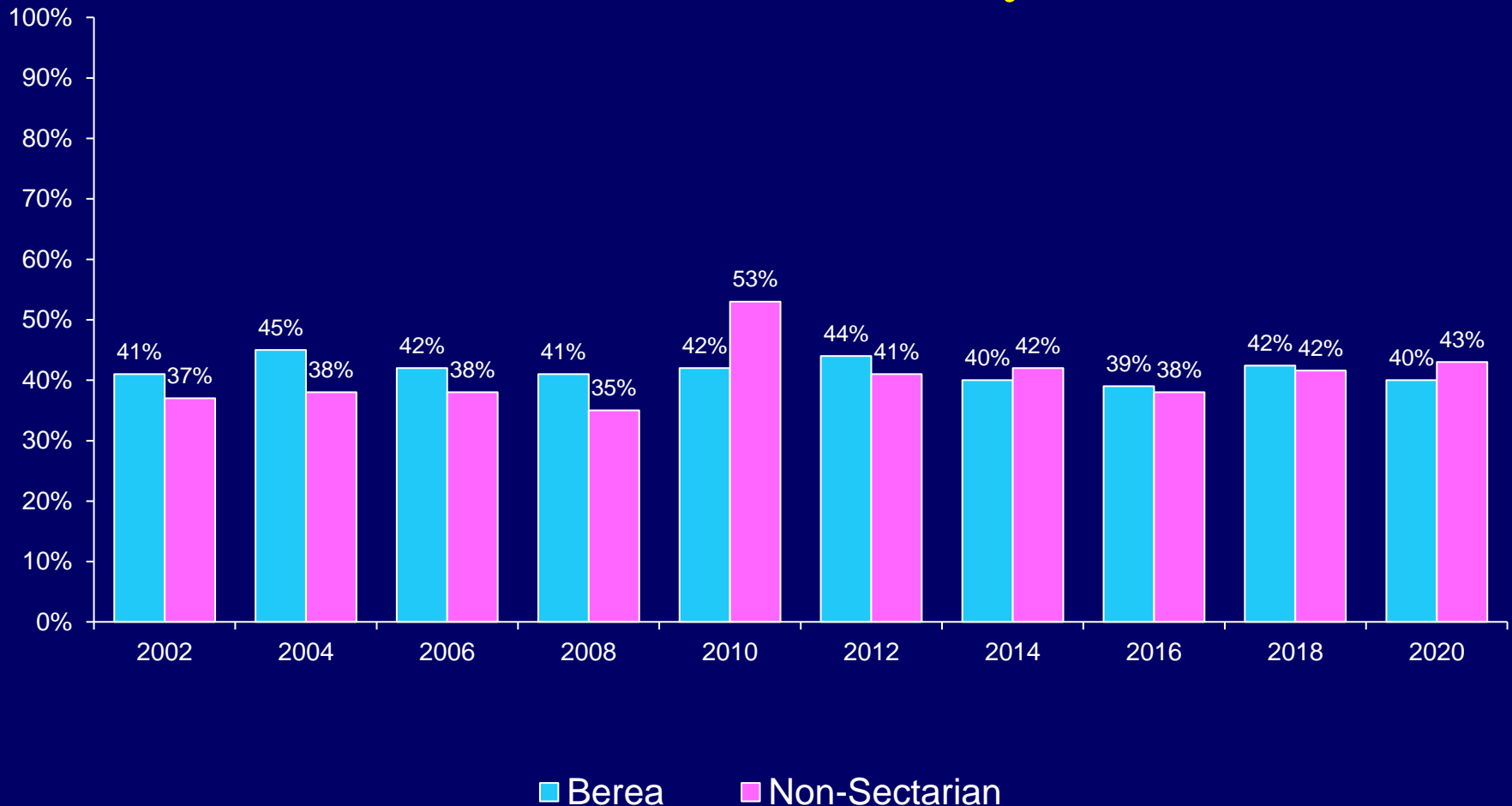
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Leadership ability



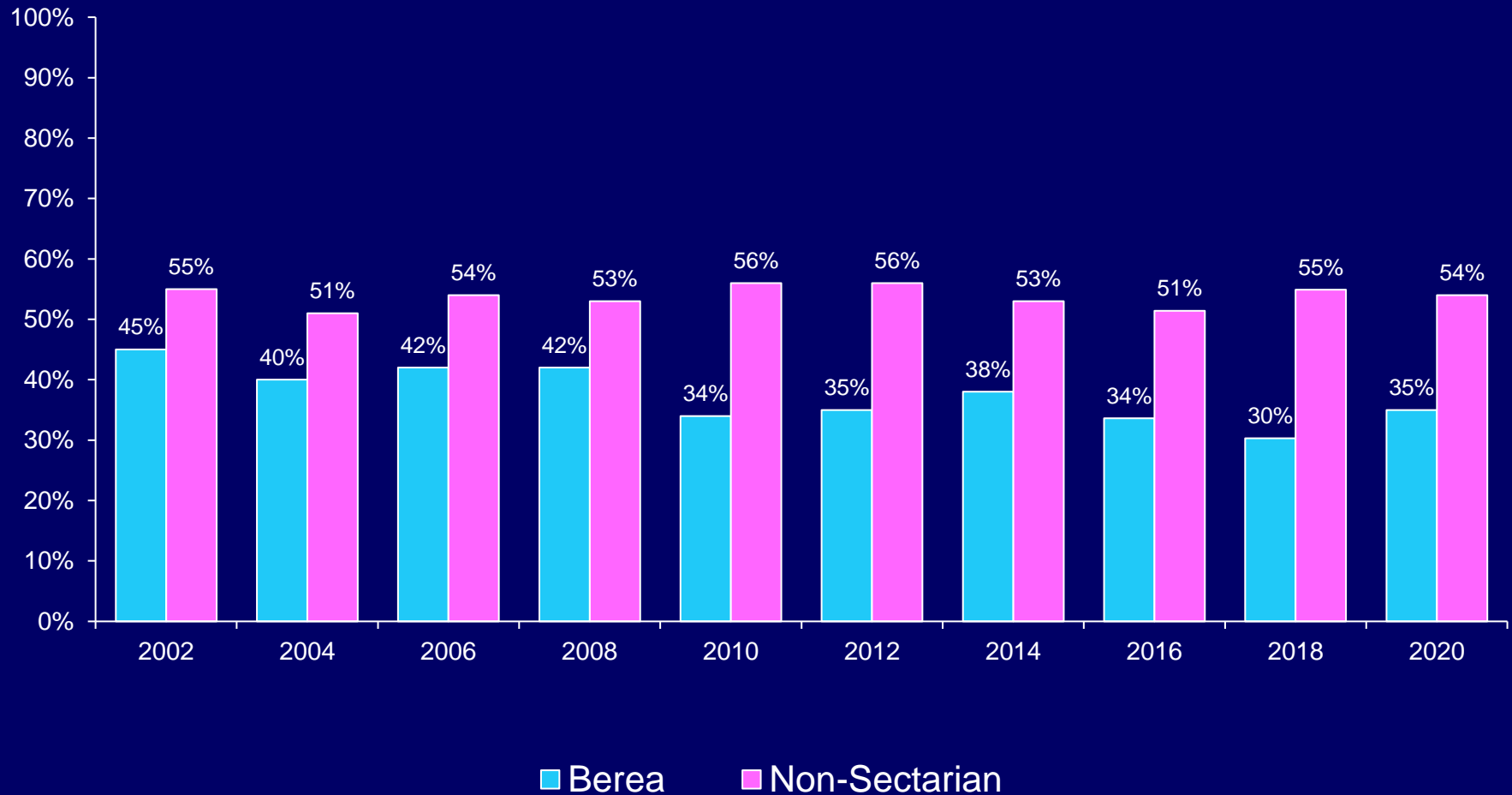
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Mathematical ability



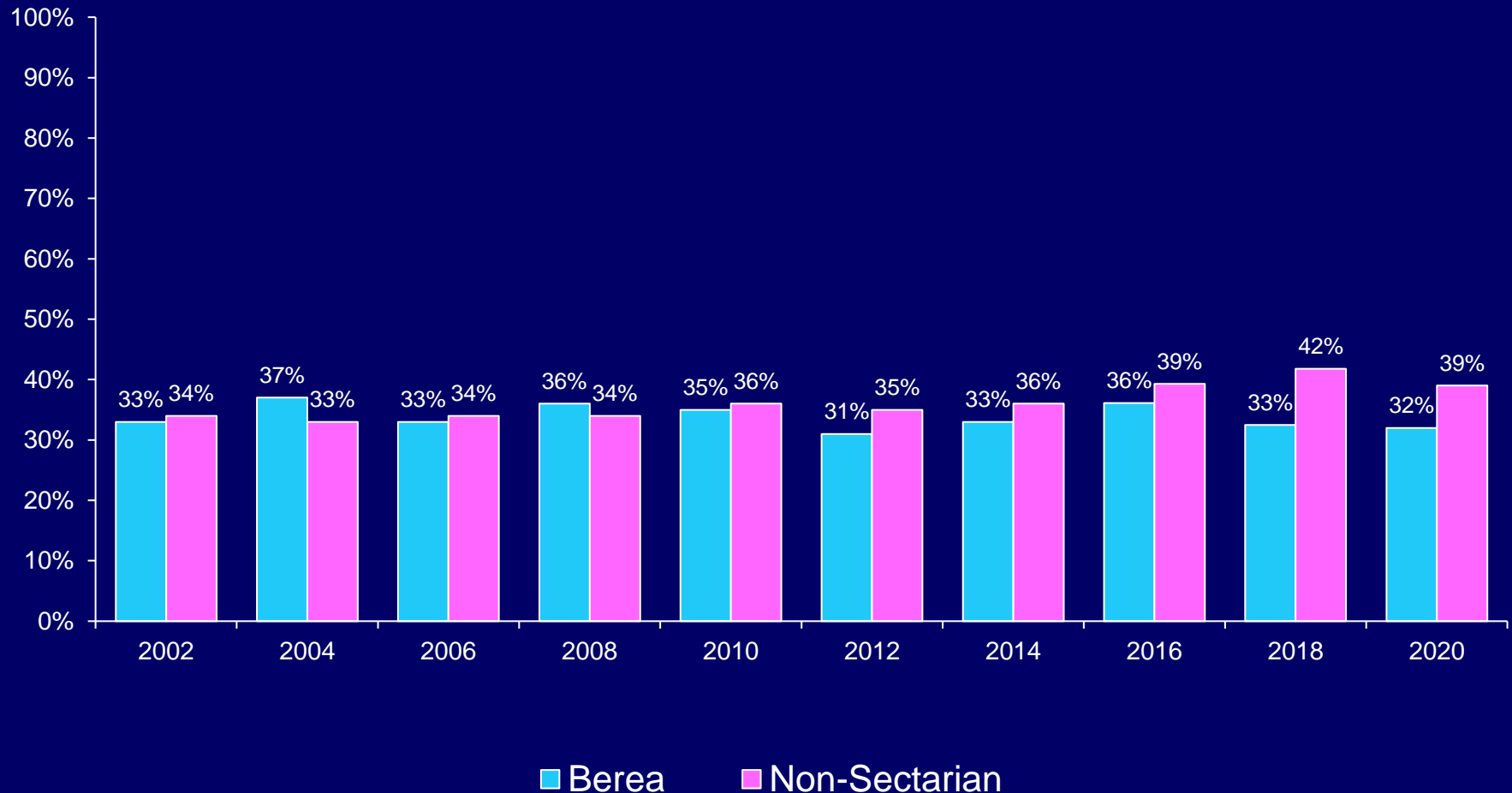
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Physical health



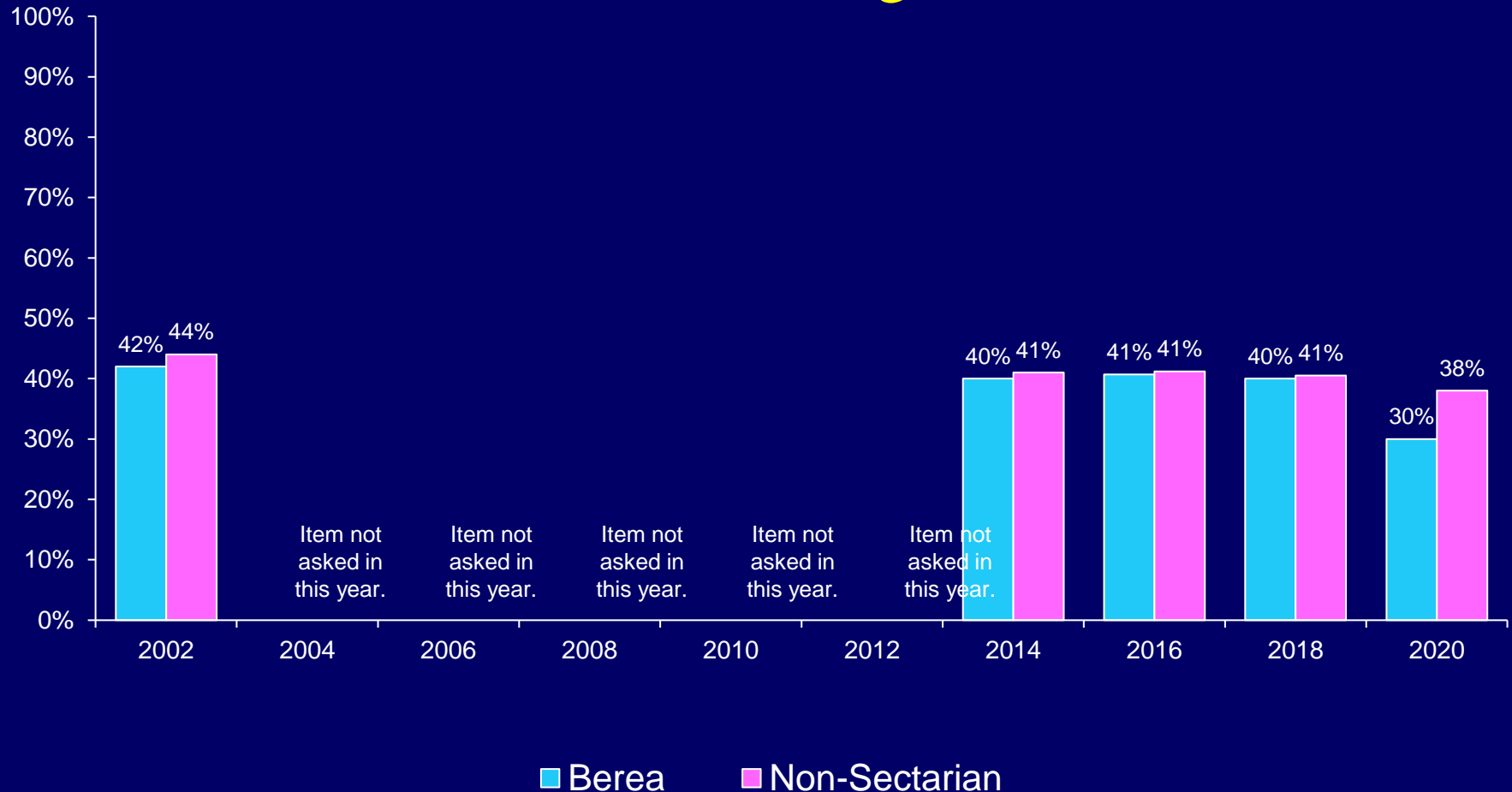
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Public speaking ability

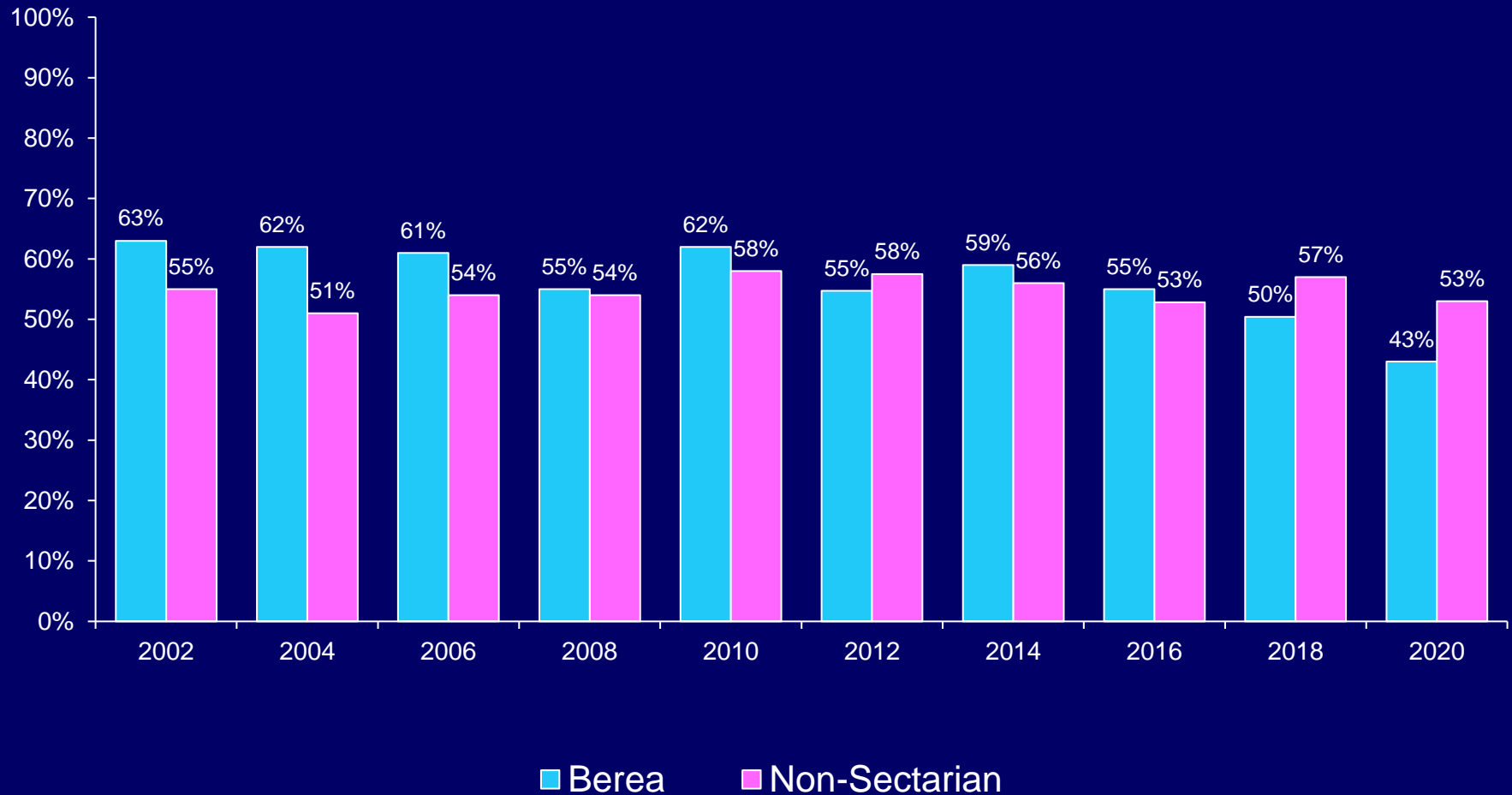


Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

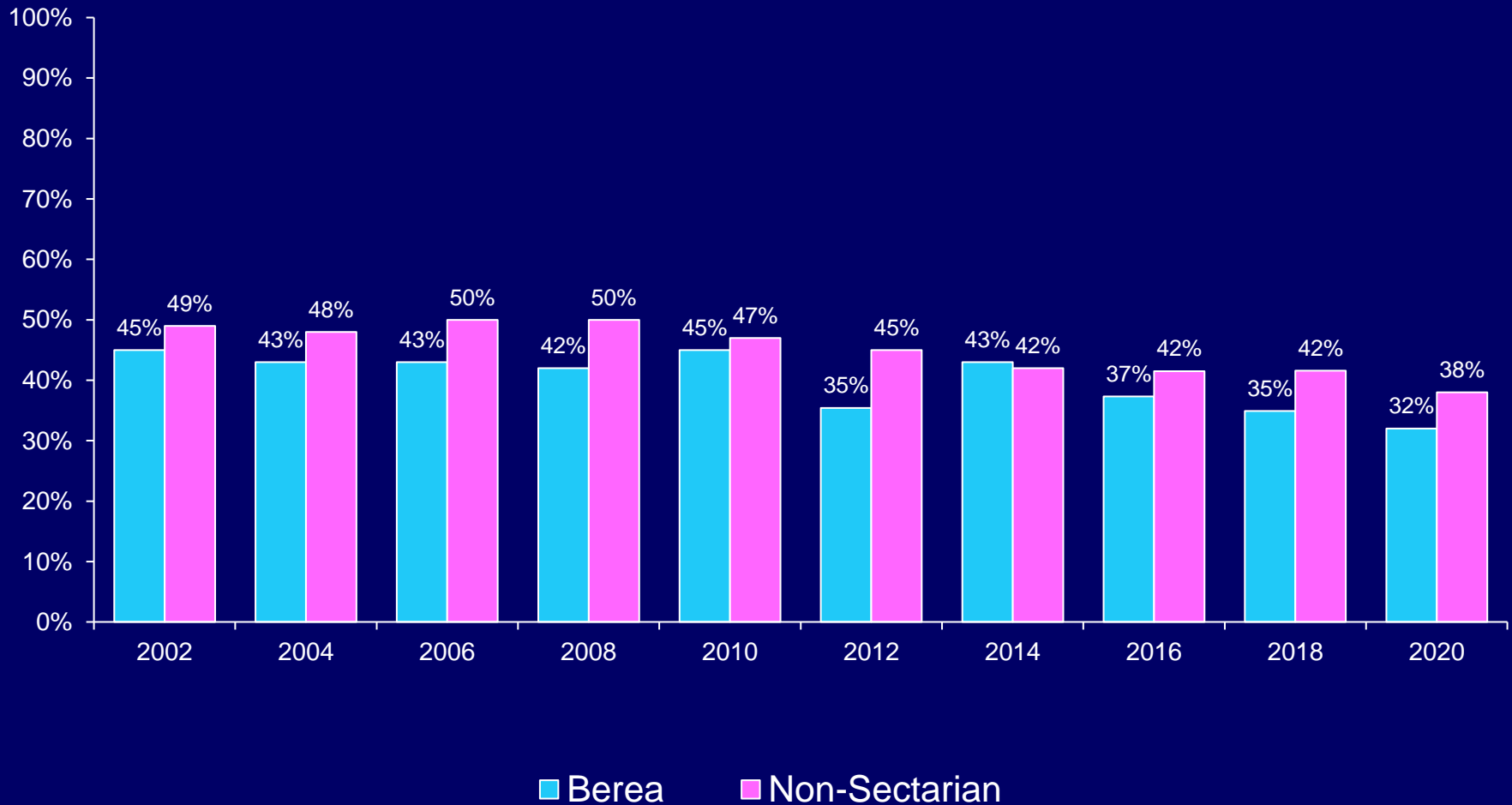
Risk-taking



Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:
Self-confidence (intellectual)

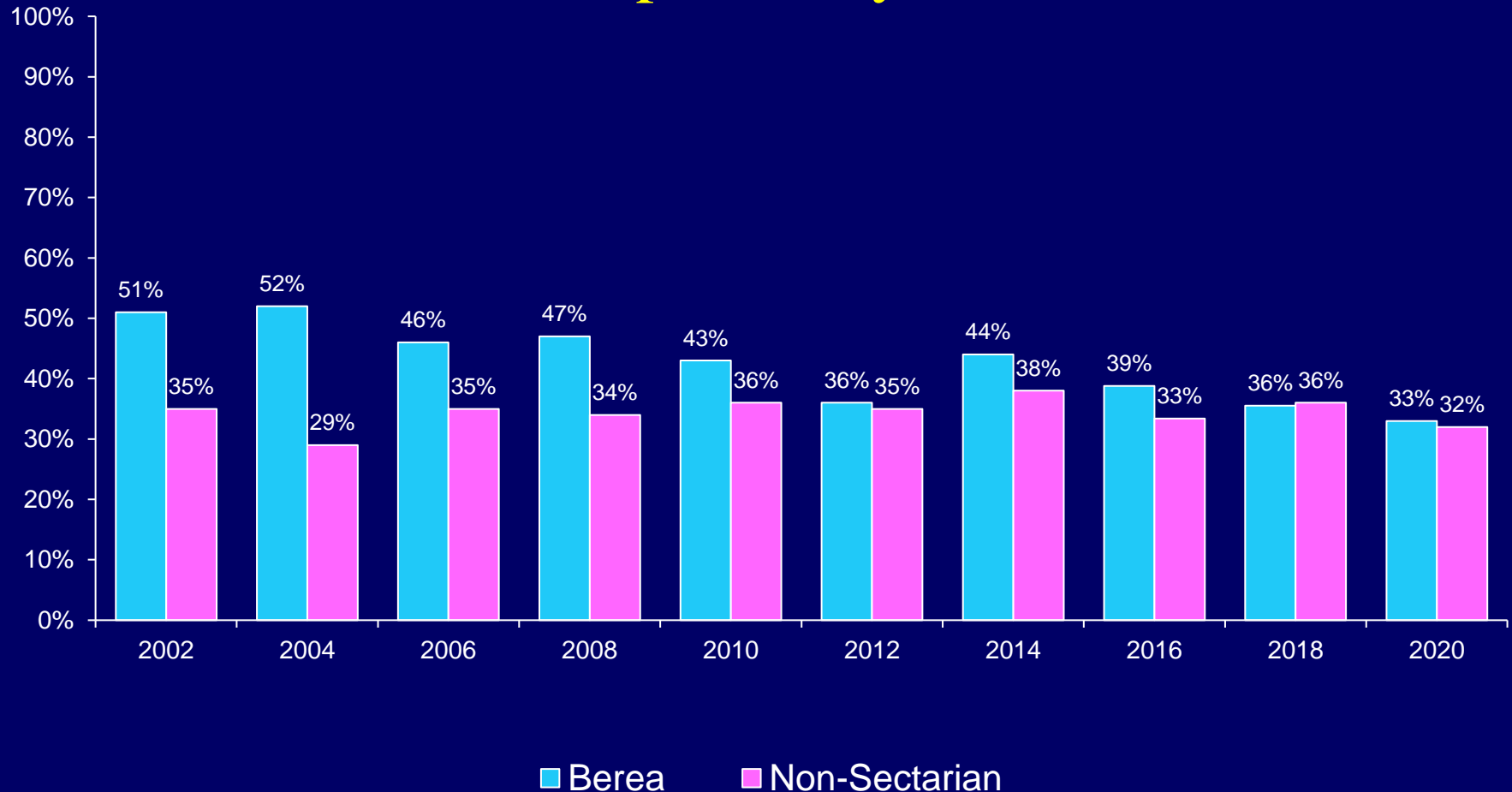


Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:
Self-confidence (social)



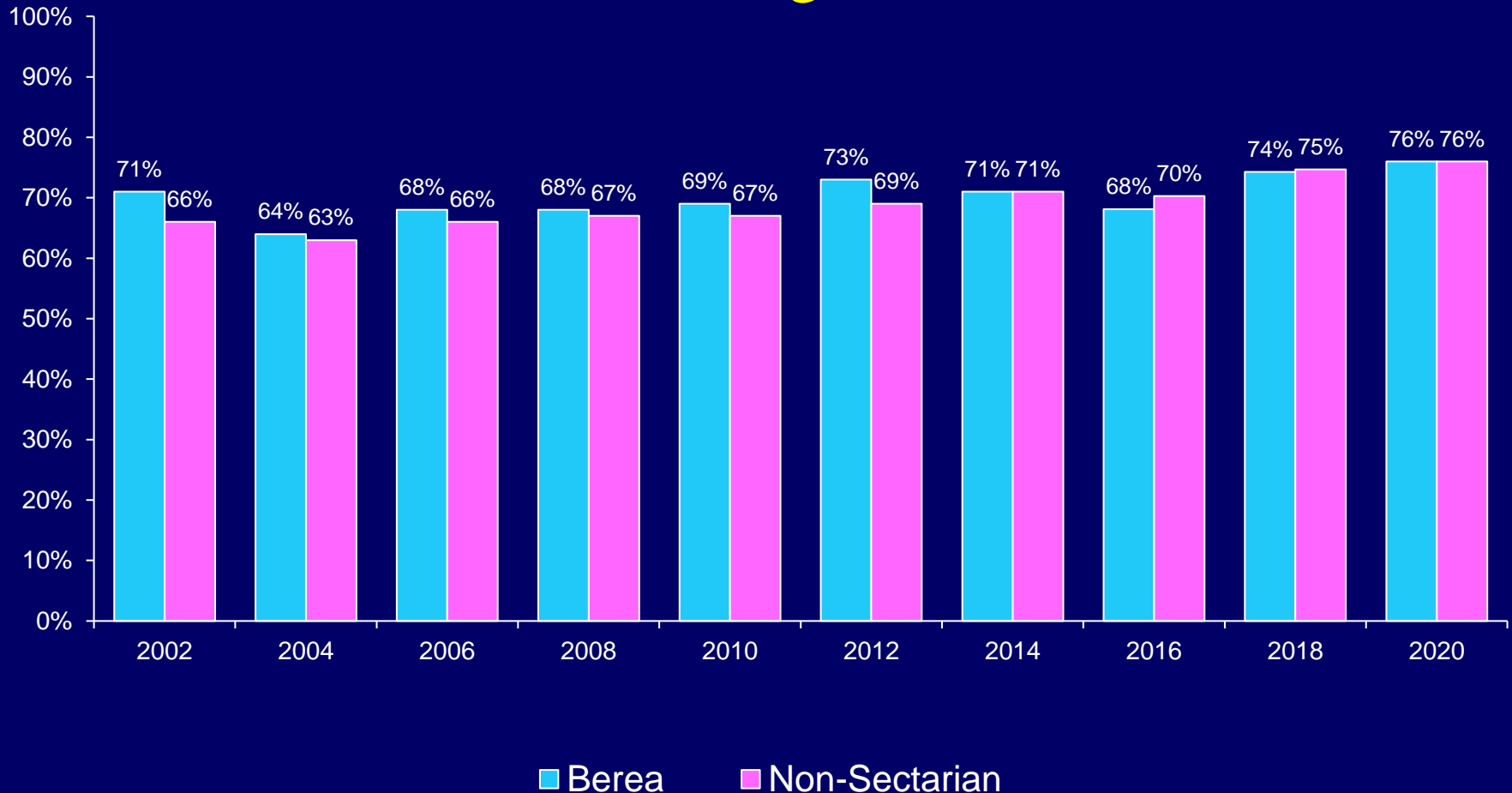
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Spirituality



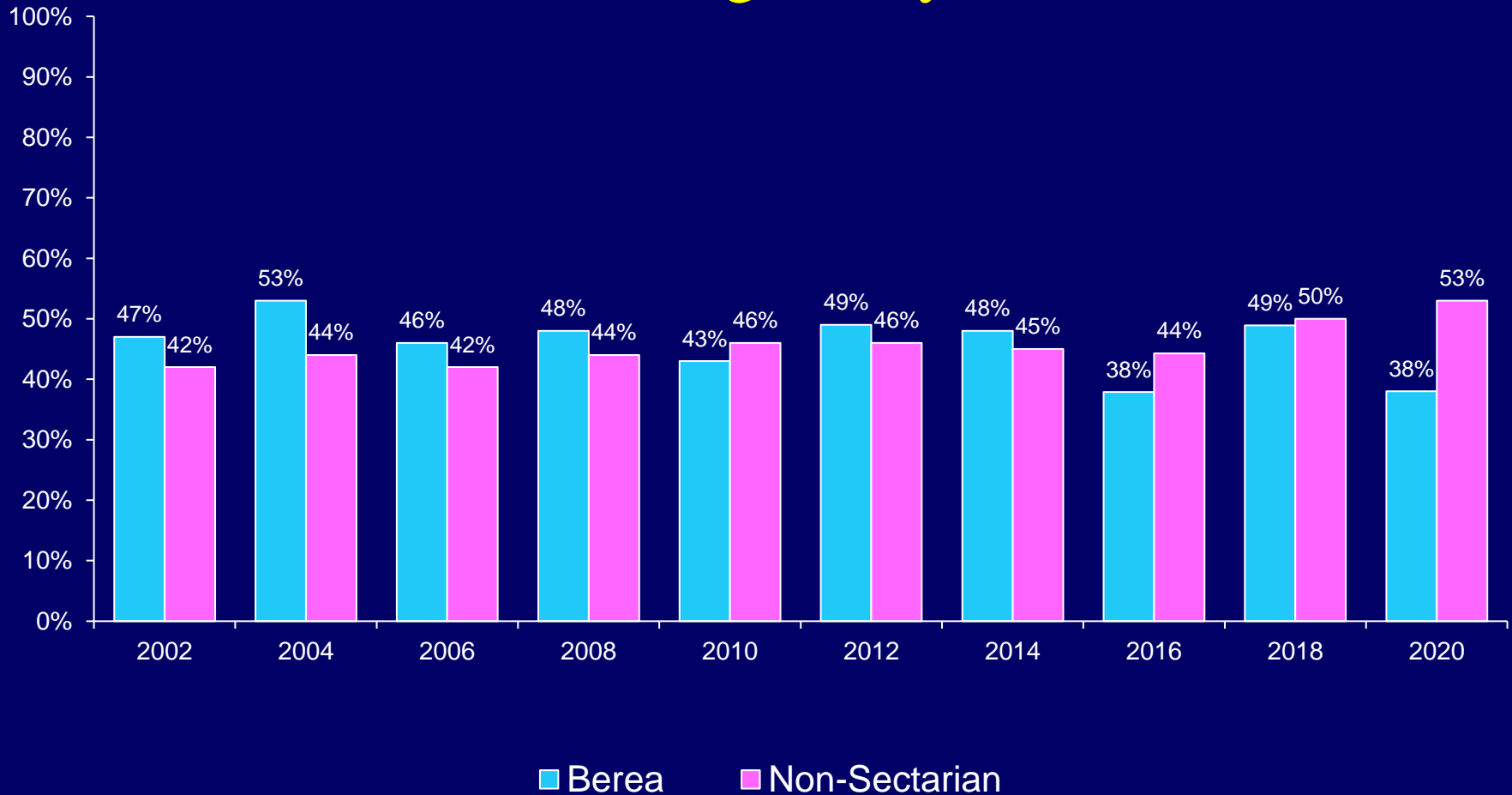
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Understanding of others



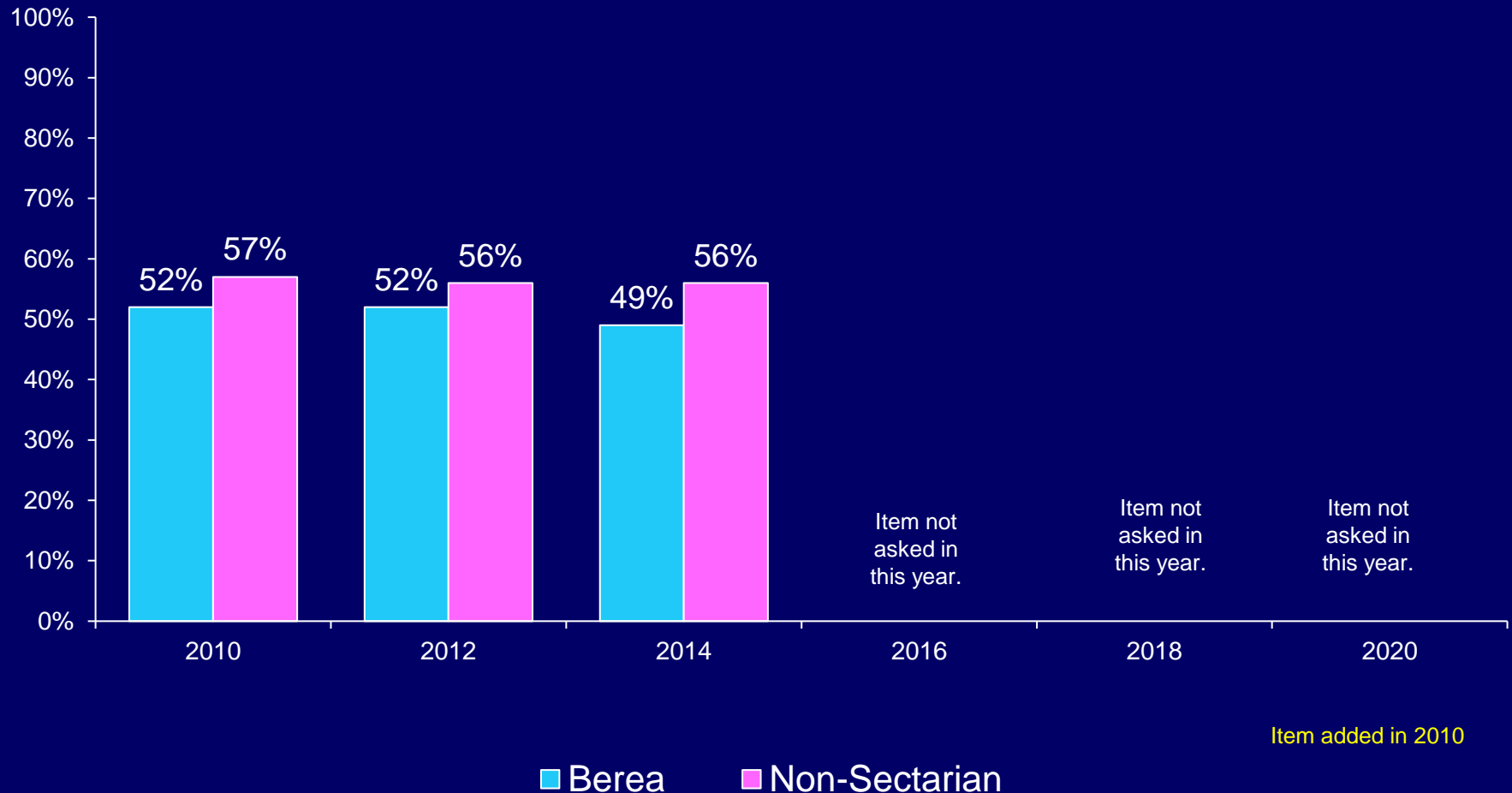
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Writing ability



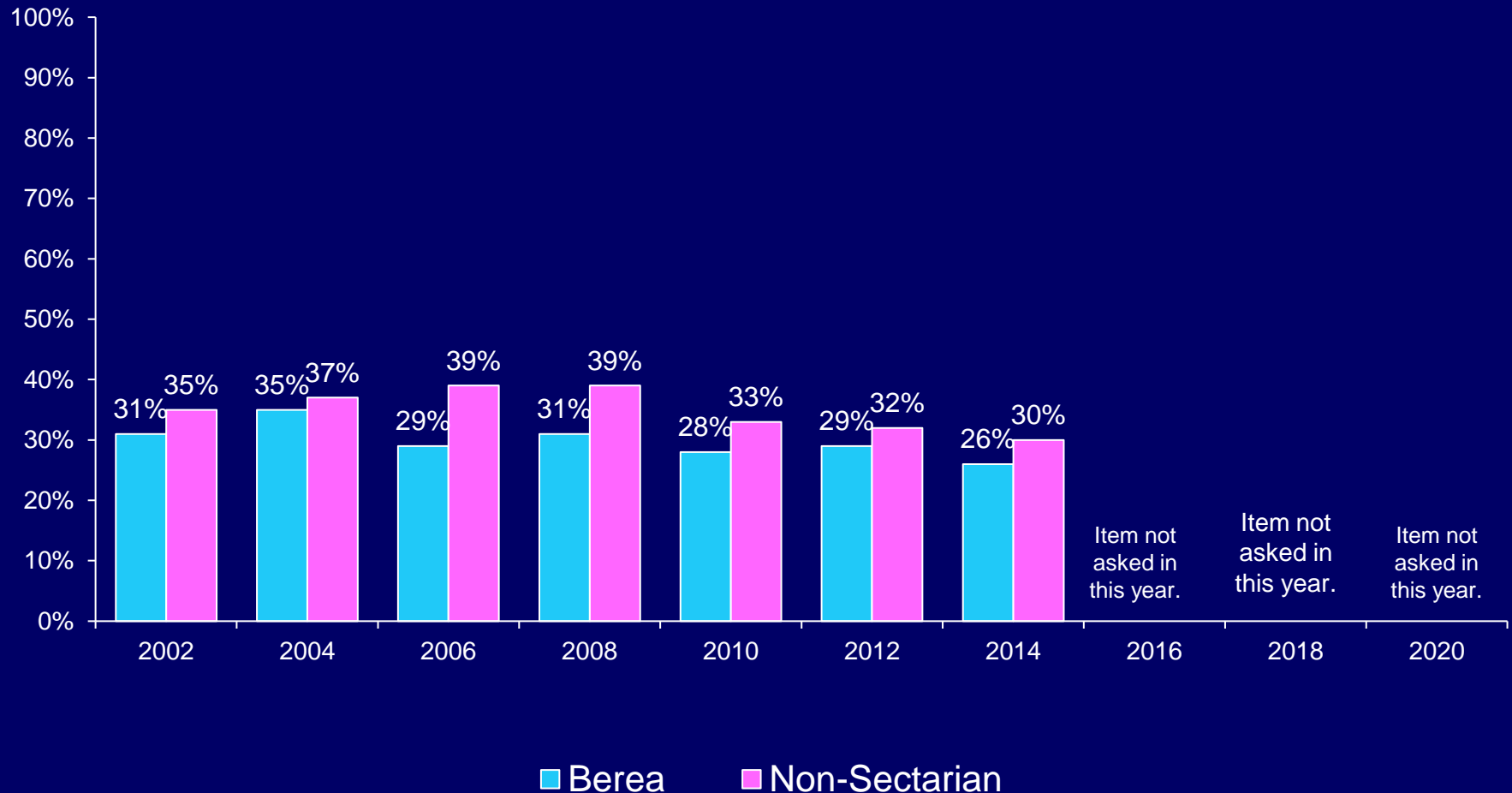
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Competitiveness



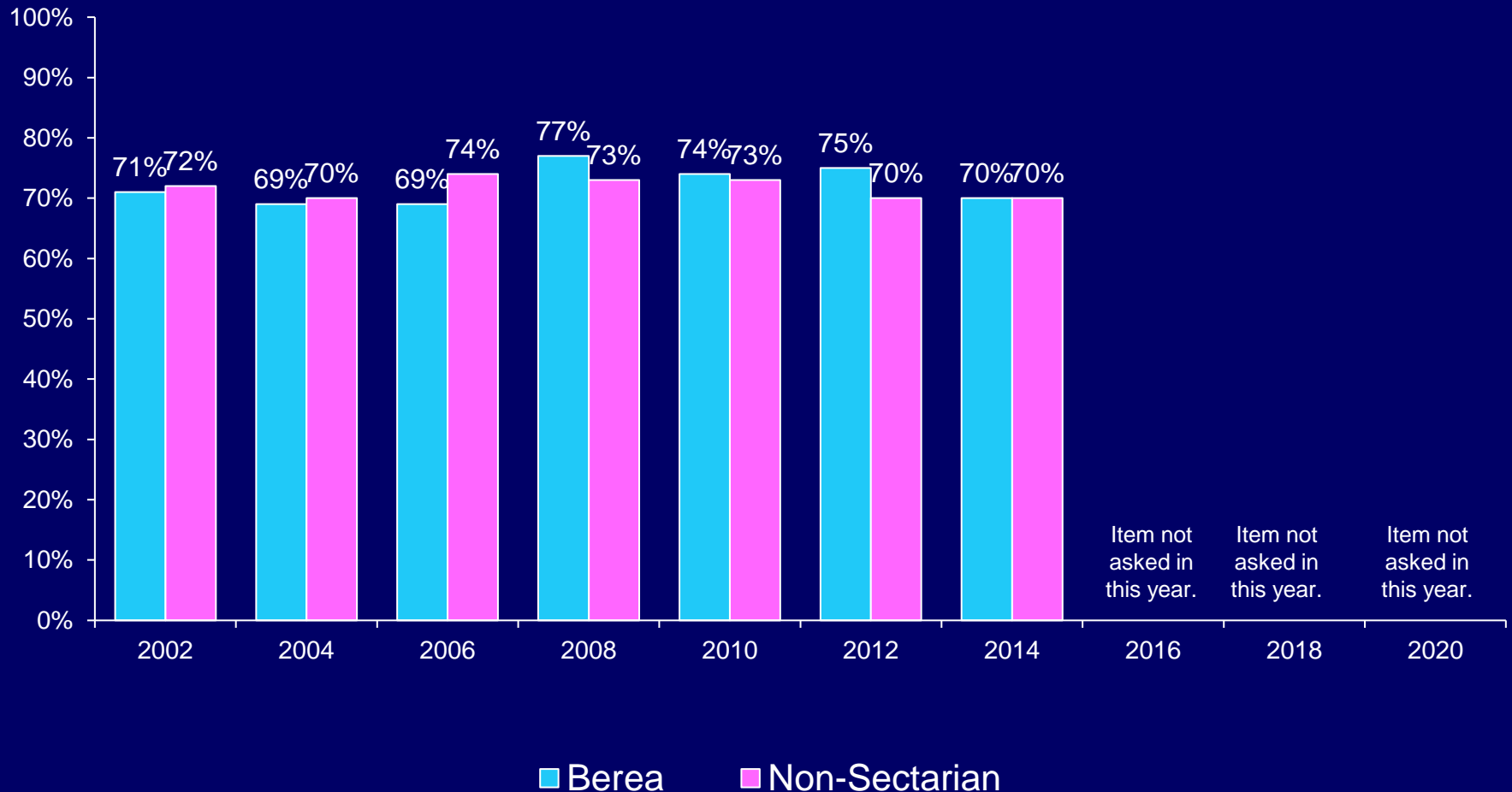
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Computer skills



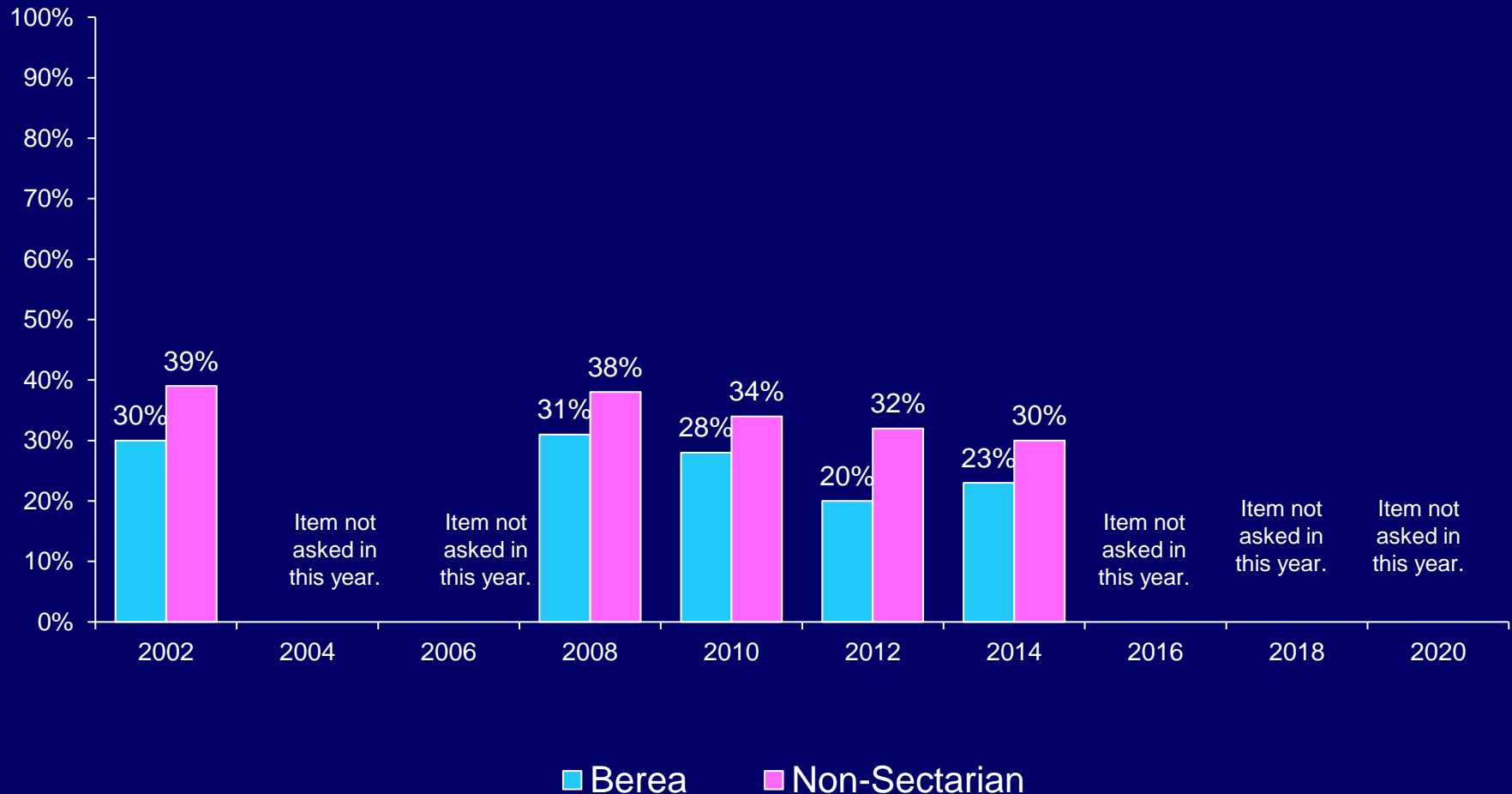
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Cooperativeness



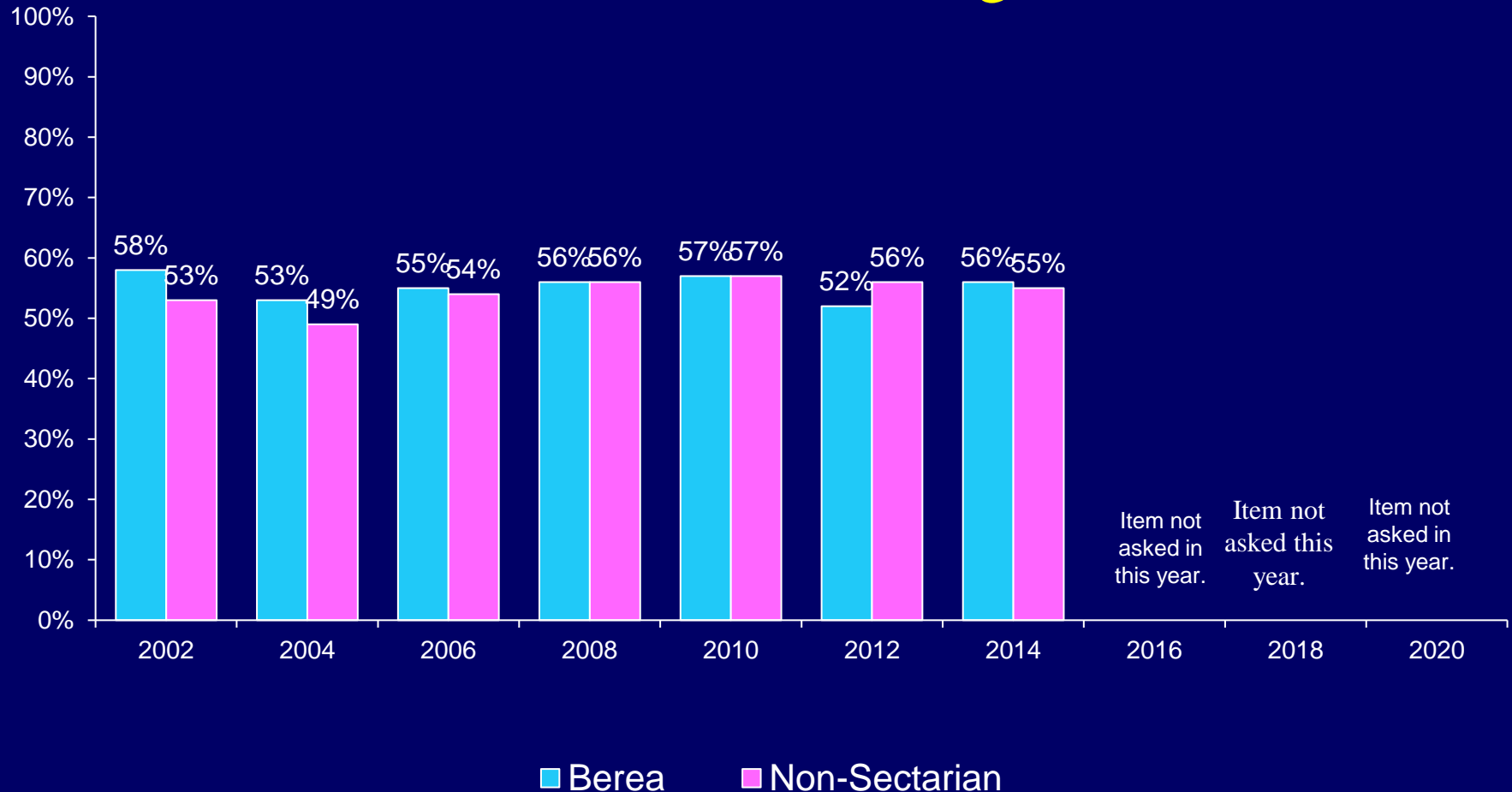
Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

Popularity

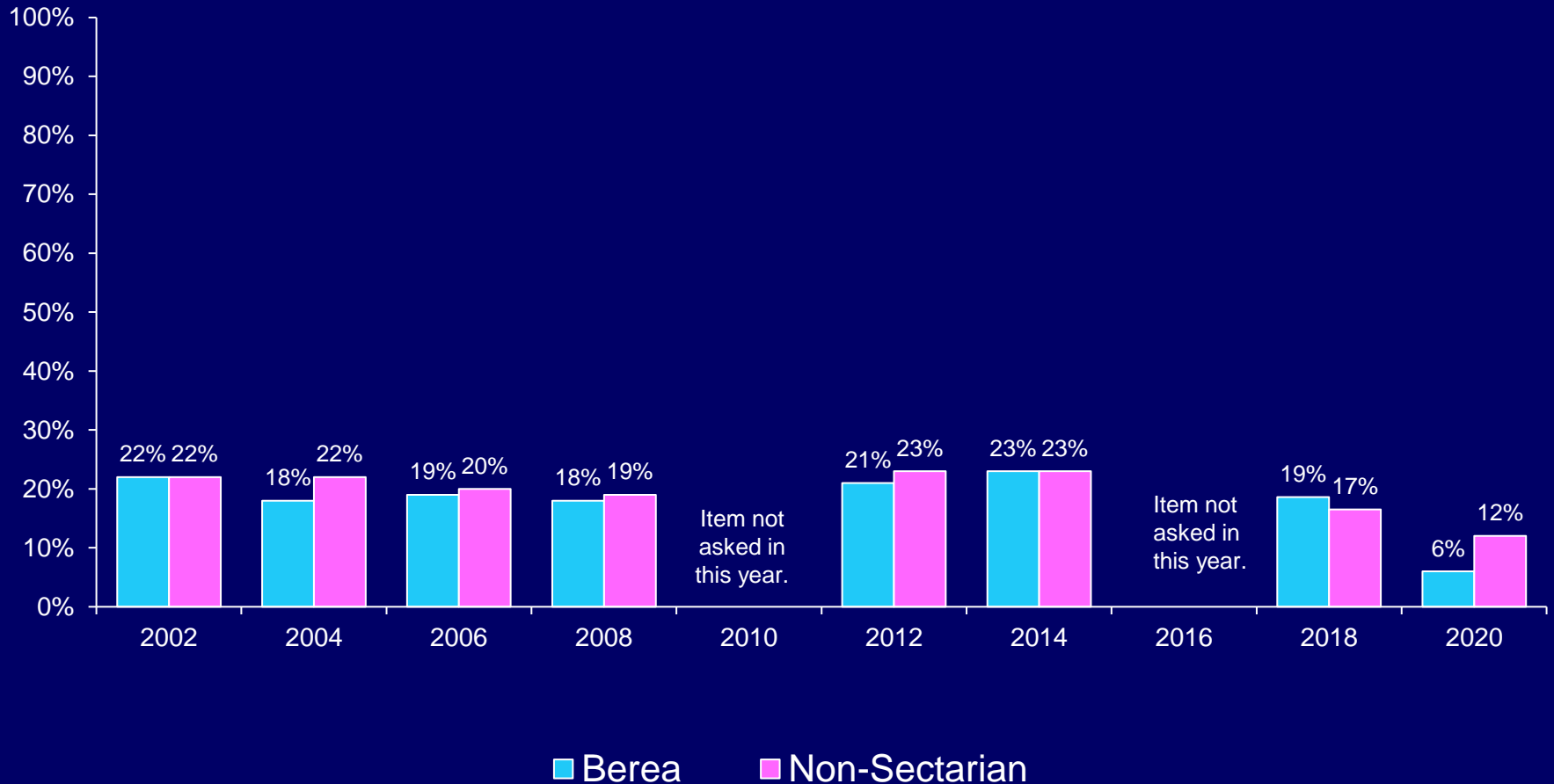


Percent of students who rated themselves in “highest 10%” or “above average” as compared with the average person their age in:

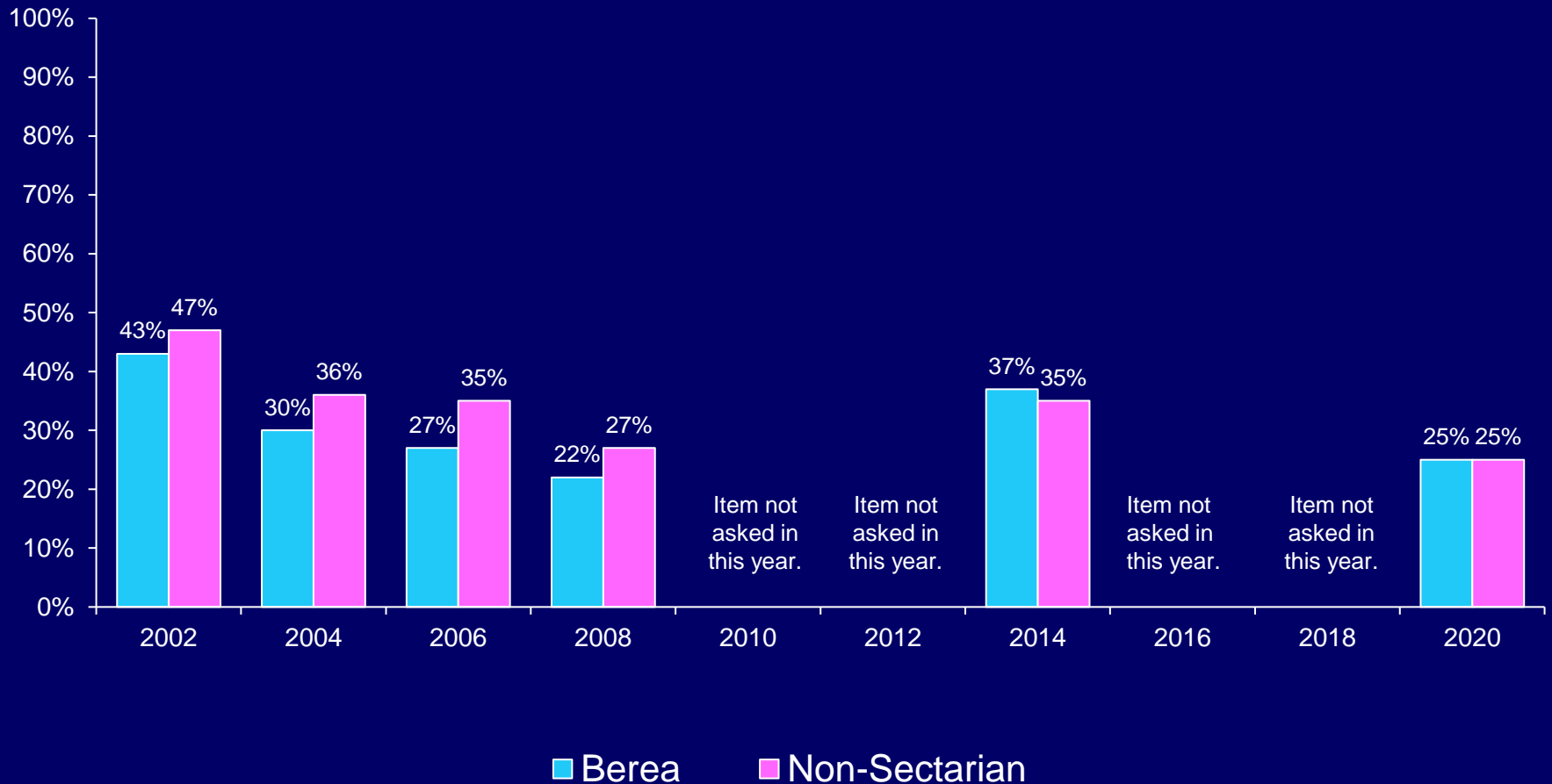
Self-understanding



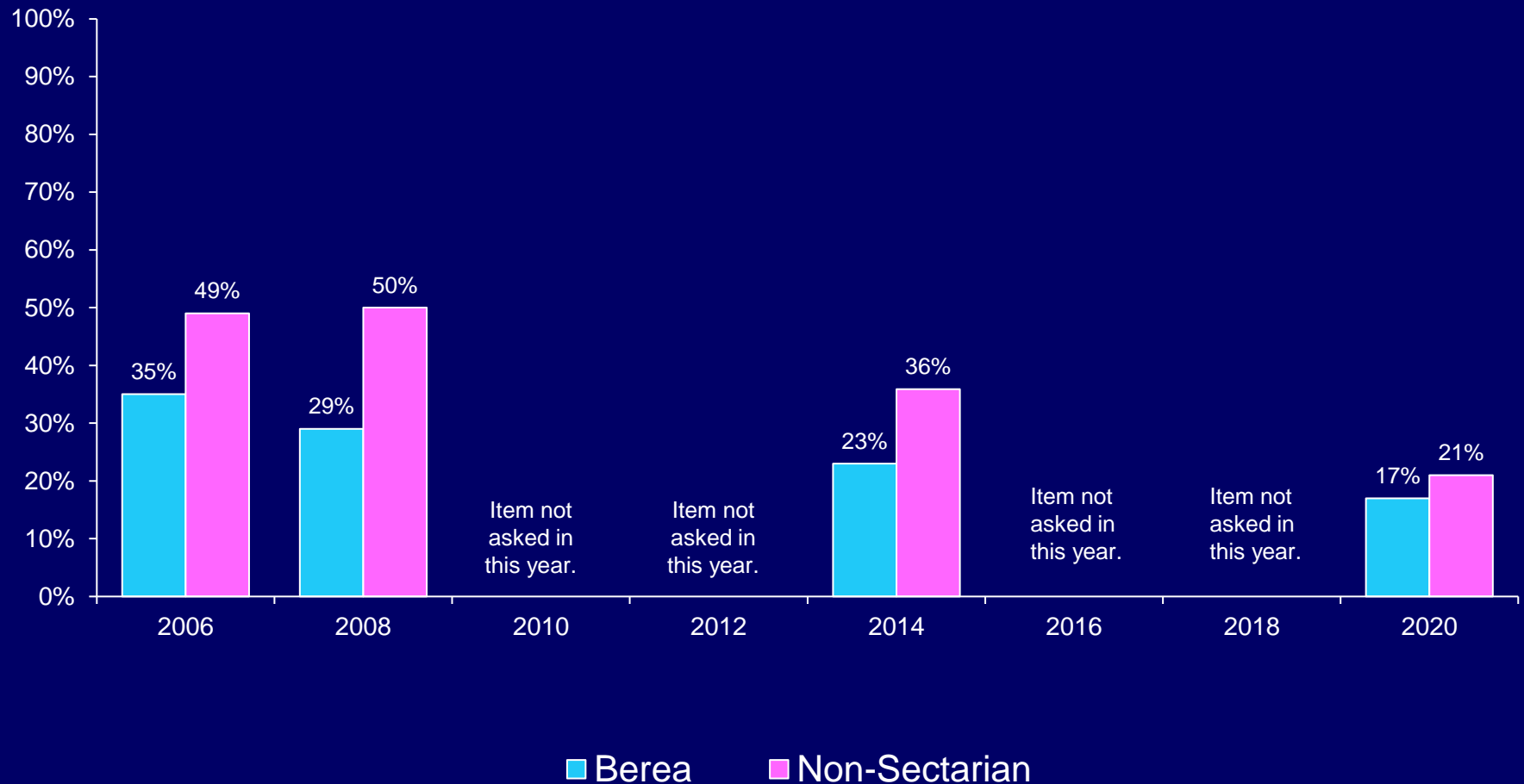
Percent of students who “agree strongly” or “agree somewhat” that:
**Racial discrimination is no longer
a major problem in America**



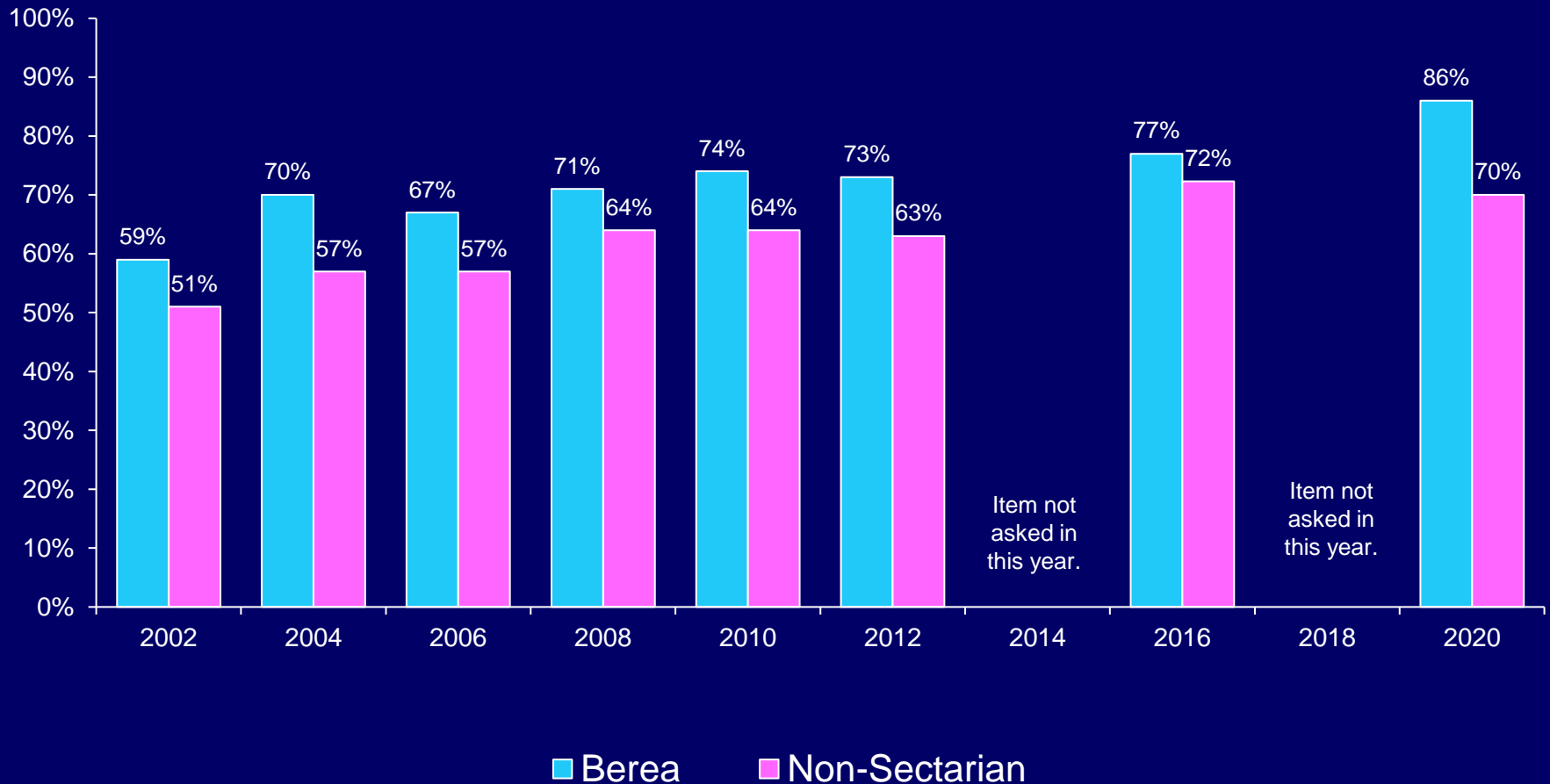
Percent of students who “agree strongly” or “agree somewhat” that:
Federal military spending should be increased



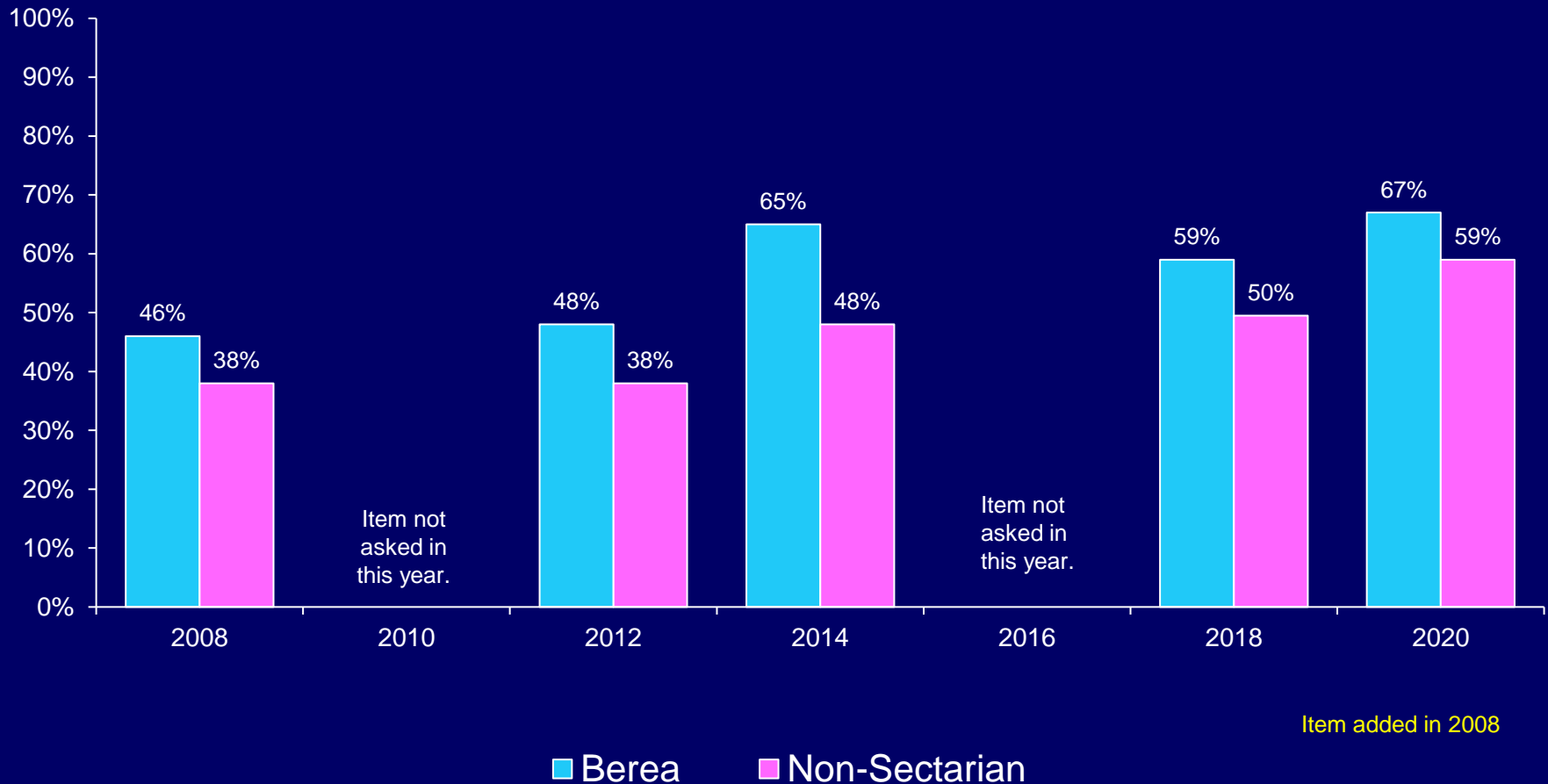
Percent of students who “agree strongly” or “agree somewhat” that:
Undocumented immigrants should be denied access to public education



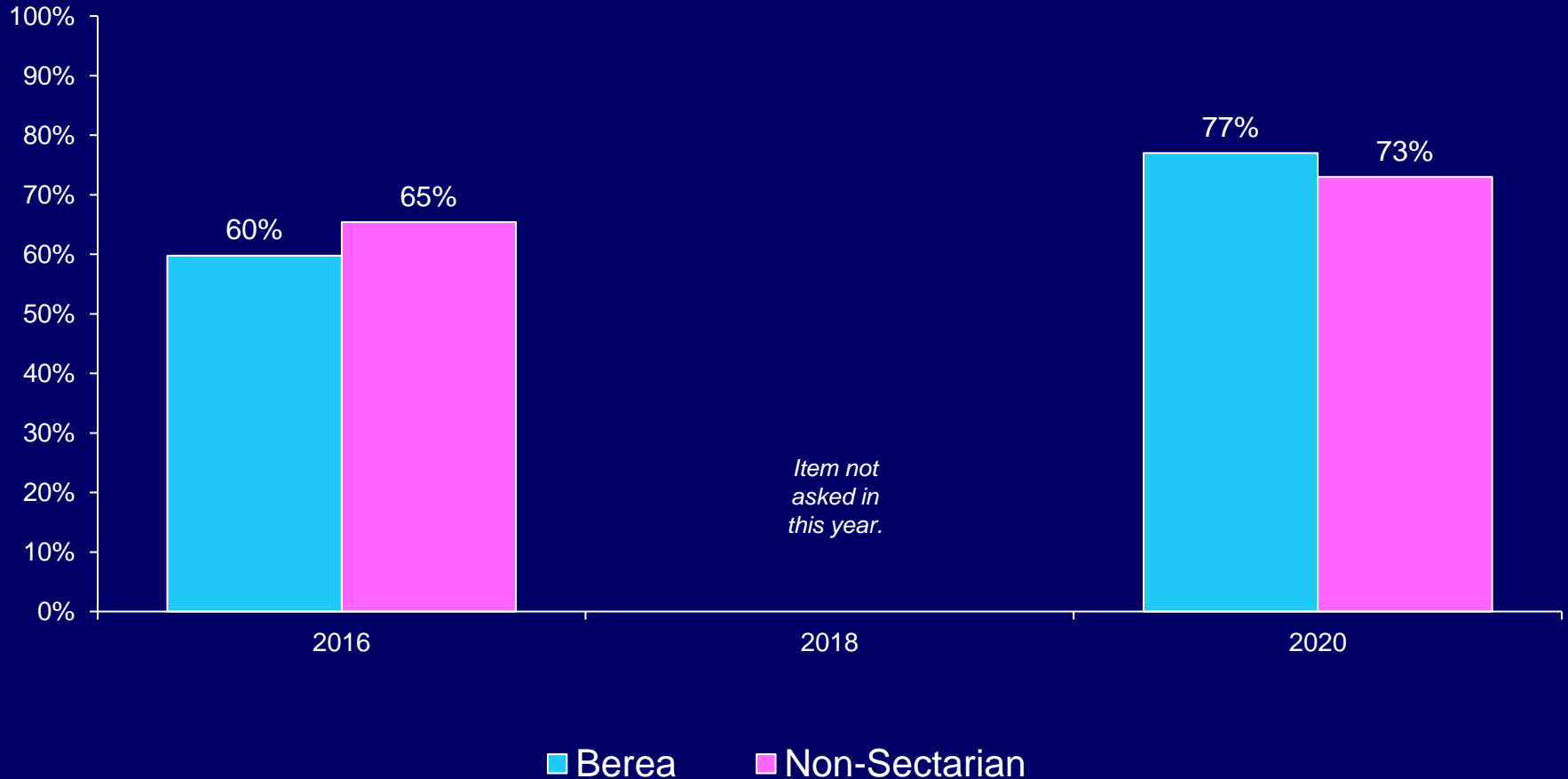
Percent of students who “agree strongly” or “agree somewhat” that:
Wealthy people should pay a larger share of taxes than they do now



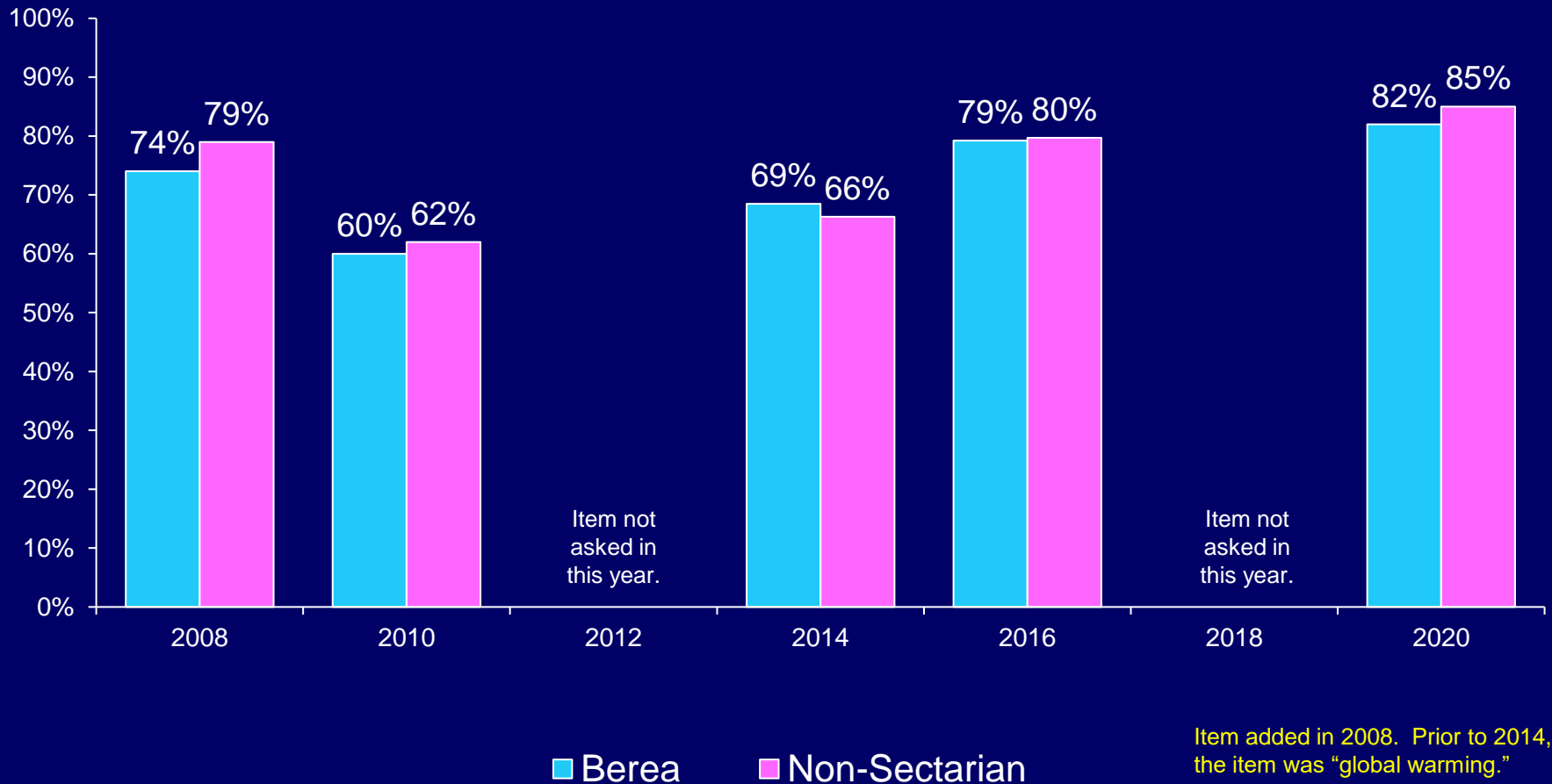
Percent of students who “agree strongly” or “agree somewhat” that:
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions



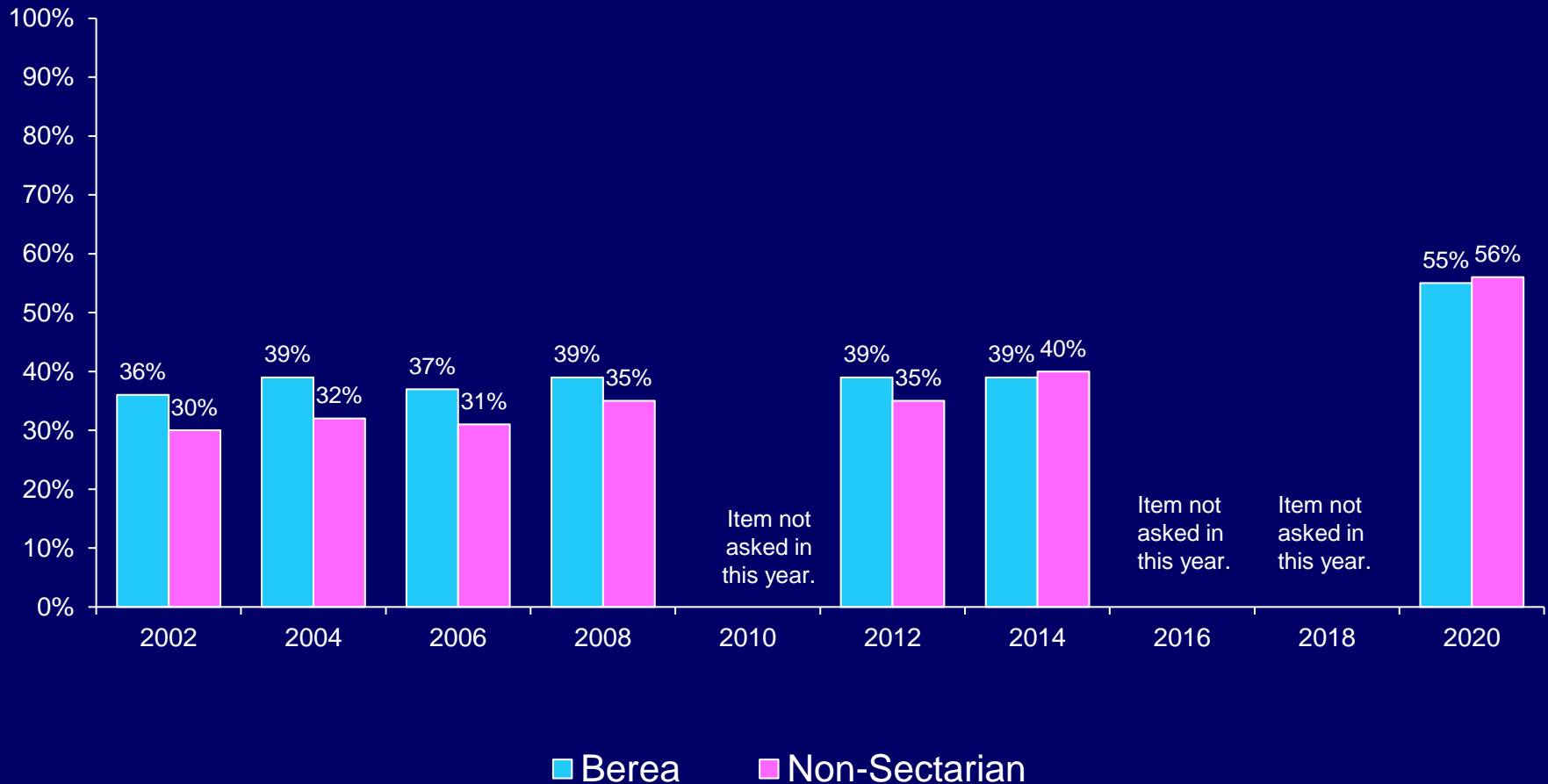
Percent of students who “agree strongly” or “agree somewhat” that:
**The federal government should have
stricter gun control laws**



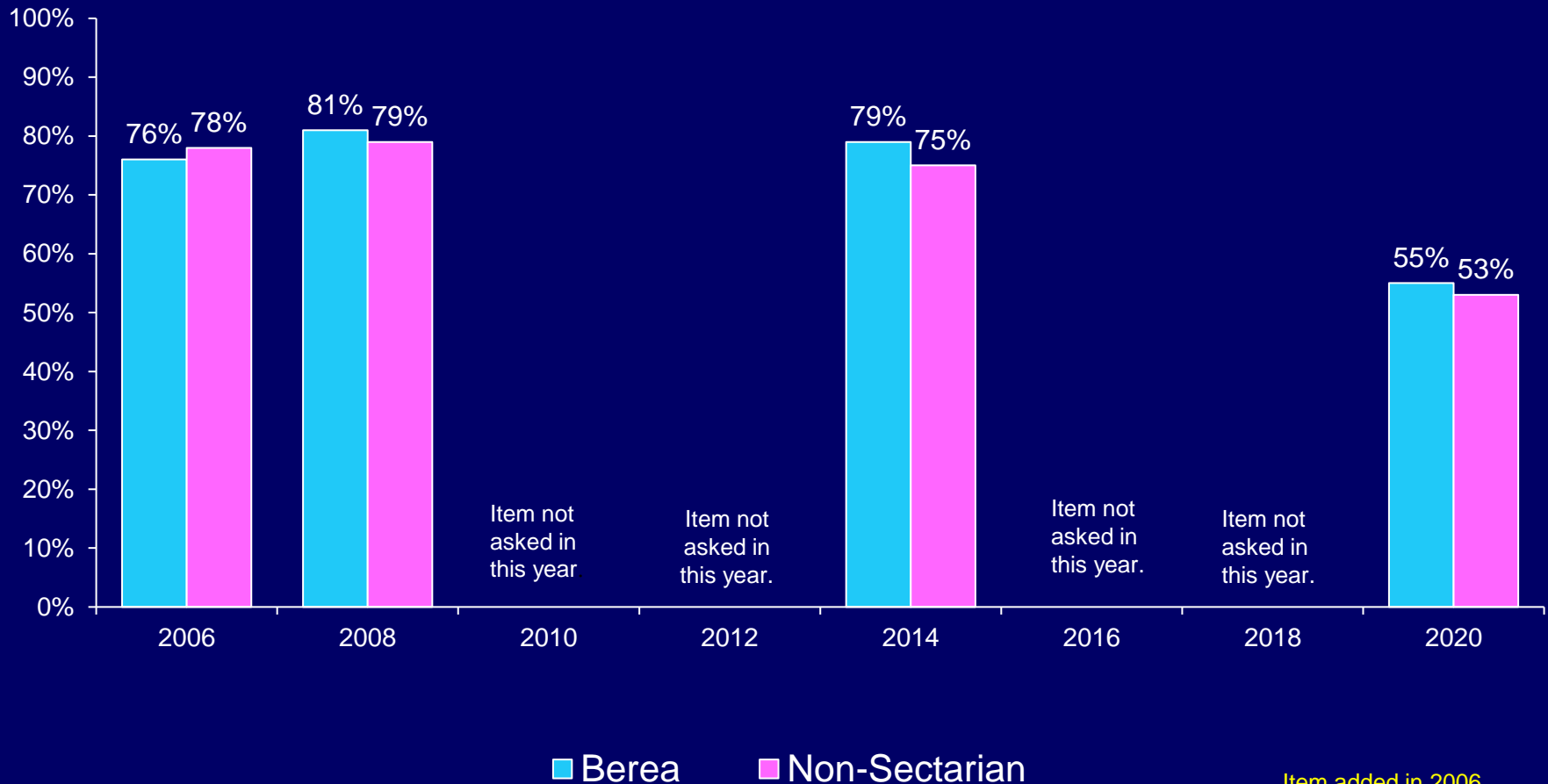
Percent of students who “agree strongly” or “agree somewhat” that:
**Addressing global climate change should
be a federal priority**



Percent of students who “agree strongly” or “agree somewhat” that:
The death penalty should be abolished

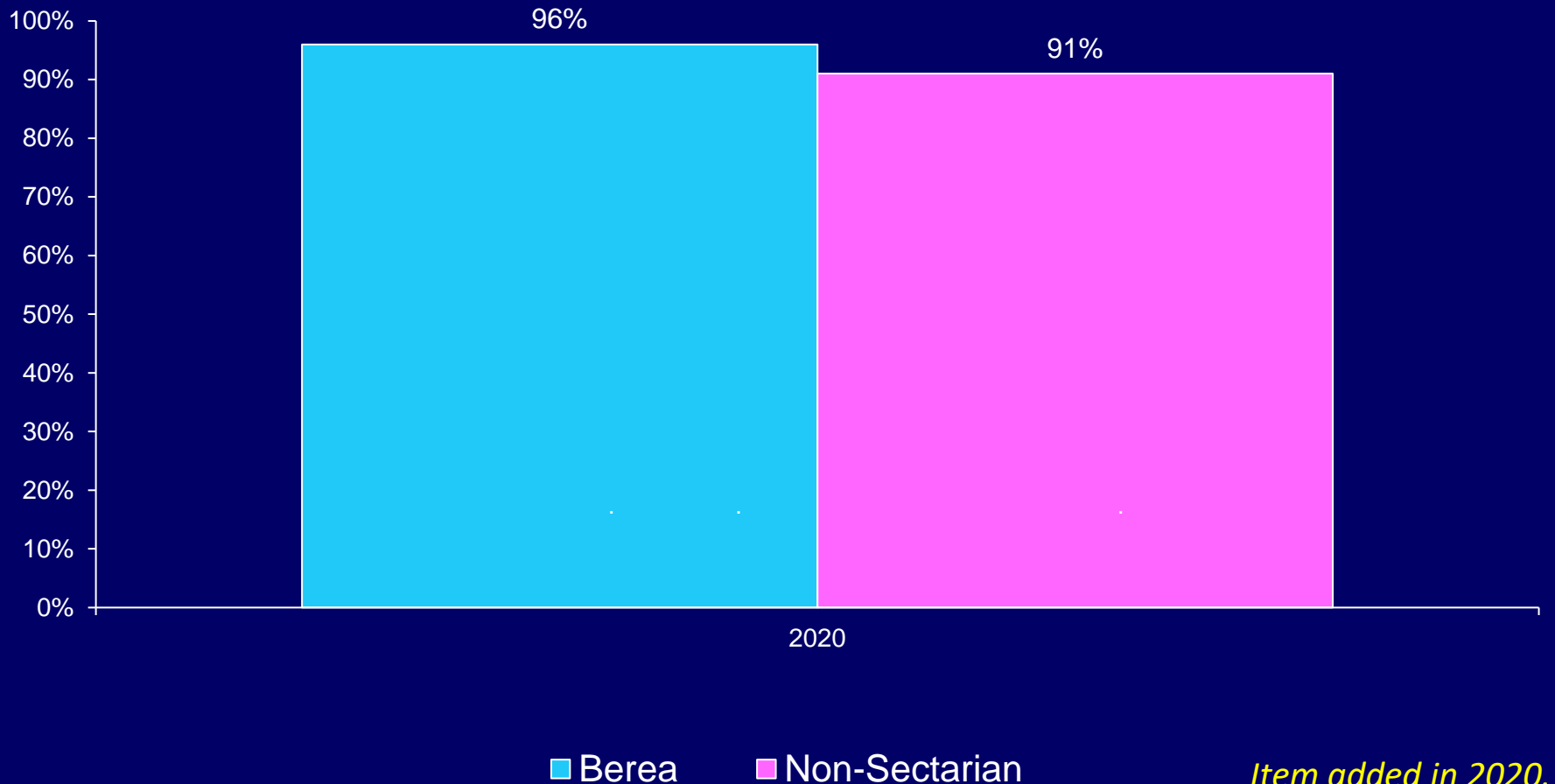


Percent of students who “agree strongly” or “agree somewhat” that:
Through hard work, everybody can succeed in American society



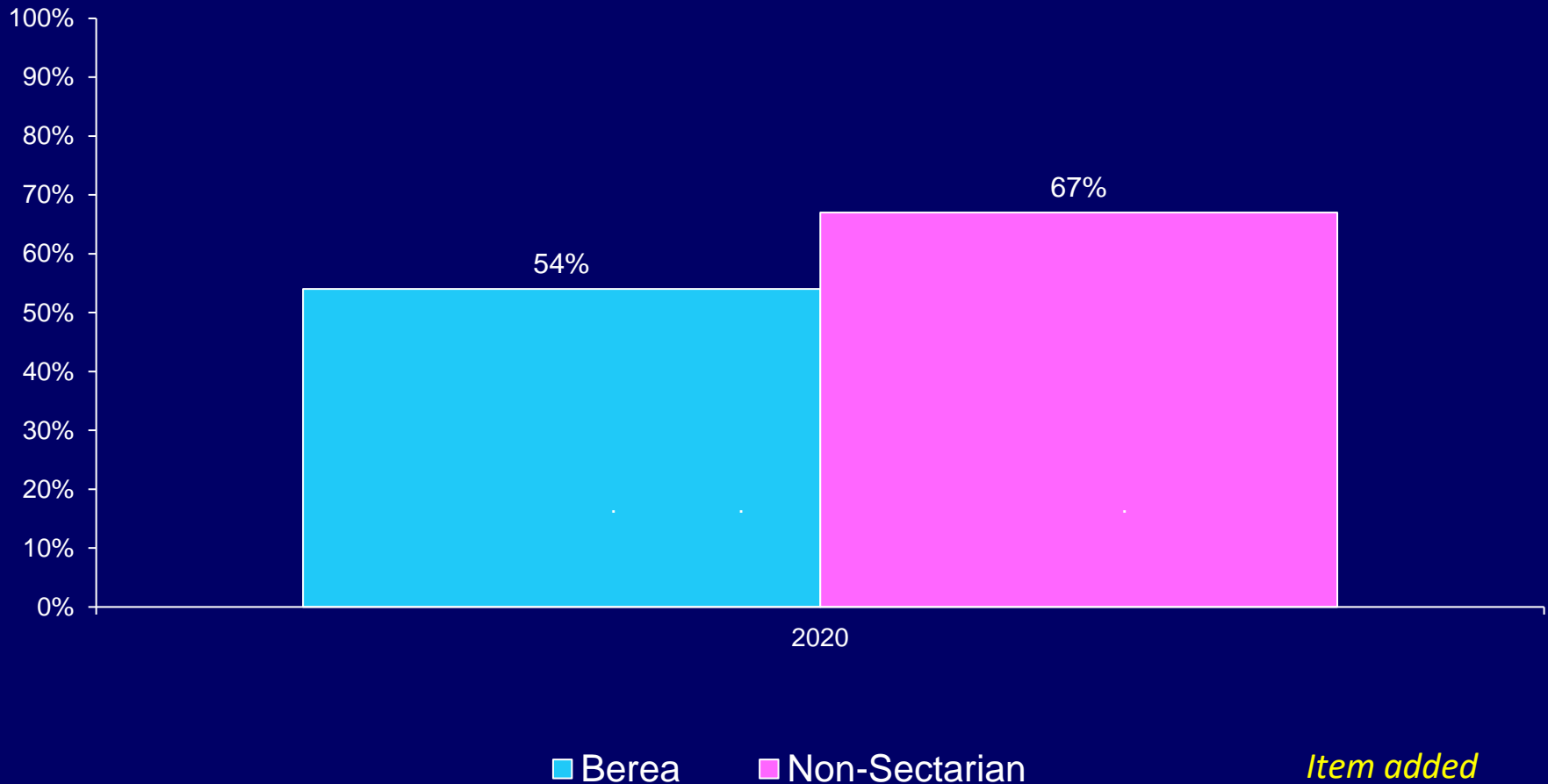
Item added in 2006.

Percent of students who “agree strongly” or “agree somewhat” that:
The U.S. government should create a clear path to citizenship for undocumented immigrants



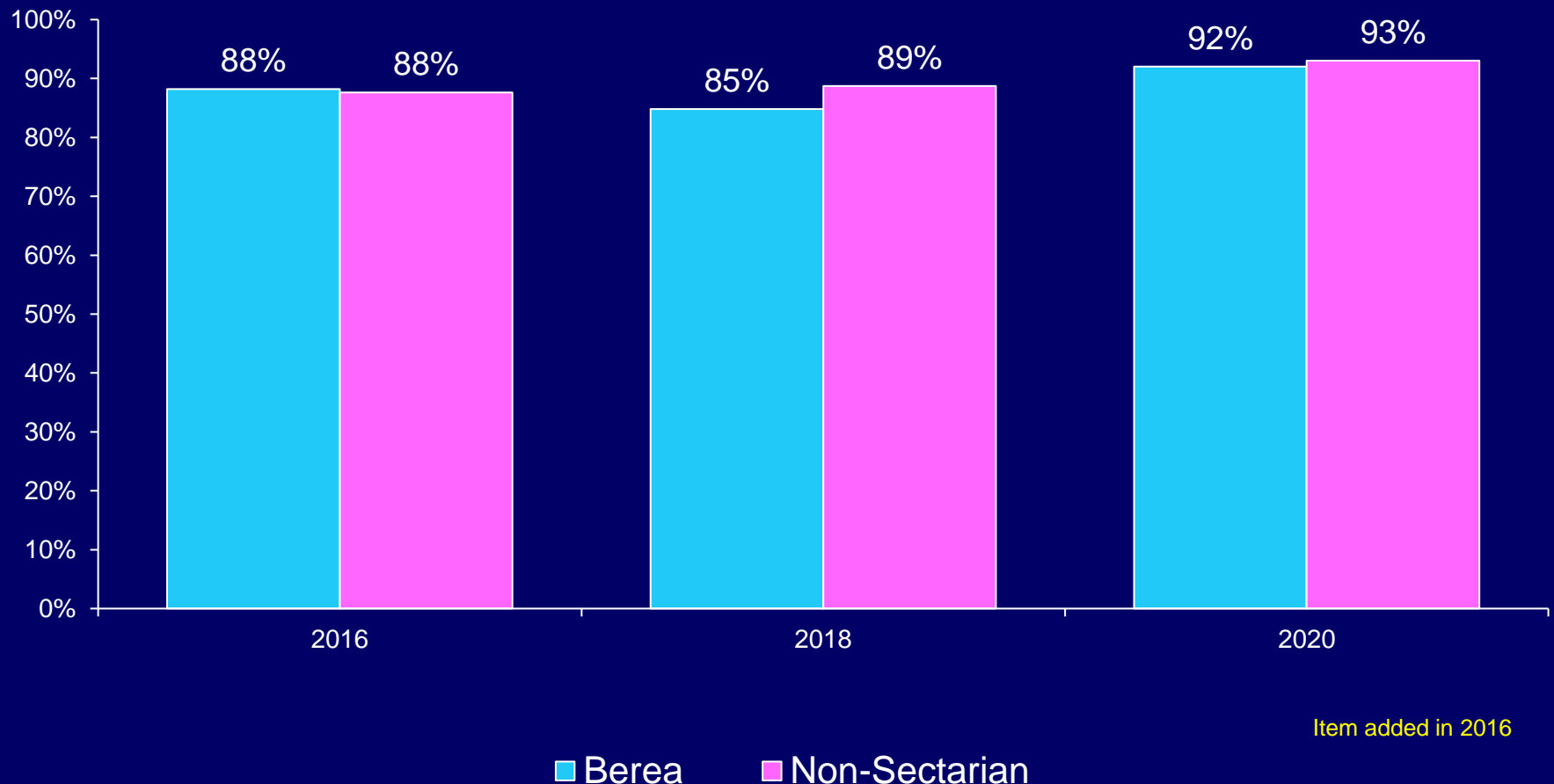
Item added in 2020.

Percent of students who “agree strongly” or “agree somewhat” that:
My political views closely resemble those of my parent(s)/guardian(s)

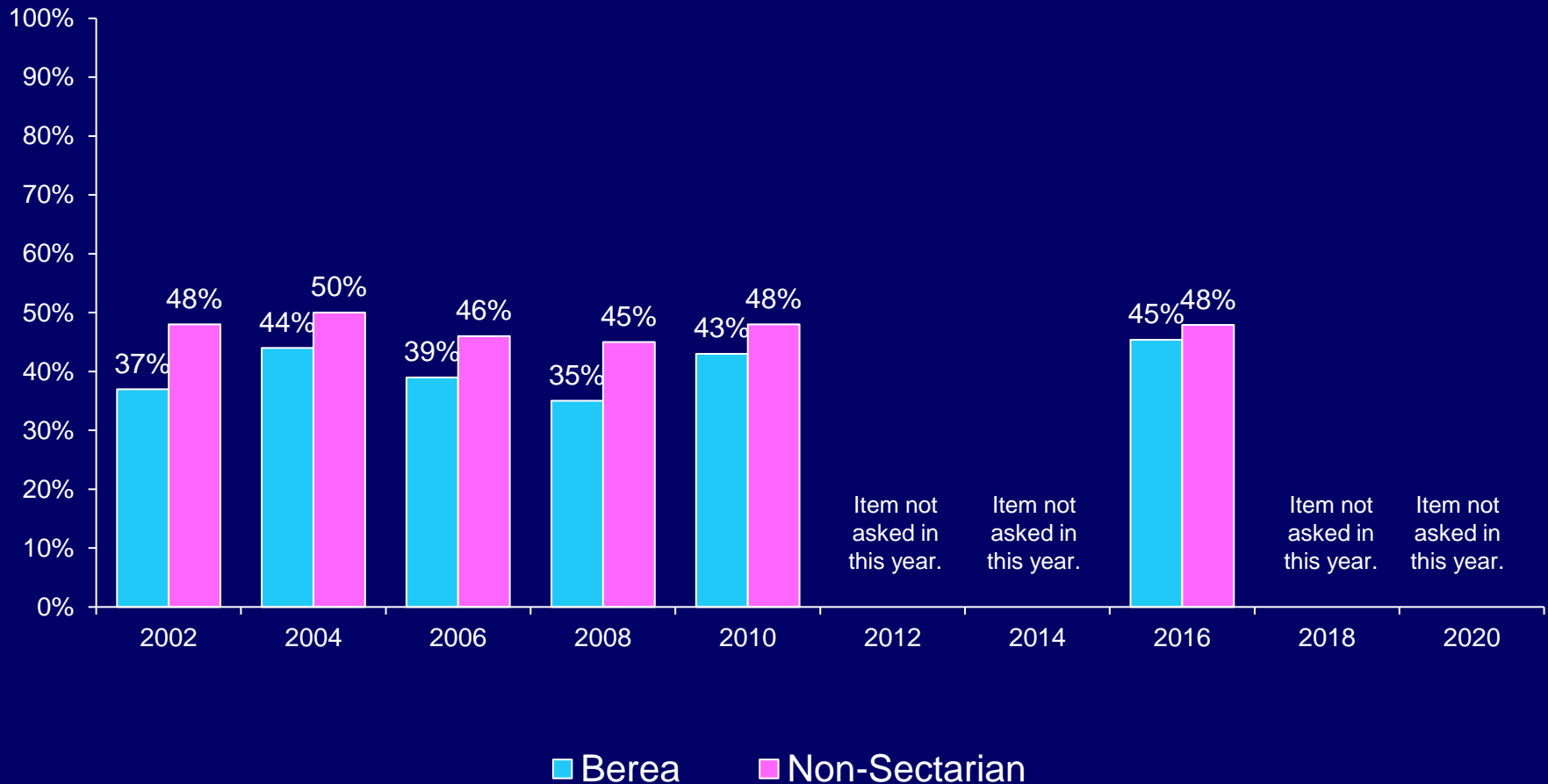


*Item added
in 2020*

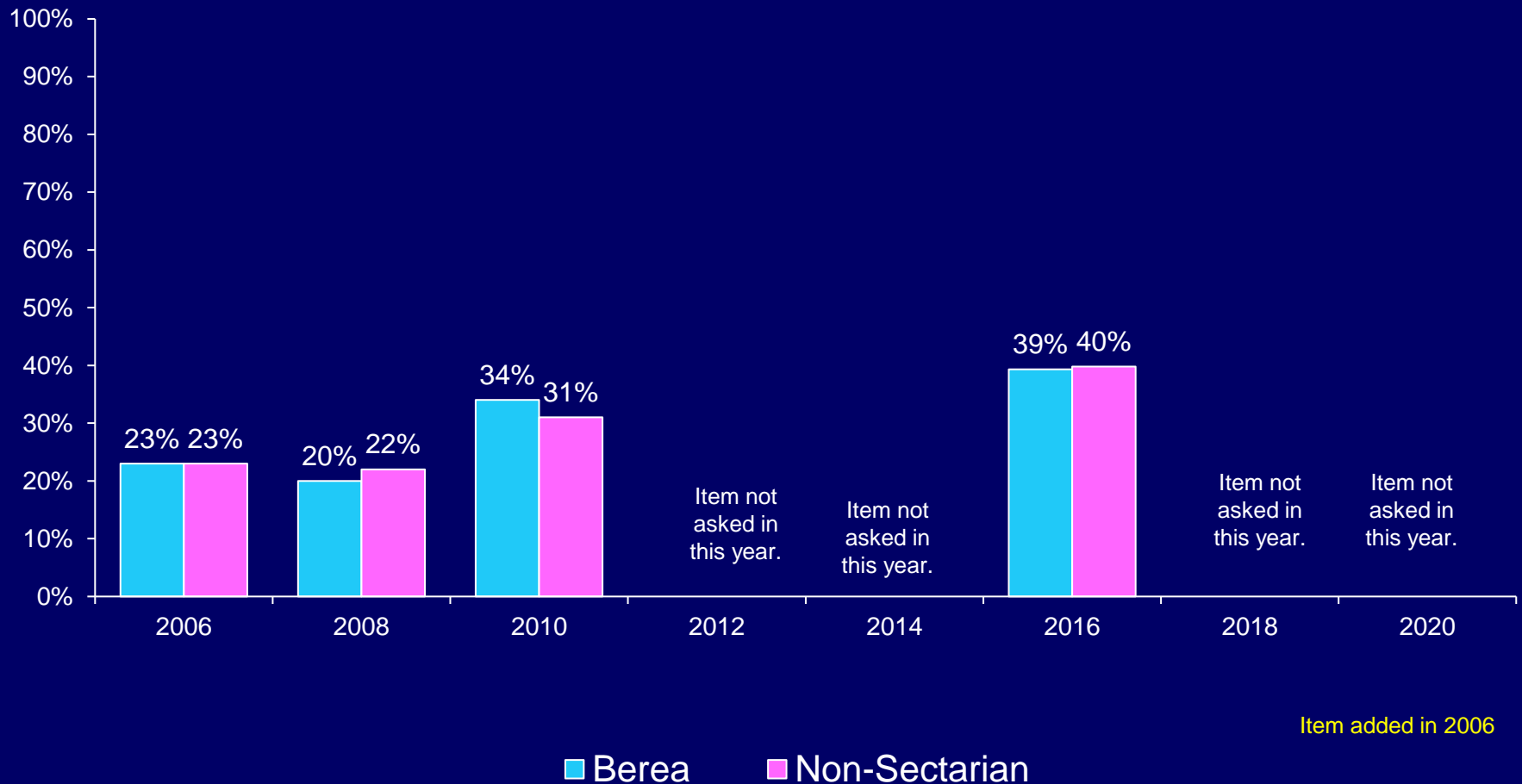
Percent of students who “agree strongly” or “agree somewhat” that:
Sexual activity that occurs without the presence of explicit, affirmative consent (i.e. “yes means yes”) is considered sexual assault



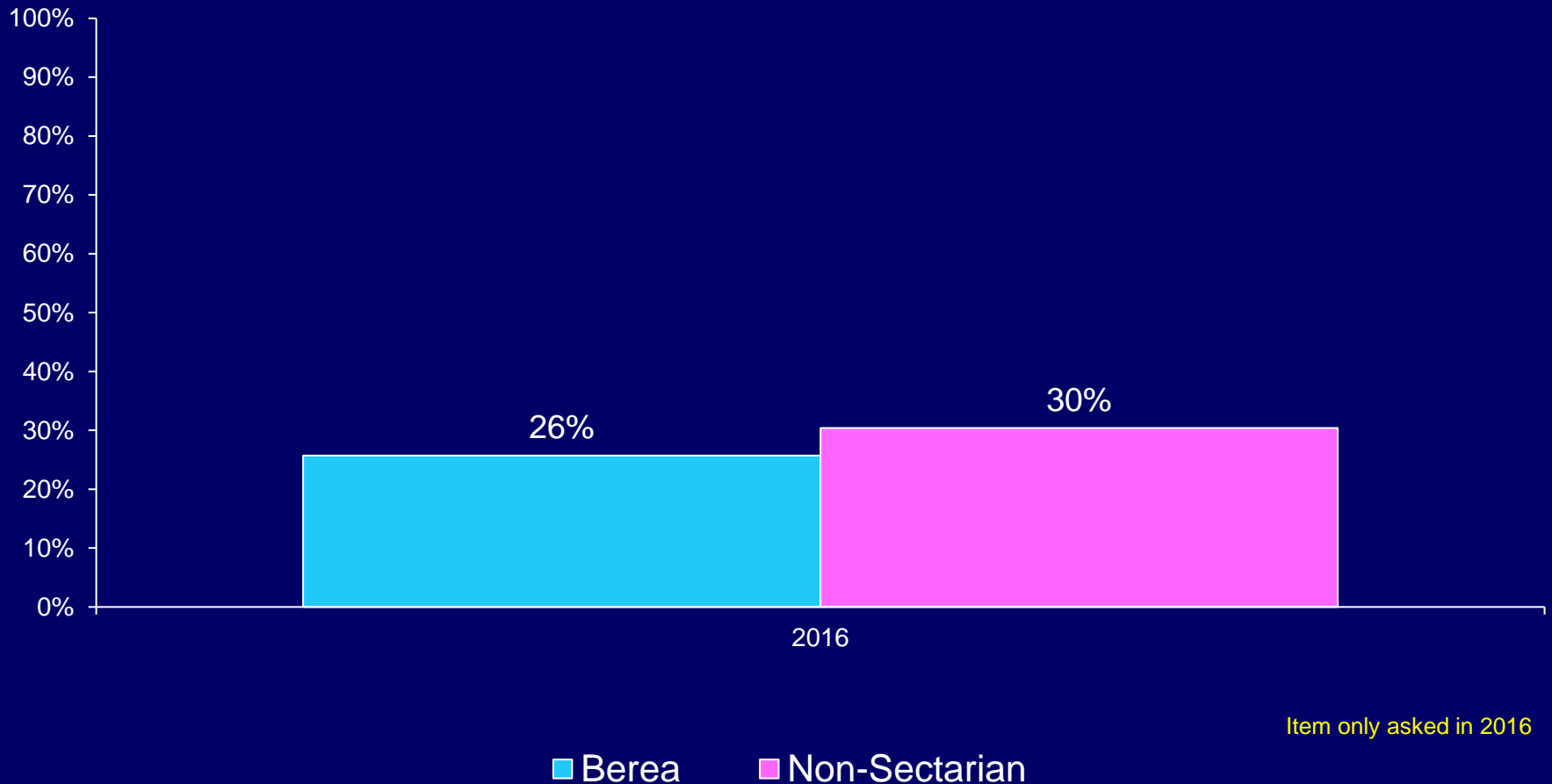
Percent of students who “agree strongly” or “agree somewhat” that:
**Affirmative action in college admissions
should be abolished**



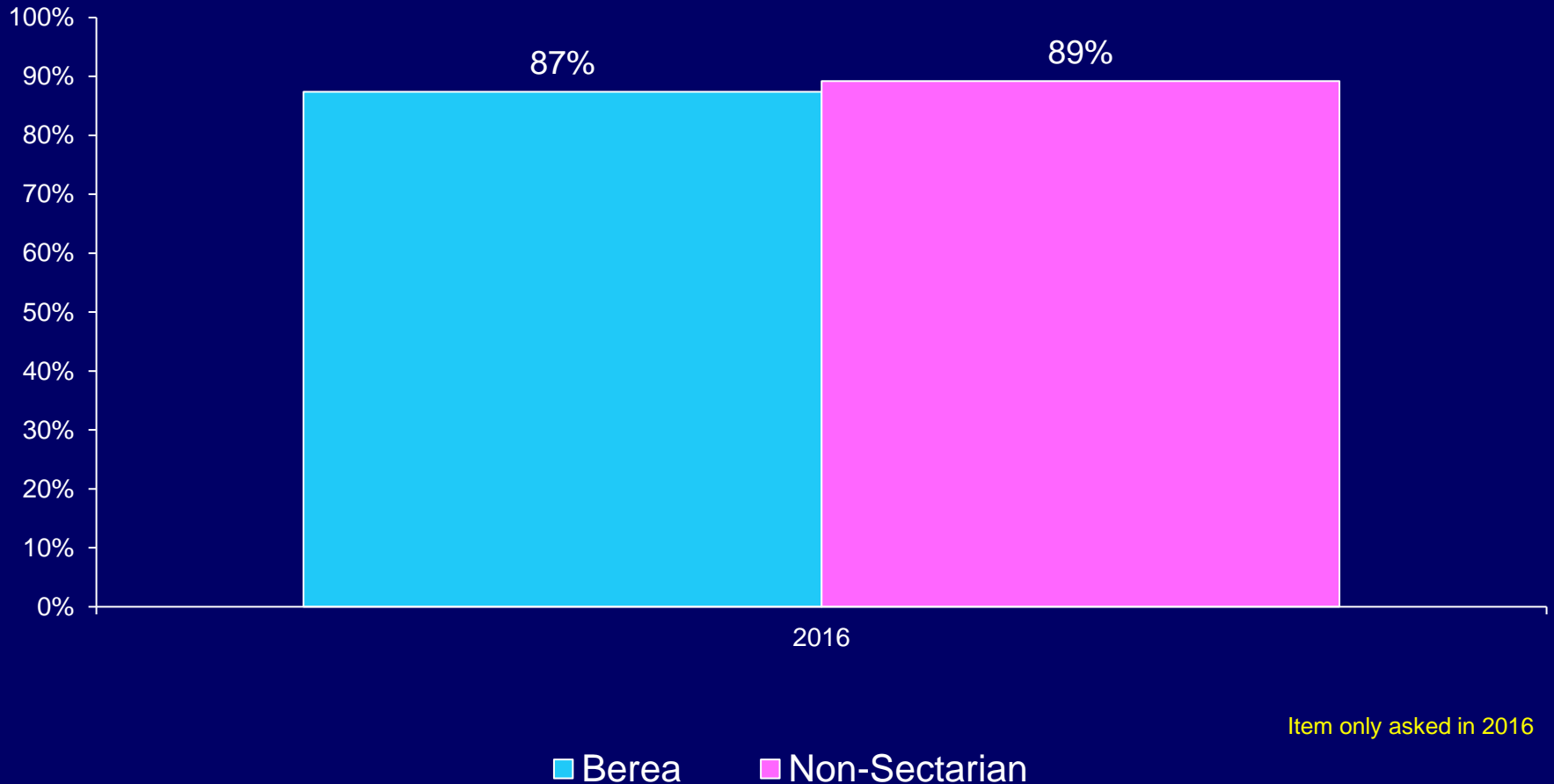
Percent of students who “agree strongly” or “agree somewhat” that:
The federal government should raise taxes to reduce the deficit



Percent of students who “agree strongly” or “agree somewhat” that:
**There is little that a person can do to be better at math —
you are either “good” or “bad” at math**

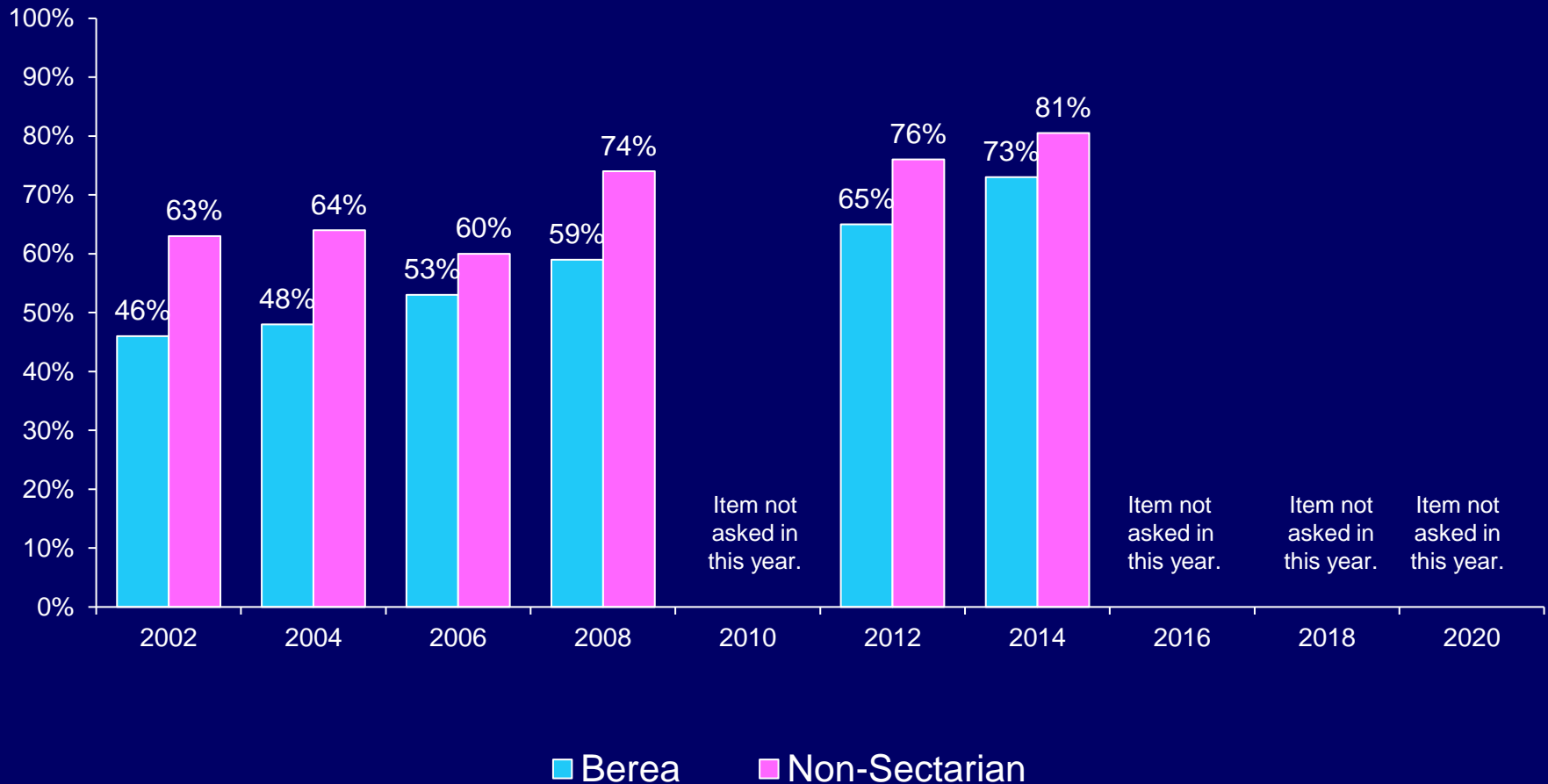


Percent of students who “agree strongly” or “agree somewhat” that:
Intelligence is something that can be improved by studying or working harder

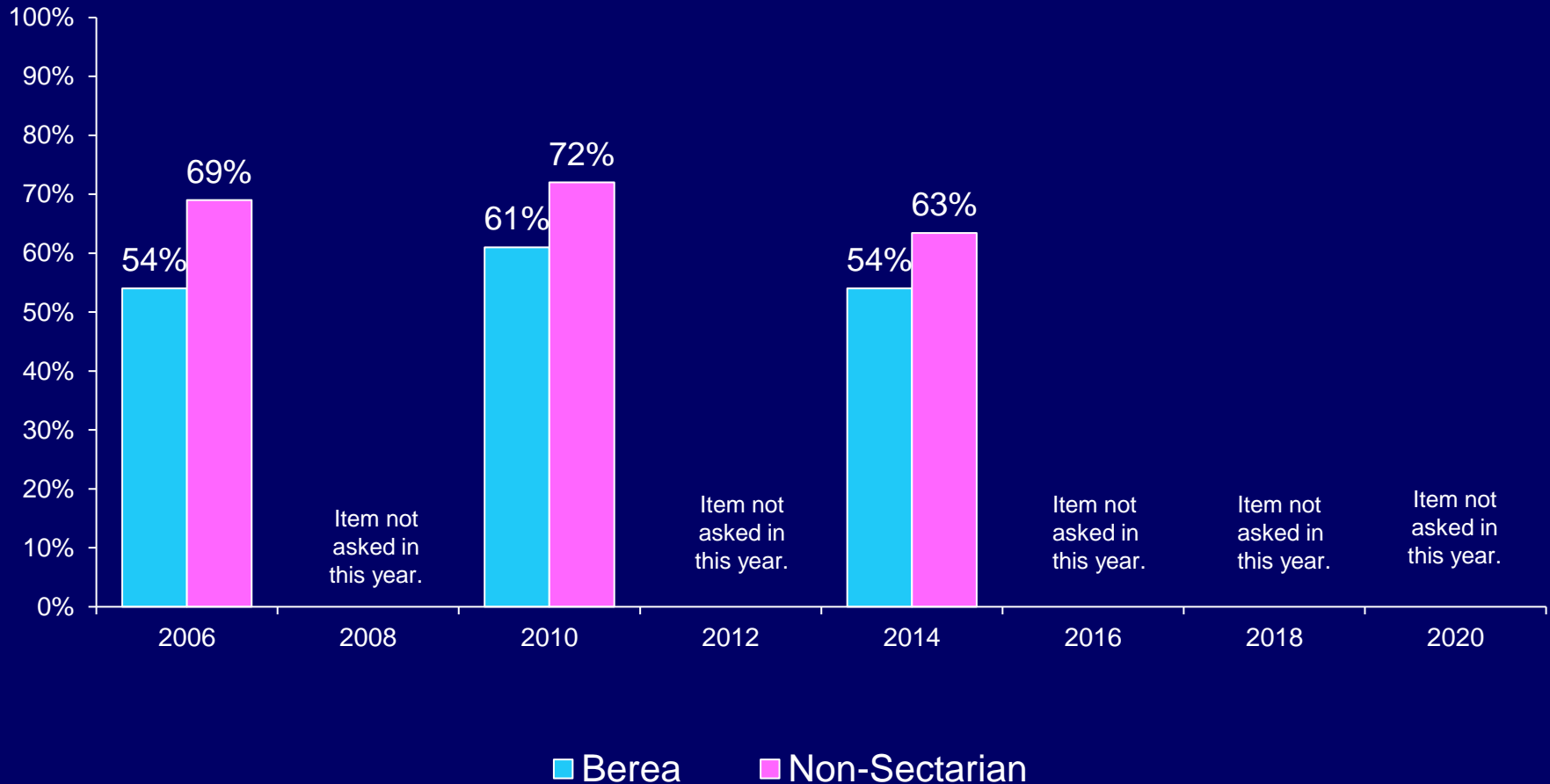


Item only asked in 2016

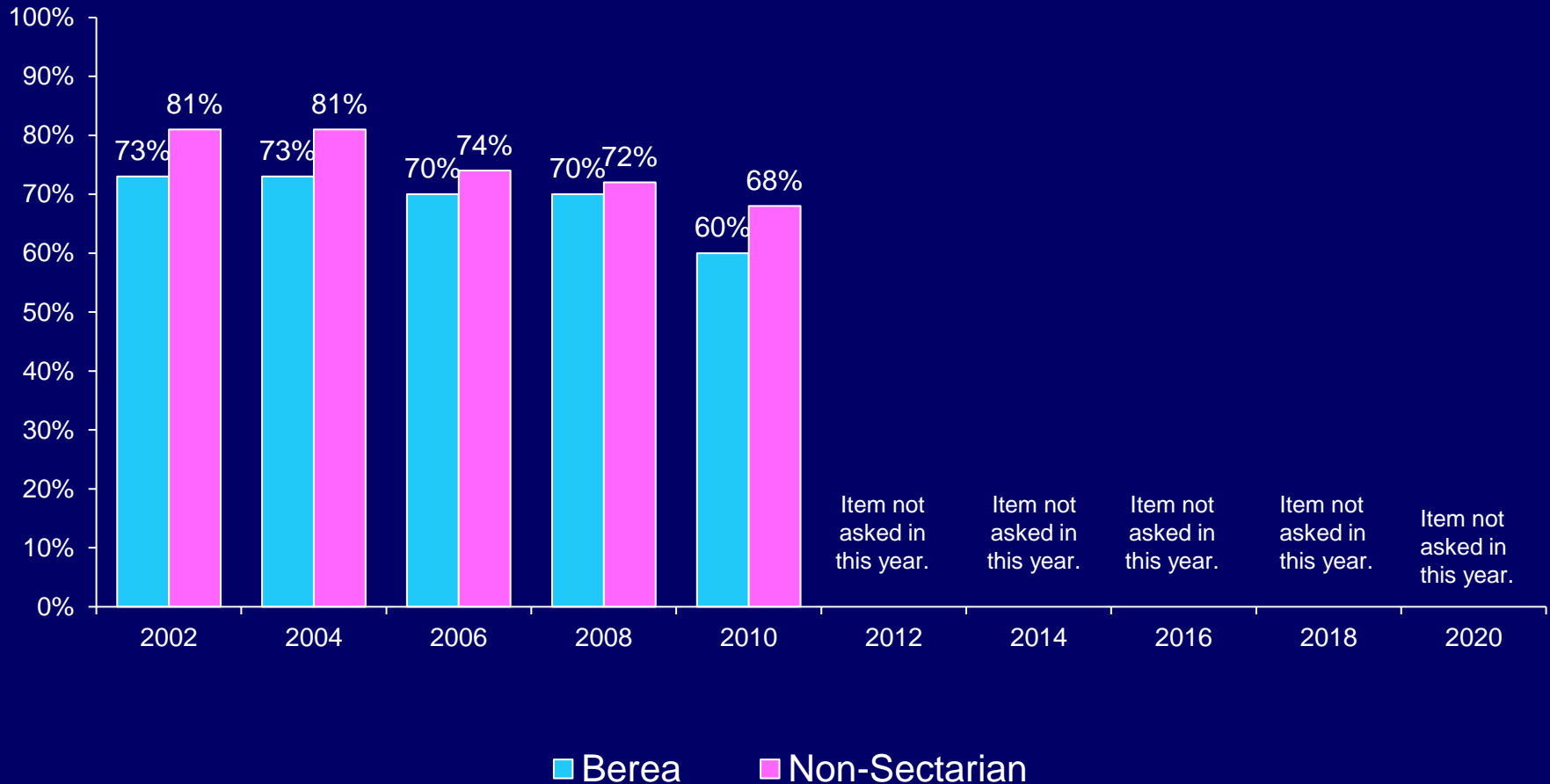
Percent of students who “agree strongly” or “agree somewhat” that:
**Same-sex couples should have the right
to legal marital status**



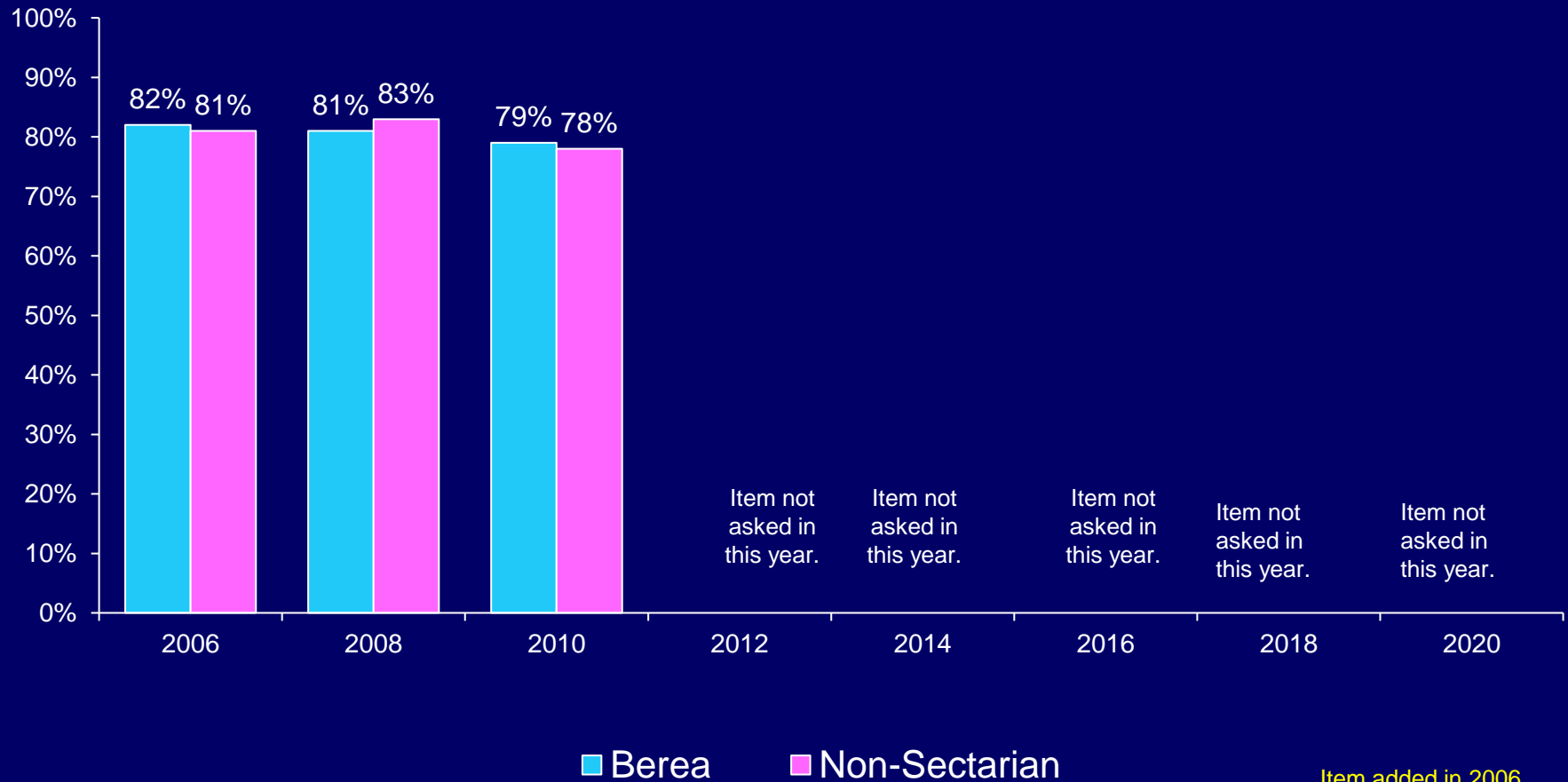
Percent of students who “agree strongly” or “agree somewhat” that:
A chief benefit of a college education is that it increases one’s earning power



Percent of students who “agree strongly” or “agree somewhat” that:
**The federal government should do more
to control the sale of handguns**

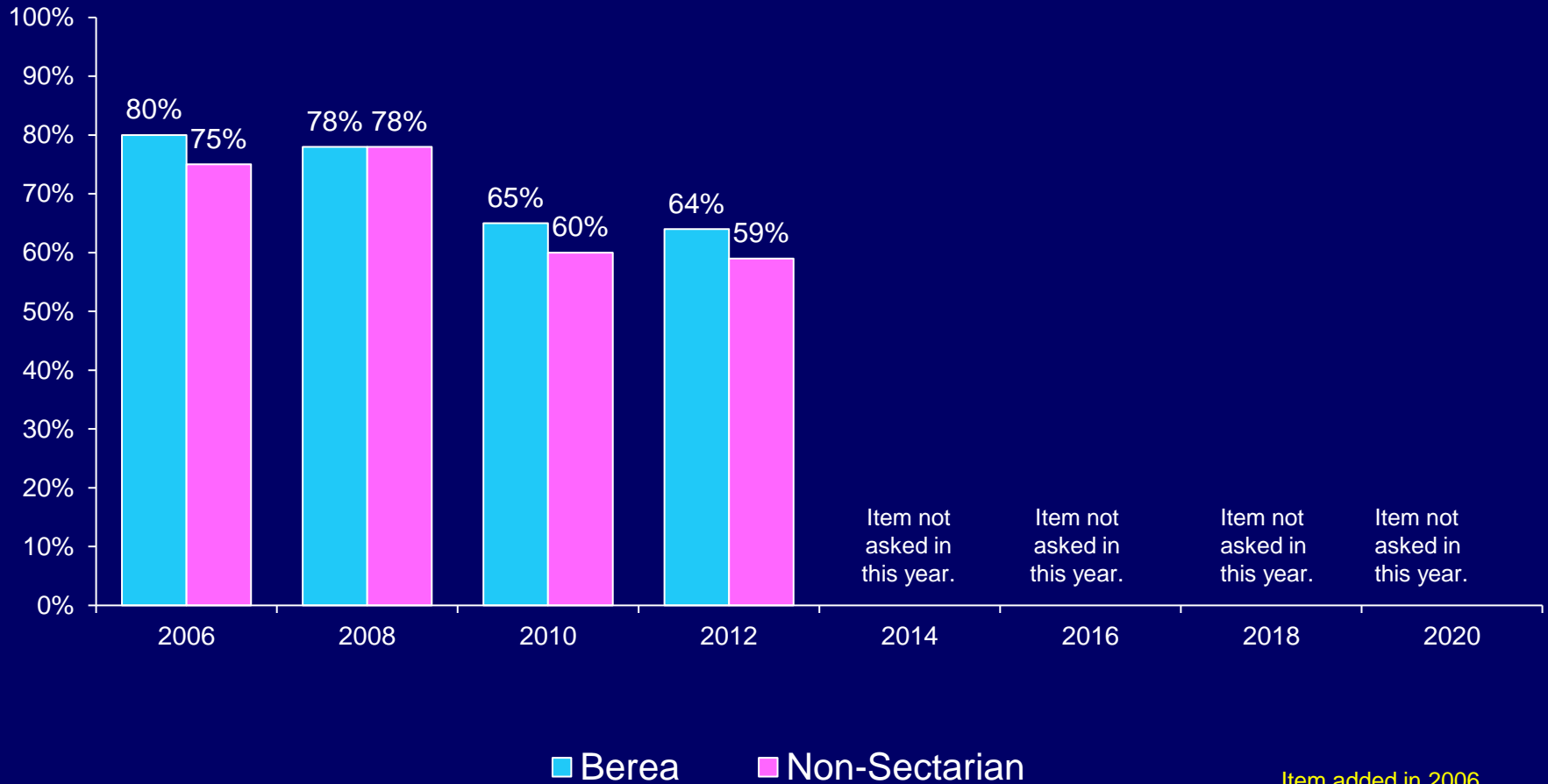


Percent of students who “agree strongly” or “agree somewhat” that:
**The federal government is not doing enough
to control environmental pollution**



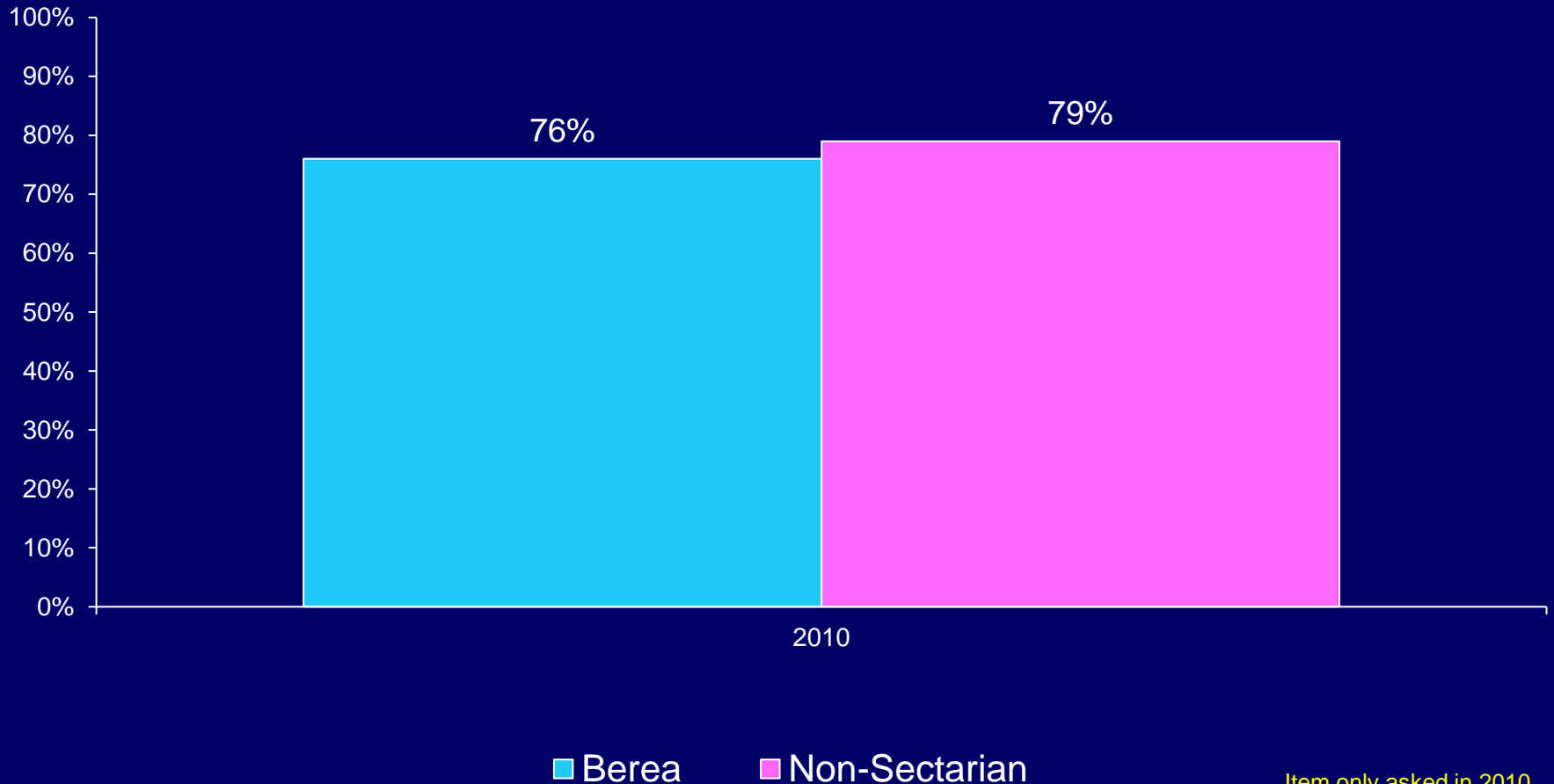
Item added in 2006.

Percent of students who “agree strongly” or “agree somewhat” that:
A national health care plan is needed to cover everybody’s medical costs



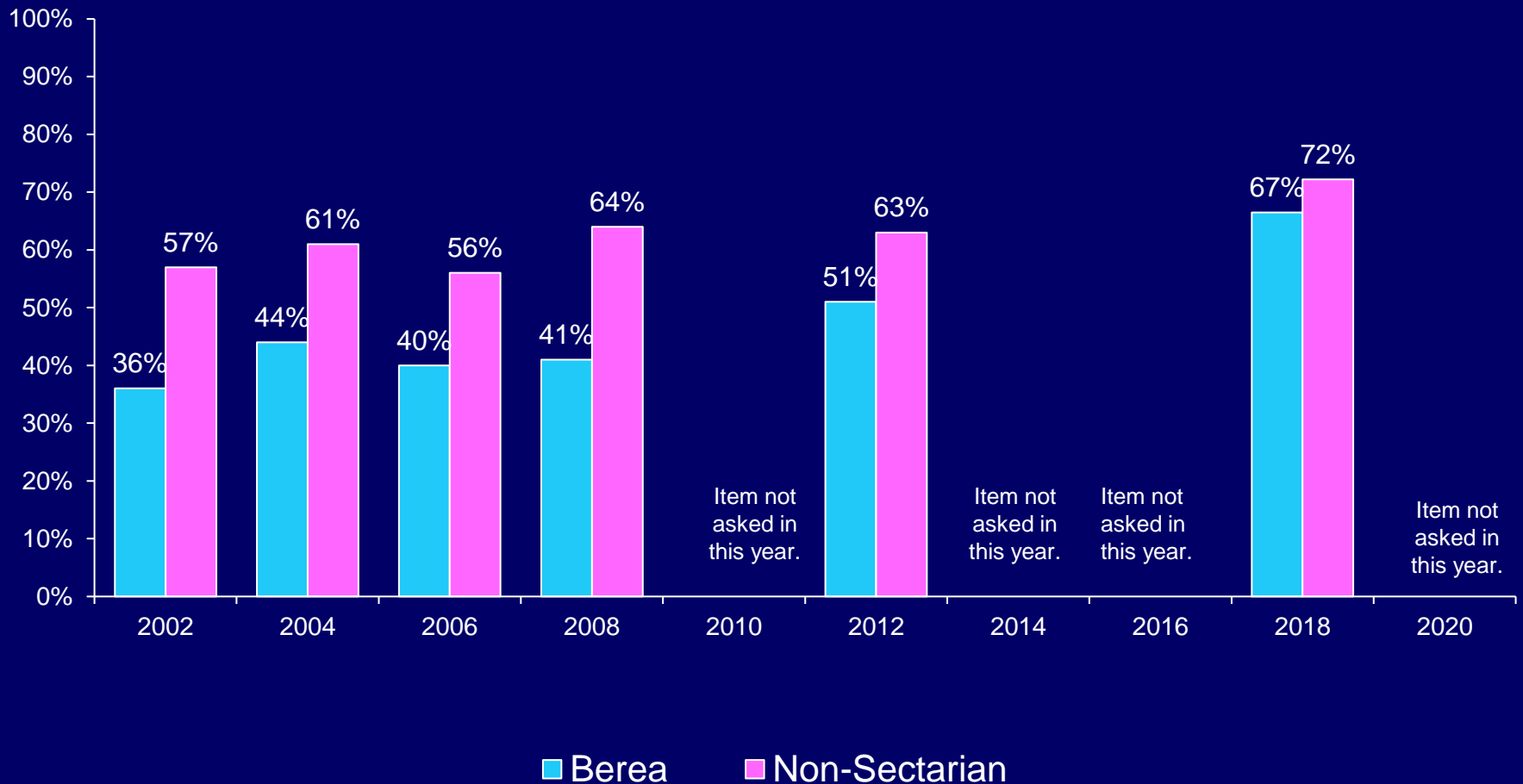
Item added in 2006.

Percent of students who “agree strongly” or “agree somewhat” that:
**Gays and lesbians should have the
legal right to adopt a child**

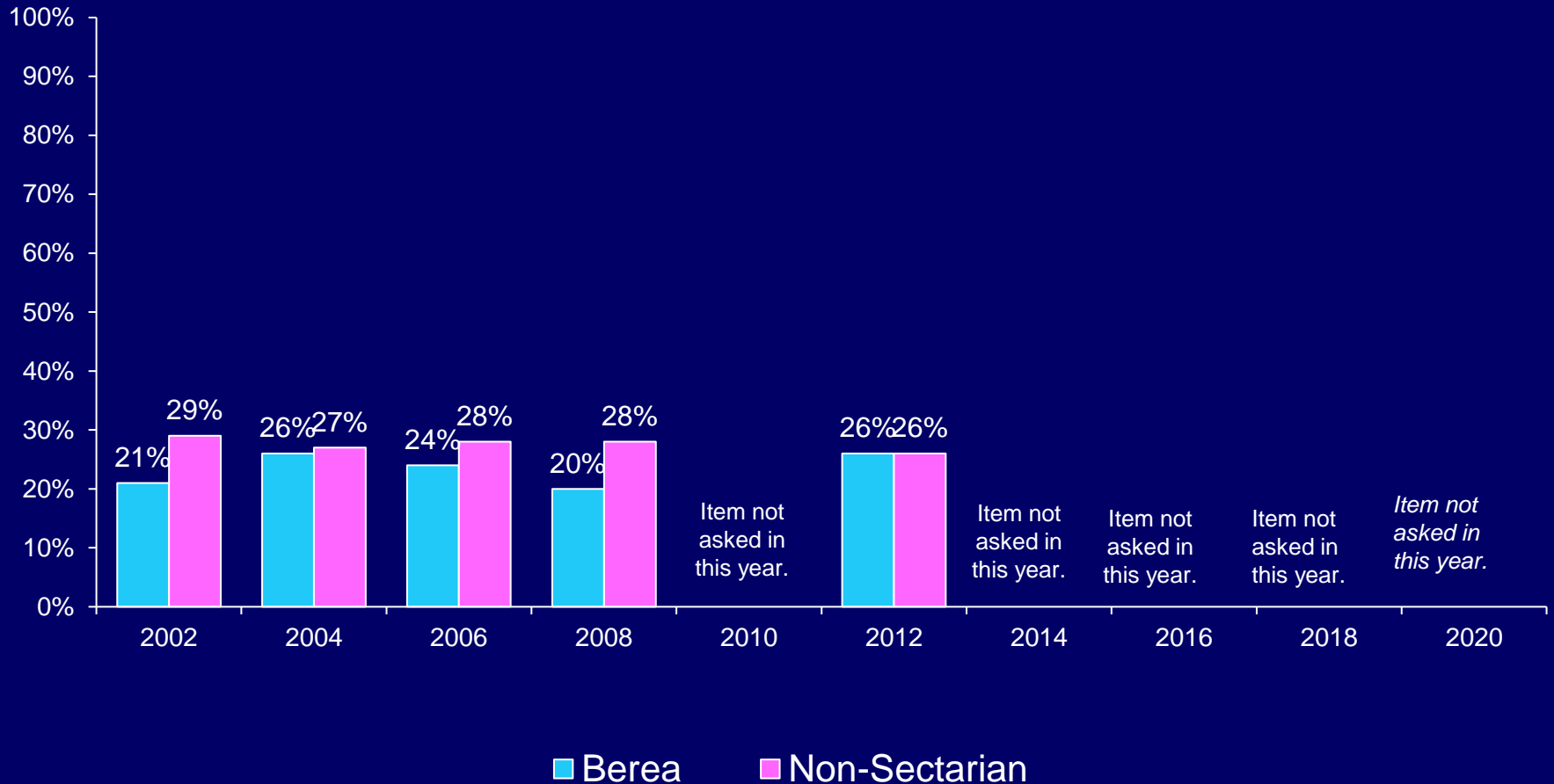


Item only asked in 2010.

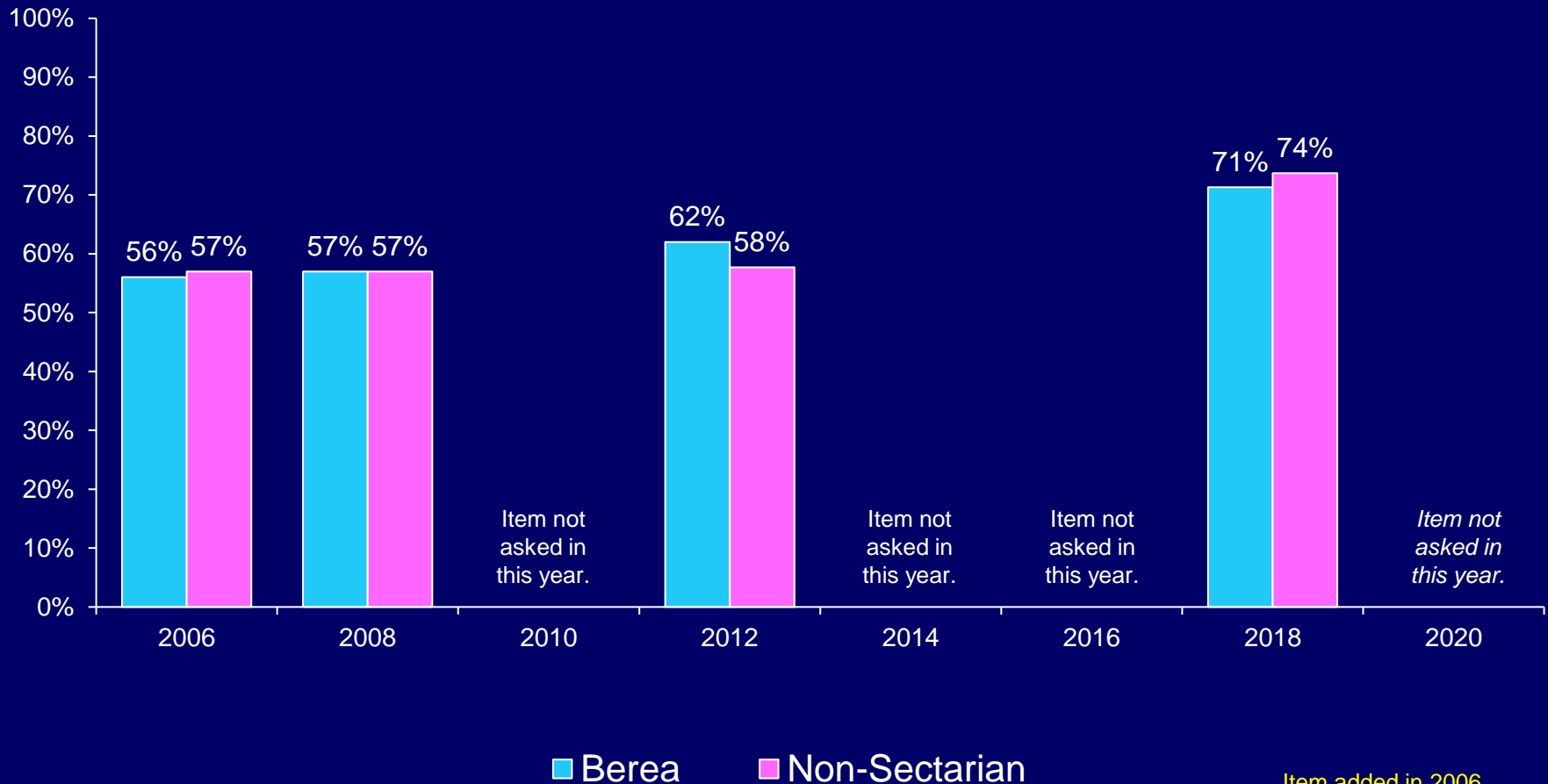
Percent of students who “agree strongly” or “agree somewhat” that:
Abortion should be legal



Percent of students who “agree strongly” or “agree somewhat” that:
**Realistically, an individual can do little to
bring about changes in our society**

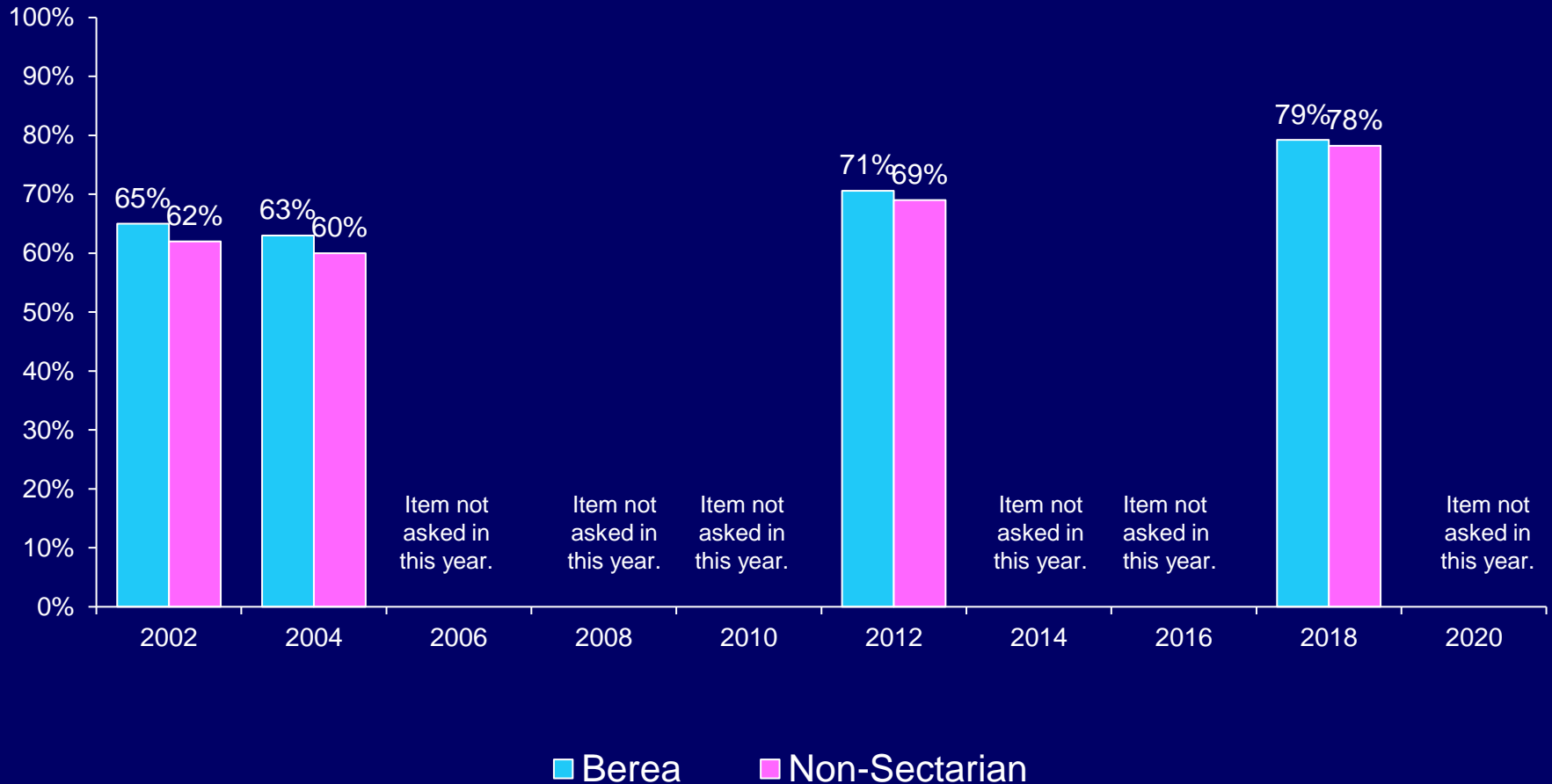


Percent of students who “agree strongly” or “agree somewhat” that:
Dissent is a critical component of the political process



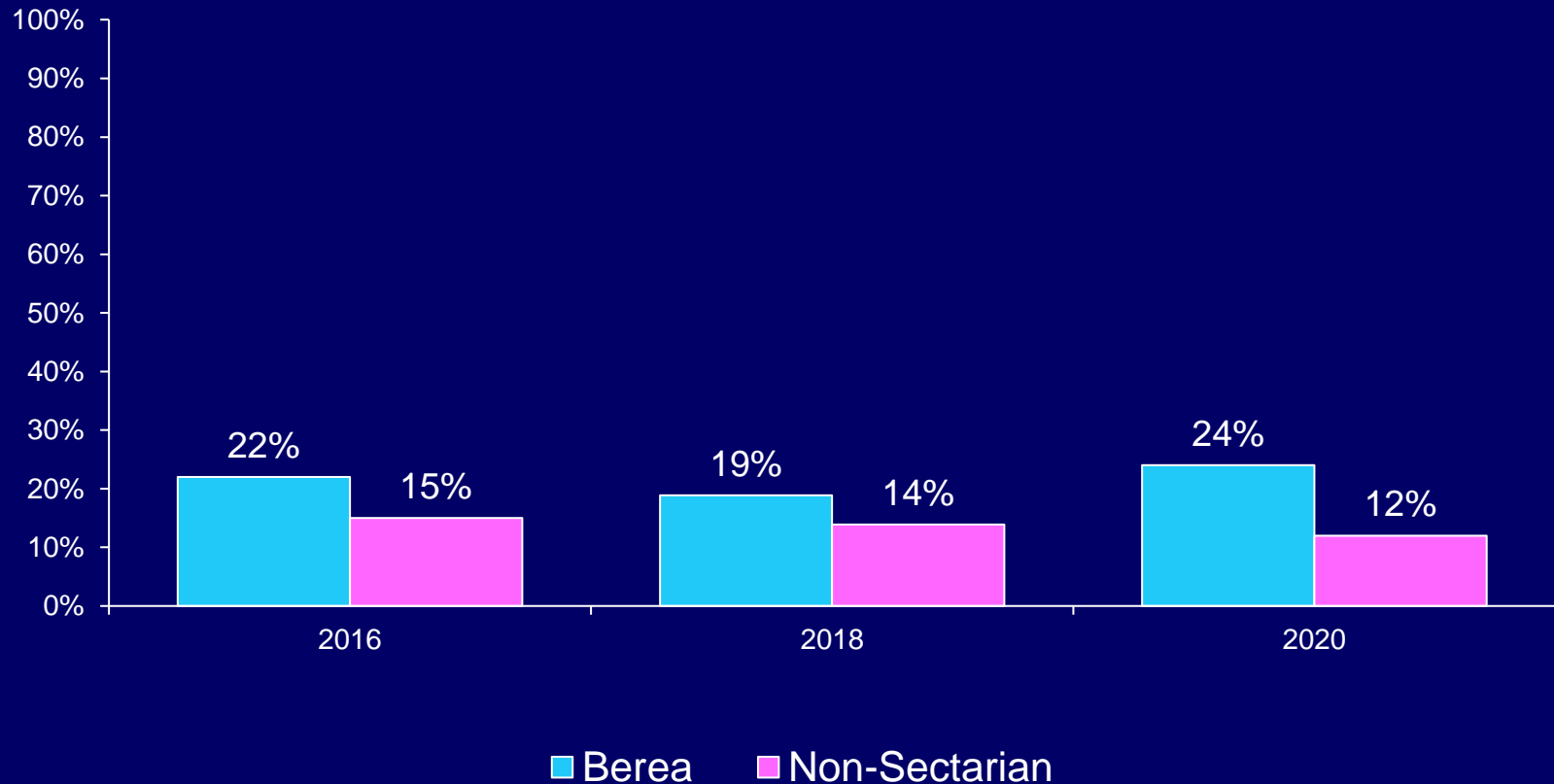
Item added in 2006.

Percent of students who “agree strongly” or “agree somewhat” that:
Colleges should prohibit racist/sexist speech on campus



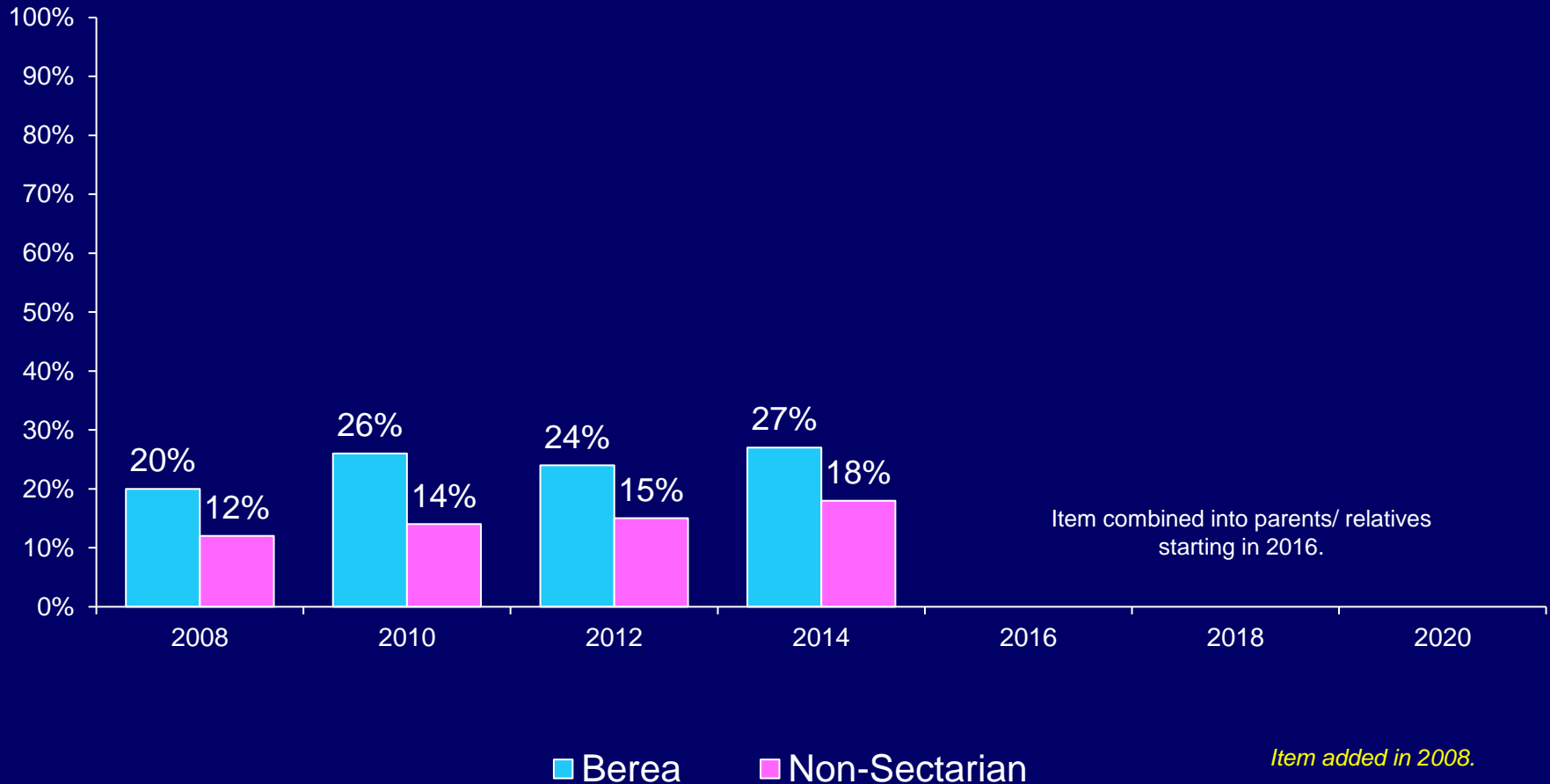
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

My parents/relatives wanted me to come here



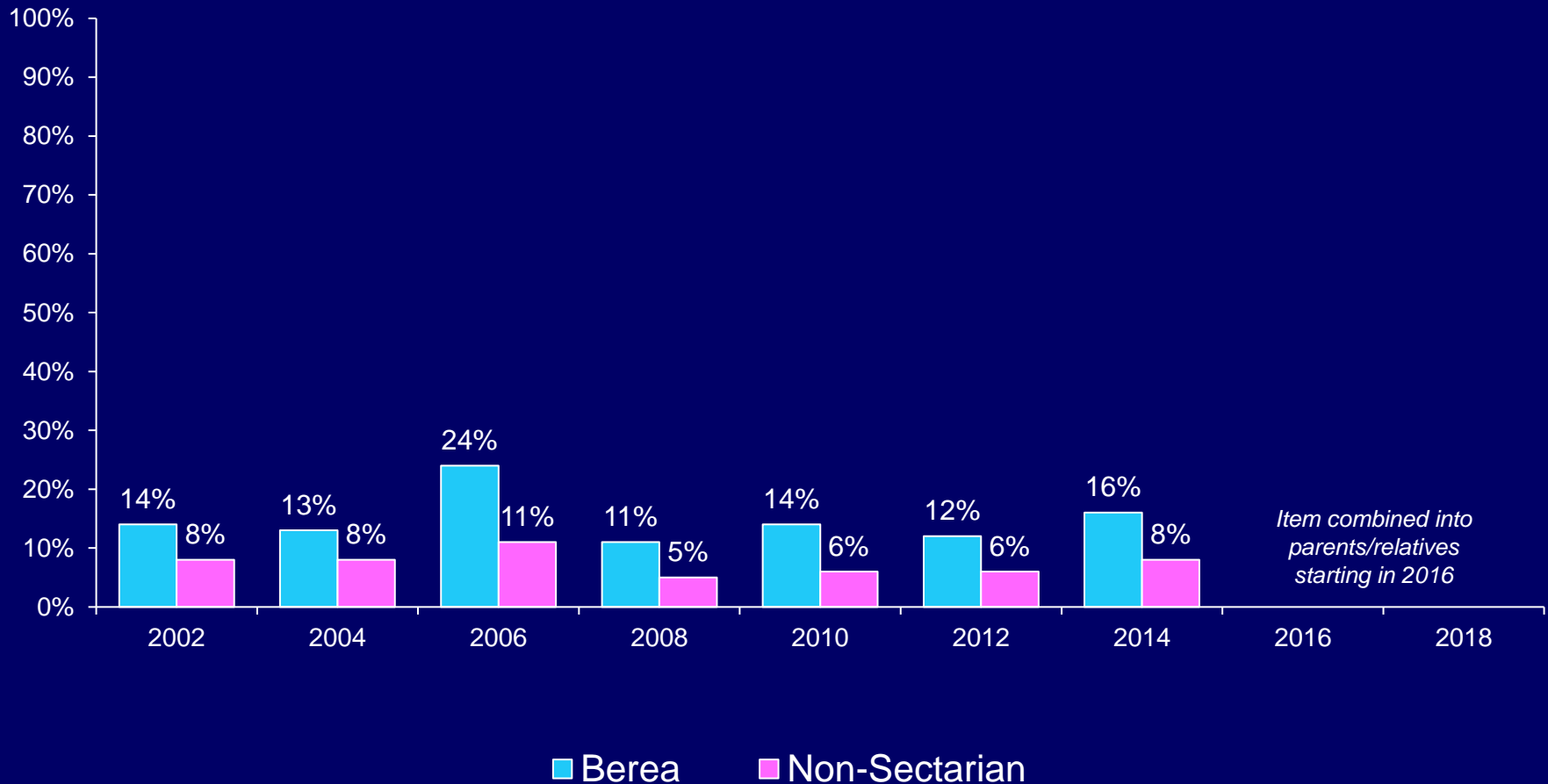
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

My parents wanted me to come here



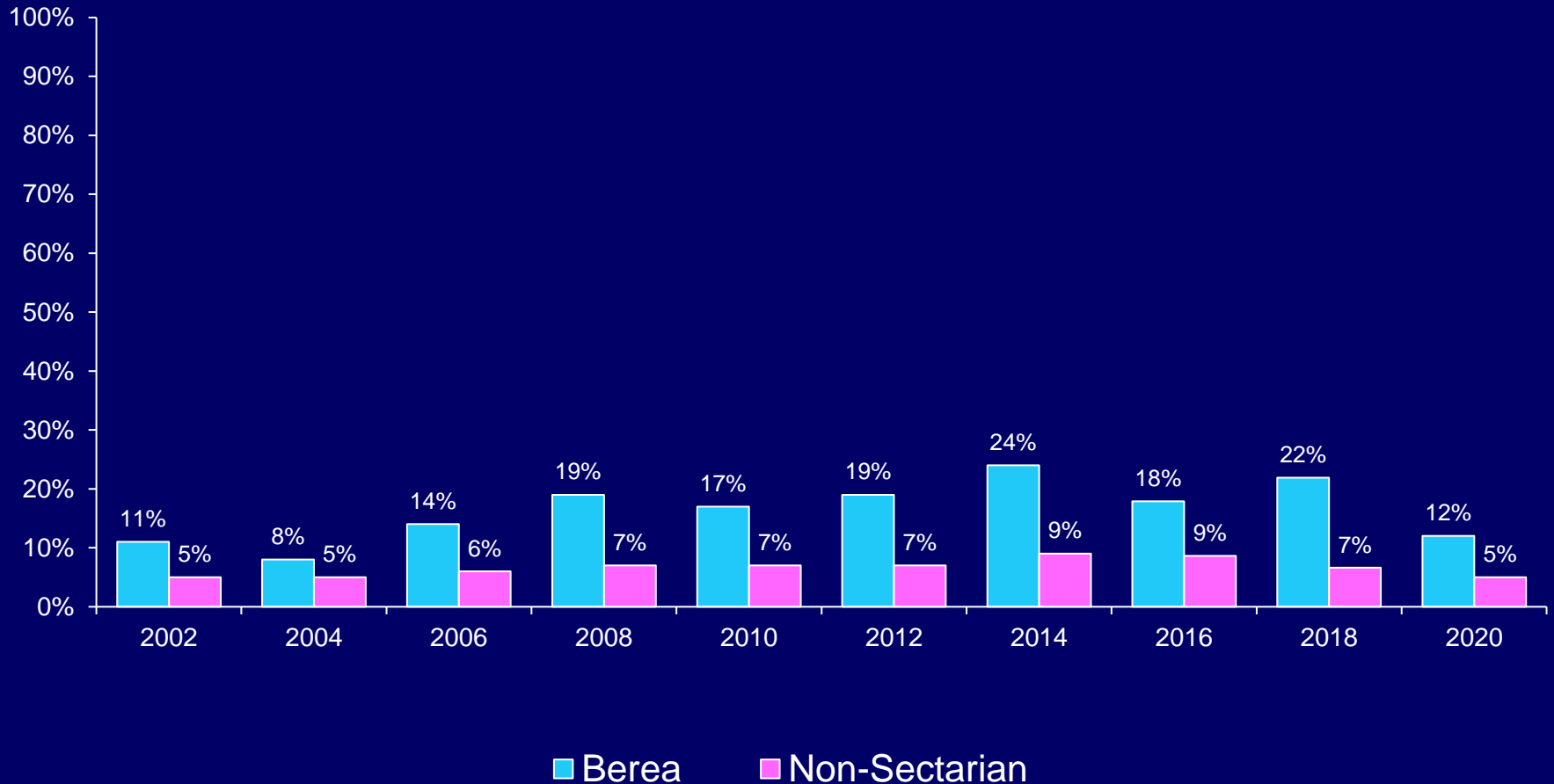
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

My relatives wanted me to come here



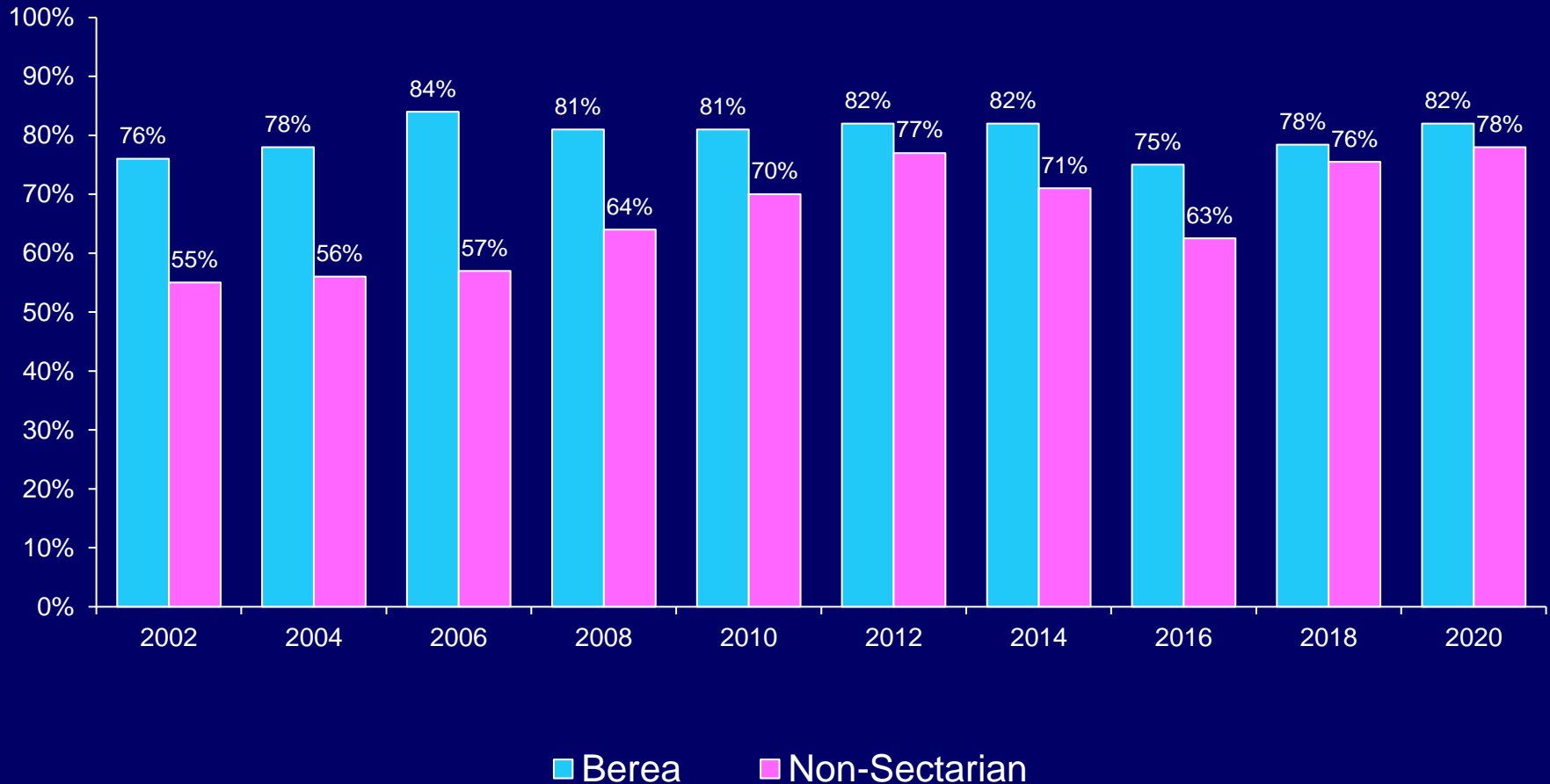
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

My teacher advised me



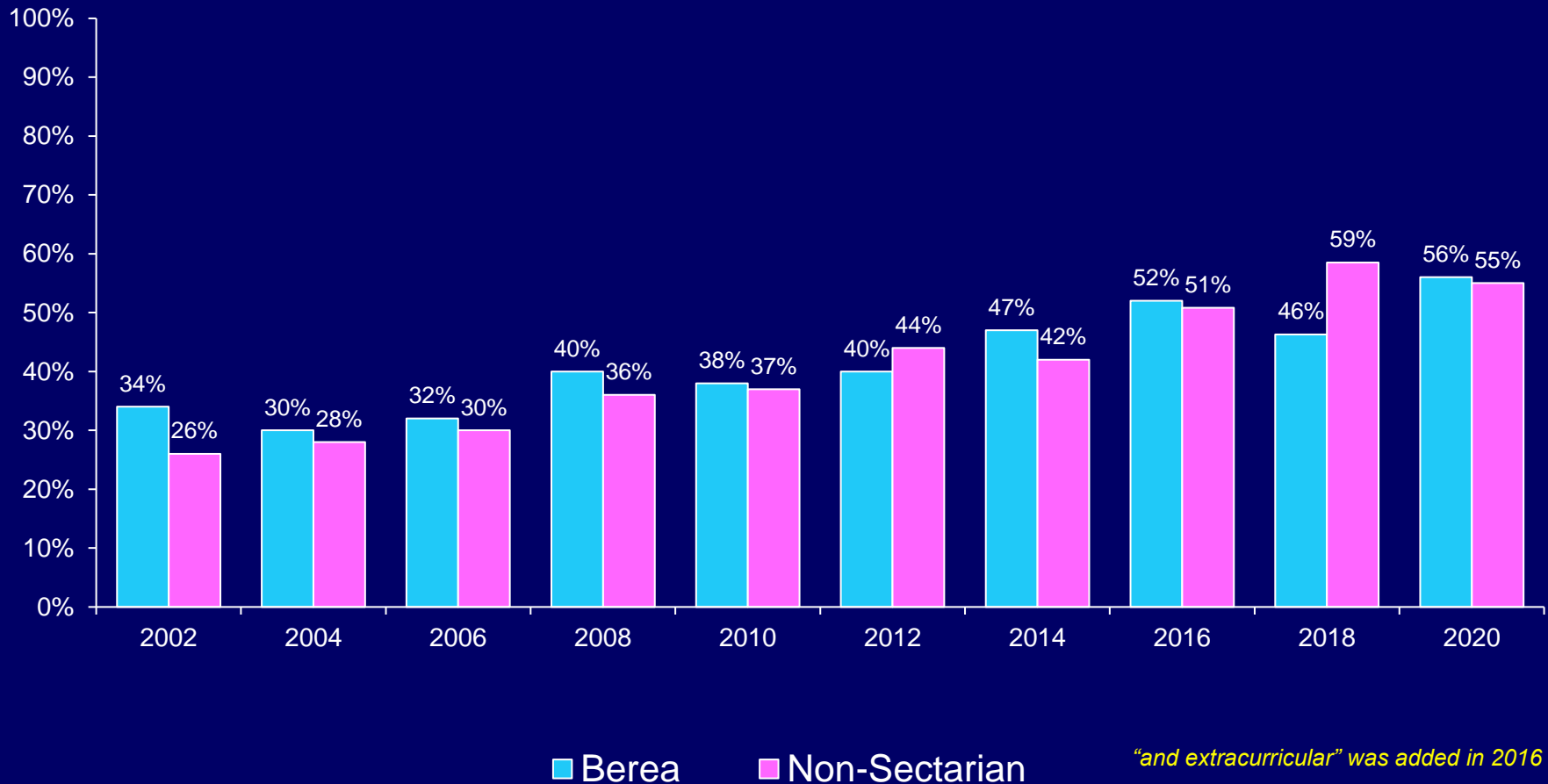
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

This college has a very good academic reputation



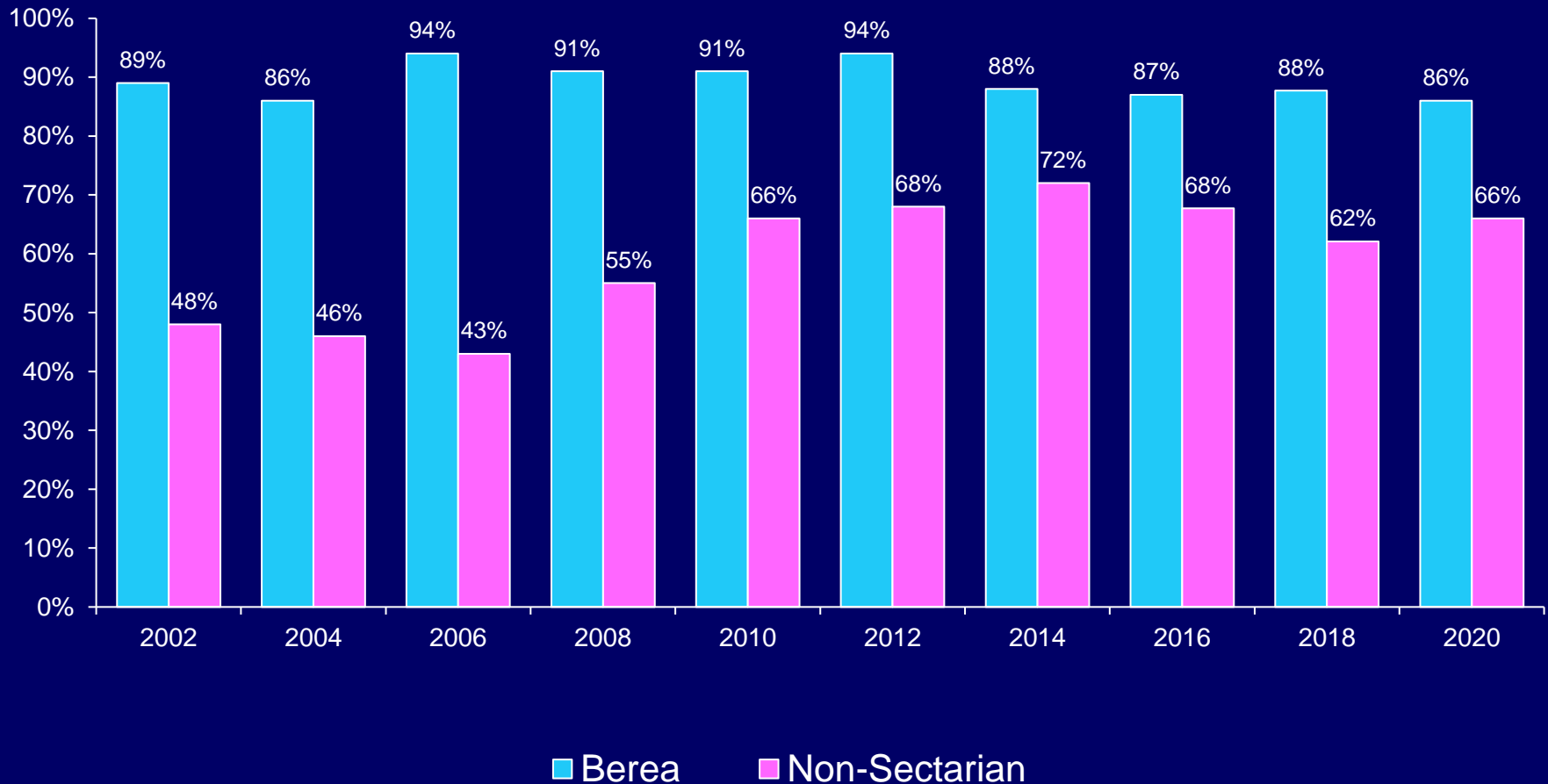
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

This college has a good reputation for its social and extracurricular activities



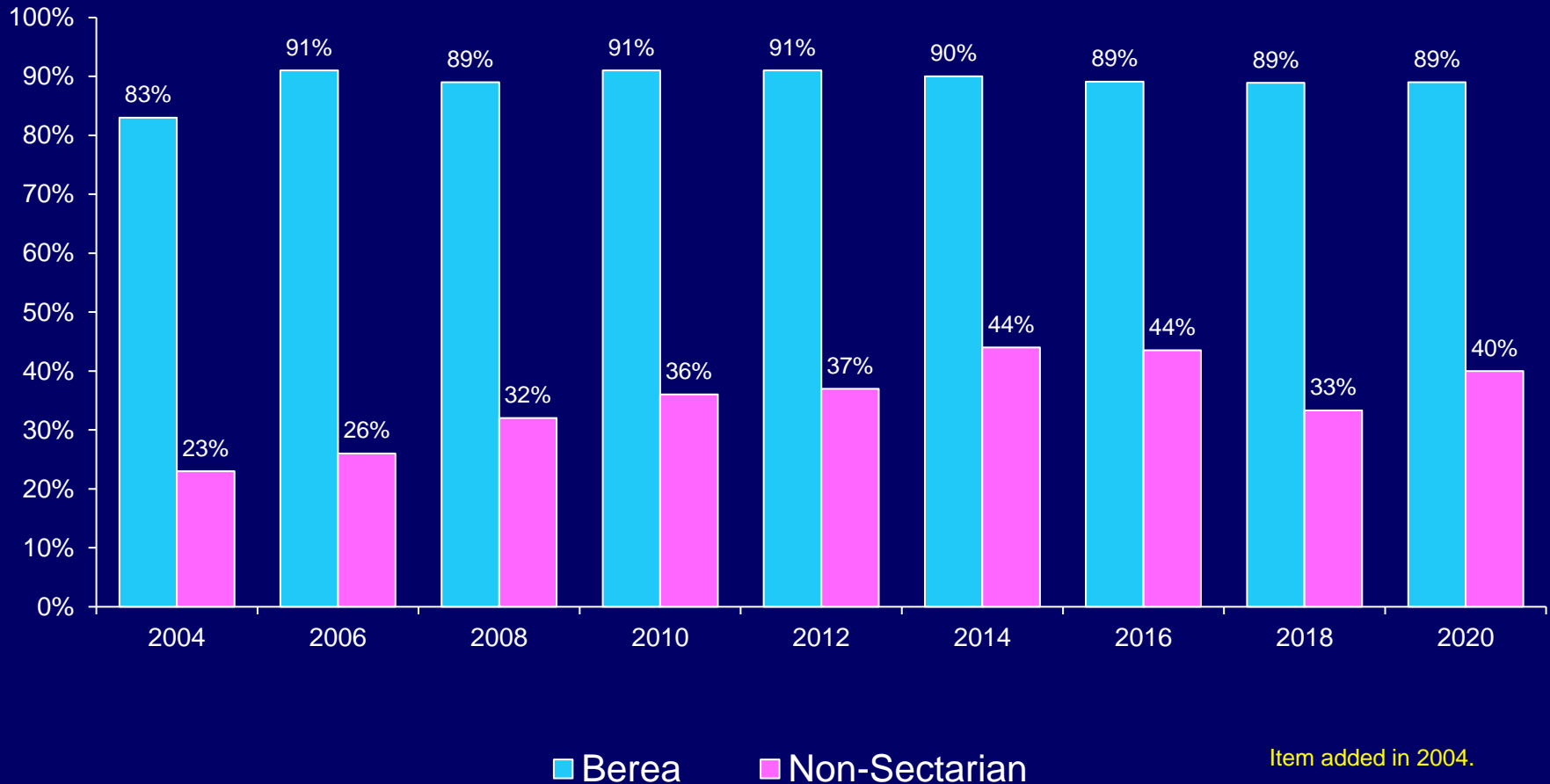
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

I was offered financial assistance



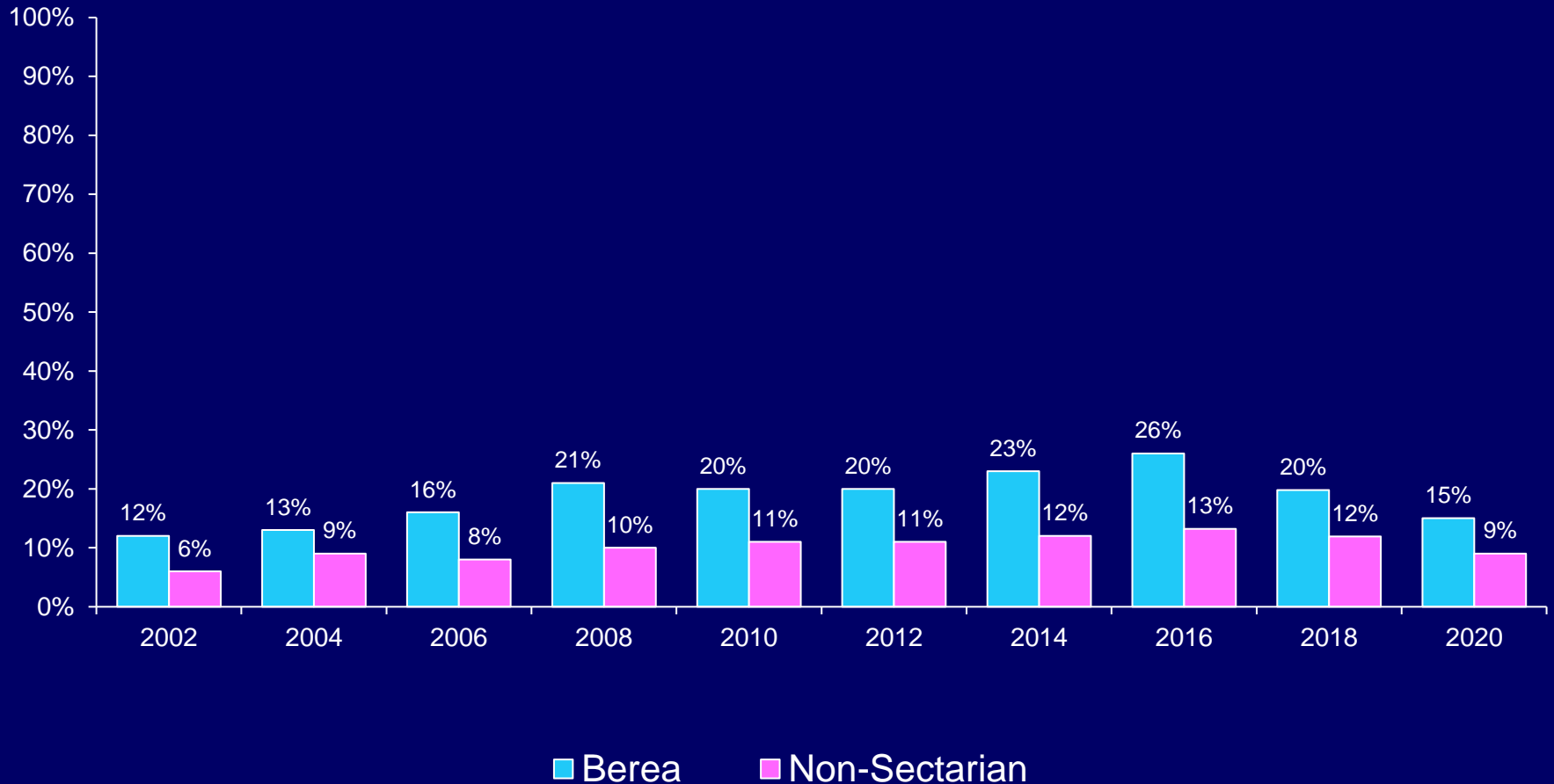
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

The cost of attending this college



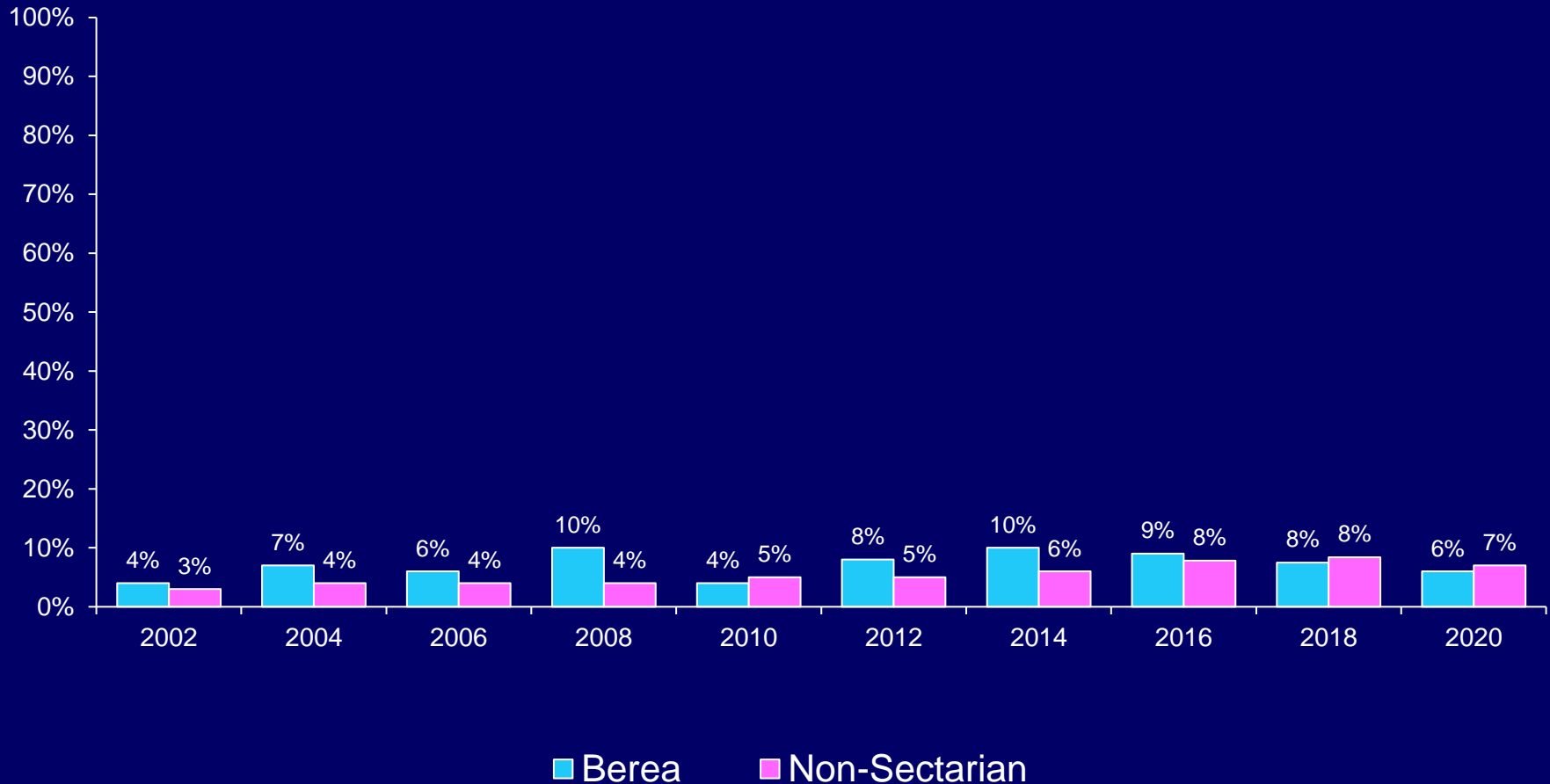
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

High school counselor advised me



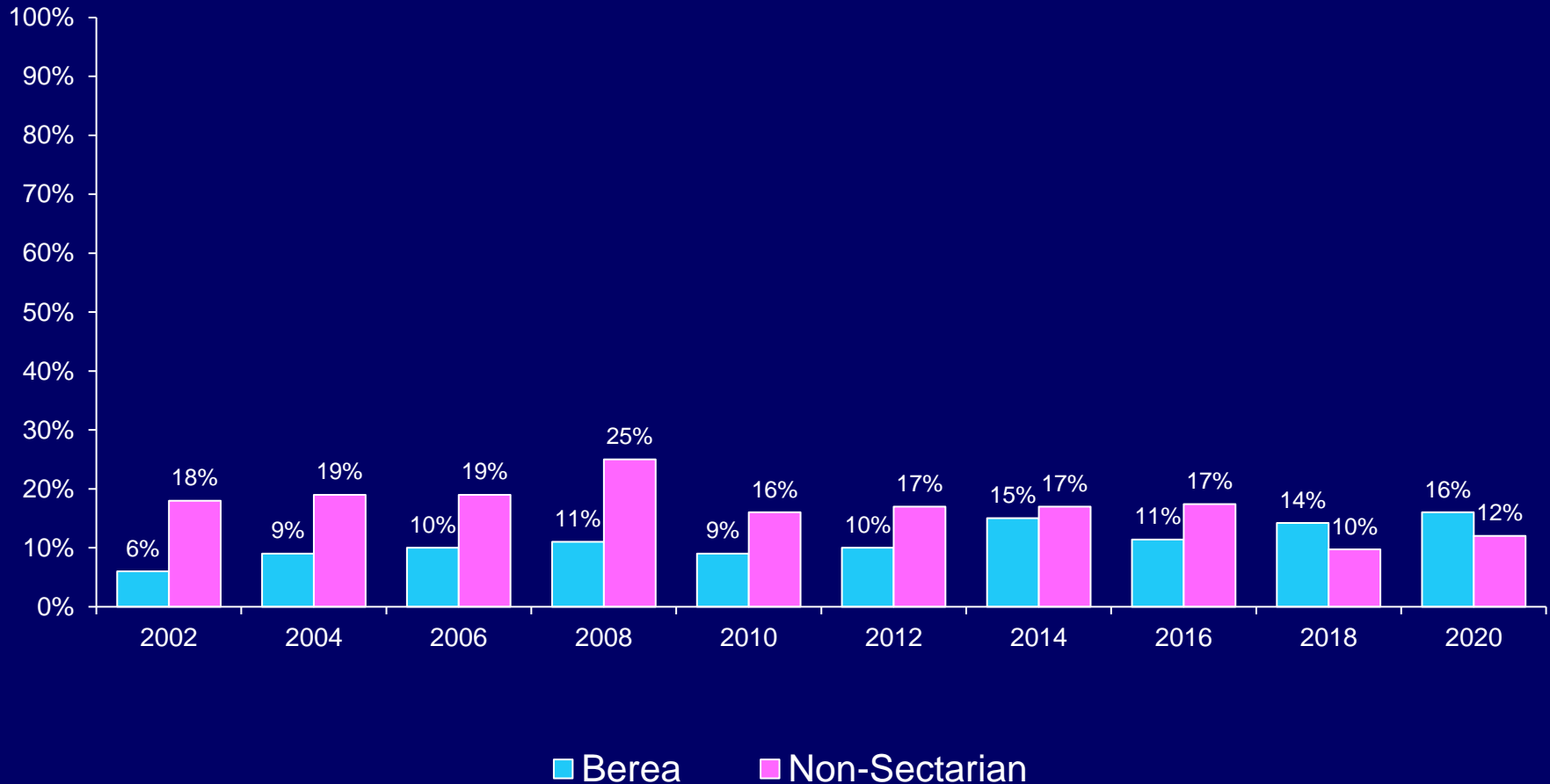
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

Private college counselor advised me

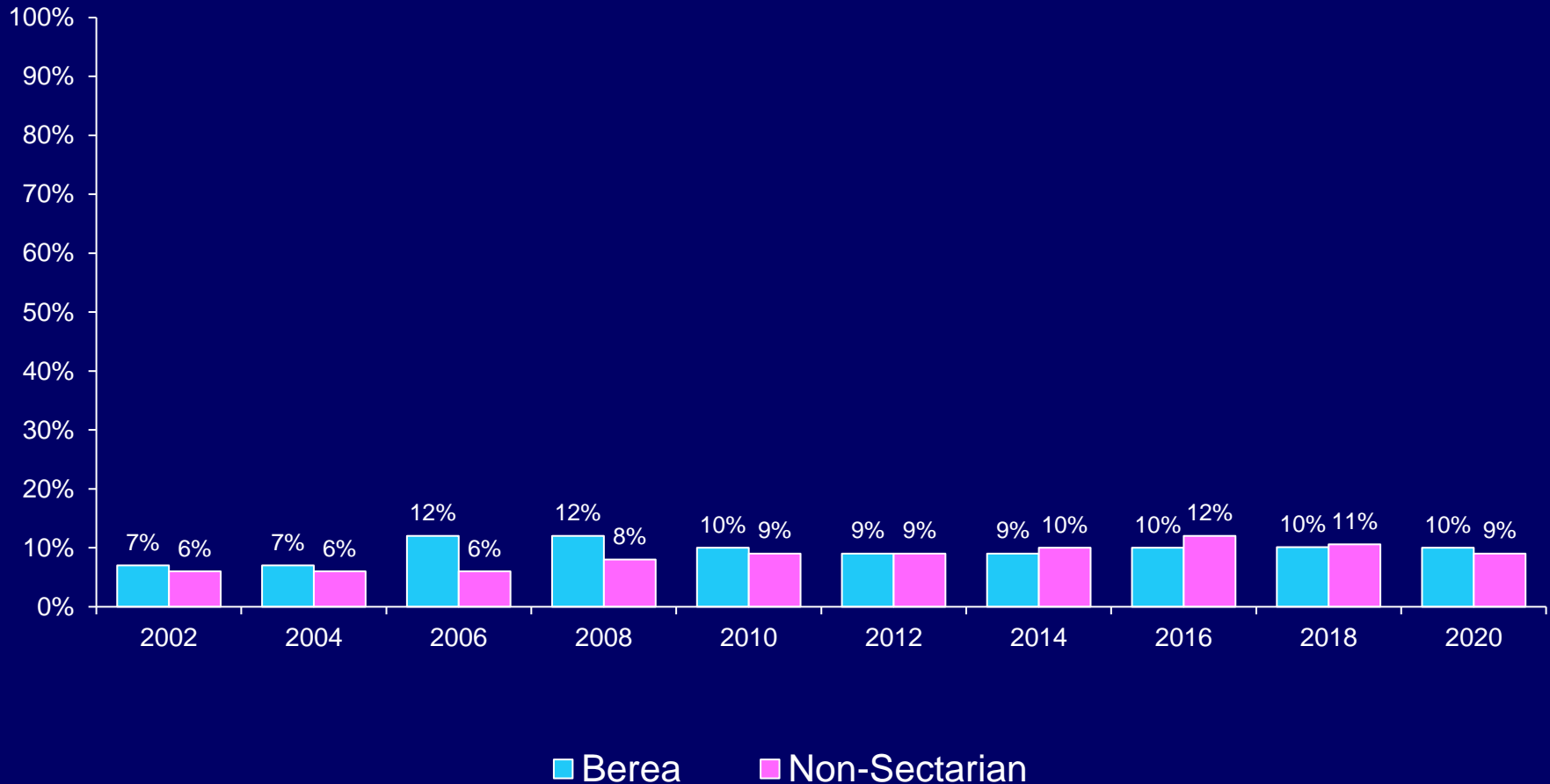


*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

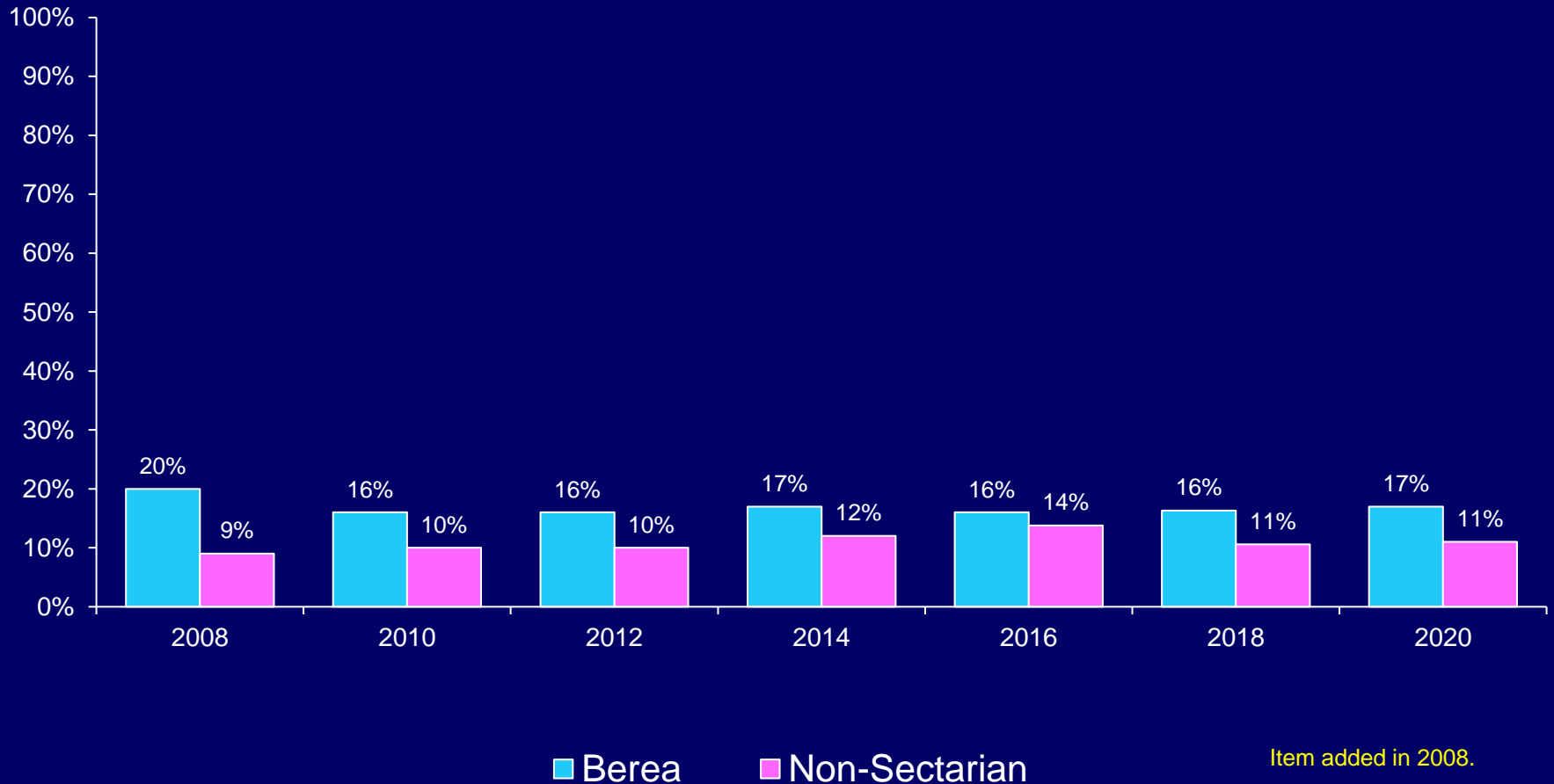
I wanted to live near home



*Percent of students who indicated that the following was “very important”
in their decision to come to this college*
Not offered aid by first choice

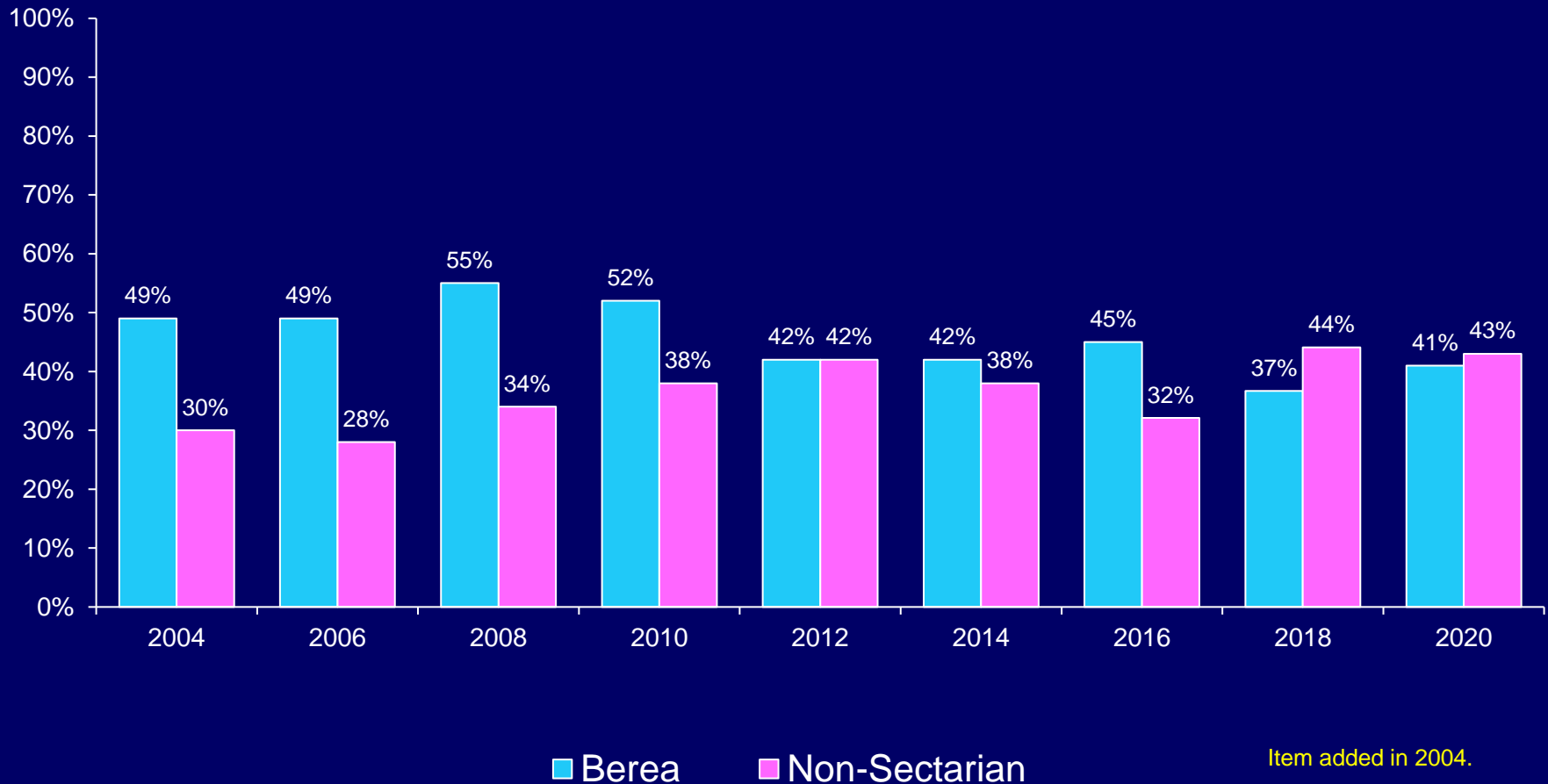


Percent of students who indicated that the following was “very important” in their decision to come to this college
Could not afford first choice



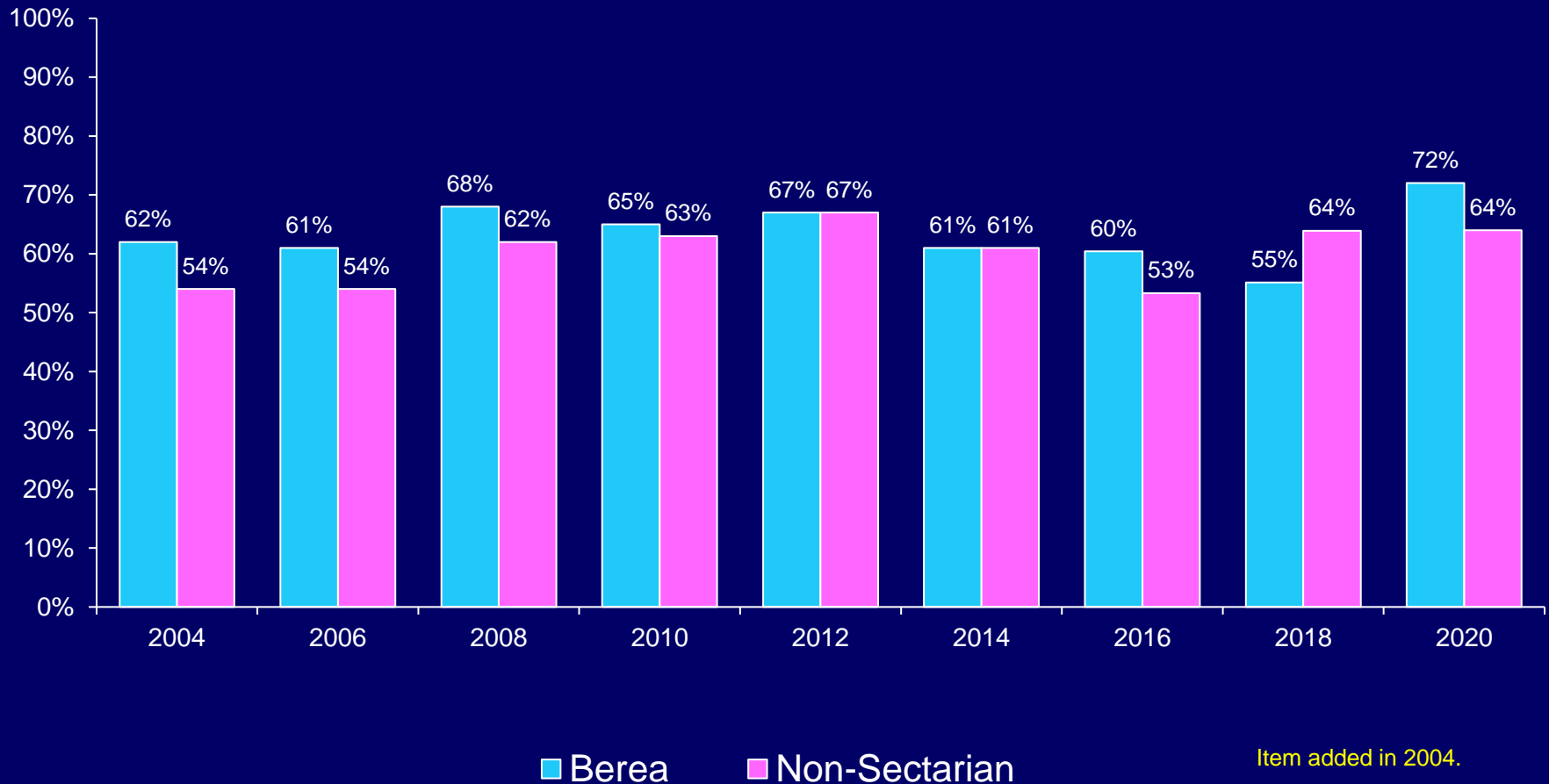
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

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



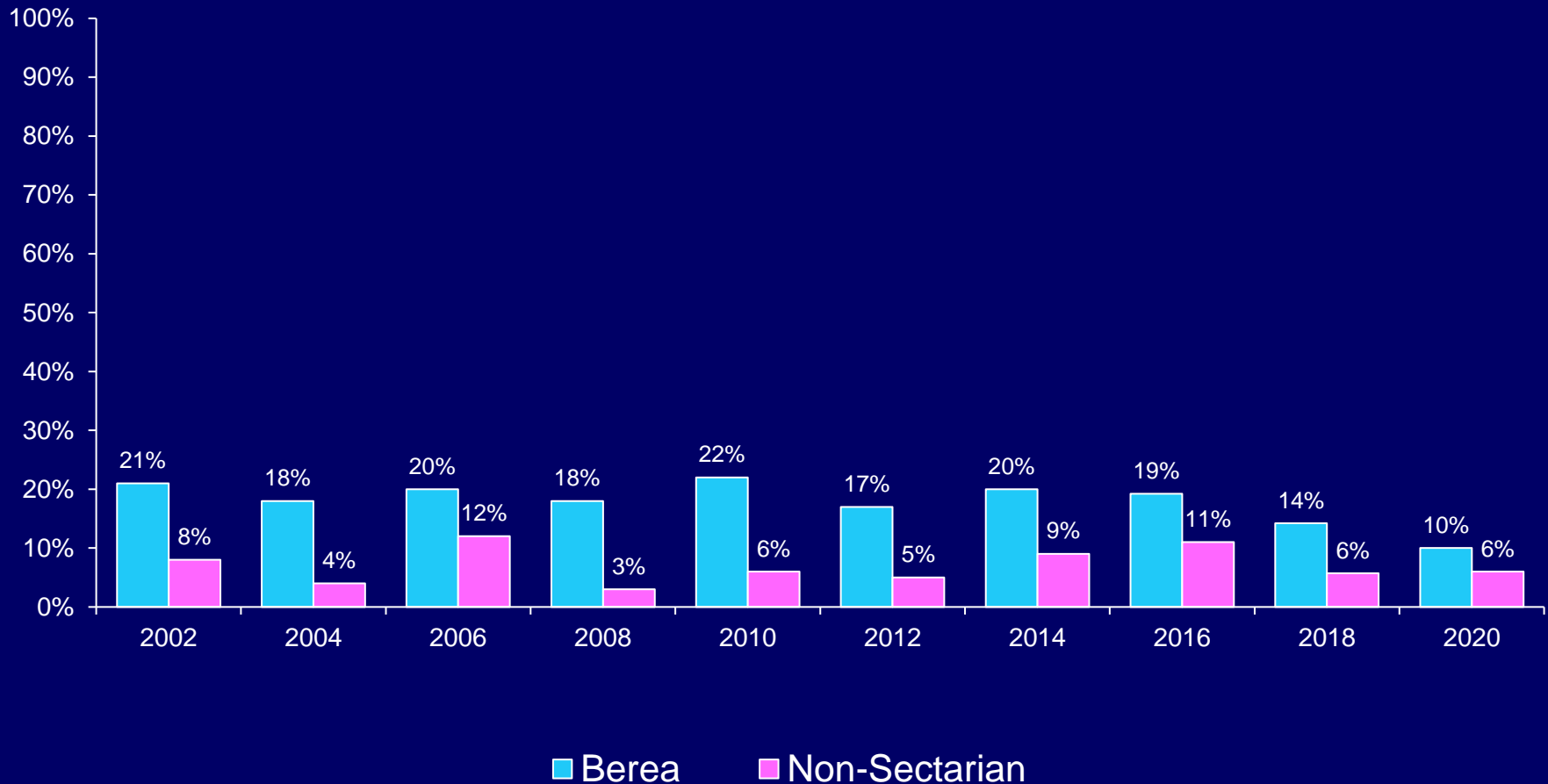
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

This college’s graduates get good jobs



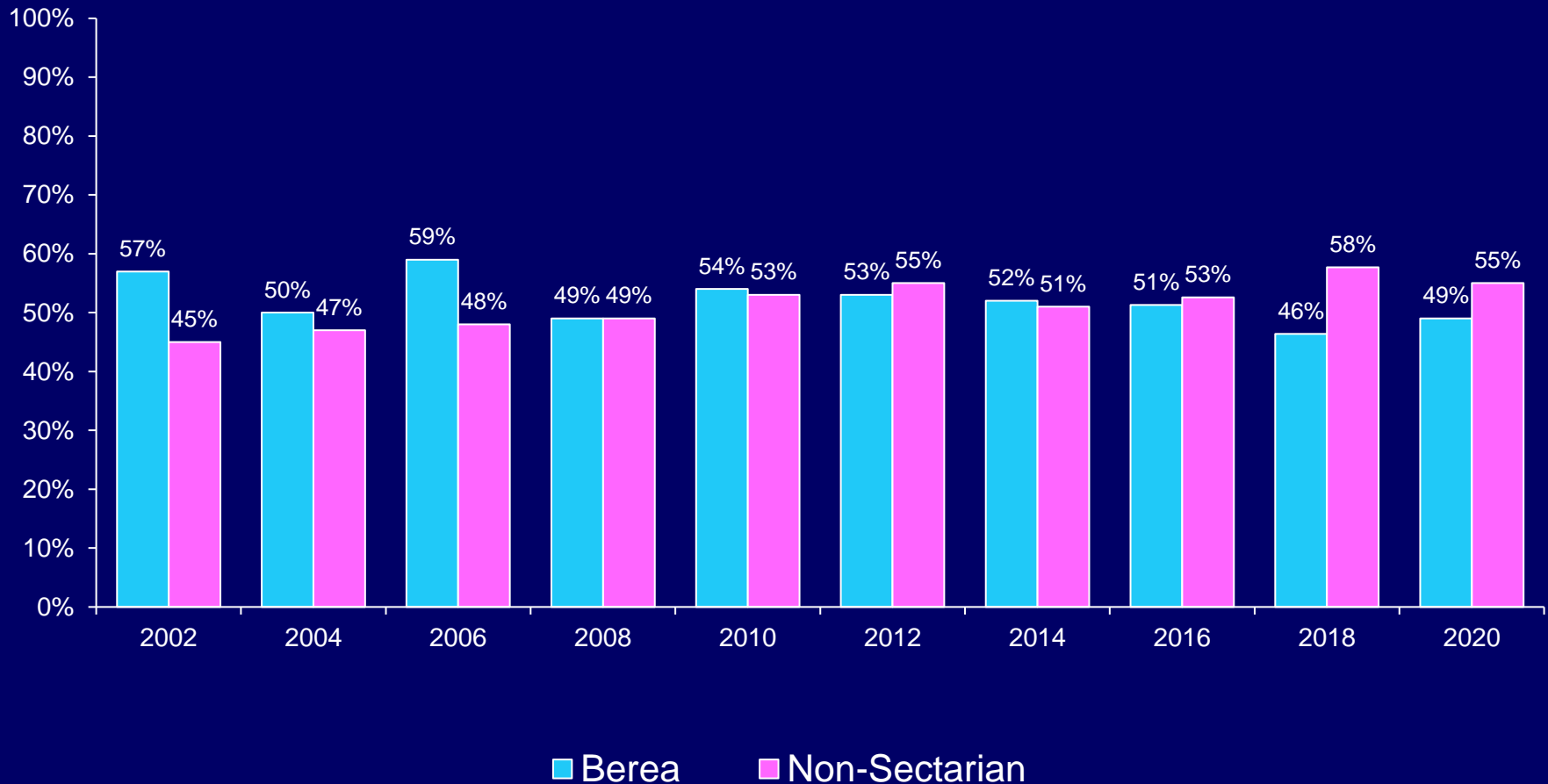
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

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



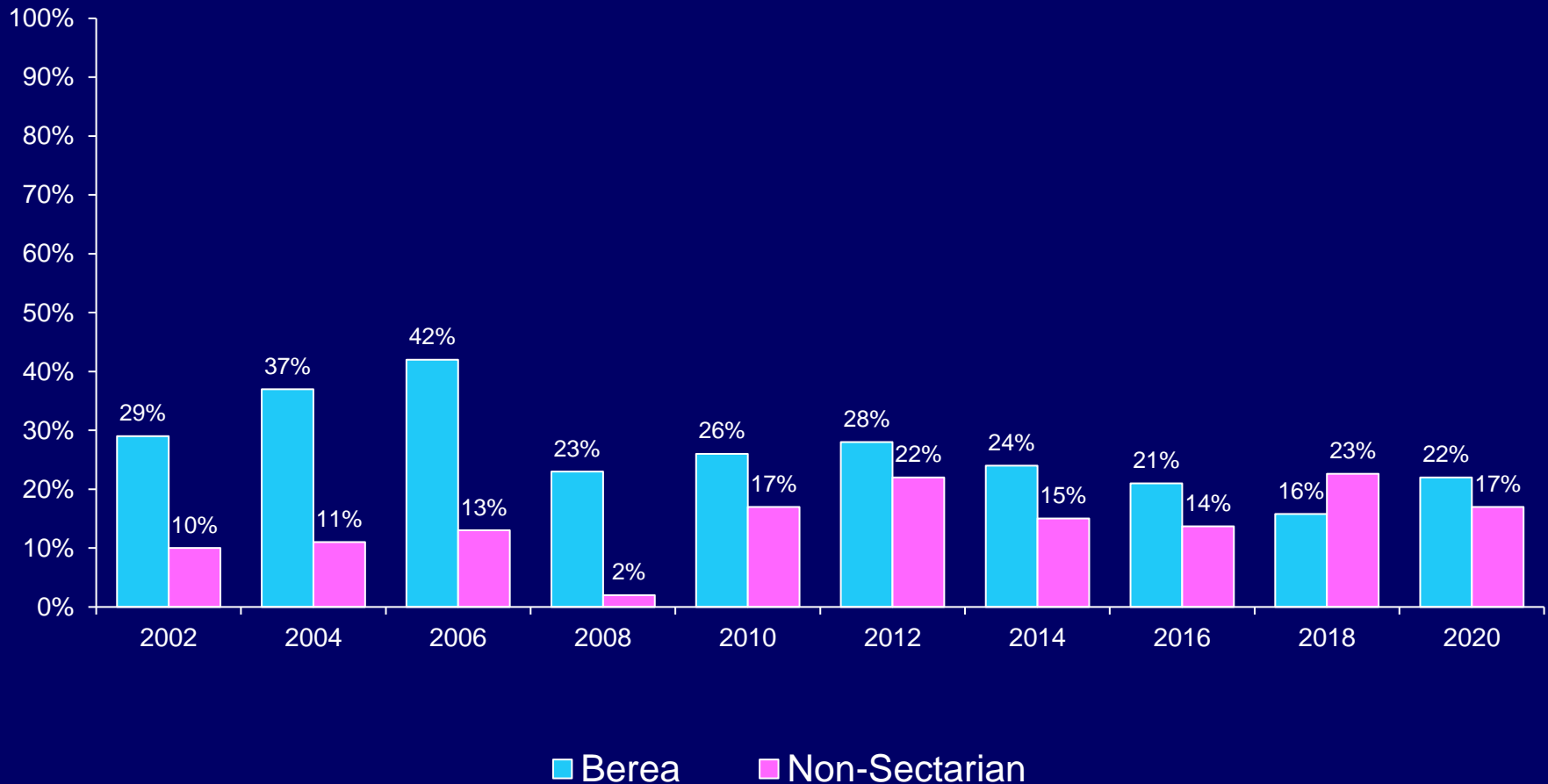
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

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



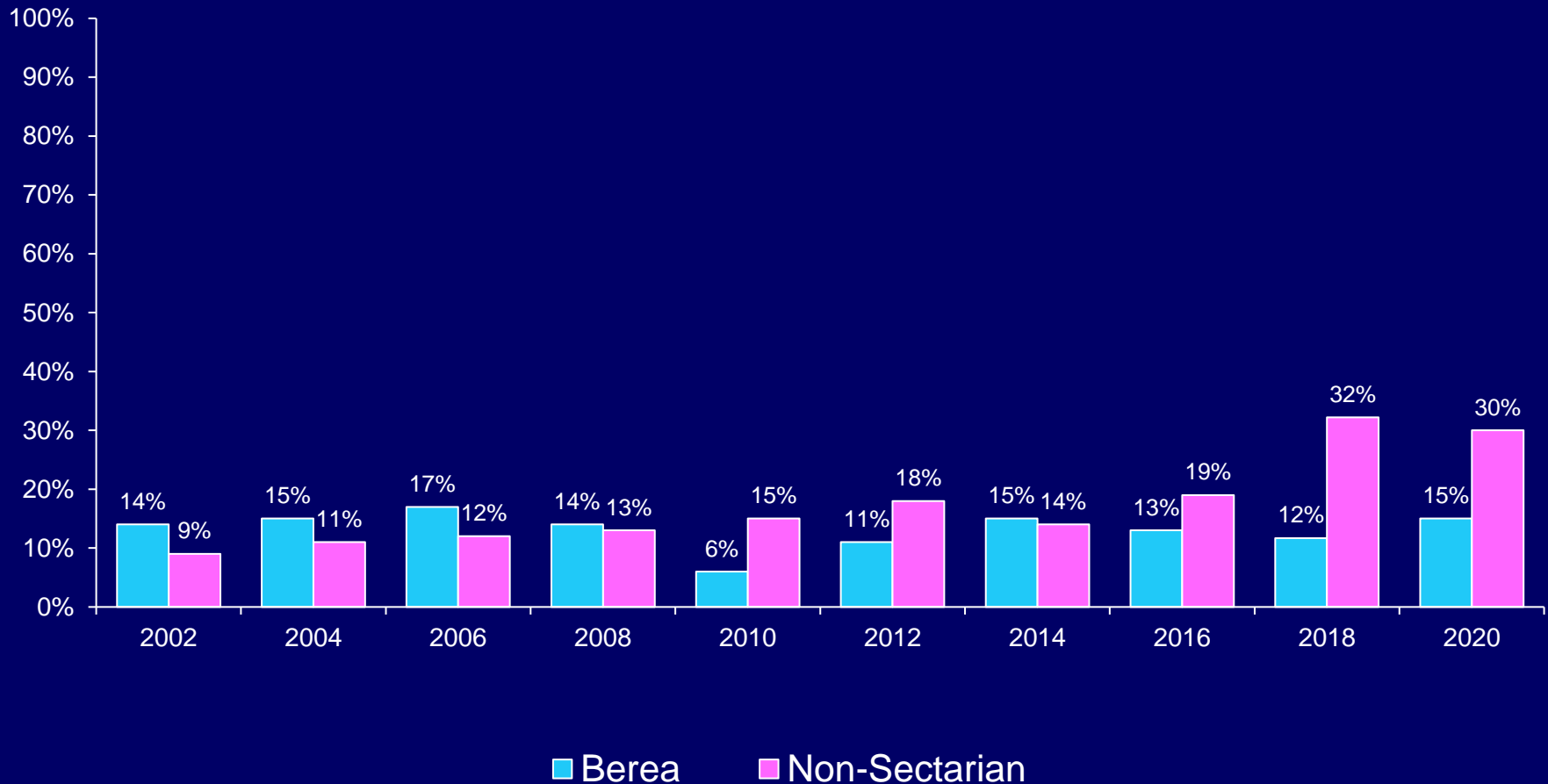
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

Rankings in national magazines



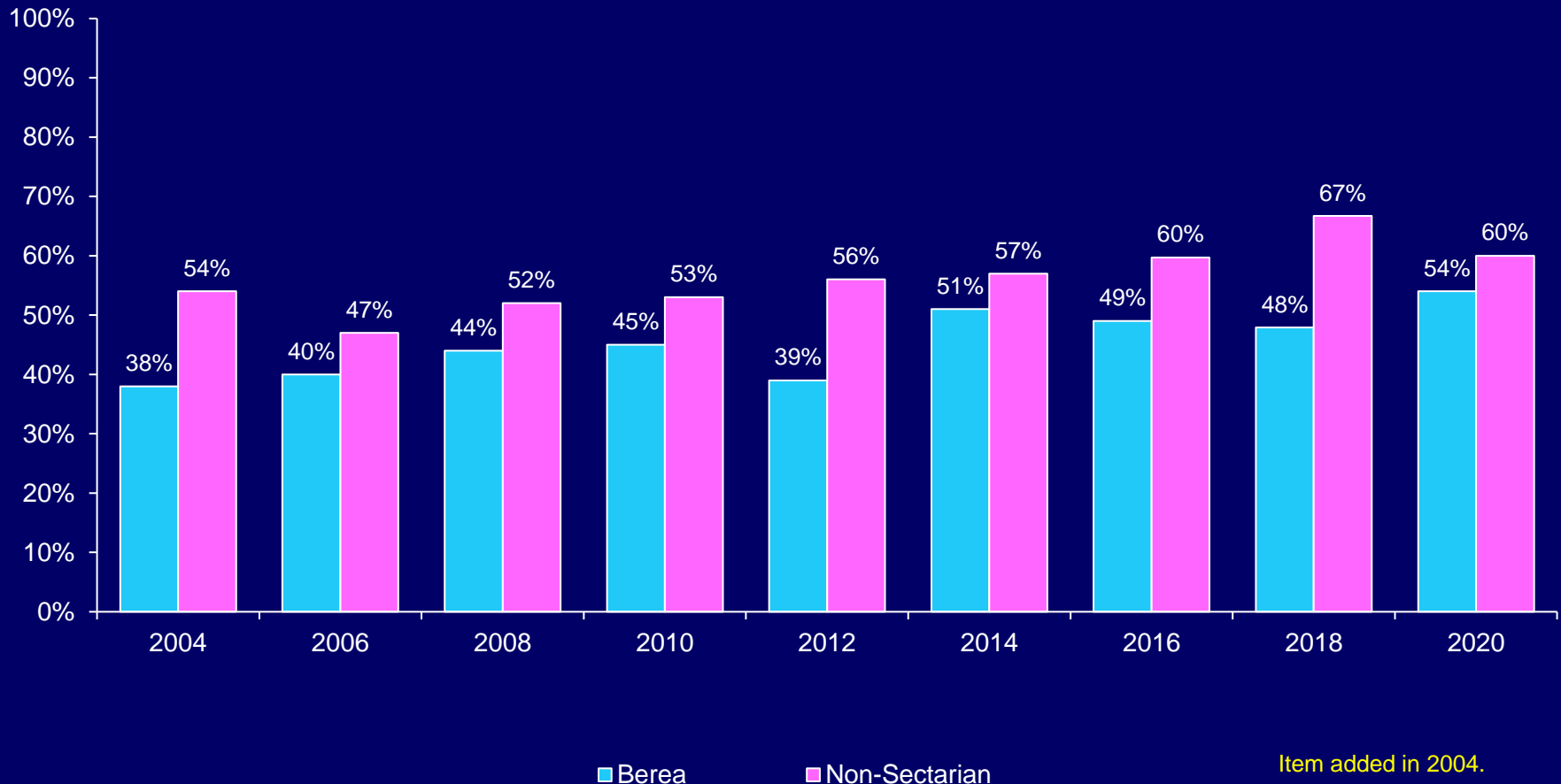
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

I was admitted through an Early Action or Early Decision program



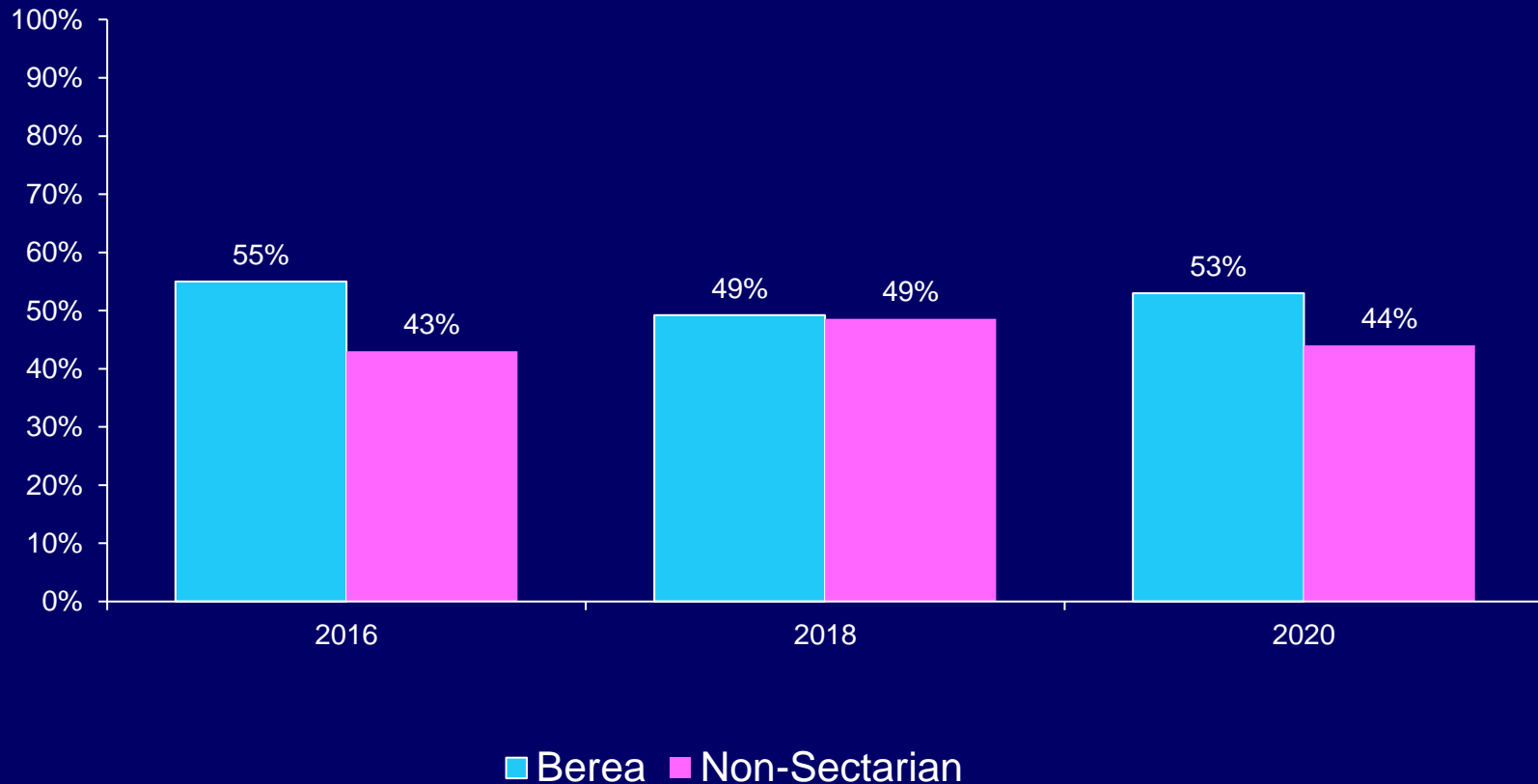
Percent of students who indicated that the following was “very important” in their decision to come to this college

A visit to this campus



*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

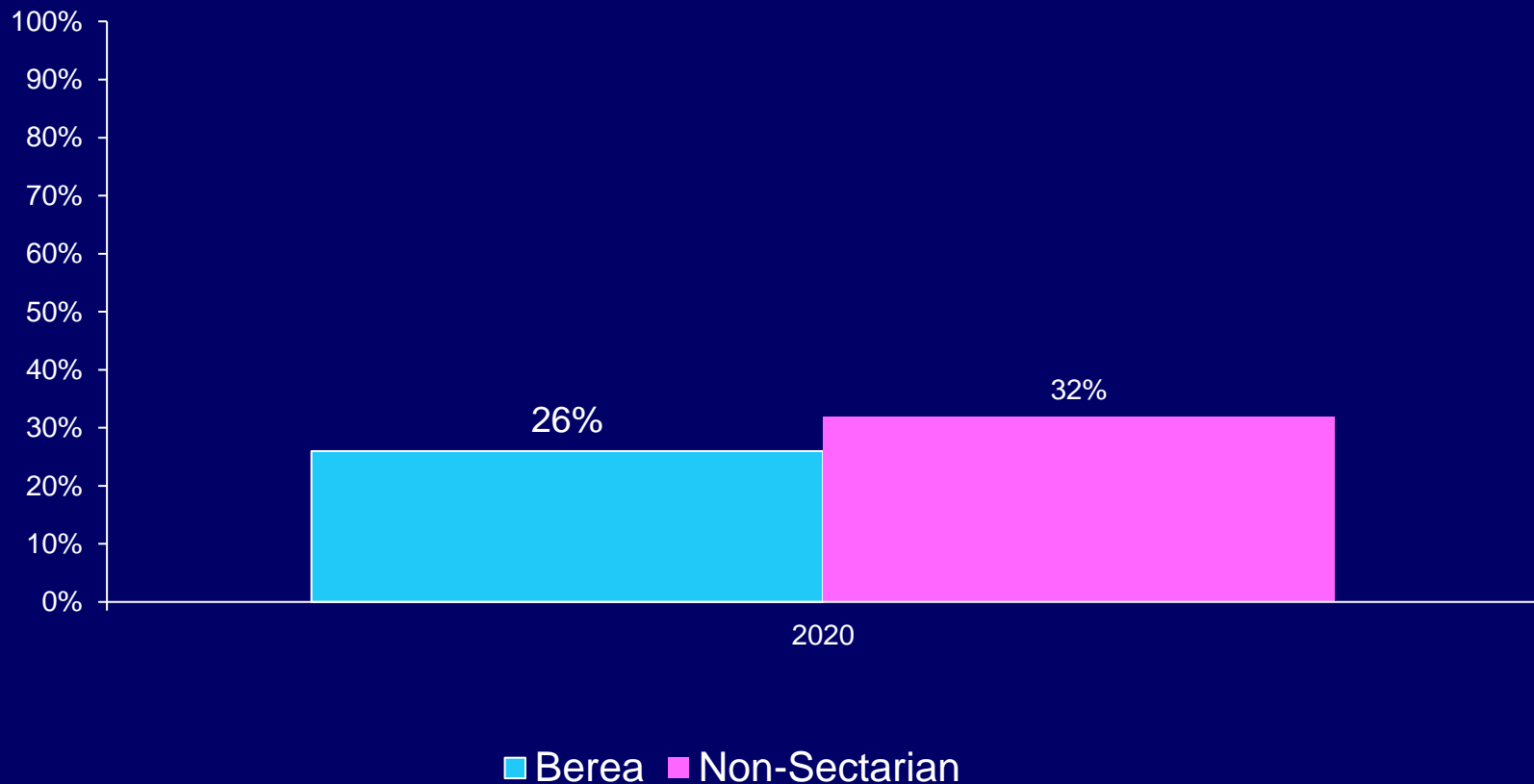
This college’s graduates make a difference in the world.



Item added in 2016.

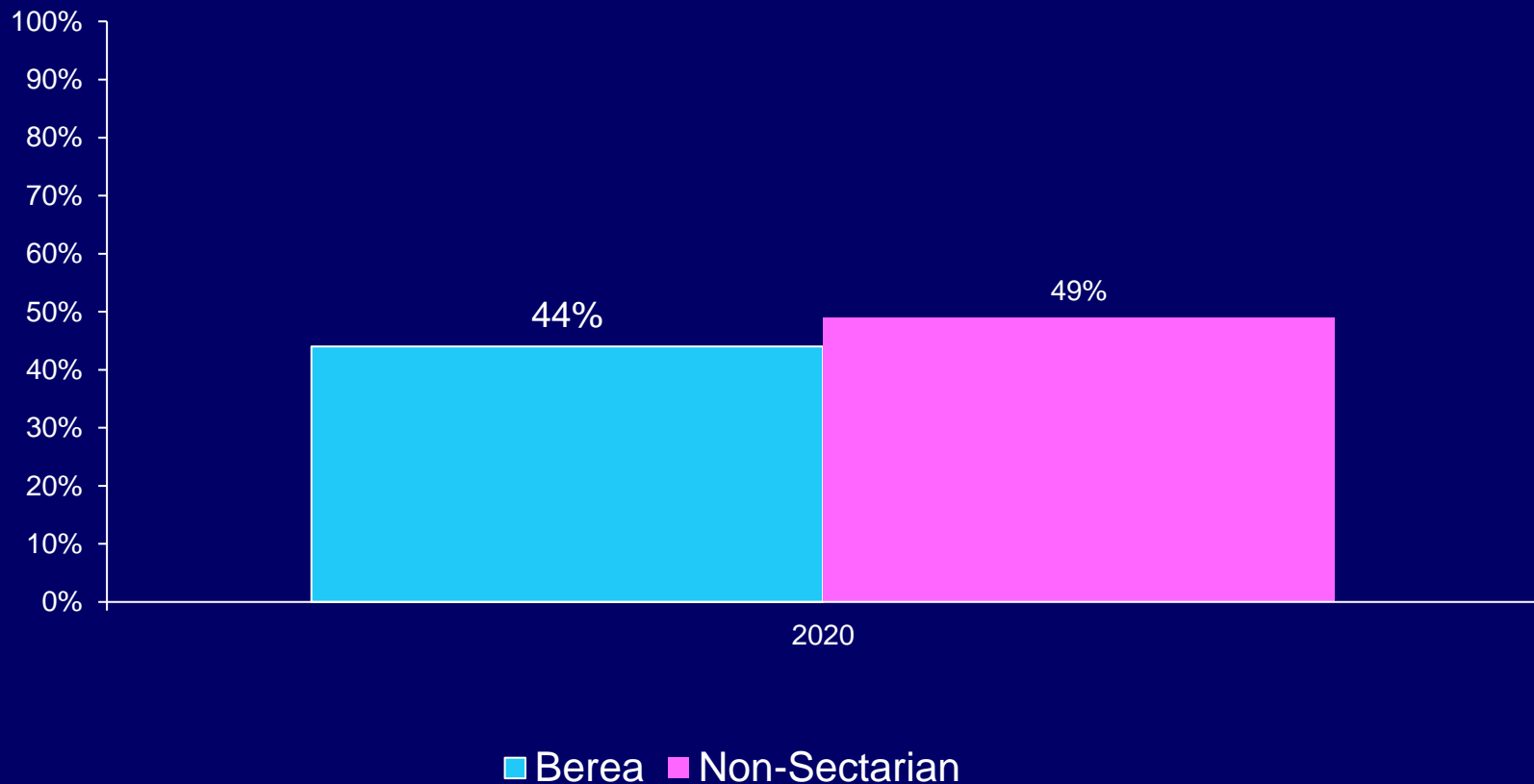
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

Communication with a professor



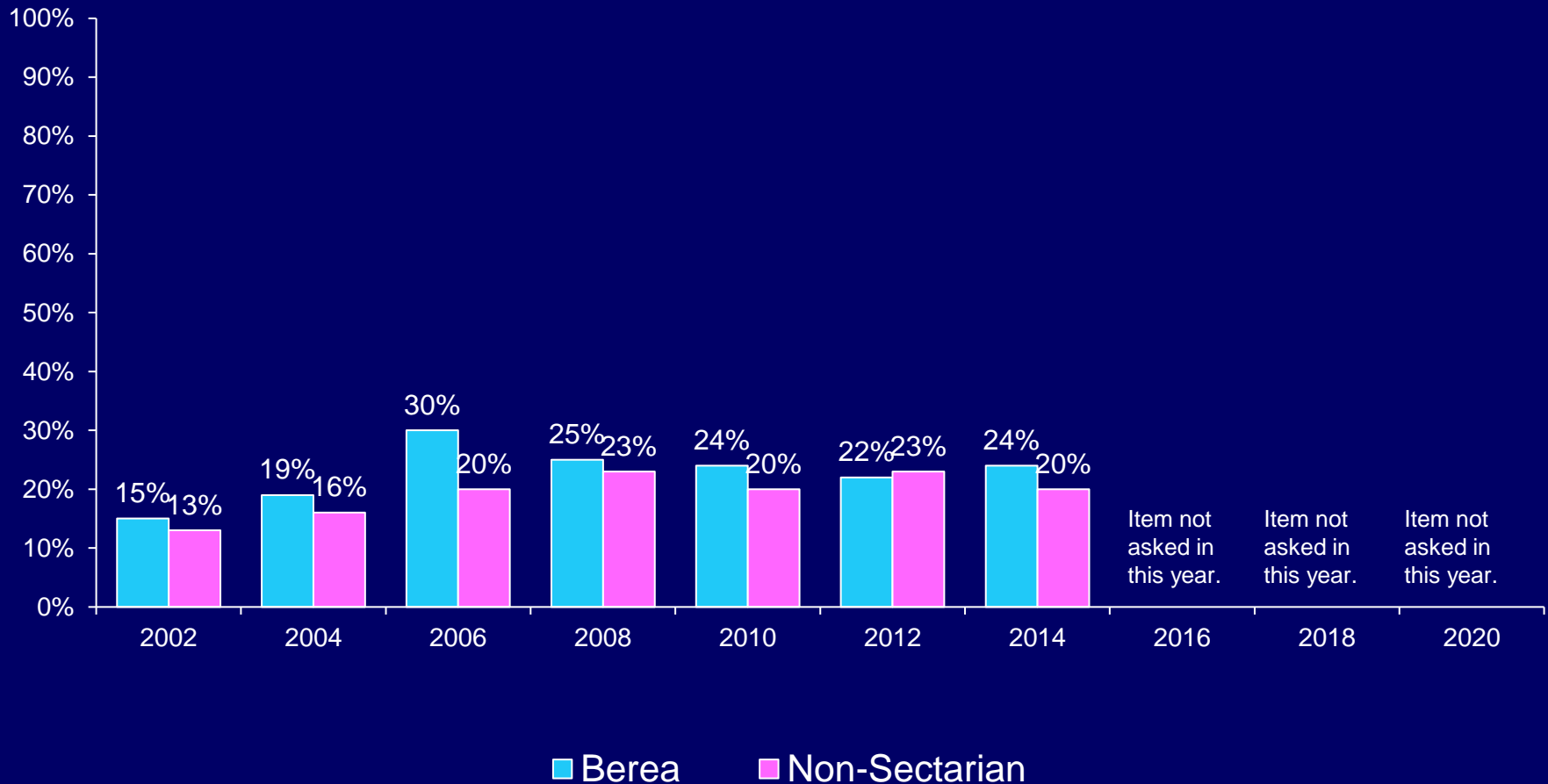
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

The academic reputation of my intended major



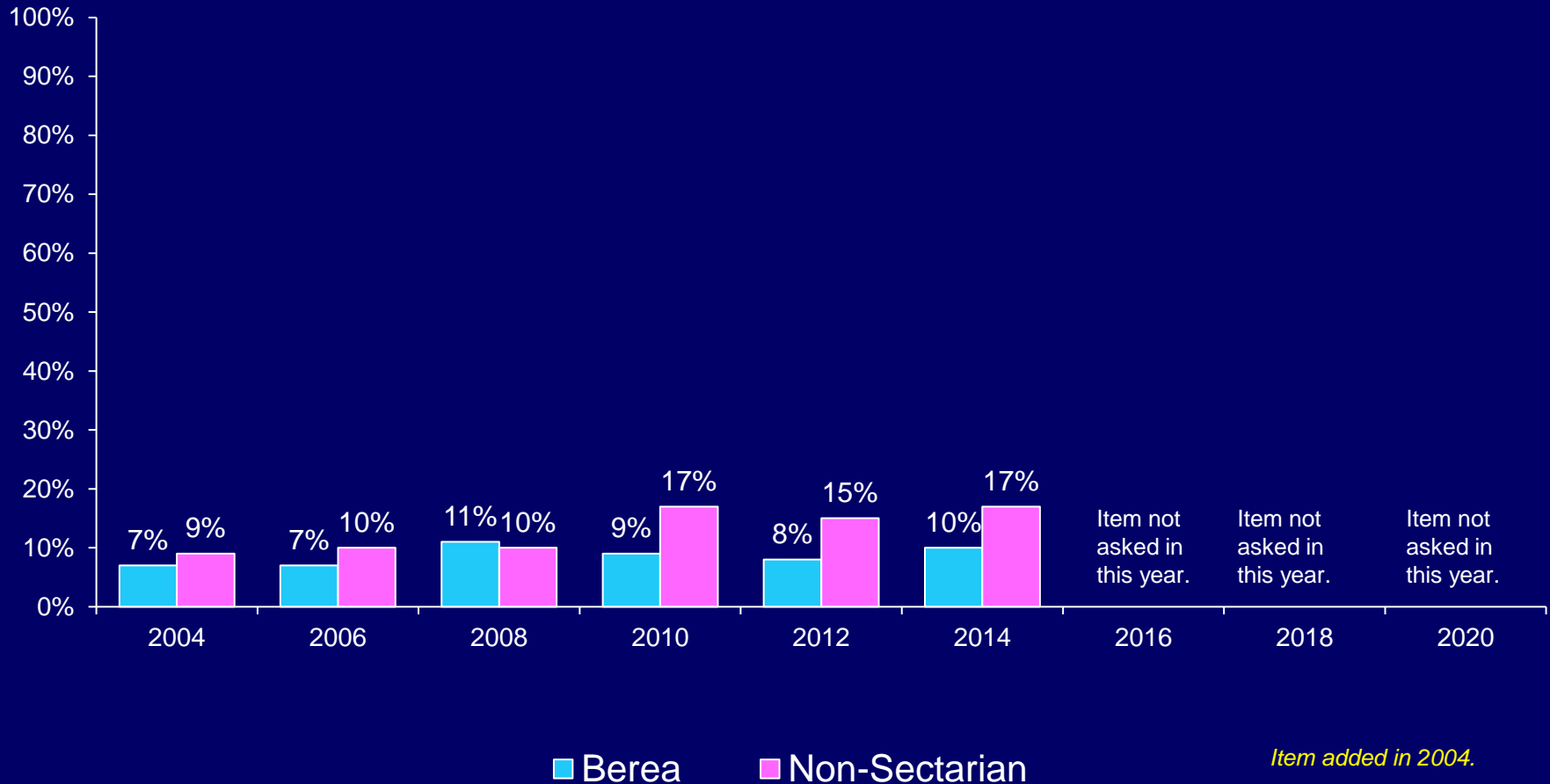
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

Information from a website



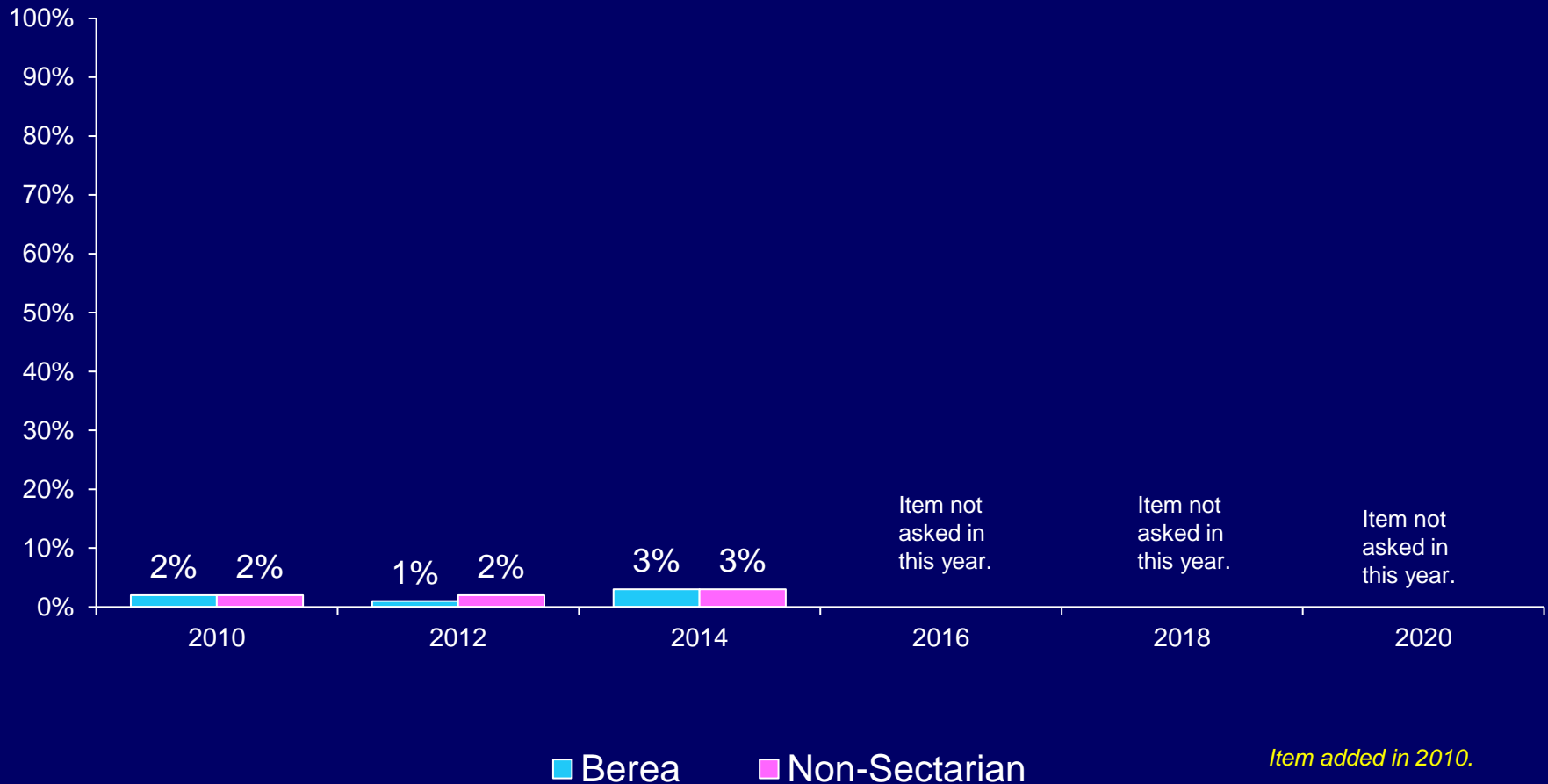
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

The athletic department recruited me



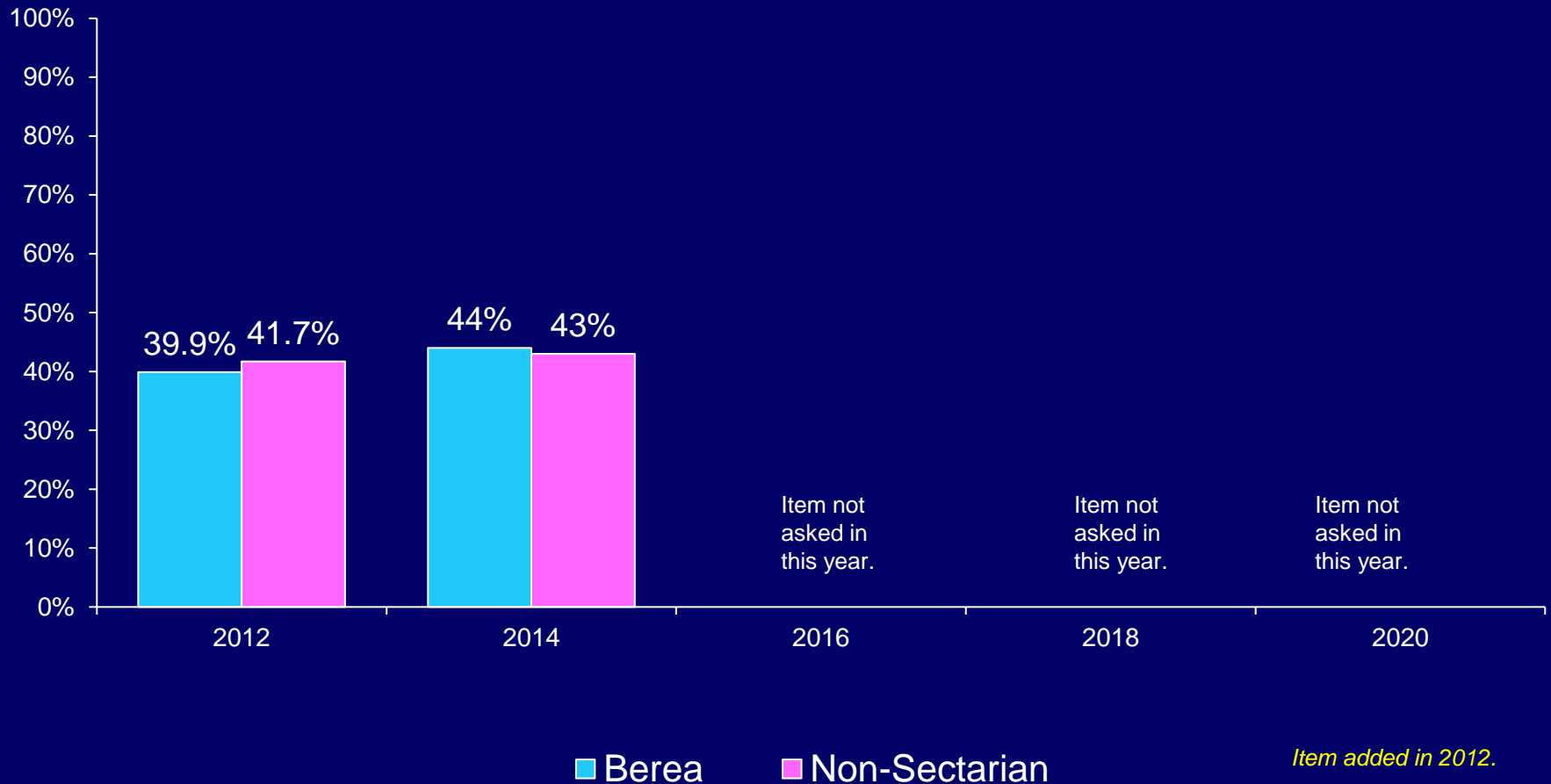
*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

Ability to take online courses



*Percent of students who indicated that the following was “very important”
in their decision to come to this college*

The percentage of students that graduate from this college



Item added in 2012.

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

Studying/homework

	2004		2006		2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	4%	3%	3%	2%	3%	2%	2%	2%	1%	2%	6%	3%	5%	1%	4%	1%
< 1 hr	n/a	n/a	18%	14%	15%	13%	14%	9%	17%	11%	14%	9%	14%	8%	11%	5%	5%	4%
1--2 hrs	n/a	n/a	23%	25%	25%	23%	26%	20%	24%	20%	29%	19%	27%	18%	28%	14%	21%	12%
0--2 hrs	40%	37%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3--5 hrs	28%	31%	25%	31%	28%	30%	27%	28%	28%	28%	28%	29%	26%	29%	22%	26%	33%	26%
6--20 hrs	27%	30%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6--10 hrs	n/a	n/a	18%	17%	14%	19%	16%	22%	18%	20%	12%	21%	17%	22%	19%	24%	18%	27%
11--15 hrs	n/a	n/a	6%	7%	9%	7%	7%	11%	7%	10%	8%	11%	6%	11%	7%	15%	12%	17%
16--20 hrs	n/a	n/a	3%	3%	4%	3%	5%	5%	4%	5%	4%	6%	3%	5%	5%	8%	4%	8%
Over 20 hrs	5%	2%	4%	2%	3%	2%	2%	4%	1%	4%	3%	4%	2%	4%	4%	7%	4%	6%

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

Socializing with friends in person

	2004		2006		2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	1%	0.3%	1%	0.2%	3%	2%	0.7%	0.4%	2%	0.5%	3%	1%	2%	0.4%	3%	1%
< 1 hour	n/a	n/a	3%	1%	5%	1%	14%	9%	8%	2%	5%	3%	7%	3%	5%	2%	3%	3%
1 -2 hours	n/a	n/a	11%	6%	13%	6%	26%	20%	17%	9%	19%	11%	21%	11%	16%	8%	13%	11%
0 – 2 hours	15%	7%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 -5 hours	23%	15%	25%	17%	23%	19%	27%	28%	30%	23%	31%	26%	29%	26%	26%	24%	26%	26%
6 – 20 hours	47%	57%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6 – 10 hours	n/a	n/a	26%	25%	23%	25%	16%	22%	19%	27%	21%	27%	22%	27%	31%	29%	26%	27%
11 – 15 hours	n/a	n/a	11%	19%	11%	19%	7%	11%	14%	17%	11%	15%	9%	15%	12%	19%	15%	16%
16 – 20 hours	n/a	n/a	9%	12%	9%	13%	5%	5%	6%	9%	5%	8%	5%	8%	2%	9%	8%	8%
Over 20 hours	16%	21%	14%	19%	16%	18%	2%	4%	6%	12%	7%	9%	6%	9%	6%	10%	6%	8%

"In person" added in 2016.

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

Using social media

	2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-sectarian	Berea	Non-sectarian
None	18%	10%	10%	6%	9%	6%	8%	6%	8%	4%	5%	2%	3%	3%
< 1 hour	13%	17%	17%	15%	20%	19%	18%	18%	10%	8%	5%	5%	5%	5%
1 -2 hours	23%	26%	23%	26%	28%	27%	29%	26%	25%	21%	18%	14%	8%	14%
3 -5 hours	24%	25%	29%	27%	22%	23%	19%	24%	26%	28%	22%	27%	25%	27%
6 - 10 hours	11%	12%	12%	14%	11%	13%	12%	13%	17%	19%	22%	25%	20%	26%
11 - 15 hours	6%	5%	5%	6%	4%	6%	6%	6%	6%	9%	12%	14%	22%	14%
16 - 20 hours	3%	3%	1%	3%	3%	3%	3%	3%	4%	5%	7%	8%	7%	7%
Over 20 hours	3%	4%	3%	3%	4%	3%	6%	4%	6%	6%	10%	6%	11%	6%

Item added in 2008. In 2020, (Facebook, Twitter, etc) was removed from question.

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

Watching TV/online video content (e.g., Amazon, Hulu, Netflix, YouTube)

	2020	
	Berea	Non-Sectarian
None	2%	1%
< 1 hour	3%	6%
1 -2 hours	11%	16%
3 -5 hours	26%	28%
6 – 10 hours	28%	25%
11 – 15 hours	12%	13%
16 – 20 hours	8%	7%
Over 20 hours	10%	5%

Item added in 2020.

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

Playing video games

	2002		2004		2006		2008		2010		2012		2014		2018		2020		
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	
None	n/a	n/a	n/a	n/a	38%	40%	40%	40%	36%	43%	40%	46%	37%	43%	Not asked.			39%	43%
< 1 hour	n/a	n/a	n/a	n/a	19%	20%	17%	19%	19%	18%	19%	17%	17%	15%				8%	13%
1 -2 hours	n/a	n/a	n/a	n/a	16%	16%	17%	15%	15%	14%	11%	14%	13%	14%				13%	13%
0 – 2 hours	79%	78%	71%	77%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				n/a	n/a
3 -5 hours	10%	11%	11%	11%	11%	12%	12%	12%	14%	12%	12%	11%	12%	12%				16%	12%
6 – 20 hours	7%	9%	14%	10%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a				n/a	n/a
6 – 10 hours	n/a	n/a	n/a	n/a	7%	6%	8%	7%	8%	7%	11%	6%	10%	7%				12%	10%
11 – 15 hours	n/a	n/a	n/a	n/a	5%	3%	4%	3%	5%	3%	3%	3%	3%	4%				4%	5%
16 – 20 hours	n/a	n/a	n/a	n/a	2%	1%	2%	1%	1%	1%	2%	1%	4%	2%				3%	3%
Over 20 hours	4%	2%	4%	2%	3%	2%	2%	2%	2%	2%	3%	2%	4%	3%				5%	2%

Item not asked after 2014. In 2020, “/computer” was removed from question.

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

Participating in student clubs/groups

	2004		2006		2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	19%	30%	20%	31%	26%	25%	26%	27%	24%	28%	19%	18%	17%	11%	16%	12%
< 1 hour	n/a	n/a	16%	15%	13%	14%	15%	14%	16%	16%	14%	13%	11%	11%	10%	10%	3%	10%
1 -2 hours	n/a	n/a	28%	25%	28%	24%	28%	26%	27%	26%	26%	26%	26%	24%	20%	24%	18%	25%
0 – 2 hours	65%	69%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 -5 hours	18%	17%	17%	17%	20%	17%	13%	19%	18%	17%	18%	17%	21%	22%	21%	25%	29%	25%
6 – 20 hours	15%	13%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6 – 10 hours	n/a	n/a	13%	8%	11%	7%	8%	9%	6%	8%	11%	8%	12%	12%	17%	15%	16%	14%
11 – 15 hours	n/a	n/a	4%	3%	3%	3%	6%	4%	4%	3%	4%	4%	6%	6%	8%	8%	7%	7%
16 – 20 hours	n/a	n/a	1%	2%	2%	2%	0.3%	2%	2%	1%	0.3%	2%	2%	3%	3%	4%	3%	4%
Over 20 hours	2%	2%	2%	2%	3%	3%	3%	2%	3%	2%	3%	2%	2%	3%	4%	4%	8%	2%

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

Exercising/sports

	2004		2006		2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	9%	5%	9%	6%	12%	4%	9%	6%	11%	6%	19%	9%	19%	6%	20%	7%
< 1 hour	n/a	n/a	17%	10%	16%	9%	14%	8%	16%	8%	18%	10%	14%	8%	19%	6%	9%	8%
1 -2 hours	n/a	n/a	19%	15%	18%	15%	19%	14%	23%	13%	19%	14%	22%	13%	17%	13%	16%	12%
0 – 2 hours	46%	28%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 -5 hours	12%	18%	21%	19%	21%	20%	20%	17%	20%	16%	20%	17%	17%	16%	21%	18%	18%	17%
6 – 20 hours	34%	42%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6 – 10 hours	n/a	n/a	15%	19%	14%	17%	14%	17%	13%	19%	13%	18%	8%	18%	14%	20%	16%	20%
11 – 15 hours	n/a	n/a	11%	13%	9%	14%	7%	16%	12%	16%	9%	14%	10%	15%	5%	16%	7%	16%
16 – 20 hours	n/a	n/a	4%	9%	5%	9%	5%	11%	4%	11%	5%	9%	6%	9%	5%	10%	5%	11%
Over 20 hours	7%	13%	5%	11%	7%	12%	9%	13%	4%	13%	7%	12%	4%	12%	6%	12%	10%	10%

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

Working (for pay)

	2004		2006		2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	34%	25%	33%	27%	43%	40%	41%	40%	46%	42%	38%	36%	31%	43%	35%	45%
< 1 hour	n/a	n/a	3%	3%	3%	3%	2%	3%	1%	4%	3%	4%	3%	4%	3%	5%	2%	4%
1 -2 hours	n/a	n/a	2%	4%	4%	4%	3%	5%	5%	5%	5%	5%	3%	5%	4%	7%	5%	7%
0 – 2 hours	40%	30%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 -5 hours	5%	7%	7%	8%	8%	8%	7%	9%	8%	9%	5%	9%	5%	10%	8%	10%	7%	10%
6 – 20 hours	33%	45%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6 – 10 hours	n/a	n/a	12%	13%	9%	13%	9%	13%	11%	13%	10%	12%	11%	14%	17%	12%	13%	13%
11 – 15 hours	n/a	n/a	11%	15%	9%	15%	10%	12%	9%	11%	7%	10%	12%	11%	9%	9%	8%	9%
16 – 20 hours	n/a	n/a	12%	16%	10%	16%	12%	10%	8%	9%	10%	9%	8%	8%	8%	7%	10%	6%
Over 20 hours	22%	18%	20%	18%	23%	16%	15%	9%	17%	9%	14%	10%	21%	12%	21%	7%	21%	6%

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

Performing household/childcare duties

	2004		2006		2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	18%	20%	16%	20%	18%	21%	15%	21%	21%	23%	19%	23%	13%	24%	15%	18%
< 1 hour	n/a	n/a	15%	20%	10%	18%	15%	19%	13%	21%	16%	20%	13%	17%	12%	18%	8%	18%
1 -2 hours	n/a	n/a	26%	30%	27%	30%	27%	31%	30%	30%	31%	31%	27%	27%	28%	29%	24%	31%
0 – 2 hours	58%	70%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 -5 hours	22%	19%	21%	20%	24%	20%	23%	19%	23%	18%	17%	17%	20%	19%	20%	19%	28%	22%
6 – 20 hours	17%	10%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6 – 10 hours	n/a	n/a	13%	6%	12%	7%	10%	6%	10%	6%	9%	6%	11%	8%	12%	6%	12%	7%
11 – 15 hours	n/a	n/a	3%	2%	7%	2%	3%	2%	1%	2%	3%	2%	4%	3%	7%	2%	6%	3%
16 – 20 hours	n/a	n/a	2%	1%	3%	1%	2%	1%	4%	1%	0.9%	0.8%	1%	1%	3%	1%	5%	1%
Over 20 hours	4%	1%	2%	1%	2%	1%	3%	1%	3%	1%	3%	1%	5%	2%	5%	1%	4%	1%

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

Partying

	2004		2006		2008		2010		2012		2014		2016		2018		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	49%	26%	53%	25%	55%	34%	65%	39%	60%	47%	59%	41%	60%	36%	Not asked.	
< 1 hour	n/a	n/a	13%	13%	19%	14%	16%	15%	13%	17%	15%	16%	17%	17%	17%	19%		
1 -2 hours	n/a	n/a	17%	16%	10%	17%	13%	17%	9%	16%	13%	16%	13%	17%	14%	20%		
0 – 2 hours	77%	50%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
3 -5 hours	12%	12%	12%	20%	10%	21%	11%	17%	8%	15%	8%	13%	7%	14%	4%	16%		
6 – 20 hours	9%	26%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
6 – 10 hours	n/a	n/a	4%	14%	5%	13%	3%	10%	3%	8%	3%	6%	3%	7%	4%	7%		
11 – 15 hours	n/a	n/a	1%	6%	1%	5%	1%	4%	1%	3%	1%	2%	1%	2%	0.4%	2%		
16 – 20 hours	n/a	n/a	1%	3%	1%	3%	1%	2%	1%	1%	0%	0.5%	1%	1%	0.0%	0.9%		
Over 20 hours	2%	4%	2%	3%	2%	2%	1%	2%	1%	1%	0.3%	0.5%	0.3%	1%	0.8%	0.4%		

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

Watching TV

	2002		2004		2006		2008		2010		2012		2014		2020	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	n/a	n/a	9%	6%	10%	6%	13%	9%	13%	9%	17%	12%	Not asked.	
< 1 hour	n/a	n/a	n/a	n/a	13%	14%	18%	14%	15%	15%	17%	16%	16%	17%		
1 -2 hours	n/a	n/a	n/a	n/a	24%	25%	21%	24%	25%	25%	23%	25%	22%	25%		
0 – 2 hours	51%	47%	40%	47%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
3 -5 hours	25%	27%	27%	29%	28%	28%	22%	28%	22%	26%	26%	26%	25%	25%		
6 – 20 hours	18%	23%	26%	26%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a		
6 – 10 hours	n/a	n/a	n/a	n/a	14%	16%	16%	16%	15%	16%	12%	15%	12%	14%		
11 – 15 hours	n/a	n/a	n/a	n/a	6%	6%	7%	7%	5%	6%	6%	5%	4%	4%		
16 – 20 hours	n/a	n/a	n/a	n/a	3%	2%	3%	3%	2%	2%	1%	2%	2%	2%		
Over 20 hours	6%	3%	6%	3%	5%	3%	4%	3%	3%	2%	2%	2%	3%	2%		

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

Reading for pleasure

	2002		2004		2006		2008		2010		2012		2014	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	n/a	n/a	17%	27%	16%	26%	17%	26%	21%	30%	20%	30%
< 1 hour	n/a	n/a	n/a	n/a	19%	24%	16%	23%	18%	23%	16%	23%	19%	24%
1 -2 hours	n/a	n/a	n/a	n/a	23%	24%	20%	23%	21%	23%	23%	21%	24%	21%
0 – 2 hours	62%	78%	59%	76%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 -5 hours	19%	13%	17%	14%	23%	15%	24%	15%	18%	15%	22%	15%	19%	15%
6 – 20 hours	15%	8%	22%	10%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6 – 10 hours	n/a	n/a	n/a	n/a	10%	6%	13%	7%	15%	8%	10%	7%	10%	6%
11 – 15 hours	n/a	n/a	n/a	n/a	6%	2%	3%	3%	6%	3%	4%	3%	4%	3%
16 – 20 hours	n/a	n/a	n/a	n/a	1%	1%	3%	1%	3%	1%	3%	1%	2%	0.9%
Over 20 hours	4%	1%	2%	1%	2%	1%	5%	2%	3%	1%	3%	1%	2%	1%

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

Talking with teachers outside of class

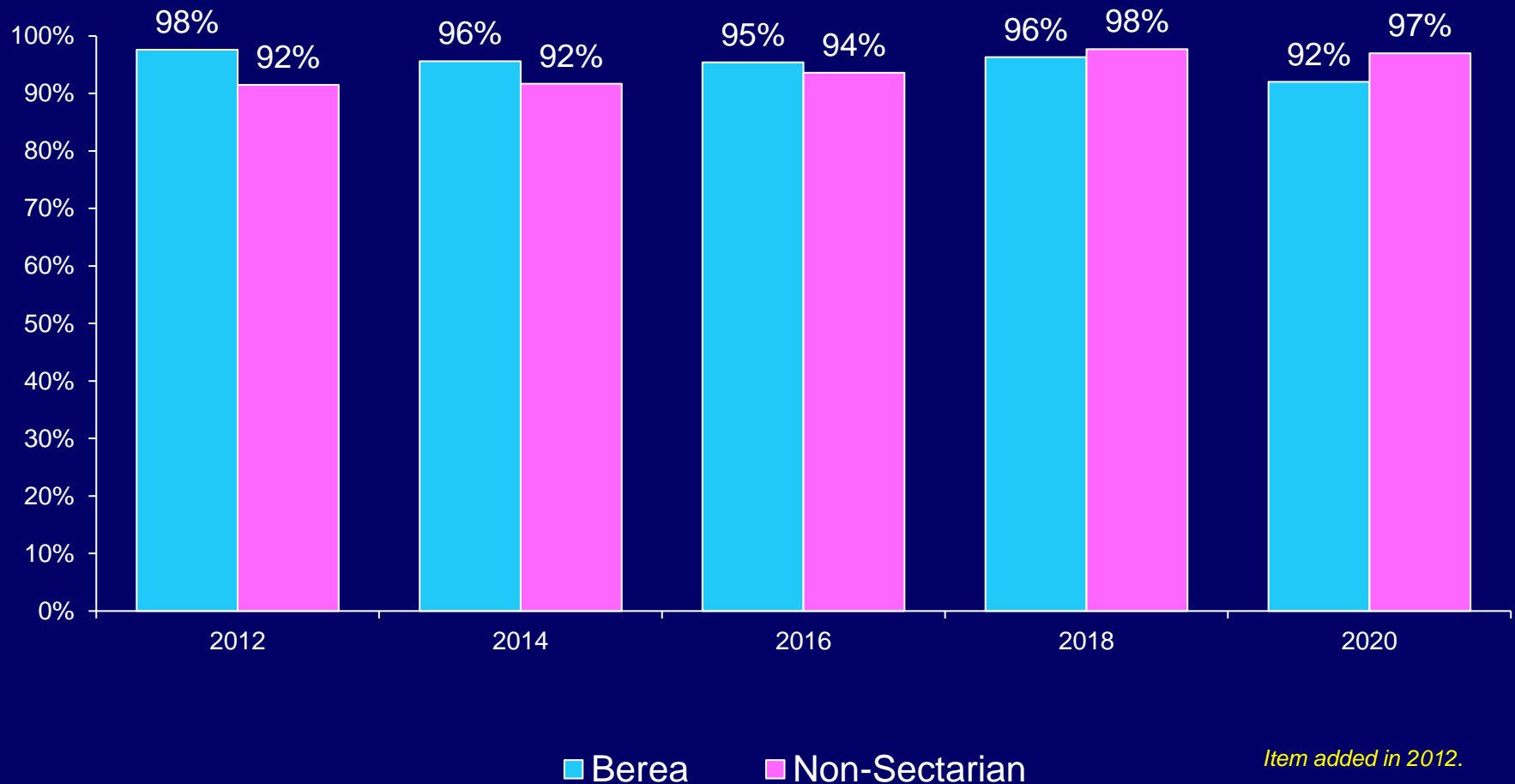
	2002		2004		2006		2008		2010		2012		2014	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	n/a	n/a	8%	10%	8%	10%	8%	8%	11%	9%	9%	9%
< 1 hour	n/a	n/a	n/a	n/a	35%	42%	27%	41%	35%	39%	35%	41%	34%	36%
1 -2 hours	n/a	n/a	n/a	n/a	33%	31%	37%	30%	35%	34%	36%	32%	35%	36%
0 – 2 hours	73%	82%	76%	82%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 -5 hours	18%	13%	16%	12%	17%	12%	17%	13%	13%	13%	13%	13%	16%	14%
6 – 20 hours	9%	5%	8%	5%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6 – 10 hours	n/a	n/a	n/a	n/a	4%	3%	6%	4%	6%	4%	4%	3%	5%	3%
11 – 15 hours	n/a	n/a	n/a	n/a	1%	1%	3%	1%	1%	1%	1%	1%	0.8%	1%
16 – 20 hours	n/a	n/a	n/a	n/a	1%	0.2%	1%	1%	0.3%	0.3%	0.4%	0.5%	0%	0.4%
Over 20 hours	1%	0%	1%	1%	2%	1%	1%	1%	2%	0.4%	1%	0.5%	0%	0.3%

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

Volunteer work

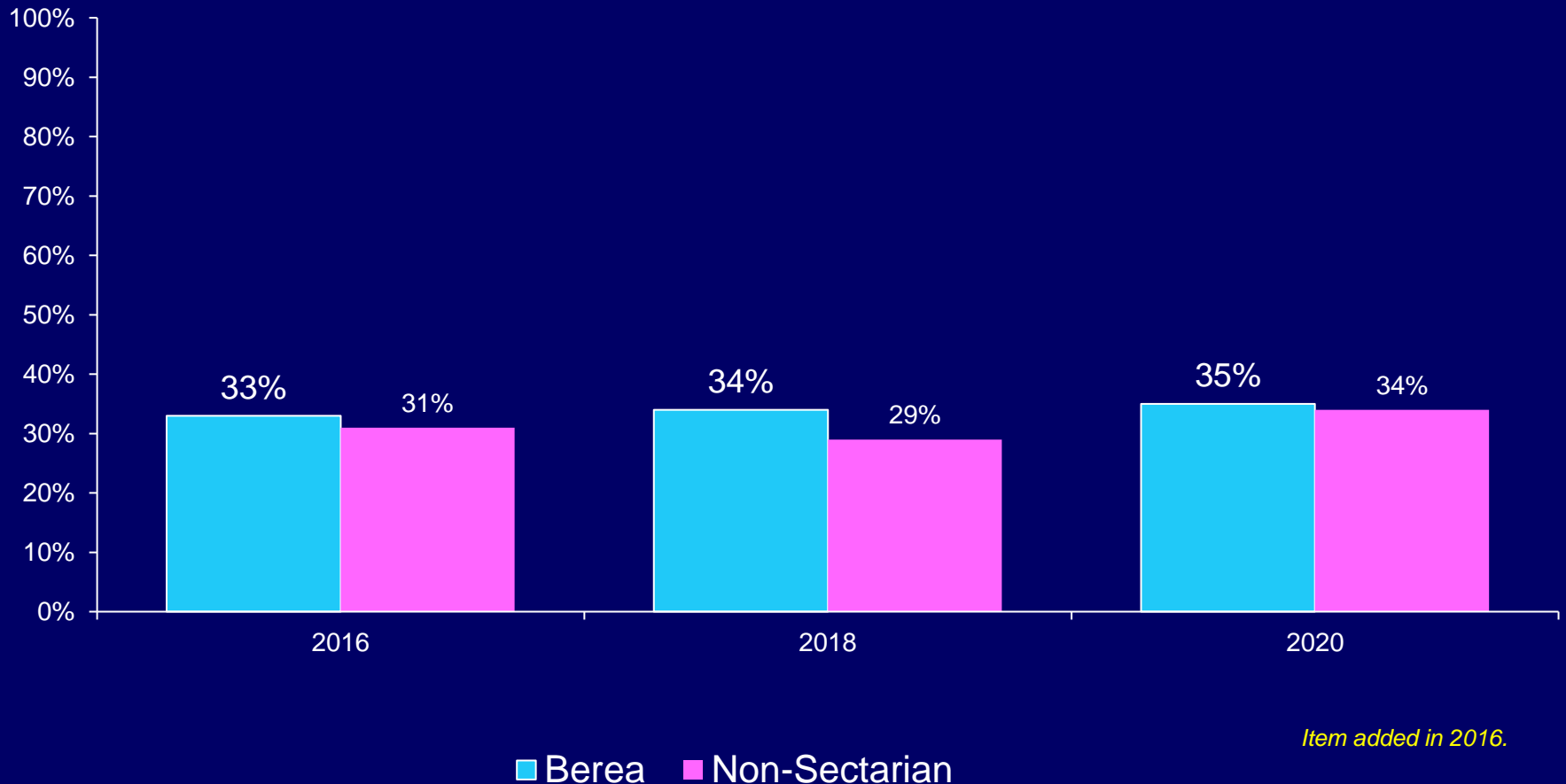
	2002		2004		2006		2008		2010		2012		2014	
	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian	Berea	Non-Sectarian
None	n/a	n/a	n/a	n/a	23%	32%	20%	27%	26%	25%	23%	24%	20%	26%
< 1 hour	n/a	n/a	n/a	n/a	18%	22%	22%	3%	15%	21%	16%	22%	19%	19%
1 -2 hours	n/a	n/a	n/a	n/a	28%	23%	27%	4%	28%	26%	30%	26%	28%	25%
0 – 2 hours	68%	77%	67%	75%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
3 -5 hours	15%	13%	17%	14%	16%	12%	18%	8%	14%	15%	17%	15%	17%	16%
6 – 20 hours	13%	9%	15%	9%	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a	n/a
6 – 10 hours	n/a	n/a	n/a	n/a	9%	6%	8%	13%	12%	7%	6%	7%	8%	7%
11 – 15 hours	n/a	n/a	n/a	n/a	3%	2%	3%	15%	2%	2%	2%	3%	3%	3%
16 – 20 hours	n/a	n/a	n/a	n/a	2%	1%	1%	16%	1%	1%	2%	1%	2%	1%
Over 20 hours	3%	2%	2%	2%	2%	2%	2%	16%	3%	2%	6%	2%	4%	3%

*Percent of students who indicated that they expected
it would take them 4 years or less to
Graduate from this college*



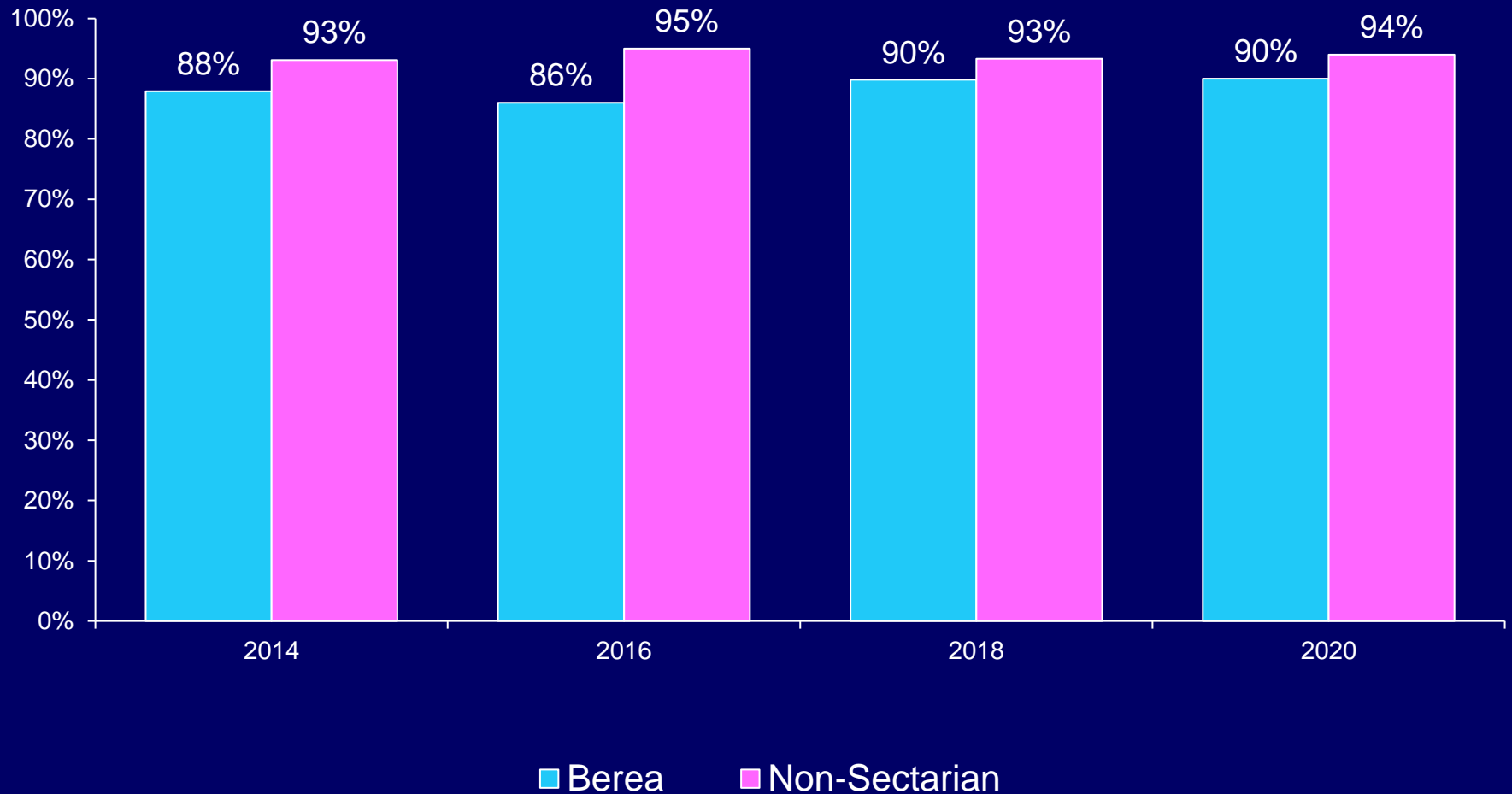
Item added in 2012.

Percent of students who indicated “definitely yes” or “probably yes” to:
Will you pursue a science-related research career?

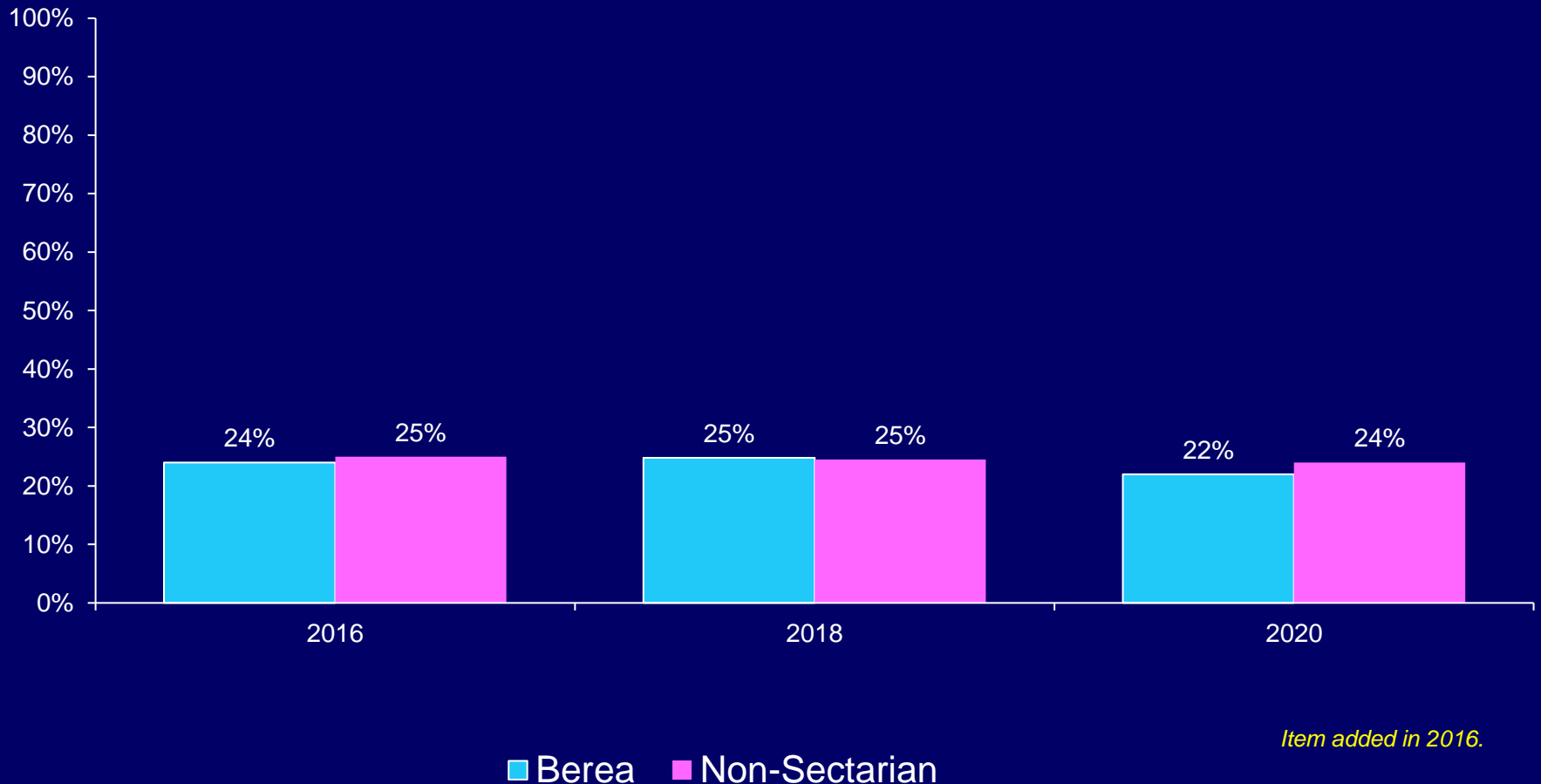


Item added in 2016.

Percent of students whose primary language is English

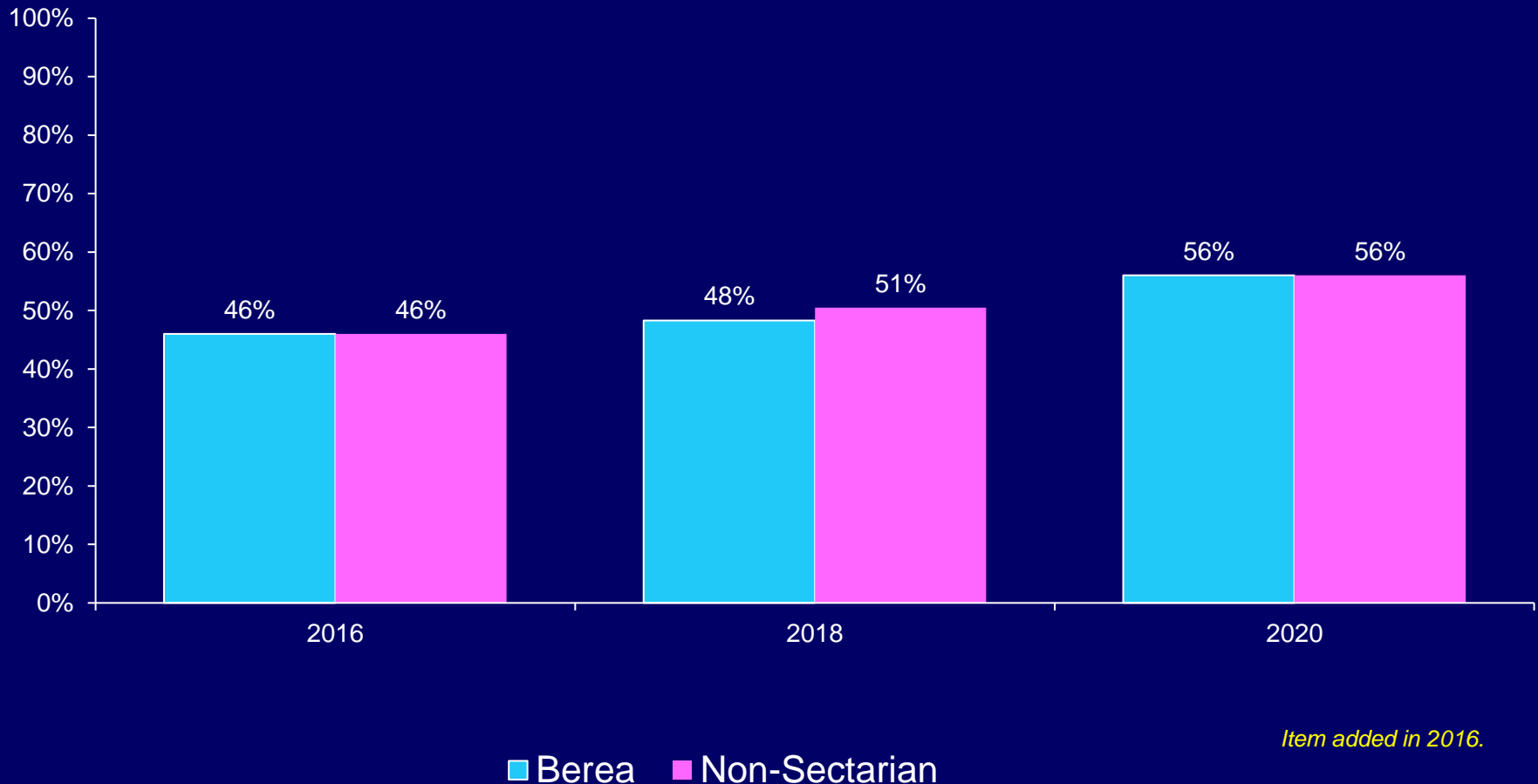


Percent of students who indicated “strongly agree” or “agree somewhat” regarding:
I have a strong sense of belonging to a community of scientists



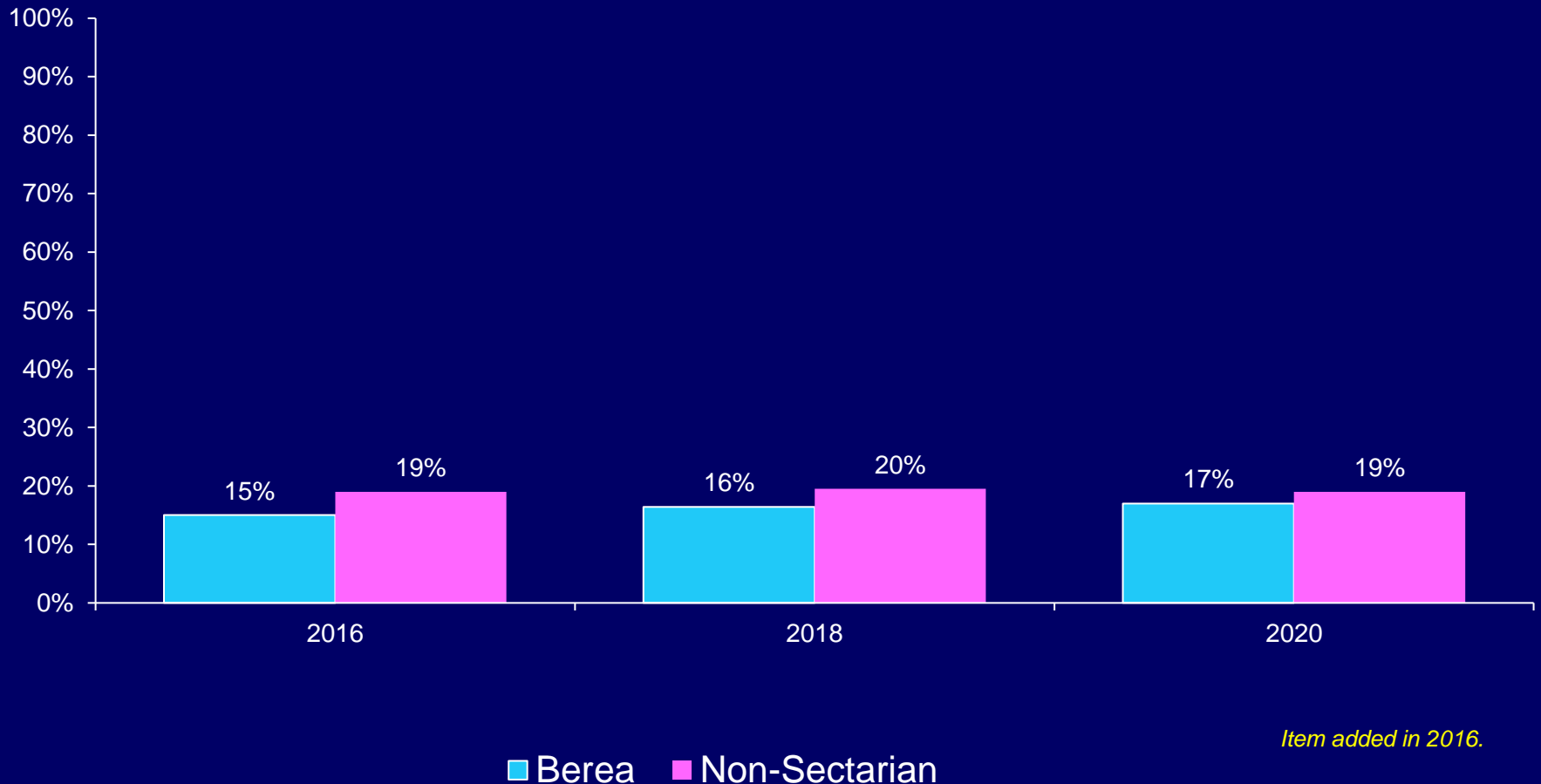
Item added in 2016.

Percent of students who indicated “strongly agree” or “agree somewhat” regarding:
I derive great personal satisfaction from working on a team that is doing important research



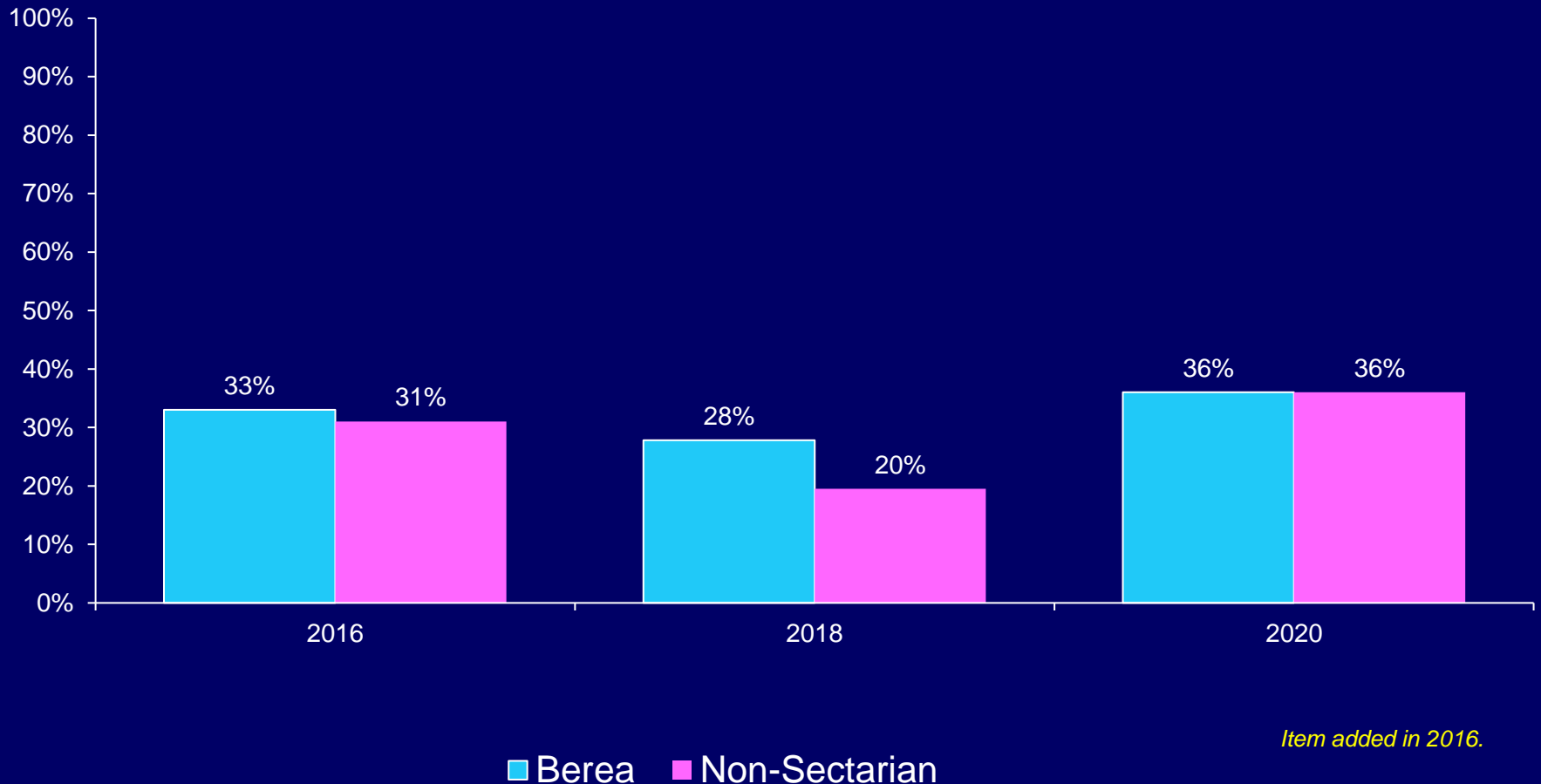
Item added in 2016.

Percent of students who indicated “strongly agree” or “agree somewhat” regarding:
I think of myself as a scientist



Item added in 2016.

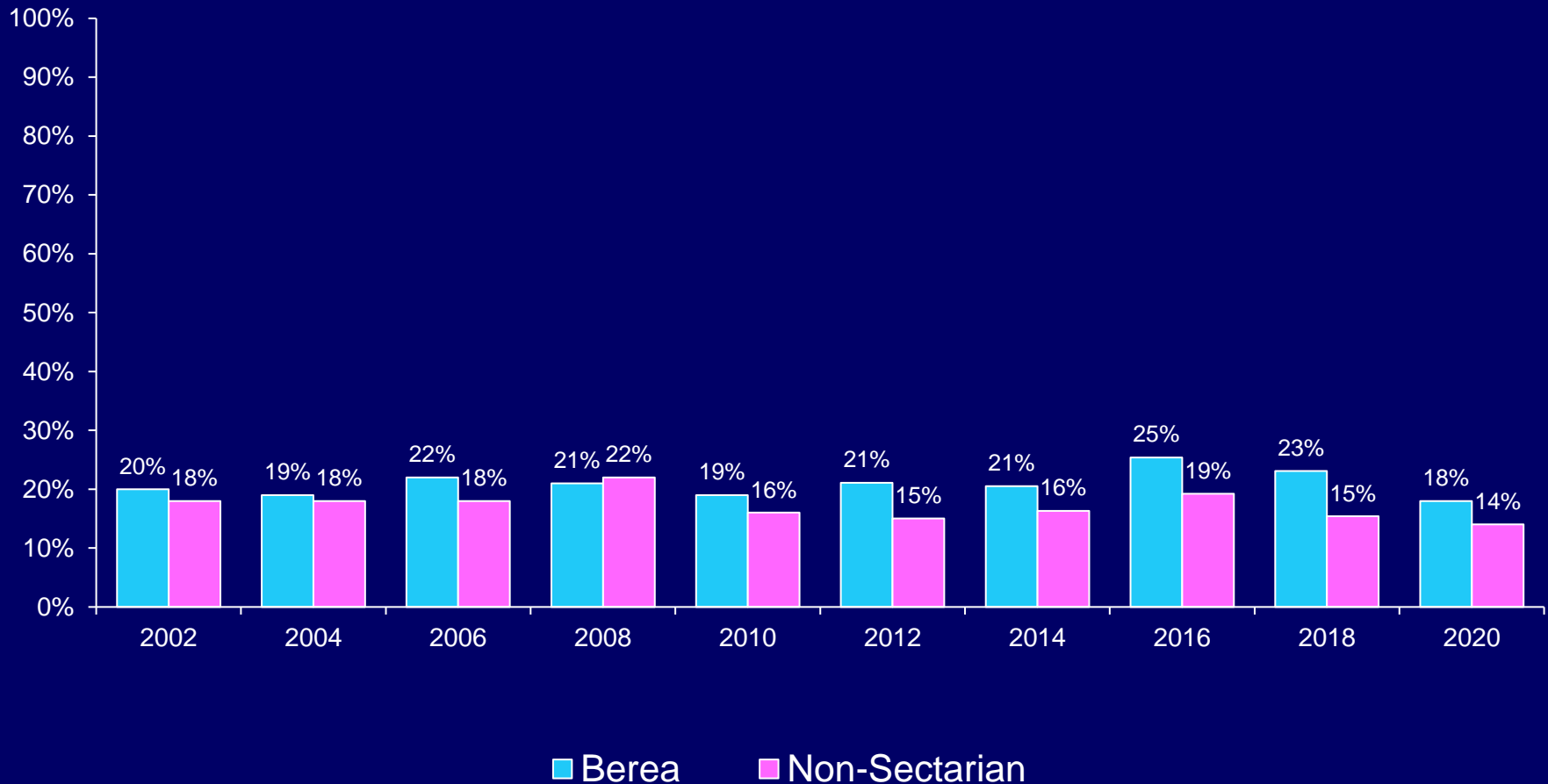
Percent of students who indicated “strongly agree” or “agree somewhat” regarding:
I feel like I belong in the field of science



Item added in 2016.

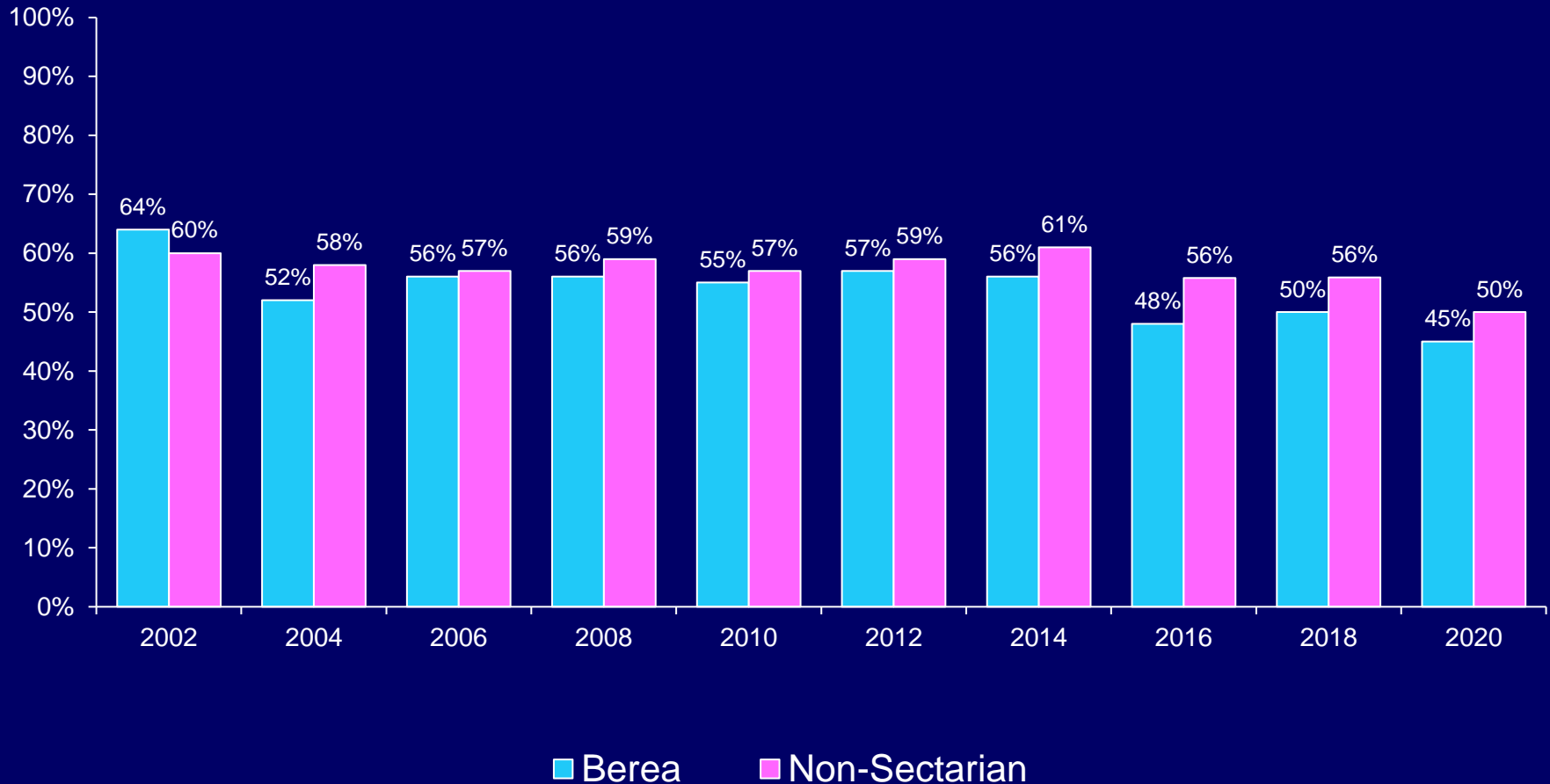
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

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



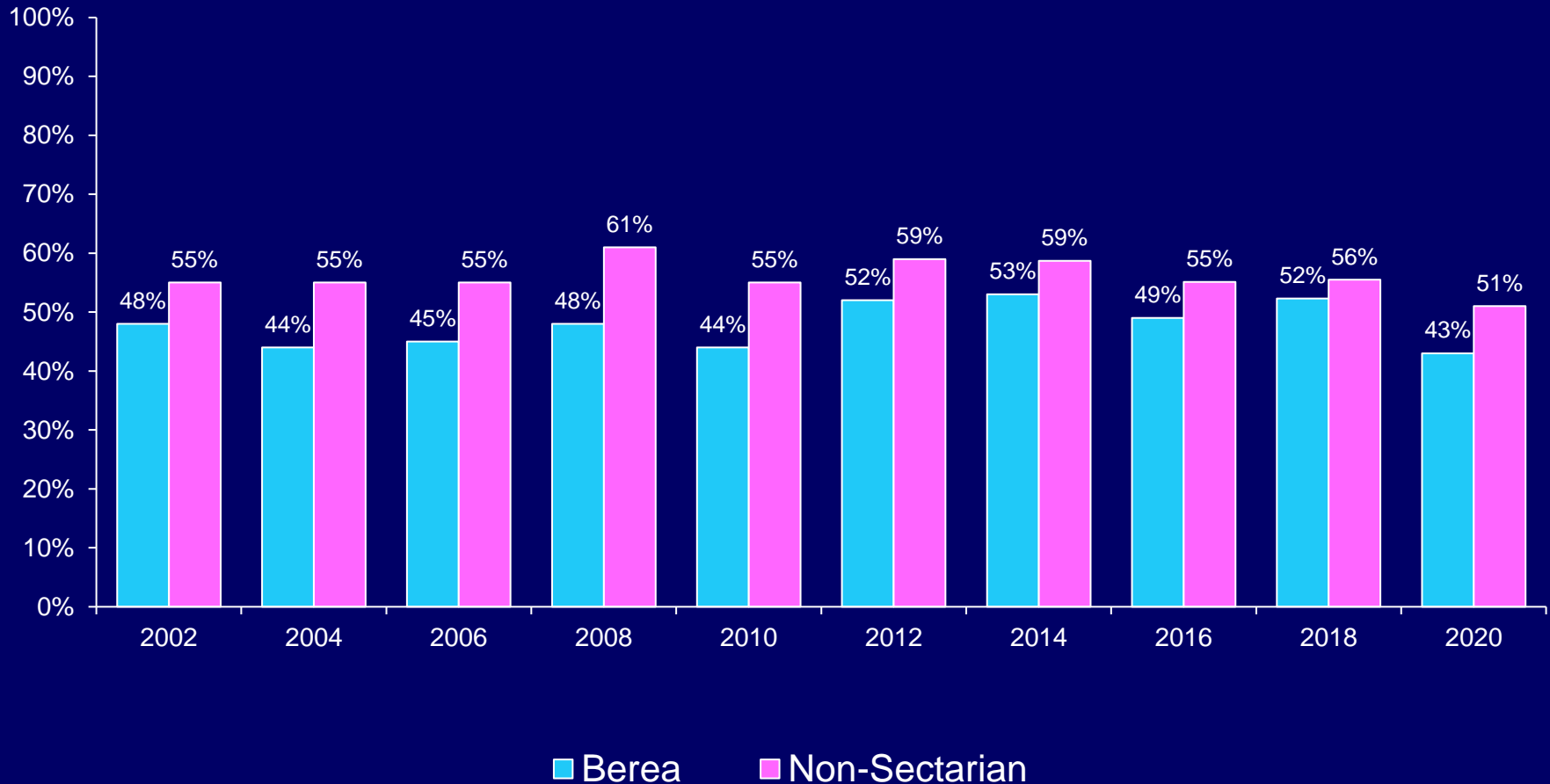
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Becoming an authority in my field



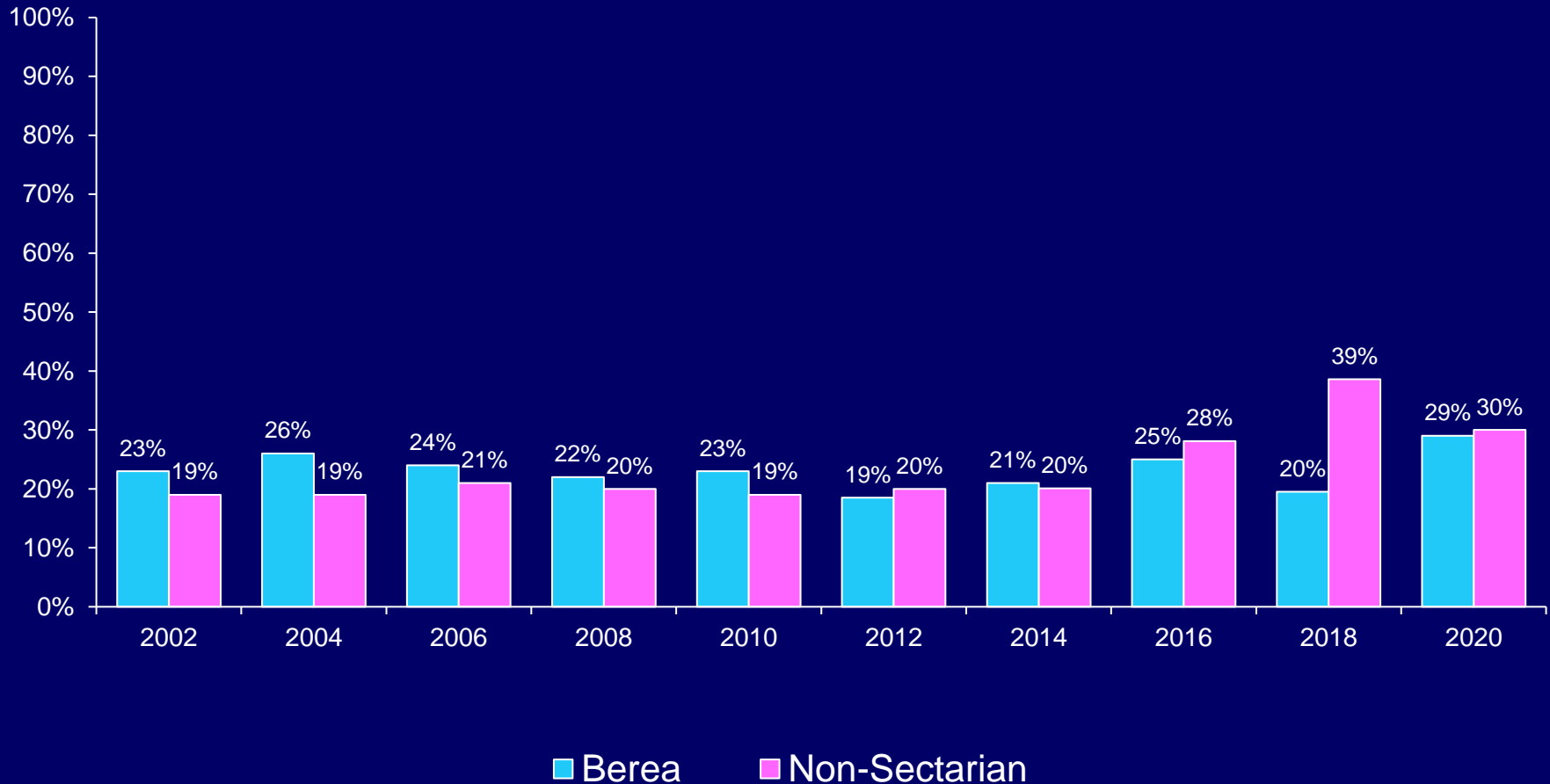
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

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



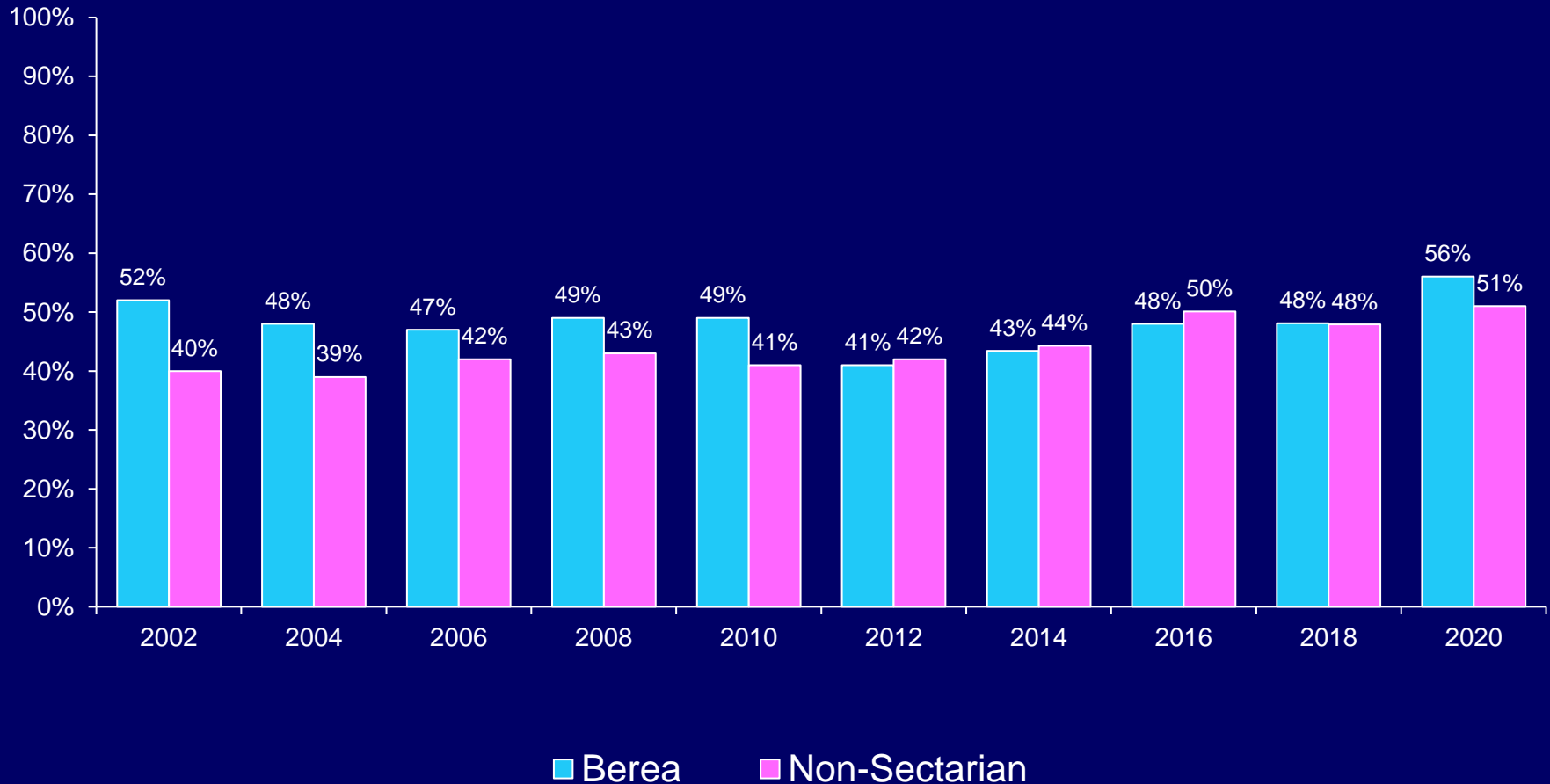
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Influencing the political structure



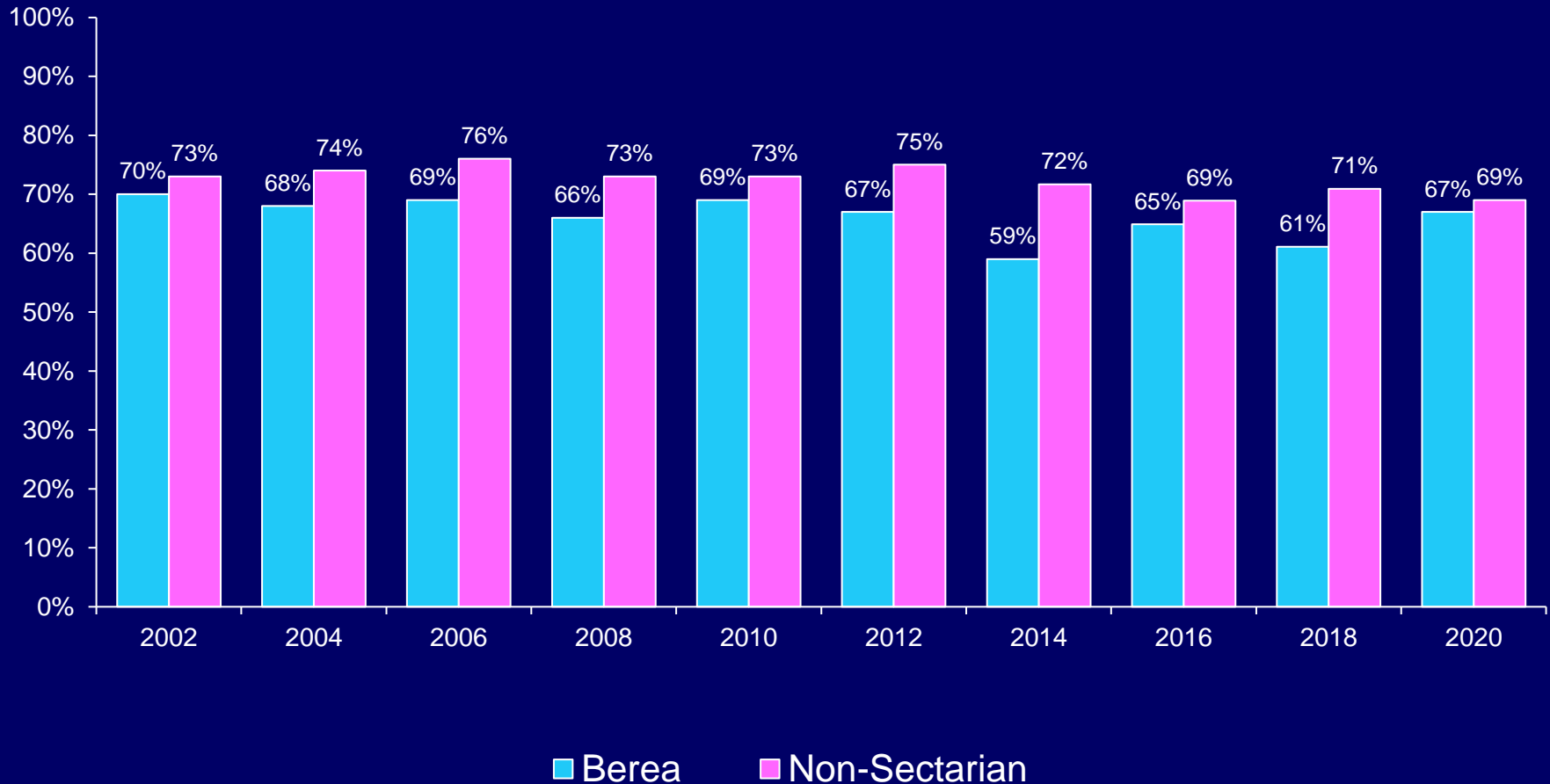
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Influencing social values



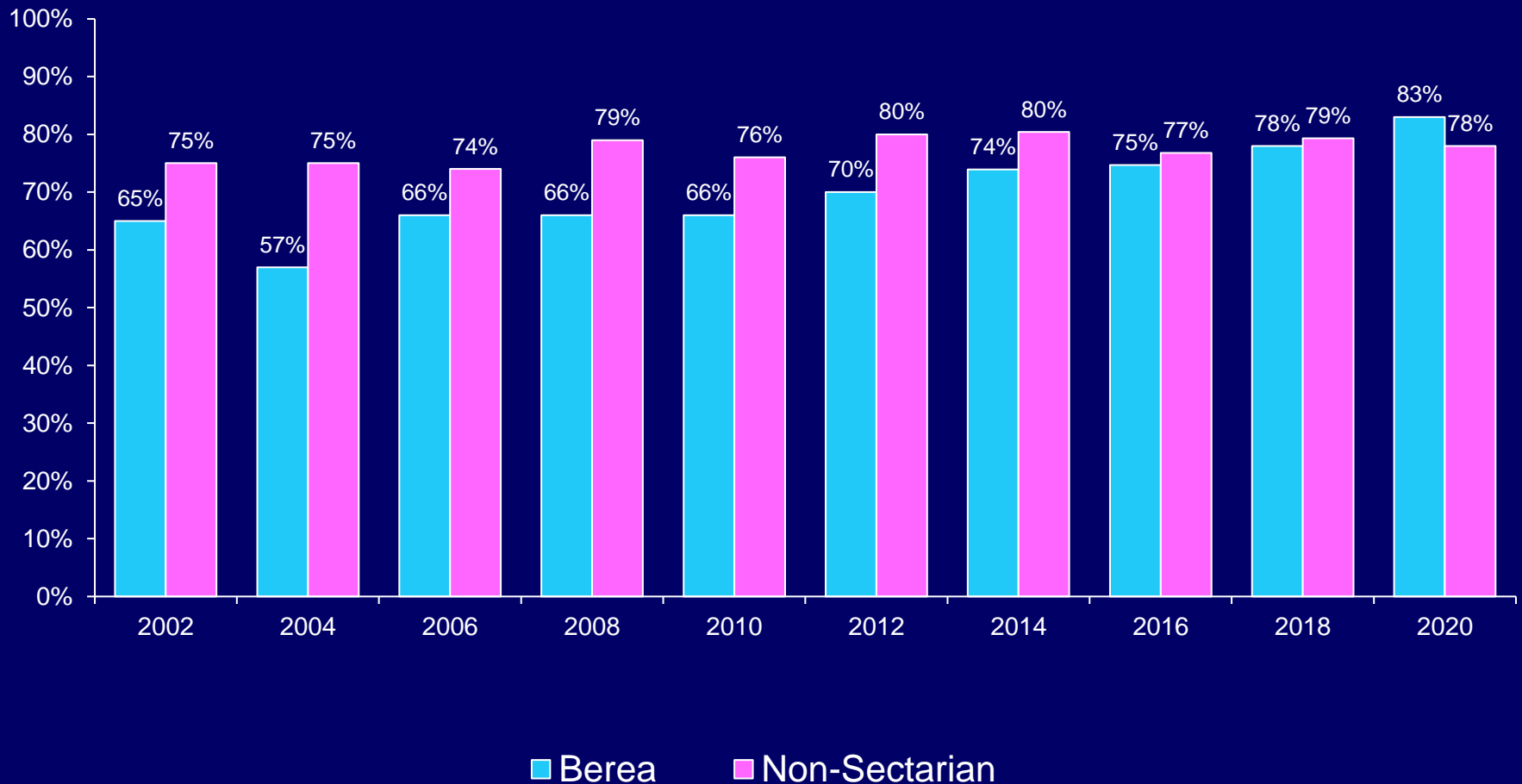
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Raising a family



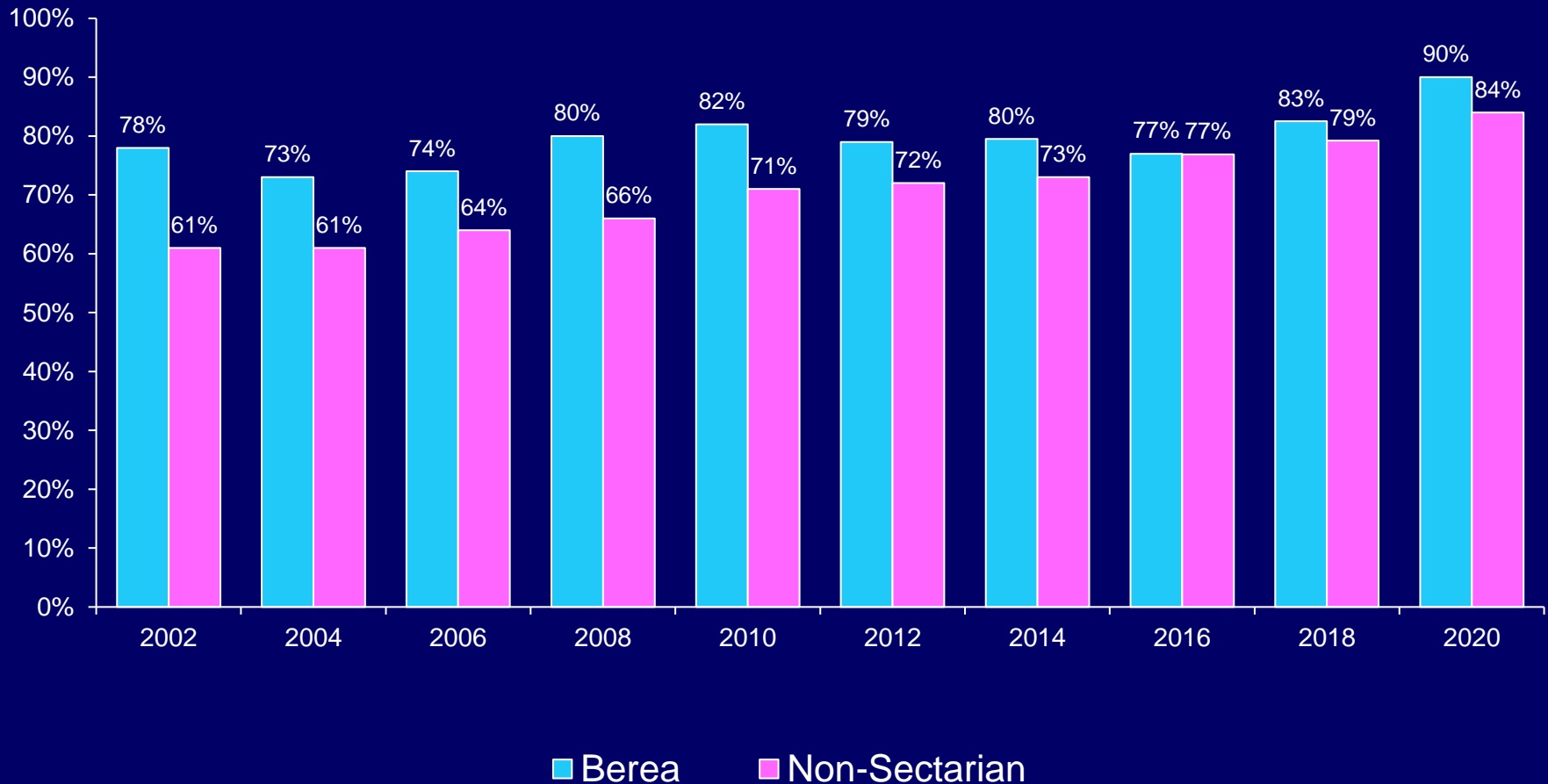
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Being very well off financially

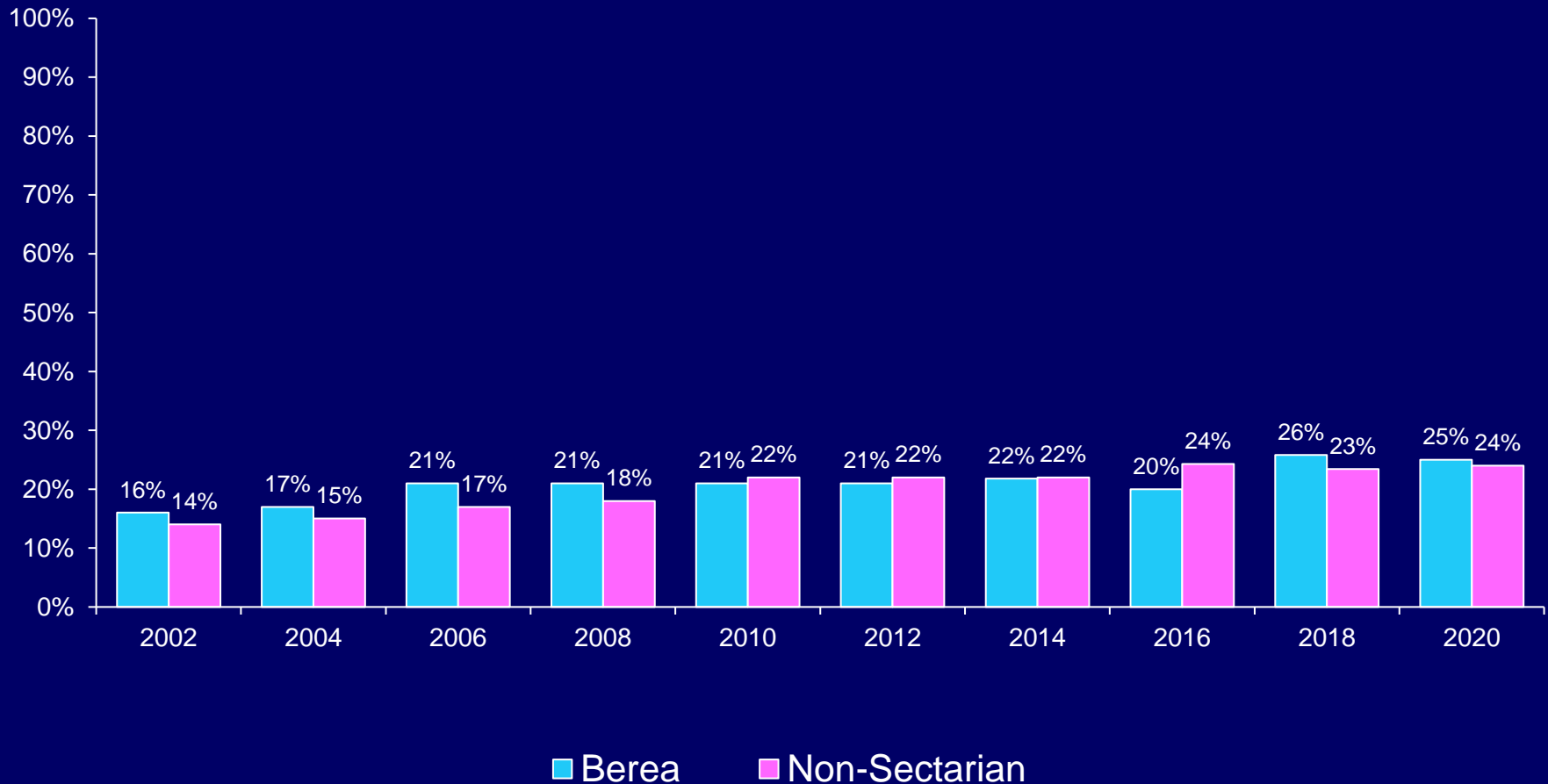


*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

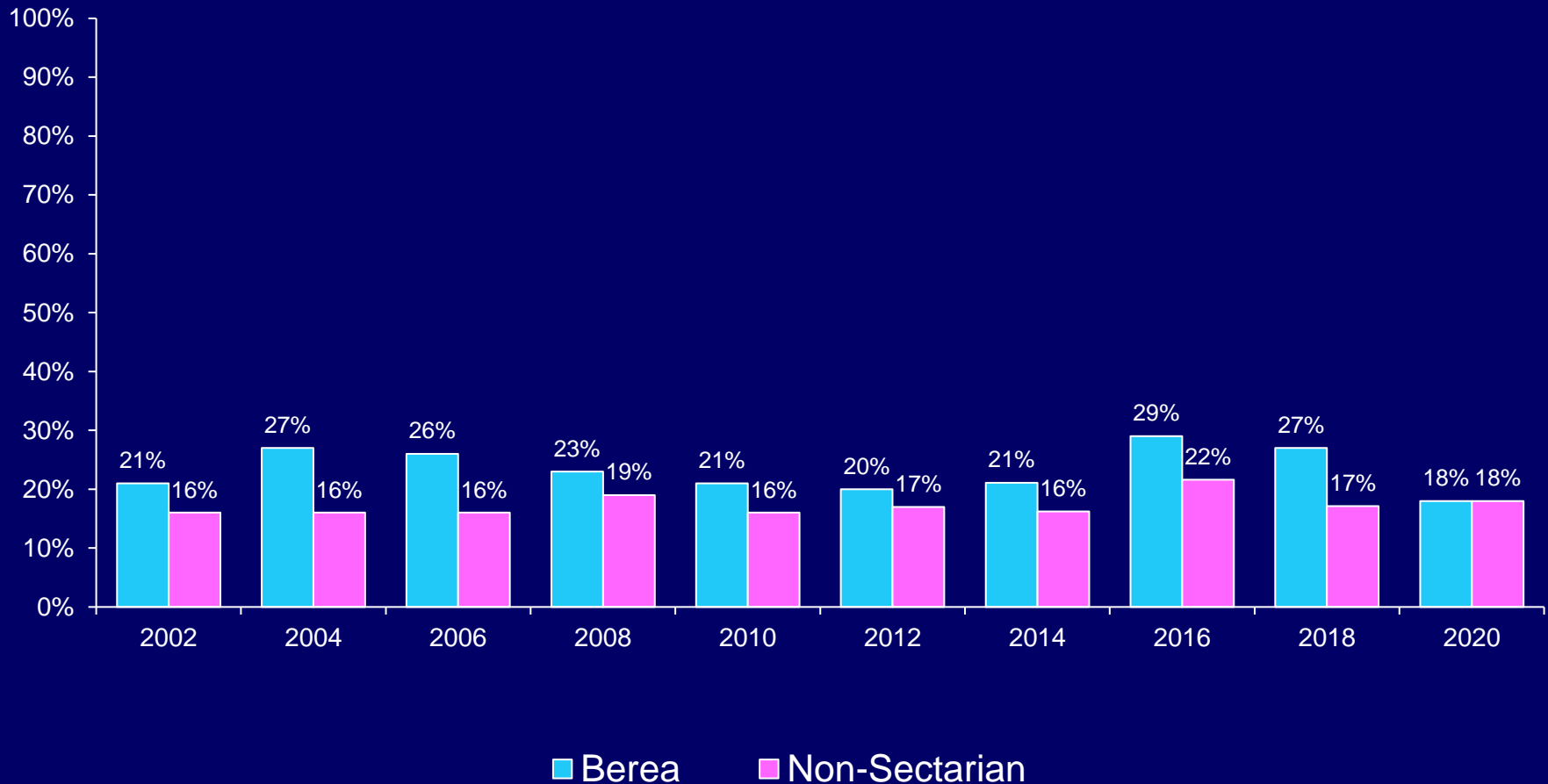
Helping others who are in difficulty



*Percent of students who indicated that the following was
“essential” or “very important” to them personally*
Making a theoretical contribution to science

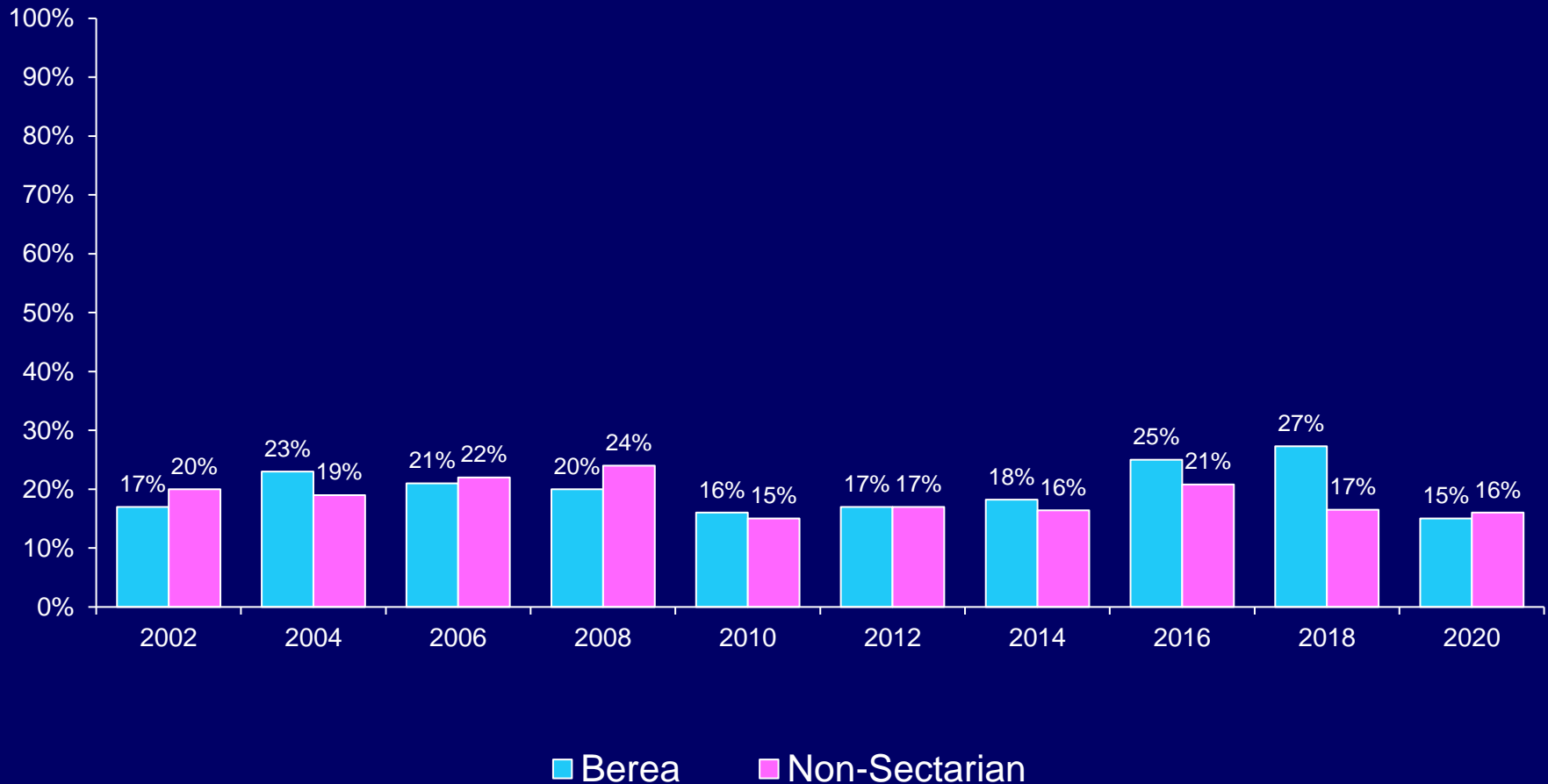


*Percent of students who indicated that the following was
“essential” or “very important” to them personally*
Writing original works (poems, novels, etc.)



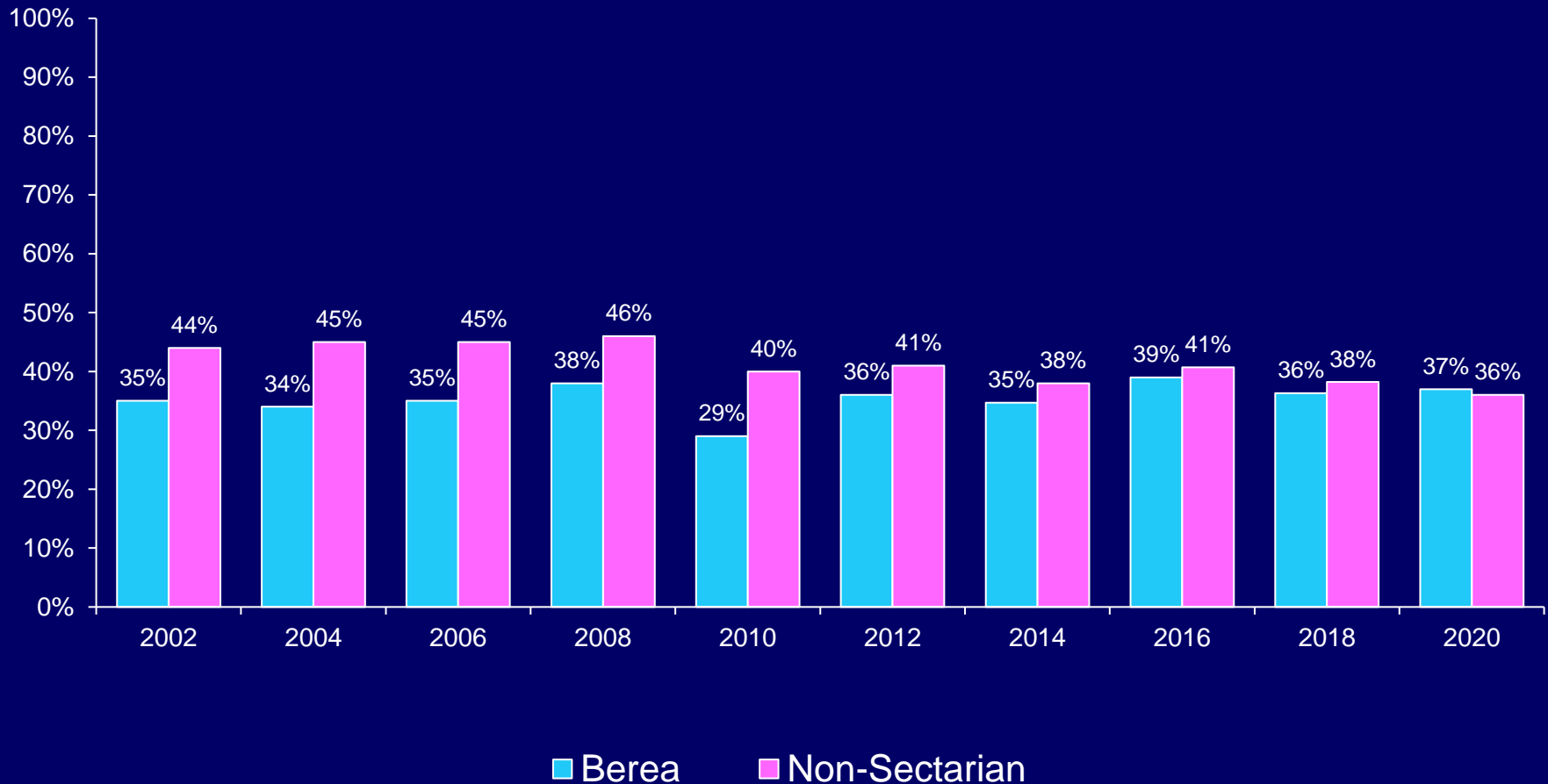
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Creating artistic works (painting, sculpture, etc.)



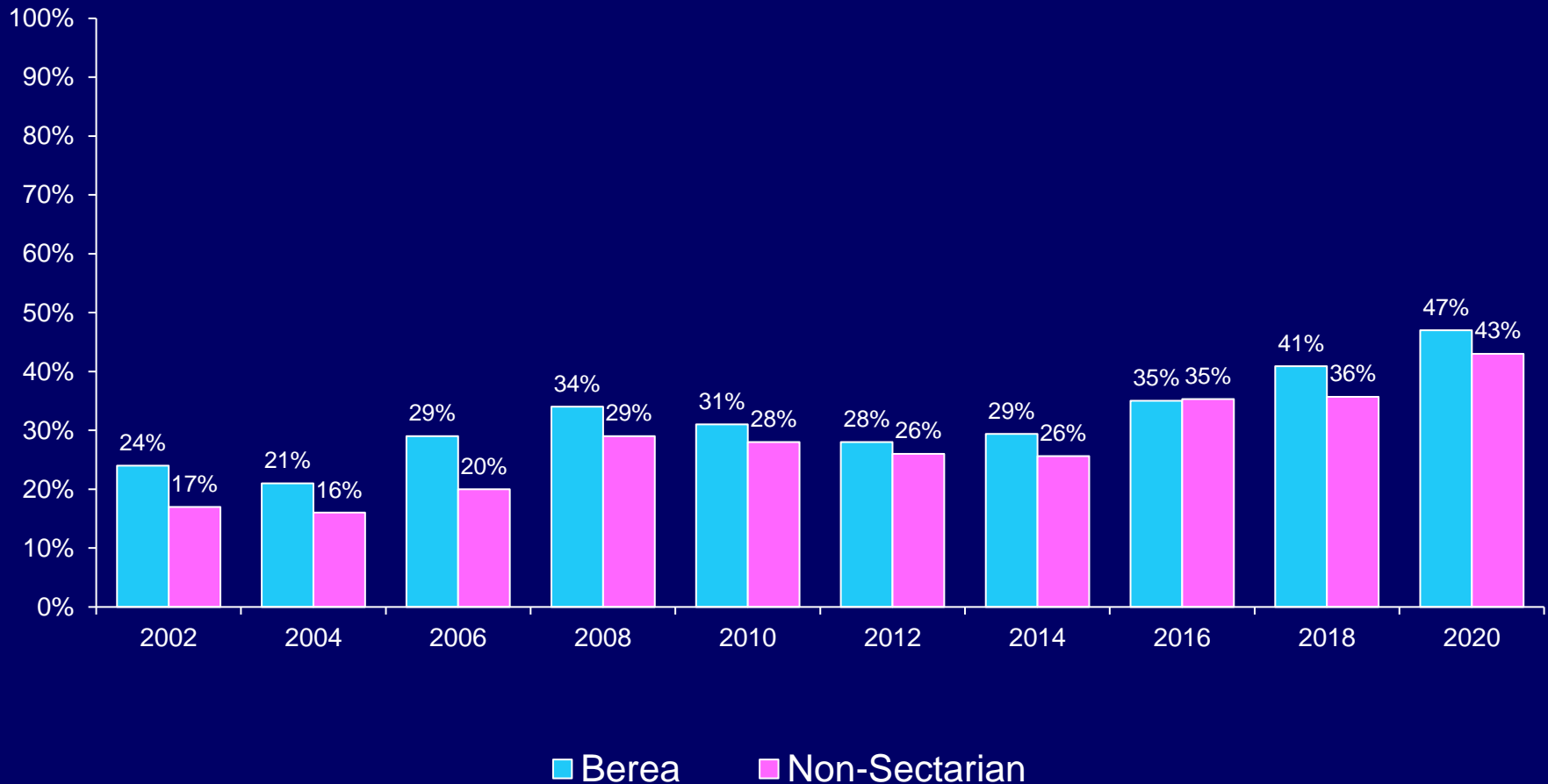
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Becoming successful in a business of my own



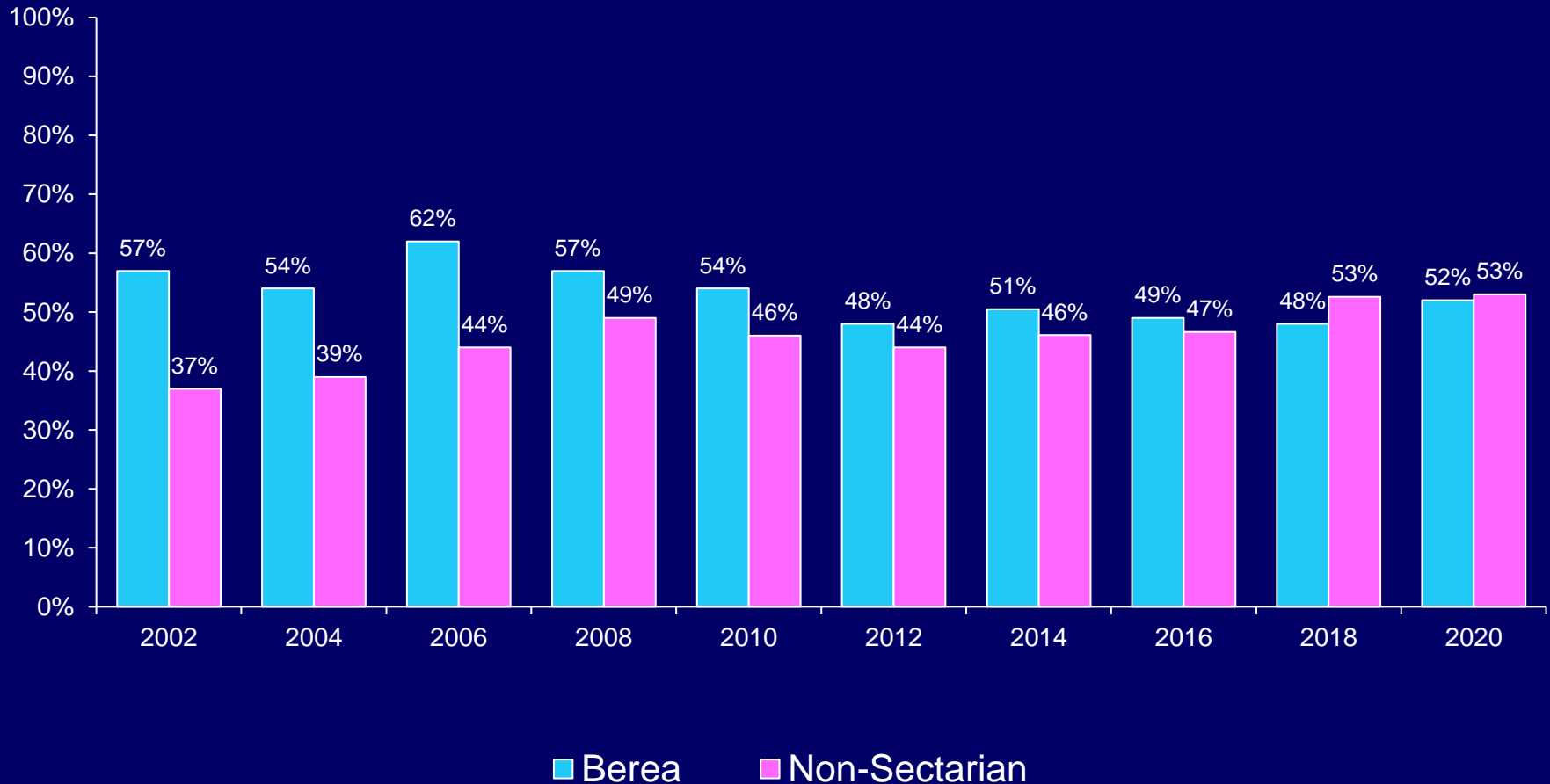
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Becoming involved in programs to clean up the environment



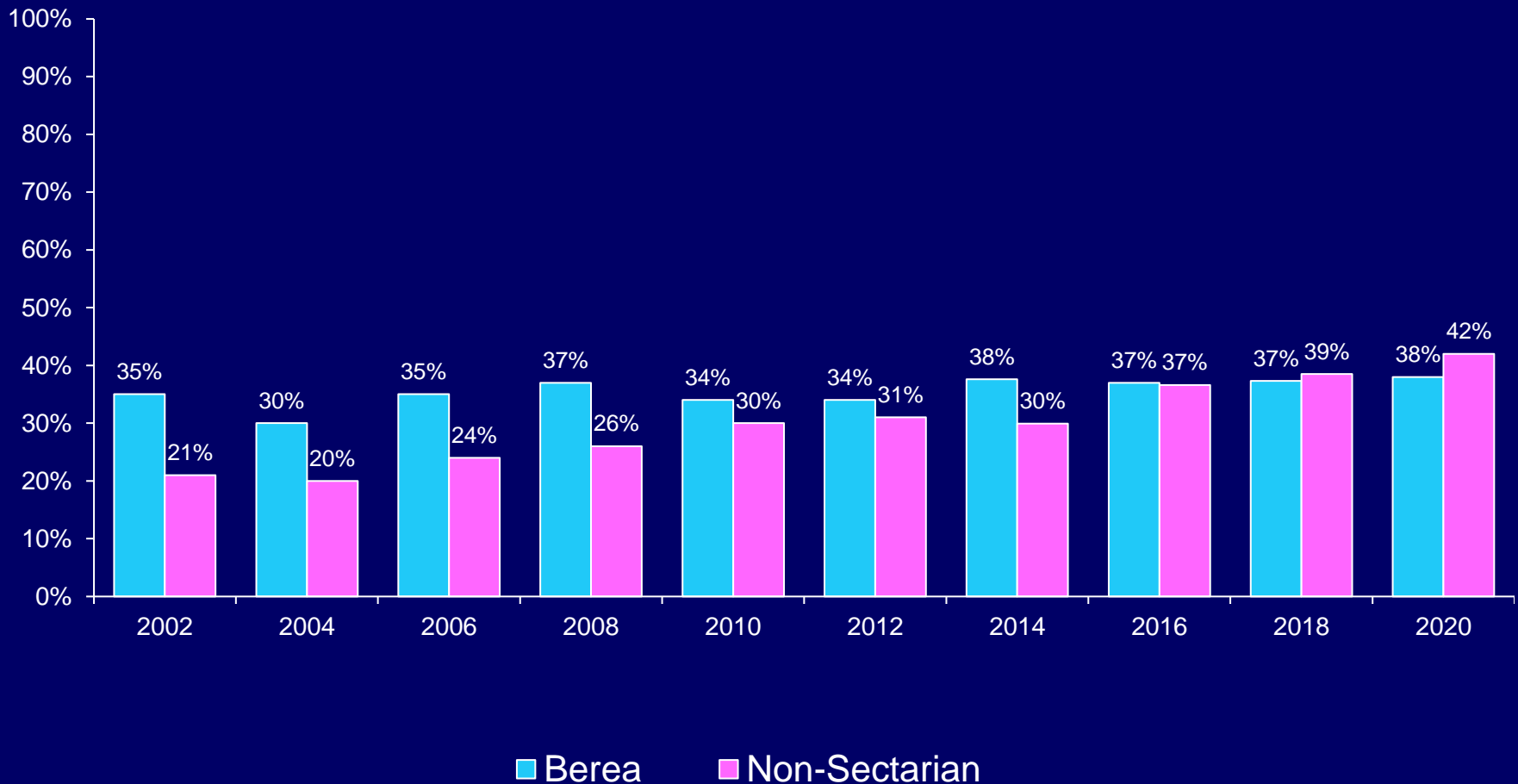
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Developing a meaningful philosophy of life



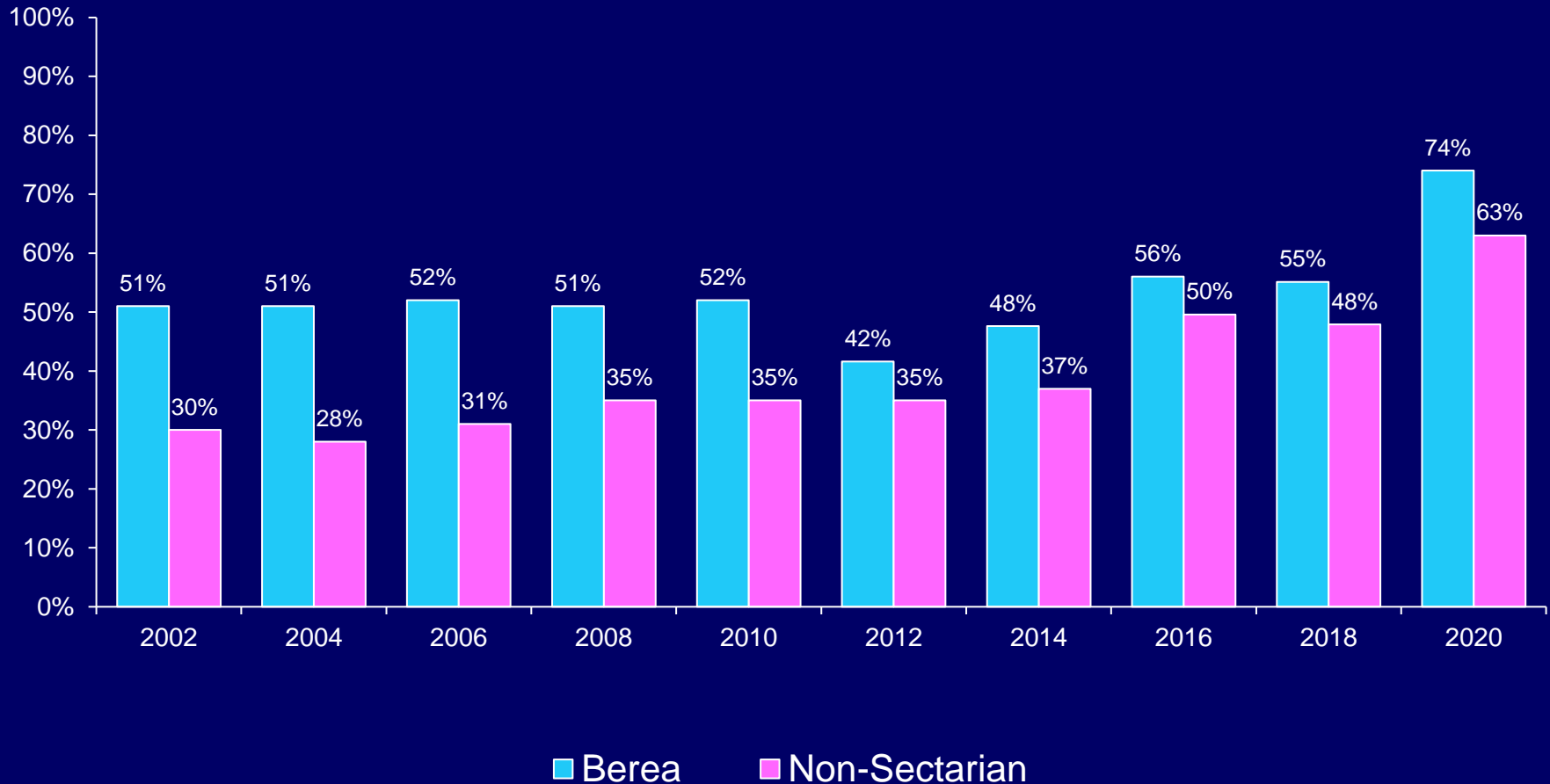
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Participating in a community action program

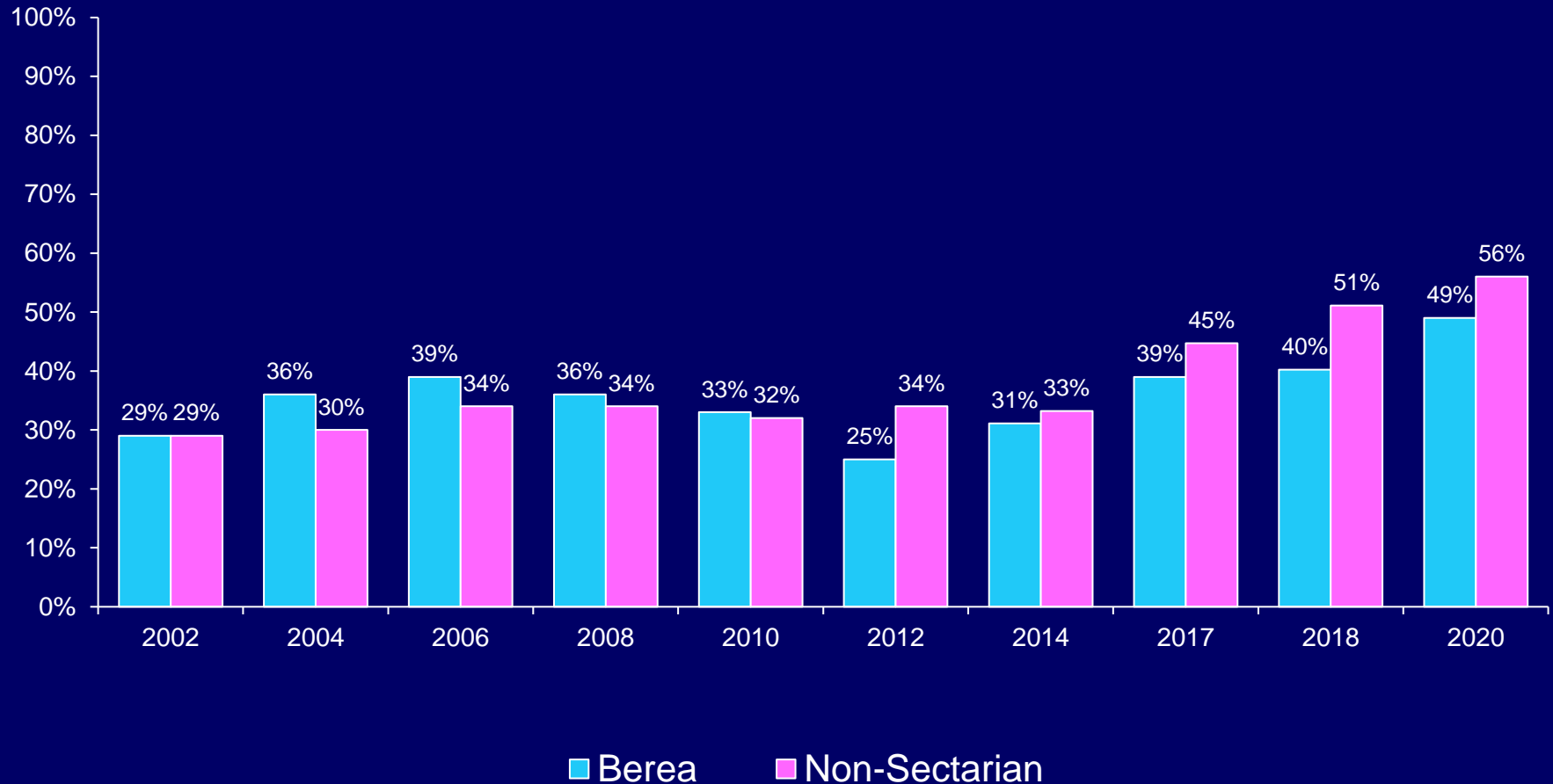


*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Helping to promote racial understanding

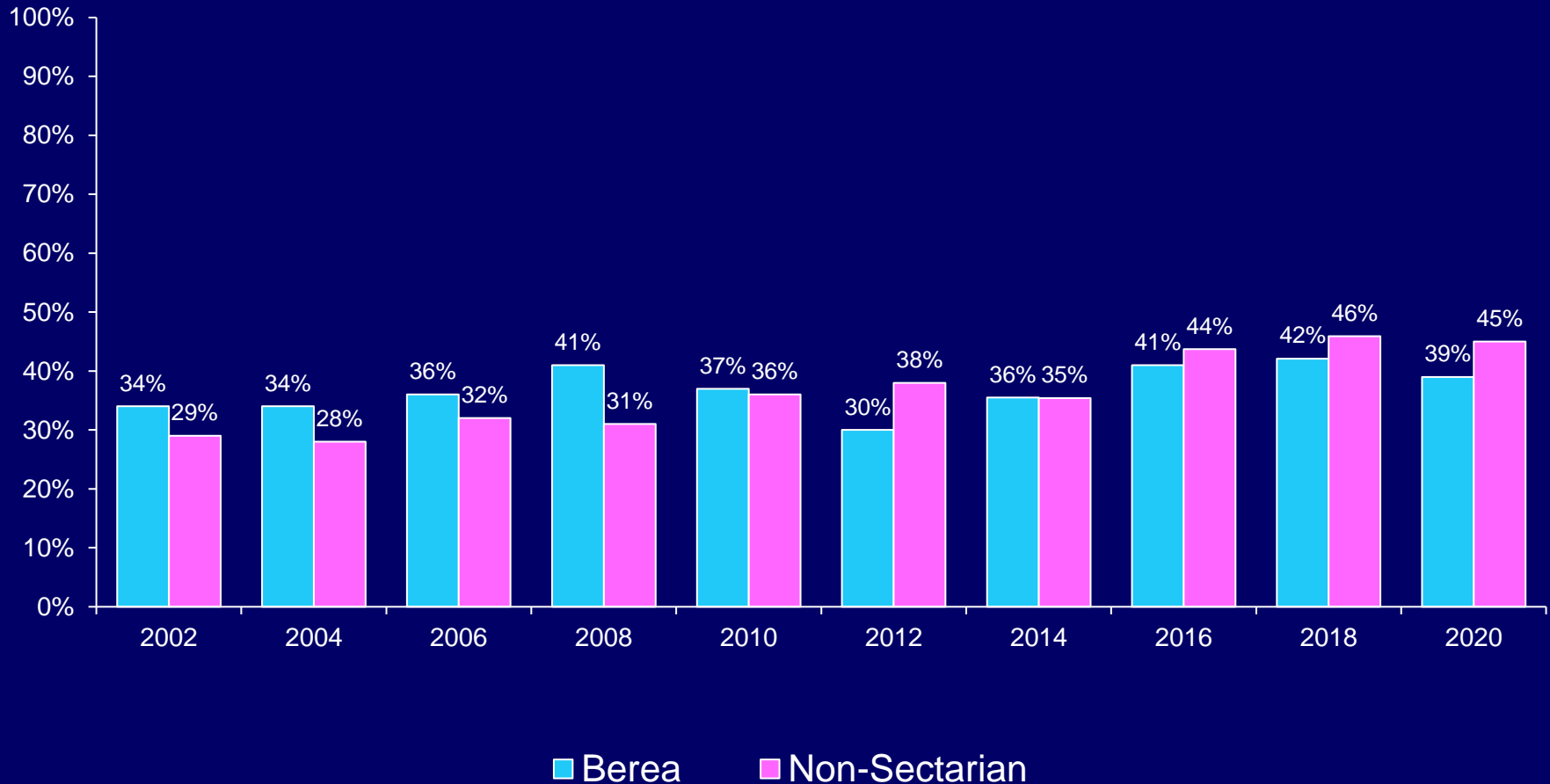


*Percent of students who indicated that the following was
“essential” or “very important” to them personally*
Keeping up to date with political affairs



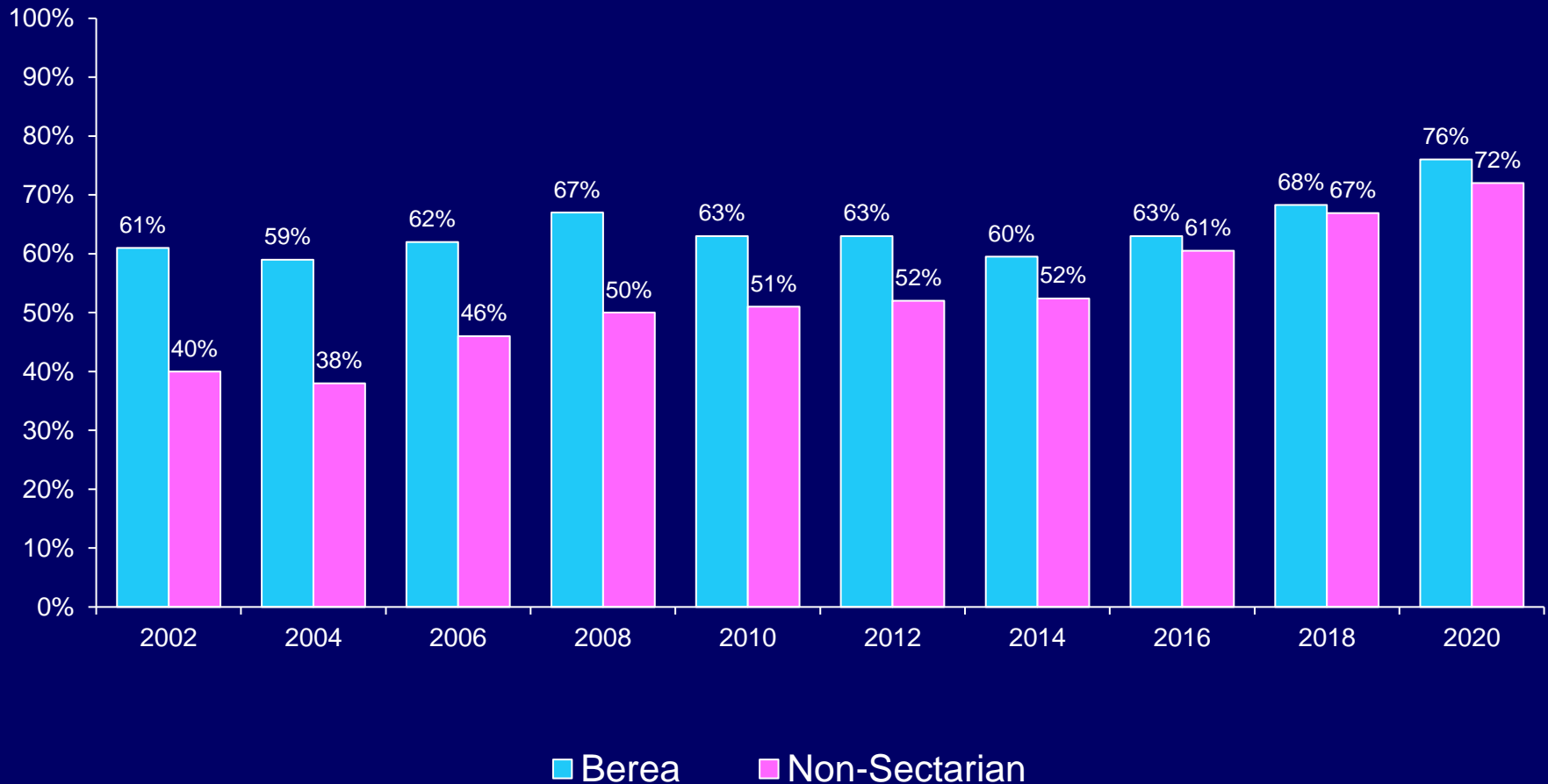
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Becoming a community leader



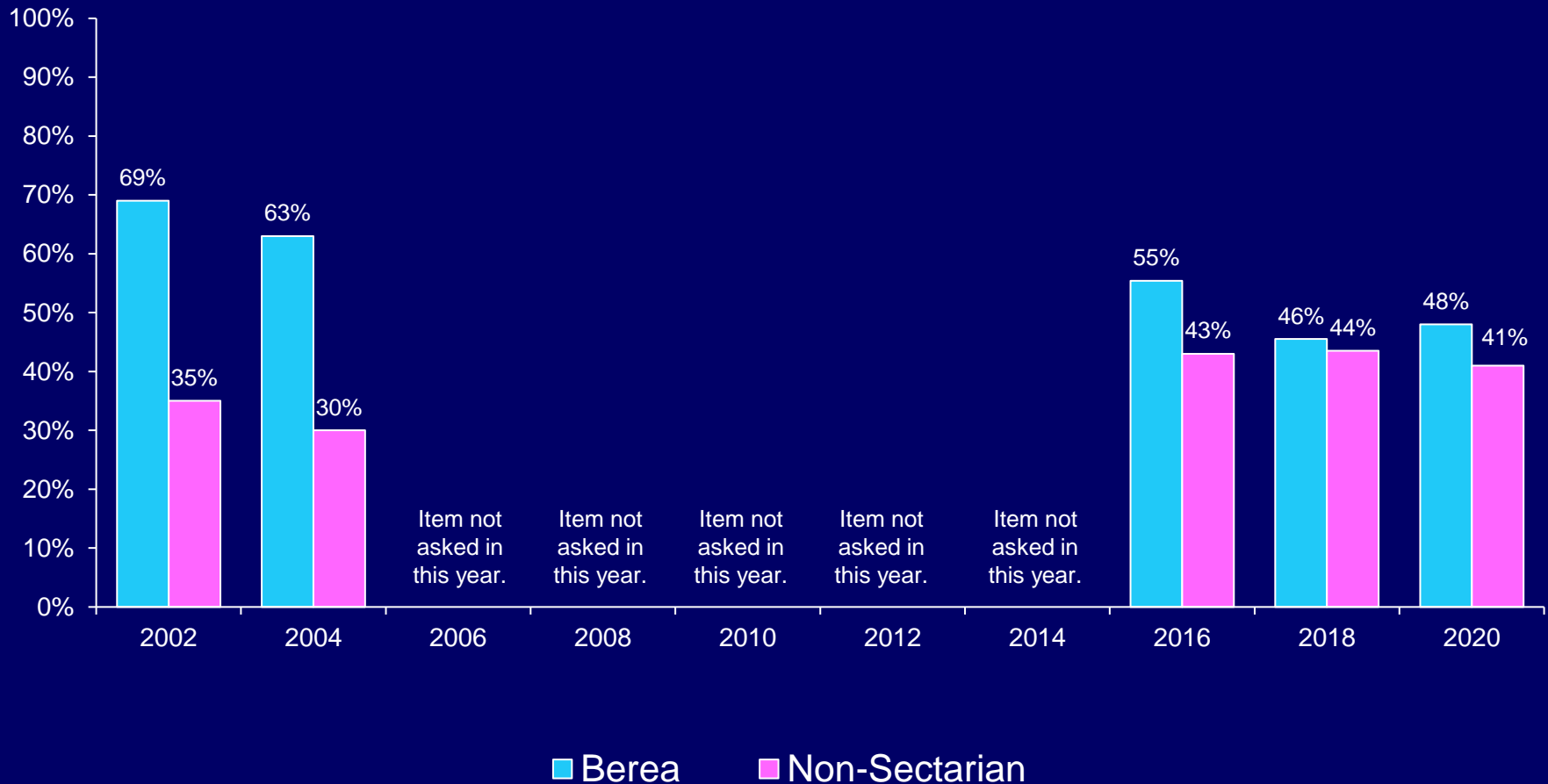
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Improving my understanding of other countries and cultures



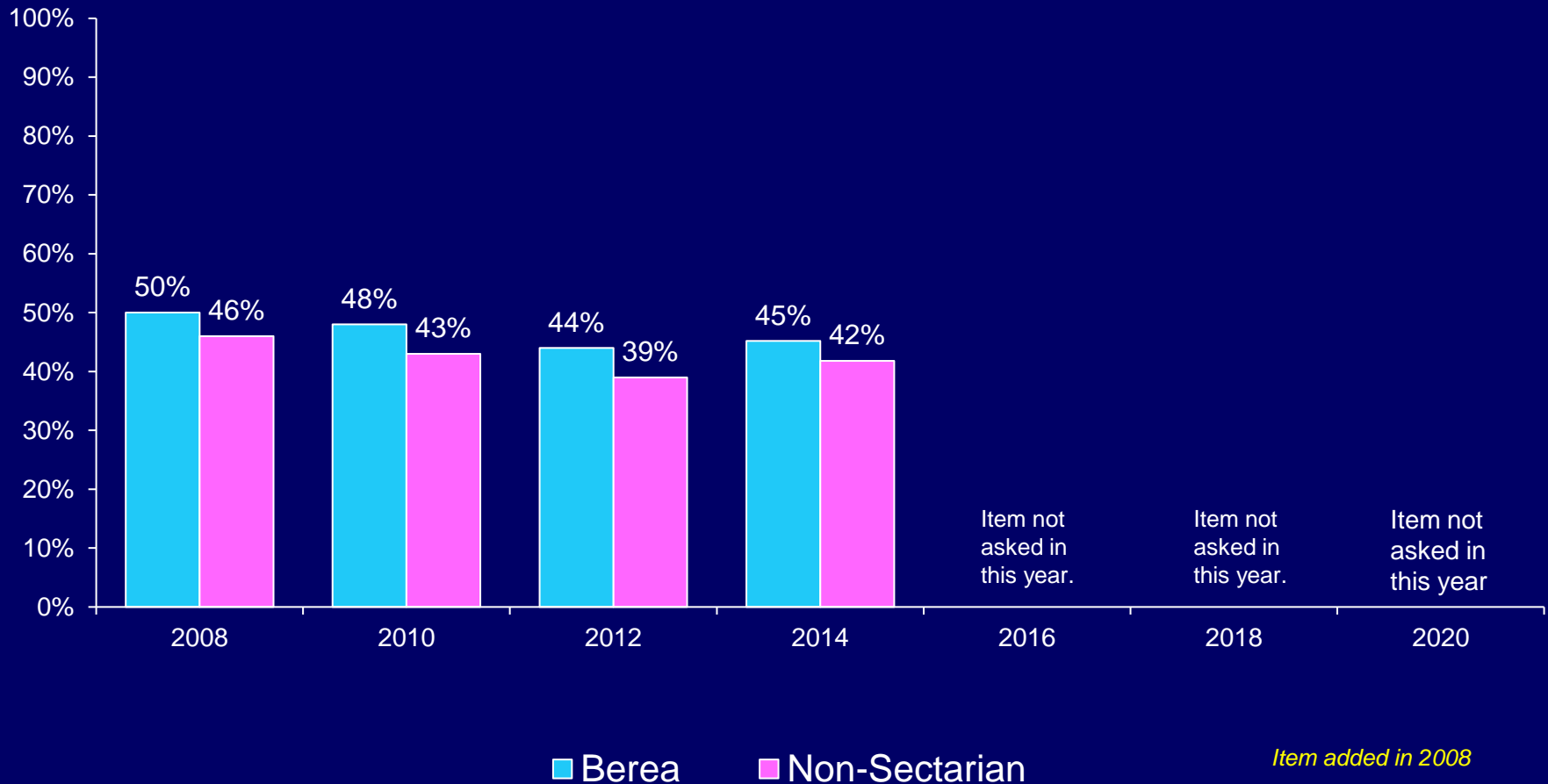
*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

Integrating spirituality into my life

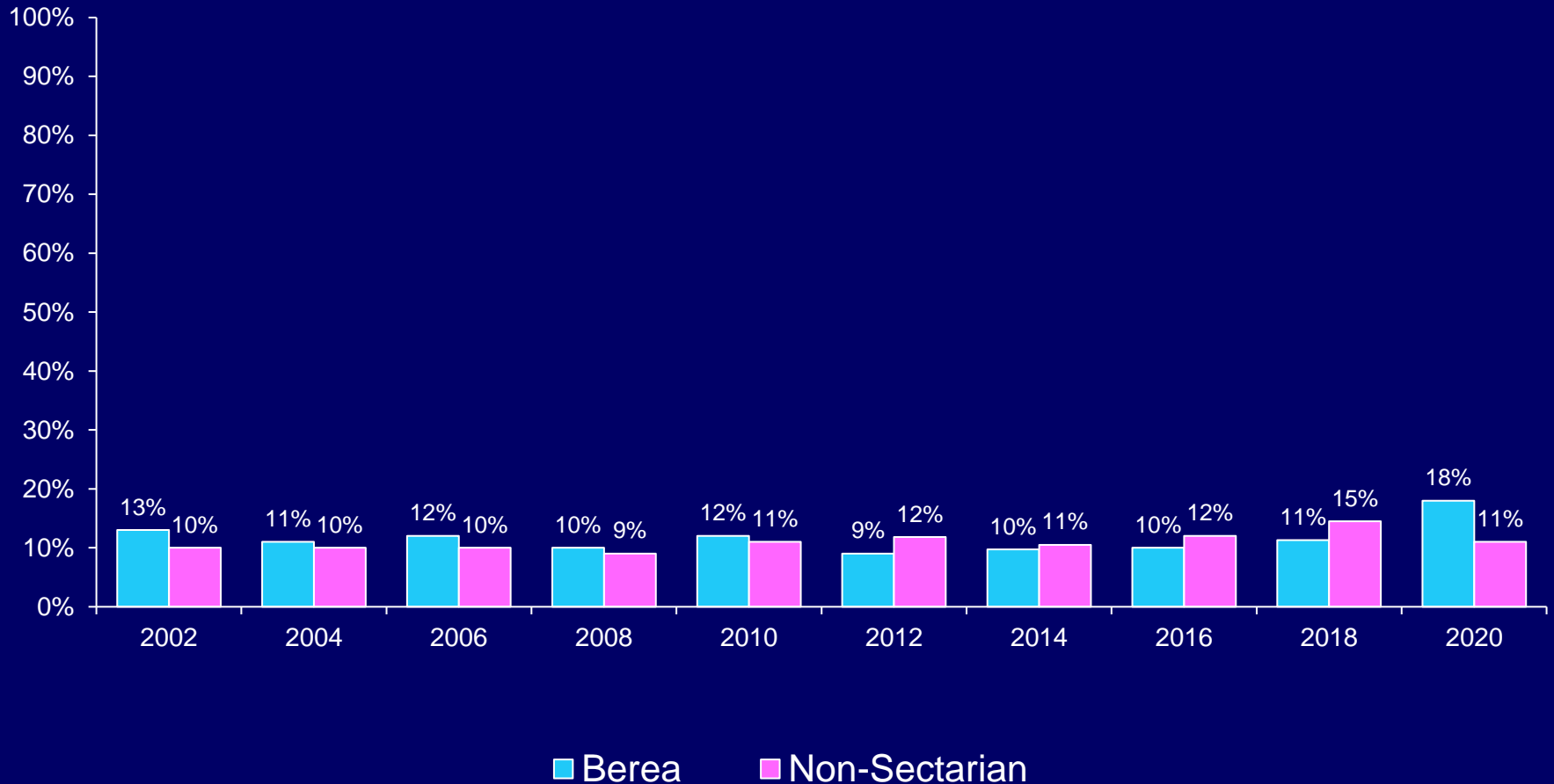


*Percent of students who indicated that the following was
“essential” or “very important” to them personally*

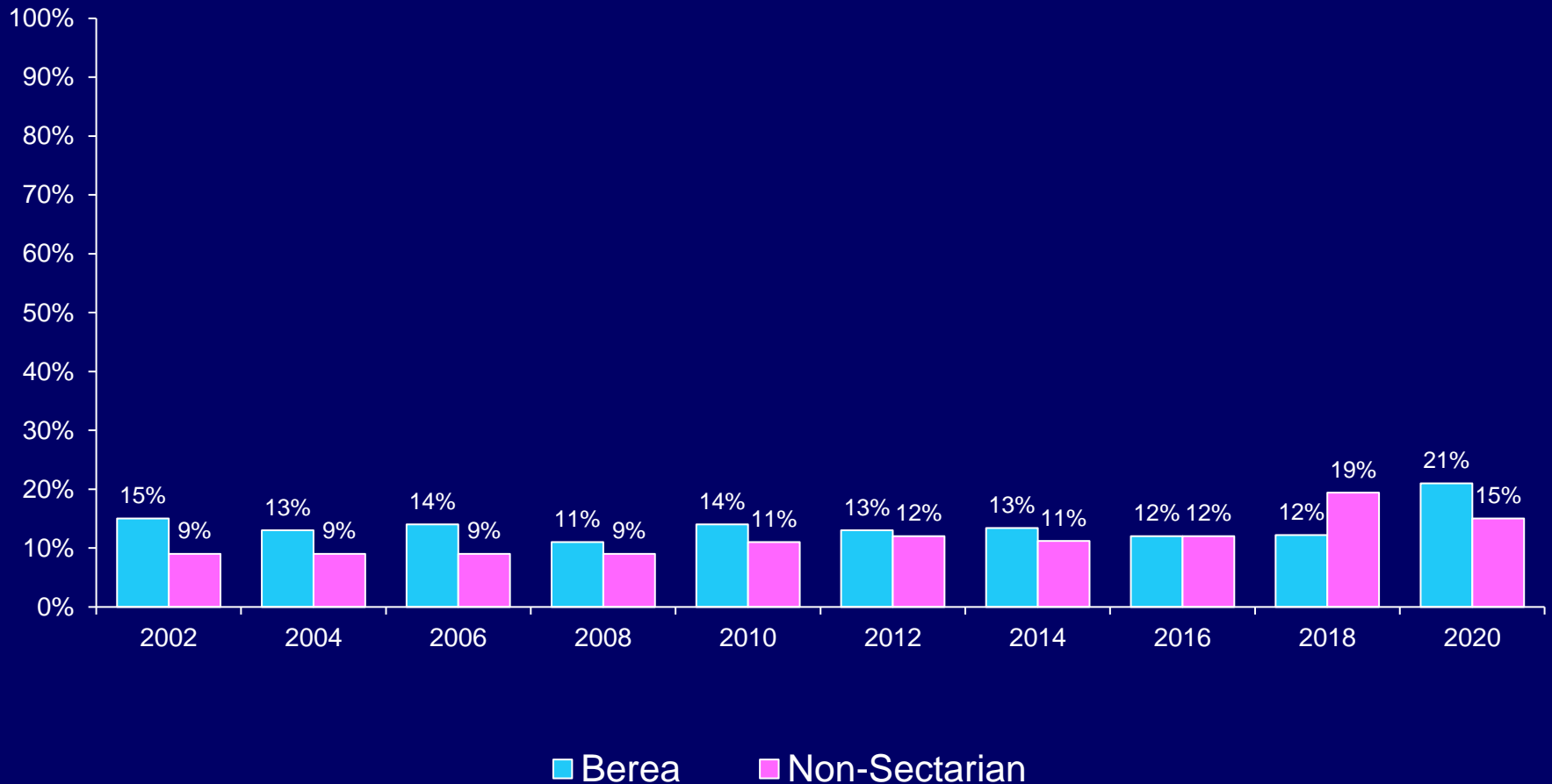
Adopting “green” practices to protect the environment



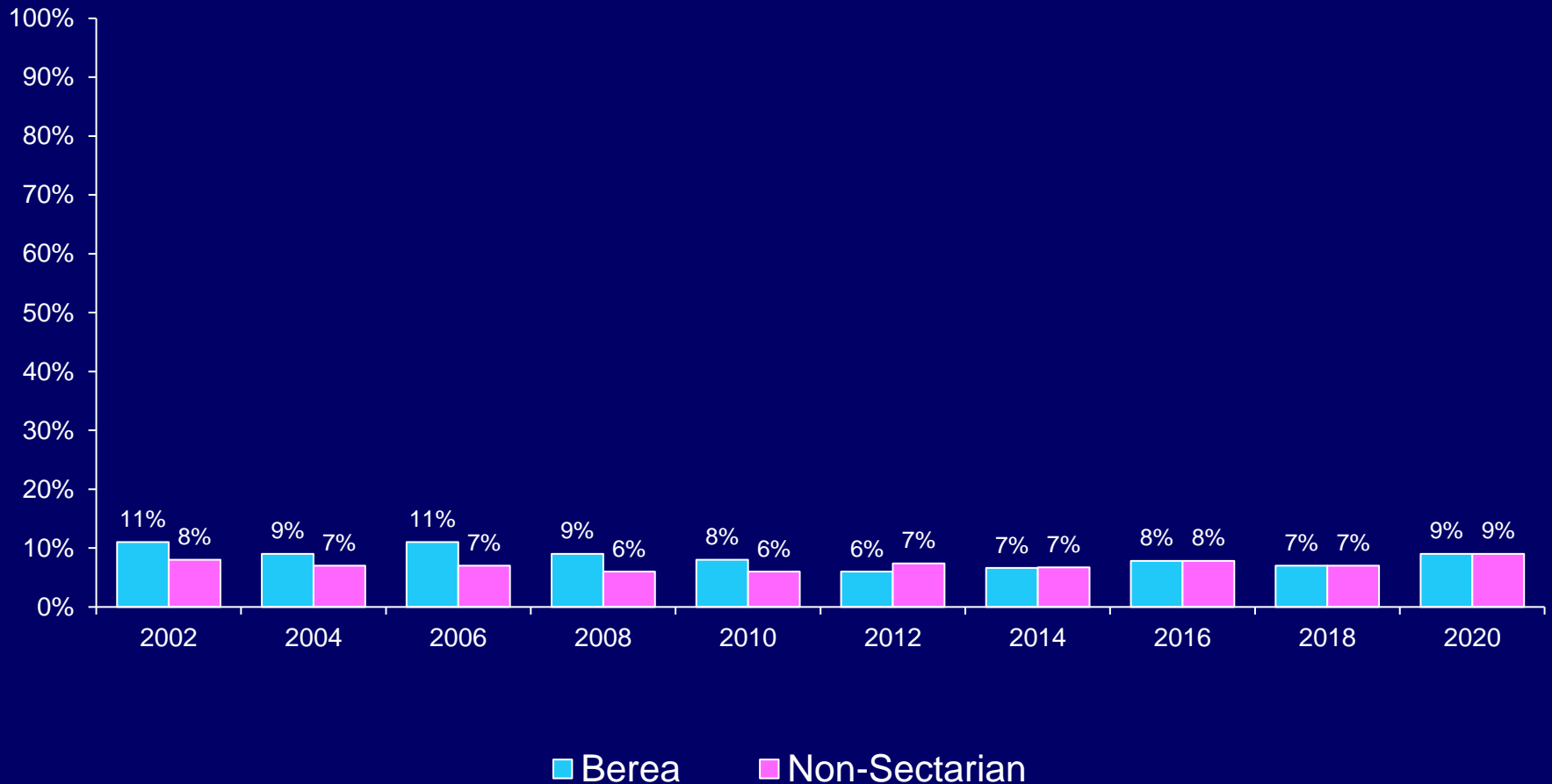
Percent of students who estimate that chances are “very good” that they will:
Change major field



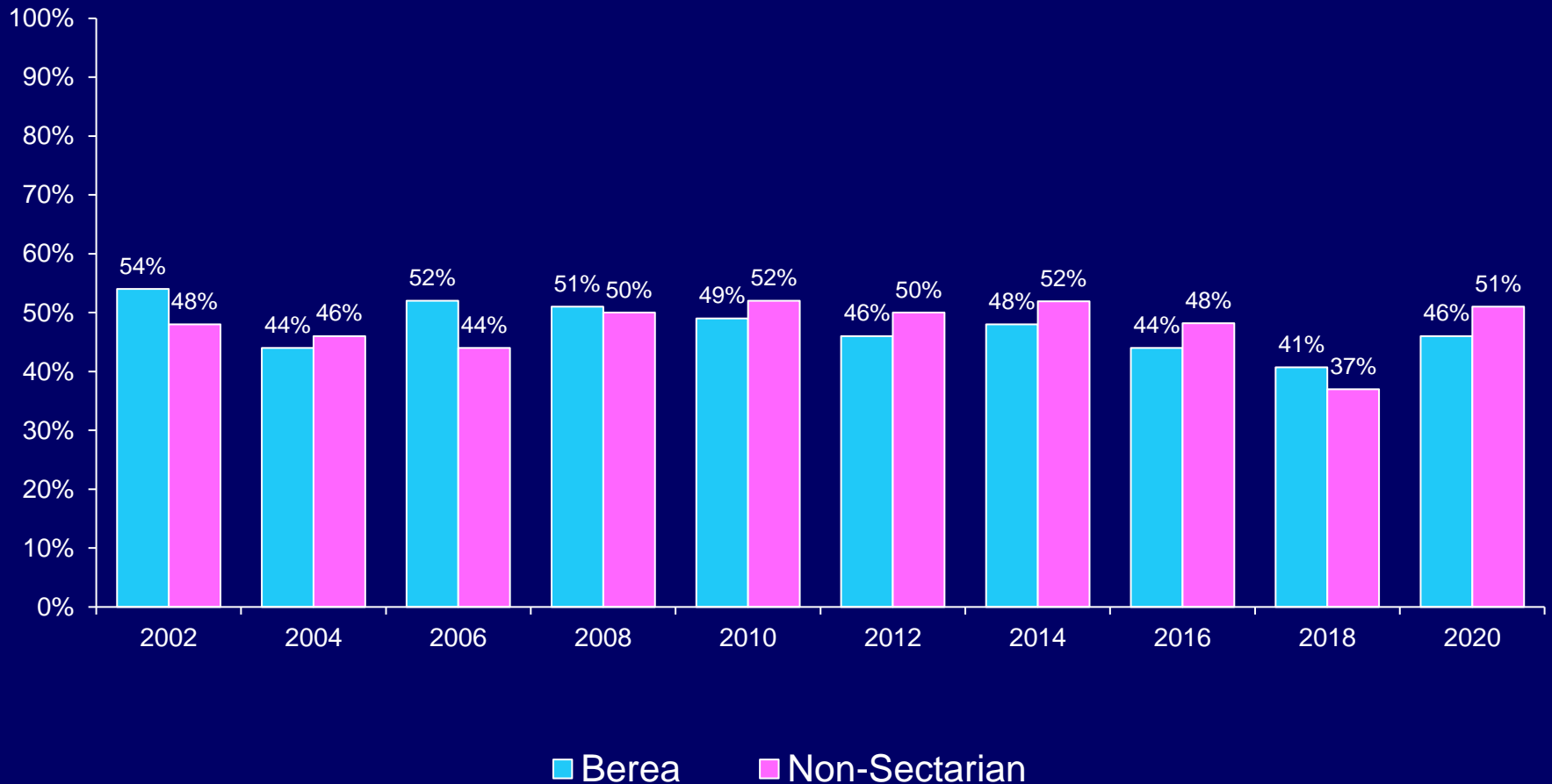
Percent of students who estimate that chances are “very good” that they will:
Change career choice



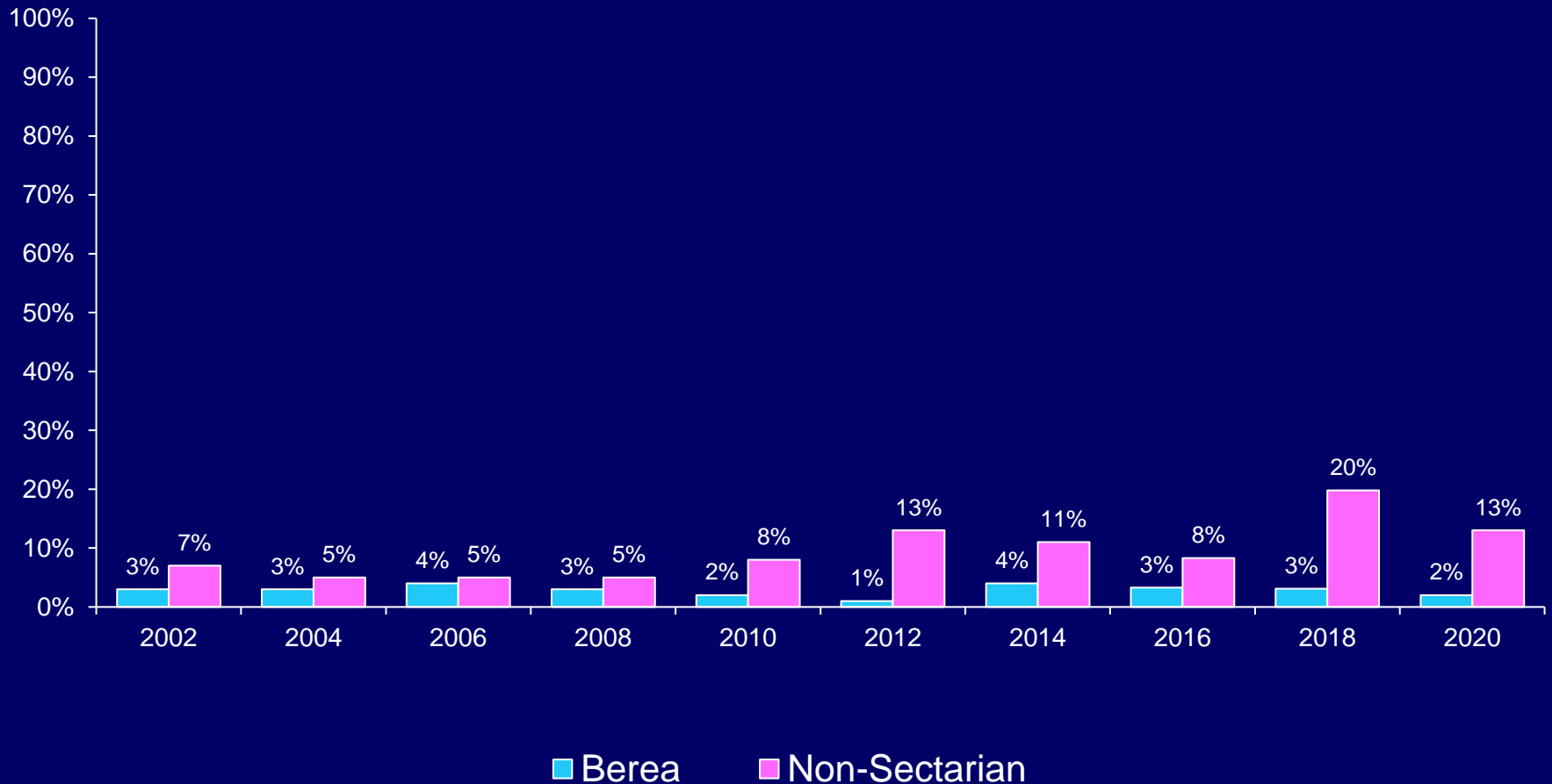
Percent of students who estimate that chances are “very good” that they will:
Participate in student government



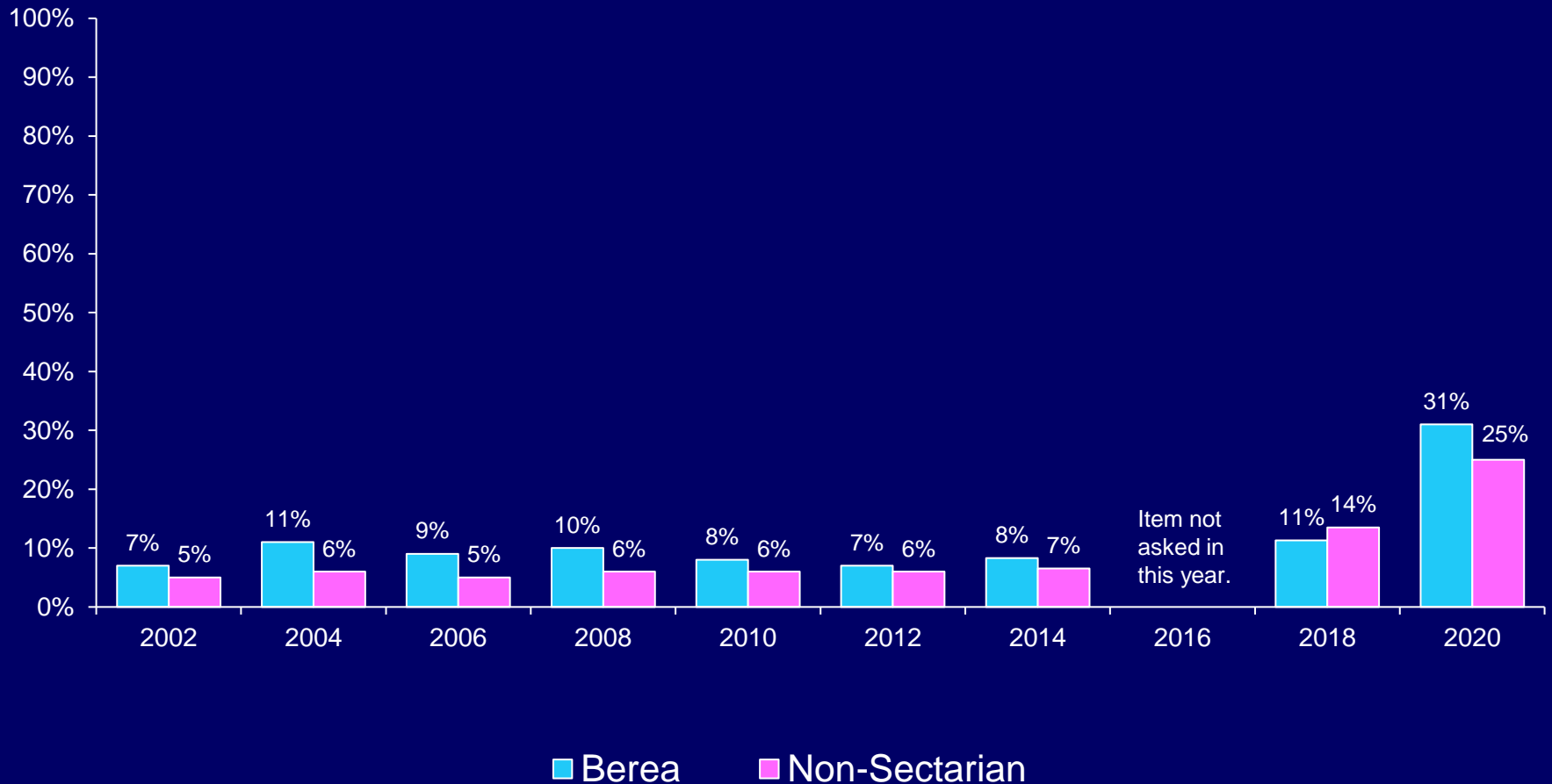
Percent of students who estimate that chances are “very good” that they will:
Get a job to help pay for college expenses



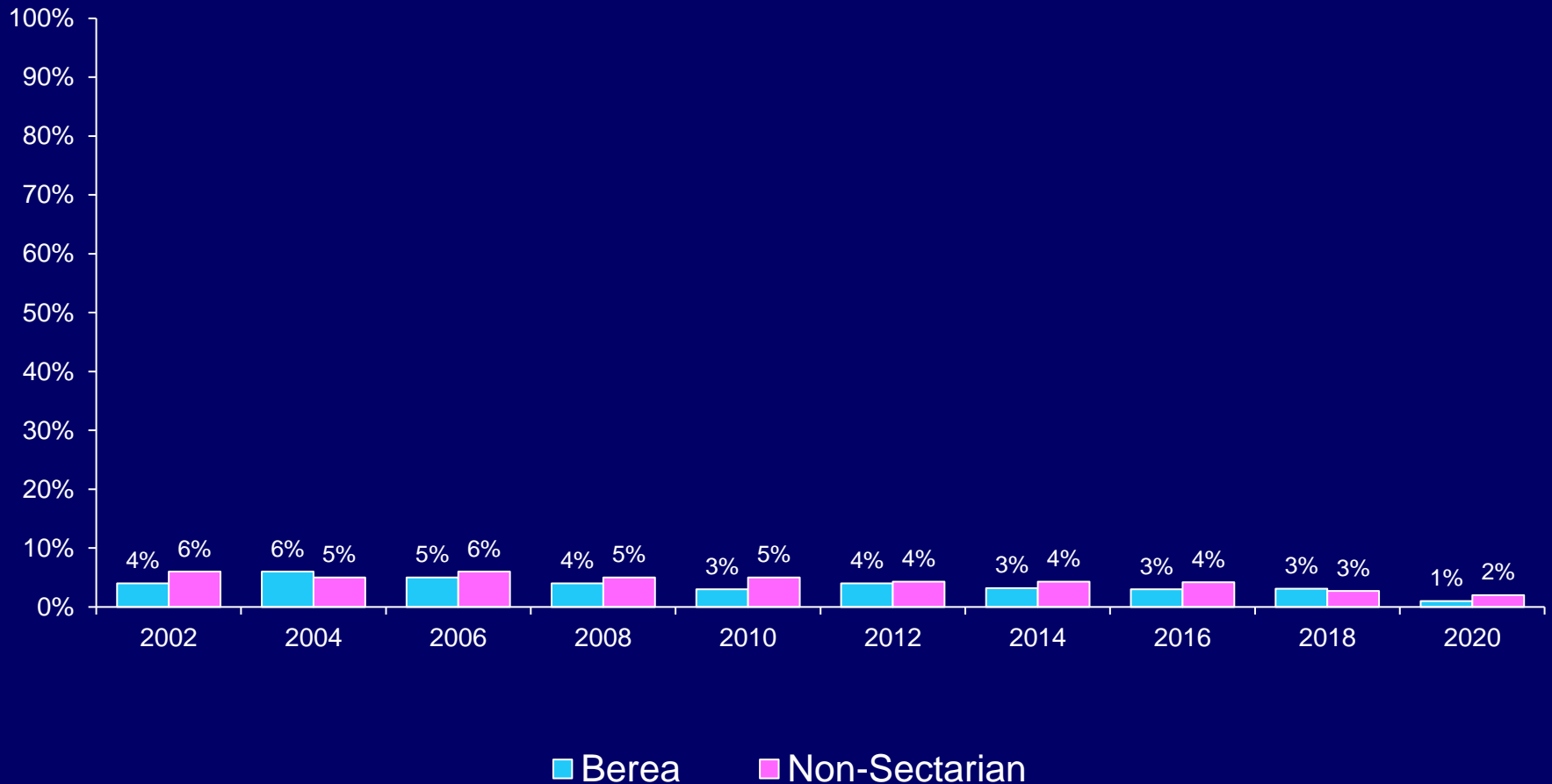
Percent of students who estimate that chances are “very good” that they will:
Join a social fraternity or sorority



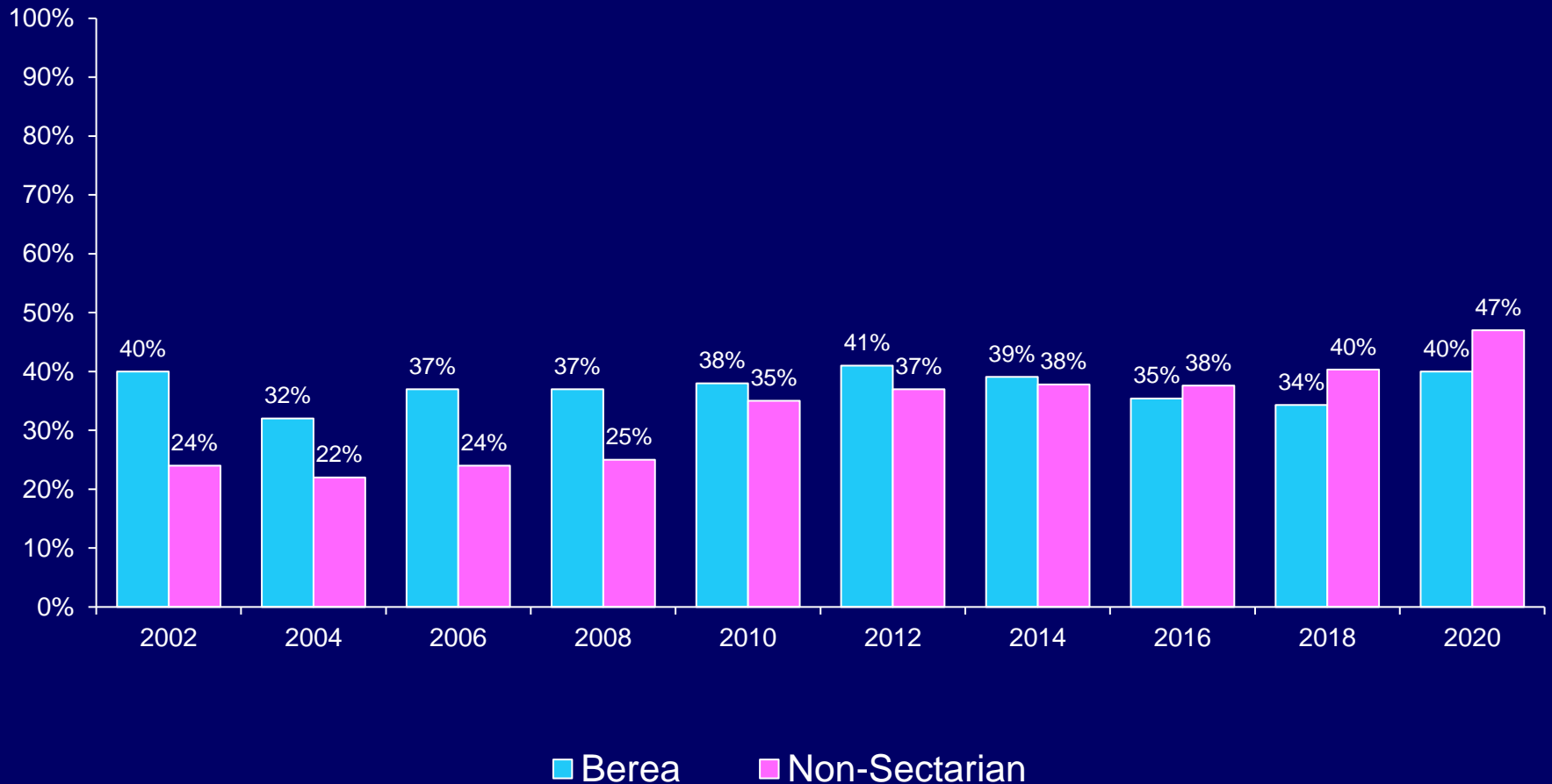
Percent of students who estimate that chances are “very good” that they will:
Participate in student protests or demonstrations



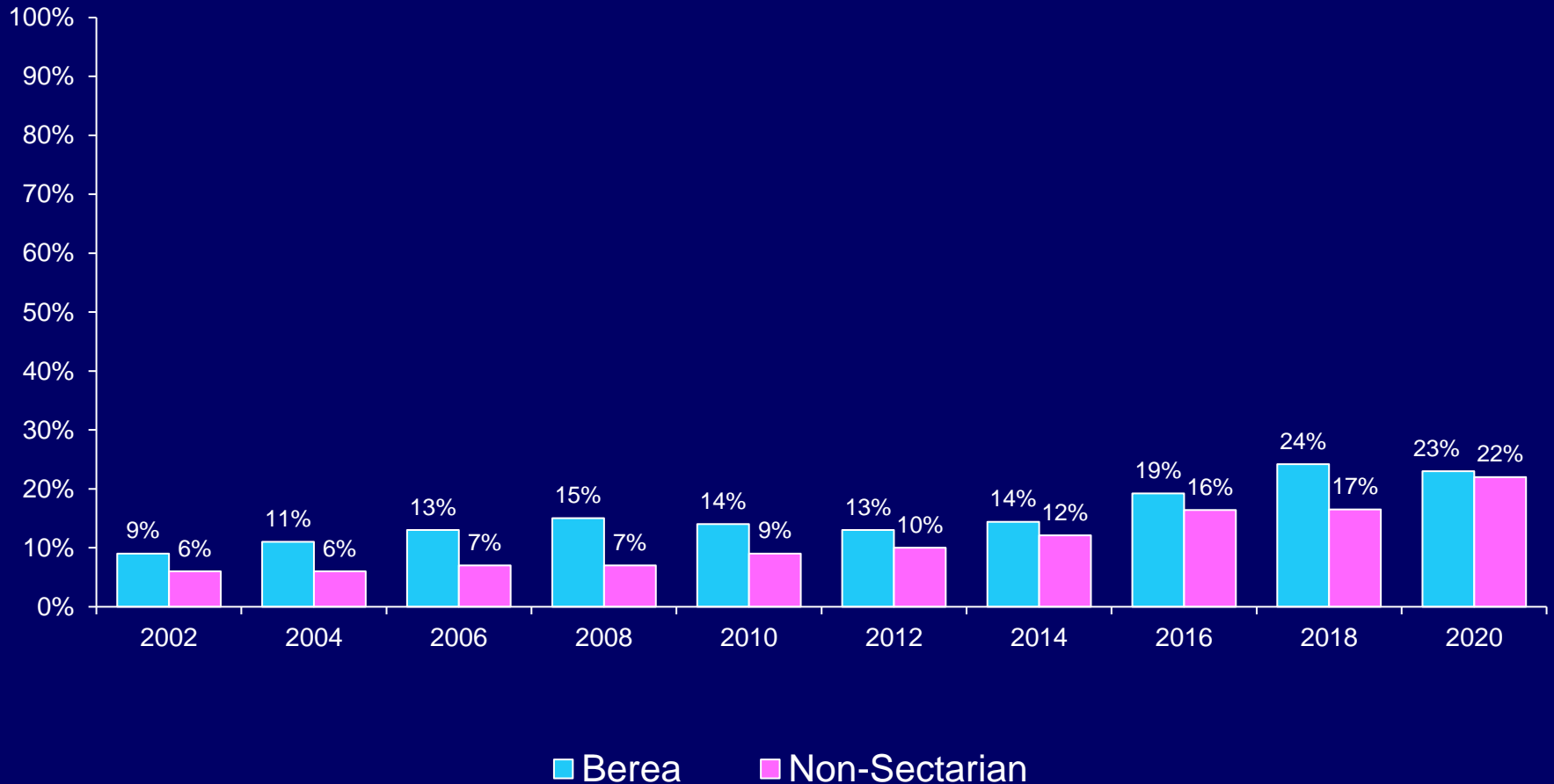
Percent of students who estimate that chances are “very good” that they will:
Transfer to another college before graduating



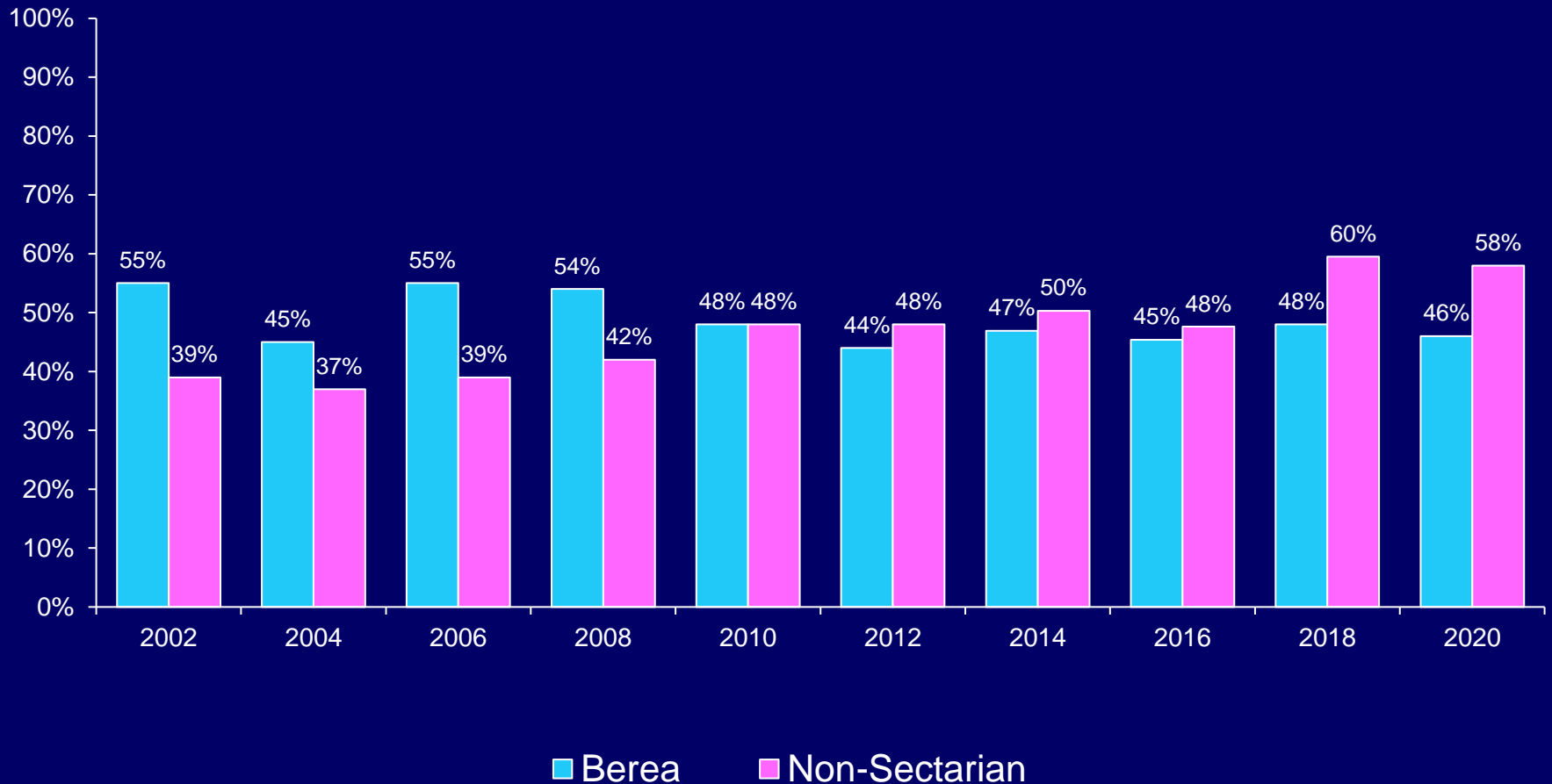
Percent of students who estimate that chances are “very good” that they will:
Participate in volunteer or community service work



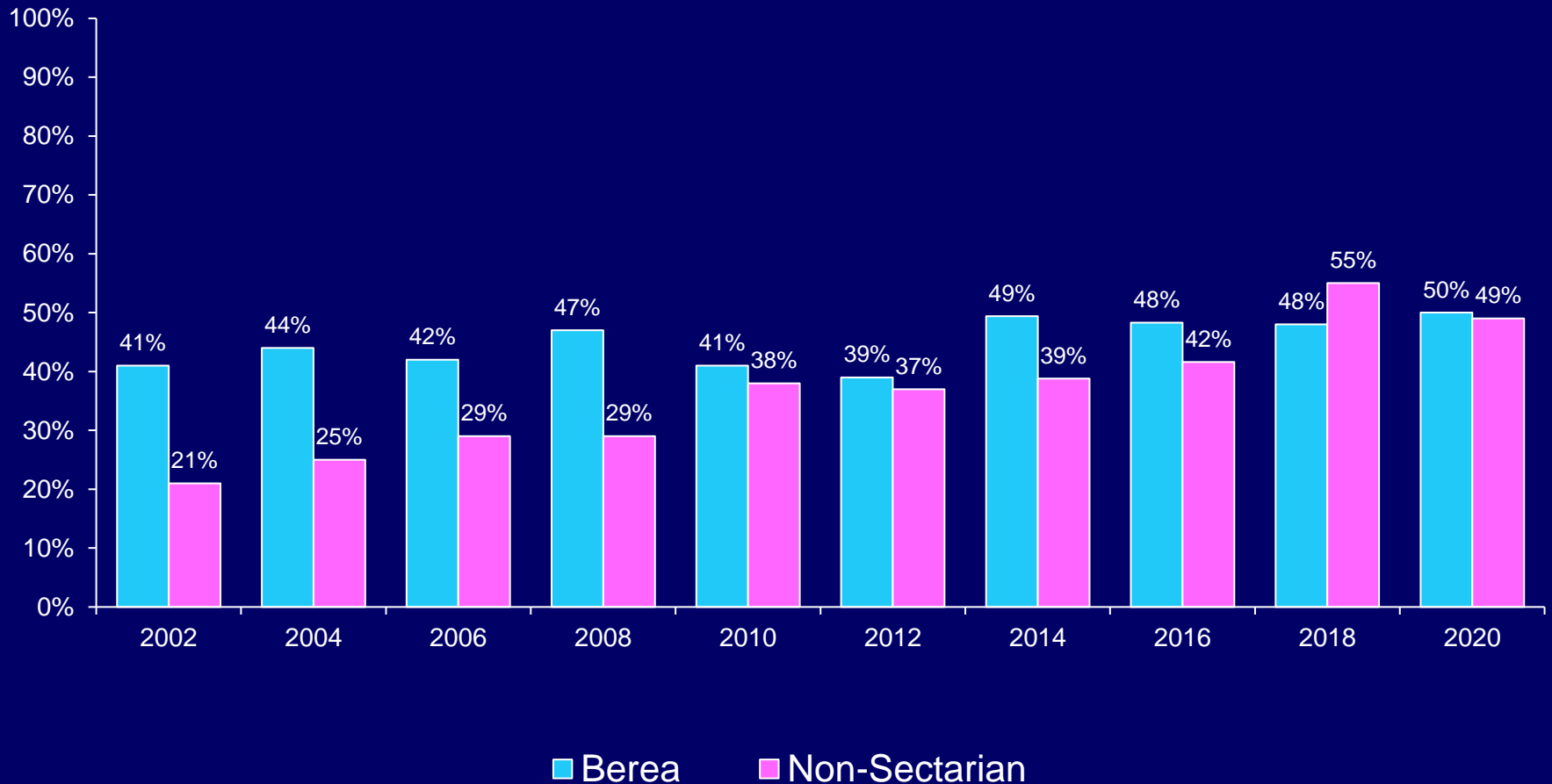
Percent of students who estimate that chances are “very good” that they will:
Seek personal counseling



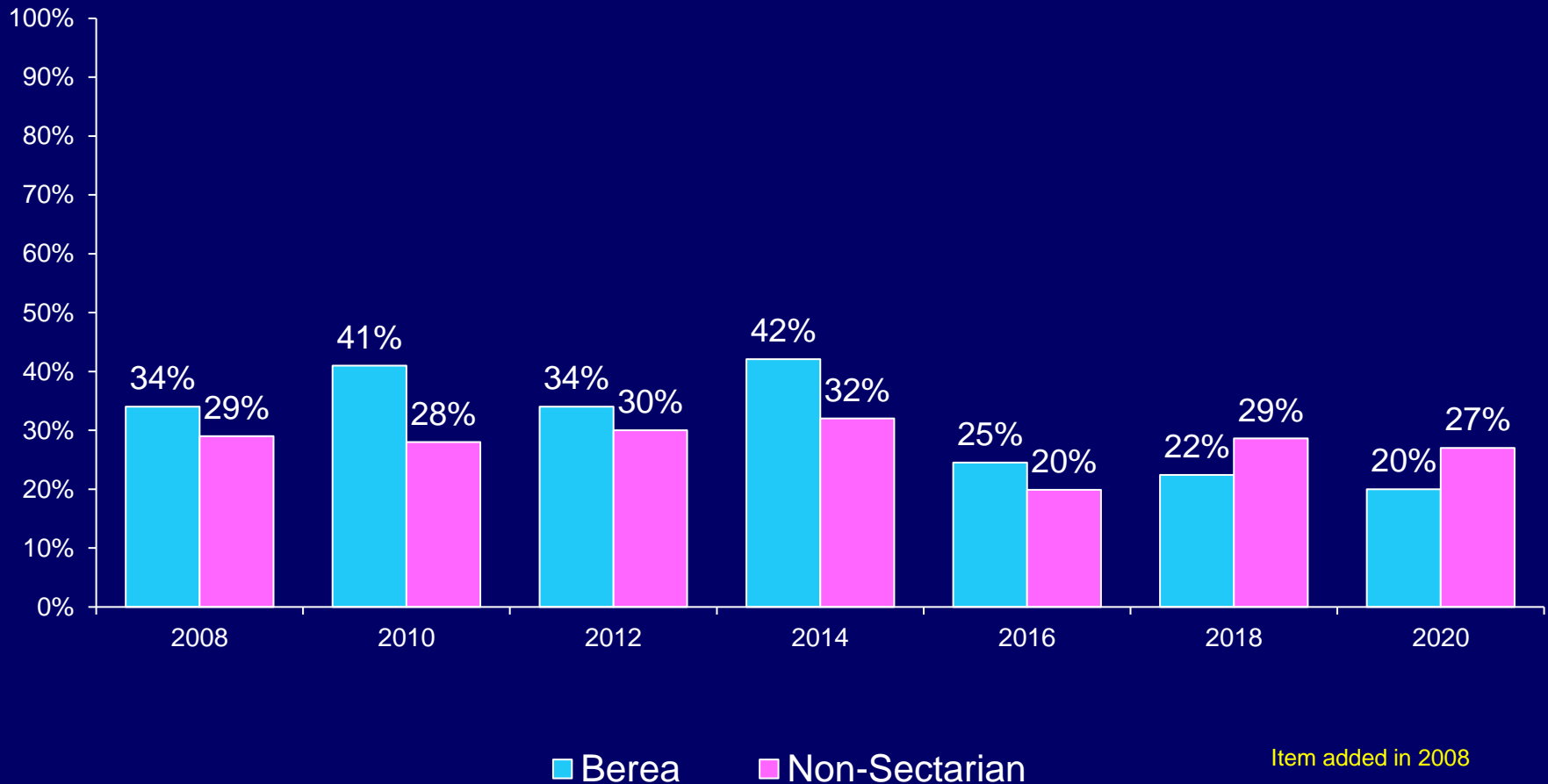
Percent of students who estimate that chances are “very good” that they will:
Participate in student clubs/groups



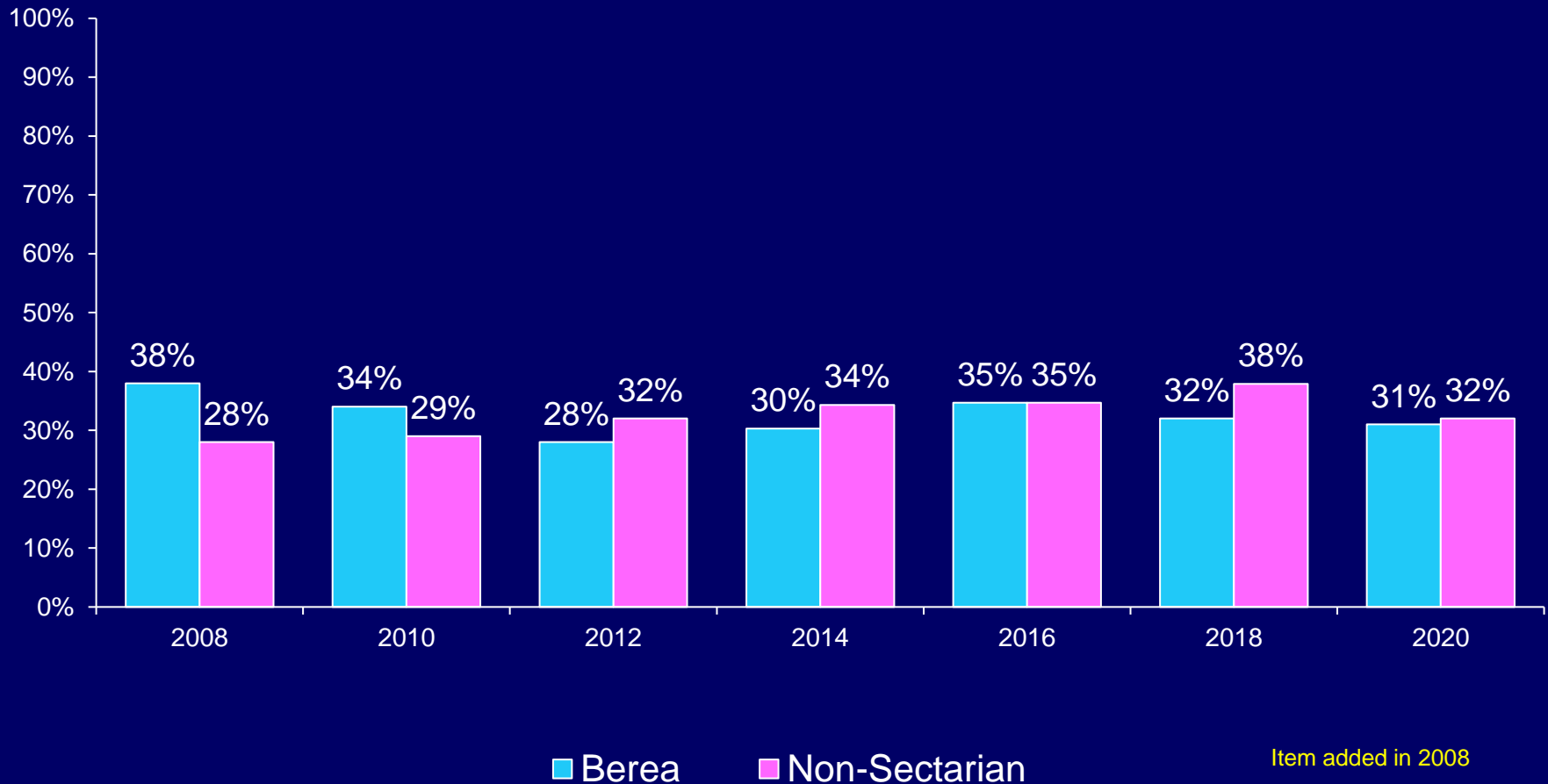
Percent of students who estimate that chances are “very good” that they will:
Participate in a study abroad program



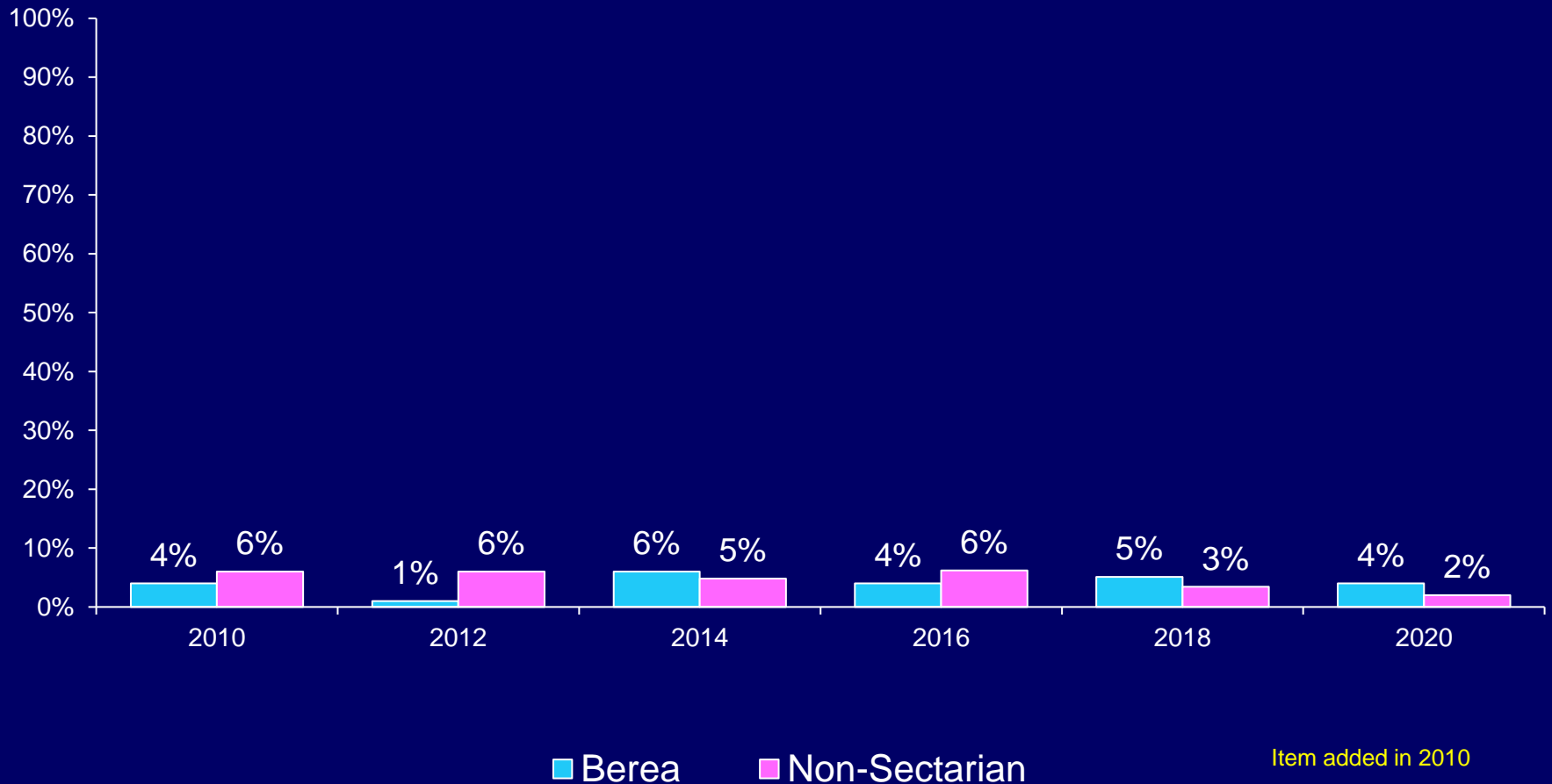
Percent of students who estimate that chances are “very good” that they will:
Work on a professor’s research project



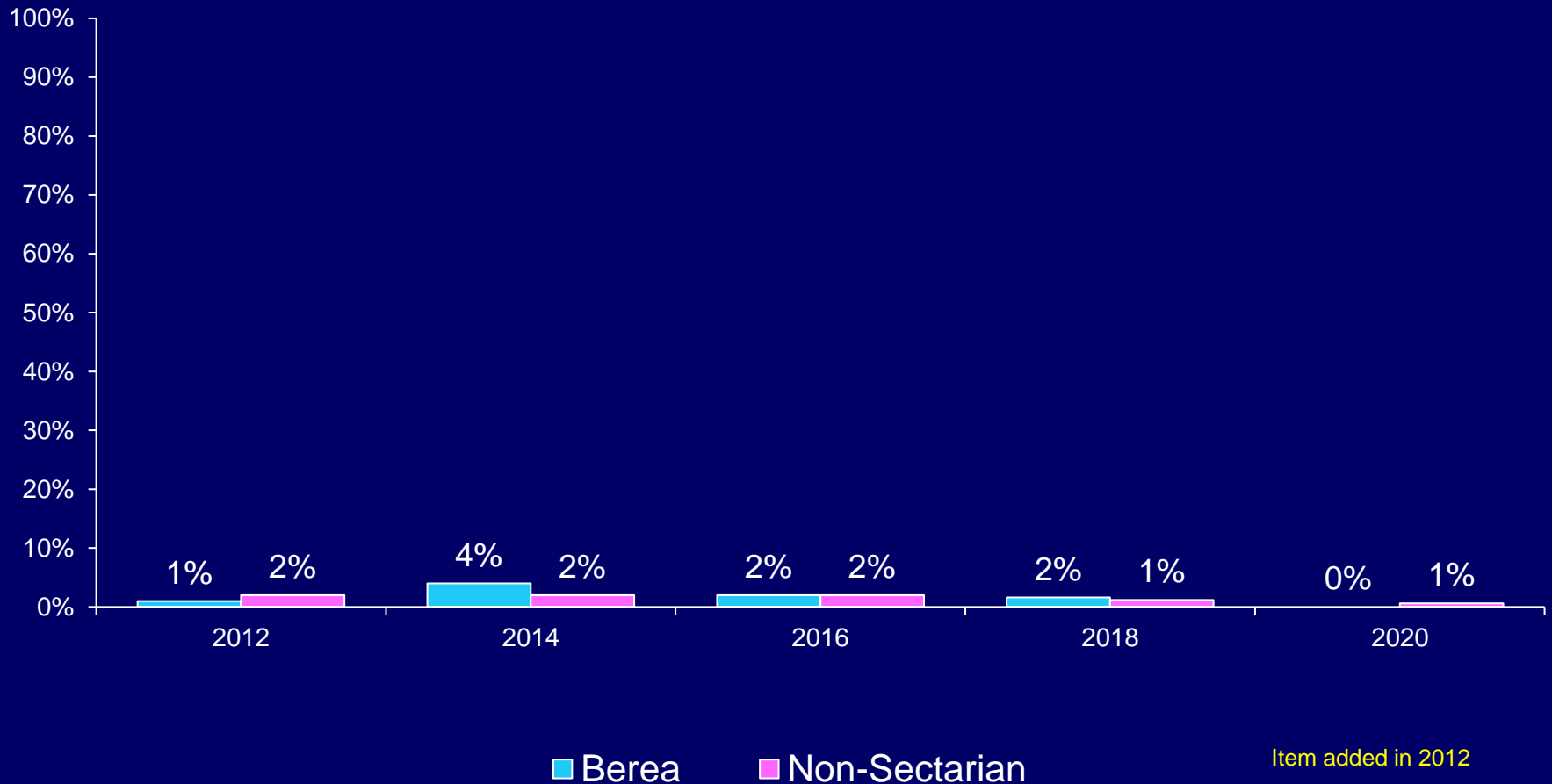
Percent of students who estimate that chances are “very good” that they will:
Get tutoring help in specific courses



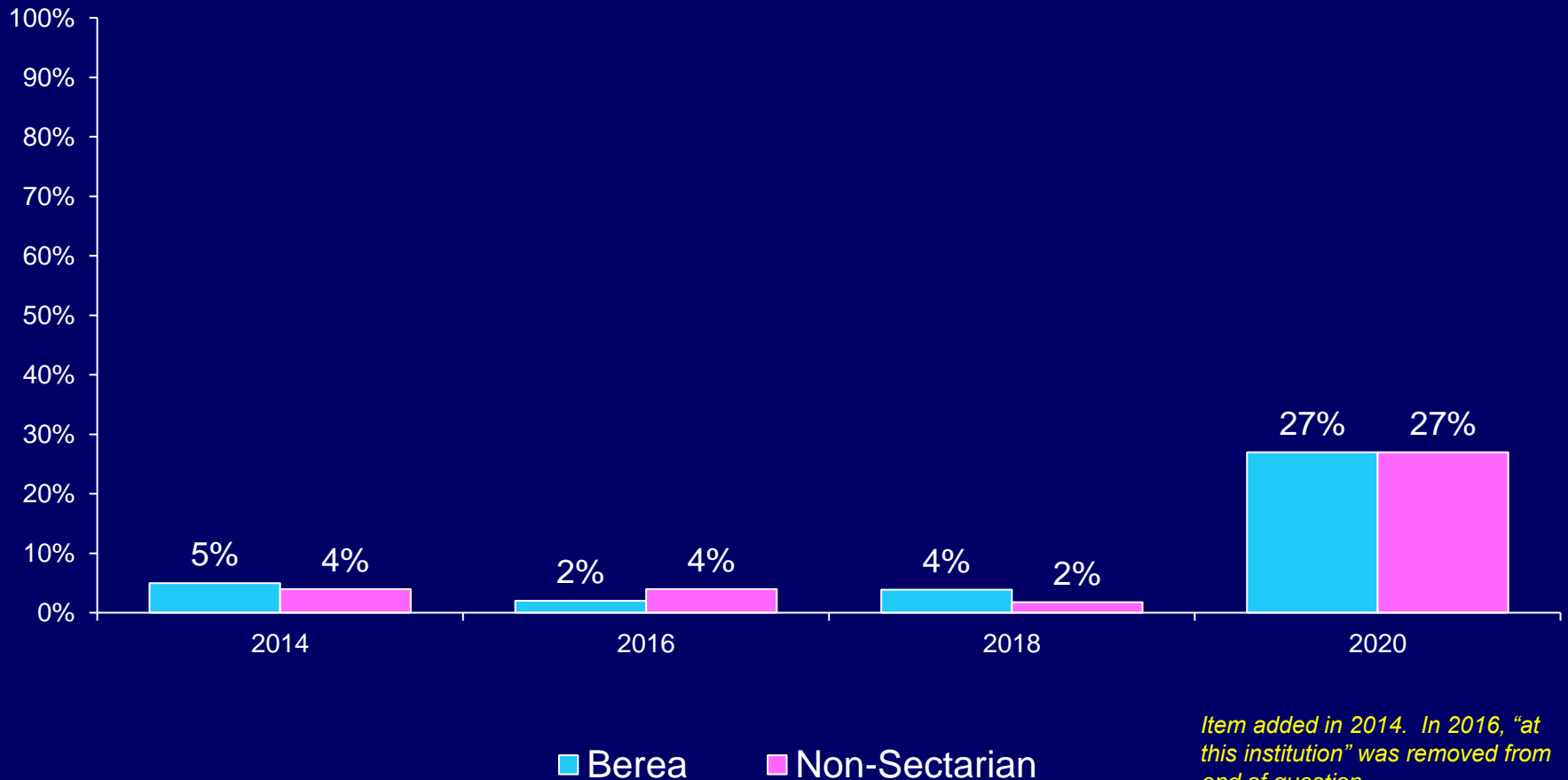
Percent of students who estimate that chances are “very good” that they will:
Take courses from more than one college simultaneously



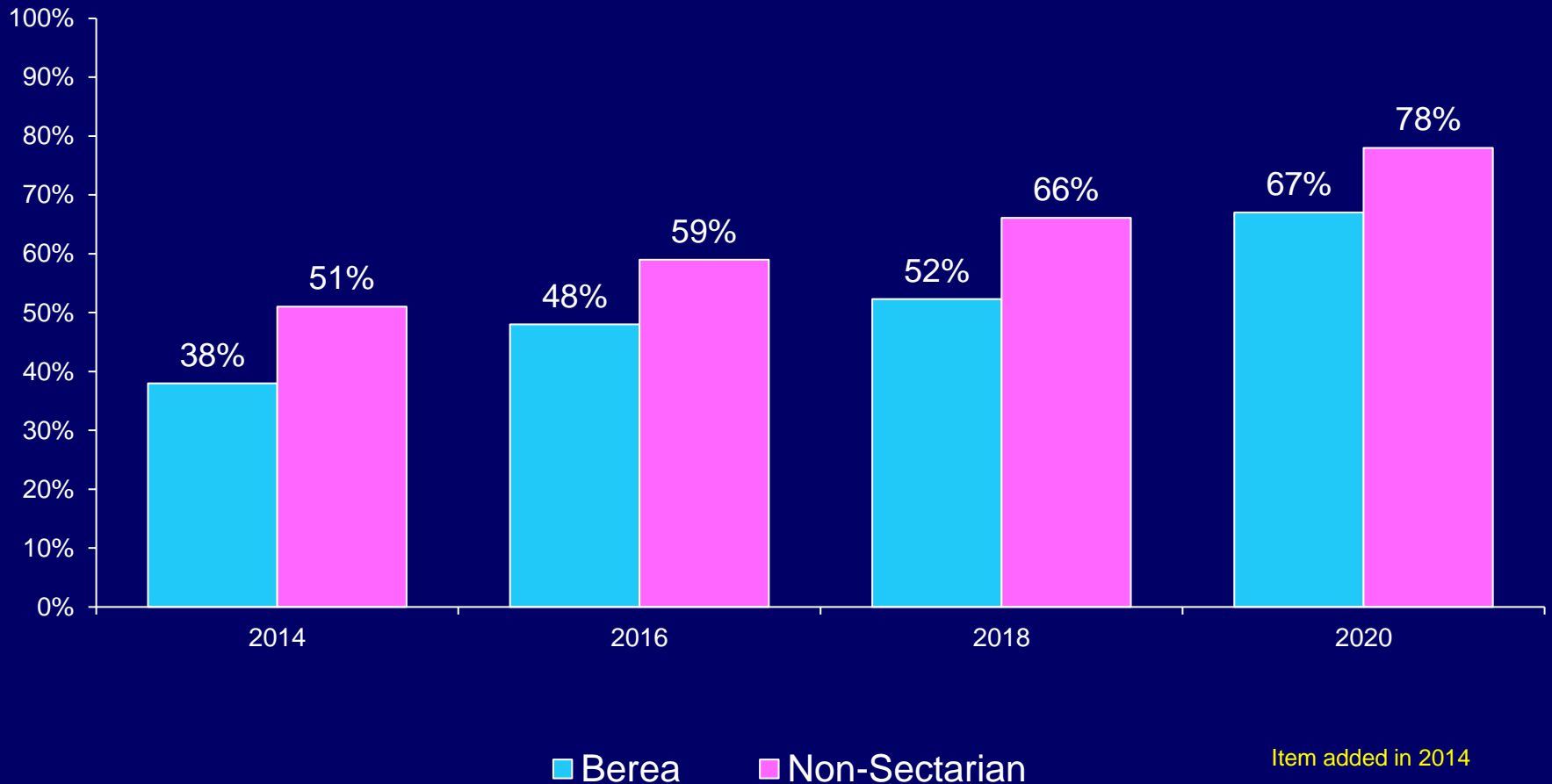
Percent of students who estimate that chances are “very good” that they will:
Take a leave of absence from this college temporarily



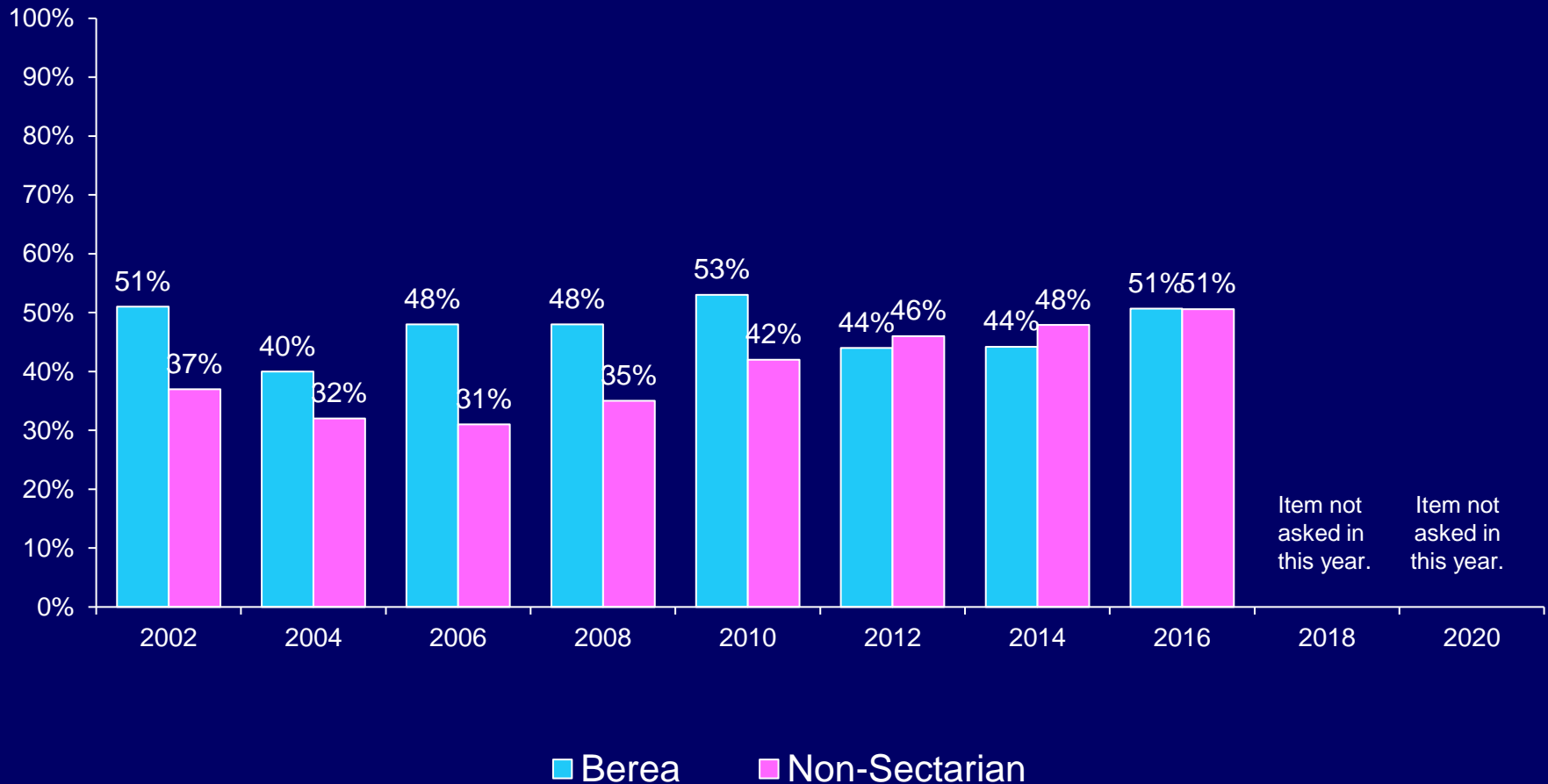
Percent of students who estimate that chances are “very good” that they will:
Take a course exclusively online



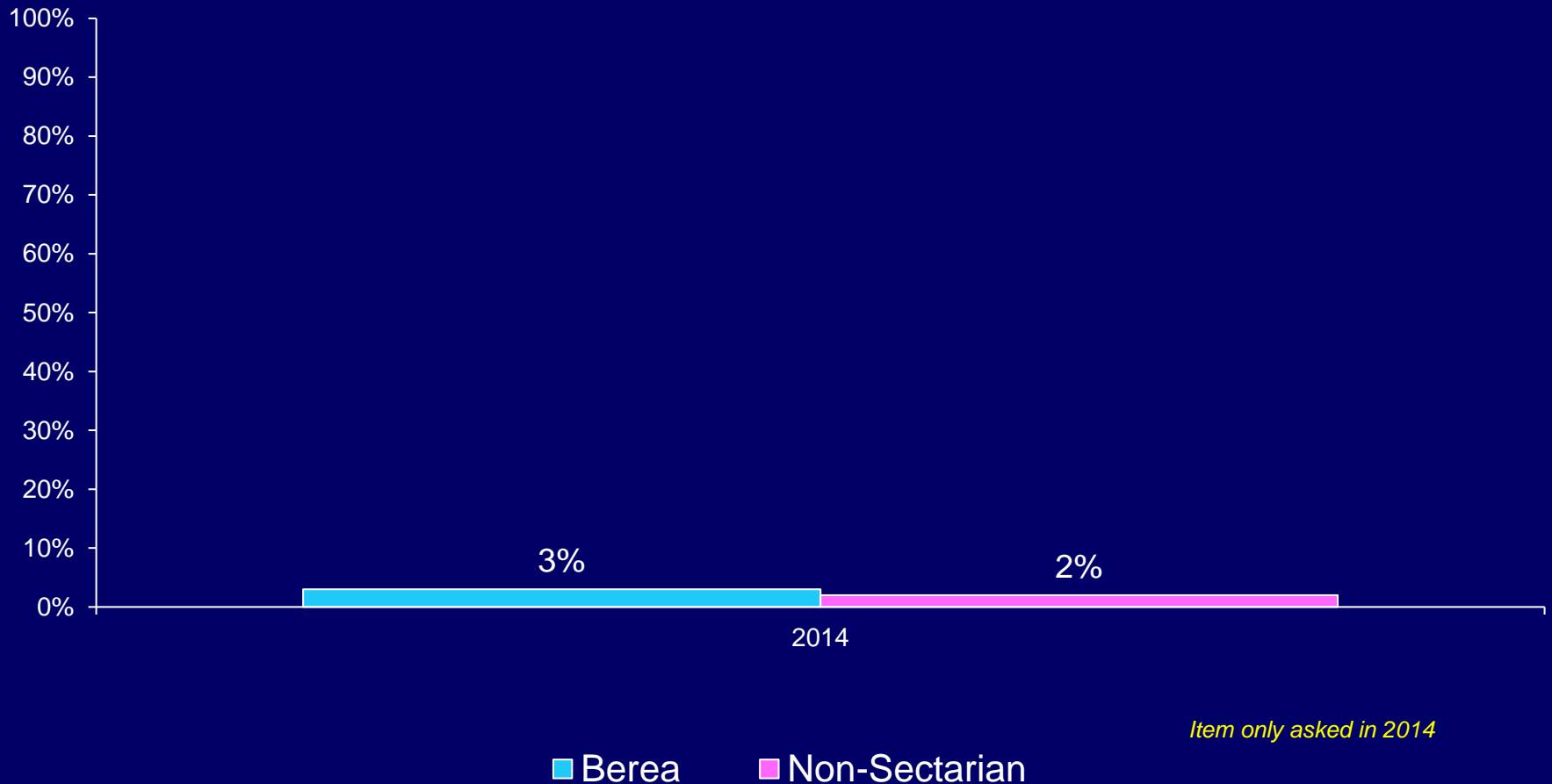
Percent of students who estimate that chances are “very good” that they will:
Vote in a local, state, or national election



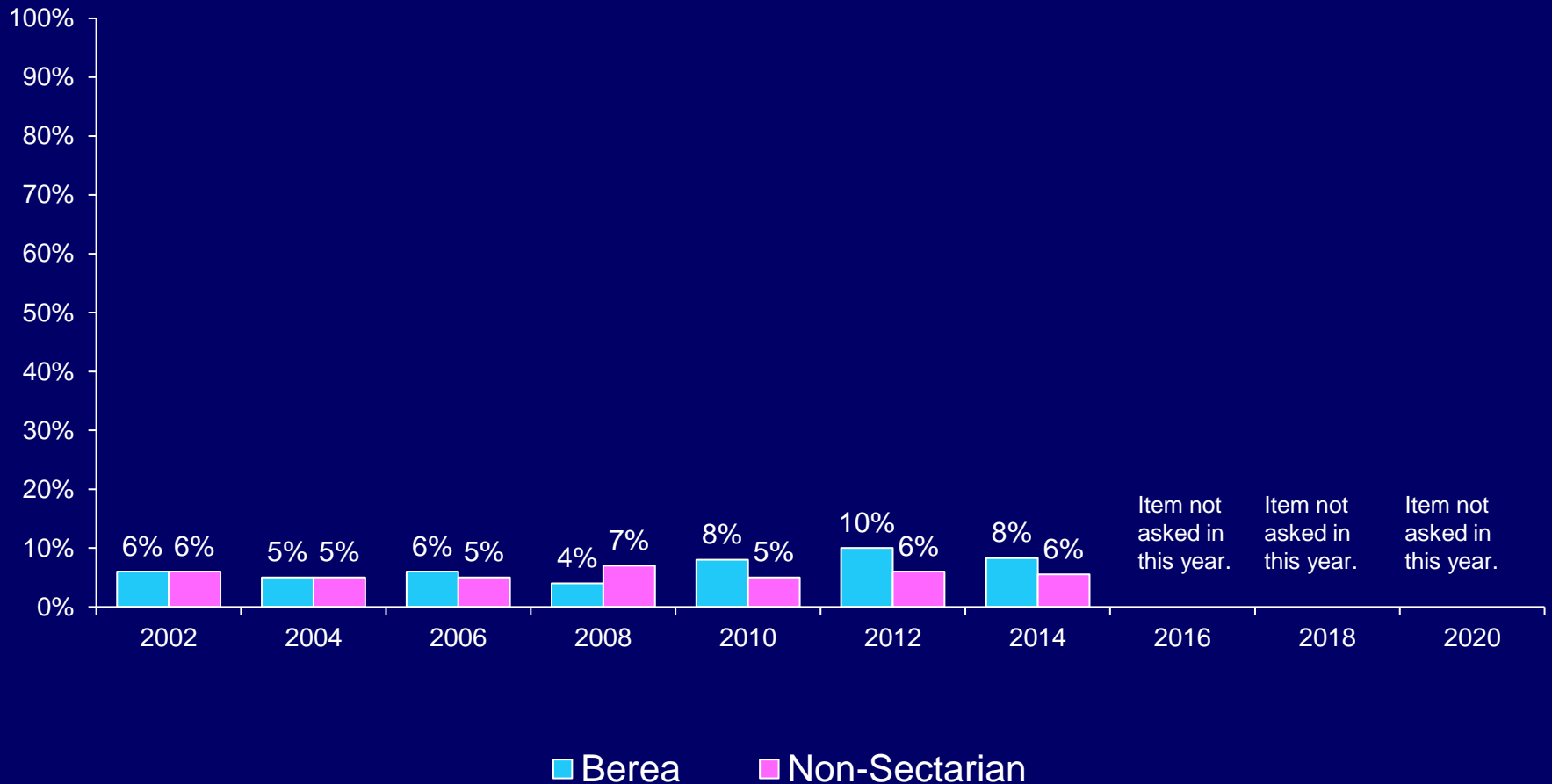
Percent of students who estimate that chances are “very good” that they will:
Communicate regularly with your professors



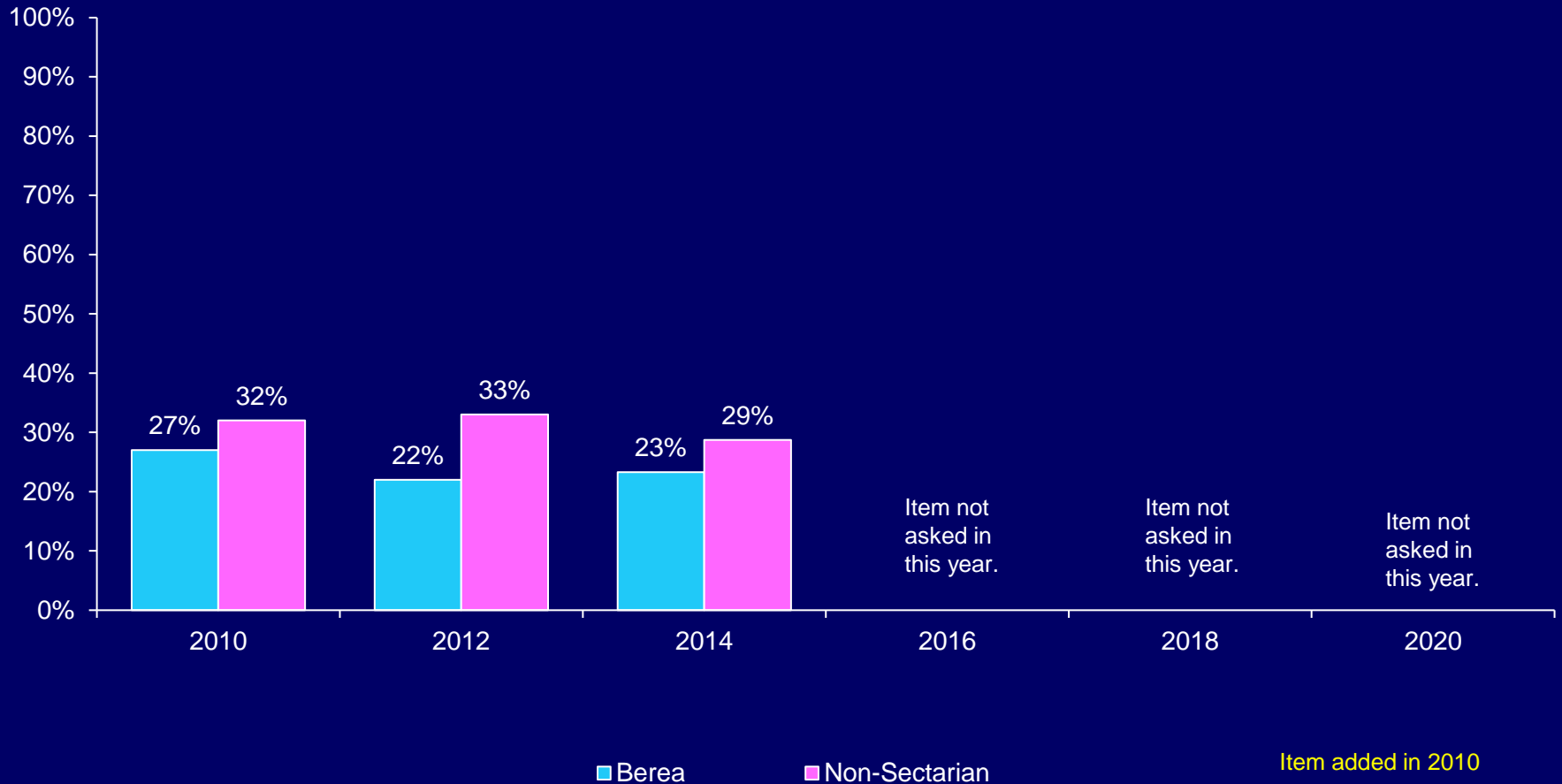
Percent of students who estimate that chances are “very good” that they will:
Take a course exclusively online at a different institution



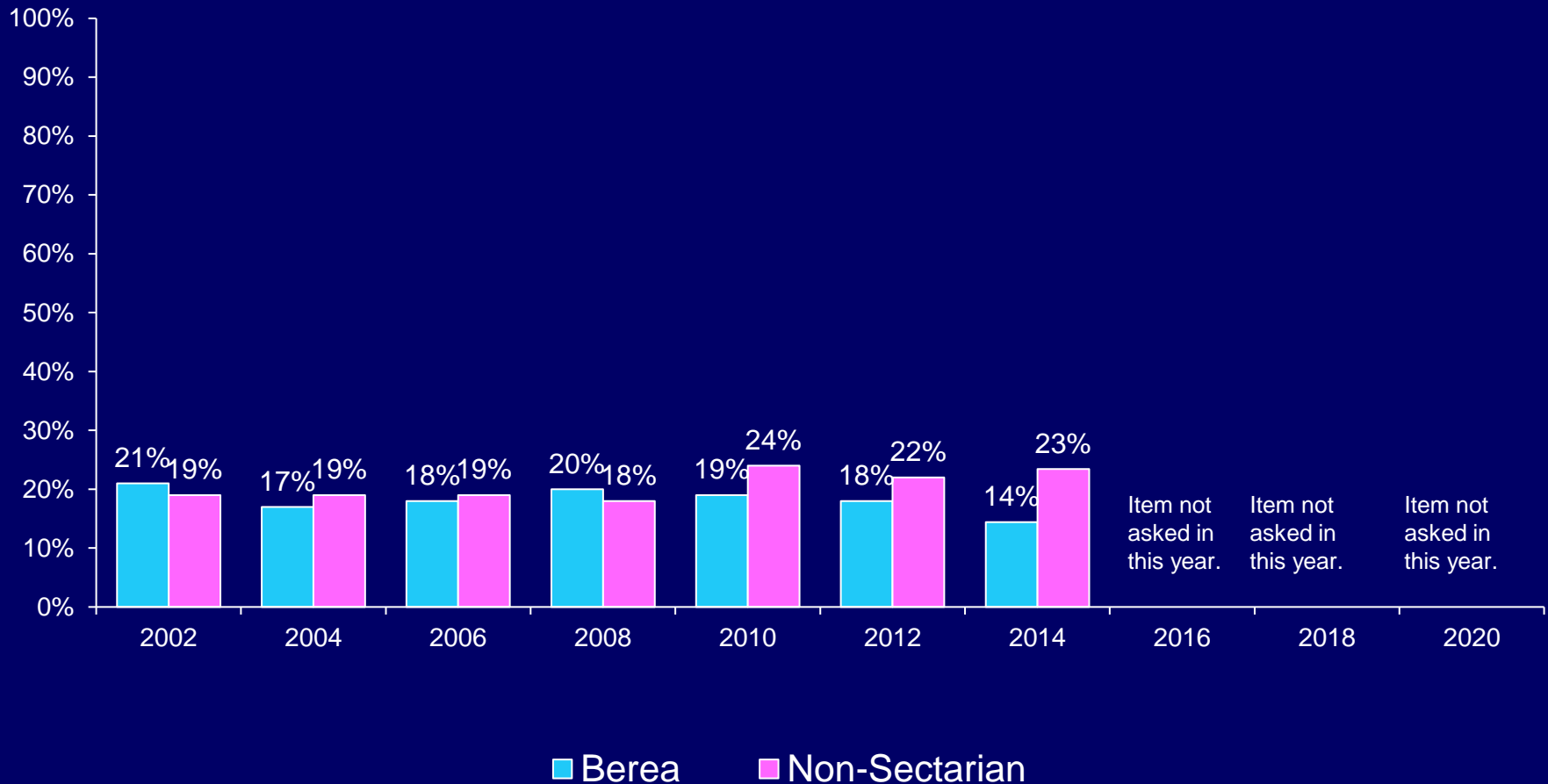
Percent of students who estimate that chances are “very good” that they will:
Work full-time while attending college



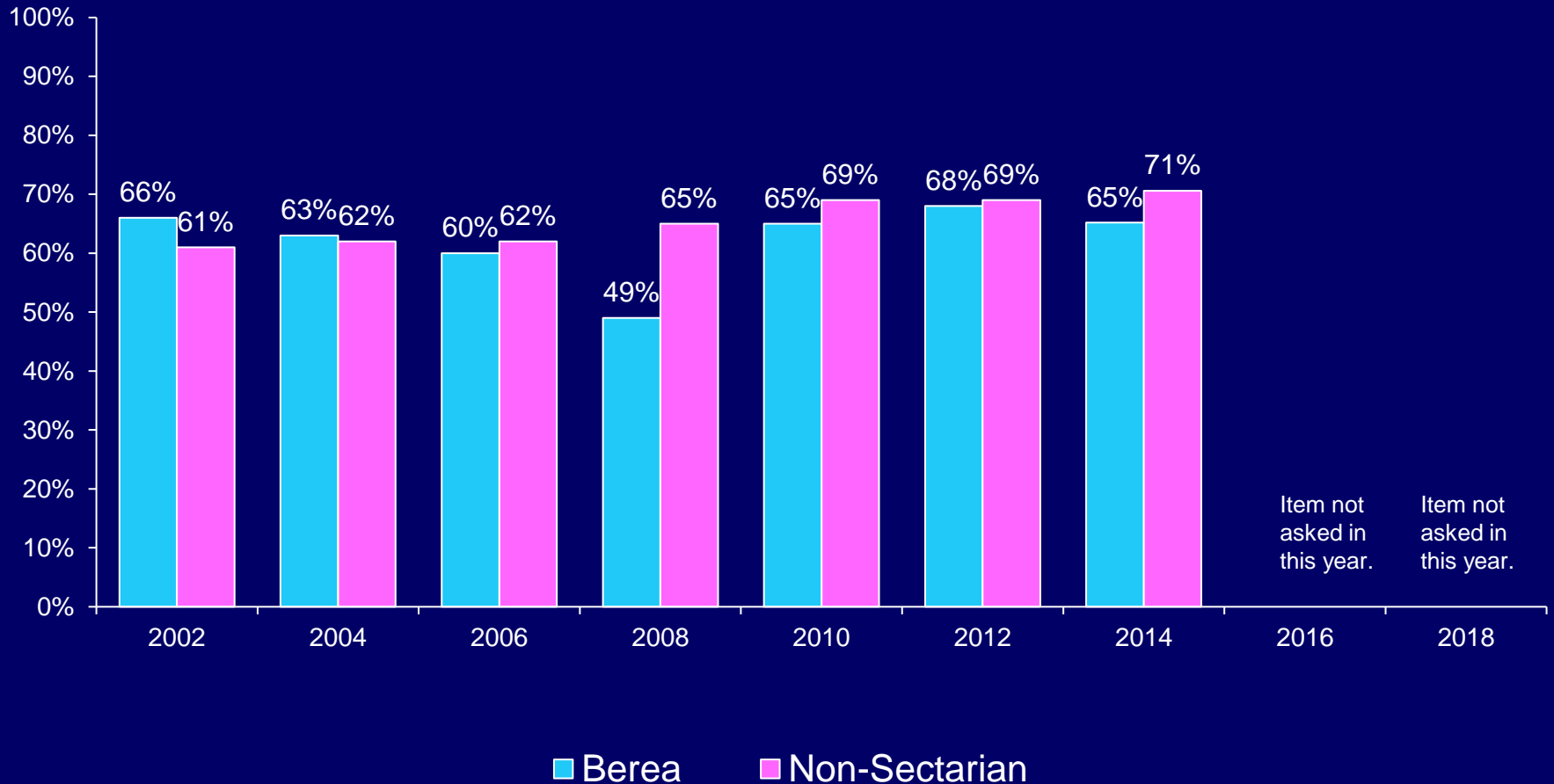
Percent of students who estimate that chances are “very good” that they will:
Play club, intramural, or recreational sports



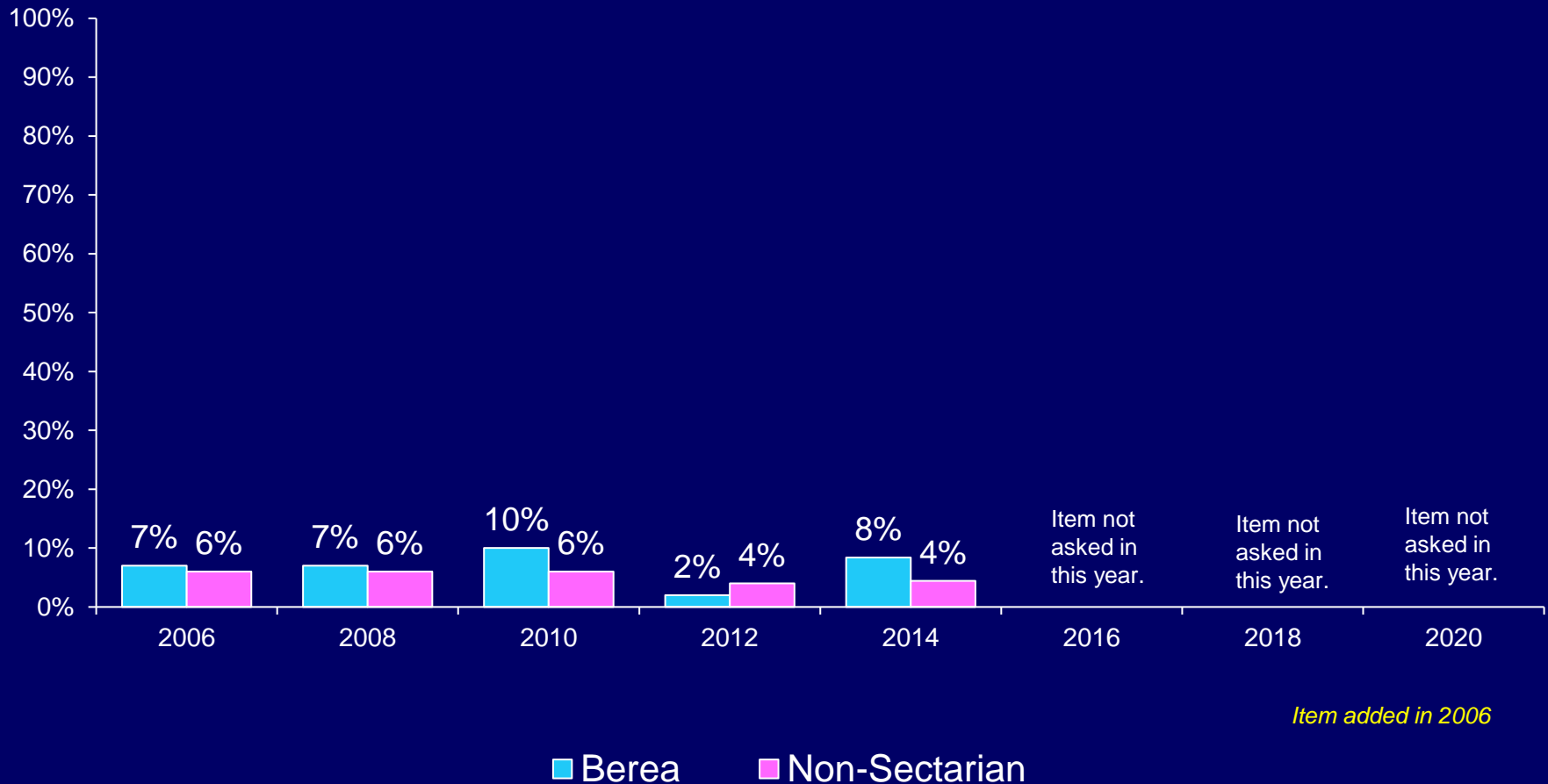
Percent of students who estimate that chances are “very good” that they will:
Play intercollegiate athletics (e.g., NCAA or NAIA-sponsored)
{prior to 2010, item was: Played varsity/intercollegiate athletics}



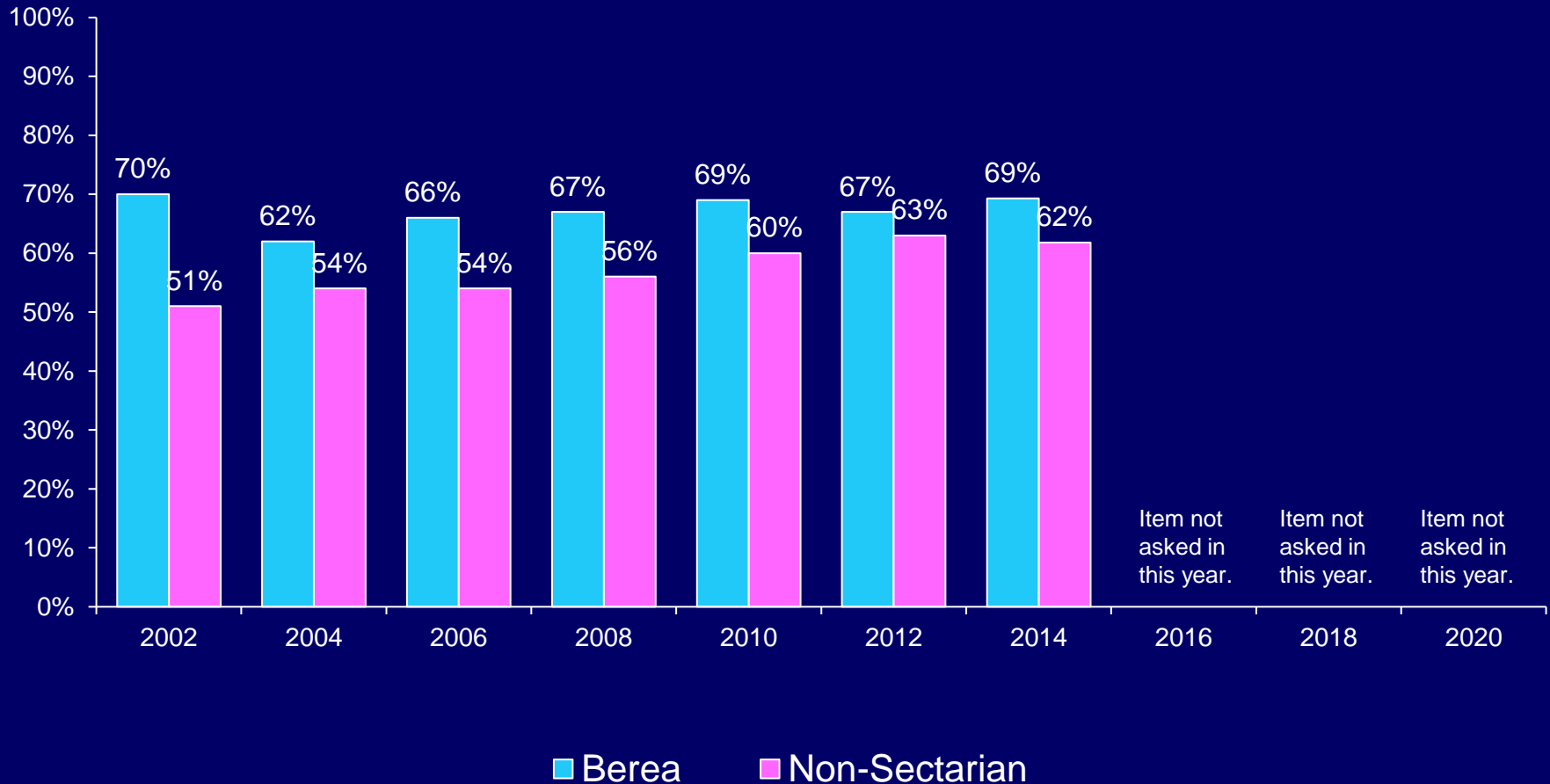
Percent of students who estimate that chances are “very good” that they will:
Make at least a “B” average



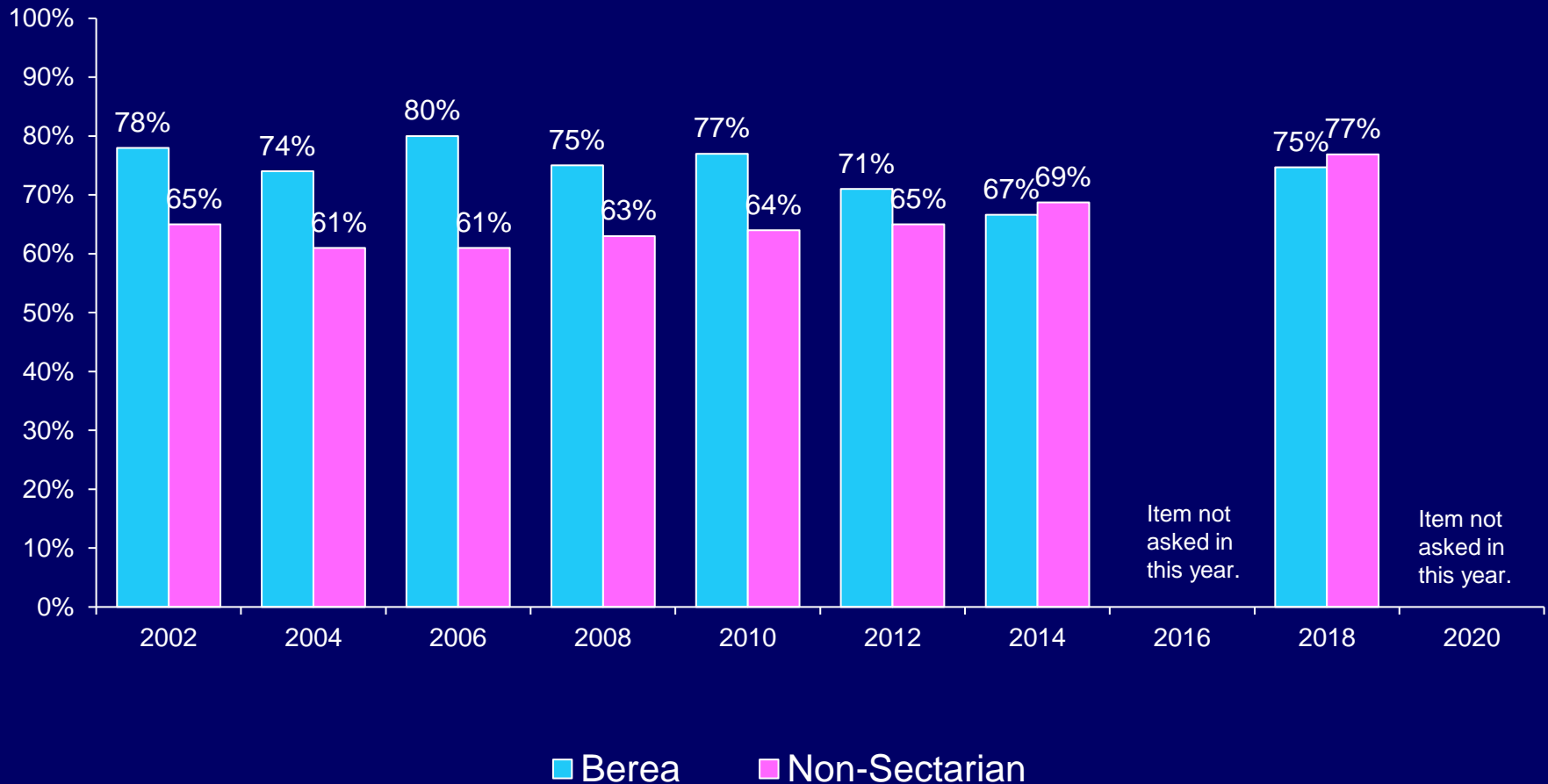
Percent of students who estimate that chances are “very good” that they will:
Need extra time to complete your degree requirements



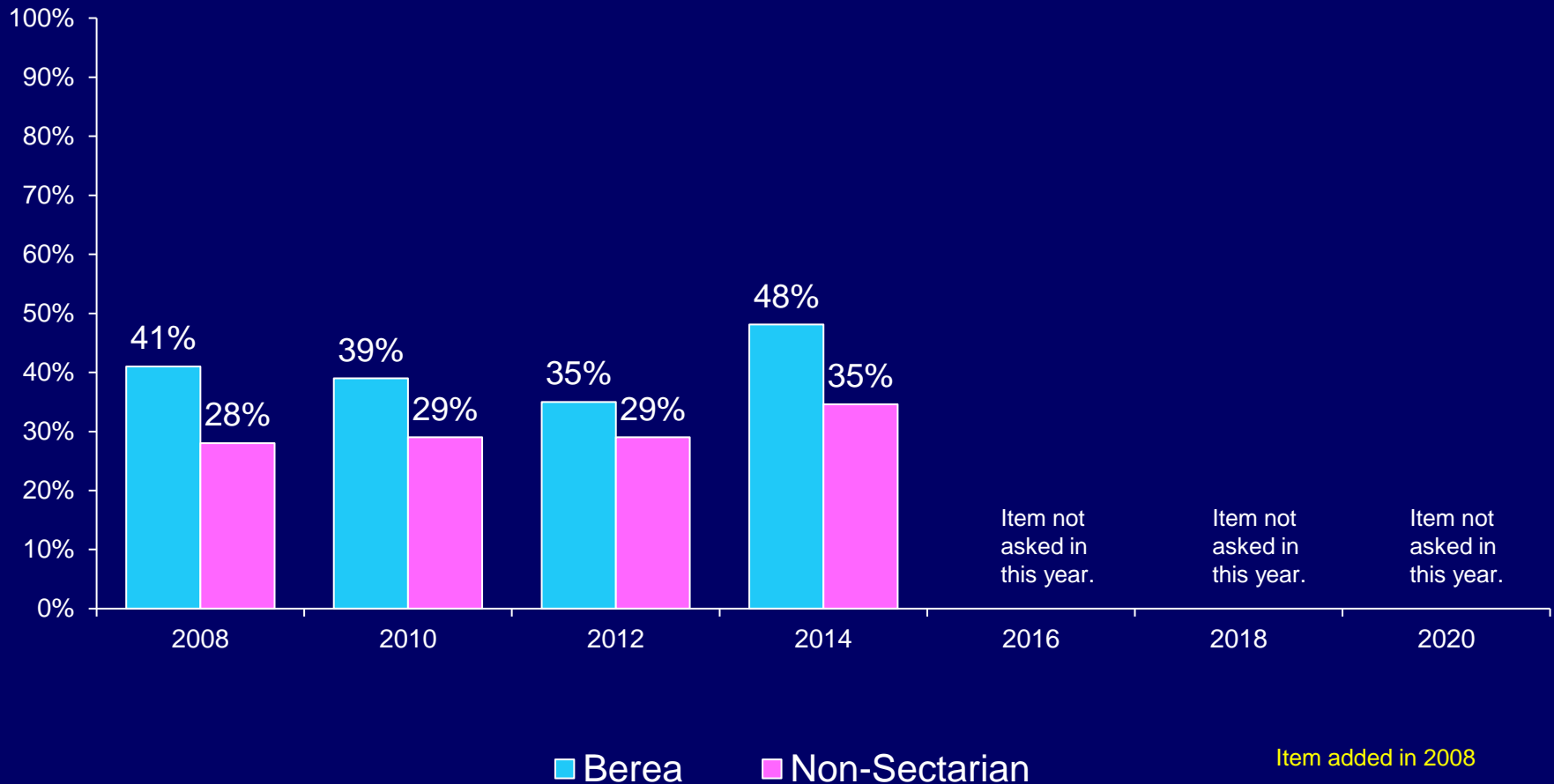
Percent of students who estimate that chances are “very good” that they will:
Be satisfied with your college



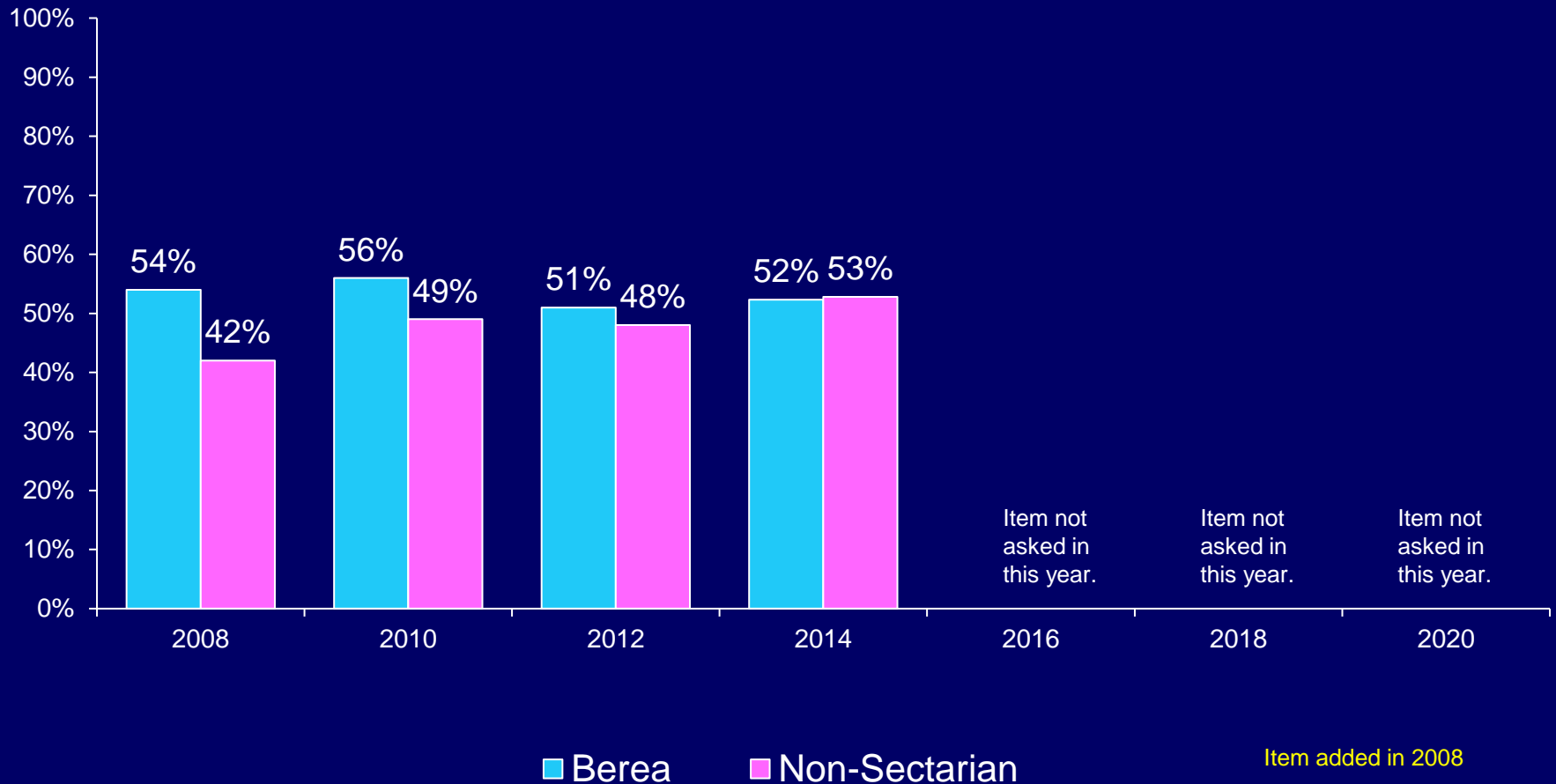
Percent of students who estimate that chances are “very good” that they will:
Socialize with someone of another racial/ethnic group



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

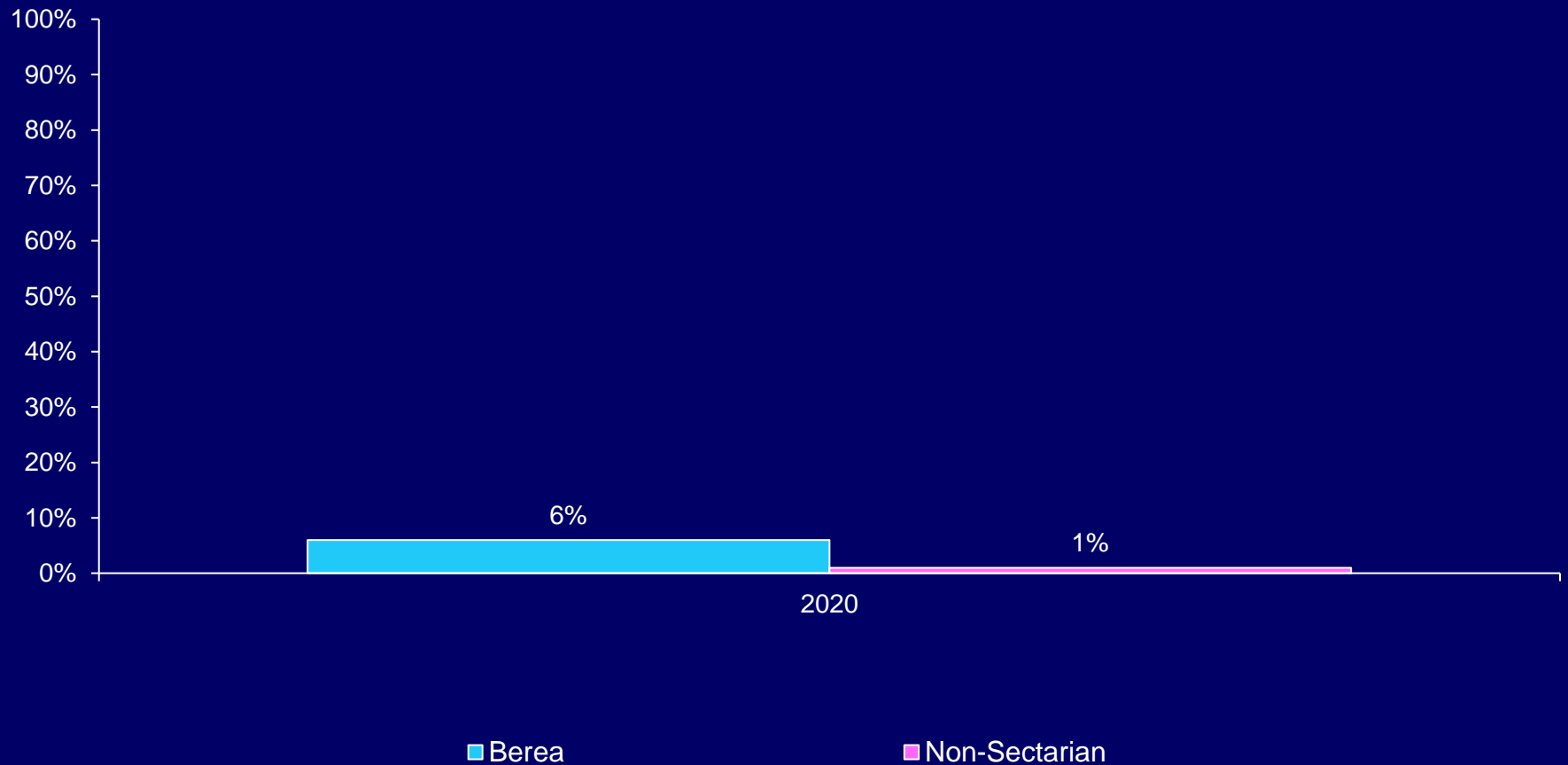


Percent of students who estimate that chances are “very good” that they will:
Discuss course content with students outside of class

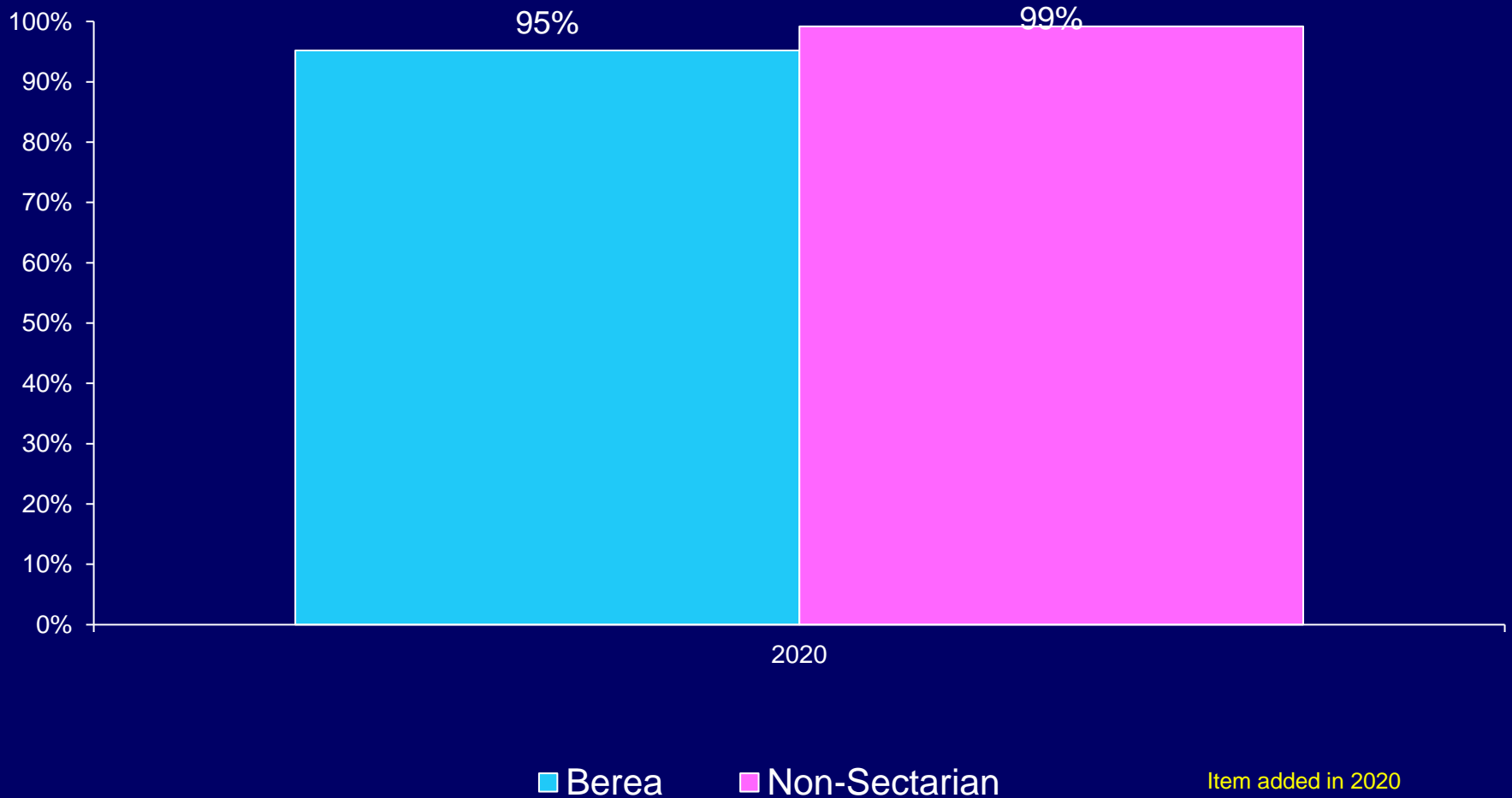


Have you been homeless for one month or more?

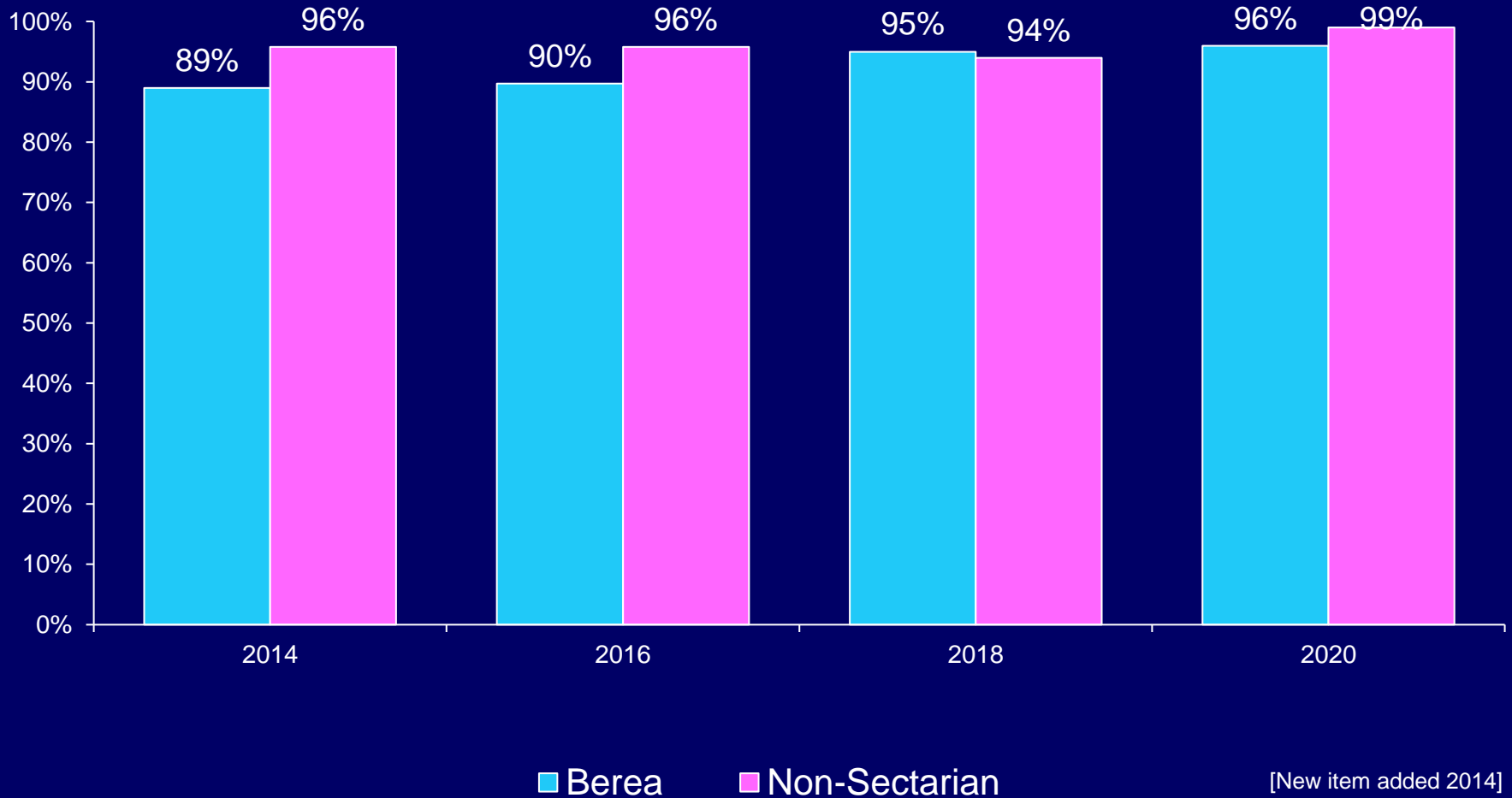
Yes



At any time since you turned 13, were you in foster care or were you a dependent of the court?

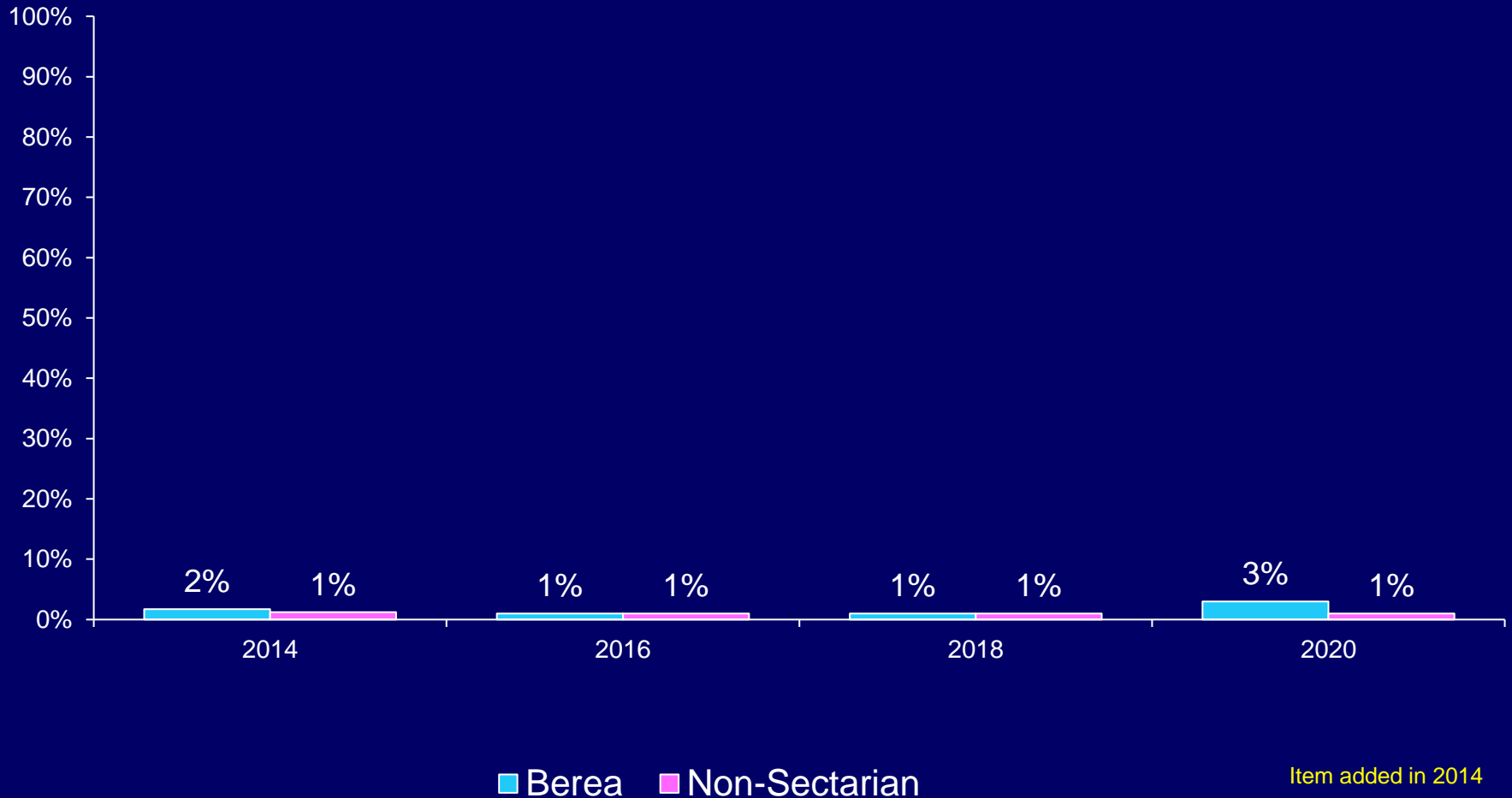


Citizenship status: U.S. citizen

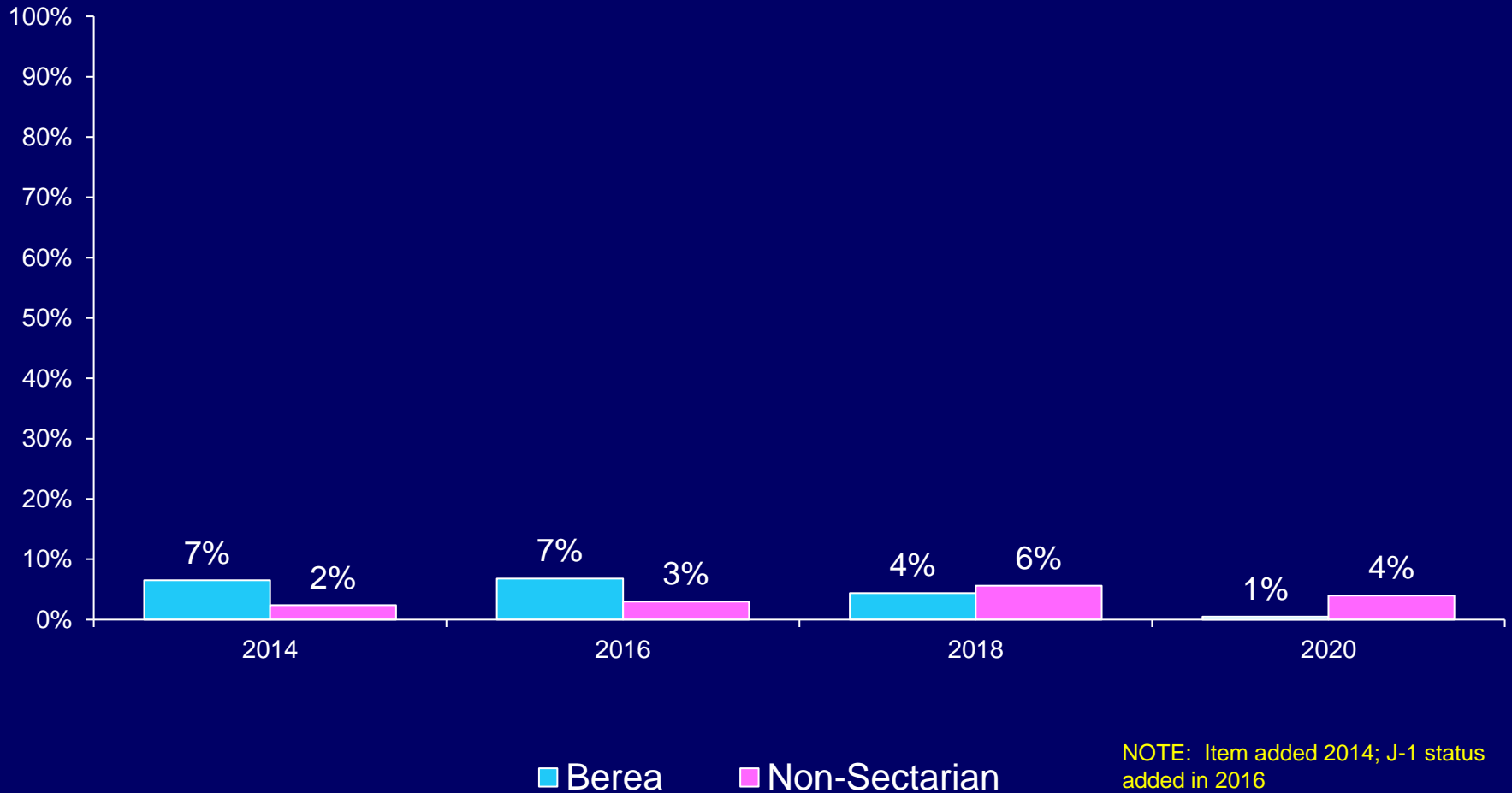


[New item added 2014]

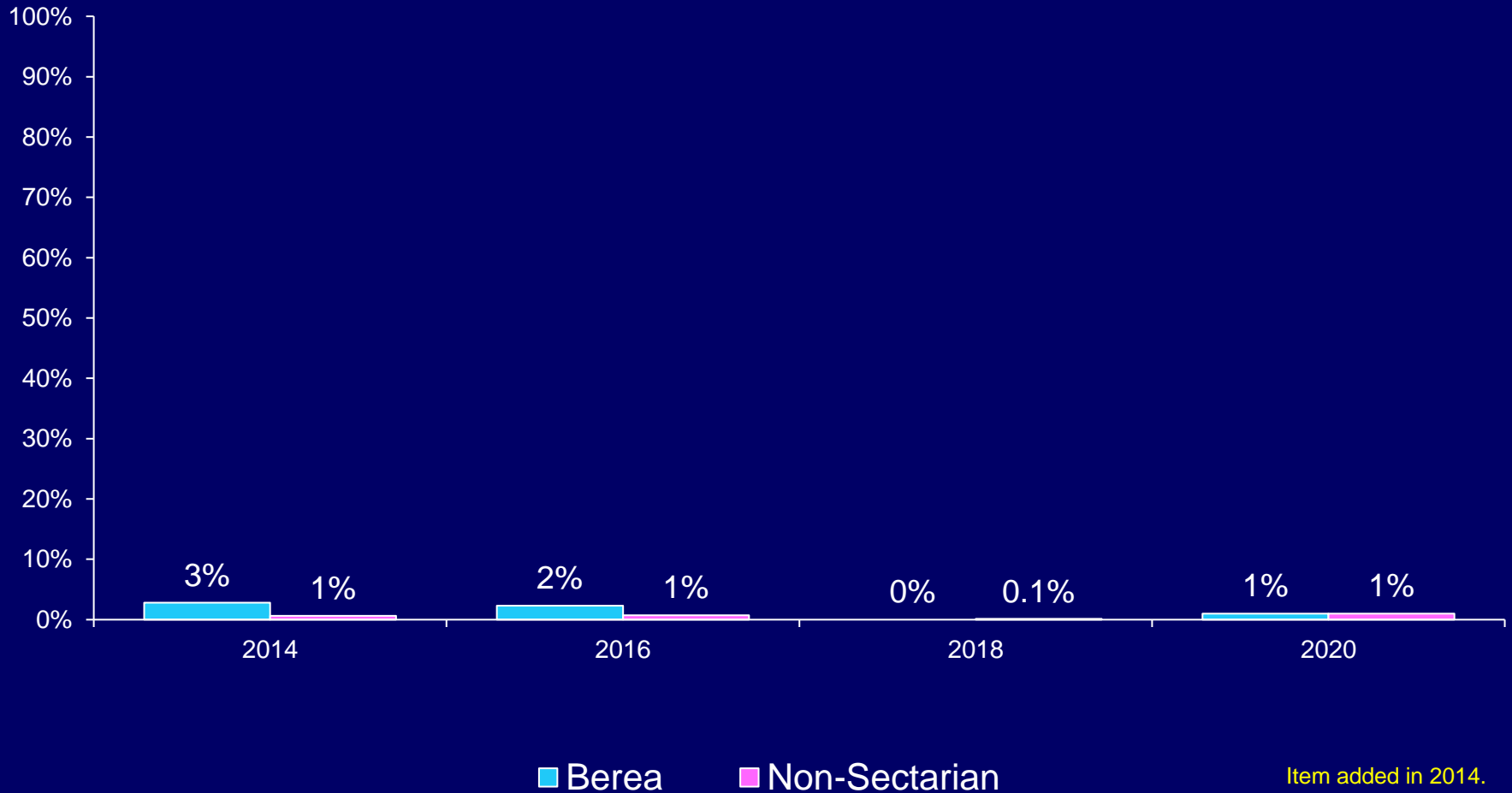
Citizenship status: Permanent resident (green card)



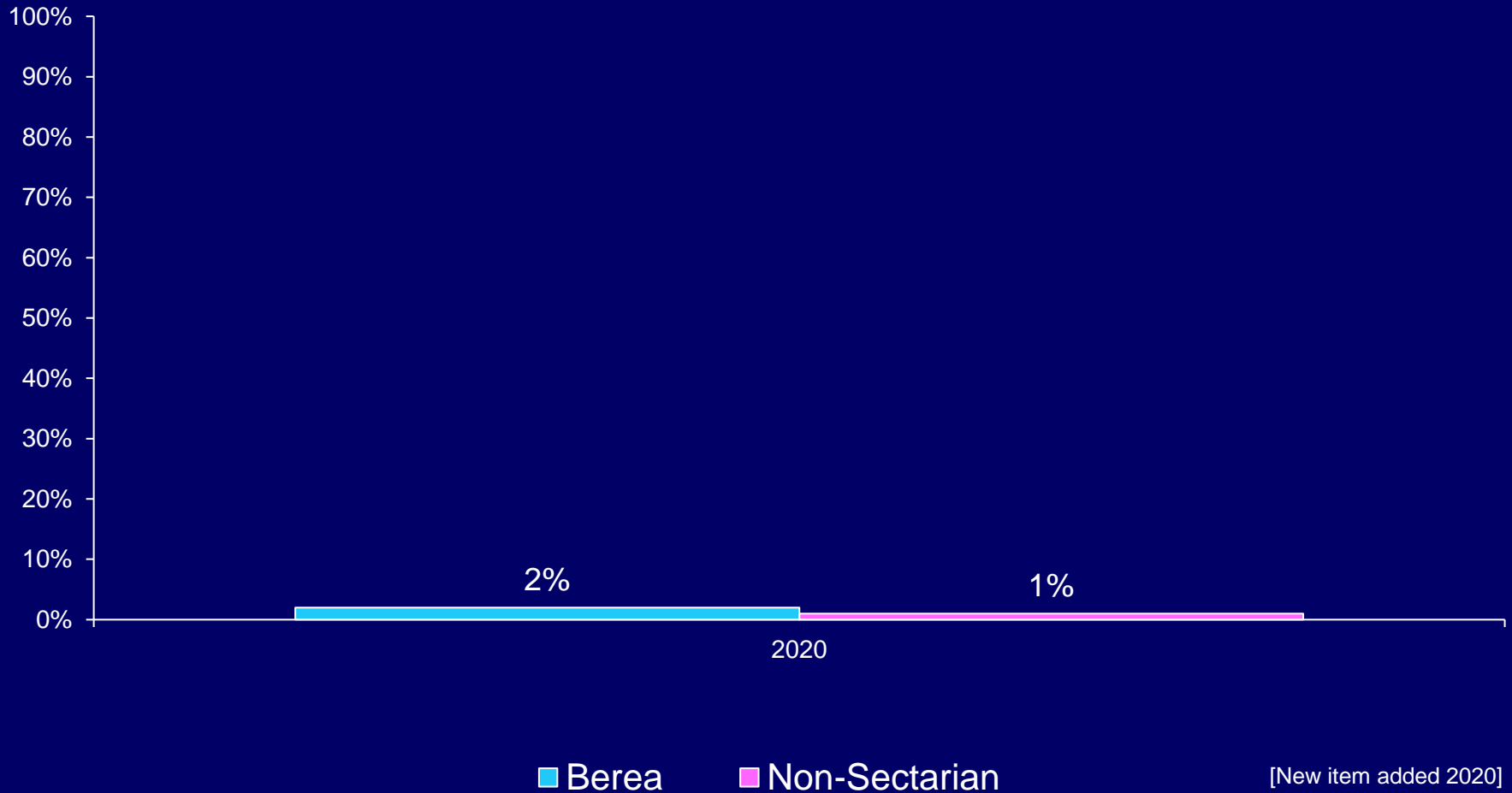
Citizenship status: International student (F-1, J-1, or M-1 visa)



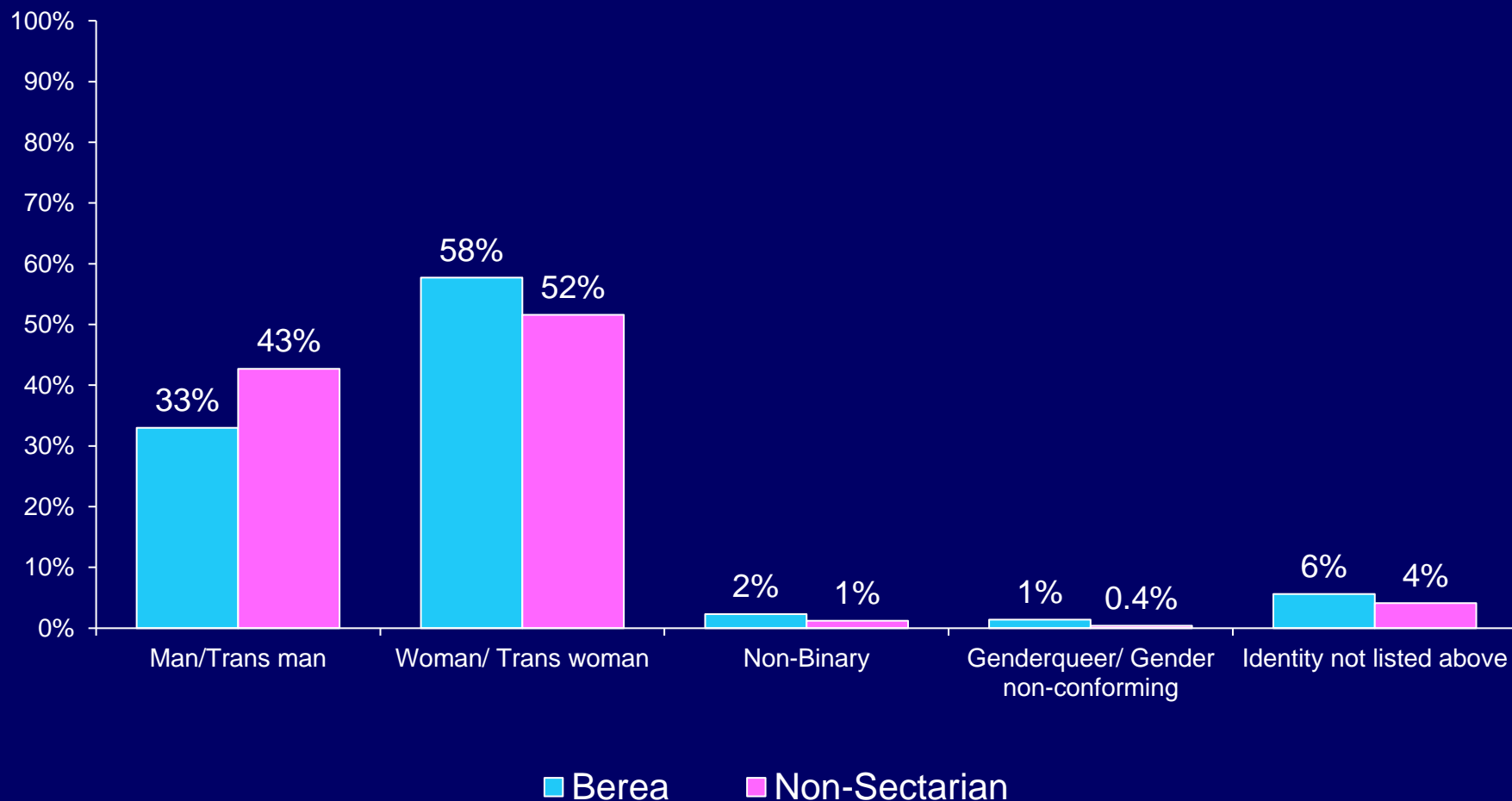
Citizenship status: None of the above



Do you identify as transgender? (2020)



What is your current gender identity? (2020)



What is your sexual orientation? (2020)

