Berea Students indicating what year they graduated from high school

- 93 students graduated in 2006
- 4 students graduated in 2005
- 1 student graduated in 2004
- 0 students graduated in 2003 or Earlier
- 0 students did not graduate but passed G.E.D. test
- 0 students never completed high school
Berea Students indicating how old they will be on December 31 or this year
Berea Students indicating if they are:

- **White/Caucasian**: 76
- **African American/Black**: 18
- **American Indian/Alaska Native**: 3
- **Asian American/Asian**: 3
- **Native Hawaiian/Pacific Islander**: 0
- **Mexican American/Chicano**: 2
- **Puerto Rican**: 0
- **Other Latino**: 1
- **Other**: 6
Percent of Berea students who indicated that Berea College is this many miles from their permanent home:

- 5 or less: 5
- 6 - 10: 3
- 11 - 15: 10
- 51 - 100: 15
- 101 - 500: 52
- Over 500: 15
Berea Students indicating English as their native language

- Yes: 93
- No: 7

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Berea Students indicating Citizenship status

<table>
<thead>
<tr>
<th>Status</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>U.S. Citizen</td>
<td>94</td>
</tr>
<tr>
<td>Permanent Resident</td>
<td>7</td>
</tr>
<tr>
<td>Neither</td>
<td>5</td>
</tr>
</tbody>
</table>

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Berea Students best estimate of parent’s total income last year

<table>
<thead>
<tr>
<th>$ in the Thousands</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Less than 10</td>
<td>16</td>
</tr>
<tr>
<td>10 to 14,999</td>
<td>14</td>
</tr>
<tr>
<td>15 to 19,999</td>
<td>8</td>
</tr>
<tr>
<td>20 to 24,999</td>
<td>10</td>
</tr>
<tr>
<td>25 to 29,999</td>
<td>11</td>
</tr>
<tr>
<td>30 to 39,999</td>
<td>17</td>
</tr>
<tr>
<td>40 to 49,999</td>
<td>10</td>
</tr>
<tr>
<td>50 to 59,999</td>
<td>10</td>
</tr>
<tr>
<td>60 to 74,999</td>
<td>2</td>
</tr>
<tr>
<td>75 to 99,999</td>
<td>2</td>
</tr>
<tr>
<td>100 to 149,999</td>
<td>0</td>
</tr>
<tr>
<td>150 to 199,999</td>
<td>0</td>
</tr>
<tr>
<td>200 to 249,999</td>
<td>0</td>
</tr>
<tr>
<td>250 or more</td>
<td>0</td>
</tr>
</tbody>
</table>
Number in household indicated by Berea Students that are dependent on their parents for financial support (includes student and parents)

- One: 11
- Two: 19
- Three: 21
- Four: 21
- Five: 14
- Six: 15

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
To how many colleges other than this one did you apply for admission this year?

- **All**: 27 (None), 20 (One), 18 (Two to Four), 11 (Five or Over), 44.3 (Total)
- **Publics**: 21 (None), 17 (One), 12 (Two to Four), 9 (Five or Over), 49.8 (Total)
- **4-Year Private**: 15 (None), 15 (One), 10 (Two to Four), 9 (Five or Over), 44 (Total)
- **Non-Sectarian**: 15 (None), 15 (One), 10 (Two to Four), 9 (Five or Over), 50 (Total)
- **Berea**: 20 (None), 15 (One), 14 (Two to Four), 11 (Five or Over), 51 (Total)
During high school (grades 9-12) how many years did you study each of the following:

**English (4 years)**

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
During high school (grades 9-12) how many years did you study each of the following:

**Mathematics (3 years)**
During high school (grades 9-12) how many years did you study each of the following:

**Foreign Language (2 years)**

Bar chart showing the percentage of students who studied foreign language at different selectivity levels.

- **Berea**
- **Non-Sectarian – Medium Selectivity**
- **4-Year Private**
- **Publics**
- **All**

- **Berea:** 88\%
- **Non-Sectarian – Medium Selectivity:** 94\%
- **4-Year Private:** 93\%
- **Publics:** 90\%
- **All:** 94\%
During high school (grades 9-12) how many years did you study each of the following:

**Physical Science (2 years)**
During high school (grades 9-12) how many years did you study each of the following:

_Biological Science (2 years)_

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
During high school (grades 9-12) how many years did you study each of the following:

*History/Am. Govt. (1 year)*

![Bar chart showing the number of years students studied History/Am. Govt.](image)
During high school (grades 9-12) how many years did you study each of the following:

*Computer Science (1/2 year)*

---

**Bar Chart**

- **Berea**: 68
- **Non-Sectarian – Medium Selectivity**: 65
- **4-Year Private**: 62
- **Publics**: 65
- **All**: 62

---

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
During high school (grades 9-12) how many years did you study each of the following:

*Arts and/or Music (1 year)*

![Bar chart showing the number of years studied for Arts and/or Music across different categories: Berea, Non-Sectarian – Medium Selectivity, 4-Year Private, Publics, All. The values are 80, 81, 82, 77, 81 respectively.]
Percent of Berea students who had the following average grade in high school:
Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006

Is this college your:

- First choice: 
  - Berea
  - Non-Sectarian – Medium Selectivity
  - 4-Year Private
  - Publics
  - All
  - 74%

- Second choice: 
  - Berea
  - Non-Sectarian – Medium Selectivity
  - 4-Year Private
  - Publics
  - All
  - 71%

- Third choice: 
  - Berea
  - Non-Sectarian – Medium Selectivity
  - 4-Year Private
  - Publics
  - All
  - 68%

- Less than third choice: 
  - Berea
  - Non-Sectarian – Medium Selectivity
  - 4-Year Private
  - Publics
  - All
  - 66%
Students indicating if this institution was not their first choice if they were accepted by their first choice

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006

Yes
- Berea: 26
- Non-Sectarian – Medium Selectivity: 44
- 4-Year Private: 47
- Publics: 40
- All: 47

No
- Berea: 74
- Non-Sectarian – Medium Selectivity: 56
- 4-Year Private: 53
- Publics: 60
- All: 53
Berea Students Indicating if they have taken any other courses at any other institution since leaving High School

- Yes: 11.7%
- No: 88.3%
Berea Students indicating if they have taken courses at this institution prior to fall term

Yes: 7
No: 93
Are your parents:

**Both alive and living with each other**
Are your parents:

*Both alive, divorced, or living apart*

---

**Berea**

- Both alive: 46
- Divorced: 23
- Living apart: 23

**Non-Sectarian – Medium Selectivity**

- Both alive: 29
- Divorced: 25

**4-Year Private**

- Both alive: 23
- Divorced: 23

**Publics**

- Both alive: 29
- Divorced: 25

**All**

- Both alive: 29
- Divorced: 25
Are your parents:

One or both deceased

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Occupation of your father:

Artist
Occupation of your father:

**Business (clerical)**
Occupation of your father:

Clergy
Occupation of your father:

*Education (secondary)*

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Occupation of your father:

**Education (elementary)**
Occupation of your father:

Engineer
Occupation of your father:

Farmer or forester
Occupation of your father:

Lawyer
Occupation of your father:

**Social, welfare, or recreation worker**
Occupation of your father:

Skilled worker
Occupation of your father: 

*Semi-skilled worker*
Occupation of your father: 

Unskilled worker
Occupation of your father:

Unemployed
Occupation of your father:

*Other*
Occupation of your mother: 

**Artist**
Occupation of your mother:

**Business**
Occupation of your mother: 

**Business (clerical)**
Occupation of your mother:

Clergy
Occupation of your mother:

**Education (secondary)**
Occupation of your mother:

**Education (elementary)**

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Occupation of your mother:

**Homemaker (full-time)**
Occupation of your mother: 

Nurse
Occupation of your mother:  

*Social, welfare, or recreation worker*
Occupation of your mother:

*Skilled worker*
Occupation of your mother: 

_Semi-skilled worker_
Occupation of your mother:

Unskilled worker
Occupation of your mother: 

Unemployed
Occupation of your mother:

Other

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Your probable career occupation:

*Accountant or actuary*
Your probable career occupation:

Actor or entertainer
Your probable career occupation: 

*Artist*
Your probable career occupation:

**Business (management, administrator)**
Your probable career occupation:

**Business owner or proprietor**
Your probable career occupation:

Clergy (minister, priest)
Your probable career occupation:

**Clinical psychologist**
Your probable career occupation: College teacher
Your probable career occupation:

*Computer programmer or analyst*
Your probable career occupation: 

*Engineer*
Your probable career occupation: 
**Farmer or rancher**
Your probable career occupation:

**Foreign service worker**

*(including diplomat)*
Your probable career occupation:

*Lawyer (attorney) or judge*
Your probable career occupation: **Musician (performer, composer)**
Your probable career occupation: 

Nurse
Your probable career occupation: **Pharmacist**
Your probable career occupation: **Physician**
Your probable career occupation:

Policymaker/Government
Your probable career occupation:

*School counselor*
Your probable career occupation: **Scientific researcher**
Your probable career occupation: Social, welfare, or recreation worker
Your probable career occupation:

**Therapist**

(*physical, occupational, speech*)
Your probable career occupation: 

*Teacher or administrator (elementary)*
Your probable career occupation:

**Teacher or administrator (secondary)**
Your probable career occupation: 

**Veterinarian**
Your probable career occupation:

_Writer or journalist_
Your probable career occupation: 

*Laborer (unskilled)*
Your probable career occupation: 

Other
Your probable career occupation: **Undecided**
Your probable major:

*Art, fine and applied*
Your probable major:

*English (language and literature)*
Your probable major:

**History**
Your probable major: 

Journalism

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Your probable major:

**Language and literature (except English)**

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Your probable major: **Music**
Your probable major: 

*Theater or Drama*
Your probable major:

Theology or Religion
Your probable major: 

**Biology (general)**
Your probable major:

**Biochemistry or Biophysics**
Your probable major:

Microbiology or Bacteriology
Your probable major:

Other Biological Science
Your probable major: **Accounting**
Your probable major:

**Business Admin. (general)**
Your probable major: 

Finance
Your probable major:

*International Business*
Your probable major: Management
Your probable major:

*Elementary Education*
Your probable major: 

*Music or Art Education*
Your probable major:

*Physical Education or Recreation*
Your probable major:

Secondary Education
Your probable major:

Chemical Engineering
Your probable major:

**Electrical or Electronic Engineering**
Your probable major:

Chemistry
Your probable major: \textit{Mathematics}
Your probable major:

*Physics*
Your probable major:

Medicine, Dentistry, Veterinary Medicine

Berea
Non-Sectarian – Medium Selectivity
4-Year Private
Publics
All
Your probable major: Nursing
Your probable major: 

**Pharmacy**
Your probable major: 

Therapy

(occupational, physical, speech)
Your probable major: Other Professional
Your probable major: **Economics**
Your probable major:

**Political Science**

*(government, international relations)*
Your probable major:

Psychology
Your probable major: **Social Work**

- **Berea**
- **Non-Sectarian – Medium Selectivity**
- **4-Year Private**
- **Publics**
- **All**
Your probable major: Sociology
Your probable major:

*Other Technical (not mechanics, electronics, drafting, design, building or data processing)*
Your probable major: Agriculture
Your probable major:

**Computer Science**
Your probable major:

*Other Field*
Your probable major:

Undecided

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Berea students indicating the racial composition of the High School they last attended

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Berea students indicating the racial composition of the neighborhood where they grew up

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
How much of your first year educational expenses (room, board, tuition, and fees) do you expect to cover from:

**Parents, other relatives or friends**

![Bar chart showing distribution of educational expenses covered by parents, relatives, or friends. The chart is divided into categories: none, less than $1,000, $1,000 - $2,999, $3,000 - $5,999, $6,000 - $9,999, and $10,000 +. The bars are color-coded for Berea (cyan) and Non-Sectarian - Medium Selectivity (pink).]
How much of your first year educational expenses (room, board, tuition, and fees) Do you expect to cover from:

**Spouse**

- 99% from spouse
- 1% from other sources

<table>
<thead>
<tr>
<th>Amount</th>
<th>Berea</th>
<th>Non-Sectarian – Medium Selectivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>99</td>
<td>99</td>
</tr>
<tr>
<td>less than $1,000</td>
<td>1</td>
<td>1</td>
</tr>
<tr>
<td>$1,000 - 2,999</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>$3,000 - 5,999</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>$6,000 - 9,999</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>$10,000 +</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
How much of your first year educational expenses (room, board, tuition, and fees) Do you expect to cover from:

**Savings from summer work**

- **Berea**
- **Non-Sectarian – Medium Selectivity**
How much of your first year educational expenses (room, board, tuition, and fees) Do you expect to cover from:

Other savings

<table>
<thead>
<tr>
<th>Category</th>
<th>Berea</th>
<th>Non-Sectarian – Medium Selectivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>66</td>
<td>61</td>
</tr>
<tr>
<td>less than $1,000</td>
<td>27</td>
<td>20</td>
</tr>
<tr>
<td>$1,000 - $2,999</td>
<td>7</td>
<td>11</td>
</tr>
<tr>
<td>$3,000 - $5,999</td>
<td>0</td>
<td>4</td>
</tr>
<tr>
<td>$6,000 - $9,999</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>$10,000 +</td>
<td>0</td>
<td>2</td>
</tr>
</tbody>
</table>
How much of your first year educational expenses (room, board, tuition, and fees) Do you expect to cover from:

Part-time job on campus

<table>
<thead>
<tr>
<th>None</th>
<th>Less than $1,000</th>
<th>$1,000 - $2,999</th>
<th>$3,000 - $5,999</th>
<th>$6,000 - $9,999</th>
<th>$10,000 +</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berea</td>
<td>Non-Sectarian</td>
<td>Medium Selectivity</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>56</td>
<td>17</td>
<td>10</td>
<td>1</td>
<td>0</td>
</tr>
<tr>
<td>71</td>
<td>10</td>
<td>10</td>
<td>2</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
How much of your first year educational expenses (room, board, tuition, and fees) Do you expect to cover from:

**Part-time job off campus**

<table>
<thead>
<tr>
<th></th>
<th>Berea</th>
<th>Non-Sectarian – Medium Selectivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>94</td>
<td>76</td>
</tr>
<tr>
<td>less than $1,000</td>
<td>6</td>
<td>14</td>
</tr>
<tr>
<td>$1,000 - $2,999</td>
<td>1</td>
<td>8</td>
</tr>
<tr>
<td>$3,000 - $5,999</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>$6,000 - $9,999</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>$10,000 +</td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>
How much of your first year educational expenses (room, board, tuition, and fees) Do you expect to cover from:

**Full-time job while in college**

- **Berea**
- **Non-Sectarian – Medium Selectivity**
How much of your first year educational expenses (room, board, tuition, and fees) Do you expect to cover from:

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

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

State Scholarship or Grant:

Merit-based

<table>
<thead>
<tr>
<th>Range</th>
<th>Berea</th>
<th>Non-Sectarian – Medium Selectivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>none</td>
<td>78</td>
<td>75</td>
</tr>
<tr>
<td>less than $1,000</td>
<td>10</td>
<td>5</td>
</tr>
<tr>
<td>$1,000 - $2,999</td>
<td>8</td>
<td>9</td>
</tr>
<tr>
<td>$3,000 - $5,999</td>
<td>2</td>
<td>5</td>
</tr>
<tr>
<td>$6,000 - $9,999</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>$10,000 +</td>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>
How much of your first year educational expenses (room, board, tuition, and fees) Do you expect to cover from:

State Scholarship or Grant: Need-based

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
How much of your first year educational expenses (room, board, tuition, and fees) do you expect to cover from:

**College Work-Study Grant**

![Bar chart showing distribution of expected coverage from a college work-study grant across different price ranges.](chart.png)

- **none**: 68, 83
- **less than $1,000**: 11, 7
- **$1,000 - $2,999**: 10, 8
- **$3,000 - $5,999**: 6, 2
- **$6,000 - $9,999**: 2, 1
- **$10,000 +**: 4, 0

**Legend**:
- **Berea**
- **Non-Sectarian – Medium Selectivity**
How much of your first year educational expenses (room, board, tuition, and fees) Do you expect to cover from:

**other College Grant/Scholarship**

<table>
<thead>
<tr>
<th>Category</th>
<th>Berea</th>
<th>Non-Sectarian – Medium Selectivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>66</td>
<td>58</td>
</tr>
<tr>
<td>Less than $1,000</td>
<td>6</td>
<td>4</td>
</tr>
<tr>
<td>$1,000 - $2,999</td>
<td>6</td>
<td>8</td>
</tr>
<tr>
<td>$3,000 - $5,999</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>$6,000 - $9,999</td>
<td>2</td>
<td>10</td>
</tr>
<tr>
<td>$10,000 +</td>
<td>19</td>
<td>10</td>
</tr>
</tbody>
</table>
How much of your first year educational expenses (room, board, tuition, and fees) Do you expect to cover from:

**GI military benefits**

- **Berea**
- **Non-Sectarian – Medium Selectivity**
How much of your first year educational expenses (room, board, tuition, and fees) Do you expect to cover from:

**ROTC**

- **Berea**
- **Non-Sectarian – Medium Selectivity**
How much of your first year educational expenses (room, board, tuition, and fees) do you expect to cover from:

Other Government Aid

- Berea
- Non-Sectarian – Medium Selectivity
How much of your first year educational expenses (room, board, tuition, and fees) do you expect to cover from:

*Stafford Loan (GSL)*

<table>
<thead>
<tr>
<th>Category</th>
<th>Berea</th>
<th>Non-Sectarian – Medium Selectivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>90</td>
<td></td>
</tr>
<tr>
<td>Less than $1,000</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>$1,000 - $2,999</td>
<td>7</td>
<td>15</td>
</tr>
<tr>
<td>$3,000 - $5,999</td>
<td>1</td>
<td>7</td>
</tr>
<tr>
<td>$6,000 - $9,999</td>
<td>1</td>
<td>4</td>
</tr>
<tr>
<td>$10,000 +</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
How much of your first year educational expenses (room, board, tuition, and fees) Do you expect to cover from:

**Perkins Loan**

- **Berea**
- **Non-Sectarian – Medium Selectivity**

<table>
<thead>
<tr>
<th>Category</th>
<th>Berea</th>
<th>Non-Sectarian – Medium Selectivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>99</td>
<td>88</td>
</tr>
<tr>
<td>Less than $1,000</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$1,000 - $2,999</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>$3,000 - $5,999</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>$6,000 - $9,999</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>$10,000 +</td>
<td>0</td>
<td>1</td>
</tr>
</tbody>
</table>
How much of your first year educational expenses (room, board, tuition, and fees) Do you expect to cover from:

Other College Loan

<table>
<thead>
<tr>
<th>Category</th>
<th>Berea</th>
<th>Non-Sectarian - Medium Selectivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>less than $1,000</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>$1,000 - $2,999</td>
<td>2</td>
<td>4</td>
</tr>
<tr>
<td>$3,000 - $5,999</td>
<td>1</td>
<td>3</td>
</tr>
<tr>
<td>$6,000 - $9,999</td>
<td>0</td>
<td>3</td>
</tr>
<tr>
<td>$10,000 +</td>
<td>0</td>
<td>5</td>
</tr>
<tr>
<td>none</td>
<td>96</td>
<td>84</td>
</tr>
</tbody>
</table>
How much of your first year educational expenses (room, board, tuition, and fees) Do you expect to cover from:

Other Loan

<table>
<thead>
<tr>
<th>Category</th>
<th>Berea</th>
<th>Non-Sectarian – Medium Selectivity</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>98</td>
<td>89</td>
</tr>
<tr>
<td>Less than $1,000</td>
<td>0</td>
<td>1</td>
</tr>
<tr>
<td>$1,000 - $2,999</td>
<td>1</td>
<td>2</td>
</tr>
<tr>
<td>$3,000 - $5,999</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>$6,000 - $9,999</td>
<td>0</td>
<td>2</td>
</tr>
<tr>
<td>$10,000 +</td>
<td>0</td>
<td>4</td>
</tr>
</tbody>
</table>
How much of your first year educational expenses (room, board, tuition, and fees) Do you expect to cover from:

Other than those above

Berea
Non-Sectarian – Medium Selectivity
Your current religious preference: 

*Baptist*
Your current religious preference: **Buddhist**
Your current religious preference:

Church of Christ
Your current religious preference: **Episcopalian**
Your current religious preference: *Lutheran*
Your current religious preference: Methodist
Your current religious preference:

*Presbyterian*
Your current religious preference: 

**Roman Catholic**
Your current religious preference: **Other Christian**
Your current religious preference:

*Other Religion*
Your current religious preference: None
Your father’s current religious preference: **Baptist**
Your father’s current religious preference: Buddhist
Your father’s current religious preference: 

*Church of Christ*
Your father’s current religious preference: **Episcopalian**
Your father’s current religious preference:

Hindu
Your father’s current religious preference: **Islamic**
Your father’s current religious preference: 

*Lutheran*
Your father’s current religious preference:

Methodist
Your father’s current religious preference: Presbyterian
Your father’s current religious preference:

Roman Catholic
Your father’s current religious preference:

United Church of Christ/Congregational
Your father’s current religious preference:

Other Christian

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Your father’s current religious preference: 

Other Religion

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Your father’s current religious preference: None
Your mother’s current religious preference:

Baptist
Your mother’s current religious preference: 

Buddhist
Your mother’s current religious preference:

**Church of Christ**
Your mother’s current religious preference: 

**Episcopalian**
Your mother’s current religious preference: **Hindu**
Your mother’s current religious preference: **Islamic**
Your mother’s current religious preference: 

Lutheran
Your mother’s current religious preference:

Methodist
Your mother’s current religious preference:

Presbyterian
Your mother’s current religious preference: 

**Roman Catholic**
Your mother’s current religious preference:

United Church of Christ/Congregational
Your mother’s current religious preference:

Other Christian
Your mother’s current religious preference:

Other Religion
Your mother’s current religious preference: None
Number of Students indicating Neither parent attended the institution they are now attending

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Number of Students indicating only their mother or female legal guardian attended the institution they are now attending

- Berea: 2
- Non-Sectarian – Medium Selectivity: 2
- 4-Year Private: 2
- Publics: 5
- All: 4
Number of Students indicating only their father or male legal guardian attended the institution they are now attending
Number of Students indicating both parents or guardians attended the institution they are now attending

- Berea: 1
- Non-Sectarian – Medium Selectivity: 1
- 4-Year Private: 2
- Publics: 3
- All: 3
Number of AP courses taken by Berea students in high school
Number of AP Exams taken by Berea students in high school

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who indicated “frequently” or “occasionally” attended a religious service (during the past year)

Berea
Non-Sectarian – Medium Selectivity
4-Year Private
Publics
All
Percent of students who indicated “frequently”

Being bored in class

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

**Participating in organized demonstrations** 
(during the past year)
Percent of students who indicated “frequently” or “occasionally”
*Tutoring another student*
(during the past year)

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who indicated “frequently” or “occasionally” Studying with other students (during the past year)

Berea Non-Sectarian – Medium Selectivity 4-Year Private Publics All

- 82
- 84
- 86
- 81
- 86
Percent of students who indicated “frequently” or “occasionally”

*Being a guest in a teacher’s home*

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

*Smoking cigarettes*

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

*Drinking beer*

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

**Drinking wine or liquor**

(during the past year)

<table>
<thead>
<tr>
<th></th>
<th>Berea</th>
<th>Non-Sectarian – Medium Selectivity</th>
<th>4-Year Private</th>
<th>Publics</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Frequency</td>
<td>30</td>
<td>52</td>
<td>49</td>
<td>52</td>
<td>49</td>
</tr>
</tbody>
</table>
Percent of students who indicated “frequently”

Feeling overwhelmed by all they had to do
(during the past year)

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who indicated “frequently”

feeling depressed

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

**Performing volunteer work**

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

**Playing a musical instrument**

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

*Asking a teacher for advice after class*

(during the past year)
What is the highest level of formal education obtained by your mother:

Grammar school or less
What is the highest level of formal education obtained by your mother:

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

*High school graduate*
What is the highest level of formal education obtained by your mother:

*Postsecondary school other than college*
What is the highest level of formal education obtained by your mother:

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

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

**Some graduate school**
What is the highest level of formal education obtained by your mother:

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

Grammar school or less
What is the highest level of formal education obtained by your father:

*Some high school*
What is the highest level of formal education obtained by your father:

*High school graduate*
What is the highest level of formal education obtained by your father:

*Postsecondary school other than college*
What is the highest level of formal education obtained by your father:

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

**College degree**

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
What is the highest level of formal education obtained by your father:

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

Graduate degree

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who indicated “frequently” *Discussing politics* (during the past year)
Percent of students who indicated “frequently”

Voting in student election
(during the past year)

Berea
Non-Sectarian – Medium Selectivity
4-Year Private
Publics
All
Percent of students who indicated “frequently”

Socializing with someone of another 
racial/ethnic group

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

**Coming to class late**

(during the past year)

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who indicated “frequently”

**Discussing religion**

(during the past year)

- Berea: 42%
- Non-Sectarian – Medium Selectivity: 31%
- 4-Year Private: 35%
- Publics: 26%
- All: 31%

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who indicated “frequently” *Using the Internet for research or homework* (during the past year)

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berea</td>
<td>59</td>
</tr>
<tr>
<td>Non-Sectarian – Medium Selectivity</td>
<td>73</td>
</tr>
<tr>
<td>4-Year Private</td>
<td>75</td>
</tr>
<tr>
<td>Publics</td>
<td>68</td>
</tr>
<tr>
<td>All</td>
<td>74</td>
</tr>
</tbody>
</table>
Percent of students who indicated “frequently”

Using the Internet in other ways
(during the past year)
Percent of students who indicated “frequently” or “occasionally” *Performing community service as part of a class* (during the past year)
Percent of Berea students who characterize their political views as:

- Far Left: 4
- Liberal: 33
- Middle-of-the-Road: 43
- Conservative: 19
- Far Right: 1

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who characterize their political views as: 

**Far left**

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who characterize their political views as: **Liberal**
Percent of students who characterize their political views as: **Middle-of-the-road**
Percent of students who characterize their political views as: **Conservative**
Percent of students who characterize their political views as:

*Far right*

Berea Non-Sectarian – Medium Selectivity 4-Year Private Publics All
Students indicating they would live with family or other relatives during fall term

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Students indicating they would live in another private home, apartment or room during fall term

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Students indicating they would live in a College residence hall during fall term
Students indicating they would live in other campus student housing during fall term
Berea Students indicating the highest degree they plan to obtain at any college

- Bachelor’s Degree: 20
- Master’s Degree: 41
- Ph.D. or Ed.D.: 21
- J.D. (Law): 12
- B.D. or M.DIV. (Divinity): 1
- Other: 1
Berea Students indicating the highest degree they plan to obtain at this college

Bachelor’s Degree: 94
Master’s Degree: 3
Ph.D. or Ed.D.: 1
J.D. (Law): 0
B.D. or M.DIV. (Divinity): 0
Other: 0
Percentage of students who rated item as “very important”:

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

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percentage of students who rated item as “very important”:

*I could not find a job*  
(for deciding to go to college)
Percentage of students who rated item as “very important”:

Wanted to get away from home
(for deciding to go to college)

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percentage of students who rated item as “very important”:

To be able to get a better job
(for deciding to go to college)

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percentage of students who rated item as “very important”:

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

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percentage of students who rated item as “very important”:

*There was nothing better to do*

*(for deciding to go to college)*

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percentage of students who rated item as “very important”:

To make me a more cultured person
(for deciding to go to college)

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percentage of students who rated item as “very important”:

*To be able to make more money*

*(for deciding to go to college)*
Percentage of students who rated item as “very important”:

**To learn more about things that interest me**

*(for deciding to go to college)*

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percentage of students who rated item as “very important”:

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

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006

- Berea: 60%
- Non-Sectarian – Medium Selectivity: 50%
- 4-Year Private: 56%
- Publics: 51%
- All: 58%
Percentage of students who rated item as “very important”:

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

![Bar chart showing percentage of students who rated item as very important for Berea, Non-Sectarian – Medium Selectivity, 4-Year Private, Publics, and All.]
Percentage of students who rated item as “very important”:

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

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in: **Academic Ability**
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

**Artistic Ability**

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

*Computer skills*

![Bar chart showing computer skills ratings for Berea, Non-Sectarian Medium Selectivity, 4-Year Private, Publics, and All. The ratings are as follows:
- Berea: 29
- Non-Sectarian Medium Selectivity: 39
- 4-Year Private: 34
- Publics: 37
- All: 38]
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

**Cooperativeness**

<table>
<thead>
<tr>
<th></th>
<th>Berea</th>
<th>Non-Sectarian – Medium Selectivity</th>
<th>4-Year Private</th>
<th>Publics</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cooperativeness</td>
<td>69</td>
<td>74</td>
<td>74</td>
<td>71</td>
<td>73</td>
</tr>
</tbody>
</table>
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

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

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

![Bar chart showing percentage of students rating themselves above average or in the highest 10% for Emotional health, categorized by type of institution: Berea, Non-Sectarian - Medium Selectivity, 4-Year Private, Publics, and All. The percentages are: Berea 49, Non-Sectarian 52, 4-Year Private 54, Publics 50, All 55.](chart.png)
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in: Leadership ability

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

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

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

Public speaking ability

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in: **Religiousness**
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

Self-confidence (intellectual)

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

**Self-confidence (social)**

![Bar chart showing percentage of students rated above average or in the highest 10% for Self-confidence (social).](chart)
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

**Self-understanding**

![Bar chart showing percentage of students rating themselves above average or in the highest 10% in self-understanding compared with the average person of their age, categorized by institution type (Berea, Non-Sectarian - Medium Selectivity, 4-Year Private, Publics, All).]
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

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

**Understanding of others**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berea</td>
<td>68</td>
</tr>
<tr>
<td>Non-Sectarian – Medium Selectivity</td>
<td>66</td>
</tr>
<tr>
<td>4-Year Private</td>
<td>68</td>
</tr>
<tr>
<td>Publics</td>
<td>64</td>
</tr>
<tr>
<td>All</td>
<td>67</td>
</tr>
</tbody>
</table>
Percentage of students who rated themselves “above average” or in the “highest 10%” as compared with the average person his/her age in:

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

There is too much concern in the courts for the rights of criminals
Percent of students who agree “strongly” or “somewhat” that:

**Abortion should be legal**

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who agree “strongly” or “somewhat” that:

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

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who agree “strongly” or “somewhat” that: 

It is important to have laws prohibiting homosexual relationships

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006

- Berea: 31
- Non-Sectarian – Medium Selectivity: 28
- 4-Year Private: 28
- Publics: 27
- All: 26
Percent of students who agree “strongly” or “somewhat” that:

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

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who agree “strongly” or “somewhat” that:

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

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

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

![Bar Chart]

- **Berea:** 67%
- **Non-Sectarian – Medium Selectivity:** 57%
- **4-Year Private:** 59%
- **Publics:** 60%
- **All:** 58%

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who agree “strongly” or “somewhat” that:

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

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berea</td>
<td>53%</td>
</tr>
<tr>
<td>Non-Sectarian – Medium Selectivity</td>
<td>60%</td>
</tr>
<tr>
<td>4-Year Private</td>
<td>59%</td>
</tr>
<tr>
<td>Publics</td>
<td>60%</td>
</tr>
<tr>
<td>All</td>
<td>61%</td>
</tr>
</tbody>
</table>
Percent of students who agree “strongly” or “somewhat” that:

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

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

Dissent is a critical component of the political process

Berea
Non-Sectarian – Medium Selectivity
4-Year Private
Publics
All
Percent of students who agree “strongly” or “somewhat” that:

**Colleges have the right to ban extreme speakers from campus**

- Berea: 43
- Non-Sectarian – Medium Selectivity: 44
- 4-Year Private: 44
- Publics: 40
- All: 41
Percent of students who agree “strongly” or “somewhat” that:

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

The federal government should raise taxes to reduce the deficit

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who indicated that they spent the following number of hours per week on *Studying/homework*

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who indicated that they spent the following number of hours per week on 

**Socializing with Friends**

![Bar chart showing hours per week spent socializing with friends]
Percent of students who indicated that they spent the following number of hours per week on *Talking with teachers outside of class*.
Percent of students who indicated that they spent the following number of hours per week on

*Exercise or sports*

Hours Per Week

- **None**: 5
- **Less than 1 hour**: 9
- **1 - 2**: 16
- **3 - 5**: 20
- **6 - 10**: 19
- **11 - 15**: 14
- **16 - 20**: 8
- **Over 20**: 10

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who indicated that they spent the following number of hours per week on **Partying**

![Bar chart showing hours per week spent partying by students.](chart.png)
Percent of students who indicated that they spent the following number of hours per week on *Working (for pay)*

<table>
<thead>
<tr>
<th>Hours Per Week</th>
<th>None</th>
<th>Less than 1 hour</th>
<th>1 - 2</th>
<th>3 - 5</th>
<th>6 - 10</th>
<th>11 - 15</th>
<th>16 - 20</th>
<th>Over 20</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30</td>
<td>3</td>
<td>4</td>
<td>7</td>
<td>12</td>
<td>13</td>
<td>14</td>
<td>16</td>
</tr>
</tbody>
</table>
Percent of students who indicated that they spent the following number of hours per week on Volunteer work
Percent of students who indicated that they spent the following number of hours per week on *Student clubs/groups*

- 28 students spent 0 hours per week.
- 15 students spent less than 1 hour per week.
- 25 students spent 1 - 2 hours per week.
- 18 students spent 3 - 5 hours per week.
- 8 students spent 6 - 10 hours per week.
- 3 students spent 11 - 15 hours per week.
- 2 students spent 16 - 20 hours per week.
- 2 students spent over 20 hours per week.

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who indicated that they spent the following number of hours per week on **Watching TV**

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006

<table>
<thead>
<tr>
<th>Hours Per Week</th>
<th>None</th>
<th>Less than 1 hour</th>
<th>1 - 2</th>
<th>3 - 5</th>
<th>6 - 10</th>
<th>11 - 15</th>
<th>16 - 20</th>
<th>Over 20</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
<td>15</td>
<td>25</td>
<td>28</td>
<td>15</td>
<td>6</td>
<td>2</td>
<td>3</td>
<td></td>
</tr>
</tbody>
</table>
Percent of students who indicated that they spent the following number of hours per week on *Household/childcare duties*

![Bar chart showing the distribution of hours spent on household/childcare duties by students.](chart.png)
Percent of students who indicated that they spent the following number of hours per week on

Reading for pleasure

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who indicated that they spent the following number of hours per week on

**Playing video/computer games**

Hours Per Week

- None
- Less than 1 hour
- 1 - 2
- 3 - 5
- 6 - 10
- 11 - 15
- 16 - 20
- Over 20
Percent of Berea students who have concerns about their ability to finance their college educations:

- **None** (I am confident that I will have sufficient funds): 34%
- **Some** (but I probably will have enough funds): 56%
- **Major** (not sure I will have enough funds to complete college): 10%

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who have the following concern about their ability to finance their college education:

None (I am confident that I will have sufficient funds)
Percent of students who have the following concern about their ability to finance their college education:

*Some (but I probably will have enough funds)*

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who have the following concern about their ability to finance their college education:

**Major (not sure I will have enough funds to complete college)**
Percent of students who felt the following reason was “very important” in their decision to attend this college:

My relatives wanted me to come here
Percent of students who felt the following reason was “very important” in their decision to attend this college:

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

This college has a very good academic reputation

<table>
<thead>
<tr>
<th>College Type</th>
<th>Berea</th>
<th>Non-Sectarian - Medium Selectivity</th>
<th>4-Year Private</th>
<th>Publics</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>84</td>
<td>57</td>
<td>61</td>
<td>47</td>
<td>57</td>
</tr>
</tbody>
</table>

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who felt the following reason was “very important” in their decision to attend this college

This college has a good reputation for its social activities
Percent of students who felt the following reason was “very important” in their decision to attend this college:

*I was offered financial assistance*

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Reasons noted as “very important” in influencing student’s decision to attend this particular college

The cost of attending this college

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who felt the following reason was “very important” in their decision to attend this college:

**High school counselor advised me**

![Bar chart](image)

- **Berea**: 16
- **Non-Sectarian – Medium Selectivity**: 8
- **4-Year Private**: 9
- **Publics**: 10
- **All**: 9

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who felt the following reason was “very important” in their decision to attend this college:

**Private college counselor advised me**

![Bar chart showing percent of students who felt private college counselor advised them was very important.](chart.png)
Percent of students who felt the following reason was “very important” in their decision to attend this college:

*I wanted to live near home*

![Bar chart showing the percentage of students who felt living near home was very important for their decision to attend different types of colleges. The chart includes categories for Berea, Non-Sectarian (Medium Selectivity), 4-Year Private, Publics, and All.]
Percent of students who felt the following reason was “very important” in their decision to attend this college:

Not offered aid by first choice
Reasons noted as “very important” in influencing student’s decision to attend this particular college

This college’s graduates gain admission to top graduate/professional schools
Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006

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

This college’s graduates get good jobs

![Bar chart showing reasons for attending college](chart.png)

<table>
<thead>
<tr>
<th>Category</th>
<th>Berea</th>
<th>Non-Sectarian – Medium Selectivity</th>
<th>4-Year Private</th>
<th>Publics</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>This college’s graduates get good jobs</td>
<td>61</td>
<td>54</td>
<td>51</td>
<td>40</td>
<td>49</td>
</tr>
</tbody>
</table>

Legend:
- Blue: Berea
- Pink: Non-Sectarian – Medium Selectivity
- Green: 4-Year Private
- Orange: Publics
- Purple: All
Percent of students who felt the following reason was “very important” in their decision to attend this college:

*I was attracted by the religious affiliation/orientation of the college*
Percent of students who felt the following reason was “very important” in their decision to attend this college:

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

![Bar chart showing the percentage of students who felt that the size of the college was very important in their decision to attend. The chart compares Berea, Non-Sectarian – Medium Selectivity, 4-Year Private, Publics, and All.](chart.png)
Percent of students who felt the following reason was “very important” in their decision to attend this college:

**Rankings in national magazines**

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who felt the following reason was “very important” in their decision to attend this college:

**Information from a website**

![Bar chart](image-url)

- **Berea**: 30%
- **Non-Sectarian – Medium Selectivity**: 20%
- **4-Year Private**: 18%
- **Publics**: 14%
- **All**: 17%
Percent of students who felt the following reason was “very important” in their decision to attend this college:

**I was admitted through an Early Action or Early Decision program**
Reasons noted as “very important” in influencing student’s decision to attend this particular college

A visit to campus

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who felt the following reason was “very important” in their decision to attend this college

The athletic department recruited me

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who personally consider the following objective to be “essential” or “very important:”

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

<table>
<thead>
<tr>
<th>Institution Type</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berea</td>
<td>22</td>
</tr>
<tr>
<td>Non-Sectarian – Medium Selectivity</td>
<td>18</td>
</tr>
<tr>
<td>4-Year Private</td>
<td>18</td>
</tr>
<tr>
<td>Publics</td>
<td>15</td>
</tr>
<tr>
<td>All</td>
<td>16</td>
</tr>
</tbody>
</table>
Percent of students who personally consider the following objective to be “essential” or “very important:”

**Becoming an authority in my field**

![Bar chart showing the percentage of students considering becoming an authority in their field as essential or very important, categorized by institution type.](chart-image-url)
Percent of students who personally consider the following objective to be “essential” or “very important:”

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

![Bar chart showing the percent of students who consider obtaining recognition from colleagues for their contributions to their special field to be essential or very important. The chart is divided by institution type: Berea, Non-Sectarian - Medium Selectivity, 4-Year Private, Publics, and All. The values are as follows:
- Berea: 45%
- Non-Sectarian - Medium Selectivity: 55%
- 4-Year Private: 52%
- Publics: 52%
- All: 54%]
Percent of students who personally consider the following objective to be “essential” or “very important:”

**Influencing the political structure**

<table>
<thead>
<tr>
<th>Category</th>
<th>Berea</th>
<th>Non-Sectarian – Medium Selectivity</th>
<th>4-Year Private</th>
<th>Publics</th>
<th>All</th>
</tr>
</thead>
<tbody>
<tr>
<td>Percent of students</td>
<td>24</td>
<td>21</td>
<td>23</td>
<td>20</td>
<td>23</td>
</tr>
</tbody>
</table>
Percent of students who personally consider the following objective to be “essential” or “very important:”

**Influencing social values**

![Bar chart showing the percent of students who consider influencing social values to be essential or very important, categorized by type of institution and selectivity.](chart.png)
Percent of students who personally consider the following objective to be “essential” or “very important:”

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

Having administrative responsibility for the work of others
Percent of students who personally consider the following objective to be “essential” or “very important:”

*Being very well off financially*

![Bar chart showing the percent of students who consider being very well off financially to be essential or very important. The chart includes data for Berea, Non-Sectarian - Medium Selectivity, 4-Year Private, Publics, and All. The percentages for Berea are 66, Non-Sectarian - Medium Selectivity are 74, 4-Year Private are 68, Publics are 76, and All are 73.]
Percent of students who personally consider the following objective to be “essential” or “very important:”

Helping others who are in difficulty

Berea
Non-Sectarian – Medium Selectivity
4-Year Private
Publics
All
Percent of students who personally consider the following objective to be “essential” or “very important:”

**Making a theoretical contribution to science**
Percent of students who personally consider the following objective to be “essential” or “very important:”

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

![Bar chart showing the percentage of students who consider writing original works to be essential or very important. The chart includes data for Berea, Non-Sectarian - Medium Selectivity, 4-Year Private, Publics, and All combined.](image-url)
Percent of students who personally consider the following objective to be “essential” or “very important:”

Creating artistic work (painting, sculpture, decorating, etc.)

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who personally consider the following objective to be “essential” or “very important:”

**Becoming successful in a business of my own**
Percent of students who personally consider the following objective to be “essential” or “very important:”

**Becoming involved in programs to clean up the environment**

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who personally consider the following objective to be “essential” or “very important:”

*Developing a meaningful philosophy of life*

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who personally consider the following objective to be “essential” or “very important:”

**Participating in a community action program**

- **Berea:** 35%
- **Non-Sectarian – Medium Selectivity:** 24%
- **4-Year Private:** 29%
- **Publics:** 22%
- **All:** 27%

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who personally consider the following objective to be “essential” or “very important:”

**Helping to promote racial understanding**

![Bar chart showing the percent of students who consider helping to promote racial understanding to be essential or very important, broken down by institution type: Berea, Non-Sectarian – Medium Selectivity, 4-Year Private, Publics, and All. The chart indicates that Berea has the highest percentage at 52%, followed by Non-Sectarian – Medium Selectivity at 31%, 4-Year Private at 35%, Publics at 31%, and All at 34%.](image-url)
Percent of students who personally consider the following objective to be “essential” or “very important:”

**Keeping up to date with political affairs**

- Berea: 39%
- Non-Sectarian – Medium Selectivity: 34%
- 4-Year Private: 37%
- Publics: 30%
- All: 37%
Percent of students who personally consider the following objective to be “essential” or “very important:”

**Becoming a community leader**

<table>
<thead>
<tr>
<th>Category</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Berea</td>
<td>36</td>
</tr>
<tr>
<td>Non-Sectarian – Medium Selectivity</td>
<td>32</td>
</tr>
<tr>
<td>4-Year Private</td>
<td>36</td>
</tr>
<tr>
<td>Publics</td>
<td>30</td>
</tr>
<tr>
<td>All</td>
<td>35</td>
</tr>
</tbody>
</table>
Percent of students who personally consider the following objective to be “essential” or “very important:”

**Improving my understanding of other countries and cultures**

![Bar chart showing the percentage of students who consider improving their understanding of other countries and cultures to be essential or very important, broken down by institution type: Berea (62%), Non-Sectarian - Medium Selectivity (46%), 4-Year Private (51%), Publics (39%), and All (49%).]
Percent of students who estimate that chances are “very good” that he or she will **Change major field**
Percent of students who estimate that chances are “very good” that he or she will **Change career choice**

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who estimate that chances are “very good” that he or she will

**Participate in student government**

![Bar chart showing participation rates for various institutions and categories.](chart)

- **Berea**: 11
- **Non-Sectarian – Medium Selectivity**: 7
- **4-Year Private**: 8
- **Publics**: 6
- **All**: 8

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Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who estimate that chances are “very good” that he or she will

Get a job to help pay for

college expenses

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who estimate that chances are “very good” that he or she will **Work full-time while attending college**
Percent of students who estimate that chances are “very good” that he or she will 

**Join a social fraternity or sorority**
Percent of students who estimate that chances are “very good” that he or she will play varsity/intercollegiate athletics.
Percent of students who estimate that chances are “very good” that he or she will **Make at least a “B” average**
Percent of students who estimate that chances are “very good” that he or she will

Participate in student protests or demonstrations

Berea
Non-Sectarian – Medium Selectivity
4-Year Private
Publics
All

9 5 7 5 6

0 10 20 30 40 50 60 70 80 90 100
Percent of students who estimate that chances are “very good” that he or she will Transfer to another college before graduating

![Bar chart showing the distribution of estimates of transfer likelihood by category (Berea, Non-Sectarian, Medium Selectivity, 4-Year Private, Publics, All). The chart includes data points for Berea (5), Non-Sectarian (6), Medium Selectivity (6), 4-Year Private (10), and Publics (7).]
Percent of students who estimate that chances are “very good” that he or she will be satisfied with their college

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who estimate that chances are “very good” that he or she will

Participate in volunteer or community service work

### Data

- **Berea**: 37%
- **Non-Sectarian – Medium Selectivity**: 24%
- **4-Year Private**: 31%
- **Publics**: 17%
- **All**: 27%

### Sources

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who estimate that chances are “very good” that he or she will seek personal counseling.

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who estimate that chances are “very good” that he or she will Communicate regularly with professors.

Berea
Non-Sectarian – Medium Selectivity
4-Year Private
Publics
All

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006
Percent of students who estimate that chances are “very good” that he or she will **Socialize with someone of another racial/ethnic group**
Percent of students who estimate that chances are “very good” that he or she will **Participate in student clubs/groups**
Percent of students who estimate that chances are “very good” that he or she will Participate in a study abroad program.

Cooperative Institutional Research Project (CIRP), Entering Freshmen 2006

Berea  Non-Sectarian – Medium Selectivity  4-Year Private  Publics  All

42  29  33  17  29
Rate the importance to you of each of the following:

**Learning More about Cultural Diversity**

- **Extremely Important**: 47
- **Somewhat Important**: 41
- **Not Very Important**: 8
- **Not at all Important**: 1
- **I don’t know at this time**: 3
Rate the importance to you of each of the following:

**Learning more about non-violent conflict resolution**

- Extremely Important: 34
- Somewhat Important: 37
- Not Very Important: 16
- Not at all Important: 7
- I don’t know at this time: 7
Choose the one description that best fits your understanding of Berea College

Berea College promotes its Christian identity:

- By requiring adherence to precisely defined Christian beliefs: 9
- By functioning as a church: 5
- Through programs of education and service to Appalachia and beyond: 64
- By affiliating with a specific Christian denomination: 6
- By maintaining strict moral guidelines: 16
Rate the importance to you of each of the following: 

_Serving Humankind_

- **Extremely Important**: 51
- **Somewhat Important**: 35
- **Not Very Important**: 8
- **Not at all Important**: 2
- **I don’t know at this time**: 4
Rate the importance to you of each of the following:

**Protecting the natural world**

- Extremely Important: 39
- Somewhat Important: 40
- Not Very Important: 14
- Not at all Important: 3
- I don’t know at this time: 4
Rate the importance to you of each of the following:

**Solving environmental problems**

- Extremely Important: 34
- Somewhat Important: 35
- Not Very Important: 20
- Not at all Important: 6
- I don’t know at this time: 4
Rate the importance to you of each of the following:

*Developing a strong spiritual self*

- Extremely Important: 56
- Somewhat Important: 25
- Not Very Important: 10
- Not at all Important: 4
- I don’t know at this time: 5
Rate the importance to you of each of the following:

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

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

58 Extremely Important
33 Somewhat Important
6 Not Very Important
1 Not at all Important
2 I don’t know at this time
Rate the importance to you of each of the following: *Learning more about the arts*

![Bar Chart](chart.png)

- **Extremely Important**: 31
- **Somewhat Important**: 34
- **Not Very Important**: 22
- **Not at all Important**: 8
- **I don’t know at this time**: 6
Rate the importance to you of each of the following:

**Learning more about the arts**

- Extremely Important: 25
- Somewhat Important: 57
- Not Very Important: 11
- Not at all Important: 4
- I don’t know at this time: 4
Rate the importance to you of each of the following:

*Developing a desire for life-long learning*

- Extremely Important: 55
- Somewhat Important: 34
- Not Very Important: 6
- Not at all Important: 2
- I don’t know at this time: 3
Rate the importance to you of each of the following: **Striving for racial harmony**

- **Extremely Important**: 53
- **Somewhat Important**: 33
- **Not Very Important**: 8
- **Not at all Important**: 3
- **I don’t know at this time**: 3
Rate the importance to you of each of the following: **Traveling to new places**

- Extremely Important: 56
- Somewhat Important: 27
- Not Very Important: 11
- Not at all Important: 4
- I don’t know at this time: 2
Rate the importance to you of each of the following:

Learning more about Appalachian culture/history

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

**Learning more about Black culture/history**

- Extremely Important: 26
- Somewhat Important: 41
- Not Very Important: 23
- Not at all Important: 6
- I don’t know at this time: 4
Rate the importance to you of each of the following:

**Learning about women’s culture/history**

![Bar chart showing the ratings for learning about women’s culture/history. The categories are Extremely Important, Somewhat Important, Not Very Important, Not at all Important, and I don’t know at this time. The ratings are as follows: Extremely Important - 26, Somewhat Important - 41, Not Very Important - 24, Not at all Important - 6, and I don’t know at this time - 4.]}
Rate the importance to you of each of the following:

**Being a responsible citizen of the world**

- Extremely Important: 62
- Somewhat Important: 28
- Not Very Important: 6
- Not at all Important: 1
- I don’t know at this time: 3
Rate the importance to you of each of the following:

**Finding work that is challenging and that stimulates personal growth**

![Bar graph showing responses to the question.](image)
Rate the importance to you of each of the following:

Volunteering service to my community

- Extremely Important: 43
- Somewhat Important: 36
- Not Very Important: 15
- Not at all Important: 2
- I don’t know at this time: 4
Berea Students indicating the Higher Education Research Institute (HERI) permission to include their ID number for additional research analysis

- Yes: 98
- No: 2