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# The Cooperative Institutional Research Program (CIRP) Survey of Western Washington University Freshmen: A Comparison of the 1985 and 1989 Incoming Classes

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The Cooperative Institutional Research  
Program (CIRP) Survey of  
Western Washington University Freshmen:  
A Comparison of the  
1985 and 1989 Incoming Classes

Report Number 1991-05

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## Executive Summary

This report provides a summary of student responses to the Cooperative Institutional Research Program (CIRP) survey given to Western's 1985 and 1989 incoming freshman classes. The CIRP survey is used to gather information about the characteristics, interests, and goals of first-time freshmen nationwide.

The majority of incoming freshmen in both 1985 and 1989 were female, 18 years old, U.S. citizens, and native speakers of English. Western's 1989 freshman class was more ethnically diverse than its 1985 counterpart. The proportion of students who were Caucasian went down during this four year period while the proportion of students from ethnic minorities went up.

Students in the 1989 freshman class had significantly higher average high school grades than those in the 1985 freshman class. Students in the 1989 class also planned to complete more advanced degrees than the freshmen in 1985 did. Most students in both 1985 and 1989 entered Western in the fall immediately following their graduation from high school. Almost one-third of the 1989 freshman class felt that they would need remedial work in mathematics once they entered college.

There was a change between 1985 and 1989 in the types of careers students expressed interest in. Business-related careers, education, computer programming, and nursing all decreased in popularity. Social sciences, biological sciences, and Arts and Humanities were more popular in 1989 than in 1985.

Most students in both 1985 and 1989 listed Western as their college of first choice and said they wanted to attend Western primarily because of its good academic reputation. Almost all entering freshmen were enrolled as full-time students.

Other information about students that is detailed in the following report includes students' activities, future plans, and political and religious beliefs, in addition to information about students' parents.

## Introduction

The following report provides a summary of student responses to the Cooperative Institutional Research Program (CIRP) survey for Western Washington University's 1985 and 1989 incoming freshman classes.

The CIRP was developed in 1966 by the American Council on Education (ACE) and the graduate school of Education at the University of California, Los Angeles. The CIRP survey is used nationwide to gather normative data on the characteristics of first-time freshmen at American universities and colleges. In order to keep current with the changing interests and concerns of the academic community, the survey items are updated annually. In the 25 years of its existence, the CIRP has generated a substantial number of research studies concerned with a wide variety of issues in higher education (Astin, Green, Korn, Schalit, & Berz, 1988).

Although it has been in use at other universities since 1966, administration of the CIRP survey to freshmen at Western began in 1985 (N=1211). The survey was also given to freshmen in 1989 (N=1026) and will continue to be given to Western's incoming freshmen class every four years. Comparison of responses given by the 1985 freshman class with those of the 1989 freshmen is particularly interesting, due to the change in admission policy that occurred at Western during this four year period.

The CIRP survey provides a wealth of information about students' backgrounds, interests, and goals. Comparison of responses given by students in different entering classes allows analysis of how student populations are changing and observations of trends across time. In-depth analysis of student characteristics also provides insight into whether specific administrative goals, such as increasing ethnic diversity, are being realized.

For clarity, results are organized according to major categories of items in the survey. Information is presented in summary form. Descriptive statistics, in conjunction with tables and figures where appropriate, are used to report the findings.

## Demographic Information

### Gender

More females than males entered Western as freshmen in both 1985 and 1989. The ratio of females to males remained virtually unchanged. In 1985, 61.7 percent of entering freshmen were female and 38.3 percent were male whereas in 1989, 63.1 percent of entering freshmen were female and 36.9 percent were male.

### Age on 12/31 of survey year

The majority of incoming freshmen in both 1985 and 1989 (68.7 percent and 69.6 percent respectively) were 18 years old. Nineteen year-olds (26.9 percent of entering freshmen in 1985 and 27.4 percent in 1989) were the next most frequently occurring age group. A very small proportion of each incoming freshman class fell into age categories other than 18 and 19 years old. These percentages are listed in Table 1.

### Citizenship

Most of the students in the 1989 incoming freshmen class (98.0 percent) were U.S. citizens. Of the remaining 2 percent, 1.3 percent were permanent residents of the United States and .7 percent were not. Citizenship information was not available for the 1985 incoming class.

### Racial background

Western's 1989 incoming freshman class was more ethnically diverse than the freshman class was in 1985. In 1989, 84.3 percent of the incoming students were Caucasian. This was down from 93.4 percent in 1985. The proportion of Western's freshmen from other ethnic groups, with the exception of Puerto Rican-American, went up between 1985 and 1989. In 1989, the percentages of incoming freshmen with various ethnic backgrounds were as follows; 1.3 percent Black (up from .4 percent in 1985), 2.3 percent American Indian (up from 1.5 percent in 1985), 6.3 percent Asian (up from 2.4 percent in 1985), 2.5 percent Mexican-American (up from .5 percent in 1985). Percentages of students with unspecified ethnic backgrounds were consistent from 1985 to 1989 (1.7 percent and 1.8 percent respectively). While Puerto Rican-Americans made up .1 percent of the incoming class in 1985, there were no members of this ethnic group in the 1989 freshman class.

### Native Language

In 1989, 96.9 percent of the incoming freshmen class were native speakers of English. The remaining 3.1 percent were native speakers of other, unspecified, languages. Information about native language was not available for the 1985 incoming class.

### Miles from college to permanent home

Most incoming freshmen in both 1985 and 1989 (80.2 percent and 83.3 percent respectively) came from home towns that were between 51 and 500 miles away from Western's campus. Another 14.6 percent in 1985 and 14.4 percent in 1989 lived 50 miles away



or less from Western. A small percentage (5.3 percent in 1985 and 2.4 percent in 1989) traveled more than 500 miles from their permanent home to attend Western.

### Twin Status

The overwhelming majority of students entering Western as freshmen did not have twins (98.5 percent in 1985 and 98.8 percent in 1989). Of the 1.5 percent of students in the 1985 incoming class who had twins, 0.7 percent had an identical twin and 0.8 percent had a fraternal twin. Of the 1.2 percent of the 1989 freshman class who had twins, 0.5 percent had an identical twin and 0.7 percent had a fraternal twin.

### High School Information

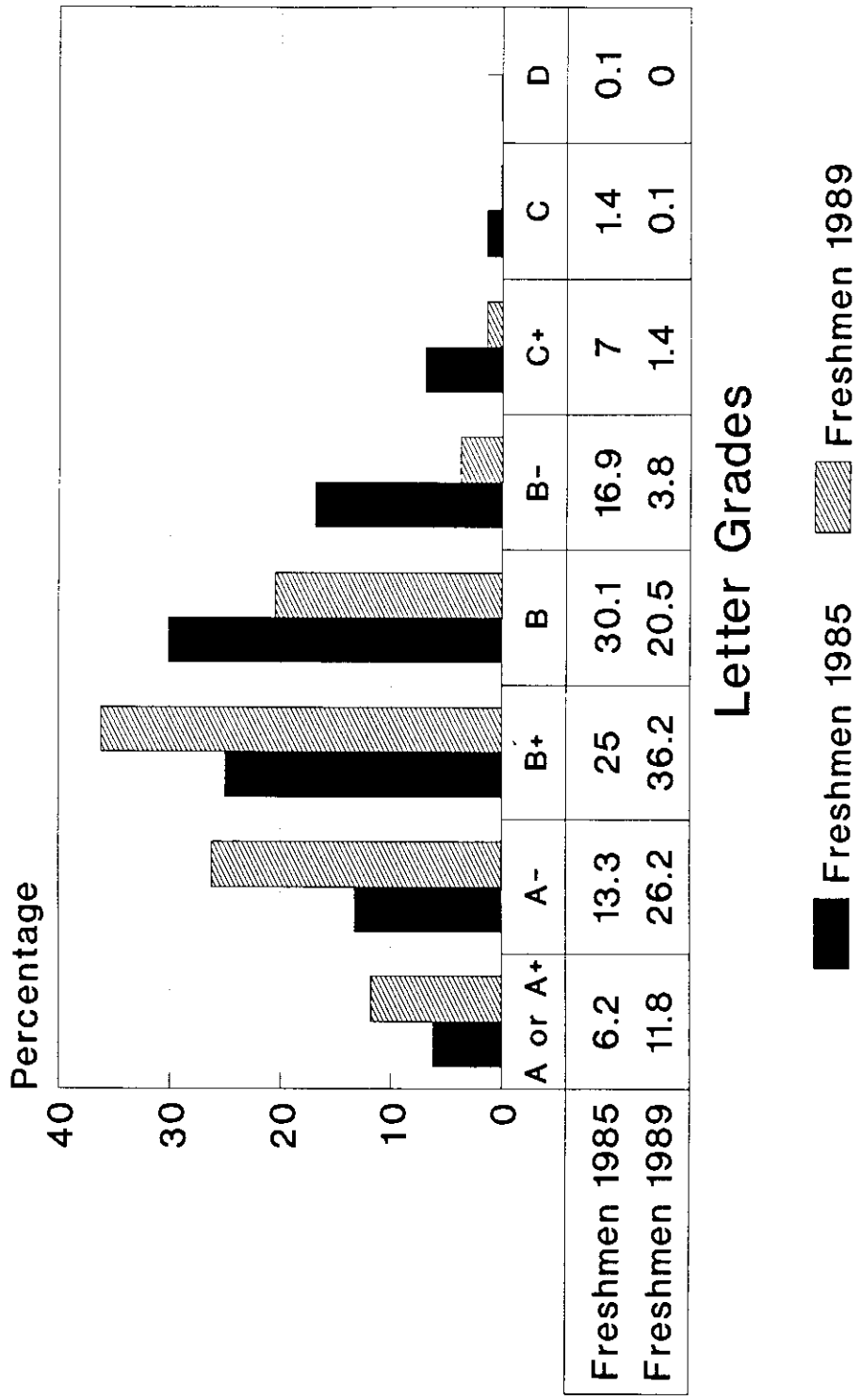
#### Year graduated from high school

In both the 1985 and 1989 incoming freshmen classes, the majority of the students entered Western in the fall following their graduation from high school (94.5 percent in 1985 and 98.0 percent in 1989). Of those who entered in 1985 but not immediately after finishing high school, 3.3 percent waited one year to start college after high school, .7 percent waited two years, and 1.2 percent waited three years or longer after graduating from high school. The remaining .3 percent either completed a GED (.2 percent) or were admitted without a high school diploma or a GED (.1 percent). Of those who started Western as freshmen in 1989 but not immediately after finishing high school, 1.7 percent waited one year to start college, .2 percent waited two years, and .2 percent waited three years or longer. No students with GEDs or without high school diplomas or GEDs were admitted as part of the 1989 freshmen class.

#### Average high school grades

The average high school grades of the 1989 incoming freshmen class were significantly higher than those of the 1985 incoming freshmen. In 1989, 11.8 percent of the entering class had an A or A+ high school grade point average (up from 6.2 percent of the 1985 freshman class), 26.2 percent had an A- average (up from 13.3 percent in 1985), and 36.2 percent had a B+ average (up from 25.0 percent in 1985). The percentage of students who entered Western in 1989 who had high school grade point averages of B or below went down compared to the incoming class of 1985. In 1985, 30.1 percent of the entering freshmen had a B average in high school (compared with 20.5 percent of the 1989 incoming class), 16.9 percent had an average of B- (compared with only 3.8 percent of the 1989 class), 8.4 percent had a C+ or C average (compared to 1.5 percent in 1989), and .1 percent of the students who entered in 1985 had an average high school grade point of D. No

**FIG. 1 : RESULTS OF C.I.R.P SURVEY**  
**Average high school grades**



students admitted to the 1989 freshmen class had average high school grades of less than C (see Figure 1).

### Remedial Work

#### Students who have had remedial work

Only a small percentage of the 1989 incoming freshman class had had remedial work of any kind before entering Western. Of the 1026 students who responded to this question, 2.9 percent had had remedial work in English, 3.3 percent in reading, 8.3 percent in mathematics, 2.5 percent in social science, 3.0 percent in science, and 3.1 percent in Foreign Language. Information about past remedial work was not available for the 1985 entering class.

#### Students who feel they need remedial work

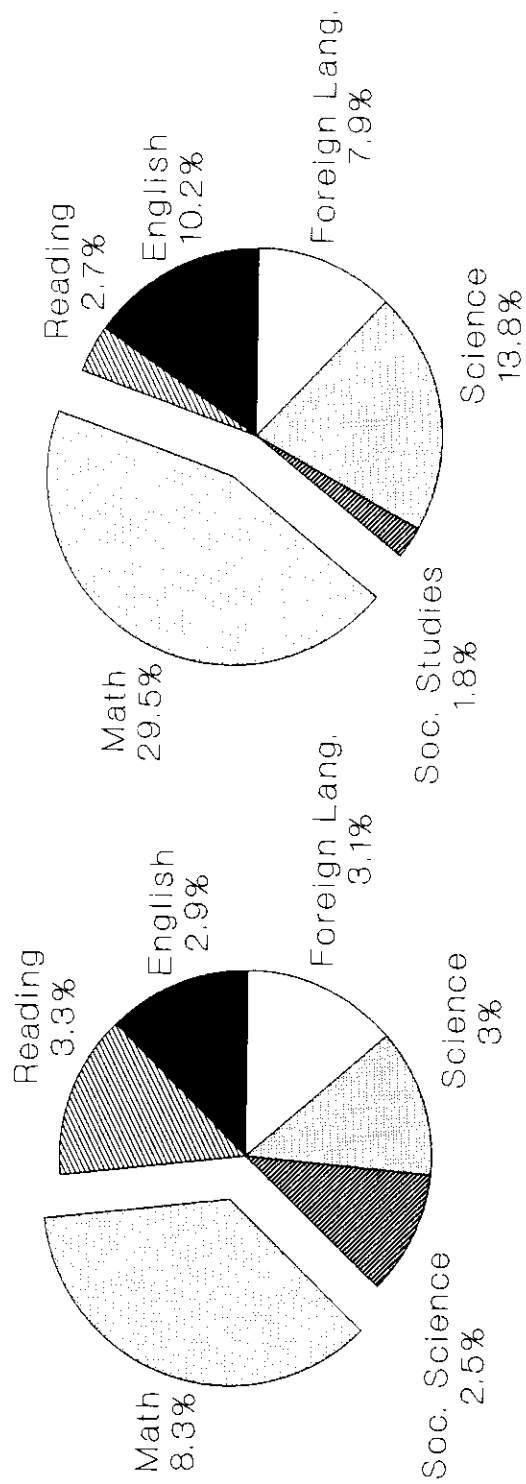
The percentage of the 1989 freshman class who felt that they would need remedial work once enrolled in college varied according to the subject area. Of the 1022 students who responded to this question, 10.2 percent felt they would need remedial work in English, 2.7 percent in reading, 1.8 percent in social science, 13.8 percent in science, and 7.9 percent in foreign language. Additionally, 29.5 percent, almost a third of the entering freshman class, felt they would need remedial work in mathematics (see Figure 2). No information about students' perceived need for remedial work was available for the 1985 freshman class.

#### Weekly hours spent on activities in high school

Students entering as freshmen in 1989 were asked to rate the amount of time they had spent each week on various activities during their last year of high school on a scale ranging from no time to 16 or more hours. Over half (52.2 percent) of entering freshmen said they spent an average of less than six hours per week studying or doing homework. Another 42.0 percent claimed that they studied between six and fifteen hours per week.

Most students spent between six and fifteen hours per week (42.9 percent) or sixteen or more hours per week (37.4 percent) socializing with friends. Additionally, a large percentage of students worked for pay. Over one-third (37.7 percent) worked sixteen or more hours per week and another 26.8 percent worked between six and fifteen hours per week. A little more than one-fourth (26.3 percent) of the students had not worked for pay in the previous year. The percentages of students who engaged in other activities and the frequencies with which they did so are included in Table 2c. This information was not available for 1985's freshmen.

FIG. 2 : RESULT OF 1989 C.I.R.P SURVEY  
Remedial work



Had remedial work      Need remedial work

## Parental Information

### Status of Parents

Most of the students who entered as freshmen in 1989 (68.8 percent) had parents who were living with each other. The parents of another 28.0 percent of the students were either divorced or separated. One or both parents of the remaining 3.2 percent of entering freshmen were deceased. This information was not available for the freshman class of 1985.

### Estimated Parental Income

The majority of incoming freshmen (61.1 percent) in 1985 reported that their parents earned between \$30,000 and \$75,000 annually. By 1989, the upper end of this bracket had risen to \$100,000 with 73.3 percent of students' parents' income falling into this range. The percentage of parents earning less than \$30,000 annually fell slightly between 1985 and 1989 (20.6 percent in 1989, down from 23.8 percent in 1985). The proportion of parents with a yearly income in excess of \$100,000 was approximately the same in 1985 and 1989 (6.7 percent in 1985 and 6.2 percent in 1989).

### Father's education

The fathers of incoming freshmen in both 1985 and in 1989 were, on the whole, well educated. The majority (55.1 percent in 1985 and 58.9 percent in 1989) completed a Bachelor's or graduate degree. Only a very small percentage of students' fathers (5.9 percent in 1985 and 3.7 percent in 1989) had not received at least a high school diploma.

### Mother's education

There was a general increase between 1985 and 1989 in the highest educational level attained by the mothers of incoming freshmen. While 35.7 percent of the mothers of the entering freshman class in 1985 had earned either a Bachelor's or graduate degree, 45.2 percent of the mothers of the 1989 incoming class had earned a degree of that level. As was found among the fathers, only a very small proportion of students' mothers (4.6 percent in 1985 and 2.8 percent in 1989) had not received at least a high school diploma.

### Student's characterization of parents

Students were provided with a series of statements and were asked the extent to which they felt each statement was characteristic of their parents. The percentages of students who responded that they "strongly agreed" that a statement was characteristic of their parents are provided here.

Over three quarters of entering freshmen in 1989 (77.3 percent) said that their parents were deeply concerned about their children. Another 66.4 percent had high aspirations for their child. Almost one-third (28.9 percent) strongly agreed that their parents were interested in intellectual pursuits, 14.4 percent were described as very interested in cultural pursuits, 10.8 percent of students' parents were deeply religious, and 8.9 percent were interested in politics. Only 4.8 percent of the students described their parents as difficult to talk to. This information was not available for the freshman class of 1985.

### Religious Preference

Incoming freshmen in 1989 were less willing to respond to items that requested information about religious preferences than were their 1985 counterparts. Only about one out of five students surveyed in 1989 chose to answer the following questions. Since so few members of the entering freshman class chose to respond to these items, it is unlikely that their responses are representative of the 1989 incoming class as a whole and the responses described below should be interpreted in light of this.

#### Father's religious preference

The percentage of students who claimed that their fathers had no religious affiliation went up between 1985 and 1989 (24.0 percent in 1985 and 33.3 percent in 1989). Among those who had a religious preference, the most frequently cited categories were Roman Catholic (19.5 percent in 1985 and 21.8 percent in 1989), Lutheran (11.3 percent in 1985 and 8.2 percent in 1989), and Presbyterian (9.5 percent in 1985 and 10.9 percent in 1989). Table 3b provides a complete view of religious preference.

#### Mother's religious preference

Mothers were more frequently described as religious than fathers were. The religious preference of a majority of students' mothers fell into one of four main categories. The highest percentage, 21.9 percent in 1985 and 29.7 percent in 1989, were described as being Roman Catholic. The next most frequently occurring categories were no religious affiliation (14.8 percent in 1985 and 18.8 percent in 1989), Lutheran (14.1 percent in 1985 and 10.9 percent in 1989), and Presbyterian (11.6 percent in 1985 and 13.5 percent in 1989).

#### Student's religious preference

The religious preferences of students fell into the same categories as the religious preferences of their parents, with one additional category of Born-again Christian. In both 1985

and in 1989, the largest percentage of students responding (25.8 percent in 1985 and 31.8 percent in 1989) described themselves as Born-again Christians. The next most frequently occurring categories were no religious affiliation (24.4 percent in 1985 and 27.4 percent in 1989), Roman Catholic (19.6 percent in 1985 and 23.7 percent in 1989), Lutheran (11.8 percent in 1985 and 8.9 percent in 1989), and Presbyterian (10.25 percent in 1985 and 12.6 percent in 1989).

### Parental Careers and Students' Career Interests

#### Father's Career

The majority of students' fathers in both 1985 and 1989 were classified as businessmen (30.4 percent in 1985 and 30.3 percent in 1989). Engineers made up another 10.0 percent in 1985 and 11.4 percent in 1989. The percentages of students' fathers in other career categories were also comparable between 1985 and 1989. A complete listing of the career categories used and the percentages of students' fathers falling into each category is included in Table 3c.

#### Mother's Career

The percentage of students' mothers who were classified as research scientists went up fairly dramatically from .1 percent in 1985 to 6.9 percent in 1989. Other professions that showed increased representation were elementary education (up from 5.4 percent in 1985 to 10.9 percent in 1989) and those classified as businesswomen which also went up slightly between 1985 (15.7 percent) and 1989 (17.5 percent).

The percentage of students' mothers who were nurses went down from 7.2 percent in 1985 to 1.6 percent in 1989. The percentages of students' mothers in other career categories were comparable between 1985 and 1989. Complete listings of categories and percentages of students' mothers in each category are provided in Table 3c.

#### Student's Probable Career

The career of business executive was the most frequently cited by incoming freshmen as a probable future career in both 1985 (16.0 percent) and in 1989 (14.4 percent). However, the career of business executive, along with all other listed business-related careers, was somewhat less popular in 1989 than in 1985. Other professions that showed a decrease in popularity between 1985 and 1989 were education (both elementary and secondary), computer programming, nursing, and interior design.

Careers that showed increases in popularity included those in psychology, engineering, and scientific research. Other

careers maintained their levels of popularity between 1985 and 1989. Table 3d contains a list of career options and the percentages of students who expressed interest in each career.

### Reasons for Career Choice

In 1989, entering freshmen were asked what things they considered essential or very important in making a career choice. The majority (77.4 percent) felt that they should have an intrinsic interest in the field in which they worked, 75.3 percent said they wanted to be helpful to others, 75.2 percent wanted to work with people, and 72.5 percent stated that their work needed to be challenging. Other reasons cited as important included the chance for continued growth and steady progress (70.5 percent), to work with ideas (67.3 percent), and to contribute to society (58.6 percent). Rapid advancement possibilities (48.8 percent), high earning potential (57.7 percent), and prestige of the career (46.2 percent) were also listed as being very important considerations to some students. Table 3e lists a variety of reasons for selecting a particular career and the percentages of students responding affirmatively to each reason.

#### Prior Credit

The majority of students entering as freshmen did not have college credit prior to enrollment at Western. In 1985, 98.3 percent of the incoming freshmen had not had prior credit at Western (1.7 percent had). In 1989, 98.1 percent of the freshmen had not had prior credit at Western (1.9 percent had). A small percentage of students had earned college credit at either a two-year institution (4.2 percent in 1985 and 4.7 percent in 1989) or at another postsecondary institution (0.9 percent in 1985 and 0.4 percent in 1989).

#### Choice of College

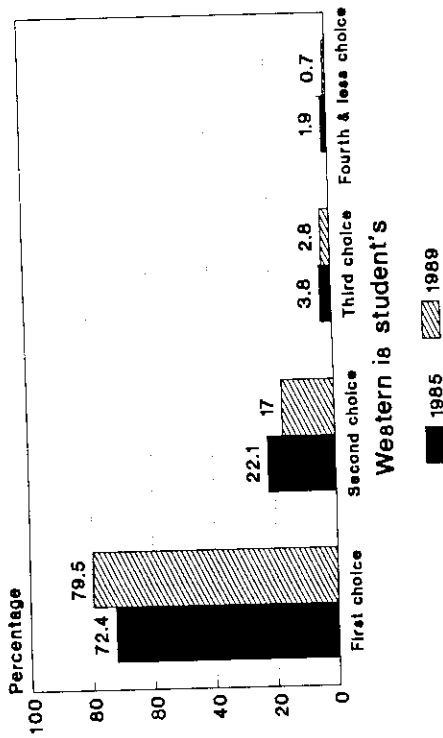
When asked to rank the colleges to which they had applied according to preference, the majority of incoming freshmen in both 1985 (72.4 percent) and in 1989 (79.5 percent) listed Western as their first choice. Another 22.1 percent in 1985 and 17.0 percent in 1989 listed Western as their second choice. A very small percentage listed Western as their third choice (3.6 percent in 1985 and 2.8 percent in 1989) or as less than their third choice (1.9 percent in 1985 and 0.7 percent in 1989). See Figure 3.

### Number of other colleges applied to this year

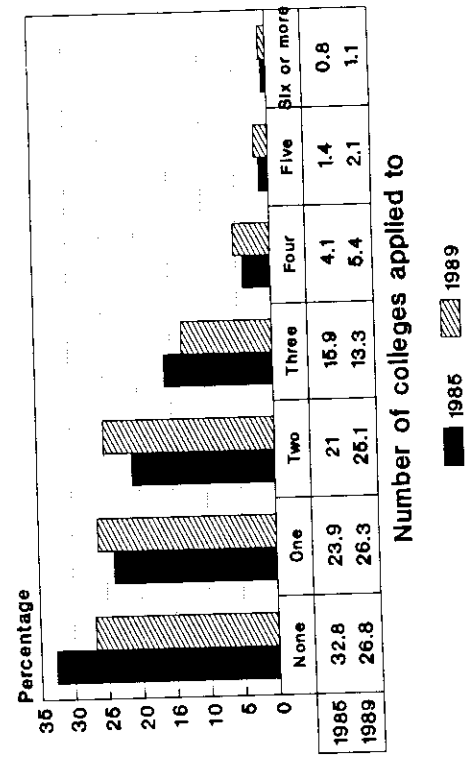
The percentage of students who applied to colleges other than Western went up between 1985 and 1989. In 1985, 32.8 percent of the entering freshmen only applied to Western, 23.9 percent applied to one other college, and 21.0 percent applied to



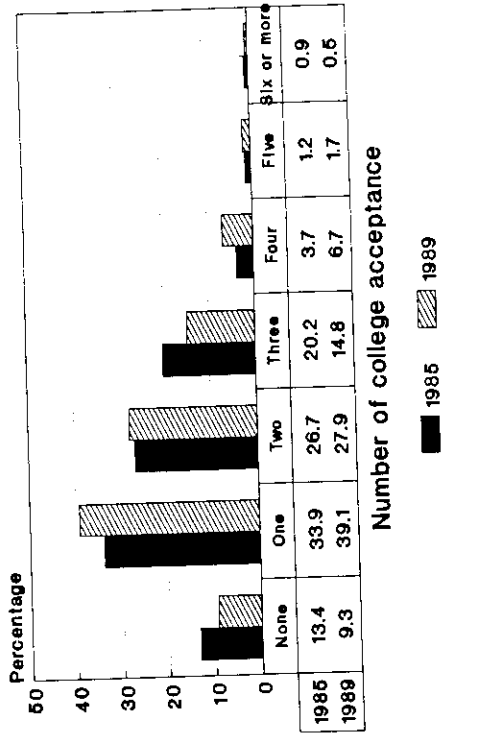
**FIG. 3 : RESULTS OF C.I.R.P SURVEYS**  
 Ranking of Western as college to attend



**Number of colleges applied to this year**



**Number of college acceptance this year**



two other colleges. In 1989, 26.8 percent of entering Freshmen only applied to Western, 26.3 percent applied to one other college, and 25.1 percent applied to two other colleges.

Number of acceptances at other colleges this year

The percentage of students who were accepted by one or two other colleges was higher in 1989 than in 1985. The percentage of students accepted by three other colleges was higher in 1985 than in 1989. Table 4b provides a detailed listing of these percentages.

Reasons for going to college

When asked to cite their reasons for going to college, the most frequently occurring responses of both 1985 and 1989 incoming freshmen were to learn more about things (75.4 percent in 1985 and 75.9 percent in 1989) and to get a better job (73.1 percent in 1985 and 74.2 percent in 1989). Other reasons often cited in 1985 but that had increased in the frequency with which they were cited by 1989 included the desire to gain a general education (68.0 percent in 1989 up from 61.3 percent in 1985) and to make more money (62.3 percent in 1989 up from 56.6 percent in 1985). One-fourth of the 1989 class said they came to college because their parents wanted them to go (up from 15.4 percent in 1985). Percentages of students responding to other less frequently given reasons are listed in Table 4c.

Reasons for selecting Western

Students in both 1985 and in 1989 were asked to respond to a series of statements by rating which statements were very important factors in their choice to attend Western. In both 1985 and 1989, the most frequently cited reason for choosing Western was its good academic reputation (listed by 57.7 percent of the students in 1989, up from 35.6 percent in 1985). Good social reputation, low tuition rates, and the belief that Western graduates are able to get good jobs were cited as very important reasons for choosing Western by 18.6 percent, 18.7 percent, and 19.4 percent of the 1985 incoming class respectively.

In 1989, the size of the college, low tuition rates, and the belief that Western graduates get good jobs were given as very important reasons by freshmen for selecting Western by 50.8 percent, 23.4 percent, and 26.4 percent respectively. Other, less frequently given, reasons for selecting Western and the percentages of students listing them as very important are provided in Table 4d.

## Residence while in college

### Residence planned for fall quarter

The majority of freshmen in both 1985 and in 1989 planned to live in college dormitories during their first quarter at Western (81.8 percent in 1985 and 84.4 percent in 1989). Of the remaining students, 6.5 percent in 1985 and 7.6 percent in 1989 planned to live with parents or relative; 7.4 percent in 1985 and 6.7 percent in 1989 planned to live in some other private home, apartment, or room off-campus; 0.3 percent in 1985 and 0.0 percent in 1989 planned to live in a fraternity or sorority house; 3.5 percent in 1985 and 1.3 percent in 1989 planned to live in other, unspecified campus housing; and the remaining 0.4 percent in 1985 did not specify where they planned to live.

### Residence preferred during fall quarter

A fairly large percentage of students would have preferred to live in a residence different from where they planned to live. While approximately 80 percent of the entering freshmen in both 1985 and in 1989 planned to live in a college dormitory, only about 50 percent (48.4 percent in 1985 and 52.0 percent in 1989) listed a dormitory as their preferred residence. On the other hand, although only about 7.0 percent of incoming students planned to live in a private home, apartment, or room off-campus, between 25 and 30 percent said they would prefer to do so. About 10 percent of the incoming students said they would like to live in a fraternity or sorority house (a housing option that Western does not have).

## Enrollment status

An overwhelming majority of incoming freshmen (99.5 percent in 1985 and 99.8 percent in 1989) were enrolled as full-time students. Only .5 percent in 1985 and .2 percent in 1989 of the incoming class were enrolled on a part-time basis.

## Sources of Educational Financing

### Concern about financing college

In 1989, 56.6 percent of the entering freshmen expressed some concern about how they would finance their college education. Another 31.3 percent expressed no concern and 12.1 percent said they were extremely concerned about finances. Information about level of concern regarding the financing of their education was not available for the 1985 entering freshman class.

### Sources of financial assistance

The percentage of incoming freshmen who received financial support from their parents increased between 1985 and 1989. In 1985, most students (80.5 percent) received some financial support from their parents. In 1989, 90.1 percent of the entering freshmen received parental support. Other frequently cited sources of support included saving from summer work (77.2 percent in 1989, up from 62.2 percent in 1985), and other savings (36.4 percent in 1989, up from 24.4 percent in 1985). Part-time work was another major source of support (cited by 31.8 percent of students in 1985). The category of part-time work was broken down further in 1989 into on-campus (31.2 percent of students) and off-campus (26.0 percent of students) employment. Other sources of support including grants and loans, and the percentages of students relying on them, are listed in Table 4g.

### Sources of \$1,500 or more

The proportion of incoming freshmen who received financial support of \$1,500 or more was greater in 1989 than in 1985. Of the incoming freshmen in 1985, 59.5 percent received \$1,500 or more from their parents. Another 12.5 percent earned at least that much during summer employment. In 1989, 66.4 percent of the freshmen received financial assistance from their parents of equal to or in excess of \$1,500. Another 16.9 percent had saved that much from their summer employment. Only very small percentages of students received this level of financial assistance from other sources. Table 4g provides a listing of these sources and the percentages of students utilizing them.

### Highest degree planned

#### Highest degree planned at any institution

There was an increase between 1985 and 1989 in the highest degree planned by incoming freshmen. While a smaller percentage of 1989 students predicted that a Bachelor's degree would be the highest degree they would obtain, a much larger percentage of the 1989 group expressed plans to complete Master's and Doctoral degrees. In 1989, 24.4 percent of entering students planned to complete a Bachelor's degree (down from 37.2 percent in 1985), 52.9 percent planned to complete a Master's degree (up from 42.2 percent in 1985), and 13.9 percent planned to complete a Doctoral degree (up from 10.3 percent in 1985). An additional 8.3 percent expressed plans to complete other advanced degrees (up from 7.5 percent in 1985). Only 0.6 percent of the entering students in 1989 did not plan to complete at least a Bachelor's degree (down from 2.9 percent in 1985). Table 4h provides a detailed breakdown of degrees and the percentages of students who expressed that a given degree was the highest that they planned to attain.

FIG. 4 : RESULTS OF C.I.R.P SURVEYS  
Degree planned at any institution

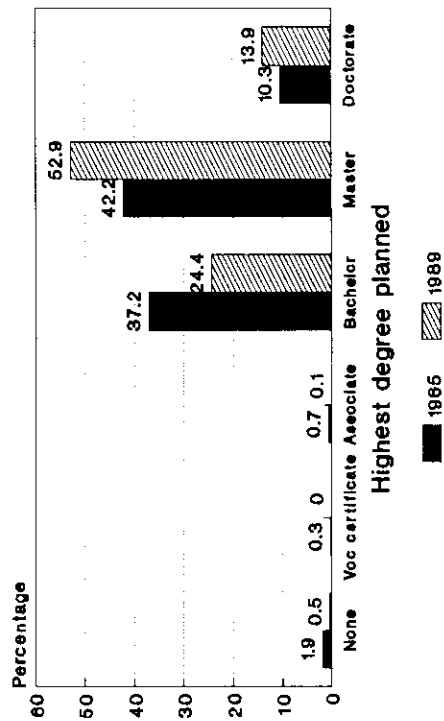
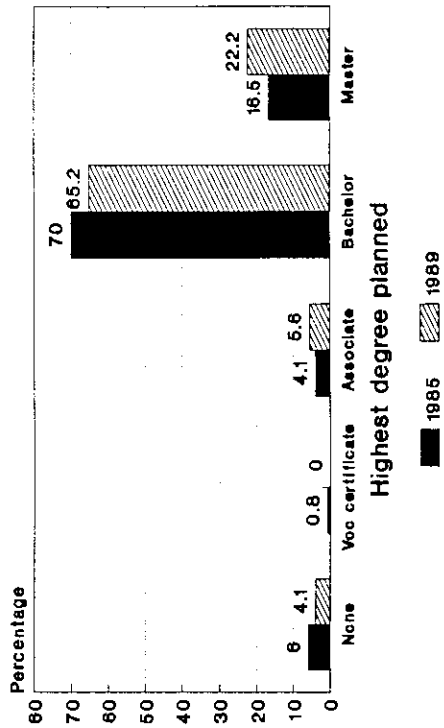


FIG. 4 : RESULTS OF C.I.R.P SURVEYS  
Degree planned at Western



### Highest degree planned at this institution

The percentage of incoming freshmen who planned to complete a Bachelor's degree at Western was higher in 1985 (70.0 percent) than in 1989 (65.2 percent). However, the percentage of students who planned to complete a Master's degree at Western went up during this four year period (22.2 percent in 1989, up from 16.5 percent of incoming freshmen in 1985). Only 6.0 percent in 1985 and 4.1 percent in 1989 did not plan to complete any type of degree at Western (see Figure 4).

### Self-rating

Students were asked to rate themselves on a variety of characteristics. Percentages of students who rated themselves as "above average" or "in the top ten percent" on each characteristic are provided in Table 4i.

A larger percentage of 1989 incoming freshmen rated themselves as "above average" in academic ability (77.1 percent, up from 63.3 percent in 1985) and drive to achieve (75.7 percent, up from 65.0 percent in 1985). Percentages of students who rated themselves as "above average" on other characteristics were comparable in 1985 and 1989.

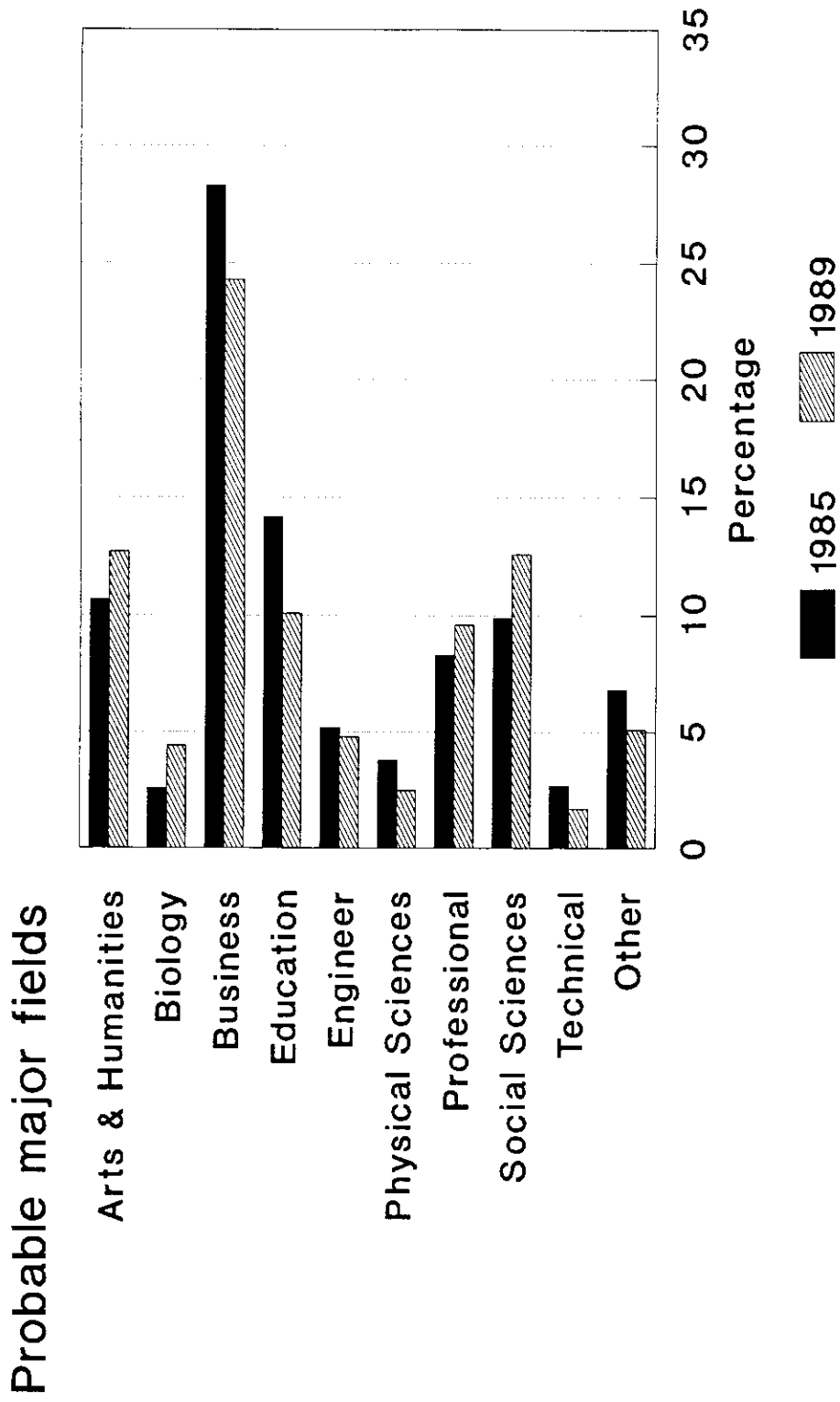
### Probable Major Field of Study

Between 1985 and 1989 there were increases in the percentage of students who expressed interest in pursuing majors in Arts and Humanities (12.7 percent in 1989, up from 10.7 percent in 1985), Biological Sciences (4.4 percent in 1989, up from 2.6 percent in 1985), Professional fields (9.6 percent in 1989, up from 8.3 percent in 1985), and Social sciences (12.6 percent in 1989, up from 9.9 percent in 1985). There was also an increase in the number of students who had not yet decided on a major when they entered Western (11.6 percent in 1989, up from 7.7 percent in 1985).

Between 1985 and 1989 there were decreases in the percentage of students who expressed interest in pursuing majors in Business (24.3 percent in 1989, down from 28.3 percent in 1985), Education (10.1 percent in 1989, down from 14.2 percent in 1985), Physical sciences (2.5 percent in 1989, down from 3.8 percent in 1985), and Technical fields (1.7 percent in 1989, down from 2.7 percent in 1985). See Figure 5.

The popularity of Engineering remained virtually unchanged between 1985 and 1989. In 1985, 5.2 percent of entering students expressed interest in Engineering whereas 4.8 percent of incoming freshmen in 1989 expressed such plans. Table 4j provides a

**FIG. 5 : RESULTS OF C.I.R.P SURVEYS**  
**Probable major field of study**



complete listing of majors and percentages of students expressing interest each major.

#### Students' Future Actions

Students were asked to indicate for a variety of activities how likely it would be that they would perform each activity. Percentages of students who estimated that the chances were "very good" that they would perform a given activity are provided in this report.

The percentage of students who estimated that they would complete a Bachelor's degree increased from 75.8 percent in 1985 to 80.6 percent in 1989. Those who felt that they would earn at least a "B" average increased from 45.7 percent in 1985 to 53.9 percent in 1989. Additionally, those who felt that they would be satisfied with college also increased (53.9 percent in 1989, up from 45.6 percent in 1985).

There was a substantial decrease in the percentage of students who estimated that they would transfer to another institution. In 1985, 28.1 percent of entering freshmen thought that it was very likely that they would transfer to another institution whereas in 1989 only 17.4 percent expected to transfer.

A complete list of the activities that were presented to the respondents and the percentages of students who felt it was very likely that they would perform the activity are provided in Table 4k.

#### Students' Activities

Students were presented a list of activities and were asked to indicate which, if any, of the activities they had frequently engaged in in the previous year.

Between 1985 and 1989, there were increases in the percentage of students who had frequently used a personal computer (29.4 percent in 1989, up from 21.8 percent in 1985), had been bored in class (41.6 percent in 1989, up from 32.5 percent in 1985), had won a varsity letter in sports (37.6 percent in 1989, up from 31.6 percent in 1985), and who had frequently felt overwhelmed (26.4 percent in 1989, up from 22.8 percent in 1985).

Between 1985 and 1989, there were decreases in the percentages of students who frequently smoked cigarettes (3.1 percent in 1989, down from 6.5 percent in 1985), stayed up all night (9.5 percent in 1989, down from 12.9 percent in 1985), and who performed volunteer work (10.1 percent in 1989, down from 15.4 percent in 1985). The percentages of students engaging in



the other activities presented stayed fairly constant from 1985 to 1989. Table 5a contains a listing of activities and of the percentages of students who claimed to have frequently engaged in each activity in the past year.

#### Students' Political Views

The majority of students who responded in both 1985 and in 1989 could be classified as being middle of the road in their political beliefs (55.7 percent in 1985 and 51.7 percent in 1989). A somewhat larger percentage of students classified themselves as liberal in 1989 (28.3 percent) than did in 1985 (23.2 percent). Those classifying themselves as conservative made up 19.7 percent of the incoming freshman class in 1985 and 18.4 percent of it in 1989. A very small percentage of students considered themselves either far left (0.9 percent in 1985 and 1.1 percent in 1989) or far right (0.4 percent in 1985 and 0.5 percent in 1989).

A series of statements that dealt with political issues was provided to the students. The percentages of students who strongly agreed or agreed somewhat with each statement are presented in Table 5b.

#### Students' Personal Objectives

Students were presented a series of personal and career objectives and were asked to rate how important each objective was to them. Percentages of students who considered an objective to be "essential" or "very important" to them are provided for each objective.

Between 1985 and 1989, substantial increases in the percentages of students who rated an objective as "essential" or "very important" were found for the following objectives: to make a theoretical contribution to science (11.2 percent in 1989, up from 8.2 percent in 1985); to influence social values (36.7 percent in 1989, up from 31.6 percent in 1985); to be involved in environmental clean-up (24.4 percent in 1989, up from 15.4 percent in 1985); and to promote racial understanding (39.7 percent in 1989, up from 31.3 percent in 1985).

Between 1985 and 1989, substantial decreases in the percentages of students who rated an objective as "essential" or "very important" were found for the following objectives: to become an authority in my field (58.9 percent in 1989, down from 70.5 percent in 1985); to obtain recognition from colleagues (43.5 percent in 1989, down from 50.6 percent in 1985); to have administrative responsibility (33.1 percent in 1989, down from 42.1 percent in 1985); and to be successful in one's own business (32.3 percent in 1989, down from 48.8 percent in 1985). Table 5c provides an overview of objectives and the percentages of

students who rated each objective as "essential" or "very important".

### Discussion

The CIRP survey provides a profile of the background, attitudes, and goals of freshmen in a given incoming class. In addition, by giving the same survey to entering freshmen every four years, it is possible to directly compare the responses of students in different incoming classes. This allows for the identification and evaluation of trends or patterns in responses over time.

The typical freshman in 1985 was female, 18 years old, Caucasian, and entered Western immediately after finishing high school with a B/B+ grade point average. This student planned to complete a Bachelor's or Master's degree and expressed interest in a career in business or education. The political views of the 1985 freshman would best be described as middle of the road.

The typical freshman in 1989 was also female, 18 years old, Caucasian, and entered Western directly out of high school. However, in contrast to the 1985 freshman, the 1989 student entered Western with a high school grade point average of A-/B+. This student planned to complete at least a Master's degree and possibly a Doctorate. While the 1989 student was less likely than her 1985 counterpart to be interested in pursuing a career in business or education, business was still her most probable career choice, followed by arts and humanities and the social sciences. The 1989 freshman was politically more liberal than the freshman of 1985.

Certain patterns emerge from the profiles discussed above. As mentioned, Western's freshmen continue to be predominantly female, 18 years old, Caucasian, and most begin their education at Western right after finishing high school. As would be expected, due to the change in Western's admission policy that occurred between 1985 and 1989, the 1989 freshman class entered Western with higher average high school grades and expressed plans to complete degrees that were more advanced than those planned by their 1985 counterparts. The trend toward declining interest in careers in business and education are consistent with those seen nationwide in recent years (Astin et al., 1988).

Western's freshman class had become substantially more ethnically diverse by 1989. The proportion of students who were Caucasian went down during the four year period between survey administrations while the proportion of students from other ethnic minorities went up. This provides some evidence that Western's policy of active recruitment of minority students is effective.

## References

Astin, A., W., Green, K. C., Korn, W. S., Schalit, M., & Betz, E. R. (1988). The American Freshman: National Norms for Fall 1988. Los Angeles, CA: Cooperative Institutional Research Program.

TABLE 1: Demographic Information				
Item Description	1985 N	1985 %	1989 N	1989 %
Gender	1211		1026	
Male		38.3		36.9
Female		61.7		63.1
Age on Dec. 31st of survey year	1206		1024	
17		1.2		1.4
18		68.7		69.6
19		26.9		27.4
20		1.7		1.3
21 and 24		1.0		0.3
over 25		0.5		0.0
Twin Status	1023		971	
No		98.5		98.0
Yes/identical		0.7		0.5
Yes/fraternal		0.8		0.7
U.S. Citizen*			1023	
Yes				98.0
Permanent Resident				1.3
No				0.7
Racial Background	1192		989	
White/Caucasian		93.4		84.3
Black/Negro/Afro-American		0.4		1.3
American Indian		1.5		2.3
Asian-American/Oriental		2.4		6.3
Mexican-American/Chicano		0.5		2.5
Puerto Rican-American		0.1		0.0
Other		1.7		1.8
Native English Speaker*			1025	
Yes				96.9
No				3.1
Miles from College to Home			1018	
5 or less		4.8		4.3
6-10		3.1		2.8
11-50		6.7		7.3
51-100		33.6		37.7
101-500		46.6		45.6
over 500		5.3		2.4

\* not available in 1985

Item Description	1985 N	1985 %	1989 N	1989 %
Year Graduated from High School	1206		1025	
1989				98.0
1988				1.7
1987				0.2
1986 or earlier				0.2
1985		94.5		
1984		3.3		
1983		0.7		
1982 or earlier		1.2		
Passed GED		0.2		*
Didn't complete		0.1		*
Average High School Grades	1198		1022	
A or A+		6.2		11.8
A-		13.3		26.2
B+		25.0		36.2
B		30.1		20.5
B-		16.9		3.8
C+		7.0		1.4
C		1.4		0.1
D		0.1		0.0

\*not available in 1989

Item Description	1985 N	1985 %	1989 N	1989 %
Students have had remedial work in*			1026	
English				2.9
Reading				3.3
Mathematics				8.3
Social Sciences				2.5
Science				3.0
Foreign Language				3.1
Students will need remedial work in*			1022	
English				10.2
Reading				2.7
Mathematics				29.5
Social Sciences				1.8
Science				13.8
Foreign Language				7.9

\*not available in 1985

Item Description	N	none	less than 6 hours	6 to 15 hours	16 hours or more
Hours per week in the last year spent on:					
Studying or doing homework	1010	0.8	52.2	42.0	5.1
Socializing with friends	938	0.1	19.6	42.9	37.4
Talking w/teacher outside class	816	3.6	81.8	10.9	3.7
Exercising or sports	999	2.2	47.7	35.2	14.8
Partying	999	24.6	56.7	15.6	3.0
Working (for pay)	1004	26.3	9.2	26.8	37.7
Volunteer work	996	62.6	34.3	2.6	0.6
Student clubs and groups	994	24.4	56.8	14.1	4.6
Watching TV	1009	6.5	64.2	24.2	5.1
Hobbies	1001	8.6	65.7	21.4	4.4

\*not available in 1985

TABLE 3a: Parental Information				
Item Description	1985 N	1985 %	1989 N	1989 %
Status of parents*			1023	
Living with each other				68.8
Divorced or separated				28.0
One or both deceased				3.2
Estimated Parental Income	1044		929	
less than \$6,000		1.9		1.3
\$6,000 - \$9,000		1.9		0.8
\$10,000 - \$14,999		4.0		2.7
\$15,000 - \$19,999		5.0		3.7
\$20,000 - \$24,999		6.0		5.4
\$25,000 - \$29,999		6.9		6.7
\$30,000 - \$34,999		10.1		10.1
\$35,000 - \$39,999		12.5		10.7
\$40,000 - \$49,999		14.9		13.3
\$50,000 - \$59,000		14.1		13.7
\$60,000 - \$74,999		10.0		15.6
\$75,000 - \$99,999		6.0		9.9
\$100,000 - \$149,999		4.2		4.8
\$150,000 or more		2.5		1.4
Father's education	1175		1014	
Grammar school or less		1.8		0.9
Some high school		4.1		2.8
High school graduate		16.4		15.1
Postsecondary other than college		4.3		4.9
Some college		18.4		17.4
College degree		25.4		28.0
Some graduate school		3.8		4.1
Graduate degree		25.9		26.8
Mother's education	1175		1010	
Grammar school or less		1.4		0.8
Some high school		3.2		2.0
High school graduate		24.9		18.0
Postsecondary other than college		7.1		6.0
Some college		27.7		28.0
College degree		20.8		27.0
Some graduate school		3.1		3.9
Graduate degree		11.8		14.3
Students strongly agreed with characterization of parents as*				
Interested in intellectual pursuits			1011	28.9
Interested in cultural pursuits			1003	14.4
Deeply religious			1008	10.8
Interested in politics			988	8.9
Deeply concerned about their children			1010	77.3
Financially comfortable			1006	19.6
Having high aspirations for me			1011	66.4
Difficult to talk to			1011	4.8

\*not available in 1985

TABLE 3b: Familial Religious Preference				
Item Description	1985 N	1985 %	1989 N	1989 %
Father's religious preference	1060		147	
Baptist		6.7		7.5
Buddhist		0.9		0.0
Congregational		1.9		0.7
Eastern Orthodox		0.5		1.4
Episcopal		3.8		1.4
Islamic		0.1		0.0
Jewish		1.2		1.4
LDS (Mormons)		1.1		0.0
Lutheran		11.3		8.2
Methodist		6.0		5.4
Presbyterian		9.5		10.9
Quaker		0.2		0.0
Roman Catholic		19.5		21.8
Seventh Day Adventist		0.3		0.0
Other Protestant		9.5		5.4
Other religion		3.4		2.7
None		24.0		33.3
Mother's religious preference	1076		192	
Baptist		7.0		4.2
Buddhist		0.9		0.0
Congregational		1.5		1.0
Eastern Orthodox		0.2		0.5
Episcopal		4.9		1.6
Islamic		0.0		0.2
Jewish		1.1		1.0
LDS (Mormons)		1.0		0.5
Lutheran		14.1		10.9
Methodist		6.3		5.7
Presbyterian		11.6		13.5
Quaker		0.4		0.0
Roman Catholic		21.9		29.7
Seventh Day Adventist		0.3		0.0
Other Protestant		9.9		6.3
Other religion		4.0		6.3
None		14.8		18.8



Item Description	1985		1989	
	N	%	N	%
Student's religious preference	1097		190	
Baptist		6.0		6.3
Buddhist		0.5		0.0
Congregational		1.8		2.1
Eastern Orthodox		0.2		0.5
Episcopal		3.3		2.1
Islamic		0.0		0.5
Jewish		1.0		1.1
LDS (Mormons)		0.9		0.0
Lutheran		11.8		8.9
Methodist		4.7		5.3
Presbyterian		10.2		12.6
Quaker		0.0		0.0
Roman Catholic		19.6		23.7
Seventh Day Adventist		0.1		0.0
Other Protestant		10.0		4.7
Other religion		5.4		4.7
None		24.4		27.4
Born-again Christian	1062	25.8	148	31.8

TABLE 3c: Familial Career Information				
Item Description	1985 N	1985 %	1989 N	1989 %
Father's career	1211		990	
Artist (including performer)		1.0		1.2
Businessman		30.4		30.3
Clergy or religious worker		0.4		1.0
College teacher or administrator		1.2		1.3
Doctor or dentist		2.5		2.1
Education (secondary)		6.9		6.3
Education (elementary)		1.7		2.0
Engineer		10.0		11.4
Farmer or forester		1.5		1.3
Health professional (non-M.D.)		0.5		1.6
Lawyer		1.6		2.0
Military		1.7		2.5
Research scientist		0.7		0.3
Skilled worker		6.9		6.1
Semi-skilled worker		3.8		3.0
Laborer (unskilled)		1.5		1.5
Unemployed		1.7		1.5
Other		19.7		24.4
Mother's career	1211		996	
Artist (including performer)		1.7		1.6
Businessman		15.7		17.5
Business clerical		9.8		11.6
Clergy or religious worker		0.2		0.1
College teacher or administrator		0.5		0.5
Doctor or dentist		0.5		0.5
Education (secondary)		4.4		4.4
Education (elementary)		5.4		10.9
Engineer		0.2		0.2
Farmer or forester		0.2		0.3
Health professional (non-M.D.)		1.9		2.1
Lawyer		0.4		0.3
Nurse		7.2		1.6
Research scientist		0.1		6.9
Social, welfare, recreation worker		1.4		0.0
Skilled worker		1.8		2.3
Semi-skilled worker		3.1		2.4
Laborer (unskilled)		1.3		0.3
Unemployed		4.2		2.9
Other		17.8		20.4

Item Description	1985	1985	1989	1989
	N	%	N	%
	1112		971	
Accountant		4.5		3.8
Actor		1.0		1.1
Architect		0.6		1.2
Artist		1.3		1.5
Business clerk		0.5		0.2
Business executive		16.0		14.4
Business owner		4.7		2.8
Business sales		2.8		1.3
Clergyman		0.2		0.0
Other clergy		0.2		0.1
Psychologist		1.3		3.0
College teacher		0.4		0.4
Programmer		3.5		1.3
Conservationist		0.2		0.8
Dentist		0.4		1.0
Dietician		0.5		1.0
Engineer		4.9		5.8
Farmer/rancher		0.2		0.2
Foreign service		1.6		2.2
Homemaker		0.2		0.2
Interior decorator		1.5		0.9
Intrepretor		0.4		0.5
Lab technician		0.4		0.1
Law enforcement		0.6		0.3
Lawyer		1.9		2.5
Military service		0.1		0.3
Musician		1.2		1.3
Nurse		1.3		0.5
Optometrist		0.2		0.2
Pharmacist		0.1		0.7
Physician		2.2		2.3
School counselor		0.8		1.3
School principal		0.1		0.3
Scientific researcher		1.3		2.5
Social worker		1.8		1.5
Therapist		2.8		3.4
Teacher elementary		7.1		4.8
Teacher secondary		6.5		5.3
Veterinarian		0.7		0.4
Writer		2.8		3.3
Skilled trades		0.3		0.2
Other		4.3		7.7
Undecided		16.6		18.0

Item Description	1985 N	1985 %	1989 N	1989 %
Reasons noted as very important or essential in career choice*				
Intrinsic interest in field			982	77.4
Can be helpful to others			1002	75.3
Able to work with people			1004	75.2
Work would be challenging			1002	75.2
Chance for steady progress			1000	70.5
Can work with ideas			1003	67.3
Job openings regularly available			997	61.1
Make important contribution to society			1002	58.6
High anticipated earnings			1004	57.7
Rapid advancement possible			1001	48.8
Well-respected/prestigious job			1002	46.2
Can avoid pressure			1004	25.2

\*not available in 1985

Item Description	1985 N	1985 %	1989 N	1989 %
Prior credit at this institution	1017		1020	
Yes		1.7		1.9
No		98.3		98.1
Prior credit at two-year college	1211	4.2	1026	4.7
Prior credit at other postsecondary institution	1211	0.9	1026	0.4

Item Description	1985 N	1985 %	1989 N	1989 %
This college is student's	1201		1024	
First choice		72.4		79.5
Second choice		22.1		17.0
Third choice		3.6		2.8
Less than third choice		1.9		0.7
Number of colleges applied to this year	1182		1020	
none		32.8		26.8
one		23.9		26.3
two		21.0		25.1
three		15.9		13.3
four		4.1		5.4
five		1.4		2.1
six or more		0.8		1.1
Number of college acceptances this year	806		777	
none		13.4		9.3
one		33.9		39.1
two		26.7		27.9
three		20.2		14.8
four		3.7		6.7
five		1.2		1.7
six or more		0.9		0.5

Item Description	1985 N	1985 %	1989 N	1989 %
Reasons noted as very important in deciding to go to college				
Learn more about things	1190	75.4	1016	75.9
Get a better job	1195	73.1	1016	74.2
Gain general education	1192	61.3	1013	68.0
Make more money	1188	56.6	1010	62.3
Prepare for graduate school	1186	37.4	1015	45.8
Improve reading and study skills	1192	39.1	1015	36.3
Become a more cultured person	1192	32.1	1015	36.3
Parents wanted me to go	1191	15.4	1018	25.2
Wanted to get away from home	1192	14.8	1014	17.9
Could not find a job	1184	1.3	1010	3.6
Nothing better to do	1180	2.2	1011	1.5

Item Description	1985 N	1985 %	1989 N	1989 %
Good academic reputation	1171	35.6	1011	57.7
Size of college	*		1004	50.8
Graduates get good jobs	1118	19.4	965	26.4
Low tuition	1156	18.7	996	23.4
Good social reputation	1160	18.6	1001	22.3
Wanted to live near home	1161	13.7	999	14.8
Offers special programs	1148	15.9	989	13.2
Offered financial assistance	1144	8.1	984	12.9
Graduates go to top grad schools	1137	7.2	983	11.9
Friend suggested attending	1158	7.6	993	5.9
Not offered aid by first choice	1121	2.7	973	4.8
Relatives wanted me to come	1171	3.7	1004	4.1
Recruited by athletic department	1148	2.4	978	2.7
Advice of guidance counselor	1155	2.9	979	1.9
Advice of teacher	1162	2.2	1006	1.8
Religious affiliation of college	*		972	1.5
Recruited by college rep	1148	0.7	982	1.0

\*not available in 1985

Item Description	1985 N	1985 %	1989 N	1989 %
Residence planned during fall term	1163		976	
With parents or relatives		6.5		7.6
Other private home, apt, or room		7.4		6.7
College dormitory		81.8		84.4
Fraternity or sorority house		0.3		0.0
Other campus housing		3.5		1.3
Other		0.4		0.0
Residence preferred during fall term	916		671	
With parents or relatives		6.1		4.6
Other private home, apt, or room		25.2		30.4
College dormitory		48.4		52.0
Fraternity or sorority house		11.4		8.6
Other campus housing		7.5		3.6
Other		1.4		0.7

Item Description	1985 N	1985 %	1989 N	1989 %
Enrollment status	1206		1018	
Full-time		99.5		99.8
Part-time		0.5		0.2

Item Description	1985 N	1985 %	1989 N	1989 %
Concern about financing college*			1019	
None				31.3
Some concern				56.6
Major concern				12.1
Received any aid from	1211		1026	
Parents or family		80.5		90.1
Spouse		0.9		0.8
Savings from summer work		62.2		77.2
Other savings		24.4		36.4
Part-time job on campus		*		31.2
Part-time work		31.8		**
Other part-time job at college		*		26.0
Full-time job at college		1.0		1.2
Pell Grant		8.1		13.6
Supplemental Educational Oppty Grant		2.9		5.3
State scholarship or grant		5.7		10.6
College work-study grant		6.3		8.0
Other college grant		7.3		14.5
Other private grant		5.0		12.5
Other govt aid (ROTC, BIA, GI, etc.)		2.1		1.0
Federal Guaranteed Student Loan		8.2		12.7
National Direct Student Loan		4.3		0.8
Other college loan		1.4		3.0
Other loan		2.5		3.0
Other		2.9		2.1
Received \$1500 or more from	1211		1026	
Parents or family		59.5		66.4
Spouse		0.3		0.3
Savings from summer work		12.5		16.9
Other savings		5.1		8.6
Part-time job on campus		*		2.4
Part-time work		1.1		**
Other part-time job at college		*		1.7
Full-time job at college		0.3		0.3
Pell Grant		2.6		4.7
Supplemental Educational Oppty Grant		0.5		1.7
State scholarship or grant		1.1		1.5
College work-study grant		0.6		2.1
Other college grant		0.8		2.1
Other private grant		1.2		2.8
Other govt aid (ROTC, BIA, GI, etc.)		1.2		0.7
Federal Guaranteed Student Loan		4.2		7.7
National Direct Student Loan		1.0		0.4
Other college loan		1.0		1.6
Other loan		1.9		1.6
Other		0.6		0.7

\* not available in 1985

\*\* not available in 1989



TABLE 4h: Highest Degree Planned				
Item Description	1985 N	1985 %	1989 N	1989 %
<b>Highest degree planned at any institution</b>	<b>958</b>		<b>854</b>	
None		1.9		0.5
Vocational certificate		0.3		0.0
Associate		0.7		0.1
Bachelor's		37.2		24.4
Master's		42.2		52.9
Doctorate		10.3		13.9
Medical		3.9		4.1
Law		1.7		2.6
Divinity		0.1		0.4
Other		1.8		1.2
<b>Highest degree planned at this institution</b>	<b>958</b>		<b>854</b>	
None		6.0		4.1
Vocational certificate		0.8		0.0
Associate		4.1		5.6
Bachelor's		70.0		65.2
Master's		16.5		22.2
Doctorate		1.0		0.9
Medical		0.4		0.0
Law		0.0		0.3
Divinity		0.3		0.3
Other		0.8		1.4

Item Description	1985 N	1985 %	1989 N	1989 %
Student rated self above average or highest ten percent in				
Academic ability	1193	63.3	1015	77.1
Drive to achieve	1190	65.0	1013	75.7
Emotional health	1190	62.1	1012	63.0
Physical health	1188	62.4	1012	59.3
Self-confidence (intellectual)	1188	57.0	1013	57.5
Leadership ability	1183	55.9	1011	52.4
Competitiveness	*		1014	50.8
Writing ability	1187	45.1	1014	50.5
Foreign language ability	*		1011	44.6
Self-confidence (social)	1187	47.8	1014	43.8
Mathematical ability	1188	34.8	1013	42.0
Popularity	1188	43.5	1007	35.7
Public speaking ability	*		1012	33.4
Popularity with opposite sex	*		1006	33.2
Artistic ability	1191	26.3	1014	26.4

\*not available in 1985

TABLE 4j: Probable Major Field of Study				
Item Description	1985 N	1985 %	1989 N	1989 %
<b>Arts and humanities</b>	1095		979	
Art, fine and applied		2.0		3.0
English (language and literature)		0.9		1.9
History		0.5		0.9
Journalism		2.3		2.0
Language or literature		1.8		1.5
Music		1.5		1.2
Philosophy		0.2		0.3
Speech		0.0		0.2
Theater or drama		1.2		1.2
Theology or religion		0.0		0.1
Other arts or humanities		0.3		0.4
<b>Total arts and humanities</b>		<b>10.7</b>		<b>12.7</b>
<b>Biological sciences</b>				
Biology (general)		1.0		1.2
Biochemistry or biophysics		0.3		0.7
Botany		0.0		0.0
Marine (life) science		0.9		1.8
Microbiology or bacteriology		0.0		0.1
Zoology		0.2		0.0
Other biological sciences		0.2		0.6
<b>Total biological sciences</b>		<b>2.6</b>		<b>4.4</b>
<b>Business</b>				
Accounting		4.4		4.1
Business administration		9.1		9.6
Finance		1.6		1.6
Marketing		4.4		3.1
Management		7.1		4.3
Secretarial studies		0.4		0.0
Other business		1.3		1.6
<b>Total business</b>		<b>28.3</b>		<b>24.3</b>
<b>Education</b>				
Business administration		0.5		0.0
Elementary education		6.0		4.2
Music or art education		0.7		0.4
Physical education or recreation		1.1		0.7
Secondary education		4.2		3.9
Special education		1.3		0.7
Other education		0.4		0.2
<b>Total education</b>		<b>14.2</b>		<b>10.1</b>
<b>Engineering</b>				
Aeronautical/astronautical engineering		1.3		0.9
Civil engineering		0.2		0.4
Chemical engineering		0.7		0.5
Electrical engineering		1.3		1.3
Industrial engineering		0.2		0.1
Mechanical engineering		0.7		0.9
Other engineering		0.8		0.7
<b>Total engineering</b>		<b>5.2</b>		<b>4.8</b>

TABLE 4j: Probable Major Field of Study (cont.)

Item Description	1985 N	1985 %	1989 N	1989 %
<b>Physical sciences</b>	<b>1095</b>		<b>979</b>	
Astronomy		0.5		0.1
Atmosphere science		0.0		0.2
Chemistry		0.4		0.4
Earth science		0.2		0.4
Marine science		0.5		0.3
Mathematics		1.3		0.8
Physics		0.4		0.2
Statistics		0.0		0.0
Other physical science		0.5		0.1
<b>Total physical science</b>		<b>3.8</b>		<b>2.5</b>
<b>Professional</b>				
Architecture or urban planning		0.4		1.1
Home economics		0.7		0.3
Health technology (medical, dental, lab)		0.5		0.5
Library or archival science		0.1		0.0
Nursing		1.1		0.6
Pharmacy		0.2		0.4
Pre dental, pre medical, preveterinarian		1.8		2.6
Therapy (occupational, physical, speech)		2.6		3.5
Other professional		0.9		0.6
<b>Total professional</b>		<b>8.3</b>		<b>9.6</b>
<b>Social sciences</b>				
Anthropology		0.2		0.7
Economics		0.2		0.2
Ethnic studies		0.0		0.1
Geography		0.1		0.1
Political science		1.9		3.2
Psychology		4.7		6.5
Social work		1.8		1.2
Sociology		0.8		0.5
Women's studies		0.0		0.0
Other social science		0.2		0.1
<b>Total social science</b>		<b>9.9</b>		<b>12.6</b>
<b>Technical</b>				
Building trades		0.1		0.0
Data processing		1.7		0.6
Drafting or design		0.7		0.4
Electronics		0.1		0.3
Mechanics		0.1		0.0
Other technical		0.0		0.4
<b>Total technical</b>		<b>2.7</b>		<b>1.7</b>
<b>Other fields</b>				
Agriculture		0.2		0.0
Communications		2.7		2.7
Computer science		1.9		0.8
Forestry		0.5		0.1
Law enforcement		0.5		0.4
Military science		0.0		0.0
Other		1.0		1.1
<b>Total other fields</b>		<b>6.8</b>		<b>5.1</b>
<b>Undecided</b>		<b>7.7</b>		<b>11.6</b>

Item Description	1985 N	1985 %	1989 N	1989 %
Students estimate chances are very good that they will				
Change major field	1095	22.5	1001	25.4
Change career choice	1094	22.3	1001	26.0
Fail one or more classes	1093	1.2	1000	0.9
Graduate with honors	1092	9.6	999	10.6
Be elected to student office	1089	1.9	1000	3.9
Get job to pay expenses	1093	50.2	1001	57.1
Work full-time while attending	1086	1.8	1000	2.2
Join social fraternity or sorority	1092	16.0	1000	13.7
Play varsity athletics	1089	16.2	1000	13.8
Be elected to honor society	1082	4.5	1000	5.9
Make at least "B" average	1087	45.7	1001	53.9
Need extra time for degree	1087	10.9	999	12.3
Get tutoring in some courses	1084	15.7	1001	14.9
Work outside job	1088	24.5	1001	28.5
Seek vocational counseling	1079	8.7	999	7.1
Seek individual counseling	1083	5.5	1000	3.7
Get bachelor's degree	1078	75.8	997	80.6
Participate in student protests	1076	4.6	1000	8.4
Drop out temporarily	1083	2.0	999	1.5
Drop out permanently	1071	1.6	992	0.5
Transfer to another college	1073	28.1	1000	17.4
Be satisfied with college	1079	45.6	999	53.9
Find job in own field	1079	69.8	999	69.0
Marry while in college	1074	5.8	998	5.8
Buy computer in next twelve months	*		995	12.9

\*not available in 1985

Item Description	1985 N	1985 %	1989 N	1989 %
Activities frequently engaged in by student during past year				
Use personal computer	1189	21.8	180	29.4
Attended religious service	1187	32.4	169	29.0
Was bored in class	1191	32.5	166	41.6
Participated in demonstration	*		172	9.9
Won varsity letter in sports	1189	31.6	165	37.6
Didn't complete homework on time	1195	7.9	168	4.2
Tutored another student	1181	7.9	163	4.3
Did extra class work or reading	1190	11.5	171	11.1
Studied with other students	1184	36.5	158	35.4
Was a guest in a teacher's home	1187	7.1	169	5.3
Smoked cigarettes	1191	6.5	161	3.1
Drank beer	1192	21.9	153	20.9
Drank wine or liquor	*		154	9.7
Stayed up all night	1189	12.9	158	9.5
Spoke other language at home	*		163	7.4
Felt overwhelmed	1192	22.8	159	26.4
Felt depressed	1192	8.9	154	9.1
Argued with teacher in class	*		150	2.7
Took sleeping pills	*		156	0.6
Took a tranquilizing pill	*		148	0.7
Discussed personal past with friend	*		154	44.2
Studied in the library	*		151	13.2
Performed volunteer work	1186	15.4	149	10.1
Visited art gallery or museum	*		147	5.4
Worried about choosing career	*		151	32.5

\*not available in 1985

Item Description	1985 N	1985 %	1989 N	1989 %
Political views	1162		989	
Far left		0.9		1.1
Liberal		23.2		28.3
Middle of the road		55.7		51.7
Conservative		19.7		18.4
Far right		0.4		0.5
Agrees strongly or somewhat				
Government not protecting consumer	1076	56.6	154	58.4
Government not promoting disarmament	1092	72.1	151	74.8
Government not controlling pollution	1082	78.7	152	87.5
Raise taxes to reduce deficit	1073	24.3	152	36.9
Too much concern for criminals	*		146	74.6
Increase Federal military spending	1077	18.3	154	8.4
Abortion should be legalized	1084	70.9	143	71.4
Abolish death penalty	1082	21.8	150	22.7
Sex OK if people like each other	*		151	50.3
Married women best in home	1082	15.6	146	12.3
Live together before marriage	1074	55.0	142	51.4
Marijuana should be legalized	1085	22.2	147	15.7
Busing OK to achieve balance	1053	52.4	141	51.0
Prohibit homosexual relations	1073	37.7	144	25.0
No endowment investment in S. Africa	*		142	62.0
College increases earning power	1075	61.2	143	60.2
Employers can require drug tests	*		141	78.0
Control AIDS by mandatory tests	*		142	54.9
Man not entitled to sex on date	*		147	91.1
Only volunteers in armed service	*		138	53.6
Government control handguns more	*		140	85.0
National healthcare plan needed	1071	54.9	140	82.2

\*not available in 1985

Item Description	1985 N	1985 %	1989 N	1989 %
Objectives considered to be essential or very important				
Achieve in a performing art	1083	11.1	1002	10.0
Become an authority in my field	1087	70.5	1002	58.9
Obtain recognition from colleagues	1080	50.6	1001	43.5
Influence political structures	1079	13.9	1003	16.1
Influence social values	1074	31.6	1003	36.7
Raise a family	1082	67.2	1003	67.7
Have administrative responsibility	1074	42.1	999	33.1
Be very well off financially	1085	60.5	1003	62.9
Help others in difficulty	1086	59.4	1003	55.2
Theoretical contribution to science	1077	8.2	1000	11.2
Write original works	1081	14.7	1002	12.2
Create artistic work	1076	15.5	999	12.8
Be successful in own business	1080	48.8	1002	32.3
Be involved in environmental clean-up	1078	15.4	998	24.4
Develop philosophy of life	1078	41.6	998	37.1
Participate in community action	1072	20.1	998	19.5
Promote racial understanding	1074	31.3	1000	39.7
Keep up-to-date with politics	*		1001	42.9

\*not available in 1985