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The Cooperative Institutional Research Program (CIRP)  
Survey of Western Washington University Freshmen  
for the 1993 In-coming Class

(Report 1994-02)

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## Executive Summary

The following report provides written and tabular summaries of student responses to the Cooperative Institutional Research Program (CIRP) Student Information Survey for Western Washington University's 1993 in-coming freshman class. The CIRP Survey is used nationwide to gather normative data on the characteristics, attitudes, values, educational achievements, and future goals of in-coming frosh, and has been used at Western since 1971.

In the 1993 CIRP report, national trends and trends for institutions within Western's classification group were compared to those found at Western. Generally, while some CIRP findings at Western ran relatively parallel to those found nationally, many others were different. For instance, while nationally more college frosh than ever indicated they were planning advanced degrees, at Western the figures were high, but not all-time highs.

Nationally, for the first time, females' aspirations for advanced degrees were greater than that of males and especially dramatic in cases of the highest level degrees (doctorate, medicine, and law). At Western, however, the percentages of males and females anticipating the pursuit of the highest advanced degrees were identical--nor have they varied all that widely since 1971. In a related finding, Western has seen a considerable rise in the percentage of frosh who indicate they chose Western because of its academic reputation.

National survey results indicated that students were more concerned with financial issues--more planned on getting jobs, for instance. Yet at Western, the percentage of frosh anticipating getting a job was neither an all-time high nor much different from any other year.

The concept of "grade inflation" also came under scrutiny from recent national CIRP findings. Various indicators seemed to point to the idea that high school grades continue to inflate without an accompanying rise in academic ability or self-confidence. Findings at Western, however, were inconclusive, due the rapidly changing demographics of both high school gpa and SAT scores of Western's entering frosh.

In one of the few areas where national and local trends were similar was in the area of what frosh anticipated they would major in. In both cohorts, business as an anticipated major showed another year of decline. On the other hand, the percentage of Western frosh anticipating education as a major reached an all-time high,

Nationally, fewer frosh than ever indicated their political viewpoint as middle-of-the-road. And while changes were noted both left and right of center, the right picked up the majority. At Western, however, the percentage of frosh indicating a conservative viewpoint fell rather than rose, while the percentage of frosh indicating a liberal political viewpoint remained high.

In the Discussion section of this report, the influence of mother's and father's education level, and of parental income level on a frosh's values, self-ratings, and attitudes was studied. Of the three, Mother's education level influenced the most number of subvariables, Father's education level the second most, and level of reported parental income the fewest.

## Introduction

Since 1971, Western Washington University has utilized the Cooperative Institutional Research Program (CIRP) Student Information Survey to profile the characteristics, attitudes, values, educational achievements, and future goals of its in-coming frosh. Between 1971 and 1989, the CIRP was administered in cycles of four or five years. Yearly administrations began in 1991, generally, to provide more timely information, and specifically to assist the enrollment management, curriculum, and admissions policy changes inevitably wrought by providing a "best value" academic environment. Indeed, increased interest in attending Western has driven both admissions' policy changes and increasingly better prepared in-coming frosh classes. Yet as high school grade point averages (gpa's) and pre-college test scores have increased, institutional researchers ask what other changes (in attitudes, values, etc.) may also have occurred as a result. The CIRP, a well-established and respected measurement tool, helps to address those questions.

Additionally, by maintaining a yearly pool of CIRP respondents, supplemental studies, which CIRP findings support and/or compliment, can be kept contemporary and germane.<sup>1</sup> Moreover, with CIRP at Western participation dating back to 1971, and national CIRP findings dating back to 1966, the survey's data base offers the potential for extensive longitudinal analyses.<sup>2</sup> Because of the sheer volume of data available, and because CIRP data is so robust, rather than purport to be a definitive presentation, this report will attempt only to highlight findings and, hopefully, serve best as just one example of what can be learned from CIRP findings. A complete listing of CIRP findings are, however, listed in Appendix A. A copy of the survey form can be found in Appendix B.

The CIRP project staff at the Higher Education Research Institute (HERI) at the University of California, Los Angeles, categorizes participating institutions into 37 stratification groups based on race (predominantly non-black vs. predominantly black), type (two-year college, four-year college, and university), control (public, private nonsectarian, Roman Catholic and Protestant) and, for four-year colleges and universities, a "selectivity level"--defined as the average composite SAT score of the entering class. A "university", as defined by HERI, is one that awards a certain minimal number of earned doctoral degrees.

In the HERI design, Western is classified as a public 4-year college with a "high" selectivity range (average composite SAT score for the entering class being more than 1025). Currently, 44 institutions contribute to the comparison norms in Western's classification. In addition, a weighted national norm, utilizing data from *all* colleges and universities, is computed

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<sup>1</sup> Among others: *A Profile of Selected Characteristics of the Spring 1990 Western Washington University Graduating Class*, Report 1990-01; *Chose Not to Enroll: Survey Results of Nonenrolled Students Admitted to Western Washington University*, Report 1992-07; and *Academic Advising at Western: Some Feedback from Alumni*, Report 1993-02

<sup>2</sup> McKinney, G.R., Trimble, J.E. (1994). *The 1993 College Student Survey: a Longitudinal Study of 1989 CIRP Participants*, Report 1994-01. Bellingham, WA: The Office of Institutional Assessment and Testing.

for all CIRP findings. This report will compare, where applicable, Western CIRP findings to both norms, national and 4-year public/high-select colleges.

## Findings

### Highest Degrees Planned

The national CIRP report for 1993 in-coming frosh indicated that more college frosh than ever are planning advanced degrees (66.5%). At Western, 80.3% of in-coming frosh indicated they planned on earning advanced degrees, a finding similar to those for other 4-year public/high-select colleges (82.3%). Unlike national findings, however, at Western that figure was not a watermark, but about the same as the high of 80.5% found in 1991. Figures were, on the other hand, up from those found on previous CIRP surveys at Western; for instance, advanced degrees were planned by only 53.4% of the 1976 CIRP participants, and only 60.0% of the 1985 CIRP participants.

Nationally, for the first time, females' aspirations for advanced degrees were greater than that of males and especially dramatic in cases of the highest level degrees (doctorate, medicine, and law). In 1967, three times more males than females were planning on pursuing a high-level degree (26.7% males versus 8.5% females); while in 1993 CIRP findings, more females than males were planning on pursuing such degrees (27.3% females versus 25.8% males).

Findings were somewhat different at Western. From the 1993 CIRP, the percentages of males and females anticipating the pursuit of the highest advanced degrees (doctorate, medicine and law) were identical at 28.4%. Nearly identical percentages were reported in 1992 (23.0% of males versus 22.4% of females), while 1991 findings indicated more females than males anticipating pursuing advanced degrees (25.1% of males versus 28.5% of females). Apparently, the demographic trend noted nationally was predated at Western by a couple of years.

And finally, for as far back as findings at Western go, the discrepancy between the percentage of males and females anticipating pursuing an advanced degree has never been dramatically different. From 1976 through 1989, males were only somewhat more likely than females to indicate that they planned on pursuing an advanced degree. In no survey year was the difference between male and female response over five percent.

### Fiscal Concerns

National survey results indicated that students were more concerned with financial issues than ever. Findings in support of this observation included the following:

- A record percentage of frosh indicated that a "very important" reason to attend college was "to be able to make more money" (75.1%, up from 73.3% in 1992 and 49.9% in 1971) and "to get a better job" (82.1%, up from 78.5% in 1992 and 71.0% in 1976);

- A record percentage of frosh indicated that the reason they picked their college was "low tuition" (32.0%, up from 30.0% in 1992 and 16.6% in 1979) or because they were "offered financial assistance" (31.6%, up from 28.3% in 1992 and 13.6% in 1976);
- A record percentage of frosh indicated that they were relying on federal loans to finance college;
- The percentage of frosh who anticipate they "will get a job to help pay for college" rose for the fourth straight year (to 39.4%), the highest since 1981, and the percentage of frosh who anticipate they "will work full-time while attending college" rose to its highest level (5.6%) since it was introduced in 1982.

According to the 1993 National CIRP report, "These findings suggest that the students may be more interested in graduate degrees because they feel that advanced training will give them a competitive edge in their quest for jobs and financial security."<sup>3</sup>

At Western, too, there was a record percentage of frosh indicating that a "very important" reason to attend college was "to be able to make more money" (64.6%, up from 63.2% in 1992 and 29.6% in 1971) and "to get a better job" (79.0%, up from 73.4% in 1992 and 52.5% in 1971). Moreover, a near-high percentage of frosh indicated the reason they picked Western was because of "low tuition" (27.4%, just slightly down from the record high of 27.5% in 1992), and a record high indicated they chose Western because they were "offered financial assistance" (17.7%, up from 16.8% in 1992 and 6.7% in 1981). Yet it should be noted that all Western figures are lower than national figures, as well as lower than figures for 4-year public/high-select colleges, and especially lower to the prompt "offered financial assistance" (which, again, was 17.7% at WWU, compared to 31.6% nationally and 27.0% at 4-year public/high-select colleges).

On the other hand, frosh entering Western exhibit a tradition rather than an upward trend of anticipating that they will "get a job to help pay for college". While the percentage of 1993 Western frosh who anticipated getting a job was much higher than national or 4-year public/high-select college findings (56.2% at Western versus 39.5% nationally and 36.4% at 4-year public/high-select colleges), it was neither an all-time Western high (which was 57.4% in 1981), nor much different from the response in any CIRP year at Western, which has seen only a seven percentage point swing from the lowest to highest year. Since at least as far back as 1976, frosh coming to Western have anticipated that they would work to help pay expenses and little or no measurable change in that attitude has occurred in twenty years. Yet while Western frosh have a tradition of anticipating they will work while at college, few have ever anticipated working *full-time*. Since 1985 (the first year the question was included), the percentage of Western frosh anticipating they will "work full-time" has remained consistently low (between 1.7% and 2.8%).

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<sup>3</sup> Astin, A.W., Korn, W.S., Riggs, E.R., (1993). *The American Freshman: National Norms for Fall 1993*. Los Angeles: Higher Education Research Institute, UCLA.

As to *why* frosh choose which college to attend, Western frosh continue to indicate as "very important" Western's academic reputation. For the 1993 CIRP cohort, 55.7% indicated academic reputation as the reason they chose WWU, second only to "size of college" at 58.0%. Recent figures are up about 40% from findings in the seventies, and up about 20% from findings in the eighties. In fact, in 1993 Western finds itself comparable to national findings (51.6%) in academic reputation, although still down from findings for 4-year public/high-select colleges (76.4%). It may be, however, that Western's comparison to other schools in its category may have a regional bias, since only one other school within that category is located on the west coast. A few are scattered in the midwest, but most are located on the east coast, including a number of New York State and New York City Universities, plus such highly-regarded schools as the U.S. military academies, Georgia Tech and William & Mary. Thus, the disparity between Western's and other 4-year public/high-select college's ratings for academic reputation may not indicate quite as wide a gulf of difference as the twenty percentage point spread might otherwise.

### Competitive Pressures/Extra Stress

The national CIRP report stated that in-coming frosh may be experiencing increasing competitive pressures (for example, to get into the best schools or programs in order to gain an edge). Findings in support of this observation included the following:

- A record percentage of CIRP participants made multiple college applications in 1993 (70.3%, up from 65.5% in 1992 and about 50% in the late sixties);
- A record percentage of CIRP participants applied to four or more colleges (22.2% compared to 19.1% in 1992 and only 6.7% in 1967);
- Conversely, the percentage of frosh who expect to be satisfied with their college experience reached an all-time low (48.0%, down from 50.4% in 1992 and 64.7% in 1970).

At Western, however, the percentage of frosh who made multiple college applications was 56.2%, considerably less than either national figures (70.3%) or at 4-year public/high-select colleges (66.2%). Neither was the 1993 percentage an all-time high; that was set in 1991 at 57.1%. Also, the percentage of Western frosh making four applications or more was 13.7%, not only below national figures (22.2%) but well below figures at 4-year public/high-select colleges (29.6%). The 1993 finding of 13.7% was, however, an all-time high at Western, nudging up 1991's percentage of 12.5%.

As to the question of whether frosh anticipated they would be satisfied with their college, the all-time low percentage found at Western came in 1976 (43.6%). The second lowest percentage was found in 1985 (45.8%). The current percentage of 50.0% was more typical than exceptional. Thus, while national findings indicate increased competitive pressures, those pressures may indicate something different than what they are at Western. It may be that Western's CIRP respondents, knowing their gpa's and pre-college test scores were high, figured they had a very good chance of getting into Western and didn't feel compelled to apply to a lot of



other schools. (Survey respondents were, after all, those who were admitted.) With Western's regional reputation much vaunted in recent years, it could be, as well, that Western frosh are anticipating that their education will be a good one. The cohort under the most competitive pressure could be one that this report would know little about--those who did not gain entrance to Western. Undoubtedly, the competition to get *into* Western has become intense.

The national CIRP report also stated that findings may indicate that frosh are feeling increasingly stressed. Findings in support of this observation included the following:

- Record high percentages of CIRP participants report that they have frequently "felt overwhelmed by all I have to do" (23.2%, up from 22.0% in 1992 and 16.0% in 1985), and frequently "felt depressed" (9.4%, up from 9.1% in 1992 and 8.2% in 1985).
- While frosh self-ratings for "emotional health" and "physical health" reached all-time lows, the percentage who frequently "missed school because of illness" reached an all-time high.
- The national report suggests that these trends may be partly attributable to problems at home. Record high percentages of frosh reported their father's occupation as "unemployed" (3.7%), as well as indicated their parents were either separated or divorced (25.1%).

Western frosh, too, may be feeling stressed, but whether more than in previous years is hard to say. While the percentage of Western frosh indicating they frequently "felt overwhelmed by all I have to do" was higher than nationally findings (27.3%), it was neither an all-time high nor much different than in any of the years the prompt was utilized. (The low was 22.3% in 1985 and the high was 27.4% in 1989.) Similarly, the percentage of Western frosh indicating they frequently "felt depressed" has not appreciably changed in ten years. (The low was 8.0% in 1989 and the high was 9.0% in 1985.) Moreover, Western frosh self-ratings for emotional and physical health were not all-time lows or highs, just somewhere in-between; and, while the national finding for "missed school because of illness" was at an all-time high of 4.7%, at Western that figure was half that at 2.4%.

Neither do findings at Western readily conclude that home problems are any more acute in 1993 than in previous years. In 1993, the percentage of Western frosh reporting their father's occupation as unemployed *was* an all-time high (2.6%), but the percentage was small and a full point less than the national findings. Moreover, the percentage of Western frosh indicating their parents' marital status as either separated or divorced was an all-time *low* and, at 24.5%, less than the national percentage.

#### "Grade Inflation"

The national CIRP report suggested that "grade inflation" trends continued in 1993. Findings in support of this observation included the following:

- High school grades, as reported by CIRP respondents, reached all-time high levels. Over a quarter of frosh reported average grades of A- or higher (27.0%, up from 25.8% in 1992 and 12.5% in 1969), while the percentage reporting average grades of C+ or lower dropped to 16.0% (down from 17.1% in 1992 and 32.3% in 1969).
- Record high percentages of frosh indicated they expected to "make at least a 'B' average" in college (46.5%, up from 43.3 in 1992 and 32.7% in 1972), to "graduate with honors" (16.4%, up from 14.2 in 1992 and 3.7% in 1967-68), and to "be elected to an academic honor society" (8.8%, up from 8.1 in 1992 and 2.3% in 1969), while a record low indicated they expected to "fail one or more courses" (1.1%, down from 1.2 in 1992 and 3.2% in 1970).
- The percentage of frosh reporting that they spent at least six hours a week studying reached an all-time *low* of 33.7% (down from 37.1% in 1992 and 43.7% in 1981), while a record high indicated they would need tutoring or remedial help in science (11.8%) and math (28.7%).

At Western, too, the percentage of frosh indicating high school gpa's of A- or better has risen dramatically, from at low in 1985 of 19.6% to the all-time in 1993 of 50.8%. So, too, has the percentage of frosh indicating high school gpa's of C+ or less fallen, from a high of 9.3% in 1976 to a low of 0.7% in 1993. Yet figuring "grade inflation" through high school grades alone is complicated at Western because of admission policy changes. Because of the increasing numbers of students applying to Western, admittance guidelines were modified and academic indicators rose. Since 1989, from a larger pool of potential frosh seemingly better prepared classes were chosen; thus, it would be unexpected if the average high school grades of those classes *had not* risen, and utilizing higher high school grades as an indicator of "grade inflation" becomes difficult. To complicate matters, 1993 CIRP data showed that while the percentage of Western frosh indicating high school gpa's of A- or better was rising, it was lower than that of other 4-year public/high-select colleges (58.6%).

One way of trying to uncover the presence of "grade inflation" would be to compare the rise in high school gpa's to the rise (or stability) of pre-college test scores. If grades rose while pre-college test scores remained the same (or fell), a case could be made that good grades may be getting handed out too easily. And indeed, a recent OIAT report found that between 1976 and 1989 the high school gpa's of Western frosh rose while pre-college test scores remained stable.<sup>4</sup> Yet since 1990, the average high school gpa and average total SAT scores of Western frosh have risen (or fallen) together. (See Table 1.)<sup>5</sup>

<sup>4</sup> McKinney, G.M., Trimble, J.E., and Andrieu-Parker, J.M. (August, 1993). *The Evolving Character of WWU Freshmen: Analyses of CIRP Surveys from 1971 to 1991* (Report 1993-04). Bellingham, WA: Office of Institutional Assessment and Testing.

<sup>5</sup> For those astute readers noticing that the average SAT score for 1993 Western frosh reported in Table 1 (1000) was below the figure noted by HERI as the cut-off between high-select and medium-select 4-year public colleges (1025), the reason is that the CIRP uses the *self-reported* scores of survey participants, which were obviously a little higher than the actual figures used by the Admissions Office from which Table 1 was prepared.

Table 1: Average High School GPA's and SAT Scores  
for Enrolled Fall Quarter Frosh, 1990 through 1993

	1990	1991	1992	1993
Average high school GPA	3.37	3.32	3.46	3.50
Average composite SAT score	990	970	990	1000

The second grouping of figures presented in the national CIRP report to evidence "grade inflation" were found to be somewhat more difficult to interpret when Western data was plugged in. While the first three issues--"make a 'B' average", "graduate with honors", and "be elected to academic honor society"--were all-time highs nationally, none were at Western, although all three were higher than they were at Western in the late seventies and early eighties. And, of course, few Western frosh have ever anticipated they would "fail a course"--the highest percentage indicating such a likelihood was 2.5% in 1976. Again, with no supporting evidence, deciphering what these changes in attitude mean is difficult.

In the third grouping of national figures, Western's findings were again rather different. For one thing, a higher percentage of Western frosh indicated they had spent at least six hours a week studying or doing homework than frosh nationally (41.1% at Western versus 33.7% nationally). Yet while that figure was not an all-time low at Western, it was lower than the all-time high of 48.0% found in 1989. The figure was also very nearly the same as that found for 4-year public/high-select colleges (43.6%). And regarding the issue of remediation or tutoring assistance, figures at Western *fell* rather than rose for both mathematics and science: for mathematics, from a high in 1991 of 34.7% to 30.8% in 1993; and in science, from a high in 1991 of 15.2% to 13.7% in 1993. These figure were, however, higher than 1981 figures of 23.6% for mathematics and 10.6% for science.

#### What Majors Frosh Plan to Pursue

National CIRP findings indicated a decline in interest in business as a major for the sixth straight year (16.1%, compared to 16.3% in 1992 and the all-time high of 27.3% in 1987). Interest in engineering as a major also declined (8.7%, compared to 9.2% in 1992 and the high of 12.6% in 1982). By contrast, interest in health-related majors (health tech, premed, nursing, etc.) increased for the sixth straight year (15.8%, compared to 15.6% in 1992 and 7.2% in 1987). Modest increases in interest for the social and natural sciences were also noted.

At Western, too, the percentage of frosh anticipating business as a major fell. At 14.2%, business as an anticipated major reached its lowest point since 1971--when before the College of Business & Economics existed, only 5.9% of Western frosh anticipated business as a major. The percentage of frosh anticipating education as a major, however, reached an all-time high (17.7%) as did the percentage of frosh indicating an interest in the physical sciences as majors (4.7%). And at 9.8%, the percentage of Western frosh indicating an interest in social sciences as majors remains at its highest levels.<sup>6</sup>

<sup>6</sup>The highest percentage recorded for social sciences was 17.5% in 1971, before education majors were channeled through the Education Admissions Office. At that time, students anticipating careers as teachers would declare

## Frosh Attitudes

Nationally, fewer frosh than ever indicated their political viewpoint as middle-of-the-road (at 49.9%, the percentage dipped below half for the first time since 1972 and was down from its all-time high of 60.0% in 1980). And while changes were noted both left and right of center, the right picked up the majority, increasing 2.6 percentage points to 22.9% (the highest percentage since 1970).

Several trends of note were found in general frosh attitudes as well. A record high indicated support for raising taxes to reduce the federal deficit (31.4%, up from 26.9% in 1992 and 22.8% in 1985). Although large percentages of frosh continue to support greater government efforts to reduce environmental pollution (84.4%), discourage energy consumption (74.7%), and protect consumers (71.9%), these endorsements dropped 3-4 percentage points from 1992. On the other hand, support for handgun control increased to an all-time high (81.8%, up from 80.4% in 1992 and 78.2% in 1989). Also, support for the legalization of marijuana increased for the fourth straight year (28.2%, up from 23.0% in 1992 and a low of 16.7% in 1989). And finally, support for legislation outlawing homosexuality declined for the sixth consecutive year (36.2%, down from 37.6% in 1992 and 53.2% in 1987).

Regarding political viewpoint, findings at Western were, once again, somewhat different than what they were nationally. For instance, the percentage of Western frosh indicating a middle-of-the-road political viewpoint fell to under half in 1991, and was at 46.4% in 1993. Moreover, the percentage of frosh indicating a conservative viewpoint fell rather than rose. From a high in 1985 of 19.7%, that drop has been steady and in 1993 was 16.9%. Conversely, the percentage of frosh indicating a liberal political viewpoint remained high (33.9%, down from 37.4% in 1992, but still the second highest since 1976).

At 40.1%, Western frosh were even more in support of raising taxes to decrease the federal deficit than frosh nationally. Like national findings, the percentage of Western frosh supporting greater government efforts to reduce pollution (86.2%), discourage energy consumption (84.6%), and protect consumers (69.4%) remained high, but 3-4 percentage points lower than in 1992. Also mirroring the national trend, support for handgun control rose to its highest percentage (88.2%), as did the percentage supporting making marijuana legal rise (at 35.5%, the highest since the all-time low of 16.4% in 1989, although far below the 1976 figure of 63.5%). And finally, as with national findings, support for laws prohibiting homosexual relations remained low at Western (21.1%).

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their majors through departments, thus muddying findings as to what students believed they were really "majoring" in, the academic department through which they received advisement, or education. Nowadays, students anticipating careers as teachers are advised initially through the Woodring College of Education, and while they take continue to take academic degrees in all departments, usually consider themselves education majors.

## Discussion

From inception, the discussion sections of each CIRP report published through the OIAT have been different. This has been intentional. The CIRP accumulates such a robust set of data that not all analyses could possibly be included in any one report. Because of its potential to serve the aims of many research projects, the OIAT has resolved to use the discussion section of CIRP reports to explore a few of them.<sup>7</sup> Thus it is that the discussion of the 1993 CIRP data will focus on three variables focused on only briefly in the past: mother's education, father's education, and parental income. Each variable was isolated and the values describing them collapsed. For mother's and father's education, those values were set as follows: 1) grammar school or less through some college; 2) college degree; and 3) some graduate school through graduate degree. For parental income, those values were set as follows: 1) less than \$40,000; 2) \$40,000 to \$59,999; and 3) \$60,000 to \$99,999.

These values were set arbitrarily to attain relatively balanced frequencies between values. For father's education, each value accounted for approximately a third of the total survey population. For mother's education, the frequencies weren't as well balanced--with about half the population appearing in the category "grammar school or less through some college," and the other half spread about evenly through the other two categories--although they were as closely balanced as the data set allowed. For parental income, the frequencies in each category accounted for approximately thirty percent of the total population.<sup>8</sup>

Once these initial variables were chosen and their values established, crosstabulations with other variables found in the survey were computed and findings that demonstrated statistical significance through the  $\chi^2$  were identified. The findings indicated results of varying degrees of interest. However, one combination of variables, juxtaposed, measuring a student's values as influenced by their parent's education level, was of particular interest: that it was essential or very important "being very well off financially" and "developing a philosophy of life".

As mentioned, each finding indicated that the value differences between variables was statistically significant. For "being well of financially," the  $\chi^2$  for mother's education was .02, and for father's education level was .05. For "developing a philosophy of life," the  $\chi^2$  for mother's education was .00, and for father's education level was .00. As mother's and father's education level rose, frosh were *more* likely to indicate as important "developing a philosophy of life," and *less* likely to indicate as important "being very well off financially." (See Figures 1 and 2.)

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<sup>7</sup> Complete CIRP databases are maintained by the OIAT for use by any and all administrators, faculty and staff curious to delve further into the survey findings and/or raw data.

<sup>8</sup> The top ten percent of reported parental income, \$100,000 or more, was not included in the study.

Figure 1: Percentage of Frosh Indicating "being very well off financially" as "essential or very important" as Influenced by Parents' Education

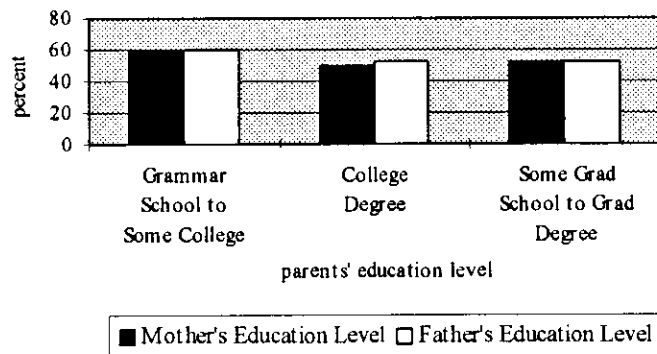
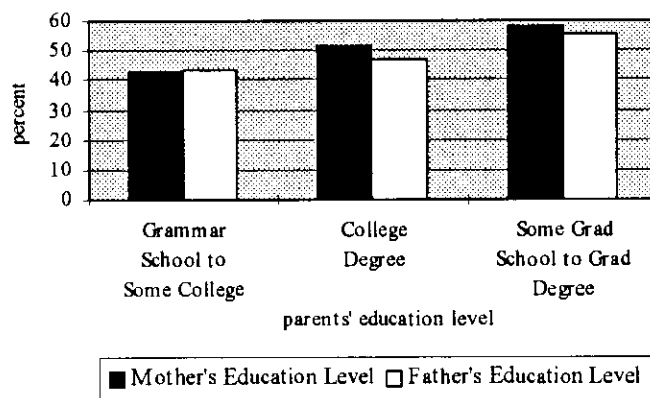


Figure 2: Percentage of Frosh Indicating "developing a philosophy of life" as "essential or very important" as Influenced by Parents' Education



Frosh *self-ratings* were also influenced by their parents' education level. Findings that were statistically significant included that intellectual self-confidence rose as mother's education was higher ( $\chi^2 = .04$ ), and that self-ratings for both artistic ability and writing ability rose as both father's and mother's education level was higher (writing ability  $\chi^2$ : mother = .00, father = .04; artistic ability  $\chi^2$ : mother = .00, father = .02). (See Figures 3 and 4.)

Figure 3: Percentage of Frosh Rating Selves "above average or highest 10%" as Influenced by Mother's Education Level

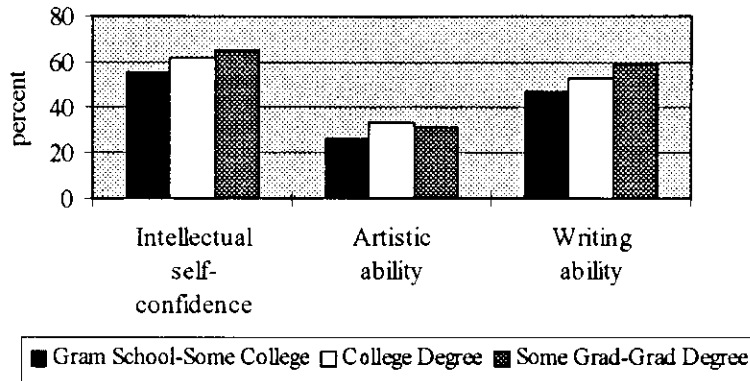
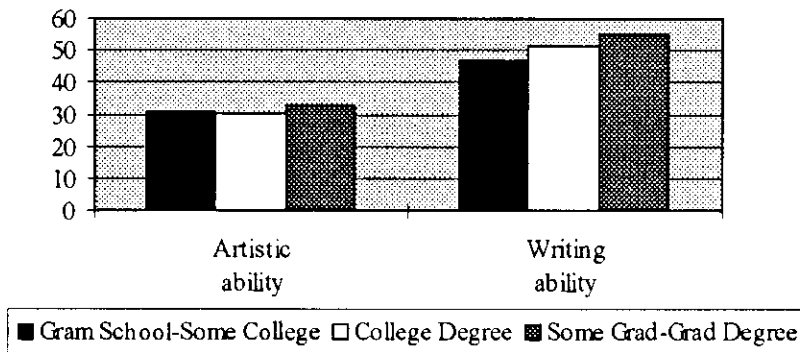
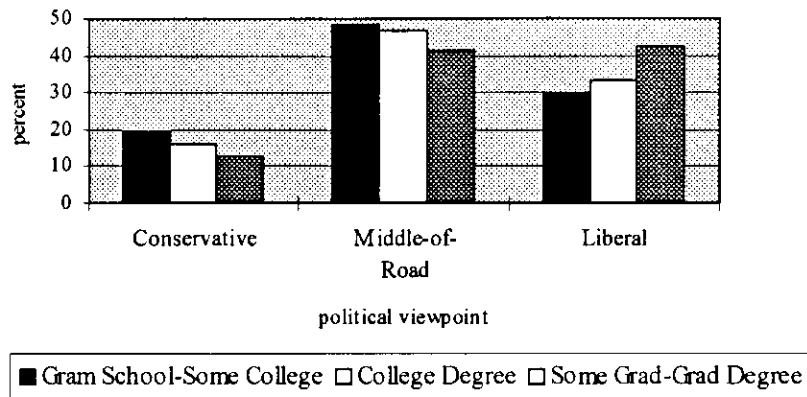


Figure 4: Percentage of Frosh Rating Selves "above average or highest 10%" as Influenced by Father's Education Level



Of the three variables tested, a frosh's political orientation was influenced only by mother's education level. The finding was statistically significant ( $\chi^2 = .02$ ), and indicated that the more education a frosh's mother had, the more likely that the student would indicate a liberal political viewpoint, and the less likely they would indicate a conservative political viewpoint. (See Figure 5.)

Figure 5: Political Viewpoint as Influenced by Mother's Education



Two *political issues* that were influenced by both mother's and father's level of education were 1) that "The Federal government should raise taxes to reduce the deficit," and 2) that "It is important to have laws prohibiting homosexual relationships." All findings were statistically significant (raise taxes  $\chi^2$ : mother = .02, father = .02; prohibit homosexual relationships  $\chi^2$ : mother = .02, father = .04). For either parent, the higher the education level, the *more* likely the student would favor raising taxes, and *less* likely to favor prohibiting homosexual relationships. (See Figures 6 and 7.)

Figure 6: Percentage of Frosh Agreeing that "taxes should be raised to reduce deficit" as Influenced by Parent's Education

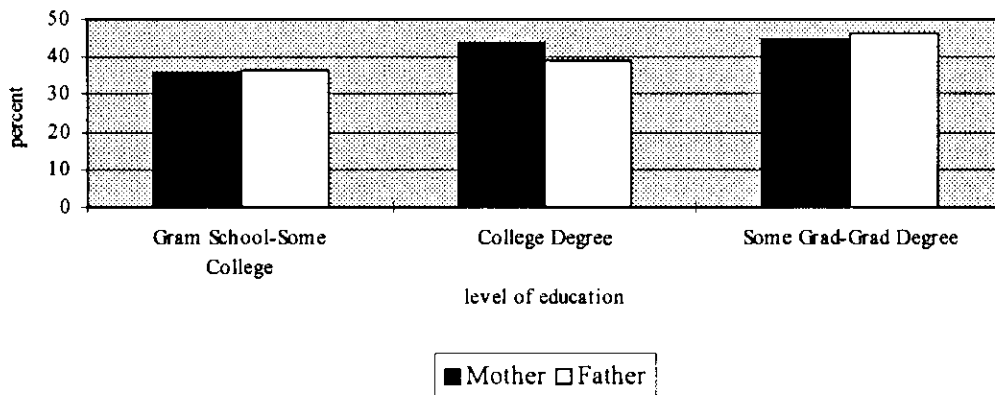
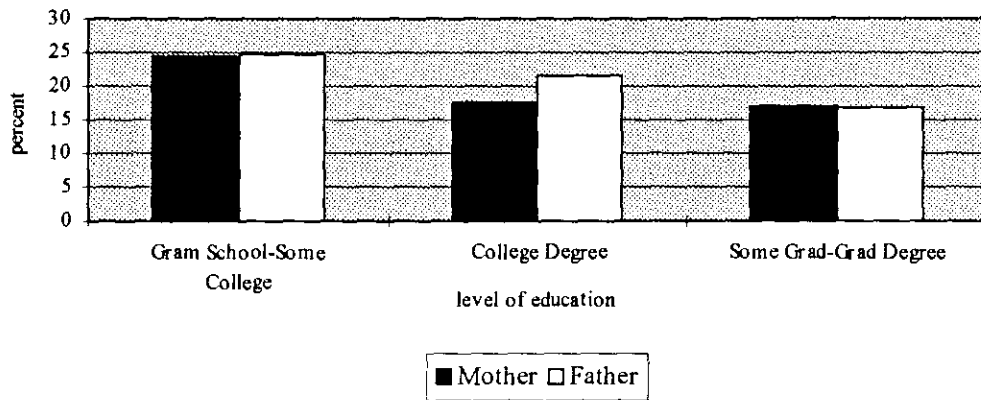




Figure 7: Percentage of Frosh Agreeing that "homosexual relationships should be prohibited" as Influenced by Parent's Education



Two political issues that were influenced by mother's education level or father's education level, but not both were that "Federal military spending should be increased," and that "There is too much concern in the courts for the rights of criminals." Both findings were statistically significant (military spending  $\chi^2 = .00$ ; too much concern for criminals  $\chi^2 = .02$ ). As mother's education level increased, students were less likely to agree that military spending should be increased; as father's education level increased, students were less likely to agree that there was too much concern for the rights of criminals. (See Figures 8 and 9.)

Figure 8: Percentage of Frosh Agreeing that "military spending should be increased" as Influenced by Mother's Education

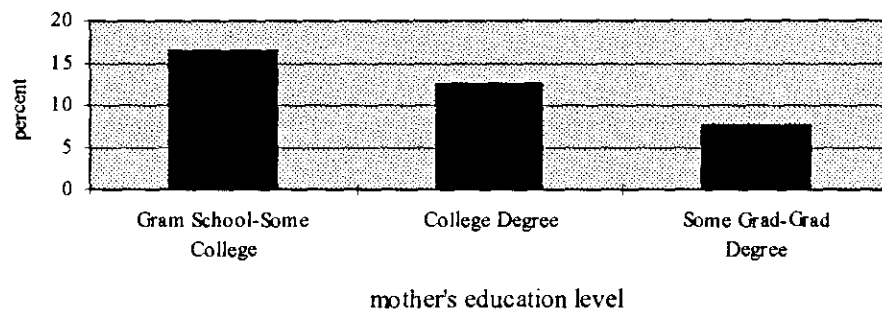
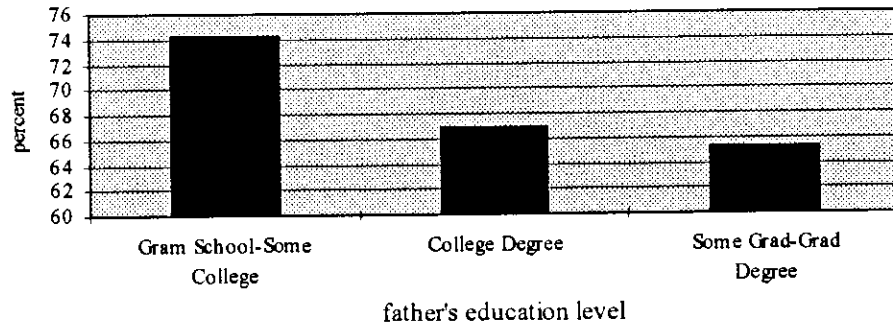
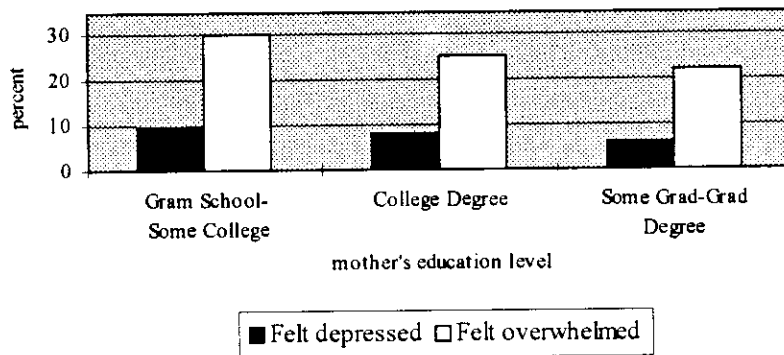


Figure 9: Percentage of Frosh Agreeing that "there is too much concern for criminals" as Influenced by Father's Education



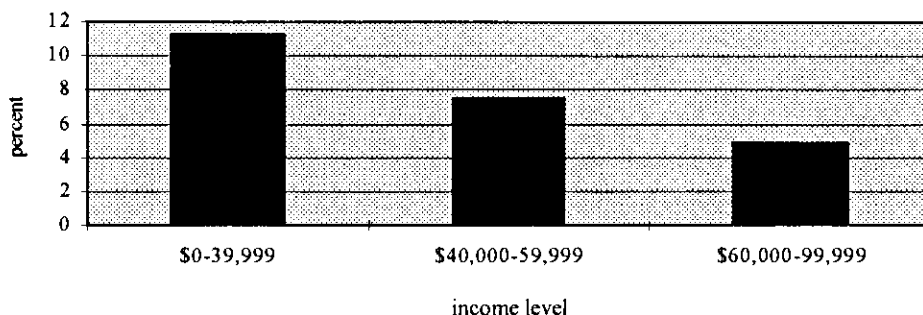
One issue discussed in the main body of this report was the idea of new frosh feeling "stressed". As mentioned earlier, record high percentages of CIRP participants (national figures) report that they have frequently "felt overwhelmed by all I have to do" (23.2%, up from 22.0% in 1992 and 16.0% in 1985), and frequently "felt depressed" (9.4%, up from 9.1% in 1992 and 8.2% in 1985). Interestingly, for Western CIRP respondents both of these variables were found to be influenced by mother's education. Both findings were statistically significant (overwhelmed  $\chi^2 = .05$ ; depressed  $\chi^2 = .01$ ). As mother's education level rose, students were less likely to report either feeling "overwhelmed by all I had to do" or "depressed." (See Figure 10.)

Figure 10: Percentage of Frosh Indicating They Felt "depressed" or "overwhelmed" as Influenced by Mother's Education



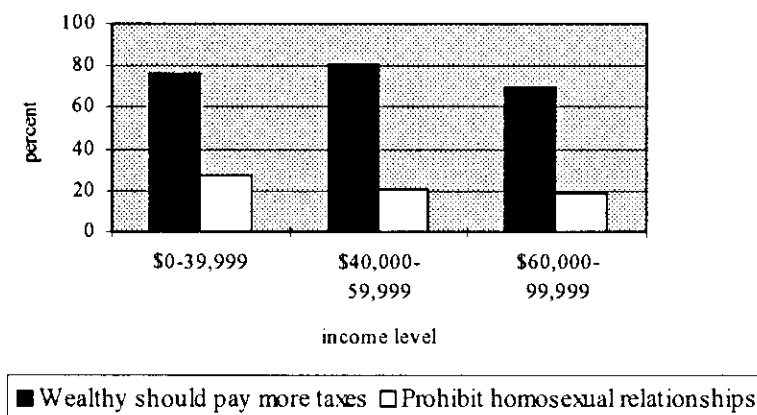
Another factor influencing the percentage of frosh indicating they felt "depressed" was the reported family income level. The finding was significant, with a  $\chi^2$  of .04, and indicated that the higher the reported family income, the less likely the student was to report feeling "depressed". (See Figure 11.)

Figure 11: Percentage of Frosh Indicating They "felt depressed" as Influenced by Reported Parental Income



Reported family income also influenced two political issues: 1) that "Wealthy people should pay a larger share of taxes than they do now," and 2) that "It is important to have laws prohibiting homosexual relationships." Both findings were statistically significant (wealthy pay more  $\chi^2 = .01$ ; prohibit homosexual relationships  $\chi^2 = .04$ ). As might be expected, as their reported family income rose, frosh were less likely to indicate they felt the wealthy should pay more taxes--although it should be noted that a fairly high percentage of frosh in the highest income category tested (69.4%) still agreed that the wealthy should pay more. Also, as their reported family income rose, frosh were less likely to indicate that they felt homosexual relationships should be prohibited. (See Figure 12.)

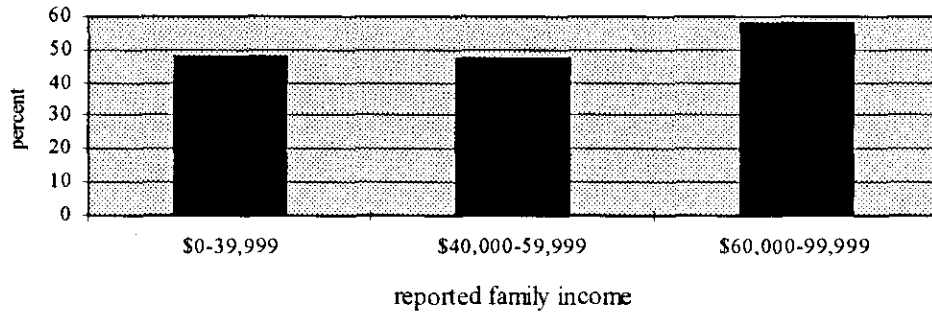
Figure 12: Percentage of Frosh Indicating that "wealthy should pay more taxes" and "it's important to have laws prohibiting homosexual relationships" as Influenced by Reported Family Income



The only student *self-rating* influenced by reported family income was that for writing ability. The finding was statistically significant, with a  $\chi^2$  of .04, and indicated the higher the

reported family income, the more likely a student was to rate their writing ability as "above average or in the highest 10%." (See Figure 13.)

Figure 13: Percentage of Frosh Rating Selves "above average or highest 10%" as Influenced by Reported Family Income



Two variables measuring the reasons frosh chose to come to Western were influenced by both mother's and father's education, and reported family income. They were: 1) "I was offered financial assistance", and 2) "I wanted to go to a school about the size of this college." All the findings were statistically significant (financial aid: mother's  $\chi^2 = .00$ , father's  $\chi^2 = .00$ , and reported family income  $\chi^2 = .03$ ; size of college: mother's  $\chi^2 = .00$ , father's  $\chi^2 = .04$ , and reported family income  $\chi^2 = .03$ ). Financial assistance, as might be expected, was a more important consideration to those frosh whose parents' education was some college or less, and whose reported family income was in the lowest of the three brackets. For no apparent reason, as a frosh's parents' education was higher, and for those frosh who reported family income in the highest bracket, the more important was the size of college as a reason to attend Western. (See Figures 14, 15, and 16.)

Figure 14: Percentage of Frosh Indicating as "very important" in Choosing to Attend Western "offered financial aid" as Influenced by Parents' Income Level

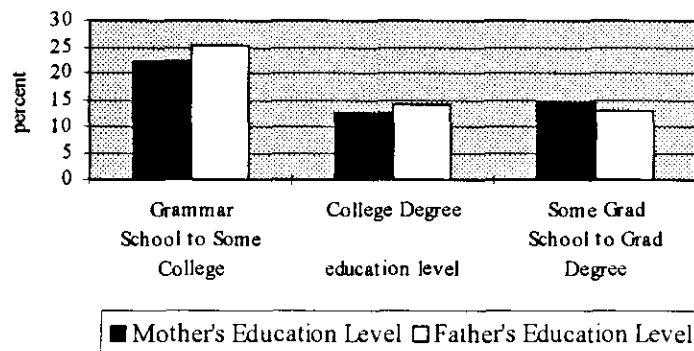


Figure 15: Percentage of Frosh Indicating as "very important" in Choosing Western "size of college" as Influenced by Parents' Education Level

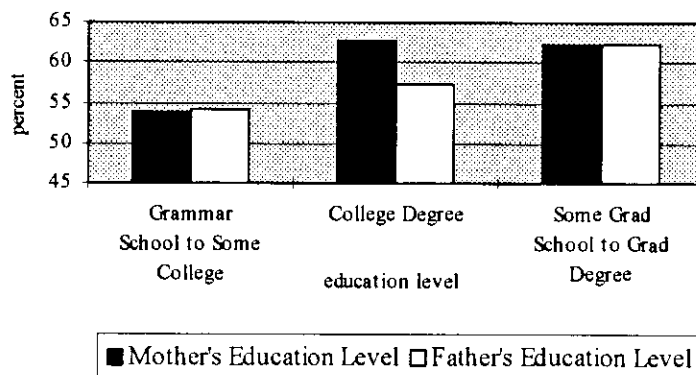
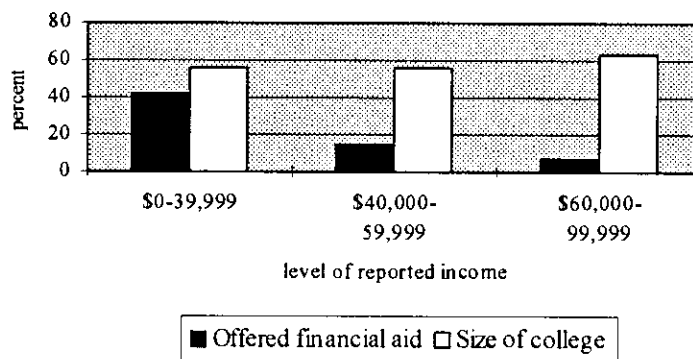


Figure 16: Reasons Noted as "very important" That Frosh Choose to Attend Western as Influenced by Reported Family Income



### "Personality" Profile Update

In the last few years CIRP reports have included "personality" profiles of its in-coming frosh classes. This task was accomplished by selecting certain variables from the survey that might indicate values or attitudes germane to social types. The personality type 'Status Striver', for example, focused on five survey variables found under the heading "Objectives considered essential or very important": 1) Be very well off financially; 2) Obtain recognition from colleagues; 3) Become an authority in my chosen field; 4) Become successful in my own business; and 5) Have administrative responsibility for others. The year-to-year percentage response to

each variable was then compared over time and have been written about in no less than three OIAT reports.<sup>9</sup>

Findings from the twenty-year CIRP report revealed that between 1971 and 1991 the percentage of respondents indicating 'Status Striver' variables as essential or very important had increased. The OIAT report of 1992 CIRP findings, however, found that while the change was indeed apparent, the change at Western had not been as strong as change nationally. Percentage response nationally was higher for all five variables than at Western--sometimes considerably so. Furthermore, findings in a longitudinal study of Western CIRP respondents indicated that by the time they had become seniors, Western students valued status variables less than they had as frosh, and valued 'being well off financially' considerably less (the percentage response fell from 62.4% in 1989 to 36.2% in 1993).

The four variables utilized to profile the personality type 'Social Activist' were also found under the heading "Objectives considered essential or very important" and included: 1) Help others in difficulty; 2) Influence social values; 3) Influence political structure; and 4) Participate in community action programs. Findings from the twenty-year CIRP report revealed that the percentage of respondents indicating 'Social Activist' variables as essential or very important had increased for some and decreased for others. Yet while male responses were down for all variables, female response was up in most. In fact, females, generally, had a tendency to favor more 'liberal' ideals than males.

Yet findings from the 1992 CIRP report revealed that not just Western females but Western frosh overall appear to have a somewhat more 'liberal' political orientation than the population of CIRP respondents overall nationally. All variables measuring 'liberalism' saw a higher percentage response at Western than nationally, while all variables measuring 'conservatism' saw higher percentage response nationally than at Western. Moreover, the longitudinal survey of 1989 Western frosh found that as seniors all variables measuring 'Social Activist' had increased in percentage response. Also germane to this discussion was the dramatic difference in percentage response to the variable 'develop a philosophy of life'. In 1989 only 34.5% of frosh indicated that developing a philosophy of life was essential or very important. By 1993 that percentage had increased to 61.7%.

Another personality profile developed was that of 'Scholar'. Four variables found under the heading of self-ratings were utilized to account for the scholarly nature of in-coming frosh and included: 1) Academic ability; 2) Intellectual self-confidence; 3) Mathematical ability; and 4) Writing ability. Over twenty years, for the overall population of Western frosh, self-ratings for academic ability and mathematical ability saw very little change, while the percentage response to intellectual self-confidence and writing ability increased. With the exception of self-ratings for writing ability, however, males invariably rated themselves higher than females, and especially higher for intellectual self-confidence and mathematical ability. A somewhat surprising finding

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<sup>9</sup> McKinney, G.R., Trimble, J.E., & Andrieu-Parker, J.M. (1993). *The Cooperative Institutional Research Program (CIRP) Survey of Western Washington University Freshmen for the 1992 In-coming Class, Report 1993-05*. Bellingham, WA: The Office of Institutional Assessment and Testing. Plus references cited in footnotes #2 and #4.

from the 1989-1993 longitudinal CIRP report was that self-ratings changed only marginally after four years at Western. Percentage responses by seniors fell or rose by merely a percentage point or two from what they had been as frosh.

Other personality profiles included those for 'Leader' and 'Hedonist'. Regarding leadership quality, over a twenty year span, female frosh began to rate their leadership ability, popularity and social self-confidence nearly as high, if not higher than males. Yet as findings for that of 'Scholar' indicated as well, four years at Western appeared to have little effect on how frosh had initially rated themselves as 'Leaders'. Seniors' ratings for leadership ability increased only marginally. On the other hand, while frosh percentage response to variables measuring hedonism mostly fell over a twenty year span, most percentage response to the same variables rose for the group of frosh polled in 1989, then polled again as seniors in 1993.

The use of CIRP data to develop these profiles is of importance, since it offers quantifiable knowledge to the sometimes elusive task of accounting for changes in social attitudes and values felt through the media, schools, and other public communication and discourse. Because of this importance, the OIAT will continue to monitor and report on these trends. Yet it is also true that such change occurs gradually--especially the year-to-year attitudes of frosh. And, indeed, 1993 CIRP findings did not unearth any findings that appeared to alter the profiles developed in the 1992 CIRP report. Probably three or four years need to pass until any noticeable changes become apparent. On the other hand, by administering the CIRP annually, and thus developing a contiguous pool of frosh classes from which to base two- or four-year longitudinal studies of cohorts, personality profiles could help immensely in rounding out and filling in the outcomes picture for classes that would normally only include statistics like gpa and degree earned.

### Summary

For 1993 CIRP data, the 'Findings' section of this report compared overall national trends and trends for institutions within Western's classification to those found at Western. Generally, while some CIRP findings at Western ran relatively parallel to those found nationally, many others were different. For instance, while nationally that more college frosh than ever indicated they were planning advanced degrees, at Western the figures were high, but not all-time highs. Apparently, the trend for more frosh than ever to consider graduate school was anticipated at Western by a year or two. For Western frosh to be slightly ahead of their counterparts nationally is in itself a trend--one reiterated a number of times in Western's 1993 CIRP report.

Another related theme that emerges relatively often is that females at Western have a tendency to respond differently than their national counterparts. For instance, nationally, for the first time, females' aspirations for advanced degrees were greater than that of males and especially dramatic in cases of the highest level degrees (doctorate, medicine, and law). Yet at Western, the percentages of males and females anticipating the pursuit of the highest advanced degrees were identical. Nearly identical percentages were also reported in 1992, while 1991 findings indicated more females than males anticipating pursuing advanced degrees. Actually, for as far back as findings at Western go, the discrepancy between the percentage of males and females anticipating

pursing an advanced degree has never been dramatically different. From 1976 through 1989, males were only somewhat more likely than females to indicate that they planned on pursuing an advanced degree. In no survey year was the difference between male and female response over five percent.

National survey results indicated that students were more concerned with financial issues than ever. More students than ever, for instance, were planning on working a part-time job while at college. Western frosh, on the other hand, exhibit a tradition rather than an upward trend of anticipating working a part-time job while at college. The percentage of Western frosh anticipating getting a job was neither an all-time high, nor much different from the response in any CIRP year at Western, which has seen only a seven percentage point swing from the lowest to highest year.

What Western has seen, however, is a considerable rise in the percentage of frosh who indicate they chose Western because of its academic reputation. In fact, in 1993 Western finds itself comparable to national findings in this regard. And though still lower than findings within its institutional comparison group (public non-doctorate college with a high selectivity value based on SAT scores), even these findings may have a regional bias since only one other school within Western's category is located on the west coast. A few are scattered in the midwest, but most are located on the east coast, including a number of New York State and New York City Universities, plus such highly-regarded schools as the U.S. military academies, Georgia Tech and William & Mary.

National CIRP findings indicated that in-coming frosh may be experiencing increasing competitive pressures (for example, to get into the best schools or programs in order to gain an edge). This trend was supported by looking at the percentage of frosh making multiple college applications (up to record high levels), and the percentage of frosh expecting to be satisfied with their college experience (an all-time low).

At Western, however, the percentage of frosh making multiple college applications was considerably less than national figures, while the percentage of frosh expecting to be satisfied with their college experience about average--the all-time low coming back in 1976.

National CIRP findings also indicated that frosh may be feeling increasingly stressed. This trend was supported, in part, by looking at the percentage of frosh reporting they had frequently "overwhelmed" and/or "depressed". Yet at Western those findings were neither all-time highs, not much different than in any of the years the prompt was utilized. Other national CIRP findings studying the rise of "stress" were also much less at Western.

The concept of "grade inflation" also came under scrutiny from recent national CIRP findings. Various indicators seemed to point to the idea that high school grades continue to inflate without an accompanying rise in academic ability or self-confidence. Findings at Western, however, were inconclusive, due the rapidly changing demographics of both high school gpa and SAT scores of Western's entering frosh.



In one of the few areas where nationally and at Western trends were similar was in the area of what frosh anticipated they would major in. In both cohorts, business as an anticipated major showed another year of decline. On the other hand, the percentage of Western frosh anticipating education as a major reached an all-time high,

Nationally, fewer frosh than ever indicated their political viewpoint as middle-of-the-road. And while changes were noted both left and right of center, the right picked up the majority. At Western, this trend was noted a couple of years ago, in 1991. Also differently, the percentage of frosh indicating a conservative viewpoint fell rather than rose, while the percentage of frosh indicating a liberal political viewpoint remained high.

In the 'Discussion' section of this report, an example of how CIRP data could be utilized was presented. The influence of mother's and father's education level on a frosh's values, self-ratings, and attitudes was studied, as well as the influence of the reported level of parental income. All three variables did, indeed, appear to effect the responses of frosh. Mother's education level influenced the most number of subvariables, Father's education level the second most, and level of reported parental income the fewest.

Many other researchers have used CIRP data, and for a myriad of studies. Recently, researchers in the OIAT used an on-line periodical search to discover just how many studies in recent years *have* used CIRP data, and for what purpose. Over fifty citations were found, in papers on topics that included women's roles, international issues, student financial aid, handicapped and ethnicity issues, and many more. These citations, along with a complete set of CIRP data in both hard copy and computer database form are available for all University researchers--including faculty, staff, and graduate students--through the Office of Institutional Assessment and Testing, Old Main 120, Western Washington University.

APPENDIX A:  
1993 CIRP Data Complete

1993 Cooperative Institutional Research Program (CIRP)  
College Student Survey Findings

Item	Western N	Western %	4-yr/hi-sel %	National %
<b>YEAR GRADUATED FROM HIGH SCHOOL</b>	<b>1,171</b>			
1993		99.1	98.4	92.5
1992		0.8	1.3	2.4
1991 or earlier, or other circumstances		0.2	0.4	5.0
<b>AGE ON DECEMBER 31, 1993</b>	<b>1,162</b>			
17 or younger		1.3	2.4	3.4
18		69.3	74.2	72.0
19		28.4	22.4	20.1
20 or older		1.1	1.0	4.5
<b>RACIAL BACKGROUND</b>	<b>1,144</b>			
White/Caucasian		87.8	86.7	79.6
African American/Black		1.1	4.1	10.0
American Indian		2.3	1.5	1.9
Asian American/Asian		9.5	6.4	3.7
Mexican American/Chicano		1.7	0.9	3.1
Puerto Rican		0.3	0.8	1.2
other Latino		0.6	1.8	1.7
other		2.8	1.8	2.1
<b>AVERAGE HIGH SCHOOL GRADE</b>	<b>1,161</b>			
A or A+		19.8	30.5	12.6
A-		31.0	28.2	14.4
B+		33.4	22.4	19.1
B		13.4	13.1	24.8
B-		1.6	3.7	12.9
C+		0.7	1.7	10.5
C		0.0	0.4	5.2
D		0.0	0.0	0.3
<b>MILES FROM COLLEGE TO HOME</b>	<b>1,157</b>			
5 or less		4.5	2.6	9.0
6 to 10		2.4	2.5	8.2
11 to 50		8.2	15.7	27.8
51 to 100		30.6	17.5	16.0
101 to 500		49.0	36.4	29.5
more than 500		5.3	25.3	9.6

1993 Cooperative Institutional Research Program (CIRP)  
College Student Survey Findings

Item	Western N	Western %	4-yr/hi-sel %	National %
<b>ESTIMATED PARENTAL INCOME</b>	1,019			
less than \$6,000		1.4	1.2	3.9
\$6,000 to 9,999		2.1	1.5	3.2
\$10,000 to \$14,999		2.7	2.3	5.1
\$15,000 to \$19,999		2.1	2.3	4.7
\$20,000 to \$24,999		4.0	3.8	6.0
\$25,000 to \$29,999		5.8	4.8	6.6
\$30,000 to \$39,999		10.4	9.9	13.0
\$40,000 to \$49,999		12.8	12.2	12.7
\$50,000 to \$59,999		16.0	14.5	11.5
\$60,000 to \$74,999		15.3	17.4	12.3
\$75,000 to \$99,999		14.7	14.5	9.0
\$100,000 to \$149,999		7.9	10.1	6.4
\$150,000 to \$199,999		2.0	2.8	2.3
\$200,000 or more		2.9	2.7	3.1
<b>STATUS OF PARENTS</b>	1,167			
living with each other		72.2	77.2	69.6
divorced or separated		24.5	19.7	25.1
one or both deceased		3.3	3.1	5.3
<b>HAVE HAD REMEDIAL WORK IN</b>	1,171			
English		2.1	2.7	5.5
reading		2.6	2.4	5.3
mathematics		8.4	6.8	11.0
social studies		1.3	1.7	3.5
science		2.2	2.5	4.1
foreign language		2.0	2.4	4.1
<b>WILL NEED REMEDIAL WORK IN</b>	1,171			
English		8.9	7.2	11.6
reading		3.0	3.0	5.2
mathematics		30.8	18.7	28.7
social studies		1.5	1.7	3.7
science		13.7	9.9	11.8
foreign language		7.3	8.1	10.6
<b>TYPE OF HIGH SCHOOL ATTENDED</b>	1,159			
public		92.7	86.4	85.5
private (denominational)		5.4	9.4	10.0
private (nondenominational)		1.8	3.8	3.4
other		0.1	0.4	1.0

1993 Cooperative Institutional Research Program (CIRP)  
College Student Survey Findings

Item	Western N	Western %	4-yr/hi-sel %	National %
<b>ACTIVITIES ENGAGED IN DURING THE PAST YEAR</b>				
attended a religious service	1,140	75.8	84.3	82.2
was bored in class*	1,151	36.1	36.3	32.4
participated in demonstrations	1,143	34.3	30.3	38.6
didn't complete homework on time	1,149	69.5	66.7	65.6
tutored another student	1,148	61.1	68.6	48.5
studied with other students	1,148	92.0	90.5	85.1
was a guest in a teacher's home	1,145	30.0	31.5	27.0
smoked cigarettes*	1,144	6.0	6.2	11.6
drank beer	1,143	49.3	48.4	54.4
drank wine or liquor	1,141	55.3	52.0	54.7
stayed up all night	1,146	80.0	80.8	80.6
spoke other language at home*	1,147	5.6	6.6	7.9
felt overwhelmed*	1,148	27.3	21.0	23.2
felt depressed*	1,143	8.6	6.6	9.4
performed volunteer work	1,144	74.9	77.4	67.7
came late to class	1,144	70.2	58.3	54.4
played a musical instrument	1,142	45.3	41.7	37.4
asked teacher for advice*	1,147	22.6	19.0	18.1
overslept and missed class or appointment	1,146	34.7	26.4	30.1
discussed politics*	1,143	23.1	27.9	18.8
visited art gallery or museum	1,141	66.3	67.6	58.7
missed school due to illness*	1,146	2.4	3.3	4.7
studied in a library*	1,143	13.8	15.8	16.0
discussed "safe sex"*	1,142	16.3	16.6	20.1
used a personal computer*	1,145	49.0	49.2	37.8

\*Percentage reporting "frequently" only. Percentages for other items in this group reflect responses of "frequently" or "occasionally".

1993 Cooperative Institutional Research Program (CIRP)  
College Student Survey Findings

Item	Western N	Western %	4-yr/hi-sel %	National %
<b>STUDENT RATED SELF ABOVE AVERAGE OR TOP 10% IN:</b>				
academic ability	1,149	76.7	83.4	53.6
artistic ability	1,149	29.3	26.8	23.7
competitiveness	1,147	48.4	63.7	54.4
cooperativeness	1,145	76.4	75.6	69.1
creativity	1,143	50.9	52.9	47.8
drive to achieve	1,143	73.8	78.2	64.3
emotional health	1,145	56.6	62.1	53.4
leadership ability	1,138	53.7	61.2	51.3
mathematical ability	1,144	40.5	61.3	36.5
physical health	1,144	57.3	63.3	56.1
popularity	1,140	32.5	41.2	39.2
public speaking ability	1,145	34.8	36.4	28.7
reading speed/comprehension	1,140	47.2	49.1	36.8
self-confidence (intellectual)	1,144	59.2	67.4	52.6
self-confidence (social)	1,139	44.3	49.3	46.5
understanding of others	1,140	72.7	71.3	65.8
writing ability	1,142	51.0	51.5	39.9
<b>THIS COLLEGE IS STUDENT'S</b>				
first choice	1,161	79.5	79.8	70.1
second choice		16.8	15.6	21.2
third choice		2.3	3.1	5.5
less than third choice		1.4	1.5	3.2
<b>NUMBER OF OTHER COLLEGES APPLIED TO FOR ADMISSION THIS YEAR</b>				
none	1,162	20.0	17.1	29.7
one		23.8	16.6	16.6
two		24.8	18.8	16.4
three		17.7	17.8	15.1
four		7.6	11.5	9.2
five		4.1	8.0	6.1
six or more		2.0	10.1	6.9

1993 Cooperative Institutional Research Program (CIRP)  
College Student Survey Findings

Item	Western N	Western %	4-yr/hi-sel %	National %
<b>HIGHEST DEGREE PLANNED ANYWHERE</b>	<b>955</b>			
none		0.2	0.3	0.9
vocational certificate		0.2	0.1	0.8
associate (A.A. or equivalent)		0.2	0.2	4.5
bachelor's (B.A., B.S.)		19.2	17.2	27.3
master's (M.A., M.S.)		50.5	46.7	38.2
Ph.D. or Ed.D.		17.5	21.9	14.0
M.D., D.O., D.D.S., D.V.M.		6.9	8.7	8.4
LL.B. or J.D. (law)		4.0	4.0	4.1
B.D. or M.Div. (divinity)		0.2	0.2	0.3
other		1.2	0.8	1.5
<b>HIGHEST DEGREE PLANNED AT THIS INSTITUTION</b>	<b>642</b>			
none		2.2	1.1	4.4
vocational certificate		0.0	0.1	1.3
associate (A.A. or equivalent)		3.0	1.1	25.9
bachelor's (B.A., B.S.)		66.4	74.5	49.2
master's (M.A., M.S.)		25.7	19.7	13.4
Ph.D. or Ed.D.		1.2	2.2	2.1
M.D., D.O., D.D.S., D.V.M.		0.2	0.4	1.5
LL.B. or J.D. (law)		0.2	0.2	0.7
B.D. or M.Div. (divinity)		0.2	0.1	0.2
other		1.1	0.5	1.3
<b>RESIDENCE PLANNED DURING FALL 1993</b>	<b>1,166</b>			
with parents or relatives		6.5	7.2	29.8
other private home, apt, room		3.1	1.7	7.1
college dormitory		89.7	89.0	58.7
fraternity or sorority house		0.0	0.9	0.5
other campus housing		0.6	0.8	3.1
other		0.1	0.4	0.8

1993 Cooperative Institutional Research Program (CIRP)  
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Item	Western N	Western %	4-yr/hi-sel %	National %
<b>HOURS PER WEEK IN THE LAST YEAR SPENT ON:</b>				
<b>None</b>				
studying or doing homework	1,144	1.1	1.2	2.0
socializing with friends	1,139	0.3	0.2	0.3
talking w/teacher outside class	1,143	4.8	6.5	9.7
exercising or sports	1,144	2.1	2.4	4.5
partying	1,136	26.3	18.6	15.5
working (for pay)	1,143	24.5	32.1	27.0
volunteer work	1,139	34.0	31.9	41.8
student clubs and groups	1,134	23.2	16.8	31.0
watching TV	1,139	5.1	5.0	4.5
household/child care duties	1,136	13.6	12.2	15.6
<b>Six or More Hours</b>				
studying or doing homework	1,144	41.1	43.6	33.7
socializing with friends	1,139	79.2	79.4	75.9
talking w/teacher outside class	1,143	3.8	3.9	5.5
exercising or sports	1,144	55.5	56.7	49.7
partying	1,136	19.6	24.0	31.6
working (for pay)	1,143	61.8	53.8	59.4
volunteer work	1,139	7.3	6.0	7.5
student clubs and groups	1,134	17.4	16.4	14.8
watching TV	1,139	28.5	28.4	31.1
household/child care duties	1,136	9.8	11.2	16.0
<b>Sixteen or More Hours</b>				
studying or doing homework	1,144	7.7	8.0	5.8
socializing with friends	1,139	32.7	31.9	32.7
talking w/teacher outside class	1,143	0.2	0.4	0.8
exercising or sports	1,144	16.1	18.8	18.9
partying	1,136	3.2	4.1	8.1
working (for pay)	1,143	33.8	28.7	35.5
volunteer work	1,139	1.5	1.3	2.0
student clubs and groups	1,134	3.7	3.1	3.8
watching TV	1,139	3.9	5.2	7.3
household/child care duties	1,136	1.5	1.9	4.4



1993 Cooperative Institutional Research Program (CIRP)  
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Item	Western N	Western %	4-yr/hi-sel %	National %
<b>CITIZENSHIP STATUS</b>	1,162			
U.S. citizen		97.7	97.1	95.7
permanent resident (green card)		2.1	22.0	3.3
neither		0.3	0.6	1.0
<b>STUDENT NATIVE ENGLISH SPEAKER?</b>	1,158			
yes		95.5	94.7	93.4
no		4.5	5.3	6.6
<b>STUDENT'S RELIGIOUS PREFERENCE</b>	1,075			
Baptist		5.1	11.5	15.3
Buddhist		1.1	0.4	0.5
Eastern Orthodox		0.0	0.5	0.5
Episcopal		2.0	3.0	2.0
Islamic		0.1	0.5	0.5
Jewish		0.7	1.6	2.0
LDS (Mormon)		1.6	0.8	0.4
Lutheran		10.5	6.6	5.8
Methodist		4.5	8.5	8.1
Presbyterian		7.3	6.5	4.1
Quaker		0.2	0.2	0.2
Roman Catholic		18.7	31.1	35.0
Seventh Day Adventist		0.3	0.2	0.4
United Church of Christ		1.1	1.2	1.7
other Protestant		6.7	5.1	4.1
other religion		8.1	5.5	6.3
none		32.1	16.9	13.1
<b>STUDENT BORN-AGAIN CHRISTIAN</b>	1,043			
no		75.8	76.4	73.1
yes		24.2	23.6	26.9
<b>NUMBER OF YEARS STUDENT EXPECTS TO NEED FOR DEGREE</b>	1,106			
not seeking degree		0.3	0.4	1.1
one or two		11.5	4.5	22.9
three		4.7	3.0	8.7
four		62.9	71.7	56.0
five		19.6	19.4	10.4
six or seven		1.0	0.9	0.8
eight or more		0.0	0.1	0.2
<b>PRIOR CREDIT AT THIS INSTITUTION?</b>	1,153			
no		98.4	97.3	95.7
yes		1.6	2.7	4.3
<b>STUDENT CURRENTLY MARRIED?</b>	1,161			
no		99.7	99.6	97.9
yes		0.3	0.4	2.1
<b>PERMISSION TO USE STUDENT I.D.?</b>	996			
yes		73.7	80.4	73.9
no		26.3	19.6	26.1

1993 Cooperative Institutional Research Program (CIRP)  
College Student Survey Findings

Item	Western N	Western %	4-yr/hi-scl %	National %
PROBABLE CAREER OCCUPATION	1,063			
accountant or actuary		3.2	2.2	4.2
actor or entertainer		1.8	0.7	1.1
architect or urban planner		1.5	1.5	1.7
artist		2.0	1.0	1.5
business (clerical)		0.3	0.2	1.0
business executive (management)		6.4	4.0	6.8
business owner or proprietor		1.9	1.1	2.4
business sales rep or buyer		0.8	0.3	1.0
clergy (minister, priest)		0.0	0.0	0.2
clergy (other religious)		0.3	0.1	0.1
clinical psychologist		2.0	1.6	2.0
college teacher		0.3	0.4	0.5
computer programmer or analyst		1.2	2.4	2.3
conservationist or forester		1.5	0.6	0.7
dentist (including orthodontist)		0.5	0.3	0.5
dietitian or home economist		0.4	0.1	0.2
engineer		3.8	25.4	7.7
farmer or rancher		0.0	0.1	0.5
foreign service worker		0.7	0.6	0.6
homemaker (full-time)		0.1	0.1	0.2
interior decorator (including design)		0.2	0.1	0.3
interpreter (translator)		0.2	0.1	0.1
lab technician or hygienist		0.2	0.2	0.5
law enforcement officer		0.7	0.6	2.0
lawyer (attorney) or judge		3.9	3.7	4.2
military service (career)		0.1	7.2	0.5
musician (performer, composer)		1.8	0.6	1.0
nurse		0.6	1.3	5.0
optometrist		0.1	0.2	0.3
pharmacist		0.7	0.6	1.4
physician		4.2	6.1	5.4
school counselor		0.8	0.3	0.4
school principal/superintendent		0.0	0.0	0.0
scientific researcher		5.0	3.6	1.8
social, welfare, recreation worker		1.5	0.5	1.3
statistician		0.1	0.1	0.1
therapist (physical, occupational, speech)		3.5	2.8	5.0
teacher (elementary)		9.3	5.2	5.3
teacher (secondary)		8.8	3.7	3.7
veterinarian		0.8	0.6	1.3
writer or journalist		2.9	1.6	2.0
skilled trades		0.5	0.3	1.3
other career		7.1	6.2	10.6
undecided		18.7	11.6	11.5

1993 Cooperative Institutional Research Program (CIRP)  
College Student Survey Findings

Item	Western N	Western %	4-yr/hi-sel %	National %
<b>PROBABLE MAJOR FIELD OF STUDY</b>	1,081			
Arts and Humanities		11.7	6.9	8.3
Biological Sciences		8.8	7.9	5.6
Business		14.2	7.9	16.1
Education		17.7	8.4	10.0
Engineering		4.1	30.8	8.7
Physical Sciences		4.7	5.0	2.5
Professional		10.3	10.4	19.7
Social Sciences		9.8	8.3	9.3
Technical		1.3	0.8	2.9
Other Fields		5.9	5.6	9.6
Undecided		11.4	7.8	7.2
<b>FATHER'S EDUCATION</b>	1,136			
grammar school or less		1.1	1.3	3.9
some high school		3.1	2.7	7.1
high school graduate		11.0	14.1	27.0
postsecondary other than college		4.0	4.2	4.7
some college		16.6	16.0	15.7
college degree		33.4	31.4	21.8
some graduate school		4.1	4.1	2.3
graduate degree		26.7	26.3	17.4
<b>MOTHER'S EDUCATION</b>	1,143			
grammar school or less		1.2	1.3	3.1
some high school		2.1	2.3	5.8
high school graduate		18.9	21.7	32.2
postsecondary other than college		6.8	6.9	6.8
some college		22.1	19.2	17.2
college degree		27.8	28.2	21.1
some graduate school		3.8	4.4	2.7
graduate degree		17.2	15.9	11.0

1993 Cooperative Institutional Research Program (CIRP)  
College Student Survey Findings

Item	Western N	Western %	4-yr/hi-sel %	National %
<b>FATHER'S CAREER</b>	1,091			
artist (including performer)		1.5	0.7	0.8
business		29.2	29.4	25.8
business (clerical)		0.5	0.5	0.8
clergy		0.3	0.7	1.0
college teacher		0.7	1.0	0.7
doctor or dentist		2.6	2.2	2.1
education (secondary)		6.9	5.6	3.6
education (elementary)		2.6	1.4	0.9
engineer		9.5	11.3	7.5
farmer or forester		2.1	1.6	3.7
health professional (non-M.D.)		1.4	1.2	1.2
homemaker (full-time)		0.2	0.1	0.2
lawyer		1.7	2.1	1.6
military (career)		3.0	3.6	1.8
nurse		0.3	0.2	0.3
research scientist		0.6	0.7	0.5
social/welfare/recreation worker		1.0	0.5	0.5
skilled worker		6.3	8.2	10.3
semi-skilled worker		2.3	2.7	4.2
unskilled worker		1.3	1.6	3.5
unemployed		2.6	2.2	3.7
other		23.5	22.4	25.3
<b>MOTHER'S CAREER</b>	1,102			
artist (including performer)		2.9	1.7	1.3
business		14.5	13.6	13.0
business (clerical)		7.7	8.7	9.0
clergy		0.3	0.2	0.2
college teacher		0.4	0.7	0.4
doctor or dentist		0.3	0.4	0.5
education (secondary)		6.5	6.4	4.5
education (elementary)		12.3	11.9	8.3
engineer		0.3	0.3	0.2
farmer or forester		0.2	0.2	0.5
health professional (non-M.D.)		2.8	2.3	2.0
homemaker (full-time)		11.3	14.0	14.3
lawyer		0.3	0.3	0.3
military (career)		0.0	0.1	0.1
nurse		7.0	7.8	8.4
research scientist		0.0	0.2	0.1
social/welfare/recreation worker		2.9	1.8	1.6
skilled worker		1.9	1.8	2.1
semi-skilled worker		2.1	2.1	2.7
unskilled worker		0.9	1.2	2.2
unemployed		3.0	4.0	6.3
other		22.5	20.4	21.8

1993 Cooperative Institutional Research Program (CIRP)  
College Student Survey Findings

Item	Western N	Western %	4-yr/hi-sel %	National %
<b>FATHER'S RELIGIOUS PREFERENCE</b>	<b>905</b>			
Baptist		4.3	11.4	14.3
Buddhist		1.4	0.6	0.8
Eastern Orthodox		0.1	0.5	0.6
Episcopal		2.0	3.4	2.1
Islamic		0.3	0.6	0.6
Jewish		1.5	2.2	2.5
LDS (Mormon)		1.0	0.7	0.4
Lutheran		12.5	7.6	6.7
Methodist		4.9	9.1	8.8
Presbyterian		7.4	6.8	4.6
Quaker		0.3	0.3	0.2
Roman Catholic		22.4	33.1	36.8
Seventh Day Adventist		0.6	0.2	0.3
United Church of Christ		0.9	1.2	1.7
other Protestant		7.6	5.4	4.4
other religion		6.0	4.2	5.1
none		26.7	12.6	9.9
<b>MOTHER'S RELIGIOUS PREFERENCE</b>	<b>946</b>			
Baptist		5.1	12.1	15.0
Buddhist		1.9	0.8	0.8
Eastern Orthodox		0.1	0.5	0.6
Episcopal		3.0	3.6	2.4
Islamic		0.1	0.5	0.5
Jewish		1.0	1.9	2.4
LDS (Mormon)		1.7	0.9	0.4
Lutheran		12.8	7.9	6.8
Methodist		5.6	9.7	9.4
Presbyterian		8.4	7.2	4.8
Quaker		0.1	0.2	0.2
Roman Catholic		25.9	35.0	37.9
Seventh Day Adventist		0.6	0.3	0.4
United Church of Christ		0.7	1.2	1.8
other Protestant		7.6	5.6	4.6
other religion		6.6	4.5	5.7
none		18.9	8.1	6.2

1993 Cooperative Institutional Research Program (CIRP)  
College Student Survey Findings

Item	Western N	Western %	4-yr/hi-sel %	National %
<b>REASONS NOTED AS VERY IMPORTANT IN DECIDING TO GO TO COLLEGE</b>				
parents wanted me to go	1,123	25.6	28.5	34.6
could not find a job	1,102	4.9	4.8	9.3
wanted to get away from home	1,116	22.6	18.2	17.8
get a better job	1,115	79.0	79.3	82.1
gain general education	1,119	74.8	66.2	65.3
improve reading and study skills	1,115	41.7	34.0	42.6
nothing better to do	1,104	2.0	2.0	3.2
become a more cultured person	1,118	52.5	43.2	42.6
make more money	1,109	64.6	66.7	75.1
learn more about things	1,115	83.3	76.2	75.2
prepare for graduate/professional school	1,116	60.9	59.2	61.1
role model/mentor encouraged me	1,105	10.6	10.7	15.0
<b>REASONS NOTED AS VERY IMPORTANT IN SELECTING THIS COLLEGE</b>				
relatives wanted me to come	1,106	3.8	8.1	9.8
teacher advised me	1,100	2.5	3.3	4.8
good academic reputation	1,115	55.7	76.4	51.6
good social reputation	1,111	26.4	21.4	25.6
offered financial assistance	1,093	17.7	27.0	31.6
offers special programs	1,101	18.6	26.7	23.7
low tuition	1,107	27.4	38.7	32.0
HS guidance counselor advised me	1,094	5.4	6.7	9.4
private college counselor advised me	1,064	0.2	0.7	2.0
wanted to live near home	1,101	13.4	11.6	20.5
friend suggested attending	1,097	9.1	6.7	10.2
recruited by college representative	1,079	1.2	2.9	4.4
recruited by athletic department	1,078	1.9	6.2	5.8
graduates go to top graduate schools	1,087	11.5	34.6	24.6
graduates get good jobs	1,077	29.5	60.6	43.4
religious affiliation/orientation	1,080	4.5	2.3	5.2
size of college	1,108	58.0	39.8	37.7
not accepted anywhere else	1,075	0.8	1.0	2.9
local college/no other options	1,078	1.3	0.9	5.1
<b>IN PLANNING FOR COLLEGE, STUDENT:</b>				
sought HS counselor's advice		60.4	65.7	63.6
hired private college counselor		1.0	1.2	1.6
took SAT/ACT preparation course		40.6	41.4	43.3

1993 Cooperative Institutional Research Program (CIRP)  
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Item	Western N	Western %	4-yr/hi-sel %	National %
<b>SOURCES FOR EDUCATIONAL EXPENSES</b>				
<b>Received Any Aid From:</b>	1,171			
parents or family		88.9	79.3	75.7
spouse		0.3	0.2	1.2
savings from summer work		64.0	47.7	47.6
other savings		32.7	28.2	28.2
part-time job on campus		31.7	16.6	19.7
part-time job off campus		16.9	11.8	22.0
full-time job while in college		0.5	1.1	1.8
Pell Grant		12.6	11.3	23.6
Supplemental Education Opportunity Grant		5.8	4.3	5.7
state scholarship or grant		11.5	16.7	14.4
College Work-Study Grant		16.7	7.6	11.7
other college grant		15.1	19.3	23.7
Vocational Rehabilitation funds		0.2	0.2	0.9
other private grant		10.9	11.9	9.2
other govt aid (ROTC, BIA, GI, etc.)		0.8	11.5	2.5
Stafford/Guaranteed Student Loan		22.0	21.9	27.5
Perkins Loan		3.2	3.9	8.2
other college loan		3.3	3.7	6.0
other loan		2.0	3.5	5.3
other		2.9	3.8	3.5
<b>Received \$1,500 or More From:</b>	1,171			
parents or family		72.7	63.6	49.7
spouse		0.2	0.1	0.3
savings from summer work		15.4	8.4	6.6
other savings		9.8	7.7	6.2
part-time job on campus		6.9	1.7	1.8
part-time job off campus		1.5	1.0	1.7
full-time job while in college		0.1	0.6	0.5
Pell Grant		3.3	2.7	5.5
Supplemental Education Opportunity Grant		1.5	0.6	1.0
state scholarship or grant		1.9	3.9	2.9
College Work-Study Grant		5.2	1.3	1.4
other college grant		3.8	8.9	12.2
Vocational Rehabilitation funds		0.0	0.1	0.3
other private grant		3.2	3.5	2.6
other govt aid (ROTC, BIA, GI, etc.)		0.3	11.0	1.4
Stafford/Guaranteed Student Loan		12.5	11.7	13.9
Perkins Loan		2.0	1.0	1.9
other college loan		2.6	2.3	3.3
other loan		1.5	2.4	3.1
other		1.3	1.9	1.6

1993 Cooperative Institutional Research Program (CIRP)  
College Student Survey Findings

Item	Western N	Western %	4-yr/hi-scl %	National %
<b>OBJECTIVES CONSIDERED TO BE ESSENTIAL OR VERY IMPORTANT</b>				
achieve in a performing art	1,081	15.0	10.0	10.7
become authority in my own field	1,081	62.4	67.0	67.5
obtain recognition from colleagues	1,072	47.2	51.8	54.3
influence political structure	1,071	18.8	19.3	20.6
influence social values	1,073	43.8	38.5	42.2
raise a family	1,075	67.8	70.4	70.6
have administrative responsibilities	1,062	29.8	37.3	40.9
be very well off financially	1,078	55.7	65.7	74.5
help others in difficulty	1,075	61.6	60.4	63.6
make theoretical contributions to science	1,068	15.9	22.6	18.5
write original works	1,065	14.5	11.4	13.3
create artistic works	1,066	15.5	10.7	12.6
be successful in own business	1,066	30.7	30.5	42.6
be involved in environmental clean-up	1,071	31.6	31.0	28.6
develop philosophy of life	1,072	48.5	48.4	44.6
participate in community action programs	1,069	27.7	25.2	25.6
promote racial understanding	1,069	41.3	39.5	41.4
keep up to date with politics	1,068	41.6	45.5	37.6
never be obligated to people	1,061	20.7	25.5	27.0
<b>STUDENT ESTIMATES CHANCES ARE VERY GOOD THAT HE/SHE WILL</b>				
change major field	1,080	23.9	15.2	12.6
change career choice	1,077	22.8	13.8	11.7
fail one or more courses	1,076	0.9	1.0	1.1
graduate with honors	1,078	12.9	18.7	16.4
be elected to student office	1,074	2.6	3.1	3.5
get job to pay expenses	1,076	56.2	36.4	39.4
work full-time while attending	1,073	2.8	2.7	5.6
join social fraternity/sorority	1,066	11.3	20.4	16.2
play varsity athletics	1,070	12.1	18.7	15.9
be elected to an honor society	1,061	6.5	11.4	8.8
make at least a "B" average	1,073	51.8	52.0	46.5
need extra time for degree	1,066	13.7	9.6	7.7
seek vocational counseling	1,049	4.3	4.4	4.9
get bachelor's degree	1,062	77.8	84.0	67.7
participate in student protests	1,061	6.8	5.1	6.2
drop out temporarily	1,067	1.6	0.8	1.2
drop out permanently	1,052	0.2	0.6	0.9
transfer to another college	1,063	12.6	5.8	14.6
be satisfied with college	1,064	50.0	57.6	48.0
marry while in college	1,061	4.5	2.8	6.1
participate in volunteer/community service	1,057	25.5	22.6	18.5



1993 Cooperative Institutional Research Program (CIRP)  
College Student Survey Findings

Item	Western N	Western %	4-yr/hi-sel %	National %
<b>POLITICAL VIEWS</b>	1,111			
far left		2.3	1.6	2.5
liberal		33.9	25.2	24.7
middle of the road		46.4	45.4	49.9
conservative		16.9	25.9	21.4
far right		0.5	2.0	1.5
<b>AGREES STRONGLY OR SOMEWHAT</b>				
Fed. government not protecting consumer	1,066	69.4	64.8	71.9
Fed. government not controlling pollution	1,086	86.2	84.6	84.4
raise taxes to reduce deficit	1,076	40.1	37.9	31.4
too much concern for criminals	1,083	68.7	70.8	67.6
increase Federal military spending	1,084	13.6	26.6	23.4
abortion should be legal	1,092	70.1	65.6	62.4
abolish death penalty	1,078	22.3	19.7	22.1
sex OK if people like each other	1,080	40.8	42.1	44.8
married women best at home	1,084	13.3	17.5	24.2
marijuana should be legalized	1,079	35.5	26.5	28.2
prohibit homosexual relations	1,081	21.1	31.4	36.2
employers can require drug tests	1,083	73.9	81.8	79.6
control AIDS by mandatory tests	1,074	52.4	55.4	61.7
man not entitled to sex on date	1,093	94.9	93.3	89.3
govt. should do more to control handguns	1,085	88.2	80.4	81.8
national health care plan needed	1,075	78.6	71.3	76.8
nuclear disarmament attainable	1,061	73.0	63.8	64.3
racial discrimination no longer a problem	1,088	8.9	11.6	14.0
discourage energy consumption	1,054	84.6	82.0	74.7
individual can do little to change society	1,085	24.8	26.6	32.5
wealthy should pay more taxes	1,076	72.8	70.2	71.9
prohibit racist/sexist speech on campus	1,075	62.9	60.1	62.7

APPENDIX B:  
Copy of Survey Form

PLEASE PRINT (one letter or number per box)

M  
I

FIRST: \_\_\_\_\_ LAST: \_\_\_\_\_

NAME: \_\_\_\_\_

ADDRESS: \_\_\_\_\_

CITY: \_\_\_\_\_ STATE: \_\_\_\_\_ ZIP: \_\_\_\_\_ PHONE: \_\_\_\_\_

When were you born?  
 Month (01-12) Day (01-31) Year

**1993 STUDENT INFORMATION FORM**

**DIRECTIONS**

Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

- Use only black lead pencil (No. 2 is ideal).
- Make heavy black marks that fill the oval.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

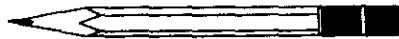
**EXAMPLE:**

Will marks made with ballpoint or felt-tip marker be properly read? Yes  No

**Dear Student:**

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Higher Education Research Institute at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.

Sincerely, *Alexander W. Astin*  
 Alexander W. Astin, Director  
 Higher Education Research Institute



**PLEASE USE #2 PENCIL**

FORM NO: 100056

PLEASE PROVIDE YOUR SOCIAL SECURITY NO.		Mark here if directed	
		GROUP CODE A	GROUP CODE B
(1)	(1)	(1)	(1)
(1)	(1)	(1)	(1)
(2)	(2)	(2)	(2)
(3)	(3)	(3)	(3)
(4)	(4)	(4)	(4)
(5)	(5)	(5)	(5)
(6)	(6)	(6)	(6)
(7)	(7)	(7)	(7)
(8)	(8)	(8)	(8)
(9)	(9)	(9)	(9)

- Your sex: Male  Female
- How old will you be on December 31 of this year? (Mark one)
 

16 or younger	<input type="radio"/>	21-24	<input type="radio"/>
17	<input type="radio"/>	25-29	<input type="radio"/>
18	<input type="radio"/>	30-39	<input type="radio"/>
19	<input type="radio"/>	40-54	<input type="radio"/>
20	<input type="radio"/>	55 or older	<input type="radio"/>
- Are you presently married: (Mark one)  
 No  Yes
- In what year did you graduate from high school? (Mark one)
 

1993	<input type="radio"/>	Did not graduate but passed G.E.D. test	<input type="radio"/>
1992	<input type="radio"/>	Never completed high school	<input type="radio"/>
1991	<input type="radio"/>		
1990 or earlier	<input type="radio"/>		
- Are you enrolled (or enrolling) as a: (Mark one)  
 Full-time student?   
 Part-time student?
- How many miles is this college from your permanent home? (Mark one)
 

5 or less	<input type="radio"/>	11-50	<input type="radio"/>	101-500	<input type="radio"/>
6-10	<input type="radio"/>	51-100	<input type="radio"/>	Over 500	<input type="radio"/>
- What was your average grade in high school? (Mark one)  
 A or A+  B  C   
 A-  B+  D   
 B  C+

**8. What were your scores on the SAT and/or ACT?**

SAT VERBAL 


SAT MATH 


ACT Composite 


**9. Citizenship status:**

U.S. citizen  
 Permanent resident (green card)  
 Neither

**10. Have you had, or do you feel you will need, any special tutoring or remedial work in any of the following subjects?** (Mark all that apply)

	Have Had	Will Need
English	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>
Social studies	<input type="radio"/>	<input type="radio"/>
Science	<input type="radio"/>	<input type="radio"/>
Foreign language	<input type="radio"/>	<input type="radio"/>

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

Yes  No

**12. Since leaving high school, have you ever taken courses at any other institution?** (Mark all that apply in each column)

	For Credit	Not for Credit
Yes, at a community/junior college	<input type="radio"/>	<input type="radio"/>
Yes, at a 4-yr. college or university	<input type="radio"/>	<input type="radio"/>
Yes, at some other postsecondary school (For example, technical, vocational, business)	<input type="radio"/>	<input type="radio"/>

**13. Where do you plan to live during the fall term?** (Mark one)

With parents or relatives   
 Other private home, apartment or room   
 College dormitory   
 Fraternity or sorority house   
 Other campus student housing   
 Other

**14. Is this college your:** (Mark one)

First choice?  Less than third choice?   
 Second choice?  Third choice?

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

No other  1  2  3  4  5  6 or more

**16. What is the highest academic degree that you intend to obtain?** (Mark one in each column)

	Highest Planned at this college	Highest Planned at other college
None	<input type="radio"/>	<input type="radio"/>
Vocational certificate	<input type="radio"/>	<input type="radio"/>
Associate (A.A. or equivalent)	<input type="radio"/>	<input type="radio"/>
Bachelor's degree (B.A., B.S., etc.)	<input type="radio"/>	<input type="radio"/>
Master's degree (M.A., M.S., etc.)	<input type="radio"/>	<input type="radio"/>
Ph.D. or Ed.D.	<input type="radio"/>	<input type="radio"/>
M.D., D.O., D.D.S., or D.V.M.	<input type="radio"/>	<input type="radio"/>
LL.B. or J.D. (Law)	<input type="radio"/>	<input type="radio"/>
B.D. or M.Div. (Divinity)	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

**17. Is English your native language?**

Yes  No

**18. How many years do you think it will take you to earn your first undergraduate degree?**

Not seeking degree  5  
 1 or 2  6 or 7  
 3  8 or more  
 4

**19. Are your parents:** (Mark one)

Both alive and living with each other?   
 Both alive, divorced or living apart?   
 One or both deceased?

**20. From what kind of secondary school did you graduate?** (Mark one)

Public   
 Private (denominational)   
 Private (nondenominational)   
 Other

21. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? (Mark one answer for each possible source)

**a. My Own or Family Resources**

- Parents, other relatives or friends  None  \$1-\$499  \$500-\$1,499  \$1,500-\$3,000  Over \$3,000
- Spouse
- Savings from summer work
- Other savings
- Part-time job on campus
- Part-time job off campus
- Full-time job while in campus

**b. Aid Which Need Not Be Repaid**

- Pell Grant
- Supplemental Educational Opportunity Grant
- State Scholarship or Grant
- College Work-Study Grant
- College Grant/Scholarship (other than above)
- Vocational Rehabilitation funds
- Other private grant
- Other Government Aid (ROTC, BIA, GI/military benefits, etc.)

**c. Aid Which Must Be Repaid**

- Stafford Loan (GSL)
- Perkins Loan
- Other College Loan
- Other Loan

**d. Other Than Above**

22. Are you: (Mark all that apply)

- White/Caucasian
- African American/Black
- American Indian
- Asian American/Asian
- Mexican American/Chicano
- Puerto Rican
- Other Latino
- Other

23. Current religious preference: (Mark one in each column)

- |                         |                          |                          |                          |
|-------------------------|--------------------------|--------------------------|--------------------------|
|                         | Your's                   | Father's                 | Mother's                 |
| Baptist                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Buddhist                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Eastern Orthodox        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Episcopal               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Islamic                 | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Jewish                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| LDS (Mormon)            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Lutheran                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Methodist               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Presbyterian            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Quaker                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Roman Catholic          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Seventh Day Adventist   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| United Church of Christ | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other Protestant        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Other Religion          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| None                    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

24. Do you consider yourself a born-again Christian?  Yes  No

25. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark (F). If you engaged in an activity one or more times, but not frequently, mark (O) (occasionally). Mark (N) (Not at all) if you have not performed the activity during the past year.

- (Mark one for each item)
- |                                                  |                                                                                  |
|--------------------------------------------------|----------------------------------------------------------------------------------|
| Attended a religious service                     | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Was bored in class                               | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Participated in organized demonstrations         | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Failed to complete a homework assignment on-time | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Tutored another student                          | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Studied with other students                      | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Was a guest in a teacher's home                  | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Smoked cigarettes                                | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Drank beer                                       | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Drank wine or liquor                             | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Stayed up all night                              | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Spoke a language other than English at home      | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Felt overwhelmed by all I had to do              | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Felt depressed                                   | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Performed volunteer work                         | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Came late to class                               | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Played a musical instrument                      | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Asked a teacher for advice after class           | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Overslept and missed class or appointment        | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Discussed politics                               | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Visited a museum or art gallery                  | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Missed school due to illness                     | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Studied in a library                             | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Discussed "safe sex"                             | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |
| Used a personal computer                         | <input type="checkbox"/> F <input type="checkbox"/> O <input type="checkbox"/> N |

26. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

- (Mark one in each row)
- |                                |                          |                          |                          |                          |                          |
|--------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                                | Highest 10%              | Below Average            | Average                  | Above Average            | Lowest 10%               |
| Academic ability               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Artistic ability               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Competitiveness                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Cooperativeness                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Creativity                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Drive to achieve               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Emotional health               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Leadership ability             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Mathematical ability           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Physical health                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Popularity                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Public speaking ability        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Reading speed/comprehension    | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Self-confidence (intellectual) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Self-confidence (social)       | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Understanding of others        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Writing ability                | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

27. What is your best estimate of your parents' total income last year? Consider income from all sources before taxes. (Mark one)

- |                                            |                                            |
|--------------------------------------------|--------------------------------------------|
| <input type="checkbox"/> Less than \$6,000 | <input type="checkbox"/> \$40,000-49,999   |
| <input type="checkbox"/> \$6,000-9,999     | <input type="checkbox"/> \$50,000-59,999   |
| <input type="checkbox"/> \$10,000-14,999   | <input type="checkbox"/> \$60,000-74,999   |
| <input type="checkbox"/> \$15,000-19,999   | <input type="checkbox"/> \$75,000-99,999   |
| <input type="checkbox"/> \$20,000-24,999   | <input type="checkbox"/> \$100,000-149,999 |
| <input type="checkbox"/> \$25,000-29,999   | <input type="checkbox"/> \$150,000-199,999 |
| <input type="checkbox"/> \$30,000-39,999   | <input type="checkbox"/> \$200,000 or more |

28. What is the highest level of formal education obtained by your parents? (Mark one in each column)

- |                                         |                          |                          |
|-----------------------------------------|--------------------------|--------------------------|
|                                         | Father                   | Mother                   |
| Grammar school or less                  | <input type="checkbox"/> | <input type="checkbox"/> |
| Some high school                        | <input type="checkbox"/> | <input type="checkbox"/> |
| High school graduate                    | <input type="checkbox"/> | <input type="checkbox"/> |
| Postsecondary school other than college | <input type="checkbox"/> | <input type="checkbox"/> |
| Some college                            | <input type="checkbox"/> | <input type="checkbox"/> |
| College degree                          | <input type="checkbox"/> | <input type="checkbox"/> |
| Some graduate school                    | <input type="checkbox"/> | <input type="checkbox"/> |
| Graduate degree                         | <input type="checkbox"/> | <input type="checkbox"/> |

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

- |                                        |                          |                          |                          |                          |                          |                          |                          |                          |
|----------------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|                                        | None                     | Less than 1 hour         | 1-2                      | 3-5                      | 6-10                     | 11-15                    | 16-20                    | Over 20                  |
| Studying/homework                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Socializing with friends               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Talking with teachers outside of class | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Exercising/sports                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Partying                               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Working (for pay)                      | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Volunteer work                         | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Student clubs/groups                   | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Watching TV                            | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Household/childcare duties             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

30. How would you characterize your political views? (Mark one)

- Far left
- Liberal
- Middle-of-the-road
- Conservative
- Far right

31. Mark only three responses, one in each column.

- Your mother's occupation
- Your father's occupation
- Your probable career occupation
- NOTE: If your father or mother is deceased, please indicate his or her last occupation.**
- Accountant or actuary .....
  - Actor or entertainer .....
  - Architect or urban planner .....
  - Artist .....
  - Business (clerical) .....
  - Business executive (management, administrator) .....
  - Business owner or proprietor .....
  - Business salesperson or buyer .....
  - Clergy (minister, priest) .....
  - Clergy (other religious) .....
  - Clinical psychologist .....
  - College teacher .....
  - Computer programmer or analyst .....
  - Conservationist or forester .....
  - Dentist (including orthodontist) .....
  - Dietitian or home economist .....
  - Engineer .....
  - Farmer or rancher .....
  - Foreign service worker (including diplomat) .....
  - Homemaker (full-time) .....
  - Interior decorator (including designer) .....
  - Interpreter (translator) .....
  - Lab technician or hygienist .....
  - Law enforcement officer .....
  - Lawyer (attorney) or judge .....
  - Military service (career) .....
  - Musician (performer, composer) .....
  - Nurse .....
  - Optometrist .....
  - Pharmacist .....
  - Physician .....
  - School counselor .....
  - School principal or superintendent .....
  - Scientific researcher .....
  - Social, welfare or recreation worker .....
  - Statistician .....
  - Therapist (physical, occupational speech) .....
  - Teacher or administrator (elementary) .....
  - Teacher or administrator (secondary) .....
  - Veterinarian .....
  - Writer or journalist .....
  - Skilled trades .....
  - Other .....
  - Undecided .....
  - Laborer (unskilled) .....
  - Semi-skilled worker .....
  - Other occupation .....
  - Unemployed .....

32. Mark one in each row:

- Disagree Strongly  
 Disagree Somewhat  
 Agree Somewhat  
 Agree Strongly
- The Federal government is not doing enough to protect the consumer from faulty goods and services .....
  - The Federal government is not doing enough to control environmental pollution .....
  - The Federal government should raise taxes to reduce the deficit .....
  - There is too much concern in the courts for the rights of criminals .....
  - Federal military spending should be increased .....
  - Abortion should be legal .....
  - The death penalty should be abolished .....
  - If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time .....
  - The activities of married women are best confined to the home and family .....
  - Marijuana should be legalized .....
  - It is important to have laws prohibiting homosexual relationships .....
  - Employers should be allowed to require drug testing of employees or job applicants .....
  - The best way to control AIDS is through widespread, mandatory testing .....
  - Just because a man thinks that a woman has "led him on" does not entitle him to have sex with her .....
  - The federal government should do more to control the sale of handguns .....
  - A national health care plan is needed to cover everybody's medical costs .....
  - Nuclear disarmament is attainable .....
  - Racial discrimination is no longer a major problem in America .....
  - The Federal government should do more to discourage energy consumption .....
  - Realistically, an individual can do little to bring about changes in our society .....
  - Wealthy people should pay a larger share of taxes than they do now .....
  - Colleges should prohibit racist/sexist speech on campus .....

33. In deciding to go to college, how important to you was each of the following reasons?

(Mark one answer for each possible reason)

- Very important  
 Somewhat important  
 Not important
- My parents wanted me to go .....
  - I could not find a job .....
  - Wanted to get away from home .....
  - To be able to get a better job .....
  - To gain a general education and appreciation of ideas .....
  - To improve my reading and study skills .....
  - There was nothing better to do .....
  - To make me a more cultured person .....
  - To be able to make more money .....
  - To learn more about things that interest me .....
  - To prepare myself for graduate or professional school .....
  - A mentor/role model encouraged me to go .....

34. In planning for college, did you: (Mark any that apply)

- Seek high school counselor's advice .....
- Hire a private college counselor .....
- Take a SAT/ACT preparation course .....

35. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

- Very important  
 Somewhat important  
 Not important
- My relatives wanted me to come here .....
  - My teacher advised me .....
  - This college has a very good academic reputation .....
  - This college has a good reputation for its social activities .....
  - I was offered financial assistance .....
  - This college offers special educational programs .....
  - This college has low tuition .....
  - High school counselor advised me .....
  - Private college counselor advised me .....
  - I wanted to live near home .....
  - A friend suggested attending .....
  - A college rep. recruited me .....
  - The athletic department recruited me .....
  - This college's graduates gain admission to top graduate/professional schools .....
  - This college's graduates get good jobs .....
  - I was attracted by the religious affiliation/orientation of the college .....
  - I wanted to go to a school about the size of this college .....
  - Not accepted anywhere else .....
  - Local college; no other options .....

36. Below is a list of different undergraduate major fields grouped into general categories. Mark only one oval to indicate your probable field of study.

**ARTS AND HUMANITIES**

- Art, fine and applied ..... (1)
- English (language and literature) ..... (2)
- History ..... (3)
- Journalism ..... (4)
- Language and Literature (except English) ..... (5)
- Music ..... (6)
- Philosophy ..... (7)
- Speech ..... (8)
- Theater or Drama ..... (9)
- Theology or Religion ..... (10)
- Other Arts and Humanities ..... (11)

**BIOLOGICAL SCIENCE**

- Biology (general) ..... (12)
- Biochemistry or Biophysics ..... (13)
- Botany ..... (14)
- Marine (Life) Science ..... (15)
- Microbiology or Bacteriology ..... (16)
- Zoology ..... (17)
- Other Biological Science ..... (18)

**BUSINESS**

- Accounting ..... (19)
- Business Admin. (general) ..... (20)
- Finance ..... (21)
- Marketing ..... (22)
- Management ..... (23)
- Secretarial Studies ..... (24)
- Other Business ..... (25)

**EDUCATION**

- Business Education ..... (26)
- Elementary Education ..... (27)
- Music or Art Education ..... (28)
- Physical Education or Recreation ..... (29)
- Secondary Education ..... (30)
- Special Education ..... (31)
- Other Education ..... (32)

**ENGINEERING**

- Aeronautical or Astronautical Eng. .... (33)
- Civil Engineering ..... (34)
- Chemical Engineering ..... (35)
- Electrical or Electronic Engineering ..... (36)
- Industrial Engineering ..... (37)
- Mechanical Engineering ..... (38)
- Other Engineering ..... (39)

**PHYSICAL SCIENCE**

- Astronomy ..... (40)
- Atmospheric Science (incl. Meteorology) ..... (41)
- Chemistry ..... (42)
- Earth Science ..... (43)
- Marine Science (incl. Oceanography) ..... (44)
- Mathematics ..... (45)
- Physics ..... (46)
- Statistics ..... (47)
- Other Physical Science ..... (48)

**PROFESSIONAL**

- Architecture or Urban Planning ..... (49)
- Home Economics ..... (50)
- Health Technology (medical, dental, laboratory) ..... (51)
- Library or Archival Science ..... (52)
- Nursing ..... (53)
- Pharmacy ..... (54)
- Pre dental, Pre medicine, Pre veterinary ..... (55)
- Therapy (occupational, physical, speech) ..... (56)
- Other Professional ..... (57)

**SOCIAL SCIENCE**

- Anthropology ..... (58)
- Economics ..... (59)
- Ethnic Studies ..... (60)
- Geography ..... (61)
- Political Science (gov't., international relations) ..... (62)
- Psychology ..... (63)
- Social Work ..... (64)
- Sociology ..... (65)
- Women's Studies ..... (66)
- Other Social Science ..... (67)

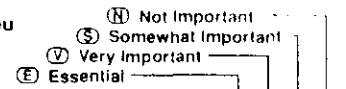
**TECHNICAL**

- Building Trades ..... (68)
- Data Processing or Computer Programming ..... (69)
- Drafting or Design ..... (70)
- Electronics ..... (71)
- Mechanics ..... (72)
- Other Technical ..... (73)

**OTHER FIELDS**

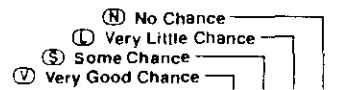
- Agriculture ..... (74)
- Communications (radio, TV, etc.) ..... (75)
- Computer Science ..... (76)
- Forestry ..... (77)
- Law Enforcement ..... (78)
- Military Science ..... (79)
- Other Field ..... (80)
- Undecided ..... (81)

37. Please indicate the importance to you personally of each of the following: (Mark one for each item)



- Being accomplished in one of the performing arts (acting, dancing, etc.) ..... (E) (V) (S) (N)
- Becoming an authority in my field ..... (E) (V) (S) (N)
- Obtaining recognition from my colleagues for contributions to my special field ..... (E) (V) (S) (N)
- Influencing the political structure ..... (E) (V) (S) (N)
- Influencing social values ..... (E) (V) (S) (N)
- Raising a family ..... (E) (V) (S) (N)
- Having administrative responsibility for the work of others ..... (E) (V) (S) (N)
- Being very well off financially ..... (E) (V) (S) (N)
- Helping others who are in difficulty ..... (E) (V) (S) (N)
- Making a theoretical contribution to science ..... (E) (V) (S) (N)
- Writing original works (poems, novels, short stories, etc.) ..... (E) (V) (S) (N)
- Creating artistic work (painting, sculpture, decorating, etc.) ..... (E) (V) (S) (N)
- Becoming successful in a business of my own ..... (E) (V) (S) (N)
- Becoming involved in programs to clean up the environment ..... (E) (V) (S) (N)
- Developing a meaningful philosophy of life ..... (E) (V) (S) (N)
- Participating in a community action program ..... (E) (V) (S) (N)
- Helping to promote racial understanding ..... (E) (V) (S) (N)
- Keeping up to date with political affairs ..... (E) (V) (S) (N)
- Never being obligated to people ..... (E) (V) (S) (N)

38. What is your best guess as to the chances that you will: (Mark one for each item)



- Change major field? ..... (V) (S) (L) (N)
- Change career choice? ..... (V) (S) (L) (N)
- Fail one or more courses? ..... (V) (S) (L) (N)
- Graduate with honors? ..... (V) (S) (L) (N)
- Be elected to student office? ..... (V) (S) (L) (N)
- Get a job to help pay for college expenses? ..... (V) (S) (L) (N)
- Work full time while attending college? ..... (V) (S) (L) (N)
- Join a social fraternity, sorority, or club? ..... (V) (S) (L) (N)
- Play varsity/intercollegiate athletics? ..... (V) (S) (L) (N)
- Be elected to an academic honor society? ..... (V) (S) (L) (N)
- Make at least a "B" average? ..... (V) (S) (L) (N)
- Need extra time to complete your degree requirements? ..... (V) (S) (L) (N)
- Seek vocational counseling? ..... (V) (S) (L) (N)
- Get a bachelor's degree (B.A., B.S., etc.)? ..... (V) (S) (L) (N)
- Participate in student protests or demonstrations? ..... (V) (S) (L) (N)
- Drop out of this college temporarily (exclude transferring)? ..... (V) (S) (L) (N)
- Drop out permanently (exclude transferring)? ..... (V) (S) (L) (N)
- Transfer to another college before graduating? ..... (V) (S) (L) (N)
- Be satisfied with your college? ..... (V) (S) (L) (N)
- Get married while in college? (skip if married) ..... (V) (S) (L) (N)
- Participate in volunteer or community service work? ..... (V) (S) (L) (N)

39. The Higher Education Research Institute at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their students. If these studies involve collecting follow-up data, it is necessary for the institution to know the students' ID numbers so that follow-up data can be linked with the data from this survey. If your college asks for a tape copy of the data and signs an agreement to use it only for research purposes, do we have your permission to include your ID number in such a tape? Yes ( ) No ( )

The remaining ovals are provided for questions specifically designed by your college rather than the Higher Education Research Institute. If your college has chosen to use the ovals, please observe carefully the supplemental directions given to you.

- 40. (A) (B) (C) (D) (E)
- 41. (A) (B) (C) (D) (E)
- 42. (A) (B) (C) (D) (E)
- 43. (A) (B) (C) (D) (E)
- 44. (A) (B) (C) (D) (E)
- 45. (A) (B) (C) (D) (E)
- 46. (A) (B) (C) (D) (E)
- 47. (A) (B) (C) (D) (E)
- 48. (A) (B) (C) (D) (E)
- 49. (A) (B) (C) (D) (E)
- 50. (A) (a) (c) (d) (E)
- 51. (A) (B) (C) (D) (E)
- 52. (A) (B) (C) (D) (E)
- 53. (A) (B) (C) (D) (E)
- 54. (A) (B) (C) (D) (E)

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DO NOT WRITE IN THIS AREA

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THANK YOU!

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