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The Cooperative Institutional Research Program (CIRP)
Survey of Western Washington University Freshmen
for the 1992 In-coming Class

(Report 1993-05)

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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 1992 in-coming freshmen class. The CIRP Survey is used nationwide to gather normative data on the characteristics, attitudes, values, educational achievements, and future goals of in-coming freshmen, and has been used at WWU since 1971. Currently, the CIRP is administered to WWU freshmen annually.

The 1992 CIRP was administered to freshmen only a few months after the highly publicized Rodney King verdict, and certain responses reflected concerns with racial issues. For instance, the percentage of CIRP respondents indicating as essential or very important "to help promote racial understanding" rose dramatically: nationally, from 33.7% in 1991 to 44.9% in 1992; at WWU, 37.8% in 1991 to 48.1% in 1992. Moreover, when in-coming freshmen were asked to respond to the prompt that "racial discrimination is no longer a major problem in America", most respondents *disagreed*: 85.1% nationally, and 93.6% at WWU.

Some CIRP findings suggest that freshmen are becoming more concerned with social issues. For instance, nationally, 40.5% of freshmen indicated that they had participated in demonstrations while in high school--an all-time high. At WWU the percentage was 37.9%, up from the low of 14.7% in 1981. Moreover, there were all-time highs in the percentage of WWU respondents indicating they: a) *planned* to participate in students protests (10.0%); and b) considered essential or very important "to influence social values" (43.7%), "to participate in community action programs" (27.3%), and "to influence the political structure" (19.7%).

In-coming Freshmen in 1992 were less interested in Business as a major and/or career than were freshmen in the mid eighties--although Business remains a the most popular anticipated major, and second most anticipated career. Freshmen in 1992 were more interested in Education as a major and/or career than they have been since the early seventies. Education was the second most anticipated major and most anticipated career--with females indicating interest in higher percentages than males (20.5% of females vs 9.7% % of males).

Reflecting national trends somewhat, certain CIRP findings for WWU indicated a growing concern freshmen have with finances. When asked why they chose to attend WWU, freshmen responded in record percentages to three prompts reporting on financial issues: low tuition (27.5%), offered financial aid (16.8%), and wanted to live near home (15.8%). On the other hand, response to "academic reputation" as a reason why freshmen came to WWU remained high at 52.1%--from a low in 1971 of 17.0%.

Other CIRP findings suggested that WWU freshmen in 1992 are similarly liberal (politically) to freshmen from the early seventies, but more sexually conservative. Moreover, they appear to be as, if not more politically active as freshmen from the early seventies, while at the same time are more concerned with "being well off financially".

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 freshmen. In the past, the CIRP has been administered in cycles of five, then four years. Since 1989, when changes in admission policies began altering the profile of entering freshmen sharply--evidenced by increasing high school grade point averages and pre-college test scores--administration of the CIRP has been more frequent. After the 1989 administration, it was used again in 1991, and current plans are to administer the CIRP every year.

The CIRP offers a magnitude of data that is both flexible and robust. Besides providing an array of entry-level information, CIRP findings often support and/or counterpoint other institutional studies. Moreover, with findings dating back to 1971 for WWU, and back to 1966 nationally, CIRP findings offer the potential for longitudinal analyses that few surveys provide. Because of the sheer volume of data available, however, this report will attempt only to highlight findings. It does not purport to expand all areas of interest or significance. If anything, rather than the definitive presentation of the data, this report will hopefully serve best as just one example of what can be discovered in the CIRP data.

Findings

Changes in Attitudes and Perceptions

The 1992 CIRP Survey was administered in September, 1992, only a few, short months after the highly publicized trial of Rodney King and the subsequent riots and demonstrations that followed the verdict. Media coverage was intense, as were the debates and discussions over the Rodney King case specifically, and racial issues generally. In that light, it should come as no surprise that certain responses found in the 1992 CIRP Survey reflected the national refocusing on racial issues. For instance, the percentage of CIRP respondents indicating as essential or very important "To help promote racial understanding" rose dramatically: from 33.7% in 1991 to 44.9% in 1992 nationally, and from 37.8% in 1991 to 48.1% in 1992 at WWU. Moreover, when in-coming freshmen were asked to respond to the prompt that "Racial discrimination is no longer a major problem in America", most respondents disagreed: 85.1% nationally, and 93.6% at WWU. The prompt is new, only in

use since 1990; nevertheless, a fairly strong increase was witnessed from 1991 when the percentages were 79.7% nationally, and 89.7% at WWU.

Related to issues of racial understanding were some 1992 CIRP data that indicated freshmen were also showing increasing interest in social change. For instance, nationally, a record percentage of freshmen indicated that they had participated in demonstrations during the year previous to taking the survey (40.5%). At WWU the percentage was not quite as high (37.9%), but a considerable contrast to the 1981 percentage of 14.7%. In fact, at no time before 1988 did percentages to the prompt rise much above twenty percent--nationally or at WWU. The prompt has been one of those used selectively, so figures are available only periodically, and unavailable as WWU data prior to 1981. Nonetheless, data on national trends indicated that in 1967 only 16.3% of CIRP respondents had participated in an organized demonstration, and only 16.8% in 1978. By 1988, however, when the prompt was used again, percentages had risen to 35.1% and have remained high ever since. Moreover, there was a record high of respondents at WWU indicating that they *planned* to participate in students protests (10.0%), as well as a fairly strong response nationally (6.9%, slightly down from the recorded high of 7.1% in 1990).

To make a short digression, it seemed somewhat odd--at least at first glance--that the percentages of students indicating participation in demonstrations were low in the mid-sixties. If, however, it is kept in mind that the average age of respondents in 1966 was 18- to 19-years old (as is the average age in every year of the survey), then probably it does not seem so odd that respondents had not participated in demonstrations as high school students. For freshmen in the mid-1960's, demonstrating was more likely something to do when away from home, not something done in one's own community. Through 20/20 hindsight, a short-coming of the CIRP survey was that it did not use the "participated in demonstrations" prompt between 1968 and 1977, a time of highly visible and volatile issues like the war in Vietnam and racial segregation. It is possible to imagine that if the "participated in demonstrations" prompt had been utilized during that time, percentages would have risen through the early seventies before falling again by 1978.

On the other hand, there is little reason to doubt that one reason for the dramatic increase in the participation in demonstrations by high school-aged students from the middle eighties to the present would be the national debate over the abortion issue. Unlike protest issues from the late-sixties, which were often regionalized or found in large population centers, and often consisted of mostly younger, college-aged students--especially the Vietnam War protests--vigorous abortion demonstrations are found on the streets of all-sized towns and cities, and in all parts of the country, and involve protesters with wide demographic characteristics of age, gender, and ethnicity. Moreover, while the abortion issue has always been taken seriously, opinions have become stronger, and more polarized, over the years. For

instance, while the majority of CIRP respondents have always agreed that abortion should be legal, that percentage was only 55.7% in 1977, whereas by 1992 it had risen to 64.1%¹.

One other possible explanation for the rise in percentages of students who have participated in demonstrations is that since the mid-sixties demonstrations have become more a part of the mainstream of American life than an addendum to it. The post-World War II baby-boomers grew up with and embraced protest as a part of their heritage, and passed those values on to their children--children who are now and have been in the last number of years entering college (and taking CIRP surveys). Nowadays, protesters are no longer characterized as *only* radicals, college students, or malcontents; they can just as easily be the next-door neighbors. More so than in the late fifties and early sixties, protests are relatively commonplace and cover a wide range of issues and ideology.

But having already participated in demonstrations, or having plans *to* participate in demonstrations, were not the only ways in which in-coming freshmen indicated that they were more socially conscious in 1992 than they have been in the past. For example, 1992 CIRP respondents in record percentages, both nationally and at WWU, indicated that "to influence social values" and "to influence the political structure" were essential or very important objectives. (Social values: 43.7% at WWU, 43.3% nationally; political structure: 19.7% at WWU, 20.6% nationally.) Additionally, record percentages of respondents at WWU claimed it was essential or very important that they "participate in community action programs" (27.3%). And while percentages to this prompt were not at record levels nationally, they were the highest they have been since the mid-seventies and early eighties (26.2%). Finally, in 1992 the prompt that it was essential or very important "to become a community leader" was used for the first time since the very early seventies. In 1971 those percentages were 8.4% at WWU, and 13.3% nationally. In 1992 those percentages were 30.3% at WWU, and 30.7% nationally.

There was one last item of note regarding the increased interest of freshmen in social change, and that had to do with response by gender. At WWU, in all but one of the seven prompts utilized to measure social activism, females responded in higher percentages than males. Sometimes the difference was substantial--for instance, 52.5% of females compared to 41.1% of males indicating as essential or very important "to promote racial understanding". Sometimes the difference was statistically negligible--for instance, 19.9% of females compared to 19.4% of males indicating as essential or very important to "influence political structure". But overall, the pattern emerged that females were more apt to be interested in social change than males. The one prompt in which males responded in higher percentages than females was when indicating as essential or very important "to become a community leader" (28.8% of females, compared to 32.8% of males)². (See Table 1.)

¹Neither the 1971 nor 1976 CIRP Surveys contained the abortion question; thus national/WWU comparison is unavailable. In 1981, however, the percentage of WWU survey respondents indicating they agreed strongly or somewhat that abortion should remain legal was 67.5%. By 1991 that figure had risen to 77.0%.

²National figures were comparable.

Table 1: Indicators of Social Activism

Item	Male		Female		All	
	WWU	USA	WWU	USA	WWU	USA
"Essential or very important" objective						
To promote racial understanding	41.1	41	52.5	48.1	48.1	44.9
To influence social values	37.5	37.2	47.6	48.4	43.7	43.3
To influence political structure	19.4	21.9	19.9	18.5	19.7	20.1
To participate in community action program	21.5	22	30.9	29.6	27.3	26.1
To become a community leader	32.8	31.9	28.8	29.7	30.3	30.7
Activities engaged in during past year (1991)						
Participated in organized demonstration	34.4	38.7	40.1	42.0	37.9	40.5
Estimate chances a "very good" that student:						
Will participate in student demonstrations	7.3	5.8	11.7	7.8	10	6.9
"Dis"agree strongly or somewhat						
Racial discrimination no longer a problem	90.5	82.1	95.6	87.4	93.6	85.1

Careers and Majors

Nationally, interest in majoring in health professions³ was up to record levels at 15.6%. This change was fueled in part by strong interest in nursing (5.7%), which was mostly driven by females' interest in majoring in nursing (10.4% of females compared to 1.2% of males), and also a strong interest in medicine/dentistry as a major (5.9%), which was of more equal interest to females and males (6.2% of males compared to 5.5% of females).

At WWU, figures measuring interest in health professions were dramatically different than they were nationally, with only 7.9% of respondents indicating an interest in majoring in health professions. And rather than the unbalanced gender difference found nationally (21.3% of females compared to 8.9% of males), at WWU the gender difference had not the same disparity (9.0% of females compared to 6.0% of males). Most likely, this difference hinges notably on the fact that WWU has no nursing program, nor even any systematic coursework or academic advising that would help a student prepare for transfer to any of the state schools offering nursing programs--a stark contrast to the universities in the area that do offer nursing degrees, and the community colleges that have programs explicitly set up not only for earning RN degrees, but with coursework that will carry a student into a BSN program.

Different as well from national figures--and probably not surprisingly considering WWU's history in teacher education--was the percentage of freshmen at WWU indicating an interest in majoring in education, which in 1992 was up to an all-time high of 16.5%. Nationally, the percentages of freshmen interested in majoring in education was 9.9%. As with the percentages regarding health professions, this interest in education was fueled mostly by female interest (15.1% of females nationally and 20.5% of females at WWU compared to 4.9% and 9.7% of males, respectively). At WWU, interest in education as a career was also high (15.8%), again pushed by female interest (19.5% of females compared to 9.8% of

³Nursing, pharmacy, therapy (occupational, physical, and speech), and pre dental, premedical, and preveterinarian.

males). Both nationally and at WWU, the time of lowest interest in education as either a major or career was during the early eighties; the time of highest interest was in the late sixties and early seventies.⁴

Now having just stated that interest/non-interest in education as either a career or major has, through the years, seen parallel fluctuations at WWU and nationally, in the most recent survey years this has not been true. Since the late 1980's, percentages nationally have stayed somewhat similar--at approximately eight to nine percent--while at WWU there has been a steady *increase* in interest in education as both a major and a career. And this is counting only interest as a teacher, not as a school counselor or administrator, which when factored in pushes the percentage of respondents interested in education up even a little higher. A short conversation with the Woodring College of Education's Admissions Office supported the CIRP findings: applications for admissions to the school are heavy. Thus, freshmen are not only planning to major in education, they are apparently carrying through with their plans.

Both nationally and at WWU, the recent trend for freshmen to show less interest in business as either a major or a career continued (major: 16.3% nationally, 16.6% at WWU; career: 14.3 % nationally, 13.8% at WWU). But while figures are falling, neither nationally nor at WWU have business figures reached all-time lows. Those were seen in the late sixties and early seventies. In fact, since 1976, business as a probable *major* at WWU has always received the highest percentage of responses. (In 1992 this was still true, although by only a tenth of a percentage point: 16.6% business; 16.5% education). As with probably majors, since 1976 business as a probable *career* at WWU has received the highest percentage of responses, with education running second or sometimes third. But in 1992 those figures changed, with business and education percentages doing an almost complete reversal from the previous year (1991: business 18.7%, education 13.9%; 1992: business 13.8%, education 17.1%).⁵

⁴At WWU, some CIRP data disputes that early seventies apex, with the second highest percent of interest in education as a major appearing in 1985, and a very low percentage appearing in 1971. Figures from 1971, however, indicated an odd discrepancy between the percent of freshmen planning a 'career' in education in 1971 [17.1%], and the percentage who planned to 'major' in education [9.9%]. This mystery was solved when it was discovered that it was not until 1972 that the Admissions Office for Teacher's Education--now called the Education Admissions Office--was formed, and through which all initial contact with students interested in education as either a major *or* career was routed. Prior to the establishment of that office, a student with an interest in education might have been first advised by a faculty member in the academic major in which they planned to study--English Ed., Music Ed., etc.--and have considered themselves to be 'majoring' in that academic field while planning a 'career' as an elementary or secondary school teacher. Especially in light of how figures at WWU have risen and fallen in parallel with those nationally--which the exception, of course, that percentages have always been higher at WWU--this seems the likely explanation for the disparity found in 1971 between 'majoring' and having a 'career' in education.

⁵As with the discussion earlier about discrepancies found in figures related to education, the question arose as to why in 1992 was there a discrepancy in students planning majors but not careers in business (16.6% major; 13.8% career). Unfortunately, unlike the education issue, there was no answer as simple as knowing when a particular admissions office opened. According to the College of Business and Economics office, no radical changes in admissions or advisement policy have been implemented in the last number of years. It can only be surmised that students may be thinking about majoring in business while considering taking their careers in different directions. Humanities majors are often advised to consider such eventualities; maybe such thinking has

Continuing Economic Woes

Nationally, CIRP data indicated unequivocally that students were having a harder time meeting the financial expectations of college. Three prompts related to financial issues--which asked students why they chose to attend their college of choice--reached all-time highs: low tuition (30.0%), offered financial aid (28.3%), and wanted to live near home (23.6%). Also, CIRP data indicated that fewer students were attending their college of first choice than they have been in recent years (72.1%, the lowest since 1988). Additionally, not only did more students than ever indicate they had "major" concerns about financing college (17.4%), there were more than ever reporting that they decided to attend college because they could not find a job (8.2%). Finally, although the percentage was a small one, the most respondents ever listed their father's occupation as "unemployed" (3.3%)

Some WWU data, too, reflected concern with finances. The same three prompts reporting on financial issues--low tuition (27.5%), offered financial aid (16.8%), and wanted to live near home (15.8%)--although less than national figures, were up to all-time highs. WWU, too, was less the college of first choice than it has been in the past (81.0% in 1991; 84.0% in 1976), and, although half the national figure, saw a record percentage of respondents indicating they decided to go to college because they could not find a job (4.2%).

But in other ways, first-time freshmen entering WWU didn't appear *quite* as concerned about finances as they did nationally. For instance, the percentage of students anticipating they would transfer from WWU was 16.3%, well below highs from the seventies and eighties (29.8% in 1976; 28.3% in 1985). Apparently, WWU has become much more a college of destination for students, rather than a stop-over on the way to the University of Washington or elsewhere. Furthermore, while a higher percentage of students coming to WWU have a "major" concern with their ability to finance college, that concern was actually higher in the early eighties (13.1% in 1992; 17.4% in 1981). Additionally, the fathers of CIRP respondents coming to WWU were less than half as likely as fathers nationally to list their occupation as unemployed (1.5% at WWU compared to 3.3% nationally).

One last note regarding the reasons why students chose to attend WWU: as reported in other OIAT publications and memos^{6,7}, recent years have seen a considerable increase in the percent of freshmen who have indicated they chose WWU because of its academic reputation, from a low of 17.0% in 1971 to the high of 57.8% in 1989. While 1991 saw a slight dip in response percentage to 51.5%, it rose again in 1992 to 52.1%, indicating that whatever fiscal

started to reach business majors as well. But again, the available data offer no support for that supposition, nor were any admission or administrative changes in the College of Business and Economics found that might explain the findings.

⁶Trimble, J.E., Memo: CIRP data (February 4, 1992). Bellingham, WA: Office of Institutional Testing and Assessment, Western Washington University.

⁷McKinney, G.R., Trimble, J.E., Andrieu-Parker, J.M. (1993). *The Evolving Character of WWU Freshmen: Analyses of CIRP Surveys from 1971 to 1991*. Bellingham, WA: Office of Institutional Testing and Assessment, Western Washington University.

reasons may be influencing students to choose WWU, its reputation as an academically competitive university continues to remain strong--an observation especially supported when factoring in the dramatic decrease in the percentage of students planning to transfer from WWU since the seventies and eighties.

Freshmen Life Goals

Trends taken from CIRP data indicated that freshmen may be less materialistic than they were through the 1980's. When asked to report on certain life goals, the percentage responding that it was essential or very important "to be very well off financially" fell again, for the fifth straight year nationally to 73.0%, and to 57.7% at WWU. While these figures are still well up from what they were in the early seventies (in 1971, for example, it was 39.1% nationally and 24.4% at WWU), they have been slowly but steadily decreasing since the late eighties. Previous highs were found in 1987 nationally (75.6%) and in 1989 at WWU (63.3%). Moreover, the life goal of "developing a meaningful philosophy of life" has seen a steady increase over the last few years nationally (from the 1987 low of 39.4% to 45.6% in 1992), and saw a rather dramatic one-year increase at WWU (from 43.5% in 1991 to 51.5% in 1992). Although students are more concerned with finances today than they were in the early sixties--when, for instance, 82.9% of entering freshmen had as a life goal to develop a meaningful philosophy of life--when the preceding figures are combined with the decreasing interest freshmen are showing towards careers in business, it may be that they are not quite as concerned with material gain than they were eight or ten years ago.

There is this note, too, regarding freshmen attitudes towards materialism: while the life goals of freshmen females at WWU were rather balanced (with 52.6% reporting that it was essential or very important "to be very well off financially" and 51.0% "to develop a meaningful philosophy of life"), these figures contrasted sharply with national figures for female freshmen (with 70.7% reporting that it was essential or very important "to be very well off financially" but only 46.8% "to develop a meaningful philosophy of life"). For males, both at WWU and nationally, figures reflected those of females nationally, with more concern with finances than developing a philosophy of life. Why, then, were figures so different for female freshmen at WWU? This report could think of no reason, although the anomaly, however baffling, seemed important to point out.

Activities During High School

Entering freshmen's increased concern for social issues appeared also in certain high school activities. The percentage of freshmen reporting that they performed volunteer work while in high school increased from 1991, both nationally and at WWU (from 64.7% to 65.6% nationally, and from 68.4% to 70.3% at WWU). The WWU figure is a record high, while the national figure is the highest since 1985. Moreover, plans to perform volunteer work while in college were up from 1991 (from 14.6% to 16.8% nationally, and from 18.1% to 20.9% at WWU). Again, especially at WWU, these increases were driven strongly by females interest volunteer work. At WWU, a higher percentage of females than males had performed volunteer work in high school (75.2% of females, 62.4% of males), as well as

planned to perform volunteer work while in college (26.3% of females, 12.3% of males). Nationally, the percentages of females and males who had performed volunteer work in high school were more even than they were at WWU (68.0% of females, 62.7% of males), while the gender relationship regarding plans to perform volunteer work while in college more closely resembled those at WWU (21.6% of females, 11.1% of males).

In 1992, the percentage of CIRP respondents who drank beer while in high school continued to approach the record lows from the mid-1960's. Nationally the percentage was 53.5%, very near to the all-time low of 52.4% set in 1968; and at WWU the percentage was 50.8%, which was the school's all-time low. Percentages of freshmen who drank wine or liquor in high school were about the same as those who drank beer (53.9% nationally, and 54.6% at WWU). But while alcohol consumption during high school was down, one prompt indicated that the use of marijuana may be rising. When asked if marijuana should be legalized, 23.0% of CIRP respondents nationally and 31.6% of CIRP respondents at WWU agreed strongly or somewhat that it should be. If, according to the CIRP national norms report, "previous research suggests that attitude trends parallel usage trends"⁸, it may be that high school students are drinking less but smoking marijuana a little more--although percentages are still considerably below record highs found in the mid-seventies (nationally, 52.9% in 1977; at WWU, 63.5% in 1976).

Freshman Attitudes

Both nationally and at WWU students continue to view themselves as more liberal in their political outlook than they have in recent years (although not in nearly as high percentages as in the early seventies). This is especially true at WWU where the percentage of CIRP respondents reporting their political viewpoint as liberal was up for the fourth survey administration in a row (from 22.8% in 1981 to 37.4% in 1992). Freshmen entering WWU have traditionally indicated a more liberal outlook than freshmen nationally, and 1992 was no exception. At 24.4%, the percentage of students nationally indicating a liberal political identification was significantly lower than it was at WWU.

It has also been the trend that while the percentage of freshmen indicating liberal or middle-of-the-road political viewpoints has had somewhat drastic swings, percentage swings in political identification have not been nearly so drastic for students identifying with a conservative political point of view. When students do change their political outlook, it appears more likely that they vacillate between liberal and middle-of-the-road, rather than conservative and middle-of-the-road. (See Table 2.)

⁸Dey, E.L., Astin, A.W., Korn, W.S., & Riggs, E.R. (1992). *The American Freshman: National Norms for Fall 1992*. Los Angeles: Higher Education Research Institute, UCLA.

Table 2: Change in Political Viewpoint

Item	WWU				USA			
	1992	high	low	change	1992	high	low	change
Liberal	37.4	47.2 (1971)	22.8 (1981)	24.4	24.4	35.3 (1971)	18.1 (1981)	17.2
Middle-of-the-Road	42.4	57.5 (1981)	40.4 (1971)	17.1	53.0	60.3 (1983)	45.4 (1970)	14.9
Conservative	17.1	19.7 (1985)	9.2 (1971)	10.5	19.0	21.3 (1989)	13.9 (1974)	7.4

Reflecting a generally more liberal political point of view, attitudes regarding specific political issues remained at near- or record-highs both nationally and at WWU. Nationally, the percentage of entering freshmen agreeing that abortion should remain legal was 64.1%, only tenths below the all-time high of 64.9%. At WWU, nearly three-quarters of entering freshmen want abortion to remain legal (73.9%), only slightly less than the all-time of 77.0% one year ago. As well, in near-record percentages, freshmen agreed that the federal government is not doing enough to control pollution. Percentages were the highest they have been since the very early 1970's (nationally: 87.9% in 1992, 90.5% in 1971; at WWU: 89.6% in 1992, 91.9% in 1971). In a related finding, freshmen agreed that the federal government needed to do more to discourage energy consumption (nationally, 78.6%; at WWU, 87.8%). And finally, the percentage of freshmen agreeing that military spending ought to be increased fell to all-time lows both nationally and at WWU (nationally: from 38.8% in 1982 to 20.8% in 1992; at WWU: from 18.3% in 1985 to 9.1% in 1992). As the figures indicate, entering freshmen at WWU have even stronger liberal attitudes than they do nationally. And again, females appear somewhat more liberal than males. In all categories analyzed, females responded with a liberal stance in higher percentages than males.

Issues of personal freedom, on the other hand, netted results that often required mixed interpretation. Entering freshmen females, for instance, overwhelmingly favored federal government control of handguns (89.6% nationally, 91.9% at WWU), while freshmen males favored it, but less enthusiastically (69.5% nationally, 78.8% at WWU). Both males and females, however, were in accord regarding drug testing in the work place: over three-quarters both nationally and at WWU were in favor of it (82.4% nationally, 75.3% at WWU). Females were more in favor of colleges prohibiting racist/sexist speech on campuses (nationally: 64.5% of females, 57.2% of males; at WWU: 67.8% of females, 55.2% of males), and were less in favor of laws that prohibited homosexual relationships (nationally: 28.3% of females, 48.6% of males; at WWU: 14.4% of females, 29.0% of males). Overall, freshmen at WWU were considerably *less* in favor of laws prohibiting homosexual relationships than freshmen were nationally (20.0% at WWU, 37.6% nationally), as well as less in favor of drug testing (75.3% at WWU, 82.4% nationally), and more in favor of federal gun control (86.8% at WWU, 80.4% nationally).

Sexual attitudes showed continued change. Percentages to the prompt "if two people really like each other, it's all right for them to have sex even if they've known each other only for a very short time", dropped to all-time lows, both nationally and at WWU (nationally: from 51.9% in 1987 to 44.2% in 1992; at WWU: from 56.5% in 1976 to 46.8% in 1992). Response to this prompt also indicated a strong gender-based bias, with males far more likely to agree than females (nationally: 58.8% of males, 31.9% of females; at WWU: 59.4% of males, 38.9% of females). And although both males and females increasingly agree that "just because a man thinks that a woman has 'led him on' does not entitle him to have sex with her", females are more likely to agree (nationally, 82.9% of males, 93.8% of females; at WWU: 89.5% of males, 97.5% of females). Females were also more likely to have discussed "safe sex" than males. The response by males was nearly identical nationally and at WWU (19.0% of males nationally, 19.7% of males at WWU), while females at WWU reported having discussed "safe sex" in even higher percentages than females nationally (25.2% of females nationally, 30.6% of females at WWU).

About one issue related to sexual activity, no significant gender bias existed, and that was in response to the prompt "The best way to control AIDS is through widespread, mandatory testing." Nationally 63.5% of freshmen agreed with the statement (63.7% of females, 63.2% of males). At WWU, response was gender neutral (46.9% of females, 49.9% of males), but far less in favor at 48.0%--which follows the pattern of WWU freshmen being somewhat more politically liberal and concerned with personal freedom than entering freshmen nationally.

Discussion

In this discussion, various "personalities" of CIRP respondents will be analyzed by grouping responses that measure, however accurately, traits that might be associated with that personality "type"⁹. Both local and national comparisons, as well as those by gender will be made. This exercise is presented in hopes that it will assist in understanding the nature of WWU's 1992 freshmen class, as well as explore the analytic possibilities of the CIRP data. Tables in this section of the report will be used in reverse presentation; instead of text preceding tables, tables will precede text. Additionally, though some titles used to describe the various personalities are the same used by Astin in his book, others have been abstracted by the authors of this report.

⁹Alexander W. Astin, in his book *What Matters in College: Four Critical Years Revisited* (San Francisco, CA: Jossey-Bass Publishers, 1993), makes excellent use of this technique. Many of "personality" types and the CIRP prompts used to measure them are utilized in this report.

Table 3: "Status Striver"

Item	WWU		USA		1992 compare
	1971	1992	1971	1992	
Objectives considered essential or very important					
Be very well off financially	24.4	57.7	40.1	73.0	USA +15.3
Obtain recognition from colleagues	27.9	46.5	37.3	55.0	USA +8.5
Become an authority in field	50.2	64.3	60.0	68.5	USA +4.2
Be success in own business	29.8	34.3	41.9	42.1	USA +7.8
Have admin. responsibility for others	9.8	31.9	19.7	41.2	USA +9.3

As suggested by Table 3, CIRP respondents at WWU don't appear to have quite as much concern with issues related to status as their counterparts nationally. Although responses to all prompts measuring concern with status are up from the early seventies nationally and at WWU, in-coming freshmen attending WWU respond in smaller percentages to the prompts than they do nationally.

Table 4: Social Conscience

Item	WWU		USA		1992 compare
	1971	1992	1971	1992	
"Liberal"					
Political viewpoint					
Liberal	47.2	37.4	35.3	24.4	WWU +13.0
Considered essential/very important					
Promote racial understanding (1981)	31.9	48.1	31.0	42.0	WWU +6.1
Agree strongly/somewhat					
Raise taxes to reduce deficit (1985)	24.1	40.5	22.8	26.9	WWU +13.6
Marijuana should be legalized	59.0	31.6	38.7	23.0	WWU +8.6
Abortion should be legal (1981)	67.4	73.9	53.9	64.1	WWU +9.8
Wealthy should pay more taxes (1976)	74.7	77.6	76.2	71.8	WWU +5.8
"Conservative"					
Political Viewpoint					
Conservative	9.2	17.1	14.5	19.0	USA +1.9
Considered essential/very important					
Be very well off financially	24.4	57.7	40.1	73.0	USA +15.3
Agree strongly/somewhat					
Too much concern for criminals	33.9	64.0	48.1	66.7	USA +3.7
Increase military spending (1985)	18.3	9.1	26.8	20.8	USA +11.7
Married women best at home	28.4	16.7	42.2	25.6	USA +8.9
Prohibit homosexual relations (1976)	31.3	20.0	47.0	37.6	USA +17.6

As suggested by Table 4, in categories attempting to measure liberal or conservative social conscience, in-coming WWU freshmen respond in higher percentages than in-coming freshmen nationally to "liberal" prompts, while freshmen nationally respond in higher percentages to "conservative" prompts. On the other hand, certain findings point out that current outlooks differ considerably from outlooks of twenty years ago. For instance, in 1992

a majority of WWU freshmen considered as essential or very important to be very well off financially, while in 1971 not quite a quarter felt the same way--both nationally and at WWU responses to this prompt have risen in percentage, in spite of recent trends indicating less concern with being very well off financially. Conversely, while nearly ten percent more WWU freshmen than freshmen nationally indicate that they feel abortion should remain legal, nearly two-thirds of all freshmen support the idea that abortion should remain legal.

Table 5: "Social Activist" by Gender

Item	WWU/1992			M/F compare
	All	Female	Male	
Considered essential/very important				
Help others in difficulty	63.7	69.8	53.8	Females +16.0
Influence social values	43.7	47.6	37.5	Females +10.1
Influence political structure	19.7	19.9	19.4	Females +0.5
Participate in comm. action programs	27.3	30.9	21.5	Females +9.5

Figures in Table 5 are for WWU only because "social activist" findings were nearly identical locally and nationally, both for combined data and when analyzed by gender. Prompts attempting to measure social activism suggest a gender-bias towards females. Although the category "influence political structure" was essentially even, females in the remaining three categories responded in higher percentages than males by nearly ten percent or more.

Table 6: "Status Striver" by Gender

Item	WWU/1992			M/F compare
	All	Females	Males	
Considered essential/very important				
Be very well off financially	57.7	52.6	65.8	Males +13.2
Obtain recognition from colleagues	46.5	46.5	46.5	Even
Become authority in own field	64.3	63.3	65.9	Males +2.6
Be success in own business	34.3	28.6	43.3	Males +14.7
Have admin. responsibility for others	31.9	30.0	35.0	Males +5.0

Figures in Table 6 suggest that at WWU certain prompts attempting to measure "status striker" have a some degree of male gender-bias, while others were even or relatively close to even. Nationally, the male/females discrepancies found in "status striver" prompts were less pronounced, especially for the "be very well off financially" prompt, suggesting that females at WWU are less concerned with certain measures of status than females nationally. (See Table 7, below.)

Table 7: "Status Striver" USA/WWU Comparison

Item	WWU Female/Male Compare	USA Female/Male Compare
Considered essential/very important		
Be very well off financially	Male +13.2	Male +5.6
Obtain recognition from colleagues	Even	Female +0.4
Become authority in own field	Male +2.6	Male +1.9
Be success in own business	Male +14.7	Male +10.2
Have admin. responsibility for others	Male +5.0	Male +3.4

Table 8: "Scholar" by Gender

Item	1971		1992		1971	1992
	F	M	F	M	M/F difference	M/F difference
Rated self above average/top 10%						
Academic ability	69.9	69.8	73.5	80.6	Female +0.1	Male +7.1
Intellectual self-confidence	39.7	53.9	55.0	70.9	Male +14.2	Male +15.9
Mathematical ability	26.5	43.2	36.4	55.5	Male +16.7	Male +19.1
Writing ability	38.6	39.8	52.5	49.5	Male +1.2	Female +3.0
Reason for going to college						
Prepare for graduate school	22.6	30.9	57.6	45.8	Male +8.3	Female +11.8

Figures in Table 8 suggest that when attempting to measure traits associated with the "scholar" type, in 1992, males responded in higher percentages than females to three of the five prompts. Slight to modest gender discrepancies were found between 1971 and 1992 findings for self-ratings of "intellectual self-confidence", "mathematical ability", and "writing ability"; a moderate discrepancy was found for "academic ability"; and a considerable discrepancy was found for "prepare for grad school" as a reason to go to college--which over twenty plus years saw a percentage swing of 20.1%, from favoring males in 1971 to favoring females in 1992.

The percentage difference between males and females for self-ratings of mathematical ability have favored males in all administrations of the CIRP at WWU. The smallest difference was measured in 1976 at 11.8% and the highest in 1992 at 19.1%. Ratings for academic ability have varied from a percentage difference of 9.9% in 1985 to only 2.3% in 1991. Ratings for writing ability have favored females in all administrations except that in 1971, although never by much--the largest percentage difference was 7.9%, found in 1991. And while the most dramatic switch in attitude has been the one found for "prepare for grad school" as a reason for attending college, the most volatile findings have been found for the self-rating of intellectual self-confidence. In the 1989 the difference was 22.8% favoring males, followed in 1991 by a dramatic drop to 6.9% favoring males. It rose in 1992 to 15.9%, which was closer the average percentage difference over the six CIRP administrations for which the prompt was utilized (14.8%).

Findings from the CIRP 1991 administration especially appeared to indicate that traits attempting to measure "scholar" traits were beginning to reach gender parity, however slowly, and with, of course, the exception of mathematical ability. Some findings in 1992 continue to indicate such a trend, while others have back-slid to the previous suggestion that males have a tendency to rate their academic abilities higher than females rate theirs, and generally always do. With non-subjective indicators of academic ability such as high school and college GPA's, pre-college test scores, etc., generally favoring females--at least at WWU--why females don't *perceive* themselves as academically self-confident as males is serious food for thought.

Table 9: "Leader" by Gender

Item	Female			Male		
	1971	1992	change	1971	1992	change
Rated self above average/top 10%						
Leadership ability	37.3	52.3	+15.0	45.4	59.2	+13.8
Popularity	27.3	26.5	-0.8	35.3	41.5	+6.2
Social self-confidence	25.7	43.2	+17.5	39.8	50.6	+10.8

Figures in Table 9 suggest that in two areas attempting to rate "leader" traits, females have closed the gap to some degree between 1971 and 1992. Percentage changes between the 1971 and 1992 administrations are higher for females in two of the three categories, and especially females' self-ratings of social self-confidence. Similarly to figures measuring "scholar" traits, data on the 1991 entering freshmen class indicated a similar trend but in more dramatic fashion than data on the 1992 entering freshmen class.

To offer a last overall sketch of WWU's entering freshmen class of 1992, it appears that they are more liberal politically than they have been since the early seventies--as well as more politically liberal than their counterparts nationally--with their responses to specific issues reflecting that trend. Higher percentages of entering freshmen are concerned with social issues, race relations, and affecting social change. In 1992, freshmen indicated that they are attending college to "develop of a philosophy of life" in the highest percentages seen since the late sixties and early seventies. On the other hand, like freshmen nationally, WWU freshmen are more concerned about college financing than in recent years, even as WWU remains for them primarily a college to attend because of its academic reputation and fiscal value. Both nationally and at WWU, freshmen were apparently moved by events surrounding nationally issues regarding race, just as they are becoming more cautious in regarding their sexual behavior. At WWU, more students are considering careers in education than they have since the early seventies. Entering WWU freshmen appear more civic-minded, less concerned than in recent years with being "very well off financially", and apparently are prepared to put their values into action through performing volunteer work, becoming community leaders, and asking the government to do more to control pollution and encourage prudent use of energy resources.

Findings suggest, too, that females more strongly than males are pressing many of the changes in social values forward, especially at WWU. A recent OIAT report, the "Western

Experience Survey" found that generally females are very satisfied with their overall experience at WWU, that "WWU is an environment supportive of women"¹⁰ It may be that for young women especially WWU's reputation is preceding it, if their strong political values and attitudes are any indication. But male or female, the freshmen class of 1992, as well other recent classes, is in many ways both referencing previous social concerns and values as well as trying to balance those concerns with contemporary fiscal realities. It's a tremendous ambition, and, as it must do with each entering class of freshmen, one the University community may once again begin preparing a response to.

¹⁰Gould, G.S., McKinney, G.R., Andrieu-Parker, J.M. & Trimble, J.E. (1992). *Western Experience Survey*. Bellingham, WA: Office of Institutional Testing and Assessment, Western Washington University.

APPENDIX A:
CIRP Data for All WWU Freshmen

CIRP 1992

TABLE 1: Demographic Information

Item Description	N	%
Gender		
Male	477	38.5
Female	763	61.5
Age on Dec. 31st of survey year		
17	20	1.6
18	862	70.0
19	340	27.6
20	8	0.6
21+	1	0.1
Ethnicity		
White/Caucasian	1080	88.2
African-American/Black	15	1.2
American Indian	26	2.1
Asian-American/Oriental	118	9.6
Mexican-American/Chicano	20	1.6
Puerto Rican-American	6	0.5
other Latino	7	0.6
Other	21	1.7
U.S. Citizen		
Yes	1203	97.2
Permanent Resident	32	2.6
Neither	3	0.2
Native English Speaker		
Yes	1175	95.0
No	62	5.0
Disability		
Hearing	10	0.8
Orthopedic	7	0.6
Learning	18	1.5
Health-related	7	0.6
Partially sighted/blind	34	2.8
Other	20	1.7

CIRP 1992

TABLE 2a: Familial Demographics

Item Description	N	%
Status of parents		
Living with each other	879	71.1
Divorced or separated	320	25.9
One or both deceased	38	3.1
Estimated Parental Income		
less than \$6,000	15	1.3
\$6,000 - \$9,999	7	0.6
\$10,000 - \$14,999	28	2.5
\$15,000 - \$19,999	21	1.9
\$20,000 - \$24,999	52	4.6
\$25,000 - \$29,999	44	3.9
\$30,000 - \$39,999	123	10.9
\$40,000 - \$49,999	168	14.9
\$50,000 - \$59,999	180	16.0
\$60,000 - \$74,999	214	18.9
\$75,000 - \$99,999	142	12.6
\$100,000 - \$149,999	79	7.0
\$150,000 or more	55	4.9
Father's education		
Grammar school or less	12	1.0
Some high school	33	2.7
High school graduate	148	12.2
Postsecondary other than college	53	4.4
Some college	212	17.5
College degree	350	28.8
Some graduate school	68	5.6
Graduate degree	337	27.8
Mother's education		
Grammar school or less	15	1.2
Some high school	23	1.9
High school graduate	186	15.3
Postsecondary other than college	86	7.1
Some college	273	22.4
College degree	357	29.3
Some graduate school	67	5.5
Graduate degree	218	17.4

CIRP 1992

TABLE 2b: Familial Demographics

Item Description	Father	Mother	Student
Religious preferences			
Baptist	4.6	5.4	4.7
Buddhist	1.6	1.5	0.8
Eastern Orthodox	0.4	0.3	0.3
Episcopal	2.8	3.8	2.4
Jewish	1.1	1.1	0.8
LDS (Mormon)	2.0	2.1	1.6
Lutheran	12.2	13.9	11.5
Methodist	5.2	6.3	5.2
Presbyterian	7.9	10.0	9.7
Quaker	0.0	0.1	0.1
Catholic	19.4	20.6	15.9
Seventh Day Adventist	0.3	0.3	0.3
United Church of Christ	1.6	1.9	1.6
Other Protestant	7.2	7.6	6.8
Other Religion	4.9	5.6	7.2
Islamic	0.3	0.2	0.0
None	28.4	19.3	31.1
Born-again Christian	*	*	23.9

*asked only of student

CIRP 1992

TABLE 2c: Familial Demographics

Item Description	Father	Mother	Student
Parents' careers/students' anticipated careers (collapsed categories)			
Artist	0.6	1.5	7.6
Business	30.7	14.5	13.8
Business (clerical)	-	9.5	0.4
Clergy or Religious Worker	0.9	0.5	0.5
College Teacher/Administrator	1.4	1.0	0.5
Doctor or Dentist	3.2	0.9	4.8
Educator (secondary)	6.6	6.8	8.5
Educator (elementary)	1.7	12.4	8.6
Engineer	10.1	0.2	4.2
Farmer/Forester	1.6	0.1	0.6
Health Professional	0.9	2.5	5.6
Homemaker (full-time)	-	13.1	0.2
Lawyer	1.6	0.1	2.7
Military (career)	2.4	-	0.2
Nurse	-	7.7	1.2
Research Scientist	1.4	0.3	3.2
Social/welfare/recreation	-	2.5	0.7
Skilled Worker	6.6	1.4	0.2
Semiskilled Worker	2.4	2.3	-
Laborer (unskilled)	1.0	0.8	-
Unemployed	1.5	2.5	-
Other	25.3	19.3	6.3
Undecided	-	-	22.8

CIRP 1992

TABLE 3a: High School
Demographics and Activities

Item Description	N	%
Year graduated High School		
1991	1217	98.9
1990	12	1.0
1989	1	0.1
Average High School grades		
A or A+	213	17.4
A-	348	28.4
B+	416	34.0
B	198	16.2
B-	36	3.0
C+	11	0.9
C	1	0.1
Have Met/Exceeded Recommended Years of High School Study*		
English (4 years)	1210	98.1
Mathematics (3 years)	1203	97.6
Foreign Language (2 years)	1210	98.5
Physical science (2 years)	730	60.0
Biological Science (2 years)	456	37.4
History/American Govt (1 year)	1215	99.6
Computer science (1/2 year)	646	54.9
Arts and/or music (1 year)	1042	85.0
College entrance test scores		Mean
SAT Verbal	1082	474.60
SAT Math	1079	528.49
ACT Composite	174	25.84

*Based on the curriculum recommendations of the National Commission on Excellence in Education

CIRP 1992

TABLE 3b: High School
Demographics and Activities

Item Description	none	less than 6 hours	6-15 hours	16 hours or more
During your last year in high school, how much time did you spend during a typical week doing the following activities?				
Studying or doing homework	1.7	57.3	35.8	5.2
Socializing with friends	0.0	17.5	47.4	35.1
Talking with teacher outside class	5.9	91.3	2.7	0.2
Exercising or sports	3.0	45.1	35.9	16.0
Partying	26.1	55.1	15.1	3.7
Working (for pay)	24.0	11.1	28.0	36.9
Volunteer work	41.7	51.4	5.4	1.4
Student clubs/groups	27.1	54.6	14.8	3.6
Watching TV	6.1	64.4	24.1	5.5

CIRP 1992

TABLE 3c: High School
Demographics and Activities

Item Description	Frequently	Occasionally	Not at all
For the activities below, indicate which ones you did during the past year.			
Attended religious service	32.1	42.6	25.3
Was bored in class	36.8	59.8	3.3
Participated in organized demonstrations	6.7	31.0	62.3
Failed to finish homework on time	5.3	66.6	33.0
Tutored another student	9.1	52.9	38.0
Argued with teacher in class	9.6	45.0	45.4
Studied with other students	29.2	62.6	8.2
Was a guest in a teacher's home	3.5	27.6	68.9
Smoked cigarettes	5.8	17.7	76.5
Drank beer	10.3	40.6	49.1
Drank wine/liquor	6.5	48.3	45.2
Stayed up all night	11.5	70.9	17.7
Spoke non-English language in home	6.1	19.5	74.4
Felt overwhelmed	26.3	64.8	8.9
Felt depressed	8.7	73.5	17.9
Performed volunteer work	15.2	54.8	30.0
Came late to class	8.3	59.8	32.0
Played a musical instrument	23.0	20.9	56.1
Asked teacher for advice after class	23.3	67.5	9.2
Voted in a student election	43.9	43.2	13.0
Socialized w/different ethnic group	66.0	33.0	1.1
Worked in political campaign	1.4	7.4	91.2
Discussed politics	36.6	53.7	9.7
Discussed "safe" sex	26.2	67.1	6.7
Attended recital or concert	27.4	57.6	15.1

CIRP 1992

TABLE 4a: Pre-college Issues,
Concerns, and Attitudes

Item Description	Very Important	Somewhat Important	Not Important
In deciding to go to college, how important to you was each of the following reasons?			
My parents wanted me to go	27.3	48.0	24.7
I could not find a job	4.1	5.8	90.1
Wanted to get away from home	21.1	48.7	30.2
To be able to get a better job	73.4	15.4	11.3
To gain a general education and appreciation of ideas	68.7	28.9	2.3
To improve my reading/study skills	40.8	47.4	11.7
There was nothing better to do	2.8	11.5	85.8
To make me a more cultured person	46.1	44.4	9.5
To be able to make more money	63.2	27.7	9.0
To learn more about things that interest me	78.1	20.8	1.1
To prepare myself for graduate or professional school	53.0	35.8	11.2
Role model/mentor encouraged me	10.2	33.5	56.3

CIRP 1992

TABLE 4b: Pre-college Issues,
Concerns, and Attitudes

Item Description	Very Important	Somewhat Important	Not Important
How important was each reason (listed below) in your decision to come here (to WWU)?			
My relatives wanted me to come here	4.0	20.0	76.0
My teacher advised me	2.5	21.3	76.2
This college has a very good academic reputation	52.1	42.0	5.9
This college has a good reputation for its social activities	19.1	53.8	27.1
I was offered financial assistance	16.8	13.3	69.9
This college offers special educational programs	18.2	32.3	49.6
This college has low tuition	27.5	50.0	22.5
My guidance counselor advised me	1.9	15.5	82.5
I wanted to live near home	15.7	38.5	45.8
A friend suggested attending	7.6	33.5	58.8
A college representative recruited me	0.9	4.7	94.4
The athletic department recruited me	2.1	4.0	93.9
This college's grads gain admission to top graduate/professional schools	10.2	36.7	53.1
This college's grads get good jobs	22.6	41.3	36.1
I was attracted by the religious affiliation/orientation of the college	2.7	11.7	85.6
I wanted to go to a school about the size of this college	56.1	37.4	6.5
No accepted anywhere else	2.0	2.7	95.3

CIRP 1992

TABLE 4c: Pre-college Issues,
Concerns, and Attitudes

Item Description	N	%
Is this college your:		
First choice	955	77.4
Second choice	220	17.8
Third choice	42	3.4
Less than third choice	17	1.4
To how many colleges other than this one did you apply for admission this year		
One	299	24.1
Two	318	25.7
Three	195	15.7
Four	87	7.0
Five	36	2.9
Six or more	19	1.5
No other	286	23.1
Prior to this term, have you ever taken courses for credit at THIS institution		
No	1219	98.4
Yes	20	1.6
Since leaving high school, have you ever taken courses at ANY OTHER institution		
Yes, at community college		
for credit	84	6.7
no credit	135	10.8
Yes, at Four-year college/university		
for credit	22	1.8
no credit	104	8.3
Yes, at other postsecondary school		
for credit	4	0.3
no credit	104	8.3
Are you enrolled (or enrolling) as a:		
Full-time student	1230	99.9
Part-time student	1	0.1

CIRP 1992

TABLE 4d: Pre-college Issues,
Concerns, and Attitudes

Item Description	N	%
How many miles is this college from your permanent home?		
5 or less	48	3.9
6-10	24	2.0
11-50	87	7.1
51-100	396	32.4
101-500	604	49.4
over 500	64	5.2
Where do you plan to live during fall term?		
With parents or relatives	73	5.9
Other private home, apartment or room	42	3.4
College dormitory	1100	89.0
Other campus student housing	18	1.5
Other	2	0.2

CIRP 1992

TABLE 4e: Pre-college, Issues, Concerns, and Attitudes

Item Description	None	\$1-499	\$500-1,499	\$1,500-3,000	over \$3,000
How much of your first year's expenses do you expect to cover from each of the sources below					
Self/family resources					
Parents/relatives/friends	9.4	7.2	10.4	16.1	56.9
Spouse	99.4	0.4	0.2	0.1	0.0
Savings from summer work	28.4	26.1	29.8	12.4	3.3
Other savings	62.7	17.0	10.5	5.2	4.6
Part-time on-campus job	70.7	16.5	9.8	2.7	0.2
Part-time off-campus job	78.8	10.7	3.9	2.0	0.5
Full-time job	99.3	0.2	0.4	0.1	0.0
Aid not to be repaid					
Pell Grant	87.7	2.6	6.0	3.7	0.0
SEOG	91.0	3.1	4.8	1.0	0.0
State scholarship/grant	86.3	5.2	6.9	1.6	0.0
College work-study	87.2	2.9	7.1	2.8	0.0
Other college grant/scholarship	82.7	5.1	9.3	2.4	0.6
Other private grant	87.5	3.8	5.9	2.5	0.3
Other government aid	99.2	0.1	0.3	0.1	0.3
Aid to be repaid					
Stafford Loan or GSL	87.3	1.0	5.7	5.9	0.0
Perkins Loan	95.2	0.6	1.9	2.3	0.0
Other college loan	96.2	0.5	1.1	0.8	1.4
Other loan	97.1	0.2	0.6	0.6	1.5
Other sources	97.0	1.0	0.9	0.2	0.9

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TABLE 4f: Pre-college Issues,
Concerns, and Attitudes

Item Description	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Rate yourself on each of the following traits as compared with the average person your age					
Academic ability	18.6	57.6	23.0	0.6	0.1
Artistic Ability	4.9	25.2	36.1	26.9	6.8
Competitiveness	15.3	37.0	37.3	9.5	0.9
Cooperativeness	23.0	52.4	22.5	2.1	0.1
Drive to achieve	25.6	46.4	25.0	2.7	0.3
Emotional health	19.0	37.6	35.5	7.5	0.4
Leadership ability	14.2	40.7	35.0	8.8	1.4
Mathematical ability	10.6	33.0	35.2	18.3	2.8
Originality	14.5	39.2	41.8	4.3	0.2
Physical health	17.0	37.7	38.2	6.7	0.4
Popularity	3.7	28.7	60.0	6.3	1.2
Public speaking ability	8.3	24.1	38.8	23.4	5.3
Reading speed/comprehension	13.5	31.5	37.8	15.6	1.7
Self-confidence, intellectual	14.1	47.1	34.3	4.1	0.4
Self-confidence, social	9.8	36.2	43.4	9.6	1.0
Understanding of others	23.6	48.9	26.2	1.3	0.1
Writing ability	10.2	41.0	39.8	7.8	1.3

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TABLE 4g: Pre-college Issues,
Concerns, and Attitudes

Item Description	N	%
What is the highest academic degree that you intend to obtain at ANY institution		
None	13	1.1
Associate or Vocational	1	0.1
Bachelor's	262	21.4
Master's	656	53.7
Ph.D., or Ed.D.	176	14.4
Medical	70	5.7
Law	31	2.5
Divinity	2	0.2
Other	12	1.0

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TABLE 4h: Pre-college Issues,
Concerns, and Attitudes

Item Description	N	%
Probable Field of Study		
Arts and humanities		
Arts	32	2.8
English	24	2.1
History	14	1.2
Journalism	14	1.2
Language/literature	14	1.2
Music	17	1.5
Philosophy	3	0.3
Speech	1	0.1
Theater/Drama	14	1.2
Theology/Religion	1	0.1
Other Humanities	3	0.3
Total arts and humanities	137	12.0
Biological sciences		
General Biology	28	2.4
Biochemistry/Biophysics	13	1.1
Botany	0	0.0
Marine (life) science	28	2.4
Microbiology/Bacteriology	3	0.3
Zoology	6	0.5
Other Biological sciences	10	0.9
Total biological sciences	88	7.6
Business		
Accounting	35	3.0
Business Administration	63	5.5
Finance	22	1.9
Marketing	30	2.6
Management	28	2.4
Secretarial studies	0	0.0
Other Business	14	1.2
Total business	192	16.6

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TABLE 4h: Pre-college Issues,
Concerns, and Attitudes

Item Description	N	%
Probable Field of Study (cont.)		
Education		
Business Education	2	0.2
Elementary Education	89	7.7
Music or Art Education	10	0.9
Physical Education/Recreation	7	0.6
Secondary Education	60	5.2
Special Education	15	1.3
Other Education	7	0.6
Total education	190	16.5
Engineering		
Aeronautical/Astronautical Engineering	6	0.5
Civil Engineering	6	0.5
Chemical Engineering	2	0.2
Electrical Engineering	7	0.6
Industrial Engineering	2	0.2
Mechanical Engineering	9	0.8
Other Engineering	11	1.0
Total engineering	43	3.8
Physical science		
Astronomy	2	0.2
Chemistry	2	0.2
Earth Science	5	0.4
Marine Science	9	0.8
Mathematics	7	0.6
Physics	7	0.6
Other physical science	8	0.7
Total physical science	40	3.5

CIRP 1992

TABLE 4h: Pre-college Issues,
Concerns, and Attitudes

Item Description	N	%
Probable Field of Study (cont.)		
Professional		
Architecture/Urban Planning	9	0.8
Home Economics	2	0.2
Health technology (medical, dental, lab)	8	0.7
Nursing	9	0.8
Pharmacy	9	0.8
Predental, premedical, preveterinarian	28	2.4
Therapy (occupational, physical, speech)	45	3.9
Other professional	9	0.8
Total professional	119	10.4
Social sciences		
Anthropology	5	0.4
Economics	1	0.1
Ethnic Studies	1	0.1
Geography	0	0.0
Political Science	26	2.3
Psychology	64	5.6
Social Work	9	0.8
Sociology	3	0.3
Other social science	3	0.3
Total social science	114	9.9
Technical		
Data processing	5	0.4
Drafting or design	10	0.9
Electronics	2	0.2
Other technical	6	0.5
Total technical	23	2.0
Other fields		
Communications	23	2.0
Computer science	10	0.9
Forestry	3	0.3
Law enforcement	10	0.9
Other	10	0.9
Total other fields	58	5.0
Undecided	146	12.7

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TABLE 4h: Pre-college Issues,
Concerns, and Attitudes

Item Description	N	%
Probable Field of Study (collapsed)		
Arts and humanities	137	12.0
Biological sciences	88	7.6
Business	192	16.6
Education	190	16.5
Engineering	43	3.8
Physical science	40	3.5
Professional	119	10.4
Social science	114	9.9
Technical	23	2.0
Other fields	58	5.0
Undecided	146	12.7

CIRP 1992

TABLE 5a: Political Viewpoints and
Opinions on Issues

Item Description	N	%
How would you characterize your political views		
Far Left	25	2.2
Liberal	435	37.4
Middle-of-the-road	493	42.4
Conservative	199	17.1
Far Right	10	0.9

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TABLE 5b: Political Viewpoints and Opinions on Issues

Item Description	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Mark one in each row				
The Federal government is not doing enough to protect the consumer	7.4	66.9	24.1	1.5
The Federal government is not doing enough to control environmental pollution	54.2	35.4	8.6	1.8
The Federal government should raise taxes to reduce the deficit	6.4	34.0	42.1	17.5
There is too much concern in the courts for the rights of criminals	19.2	44.9	30.5	5.4
Federal military spending should be increased	1.3	7.8	37.7	53.1
Abortion should be legal	53.2	20.7	10.4	15.6
The death penalty should be abolished	7.8	14.4	40.9	36.9
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	13.5	33.5	27.2	25.8
The activities of married women are best confined to home and family	5.5	11.1	20.6	62.7
Marijuana should be legalized	10.5	21.0	25.8	42.8
Busing is OK is it helps to achieve racial balance in the schools	9.2	42.5	34.7	13.6
It is important to have laws prohibiting homosexual relationships	6.8	13.3	31.6	48.3
The chief benefit of a college education is that it increases one's earning power	12.0	42.5	30.9	14.6
Employers should be allowed to require drug testing of employees or job applicants	31.4	43.9	17.6	7.1
The best way to control AIDS is through widespread, mandatory testing	11.8	36.3	36.2	15.7
Just because a man thinks that a woman has "led him on" does not entitle him to have sex with her	82.1	12.3	3.1	2.5
The Federal government should do more to control the sale of handguns	48.4	38.4	9.6	3.5
A national health care plan is needed to cover everybody's medical costs	38.5	42.9	13.3	5.2
Nuclear disarmament is attainable	29.9	43.0	22.5	4.6
Racial discrimination is no longer a major problem in America	1.3	5.3	28.3	65.1

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TABLE 5b: Political Viewpoints and
Opinions on Issues (cont.)

Item Description	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Mark one in each row				
The Federal government should do more to discourage energy consumption	32.7	55.2	10.4	1.7
Realistically, an individual can do little to bring about changes in our society	3.7	18.8	37.8	39.7
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	4.8	36.2	39.6	19.3
Student publications should be cleared by college officials	2.4	22.1	40.2	35.3
Grading in the high schools has become too easy	19.0	47.8	28.9	4.2
Wealthy people should pay a larger share of taxes than they do now	40.6	37.0	16.4	6.0
Colleges should prohibit racist/sexist language on campus	28.1	34.6	23.6	13.6

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TABLE 6a: Aspirations and Anticipated Behaviors

Item Description	Essential	Very Important	Somewhat Important	Not Important
Please indicate the importance to you personally of each of the following				
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	4.3	8.1	24.4	63.2
Becoming an authority in my field	21.0	43.1	28.9	6.9
Obtaining recognition from my colleagues for contributions to my special field	11.9	34.6	41.3	12.2
Influencing the political structure	3.9	15.7	43.9	36.5
Influencing social values	9.5	34.2	43.1	13.2
Raising a family	35.8	33.9	21.3	8.9
Having administrative responsibility for the work of others	5.9	26.1	42.8	25.3
Being very well off financially	21.7	35.9	34.0	8.4
Helping others who are in difficulty	19.2	44.6	33.3	2.9
Making a theoretical contribution to science	3.8	9.5	29.9	56.9
Writing original works (poems, novels, short stories, etc.)	5.4	9.2	26.4	59.0
Creating artistic work (painting, sculpture, decorating, etc.)	6.3	8.6	22.6	62.4
Becoming successful in business of my own	12.7	21.7	29.6	36.0
Becoming involved in programs to clean up the environment	11.2	26.2	48.1	14.5
Developing a meaningful philosophy of life	21.8	29.6	30.9	17.7
Participating in a community action program	5.2	22.2	49.6	23.1
Helping to promote racial understanding	14.8	33.5	40.0	11.7
Keeping up to date with political affairs	13.7	41.3	32.1	13.0
Becoming a community leader	7.6	22.7	44.5	25.3

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TABLE 6b: Aspirations and Anticipated Behaviors

Item Description	Very Good Chance	Some Chance	Very Little Chance	No Chance
What is your best guess as to the chances that you will:				
Change major field	22.1	43.5	27.0	7.4
Change career choice	20.9	46.6	25.5	7.1
Fail one or more courses	0.9	13.6	52.3	33.2
Graduate with honors	13.1	60.8	22.8	3.3
Be elected to student office	2.2	23.4	43.7	30.7
Get a job to help pay for college expenses	53.5	33.4	10.1	3.1
Work full time while attending college	2.8	15.5	44.3	37.4
Join a social fraternity, sorority, or club	12.8	27.7	22.2	37.4
Play varsity/intercollegiate athletics	13.3	23.1	26.7	36.8
Be elected to an academic honor society	6.7	42.2	34.1	17.0
Make at least a "B" grade	50.9	45.2	3.9	0.0
Need extra time to complete degree	14.1	52.8	29.0	4.1
Get tutoring help in specific courses	18.6	52.4	25.4	3.6
Have to work outside job during college	30.9	37.6	22.7	8.8
Seek vocational counseling	9.6	26.5	40.8	23.1
Get a bachelor's degree	77.4	19.4	2.7	0.5
Take part in student protests	9.9	31.9	41.0	17.1
Drop out temporarily (exclude transferring)	1.6	7.8	36.0	54.6
Drop out permanently (exclude transferring)	0.8	2.1	19.5	77.6
Transfer to another college before graduating	16.2	36.9	30.1	16.8
Be satisfied with your college	48.6	47.6	3.4	0.4
Find a job after college in your field	63.8	32.8	2.7	0.7
Get married while in college	6.1	26.1	40.2	27.6
Do volunteer or community service work	20.8	47.8	24.5	6.8

APPENDIX B:
Copy of Survey Form

NAME: FIRST M LAST

ADDRESS:

CITY: STATE: ZIP: PHONE: - -

When were you born? Month Day Year

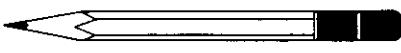
1993 COLLEGE STUDENT SURVEY

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

62087

FORM NO.:

PLEASE PROVIDE YOUR SOCIAL SECURITY NO.										Mark here if directed	
										GRP CODE A	GRP CODE B
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

1. If you could make your college choice over again, would you still choose to enroll at this college?
 Definitely yes
 Probably I would
 Probably not
 Definitely not
 Don't know.

2. Your sex: Male Female

3. Please indicate (A) the highest degree you will have earned as of June 1993 and (B) the highest degree you plan to complete.
 (Mark one in each column)

	Highest Degree Earned	Highest Degree Planned
None	A B	A B
Vocational certificate	A B	A B
Associate (A.A. or equivalent)	A B	A B
Bachelor's degree (B.A., B.S., etc.)	A B	A B
Master's degree (M.A., M.S., etc.)	A B	A B
Ph.D. or Ed.D.	A B	A B
M.D., D.O., D.D.S., or D.V.M.	A B	A B
LL.B. or J.D. (Law)	A B	A B
B.D. or M.Div. (Divinity)	A B	A B
Other	A B	A B

4. What year did you first enter college?
 1992 or 1993
 1991
 1990
 1989
 1988 or earlier

5. Since entering college have you:
 (Mark all that apply)

- Enrolled in honors or advanced courses
- Joined a fraternity or sorority
- Got married
- Had a part-time job on campus
- Had a part-time job off campus
- Worked full-time while attending school
- Participated in a study abroad program
- Participated in a college internship program
- Participated in campus protests, demonstrations
- Been elected to a student office
- Taken remedial or developmental courses
- Graduated with honors
- Enrolled in an ethnic studies course
- Enrolled in a women's studies course
- Attended a racial/cultural awareness workshop
- Participated in an ethnic/racial student organization
- Worked on a professor's research project
- Participated in intercollegiate football or basketball
- Participated in other intercollegiate sport
- Had faculty take a personal interest in my progress
- Served as a resident advisor/assistant
- Felt very involved in campus activities
- Challenged a professor's ideas in class
- Helped recruit new students to my college

6. Since entering college as a freshman, have you taken a leave of absence, withdrawn from school, or transferred from another college? (If more than one applies, mark only the most recent)
 NO → Please go to Question 8.
 Took a leave of absence
 Withdrew from school
 Transferred before completing my program

Please answer Question 7.

7. How important were each of the reasons listed below in your decision to take a leave of absence, withdraw from school, or transfer? (Mark one answer for each reason)

	Very Important	Somewhat Important	Not Important
Wanted to reconsider my goals and interests	V	S	N
Changed my career plans	V	S	N
Wanted practical experience	V	S	N
Didn't feel like I "fit in" at my first college	V	S	N
Was bored with my coursework	V	S	N
Wanted to go to a school with a better academic reputation	V	S	N
Wanted a better social life	V	S	N
Wanted to be closer to home	V	S	N
Had a good job offer	V	S	N
Wasn't doing as well academically as I had expected	V	S	N
Family responsibilities	V	S	N
Tired of being a student	V	S	N
Had money problems and could no longer afford to attend college	V	S	N
Wanted to go to a school that offered a wider selection of courses or more major field choices	V	S	N

3. Please rate your satisfaction with this college on each of the aspects of campus life listed below.

Mark one in each row

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Science and mathematics courses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humanities courses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social science courses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses in your major field	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of coursework to everyday life	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall quality of instruction	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratory facilities and equipment	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library facilities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer facilities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to take interdisciplinary courses	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to discuss coursework outside of class with professors	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to participate in extracurricular activities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of community on campus	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutorial help or other academic assistance	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career counseling and advising	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student housing	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid services	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of contact with faculty and administrators	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities to attend films/concerts	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job placement services for students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus health services	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class size	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with other students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to find a faculty or staff mentor	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ethnic/racial diversity of the faculty	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership opportunities	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall college experience	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. 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%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competitiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to learn a foreign language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity with the opposite sex	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Please mark your probable career occupation below:

- 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

11. For the activities listed below please indicate how often (Frequently, Occasionally, or Not at all) you engaged in each during the past year.

Mark one in each row

	Frequently	Occasionally	Not at all
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been lonely or homesick	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stayed up all night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a personal computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received career/vocational counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in organized demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt harassed because of my ethnic background	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt harassed because of my gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. During the past year, how much time did you spend during a typical week doing the following activities?

(Mark one in each row)

- Socializing with friends
- Exercising/sports
- Reading for pleasure
- Volunteer work
- Partying
- Working (for pay)
- Clubs/groups
- Watching TV
- Commuting
- Religious services/meetings
- Hobbies
- Classes/labs
- Studying/homework
- Talking with faculty outside of class

	Hours Per Week							
	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Socializing with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercising/sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for pleasure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clubs/groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious services/meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hobbies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classes/labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying/homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with faculty outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. What do you plan to be doing in the fall of 1993?

(Mark all that apply)

- Attending undergraduate college full-time
- Attending undergraduate college part-time
- Attending graduate or professional school
- Attending a vocational training program
- Working full-time
- Working part-time
- Serving in the Armed Forces
- Traveling, hosteling, or backpacking
- Doing volunteer work
- Staying at home to be with (or start) my family

14. Compared with when you entered college as a freshman, how would you now describe your:

Mark one for each item.

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
General knowledge	5	4	3	2	1
Analytical and problem-solving skills	5	4	3	2	1
Knowledge of a particular field or discipline	5	4	3	2	1
Ability to think critically	5	4	3	2	1
Foreign language ability	5	4	3	2	1
Knowledge of people from different races/cultures	5	4	3	2	1
Religious beliefs and convictions	5	4	3	2	1
Preparation for graduate or professional school	5	4	3	2	1
Leadership abilities	5	4	3	2	1
Ability to work independently	5	4	3	2	1
Interpersonal skills	5	4	3	2	1
Cultural awareness and appreciation	5	4	3	2	1
Tolerance of persons with different beliefs	5	4	3	2	1
Acceptance of people from different races/cultures	5	4	3	2	1
Confidence in your academic abilities	5	4	3	2	1
Writing skills	5	4	3	2	1
Public speaking ability	5	4	3	2	1
Competitiveness	5	4	3	2	1
Ability to work cooperatively	5	4	3	2	1
Mathematical skills	5	4	3	2	1
Reading speed and comprehension	5	4	3	2	1
Ability to influence others	5	4	3	2	1

15. Indicate the importance to you personally of each of the following:

(Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	5	4	3	1
Becoming an authority in my field	5	4	3	1
Obtaining recognition from my colleagues for contributions to my special field	5	4	3	1
Influencing the political structure	5	4	3	1
Influencing social values	5	4	3	1
Raising a family	5	4	3	1
Having administrative responsibility for the work of others	5	4	3	1
Being very well off financially	5	4	3	1
Helping others who are in difficulty	5	4	3	1
Making a theoretical contribution to science	5	4	3	1
Writing original works (poems, novels, short stories, etc.)	5	4	3	1
Creating artistic work (painting, sculpture, decorating, etc.)	5	4	3	1
Being successful in a business of my own	5	4	3	1
Becoming involved in programs to clean up the environment	5	4	3	1
Developing a meaningful philosophy of life	5	4	3	1
Participating in a community action program	5	4	3	1
Helping to promote racial understanding	5	4	3	1

16. How would you characterize your political views?

(Mark one)

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

17. Are you: (Mark all that apply)

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

18. Is English your native language?

No

Yes, I transferred from a different:

- Public University Private University
- Public four-year college Private four-year college
- Public two-year college Private two-year college

19. Did you attend any other institutions prior to attending your current college? If more than one applies, mark only the most recent.

(Mark one in each column)

	YEAR					
	1	2	3	4	5	6
Attended this college	1	1	1	1	1	1
Attended a different college	2	2	2	2	2	2
Not enrolled	3	3	3	3	3	3

21. Are you currently enrolled: Full-time Part-time

22. Which option listed below best describes where you lived during each year you attended college?

(Mark one in each column)

	YEAR					
	1	2	3	4	5	6
With parents or relatives	1	1	1	1	1	1
Other private home, apt., room	2	2	2	2	2	2
College dormitory	3	3	3	3	3	3
Fraternity or sorority house	4	4	4	4	4	4
Other campus student housing	5	5	5	5	5	5
Other	6	6	6	6	6	6

23. Mark the one oval that best describes your undergraduate grade average.

- A (3.75-4.0) B- (2.25-2.74)
- A- (3.25-3.74) C (1.75-2.24)
- B (2.75-3.24) C- or less (below 1.75)

24. During the past year, indicate how often (Frequently, Occasionally, or Not at all) you engaged in the following activities.

(Mark one for each item)

	Frequently	Occasionally	Not at all
Worked on independent study projects	5	4	1
Took interdisciplinary courses	5	4	1
Discussed course content with students outside of class	5	4	1
Worked on group projects in class	5	4	1
Been a guest in a professor's home	5	4	1
Tutored another student	5	4	1
Participated in intramural sports	5	4	1
Missed classes because of illness	5	4	1
Felt like leaving college	5	4	1
Failed to complete homework on time	5	4	1
Was bored in class	5	4	1
Did extra (unassigned) work for a course	5	4	1
Studied with other students	5	4	1
Overslept and missed a class or appointment	5	4	1
Studied in the library	5	4	1

25. Below is a list of different major fields. Mark only one in each column.
- U Undergraduate major field or most recent
G Graduate major field or your preference to go to graduate school

ARTS AND HUMANITIES

- Art, fine and applied U G
- English language and literature U G
- History U G
- Journalism U G
- Language and Literature (except English) U G
- Music U G
- Philosophy U G
- Speech U G
- Theater or Drama U G
- Theology or Religion U G

- Other Arts and Humanities U G

BIOLOGICAL SCIENCE

- Biology (general) U G
- Biochemistry or Biophysics U G
- Botany U G
- Marine (Life) Science U G
- Microbiology or Bacteriology U G
- Zoology U G
- Other Biological Science U G

BUSINESS

- Accounting U G
- Business Administration (general) U G
- Finance U G
- Marketing U G
- Management U G
- Secretarial Studies U G
- Other Business U G

EDUCATION

- Business Education U G
- Elementary Education U G
- Music or Art Education U G
- Physical Education or Recreation U G
- Secondary Education U G
- Special Education U G
- Other Education U G

ENGINEERING

- Aeronautical or Astronautical Engineering U G
- Civil Engineering U G
- Chemical Engineering U G
- Electrical or Electronic Engineering U G
- Industrial Engineering U G
- Mechanical Engineering U G
- Other Engineering U G

PHYSICAL SCIENCE

- Astronomy U G
- Atmospheric Science (incl. Meteorology) U G
- Chemistry U G
- Earth Science U G
- Marine Science (incl. Oceanography) U G
- Mathematics U G
- Physics U G
- Statistics U G
- Other Physical Science U G

PROFESSIONAL

- Architecture or Urban Planning U G
- Home Economics U G
- Health Technology (medical, dental, laboratory) U G
- Law U G
- Library-Archival Science U G
- Nursing U G
- Pharmacy U G
- Preclinical, Premedicine, Preveterinary U G
- Therapy (occupational, physical, speech) U G
- Other Professional U G

SOCIAL SCIENCE

- Anthropology U G
- Economics U G
- Ethnic Studies U G
- Geography U G
- Political Science (gov't., international relations) U G
- Psychology U G
- Social Work U G
- Sociology U G
- Women's Studies U G
- Other Social Science U G

TECHNICAL

- Building Trades U G
 - Data Processing or Computer Programming U G
 - Drafting or Design U G
 - Electronics U G
 - Mechanics U G
 - Other Technical U G
- OTHER FIELDS**
- Agriculture U G
 - Communications (radio, TV, etc.) U G
 - Computer Science U G
 - Forestry U G
 - Law Enforcement U G
 - Military Science U G
 - Other Field U G
 - Undecided U G

26. Please indicate your agreement with each of the following statements.

Mark one for each item:

- The Federal government is not doing enough to protect the consumer from faulty goods and services
- The Federal government is not doing enough to promote disarmament
- The Federal government is not doing enough to control environmental pollution
- The Federal government should raise taxes to help reduce the deficit
- Federal military spending should be increased
- Nuclear disarmament is attainable
- The death penalty should be abolished
- My academic successes are due to my ability and effort
- Abortion should be legal
- 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
- The chief benefit of a college education is that it increases one's earning power
- My academic failures are due to my lack of ability
- There is too much concern in the courts for the rights of criminals
- Just because a man feels a woman has "led him on" does not entitle him to have sex with her
- Colleges should prohibit racist/sexist speech on campus
- My academic failures are due to my lack of effort

	1. Agree Strongly	2. Agree Somewhat	3. Disagree Somewhat	4. Disagree Strongly
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4
<input type="checkbox"/>	1	2	3	4

27. Your current religious preference: (Mark one)

- Baptist Presbyterian
- Buddhist Quaker
- Eastern Orthodox Roman Catholic
- Episcopal Seventh Day Adventist
- Islamic UCC
- Jewish Other Protestant
- LDS (Mormon) Other Religion
- Lutheran None
- Methodist

28. The Higher Education Research Institute at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their students. 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

ADDITIONAL QUESTIONS: If you received an additional page of questions, please mark your answers below:

- | | | |
|--|--|--|
| 29. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E | 36. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E | 43. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E |
| 30. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E | 37. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E | 44. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E |
| 31. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E | 38. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E | 45. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E |
| 32. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E | 39. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E | 46. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E |
| 33. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E | 40. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E | 47. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E |
| 34. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E | 41. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E | 48. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E |
| 35. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E | 42. <input type="checkbox"/> A <input type="checkbox"/> B <input type="checkbox"/> C <input type="checkbox"/> D <input type="checkbox"/> E | |

THANK YOU!

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