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The 1993 College Student Survey:
A Longitudinal Study of 1989 CIRP
Participants

Report 1994-01

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Executive Summary

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. Participants in the 1989 CIRP are the focus of this report. During Spring Quarter, 1993, the OIAT sent 482 current students who had taken the CIRP survey in the Fall Quarter, 1989, College Student Surveys (CSS). Developed by the same developers of the CIRP, the Higher Education Research Institute (HERI), a part of the Graduate School of Education at the University of California, Los Angeles, the CSS was designed to parallel the Freshman CIRP survey and to give researchers a longitudinal tool with which to measure students' attitudes, values, etc. Usable responses were returned by 213 of those students, and are the focus of this report.

Of the 213 usable questionnaires, 73.2% were from females and 26.8% from males. Moreover, while 1989 CIRP respondents were 87.6% white, non-hispanics, 1993 CSS respondents were 93.8% white, non-hispanic. In Fall Quarter of 1989, 96.3% of CSS respondents were between the ages of 18 to 19, placing most between the ages of 22 to 23 in the Spring Quarter of 1993. At the time of the survey, nearly all respondents (96.0%) were enrolled as full-time students. For 84.0% of CSS respondents, Western was their first college of choice; for another 12.7%, Western was their second college of choice.

As frosh, 78.1% of CSS respondents anticipated earning a Master's Degree or better. As seniors, that figure had fallen to 51.5%. In 1989, nearly all CSS respondents (98.6%) reported earning high school grade points averages of 3.0 or better. As college undergraduates, most CSS respondents (85.9%) reported earning college grade point averages of 3.0 or better.

As frosh, CSS respondents were asked which of various events were 'very likely' to occur during college. As seniors, CSS respondents were asked what events actually *did* occur. Comparisons of particular interest included: 1) while as frosh 61.2% anticipated they *would be* satisfied with Western, as seniors 83.3% indicated they *were* satisfied with Western; 2) while as frosh only 1.9% anticipated they *would* work full-time while at college, as seniors 11.7% indicated that they actually *had* worked full-time; 3) while as frosh only 8.2% *anticipated* participating in demonstrations, as seniors 26.8% indicated they *had* participated in student protests.

When asked to report on their activities in the year preceding taking the CSS, survey respondents indicated that while very few had missed a class due to illness (0.5%), a rather high percentage of respondents had missed a class because they overslept (41.7%). When asked how many hours a week in the last year respondents spent on various activities, high percentages were found in the categories attending "classes/labs", "studying/doing homework", and "working for pay", and low percentages were found in the categories "reading for pleasure", "partying", and attending "religious services/meetings".

CSS respondents were asked how satisfied they were with various aspects of their college experiences. Receiving the highest percentages of "very satisfactory" or "satisfactory" responses

were "courses in major field" (88.1%), "overall college experience" (83.3%), and "interaction with other students" (82.8%).

CSS respondents were asked to compare their current abilities and skills to what those abilities and skills were like as frosh. The areas with the highest percentage responses of "much stronger" or "stronger" included "knowledge of a particular field" (72.6%), "general knowledge" (49.1%), and "critical thinking ability" (28.9%). When asked if they would enroll at Western again, 38.2% of CSS respondents indicated "definitely yes", and another 48.6% indicated "probably yes" (combined = 86.8%)

Majors that were reported less as seniors than as frosh included business, health professional, and engineering. Most other majors were reported more as seniors than as frosh, if for no other reason than far fewer seniors reported as "undecided".

Changes in values over four years were measured through questions asking what objectives CSS respondents considered to be "essential" or "very important". Percentages that changed upwardly from frosh to seniors included "develop philosophy of life", "influence social values", and "participate in community action programs". Percentages that changed downwardly from frosh to seniors included "be very well off financially", "obtain recognition from colleagues", and "become and authority in my field"

CSS respondents also became more politicized after four years at Western. Considerably fewer labeled themselves middle-of-the-road politically, while the percentages of respondents labeling themselves conservative, liberal, far right, or far left rose.

Changes in attitudes over four years were measured through questions asking whether CSS respondents agreed "strongly" or "somewhat" to a list of issues. Percentages that changed upwardly from frosh to seniors included "raise taxes to reduce the deficit", "marijuana should be legalized", and "abortion should be legal(ized)". Percentages that changed downwardly from frosh to seniors included "too much concern for criminals", "government not promoting disarmament", and "college increases earning power".

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. Between 1971 and 1993, there were eight administrations of the CIRP, including one in 1989. Participants in the 1989 CIRP are the focus of this report. In the Spring of 1993, all 1989 CIRP respondents still attending WWU were sent a follow-up questionnaire called the College Student Survey (CSS). As was the CIRP, the CSS instrument was developed by the Higher Education Research Institute (HERI), a part of the Graduate School of Education at the University of California, Los Angeles. The CSS was designed to parallel the Freshman CIRP survey and to give researchers a longitudinal tool with which to measure students' attitudes, values, etc. Most often, administration of the CSS is two and/or four years after the CIRP. Western, obviously, chose to administer the CSS four-years later. Fall quarter, 1989, frosh who took the CIRP were re-surveyed in what for most would have been the spring quarter of their senior year.

Nationwide, sixty institutions participated in the CSS program in 1993. Participating institutions are grouped into like categories--for instance, 'Private Universities' and 'Catholic Four-year Colleges'--to help make comparisons more exact. To further facilitate national comparisons, selectivity ratings are assigned--figures derived from average composite SAT scores of the institution's entering class. Western falls within the comparison group 'Public Four-year Colleges', which for the 1993 CSS survey was the least represented, with seven participating institutions total, Western included. The other fifty-three CSS participants were private colleges and universities, and religiously affiliated four-year colleges. Of the seven institutions within Western's grouping, only one other had Western's same selectivity rating, and that was SUNY College at Potsdam. Thus, while it is often the case that CIRP data gathered on Western freshmen are compared to national findings, because of the low participation rate of institutions similar to Western, CSS findings will not have as much local/national comparison--only as much as needed to put perspective on certain findings presented in the Discussion section of this report. Mostly CSS data will be compared in-house only--the attitudes, values, etc., of Western seniors compared to what they were as frosh.

Demographics

During Spring Quarter, 1993, the OIAT matched 482 current students who had taken the CIRP survey in the Fall Quarter, 1989. CSS surveys were sent to those students. Responses were received from 220. Of those 220, the CIRP program was able to make 213 matches to the 1989 surveys.¹ It is these 213 responses which are used in this report.

¹Some respondents did not give permission to use their social security numbers.

In the 1989 CIRP survey, more females than males participated than were represented in the total population of Western frosh (62.4% females and 37.6% males took the CIRP compared to 58.5% female and 41.5% males actually enrolled as frosh in the fall of 1989). For the 1993 CSS, response factors--mainly that females generally are more conscientious about responding to surveys than males are--affected gender ratio further. Of the 213 usable questionnaires, 73.2% were from females and 26.8% from males. Moreover, while 1989 CIRP respondents were 87.6% white, non-hispanics, 1993 CSS respondents were 93.8% white, non-hispanic. Findings in this report are, however, reported as is, with no weighting. *The preceding information was provided to give readers a general demographic picture of who the CSS respondents were--in the majority, white, non-hispanic females.* As with all OIAT reports, anyone with an interest in pursuing the data further--not only with an interest in re-analyzing weighted data, but for *any* further statistical analyses--may contact the OIAT through regular mail and telecommunications channels.

In Fall Quarter of 1989, 96.3% of CSS respondents were between the ages of 18 to 19, placing most between the ages of 22 to 23 in the Spring Quarter of 1993. At the time of the survey, nearly all respondents (96.0%) were enrolled as full-time students. For 84.0% of CSS respondents, Western was their first college of choice; for another 12.7%, Western was their second college of choice. CIRP information taken from this cohort in 1989 reminds us why they chose to attend WWU. The three highest percentage responses to the prompt "reasons noted as very important in selecting this (WWU) college" were: 1) academic reputation, 57.8%; 2) graduates get good jobs, 25.9%; and 3) good social reputation, 22.9%.²

A very low percentage of CSS respondents (3.3%) had attended another college than Western since 1989--most commonly a 2-year public (community) college. And while few indicated they had transferred or withdrawn from Western, 11.0% of CSS respondents indicated they had taken a leave of absence. Of respondents who took time off (approximately 30), various reasons for doing so were noted as 'very important', but the two most common were "couldn't afford college" (31.2% indicating) and "to reconsider goals and interests" (30.3% indicating).

A majority of CSS respondents (57.3%) indicated that their plans for the Fall of 1993 were to attend college full-time. Other plans CSS respondents had for the Fall of 1993 included: to work part-time (43.7%); to work full-time (33.3%); and to do volunteer work (20.2%).

Findings

As frosh, 78.1% of CSS respondents anticipated earning a Master's Degree or better. As seniors, that figure had fallen to 51.5%.³ In 1989, nearly all CSS respondents (98.6%) reported

²McKinney, G.R., Trimble, J.E., & Andrieu-Parker, J.M. (1993). *The Evolving Character of WWU Freshmen: Analyses of CIRP Surveys from 1971 to 1991* Report 1993-04. Bellingham, WA: Office of Institutional Assessment and Testing.

³By the Spring Quarter of 1993, 41.3% of CSS respondents had reported *earning* Bachelor's Degrees. The assumption here would be that most respondents actually had not been granted Bachelor's Degrees, but that they had tracked their degree progress and were *anticipating* that those degrees would be earned.

earning high school grade points averages of 3.0 or better. As college undergraduates, most CSS respondents (85.9%) reported earning college grade point averages of 3.0 or better.

As frosh, CSS respondents were asked which of various events were 'very likely' to occur during college. As seniors, CSS respondents were asked what events actually *did* occur. Comparisons of particular interest included: 1) while as frosh 61.2% anticipated they *would be* satisfied with Western, as seniors 83.3% indicated they *were* satisfied with Western; 2) while as frosh only 1.9% anticipated they *would* work full-time while at college, as seniors 11.7% indicated that they actually *had* worked full-time; 3) while as frosh only 8.2% *anticipated* participating in demonstrations, as seniors 26.8% indicated they *had* participated in student protests.⁴ (See Table 1.)

Table 1. Percentage of CSS respondents indicating as frosh events likely to occur (1989) compared to events that actually occurred while in college (1993)

Item	1989 CIRP	1993 CSS
be elected to student office	5.3	9.4
be satisfied with this (WWU) college	61.2	83.3
change career choice	24.6	41.5
change major field	26.1	36.5
drop out temporarily	1.5	11.0
get job to help pay expenses	66.7	64.3
participate in demonstrations	8.2	26.8
work full-time while at college	1.9	11.7

When queried as to what other college activities CSS respondents had participated in, the most often reported were "faculty took interest in me" (53.1%); "enrolled in ethnic study courses" (49.3%); and "challenged professor's ideas in class" (38.5%).

As frosh, CSS respondents were asked in which academic activities they had participated in the year *preceding their freshmen year*. As seniors, CSS respondents were asked in which academic activities they had participated in the year *preceding taking the CSS*. Comparisons of particular interest included: 1) while as frosh 8.3% indicated they did extra course reading, as seniors only 1.9% indicated they had done extra course reading; 2) while as frosh 70.6% indicated they didn't complete homework on time, as seniors only 49.8% indicated they didn't complete homework on time; and 3) while as frosh only 8.8% indicated they studied in the library, as seniors 34.9% indicated they had studied in the library.

⁴Other OIAT reports have indicated that Western students are satisfied, overall, with their education at WWU. Among them, the Western Experience Survey. While this is very good news, it should not come as a surprise that CSS respondents were more satisfied with Western as seniors than frosh. Generally speaking, such a result would be expected. It's a rare breed of college student who would stick with a school he or she disliked for four years.

When considering only the year preceding taking the CSS, activities engaged in by respondents included two particularly revealing ones. While hardly any respondents indicated having been ill and missed a class (0.5%), a rather high percentage of respondents had overslept and missed a class (41.7%).

As frosh, CSS respondents were asked in which *general* activities they had participated in the year *preceding their freshmen year*. As seniors, CSS respondents were asked in which general activities they had participated in the year *preceding taking the CSS*. Comparisons of particular interest included: 1) while as frosh, 68.7% indicated they attended a religious service, as seniors only 53.6% indicated they attended a religious service; 2) while as frosh, 68.7% indicated they had drunk beer, as seniors 76.1% indicated they had drunk beer; 3) while as frosh 81.2% indicated they stayed up all night, as seniors only 54.0% indicated they stayed up all night.

One last frosh/senior comparison of merit dealt with depression. As frosh, 8.6% of CSS respondents indicated they felt depressed and all were females. As seniors, 7.7% of CSS respondents indicated they felt depressed, with the percentages being about equally divided between males and females. (See Table 2.)

Table 2. Percentage of CSS respondents indicating activities in year preceding frosh year compared to activities in year preceding CSS year

Item	Activities in Year Preceding Freshmen year	Activities in Year Preceding CSS
Academic		
did extra course reading	8.3	1.9
didn't complete homework on time	70.6	49.8
studied in library	8.8	34.9
was guest in teacher's home	32.4	18.9
tutored another student	63.6	43.9
General		
attended religious service	68.6	53.6
drank beer	68.7	76.1
felt depressed	8.6	7.7
smoked cigarettes	2.7	8.9
took part in demonstrations	38.9	15.6

When indicating what other general activities they had done in the year preceding taking the CSS, 70.8% of respondents indicated they had "been lonely or homesick"; 69.8% indicated they had "used a personal computer"; and 34.8% indicated they had been "harrassed because of gender".

CSS respondents were asked how many hours a week in the last year they spent on various activities. High percentage responses were found in the categories attending "classes/labs", "studying/doing homework", and "working for pay". Low percentage responses were found in the categories "reading for pleasure", "partying", and attending "religious services/meetings". (See Table 3.)

Table 3. Percentage of CSS respondents indicating the number of hours spent on selected activities

Item	None	Six or more hours	Sixteen or more hours
socializing with friends	0.0	70.8	25.9
exercising/sports	2.4	28.4	5.7
reading for pleasure	19.0	10.0	0.5
volunteer work	42.0	9.0	2.8
partying	25.2	13.8	1.9
working (for pay)	13.8	79.5	41.4
student clubs/groups	49.5	6.7	1.4
watching TV	4.7	40.4	4.2
religious services/meetings	61.8	6.6	0.0
classes/labs	0.0	96.7	57.9
studying/homework	0.0	89.6	33.2

As frosh, most CSS respondents (89.3%) indicated that they *planned* to live in a dormitory during the fall of their first year at Western, and indeed, most indicated they *did* live in a dorm their first quarter (90.3%). The percentage of CSS respondents who continued to live in dormitories fell to 65.0% as sophomore, 14.5% as juniors, and only 4.4% as seniors. Conversely, the percentage of CSS respondents who indicated they lived in a private home, apartment or room rose from 3.4% as frosh, 19.9% as sophomores, 61.8% as juniors, and 80.0% as seniors.

As would be expected, the CSS asked respondents how satisfied they were with various aspects of their college experiences. Receiving the highest percentages of "very satisfactory" or "satisfactory" responses were "courses in major field" (88.1%), "overall college experience" (83.3%), and "interaction with other students" (82.8%). Receiving the lowest percentages of "very satisfactory" or "satisfactory" responses were "ethnic/racial diversity of faculty" (27.2%), "financial aid services" (27.9%), and "career counseling and advising" (29.4%). (See Table 4.)

Table 4. Percentage of CSS respondents noting college experiences as "very satisfactory" or "satisfactory"

Item	
courses in major field	88.1
overall college experience	83.3
interaction with other students	82.8
opportunity to attend films, concerts, etc.	80.3
overall quality of instruction	76.5
opportunity to talk to professors	74.8
humanities courses	71.7
opportunity for extracurricular activities	71.4
social science courses	70.1
class size	61.8
computer facilities	58.6
academic tutoring or assistance	57.8
campus health services	55.1
contact with faculty and administration	54.5
ability to find faculty/staff	54.1
science and mathematics courses	52.9
sense of community on campus	52.7
student housing	52.0
library facilities	50.0
relevance of coursework to life	42.2
leadership opportunities	41.9
lab facilities and equipment	40.9
opportunity for interdisciplinary courses	40.7
job placement services	37.8
academic advising	31.6
career counseling and advising	29.4
financial aid servies	27.9
ethnic/racial diversity of faculty	27.2

CSS respondents were asked to compare their current abilities and skills to what those abilities and skills were like as frosh. The areas with the highest percentage responses of "much stronger" or "stronger" included "knowledge of a particular field" (72.6%), "general knowledge" (49.1%), and "critical thinking ability" (28.9%). The areas with the lowest percentage responses of "much stronger" or "stronger" included "competitiveness" (4.3%), "reading speed and/or comprehension" (5.2%), and "mathematical skills" and "foreign language ability" (both 7.1%). (See Table 5.)

Table 5. Percentage of CSS respondents reporting much stronger abilities and skills in 1993

Item	
knowledge of particular field	72.6
general knowledge	49.1
critical thinking ability	28.9
interpersonal skills	21.3
problem-solving skills	21.2
cultural awareness	18.9
ability to work independently	18.0
knowledge of different cultures/races	17.9
writing skills	17.1
acceptance of different cultures/races	16.5
preparation for grad/professional school	16.3
tolerance of people with different beliefs	16.1
confidence in academic abilities	15.6
public speaking ability	14.2
religious beliefs and convictions	14.2
leadership abilities	11.3
ability to influence others	10.9
ability to work cooperatively	10.4
foreign language ability	7.1
mathematical skills	7.1
reading speed/comprehension	5.2
competitiveness	4.3

When asked if they would enroll at Western again, 38.2% of CSS respondents indicated "definitely yes", and another 48.6% indicated "probably yes" (combined = 86.8%).

As both frosh and seniors, CSS respondents were asked to provide self ratings to both academic, personal, and social items. Somewhat surprisingly, self ratings changed very little over the four years. A few were slightly up, a few slightly down, and many others were nearly identical. (See Table 6.)

Table 6. Percentage of CSS respondents rating themselves above average or in the highest 10%.

Item	1989 CIRP	1993 CSS
academic ability	80.8	74.2
drive to achieve	73.7	61.3
emotional health	60.2	55.4
self-confidence (intellectual)	55.2	59.9
leadership ability	53.6	54.8
physical health	51.9	50.0
writing ability	50.0	61.5
mathematical ability	45.8	41.8
self-confidence (social)	42.0	50.2
popularity	34.6	38.0
public speaking ability	33.0	41.9
artistic ability	22.5	25.8

As both frosh and seniors, CSS respondents reported what their probable major field would be. Majors that were reported less as seniors than as frosh included business, health professional, and engineering. Most other majors were reported more as seniors than as frosh, if for no other reason than far fewer seniors reported as "undecided". (See Table 7.)

Table 7. Percentage indicating choice of major field on CIRP (1989) and on the CSS (1993)

Item	1989 CIRP	1993 CSS
biological science	2.0	5.3
business	23.3	16.6
education	12.9	14.4
engineering	3.5	1.6
English	2.5	7.5
health professional	5.9	3.7
history or political science	1.5	4.3
humanities	3.0	6.4
fine arts	7.9	9.1
mathematics or statistics	1.0	0.5
physical sciences	1.5	3.2
social sciences	10.9	19.3
other technical	2.5	2.1
other non-technical	9.4	5.3
undecided	12.4	0.5

Changes in values over four years were measured through questions asking what objectives CSS respondents considered to be "essential" or "very important". Percentages that changed upwardly from frosh to seniors included "develop philosophy of life", "influence social values", and "participate in community action programs". Percentages that changed downwardly from frosh to seniors included "be very well off financially", "obtain recognition from colleagues", and "become an authority in my field". (See Table 8.)

Table 8. Percentage of CSS respondents noting selected objectives as essential or very important

Item	1989 CIRP	1993 CSS
raise a family	72.5	69.5
be very well off financially	62.3	36.2
become an authority in my field	60.9	54.2
help others in difficulty	55.6	67.0
obtain recognition from colleagues	48.1	40.6
promote racial understanding	36.7	45.7
develop philosophy of life	34.5	61.7
have administrative responsibility	34.5	34.8
influence social values	30.0	47.4
be involved in environmental clean-up	27.2	32.4
be successful in own business	23.2	25.6
participate in community action program	19.0	33.3
create artistic work	11.6	16.7
make theoretical contribution to science	10.1	6.6
influence political structure	10.1	19.0
achieve in a performing art	9.7	6.1
write original works	5.3	12.4

CSS respondents also became more politicized after four years at Western. Considerably fewer labeled themselves middle-of-the-road politically, while the percentages of respondents labeling themselves conservative, liberal, far right, or far left rose. (See Table 9.)

Table 9. Percentage of CSS respondents indicating certain political orientations

Item	1989 CIRP	1993 CSS
far left	0.0	2.4
liberal	26.8	43.1
middle of the road	56.1	31.1
conservative	16.6	22.5
far right	0.5	1.0

Changes in attitudes over four years were measured through questions asking whether CSS respondents agreed "strongly" or "somewhat" to a list of issues. Percentages that changed upwardly from frosh to seniors included "raise taxes to reduce the deficit", "marijuana should be legalized", and "abortion should be legal(ized)". Percentages that changed downwardly from frosh to seniors included "too much concern for criminals", "government not promoting disarmament", and "college increases earning power". (See Table 10.)

Table 10. Percentages of CSS respondents agreeing strongly or somewhat

Item	1989 CIRP	1993 CSS
government not controlling pollution	94.1	89.2
government not promoting disarmament	90.9	73.8
too much concern for criminals	79.4	60.0
government not protecting consumer	72.2	65.2
abortion should be legal(ized)	68.7	80.7
college increases earning power	54.3	38.5
raise taxes to reduce deficit	32.4	58.5
death penalty should be abolished	30.6	23.2
marijuana should be legalized	20.6	37.9
married women best at home	9.1	8.8
increase federal military spending	5.7	4.9

CSS respondents also indicated whether they agreed "strongly" or "somewhat" to issues that were *not* asked on the 1989 CIRP. Nearly all (99.0%) agreed that "just because a man feels a woman has 'led him on' does not entitle him to have sex with her". Likewise, nearly all (96.1%) agreed that "my academic successes are due to my ability and effort". About three-quarters agreed that "nuclear disarmament is attainable" (77.2%), and that "my academic failures are due to my lack of effort" (74.6%). About half agreed that "colleges should prohibit racist/sexist speech on campus" (52.4%), but less than a quarter agreed that "my academic failures are due to my lack of ability" (21.5%).

When asked to indicate their religious preferences, percentages of CSS respondents *indicating* a preference fell in all specific religious categories. Only in the category "none" did the percentages rise. (See Table 11.)

Table 11. Percentages of CSS respondents indicating a religious preference

Item	1989 CIRP	1993 CSS
Baptist	7.9	4.8
Congregational (UCC)	2.6	0.0
Episcopal	2.6	1.4
Lutheran	15.8	7.2
Methodist	13.2	5.3
Presbyterian	15.8	14.5
Roman Catholic	21.1	15.5
other religion	2.6	7.2
none	18.4	33.3

Discussion

In this discussion, various "personalities" of CSS respondents will be analyzed by grouping responses that measure, however accurately, traits that might be associated with that personality "type".⁵ Particular attention will be paid to examining how CSS respondents have changed their attitudes, values, etc., in the four years between taking the CIRP and the CSS. The discussion will start with those areas that appear to have changed very little in four years, beginning with the "scholar" type of personality.

The passage of four years, during which time nearly all CSS respondents were attending Western full-time, appears to have had relatively minor effect on the "scholar" measurement variables. Two of the three self-ratings variables, those for academic and mathematical ability, actual fell slightly. (See Table 12.)

⁵Alexander 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 the "personality" types and the prompts used to measure them are utilized in this report.

Table 12. CSS/CIRP variables measuring the attributes of a "Scholar"

Item	1989 CIRP	1993 CSS	Change
Student rated self above average or in highest ten percent			
academic ability	80.8	74.2	-6.6
intellectual self-confidence	55.2	59.9	+4.7
mathematical ability	45.8	41.8	-4.0

A similar trend of little or no change was found when looking at "leader" personality traits. The two variables used as both frosh and seniors, "leadership ability" and "popularity", rose, but so slightly as to be not statistically significant. (See Table 13.)

Table 13. CSS/CIRP variables measuring the attributes of a "Leader"

Item	1989 CIRP	1993 CSS	Change
Student rated self above average or in highest ten percent			
leadership ability	53.6	54.8	+1.2
popularity	34.6	38.0	+3.4

The first area of discussion where changes of note begin to appear in the responses of CSS takers is the measurement of "psychological well-being". In the year prior to taking the CSS, percentages of respondents reporting that they "felt overwhelmed" were significantly higher than they had been when reported as frosh. (See Table 14.)

Table 14. CSS/CIRP variables measuring the attributes of "Psychological well-being"

Item	1989 CIRP	1993 CSS	Change
Please indicate how often you engaged in each activity during the past year*			
felt depressed	8.6	7.7	+0.9
felt overwhelmed	35.3	46.4	+11.3

*"frequently" responses only

Slight changes were noted also in the area measuring the traits of an "artist". Three of the four variables showed small positive movement between frosh and senior years, while one variable showed a slight negative movement. (See Table 15.)

Table 15. CSS/CIRP variables measuring the attributes of an "Artist"

Item	1989 CIRP	1993 CSS	Change
Objectives noted as essential of very important			
create artistic works	11.6	16.7	+5.1
become accomplished in a performi	9.7	6.1	-3.6
write orignial works	5.3	12.4	+7.1
Rated self above average or in highest ten percent			
artistic ability	22.5	25.8	+3.3

The first variable indicating considerable change over the four years was found among those indicators measuring the attributes of a "status striver". The idea of "being very well off financially" plummeted 21.1% over the four year span. Yet the remaining variables indicated no dramatic changes. Two of the five fell a little, while two others rose slightly. Thus, overall, the change in "status striver" had ambivalent results. (See Table 16.)

Table 16. CSS/CIRP variables measuring the attributes of a "Status Striver"

Item	1989 CIRP	1993 CSS	Change
Objectives noted as essential of very important			
be very well off financially	62.3	36.2	-21.1
obtain recognition from colleagues	48.1	40.6	-7.5
become an authority in field	60.9	54.2	-6.7
be successful in own business	23.2	25.6	+2.4
have administrative responsibility for	34.5	34.8	+0.3

Variables measuring the personality type "hedonist" were generally up from frosh to senior year, especially the variable "legalize marijuana"--up 17.3%. "Drank beer", and "smoked cigarettes" were also up--although half as much as "legalize marijuana". Nevertheless, to this point it had the strongest overall indicators of change. Only the variable "stayed up all night" fell. Yet it could be that with all the extra beer drinking, and cigarette and pot smoking going on, CSS respondents hadn't the energy left to stay up all night as often as they did in high school.⁶ (See Table 17.)

⁶Most studies indicate the use of marijuana and the attitude that marijuana should be legal reflect each other--as one rises so does the other. Moreover, the authors of this report grant that the extra beer drinking, cigarette and pot smoking may have increased as easily as decreased the percentage response to "stayed up all night".

Table 17. CSS/CIRP variables measuring the attributes of a "hedonist"

Item	1989 CIRP	1993 CSS	Change
Please indicated how often you engaged in each activity during the past year			
drank beer	68.7	76.1	+8.4
smoked cigarettes	2.7	8.9	+6.2
stayed up all night	81.2	54.0	-6.2
Agree strongly or somewhat			
marijuana should be legalized	20.6	37.9	+17.3

The only personality "type" indicating unequivocal change from frosh to senior year was that of "social activist". Three of the four variables measuring the attributes of a "social activist" rose over ten percent, while the fourth rose just under ten percent. (See Table 18.)

Table 18. CSS/CIRP variables measuring the attributes of a "social activist"

Item	1989 CIRP	1993 CSS	Change
Objectives noted as essential or very important			
help others in difficulty	55.6	67.0	+11.4
influence social values	30.0	47.4	+17.4
participate in community action prog	19.0	33.3	+14.3
influence political structure	10.1	19.0	+8.1

One finding of note that doesn't fit any specific personality "type", but that may reflect back on them all is the change in percentage response to the question asked CSS respondents that "college increases earning power". As frosh, 54.3% of CSS respondents agreed strongly or somewhat with this statement. As seniors, only 38.5% agreed strongly or somewhat with this statement--a downward change of 15.8%. Is it that this cohort of Western students have become more concerned with "developing a philosophy of life" (up 27.2%), or have bleak economic forecasts created a degree of economic cynicism?

Before summarizing these personality "types", and attempting to reach a synthesis of what the findings may be indicating, it should be noted that going to school at Western is only one of myriad of experiences that may have or may have not changed the attitudes, values, skills and abilities, et. al., of the students who filled out the CSS. Most also worked jobs--both on and off campus--as well as remained in contact with friends and family at home, and developed a social life and made new friends at Western. Indeed, some studies have found that a student's circle of friends has an equal if not stronger effect on changes in that student's values, attitudes, etc., than all the programs and academics afforded them by an institution combined. Simply aging four

years, especially from eighteen or nineteen to twenty-one or -two has an impact on a person's attitudes, etc., whether that person attends college or not. Yet these students *did* attend WWU for four years, nearly all of them as full-time students, and so one would expect that the University had *some* impact on the changes, if any, that occurred in these students over that time.

Thus stated, it appears that for CSS respondents, areas of social awareness changed more dramatically over four years than did areas measuring academic abilities. Which is not to say that academic skills were left unimpacted, only that those changes were not as overtly profound as those measuring social and political issues. Indeed, that nearly three-quarters of CSS respondents reported that they had much stronger "knowledge of a particular field" is a finding not to be taken lightly. Nearly all the respondents were fourth-year students, meaning most were seniors, and if not graduating in the very near future, would have had graduation as a very near reality. As most people do, these respondents would have had their most recent experiences closer to their everyday consciousness than experiences of two or three years earlier. Thus, at the time they filled out the survey, a very large percentage of CSS respondents would have been two years, or nearly two years, into the study of their major field. That so many CSS respondents felt "much stronger" in those fields is a very good indicator of the fine job Western faculty and programs are doing educating those students in those chosen fields. Indeed, although comparisons with national 1993 CSS findings are somewhat specious in that so few institutions like Western participated, it may still be noteworthy to mention that the percentage of respondents indicating they felt a much stronger "knowledge of a particular field" at other 4-year Public Colleges was 48.1%, and that the percentage at all 4-year institutions was 65.3%. Western's percentage response, again, was 72.6%.

If Western, collectively, wonders how well it may be performing its job as a liberal arts institution, there may not be a better way than to show how profoundly the values of a group of its seniors has changed in four years. Again, although far from a perfect match, some national data will be introduced to put a perspective on the changes that have occurred over four years in this sample. Earlier, in Table 16, findings measuring the attributes of a "social activist" were presented. As mentioned, this personality "type" had the strongest upward percentage response change; indeed, it was the only "type" presented that showed unequivocal change. Below, a comparison of the change over four years for the same variables is presented between Western findings and findings for all institutions who participated in the 1993 CSS. As can be seen, *change* at Western was stronger than it was nationally for all the variables.⁷ (See Table 19.)

⁷It should be pointed out that nationally, all four variables received higher percentage responses than they did at Western. For 1993 CSS findings, "Help others in difficulty" was 73.0% nationally, 67.0% at WWU; "influence social values" was 51.1% nationally, 47.4% at WWU; "participate in community action program" was 36.1% nationally, 33.3% at WWU; and "influence political structure" was 24.8% nationally, 19.0% at WWU.

Table 19. Variables measuring attributes of "social activist" compared by change from frosh to senior year

Item	89 to 93 change at WWU	89 to 93 change Nationally
Considered essential or very important		
help others in difficulty	+11.4	+7.9
influence social values	+17.4	+5.9
participate in community action progra	+14.3	+6.8
influence political structure	+8.1	+1.9

Other findings of interest not found in the personality "types" discussed above included the percentage change of CSS respondents who indicated both as frosh and seniors that "developing a philosophy of life" was an essential or very important objective. As frosh, only 34.5% of CSS respondents felt "developing a philosophy of life" was essential or very important. As seniors, 61.7% felt it was essential or very important. That's an upward change of 27.2%, the strongest of all the variables attempting to measure respondents' values. Coupled with the findings measuring "social activism", and those indicating that CSS respondents were far less "middle of the road" and much more likely to have formed strong political opinions--whether more liberal or conservative--it seems fair to assume that in four years CSS respondents have been moved to reflect on and reconsider values, to form stronger opinions, and to question what they may have once believed. To many, such attributes would constitute the core of what a liberal arts education needs to impart to students. If Western graduates walk away with nothing more than the ability to opine, reflect and change if necessary, and if they, in addition, feel that they have grown much stronger in their knowledge of their chosen major field of study, then most would grant that a fairly good job was done by those students by the University and its staff, faculty and administrators.

Appendix A:
Tabular Findings from the Spring 1993
College Student Survey

1993 College Student Survey Findings plus 1989 Freshman CIRP Survey Findings

Item	N	Male	Female	Total
Number of respondents	213	26.8	73.2	100.0
ETHNICITY	209			
White/Caucasian		87.3	96.1	93.8
African American/Black		1.8	0.0	0.5
American Indian		1.8	1.3	1.4
Asian American/Asian		5.5	2.6	3.3
Mexican American/Chicano		1.8	0.6	1.0
Puerto Rican American		0.0	0.0	0.0
other Latino		0.0	0.0	0.0
other		9.1	0.6	2.9
NATIVE ENGLISH SPEAKER?	208			
yes		96.4	98.0	97.6
no		3.6	2.0	2.4
ENROLLMENT STATUS				
In Freshmen Year	213			
first-time, full-time		100.0	98.7	99.1
part-time		0.0	0.0	0.0
not a freshmen		0.0	1.3	0.9
In 1993	201			
full-time		96.2	95.9	96.0
part-time		3.8	4.1	4.0
ATTEND OTHER COLLEGE?	211			
no		98.2	96.1	96.7
yes, public 2-year college		1.8	3.2	2.8
yes, private 4-year college		0.0	0.6	0.5
PLANS FOR FALL 1993	213			
attend college full-time		68.4	53.2	57.3
attend college part-time		3.5	2.6	2.8
attend graduate school		7.0	5.1	5.6
attend vocational program		3.5	0.6	1.4
work full-time		24.6	36.5	33.3
work part-time		47.4	42.3	43.7
serve in Armed forces		1.8	0.0	0.5
travel		12.3	9.0	9.9
do volunteer work		12.3	23.1	20.2
stay at home		3.5	2.6	2.8

1993 College Student Survey Findings plus 1989 Freshman CIRP Survey Findings

Item	N	Male	Female	Total
DEGREE ASPIRATIONS				
In Freshman Year	183			
none		0.0	0.0	0.0
bachelor's (BA, BS, etc.)		24.5	20.9	21.9
master's (MA, MS, etc.)		61.2	62.7	62.3
Ph.D. or Ed.D		6.1	11.9	10.4
M.D., D.O., D.D.S., D.V.M		4.1	3.0	3.3
LL.B. or J.D. (law)		4.1	0.7	1.6
B.D. or M.Div. (divinity)		0.0	0.0	0.0
other		0.0	0.7	0.5
In 1993	196			
none		0.0	0.7	0.5
bachelor's (BA, BS, etc.)		53.8	45.8	48.0
master's (MA, MS, etc.)		25.0	45.8	40.3
Ph.D. or Ed.D		15.4	5.6	8.2
M.D., D.O., D.D.S., D.V.M		1.9	0.7	1.0
LL.B. or J.D. (law)		1.9	0.7	1.0
B.D. or M.Div. (divinity)		1.9	0.7	1.0
other		0.0	0.0	0.0
Highest Degree Earned by 1993	206			
none		55.4	42.0	45.6
associates (AA) or equivalent		14.3	12.7	13.1
bachelor's (BA, BS, etc.)		30.4	45.3	41.3
AVERAGE GRADE IN HS				
	210			
A or A+		16.1	17.5	17.1
A-		19.6	33.8	30.0
B+		26.8	32.5	31.0
B		32.1	16.2	20.5
B-		5.4	0.0	1.4
C+ or less		0.0	0.0	0.0
AVERAGE UNDERGRAD GRADE				
	212			
A		3.6	6.4	5.7
A- or B+		39.3	41.0	40.6
B		39.3	39.7	39.6
B- or C+		12.5	12.8	12.7
C		5.4	0.0	1.4
C- or less		0.0	0.0	0.0

1993 College Student Survey Findings plus 1989 Freshman CIRP Survey Findings

Item	N	Male	Female	Total
EVENTS CONSIDERED VERY LIKELY TO OCCUR DURING COLLEGE				
be elected to student office	206	3.6	6.0	5.3
be satisfied with this college	206	51.8	64.7	61.2
change career choice	207	19.6	26.5	24.6
change major field	207	23.2	27.2	26.1
drop out permanently	205	1.8	0.0	0.5
drop out temporarily	205	1.8	1.3	1.5
get a bachelor's degree	205	75.0	86.6	83.4
get job to help pay expenses	207	50.0	72.8	66.7
get married while in college	205	1.8	2.7	2.4
graduate with honors	207	12.3	8.6	10.1
have to work outside job	206	23.2	32.0	29.6
join social frat, sorority, club	206	9.1	16.6	14.6
make at least a "B" average	207	64.3	54.3	57.0
need extra time to finish degree	207	7.1	10.6	9.7
participate in demonstrations	207	8.9	7.9	8.2
play varsity athletics	207	21.4	9.9	13.0
transfer to another college	206	14.5	11.3	12.1
work full-time while at college	207	1.8	2.0	1.9
EVENTS OCCURRING SINCE ENTERING COLLEGE				
elected to student office	213	12.3	8.3	9.4
satisfied with current college	209	78.2	85.1	83.3
changed career choice	183	42.0	41.4	41.5
changed major field	178	35.4	36.9	36.5
dropped out permanently	210	3.5	2.0	2.4
dropped out temporarily	210	12.3	10.5	11.0
got a bachelor's degree	206	30.4	45.3	41.3
had part-time job off campus	213	59.6	66.0	64.3
had part-time job on campus	213	63.2	60.9	61.5
got married	213	5.3	3.2	3.8
graduated with honors	213	1.8	7.7	6.1
joined a fraternity or sorority	213	0.0	0.0	0.0
got "B" or better college GPA	212	82.1	87.2	85.8
participated in student protests	213	33.3	24.4	26.8
in intercollege football/basketball	213	5.3	0.0	1.4
in other intercollegiate sport	213	17.5	14.1	15.0
transferred from another college	210	1.8	2.6	2.4
worked full-time while a student	213	19.3	9.0	11.7

1993 College Student Survey Findings plus 1989 Freshman CIRP Survey Findings

Item	N	Male	Female	Total
OTHER COLLEGE ACTIVITIES	213			
attend racial/cultural workshop		22.8	19.9	20.7
challenged prof's ideas in class		56.1	32.1	38.5
enrolled in ethnic study course		49.1	49.4	49.3
enrolled in honors program		17.5	5.8	8.9
enrolled in women's study course		12.3	29.5	24.9
faculty took interest in me		47.4	55.1	53.1
helped recruit new students		26.3	28.2	27.7
in college internship program		17.5	20.5	19.7
in social/ethnic student org		10.5	9.0	9.4
in study abroad program		5.3	8.3	7.5
served as residence advisor/asst		7.0	3.8	4.7
taken reading/development class		1.8	1.9	1.9
very involved in campus activities		24.6	21.2	22.1
worked on prof's research project		12.3	10.3	10.8
FRESHMAN COLLEGE WAS	212			
STUDENTS:				
first choice		80.4	85.3	84.0
second choice		12.5	12.8	12.7
less than second choice		7.1	1.9	3.3
TOOK TIME OFF, WITHDREW				
OR TRANSFERRED	210			
no		82.5	85.0	84.3
transferred		1.8	2.6	2.4
withdrew		3.5	2.0	2.4
leave of absence		12.3	10.5	11.0
REASONS NOTED AS VERY IMPORTANT				
IMPORTANT FOR TAKING TIME OFF				
reconsider goals & interests	33	50.0	21.7	30.3
changed career plans	33	20.0	13.0	15.2
wanted practical experience	31	22.2	13.6	16.1
didn't "fit" in	32	10.0	4.5	6.2
was bored with course work	33	20.0	17.4	18.2
wanted better academic reputation	32	0.0	4.3	3.1
wanted better social life	32	0.0	4.3	3.1
wanted to be closer to home	32	0.0	8.7	6.2
had good job offer	32	33.3	13.0	18.7
wasn't doing well academically	32	22.2	8.7	12.5
family responsibilities	32	11.1	13.0	12.5
tired of being student	32	33.3	13.0	18.7
couldn't afford college	32	33.3	30.4	31.2
wanted wider course selection	32	11.1	8.7	9.4

1993 College Student Survey Findings plus 1989 Freshman CIRP Survey Findings

Item	N	Male	Female	Total
ACADEMIC ACTIVITIES				
In Year Preceding Freshman Entry				
did extra course reading*	36	12.5	7.1	8.3
didn't complete homework on time	34	62.5	73.1	70.6
studied in library*	34	12.5	7.7	8.8
studeid with other students	33	85.7	92.3	90.9
tutored another student	33	57.1	65.4	63.6
was guest in teacher's home	37	57.1	26.7	32.4
In Year Preceding CSS				
did extra course reading*	212	1.8	1.9	1.9
didn't complete homework on time	211	58.9	46.5	49.8
studied in library*	212	33.9	35.3	34.9
studeid with other students	212	100.0	94.2	95.8
tutored another student	212	64.3	36.5	43.9
was guest in prof's home	212	16.1	19.9	18.9
discussed course with students*	212	67.9	75.6	73.6
felt like leaving college	212	62.5	46.2	50.5
missed class due to illness*	212	0.0	0.6	0.5
overslept & missed class/appt	211	56.4	36.5	41.7
participated in intramural sport	211	48.2	39.4	41.7
took interdisciplinary courses	211	58.2	50.0	52.1
was bored in class*	210	27.3	24.5	25.2
worked on group project in class	212	92.9	92.9	92.9
worked on independent study proj	211	42.9	39.4	40.3
GENERAL ACTIVITIES				
In Year Preceding Freshmen Entry				
attended religious service	35	87.5	63.0	68.6
drank beer	32	62.5	70.8	68.7
felt depressed*	35	0.0	11.5	8.6
felt overwhelmed*	34	37.5	34.6	35.3
performed volunteer work*	33	62.5	68.0	66.7
smoked cigarettes*	37	0.0	3.3	2.7
stayed up all night	32	75.0	83.3	81.2
took part in demonstrations	36	33.3	40.7	38.9
In Year Preceding CSS				
attended religious service	211	42.1	57.8	53.6
drank beer	213	82.5	73.7	76.1
drank wine or liquor	210	69.6	90.3	84.8
felt depressed*	209	8.8	7.2	7.7
felt overwhelmed*	211	41.1	48.4	46.4
performed volunteer work	209	58.9	64.1	62.7
smoked cigarettes*	213	8.8	9.0	8.9
stayed up all night	211	73.2	47.1	54.0
took part in demonstrations	212	21.1	13.5	15.6
been lonely or homesick	212	55.4	76.3	70.8
harrassed because of ethnicity	210	12.5	4.5	6.7
harrassed because of gender	210	21.4	39.6	34.8
received voc/career counseling	211	35.7	47.1	44.1
socialized w/diff ethnic group*	212	46.4	49.4	48.6
used a personal computer*	212	73.7	68.4	69.8

*frequently only, all other items are frequently or occasionally

1993 College Student Survey Findings plus 1989 Freshman CIRP Survey Findings

Item	N	Male	Female	Total
HOURS PER WEEK IN THE LAST YEAR SPENT ON				
None				
socializing with friends	212	0.0	0.0	0.0
exercising/sports	211	3.6	1.9	2.4
reading for pleasure	211	19.6	18.7	19.0
volunteer work	212	44.6	41.0	42.0
partying	210	19.6	27.3	25.2
working (for pay)	210	9.1	15.5	13.8
student clubs/groups	208	43.6	51.6	49.5
watching TV	213	7.0	3.8	4.7
commuting	209	14.5	29.2	25.4
religious services/meetings	212	68.4	59.4	61.8
hobbies	207	13.0	23.5	20.8
classes/labs	209	0.0	0.0	0.0
studying/homework	211	0.0	0.0	0.0
talking w/faculty outside class	209	3.6	7.2	6.2
Six or more Hours				
socializing with friends	212	63.2	73.5	70.8
exercising/sports	211	41.8	23.7	28.4
reading for pleasure	211	12.5	9.0	10.0
volunteer work	212	7.1	9.6	9.0
partying	210	16.1	13.0	13.8
working (for pay)	210	80.0	79.4	79.5
student clubs/groups	208	10.9	5.2	6.7
watching TV	213	35.1	42.3	40.4
commuting	209	14.5	4.5	7.2
religious services/meetings	212	8.8	5.8	6.6
hobbies	207	20.4	9.2	12.1
classes/labs	209	93.0	98.0	96.7
studying/homework	211	93.0	88.3	89.6
talking w/faculty outside class	209	0.0	1.3	1.0
Sixteen or More Hours				
socializing with friends	212	24.6	26.5	25.9
exercising/sports	211	7.3	5.1	5.7
reading for pleasure	211	1.8	0.0	0.5
volunteer work	212	3.6	2.6	2.8
partying	210	3.6	1.3	1.9
working (for pay)	210	43.6	40.6	41.4
student clubs/groups	208	1.8	1.3	1.4
watching TV	213	5.3	3.8	4.2
commuting	209	0.0	0.0	0.0
religious services/meetings	212	0.0	0.0	0.0
hobbies	207	0.0	0.7	0.5
classes/labs	209	52.6	59.9	57.9
studying/homework	211	28.1	35.1	33.2
talking w/faculty outside class	209	0.0	0.7	0.5

1993 College Student Survey Findings plus 1989 Freshman CIRP Survey Findings

Item	N	Male	Female	Total
LIVING ARRANGEMENTS				
Planned for Fall of Freshman Year	205			
with parents or relatives		9.3	5.3	6.3
other private home, apt, or room		5.6	2.6	3.4
college dormitory		83.3	91.4	89.3
other compus student housing		1.9	0.7	1.0
other		0.0	0.0	0.0
Living Arrangement - First Year	206			
with parents or relatives		7.4	5.3	5.8
other private home, apt, or room		5.6	2.6	3.4
college dormitory		85.2	92.1	90.3
other compus student housing		1.9	0.0	0.5
other		0.0	0.0	0.0
Living Arrangement - Second Year	206			
with parents or relatives		13.0	7.2	8.7
other private home, apt, or room		25.9	17.8	19.9
college dormitory		59.3	67.1	65.0
other compus student housing		1.9	7.9	6.3
other		0.0	0.0	0.0
Living Arrangement - Third Year	207			
with parents or relatives		7.4	4.6	5.3
other private home, apt, or room		61.1	62.1	61.8
college dormitory		16.7	13.7	14.5
other compus student housing		13.0	17.0	15.9
other		1.9	2.0	1.9
Living Arrangement - Fourth Year	205			
with parents or relatives		3.6	4.7	4.4
other private home, apt, or room		76.4	81.3	80.0
college dormitory		7.3	3.3	4.4
other compus student housing		10.9	10.0	10.2
other		1.8	0.7	1.0

1993 College Student Survey Findings plus 1989 Freshman CIRP Survey Findings

Item	N	Male	Female	Total
COLLEGE EXPERIENCES NOTED VERY SATISFACTORY OR SATISFACTORY**				
science and mathematics courses	208	60.7	50.0	52.9
humanities courses	212	57.9	76.8	71.7
social science courses	208	58.9	75.0	70.7
courses in major field	210	79.6	91.0	88.1
relevance of coursework to life	211	32.1	45.8	42.2
overall quality of instruction	213	64.9	80.8	76.5
lab facilities and equipment	186	37.7	42.1	40.9
library facilities	212	46.4	51.3	50.0
computer facilities	198	44.4	63.9	58.6
oppty for interdisciplinary courses	150	31.8	44.3	40.7
oppty to talk to professors	206	70.4	76.3	74.8
oppty for extracurricular activities	192	71.7	71.2	71.4
sense of community on campus	205	48.2	54.4	52.7
academic tutoring or assistance	147	43.9	63.2	57.8
academic advising	174	23.8	34.1	31.6
career counseling and advising	160	23.8	31.4	29.4
student housing	198	41.2	55.8	52.0
financial aid services	129	23.3	30.2	27.9
contact with faculty and admin	209	49.1	56.6	54.5
oppty to attend films, concerts	203	76.5	81.6	80.3
job placement services	135	40.6	36.9	37.8
campus health services	198	49.1	57.2	55.1
class size	212	63.2	61.3	61.8
interaction with other students	209	81.8	93.1	82.8
ability to find faculty/staff	194	45.1	57.3	54.1
eth/racial diversity of faculty	202	27.8	27.0	27.2
leadership opportunities	160	46.7	40.0	41.9
overall college experience	209	78.2	85.1	83.3

**Students responding "don't know, can't rate" not included

1993 College Student Survey Findings plus 1989 Freshman CIRP Survey Findings

Item	N	Male	Female	Total
ENROL AT THIS COLLEGE AGAIN? AGAIN?	212			
definitely yes		26.8	42.3	38.2
probably yes		55.4	46.2	48.6
don't know		5.4	5.8	5.7
probably not		8.9	5.8	6.6
definitely not		3.6	0.0	0.9
STUDENTS REPORTING MUCH STRONGER ABILITIES AND SKILLS IN 1993				
general knowledge	212	50.0	48.7	49.1
problem-solving skills	212	28.6	18.6	21.2
knowledge of particular field	212	71.4	73.1	72.6
critical thinking ability	211	38.2	25.6	28.9
foreign language ability	212	3.6	8.3	7.1
knowledge of different races/cultures	212	16.1	18.6	17.9
religious beliefs & convictions	211	17.9	12.9	14.2
preparation for grad/prof school	208	14.3	17.1	16.3
leadership abilities	212	14.3	10.3	11.3
ability to work independently	211	21.4	16.8	18.0
interpersonal skills	211	19.6	21.9	21.3
cultural awareness	212	19.6	18.6	18.6
tolerance of people w/diff beliefs	211	17.9	15.5	16.1
acceptance of dif races/cultures	212	14.3	17.3	16.5
confidence in academic abilities	211	16.4	15.4	15.6
writing skills	210	7.4	20.5	17.1
public speaking ability	211	20.0	12.2	14.2
competitiveness	210	9.1	2.6	4.3
ability to work cooperatively	212	12.5	9.6	10.4
mathematical skills	211	14.3	4.5	7.1
reading speed/comprehension	211	3.6	5.8	5.2
ability to influence others	211	21.8	7.1	10.9

1993 College Student Survey Findings plus 1989 Freshman CIRP Survey Findings

Item	N	Male	Female	Total
STUDENT RATED SELF ABOVE AVERAGE OR HIGHEST 10%				
In Freshman Year				
academic ability	213	82.5	80.1	80.8
artistic ability	213	29.8	19.9	22.5
drive to achieve	213	78.9	71.8	73.7
emotional health	211	75.0	54.8	60.2
leadership ability	211	62.5	50.3	53.6
mathematical ability	212	60.7	40.4	45.8
physical health	212	73.2	44.2	51.9
popularity	211	51.8	28.4	34.6
popularity with opposite sex	211	35.7	22.6	26.1
public speaking ability	212	44.6	28.8	33.0
self-confidence (intellectual)	212	73.2	48.7	55.2
self-confidence (social)	212	50.0	39.1	42.0
writing ability	212	48.2	50.6	50.0
In 1993				
academic ability	213	84.2	70.5	74.2
artistic ability	213	31.6	23.7	25.8
drive to achieve	212	70.2	58.1	61.3
emotional health	213	64.9	51.9	55.4
leadership ability	210	65.5	51.0	54.8
mathematical ability	213	59.6	35.3	41.8
physical health	212	71.9	41.9	50.0
popularity	208	54.5	32.0	38.0
popularity with opposite sex	205	31.5	30.5	30.7
public speaking ability	210	47.4	39.9	41.9
self-confidence (intellectual)	212	77.2	53.5	59.9
self-confidence (social)	209	60.7	46.4	50.2
writing ability	213	63.2	60.9	61.5
competitiveness	213	61.4	41.7	46.9
foreign language ability	213	26.3	34.0	31.9
understanding of others	212	75.4	76.8	76.4

1993 College Student Survey Findings plus 1989 Freshman CIRP Survey Findings

Item	N	Male	Female	Total
PROBABLE CAREER				
In Freshman Year	198			
artist		5.8	8.2	7.6
business		23.1	23.3	23.2
clergy		0.0	0.0	0.0
college teacher		1.9	0.0	0.5
doctor (MD or DDS)		3.8	1.4	2.0
education (secondary)		1.9	7.5	6.1
education (elementary)		3.8	9.6	8.1
engineer		13.5	0.7	4.0
farmer or forester		1.9	0.7	1.0
health professional		3.8	7.5	6.6
lawyer		3.8	1.4	2.0
nurse		0.0	0.0	0.0
research scientist		3.8	1.4	2.0
other choice		17.3	17.8	17.7
undecided		15.4	20.5	19.2
In 1993	196			
artist		9.1	9.2	9.2
business		16.4	21.3	19.9
clergy		3.6	0.0	1.0
college teacher		0.0	1.4	1.0
doctor (MD or DDS)		3.6	1.4	2.0
education (secondary)		7.3	7.1	7.1
education (elementary)		1.8	12.8	9.7
engineer		9.1	0.0	2.6
farmer or forester		3.6	1.4	2.0
health professional		3.6	6.4	5.6
lawyer		1.8	0.7	1.0
nurse		0.0	0.7	0.5
research scientist		3.6	2.1	2.6
other choice		27.3	29.8	29.1
undecided		9.1	5.7	6.6

1993 College Student Survey Findings plus 1989 Freshman CIRP Survey Findings

Item	N	Male	Female	Total
STUDENT'S MAJOR FIELD				
In Freshman Year	202			
biological science		1.8	2.0	2.0
business		23.6	23.1	23.3
education		5.5	15.6	12.9
engineering		10.9	0.7	3.5
English		1.8	2.7	2.5
health professional		3.6	6.8	5.9
history or political science		1.8	1.4	1.5
humanities		1.8	3.4	3.0
fine arts		10.9	6.8	7.9
mathematics or statistics		1.8	0.7	1.0
physical sciences		5.5	0.0	1.5
social sciences		3.6	13.6	10.9
other technical		7.3	0.7	2.5
other non-technical		5.5	10.9	9.4
undecided		14.5	11.6	12.4
In 1993	187			
biological science		6.1	5.1	5.3
business		20.4	15.2	16.6
education		18.4	13.0	14.4
engineering		6.1	0.0	1.6
English		2.0	9.4	7.5
health professional		0.0	5.1	3.7
history or political science		6.1	3.6	4.3
humanities		2.0	8.0	6.4
fine arts		12.2	8.0	9.1
mathematics or statistics		0.0	0.7	0.5
physical sciences		6.1	2.2	3.2
social sciences		14.3	21.0	19.3
other technical		4.1	1.4	2.1
other non-technical		0.0	7.2	5.3
undecided		2.0	0.0	0.5
Probable Graduate Major	94			
biological science		12.0	1.4	4.3
business		24.0	5.8	10.6
education		8.0	21.7	18.1
engineering		4.0	0.0	1.1
English		4.0	4.3	4.3
health professional		4.0	15.9	12.8
history or political science		4.0	1.4	2.1
humanities		12.0	5.8	7.4
fine arts		0.0	4.3	3.2
mathematics or statistics		0.0	1.4	1.1
physical sciences		0.0	2.9	2.1
social sciences		16.0	23.2	21.3
other technical		0.0	1.4	1.1
other non-technical		8.0	5.8	6.4
undecided		4.0	4.3	4.3

1993 College Student Survey Findings plus 1989 Freshman CIRP Survey Findings

Item	N	Male	Female	Total
OBJECTIVES NOTED AS ESSENTIAL OR VERY IMPORTANT				
In Freshman Year				
achieve in a performing art	207	10.7	9.3	9.7
be involved in environ cleanup	206	35.7	24.0	27.2
be successful in own business	207	33.9	19.2	23.2
be very well off financially	207	69.6	59.6	62.3
become an authority in my field	207	60.7	60.9	60.9
create artistic work	207	14.3	10.6	11.6
develop philosophy of life	206	44.6	30.7	34.5
have admin responsibility	206	41.1	32.0	34.5
help others in difficulty	207	44.6	59.6	55.6
influence political structure	207	14.3	8.6	10.1
influence social values	207	32.1	29.1	30.0
obtain recognition from colleagues	206	46.4	48.7	48.1
participate in community action prog	205	12.5	21.5	19.0
promote racial understanding	207	30.4	39.1	36.7
raise a family	207	76.8	70.9	72.5
theoretical contribution to science	207	21.4	6.0	10.1
write original works	207	3.6	6.0	5.3
In 1993				
achieve in a performing art	212	7.1	5.8	6.1
be involved in environ cleanup	210	29.1	33.5	32.4
be successful in own business	211	41.1	20.0	25.6
be very well off financially	210	34.5	36.8	36.2
become an authority in my field	212	60.7	51.9	54.2
create artistic work	210	14.5	17.4	16.7
develop philosophy of life	209	61.8	61.7	61.7
have admin responsibility	210	27.3	37.4	34.8
help others in difficulty	209	58.2	70.1	67.0
influence political structure	210	20.0	18.7	19.0
influence social values	209	40.0	50.0	47.4
obtain recognition from colleagues	212	42.9	39.7	40.6
participate in community action prog	207	23.6	36.8	33.3
promote racial understanding	210	40.0	47.7	45.7
raise a family	210	58.2	73.5	69.5
theoretical contribution to science	211	10.7	5.2	6.6
write original works	210	10.9	12.9	12.4

1993 College Student Survey Findings plus 1989 Freshman CIRP Survey Findings

Item	N	Male	Female	Total
POLITICAL ORIENTATION				
In Freshman Year	205			
far left		0.0	0.0	0.0
liberal		30.9	25.3	26.8
middle of the road		43.6	60.7	56.1
conservative		25.5	13.3	16.6
far right		0.0	0.7	0.5
In 1993	209			
far left		5.4	1.3	2.4
liberal		39.3	44.4	43.1
middle of the road		28.6	32.0	31.1
conservative		23.2	22.2	22.5
far right		3.6	0.0	1.0
STUDENT'S RELIGIOUS PREFERENCE				
In Freshman Year	38			
Baptist		0.0	10.0	7.9
Congregational (UCC)		12.5	0.0	2.6
Episcopal		0.0	3.3	2.6
Jewish		0.0	0.0	0.0
Lutheran		25.0	13.3	15.8
Methodist		25.0	10.0	13.2
Presbyterian		12.5	16.7	15.8
Roman Catholic		0.0	26.7	21.1
Seventh Day Adventist		0.0	0.0	0.0
other Protestant		0.0	0.0	0.0
other religion		12.5	0.0	2.6
none		12.5	20.0	18.4
In 1993	207			
Baptist		3.6	5.3	4.8
Buddhist		1.8	0.0	0.5
Episcopal		0.0	2.0	1.4
Jewish		1.8	0.0	0.5
Lutheran		7.3	7.2	7.2
Methodist		3.6	5.9	5.3
Presbyterian		9.1	16.4	14.5
Roman Catholic		9.1	17.8	15.5
United Church of Christ		3.6	0.0	1.0
other Protestant		7.3	9.2	8.7
other religion		10.9	5.9	7.2
none		41.8	30.3	33.3

1993 College Student Survey Findings plus 1989 Freshman CIRP Survey Findings

Item	N	Male	Female	Total
AGREES STRONGLY OR SOMEWHAT				
In Freshman Year				
abortion should be legal(ized)	32	50.0	71.4	68.7
college increases earning power	35	40.0	56.7	54.3
death penalty should be abolished	36	25.0	31.2	30.6
gov not controlling pollution	34	100.0	93.1	94.1
gov not promoting disarmament	33	100.0	89.7	90.9
gov not protecting consumer	36	100.0	67.7	72.2
increase fed military spending	35	25.0	3.2	5.7
marijuana should be legalized	34	25.0	20.0	20.6
married women best at home	33	25.0	6.9	9.1
prohibit homosexual relations	30	25.0	15.4	16.7
raise taxes to reduce deficit	37	20.0	34.4	32.4
too much concern for criminals	34	100.0	76.7	79.4
In 1993				
abortion should be legal(ized)	207	83.6	79.6	80.7
college increases earning power	208	50.0	34.4	38.5
death penalty should be abolished	203	16.4	25.7	23.2
gov not controlling pollution	204	88.9	89.3	89.2
gov not promoting disarmament	202	61.6	78.4	73.8
gov not protecting consumer	204	55.6	68.7	65.2
increase fed military spending	205	7.5	3.9	4.9
marijuana should be legalized	206	46.3	34.9	37.9
married women best at home	205	17.0	5.9	8.8
prohibit homosexual relations	206	13.0	8.6	9.7
raise taxes to reduce deficit	205	64.8	56.3	58.5
too much concern for criminals	205	54.5	62.0	60.0
acad failure due to lack of ability	205	20.0	22.0	21.5
acad failure due to lack of effort	205	71.7	75.7	74.6
acad success due to ability/effort	207	94.3	96.8	96.1
man not entitled to sex on date	207	96.2	100.0	99.0
nuclear disarmament attainable	202	79.2	76.5	77.2
prohibit racist/sexist speech	208	36.4	58.2	52.4

NOTE: The complete set of CSS data is available in the OIAT. These findings included disaggregated data for Career, Major, and Hours Spent on Activities.

Appendix B:
Copy of 1993 College Student Survey Questionnaire

8. 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)

	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.)	E	V	S	N
Becoming an authority in my field	E	V	S	N
Obtaining recognition from my colleagues for contributions to my special field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Being successful in a business of my own	E	V	S	N
Becoming involved in programs to clean up the environment	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Participating in a community action program	E	V	S	N
Helping to promote racial understanding	E	V	S	N

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? Yes No

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

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

20. Which option listed below best describes your enrollment status each year since you entered college?

(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

Attended this college

Attended a different college

Not enrolled

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

With parents or relatives

Other private home, apt., room

College dormitory

Fraternity or sorority house

Other campus student housing

Other

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

A (3.75-4.0) B-, C+ (2.25-2.74)

A-, B+ (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	F	O	N
Took interdisciplinary courses	F	O	N
Discussed course content with students outside of class	F	O	N
Worked on group projects in class	F	O	N
Been a guest in a professor's home	F	O	N
Tutored another student	F	O	N
Participated in intramural sports	F	O	N
Missed classes because of illness	F	O	N
Felt like leaving college	F	O	N
Failed to complete homework on time	F	O	N
Was bored in class	F	O	N
Did extra (unassigned) work for a course	F	O	N
Studied with other students	F	O	N
Overslept and missed a class or appointment	F	O	N
Studied in the library	F	O	N

25. Below is a list of different major fields.
 (Mark only one in each column)

Undergraduate major (final or most recent)
 Graduate major (omit if you do not plan to go to graduate school)

- ARTS AND HUMANITIES**
- Art, fine and applied
 - English (language and literature)
 - History
 - Journalism
 - Language and Literature (except English)
 - Music
 - Philosophy
 - Speech
 - Theater or Drama
 - Theology or Religion
 - Other Arts and Humanities
- BIOLOGICAL SCIENCE**
- Biology (general)
 - Biochemistry or Biophysics
 - Botany
 - Marine (Life) Science
 - Microbiology or Bacteriology
 - Zoology
 - Other Biological Science
- BUSINESS**
- Accounting
 - Business Administration (general)
 - Finance
 - Marketing
 - Management
 - Secretarial Studies
 - Other Business
- EDUCATION**
- Business Education
 - Elementary Education
 - Music or Art Education
 - Physical Education or Recreation
 - Secondary Education
 - Special Education
 - Other Education
- ENGINEERING**
- Aeronautical or Astronautical Engineering
 - Civil Engineering
 - Chemical Engineering
 - Electrical or Electronic Engineering
 - Industrial Engineering
 - Mechanical Engineering
 - Other Engineering

- PHYSICAL SCIENCE**
- Astronomy
 - Atmospheric Science (incl. Meteorology)
 - Chemistry
 - Earth Science
 - Marine Science (incl. Oceanography)
 - Mathematics
 - Physics
 - Statistics
 - Other Physical Science
- PROFESSIONAL**
- Architecture or Urban Planning
 - Home Economics
 - Health Technology (medical, dental, laboratory)
 - Law
 - Library/Archival Science
 - Nursing
 - Pharmacy
 - Pre dental, Pre medicine, Pre veterinary
 - Therapy (occupational, physical, speech)
 - Other Professional
- SOCIAL SCIENCE**
- Anthropology
 - Economics
 - Ethnic Studies
 - Geography
 - Political Science (gov't., international relations)
 - Psychology
 - Social Work
 - Sociology
 - Women's Studies
 - Other Social Science
- TECHNICAL**
- Building Trades
 - Data Processing or Computer Programming
 - Drafting or Design
 - Electronics
 - Mechanics
 - Other Technical
- OTHER FIELDS**
- Agriculture
 - Communications (radio, TV, etc.)
 - Computer Science
 - Forestry
 - Law Enforcement
 - Military Science
 - Other Field
 - Undecided

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

(Mark one for each item)

	1	2	3	4
The Federal government is not doing enough to protect the consumer from faulty goods and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Federal government is not doing enough to promote disarmament	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Federal government is not doing enough to control environmental pollution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Federal government should raise taxes to help reduce the deficit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Federal military spending should be increased	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nuclear disarmament is attainable	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The death penalty should be abolished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic successes are due to my ability and effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abortion should be legal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities of married women are best confined to the home and family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijuana should be legalized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to have laws prohibiting homosexual relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chief benefit of a college education is that it increases one's earning power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic failures are due to my lack of ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is too much concern in the courts for the rights of criminals	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Just because a man feels a woman has "led him on" does not entitle him to have sex with her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges should prohibit racist/sexist speech on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My academic failures are due to my lack of effort	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Your current religious preference: (Mark one)

- | | |
|--|---|
| Baptist <input type="radio"/> | Presbyterian <input type="radio"/> |
| Buddhist <input type="radio"/> | Quaker <input type="radio"/> |
| Eastern Orthodox <input type="radio"/> | Roman Catholic <input type="radio"/> |
| Episcopal <input type="radio"/> | Seventh Day Adventist <input type="radio"/> |
| Islamic <input type="radio"/> | UCC <input type="radio"/> |
| Jewish <input type="radio"/> | Other Protestant <input type="radio"/> |
| LDS (Mormon) <input type="radio"/> | Other Religion <input type="radio"/> |
| Lutheran <input type="radio"/> | None <input type="radio"/> |
| Methodist <input type="radio"/> | |

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="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 36. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 43. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 30. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 37. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 44. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 31. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 38. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 45. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 32. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 39. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 46. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 33. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 40. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 47. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 34. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 41. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 48. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 35. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 42. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | |

THANK YOU!

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