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The Cooperative Institutional Research Program (CIRP)
Survey of Western Washington University Freshmen
for the 1994 In-coming Class

(Report 1995-03)

Gary R. McKinney
Joseph E. Trimble
Jacqueline M. Andrieu-Parker

August, 1995

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Executive Summary

This report provides summaries, in the form of text, tables, and graphs, of student responses to the Cooperative Institutional Research Program (CIRP) Student Information Survey for Western Washington University's 1994 in-coming frosh class. The CIRP has been used since 1966 to gather nationwide normative data on the characteristics, attitudes, values, educational achievements, and future goals of in-coming frosh, and has been used at Western since 1971. The two main sections of the report are as follows: 1) general trends, with national findings compared to those at Western; 2) an in-depth study of issues related to college financing.

Nationally, 1994 in-coming frosh appeared to be losing interest in politics. This shift in attitude was noted in some areas for 1994 Western frosh as well, though Western frosh maintained a higher interest in politics than their national counterparts; for instance, more Western frosh than ever indicated that it was a very important goal in life "to participate in community action programs."

Though findings indicated a shift from liberal and conservative to middle-of-the-road political points-of-view, frosh responses to specific political issues were also a mixed bag of liberal and conservative leanings--although "crime and punishment" issues took on a decidedly conservative outlook, both nationally and at Western. Support for the abolition of capital punishment, for example, fell to an all-time low, while the percentage of frosh agreeing that "there is too much concern for criminals" was at an all-time high.

CIRP researchers also noted "grade inflation continues unabated" nationally. The idea that grade inflation continues unabated at Western, on the other hand, was not so easily determined. Analyses indicated that some grade inflation may have occurred during the early and middle 1980's at Western. Since 1989, however, when Western's admissions standards began rising, the evidence is contradictory. The self-reported letter-grade measure used by national CIRP researchers suggested some grade inflation at Western. Measures taken directly from official transcripts and pre-college test scores did not suggest grade inflation. At Western one of two scenarios appeared to exist: 1) reporting discrepancies are undermining the efforts to track grade inflation efficiently; 2) grade inflation is not something that is occurring at Western.

Nationally, frosh indicated they were relying more heavily than ever on loans to finance college; moreover, more frosh than ever were concerned that they would "not have enough funds to complete college." Related to stress over finances were findings that indicated more frosh than ever felt "overwhelmed by all (they) have to do." Western frosh, however, while also more reliant on loans than they had been in the past, did not indicate they were feeling more stressed in their lives than previous frosh classes.

Among its unique properties as social science data, CIRP findings provide the only source of in-house data from which to determine parental income level of a broad section of in-coming frosh. (Parental income tax statements are submitted when frosh apply for financial aid, which are

more accurate than self-reported CIRP listings but available *only* for those students making application.) Moreover, with CIRP findings available back to 1971, parental income level could be compared over a nearly twenty-five year span. To do this, a median parental income was computed, then adjusted for inflation. Analyses concluded that the parental income levels of Western frosh rose robustly from 1971 through 1985, but have remained stagnant, or fallen, since that time. The median parental income of 1994 Western frosh was \$46,600, which was slightly less than the \$47,090 median parental income of 1994 frosh nationally.

National analyses concluded that regardless of income category, 1994 frosh felt more anxiety over financing their college education than they did five years ago, with frosh whose parents fell in the lower income categories feeling more anxious than those whose parents fell into the higher income categories. The same was not true at Western. For Western frosh whose parents' median income was between \$25,000 to \$39,999, anxiety over college financing was down 13.8% between 1989 and 1994; as well, for Western frosh whose parents' median income was between \$50,000 to \$59,999, anxiety was down 2.0%.

A number of explanations may account for these findings. For one, the methodology used to determine financial aid eligibility changed between 1989 and 1994, with families previously deemed ineligible becoming eligible. For another, very little institutional grant money was available in 1989; more has been available since, with students in the \$25,000 to \$39,999 category, who often just missed cut-offs for state and federal funds, benefiting particularly. As well, a new program offering unsubsidized loans to *all* students, regardless of their need-based assessment, was instituted during this period, which benefited frosh in the upper middle class income categories who were ineligible for any other form of aid but who still may have felt some sort of fiscal burden.

The report also studied the influence of ethnicity on issues of fiscal stress. Nationally and at Western, it was non-whites who felt financial pressure most. Influencing these feelings were certain fiscal realities: 1) loans are increasingly replacing grants as the primary form of financial aid, yet according to government findings, non-white degree holders can not expect to earn as high a median income as white degree holders; thus, the specter of amassing a substantial college debt creates more stress for non-whites than for whites; and 2) findings developed by the College Board indicate that as a percent of median family income, the cost of public university tuition, fees, and room and board have increased more dramatically for non-whites than whites; again, creating more stress for populations already under considerable financial stress.

On the other hand, findings also indicate that people who earn college degrees return more to their communities, in terms of both fiduciary and service benefits, than people who do not, as well as rely less on governmental services and aid, and enjoy, by many standards, a better quality of life. Thus, two issues that one might hope would find themselves in relative concert find themselves in ever widening divergence: in order to participate in and also return the most to our American way of life, a college education is becoming increasingly necessary; financing that education, however, is becoming more difficult than ever, especially for ethnic-minorities.

Introduction

Since 1971, Western Washington University has utilized the Cooperative Institutional Research Program (CIRP) Student Information Survey to profile the characteristics, attitudes, values, educational achievements, and future goals of its in-coming frosh. Between 1971 and 1989, the CIRP was administered in cycles of four or five years. Yearly administrations began in 1991--generally to provide more timely information, and specifically to assist the enrollment management, curriculum, and admissions policy changes wrought by the rapidly changing demographic profile of in-coming frosh. As the high school grade point averages (gpa's) and pre-college test scores of first-time frosh have increased, institutional researchers also ask what changes in attitudes, values, etc. may also have occurred as a result. The CIRP, which has been given to in-coming frosh nationally for over twenty-five years, is a well-established and respected measurement tool that helps to address those questions.

Additionally, by maintaining a yearly pool of CIRP respondents, supplemental studies can access CIRP data for complimentary and/or comparative findings.¹ Moreover, because the CIRP has been used at Western since 1971 and nationally since 1966, the survey's data base offers the potential for extensive longitudinal analyses.² Complete CIRP findings are included in Appendix A, including findings for all CIRP administrations dating back to 1971. A copy of the survey form used in profiling the Fall 1994 in-coming frosh class can be found in Appendix B.

The CIRP project staff at the Higher Education Research Institute (HERI) at the University of California, Los Angeles, categorizes participating institutions into 37 stratification groups based on race (predominantly non-black vs. predominantly black), type (two-year college, four-year college, and university), control (public, private nonsectarian, Roman Catholic and Protestant) and, for four-year colleges and universities, a "selectivity level," defined as the average composite SAT score of the entering class. "Universities" as defined by HERI are institutions that award a certain minimal number of earned doctoral degrees. In the HERI design, Western is classified as a public 4-year college with a "high" selectivity range (average composite SAT score for the entering class being more than 1025).

The HERI publication profiling frosh nationally indicates that "the 1994 national survey involved questionnaires completed by 333,703 freshmen entering a national sample of 670 two- and four-year colleges and universities. Of these, 237,777 questionnaires from 461 institutions judged to have surveyed the most representative samples of entering freshmen were used to compute the national norms, which are statistically adjusted to represent the nation's total

¹Included among the OIAT studies that have used CIRP findings in this way are the following: *A Profile of Selected Characteristics of the Spring 1990 Western Washington University Graduating Class*, Report 1990-01; *Chose Not to Enroll: Survey Results of Nonenrolled Students Admitted to Western Washington University*, Report 1992-07; and *Academic Advising at Western: Some Feedback from Alumni*, Report 1993-02

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

population of approximately 1.54 million first-time freshmen. Since 1966, more than 8 million students and 1,400 institutions have participated in the survey.”³

Findings

College Students Losing Interest in Politics?

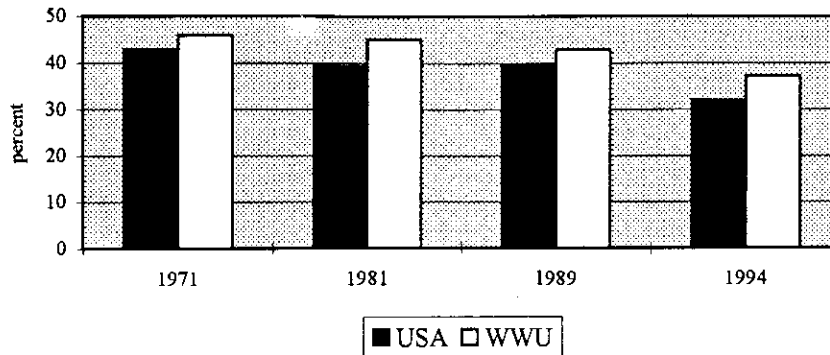
From the summary of 1994 national CIRP findings, national researchers have noted that the current crop of entering college frosh appear less interested in politics than any previous entering frosh class. For instance, only 31.9% of frosh nationally indicated that “keeping up with politics” was an important goal in life, the lowest ever. National researchers also pointed out that the percentage of frosh indicating they frequently “discuss politics” was also at its lowest point ever (16.0% in 1994 compared to 18.8% in 1993 and 24.6% in 1992).

Moreover, 1994 national CIRP results indicated substantial declines in the percentages of frosh indicating as a “very important” goal to “participate in community action programs” (from 26.1% in 1992 to 24.4% in 1994), “participate in programs to help clean up the environment” (from 42.0% to 35.8%), and “help promote racial understanding” (from 42.0% to 35.8%). As well, the percentage of frosh indicating there is a “very good chance” they will participate in protests or demonstrations is down for the second straight year (from 6.9% in 1992 to 5.4% in 1994).

Were Western frosh equally less interested in politics? Findings were not conclusive. Although more interested in “keeping up with politics” than their national counterparts, Western’s 1994 in-coming frosh were less interested in “keeping up with politics” than the in-coming classes preceding it. Indeed, the percentage of Western frosh indicating that “keeping up with politics” was an important goal in life decreased to its lowest ever (37.2% compared to 42.8% in 1990). Similarly, fewer Western frosh were likely to “discuss politics” frequently than previous classes of Western frosh (22.0% compared to 36.7% in 1992), although figures were again higher than national averages. (See Figure 1.)

³ Astin, A.W., Korn, W.S., Sax, L.J., and Mahoney, K.M. (1994). *The American Freshman: National Norms for Fall 1994*. Los Angeles, California: Cooperative Institutional Research Program, University of California, Los Angeles.

Figure 1: Percentage of Frosh Noting as Essential or Very Important "Keeping Up with Political Affairs"



Similarly to national findings, fewer Western frosh indicated that it was a very important goal to “participate in programs to help clean up the environment” (28.5% in 1994 compared to 37.3% in 1992), and to “help promote racial understanding” (42.4% in 1994 compared to 48.3% in 1992).⁴ On the other hand, the percentage of in-coming Western frosh indicating that it was a very important goal in life to “participate in community action programs” rose to its highest ever (31.4% compared to 27.3% in 1992), just the opposite of national trends.

Lastly, the percentage of Western frosh indicating they had “participated in organized demonstrations” increased (from 27.3% in 1992 to 37.9% in 1994), as did national figures. And though the percentage of frosh who indicated there was “very good chance” that they would engage in protests or demonstrations fell for the second straight year nationally, it rose at Western (to 8.8% in 1994 compared to 6.8% in 1993). Moreover, the figure at Western was only slightly lower than the all-time high of 10.0% in 1992.

Frosh Attitudes

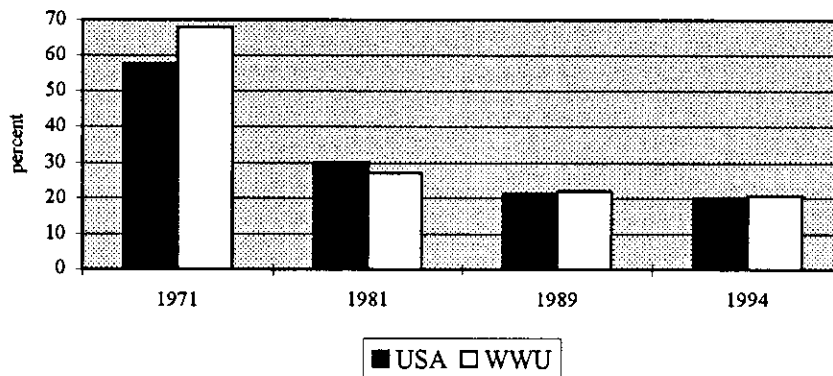
Nationally, the percentage of students identifying themselves as politically middle-of-the-road rose (from 49.9% in 1993 to 52.6% in 1994), with declines in the percentage of students identifying themselves as liberal/far left (27.2% to 25.0%) and conservative/far right (22.9% to 22.4%). Regarding politically-based issues, students in the national findings show a mix of liberal and conservative leanings. On the liberal side, support for the legalization of marijuana increased for the fifth straight year (from 16.7% in 1989 to 32.1% in 1994), while support for laws outlawing homosexuality decreased to an all-time low (from 53.2% in favor in 1987 to 33.9% in 1994).

⁴ In regard to “help promote racial understanding” findings, it should probably be kept in mind that 1992 results were the highest ever (both nationally and at Western), and were very likely influenced strongly by the events surrounding the Rodney King verdict. Most CIRP administrations occurred only months after the those events. It would be expected that in their wake attitudes would be influenced, just as it should be expected that attitudes would temper as new events and issues gained media prominence.

“Crime and punishment” issues, on the other hand, took on a decidedly conservative look. For instance, support for the abolition of capital punishment fell to its all-time low (20.1% in 1994 compared to 57.6% in 1971). Moreover, the percentage of frosh agreeing that “there is too much concern in the courts for the rights of criminals” reached an all-time high (73.0% in 1994 compared to 50.1% in 1973). And while sizable percentages of frosh continue to support government efforts to protect the environment (84.0%), control the sale of handguns (79.9%), protect consumers (71.8%) promote energy conservation (71.9%), develop a national health care plan (70.5%), and raise taxes on the wealthy (67.3%), support for all these issues declined somewhat between 1993 and 1994.

For the most part, findings at Western mirrored national findings. There was little support for the abolition of capital punishment (20.6%), and increased sentiment that “there is too much concern for criminals” (72.3%). Also, there were declining percentages of Western frosh who supported government efforts to control the sale of handguns, protect consumers, promote energy conservation, develop a national health care plan, and raise taxes on the wealthy. There was, however, one notable exception from national findings: support for government efforts to protect the environment increased at Western (88.0% in 1994, up from 86.2% in 1993). (See Figure 2.)

Figure 2: Percentage of Frosh Agreeing that "Capital Punishment Should Be Abolished"



In-coming Western frosh also differed from their national counterparts in how much more strongly they supported certain liberal causes. A considerably *higher* percentage of Western frosh than national frosh supported the legalization of marijuana; as well, a considerably *lower* percentage indicated that homosexuality should be legally outlawed. (See Figures 3 and 4.)

Figure 3: Percentage of Frosh Agreeing that "Marijuana Should Be Legalized"

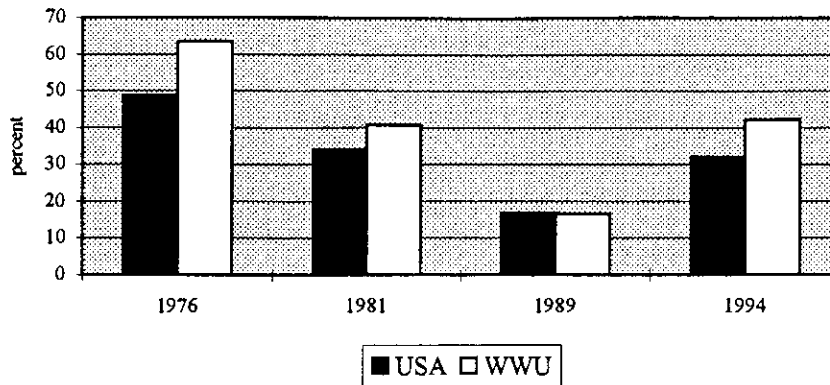
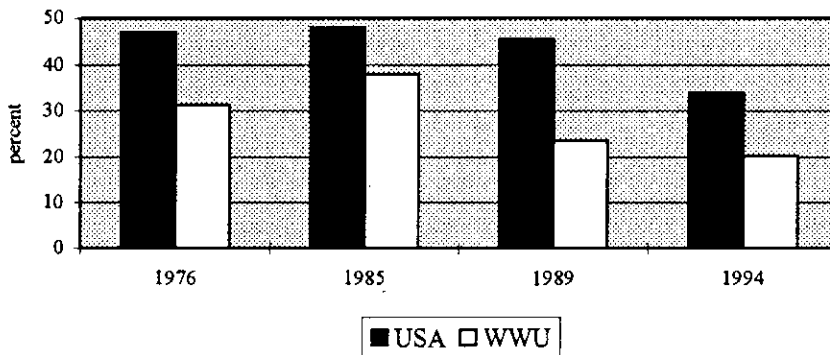


Figure 4: Percentage of Frosh Agreeing that "It is Important to Have Laws Prohibiting Homosexual Relationships"



Shifting notions of where frosh stood politically also looked somewhat different at Western. There was a slight *decrease* in the percentage of frosh identifying themselves middle-of-the-road (from 46.4% in 1993 to 45.5% in 1994), and a slight *increase* in the percentage of frosh identifying themselves as conservative/far right (from 17.4% to 18.2%). The percentage of Western frosh identifying themselves as liberal/far left remained stable (36.2%).

Volunteerism trends were also mirrored in Western and national findings. The percentage of frosh indicating they had performed volunteer work in the preceding year increased (nationally: from 67.7% in 1993 to 70.1% in 1994; Western: from 74.9% in 1993 to 80.7% in 1994). Yet the percentage of frosh indicating that they expected to perform volunteer work in college decreased (nationally: from 18.5% in 1993 to 17.3% in 1994; Western: from 25.5% in 1993 to 23.3% in 1994). Western frosh were, however, more likely than frosh nationally to report having done volunteer work and to anticipate performing volunteer work while in college.

Grade Inflation Issues

National researchers noted that CIRP findings supported the notion that "grade inflation continues unabated." In 1994, the percentage of in-coming frosh reporting "A" averages in high school reached an all-time high of 28.1% (up from 27.0% in 1993 and only 12.5% in 1969). On the other end of the scale, the percentage of in-coming frosh reporting "C" averages in high school dropped to an all-time low of 15.5% (down from 16.0% in 1993 and 32.5% in 1969).

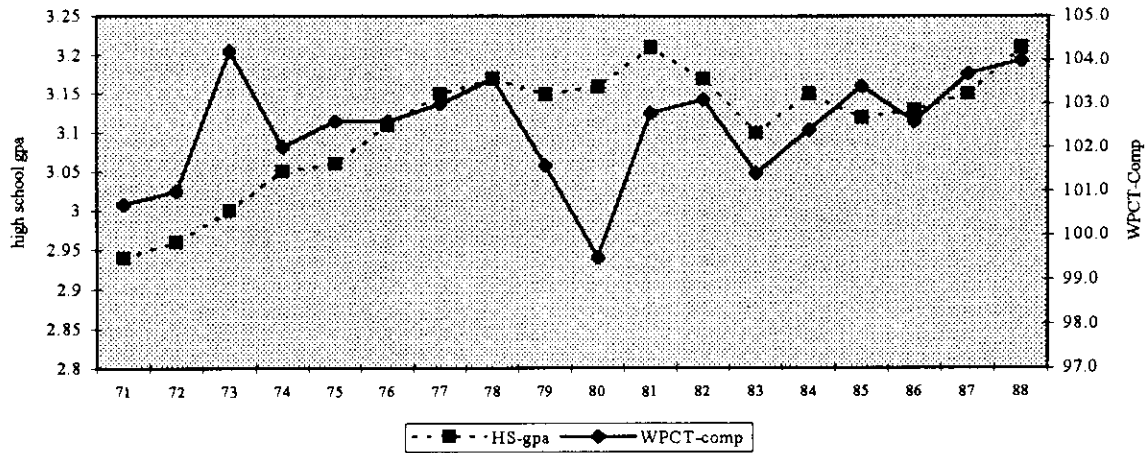
Issues of inflated grades for in-coming frosh at Western, however, have been less cut and dried than they appear to be nationally. A previous OIAT report studied the issue at some length and found data both in accordance and conflict with national findings.⁵ Grade inflation issues for Western were further complicated as admissions requirements changed in the very late 1980's. Due to a number of factors--an increasing college-bound student pool, a stagnation in enrollment at state colleges and universities, and Western's good fortune in being recognized as a top regional university--the high school gpa/pre-college test score component for admissions to Western rose steadily.

Because of this dramatic change in admissions standards, grade inflation issues at Western are best considered using two cohorts: students arriving prior to 1989 and students arriving afterwards. This strategy also allows for the fact that prior to 1989 the pre-college test score most often on student records was the Washington Pre-college Test (WPCT), while after 1989 the SAT was most often reported. (The WPCT program was discontinued in 1989.)

Comparing yearly high school gpa's to pre-college test scores is one way to see if students are learning more or just being given higher grades for the same work. If one assumes that the commonly used pre-college tests (SAT, WPCT, ACT, etc.) have been made reliable by their developers, then a year-to-year comparison of the rise or fall of high school gpa's compared to the rise or fall of pre-college scores should provide some indication of the existence of grade inflation. If over time students are receiving higher grades while their test scores remain constant or decrease, then a case for grade inflation might be made. If, on the other hand, both high school grades *and* pre-college test scores rise together over time, then students would appear to be learning more and being graded accordingly; thus, grade inflation would not appear to be the case. Of the two scenarios, data collected between 1971 and 1988 appear to indicate a little of both occurring with in-coming Western classes. (See Figure 5.)

⁵ McKinney, 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: The Office of Institutional Assessment and Testing.

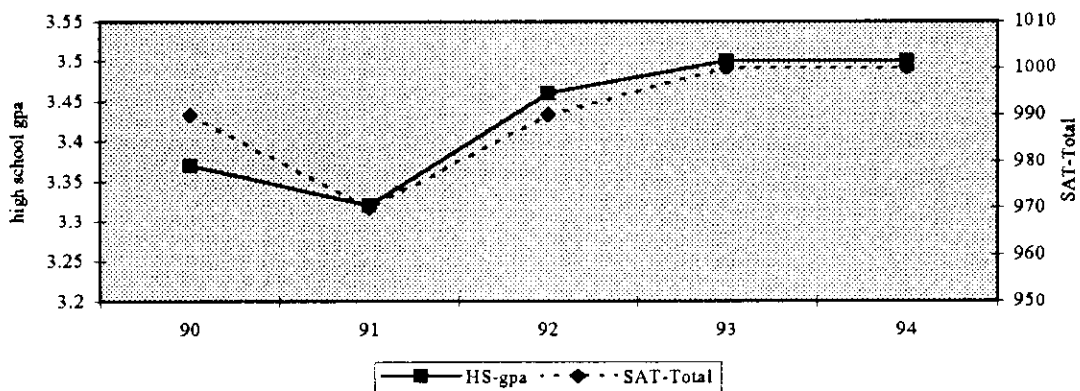
Figure 5: High School GPA and WPCT Comp scores for Entering Western Classes, 1971 - 1988



Overall, during the eighteen years under study, the average high school gpa of entering fall classes at Western rose from 2.94 to 3.21. Yet for the years 1971 through 1978 if any grade inflation issue was at hand it was in reverse. There were years when students looked to have learned more than they were being given credit for. For the next three years, however, 1979 through 1981, a definite argument for grade inflation could be made. High school grades continued to rise while WPCT scores fell dramatically. Then, beginning in 1982, some sort of rectification took place. From 1982 through to 1988, high school grades and WPCT scores appeared to be in fairly good balance.

High school gpa's and pre-college test scores (in this case, SAT's) collected from students entering Western between 1990 and 1994 indicated very little independent movement, thus offered no support for the idea of grade inflation. As gpa's fell or rose, so did SAT scores. (See Figure 6.)

Figure 6: High School GPA and SAT-Total Score for Western Frosh Classes 1990 through 1994



Yet the research measure focused on by the national CIRP report, that an increasing number of students were reporting "A" averages, is also one reflected in Western's CIRP data. The average total SAT score of enrolled frosh in 1991 was 970. The average SAT score was 990 in 1992, and 1,000 in both 1993 and 1994. During that same period of time, the percentage of frosh reporting "A" averages in high school increased from 33.0% to 51.0%. In other words, while SAT scores increased somewhat, the percentage of frosh reporting "A" averages increased considerably. (See Table 1.)

Table 1: SAT scores, percentage of frosh reporting "A" grades on CIRP Survey, and Actual HS Average GPA Compared

	SAT (total)	% reporting "A" grades on CIRP	Actual High School Average GPA
1991	970	33.0	3.32
1992	990	45.8	3.46
1993	1000	50.8	3.50
1994	1000	51.0	3.50

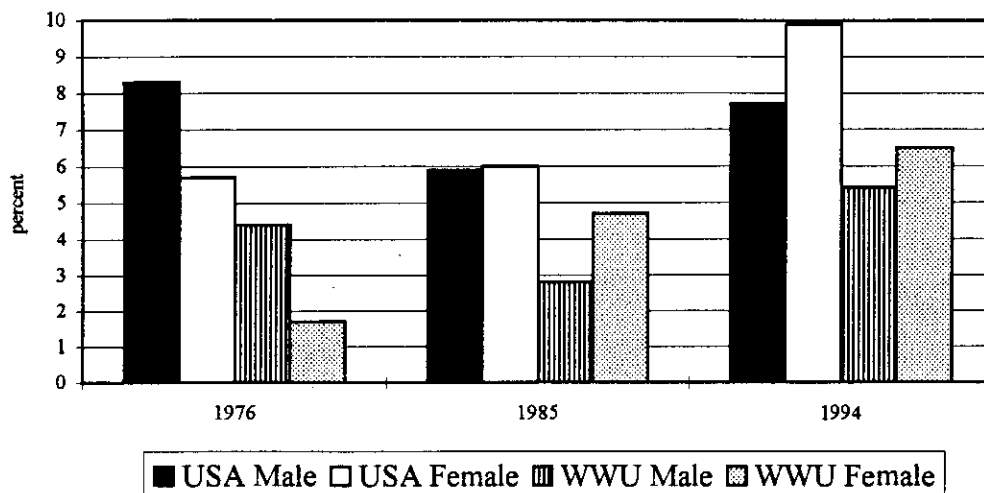
Thus two trends appear to be working at once: the self-reported measure used by national CIRP researchers appears to indicate grade inflation at Western; using measures taken directed from official transcripts, grade inflation does not appear to be happening at Western. Why, then, the conflict? The problem may be in the nature of the reporting. It may be that Western frosh are thinking of their high school gpa in numerical terms (that they earned a 3.5 or 3.8, for example) rather than in descriptive terms (A or B+, for example). Are they clear about what constitutes an A- rather than a B+? They may not be; thus, one of two situations exists: 1) reporting discrepancies are undermining the efforts to track grade inflation efficiently; or 2) grade inflation is not something that is occurring with in-coming frosh at Western.

Interest in Medicine

Nationally, interest in medical careers reached an all-time, with 8.9% of frosh indicating they planned to become doctors of medicine, optometry, dentistry, or veterinary science. Additionally, more females than males planned on earning medical degrees (9.9% of females versus 7.7% of males). This comparison is quite different from figures in earlier decades. In 1966, for instance, the percentage of males planning to earn medical degrees outnumbered females nearly four to one (7.4% of males versus only 1.9% of females).

At Western comparable findings were not at all-time highs, though they remained high relative to previous years (6.1% in 1994 compared to 6.9% in 1993 and 2.9% in 1976). Western females, like their national counterparts, were also more likely to indicate their intentions of earning medical degrees than males (6.5% of females compared to 5.4% of males). (See Figure 7.)

Figure 7: Frosh Aspiring to Medical Degrees, by Gender

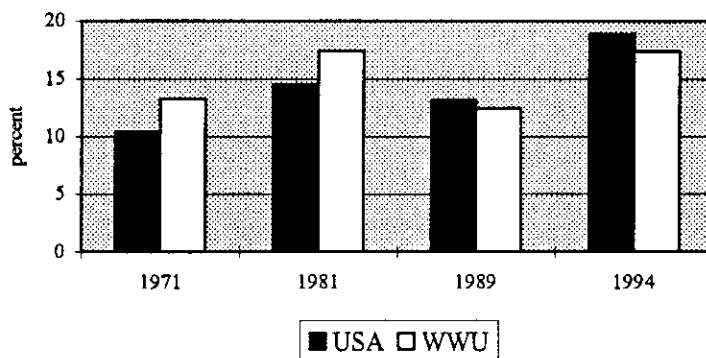


Issues of Financial and Personal Stress

Nationally, reliance on loans to finance college continue to increase. Reliance on college loans was up for the eighth time in ten years, and reliance on Perkins loans, Stafford loans, and loans from other sources all reached all-time highs. Moreover, frosh are more concerned than ever that they will not “have enough funds to complete college” (18.9% versus 17.4% in 1992 and 8.4% in 1968). Other findings suggest frosh are feeling stressed in other ways as well. The percentage of frosh indicating that they have frequently “felt overwhelmed by all I have to do” reached a record high (24.1% versus 23.2% in 1993 and 16.0% in 1985). Compatible with this finding, the percentage of frosh indicating they frequently “felt depressed” increased for the fourth straight year, while self-ratings for both “emotional health” and “physical health” reached all-time lows.

Findings at Western were similar to national findings, with some exceptions. Reliance on Perkins loans, for instance, was also an all-time (25.6% compared to 22.0% in 1993). Reliance on all other loans, on the other hand, was about the same as ever. Like their national counterparts, Western students, too, are concerned that they will not “have enough funds to complete college” (17.4% versus 13.1% in 1992 and 12.4% in 1989). Yet at Western, concern for financial issues appears to be more of a tradition than a recent trend. (See Figure 8.)

Figure 8: Percentage of Frosh Indicating Major Concern About Financing Their College Education



As far as stress in other areas of their life, the percentage of Western frosh indicating that they frequently “felt overwhelmed by all I have to do” is higher than last year, but not at an all-time high, which was found in 1989 (26.3% in 1994 versus 27.3% in 1993 and 27.4% in 1989). Furthermore, since 1985 at Western the percentage of frosh indicating they frequently “felt depressed” has remained between eight and nine percent consistently. And while Western frosh’s self-rating for “physical health” was, like its national counterparts, at an all-time low (53.3%), their self-rating for “emotional health” was not. The all-time low for “emotional health” came in 1989 (63.8%).

Smoking and Drinking Issues

Nationally, smoking is up while drinking is down. The percentage of frosh indicating they frequently smoke cigarettes rose the for the sixth time in seven years (12.5% in 1994 versus 11.6% in 1993, compared to 9.1% in 1985). Conversely, the percentage of frosh indicating they drank beer reached an all-time low (53.2% in 1994 versus 54.4% in 1993 and 75.2% in 1981), as did the percentage indicating they drank wine or liquor (52.5% in 1994 compared to 66.7% in 1987).

At Western, trends are somewhat similar, though Western frosh have always been about half as likely to smoke cigarettes frequently as their national counterparts and, in 1994, are even less likely to have reported drinking beer. (See Figures 9 and 10.)

Figure 9: Percentage of Frosh Who Drank Beer Occasionally or Frequently in the Past Year

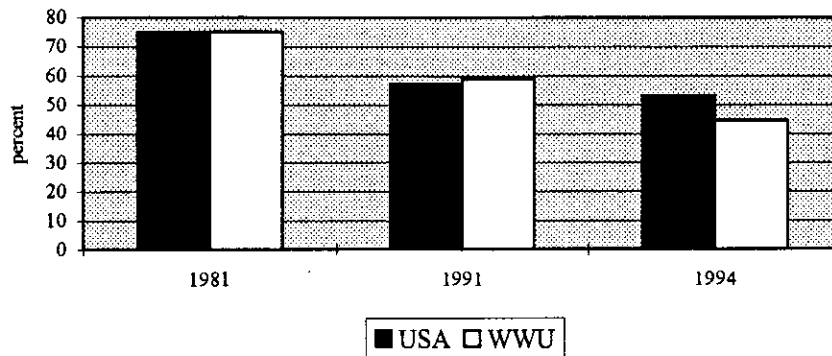
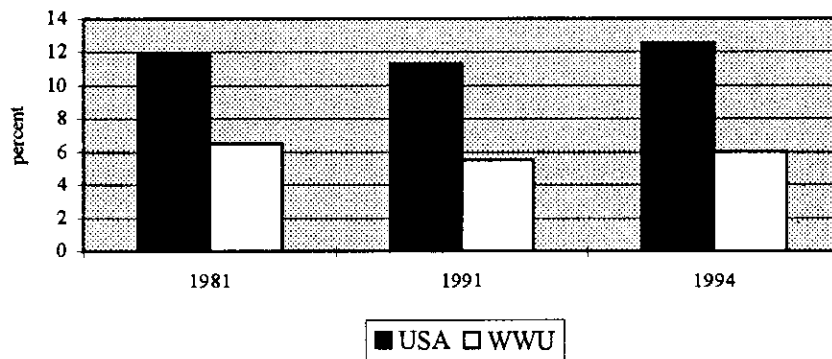


Figure 10: Percentage of Frosh Who Smoked Cigarettes Frequently in the Past Year



Discussion

The CIRP report is done annually, and each year all the data received from the survey is included--this year's report being no exception. (See Appendix A for a full disclosure of CIRP findings back to 1971.) Each year's CIRP report also contains a "Findings" section that ferrets out and draws attention to salient changes in year-to-year trends, both nationally and at Western. The "Discussion" section of Western's CIRP reports, however, have been, by design, less predictable. Because there is so much that can be done with CIRP data, the discussion section has been used as a forum for exploration. In past years CIRP discussions have focused on such issues as "personalities" of Western frosh and the relationships between frosh attitudes and parental income.

Since money concerns have, in recent years, maintained a high media profile, dominating local, regional, and national headlines, this year's discussion will focus completely on financial issues. One item taken from the CIRP survey that is particularly suited to an exploration of such matters is the reporting of parental income. In fact, the CIRP is one of the only sources of data on parental income generated at Western. An estimate of parental income is not required on the admission application, nor anywhere else in a student's record. When applicable, parental income is part of a student's application for financial aid, but these records are for a limited cohort of Western students--only those choosing to apply for aid--and have a somewhat more limited access. On the other hand, CIRP data on parental income is for a broad-based cohort of Western frosh, and is available to all legitimate researchers. Granted, when parental income is being estimated by students, there is always a question of accuracy. In this regard, since they are taken directly from income tax filings, income levels reported to Student Financial Services are undoubtedly more accurate. On the other hand, CIRP data on parental income levels has *always* been self-reported by students and are reported similarly in all CIRP surveys, thus comparisons, whether longitudinal or latitudinal, have at least the same degree of accuracy.

When talking about first-time college frosh, their families, and the financial concerns they may have, the most logical place to begin is establishing just how much the parents of frosh make. When referring to income, the median (the half way point between the highest and lowest incomes) is the best reflection of what a particular cohort earns. Outliers--those with the very highest or lowest incomes--can drastically alter an average income, especially those outliers at the highest incomes. If two or three percent of a given cohort have reported incomes in the \$150,000+ range, these very few high incomes can dramatically raise the overall average. The median, on the other hand, is not nearly so strongly affected by a small percent of extremely large incomes, thus is a more reliable baseline.

Using CIRP data, the median income of frosh's parents was computed for each year the CIRP has been administered at Western. These figures, of course, were meaningless to compare to one another without first compensating for inflation. The figures needed to do this were provided by the Economics & Business Research Center.⁶ Two inflation adjustment indices were utilized: the U.S. CPI (consumer price indicator) and the Implicit Price Deflator (for personal consumption). Each calculation--CPI and deflator--resulted in a median adjusted to 1983 dollars. These two were averaged into one final figure. The change in median income from one survey year to the next was then computed. In the table below, the actual median income, the median income adjusted for inflation, and the change in median income (adjusted for inflation) from the previous CIRP survey year is presented. (See Table 2.)

⁶ Any errors in the computation or analysis of the figures presented, however, are completely at the fault of the authors of this report. Many thanks, nonetheless, to Dr. David Merrifield, Director of the Economics & Business Research Center, and his assistant, Tami Eastwood, for their patient assistance.

Table 2: Median incomes (actual and inflation adjusted)
for parents of in-coming frosh, as reported by students:
1971 through 1994, adjusted to 1983 dollars

	median income (actual)	median income adjusted for inflation (1983 dollars)	change from previous survey year (adjusted income)
1971	\$9,100	\$23,500	-
1976	\$14,400	\$26,500	12.7%
1981	\$26,500	\$31,400	16.5%
1985	\$36,400	\$36,500	16.2%
1989	\$41,800	\$35,900	-1.4%
1991	\$45,800	\$36,000	0.1%
1992	\$45,900	\$35,000	-2.7%
1993	\$45,400	\$33,600	-3.9%
1994	\$46,600	\$33,800	0.5%

As indicated in Table 2, there was a steady and considerable increase in parental income level between 1971 and 1985--a 12.7% increase from 1971 to 1976; another 16.5% increase from 1976 to 1981; and a final increase of 16.2% from 1981 to 1985. Since that time, parental income levels have been in decline. In fact, since 1985, the parental income of Western frosh has declined 7.4%. Though current parental income levels are higher than they were in 1971, the parents of Western students are less well off now than they were ten years ago.

Are students, then, feeling anxious about financial issues? Are they more concerned about college financing? One CIRP survey item gets right to the heart of the issue when it asks:

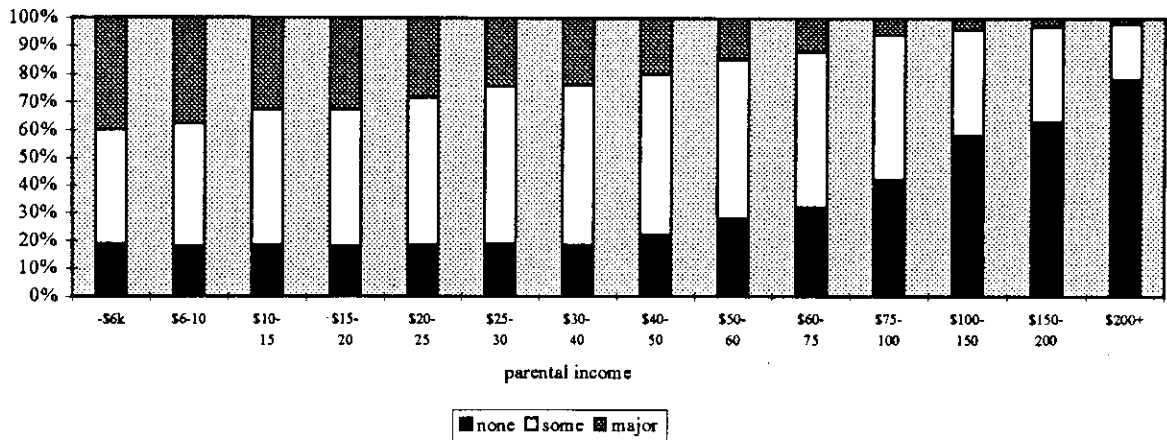
Do you have any concern about your ability to finance your college education? (Mark one):

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

National findings indicated that the level of parental income had a direct effect on the percentage of students indicating none, some, or major concern with financing their college education.⁷ The more money the parents of students made, the less anxiety there was; conversely, the less money the parents of student made, the more anxiety there was. (See Figure 11.)

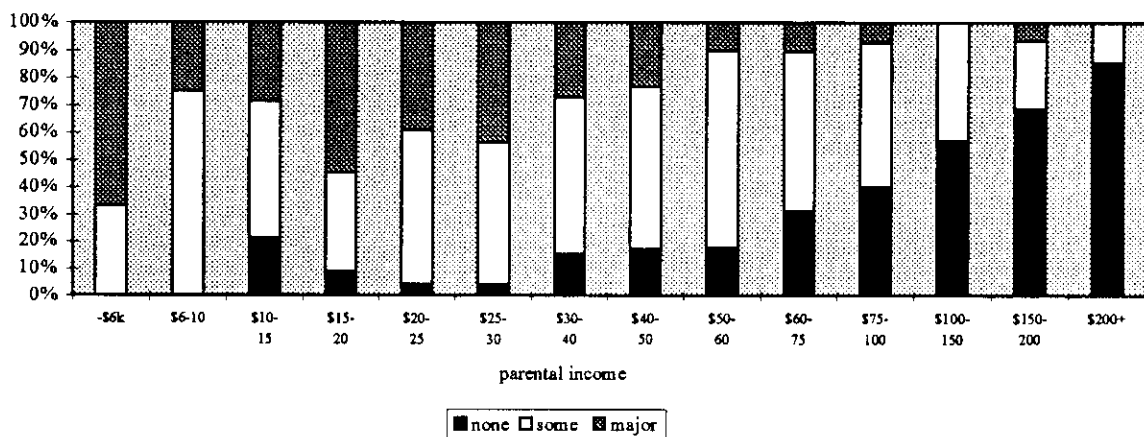
⁷ The national findings referred to in this section of the discussion came from the newsletter: Postsecondary Education Opportunity. "Anxiety About Affordability." April, 1995, Number 34. P.O. Box 127, Iowa, City, Iowa 52233.

Figure 11: Concern About Financing College by Parental Income, 1994 National CIRP Findings



Findings at Western weren't quite so neatly arranged as were national findings, though roughly the same trends could be noted: the more money parents made, the less anxious students were about financing college--with exceptions. There was more concern for financing for students with parents earning between \$10,000 or less and between \$15,000 and \$30,000 than there were in national findings. From the parental income level of \$30,000 or more, local and national findings appeared to be in accord. (See Figure 12.)

Figure 12: Concern About Financing College by Parental Income, 1994 National CIRP Findings

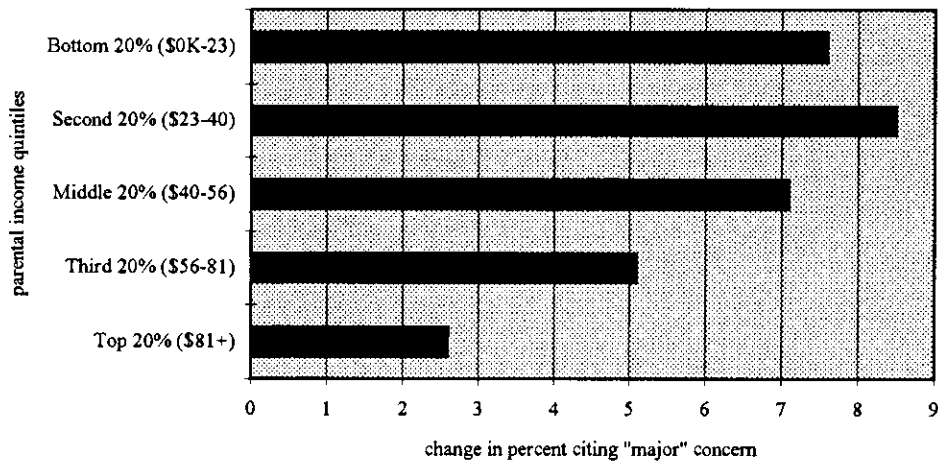


Thus the answer to our first question--are students feeling anxious about financial issues?--is that it depends on how much their parents earn. Our next question was: Are students *more* anxious than in previous years? Earlier in this report, it was established that, overall,

students were, indeed, more anxious about financing college than in previous years. The percentage of students reporting a major concern about financing college was the highest ever nationally, and as high as it has ever been at Western.

But *who* exactly was more anxious? To find out, national researchers divided parental income into quintiles--five equal groups. Because Western's CIRP data was not as refined as the special set utilized by national researchers, Western's CIRP findings on parental income were divided into *six* relatively equal income level ranges.⁸ National findings were, again, very symmetrical, and indicated that regardless of parental income level, students were more concerned with finances in 1994 than they were in 1989. (See Figure 13.)

Figure 13: Change in Concern About Financing College by Quintiles of Parental Income, 1989 to 1994 National CIRP Findings



At Western, however, anxiety about college financing had a different look. For those students whose parents' income level was between \$25,000 to \$39,999, anxiety over college financing actually was quite a bit *less* in 1994 than in 1989--down 13.8%. What changed between 1989 and 1994 to ease these students' anxiety? For one thing, during this time the method used to determine a students' eligibility for need-based aid was revised, resulting in a dramatically increased eligibility for federal, state, and institutional need-based financial aid. For another, in 1989 there was very little institutional grant money available; since then, those funds have increased substantially, which especially benefited students in the \$25,000 to \$39,999 category who often just missed the cut-offs for eligibility for federal and state assistance programs.

⁸ The limitations of Western's data--specifically that incomes were reported in ranges rather than in specific amounts--somewhat decided the break-off points, but so too did the knowledge of how financial aid regulations at Western impact families of various income levels.

Students whose parents' income level was between \$50,000 to \$59,999 were also less anxious about college financing--down 2.0% from 1989. For this category of students, in 1989 there was little or no financial aid resources available. By 1994, however, significant educational loan resources had become available, for two reasons: 1) the federal government changed the method of calculating the eligibility for need-based aid; and 2) a new program offering unsubsidized education loans were made available to *all* students regardless of need.

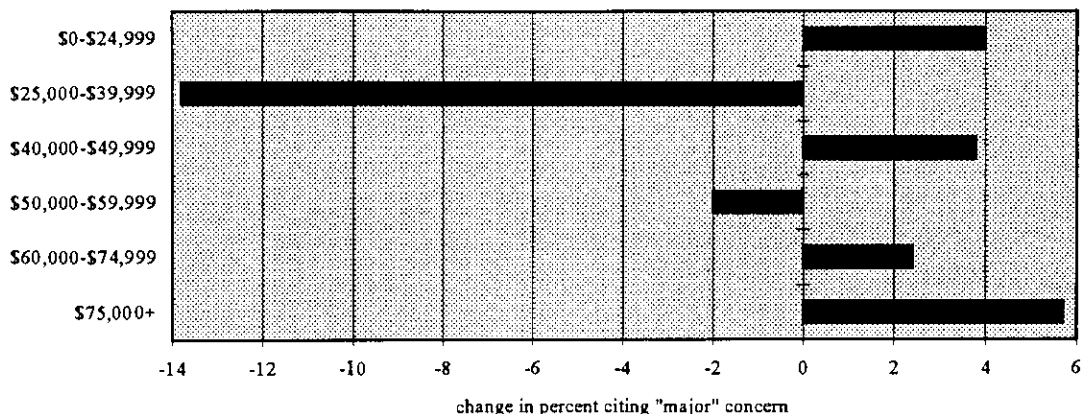
On the other hand, the anxiety level for students whose parents' income level was between \$40,000 and \$49,999 increased. These students fall into a kind of nether world when it comes to balancing what their families may be able to afford and what sorts of financial aid is available. These students are not, for instance, typically eligible for grant assistance. They may be eligible for loans, but may be shocked by and unprepared to meet the calculated family contribution to the cost of their education. Consequently, the student's financial need is often unmet or met through disproportionately high loans, thus adding to anxiety rather than decreasing it.

Another issue that may account for the lessened anxiety over college finances at Western are Student Financial Resources policies that insure that consistent and fair equity packages are presented to students inquiring into financial aid. As long as all deadlines are met, and that all funding programs remain viable, a student looking into the possibility of receiving aid can count on the offer presented them. Indeed, a combination of circumstances may be converging that make Western look especially attractive to those students who may be "shopping" for the "best value" in higher education, as we know students are.⁹ First, Western's repute as an institution of academic excellence continues to grow. Second, relative to private and/or out-of-state schools, costs at Western are quite reasonable--relative to this day and age. Finally, students from families in certain income categories may be finding the financial aid packages substantial enough to warrant Western as a strong contender when it comes to making their final choices. Indeed, Western was the first school of choice for 85.8% of the entering frosh of 1994, the highest percentage ever.

If students (and their families) are thus feeling positive about how they are spending their money, and feel that they aren't spending as much as they might have to elsewhere, and are feeling at least somewhat less burdened from fiscal worries by an equitable financial aid package, then they may well be feeling less stress overall, and that these feelings are finding their way into the survey responses. (See Figure 14.)

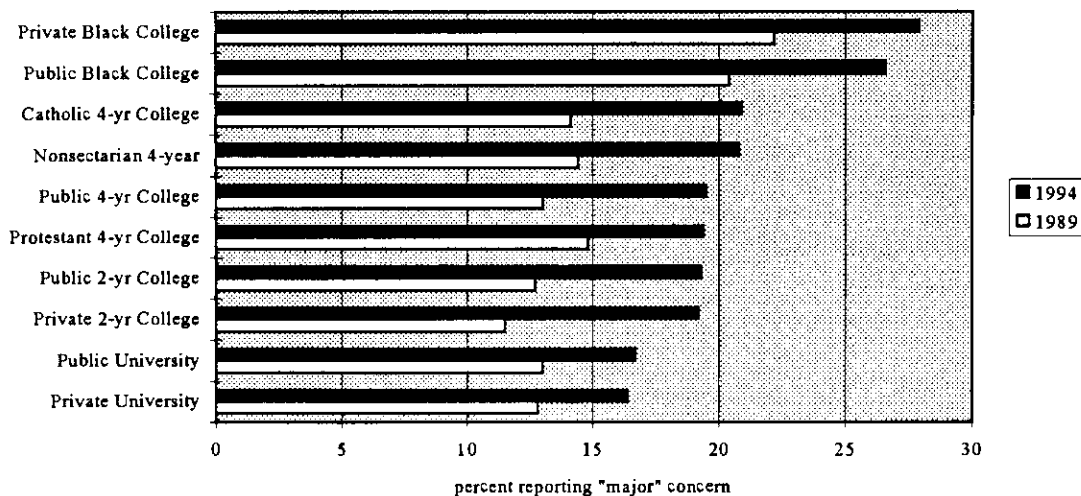
⁹ In fact, the percentage of frosh applying for admissions to three or more other schools than Western remains very high (approximately thirty percent since 1991).

Figure 14: Change in Concern About College Financing by Parental Income, Western CIRP Findings, 1989 to 1994



Nationally, concern about financing college increased between 1989 and 1994 regardless of what kind of institution of higher learning a student attended.¹⁰ However, students at certain kinds of institutions indicated more concern than others. The largest increase in concern for college financing was found at two-year colleges, whether public or private. The smallest increase in concern for college financing was found at public or private universities. (See Figure 15.)

Figure 15: Major Concern About College Financing by Institutional Type, 1989 and 1994



¹⁰ In the CIRP scheme, a "college" is an institution of higher education (public or private) that does not grant Ph.D.'s., or grants very few. On the other hand, a "university" is an institution of higher education that does grant Ph.D.'s. Thus, as defined by the CIRP, Western Washington University is a public 4-year college.

National researchers speculate that the disparity in level of concern is not driven so much by institutional cost as by academic selectivity. "The most academically selective institutions tend to enroll students from the highest income families," while "(t)he least academically selective institutions tend to serve students from much lower income family backgrounds..." Median incomes for the parents of 1994 frosh by institution type indicate this relationship. (See Table 3.)

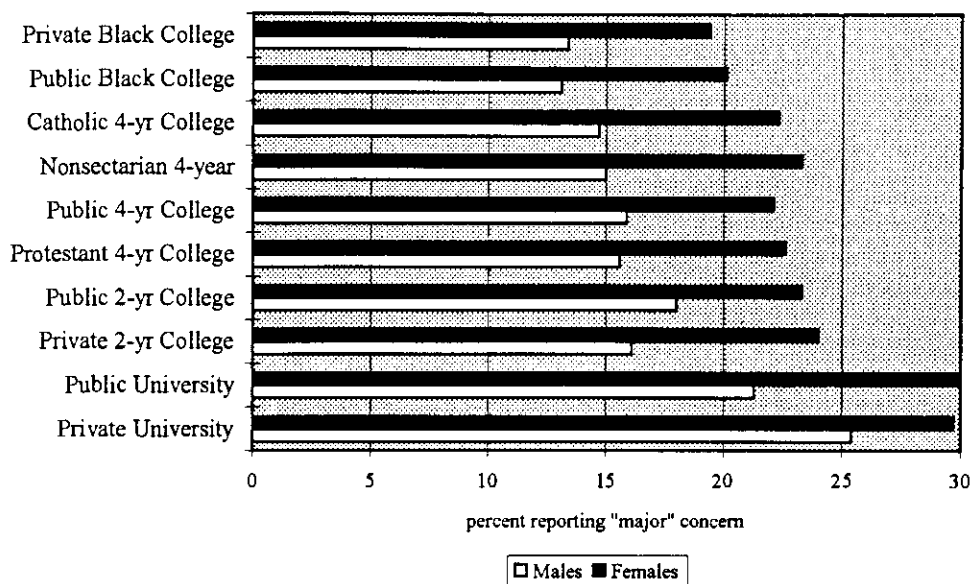
Table 3: 1994 Median Income of In-coming Frosh by CIRP Institutional Type

Institutional Type	Median Income 1994
Private universities	\$72,769
Public universities	\$57,540
Nonsectarian 4-year colleges	\$54,685
Catholic 4-year colleges	\$53,689
Protestant 4-year colleges	\$49,375
Public 4-year colleges*	\$47,090
Private 2-year colleges	\$44,821
Private black colleges	\$37,647
Public 2-year colleges	\$37,226
Public black colleges	\$28,882

*WWU's category; median income at WWU = \$46,600

Levels of anxiety about college financing were also analyzed by gender. Nationally, females indicated higher levels of anxiety than did males. For 1994 findings, 22.5% of all females indicated a major concern with financing their college education, compared to 15.0% of all males. This pattern was true regardless of the college or university type; moreover, within those types, differences varied little--4.3% was the lowest percentage difference, while 8.7% was the highest percentage difference. (See Figure 16.)

Figure 16: Major Concern About Financing College
by Gender and Type of Institution



As well, between 1989 and 1994, anxiety over financing college was higher for females than for males. The percentage of males indicating they had a major concern about college financing rose 1.9%, while for females rose 7.1%.

To explore why there would be a gender bias in concern about college financing, national researchers used two traditional economic principles: 1) parental income; and 2) future income prospects. Nationally, fall 1994 male college frosh reported a median parental income of \$50,081, while fall 1994 female college frosh reported a median parental income of \$45,120. "Because women are both graduating from high school at higher rates than males, and going on to college at higher rates than male high school graduates, women college freshmen probably represent a broader spectrum of family incomes than do men."¹¹

For further analysis, national researchers utilized the 1992 *Current Population Survey* (P60-184), a publication of the Census Bureau. Data from this source indicated that for males 25 to 34 years old holding baccalaureate degrees, the annual median income was \$31,119, while for females of comparable age and education, the annual median income was \$27,097. "Thus, college offers different payoffs for each gender. Furthermore, when increasing levels of educational debt are factored into the investment decision, the rate of return on a college investment decision is much lower for women than it is for men."¹²

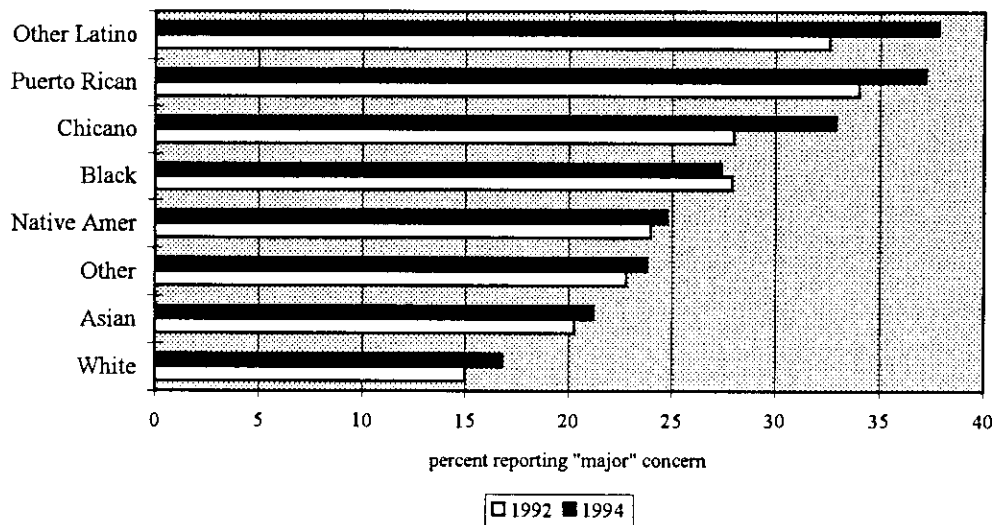
¹¹ Ibid., #7.

¹² Ibid., #7.

Trends at Western reflected those found nationally: 20.1% of Western females indicated they had a major concern about financing college, compared to only 12.7% of males. Longitudinal trends at Western were also similar to those found nationally: between 1989 and 1994, the percentage of females indicating a major concern about financing college rose 6.5%, compared to only 2.3% for males.

Levels of anxiety were lastly analyzed by ethnicity. Nationally, students with the most concern about financing college included all three Hispanic groups identified by CIRP researchers: Chicano, Puerto Rican, and other Latino. Students with the least concern about financing college were white or Asian. (See Figure 17.)

Figure 17: Major Concern About Financing College by Ethnicity, 1992 to 1994



Again, the salient question at this juncture is: why? National researchers posed a variety of possible answers. First, as was indicated earlier, concern about financing college is related negatively to parental income. Students from lower socio-economic statuses have more concern than those from higher. Analyses of national CIRP findings for fall, 1994, indicated that when categorized by ethnicity, the median parental incomes all but mirrored the level of concern about financing college. The lower the parental income level the more the concern about financing college, with more black, Hispanic, and Native American students than whites or Asians coming from lower socio-economic backgrounds. (See Table 4.)

Table 4: Median Parental Incomes
of 1994 Frosh by Ethnicity
(National CIRP Findings)

Ethnicity	1994 Median Income
White	\$50,397
Asian	\$49,684
Other race	\$44,034
Native American	\$39,727
Chicano	\$30,730
Puerto Rican	\$28,841
Black	\$26,667
Other Latino	\$25,638

Second, the potential payoff of a college education--specifically a higher annual income--is not as great for non-whites as for whites, thus for non-whites repayable federal loans must be viewed in a less favorable context. Again referencing the *Current Population Survey* (P60-184), national researchers found that the annual median income for males and females ages 25 to 34 years old with baccalaureate degrees were higher for whites--within either gender--than they were for non-whites. "As college attendance costs increase faster than incomes and student grant aid, increasing educational loan repayment obligations affect borrowers with more limited income prospects more than those who have greater earnings prospects after college or those who do not have to borrow to finance their higher education."¹³ (See Table 5.)

Table 5: Annual Median Income
Earn by Males and Females
Ages 25-34 with Baccalaureate
Degrees, by Ethnicity
(1992 Current Population Survey)

Category	1992 Median Income
Males:	
White	\$31,669
Black	\$24,416
Hispanic	\$26,258
Females:	
White	\$24,142
Black	\$22,717
Hispanic	\$23,094

¹³ Ibid., #7.

Finally, data from the *Current Population Survey* (P20-476) indicated that non-whites are less likely to complete their baccalaureate degree than are whites. For 1992 findings, the completion rates for people 25 to 29 years old who started college and finished a degree were as follows: whites, 49.7%; blacks, 31.1%; Hispanics, 33.2%. Thus, findings indicate that ethnic-minority students are more likely to come from lower income families with fewer financial resources, will earn less after graduation than their white counterparts and have less income available to pay off the educational loans rapidly replacing state and federal grants, and have less likelihood of completing college, possibly because they have to factor in so many legitimate negative fiscal influences on their decision whether to stay in school or not.

When findings at Western were analyzed by ethnicity, trends were mostly reflective of those found nationally, with some exceptions. For whites, native Americans, and Asians, there was an increase in anxiety about college financing from 1992 and 1994 of between 2 to 6 percent--about the same as was found nationally. Also similar to national findings is that blacks were slightly less concerned about financing college. What was quite different at Western was that Hispanic students were considerably more anxious about college financing, up 31.8% from 1991 to 1992. While concern by Hispanics was also the highest of all ethnic categories nationally, it was not nearly so high as it was at Western. The primary reason for this finding is, most likely, the very small pool of Hispanic students at Western--with Hispanics making up only 2.0% of the population. Only 13 Hispanic students even filled in a 1994 CIRP survey, thus constituting too small a subcohort to draw reliable statistical conclusions from.

Also somewhat different from national findings are graduation rates for ethnic-minority students at Western. Figures supplied by the American Association of State Colleges and Universities (AASCU) indicate that graduation rates for ethnic-minority students at Western are generally better than those found nationally. Graduation rates for whites, however, are still higher than those for ethnic-minorities--as they are nationally. Figures supplied by AASCU are for students who graduate within six years. (See Table 6.)

Table 6: Comparison of Five-year Graduation Rates, American Association of State Colleges and Universities Findings

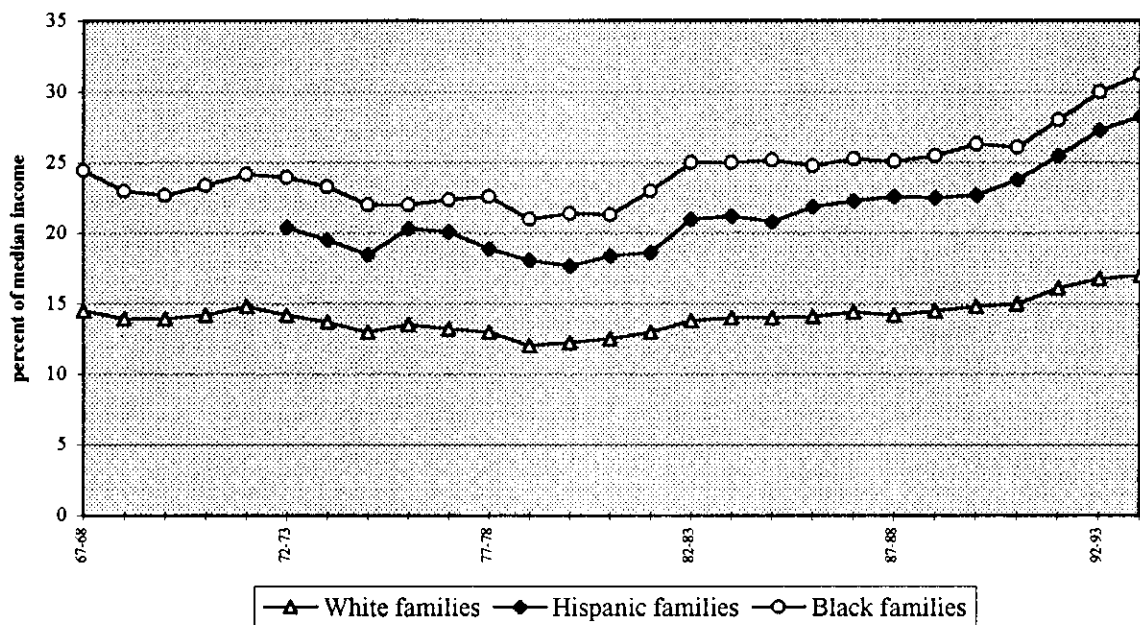
Ethnicity	All AASCU Respondents	Western Respondents
Black	28.0	41.7
Native American	24.5	35.0
Asian	41.9	51.0
Hispanic	30.9	42.9
White	42.6	53.6

Generally speaking, however, it would probably be safe to conclude that findings at Western reflect national findings: anxiety about college financing is up overall, and more so for females and ethnic-minorities than for males and whites. On the positive side, it is also apparent that financial aid programs at Western--working within their given parameters--are targeting the

most needy populations and getting as many resources to those students as can be made available, thus alleviating as much of the burden of financing college as such programs are able to do.

Yet the availability of financial aid is, if not outright decreasing, at least changing form, with loans now more common than grants, which as this report has shown, creates added stresses for populations already under considerable financial stress. Especially in the last few years, rising college costs are greatly effecting those populations that have traditionally found themselves already at the lower end of the socio-economic spectrum. Findings developed by the College Board, for instance, indicate that when the charges for tuition, fees, and room and board are considered as a percent of the median family income, black and Hispanic families are feeling the pinch much more than white families. (See Figure 18.)

Figure 18: Public University Tuition, Fees, Room&Board as a Percent of Median Family Income by Ethnicity, 1967-68 to 1992-93



Ironically, this trend is occurring at a time when most of the good paying jobs available within the American economy require a higher education. The days of high-paying plant work for the high school-educated or less are dwindling as manufacturing is displaced in the American economy by service-, software- and management-based employment.

Nevertheless, as the onus for financing college is shifted more and more to students and their parents, it is likely that fewer students will be able to afford to go on to college, in spite of the fact that higher education will become more important in securing the better paying jobs of the future. Moreover, the populations most effected will be those already in jeopardy of becoming redundant in American society. Marginalizing populations that are at this point already struggling

to stay within the mainstream is a dangerous precedent. When whole populations are witnesses to but not participants in the economic well-being of a country, everyone, including those who can afford an education, will be negatively affected. The issue is not *if*, but only how soon and in what manner.

Study after study indicates that for economic stability an educated workforce is essential. Most of the current good-paying jobs require a college education; in the future, the good-paying jobs will increasingly require a college education. Which is good news for those men and women who can afford one--and not just because they will be making more money than those who do not earn a college degree. Current studies indicated that they will also find their quality of life improved.

For instance, besides having higher median incomes, citizens with college degrees also have a longer worklife expectancy and lower unemployment rates than those who do not. Citizens with college degrees are likely to live longer than those without--possibly because they are more likely to have health coverage. Citizens with college degrees exercise more and smoke less. They are more likely to read a newspaper, less likely to watch television. Citizens with college degrees are more likely than those who do not have college degrees to attend a play, ballet, movie, ballgame, or jazz performance--possibly because they are more likely to be able to afford such events. Citizens with college degrees are more likely to make room for volunteer work, be registered to vote, and to be influential in community leadership. Citizens with college degrees or at least some college attendance are more likely to read to their children and help them with their homework; they are more likely to praise their children, less likely to yell at them. Moreover, citizens with college degrees very seldom utilize or ever have utilized government assistance programs.¹⁴

Can there be any doubt about the positive influences of higher education upon the health and welfare of a citizenry and, thus, by default, upon the society within which that citizenry lives? Can there be any doubt that a well-educated populace is a prescription for healthy communities, counties, and states? Can there be any doubt that a readily-available system of higher education, in the long run, pays its own way? If not, rather than making college harder to afford it would seem prudent for the influential agencies of society--government, commerce and business, et al--to be looking for ways to make college more affordable. Indeed, two issues that one might hope would find themselves in relative concert find themselves in ever widening divergence: in order to participate in and also return the most to our American way of life, a college education is becoming increasingly necessary; financing that education, however, is becoming more difficult than ever, especially for ethnic-minorities.

¹⁴All these statistics are documented in the April 1995 edition (number 34) of the publication: *Postsecondary Education Opportunity*, cited above. Statistics are gathered from the following sources, Bureau of the Census, Bureau of Labor, National Center for Health Statistics, National Endowment for the Arts, American Journal of Public Health, The Roper Organization, and others.

APPENDIX A:

CIRP Data Complete
1971 through 1994

In-Coming Freshman Survey (CIRP) Results
Western Washington University -- 1971 through 1994

Demographic Information										
	ITEM	1971	1976	1981	1985	1989	1991	1992	1993	1994
Age on December 31										
	seventeen	2.1	1.4	1.5	1.3	1.4	2.2	1.6	1.3	2.1
	eighteen	72.9	69.6	68.9	70.0	70.5	67.3	70.0	69.3	68.9
	nineteen	22.2	25.7	26.3	27.0	27.1	29.7	27.6	28.4	28.2
	twenty	1.0	2.0	1.6	0.9	0.9	0.5	0.6	0.9	0.7
	twenty-one or older	1.8	1.3	1.6	0.9	0.1	0.3	0.1	0.2	0.2
Racial/Ethnic Background										
	White/Caucasian	95.2	95.7	95.5	95.5	87.6	91.5	88.2	87.7	86.4
	African-American	1.5	1.0	0.7	0.8	3.0	1.3	1.2	1.1	2.9
	American Indian/AK Native	1.3	1.2	1.5	1.5	2.0	1.9	2.1	2.3	2.2
	Asian-American	1.8	1.5	2.9	2.8	6.8	5.5	9.6	9.5	9.9
	Hispanic	0.3	0.7	0.9	0.6	2.6	1.7	2.7	2.6	3.0
	other	2.3	1.4	2.0	2.1	1.6	2.2	2.3	3.4	3.2
Miles from College to Home										
	10 or less	8.5	8.2	10.2	7.5	7.0	4.9	5.9	7.1	5.0
	11 - 50	5.6	6.9	7.1	6.6	6.9	7.4	7.1	8.2	5.3
	51 - 100	36.7	35.1	36.5	33.7	37.7	37.2	32.4	30.6	34.0
	101 - 500	43.0	43.1	41.1	46.8	45.8	46.3	49.4	49.0	52.3
	more than 500	6.2	6.7	5.2	5.3	2.7	4.2	5.2	5.3	3.5
Estimated Parental Income										
	less than \$6,000	7.9	6.4	2.9	1.8	1.2	0.9	1.3	1.4	1.1
	\$6,000 - \$9,999	18.1	7.6	2.7	1.7	1.0	0.6	0.6	2.1	0.7
	\$10,000 - \$14,999	30.6	21.1	7.2	3.9	2.9	2.4	2.5	2.7	2.6
	\$15,000 - \$19,999	15.7	17.1	7.9	4.9	3.8	2.9	1.9	2.1	2.2
	\$20,000 - \$24,999	12.7	16.1	13.4	5.9	5.4	4.5	4.6	4.0	4.5
	\$25,000 - \$29,999	6.0	9.3	12.2	7.0	6.5	4.7	3.9	5.8	4.3
	<i>less than \$30,000</i>	<i>91.0</i>	<i>77.6</i>	<i>46.3</i>	<i>25.2</i>	<i>20.8</i>	<i>16.0</i>	<i>14.8</i>	<i>18.1</i>	<i>15.4</i>
	\$30,000 or more	8.9	22.4	53.7	74.8	79.4	84.0	85.2	82.0	84.6
	\$30,000 - \$39,999						10.3	10.9	10.4	11.5
	\$30,000 - \$34,999	3.1	7.4	12.5	10.1	9.8				
	\$35,000 - \$39,999	1.9	5.9	10.5	12.6	10.4				
	\$40,000 or more	3.9	9.1	30.7	52.1	59.2	73.7	74.3	71.6	73.1
	\$40,000 - \$49,999		3.9	13.2	15.1	13.3	15.4	14.9	12.8	13.2
	\$50,000 or more		5.2	14.0	37.0	45.9	58.3	56.9	55.9	59.9
	\$50,000 - \$59,999				14.1	14.2	14.2	16.0	16.0	14.9
	\$50,000 - \$99,999			14.0						
	\$60,000 - \$74,999				10.1	15.2	18.1	18.9	15.3	16.2
	\$75,000 - \$99,999				6.1	9.8	12.2	12.6	14.7	14.7
	\$100,000 or more			3.5	6.7	6.7	13.8	11.9	12.8	14.1
	\$100,000 - \$149,999				4.3	5.2	8.3	7.0	7.9	8.2
	\$150,000 or more				2.4	1.5	5.5	4.9	4.9	5.9
	\$150,000 - \$199,999						3.1	2.4	2.0	3.3
	\$200,000 or more						2.4	2.5	2.9	2.6

In-Coming Freshman Survey (CIRP) Results
Western Washington University -- 1971 through 1994

Familial Demographics										
ITEM	1971	1976	1981	1985	1989	1991	1992	1993	1994	
Father's Education										
grammar school or less	3.9	3.5	2.0	1.6	1.1	1.0	1.0	1.1	1.4	
some high school	7.6	7.1	6.3	4.0	2.8	2.4	2.7	3.1	2	
high school graduate	24.4	19.0	17.8	16.3	15.4	12.4	12.2	11.0	12.4	
postsecondary (not college)		3.9	3.5	4.2	4.9	3.6	4.4	4.0	4.1	
some college	24.6	17.2	19.5	18.3	17.1	18.3	17.5	16.6	16.6	
college degree	24.3	25.9	24.9	25.6	28.4	29.6	28.8	33.4	31.7	
some graduate school		3.4	2.3	3.7	3.9	4.6	5.6	4.1	3.1	
graduate degree	15.1	20.0	23.8	26.4	26.4	28.1	27.8	26.7	28.7	
Mother's Education										
grammar school or less	2.3	1.6	1.5	1.2	0.9	1.0	1.2	1.2	1.5	
some high school	5.0	5.9	3.9	3.2	2.1	1.0	1.9	2.1	1.4	
high school graduate	35.4	29.8	30.2	24.7	18.9	17.0	15.3	18.9	15.4	
postsecondary (not college)		6.9	5.7	7.1	6.1	7.3	7.1	6.8	5.9	
some college	31.0	25.8	25.6	28.1	27.4	25.7	22.4	22.1	23.4	
college degree	21.4	19.6	20.9	20.5	26.6	28.1	29.3	27.8	30.2	
some graduate school		3.5	2.9	3.2	4.0	4.9	5.5	3.8	4.9	
graduate degree	4.8	7.0	9.2	12.0	14.0	14.9	17.4	17.2	17.3	
Student's Religious Preference										
Jewish	1.1	1.7	1.7	1.0	1.0	1.1	0.8	0.7	1.0	
Protestant	40.1	48.2	34.5	49.8	43.1	44.1	43.9	39.3	29.0	
Roman Catholic	14.4	18.9	22.4	19.6	22.5	16.6	15.9	18.7	18.6	
other Christian									12.7	
other	12.8	6.2	18.7	5.7	5.3	7.8	8.3	9.3	5.2	
none	31.7	25.0	22.8	23.9	28.2	30.4	31.1	32.1	31.5	
Father's Religious Preference										
Jewish		1.5	1.9	1.3	1.2	1.7	1.1	1.5	1.7	
Protestant		52.4	35.5	51.3	41.6	45.9	43.8	41.5	30.6	
Roman Catholic		20.6	23.6	19.4	20.5	20.6	19.4	22.4	25.5	
other Christian									10.6	
other		3.6	15.9	4.4	3.1	4.5	7.2	7.8	2.7	
none		21.9	23.1	23.7	33.5	27.2	28.4	26.7	25.5	
Mother's Religious Preference										
Jewish		1.7	1.6	1.1	0.9	2.0	1.1	1.0	1.8	
Protestant		60.9	38.4	57.8	45.8	52.4	51.4	45.6	36.8	
Roman Catholic		22.3	26.7	21.8	29.2	20.7	20.6	25.9	25.2	
other Christian									12.5	
other		3.3	18.2	4.8	6.1	5.7	7.6	8.7	2	
none		11.7	15.1	14.5	17.9	19.2	19.3	18.9	18.8	

In-Coming Freshman Survey (CIRP) Results
Western Washington University -- 1971 through 1994

High School Demographics and Activities									
Year Graduated from High School									
year of survey		93.5	94.7	96.7	98.8	98.5	98.9	99.1	99.0
one year previous		3.8	3.3	2.3	1.1	1.1	1.0	0.8	0.7
two years previous		1.5	0.6	0.3	0.0	0.2	0.0	0.1	0.0
three or more years previous		1.0	1.1	0.6	0.1	0.2	0.0	0.1	0.2
HS equivalency (GED test)		0.2	0.3	0.1	0.0	0.0	0.0	0.0	0.2
never completed high school		0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Average Grade in High School									
A or A+	4.0	6.1	7.1	6.3	11.4	9.7	17.4	19.8	18.5
A-	16.0	14.0	15.8	13.3	25.8	23.3	28.4	31.0	32.5
B+	26.0	28.9	30.1	25.0	37.5	31.2	34.0	33.4	27.4
B	29.9	28.0	30.5	30.4	19.7	27.1	16.2	13.4	15.8
B-	15.4	13.7	12.0	16.5	3.9	7.0	3.0	1.6	4.5
C+	7.0	7.4	3.9	6.9	1.5	1.2	0.9	0.7	1.0
C	1.5	1.8	0.5	1.5	0.2	0.5	0.1	0.0	0.3
D	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0

In-Coming Freshman Survey (CIRP) Results
Western Washington University -- 1971 through 1994

High School Demographics and Activities (cont.)										
ITEM	1971	1976	1981	1985	1989	1991	1992	1993	1994	
Activities Engaged in by Student during the Past Year										
argued with teacher in class	60.5				49.4		54.7			
asked teacher for advice (freq)	25.7			37.1		21.0	23.4	22.6	25.8	
attended recital or concert			83.7	82.0			84.9			
attended religious service	75.1		74.1	73.5	66.1	73.5	74.7	75.8	73.9	
came late to class	65.9					71.6		70.2	70.7	
did xtra reading for course (freq)	19.3			11.6	12.0	12.0				
didn't complete homework on time	67.6			75.2	74.3	71.9	67.1	69.5	70.9	
discussed politics (freq)	26.0					29.1	36.7	23.1	22.0	
discussed "safe sex" (freq)							26.4	16.3		
discussed religion	30.4								29.9	
drank beer	69.8		75.2	74.4	68.0	58.9	50.8	49.3	44.6	
drank wine or liquor							54.6	55.3	46.8	
felt depressed (freq)				9.0	8.0	8.5	8.7	8.6	8.4	
felt overwhelmed (freq)				22.3	27.4	25.3	26.5	27.3	26.3	
missed school due to illness (freq)	3.3			4.3				2.4	2.0	
overslept and missed class/appt	29.1			40.3				34.7	35.1	
participated in demonstrations			14.7		42.0	37.1	37.9	34.3	27.3	
performed volunteer work				67.4	59.1	68.4	70.3	74.9	80.7	
played musical instrument	46.9		47.7	49.4		40.4	43.9	45.3	47.0	
smoked cigarettes (freq)	15.7		6.5	6.5	2.8	5.5	5.8	6.0	6.0	
socialized w/diff ethnic grp (freq)							66.0			
spoke another lang at home (freq)							6.0	5.6	5.9	
stayed up all night	65.7		71.8	81.1	77.0	79.7	82.4	80.0	84.1	
studied in library (freq)	32.2				12.7			13.8		
studied with other students				92.7	91.1	91.5	92.0	92.0	92.7	
took sleeping pills	7.0		3.3		8.0					
took tranquilizing pill	9.7		5.7		2.4					
tutored another student	42.3			46.3	55.7	52.3	62.0	61.1	65.2	
typed homework (freq)	26.9					45.5				
used personal computer (freq)				22.1	28.4	47.7		49.0		
voted in student election (freq)	66.2					40.1				
visited art gallery or museum	70.1				51.8			66.3	65.0	
was bored in class (freq)							37.0	36.1	33.5	
was guest in teacher's home				38.8	29.6	29.5	31.2	30.0	30.1	
worked in political campaign							8.8			

In-Coming Freshman Survey (CIRP) Results
Western Washington University -- 1971 through 1994

Pre-College Issues, Concerns, and Attitudes										
ITEM	1971	1976	1981	1985	1989	1991	1992	1993	1994	
Reasons Noted as Very Important in Deciding to Go to College										
could not find a job		2.9	3.2		3.7	3.3	4.2	4.9	3.6	
my parents wanted me to go	16.2	22.2	25.6		24.7	28.8	27.3	25.6	26.6	
there was nothing better to do	3.8	3.6	1.7	2.2	1.5	2.8	2.8	2.0	2.6	
role model/mentor encouraged me							10.1	10.6	11.8	
to be able to get a better job	52.5	60.9	68.2		73.7	73.8	73.4	79.0	67.4	
to be able to make more money	29.6	37.5	53.3	56.7	62.3	63.1	63.3	64.6	55.5	
to become a more cultured person	25.7	32.0	30.7	32.0	36.7	39.3	46.0	52.5	46.5	
to gain a general education	62.6	67.5	71.3	61.2	67.6	65.1	68.7	74.8	69.7	
to get away from home		16.4	14.6		18.2	19.4	21.0	22.6	21.7	
to improve reading/study skills	15.2	36.4	39.9	38.8	35.5	35.7	40.7	41.7	41.3	
to learn more about things	69.3	77.3	78.9	75.5	76.2	76.8	78.2	83.3	80.1	
to meet new & interesting people	48.7	56.4	59.4							
to prepare for grad/prof school	26.0	33.2	38.6	37.7	45.9	51.7	53.0	60.9	56.0	
Reasons Noted as Very Important in Selecting this College										
advice of guidance counselor	3.0	3.0	3.5	2.9	1.9	2.8	2.0	5.4	4.9	
advice of someone who attended	14.0	17.8	16.2							
advice of teacher		4.9	2.3	2.1	1.7	2.3	2.5	2.5	3.4	
friend suggested attending		10.2	8.5	7.4	6.3	7.2	7.7	9.1	9.8	
good academic reputation		25.1	34.2	35.6	57.8	51.5	52.1	55.7	60.7	
good social reputation				18.9	22.9	20.0	19.0	26.4	23.5	
graduates get good jobs				19.7	25.9	26.6	22.7	29.5	28.6	
graduates go to top grad schools				7.3	12.0	12.1	10.3	11.5	14.4	
local college/no other options								1.3	1.1	
low tuition	6.5	10.1	13.4	18.6	23.1	23.2	27.5	27.4	24.4	
not accepted anywhere else	1.2	1.5	1.4			1.6	2.0	0.8	1.1	
not offered aid by first choice				2.7	4.8					
offered financial assistance		9.2	6.7	7.7	13.2	13.8	16.8	17.7	13.9	
offers special programs	19.6	20.3	19.5	16.1	13.6	15.0	18.2	18.6	16.7	
recruited by athletic department				2.5	2.7	2.1	2.1	1.9	2.2	
recruited by college rep		2.5	0.4	0.7	0.9	1.3	0.9	1.2	1.8	
relatives wanted me to come here	3.0	3.7	3.1	3.8	4.1	4.4	4.0	3.8	2.9	
religious affiliation/orientation								4.5	2.8	
size of college							56.0	58.0	59.5	
wanted to live at home	4.0	4.2	3.3							
wanted to live near home				13.8	14.0	14.3	15.8	13.4	12.3	

In-Coming Freshman Survey (CIRP) Results
Western Washington University -- 1971 through 1994

Pre-College Issues, Concerns, and Attitudes (cont.)										
	ITEM	1971	1976	1981	1985	1989	1991	1992	1993	1994
Freshman College was Student's:										
	first choice		84.0	79.1	72.2	80.1	81.0	77.4	79.5	85.8
	second choice		13.5	18.2	22.2	16.4	15.9	17.8	16.8	12.6
	less than second choice		2.5	2.7	5.6	3.6	3.1	4.8	3.7	1.6
Number of Other Colleges Applied to for Admission this Year										
	none		32.9	27.6	32.4	25.6	20.1	23.1	20.0	21.8
	one		25.4	21.6	23.9	26.0	22.8	24.1	23.8	26.2
	two		20.3	25.1	21.1	25.8	25.7	25.7	24.8	21.1
	three		13.3	15.8	16.2	13.7	18.9	15.7	17.7	16.9
	four		5.6	6.2	4.2	5.5	8.1	7.0	7.6	8.0
	five		1.9	2.4	1.5	2.1	3.2	2.9	4.1	3.4
	six or more		0.6	1.1	0.8	1.2	1.2	1.5	2.0	2.6
Number of Other College Acceptances this Year										
	none		14.6	8.8	13.3	8.9				
	one		34.4	31.3	33.8	38.3				
	two		24.2	32.4	26.8	28.8				
	three		17.8	18.0	20.2	14.9				
	four		6.6	6.3	3.8	6.7				
	five		1.8	2.2	1.3	1.7				
	six or more		0.7	1.0	0.9	0.7				

In-Coming Freshman Survey (CIRP) Results
Western Washington University -- 1971 through 1994

Pre-College Issues, Concerns, and Attitudes (cont.)										
ITEM	1971	1976	1981	1985	1989	1991	1992	1993	1994	
Student Rated Self Above Average or Highest 10% in:										
academic ability	69.9	58.2		63.8	77.3	68.2	76.3	76.7	79.4	
artistic ability	26.7	30.1		26.5	26.6	29.1	30.2	29.3	35.2	
competitiveness							52.2	48.4	51.2	
cooperativeness							75.2	76.4	75.8	
creativity								50.9	55.5	
drive to achieve	54.0	63.3		65.3	75.5	71.4	71.8	73.8	74.2	
emotional health				62.2	63.8	56.4	56.6	56.6	59.4	
leadership ability	40.5	46.6		56.0	52.1	51.5	54.9	53.7	56.6	
mathematical ability	33.2	28.8		35.3	42.0	38.2	43.8	40.5	43.0	
mechanical ability	22.3	26.7				24.2				
originality	43.1	47.2					53.6			
physical appearance									35.3	
physical health				62.5	59.2	56.7	54.4	57.3	53.3	
popularity	30.5	29.6		43.9	35.7	38.1	32.3	32.5	31.5	
popularity with opposite sex	29.0	28.0			33.3					
public speaking ability	25.8	26.9			34.0	36.3	32.3	34.8	36.2	
reading speed/comprehension							45.0	47.2		
self-confidence (intellectual)	45.4	48.3		57.3	58.6	58.0	61.2	59.2	61.0	
self-confidence (social)	27.7	39.2		48.1	44.6	46.7	46.0	44.3	47.6	
sensitivity to criticism									24.1	
stubbornness									36.4	
writing ability	39.1	40.5		46.0	51.1	52.8	51.3	51.0	55.0	
understanding of others							72.5	72.7	75.6	
Have Had Remedial Work in:										
English			4.1		2.9	4.4		2.1		
reading			4.4		3.1	3.7		2.6		
mathematics			4.8		8.3	10.8		8.4		
social studies			3.6		2.5	2.6		1.3		
science			3.1		2.9	4.1		2.2		
foreign language			3.0		3.1	4.1		2.0		
Will Need Remedial Work in:										
English			9.2		10.8	10.1		8.9		
reading			3.4		3.0	4.6		3.0		
mathematics			23.6		29.4	34.7		30.8		
social studies			1.8		1.8	1.6		1.5		
science			10.6		13.5	15.2		13.7		
foreign language			7.1		7.6	8.9		7.3		

In-Coming Freshman Survey (CIRP) Results
Western Washington University -- 1971 through 1994

Pre-College Issues, Concerns, and Attitudes (cont.)										
ITEM	1971	1976	1981	1985	1989	1991	1992	1993	1994	
Student's Probable Career										
artist (including performer)	11.8	15.0	11.8	7.9	8.6	9.8	7.6	8.7	9.0	
business	6.4	14.4	23.6	27.8	21.4	18.7	14.2	12.3	11.4	
clergy or religious worker	0.9	0.4	0.0	0.4	0.1	0.3	0.5	0.3	0.4	
college teacher	0.7	0.4	0.5	0.4	0.6	0.3	0.5	0.3	0.4	
doctor or dentist	3.4	2.0	1.3	2.6	3.3	3.9	4.8	4.7	6.2	
education (secondary)	11.1	5.6	3.8	7.5	6.6	7.3	8.5	9.6	10.9	
education (elementary)	7.2	5.0	4.6	7.1	5.0	6.6	8.6	9.3	8.0	
engineer	0.9	2.9	4.7	5.0	5.8	4.5	4.2	3.8	3.2	
farmer or forester	2.4	2.4	1.3	0.4	0.9	1.2	0.6	0.0	1.2	
health professional (non-MD)	5.9	6.1	3.3	4.7	5.0	6.5	5.6	5.7	3.6	
lawyer	3.2	3.3	2.8	1.9	2.6	4.2	2.7	3.9	3.4	
nurse	1.4	1.7	1.6	1.2	0.6	0.9	1.2	0.6	0.4	
research scientist	4.5	4.2	2.1	1.4	2.5	3.8	3.2	5.0	4.6	
other	20.8	19.9	22.7	15.2	18.5	13.7	6.3	7.1	9.3	
undecided	19.4	16.6	15.9	16.7	18.4	18.3	22.8	18.7	21.4	
Student's Probable Major										
arts and humanities	27.2	19.3	14.7	10.7	12.7	11.6	12.0	11.7	14.0	
biological sciences	4.6	6.8	3.6	2.5	4.2	6.4	7.6	8.8	8.9	
business	5.9	15.9	25.8	28.1	23.8	19.5	16.6	14.2	11.4	
education	9.9	12.5	9.3	14.3	10.4	13.7	16.5	17.7	18.6	
engineering	1.2	3.3	5.7	5.1	5.1	4.5	3.8	4.1	4.0	
physical science	5.6	5.0	4.0	3.6	2.8	4.4	3.5	4.7	4.3	
professional	17.8	11.2	7.7	8.3	10.0	10.2	10.4	10.3	7.9	
social science	18.8	11.1	8.1	10.0	12.7	11.1	9.9	9.8	11.8	
technical	1.7	3.1	4.2	2.6	1.8	1.1	2.0	1.3	1.4	
other fields	4.9	5.6	9.9	7.1	5.2	6.2	5.0	5.9	2.8	
undecided	2.4	6.7	7.2	7.8	12.0	10.9	12.7	11.4	15.2	

In-Coming Freshman Survey (CIRP) Results
Western Washington University -- 1971 through 1994

Pre-College Issues, Concerns, and Attitudes (cont.)										
ITEM	1971	1976	1981	1985	1989	1991	1992	1993	1994	
Highest Degree Planned Anywhere										
none		4.1	1.7	2.3	0.4	0.2	1.1	0.2	0.4	
associate (A.A.) or equivalent		1.2	1.0	0.8	0.1	0.5	0.0	0.2	0.4	
bachelor's (B.A., B.S., etc.)		41.3	38.8	37.0	23.7	18.9	21.4	19.2	19.0	
master's degree (M.A., M.S., etc.)		34.4	40.7	42.0	54.3	52.1	53.7	50.5	46.5	
Ph.D. or Ed.D		8.8	9.8	10.6	13.3	17.7	14.4	17.5	21.0	
M.D., D.D.S., D.V.M. or D.O		2.9	2.9	4.0	4.1	5.6	5.7	6.9	6.1	
LL.B. or J.D. (law)		3.7	3.1	1.6	2.4	4.0	2.5	4.0	4.0	
B.D. or M.Div. (divinity)		0.6	0.3	0.1	0.3	0.3	0.2	0.2	0.4	
other		3.0	1.7	1.7	1.4	0.8	1.0	1.2	2.2	
Highest Degree Planned at Freshman College										
none		14.0	8.1	7.1	4.0	2.3		2.2	0.9	
associate (A.A.) or equivalent		4.3	6.3	4.2	5.9	3.6		3.0	1.1	
bachelor's (B.A., B.S., etc.)		65.6	65.6	69.5	64.6	64.6		66.4	70.1	
master's degree (M.A., M.S., etc.)		12.1	16.2	16.6	22.6	25.5		25.7	22.4	
Ph.D. or Ed.D		0.2	1.2	1.0	0.8	2.0		1.2	3.7	
M.D., D.D.S., D.V.M. or D.O		0.3	0.2	0.4	0.0	0.4		0.2	0.3	
LL.B. or J.D. (law)		0.3	0.6	0.0	0.3	0.4		0.2	0.6	
B.D. or M.Div. (divinity)		0.5	0.2	0.3	0.4	0.4		0.2	0.6	
other		2.5	1.7	0.9	1.4	0.7		1.1	0.3	
Planned Residence for Fall										
with parents or relatives		10.8	8.5	6.3	7.1	4.6	5.9	6.5	4.9	
other private home, apt, room		6.9	7.8	7.0	6.2	6.0	3.4	3.1	2.9	
college dormitory		78.4	81.5	82.6	85.4	87.0	89.0	89.7	90.9	
fraternity or sorority house		0.0	0.3	0.4	0.0	0.0	0.0	0.0	0.2	
other campus student housing		3.5	1.6	3.4	1.3	2.3	1.5	0.6	1.0	
other		0.4	0.4	0.4	0.0	0.1	0.2	0.1	0.2	
Preferred Residence for Fall										
with parents or relatives		7.2	7.5	6.3	5.1					
other private home, apt, room		34.4	25.7	25.0	31.0					
college dormitory		46.6	52.3	48.5	51.6					
fraternity or sorority house		3.0	5.7	11.4	8.2					
other campus student housing		6.3	6.7	7.5	3.4					
other		2.5	2.1	1.2	0.7					
Concern About Financing College										
none		34.1	32.1	28.8	33.4	31.9		26.7	29.0	
some concern		52.6	51.5	53.8	52.7	55.7		60.2	53.7	
major concern		13.2	16.4	17.4	13.8	12.4		13.1	17.4	

In-Coming Freshman Survey (CIRP) Results
Western Washington University -- 1971 through 1994

Pre-College Issues, Concerns, and Attitudes (cont.)										
	ITEM	1971	1976	1981	1985	1989	1991	1992	1993	1994
Received Any Aid from:										
	parents or other relatives			82.9	80.9	90.4	89.6	90.7	88.9	84.2
	spouse			0.5	0.8	0.5	0.8	0.6	0.3	0.3
	savings from summer work			67.6	62.4	76.8	69.8	71.8	64.0	64.5
	other savings			27.6	24.4	36.6	33.3	37.3	32.7	31.6
	part-time job on campus					30.3	28.1	29.4	31.7	29.8
	part-time job off campus							21.0	16.9	18.2
	other part-time job while in college			30.6	31.2	25.4	19.7			
	full-time job while in college			1.1	0.9	1.3	0.9	0.7	0.5	1.0
	Pell Grant			13.1	7.9	14.0	12.3	12.3	12.6	10.7
	SEOG			2.8	2.4	4.9	4.4	9.0	5.8	5.7
	state scholarship or grant			7.6	5.6	10.9	11.8	13.8	11.5	10.3
	College Work-Study Grant			8.5	5.8	8.2	11.9	12.7	16.7	10.6
	other college grant/scholarship			2.8	7.4	14.6	15.4	17.4	15.1	15.6
	other private grant			7.3	4.4	12.9	13.4	12.6	10.9	11.6
	other government aid			7.3	1.4	0.7	1.0	0.7	0.8	0.3
	Stafford/GSL			6.6	8.1	13.0	10.8	12.7	22.0	25.6
	Perkins/NDSL			4.4	4.0	0.7	4.7	4.8	3.2	4.4
	other college loan			1.3	1.1	2.9	2.2	3.8	3.3	2.8
	other loan			2.9	2.5	3.1	2.7	2.8	2.0	2.6
	other			3.9	2.8	2.0	1.5	3.1	2.9	2.8
Received \$1,500 or More from:										
	parents or other relatives			48.0	60.2	66.2	71.9	73.1	72.7	70.7
	spouse			0.1	0.3	0.3	0.3	0.1	0.2	0.2
	savings from summer work			11.2	12.6	16.5	14.0	15.7	15.4	14.8
	other savings			4.0	5.1	9.1	9.4	9.8	9.8	9.8
	part-time job on campus					2.5	4.3	3.0	6.9	3.4
	part-time job off campus							2.5	1.5	2.4
	other part-time job while in college			1.5	0.8	1.4	2.4			
	full-time job while in college			0.3	0.3	0.5	0.5	0.1	0.1	0.0
	Pell Grant			2.1	2.5	4.8	3.3	3.7	3.3	3.4
	SEOG			0.1	0.3	1.5	0.5	1.0	1.5	0.7
	state scholarship or grant			0.4	1.1	1.4	2.2	1.6	1.9	1.8
	College Work-Study Grant			0.6	0.4	2.0	4.8	2.8	5.2	2.6
	other college grant/scholarship			0.1	0.8	2.0	3.6	3.0	3.8	4.6
	other private grant			0.6	0.6	2.8	3.4	2.8	3.2	3.4
	other government aid			3.2	0.4	0.5	0.5	0.3	0.3	0.3
	Stafford/GSL			3.8	4.2	7.5	5.3	5.9	12.5	16.3
	Perkins/NDSL			0.3	0.9	0.3	2.0	2.3	2.0	2.4
	other college loan			0.8	0.9	1.6	1.5	2.2	2.6	2.1
	other loan			1.7	1.9	1.6	2.0	2.1	1.5	1.8
	other			1.1	0.6	0.6	0.4	1.1	1.3	1.0

In-Coming Freshman Survey (CIRP) Results
Western Washington University -- 1971 through 1994

Political Viewpoints and Opinions on Issues										
ITEM	1971	1976	1981	1985	1989	1991	1992	1993	1994	
Agree Strongly or Somewhat										
abolish capital punishment	64.8		27.2	22.1	22.0	17.9	22.1	22.3	20.6	
abolish college grades	41.3	21.3	12.2							
abortion should be legal			67.4	70.7	69.8	77.0	73.9	70.1	70.3	
busing OK to achieve balance		43.7	41.1	52.6	50.0	51.5	51.6			
college can ban extreme speaker	16.2	18.1	20.0	22.7						
college regulate student off-campus	7.1	8.8	7.6	9.4						
college should clear student pubs	23.1	25.3	32.0							
college increases earning power	42.4			61.3	57.4	55.2	54.5			
cntrl AIDS by mandatory testing							48.0	52.4	48.2	
de-emphasize college sports	32.1	27.7							32.2	
discourage large families	80.7	69.5	56.3							
disobey laws against own values		30.6	25.8						32.4	
employers can require drug tests							75.3	73.9	75.5	
equal opportunity for women	95.0	95.5	97.4	92.7						
govt discourage energy use		85.0	86.0	76.1		87.9	87.8	84.6	80.7	
govt do more to control handguns							86.8	88.2	86.4	
govt not controlling pollution	91.9	82.0	79.4	78.8	86.3	89.7	89.6	86.2	88.0	
govt not promoting disarmament				72.5	74.0					
govt not protecting consumer	77.3	70.4	66.6	56.9	59.0	68.6	74.4	69.4	69.2	
grading in high school too easy		72.0	70.3	65.6			66.9			
increase military spending				18.3	9.8	12.0	9.1	13.6		
ind can do little to change soc	42.4	43.7		34.3		24.6	22.4	24.8	24.6	
legalize marijuana	59.0	63.5	40.8	22.0	16.4	25.4	31.6	35.5	42.2	
live together before marriage		59.3	46.2	55.0	51.9					
man not entitled to sex on date							94.4	94.9	92.5	
married women best at home	28.4	17.2	16.0	15.7	12.2	15.7	16.7	13.3	15.3	
national health care plan needed			53.5	55.6	80.0	80.2	81.3	78.6	71.1	
nuclear disarmament attainable				60.4		72.6	73.0	73		
open admissions for public colls	32.6	25.9	19.0							
pref treatment for disadvantaged	37.6	36.3	36.9				41.1			
prohibit homosexual relations		31.3	33.5	37.9	23.6	23.1	20.0	21.1	20.3	
prohibit racist/sexist speech							62.8	62.9	59.7	
racial discrim no longer problem							6.4	8.9	12.7	
raise taxes to reduce deficit				24.1	34.1	31.6	40.5	40.1	36.4	
regulate student publications							24.5			
sex OK if people like each other		56.5	47.0		49.4	51.9	46.8	40.8	44.3	
students help evaluate faculty	79.8	74.1	73.5	73.3						
too much concern for criminals	33.9	55.1	69.2		73.2	61.5	64.0	68.7	72.9	
wealthy should pay more taxes		74.7	67.1	73.6			77.6	72.8	72.3	

In-Coming Freshman Survey (CIRP) Results
Western Washington University -- 1971 through 1994

Political Viewpoints and Opinions on Issues (cont.)										
ITEM	1971	1976	1981	1985	1989	1991	1992	1993	1994	
Political Orientation										
far left	3.2	1.8	1.7	1.0	1.1	1.3	2.2	2.3	2.2	
liberal	47.2	32.1	22.8	23.3	28.7	31.3	37.4	33.9	34.0	
middle of the road	40.4	53.0	57.5	55.6	51.7	49.7	42.4	46.4	45.5	
conservative	9.2	12.5	17.3	19.7	18.0	17.2	17.1	16.9	17.7	
far right	0.0	0.5	0.7	0.4	0.5	0.4	0.9	0.5	0.6	
Aspirations and Anticipated Behaviors										
Objectives Considered to Be Essential or Very Important										
accomplish in performing arts	15.4	17.4	14.0	11.3	9.9	13.1	12.5	15.0	11.3	
be an authority in own field	50.2	70.2	70.8	70.9	58.5	62.5	64.3	62.4	61.1	
become community leader							30.3		33.4	
be expert in finance/commerce	8.8			24.0						
be involved in environ cleanup	38.2	28.9	22.7	15.4	24.3	31.2	37.3	31.6	28.5	
be successful in own business	29.8	43.0	46.4	48.5	32.6	31.9	34.3	30.7	27.6	
be very well off financially	24.4	42.9	58.9	60.5	63.3	60.7	57.7	55.7	52.6	
create artistic work	25.7	22.6	16.7	15.7	12.9	13.2	14.8	15.5	16.2	
develop philosophy of life	75.5	63.3	48.5	41.7	37.3	43.5	51.5	48.5	48.6	
have admin responsibility	9.8	23.9	34.1	41.9	32.1	33.3	31.9	29.8	30.9	
help others in difficulty	60.4	61.5	58.8	59.3	55.1	56.5	63.7	61.1	59.7	
influence political structure	13.9	15.2	12.6	14.1	16.0	16.7	19.7	18.8	18.5	
influence social values	29.1	29.5	26.7	31.7	36.5	38.5	43.7	43.8	46.6	
keep up to date with politics	45.9	42.0	45.1		42.8	44.1	45.1	41.6	37.2	
make theoretical contrib to sci	7.8	12.8	8.9	7.9	11.0	12.3	13.2	15.9	15.3	
never be obligated to people	19.5							20.7		
obtain recog from colleagues	27.9	39.7	45.5	51.0	43.4	45.6	46.5	47.2	50.1	
participate in comm program	21.2	26.2	21.3	19.9	19.4	22.5	27.3	27.7	31.1	
promote racial understanding			31.9	31.2	39.5	37.8	48.1	41.3	42.4	
raise a family	51.2	44.2	58.2	67.7	67.7	67.1	69.8	67.8	62.9	
write original works	22.2	16.9	12.4	15.0	11.7	12.9	14.7	14.5	16.1	

In-Coming Freshman Survey (CIRP) Results
Western Washington University -- 1971 through 1994

Aspirations and Anticipated Behaviors (cont.)									
ITEM	1971	1976	1981	1985	1989	1991	1992	1993	1994
Students Estimate Chances are Very Good that They Will:									
be elected to an honor society		5.8	4.8	4.6	6.2	6.4	6.7	6.5	7.2
be elected to student office		1.1	1.6	1.8	3.9	2.1	2.2	2.6	2.1
be satisfied with this college		43.6	50.8	45.8	54.2	50.5	48.6	50.0	50.3
change career choice		20.3	21.7	22.5	25.9	21.7	20.8	22.8	20.3
change major field		21.1	21.2	22.6	25.8	22.1	22.1	23.9	21.7
drop out permanently		2.5	0.7	1.4	0.5	0.3	0.8	0.2	0.0
drop out temporarily		5.8	2.2	2.1	1.3	1.0	1.6	1.6	0.8
fail one or more courses		2.5	0.7	1.2	1.2	1.2	0.9	0.9	0.2
find job in major field		54.6	71.1	70.2	68.9	71.3	64.0		
get a bachelor's degree		66.9	76.7	76.1	80.2	78.0	77.3	77.8	77.6
get job to help pay expenses		50.3	57.4	50.3	56.8	52.6	53.5	56.2	52.5
get married one year after college		14.8	16.6	18.5					
get married while in college		7.9	5.1	5.8	5.8	5.8		4.5	
get tutoring in specific courses		9.5	8.1	15.5	14.3	16.4	18.7		
graduate with honors		8.9	6.1	9.8	10.7	11.8	13.2	12.9	13.6
have to work outside job		23.9	28.9	24.5	28.3	26.4			
join social frat, sorority, club		7.0	13.0	16.3	13.9	11.9	12.8	11.3	13.0
live in coeducational dormitory		57.5	70.9	69.1					
make at least a "B" average		44.2	46.9	46.1	53.1	50.9	50.9	51.8	50.4
marry while in college							6.1		4.7
need xtra time to complete degree		8.4	8.5	10.8	12.5	13.3	14.1	13.7	11.3
participate in demonstrations			5.6	4.6	8.1	6.8	10.0	6.8	8.8
participate in vol/comm service							20.9	25.5	23.3
participate in religious activities									17.6
play varsity athletics				16.4	13.8	13.7	13.3	12.1	10.5
seek individual counseling		4.5	4.5	5.7	3.4	3.2			
seek vocational counseling		12.2	11.4	8.5	6.8	7.2	9.5	4.3	
transfer to another college		29.8	24.3	28.3	17.2	14.8	16.3	12.6	7.8
work at outside job							30.8		
work full-time while at college				1.7	2.5	2.8	2.8	2.8	2.3

APPENDIX B:

Copy of Survey Form

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

a. My Own or Family Resources

	None	\$1 - \$499	\$500 - \$1,499	\$1,500 - \$3,000	Over \$3,000
Parents, other relatives or friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spouse	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Savings from summer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other savings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-time job on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Part-time job off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Full-time job while in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

b. Aid Which Need Not Be Repaid

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

c. Aid Which Must Be Repaid

Stafford Loan (GSL)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Perkins Loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other College Loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

d. Other Than Above

21. Are you: (Mark all that apply)

White/Caucasian	<input type="checkbox"/>
African American/Black	<input type="checkbox"/>
American Indian	<input type="checkbox"/>
Asian American/Asian	<input type="checkbox"/>
Mexican American/Chicano	<input type="checkbox"/>
Puerto Rican	<input type="checkbox"/>
Other Latino	<input type="checkbox"/>
Other	<input type="checkbox"/>

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

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

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

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

	(Mark <u>one</u> for each item)	Frequently	Occasionally	Not at all
Attended a religious service		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in organized demonstrations		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failed to complete a homework assignment on time		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes		<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"/>
Stayed up all night		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spoke a language other than English at home		<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"/>
Felt depressed		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overslept and missed class or appointment		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visited a museum or art gallery		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Missed school due to illness		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. 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 <u>one</u> 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"/>
Cooperativeness		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity		<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"/>
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 appearance		<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"/>
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"/>
Sensitivity to criticism		<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stubbornness		<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"/>

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

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

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

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

28. Do you have a disability? (Mark all that apply)

None	<input type="checkbox"/>
Hearing	<input type="checkbox"/>
Speech	<input type="checkbox"/>
Orthopedic	<input type="checkbox"/>
Learning disability	<input type="checkbox"/>
Health-related	<input type="checkbox"/>
Partially sighted or blind	<input type="checkbox"/>
Other	<input type="checkbox"/>

29. In deciding to go to college, how important to you was each of the following reasons? (Mark one answer for each possible reason)

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

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

M Your mother's occupation

F Your father's occupation

Y Your probable career occupation

NOTE: If your father or mother is deceased, please indicate his or her last occupation.

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

31. Mark one in each row:

- The Federal government is not doing enough to protect the consumer from faulty goods and services 4 3 2 1
- The Federal government is not doing enough to control environmental pollution 4 3 2 1
- The Federal government should raise taxes to reduce the deficit 4 3 2 1
- There is too much concern in the courts for the rights of criminals 4 3 2 1
- Abortion should be legal 4 3 2 1
- The death penalty should be abolished 4 3 2 1
- 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 4 3 2 1
- The activities of married women are best confined to the home and family 4 3 2 1
- Marijuana should be legalized 4 3 2 1
- It is important to have laws prohibiting homosexual relationships 4 3 2 1
- Employers should be allowed to require drug testing of employees or job applicants 4 3 2 1
- The best way to control AIDS is through widespread, mandatory testing 4 3 2 1
- Just because a man thinks that a woman has "led him on" does not entitle him to have sex with her 4 3 2 1
- The federal government should do more to control the sale of handguns 4 3 2 1
- A national health care plan is needed to cover everybody's medical costs 4 3 2 1
- Racial discrimination is no longer a major problem in America 4 3 2 1
- The Federal government should do more to discourage energy consumption 4 3 2 1
- Realistically, an individual can do little to bring about changes in our society 4 3 2 1
- Wealthy people should pay a larger share of taxes than they do now 4 3 2 1
- Colleges should prohibit racist/sexist speech on campus 4 3 2 1
- Colleges would be improved if organized sports were de-emphasized 4 3 2 1
- People should not obey laws which violate their personal values 4 3 2 1

1 Disagree Strongly
2 Disagree Somewhat
3 Agree Somewhat
4 Agree Strongly

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

Hours per week:

- | | None | Less than 1 hour | 1-2 | 3-5 | 6-10 | 11-15 | 16-20 | Over 20 |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| 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"/> |
| 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"/> |
| Talking with teachers 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"/> |
| 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"/> |
| 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"/> |
| 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"/> |
| Student 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"/> |
| Household/childcare duties | <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"/> |

33. Do you have any concern about your ability to finance your college education? (Mark one)

- None (I am confident that I will have sufficient funds)
- Some (but I probably will have enough funds)
- Major (not sure I will have enough funds to complete college)

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

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

35. Below are some reasons that might have influenced your decision to attend this particular college.

How important was each reason in your decision to come here?

(Mark one answer for each possible reason)

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

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

ARTS AND HUMANITIES

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

BIOLOGICAL SCIENCE

- Biology (general) 12
- Biochemistry or Biophysics 13
- Botany 14
- Environmental Science 15
- Marine (Life) Science 16
- Microbiology or Bacteriology 17
- Zoology 18
- Other Biological Science 19

BUSINESS

- Accounting 20
- Business Admin. (general) 21
- Finance 22
- International Business 23
- Marketing 24
- Management 25
- Secretarial Studies 26
- Other Business 27

EDUCATION

- Business Education 28
- Elementary Education 29
- Music or Art Education 30
- Physical Education or Recreation 31
- Secondary Education 32
- Special Education 33
- Other Education 34

ENGINEERING

- Aeronautical or Astronautical Eng. 35
- Civil Engineering 36
- Chemical Engineering 37
- Electrical or Electronic Engineering 38
- Industrial Engineering 39
- Mechanical Engineering 40
- Other Engineering 41

PHYSICAL SCIENCE

- Astronomy 42
- Atmospheric Science (incl. Meteorology) 43
- Chemistry 44
- Earth Science 45
- Marine Science (incl. Oceanography) 46
- Mathematics 47
- Physics 48
- Statistics 49
- Other Physical Science 50

PROFESSIONAL

- Architecture or Urban Planning 51
- Home Economics 52
- Health Technology (medical, dental, laboratory) 53
- Library or Archival Science 54
- Nursing 55
- Pharmacy 56
- Pre dental, Pre medicine, Pre veterinary 57
- Therapy (occupational, physical, speech) 58
- Other Professional 59

SOCIAL SCIENCE

- Anthropology 60
- Economics 61
- Ethnic Studies 62
- Geography 63
- Political Science (gov't., international relations) 64
- Psychology 65
- Social Work 66
- Sociology 67
- Women's Studies 68
- Other Social Science 69

TECHNICAL

- Building Trades 70
- Data Processing or Computer Programming 71
- Drafting or Design 72
- Electronics 73
- Mechanics 74
- Other Technical 75
- Agriculture 76
- Communications 77
- Computer Science 78
- Forestry 79
- Law Enforcement 80
- Military Science 81
- Other Field 82
- Undecided 83

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

- (N) Not important
- (S) Somewhat Important
- (V) Very Important
- (E) Essential

- 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
- Becoming successful in a business of my own E V S N
- Becoming involved in programs to clean up the environment E V S N
- Developing a meaningful philosophy of life E V S N
- Participating in a community action program E V S N
- Helping to promote racial understanding E V S N
- Keeping up to date with political affairs E V S N
- Becoming a community leader E V S N

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

- (N) No Chance
- (L) Very Little Chance
- (S) Some Chance
- (V) Very Good Chance

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

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

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

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

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DO NOT WRITE IN THIS AREA