



11-1-1995

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1994 Follow-up of 1985
Western Washington University Freshmen

(Report 1995-06)

Gary R. McKinney
Joseph E. Trimble

November, 1995

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Executive Summary

In 1994, first-time in-coming frosh who entered Western Washington University in 1985 were resurveyed. Survey administrators were able to contact and receive completed survey forms from 85 of the original 1180 frosh who filled out a CIRP (frosh) survey at Western in 1985. Though the number of participants nine years later was small compared to the original sample, it was also fairly representative. The gender ratio between the two years was nearly identical, as was ethnicity.

Most of the class of 1985 had partners in 1994 (74.1%), though only half reported being married (50.2%). A majority had not had children (83.1%), and most were employed full-time or part-time by choice (93.0%). Most survey respondents (81.7%) indicated they would definitely or probably would reenroll at Western.

Over three-quarters of the class of 1985 were satisfied or very satisfied with their jobs overall, though males and females were not always in agreement as to their level of satisfaction with various aspects of their jobs. Females from the class of 1985, for instance, were more likely to be satisfied with job security, working conditions, and child care services, while males were more likely to be satisfied with the opportunity for training/schooling, the competency of coworkers, and income. Males from the class of 1985 had higher (current) incomes than females (72.2% of males were earning between \$20-50 thousand dollars; 73.4% of females were earning \$15-40 thousand dollars).

Survey respondents worked mostly in the business field (30.7%) or in education (10.1%). Most felt their undergraduate majors were either closely or somewhat related to their job. Very few indicated that their undergraduate majors were not related to their jobs. Most of the class of 1985 indicated that Western had prepared them very well or well for their current or most recent job. Very few felt that Western had not prepared them well for their current or most recent job.

Survey respondents were asked which work skills they considered to be essential or very important. The highest percentages were noted for interpersonal skills, the ability to work independently, and ability to work cooperatively. The importance of cooperativeness and its counterpoint, the ability to work independently, were characteristics that employers, too, rated highly. In a 1991 OIAT survey, employee characteristics considered by employers to be most important included the ability to cooperate with others, as well as the ability to work well independently without supervision.

Regarding work skills, only when it came to issues related to cultural diversity did any gender bias appear--though in this area the differences of opinion were considerable. For instance, a much higher percentage of females than males rated cultural awareness and/or appreciation as essential or very important, as well as acceptance of different races and/or cultures.

When it came to getting admitted to graduate school, most of those 1985 frosh that had attended graduate school considered their attendance at Western an asset. None of the

respondents saw their attendance at Western as a liability. Most respondents indicated that Western had prepared them very well or well for graduate school. Very few felt that Western had not prepared them well for graduate school.

At the time of the survey, most of the class of 1985 had earned a Bachelor's degree (68.2%), as had many of their spouses/partners (32.4%). By referencing other graduation rate reports, it was discovered that quite a few of the class of 1985 took longer than six years to earn their Bachelor's degrees or earned those degrees at other institutions.

Respondents rated themselves across a list of skills and abilities. When the skill areas in which females changed the most were compared to the skill areas in which males changed the most, an interesting pattern emerged. The areas with the strongest change for males were outward- or action-directed: drive to achieve, social self-confidence, popularity, and leadership ability. For females, the areas with the strongest change were inward-directed: writing ability, intellectual self-confidence, and academic ability.

By 1994, the political orientation of the class of 1985 had become more polarized. In 1985, about half cited their political orientation as middle-of-the-road. About a third saw themselves as liberal, and about half that many saw themselves as conservative. In 1994, only about a third cited their political orientation as middle-of-the-road, while many more considered themselves conservative. Again, gender played a strong role in defining political orientation. While the percentage of females viewing themselves liberal rose, the percentage of males viewing themselves as liberal fell.

The strongest attitudinal change noted in the class of 1985 had to do with whether or not homosexual relations should be prohibited. In 1985, nearly half (49.2%) agreed that homosexual relations should be prohibited. By 1994, very few (10.1%) agreed that homosexual relations should be prohibited. Another strong change was noted in the percentage of survey respondent who agreed that abortion should be legal, which rose from 66.7% in 1985 to 80.5% in 1994, with males especially changing their opinion, from only 57.6% agreeing that abortion should be legal in 1985 to 80.3% agreeing in 1994. Regarding some fiscal issues, however, the class of 1985 expressed a decidedly conservative trend. For instance, fewer agreed that the wealthy should pay more taxes.

Analysis of social and political issues by gender again revealed some areas of differing thought between males and females. Predictably, the areas where males and females had the least agreement all had to do with issues of economics. Nine years later, males from the class of 1985 were less inclined to agree that taxes should be raised to reduce the deficit, while females were more inclined to agree. In other words, males did not feel that spending money on social ills was warranted, while females felt it was.

Issues of important life objectives indicated that raising a family remained an essential or very important objective to nearly three-quarters of the class of 1985, about the same percentage found in 1994. A fairly high percentage of the class of 1985 also considered influencing social values important, and they did so in 1994 as well.

Introduction

The Cooperative Institutional Research Program (CIRP) is a contiguous longitudinal study of the American higher education system that began in the fall of 1966. It is sponsored by the American Council on Education (ACE) and the Graduate School of Education & Information Studies at the University of California, Los Angeles. The primary survey instrument used by the CIRP is the Student Information Form, designed to gather nationwide normative data on the characteristics, attitudes, values, educational achievements, and future goals of in-coming frosh.

Western Washington University has been administering the CIRP survey since 1971. In order to gauge the changes students make between their frosh and senior years, Western has also been utilizing the follow-up to the CIRP, the College Student Survey, or CSS. There have been two such survey administrations, one in 1993 to follow up on the in-coming class of 1989, and one in 1995 to follow up on the in-coming class of 1991. Moreover, Western recently participated in a 1994 follow-up study of the first-time in-coming frosh who responded to the 1985 CIRP survey--in other words, Western frosh nine years later. This report, the 1994 Follow-up of 1985 Frosh, presents the findings from that nine-year study.

The main body of the report will present the findings in narrative fashion, presenting tables where appropriate and focusing on points of interest. A full set of survey results can be found in Appendix A. A copy of the survey form can be found in Appendix B.

Demographics

In 1994, the Higher Education Research Institute (HERI), administrators of the CIRP, were able to contact and receive completed survey forms from 85 of the original 1180 frosh who filled out a CIRP survey at Western in 1985.¹ Though the number of participants nine years later was relatively small compared to the original sample, it was also fairly representative. The gender ratio between the two years was nearly identical: 63.7% females and 36.3% males in 1994 compared to 61.7% females and 38.8% males in 1985. Ethnicity, too, was nearly identical; practically all were Euro-American (95.6% in 1994 compared to 95.5% in 1985). In 1994, respondents were nearly all 27-28 years old (97.1%); in 1985, respondents were nearly all 18-19 years old (97.0%).

Most of the class of 1985 had partners in 1994 (74.1%), though only half reported being married (50.2%). Very few had been or were divorced (3.2%). A majority had not had children (83.1%), and very few were unemployed and looking for work (2.7%). Most of the class of 1985

¹ Please note that not all survey respondents were graduates of Western. What they have in common is that they all entered Western as first-time in-coming frosh in the fall of 1985.

were employed full-time (79.2%), employed part-time by choice (13.8%), or unemployed but not looking for work (2.9%). Just over half had no plans to return to college (52.0%), though many had plans to return (36.3%), and some were currently enrolled (11.8%).

Findings

Satisfaction Levels

One of the most anticipated findings from a survey of this nature is whether or not former students were satisfied with their experiences at their first undergraduate university or college. Though this survey did not come straight out and ask if respondents were satisfied with Western, it did query the respondents as to how Western and the major they took at Western effected their employment prospects and their attendance at graduate school--if they had attended graduate school. Students from the class of 1985 were also asked if they would reenroll at Western, which most said they definitely or probably would do (81.7%).

Over three-quarters of the class of 1985 were satisfied or very satisfied with their jobs overall (78.6%). Other aspects of their jobs that a high percentage of respondents rated as satisfactory included: job security (79.5%); decision-making/responsibility (78.4%); variety of activities (77.8%); and working conditions (77.6%). Aspects of their jobs that a lesser percentage of respondents rated as satisfactory included: child care services (26.1%); opportunities for promotion (50.7%); and the opportunity to contribute to society (54.4%). (See Table 1.)

Table 1: 1994 Follow-up of 1985 Frosh
Aspects of Job Noted as Very Satisfactory or Satisfactory*

Item	Males	Females	Overall
job security	69.9	84.6	79.5
overall	72.4	81.9	78.6
decision-making, responsibility	79.0	78.1	78.4
variety of activities	69.7	81.8	77.8
working conditions	65.5	84.0	77.6
opportunity to be creative	59.4	76.1	70.3
intellectual challenge	59.5	66.7	64.2
oppty for training/schooling	68.5	57.9	61.5
competency of coworkers	66.9	55.0	59.1
fringe benefits	52.6	60.9	58.1
income	66.6	51.4	56.7
oppty to contribute to society	55.4	53.9	54.4
opportunities for promotion	51.7	50.1	50.7
child care services	17.1	31.1	26.1

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

Males and females, however, were not always in agreement as to their level of satisfaction with various aspects of their jobs. Females from the class of 1985, for instance, were more likely than males to be satisfied with job security, variety of activities, working conditions, the opportunity to be creative, and with child care services. On the other hand, males were more likely than females to be satisfied with the opportunity for training/schooling, the competency of coworkers, and income.

The issue that males and females would have different levels of satisfaction regarding income has an apparent enough reason: males earn more than females, both in society at large and within this report's cohort of respondents. Males from the class of 1985 had higher (current) incomes than females (72.2% of males were earning between \$20-50 thousand dollars; 73.4% of females were earning \$15-40 thousand dollars). The incomes of the spouses or partners of the frosh class of 1985 inversely reflected the incomes of the frosh themselves (32.0% of the spouses/partners of males were earning between \$20-40 thousand dollars; 54.5% of the spouses/partners of females were earning between \$20-40 thousand dollars).

The issue of job security, more than likely, has an inverse relationship to income: higher paying jobs come with more performance expectations (and vice versa), and also less security (and again, vice versa). It could be, too, that if males are holding jobs that pay more but also demand more in terms of performance and productivity, that the stress attendant with such jobs erodes creativeness, stifles variety, and makes working conditions feel less friendly. Interestingly enough, neither males nor females felt particularly strongly that their jobs offered much opportunity for promotion. At only twenty-seven or twenty-eight years old, an age that once would have been seen as optimal in terms of career advancement, these young people don't appear to have much optimism. Moreover, not too many respondents, male or female, felt their jobs offered them the opportunity to contribute to society--a fact that also poses troubling questions. Why don't people feel that what they do at work contributes to society? What kind of social-psychological schism has developed within our society to bring about this kind of disenfranchisement?

As far as *what* occupations the class of 1985 held in 1994, most worked in the business field (30.7%) or in education (10.1%).² As frosh in 1985, about the same percentage of respondents indicated they would have careers in business (27.8%); though slightly more indicated they would have careers in education (15.0%). To a great degree for those anticipating careers in business, and to a lesser degree for those anticipating careers in education, the frosh of 1985 appear to have self-fulfilled their career expectations.

Most of the class of 1985 felt their undergraduate majors were either closely or somewhat related to their job (61.2%). Very few indicated that their undergraduate majors were not related to their jobs (19.7%). Though most *did not* feel that their undergraduate *college* (Western) affected their employment prospects (55.0%), most *did* feel that their undergraduate *major* did (55.3%). A large majority of the class of 1985 felt that neither race nor gender had an effect on their employment prospects (race = 81.5% no effect; gender = 76.1% no effect). Indeed, if

² Business includes both business (24.4%) and clerical (6.3%). Education includes secondary (2.8%), elementary (6.2%), and college teacher (2.2%).

survey respondents felt that either race or gender had any effect at all on their employment prospects, they were seen as assets rather than liabilities (race = 12.5% asset, 5.0% liability; gender = 17.2% asset, 6.7% liability). Keeping in mind that the cohort in question was over 95% Euro-American, the finding for race might have some interesting interpretations.

Survey respondents were asked how well Western had prepared them for graduate school. Though only 22 respondents found the question applicable, those few indicated that Western had prepared them very well or well for graduate school (59.1%). Very few felt that Western had not prepared them well for graduate school (13.6%). Survey respondents were also asked how well Western had prepared them for their current or most recent job. Most of the cohort, 81 of 85 respondents, answered this prompt, with most indicating that Western had prepared them very well or well for their current or most recent job (68.1%). Very few felt that Western had not prepared them well for their current or most recent job (5.6%).

When it came to getting admitted to graduate school, most of those 1985 frosh that had attended graduate school considered their attendance at Western an asset (62.2%). None of the respondents saw their attendance at Western as a liability. Their academic major, however, was less likely to be seen as an asset to graduate school admission (37.2%); though, again, no one saw it as a liability. Very few 1985 frosh saw their gender as a liability to graduate school admission (3.4%). Race was seen as neither an asset nor liability to graduate school admission, with 100% of respondents indicating it had no effect.

Essential Job Skills

Survey respondents were asked which skills they considered to be essential or very important. The highest percentages were noted for interpersonal skills (96.0%), the ability to work independently (95.3%), and general knowledge (also 95.3%); the lowest percentages were noted for foreign language skills (19.8%), religious beliefs/convictions (48.2%), and competitiveness (52.8%). Contrasting the low regard for competitiveness was the high regard for the ability to work cooperatively (91.4%). The importance of cooperativeness and its counterpoint, the ability to work independently, were characteristics that employers, too, rated highly. In a 1991 OIAT survey of the direct supervisors of former Western alums,³ employee characteristics considered extremely or very important that received a high percentage response included the ability to cooperate with others (92.0%), as well as the ability to work well independently without supervision (92.4%). (See Table 2.)

³McKinney, G.R., Andrieu-Parker, J.M., Thorndike, R.M., Simpson, C., & Trimble, J.E. (March, 1991). *Survey of Employers' Satisfaction with Western Washington University Graduates* (Report 1991-04). Bellingham, WA: Office of Institutional Assessment and Testing. Please note that this cohort of former Western students are not particularly the same former students as responded to the 1994 Follow-up of 1985 Frosh Survey.

Table 2: 1994 Follow-up of 1985 Frosh
Skills Noted as Essential or Very Important

	Males	Females	Overall
interpersonal skills	93.2	97.5	96.0
general knowledge	91.4	97.4	95.3
ability to work independently	93.1	96.5	95.3
critical thinking ability	87.3	95.5	92.8
ability to work cooperatively	86.2	94.2	91.4
job-related skills	85.9	92.1	90.0
problem-solving skills	83.2	91.1	88.4
knowledge of particular field	80.3	89.1	86.1
acceptance of diff races/culture	66.5	89.6	81.7
writing skills	62.9	88.5	79.7
leadership ability	71.7	77.9	75.8
cultural awareness/appreciation	38.8	71.8	60.4
public speaking ability	51.5	56.4	54.7
competitiveness	56.0	51.1	52.8
religious beliefs/convictions	28.6	58.5	48.2
foreign language skills	8.6	25.6	19.8

For the most part, unlike the responses to job satisfaction, there appeared to be less disagreement between males and females as to which job skills were most valued. Though females had a tendency to rate each of the most highly regarded skills somewhat higher than males, both males and females rated those skills highly. Only when it came to issues related to cultural diversity did any gender bias appear--though in this area the differences of opinion were considerable. For instance, a much higher percentage of females than males rated cultural awareness and/or appreciation as essential or very important (females = 71.8%; males = 38.8%), as well as acceptance of different races and/or cultures (females = 89.6%; males = 66.5%). In addition, there were two technical areas in which a higher percentage of females than males noted as essential or very important: writing skills (females = 88.5%; males = 62.9%), and foreign language skills (females = 25.6%; males = 8.6%).

Degrees Earned

At the time of the survey, most of the class of 1985 had earned a Bachelor's degree (68.2%), as had many of their spouses/partners (32.4%). Degree aspirations for the class of 1985 had started off somewhat higher. As frosh, most survey respondents had indicated that they planned to earn an advanced degree, either a master's, a Ph.D., or a degree in law or medicine (54.8%). By 1994, however, far fewer had actually earned an advanced degree (12.1%). On the other hand, at the time of the survey 20.6% of the class of 1985 indicated they were still working toward that goal; moreover, many of the class of 1985 still thought they would earn an advanced degree (44.4%).

Self-ratings of Skills and Abilities

Whether or not students from the class of 1985 actually fulfill the goal of earning an advanced degree, they at least appeared confident that they could handle the academic rigors of graduate school. In 1994, when asked to rate their academic ability, 71.0% of survey respondents rated themselves above average or in the top 10%. In 1985, only 58.9% rated themselves so high. The change of +12.1% was the most significant of all the areas that respondents rated themselves. In fact, the next two most significant changes also came in academic-related areas: in 1994, the class of 1985 rated their intellectual self-confidence and writing ability higher than they had as frosh. The only area that did not see at least a minimal positive change was for physical health. (See Table 3.)

Table 3: 1994 Follow-up of 1985 Frosh
Respondent Rated Self Above Average or Top 10%

	1985	1994	Change
academic ability	58.9	71.0	+12.1
intellectual self-confidence	67.7	76.3	+8.6
writing ability	58.7	67.2	+8.5
leadership ability	67.8	76.0	+8.2
popularity	53.3	59.4	+6.1
social self-confidence	50.8	55.8	+5.0
artistic ability	29.8	34.0	+4.2
mathematical ability	36.1	39.0	+2.9
drive to achieve	70.7	72.2	+1.5
emotional health	54.4	55.1	+0.7
physical health	49.8	47.3	-2.5

Some intriguing findings were discovered when self-ratings were analyzed by gender. In most areas a higher percentage of males than females rated themselves as above average or in the highest 10%; in one area, writing ability, a higher percentage of females than males rated themselves as above average or in the highest 10%. In a few areas, the percentages were about equal. Yet even in those areas where by 1994 parity had been reached--intellectual self-confidence, leadership ability, popularity, and social self-confidence--gender influence was still strong. For instance, the percentage of males rating their popularity, social self-confidence, and leadership ability highly saw a strong upward surge; for females, the percentage remained static. In other words, little changed for females in these areas, while much did for males. (See Table 4.)

Table 4: 1994 Follow-up of 1985 Frosh
 Respondent Rate Self Above Average or Top 10%
 Response by Gender Compared -- 1985/1994

	Males			Females		
	1985	1994	chng	1985	1994	chng
academic ability	71.9	83.1	+11.2	51.5	64.7	+13.6
intellectual self-confidence	70.9	76.4	+5.5	65.9	76.3	+10.4
writing ability	49.3	54.1	+4.8	64.1	74.0	+9.9
leadership ability	60.5	75.1	+14.6	71.9	76.5	+4.6
popularity	45.7	61.6	+15.9	57.6	58.2	+0.6
social self-confidence	44.1	59.1	+15.0	54.7	54.1	-0.6
artistic ability	21.0	30.1	+9.1	34.8	36.0	+1.2
mathematical ability	48.5	54.5	+6.0	29.1	30.9	+1.8
drive to achieve	63.7	83.0	+19.3	74.7	66.6	-8.1
emotional health	72.8	76.0	+3.2	43.6	44.6	+1.0
physical health	80.3	68.1	-12.1	32.5	36.5	+4.0

The area of leadership ability was particularly interesting. In 1985, females were considerably more likely than males to rate their leadership ability as above average or in the highest 10%. Nine years later, though a considerable percentage of females continued to rate their leadership ability highly, it wasn't much higher in 1994 than it had been in 1985. Rather it was the percentage of males rating their leadership ability highly that shot up. It might be that once in the work place, females began to find fewer opportunities in which to express their ability to lead, and with less opportunity came less reason to view that ability highly. Lack of use, after all, erodes the quality of any skill. Males, on the other hand, who apparently have had greater opportunity to express their leadership ability--as seen in the responses earlier in this report--may have had more reason to rate their leadership ability highly.

Just the opposite effect was found for self-ratings of intellectual self-confidence: the percentage of females rating their intellectual self-confidence highly rose more strongly than it did for males. If one views intellectual self-confidence and leadership ability as contrasts, with intellectuality as the imaginative and cognitive area and leadership ability as the area that puts ideas into action, the two together tell an interesting story. Females over nine years grew intellectually--grew, according to these figures, not only at a high rate but also to a level equal to males--yet found fewer outlets in which to manifest that intellect, thus were only marginally more likely to rate their leadership ability higher. Males, on the other hand, who were fairly confident of their intellect at an earlier age, found more opportunity in which to express their leadership ability, which thus grew by leaps, while their intellectual self-confidence remained high but relatively unchanged. (Table 5.)

Table 5: 1994 Follow-up of 1985 Frosh
 Respondent Rate Self Above Average or Top 10%
 Response by Gender Compared -- Most Parity in 1994

	1985		1994	
	males	females	males	females
intellectual self-confidence	70.9	65.9	76.4	76.3
leadership ability	60.5	71.9	75.1	76.5
popularity	45.7	57.6	61.6	58.2
social self-confidence	44.1	54.7	59.1	54.1

There were five ability areas in which a higher percentage of males than females rated themselves as above average or the top 10%, including academic ability, mathematical ability, emotional health, physical health, and drive to achieve. Of the five, the most intriguing change over nine years came in response to drive to achieve. While the percentage of males rating their drive to achieve climbed significantly over nine years--nearly 20% higher--the percentage of females rating their drive to achieve highly declined over nine years--by nearly 10%. The overall percentage difference between males and females for drive to achieve was 27.4%, the most radical percentage differential of all the areas that the class of 1985 self rated.

Why was drive to achieve so strongly effected? It may be that this area was particularly sensitive to the work place difficulties women face. Keeping in mind that very few of this cohort of former Western students was unemployed by choice (1.7% of males and 3.6% of females), and that most of them did not have children (88.2% of males and 80.4% of females), it would seem unlikely that the reason for the decline in ratings by females regarding their drive to achieve was due to their being more concerned with keeping house than with trying to nurture a career. Rather, previous issues already discussed--lower wages, less opportunity, etc.--would appear to be the culprit. (Table 6.)

Table 6: 1994 Follow-up of 1985 Frosh
 Respondent Rate Self Above Average or Top 10%
 Response by Gender Compared -- Least Parity by 1994

	1985		1994	
	males	females	males	females
academic ability	71.9	51.5	83.1	64.7
mathematical ability	48.5	29.1	54.5	30.9
drive to achieve	63.7	74.7	83.0	66.6
emotional health	72.8	43.6	76.0	44.6
physical health	80.3	32.5	68.1	36.5

A different way to present self-ratings is to measure the amount of percentage change over the nine year period. In other words, using percentages, how much increase or decrease did each self-rated area have? In three areas directly related to academic issues--academic ability, intellectual self-confidence, and writing ability--females saw a greater percentage change.

Females also had a greater overall percentage increase when it came to self-ratings for physical health--though the percentage of males rating their physical health as above average or in the top 10% was still considerably higher in 1994 than it was for females.⁴ Males, on the other hand, saw greater percentage changes in all the other areas.

When the areas in which females changed the most were compared to the areas in which males changed the most, an interesting pattern emerged. The areas with the strongest change for males were outward- or action-directed: drive to achieve, social self-confidence, popularity, and leadership ability. For females, outside of physical health, the areas with the strongest change were inward-directed: writing ability, intellectual self-confidence, and academic ability. (See Table 7.)

Table 7: 1994 Follow-up of 1985 Frosh
Respondent Rate Self Above Average or Top 10%
Change in Response by Gender Compared

	Change between 1985/1994		Change compared
	Males	Females	
physical health	-12.1	+4.0	F +16.1
writing ability	+4.8	+9.9	F +5.1
intellectual self-confidence	+5.5	+10.4	F +4.9
academic ability	+11.2	+13.6	F +2.4
drive to achieve	+19.3	-8.1	M +27.4
social self-confidence	+15.0	-0.6	M +15.6
popularity	+15.9	+0.6	M +15.3
leadership ability	+14.6	+4.6	M +10.0
artistic ability	+9.1	+1.2	M +7.9
mathematical ability	+6.0	+1.8	M +4.2
emotional health	+3.2	+1.0	M +2.2

Activities

Besides their jobs and their degree of satisfaction with their jobs and aspects of their employment conditions, the nine-year follow-up survey was interested in what activities the class of 1985 had engaged in, and how their attitudes and political beliefs may have changed. Though the list of specific activities queried was short, two of the survey prompts indicated stark changes. In 1985, quite a number of respondents (28.1%) indicated they had felt overwhelmed by all they had to do. By 1994, that figure had dropped (to 19.1%). Also, the number of respondents in 1985 who had indicated they felt depressed (10.1%) fell to practically nothing by 1994 (to 0.6%).

⁴ The authors will resist the urge to speculate that males may perennially compare their current state of health to what it had been in their younger years, while females take a more pragmatic view of physical health, viewing it for its worth in the here and now.

Survey respondents from the class of 1985 were very likely, nine years later, to have socialized with a different ethnic group other than the one to which they belonged (58.8%). The other activity worth mentioning--especially for those concerned with fund-raising activities on Western's behalf--was that 15.8% of the class of 1985 had donated money back to the school.

Political Orientation and Views on Issues

By 1994, the political orientation of the class of 1985 had become more polarized. In 1985, most survey respondents cited their political orientation as middle-of-the-road (51.7%). About a third saw themselves as liberal (33.2%), and about half that many saw themselves as conservative (15.1%). In 1994, far fewer cited their political orientation as middle-of-the-road (36.8%), though about the same considered themselves liberal (34.9%), while many more considered themselves conservative (up to 26.4%). Most likely, middle-of-the-roaders migrated to a conservative point-of-view.

Again, gender played a strong role in defining political orientation. While the percentage of females viewing themselves liberal rose from 39.5% in 1985 to 49.6% in 1994, the percentage of males viewing themselves as liberal fell from 21.7% in 1985 to a mere 6.9% in 1994. Moreover, the percentage of males citing their political orientation as middle-of-the-road remained consistent (52.1% in 1985 and 51.9% in 1994), while the percentage of females citing their political orientation as middle-of-the-road fell dramatically. What this likely indicates is that while males grew more conservative--with liberals becoming middle-of-the-road and middle-of-the-roaders becoming conservative--females simply took stronger stances, whether they moved left or right. (See Table 8.)

Table 8: 1994 Follow-up of 1985 Frosh
Political Orientation, Overall and by Gender
1985 and 1994 Compared

	Male		Female		Overall	
	1985	1994	1985	1994	1985	1994
liberal	21.7	6.9	39.5	49.6	33.2	34.9
middle-of-the-road	52.1	51.9	51.5	28.9	51.7	36.8
conservative	26.2	35.7	9.0	21.6	15.1	26.4

In order to establish attitudes toward certain political and societal issues, the survey asked respondents to what extent they agreed or disagreed with a list of such issues. By comparing the change in percentage for each concern, it was possible to ascertain how the attitudes of the class of 1985 changed over nine years. As would be expected, there were areas where overall attitudes did not change much at all, but other areas where considerable change was noted. Regarding those concerns that remained static, the percentage of respondents who agreed strongly or somewhat that married women should stay in the home remained low--in other words, respondents did not feel that married women should remain in the home. In a related finding, the percentage of respondents who agreed that there should be equal opportunity for women remained high. As well, only about a quarter of the respondents agreed that an individual could

do little to change society--in other words, most of the class of 1985 (over three-quarters) did not agree with this sentiment; they continued to feel that the individual *could* make a difference. (See Table 9.)

Table 9: 1994 Follow-up of 1985 Frosh
Comparison of Percentage of Respondents Who
Agreed Strongly or Somewhat -- Least Change Overall

	1985	1994	chg
abolish death penalty	19.1	13.2	-5.9
equal opportunity for women	91.5	97.0	+5.5
govt not controlling pollution	87.4	81.1	-6.3
individual can do little to chg soc	27.6	23.0	-4.6
married women should be in home	11.8	10.2	-1.6

The strongest attitudinal change noted in the class of 1985 had to do with whether or not homosexual relations should be prohibited. In 1985, nearly half (49.2%) agreed that homosexual relations should be prohibited. By 1994, very few (10.1%) agreed that homosexual relations should be prohibited. Another strong change was noted in the percentage of survey respondent who agreed that abortion should be legal, which rose from 66.7% in 1985 to 80.5% in 1994, with males especially changing their opinion, from only 57.6% agreeing that abortion should be legal in 1985 to 80.3% agreeing in 1994.

Regarding abortion and homosexual relations--social issues--the class of 1985 expressed liberal trends. The same did hold true for another liberal social issue: mandatory busing. Far fewer of the class of 1985 agreed that busing was OK to achieve racial balance (falling from 59.0% to 39.7% in agreement). Regarding some fiscal issues, the class of 1985 expressed a decidedly conservative trend. For instance, fewer agreed that the wealthy should pay more taxes (falling from 81.9% to 68.8% in agreement). The shine, too, came off the idea that a college education increases earning power. The percentage of the class of 1985 that agreed that college increases earning power fell from 71.8% to 48.7%. There is a good chance, however, that a certain amount of unrealistic expectation may have accounted for the high percentage of respondents who, in 1985, were felt a college education would increase their earning power. In 1985 these respondents were 18-19 year-old college frosh straight out of high school. Especially at the height of the "greed is good" philosophy rampant in the mid-1980's, this cohort probably had a much different idea of the kind of money they would be earning as they began their college studies than what they found they were able to attain when they joined the work force. (See Table 10.)

Table 10: 1994 Follow-up of 1985 Frosh
 Comparison of Percentage of Respondents Who
 Agreed Strongly or Somewhat -- **Most Change Overall**

	Overall		
	1985	1994	chang
abortion should be legal	66.7	80.5	+13.8
prohibit homosexual relations	49.2	10.1	-39.1
college increases earning power	71.8	48.7	-23.1
busing OK to achieve balance	59.0	39.7	-19.3
wealthy should pay more taxes	81.9	68.8	-13.1

Analysis of social and political issues by gender again revealed some areas of differing thought between males and females. Predictably, the areas where males and females had the least agreement all had to do with issues of economics. Nine years later, males from the class of 1985 were less inclined to agree that taxes should be raised to reduce the deficit, while females were more inclined to agree. Males were less inclined to agree that a national health care plan was needed, while females were more inclined to agree. And while females in 1994 were only *slightly* less inclined to agree that the wealthy should pay more taxes and that federal military spending should be increased than they were in 1985, males in 1994 were *much less* inclined to agree with those issues. In other words, males did not feel that spending money on social ills was warranted, while females felt it was. There seems to be a certain irony to the fact that males, who make more money than females, appear to be less inclined to want to spend it. (Table 11.)

Table 11: 1994 Follow-up of 1985 Frosh
 Comparison by Gender of Percentage of Respondents Who
 Agreed Strongly or Somewhat -- **Greatest Percentage Discrepancy**

	85-94 difference	85-94 difference	total % difference
	Males	Females	
raise taxes to reduce deficit	-14.5	+20.4	34.9
national health care plan needed	-10.6	+23.2	33.9
wealthy should pay more taxes	-32.5	-3.1	29.4
increase fed military spending	-22.2	-2.1	20.1
govt not controlling pollution	-15.0	+0.1	15.1

Personal Beliefs

In order to ascertain how the personal beliefs of the class of 1985 had changed over nine years, the survey asked respondents to rate the relative importance of a list of life objectives. By comparing the change in percentage for each objective, it was possible to ascertain how the personal beliefs of the class of 1985 changed over nine years. As might be expected, some life objectives retained a similar importance, while others lost or gained importance. Regarding the

issues that remained static, raising a family remained an essential or very important objective to nearly three-quarters of the class of 1985, about the same percentage found in 1994. A fairly high percentage of the class of 1985 also considered influencing social values important, and they did so in 1994 as well. Other issues that the class of 1985 felt the same about were to influence the political structure, to achieve in a performing art, and to make a theoretical contribution to science. (See Table 12.)

Table 12: 1994 Follow-up of 1985 Frosh
Comparison of Percentage of Respondents Who Noted
as Essential or Very Important -- **Least Change Overall**

	Overall		
	1985	1994	chng
achieve in a performing art	4.0	4.6	+0.6
influence political structure	11.8	11.3	-0.5
influence social values	46.2	41.4	-4.8
raise a family	73.0	72.3	-0.7
make theoretical contrib to science	3.8	3.3	-0.5

The most revealing trend when tracking the changes in what the class of 1985 considered to be important life objectives was more in what they lost interest in rather than what they gained interest in. Nine years after entering Western, fewer students from the class of 1985 noted as important to have administrative responsibility, to write original works, and to participate in community action programs. One objective that became more important to the class of 1985 was to obtain recognition from colleagues.

Table 13: 1994 Follow-up of 1985 Frosh
Comparison of Percentage of Respondents Who Noted
as Essential or Very Important -- **Most Change Overall**

	Overall		
	1985	1994	chng
have administrative responsibility	49.4	22.1	-27.3
write original works	28.7	5.3	-23.4
obtain recognition from colleagues	44.3	61.8	+17.5
participate in cmtly action prgm	27.6	13.2	-14.4

Gender analysis of life objectives found some areas where the attitudes of males and females changed in opposing directions, or where one group or the other felt more (or less) strongly about the issue. Males, for instance, were more likely to consider it important to be an expert on finance and commerce, and to create artistic works, while females were considerably less likely to consider either issue important. For both males and females the percentage that considered it important to be an authority in their chosen field fell--though the percentage fell more steeply for males. Similarly, the percentage of males that considered helping others in difficulty important fell more steeply than for females--the percentage change for females was

actually very small. Conversely, a far higher percentage of females noted it was important to promote racial understanding, while for males the percentage fell. (See Table 14.)

Table 14: 1994 Follow-up of 1985 Frosh
Comparison by Gender, Percentage of Respondents Who Noted
as Essential or Very Important -- **Greatest Percentage Discrepancy**

	85-94 difference Males	85-94 difference Females	total % difference
be expert on finance & commerce	+7.4	-20.3	27.7
create artistic work	+5.7	-20.4	26.1
become an authority in my field	-28.0	-3.5	24.5
help others in difficulty	-23.0	-1.7	21.3
promote racial understanding	-4.6	+16.7	21.3

There were also certain life objectives for which change over nine years was relatively the same for males and females. For instance, lower percentages of both males and females considered it important to be very well off financially, to be involved in environmental clean-up, and to be successful in their own businesses. Remaining relative stable after nine years were the percentages of males and females that considered it important to make a theoretical contribution to society and to influence the political structure. (See Table 15.)

Table 15: 1994 Follow-up of 1985 Frosh
Comparison by Gender, Percentage of Respondents Who Noted
as Essential or Very Important -- **Least Percentage Discrepancy**

	85-94 difference Males	85-94 difference Females	total % difference
be involved in environ cleanup	-7.7	-6.1	1.6
be very well off financially	-10.3	-12.2	1.9
be successful in own business	-7.8	-5.8	2.0
make theoretical contrib to science	-2.7	-0.6	2.1
influence political structure	+1.9	-2.0	3.9

Summary and Discussion

Generally speaking, students from the Western class of 1985 appeared to feel that their time at Western was well-spent. Most indicated they would reenroll at Western, and most felt that their education at Western had proven an asset when it came to employment and graduate school. Surprisingly, students from the entering class of 1985 didn't seem particularly enthusiastic about job advancement, and females especially were underwhelmed by their incomes. Though nearly three-quarters of the class of 1985 indicated they wanted to raise a family, very few of these 27- and 28-year-olds had children; though about three-quarters of the respondents felt that the individual could make a difference to society, barely half felt that their jobs allowed

them the opportunity to contribute to society, and only about a third indicated they had participated in volunteer or community service activities.

Females from the class of 1985 were not only more likely than males to have a liberal political orientation, they were very unlikely to consider themselves middle-of-the-road. And while males were more likely than females to have a conservative political orientation, that conservatism was targeted more at fiscal issues than social ones. In 1994, males from the class of 1985 were much more likely to support abortion rights and the rights of homosexuals in 1994 than they were as frosh.

The finding for the percent of the class of 1985 that were Bachelor's degree holders in 1994 provided an interesting contrast to the graduation rate figures kept at Western for the 1985 class. By 1994, the percentage of the class of 1985 that held Bachelor's degrees was 68.2%; the percentage of the class of 1985 that had graduated from Western after six years was 47.6%. Clearly, many students had either stuck with their studies at Western and graduated after six years, or transferred to other schools and earned their degrees. Each situation has strong implications for those concerned with time-to-degree issues. Taking more than six years to earn a degree is considered, by some, to be excessive--for some even irresponsible. Indeed, the tone of much time-to-degree discussion is that degrees are not being earned quickly enough to allow for the optimum flow of students through Washington's system of higher education. Because of the imposition of tight budgets and the increasing demand for higher education from a growing pool of students, the efficiency of earning degrees has, for many, come to represent the most important tool for easing the higher education population crunch. The thinking is that if students can earn their degrees "on time" more space will remain open for the waves of in-coming students anxious for a university education.

What does such thinking mean to the students from the class of 1985 who may have earned their bachelor's degrees after six years: are they part of higher education's problem, or part of its success? After all, these students persisted, and isn't persistence a cherished American value? We already know from other studies that most Western students work their way through college, struggling with rising costs and expenses. We also know their values change; they "find" themselves at college. According to findings for Western class of 1985, such pressures must have an effect on the time it took many of them to earn a degree. In all the talk about getting students through the system more quickly, should students who need more time to earn degrees be considered system failures? One would hope not. While it would be an injustice not to fix problems that hold students back from earning degrees efficiently, it would be an equal injustice to penalize those students struggling to persist.

Then there is the issue of those students from the class of 1985 who went on to earn their degrees at other colleges. Most of the survey respondents indicated that they felt Western had prepared them well--for graduate school, for their jobs, etc. Shouldn't Western (and other schools, too) get to take a little bit of credit for these students' eventual persistence to degree? Of course even if such credit should be given, tracking such persisters is difficult. It's just that in all the talk of improving "four-year" graduation rates, overall (or eventual) graduation rates are not discussed too often. And apparently there are quite a number of students (at least from the

class of 1985 at Western) who do persist and earn their degrees. At this point in the on-going time-to-degree discussions, they are neither accounted for nor factored into the equation.

Appendix A:

Complete Data Listing for
1994 Follow-up of 1985 Freshmen

1994 FOLLOW-UP OF 1985 FRESHMEN

Institutional Profile

Western Washington University	# of Respondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
NUMBER OF RESPONDENTS	85	36.3	63.7	100.0	47.6	52.4	100.0	48.9	51.1	100.0
Age on December 31, 1994	85									
25 or younger		0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.1	0.1
26		0.0	0.0	0.0	1.9	2.5	2.2	2.2	3.6	2.9
27		52.0	74.2	66.1	68.6	79.0	74.1	72.2	79.7	76.1
28		44.4	23.4	31.0	23.9	14.5	19.0	22.9	14.5	18.6
29		3.6	0.0	1.3	4.7	2.4	3.5	2.0	1.0	1.5
30-33		0.0	2.4	1.5	0.7	1.0	0.8	0.4	0.9	0.6
34-38		0.0	0.0	0.0	0.1	0.3	0.2	0.1	0.1	0.1
39-48		0.0	0.0	0.0	0.0	0.3	0.1	0.0	0.1	0.1
49-63		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
64 or older		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Racial Background (1)	84									
White/Caucasian		90.9	98.3	95.6	80.5	78.1	79.3	86.3	83.9	85.1
Black/Negro/Afro-American		0.0	0.0	0.0	16.7	18.4	17.6	9.4	11.6	10.5
American Indian		0.0	2.3	1.4	2.4	1.6	2.0	1.3	1.0	1.2
Asian-American/Oriental		6.6	1.7	3.5	1.2	1.1	1.2	2.8	2.3	2.6
Mexican-American/Chicano		0.0	0.0	0.0	0.2	0.1	0.2	0.8	0.8	0.8
Puerto Rican-American		0.0	0.0	0.0	0.5	0.5	0.5	0.5	0.5	0.5
other		2.5	2.3	2.3	1.1	1.6	1.3	1.1	1.5	1.3
Current Marital Status	82									
married		43.3	53.9	50.2	51.3	50.2	50.7	43.0	48.2	45.7
separated		0.0	1.4	0.9	0.5	1.4	0.9	0.5	1.1	0.8
single (with partner)		22.1	24.9	23.9	19.8	21.5	20.7	22.1	22.0	22.0
single (no partner)		34.7	19.9	24.9	28.4	27.0	27.7	34.3	28.8	31.5
Are/Have Been Divorced	82									
no		98.4	96.0	96.8	95.5	94.1	94.8	97.3	95.4	96.3
yes		1.6	4.0	3.2	4.5	5.9	5.2	2.7	4.6	3.7
Number of Children	82									
none		88.2	80.4	83.1	71.0	72.0	71.5	81.4	76.5	78.9
one		5.0	14.8	11.4	20.6	18.1	19.3	13.4	15.4	14.4
two		6.8	4.8	5.5	6.8	8.9	7.9	4.3	6.7	5.5
three or more		0.0	0.0	0.0	1.6	1.0	1.3	1.0	1.4	1.2
Currently Enrolled in College?	82									
do not plan to return		65.3	45.1	52.0	41.4	32.4	36.7	42.8	36.1	39.4
return in more than two years		15.4	23.2	20.6	15.2	17.4	16.4	14.8	17.8	16.3
return within two years		10.7	2.3	5.2	9.8	10.9	10.4	10.6	11.6	11.1
return within one year		5.5	13.0	10.5	10.8	17.1	14.1	10.6	13.9	12.3
currently enrolled		3.0	16.3	11.8	22.9	22.0	22.4	21.2	20.5	20.9
Current Employment Status	82									
employed full-time		83.3	77.1	79.2	86.7	79.3	82.8	85.2	77.6	81.3
emp part-time, looking for full		3.8	0.0	1.3	2.9	3.2	3.1	2.8	2.8	2.8
employed part-time, by choice		7.0	17.4	13.8	5.6	8.7	7.2	6.3	9.9	8.1
unemployed, looking for work		4.3	1.9	2.7	3.1	2.6	2.8	2.9	3.2	3.1
unemployed, not looking for work		1.7	3.6	2.9	1.7	6.2	4.0	2.7	6.5	4.7

(1) Percentages will sum to more than 100 if any respondents checked more than one category.

1994 FOLLOW-UP OF 1985 FRESHMEN

Institutional Profile

Western Washington University	# of Respondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Respondent's Current Income	81									
less than \$10,000		4.3	9.5	7.8	8.1	12.6	10.5	8.1	13.2	10.7
\$10,000 to \$14,999		5.2	6.0	5.7	7.5	11.8	9.7	7.8	9.2	8.5
\$15,000 to \$19,999		3.6	34.0	23.7	8.2	14.7	11.6	7.5	11.4	9.5
\$20,000 to \$29,999		24.7	24.9	24.8	33.4	39.6	36.6	26.9	34.1	30.6
\$30,000 to \$39,999		29.2	14.5	19.5	25.8	15.0	20.1	24.3	19.7	22.0
\$40,000 to \$49,999		18.3	9.6	12.5	11.0	4.9	7.8	13.9	8.5	11.1
\$50,000 to \$59,999		2.0	1.6	1.7	2.3	0.9	1.6	5.2	2.2	3.6
\$60,000 to \$74,999		5.1	0.0	1.7	2.6	0.3	1.4	3.5	1.1	2.3
\$75,000 to \$99,999		7.5	0.0	2.6	0.8	0.2	0.5	1.8	0.5	1.1
\$100,000 to \$149,999		0.0	0.0	0.0	0.2	0.0	0.1	0.7	0.1	0.4
\$150,000 or more		0.0	0.0	0.0	0.1	0.0	0.0	0.3	0.1	0.2
Spouse/Partner's Current Income	73									
less than \$10,000		11.7	4.2	6.7	19.3	4.7	11.7	15.4	4.3	9.7
\$10,000 to \$14,999		2.0	3.7	3.1	9.3	5.5	7.3	6.9	4.4	5.6
\$15,000 to \$19,999		9.0	6.9	7.6	9.2	9.1	9.1	8.4	7.3	7.8
\$20,000 to \$29,999		19.8	34.1	29.3	24.3	23.7	24.0	22.3	19.4	20.8
\$30,000 to \$39,999		12.2	20.4	17.6	7.8	18.0	13.1	11.0	18.3	14.8
\$40,000 to \$49,999		3.9	8.7	7.1	5.6	9.5	7.6	5.0	10.4	7.8
\$50,000 to \$59,999		0.0	3.8	2.5	0.5	4.2	2.4	1.4	6.0	3.7
\$60,000 to \$74,999		0.0	0.0	0.0	0.2	2.3	1.3	0.9	3.2	2.1
\$75,000 to \$99,999		7.4	0.0	2.5	0.1	0.9	0.5	0.3	1.7	1.1
\$100,000 to \$149,999		0.0	0.0	0.0	0.0	0.2	0.1	0.2	0.8	0.5
\$150,000 or more		0.0	3.5	2.3	0.9	0.6	0.7	0.4	0.6	0.5
no spouse/partner		33.9	14.7	21.2	22.7	21.4	22.0	27.9	23.5	25.6
Aspects of Job Noted as Very Satisfactory or Satisfactory (2)										
income	79	66.6	51.4	56.7	47.4	44.6	45.9	52.3	48.3	50.2
fringe benefits	80	52.6	60.9	58.1	59.0	55.1	56.9	61.7	60.3	60.9
variety of activities	79	69.7	81.8	77.8	58.1	56.7	57.4	62.4	62.0	62.2
working conditions	80	65.5	84.0	77.6	66.9	67.4	67.1	67.3	69.8	68.5
decision-making, responsibility	80	79.0	78.1	78.4	67.5	60.3	63.7	67.4	63.1	65.2
competency of coworkers	79	66.9	55.0	59.1	59.0	58.8	58.9	61.7	63.3	62.5
opportunities for promotion	76	51.7	50.1	50.7	45.4	36.1	40.6	47.1	39.2	43.1
job security	78	69.9	84.6	79.5	63.0	67.6	65.4	64.9	67.2	66.1
opportunity to be creative	79	59.4	76.1	70.3	55.7	62.6	59.3	59.3	61.5	60.4
oppty for training/schooling	78	68.5	57.9	61.5	60.0	62.8	61.5	60.3	63.7	62.0
oppty to contribute to society	74	55.4	53.9	54.4	54.6	61.9	58.5	55.2	62.3	58.8
intellectual challenge	79	59.5	66.7	64.2	61.3	60.7	61.0	62.4	62.4	62.4
child care services	22	17.1	31.3	26.1	14.0	20.5	17.7	14.1	20.5	17.7
overall	77	72.4	81.9	78.6	63.6	64.1	63.8	68.9	68.5	68.7

(2) Students responding "don't know, can't rate" not included.

1994 FOLLOW-UP OF 1985 FRESHMEN

Institutional Profile

Western Washington University	# of Respondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Current Occupation (3)	79									
artist (including performer)		2.5	2.8	2.7	4.1	2.4	3.2	3.9	2.9	3.4
business		28.6	22.4	24.4	30.9	18.9	24.7	28.7	21.4	25.0
business (clerical)		2.9	7.9	6.3	1.6	10.2	6.1	1.8	7.8	4.9
clergy		0.0	0.0	0.0	0.2	0.1	0.1	0.7	0.1	0.4
college teacher		0.0	3.2	2.2	1.0	0.3	0.6	1.1	0.6	0.8
doctor (MD or DDS)		0.0	0.0	0.0	0.4	0.3	0.3	2.0	1.2	1.6
education (secondary)		0.0	4.1	2.8	4.2	7.1	5.7	3.5	5.2	4.4
education (elementary)		0.0	9.1	6.2	1.4	10.6	6.2	1.1	9.2	5.2
engineer		8.4	0.0	2.7	5.8	0.7	3.1	8.9	1.7	5.2
farmer or forester		0.0	0.0	0.0	0.9	0.0	0.4	0.9	0.2	0.5
health professional		9.6	1.4	4.0	0.9	4.1	2.5	1.9	4.3	3.1
homemaker (full-time)		0.0	2.4	1.6	0.2	2.2	1.2	0.1	2.5	1.3
lawyer		4.6	2.4	3.1	0.8	0.9	0.8	3.1	1.9	2.5
military (career)		0.0	0.0	0.0	5.8	0.7	3.1	3.6	0.5	2.0
nurse		0.0	2.6	1.8	0.1	3.2	1.7	0.2	3.5	1.9
research scientist		1.5	0.0	0.5	1.4	0.3	0.8	2.1	1.5	1.8
social/welfare/rec worker		0.0	3.7	2.5	1.2	5.9	3.7	1.2	4.3	2.8
skilled worker		5.9	0.0	1.9	4.1	0.6	2.3	2.6	0.6	1.6
other		36.1	37.9	37.4	35.3	31.3	33.2	32.7	30.6	31.6
HOW IS JOB RELATED TO:										
Undergraduate Major	82									
closely related		40.8	37.6	38.7	40.7	44.2	42.5	39.7	42.5	41.1
somewhat related		16.6	25.6	22.5	27.4	26.9	27.2	30.4	28.3	29.3
not related		32.5	13.0	19.7	23.8	23.2	23.5	24.7	24.8	24.7
not applicable		10.2	23.8	19.1	8.1	5.7	6.8	5.2	4.5	4.8
Graduate Major	44									
closely related		46.8	20.5	28.8	26.0	33.2	29.8	36.6	40.5	38.6
somewhat related		0.0	9.6	6.6	10.3	12.2	11.3	11.3	11.6	11.4
not related		0.0	5.5	3.8	5.8	8.1	7.0	6.1	7.4	6.8
not applicable		53.2	64.3	60.9	57.8	46.5	51.9	46.0	40.4	43.2
EMPLOYMENT PROSPECTS AFFECTED BY:										
Undergraduate College	80									
an asset		41.6	45.5	44.2	46.7	46.4	46.5	54.1	56.3	55.2
no effect		56.0	54.5	55.0	51.7	51.6	51.6	43.9	42.1	43.0
a liability		2.4	0.0	0.8	1.6	2.1	1.8	2.0	1.7	1.8
Undergraduate Major	78									
an asset		58.0	54.0	55.3	60.4	63.1	61.8	62.6	64.8	63.7
no effect		39.5	44.9	43.1	37.5	33.9	35.6	34.4	31.3	32.8
a liability		2.5	1.1	1.6	2.1	3.0	2.6	3.0	3.9	3.4
Race	79									
an asset		16.5	10.5	12.5	15.8	12.3	14.0	16.5	15.4	15.9
no effect		77.5	83.5	81.5	71.0	81.7	76.6	71.2	79.0	75.2
a liability		6.0	5.9	5.9	13.2	6.0	9.4	12.3	5.6	8.9
Gender	80									
an asset		15.9	17.8	17.2	16.9	17.0	17.0	20.1	21.0	20.6
no effect		82.7	72.6	76.1	74.5	72.1	73.3	70.4	68.6	69.5
a liability		1.4	9.5	6.7	8.5	10.8	9.8	9.5	10.4	10.0

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Institutional Profile

Western Washington University	# of Respondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Activities Engaged in										
in 1984										
drank beer	85	69.2	68.8	68.9	69.4	57.8	63.3	70.3	60.9	65.5
felt depressed (4)	84	4.1	13.4	10.1	6.8	12.5	9.8	7.2	11.7	9.6
felt overwhelmed (4)	84	23.4	30.7	28.1	16.8	22.7	19.9	15.6	24.4	20.1
performed volunteer work	84	79.9	73.2	75.6	71.3	75.4	73.5	70.8	76.5	73.7
in 1993										
drank beer	82	88.3	50.9	63.7	80.4	53.5	66.3	82.0	60.7	71.1
felt depressed (4)	81	1.9	0.0	0.6	3.6	9.8	6.9	4.7	8.4	6.6
felt overwhelmed (4)	82	13.6	21.9	19.1	9.4	24.0	17.1	11.5	22.9	17.3
discussed ethnic issues (4)	81	23.2	48.6	40.0	29.5	34.9	32.3	31.1	36.4	33.9
donated money to undergrad coll	82	15.7	15.9	15.8	20.9	19.3	20.1	30.1	27.3	28.7
drank wine or liquor	82	90.4	80.5	83.9	71.2	73.4	72.3	75.5	79.2	77.4
recd personal/psych counseling	82	15.9	14.3	14.9	5.6	12.4	9.2	9.3	17.0	13.2
socialized w/diff eth grp (4)	82	56.5	60.0	58.8	44.3	45.4	44.8	45.4	48.8	47.1
Respondent Rated Self Above										
Average or Top 10%										
in 1985										
academic ability	85	71.9	51.5	58.9	53.3	54.9	54.2	67.3	65.3	66.3
artistic ability	85	21.0	34.8	29.8	24.2	19.1	21.5	25.8	24.6	25.2
drive to achieve	85	63.7	74.7	70.7	61.2	62.7	62.0	66.1	69.3	67.8
emotional health	84	72.8	43.6	54.4	66.9	57.1	61.7	66.8	60.0	63.3
leadership ability	85	60.5	71.9	67.8	56.1	48.6	52.1	60.1	54.2	57.1
mathematical ability	85	48.5	29.1	36.1	35.0	32.5	33.7	51.0	39.0	44.8
physical health	85	80.3	32.5	49.8	72.1	49.1	60.0	72.4	52.6	62.3
popularity	85	45.7	57.6	53.3	53.8	40.6	46.8	52.8	41.6	47.1
self-confidence (intellectual)	85	70.9	65.9	67.7	67.4	47.4	56.8	69.1	54.5	61.6
self-confidence (social)	85	44.1	54.7	50.8	53.5	45.9	49.5	53.0	47.2	50.0
writing ability	85	49.3	64.1	58.7	34.2	42.8	38.7	42.9	47.6	45.3
in 1994										
academic ability	80	83.1	64.7	71.0	65.6	65.0	65.3	77.0	72.1	74.5
artistic ability	80	30.1	36.0	34.0	27.1	27.0	27.0	31.3	29.8	30.5
drive to achieve	80	83.0	66.6	72.2	73.5	63.2	68.1	75.7	66.8	71.1
emotional health	79	76.0	44.6	55.1	72.2	56.3	63.8	68.0	56.7	62.2
leadership ability	79	75.1	76.5	76.0	71.8	58.7	64.9	74.5	62.2	68.2
listening ability	80	77.8	80.4	79.6	72.7	70.8	71.7	70.0	73.9	72.0
mathematical ability	80	54.5	30.9	39.0	44.8	32.4	38.3	55.8	38.6	47.0
physical health	80	68.1	36.5	47.3	59.9	42.4	50.8	61.3	47.0	53.9
popularity	80	61.6	58.2	59.4	55.1	42.6	48.5	52.9	42.8	47.7
self-confidence (intellectual)	80	76.4	76.3	76.3	71.6	58.5	64.7	76.7	61.1	68.7
self-confidence (social)	80	59.1	54.1	55.8	60.4	49.0	54.4	57.2	50.4	53.7
writing ability	80	54.1	74.0	67.2	52.4	55.3	53.9	60.1	59.8	59.9

(4) Frequently only, all other items are frequently or occasionally.

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Institutional Profile

Western Washington University	# of Respondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Highest Degree Planned (in 1985)	69									
none		0.0	2.7	1.8	4.7	2.4	3.5	2.4	1.4	1.9
vocational certificate		0.0	0.0	0.0	0.2	1.1	0.7	0.1	0.4	0.3
associate (A.A. or equivalent)		0.0	0.0	0.0	2.0	1.8	1.9	0.9	1.2	1.1
bachelor's (B.A., B.S.)		42.7	42.2	42.4	44.8	35.6	40.0	33.7	32.8	33.2
master's (M.A., M.S.)		50.1	34.9	40.0	29.9	40.6	35.5	34.1	38.1	36.1
Ph.D. or Ed.D		1.7	10.9	7.8	9.6	8.7	9.1	14.2	11.4	12.8
M.D., D.O., D.D.S., D.V.M		0.0	7.6	5.1	5.3	3.5	4.3	8.2	7.8	8.0
LL.B. or J.D. (law)		5.6	0.0	1.9	2.0	4.7	3.4	4.8	5.4	5.1
B.D. or M.Div. (divinity)		0.0	0.0	0.0	0.1	0.2	0.1	0.6	0.2	0.4
other		0.0	1.7	1.1	1.4	1.4	1.4	0.9	1.2	1.1
Highest Degree Held in 1994	76									
none		0.0	0.0	0.0	0.7	0.6	0.6	0.6	0.4	0.5
H.S. diploma (or equivalent)		6.9	12.7	10.4	11.8	10.7	11.2	7.4	7.4	7.4
vocational certificate		0.0	2.6	1.5	0.7	1.9	1.3	0.6	1.3	0.9
associate (A.A. or equivalent)		13.4	1.8	6.5	9.1	8.9	9.0	5.4	6.2	5.8
Bachelor's (B.A., B.S., etc.)		66.9	69.0	68.2	66.6	62.6	64.5	66.8	65.7	66.2
Master's (M.A., M.S., etc.)		8.5	8.5	8.5	8.7	12.5	10.7	12.9	14.4	13.7
Ph.D. or Ed.D		0.0	0.0	0.0	0.2	0.1	0.1	0.5	0.4	0.4
M.D., D.O., D.D.S., or D.V.M		0.0	0.0	0.0	0.5	0.3	0.4	1.9	1.3	1.6
LL.B. or J.D. (law)		4.3	3.2	3.6	0.8	0.9	0.9	3.2	2.0	2.5
B.D. or M.Div. (divinity)		0.0	0.0	0.0	0.2	0.0	0.1	0.3	0.0	0.1
other		0.0	2.2	1.3	0.7	1.5	1.1	0.5	1.0	0.8
Degree Currently Working Toward	73									
none		53.8	57.5	56.1	51.8	50.6	51.2	56.2	53.9	55.1
H.S. diploma (or equivalent)		0.0	0.0	0.0	0.1	0.3	0.2	0.1	0.1	0.1
vocational certificate		0.0	2.8	1.7	0.6	1.0	0.8	0.4	0.7	0.6
associate (A.A. or equivalent)		6.2	0.0	2.3	5.4	5.6	5.5	2.5	3.0	2.8
Bachelor's (B.A., B.S., etc.)		19.6	12.7	15.3	11.5	10.8	11.1	9.0	9.3	9.1
Master's (M.A., M.S., etc.)		15.6	18.5	17.4	21.6	23.6	22.7	20.1	22.1	21.2
Ph.D. or Ed.D		1.6	4.2	3.2	2.5	1.9	2.2	4.0	3.5	3.7
M.D., D.O., D.D.S., or D.V.M		0.0	0.0	0.0	0.7	0.6	0.6	1.5	1.0	1.3
LL.B. or J.D. (law)		0.0	0.0	0.0	1.0	0.8	0.9	1.6	1.1	1.4
B.D. or M.Div. (divinity)		0.0	2.1	1.3	0.2	0.1	0.2	0.4	0.2	0.3
other		3.2	2.2	2.6	4.6	4.8	4.7	4.2	4.9	4.6
Highest Degree Planned (in 1994)	80									
none		4.7	5.5	5.2	6.5	5.0	5.7	5.6	4.4	5.0
H.S. diploma (or equivalent)		1.8	0.0	0.6	1.2	1.2	1.2	0.7	0.6	0.6
vocational certificate		0.0	4.4	2.9	0.0	0.4	0.2	0.3	0.2	0.3
associate (A.A. or equivalent)		8.3	0.0	2.8	1.9	3.1	2.5	1.0	1.7	1.4
Bachelor's (B.A., B.S., etc.)		37.7	39.5	38.9	26.3	22.8	24.4	22.3	21.0	21.6
Master's (M.A., M.S., etc.)		28.3	37.1	34.2	36.9	43.2	40.3	40.3	43.7	42.0
Ph.D. or Ed.D		5.1	8.3	7.2	17.7	17.6	17.7	17.3	18.4	17.8
M.D., D.O., D.D.S., or D.V.M		0.0	0.0	0.0	1.1	1.0	1.0	2.9	2.4	2.7
LL.B. or J.D. (law)		4.3	2.4	3.0	2.6	3.5	3.1	5.4	4.4	4.8
B.D. or M.Div. (divinity)		0.0	1.6	1.0	0.3	0.0	0.2	0.6	0.2	0.4
other		9.9	1.2	4.1	5.5	2.1	3.7	3.8	3.0	3.3

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Institutional Profile

Western Washington University	# of Respondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Highest Degree of Spouse/Partner	74									
none		10.3	3.2	6.0	2.3	2.1	2.2	2.4	1.7	2.0
H.S. diploma (or equivalent)		3.2	15.3	10.6	14.4	19.3	17.0	10.3	14.7	12.6
vocational certificate		7.5	4.6	5.7	3.4	3.9	3.6	2.6	3.2	2.9
associate (A.A. or equivalent)		15.1	11.5	12.9	10.0	8.1	9.0	6.9	7.3	7.1
Bachelor's (B.A., B.S., etc.)		26.8	35.9	32.4	34.7	30.1	32.3	36.0	31.8	33.9
Master's (M.A., M.S., etc.)		5.9	8.6	7.5	5.7	6.8	6.3	7.9	8.5	8.2
Ph.D. or Ed.D		0.0	0.0	0.0	0.3	0.9	0.6	0.5	1.2	0.9
M.D., D.O., D.D.S., or D.V.M		0.0	0.0	0.0	0.1	1.2	0.7	0.8	1.8	1.3
LL.B. or J.D. (law)		0.0	0.0	0.0	1.1	0.6	0.8	1.4	2.2	1.8
B.D. or M.Div. (divinity)		0.0	0.0	0.0	0.2	0.1	0.2	0.1	0.1	0.1
other		0.0	0.0	0.0	1.0	1.9	1.5	0.5	1.4	1.0
not applicable		31.2	20.8	24.8	26.8	24.9	25.8	30.5	26.0	28.2
UNDERGRADUATE SCHOOL PREPARED RESPONDENT FOR:										
Graduate School	58									
very well		14.2	7.3	9.4	15.9	16.8	16.4	20.6	21.3	21.0
well		16.9	12.8	14.0	25.5	25.1	25.3	27.3	25.6	26.4
somewhat well		5.6	12.3	10.2	11.7	11.7	11.7	12.9	12.4	12.7
not well		8.7	3.1	4.8	4.4	8.5	6.6	3.9	4.8	4.4
not applicable		54.6	64.6	61.5	42.6	37.8	40.0	35.3	35.7	35.5
Current/Most Recent Job	81									
very well		20.5	14.4	16.5	15.4	17.4	16.5	17.3	18.9	18.1
well		29.3	52.3	44.5	33.6	36.5	35.1	36.0	35.2	35.6
somewhat well		23.5	23.2	23.3	27.2	27.5	27.3	27.4	28.2	27.8
not well		12.9	1.4	5.3	14.7	10.3	12.4	11.0	9.1	10.0
not applicable		13.7	8.7	10.4	9.0	8.3	8.6	8.2	8.7	8.5
Reenroll at Undergrad College	81									
definitely yes		23.6	56.4	45.3	29.0	32.4	30.8	34.3	34.8	34.6
probably yes		38.5	35.4	36.4	32.5	36.8	34.8	32.2	35.1	33.7
don't know		5.4	2.3	3.3	2.1	2.0	2.1	2.5	2.0	2.3
probably not		19.0	2.4	8.0	21.3	19.5	20.3	19.4	17.9	18.6
definitely not		13.5	3.6	6.9	15.0	9.4	12.1	11.5	10.2	10.8

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Institutional Profile

Western Washington University	# of Respondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
HOURS PER WEEK IN THE LAST YEAR SPENT ON (5)										
None										
socializing with friends	78	0.0	0.0	0.0	0.5	0.8	0.6	0.5	0.4	0.5
exercising/sports	80	0.0	1.9	1.3	6.9	7.7	7.4	4.5	6.2	5.4
reading for pleasure	80	12.8	3.7	6.8	8.2	6.5	7.3	6.3	5.5	5.9
using personal computer	80	25.6	19.6	21.6	21.0	28.2	24.8	16.5	24.8	20.8
working (for pay)	80	1.7	3.6	3.0	1.8	4.7	3.3	2.8	5.7	4.3
volunteer work/cmty svc	80	51.7	65.5	60.9	54.3	56.2	55.3	55.1	54.3	54.7
watching TV	80	0.0	0.0	0.0	1.0	1.7	1.4	1.8	2.2	2.0
commuting	80	1.7	1.2	1.4	7.4	12.1	9.9	5.7	9.2	7.5
religious svcs/meetings	80	63.9	41.5	49.0	42.4	38.1	40.1	45.8	39.4	42.5
hobbies	80	14.0	3.6	7.1	13.2	14.7	14.0	12.6	15.1	13.9
recreation/leisure	80	4.1	3.6	3.7	3.2	4.7	4.0	2.6	3.3	3.0
household/childcare	80	28.0	4.3	12.2	18.2	7.1	12.4	19.7	7.4	13.4
classes/labs	80	81.4	76.5	78.1	66.7	65.5	66.1	66.3	65.5	65.9
studying/homework	80	60.1	67.7	65.1	63.2	62.2	62.7	60.5	61.9	61.2
Six or More Hours										
socializing with friends	78	63.7	45.6	51.8	42.9	38.2	40.5	46.8	40.9	43.8
exercising/sports	80	45.8	19.9	28.5	27.6	20.1	23.7	29.3	20.5	24.8
reading for pleasure	80	17.7	17.4	17.5	12.9	18.5	15.8	14.3	19.1	16.8
using personal computer	80	39.1	30.3	33.3	38.3	30.8	34.4	45.5	35.6	40.4
working (for pay)	80	94.7	96.4	95.8	96.6	93.4	94.9	95.8	92.5	94.1
volunteer work/cmty svc	80	11.1	6.8	8.2	3.6	4.2	3.9	4.3	4.8	4.6
watching TV	80	54.1	62.0	59.3	56.4	50.7	53.4	54.1	48.2	51.0
commuting	80	12.2	31.4	25.0	34.3	30.0	32.0	30.4	29.7	30.1
religious svcs/meetings	80	1.9	6.7	5.1	2.6	4.8	3.8	3.0	4.2	3.6
hobbies	80	18.4	4.0	8.8	17.0	11.7	14.2	16.8	11.3	14.0
recreation/leisure	80	54.0	29.5	37.7	35.2	27.3	31.1	36.1	30.0	33.0
household/childcare	80	20.1	34.1	29.4	26.2	38.7	32.8	19.6	33.2	26.5
classes/labs	80	1.4	4.5	3.4	11.8	13.4	12.6	14.2	14.2	14.2
studying/homework	80	13.7	10.9	11.8	14.6	15.8	15.2	16.5	15.9	16.2
Sixteen or More										
socializing with friends	78	17.9	15.8	16.6	10.6	5.3	7.9	10.2	7.1	8.6
exercising/sports	80	11.2	1.1	4.5	5.5	2.3	3.8	3.6	2.3	2.9
reading for pleasure	80	0.0	0.0	0.0	1.8	3.8	2.8	1.8	3.0	2.4
using personal computer	80	32.8	24.6	27.3	22.3	20.5	21.3	27.1	23.1	25.1
working (for pay)	80	94.7	96.4	95.8	94.2	90.5	92.2	92.9	89.0	90.9
volunteer work/cmty svc	80	0.0	2.4	1.6	0.8	1.6	1.2	1.1	1.5	1.3
watching TV	80	10.4	11.3	11.0	15.2	11.9	13.5	12.9	10.8	11.8
commuting	80	2.4	0.0	0.8	5.0	4.9	4.9	2.9	3.1	3.0
religious svcs/meetings	80	0.0	0.0	0.0	0.4	1.0	0.7	0.4	0.6	0.5
hobbies	80	0.0	0.0	0.0	3.4	1.7	2.5	2.9	1.7	2.3
recreation/leisure	80	5.5	5.0	5.2	7.2	3.8	5.4	6.9	5.1	6.0
household/childcare	80	4.2	14.3	10.9	8.2	18.3	13.5	5.4	15.8	10.7
classes/labs	80	0.0	1.4	0.9	3.3	4.0	3.7	5.1	4.9	5.0
studying/homework	80	6.5	2.5	3.9	4.3	4.7	4.5	6.3	4.9	5.6

(5) Disaggregated figures for these items can be found starting on page 17 of this report.

1994 FOLLOW-UP OF 1985 FRESHMEN

Institutional Profile

Western Washington University	# of Respondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Attended Graduate School?	80									
no		68.0	54.9	59.4	71.4	64.8	67.9	62.3	61.1	61.7
yes		32.0	45.1	40.6	28.6	35.2	32.1	37.7	38.9	38.3
Activities During Grad School										
held teaching assistantship	30	3.1	13.2	10.0	13.1	16.5	15.0	16.7	16.7	16.7
held research assistantship	30	3.1	0.0	1.0	13.1	9.6	11.2	16.7	12.9	14.8
held full-time job	30	19.8	70.0	53.9	47.9	61.2	55.4	40.5	48.4	44.6
received inst. fellowship	30	0.0	0.0	0.0	7.7	6.7	7.1	12.0	10.4	11.2
received private fellowship	30	0.0	0.0	0.0	3.5	2.6	3.0	4.7	4.2	4.4
published a prof article	30	10.8	6.7	8.0	9.1	6.5	7.6	15.1	9.7	12.3
attended acad/prof conference	30	31.7	79.7	64.3	43.9	47.8	46.1	42.1	48.8	45.5
presented paper at conference	30	0.0	6.7	4.5	8.3	7.1	7.6	10.8	9.3	10.1
helped write grant proposal	30	0.0	6.7	4.5	7.6	12.0	10.0	8.1	10.5	9.3
conducted research on gender	30	9.4	7.3	8.0	2.6	7.1	5.1	4.5	10.5	7.6
conducted research on race	30	9.4	5.3	6.6	4.7	6.1	5.5	6.3	9.2	7.8
developed friendships w/faculty	30	39.7	64.4	56.4	55.2	47.7	51.0	53.0	47.5	50.2
Graduate School Experiences Noted as Very Satisfactory or Satisfactory (2)										
job placement	15	59.4	75.9	72.5	49.5	46.3	47.8	51.5	47.1	49.3
financial aid	13	25.8	59.9	42.3	51.4	41.4	45.7	51.5	45.4	48.4
student friendships	22	71.0	71.8	71.6	79.7	80.2	80.0	75.5	76.5	76.0
faculty accessibility	22	87.1	78.0	80.3	83.6	73.6	77.9	77.7	74.2	75.9
quality of instruction	22	87.7	95.3	93.4	89.4	80.8	84.5	82.4	79.0	80.6
faculty support of my work	22	71.9	86.5	82.9	84.8	72.2	77.6	70.8	71.9	71.3
teaching assistantship	7	100.0	100.0	100.0	68.9	70.7	70.0	63.8	72.2	68.0
research assistantship	4	100.0	0.0	10.9	68.0	59.8	63.8	63.5	66.1	64.7
intellectual community	19	69.1	17.1	31.2	68.2	63.0	65.2	70.1	67.7	68.9
academic resources (library)	20	62.0	79.0	75.1	80.8	76.8	78.5	74.6	74.4	74.5
overall experience	22	84.2	95.3	92.5	85.8	80.8	83.0	82.2	80.0	81.1
Major Sources of Financial Support During Grad School (1)										
personal savings	25	12.3	66.0	52.6	28.2	36.9	33.2	28.9	30.7	29.8
teaching assistantship	25	4.9	14.5	12.1	12.8	9.4	10.8	12.2	10.1	11.1
research assistantship	25	0.0	0.0	0.0	11.8	4.3	7.6	12.6	8.4	10.4
other employment	25	43.9	65.1	59.8	45.1	45.0	45.1	37.8	40.0	38.9
parental/family aid	25	50.1	57.4	55.6	22.7	28.4	25.9	28.6	33.0	30.9
loan	25	53.7	19.7	28.2	30.2	29.2	29.6	35.2	35.9	35.6
scholarship/grant/gift	25	12.0	49.4	40.1	18.0	19.4	18.8	24.2	20.3	22.2

(1) Percentages will sum to more than 100 if any respondents checked more than one category.

(2) Students responding "don't know, can't rate" not included.

1994 FOLLOW-UP OF 1985 FRESHMEN

Institutional Profile

Western Washington University	# of Respondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
GRADUATE SCHOOL ADMISSION AFFECTED BY:										
Undergraduate College	21									
an asset		44.0	67.4	62.2	64.6	56.2	59.8	67.4	65.1	66.2
no effect		56.0	32.6	37.8	34.7	41.2	38.4	28.6	32.2	30.5
a liability		0.0	0.0	0.0	0.7	2.6	1.8	4.0	2.7	3.4
Undergraduate Major	21									
an asset		60.4	30.6	37.2	65.3	66.9	66.2	65.2	65.6	65.4
no effect		39.6	69.4	62.8	32.4	30.9	31.6	32.6	31.3	31.9
a liability		0.0	0.0	0.0	2.3	2.2	2.2	2.2	3.1	2.6
Race	21									
an asset		0.0	0.0	0.0	4.6	5.6	5.2	5.9	7.3	6.6
no effect		100.0	100.0	100.0	87.2	93.0	90.5	81.5	89.0	85.4
a liability		0.0	0.0	0.0	8.2	1.4	4.3	12.5	3.7	8.0
Gender	21									
an asset		0.0	0.0	0.0	4.5	7.2	6.1	4.5	13.6	9.2
no effect		84.7	100.0	96.6	88.4	91.7	90.2	83.4	84.6	84.0
a liability		15.3	0.0	3.4	7.1	1.1	3.7	12.1	1.8	6.7
Graduate School Faculty Noted as Being Very Helpful in										
preparing me for exams	22	40.8	14.3	21.1	40.0	41.5	40.8	36.2	40.1	38.2
selecting research topic(s)	22	24.6	21.0	21.9	23.8	23.6	23.7	23.0	26.0	24.5
finding me an on-campus job	20	5.1	6.7	6.3	7.1	9.6	8.5	8.2	9.6	8.9
finding me summer employment	20	15.4	66.1	52.5	8.4	6.7	7.5	9.7	7.9	8.8
finding me financial support	20	54.8	16.8	27.0	18.1	12.3	14.8	17.7	15.2	16.4
helping find my first job	20	26.0	64.5	54.1	9.5	8.6	9.0	13.3	12.3	12.8
helping w/personal problems	20	15.8	57.0	47.5	6.1	9.2	7.9	6.2	8.1	7.2
conference presentations	19	0.0	8.5	6.5	6.2	6.7	6.5	7.0	7.7	7.4
overall "mentoring"	22	25.9	57.1	49.1	26.0	20.4	22.8	21.8	22.5	22.2
Sexually Harassed by (1)										
supervisor at current job	76	2.4	3.4	3.0	0.3	5.3	3.0	0.8	5.8	3.4
coworker at current job	76	0.0	4.6	3.1	2.4	10.9	6.9	2.3	11.5	7.1
faculty at grad school	23	0.0	0.0	0.0	0.0	0.8	0.5	0.4	2.6	1.6
staff at grad school	23	0.0	0.0	0.0	0.0	0.4	0.3	0.1	1.0	0.6
students at grad school	23	0.0	7.1	5.5	0.2	5.3	3.2	0.4	4.6	2.6
other person	76	2.0	12.3	8.9	2.2	16.5	9.8	3.2	18.7	11.3
not sexually harrassed	76	95.6	78.2	83.9	95.8	72.8	83.6	94.3	69.5	81.4

(1) Percentages will sum to more than 100 if any respondents checked more than one category.

1994 FOLLOW-UP OF 1985 FRESHMEN

Institutional Profile

Western Washington University	# of Respondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Participated in Volunteer or Community Service Activities (1)	85									
tutoring/teaching		28.9	29.9	29.5	26.5	40.3	33.7	32.2	39.4	35.9
counseling/hotline		5.9	4.0	4.7	13.1	12.9	13.0	9.6	11.8	10.7
medical/health services		3.6	10.8	8.2	7.2	13.9	10.7	8.8	14.9	11.9
office/clerical work		7.6	15.3	12.5	9.9	18.1	14.2	9.1	16.3	12.7
recreational		38.3	1.3	14.7	28.4	16.1	22.0	25.5	15.5	20.4
campaigning/political		15.9	10.8	12.7	7.4	6.6	7.0	10.8	9.1	9.9
religious		18.4	40.3	32.3	27.4	36.3	32.1	27.8	33.5	30.7
leadership/organizational		19.2	36.8	30.4	17.9	14.9	16.3	17.8	17.3	17.5
physical labor/construction		17.2	3.4	8.4	25.2	4.4	14.3	20.7	6.3	13.4
other personal service		10.3	4.0	6.3	7.9	13.5	10.8	9.6	13.0	11.3
fund raising		28.5	39.2	35.3	25.5	30.0	27.9	24.6	30.3	27.5
other		0.0	10.9	7.0	8.2	10.0	9.2	8.8	10.1	9.5
none		22.6	13.2	16.6	25.7	22.2	23.9	23.9	20.6	22.2
Community Service Performed at										
church/other religious org	61	26.3	57.1	47.0	38.9	48.7	44.1	39.0	43.3	41.3
educational institution	61	39.9	53.6	49.1	35.3	46.1	41.1	39.9	43.8	42.0
sport/recreational org	61	39.6	0.0	13.1	32.9	15.5	23.6	28.3	14.3	21.0
hospital/other health org	61	8.2	15.8	13.3	10.2	18.6	14.7	11.8	19.6	15.9
social/welfare org	61	13.8	6.3	8.8	12.2	17.6	15.1	14.4	18.4	16.5
other public org	61	9.4	9.7	9.6	18.8	19.6	19.2	19.0	20.0	19.5
political org	61	15.4	7.0	9.7	6.7	5.7	6.2	11.0	8.3	9.6
other private org	61	26.6	45.1	39.0	29.2	23.0	25.9	27.6	26.9	27.2
Reasons Noted as Very Important for Participating in Cmty Svc										
chance to work w/diff people	59	20.2	25.9	24.0	21.9	27.6	25.0	21.0	27.8	24.5
improve society	59	39.5	42.1	41.2	47.1	54.5	51.1	45.3	55.8	50.8
improve community	57	36.9	59.7	52.4	56.0	58.7	57.4	53.0	60.3	56.8
expected to fulfill job req	57	2.6	4.2	3.7	4.5	8.9	6.9	4.1	6.1	5.2
fulfill academic req	57	0.0	2.5	1.7	3.3	7.2	5.4	3.1	4.9	4.0
enhance resume	57	1.9	7.3	5.6	8.7	10.1	9.5	5.4	7.4	6.5
fulfill social responsibility	58	9.4	28.5	22.3	19.0	27.1	23.4	20.7	27.9	24.5
makes me feel good	60	52.9	52.9	52.9	58.3	72.3	65.9	56.5	71.4	64.3

(1) Percentages will sum to more than 100 if any respondents checked more than one category.

1994 FOLLOW-UP OF 1985 FRESHMEN

Institutional Profile

Western Washington University	# of Respondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
PROPORTION OF PEOPLE FROM RESPONDENT'S ETHNIC GROUP WHO WERE:										
High School Classmates	81									
all		13.2	7.6	9.5	20.2	26.3	23.4	17.1	20.4	18.7
most		54.0	81.7	72.3	48.8	52.1	50.5	54.4	54.9	54.7
about half		3.4	5.1	4.5	12.4	9.6	10.9	10.8	10.2	10.5
some		27.4	3.9	11.9	15.6	8.8	12.0	14.6	11.7	13.1
none		1.9	1.7	1.7	3.1	3.1	3.1	3.1	2.9	3.0
Neighbors When Growing Up	82									
all		27.6	50.2	42.5	41.3	54.6	48.3	40.9	46.6	43.8
most		40.0	44.7	43.1	31.1	29.5	30.3	36.0	35.4	35.7
about half		0.0	1.1	0.7	8.0	3.5	5.6	5.1	3.8	4.5
some		9.1	0.0	3.1	8.2	6.7	7.4	8.7	7.6	8.2
none		23.2	4.0	10.6	11.4	5.6	8.4	9.2	6.5	7.8
Close Friends in College	81									
all		22.4	43.2	36.2	23.1	28.8	26.1	20.6	26.4	23.6
most		32.8	47.9	42.8	48.8	51.7	50.4	51.7	50.0	50.9
about half		13.8	4.8	7.8	8.8	9.4	9.1	10.2	10.4	10.3
some		23.7	2.4	9.6	11.1	6.3	8.6	11.8	9.1	10.4
none		7.3	1.7	3.6	8.2	3.8	5.9	5.6	4.2	4.9
Current Close Friends	82									
all		24.8	20.8	22.2	30.3	41.9	36.4	27.0	33.4	30.3
most		35.8	67.4	56.6	41.7	40.4	41.0	46.1	44.0	45.0
about half		9.3	7.7	8.3	9.7	6.4	8.0	9.7	9.4	9.5
some		18.7	2.4	8.0	10.5	7.6	9.0	11.3	8.9	10.1
none		11.4	1.7	5.0	7.8	3.6	5.6	5.8	4.3	5.0
Current Neighbors	82									
all		34.1	36.6	35.7	28.4	36.1	32.4	26.6	28.7	27.7
most		19.0	37.7	31.3	32.4	31.7	32.0	35.8	35.7	35.8
about half		18.8	18.4	18.5	15.1	13.9	14.4	14.9	15.7	15.3
some		11.3	1.8	5.0	12.5	12.0	12.2	13.1	12.3	12.7
none		16.8	5.6	9.4	11.7	6.3	8.9	9.6	7.5	8.5
Current Work Associates	80									
all		17.1	14.2	15.2	18.7	22.1	20.5	16.6	17.7	17.2
most		36.4	61.9	52.9	36.8	42.0	39.5	41.7	42.8	42.3
about half		16.4	15.6	15.9	15.9	17.0	16.5	17.1	19.0	18.1
some		28.5	6.6	14.3	19.9	14.9	17.3	17.8	15.4	16.6
none		1.6	1.7	1.7	8.7	4.1	6.3	6.8	5.1	5.9

1994 FOLLOW-UP OF 1985 FRESHMEN

Institutional Profile

Western Washington University	# of Resp- ondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Objectives Noted as Essential or Very Important in 1985										
achieve in a performing art	76	4.6	3.7	4.0	11.1	12.3	11.7	11.0	13.6	12.4
become authority in my field	76	81.4	84.7	83.6	74.1	72.8	73.4	73.9	73.0	73.4
obtain recog from colleagues	75	50.3	41.5	44.3	58.2	56.4	57.2	59.1	56.6	57.8
influence political structure	76	18.6	8.5	11.8	18.3	13.6	15.8	19.6	14.8	17.1
influence social values	76	39.6	49.3	46.2	30.5	36.7	33.7	31.6	36.7	34.3
raise a family	76	72.5	73.2	73.0	64.5	64.5	64.5	68.8	68.5	68.7
have admin responsibility	75	49.8	49.2	49.4	42.0	42.7	42.4	43.4	40.8	42.0
be very well off financially	76	54.8	62.7	60.2	76.4	64.0	70.0	73.4	64.5	68.8
help others in difficulty	76	61.6	59.0	59.8	52.0	73.8	63.5	53.6	71.8	63.1
theoretical contrib to science	76	4.6	3.4	3.8	13.7	8.6	11.0	18.6	10.9	14.6
write original works	76	17.3	34.0	28.7	11.9	14.1	13.0	13.1	13.9	13.5
create artistic work	76	13.9	32.6	26.7	7.5	10.5	9.1	9.7	13.0	11.4
be successful in own business	76	55.3	40.8	45.4	58.6	43.8	50.8	54.2	46.0	50.0
be involved in environ cleanup	75	17.7	26.6	23.8	20.7	18.6	19.6	20.9	18.1	19.4
develop philosophy of life	75	46.3	57.1	53.6	42.0	42.2	42.1	46.1	45.7	45.9
participate in cmty action pgm	75	21.0	30.8	27.6	19.2	27.4	23.5	20.3	27.6	24.1
promote racial understanding	76	21.7	23.2	22.7	26.0	37.5	32.0	31.0	37.9	34.6
be expert on finance & commerce	75	15.3	32.0	26.6	31.4	19.7	25.2	30.4	21.1	25.6
in 1994										
achieve in a performing art	80	0.0	7.1	4.6	8.3	7.2	7.7	9.5	9.3	9.4
become authority in my field	80	53.4	81.2	71.6	64.4	56.1	60.1	65.2	55.5	60.2
obtain recog from colleagues	80	58.8	63.3	61.8	49.5	45.6	47.5	51.9	47.9	49.8
influence political structure	80	20.5	6.5	11.3	16.0	13.5	14.7	17.7	14.4	16.0
influence social values	80	45.1	39.4	41.4	40.2	54.2	47.5	41.0	51.3	46.3
raise a family	80	60.0	78.7	72.3	77.4	78.7	78.1	75.9	79.3	77.6
have admin responsibility	77	28.1	18.9	22.1	38.4	29.1	33.5	37.5	27.5	32.4
be very well off financially	80	44.5	50.5	48.5	60.8	55.8	58.1	60.3	52.4	56.2
help others in difficulty	80	38.6	57.3	50.9	59.0	72.3	66.0	55.9	69.3	62.7
theoretical contrib to science	80	1.9	4.0	3.3	6.6	6.6	6.6	8.4	6.1	7.2
write original works	80	3.5	6.2	5.3	11.1	13.0	12.1	13.1	12.8	12.9
create artistic work	80	19.6	12.2	14.7	7.5	15.9	11.9	12.3	18.4	15.4
be successful in own business	80	47.5	35.0	39.3	47.8	34.1	40.6	44.5	31.3	37.8
be involved in environ cleanup	80	10.0	20.5	16.9	23.2	27.1	25.3	22.1	25.5	23.9
develop philosophy of life	80	64.7	55.6	58.8	54.4	52.9	53.6	58.3	57.4	57.8
participate in cmty action pgm	79	11.5	14.2	13.2	22.7	27.2	25.0	20.7	27.5	24.2
promote racial understanding	80	17.1	39.9	32.0	34.2	41.3	37.9	34.0	42.3	38.2
be expert in finance & commerce	80	22.7	11.7	15.5	22.5	9.6	15.7	23.7	9.8	16.6

1994 FOLLOW-UP OF 1985 FRESHMEN

Institutional Profile

Western Washington University	# of Resp- ondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Political Orientation in 1985	82									
far left		0.0	0.0	0.0	1.1	0.7	0.9	1.4	0.9	1.2
liberal		21.7	39.5	33.2	26.1	20.9	23.4	23.7	22.5	23.0
middle of the road		52.1	51.5	51.7	48.5	63.6	56.5	46.8	58.9	53.0
conservative		26.2	9.0	15.1	23.5	13.7	18.3	26.2	16.4	21.2
far right		0.0	0.0	0.0	0.8	1.0	0.9	1.9	1.3	1.6
Political Orientation in 1994	79									
far left		2.2	0.0	0.8	1.1	1.7	1.4	2.2	1.8	2.0
liberal		6.9	49.6	34.9	18.7	22.8	20.8	19.4	26.0	22.8
middle of the road		51.9	28.9	36.8	39.3	51.3	45.6	37.4	45.5	41.5
conservative		35.7	21.6	26.4	38.9	23.4	30.8	39.3	25.7	32.3
far right		3.3	0.0	1.2	2.0	0.9	1.4	1.7	1.0	1.3
Agrees Strongly or Somewhat in 1985										
abolish death penalty	77	12.3	23.3	19.1	28.3	30.8	29.6	23.7	30.9	27.4
abortion should be legalized	77	57.6	72.0	66.7	56.6	59.7	58.2	57.5	60.1	58.8
busing OK to achieve balance	74	46.7	66.0	59.0	53.2	60.6	57.0	48.9	55.7	52.4
college increases earning power	75	78.3	68.0	71.8	77.9	71.5	74.6	71.9	65.5	68.6
equal opportunity for women	76	80.9	97.5	91.5	82.5	97.1	90.2	86.8	97.2	92.2
govt not controlling pollution	76	89.6	86.0	87.4	81.9	81.3	81.6	77.9	82.1	80.1
increase fed military spending	76	37.2	10.5	20.6	35.7	21.0	28.1	32.5	17.3	24.8
ind can do little to change soc	77	38.1	21.7	27.6	43.6	37.5	40.5	39.7	32.9	36.2
live together before marriage	75	54.6	56.6	55.8	51.3	41.3	46.1	51.1	41.6	46.2
marijuana should be legalized	75	26.7	15.1	19.3	27.3	20.7	23.9	26.4	19.6	22.9
married women should be in home	76	21.2	6.3	11.8	30.7	15.0	22.5	27.1	13.7	20.2
national health care plan needed	75	48.6	43.5	45.4	62.1	64.2	63.2	54.5	60.7	57.7
prohibit homosexual relations	75	53.6	46.7	49.2	61.0	42.2	51.2	54.7	35.6	44.9
raise taxes to reduce deficit	75	37.4	25.7	30.2	26.9	18.6	22.6	30.1	19.9	24.9
wealthy should pay more taxes	74	80.3	82.9	81.9	74.2	74.7	74.4	72.4	72.6	72.5
in 1994										
abolish death penalty	80	7.3	16.2	13.2	17.2	18.2	17.7	19.4	20.6	20.0
abortion should be legal	79	80.3	80.6	80.5	71.7	75.6	73.7	72.1	76.4	74.3
busing OK to achieve balance	79	19.5	50.1	39.7	36.4	44.0	40.4	34.0	41.3	37.7
coll be involved solving soc prb	80	56.7	81.5	72.9	67.2	74.1	70.8	66.2	74.3	70.3
college raises earning power	80	44.6	50.8	48.7	60.6	66.8	63.8	54.0	57.2	55.6
equal opportunity for women	79	91.5	100.0	97.0	93.8	98.2	96.1	96.0	98.6	97.3
govt not controlling pollution	80	71.6	86.1	81.1	72.2	84.5	78.6	71.6	83.6	77.7
increase fed military spending	79	15.0	8.4	10.7	29.4	15.4	22.1	24.8	15.1	19.9
ind can do little to change soc	80	31.2	18.6	23.0	35.8	33.1	34.4	33.0	28.4	30.7
live together before marriage	79	62.0	67.6	65.7	49.2	47.8	48.5	52.3	45.3	48.7
man not entitled to sex on date	80	90.6	96.5	94.4	89.2	97.0	93.3	92.5	97.5	95.1
marijuana should be legalized	80	33.8	21.8	26.0	29.7	20.8	25.0	33.8	25.3	29.5
married women best at home	80	18.5	5.9	10.2	14.1	10.7	12.3	12.0	9.1	10.5
national health care plan needed	79	38.0	66.7	56.7	51.5	66.5	59.3	49.9	64.4	57.3
prohibit homosexual relations	80	18.2	5.8	10.1	31.4	19.4	25.1	24.5	15.3	19.8
racial discrim no longer problem	80	19.2	5.5	10.2	18.0	11.0	14.4	17.1	8.8	12.9
raise taxes to reduce deficit	80	22.9	46.1	38.2	21.7	17.0	19.2	25.6	20.5	23.0
wealthy should pay more taxes	80	47.8	79.8	68.8	72.0	79.9	76.1	64.4	75.2	69.9

1994 FOLLOW-UP OF 1985 FRESHMEN

Institutional Profile

Western Washington University	# of Respondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Skills Noted as Essential or Very Important										
general knowledge	80	91.4	97.4	95.3	93.9	94.0	93.9	93.0	93.5	93.3
problem-solving skills	80	83.2	91.1	88.4	87.3	77.2	82.0	89.4	80.8	85.0
knowledge of particular field	80	80.3	89.1	86.1	84.9	80.7	82.7	86.5	80.9	83.6
critical thinking ability	79	87.3	95.5	92.8	85.8	82.8	84.3	89.7	85.1	87.3
writing skills	80	62.9	88.5	79.7	65.4	73.1	69.4	70.8	73.8	72.3
foreign language skills	80	8.6	25.6	19.8	9.7	14.9	12.4	12.3	18.0	15.2
job-related skills	80	85.9	92.1	90.0	87.6	90.2	88.9	86.4	88.4	87.4
religious beliefs/convictions	80	28.6	58.5	48.2	48.3	59.1	53.9	45.9	56.2	51.2
leadership ability	80	71.7	77.9	75.8	73.2	70.0	71.5	73.5	68.7	71.1
ability to work independently	80	93.1	96.5	95.3	88.7	89.4	89.1	89.0	89.4	89.2
interpersonal skills	80	93.2	97.5	96.0	85.3	89.8	87.7	88.8	91.6	90.2
cultural awareness/appreciation	80	38.8	71.8	60.4	48.0	62.7	55.8	50.2	65.6	58.1
acceptance of diff races/culture	80	66.5	89.6	81.7	65.4	76.9	71.4	67.6	78.9	73.4
competitiveness	80	56.0	51.1	52.8	62.2	38.7	49.9	59.7	37.0	48.1
public speaking ability	80	51.5	56.4	54.7	60.7	53.1	56.7	60.5	54.2	57.3
ability to work cooperatively	80	86.2	94.2	91.4	89.9	94.7	92.4	88.9	93.5	91.3

1994 FOLLOW-UP OF 1985 FRESHMEN

Institutional Profile

Western Washington University	# of Respondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
DISAGGREGATED RESPONSES										
Probable Career Noted in 1985	82									
accountant or actuary		0.0	0.0	0.0	4.6	8.7	6.7	4.3	6.9	5.7
actor or entertainer		0.0	0.0	0.0	3.6	0.7	2.1	1.6	1.3	1.5
architect or urban planner		1.6	0.0	0.6	1.4	0.2	0.8	3.1	0.5	1.7
artist		0.0	0.0	0.0	0.2	0.5	0.4	1.1	1.0	1.0
business (clerical)		0.0	0.0	0.0	0.0	2.3	1.2	0.2	1.4	0.8
business executive (management)		10.1	25.4	19.7	14.0	11.2	12.5	13.9	10.8	12.3
business owner or proprietor		6.4	3.6	4.6	3.5	4.0	3.8	3.6	2.7	3.1
business salesperson or buyer		0.0	0.0	0.0	0.9	1.7	1.3	1.3	1.5	1.4
clergy (minister,priest)		0.0	0.0	0.0	0.1	0.0	0.0	0.4	0.2	0.3
clergy (other religious)		0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.2
clinical psychologist		0.0	0.0	0.0	1.4	1.6	1.5	1.3	2.2	1.7
college teacher		0.0	3.3	2.0	0.2	0.1	0.2	0.4	0.3	0.4
computer programmer or analyst		6.1	1.4	3.2	9.4	4.8	7.0	6.4	2.8	4.6
conservationist or forester		1.7	0.0	0.6	0.9	0.1	0.5	0.6	0.2	0.4
dentist (including orthodontist)		0.0	1.9	1.2	2.9	0.6	1.7	1.5	0.5	1.0
dietitian or home economist		0.0	3.1	1.9	0.0	0.3	0.2	0.0	0.5	0.3
engineer		19.6	1.4	8.2	7.4	0.9	4.0	15.3	3.4	9.2
farmer or rancher		0.0	0.0	0.0	3.0	0.1	1.4	1.5	0.1	0.8
frgn svc worker (inc diplomat)		0.0	0.0	0.0	0.5	1.2	0.9	0.8	2.1	1.5
homemaker (full-time)		0.0	0.0	0.0	0.0	0.3	0.1	0.0	0.2	0.1
interior decorator or designer		2.6	2.2	2.3	0.0	0.5	0.3	0.0	1.0	0.5
interpreter (translator)		0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.3	0.2
lab technician or hygienist		0.0	0.0	0.0	0.9	0.9	0.9	0.7	0.7	0.7
law enforcement officer		2.1	0.0	0.8	1.1	0.1	0.6	0.6	0.3	0.4
lawyer (attorney) or judge		8.3	0.0	3.1	2.3	3.6	3.0	5.0	5.1	5.0
military service (career)		0.0	0.0	0.0	1.5	0.3	0.8	0.9	0.1	0.5
musician (performer,composer)		0.0	0.0	0.0	1.1	1.5	1.3	1.0	1.0	1.0
nurse		0.0	2.4	1.5	0.0	2.9	1.5	0.1	3.5	1.8
optometrist		0.0	0.0	0.0	0.5	0.2	0.4	0.3	0.4	0.3
pharmacist		1.7	0.0	0.6	0.5	1.0	0.8	0.5	1.0	0.8
physician		0.0	0.0	0.0	2.9	2.0	2.4	5.8	4.9	5.3
school counselor		0.0	0.0	0.0	0.1	0.4	0.3	0.1	0.5	0.3
school principal/superintendent		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
scientific researcher		0.0	0.0	0.0	1.3	0.9	1.1	2.5	1.7	2.1
social,welfare,recreation worker		0.0	4.5	2.8	0.4	3.3	1.9	0.3	2.0	1.2
statistician		0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1
therapist (phys,occup,speech)		0.0	0.0	0.0	1.1	3.0	2.1	0.9	3.0	2.0
teacher (elementary)		0.0	15.2	9.5	1.4	12.1	7.0	0.6	7.3	4.0
teacher (secondary)		14.6	0.0	5.5	5.0	5.0	5.0	2.6	3.3	3.0
veterinarian		0.0	0.0	0.0	1.6	0.7	1.2	1.2	1.4	1.3
writer or journalist		0.0	3.8	2.4	1.6	4.3	3.1	1.9	3.7	2.8
skilled trades		0.0	0.0	0.0	0.3	0.0	0.2	0.3	0.1	0.2
other		5.0	2.6	3.5	6.0	6.3	6.2	5.1	6.6	5.9
undecided		20.2	29.3	25.9	16.0	11.2	13.5	12.1	13.0	12.6

1994 FOLLOW-UP OF 1985 FRESHMEN

Institutional Profile

Western Washington University	# of Respondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Current Career/Occupation	79									
accountant or actuary		1.8	3.5	2.9	2.5	4.1	3.3	3.9	4.7	4.3
actor or entertainer		0.0	0.0	0.0	1.3	0.0	0.6	0.7	0.2	0.4
architect or urban planner		0.0	1.5	1.0	0.2	0.0	0.1	1.1	0.2	0.6
artist		0.0	0.0	0.0	0.1	0.5	0.3	1.2	0.7	0.9
business (clerical)		2.9	7.9	6.3	1.6	10.2	6.1	1.8	7.8	4.9
business executive (management)		14.5	11.9	12.7	11.8	9.6	10.6	12.5	10.9	11.7
business owner or proprietor		10.9	3.1	5.6	3.7	1.8	2.7	3.2	1.4	2.3
business salesperson or buyer		1.4	4.0	3.2	12.9	3.5	8.0	9.1	4.4	6.7
clergy (minister, priest)		0.0	0.0	0.0	0.1	0.0	0.0	0.5	0.0	0.3
clergy (other religious)		0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.1	0.1
clinical psychologist		0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.3	0.2
college teacher		0.0	3.2	2.2	1.0	0.3	0.6	1.1	0.6	0.8
computer programmer or analyst		7.7	3.0	4.5	4.9	2.0	3.4	5.8	1.9	3.8
conservationist or forester		0.0	0.0	0.0	0.1	0.0	0.1	0.3	0.1	0.2
dentist (including orthodontist)		0.0	0.0	0.0	0.3	0.0	0.1	0.3	0.1	0.2
dietitian or home economist		0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.3	0.2
engineer		8.4	0.0	2.7	5.8	0.7	3.1	8.9	1.7	5.2
farmer or rancher		0.0	0.0	0.0	0.8	0.0	0.4	0.6	0.1	0.3
frgn svc worker (incl diplomat)		2.0	0.0	0.6	0.0	0.0	0.0	0.1	0.0	0.1
homemaker (full-time)		0.0	2.4	1.6	0.2	2.2	1.2	0.1	2.5	1.3
interior decorator or designer		2.5	0.0	0.8	0.6	0.9	0.7	0.2	0.5	0.4
interpreter (translator)		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1
lab technician or hygienist		0.0	0.0	0.0	0.6	1.2	0.9	0.9	1.0	1.0
law enforcement officer		0.0	0.0	0.0	2.3	0.2	1.2	1.5	0.4	0.9
lawyer (attorney) or judge		4.6	2.4	3.1	0.8	0.9	0.8	3.1	1.9	2.5
military service (career)		0.0	0.0	0.0	5.8	0.7	3.1	3.6	0.5	2.0
musician (performer, composer)		0.0	0.0	0.0	0.6	0.1	0.3	0.4	0.2	0.3
nurse		0.0	2.6	1.8	0.1	3.2	1.7	0.2	3.5	1.9
optometrist		0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1
pharmacist		2.1	0.0	0.7	0.1	0.5	0.3	0.3	0.5	0.4
physician		0.0	0.0	0.0	0.2	0.2	0.2	1.6	1.1	1.4
school counselor		0.0	0.0	0.0	0.0	0.6	0.3	0.2	0.5	0.4
school principal/superintendent		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
scientific researcher		1.5	0.0	0.5	1.4	0.3	0.8	2.1	1.5	1.8
social, welfare, recreation worker		0.0	3.7	2.5	1.2	5.9	3.7	1.2	4.3	2.8
statistician		0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.1
therapist (phys, occup, speech)		7.5	1.4	3.4	0.1	2.0	1.1	0.4	1.9	1.2
teacher (elementary)		0.0	9.1	6.2	1.4	10.6	6.2	1.1	9.2	5.2
teacher (secondary)		0.0	4.1	2.8	4.2	6.5	5.4	3.3	4.7	4.0
veterinarian		0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.3	0.2
writer or journalist		0.0	2.8	1.9	1.6	1.0	1.3	1.4	1.4	1.4
skilled trades		5.9	0.0	1.9	4.1	0.6	2.3	2.6	0.6	1.6
other		26.4	33.5	31.2	27.9	28.7	28.3	23.9	27.5	25.8

1994 FOLLOW-UP OF 1985 FRESHMEN

Institutional Profile

Western Washington University	# of Respondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
HOURS PER WEEK IN THE LAST YEAR SPENT ON										
Socializing with Friends	78									
none		0.0	0.0	0.0	0.5	0.8	0.6	0.5	0.4	0.5
less than one		1.8	2.5	2.2	10.9	6.3	8.5	6.6	6.1	6.4
1 to 2		6.1	13.3	10.8	19.2	21.8	20.6	16.6	18.6	17.6
3 to 5		28.3	38.7	35.2	26.5	32.9	29.8	29.6	33.9	31.8
6 to 10		36.2	21.1	26.3	22.4	25.3	23.9	25.4	24.7	25.0
11 to 15		9.7	8.6	9.0	9.9	7.6	8.7	11.2	9.1	10.1
16 to 20		13.8	11.6	12.4	4.6	2.8	3.7	5.7	4.1	4.9
21 to 39		4.2	0.0	1.4	3.0	1.6	2.3	2.7	1.8	2.2
40 or more		0.0	4.2	2.8	3.0	0.9	1.9	1.8	1.2	1.5
Exercising/Sports	80									
none		0.0	1.9	1.3	6.9	7.7	7.4	4.5	6.2	5.4
less than one		5.6	31.8	23.1	11.1	15.9	13.6	11.4	14.5	13.0
1 to 2		23.6	15.5	18.2	26.6	28.0	27.3	24.3	26.5	25.4
3 to 5		25.0	30.8	28.9	27.7	28.3	28.0	30.5	32.3	31.4
6 to 10		24.1	17.5	19.7	16.6	12.5	14.4	19.8	13.9	16.8
11 to 15		10.5	1.3	4.4	5.5	5.3	5.4	5.9	4.3	5.1
16 to 20		11.2	0.0	3.7	3.3	1.2	2.2	2.0	1.1	1.5
21 to 39		0.0	1.1	0.7	1.0	0.3	0.6	0.8	0.4	0.6
40 or more		0.0	0.0	0.0	1.2	0.8	1.0	0.8	0.7	0.8
Reading for Pleasure	80									
none		12.8	3.7	6.8	8.2	6.5	7.3	6.3	5.5	5.9
less than one		25.1	15.9	19.0	23.8	19.0	21.3	20.4	17.9	19.1
1 to 2		22.4	47.3	39.0	26.5	30.6	28.6	32.1	31.7	31.9
3 to 5		22.0	15.7	17.8	28.5	25.4	26.9	26.9	25.7	26.3
6 to 10		9.7	14.8	13.1	7.2	11.4	9.4	9.4	12.3	10.8
11 to 15		8.0	2.6	4.4	3.9	3.4	3.6	3.1	3.9	3.5
16 to 20		0.0	0.0	0.0	1.7	2.0	1.9	1.3	1.8	1.6
21 to 39		0.0	0.0	0.0	0.1	0.5	0.3	0.4	0.5	0.5
40 or more		0.0	0.0	0.0	0.0	1.2	0.7	0.1	0.6	0.4
Using Personal Computer	80									
none		25.6	19.6	21.6	21.0	28.2	24.8	16.5	24.8	20.8
less than one		11.7	15.8	14.4	12.5	15.2	13.9	11.4	14.0	12.8
1 to 2		17.4	10.1	12.6	11.1	13.4	12.3	12.4	13.7	13.1
3 to 5		6.2	24.1	18.1	17.2	12.4	14.6	14.1	11.9	13.0
6 to 10		4.1	4.1	4.1	11.7	6.8	9.2	11.6	7.8	9.7
11 to 15		2.1	1.6	1.8	4.3	3.5	3.9	6.8	4.7	5.7
16 to 20		6.8	7.3	7.1	7.0	4.9	5.9	9.0	6.3	7.6
21 to 39		7.3	9.6	8.8	5.0	5.6	5.3	8.4	7.9	8.2
40 or more		18.7	7.7	11.4	10.2	10.0	10.1	9.6	9.0	9.3

1994 FOLLOW-UP OF 1985 FRESHMEN

Institutional Profile

Western Washington University	# of Respondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
HOURS PER WEEK IN THE LAST YEAR SPENT ON Working (for pay)	80									
none		1.7	3.6	3.0	1.8	4.7	3.3	2.8	5.7	4.3
less than one		0.0	0.0	0.0	0.0	0.4	0.2	0.2	0.4	0.3
1 to 2		0.0	0.0	0.0	0.3	0.8	0.6	0.3	0.6	0.4
3 to 5		3.6	0.0	1.2	1.3	0.6	1.0	0.9	0.8	0.9
6 to 10		0.0	0.0	0.0	1.7	1.6	1.7	1.7	1.8	1.7
11 to 15		0.0	0.0	0.0	0.7	1.3	1.0	1.3	1.7	1.5
16 to 20		1.4	2.3	2.0	3.2	2.9	3.1	3.4	4.0	3.7
21 to 39		8.3	16.0	13.4	6.8	15.9	11.5	8.9	14.9	12.0
40 or more		84.9	78.1	80.4	84.2	71.7	77.6	80.6	70.0	75.2
Volunteer Work/Cmty Svc	80									
none		51.7	65.5	60.9	54.3	56.2	55.3	55.1	54.3	54.7
less than one		17.2	14.0	15.0	23.8	17.9	20.7	22.3	18.5	20.4
1 to 2		11.0	9.6	10.1	12.0	13.4	12.7	12.0	14.3	13.2
3 to 5		9.0	4.1	5.7	6.4	8.2	7.3	6.3	8.0	7.2
6 to 10		11.1	1.8	4.9	2.4	2.1	2.2	2.7	2.6	2.6
11 to 15		0.0	2.6	1.7	0.3	0.5	0.4	0.6	0.7	0.7
16 to 20		0.0	0.0	0.0	0.6	0.6	0.6	0.8	0.7	0.7
21 to 39		0.0	2.4	1.6	0.2	0.8	0.5	0.1	0.5	0.3
40 or more		0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.3	0.2
Watching TV	80									
none		0.0	0.0	0.0	1.0	1.7	1.4	1.8	2.2	2.0
less than one		5.3	5.9	5.7	2.8	3.4	3.1	4.2	4.5	4.4
1 to 2		14.1	11.5	12.4	13.1	13.4	13.3	13.7	14.4	14.1
3 to 5		26.4	20.7	22.6	26.7	30.9	28.9	26.3	30.7	28.5
6 to 10		21.2	20.9	21.0	25.0	25.9	25.5	26.9	25.5	26.2
11 to 15		22.4	29.8	27.3	16.1	12.9	14.4	14.3	11.8	13.0
16 to 20		8.5	8.2	8.3	7.0	7.2	7.1	7.3	6.5	6.9
21 to 39		2.0	3.1	2.7	7.2	3.6	5.4	4.6	3.5	4.0
40 or more		0.0	0.0	0.0	0.9	1.1	1.0	0.9	0.9	0.9
Commuting	80									
none		1.7	1.2	1.4	7.4	12.1	9.9	5.7	9.2	7.5
less than one		13.7	12.0	12.5	15.5	17.1	16.4	14.8	16.5	15.6
1 to 2		32.1	22.2	25.5	19.5	17.7	18.5	22.5	19.1	20.7
3 to 5		40.3	33.3	35.6	23.3	23.1	23.2	26.6	25.5	26.1
6 to 10		9.8	27.3	21.4	23.9	21.5	22.6	22.1	21.2	21.6
11 to 15		0.0	4.1	2.7	5.4	3.6	4.5	5.4	5.4	5.4
16 to 20		2.4	0.0	0.8	4.6	1.7	3.1	2.3	1.3	1.8
21 to 39		0.0	0.0	0.0	0.0	1.7	0.9	0.2	0.8	0.5
40 or more		0.0	0.0	0.0	0.4	1.5	1.0	0.4	1.0	0.7

1994 FOLLOW-UP OF 1985 FRESHMEN

Institutional Profile

Western Washington University	# of Respondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
HOURS PER WEEK IN THE LAST YEAR SPENT ON	80									
Religious Svcs/Meetings										
none		63.9	41.5	49.0	42.4	38.1	40.1	45.8	39.4	42.5
less than one		15.5	27.9	23.7	18.0	16.6	17.3	18.5	17.9	18.2
1 to 2		17.3	19.5	18.8	23.6	30.2	27.1	23.3	28.8	26.1
3 to 5		1.4	4.3	3.4	13.4	10.3	11.7	9.5	9.8	9.6
6 to 10		1.9	4.1	3.4	2.2	2.8	2.5	2.4	2.8	2.6
11 to 15		0.0	2.6	1.7	0.0	1.1	0.6	0.2	0.7	0.5
16 to 20		0.0	0.0	0.0	0.3	0.3	0.3	0.2	0.2	0.2
21 to 39		0.0	0.0	0.0	0.0	0.2	0.1	0.0	0.2	0.1
40 or more	0.0	0.0	0.0	0.0	0.5	0.3	0.2	0.2	0.2	
Hobbies	80									
none		14.0	3.6	7.1	13.2	14.7	14.0	12.6	15.1	13.9
less than one		20.4	17.3	18.3	19.3	23.4	21.4	18.8	22.7	20.8
1 to 2		28.2	38.9	35.3	27.0	30.5	28.8	29.2	30.8	30.0
3 to 5		19.0	36.2	30.4	23.6	19.8	21.6	22.5	20.1	21.3
6 to 10		13.0	4.0	7.0	9.1	7.1	8.1	10.2	7.3	8.7
11 to 15		5.3	0.0	1.8	4.5	2.9	3.6	3.7	2.3	3.0
16 to 20		0.0	0.0	0.0	2.3	1.0	1.6	1.8	1.2	1.5
21 to 39		0.0	0.0	0.0	0.3	0.1	0.2	0.6	0.2	0.4
40 or more		0.0	0.0	0.0	0.8	0.5	0.6	0.5	0.3	0.4
Recreation/Leisure	80									
none		4.1	3.6	3.7	3.2	4.7	4.0	2.6	3.3	3.0
less than one		7.5	1.9	3.8	6.3	7.6	7.0	6.2	8.0	7.1
1 to 2		16.5	37.5	30.5	27.9	27.5	27.7	24.3	24.9	24.6
3 to 5		17.9	27.5	24.3	27.5	32.9	30.3	30.9	33.7	32.3
6 to 10		31.6	21.6	25.0	20.9	19.9	20.4	20.7	19.3	20.0
11 to 15		16.9	2.9	7.6	7.1	3.5	5.2	8.5	5.6	7.0
16 to 20		5.5	2.4	3.4	4.2	2.5	3.3	4.2	3.5	3.9
21 to 39		0.0	1.2	0.8	0.9	0.6	0.7	1.3	0.9	1.1
40 or more		0.0	1.4	0.9	2.1	0.8	1.4	1.4	0.7	1.0
Household/Childcare	80									
none		28.0	4.3	12.2	18.2	7.1	12.4	19.7	7.4	13.4
less than one		8.3	21.7	17.2	9.4	6.7	8.0	10.6	6.9	8.7
1 to 2		23.7	11.1	15.3	22.6	20.6	21.6	25.9	24.6	25.2
3 to 5		19.9	28.9	25.9	23.5	27.0	25.3	24.3	27.9	26.1
6 to 10		15.9	19.7	18.4	12.0	13.0	12.6	10.3	12.0	11.1
11 to 15		0.0	0.0	0.0	5.9	7.3	6.7	3.9	5.4	4.7
16 to 20		0.0	3.2	2.1	5.2	2.8	3.9	3.1	2.8	3.0
21 to 39		0.0	2.4	1.6	1.2	4.7	3.0	1.1	3.9	2.5
40 or more		4.2	8.7	7.2	1.9	10.9	6.6	1.2	9.2	5.3

1994 FOLLOW-UP OF 1985 FRESHMEN

Institutional Profile

Western Washington University	# of Respondents	Your Institution			Public 4-yr Colls			All 4-yr Insts		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
HOURS PER WEEK IN THE LAST YEAR SPENT ON Classes/Labs	80									
none		81.4	76.5	78.1	66.7	65.5	66.1	66.3	65.5	65.9
less than one		10.7	8.2	9.0	5.5	5.1	5.3	5.9	4.6	5.2
1 to 2		4.8	6.5	5.9	3.4	4.7	4.1	4.3	5.8	5.1
3 to 5		1.7	4.3	3.4	12.6	11.3	11.9	9.2	9.9	9.6
6 to 10		1.4	0.0	0.5	5.2	6.6	5.9	5.6	6.1	5.9
11 to 15		0.0	3.1	2.0	3.3	2.8	3.0	3.5	3.2	3.3
16 to 20		0.0	1.4	0.9	1.8	1.8	1.8	2.6	2.4	2.5
21 to 39		0.0	0.0	0.0	0.9	0.8	0.8	1.2	1.2	1.2
40 or more		0.0	0.0	0.0	0.6	1.4	1.0	1.2	1.4	1.3
Studying/Homework	80									
none		60.1	67.7	65.1	63.2	62.2	62.7	60.5	61.9	61.2
less than one		17.4	7.6	10.9	5.8	3.7	4.7	6.0	4.6	5.3
1 to 2		8.8	8.1	8.4	8.0	7.4	7.7	7.9	7.6	7.7
3 to 5		0.0	5.7	3.8	8.4	11.0	9.7	9.1	10.1	9.6
6 to 10		3.0	6.9	5.6	5.5	6.9	6.2	6.3	6.9	6.6
11 to 15		4.2	1.4	2.3	4.7	4.2	4.4	3.9	4.1	4.0
16 to 20		4.8	2.5	3.3	1.9	2.1	2.0	2.7	2.3	2.5
21 to 39		1.7	0.0	0.6	1.4	2.1	1.8	2.3	1.9	2.1
40 or more	0.0	0.0	0.0	1.0	0.6	0.8	1.3	0.8	1.0	

Appendix B:

Survey Form

HIGHER EDUCATION RESEARCH INSTITUTE

Graduate School of Education
University of California, Los Angeles

NINE-YEAR FOLLOW UP OF THE 1985 FRESHMAN CLASS

September 1994

SAMPLE

You may recall that when you first entered college in 1985 you participated in a national research project by completing an entering freshman questionnaire. We are now conducting a new survey to follow-up students who responded to the 1985 survey.

We ask that you help us by completing the enclosed questionnaire and returning it in the enclosed postage reply envelope. Please complete the questionnaire even if you withdrew from college or changed schools. We are very interested in learning about your experiences since leaving college.

Your participation is very important to the success of this project. We thank you in advance for your assistance and cooperation.

Sincerely,

Alexander W. Astin (Handwritten signature)

Alexander W. Astin
Professor and Director

DIRECTIONS

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

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

EXAMPLE:
Will marks made with ballpoint or felt-tip marker be properly read? Yes... [] No... []

1. If you could make your college choice over again, would you still choose to enroll in the undergraduate college you entered as a freshman? (Mark one)

- Definitely yes
Probably I would
Probably not
Definitely not
Don't know

2. Are you: (Mark one)

- A. Currently enrolled in school
B. Planning to return to school: within 1 year, within 2 years, in more than 2 years
C. Not planning to return to school

3. How well did your undergraduate education prepare you for: (Mark one in each column)

- Graduate school / Your current or most recent job
Very well, Well, Somewhat well, Not well, Not applicable

Series of small circles for optical marking.

Series of small circles for optical marking.

- Married
- Separated
- Single (with partner)
- Single (no partner)

5. Are you (or have you ever been) divorced?

- No
- Yes

6. How many children do you have? (Mark one)

- None
- 1
- 2
- 3 or more

7. For the activities listed below, please indicate how often (Frequently, Occasionally, or Not at all) you have done the following during the past year. (Mark one in each row)

	Frequently	Occasionally	Not at all
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Donated money to my undergraduate college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed racial/ethnic issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received personal/psychological counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. How many of the people in each of the following groups are (were) of your race/ethnicity? (Mark one in each row)

	None	Some	About half	Most	All
High school classmates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighbors where you grew up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Close friends in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current close friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current neighbors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Current work associates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

9. Have you ever attended graduate or professional school?

- Yes
- No → Please skip to question 16.

10. Name the university of your current or most recent graduate/professional school and your field/major at that school:

University: (please spell out)

Field/Major: (please spell out)

11. As a graduate or professional student, did (do) you: (Mark all that apply)

- Hold a teaching assistantship
- Hold a research assistantship
- Hold a full-time job
- Receive an institutional fellowship
- Receive a private fellowship
- Publish an article in a journal or other professional publication
- Attend an academic/professional conference
- Present a paper at an academic/professional conference
- Help write a grant proposal
- Conduct research that focused on gender issues
- Conduct research that focused on racial/ethnic issues
- Develop personal friendships with faculty

12. How satisfied are you with the following at your current (or most recent) graduate/professional school? (Mark one in each row)

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Job placement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friendships with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accessibility of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty support of your work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your teaching assistantship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your research assistantship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Intellectual community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic resources (library)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. How did each of the following affect your admission to graduate school? (Mark one in each row)

	An asset	No effect	A liability
My undergraduate college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My undergraduate major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My race	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Please indicate which of the following are/were sources of financial support during graduate/professional school:

	Major source	Minor source	Not a source
(Mark one for each type of support)			
Personal savings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching assistantship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research assistantship	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental, spousal, or other family aid	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Loan	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarship, grant, or other gift	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. How helpful is/was your graduate/professional school faculty in each of the following areas: (Mark one in each row)

	Very helpful	Somewhat helpful	Not helpful
Preparing me for exams	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping me select research topic(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding me on-campus jobs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding me summer employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Finding me financial support while in school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping me find my first job after completion of degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping me with personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recommending me for conference presentations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall "mentoring"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

17. What is the total amount that you have borrowed in student loans from all programs?

\$ _____

18. How much do you currently owe in student loans from all programs?

\$ _____

19. Since leaving your undergraduate college, have you been sexually harassed: (Mark all that apply)

- By a supervisor at your current or most recent job?
- By coworkers at your current or most recent job?
- By faculty at your graduate/professional school?
- By a staff member at your graduate/professional school?
- By fellow students at your graduate/professional school?
- By somebody else not listed above?
- I have not been sexually harassed since leaving college.

compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one in each row)

Academic ability, Artistic ability, Drive to achieve, Emotional health, Leadership ability, Listening ability, Mathematical ability, Physical health, Popularity, Self-confidence (intellectual), Self-confidence (social), Writing ability

Highest 10%, Above Average, Average, Below Average, Lowest 10%

24. Please mark your current or most recent career/occupation below:

Accountant or actuary, Actor or entertainer, Architect or urban planner, Artist, Business (clerical), Business executive, Business owner or proprietor, Business salesperson or buyer, Clergy (minister, priest), Clergy (other religious), Clinical psychologist, College teacher, Computer programmer or analyst, Conservationist or forester, Dentist (including orthodontist), Dietitian or home economist, Engineer, Farmer or rancher, Foreign service worker, Homemaker (full-time), Interior decorator, Interpreter, Lab technician or hygienist, Law enforcement officer, Lawyer, Military service, Musician, Nurse, Optometrist, Pharmacist, Physician, School counselor, School principal or superintendent, Scientific researcher, Social welfare or recreation worker, Statistician, Therapist, Teacher or administrator, Teacher or administrator (secondary), Veterinarian, Writer or journalist, Skilled trades, Other

25. How satisfied are (were) you with the following aspects of your current (most recent) job? (Mark one in each row)

Income, Fringe benefits, Variety of activities, Working conditions, Decision-making power, Competency of people you work with, Opportunities for promotion, Job security, Opportunity to be creative, Opportunity to use training or schooling, Opportunity to contribute to society, Intellectual challenge, Child care services, Overall

Very Satisfied, Satisfied, Neutral, Dissatisfied, No Answer/No Experience

21. Please indicate: (Mark one in each column)

(D) the highest degree your spouse/partner holds, (C) the highest degree you plan to receive, (B) the degree you are now working toward, (A) the highest degree you now hold. None, High school diploma, Vocational certificate, Associate's degree, Bachelor's degree, Master's degree, Ph.D. or Ed.D., M.D., D.O., D.D.S., or D.V.M., LL.B., or J.D. (Law), B.D. or M.Div. (Divinity), Other, Not applicable

26. To what extent is your current or most recent job related to your major: (Mark one in each column)

Undergraduate major, Graduate major. Closely related, Somewhat related, Not related, Not applicable

27. How have each of the following affected your job/employment prospects? (Mark one in each row)

My undergraduate college, My undergraduate major, My race, My gender. An asset, No effect, A liability

22. I am currently: (Mark one)

Employed full-time, Employed part-time, looking for full-time work, Employed part-time, by choice, Unemployed, looking for work, Unemployed, not looking for work

23. (A) What is your current annual income before taxes? If self-employed, indicate your annual earned income after adjusting for business expenses.

(B) What is your spouse/partner's income? You, Spouse/partner. Less than \$10,000, \$10,000-14,999, \$15,000-19,999, \$20,000-29,999, \$30,000-39,999, \$40,000-49,999, \$50,000-59,999, \$60,000-74,999, \$75,000-99,999, \$100,000-149,999, \$150,000 or more, No spouse/partner

28. During the past year, how much time did you spend during a typical week doing the following activities? (Mark one in each row)

Socializing with friends, Exercising/sports, Heading for pleasure, Using a personal computer, Working (for pay), Volunteer work/community service, Watching TV, Commuting, Religious services/meetings, Hobbies, Recreation/leisure, Household/childcare duties, Classes/labs, Studying/doing homework

Hours Per Week: None, Less than 1 hour, 1-2, 3-5, 6-10, 11-15, 16-20, 21-30, 40 or more

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
The Federal government is not doing enough to control environmental pollution	1	2	3	4
The Federal government should raise taxes to help reduce the deficit	1	2	3	4
The death penalty should be abolished	1	2	3	4
A national health care plan is needed to cover everybody's medical costs	1	2	3	4
Abortion should be legal	1	2	3	4
The activities of married women are best confined to the home and family	1	2	3	4
Women should receive the same salary and opportunities for advancement as men in comparable positions	1	2	3	4
Wealthy people should pay a larger share of taxes than they do now	1	2	3	4
Marijuana should be legalized	1	2	3	4
Realistically, an individual person can do little to bring about changes in our society	1	2	3	4
The chief benefit of a college education is that it increases one's earning power	1	2	3	4
Busing is OK if it helps to achieve racial balance in the schools	1	2	3	4
Federal military spending should be increased	1	2	3	4
A couple should live together for some time before deciding to get married	1	2	3	4
It is important to have laws prohibiting homosexual relationships	1	2	3	4
Racial discrimination is no longer a major problem in America	1	2	3	4
Colleges should be actively involved in solving social problems	1	2	3	4
Just because a man feels a woman has "led him on" does not entitle him to have sex with her	1	2	3	4

30. Indicate the importance to you personally of each of the following:
(Mark one in each row)

	Essential	Very Important	Somewhat Important	Not Important
Being accomplished in one of the performing arts (acting, dancing, etc.)	1	2	3	4
Being an authority in my field	1	2	3	4
Obtaining recognition from my colleagues for contributions to my special field	1	2	3	4
Influencing the political structure	1	2	3	4
Influencing social values	1	2	3	4
Raising a family	1	2	3	4
Having administrative responsibility for the work of others	1	2	3	4
Being very well off financially	1	2	3	4
Helping others who are in difficulty	1	2	3	4
Making a theoretical contribution to science	1	2	3	4
Writing original works (poems, novels, short stories, etc.)	1	2	3	4
Creating artistic work (painting, sculpture, decorating, etc.)	1	2	3	4
Being successful in a business of my own	1	2	3	4
Being involved in programs to clean up the environment	1	2	3	4
Developing a meaningful philosophy of life	1	2	3	4
Participating in a community action program	1	2	3	4
Helping to promote racial understanding	1	2	3	4
Being an expert on finance and commerce	1	2	3	4

31. During the past five years, which of the following community service/volunteer activities have you participated in:
(Mark all that apply)
- Tutoring/teaching
 - Counseling/hotline
 - Medical/health services
 - Office/clerical work
 - Recreational (e.g., coaching)
 - Campaigning/political activities
 - Religious activities
 - Leadership/organizational position
 - Physical labor/construction
 - Other personal service
 - Fund raising
 - Other
 - None → Please skip to question 34

32. Where have you performed the service?
(Mark all that apply)
- A church or other religious organization
 - An educational institution
 - A sport or recreational organization
 - A hospital or other health organization
 - A social or welfare organization
 - Other public organization
 - A political organization
 - Other private organization

33. How important are the following reasons for participating in community service/volunteer activities?
(Mark one in each row)

	Very Important	Somewhat Important	Not Important
To give me a chance to work with people different from me	1	2	3
To improve society as a whole	1	2	3
To improve my community	1	2	3
Because it was expected of me to fulfill a job/employment requirement	1	2	3
To fulfill an academic/school requirement	1	2	3
To enhance my resumé	1	2	3
To fulfill my social responsibility	1	2	3
Because it makes me feel good	1	2	3

34. How important are each of the following in your life today?
(Mark one in each row)

	Essential	Very Important	Somewhat Important	Not Important
General knowledge	1	2	3	4
Analytical and problem-solving skills	1	2	3	4
Knowledge of a particular field or discipline	1	2	3	4
Ability to think critically	1	2	3	4
Writing skills	1	2	3	4
Foreign language skills	1	2	3	4
Job-related skills	1	2	3	4
Religious beliefs and convictions	1	2	3	4
Leadership abilities	1	2	3	4
Ability to work independently	1	2	3	4
Interpersonal skills	1	2	3	4
Cultural awareness and appreciation	1	2	3	4
Acceptance of persons from different races/cultures	1	2	3	4
Competitiveness	1	2	3	4
Public speaking ability	1	2	3	4
Ability to work cooperatively	1	2	3	4

THANK YOU!

Please return your completed questionnaire in the postage-paid envelope to:
Higher Education Research Institute
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