



THE AMERICAN FRESHMAN: NATIONAL NORMS FALL 2012

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INTRODUCTION

The past year saw intensified discussion about almost everything connected with higher education, but especially the increasing cost of attending college and the worth of a college degree, graduation rates, what the impact of the massive open online course (MOOC) will be, and various takes on “disruption.” While many differing viewpoints are espoused, one certainty is that well-conducted and relevant educational research is necessary. The Higher Education Research Institute (HERI) is a leading source of such information, and the past year saw a variety of research published using CIRP data, some of which we highlight below.

The 2011 HERI Faculty Survey results were released this year in our monograph entitled “Undergraduate Teaching Faculty: The 2010–2011 HERI Faculty Survey.” This was the first year in which stress related to economic issues, such as institutional budget cuts and personal finances, rivaled top sources of stress (self-imposed expectations and lack of personal time) from past HERI Faculty Surveys. The report also examined the role of part-time faculty on campus, showing that many feel they lack access to key institutional resources. We also addressed student-centered teaching methods, such as cooperative learning and student presentations, which continue to be used at an increasing rate, but differ in their use by discipline and other factors. Planning is currently underway for the 2013–2014 HERI Faculty Survey.

The Spring 2012 issue of AAC&U’s *Liberal Education* focused on diversity and civic

learning, including an article by HERI Director Sylvia Hurtado and CIRP Assistant Director for Research Linda DeAngelo that used multiple CIRP datasets. In one instance, combining CIRP Freshman Survey data with matched data from the *Your First College Year* (YFCY) Survey, the authors looked at two CIRP Constructs: *Habits of Mind* (traits associated with academic success) and *Pluralistic Orientation* as outcomes in the first year of college. The article provides evidence of the impact of college programs and student experiences on academic, diversity, and civic outcomes taken from a series of research projects at HERI. Along the way it demonstrated the ability of CIRP surveys to be powerful tools to assess progress along multiple areas that matter to colleges and universities.

Extending HERI’s previous studies on graduation rates, in a white paper commissioned by the Gates Foundation, Pryor and Hurtado (2012) examined the incoming characteristics of “mobile completers”: those students who graduate with a bachelor’s degree, but not at the institution at which they first started college. The authors found that “mobile completers” were similar to those students who completed degrees at their initial college (“stayer completers”) in many areas, but were similar to those that left and did not obtain a degree anywhere else in terms of considering the cost of attending college as an important factor. They were also more likely to have chosen first institutions that had a larger percentage of students who intended, upon entry, to transfer to another institution.

Gayles, Rockenbach, and Davis (2012) combined 2000 CIRP Freshman Survey data with the follow-up 2003 College Students Beliefs and Values Survey (CSBV) in a study of 3,680 students at 46 institutions. The CSBV was part of a larger multi-year longitudinal project at HERI that led to the recent book, "Cultivating the Spirit: How College Can Enhance Students' Inner Lives" (Astin, Astin, & Lindholm, 2011). Gayles et al. used structural equation modeling to look longitudinally at student-athletes' social activism goals and charitable involvement. The authors found that student-athletes were not statistically different from non-student-athletes in their goals to help promote racial understanding and to become community leaders, among other survey items used to measure social activism goals. Student-athletes, however, have greater time constraints which may inhibit their abilities to enact those goals, as they were found to be less involved in charitable activities such as volunteering.

Chang, Eagan, Lin, and Hurtado (2011) examined racial stigmas and persistence of underrepresented minorities in the biomedical and behavioral sciences, using matched data from the CIRP Freshman Survey and the Your First College Year Survey. They found that

underrepresented minority first-year students who experienced higher levels of negative interactions were less likely to persist in the biomedical and behavioral sciences.

Looking at 2005 Freshman Survey data, Sax, Riggers, and Eagan (2013) used multilevel modeling to measure levels of academic engagement of an incoming cohort of women students, taking into account the type of high school these women attended. They found that women who had attended single-sex high schools versus schools that are coeducational were more likely to be academically engaged, measured by actions such as interactions with teachers, tutoring other students, and being involved in student organizations.

Additional articles recently published using CIRP data include Park and Eagan's (2011) study looking at students who were more likely to enroll in college early due to early action and early decision admissions programs; and Bowman, Brandenberger, Hill, and Lapsley's (2011) longitudinal study examined the effect of students' engagement with racial/cultural diversity on personal growth. In addition, Santos, Hurtado, Sáenz, and Cabrera (in press) examine incoming Latina/o students' financial concerns and trends in access.



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In this year's CIRP Freshman Survey, the 47th annual administration, we see an increased impact of the global economic situation, most importantly on the benefits incoming students see of attending college and considerations in deciding which college to attend. Reflecting interests in increasing college graduation rates, the 2012 survey added new questions that provide interesting information on how incoming students understand and take account of such issues. In the wake of the federal elections, we compare political and social views of first-year students in 2012 with the cohort entering four years ago in 2008.

The results of this monograph are based upon data from 192,912 first-time, full-time students entering 283 four-year colleges and universities of varying levels of selectivity and type in the United States. These data have been statistically weighted to reflect the approximately 1.5 million first-time, full-time first-year students entering 1,613 four-year colleges and universities across the country in 2012. This means differences of one percentage point in the results published here reflect the characteristics, behaviors, and attitudes of roughly 15,000 first-year students nationally. A complete discussion of the CIRP Freshman Survey methodology, stratification scheme, and weighting procedures is presented in Appendix A.

Incoming students persist in putting a premium on job-related reasons to go to college.

Increased Impact of Economics

More students in 2012 believe that the current economic situation significantly affected their college choice, rising to 66.6% in 2012 from 62.1% two years earlier when we first asked the question.

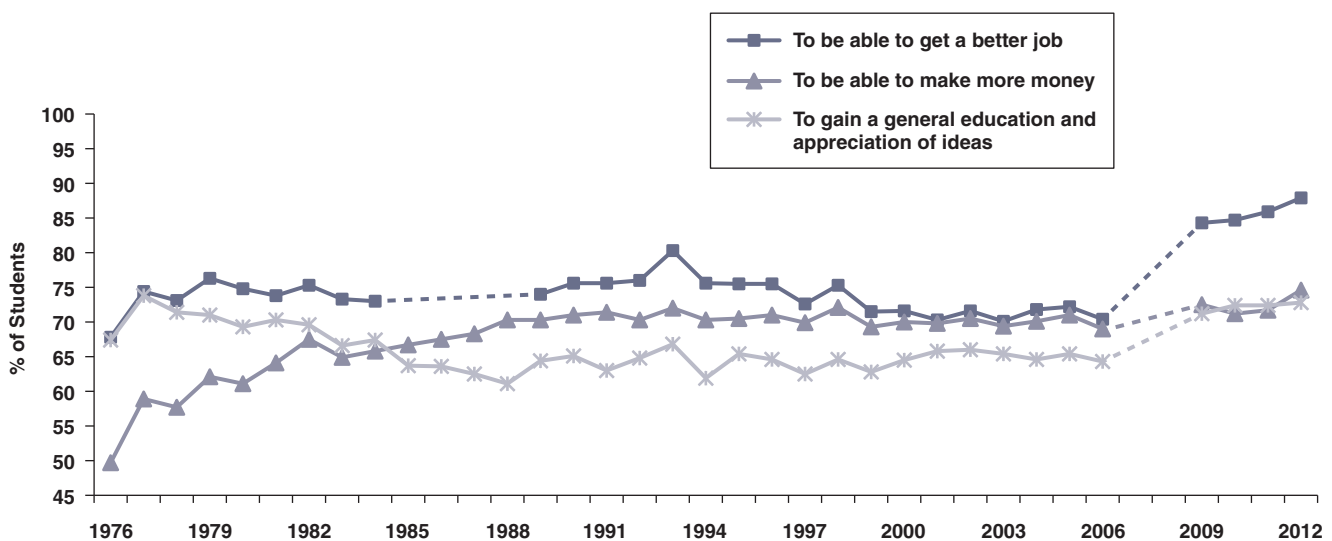
Incoming students persist in putting a premium on job-related reasons to go to college. Continuing to rise is the importance of going to college in order to get a better job, which rose two percentage points this year to an all-time high of 87.9%, up from 85.9% in 2011 and considerably higher than its low of 67.8% in 1976 (see Figure 1). In the minds of today's college students, getting a better job continues to be the most prevalent reason to go to college.

Also at an all-time high as a reason to go to college is "to be able to make more money," moving from 71.7% in 2011 to 74.6% in 2012. This is now the fourth-ranked important reason

to go to college, surpassing "to gain a general education and appreciation of ideas," which is now at 72.8%. A related finding is that is "being very well off financially" as a personal goal rose to an all-time high in 2012, with 81.0% of incoming students reporting this as a "very important" or "essential" personal goal, up from 79.6% in 2011.

In looking at specific important reasons for choosing the college they are attending, more students carefully considered "the cost of attending this college," which moved upwards in importance to 43.3%. This is an increase of 2.7 percentage points over the 2011 figure of

**Figure 1. Trends of Reasons in Deciding to go to College
(% Indicating "Very Important")**



40.6%. It is also an all-time high for this item since first asked in 2004, when only 31.0% of incoming students thought that cost was “very important.”

This year sees 13.4% of incoming first-year students reporting that not being able to afford their first choice was “very important” in deciding which institution to attend. This is the highest this percentage has been since we first introduced the item in 2006, when it was 9.4%.

The percentage of incoming students who report that not being offered aid by their first choice was a “very important” reason in choosing where to matriculate is at an all-time high of 9.5%. Although this is not markedly different from the 9.3% that we reported in 2011, this figure has more than doubled from the 4.4% who were not offered aid at their first choice in 1984, when we first asked the question.

In a related item, only 59.3% of incoming first-year students are attending their first choice institution. This is a significant change from the 1970s and 1980s, when approximately three out of four students were attending their first-choice institution. We continue to see a large gap between those who were *accepted* at their first choice, at 76.7%, and those who are *attending* their first choice institution, 59.3%, a gap of 17.4 percentage points.

A Mismatch between Expectations and Reality of Time to Graduation

Low graduation rates in the United States have been at the forefront of the national news, debated by higher education policy makers, and of great interest to researchers, including those at the Higher Education Research Institute. Reflecting this interest, new questions on the

CIRP Freshman Survey for 2012 investigated issues related to retention. To assist in interpreting this information, we also collected the latest 4-, 5-, and 6-year graduation rate information from IPEDS on our participating schools as points of comparison.

The vast majority (84.3%) of incoming first-year students believe that they will graduate from college in four years. This will likely only come true for approximately half of them, as they are attending schools that on average only graduate 40.6% of their students in four years.

The vast majority (84.3%) of incoming first-year students believe that they will graduate from college in four years. This will likely only come true for approximately half of them.

An additional 15.8% graduate by the fifth year, although only 8.6% of incoming students expect it would take five years to graduate from college. For the sixth year, although an additional 4.5% graduate in that time, only 2.7% of first year students think that it would take that long to graduate. Clearly there is a mismatch between reality and expectations. Despite efforts to publicize individual college graduation rates, many incoming students seem to be unaware that most college students are not graduating from the college they entered in a four-year period.

Students attending private universities are the most likely to expect a five-year time to graduation, at 15.0%, in contrast to 7.8% from public universities. Prospective engineering majors are

Support for same-sex couples having the right to legal marital status is widespread amongst first-year college students, and continues to show gains.

also more likely to expect a five-year path to graduation, with almost 1 in 5 (19.1%) anticipating the extra year. This is followed by prospective education majors, at 14.0%. No other major categories are over ten percent for this item.

To further examine the relationship between college graduation rates and college choice, we introduced a new response category into the set of items that investigate how important certain reasons are in determining which college to attend. Only 30.4% of students report that “the percentage of students that graduate from this college” was “very important” in their decision to attend that college. Given the economic realities of adding an extra year of college, and that 66.6% report that the current economic situation significantly affected their college choice, there seems to be a gap in understanding the realities of the time to college completion by a fair amount of incoming students.

Increasing Support of Same-sex Marriage

Support for same-sex couples having the right to legal marital status is widespread amongst first-year college students, and continues to show gains. In 2012, three quarters (75.0%) of all incoming first-year students support same-sex

marriage, up 3.7 percentage points from 71.3% in 2011. Support has increased tremendously since the question was first introduced on the survey in 1997 when only half (50.9%) of all first-year students supported same-sex marriage. Of the ten social and political issue questions we asked on the 2012 survey, support for legalizing same-sex marriage has the highest rate of agreement among incoming college students.

As we have discussed in previous reports, there are differential levels of support between students who identify either as liberal or conservative supporting same-sex marriage, with almost twice as many liberal students expressing support compared to conservative students. Nine out of ten liberal first-year students (91.5%) support legalization of same-sex marriage while just under half (47.0%) of conservative first-year students are in support. Although the gap persists, incoming conservative first-year students continue to shift towards favoring the legalization of same-sex marriage at a fast rate, moving from 42.8% just last year to 47.0% in 2012.

As of the most recent election, nine states have legalized same-sex marriages, most of which are in the more liberal-leaning northeast part of the United States. Accordingly, students attending colleges in the New England region are the most supportive of same-sex marriage, at 85.3%. This is twenty percentage points higher than in the Southeast, where a significantly fewer (but still a majority) 65.3% of incoming first-year students support same-sex marriage.

Changes in Students’ Political Views and Orientation between 2008 and 2012

In the 2011 Freshman Survey report we examined student support for several political and social issues. Given that the U.S. just had

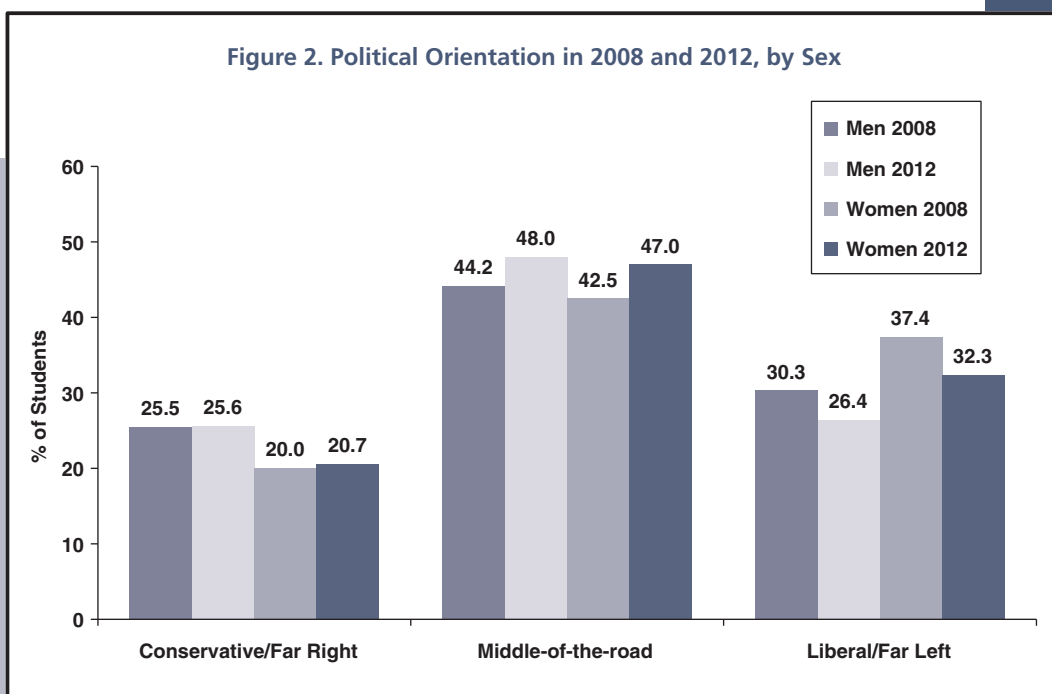
another presidential election in November of 2012, we can now compare political and social views across two recent election years: 2008 and 2012.

We ask students both to identify their political orientation on the survey as well as to agree or disagree with specific social and political views. In one significant point of comparison, students moved towards the center in self-perceived political orientation, with the “middle-of-the-road” category growing from 43.3% in 2008 to 47.5% in 2012.

Figure 2 shows the change in political orientation for men and women from 2008 to 2012 in detail. Neither men nor women changed appreciably in identifying as “conservative” or “far right” in 2012, as roughly a quarter of incoming first-year men and one fifth of first-year women marked “conservative” or “far right” in both 2008 and 2012. By contrast, fewer men and women identified as “liberal” or “far left” in 2012 compared with 2008. The proportion of left-leaning men dropped by nearly four percentage points from 2008 to 2012 (30.3% in 2008 vs. 26.4% in 2012) while the percentage of women identifying as liberal or far left dropped by approximately five percentage points (37.4% in 2008 vs. 32.3% in 2012).

The consistency in the proportion of conservative-leaning students and the drop in the percentage of left-leaning students resulted in this increase of students identifying as “middle-of-the-road.”

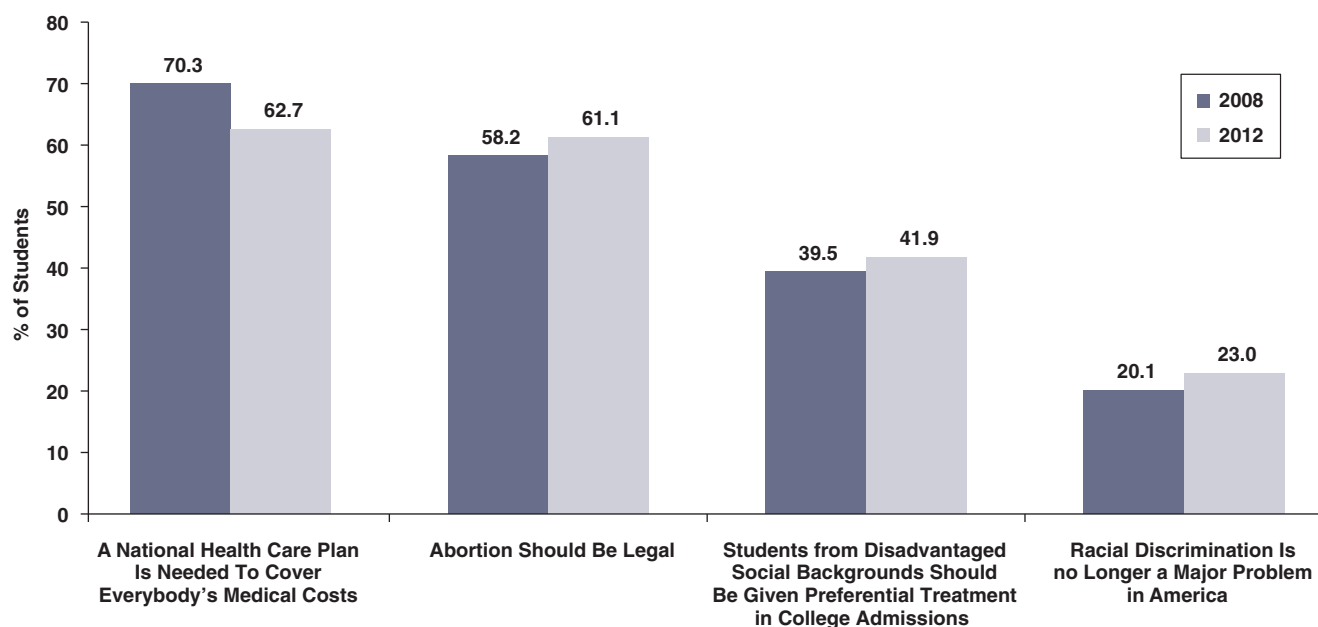
Figure 2. Political Orientation in 2008 and 2012, by Sex



When we look at changing views regarding specific issues, however, the findings are somewhat mixed. Figure 3 shows changes in support for four political or social issues. While higher proportions of incoming students in 2012 endorsed more liberal positions in two areas (abortion and preferential treatment for disadvantaged students in college admissions), more incoming students supported a more conservative opinion in two other areas (racial discrimination and the necessity of a national healthcare plan).

Support for the position that abortion should be legal increased by 2.9 percentage points in 2012 compared to 2008, with 61.1% of incoming first-year students endorsing the legality of abortion. Much of the increase in support of abortion came from students identifying as “far right” or “conservative.” Whereas 31.8% of incoming conservative students in 2008 “agreed somewhat” or “agreed strongly” that abortion should be legal, that figure jumped to 38.5% in 2012. Students in 2012 who identified as “middle-of-the-road” also increased their support for abortion by nearly five percentage

**Figure 3. Support for Social and Political Views, by Year
(% Indicating "Agree Strongly" or "Agree Somewhat")**



points over their peers in 2008 (56.7% in 2008 vs. 61.1% in 2012). Liberal students continued to support the legality of abortion at high rates (77.8% in 2008 vs. 79.2% in 2012).

Support for giving preferential treatment in college admissions to students from disadvantaged backgrounds increased from 2008 to 2012. Over forty percent of incoming students endorsed this position in 2012 (41.9%), a 2.4 percentage point increase over 2008 (39.5%). Middle-of-the-road (39.5% in 2008 vs. 42.4% in 2012) and left-leaning students (44.6% in 2008 vs. 50.0% in 2012) increased in their support of this issue while right-leaning students' support remained relatively stable (31.1% in 2008 vs. 30.1% in 2012).

A smaller proportion of incoming students in 2012 agreed that the country needed a national healthcare plan to cover everybody's medical costs. Specifically, support for a national health-care plan dropped by 7.6 percentage points between 2008 (70.3%) and 2012 (62.7%). The change was most dramatic among conservative

students: although 44.8% supported national health care in 2008, this plummeted to 30.4% in 2012. Support among middle-of-the-road students dropped as well, but at a much lower rate, from 71.1% in 2008 to 64.2% in 2012. Liberal students remained largely unchanged in their high levels of support during this time period (85.3% in 2008 vs. 84.7% in 2012).

Students' views on racial discrimination became slightly more conservative between 2008 and 2012. In 2008, 20.1% of incoming first-year students agreed that racial discrimination was no longer a problem, and that figure increased by 2.9 percentage points in 2012 to 23.0%. Right-leaning students were mostly unchanged between 2008 and 2012 in their endorsement of this position (30.1% in 2008 vs. 30.9% in 2012). Both middle-of-the-road (20.3% in 2008 vs. 23.2% in 2012) and left-leaning (13.3% in 2008 vs. 16.5% in 2012) became more supportive of this position over the last four years.

One of the primary issues of the 2012 presidential campaign and a contentious issue after the

election focused on the so-called “fiscal cliff” and tax reform, and Figure 4 highlights changes in students’ support for the position that the wealthy should pay more taxes. Overall, support for this perspective increased by 4.2 percentage points between 2008 and 2012 (60.4% in 2008 vs. 64.6% in 2012). Across students’ political orientation, the changes moved in different directions. Students who identified as “far right” or “conservative” declined in their support for increasing taxes on the wealthy (41.0% in 2008 vs. 38.1% in 2012). By contrast, this issue gained support among both middle-of-the-road and left-leaning. Specifically, roughly two-thirds (66.4%) of students who identified themselves as middle-of-the-road agreed that the wealthy should pay more taxes, which represented a 6.5 percentage point increase for the same group in 2008. Additionally, more than four-in-five (82.4%) left-leaning students in 2012 thought the wealthy should pay more taxes—an 8.7 percentage point increase over their left-leaning peers in 2008 (73.7%).

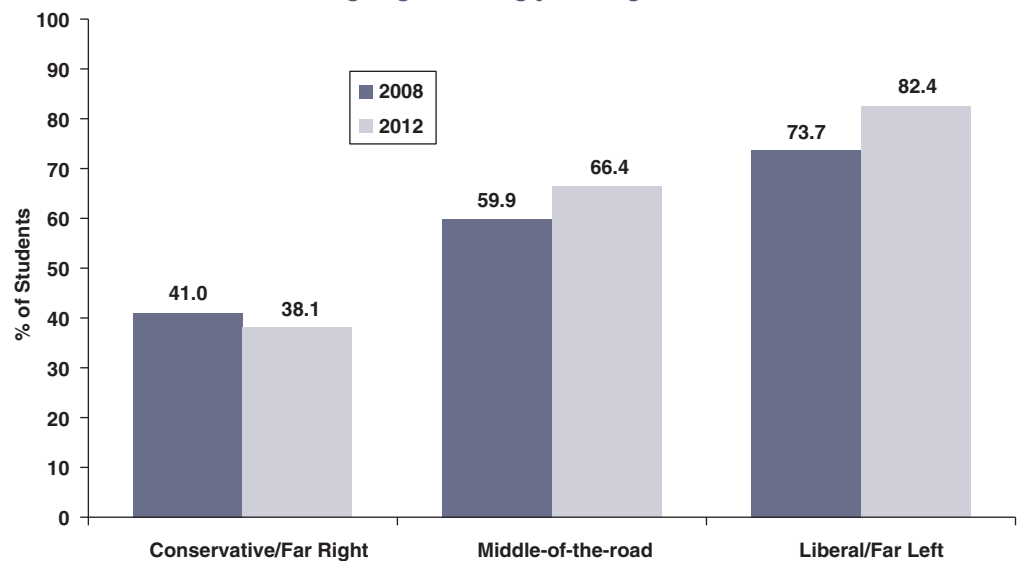
Thus, although nearly half of all incoming students consider themselves as “middle-of-the-road,” these middle-of-the-road students have decidedly more progressive or liberal perspectives when asked about specific social and political issues.

A final note as we discuss political orientation. A number of studies using CIRP data have pointed out that some students become more liberal in their political

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orientation during college (see Astin & Denson, 2009; Dey, 1996, 1997; Mariani & Hewitt, 2008). Study after study concludes that any change in the political orientation that occurs among students during college is predominantly influenced by the political orientation of their fellow students, and the overall campus climate perpetuated by their peers, not by the political orientation of the faculty.

Figure 4. View that the Wealthy Should Pay More Taxes, by Political Orientation and Year (% Indicating “Agree Strongly” or “Agree Somewhat”)



Revised Majors in 2012

We revised our list of prospective majors with the 2012 CIRP Freshman Survey, modernizing the choices offered (see Appendix E for a list of the new majors and how they map onto the old major categories). The changes of major categories were small, and mostly within the science areas (e.g., biology, from 8 majors to 12; engineering, from 8 majors to 13; and business, from 8 majors to 12). In general, this had exactly the effect we wanted: moving responses from “other” categories such as “other biology” or “other engineering” into the new more specific categories. As expected, there was not much change from previous years in the aggregated major categories, such as when we combined the 12 specific business majors into one category of “business.”

Majoring in business continues to be the intent of the largest block of incoming first-year students, with 14.4% indicating a major in one of the 12 business majors listed. This figure has been relatively stable, in the thirteen to fifteen percentage range, since 2009, when we saw a drop from the seventeen to eighteen percentages we had seen previously.

The next two highest prospective majors are in the health professions (e.g., nursing; occupational, physical and speech therapy; etc.), at 14.1%, and biological sciences (12.6%). Engineering is close behind at 10.4%.

Students Following a Pre-Med or Pre-Law Track

Other new information in 2012 related to course of study is whether or not incoming students consider themselves pre-med or pre-law. Among all incoming first-year students, 19.3% conceive of themselves as pre-med and

19.3% conceive of themselves as pre-med and 6.3% consider themselves pre-law.

6.3% consider themselves pre-law. Across institutional type, students entering historically black colleges and universities (HBCU) are the most likely to report they intend to pursue a pre-med track (22.9%).

Approximately one-in-five (21.2%) students at public universities conceive of themselves as pre-med, only slightly more than at private universities (19.1%). This small gap essentially disappeared when comparing four-year colleges, with 17.8% of incoming students at public colleges as pre-med compared to 18.2% at private colleges.

Substantially fewer students across all institutional types report being pre-law, and this was again led by students at HBCUs, at 10.5%.

Students who conceive of themselves as pre-med or pre-law are concentrated in just a few aggregated major categories. For example, Table 1 shows that the vast majority of pre-med students intend to major in the biological sciences (43.7%) or the health professions (31.7%). Engineering and physical sciences each attracted 3.7% of pre-med students. The remaining roughly 20% of pre-med students intend to major in a non-science field or marked undecided.

With respect to future occupations, pre-med students are most likely to see themselves as

Table 1. Academic Major Intentions among Pre-Med and Pre-Law Students

	Pre-Med	Pre-Law
Biological & Life Sciences	43.7	2.7
Health Professions	31.7	1.5
Social Science	5.7	12.7
Undecided	4.3	6.7
Engineering	3.7	2.4
Physical Science	3.7	0.7
Other (Agriculture, Education, English, Fine Arts, Math/Computer Sciences, Library Science, Other Non-technical)	3.6	9.0
Business	1.7	18.1
Arts & Humanities	0.9	5.0
History or Political Science	0.4	26.6
Justice and Security	0.4	14.6

physicians, at 35.7%. This was followed by nurses (11.7%), therapists (7.0%), pharmacists (4.8%), dentists (4.1%), veterinarians (3.3%), or research scientists (2.1%).

More than a quarter of incoming pre-law students intend to major in history or political science (26.6%) while another 18.1% indicate plans to major in business. The next most popular fields among pre-law students include justice and security (14.6%) and social science (12.7%). More than a quarter (28.0%) of pre-law students intend to major in a number of other fields, including the sciences and arts and humanities, among others, or marked undecided.

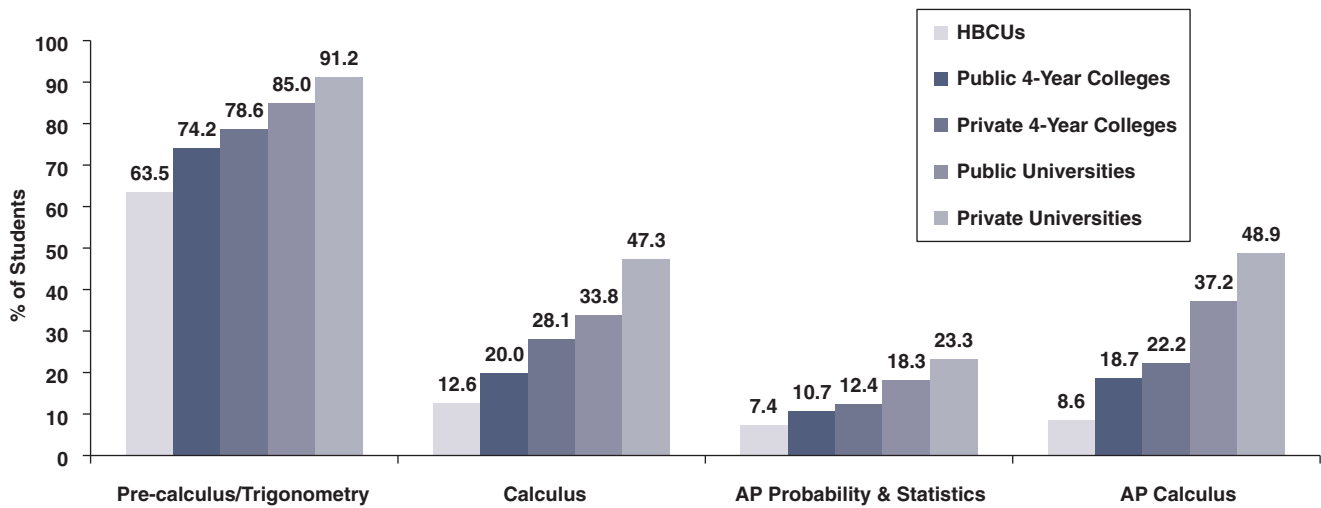
Although 6.3% of incoming students see themselves as pre-law, only 4.0% report that they intend their highest degree to be a J.D. Only about half of those who consider themselves pre-law actually plan on a career as an attorney or judge (46.8%), with others foreseeing a related career in law enforcement (6.8%) or as a policy maker or having a role in government (5.1%). A good portion of pre-law students (11.3%) are planning a career in business.

Differences in Math Preparation

In 2012 we introduced a new set of items that asked about the types of math classes incoming students completed in high school. Students with stronger math preparation have significantly greater odds of earning a bachelor's degree in any field (Adelman, 2006). Pre-professional fields, such as those in pre-law and pre-med as considered above, are demanding and highly competitive, and students who arrive on campus without strong high school math preparation may find themselves having to spend time catching up to their classmates who completed more advanced math courses in high school.

Nearly all (98.0%) indicated that they had completed Algebra II in high school, and most (81.1%) reported having also taken pre-calculus/trigonometry. Substantially smaller proportions of incoming first-year students report completing probability and statistics (29.4%) or calculus (30.1%). For Advanced Placement (AP) math classes, 15.4% of incoming first-year students report taking AP statistics and probability, and 30.0% indicate they took AP calculus in high school.

Figure 5. Type of High School Math Courses Completed, by Institutional Type



High school math preparation differed substantially depending on what types of institutions the students entered. Figure 5 shows the variation across institutional type for four math classes: pre-calculus/trigonometry, calculus, AP probability and statistics, and AP calculus. Students with the strongest levels of math preparation tend to enroll in private universities whereas incoming students with lower levels of math preparation tend to enroll in historically Black colleges and universities (HBCUs). Among those entering private universities, 91.2% had completed pre-calculus/trigonometry. This outpaced students at public universities (85.0%) by 6.2 percentage points and students at HBCUs (63.5%) by 27.7 percentage points.

Nearly half of all incoming first-year students at private universities (47.3%) report completing calculus in high school, which was nearly quadruple the proportion of incoming students at HBCUs (12.6%) and more than twice the percentage of first-year students at public four-year colleges (20.0%). Roughly one-third (33.8%) of first-year students at public universities and just more than a quarter (28.1%)

of first-year students at private four-year colleges indicate that they had taken calculus in high school.

Similar trends emerged for AP probability and statistics and AP calculus, as almost half (48.9%) of private university students took AP calculus in high school and nearly a quarter (23.3%) reported taking AP probability and statistics. The proportion of first-year students attending private universities who had taken AP calculus in high school was nearly six times the percentage of incoming first-year students at HBCUs (8.6%), roughly 2.5 times the proportion of students enrolling at public four-year colleges (18.7%), and more than twice the percentage of incoming students at private four-year colleges (22.2%).

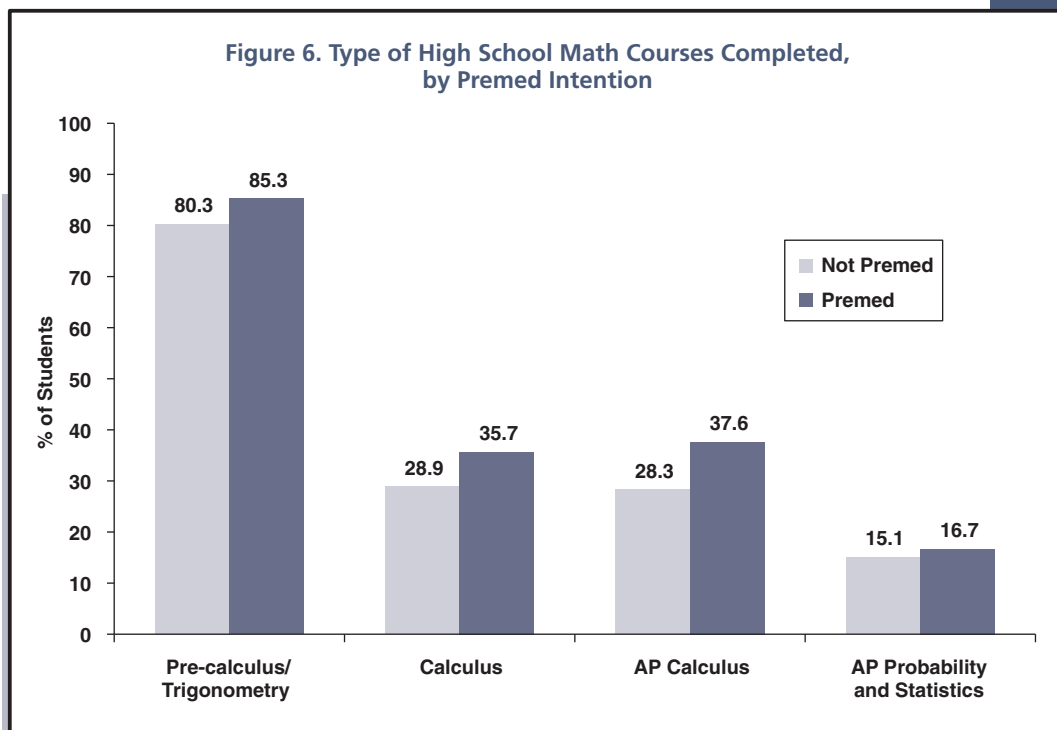
Although these data show that HBCUs enroll students with the lowest levels of math preparation, recent research by Hurtado, Eagan, and Hughes (2012) at the Higher Education Research Institute demonstrates the effectiveness of HBCUs at graduating their students in science, technology, engineering, or mathematics

(STEM) disciplines. Hurtado et al. (2012) found that Black STEM aspirants attending HBCUs have a higher probability of earning a STEM degree compared to their Black classmates at predominantly White institutions. Thus, the lower level of math preparation among incoming first-year students at HBCUs does not necessarily portend worse outcomes for these students or for these types of institutions.

STEM aspirants who take more years of high school math have significantly higher probabilities of earning a STEM bachelor's degree. Given the importance of math preparation in predicting STEM degree completion, we examined the distribution of high school math courses completed across another new variable introduced in 2012: whether students conceived of themselves as being pre-med. Figure 6 shows the percentage of incoming first-year students who report completing pre-calculus/trigonometry, calculus, and AP calculus by their self-reported pre-med status. Higher proportions of pre-med students compared to non-pre-med students completed pre-calculus/trigonometry, calculus, and AP calculus. There is a five-percentage-point gap between pre-med and non-pre-med among the proportion of students completing pre-calculus/trigonometry in high school, with 85.3% of pre-med students having completed this course compared to 80.3% of

non-pre-med students. More than a third of pre-med students (35.7%) had completed calculus in high school, compared with 28.9% of non-pre-med students—a 6.8 percentage point gap. The gap for AP calculus was even wider with 9.4 percentage points separating pre-med (37.6%) and non-pre-med (28.3%) students.

More than just gaps between pre-med and non-pre-med students, the findings in Figure 6 suggest that a significant proportion of incoming first-year students who conceive of themselves as pre-med may begin college at a disadvantage. Incoming pre-med students who did not take pre-calculus/trigonometry or calculus in high school may struggle in many introductory STEM courses, as prior preparation is one of the most important predictors of success in such courses (Eagan, Garcia, Hurtado, & Gasiewski, 2012).



Specific Academic Habits on the Rise

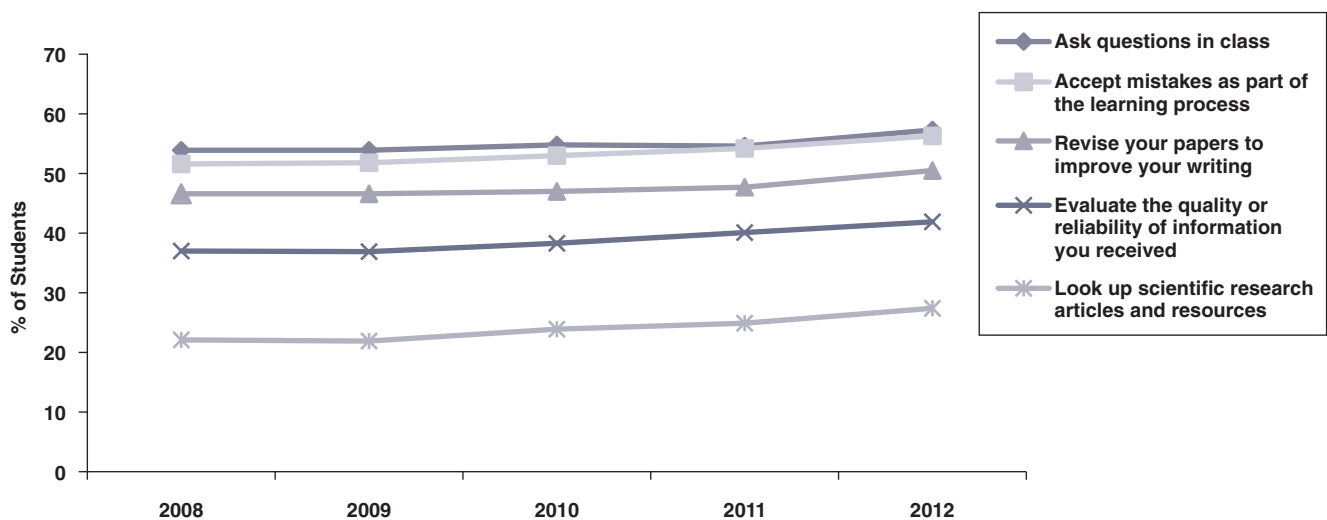
We introduced a set of behavioral items in 2007 that capture the habits of successful students in high school and in the transition to college level work. Incoming first-year students led an upward trend on a number of items in 2012. Figure 7 shows the key academic habits of high-school seniors that have been trending upward over the last five years. In 2012, students are more frequently asking questions in class (57.3%), and at the same time, accepting their own mistakes as part of the learning process (56.3%). Both of these habits are regarded as essential indicators that learning is occurring and that students are engaged and reflective in thinking about what they know. It is also important to note that now just over half of seniors (50.5%) report revising their papers to improve their writing, a habit essential for college-level work. Given the variety of sources of information available on the internet, it is also gratifying to see students more frequently evaluating the

quality or reliability of information they received (41.8%). The most significant increase over the last five years occurred among the proportion of students who look up scientific research articles and resources (rising from 22.1% in 2008 to 27.4% in 2012). Most of the increases occurred among students who report that they frequently engaged in these habits as opposed to those who occasionally did so.

More Entering Students Felt Overwhelmed as High School Seniors

The percentage of incoming first-year students indicating that they frequently felt “overwhelmed by all I had to do” during their senior year of high school increased from 28.5% in 2011 to 30.4% in 2012, continuing an upward trend (see Figure 8). Differences between men and women also persist. The percentage of incoming first-year women who report feeling “frequently” overwhelmed is at its highest point, 40.5%, since the

Figure 7. Selected Habits of Mind
(% Indicating “Frequently” or “Occasionally”)



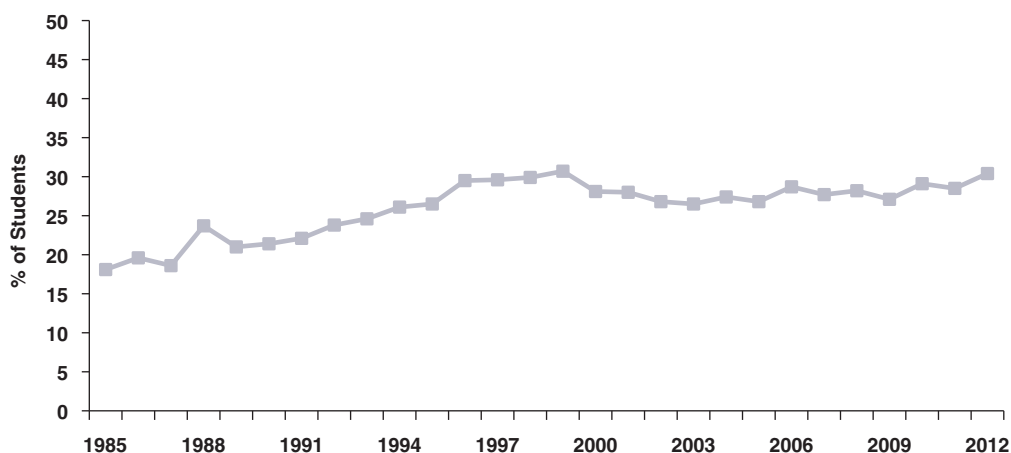
question was first asked in 1985. This is more than twice the rate of incoming first-year men (18.3%).

We have previously reported on the upward trend in student self-ratings of traits such as academic ability and drive to achieve (Pryor et al., 2010). Unfortunately, students who report

frequently feeling overwhelmed the year before entering college are less likely to have a positive picture of their abilities. In looking at *Academic Self-Concept*, a CIRP Construct that combines several survey items to provide a multifaceted measure of students' beliefs about their abilities and confidence in academic environments, we find that only one in five overwhelmed students (20.5%) score high in *Academic Self-Concept* versus 29.0% who report not feeling overwhelmed. (See Figure 9). Students who frequently felt overwhelmed are also less likely to score highly on *Social Self-Concept*, a construct measuring students' beliefs about their abilities and confidence in social situations. Nearly one out of four students (23.4%) who frequently felt overwhelmed score high in *Social Self-Concept*, compared to 34.4% of students who report not feeling overwhelmed. Perhaps not surprisingly, feeling frequently overwhelmed is also related to emotional health. Those who frequently felt overwhelmed in high school are much less likely to report their emotional health is in the "highest 10%" or "above average" (40.2%) compared to students who do not report feeling overwhelmed (64.7%).

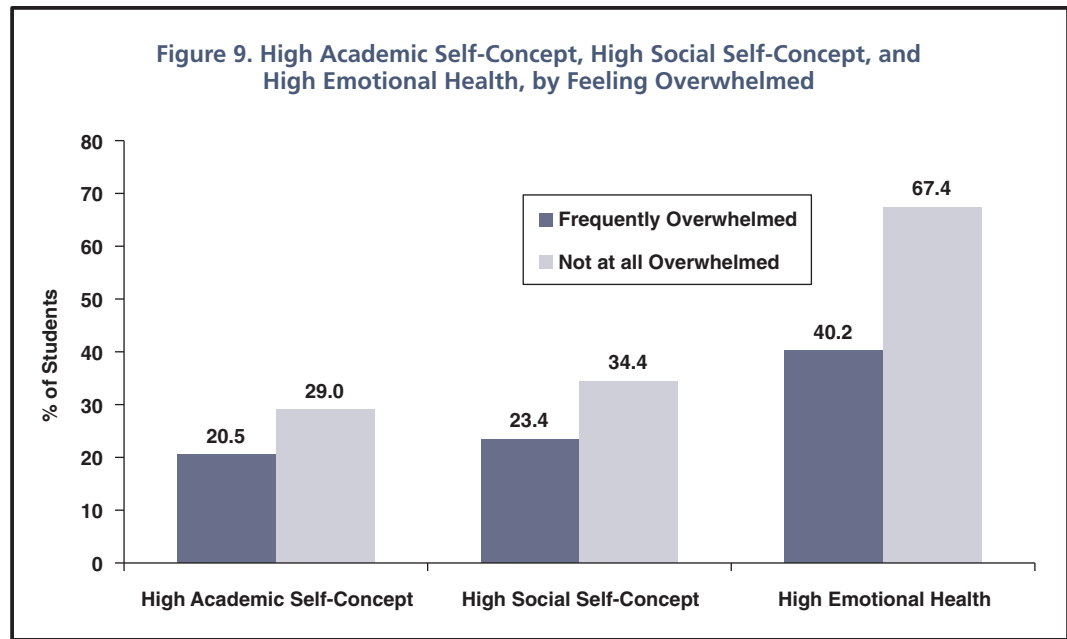
Students who felt overwhelmed in high school might be on the path to continue feeling overwhelmed in college. *Likelihood of Involvement* is

Figure 8. Trend of "Felt Overwhelmed by All I Had to Do" (% Indicating "Frequently")



a CIRP Construct that measures students' expectations about their involvement in college life generally, and nearly one-third (31.9%) of students who report feeling frequently overwhelmed score high in *Likelihood of Involvement*, compared to 18.6% of students who report not being overwhelmed. Depending on the types of activities they expect to be involved in, this could either ameliorate or exacerbate feelings of being overwhelmed. Involvement in college might actually be an effective way to bolster students' academic and social self-concepts as well as buffer lower levels of emotional health, if students participate in activities that research has shown are associated with academic success (Astin, 1993). Indeed, when we look at students who report frequently feeling overwhelmed, they

First-year students indicating that they frequently felt "overwhelmed by all I had to do" during their senior year of high school increased from 28.5% in 2011 to 30.4% in 2012.



Involvement in college might actually be an effective way to bolster students' academic and social self-concepts.

are more likely than peers who report not feeling overwhelmed to report that there is a “very good chance” they will participate in practices that will help them successfully navigate the transition to college and increase their academic self concept, such as communicating regularly with their professors (44.8% versus 34.3%), getting tutoring (41.1% versus 26.0%), and studying abroad (38.0% versus 25.2%). Students who report feeling frequently overwhelmed are also more likely than their peers who report not feeling overwhelmed to say there is a “very good chance” they will participate in activities that have the potential to enrich social self-

concept, including participating in student clubs and groups (54.7% versus 40.2%), and seeking personal counseling (15.9% versus 8.6%).

Taken together, these findings underscore the need for colleges to attend to signs of being overwhelmed in first-year students and to promote activities that not only support health and wellness, but also highlight important opportunities to build students' self-efficacy related to academics and social life.

Changing Patterns in Where Students Reside

Fewer incoming students report they plan on living in a college dorm during the fall term, falling from 79.3% in 2011 to 76.1% in 2012, a drop of 3.2 percentage points. At the same time, the percentage of incoming students indicating they plan to live with their family or other relatives rose 2.2 percentage points, from 15.0% in 2011 to 17.2% in 2012.

Looking more closely at students who live with family, we see differences in the type of institutions they have chosen to attend. Approximately one in five students (21.5%) attending a four-year college indicate they plan on living with family, nearly twice the percentage of students attending universities (12.6%). Students at public four-year colleges are the most likely to live with family (29.4%) and the least likely to report living in a college residence hall (61.5%). We also see gender differences by institution type. At Catholic institutions, more women than men report planning to live with family (17.8% versus 13.8%), while at HBCUs men are more likely to report planning to live with family than women (11.2% versus 8.0%).

Students who plan to live at home also have different reasons for choosing their particular college. They are more likely to report that it was very important to live near home (49%) than those who plan to live in a college residence hall (13.7%), that their parents wanted them to attend this college (23.3% versus 13.2%) and that the cost of attending this college (57.3% versus 40.1%) were “very important” reasons to attend their college.

With regard to how students are paying for college, we have previously reported on the decrease in scholarships and grants, and an increasing reliance on loans (Pryor et al., 2011). When we look specifically at students who plan to live with family, we find that they are less likely to report financing at least some of their first-year expenses through loans (48.7%) than those who plan to live on campus (62.3%), a difference of 13.6 percentage points. They are also more likely to indicate that they are not using any family resources to pay for first-year expenses (21.1% compared with 12.7% of students living in college residence halls).

Rates for using grants and scholarships, however, are comparable to students who plan to live on campus (79.6% versus 80.4%). Thus, fewer students who live at home are using loans or family resources to finance their education than those who live in college residence halls. It could be that their choice of college allows them to live at home, saving family financial resources and allowing them to incur less student loan debt.

Students living with family are more likely to be pursuing their degree while balancing work responsibilities. They are also more likely to report that there is a “very good chance” they will get a job to help pay for college expenses (55.6%) as compared to students who plan on living on campus (47.8%). Students living with family are also twice as likely to believe there is a “very good chance” they will work full time while attending college (14.0%) compared to both those who live in a college residence hall (5.9%), and incoming students overall (7.7%). Despite balancing work and academic responsibilities, students living with family do not believe that this will have an impact on the completion of their degree. Although they are more likely to believe there is a “very good chance” they will transfer to another college before graduating (10.0% versus 5.2%), they are not much more likely than students living in dorms to believe there is a very good chance they will need extra time to complete degree requirements (7.9% versus 5.4%), or take a temporary leave of absence (3.1% versus 2.6%). While balancing work and academic responsibilities is commonplace for many students, colleges should consider whether the structures and policies they have in place to support students who balance work and academics sufficiently address students who live with family as they pursue their degrees.

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2012 National Norms

First-Time Full-Time Freshmen Men and Women

Please refer to the HERI website publications section for information on how to obtain the expanded set of tables.
<http://heri.ucla.edu/research-publications.php>

2012 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
First-time Full-time Freshmen	192,912	115,538	77,374	36,533	79,005	32,125	18,724	28,156	49,994	27,380	3,888	2,498	1,390
How old will you be on December 31 of this year?													
17 or younger	1.9	1.9	1.8	2.1	1.7	1.9	1.9	1.5	1.7	2.1	2.3	2.4	2.0
18	68.7	68.3	69.1	69.8	66.6	69.1	70.7	61.9	68.6	71.0	70.9	70.6	71.4
19	27.9	27.7	28.0	26.0	29.7	26.9	26.0	34.4	28.7	25.6	23.4	23.4	23.4
20 or older	1.6	2.0	1.1	2.1	2.0	2.1	1.4	2.1	1.0	1.3	3.4	3.5	3.2
Is English your native language?													
Yes	90.0	90.4	89.5	88.1	93.2	92.3	90.9	95.2	90.2	87.0	98.3	98.3	98.4
No	10.0	9.6	10.5	11.9	6.8	7.7	9.1	4.8	9.8	13.0	1.7	1.7	1.6
In what year did you graduate from high school?													
2012	98.0	97.5	98.6	97.2	97.8	97.7	98.5	97.6	98.7	98.3	95.9	95.8	96.2
2011	1.3	1.7	1.0	1.8	1.5	1.6	0.9	1.7	0.9	1.2	2.3	2.3	2.4
2010 or earlier	0.5	0.7	0.4	0.9	0.6	0.6	0.4	0.6	0.3	0.4	1.3	1.6	0.8
Passed G.E.D./Never completed high school	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.4	0.3	0.6
Are you enrolled (or enrolling) as a:													
Full-time student	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Part-time student	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
How many miles is this college from your permanent home?													
5 or less	5.4	6.4	4.3	7.6	5.0	4.8	5.9	4.8	4.3	4.5	6.4	6.4	6.4
6 to 10	7.0	8.3	5.5	10.4	5.9	6.0	8.8	4.5	5.6	5.1	5.7	5.0	7.0
11 to 50	26.3	28.8	23.7	34.0	22.8	21.5	30.4	20.5	23.8	23.3	18.8	20.5	15.6
51 to 100	15.2	17.1	13.1	17.6	16.7	15.4	16.0	18.3	14.0	9.5	16.0	20.6	7.9
101 to 500	31.6	26.1	37.5	22.4	30.4	29.9	26.5	32.9	40.9	23.9	27.2	30.9	20.5
Over 500	14.5	13.3	15.9	8.1	19.2	22.5	12.4	19.0	11.4	33.6	25.9	16.7	42.6
What was your average grade in high school?													
A or A+	24.3	18.6	30.6	15.0	22.7	21.8	21.4	24.2	29.4	35.4	7.9	7.1	9.4
A-	25.2	21.7	29.1	19.0	24.8	25.4	25.9	23.5	28.3	32.5	11.7	10.4	14.1
B+	21.0	22.5	19.3	23.0	22.0	22.4	23.4	20.9	19.8	17.5	23.0	20.6	27.3
B	19.2	22.9	15.1	26.8	18.4	18.9	19.0	17.6	16.2	10.7	24.3	23.5	25.6
B-	6.2	8.4	3.9	9.7	6.9	6.9	6.4	7.1	4.1	2.7	14.9	15.9	13.2
C+	3.0	4.3	1.6	4.8	3.8	3.4	3.1	4.7	1.7	0.8	13.0	15.8	7.8
C	1.0	1.5	0.5	1.7	1.4	1.2	0.9	1.8	0.5	0.3	4.9	6.3	2.4
D	0.0	0.1	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.0	0.3	0.3	0.3
From what kind of high school did you graduate?													
Public school (not charter or magnet)	76.8	75.7	78.0	81.6	68.8	69.5	60.4	72.1	81.8	62.7	77.4	81.2	70.5
Public charter school	2.8	3.7	1.8	4.6	2.6	2.2	3.1	2.9	1.8	2.0	6.7	4.9	10.1
Public magnet school	3.3	2.8	3.7	3.1	2.5	2.7	2.0	2.4	3.8	3.4	8.2	7.9	8.9
Private religious/parochial school	10.7	11.2	10.1	7.4	15.6	12.8	25.3	13.9	8.4	17.0	4.8	3.8	6.8
Private independent college-prep school	5.8	5.8	5.9	2.9	9.1	12.1	8.5	6.4	3.8	14.5	2.5	2.1	3.4
Home school	0.7	0.9	0.4	0.5	1.3	0.6	0.6	2.4	0.4	0.5	0.2	0.2	0.2

2012 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Prior to this term, have you ever taken courses for credit at this institution?													
Yes	5.4	5.3	5.5	5.8	4.8	4.3	4.8	5.4	5.8	4.4	5.8	5.3	6.8
No	94.6	94.7	94.5	94.2	95.2	95.7	95.2	94.6	94.2	95.6	94.2	94.7	93.2
Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?													
Yes	10.8	10.7	10.9	10.9	10.5	9.9	9.5	11.7	11.1	9.9	12.5	10.7	15.8
No	89.2	89.3	89.1	89.1	89.5	90.1	90.5	88.3	88.9	90.1	87.5	89.3	84.2
Where do you plan to live during the fall term?													
With my family or other relatives	17.2	21.5	12.6	29.4	12.4	14.5	16.2	8.4	13.0	11.0	9.3	8.4	11.1
Other private home, apartment, or room	2.8	2.2	3.4	3.3	1.0	1.3	0.8	0.8	4.0	0.7	2.4	2.5	2.4
College residence hall	76.1	72.4	80.1	61.5	84.9	82.3	82.0	89.1	78.4	86.9	84.9	86.2	82.5
Fraternity or sorority house	0.7	0.2	1.3	0.2	0.3	0.7	0.0	0.1	1.6	0.1	0.0	0.0	0.1
Other campus student housing	2.8	3.3	2.3	5.2	1.1	1.1	0.8	1.3	2.6	1.3	2.7	2.6	2.8
Other	0.3	0.4	0.3	0.5	0.2	0.1	0.1	0.3	0.3	0.1	0.6	0.3	1.1
To how many colleges other than this one did you apply for admission this year?													
None	13.1	12.9	13.4	14.6	10.9	9.7	7.3	13.9	15.4	5.2	7.6	7.8	7.4
1	9.6	9.0	10.2	10.3	7.5	6.4	5.0	9.9	11.7	4.0	5.5	4.9	6.5
2	12.4	12.1	12.6	13.2	10.9	8.4	8.8	14.4	14.3	6.1	11.8	12.4	10.8
3	14.8	15.8	13.7	17.1	14.2	11.8	11.8	17.7	14.9	8.9	19.4	19.3	19.6
4	12.8	14.1	11.4	14.8	13.2	12.3	13.3	13.9	11.7	10.5	17.7	18.7	15.9
5	9.9	10.5	9.2	9.7	11.4	12.0	12.6	10.2	8.7	11.0	13.4	13.7	12.8
6	7.4	7.5	7.2	6.5	8.7	10.1	10.9	6.1	6.3	10.9	7.6	7.7	7.6
7-10	15.3	14.0	16.7	11.3	17.1	21.1	22.8	10.3	13.4	30.1	11.3	10.6	12.5
11 or more	4.8	4.2	5.6	2.4	6.2	8.1	7.4	3.5	3.6	13.3	5.6	4.9	6.9
Were you accepted by your first choice college?													
Yes	76.7	77.6	75.8	76.1	79.3	76.1	75.8	84.4	78.2	66.2	72.8	72.8	72.6
No	23.3	22.4	24.2	23.9	20.7	23.9	24.2	15.6	21.8	33.8	27.2	27.2	27.4
Is this college your:													
First choice	59.3	57.6	61.2	55.9	59.5	58.5	54.6	62.9	63.1	53.3	39.1	35.5	45.7
Second choice	25.9	27.3	24.3	28.7	25.7	26.5	28.7	23.4	23.4	28.1	34.1	34.8	32.9
Third choice	9.3	9.7	8.8	10.1	9.3	9.7	10.5	8.5	8.1	11.6	14.6	17.1	10.2
Less than third choice	5.5	5.4	5.7	5.3	5.4	5.3	6.2	5.2	5.4	7.0	12.2	12.7	11.3
The current economic situation significantly affected my college choice:													
Agree strongly	24.0	26.0	21.8	27.9	23.8	23.9	26.9	22.3	21.9	21.6	28.8	31.5	23.8
Agree somewhat	42.6	43.4	41.8	44.8	41.8	40.8	42.2	42.6	42.6	38.3	40.4	41.0	39.3
Disagree somewhat	19.7	18.4	21.1	16.7	20.3	20.2	18.4	21.3	20.9	21.9	18.3	16.2	22.1
Disagree strongly	13.7	12.2	15.4	10.6	14.1	15.1	12.6	13.8	14.7	18.2	12.5	11.3	14.8

2012 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Citizenship status:													
U.S. citizen	96.1	96.6	95.5	97.0	96.0	94.8	96.8	97.0	96.3	92.2	98.4	98.3	98.6
Permanent resident (green card)	2.0	1.7	2.2	2.0	1.4	1.7	1.7	0.9	2.2	2.6	1.2	1.1	1.2
Neither	2.0	1.7	2.3	1.0	2.5	3.5	1.4	2.1	1.5	5.3	0.4	0.5	0.2
Are your parents:													
Both alive and living with each other	69.4	66.9	72.2	64.7	69.4	69.1	72.0	68.4	71.3	75.9	30.4	29.0	32.8
Both alive, divorced or living apart	26.9	29.1	24.6	31.2	26.7	26.9	24.1	27.7	25.5	20.9	60.6	62.0	58.1
One or both deceased	3.6	4.0	3.2	4.1	3.9	4.0	3.9	3.9	3.2	3.3	9.1	9.0	9.1
During high school (grades 9–12) how many years did you study each of the following subjects?													
English (4 years)	97.9	97.8	98.1	98.2	97.5	97.8	98.1	96.8	98.0	98.2	94.8	94.8	94.7
Mathematics (3 years)	98.9	98.6	99.2	98.5	98.6	98.9	98.9	98.2	99.2	99.3	96.2	96.8	95.3
Foreign Language (2 years)	92.8	92.2	93.4	91.8	92.7	93.3	95.1	90.9	92.6	96.4	85.4	83.2	89.5
Physical Science (2 years)	61.4	58.5	64.5	57.5	59.5	62.4	63.5	54.6	63.3	69.7	44.8	46.3	42.3
Biological Science (2 years)	50.6	49.5	51.8	48.1	51.2	51.6	52.4	50.2	51.4	53.6	41.5	40.7	42.7
History/Am. Gov't (1 year)	98.9	98.8	99.0	98.8	98.8	98.9	99.2	98.4	99.1	98.9	96.7	97.3	95.6
Computer Science (1/2 year)	54.4	55.3	53.3	56.4	54.0	49.7	53.7	58.7	55.0	46.9	55.5	53.6	58.8
Arts and/or Music (1 year)	83.0	81.0	85.3	80.2	81.9	82.5	81.3	81.5	85.5	84.3	78.6	77.9	79.8
Please mark which of the following courses you have completed:													
Algebra II	98.0	97.6	98.5	98.0	97.2	97.3	98.0	96.8	98.7	97.7	95.0	96.4	92.4
Pre-calculus/Trigonometry	81.1	76.2	86.3	74.2	78.6	81.1	82.6	74.0	85.0	91.2	63.5	62.9	64.6
Probability & Statistics	29.4	29.0	29.8	27.5	30.6	31.2	28.5	31.0	29.2	32.1	24.2	23.3	25.6
Calculus	30.1	23.9	36.5	20.0	28.1	30.7	28.8	25.0	33.8	47.3	12.6	12.4	13.0
AP Probability & Statistics	15.4	11.5	19.3	10.7	12.4	12.8	12.2	12.1	18.3	23.3	7.4	6.7	8.5
AP Calculus	30.0	20.4	39.5	18.7	22.2	24.2	21.6	20.4	37.2	48.9	8.6	8.6	8.5
Do you have any of the following disabilities or medical conditions?													
Learning disability (dyslexia, etc.)	2.8	3.6	2.0	2.6	4.6	5.3	3.5	4.3	1.9	2.4	2.6	2.7	2.4
Attention-deficit hyperactivity disorder (ADHD)	5.1	5.8	4.3	5.0	6.7	7.3	5.2	6.8	4.3	4.2	4.0	4.7	2.8
Autism spectrum/Asperger's syndrome	0.4	0.4	0.4	0.4	0.5	0.5	0.3	0.6	0.4	0.4	0.2	0.2	0.1
Physical disability (speech, sight, mobility, hearing, etc.)	2.7	2.9	2.5	2.8	3.1	3.1	2.5	3.4	2.6	2.1	3.8	3.4	4.5
Chronic illness (cancer, diabetes, autoimmune disorders, etc.)	1.7	1.8	1.7	1.6	2.0	2.0	2.0	1.9	1.7	1.8	1.3	1.2	1.6
Psychological disorder (depression, etc.)	4.4	4.6	4.1	4.0	5.4	6.0	4.6	5.2	4.2	3.8	2.1	1.9	2.4
Other Disability	3.5	3.8	3.1	3.6	4.1	4.3	3.7	4.1	3.0	3.2	5.2	4.8	6.0
Do you consider yourself:													
Pre-Med	19.3	18.0	20.8	17.8	18.2	16.6	21.6	18.2	21.2	19.1	22.9	22.8	23.0
Pre-Law	6.3	6.4	6.2	6.0	6.8	6.9	7.1	6.6	5.7	7.8	10.5	9.4	12.6

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your probable major:													
Arts and Humanities													
Art, fine and applied	1.7	2.0	1.3	1.5	2.6	4.3	0.8	1.7	1.3	1.2	1.0	0.6	1.7
English (language and literature)	1.5	1.7	1.4	1.3	2.1	2.3	1.6	2.0	1.3	1.6	1.1	0.5	2.4
History	1.0	1.2	0.8	1.2	1.3	1.2	1.2	1.5	0.8	1.0	0.4	0.1	0.8
Journalism/Communication	3.0	2.7	3.2	2.5	2.9	3.4	3.0	2.4	3.1	3.9	5.0	5.0	5.0
Classical and Modern Languages and Literature	0.3	0.3	0.3	0.2	0.4	0.4	0.3	0.4	0.3	0.3	0.2	0.1	0.4
Media/Film Studies	1.2	1.1	1.2	1.2	1.1	1.4	0.4	1.1	1.0	2.0	2.0	0.7	4.3
Music	1.4	1.4	1.3	1.2	1.6	1.2	0.4	2.6	1.3	1.5	1.4	0.8	2.4
Philosophy	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.1	0.2	0.3	0.1	0.1	0.0
Theatre/Drama	0.9	1.0	0.8	0.8	1.2	1.5	0.4	1.4	0.8	1.1	0.8	0.1	2.0
Theology/Religion	0.2	0.3	0.1	0.0	0.6	0.1	0.3	1.3	0.0	0.2	0.0	0.0	0.0
Other Arts and Humanities	0.8	0.8	0.8	0.6	1.0	1.3	0.6	0.8	0.8	1.0	1.0	0.6	1.7
Biological Science													
Biology (general)	6.9	6.4	7.4	5.1	7.8	6.8	10.1	7.8	7.2	8.4	9.4	7.6	12.5
Animal Biology (zoology)	0.8	0.8	0.8	0.9	0.6	0.7	0.3	0.6	0.9	0.2	0.4	0.4	0.2
Ecology & Evolutionary Biology	0.1	0.1	0.1	0.0	0.1	0.1	0.0	0.1	0.1	0.0	0.0	0.0	0.0
Marine Biology	0.4	0.6	0.2	0.6	0.5	0.6	0.1	0.6	0.2	0.1	0.3	0.1	0.6
Microbiology	0.2	0.1	0.3	0.2	0.1	0.1	0.1	0.0	0.4	0.1	0.0	0.0	0.0
Molecular, Cellular & Developmental Biology	0.5	0.4	0.7	0.4	0.3	0.4	0.2	0.4	0.7	0.6	0.2	0.0	0.6
Neurobiology/Neuroscience	0.9	0.4	1.4	0.2	0.7	0.9	0.3	0.6	1.3	1.7	0.2	0.3	0.2
Plant Biology (botany)	0.1	0.1	0.1	0.1	0.1	0.0	0.2	0.0	0.1	0.0	0.0	0.0	0.0
Agriculture/Natural Resources	0.3	0.2	0.3	0.4	0.1	0.1	0.0	0.2	0.3	0.0	0.2	0.3	0.0
Biochemistry/Biophysics	1.4	1.0	1.8	0.7	1.3	1.2	1.4	1.3	1.9	1.3	0.3	0.1	0.6
Environmental Science	0.7	0.7	0.8	0.5	1.0	1.3	0.4	1.1	0.8	0.5	0.2	0.2	0.3
Other Biological Science	0.6	0.5	0.8	0.6	0.5	0.5	0.4	0.5	0.9	0.4	0.4	0.3	0.4
Business													
Accounting	2.3	2.4	2.1	2.3	2.6	2.3	3.4	2.5	2.1	2.1	2.7	2.7	2.7
Business Administration (general)	2.9	3.0	2.7	2.9	3.2	2.5	3.3	3.9	2.5	3.6	2.9	3.2	2.4
Entrepreneurship	0.7	0.6	0.8	0.5	0.7	0.8	0.6	0.5	0.7	1.2	1.6	1.5	2.0
Finance	1.7	1.0	2.4	0.8	1.3	1.2	2.4	0.9	2.1	3.9	0.8	0.9	0.8
Hospitality/Tourism	0.2	0.3	0.2	0.5	0.1	0.0	0.5	0.1	0.2	0.1	0.4	0.7	0.1
Human Resources Management	0.2	0.2	0.2	0.2	0.1	0.1	0.2	0.1	0.2	0.1	0.2	0.2	0.0
International Business	0.9	0.9	1.0	0.7	1.1	1.3	1.4	0.8	0.8	1.7	0.8	0.4	1.5
Marketing	2.2	1.9	2.4	1.9	1.9	1.8	3.3	1.5	2.4	2.5	2.2	1.7	3.0
Management	2.2	2.6	1.8	2.5	2.7	3.0	2.9	2.4	1.8	1.8	3.1	3.5	2.5
Computer/Management Information Systems	0.3	0.3	0.3	0.4	0.2	0.1	0.3	0.2	0.3	0.2	0.6	0.9	0.0
Real Estate	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2
Other Business	0.7	0.6	0.8	0.5	0.8	0.8	0.8	0.7	0.8	0.7	0.5	0.7	0.1
Education													
Elementary Education	2.6	3.2	1.8	3.2	3.2	2.4	3.0	4.2	2.0	1.3	3.2	2.9	3.7
Music/Art Education	0.5	0.5	0.4	0.4	0.7	0.4	0.2	1.1	0.5	0.2	0.5	0.7	0.1
Physical Education/Recreation	0.4	0.6	0.2	0.6	0.6	0.4	0.1	1.1	0.2	0.1	1.2	1.7	0.1
Secondary Education	1.2	1.3	1.0	1.1	1.5	1.2	1.6	1.8	1.1	0.6	0.7	1.0	0.2
Special Education	0.6	0.8	0.5	0.8	0.8	0.8	0.7	0.8	0.5	0.3	0.3	0.5	0.1
Other Education	0.5	0.6	0.4	0.7	0.4	0.4	0.3	0.5	0.4	0.2	0.4	0.6	0.0

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Your probable major (continued)														
Engineering														
Aerospace/Aeronautical/Astronautical Engineering	0.7	0.6	0.8	1.0	0.1	0.1	0.1	0.1	0.2	0.9	0.4	0.1	0.1	0.0
Biological/Agricultural Engineering	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.2	0.1	0.0	0.0	0.1
Biomedical Engineering	0.9	0.2	1.7	0.2	0.2	0.4	0.1	0.1	1.6	1.7	0.2	0.1	0.2	
Chemical Engineering	1.0	0.3	1.8	0.3	0.3	0.2	0.5	0.2	1.9	1.4	0.3	0.2	0.6	
Civil Engineering	1.2	1.1	1.2	1.6	0.5	0.4	1.2	0.3	1.2	1.2	1.6	2.3	0.4	
Computer Engineering	1.0	0.7	1.4	1.1	0.3	0.3	0.5	0.2	1.5	1.0	0.9	1.1	0.5	
Electrical/Electronic Communications Engineering	1.1	0.7	1.5	1.1	0.4	0.4	0.5	0.3	1.6	1.1	2.3	3.6	0.2	
Engineering Science/Engineering Physics	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.1	0.1	0.0	
Environmental/Environmental Health Engineering	0.3	0.2	0.5	0.1	0.2	0.2	0.2	0.1	0.5	0.3	0.1	0.1	0.0	
Industrial/Manufacturing Engineering	0.2	0.2	0.3	0.2	0.1	0.2	0.1	0.0	0.2	0.3	0.6	0.9	0.2	
Materials Engineering	0.1	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.0	
Mechanical Engineering	2.7	2.0	3.4	2.9	1.0	1.0	1.4	0.8	3.6	2.9	1.4	1.6	1.2	
Other Engineering	0.8	0.9	0.8	1.3	0.4	0.6	0.3	0.3	0.8	0.9	0.5	0.4	0.8	
Health Professions														
Clinical Laboratory Science	0.2	0.1	0.2	0.2	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	
Health Care Administration/Studies	0.3	0.4	0.3	0.4	0.3	0.3	0.4	0.3	0.3	0.3	0.4	0.2	0.6	
Health Technology	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	
Kinesiology	1.2	1.6	0.7	2.2	0.9	0.4	0.4	1.6	0.8	0.5	0.4	0.5	0.2	
Nursing	5.9	7.4	4.4	8.3	6.4	4.2	13.0	5.5	4.8	2.8	8.2	9.9	5.0	
Pharmacy	1.2	1.1	1.4	1.0	1.1	1.5	0.8	0.9	1.2	2.3	0.3	0.3	0.4	
Therapy (occupational, physical, speech)	2.6	2.9	2.3	2.6	3.1	3.1	2.9	3.3	2.5	1.5	3.3	4.5	1.2	
Other Health Profession	2.5	2.5	2.5	2.3	2.8	3.3	2.0	2.5	2.6	2.1	1.1	1.2	1.0	
Math and Computer Science														
Computer Science	2.0	1.8	2.1	2.4	1.2	1.1	1.2	1.3	2.0	2.4	3.4	3.0	4.1	
Mathematics/Statistics	0.9	0.9	0.9	0.8	1.1	1.1	0.8	1.2	0.9	1.0	0.5	0.5	0.5	
Other Math and Computer Science	0.2	0.3	0.2	0.3	0.2	0.2	0.2	0.3	0.2	0.4	0.3	0.3	0.1	
Physical Science														
Astronomy & Astrophysics	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.0	0.0	0.0	
Atmospheric Sciences	0.1	0.0	0.1	0.0	0.1	0.0	0.0	0.1	0.2	0.0	0.0	0.0	0.0	
Chemistry	1.3	1.1	1.4	1.0	1.2	1.2	1.2	1.3	1.4	1.5	1.1	1.2	0.8	
Earth & Planetary Sciences	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.0	
Marine Sciences	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.2	0.1	0.0	0.0	0.0	0.0	
Physics	0.6	0.6	0.6	0.5	0.6	0.7	0.4	0.5	0.6	0.8	0.1	0.2	0.0	
Other Physical Science	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.2	
Social Science														
Anthropology	0.4	0.3	0.5	0.3	0.3	0.5	0.1	0.3	0.5	0.4	0.0	0.0	0.0	
Economics	1.0	0.8	1.2	0.4	1.2	1.8	0.8	0.7	1.0	2.1	0.4	0.1	0.8	
Ethnic/Cultural Studies	0.1	0.1	0.1	0.1	0.2	0.1	0.0	0.2	0.1	0.2	0.0	0.0	0.1	
Geography	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	
Political Science (gov't., international relations)	2.6	2.4	2.9	2.0	2.8	3.3	2.7	2.4	2.4	5.0	2.8	1.6	4.8	
Psychology	5.0	5.6	4.3	5.6	5.7	5.8	5.5	5.6	4.3	4.4	8.1	7.1	9.9	
Public Policy	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.2	0.1	0.1	0.0	
Social Work	0.7	0.9	0.5	1.2	0.6	0.4	0.6	0.9	0.5	0.4	3.0	3.2	2.5	
Sociology	0.8	0.9	0.7	1.1	0.7	0.6	0.9	0.6	0.7	0.5	0.9	0.8	1.0	
Women's/Gender Studies	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Other Social Science	0.3	0.3	0.3	0.3	0.2	0.2	0.1	0.3	0.3	0.3	0.1	0.0	0.2	

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your probable major (continued)													
Other Majors													
Architecture/Urban Planning	0.4	0.3	0.6	0.3	0.2	0.3	0.0	0.2	0.6	0.7	1.0	1.3	0.5
Criminal Justice	2.5	3.7	1.2	4.3	3.0	3.1	2.8	3.0	1.2	0.8	3.7	4.7	1.9
Library Science	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Security & Protective Services	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Military Sciences/Technology/Operations	0.1	0.1	0.0	0.2	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.1	0.0
Other	2.6	2.7	2.5	2.3	3.2	2.9	1.8	4.2	2.5	2.4	2.4	2.6	2.0
Undecided	8.1	8.4	7.8	8.3	8.4	9.3	8.1	7.6	8.1	6.8	2.8	3.2	2.1
How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?													
Family resources (parents, relatives, spouse, etc.)													
None	21.4	25.2	17.3	31.1	18.3	18.2	16.8	19.1	18.6	12.3	33.4	35.8	29.1
Less than \$1,000	11.4	12.8	9.8	15.1	10.1	8.8	8.8	12.0	10.9	5.7	19.9	21.5	17.0
\$1,000–\$2,999	12.8	13.9	11.6	15.5	12.0	10.6	11.1	14.0	12.6	7.7	18.1	17.9	18.5
\$3,000–\$5,999	11.9	12.3	11.4	12.8	11.8	10.6	11.5	13.2	12.0	9.0	11.4	10.6	12.8
\$6,000–\$9,999	10.4	9.9	11.0	9.0	10.8	9.9	11.0	11.6	11.6	8.7	7.0	6.9	7.1
\$10,000+	32.1	26.0	38.8	16.5	37.0	41.9	40.8	30.1	34.4	56.6	10.2	7.2	15.5
My own resources (savings from work, work-study, other income)													
None	37.4	39.7	34.9	41.9	37.2	38.9	35.1	36.5	33.2	41.9	54.4	55.0	53.4
Less than \$1,000	26.9	27.0	26.7	28.4	25.4	24.8	25.6	26.0	27.8	22.5	26.1	27.6	23.4
\$1,000–\$2,999	22.0	20.6	23.6	18.9	22.7	22.5	23.5	22.5	24.0	21.6	12.8	11.7	14.9
\$3,000–\$5,999	8.2	7.5	9.0	6.7	8.5	7.9	9.0	8.9	9.3	7.9	4.3	3.7	5.4
\$6,000–\$9,999	2.8	2.5	3.0	2.2	2.9	2.6	3.1	3.1	3.1	2.7	1.0	0.9	1.0
\$10,000+	2.6	2.5	2.7	1.9	3.2	3.3	3.7	3.0	2.6	3.4	1.4	1.1	1.8
Aid which need not be repaid (grants, scholarships, military funding, etc.)													
None	27.4	28.1	26.5	35.8	19.3	23.9	17.9	15.0	26.8	25.6	24.6	26.5	21.3
Less than \$1,000	6.7	6.2	7.4	8.6	3.4	3.5	3.2	3.3	8.4	3.1	6.8	7.4	5.7
\$1,000–\$2,999	12.8	11.4	14.3	14.7	7.7	7.0	7.9	8.3	16.4	5.7	15.8	16.4	14.5
\$3,000–\$5,999	13.5	13.5	13.4	16.8	9.7	8.8	8.6	11.1	15.0	7.2	22.0	22.6	20.9
\$6,000–\$9,999	10.2	10.4	10.1	9.8	11.0	10.4	10.2	12.0	10.8	7.3	11.9	11.6	12.4
\$10,000+	29.4	30.4	28.3	14.2	49.1	46.5	52.2	50.3	22.6	51.0	18.9	15.5	25.1

2012 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Aid which must be repaid (loans, etc.)													
None	47.5	46.7	48.4	52.5	40.0	44.1	36.0	37.6	48.4	48.5	31.1	33.5	26.8
Less than \$1,000	4.2	4.5	3.8	5.2	3.6	3.1	3.4	4.3	4.1	2.4	7.2	7.0	7.7
\$1,000–\$2,999	9.0	9.8	8.1	9.9	9.7	9.0	10.0	10.4	8.6	6.2	13.2	14.4	11.2
\$3,000–\$5,999	16.3	16.8	15.9	15.6	18.1	16.4	19.5	19.1	16.2	14.5	18.4	20.0	15.4
\$6,000–\$9,999	9.9	10.0	9.8	8.4	11.9	10.5	12.8	12.9	9.9	9.3	12.2	12.4	11.8
\$10,000+	13.1	12.2	14.1	8.4	16.7	16.9	18.3	15.7	12.8	19.2	17.8	12.8	27.1
Other than above													
None	92.6	92.6	92.7	93.1	92.0	92.6	91.7	91.5	92.6	93.2	89.6	90.8	87.4
Less than \$1,000	2.6	2.6	2.5	2.7	2.5	2.2	2.3	2.8	2.7	1.8	3.2	3.1	3.3
\$1,000–\$2,999	1.7	1.8	1.6	1.8	1.8	1.6	1.7	2.0	1.7	1.2	2.2	2.2	2.2
\$3,000–\$5,999	1.1	1.1	1.1	1.1	1.2	1.1	1.5	1.2	1.2	1.0	1.8	2.0	1.5
\$6,000–\$9,999	0.7	0.7	0.7	0.5	0.8	0.8	0.9	0.8	0.7	0.7	1.1	0.8	1.6
\$10,000+	1.3	1.2	1.3	0.8	1.7	1.7	1.8	1.7	1.1	2.2	2.1	1.0	4.0
What is your best estimate of your parents' income?													
Less than \$10,000	4.5	5.8	3.2	6.8	4.7	4.2	4.4	5.3	3.2	3.1	19.2	19.8	18.3
\$10,000 to \$14,999	3.2	4.0	2.4	4.9	3.0	2.7	2.9	3.4	2.5	2.1	6.6	6.5	6.7
\$15,000 to \$19,999	2.9	3.5	2.2	4.2	2.6	2.6	2.6	2.7	2.3	2.0	6.3	6.9	5.3
\$20,000 to \$24,999	4.0	4.6	3.3	5.6	3.6	3.4	3.3	3.8	3.4	2.6	7.3	8.0	6.0
\$25,000 to \$29,999	3.4	3.9	2.8	4.4	3.3	3.1	2.9	3.8	2.9	2.3	6.1	6.1	6.0
\$30,000 to \$39,999	6.1	6.8	5.4	7.3	6.2	5.9	5.5	6.9	5.7	4.5	8.7	8.6	9.0
\$40,000 to \$49,999	7.2	7.9	6.4	8.3	7.5	7.0	6.9	8.3	6.7	5.2	8.7	8.8	8.5
\$50,000 to \$59,999	8.1	8.7	7.5	8.7	8.6	8.2	7.8	9.5	7.8	6.0	8.8	8.7	9.0
\$60,000 to \$74,999	10.1	10.5	9.7	10.5	10.5	9.5	9.9	11.7	10.1	7.9	8.9	9.0	8.7
\$75,000 to \$99,999	13.0	12.7	13.2	12.3	13.2	12.9	13.0	13.6	13.7	11.3	7.9	7.3	8.9
\$100,000 to \$149,999	17.1	15.5	18.7	14.9	16.1	16.6	17.3	15.1	19.0	17.7	6.1	5.5	7.1
\$150,000 to \$199,999	8.1	6.9	9.3	6.1	7.8	8.3	9.0	6.6	9.2	10.0	2.6	2.9	2.3
\$200,000 to \$249,999	4.5	3.6	5.4	2.8	4.5	5.3	5.2	3.3	5.0	7.1	1.2	0.8	1.8
\$250,000 or more	7.9	5.6	10.4	3.1	8.3	10.3	9.1	5.9	8.5	18.0	1.7	1.3	2.5
Do you have any concern about your ability to finance your college education?													
None (I am confident that I will have sufficient funds)	32.1	31.5	32.8	30.6	32.6	34.1	30.5	32.1	31.9	36.1	24.6	25.5	23.0
Some (but I probably will have enough funds)	55.3	55.2	55.4	55.7	54.6	53.9	55.9	54.7	56.4	51.7	50.0	51.4	47.7
Major (not sure I will have enough funds to complete college)	12.6	13.3	11.8	13.7	12.8	12.0	13.7	13.3	11.7	12.2	25.3	23.1	29.3

2012 CIRP Freshman Survey
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	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your current religious preference													
Baptist	9.2	11.9	6.3	12.1	11.6	6.6	4.4	20.3	6.3	6.4	44.9	44.3	46.1
Buddhist	1.3	1.1	1.5	1.3	0.8	1.1	0.7	0.6	1.6	1.4	0.1	0.2	0.0
Church of Christ	5.7	6.5	4.9	7.5	5.4	5.5	4.8	5.4	5.2	3.6	14.4	16.4	10.8
Eastern Orthodox	0.7	0.6	0.8	0.5	0.6	0.7	1.0	0.4	0.7	1.2	0.0	0.0	0.0
Episcopalian	1.1	1.1	1.0	0.8	1.5	1.9	1.0	1.2	0.9	1.6	0.6	0.6	0.6
Hindu	0.8	0.4	1.3	0.3	0.4	0.6	0.3	0.2	1.1	2.1	0.0	0.0	0.0
Jewish	2.3	1.5	3.1	1.1	2.0	3.4	0.4	1.1	2.7	4.6	0.0	0.0	0.0
LDS (Mormon)	0.2	0.2	0.2	0.3	0.2	0.1	0.1	0.2	0.3	0.1	0.2	0.2	0.2
Lutheran	4.1	3.3	5.0	3.2	3.3	2.2	2.3	4.9	5.8	1.8	0.3	0.2	0.5
Methodist	3.7	3.9	3.6	3.5	4.3	3.2	2.0	6.5	3.8	3.0	4.7	4.2	5.7
Muslim	1.4	0.9	2.0	0.9	1.0	1.3	1.2	0.5	1.7	2.8	1.3	1.4	1.0
Presbyterian	2.5	2.4	2.7	1.8	3.0	2.5	1.5	4.1	2.5	3.5	0.8	0.9	0.6
Quaker	0.1	0.2	0.1	0.1	0.2	0.3	0.2	0.3	0.1	0.2	0.1	0.0	0.1
Roman Catholic	25.7	26.3	25.2	25.9	26.7	27.6	53.7	13.0	24.4	28.1	3.4	2.7	4.6
Seventh Day Adventist	0.5	0.8	0.2	0.4	1.3	0.4	0.3	2.7	0.2	0.3	0.7	0.5	1.1
United Church of Christ/Congregational	0.7	0.8	0.7	0.7	0.9	1.0	0.7	0.9	0.7	0.7	1.0	1.1	0.8
Other Christian	13.2	14.4	12.0	14.1	14.6	10.7	9.4	21.0	12.2	11.3	14.6	14.2	15.4
Other Religion	2.9	2.9	2.9	3.1	2.6	3.0	2.1	2.6	3.0	2.5	2.1	1.9	2.5
None	23.8	21.2	26.6	22.6	19.6	27.7	13.8	14.1	27.0	24.9	10.8	11.3	10.0
Father's current religious preference													
Baptist	9.4	12.0	6.7	12.2	11.8	7.3	4.7	20.0	6.8	6.3	44.3	43.9	45.1
Buddhist	1.9	1.4	2.5	1.7	1.0	1.4	1.0	0.6	2.5	2.4	0.2	0.2	0.1
Church of Christ	6.1	6.8	5.3	7.9	5.6	6.3	4.8	5.4	5.6	3.9	13.4	14.7	11.3
Eastern Orthodox	0.8	0.7	1.0	0.7	0.7	0.9	1.0	0.4	0.8	1.4	0.0	0.1	0.0
Episcopalian	1.3	1.3	1.3	1.0	1.8	2.3	1.3	1.5	1.2	1.9	0.6	0.5	0.7
Hindu	1.1	0.5	1.7	0.4	0.5	0.8	0.4	0.3	1.4	2.6	0.1	0.1	0.0
Jewish	2.9	2.0	3.9	1.5	2.7	4.5	0.9	1.6	3.4	5.6	0.1	0.1	0.0
LDS (Mormon)	0.3	0.3	0.4	0.4	0.2	0.2	0.1	0.2	0.5	0.2	0.2	0.2	0.1
Lutheran	4.8	3.8	5.9	3.6	4.0	2.9	3.1	5.6	6.7	2.5	0.3	0.3	0.3
Methodist	4.0	4.1	4.0	3.5	4.7	3.7	2.4	6.7	4.2	3.4	3.8	3.6	4.1
Muslim	1.8	1.4	2.3	1.4	1.3	1.7	1.6	0.9	2.1	3.3	3.9	4.6	2.7
Presbyterian	2.9	2.7	3.2	2.1	3.4	3.1	1.8	4.4	3.0	3.9	0.7	0.8	0.4
Quaker	0.2	0.2	0.1	0.1	0.3	0.3	0.2	0.3	0.1	0.2	0.0	0.0	0.1
Roman Catholic	29.4	29.7	29.1	30.2	29.3	31.0	53.8	15.6	28.5	31.5	4.1	3.4	5.1
Seventh Day Adventist	0.6	0.8	0.3	0.5	1.2	0.3	0.4	2.4	0.3	0.4	0.8	0.8	0.9
United Church of Christ/Congregational	0.7	0.7	0.7	0.6	0.9	1.0	0.7	0.8	0.7	0.7	0.7	0.7	0.7
Other Christian	12.6	13.5	11.6	13.5	13.5	10.8	8.9	18.6	11.9	10.6	12.8	12.0	14.1
Other Religion	2.3	2.3	2.2	2.6	2.0	2.2	1.7	2.0	2.2	1.9	2.2	2.2	2.3
None	16.8	15.6	17.9	16.1	15.2	19.4	11.1	12.7	18.1	17.3	11.8	11.7	11.9

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	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Mother's current religious preference													
Baptist	10.0	12.6	7.3	12.8	12.5	7.7	4.9	21.1	7.3	7.0	47.7	46.6	49.7
Buddhist	2.0	1.5	2.6	1.9	1.0	1.5	0.9	0.6	2.6	2.7	0.2	0.2	0.1
Church of Christ	6.7	7.4	5.9	8.7	6.1	6.8	5.1	5.7	6.3	4.3	15.4	17.8	11.2
Eastern Orthodox	0.8	0.7	1.0	0.7	0.7	0.9	1.1	0.4	0.9	1.5	0.0	0.0	0.0
Episcopalian	1.5	1.5	1.5	1.1	2.0	2.6	1.3	1.6	1.3	2.1	0.7	0.6	0.9
Hindu	1.0	0.4	1.6	0.4	0.5	0.7	0.4	0.3	1.4	2.6	0.1	0.1	0.1
Jewish	2.7	1.9	3.5	1.4	2.4	4.2	0.7	1.4	3.0	5.3	0.1	0.1	0.0
LDS (Mormon)	0.4	0.3	0.4	0.4	0.2	0.2	0.2	0.2	0.5	0.2	0.2	0.3	0.0
Lutheran	5.0	3.9	6.0	3.8	4.1	2.9	2.9	5.9	6.9	2.6	0.3	0.2	0.5
Methodist	4.6	4.6	4.6	4.1	5.2	4.3	2.6	7.4	4.8	3.8	5.1	4.7	5.8
Muslim	1.6	1.0	2.1	1.0	1.1	1.4	1.3	0.6	1.9	3.0	1.5	1.5	1.4
Presbyterian	3.3	3.0	3.6	2.3	3.7	3.5	2.1	4.7	3.4	4.3	0.8	1.1	0.4
Quaker	0.2	0.2	0.2	0.1	0.3	0.3	0.2	0.3	0.2	0.2	0.0	0.0	0.1
Roman Catholic	31.0	31.3	30.7	31.6	30.9	32.8	57.2	16.2	30.1	33.1	3.5	2.9	4.7
Seventh Day Adventist	0.6	0.9	0.3	0.5	1.3	0.4	0.4	2.7	0.3	0.3	0.9	0.7	1.2
United Church of Christ/Congregational	0.9	0.9	0.8	0.8	1.0	1.2	0.8	0.9	0.8	0.9	1.0	1.0	1.2
Other Christian	13.7	14.7	12.6	14.7	14.7	11.9	9.8	20.0	12.9	11.5	13.9	13.7	14.3
Other Religion	2.3	2.4	2.2	2.7	2.1	2.3	1.4	2.1	2.2	2.0	2.1	2.0	2.2
None	11.8	10.7	13.0	11.0	10.3	14.3	6.7	7.8	13.1	12.6	6.4	6.4	6.3
Do you consider yourself:													
Born-Again Christian	20.2	24.7	15.4	23.1	26.5	16.0	14.7	43.1	15.5	15.1	51.3	52.3	49.5
Evangelical	8.5	9.3	7.7	7.5	11.4	5.2	6.5	20.7	7.7	7.7	5.4	4.2	7.3
Highest academic degree planned													
None	0.6	0.8	0.4	0.7	0.8	0.7	0.7	0.9	0.4	0.5	2.0	2.1	2.0
Vocational certificate	0.1	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.2	0.3	0.0
Associate (A.A. or equivalent)	0.4	0.6	0.3	0.6	0.6	0.5	0.3	0.8	0.3	0.1	0.7	0.6	0.7
Bachelor's degree (B.A., B.S., etc.)	21.7	23.7	19.7	25.8	21.4	19.5	19.4	24.4	21.1	13.9	15.4	15.6	15.1
Master's degree (M.A., M.S., etc.)	41.8	42.8	40.7	44.0	41.6	42.3	44.4	39.5	40.3	42.2	37.7	41.0	31.9
Ph.D. or Ed.D.	19.4	18.9	19.9	18.6	19.3	20.2	17.6	19.1	19.6	21.1	30.1	29.1	31.8
M.D., D.O., D.D.S., D.V.M.	10.4	7.8	13.1	6.2	9.6	9.6	10.8	9.1	12.9	13.9	7.0	5.6	9.4
J.D. (Law)	4.0	3.4	4.5	2.5	4.5	5.0	4.8	3.7	4.0	6.6	4.7	3.5	6.9
B.D. or M.DIV. (Divinity)	0.3	0.3	0.2	0.3	0.4	0.2	0.3	0.5	0.2	0.2	0.5	0.6	0.2
Other	1.3	1.4	1.2	1.2	1.7	1.8	1.5	1.7	1.1	1.5	1.7	1.5	2.0
Highest academic degree planned at this college													
None	1.1	1.4	0.7	1.5	1.2	1.0	0.9	1.6	0.8	0.6	3.0	2.7	3.4
Vocational certificate	0.2	0.2	0.1	0.2	0.3	0.2	0.1	0.4	0.1	0.1	0.5	0.3	0.8
Associate (A.A. or equivalent)	2.1	2.8	1.3	3.1	2.5	2.0	1.7	3.3	1.5	0.7	4.0	3.7	4.5
Bachelor's degree (B.A., B.S., etc.)	67.0	70.7	63.3	67.9	73.6	73.3	69.4	76.0	62.4	66.5	59.9	56.8	64.9
Master's degree (M.A., M.S., etc.)	21.5	19.3	23.6	21.5	17.0	17.7	21.6	14.0	23.9	22.8	23.2	26.1	18.7
Ph.D. or Ed.D.	4.2	3.0	5.4	3.3	2.6	2.9	3.1	2.0	5.7	4.2	5.8	6.7	4.2
M.D., D.O., D.D.S., D.V.M.	2.3	0.9	3.7	0.9	0.9	0.8	1.4	0.6	4.0	2.6	1.1	1.3	0.8
J.D. (Law)	0.7	0.4	1.0	0.3	0.5	0.4	0.6	0.5	0.9	1.1	0.5	0.6	0.4
B.D. or M.DIV. (Divinity)	0.1	0.2	0.1	0.2	0.2	0.1	0.1	0.2	0.1	0.1	0.5	0.3	0.7
Other	1.0	1.2	0.8	1.1	1.3	1.5	1.0	1.3	0.7	1.2	1.5	1.4	1.6

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
For the activities below, indicate which ones you "Frequently" or "Occasionally" did during the past year:													
Attended a religious service	73.2	74.3	72.1	71.6	77.3	68.7	81.3	84.3	71.5	74.5	85.8	84.9	87.5
Was bored in class*	38.0	36.9	39.2	36.7	37.1	37.2	35.1	38.0	39.6	37.6	40.0	39.1	41.5
Demonstrated for a cause (e.g., boycott, rally, protest)	26.1	25.2	27.0	24.4	26.0	27.5	26.5	24.2	26.4	29.5	30.6	27.1	36.8
Tutored another student	59.3	54.7	64.2	55.1	54.3	53.9	56.4	53.7	62.8	69.6	57.6	55.1	62.1
Studied with other students	88.7	87.5	90.1	87.1	88.0	87.9	89.6	87.4	89.6	91.8	86.6	85.3	89.0
Was a guest in a teacher's home	18.5	18.8	18.3	16.5	21.3	19.5	15.1	26.2	18.0	19.5	17.0	16.4	18.2
Smoked cigarettes*	2.6	2.8	2.5	2.9	2.7	3.4	2.0	2.3	2.6	2.0	2.1	2.4	1.5
Drank beer	33.4	31.6	35.4	28.0	35.7	42.2	38.4	27.5	34.9	37.4	12.7	13.1	12.1
Drank wine or liquor	39.2	37.6	40.8	33.8	41.9	48.4	43.8	34.2	40.1	43.8	38.4	40.0	35.4
Felt overwhelmed by all I had to do*	30.4	30.3	30.5	28.0	32.8	32.9	33.0	32.6	30.0	32.1	31.8	28.3	38.1
Felt depressed*	7.3	7.7	7.0	7.3	8.1	8.1	7.3	8.3	7.0	7.1	12.0	11.5	13.0
Performed volunteer work	87.4	85.7	89.2	83.5	88.1	87.3	90.3	88.0	88.5	92.1	84.6	82.4	88.7
Asked a teacher for advice after class*	31.5	31.1	32.0	29.7	32.6	32.7	33.6	32.0	31.3	34.8	33.9	32.6	36.2
Voted in a student election*	20.8	20.6	21.1	19.7	21.6	21.2	23.0	21.3	20.0	25.1	28.6	24.5	36.2
Socialized with someone of another racial/ethnic group*	71.2	70.4	72.0	69.8	71.1	71.6	70.3	71.0	70.7	76.9	68.9	67.0	72.4
Came late to class	53.8	53.3	54.5	54.2	52.2	53.4	49.3	52.4	54.1	55.8	63.7	62.0	66.5
Used the Internet for research or homework*	81.3	79.4	83.3	78.1	80.8	81.7	81.3	79.6	82.6	86.3	75.9	73.5	80.3
Performed community service as part of a class	57.2	57.5	56.9	55.7	59.6	58.2	64.5	58.8	56.2	59.6	60.7	57.6	66.5
Discussed religion*	30.8	30.3	31.4	26.4	34.6	29.4	34.1	40.4	29.8	37.5	32.6	29.8	37.6
Discussed politics*	30.7	28.2	33.4	26.5	30.2	30.5	30.6	29.6	32.2	37.8	27.2	21.5	37.6
Worked on a local, state, or national political campaign	9.0	8.5	9.6	8.1	9.0	8.9	9.0	9.1	9.3	10.8	13.5	10.8	18.4
Skipped school/class	27.3	26.5	28.1	26.9	26.2	26.8	22.9	27.1	28.7	25.9	30.5	31.4	28.8
Publicly communicated my opinion about a cause (e.g., blog, email, petition)	44.1	43.0	45.3	41.9	44.3	44.7	41.4	45.2	44.7	47.5	54.4	51.2	60.3
Helped raise money for a cause or campaign	56.7	56.3	57.1	54.4	58.3	58.0	59.8	58.0	56.5	59.4	56.1	54.4	59.2
Fell asleep in class	46.5	46.7	46.2	47.6	45.7	43.9	42.6	49.1	46.8	43.8	58.6	61.2	53.9
Failed to complete homework on time	52.0	53.5	50.3	53.2	53.9	54.4	49.7	55.3	50.7	48.6	53.8	52.5	56.1
*responses for "Frequently" only													
Student rated self as "Highest 10%" or "Above Average" as compared with the average person their age:													
Ability to see the world from someone else's perspective	67.2	63.1	71.7	61.9	64.5	66.5	63.6	62.7	70.9	74.8	60.9	59.1	64.2
Tolerance of others with different beliefs	73.0	69.3	77.0	68.4	70.3	73.3	71.3	66.7	76.3	79.5	63.4	61.0	67.8
Openness to having my own views challenged	54.0	52.1	56.0	52.4	51.7	53.4	51.7	49.9	55.3	58.7	58.8	57.6	60.9
Ability to discuss and negotiate controversial issues	63.2	59.8	66.9	59.5	60.2	62.0	59.3	58.7	66.1	69.8	65.7	64.0	68.7
Ability to work cooperatively with diverse people	79.6	77.5	81.9	77.2	78.0	78.9	78.7	76.6	81.4	83.9	77.5	76.0	80.2

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	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
What is the highest level of formal education obtained by your father?													
Junior high/Middle school or less	5.5	7.2	3.7	9.7	4.3	4.0	5.9	3.9	3.9	3.0	6.8	7.8	5.1
Some high school	5.2	6.4	4.0	7.9	4.6	4.5	4.8	4.6	4.1	3.5	10.1	10.7	9.0
High school graduate	18.2	21.5	14.7	23.0	19.9	18.9	18.5	21.6	15.5	11.5	33.1	34.4	30.9
Postsecondary school other than college	3.3	3.5	3.2	3.6	3.4	3.3	3.7	3.3	3.4	2.4	3.7	4.0	3.2
Some college	14.7	15.5	13.9	16.6	14.2	13.7	13.3	15.1	14.5	11.7	19.0	17.9	20.8
College degree	28.4	26.2	30.7	24.2	28.3	28.1	29.5	27.9	30.8	30.3	16.0	15.4	17.0
Some graduate school	2.0	1.7	2.4	1.4	2.1	2.1	2.1	2.0	2.3	2.6	1.6	1.3	2.2
Graduate degree	22.6	18.1	27.4	13.6	23.2	25.3	22.2	21.5	25.5	35.1	9.7	8.4	11.8
What is the highest level of formal education obtained by your mother?													
Junior high/Middle school or less	4.9	6.3	3.4	8.9	3.4	3.2	4.9	3.0	3.6	2.6	4.5	5.4	3.0
Some high school	3.7	4.4	2.9	5.6	3.0	3.0	3.5	2.8	3.0	2.4	6.5	6.6	6.4
High school graduate	15.7	17.8	13.4	19.2	16.3	15.8	15.7	17.0	14.1	10.5	20.4	22.1	17.2
Postsecondary school other than college	3.2	3.4	2.9	3.5	3.4	3.4	3.3	3.3	3.0	2.6	3.9	3.4	4.7
Some college	16.4	17.3	15.5	18.6	15.8	14.9	14.9	17.2	16.0	13.4	23.8	23.2	24.9
College degree	34.3	31.8	37.0	29.0	35.0	34.1	35.8	35.4	36.8	37.9	23.9	24.1	23.6
Some graduate school	2.6	2.2	3.0	1.7	2.7	2.8	2.7	2.7	2.9	3.3	1.9	1.9	1.9
Graduate degree	19.3	16.8	21.9	13.5	20.4	22.9	19.1	18.5	20.5	27.4	15.1	13.3	18.3
During the past year, did you "Frequently":													
Ask questions in class	57.3	56.1	58.6	54.0	58.4	60.0	59.3	56.4	57.3	63.7	63.2	61.2	66.8
Support your opinions with a logical argument	59.6	55.3	64.3	52.9	58.0	60.6	58.2	55.2	62.6	70.9	58.7	56.3	62.8
Seek solutions to problems and explain them to others	54.8	51.1	58.8	49.4	53.1	54.9	54.2	50.6	57.2	65.0	53.5	51.6	57.0
Revise your papers to improve your writing	50.5	49.1	51.9	46.4	52.2	53.3	53.8	50.4	50.6	57.1	50.3	47.3	55.6
Evaluate the quality or reliability of information you received	41.8	39.2	44.7	37.9	40.6	42.0	41.5	38.7	43.3	50.3	43.9	41.8	47.8
Take a risk because you feel you have more to gain	39.4	38.8	40.1	38.4	39.1	40.1	38.8	38.3	39.5	42.7	45.3	43.7	48.0
Seek alternative solutions to a problem	47.4	45.7	49.4	45.2	46.2	47.7	47.0	44.2	48.4	53.3	51.5	49.0	56.0
Look up scientific research articles and resources	27.4	25.5	29.4	25.0	26.1	27.7	27.3	23.9	28.6	32.4	25.4	23.8	28.3
Explore topics on your own, even though it is not required for a class	34.4	32.2	36.7	32.0	32.4	34.0	30.9	31.4	35.5	41.6	36.3	34.9	38.8
Accept mistakes as part of the learning process	56.3	55.4	57.2	55.9	54.9	56.0	55.3	53.7	56.6	59.9	61.7	60.5	64.1
Seek feedback on your academic work	50.2	49.3	51.2	47.1	51.8	52.8	53.5	49.8	49.8	56.6	58.3	56.0	62.4
Work with other students on group projects	50.8	49.8	51.8	50.1	49.4	49.1	52.4	48.3	51.0	55.1	49.0	48.3	50.2
Integrate skills and knowledge from different sources and experiences	54.9	51.0	59.1	48.5	53.7	55.4	55.5	51.0	57.2	66.6	49.2	45.7	55.5

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	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your probable career occupation													
Accountant or actuary	2.5	2.6	2.4	2.4	2.8	2.6	3.3	2.8	2.4	2.4	2.8	3.0	2.5
Actor or entertainer	1.2	1.4	1.1	1.3	1.5	1.7	0.6	1.7	1.0	1.5	2.2	0.9	4.5
Architect or urban planner	0.5	0.3	0.7	0.4	0.3	0.4	0.1	0.3	0.7	0.9	1.0	1.3	0.4
Artist	1.8	2.1	1.3	1.6	2.7	4.5	0.8	1.8	1.4	1.2	1.2	1.0	1.5
Business (clerical)	0.7	0.7	0.7	0.7	0.7	0.7	0.9	0.5	0.7	0.7	0.6	0.8	0.3
Business executive (management, administrator)	6.9	6.0	7.9	5.3	6.8	6.9	8.2	5.9	7.2	10.7	5.8	5.7	5.9
Business owner or proprietor	2.9	2.8	3.0	2.7	3.0	2.9	3.2	2.9	2.7	4.0	5.1	4.8	5.7
Business salesperson or buyer	0.8	0.8	0.9	0.8	0.8	0.8	1.3	0.6	0.9	0.7	0.7	0.8	0.6
Clergy (minister, priest)	0.1	0.2	0.1	0.0	0.3	0.1	0.1	0.8	0.0	0.1	0.0	0.0	0.0
Clergy (other religious)	0.1	0.1	0.0	0.0	0.2	0.0	0.0	0.4	0.0	0.1	0.0	0.0	0.0
Clinical psychologist	1.5	1.6	1.4	1.5	1.7	1.7	1.8	1.6	1.4	1.4	2.5	2.0	3.3
College administrator/staff	0.1	0.1	0.1	0.0	0.1	0.0	0.1	0.1	0.1	0.0	0.1	0.1	0.2
College teacher	0.4	0.4	0.4	0.2	0.5	0.6	0.3	0.6	0.4	0.4	0.1	0.0	0.1
Computer programmer or analyst	2.0	1.8	2.2	2.3	1.3	1.2	1.2	1.5	2.2	2.3	3.5	3.6	3.4
Conservationist or forester	0.3	0.3	0.3	0.2	0.3	0.3	0.1	0.4	0.4	0.1	0.1	0.1	0.0
Dentist (including orthodontist)	1.2	1.0	1.4	1.0	1.0	0.9	1.0	1.0	1.4	1.2	1.1	1.0	1.3
Dietitian or nutritionist	0.5	0.4	0.6	0.5	0.4	0.4	0.4	0.4	0.6	0.3	0.3	0.5	0.0
Engineer	8.6	5.8	11.5	7.9	3.6	3.9	4.6	2.7	12.0	9.6	7.1	9.3	3.1
Farmer or rancher	0.2	0.2	0.2	0.3	0.2	0.1	0.0	0.3	0.2	0.1	0.1	0.1	0.0
Foreign service worker (including diplomat)	0.7	0.6	0.9	0.4	0.8	1.0	0.6	0.8	0.7	1.9	0.2	0.1	0.4
Homemaker (full-time)	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.0	0.1	0.1	0.0	0.2
Interior decorator (including designer)	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.1
Lab technician or hygienist	0.2	0.3	0.2	0.3	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1
Law enforcement officer	1.5	2.3	0.8	2.6	1.9	1.9	1.8	2.0	0.8	0.5	1.9	2.4	1.0
Lawyer (attorney) or judge	3.2	2.8	3.5	2.2	3.4	3.7	3.7	3.0	3.3	4.6	5.0	3.4	8.0
Military service (career)	1.5	2.4	0.6	4.1	0.5	0.4	0.7	0.6	0.6	0.4	1.0	1.0	1.0
Musician (performer, composer)	1.4	1.5	1.3	1.4	1.7	1.3	0.5	2.6	1.3	1.3	1.8	1.6	2.0
Nurse	6.0	7.5	4.4	8.5	6.3	4.3	12.7	5.4	4.8	2.8	8.4	10.7	4.3
Optometrist	0.3	0.3	0.3	0.4	0.2	0.2	0.4	0.2	0.3	0.2	0.1	0.2	0.1
Pharmacist	1.8	1.6	2.1	1.6	1.5	1.8	1.4	1.3	1.9	2.6	1.2	1.1	1.3
Physician	7.2	5.0	9.6	3.4	6.8	6.7	8.1	6.4	9.2	10.9	4.6	3.0	7.5
Policymaker/Government	0.9	0.8	1.1	0.6	0.9	1.2	0.8	0.7	0.9	1.9	0.6	0.4	0.9
School counselor	0.3	0.4	0.2	0.4	0.4	0.3	0.4	0.4	0.2	0.2	0.5	0.4	0.8
School principal or superintendent	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.2	0.3	0.0
Scientific researcher	2.2	1.8	2.6	1.5	2.2	2.6	1.4	2.2	2.7	2.4	0.9	0.6	1.4
Social, welfare, or recreation worker	1.3	1.6	0.9	2.0	1.2	1.0	1.2	1.5	0.9	0.6	3.1	4.1	1.5
Therapist (physical, occupational, speech)	4.4	5.1	3.6	5.1	5.0	4.7	4.5	5.5	3.9	2.6	5.3	6.0	4.1
Teacher or administrator (elementary)	3.1	4.1	2.2	4.1	4.1	3.2	3.9	5.1	2.3	1.5	2.5	2.8	1.9
Teacher or administrator (secondary)	2.8	3.4	2.1	3.3	3.5	2.7	3.0	4.7	2.3	1.3	1.6	1.7	1.4
Veterinarian	1.2	1.3	1.0	1.4	1.2	1.2	0.8	1.4	1.1	0.6	0.8	0.8	0.9
Writer or journalist	2.4	2.2	2.7	1.8	2.6	2.9	2.2	2.5	2.7	2.8	3.1	2.2	4.6
Skilled trades	0.3	0.4	0.2	0.4	0.3	0.2	0.2	0.4	0.3	0.2	0.4	0.1	0.9
Laborer (unskilled)	0.4	0.4	0.5	0.4	0.3	0.4	0.3	0.4	0.5	0.2	0.3	0.1	0.8
Semi-skilled worker	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.2	0.3	0.1	0.6
Unemployed	1.6	1.9	1.3	2.0	1.7	1.7	1.6	1.8	1.3	1.4	3.2	3.7	2.2
Other	9.2	9.9	8.4	9.8	10.1	10.0	8.3	11.1	8.7	7.2	11.0	10.5	11.8
Undecided	13.1	13.4	12.8	12.6	14.3	16.2	12.9	12.9	12.7	13.4	7.5	7.6	7.3

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your father's occupation													
Accountant or actuary	2.6	2.3	2.9	1.9	2.7	2.6	3.2	2.5	2.8	3.2	1.8	1.5	2.4
Actor or entertainer	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.3	0.2	0.5
Architect or urban planner	1.0	1.0	1.0	1.0	1.0	1.0	0.9	0.9	1.0	1.0	1.0	0.9	1.2
Artist	0.4	0.4	0.4	0.3	0.4	0.6	0.2	0.3	0.4	0.4	0.3	0.1	0.7
Business (clerical)	1.5	1.5	1.6	1.5	1.6	1.7	1.6	1.4	1.6	1.4	1.1	1.1	1.2
Business executive (management, administrator)	11.0	9.6	12.5	8.2	11.1	11.9	12.1	9.8	11.7	15.6	4.3	4.2	4.5
Business owner or proprietor	8.6	7.9	9.3	7.1	8.8	9.4	9.2	8.0	8.7	11.7	5.7	5.5	6.0
Business salesperson or buyer	4.6	4.2	5.0	4.0	4.4	4.3	5.1	4.3	5.2	4.0	2.0	2.1	1.8
Clergy (minister, priest)	0.6	0.7	0.5	0.4	1.0	0.4	0.3	2.1	0.4	0.7	1.2	0.5	2.3
Clergy (other religious)	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.3	0.1	0.2	0.2	0.0	0.5
Clinical psychologist	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.2	0.1	0.0	0.1
College administrator/staff	0.3	0.3	0.4	0.2	0.5	0.4	0.3	0.6	0.4	0.4	0.3	0.1	0.7
College teacher	0.7	0.6	0.8	0.3	0.8	1.0	0.5	0.9	0.7	1.1	0.4	0.3	0.5
Computer programmer or analyst	3.5	3.2	3.9	3.1	3.2	3.1	3.3	3.3	3.9	3.8	1.9	2.2	1.2
Conservationist or forester	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0
Dentist (including orthodontist)	0.5	0.3	0.6	0.2	0.5	0.4	0.6	0.5	0.5	0.9	0.1	0.1	0.2
Dietitian or nutritionist	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2
Engineer	8.5	7.1	9.9	7.4	6.8	6.4	7.2	6.9	10.3	8.5	6.1	5.9	6.5
Farmer or rancher	1.0	1.0	0.9	1.1	0.9	0.6	0.5	1.5	1.0	0.4	0.4	0.2	0.9
Foreign service worker (including diplomat)	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.2	0.0	0.0	0.0
Homemaker (full-time)	0.4	0.4	0.3	0.4	0.4	0.4	0.3	0.4	0.4	0.3	0.5	0.5	0.7
Interior decorator (including designer)	0.1	0.0	0.1	0.0	0.1	0.0	0.1	0.1	0.1	0.1	0.0	0.0	0.0
Lab technician or hygienist	0.3	0.3	0.3	0.3	0.2	0.2	0.4	0.2	0.3	0.3	0.1	0.1	0.2
Law enforcement officer	2.0	2.4	1.5	2.5	2.3	2.4	2.4	2.1	1.6	1.5	2.8	2.8	2.7
Lawyer (attorney) or judge	2.3	1.7	2.8	0.9	2.6	3.1	2.8	2.0	2.5	4.0	0.6	0.3	1.0
Military service (career)	1.7	2.0	1.4	2.4	1.5	1.1	1.2	2.1	1.5	1.2	4.3	3.8	5.0
Musician (performer, composer)	0.2	0.3	0.2	0.2	0.3	0.3	0.1	0.4	0.2	0.2	0.5	0.4	0.8
Nurse	0.6	0.7	0.6	0.7	0.7	0.5	0.7	0.8	0.6	0.5	0.9	1.0	0.6
Optometrist	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.0	0.0	0.1
Pharmacist	0.4	0.3	0.5	0.3	0.4	0.4	0.3	0.4	0.5	0.5	0.3	0.3	0.3
Physician	2.3	1.6	3.1	0.7	2.4	2.8	2.2	2.2	2.7	4.6	0.4	0.3	0.7
Policymaker/Government	0.7	0.7	0.7	0.6	0.7	0.8	0.7	0.7	0.6	0.8	1.3	1.3	1.3
School counselor	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.2	0.2	0.2
School principal or superintendent	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.2	0.2	0.1	0.1	0.1
Scientific researcher	0.6	0.4	0.8	0.3	0.6	0.8	0.4	0.5	0.8	1.0	0.2	0.0	0.4
Social, welfare, or recreation worker	0.5	0.6	0.5	0.6	0.5	0.5	0.5	0.5	0.5	0.4	1.0	1.1	0.9
Therapist (physical, occupational, speech)	0.3	0.4	0.3	0.3	0.4	0.4	0.3	0.4	0.4	0.2	0.4	0.5	0.4
Teacher or administrator (elementary)	0.7	0.7	0.7	0.6	0.7	0.7	0.6	0.9	0.7	0.5	0.6	0.8	0.3
Teacher or administrator (secondary)	1.7	1.8	1.7	1.6	1.9	1.9	1.4	2.2	1.7	1.3	1.0	1.0	1.1
Veterinarian	0.1	0.2	0.1	0.2	0.2	0.2	0.1	0.2	0.1	0.1	0.3	0.2	0.5
Writer or journalist	0.4	0.4	0.4	0.3	0.4	0.6	0.2	0.3	0.4	0.4	0.2	0.1	0.2
Skilled trades	6.4	7.1	5.7	7.5	6.7	6.9	6.5	6.7	6.0	4.5	5.8	5.4	6.4
Laborer (unskilled)	3.6	4.0	3.1	4.9	3.1	3.1	3.1	3.1	3.4	2.1	4.1	4.8	2.8
Semi-skilled worker	3.2	3.6	2.9	4.2	2.9	2.6	2.8	3.1	3.1	2.1	3.9	4.2	3.3
Unemployed	4.7	5.3	4.0	6.0	4.6	4.5	4.5	4.7	4.1	3.6	12.6	12.0	13.5
Other	21.0	24.2	17.8	26.7	21.4	21.0	22.3	21.5	18.4	15.6	30.7	33.7	25.5

2012 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your mother's occupation													
Accountant or actuary	5.4	5.3	5.5	5.5	5.0	4.7	5.0	5.4	5.5	5.4	5.4	5.1	5.9
Actor or entertainer	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Architect or urban planner	0.3	0.2	0.3	0.2	0.2	0.3	0.1	0.2	0.3	0.4	0.1	0.0	0.1
Artist	0.6	0.6	0.7	0.5	0.7	0.8	0.5	0.6	0.6	0.8	0.2	0.2	0.2
Business (clerical)	3.8	3.7	4.0	3.7	3.7	3.6	3.8	3.7	4.1	3.5	3.5	3.2	3.9
Business executive (management, administrator)	6.2	5.8	6.6	5.4	6.2	6.4	6.3	5.9	6.5	7.1	6.1	5.7	6.8
Business owner or proprietor	3.3	3.1	3.6	2.8	3.5	3.7	3.2	3.3	3.3	4.4	2.9	2.4	3.7
Business salesperson or buyer	2.3	2.1	2.4	2.1	2.1	2.1	2.5	1.9	2.5	2.1	1.7	2.2	0.7
Clergy (minister, priest)	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.4	0.1	0.1	0.2	0.1	0.3
Clergy (other religious)	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.2	0.1	0.1	0.0
Clinical psychologist	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.2	0.2	0.3	0.2	0.2	0.2
College administrator/staff	0.6	0.6	0.6	0.4	0.8	0.9	0.8	0.8	0.6	0.7	0.5	0.3	0.7
College teacher	0.5	0.5	0.6	0.3	0.7	0.7	0.5	0.7	0.5	0.8	0.4	0.3	0.4
Computer programmer or analyst	1.3	1.1	1.6	1.1	1.0	1.0	1.0	1.0	1.6	1.6	1.5	1.5	1.6
Conservationist or forester	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Dentist (including orthodontist)	0.6	0.6	0.5	0.6	0.6	0.5	0.6	0.6	0.5	0.6	0.2	0.2	0.2
Dietitian or nutritionist	0.3	0.3	0.4	0.3	0.3	0.3	0.3	0.4	0.4	0.3	0.2	0.3	0.0
Engineer	1.1	0.7	1.5	0.8	0.7	0.7	0.6	0.7	1.5	1.3	0.4	0.4	0.4
Farmer or rancher	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.2	0.2	0.1	0.1	0.1	0.1
Foreign service worker (including diplomat)	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0
Homemaker (full-time)	7.2	6.2	8.2	5.3	7.1	6.8	8.1	7.0	7.4	11.6	1.4	1.2	1.8
Interior decorator (including designer)	0.4	0.3	0.4	0.3	0.4	0.5	0.3	0.3	0.4	0.5	0.2	0.1	0.3
Lab technician or hygienist	0.6	0.6	0.7	0.7	0.6	0.6	0.7	0.5	0.7	0.6	0.4	0.5	0.3
Law enforcement officer	0.4	0.4	0.3	0.4	0.4	0.3	0.3	0.4	0.3	0.4	1.8	1.4	2.6
Lawyer (attorney) or judge	1.1	0.9	1.4	0.6	1.3	1.7	1.2	0.9	1.2	2.0	0.8	0.7	1.1
Military service (career)	0.3	0.3	0.2	0.4	0.2	0.1	0.2	0.4	0.2	0.3	1.4	0.8	2.5
Musician (performer, composer)	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.3	0.2	0.2	0.1	0.0	0.3
Nurse	7.9	8.3	7.4	8.4	8.3	7.6	9.3	8.7	7.7	6.1	11.4	13.3	8.0
Optometrist	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.2	0.3	0.0
Pharmacist	0.5	0.5	0.6	0.4	0.5	0.5	0.5	0.6	0.6	0.7	0.7	0.5	1.1
Physician	1.0	0.7	1.4	0.4	1.1	1.4	0.7	1.0	1.2	2.2	0.6	0.2	1.4
Policymaker/Government	0.5	0.5	0.5	0.4	0.5	0.5	0.6	0.5	0.5	0.6	1.6	1.9	1.1
School counselor	0.3	0.4	0.3	0.3	0.4	0.4	0.3	0.4	0.3	0.3	0.5	0.5	0.6
School principal or superintendent	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.2	0.5	0.4	0.5
Scientific researcher	0.4	0.3	0.5	0.2	0.4	0.5	0.3	0.3	0.4	0.7	0.2	0.3	0.2
Social, welfare, or recreation worker	1.8	1.9	1.7	1.9	1.9	1.9	1.8	2.1	1.8	1.7	3.8	4.2	3.1
Therapist (physical, occupational, speech)	1.6	1.6	1.7	1.4	1.7	1.8	1.6	1.6	1.7	1.7	0.7	0.8	0.6
Teacher or administrator (elementary)	7.2	7.3	7.0	6.9	7.6	7.0	7.4	8.4	7.3	6.0	5.2	5.3	4.9
Teacher or administrator (secondary)	3.5	3.5	3.5	3.2	3.8	3.8	3.3	4.1	3.5	3.1	2.8	2.8	2.8
Veterinarian	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.0	0.0	0.1
Writer or journalist	0.5	0.5	0.5	0.3	0.6	0.8	0.4	0.5	0.5	0.6	0.2	0.1	0.4
Skilled trades	1.5	1.5	1.4	1.5	1.4	1.5	1.3	1.5	1.5	1.1	2.1	1.8	2.7
Laborer (unskilled)	2.1	2.2	1.9	2.8	1.6	1.5	1.6	1.6	2.1	1.4	1.3	1.2	1.6
Semi-skilled worker	2.1	2.1	2.1	2.5	1.7	1.7	1.7	1.8	2.2	1.7	2.1	1.7	2.6
Unemployed	9.1	9.6	8.5	10.6	8.5	9.0	8.6	8.0	8.5	8.7	10.1	9.6	11.0
Other	22.3	24.4	20.0	26.2	22.5	22.4	23.1	22.3	20.7	17.3	25.9	27.7	22.8

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	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Race/Ethnicity—mark all that apply (total may add to more than 100%)													
American Indian/Alaska Native	2.6	3.1	2.1	3.5	2.6	2.4	2.1	3.0	2.2	1.8	3.8	3.8	3.7
Asian American/Asian	10.7	7.3	14.3	8.4	6.1	7.4	6.4	4.5	12.9	20.0	1.1	1.0	1.2
Native Hawaiian/Pacific Islander	1.2	1.3	1.0	1.7	0.9	0.7	1.6	0.8	1.0	1.0	0.4	0.5	0.4
African American/Black	11.5	14.2	8.5	13.7	14.7	12.7	11.7	18.1	7.6	12.1	96.0	95.5	96.7
Mexican American/Chicano	7.7	9.1	6.3	14.1	3.6	2.6	5.9	3.4	6.9	3.9	0.6	0.4	1.0
Puerto Rican	1.6	2.0	1.1	1.6	2.4	3.2	3.1	1.3	0.9	1.9	1.9	2.2	1.4
Other Latino	5.2	6.2	4.1	7.4	4.8	5.3	7.5	3.0	3.7	5.6	1.5	1.2	2.1
White/Caucasian	69.7	67.7	71.9	61.2	74.9	75.6	71.8	75.6	74.0	63.6	5.2	5.6	4.6
Other	3.5	3.7	3.3	3.8	3.6	4.2	3.6	3.1	3.0	4.4	4.1	3.6	4.9
Students “agree strongly” or “agree somewhat”:													
Abortion should be legal	61.1	57.7	64.8	57.6	57.8	68.0	55.2	48.3	64.2	67.0	58.3	55.5	63.2
The death penalty should be abolished	35.5	34.3	36.8	32.2	36.5	38.4	39.0	33.4	35.5	41.9	43.5	42.2	45.7
Racial discrimination is no longer a major problem in America	23.0	23.7	22.2	25.2	22.1	20.6	22.3	23.4	22.7	20.0	12.5	12.4	12.7
Realistically, an individual can do little to bring about changes in our society	28.2	30.6	25.6	33.0	28.1	27.5	28.2	28.7	25.8	24.6	38.5	39.8	36.0
Wealthy people should pay a larger share of taxes than they do now	64.6	65.8	63.2	66.7	65.0	68.8	63.5	61.6	63.3	62.9	77.0	75.5	79.7
Same-sex couples should have the right to legal marital status	75.0	71.9	78.3	73.6	70.2	80.7	74.3	57.0	78.1	78.9	66.4	63.1	72.3
A national health care plan is needed to cover everybody’s medical costs	62.7	64.1	61.3	65.1	63.0	69.0	63.0	56.6	60.5	64.3	86.8	86.1	88.1
Dissent is a critical component of the political process	61.0	57.9	64.3	56.9	59.0	62.5	58.7	55.5	62.9	69.9	59.9	58.1	63.1
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	41.9	44.7	38.9	45.7	43.7	44.2	40.8	44.5	38.9	38.8	63.1	61.6	65.8
Colleges should prohibit racist/sexist speech on campus	67.8	68.5	67.0	67.6	69.5	69.5	71.0	68.9	66.4	69.3	61.5	62.4	59.9
How would you characterize your political views?													
Far left	2.8	2.9	2.7	2.6	3.2	3.9	2.3	2.9	2.7	2.8	7.3	7.2	7.5
Liberal	26.8	24.4	29.3	23.5	25.3	31.1	23.4	20.3	28.7	31.6	29.4	27.9	31.9
Middle-of-the-road	47.5	49.0	45.8	51.5	46.3	46.7	49.1	44.7	46.4	43.6	45.4	46.0	44.4
Conservative	21.1	21.6	20.7	20.3	23.0	16.8	23.3	29.2	20.7	20.6	14.3	15.4	12.5
Far right	1.8	2.1	1.5	2.0	2.2	1.6	2.0	2.9	1.5	1.5	3.6	3.5	3.8
The following reasons were “Very Important” in deciding to go to college:													
To be able to get a better job	87.9	87.5	88.2	89.1	85.8	86.0	90.5	83.4	88.3	88.2	92.7	94.1	90.3
To gain a general education and appreciation of ideas	72.8	72.8	72.7	71.6	74.1	76.3	75.5	71.2	71.7	76.7	83.0	82.8	83.4
To make me a more cultured person	50.6	49.3	51.9	47.1	51.6	54.0	51.9	49.0	50.2	58.6	64.1	60.5	70.5
To be able to make more money	74.6	75.5	73.7	79.1	71.5	72.1	76.9	68.3	74.3	71.2	90.4	92.1	87.3
To learn more about things that interest me	82.5	81.5	83.6	80.8	82.3	83.9	81.8	80.9	83.1	85.2	84.9	83.7	87.0
To get training for a specific career	79.3	80.4	78.1	83.5	77.0	74.1	80.2	78.5	78.9	74.9	87.6	88.3	86.3
To prepare myself for graduate or professional school	61.9	61.5	62.3	62.5	60.4	60.7	64.3	58.3	62.2	63.1	78.2	78.3	78.0

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
During your last year in high school, how much time did you spend during a typical week doing the following activities?													
Studying/homework													
None	2.1	2.3	1.9	2.7	1.9	1.6	1.5	2.4	2.1	1.0	3.8	4.8	1.9
Less than one hour	10.7	11.9	9.5	13.2	10.4	10.4	8.8	11.3	10.5	5.6	16.6	19.5	11.5
1 to 2 hours	21.4	24.1	18.4	26.8	21.1	20.3	19.6	22.5	19.7	13.7	33.1	34.5	30.6
3 to 5 hours	27.4	27.8	27.1	28.7	26.7	26.1	27.2	27.2	27.9	23.9	25.1	23.2	28.4
6 to 10 hours	19.4	18.0	21.0	16.4	19.8	20.1	21.6	18.7	20.4	23.1	12.2	10.5	15.2
11 to 15 hours	9.7	8.5	11.0	6.7	10.4	10.6	11.2	9.7	10.0	14.9	4.5	4.0	5.3
16 to 20 hours	5.2	4.3	6.2	3.2	5.6	6.2	6.1	4.7	5.2	9.7	2.1	1.5	3.1
Over 20 hours	4.1	3.2	5.1	2.4	4.1	4.7	4.0	3.6	4.3	8.1	2.7	1.9	4.1
Socializing with friends													
None	0.5	0.5	0.4	0.6	0.5	0.4	0.5	0.5	0.4	0.4	0.9	1.1	0.6
Less than one hour	2.1	2.4	1.7	2.6	2.1	2.0	2.2	2.3	1.8	1.4	3.9	3.8	3.9
1 to 2 hours	8.7	9.5	7.8	10.6	8.2	7.6	8.4	8.9	8.0	7.1	11.1	10.4	12.4
3 to 5 hours	22.6	22.9	22.4	23.7	21.9	21.4	21.6	22.6	22.5	22.1	24.6	24.0	25.7
6 to 10 hours	26.9	25.5	28.3	24.7	26.4	26.2	27.1	26.3	28.2	28.9	21.6	22.0	20.9
11 to 15 hours	16.8	16.2	17.5	15.3	17.1	17.2	17.2	16.8	17.3	18.0	12.1	11.9	12.5
16 to 20 hours	9.4	9.1	9.7	8.5	9.7	10.3	9.8	9.1	9.5	10.4	7.5	7.2	7.9
Over 20 hours	13.1	14.0	12.1	13.9	14.0	14.9	13.2	13.5	12.2	11.8	18.3	19.5	16.2
Talking with teachers outside of class													
None	9.6	10.0	9.0	11.4	8.6	8.5	7.1	9.3	9.5	7.2	11.7	12.8	9.7
Less than one hour	40.9	40.9	41.0	42.6	39.1	38.4	39.3	39.7	42.0	36.9	34.3	36.1	31.0
1 to 2 hours	31.8	30.8	32.8	29.1	32.7	33.0	34.4	31.6	32.1	35.7	28.8	27.9	30.4
3 to 5 hours	12.4	12.4	12.3	11.5	13.5	14.0	13.2	13.1	11.8	14.4	15.7	14.5	17.7
6 to 10 hours	3.4	3.5	3.2	3.2	3.8	3.7	3.9	3.8	3.0	3.9	5.4	4.9	6.2
11 to 15 hours	1.1	1.2	0.9	1.2	1.2	1.2	1.1	1.3	0.9	1.0	1.9	1.8	2.1
16 to 20 hours	0.4	0.5	0.3	0.5	0.5	0.6	0.5	0.5	0.3	0.5	1.0	0.9	1.1
Over 20 hours	0.5	0.6	0.4	0.5	0.6	0.6	0.5	0.7	0.3	0.5	1.3	1.0	1.8
Exercise or sports													
None	5.2	5.6	4.7	6.2	5.0	5.3	4.5	4.9	4.8	4.2	9.4	9.5	9.2
Less than one hour	8.2	8.5	8.0	9.2	7.6	7.7	7.1	7.9	8.2	7.2	10.4	10.9	9.6
1 to 2 hours	14.6	14.7	14.5	16.0	13.2	13.3	13.1	13.3	14.6	13.9	17.4	18.0	16.4
3 to 5 hours	18.9	18.2	19.6	19.0	17.2	17.1	17.5	17.2	19.6	19.9	19.9	19.4	20.9
6 to 10 hours	18.9	17.3	20.6	17.2	17.5	18.2	18.1	16.5	20.5	20.9	13.9	12.9	15.7
11 to 15 hours	14.3	14.1	14.6	13.0	15.3	15.2	15.3	15.3	14.5	15.1	9.8	9.5	10.4
16 to 20 hours	8.8	9.1	8.6	8.1	10.1	10.0	10.7	10.0	8.5	8.9	6.9	6.4	7.6
Over 20 hours	11.0	12.5	9.4	11.1	14.0	13.3	13.7	14.9	9.3	9.9	12.2	13.3	10.3
Partying													
None	37.3	38.1	36.5	37.3	39.0	34.6	34.7	45.7	37.4	33.2	23.5	24.5	21.7
Less than one hour	16.0	15.4	16.6	15.6	15.2	15.2	15.3	15.1	16.6	16.6	13.1	11.8	15.5
1 to 2 hours	16.6	16.5	16.7	17.1	15.9	16.6	17.1	14.5	16.4	18.1	20.0	19.9	20.2
3 to 5 hours	16.3	16.0	16.7	16.1	15.8	17.5	17.9	13.0	16.4	18.1	22.1	22.3	21.8
6 to 10 hours	8.2	8.0	8.3	7.8	8.2	9.5	9.3	6.4	8.2	8.7	10.5	10.4	10.9
11 to 15 hours	2.9	3.0	2.8	3.0	3.0	3.5	3.0	2.5	2.8	2.9	4.7	4.6	4.9
16 to 20 hours	1.2	1.3	1.1	1.3	1.3	1.4	1.4	1.3	1.1	1.2	1.9	1.8	2.1
Over 20 hours	1.4	1.7	1.1	1.9	1.6	1.6	1.5	1.6	1.1	1.2	4.1	4.7	2.9

2012 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
During your last year in high school, how much time did you spend during a typical week doing the following activities?													
Working (for pay)													
None	42.3	41.9	42.7	42.9	40.9	41.7	39.8	40.5	40.8	50.0	42.4	40.7	45.5
Less than one hour	3.4	3.4	3.4	3.3	3.6	3.5	3.3	3.9	3.3	3.9	3.8	3.2	4.8
1 to 2 hours	5.0	5.0	5.1	4.6	5.4	5.2	4.7	5.8	4.8	5.9	4.7	4.9	4.5
3 to 5 hours	8.3	8.4	8.2	7.9	9.0	8.7	9.4	9.2	8.0	9.1	7.7	7.7	7.6
6 to 10 hours	11.3	11.3	11.3	10.6	12.1	11.7	13.0	12.0	11.5	10.8	11.1	11.5	10.3
11 to 15 hours	10.0	9.8	10.3	9.6	10.0	10.0	10.2	9.9	11.0	8.0	6.9	7.4	5.9
16 to 20 hours	9.3	9.2	9.4	9.7	8.7	8.6	9.4	8.5	10.1	6.3	8.2	7.9	8.7
Over 20 hours	10.3	10.9	9.6	11.5	10.3	10.6	10.1	10.2	10.6	6.0	15.2	16.7	12.7
Volunteer work													
None	25.7	27.9	23.3	30.5	25.1	26.1	21.3	25.9	24.4	19.0	27.0	31.6	18.8
Less than one hour	20.5	20.1	20.8	19.8	20.5	20.0	19.9	21.4	21.5	18.4	15.6	15.8	15.2
1 to 2 hours	25.3	24.1	26.7	22.9	25.4	25.2	26.7	25.0	26.1	28.8	22.6	21.6	24.5
3 to 5 hours	15.8	14.9	16.8	14.3	15.6	15.4	17.5	14.9	16.0	19.8	16.3	15.0	18.8
6 to 10 hours	6.7	6.6	6.8	6.4	6.7	6.6	7.4	6.4	6.6	7.7	8.4	6.8	11.3
11 to 15 hours	2.4	2.4	2.4	2.2	2.7	2.6	2.8	2.7	2.4	2.8	3.5	3.0	4.3
16 to 20 hours	1.3	1.3	1.2	1.2	1.4	1.5	1.5	1.3	1.2	1.4	2.0	2.0	2.1
Over 20 hours	2.3	2.6	2.0	2.6	2.6	2.6	3.0	2.4	2.0	2.2	4.5	4.3	5.0
Student clubs/groups													
None	28.2	31.9	24.2	34.7	28.9	28.4	26.1	30.8	26.0	17.3	31.5	35.0	25.5
Less than one hour	14.0	14.3	13.7	14.7	13.9	14.1	14.0	13.8	14.1	12.0	10.4	11.2	9.0
1 to 2 hours	24.7	23.7	25.9	22.9	24.6	24.9	26.3	23.4	25.3	28.0	22.6	22.1	23.5
3 to 5 hours	17.4	15.9	19.1	14.3	17.5	17.6	18.3	17.0	18.2	22.5	17.5	15.5	21.0
6 to 10 hours	8.1	7.3	9.0	6.9	7.9	8.0	8.3	7.6	8.5	10.8	8.7	7.0	11.7
11 to 15 hours	3.4	3.0	3.8	2.8	3.3	3.2	3.5	3.3	3.7	4.5	3.7	3.4	4.1
16 to 20 hours	1.7	1.6	1.9	1.5	1.7	1.8	1.7	1.6	1.8	2.1	1.8	2.0	1.4
Over 20 hours	2.4	2.2	2.5	2.3	2.2	2.1	1.9	2.4	2.5	2.8	3.8	3.8	3.8
Watching TV													
None	8.9	8.6	9.3	8.6	8.6	9.0	7.5	8.6	9.1	10.0	8.3	9.0	7.1
Less than one hour	16.6	16.8	16.3	17.7	15.8	16.0	15.5	15.7	16.4	15.9	16.9	16.3	18.0
1 to 2 hours	24.9	24.8	25.0	25.4	24.2	24.4	25.2	23.4	25.1	24.5	20.8	20.6	21.0
3 to 5 hours	26.0	25.7	26.3	25.2	26.3	26.1	27.2	25.9	26.4	26.0	24.1	23.6	24.9
6 to 10 hours	14.0	14.0	14.0	13.3	14.7	14.4	14.4	15.1	13.8	14.5	13.2	13.0	13.7
11 to 15 hours	5.0	5.1	4.9	4.9	5.3	5.1	5.3	5.6	5.0	4.7	5.8	6.7	4.4
16 to 20 hours	2.0	2.1	1.9	2.0	2.3	2.3	2.3	2.3	1.9	2.1	3.8	3.5	4.3
Over 20 hours	2.6	2.9	2.3	2.9	3.0	2.8	2.5	3.3	2.2	2.3	7.1	7.3	6.6

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
During your last year in high school, how much time did you spend during a typical week doing the following activities?													
Household/childcare duties													
None	19.5	19.7	19.3	18.8	20.7	22.1	17.9	20.5	18.7	21.4	18.4	19.2	17.0
Less than one hour	20.1	19.0	21.4	18.4	19.7	20.6	19.3	18.9	21.4	21.4	16.3	16.5	16.0
1 to 2 hours	30.2	29.3	31.1	29.4	29.2	28.6	30.5	29.2	31.2	30.7	26.0	25.6	26.8
3 to 5 hours	18.7	19.1	18.4	19.9	18.3	17.6	19.4	18.4	18.7	17.1	18.2	18.6	17.5
6 to 10 hours	6.5	7.1	5.9	7.4	6.8	6.4	7.3	7.0	5.9	5.8	9.0	8.6	9.9
11 to 15 hours	2.4	2.7	2.1	2.8	2.5	2.3	2.6	2.7	2.1	1.8	4.4	4.2	4.6
16 to 20 hours	1.0	1.2	0.8	1.2	1.2	1.0	1.3	1.3	0.9	0.7	2.5	2.4	2.7
Over 20 hours	1.5	1.9	1.1	2.0	1.7	1.3	1.8	2.0	1.1	1.1	5.1	5.0	5.4
Reading for pleasure													
None	29.0	31.2	26.7	32.0	30.3	29.6	30.2	31.0	27.5	23.5	33.8	37.0	28.2
Less than one hour	23.9	23.3	24.6	23.4	23.2	23.4	24.5	22.4	24.6	24.9	23.6	24.5	22.0
1 to 2 hours	22.5	21.4	23.6	21.4	21.4	21.7	21.9	20.8	23.2	25.0	20.4	18.8	23.3
3 to 5 hours	14.1	13.4	14.7	12.9	14.0	14.2	13.2	14.1	14.5	15.7	11.8	10.0	14.8
6 to 10 hours	6.0	5.9	6.2	5.6	6.3	6.3	6.0	6.5	6.1	6.5	4.6	4.2	5.3
11 to 15 hours	2.4	2.5	2.3	2.5	2.6	2.5	2.3	2.8	2.3	2.4	2.8	2.7	2.9
16 to 20 hours	1.0	1.1	0.9	1.0	1.1	1.1	0.9	1.3	0.9	0.9	1.1	0.9	1.3
Over 20 hours	1.1	1.2	0.9	1.3	1.1	1.2	0.9	1.1	0.9	1.1	2.0	1.8	2.3
Playing video/computer games													
None	45.1	45.6	44.5	45.0	46.3	47.1	48.7	44.2	43.9	46.7	45.7	43.8	48.9
Less than one hour	17.0	17.0	17.0	17.0	17.0	17.1	16.9	16.8	17.2	16.3	17.2	17.9	15.9
1 to 2 hours	13.9	13.9	13.8	14.0	13.8	13.3	13.7	14.5	13.9	13.6	14.9	15.7	13.6
3 to 5 hours	11.3	11.1	11.6	11.3	10.8	10.8	10.0	11.3	11.8	11.0	10.0	10.6	8.8
6 to 10 hours	6.4	6.2	6.7	6.2	6.2	6.0	5.7	6.6	6.7	6.5	5.6	4.9	6.9
11 to 15 hours	3.0	3.0	3.0	3.1	2.9	2.8	2.8	3.1	3.0	2.8	2.7	2.8	2.7
16 to 20 hours	1.4	1.4	1.4	1.4	1.3	1.2	0.9	1.5	1.4	1.3	1.2	1.3	1.0
Over 20 hours	2.0	1.9	2.0	2.2	1.7	1.8	1.3	1.9	2.1	1.8	2.7	3.0	2.2
Online social networks (Myspace, Facebook, etc.)													
None	5.8	6.3	5.2	6.9	5.5	5.2	5.6	5.8	5.3	4.7	6.4	5.7	7.7
Less than one hour	17.6	18.1	17.0	19.6	16.5	16.4	16.3	16.8	17.5	14.9	17.9	18.4	16.9
1 to 2 hours	26.3	25.8	26.8	25.9	25.8	25.3	26.1	26.1	27.2	25.4	20.6	20.2	21.3
3 to 5 hours	24.9	23.7	26.2	22.6	24.8	24.7	25.4	24.7	25.9	27.7	19.2	18.2	20.9
6 to 10 hours	12.8	12.5	13.0	11.9	13.3	13.6	13.6	12.8	12.6	14.5	12.6	13.0	11.9
11 to 15 hours	5.5	5.6	5.3	5.4	6.0	6.2	5.8	5.8	5.1	6.2	7.6	7.8	7.2
16 to 20 hours	2.8	3.0	2.5	2.8	3.2	3.4	2.9	3.0	2.5	2.5	4.0	4.4	3.4
Over 20 hours	4.4	4.9	3.8	4.9	4.9	5.1	4.4	5.0	3.8	4.1	11.7	12.3	10.6

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
The following reasons were "Very Important" in deciding to go to this particular college:													
My parents wanted me to come here	15.1	16.6	13.5	17.3	15.9	14.5	17.6	16.5	13.1	14.9	20.5	19.9	21.7
My relatives wanted me to come here	6.8	7.7	5.8	8.3	7.0	5.9	7.5	7.7	5.8	5.9	14.7	14.2	15.6
My teacher advised me	6.8	7.7	5.8	8.4	7.1	7.3	7.2	6.8	5.7	5.9	9.9	9.2	11.2
This college has a very good academic reputation	63.8	60.0	67.8	54.1	66.3	67.8	70.0	63.0	65.9	75.2	48.9	43.9	57.6
This college has a good reputation for its social activities	40.2	37.5	43.1	35.4	39.8	40.3	39.6	39.2	43.2	42.8	42.4	38.8	48.7
I was offered financial assistance	45.6	50.0	40.9	37.7	63.2	60.2	66.7	64.8	38.0	51.7	44.3	47.8	38.3
The cost of attending this college	43.3	46.4	39.9	54.1	38.0	38.0	42.4	36.0	41.9	32.3	48.9	55.3	37.5
High school counselor advised me	10.3	11.9	8.6	12.9	10.9	12.0	12.5	8.9	8.1	10.4	15.2	14.9	15.7
Private college counselor advised me	3.8	4.6	3.0	3.7	5.5	5.4	5.2	5.8	2.5	4.8	6.4	5.6	7.8
I wanted to live near home	20.1	23.5	16.5	26.9	19.8	18.4	24.2	19.3	16.9	14.8	19.2	22.1	14.0
Not offered aid by first choice	9.5	10.1	8.8	10.1	10.0	9.5	12.3	9.6	8.7	9.3	16.3	16.2	16.6
Could not afford first choice	13.4	14.5	12.3	17.1	11.6	11.1	14.3	10.9	12.9	9.7	20.1	22.4	16.1
This college's graduates gain admission to top graduate/professional schools	32.8	29.4	36.4	24.7	34.5	36.5	37.8	30.9	34.4	44.0	31.5	26.3	40.5
This college's graduates get good jobs	55.9	53.1	58.8	48.2	58.4	60.0	64.4	53.8	56.1	69.2	49.6	44.9	57.7
I was attracted by the religious affiliation/orientation of this college	7.4	10.0	4.5	4.1	16.3	4.4	17.9	28.0	2.9	10.9	12.5	10.6	15.8
I wanted to go to a school about the size of this college	38.8	42.8	34.5	33.2	53.1	51.2	55.0	54.1	32.7	41.6	34.2	32.6	37.1
Rankings in national magazines	18.2	13.4	23.3	10.5	16.5	18.8	17.7	13.7	21.8	29.1	15.4	10.4	24.1
Information from a website	18.7	18.1	19.3	16.2	20.0	22.7	19.2	17.6	18.1	23.9	24.1	21.7	28.3
I was admitted through an Early Action or Early Decision program	13.7	13.9	13.4	10.7	17.5	20.9	17.6	13.8	11.4	20.7	14.4	12.6	17.5
The athletic department recruited me	8.9	13.1	4.2	7.8	18.9	15.8	15.3	23.7	3.7	6.4	9.8	10.3	8.9
A visit to this campus	41.8	43.4	40.0	35.6	51.7	53.5	50.3	50.5	38.3	46.8	39.4	37.0	43.5
Ability to take online courses	3.2	4.0	2.4	5.3	2.6	2.0	2.5	3.2	2.4	2.1	7.5	7.7	7.1
The percentage of students that graduate from this college	30.4	32.1	28.7	27.6	36.9	36.9	42.3	34.3	27.5	33.1	32.2	28.1	39.4

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Student rated self as “Highest 10%” or “Above Average” as compared with the average person their age:													
Academic ability	69.0	61.9	76.7	59.4	64.6	64.8	64.8	64.3	75.3	81.9	63.3	61.5	66.5
Artistic ability	29.3	28.3	30.3	27.3	29.3	30.5	24.7	30.3	29.7	32.5	35.8	31.6	43.0
Competitiveness	57.8	55.7	60.0	54.9	56.6	55.5	57.2	57.4	59.5	61.9	60.8	59.6	63.1
Computer skills	34.8	33.0	36.8	34.9	30.9	31.2	31.8	30.2	36.8	36.6	46.0	46.2	45.6
Cooperativeness	69.1	67.4	70.8	66.9	68.0	68.2	69.2	67.2	70.2	73.1	70.8	69.9	72.3
Creativity	53.4	52.1	54.9	50.8	53.5	55.4	50.8	52.7	54.0	58.4	62.5	60.1	66.7
Drive to achieve	76.4	74.2	78.9	72.6	75.9	75.9	77.5	75.1	77.9	82.8	82.0	81.2	83.5
Emotional health	51.5	49.1	54.1	48.8	49.5	49.0	50.7	49.5	53.5	56.3	54.3	54.6	53.7
Leadership ability	61.1	58.8	63.6	57.5	60.0	59.5	60.6	60.3	62.8	66.7	69.4	69.3	69.5
Mathematical ability	44.8	38.5	51.6	38.7	38.2	38.3	38.4	37.9	50.7	54.8	39.3	39.8	38.3
Physical health	54.7	53.0	56.4	51.5	54.7	54.4	55.8	54.4	56.1	57.8	53.3	52.5	54.6
Popularity	32.7	31.0	34.5	30.1	32.0	31.8	32.2	32.1	33.6	37.7	43.4	42.7	44.7
Public speaking ability	36.8	33.8	40.0	32.7	35.1	34.4	35.4	35.6	38.9	44.0	42.7	39.9	47.6
Self-confidence (intellectual)	57.8	53.7	62.4	52.6	54.8	54.2	54.0	55.9	61.4	66.1	69.5	68.6	71.2
Self-confidence (social)	47.8	46.5	49.2	46.8	46.1	44.9	46.4	47.1	48.8	51.0	66.0	65.0	67.9
Self-understanding	57.0	54.6	59.6	53.9	55.4	55.5	54.9	55.5	58.6	63.5	68.9	68.2	70.1
Spirituality	35.9	36.7	35.0	35.8	37.8	31.4	36.4	45.0	34.2	38.0	53.8	52.7	55.7
Understanding of others	67.9	66.1	69.9	65.0	67.2	68.1	67.7	65.9	69.1	72.9	68.2	67.8	68.8
Writing ability	46.3	43.0	49.9	41.4	44.7	46.0	43.8	43.9	48.7	54.4	49.1	47.2	52.4
Military Status:													
None	97.0	95.3	98.8	91.9	99.0	99.3	98.6	98.8	98.8	99.1	96.5	96.3	96.9
ROTC, cadet, or midshipman at a service academy	2.6	4.2	0.9	7.3	0.8	0.5	1.2	0.8	1.0	0.8	3.0	3.2	2.5
In Active Duty, Reserves, or National Guard	0.3	0.4	0.2	0.6	0.2	0.1	0.1	0.2	0.2	0.1	0.4	0.3	0.5
A discharged veteran NOT serving in Active Duty, Reserves, or National Guard	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.0	0.1	0.1	0.1
How would you describe the racial composition of the high school you last attended?													
Completely White	6.9	6.6	7.2	5.7	7.6	7.8	7.4	7.6	7.4	6.7	1.8	1.4	2.6
Mostly White	48.5	45.9	51.3	39.9	52.3	53.5	53.9	50.4	51.7	49.8	18.9	17.2	22.1
Roughly half non-White	23.7	24.2	23.2	25.0	23.4	22.5	20.0	25.9	23.0	24.0	24.2	24.7	23.4
Mostly non-White	16.4	17.6	15.1	22.0	12.9	12.7	14.0	12.5	15.0	15.2	37.4	39.8	33.1
Completely non-White	4.5	5.6	3.2	7.4	3.8	3.5	4.7	3.6	2.9	4.2	17.6	16.9	18.8
How would you describe the racial composition of the neighborhood where you grew up?													
Completely White	18.5	17.9	19.0	15.5	20.5	20.8	20.9	19.9	19.9	16.0	3.2	3.0	3.4
Mostly White	46.7	43.7	49.8	39.3	48.4	49.3	46.7	48.4	50.1	48.8	16.1	13.9	19.8
Roughly half non-White	13.9	14.3	13.5	15.4	13.0	12.4	12.3	13.9	13.1	15.0	18.7	19.2	18.0
Mostly non-White	13.8	15.2	12.3	18.5	11.6	11.6	12.7	11.2	12.1	13.2	32.6	34.3	29.6
Completely non-White	7.2	8.9	5.3	11.2	6.5	5.9	7.4	6.6	4.8	7.1	29.5	29.6	29.2

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	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
How many years do you expect it will take you to graduate from this college?													
1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2	0.4	0.5	0.3	0.5	0.5	0.6	0.3	0.5	0.4	0.1	0.4	0.3	0.5
3	2.2	1.7	2.6	1.3	2.2	1.8	1.5	3.0	2.8	2.1	1.9	1.6	2.6
4	84.3	85.1	83.5	81.2	89.2	89.5	89.3	88.8	84.7	79.2	84.7	83.9	86.1
5	8.6	7.9	9.3	11.3	4.3	4.0	5.9	3.9	7.8	15.0	7.3	8.9	4.5
6+	2.7	2.3	3.1	2.7	1.9	2.7	1.6	1.2	3.1	3.0	1.4	1.8	0.6
Do not plan to graduate from this college	1.8	2.5	1.1	3.1	1.9	1.4	1.4	2.6	1.2	0.6	4.3	3.5	5.7
Objectives considered to be "Essential" or "Very Important":													
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	16.6	17.6	15.4	17.3	18.0	17.8	13.9	20.1	14.9	17.3	31.8	29.8	35.2
Becoming an authority in my field	59.6	58.4	60.9	57.8	58.9	59.8	59.5	57.8	59.7	65.6	73.3	71.2	76.9
Obtaining recognition from my colleagues for contributions to my special field	58.4	56.5	60.4	56.2	56.9	59.0	58.7	54.0	59.7	62.9	70.0	67.5	74.4
Influencing the political structure	20.3	20.5	20.1	21.2	19.8	19.9	19.5	19.8	19.5	22.4	38.8	36.2	43.3
Influencing social values	41.7	42.0	41.5	41.0	43.0	41.8	43.6	43.9	40.6	44.7	57.9	54.3	64.0
Raising a family	73.6	74.1	73.1	72.8	75.3	72.5	79.6	76.3	72.8	74.5	77.1	76.2	78.6
Being very well off financially	81.0	80.9	81.1	83.5	78.2	79.4	84.0	74.1	81.3	80.4	88.6	87.9	89.8
Helping others who are in difficulty	72.0	72.1	71.9	70.7	73.6	72.1	75.9	74.2	71.1	74.9	78.3	75.8	82.7
Making a theoretical contribution to science	24.1	22.0	26.3	22.5	21.5	21.6	22.7	20.7	26.6	25.0	34.4	33.9	35.2
Writing original works (poems, novels, etc.)	16.7	17.4	15.9	17.1	17.6	17.9	14.9	18.6	15.4	17.7	32.8	30.5	36.7
Creating artistic works (painting, sculpture, etc.)	15.8	16.8	14.8	16.8	16.7	18.0	13.3	17.0	14.5	15.7	28.8	27.6	30.9
Becoming successful in a business of my own	41.2	41.5	40.7	42.4	40.7	41.8	41.0	39.3	39.4	45.7	68.7	66.9	71.8
Becoming involved in programs to clean up the environment	26.5	26.1	26.8	26.4	25.9	27.2	24.7	25.1	26.5	27.8	43.1	39.9	48.5
Developing a meaningful philosophy of life	45.6	43.5	47.8	41.7	45.4	45.7	43.5	45.9	46.8	51.5	55.9	53.5	60.0
Participating in a community action program	30.8	30.1	31.6	28.7	31.6	30.7	33.3	31.7	30.3	36.5	49.0	44.4	57.0
Helping to promote racial understanding	35.3	35.3	35.4	34.8	35.8	36.7	35.9	34.7	34.2	39.9	56.8	51.8	65.5
Keeping up to date with political affairs	34.5	32.0	37.2	30.7	33.3	34.7	34.1	31.5	35.8	42.4	46.7	42.7	53.5
Becoming a community leader	37.1	36.3	38.0	35.5	37.1	36.3	38.8	37.2	36.6	43.2	55.0	50.5	62.6
Improving my understanding of other countries and cultures	51.4	49.1	53.9	46.1	52.1	53.8	51.9	50.4	51.7	62.3	58.7	54.0	66.8
Adopting "green" practices to protect the environment	39.8	37.8	42.0	37.2	38.5	41.6	38.5	35.2	41.4	44.2	46.8	43.6	52.3

2012 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Student estimates "Very Good Chance" that they will:													
Change major field	12.8	11.9	13.9	12.3	11.5	12.4	10.5	11.1	14.1	12.9	9.8	9.6	10.2
Change career choice	12.1	11.0	13.3	10.0	12.0	13.1	10.6	11.4	13.1	13.8	8.2	7.7	9.2
Participate in student government	7.1	7.0	7.2	7.0	6.9	7.2	7.3	6.5	6.8	8.8	14.8	13.1	17.7
Get a job to help pay for college expenses	49.2	49.3	49.1	50.4	48.2	47.6	49.7	48.2	50.4	44.7	48.8	48.0	50.1
Work full-time while attending college	7.7	8.6	6.7	11.0	6.2	6.0	6.3	6.4	7.1	5.5	15.5	16.0	14.6
Join a social fraternity or sorority	12.3	11.0	13.7	12.2	9.7	10.1	7.0	10.6	13.0	16.3	30.2	29.6	31.2
Play club, intramural, or recreational sports	31.3	29.7	33.1	27.7	31.7	31.1	34.0	31.3	32.6	34.7	25.0	24.7	25.5
Play intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	13.7	19.8	7.1	14.5	25.3	23.2	20.4	29.9	6.2	10.3	20.9	22.3	18.4
Make at least a "B" average	68.5	65.3	71.9	62.1	68.6	69.7	70.3	66.6	70.6	76.4	67.0	65.8	69.1
Need extra time to complete your degree requirements	6.0	6.8	5.2	7.9	5.7	5.1	6.2	6.2	5.4	4.3	12.0	12.7	10.9
Participate in student protests or demonstrations	6.0	5.8	6.2	5.8	5.9	6.3	5.3	5.7	6.0	7.0	13.7	12.4	16.1
Transfer to another college before graduating	6.2	7.7	4.7	9.3	6.0	5.3	5.6	7.0	5.0	3.6	14.2	14.4	14.0
Be satisfied with your college	57.6	54.1	61.3	49.9	58.3	59.9	59.6	56.0	60.1	65.6	46.1	42.1	52.8
Participate in volunteer or community service work	33.1	30.4	35.9	25.3	35.7	34.1	39.1	35.7	33.3	45.5	39.7	30.9	54.6
Seek personal counseling	10.9	11.2	10.7	11.9	10.4	10.4	10.7	10.3	10.6	11.0	18.2	17.9	18.7
Communicate regularly with your professors	40.0	39.0	41.0	34.6	43.5	45.5	44.7	40.8	39.3	47.0	41.6	40.4	43.6
Socialize with someone of another racial/ethnic group	65.4	62.3	68.7	59.2	65.5	66.8	65.8	63.9	67.3	74.1	55.9	52.7	61.2
Participate in student clubs/groups	48.8	43.9	54.1	41.2	46.7	49.4	49.9	42.5	51.9	62.1	44.0	38.3	53.7
Participate in a study abroad program	32.0	29.1	35.1	23.1	35.1	37.3	36.6	32.1	32.1	46.2	30.9	25.0	41.0
Have a roommate of different race/ethnicity	28.1	27.3	28.9	25.1	29.6	31.1	28.4	28.4	26.0	39.4	22.9	22.6	23.4
Discuss course content with students outside of class	48.0	43.2	53.2	38.8	47.7	49.2	48.7	45.6	51.4	59.8	40.5	37.2	46.2
Work on a professor's research project	30.8	31.1	30.5	30.1	32.2	34.1	31.9	30.2	29.7	33.5	44.2	42.8	46.5
Get tutoring help in specific courses	33.5	33.6	33.3	34.3	32.9	33.3	36.1	31.0	34.1	30.4	48.5	47.1	51.0
Take courses from more than one college simultaneously	6.8	6.6	7.0	7.3	6.0	6.2	6.9	5.4	7.1	6.7	13.8	12.3	16.5
Take a leave of absence from this college temporarily	2.8	3.3	2.2	3.7	2.9	2.5	3.0	3.2	2.2	2.3	7.7	7.7	7.5

2012 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
CIRP Construct: Habits of Mind													
High Construct Score Group	29.6	27.0	32.5	25.5	28.7	30.8	29.5	26.1	30.8	39.3	33.4	30.4	38.9
Average Construct Score Group	41.9	41.2	42.6	40.8	41.6	41.6	41.9	41.5	43.0	41.0	37.8	39.3	35.2
Low Construct Score Group	28.5	31.8	24.9	33.7	29.7	27.6	28.7	32.5	26.2	19.7	28.8	30.4	25.9
Mean Score	50.07	49.31	50.90	48.89	49.78	50.32	50.04	49.09	50.51	52.43	50.44	49.82	51.56
CIRP Construct: Academic Self-Concept													
High Construct Score Group	22.3	17.7	27.2	16.7	18.7	18.7	18.0	19.1	25.8	32.6	26.3	25.8	27.4
Average Construct Score Group	46.0	43.5	48.7	42.0	45.0	45.1	45.9	44.3	48.7	48.6	38.3	37.5	39.8
Low Construct Score Group	31.8	38.9	24.1	41.3	36.3	36.2	36.1	36.6	25.4	18.8	35.3	36.8	32.8
Mean Score	48.98	47.56	50.50	47.25	47.90	47.89	47.91	47.91	50.17	51.77	49.50	49.32	49.83
CIRP Construct: Social Self-Concept													
High Construct Score Group	25.8	24.3	27.4	24.0	24.7	24.1	24.9	25.2	26.6	30.6	42.1	40.9	44.2
Average Construct Score Group	38.8	38.0	39.8	37.6	38.4	38.3	39.4	38.1	39.8	39.6	33.6	33.6	33.6
Low Construct Score Group	35.3	37.7	32.8	38.5	36.9	37.6	35.7	36.7	33.6	29.8	24.3	25.5	22.2
Mean Score	48.96	48.52	49.43	48.42	48.63	48.47	48.81	48.72	49.23	50.20	52.61	52.39	53.00
CIRP Construct: Pluralistic Orientation													
High Construct Score Group	27.0	24.8	29.3	24.5	25.0	27.0	24.8	23.0	28.4	33.0	30.5	29.5	32.2
Average Construct Score Group	45.3	44.0	46.8	43.8	44.2	44.7	45.1	43.3	46.9	46.4	39.6	38.4	41.7
Low Construct Score Group	27.7	31.3	23.9	31.7	30.8	28.3	30.1	33.7	24.7	20.6	29.9	32.0	26.1
Mean Score	49.86	49.13	50.63	49.07	49.20	49.75	49.28	48.59	50.43	51.45	50.07	49.63	50.87
CIRP Construct: Social Agency													
High Construct Score Group	25.5	24.9	26.2	24.0	25.8	25.6	27.2	25.3	24.8	31.2	46.3	41.1	55.2
Average Construct Score Group	44.8	44.6	45.0	44.0	45.1	44.6	45.8	45.4	45.2	44.5	38.3	40.3	34.9
Low Construct Score Group	29.7	30.6	28.8	32.0	29.1	29.8	27.1	29.4	30.0	24.4	15.4	18.7	9.9
Mean Score	49.39	49.19	49.61	48.85	49.54	49.43	49.94	49.46	49.27	50.87	54.27	53.07	56.34
CIRP Construct: Civic Engagement													
High Construct Score Group	24.0	22.6	25.5	21.0	24.5	24.8	24.9	24.0	24.4	30.0	35.7	30.7	44.9
Average Construct Score Group	47.3	47.5	47.1	47.3	47.7	47.2	48.4	47.9	47.2	46.9	43.8	45.7	40.3
Low Construct Score Group	28.7	29.9	27.3	31.7	27.8	27.9	26.7	28.2	28.4	23.1	20.5	23.6	14.8
Mean Score	49.74	49.42	50.08	49.01	49.88	49.93	50.03	49.76	49.81	51.17	52.19	51.15	54.07
CIRP Construct: College Reputation Orientation													
High Construct Score Group	26.7	23.4	30.2	18.6	28.6	30.4	31.9	25.0	28.3	37.5	21.8	16.6	31.0
Average Construct Score Group	40.8	40.8	40.9	40.6	41.0	41.1	42.6	40.3	40.3	42.9	38.1	38.8	36.9
Low Construct Score Group	32.5	35.8	29.0	40.9	30.4	28.6	25.5	34.7	31.4	19.7	40.1	44.6	32.1
Mean Score	48.49	47.86	49.16	46.94	48.86	49.21	49.80	48.04	48.75	50.76	47.10	46.21	48.66
CIRP Construct: Likelihood of College Involvement													
High Construct Score Group	26.4	22.9	30.0	18.5	27.5	29.3	30.1	24.3	27.1	40.9	28.7	22.3	39.7
Average Construct Score Group	44.9	44.1	45.7	45.4	42.7	42.2	42.6	43.3	46.7	42.2	40.4	39.4	42.1
Low Construct Score Group	28.8	33.0	24.2	36.0	29.8	28.5	27.3	32.4	26.2	16.9	30.9	38.2	18.3
Mean Score	49.18	48.27	50.17	47.48	49.08	49.43	49.70	48.41	49.64	52.13	48.94	47.34	51.68

APPENDIX A

Research Methodology

RESEARCH METHODOLOGY

The data reported here have been weighted to provide a normative picture of the American college first-year student population for persons engaged in policy analysis, human resource planning, campus administration, educational research, and guidance and counseling, as well as for the general community of students and parents. This Appendix provides a brief overview of the CIRP methodology and describes the procedures used to weight the annual freshman survey results to produce the national normative estimates.

Historical Overview

From 1966 to 1970, approximately 15 percent of the nation's institutions of higher education were selected by sampling procedures and invited to participate in the program. As the academic community became aware of the value of program participation, additional institutions asked to participate. Beginning in 1971, all institutions that have entering first-year classes and that respond to the U.S. Department of Education's Higher Education General Information Survey were invited to participate. A minimal charge plus a unit rate based on the number of forms processed helps to defray the direct costs of the survey.

The National Population for 2012

For the purposes of the 2012 CIRP Freshman Survey, the population has been defined as all institutions of higher education admitting first-time first-year students and granting a baccalaureate-level degree or higher listed in the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). An institution is considered eligible if it was operating at the time of the IPEDS survey and had a first-time, full-time freshman class of at least 25 students. In addition, a small number of institutions or their branches are included even though their separate enrollments were not available from the IPEDS files. In 2012, the national population included 1,613 institutions. It should be noted that the population reflects institutions of "higher education," rather than "postsecondary education." Most proprietary, special vocational or semiprofessional institutions are not currently included in the population.

Institutional Stratification Design

The institutions identified as part of the national population are divided into 26 stratification groups based on type (four-year college, university), control (public, private nonsectarian, Roman Catholic, other religious), institutional race (predominantly non-black, predominantly black), and the “selectivity level” of the institution. Selectivity, defined as the median SAT Verbal and Math scores of the entering class (or ACT composite score), was made an integral part of the stratification design in 1968.

Table A1 shows the distribution of institutions across the stratification cells. The dividing lines between low, medium and high selectivity levels are different for different types of institutions and should not be used as a measure of institutional or program quality.

A comprehensive restratification of the national population was undertaken in 2008 and is annually updated, reviewing not only institutions’ selectivity scores, but also their control and religious affiliation (if any) as reported to IPEDS. In 2012, “university” is defined by 2010 Basic Carnegie Classification as “research universities” or “doctoral/research universities.” Appendix C lists the current stratification cell assignment of institutions that participated in the 2012 CIRP Freshman Survey.

Having defined the population in terms of the stratification cell scheme, the IPEDS file is used to compute the male and female first-time, full-time (FTFT) population in each cell. These population counts form the target counts of the weighting procedure.

Identifying the Norms Sample

Generally speaking, an institution is included in the national norms sample if it provided a representative sample of its FTFT population. The minimum percentage required of a sample is 65 percent. Institutions whose sample proportions were less than but close to these cutoffs are included if the method used to administer the survey showed no systematic biases in first-year class coverage.

Information about the FTFT population and the method of survey administration is obtained from participating institutions at the time they return their completed surveys. In the event an institution did not return FTFT information, counts from the most recent IPEDS survey are used. This procedure, although not optimal, is adequate unless the institution experienced a substantial change in its FTFT population since the last IPEDS survey.

The 2012 Data

Although 236,937 respondents at 389 colleges and universities returned their forms in time for their data to be included in the 2012 norms, the normative data presented here are based on responses from 192,912 FTFT freshmen entering 283 baccalaureate institutions.

The normative data presented here were collected by administering the 2012 CIRP Freshman Survey during registration, freshman orientation, or the first few weeks of classes (i.e., before the students have had any substantial experience with college life). The survey is designed to elicit a wide range of biographic and demographic data, as well as data on the students’ high school background, career plans, educational aspirations, financial arrangements, high school activities, and current attitudes.

Table A1. 2012 CIRP Freshman Survey National Norms Sample and Population

Institution Type	Strat Cell	Selectivity		Institutions			First-time, Full-time Freshmen				Cell Weights	
		Level	Average Score	Population	Survey	Norms Sample	Unweighted Number	Weighted			Men	Women
								Number	Men	Women		
Public Universities	1	low	800–1079	61	9	5	10,551	156,683	45.5%	54.5%	11.73	11.01
	2	medium	1080–1189	56	8	5	9,221	187,425	48.5%	51.5%	14.26	14.74
	3	high	1190–1600	50	12	8	29,532	220,553	48.8%	51.2%	5.86	5.64
Private Universities	4	medium	800–1184	35	11	7	5,668	30,744	42.5%	57.5%	4.38	4.49
	5	high	1185–1339	28	12	10	11,330	49,352	47.1%	52.9%	3.06	3.56
	6	very high	1340–1600	32	7	6	9,978	55,011	49.6%	50.4%	4.67	4.51
Public 4-year Colleges	7,10	low	800–984	119	9	7	9,500	110,453	42.5%	57.5%	10.09	9.48
	8	medium	985–1034	129	19	12	9,303	152,320	44.4%	55.6%	12.34	11.48
	9	high	1035–1600	103	22	15	15,922	134,165	46.0%	54.0%	5.84	7.58
Private Nonsectarian 4-year Colleges	11,15	low	800–989	128	13	9	2,809	42,029	44.1%	55.9%	14.17	13.02
	12	medium	990–1069	72	22	16	6,137	29,581	42.0%	58.0%	3.87	3.98
	13	high	1070–1189	74	19	14	6,182	34,747	44.7%	55.3%	4.82	4.00
	14	very high	1190–1600	80	42	36	16,498	41,767	43.5%	56.5%	2.17	2.19
Catholic 4-year Colleges	16,19	low	800–994	62	11	10	2,266	19,118	35.4%	64.6%	10.84	6.23
	17	medium	995–1084	44	13	12	4,265	17,094	40.3%	59.7%	3.53	3.26
	18	high	1085–1600	47	18	17	12,193	31,587	42.7%	57.3%	2.29	2.25
Other Religious 4-year Colleges	20,24	very low	800–999	143	21	15	3,542	32,309	51.7%	48.3%	7.23	7.16
	21	low	1000–1039	77	13	11	2,909	20,244	46.6%	53.4%	5.32	6.13
	22	medium	1040–1109	76	19	18	4,473	29,628	42.3%	57.7%	4.90	4.95
	23	high	1110–1600	113	50	40	16,745	55,073	43.1%	56.9%	2.64	2.68
Predominantly Black Colleges	34,40	public	—	40	12	5	2,498	31,769	41.9%	58.1%	8.47	8.55
	35,38 39,41	private	—	44	11	5	1,390	17,223	41.3%	58.7%	22.39	6.02
All Institutions				1,613	373	283	192,912	1,498,877	45.7%	54.3%		

Note:

- The broad categories of Institution Control (i.e., public, private, and religious affiliation) are defined by data submitted to Integrated Postsecondary Educational Data System (IPEDS).
- Universities are those institutions defined by 2010 Basic Carnegie Classification as “Research Universities” or “Doctoral/Research Universities.”
- Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS. Other comparable sources (e.g., Common Data Set) are used for institutions not reporting SAT/ACT scores to IPEDS. Institutions with unknown selectivity are grouped with the low-selectivity institutions when computing National Norms. The stratification design presented here is used to group schools to develop population weights and should not be used as a measure of institutional or program quality.
- Cell Weights are the ratio between the number of first-time, full-time freshmen enrolled in all colleges and the number of first-time, full-time freshmen enrolled in the norms sample colleges.
- Two-year colleges are not included in the norms sample.

In addition to standard biographic and demographic items that have been administered annually to each entering class, the survey also contains other research-oriented items that may have been modified from previous years. The inclusion of modified items permits a more thorough coverage of student characteristics but also represents a compromise between two mutually exclusive objectives: (1) comparability of information from year to year which is required for assessing trends; and (2) flexibility in item content to meet changing information and research needs.

The survey, reproduced as Appendix B, has been developed in collaboration with students, professional associations, participating institutions, government agencies, educational researchers, administrators, policy makers, and members of the CIRP Advisory Committee. The survey content is reviewed annually by the research directors at the Higher Education Research Institute (HERI) at UCLA with the assistance of the CIRP Advisory Committee as well as others interested in the annual freshman survey program.

First-time, full-time freshmen enrolled at institutions meeting minimal quality requirements for inclusion in the norms were differentially weighted to represent the national FTFT population. Part-time students and those who are not first-time college students (i.e., transfers and former enrollees) were excluded from the normative sample.

Weighting the Sample

Those institutions identified as being part of the norms sample are weighted by a two-step procedure. The first weight is designed to adjust for response bias within institutions. Counts of the male and female FTFT population for each institution are divided by that institution's male and female FTFT respondent count. The resulting weights, when applied to each respondent, bring the male and female respondent counts up to the corresponding counts for the population at that institution.

The second weight is designed to compensate for nonparticipating institutions within each stratification cell. The weighted male and female counts for all participating institutions in each stratification cell are first summed, and then are divided into the national male and female FTFT counts for all institutions in that stratification cell, producing a second set of cell weights.

The final weight is simply the product of the first and second weights. Weighting each response in the norms sample using the final weight brings the male and female counts up to the national number of first-time, full-time freshmen in each stratification cell (see Table A1).

The weighted data are combined separately to form various comparison groups. Comparison groups are hierarchically organized, allowing participating institutions to compare their results by type (four-year college, university), control (public, private nonsectarian, Roman Catholic, other religious), and selectivity level.

CIRP Constructs

CIRP Constructs represent sets of related survey items that measure an underlying trait or aspect of a student's life. Item Response Theory (IRT), a modern psychometric method that has several advantages over methods used in more traditional factor analysis, is used to create a construct score for each respondent. Computing an individual's construct score in IRT involves deriving a maximum likelihood score estimate based on the pattern of the person's responses to the entire set of survey items for that construct (or to a sub-set of the items that were answered). Items that tap into the trait more effectively are given greater weight in the estimation process (see Table A2). A respondent's construct score is thus not a simple arithmetic mean or weighted

sum, but rather the estimated score that is most likely, given how the student answered the set of items. CIRP Constructs are scored on a Z-score metric and rescaled for a mean of approximately fifty and standard deviation of ten.

The low, average, and high construct score group percentages and the mean for the construct are reported here. Low scores represent students who are one-half standard deviation below the mean. Average scores represent students whose scores are within one-half standard deviation of the mean. High scores represent students who are one-half standard deviation or more above the mean. Please visit HERI's website for more detailed information about CIRP Constructs.

Table A2. List of CIRP Freshman Survey Constructs
(including survey items and estimation 'weights')

<p>Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.</p> <p>How often in the past year did you:</p>	
<ul style="list-style-type: none"> • Seek solutions to problems and explain them to others (1.99) • Support your opinions with a logical argument (1.74) • Seek alternative solutions to a problem (1.61) • Evaluate the quality or reliability of information you received (1.58) • Explore topics on your own, even though it was not required for a class (1.27) • Seek feedback on your academic work (1.24) 	<ul style="list-style-type: none"> • Ask questions in class (1.20) • Look up scientific research articles and resources (1.05) • Revise your papers to improve your writing (1.04) • Take a risk because you felt you had more to gain (1.03) • Accept mistakes as part of the learning process (0.95)
<p>Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.</p> <p>Rate yourself on each of the following traits as compared with the average person your age:</p>	
<ul style="list-style-type: none"> • Academic ability (3.52) • Mathematical ability (1.32) 	<ul style="list-style-type: none"> • Self-confidence—intellectual (1.22) • Drive to achieve (0.95)
<p>Social Self-Concept is a unified measure of students' beliefs about their abilities and confidence in social situations.</p> <p>Rate yourself on each of the following traits as compared with the average person your age:</p>	
<ul style="list-style-type: none"> • Self-confidence—social (2.33) • Leadership ability (1.96) 	<ul style="list-style-type: none"> • Popularity (1.92) • Public speaking ability (1.68)
<p>Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.</p> <p>Rate yourself on each of the following traits as compared with the average person your age:</p>	
<ul style="list-style-type: none"> • Ability to work cooperatively with diverse people (2.39) • Tolerance of others with different beliefs (2.35) • Openness to having my views challenged (2.13) 	<ul style="list-style-type: none"> • Ability to discuss and negotiate controversial issues (2.03) • Ability to see the world from someone else's perspective (1.78)
<p>Social Agency measures the extent to which students' value political and social involvement as a personal goal.</p> <p>Indicate the importance to you personally of each of the following:</p>	
<ul style="list-style-type: none"> • Participating in a community action program (2.42) • Helping to promote racial understanding (2.05) • Becoming a community leader (2.01) 	<ul style="list-style-type: none"> • Influencing social values (1.58) • Helping others who are in difficulty (1.36) • Keeping up to date with political affairs (1.35)
<p>Civic Engagement measures the extent to which students are motivated and involved in civic, electoral, and political activities.</p> <p>Indicate activities you did in the past year:</p>	
<ul style="list-style-type: none"> • Demonstrated for a cause (e.g., boycott, rally, protest) (1.46) • Worked on a local, state, or national political campaign (1.42) • Publicly communicated my opinion about a cause (e.g., blog, email, petition) (1.35) • Helped raise money for a cause or campaign (1.11) • Performed volunteer work (0.80) 	<p>Indicate the importance to you personally of each of the following:</p> <ul style="list-style-type: none"> • Influencing social values (0.97) • Keeping up to date with political affairs (0.86)

Table A2 (continued)

<p>College Reputation Orientation measures the degree to which students value academic reputation and future career potential as a reason for choosing this college.</p> <p>How important was each reason in your decision to come here?</p> <ul style="list-style-type: none">• This college's graduates get good jobs (6.11)• This college's graduates gain admission to top graduate/professional schools (2.50)• This college has a very good academic reputation (1.54)
<p>Likelihood of College Involvement is a unified measure of students' expectations about their involvement in college life generally.</p> <p>What is your best guess as to the chances that you will:</p> <ul style="list-style-type: none">• Participate in student clubs/groups (3.25)• Participate in a volunteer or community service work (1.58)• Socialize with someone of another racial/ethnic group (1.28)• Participate in a study abroad program (1.24)• Participate in student government (0.96)

APPENDIX B

The 2012 CIRP
Freshman Survey Instrument

2012 CIRP FRESHMAN SURVEY



PLEASE PRINT IN ALL CAPS YOUR NAME AND PERMANENT/HOME ADDRESS (one letter or number per box).

NAME: FIRST MI LAST
 ADDRESS:
 CITY: STATE: ZIP: PHONE:
 When were you born? Month (01-12) Day (01-31) Year
 STUDENT ID# (as instructed): EMAIL (print letters carefully):

SERIAL #

MARKING DIRECTIONS

- Use a black or blue pen.
- Fill in your response completely. Mark out any answer you wish to change with an "X".

CORRECT MARK INCORRECT MARKS

Group Code **A** **B**

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

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

2012.....	<input type="radio"/>	Did not graduate but		
2011.....	<input type="radio"/>	passed G.E.D. test.		<input type="radio"/>
2010.....	<input type="radio"/>	Never completed		
2009 or earlier	<input type="radio"/>	high school.....		<input type="radio"/>
- Are you enrolled (or enrolling) as a:
 (Mark one) Full-time student.....
 Part-time student.....
- How many miles is this college from your permanent home? (Mark one)

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

A or A+	<input type="radio"/>	B	<input type="radio"/>	C	<input type="radio"/>
A-	<input type="radio"/>	B-	<input type="radio"/>	D	<input type="radio"/>
B+	<input type="radio"/>	C+	<input type="radio"/>		
- What were your scores on the SAT I and/or ACT?

SAT Critical Reading.....	<input type="text"/>	<input type="text"/>
SAT Mathematics	<input type="text"/>	<input type="text"/>
SAT Writing.....	<input type="text"/>	<input type="text"/>
ACT Composite.....	<input type="text"/>	<input type="text"/>

- From what kind of high school did you graduate? (Mark one)
 - Public school (not charter or magnet)
 - Public charter school
 - Public magnet school
 - Private religious/parochial school
 - Private independent college-prep school
 - Home school
- Prior to this term, have you ever taken courses for credit at this institution?
 Yes No
- Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?
 Yes No
- Where do you plan to live during the fall term? (Mark one)
 - With my family or other relatives.....
 - Other private home, apartment, or room .
 - College residence hall.....
 - Fraternity or sorority house
 - Other campus student housing
 - Other.....
- To how many colleges other than this one did you apply for admission this year?
 None 1 4 7-10
 2 5 11 or more
 3 6
- Were you accepted by your first choice college?
 Yes No
- Is this college your: (Mark one)
 - First choice..... Less than third
 - Second choice..... choice.....
 - Third choice.....
- The current economic situation significantly affected my college choice: (Mark one)
 - Agree Strongly
 - Agree Somewhat
 - Disagree Somewhat
 - Disagree Strongly
- Citizenship status:
 - U.S. citizen
 - Permanent resident (green card)
 - Neither

- Are your parents: (Mark one)
 - Both alive and living with each other.....
 - Both alive, divorced or living apart.....
 - One or both deceased.....
- During high school (grades 9-12) how many years did you study each of the following subjects? (Mark one for each item)

	None	1/2	1	2	3	4	5 or more
English.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Biological Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History/Am. Gov't.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Science.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts and/or Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
- Please mark which of the following courses you have completed:
 - (Y) (N) Algebra II
 - (Y) (N) Pre-calculus/Trigonometry
 - (Y) (N) Probability & Statistics
 - (Y) (N) Calculus
 - (Y) (N) AP Probability & Statistics
 - (Y) (N) AP Calculus
- Do you have any of the following disabilities or medical conditions? (Mark Yes or No for each item)
 - (Y) (N) Learning disability (dyslexia, etc.)
 - (Y) (N) Attention deficit hyperactivity disorder (ADHD)
 - (Y) (N) Autism spectrum/Asperger's syndrome
 - (Y) (N) Physical disability (speech, sight, mobility, hearing, etc.)
 - (Y) (N) Chronic illness (cancer, diabetes, autoimmune disorders, etc.)
 - (Y) (N) Psychological disorder (depression, etc.)
 - (Y) (N) Other
- Do you consider yourself: (Mark Yes or No for each item)

	Yes	No
Pre-Med.....	<input type="radio"/>	<input type="radio"/>
Pre-Law	<input type="radio"/>	<input type="radio"/>
- Please mark your probable major. (Use codes provided on the attached fold-out)

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

	None	Less than \$1,000	\$1,000 to 2,999	\$3,000 to 5,999	\$6,000 to 9,999	\$10,000+
Family resources (parents, relatives, spouse, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own resources (savings from work, work-study, other income)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which <u>must</u> be repaid (loans, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other than above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- Less than \$10,000
- \$10,000-14,999
- \$15,000-19,999
- \$20,000-24,999
- \$25,000-29,999
- \$30,000-39,999
- \$40,000-49,999
- \$50,000-59,999
- \$60,000-74,999
- \$75,000-99,999
- \$100,000-149,999
- \$150,000-199,999
- \$200,000-249,999
- \$250,000 or more

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

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

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

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

28. Do you consider yourself: (Mark Yes or No for each item)

	Yes	No
Born-Again Christian	<input type="radio"/>	<input type="radio"/>
Evangelical	<input type="radio"/>	<input type="radio"/>

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

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

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

	Frequently	Occasionally	Not at All
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated for a cause (e.g., boycott, rally, protest)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election	<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"/>
Came late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet for research or homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as a part of a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skipped school/class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publicly communicated my opinion about a cause (e.g., blog, email, petition)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped raise money for a cause or campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fell asleep in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failed to complete homework on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one for each item)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Ability to see the world from someone else's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance of others with different beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness to having my own views challenged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to discuss and negotiate controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work cooperatively with diverse people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

33. How often in the past year did you? (Mark one for each item)

	Frequently	Occasionally	Not at All
Ask questions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support your opinions with a logical argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek solutions to problems and explain them to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revise your papers to improve your writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate the quality or reliability of information you received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a risk because you feel you have more to gain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek alternative solutions to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Look up scientific research articles and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore topics on your own, even though it was not required for a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accept mistakes as part of the learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek feedback on your academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with other students on group projects	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate skills and knowledge from different sources and experiences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- M Your mother's occupation
- F Your father's occupation
- Y Your probable career occupation

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

35. Are you: (Mark all that apply)

- White/Caucasian
- African American/Black
- American Indian/Alaska Native
- Asian American/Asian
- Native Hawaiian/Pacific Islander.....
- Mexican American/Chicano.....
- Puerto Rican.....
- Other Latino.....
- Other.....

36. Mark one in each row:

		1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
Abortion should be legal.....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
The death penalty should be abolished	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Racial discrimination is no longer a major problem in America	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Realistically, an individual can do little to bring about changes in our society.....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Wealthy people should pay a larger share of taxes than they do now.....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Same-sex couples should have the right to legal marital status.....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
A national health care plan is needed to cover everybody's medical costs.....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Dissent is a critical component of the political process.....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions.....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Colleges should prohibit racist/sexist speech on campus.....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	

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

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

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

		Very Important	Somewhat Important	Not Important
To be able to get a better job	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
To gain a general education and appreciation of ideas.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
To make me a more cultured person	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
To be able to make more money.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
To learn more about things that interest me	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
To get training for a specific career ..	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
To prepare myself for graduate or professional school	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	

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

		None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Hours per week:									
Studying/homework....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with teachers outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercise or sports.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student clubs/groups..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Household/childcare duties.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for pleasure..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing video/ computer games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online social networks (Myspace, Facebook, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

		Very Important	Somewhat Important	Not Important
My parents wanted me to come here..	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
My relatives wanted me to come here ..	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
My teacher advised me	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
This college has a very good academic reputation.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
This college has a good reputation for its social activities	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
I was offered financial assistance	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
The cost of attending this college	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
High school counselor advised me	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
Private college counselor advised me....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
I wanted to live near home.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
Not offered aid by first choice	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
Could not afford first choice	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
This college's graduates gain admission to top graduate/ professional schools.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
This college's graduates get good jobs.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
I was attracted by the religious affiliation/orientation of this college ..	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
I wanted to go to a school about the size of this college.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
Rankings in national magazines	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
Information from a website.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
I was admitted through an Early Action or Early Decision program.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
The athletic department recruited me..	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
A visit to this campus.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
Ability to take online courses.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
The percentage of students that graduate from this college.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	

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

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competitiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. Military Status: (Mark one)

- None
- ROTC, cadet, or midshipman at a service academy
- In Active Duty, Reserves, or National Guard
- A discharged veteran **NOT** serving in Active Duty, Reserves, or National Guard

43. How would you describe the racial composition of the high school you last attended and the neighborhood where you grew up? (Mark one in each row)

	Completely non-White	Mostly non-White	Roughly half non-White	Mostly White	Completely White
High school I last attended	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighborhood where I grew up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. How many years do you expect it will take you to graduate from this college?

- 1 2 3 4 5 6+
- Do not plan to graduate from this college

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

	(E) Essential	(V) Very Important	(S) Somewhat Important	(N) Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an authority in my field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining recognition from my colleagues for contributions to my special field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing the political structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing social values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raising a family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being very well off financially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping others who are in difficulty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a theoretical contribution to science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing original works (poems, novels, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating artistic works (painting, sculpture, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming successful in a business of my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming involved in programs to clean up the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a meaningful philosophy of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a community action program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping to promote racial understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up to date with political affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming a community leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving my understanding of other countries and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adopting "green" practices to protect the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	(V) Very Good Chance	(S) Some Chance	(L) Very Little Chance	(N) No Chance
Change major field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change career choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in student government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get a job to help pay for college expenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work full-time while attending college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Join a social fraternity or sorority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play club, intramural, or recreational sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make at least a "B" average	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Need extra time to complete your degree requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in student protests or demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer to another college before graduating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be satisfied with your college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in volunteer or community service work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek personal counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate regularly with your professors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialize with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in student clubs/groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a study abroad program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a roommate of a different race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss course content with students outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on a professor's research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get tutoring help in specific courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take courses from more than one college simultaneously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a leave of absence from this college temporarily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 47. (A) (B) (C) (D) (E) | 51. (A) (B) (C) (D) (E) | 55. (A) (B) (C) (D) (E) | 59. (A) (B) (C) (D) (E) | 63. (A) (B) (C) (D) (E) |
| 48. (A) (B) (C) (D) (E) | 52. (A) (B) (C) (D) (E) | 56. (A) (B) (C) (D) (E) | 60. (A) (B) (C) (D) (E) | 64. (A) (B) (C) (D) (E) |
| 49. (A) (B) (C) (D) (E) | 53. (A) (B) (C) (D) (E) | 57. (A) (B) (C) (D) (E) | 61. (A) (B) (C) (D) (E) | 65. (A) (B) (C) (D) (E) |
| 50. (A) (B) (C) (D) (E) | 54. (A) (B) (C) (D) (E) | 58. (A) (B) (C) (D) (E) | 62. (A) (B) (C) (D) (E) | 66. (A) (B) (C) (D) (E) |

THANK YOU!

ARTS AND HUMANITIES	HEALTH PROFESSIONS
01 Art, fine and applied	55 Clinical Laboratory Science
02 English (language and literature)	56 Health Care Administration/ Studies
03 History	57 Health Technology
04 Journalism/Communication	58 Kinesiology
05 Classical and Modern Languages and Literature	59 Nursing
06 Media/Film Studies	60 Pharmacy
07 Music	61 Therapy (occupational, physical, speech)
08 Philosophy	62 Other Health Profession
09 Theatre/Drama	MATH AND COMPUTER SCIENCE
10 Theology/Religion	63 Computer Science
11 Other Arts and Humanities	64 Mathematics/Statistics
BIOLOGICAL & LIFE SCIENCES	65 Other Math and Computer Science
12 Biology (general)	PHYSICAL SCIENCE
13 Animal Biology (zoology)	66 Astronomy & Astrophysics
14 Ecology & Evolutionary Biology	67 Atmospheric Sciences
15 Marine Biology	68 Chemistry
16 Microbiology	69 Earth & Planetary Sciences
17 Molecular, Cellular, & Developmental Biology	70 Marine Sciences
18 Neurobiology/Neuroscience	71 Physics
19 Plant Biology (botany)	72 Other Physical Science
20 Agriculture/Natural Resources	SOCIAL SCIENCE
21 Biochemistry/Biophysics	73 Anthropology
22 Environmental Science	74 Economics
23 Other Biological Science	75 Ethnic/Cultural Studies
BUSINESS	76 Geography
24 Accounting	77 Political Science (gov't., international relations)
25 Business Admin. (general)	78 Psychology
26 Entrepreneurship	79 Public Policy
27 Finance	80 Social Work
28 Hospitality/Tourism	81 Sociology
29 Human Resources Management	82 Women's/Gender Studies
30 International Business	83 Other Social Science
31 Marketing	OTHER MAJORS
32 Management	84 Architecture/Urban Planning
33 Computer/Management Information Systems	85 Criminal Justice
34 Real Estate	86 Library Science
35 Other Business	87 Security & Protective Services
EDUCATION	88 Military Sciences/ Technology/Operations
36 Elementary Education	89 OTHER
37 Music/Art Education	90 UNDECIDED
38 Physical Education/Recreation	
39 Secondary Education	
40 Special Education	
41 Other Education	
ENGINEERING	
42 Aerospace/Aeronautical/ Astronautical Engineering	
43 Biological/Agricultural Engineering	
44 Biomedical Engineering	
45 Chemical Engineering	
46 Civil Engineering	
47 Computer Engineering	
48 Electrical/Electronic Communications Engineering	
49 Engineering Science/ Engineering Physics	
50 Environmental/Environmental Health Engineering	
51 Industrial/Manufacturing Engineering	
52 Materials Engineering	
53 Mechanical Engineering	
54 Other Engineering	

**Carefully detach this section after
answering Question 23.**

APPENDIX C

Institutions Participating in the 2012 CIRP Freshman Survey

Institutions Participating in the 2012 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
2591	Abilene Christian University	Abilene	TX	23	no
1729	Adelphi University	Garden City	NY	4	yes
1243	Adrian College	Adrian	MI	21	yes
1	Alabama A & M University	Normal	AL	34	yes
495	Albany State University	Albany	GA	34	no
354	Albertus Magnus College	New Haven	CT	16	yes
1244	Albion College	Albion	MI	23	no
2232	Albright College	Reading	PA	22	yes
1731	Alfred University	Alfred	NY	13	no
2233	Allegheny College	Meadville	PA	23	yes
1245	Alma College	Alma	MI	23	yes
414	American University	Washington	DC	5	yes
2432	Anderson University	Anderson	SC	22	yes
497	Armstrong Atlantic State University	Savannah	GA	8	no
125	Art Center College of Design	Pasadena	CA	12	yes
944	Asbury University	Wilmore	KY	13	no
1322	Augsburg College	Minneapolis	MN	22	yes
2594	Austin College	Sherman	TX	23	yes
5569	Azusa Pacific University	Azusa	CA	4	no
1141	Babson College	Babson Park	MA	14	yes
1735	Bard College	Annandale-on-Hudson	NY	14	yes
1042	Bates College	Lewiston	ME	14	yes
2596	Baylor University	Waco	TX	5	no
2519	Belmont University	Nashville	TN	23	yes
2931	Beloit College	Beloit	WI	14	yes
7072	Benedictine College	Atchison	KS	18	yes
692	Benedictine University	Lisle	IL	4	yes
5291	Benjamin Franklin Institute of Technology	Boston	MA		no
1934	Bennett College for Women	Greensboro	NC	38	yes
2751	Bennington College	Bennington	VT	14	no
948	Berea College	Berea	KY	13	yes
503	Berry College	Mount Berry	GA	13	yes
5349	Bethany Lutheran College	Mankato	MN	23	yes
5194	Bethel College-Mishawaka	Mishawaka	IN	22	yes
1325	Bethel University	Saint Paul	MN	23	no
455	Bethune-Cookman University	Daytona Beach	FL	38	no
5753	Biola University	La Mirada	CA	4	yes
1641	Bloomfield College	Bloomfield	NJ	20	no
2049	Bluffton University	Bluffton	OH	21	yes
1142	Boston College	Chestnut Hill	MA	6	yes
1043	Bowdoin College	Brunswick	ME	14	yes
605	Bradley University	Peoria	IL	13	yes
506	Brewton-Parker College	Mount Vernon	GA	20	yes
1193	Bridgewater State University	Bridgewater	MA	8	yes
4743	Brunswick Community College	Bolivia	NC		no
2231	Bryn Athyn College of the New Church	Bryn Athyn	PA	22	yes
2237	Bucknell University	Lewisburg	PA	14	yes
749	Butler University	Indianapolis	IN	14	yes
131	California Baptist University	Riverside	CA	20	no
135	California Institute of Technology	Pasadena	CA	6	yes
129	California State Polytechnic University-Pomona	Pomona	CA	9	yes
194	California State University-Los Angeles	Los Angeles	CA	7	yes
4823	California State University-Monterey Bay	Seaside	CA	7	no
230	California State University-Northridge	Northridge	CA	7	yes

Institutions Participating in the 2012 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
4851	California State University-San Marcos	San Marcos	CA	7	yes
5795	Calvin College	Grand Rapids	MI	23	yes
5571	Carl Albert State College	Poteau	OK		no
606	Carthage College	Kenosha	WI	23	yes
2053	Case Western Reserve University	Cleveland	OH	6	no
2750	Castleton State College	Castleton	VT	7	yes
1938	Catawba College	Salisbury	NC	11	yes
416	Catholic University of America	Washington	DC	4	no
1745	Cazenovia College	Cazenovia	NY	11	no
2054	Central State University	Wilberforce	OH	34	yes
956	Centre College	Danville	KY	23	yes
141	Chapman University	Orange	CA	23	yes
6484	Charleston Southern University	Charleston	SC	20	yes
1941	Chowan University	Murfreesboro	NC	20	yes
2523	Christian Brothers University	Memphis	TN	18	yes
2435	Citadel Military College of South Carolina	Charleston	SC	9	yes
147	Claremont McKenna College	Claremont	CA	14	yes
507	Clark Atlanta University	Atlanta	GA	41	yes
1151	Clark University	Worcester	MA	5	yes
1748	Clarkson University	Potsdam	NY	4	no
9113	Clearwater Valley Upward Bound	Moscow	ID		no
2438	Coker College	Hartsville	SC	12	yes
1044	Colby College	Waterville	ME	14	yes
1749	Colgate University	Hamilton	NY	14	yes
1752	College of Mount Saint Vincent	Riverdale	NY	16	yes
1152	College of the Holy Cross	Worcester	MA	18	yes
7402	Colorado Christian University	Lakewood	CO	22	yes
319	Colorado College	Colorado Springs	CO	14	yes
318	Colorado State University-Fort Collins	Fort Collins	CO	2	no
359	Connecticut College	New London	CT	14	yes
1077	Coppin State University	Baltimore	MD	34	no
6667	Corban University	Salem	OR	22	yes
1463	Cottey College	Nevada	MO		no
1573	Creighton University	Omaha	NE	18	yes
6430	CUNY Lehman College	Bronx	NY	8	yes
5287	Curry College	Milton	MA	11	yes
6524	Daniel Webster College	Nashua	NH		no
1942	Davidson College	Davidson	NC	23	yes
2244	Delaware Valley College	Doylestown	PA	12	no
631	DePaul University	Chicago	IL	5	no
2247	Dickinson College	Carlisle	PA	14	yes
1005	Dillard University	New Orleans	LA	38	yes
687	Dominican University	River Forest	IL	17	yes
163	Dominican University of California	San Rafael	CA	12	no
1646	Drew University	Madison	NJ	23	yes
2251	Drexel University	Philadelphia	PA	5	yes
753	Earlham College	Richmond	IN	23	yes
1401	East Central Community College	Decatur	MS		no
2845	Eastern Washington University	Cheney	WA	7	no
464	Eckerd College	Saint Petersburg	FL	23	yes
1982	Elizabeth City State University	Elizabeth City	NC	34	no
634	Elmhurst College	Elmhurst	IL	23	yes
1157	Emerson College	Boston	MA	14	no
1158	Emmanuel College	Boston	MA	17	yes

Institutions Participating in the 2012 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
2787	Emory and Henry College	Emory	VA	20	yes
511	Emory University	Atlanta	GA	6	yes
2444	Erskine College and Seminary	Due West	SC	21	yes
362	Fairfield University	Fairfield	CT	18	yes
2788	Ferrum College	Ferrum	VA	20	yes
461	Florida Memorial University	Miami	FL	38	no
463	Florida State University	Tallahassee	FL	3	yes
1773	Fordham University	New York	NY	5	yes
2259	Franklin and Marshall College	Lancaster	PA	14	no
5414	Franklin Pierce University	Rindge	NH	11	yes
212	Fresno Pacific University	Fresno	CA	20	yes
897	Friends University	Wichita	KS	12	yes
2446	Furman University	Greenville	SC	14	yes
961	Georgetown College	Georgetown	KY	23	no
2263	Gettysburg College	Gettysburg	PA	23	yes
2847	Gonzaga University	Spokane	WA	18	yes
1164	Gordon College	Wenham	MA	23	yes
758	Goshen College	Goshen	IN	22	yes
5199	Grace College and Theological Seminary	Winona Lake	IN	21	yes
1006	Grambling State University	Grambling	LA	34	no
5330	Grand Valley State University	Allendale	MI	9	yes
834	Grinnell College	Grinnell	IA	14	yes
1953	Guilford College	Greensboro	NC	22	yes
1776	Hamilton College	Clinton	NY	14	yes
1339	Hamline University	Saint Paul	MN	23	yes
9107	Harrisburg University of Science and Technology	Harrisburg	PA	11	no
180	Harvey Mudd College	Claremont	CA	14	yes
2267	Haverford College	Haverford	PA	14	yes
2072	Hiram College	Hiram	OH	12	yes
1755	Hobart and William Smith Colleges	Geneva	NY	14	yes
2794	Hollins University	Roanoke	VA	13	yes
152	Holy Names University	Oakland	CA	16	yes
1084	Hood College	Frederick	MD	13	yes
424	Howard University	Washington	DC	41	no
8	Huntingdon College	Montgomery	AL	20	yes
579	Idaho State University	Pocatello	ID	1	no
642	Illinois College	Jacksonville	IL	22	yes
91	John Brown University	Siloam Springs	AR	14	no
2272	Juniata College	Huntingdon	PA	13	no
6168	Kennesaw State University	Marietta	GA	9	yes
2075	Kenyon College	Gambier	OH	14	yes
2273	Keystone College	La Plume	PA	11	yes
652	Knox College	Galesburg	IL	14	yes
5341	Kuyper College	Grand Rapids	MI	22	yes
523	LaGrange College	LaGrange	GA	21	yes
4621	Laguna College of Art and Design	Laguna Beach	CA	15	yes
653	Lake Forest College	Lake Forest	IL	14	yes
2947	Lawrence University	Appleton	WI	14	yes
1794	Le Moyne College	Syracuse	NY	17	yes

Institutions Participating in the 2012 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
2277	Lebanon Valley College	Annville	PA	22	yes
2194	Lewis & Clark College	Portland	OR	14	yes
4715	Life Pacific College	San Dimas	CA	20	yes
7448	LIM College	New York	NY		no
2539	Lincoln Memorial University	Harrogate	TN	13	no
2279	Lincoln University of Pennsylvania	Lincoln University	PA	34	yes
1959	Livingstone College	Salisbury	NC	38	no
2796	Longwood University	Farmville	VA	8	no
1086	Loyola University Maryland	Baltimore	MD	18	yes
657	Loyola University-Chicago	Chicago	IL	5	yes
841	Luther College	Decorah	IA	23	yes
2283	Lycoming College	Williamsport	PA	22	yes
79	Lyon College	Batesville	AR	23	yes
1344	Macalester College	Saint Paul	MN	23	yes
5255	Maine Maritime Academy	Castine	ME	8	yes
769	Manchester University	North Manchester	IN	21	yes
1796	Manhattan College	Riverdale	NY	18	yes
2077	Marietta College	Marietta	OH	13	yes
2801	Mary Baldwin College	Staunton	VA	20	no
1275	Marygrove College	Detroit	MI	16	yes
7314	Marymount College	Rancho Palos Verdes	CA		no
1804	Marymount Manhattan College	New York	NY	12	yes
2799	Marymount University	Arlington	VA	16	yes
1496	Maryville University of Saint Louis	Saint Louis	MO	4	yes
1197	Massachusetts College of Liberal Arts	North Adams	MA	8	yes
5170	McKendree University	Lebanon	IL	21	yes
913	McPherson College	McPherson	KS	20	no
1680	Mercer County Community College	West Windsor	NJ		no
2290	Messiah College	Grantham	PA	23	yes
2079	Miami University-Oxford	Oxford	OH	3	yes
1278	Michigan Technological University	Houghton	MI	3	yes
2755	Middlebury College	Middlebury	VT	14	yes
199	Mills College	Oakland	CA	13	yes
1412	Millsaps College	Jackson	MS	23	yes
5475	Molloy College	Rockville Centre	NY	12	yes
667	Monmouth College	Monmouth	IL	12	yes
2287	Moore College of Art and Design	Philadelphia	PA	11	yes
2289	Moravian College and Moravian Theological Seminary	Bethlehem	PA	22	yes
5796	Morehouse College	Atlanta	GA	35	no
1094	Morgan State University	Baltimore	MD	40	yes
844	Morningside College	Sioux City	IA	23	yes
1096	Mount St. Mary's University	Emmitsburg	MD	17	yes
203	Mount St. Mary's College	Los Angeles	CA	16	yes
2293	Muhlenberg College	Allentown	PA	23	yes
2453	Newberry College	Newberry	SC	20	yes
1818	Niagara University	Niagara University	NY	17	yes
1965	North Carolina Central University	Durham	NC	34	no
674	North Central College	Naperville	IL	23	no
529	North Georgia College & State University	Dahlonega	GA	9	yes
2454	North Greenville University	Tigerville	SC	22	yes
2157	Northeastern State University	Tahlequah	OK	8	yes
1184	Northeastern University	Boston	MA	6	yes
2963	Northland College	Ashland	WI	23	yes
582	Northwest Nazarene University	Nampa	ID	23	yes

Institutions Participating in the 2012 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
848	Northwestern College	Orange City	IA	23	yes
5361	Northwestern College	Saint Paul	MN	23	no
2083	Notre Dame College	Cleveland	OH	16	no
1078	Notre Dame of Maryland University	Baltimore	MD	17	yes
1820	Nyack College	Nyack	NY	20	no
1286	Oakland University	Rochester	MI	1	yes
207	Occidental College	Los Angeles	CA	14	yes
2089	Ohio University-Main Campus	Athens	OH	2	yes
2163	Oklahoma City University	Oklahoma City	OK	23	yes
5566	Oklahoma Wesleyan University	Bartlesville	OK	21	yes
2802	Old Dominion University	Norfolk	VA	1	no
190	Otis College of Art and Design	Los Angeles	CA	12	no
2092	Otterbein University	Westerville	OH	23	yes
4892	Oxford College of Emory University	Oxford	GA		no
6615	Palm Beach Atlantic University-West Palm Beach	West Palm Beach	FL	22	yes
9106	Patrick Henry College	Purcellville	VA		no
172	Pepperdine University	Malibu	CA	5	yes
104	Philander Smith College	Little Rock	AR	38	no
218	Point Loma Nazarene University	San Diego	CA	23	no
5588	Point Park University	Pittsburgh	PA	12	yes
1826	Polytechnic Institute of New York University	Brooklyn	NY	5	yes
2455	Presbyterian College	Clinton	SC	23	yes
683	Principia College	Elsah	IL	13	no
2409	Providence College	Providence	RI	18	yes
774	Purdue University-Main Campus	West Lafayette	IN	2	no
373	Quinnipiac University	Hamden	CT	13	yes
2825	Radford University	Radford	VA	8	yes
7241	Ramapo College of New Jersey	Mahwah	NJ	9	yes
2805	Randolph College	Lynchburg	VA	22	yes
1187	Regis College	Weston	MA	16	yes
534	Reinhardt University	Waleska	GA	20	yes
2410	Rhode Island College	Providence	RI	7	yes
2413	Rhode Island School of Design	Providence	RI	14	yes
2554	Rhodes College	Memphis	TN	23	no
1667	Rider University	Lawrenceville	NJ	12	no
8430	Ringling College of Art and Design	Sarasota	FL	15	no
1621	Rivier College	Nashua	NH	16	yes
685	Rockford College	Rockford	IL	12	yes
2309	Rosemont College	Rosemont	PA	16	yes
1835	Russell Sage College	Troy	NY	12	yes
1672	Rutgers University-Camden	Camden	NJ	9	no
1668	Rutgers University-New Brunswick	New Brunswick	NJ	3	no
1673	Rutgers University-Newark	Newark	NJ	1	no
6101	Sage College of Albany	Troy	NY		no
976	Saint Catharine College	Saint Catharine	KY		no
2313	Saint Francis University	Loretto	PA	17	yes
374	Saint Joseph College	West Hartford	CT	17	yes
1843	Saint Joseph's College-New York	Brooklyn	NY	12	yes
2314	Saint Joseph's University	Philadelphia	PA	18	yes
781	Saint Mary's College	Notre Dame	IN	18	yes
227	Saint Mary's College of California	Moraga	CA	18	yes

Institutions Participating in the 2012 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
1354	Saint Mary's University of Minnesota	Winona	MN	4	yes
2758	Saint Michael's College	Colchester	VT	18	yes
2974	Saint Norbert College	De Pere	WI	18	yes
5498	Saint Thomas Aquinas College	Sparkill	NY	11	yes
2315	Saint Vincent College	Latrobe	PA	17	yes
1198	Salem State University	Salem	MA	8	yes
8307	San Diego Christian College	El Cajon	CA	20	yes
238	San Jose State University	San Jose	CA	8	no
535	Savannah State University	Savannah	GA	34	no
693	School of the Art Institute of Chicago	Chicago	IL	13	yes
7449	School of Visual Arts	New York	NY		no
246	Scripps College	Claremont	CA	14	yes
2857	Seattle Pacific University	Seattle	WA	23	yes
2858	Seattle University	Seattle	WA	18	no
2317	Seton Hill University	Greensburg	PA	17	yes
2564	Sewanee-The University of the South	Sewanee	TN	23	yes
1188	Simmons College	Boston	MA	13	yes
5052	Simpson University	Redding	CA	22	no
170	Sonoma State University	Rohnert Park	CA	8	yes
1499	Southeast Missouri State University	Cape Girardeau	MO	9	no
2553	Southern Adventist University	Collegedale	TN	21	yes
700	Southern Illinois University Edwardsville	Edwardsville	IL	8	yes
2657	Southern Methodist University	Dallas	TX	5	yes
2144	Southern Nazarene University	Bethany	OK	21	no
2664	Southwestern University	Georgetown	TX	23	yes
502	Spelman College	Atlanta	GA	35	yes
1191	Springfield College	Springfield	MA	12	yes
1329	St. Catherine University	Saint Paul	MN	18	yes
1842	St. John's University-New York	Jamaica	NY	4	yes
1846	St. Lawrence University	Canton	NY	14	yes
1949	St. Andrews University	Laurinburg	NC	20	yes
1839	St. Francis College	Brooklyn	NY	11	yes
2648	St. Mary's University	San Antonio	TX	17	no
473	Stetson University	DeLand	FL	13	yes
1885	Stony Brook University	Stony Brook	NY	3	no
7028	SUNY at Purchase College	Purchase	NY	9	no
1878	SUNY College at Potsdam	Potsdam	NY	9	no
4894	SUNY Institute of Technology at Utica-Rome	Utica	NY	9	yes
783	Taylor University	Upland	IN	23	yes
2677	Texas A & M University-Kingsville	Kingsville	TX	1	no
2675	Texas Christian University	Fort Worth	TX	5	yes
1753	The College of New Rochelle	New Rochelle	NY	11	no
2063	The College of Wooster	Wooster	OH	14	yes
5742	The Master's College and Seminary	Newhall	CA	22	yes
7026	The Richard Stockton College of New Jersey	Pomona	NJ	9	yes
476	The University of Tampa	Tampa	FL	12	yes
2691	The University of Texas at Austin	Austin	TX	3	yes
7256	Touro College	New York	NY	12	no
981	Transylvania University	Lexington	KY	23	yes
2685	Trinity University	San Antonio	TX	23	yes
435	Trinity Washington University	Washington	DC	16	yes
24	Troy University	Troy	AL	8	no
2561	Tusculum College	Greeneville	TN	21	no
1884	Union College	Schenectady	NY	14	no

Institutions Participating in the 2012 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
2562	Union University	Jackson	TN	23	no
341	United States Air Force Academy	Colorado Springs	CO	9	yes
380	United States Coast Guard Academy	New London	CT	9	yes
1893	United States Military Academy	West Point	NY	9	yes
1100	United States Naval Academy	Annapolis	MD	9	yes
382	University of Bridgeport	Bridgeport	CT	11	yes
262	University of California-Riverside	Riverside	CA	1	yes
260	University of California-San Diego	La Jolla	CA	3	yes
2147	University of Central Oklahoma	Edmond	OK	8	no
6067	University of Colorado-Colorado Springs	Colorado Springs	CO	9	no
9109	University of Hawaii-West Oahu	Pearl City	HI	7	yes
584	University of Idaho	Moscow	ID	2	yes
4890	University of Illinois at Springfield	Springfield	IL	9	yes
984	University of Louisville	Louisville	KY	2	yes
5773	University of Massachusetts-Dartmouth	North Dartmouth	MA	9	yes
1294	University of Michigan-Ann Arbor	Ann Arbor	MI	3	yes
6400	University of Michigan-Flint	Flint	MI	9	no
1365	University of Minnesota-Twin Cities	Minneapolis	MN	3	yes
2	University of Montevallo	Montevallo	AL	9	yes
1609	University of Nevada-Reno	Reno	NV	1	yes
1984	University of North Carolina at Chapel Hill	Chapel Hill	NC	3	no
2031	University of North Dakota	Grand Forks	ND	2	yes
322	University of Northern Colorado	Greeley	CO	1	yes
6232	University of Pittsburgh-Bradford	Bradford	PA	8	yes
2340	University of Pittsburgh-Johnstown	Johnstown	PA	8	no
2342	University of Pittsburgh-Pittsburgh Campus	Pittsburgh	PA	3	yes
2213	University of Portland	Portland	OR	18	yes
2844	University of Puget Sound	Tacoma	WA	14	yes
265	University of Redlands	Redlands	CA	13	yes
2816	University of Richmond	Richmond	VA	14	no
6138	University of South Carolina-Aiken	Aiken	SC	8	yes
2458	University of South Carolina-Columbia	Columbia	SC	3	no
4895	University of South Florida-St. Petersburg Campus	Saint Petersburg	FL	9	no
268	University of Southern California	Los Angeles	CA	6	yes
157	University of the Pacific	Stockton	CA	4	yes
2302	University of the Sciences-Philadelphia	Philadelphia	PA	14	yes
5735	University of the Virgin Islands	Saint Thomas	VI	34	no
2731	University of Utah	Salt Lake City	UT	2	no
2764	University of Vermont	Burlington	VT	2	yes
2992	University of Wisconsin-River Falls	River Falls	WI	8	yes
2029	Valley City State University	Valley City	ND	7	yes
787	Valparaiso University	Valparaiso	IN	23	yes
2567	Vanderbilt University	Nashville	TN	6	yes
5053	Vanguard University of Southern California	Costa Mesa	CA	20	no
1891	Vassar College	Poughkeepsie	NY	14	yes
5517	Villa Maria College Buffalo	Buffalo	NY		no
2347	Villanova University	Villanova	PA	18	yes
2459	Voorhees College	Denmark	SC	38	yes
789	Wabash College	Crawfordsville	IN	13	yes
5562	Walsh University	Canton	OH	17	yes
2214	Warner Pacific College	Portland	OR	20	yes
1988	Warren Wilson College	Swannanoa	NC	23	yes
858	Wartburg College	Waverly	IA	23	yes
2348	Washington & Jefferson College	Washington	PA	13	yes

Institutions Participating in the 2012 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
2829	Washington and Lee University	Lexington	VA	14	yes
1588	Wayne State College	Wayne	NE	8	no
1295	Wayne State University	Detroit	MI	1	yes
2349	Waynesburg University	Waynesburg	PA	21	yes
1895	Wells College	Aurora	NY	12	yes
404	Wesley College	Dover	DE	20	yes
5035	Western New England University	Springfield	MA	12	yes
2909	Wheeling Jesuit University	Wheeling	WV	17	yes
2867	Whitman College	Walla Walla	WA	14	yes
2868	Whitworth University	Spokane	WA	23	no
2297	Widener University-Main Campus	Chester	PA	4	no
2354	Wilkes University	Wilkes-Barre	PA	12	yes
2215	Willamette University	Salem	OR	14	yes
105	Williams Baptist College	Walnut Ridge	AR	21	yes
2355	Wilson College	Chambersburg	PA	20	yes
1992	Wingate University	Wingate	NC	12	no
1993	Winston-Salem State University	Winston-Salem	NC	34	yes
2463	Wofford College	Spartanburg	SC	23	yes
1215	Worcester Polytechnic Institute	Worcester	MA	5	yes

APPENDIX D

The Precision of the Normative Data and Their Comparisons

THE PRECISION OF THE NORMATIVE DATA AND THEIR COMPARISONS

A common question asked about sample surveys relates to the precision of the data, which is typically reported as the accuracy of a percentage “plus or minus x percentage points.” This figure, which is known as a confidence interval, can be estimated for items of interest if one knows the response percentage and its standard error.

Given the CIRP’s large normative sample, the calculated standard error associated with any particular response percentage will be small (as will its confidence interval). It is important to note, however, that traditional methods of calculating standard error assume conditions which, (as is the case with most real sample survey data), do not apply here. Moreover, there are other possible sources of error which should be considered in comparing data across normative groups, across related item categories, and over time. In reference to the precision of the CIRP data, these concerns include:

- 1) Traditional methods of calculating standard error assume that the individuals were selected through simple random sampling. Given the complex stratified design of the CIRP, where whole institutions participate, it is likely that the actual standard errors will be somewhat larger than the standard error estimates produced through traditional computational methods. In addition, while every effort has been made to maximize the comparability of the institutional sample from year to year (repeat participation runs

about 90 percent), comparability is reduced by non-repeat participation and year-to-year variation in the quality of data collected by continuing institutional participants. While the CIRP stratification and weighting procedures are designed to minimize this institutional form of “response bias,” an unknown amount of non-random variation is introduced into the results.

- 2) The wording of some questions in the survey instrument, the text and number of response options, and their order of presentation have changed over the years. We have found that even small changes can produce large order and context effects. Given this, the *exact* wording and order of items on the survey instrument (see Appendix B) should be examined carefully prior to making comparisons across survey years.
- 3) Substantial changes in the institutional stratification scheme were made in 1968, 1971, 1975, 2001, and 2009. These changes resulted in a revision of the weights applied to individual institutions. Stratification cell assignments of a few institutions may also change from time to time, but the scale of these changes and their effect on the national normative results are likely to be small in comparison to other sources of bias.

Since it is impractical to report statistical indicators for every percentage in every CIRP comparison group, it is important for those who

are interested to be able to estimate the precision of the data. Toward this end, Table D1 provides estimates of standard errors for comparison groups of various sizes and for different percentages¹ which can be used to derive confidence interval estimates.

For example, suppose the item we are interested in has a response percentage of 15.7 percent among students at all nonsectarian four-year colleges (a normative group that is 39,525 in size). First, we choose the column that is closest to the observed percentage 15.7—in this case “15%.”² Next, we select the row closest to the unweighted sample size of 39,525—in this case “40,000.” Consulting Table D1, we find the estimated standard error would be .179.

To calculate the confidence interval at the 95% probability level, we multiply the estimated standard error by the critical value of t for the unweighted sample size (which, for all CIRP comparison groups, will be equal to 1.96 at the .05 level of probability).³ In this example, we would multiply the estimated standard error of .179 by 1.96, which yields .350. If we round this figure to a single decimal point we would then estimate our confidence interval to be 15.7 ± .4. In practical terms, this confidence interval means that if we were to replicate this survey using the same size sample, we would expect that the resulting percentage would fall between 15.3 percent and 16.1 percent 95 times out of 100.

Table D1. Estimated Standard Errors of Percentages for Comparison Groups of Various Sizes

Unweighted size of comparison groups	Percentage										
	1%	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%
500	.445	.975	1.342	1.597	1.789	1.936	2.049	2.133	2.191	2.225	2.236
1,000	.315	.689	.949	1.129	1.265	1.369	1.449	1.508	1.549	1.573	1.581
5,000	.141	.308	.424	.505	.566	.612	.648	.675	.693	.704	.707
10,000	.099	.218	.300	.357	.400	.433	.458	.477	.490	.497	.500
20,000	.070	.154	.212	.252	.283	.306	.324	.337	.346	.352	.354
40,000	.050	.109	.150	.179	.200	.217	.229	.238	.245	.249	.250
55,000	.042	.093	.128	.152	.171	.185	.195	.203	.209	.212	.213
70,000	.038	.082	.113	.135	.151	.164	.173	.180	.185	.188	.189
90,000	.033	.073	.100	.119	.133	.144	.153	.159	.163	.166	.167
110,000	.030	.066	.090	.108	.121	.131	.138	.144	.148	.150	.151
130,000	.028	.060	.083	.099	.111	.120	.127	.132	.136	.138	.139
240,000	.020	.044	.061	.073	.082	.088	.094	.097	.100	.102	.102

Note: Assumes simple random sampling.

¹ Calculated by $\sqrt{\frac{x\%(100-x\%)}{N}}$ where x is the percentage of interest and N is the population count from Table A1.

² Since the distribution of the standard errors is symmetrical around the 50 percent mid-point, for percentages over 50 simply subtract the percentage from 100 and use the result to select the appropriate column. For example, if the percentage we were interested in was 59, 100 – 59 percent yields 41, so we would use the column labeled ‘40%.’

³ To calculate the confidence interval at the 99% probability level the critical t value is 2.56.

APPENDIX E

Changes to the Undergraduate Major Response Options for the 2012 Survey

Changes to the Undergraduate Major Response Options for the 2012 Survey

2012 TFS	Previous TFS
ARTS AND HUMANITIES	ARTS AND HUMANITIES
Art, fine and applied	Art, fine and applied
English (language and literature)	English (language and literature)
History	History
Journalism/Communication	Journalism
Classical and Modern Languages and Literature	Language and Literature (except English)
Media/Film Studies	
Music	Music
Philosophy	Philosophy
Theatre/Drama	Theatre or Drama
Theology/Religion	Theology or Religion
Other Arts and Humanities	Other Arts and Humanities Speech
BIOLOGICAL & LIFE SCIENCES	BIOLOGICAL SCIENCE
Biology (general)	Biology (general)
Animal Biology (zoology)	Zoology
Ecology & Evolutionary Biology	
Marine Biology	Marine (Life) Science
Microbiology	Microbiology or Bacteriology
Molecular, Cellular, & Developmental Biology	
Neurobiology/Neuroscience	
Plant Biology (botany)	Botany
Agriculture/Natural Resources	
Biochemistry/Biophysics	Biochemistry or Biophysics
Environmental Science	Environmental Science
Other Biological Science	Other Biological Science
BUSINESS	BUSINESS
Accounting	Accounting
Business Admin. (general)	Business Admin. (general)
Entrepreneurship	
Finance	Finance
Hospitality/Tourism	
Human Resources Management	
International Business	International Business
Marketing	Marketing
Management	Management
Computer/Management Information Systems	
Real Estate	
Other Business	Other Business Secretarial Studies

Changes to the Undergraduate Major Response Options for the 2012 Survey

2012 TFS	Previous TFS
EDUCATION	EDUCATION
Elementary Education	Elementary Education
Music/Art Education	Music or Art Education
Physical Education/Recreation	Physical Education or Recreation
Secondary Education	Secondary Education
Special Education	Special Education
Other Education	Other Education
	Business Education
ENGINEERING	ENGINEERING
Aerospace/Aeronautical/Astronautical Engineering	Aeronautical or Astronautical Eng
Biological/Agricultural Engineering	
Biomedical Engineering	
Chemical Engineering	Chemical Engineering
Civil Engineering	Civil Engineering
Computer Engineering	Computer Engineering
Electrical/Electronic Communications Engineering	Electrical or Electronic Engineering
Engineering Science/Engineering Physics	
Environmental/Environmental Health Engineering	
Industrial/Manufacturing Engineering	Industrial Engineering
Materials Engineering	
Mechanical Engineering	Mechanical Engineering
Other Engineering	Other Engineering
HEALTH PROFESSIONS	PROFESSIONAL
Clinical Laboratory Science	
Health Care Administration/Studies	
Health Technology	Health Technology (medical, dental, laboratory)
Kinesiology	
Nursing	Nursing
Pharmacy	Pharmacy
Therapy (occupational, physical, speech)	Therapy (occupational, physical, speech)
Other Health Profession	Other Professional
	Architecture or Urban Planning (moved to OTHER FIELDS)
	Family & Consumer Sciences
	Library or Archival Science (moved to OTHER FIELDS)
	Medicine, Dentistry, Veterinary Medicine
MATH AND COMPUTER SCIENCE	
Computer Science	
Mathematics/Statistics	
Other Math and Computer Science	

Changes to the Undergraduate Major Response Options for the 2012 Survey

2012 TFS	Previous TFS
PHYSICAL SCIENCE	PHYSICAL SCIENCE
Astronomy & Astrophysics	Astronomy
Atmospheric Sciences	Atmospheric Science (incl. Meteorology)
Chemistry	Chemistry
Earth & Planetary Sciences	Earth Science
Marine Sciences	Marine Science (incl. Oceanography)
Physics	Physics
Other Physical Science	Other Physical Science
	Mathematics (moved to MATH AND COMPUTER SCIENCE)
SOCIAL SCIENCE	SOCIAL SCIENCE
Anthropology	Anthropology
Economics	Economics
Ethnic/Cultural Studies	Ethnic Studies
Geography	Geography
Political Science (gov't., international relations)	Political Science (gov't., international relations)
Psychology	Psychology
Public Policy	Public Policy
Social Work	Social Work
Sociology	Sociology
Women's/Gender Studies	Women's Studies
Other Social Science	Other Social Science
	TECHNICAL
	Building Trades
	Data Procession or Computer Programming
	Drafting or Design
	Electronics
	Mechanics
	Other Technical

Changes to the Undergraduate Major Response Options for the 2012 Survey

2012 TFS	Previous TFS
OTHER MAJORS	OTHER FIELDS
Architecture/Urban Planning	
Criminal Justice	Law Enforcement
Library Science	
Security & Protective Services	
Military Sciences/Technology/Operations	Military Science
	Agriculture (moved to BIOLOGICAL SCIENCES)
	Communications (moved to ARTS AND HUMANITIES)
	Computer Science (moved to MATH AND COMPUTER SCIENCE)
	Forestry
	Kinesiology (moved to HEALTH PROFESSIONS)
	Other Field (moved to separate category)
	Undecided (moved to separate category)
OTHER	
UNDECIDED	

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Matthew H. Case is the Senior Data Manager at HERI. His responsibilities include developing and maintaining the HERI research databases; computing the National Norms tables; and producing institutional reports and other specialized reports for analysis of CIRP data.

**The American Freshman:
National Norms for Fall 2012***

December 2012, 85 pages

E-book with expanded tables, 189 pages

Provides national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. Data from 192,912 entering first-year students are statistically adjusted to reflect the 1.4 million students entering four-year institutions for the first time in 2012. The annual report covers: demographic characteristics; expectations of college; degree goals and career plans; college finances; and attitudes, values, and life goals.

*Publications from earlier years are also available.

**Undergraduate Teaching Faculty:
The 2010–2011 HERI Faculty Survey***

October 2012, 99 pages

E-book with expanded tables, 231 pages

Provides an informative profile of full-time undergraduate faculty at American colleges and universities. The 2010–2011 norms covers several areas: Faculty Work-Life, Use of Student-Centered Pedagogy, and Training the Next Generation of Faculty. The report includes a section devoted to examining the experiences and perceptions of part-time faculty as well. Results are reported by institutional type for all faculty, male faculty, and female faculty.

*Publications from earlier years, under the title *The American College Teacher*, are also available: 2007–2008, 2004–2005, 2001–2002, 1998–1999, 1995–1996, 1992–1993, 1989–1990.

**Completing College:
Assessing Graduation Rates
at Four-Year Institutions**

November 2011, 55 pages

Provides the latest information on four-, five-, and six-year degree attainment rates collected longitudinally from 356 baccalaureate-granting institutions. Differences by institutional type, gender, first-generation status, and race/ethnicity are examined. The study highlights main predictors of degree completion and provides several formulas for calculating expected institutional completion rates.

The American Freshman: Forty Year Trends

March 2006, 261 pages

Summarizes trends data in the Cooperative Institutional Research Program (CIRP) Freshman Survey between 1966 and 2006. The report examines changes in the diversity of students entering college; parental income and students' financial concerns; and issues of access and affordability in college. Trends in students' political and social attitudes are also covered.

**Advancing in Higher Education:
A Portrait of Latina/o College Freshmen
at Four-Year Institutions, 1975–2006**

October 2008, 90 pages

With national data taken from the Cooperative Institutional Research Program (CIRP) Freshman Survey, this report is a data resource for higher education in understanding the unique characteristics of the increasing numbers of Latina/o first-time, full-time freshmen. For the first time, CIRP trends are disaggregated by specific Latina/o ethnic origin group and by gender, to highlight the heterogeneity in the population unavailable in other national reports on Hispanic college students.

**Beyond Myths: The Growth and Diversity
of Asian American College Freshmen, 1971–2005**

September 2007, 63 pages

The first-year student trends examined in this report help to address some common characterizations of Asian American students, particularly with respect to their educational success, that are often overstated and taken out of context. The findings suggest that Asian Americans still have to overcome a number of obstacles, such as levels of family income and financial aid, to earn a coveted spot in higher education. Featuring data collected from the Cooperative Institutional Research Program (CIRP) Freshman Survey, it is based on 361,271 Asian/Asian American first-time full-time students who entered college between 1971 and 2005—representing the largest compilation and analysis of data on Asian American college students ever undertaken.

**First in My Family:
A Profile of First-Generation College Students
at Four-Year Institutions Since 1971**

February 2007, 62 pages

First-generation college students are receiving increasing attention from researchers, practitioners, and policymakers who seek to understand students' college decision-making process in order to support their progress in higher education. This report explores the changing dynamic between first-generation college students and their non-first-generation peers by utilizing longitudinal trends data collected through the Cooperative Institutional Research Program (CIRP) Freshman Survey from 1971 to 2005.

Black Undergraduates From *Bakke* to *Grutter*

November 2005, 41 pages

Summarizes the status, trends, and prospects of Black college freshmen using data collected from 1971 to 2004 through the Cooperative Institutional Research Program (CIRP). Based on more than half a million Black freshman students, the report examines gender differences; socioeconomic status; academic preparation and aspirations; and civic engagement.

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