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The Evolving Character of WWU Freshmen:
Analyses of CIRP Surveys from 1971 to 1991

Report 1993-04

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Executive Summary

Since 1971, Western Washington University has utilized the Cooperative Institutional Research Program (CIRP) Student Information Survey to profile the characteristics, attitudes, values, educational achievements, and future goals of its incoming freshmen. Between 1971 and 1991 there were six administrations of the CIRP. This report uses those findings to examine the changes in WWU's in-coming freshmen over that twenty-year period. Raw data is also presented: that for the overall population in Appendix B, and by gender in Appendix C.

Because of the large accumulation of data, while trends of significance were highlighted in the report, they may not constitute all significant trends. Space limitations were also a consideration for the summary. With data as robust and flexible as that gathered by the CIRP, there was so much to consider. Nevertheless, however loosely grouped will be the following categories: general demographics, pre-college academic issues, why students chose college/WWU, college plans, and behaviors and attitudes.

General Demographics

Both nationally and at WWU, females increasingly are comprising the majority population of freshmen. At WWU, the percentage of female freshmen has run slightly higher than that of female freshmen nationally. As well, the percentage of freshmen from ethnic-minority backgrounds has increased. At WWU, the percentage of non-Caucasians nearly doubled between 1971 and 1991.

Pre-college Academic Issues

Compared to national figures compiled from all institutions utilizing the CIRP survey, WWU freshmen have somewhat higher high school GPA's and academic self-ratings. As well, WWU females have had higher high school GPA's than males, although males have reported higher academic self-ratings. Between 1971 and 1991, however, the percentage increase in many academic self-rating categories favored females, including that of intellectual self-confidence.

Why Students Chose College/WWU

At WWU, a higher percentage of in-coming freshmen in 1991 than in 1971 chose college to: 1) get a better job; 2) make more money; and 3) prepare for graduate school. On the other hand, freshmen females in higher percentages than freshmen males chose college to: 1) gain a general education; 2) become a more cultured person; and 3) learn more about things.

Between 1971 and 1991, the percentage of in-coming freshmen indicating that they came to WWU because of its academic reputation increased from 16.9% to 52.0%--a stronger increase over twenty years than was found nationally. Moreover, findings indicated that by 1991 in-coming WWU freshmen were less likely to anticipate dropping out--either temporarily or permanently--than they had in 1971, and that they were less likely to anticipate transferring to another college.

College Plans

From 1971 through the mid-1980's--both nationally and at WWU--the percentage of freshmen planning on Business as a major and career rose dramatically, then began to decrease. During the same period, the percentage of freshmen planning on Education as a major decreased in the early 1980's, then began to increase. Currently, Business and Education are the two most popular planned majors/careers at WWU.

Behaviors and Attitudes

In regards to health behaviors, by 1991 the overall percentage of in-coming freshmen who smoked frequently was down from 1971 figures. Of frequent smokers, however, females were nearly twice as likely to smoke as males.

The political viewpoints of in-coming freshmen fluctuated between 1971 and 1991, mostly in the liberal or middle-of-the-road categories. Of freshmen indicating a conservative viewpoint, males always made up the highest percentage; of freshmen indicating a middle-of-the-road viewpoint, females always made up the highest percentage. As far as views on specific issues, the percentage of in-coming WWU freshmen indicating they felt abortion should remain legal increased between 1971 and 1991, while the percentage of freshmen indicating they felt capital punishment should be abolished decreased. As well, freshmen appeared to be less fatalistic in the 1991 than they were in 1971, with a *decreasing* percentage *agreeing* with the statement that "the individual can do little to change society".

The above prompt especially concurs with other indicators that evidence a return to early 1970's activism by freshmen in the late 1980's/early 1990's. For instance, a higher percentage of freshmen indicated they had participated in demonstrations, and considered the influencing of social values and political structure essential or very important objectives. These trends were particularly driven by freshmen females, who in all categories measuring political activism responded in higher percentages than freshmen males. Moreover, freshmen females also became more confident of their ability to serve as leaders. From 1971 to 1991, the percentage change for females was nearly double that of males for self-ratings of leadership ability and social self-confidence.

Findings

Demographics

Student demographics both nationally and at WWU saw at least one considered difference: the pronounced change in the reversal of gender ratio. Nationally, by 1990 females accounted for 53.8% of entering freshmen. At WWU the trend was even more pronounced. In recent years, females have accounted for up to 62.5% of all entering freshmen. In fact, in the six administrations of the CIRP at WWU over the last 20 years, women have never up less than 55% of the entering freshmen population.

Nationally, as well as increasing percentages of females were increasing percentages of ethnic-minority students entering college: from the mid-sixties to mid-seventies nearly the rate nearly doubled. "Considering that the *absolute size* of the freshmen class also increased by more than 40 percent during this period, such a sharp increase in the *proportion* of minorities among entering freshmen classes is all the more remarkable."¹ Unfortunately, this trend atrophied from the late seventies through the mid- to late-eighties; some ethnic groups, notably Mexicans and Puerto Ricans, actually lost representation. The only non-Caucasian group to increase representation during the eighties to the present was Asians.

At WWU, ethnic-minority enrollment doubled over twenty years. Non-Caucasian representation of entering freshmen increasing from 4.9% in 1971 to 10.4% in 1991. In 1989, 14.4% of CIRP respondents were non-Caucasian, the highest percentage of non-Caucasian entering freshmen at WWU to date. Like the national trend, at WWU, too, the most dramatic increase in any one ethnic-minority population was with Asians, up from 1.8% of entering freshmen in 1971 to 5.5% in 1991. (See Table 1.)

TABLE 1: Ethnicity

	1971		1976		1981		1985		1989		1991	
	WWU	USA	WWU	USA	WWU	USA	WWU	USA	WWU	USA	WWU	USA
White/Caucasian	95.2	91.4	95.7	86.2	95.5	88.5	95.5	86.2	87.6	84.3	91.5	83.4
African-American	1.5	6.3	1.0	8.4	0.7	8.6	0.8	9.1	3.0	9.2	1.3	9.2
Amer. Indian/AK Native	1.3	0.9	1.2	0.9	1.5	1.0	1.5	1.0	2.0	0.9	1.9	1.5
Asian-American	1.8	0.5	1.5	2.0	2.9	1.1	2.8	2.0	6.8	2.9	5.5	3.1
Mexican-Amer./Chicano	0.3	1.1	0.5	1.7	0.8	0.9	0.5	1.2	2.6	1.4	1.5	2.7
Puerto Rican-American	0.0	0.2	0.2	0.5	0.1	0.6	0.1	0.6	0.0	0.8	0.2	0.6
Other	2.3	1.2	1.4	1.8	2.0	1.5	2.1	1.5	1.6	2.1	2.2	1.9

Figures also indicated that entering freshmen are coming from homes in which the parents are increasingly better educated, especially the mothers of respondents. The

percentages of either parent with a Bachelor's degree are up from 1971 to 1991 both nationally and at WWU, but are up particularly high for mothers; the percentages of either parent with a Master's degree are up as well, with the percentage of mothers with Master's degrees trebling both nationally and at WWU. (See Table 2.)

TABLE 2: Parents' Education

Degree Earned	Mother's Education						Father's Education					
	WWU			USA			WWU			USA		
	1971	1991	Chge	1971	1991	Chge	1971	1991	Chge	1971	1991	Chge
BA	21.4	28.9	+7.5	15.2	19.4	+4.2	24.3	29.6	+5.3	18.4	20.7	+2.3
MA	4.8	14.9	+10.	3.1	9.8	+6.7	15.1	28.1	+13.	9.3	16.3	+7.0

Academic Skills and Preparation

The CIRP report on national trends suggested that the academic preparation of first-time, in-coming college students has declined, and used a variety of data, both from its own survey and other sources to support the suggestion. For instance, since 1971 CIRP respondents have been asked to rate various reasons why they decided to go to college. One of these reasons, "to improve reading and study skills," has seen a strong upward trend of "very important" responses, both nationally and at WWU. But while the national CIRP report highlighted this change as an indicator of academic decline, is that necessarily the only interpretation of the data?

While taking into consideration that the prompt was only one a number of factors used to build a case for declining academic skills, the prompt "to improve reading and study skills" is nevertheless open to more than only negative interpretation. Is this question measuring apprehension, an assessment of inability, or does it suggest that students are simply more vigilant about and/or sensitive to the demands of a college career?

Certainly the percentages to the ready/study skills prompt are up: they have nearly doubled nationally, and have more than doubled at WWU. Yet the most dramatic change in the response pattern occurred between 1971 and 1976. Since 1976, both national and local response patterns have changed only mildly, with the percent of "very important" responses actually becoming lower at WWU in 1991 than it was in 1976. Veritably, something changed fifteen years ago, but rather than an indicator of steady change over a twenty year period, the data suggest a dramatic change in a narrow time frame. Why the change occurred during that time is a certainly question of interest, but is unfortunately outside the ken of the data gathered by the CIRP.

In order to explore potential interpretations of the study/reading skills prompt, data on CIRP respondents at WWU from 1985, 1989 and 1991, which was readily available, was analyzed in relation to high school GPA. Two groups were identified--those who responded

"very important" to the reading/study skills issue, and those who responded "of some or no importance". High school GPA's of the two groups were then compared. At WWU, the difference between those GPA's was under a tenth of point in all three years, and while of statistical significance in 1985 and 1989, the numerical size of the averages coupled with the large amount of unexplained variation suggests that the GPA difference was potentially unreliable. Thus, changes in percentages to the reading/study skills prompt offered dubious support to inferences of any nature for CIRP respondents at WWU.

As another indicator of in-coming freshmen feeling less academically prepared, the CIRP report noted the increasingly higher percentages of "very good" responses when students estimated whether they would be "getting tutoring in specific courses." Nationally, this trend has been steadily increasing; however, at WWU, the dramatic increase occurred between 1981 and 1985, when the percent rose from 8.1% to 15.5%. Then, after a slight dip in 1989, the percent reached its all-time high in 1991 at 16.4%.

Again, data on hand from recent WWU CIRP respondents was utilized to see if the above inference was borne out locally. Again, two groups were formed--those that indicated "some to very good chance" of getting tutoring in a specific area, and those that indicated "no to little chance"--and their high school GPA's were compared. This time, the difference between GPA's was statistically significant for all three years. But of equal interest were the mean high school GPA's of either cohort indicating the chance of getting tutoring. (See Table 3.)

Table 3: Chance of Tutoring by HS GPA

CIRP Year	Some/good chance	Little/no chance
1985	3.11	3.30
1989	3.38	3.52
1991	3.32	3.44

When students with traditionally strong high school GPA's like the ones demonstrated above are considering tutoring, questions as to what high school students are expecting to find in college and how well they may be feeling ready to handle it must certainly be raised.

Other indicators of the unpreparedness of in-coming freshmen for college was culled by the national CIRP survey from a listing of high school academic activities. It was found, for instance, that survey respondents in 1991 read less extra material for class, were less often guests in teachers' homes, argued less with teachers in class, and were less likely to study in the library than previous survey respondents. Although other high school academic activities have remained stable, the changes monitored by the CIRP survey in the last twenty years do seem to indicate that something may have been lost in the overall high school academic environment, both nationally and at WWU. (See Table 4.)

TABLE 4: Academically-Related High School Activities

ITEM	1971		1976		1981		1985		1989		1991	
	WWU	USA	WWU	USA	WWU	USA	WWU	USA	WWU	USA	WWU	USA
Activities During Past Year												
argued w/teacher in class	60.5	49.5							49.4	41.8		
asked teacher for advice	25.7	21.8					37.1	24.1			21.0	18.6
did extra reading	19.3	14.2					11.6	11.4	12.0	10.1	12.0	10.6
didn't finish homework	67.6	66.7					75.2	68.6	74.3	68.7	71.9	65.6
studied in library	32.2	31.2							12.7	13.3		
studied w/other students							92.7	88.2	91.1	85.4	91.5	84.1
tutored another student	42.3	42.9					46.3	42.4	55.7	44.6	52.3	44.7
guest in teacher's home							38.8	32.6	29.6	28.9	29.5	27.9
"Very Good" Chance												
get tutoring			9.5	7.8	8.1	9.8	15.5	11.2	14.3	12.6	16.4	14.7
make at least "B" average			44.2	40.6	46.9	40.6	46.1	40.1	53.1	41.0	50.9	42.0
graduate with honors			8.9	11.0	6.1	11.2	9.8	12.1	10.7	12.6	11.8	13.6
need extra time for degree			8.4	4.7	8.5	5.6	10.8	6.3	12.5	7.4	13.3	8.5
fail one or more courses			2.5	1.8	0.7	1.7	1.2	1.4	1.2	1.4	1.2	1.5
"Very Important" Reason in Deciding to Go to College												
improve read/study skills	15.2	22.2	36.4	35.1	39.9	39.7	38.8	40.5	35.5	40.5	35.7	37.4

Yet in spite of the possibility of an erosion in the richness of the high school academic experience, survey respondents have been found to be increasingly positive about their academic abilities. Both nationally and at WWU, student self-ratings have increased or have remained stable. As well, high school GPA's of entering freshmen are up. At WWU, for instance, while in 1971 a quarter of the survey respondents had less than a 3.00 GPA, by 1991 that figure had fallen to less than ten percent. (See Table 5.)

TABLE 5: Average HS GPA's and Students' Self-ratings

	1971		1976		1981		1985		1989		1991	
	WWU	USA	WWU	USA	WWU	USA	WWU	USA	WWU	USA	WWU	USA
Average HS GPA												
A or A+	4.0	5.7	6.1	8.4	7.1	9.2	6.3	9.1	11.4	10.4	9.7	11.0
A-	16.0	9.3	14.0	11.3	15.8	11.4	13.3	11.6	25.8	12.8	23.3	12.5
B+	26.0	17.4	28.9	20.6	30.1	19.3	25.0	19.0	37.5	18.8	31.2	18.3
B	29.9	25.0	28.0	26.6	30.5	26.7	30.4	25.5	19.7	25.8	27.1	24.4
B-	15.4	16.4	13.7	13.2	12.0	14.2	16.5	13.9	3.9	14.4	7.0	14.3
C+	7.0	15.4	7.4	11.6	3.9	11.8	6.9	12.3	1.5	11.1	1.2	12.2
Student rated self above average or in highest 10%												
Academic ability	69.9	50.6	58.2	51.2			63.8	54.9	77.3	55.8	68.2	52.3
Math ability	33.2	32.0	28.8	33.5			35.3	38.5	42.0	39.9	38.2	36.4
Writing ability	39.1	27.7	40.5	32.6			46.0	37.8	51.1	39.9	52.8	39.4
Intellectual self-confidence	45.4	34.9	45.4	42.4			57.3	54.3	58.6	50.0	58.0	51.3

The national CIRP report, however, was suspect that high school GPA's are indicative of better prepared students. The CIRP argues that increased high school GPA's may be due to

"grade inflation"--the idea that GPA's are padded by less academically stringent courses, or that grading at the high school level has become less demanding. Indeed, up through 1985, the CIRP survey showed at least half of all survey respondents reporting that "grading in high school is too easy." And at WWU the response rate to this question was higher than the national average by at least ten percent. The high rates notwithstanding, the question was dropped after the 1986 administration, which was unfortunate, since 1986 marked the fourth year in a row that response rates to the question had fallen, with 1986 itself showing for the first time a positive response rate of less than half. Responses also fell at WWU by five percent from 1981 to 1985. Without those last six years to complete the comparison, it would seem prudent to restrict conclusions about the issue to the eleven-year period from 1976 to 1986. Do students continue to feel that high school grading is too easy? The available data prevents a definitive conclusion.

A group with some knowledge about first-time, in-coming students, however, might be the teachers who encounter them. And the CIRP report firmly bolsters its contention that entering students are less academically prepared by citing a 1982 survey indicating that from the early seventies to early eighties college professors by a two-to-one ratio believed entering freshmen had become less prepared², and a 1989 Carnegie Foundation survey that also indicated two-to-one that college teachers believed students were "ill-suited for academic life."³

But short of conducting a comparable survey locally, similar attitudes towards incoming freshmen may or may not exist within WWU's faculty, especially with other findings between national and WWU trends being contentious. Thus, in order to examine the possibility of "grade inflation" or other factors undermining the strength of the academic preparedness of freshmen at WWU, this report analyzed three academic indicators: the high school GPA's and pre-college test scores of the entering freshmen classes coinciding with the CIRP administrations in question, and the college GPA's of WWU students at graduation. Although not conclusive, the analysis seemed nonetheless worthwhile.

High school GPA's provided the first insight. Using the same six years as the CIRP survey was administered, it was found that high school GPA's of entering freshmen rose from 3.04 in 1971 to 3.22 in 1981, fell to 3.14 in 1985, then rose substantially with the higher admissions standards experienced at WWU in 1989. Conversely, SAT or SAT-equivalent WPCT scores rose from 1971 to 1976, but remained stable until 1989. It would seem, then, that with high school GPA's rising against stabilized pre-college test scores, the idea of "grade inflation" effecting WWU freshmen may have merit.

If, then, WWU's entering freshmen are indeed to any degree less capable when entering college than they once may have been, is there any evidence indicating poor college performance because of that lessening? To make a thorough and completely satisfying statistical judgement from available data was impeded by the relative newness of computer-based tracking systems, but a recent OIAT report on the trends of graduating classes from 1981 through 1991 was helpful.⁴ That report found that although a very slight dip in mean

GPA's of graduates occurred through the middle eighties, none of the figures were significant--never more than a tenth of point. Indeed, no figures could be found to indicate WWU graduates are doing less well in college than they once were; no analysis--not age, gender, nor admit status--indicated declining abilities. Nor have CIRP respondents who have graduated done any better or worse than the overall cohort of graduates.

It may be that in spite of the lessening of the high school academic experience, students, once in college, rise to the occasion. On the other hand, while such positive traits as resiliency and determination within students should be applauded, how much more enriching might those college careers have been if students had brought with them from high school an experience that was unsuspect in its empowerment, rather than having the stigma, however slight it might be perceived, that the experience was less than it once had been.

High School Activities and Experiences

Some of the most intriguing trends regarding the activities of first-time, in-coming freshmen during high school were concerned with health-related activities. Frequent cigarette smoking, for instance, dropped between 1971 to 1991; nationally from 14.9% to 11.3%, and at WWU from 15.7% to 5.5%. Both nationally and at WWU an increase in frequent cigarette smoking was measured from 1989 to 1991, although at WWU, even with the increase, the percentage was still only just above five percent of the population of respondents.

Nationally, the percentage of survey respondents reporting drinking beer frequently or on occasion increased through the early and middle eighties to about 75%, then began to fall. By 1991 beer drinking was reported at nearly the same percentage as it was in 1971 at approximately 60% of survey respondents. A similar trend was found at WWU, with beer drinking increasing through the middle eighties and by 1991 being reported by about the national average of 60%--an even more considered lessening than nationally since in 1971 the WWU response rate was 10% higher than the national rate. And one last health-related issue was this: although by the late 80's CIRP respondents at WWU have reported to be less likely to use tranquilizers than they were in the early 70's, they were actually more likely in 1989 to use sleeping pills than they were in 1971.

With much recent media coverage reporting on the alienation and disenfranchisement of young people, it might come as a surprise that recent CIRP respondents, at any rate, appear much more politically oriented than their generation may be given credit for. There has been, for instance, a significant increase in the percentage of in-coming freshmen reporting that they participated in demonstrations, nationally and at WWU. From 1981 to 1991, the percentage increased from 20.1% to 39.0% nationally, and from 14.7% to 37.1% at WWU. As well as being visibly more active in politics, students seem no less intellectually active, with the percentages of in-coming freshmen who discussed politics frequently almost identical from 1971 to 1991 (21.1% to 20.9%), and up slightly at WWU (26.0% to 29.1%).

Moreover, the CIRP report on national trends notes that students may be looking at participating in politics in different ways than they once were. For instance, both nationally and at WWU, higher percentages of respondents in 1991 than in 1971 considered influencing social values and the political structure as "essential or very important" objectives in their lives. Additionally, although the percentages of respondents that considered "becoming involved in programs to clean up the environment" dipped through the middle 1980's, by 1991 they were beginning to approach the percentages they had been in 1971. (See Table 6.)

TABLE 6: High School Activities and Experiences

	1971		1976		1981		1985		1989		1991	
	WWU	USA	WWU	USA	WWU	USA	WWU	USA	WWU	USA	WWU	USA
Activities during past year												
Smoked cigarettes (freq.)	15.7	14.9			6.5	11.9	6.5	9.1	2.8	10.2	5.5	11.3
Drank beer	69.8	60.6			75.2	75.2	74.4	66.5	68.0	60.3	58.9	57.3
Took sleeping pills	7.0	4.3			3.3	2.9			8.0	3.0		
Took tranquilizers	9.7	6.2			5.7	5.1			2.4	1.7		
Used personal computer							22.1	24.9	28.4	29.4	47.7	37.5
Discussed politics (freq.)	26.0	21.1									29.1	20.5
Objectives considered essential or very important												
Influence social values	29.1	28.0	29.5	29.7	26.7	31.6	31.7	32.9	36.5	41.1	38.5	39.6
Influence political structure	13.9	14.1	15.2	15.2	12.6	15.0	14.1	15.6	16.0	19.9	16.7	17.9
Help environmental cleanup	38.2	42.9	28.9	27.7	22.7	24.8	15.4	20.3	24.3	26.1	31.2	31.3

Educational and Career Plans

Nationally, interest in doctoral degrees (as the highest degree to be obtained at *any* college or university) reached an all-time high. This interest was reflected at WWU as well, in even higher numbers. Nationally, interest in the Master's degree fell off slightly, as it did at WWU--although at WWU it remained higher than the national average. Interest in medical degrees was up nationally, as well as at WWU; interest in law degrees decreased nationally, while remaining stable at WWU. (See Table 7.)

TABLE 7: Highest Degree Planned at ANY Institution

	1976		1981		1985		1989		1991	
	WWU	USA	WWU	USA	WWU	USA	WWU	USA	WWU	USA
BA	41.3	35.6	38.8	37.8	37.0	38.2	23.7	32.3	18.9	28.2
MA	34.4	28.6	40.7	31.0	42.0	31.6	54.3	37.0	52.1	35.5
Ph.D.	8.8	8.7	9.8	7.9	10.6	9.2	13.3	11.7	17.7	12.5
Law	3.7	4.8	3.1	4.0	1.6	3.6	2.4	4.9	4.0	4.4
Medical	2.9	7.1	2.9	5.9	4.0	6.0	4.1	5.7	5.6	6.9

Nationally, after more than doubling from 1966 to 1986, interest in business as a probable career has seen a marked decrease through 1991, down to 15.6% of the population of respondents. Interest in business as a probable career is down at WWU as well, although at 18.7% it is still higher than the national average. Logically, business as an anticipated major is down nationally as well, to an all-time low of 21%. At WWU, business as an anticipated major is at its lowest since 1976--although it has remained the most popular anticipated major of in-coming freshmen at WWU, with 1976 being the last year any major other than business received the highest response percentage in the category.

As would be expected at an institution with a history of teacher education, freshmen at WWU have shown a strong interest in education as both a probable career and/or major, second only to business. While nationally interest in teaching as a probable career has dipped as low as under 4.9%, and as an anticipated major as low as 6.0%, at WWU over the last twenty years, the lowest response rate came in 1981 when only 8.4% of survey respondents chose education as a probable career, and only 9.3% chose education as an anticipated major. By 1985 those figures were back up, to 14.6% and 14.3% respectively.

Interest in majors in humanities and mathematics have shown a steady decline from 1971 to 1991. In fact, nationally and at WWU, the last few years have never seen lower percentages of CIRP respondents interested in mathematics as an anticipated major. As well, through the mid-eighties, biological sciences, English, health professional, history/political science, fine arts, physical sciences, and social sciences all showed declines, but from the mid-eighties to the present have all received renewed interest--if only slight. Interest in engineering peaked in 1981, and has seen modest decline since. (See Table 8.)

TABLE 8: Student's Probable Major*

	1971		1976		1981		1985		1989		1991	
	WWU	USA	WWU	USA	WWU	USA	WWU	USA	WWU	USA	WWU	USA
Biological Sciences	4.6	3.6	6.8	6.2	3.7	3.7	2.5	3.4	4.1	3.7	6.4	4.4
Business	5.9	16.4	15.9	20.9	25.8	23.7	28.1	26.8	23.7	24.5	19.5	18.1
Education	9.9	9.9	12.9	9.3	9.3	7.1	14.3	7.1	10.2	9.2	13.7	9.5
Engineering	1.4	7.2	3.2	8.5	5.7	12.0	5.2	10.7	5.1	10.2	4.6	10.1
Health Professional	7.4	8.8	4.3	6.9	4.5	9.0	5.6	8.9	7.2	9.0	8.1	12.9
Humanities	13.3	9.5	8.2	6.3	6.8	5.6	5.4	6.2	8.2	7.3	7.1	6.9
Fine Arts	14.0	9.0	12.5	6.1	8.3	4.4	5.1	3.8	6.8	4.4	5.7	2.9
Math/Stats	2.2	2.7	0.8	1.0	1.2	0.6	1.2	0.8	0.7	0.6	0.8	0.6
Physical Sciences	3.5	2.0	4.1	2.7	2.7	2.1	2.2	1.6	2.0	1.6	3.7	2.2
Social Sciences	17.5	8.6	7.7	5.6	6.3	4.3	8.1	5.2	9.4	6.5	8.0	8.4
Computer Science	-	-	-	-	4.1	3.5	2.0	2.3	0.7	1.6	1.1	2.0
Undecided	2.4	2.3	6.7	4.7	7.2	4.7	7.8	5.9	12.0	6.9	10.9	6.6

*See Appendix A for disaggregated categories

Regardless of their career or major choices, CIRP respondents appear to be entering WWU with the intention of finishing their degree here more so than in the past. The

percentages of students estimating their chances as "very good" that they will drop out or transfer has declined significantly between 1976 and 1991. (See Table 9.)

TABLE 9: Drop-out or Transfer

Item	1976	1991
Students estimate their chances are very good that they will:		
Drop out permanently	2.5	0.3
Drop out temporarily	5.8	1
Transfer to another college	29.8	14.8

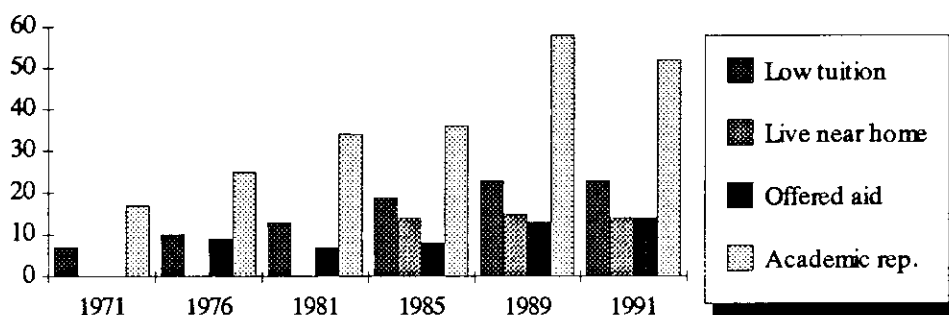
Are Students Feeling the Economic Crunch?

Nationally, findings suggest that students are making choices for their educational careers based more on economic considerations than in years previous. For instance, since 1971 students have been asked their reasons for attending the college for which they filled out the CIRP survey. By 1991, low tuition (27.7%), offered financial aid (27.8%), and close to home (21.3%) had "very important" rankings in all-time highs.

Another indicator of the economic crunch effecting college or university choice is the number of students expecting to get a job to pay for college expenses (37.5%, up from 1989), and the number of students expecting to work full-time (4.8%, a record high). The 1991 CIRP overview report suggests that "neither financial aid nor personal or family resources is keeping pace with the costs of attending college. . ." and that "economic realities are forcing many students not only to go to work while attending college, but also to choose colleges on the basis of economic considerations, rather than educational ones."⁵

In choosing WWU, however, survey respondents have not shown quite the same concern with economic considerations as they have nationally. Although the trends in the areas of low tuition, offers of financial aid, and nearness to home are also up at WWU from the early eighties, changes from 1985 to the present are negligible. Indeed, when asked to report their reasons for selecting WWU, respondents have rated as "very important" WWU's academic reputation. This indicator far outstrips any of the economic concerns as the reason for wanting to attend. (See Figure 1.)

Figure 1: Reasons for choosing WWU



Moreover, freshmen at WWU have anticipated working to pay for college expenses at a higher percentage (about 10% higher) than students nationally since the mid-seventies at 50% or over each year of CIRP administration. Moreover, fewer plan on working full-time than they are nationally (2.8% at WWU versus 4.8% nationally). Indeed, compared to national trends, when looking at why students choose the college or university they do, the only dramatic demographic change at WWU has been in regards to its academic reputation. (See Table 10.)

TABLE 10: Economic Issues

Item	1971		1976		1981		1985		1989		1991	
	WWU	USA	WWU	USA	WWU	USA	WWU	USA	WWU	USA	WWU	USA
'Very Important' Reason for Selecting WWU												
College had low tuition	6.5	18.8	10.1	18.0	13.4	17.7	18.6	21.3	23.1	21.9	23.2	27.7
College was close to home							13.8	17.5	14.0	19.0	14.3	21.3
College offered financial aid			9.2	13.6	6.7	15.4	7.7	20.2	13.2	22.8	13.8	27.8
Academic reputation	16.9	36	25.1	43.1	34.2	53.0	35.6	55.1	57.8	52.8	51.5	51.6
Freshmen Estimate Chances are 'Very Good' They Will:												
Get job to pay for college			50.3	40.4	57.4	40.7	50.3	37.5	56.8	34.7	52.6	37.5
Work full-time							1.7	3.5	2.5	3.6	2.8	4.8
Work at outside job			23.9	25.8	28.9	23.4	24.5	21.1	28.3	20.1	26.4	23.2

On the other hand, regardless of the varying reasons students ultimately chose the college they do, how they are paying the cost of attending that college has changed significantly both nationally and at WWU. Nationally, the percentage of CIRP respondents receiving Federal aid in the form of Pell Grants reached a nadir in the middle eighties, and although has risen in the last few years, is still below levels seen in the late seventies and early eighties. A similar trend was found at WWU. The middle 80's saw a considerable lessening of Pell Grant recipients, although unlike the national picture, at WWU percentages rose by 1991 to about what they were in 1981.

To make up for the double bind of slackening Federal support and the continuing rising costs of higher education, respondents to the CIRP survey have, among other things, become more reliant on their parents for support, especially at WWU, where support expected from parents has always been higher than the national average and has continued to increase. Moreover, not only are more students expecting help from their parents, they are expecting them to supply more money. The percentage of students receiving \$1500 or more from their parents increased dramatically from 1981 to 1991: nationally from 31.5% to 48.1%, and at WWU from 48.0% to 71.9%. It may be that the parents of recent CIRP respondents can afford to spend a little more, since reported parental incomes of CIRP respondents are up 15% nationally and 21% at WWU (adjusted for inflation). And while it is encouraging that parents are doing what they must to help their children through college, the trend also raises the question of how many academically qualified, but financially disadvantaged students are being affected by the turn of events.

It may be that support is coming from new directions. At WWU, for instance, besides from parents, part of the fiscal slack was also taken up by state programs such as the Supplementary Educational Opportunity Grant (SEOG). The percentage of students receiving such aid rose from a low in 1985 of 8.0% to a high in 1991 of 16.2%. Nationally, fiscal support from the SEOG and other state-funded programs remained relatively constant, although the percentage of recipients of institution-funded programs, such as work-study, increased from 23.4% in 1981 to 33.3% in 1991. Reliance on institution-sponsored programs rose at WWU as well, from 11.3% in 1981 to 27.3% in 1991.

Nationally, the percentage of CIRP respondents receiving Guaranteed Student Loans (GSL) has seen slight increases and decreases in no discernable pattern, while the percentage students receiving \$1500 or more from the GSL has increased from 4.4% in 1981 to 7.1% in 1991. In other words, while students are receiving GSL's at a relatively stable rate, the amount of money received has increased steadily. On the other hand, the percentages of students receiving National Direct Student Loans (NDSL) and has increased, as well as the percentages of students receiving loans from the college they are attending or from other (assumed private) sources. At WWU, the percentage of CIRP respondents receiving any loan--GSL, NDSL, whatever--has increased, reaching peaks in either 1989 or 1991. And as with GSL's, nearly all areas of financial support with the exception of other government aid (ROTC, Soc. Sec., BIA, etc.) have seen an increase in the percentage of students who expect to receive \$1500 or more, both nationally and at WWU. (See Table 11.)

TABLE 11: How Students Fund Education

Item	1981		1985		1989		1991	
	WWU	USA	WWU	USA	WWU	USA	WWU	USA
Received aid from:								
Parents	82.9	69.2	80.9	70.3	90.4	79.8	89.6	76.1
Federal grants (Pell)	13.1	26.0	7.9	19.9	14.0	21.6	12.3	23.2
Federal loans (GSL and/or NDSL)	11.0	33.9	12.1	28.7	13.7	25.1	15.5	29.0
State grants/scholarships	10.4	19.5	8.0	18.9	15.8	21.0	16.2	19.9
Institutional grants/scholarships	11.3	23.4	13.2	28.5	22.8	30.4	27.3	33.3
Institutional loans	1.3	3.7	1.1	3.7	2.9	7.7	2.2	5.2
Other grants/scholarships	7.3	6.8	4.4	5.6	12.9	9.2	13.4	9.4
Other loans	2.9	4.2	2.5	3.8	3.1	6.3	2.7	5.4
Received \$1500+ from:								
Parents	48.0	31.5	60.2	42.4	66.2	53.6	71.9	48.1
Federal grants (Pell)	2.1	4.4	2.5	5.0	4.8	5.8	3.3	7.2
Federal loans (GSL and/or NDSL)	4.1	21.5	5.1	17.8	7.8	14.0	7.3	14.9
State grants/scholarships	0.5	2.0	1.4	2.9	2.9	4.4	2.7	5.1
Institutional grants/scholarships	0.7	3.5	1.2	7.4	4.0	7.0	8.4	12.3
Institutional loans	0.8	1.5	0.9	1.7	1.6	3.5	1.5	2.9
Other grants/scholarships	0.6	1.0	0.6	1.0	2.8	2.2	3.4	2.4
Other loans	1.7	2.2	1.9	1.9	1.6	3.4	2.0	3.2

One measure that students at WWU especially do not seem to be considering as a way to defray college expenses is to live at home. In 1971, 10.8% of CIRP respondents entering

WWU planned to live at home; by 1991, only 4.6% planned to live at home. Nationally the percentages have dropped as well, although with not quite the same adamancy of living away from home, falling from 43.7% in 1976 to 29.1% in 1991. Of note as well is that WWU CIRP respondents are increasingly planning to live in a residence hall, with the percentages up between 1976 and 1991 nearly 10%.

Changing Political Attitudes

The 1991 national CIRP report pointed out that "the widespread claims of the growing 'conservatism' of American college students are not reflected in the freshmen survey data."⁶ Nationally, the percentage of students that consider themselves far left or liberal was up for the second straight year to 26%. At WWU, after a high in 1971 of 50%, and a low in 1985 of 23%, the percentage is up to 32%. Nationally, the number of students that consider themselves far right or conservative has continued to decline, down to 20%. At WWU as well, the numbers are declining, down to 17%--although since the late seventies to early eighties, both nationally and at WWU, the percentage of far right and/or conservative students has remained relatively stable. The trend appears to be that although students have felt less liberal, they did not become more conservative. Indeed, it was the middle-of-the-road political stance that swelled during the early to mid-1980's. (See Table 12.)

TABLE 12: Political Viewpoint

	1971		1976		1981		1985		1989		1991	
	WWU	USA	WWU	USA	WWU	USA	WWU	USA	WWU	USA	WWU	USA
Far left	3.2	2.8	1.8	2.2	1.7	2.1	1.0	1.8	1.1	1.9	1.3	2.1
Liberal	47.2	35.3	32.1	25.6	22.8	18.1	23.3	20.6	28.7	21.7	31.3	23.6
Middle-of-road	40.4	46.8	53.0	56.0	57.5	59.6	55.6	56.7	51.7	53.6	49.7	54.0
Conservative	9.2	14.5	12.5	15.2	17.3	19.6	19.7	19.5	18.0	21.3	17.2	19.1
Far right	0.0	0.7	0.5	1.0	0.7	1.1	0.4	1.4	0.5	1.5	0.4	1.2

On the other hand, while CIRP respondents may not be particularly conservative politically, when it comes to their futures they have been increasingly concerned with finances. From 1971 to 1991, the percentage of respondents noting as "very important" in deciding to go to college to be able to make more money rose nearly 25% nationally (from 49.9% to 74.7%) and more than doubled at WWU (from 29.6% to 63.1%). As indicated by the percentage of WWU CIRP respondents, concern with finances may even be more pronounced locally than it has become nationally. At WWU the percentage of respondents noting as "very important" in deciding to go to college to be able to get a better job rose from 52.5% in 1971 to 73.8% in 1991, quite a strong change, while the increase nationally was modest. (See Table 13.)

TABLE 13: Reasons for College

Item	1971		1991	
	WWU	USA	WWU	USA
"Very important" reasons for attending college				
To make more money	29.6	49.9	63.1	74.7
To get a better job	52.5	73.8	73.8	78.6

A related finding indicates that CIRP respondents may be shopping around for a college to go to somewhat more so than in the past. In 1976, for instance, the percentage of respondents marking "none" as the number of other colleges (than WWU) applied to was 32.9%; by 1991, that percentage was down to 20.1%. Similarly, higher percentages of students are applying to a higher number of other colleges. (See box below.)

TABLE 14: College Applications

Item	1976	1991
Number of other colleges applied to		
none	32.9	20.1
one	25.4	22.8
two	29.3	25.7
three	13.3	18.9
four +	8.1	12.3

Regarding specific political issues, none has received more support that the need for a national health care plan, both nationally and at WWU. Between 1981 and 1991, the percentage of students supporting a national health care plan rose nationally from 55% to 76%, while at WWU increasing from 54% to 80%. Perhaps coinciding with the breakup of the Soviet block, students in 1991 are more likely to feel that nuclear disarmament is attainable: percentages are up nationally from 54% to 65%, and are up at WWU from 60% to 73%.

In an interesting juxtaposition, from 1981 and 1991 entering freshmen felt that abortion should be legal in increasingly higher percentages (nationally from 54% to 63%; at WWU from 67% to 77%), as well as felt capital punishment should be abolished in increasingly lower percentages (nationally from 30% to 21%; at WWU from 27% to 18%). Figures on abortion do not go back to 1971, although figures on capital punishment do, and they only add interest: in 1971, the percent of freshmen who felt that capital punishment should be abolished was 58% nationally and 65% at WWU.

Another issue that fell out of favor with entering freshmen over the past twenty years was the legalization of marijuana. In 1971, 39% nationally and 59% at WWU favored legalization; by 1989 only 17% nationally and 16% at WWU favored legalization. In a slight turnaround, however, the 1991 CIRP report found entering freshmen favoring legalization in higher percentages again--up to 21% nationally and 26% at WWU.

Especially at WWU, it was found that entering freshmen seemed to display an increasing tolerance of homosexuality. While in 1981 49% nationally and 34% at WWU favored laws prohibiting homosexual relationships, by 1991 those percentages had fallen to 42% nationally and 23% at WWU.

With identical percentages nationally and at WWU of 69%, entering freshmen in 1991 felt that the Federal government was not doing enough to protect consumer interests. This was the highest percentage agreeing with this statement since 1976. The issue was most strongly agreed with in 1971 at 77% nationally and 76% at WWU, but saw a decline in favor through the middle eighties.

In percentages consistently near or over 90%, entering freshmen both nationally and at WWU have supported the idea that women should receive the same salary and opportunities as men in comparable positions. In a related issue: through 1989 students showed little support for the statement that "the activities of married women are best kept in the home." A slight increase in support of that statement occurred from 1989 to 1991, but was well under the 1971 high of 28.4% support.

From 1976 to 1991, CIRP respondents have also shown an increasing support of busing as a way to achieve racial balance in the schools, both nationally (from 37% to 55% in favor) and at WWU (from 44% to 52% in favor). (See Table 15.)

TABLE 15: Political Viewpoints and Opinions on Issues (Agree Strongly or Somewhat)

	1971		1976		1981		1985		1989		1991	
	WWU	USA	WWU	USA	WWU	USA	WWU	USA	WWU	USA	WWU	USA
The activities of married women are best confined to home and family	28.4	42.2	17.2	28.4	16.0	26.9	15.7	22.4	12.2	25.9	15.7	26.0
Women should receive the same salary and opportunities for advancement as men in comparable positions	95.0	87.8	95.5	92.0	97.4	92.7	92.7	91.4				
It is important to have laws prohibiting homosexual relationships			31.3	47.0	33.5	48.6	37.9	47.9	23.6	45.4	23.1	42.2
Abortion should be legal					67.4	53.9	70.7	54.9	69.8	64.7	77.0	63.0
Capital punishment should be abolished	64.8	57.6			27.2	30.1	22.1	26.6	22.0	21.3	17.9	21.2
Marijuana should be legalized	59.0	38.7	63.5	48.9	40.8	34.0	22.0	21.8	16.4	16.7	25.4	20.9
A national health care plan is needed to cover everybody's medical costs					53.5	54.8	55.6	60.5	80.0	75.8	80.2	75.8
Federal government is not doing enough to protect the consumer from faulty goods and services	77.3	76.2	70.4	71.2	66.6	65.7	56.9	58.2	59.0	64.7	68.6	69.1
Busing is OK if it helps to achieve racial balance in the schools			43.7	37.0	41.1	43.8	52.6	54.4	50.0	56.0	51.5	54.7
Nuclear disarmament is attainable							60.4	54.2			72.6	63.7

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 2. Minter, J.W. & Bowen, H.R. "Colleges' Achievements in Recent Years Came Out of the Hides of Professors." *The Chronicle of Higher Education*, May, 1982.
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 4. McKinney, G.R., Andrieu-Parker, J.M., & Trimble, J.E. (1992). *Selected Characteristics for a Decade of June Graduating Classes at Western Washington University: 1981 to 1991* (Report 1992-02). Bellingham, WA: Office of Institutional Assessment and Testing, Western Washington University.
 5. Astin, A.W., Dey, E.D., Korn, W.S., & Riggs, E.R. (1991). *The American Freshman: National Norms for Fall 1991*. Los Angeles: Higher Education Research Institute, UCLA.
 6. Ibid, #5.

Analysis by Gender

Introduction

This report expands the general CIRP trends and findings to focus on gender-related findings. In the general report, trends in attitudes and perceptions of the whole population of WWU entering freshmen were analyzed.

Demographics

Since the mid-seventies and up to the present, both nationally and at WWU, females have increasingly made up the majority of first-time entering freshmen. At WWU this trend is not unprecedented. Gender as a trackable variable at WWU is available as a percent of student population dating back to around 1938. From that point through the World War II years, females sometimes made up nearly 80% of the student population. Following the Second World War the pendulum swung back. At times during the late forties and through the fifties males made up as much as 65% of the student population. By 1964, the population of males and females had about evened. Gender ratio see-sawed for the next dozen years until 1976, from which time the most recent trend began. (See below.)

Item	1941	1951	1961	1971	1981	1991
Enrolled Fall Quarter						
Females	62.2	43.2	46.7	47.1	52.6	56.1
Males	37.8	56.8	53.3	52.9	47.4	43.9

Academic Skills and Preparation

The CIRP results show that the high school GPA's of first-time, entering freshmen have risen dramatically at WWU from 1971 to 1991. One way to isolate the findings is to collapse the data is by percentage of students with a high school GPA of 3.5 or better. Those findings show an increase from 46.0% in 1971 to 64.2% in 1991 of students with a B+ or better GPA. In each of the years, the percentage of females with a high school GPA of B+ or better has been higher than that of males, sometimes by as much as 17.7%, but never lower than 7.3%, and with a mean percentage difference for the six administrations of 12.7%. (See below.)

Item	1971	1976	1981	1985	1989	1991
3.5+ HS GPA						
Females	51.5	56.7	56.8	49.6	77.4	69.7
Males	37.8	39.0	46.6	36.8	70.1	55.5

An array of high school activities have been tracked by the CIRP since its inception, and in most of those categories concerned with academic-related issues, females and males either responded in near equal percentages, or the pattern of percentage change indicated no discernible gender-based relationship--with one interesting exception. It was found that while females were less likely than males to argue with a teacher in class, they more likely to ask a teacher for advice. (See below.)

Item	1971		1985		1989		1991	
	F	M	F	M	F	M	F	M
Activities engaged in during past year								
argued w/teacher in class	55.6	67.9	-	-	41.8	60.0	-	-
asked teacher for advice	26.2	25.0	39.9	32.4	-	-	24.3	15.8
did extra reading for course	22.1	15.1	12.0	10.9	10.6	14.1	14.2	8.4
was guest in teacher's home	-	-	39.1	38.4	25.9	35.1	31.2	26.8

Regarding the academic strengths and weaknesses of students by gender, some of the CIRP findings supported those found in many various sources--specifically, that males perceive themselves stronger in math, while females perceive themselves stronger in English. For instance, while females reported more often that they both had and would need remedial work in mathematics, males reported more often that they both had and would need remedial work in English and reading. Moreover, females anticipated they would need remedial work in science in higher percentages than males did. (See below.)

Item	1981		1991		Item	1981		1991	
	F	M	F	M		F	M	F	M
Have had remedial work					Will Need remedial work				
English	3.7	4.8	2.7	7.0	English	6.8	13.1	8.3	12.8
Reading	3.8	5.4	2.3	5.8	Reading	2.3	5.4	2.9	7.2
Mathematics	4.5	5.4	12.0	8.8	Mathematics	26.6	18.6	38.7	28.4
Science	3.2	3.1	4.0	4.4	Science	11.8	8.5	17.8	11.2

One set of questions on the CIRP asked respondents to rate themselves in relation to others, either "above average" or in the highest ten percent of their class. Two ways of analyzing were utilized. The first was to find the difference between female and male percentage for each year of the survey, then to calculate those figures into a mean of differences. This calculation showed that over the course of twenty years males were likely to rate their skills higher than females--in all but two categories. And sometimes the difference was dramatic--for instance, by over ten percent in mechanical ability (28.1% higher), mathematical ability (16.0% higher), intellectual self-confidence (14.6% higher), and popularity (10.1% higher). Since females in the same cohorts and over the same period have had a mean high school GPA 12.7% higher than that of males, the self-rating disparities concerned with strictly academic issues are particularly interesting. If females, overall, perform better, why do they rate their abilities lower, while males, in spite of lower performance levels, estimate their abilities higher? (See below.)

Item	
Rated self above average or in highest 10% (mean difference from 1971 to 1991)	
academic ability	Males +4.2
artistic ability	Males +0.9
drive to achieve	Females +2.7
leadership ability	Males +6.7
math ability	Males +16.0
mechanical ability	Males +28.1
popularity	Males 10.1
public speaking	Males +4.8
self-confidence (intellectual)	Males +14.6
self-confidence (social)	Males +6.9
writing ability	Females +3.6

The second calculation used on the data, however, shed a little different light on self-rating percentages. Instead of a mean difference over twenty years, only 1971 and 1991 findings were considered. The percentage difference within genders between those years was calculated, and it was found that in all but two categories both males and females were rating themselves above average or in the highest 10% in higher percentages in 1991 than in 1971. In some key categories, however, that percentage change was higher for females than for males, including intellectual self-confidence (females +17.6; males +7.3), and leadership ability (females +14.1; males +6.3). Could it be that females' self-confidence is slowly catching to that of males? This trend will be considered in more depth in the discussion of this section of this report. (See below.)

Item	F	M
Rated self above average or in highest 10%--difference 1971/1991		
academic ability	-2.5	-0.1
artistic ability	-1.4	+8.3
drive to achieve	+18.8	+15.1
leadership ability	+14.1	+6.3
math ability	+4.4	+6.3
mechanical ability	+0.6	+4.6
popularity	+7.5	+7.9
public speaking	+15.6	+2.6
self-confidence (intellectual)	+17.6	+7.3
self-confidence (social)	+19.2	+19.0
writing ability	+17.3	+8.2

High School Activities

Overall, CIRP respondents reported smoking cigarettes frequently in decreasing percentages between 1971 and 1991. However, while in 1971 the genders smoked in equal percentages, by 1991 females were nearly twice as likely than males to smoke frequently. Conversely, while beer drinking was reported in the aggregate less in 1991 than in 1971, it continued to be males who were more likely to report drinking beer than females.

One issue proved somewhat elusive of analysis, but intriguing to consider. The use of tranquilizers and sleeping pills was tracked in three years: 1971, 1981, and 1989. Use of tranquilizers fell from 9.7% in 1971 to 5.7% in 1981 to a mere 2.4% in 1989, and in only 1971 were females more likely than males to use tranquilizers. On the other hand, the use of sleeping pills, while falling from 7.0% in 1971 to 3.3% in 1981, rose to an all-time high of 8.0% by 1989, with females more likely to indicate use than males in all three years. But were respondents calling "sleeping pills" over-the-counter drugs or prescription drugs? And if they were referring to prescription drugs, which specifically, since it is not uncommon for some classes of drugs to be used as either a "tranquilizer" or as a "sleeping pill". This is a semantic that would have been nice to clear up. Nevertheless, whichever drugs were being considered, the increased percentage of use of "sleeping pills" by females is at least important to note. (See below.)

	1971		1981		1991	
Item	F	M	F	M	F	M
Activities engaged in during past year						
drank beer	65.7	76.0	72.4	79.8	53.6	67.3
smoked cigarettes	15.6	15.9	8.2	3.8	6.7	3.5
	1971		1981		1989	
took sleeping pills	8.5	4.6	4.2	1.7	9.4	5.7
took tranquilizers	11.2	7.3	5.5	6.0	2.1	2.9

Education and Career Plans

Nationally and at WWU, interest in particular careers and majors by gender has been at times dramatic. In the area of business as a career, for instance, in 1971 only 3.8% of females respondents anticipated a career in business; by 1991, that figure was 13.8%. Moreover, while in the seventies nearly three times the percent of males than females anticipated business as a career, by 1985, the percentage difference between males and females planning on a career in business was approaching parity. Since 1985, however, a striking change occurred. While overall a decreased interest in business was noted, it mostly affected females. From 1985 to 1991, females' interest in business as a career fell from 25.7% to 13.8%—in five years a decrease in interest of nearly half. During the same five years interest in business as a career for males fell from 31.0% to 26.5%, a rather modest decrease of 4.5%.

Probable career choices that females more than males have anticipated over the six CIRP administrations included only education and non-MD health professions. Probable careers choices that males more than females have anticipated included only business (as mentioned), and engineering. Most anticipated career choices have seen vacillating gender ratios, including careers as artists, clergy or religious workers, college teachers, doctors or dentists, and lawyers. The choice of doctor or dentist as a career has seen a particularly unpredictable pattern of gender ratio variation, with males being six times more likely to anticipate such careers in 1971, but slightly less likely than females to anticipate such careers by 1991, with swings occurring back and forth in the years in-between. (See below.)

Item	1971		1985		1991	
	F	M	F	M	F	M
Probable career						
Artist/performer	12.4	10.8	8.0	7.7	9.6	10.1
Business	3.8	10.2	25.7	31.0	13.8	26.5
Doctor/Dentist	1.1	6.7	2.6	2.6	4.0	3.7
Education	20.9	14.4	18.6	8.2	19.2	5.7
Engineer	0.0	2.3	1.2	11.1	1.8	8.8
Research Scientist	2.5	7.6	0.9	2.2	4.1	3.3

When looking at the probable *majors* of students, the following trends were noted: females were more likely to anticipate majoring in education, English, health professions, humanities, and social sciences; males were more likely to anticipate majoring in business, engineering, physical sciences, and technical fields. Majors in which gender ratios see-sawed between 1971 and 1991 included: biological science, history or political science, fine arts, and, somewhat surprisingly, mathematics/statistics. Regarding the mathematics/statistics findings, the percentage of students overall anticipating such a major has never been over 2.2%, and at times has been under 1%; therefore, the overall frequencies have been small. Nonetheless, in 1971 and 1976, slightly more females than males anticipated mathematics or statistics as a major, which rather flies in the face of expected results that males are more math-oriented than females--which, indeed, they have been since. Just what was going on in the early seventies that entering WWU females were so interested in math?

Why Students Choose College

Regardless of what they may be planning to study while at college, males and females have had at times quite different reasons in deciding to attend college. Females, for instance, over the past six administration of the CIRP, have responded in higher percentages than males to the following reasons for deciding to attend college: to gain a general education (14.7%); to become a more cultured person (11.6%); and to learn more about things (10.0%). As well, the ratio of males to females indicating as very important in deciding to go to college "to prepare for graduate school" has changed dramatically. In 1971 males responded to this prompt by 8.6% more than females; by 1991, females responded to this prompt by 6.6% more than males--in twenty years a nearly complete reversal. And while both males and females have in increasing percentages listed "to make more money" as a very important reason for deciding to go to college, males have responded to this prompt in higher percentages than females in every survey administration, with a mean difference of 12.7%. (See below.)

Item	1971		1991			
	F	M	F	M		
Reasons noted as very important in deciding to go to college (with mean difference 1971/1991)						
Get a better job	50.8	55.0	74.7	72.2	Males	+1.3
Make more money	25.5	35.6	57.1	72.5	Males	+12.7
Gain a general education	67.5	55.2	72.7	53.2	Females	+14.7
Become a more cultured person	30.2	18.8	42.6	34.0	Females	+11.6
Prepare for grad school	22.6	30.9	54.3	47.7	Males	+1.3
Learn more about things	73.8	62.5	79.6	72.5	Females	+10.0

And while the percentage of both males and females who list "to get a better job" as a reason to go to college has risen, judging from the response rate to "make more money", it may be that females and males have differing opinions about what constitutes a "better job." To pursue this idea, responses to items listed under "Objectives considered essential or very important" were grouped into those concerned with "status" and those concerned with "social activism".

For "Status" indicators, by 1991 males responded in higher percentages than females in all categories. (This was true in 1971 as well.) For "Social activism" indicators, by 1991 females responded in higher percentages than males in all categories. (In 1971, it was a little less one-sided, with males responding in higher percentages in two of the categories.) Evidence thus exists to argue that males and females may be planning to use their college educations for different purposes. A male, for instance, may be anticipating using his science degree to find a job with a private firm offering a highly competitive salary, while a female may be anticipating using the same degree to find a job with a regulatory agency whose prime concerns are environmental issues.

Yet there is evidence, too, that the change in attitudes towards financial/status concerns over the last twenty years has a gender neutral component as well as a gender-driven one. For instance, it was also found that females have increased their percentage response to all "Status" indicators, including a 34.0% rise in "to be well off financially" as being very important or essential, just a few percentage points below males' increase of 39.9% to the same prompt during the same time frame. But was a similar gender-neutral trend found for "Social activism"? Actually not. While there was a slight drop in the percentage of females indicating that it was essential or very important "to help others", there were percentage increases in all other prompts, including a dramatic 15.8% increase to the prompt "to influence social values". For males, however, all "Social activism" categories saw percentage decreases between 1971 and 1991, even if slight.

Thus it would seem that while young males entering college are concerned with obtaining money and recognition, young females entering college are both concerned with money and recognition, and somehow melding those concerns with societal issues. Are females imagining, for instance, that jobs will be available to them that allow an outlet for both needs; for instance, high-paying positions with a consumer advocacy agencies, recycling firms, or waste disposal research companies? (See below.)

Item	1971		1991		M/F compare		change within	
	F	M	F	M	1971	1991	F	M
Objectives considered essential or very important:								
STATUS								
Be well off financially	21.0	29.5	55.0	69.4	M +8.5	M +14.4	+34.0	+39.9
Recognition from colleagues	23.9	33.9	45.5	45.7	M +10.0	M +0.2	+21.6	+11.8
Be authority in field	45.7	57.0	59.9	66.3	M +11.3	M +6.4	+14.2	+9.3
Success in own business	22.4	40.7	26.7	39.8	M +18.3	M +13.1	+4.3	-0.9
Admin responsibilities for others	8.0	12.4	31.6	35.9	M +4.4	M +4.3	+23.6	+23.5
SOCIAL ACTIVISM								
Help others in difficulty	66.6	51.1	63.5	45.7	F +15.5	F +17.8	-3.1	-6.4
Influence social values	28.3	30.2	44.1	29.8	M +1.9	F +14.3	+15.8	-0.4
Influence political structure	10.5	19.0	16.7	16.6	M +8.5	F +0.1	+6.2	-2.4
Participate in comm. action prog.	24.3	16.7	27.9	14.1	F +7.6	F +13.8	+3.6	-2.6

Why Students Chose to Attend WWU

In the general CIRP report, it was noted that in increasingly higher percentages students were choosing to come to WWU because of "academic reputation". This was found to be especially true of females, who in every CIRP administration responded in higher percentages to this prompt than males, sometimes by as much as 13.2%, and with a mean percentage difference over the five CIRP administrations that included the prompt of 8.9%.

Most other reasons for attending WWU had no demonstrable gender differentiation, with the exception of "offers special education programs", and "low tuition". Since over double and sometimes treble the number of females than males anticipate majoring in education, the former finding is hardly surprising. As regards the latter finding, the mean percentage difference over the six CIRP administrations was 3.0% more females than males indicating low tuition as a "very important" reason for coming to WWU, and taken by itself is only slightly significant. However, when combined with the higher percentage of females than

males selecting WWU because of "academic reputation", may infer a variant sense of consumer awareness. (See below.)

Item	1971		1991		
	F	M	F	M	
Reasons noted as very important in selecting WWU (with mean difference 1971/1991)					
Low tuition	6.8	6.2	24.7	20.9	Females +3.0
Special education programs	22.4	15.4	19.3	8.4	Females +7.9
Good academic reputation	18.2	16.1	56.6	43.4	Females +8.9

Economic Issues

As reported in detail in the general CIRP results report, how students pay for their education has changed. The broad overview from that report indicated that the last twenty years has seen a moderate decrease in reliance on federally supported programs, and a coincident increase in reliance on state and institutional ones. As well, students have become more dependent on their parents for financial support, and have increased the amount of money they borrow or receive from grants. Most of the trends noted in that report have no significant gender bias, except in one area. Of students reporting receiving \$1500 or more from summer savings, males have reported in a higher percentage than females in all four survey years polled, with a higher mean percentage of 8.4%. The most obvious inference of this difference would be that males are being paid more for their summer work than females.

Political Attitudes

From 1971 to 1991, the percentages of either gender reporting a "far left" political orientation shrunk. Within those diminishing numbers, the mean percentage difference indicated slightly more males than females with a "far left" orientation. During the same period, the percentages of either gender reporting a "far right" political orientation increased from no percent in 1971 to less than one percent by 1991. And again, within that very small cohort, the mean percentage difference indicated slightly more males than females with a "far right" orientation.

And while there has been no particular gender-ratio pattern to the percentages of students indicating a "liberal" political orientation, males have reported a "conservative" political orientation in higher percentages of than females in all six CIRP administrations, with the mean percentage of difference being 7.8% higher. In only one category of political orientation did females report consistently higher percentages than males, and that was for a "middle-of-the-road" political orientation. They did so in all six CIRP administrations, actually, with a mean percentage of difference of 11.3% higher. (See below.)

	1971		1981		1991			
Item	F	M	F	M	F	M		
Political Orientation (with mean difference 1971/1991)								
far left	2.0	5.1	1.3	2.3	1.0	1.9	Male	+0.6
liberal	43.4	53.0	22.1	24.0	36.1	23.9	Male	+2.0
middle of the road	46.6	30.9	61.9	50.4	50.4	48.7	Female	+11.3
conservative	7.9	11.0	14.7	21.7	12.2	24.8	Male	+7.8
far right	0.0	0.0	0.1	1.5	0.3	0.6	Male	+0.7

When it came to attitudes towards specific political issues, there were only slight gender-driven biases, with generally more agreement than disagreement between genders. While females have had a tendency to feel somewhat stronger about issues than males, in no categories did the mean difference over the 1971/1991 period reach double digits. Attitudes towards specific political issues were measured as in-coming freshmen responded to a series of items as agreeing "strongly or somewhat". The most significant gender differences were found in two categories: 1) the mean percentage of females who agreed strongly or somewhat that the Federal government was not doing enough to protect consumers was 8.3% higher than that of males; and 2) the mean percentage of males who agreed strongly or somewhat that the Federal government should increase military spending was 8.7% higher than that of females. With consumer protection being a somewhat "middle of the road" political concept, and increased military spending being a somewhat "conservative" concept, the gender responses are hardly surprising when factoring in the figures on political orientation. (See below.)

	1971		1985		1991			
Item	F	M	F	M	F	M		
Agree strongly or somewhat (with mean difference 1971/1991)								
Abolish capitol punishment	65.9	63.2	25.4	16.9	20.0	14.7	Females	+5.9
Govt not controlling pollution	92.7	90.6	79.6	77.5	91.4	87.1	Females	+2.9
Govt not protecting consumer	76.6	78.4	60.3	51.6	73.7	60.7	Females	+8.3
Increase military spending	-	-	13.1	26.3	10.8	13.8	Males	+8.7
Indv. can to little to change society	41.1	44.4	31.4	39.0	21.4	29.7	Males	+7.1
	1976		1985		1991			
Busing OK to achieve balance	44.1	43.3	54.2	50.2	53.3	48.7	Females	+3.4
	1981		1985		1991			
Legalize abortion	68.2	66.0	68.3	74.4	77.2	76.7	Females	+2.2

Discussion

To facilitate an overall analysis of the changes in attitudes and perceptions of first-time, in-coming Freshmen at WWU by gender, responses have been grouped into categories reflecting group "personalities". Two such categories have already been introduced into this report, those of "Status striver" and Social activist". Three more will be added: "Leader", "Scholar", and "Hedonist". The concept of cohort "personalities" was coopted by the authors of this report from the book What Matters in College? by Alexander Astin. It is hoped that this idea will assist in understanding the broader nature of WWU's past and present freshmen classes. In a reversal from how tables were presented in the main body of this report, for the discussion, tables will be presented first, then reference made to them in the ensuing text.

"Scholar"

Five categories were selected to assess scholarly issues: ratings of various academic abilities and one reason noted for deciding to attend college.

"Scholar" Item	1971		1991		F/M compare		change within	
	F	M	F	M	1971	1991	F	M
Rated self above average/highest 10%								
Academic ability	69.9	69.8	67.4	69.7	F +0.1	M +2.3	-2.5	-0.1
Intellectual self-confidence	39.7	53.9	55.3	62.2	M +14.2	M +6.9	+15.6	+8.3
Mathematical ability	26.5	43.2	30.9	49.5	M +16.7	M +18.6	+4.4	+6.3
Writing ability	38.6	39.8	55.9	48.0	M +1.2	F +7.9	+17.3	+8.2
Reason noted very important to go to college								
To prepare for grad school	22.6	30.9	54.3	47.7	M +8.3	F +6.6	+31.7	+16.8

As can be seen above, academic ability rating has seen scant change in twenty years, nor has it had a significant gender-driven component. And while mathematical ability has a strong male-centered component--males rated their mathematical ability higher than females in both years and even higher in 1991 than 1971--the change has been minimal. On the other hand, while males rated their intellectual self-confidence higher than females in both years, that difference was cut by over half from 1971 to 1991, from 14.2% to 6.9%. Moreover, while the ratings for intellectual self-confidence for males grew 8.3% between 1971 and 1991, for females the increase was 15.6%, nearly double that of males.

Self-ratings for writing ability, too, saw a change. In 1971 males rated themselves higher than females by 1.2%, but by 1991 females rated themselves higher than males by 7.9%. In addition, while the change for males grew 8.2% between 1971 and 1991, for females the increase was 17.3%, just over double that of males. And finally, the difference in percentage of males and females indicating that preparing for graduate school was a "very important" reason for attending college reversed nearly 180 degrees. While in 1971, males responded to this prompt by 8.3% more than females, by 1991, females responded to this prompt by 6.6% more than males. And while the change for males grew 16.8% from 1971 to 1991, the change for females was 31.7%.

It thus appears that females are not only continuing to perform better, as indicated not only by certain CIRP data but by internal statistics such high school GPA's, SAT and ACT scores, findings comparing 1971 and 1991 data suggest that they are becoming more overtly confident in their academic abilities.

"Leader"

Three self-ratings of "above average or in the highest 10%" were utilized to profile traits associated with a "leader".

"Leader" Item	1971		1991		F/M compare		change within	
	F	M	F	M	1971	1991	F	M
Rated self above average/highest 10%								
Leadership ability	37.3	45.4	51.4	51.7	M +8.1	M +0.3	+14.1	+6.3
Popularity	27.3	35.3	34.8	43.2	M +8.0	M +8.4	+7.4	+7.9
Social self-confidence	25.7	39.8	44.9	49.6	M +14.1	M +4.7	+19.2	+9.8

Of the three variables describing "leader" traits, self-ratings of popularity rose equally between genders by about seven percent from 1971 to 1991, as well as maintained an approximate eight percent gender-driven differentiation, with males responding in higher percentages than females. But while "popularity" may have remained relatively static, the two other variables exhibited dramatic gender-driven changes. Regarding leadership ability, in 1971 males rated themselves higher than females by 8.1%, but in 1991 rated themselves higher than females by only 0.3%, essentially dead even. As well, the percentage of females rating themselves above average or in the highest 10% in leadership ability rose 14.1% between 1971 and 1991, while it rose only 6.3% for males. Ratings for social self-confidence, too, exhibited strong gender-driven changes. In 1971 males rated themselves higher than females in social self-confidence by 14.1%, but in 1991 rated themselves higher than females by only 4.7%. Although not even, the gap was closed by even more percentage points that the gap in leadership ability. Similarly, the percentage of females rating themselves above average or in the highest 10% in social self-confidence rose 19.2% between 1971 and 1991, while rising

9.8% for males, again actually a larger percentage increase than that found in leadership ability.

As with "scholarship" abilities, females appear to have become more openly confident of their abilities to act as "leaders".

"Hedonist"

Responses to three activities engaged in during the year prior to taking the CIRP survey, plus the response to one political issue were utilized to profile traits of a "hedonist".

"Hedonist" Item	1971		1991		F/M compare		change within	
	F	M	F	M	1971	1991	F	M
Activities engaged in during past year								
Drank beer	65.7	76.0	53.6	67.3	M +10.3	M +13.7	-12.1	-8.7
Smoked cigarettes (freq.)	15.6	15.9	6.7	3.5	M +0.3	F +3.2	-8.9	-12.4
Stayed up all night	67.3	63.3	80.5	78.4	F +4.0	F +2.1	+13.2	+15.1
Agree strongly or somewhat								
Legalize marijuana	55.5	64.1	22.6	30.0	M +8.6	M +7.4	-32.9	-34.1

Remembering that the above variables are for the most part reflections of what respondents did in high school, it is quite apparent that first-time freshmen drank less beer and smoked fewer cigarettes, and are far less in favor of legalizing marijuana, thus probably less inclined, one would assume, to have utilized it. CIRP respondents at WWU, then, appear to have become less hedonistic over a twenty year span, with only minor gender-driven variation. For instance, females are less likely to have smoked than they once did, but more likely to have smoked than males, while males are less likely to have drunk beer than they once did, but more likely to have drunk beer than females. And while males are more likely to favor the legalizing of marijuana, support for the issue fell in nearly equal percentages over twenty years. The question that remains to be considered, but unfortunately is outside the ken of CIRP data, is what were these students doing as they stayed up all night in considerably higher percentages, and will those activities be different now that they are in college?

"Status Striver" and "Social Activist"

An analysis of these two "personality" types was done earlier in this report, but the table is reproduced below to facilitate a last discussion of the changing nature of WWU entering freshmen.

Item	1971		1991		M/F compare		change within	
	F	M	F	M	1971	1991	F	M
Objectives considered essential or very important:								
STATUS STRIVER								
Be well off financially	21.0	29.5	55.0	69.4	M +8.5	M +14.4	+34.0	+39.9
Recognition from colleagues	23.9	33.9	45.5	45.7	M +10.0	M +0.2	+21.6	+11.8
Be authority in field	45.7	57.0	59.9	66.3	M +11.3	M +6.4	+14.2	+9.3
Success in own business	22.4	40.7	26.7	39.8	M +18.3	M +13.1	+4.3	-0.9
Admin responsibilities for others	8.0	12.4	31.6	35.9	M +4.4	M +4.3	+23.6	+23.5

Item	1971		1991		M/F compare		change within	
	F	M	F	M	1971	1991	F	M
Objectives considered essential or very important:								
SOCIAL ACTIVIST								
Help others in difficulty	66.6	51.1	63.5	45.7	F +15.5	F +17.8	-3.1	-6.4
Influence social values	28.3	30.2	44.1	29.8	M +1.9	F +14.3	+15.8	-0.4
Influence political structure	10.5	19.0	16.7	16.6	M +8.5	F +0.1	+6.2	-2.4
Participate in comm. action prog.	24.3	16.7	27.9	14.1	F +7.6	F +13.8	+3.6	-2.6

Clearly, between 1971 and 1991 females have begun to assert themselves as scholars and leaders. Freshmen women at WWU have over the twenty years in discussion have invariably brought with them from high school better grades and better college entrance scores overall than their males counterparts, and once at WWU, to judge by WWU GPA, performed better. The more recent development is that females are beginning to feel within themselves that they are competitive and possessing attributes of leadership.

Females are also clearly more interested than males in becoming "socially active", actually more aware and concerned with social activism in 1991 than 1971. In three of four categories touting social activism, the percentage of responses increased for females between 1971 and 1991; while in all four of the same categories, the percentage of responses decreased for males during the same time. Males have, on the other hand, become more concerned with status issues, to be well off financially, to obtain colleague recognition, etc. While these issues have not been lost on females--they, too, are more concerned with status in 1991 than 1971--females seem not to have lost their appetite, in fact they have increased their hunger for, social concerns such as influencing social values, participating in community action programs, etc. Overall, males have maintained a relative sameness to their group "personality". Changes in traditionally male-dominated areas such as leadership and mathematical ability have seen modest increases in self-confidence ratings. Males are more concerned than ever

with money and status and less with social issues--an incline, perhaps, towards conservatism. Females, on the other hand, have increased dramatically their responses to self-confidence issues. Far more dramatically than males. They appear increasingly empowered and idealistic. Like males, they wish to be financially rewarded, but they also appear to want to plow some of what they get back.

All freshmen entering WWU struggle with the increased burden of college expenses in an era when a dollar has less buying power. They are as well entering WWU with higher high school GPA's and pre-college admission tests scores, which translates into increased expectations. As the university community anticipates a brighter, more assiduous student. Might it be disappointed if the most current entering classes only work up to "regular high WWU standards". In this area, males and females face a challenge that is genderless.

Appendix A:

Aggregated and Disaggregated Major Categories

Student's Probable Major

Aggregated Categories	Disaggregated Categories
Biological Sciences	Biology (general); Biochemistry/Biophysics; Botany; Marine (life) Science; Microbiology/Bacteriology; Zoology; Other.
Business	Accounting; Business Administration (general); Finance; Marketing; Management; Secretarial skills; Other business.
Education	Business; Elementary; Music or Art; Physical Education or Recreation; Secondary; Special; Other.
Engineering	Aero- or Astronautical; Civil; Chemical; Electrical or Electronic; Industrial; Mechanical; Other.
Health Professional	Nursing; Pharmacy; Premed, Predental, Prevet; Therapy (physical, occupational, speech).
Humanities	English; History; Language (except English); Philosophy; Political Science; Theater or Drama; Theology or Religion; Other arts or humanities.
Fine Arts	Art, fine and applied; Music.
Mathematics/Statistics	Mathematics; Statistics.
Physical Science	Astronomy; Atmospheric Science; Chemistry; Earth Science; Marine Science; Physics; Other physical science.
Social Science	Anthropology; Economics; Ethnic Studies; Geography; Psychology; Social Work; Sociology; Women's Studies; Other social science.
Computer Science	Computer Science.
Undecided	Undecided.

Appendix B:

CIRP Data for All WWU Freshmen

CIRP 1971 to 1991						
Demographic Information						
ITEM	1971	1976	1981	1985	1989	1991
Age on December 31						
sixteen or younger	0.0	0.0	0.0	0.0	0.0	0.0
seventeen	2.1	1.4	1.5	1.3	1.4	2.2
eighteen	72.9	69.6	68.9	70.0	70.5	67.3
nineteen	22.2	25.7	26.3	27.0	27.1	29.7
twenty	1.0	2.0	1.6	0.9	0.9	0.5
twenty-one or older	1.8	1.3	1.6	0.9	0.1	0.3
Racial/Ethnic Background						
White/Caucasian	95.2	95.7	95.5	95.5	87.6	91.5
African-American	1.5	1.0	0.7	0.8	3.0	1.3
American Indian/AK Native	1.3	1.2	1.5	1.5	2.0	1.9
Asian-American	1.8	1.5	2.9	2.8	6.8	5.5
Mexican-American/Chicano	0.3	0.5	0.8	0.5	2.6	1.5
Puerto Rican-American	0.0	0.2	0.1	0.1	0.0	0.2
other	2.3	1.4	2.0	2.1	1.6	2.2
Marital Status						
not currently married	98.7	99.7	99.3	99.9		
currently married	1.3	0.3	0.7	0.1		
Twin Status						
no			98.0	98.6	98.7	98.2
yes, identical			0.6	0.7	0.6	0.4
yes, fraternal			1.4	0.7	0.7	1.4
Veteran Status						
no	98.8	98.8	99.4			
yes	1.2	1.2	0.6			
Citizenship Status						
yes				98.3	98.0	97.7
no				1.7	2.0	2.3
Miles from College to Home						
10 or less	8.5	8.2	10.2	7.5	7.0	4.9
11 - 50	5.6	6.9	7.1	6.6	6.9	7.4
51 - 100	36.7	35.1	36.5	33.7	37.7	37.2
101 - 500	43.0	43.1	41.1	46.8	45.8	46.3
more than 500	6.2	6.7	5.2	5.3	2.7	4.2

CIRP 1971 to 1991						
Familial Demographics						
ITEM	1971	1976	1981	1985	1989	1991
Estimated Parental Income						
less than \$6,000	7.9	6.4	2.9	1.8	1.2	0.9
\$6,000 - \$9,999	18.1	7.6	2.7	1.7	1.0	0.6
\$10,000 - \$14,999	30.6	21.1	7.2	3.9	2.9	2.4
\$15,000 - \$19,999	15.7	17.1	7.9	4.9	3.8	2.9
\$20,000 - \$24,999	12.7	16.1	13.4	5.9	5.4	4.5
\$25,000 - \$29,999	6.0	9.3	12.2	7.0	6.5	4.7
\$30,000 or more						
\$30,000 - \$39,999						10.3
\$30,000 - \$34,999	3.1	7.4	12.5	10.1	9.8	
\$35,000 - \$39,999	1.9	5.9	10.5	12.6	10.4	
\$40,000 or more	3.9					
\$40,000 - \$49,999		3.9	13.2	15.1	13.3	15.4
\$50,000 or more		5.2				
\$50,000 - \$59,999				14.1	14.2	14.2
\$50,000 - \$99,999			14.0			
\$60,000 - \$74,999				10.1	15.2	18.1
\$75,000 - \$99,999				6.1	9.8	12.2
\$100,000 or more			3.5			
\$100,000 - \$149,999				4.3	5.2	8.3
\$150,000 or more				2.4	1.5	
\$150,000 - \$199,999						3.1
\$200,000 or more						2.4

CIRP 1971 to 1991						
Familial Demographics (cont.)						
ITEM	1971	1976	1981	1985	1989	1991
Father's Education						
grammar school or less	3.9	3.5	2.0	1.6	1.1	1.0
some high school	7.6	7.1	6.3	4.0	2.8	2.4
high school graduate	24.4	19.0	17.8	16.3	15.4	12.4
postsecondary (not college)		3.9	3.5	4.2	4.9	3.6
some college	24.6	17.2	19.5	18.3	17.1	18.3
college degree	24.3	25.9	24.9	25.6	28.4	29.6
some graduate school		3.4	2.3	3.7	3.9	4.6
graduate degree	15.1	20.0	23.8	26.4	26.4	28.1
Mother's Education						
grammar school or less	2.3	1.6	1.5	1.2	0.9	1.0
some high school	5.0	5.9	3.9	3.2	2.1	1.0
high school graduate	35.4	29.8	30.2	24.7	18.9	17.0
postsecondary (not college)		6.9	5.7	7.1	6.1	7.3
some college	31.0	25.8	25.6	28.1	27.4	25.7
college degree	21.4	19.6	20.9	20.5	26.6	28.1
some graduate school		3.5	2.9	3.2	4.0	4.9
graduate degree	4.8	7.0	9.2	12.0	14.0	14.9

CIRP 1971 to 1991							
Familial Demographics (cont.)							
	ITEM	1971	1976	1981	1985	1989	1991
Student's Religious Preference							
	Protestant	40.1	48.2	34.5	49.8	43.1	44.1
	Roman Catholic	14.4	18.9	22.4	19.6	22.5	16.6
	Jewish	1.1	1.7	1.7	1.0	1.0	1.1
	other	12.8	6.2	18.7	5.7	5.3	7.8
	none	31.7	25.0	22.8	23.9	28.2	30.4
Father's Religious Preference							
	Protestant		52.4	35.5	51.3	41.6	45.9
	Roman Catholic		20.6	23.6	19.4	20.5	20.6
	Jewish		1.5	1.9	1.3	1.2	1.7
	other		3.6	15.9	4.4	3.1	4.5
	none		21.9	23.1	23.7	33.5	27.2
Mother's Religious Preference							
	Protestant		60.9	38.4	57.8	45.8	52.4
	Roman Catholic		22.3	26.7	21.8	29.2	20.7
	Jewish		1.7	1.6	1.1	0.9	2.0
	other		3.3	18.2	4.8	6.1	5.7
	none		11.7	15.1	14.5	17.9	19.2

CIRP 1971 to 1991						
High School Demographics and Activities						
ITEM	1971	1976	1981	1985	1989	1991
Year Graduated from High School						
current year		93.5	94.7	96.7	98.8	98.5
one year previous		3.8	3.3	2.3	1.1	1.1
two years previous		1.5	0.6	0.3	0.0	0.2
three or more years previous		1.0	1.1	0.6	0.1	0.2
HS equivalency (GED test)		0.2	0.3	0.1	0.0	0.0
never completed high school		0.1	0.0	0.0	0.0	0.0
Type of Secondary School						
public						92.2
private, denominational						6.0
private, nondenominational						1.8
Average Grade in High School						
A or A+	4.0	6.1	7.1	6.3	11.4	9.7
A-	16.0	14.0	15.8	13.3	25.8	23.3
B+	26.0	28.9	30.1	25.0	37.5	31.2
B	29.9	28.0	30.5	30.4	19.7	27.1
B-	15.4	13.7	12.0	16.5	3.9	7.0
C+	7.0	7.4	3.9	6.9	1.5	1.2
C	1.5	1.8	0.5	1.5	0.2	0.5
D	0.1	0.1	0.1	0.0	0.0	0.0

CIRP 1971 to 1991						
High School Demographics and Activities (cont.)						
ITEM	1971	1976	1981	1985	1989	1991
Activities Engaged in by Student During the Past Year						
argued with teacher in class	60.5				49.4	
asked teacher for advice (freq)	25.7			37.1		21.0
attended religious service	75.1		74.1	73.5	66.1	73.5
did extra reading for course (freq)	19.3			11.6	12.0	12.0
didn't complete homework on time	67.6			75.2	74.3	71.9
discussed politics (freq)	26.0					29.1
drank beer	69.8		75.2	74.4	68.0	58.9
felt depressed (freq)				9.0	8.0	8.5
felt overwhelmed (freq)				22.3	27.4	25.3
participated in demonstrations			14.7		42.0	37.1
performed volunteer work				67.4	59.1	68.4
played musical instrument	46.9		47.7	49.4		40.4
smoked cigarettes (freq)	15.7		6.5	6.5	2.8	5.5
stayed up all night	65.7		71.8	81.1	77.0	79.7
studied in library (freq)	32.2				12.7	
studied with other students				92.7	91.1	91.5
took sleeping pills	7.0		3.3		8.0	
took tranquilizing pill	9.7		5.7		2.4	
tutored another student	42.3			46.3	55.7	52.3
typed a homework assignment (freq)	26.9					45.5
used a personal computer (freq)				22.1	28.4	47.7
visited art gallery or museum	70.1				51.8	
voted in student election (freq)	66.2					40.1
was guest in teacher's home				38.8	29.6	29.5

CIRP 1971 to 1991						
Pre-College Issues, Concerns, and Attitudes						
ITEM	1971	1976	1981	1985	1989	1991
Reasons Noted as Very Important in Deciding to Go to College						
could not find a job		2.9	3.2		3.7	3.3
my parents wanted me to go	16.2	22.2	25.6		24.7	28.8
there was nothing better to do	3.8	3.6	1.7	2.2	1.5	2.8
to be able to get a better job	52.5	60.9	68.2		73.7	73.8
to be able to make more money	29.6	37.5	53.3	56.7	62.3	63.1
to become a more cultured person	25.7	32.0	30.7	32.0	36.7	39.3
to gain a general education	62.6	67.5	71.3	61.2	67.6	65.1
to get away from home		16.4	14.6		18.2	19.4
to improve reading/study skills	15.2	36.4	39.9	38.8	35.5	35.7
to learn more about things	69.3	77.3	78.9	75.5	76.2	76.8
to meet new & interesting people	48.7	56.4	59.4			
to prepare for grad/prof school	26.0	33.2	38.6	37.7	45.9	51.7
Reasons Noted as Very Important in Selecting this College						
advice of guidance counselor	3.0	3.0	3.5	2.9	1.9	2.8
advice of someone who attended	14.0	17.8	16.2			
advice of teacher		4.9	2.3	2.1	1.7	2.3
friend suggested attending		10.2	8.5	7.4	6.3	7.2
good academic reputation		25.1	34.2	35.6	57.8	51.5
good social reputation				18.9	22.9	20.0
graduates get good jobs				19.7	25.9	26.6
graduates go to top grad schools				7.3	12.0	12.1
low tuition	6.5	10.1	13.4	18.6	23.1	23.2
not accepted anywhere else	1.2	1.5	1.4			1.6
not offered aid by first choice				2.7	4.8	
offered financial assistance		9.2	6.7	7.7	13.2	13.8
offers special educ programs	19.6	20.3	19.5	16.1	13.6	15.0
recruited by athletic department				2.5	2.7	2.1
recruited by college rep		2.5	0.4	0.7	0.9	1.3
relatives wanted me to come here	3.0	3.7	3.1	3.8	4.1	4.4
wanted to live at home	4.0	4.2	3.3			
wanted to live near home				13.8	14.0	14.3

CIRP 1971 to 1991							
Pre-College Issues, Concerns, and Attitudes (cont.)							
	ITEM	1971	1976	1981	1985	1989	1991
Freshman College was Student's							
	first choice		84.0	79.1	72.2	80.1	81.0
	second choice		13.5	18.2	22.2	16.4	15.9
	less than second choice		2.5	2.7	5.6	3.6	3.1
Number of Other Colleges Applied to for Admission this Year							
	none		32.9	27.6	32.4	25.6	20.1
	one		25.4	21.6	23.9	26.0	22.8
	two		20.3	25.1	21.1	25.8	25.7
	three		13.3	15.8	16.2	13.7	18.9
	four		5.6	6.2	4.2	5.5	8.1
	five		1.9	2.4	1.5	2.1	3.2
	six or more		0.6	1.1	0.8	1.2	1.2
Number of Other College Acceptances this Year							
	none		14.6	8.8	13.3	8.9	
	one		34.4	31.3	33.8	38.3	
	two		24.2	32.4	26.8	28.8	
	three		17.8	18.0	20.2	14.9	
	four		6.6	6.3	3.8	6.7	
	five		1.8	2.2	1.3	1.7	
	six or more		0.7	1.0	0.9	0.7	

CIRP 1971 to 1991						
Pre-College Issues, Concerns, and Attitudes (cont.)						
ITEM	1971	1976	1981	1985	1989	1991
Student Rated Self Above Average						
or Highest 10% in						
academic ability	69.9	58.2		63.8	77.3	68.2
artistic ability	26.7	30.1		26.5	26.6	29.1
drive to achieve	54.0	63.3		65.3	75.5	71.4
leadership ability	40.5	46.6		56.0	52.1	51.5
mathematical ability	33.2	28.8		35.3	42.0	38.2
mechanical ability	22.3	26.7				24.2
popularity	30.5	29.6		43.9	35.7	38.1
popularity with opposite sex	29.0	28.0			33.3	
public speaking ability	25.8	26.9			34.0	36.3
self-confidence (intellectual)	45.4	48.3		57.3	58.6	58.0
self-confidence (social)	27.7	39.2		48.1	44.6	46.7
writing ability	39.1	40.5		46.0	51.1	52.8
physical health				62.5	59.2	56.7
emotional health				62.2	63.8	56.4
Have Had Remedial Work in						
English			4.1		2.9	4.4
reading			4.4		3.1	3.7
mathematics			4.8		8.3	10.8
social studies			3.6		2.5	2.6
science			3.1		2.9	4.1
foreign language			3.0		3.1	4.1
Will Need Remedial Work in						
English			9.2		10.8	10.1
reading			3.4		3.0	4.6
mathematics			23.6		29.4	34.7
social studies			1.8		1.8	1.6
science			10.6		13.5	15.2
foreign language			7.1		7.6	8.9

CIRP 1971 to 1991						
Pre-College Issues, Concerns, and Attitudes (cont.)						
ITEM	1971	1976	1981	1985	1989	1991
Student's Probable Career						
artist (including performer)	11.8	15.0	11.8	7.9	8.6	9.8
business	6.4	14.4	23.6	27.8	21.4	18.7
clergy or religious worker	0.9	0.4	0.0	0.4	0.1	0.3
college teacher	0.7	0.4	0.5	0.4	0.6	0.3
doctor or dentist	3.4	2.0	1.3	2.6	3.3	3.9
education (secondary)	11.1	5.6	3.8	7.5	6.6	7.3
education (elementary)	7.2	5.0	4.6	7.1	5.0	6.6
engineer	0.9	2.9	4.7	5.0	5.8	4.5
farmer or forester	2.4	2.4	1.3	0.4	0.9	1.2
health professional (non-MD)	5.9	6.1	3.3	4.7	5.0	6.5
lawyer	3.2	3.3	2.8	1.9	2.6	4.2
nurse	1.4	1.7	1.6	1.2	0.6	0.9
research scientist	4.5	4.2	2.1	1.4	2.5	3.8
other	20.8	19.9	22.7	15.2	18.5	13.7
undecided	19.4	16.6	15.9	16.7	18.4	18.3
Student's Probable Major						
agriculture	0.9	1.4	0.4	0.7	0.1	0.6
biological science	4.6	6.8	3.7	2.5	4.1	6.4
business	5.9	15.9	25.8	28.1	23.7	19.5
education	9.9	12.4	9.3	14.3	10.2	13.7
engineering	1.4	3.2	5.7	5.2	5.1	4.6
English	3.8	1.2	1.3	0.9	1.9	2.2
health professional	7.4	4.3	4.5	5.6	7.2	8.1
history or political science	3.8	4.1	2.2	2.3	4.1	3.7
humanities	5.7	2.9	3.3	2.2	2.2	1.2
fine arts	14.0	12.5	8.3	5.1	6.8	5.7
mathematics or statistics	2.2	0.8	1.2	1.2	0.7	0.8
physical sciences	3.5	4.1	2.7	2.2	2.0	3.7
social sciences	17.5	7.7	6.3	8.1	9.4	8.0
other technical	3.2	6.0	8.7	5.1	2.9	3.0
other non-technical	13.8	10.0	9.4	8.3	7.5	7.7
undecided	2.4	6.7	7.2	7.8	12.0	10.9

CIRP 1971 to 1991							
Pre-College Issues, Concerns, and Attitudes (cont.)							
	ITEM	1971	1976	1981	1985	1989	1991
Highest Degree Planned Anywhere							
	none		4.1	1.7	2.3	0.4	0.2
	associate (A.A.) or equivalent		1.2	1.0	0.8	0.1	0.5
	bachelor's (B.A.,B.S.,etc.)		41.3	38.8	37.0	23.7	18.9
	master's degree (M.A.,M.S.,etc.)		34.4	40.7	42.0	54.3	52.1
	Ph.D. or Ed.D		8.8	9.8	10.6	13.3	17.7
	M.D., D.D.S., D.V.M. or D.O		2.9	2.9	4.0	4.1	5.6
	LL.B. or J.D. (law)		3.7	3.1	1.6	2.4	4.0
	B.D. or M.Div. (divinity)		0.6	0.3	0.1	0.3	0.3
	other		3.0	1.7	1.7	1.4	0.8
Highest Degree Planned at Freshman College							
	none		14.0	8.1	7.1	4.0	2.3
	associate (A.A.) or equivalent		4.3	6.3	4.2	5.9	3.6
	bachelor's (B.A.,B.S.,etc.)		65.6	65.6	69.5	64.6	64.6
	master's degree (M.A.,M.S.,etc.)		12.1	16.2	16.6	22.6	25.5
	Ph.D. or Ed.D		0.2	1.2	1.0	0.8	2.0
	M.D., D.D.S., D.V.M. or D.O		0.3	0.2	0.4	0.0	0.4
	LL.B. or J.D. (law)		0.3	0.6	0.0	0.3	0.4
	B.D. or M.Div. (divinity)		0.5	0.2	0.3	0.4	0.4
	other		2.5	1.7	0.9	1.4	0.7
Planned Residence for Fall							
	with parents or relatives		10.8	8.5	6.3	7.1	4.6
	other private home,apt,room		6.9	7.8	7.0	6.2	6.0
	college dormitory		78.4	81.5	82.6	85.4	87.0
	fraternity or sorority house		0.0	0.3	0.4	0.0	0.0
	other campus student housing		3.5	1.6	3.4	1.3	2.3
	other		0.4	0.4	0.4	0.0	0.1
Preferred Residence for Fall							
	with parents or relatives		7.2	7.5	6.3	5.1	
	other private home,apt,room		34.4	25.7	25.0	31.0	
	college dormitory		46.6	52.3	48.5	51.6	
	fraternity or sorority house		3.0	5.7	11.4	8.2	
	other campus student housing		6.3	6.7	7.5	3.4	
	other		2.5	2.1	1.2	0.7	

CIRP 1971 to 1991						
Pre-College Issues, Concerns, and Attitudes (cont.)						
ITEM	1971	1976	1981	1985	1989	1991
Concern About Financing College						
none	34.1	32.1	28.8	33.4	31.9	
some concern	52.6	51.5	53.8	52.7	55.7	
major concern	13.2	16.4	17.4	13.8	12.4	
Received Any Aid from						
parents or other relatives			82.9	80.9	90.4	89.6
spouse			0.5	0.8	0.5	0.8
savings from summer work			67.6	62.4	76.8	69.8
other savings			27.6	24.4	36.6	33.3
part-time job on campus					30.3	28.1
other part-time job while in col			30.6	31.2	25.4	19.7
full-time job while in college			1.1	0.9	1.3	0.9
Pell Grant			13.1	7.9	14.0	12.3
Supp Educational Oppty Grant			2.8	2.4	4.9	4.4
state scholarship or grant			7.6	5.6	10.9	11.8
College Work-Study Grant			8.5	5.8	8.2	11.9
other college grant/scholarship			2.8	7.4	14.6	15.4
other private grant			7.3	4.4	12.9	13.4
other government aid			7.3	1.4	0.7	1.0
Fed Guaranteed Student Loan			6.6	8.1	13.0	10.8
National Direct Student Loan			4.4	4.0	0.7	4.7
other college loan			1.3	1.1	2.9	2.2
other loan			2.9	2.5	3.1	2.7
other			3.9	2.8	2.0	1.5

CIRP 1971 to 1991						
Pre-College Issues, Concerns, and Attitudes (cont.)						
ITEM	1971	1976	1981	1985	1989	1991
Received \$1,500 or More From						
parents or other relatives			48.0	60.2	66.2	71.9
spouse			0.1	0.3	0.3	0.3
savings from summer work			11.2	12.6	16.5	14.0
other savings			4.0	5.1	9.1	9.4
part-time job on campus					2.5	4.3
other part-time job while in col			1.5	0.8	1.4	2.4
full-time job while in college			0.3	0.3	0.5	0.5
Pell Grant			2.1	2.5	4.8	3.3
Supp Educational Oppty Grant			0.1	0.3	1.5	0.5
state scholarship or grant			0.4	1.1	1.4	2.2
College Work-Study Grant			0.6	0.4	2.0	4.8
other college grant/scholarship			0.1	0.8	2.0	3.6
other private grant			0.6	0.6	2.8	3.4
other government aid			3.2	0.4	0.5	0.5
Fed Guaranteed Student Loan			3.8	4.2	7.5	5.3
National Direct Student Loan			0.3	0.9	0.3	2.0
other college loan			0.8	0.9	1.6	1.5
other loan			1.7	1.9	1.6	2.0
other			1.1	0.6	0.6	0.4

CIRP 1971 to 1991							
Political Viewpoints and Opinions on Issues							
	ITEM	1971	1976	1981	1985	1989	1991
Political Orientation							
	far left	3.2	1.8	1.7	1.0	1.1	1.3
	liberal	47.2	32.1	22.8	23.3	28.7	31.3
	middle of the road	40.4	53.0	57.5	55.6	51.7	49.7
	conservative	9.2	12.5	17.3	19.7	18.0	17.2
	far right	0.0	0.5	0.7	0.4	0.5	0.4

CIRP 1971 to 1991						
Political Viewpoints and Opinions on Issues (cont.)						
ITEM	1971	1976	1981	1985	1989	1991
Agree Strongly or Somewhat						
abolish capital punishment	64.8		27.2	22.1	22.0	17.9
abolish college grades	41.3	21.3	12.2			
busing OK to achieve balance		43.7	41.1	52.6	50.0	51.5
coll can ban extreme speaker	16.2	18.1	20.0	22.7		
coll regulate student off-campus	7.1	8.8	7.6	9.4		
coll should clear student pubs	23.1	25.3	32.0			
college increases earning power	42.4			61.3	57.4	55.2
discourage large families	80.7	69.5	56.3			
disobey laws against own values		30.6	25.8			
equal opportunity for women	95.0	95.5	97.4	92.7		
govt discourage energy use		85.0	86.0	76.1		87.9
govt not controlling pollution	91.9	82.0	79.4	78.8	86.3	89.7
govt not promoting disarmament				72.5	74.0	
govt not protecting consumer	77.3	70.4	66.6	56.9	59.0	68.6
grading in high school too easy		72.0	70.3	65.6		
increase military spending				18.3	9.8	12.0
ind can do little to change soc	42.4	43.7		34.3		24.6
legalize abortion			67.4	70.7	69.8	77.0
legalize marijuana	59.0	63.5	40.8	22.0	16.4	25.4
live together before marriage		59.3	46.2	55.0	51.9	
married women best at home	28.4	17.2	16.0	15.7	12.2	15.7
national health care plan needed			53.5	55.6	80.0	80.2
nuclear disarmament attainable				60.4		72.6
open admissions for public colls	32.6	25.9	19.0			
pref treatment for disadvantaged	37.6	36.3	36.9			
prohibit homosexual relations		31.3	33.5	37.9	23.6	23.1
raise taxes to reduce deficit				24.1	34.1	31.6
sex OK if people like each other		56.5	47.0		49.4	51.9
students help evaluate faculty	79.8	74.1	73.5	73.3		
too much concern for criminals	33.9	55.1	69.2		73.2	61.5
wealthy should pay more taxes		74.7	67.1	73.6		

CIRP 1971 to 1991						
Aspirations and Anticipated Behaviors						
ITEM	1971	1976	1981	1985	1989	1991
Objectives Considered to Be						
Essential or Very Important						
accomplish in performing arts	15.4	17.4	14.0	11.3	9.9	13.1
be an authority in own field	50.2	70.2	70.8	70.9	58.5	62.5
be expert in finance/commerce	8.8			24.0		
be involved in environ cleanup	38.2	28.9	22.7	15.4	24.3	31.2
be successful in own business	29.8	43.0	46.4	48.5	32.6	31.9
be very well off financially	24.4	42.9	58.9	60.5	63.3	60.7
create artistic work	25.7	22.6	16.7	15.7	12.9	13.2
develop philosophy of life	75.5	63.3	48.5	41.7	37.3	43.5
have admin responsibility	9.8	23.9	34.1	41.9	32.1	33.3
help others in difficulty	60.4	61.5	58.8	59.3	55.1	56.5
influence political structure	13.9	15.2	12.6	14.1	16.0	16.7
influence social values	29.1	29.5	26.7	31.7	36.5	38.5
keep up to date with politics	45.9	42.0	45.1		42.8	44.1
make theoretical contrib to sci	7.8	12.8	8.9	7.9	11.0	12.3
obtain recog from colleagues	27.9	39.7	45.5	51.0	43.4	45.6
participate in comm program	21.2	26.2	21.3	19.9	19.4	22.5
promote racial understanding			31.9	31.2	39.5	37.8
raise a family	51.2	44.2	58.2	67.7	67.7	67.1
write original works	22.2	16.9	12.4	15.0	11.7	12.9

CIRP 1971 to 1991							
Aspirations and Anticipated Behaviors (cont.)							
ITEM	1971	1976	1981	1985	1989	1991	
Students Estimate Chances are							
Very Good That They Will							
be elected to acad honor society		5.8	4.8	4.6	6.2	6.4	
be elected to student office		1.1	1.6	1.8	3.9	2.1	
be satisfied with this college		43.6	50.8	45.8	54.2	50.5	
change career choice		20.3	21.7	22.5	25.9	21.7	
change major field		21.1	21.2	22.6	25.8	22.1	
drop out permanently		2.5	0.7	1.4	0.5	0.3	
drop out temporarily		5.8	2.2	2.1	1.3	1.0	
fail one or more courses		2.5	0.7	1.2	1.2	1.2	
find job in major field		54.6	71.1	70.2	68.9	71.3	
get a bachelor's degree		66.9	76.7	76.1	80.2	78.0	
get job to help pay expenses		50.3	57.4	50.3	56.8	52.6	
get married one year after coll		14.8	16.6	18.5			
get married while in college		7.9	5.1	5.8	5.8	5.8	
get tutoring in specific courses		9.5	8.1	15.5	14.3	16.4	
graduate with honors		8.9	6.1	9.8	10.7	11.8	
have to work outside job		23.9	28.9	24.5	28.3	26.4	
join social frat,sorority,club		7.0	13.0	16.3	13.9	11.9	
live in coeducational dormitory		57.5	70.9	69.1			
make at least a "B" average		44.2	46.9	46.1	53.1	50.9	
need extra time to complete degr		8.4	8.5	10.8	12.5	13.3	
participate in demonstrations			5.6	4.6	8.1	6.8	
play varsity athletics				16.4	13.8	13.7	
seek individual counseling		4.5	4.5	5.7	3.4	3.2	
seek vocational counseling		12.2	11.4	8.5	6.8	7.2	
transfer to another college		29.8	24.3	28.3	17.2	14.8	
work full-time while at college				1.7	2.5	2.8	

Appendix C:
CIRP Data by Gender

CIRP 1971 to 1991 -- All Categories by Gender													
Demographic Information													
ITEM	1971		1976		1981		1985		1989		1991		
	F	M	F	M	F	M	F	M	F	M	F	M	
Age on December 31													
sixteen or younger	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
seventeen	2.5	1.6	2.0	0.5	1.7	1.3	1.5	0.9	1.0	2.1	2.8	1.2	
eighteen	76.1	68.1	74.2	63.7	73.0	62.2	73.7	63.9	75.2	62.6	70.5	62.3	
nineteen	20.2	25.3	22.0	30.5	23.9	30.2	23.8	32.1	23.5	33.1	26.5	34.9	
twenty	0.4	1.8	1.2	3.0	0.6	3.3	0.4	1.6	0.3	1.9	0.1	1.0	
twenty-one or older	0.9	3.2	0.5	2.3	0.8	3.0	0.6	1.6	0.0	0.2	0.1	0.6	
Racial/Ethnic Background													
White/Caucasian	94.8	95.7	95.7	95.8	95.0	96.3	96.4	94.1	90.1	83.4	92.2	90.3	
African-American	1.6	1.3	1.0	1.1	0.8	0.6	0.7	0.9	1.8	5.1	1.2	1.4	
American Indian/AK Native	1.4	1.1	1.2	1.1	1.6	1.3	1.7	1.4	1.6	2.7	1.8	2.1	
Asian-American	1.8	1.9	1.7	1.4	3.3	2.2	2.5	3.2	6.5	7.3	5.2	6.0	
Mexican-American/Chicano	0.5	0.0	0.4	0.7	0.9	0.6	0.6	0.5	1.9	3.7	1.4	1.7	
Puerto Rican-American	0.0	0.0	0.1	0.2	0.1	0.0	0.0	0.2	0.0	0.0	0.4	0.0	
other	2.1	2.7	1.2	1.6	2.0	2.1	1.5	2.9	1.5	1.7	1.8	2.7	
Marital Status													
not currently married	98.6	98.9	99.9	99.5	99.2	99.4	99.9	100.0					
currently married	1.4	1.1	0.1	0.5	0.8	0.6	0.1	0.0					
Twin Status													
no					98.0	98.1	98.3	99.1	98.8	98.5	98.4	97.9	
yes, identical					0.6	0.6	0.8	0.4	0.3	1.0	0.5	0.2	
yes, fraternal					1.5	1.3	0.8	0.4	0.9	0.5	1.1	1.9	
Veteran Status													
no	100.0	97.1	99.4	97.9	99.9	98.5							
yes	0.0	2.9	0.6	2.1	0.1	1.5							
Citizenship Status													
yes							99.0	97.0	98.6	97.1	97.6	98.0	
no							1.0	3.0	1.4	2.9	2.4	2.0	
Miles from College to Home													
10 or less	6.8	11.1	7.8	8.7	9.6	11.1	7.5	7.6	6.8	7.3	4.4	5.6	
11 - 50	5.9	5.1	6.1	8.0	7.1	7.0	6.2	7.3	6.0	8.3	8.1	6.2	
51 - 100	37.8	35.0	36.7	33.0	35.9	37.3	32.5	35.8	37.5	37.9	33.9	42.3	
101 - 500	43.5	42.3	43.1	43.1	42.1	39.4	48.5	44.2	46.8	44.1	49.7	41.0	
more than 500	6.1	6.5	6.3	7.3	5.2	5.2	5.4	5.1	2.9	2.4	3.9	4.8	

CIRP 1971 to 1991 -- All Categories by Gender												
Familial Demographics												
ITEM	1971		1976		1981		1985		1989		1991	
	F	M	F	M	F	M	F	M	F	M	F	M
Estimated Parental Income												
less than \$6,000	8.0	7.7	6.8	6.0	3.5	2.0	1.9	1.5	0.8	1.7	0.7	1.1
\$6,000 - \$9,999	18.1	18.2	8.6	6.4	3.4	1.6	1.3	2.3	0.8	1.2	0.6	0.6
\$10,000 - \$14,999	30.8	30.4	22.0	19.9	7.8	6.3	4.5	3.0	3.1	2.7	3.1	1.3
\$15,000 - \$19,999	14.1	17.9	16.8	17.5	8.2	7.5	5.0	4.8	4.1	3.4	2.9	2.8
\$20,000 - \$24,999	13.2	12.2	16.8	15.2	13.9	12.5	5.6	6.3	5.2	5.7	4.7	4.1
\$25,000 - \$29,999	5.6	6.5	9.1	9.6	12.6	11.5	7.4	6.3	7.3	5.4	4.4	5.2
\$30,000 or more												
\$30,000 - \$39,999											12.6	6.9
\$30,000 - \$34,999	3.8	2.3	7.1	7.7	12.2	13.1	9.8	10.6	9.6	10.1		
\$35,000 - \$39,999	2.2	1.4	5.0	7.0	10.3	10.7	13.2	11.6	11.5	8.6		
\$40,000 or more	4.2	3.4										
\$40,000 - \$49,999			3.3	4.5	12.2	14.7	16.3	13.4	12.8	14.0	15.3	15.6
\$50,000 or more			4.4	6.2								
\$50,000 - \$59,999							13.4	15.4	15.1	12.8	14.0	14.7
\$50,000 - \$99,999					12.9	15.8						
\$60,000 - \$74,999							10.8	9.1	13.8	17.4	17.0	19.7
\$75,000 - \$99,999							4.8	8.1	9.4	10.3	11.7	13.0
\$100,000 or more					3.0	4.2						
\$100,000 - \$149,999							3.9	5.0	6.0	3.9	7.5	9.5
\$150,000 or more							2.1	2.8	0.6	2.7		
\$150,000 - \$199,999											2.8	3.5
\$200,000 or more											2.6	2.2
Father's Education												
grammar school or less	4.8	2.7	3.5	3.5	2.6	0.9	1.8	1.2	1.0	1.2	0.9	1.0
some high school	5.7	10.3	7.7	6.3	7.1	4.9	3.8	4.4	2.4	3.4	2.3	2.5
high school graduate	22.5	27.3	18.7	19.3	19.2	15.4	16.0	16.9	15.6	15.1	12.9	11.7
postsecondary (not college)			3.9	3.9	3.7	3.2	4.9	3.0	5.2	4.6	4.2	2.7
some college	28.3	19.1	16.8	17.9	17.7	22.4	20.1	15.2	16.4	18.5	20.5	15.0
college degree	25.5	22.5	25.7	26.1	23.7	26.7	23.9	28.4	28.7	27.8	28.7	31.0
some graduate school			3.4	3.5	2.1	2.8	3.5	3.9	4.9	2.2	4.4	4.9
graduate degree	13.2	18.0	20.4	19.6	24.0	23.5	26.0	27.0	25.8	27.3	26.1	31.2
Mother's Education												
grammar school or less	2.0	2.7	1.8	1.2	2.2	0.4	1.8	0.2	1.0	0.7	0.9	1.2
some high school	4.7	5.6	6.3	5.4	4.0	3.8	3.0	3.7	2.0	2.2	1.3	0.6
high school graduate	35.1	35.9	27.1	33.2	28.2	33.6	23.6	26.4	19.4	18.1	16.7	17.5
postsecondary (not college)			7.8	5.8	6.2	5.1	7.6	6.2	5.9	6.5	8.1	6.2
some college	32.6	28.7	26.1	25.3	27.3	22.9	29.7	25.5	28.4	25.5	27.6	22.8
college degree	21.3	21.4	19.9	19.3	21.2	20.5	18.9	23.2	27.2	25.8	27.5	29.2
some graduate school			4.2	2.6	2.3	3.9	3.0	3.7	3.7	4.3	4.6	5.3
graduate degree	4.3	5.6	6.8	7.2	8.8	9.9	12.4	11.2	12.4	16.9	13.4	17.2

CIRP 1971 to 1991 -- All Categories by Gender												
Familial Demographics (cont.)												
ITEM	1971		1976		1981		1985		1989		1991	
	F	M	F	M	F	M	F	M	F	M	F	M
Father's Occupation												
artist (including performer)	1.1	1.4	0.7	2.2	1.3	1.2	1.5	0.5	0.7	2.0	1.4	1.3
businessman	32.5	30.1	31.3	32.2	29.4	37.5	30.4	37.0	32.4	28.1	28.3	33.3
clergy or religious worker	0.4	0.9	0.3	0.9	0.8	0.4	0.1	1.0	0.7	1.5	1.0	0.6
college teacher	1.1	2.3	1.4	1.1	1.5	2.7	1.2	1.4	1.0	1.5	1.1	1.1
doctor or dentist	2.6	2.0	3.1	2.8	3.3	2.1	2.0	3.6	1.6	2.7	2.4	2.5
education (secondary)	5.6	7.2	5.9	7.6	7.7	5.0	7.6	7.6	6.5	5.2	5.8	6.5
education (elementary)	0.8	0.9	0.7	1.7	1.3	1.6	1.9	1.9	1.6	2.5	1.5	1.9
engineer	9.8	11.2	13.6	9.2	11.6	11.1	11.1	9.5	12.5	9.1	11.1	10.8
farmer or forester	3.6	2.6	3.3	2.4	1.4	1.4	1.9	1.2	1.3	1.7	2.0	1.1
health professional (non-MD)	0.9	1.1	0.6	2.0	1.5	1.4	0.7	0.2	1.8	1.2	1.1	1.3
lawyer	1.9	1.7	1.7	1.5	1.9	1.9	1.6	1.9	2.1	2.2	1.5	2.5
military (career)	3.2	3.7	3.3	3.3	2.8	1.7	2.0	1.4	2.9	2.0	3.0	1.7
research scientist	0.6	0.0	0.6	0.4	0.2	1.0	0.7	0.7	0.3	0.2	1.2	0.6
skilled worker	8.5	10.9	8.2	9.9	9.7	8.9	6.9	7.4	5.0	8.1	6.7	6.8
semi-skilled worker	1.3	6.0	3.1	4.8	2.9	3.5	3.1	5.0	2.2	3.7	2.3	2.7
laborer (unskilled)	1.9	1.4	1.1	1.8	1.5	0.8	1.9	1.2	0.9	3.0	1.1	1.3
unemployed	2.8	0.9	2.0	0.9	1.6	0.6	2.0	1.2	2.1	0.7	1.9	1.5
other	21.4	15.8	19.0	15.3	19.6	17.3	23.2	17.2	24.3	24.4	26.6	22.6
Mother's Occupation												
artist (including performer)	2.1	1.1	3.3	1.8	2.3	2.1	1.3	2.6	1.3	2.0	1.8	2.7
businesswoman	6.0	6.0	8.4	9.4	14.7	11.8	16.9	16.8	19.1	17.6	17.8	14.7
business (clerical)	11.0	9.5	9.8	12.8	13.5	11.0	11.2	8.6	12.3	10.0	11.3	6.5
clergy or religious worker	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.2	0.0	0.2	0.1	0.0
college teacher	0.2	0.3	0.1	0.4	1.2	0.2	0.7	0.2	0.7	0.2	0.1	1.1
doctor or dentist	0.4	0.0	0.0	0.2	0.0	0.2	0.4	0.5	0.3	1.0	0.1	0.8
education (secondary)	2.8	3.7	2.8	5.7	3.5	4.6	4.0	6.0	3.7	5.9	4.0	5.9
education (elementary)	5.1	6.3	8.2	7.6	6.4	7.2	6.0	5.3	9.8	12.4	9.2	12.6
engineer	0.0	0.0	0.1	0.0	0.0	0.2	0.4	0.0	0.1	0.2	0.3	0.0
farmer or forester	0.2	0.0	0.1	0.0	0.0	0.4	0.1	0.2	0.1	0.5	0.3	0.0
health professional (non-MD)	0.9	1.4	1.6	2.0	1.7	2.5	2.0	1.9	3.2	0.2	2.6	3.4
homemaker (full-time)	49.4	42.1	29.5	27.9	17.1	20.9	17.9	17.7	13.5	11.7	11.9	11.8
lawyer	0.0	0.0	0.1	0.0	0.0	0.0	0.4	0.5	0.0	0.7	0.0	0.4
nurse	6.2	4.6	7.9	6.1	7.3	7.4	7.7	7.4	6.2	8.0	6.7	8.0
research scientist	0.0	0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.6
social/welfare/recreation worker	0.7	2.0	1.8	1.5	1.3	0.6	1.1	1.9	1.2	2.2	1.5	2.3
skilled worker	0.7	1.1	1.0	0.9	1.7	1.4	2.0	1.7	1.8	2.7	2.6	2.9
semi-skilled worker	1.5	3.4	2.1	2.8	2.2	2.5	2.4	4.6	1.8	3.2	1.9	2.1
laborer (unskilled)	0.9	1.1	0.3	0.7	1.3	0.4	1.0	1.9	0.1	0.5	1.3	1.1
unemployed	1.7	5.4	7.2	9.2	5.7	9.1	4.0	4.8	2.5	4.1	3.1	3.6
other	10.1	11.7	15.5	10.9	19.9	17.6	19.9	17.0	22.3	16.6	23.5	19.4

CIRP 1971 to 1991 -- All Categories by Gender												
Familial Demographics (cont.)												
	1971		1976		1981		1985		1989		1991	
ITEM	F	M	F	M	F	M	F	M	F	M	F	M
Student's Religious Preference												
Protestant	43.8	34.5	50.7	45.1	35.4	32.9	51.0	47.7	51.7	31.9	48.2	37.8
Roman Catholic	16.8	10.6	19.6	18.0	22.7	21.9	23.0	13.7	22.9	22.0	16.8	16.3
Jewish	1.3	0.9	1.6	1.7	1.4	2.2	1.2	0.8	0.8	1.1	1.0	1.3
other	12.3	13.5	6.1	6.2	19.4	17.6	5.8	5.6	1.7	9.9	7.8	7.9
none	25.8	40.5	22.0	29.0	21.1	25.4	19.0	32.2	22.9	35.2	26.2	36.7
Father's Religious Preference												
Protestant			51.8	53.2	36.0	34.7	49.4	54.6	40.9	42.6	47.0	44.2
Roman Catholic			19.6	21.9	23.5	23.7	20.6	17.2	20.4	20.6	20.7	20.5
Jewish			1.3	1.7	1.4	2.6	1.4	1.0	2.2	0.0	1.8	1.7
other			4.1	2.9	16.8	14.4	4.5	4.2	2.2	4.4	4.5	4.6
none			23.2	20.2	22.3	24.5	24.2	23.0	34.4	32.4	26.0	29.0
Mother's Religious Preference												
Protestant			60.6	61.2	39.5	36.5	56.3	60.4	47.1	44.1	55.0	48.5
Roman Catholic			21.1	24.0	26.3	27.5	24.4	17.4	26.1	33.3	19.5	22.6
Jewish			1.6	1.9	1.3	2.0	1.2	1.0	0.8	1.1	1.7	2.4
other			4.2	2.1	18.5	17.6	5.1	4.1	5.9	6.5	5.7	5.6
none			12.5	10.7	14.4	16.4	13.0	17.1	20.2	15.1	18.1	20.9

CIRP 1971 to 1991 -- All Categories by Gender												
High School Demographics and Activities												
ITEM	1971		1976		1981		1985		1989		1991	
	F	M	F	M	F	M	F	M	F	M	F	M
Year Graduated from High School												
current year			96.2	90.2	96.4	92.0	97.9	94.7	99.6	97.6	99.0	97.8
one year previous			2.3	5.6	2.5	4.6	1.7	3.3	0.4	2.1	0.8	1.6
two years previous			0.8	2.3	0.3	0.9	0.1	0.7	0.0	0.0	0.1	0.2
three or more years previous			0.4	1.8	0.7	1.9	0.3	1.1	0.0	0.2	0.1	0.4
HS equivalency (GED test)			0.1	0.2	0.1	0.6	0.0	0.2	0.0	0.0	0.0	0.0
never completed high school			0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Type of Secondary School												
public											93.3	90.6
private, denominational											5.1	7.2
private, nondenominational											1.5	2.2
Average Grade in High School												
A or A+	4.0	4.1	7.8	4.0	8.0	5.6	8.1	3.6	13.1	8.5	11.1	7.5
A-	17.7	13.5	17.3	9.6	19.0	10.6	15.5	9.8	28.4	21.3	24.3	21.6
B+	29.8	20.2	31.6	25.4	29.8	30.4	26.0	23.4	35.9	40.3	34.3	26.4
B	31.9	26.8	26.8	29.6	31.2	29.3	31.5	28.7	18.6	21.6	25.4	29.8
B-	11.2	21.8	10.1	18.2	9.6	16.0	12.8	22.5	3.3	5.0	4.1	11.7
C+	4.3	11.0	5.2	10.2	2.0	7.1	4.6	10.7	0.6	3.1	0.5	2.2
C	1.1	2.2	1.1	2.8	0.3	0.7	1.5	1.3	0.1	0.2	0.3	0.8
D	0.0	0.3	0.1	0.0	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0

CIRP 1971 to 1991 - All Categories by Gender												
High School Demographics and Activities (cont.)												
ITEM	1971		1976		1981		1985		1989		1991	
	F	M	F	M	F	M	F	M	F	M	F	M
Activities Engaged in by Student During the Past Year												
argued with teacher in class	55.6	67.9							41.8	60.0		
asked teacher for advice (freq)	26.2	25.0					39.9	32.4			24.3	15.8
attended religious service	81.0	66.0			76.6	70.0	79.7	63.5	69.0	61.8	78.2	66.1
did extra reading for course (freq)	22.1	15.1					12.0	10.9	10.6	14.1	14.2	8.4
didn't complete homework on time	65.2	71.3					73.8	77.4	71.2	78.9	68.7	77.1
discussed politics (freq)	19.8	35.3									28.1	30.6
drank beer	65.7	76.0			72.4	79.8	70.3	81.2	62.7	75.3	53.6	67.3
felt depressed (freq)							10.6	6.3	10.0	5.4	9.2	7.4
felt overwhelmed (freq)							26.5	15.4	35.8	15.1	32.0	14.7
participated in demonstrations					15.6	13.1			45.1	37.5	40.6	31.5
performed volunteer work							71.1	61.5	60.6	56.9	73.9	59.8
played musical instrument	46.7	47.2			51.9	40.7	51.3	46.3			43.6	35.4
smoked cigarettes (freq)	15.6	15.9			8.2	3.8	7.2	5.2	2.9	2.7	6.7	3.5
stayed up all night	67.3	63.3			71.7	72.1	79.3	84.1	80.8	71.6	80.5	78.4
studied in library (freq)	34.8	28.2							9.8	16.9		
studied with other students							94.9	89.1	89.5	93.2	93.3	88.5
took sleeping pills	8.5	4.6			4.2	1.7			9.4	5.7		
took tranquilizing pill	11.2	7.3			5.5	6.0			2.1	2.9		
tutored another student	43.9	39.8					45.0	48.6	49.1	64.9	54.0	49.5
typed homework assignment (freq)	33.7	16.5									46.4	44.1
used a personal computer (freq)							17.5	29.6	28.3	28.4	46.6	49.3
visited art gallery or museum	73.5	64.9							55.6	46.5		
voted in student election (freq)	69.9	60.8									42.0	37.0
was guest in teacher's home							39.1	38.4	25.9	35.1	31.2	26.8

CIRP 1971 to 1991 -- All Categories by Gender												
Pre-College Issues, Concerns, and Attitudes												
ITEM	1971		1976		1981		1985		1989		1991	
	F	M	F	M	F	M	F	M	F	M	F	M
Reasons Noted as Very Important												
in Deciding to Go to College												
could not find a job			3.3	2.3	3.5	2.8			2.4	5.8	3.0	3.7
my parents wanted me to go	18.2	13.2	23.4	20.8	28.8	20.3			29.4	16.7	31.5	24.5
there was nothing better to do	3.5	4.1	3.3	4.0	1.7	1.7	2.3	2.1	1.6	1.5	2.2	3.7
to be able to get a better job	50.8	55.0	60.6	61.2	68.0	68.7			72.3	76.0	74.7	72.2
to be able to make more money	25.5	35.6	33.3	42.9	50.0	58.7	51.1	65.8	59.5	67.1	57.1	72.5
to become a more cultured person	30.2	18.8	38.2	24.1	34.4	24.8	37.3	23.5	41.2	29.3	42.6	34.0
to gain a general education	67.5	55.2	72.5	61.2	79.0	58.6	63.9	56.7	74.0	56.7	72.7	53.2
to get away from home			17.6	14.9	15.6	12.8			17.5	19.5	19.2	19.7
to improve reading/study skills	16.1	13.9	36.9	35.7	41.8	36.7	38.9	38.8	38.8	30.0	38.7	31.0
to learn more about things	73.8	62.5	82.7	70.4	82.3	73.4	79.8	68.6	79.6	70.5	79.6	72.5
to meet new & interesting people	55.8	37.8	62.9	48.0	66.3	48.0						
to prepare for grad/prof school	22.6	30.9	30.2	37.0	39.4	37.5	37.8	37.4	45.5	46.6	54.3	47.7
Reasons Noted as Very Important												
in Selecting this College												
advice of guidance counselor	3.3	2.5	2.9	3.2	3.2	4.0	2.9	3.0	1.6	2.4	2.9	2.5
advice of someone who attended	14.1	13.9	17.9	17.7	17.0	14.9						
advice of teacher			3.9	6.2	2.8	1.5	2.4	1.6	1.3	2.4	2.8	1.7
friend suggested attending			9.9	10.7	9.0	7.7	7.8	6.6	6.8	5.6	7.3	6.9
good academic reputation			26.0	24.0	37.7	28.5	40.1	28.3	60.9	52.5	56.6	43.4
good social reputation							17.8	20.8	20.9	26.2	19.3	21.2
graduates get good jobs							20.0	19.3	27.7	22.8	29.0	22.9
graduates go to top grad schools							8.6	5.2	12.0	12.0	13.4	10.1
low tuition	6.8	6.2	10.5	9.4	14.5	11.7	20.6	15.5	24.7	20.2	24.7	20.9
not accepted anywhere else	0.6	2.3	1.5	1.5	1.3	1.7					1.0	2.5
not offered aid by first choice							2.9	2.4	5.5	3.5		
offered financial assistance			9.5	8.8	7.3	5.8	8.1	7.1	12.8	13.8	15.2	11.5
offers special educ programs	22.4	15.4	23.4	16.2	22.9	13.9	18.7	11.8	16.1	9.5	19.3	8.4
recruited by athletic department							1.6	4.0	1.2	5.1	0.7	4.2
recruited by college rep			1.6	3.8	0.3	0.6	0.4	1.2	0.9	1.0	0.8	2.1
relatives wanted me to come here	3.5	2.2	4.2	2.9	3.4	2.6	3.9	3.5	5.5	1.7	5.3	2.9
wanted to live at home	2.6	6.1	4.5	3.9	3.0	3.8						
wanted to live near home							15.2	11.4	16.1	10.5	16.9	10.1
Freshman College was Student's												
first choice			85.1	82.5	81.0	76.0	73.8	69.8	79.9	80.3	80.4	82.0
second choice			12.8	14.4	16.6	20.9	22.0	22.6	16.8	15.6	16.3	15.2
less than second choice			2.0	3.1	2.4	3.1	4.3	7.6	3.3	4.0	3.3	2.8

CIRP 1971 to 1991 -- All Categories by Gender												
Pre-College Issues, Concerns, and Attitudes (cont.)												
ITEM	1971		1976		1981		1985		1989		1991	
	F	M	F	M	F	M	F	M	F	M	F	M
Number of Other Colleges Applied to for Admission this Year												
none			29.7	36.9	25.5	31.1	34.6	28.9	24.2	28.0	21.8	17.5
one			27.1	23.2	21.2	22.3	26.2	20.2	28.2	22.5	24.5	20.1
two			20.7	19.8	28.6	19.5	21.8	20.0	25.8	25.8	24.9	27.1
three			13.8	12.8	15.7	16.1	13.2	20.9	13.7	13.7	17.3	21.5
four			6.2	4.9	5.6	7.3	2.7	6.5	5.3	5.9	7.6	8.8
five			2.1	1.6	2.3	2.6	1.0	2.2	1.7	2.6	2.9	3.6
six or more			0.4	0.7	1.1	1.1	0.4	1.3	1.1	1.4	1.0	1.4
Number of Other College Acceptances this Year												
none			9.7	21.1	7.5	11.1	14.7	11.1	8.4	9.8		
one			34.3	34.5	30.1	33.2	35.7	31.2	39.1	36.8		
two			26.4	21.3	35.5	27.1	28.0	25.0	30.9	25.1		
three			19.8	15.2	18.2	17.8	17.1	24.7	13.3	17.8		
four			7.2	5.8	6.0	7.0	3.2	4.6	6.2	7.6		
five			2.1	1.3	1.9	2.6	0.9	1.9	1.8	1.6		
six or more			0.6	0.8	0.9	1.3	0.4	1.5	0.4	1.3		
Student Rated Self Above Average or Highest 10% in												
academic ability	69.9	69.8	57.7	58.8			60.0	69.9	74.5	82.1	67.4	69.7
artistic ability	29.5	22.4	29.6	30.8			25.6	27.9	24.5	30.1	28.1	30.7
drive to achieve	55.5	51.8	63.7	62.8			65.1	65.5	74.4	77.3	74.3	66.9
leadership ability	37.3	45.4	44.1	49.8			53.6	60.0	47.6	59.6	51.4	51.7
mathematical ability	26.5	43.2	23.6	35.4			29.5	44.9	35.5	52.9	30.9	49.5
mechanical ability	12.3	37.4	13.4	43.4							12.9	42.0
popularity	27.3	35.3	25.3	35.0			41.0	48.6	29.2	46.5	34.8	43.2
popularity with opposite sex	27.6	31.1	22.3	35.3					26.2	45.1		
public speaking ability	22.2	31.2	25.0	29.3					30.3	40.1	37.8	33.8
self-confidence (intellectual)	39.7	53.9	43.8	54.0			50.1	69.0	50.1	72.9	55.3	62.2
self-confidence (social)	25.7	30.6	35.9	43.3			46.3	50.9	39.8	52.6	44.9	49.6
writing ability	38.6	39.8	43.0	37.4			48.1	42.5	51.1	51.0	55.9	48.0
physical health							54.4	75.9	50.1	74.3	48.1	70.4
emotional health							57.9	69.1	58.5	72.7	54.2	59.8

CIRP 1971 to 1991 -- All Categories by Gender												
Pre-College Issues, Concerns, and Attitudes (cont.)												
ITEM	1971		1976		1981		1985		1989		1991	
	F	M	F	M	F	M	F	M	F	M	F	M
Have Had Remedial Work in												
English					3.7	4.8			1.7	5.0	2.7	7.0
reading					3.8	5.4			2.3	4.5	2.3	5.8
mathematics					4.5	5.4			9.0	7.1	12.0	8.8
social studies					3.2	4.4			1.4	4.2	1.9	3.6
science					3.2	3.1			3.1	2.6	4.0	4.4
foreign language					2.7	3.5			2.6	4.0	3.7	4.8
Will Need Remedial Work in												
English					6.8	13.1			7.7	16.0	8.3	12.8
reading					2.3	5.4			1.6	5.4	2.9	7.2
mathematics					26.6	18.6			32.1	24.8	38.7	28.4
social studies					1.7	2.0			1.7	1.9	1.7	1.4
science					11.8	8.5			17.1	7.5	17.8	11.2
foreign language					5.3	10.1			6.3	9.9	8.1	10.2

CIRP 1971 to 1991 - All Categories by Gender												
Pre-College Issues, Concerns, and Attitudes (cont.)												
ITEM	1971		1976		1981		1985		1989		1991	
	F	M	F	M	F	M	F	M	F	M	F	M
Student's Probable Career												
artist (including performer)	12.4	10.8	15.4	14.5	12.9	9.8	8.0	7.7	8.3	9.1	9.6	10.1
business	3.8	10.2	9.7	20.5	19.4	30.5	25.7	31.0	18.9	25.7	13.8	26.5
clergy or religious worker	0.6	1.5	0.3	0.6	0.0	0.0	0.3	0.5	0.0	0.3	0.3	0.4
college teacher	0.6	0.9	0.6	0.2	0.2	1.0	0.5	0.2	0.4	0.8	0.3	0.2
doctor or dentist	1.1	6.7	1.5	2.8	1.6	1.0	2.6	2.6	2.4	4.8	4.0	3.7
education (secondary)	9.8	13.2	5.5	5.8	4.6	2.6	7.5	7.5	7.9	4.5	8.7	5.3
education (elementary)	11.1	1.2	8.1	0.9	6.8	1.0	11.1	0.7	7.2	1.3	10.5	0.4
engineer	0.0	2.3	1.0	5.2	0.8	11.0	1.2	11.1	2.1	12.1	1.8	8.8
farmer or forester	0.8	5.0	1.2	4.1	0.7	2.2	0.2	0.7	1.2	0.5	1.1	1.3
health professional (non-MD)	8.4	2.0	9.6	1.7	4.6	1.4	6.0	2.6	6.6	2.3	8.1	3.9
lawyer	1.0	6.7	3.2	3.4	2.5	3.1	1.4	2.9	2.2	3.3	4.4	3.9
nurse	2.3	0.0	2.8	0.4	2.6	0.0	2.0	0.0	0.9	0.0	1.5	0.0
research scientist	2.5	7.6	2.9	6.0	1.8	2.6	0.9	2.2	2.1	3.3	4.1	3.3
other	23.7	16.4	20.5	19.2	23.5	21.4	14.0	17.1	19.2	17.4	13.2	14.4
undecided	22.0	15.5	17.9	14.9	18.0	12.6	18.8	13.2	20.6	14.9	18.7	17.7
Student's Probable Major												
agriculture	0.2	2.1	0.3	3.0	0.1	0.8	0.7	0.8	0.0	0.3	0.3	1.1
biological science	3.6	6.2	5.5	8.5	3.8	3.5	2.2	3.0	3.7	4.8	6.7	6.0
business	4.5	8.0	13.0	19.8	23.7	29.2	26.0	31.7	20.9	28.7	14.7	27.0
education	12.8	5.4	17.7	5.3	12.7	3.7	17.8	8.5	12.9	5.6	18.6	6.2
engineering	0.2	3.3	1.1	6.0	1.1	13.1	1.5	11.6	2.4	9.9	1.5	9.4
English	5.1	1.8	1.6	0.6	1.4	1.2	1.2	0.5	2.5	0.8	2.7	1.5
health professional	8.1	6.2	6.6	1.3	6.4	1.4	7.2	3.0	8.4	5.1	10.0	5.1
history or political science	2.4	6.0	3.4	4.9	2.1	2.3	2.4	2.3	3.5	5.1	4.0	3.2
humanities	7.0	3.6	3.1	2.6	4.3	1.6	3.0	1.0	2.5	1.8	1.4	1.1
fine arts	16.0	10.7	11.6	13.8	9.5	6.4	3.9	7.3	6.0	8.1	5.2	6.6
mathematics or statistics	2.3	2.1	0.9	0.6	0.6	2.1	0.4	2.5	0.4	1.3	0.5	1.3
physical sciences	0.8	7.7	1.7	7.4	1.3	5.1	1.5	3.5	1.3	3.0	2.7	5.1
social sciences	19.8	14.0	10.3	4.0	7.9	3.7	10.0	4.8	13.1	3.0	10.1	4.7
other technical	3.0	3.6	4.5	8.1	7.4	10.9	3.1	8.5	1.9	4.6	1.9	4.7
other non-technical	12.4	16.1	11.3	8.3	9.8	8.6	10.1	5.3	8.2	6.3	8.2	7.1
undecided	1.9	3.3	7.4	5.7	7.8	6.4	9.0	5.8	12.2	11.7	11.6	9.9

CIRP 1971 to 1991 -- All Categories by Gender													
Pre-College Issues, Concerns, and Attitudes (cont.)													
ITEM	1971		1976		1981		1985		1989		1991		
	F	M	F	M	F	M	F	M	F	M	F	M	
Highest Degree Planned Anywhere													
none			4.6	3.5	1.3	2.1	2.5	1.9	0.5	0.3	0.2	0.3	
associate (A.A.) or equivalent			1.4	1.1	0.9	1.1	1.1	0.3	0.2	0.0	0.6	0.3	
bachelor's (B.A., B.S., etc.)			44.4	37.3	40.0	36.8	38.0	35.5	22.6	25.4	16.7	22.3	
master's degree (M.A., M.S., etc.)			34.3	34.4	40.8	40.6	40.9	43.5	57.2	49.4	52.8	51.0	
Ph.D. or Ed.D			7.3	10.7	8.5	12.0	9.5	12.4	12.7	14.2	17.8	17.4	
M.D., D.D.S., D.V.M. or D.O			1.7	4.4	3.0	2.8	4.7	2.8	3.7	4.7	6.8	3.6	
LL.B. or J.D. (law)			3.4	4.2	3.4	2.6	1.4	1.9	1.7	3.6	3.9	4.1	
B.D. or M.Div. (divinity)			0.0	1.3	0.3	0.4	0.0	0.3	0.2	0.6	0.3	0.3	
other			2.9	3.1	1.8	1.7	1.9	1.4	1.2	1.7	0.8	0.8	
Highest Degree Planned at													
Freshman College													
none			14.2	13.9	7.7	8.7	6.5	8.0	3.8	4.4	2.0	2.7	
associate (A.A.) or equivalent			4.6	4.0	7.3	4.8	5.3	2.5	5.3	6.9	3.4	4.0	
bachelor's (B.A., B.S., etc.)			65.6	65.7	64.8	66.8	68.3	71.4	63.5	66.5	62.7	67.6	
master's degree (M.A., M.S., etc.)			12.3	11.9	16.6	15.5	17.5	15.2	24.8	18.9	28.3	21.4	
Ph.D. or Ed.D			0.0	0.5	1.1	1.2	1.0	1.1	0.9	0.7	2.0	2.0	
M.D., D.D.S., D.V.M. or D.O			0.4	0.3	0.2	0.2	0.7	0.0	0.0	0.0	0.5	0.3	
LL.B. or J.D. (law)			0.4	0.3	0.5	0.7	0.0	0.0	0.2	0.4	0.2	0.7	
B.D. or M.Div. (divinity)			0.4	0.5	0.3	0.0	0.2	0.4	0.2	0.7	0.2	0.7	
other			2.1	3.0	1.5	1.9	0.5	1.4	1.3	1.5	0.7	0.7	

CIRP 1971 to 1991 -- All Categories by Gender												
Pre-College Issues, Concerns, and Attitudes (cont.)												
ITEM	1971		1976		1981		1985		1989		1991	
	F	M	F	M	F	M	F	M	F	M	F	M
Planned Residence for Fall												
with parents or relatives			10.4	11.3	7.6	9.9	5.8	7.2	6.4	8.2	4.4	5.0
other private home, apt, room			4.5	9.9	7.3	8.6	7.1	6.7	6.8	5.2	6.0	6.0
college dormitory			82.3	73.6	83.7	77.9	84.5	79.3	86.0	84.2	86.9	87.2
fraternity or sorority house			0.0	0.0	0.0	0.8	0.1	0.7	0.0	0.0	0.0	0.0
other campus student housing			2.6	4.7	1.2	2.3	2.3	5.3	0.7	2.2	2.6	1.8
other			0.3	0.5	0.2	0.6	0.1	0.7	0.0	0.0	0.1	0.0
Preferred Residence for Fall												
with parents or relatives			5.9	9.0	6.6	8.9	4.9	8.4	5.6	4.3		
other private home, apt, room			32.0	37.4	25.0	26.6	22.7	28.7	29.0	34.3		
college dormitory			50.4	41.8	54.5	49.0	53.7	40.3	53.5	48.6		
fraternity or sorority house			3.6	2.2	5.9	5.3	10.1	13.6	7.6	9.3		
other campus student housing			6.4	6.2	6.4	7.1	7.3	7.8	3.7	2.9		
other			1.7	3.5	1.5	3.0	1.3	1.2	0.6	0.7		
Concern About Financing College												
none	33.9	34.5	27.8	37.5	24.5	35.9	29.9	39.3	30.7	33.9		
some concern	50.7	55.5	53.6	49.0	56.4	49.4	54.2	50.2	55.7	55.7		
major concern	15.4	10.0	18.6	13.6	19.1	14.7	15.9	10.5	13.6	10.4		

CIRP 1971 to 1991 -- All Categories by Gender												
Pre-College Issues, Concerns, and Attitudes (cont.)												
ITEM	1971		1976		1981		1985		1989		1991	
	F	M	F	M	F	M	F	M	F	M	F	M
Received Any Aid from												
parents or other relatives					84.2	80.6	81.3	80.3	92.2	87.5	90.4	88.4
spouse					0.5	0.6	1.0	0.4	0.4	0.7	0.5	1.2
savings from summer work					67.7	67.3	61.0	64.6	76.0	78.1	69.2	70.8
other savings					28.7	25.8	23.4	26.1	39.5	31.8	34.5	31.4
part-time job on campus									31.4	28.3	28.4	27.6
other part-time job while in col					32.5	27.3	31.5	30.8	24.2	27.4	19.4	20.2
full-time job while in college					0.8	1.7	0.7	1.3	1.3	1.4	0.9	0.8
Pell Grant					13.5	12.4	8.1	7.5	11.4	18.4	12.9	11.4
Supp Educational Oppty Grant					2.5	3.3	2.5	2.2	4.1	6.1	4.6	4.2
state scholarship or grant					8.2	6.5	6.6	4.0	11.1	10.6	12.8	10.2
College Work-Study Grant					9.1	7.6	6.0	5.5	7.3	9.7	12.7	10.8
other college grant/scholarship					2.7	3.0	7.8	6.6	13.4	16.7	17.1	12.6
other private grant					7.9	6.3	5.2	3.1	12.9	12.7	15.2	10.6
other government aid					8.2	5.7	1.2	1.8	0.6	0.9	1.0	1.0
Fed Guaranteed Student Loan					5.7	7.9	7.6	8.8	11.2	15.8	10.1	11.8
National Direct Student Loan					4.6	4.1	3.3	5.1	0.4	1.2	5.6	3.2
other college loan					1.2	1.5	1.4	0.7	2.4	3.8	2.0	2.4
other loan					2.9	2.8	2.6	2.4	3.3	2.8	2.7	2.8
other					3.6	4.4	3.2	2.2	2.1	1.7	1.4	1.6
Received \$1,500 or More From												
parents or other relatives					49.7	45.2	62.1	57.1	67.9	63.4	71.2	73.0
spouse					0.2	0.0	0.4	0.0	0.1	0.5	0.4	0.2
savings from summer work					7.0	18.1	10.0	16.8	12.4	23.3	12.1	16.8
other savings					3.0	5.5	4.9	5.3	9.8	8.0	9.7	8.8
part-time job on campus									2.1	3.1	4.5	4.0
other part-time job while in col					1.8	1.1	0.7	1.1	1.3	1.7	2.2	2.8
full-time job while in college					0.2	0.6	0.3	0.2	0.6	0.5	0.6	0.4
Pell Grant					2.8	0.9	2.3	2.9	4.3	5.7	3.2	3.4
Supp Educational Oppty Grant					0.2	0.0	0.3	0.2	1.6	1.4	0.5	0.6
state scholarship or grant					0.3	0.6	1.4	0.7	2.0	0.5	2.3	2.0
College Work-Study Grant					0.6	0.6	0.1	0.9	1.7	2.6	5.1	4.2
other college grant/scholarship					0.0	0.4	0.8	0.9	2.3	1.7	3.5	3.8
other private grant					0.6	0.7	0.8	0.2	2.8	2.8	3.8	2.6
other government aid					3.0	3.5	0.1	0.9	0.4	0.7	0.5	0.4
Fed Guaranteed Student Loan					3.0	5.0	3.6	5.1	7.0	8.3	5.4	5.2
National Direct Student Loan					0.5	0.2	0.7	1.3	0.0	0.7	2.4	1.2
other college loan					0.7	0.9	1.1	0.7	1.4	1.9	1.4	1.6
other loan					1.9	1.5	1.8	2.2	2.0	0.9	1.9	2.2
other					0.5	2.2	0.7	0.4	0.7	0.5	0.4	0.4

CIRP 1971 to 1991 -- All Categories by Gender													
Political Viewpoints and Opinions on Issues													
	1971		1976		1981		1985		1989		1991		
ITEM	F	M	F	M	F	M	F	M	F	M	F	M	
Political Orientation													
far left	2.0	5.1	1.4	2.3	1.3	2.3	1.0	0.9	1.2	1.0	1.0	1.0	1.9
liberal	43.4	53.0	28.3	36.9	22.1	24.0	21.4	26.4	29.1	28.0	36.1	23.9	
middle of the road	46.6	30.9	58.5	46.1	61.9	50.4	61.1	46.8	56.3	44.0	50.4	48.7	
conservative	7.9	11.0	11.4	13.8	14.7	21.7	16.4	25.0	13.2	26.0	12.2	24.8	
far right	0.0	0.0	0.3	0.9	0.1	1.5	0.1	0.9	0.1	1.0	0.3	0.6	
Agree Strongly or Somewhat													
abolish capital punishment	65.9	63.2			31.1	21.0	25.4	16.9	23.2	20.3	20.0	14.7	
abolish college grades	39.4	44.0	19.8	23.1	11.1	13.9							
busing OK to achieve balance			44.1	43.3	42.5	38.8	54.2	50.2	51.6	47.7	53.3	48.7	
coll can ban extreme speaker	15.1	17.7	17.8	18.5	20.1	19.8	21.4	24.7					
coll regulate student off-campus	7.7	6.2	8.3	9.5	6.9	8.8	8.2	11.4					
coll should clear student pubs	23.7	22.3	26.2	24.3	34.7	27.5							
college increases earning power	39.1	47.3					55.5	70.3	58.9	55.2	48.5	66.0	
discourage large families	79.2	83.0	65.8	74.1	54.5	59.2							
disobey laws against own values			27.9	34.0	22.9	30.5							
equal opportunity for women	97.6	91.1	97.6	92.9	98.6	95.4	96.9	86.0					
govt discourage energy use			87.3	82.0	88.4	81.9	78.8	72.0			89.8	85.0	
govt not controlling pollution	92.7	90.6	84.1	79.3	81.6	75.8	79.6	77.5	85.6	87.3	91.4	87.1	
govt not promoting disarmament							77.3	65.0	88.7	54.2			
govt not protecting consumer	76.6	78.4	74.3	65.6	71.6	58.2	60.3	51.6	62.2	54.7	73.7	60.7	
grading in high school too easy			73.9	69.5	69.0	72.5	67.1	63.2					
increase military spending							13.1	26.3	5.8	15.7	10.8	13.8	
ind can do little to change soc	41.1	44.4	39.6	48.9			31.4	39.0			21.4	29.7	
legalize abortion					68.2	66.0	68.3	74.4	74.7	62.7	77.2	76.7	
legalize marijuana	55.5	64.1	60.2	67.6	39.5	42.9	17.1	29.9	12.6	21.4	22.6	30.0	
live together before marriage			53.4	66.5	41.5	53.9	47.9	66.3	47.9	57.6			
married women best at home	22.6	37.1	12.6	23.0	10.3	25.6	11.1	23.0	8.4	17.4	12.7	20.6	
national health care plan needed					54.9	51.1	58.3	51.2	83.9	74.6	83.0	76.0	
nuclear disarmament attainable							62.7	57.0			73.8	70.8	
open admissions for public colls	33.3	31.6	23.8	28.5	17.7	21.2							
pref treatment for disadvantaged	35.8	40.2	34.4	38.7	37.7	35.6							
prohibit homosexual relations			24.9	39.3	26.4	45.2	29.0	51.8	14.3	37.3	16.3	34.0	
raise taxes to reduce deficit							21.6	28.0	31.6	37.5	28.9	35.8	
sex OK if people like each oth			42.9	73.3	36.3	64.6			36.4	68.1	41.6	68.2	
students help evaluate faculty	81.9	76.7	74.9	73.0	74.4	71.9	73.9	72.3					
too much concern for criminals	32.5	35.9	52.7	58.1	64.8	76.5			69.4	78.8	61.4	61.7	
wealthy should pay more taxes			73.3	76.5	67.1	66.9	74.9	71.5					

CIRP 1971 to 1991 -- All Categories by Gender												
Aspirations and Anticipated Behaviors												
ITEM	1971		1976		1981		1985		1989		1991	
	F	M	F	M	F	M	F	M	F	M	F	M
Objectives Considered to Be												
Essential or Very Important												
accomplish in performing arts	16.2	14.3	16.7	18.3	15.2	12.1	11.0	11.7	9.4	10.7	14.4	11.0
be a community leader	5.9	12.2										
be an authority in own field	45.7	57.0	65.5	76.2	69.4	73.1	69.4	73.6	57.2	60.8	59.9	66.3
be expert in finance/commerce	5.7	13.6					17.5	35.0				
be involved in environ cleanup	38.8	37.4	25.7	33.0	21.8	24.2	12.9	19.6	25.1	23.0	35.6	24.4
be successful in own business	22.4	40.7	34.7	53.5	40.0	56.8	43.5	57.0	28.6	39.4	26.7	39.8
be very well off financially	21.0	29.5	36.8	50.7	55.5	64.6	56.9	66.5	58.9	70.6	55.0	69.4
create artistic work	29.9	19.4	24.7	20.0	18.3	14.1	17.5	12.8	12.6	13.4	14.0	12.0
develop philosophy of life	78.0	71.8	63.8	62.7	50.0	46.1	39.7	44.9	34.8	41.6	47.7	37.1
have admin responsibility	8.0	12.4	21.1	27.4	31.5	38.4	38.8	47.2	31.2	33.6	31.6	35.9
help others in difficulty	66.6	51.1	68.9	52.0	64.2	49.8	65.8	48.4	60.3	46.4	63.5	45.7
influence political structure	10.5	19.0	12.1	19.2	10.0	16.9	10.4	20.2	13.3	20.3	16.7	16.6
influence social values	28.3	30.2	30.2	28.6	27.9	24.7	33.9	27.9	37.6	34.7	44.1	29.8
keep up to date with politics	42.9	50.3	41.8	42.2	42.8	48.8			39.9	47.7	44.0	44.3
make theoretical contrib to sci	3.4	14.4	9.9	16.6	6.4	12.9	5.2	12.5	8.3	15.5	10.4	15.1
never be obligated to people	18.5	21.1										
obtain recog from colleagues	23.9	33.9	34.9	45.8	44.4	47.3	48.0	55.9	42.0	45.8	45.5	45.7
participate in comm program	24.3	16.7	27.7	24.2	22.5	19.4	20.6	18.7	20.2	18.0	27.9	14.1
promote racial understanding					34.2	28.0	32.1	29.8	39.0	40.1	41.4	32.3
raise a family	53.9	47.1	45.8	42.2	59.9	55.3	67.9	67.3	68.6	66.3	68.4	65.2
take part in Peace Corps/Vista	26.2	13.4										
write original works	23.3	20.6	16.4	17.5	12.3	12.7	15.2	14.7	12.2	10.9	13.4	12.0

CIRP 1971 to 1991 -- All Categories by Gender												
Aspirations and Anticipated Behaviors												
ITEM	1971		1976		1981		1985		1989		1991	
	F	M	F	M	F	M	F	M	F	M	F	M
Students Estimate Chances are												
Very Good That They Will												
be elected to acad honor society			5.6	6.2	4.8	4.7	4.9	4.1	5.8	6.8	6.0	7.0
be elected to student office			1.3	0.9	0.9	2.7	1.6	2.0	4.2	3.4	1.6	2.8
be satisfied with this college			47.0	39.4	54.4	44.9	49.7	39.0	57.3	49.0	54.4	44.3
change career choice			22.6	17.3	23.9	18.2	22.6	22.3	27.7	22.8	22.4	20.6
change major field			23.3	18.4	22.2	19.5	23.2	21.7	26.7	24.3	22.5	21.6
drop out permanently			2.6	2.4	0.7	0.8	0.8	2.6	0.1	1.0	0.1	0.6
drop out temporarily			6.1	5.5	2.1	2.3	1.8	2.6	0.6	2.4	0.8	1.3
fail one or more courses			2.1	3.1	0.5	1.2	1.0	1.5	1.3	1.0	1.2	1.1
find job in major field			55.8	53.1	70.7	71.9	70.9	68.8	73.6	60.9	75.6	64.5
get a bachelor's degree			67.9	65.5	77.0	76.1	76.6	75.4	81.5	78.2	81.0	73.5
get job to help pay expenses			53.1	46.7	60.0	53.2	51.3	48.6	61.0	49.8	55.8	47.6
get married one year after coll			16.4	12.8	19.7	11.2	19.7	16.5				
get married while in college			9.3	6.0	6.5	2.8	7.3	3.4	7.0	3.9	7.8	2.8
get tutoring in specific courses			10.5	8.1	8.2	8.0	16.3	14.1	15.4	12.6	19.4	11.8
graduate with honors			8.3	9.7	5.5	7.1	7.7	13.2	9.7	12.4	11.3	12.6
have to work outside job			25.5	21.9	31.2	25.0	27.0	20.2	30.3	25.0	29.0	22.4
join social frat,sorority,club			8.2	5.4	14.2	11.0	15.9	17.0	14.8	12.4	12.0	11.7
live in coeducational dormitory			58.7	55.9	70.9	70.8	69.5	68.5				
make at least a "B" average			43.5	45.1	45.0	50.0	43.6	50.3	51.2	56.3	51.3	50.2
need extra time to complete degr			8.7	8.0	8.5	8.4	10.9	10.7	12.5	12.4	14.1	12.1
participate in demonstrations					5.4	5.9	3.9	5.7	9.7	5.3	8.3	4.4
play varsity athletics							10.8	26.0	10.4	19.5	10.5	18.6
seek individual counseling			5.1	3.6	4.2	5.1	6.1	4.9	4.1	2.2	3.7	2.3
seek vocational counseling			13.9	10.1	12.4	9.6	9.7	6.5	7.4	5.9	8.8	4.9
transfer to another college			31.1	28.1	25.3	22.5	28.1	28.6	17.6	16.5	14.5	15.3
work full-time while at college							1.5	2.1	3.0	1.7	3.7	1.5