



THE AMERICAN FRESHMAN: NATIONAL NORMS FALL 2014

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CONTENTS

List of Tables	iv
List of Figures	iv
Introduction	1
The American Freshman: National Norms Fall 2014	5
Student Mobility Intentions Vary by Institutional Selectivity	6
Freshmen Are More Likely to Aspire to Advanced Degrees	7
Students Increasingly Rate Early Admissions Programs as Important in College Choice	8
Religious Affiliation and Self-Rated Spirituality Decline	9
Students' Time Partying and Socializing with Friends Hits All-Time Low While Social Media Use Rises	11
Students' Alcohol and Tobacco Use Drop Substantially	12
Emotional Health Concerns Connect with College Expectations	13
Self-Aware and Civically Engaged: A Portrait of Students Intending to Study Abroad	14
Students Are Confident in Their Ability to Interact across Difference but Have Much Room to Grow	15
With Few Exceptions, Students' Views Lean Left	17
References	19
The 2014 National Norms	
All First-Time, Full-Time Freshmen by Institutional Type	21
Appendix A: Research Methodology	47
Appendix B: The 2014 CIRP Freshman Survey Instrument	57
Appendix C: Institutions Participating in the 2014 CIRP Freshman Survey	65
Appendix D: The Precision of the Normative Data and Their Comparisons	75
About the Authors	79

Table

1. Interactions with and Knowledge of Diverse Peers, by Prior Socialization with Someone of a Different Race/Ethnicity	16
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Figures

1. Expectations of Needing More Time for Degree Completion and Transferring, by Institutional Control and Selectivity	6
2. Advanced Degree Aspirations, by First-Generation Status	8
3. The Importance of Early Admissions Programs in the College Choice Process, by Institutional Control and Selectivity	9
4. Students Who Select "None" for Religious Preference, 1971–2014	10
5. Students Selecting "None" as Religious Preference, by Institutional Type, 2005–2014	10
6. Time Spent Socializing with Friends, 1987–2014	11
7. Frequency of Alcohol and Cigarette Use Prior to College Entry	12
8. "Frequently" Feeling Depressed, by Disability Status	13
9. Study Abroad Intentions, by Socioeconomic Status Indicators	15
10. Political Views, by Political Ideology	17

INTRODUCTION

Two stories dominated the higher education landscape in 2014: campus sexual assault and increased pressure for colleges and universities to demonstrate the value of a postsecondary degree. Research utilizing data from the Cooperative Institutional Research Program (CIRP) is contributing to these conversations in important ways.

In 2014 the White House released a report highlighting a study that found one in five women are sexually assaulted while in college. During the same year, the U.S. Department of Education revealed it was investigating more than seven dozen institutions for their handling of sexual assault allegations. Currently, colleges and universities are trying to squarely address this issue. Amidst Congressional proposals to mandate anonymous annual surveys to examine the prevalence of sexual violence at higher education institutions, we added a new bank of questions to our Diverse Learning Environments (DLE) survey for 2014–15. These timely questions will provide institutions with an opportunity to understand the pervasiveness of this issue on campus while also enabling participating colleges and universities to collect data on a broad set of campus climate issues.

In addition, as policymakers and the public increasingly question whether the benefits of a college education outweigh the price paid by students and their families, colleges and universities must also advocate for the value of a postsecondary credential. This debate became

more intense during 2014, particularly as the Obama administration has released a framework for a rating system designed to provide the public with information about college costs, completion rates, and post-college earnings. Dr. Sylvia Hurtado, Director of the Higher Education Research Institute (HERI), presented a white paper, co-authored by Dr. Adriana Ruiz Alvarado and CIRP Director Dr. Kevin Eagan, in the fall of 2014 to highlight the need for input-adjusted completion rate metrics to be fairer to broad access and minority-serving institutions. Hurtado, Ruiz Alvarado, and Eagan (2014) demonstrated that many institutions with broad access missions actually achieve a better-than-predicted completion rate given the academic preparation of their students and the financial resources at their disposal.

CIRP data were also featured prominently in a report issued by the American Council on Education (ACE) in spring 2014. Espinosa, Crandall, and Tukibayeva (2014) express concern that the administration's rating system could easily turn into a ranking system, especially given that rankings influence both institutional behavior and the college choice process for students. The authors use trend data from the CIRP Freshman Survey to demonstrate that students increasingly rely on rankings in the college choice process; however, the importance students place on rankings varies by income and institutional selectivity, with freshmen from the highest income quartile and those enrolled at the

most selective institutions most likely to place great importance on college rankings in national magazines in the college choice process. By contrast, those from the lowest income quartile as well as first-generation students give greater weight to both living closer to home and college costs in deciding where to enroll.

This past fall we also released results from the 2014 HERI Faculty Survey. The report (Eagan, Stolzenberg, Berdan Lozano, Aragon, Suchard, & Hurtado, 2014) highlighted a continued shift in faculty's increased use of student-centered teaching practices, such as cooperative learning and class discussions. Additionally, despite increased attention given to massive open online courses (MOOCs) and online learning, relatively few faculty reported having taught a course exclusively online. Other monograph stories focused on faculty's engagement with diversity in the classroom, with most (55%) respondents believing that faculty at their institutions are unprepared to address diversity issues in the classroom. The next HERI Faculty Survey will be administered during the 2016–17 academic year.

In the past year, roughly three dozen book chapters, monographs, conference presentations, and peer-reviewed journal articles have been published using data from one of the five CIRP surveys. CIRP data continue to feature prominently in research pertaining to undergraduate science, technology, engineering, and mathematics (STEM) education. Chang, Sharkness, Hurtado, and Newman (2014) used CIRP Freshman Survey and College Senior Survey data from 2004 and 2008, respectively, to understand factors contributing to student retention in STEM majors. The authors concluded that colleges and universities can reduce the gap in

STEM persistence between underrepresented racial minority (URM) students and their White and Asian American counterparts by providing additional extracurricular opportunities for URM students to engage in their STEM major in meaningful ways. This piece, as well as another by Chang, Soh, Eagan, and Hurtado (2014), continues a line of research by HERI scholars focusing on undergraduate and graduate students' pathways into and through STEM.

HERI hosted its inaugural STEM Summer Institute in August 2014. The event provided an opportunity to share over a decade of research on STEM education conducted by Drs. Hurtado and Eagan while also featuring several other scholars examining issues related to STEM assessment and introductory courses. The two-day STEM Summer Institute will be held again in August 2015.

HERI also hosted its annual Diversity Research Institute this summer, highlighting the extensive scholarship focused on campus climate and diversity issues that CIRP data continue to inform. Several studies using CIRP data were published in the past year contributing to research and policy discussions about diversity. For example, Cole and Zhou (2014) analyzed 2004 CIRP Freshman Survey and 2008 College Senior Survey data to examine how students' experiences with diversity in college contribute to self-reported gains in critical thinking skills. URM students who reported greater satisfaction with racial harmony on campus and who enrolled in diversity-related courses demonstrated significantly stronger gains in critical thinking skills while in college.

Denson and Chang (2015) investigated how cross-racial interactions contribute to students' academic self-concept and social agency during

college. Analyzing the 2003–2007 longitudinal CIRP Freshman Survey and College Senior Survey dataset, the authors focused on whether the quality of cross-racial interactions, students' opinions about institutions' race-conscious policies, and perceptions of campus racial climate moderated the relationship between cross-racial interaction and outcomes of social agency and academic self-concept. Their findings suggest that students enrolled at campuses with a stronger perceived acceptance of diversity tended to realize greater benefits from interacting with students from other races and ethnicities.

Research has also relied on CIRP data to highlight differences in student outcomes across institutional and departmental contexts. For example, Cuellar (2014) analyzed data from the 2004 CIRP Freshman Survey and 2008 College Senior Survey to examine differences in academic self-concept among Latino students based on whether they attended an Hispanic Serving Institution (HSI), an emerging HSI, or a non-HSI. Cuellar found that Latina/os attending an HSI scored significantly higher on CIRP's academic self-concept construct. This study's findings suggest that institutional programs at HSIs focus on specific needs of the Latina/o student population, and Latina/o students may be realizing the benefits of those efforts.

Kim and Sax (2014) added a new layer to the study of student-faculty interaction by investigating academic department-level correlates. The authors analyzed 2003 CIRP Freshman Survey data and 2007 College Senior Survey data in a multilevel model to understand the extent to which effects of student-faculty interactions on academic self-concept vary by academic major. The relationship between being a guest in a professor's home and academic self-concept was

weaker for students in investigative and enterprising majors compared to their peers in social or artistic fields.

Additionally, research published in the past year highlights how CIRP can continue to improve its measurement. Sharkness (2014) uses CIRP Your First College Year survey data to provide an empirical example of how item response theory (IRT) can be useful for using survey items to measure latent traits. While working at HERI in 2008, Sharkness led the team of researchers that initiated the use of IRT to create more than two dozen constructs across CIRP's surveys. Her manuscript highlighted opportunities for CIRP to strengthen our first-year faculty interaction construct.

Last year we introduced an enrollment management report in participating colleges and universities' institutional profiles that compares responses from students who indicated they had enrolled in their first-choice institution against their peers who did not enroll at their first-choice campus. In 2014, we pursued a variety of research based on this concept to expand the study of college choice into student experiences in the first year and beyond. This research has drawn the interest of enrollment management and first-year experience program professionals.

Representatives from HERI and CIRP were active on the conference circuit this year, making more than 30 presentations and exhibiting at national and regional meetings to work with campuses in understanding how CIRP data can inform data-driven decision-making. We have spent much of the last year updating our regional accreditation guides to assist institutions in mapping CIRP items to accreditation criteria.

We are incredibly excited as we look toward a busy 2015. We will be administering the *50th iteration* of the CIRP Freshman Survey, and this year's instrument provides additional nuance as to how students plan to finance their

college education, their participation in bridge programs, and demographic characteristics, including a more refined measurement of race/ethnicity and two items pertaining to sexual orientation and gender identity.



Kevin Eagan
Director
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THE AMERICAN FRESHMAN: NATIONAL NORMS FALL 2014

Analyses of the 49th annual administration of the CIRP Freshman Survey find substantive variation across levels of institutional selectivity and control in students' intentions to transfer. Students also increasingly place greater importance on early admissions programs in the college search process, perhaps signaling a new strategy for those attempting to enroll in the most selective institutions. As the Obama administration finalizes its plans to measure performance outcomes for colleges and universities, more freshmen appear to be aspiring to graduate degrees.

Further, students' affiliation with religion hits an all-time low, as more students start college not identifying with any religion.

Additionally, we review trends in students' socializing behaviors and find substantial self-reported drops in alcohol and tobacco use.

Emotional health issues have become more common among entering freshmen, and we examine how feeling depressed connects with expectations for college.

The monograph concludes with sections on study abroad intentions, interacting across difference, and students' views on various political issues.

The results reported in this monograph are based upon 153,015 first-time, full-time students who entered 227 four-year U.S. colleges and universities of varying selectivity and type.

Weights have been applied to these data to reflect the more than 1.6 million first-time, full-time undergraduate students who began college at 1,583 four-year colleges and universities across the U.S. in the fall of 2014. This means that differences of one percentage point in the results published here reflect the characteristics, behaviors, and attitudes of more than 16,000 first-year students nationally. We describe the full methodology of the CIRP Freshman Survey administration, stratification scheme, and weighting approach in Appendix A.

Students' affiliation with religion hits an all-time low, as more students start college not identifying with any religion.

Student Mobility Intentions Vary by Institutional Selectivity

In December 2014, the U.S. Department of Education released its framework for a college ratings system aiming to evaluate higher education institutions on a series of metrics related to accessibility, affordability, and outcomes. The specific measures have yet to be decided, but some possibilities include the proportion of Pell-eligible students enrolled at the institution, average net price, and graduation rates, among others. The outcome metrics, in particular, remain some of the more controversial components of the framework because many institutions with broad access missions worry that they will be unfairly judged given the diverse populations they serve.

Data from the 2014 CIRP Freshman Survey underscore why broad access and minority-serving institutions might be concerned about rigid outcome metrics. The federal government has, for years, measured graduation rates for students at four-year institutions based on first-time, full-time students who earn a degree from

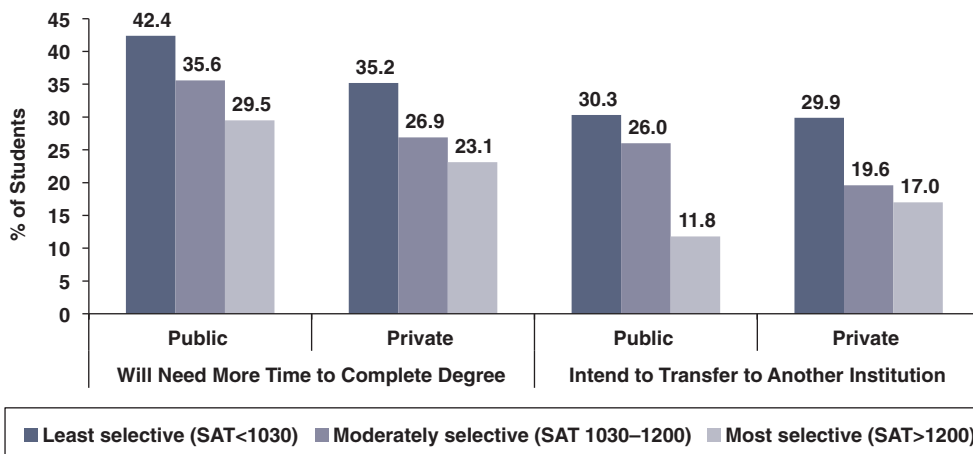
their first institution within six years of enrollment. Findings from the 2014 CIRP Freshman Survey show that 22.9% of entering students at four-year institutions think there is either “some” or a “very good” chance they will transfer to another institution. If students follow through on these predictions, many campuses could be negatively evaluated on their graduation rates.

Looking across institutions, we find that students enrolling at the least selective campuses are the most likely to intend to transfer. Figure 1 shows that 30.3% of students at the least selective public institutions and 29.9% of students at the least selective private institutions think there is either “some” or a “very good” chance they will transfer to another institution. By contrast, just 11.8% of students at the most selective public institutions and 17% of students at the most selective private institutions express a strong intention to transfer.

Many students also arrive at college anticipating that they may need extra time to complete their degree requirements. Just over one-third

(33.7%) of students think there is either “some” or a “very good” chance they will need extra time to complete their degree requirements, and the proportion varies considerably by institutional control and selectivity. More than two out of five students (42.4%) at the least selective public institutions expect they will need extra time compared to 35.6% at moderately selective publics and 29.5% at the most selective public colleges and universities. Similarly,

Figure 1. Expectations of Needing More Time for Degree Completion and Transferring, by Institutional Control and Selectivity (% Indicating “Some” or “Very Good” Chance)



Students enrolling at the least selective campuses are the most likely to intend to transfer.

35.2% of students at the least selective private institutions expect they will need additional time to earn their degree compared to 23.1% of their peers at the most elite private colleges and universities.

Students may need additional time due to choosing to double major, pursuing cooperative education experiences, or because they need to take developmental courses before enrolling in college-level courses. Students attending less selective colleges and universities felt they would need significantly more remedial education in the areas of math, English, reading, and writing compared to their peers at more selective campuses. As CIRP data show, entering freshmen's expectations and preparation levels vary considerably based on institutional selectivity, which can serve as a proxy for institutional resources.

Freshmen Are More Likely to Aspire to Advanced Degrees

Although students may anticipate taking additional time to complete their baccalaureate degree, they increasingly enter college thinking not just about their bachelor's degree but also their master's and even doctoral degrees. Whereas 40 years ago, more than half (50.8%) of incoming first-year students aspired to earn no more than a bachelor's degree, less than one in four students in 2014 (23.4%) shared similar aspirations. Between 1974 and 2014, the percentage of students entering college with

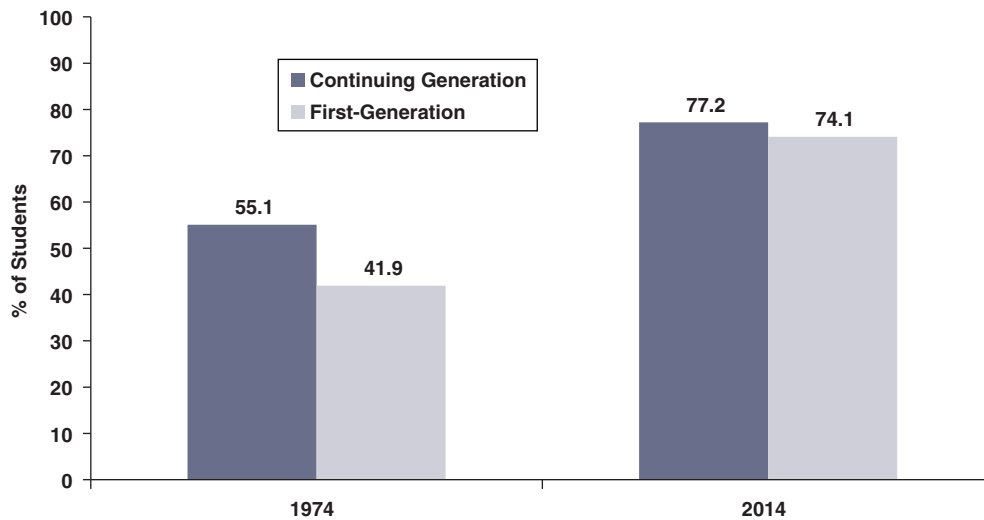
plans to earn a master's degree increased from 28.1% to 43.6%, while students indicating they would like to earn a doctorate or first professional degree (Ph.D., Ed.D., M.D., or J.D.) similarly increased from 21.1% to 32.9%.

Part of the increase aligns with rising participation rates and degree ambitions of female students. Today, women (36%) are more likely than men (29.4%) to express a desire to earn a doctorate or first professional degree, and women increasingly comprise a larger percentage of students at four-year institutions. In 1974, female students were much less likely (15.3%) to aspire to a doctorate or first professional degree compared to their male peers (26.3%). All students may also have higher degree aspirations due to the labor market. Increasingly, many entry-level positions require a college degree; students may be recognizing that, in order to advance further, a graduate credential is becoming more necessary.

Another factor contributing to the increase in graduate degree aspirations is that, over the past 40 years, the discrepancy between first-generation students' degree ambitions and their continuing-generation peers has continued to shrink. In 1974, 41.9% of first-generation students aspired to graduate degrees compared to 55.1% of their continuing-generation peers (see Figure 2). In 2014, these differences were much less substantial. In 2014, 74.1% of first-generation students planned to earn a graduate degree compared to 77.2% of students with at least one parent who attended college.

First-generation students (31.9%) are somewhat more likely than their continuing-generation peers (27%) to view their undergraduate institutions as the place where they will earn an advanced degree. These differences are important

Figure 2. Advanced Degree Aspirations, by First-Generation Status (% Aspiring to a Master's or Doctorate Degree)



for advising offices helping students form post-baccalaureate education plans.

Students Increasingly Rate Early Admissions Programs as Important in College Choice

The CIRP Freshman Survey asks students a set of questions regarding the importance of a variety of factors in choosing their college. In our report on the 2013 CIRP Freshman Survey, we highlighted the growing importance of college cost and financial aid in students' college choice process. While a school's "good academic reputation" continues to be the single most important factor to students in choosing their particular college (65.4%), other factors, such as being admitted through an early action or early decision program, continue to gain traction. The percentage of students rating this item "very important" has doubled since the item was first introduced. In 1999, 6.9% of first-time, full-time students noted that being admitted through an early action or early decision program was "very important" in deciding to choose their current institution; this increased to 15.7% in 2014.

Students admitted through early decision agree to commit to the institution, whereas students admitted under an early action program are typically notified of their acceptance in December but do not need to commit to the institution until spring. The increased salience of early admission in the college choice process corresponds with more institutions

using early admission programs to better manage enrollment. For many highly selective colleges and universities, early admission rates continue to increase (Anderson, 2014), as enrollment managers try to lock in some of the best students early.

The increased salience of early admission in the college choice process corresponds with more institutions using early admission programs to better manage enrollment.

As shown in Figure 3, early admission programs are particularly salient for students enrolling at the most selective colleges and universities. More than one-quarter of students (25.5%) attending private, highly selective institutions rated early admissions as a "very important" factor in their college choice compared to just 12.6% of their peers who enrolled at the least selective private

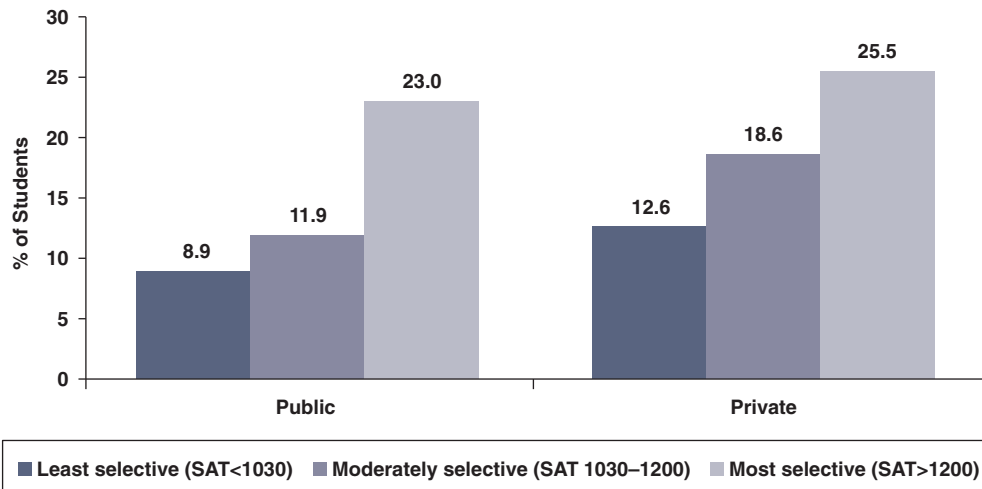
institutions in the sample. Similarly, 23% of students attending highly selective public institutions indicated early admissions as a “very important” factor in their decision process compared to 8.9% of students at the least selective public institutions in the dataset.

Research by Park and Eagan (2011) highlighted that early admissions tends to advantage students from more affluent families who can afford to hire private counselors and who are less sensitive to financial aid packages. For example, 11.4% of students from families making less than \$50,000 per year rated early admissions programs as “very important” in their college choice process. By contrast, 15.1% of students from families earning between \$50,000 and \$149,999 said the same. Among students from the most affluent families (those earning above \$150,000 per year), 21.9% indicated early admissions as a “very important” factor in their college choice process.

Religious Affiliation and Self-Rated Spirituality Decline

The CIRP Freshman Survey has consistently asked students to identify their religious preference since 1971, and more students than ever are selecting “none.” Figure 4 shows that, in 2014, more than one-quarter of incoming freshmen (27.5%) selected “none,” a one-year increase of 2.9 percentage points from 2013, and an increase of over 12 percentage points from the 1971 value (15.4%). In 1971, 17.3% of men and 13.5% of women did not affiliate with

Figure 3. The Importance of Early Admissions Programs in the College Choice Process, by Institutional Control and Selectivity (% Indicating “Very Important”)

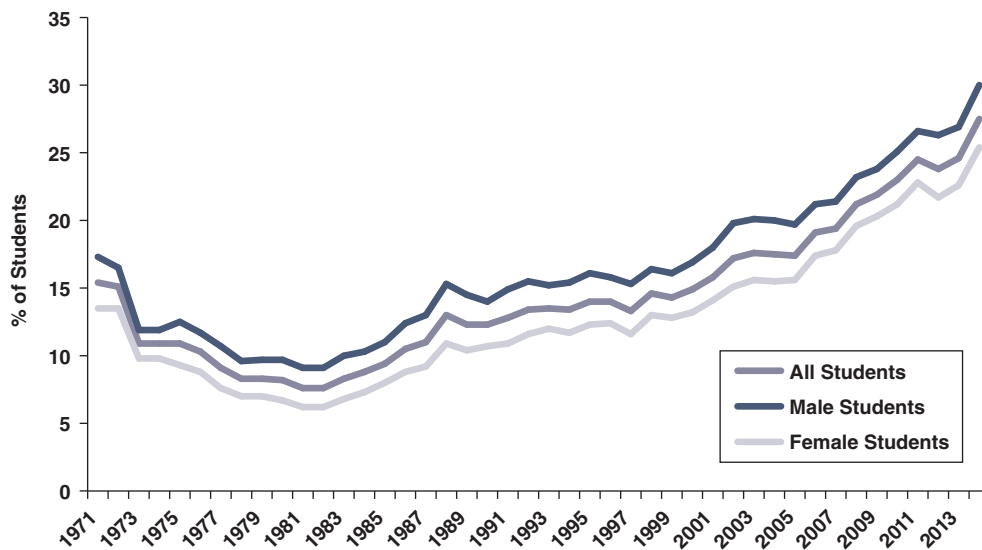


any religion. By 2014, those figures had moved to 30% of men and 25.4% of women selecting “none” as their religious preference. These gender differences are consistent throughout the 40-year-plus history of the item.

In 1973, a question was introduced asking students about their mother’s and father’s religious preference. In that first year, 6.4% of students selected “none” for paternal religious preference and 3.1% for maternal religious preference. By 2014, that had increased to 19% for father and 13.8% for mother. These parental gender differences were similar to the differences between male and female students. These numbers correspond with a recent Pew Research Center survey that found that 29% of Millennials are unaffiliated with any religion, which compares to 21% of Generation Xers, 16% of Baby Boomers, and 9% of the “Silent” Generation (Pew, 2014).

Reviewing the data for faith-based institutions compared to secular institutions, we find that Catholic four-year and other religious colleges had fewer students overall who selected “none” as their religious preference (see Figure 5).

Figure 4. Students Who Select “None” for Religious Preference, 1971–2014



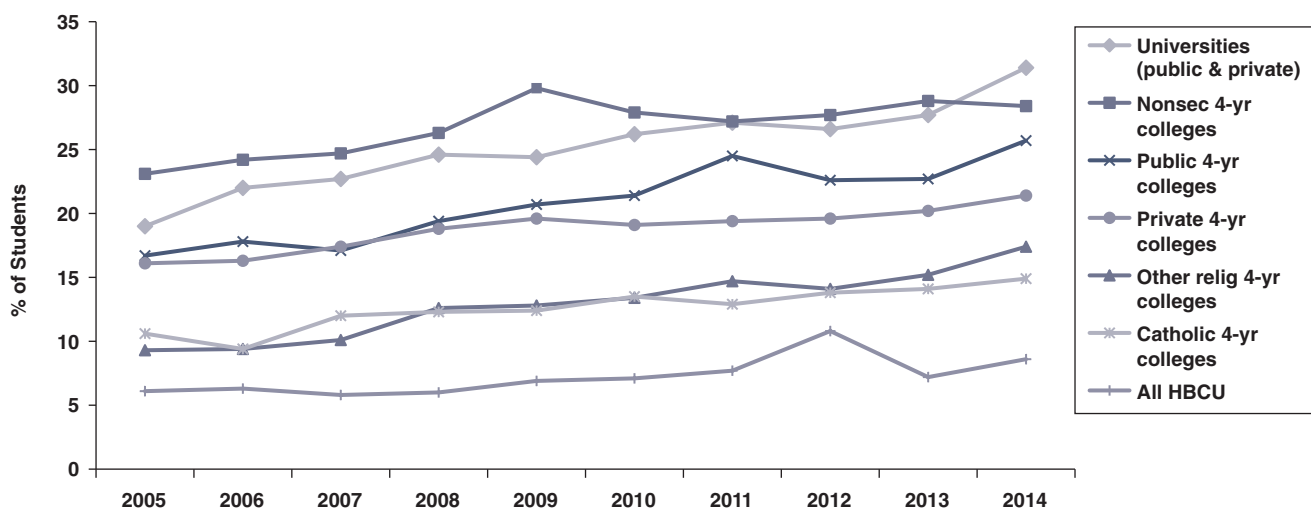
As students increasingly do not identify with a religion, their self-rated spirituality also has declined. When the item was introduced in 1996, 44% of students reported their spirituality as “above average” or “highest 10%.” By 2014, this had dropped to 35.7%. A large gap in self-rated spirituality also exists between students who identified with a religion and those who selected “none.” More than 4 out

of 10 (43.4%) students who identified with a religion rated their spirituality “above average” or “highest 10%” compared to only 16.4% of those who selected “none.” However, this does suggest that some students clearly separate spirituality from a particular religion.

However, in the past 10 years, the proportion of students at Catholic colleges not identifying with any religion has gone from 10.6% in 2004 to 14.9% in 2014. Similarly, the proportion of students selecting “none” as their religious preference at other religious colleges nearly doubled from 9.3% to 17.4% over the past 10 years.

of 10 (43.4%) students who identified with a religion rated their spirituality “above average” or “highest 10%” compared to only 16.4% of those who selected “none.” However, this does suggest that some students clearly separate spirituality from a particular religion.

Figure 5. Students Selecting “None” as Religious Preference, by Institutional Type, 2005–2014



Students' Time Partying and Socializing with Friends Hits All-Time Low While Social Media Use Rises

The amount of time students report socializing with friends during their final year of high school has continued to decline. In 1987, 37.9% of incoming college students socialized at least 16 hours per week with friends while 18.1% spent five hours or less (see Figure 6). By 2014, 18% of students reported spending at least 16 hours per week socializing with friends (an all-time low) whereas 38.8% dedicated five hours per week or less to socializing (an all-time high). Results show that a larger percentage of male students (28.7%) dedicated at least 16 hours per week to socializing compared to their female peers (24.6%). Students identifying as White/Caucasian were the most likely to report socializing with friends for at least 16 hours (29.6%), whereas Latina/o students (19%) were least likely.

Similarly, a declining percentage of students report spending time partying during their senior year of high school. Between 1987 and 2014, students who party less than an hour a week increased from 24.3% to 61.4%, with 41.3% reporting they did not party at all. Over the same time frame, students who report partying six hours or more per week declined from 34.5% to 8.6%.

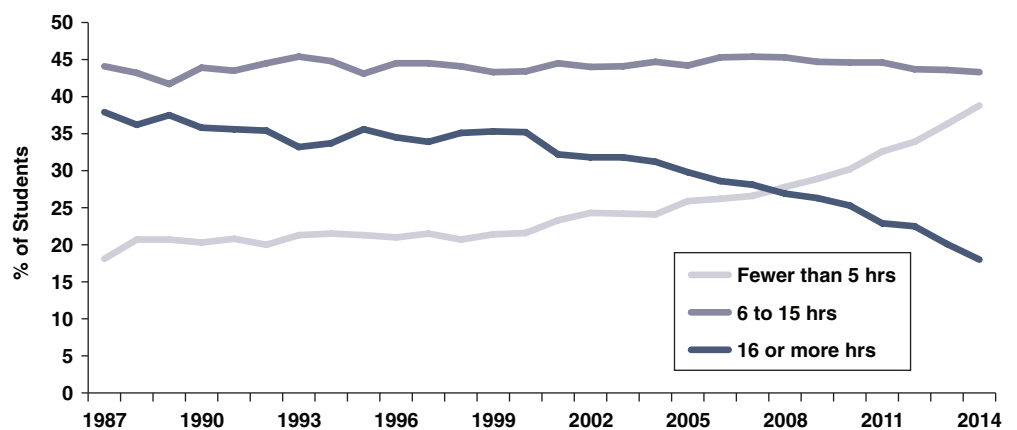
At the same time that students report spending less time socializing with friends and partying, they are increasing interactions through online social networks. Since 2007, the

percentage of students who spent less than one hour per week on online social networks declined from 31.9% to 21.7%, whereas the percentage of students dedicating six hours or more per week increased from 18.9% to 27.2%. Such increases may continue to influence how students conceptualize socializing with friends.

Even though socializing with friends has declined, students increasingly value institutional social offerings and environments during the college choice process. In 1982, 24.4% of students indicated that the institution's reputation for its social activities was a "very important" reason in their college choice. By 2014, 44.2% of students reported this was a "very important" part of their decision-making process. This may indicate that students are increasingly looking to institutions to provide social opportunities given their declining experience with less structured forms of socializing.

At the same time that students report spending less time socializing with friends and partying, they are increasing interactions through online social networks.

Figure 6. Time Spent Socializing with Friends (Hours per Week), 1987–2014



Students' Alcohol and Tobacco Use Drop Substantially

In 2014, students enrolling at four-year colleges and universities entered with the lowest self-reported rates of alcohol and cigarette use than at any point in over 30 years. Whereas 74.2% of students indicated they “frequently” or “occasionally” drank beer in 1981, the percentage of students in 2014 who had done so declined to 33.5%. Students’ use of wine or hard liquor during senior year of high school dropped from 67.8% in 1987 to 38.7% in 2014. Figure 7 shows the same trend for students who smoke cigarettes, with 9.2% of students in 1981 reporting frequent cigarette use compared to only 1.7% of students in 2014. Such declines reflect a number of social, medical, and legal changes over time, including changes to the legal age of alcohol and tobacco consumption in many states.

Despite declines in alcohol use among entering college students, statistics from the National Institute on Alcohol Abuse and Alcoholism (NIAAA) reveal that many students likely explore alcohol for the first time while in college.

It is clear that college students still drink significantly; however, students are arriving on campus with much less prior experience consuming alcohol than their peers from 20 or 30 years ago.

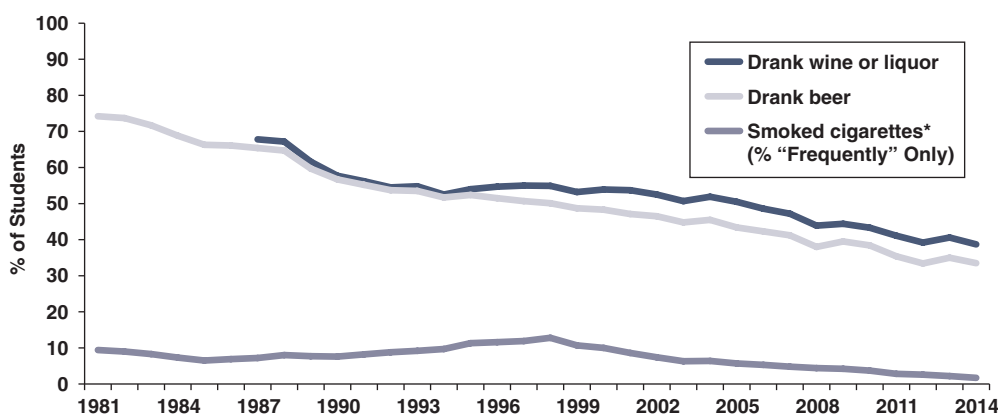
The NIAAA reported in 2012 that “60.3 percent of college students ages 18–22 drank alcohol in the past month,” and 40.1% of students indicated binge drinking during that same period. It is clear that college students still drink significantly; however, students are arriving on campus with much less prior experience consuming alcohol than their peers from 20 or 30 years ago. Such changes may have important consequences for alcohol education and other prevention programs.

Among students who reported “frequently” consuming wine or liquor during their senior year of high school, 53% indicated that a “very important” reason for choosing their institution was its reputation for social activities. This compares to 44.8% of students who drank wine or liquor “occasionally” and 40.7% of students

who did not drink at all.

This ties into students’ developing expectations for their college experience. Students who “frequently” drank wine or liquor in high school are much more likely to predict there is a “very good chance” that they will join a sorority or fraternity (30.5%) compared to those who drank “occasionally” (17.8%) or “not at all” (9.7%).

Figure 7. Frequency of Alcohol and Cigarette Use Prior to College Entry (% Indicating “Frequently” or “Occasionally”)



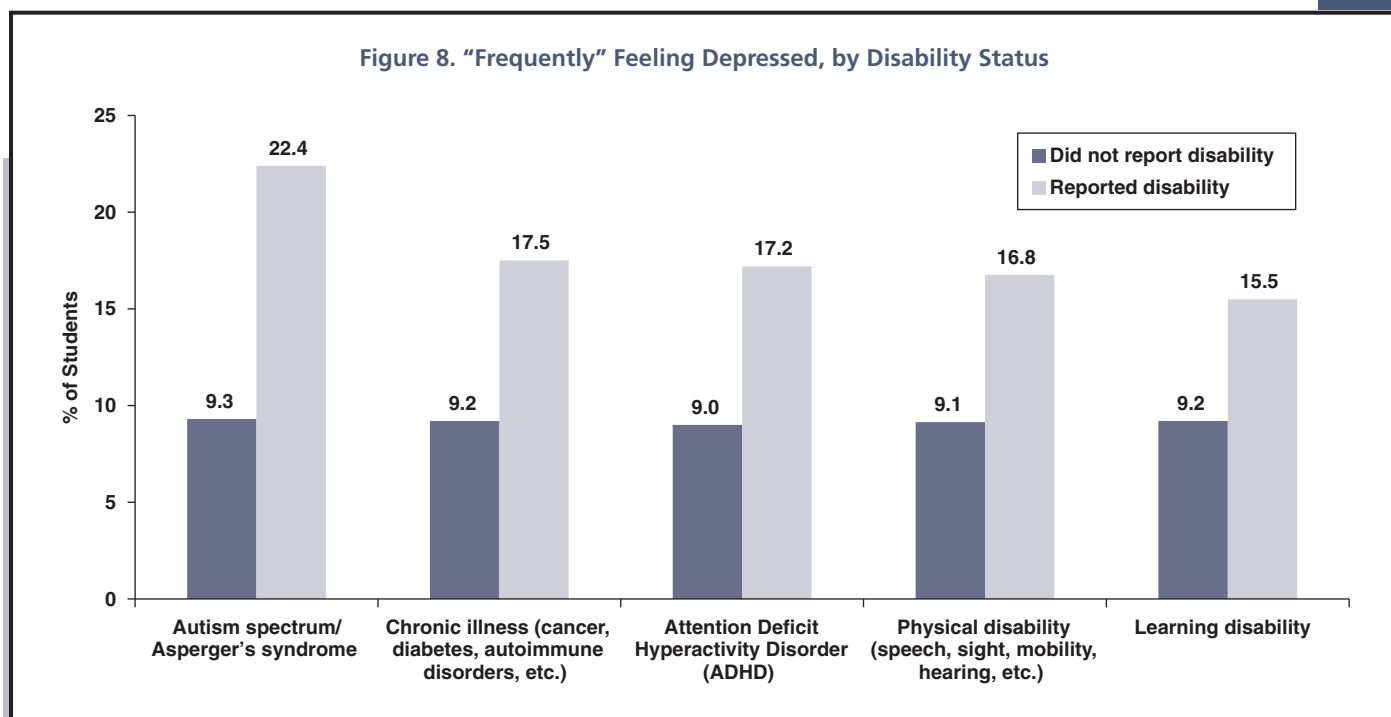
Similarly, students who drank frequently were less likely to think they would earn at least a B average in college and slightly less likely to think there was “a very good chance” they would participate in their institutions’ student clubs or groups. Thus, students who drink in high school may be less likely to participate in postsecondary extracurricular activities, while simultaneously formulating lower expectations for academic success and engagement before even starting college.

Emotional Health Concerns Connect with College Expectations

Previous CIRP research (Pryor et al., 2010) and some media (Douce & Keeling, 2014; Grasgreen, 2013) have highlighted students’ declining emotional health over time and its connection with student success. It is important to examine how this affects students’ experiences and expectations for college. Students

are asked to rate their emotional health in relation to other people their age, in addition to the frequency with which they feel depressed. In 2014, students’ self-rated emotional health dropped to 50.7%, its lowest level ever and 2.3 percentage points lower than the entering cohort of 2013. Additionally, the proportion of students who “frequently” felt depressed rose to 9.5%, 3.4 percentage points higher than in 2009 when feeling “frequently” depressed reached its lowest point. Self-rated emotional health and feeling depressed are very highly correlated, and the remainder of this section focuses on the latter.

Over time, institutions have been addressing the needs of students with various disabilities. Figure 8 demonstrates that students with different types of disabilities report feeling depressed more frequently. Of those students who indicated being on the autism spectrum or having Asperger’s syndrome, 22.4% reported being “frequently” depressed compared to 9.3%



of those who did not report the disorder. Over 17% of students who reported having a chronic illness (17.5%), as well as those who indicated having Attention Deficit Hyperactivity Disorder (ADHD, 17.2%), were “frequently” depressed, in contrast to those who reported not having these conditions (9.2% and 9%, respectively).

Students who felt depressed more frequently reported behaviors reflecting disengagement. While these behaviors were not as widespread, students who were “frequently” depressed were about twice as likely to “frequently” come late to class (13.9%, compared to 7.2% for “occasionally” depressed and 5.5% for “not at all” depressed) and “frequently” fall asleep in class (14.1%, compared to 6.2% “occasionally” and 4.4% “not at all”). Further, more than half (56.6%) of the “frequently” depressed students reported that they were “frequently” bored in class, compared to 39.9% of those who reported being “occasionally” depressed and only 31.3% of those who were “not at all” depressed. They were also less likely to “frequently” engage with their classmates by studying with other students or working with other students on group projects.

Previous research (HERI, 2014) suggests that students with lower levels of emotional health wind up being less satisfied with college and struggle to develop a sense of belonging on campus, even after four years of college. Students who felt frequently depressed were significantly more likely to report “some chance” or a “very good chance” that they would seek personal counseling. With counseling centers on campus reporting a record number of visits and increased wait times (Misner, 2014), it is clear that campuses have more work to do to assist students experiencing emotional health issues.

Self-Aware and Civically Engaged: A Portrait of Students Intending to Study Abroad

Many institutions are focusing on study abroad programs, whether by increasing participation overall, increasing the participation of students in STEM majors, or diversifying destinations or length of study (Redden, 2014). Baseline data from the CIRP Freshman Survey provide information on students who plan to study abroad when they enter college and how their backgrounds and experiences may differ from those who do not plan to study abroad.

More than one-third of incoming freshmen believed there was a “very good chance” that they will study abroad.

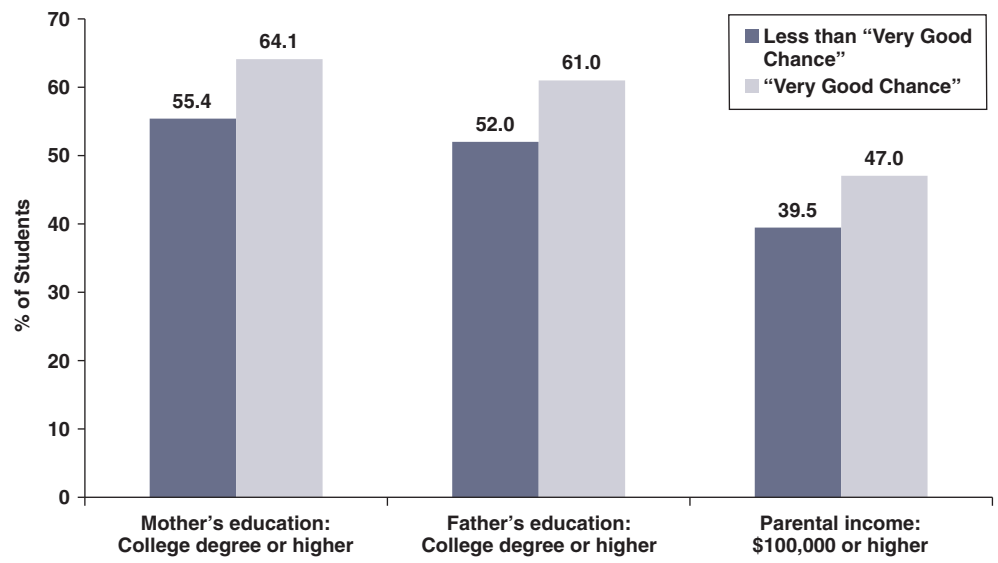
In 2014, more than one-third (34.1%) of incoming freshmen believed there was a “very good chance” that they will study abroad. Students who enter college thinking there is a very good chance they will study abroad come from higher socioeconomic backgrounds than those with a lower expectation of studying abroad (see Figure 9). Freshmen in the very high likelihood group reported higher parental income (47% reporting \$100,000 or more, compared to 39.5% of the less likely to study abroad group), father’s education (61% reporting at least a college degree compared to 52% of those less likely to study abroad), and mother’s education (64.1% reporting at least a college degree compared to 55.4% of those

less likely to study abroad). These data suggest that study abroad offices may need to provide additional outreach and resources to students from less affluent backgrounds to ensure they understand the full suite of opportunities available to them.

Students who believe there is a very good chance they will study abroad enter college with higher self-ratings in several areas, including the ability to see the world from someone else's perspective (83.1% compared to 73% considering themselves at least "somewhat strong"). Unsurprisingly, when asked to gauge their strengths and weaknesses, more than 4 out of 10 (42.1%) students with a very high likelihood of studying abroad rated their foreign language ability as "somewhat strong" or "a major strength," compared to 29.6% of other students. A similar gap was found for self-rated knowledge of people from different races/cultures. More than half (52.7%) of those who believe there is a very good chance they will study abroad consider their knowledge of people from different races/cultures "somewhat strong" or "a major strength" compared to 40.4% of those less likely to consider studying abroad.

In terms of personal goals, keeping up to date with political affairs and influencing social values are more important to those who believe there is a very good chance they will study abroad (44.4% and 52.3%, respectively) than for other students (30.4% and 38.6%, respectively). Students who believe there is a very good chance that they will study abroad while in college also

Figure 9. Study Abroad Intentions, by Socioeconomic Status Indicators



tend to score higher on CIRP's social agency and civic engagement constructs, suggesting that they have a greater interest in working for social change and being involved in their communities. Thus, study abroad offices might seek to recruit students from clubs and organizations on campus with a civic or socially engaged orientation.

Students Are Confident in Their Ability to Interact across Difference but Have Much Room to Grow

In the fall of 2014, students entered college confident in their abilities to interact with diverse peers. When asked about their tolerance of others with different beliefs and their ability to work cooperatively with diverse people, over 80% of incoming students rate their skills as either "a major strength" or "somewhat strong." Despite these high self-ratings, substantial differences emerge between students who frequently socialized with someone of a different race or ethnicity in high school and those who did not. Table 1 shows that, among students who "frequently" socialized with someone of another

Table 1. Interactions with and Knowledge of Diverse Peers, by Prior Socialization with Someone of a Different Race/Ethnicity (% Indicating “A Major Strength” or “Somewhat Strong”)

Survey Item	Frequently	Occasionally	Not At All
Ability to see the world from someone else’s perspective	80.0	66.4	59.4
Tolerance of others with different beliefs	84.6	71.3	62.3
Openness to having my own views challenged	66.4	54.6	52.4
Ability to discuss and negotiate controversial issues	73.7	60.9	55.0
Ability to work cooperatively with diverse people	89.8	75.2	67.1

racial/ethnic group, 89.8% feel their ability to work cooperatively with diverse people is “a major strength” or “somewhat strong” compared to 75.2% and 67.1% of students who socialized with someone of another racial group “occasionally” or “not at all.” Such differences also appear when examining other diversity-related skills, such as students’ ability to see the world from someone else’s perspective or openness to having their own views challenged.

Students’ high school and neighborhood environments may constrain or facilitate interactions across difference. Among this year’s incoming class of college students, nearly one in four students (23.1%) grew up in neighborhoods that were either completely White or completely non-White. Students who come from such neighborhoods were less likely to “frequently” socialize with someone of another racial/ethnic group compared to their peers who hail from more racially mixed neighborhoods. Students from roughly half non-White neighborhoods were the most likely to socialize frequently with someone of another racial group (82.3%) compared to students from completely White (60.6%) or completely non-White neighborhoods (65.4%). For many students, college classrooms and residences, as well as social experiences and environments, may provide them with new opportunities to interact with others from different racial and ethnic backgrounds.

Home and high school environments may also help shape students’ expectations for college life, including their interactions with diverse peers. Among students who “frequently” socialized with someone of another race in high school, 76.5% think there is a very good chance they will do so in college compared to 40.3% of students who socialized with someone of another race/ethnicity either “occasionally” or “not at all” during the previous year. Results show that these prior experiences are important for shaping how students approach their college years and their engagement with others who are different from them.

Although students are largely confident in their abilities to interact with diverse peers, they are less certain about their knowledge of people from different races and cultures or about their willingness to promote racial understanding. When asked about their knowledge of people of different races/cultures, 44.2% of students indicated they were “somewhat strong” or that it was “a major strength.” More than half of students identifying as Asian American/Asian or Black/African American, as well as students who identify with two or more races/ethnicities, feel their knowledge of others is a strength, compared to 47.3% of Latina/o students and 38.6% of White students.

In addition, approximately one in three students (35.6%) indicate that helping to promote racial understanding is “very important” or

Support for same-sex couples having the legal right to marry has increased 6.5 percentage points to 81.5%.

“essential” to them personally, while 22.4% of students say that it is “not at all” important. Differences between students who identify as African American and White are particularly striking, with 57.4% of African American students reporting that helping to promote racial understanding is important, compared to 29.1% of White students. Given the disparity between students’ self-rated abilities and their knowledge of diverse others, institutions have an opportunity to engage students across difference, particularly those who come from neighborhoods and high schools where such interactions were not as commonly experienced. In addition, institutions may be challenged to creatively identify ways for students from all racial/ethnic backgrounds to unite in promoting racial understanding given the disparities between students from different racial backgrounds.

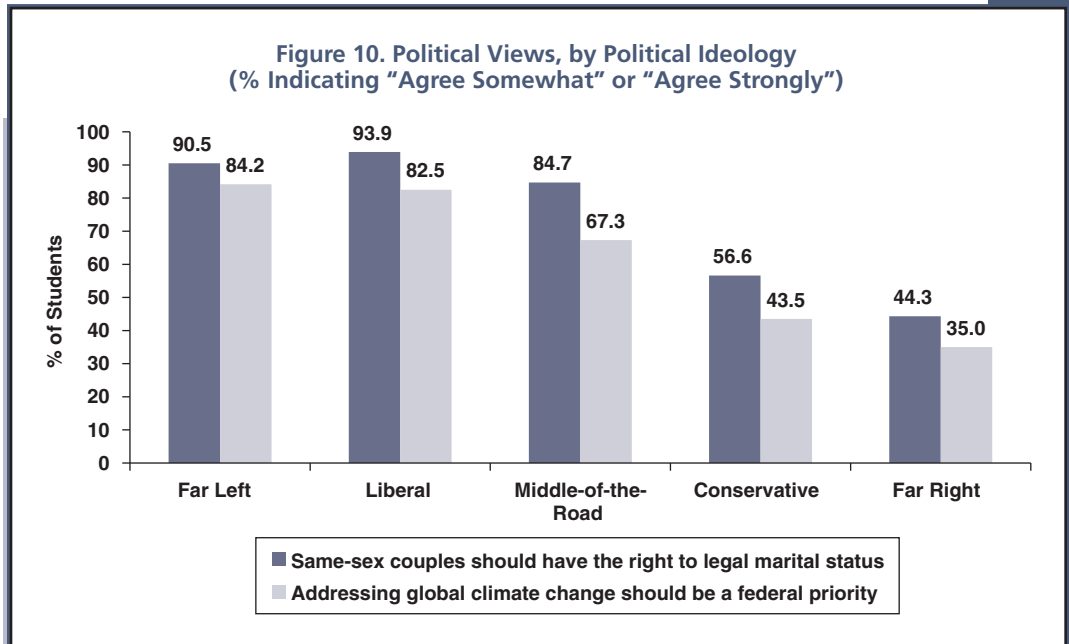
With Few Exceptions, Students’ Views Lean Left

Each year, the CIRP Freshman Survey includes several items related to students’ views on a number of political and social issues. The past several years have shown that, although nearly half of all first-time, full-time students rate their political ideology as “middle of the road,” students’ views on specific social issues continue to move in a more liberal direction.

The survey last asked about same-sex marriage in 2012. In the interim, support for same-sex couples having the

legal right to marry has increased 6.5 percentage points to 81.5%. This increase covers a span of time where the U.S. Supreme Court struck down part of the federal Defense of Marriage Act and California’s state ban on same-sex marriage. Additionally, since these Supreme Court decisions, state-level same-sex marriage bans have fallen across the country in U.S. Circuit and District courts; as of January 2015, the U.S. Supreme Court has agreed to take up four pending cases from the Sixth Circuit Court of Appeals.

Figure 10 breaks support for same-sex marriage down by political ideology. The findings show that only students who identify as “far right” do not support same-sex marriage. Just 44.3% of students identified as “far right” either “agreed somewhat” or “agreed strongly” that same-sex couples should have the legal right to marry. This figure contrasts with 56.6% of “conservative” students, 84.7% of “middle-of-the-road” students, 93.9% of “liberal” students, and



90.5% of “far left” students. It is clear that same-sex marriage is no longer an issue for the vast majority of entering college freshmen.

Aside from same-sex marriage, one of the strongest statements from the entering class of 2014 pertained to global climate change. Just over two-thirds (67.1%) of first-time, full-time students “agreed somewhat” or “agreed strongly” that the federal government should do more to address global climate change. Students who identify as “far right” (35%) or “conservative” (43.5%) are the least likely to support this statement. By contrast, more than two-thirds of “middle-of-the-road” students (67.3%) agreed that the federal government should do more to address global climate change. Similarly, supermajorities of “liberal” (82.5%) and “far left” (84.2%) supported this idea.

Students’ views have also become more progressive in regards to giving students from disadvantaged backgrounds preferential treatment in the admissions process and providing undocumented immigrants with access to public education. In 2014, nearly half (48.9%) of first-time, full-time students agreed that colleges and universities should give students from disadvantaged backgrounds preferential treatment in the admissions process. This figure

represents a 9.4 percentage point increase over the level of support among students who entered college in 2008. Notably, the 48.9% of students who support this idea also represents a seven-point jump from 2012, the last time the item was asked.

Over the same time period, support for denying undocumented students access to public education has dropped substantially. In 2014, just over one-third (35.5%) of incoming students “agreed somewhat” or “agreed strongly” that undocumented immigrants should be denied access to public education, which represents an 11.7 percentage point drop over the same figure in 2008.

One area where students’ views have diverged from this leftward shift is military spending. In 2002, students’ support for increased spending on the military reached an all-time high (45%) before dropping to a 13-year low in 2008 (28%). Since 2008, support for increased military spending has increased, jumping up to 37.3% of first-time, full-time students in 2014. Students’ renewed support for military spending comes at a time when U.S combat operations have ended in Afghanistan but new concerns about the Islamic State of Iraq and Syria (ISIS) have grown.

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2014 National Norms

All First-Time, Full-Time Freshmen by Institutional Type

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

2014 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
First-time Full-time Freshmen	153,015	96,733	56,282	38,681	58,052	26,229	13,149	18,674	33,242	23,040	5,261	2,450	2,811
How old will you be on December 31 of this year?													
17 or younger	1.8	1.8	1.8	1.9	1.7	2.0	1.6	1.5	1.8	1.8	2.6	2.3	3.1
18	70.4	70.2	70.6	73.2	66.1	67.5	70.1	62.7	71.0	68.7	68.1	68.1	68.1
19	26.3	26.0	26.6	23.0	30.0	28.4	26.9	33.2	26.3	28.2	26.1	26.7	24.9
20 or older	1.5	2.0	1.0	1.9	2.1	2.1	1.3	2.6	1.0	1.3	3.3	2.9	4.0
Is English your native language?													
Yes	88.2	88.2	88.2	85.2	92.2	90.0	91.5	94.9	88.3	87.7	97.6	97.9	97.2
No	11.8	11.8	11.8	14.8	7.8	10.0	8.5	5.1	11.7	12.3	2.4	2.1	2.8
In what year did you graduate from high school?													
2013	98.0	97.5	98.5	97.5	97.6	97.4	98.6	97.3	98.6	98.2	96.5	96.5	96.4
2012	1.4	1.7	1.1	1.7	1.7	1.9	1.0	1.8	1.0	1.3	2.2	2.3	2.1
2011 or earlier	0.5	0.7	0.4	0.7	0.6	0.6	0.4	0.8	0.4	0.4	1.1	1.0	1.3
Passed G.E.D./Never completed high school	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.0	0.1	0.3	0.2	0.3
Are you enrolled (or enrolling) as a:													
Full-time student	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Part-time student	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
How many miles is this college from your permanent home?													
5 or less	5.4	6.5	4.2	7.9	4.7	4.3	6.5	4.3	4.2	4.1	4.6	4.4	5.0
6 to 10	7.2	8.9	5.4	11.3	5.7	5.4	9.8	4.1	5.7	4.3	5.4	4.7	6.6
11 to 50	28.4	31.2	25.3	38.2	21.8	21.2	31.3	18.0	26.3	21.1	17.4	17.1	17.9
51 to 100	16.1	17.0	15.2	17.1	16.8	15.4	16.3	18.6	16.9	8.3	17.3	21.9	9.0
101 to 500	26.6	23.3	30.1	18.4	30.0	28.2	23.4	35.0	31.4	24.9	32.3	38.0	22.0
Over 500	16.3	13.0	19.7	7.1	20.9	25.6	12.7	20.0	15.5	37.2	23.0	13.9	39.4
What was your average grade in high school?													
A or A+	26.5	18.4	35.1	14.2	24.2	23.7	23.2	25.2	34.4	38.0	10.8	8.5	14.9
A-	26.6	22.4	31.0	20.1	25.6	26.4	25.9	24.5	30.4	33.5	13.2	11.6	16.2
B+	20.6	23.4	17.6	24.8	21.6	21.8	24.2	20.1	17.8	16.8	23.6	23.6	23.6
B	18.1	23.7	12.1	28.0	17.9	18.6	17.6	17.2	12.9	9.0	24.6	26.2	21.7
B-	5.2	7.5	2.8	8.4	6.3	6.3	5.6	6.6	3.0	1.9	13.5	15.2	10.5
C+	2.2	3.3	1.1	3.4	3.2	2.4	2.4	4.3	1.2	0.6	10.2	11.3	8.2
C	0.7	1.1	0.3	1.0	1.3	0.7	1.0	1.9	0.3	0.2	3.7	3.4	4.4
D	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.1	0.0	0.0	0.3	0.1	0.6
From what kind of high school did you graduate?													
Public school (not charter or magnet)	77.0	77.2	76.7	82.3	70.3	70.7	62.5	73.8	80.4	61.2	79.2	85.3	68.0
Public charter school	3.5	4.4	2.6	5.2	3.2	2.8	3.4	3.4	2.8	1.9	5.7	3.8	9.3
Public magnet school	2.8	3.1	2.5	3.6	2.4	2.6	2.0	2.4	2.4	3.1	7.9	7.0	9.5
Private religious/parochial school	10.0	9.5	10.6	6.3	13.9	11.3	24.1	11.7	8.8	17.9	4.9	2.7	8.7
Private independent college-prep school	6.1	5.0	7.2	2.2	8.9	11.9	7.6	6.5	5.2	15.4	2.2	1.0	4.4
Home school	0.6	0.7	0.4	0.4	1.3	0.7	0.4	2.3	0.4	0.4	0.2	0.2	0.2
Prior to this term, have you ever taken courses for credit at this institution?													
Yes	5.7	6.2	5.1	7.0	5.2	4.9	5.6	5.2	5.2	4.9	7.1	6.2	8.8
No	94.3	93.8	94.9	93.0	94.8	95.1	94.4	94.8	94.8	95.1	92.9	93.8	91.2

2014 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?													
Yes	10.4	10.9	10.0	10.6	11.3	10.7	11.5	11.8	10.1	9.7	13.2	12.2	15.0
No	89.6	89.1	90.0	89.4	88.7	89.3	88.5	88.2	89.9	90.3	86.8	87.8	85.0
Where do you plan to live during the fall term?													
With my family or other relatives	18.6	24.3	12.6	34.0	11.1	11.2	17.5	7.9	13.3	9.7	7.8	5.9	11.3
Other private home, apartment, or room	2.1	1.9	2.3	2.8	0.8	1.0	0.7	0.6	2.6	0.9	2.5	2.6	2.3
College residence hall	75.8	70.0	82.1	58.0	86.4	85.6	80.8	90.0	80.6	87.9	86.9	89.1	82.8
Fraternity or sorority house	0.6	0.2	1.1	0.1	0.4	0.8	0.1	0.1	1.3	0.0	0.1	0.1	0.1
Other campus student housing	2.5	3.2	1.8	4.7	1.1	1.3	0.7	1.1	2.0	1.4	2.3	2.0	2.8
Other	0.3	0.3	0.2	0.4	0.2	0.2	0.2	0.2	0.2	0.1	0.5	0.4	0.6
To how many colleges other than this one did you apply for admission this year?													
None	9.8	10.7	8.7	10.5	11.0	10.4	8.2	12.9	9.5	5.6	7.5	7.3	7.7
1	7.7	7.9	7.5	8.0	7.7	6.9	5.7	9.5	8.3	4.1	5.8	5.9	5.7
2	10.1	10.8	9.2	11.2	10.4	8.9	8.3	12.9	10.1	5.4	12.0	13.4	9.5
3	13.7	15.7	11.6	16.9	14.1	12.4	12.7	16.5	12.3	8.6	17.3	17.9	16.0
4	12.9	14.6	11.1	15.4	13.4	12.4	13.3	14.5	11.4	10.0	17.4	18.6	15.2
5	10.5	10.8	10.1	10.7	11.0	10.8	12.0	10.8	9.9	10.6	12.7	12.9	12.2
6	8.6	8.0	9.2	7.7	8.3	8.7	10.4	6.8	8.9	10.4	8.6	8.3	9.2
7 to 10	20.1	16.8	23.7	16.5	17.2	20.4	21.8	11.7	22.2	30.2	12.4	11.0	15.0
11 or more	6.7	4.7	8.9	3.1	6.9	9.1	7.5	4.4	7.5	15.0	6.3	4.6	9.5
Were you accepted by your first choice college?													
Yes	72.7	75.6	69.6	71.8	80.7	77.7	80.5	83.9	70.2	67.1	74.2	73.7	75.0
No	27.3	24.4	30.4	28.2	19.3	22.3	19.5	16.1	29.8	32.9	25.8	26.3	25.0
Is this college your:													
First choice	55.0	55.2	54.8	51.6	60.1	59.2	57.3	62.3	54.6	55.5	41.7	38.4	47.8
Second choice	27.2	28.5	25.9	30.7	25.5	25.8	27.8	24.0	26.0	25.5	32.7	35.1	28.2
Third choice	11.0	10.6	11.5	11.6	9.4	9.6	9.9	8.9	11.5	11.4	14.6	15.4	13.0
Less than third choice	6.7	5.7	7.8	6.2	5.1	5.4	5.0	4.8	7.9	7.6	11.1	11.2	10.9
Citizenship status:													
U.S. citizen	94.9	95.6	94.3	95.9	95.1	93.1	96.6	96.4	94.9	91.8	98.8	99.1	98.1
Permanent resident (green card)	2.0	2.0	2.2	2.4	1.4	1.8	1.5	0.9	2.2	1.9	0.4	0.4	0.5
International student	2.3	1.6	3.0	0.4	3.2	4.7	1.3	2.5	2.3	6.0	0.6	0.3	1.2
None of the above	0.7	0.9	0.5	1.3	0.4	0.4	0.6	0.3	0.6	0.3	0.2	0.2	0.2
Are your parents:													
Both alive and living with each other	70.5	66.2	75.0	64.8	68.2	68.0	70.4	67.3	74.2	78.3	33.7	32.9	35.2
Both alive, divorced or living apart	26.1	30.0	22.0	31.4	28.0	28.1	26.0	28.9	22.8	18.9	59.0	60.1	57.1
One or both deceased	3.4	3.8	2.9	3.8	3.8	3.9	3.6	3.8	3.0	2.7	7.3	7.0	7.8
Please mark which of the following courses you have completed:													
Algebra II	98.3	98.2	98.4	98.8	97.2	97.0	98.1	97.1	98.5	98.2	96.4	96.8	95.8
Pre-calculus/Trigonometry	85.4	80.1	90.9	79.2	81.3	83.1	85.0	77.5	90.2	93.8	70.2	67.6	74.6
Probability & Statistics	33.7	31.6	35.9	30.2	33.5	34.0	29.6	34.9	35.5	37.3	27.0	23.8	32.5
Calculus	38.8	27.8	49.8	24.3	32.3	36.0	30.2	29.6	48.5	54.7	16.8	13.2	22.9
AP Probability & Statistics	21.2	15.4	27.0	15.6	15.2	17.0	12.9	14.6	26.7	28.4	9.9	9.2	11.0
AP Calculus	39.0	25.0	52.6	24.9	25.3	29.0	22.2	23.2	52.0	55.0	14.2	11.4	19.1

2014 CIRP Freshman Survey
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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
During high school (grades 9-12) how many years did you study each of the following subjects?													
English (4 years)	97.8	97.5	98.0	98.1	96.8	96.8	98.0	96.3	98.0	97.8	94.7	94.3	95.4
Mathematics (3 years)	98.9	98.5	99.4	98.5	98.5	98.6	99.0	98.3	99.3	99.4	96.8	96.2	97.8
Foreign Language (2 years)	93.5	92.5	94.7	92.8	92.1	93.0	94.6	90.0	94.2	96.7	85.2	83.4	88.4
Physical Science (2 years)	62.3	57.7	67.1	57.6	57.9	60.7	59.4	54.4	66.5	69.6	40.3	39.4	42.1
Biological Science (2 years)	50.9	48.6	53.3	47.8	49.8	50.1	50.1	49.2	53.1	54.3	37.9	36.0	41.5
History/Am. Gov't (1 year)	98.6	98.5	98.7	98.5	98.3	98.5	98.8	97.9	98.8	98.4	96.2	96.2	96.2
Computer Science (1/2 year)	44.2	46.0	42.3	45.8	46.2	42.7	45.4	50.2	43.1	39.0	45.7	45.5	46.1
Arts and/or Music (1 year)	81.9	82.3	81.3	83.5	80.8	81.7	81.9	79.3	80.7	83.7	73.8	72.3	76.4
Have you had any remedial work in any of the following subjects?													
English	20.7	22.1	19.3	21.9	22.3	20.5	24.5	23.2	19.2	19.5	23.3	23.5	23.0
Reading	19.2	20.2	18.1	19.5	21.2	19.3	23.7	21.9	18.1	18.0	22.8	23.2	22.0
Mathematics	20.2	22.2	18.1	22.4	22.1	20.9	24.0	22.3	17.9	18.9	22.6	23.1	21.8
Writing	17.3	18.2	16.4	17.7	18.8	17.1	21.1	19.3	16.3	16.5	18.5	18.8	18.0
Do you feel you will need any remedial work in any of the following subjects?													
English	8.8	9.9	7.6	10.4	9.3	9.2	8.5	9.9	7.7	6.9	10.0	10.1	9.7
Reading	6.9	7.7	6.0	7.7	7.6	7.7	7.3	7.7	6.1	5.6	8.0	8.4	7.3
Mathematics	18.3	22.1	14.2	23.3	20.5	19.3	20.6	21.7	14.8	12.1	27.6	28.3	26.4
Writing	12.3	13.9	10.6	13.9	13.9	14.0	13.4	14.1	10.8	9.9	16.0	16.8	14.6
At this institution, which course placement tests have you taken in the following subject areas:													
English	23.8	30.7	15.9	40.3	17.0	16.3	20.1	16.1	17.0	11.7	60.5	72.8	33.3
Reading	14.7	21.6	7.0	29.6	10.5	7.9	14.3	11.1	7.5	5.3	53.9	65.6	28.9
Mathematics	54.1	51.9	56.4	56.0	46.1	52.5	47.0	38.9	60.4	39.0	65.8	69.5	58.5
Writing	25.6	25.8	25.4	33.0	15.8	16.4	23.6	11.0	28.3	14.1	42.0	51.5	23.3
Do you consider yourself:													
Pre-Med	20.4	19.1	21.7	19.4	18.8	17.2	22.4	18.7	22.0	20.1	30.8	28.5	35.2
Pre-Law	6.4	6.7	6.1	6.5	6.9	7.0	7.1	6.8	5.7	7.7	12.7	11.5	14.9
Your intended major:													
Arts and Humanities													
Art, fine and applied	1.3	1.7	0.9	1.5	1.9	3.3	0.8	1.1	0.9	1.0	1.0	1.1	0.7
English (language and literature)	1.4	1.6	1.2	1.4	1.8	2.2	1.3	1.7	1.2	1.4	0.8	0.6	1.3
History	1.0	1.2	0.8	1.2	1.2	1.3	0.9	1.3	0.8	0.9	0.5	0.4	0.7
Journalism/Communication	2.2	2.2	2.2	2.2	2.3	2.2	2.9	2.2	1.9	3.5	3.4	3.7	2.9
Classical and Modern Languages and Literature	0.3	0.3	0.3	0.3	0.4	0.3	0.2	0.5	0.4	0.3	0.1	0.1	0.1
Media/Film Studies	0.9	1.1	0.8	1.2	0.9	0.9	0.5	1.1	0.5	1.6	1.2	0.4	2.7
Music	1.2	1.5	1.0	1.2	1.8	1.5	0.6	2.8	0.9	1.5	1.2	1.4	1.0
Philosophy	0.3	0.3	0.3	0.3	0.3	0.4	0.3	0.2	0.3	0.3	0.3	0.2	0.3
Theatre/Drama	0.8	0.8	0.7	0.7	1.0	1.0	0.3	1.3	0.6	1.3	0.8	0.6	1.2
Theology/Religion	0.2	0.3	0.1	0.1	0.5	0.2	0.2	1.0	0.1	0.2	0.2	0.2	0.1
Other Arts and Humanities	0.7	0.7	0.8	0.6	0.8	0.8	0.6	0.9	0.8	0.7	0.6	0.5	0.8

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Your intended major (continued):													
Biological & Life Sciences													
Biology (general)	6.9	6.5	7.3	5.8	7.5	6.9	10.1	6.8	7.0	8.2	12.0	9.4	16.6
Animal Biology (zoology)	0.6	0.7	0.6	0.6	0.9	1.1	0.4	0.9	0.7	0.2	0.5	0.5	0.4
Ecology & Evolutionary Biology	0.1	0.1	0.2	0.1	0.1	0.1	0.0	0.2	0.2	0.2	0.2	0.2	0.1
Marine Biology	0.5	0.6	0.3	0.7	0.6	0.6	0.2	0.9	0.4	0.2	0.1	0.1	0.1
Microbiology	0.3	0.2	0.4	0.2	0.1	0.1	0.1	0.1	0.5	0.1	0.1	0.1	0.1
Molecular, Cellular, & Developmental Biology	0.6	0.4	0.9	0.4	0.4	0.4	0.3	0.4	0.9	0.7	0.1	0.1	0.2
Neurobiology/Neuroscience	1.3	0.6	2.0	0.2	1.1	1.4	0.6	0.9	1.9	2.1	0.8	0.7	1.0
Plant Biology (botany)	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.2	0.1	0.3
Agriculture/Natural Resources	0.3	0.3	0.3	0.3	0.3	0.3	0.1	0.3	0.3	0.2	0.7	1.0	0.1
Biochemistry/Biophysics	1.7	1.2	2.2	1.0	1.5	1.5	1.4	1.6	2.4	1.7	0.4	0.1	0.8
Environmental Science	0.8	0.9	0.7	0.7	1.1	1.3	0.4	1.3	0.7	0.6	0.3	0.3	0.2
Other Biological Science	0.6	0.4	0.9	0.3	0.4	0.5	0.3	0.4	1.0	0.5	0.3	0.2	0.4
Business													
Accounting	2.2	2.5	1.9	2.4	2.7	2.2	3.9	2.6	1.8	2.3	2.4	2.6	2.1
Business Administration (general)	3.1	3.0	3.1	2.7	3.4	2.8	2.9	4.3	3.0	3.7	3.6	3.7	3.4
Entrepreneurship	0.7	0.6	0.7	0.4	0.9	1.1	0.7	0.8	0.6	1.4	0.9	0.9	1.0
Finance	2.1	1.4	2.9	1.2	1.8	1.7	3.7	1.0	2.5	4.3	1.0	0.7	1.6
Hospitality/Tourism	0.2	0.3	0.1	0.4	0.1	0.1	0.1	0.1	0.2	0.0	0.3	0.3	0.2
Human Resources Management	0.2	0.2	0.2	0.2	0.1	0.1	0.2	0.2	0.2	0.2	0.1	0.1	0.0
International Business	0.9	0.8	0.9	0.6	1.2	1.3	1.7	0.8	0.7	1.8	0.3	0.3	0.4
Marketing	2.2	2.0	2.4	1.9	2.2	2.0	4.4	1.5	2.3	2.6	1.9	2.0	1.6
Management	1.9	2.4	1.4	2.3	2.5	2.2	3.2	2.4	1.4	1.6	3.1	3.3	2.6
Computer/Management Information Systems	0.3	0.3	0.2	0.4	0.2	0.1	0.2	0.3	0.2	0.2	0.3	0.3	0.2
Real Estate	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.2	0.1	0.1	0.1
Other Business	0.7	0.6	0.8	0.4	1.0	1.1	0.8	1.0	0.7	1.0	0.3	0.3	0.2
Education													
Elementary Education	2.1	3.1	1.1	3.2	2.8	2.1	2.8	3.5	1.1	1.0	1.9	2.1	1.5
Music/Art Education	0.4	0.6	0.2	0.6	0.6	0.5	0.1	1.0	0.2	0.3	0.5	0.7	0.2
Physical Education/Recreation	0.4	0.6	0.2	0.6	0.7	0.3	0.3	1.2	0.2	0.1	1.5	2.1	0.3
Secondary Education	0.9	1.2	0.7	1.0	1.4	1.1	1.4	1.6	0.7	0.7	0.8	0.9	0.4
Special Education	0.8	1.0	0.5	1.1	0.8	0.8	0.8	0.9	0.5	0.5	0.3	0.4	0.2
Other Education	0.4	0.6	0.2	0.7	0.3	0.2	0.3	0.4	0.2	0.2	0.7	0.8	0.4
Engineering													
Aerospace/Aeronautical/Astronautical Engineering	0.8	0.8	0.9	1.3	0.2	0.2	0.4	0.1	1.0	0.4	0.2	0.2	0.3
Biological/Agricultural Engineering	0.2	0.1	0.3	0.1	0.1	0.1	0.1	0.1	0.3	0.1	0.2	0.2	0.2
Biomedical Engineering	1.3	0.4	2.3	0.4	0.3	0.4	0.4	0.2	2.4	1.6	0.3	0.1	0.8
Chemical Engineering	1.2	0.4	2.0	0.5	0.3	0.3	0.5	0.2	2.0	1.8	0.6	0.4	0.9
Civil Engineering	1.0	1.1	1.0	1.4	0.7	0.6	1.1	0.6	1.0	0.8	1.0	1.2	0.6
Computer Engineering	1.3	1.0	1.6	1.4	0.5	0.5	0.5	0.5	1.8	0.9	1.0	0.7	1.7
Electrical/Electronic Communications Engineering	1.1	0.9	1.4	1.2	0.4	0.4	0.5	0.3	1.5	1.0	1.5	1.9	0.6
Engineering Science/Engineering Physics	0.2	0.1	0.3	0.1	0.2	0.1	0.2	0.2	0.2	0.3	0.3	0.1	0.5
Environmental/Environmental Health Engineering	0.3	0.2	0.4	0.2	0.2	0.3	0.2	0.1	0.5	0.2	0.2	0.1	0.2
Industrial/Manufacturing Engineering	0.5	0.3	0.8	0.4	0.2	0.3	0.2	0.1	0.9	0.3	0.6	0.9	0.2
Materials Engineering	0.2	0.1	0.3	0.1	0.1	0.1	0.1	0.1	0.4	0.1	0.1	0.1	0.1
Mechanical Engineering	3.0	2.2	3.8	2.9	1.3	1.4	1.6	0.9	4.1	2.5	2.2	2.8	1.0
Other Engineering	0.6	0.6	0.7	0.8	0.4	0.4	0.3	0.4	0.7	0.5	0.4	0.5	0.3

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Your intended major (continued):													
Health Professions													
Clinical Laboratory Science	0.2	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.3	0.3	0.2
Health Care Administration/Studies	0.3	0.4	0.2	0.4	0.3	0.2	0.5	0.3	0.2	0.4	0.3	0.3	0.3
Health Technology	0.1	0.2	0.1	0.2	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.0
Kinesiology	1.7	2.3	1.1	3.2	1.1	0.5	0.5	1.8	1.2	0.5	0.5	0.4	0.8
Nursing	4.4	5.9	2.8	6.4	5.2	3.8	8.9	4.9	2.8	2.5	8.0	10.6	3.1
Pharmacy	1.1	0.6	1.7	0.4	0.9	1.1	1.4	0.4	1.5	2.4	2.0	1.0	3.9
Therapy (occupational, physical, speech)	2.1	2.6	1.6	2.2	3.1	3.0	3.0	3.4	1.6	1.6	2.9	4.0	1.0
Other Health Profession	2.0	2.1	2.0	1.7	2.5	2.7	2.4	2.4	2.0	1.8	1.4	1.5	1.4
Math and Computer Science													
Computer Science	3.5	2.9	4.0	3.5	2.1	2.5	2.0	1.8	4.2	3.2	3.0	3.0	3.1
Mathematics/Statistics	1.1	1.0	1.3	1.0	1.0	1.1	0.7	1.0	1.3	1.2	0.6	0.5	0.9
Other Math and Computer Science	0.3	0.3	0.3	0.3	0.3	0.3	0.1	0.3	0.3	0.3	0.1	0.1	0.0
Physical Science													
Astronomy & Astrophysics	0.1	0.1	0.2	0.1	0.1	0.1	0.0	0.2	0.2	0.1	0.0	0.0	0.0
Atmospheric Science	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0
Chemistry	1.2	1.1	1.4	1.0	1.2	1.2	1.4	1.2	1.4	1.5	1.7	1.2	2.5
Earth & Planetary Sciences	0.1	0.1	0.1	0.2	0.1	0.2	0.1	0.1	0.2	0.1	0.2	0.1	0.2
Marine Sciences	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.2	0.1	0.1	0.1	0.1	0.1
Physics	0.7	0.6	0.9	0.5	0.7	0.9	0.3	0.7	0.9	0.7	0.4	0.3	0.5
Other Physical Science	0.2	0.2	0.2	0.1	0.2	0.3	0.1	0.2	0.2	0.1	0.1	0.1	0.1
Social Science													
Anthropology	0.3	0.3	0.4	0.3	0.3	0.3	0.1	0.3	0.4	0.3	0.1	0.1	0.1
Economics	1.1	0.7	1.6	0.5	1.1	1.8	0.4	0.7	1.4	2.1	0.3	0.0	0.6
Ethnic/Cultural Studies	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.0	0.1
Geography	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.1
Political Science (gov't., international relations)	2.3	2.1	2.5	1.7	2.7	3.5	2.0	2.2	2.3	3.4	2.5	1.5	4.1
Psychology	4.6	5.3	3.9	5.4	5.2	5.2	5.0	5.4	3.9	3.7	6.4	5.4	8.2
Public Policy	0.1	0.1	0.2	0.0	0.1	0.1	0.0	0.1	0.2	0.2	0.1	0.0	0.1
Social Work	0.6	0.8	0.4	1.0	0.6	0.4	0.8	0.8	0.4	0.3	2.5	2.8	2.0
Sociology	0.7	0.8	0.6	0.9	0.6	0.7	0.7	0.6	0.7	0.3	0.6	0.4	1.1
Women's/Gender Studies	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.0	0.1	0.1	0.1	0.0	0.2
Other Social Science	0.3	0.3	0.3	0.3	0.3	0.2	0.2	0.4	0.3	0.3	0.1	0.2	0.0
Other Majors													
Architecture/Urban Planning	0.5	0.3	0.7	0.3	0.4	0.7	0.1	0.1	0.7	0.7	0.3	0.3	0.2
Criminal Justice	2.3	3.5	1.0	4.2	2.4	1.9	2.5	2.9	1.1	0.8	5.5	6.5	3.8
Library Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.0
Security & Protective Services	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Military Sciences/Technology/Operations	0.1	0.1	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1
Other	1.9	2.3	1.5	1.8	2.9	2.9	1.5	3.6	1.5	1.8	1.8	1.9	1.6
Undecided	9.6	9.2	10.1	9.4	8.9	10.2	8.2	7.9	10.4	8.8	3.9	4.2	3.3

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?													
Family resources (parents, relatives, spouse, etc.)													
None	23.2	26.5	19.7	30.3	21.2	21.8	19.3	21.4	21.3	13.2	37.3	37.8	36.3
Less than \$1,000	10.7	13.0	8.2	15.3	9.8	9.0	9.6	10.8	9.0	4.7	19.9	21.7	16.6
\$1,000 to \$2,999	11.6	13.7	9.2	14.8	12.2	11.1	12.1	13.5	9.9	6.5	18.0	19.1	15.9
\$3,000 to \$5,999	10.8	11.8	9.8	12.0	11.4	10.0	11.5	12.7	10.4	7.4	10.6	10.4	11.1
\$6,000 to \$9,999	9.2	9.5	8.9	8.9	10.3	10.1	10.1	10.6	9.2	7.9	5.1	4.8	5.7
\$10,000 or more	34.5	25.6	44.2	18.6	35.1	38.1	37.5	30.9	40.2	60.3	9.2	6.3	14.5
My own resources (savings from work, work-study, other income)													
None	38.6	38.8	38.5	40.1	37.0	39.2	35.0	35.6	37.0	44.6	50.0	49.0	51.9
Less than \$1,000	25.4	27.1	23.7	28.9	24.5	23.8	24.9	25.1	24.3	21.3	27.2	28.0	25.6
\$1,000 to \$2,999	21.9	21.1	22.8	20.0	22.6	22.7	22.8	22.5	23.6	19.8	15.1	15.5	14.5
\$3,000 to \$5,999	8.1	7.5	8.7	6.6	8.9	8.0	9.9	9.3	9.0	7.6	4.6	4.9	4.3
\$6,000 to \$9,999	2.8	2.6	3.0	2.2	3.2	2.7	3.6	3.6	3.0	2.8	1.5	1.4	1.6
\$10,000 or more	3.1	2.9	3.3	2.3	3.8	3.6	3.8	3.9	3.1	4.0	1.6	1.3	2.1
Aid which need not be repaid (grants, scholarships, military funding, etc.)													
None	30.3	28.1	32.7	34.0	19.9	23.9	16.5	17.5	34.0	27.4	28.0	29.0	26.1
Less than \$1,000	5.7	6.1	5.3	8.4	2.9	2.8	2.6	3.1	6.1	2.1	6.4	7.0	5.2
\$1,000 to \$2,999	10.4	10.1	10.8	12.7	6.5	5.9	6.9	6.8	12.4	4.5	14.9	16.8	11.4
\$3,000 to \$5,999	11.9	12.7	11.1	15.6	8.6	7.7	8.4	9.6	12.4	5.8	18.4	19.4	16.6
\$6,000 to \$9,999	10.3	10.5	10.2	11.2	9.5	8.4	10.5	10.0	11.2	5.9	11.6	12.2	10.4
\$10,000 or more	31.3	32.7	29.9	18.0	52.6	51.3	55.0	52.9	23.9	54.3	20.8	15.6	30.3
Aid which must be repaid (loans, etc.)													
None	49.9	47.0	53.0	51.8	40.6	44.4	36.7	38.5	52.5	54.9	36.8	35.5	39.0
Less than \$1,000	3.7	4.4	3.1	5.0	3.5	3.2	3.6	3.8	3.3	1.9	7.4	8.2	5.8
\$1,000 to \$2,999	8.3	9.4	7.2	9.8	8.9	8.1	9.1	9.6	7.7	5.1	12.7	14.8	8.8
\$3,000 to \$5,999	16.1	16.9	15.2	15.7	18.4	17.0	20.4	19.0	15.6	13.6	16.5	18.2	13.4
\$6,000 to \$9,999	9.2	9.5	8.9	7.9	11.8	10.5	11.9	12.9	9.1	8.3	11.1	11.7	10.0
\$10,000 or more	12.7	12.7	12.7	9.7	16.8	16.7	18.3	16.2	11.9	16.2	15.6	11.6	23.0
Other than above													
None	92.7	92.0	93.5	92.4	91.3	92.0	90.4	91.0	93.5	93.6	90.3	90.8	89.4
Less than \$1,000	2.6	2.9	2.3	3.0	2.6	2.4	2.8	2.7	2.4	1.5	3.4	3.4	3.3
\$1,000 to \$2,999	1.6	1.8	1.4	1.8	1.9	1.8	2.1	2.0	1.5	1.1	2.6	2.7	2.4
\$3,000 to \$5,999	1.1	1.2	0.9	1.1	1.3	1.1	1.7	1.4	0.9	0.9	1.4	1.2	1.8
\$6,000 to \$9,999	0.7	0.7	0.6	0.6	0.9	0.8	0.9	1.0	0.6	0.6	1.0	1.0	1.0
\$10,000 or more	1.3	1.4	1.3	1.0	1.9	1.9	2.1	1.9	1.0	2.2	1.2	0.8	1.9

2014 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
What is your best estimate of your parents' total income last year?													
Less than \$10,000	3.9	5.1	2.6	5.8	4.1	4.0	4.0	4.3	2.8	1.8	15.8	17.1	13.3
\$10,000 to \$14,999	3.0	3.9	2.1	4.5	2.9	2.7	2.8	3.2	2.3	1.4	7.4	8.0	6.5
\$15,000 to \$19,999	2.8	3.5	2.1	4.1	2.5	2.6	2.4	2.5	2.3	1.5	4.8	5.0	4.5
\$20,000 to \$24,999	3.8	4.7	2.8	5.6	3.5	3.4	3.3	3.6	3.1	2.0	7.2	7.4	6.9
\$25,000 to \$29,999	3.1	3.8	2.4	4.3	3.1	2.8	2.9	3.4	2.6	1.7	5.4	5.5	5.3
\$30,000 to \$39,999	5.8	6.8	4.6	7.5	5.9	5.6	5.3	6.4	4.8	3.8	8.9	9.1	8.4
\$40,000 to \$49,999	6.7	7.9	5.5	8.4	7.2	6.8	6.6	7.8	5.7	4.4	10.7	11.2	9.9
\$50,000 to \$59,999	7.2	8.1	6.2	8.0	8.3	7.9	7.1	9.2	6.4	5.5	9.0	9.1	8.8
\$60,000 to \$74,999	9.3	10.2	8.3	10.0	10.5	10.0	9.3	11.5	8.6	6.9	8.6	8.8	8.1
\$75,000 to \$99,999	12.6	12.9	12.2	12.5	13.4	12.8	13.3	14.0	12.6	10.7	8.0	7.6	8.7
\$100,000 to \$149,999	17.7	16.0	19.6	15.3	17.0	17.4	18.5	16.0	19.9	18.3	7.8	6.9	9.5
\$150,000 to \$199,999	9.0	7.7	10.5	7.2	8.4	8.8	9.3	7.5	10.3	10.9	3.2	2.4	4.7
\$200,000 to \$249,999	5.4	4.0	6.9	3.3	4.9	5.2	6.0	4.0	6.5	8.4	1.3	0.9	2.1
\$250,000 or more	9.7	5.5	14.2	3.4	8.5	10.0	9.2	6.6	12.1	22.6	1.9	1.1	3.3
Do you have any concern about your ability to finance your college education?													
None (I am confident that I will have sufficient funds)	33.1	30.5	36.0	28.9	32.7	34.2	30.3	32.4	34.7	40.9	27.5	28.3	26.0
Some (but I probably will have enough funds)	54.5	55.9	53.1	56.6	54.9	53.4	56.6	55.6	54.1	48.9	52.4	54.1	49.4
Major (not sure I will have enough funds to complete college)	12.3	13.6	11.0	14.5	12.4	12.4	13.1	12.0	11.2	10.2	20.1	17.7	24.5
Your current religious preference													
Baptist	7.7	10.7	4.6	9.3	12.5	9.5	5.6	18.8	4.5	4.9	46.4	46.9	45.5
Buddhist	1.6	1.4	1.8	1.8	0.9	1.2	0.8	0.6	1.9	1.5	0.5	0.4	0.7
Church of Christ	6.0	7.3	4.7	8.2	6.1	5.7	5.5	6.7	5.1	3.1	14.2	15.9	11.0
Eastern Orthodox	0.8	0.6	1.0	0.7	0.6	0.7	0.6	0.4	1.0	1.4	0.1	0.1	0.2
Episcopalian	1.1	1.1	1.1	0.8	1.5	1.8	0.8	1.4	0.9	1.9	0.4	0.3	0.7
Hindu	1.0	0.4	1.5	0.4	0.5	0.7	0.4	0.3	1.5	1.8	0.1	0.1	0.1
Jewish	2.8	1.6	4.2	1.4	1.8	3.0	0.4	1.3	3.8	5.6	0.1	0.0	0.2
LDS (Mormon)	0.2	0.3	0.2	0.3	0.2	0.2	0.1	0.2	0.3	0.1	0.0	0.0	0.1
Lutheran	2.6	2.4	2.9	1.6	3.5	2.4	2.8	5.0	3.1	1.9	0.2	0.1	0.3
Methodist	3.0	3.2	2.7	2.5	4.3	3.4	1.7	6.4	2.6	3.0	4.1	3.5	5.1
Muslim	1.7	1.2	2.3	1.3	0.9	1.2	1.2	0.6	2.2	2.7	1.4	1.0	2.2
Presbyterian	2.4	2.2	2.7	1.7	2.8	2.4	1.2	3.8	2.5	3.3	0.8	0.9	0.7
Quaker	0.2	0.2	0.1	0.1	0.3	0.3	0.1	0.3	0.1	0.2	0.0	0.0	0.0
Roman Catholic	25.3	25.8	24.8	26.9	24.4	23.3	51.2	12.5	24.0	28.2	3.9	2.0	7.4
Seventh-day Adventist	0.3	0.4	0.3	0.4	0.3	0.4	0.3	0.2	0.3	0.2	0.6	0.8	0.3
United Church of Christ/Congregational	0.6	0.6	0.6	0.6	0.7	0.8	0.5	0.8	0.6	0.6	0.7	0.8	0.4
Other Christian	12.2	13.8	10.6	13.0	14.8	11.5	9.5	20.7	10.7	9.9	15.6	16.3	14.4
Other Religion	2.7	3.0	2.5	3.2	2.7	3.0	2.3	2.6	2.6	2.1	2.3	2.3	2.3
None	27.5	23.9	31.4	25.7	21.4	28.4	14.9	17.4	32.4	27.7	8.6	8.6	8.5

2014 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Father's current religious preference													
Baptist	8.0	10.8	5.1	9.4	12.6	9.9	5.8	18.7	5.1	5.2	45.6	46.3	44.2
Buddhist	2.2	1.8	2.7	2.4	1.0	1.3	0.8	0.7	2.8	2.3	0.5	0.2	0.9
Church of Christ	6.5	7.7	5.3	8.7	6.3	6.4	5.6	6.6	5.8	3.5	13.3	14.9	10.2
Eastern Orthodox	1.0	0.7	1.2	0.8	0.7	0.8	0.8	0.4	1.1	1.6	0.1	0.1	0.2
Episcopalian	1.2	1.1	1.4	0.8	1.5	1.9	0.9	1.5	1.1	2.3	0.4	0.3	0.5
Hindu	1.3	0.6	2.1	0.5	0.6	0.9	0.5	0.4	2.0	2.4	0.1	0.2	0.1
Jewish	3.5	2.1	4.9	1.8	2.4	3.8	0.8	1.8	4.5	6.5	0.1	0.1	0.2
LDS (Mormon)	0.3	0.3	0.3	0.3	0.2	0.3	0.2	0.2	0.4	0.1	0.0	0.0	0.1
Lutheran	3.2	2.8	3.6	1.9	4.1	3.1	3.2	5.5	3.9	2.7	0.3	0.3	0.1
Methodist	3.4	3.5	3.3	2.8	4.5	3.7	2.0	6.5	3.2	3.5	3.8	3.3	4.7
Muslim	2.2	1.6	2.8	1.8	1.3	1.6	1.6	0.8	2.7	3.3	2.9	2.5	3.6
Presbyterian	2.9	2.5	3.4	1.9	3.3	3.1	1.6	4.2	3.3	3.9	0.7	0.7	0.6
Quaker	0.2	0.2	0.1	0.2	0.2	0.3	0.1	0.2	0.1	0.2	0.1	0.1	0.0
Roman Catholic	29.1	29.3	28.9	31.1	26.9	26.4	52.1	15.1	28.3	31.3	4.6	2.6	8.1
Seventh-day Adventist	0.4	0.4	0.3	0.5	0.4	0.4	0.4	0.3	0.3	0.4	0.4	0.4	0.5
United Church of Christ/Congregational	0.7	0.7	0.6	0.5	0.8	0.9	0.5	0.8	0.7	0.6	0.6	0.7	0.5
Other Christian	12.4	13.8	11.0	13.1	14.7	12.2	9.4	19.9	11.3	9.9	14.0	14.6	12.9
Other Religion	2.4	2.7	2.2	3.0	2.3	2.4	1.8	2.4	2.3	1.7	2.2	2.1	2.3
None	19.0	17.4	20.7	18.2	16.3	20.6	11.7	14.1	21.3	18.7	10.4	10.6	10.1
Mother's current religious preference													
Baptist	8.6	11.5	5.4	10.1	13.4	10.6	6.4	19.8	5.3	5.6	49.0	49.5	48.0
Buddhist	2.5	2.0	3.1	2.6	1.1	1.6	0.9	0.7	3.3	2.6	0.5	0.2	0.9
Church of Christ	7.3	8.6	5.8	9.9	6.9	7.0	6.2	7.0	6.3	4.0	14.9	16.6	11.8
Eastern Orthodox	1.0	0.8	1.2	0.8	0.7	0.9	0.7	0.5	1.1	1.6	0.2	0.1	0.2
Episcopalian	1.4	1.3	1.5	1.0	1.8	2.3	1.0	1.8	1.3	2.5	0.5	0.3	0.8
Hindu	1.3	0.5	2.0	0.5	0.6	0.9	0.5	0.4	2.0	2.4	0.1	0.2	0.0
Jewish	3.3	1.9	4.7	1.8	2.2	3.5	0.7	1.5	4.4	6.1	0.1	0.1	0.1
LDS (Mormon)	0.3	0.3	0.4	0.4	0.2	0.3	0.1	0.2	0.4	0.2	0.1	0.1	0.1
Lutheran	3.5	3.1	4.0	2.1	4.4	3.2	3.4	6.1	4.3	2.8	0.3	0.2	0.3
Methodist	3.8	3.9	3.6	3.0	5.0	4.3	2.1	7.2	3.6	3.8	3.8	3.1	5.0
Muslim	1.9	1.3	2.6	1.4	1.0	1.3	1.3	0.6	2.5	3.0	1.3	1.0	1.9
Presbyterian	3.2	2.7	3.6	2.1	3.5	3.4	1.5	4.6	3.5	4.2	0.8	0.8	0.8
Quaker	0.2	0.2	0.2	0.1	0.3	0.3	0.1	0.3	0.1	0.2	0.0	0.1	0.0
Roman Catholic	30.8	30.8	30.8	32.6	28.3	28.0	54.6	15.7	30.1	33.6	4.0	1.9	7.6
Seventh-day Adventist	0.4	0.5	0.4	0.6	0.4	0.4	0.4	0.3	0.4	0.3	0.8	1.0	0.5
United Church of Christ/Congregational	0.8	0.8	0.7	0.7	1.0	1.2	0.7	0.9	0.8	0.7	0.7	0.8	0.6
Other Christian	13.6	15.0	12.1	14.5	15.5	13.0	10.2	20.8	12.4	10.6	15.8	16.4	14.7
Other Religion	2.5	2.6	2.3	2.8	2.3	2.6	1.7	2.4	2.4	1.8	2.0	2.1	1.9
None	13.8	12.2	15.5	12.8	11.3	15.0	7.5	9.4	15.9	14.0	5.2	5.5	4.8
Highest academic degree planned													
None	0.5	0.6	0.3	0.6	0.6	0.5	0.4	0.8	0.3	0.4	1.7	1.7	1.5
Vocational certificate	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.2	0.1
Associate (A.A. or equivalent)	0.5	0.7	0.3	0.6	0.7	0.5	0.6	0.9	0.3	0.2	1.0	1.2	0.7
Bachelor's degree (B.A., B.S., etc.)	22.1	25.0	19.0	26.0	23.7	21.0	20.4	28.1	19.8	15.9	17.0	19.1	13.2
Master's degree (M.A., M.S., etc.)	43.1	44.0	42.2	45.8	41.6	42.2	45.1	39.2	42.0	42.9	36.3	39.9	29.8
Ph.D. or Ed.D.	18.9	18.2	19.6	17.8	18.7	20.2	17.0	17.9	19.8	18.9	27.5	25.3	31.3
M.D., D.O., D.D.S., D.V.M.	10.2	7.2	13.3	5.8	9.1	9.2	11.2	8.0	13.2	14.0	9.7	7.1	14.3
J.D. (Law)	3.5	3.0	4.2	2.2	4.0	4.6	4.0	3.3	3.7	6.1	5.0	3.8	7.2
B.D. or M.DIV. (Divinity)	0.2	0.2	0.1	0.2	0.3	0.3	0.2	0.4	0.1	0.1	0.6	0.5	0.8
Other	1.0	1.0	0.9	0.8	1.2	1.3	1.2	1.2	0.8	1.5	1.1	1.1	1.0

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Highest academic degree planned at this college													
None	0.9	1.1	0.7	1.2	1.0	0.8	0.9	1.4	0.7	0.5	2.6	3.0	2.0
Vocational certificate	0.2	0.2	0.1	0.1	0.3	0.2	0.1	0.4	0.1	0.2	0.2	0.2	0.3
Associate (A.A. or equivalent)	1.9	2.7	1.1	2.9	2.3	2.4	1.6	2.7	1.2	0.6	4.3	5.1	3.0
Bachelor's degree (B.A., B.S., etc.)	68.4	70.6	66.1	68.0	74.1	75.5	64.2	77.6	65.9	66.7	62.0	58.7	67.7
Master's degree (M.A., M.S., etc.)	21.6	20.8	22.5	23.4	17.3	16.3	25.3	14.2	22.4	22.7	20.2	22.6	16.1
Ph.D. or Ed.D.	3.7	2.7	4.7	2.7	2.7	2.7	4.0	2.1	4.9	4.1	7.2	7.0	7.7
M.D., D.O., D.D.S., D.V.M.	2.0	0.7	3.4	0.7	0.8	0.5	2.1	0.4	3.5	2.6	1.0	0.9	1.1
J.D. (Law)	0.5	0.3	0.7	0.2	0.4	0.4	0.6	0.3	0.5	1.1	1.0	1.2	0.7
B.D. or M.Div. (Divinity)	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.4	0.5	0.3
Other	0.8	0.7	0.8	0.6	0.9	1.0	1.0	0.9	0.7	1.3	1.0	0.9	1.1
For the activities below, indicate which ones you "Frequently" or "Occasionally" did during the past year:													
Attended a religious service	70.7	72.5	68.7	69.5	76.5	69.7	81.2	81.2	67.6	73.3	88.0	87.2	89.4
Was bored in class*	37.0	35.2	38.9	36.1	34.1	34.3	31.8	34.9	39.2	37.7	34.7	35.8	32.7
Demonstrated for a cause (e.g., boycott, rally, protest)	21.4	21.2	21.6	20.3	22.5	23.3	23.6	21.2	20.8	24.8	28.3	26.6	31.3
Tutored another student	61.3	56.5	66.6	57.1	55.7	55.8	59.9	53.6	66.0	69.1	58.9	56.0	64.2
Studied with other students	89.0	87.5	90.5	87.3	87.9	88.1	89.5	86.9	90.1	92.1	88.7	87.3	91.2
Was a guest in a teacher's home	16.9	16.9	17.0	13.9	20.9	19.9	15.1	24.7	16.2	20.0	17.9	16.8	19.9
Smoked cigarettes*	1.7	1.9	1.6	1.8	2.0	2.4	1.5	1.9	1.5	1.7	1.2	1.3	1.0
Drank beer	33.5	30.8	36.4	28.5	34.0	38.6	35.4	28.6	34.6	43.2	11.8	11.8	11.8
Drank wine or liquor	38.7	36.4	41.2	33.7	39.9	44.7	40.5	34.8	39.3	49.0	31.4	30.9	32.4
Felt overwhelmed by all I had to do*	34.6	35.3	33.9	34.7	36.1	36.3	35.9	36.1	33.6	35.3	31.4	29.3	35.3
Felt depressed*	9.5	10.2	8.7	10.1	10.4	10.9	8.9	10.4	8.7	8.5	11.4	10.8	12.5
Performed volunteer work	88.3	86.4	90.4	84.6	88.8	88.5	91.1	87.9	89.8	92.7	84.5	82.4	88.4
Asked a teacher for advice after class*	31.5	30.9	32.2	29.1	33.5	34.3	33.5	32.6	31.2	36.1	37.3	35.7	40.3
Voted in a student election*	19.1	18.7	19.6	17.9	19.9	19.7	21.1	19.5	18.8	22.6	26.5	23.7	31.7
Socialized with someone of another racial/ethnic group*	73.5	73.1	74.0	74.1	71.7	73.6	70.2	70.4	73.3	76.6	71.8	70.9	73.3
Came late to class	52.9	52.7	53.2	54.2	50.7	53.0	47.6	49.7	52.8	54.8	63.3	65.3	59.7
Used the Internet for research or homework*	82.0	79.8	84.4	79.3	80.5	81.5	79.1	80.1	84.0	86.0	77.8	76.6	80.2
Performed community service as a part of a class	56.4	57.4	55.4	55.5	60.0	58.2	66.2	58.9	54.2	59.9	60.7	58.0	65.6
Discussed religion*	29.6	28.9	30.4	25.0	34.2	30.2	34.1	38.2	28.9	36.4	32.2	28.9	38.2
Discussed politics*	29.3	26.8	32.1	25.1	29.0	29.3	29.0	28.7	31.1	36.0	22.6	18.5	30.1
Worked on a local, state, or national political campaign	8.5	8.3	8.7	7.8	8.9	8.7	9.2	9.1	8.2	10.5	12.8	11.9	14.6
Skipped school/class	27.0	26.7	27.3	27.8	25.2	26.6	21.9	25.3	27.6	26.1	28.0	29.4	25.4
Publicly communicated my opinion about a cause (e.g., blog, email, petition)	43.8	43.5	44.1	42.3	45.1	46.3	41.6	45.5	43.3	47.5	53.1	52.0	55.2
Helped raise money for a cause or campaign	56.7	56.8	56.7	54.0	60.6	59.5	62.5	60.9	55.6	60.8	61.9	62.4	60.9
Fell asleep in class	43.1	43.8	42.2	44.7	42.5	41.8	38.5	45.2	42.2	42.3	56.9	58.4	54.0
Failed to complete homework on time	52.5	54.5	50.3	55.1	53.6	55.2	48.9	54.3	50.3	50.0	53.2	53.5	52.6
Used an online instructional website (e.g., Khan Academy, Coursera) as assigned for a class	46.9	47.2	46.6	46.6	48.0	48.1	48.8	47.6	46.2	48.1	58.6	58.0	59.9
Used an online instructional website (e.g., Khan Academy, Coursera) to learn something on your own	72.1	73.2	71.0	74.6	71.2	72.3	66.8	72.2	71.0	70.9	89.4	89.1	89.9
*responses for "Frequently" only													

2014 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Students rated as “A Major Strength” or “Somewhat Strong” in the following areas:													
Ability to see the world from someone else’s perspective	76.1	73.8	78.7	73.2	74.5	76.2	75.6	72.2	78.2	80.6	70.9	68.3	75.5
Tolerance of others with different beliefs	80.7	78.0	83.7	77.8	78.3	81.1	79.3	75.0	83.4	85.1	71.8	70.0	75.0
Openness to having my own views challenged	63.2	62.1	64.5	62.4	61.6	63.0	62.7	59.7	64.1	65.8	68.9	68.2	70.2
Ability to discuss and negotiate controversial issues	70.1	67.6	72.7	67.2	68.2	69.9	68.5	66.2	72.4	74.1	71.8	70.4	74.3
Ability to work cooperatively with diverse people	85.5	84.3	86.9	84.3	84.3	85.5	85.6	82.5	86.8	87.3	84.3	83.6	85.7
What is the highest level of formal education obtained by your father?													
Junior high/Middle school or less	5.9	7.5	4.0	10.3	3.8	3.8	4.7	3.4	4.4	2.6	6.0	6.2	5.5
Some high school	5.5	7.0	3.8	8.6	4.7	4.5	5.0	4.8	4.1	2.9	10.6	10.9	9.9
High school graduate	17.1	20.7	13.2	22.1	18.9	17.2	18.8	20.7	14.0	9.9	30.9	32.1	28.7
Postsecondary school other than college	3.1	3.6	2.6	3.5	3.7	3.8	3.6	3.7	2.8	2.2	3.3	3.2	3.6
Some college	13.7	15.5	11.7	16.3	14.4	14.2	13.8	15.0	12.2	9.6	19.6	20.4	18.1
College degree	28.5	26.1	31.1	23.5	29.6	29.2	30.3	29.7	30.8	32.3	18.5	18.6	18.3
Some graduate school	1.9	1.6	2.1	1.3	2.0	2.2	1.9	1.9	2.1	2.5	1.2	0.9	1.7
Graduate degree	24.4	18.0	31.4	14.5	22.8	25.3	21.9	20.8	29.7	38.1	9.9	7.6	14.2
What is the highest level of formal education obtained by your mother?													
Junior high/Middle school or less	5.2	6.6	3.7	9.2	3.1	3.1	3.9	2.7	4.1	2.2	4.3	4.6	3.8
Some high school	3.9	4.9	2.8	6.3	3.0	3.1	3.4	2.8	3.1	2.0	6.0	6.2	5.6
High school graduate	14.9	17.3	12.3	18.9	15.1	14.1	15.4	16.0	13.1	8.9	18.4	19.7	16.1
Postsecondary school other than college	3.0	3.4	2.7	3.3	3.5	3.4	3.6	3.4	2.8	2.1	3.0	2.7	3.6
Some college	14.8	16.6	12.8	17.6	15.3	14.3	14.5	16.6	13.3	10.6	22.9	23.5	21.9
College degree	34.5	31.7	37.7	28.6	35.8	35.4	35.9	36.2	36.9	40.6	26.8	27.6	25.2
Some graduate school	2.5	2.1	2.8	1.8	2.6	2.7	2.7	2.6	2.7	3.2	2.0	1.7	2.6
Graduate degree	21.1	17.4	25.2	14.3	21.6	23.8	20.6	19.7	23.9	30.3	16.6	14.0	21.4
During the past year, did you “Frequently”:													
Ask questions in class	55.4	53.8	57.2	51.2	57.4	59.3	58.1	55.1	55.6	63.2	62.7	61.6	64.7
Support your opinions with a logical argument	60.8	56.0	66.1	54.2	58.5	61.8	58.5	55.1	64.8	70.8	57.8	56.1	60.9
Seek solutions to problems and explain them to others	56.4	52.4	60.9	51.2	54.1	56.6	54.6	51.3	59.7	65.4	55.3	54.1	57.4
Revise your papers to improve your writing	50.8	49.0	52.8	46.1	53.0	52.7	55.6	52.0	51.5	57.8	51.8	49.2	56.6
Evaluate the quality or reliability of information you received	44.1	41.5	47.0	40.3	43.1	44.1	43.8	41.9	45.8	51.5	46.1	44.0	49.9
Take a risk because you feel you have more to gain	39.6	38.9	40.3	38.3	39.7	40.1	39.7	39.3	39.6	43.1	43.1	41.6	46.0
Seek alternative solutions to a problem	48.3	47.4	49.2	47.1	47.8	48.8	49.1	46.3	48.3	53.0	50.7	48.9	54.1
Look up scientific research articles and resources	29.9	28.1	32.0	27.3	29.1	29.8	30.3	27.7	31.5	33.9	28.3	26.6	31.6
Explore topics on your own, even though it is not required for a class	37.5	35.3	39.9	34.7	36.1	38.2	34.4	34.8	39.1	43.3	37.2	34.9	41.2
Accept mistakes as part of the learning process	57.6	57.8	57.5	59.0	56.2	57.0	56.9	55.1	57.1	58.7	64.1	63.4	65.5
Seek feedback on your academic work	49.6	48.8	50.6	46.5	51.9	52.6	53.8	50.2	49.4	55.3	58.1	55.7	62.5
Work with other students on group projects	52.3	50.9	53.8	51.0	50.8	50.6	54.8	49.2	53.2	55.9	53.7	52.5	55.9
Integrate skills and knowledge from different sources and experiences	57.5	53.9	61.6	52.6	55.6	57.3	58.0	52.8	60.3	66.7	51.9	48.1	58.9

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	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your intended career occupation													
Actor or Entertainer	1.1	1.3	1.0	1.1	1.6	1.8	0.7	1.7	0.8	1.5	1.1	0.7	1.8
Artist	0.9	1.2	0.6	1.1	1.4	2.5	0.6	0.7	0.6	0.6	0.6	0.5	0.7
Graphic Designer	0.9	1.1	0.6	1.2	1.1	1.3	0.6	1.1	0.7	0.6	0.8	0.9	0.6
Musician	1.5	1.7	1.3	1.6	1.9	1.7	0.8	2.7	1.2	1.8	2.5	2.8	1.8
Writer/Producer/Director	1.6	1.9	1.4	1.7	2.1	2.3	1.1	2.5	1.1	2.4	1.0	0.9	1.3
Farmer or Forester	0.4	0.5	0.3	0.5	0.4	0.5	0.1	0.5	0.3	0.3	0.9	0.6	1.4
Natural Resource Specialist/Environmentalist	0.7	0.8	0.5	0.6	1.1	1.1	0.3	1.4	0.6	0.3	0.5	0.4	0.8
Accountant	1.6	1.7	1.5	1.5	1.9	1.5	3.2	1.7	1.5	1.5	1.4	1.6	1.1
Administrative Assistant	0.4	0.5	0.3	0.5	0.5	0.5	0.2	0.6	0.3	0.2	0.4	0.3	0.6
Business Manager/Executive	2.7	2.4	3.0	2.1	2.7	2.3	3.5	2.6	2.8	3.9	1.7	1.8	1.7
Business Owner/Entrepreneur	2.3	2.1	2.4	2.0	2.4	2.3	2.7	2.2	2.1	3.5	2.8	2.8	2.8
Retail Sales	0.8	0.9	0.6	1.0	0.8	0.7	0.8	0.8	0.6	0.6	2.4	2.4	2.4
Sales/Marketing	1.8	1.6	1.9	1.4	2.0	1.8	3.4	1.4	1.9	1.9	1.0	1.0	0.9
Human Resources	0.3	0.3	0.3	0.3	0.3	0.2	0.4	0.3	0.3	0.3	0.3	0.2	0.6
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	2.1	1.5	2.7	1.2	2.0	2.0	3.1	1.3	2.4	3.7	1.1	0.9	1.3
Management Consultant	0.4	0.3	0.4	0.3	0.3	0.3	0.5	0.2	0.4	0.6	0.4	0.3	0.5
Real Estate Agent/Realtor/Appraiser/Developer	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.2	0.2	0.3	0.4	0.5	0.2
Sports Management	1.2	1.2	1.2	0.7	1.8	2.1	1.4	1.8	1.2	1.4	1.9	1.9	1.8
Journalist	0.8	0.7	0.9	0.6	0.9	1.0	1.0	0.8	0.8	1.4	1.0	0.8	1.3
Public/Media Relations	1.2	1.3	1.1	1.3	1.3	1.2	1.7	1.3	1.0	1.7	2.1	2.3	1.7
Advertising	0.4	0.4	0.4	0.4	0.4	0.5	0.6	0.2	0.3	0.6	0.4	0.3	0.5
College Administrator/Staff	0.3	0.3	0.2	0.3	0.4	0.4	0.1	0.5	0.2	0.2	0.3	0.4	0.2
College Faculty	0.4	0.4	0.5	0.3	0.6	0.7	0.2	0.7	0.5	0.5	0.3	0.2	0.4
Early Childcare Provider	1.1	1.4	0.8	1.5	1.2	1.0	1.3	1.3	0.8	0.9	1.8	2.0	1.3
Elementary School Teacher	2.7	3.6	1.8	3.7	3.4	3.0	3.0	4.0	1.9	1.7	2.5	2.8	1.9
Secondary School Teacher	2.2	2.8	1.7	2.9	2.6	2.4	2.1	3.1	1.7	1.6	1.8	1.8	1.8
Librarian	0.7	0.5	1.0	0.5	0.5	0.6	0.7	0.4	0.9	1.3	0.2	0.2	0.3
Teacher's Assistant/Paraprofessional	0.2	0.2	0.1	0.3	0.1	0.1	0.1	0.1	0.1	0.0	0.2	0.3	0.1
K-12 Administrator	0.2	0.3	0.2	0.3	0.2	0.1	0.3	0.3	0.2	0.2	0.3	0.3	0.4
Other K-12 Professional	0.6	0.7	0.4	0.7	0.8	0.8	0.6	0.8	0.4	0.5	0.5	0.5	0.5
Military	2.1	2.8	1.3	4.1	1.1	1.2	1.4	0.9	1.3	1.3	1.3	1.2	1.4
Federal/State/Local Government Official	1.9	2.1	1.6	2.0	2.3	2.5	1.6	2.4	1.6	1.7	2.8	3.1	2.3
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	1.6	2.3	1.0	2.7	1.7	1.5	1.8	1.9	1.0	0.7	1.9	2.1	1.4
Postal Worker	0.2	0.2	0.1	0.2	0.2	0.2	0.1	0.2	0.1	0.2	0.2	0.4	0.0
Dietician/Nutritionist	0.6	0.6	0.6	0.7	0.6	0.6	0.6	0.6	0.6	0.4	0.4	0.4	0.3
Home Health Worker	0.9	1.3	0.5	1.4	1.1	0.7	0.9	1.7	0.5	0.4	1.1	1.2	0.9
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	0.8	0.9	0.7	0.9	0.8	0.7	1.1	0.8	0.7	0.7	1.1	1.2	0.9
Registered Nurse	2.7	3.7	1.6	4.2	3.1	1.9	5.7	3.1	1.6	1.6	3.5	4.8	1.1
Therapist (e.g., Physical, Occupational, Speech)	3.8	4.8	2.7	5.0	4.5	4.1	4.3	5.0	2.8	2.6	3.6	4.3	2.4
Computer Programmer/Developer	2.6	2.1	3.0	2.6	1.5	1.6	1.6	1.4	3.2	2.2	1.4	1.4	1.3
Computer/Systems Analyst	0.6	0.7	0.5	1.0	0.5	0.4	0.4	0.5	0.5	0.4	0.9	0.9	0.8
Web Designer	0.4	0.4	0.4	0.5	0.2	0.2	0.2	0.2	0.4	0.2	0.4	0.4	0.5
Lawyer/Judge	2.7	2.3	3.1	1.8	3.0	3.4	2.9	2.6	2.9	4.1	4.2	3.3	5.9
Paralegal	0.4	0.3	0.5	0.3	0.2	0.2	0.2	0.3	0.6	0.3	0.4	0.2	0.8
Clinical Psychologist	1.9	2.0	1.9	2.1	1.9	2.0	1.9	1.8	1.9	1.7	2.3	1.9	3.1
Dentist/Orthodontist	1.3	1.2	1.4	1.4	1.0	0.9	1.2	1.0	1.5	1.3	1.6	1.6	1.7
Medical Doctor/Surgeon	9.0	5.9	12.2	5.0	7.1	6.8	9.5	6.3	12.2	12.1	9.1	6.1	14.4
Optometrist	0.6	0.6	0.6	0.8	0.3	0.4	0.4	0.3	0.7	0.4	1.0	1.2	0.7
Pharmacist	1.3	0.9	1.8	0.8	1.0	1.1	1.5	0.6	1.7	2.0	1.5	0.6	3.0

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your intended career occupation (continued)													
Veterinarian	1.0	1.1	0.8	0.9	1.5	1.8	0.8	1.6	0.9	0.5	0.6	0.5	0.7
Engineer	7.3	4.6	10.1	5.7	3.1	3.3	4.1	2.5	10.9	7.3	3.3	3.5	2.9
Research Scientist (e.g., Biologist, Chemist, Physicist)	3.3	2.7	3.9	2.4	3.1	3.6	1.9	3.2	4.1	3.1	1.4	1.5	1.3
Urban Planner/Architect	1.2	1.1	1.4	1.3	0.7	1.1	0.3	0.5	1.5	1.0	1.4	1.7	0.8
Custodian/Janitor/Housekeeper	0.2	0.2	0.2	0.3	0.2	0.3	0.1	0.2	0.2	0.2	0.4	0.4	0.3
Food Service (e.g., Chef/Cook Server)	0.1	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.3	0.3	0.3
Hair Stylist/Aesthetician/Manicurist	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.4	0.4	0.4
Interior Designer	0.2	0.2	0.2	0.3	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.1
Skilled Trades (e.g., Plumber, Electrician, Construction)	0.4	0.6	0.2	0.8	0.4	0.2	0.1	0.7	0.2	0.1	0.3	0.4	0.3
Social/Non-Profit Services	2.8	3.7	1.9	3.9	3.4	2.8	4.1	3.7	2.0	1.5	6.8	8.7	3.4
Clergy	0.7	0.5	0.8	0.4	0.8	0.7	0.9	0.8	0.7	1.0	1.9	1.2	3.3
Homemaker/Stay at Home Parent	1.4	1.8	0.9	1.7	1.9	1.8	1.4	2.4	1.0	0.8	2.6	3.4	1.1
Other	4.8	5.4	4.2	5.0	5.9	5.9	4.8	6.6	4.3	4.0	5.4	5.3	5.7
Undecided	9.4	8.6	10.2	7.9	9.4	10.7	8.4	8.5	10.3	9.8	3.9	3.8	3.9
Your father's occupation													
Actor or Entertainer	0.3	0.3	0.2	0.3	0.3	0.4	0.2	0.3	0.2	0.3	0.4	0.4	0.3
Artist	0.4	0.5	0.3	0.5	0.4	0.5	0.2	0.5	0.3	0.3	0.5	0.6	0.4
Graphic Designer	0.3	0.3	0.3	0.3	0.3	0.4	0.4	0.3	0.3	0.3	0.1	0.1	0.2
Musician	0.4	0.4	0.3	0.3	0.4	0.4	0.3	0.4	0.3	0.5	0.3	0.4	0.3
Writer/Producer/Director	0.2	0.2	0.2	0.2	0.2	0.3	0.1	0.2	0.2	0.3	0.1	0.1	0.1
Farmer or Forester	0.7	0.7	0.7	0.7	0.8	0.5	0.6	1.2	0.7	0.5	0.1	0.1	0.1
Natural Resource Specialist/Environmentalist	0.3	0.3	0.3	0.3	0.3	0.5	0.1	0.3	0.3	0.2	0.5	0.4	0.7
Accountant	1.7	1.6	1.8	1.3	1.8	1.6	2.5	1.7	1.7	2.3	0.8	0.6	1.1
Administrative Assistant	0.4	0.4	0.3	0.4	0.4	0.4	0.5	0.3	0.3	0.3	0.5	0.4	0.7
Business Manager/Executive	5.9	4.9	6.8	4.1	5.9	6.0	6.7	5.4	6.4	8.4	2.1	2.0	2.3
Business Owner/Entrepreneur	5.5	4.8	6.2	4.3	5.4	5.8	6.0	4.8	5.6	8.1	2.9	2.5	3.4
Retail Sales	0.8	0.9	0.8	0.9	0.9	0.9	1.0	0.8	0.8	0.7	0.6	0.4	0.9
Sales/Marketing	3.9	3.6	4.1	3.5	3.9	3.4	4.6	3.9	4.1	4.0	1.7	1.1	2.5
Human Resources	0.4	0.4	0.4	0.3	0.4	0.3	0.6	0.5	0.4	0.5	0.6	0.5	0.7
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	2.2	1.8	2.6	1.2	2.4	2.4	3.0	2.1	2.3	3.9	0.8	0.9	0.6
Management Consultant	1.0	0.8	1.2	0.7	1.0	1.1	1.0	0.9	1.1	1.2	0.4	0.3	0.5
Real Estate Agent/Realtor/Appraiser/Developer	1.0	0.9	1.1	0.9	1.0	1.0	1.0	0.9	1.0	1.7	0.5	0.3	0.7
Sports Management	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.2	0.1
Journalist	0.2	0.2	0.2	0.1	0.3	0.4	0.2	0.3	0.2	0.2	0.2	0.2	0.1
Public/Media Relations	0.3	0.4	0.3	0.4	0.5	0.4	0.3	0.6	0.3	0.3	0.5	0.6	0.3
Advertising	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2
College Administrator/Staff	0.4	0.4	0.4	0.3	0.5	0.6	0.3	0.5	0.4	0.5	0.4	0.5	0.3
College Faculty	0.8	0.7	0.9	0.3	1.1	1.3	0.5	1.2	0.8	1.0	0.6	0.2	1.3
Early Childcare Provider	0.9	0.9	0.9	0.8	1.0	0.9	0.9	1.0	0.9	0.9	1.0	1.2	0.8
Elementary School Teacher	1.7	1.7	1.6	1.5	2.0	2.0	1.4	2.3	1.6	1.6	1.8	1.8	1.7
Secondary School Teacher	1.9	1.9	1.8	1.7	2.2	2.2	1.6	2.3	1.8	2.0	2.0	2.1	1.9
Librarian	0.9	0.7	1.1	0.5	0.8	1.0	0.8	0.7	1.1	1.3	0.2	0.3	0.1
Teacher's Assistant/Paraprofessional	0.2	0.2	0.1	0.2	0.2	0.1	0.2	0.2	0.1	0.1	0.1	0.1	0.1
K-12 Administrator	0.5	0.6	0.5	0.5	0.6	0.6	0.5	0.8	0.5	0.4	0.7	0.8	0.6
Other K-12 Professional	0.4	0.5	0.4	0.4	0.5	0.6	0.4	0.4	0.4	0.4	0.5	0.6	0.3
Military	2.3	2.6	1.9	3.1	2.1	1.9	1.4	2.6	2.1	1.5	4.2	3.9	4.6
Federal/State/Local Government Official	2.5	2.8	2.3	2.7	2.9	2.9	2.5	3.0	2.3	2.2	2.9	3.2	2.5
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	2.7	3.3	2.1	3.6	3.0	3.0	3.7	2.6	2.1	2.1	3.4	3.2	3.9
Postal Worker	0.9	0.9	0.8	1.0	0.8	1.0	0.7	0.8	0.8	0.9	1.2	1.2	1.2
Dietician/Nutritionist	1.6	1.8	1.4	1.7	1.8	1.8	1.5	1.9	1.5	1.4	2.4	2.5	2.3

2014 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your father's occupation (continued)													
Home Health Worker	0.2	0.3	0.2	0.3	0.2	0.2	0.2	0.2	0.3	0.2	0.5	0.6	0.3
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	0.4	0.4	0.4	0.5	0.3	0.3	0.4	0.4	0.4	0.3	0.4	0.3	0.6
Registered Nurse	0.5	0.5	0.5	0.6	0.4	0.5	0.5	0.3	0.5	0.3	0.7	0.8	0.6
Therapist (e.g., Physical, Occupational, Speech)	0.7	0.7	0.6	0.6	0.8	0.8	0.7	0.9	0.6	0.5	0.7	0.6	1.0
Computer Programmer/Developer	2.0	1.7	2.3	1.6	1.7	1.8	1.4	1.7	2.3	2.2	1.1	1.0	1.2
Computer/Systems Analyst	2.1	2.0	2.2	2.1	1.9	1.9	2.3	1.8	2.2	2.0	2.0	2.1	1.8
Web Designer	0.3	0.4	0.3	0.5	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.3
Lawyer/Judge	2.5	1.6	3.3	1.0	2.4	2.7	2.5	2.0	3.0	4.6	0.8	0.5	1.2
Paralegal	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.2	0.2	0.3	0.5	0.0
Clinical Psychologist	0.4	0.3	0.4	0.2	0.3	0.4	0.2	0.4	0.4	0.4	0.4	0.4	0.4
Dentist/Orthodontist	0.9	0.8	1.0	0.8	0.8	0.9	0.8	0.7	0.9	1.0	0.6	0.6	0.6
Medical Doctor/Surgeon	3.0	1.9	4.1	1.5	2.6	2.6	2.7	2.4	3.8	5.1	1.1	0.6	1.9
Optometrist	0.9	0.8	0.9	0.9	0.7	0.7	0.7	0.7	1.0	0.7	1.1	0.9	1.4
Pharmacist	0.4	0.3	0.5	0.3	0.4	0.4	0.4	0.3	0.5	0.5	0.5	0.4	0.6
Veterinarian	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.3
Engineer	6.8	5.3	8.1	5.5	5.1	4.9	5.8	5.0	8.6	6.5	4.1	4.5	3.6
Research Scientist (e.g., Biologist, Chemist, Physicist)	1.0	0.8	1.2	0.7	0.9	1.1	0.5	0.9	1.2	1.2	0.6	0.8	0.4
Urban Planner/Architect	1.5	1.5	1.6	1.6	1.4	1.3	1.0	1.7	1.6	1.2	1.9	1.7	2.2
Custodian/Janitor/Housekeeper	1.2	1.5	1.0	1.6	1.3	1.2	1.3	1.4	1.1	0.7	2.0	1.7	2.3
Food Service (e.g., Chef/Cook Server)	1.2	1.3	1.1	1.5	1.0	1.1	1.3	0.8	1.1	0.9	1.1	1.2	1.1
Hair Stylist/Aesthetician/Manicurist	0.3	0.4	0.3	0.4	0.3	0.4	0.2	0.3	0.3	0.2	0.9	0.9	1.0
Interior Designer	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.1	0.1	0.2	0.2	0.2
Skilled Trades (e.g., Plumber, Electrician, Construction)	7.7	8.7	6.6	9.7	7.6	7.5	8.1	7.4	7.1	4.7	6.5	6.3	6.9
Social/Non-Profit Services	0.5	0.6	0.4	0.6	0.5	0.5	0.3	0.6	0.4	0.4	0.9	1.0	0.7
Clergy	0.7	0.8	0.6	0.6	1.0	0.5	0.3	1.8	0.6	0.8	1.3	1.3	1.3
Homemaker/Stay at Home Parent	1.5	1.6	1.4	1.8	1.3	1.4	1.1	1.2	1.4	1.2	2.0	2.2	1.7
Other	17.4	20.6	14.3	22.7	18.0	17.3	18.4	18.6	15.0	11.5	27.1	29.0	24.3
Undecided	1.9	2.1	1.6	2.5	1.6	1.6	1.9	1.5	1.7	1.1	5.1	5.9	4.0
Your mother's occupation													
Actor or Entertainer	0.5	0.5	0.4	0.5	0.5	0.6	0.3	0.5	0.4	0.5	0.3	0.2	0.5
Artist	0.7	0.6	0.7	0.5	0.7	0.8	0.6	0.7	0.7	0.7	0.3	0.3	0.5
Graphic Designer	0.4	0.3	0.4	0.3	0.4	0.5	0.4	0.3	0.4	0.5	0.0	0.0	0.1
Musician	0.5	0.4	0.5	0.4	0.4	0.4	0.4	0.5	0.5	0.6	0.3	0.4	0.2
Writer/Producer/Director	0.2	0.2	0.2	0.1	0.2	0.3	0.1	0.2	0.2	0.3	0.1	0.0	0.1
Farmer or Forester	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0.1	0.1	0.1
Natural Resource Specialist/Environmentalist	0.2	0.2	0.2	0.1	0.2	0.3	0.1	0.2	0.2	0.2	0.1	0.1	0.1
Accountant	3.4	3.2	3.5	3.2	3.2	3.1	3.8	3.1	3.5	3.8	2.3	2.3	2.4
Administrative Assistant	2.2	2.3	2.1	2.2	2.4	2.2	2.9	2.2	2.1	1.9	1.8	1.8	1.9
Business Manager/Executive	2.4	2.1	2.7	1.9	2.4	2.7	2.6	2.1	2.6	3.1	1.3	0.8	2.1
Business Owner/Entrepreneur	1.9	1.8	2.1	1.5	2.0	2.2	2.1	1.8	2.0	2.8	1.5	1.2	1.8
Retail Sales	1.2	1.1	1.2	1.1	1.1	1.2	1.3	1.0	1.3	0.9	1.0	1.1	1.0
Sales/Marketing	2.2	2.0	2.4	1.8	2.2	2.3	2.4	1.9	2.4	2.6	1.2	1.1	1.5
Human Resources	1.3	1.4	1.1	1.5	1.4	1.2	1.6	1.4	1.1	1.3	1.8	1.6	2.2
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	2.0	2.0	2.1	1.9	2.1	2.1	2.3	1.8	2.0	2.3	1.3	1.2	1.4
Management Consultant	0.6	0.5	0.7	0.5	0.6	0.5	0.7	0.5	0.6	0.7	0.5	0.6	0.3
Real Estate Agent/Realtor/Appraiser/Developer	1.0	0.9	1.0	0.9	1.0	1.1	1.0	0.9	1.0	1.2	0.8	0.6	1.0
Sports Management	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Journalist	0.2	0.2	0.3	0.1	0.3	0.3	0.2	0.3	0.2	0.3	0.1	0.1	0.2
Public/Media Relations	0.5	0.4	0.6	0.4	0.5	0.5	0.4	0.5	0.6	0.5	0.5	0.6	0.4
Advertising	0.2	0.2	0.3	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.2	0.2	0.2

2014 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your mother's occupation (continued)													
College Administrator/Staff	0.5	0.5	0.6	0.4	0.7	0.8	0.6	0.7	0.5	0.7	0.5	0.5	0.4
College Faculty	0.8	0.8	0.9	0.5	1.1	1.3	0.7	1.0	0.9	1.1	0.6	0.5	0.9
Early Childcare Provider	2.9	3.1	2.6	3.2	3.0	2.8	3.0	3.3	2.7	2.4	4.3	4.7	3.5
Elementary School Teacher	4.6	4.8	4.3	4.6	5.1	4.4	5.3	5.8	4.3	4.1	4.1	4.1	4.0
Secondary School Teacher	2.2	2.1	2.3	1.7	2.5	2.4	2.2	2.7	2.2	2.5	1.8	1.6	2.3
Librarian	0.8	0.9	0.8	0.9	1.0	1.0	0.8	0.9	0.8	0.8	0.9	0.9	0.8
Teacher's Assistant/Paraprofessional	1.6	1.8	1.3	1.7	1.8	1.9	2.2	1.6	1.4	1.2	1.2	1.3	1.2
K-12 Administrator	1.1	1.2	1.0	1.2	1.3	1.4	1.2	1.2	1.0	1.1	1.8	1.7	1.9
Other K-12 Professional	1.2	1.4	1.0	1.3	1.6	1.6	1.4	1.6	1.0	1.1	1.2	1.2	1.1
Military	0.8	0.8	0.8	0.8	0.8	0.9	0.6	0.8	0.8	0.8	1.3	1.1	1.7
Federal/State/Local Government Official	1.6	1.8	1.4	1.9	1.6	1.8	1.4	1.6	1.4	1.4	3.3	2.8	4.1
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	0.6	0.7	0.5	0.8	0.7	0.6	0.8	0.7	0.5	0.4	1.7	1.6	1.8
Postal Worker	0.6	0.6	0.6	0.6	0.6	0.7	0.6	0.6	0.6	0.5	1.2	1.1	1.5
Dietician/Nutritionist	1.2	1.3	1.2	1.3	1.3	1.3	1.1	1.5	1.2	1.2	2.0	2.4	1.5
Home Health Worker	2.5	2.9	2.1	3.0	2.9	2.7	2.4	3.3	2.2	1.8	4.8	5.4	3.8
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	2.1	2.5	1.7	2.7	2.2	2.1	2.5	2.2	1.9	1.3	3.8	4.2	3.1
Registered Nurse	4.5	4.5	4.4	4.4	4.7	4.0	5.9	4.7	4.5	4.0	3.9	3.7	4.2
Therapist (e.g., Physical, Occupational, Speech)	1.8	1.7	1.9	1.5	2.0	1.8	1.9	2.2	1.9	1.9	1.2	1.1	1.5
Computer Programmer/Developer	1.2	1.2	1.3	1.2	1.1	1.1	0.9	1.2	1.3	1.2	1.4	1.4	1.3
Computer/Systems Analyst	1.6	1.6	1.6	1.6	1.5	1.6	1.1	1.7	1.6	1.4	2.0	2.0	2.1
Web Designer	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2
Lawyer/Judge	1.4	0.8	1.9	0.5	1.3	1.6	1.0	1.0	1.7	2.9	0.8	0.4	1.5
Paralegal	0.6	0.7	0.6	0.7	0.6	0.8	0.6	0.5	0.6	0.6	0.5	0.4	0.7
Clinical Psychologist	0.4	0.3	0.4	0.2	0.4	0.5	0.3	0.4	0.4	0.6	0.2	0.1	0.3
Dentist/Orthodontist	0.4	0.4	0.5	0.5	0.3	0.3	0.4	0.3	0.5	0.5	0.4	0.4	0.4
Medical Doctor/Surgeon	1.5	0.9	2.0	0.7	1.2	1.3	1.0	1.2	1.9	2.5	0.7	0.5	1.1
Optometrist	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.3	0.2	0.2	0.2	0.2
Pharmacist	0.6	0.4	0.8	0.4	0.5	0.4	0.6	0.5	0.8	0.7	0.5	0.3	0.8
Veterinarian	0.2	0.2	0.2	0.1	0.2	0.3	0.1	0.2	0.2	0.2	0.3	0.3	0.2
Engineer	1.1	0.7	1.5	0.7	0.7	0.7	0.7	0.6	1.5	1.5	0.8	0.7	0.8
Research Scientist (e.g., Biologist, Chemist, Physicist)	0.7	0.5	0.9	0.4	0.5	0.6	0.3	0.5	0.9	0.9	0.2	0.2	0.3
Urban Planner/Architect	0.2	0.2	0.3	0.1	0.2	0.3	0.1	0.1	0.4	0.3	0.2	0.2	0.1
Custodian/Janitor/Housekeeper	0.8	0.9	0.7	1.1	0.7	0.8	0.7	0.7	0.8	0.5	1.1	1.3	0.8
Food Service (e.g., Chef/Cook Server)	1.5	1.6	1.5	1.8	1.4	1.4	1.6	1.3	1.6	1.0	1.0	0.8	1.2
Hair Stylist/Aesthetician/Manicurist	1.4	1.5	1.3	1.8	1.2	1.1	1.2	1.3	1.4	0.9	2.8	2.9	2.6
Interior Designer	0.3	0.3	0.4	0.3	0.3	0.3	0.2	0.4	0.4	0.4	0.2	0.1	0.4
Skilled Trades (e.g., Plumber, Electrician, Construction)	0.4	0.4	0.4	0.5	0.4	0.4	0.4	0.4	0.4	0.2	0.3	0.3	0.5
Social/Non-Profit Services	3.1	3.7	2.6	3.8	3.5	3.1	3.1	4.1	2.7	2.4	7.1	8.3	5.0
Clergy	0.5	0.6	0.5	0.5	0.6	0.6	0.4	0.8	0.5	0.5	0.7	0.8	0.6
Homemaker/Stay at Home Parent	14.3	13.2	15.5	14.0	12.2	12.4	12.5	11.7	15.1	16.9	4.9	4.6	5.4
Other	13.2	14.6	11.7	15.8	13.2	13.0	13.4	13.2	12.2	9.9	16.1	17.0	14.7
Undecided	1.1	1.2	0.9	1.4	0.9	0.9	0.8	0.9	1.0	0.7	2.1	2.5	1.5

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Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Current employment status:													
Your mother													
Employed	75.3	76.5	74.1	75.4	78.0	77.3	77.7	79.0	74.7	71.5	80.3	80.5	79.9
Unemployed	21.2	20.9	21.6	22.5	18.7	18.9	19.2	18.3	21.3	22.5	17.8	18.2	17.0
Retired	3.4	2.6	4.4	2.1	3.2	3.9	3.0	2.7	4.0	6.0	2.0	1.4	3.1
Your father													
Employed	87.8	86.2	89.4	85.3	87.5	86.6	87.9	88.1	89.3	89.7	73.7	72.9	75.2
Unemployed	8.2	9.5	6.9	10.5	8.1	8.6	7.7	7.8	7.1	6.2	20.4	21.3	18.7
Retired	4.0	4.3	3.7	4.2	4.4	4.8	4.3	4.0	3.6	4.1	5.9	5.8	6.1
Race/Ethnicity—mark all that apply (total may add to more than 100%)													
American Indian/Alaska Native	2.4	3.2	1.5	3.9	2.4	2.2	1.8	2.9	1.6	1.3	3.6	3.5	3.7
Asian American/Asian	12.8	9.4	16.7	11.5	6.5	8.3	6.5	4.8	16.3	18.2	1.3	0.5	2.7
Native Hawaiian/Pacific Islander	1.4	1.6	1.2	2.2	0.9	0.9	1.1	0.9	1.2	1.0	0.7	0.7	0.6
African American/Black	11.1	14.8	6.9	14.3	15.5	14.5	13.6	17.5	6.5	8.5	94.2	94.1	94.5
Mexican American/Chicano	9.8	12.3	6.9	18.3	4.2	3.9	6.0	3.6	7.6	4.3	1.1	1.3	0.8
Puerto Rican	1.5	2.0	1.0	1.6	2.6	3.4	2.9	1.6	0.8	1.7	1.5	1.7	1.2
Other Latino	5.3	6.5	3.9	7.6	4.9	6.2	6.4	2.9	3.5	5.5	1.6	1.6	1.6
White/Caucasian	66.7	62.8	70.9	55.5	72.8	70.9	71.1	75.6	71.5	68.9	5.0	5.4	4.2
Other	3.8	4.0	3.5	4.6	3.2	3.8	3.0	2.6	3.5	3.8	3.6	3.3	4.2
Students "Agree Strongly" or "Agree Somewhat":													
Racial discrimination is no longer a major problem in America	24.7	24.9	24.4	25.6	24.0	22.3	25.3	25.0	25.1	21.8	15.2	16.8	12.3
Same-sex couples should have the right to legal marital status	81.5	78.6	84.8	81.1	75.1	82.5	80.9	64.9	85.0	84.1	67.2	65.7	69.9
Federal military spending should be increased	37.3	41.8	32.3	42.0	41.5	36.9	43.9	44.8	32.3	32.1	49.2	52.2	43.8
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	48.9	52.8	44.5	54.1	51.0	52.9	48.6	50.2	44.4	44.8	66.8	66.4	67.5
Addressing global climate change should be a federal priority	67.1	64.9	69.5	65.9	63.6	69.3	65.8	56.7	68.8	72.1	63.1	60.7	67.6
The chief benefit of a college education is that it increases one's earning power	67.4	69.1	65.6	72.4	64.7	63.8	70.3	62.8	66.3	62.8	75.1	75.8	73.7
Undocumented immigrants should be denied access to public education	35.5	35.9	35.2	34.1	38.4	35.2	40.4	40.7	35.5	33.8	31.7	33.4	28.5
The death penalty should be abolished	41.1	39.3	43.2	37.1	42.4	44.1	45.8	39.1	42.1	47.2	45.5	43.8	48.6
Through hard work, everybody can succeed in American society	76.4	79.2	73.2	81.6	75.9	71.9	79.8	77.9	74.2	69.4	82.2	84.2	78.6
How would you characterize your political views?													
Far left	2.9	3.1	2.8	2.8	3.4	4.2	2.5	2.9	2.8	2.9	5.7	6.3	4.5
Liberal	28.8	25.9	31.9	26.2	25.6	31.3	22.2	21.5	31.8	32.6	26.2	23.1	31.8
Middle-of-the-road	47.2	49.7	44.6	51.9	46.7	46.1	50.5	45.4	45.1	42.4	50.9	52.3	48.5
Conservative	19.4	19.4	19.3	17.4	22.1	16.5	22.9	27.4	18.9	20.6	14.7	15.8	12.7
Far right	1.6	1.9	1.4	1.6	2.2	1.8	2.0	2.7	1.4	1.4	2.5	2.6	2.5

2014 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
The following reasons were "Very Important" in deciding to go to college:													
To be able to get a better job	86.1	86.0	86.2	87.2	84.4	83.7	90.1	82.4	86.1	86.7	90.7	91.2	89.9
To gain a general education and appreciation of ideas	70.6	70.8	70.5	69.2	73.0	74.7	75.2	70.1	69.4	74.7	81.9	82.3	81.3
To make me a more cultured person	46.6	45.6	47.7	42.4	49.9	51.3	50.3	48.3	45.6	55.8	59.3	56.6	64.1
To be able to make more money	72.8	74.0	71.4	77.0	69.9	69.4	76.4	67.3	71.9	69.4	87.4	88.5	85.3
To learn more about things that interest me	82.2	81.6	82.9	80.8	82.7	84.2	82.7	81.3	82.5	84.5	84.2	83.2	86.0
To get training for a specific career	77.1	79.5	74.5	81.6	76.5	73.1	81.9	77.4	75.1	72.4	87.3	87.7	86.5
To prepare myself for graduate or professional school	59.7	59.5	60.0	59.8	59.2	59.1	65.6	56.1	60.1	59.3	80.5	79.0	83.2
During your last year in high school, how much time did you spend during a typical week doing the following activities?													
Studying/homework													
None	1.7	1.9	1.5	2.0	1.8	1.4	1.4	2.2	1.6	1.1	2.7	2.8	2.6
Less than one hour	8.5	9.7	7.0	10.4	8.9	8.6	7.0	10.1	7.6	4.9	12.1	13.3	10.0
1 to 2 hours	19.2	22.4	15.6	23.9	20.4	19.6	18.3	22.3	16.3	12.9	31.2	34.1	26.1
3 to 5 hours	27.7	29.0	26.1	30.3	27.2	26.9	28.2	27.0	26.9	23.1	28.8	28.8	28.8
6 to 10 hours	21.2	19.4	23.1	18.7	20.5	20.4	21.6	20.0	22.8	24.5	14.3	13.0	16.8
11 to 15 hours	11.0	9.3	13.0	8.0	11.0	11.6	12.3	9.7	12.2	15.8	5.3	4.0	7.5
16 to 20 hours	6.1	4.7	7.8	3.9	5.9	6.3	6.5	5.1	7.2	9.8	2.6	1.9	3.8
Over 20 hours	4.6	3.5	5.9	2.8	4.5	5.2	4.7	3.6	5.4	7.8	2.9	2.1	4.4
Socializing with friends													
None	0.6	0.7	0.5	0.7	0.6	0.5	0.7	0.7	0.5	0.4	1.2	1.3	1.1
Less than one hour	2.3	2.6	2.0	2.7	2.5	2.3	2.1	2.8	2.1	1.5	4.1	4.2	3.9
1 to 2 hours	10.5	11.4	9.4	12.1	10.4	10.6	9.8	10.4	9.9	7.7	13.9	13.1	15.3
3 to 5 hours	25.4	25.9	24.8	26.6	25.0	24.9	24.8	25.3	25.3	23.1	26.5	26.4	26.8
6 to 10 hours	27.5	26.1	29.1	25.6	26.7	26.9	27.6	25.9	28.9	29.9	22.1	22.2	21.8
11 to 15 hours	15.8	14.8	16.8	14.0	16.0	15.7	16.3	16.1	16.5	18.2	11.1	11.0	11.2
16 to 20 hours	8.0	7.8	8.2	7.5	8.2	8.2	8.3	8.1	8.0	9.2	6.8	7.1	6.1
Over 20 hours	10.0	10.8	9.2	10.8	10.7	10.9	10.3	10.8	9.0	9.9	14.3	14.7	13.8
Talking with teachers outside of class													
None	10.7	11.4	10.0	12.7	9.6	9.3	8.3	10.6	10.6	7.5	13.5	14.8	11.1
Less than one hour	38.6	38.2	38.9	40.1	35.7	34.8	35.2	36.9	39.8	35.6	32.1	33.2	30.1
1 to 2 hours	32.6	31.6	33.6	30.1	33.7	34.6	34.8	32.3	33.0	35.9	29.4	28.8	30.3
3 to 5 hours	12.6	12.7	12.6	11.6	14.1	14.5	14.7	13.4	12.0	14.7	14.7	13.8	16.4
6 to 10 hours	3.5	3.7	3.2	3.3	4.2	4.1	4.2	4.2	3.0	4.2	5.6	5.0	6.6
11 to 15 hours	1.1	1.2	1.0	1.1	1.5	1.4	1.5	1.5	0.9	1.1	2.3	1.9	3.0
16 to 20 hours	0.4	0.5	0.4	0.5	0.6	0.7	0.6	0.5	0.3	0.4	1.1	1.2	1.0
Over 20 hours	0.5	0.6	0.4	0.6	0.6	0.6	0.7	0.6	0.3	0.5	1.3	1.3	1.4
Exercise or sports													
None	5.9	6.6	5.1	7.1	5.9	5.9	5.6	6.1	5.4	4.1	9.9	9.5	10.5
Less than one hour	8.8	9.5	8.0	10.3	8.4	9.0	7.7	8.1	8.1	7.4	11.0	10.4	12.1
1 to 2 hours	15.4	16.1	14.5	17.5	14.3	15.0	14.0	13.7	14.7	14.1	20.9	21.0	20.7
3 to 5 hours	18.7	18.0	19.6	18.5	17.3	17.5	18.9	16.3	19.2	20.8	19.4	19.2	19.8
6 to 10 hours	19.2	17.5	21.2	17.5	17.5	18.0	17.7	17.0	21.0	21.6	14.1	14.3	13.7
11 to 15 hours	13.9	13.1	14.8	12.1	14.4	13.8	15.4	14.5	14.8	14.6	9.0	9.2	8.7
16 to 20 hours	8.1	8.1	8.2	7.3	9.3	9.0	9.5	9.4	8.1	8.4	5.4	5.7	4.9
Over 20 hours	10.0	11.0	8.8	9.6	12.9	11.8	11.2	14.8	8.7	9.1	10.3	10.6	9.6

2014 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
During your last year in high school, how much time did you spend during a typical week doing the following activities?													
Partying													
None	41.3	42.8	39.5	43.1	42.4	39.2	38.9	47.2	41.1	33.7	27.4	26.0	29.9
Less than one hour	16.1	15.4	17.0	15.5	15.3	16.0	14.1	15.1	17.2	16.2	14.8	14.6	15.1
1 to 2 hours	16.9	16.8	17.0	17.4	15.9	16.6	17.0	14.5	16.8	18.2	22.5	22.5	22.5
3 to 5 hours	15.0	14.7	15.4	14.6	14.9	16.0	16.9	12.8	14.6	18.2	21.6	22.6	19.8
6 to 10 hours	6.7	6.3	7.1	5.8	7.0	7.6	8.0	5.8	6.6	9.0	7.2	7.5	6.6
11 to 15 hours	2.2	2.2	2.3	1.9	2.5	2.5	2.8	2.3	2.1	2.9	3.0	3.1	2.8
16 to 20 hours	0.9	0.9	0.9	0.8	1.1	1.2	0.9	1.0	0.8	1.0	1.2	1.1	1.3
Over 20 hours	0.9	1.0	0.8	0.9	1.1	0.9	1.3	1.3	0.8	0.9	2.4	2.6	1.9
Working (for pay)													
None	44.7	44.0	45.5	46.6	40.3	42.4	37.4	39.6	44.5	49.2	42.0	39.3	46.8
Less than one hour	3.3	3.2	3.5	2.8	3.7	3.8	3.3	3.7	3.4	3.8	3.7	4.0	3.1
1 to 2 hours	5.3	4.9	5.7	4.5	5.5	5.8	4.7	5.6	5.5	6.2	5.8	6.0	5.3
3 to 5 hours	8.4	8.1	8.7	7.1	9.4	9.1	9.9	9.6	8.5	9.6	8.2	8.0	8.6
6 to 10 hours	11.3	11.1	11.5	10.2	12.2	11.6	13.9	12.1	11.7	10.9	10.9	10.8	11.0
11 to 15 hours	9.2	9.0	9.5	8.4	9.7	9.3	11.0	9.6	9.9	8.1	6.6	6.9	6.0
16 to 20 hours	8.4	8.8	7.9	8.9	8.6	8.3	9.3	8.4	8.4	5.9	8.1	8.9	6.6
Over 20 hours	9.4	11.0	7.7	11.3	10.5	9.7	10.4	11.4	8.1	6.2	14.9	16.2	12.6
Volunteer work													
None	26.2	29.1	22.8	31.6	25.6	26.4	22.0	26.6	23.7	19.5	27.8	30.3	23.1
Less than one hour	19.0	18.0	20.1	17.4	18.9	18.7	18.2	19.4	20.6	18.4	14.3	14.5	14.0
1 to 2 hours	25.7	23.9	27.9	22.6	25.5	25.3	27.3	25.0	27.6	29.0	22.3	22.3	22.3
3 to 5 hours	16.3	15.6	17.1	15.1	16.2	16.0	17.9	15.6	16.6	19.1	16.5	15.4	18.5
6 to 10 hours	6.9	6.8	6.9	6.7	7.0	6.7	7.8	7.0	6.6	7.8	9.3	8.6	10.4
11 to 15 hours	2.5	2.7	2.3	2.6	2.8	2.8	2.7	2.8	2.2	2.8	3.9	3.6	4.3
16 to 20 hours	1.3	1.3	1.2	1.2	1.5	1.6	1.5	1.3	1.1	1.3	1.8	1.7	2.0
Over 20 hours	2.2	2.6	1.7	2.6	2.5	2.6	2.7	2.3	1.6	2.1	4.1	3.5	5.4
Student clubs/groups													
None	26.6	31.2	21.4	34.3	26.9	25.9	23.4	29.6	22.8	16.3	28.4	31.4	22.9
Less than one hour	13.6	13.4	13.7	13.7	13.1	12.9	13.0	13.2	14.2	11.8	11.9	12.6	10.5
1 to 2 hours	25.0	23.7	26.5	22.8	25.0	25.7	26.2	23.7	26.2	27.6	22.6	22.7	22.5
3 to 5 hours	18.3	16.4	20.4	15.0	18.3	18.7	19.9	17.2	19.7	23.1	18.0	16.5	20.6
6 to 10 hours	8.6	7.7	9.6	7.1	8.5	8.6	9.2	8.1	9.1	11.5	9.4	8.4	11.3
11 to 15 hours	3.7	3.4	4.1	3.1	3.8	3.8	3.9	3.8	3.9	4.7	4.0	3.4	5.1
16 to 20 hours	1.7	1.6	1.9	1.5	1.9	1.8	1.8	1.9	1.8	2.2	2.1	2.0	2.4
Over 20 hours	2.5	2.5	2.4	2.5	2.5	2.4	2.7	2.5	2.3	2.8	3.6	3.0	4.7
Watching TV													
None	11.1	10.4	11.9	10.5	10.2	11.2	8.8	10.0	12.0	11.6	9.8	8.5	12.3
Less than one hour	17.4	17.5	17.3	18.0	16.9	16.8	17.3	16.9	17.6	16.3	18.7	18.9	18.3
1 to 2 hours	25.1	25.3	24.9	25.6	24.9	25.2	25.7	24.3	25.1	24.1	23.2	22.8	23.9
3 to 5 hours	25.0	24.8	25.3	24.6	25.0	24.8	26.2	24.7	25.1	25.9	22.4	23.1	21.2
6 to 10 hours	12.9	12.9	12.9	12.5	13.5	13.4	13.6	13.6	12.7	13.7	13.1	13.6	12.1
11 to 15 hours	4.5	4.6	4.4	4.5	4.9	4.6	4.5	5.3	4.3	4.7	5.4	5.6	5.2
16 to 20 hours	1.7	1.9	1.6	1.8	1.9	1.8	1.5	2.2	1.5	1.7	2.7	2.8	2.6
Over 20 hours	2.2	2.6	1.7	2.6	2.6	2.2	2.4	3.0	1.7	2.0	4.6	4.7	4.5

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	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
During your last year in high school, how much time did you spend during a typical week doing the following activities?													
Household/childcare duties													
None	21.4	20.7	22.3	19.6	22.1	24.1	17.8	22.2	21.7	24.5	20.0	18.9	21.9
Less than one hour	20.3	18.9	21.9	18.7	19.3	19.8	18.4	19.3	21.8	22.5	16.2	16.0	16.5
1 to 2 hours	29.8	29.4	30.3	29.2	29.7	29.5	31.1	29.2	30.4	29.6	26.9	27.4	25.8
3 to 5 hours	17.8	18.7	16.6	19.6	17.6	16.4	20.0	17.7	17.0	15.1	18.3	18.7	17.4
6 to 10 hours	6.3	7.0	5.5	7.4	6.5	5.7	7.1	7.0	5.5	5.2	8.7	8.5	9.1
11 to 15 hours	2.2	2.5	1.8	2.6	2.3	2.3	2.7	2.2	1.9	1.5	3.9	4.1	3.6
16 to 20 hours	0.8	1.0	0.7	1.0	0.9	0.9	1.1	0.8	0.7	0.7	1.9	1.9	1.8
Over 20 hours	1.4	1.8	0.9	1.9	1.5	1.3	1.8	1.6	0.9	0.9	4.2	4.4	3.9
Reading for pleasure													
None	31.4	33.5	28.9	34.7	31.9	30.6	31.1	33.6	29.5	26.5	33.7	36.0	29.7
Less than one hour	24.3	23.2	25.5	23.1	23.3	23.9	24.1	22.5	25.5	25.7	23.7	23.3	24.3
1 to 2 hours	21.8	20.7	23.0	20.7	20.7	21.2	22.1	19.7	22.7	24.3	21.0	20.5	22.0
3 to 5 hours	13.0	12.6	13.5	12.2	13.2	13.6	12.6	13.1	13.3	13.9	10.9	10.6	11.5
6 to 10 hours	5.5	5.5	5.5	5.1	6.0	6.2	5.6	6.1	5.4	5.9	5.7	5.3	6.3
11 to 15 hours	2.1	2.3	1.9	2.2	2.4	2.4	2.3	2.6	1.8	2.0	2.4	2.2	2.7
16 to 20 hours	0.9	0.9	0.9	0.8	1.0	1.0	0.8	1.2	0.9	0.8	1.0	0.9	1.3
Over 20 hours	1.0	1.2	0.9	1.1	1.3	1.2	1.4	1.4	0.9	0.9	1.6	1.2	2.3
Playing video/computer games													
None	44.4	44.0	44.9	43.8	44.3	44.1	47.6	43.0	44.2	47.4	43.2	40.5	48.2
Less than one hour	15.9	16.0	15.8	15.8	16.4	16.3	16.8	16.2	15.9	15.5	16.5	16.9	15.9
1 to 2 hours	14.3	14.6	14.0	14.6	14.6	14.7	13.9	15.0	14.0	14.0	15.8	17.2	13.3
3 to 5 hours	11.9	11.8	11.9	11.9	11.8	11.9	10.9	12.0	12.0	11.4	11.4	11.9	10.5
6 to 10 hours	6.8	6.6	7.0	6.7	6.6	6.8	5.4	6.9	7.1	6.3	6.1	6.2	6.0
11 to 15 hours	3.0	3.1	3.0	3.1	3.0	3.0	2.5	3.2	3.0	2.7	3.4	3.6	2.9
16 to 20 hours	1.4	1.5	1.4	1.6	1.4	1.3	1.1	1.5	1.5	1.0	1.3	1.4	1.1
Over 20 hours	2.2	2.3	2.2	2.5	2.0	1.9	1.9	2.2	2.3	1.6	2.2	2.2	2.1
Online social networks (Facebook, Twitter, etc.)													
None	6.0	6.1	5.9	6.5	5.5	5.4	5.8	5.6	6.2	4.5	5.0	4.4	5.9
Less than one hour	15.7	15.7	15.7	16.1	15.3	15.8	14.3	15.2	16.3	13.8	15.0	15.4	14.4
1 to 2 hours	25.9	24.8	27.1	24.2	25.5	25.1	26.1	25.5	27.2	26.8	20.7	20.2	21.7
3 to 5 hours	25.2	24.2	26.4	23.8	24.8	25.0	25.6	24.2	25.9	28.0	20.2	20.0	20.5
6 to 10 hours	13.3	13.6	12.9	13.4	13.8	14.2	13.5	13.7	12.5	14.4	14.2	13.9	14.5
11 to 15 hours	5.8	6.3	5.3	6.2	6.3	6.2	6.4	6.3	5.3	5.5	7.3	7.4	7.1
16 to 20 hours	3.1	3.4	2.7	3.5	3.4	3.2	3.1	3.7	2.7	2.9	5.2	5.5	4.7
Over 20 hours	5.0	5.9	3.9	6.3	5.4	5.1	5.2	5.8	3.9	4.1	12.4	13.1	11.1

2014 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
The following reasons were “Very Important” in deciding to go to this particular college:													
My parents wanted me to come here	17.2	18.6	15.5	18.7	18.4	17.4	21.1	18.2	15.6	15.4	22.2	19.2	27.7
My relatives wanted me to come here	8.0	9.0	6.9	8.9	9.2	8.4	10.3	9.5	7.0	6.6	16.0	13.9	19.9
My teacher advised me	7.2	8.4	5.8	8.4	8.5	8.7	8.6	8.2	5.8	6.1	11.2	10.4	12.8
This college has a very good academic reputation	65.4	60.7	70.6	56.2	66.8	68.5	71.2	63.1	69.5	74.8	55.0	49.1	65.8
This college has a good reputation for its social activities	42.8	40.3	45.6	38.5	42.8	42.3	44.4	42.5	45.1	47.6	47.6	46.3	50.0
I was offered financial assistance	46.9	51.0	42.2	40.1	65.8	63.2	69.1	67.0	39.3	53.2	52.6	53.5	50.9
The cost of attending this college	44.9	48.0	41.4	53.5	40.5	40.4	46.3	37.8	43.8	32.2	47.8	51.7	40.7
High school counselor advised me	10.4	11.8	8.8	11.9	11.7	12.7	13.2	9.9	8.3	10.6	15.5	15.6	15.3
Private college counselor advised me	4.6	5.4	3.8	4.1	7.1	7.1	6.7	7.2	3.2	6.2	8.2	7.5	9.5
I wanted to live near home	20.7	24.4	16.4	27.9	19.7	17.5	26.2	18.7	16.8	14.8	19.6	20.3	18.2
Not offered aid by first choice	10.6	10.9	10.3	10.9	10.8	10.1	13.6	10.1	10.5	9.2	16.4	16.5	16.4
Could not afford first choice	14.1	14.9	13.2	16.9	12.1	11.6	15.4	11.1	14.2	9.4	19.2	20.7	16.5
This college’s graduates gain admission to top graduate/professional schools	32.9	29.1	37.1	25.1	34.6	35.9	40.1	30.7	35.9	41.6	36.8	27.8	53.1
This college’s graduates get good jobs	53.4	50.1	57.2	45.4	56.5	56.8	64.0	52.5	54.8	65.9	51.9	46.0	62.5
I was attracted by the religious affiliation/orientation of this college	7.3	9.6	4.6	4.3	16.8	7.1	19.0	25.6	3.0	10.8	15.4	13.0	19.7
I wanted to go to a school about the size of this college	36.6	39.4	33.4	30.7	51.1	49.4	52.3	52.3	30.9	43.0	33.9	31.0	39.2
Rankings in national magazines	18.0	12.7	23.9	10.5	15.7	17.3	18.0	13.1	23.3	26.3	16.6	10.5	27.7
Information from a website	18.8	17.6	20.1	15.7	20.2	21.9	20.2	18.6	19.2	23.3	24.9	23.0	28.3
I was admitted through an Early Action or Early Decision program	15.7	12.9	18.8	9.5	17.5	19.4	20.2	14.3	17.4	24.1	13.9	11.9	17.7
The athletic department recruited me	9.1	12.8	4.8	7.0	20.7	18.6	14.8	25.5	4.5	6.2	12.9	13.8	11.2
A visit to this campus	42.4	43.8	40.8	36.4	53.9	54.8	51.5	54.2	38.3	50.3	42.5	42.3	42.8
Ability to take online courses	4.1	5.2	3.0	6.0	4.0	3.1	4.5	4.7	3.0	2.8	10.4	10.8	9.8
The percentage of students that graduate from this college	31.1	32.7	29.2	28.3	38.7	37.8	44.2	37.0	28.0	33.8	39.9	35.9	47.1

2014 CIRP Freshman Survey
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Students rated as “Highest 10%” or “Above Average” as compared with the average person their age:													
Academic ability	71.1	63.0	80.1	60.9	66.0	67.4	65.5	64.8	79.4	82.6	62.9	60.0	68.1
Artistic ability	28.9	28.8	29.0	28.2	29.6	31.5	25.8	29.5	28.1	32.3	28.9	26.9	32.6
Competitiveness	58.5	57.0	60.1	56.0	58.5	58.1	57.8	59.2	60.1	60.3	62.0	61.1	63.6
Computer skills	32.2	31.0	33.5	32.3	29.2	30.0	30.1	28.0	33.7	32.8	39.9	40.9	38.3
Cooperativeness	70.5	69.9	71.2	69.7	70.1	70.2	72.1	69.1	71.1	71.6	71.7	70.5	73.8
Creativity	53.7	53.6	53.8	52.6	55.1	57.1	52.3	54.5	53.1	56.8	59.2	57.3	62.8
Drive to achieve	77.6	75.6	79.8	74.5	77.1	77.2	77.9	76.6	79.3	81.7	82.9	81.4	85.5
Emotional health	50.7	48.6	53.0	48.2	49.2	48.2	49.8	49.8	52.7	54.2	52.3	50.7	55.2
Leadership ability	62.6	60.7	64.8	58.9	63.1	62.9	62.7	63.5	64.2	67.2	70.7	69.0	73.8
Mathematical ability	47.5	40.0	55.9	39.7	40.3	40.9	41.4	39.3	55.9	56.1	39.3	38.7	40.4
Physical health	54.5	52.5	56.8	50.5	55.4	54.6	55.0	56.4	56.6	57.2	51.6	51.0	52.9
Popularity	33.1	31.4	34.9	30.0	33.4	33.6	34.1	32.9	34.1	38.1	41.9	41.7	42.2
Public speaking ability	38.2	35.7	41.1	34.3	37.5	38.4	36.7	36.9	40.0	45.5	41.3	38.9	45.6
Risk-taking	42.7	42.6	42.7	42.4	42.9	43.1	41.6	43.4	42.3	44.5	50.5	49.2	53.0
Self-confidence (intellectual)	59.0	55.2	63.2	54.1	56.7	57.2	54.4	57.2	62.7	64.9	70.1	69.6	70.9
Self-confidence (social)	45.9	45.7	46.0	45.7	45.7	45.0	46.5	46.1	45.6	47.6	62.7	61.8	64.5
Self-understanding	56.5	55.1	58.1	54.4	56.1	57.0	55.2	55.5	57.5	60.3	67.1	66.6	68.0
Spirituality	35.7	37.6	33.5	35.8	40.0	35.5	39.6	44.7	32.7	36.7	54.7	53.4	57.2
Understanding of others	69.9	69.1	70.7	68.8	69.5	70.7	70.3	67.9	70.2	72.9	69.6	67.5	73.4
Writing ability	46.1	42.5	50.1	40.5	45.2	45.9	44.9	44.7	49.0	54.6	46.9	44.7	50.9
Students believed current abilities as “A Major Strength” or “Somewhat Strong” in each of the following areas:													
General knowledge	75.3	72.2	78.7	71.7	72.9	73.5	74.3	71.7	78.5	79.6	76.9	76.7	77.4
Knowledge of a particular field or discipline	68.3	65.4	71.5	63.4	68.2	69.4	67.4	67.3	70.8	74.2	67.1	66.0	69.1
Knowledge of people from different races/cultures	44.2	42.8	45.9	42.0	43.9	45.1	45.0	42.0	44.4	51.7	52.4	51.1	54.9
Understanding of the problems facing your community	42.8	41.9	43.8	40.8	43.4	44.5	45.9	41.2	42.5	48.8	56.3	54.2	60.0
Understanding of national issues	37.9	35.6	40.4	34.4	37.1	38.7	38.5	34.9	39.1	45.6	40.7	38.7	44.2
Understanding of global issues	35.0	32.7	37.6	31.7	34.1	35.8	34.9	32.0	36.2	42.6	37.2	36.0	39.3
Critical thinking skills	64.3	59.1	70.1	57.6	61.2	62.8	61.9	59.1	69.4	73.0	62.1	61.0	63.9
Problem-solving skills	69.0	64.3	74.2	63.3	65.6	66.8	65.9	64.2	73.9	75.6	64.9	64.4	65.8
Ability to manage your time effectively	50.3	48.0	52.8	47.0	49.4	48.5	52.4	48.8	52.6	53.8	53.2	53.2	53.2
Foreign language ability	33.5	30.4	37.0	31.2	29.4	31.3	32.4	25.9	35.9	41.4	23.2	21.6	26.1
Interpersonal skills	49.1	44.9	53.8	42.7	47.9	48.3	51.4	45.9	52.2	60.0	50.7	49.1	53.8

2014 CIRP Freshman Survey
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Military Status:													
None	97.4	96.1	98.9	94.1	98.9	99.1	98.4	98.8	98.9	99.0	95.4	95.1	95.9
ROTC, cadet, or midshipman at a service academy	2.2	3.4	0.8	5.3	0.9	0.6	1.4	0.9	0.8	0.9	4.0	4.2	3.6
In Active Duty, Reserves, or National Guard	0.3	0.4	0.2	0.5	0.2	0.2	0.1	0.2	0.2	0.1	0.5	0.6	0.4
A discharged veteran NOT serving in Active Duty, Reserves, or National Guard	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.2	0.2	0.2
How would you describe the racial composition of the high school you last attended?													
Completely White	6.6	5.4	7.9	3.9	7.5	6.9	7.6	8.0	7.9	7.6	2.4	2.0	3.0
Mostly White	45.5	41.7	49.8	34.9	51.1	51.1	53.2	50.0	49.2	52.0	21.7	20.5	23.9
Roughly half non-White	24.6	25.9	23.2	27.4	24.0	23.9	19.8	26.2	23.3	22.7	28.1	29.8	25.2
Mostly non-White	18.5	21.2	15.4	26.9	13.5	13.9	14.7	12.5	15.8	13.6	33.5	34.6	31.6
Completely non-White	4.8	5.7	3.8	7.0	3.9	4.3	4.6	3.2	3.8	4.2	14.2	13.0	16.4
How would you describe the racial composition of the neighborhood where you grew up?													
Completely White	15.6	13.9	17.6	10.7	18.3	17.6	19.5	18.4	17.6	17.5	3.8	3.5	4.2
Mostly White	46.0	42.6	49.8	37.8	49.3	49.1	48.0	50.1	49.6	50.7	18.5	18.1	19.2
Roughly half non-White	15.2	16.2	14.0	18.2	13.6	14.0	12.8	13.6	14.1	13.8	20.2	20.4	19.9
Mostly non-White	15.7	18.1	12.9	22.4	12.3	12.7	12.5	11.8	13.3	11.7	33.1	34.1	31.5
Completely non-White	7.5	9.1	5.7	11.0	6.5	6.6	7.1	6.1	5.5	6.3	24.4	23.9	25.3
How many years do you expect it will take you to graduate from this college?													
1	0.0	0.1	0.0	0.0	0.1	0.1	0.0	0.1	0.0	0.0	0.1	0.1	0.0
2	0.4	0.6	0.2	0.5	0.7	1.2	0.4	0.4	0.2	0.1	0.5	0.6	0.5
3	2.1	2.1	2.1	1.6	2.7	2.3	1.8	3.5	2.2	1.7	3.2	2.6	4.4
4	84.7	84.4	85.0	80.7	89.2	88.5	88.6	90.2	85.8	82.1	85.3	86.0	84.0
5	9.4	9.5	9.3	13.4	4.2	4.5	5.4	3.2	8.5	12.3	6.4	7.6	4.3
6 or more	2.2	1.9	2.5	1.9	2.0	2.5	2.9	0.9	2.3	3.3	2.9	1.7	5.1
Do not plan to graduate from this college	1.1	1.5	0.7	1.8	1.1	0.8	0.9	1.6	0.8	0.4	1.5	1.5	1.7
Do you have any of the following disabilities or medical conditions?													
Learning disability (dyslexia, etc.)	3.3	4.2	2.3	3.4	5.2	5.5	4.3	5.4	2.0	3.1	3.1	2.8	3.7
Attention deficit hyperactivity disorder (ADHD)	5.9	6.7	5.1	5.6	8.1	8.1	6.3	9.1	4.9	5.8	5.5	5.2	6.1
Autism spectrum/Asperger's syndrome	0.7	0.8	0.6	0.8	0.9	0.9	0.8	1.0	0.6	0.5	0.8	0.8	0.8
Physical disability (speech, sight, mobility, hearing, etc.)	3.7	4.2	3.1	4.3	4.1	4.1	3.7	4.2	3.1	3.0	4.1	3.9	4.7
Chronic illness (cancer, diabetes, autoimmune disorders, etc.)	2.2	2.2	2.2	1.9	2.7	2.8	2.5	2.7	2.2	2.3	2.1	1.9	2.6
Psychological disorder (depression, etc.)	7.4	7.7	7.0	6.7	9.0	9.8	7.6	8.9	7.0	7.1	3.5	3.2	4.3
Other	4.7	5.2	4.1	4.9	5.7	5.9	5.3	5.7	4.1	4.1	5.9	5.5	6.7

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Objectives considered to be "Essential" or "Very Important":													
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	16.7	18.1	15.1	17.2	19.4	18.7	15.8	21.9	14.3	18.0	31.5	30.9	32.6
Becoming an authority in my field	60.2	59.8	60.5	59.4	60.4	60.7	62.6	59.0	59.6	64.2	72.3	70.9	74.8
Obtaining recognition from my colleagues for contributions to my special field	57.7	57.1	58.5	56.6	57.7	59.4	60.6	54.5	57.7	61.2	67.8	67.0	69.2
Influencing the political structure	20.9	21.4	20.4	20.7	22.3	22.6	22.3	22.1	19.6	23.0	37.3	35.7	40.3
Influencing social values	43.1	44.3	41.7	42.7	46.5	46.3	47.8	46.1	40.4	46.6	57.3	54.5	62.2
Raising a family	72.3	73.2	71.3	72.7	73.8	70.7	78.7	74.5	71.0	72.4	73.6	72.8	75.0
Being very well off financially	82.4	82.8	82.0	85.6	78.9	79.4	85.8	75.2	82.6	80.1	87.6	86.9	88.8
Helping others who are in difficulty	72.2	72.9	71.3	72.3	73.7	72.8	76.5	73.4	70.4	74.5	76.1	73.6	80.6
Making a theoretical contribution to science	24.8	22.2	27.7	21.8	22.9	23.5	24.5	21.5	28.2	26.0	32.4	29.6	37.4
Writing original works (poems, novels, etc.)	15.6	16.5	14.5	15.2	18.4	18.9	16.4	18.7	13.8	17.1	26.7	24.7	30.3
Creating artistic works (painting, sculpture, etc.)	15.3	16.8	13.6	16.2	17.6	18.9	15.5	17.3	12.9	16.3	26.1	26.3	25.8
Becoming successful in a business of my own	39.9	41.1	38.5	41.0	41.3	42.3	43.0	39.3	37.2	43.0	63.8	62.3	66.5
Becoming involved in programs to clean up the environment	26.4	26.7	26.1	26.2	27.3	29.2	26.3	26.0	25.6	27.7	42.3	40.5	45.5
Developing a meaningful philosophy of life	44.6	43.4	46.0	41.8	45.7	47.3	44.0	45.0	44.6	51.1	53.5	51.6	56.9
Participating in a community action program	29.9	29.7	30.2	28.0	32.1	32.1	34.5	30.9	28.7	35.4	49.0	45.4	55.7
Helping to promote racial understanding	36.6	37.2	35.8	36.5	38.0	39.5	38.9	36.1	34.6	40.4	55.8	50.8	64.7
Keeping up to date with political affairs	35.0	32.3	38.2	30.5	34.8	36.6	35.5	32.7	36.6	43.8	40.3	36.2	47.7
Becoming a community leader	36.4	35.0	37.9	33.1	37.7	37.1	39.2	37.4	36.6	42.7	52.9	48.8	60.2
Improving my understanding of other countries and cultures	50.7	47.9	53.9	45.3	51.6	54.1	51.1	49.4	52.0	60.7	52.9	48.1	61.6
Adopting "green" practices to protect the environment	40.7	38.5	43.3	37.8	39.3	43.5	39.7	35.0	42.6	45.6	39.8	37.0	45.0

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Students estimate "Very Good Chance" that they will:													
Change major field	13.0	11.8	14.5	12.8	10.5	11.2	10.1	10.0	15.0	12.8	9.2	9.1	9.3
Change career choice	12.8	11.2	14.8	10.8	11.7	12.9	11.0	10.9	15.0	14.1	7.7	7.3	8.3
Participate in student government	6.9	7.1	6.7	7.1	7.0	7.2	8.1	6.4	6.3	8.0	14.5	13.6	16.1
Get a job to help pay for college expenses	48.8	51.0	46.1	52.7	48.8	48.5	50.6	48.3	47.5	41.0	46.1	47.2	44.1
Work full-time while attending college	7.6	8.8	6.3	10.6	6.4	5.9	7.2	6.4	6.7	4.6	12.3	11.9	12.8
Join a social fraternity or sorority	13.6	11.3	16.3	11.7	10.8	10.1	8.8	12.5	15.1	20.9	29.5	28.2	32.0
Play club, intramural, or recreational sports	29.8	27.5	32.5	25.7	30.1	29.1	32.8	29.8	32.4	33.1	23.1	22.4	24.4
Play intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	12.8	17.9	6.8	11.8	26.4	25.5	19.2	30.8	6.3	8.4	19.9	20.9	18.2
Make at least a "B" average	67.8	65.8	70.2	63.4	69.1	70.0	72.9	66.4	69.1	74.1	65.7	64.4	68.0
Need extra time to complete your degree requirements	6.2	7.2	5.1	7.9	6.1	5.6	6.3	6.4	5.4	4.3	12.8	13.4	11.7
Participate in student protests or demonstrations	5.6	5.9	5.2	5.4	6.7	7.5	5.9	6.4	5.0	6.0	12.9	11.6	15.4
Transfer to another college before graduating	5.5	6.8	4.0	7.7	5.7	5.1	4.8	6.7	4.2	3.5	12.8	12.9	12.6
Be satisfied with your college	57.7	55.4	60.5	52.5	59.3	60.1	61.7	57.4	59.1	65.7	47.8	44.4	54.0
Participate in volunteer or community service work	33.8	31.2	37.0	26.7	37.2	35.8	42.5	36.1	34.4	46.3	41.2	36.9	49.0
Seek personal counseling	11.9	12.1	11.7	11.9	12.3	12.8	12.4	11.7	11.8	11.5	18.0	17.2	19.6
Communicate regularly with your professors	40.8	40.9	40.7	37.1	46.2	48.5	47.5	43.3	38.8	47.6	43.1	39.6	49.5
Socialize with someone of another racial/ethnic group	66.9	65.1	68.9	64.3	66.2	68.3	68.6	62.9	67.8	73.0	55.3	53.2	59.0
Participate in student clubs/groups	50.5	46.0	55.9	43.7	49.1	52.1	54.3	43.7	53.7	63.7	43.2	39.1	50.8
Participate in a study abroad program	34.1	29.8	39.1	24.2	37.6	39.6	39.3	34.7	36.9	46.8	30.1	24.4	40.3
Have a roommate of a different race/ethnicity	31.6	30.7	32.7	29.4	32.6	36.3	30.1	30.1	31.1	38.4	24.4	25.2	22.8
Discuss course content with students outside of class	49.8	46.0	54.2	43.2	49.9	52.5	51.9	46.4	52.8	59.1	39.5	35.3	47.1
Work on a professor's research project	32.7	33.7	31.6	33.3	34.2	35.4	36.1	32.1	31.2	33.1	44.0	43.8	44.4
Get tutoring help in specific courses	32.9	34.9	30.6	36.0	33.3	33.5	37.2	31.2	30.7	30.2	46.6	44.8	49.7
Take courses from more than one college simultaneously	6.3	6.1	6.5	6.0	6.3	6.4	7.0	5.7	6.5	6.6	11.5	10.0	14.2
Take a leave of absence from this college temporarily	2.5	2.9	2.0	2.8	3.0	2.6	3.3	3.3	1.8	2.4	6.8	7.0	6.5
Take a course exclusively online at this institution	6.7	7.5	5.7	8.4	6.2	5.0	7.5	6.6	6.1	4.4	12.0	13.0	10.2
Take a course exclusively online at a different institution	3.0	3.3	2.6	3.3	3.4	2.9	3.5	3.8	2.6	2.7	7.7	7.9	7.5
Vote in a local, state, or national election	50.3	46.6	54.5	45.1	48.7	48.8	49.5	48.3	54.3	55.2	48.9	46.9	52.4

2014 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
CIRP Construct: Habits of Mind													
High	30.8	28.1	33.8	26.6	30.2	32.0	31.7	27.5	32.3	39.6	34.1	31.7	38.4
Average	42.1	41.7	42.6	41.7	41.7	41.7	40.6	42.3	43.0	41.0	37.7	38.2	36.7
Low	27.1	30.2	23.6	31.7	28.1	26.3	27.7	30.2	24.7	19.5	28.2	30.0	25.0
Mean	50.39	49.65	51.22	49.24	50.21	50.68	50.52	49.58	50.89	52.53	50.71	50.15	51.72
CIRP Construct: Academic Self-Concept													
High	24.0	17.6	31.0	16.3	19.5	20.2	18.4	19.2	30.1	34.4	24.0	22.9	25.9
Average	46.4	44.8	48.1	44.1	45.7	46.2	46.8	44.8	48.4	47.2	40.3	38.7	43.4
Low	29.7	37.6	20.9	39.7	34.8	33.6	34.8	36.0	21.5	18.4	35.7	38.4	30.8
Mean	49.46	47.78	51.32	47.43	48.26	48.47	48.22	48.08	51.14	51.99	49.37	49.00	50.04
CIRP Construct: Social Self-Concept													
High	25.9	25.0	26.9	23.9	26.4	26.3	27.0	26.2	26.2	29.8	40.8	39.2	43.5
Average	38.7	37.8	39.6	37.8	37.8	37.5	37.9	38.1	39.6	39.5	33.9	33.7	34.2
Low	35.4	37.2	33.5	38.2	35.8	36.2	35.0	35.7	34.2	30.7	25.3	27.0	22.3
Mean	48.77	48.45	49.12	48.22	48.78	48.71	49.03	48.73	48.92	49.90	52.22	51.89	52.82
CIRP Construct: Pluralistic Orientation													
High	28.7	27.8	29.7	28.2	27.2	28.8	28.6	25.0	29.1	32.2	34.4	32.8	37.3
Average	43.6	42.1	45.4	41.7	42.6	43.5	42.8	41.5	45.5	45.0	37.7	37.0	39.1
Low	27.7	30.1	24.9	30.1	30.2	27.8	28.6	33.5	25.5	22.9	27.9	30.2	23.6
Mean	49.89	49.45	50.38	49.50	49.39	49.93	49.74	48.67	50.25	50.90	50.45	49.97	51.34
CIRP Construct: Social Agency													
High	25.8	25.7	26.0	24.1	27.8	28.2	29.8	26.4	24.4	31.7	44.6	39.6	53.7
Average	43.6	43.1	44.2	42.9	43.4	42.7	43.7	43.8	44.2	43.9	40.5	43.3	35.5
Low	30.6	31.3	29.9	33.0	28.9	29.1	26.5	29.8	31.4	24.5	14.9	17.1	10.8
Mean	49.33	49.26	49.41	48.82	49.87	49.92	50.38	49.56	49.01	50.89	53.95	52.94	55.78
CIRP Construct: Civic Engagement													
High	23.0	22.3	23.8	20.5	24.8	25.4	25.0	24.1	22.4	29.3	34.2	31.1	39.9
Average	48.2	47.9	48.5	47.4	48.6	48.2	49.8	48.4	48.6	48.3	44.7	46.1	42.0
Low	28.8	29.8	27.7	32.1	26.6	26.3	25.2	27.4	29.1	22.4	21.1	22.8	18.0
Mean	49.58	49.39	49.80	48.89	50.07	50.18	50.28	49.86	49.47	51.09	51.89	51.29	52.98
CIRP Construct: College Reputation Orientation													
High	26.6	22.9	30.9	18.9	28.4	29.2	34.3	24.6	29.7	35.6	27.7	19.6	42.3
Average	40.4	40.4	40.5	40.0	40.9	41.1	40.9	40.8	40.0	42.3	36.3	39.2	31.1
Low	32.9	36.7	28.6	41.2	30.7	29.7	24.8	34.6	30.3	22.1	36.0	41.1	26.7
Mean	48.42	47.73	49.21	46.93	48.82	48.99	50.05	48.06	48.91	50.37	48.12	46.90	50.32
CIRP Construct: Likelihood of College Involvement													
High	27.6	23.9	32.0	20.0	29.3	30.8	33.9	25.7	29.3	41.7	29.0	25.0	36.2
Average	45.0	44.8	45.2	46.2	42.9	43.4	43.3	42.3	46.0	42.7	39.5	39.6	39.3
Low	27.4	31.3	22.8	33.9	27.7	25.8	22.8	32.0	24.7	15.7	31.5	35.4	24.5
Mean	49.46	48.60	50.46	47.93	49.52	49.93	50.62	48.59	49.96	52.29	48.99	48.07	50.64

APPENDIX A

Research Methodology

RESEARCH METHODOLOGY

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

Historical Overview

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

The National Population for 2014

For the purposes of the 2014 CIRP Freshman Survey, the population has been defined as all institutions of higher education admitting first-time first-year students and granting a baccalaureate-level degree or higher listed in the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). An institution is considered eligible if it was operating at the time of the IPEDS survey and had a first-time, full-time freshman class of at least 25 students. In addition, a small number of institutions or their branches are included even though their separate enrollments were not available from the IPEDS files. In 2014, the national population included 1,583 institutions. It should be noted that the population reflects institutions of "higher education," rather than "postsecondary education." Most proprietary, special vocational, or semiprofessional institutions are not currently included in the population.

Institutional Stratification Design

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

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

A comprehensive restratification of the national population was undertaken in 2008 and is annually updated, reviewing not only institutions’ selectivity scores, but also their control and religious affiliation (if any) as reported to IPEDS. In 2014, “university” is defined by 2010 Basic Carnegie Classification as “research universities” or “doctoral/research universities.” Appendix C lists the current stratification cell assignment of institutions that participated in the 2014 CIRP Freshman Survey.

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

Identifying the Norms Sample

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

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

The 2014 Data

Although 207,016 respondents at 343 colleges and universities returned their forms in time for their data to be included in the 2014 norms, the normative data presented here are based on responses from 153,015 FTFT freshmen entering 227 baccalaureate institutions.

The normative data presented here were collected by administering the 2014 CIRP Freshman Survey during registration, freshman orientation, or the first few weeks of classes (i.e., before the students have had any substantial experience with college life). The survey is designed to elicit a wide range of biographic and demographic data, as well as data on the students’ high school background, career plans, educational aspirations, financial arrangements, high school activities, and current attitudes.

Table A1. 2014 CIRP Freshman Survey National Norms Sample and Population

Institution Type	Strat Cell	Selectivity		Institutions			First-time, Full-time Freshmen				Cell Weights	
		Level	Average Score	Population	Survey	Norms Sample	Unweighted Number	Weighted			Men	Women
								Number	Men	Women		
Public Universities	1	low	800–1079	62	8	5	6,678	153,462	68,670	84,792	15.03	14.86
	2	medium	1080–1189	58	7	5	8,877	193,184	94,277	98,907	16.59	16.35
	3	high	1190–1600	48	11	5	17,687	279,145	136,537	142,608	6.90	7.41
Private Universities	4	medium	800–1184	34	13	9	7,338	28,895	12,180	16,715	3.53	3.65
	5	high	1185–1339	28	10	5	7,085	48,856	21,968	26,888	7.43	6.57
	6	very high	1340–1600	33	6	5	8,055	71,436	35,277	36,159	6.42	7.17
Public 4-year Colleges	7,10	low	800–984	114	11	7	12,351	126,235	54,551	71,684	4.56	4.38
	8	medium	985–1034	129	12	6	8,486	175,536	76,789	98,747	6.57	6.77
	9	high	1035–1600	99	23	17	15,394	150,416	68,678	81,738	6.98	8.88
Private Nonsectarian 4-year Colleges	11,15	low	800–989	111	15	5	897	28,926	12,997	15,929	30.46	23.14
	12	medium	990–1069	72	23	17	7,197	34,330	15,296	19,034	2.66	2.33
	13	high	1070–1189	73	20	14	4,764	34,754	15,492	19,262	6.94	5.88
	14	very high	1190–1600	81	38	30	12,367	41,422	18,429	22,993	2.88	2.78
Catholic 4-year Colleges	16,19	low	800–994	60	12	9	1,402	15,161	5,012	10,149	7.96	7.78
	17	medium	995–1084	44	12	11	4,567	16,362	6,689	9,673	3.33	2.88
	18	high	1085–1600	49	15	10	6,684	32,952	13,114	19,838	4.79	4.27
Other Religious 4-year Colleges	20,24	very low	800–999	144	15	8	2,198	32,838	16,819	16,019	12.81	11.92
	21	low	1000–1039	77	9	8	1,977	20,332	9,351	10,981	7.12	9.84
	22	medium	1040–1109	75	19	14	3,036	29,207	12,160	17,047	7.86	8.54
	23	high	1110–1600	112	35	24	10,714	54,913	23,521	31,392	4.01	4.25
Predominantly Black Colleges	34,40	public	—	39	12	5	2,450	28,838	11,950	16,888	9.96	8.66
	35,38 39,41	private	—	41	13	8	2,811	15,775	6,486	9,289	4.60	4.16
All Institutions				1,583	339	227	153,015	1,612,975				

Note:

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

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

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

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

Weighting the Sample

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

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

To bring the racial composition of the weighted sample more in line with the data reported by IPEDS, we applied an adjusted second weight to the following stratification cells for two racial/ethnic groups: public universities of high selectivity; private universities of very high selectivity; public four-year colleges of low, medium, and high selectivity; and private/nonsectarian colleges of low selectivity. For these stratification cells, we computed separate second weights for Asian/Pacific Islander students (compared to non-Asian/Pacific Islander students) and for Hispanic students (compared to those who did not identify as Hispanic). These separate second weights were combined with the first weight (weighting within institutions) as described in the next paragraph.

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

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

CIRP Constructs

CIRP Constructs represent sets of related survey items that measure an underlying trait or aspect of a student's life. Item Response Theory (IRT), a modern psychometric method that has several advantages over methods used in more traditional factor analysis, is used to create a construct score for each respondent. Computing an individual's construct score in IRT involves deriving a

maximum likelihood score estimate based on the pattern of the person's responses to the entire set of survey items for that construct (or to a sub-set of the items that were answered). Items that tap into the trait more effectively are given greater weight in the estimation process (see Table A2).

A respondent's construct score is thus not a simple arithmetic mean or weighted sum, but rather the most likely estimated score given how the student answered the set of items. CIRP Constructs are scored on a Z-score metric and rescaled for a mean of approximately fifty and standard deviation of ten.

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

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

<p>Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.</p> <p>How often in the past year did you:</p> <ul style="list-style-type: none"> • Seek solutions to problems and explain them to others (1.99) • Support your opinions with a logical argument (1.74) • Seek alternative solutions to a problem (1.61) • Evaluate the quality or reliability of information you received (1.58) • Explore topics on your own, even though it was not required for a class (1.27) • Seek feedback on your academic work (1.24) 	<ul style="list-style-type: none"> • Ask questions in class (1.20) • Look up scientific research articles and resources (1.05) • Revise your papers to improve your writing (1.04) • Take a risk because you felt you had more to gain (1.03) • Accept mistakes as part of the learning process (0.95)
<p>Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.</p> <p>Rate yourself on each of the following traits as compared with the average person your age:</p> <ul style="list-style-type: none"> • Academic ability (3.52) • Mathematical ability (1.32) 	<ul style="list-style-type: none"> • Self-confidence—intellectual (1.22) • Drive to achieve (0.95)
<p>Social Self-Concept is a unified measure of students' beliefs about their abilities and confidence in social situations.</p> <p>Rate yourself on each of the following traits as compared with the average person your age:</p> <ul style="list-style-type: none"> • Self-confidence—social (2.33) • Leadership ability (1.96) 	<ul style="list-style-type: none"> • Popularity (1.92) • Public speaking ability (1.68)
<p>Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.</p> <p>Rate yourself on each of the following traits as compared with the average person your age:</p> <ul style="list-style-type: none"> • Ability to work cooperatively with diverse people (1.68) • Tolerance of others with different beliefs (1.64) • Openness to having my views challenged (1.57) 	<ul style="list-style-type: none"> • Ability to discuss and negotiate controversial issues (1.53) • Ability to see the world from someone else's perspective (1.40)
<p>Social Agency measures the extent to which students' value political and social involvement as a personal goal.</p> <p>Indicate the importance to you personally of each of the following:</p> <ul style="list-style-type: none"> • Participating in a community action program (2.42) • Helping to promote racial understanding (2.05) • Becoming a community leader (2.01) 	<ul style="list-style-type: none"> • Influencing social values (1.58) • Helping others who are in difficulty (1.36) • Keeping up to date with political affairs (1.35)
<p>Civic Engagement measures the extent to which students are motivated and involved in civic, electoral, and political activities.</p> <p>Indicate activities you did in the past year:</p> <ul style="list-style-type: none"> • Demonstrated for a cause (e.g., boycott, rally, protest) (1.46) • Worked on a local, state, or national political campaign (1.42) • Publicly communicated my opinion about a cause (e.g. blog, email, petition) (1.35) • Helped raise money for a cause or campaign (1.11) • Performed volunteer work (0.80) 	<p>Indicate the importance to you personally of each of the following:</p> <ul style="list-style-type: none"> • Influencing social values (0.97) • Keeping up to date with political affairs (0.86)

Table A2 (continued)

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

APPENDIX B

The 2014 CIRP
Freshman Survey Instrument

2014 CIRP FRESHMAN SURVEY



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

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

SERIAL #

MARKING DIRECTIONS

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

CORRECT MARK INCORRECT MARKS

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

- Your sex: Male Female
- How old will you be on December 31 of this year? (Mark one)
 16 or younger 21-24
 17 25-29
 18 30-39
 19 40-54
 20 55 or older
- Is English your native language?
 Yes No
- In what year did you graduate from high school? (Mark one)
 2014 Did not graduate but passed G.E.D. test
 2013 Never completed high school
 2012
 2011 or earlier
- Are you enrolled (or enrolling) as a: (Mark one)
 Full-time student
 Part-time student
- How many miles is this college from your permanent home? (Mark one)
 5 or less 11-50 101-500
 6-10 51-100 Over 500
- What was your average grade in high school? (Mark one)
 A or A+ B C
 A- B- D
 B+ C+
- What were your scores on the SAT I and/or ACT?
 SAT Critical Reading
 SAT Mathematics
 SAT Writing
 ACT Composite

- From what kind of high school did you graduate? (Mark one)
 Public school (not charter or magnet)
 Public charter school
 Public magnet school
 Private religious/parochial school
 Private independent college-prep school
 Home school
- Prior to this term, have you ever taken courses for credit at this institution?
 Yes No
- Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?
 Yes No
- Where do you plan to live during the fall term? (Mark one)
 With my family or other relatives
 Other private home, apartment, or room
 College residence hall
 Fraternity or sorority house
 Other campus student housing
 Other
- To how many colleges other than this one did you apply for admission this year?
 None 1 4 7-10
 2 5 11 or more
 3 6
- Were you accepted by your first choice college?
 Yes No
- Is this college your: (Mark one)
 First choice Less than third choice
 Second choice choice
 Third choice
- Citizenship status:
 U.S. citizen
 Permanent resident (green card)
 International student (F-1 or M-1 visa)
 None of the above
- Please mark which of the following courses you have completed:
 Algebra II
 Pre-calculus/Trigonometry
 Probability & Statistics
 Calculus
 AP Probability & Statistics
 AP Calculus

- During high school (grades 9-12) how many years did you study each of the following subjects? (Mark one for each item)

	None	1/2	1	2	3	4	5 or more
English.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign Language.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Science.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Biological Science.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History/Am. Gov't.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Science.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts and/or Music.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

- Have you had, or do you feel you will need, any remedial work in any of the following subjects? (Mark all that apply)

	Have Had	Will Need
English.....	<input type="radio"/>	<input type="radio"/>
Reading.....	<input type="radio"/>	<input type="radio"/>
Mathematics.....	<input type="radio"/>	<input type="radio"/>
Writing.....	<input type="radio"/>	<input type="radio"/>

- At this institution, which course placement tests have you taken in the following subject areas:
 English
 Reading
 Mathematics
 Writing
- Are your parents: (Mark one)
 Both alive and living with each other.....
 Both alive, divorced or living apart.....
 One or both deceased.....
- Do you consider yourself: (Mark Yes or No for each item)
 Pre-Med..... Yes No
 Pre-Law..... Yes No
- Please indicate your intended major using the codes provided on the attached fold out.
- Please indicate your intended career as well as the careers of your parents, using the codes provided on the attached fold out.
 Your intended career
 Your mother's career
 Your father's career

25. Current employment status:
(Mark one in each row)

	Employed	Unemployed	Retired
Your mother.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your father.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

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

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

None (I am confident that I will have sufficient funds).....

Some (but I probably will have enough funds)....

Major (not sure I will have enough funds to complete college).....

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

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

30. What is the highest academic degree that you intend to obtain?

(Mark one in each column)

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

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

Attended a religious service.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated for a cause (e.g., boycott, rally, protest).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet for research or homework.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as a part of a class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skipped school/class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publicly communicated my opinion about a cause (e.g., blog, email, petition).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped raise money for a cause or campaign.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fell asleep in class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failed to complete homework on time.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used an online instructional website (e.g., Khan Academy, Coursera)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As assigned for a class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn something on your own.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

32. How would you rate yourself in the following areas:
(Mark one for each item)

	A Major Strength	Somewhat Strong	Average	Somewhat Weak	A Major Weakness
Ability to see the world from someone else's perspective.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance of others with different beliefs.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness to having my own views challenged.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to discuss and negotiate controversial issues.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work cooperatively with diverse people.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

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

35. Are you: (Mark all that apply)

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

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

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

37. In deciding to go to college, how important to you was each of the following reasons?

(Mark one answer for each possible reason)

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

38. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.

(Mark one in each row)

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

39. Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas:

(Mark one for each item)

- | | | | | | |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | A Major Strength | Somewhat Strong | Average | Somewhat Weak | A Major Weakness |
| General knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of a particular field or discipline..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of people from different races/cultures..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding of the problems facing your community..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding of national issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding of global issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Critical thinking skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Problem-solving skills..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to manage your time effectively..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Foreign language ability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interpersonal skills..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

40. Mark one in each row:

- | | | | | |
|--|---------------------|---------------------|------------------|------------------|
| | 1 Disagree Strongly | 2 Disagree Somewhat | 3 Agree Somewhat | 4 Agree Strongly |
| Racial discrimination is no longer a major problem in America..... | 4 | 3 | 2 | 1 |
| Same-sex couples should have the right to legal marital status..... | 4 | 3 | 2 | 1 |
| Federal military spending should be increased..... | 4 | 3 | 2 | 1 |
| Students from disadvantaged social backgrounds should be given preferential treatment in college admissions..... | 4 | 3 | 2 | 1 |
| Addressing global climate change should be a federal priority..... | 4 | 3 | 2 | 1 |
| The chief benefit of a college education is that it increases one's earning power.. | 4 | 3 | 2 | 1 |
| Undocumented immigrants should be denied access to public education | 4 | 3 | 2 | 1 |
| The death penalty should be abolished | 4 | 3 | 2 | 1 |
| Through hard work, everybody can succeed in American society..... | 4 | 3 | 2 | 1 |

41. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here?

(Mark one answer for each possible reason)

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

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

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

43. Military Status: (Mark one)

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

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

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

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

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

46. Do you have any of the following disabilities or medical conditions? (Mark Yes or No for each item)

- Learning disability (dyslexia, etc.)
- Attention deficit hyperactivity disorder (ADHD)
- Autism spectrum/Asperger's syndrome
- Physical disability (speech, sight, mobility, hearing, etc.)
- Chronic illness (cancer, diabetes, autoimmune disorders, etc.)
- Psychological disorder (depression, etc.)
- Other

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

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

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

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

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

- | | | | | |
|---|---|---|---|---|
| 49. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 53. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 57. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 61. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 65. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 50. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 54. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 58. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 62. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 66. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 51. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 55. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 59. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 63. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 67. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 52. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 56. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 60. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 64. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 68. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |

THANK YOU!

23. Below is a list of different undergraduate major fields grouped into general categories. (Fill in appropriate two-digit code on your survey)

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

24. Below is a list of different careers grouped into general categories. (Fill in appropriate two-digit codes on your survey)

- | | |
|--|---|
| ARTS | INFORMATION TECHNOLOGY |
| 01 Actor or Entertainer | 40 Computer Programmer/Developer |
| 02 Artist | 41 Computer/Systems Analyst |
| 03 Graphic Designer | 42 Web Designer |
| 04 Musician | LAW |
| 05 Writer/Producer/Director | 43 Lawyer/Judge |
| AGRICULTURE | 44 Paralegal |
| 06 Farmer or Forester | MEDICAL PRACTITIONERS |
| 07 Natural Resource
Specialist/Environmentalist | 45 Clinical Psychologist |
| BUSINESS | 46 Dentist/Orthodontist |
| 08 Accountant | 47 Medical Doctor/Surgeon |
| 09 Administrative Assistant | 48 Optometrist |
| 10 Business Manager/Executive | 49 Pharmacist |
| 11 Business Owner/Entrepreneur | 50 Veterinarian |
| 12 Retail Sales | SCIENCE AND ENGINEERING |
| 13 Sales/Marketing | 51 Engineer |
| 14 Human Resources | 52 Research Scientist (e.g., Biologist,
Chemist, Physicist) |
| 15 Finance (e.g., Actuary,
Banking, Loan Officer, Planner) | 53 Urban Planner/Architect |
| 16 Management Consultant | SERVICE INDUSTRY |
| 17 Real Estate Agent/Realtor/
Appraiser/Developer | 54 Custodian/Janitor/Housekeeper |
| 18 Sports Management | 55 Food Service (e.g., Chef/Cook,
Server) |
| COMMUNICATIONS | 56 Hair Stylist/Aesthetician/
Manicurist |
| 19 Journalist | 57 Interior Designer |
| 20 Public/Media Relations | 58 Skilled Trades (e.g., Plumber,
Electrician, Construction) |
| 21 Advertising | 59 Social/Non-Profit Services |
| EDUCATION | 60 CLERGY |
| 22 College Administrator/Staff | 61 HOMEMAKER/STAY AT
HOME PARENT |
| 23 College Faculty | 62 OTHER |
| 24 Early Childcare Provider | 63 UNDECIDED |
| 25 Elementary School Teacher | |
| 26 Secondary School Teacher | |
| 27 Librarian | |
| 28 Teacher's Assistant/
Paraprofessional | |
| 29 K-12 Administrator | |
| 30 Other K-12 Professional | |
| GOVERNMENT | |
| 31 Military | |
| 32 Federal/State/Local
Government Official | |
| 33 Protective Services
(e.g., Homeland Security,
Law Enforcement, Firefighter) | |
| 34 Postal Worker | |
| HEALTHCARE SUPPORT | |
| 35 Dietician/Nutritionist | |
| 36 Home Health Worker | |
| 37 Medical/Dental Assistant
(e.g., Hygienist, Lab Tech,
Nursing Asst.) | |
| 38 Registered Nurse | |
| 39 Therapist (e.g., Physical,
Occupational, Speech) | |

Carefully detach this section after answering Questions 23 and 24

Turn over for Question 24

APPENDIX C

Institutions Participating in the 2014 CIRP Freshman Survey

Institutions Participating in the 2014 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
1729	Adelphi University	Garden City	NY	4	yes
1243	Adrian College	Adrian	MI	21	yes
1	Alabama A & M University	Normal	AL	34	yes
354	Albertus Magnus College	New Haven	CT	16	yes
1244	Albion College	Albion	MI	23	no
1731	Alfred University	Alfred	NY	13	no
2233	Allegheny College	Meadville	PA	23	no
414	American University	Washington	DC	5	no
2432	Anderson University	Anderson	SC	22	no
2046	Antioch College	Yellow Springs	OH	11	no
497	Armstrong Atlantic State University	Savannah	GA	8	no
125	Art Center College of Design	Pasadena	CA	12	yes
944	Asbury University	Wilmore	KY	13	no
1322	Augsburg College	Minneapolis	MN	22	no
599	Aurora University	Aurora	IL	12	no
5569	Azusa Pacific University	Azusa	CA	4	no
1141	Babson College	Wellesley	MA	14	yes
454	Barry University	Miami	FL	4	no
1042	Bates College	Lewiston	ME	14	yes
5275	Bay Path College	Longmeadow	MA	11	no
2519	Belmont University	Nashville	TN	23	yes
2931	Beloit College	Beloit	WI	14	yes
7072	Benedictine College	Atchison	KS	18	no
692	Benedictine University	Lisle	IL	4	yes
1934	Bennett College for Women	Greensboro	NC	38	no
2751	Bennington College	Bennington	VT	14	yes
948	Berea College	Berea	KY	13	yes
503	Berry College	Mount Berry	GA	13	yes
5349	Bethany Lutheran College	Mankato	MN	23	yes
5194	Bethel College-Indiana	Mishawaka	IN	22	yes
5753	Biola University	La Mirada	CA	4	yes
1641	Bloomfield College	Bloomfield	NJ	20	no
2049	Bluffton University	Bluffton	OH	21	yes
605	Bradley University	Peoria	IL	13	yes
9113	Bridge Idaho	Moscow	ID		no
1193	Bridgewater State University	Bridgewater	MA	8	yes
2231	Bryn Athyn College of the New Church	Bryn Athyn	PA	22	yes
749	Butler University	Indianapolis	IN	6	yes
131	California Baptist University	Riverside	CA	20	no
132	California College of the Arts	Oakland	CA	12	yes
5621	California Maritime Academy	Vallejo	CA	9	yes
129	California State Polytechnic University-Pomona	Pomona	CA	9	yes
5010	California State University-Long Beach	Long Beach	CA	8	yes
194	California State University-Los Angeles	Los Angeles	CA	7	yes
4823	California State University-Monterey Bay	Seaside	CA	7	no
230	California State University-Northridge	Northridge	CA	7	yes
5751	California State University-San Bernardino	San Bernardino	CA	7	yes
4851	California State University-San Marcos	San Marcos	CA	7	yes
5795	Calvin College	Grand Rapids	MI	23	yes
606	Carthage College	Kenosha	WI	23	yes
2750	Castleton State College	Castleton	VT	7	yes
1938	Catawba College	Salisbury	NC	11	yes
416	Catholic University of America	Washington	DC	4	no
1745	Cazenovia College	Cazenovia	NY	11	no

Institutions Participating in the 2014 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
1643	Centenary College	Hackettstown	NJ	20	no
2054	Central State University	Wilberforce	OH	34	yes
956	Centre College	Danville	KY	23	yes
141	Chapman University	Orange	CA	23	yes
6484	Charleston Southern University	Charleston	SC	20	yes
2322	Cheyney University of Pennsylvania	Cheyney	PA	34	no
1941	Chowan University	Murfreesboro	NC	20	yes
2523	Christian Brothers University	Memphis	TN	18	no
2435	Citadel Military College of South Carolina	Charleston	SC	9	yes
147	Claremont McKenna College	Claremont	CA	14	no
507	Clark Atlanta University	Atlanta	GA	41	yes
1151	Clark University	Worcester	MA	5	yes
1748	Clarkson University	Potsdam	NY	4	yes
1044	Colby College	Waterville	ME	14	yes
1749	Colgate University	Hamilton	NY	14	yes
2785	College of William and Mary	Williamsburg	VA	3	no
7402	Colorado Christian University	Lakewood	CO	22	yes
318	Colorado State University-Fort Collins	Fort Collins	CO	2	no
5542	Columbus College of Art and Design	Columbus	OH	12	no
359	Connecticut College	New London	CT	14	yes
1077	Coppin State University	Baltimore	MD	34	no
6667	Corban University	Salem	OR	22	yes
1463	Cottey College	Nevada	MO	15	yes
1573	Creighton University	Omaha	NE	18	yes
6430	CUNY Lehman College	Bronx	NY	8	no
6166	Dalton State College	Dalton	GA	10	no
1942	Davidson College	Davidson	NC	23	no
2244	Delaware Valley College	Doylestown	PA	12	yes
2065	Denison University	Granville	OH	14	yes
2247	Dickinson College	Carlisle	PA	14	yes
1005	Dillard University	New Orleans	LA	38	yes
5455	Dominican College of Blauvelt	Orangeburg	NY	11	yes
687	Dominican University	River Forest	IL	17	yes
1646	Drew University	Madison	NJ	23	no
2251	Drexel University	Philadelphia	PA	5	no
753	Earlham College	Richmond	IN	23	yes
2786	Eastern Mennonite University	Harrisonburg	VA	22	no
464	Eckerd College	Saint Petersburg	FL	23	yes
1157	Emerson College	Boston	MA	14	no
1158	Emmanuel College	Boston	MA	17	yes
2787	Emory & Henry College	Emory	VA	20	yes
511	Emory University	Atlanta	GA	6	no
362	Fairfield University	Fairfield	CT	18	yes
6529	Fairleigh Dickinson University-College at Florham	Madison	NJ	12	yes
2788	Ferrum College	Ferrum	VA	20	yes
8206	Florida International University	Miami	FL	1	no
461	Florida Memorial University	Miami Gardens	FL	38	no
463	Florida State University	Tallahassee	FL	3	no
1773	Fordham University	Bronx	NY	5	yes
897	Friends University	Wichita	KS	12	yes
2446	Furman University	Greenville	SC	14	yes

Institutions Participating in the 2014 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
515	Georgia Institute of Technology-Main Campus	Atlanta	GA	3	yes
2263	Gettysburg College	Gettysburg	PA	14	yes
2847	Gonzaga University	Spokane	WA	18	no
1164	Gordon College	Wenham	MA	23	no
758	Goshen College	Goshen	IN	22	yes
5199	Grace College and Theological Seminary	Winona Lake	IN	21	yes
834	Grinnell College	Grinnell	IA	14	yes
1953	Guilford College	Greensboro	NC	22	yes
1338	Gustavus Adolphus College	Saint Peter	MN	23	yes
1776	Hamilton College	Clinton	NY	14	yes
9107	Harrisburg University of Science and Technology	Harrisburg	PA	11	no
1777	Hartwick College	Oneonta	NY	13	yes
180	Harvey Mudd College	Claremont	CA	14	yes
2267	Haverford College	Haverford	PA	14	yes
2072	Hiram College	Hiram	OH	12	yes
1755	Hobart William Smith Colleges	Geneva	NY	14	yes
2794	Hollins University	Roanoke	VA	13	yes
152	Holy Names University	Oakland	CA	16	yes
1084	Hood College	Frederick	MD	13	yes
1269	Hope College	Holland	MI	23	no
424	Howard University	Washington	DC	41	no
8	Huntingdon College	Montgomery	AL	20	yes
5254	Husson University	Bangor	ME	11	no
642	Illinois College	Jacksonville	IL	22	yes
7813	Institute of American Indian and Alaska Native Culture	Santa Fe	NM	7	no
1785	Iona College	New Rochelle	NY	16	yes
2073	John Carroll University	University Heights	OH	18	yes
1956	Johnson C. Smith University	Charlotte	NC	35	yes
1272	Kalamazoo College	Kalamazoo	MI	14	no
1474	Kansas City Art Institute	Kansas City	MO	13	no
2075	Kenyon College	Gambier	OH	14	no
652	Knox College	Galesburg	IL	14	yes
5341	Kuyper College	Grand Rapids	MI	22	yes
523	LaGrange College	Lagrange	GA	21	yes
653	Lake Forest College	Lake Forest	IL	14	yes
2947	Lawrence University	Appleton	WI	14	yes
1794	Le Moyne College	Syracuse	NY	17	yes
2277	Lebanon Valley College	Annaville	PA	22	yes
2194	Lewis & Clark College	Portland	OR	14	yes
655	Lewis University	Romeoville	IL	17	yes
4715	Life Pacific College	San Dimas	CA	20	no
2539	Lincoln Memorial University	Harrogate	TN	13	yes
2279	Lincoln University of Pennsylvania	Lincoln University	PA	34	yes
1959	Livingstone College	Salisbury	NC	38	yes
2796	Longwood University	Farmville	VA	8	yes
1961	Louisburg College	Louisburg	NC		no
657	Loyola University Chicago	Chicago	IL	5	yes
2283	Lycoming College	Williamsport	PA	22	yes
1344	Macalester College	Saint Paul	MN	23	yes
1796	Manhattan College	Riverdale	NY	18	yes

Institutions Participating in the 2014 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
1275	Marygrove College	Detroit	MI	16	no
7314	Marymount California University	Ranchos Palos Verde	CA	16	yes
1496	Maryville University of Saint Louis	Saint Louis	MO	4	yes
1175	Massachusetts College of Art and Design	Boston	MA	9	no
913	McPherson College	McPherson	KS	20	no
2079	Miami University-Oxford	Oxford	OH	3	yes
2633	Midwestern State University	Wichita Falls	TX	2	yes
2331	Millersville University of Pennsylvania	Millersville	PA	9	yes
199	Mills College	Oakland	CA	13	yes
1412	Millsaps College	Jackson	MS	23	yes
5373	Mississippi Valley State University	Itta Bena	MS	34	no
5475	Molloy College	Rockville Centre	NY	17	yes
667	Monmouth College	Monmouth	IL	21	yes
4660	Montserrat College of Art	Beverly	MA	12	yes
2287	Moore College of Art and Design	Philadelphia	PA	11	yes
2289	Moravian College and Moravian Theological Seminary	Bethlehem	PA	22	yes
5796	Morehouse College	Atlanta	GA	35	yes
1096	Mount St Mary's University	Emmitsburg	MD	17	yes
204	Mt San Antonio College	Walnut	CA		no
2293	Muhlenberg College	Allentown	PA	23	yes
1809	Nazareth College	Rochester	NY	13	no
471	New College of Florida	Sarasota	FL	9	yes
1927	North Carolina A & T State University	Greensboro	NC	40	no
1965	North Carolina Central University	Durham	NC	34	yes
674	North Central College	Naperville	IL	23	no
2454	North Greenville University	Tigerville	SC	22	no
2157	Northeastern State University	Tahlequah	OK	8	yes
1184	Northeastern University	Boston	MA	6	yes
55	Northern Arizona University	Flagstaff	AZ	1	no
2963	Northland College	Ashland	WI	23	yes
848	Northwestern College	Orange City	IA	23	yes
2083	Notre Dame College	Cleveland	OH	16	no
1078	Notre Dame of Maryland University	Baltimore	MD	17	yes
1820	Nyack College	Nyack	NY	20	no
1286	Oakland University	Rochester Hills	MI	1	yes
207	Occidental College	Los Angeles	CA	14	yes
2163	Oklahoma City University	Oklahoma City	OK	23	yes
5566	Oklahoma Wesleyan University	Bartlesville	OK	21	yes
190	Otis College of Art and Design	Los Angeles	CA	12	no
4892	Oxford College of Emory University	Oxford	GA		no
6615	Palm Beach Atlantic University	West Palm Beach	FL	22	no
2306	Philadelphia University	Philadelphia	PA	13	yes
218	Point Loma Nazarene University	San Diego	CA	23	no
683	Principia College	Elsah	IL	13	yes
2409	Providence College	Providence	RI	18	yes
373	Quinnipiac University	Hamden	CT	13	no
2825	Radford University	Radford	VA	8	no
7241	Ramapo College of New Jersey	Mahwah	NJ	9	yes
2805	Randolph College	Lynchburg	VA	22	yes
2209	Reed College	Portland	OR	14	yes
1187	Regis College	Weston	MA	16	yes

Institutions Participating in the 2014 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
2410	Rhode Island College	Providence	RI	7	yes
2413	Rhode Island School of Design	Providence	RI	14	yes
8430	Ringling College of Art and Design	Sarasota	FL	15	no
685	Rockford University	Rockford	IL	12	yes
2309	Rosemont College	Rosemont	PA	16	yes
1672	Rutgers University-Camden	Camden	NJ	9	no
1668	Rutgers University-New Brunswick	New Brunswick	NJ	3	no
1673	Rutgers University-Newark	Newark	NJ	1	no
5082	Sacred Heart University	Fairfield	CT	18	no
976	Saint Catharine College	Saint Catharine	KY	19	yes
2313	Saint Francis University	Loretto	PA	17	yes
1843	Saint Joseph's College-New York	Brooklyn	NY	12	yes
781	Saint Mary's College	Notre Dame	IN	18	yes
1354	Saint Mary's University of Minnesota	Winona	MN	4	yes
2974	Saint Norbert College	De Pere	WI	18	yes
137	San Francisco Art Institute	San Francisco	CA	12	no
248	San Francisco Conservatory of Music	San Francisco	CA	13	yes
535	Savannah State University	Savannah	GA	34	no
693	School of the Art Institute of Chicago	Chicago	IL	13	no
7449	School of Visual Arts	New York	NY	12	no
246	Scripps College	Claremont	CA	14	yes
2858	Seattle University	Seattle	WA	18	no
1676	Seton Hall University	South Orange	NJ	4	yes
2317	Seton Hill University	Greensburg	PA	17	yes
2564	Sewanee-The University of the South	Sewanee	TN	23	yes
1188	Simmons College	Boston	MA	13	yes
5052	Simpson University	Redding	CA	22	yes
1849	Skidmore College	Saratoga Springs	NY	14	no
170	Sonoma State University	Rohnert Park	CA	8	yes
1499	Southeast Missouri State University	Cape Girardeau	MO	9	no
2553	Southern Adventist University	Collegedale	TN	21	no
700	Southern Illinois University Edwardsville	Edwardsville	IL	2	yes
2657	Southern Methodist University	Dallas	TX	5	no
5415	Southern New Hampshire University	Manchester	NH	11	no
2664	Southwestern University	Georgetown	TX	23	yes
502	Spelman College	Atlanta	GA	35	yes
1191	Springfield College	Springfield	MA	12	yes
1329	St. Catherine University	Saint Paul	MN	18	yes
1846	St. Lawrence University	Canton	NY	14	yes
1949	St. Andrews University	Laurinburg	NC	20	yes
1839	St. Francis College	Brooklyn Heights	NY	11	no
1842	St. John's University-New York	Queens	NY	4	yes
2648	St. Mary's University	San Antonio	TX	17	yes
5498	St. Thomas Aquinas College	Sparkill	NY	11	yes
25	Stillman College	Tuscaloosa	AL	38	no
1203	Stonehill College	Easton	MA	18	yes
1885	Stony Brook University	Stony Brook	NY	3	no
1204	Suffolk University	Boston	MA	12	yes
7028	SUNY at Purchase College	Purchase	NY	9	no
1878	SUNY College at Potsdam	Potsdam	NY	9	yes
4894	SUNY Institute of Technology at Utica-Rome	Utica	NY	9	yes
2335	Susquehanna University	Selinsgrove	PA	23	yes
2814	Sweet Briar College	Sweet Briar	VA	12	yes

Institutions Participating in the 2014 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
783	Taylor University	Upland	IN	23	no
2675	Texas Christian University	Fort Worth	TX	5	yes
2679	Texas Southern University	Houston	TX	40	no
1753	The College of New Rochelle	New Rochelle	NY	11	no
2063	The College of Wooster	Wooster	OH	14	yes
5742	The Master's College and Seminary	Santa Clarita	CA	22	yes
7026	The Richard Stockton College of New Jersey	Galloway	NJ	9	yes
476	The University of Tampa	Tampa	FL	12	yes
7256	Touro College	New York	NY	12	no
1092	Towson University	Towson	MD	9	yes
981	Transylvania University	Lexington	KY	23	yes
435	Trinity Washington University	Washington	DC	16	yes
1024	Tulane University of Louisiana	New Orleans	LA	6	yes
2562	Union University	Jackson	TN	23	no
341	United States Air Force Academy	USAF A	CO	9	yes
380	United States Coast Guard Academy	New London	CT	9	yes
1100	United States Naval Academy	Annapolis	MD	9	yes
76	University of Arkansas at Pine Bluff	Pine Bluff	AR	34	no
9120	University of Baltimore	Baltimore	MD	8	no
382	University of Bridgeport	Bridgeport	CT	11	no
262	University of California-Riverside	Riverside	CA	1	yes
260	University of California-San Diego	La Jolla	CA	3	yes
1276	University of Detroit Mercy	Detroit	MI	18	no
9109	University of Hawaii-West Oahu	Kapolei	HI	1	yes
584	University of Idaho	Moscow	ID	2	yes
184	University of La Verne	La Verne	CA	4	no
1207	University of Massachusetts Amherst	Amherst	MA	2	yes
5773	University of Massachusetts-Dartmouth	North Dartmouth	MA	9	yes
475	University of Miami	Coral Gables	FL	5	no
1294	University of Michigan-Ann Arbor	Ann Arbor	MI	3	yes
1298	University of Michigan-Dearborn	Dearborn	MI	9	yes
6400	University of Michigan-Flint	Flint	MI	9	no
2	University of Montevallo	Montevallo	AL	9	yes
1584	University of Nebraska at Omaha	Omaha	NE	1	yes
1984	University of North Carolina at Chapel Hill	Chapel Hill	NC	3	no
2212	University of Oregon	Eugene	OR	2	yes
6232	University of Pittsburgh-Bradford	Bradford	PA	8	yes
2342	University of Pittsburgh-Pittsburgh Campus	Pittsburgh	PA	3	yes
2213	University of Portland	Portland	OR	18	yes
265	University of Redlands	Redlands	CA	13	yes
2816	University of Richmond	University of Richmond	VA	14	no
374	University of Saint Joseph	West Hartford	CT	17	no
2458	University of South Carolina-Columbia	Columbia	SC	3	no
9119	University of South Florida Sarasota-Manatee	Sarasota	FL	9	yes
268	University of Southern California	Los Angeles	CA	6	yes
1333	University of St. Thomas	Saint Paul	MN	5	no
157	University of the Pacific	Stockton	CA	4	yes
2302	University of the Sciences	Philadelphia	PA	14	yes
5735	University of the Virgin Islands			7	no
2731	University of Utah	Salt Lake City	UT	2	no
9121	University of Washington-Tacoma Campus	Tacoma	WA	9	no
2029	Valley City State University	Valley City	ND	7	yes
787	Valparaiso University	Valparaiso	IN	23	yes
2567	Vanderbilt University	Nashville	TN	6	yes

Institutions Participating in the 2014 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
5053	Vanguard University of Southern California	Costa Mesa	CA	20	no
1891	Vassar College	Poughkeepsie	NY	14	yes
5517	Villa Maria College	Buffalo	NY	16	yes
2828	Virginia Union University	Richmond	VA	38	no
2459	Voorhees College	Denmark	SC	38	yes
789	Wabash College	Crawfordsville	IN	13	yes
1987	Wake Forest University	Winston Salem	NC	5	yes
5562	Walsh University	North Canton	OH	17	yes
2214	Warner Pacific College	Portland	OR	20	yes
1988	Warren Wilson College	Swannanoa	NC	23	yes
858	Wartburg College	Waverly	IA	23	yes
2829	Washington and Lee University	Lexington	VA	14	no
1588	Wayne State College	Wayne	NE	8	no
1295	Wayne State University	Detroit	MI	1	yes
2349	Waynesburg University	Waynesburg	PA	21	yes
1895	Wells College	Aurora	NY	12	yes
2696	West Texas A & M University	Canyon	TX	8	no
5035	Western New England University	Springfield	MA	12	yes
274	Westmont College	Santa Barbara	CA	14	no
2867	Whitman College	Walla Walla	WA	14	yes
2868	Whitworth University	Spokane	WA	23	no
2354	Wilkes University	Wilkes-Barre	PA	12	yes
2215	Willamette University	Salem	OR	14	yes
105	Williams Baptist College	Walnut Ridge	AR	21	yes
2355	Wilson College	Chambersburg	PA	20	yes
1992	Wingate University	Wingate	NC	12	yes
1993	Winston-Salem State University	Winston-Salem	NC	34	yes
2113	Wittenberg University	Springfield	OH	23	yes
2463	Wofford College	Spartanburg	SC	23	yes
1026	Xavier University of Louisiana	New Orleans	LA	39	yes

APPENDIX D

The Precision of the Normative Data and Their Comparisons

THE PRECISION OF THE NORMATIVE DATA AND THEIR COMPARISONS

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

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

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

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

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

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

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

For example, suppose the item we are interested in has a response percentage of 15.7 percent among students at all nonsectarian four-year colleges (a normative group that is 28,272 in size). First, we choose the column that is closest to the observed percentage 15.7—in this case “15%.”² Next, we select the row closest to the unweighted sample size of 28,272—in this case “20,000.” Consulting Table D1, we find the estimated standard error would be .252.

To calculate the confidence interval at the 95% probability level, we multiply the estimated standard error by the critical value of t for the unweighted sample size (which, for all CIRP comparison groups, will be equal to 1.96 at the .05 level of probability).³ In this example, we would multiply the estimated standard error of .252 by 1.96, which yields .494. If we round this figure to a single decimal point we would then estimate our confidence interval to be 15.2 to 16.2. In practical terms, this confidence interval means that if we were to replicate this survey using the same size sample, we would expect that the resulting percentage would fall between 15.2 to 16.2 percent 95 times out of 100.

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

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

Note: Assumes simple random sampling.

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

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

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

ABOUT THE AUTHORS

Kevin Eagan is an Assistant Professor in Residence and the Director of the Cooperative Institutional Research Program (CIRP). He is also the interim Managing Director of the Higher Education Research Institute (HERI), where the CIRP surveys are administered. His research interests include issues related to undergraduate science, technology, engineering, and mathematics (STEM) education, contingent faculty, student retention, institutional contexts and structures of opportunity, survey validity and reliability, and advanced quantitative methods.

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

November, 2011/55 pages

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

**The American Freshman:
National Norms for Fall 2014***

2014/79 pages

E-book with expanded tables/183 pages

Provides national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. In 2014, data from 153,015 entering first-year students are statistically adjusted to reflect the 1.6 million students entering college. The annual report covers: demographic characteristics; expectations of college; degree goals and career plans; college finances; and attitudes, values and life goals.

*Note: Publications from earlier years are also available.

The American Freshman: Forty Year Trends

March, 2006/261 pages

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

**Undergraduate Teaching Faculty:
The 2013–2014 HERI Faculty Survey***

November, 2014/111 pages

E-book with expanded tables/199 pages

Provides an informative profile of teaching faculty at American colleges and universities. The 2013–2014 norms covers several areas: Faculty's Online Teaching, Trends in Student-Centered Pedagogy, and Perceptions of Campus Climate. Additionally, the report includes a section devoted to examining the experiences and perceptions of part-time faculty. Results are reported by institutional type for all faculty, male faculty, and female faculty.

*Note: Publications from earlier years are also available: 2010–2011, 2004–2005, 2001–2002, 1998–1999, 1995–1996, 1992–1993.

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

October, 2008/90 pages

The purpose of this report is to provide a portrait of Latina/o students entering four-year colleges and universities from 1975–2006. It is intended as a data resource for higher education in understanding the unique characteristics of the increasing numbers of Latina/o first-time, full-time freshmen. The national data come from the Cooperative Institutional Research Program (CIRP) Freshman Survey. For the first time, CIRP trends are disaggregated by specific Latina/o ethnic origin group and by gender, to highlight the heterogeneity in the population unavailable in other national reports on Hispanic college students.

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

September, 2007/63 pages

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

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

February, 2007/62 pages

First-generation college students are receiving increasing attention from researchers, practitioners, and policymakers with the aim of better understanding their college decision-making process and supporting their progress in higher education. This report explores the changing dynamic between first-generation college students and their non first-generation peers by utilizing longitudinal trends data collected through the CIRP Freshman Survey (1971–2005).

Black Undergraduates From Bakke to Grutter

November, 2005/41 pages

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

