## Advancing in Higher Education:

## A Portrait of Latina/o College Freshmen at Four-Year Institutions, 1975-2006



Sylvia Hurtado, Victor B. Sáenz,<br>José Luis Santos, Nolan L. Cabrera

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## Foreword

The portfolio of surveys that constitute the Cooperative Institutional Research Program (CIRP), which began with The Freshman Survey in 1966, has expanded over the years to include Your First College Year, the College Senior Survey, and The Faculty Survey. The CIRP is now the nation's largest and oldest empirical study of higher education, involving over 1,900 institutions, over 13 million college students, and nearly 400,000 faculty. Numerous studies have been generated on the experiences of underrepresented groups in higher education using CIRP data, including studies of access and equity (Astin, 1982; Astin \& Oseguera, 2004), campus racial climates and their effects on students (Hurtado, 1992; Hurtado, Han, Sáenz, Espinosa, Cabrera, \& Cerna, 2007), the educational outcomes of diversity (Gurin, Dey, Hurtado, \& Gurin, 2002; Antonio, 2004), and cross-racial interactions in higher education (Chang, Astin, \& Kim, 2004; Chang, Denson, Sáenz, \& Misa, 2006). The longitudinal studies have served to inform us about underrepresented groups and the educational benefits of diversity in the college environment.

It is with great pride that we present this long overdue report on the Latina/o college freshmen. This is the first report of its kind and represents the fourth in a series of publications we have produced on underrepresented groups in higher education. Given the continual growth of the Latina/o population, this is not likely to be the last report. There is much more to be learned about Latina/os once they arrive in college. We are fortunate to have talented young faculty and graduate students, many of whom are Latina/o, affiliated with the Higher Education Research Institute that will pursue research and keep these issues in the forefront of policy and practice. Increasing the access and success of Latina/os students is our goal, and our hope is that this report contributes to a renewed focus on advancing their progress in higher education.

Sylvia Hurtado<br>Professor and Director<br>Higher Education Research Institute

## Executive Summary

This report provides a portrait of Latina/o students entering four-year colleges and universities from 1975-2006, thereby helping educators and policy makers understand the unique characteristics of the increasing numbers of Latina/o first-time, full-time freshmen. While Latina/os made up 1.2 percent of freshmen in 1976, three decades later that figure is 8.2 percent. Meanwhile, the Latina/o population grew from 5.4 percent to 17.6 percent of the national population of 18-24 year olds.

The national data for this study come from the Cooperative Institutional Research Program (CIRP) Freshman Survey, administered by the Higher Education Research Institute at UCLA. Though we focus on specific years, this report is based on 261,737 Latina/o respondents included in the CIRP normative trends from 1971-2006. For the first time, CIRP trends data are disaggregated by specific Latina/o ethnic origin group, which include Mexican American/Chicano, Puerto Rican, and Other Latina/o, and by gender, to highlight the heterogeneity in the population unavailable in other national reports on Hispanic college students.

Key findings reveal several troubling trends for this fast growing group that is now becoming a significant portion of the college-age population. While Latina/o students have a high academic drive to achieve and are focused on family- and community-oriented values and financial security, the economic disparities between Latina/o and non-Hispanic White households have increased fourfold and fewer Latino males (relative to females) are entering four-year institutions. Latina/o students are less likely to attend their first choice college today and have greater financial concerns in selecting a four-year college than non-Hispanic White students. Highlights include the following:

Declines in Relative Participation of Latino Males. Despite significant increases in the numbers of Latina/o students entering four-year institutions, the proportion of Latino males relative to Latina females declined from a high of 57.4 percent in 1975 to a low of 39.2 percent in 2006. Males have lost the most ground relative to females among Mexican American/Chicano students entering four-year institutions.

Latinalos Most Likely to Be First Generation College Students. The majority of Latina/o college students were the first in the family to attend college in 1975, now the majority come from households where at least one parent has had some college. However, Latina/os remain the racial/ethnic group with the lowest parental education attainment levels. They are just "catching up" in 2006 to the proportion of non-Hispanic White students who reported in 1975 that they come from households where parents had at least some college. Moreover, there are ethnic group differences: More than half of Mexican American/Chicano students came from families where the mother or father had only a high school degree or less.

Nativity and English As a Native Language. Trends suggest that Latina/o non-citizen or English language learners are not increasing in their representation at four-year institutions, although the percentage differs across Latino ethnic groups: Other Latinos are twice as likely as Mexican American/Chicanos to state they are not citizens and more likely to report that English is not their native language ( 35.0 percent) compared to Mexican/American/Chicano ( 31.0 percent) and Puerto Rican students ( 16.2 percent). Legal status was not asked on the survey.

Disparities in Family Income. The gap between non-Hispanic White and Latina/o parental median household incomes increased fourfold over the decades for college freshmen entering
four-year institutions. In recent years, Puerto Rican students report higher family incomes than Mexican American/Chicano or Other Latino students entering four-year institutions, although all groups remain far below non-Hispanic White freshmen nationally.

Effort and Drive to Achieve. Despite the significant barriers described here, findings counter the myth of lack of effort or academic motivation among Latina/o students. Latina/os demonstrate a strong drive to achieve relative to non-Hispanic White students, and in recent years Latinas have surpassed other peer groups in these self-ratings. This is also reflected in actual effort, as Latina/os are more likely to report spending 6 or more hours per week studying/doing homework in high school, when compared with their respective non-Hispanic White gender group.

College Preparation. While the vast majority (over 90.0 percent) of Latina/os and nonHispanic Whites have now achieved the recommended years of high school preparation in English, Math, and Foreign Language study set by the National Commission on Educational Excellence in 1982, fewer Latina/os than their non-Hispanic White counterparts report having taken the recommended two years of physical science ( 56.5 percent) and biological science (45.3 percent).

College Choice. While competition for entrance into many four-year colleges and universities has increased for all students, declines in the percentage of students reporting they are attending their first choice institution has been higher for Latina/os ( 27.0 percent relative decrease) compared to non-Hispanic Whites ( 10.0 percent relative decrease). These declines have been higher among Puerto Rican students than other Latina/o groups. Latina/os who enter four-year colleges tend to apply to more colleges than non-Hispanic White students. What is surprising is how prevalent this has been throughout the decades: 14.1 percent of Latina/os applied to five or more colleges, in addition to the one attended, compared to 6.0 percent of non-Hispanic White students in 1975. In 2006, 34.8 percent of Latina/os report doing so compared with 23.0 percent of nonHispanic White students.

Concerns About Financing College. One in five Latina/os express a major concern about their ability to finance college at the start of the school year. Although this reflects a decrease since 1975 (36.6 percent), they were 2.4 times more likely than non-Hispanic Whites to express a major concern about financing college in 2006. In fact, 77.1 percent of Latina/os report at least some concerns about their ability to pay for their college education, compared to 60.2 percent of nonHispanic White students entering four-year institutions. Not surprisingly, an offer of financial assistance was among the top reasons for Latina/os at both Hispanic-serving institutions and predominantly White institutions in selecting their college.

Preferred Majors and Career Objectives. Intended major and career objectives have remained surprisingly stable among Latina/os over time. Biology, Psychology, Political Science, Business, Nursing, and Elementary Education remained among the top ten intended majors at college entry. Latina/o aspirations to become an attorney or judge declined substantially in popularity from 1975 to 2006 ( 11.1 percent to 5.3 percent), but it still remained one of the most popular career aspirations across these two time points. Other career areas that have remained popular choices include becoming a business executive, physician, engineer, nurse, or teacher/administrator. One notable change from these professions is that Latina/os now select writer/journalist as among the top ten career aspirations at college entry.

Values, Commitments, and Political Attitudes. Latina/o students show a definitively different set of value commitments than non-Hispanic Whites. Specifically, there has been little change since 1975 in their rating as "essential or important" the personal goal of "helping others in difficulty" (74. 1 percent) which ranks right next to "raising a family" ( 75.3 percent) and "becoming very well-off financially" ( 79.0 percent) in 2006. Latina/os ( 49.3 percent) are also significantly more likely than non-Hispanic Whites ( 27.0 percent) to report "helping to promote racial understanding" as an essential value. Latina/o students also average 10 percentage points higher on related community-oriented values when compared with non-Hispanic White students.

The general pattern has been for Latina/os to characterize themselves as significantly more liberal and less conservative politically than non-Hispanic White students, and this remains the same with small changes at the "far left" (decrease) and "conservative" (increase), and larger increases in the "liberal" category. In 2006, nearly two-thirds supported affirmative action in college admissions. Also very few Latina/os believe that racial discrimination is a thing of the past: 18.2 percent of Latino males and 11.9 percent of Latinas. Latina/o freshmen express strong support for a national health care plan ( 77.5 percent) and federal control of the sale of handguns (78.8 percent).

Many of the trends identified are evident of persistent patterns over the years, some of which are cause for alarm. A renewed emphasis is required to focus on the success of growing numbers of Latina/o students at four-year institutions, many of whom have already taken on significant challenges to arrive at our doorsteps or "portals" to learn. Practices and policies that are responsive and effective in improving baccalaureate attainment rates begin with understanding more about Latina/o students who enter our institutions to accomplish their academic and career goals.

## Introduction

Latina/o college students are advancing into American higher education: Federal data sources show the percentage of Hispanic-origin students has more than tripled, rising from three percent of all college enrollments in 1976 to 11.0 percent in 2005 (NCES, 2007). This is largely due to population growth, immigration, and increases in college participation rates among 18-24 year olds. Many institutions have experienced a transformation in their student bodies, and most significantly, the representation of Latina/os shows promise of steady and continued growth in higher education. Hispanic freshman enrollment in four-year colleges increased by 29.0 percent, and enrollment in two-year colleges was up 14.0 percent between 1996 and 2001 (Fry, 2005). Although the majority are enrolled in two-year institutions ( 58.0 percent), demographic changes portend further increases that make Latina/o access and attainment an important area to monitor at many four-year colleges. By the year 2050, 24.0 percent of the entire U.S. population will be Latina/os; and consequently, the chance of fairing well in a new economy is greatest for regions of the country where postsecondary institutions are able to educate and sustain Latina/o students through the attainment of the baccalaureate degree (U.S. Census, 2005; Carnavale \& Fry, 2000).

However, the increasing numbers of Latina/os in postsecondary institutions are deceptive in evaluating educational progress. First, they do not reveal the extent to which Latina/o educational access and attainments fail to keep pace relative to the growth in the population and relative to other racial/ethnic groups. Latina/os made up 1.2 percent of first-time, full-time freshmen in 1976 at four-year colleges; three decades later that figure is 8.2 percent (NCES, 2007). Meanwhile, the Latina/o population grew from 5.4 percent to 17.6 percent of the national population of 18-24 year olds (U.S. Census, 2007). Second, increases in enrollments do not signal that Latina/o students are completing their degrees at equitable rates. Indications are that baccalaureate attainment remains an elusive goal: Only 47.0 percent of Latina/os entering four-year colleges earn their degree in six years, compared with 67.0 percent of non-Hispanic White students (Carey, 2004).

Latina/os are less likely to attain their degrees due to a number of challenges (Astin \& Oseguera, 2003; Fry, 2002). These challenges include concentration in underfunded, lowperforming high schools (Carey, 2004; Secada et al., 1998) and consequent poor preparation for college (Gandara, 2002; Garcia, 2001; Gonzalez, Stoner, \& Jovel, 2003), a lack of financial resources (Nora, 2004; Olivas, 1997; Santiago \& Brown, 2004), linguistic barriers (Soto, Smrekar, \& Novecki, 1999), and perceptions of a hostile racial climate that can undermine academic and social adjustments for even the most talented (Hurtado, Carter, \& Spuler, 1996). Many institutions located near growing Latina/o populations have increased their enrollments beyond a 25.0 percent threshold in recent years, yet few have undergone deep and pervasive institutional transformation needed to become Hispanic-serving institutions responsive to increasing Latina/o student enrollments (Hurtado, 2006).

While research has been conducted on many of these challenges, no higher education research to date has been able to monitor the trends for Latina/o students in terms of their demographic characteristics (i.e., socioeconomic indicators, parental education, citizenship status, native language), college choices, aspirations, high school preparation, career objectives, values, and attitudes at four-year colleges. Questions arise regarding how much progress has been made and how this student population has changed over time. Using students' responses to annual national
surveys, we begin to address many of the distinct characteristics and potential needs that have accompanied the increasing numbers of Latina/o students attending four-year colleges.

The focus of this report is to examine over 30 years of trends for Latina/o undergraduates at four-year institutions, offering group comparisons wherever possible to highlight the unique features of this heterogeneous population. Colleges and universities participating in the Cooperative Institutional Research Program (CIRP), a major survey research and campus assessment activity, began to monitor first-year students using the freshman survey in 1966. The numbers of Latina/os were small in the early years and we are not clear how nationally representative this population was at the time since these data predate any national data collected on Hispanic students by the U.S. Department of Education. The CIRP Freshman Survey first introduced the Latina/o ethnic categories of Chicano/Mexican American and Puerto Rican in 1971. Although trends data are available since 1971 on these groups, we provide data in the resource tables beginning in 1975 to 2006 to accommodate larger sample sizes of Latina/o students entering higher education in that period.

The report is organized in several sections. We first provide a brief history of Latina/os in higher education, followed by information on the methods and data employed for this study. We then highlight key findings from data, which are available in the data resource tables in the second half of the report. The main body of this report highlights features for Latina/o students on such issues as demographic characteristics, academic preparation and aspirations, college choice behaviors, as well as students' values and attitudes at college entry. We conclude our trends report with implications on how these results inform ongoing policy and practice discussions, and how such results may serve to enhance the experiences of future generations of entering Latina/o college students.

## A Brief History of Latinalos in Higher Education

Despite the barriers to Latina/o students in gaining access to higher education, many are beating the odds in overcoming these barriers. Over the years, the increasing representation of Latina/os in higher education has been the result of constant struggle that has transformed the nature of U.S. higher education. The GI Bill began the expansion of U.S. higher education, and this resulted in more Latina/os gaining access (MacDonald, 2004). However, the benefits of this program were largely concentrated in White communities due to institutional admissions practices (Katznelson, 2005). The marginalization and previous exclusion of Latina/os in higher education was directly challenged during the 1960 s.

As part of the larger social movements of the era, el movimiento was a series of collective organizing efforts that took several forms to target goals in higher education such as increasing the representation of Latina/os in higher education, development of Chicano and Puerto Rican/ Latino Studies, the hiring of minority faculty, and the formation of campus support services or Latino student community centers (Griswold del Castillo \& De León, 1996; MacDonald, 2004). Organizations such as El Movimiento Estudiantil Cbicanos de Aztlán (MEChA) and other Latina/o student and community organizing efforts (e.g., the Puerto Rican-specific ASPIRA) gained recognition within the academy for advancing the concerns of the Latina/o communities (Muñoz, 1989; MacDonald, 2004).

In response to previously unsuccessful attempts at cultural assimilation, students engaged in demonstrations, sit-ins, community outreach/organizing, among other forms of social protest while expressing Latina/o identities and concerns (Griswold del Castillo \& De León, 1996). The
border between the ivory tower and the grassroots Latina/o community was slowly eroded as education became a focus of political movements (Muñoz, 1989). These social action efforts brought Latina/os out of the shadows of the academy, making their needs evident and demanding that institutions become more responsive. Although Latina/os continue to experience marginality within the ivory tower, the legacy of this struggle continues to shape the nature of U.S. higher education. For example, this time period reflected an influx of Latina/os in higher education through the implementation of affirmative action and targeted outreach programs (Ibarra, 2001).

However, these gains are still unstable, as the past decades have also been marked by resistance in terms of policies to increase Latino representation. For example, there have been a number of challenges to affirmative action in California, Washington, Florida, Texas, and Michigan, which have limited the access of Latina/os to higher education; especially at the state flagship institutions (Marin \& Lee, 2003; Contreras, 2005; Niu, Tienda, \& Cortes, 2005; Brown \& Hirschman, 2006). In addition, there is opposition to curricular diversity, ethnic theme dorms, and support programs established on campus. For example, Latina/o-focused groups and centers have come under attack by those who oppose race or ethnic identity-based programming (Horowitz, 2006; Malkin, 2003).

Despite this resistance, there are a number of efforts to promote Latina/os in higher education. Organizations such as the Hispanic Association of Colleges and Universities (HACU) have gained national recognition and helped secure federal designation and funding for Hispanic Serving Institutions (Laden, 2004). These institutions are now eligible for Title $V$ federal support, with required plans to promote student success. Legislation such as Texas'SB 1528 and California's AB 540 allow undocumented students to pay in-state tuition as long as they graduate from in-state high schools, and as of 2007, eight other states adopted similar legislation to decrease the barriers to higher education for these students (Santos, 2006; Biswas, 2007). However, these students are still ineligible for federal aid to help pay for their education. Given population growth rates, more institutional effort is needed to bring Latina/os from last place to equal footing in access and degree attainment. Moreover, because of Latina/o students' historical role in transforming their institutions, it is vitally important for higher education institutions to continue to understand and nurture their aspirations, values, and expectations for college. Many Latina/o students remain active in outreach, retention, and curricular change on their campuses. In sum, this report seeks to explode some of the existing myths and shed light on changes and contemporary issues to help institutions in advancing Latina/o students through their college pathways.

## Methodology

## Description of Trends Data: The CIRP Freshman Survey

Initiated in 1966, the Cooperative Institutional Research Program's (CIRP) Freshman Survey is the nation's longest running study of entering college students. Over the years, the CIRP Freshman Survey has collected survey data from incoming college freshmen on a variety of precollege experiences, motivations, and college expectations. Since the survey began, over 13 million first-time entering college students at over 1,900 colleges and universities have participated, making for a rich and diverse profile of American freshmen (Pryor, Hurtado, Sáenz, Santos, \& Korn, 2007).

Each year, these data are collected according to an institutional sampling strategy (based on selectivity, control and type of institution) that ensures broad representation of four-year institutions
to reflect a national, normative profile of the American freshman population at all four-year public or private colleges and universities (see Pryor et al., 2007 for a complete explanation of the methodology). Institutions are instructed to administer the surveys at freshmen orientation to capture student expectations for college and predispositions in order to permit them to monitor individual change and development. The wide mix of content areas encompassed by this survey instrument-which is administered at college entry-allow for an exhaustive examination of students' pre-college behaviors as well as their college plans and expectations. As with other recent CIRP trends reports (Pryor et al., 2007; Sáenz, Hurtado, Barrera, Wolf, \& Yeung, 2007; Chang, Park, Lin, Poon, \& Nakanishi, 2007; Allen, Jayakumar, Griffin, Korn, \& Hurtado, 2005), these data were drawn from a weighted national sample of first-time, full-time freshman students attending four-year institutions across the United States. Ultimately, these normative data can be utilized by individuals engaged in policy or educational research, institutional planning and assessment, college administration, and college guidance and counseling, among many other areas and fields.

The CIRP Freshman Survey offers a unique series of historical snapshots focused on the changing face of entering college students. The historical nature of these survey resultsaccomplished by asking the same (or similar) questions across different cohorts of students over the years-has enabled the collection of CIRP data trends for a national sample of incoming college freshmen across four decades.

We feature unique aspects of the Latina/o student population in this trends report, with two primary comparison groups-entering Latina/o college students at four-year institutions and their non-Hispanic White counterparts. Although the surveys collected information from community college students over the years, we have limited the report to students at four-year colleges and universities to be consistent with national norms at four-year colleges today. Thus, we expect the findings may not be applicable to Latina/os entering two-year institutions, although future comparisons for these groups will be important.

There are many terms that can be used to refer to individuals of Hispanic origin in social science research. Throughout the report we employ the term Latina/os, but refer to Hispanics when referencing reports or studies based on federal data that use this category. Latina/os describes students that are of Mexican, Puerto Rican, or other Latina/o descent. More specific Latina/o ethnic and national-origin designations (e.g., Cuban, Dominican, Columbian, etc.) are unfortunately not available in these trends data, nor are they available in federal data as of this release. It is important to note that CIRP surveys allow students to designate more than one racial/ethnic category. Latina/os in this report identified with at least one Hispanic category but, in 2006, also categorized themselves as White ( 26.6 percent), Black ( 7.0 percent), American Indian (4.2 percent), and Asian American ( 3.1 percent). The majority categorized themselves as Mexican American/ Chicano (44.6 percent), Other Latino ( 43.8 percent), or Puerto Rican ( 18.5 percent), although they may have also identified with other race or ethnic categories. The racial/ethnic "White" comparison group in this report refers to non-Hispanic White students (excluding Latina/os that also marked "White"), which is a descriptor utilized by the U.S. Census Bureau (Grieco \& Cassidy, 2001). For the first time, these trends data are disaggregated by specific Latina/o ethnic origin group, which include Mexican American/Chicano, Puerto Rican, and Other Latina/o, or by gender, to highlight the heterogeneity of the population.

## Demographic Characteristics

## Gender Differences

Who are Latina/o students and how have they changed? A first look at demographic characteristics shows significant increases in Latina/o first-time, full-time freshmen at four-year institutions, representing . 06 percent in 1971 to 8.2 percent in 2006 (Pryor et al., 2007), but also highlights a significant trend related to gender differences among entering college students. In particular, Figure 1 shows that among all Latina/o college students entering four-year institutions, the proportion of Latino males has been steadily declining since the 1970s relative to their Latina female counterparts. In truth, the proportion of all males in higher education has been on the decline over the same time period, although this proportional decline has been especially pronounced for Latino and African American males (Sáenz \& Ponjuan, in press).

From the early to mid 1970s, Latino males outnumbered Latinas at four-year institutions. From 1975 to 2006, the trends data show that the proportion of Latino males entering fouryear institutions-relative to Latina females-declined from a high of 57.4 percent to a low of 39.2 percent. Despite these gender changes, it should be noted that college enrollment numbers for Latino males and females have increased during this time span, although the rate of increase has obviously been faster for Latina females (NCES, 2005). This gender gap increased during the late 80 s , and continued to accelerate during the 1990s and 2000s.


A closer look at the gender gap by Latina/o ethnic categories shows some variation within groups (Table 1). A pronounced gender disparity exists within Mexican American/Chicanos where females are one and a half times more likely to enter four-year institutions as first-time, fulltime freshmen. For White non-Hispanic students, the gender gap trend is similar, although the proportional disparity is not as pronounced.

The question as to why Latino males are losing ground in access to higher education, relative to Latinas, is a complex one. Latinos lag behind their female peers at critical points of transition as they move along their educational pathways. In 2004, 28.4 percent of Latino males 16 to 24 years old were high school dropouts, compared to 18.5 percent of Latina females, 7.1 percent of non-Hispanic White males and 13.5 percent of African American males (NCES, 2005). Only 57.0 percent of Latino males over 24 have a high school diploma compared to 90.0 percent of

## Table 1. Percent of Male First-Time, Full-Time Freshmen by Comparison Group

|  | $\mathbf{1 9 7 5}$ | $\mathbf{1 9 9 5}$ | $\mathbf{2 0 0 6}$ |
| :--- | :---: | :---: | :---: |
| All Latina/os | 57.4 | 45.8 | 39.2 |
| Mexican American/Chicano | 57.7 | 46.2 | 37.1 |
| Puerto Rican | 58.1 | 44.6 | 41.6 |
| Other Latina/o | - | 46.3 | 39.6 |
| White (non-Hispanic) | 51.6 | 46.1 | 44.0 |

Note: The percent of women round out each figure to constitute 100 percent for each population. The Other Latina/o category was first reported from the CIRP surveys in 1992.
non-Hispanic Whites (NCES, 2005). If Latino males are not graduating with a high school diploma or are not going to college, then where do they go?

A high proportion of Latino males enter the workforce during and immediately after high school, as almost half ( 45.5 percent) of the 3.4 million Latino males between the ages of 16 and 24 are employed full-time, compared to about a quarter ( 26.0 percent) of their Latina counterparts (Bureau of Labor Statistics, 2007). A report also found that over 269,000 Latino males between the ages of 18 and 34 were in local, state, or federal prison (Sabol, Minten, \& Harrison, 2007). In terms of military service, there were over 12,000 Latino males between the ages of 18 and 24 enlisted in the U.S. armed forces (U.S. Department of Defense, 2003). Community colleges, which enroll a large proportion of Latina/o students, may be accommodating more Latino males who have varied life circumstances. Further research is needed to continue to shed light on this pressing issue.

## Parental Education

Another demographic indicator that shows a significant disparity is the parental education levels of entering Latina/o college students relative to their peers. While the proportion of firstgeneration college students has been declining since 1971 across all racial/ethnic groups, the rate of decline has been slowest for Latina/os. The proportion of Latina/o students where neither parent had an education beyond high school was 69.6 percent in 1971 (compared with 37.3 for non-Hispanic Whites) and was 38.2 percent in 2005 (compared with 13.2 for non-Hispanic Whites and 22.0 percent for African Americans). Students with college-educated parents (i.e., parents with at least some post-secondary education experience) tend to have an advantage over their first-generation peers in navigating the higher education landscape due to their greater access to informational and social resources (Sáenz et al., 2007).

Figure 2 shows the disparity in parental educational attainment, displaying a comparison of Latina/o parental education as compared to their non-Hispanic White counterparts. The figure shows how Latina/o parental education levels in 2006 are just barely "catching up" to nonHispanic White parental education levels that were evident in 1975. Such a compelling discrepancy speaks volumes about the inequality of opportunities that prevail between these two groups. Given what we know from the research literature about how the level of parental education can serve as a proxy for so many academic and opportunity indicators, these gaps become all the more significant.


Note: "Postsecondary school other than college" and "Some college" were collapsed into "Some college or higher."

In recent years, students in each group are reporting higher levels of education for their mothers as compared to their fathers. In 2006,55.9 percent of Latina/os reported that their mothers had attained some college education or higher, over three percentage points higher than the proportion that reported the same for their fathers. For non-Hispanic White students, the parental education gap was small but still present ( 77.0 percent for mothers and 75.1 percent for fathers). This may be an artifact of the growing disparity in college enrollment across gender, although further research is certainly warranted to fully explore this possibility.

In comparing parental education levels across Latina/o ethnic groups (Table 2), there are some critical trends to highlight over the time span covered in the data. In 1975, 63.1 percent of entering Mexican American/Chicano students reported that their father's education level was high school graduate or less, whereas 70.9 percent reported the same for their mother's education

Table 2. Parental Education Levels Among Latina/o Ethnic Groups

|  | Mexican American/ Chicano |  |  |  | Puerto Rican |  |  |  | Other <br> Latina/o |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 |
| Father's Education |  |  |  |  |  |  |  |  |  |  |
| HS Graduate or Less | 63.1 | 55.7 | 58.6 | 54.7 | 71.9 | 46.8 | 43.8 | 44.0 | 42.4 | 41.6 |
| Some College Experience | 16.8 | 17.9 | 19.0 | 18.4 | 9.4 | 12.8 | 21.1 | 19.6 | 17.1 | 17.9 |
| College Degree or Higher | 20.2 | 26.5 | 22.4 | 27.0 | 18.8 | 40.5 | 35.1 | 36.4 | 40.5 | 40.5 |
| Mother's Education |  |  |  |  |  |  |  |  |  |  |
| HS Graduate or Less | 70.9 | 62.4 | 61.8 | 53.6 | 78.7 | 49.8 | 42.4 | 35.2 | 44.8 | 37.7 |
| Some College Experience | 14.7 | 20.1 | 19.9 | 22.0 | 8.5 | 18.3 | 22.2 | 24.3 | 21.2 | 22.3 |
| College Degree or Higher | 14.5 | 17.6 | 18.3 | 24.5 | 12.8 | 31.9 | 35.4 | 40.5 | 34.0 | 40.1 |

Note: The "Other Latina/o" category was first reported from the CIRP surveys in 1992 (see disaggregated tables in second half of report). "Postsecondary school other than college" and "Some college" were collapsed in "Some college or higher."
level. This parental education indicator has shown a slight decrease over the subsequent thirty years, although this decrease is not as dramatic as for entering Puerto Rican students. Indeed, the proportion of Puerto Rican students reporting their mother's education level at or below high school graduate has fallen by more than half in this thirty-year span. The proportion of Puerto Rican students that report their mother's education level as college degree or higher has more than tripled between 1975 and 2006 (from 12.8 percent to 40.5 percent).

The proportion of Mexican American/Chicano students that report fathers with a college degree or higher was only 20.2 percent in 1975 and increased to 27.0 percent in 2006. Meanwhile, the trend for mothers with a college degree or higher has seen a steady climb (from 14.5 percent to 24.5 percent). In fact, the mothers of all Latina/o students have seen steady increases in education levels.

Across the Latina/o ethnic groups, we observe some key differences in parental education levels with Puerto Rican and Other Latino students reporting higher overall levels for both parents than their Mexican American/Chicano counterparts. One factor that is likely driving this disparity in parental education across Latina/o ethnic groups is the high proportion of Mexican American/Chicano students that have immigrant parents who came to the U.S. seeking economic opportunity. In fact, over 64.0 percent of all foreign-born Latinos in the U.S. are from Mexico (U.S. Census Bureau, 2006), a finding which may underscore the disparity in parental education among the different Latino ethnic groups. However, a majority of Latina/os students entering four-year institutions indicate they are U.S. citizens.

## Citizenship Status and Native Language

In the last few years we have witnessed the immigration debate reach a fever pitch, both on the national as well as the state policy level. Hispanics are directly in the crosshairs of this debate, regardless of the legal status of the vast majority of this population. Trends data on citizenship status among entering Latina/os at four-year institutions indicates that fewer than 10.0 percent of such students report they are not U.S. citizens (Figure 3). The citizenship item on the CIRP Freshman Survey does not permit students to disclose legal status, so we can only identify students who are non-citizens and not whether they are undocumented. In 1987, one year after the


Note: The dashed line indicates the citizenship item was not asked consistently between 1972 and 1982.
sweeping Immigration Reform and Control Act was passed under the Reagan administration, 96.5 percent of Latina/os entering four-year institutions reported being U.S. citizens. In 2006, this figure was down to 91.8 percent, still an overwhelming majority of all entering Latina/o college students. This percentage appears to be holding steady in recent years, suggesting that Latino noncitizens are not increasing at four-year institutions nationally.

The CIRP Freshman Survey introduced a question in 1987 that asked students to indicate whether English was their native language. For entering Latina/o college students, the proportion reporting that English was their native language has fluctuated between 65.7 percent in 1987 to 69.1 percent in 2006 . The last decade has actually seen the proportion of Latina/os reporting native English status on a slight increase. Taken together, the citizenship and the native language trends suggest that Latina/o non-citizen or English language learners are not increasing their representation at four-year institutions, although the proportion differs across Latino ethnic groups (Table 3).

Table 3. Citizenship and Native English Speaker by Latina/o Ethnic Group

|  | Mexican American/ Chicano |  |  | Puerto Rican |  |  | Other Latino |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1985 | 1995 | 2006 | 1985 | 1995 | 2006 | 1985 | 1995 | 2006 |
| US Citizen |  |  |  |  |  |  |  |  |  |
| Yes | 92.7 | 92.8 | 94.1 | 98.6 | 99.7 | 99.4 | - | 74.1 | 87.0 |
| No | 7.3 | 7.2 | 5.9 | 1.4 | 0.3 | 0.6 | - | 25.9 | 13.0 |
| Is English your native language? |  |  |  |  |  |  |  |  |  |
| Yes | - | 65.2 | 69.0 | - | 65.1 | 83.8 | - | 51.1 | 64.7 |
| No | - | 34.8 | 31.0 | - | 34.9 | 16.2 | - | 48.9 | 35.3 |

Note: "-"signifies that this question was not asked in that survey year.
Among entering Mexican American/Chicano and Puerto Rican students, the proportion reporting that they are a citizen has remained consistent across the twenty year span. For Other Latino students, the proportion reporting U.S. citizenship has increased from 74.1 percent in 1995 to 87.0 percent in 2006. The proportion of Puerto Rican and Other Latino students reporting that English is their first language has increased dramatically in the last decade, while this proportion has shown smaller increases among Mexican American/Chicano students. However, a sizeable portion of students report in 2006 that English is not their native language: Most notably, 31.0 percent of Mexican American/Chicanos and 35.3 percent of Other Latinos. This is consistent with demographic trends related to the foreign-born rates among these two populations.

## Family Income of Entering Freshmen

Trends data show that parental income for entering freshmen at four-year colleges and universities has markedly increased as measured by students' reported median household income relative to the U.S. median household income (Pryor, et al., 2007). However, by disaggregating these data to compare groups, we reveal a persistent income gap over the last 30 years that explains why financial resources remain a key issue for Latina/os in college. The ratio of household income
between non-Hispanic White and Latina/o parental median household income for freshmen was 57.0 percent in 1975. Between 1975 and 1985, the household income ratio improved to 70.0 percent but declined to 60.0 percent by 1995, evaporating most of these gains in relative income. By 2006, the Latina/o income ratio was 62.0 percent (or 62 cents for every dollar earned by the parents of non-Hispanic White students).

Figure 4 shows the overall pattern of increases in current dollars for the median household income for Latina/os and non-Hispanic White students entering four-year institutions since 1975. However, in dollar terms, the household income gap between Latina/os and non-Hispanic White students has grown from $\$ 7,986$ in 1975 to $\$ 32,965$ in 2006-a fourfold increase.


Puerto Rican entering freshmen had the lowest median household income of all Latina/os in 1975, but in 2006 they are the ethnic group that has the highest median household income. In 1975 , they had a lower median household income $(\$ 8,032)$ than Mexican American/Chicana/os ( $\$ 12,765$ ). By the mid 80 s, Puerto Rican students came from households with higher incomes than Mexican American/Chicana/os students. In 2006, at its widest gap, Puerto Ricans entering four-year colleges came from families that had household incomes of $\$ 58,378$ and Mexican American/Chicana/os had incomes of $\$ 50,769$. The somewhat higher household incomes of Puerto Rican freshmen may be reflective of increases in parental education levels, and the proportion of immigrant families represented among Mexican American/Chicano and Other Latino students. Other Latina/os students also had a higher household income than Mexican American/ Chicana/os for the years we have data (see Figure 5). Notwithstanding the slight gains in this 30 year period, all Latino groups are substantially below non-Hispanic White students in median household income.


Note: The Other Latina/o category was first reported from the CIRP surveys in 1992.

## Academic Preparation and Aspirations at College Entry

Latina/os have made strides in recent years in terms of entrance to college in increasing numbers. However, access for Latina/o students is immaterial if not accompanied by adequate academic preparation prior to arriving in college. In a recent national study using National Education Longitudinal Study (NELS) data, Swail, Cabrera, Lee, \& Williams (2005) analyzed the high school academic preparation of Latina/o. students and its impact on bachelors' degree attainment. They concluded that Latina/o students were less academically prepared for college as compared to nonHispanic White students. Other recent longitudinal studies produced similar conclusions (Arbona \& Nora, 2007; Zarate \& Gallimore, 2005), confirming that high school academic preparation plays a significant role in leading to college enrollment and degree attainment for Latina/o students. The CIRP Freshman Survey monitors several aspects of academic preparedness for Latina/o students and their peers. We report here on items that gauge the frequency of studying, self-reported high school grade point average, and self-perceptions of their academic competence and abilities. Other academic preparation items are available in data tables in the second part of this report.

## Study Habits

Figure 6 displays trends data related to students' study habits during their last year of high school. The data have been disaggregated by race/ethnicity and also by gender to fully showcase discrete differences across each category. In general, each of the four trend lines show a steady decline over the twenty-year period highlighted in the figure. Both Latinos and Latinas have followed similar trends compared to male and female non-Hispanic White counterparts on this critical measure of academic engagement. However, among male students, Latinos have typically reported spending more time than non-Hispanic White males on studying/doing homework in high school.

Perhaps the more interesting finding here is the differences that exist across gender. A higher proportion of Latina and non-Hispanic White females report studying six or more hours per week

in their last year of high school as compared to their male counterparts, a trend that has held consistent for twenty years. In many years, a higher proportion of Latinas report spending the most amount of time on these activities. Latina/os appear to be working harder to make the grade, possibly because of the challenges they face and as part of a general belief that hard work leads to success. These findings counter the myth of lack of effort or academic motivation among collegebound Latina/os.

## Self-Rated Drive to Achieve

The CIRP Freshman Survey asks students to rate themselves "compared with the average person their age" on a scale ranging from "highest $10 \%$ " to "lowest $10 \%$ " for a number of traits and abilities. Figure 7 displays trends data for self-rated drive to achieve, with results disaggregated by

racial/ethnic category and by gender. The figure shows a general increase in the percentage of students who rate themselves highly on this measure across all four groups. In examining this trend more carefully over the last four decades, it is evident that Latina/o college students are consistently reporting a strong drive to achieve at college entry.

In recent years, Latina females have surpassed all of their peer groups on this measure, including their non-Hispanic White female counterparts. In 2006, 77.4 percent of Latina females reported that they were "above average" or "highest $10 \%$ " relative to peers their own age. Latino males have often shown the highest drive to achieve and have kept pace ( 72.9 percent in 2006), although their trend line has stagnated in recent years. Meanwhile, their non-Hispanic White male peers have reported a slight decline on this measure in the last fifteen years.

## High School Grade Point Average

A different trend emerges when examining students' self-reported high school grade point average (GPA), as shown in Figure 8. Although the amount of time spent studying has declined over time, the percentage of students entering four-year institutions receiving the highest grades has increased. Maintaining the same disaggregation strategy, it is evident that a gender gap exists for each racial/ethnic group in terms of the proportion reporting a high school GPA of B+ or better. The gap appears strongest for non-Hispanic White females as compared to males, although a considerable gender gap exists for Latina/o students as well. With a few exceptions across the years, Latino males have the lowest proportion reporting B+ or higher GPA among the four groups. This may reflect tracking in high school and could begin to explain the continuing decline of Latino males at four-year colleges. Most noteworthy, Latinas report a B+ or higher GPA at comparable rates to that of non-Hispanic White males, yet despite their greater effort in time per week spent studying/doing homework, a lower proportion report high grades compared to non-Hispanic White female counterparts.


## Self-Perceptions of Academic Competence

A curious trend is evident when examining students' self-perceptions of academic competence and intellectual self-confidence as they arrive at four-year institutions. In spite of the apparent advantage that Latina and non-Hispanic White females report over their male peers on high school grade point average, they nonetheless tend to rate themselves lower than male students on self-assessed academic abilities. Figures 9 and 10 clearly highlight these gender differences within each group on self-rated academic ability and intellectual self-confidence.

Figure 9. Self-Rated Academic Ability
(Highest 10\% or Above Average)


Figure 10. Self-Rated Intellectual Self-Confidence (Highest 10\% or Above Average)


In exploring the trend for self-rated academic ability, Latina females are the least likely among the four groups to report being in the highest $10 \%$ or above average relative to peers their own age. This suggests a disconnect between their own reported academic performance (high school GPA) and assessments of their own academic abilities. The gender gap on intellectual selfconfidence is even more distinct, as Latino and non-Hispanic White males consistently report higher rates on this measure. Most surprising among these trends is that Latino males report high levels of intellectual self-confidence in spite of their lower overall academic performance in high school.

The old adage of "perception is reality" would be significantly challenged by this apparent inconsistency in male students' academic performance as related to their inflated self-perceived academic confidence. Still, Latino male students' high regard for their own intellectual confidence can translate into positive results. Fuertes \& Sedlacek (1994) have found that measures such as positive self-concept can help to predict college academic success for racial/ethnic minority students, and they suggest that such self-concept measures can be even more important than conventional measures of academic ability.

## Preparation by High Scbool Subject Area

In 1982 the National Commission on Excellence in Education released its landmark report, A Nation at Risk (NCEE, 1982), which issued a set of recommendations for the minimum number of years of high school study in various subject areas in order to be adequately prepared for college. Since the report, the CIRP Freshman Survey has monitored these basic levels of high school preparation across the subject areas outlined in the report. Trends data are useful in assessing whether entering college freshmen are meeting the recommended levels of academic preparation for college across critical subject areas while in high school.

Table 4 offers a snapshot of these trends for Latina/o and non-Hispanic White students at three time points over the last twenty years. In reporting high school study in English, Mathematics, and Foreign Language, entering Latina/o college students have kept close pace with their nonHispanic White peers. However, we cannot determine the extent to which these are all college preparatory courses. Perhaps reflective of their bicultural nature, Latina/os have faired well in the proportion reporting two or more years of foreign language study, although the differences with their peers are not statistically significant.

Table 4. Years of High School Study Across Subject Areas

|  | 1986 |  | 1996 |  | 2006 |  |
| :--- | :---: | :---: | :---: | :---: | :---: | :---: |
| Subject Area | Latino | White | Latino | White | Latino | White |
| English (4 years) | 95.2 | 95.9 | 97.2 | 98.1 | 97.8 | 98.1 |
| Mathematics (3 years) | 92.3 | 93.2 | 96.9 | 98.1 | 98.3 | 98.7 |
| Foreign language (2 years) | 80.6 | 79.1 | 92.2 | 91.4 | 94.8 | 93.9 |
| Physical science (2 years) | 49.3 | 58.2 | 48.2 | 58.8 | 56.5 | 61.4 |
| Biological science (2 years) | 36.4 | 37.4 | 37.1 | 44.9 | 45.3 | 46.8 |

Note: Years of study based on NCEE (1982) recommendations for college preparation.

More distinct differences are apparent for years of high school study in the physical and biological sciences. For each science subject area, Latina/os are less likely to acquire the courses meeting the minimum year standards set by the NCEE. However, these data do not account for high school tracking, nor do they account for resource differences in the schools that prevent acquiring the appropriate college preparation courses. Nonetheless, it is worth noting that Latina/os have increased with respect to the years devoted to high school science coursework over the decades. Given the significant underrepresentation of racial/ethnic minorities majoring in science fields and in the workforce (Hurtado et al., 2006), further emphasis on accelerating this trend in coursework for Latina/os in high school science preparation is necessary.

## Aspirations at College Entry

It could be argued that high aspirations at college entry can lead to eventual positive results for students. Eskilson \& Wiley (1999) studied "Generation X" college students to test this hypothesis, and found that students often encountered a variety of barriers in achieving their goals and aspirations, barriers which are largely influenced by students'social status, racial/ethnic background,
and life opportunities. Still, it is duly noted that having high motivations and aspirations is generally a positive trait for entering college students, especially if educators can find ways to leverage such goals into college success. Social cognitive theorists (Bandura, 1991) argue that a strong selfefficacy and well-intentioned goal-setting can increase a student's cognitive and affective aspects of academic achievement because goals specify the requirements for personal success. CIRP Freshman Survey data includes items related to students' self-efficacy, including goals related to degree aspirations and career objectives.

## Major Objectives

The intended college major of first-time, full-time Latina/o freshmen remains surprisingly stable over decades, as illustrated by Table 5, with a few exceptions. The primary difference between 1975 and 2006 was the proportion of Latina/o freshmen who intended to pursue law enforcement as an area of study. This was the most popular major choice in 1975 (8.9 percent), whereas in 2006, it dropped far below the top 10 majors ( 1.7 percent). Psychology and Business (notably Administration and Management) rose in popularity among Latina/os, but have always been among top 10 majors among Latina/os. Other stable major choices at college entry include Biology, Political Science (both around 5.0 percent across the decades), Nursing, and Elementary Education. Latina/os are no longer choosing Health Technology as they were in 1975, but now are likely to indicate Medicine/Dentistry/Veterinary Science ( 4.9 percent) as among top 10 major objectives. These relatively modest changes in major objective are surprising given the increasingly competitive nature of college admissions coupled with rising tuition costs.

In comparison, top 10 majors among non-Hispanic White students in 2006 included Elementary Education (4.9 percent), Psychology (4.3 percent), Management (4.1 percent), Nursing (3.9 percent), Business Administration (3.8 percent), Biology (3.7 percent), Medical/Dental Veterinary ( 3.4 percent), Political Science ( 3.3 percent), Marketing ( 3.0 percent), and Secondary

Table 5. Top 10 Latina/o Student Major Objectives, 1975 and 2006

| 1975 |  | $\mathbf{2 0 0 6}$ |  |
| :--- | :---: | :--- | :---: |
| Major Objective | \% | Major Objective | \% |
| Law Enforcement | 8.9 | Psychology | 7.2 |
| Biology (general) | 5.8 | Biology (general) <br> Political science (government, |  |
| $\quad$ Medical, Dental, Veterinary | 5.5 |  |  |
| $\quad$ international relations) | 5.3 | (professional school) |  |
| Accounting | 4.3 | Political science (government, | 4.9 |
| Psychology | 3.9 | international relations) |  |
| Health Technology |  | Business Administration (general) | 4.9 |
| $\quad$ (medical, dental, laboratory) | 3.8 | Nursing | 4.6 |
| Nursing | 3.5 | Management | 3.9 |
| Business Administration (general) | 3.1 | Elementary Education | 3.3 |
| Social Work | 3.0 | Accounting | 3.2 |
| Elementary Education | 2.5 | International Business | 2.6 |

Note: The category Undecided and Other in the top ten have been omitted from this table.

Education (2.9 percent). Latina/os were more likely to indicate somewhat higher proportions of students in similar areas but ranked Education lower and included slightly different areas of Business specialty interests.

Contrary to popular myths about high concentrations of minority students in ethnic studies programs (Horowitz, 2006), this was one of the least popular major choices across Latina/o groups at college entry. Mexican American/Chicano students in 1995 and 2006 demonstrated the highest interest in pursuing ethnic studies at college entry but very few respondents selected this as their intended major (only 0.2 percent). At the start of college, students may not be aware of all the possible areas of study until they experience coursework.

## Degree Objectives

Figure 11 displays post-baccalaureate degree aspirations across three time points from 1975 to 2006. In general, the trend over this time period has been for degree aspirations to increase, with the notable exception of $\mathrm{PhD}, \mathrm{MD}$, or JD aspirations for Latino males. Each group has reported close to equivalent degree aspirations for master's degrees across this time span; however, a more compelling difference between these two groups arises when comparing the combined $\mathrm{PhD}, \mathrm{MD}$, and JD aspirations. In 1975, more Latino males ( 40.0 percent) than Latina females ( 35.8 percent) reported that a $\mathrm{PhD}, \mathrm{MD}$, or JD was their highest degree objective. In 2006, the proportion aspiring to an advanced degree is now 34.1 percent, with the drop largely attributed to declines in interest in medical and law degrees among Latino males. In contrast, Latina female degree aspirations have steadily increased across the years.


When we consider this finding alongside Latina females' higher academic achievement, the overall narrative is all the more compelling. Latinas are increasingly enrolling in four-year institutions and are arriving with higher levels of academic achievement, drive to achieve, and more pronounced educational goals. Nonetheless, both Latina/o males and females have increased their interest in doctoral degrees since 1975 at similar rates so that in 2006, one in five Latina/os aspire to a PhD or EdD degree compared to 14.6 percent for non-Hispanic White students. As Bandura (1991) and others have found, strong self-efficacy can indeed manifest itself in positive academic outcomes when such initial predispositions and aspirations for academic achievement are supported. Over time, both groups have continued to exhibit high degree aspirations, and fouryear colleges should take note of this important trend among their entering Latina/o populations.

## Career Objectives

Table 6 shows changes in career aspirations for Latina/o students. As with 1975 major objectives, law enforcement was one of the most popular career aspirations of Latina/os in 1975, but by 2006 it did not make the top 10 . Being a secondary school teacher or administrator was a top ten aspiration in both 1975 and 2006, whereas aspirations for being a primary school teacher or administrator became more popular, entering the top ten in 2006. Becoming an attorney or judge declined substantially in popularity from 1975 to 2006 ( 11.1 percent to 5.3 percent), but it still remained one of the most popular career aspirations across these two time points. Other career areas that have remained popular choices include being a business executive, physician, and engineer.

Table 6. Top 10 Latina/o Student Career Aspirations, 1975 and 2006

| 1975 |  | 2006 |  |
| :--- | ---: | :--- | :--- |
| Career Aspiration | $\%$ | Career Aspiration | $\%$ |
| Lawyer (attorney) or judge | 11.1 | Business executive |  |
| Engineer | 7.3 | (management, administrator) | 8.5 |
| Physician | 7.3 | Physician | 7.7 |
| Law enforcement officer | 6.9 | Engineer | 5.4 |
| Business executive |  | Lawyer (attorney) or judge | 5.3 |
| $\quad$ (management, administrator) | 5.6 | Nurse | 4.0 |
| Teacher or administrator (secondary) | 4.1 | Teacher or administrator (secondary) | 3.7 |
| Social, welfare or recreation worker | 4.0 | Business owner or proprietor | 3.5 |
| Accountant or actuary | 3.6 | Teacher or administrator (elementary) | 3.4 |
| Nurse | 3.6 | Writer or Journalist | 2.9 |
| Teacher or Administrator (elementary) | 3.2 | Accountant | 2.4 |

Note: The categories Undecided and Other have been omitted from this table.
Two career choices that have risen in popularity for Latina/os over the past thirty years were becoming a nurse and a business owner or proprietor, whereas becoming a social worker dropped out of the top ten career aspirations. Similar to findings on major objectives, it is surprising how much continuity there is in career objectives from 1975 to 2006 . Aside from the declining interest in law enforcement and social work, there are few substantive changes over this 30 -year period.

One possible explanation for this trend could be related to the economic stability these jobs offer. Due to the rising costs of higher education, Latina/o students frequently cannot economically take chances on more risky career paths, and elect to pursue occupations with financial security. The one exception to this pattern is that becoming a writer or journalist became a top ten career interest among Latina/os by 2006.

## College Choice Behaviors

Fewer Latina/os report they are attending their first choice college today (see Figure 12). In $1975,82.6$ percent of Latina/os reported that they were attending their first choice college, compared to 80.8 percent of non-Hispanic Whites who reported the same. However, by 2006, only 60.7 percent of Latina/os reported that they were attending their first choice ( 27.0 percent relative decrease), whereas 72.6 percent of non-Hispanic Whites reported that they were attending their first choice ( 10.0 percent relative decrease). This trend in not attending one's first choice college, and concern for financing college may partially explain the rise in college application rates (in subsequent sections of this report).


In the thirty year period, Puerto Ricans experienced the largest drop of all students who report attending their first choice college. In 1975, 84.5 percent of Puerto Ricans and 79.3 percent of Mexican American/Chicana/os report attending their first choice college. However, by 2006 only 59.0 percent of Puerto Ricans ( 30 percent relative decrease) and 63.1 percent of Mexican American/Chicana/os (20 percent relative decrease), and 58.9 percent of Other Latina/os ( 9 percent relative decrease in the last 11 years) report attending their first choice college (see Figure 13).

Figure 13. College Choice by Race/Ethnicity


Note: The Other Latina/o category was first reported from the CIRP surveys in 1992.

## Shifts in Selection of Colleges Closer to Home

Latina/os are more likely to choose a college closer to home, compared with non-Hispanic White students, but shifts in choice show significant declines over time in the number choosing a college within a 50 mile radius (see Figure 14). In 1975, more than half of all Latina/os ( 54.3 percent) attended a college that was less than 50 miles away from their reported permanent home. Now the majority attend colleges somewhat further away from home, and only 41.6 percent were attending colleges within the 50 mile radius in 2006 . In contrast, a little over a third of nonHispanic Whites ( 34.5 percent) attended a four-year college that close to home in 1975 and the proportion remains essentially the same in 2006 ( 34.0 percent). (See tables in the second half of this report for finer differentiation in the distance of the college from home).

Puerto Ricans are the most likely of all Latina/os to attend a college closer to home. In 1975, 59.4 percent of Puerto Ricans and 48.3 percent of Mexican American/Chicana/os attended colleges within a 50 mile radius. However, by 2006 only 44.4 percent of Puerto Ricans ( $25 \%$ relative decrease) and 41.7 percent of Mexican American/Chicana/os (14\% relative decrease) attended a college close to home. Even though Puerto Ricans have had larger decreases in attending colleges closer to home, as a group, they are still the most likely to attend a college within 50 miles from home. (See Figure 15.)



Note: The Other Latina/o category was first reported from the CIRP surveys in 1992.

## Financial Concerns

Although the majority of college students express some concern about their ability to pay for college, Latina/os are more likely to express concerns about financing their college education compared to non-Hispanic White freshmen. In 1975, 79.5 percent of Latina/os reported that they had "some" or "major" concerns when it came to financing their college education, whereas 62.6 percent of non-Hispanic Whites reported that they had similar concerns. In 2006, 77.1 percent of Latina/os still state at least some concerns about their ability to pay for their college
education, compared to 60.2 percent of non-Hispanic White students. Figure 16 shows distinctions between groups that express "none," "some" or "major" concerns. Although the proportion of Latina/os expressing a major concern has declined from 36.6 in 1975, they were approximately 2.4 times more likely than non-Hispanic White students to express a major concern about financing college in 2006 at college entry ( 20.5 percent compared with 8.6 percent, respectively).

Among the ethnic groups, in 1975, 4 out of every 5 Puerto Rican freshmen ( 80.8 percent) expressed concerns about paying for college while 3 out of every 4 Mexican American/Chicana/o freshmen ( 77.8 percent) expressed similar concerns. In 2006, financial concerns slightly decreased among Puerto Ricans, whereas Mexican American/Chicana/o concerns increased to 79.9 percent (see Figure 17). Across all Latina/o groups, one in five express a major concern about their ability to finance college at the start of the school year.


Figure 17. Concerns About Ability to Finance Education by Race/Ethnicity


Note; The Other Latina/o category was first reported from the CIRP surveys in 1992.

## College Application Rates

Given their concern about finances, Latina/os who enter four-year colleges tend to apply to more colleges than non-Hispanic White students. What is surprising is how prevalent this has been throughout the decades. In addition to applying to the college they attended, in 1975, Latina/os were two and a third times more likely to apply to " 5 or more" colleges than nonHispanic White students. In 1975, 14.1 percent of all Latina/os reported applying to more than 5 colleges, whereas only 6.0 percent of non-Hispanic Whites reported the same. In 2006, Latina/os were one and a half times more likely to apply to five or more colleges than non-Hispanic White students ( 34.8 percent and 23.0 percent, respectively) (see Figure 18). Among Latina/os, Mexican Americans/Chicana/os were least likely to apply to five or more colleges but are now more likely to do so (see Figure 19). In 1975, only 5.2 percent of Mexican Americans/Chicana/os reported



Note: The Other Latina/o category was first reported from the CIRP surveys in 1992.
that they applied to five or more colleges in addition to the college of attendance; by 2006, that figure jumped to 34.4 percent (more than a 650 percent increase). Puerto Ricans show a moderate increase in the number of applications they submitted. In 1975, 24.4 percent of Puerto Ricans indicated that they applied to five or more colleges, a figure that increased to 31.0 percent in 2006.

## Reasons for Selecting a College

Latina/os indicate different reasons for selecting the college they entered as first-time, fulltime freshmen (see complete tables in the second half of this report). Using data from 2004, a year when a significant number of Hispanic-serving institutions (HSIs) participated in the CIRP Freshman Survey, we identified some differences between Latina/os selecting HSIs or predominantly white institutions (PWIs) and all students entering four-year institutions in that year (Table 7). While the majority of students choose a college because it has a very good academic reputation, Latina/os are more likely to do so at a PWI. Financial reasons also play an important role in influencing their choice, with Latina/os at both HSIs and PWIs stating they were offered financial assistance as a significant reason for attendance compared with all students at four-year institutions. Latina/os were significantly more likely at HSIs to say the major reason they selected their college was because of the cost of attending the college, they wanted to live near home, or because their relatives wanted them to go there. Latina/os at PWIs were more likely to say they chose their college because graduates get good jobs, a visit to campus, the college's graduates gain admission to top graduate schools, and the size of the college. Many of these reasons provide important insights to college admissions officers' intent on recruiting Latina/o students. (See the HERI website www.heri.ucla.edu for the Special Report on Latina/os at HSIs and PWIs.)

Table 7. Top Reasons for Selecting Their College, Latina/os at Hispanic-Serving Institutions and Predominantly White Four-Year Institutions, 2004

| Reasons: | Latina/os at <br> Hispanic-serving | Latina/os <br> at PWIs | All Students <br> BA-granting |
| :--- | :---: | :---: | :---: |
| College has a very good academic |  |  |  |
| reputation | 53.0 | 61.9 | 56.7 |
| I was offered financial assistance | 45.5 | 48.5 | 33.7 |
| This college's graduates get good jobs | 44.5 | 53.4 | 49.1 |
| A visit to the campus | 26.4 | 42.2 | 39.0 |
| This college's graduates gain admission | 28.5 | 37.6 | 28.9 |
| to top graduate/professional schools | 40.3 | 34.1 | 31.0 |
| The cost of attending this college | 33.2 | 19.2 | 17.0 |
| I wanted to live near home | 29.6 | 37.7 | 35.8 |
| I wanted a school about size of this college |  |  |  |
| College has a good reputation for its social | 26.5 | 29.0 | 28.3 |
| $\quad$ activities | 14.1 | 10.9 | 9.4 |
| My relatives wanted me to come here | 10.9 | 19.5 | 7.4 |
| Rankings in national magazines | 13.8 | 17.7 | 14.7 |
| Information from a website | 11.3 | 11.4 | 13.5 |
| High school counselor advised me |  |  |  |

Note: Hispanic-serving institutions have at least 25 percent Hispanic enrollment. In 2004, 26 of the 720 participating institutions in the CIRP Freshman Survey were Hispanic-serving institutions.

## Values and Political Attitudes

## Civic Values and Commitments

Although trends have followed a similar pattern documented elsewhere (Pryor, et al., 2007), Latina/o students show a definitively different set of value cornmitments than non-Hispanic Whites on a number of issues. For example, at the same time that there has been an increasing interest in financial security and success among all students, there has been little change since 1975 in Latina/os reporting "helping others in difficulty" ( 74.3 percent) as an essential or important value. In 2006, 74.1 percent of Latina/os and 64.0 percent of non-Hispanic White students expressed this as an important value. This ranks highly among other Latina/o personal values that include "raising a family" ( 75.3 percent) and "becoming financially well-off" ( 79.0 percent) that non-Hispanic Whites also tend to rate as important. Latina/os (49.3 percent) are also significantly more likely than non-Hispanic Whites ( 27.0 percent) to report "helping to promote racial understanding" as an important value. Latina/o students average 10 percentage points higher on related community-oriented values when compared with non-Hispanic white students. Nearly half of Latina/o students report it is essential or important to "influence the social values" ( 49.7 percent), and more than a third value "becoming a community leader" ( 41.8 percent), or "participating in a community action program" ( 33.2 percent). The one exception is the item on the personal goal of "becoming successful in a business of my own," where nearly half of Latina/os expressed this as an important value compared to 37.4 percent of non-Hispanic White students.

Surprisingly minor differences were observed by Latina/o ethnicity, however, several key items indicate long-standing gender differences. For example, Latinas were significantly more likely than men over the decades to report "helping others in difficulty" and "helping to promote racial understanding" as an essential or very important personal goal. Latinas are also more likely to report "influencing social values" and "participating in a community action program" as personal goals, whereas Latino males were slightly more likely to report "keeping up to date with political affairs," and "becoming successful in a business of my own." Latina/o men and women, however, converged recently on the value of "becoming very well-off financially." (See Tables by Gender in the second half of the report.)

## Political Views

Mirroring national trends in the last 30 years, fewer Latina/os characterize their views as middle of the road today (Figure 20). More than a third of Latina/o freshmen characterized their political views as liberal in 2006 ( 34.8 percent), representing a significant increase since 1975 ( 28.9 percent). Somewhat fewer state their views were far left ( 3.2 percent) than they did in 1975 ( 5.6 percent), and a small increase was evident in those who state their views are conservative (from 14.2 percent to 17.4 percent). Still overall, the general pattern has been for Latina/os to characterize themselves as more liberal and less conservative politically than non-Hispanic White students.


## Attitudes on Specific Issues and Gender Differences

Despite significant changes in affirmative action in college admissions over the last decade, there has been little change in the proportion who agree that affirmative action in college admissions should be abolished. However, it is important to note the majority (almost two-thirds) of Latina/os are substantially more supportive of affirmative action in college admissions than non-Hispanic White students, over half of whom disapprove of affirmative action in college admissions ( 51.1 percent). Latino males typically are more likely than Latinas (39.3 percent and 31.4 percent, respectively) to agree that affirmative action should be abolished.

There are significant gender differences on a variety of issues prominent on ballots in the coming elections. For example, although both demonstrate strong support for these issues in 2006, Latinas were more likely than Latino men to agree that same sex couples have the right to legal marital status ( 71.3 percent vs. 57.8 percent, respectively) and that the federal government should do more to control the sale of handguns ( 83.3 percent vs. 72.0 percent). Both groups strongly support the statement that a national health care plan is needed to cover everybody's medical costs (79.6 percent of Latinas, and 74.2 percent of Latinos) and that the federal government is not doing enough to control environmental pollution ( 83.7 percent and 78.6 percent, respectively). Also, very few Latina/os believe that racial discrimination is a thing of the past, only 18.2 percent of Latino males and 11.9 percent of Latinas indicated they believed that racial discrimination is no longer a major problem in America. It is also important to note that Latina/os (26.1 percent) are significantly less likely than non-Hispanic White students ( 34.3 percent) to agree with the statement that federal military spending should be increased. Latino males are somewhat more likely to support this view ( 29.0 percent) than Latinas ( 24.1 percent), however.

## Implications and Conclusions

Four-year institutional enrollments are projected to increase in the next decade (NCES, 2007), and Latina/o students are likely to become a significant part of enrollment increases in the future. Many of the concerns we raise are not new ones. A renewed emphasis is required to focus on the success of growing numbers of Latina/o students at four-year institutions, many of whom
have already taken on significant challenges to arrive at our doorsteps or "portals" to learn. Practices and policies that are responsive and effective in improving baccalaureate attainment rates begin with understanding more about Latina/o students who enter our institutions to accomplish their academic and career goals.

While changes were evident across the decades, the stability of several patterns is remarkable for such a large and growing student population, suggesting the need for systemic changes to deal with perennial issues. For example, while Latina/os now come from more educated families than they did in the 1970 s, they remain the group with the lowest levels of parental education at fouryear institutions. Scholars have noted that students with college-educated parents have greater access to family and social networks which can serve them well in maneuvering high school preparation and the college-going process (McDonough, 1997; Hossler \& Vesper, 1999; Dika \& Singh, 2002). There is a continuing need for institutional agents who can serve as informational resources about college preparation coursework in high school (Gonzalez \& Jovel, 2003), dual-enrollment agreements with high schools, or postsecondary opportunities that enable Latina/os to advance their academic preparation at the same time that they become aware of the expectations of college. Bridge programs and academic enrichment opportunities can help ease the transition as well, but must be well-integrated into the academic and support service network of a college. Better navigation systems need to be in place generally to advance Latina/os at different phases of their college careers. This suggests a strategy for Latina/o retention at key transition points: From high school into college, during the first year, transition into the major, and at the transition from college into postgraduate opportunities.

It is not surprising to find that Latina/os maintain a high concern for helping others in difficulty at the same time that they seek financial security in their value commitments, major objectives, and career choices. It was surprising, however, to find that Latina/os who enter fouryear institutions have typically applied to more colleges than non-Hispanic White students and the declining number who report attending their first choice institution. This may be reflective of their effort and drive to achieve, which remains high among Latina/os. Initiatives that capitalize on Latina/os initial interests and aspirations are essential to help students realize their goals.

Several key trends are cause for alarm, and should be of particular concern for higher educators and states where economies will be increasingly based on potential Latina/o earnings in the future. Latino males went from overrepresentation in the 1970 s to severe underrepresentation relative to females in four-year colleges. Initiatives are needed on several fronts to reverse this trend, including systemic reform efforts to work with Latino males early in the educational pipeline and ensure that those who drop out of school to work or serve the country can return with substantial support to continue into higher education. Another related trend is the growing income disparity between Latina/o students and non-Hispanic White students entering four-year institutions; and consequently, continuing levels of concern about financing college that not only informs their initial college choice but continues to plague them after they arrive on campus. Greater emphasis on financial assistance, adequate aid packages to sustain them through the degree, and opportunities to "earn" and "learn" will continue to be important areas for initiatives. The latter is particularly important for increasing retention, in general, and in fields of science where concerns about finances are higher among underrepresented students (Hurtado, et al., 2007). In short, institutions and policymakers must be intent on advancing Latina/os in higher education. Our vitality as a nation depends on the investment we make in these students today.

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## Appendix

## CIRP Freshman Survey Trends Data

## NOTES

[1] Percentages will total more than 100.0 if any respondents marked more than one response.
[2] See Appendix D for special circumstances affecting this item.
[3] Disaggregated responses for this item can be found later in the Report.
[4] Based on curriculum recommendations of the National Commission on Excellence in Education.
[5] Percentage reporting "frequently" only. Results for other items in this group represent the percentage responding "frequently" OR "occasionally."

A few variables reported in these tables were not asked in the years included in the following tables. Results for these variables are marked as follows:

1 "Other Latina/o" was not an option in 1975 and 1985.
$\dagger$ Results were computed as the mean of the previous and subsequent years' results.
$\neq$ Results were obtained from the previous year.
$€$ Results were obtained from the subsequent year.

CIRP FRESHMAN SURVEY TRENDS REPORT
ALL LATINA/OS BY GENDER


CIRP FRESHMAN SURVEY TRENDS REPORT
aLL LATINA/OS BY GENDER


CIRP FRESHMAN SURVEY TRENDS REPORT
ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| What is the highest level of formal education obtained by: |  |  |  |  |  |  |  |  |  |  |  |  |
| Your father? |  |  |  |  |  |  |  |  |  |  |  |  |
| Grammar school or less | 28.9 | 20.9 | 19.8 | 15.1 | 27.3 | 19.8 | 19.8 | 12.7 | 30.9 | 22.0 | 19.8 | 16.7 |
| Some high school | 21.7 | 14.0 | 11.2 | 11.3 | 21.9 | 12.2 | 10.5 | 10.1 | 21.6 | 15.4 | 11.8 | 12.0 |
| High school graduate | 17.8 | 18.1 | 19.8 | 21.1 | 17.8 | 18.4 | 19.2 | 20.3 | 17.9 | 17.8 | 20.3 | 21.6 |
| Postsecondary school other than college | 2.6 | 3.4 | 3.3 | 2.9 | 2.5 | 4.5 | 3.4 | 2.6 | 2.7 | 2.5 | 3.2 | 3.0 |
| Some college | 10.5 | 12.8 | 15.5 | 15.7 | 11.3 | 11.6 | 15.4 | 15.9 | 9.4 | 13.9 | 15.5 | 15.5 |
| College degree | 8.0 | 12.0 | 14.5 | 17.4 | 8.3 | 12.1 | 15.5 | 19.1 | 7.6 | 11.9 | 13.6 | 16.3 |
| Some graduate school | 1.1 | 2.8 | 1.8 | 1.3 | 1.4 | 2.7 | 1.6 | 1.5 | 0.8 | 2.8 | 2.0 | 1.2 |
| Graduate degree | 9.3 | 16.0 | 14.1 | 15.2 | 9.6 | 18.6 | 14.5 | 17.9 | 9.1 | 13.7 | 13.7 | 13.5 |
| Your mother? |  |  |  |  |  |  |  |  |  |  |  |  |
| Grammar school or less | 28.4 | 18.9 | 18.8 | 12.7 | 28.8 | 19.0 | 19.2 | 9.7 | 28.0 | 18.8 | 18.6 | 14.6 |
| Some high school | 24.3 | 15.1 | 10.6 | 9.1 | 23.5 | 12.4 | 10.1 | 8.6 | 25.4 | 17.4 | 10.9 | 9.5 |
| High school graduate | 23.0 | 24.4 | 23.7 | 22.2 | 23.0 | 25.0 | 23.1 | 22.1 | 22.9 | 23.9 | 24.2 | 22.4 |
| Postsecondary school other than college | 3.6 | 4.4 | 4.2 | 3.7 | 3.1 | 4.8 | 4.2 | 3.5 | 4.2 | 4.0 | 4.2 | 3.9 |
| Some college | 8.0 | 15.0 | 16.7 | 18.7 | 8.0 | 13.6 | 16.1 | 18.8 | 8.1 | 16.2 | 17.2 | 18.7 |
| College degree | 7.6 | 12.4 | 15.2 | 19.9 | 8.4 | 13.3 | 16.7 | 22.8 | 6.7 | 11.6 | 14.0 | 18.0 |
| Some graduate school | 1.8 | 2.4 | 2.1 | 2.1 | 1.9 | 2.8 | 2.1 | 2.4 | 1.5 | 2.0 | 2.1 | 1.9 |
| Graduate degree | 3.3 | 7.4 | 8.7 | 11.5 | 3.4 | 8.9 | 8.4 | 12.1 | 3.2 | 6.0 | 8.9 | 11.1 |
| Your father's occupation [3] |  |  |  |  |  |  |  |  |  |  |  |  |
| Artist | $1.0 €$ | 0.6 | 0.7 | 1.0 | $0.4 \epsilon$ | 0.7 | 0.6 | 1.1 | $1.6 €$ | 0.5 | 0.8 | 0.9 |
| Business | 13.16 | 20.1 | 18.3 | 21.4 | 13.16 | 20.9 | 19.5 | 23.9 | 13.0¢ | 19.3 | 17.3 | 19.8 |
| Clerical | $0.7 €$ | 0.9 | 0.7 | 1.1 | $0.6 €$ | 1.0 | 0.7 | 1.2 | 1.06 | 0.7 | 0.7 | 1.0 |
| Clergy | $0.4 €$ | 0.9 | 0.4 | 0.7 | $0.6 €$ | 1.3 | 0.6 | 0.8 | $0.1 €$ | 0.6 | 0.3 | 0.6 |
| College teacher | $0.8 €$ | 0.8 | 0.6 | 0.4 | $0.8 €$ | 0.6 | 0.7 | 0.4 | $0.8 €$ | 1.0 | 0.6 | 0.4 |
| Doctor (MD or DDS) | $2.4 €$ | 3.3 | 3.0 | 2.4 | $2.8 €$ | 3.6 | 3.0 | 3.0 | $1.9 €$ | 3.0 | 2.9 | 2.1 |
| Education (secondary) | $1.3 €$ | 3.0 | 2.1 | 1.7 | $1.3 €$ | 3.9 | 2.3 | 1.9 | 1.36 | 2.3 | 1.9 | 1.5 |
| Education (elementary) | 0.1 e | 0.4 | 0.8 | 0.6 | $0.1 €$ | 0.8 | 0.9 | 0.8 | $0.1 \epsilon$ | 0.1 | 0.7 | 0.5 |
| Engineer | $5.8 €$ | 5.2 | 6.3 | 6.4 | $6.3 €$ | 5.5 | 7.0 | 6.8 | $5.2 €$ | 5.0 | 5.6 | 6.1 |
| Farmer or forester | $2.4 €$ | 2.0 | 1.4 | 1.0 | $2.7 €$ | 2.5 | 1.5 | 1.0 | $2.0 ¢$ | 1.6 | 1.4 | 1.0 |
| Health professional | $0.9 €$ | 1.8 | 0.8 | 1.1 | $0.6 €$ | 2.4 | 1.1 | 1.1 | 1.26 | 1.2 | 0.6 | 1.1 |
| Homemaker | $0.0 €$ | 0.1 | 0.3 | 0.3 | 0.06 | 0.1 | 0.4 | 0.4 | $0.0 €$ | 0.0 | 0.2 | 0.2 |
| Lawyer | $0.7 €$ | 2.5 | 1.2 | 1.7 | $0.9 €$ | 2.6 | 1.0 | 2.0 | $0.4 €$ | 2.4 | 1.4 | 1.6 |
| Military | $2.6 €$ | 2.7 | 1.8 | 1.7 | $2.6 €$ | 2.1 | 2.1 | 1.8 | $2.7 €$ | 3.1 | 1.6 | 1.7 |
| Nurse | $0.1 €$ | 0.0 | 0.3 | 0.4 | 0.16 | 0.0 | 0.3 | 0.4 | 0.0¢ | 0.1 | 0.4 | 0.4 |
| Research scientist | $0.2 €$ | 0.3 | 0.4 | 0.3 | $0.4 €$ | 0.5 | 0.4 | 0.4 | $0.0 €$ | 0.1 | 0.4 | 0.3 |
| Social worker | $0.6 €$ | 0.6 | 0.7 | 0.6 | $0.5 €$ | 0.6 | 0.7 | 0.7 | $0.7 ¢$ | 0.6 | 0.6 | 0.5 |
| Skilled worker | 10.76 | 10.0 | 8.5 | 6.5 | $12.2 €$ | 11.9 | 9.9 | 7.3 | $9.0 ¢$ | 8.4 | 7.4 | 6.1 |
| Semi skilled worker | 10.56 | 7.7 | 7.3 | 5.3 | $10.8 €$ | 7.5 | 7.5 | 5.4 | $10.1 €$ | 7.9 | 7.0 | 5.3 |
| Laborer | 13.4€ | 9.0 | 7.9 | 7.5 | 12.8€ | 9.5 | 8.8 | 7.0 | 14.1є | 8.6 | 7.0 | 7.9 |
| Unemployed | $6.6 €$ | 5.1 | 5.6 | 3.7 | $6.4 €$ | 5.1 | 4.7 | 2.5 | $6.8 €$ | 5.1 | 6.3 | 4.5 |
| Other occupation | 25.96 | 23.0 | 30.9 | 34.0 | 23.96 | 16.9 | 26.3 | 30.2 | $28.1 €$ | 28.3 | 34.9 | 36.5 |

CIRP FRESHMAN SURVEY TRENDS REPORT
ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Your mother's occupation [3] |  |  |  |  |  |  |  |  |  |  |  |  |
| Artist | $0.9 €$ | 1.3 | 1.0 | 1.2 | $1.0 €$ | 1.5 | 0.9 | 1.4 | $0.7 €$ | 1.2 | 1.0 | 1.1 |
| Business | $3.6 €$ | 10.1 | 10.8 | 14.5 | $3.7 €$ | 9.4 | 11.2 | 14.9 | 3.46 | 10.6 | 10.6 | 14.2 |
| Clerical | $6.0 €$ | 8.1 | 5.4 | 4.1 | $4.7 €$ | 7.4 | 5.0 | 3.9 | $7.4 €$ | 8.6 | 5.8 | 4.2 |
| Clergy | $0.0 €$ | 0.1 | 0.2 | 0.2 | 0.0¢ | 0.1 | 0.3 | 0.3 | $0.0 €$ | 0.1 | 0.1 | 0.1 |
| College teacher | $0.2 \epsilon$ | 0.4 | 0.5 | 0.4 | 0.46 | 0.4 | 0.5 | 0.4 | 0.06 | 0.4 | 0.6 | 0.4 |
| Doctor (MD or DDS) | 0.16 | 0.4 | 0.7 | 1.1 | 0.16 | 0.4 | 0.6 | 1.4 | $0.2 €$ | 0.5 | 0.8 | 1.0 |
| Education (secondary) | $1.7 €$ | 2.6 | 3.4 | 3.8 | $2.1 €$ | 3.3 | 3.6 | 4.6 | 1.36 | 2.0 | 3.3 | 3.2 |
| Education (elementary) | $3.5 €$ | 4.3 | 6.5 | 6.3 | $3.8 €$ | 4.9 | 6.8 | 7.2 | $3.1 €$ | 3.8 | 6.2 | 5.7 |
| Engineer | $0.0 €$ | 0.0 | 0.2 | 0.7 | $0.0 €$ | 0.0 | 0.3 | 0.6 | 0.06 | 0.1 | 0.1 | 0.7 |
| Farmer or forester | $0.4 €$ | 0.3 | 0.1 | 0.2 | $0.7 €$ | 0.5 | 0.1 | 0.2 | 0.16 | 0.1 | 0.1 | 0.2 |
| Health professional | $0.8 €$ | 2.8 | 1.2 | 2.0 | 0.86 | 2.8 | 1.2 | 2.0 | $0.8 \epsilon$ | 2.7 | 1.2 | 2.1 |
| Homemaker | 33.36 | 20.0 | 16.4 | 10.7 | 33.0€ | 18.9 | 16.3 | 9.1 | $33.6 €$ | 21.0 | 16.4 | 11.6 |
| Lawyer | $0.0 €$ | 0.6 | 0.4 | 0.7 | $0.0 €$ | 1.0 | 0.5 | 1.1 | $0.0 €$ | 0.2 | 0.3 | 0.5 |
| Military | 0.06 | 0.2 | 0.1 | 0.2 | $0.1 €$ | 0.4 | 0.1 | 0.3 | 0.06 | 0.0 | 0.0 | 0.2 |
| Nurse | $4.3 €$ | 4.0 | 4.5 | 5.6 | $4.2 €$ | 4.3 | 4.9 | 6.3 | 4.3E | 3.8 | 4.3 | 5.1 |
| Research scientist | $0.0 €$ | 0.0 | 0.1 | 0.2 | $0.1 €$ | 0.0 | 0.1 | 0.2 | $0.0 €$ | 0.1 | 0.2 | 0.2 |
| Social worker | $1.8 €$ | 1.5 | 2.0 | 2.2 | $1.3 \epsilon$ | 1.2 | 2.1 | 2.2 | $2.3 €$ | 1.8 | 1.9 | 2.2 |
| Skilled worker | 1.46 | 2.6 | 2.1 | 1.7 | $1.4 €$ | 3.1 | 2.3 | 2.0 | 1.46 | 2.1 | 1.8 | 1.5 |
| Semi skilled worker | $5.8 €$ | 4.8 | 4.1 | 3.1 | $6.0 €$ | 5.9 | 4.4 | 3.2 | $5.7 €$ | 3.8 | 3.9 | 3.0 |
| Laborer | $5.6 €$ | 3.9 | 4.6 | 5.1 | $6.5 ¢$ | 4.1 | 5.5 | 4.6 | $4.6 €$ | 3.8 | 3.8 | 5.4 |
| Unemployed | 17.7€ | 13.9 | 10.5 | 7.4 | 18.1€ | 14.2 | 10.8 | 7.5 | $17.2 \epsilon$ | 13.5 | 10.3 | 7.3 |
| Other occupation | 12.96 | 18.2 | 25.1 | 28.7 | $11.9 €$ | 16.3 | 22.5 | 26.8 | $14.0 €$ | 19.9 | 27.3 | 30.0 |
| Your father's religious preference [2,3] |  |  |  |  |  |  |  |  |  |  |  |  |
| Protestant (Christian) | 16.8 | 12.8 | 19.7 | 26.5 | 17.0 | 13.7 | 20.0 | 28.1 | 16.5 | 12.1 | 19.5 | 25.4 |
| Roman Catholic | 70.9 | 71.3 | 65.6 | 55.7 | 70.9 | 70.4 | 66.2 | 54.1 | 71.0 | 72.1 | 65.1 | 56.7 |
| Jewish | 1.3 | 0.8 | 1.5 | 1.8 | 1.7 | 1.0 | 1.4 | 2.4 | 0.9 | 0.7 | 1.6 | 1.3 |
| Other | 3.9 | 5.7 | 3.8 | 3.9 | 3.8 | 5.5 | 3.4 | 3.7 | 4.1 | 5.9 | 4.2 | 4.0 |
| None | 7.0 | 9.3 | 9.3 | 12.2 | 6.6 | 9.4 | 9.1 | 11.7 | 7.5 | 9.2 | 9.5 | 12.6 |
| Your mother's religious preference [2,3] |  |  |  |  |  |  |  |  |  |  |  |  |
| Protestant (Christian) | 18.3 | 15.9 | 22.7 | 29.7 | 18.5 | 16.2 | 23.0 | 31.0 | 18.1 | 15.6 | 22.5 | 28.9 |
| Roman Catholic | 73.5 | 72.9 | 67.4 | 58.6 | 73.1 | 72.1 | 67.3 | 56.1 | 74.1 | 73.6 | 67.5 | 60.2 |
| Jewish | 1.1 | 0.9 | 1.3 | 1.4 | 1.5 | 1.2 | 1.7 | 1.9 | 0.7 | 0.6 | 1.0 | 1.2 |
| Other | 4.0 | 6.8 | 3.4 | 3.3 | 4.1 | 6.7 | 2.9 | 3.3 | 3.9 | 6.9 | 3.8 | 3.3 |
| None | 3.0 | 3.5 | 5.2 | 7.0 | 2.9 | 3.8 | 5.1 | 7.7 | 3.3 | 3.2 | 5.2 | 6.4 |
| How many persons are currently dependent on your parents? |  |  |  |  |  |  |  |  |  |  |  |  |
| One | - | 4.5 | $7.7 €$ | 8.9 | - | 5.1 | 9.3€ | 10.9 | - | 3.9 | $6.4 €$ | 7.5 |
| Two | - | 11.2 | $15.8 €$ | 18.1 | - | 12.3 | $17.2 €$ | 20.0 | - | 10.3 | 14.6€ | 16.9 |
| Three | - | 18.2 | 21.96 | 22.0 | - | 19.7 | 22.36 | 21.4 | - | 16.8 | 21.76 | 22.3 |
| Four | - | 23.3 | $24.6 €$ | 26.1 | - | 23.6 | 23.3€ | 25.3 | - | 23.0 | $25.6 ¢$ | 26.6 |
| Five | - | 22.1 | $17.3 €$ | 15.7 | - | 20.5 | $16.5 ¢$ | 14.2 | - | 23.6 | 18.16 | 16.6 |
| Six or more | - | 20.7 | $12.7 €$ | 9.3 | - | 18.8 | $11.5 €$ | 8.1 | - | 22.4 | 13.64 | 10.0 |

CIRP FRESHMAN SURVEY TRENDS REPORT
ALL LATINA/OS BY GENDER

|  | All Latinalos |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Student rated self above average or highest $10 \%$ as compared with the average person of his/her age in: |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic ability | $49.7 \dagger$ | 58.9 | 60.7 | 64.7 | $53.1 \dagger$ | 63.9 | 65.2 | 69.8 | $45.9 \dagger$ | 54.5 | 56.9 | 61.3 |
| Artistic ability | $21.4 \dagger$ | 27.9 | 30.2 | 29.9 | $21.9 \dagger$ | 29.1 | 33.5 | 31.6 | $20.8 \dagger$ | 26.9 | 27.4 | 28.8 |
| Cooperativeness | - | - | 73.1 | 72.5 | - | - | 71.4 | 71.7 | - | - | 74.5 | 73.0 |
| Creativity | - | - | 52.9 | 56.1 | - | - | 59.4 | 58.4 | - | - | 47.5 | 54.6 |
| Drive to achieve | $68.4 \dagger$ | 71.1 | 72.5 | 75.7 | $68.7 \dagger$ | 72.4 | 73.0 | 72.9 | $68.1 \dagger$ | 69.9 | 72.0 | 77.4 |
| Emotional heaith | - | 60.3 | 53.4 | 52.3 | - | 67.0 | 58.8 | 62.5 | - | 54.4 | 48.9 | 45.7 |
| Leadership ability | $47.2 \dagger$ | 54.5 | 57.1 | 60.0 | $54.7 \dagger$ | 59.7 | 59.4 | 63.6 | $38.9 \dagger$ | 50.1 | 55.2 | 57.6 |
| Mathematical ability | $28.7 \dagger$ | 41.2 | 39.5 | 37.8 | $36.9 \dagger$ | 49.8 | 48.3 | 49.2 | 19.7 $\dagger$ | 33.8 | 32.1 | 30.5 |
| Physical health | - | 59.2 | 52.2 | 49.6 | - | 71.5 | 61.9 | 64.6 | - | 48.5 | 44.1 | 39.9 |
| Popularity | $34.6 \dagger$ | 41.5 | 38.6 | - | $38.7 \dagger$ | 47.5 | 45.5 | - | $29.9 \dagger$ | 36.4 | 32.8 | - |
| Public speaking ability | $27.4 \dagger$ | - | 34.6 | 36.8 | $30.1 \dagger$ | - | 34.5 | 40.1 | $24.5 \dagger$ | - | 34.7 | 34.7 |
| Self confidence (intellectual) | $49.4 \dagger$ | 60.9 | 58.2 | 59.4 | $55.1 \dagger$ | 67.4 | 64.1 | 70.3 | $43.1 \dagger$ | 55.3 | 53.2 | 52.3 |
| Self contidence (social) | $44.9 \dagger$ | 53.8 | 52.8 | 54.4 | $48.6 \dagger$ | 54.4 | 56.6 | 60.3 | $40.8 \dagger$ | 53.2 | 49.6 | 50.5 |
| Stubbornness | $35.3 \dagger$ | - | 43.5 | - | $33.4 \dagger$ | - | 37.8 | - | $37.6 \dagger$ | - | 48.3 | - |
| Understanding of others | $70.1 \dagger$ | - | 74.7 | 71.2 | $67.6 \dagger$ | - | 69.4 | 70.0 | $73.0 \dagger$ | - | 79.1 | 71.9 |
| Writing ability | $32.1 \dagger$ | 40.6 | 42.8 | 44.5 | $30.8 \dagger$ | 40.8 | 41.6 | 44.8 | $33.5 \dagger$ | 40.5 | 43.8 | 44.3 |
| How would you describe the racial composition of: |  |  |  |  |  |  |  |  |  |  |  |  |
| The high school you last attended? |  |  |  |  |  |  |  |  |  |  |  |  |
| Completely non-white | - | - | - | 7.1 | - | - | - | 6.5 | - | - | - | 7.5 |
| Mostly non-white | - | - | - | 26.5 | - | - | - | 24.8 | - | - | - | 27.6 |
| Roughly hall non-white | - | - | - | 28.5 | - | - | - | 27.3 | - | - | - | 29.3 |
| Mostly white | - | - | - | 34.7 | - | - | - | 37.8 | - | - | - | 32.7 |
| Completely white | - | - | - | 3.2 | - | - | - | 3.6 | - | - | - | 3.0 |
| The neighborhood where you grew up? |  |  |  |  |  |  |  |  |  |  |  |  |
| Completely non-white | - | - | - | 13.1 | - | - | - | 12.6 | - | - | $\cdots$ | 13.4 |
| Mostly non-white | - | - | - | 25.1 | $\cdots$ | - | - | 24.4 | - | - | - | 25.5 |
| Roughly half non-white | - | - | - | 20.0 | - | - | - | 18.9 | - | - | - | 20.7 |
| Mostly white | - | - | - | 34.5 | - | - | - | 36.0 | - | - | - | 33.5 |
| Completely white | - | $\cdots$ | - | 7.4 | - | - | - | 8.1 | - | - | - | 7.0 |
| What was your average grade in high school? |  |  |  |  |  |  |  |  |  |  |  |  |
| A or A+ | 11.2 | 13.6 | 12.9 | 17.1 | 9.7 | 15.0 | 11.6 | 15.1 | 13.3 | 12.3 | 14.0 | 18.4 |
| A | 11.1 | 14.8 | 15.9 | 21.6 | 8.7 | 15.2 | 14.7 | 19.1 | 14.4 | 14.5 | 17.0 | 23.3 |
| B+ | 21.9 | 21.9 | 21.0 | 23.3 | 21.4 | 19.7 | 19.0 | 22.4 | 22.5 | 23.7 | 22.7 | 23.9 |
| B | 24.6 | 24.4 | 25.7 | 24.0 | 24.1 | 21.4 | 25.2 | 26.1 | 25.2 | 27.0 | 26.2 | 22.7 |
| B- | 13.0 | 11.9 | 11.9 | 8.3 | 14.4 | 14.0 | 13.8 | 9.7 | 11.0 | 10.1 | 10.4 | 7.4 |
| C+ | 10.5 | 9.0 | 8.3 | 4.3 | 12.5 | 9.3 | 10.4 | 5.5 | 7.8 | 8.9 | 6.5 | 3.5 |
| C | 6.8 | 4.1 | 4.0 | 1.3 | 8.3 | 5.0 | 5.1 | 2.0 | 4.9 | 3.4 | 3.1 | 0.8 |
| D | 0.9 | 0.2 | 0.2 | 0.1 | 0.9 | 0.4 | 0.2 | 0.1 | 0.9 | 0.0 | 0.1 | 0.0 |

CIRP FRESHMAN SURVEY TRENDS REPORT
ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| In what year did you graduate from high school? |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 92.1 | 96.2 | 97.5 | 98.1 | 90.7 | 94.9 | 97.0 | 97.2 | 94.1 | 97.4 | 97.9 | 98.7 |
| One year ago | 2.0 | 1.7 | 1.6 | 1.2 | 2.2 | 1.9 | 1.9 | 1.7 | 1.7 | 1.6 | 1.3 | 0.9 |
| Two years ago | 1.2 | 0.5 | 0.4 | 0.3 | 1.4 | 0.9 | 0.4 | 0.6 | 0.9 | 0.3 | 0.3 | 0.2 |
| Three or more years ago | 2.2 | 0.8 | 0.3 | 0.2 | 2.9 | 1.0 | 0.3 | 0.4 | 1.1 | 0.6 | 0.3 | 0.1 |
| Did not graduate but passed G.E.D. test | 1.9 | 0.3 | 0.2 | 0.1 | 2.3 | 0.6 | 0.2 | 0.1 | 1.4 | 0.1 | 0.1 | 0.1 |
| Never completed high school | 0.6 | 0.4 | 0.1 | 0.0 | 0.5 | 0.8 | 0.2 | 0.0 | 0.7 | 0.0 | 0.0 | 0.0 |
| Student met or exceeded recommended years of high school (grades 9-12) study in the following subjects [4] |  |  |  |  |  |  |  |  |  |  |  |  |
| English (4 years) | $\cdots$ | 94.0 | 97.31 | 97.8 | - | 93.4 | 96.71 | 97.6 | - | 94.5 | $97.7 \dagger$ | 98.0 |
| Mathematics ( 3 years) | - | 88.8 | $97.1 \dagger$ | 98.3 | - | 91.8 | $97.2 \dagger$ | 98.3 | $\square$ | 86.2 | $97.1 \dagger$ | 98.3 |
| Foreign language (2 years) | - | 76.2 | $93.0 \dagger$ | 94.8 | - | 76.5 | $91.8 \dagger$ | 94.0 | - | 76.0 | $94.0 \dagger$ | 95.3 |
| Physical science (2 years) | - | 50.1 | $47.8 \dagger$ | 56.5 | - | 57.9 | $52.0 \dagger$ | 61.2 | - | 43.3 | $44.4 \dagger$ | 53.5 |
| Biological science (2 years) | - | 35.6 | $36.6 \dagger$ | 45.3 | - | 34.3 | $35.0 \dagger$ | 43.8 | - | 36.7 | $37.9 \dagger$ | 46.3 |
| History/American govt. (1 year) | - | 99.1 | $98.1 \dagger$ | 98.7 | - | 99.0 | $98.0 \dagger$ | 98.8 | - | 99.2 | $98.3 \dagger$ | 98.6 |
| Computer science (1/2 year) | - | 54.7 | $57.8 \dagger$ | 59.2 | - | 59.4 | $62.0 \dagger$ | 64.4 | - | 50.6 | $54.4 \dagger$ | 55.8 |
| Arts and/or music (1 year) | - | 52.9 | $75.7 \dagger$ | 82.9 | - | 47.6 | $72.8 \dagger$ | 80.4 | - | 57.4 | $78.1 \dagger$ | 84.6 |
| Have you had any special tutoring or remedial work in: |  |  |  |  |  |  |  |  |  |  |  |  |
| English | - | $8.8 \ddagger$ | 6.3 | - | - | $10.1 \ddagger$ | 7.3 | - | - | $7.6 \ddagger$ | 5.5 | - |
| Reading | - | $7.6 \ddagger$ | 5.8 | - | - | $8.0 \ddagger$ | 6.8 | - | - | $7.2 \ddagger$ | 4.9 | - |
| Mathematics | - | $9.6 \ddagger$ | 12.8 | - | - | $10.6 \ddagger$ | 11.0 | - | - | $8.6 \ddagger$ | 14.3 | - |
| Social studies | - | $6.9 \ddagger$ | 4.9 | - | - | $7.2 \ddagger$ | 5.9 | - | - | $6.6 \ddagger$ | 4.0 | - |
| Science | - | $6.8 \ddagger$ | 6.4 | - | - | $7.7 \ddagger$ | 6.5 | - | - | 5.97 | 6.4 | - |
| Foreign language | - | $6.7 \ddagger$ | 6.1 | - | - | $6.8 \ddagger$ | 7.5 | - | - | $6.6 \ddagger$ | 5.0 | - |
| Do you feel you will need any special tutoring or remedial work in: |  |  |  |  |  |  |  |  |  |  |  |  |
| English | - | $23.2 \ddagger$ | 20.8 | - | - | $25.2 \ddagger$ | 24.3 | - | - | $21.5 \ddagger$ | 17.8 | - |
| Reading | - | $8.8 \ddagger$ | 9.6 | - | - | 9.5 $\ddagger$ | 11.7 | - | - | $8.1 \ddagger$ | 7.8 | - |
| Mathematics | - | $35.8 \ddagger$ | 39.1 | - | - | $32.2 \ddagger$ | 33.9 | - | - | $39.1 \ddagger$ | 43.4 | - |
| Social studies | - | $5.7 \ddagger$ | 8.2 | - | - | $4.9 \pm$ | 8.4 | - | - | $6.4 \ddagger$ | 8.0 | - |
| Science | - | $19.7 \ddagger$ | 22.2 | - | - | $18.0 \ddagger$ | 19.3 | - | - | $21.3 \ddagger$ | 24.6 | - |
| Foreign language | - | $9.8 \ddagger$ | 10.5 | - | - | $10.7 \ddagger$ | 11.3 | - | - | $8.9 \ddagger$ | 9.8 | $\cdots$ |

CIRP FRESHMAN SURVEY TRENDS REPORT ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Indicate which activities you did during the past year |  |  |  |  |  |  |  |  |  |  |  |  |
| Asked teacher for advice after class [5] | - | 30.2 | 24.7 | 29.4 | - | 27.6 | 23.2 | 25.3 | - | 32.4 | 26.0 | 32.1 |
| Attended a religious service | - | 86.2 | 82.2 | 76.2 | - | 81.4 | 79.1 | 73.4 | - | 90.4 | 84.7 | 78.1 |
| Came late to class | - | - | $59.8 \ddagger$ | 63.7 | - | - | $60.4 \ddagger$ | 64.8 | - | - | 59.4才 | 63.0 |
| Failed to complete a homework assignment on time | - | 63.9 | 65.4 | - | - | 66.3 | 69.5 | - | - | 61.8 | 62.0 |  |
| Discussed politics [5] | - | - | 19.2 | 34.3 | - | - | 21.3 | 37.3 | - | - | 17.4 | 32.3 |
| Discussed religion [5] | - | - | $24.8 \ddagger$ | 30.9 | - | - | $21.3 \ddagger$ | 30.1 | - | - | $27.7 \ddagger$ | 31.5 |
| Drank beer | - | 54.3 | 45.5 | 36.6 | - | 64.5 | 51.5 | 45.0 | - | 45.3 | 40.4 | 31.2 |
| Drank wine or liquor | - | - | 49.3 | 44.7 | - |  | 48.6 | 47.8 | - | - | 49.8 | 42.7 |
| Felt depressed [5] | - | 8.9 | 11.0 | 8.3 | - | 7.1 | 8.4 | 6.1 | - | 10.5 | 13.2 | 9.7 |
| Felt overwhelmed by all I had to do [5] | - | 15.9 | 29.5 | 30.3 | - | 12.2 | 22.2 | 19.3 | - | 19.2 | 35.7 | 37.4 |
| Missed school because of illness | - | 72.8 | $73.0 \ddagger$ | - | - | 66.2 | $65.8 \ddagger$ | - | - | 78.6 | $78.9 \ddagger$ | - |
| Overslept and missed a class or appointment | - | 24.4 | 33.8 | - | - | 24.8 | 33.5 | - | - | 24.1 | 34.1 | - |
| Participated in organized demonstrations | - | - | 49.0 | 56.7 | - | - | 46.3 | 53.0 | - | - | 51.3 | 59.1 |
| Performed volunteer work | - | 74.6 | 76.1 | 82.4 | - | 72.0 | 71.3 | 77.3 | - | 76.9 | 80.1 | 85.7 |
| Played a musical instrument | - | 38.5 | 34.2 | 37.0 | - | 37.3 | 35.2 | 42.9 | - | 39.5 | 33.4 | 33.1 |
| Smoked cigarettes [5] | - | 5.2 | 8.3 | 4.3 | - | 4.1 | 7.4 | 5.4 | - | 6.2 | 9.1 | 3.7 |
| Socialized with someone of another racial/ethnic group [5] | - | - | 85.1 | 81.5 | - | - | 82.9 | 80.0 | - | - | 87.0 | 82.5 |
| Stayed up all night | - | 73.6 | $81.7 \ddagger$ | - | - | 75.7 | 81.6 $\ddagger$ | - | - | 71.7 | 81.8 $\ddagger$ | - |
| Studied with other students | - | 91.1 | 87.1 | 86.1 | - | 90.6 | 84.4 | 82.3 | - | 91.5 | 89.2 | 88.6 |
| Tutored another student | - | 55.0 | 60.4 | 60.1 | - | 53.6 | 59.4 | 57.0 | - | 56.3 | 61.2 | 62.1 |
| Used a personal computer [5] | - | 22.7 | $45.0 \ddagger$ | - | - | 28.1 | 47.3 $\ddagger$ | - | - | 18.0 | $43.3 \ddagger$ | 80.2 |
| Voted in a student election [5] | - | - | 28.4 | 24.1 | - | - | 25.4 | 20.4 | - | - | 31.0 | 26.4 |
| Was bored in class [5] | - | 21.5 | 28.1 | 33.8 | - | 22.6 | 28.6 | 36.8 | - | 20.5 | 27.7 | 31.8 |
| Was a guest in a teacher's home | - | 35.6 | 25.4 | 20.8 | - | 33.7 | 24.8 | 22.0 | - | 37.2 | 26.0 | 19.9 |
| Worked in a local, state or national political campaign | - | $11.3 \ddagger$ | 10.5 | - | - | $12.5 \ddagger$ | 9.9 | - | - | $10.2 \ddagger$ | 10.9 | - |
| During your last year in high school, how much time did you spend in a typical week doing the following activities? |  |  |  |  |  |  |  |  |  |  |  |  |
| Studying/homework |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 1.4 | 2.1 | - | - | 2.2 | 3.8 | - | - | 0.8 | 1.0 |
| Less than one | - | - | 8.5 | 10.1 | - | - | 11.0 | 14.1 | - | - | 6.4 | 7.4 |
| 1 to 2 | - | - | 20.2 | 23.3 | - | - | 23.2 | 25.2 | - | - | 17.7 | 22.0 |
| 3 to 5 | - | - | 28.4 | 30.2 | - | - | 27.4 | 28.0 | - | - | 29.2 | 31.7 |
| 6 to 10 | - | - | 21.6 | 19.4 | - | - | 20.1 | 16.7 | - | - | 22.8 | 21.2 |
| 11 to 15 | - | - | 10.7 | 8.1 | - | - | 9.0 | 6.5 | - | - | 12.1 | 9.1 |
| 16 to 20 | - | - | 5.2 | 3.9 | - | - | 3.9 | 2.8 | - | - | 6.2 | 4.6 |
| Over 20 | - | - | 4.0 | 3.0 | - | - | 3.2 | 2.8 | - | - | 4.7 | 3.1 |

CIRP FRESHMAN SURVEY TRENDS REPORT

## ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| During your last year in high school, how much time did you spend in a typical week doing the following activities? |  |  |  |  |  |  |  |  |  |  |  |  |
| Socializing with friends |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 0.6 | 0.5 | - | - | 0.5 | 0.8 | - | - | 0.7 | 0.4 |
| Less than one | - | - | 2.8 | 2.1 | - | - | 2.7 | 1.6 | - | - | 2.8 | 2.4 |
| 1 to 2 | - | - | 8.5 | 8.4 | - | - | 7.7 | 6.9 | - | - | 9.2 | 9.3 |
| 3 to 5 | - | - | 19.3 | 22.1 | - | - | 17.5 | 20.2 | - | - | 20.7 | 23.4 |
| 6 to 10 | - | - | 22.9 | 24.9 | - | - | 20.6 | 24.4 | - | - | 24.9 | 25.2 |
| 11 to 15 | - | - | 16.4 | 17.0 | - | - | 16.6 | 17.0 | - | - | 16.2 | 17.0 |
| 16 to 20 | - | - | 11.5 | 9.6 | - | - | 12.0 | 10.3 | - | - | 11.1 | 9.2 |
| Over 20 | - | - | 18.0 | 15.4 | - | - | 22.3 | 18.8 | - | - | 14.4 | 13.2 |
| Talking with teachers outside of class |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 8.7 | 9.3 | - | - | 10.5 | 12.3 | - | - | 7.2 | 7.4 |
| Less than one | - | - | 38.8 | 37.4 | - | - | 40.2 | 39.9 | - | - | 37.7 | 35.9 |
| 1 to 2 | - | - | 31.4 | 32.1 | - | - | 30.6 | 29.9 | - | - | 32.0 | 33.4 |
| 3 to 5 | - | - | 14.7 | 14.6 | - | - | 13.4 | 12.1 | - | - | 15.8 | 16.2 |
| 6 to 10 | - | - | 4.1 | 4.1 | - | - | 3.4 | 3.4 | - | - | 4.7 | 4.7 |
| 11 to 15 | - | - | 1.3 | 1.4 | - | - | 1.0 | 1.1 | - | - | 1.6 | 1.5 |
| 16 to 20 | - | - | 0.5 | 0.4 | - | - | 0.4 | 0.4 | - | - | 0.6 | 0.4 |
| Over 20 | - | - | 0.5 | 0.7 | - | - | 0.4 | 0.9 | - | - | 0.5 | 0.5 |
| Exercising or sports |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 6.8 | 6.9 | - | - | 3.5 | 3.4 | - | - | 9.5 | 9.2 |
| Less than one | - | - | 11.6 | 12.0 | - | - | 7.4 | 7.5 | - | - | 15.0 | 14.9 |
| 1 to 2 | - | - | 17.9 | 18.4 | - | - | 14.4 | 14.5 | - | - | 20.9 | 20.9 |
| 3 to 5 | - | - | 20.5 | 20.0 | - | - | 20.4 | 19.6 | - | - | 20.6 | 20.3 |
| 6 to 10 | - | - | 16.0 | 16.9 | - | - | 18.0 | 19.2 | - | - | 14.3 | 15.4 |
| 11 to 15 | - | - | 11.8 | 10.9 | - | - | 14.7 | 12.9 | - | - | 9.5 | 9.7 |
| 16 to 20 | - | - | 6.7 | 6.3 | - | - | 9.1 | 8.9 | - | - | 4.6 | 4.6 |
| Over 20 | - | - | 8.7 | 8.6 | - | - | 12.5 | 14.0 | - | - | 5.6 | 5.0 |
| Partying |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 17.9 | 24.1 | - | - | 15.0 | 21.3 | - | - | 20.4 | 26.0 |
| Less than one | - | - | 11.7 | 14.0 | - | - | 11.1 | 12.9 | - | - | 12.3 | 14.7 |
| 1 to 2 | - | - | 18.2 | 19.8 | - | - | 18.9 | 19.0 | - | - | 17.5 | 20.4 |
| 3 to 5 | - | - | 24.7 | 20.5 | - | - | 24.4 | 20.7 | - | - | 25.0 | 20.4 |
| 6 to 10 | - | - | 14.0 | 11.9 | - | - | 14.3 | 13.3 | - | - | 13.7 | 10.9 |
| 11 to 15 | - | - | 6.6 | 5.0 | - | - | 7.5 | 6.4 | - | - | 5.9 | 4.0 |
| 16 to 20 | - | - | 3.1 | 2.0 | - | - | 3.3 | 2.4 | - | - | 3.0 | 1.7 |
| Over 20 | - | - | 3.8 | 2.7 | - | - | 5.6 | 4.0 | - | - | 2.2 | 1.9 |

CIRP FRESHMAN SURVEY TRENDS REPORT
ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| During your last year in high school, how much time did you spend in a typical week doing the following activities? |  |  |  |  |  |  |  |  |  |  |  |  |
| Working (for pay) |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 35.9 | 36.8 | - | - | 35.7 | 37.3 | - | - | 36.1 | 36.6 |
| Less than one | - | - | 1.9 | 2.3 | - | - | 2.3 | 2.8 | - | - | 1.6 | 2.0 |
| 1 to 2 | - | - | 3.0 | 3.6 | - | - | 3.2 | 4.5 | - | - | 2.9 | 2.9 |
| 3 to 5 | - | - | 6.7 | 6.8 | - | - | 6.9 | 7.4 | - | - | 6.5 | 6.4 |
| 6 to 10 | - | - | 10.1 | 10.3 | - | $\square$ | 10.7 | 10.0 | - | - | 9.5 | 10.4 |
| 11 to 15 | - | - | 10.8 | 10.3 | - | - | 9.2 | 9.5 | - | - | 12.2 | 10.9 |
| 16 to 20 | - | - | 13.6 | 13.1 | - | - | 13.2 | 11.9 | - | - | 14.0 | 13.9 |
| Over 20 | - | - | 17.9 | 16.8 | - | - | 18.7 | 16.7 | - | - | 17.2 | 16.9 |
| Volunteer work |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 37.5 | 28.5 | - | - | 43.7 | 35.6 | - | - | 32.3 | 23.9 |
| Less than one | - | - | 16.4 | 18.3 | - | - | 17.6 | 19.8 | - | - | 15.4 | 17.4 |
| 1 to 2 | - | - | 21.8 | 24.0 | - | - | 19.7 | 22.0 | - | - | 23.6 | 25.3 |
| 3 to 5 | - | - | 13.6 | 16.3 | - | - | 10.6 | 12.1 | - | - | 16.1 | 19.1 |
| 6 to 10 | - | - | 5.5 | 6.8 | - | - | 3.9 | 5.0 | - | - | 6.7 | 7.9 |
| 11 to 15 | - | - | 2.6 | 2.4 | - | - | 2.3 | 2.1 | - | - | 2.8 | 2.7 |
| 16 to 20 | - | - | 0.9 | 1.1 | - | - | 0.7 | 0.9 | - | - | 1.1 | 1.3 |
| Over 20 | - | - | 1.7 | 2.4 | - | - | 1.4 | 2.4 | - | - | 1.9 | 2.5 |
| Student clubs/groups |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 28.8 | 27.8 | - | - | 36.5 | 35.4 | - | - | 22.3 | 22.9 |
| Less than one | - | - | 13.1 | 12.5 | - | - | 15.3 | 13.5 | - | - | 11.4 | 11.9 |
| 1 to 2 | - | - | 25.0 | 25.7 | - | - | 22.5 | 23.5 | - | - | 27.1 | 27.1 |
| 3 to 5 | - | - | 17.8 | 18.2 | - | - | 13.9 | 14.4 | - | - | 21.1 | 20.7 |
| 6 to 10 | - | - | 8.0 | 8.4 | - | - | 5.9 | 6.8 | - | - | 9.8 | 9.4 |
| 11 to 15 | - | - | 3.2 | 3.4 | - | - | 2.4 | 2.7 | - | - | 3.9 | 3.8 |
| 16 to 20 | - | $\cdots$ | 1.5 | 1.7 | - | - | 1.2 | 1.4 | - | - | 1.9 | 1.8 |
| Over 20 | - | - | 2.5 | 2.3 | - | - | 2.3 | 2.3 | - | - | 2.6 | 2.3 |
| Watching TV |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 6.6 | 7.1 | - | - | 5.2 | 7.0 | - | - | 7.8 | 7.2 |
| Less than one | - | - | 15.2 | 15.8 | - | - | 12.2 | 13.9 | - | - | 17.7 | 17.1 |
| 1 to 2 | - | - | 24.9 | 26.1 | - | - | 23.2 | 24.0 | - | - | 26.2 | 27.6 |
| 3 to 5 | - | - | 25.0 | 25.9 | - | - | 25.1 | 25.5 | - | - | 24.9 | 26.2 |
| 6 to 10 | - | - | 15.3 | 13.5 | - | - | 17.5 | 14.3 | $\cdots$ | - | 13.4 | 13.0 |
| 11 to 15 | - | - | 6.0 | 5.7 | - | - | 7.9 | 7.2 | - | - | 4.4 | 4.7 |
| 16 to 20 | - | - | 2.7 | 2.4 | - | - | 3.2 | 3.1 | - | - | 2.3 | 1.9 |
| Over 20 | - | - | 4.3 | 3.5 | - | - | 5.5 | 5.1 | - | - | 3.3 | 2.4 |

CIRP FRESHMAN SURVEY TRENDS REPORT
ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| During your last year in high school, how much time did you spend in a typical week doing the following activities? |  |  |  |  |  |  |  |  |  |  |  |  |
| Housework/childcare |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 18.3 | 18.5 | $\cdots$ | - | 26.2 | 26.3 | - | - | 11.7 | 13.4 |
| Less than one | - | - | 18.1 | 16.7 | - | - | 20.6 | 17.9 | - | - | 16.0 | 16.0 |
| 1 to 2 | - | - | 28.4 | 28.5 | - | - | 26.8 | 27.5 | - | - | 29.7 | 29.1 |
| 3 to 5 | - | - | 21.2 | 21.7 | - | - | 15.9 | 17.9 | - | - | 25.6 | 24.2 |
| 6 to 10 | - | - | 7.8 | 7.7 | - | - | 6.2 | 5.9 | - | - | 9.2 | 8.8 |
| 11 to 15 | - | - | 3.0 | 3.2 | - | - | 2.3 | 2.1 | - | $\cdots$ | 3.5 | 3.9 |
| 16 to 20 | - | - | 1.1 | 1.4 | - | - | 0.8 | 0.8 | - | - | 1.5 | 1.7 |
| Over 20 | - | - | 2.1 | 2.4 | - | - | 1.2 | 1.5 | - | - | 2.8 | 2.9 |
| Reading for pleasure |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 21.2 | 23.2 | - | - | 25.8 | 30.3 | - | - | 17.4 | 18.5 |
| Less than one | - | - | 25.5 | 24.3 | - | - | 26.3 | 24.5 | - | - | 24.7 | 24.2 |
| 1 to 2 | - | - | 25.9 | 26.8 | - | - | 24.1 | 24.0 | - | - | 27.4 | 28.6 |
| 3 to 5 | - | - | 15.6 | 15.3 | - | - | 13.9 | 12.5 | - | - | 17.0 | 17.1 |
| 6 to 10 | - | - | 7.0 | 6.1 | - | - | 6.4 | 5.2 | - | - | 7.6 | 6.8 |
| 11 to 15 | - | - | 2.6 | 2.0 | - | - | 1.7 | 1.7 | - | - | 3.4 | 2.3 |
| 16 to 20 | - | - | 1.0 | 0.9 | - | - | 0.9 | 0.5 | - | - | 1.1 | 1.1 |
| Over 20 | - | - | 1.2 | 1.4 | - | - | 1.0 | 1.3 | - | - | 1.4 | 1.4 |
| Reasons noted as very important in deciding to go to college |  |  |  |  |  |  |  |  |  |  |  |  |
| A mentor/role model encouraged me to go | - | $\square$ | 20.9 | 24.1 | - | - | 20.6 | 21.9 | - | - | 21.1 | 25.5 |
| I could not find a job | 7.4€ | 5.4 | $8.7 \ddagger$ | 6.6 | $9.0 €$ | 4.7 | $8.2 \ddagger$ | 5.7 | 5.66 | 6.0 | $9.1 \ddagger$ | 7.2 |
| My parents wanted me to go | $32.8 €$ | 34.2 | $40.0 \ddagger$ | 52.1 | $33.8 €$ | 31.8 | $38.7 \pm$ | 47.4 | 31.76 | 36.3 | $41.2 \ddagger$ | 55.1 |
| There was nothing better to do | $5.2 €$ | 2.3 | 4.0 | 3.8 | $5.7 €$ | 2.8 | 5.0 | 5.1 | $4.6 €$ | 1.9 | 3.2 | 3.0 |
| To be able to get a better job | 73.66 | 70.8 | $75.3 \ddagger$ | 71.0 | $73.5 €$ | 69.6 | $74.9 \ddagger$ | 70.3 | $73.7 €$ | 71.9 | 75.7 $\ddagger$ | 71.4 |
| To be able to make more money | 53.76 | 61.2 | 72.4 | 70.8 | 58.4e | 64.6 | 74.3 | 72.6 | 48.36 | 58.4 | 70.8 | 69.6 |
| To gain a general education and appreciation of ideas | $76.0 €$ | 72.0 | 72.5 | 70.4 | 72.66 | 67.1 | 66.9 | 64.5 | 79.96 | 76.2 | 77.2 | 74.2 |
| To improve my reading and study skills | $51.2 \epsilon$ | 51.8 | 56.4 | - | $52.4 \epsilon$ | 47.7 | 53.7 | - | 49.76 | 55.3 | 58.6 | - |
| To learn more about things that interest me | 79.16 | 79.9 | 82.6 | 80.8 | $74.7 €$ | 75.8 | 78.4 | 76.4 | 84.26 | 83.5 | 86.1 | 83.7 |
| To make me a more cultured person | 45.86 | 46.0 | 54.6 | 50.4 | $42.2 €$ | 41.8 | 48.9 | 43.6 | $49.9 €$ | 49.5 | 59.3 | 54.9 |
| To prepare for graduate or professional school | $61.7 €$ | 64.2 | 70.47 | 69.1 | $62.6 €$ | 63.6 | $65.2 \ddagger$ | 61.0 | $60.7 €$ | 64.7 | $74.6 \ddagger$ | 74.3 |
| Wanted to get away from home | $9.7 €$ | 12.0 | $18.0 \ddagger$ | 19.9 | $9.0 €$ | 12.4 | $16.5 \ddagger$ | 21.0 | 10.4€ | 11.7 | 19.3 $\ddagger$ | 19.3 |

CIRP FRESHMAN SURVEY TRENDS REPORT
ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Reasons noted as very important in influencing student's decision to attend this particular college |  |  |  |  |  |  |  |  |  |  |  |  |
| A college rep. recruited me | 7.2 | 6.9 | 6.4 | - | 5.7 | 6.5 | 7.1 | - | 9.1 | 7.1 | 5.7 | - |
| A friend suggested attending | 9.8 | 8.2 | 11.0 | - | 10.7 | 6.7 | 10.6 | - | 8.7 | 9.5 | 11.4 | - |
| I wanted to go to a school about the size of this college | - | - | 35.5 | 38.3 | - | -- | 28.8 | 32.1 | - | - | 41.2 | 42.4 |
| I wanted to live near home | $\cdots$ | 15.2 | 24.4 | 22.3 | - | 11.9 | 20.6 | 18.3 | - | 18.1 | 27.6 | 24.9 |
| I was attracted by the religious affiliation/ orientation of the college | - | - | 6.4 | 7.6 | - | - | 5.4 | 6.5 | - | - | 7.3 | 8.3 |
| I was offered financial assistance | 43.2 | 44.2 | 47.0 | 43.3 | 41.1 | 40.0 | 43.0 | 39.5 | 45.9 | 47.9 | 50.2 | 45.7 |
| My guidance counselor advised me | 13.3 | 12.0 | - | - | 12.2 | 11.4 | - | - | 14.8 | 12.5 | - | - |
| High school guidance counselor advised me | - | - | 12.1 | 12.7 | - | - | 12.7 | 11.4 | - | - | 11.5 | 13.6 |
| Private college counselor advised me | - | - | 4.2 | 3.9 | $\square$ | - | 4.0 | 4.2 | - | - | 4.3 | 3.8 |
| My relatives wanted me to come here | 8.2 | 7.7 | 11.0 | 14.6 | 8.0 | 7.0 | 9.9 | 14.1 | 8.5 | 8.4 | 11.9 | 14.9 |
| My teacher advised me | 7.7 | 6.6 | 7.6 | 9.0 | 7.0 | 6.3 | 8.6 | 8.8 | 8.6 | 6.8 | 6.8 | 9.1 |
| Not offered aid by first choice | - | 5.9 | 8.36 | 8.6 | - | 4.9 | 8.96 | 7.3 | - | 6.8 | $7.9 €$ | 9.4 |
| Rankings in national magazines | - | - | 13.1 | 17.5 | - | - | 12.9 | 17.3 | - | - | 13.2 | 17.6 |
| The athletic dept. recruited me | - | 3.5 | 5.1 | 6.0 | - | 6.3 | 7.6 | 9.3 | - | 1.1 | 3.0 | 3.8 |
| This college's graduates gain admission to top graduate/professional schools | - | 36.0 | 34.8 | 34.4 | - | 36.3 | 31.2 | 31.0 | - | 35.8 | 37.8 | 36.7 |
| This college's graduates get good jobs | - | 50.5 | 50.5 | 49.3 | - | 49.3 | 48.9 | 46.6 | - | 51.6 | 51.8 | 51.1 |
| This college has a good reputation for its social activities | - | 22.5 | 25.6 | 32.2 | - | 24.6 | 25.7 | 31.7 | - | 20.7 | 25.6 | 32.6 |
| This college has low tuition | 20.9 | 16.0 | 27.3 | - | 21.0 | 15.5 | 25.6 | - | 20.8 | 16.4 | 28.8 | - |
| This college has a very good academic reputation | 60.0 | 65.2 | 60.2 | 57.2 | 56.8 | 61.7 | 57.3 | 51.7 | 64.1 | 68.3 | 62.7 | 60.8 |
| This college offers special educational programs | 39.3 | 31.5 | 33.5 | - | 34.6 | 29.0 | 28.5 | - | 45.5 | 33.7 | 37.7 | - |
| Prior to this term, have you ever taken courses for credit at this institution? |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 95.3 | 94.8 | 95.5 | 96.0 | 95.5 | 95.8 | 95.9 | 95.8 | 95.0 | 93.9 | 95.1 | 96.2 |
| Yes | 4.7 | 5.2 | 4.5 | 4.0 | 4.5 | 4.2 | 4.1 | 4.2 | 5.0 | 6.1 | 4.9 | 3.8 |
| Since leaving high school, have you ever taken courses at any other institution? |  |  |  |  |  |  |  |  |  |  |  |  |
| For credit |  |  |  |  |  |  |  |  |  |  |  |  |
| Yes, at a junior or community college | 4.1 | 4.2 | 3.8 | - | 2.9 | 4.2 | 3.1 | - | 5.7 | 4.2 | 4.3 | - |
| Yes, at a 4 yr college or university | 2.7 | 3.8 | 2.3 | - | 1.8 | 2.9 | 1.9 | - | 3.9 | 4.6 | 2.6 | - |
| Yes, at some other postsecondary school | 1.9 | 1.1 | 0.6 | - | 1.3 | 0.9 | 0.6 | - | 2.7 | 1.3 | 0.6 | - |
| Not for credit |  |  |  |  |  |  |  |  |  |  |  |  |
| Yes, at a junior or community college | 7.6 | 4.3 | 8.2 | - | 7.1 | 4.8 | 8.7 | - | 8.2 | 3.9 | 7.8 | - |
| Yes, at a 4 yr college or university | 7.0 | 4.3 | 7.8 | - | 6.8 | 5.4 | 8.5 | - | 7.3 | 3.3 | 7.3 | - |
| Yes, at some other postsecondary school | 7.2 | 3.3 | 6.8 | - | 7.3 | 3.7 | 7.5 | - | 7.1 | 2.8 | 6.3 | - |

CIRP FRESHMAN SURVEY TRENDS REPORT
ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Is this college your: |  |  |  |  |  |  |  |  |  |  |  |  |
| First choice? | 82.6 | 71.4 | 69.1 | 60.7 | 81.7 | 69.9 | 68.9 | 62.9 | 83.7 | 72.6 | 69.2 | 59.2 |
| Second choice? | 13.6 | 20.4 | 22.1 | 27.6 | 13.8 | 20.9 | 21.2 | 25.8 | 13.3 | 20.0 | 22.8 | 28.7 |
| Less than second choice? | 3.9 | 8.2 | 8.9 | 11.8 | 4.5 | 9.1 | 9.8 | 11.2 | 3.0 | 7.4 | 8.1 | 12.1 |
| To how many other colleges than this one did you apply for admission this yr? |  |  |  |  |  |  |  |  |  |  |  |  |
| None | 32.3 | 20.6 | 20.0 | 12.2 | 33.2 | 18.7 | 20.0 | 13.4 | 31.0 | 22.3 | 20.1 | 11.5 |
| One | 18.4 | 17.8 | 11.8 | 7.7 | 16.7 | 16.1 | 12.1 | 8.0 | 20.5 | 19.3 | 11.6 | 7.5 |
| Two | 16.2 | 22.7 | 16.1 | 13.1 | 15.7 | 22.4 | 16.0 | 14.3 | 16.9 | 22.9 | 16.1 | 12.4 |
| Three | 12.8 | 18.0 | 17.3 | 17.8 | 13.1 | 17.3 | 17.8 | 17.7 | 12.4 | 18.7 | 16.8 | 17.9 |
| Four | 6.3 | 8.8 | 12.4 | 14.4 | 6.8 | 10.5 | 11.9 | 14.0 | 5.7 | 7.3 | 12.8 | 14.6 |
| Five | 6.7 | 5.7 | 9.3 | 10.7 | 6.9 | 6.1 | 9.1 | 10.4 | 6.3 | 5.3 | 9.5 | 11.0 |
| Six or more | 7.4 | 6.5 | 13.1 | 24.1 | 7.5 | 9.0 | 13.1 | 22.2 | 7.2 | 4.3 | 13.1 | 25.2 |
| How many other acceptances did you receive this year? |  |  |  |  |  |  |  |  |  |  |  |  |
| None | 31.5 | 13.0 | 8.5 | - | 33.4 | 14.6 | 10.7 | - | 28.9 | 11.4 | 6.7 | - |
| One | 28.3 | 28.6 | 20.6 | - | 26.1 | 25.6 | 20.1 | - | 31.4 | 31.4 | 21.0 | - |
| Two | 20.0 | 24.0 | 22.2 | - | 19.6 | 23.8 | 22.1 | - | 20.6 | 24.2 | 22.3 | - |
| Three | 11.1 | 17.3 | 20.1 | - | 11.2 | 15.8 | 19.6 | - | 10.9 | 18.6 | 20.6 | - |
| Four | 4.9 | 8.3 | 12.1 | - | 5.8 | 8.9 | 11.5 | - | 3.6 | 7.8 | 12.7 | - |
| Five | 1.8 | 4.0 | 7.5 | - | 1.8 | 4.9 | 7.3 | - | 1.7 | 3.3 | 7.6 | - |
| Six or more | 2.4 | 4.8 | 9.0 | - | 2.1 | 6.5 | 8.7 | - | 2.9 | 3.2 | 9.2 | - |
| What is the highest academic degree you intend to obtain? |  |  |  |  |  |  |  |  |  |  |  |  |
| Anywhere |  |  |  |  |  |  |  |  |  |  |  |  |
| None | 3.8 | 1.1 | 0.7 | 0.9 | 4.3 | 1.0 | 0.8 | 1.0 | 3.2 | 1.1 | 0.6 | 0.8 |
| Vocational certificate | - | 0.5 | 0.1 | 0.2 | - | 0.8 | 0.1 | 0.1 | - | 0.3 | 0.1 | 0.3 |
| Associate (A.A.) or equivalent | 2.3 | 0.8 | 0.2 | 0.3 | 1.9 | 0.7 | 0.0 | 0.4 | 2.9 | 0.9 | 0.4 | 0.3 |
| Bachelor's (B.A., B.S., etc.) | 25.3 | 24.7 | 19.6 | 18.2 | 25.9 | 21.9 | 23.9 | 20.2 | 24.6 | 27.2 | 15.9 | 16.9 |
| Master's degree (M.A., M.S., etc.) | 26.1 | 35.0 | 39.6 | 40.7 | 23.5 | 34.0 | 41.1 | 41.8 | 29.8 | 35.9 | 38.3 | 40.0 |
| Ph.D. or Ed.D. | 14.8 | 16.4 | 21.3 | 21.0 | 15.0 | 17.5 | 18.7 | 20.0 | 14.5 | 15.4 | 23.4 | 21.7 |
| M.D., D.D.S., D.V.M. or D.O. | 12.0 | 12.9 | 11.7 | 10.4 | 12.8 | 14.1 | 9.6 | 8.5 | 10.9 | 11.8 | 13.4 | 11.7 |
| LL.B. or J.D. (law) | 11.4 | 5.6 | 5.3 | 6.0 | 12.2 | 5.5 | 4.4 | 5.6 | 10.4 | 5.6 | 6.1 | 6.2 |
| B.D. or M.Div. (divinity) | 1.6 | 0.7 | 0.5 | 0.5 | 1.4 | 1.4 | 0.4 | 0.8 | 1.9 | 0.1 | 0.6 | 0.4 |
| Other | 2.5 | 2.3 | 1.1 | 1.7 | 3.0 | 3.0 | 1.0 | 1.7 | 1.9 | 1.7 | 1.2 | 1.7 |
| At this institution |  |  |  |  |  |  |  |  |  |  |  |  |
| None | 4.3 | 1.8 | 1.5 | 1.3 | 5.2 | 2.7 | 1.7 | 1.6 | 3.0 | 1.0 | 1.3 | 1.1 |
| Vocational certificate |  | 0.2 | 0.1 | 0.1 | - | 0.1 | 0.1 | 0.1 | - | 0.3 | 0.1 | 0.2 |
| Associate (A.A.) or equivalent | 3.0 | 2.7 | 1.9 | 1.6 | 2.4 | 1.4 | 1.3 | 1.6 | 3.7 | 3.9 | 2.4 | 1.7 |
| Bachelor's (B.A., B.S., etc.) | 58.7 | 64.4 | 64.1 | 62.8 | 59.3 | 62.7 | 64.7 | 62.4 | 57.9 | 66.0 | 63.6 | 63.1 |
| Master's degree (M.A., M.S., etc.) | 18.4 | 18.8 | 23.7 | 23.7 | 18.3 | 18.8 | 23.5 | 23.9 | 18.6 | 18.8 | 23.9 | 23.5 |
| Ph.D. or Ed.D. | 4.1 | 4.0 | 3.8 | 5.0 | 3.8 | 4.9 | 4.0 | 5.0 | 4.5 | 3.1 | 3.6 | 5.0 |
| M.D., D.D.S., D.V.M. or D.O. | 3.6 | 4.6 | 2.3 | 2.5 | 4.0 | 5.6 | 2.4 | 2.1 | 3.1 | 3.6 | 2.2 | 2.8 |
| LL.B. or J.D. (law) | 4.4 | 1.7 | 1.3 | 1.3 | 3.5 | 1.5 | 1.0 | 1.3 | 5.7 | 2.0 | 1.5 | 1.2 |
| B.D. or M.Div. (divinity) | 0.8 | 0.2 | 0.2 | 0.2 | 1.0 | 0.2 | 0.1 | 0.3 | 0.4 | 0.1 | 0.2 | 0.2 |
| Other | 2.8 | 1.6 | 1.2 | 1.5 | 2.5 | 2.0 | 1.1 | 1.9 | 3.1 | 1.3 | 1.2 | 1.3 |

CIRP FRESHMAN SURVEY TRENDS REPORT

## ALL LATINA/OS BY GENDER

|  | All Latinalos |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Your probable career/occupation [3] |  |  |  |  |  |  |  |  |  |  |  |  |
| Artist | 5.66 | 6.0 | 7.3 | 8.1 | $4.6 €$ | 4.4 | 7.1 | 8.1 | $6.7 €$ | 7.4 | 7.4 | 8.1 |
| Business | $10.1 €$ | 20.9 | 14.7 | 15.3 | $13.0 €$ | 21.3 | 16.0 | 19.8 | $7.0 €$ | 20.6 | 13.6 | 12.4 |
| Clerical | $0.9 €$ | 0.5 | 0.4 | 0.7 | 0.46 | 0.3 | 0.5 | 0.6 | 1.56 | 0.6 | 0.4 | 0.7 |
| Clergy | $0.4 €$ | 0.5 | 0.2 | 0.2 | 0.66 | 0.6 | 0.3 | 0.4 | $0.2 €$ | 0.5 | 0.1 | 0.1 |
| College teacher | 0.3€ | 0.4 | 0.4 | 0.5 | 0.16 | 0.5 | 0.4 | 0.7 | $0.6 ¢$ | 0.4 | 0.5 | 0.4 |
| Doctor (MD or DDS) | $8.6 €$ | 10.2 | 9.5 | 8.8 | $8.6 €$ | 12.1 | 7.7 | 7.5 | $8.6 €$ | 8.6 | 11.0 | 9.6 |
| Education (secondary) | $5.2 €$ | 2.8 | 3.5 | 4.3 | $4.5 €$ | 2.8 | 3.6 | 3.8 | 6.0€ | 2.7 | 3.4 | 4.6 |
| Education (elementary) | 3.26 | 2.9 | 3.9 | 3.4 | $1.0 €$ | 0.7 | 1.3 | 0.6 | $5.6 €$ | 4.8 | 6.2 | 5.2 |
| Engineer | 7.3 ¢ | 11.2 | 10.3 | 5.4 | $12.4 \epsilon$ | 18.8 | 18.5 | 10.6 | $1.5 €$ | 4.6 | 3.3 | 2.0 |
| Farmer or forester | $0.4 €$ | 0.2 | 0.5 | 0.2 | 0.5€ | 0.2 | 0.4 | 0.3 | $0.3 €$ | 0.3 | 0.6 | 0.2 |
| Health professional | 6.26 | 4.2 | 5.9 | 5.8 | $4.7 €$ | 3.0 | 4.9 | 3.7 | $7.8 €$ | 5.2 | 6.8 | 7.2 |
| Homemaker | $0.1 €$ | 0.1 | 0.1 | 0.1 | $0.0 €$ | 0.2 | 0.1 | 0.1 | $0.1 €$ | 0.0 | 0.1 | 0.1 |
| Lawyer | 11.1€ | 6.4 | 5.5 | 5.3 | $12.7 €$ | 5.7 | 4.1 | 4.5 | $9.2 €$ | 7.0 | 6.7 | 5.8 |
| Military | $2.1 \epsilon$ | 1.4 | 0.7 | 1.1 | $3.6 €$ | 2.4 | 1.2 | 2.2 | 0.36 | 0.4 | 0.3 | 0.4 |
| Nurse | $3.6 €$ | 2.9 | 2.0 | 4.0 | $0.2 \epsilon$ | 0.0 | 0.4 | 0.6 | $7.4 €$ | 5.3 | 3.4 | 6.2 |
| Research scientist | $2.0 €$ | 2.2 | 2.0 | 1.8 | $2.8 €$ | 2.0 | 2.1 | 2.2 | 1.1€ | 2.4 | 1.8 | 1.5 |
| Social worker | 4.06 | 1.6 | 1.5 | 1.3 | $2.1 €$ | 0.3 | 0.6 | 0.2 | $6.1 €$ | 2.8 | 2.3 | 2.0 |
| Skilled worker | $0.9 €$ | 0.1 | 0.4 | 0.2 | 1.36 | 0.0 | 0.6 | 0.3 | $0.4 €$ | 0.1 | 0.1 | 0.1 |
| Other career | 17.86 | 16.4 | 19.8 | 19.6 | $16.7 €$ | 16.7 | 20.5 | 19.8 | $19.1 €$ | 16.2 | 19.2 | 19.4 |
| Undecided | $10.4 €$ | 9.2 | 11.4 | 13.9 | 10.26 | 8.1 | 9.8 | 13.8 | $10.8 €$ | 10.2 | 12.8 | 13.9 |
| Student's probable major field [ 2,3$]$ |  |  |  |  |  |  |  |  |  |  |  |  |
| Agriculture | 0.2 | 0.2 | 0.6 | 0.3 | 0.4 | 0.5 | 0.6 | 0.3 | 0.0 | 0.0 | 0.6 | 0.3 |
| Biological Science | 9.9 | 7.0 | 8.4 | 9.6 | 10.2 | 7.2 | 6.9 | 8.8 | 9.6 | 6.9 | 9.6 | 10.2 |
| Business | 10.9 | 21.5 | 16.0 | 18.0 | 12.9 | 22.1 | 17.3 | 23.2 | 8.5 | 21.1 | 15.0 | 14.6 |
| Education | 7.3 | 5.7 | 7.5 | 6.8 | 3.6 | 2.8 | 4.8 | 3.8 | 11.9 | 8.1 | 9.7 | 8.7 |
| Engineering | 7.1 | 12.6 | 11.0 | 6.8 | 11.3 | 20.7 | 20.1 | 13.8 | 1.8 | 5.9 | 3.4 | 2.4 |
| English | 1.1 | 0.8 | 1.8 | 1.8 | 1.3 | 0.7 | 1.4 | 1.4 | 0.9 | 0.9 | 2.2 | 2.1 |
| Health Professional | 4.9 | 10.7 | 10.7 | 10.9 | 1.4 | 8.1 | 7.5 | 5.6 | 9.2 | 12.8 | 13.3 | 14.3 |
| History or Political Science | 6.2 | 3.9 | 5.0 | 6.2 | 6.5 | 4.3 | 4.6 | 5.9 | 5.8 | 3.5 | 5.4 | 6.3 |
| Humanities | 4.0 | 2.8 | 3.2 | 3.5 | 3.0 | 2.1 | 2.8 | 3.3 | 5.3 | 3.3 | 3.6 | 3.7 |
| Fine Arts | 4.1 | 3.0 | 5.3 | 4.0 | 4.9 | 3.1 | 6.8 | 4.6 | 3.1 | 3.0 | 4.0 | 3.6 |
| Mathematics or Statistics | 1.8 | 0.7 | 0.5 | 0.8 | 2.1 | 0.8 | 0.4 | 1.0 | 1.3 | 0.5 | 0.5 | 0.6 |
| Physical Sciences | 3.5 | 1.9 | 1.4 | 1.9 | 5.2 | 2.8 | 1.9 | 2.5 | 1.5 | 1.1 | 1.1 | 1.5 |
| Social Sciences | 10.9 | 9.8 | 9.4 | 11.2 | 7.0 | 6.2 | 5.1 | 7.3 | 15.7 | 12.9 | 13.0 | 13.8 |
| Other Technical | 6.2 | 5.6 | 4.5 | 2.2 | 7.1 | 7.4 | 6.6 | 4.1 | 5.0 | 4.1 | 2.7 | 1.1 |
| Other Non-technical | 16.4 | 8.2 | 7.3 | 8.8 | 17.5 | 6.9 | 6.7 | 8.2 | 15.0 | 9.3 | 7.9 | 9.3 |
| Undecided | 5.5 | 5.5 | 7.3 | 7.0 | 5.6 | 4.2 | 6.3 | 6.1 | 5.5 | 6.5 | 8.1 | 7.5 |

CIRP FRESHMAN SURVEY TRENDS REPORT
ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| How many miles is this college from your permanent home? |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 or less | 30.1 | 17.2 | 19.9 | 14.8 | 29.8 | 15.0 | 18.0 | 13.1 | 30.6 | 19.3 | 21.6 | 15.9 |
| 11 to 50 | 24.2 | 20.8 | 29.3 | 26.8 | 22.8 | 18.1 | 29.7 | 27.0 | 26.0 | 23.1 | 28.9 | 26.6 |
| 51 to 100 | 12.2 | 10.8 | 11.1 | 16.7 | 11.4 | 11.2 | 10.7 | 15.8 | 13.2 | 10.6 | 11.5 | 17.3 |
| 101 to 500 | 17.2 | 25.8 | 23.3 | 27.0 | 18.2 | 27.5 | 25.0 | 28.5 | 15.9 | 24.4 | 21.8 | 26.0 |
| More than 500 | 16.3 | 25.3 | 16.3 | 14.8 | 17.8 | 28.2 | 16.5 | 15.6 | 14.3 | 22.7 | 16.2 | 14.3 |
| Where do you plan to live during the fall term? |  |  |  |  |  |  |  |  |  |  |  |  |
| With parents or relatives | 41.4 | 20.6 | 30.9 | 21.8 | 37.8 | 15.5 | 30.4 | 20.1 | 46.1 | 25.0 | 31.3 | 23.0 |
| Other private home, apartment, room | 6.3 | 3.5 | 3.5 | 5.5 | 8.1 | 3.6 | 3.8 | 5.6 | 3.8 | 3.3 | 3.2 | 5.4 |
| College dormitory | 48.1 | 72.9 | 63.1 | 69.1 | 49.0 | 77.3 | 62.3 | 71.0 | 46.9 | 69.0 | 63.7 | 67.9 |
| Fraternity or sorority house | 0.6 | 0.6 | 0.4 | 0.2 | 0.9 | 0.8 | 0.7 | 0.3 | 0.2 | 0.4 | 0.1 | 0.1 |
| Other campus student housing | 2.8 | 2.1 | 1.7 | 2.9 | 3.0 | 2.2 | 2.2 | 2.2 | 2.6 | 1.9 | 1.4 | 3.3 |
| Other | 0.8 | 0.4 | 0.5 | 0.5 | 1.2 | 0.6 | 0.6 | 0.8 | 0.3 | 0.2 | 0.4 | 0.3 |
| If you had a choice, where would you have preferred to live during the fall term? |  |  |  |  |  |  |  |  |  |  |  |  |
| With parents or relatives | 22.5 | 14.7 | - | - | 20.8 | 12.4 | - | - | 24.5 | 16.7 | - | - |
| Other private home, apartment or room | 25.1 | 24.4 | - | - | 28.5 | 23.8 | - | - | 20.9 | 24.9 | - | - |
| College dormitory | 39.9 | 49.9 | - | - | 37.6 | 52.7 | - | - | 42.7 | 47.4 | - | - |
| Fraternity or sorority house | 2.6 | 5.8 | - | - | 2.7 | 6.2 | - | - | 2.3 | 5.4 | - | - |
| Other campus student housing | 6.0 | 3.9 | - | - | 6.0 | 3.4 | - | $\cdots$ | 6.0 | 4.3 | - | - |
| Other | 4.0 | 1.4 | - | - | 4.3 | 1.5 | - | - | 3.6 | 1.3 | - | - |

CIRP FRESHMAN SURVEY TRENDS REPORT

## ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Student's Estimates: Chances are very good that he/she will |  |  |  |  |  |  |  |  |  |  |  |  |
| Be elected to an academic honor society | 8.6 | 8.4 | 9.2 | - | 9.6 | 10.2 | 9.0 | - | 7.2 | 6.9 | 9.3 | - |
| Be elected to a student office | 4.9 | 4.4 | 4.3 | - | 5.1 | 4.4 | 4.0 | - | 4.7 | 4.4 | 4.5 | - |
| Be satisfied with your college | 56.9 | 59.0 | 49.0 | 54.0 | 53.2 | 56.8 | 45.2 | 50.4 | 61.7 | 60.9 | 52.2 | 56.3 |
| Change career choice | 11.4 | 10.6 | 11.8 | 11.6 | 11.5 | 10.0 | 10.3 | 10.1 | 11.2 | 11.1 | 13.1 | 12.6 |
| Change major field | 12.8 | 12.1 | 12.8 | 13.0 | 13.2 | 12.0 | 11.7 | 11.9 | 12.4 | 12.1 | 13.8 | 13.7 |
| Drop out permanently (exclude transferring) | 1.9 | 1.6 | 0.8 | - | 2.6 | 2.2 | 1.2 | - | 1.1 | 1.1 | 0.6 | - |
| Drop out of this college temporarily (exclude transferring) | 3.2 | 1.4 | 1.2 | $\cdots$ | 3.8 | 1.7 | 1.6 | - | 2.5 | 1.1 | 0.9 | - |
| Fall one or more courses | 3.3 | 1.6 | 1.4 | $\cdots$ | 3.7 | 2.6 | 1.5 | - | 2.9 | 0.8 | 1.3 | - |
| Find a job after college in the field for which you were trained | 58.5 | 71.8 | 71.6 | - | 57.7 | 70.7 | 70.6 | - | 59.4 | 72.6 | 72.4 | - |
| Get a bachelor's degree (B.A., B.S., etc.) | 71.4 | 80.3 | 78.0 | - | 69.7 | 76.9 | 76.5 | - | 73.6 | 83.1 | 79.3 | - |
| Get a job to help pay for college expenses | $34.7 €$ | 38.7 | 44.5 | 50.6 | 34.66 | 35.5 | 38.3 | 43.0 | $34.7 €$ | 41.3 | 49.6 | 55.5 |
| Get married within a year after college | 14.6 | 15.3 | - | - | 16.2 | 14.5 | - | - | 12.6 | 16.0 | - | - |
| Get married while in college | 8.2 | 5.3 | 6.2 | - | 7.7 | 3.9 | 4.6 | $\cdots$ | 8.8 | 6.6 | 7.6 | - |
| Get tutoring help in specific courses | 15.9 | 21.0 | - | - | 15.6 | 19.8 | - | - | 16.3 | 22.0 | - | - |
| Graduate with honors | 13.9 | 12.0 | 15.9 | - | 15.4 | 12.5 | 16.3 | - | 12.0 | 11.6 | 15.6 | - |
| Have to work at an outside job during college | 32.3 | 20.2 | - | - | 31.5 | 17.6 | - | - | 33.4 | 22.3 | - | - |
| Join a social fraternity, sorority, or club | 16.2 | 19.3 | 17.1 | - | 16.3 | 16.9 | 14.6 | - | 16.2 | 21.2 | 19.3 | $\cdots$ |
| Live in coeducational dorm | 20.7 | 33.4 | - | - | 22.8 | 39.1 | - | - | 18.1 | 28.7 | - | - |
| Make at least a " $B$ " average | 42.6 | 41.9 | 47.8 | 57.8 | 42.2 | 44.5 | 47.7 | 58.6 | 43.1 | 39.8 | 47.8 | 57.2 |
| Need extra time to complete your degree requirements | 6.5 | 8.7 | 10.0 | 7.5 | 6.3 | 8.9 | 10.2 | 7.2 | 6.7 | 8.6 | 9.8 | 7.6 |
| Participate in student protests or demonstrations | - | 7.7 | 9.7 | 8.3 | -- | 9.3 | 7.2 | 7.4 | - | 6.4 | 11.7 | 8.8 |
| Participate in volunteer or community service work | - | - | 26.6 | 29.9 | - | -- | 16.4 | 19.4 | -- | - | 35.0 | 36.7 |
| Play varsity/intercollegiate athletics | - | 15.3 | 14.3 | 14.7 | - | 23.6 | 19.9 | 21.0 | - | 8.4 | 9.7 | 10.6 |
| Seek personal counseling | 11.7 | 7.7 | $11.3 €$ | 12.9 | 13.7 | 8.4 | $10.3 €$ | 10.1 | 9.0 | 7.2 | 12.1€ | 14.7 |
| Seek vocational counseling | 12.6 | 9.3 | - | - | 11.7 | 8.7 | - | - | 13.7 | 9.9 | - | - |
| Transfer to another college before graduating | 9.6 | 9.3 | 8.5 | 7.8 | 9.3 | 10.3 | 8.3 | 7.3 | 9.9 | 8.5 | 8.6 | 8.1 |
| Work full time while attending college | $\bigcirc$ | 3.5 | 6.5 | 8.5 | - | 4.8 | 5.3 | 7.6 | - | 2.5 | 7.5 | 9.1 |

CIRP FRESHMAN SURVEY TRENDS REPORT

## ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Objectives considered to be essential or very important |  |  |  |  |  |  |  |  |  |  |  |  |
| Becoming accomplished in one of the performing arts (acting, dancing, etc.) | 15.3 | 15.7 | 14.4 | 17.2 | 13.5 | 14.3 | 13.7 | 16.7 | 17.6 | 16.9 | 15.0 | 17.5 |
| Becoming a community leader | - | - | 40.3 | 41.8 | - | - | 39.5 | 41.7 | - | - | 40.9 | 41.9 |
| Becoming an authority in my field | 74.4 | 73.8 | 69.7 | 61.4 | 76.3 | 75.1 | 70.8 | 63.7 | 72.0 | 72.7 | 68.7 | 59.9 |
| Becoming involved in programs to clean up the environment | 33.2 | 27.2 | 28.9 | 26.3 | 33.6 | 30.9 | 27.7 | 25.4 | 32.7 | 24.1 | 29.9 | 27.0 |
| Becoming successful in a business of my own | 45.3 | 56.6 | 48.7 | 48.6 | 49.9 | 56.8 | 53.0 | 52.9 | 39.2 | 56.4 | 45.1 | 45.8 |
| Being very well off financially | 55.9 | 70.3 | 78.6 | 79.0 | 58.9 | 74.4 | 80.4 | 78.7 | 52.1 | 66.8 | 77.0 | 79.3 |
| Creating artistic work (painting, sculpture, decorating, etc.) | 16.2 | 13.3 | 17.2 | 17.9 | 15.8 | 14.9 | 18.8 | 17.7 | 16.7 | 11.9 | 15.9 | 18.0 |
| Developing a meaningful philosophy of life | 66.6 | 50.4 | 47.9 | 49.8 | 64.7 | 50.9 | 48.1 | 52.0 | 69.1 | 49.9 | 47.7 | 48.4 |
| Having administrative responsibility for the work of others | 37.1 | 46.1 | 45.1 | 44.8 | 39.0 | 48.0 | 47.0 | 45.9 | 34.7 | 44.6 | 43.6 | 44.0 |
| Helping others who are in difficulty | 74.3 | 74.6 | 71.7 | 74.1 | 69.8 | 68.3 | 64.5 | 67.3 | 80.1 | 79.9 | 77.7 | 78.5 |
| Influencing social values | 39.5 | 40.6 | 47.2 | 49.7 | 37.4 | 35.9 | 43.3 | 46.6 | 42.3 | 44.6 | 50.4 | 51.7 |
| Influencing the political structure | 22.5 | 21.3 | 25.0 | 28.3 | 24.7 | 23.4 | 26.2 | 30.5 | 19.6 | 19.5 | 24.0 | 26.9 |
| Keeping up to date with political affairs | 41.7 | $41.7 \ddagger$ | 35.9 | 39.3 | 43.4 | $47.2 \ddagger$ | 37.1 | 42.7 | 39.5 | $36.8 \ddagger$ | 35.0 | 37.1 |
| Making a theoretical contribution to science | 18.5 | 20.5 | 22.4 | 22.4 | 20.1 | 25.3 | 25.3 | 24.9 | 16.6 | 16.5 | 19.9 | 20.8 |
| Obtaining recognition from my colleagues for contributions to my special field | 48.5 | 60.8 | 60.9 | 58.2 | 49.9 | 60.9 | 62.0 | 58.6 | 46.8 | 60.6 | 60.0 | 58.0 |
| Participating in a community action program | 40.9 | 33.4 | 36.3 | 33.2 | 38.7 | 29.2 | 31.0 | 27.9 | 43.7 | 36.9 | 40.6 | 36.7 |
| Helping to promote racial understanding | - | 52.4 | 54.9 | 49.3 | - | 50.7 | 50.1 | 44.8 | - | 53.9 | 58.8 | 52.1 |
| Raising a family | - | 69.9 | 73.6 | 75.3 | - | 70.5 | 76.9 | 77.4 | - | 69.3 | 70.8 | 73.9 |
| Writing original works (poems, novels, short stories, etc.) | 15.5 | 15.3 | 17.4 | 18.1 | 14.0 | 16.6 | 17.1 | 19.3 | 17.4 | 14.2 | 17.6 | 17.4 |

CIRP FRESHMAN SURVEY TRENDS REPORT

## ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Student agrees strongly or somewhat |  |  |  |  |  |  |  |  |  |  |  |  |
| A couple should live together for some time before deciding to get married | 48.2 | 45.0 | - | - | 53.9 | 53.4 | - | - | 40.9 | 37.8 | - | - |
| A national health care plan is needed to cover everybody's medical costs | - | 64.6 | 76.6 | 77.5 | - | 65.8 | 74.8 | 74.2 | - | 63.5 | 78.2 | 79.6 |
| Abortion should be legal[ized] | - | 46.2 | 57.0 | 56.0 | - | 46.9 | 55.4 | 57.4 | - | 45.6 | 58.4 | 55.0 |
| Affirmative action in college admissions should be abolished | - | - | 34.6 | 34.5 | - | - | 38.1 | 39.3 | - | - | 31.5 | 31.4 |
| Busing is O.K., if it helps to achieve balance in the schools | 50.06 | 57.5 | - | - | $48.0 \epsilon$ | 55.2 | - | - | $52.2 €$ | 59.4 | - |  |
| College grades should be abolished | 26.6 | $14.3 \ddagger$ | - | - | 27.3 | $17.5 \ddagger$ | - | - | 25.7 | $11.4 \ddagger$ | - | - |
| College officials have the right to ban persons with extreme views from speaking on campus | 25.3 | 22.7 | - | 33.6 | 27.8 | 26.6 | - | 36.5 | 21.9 | 19.3 | - | 31.6 |
| College officials have the right to regulate student behavior off campus | 20.1 | 16.7 | - | - | 22.2 | 19.3 | - | - | 17.4 | 14.5 | - | - |
| Colleges would be improved if organized sports were de-emphasized | 30.2 | - | 30.17 | - | 30.4 | - | 29.1才 | - | 30.0 | - | $30.9 \ddagger$ | - |
| Faculty promotions should be based in part on student evaluations | 71.3 | 68.3 | - | - | 72.1 | 70.0 | - | - | 70.1 | 66.9 | - | - |
| Federal military spending should be increased | - | 24.4 | - | 26.1 | - | 32.6 | - | 29.1 | - | 17.2 | - | 24.1 |
| Grading in the high schools has become too easy | 59.6€ | 50.2 | - | - | $60.8 €$ | 53.9 | - | - | 58.1 ¢ | 47.1 | - | - |
| If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time | 47.3 | 40.6 $\ddagger$ | 41.9 | - | 62.7 | $59.4 \ddagger$ | 55.8 | - | 27.2 | $23.0 \pm$ | 30.2 | - |
| It is important to have laws prohibiting homosexual relationships | $48.4 €$ | 41.1 | 22.4 | 20.1 | $58.3 €$ | 48.2 | 32.8 | 27.4 | $36.8 €$ | 35.1 | 13.6 | 15.3 |
| Marijuana should be legalized | 43.3 | 19.5 | 32.9 | 34.3 | 46.7 | 22.0 | 36.1 | 39.5 | 38.9 | 17.4 | 30.2 | 30.9 |
| People should not obey laws which violate their personal values | 35.8 | - | 40.7 | - | 36.6 | - | 43.6 | - | 34.8 | - | 38.3 | - |
| Racial discrimination is no longer a major problem in America | - | - | 12.5 | 14.4 | - | - | 15.3 | 18.2 | - | - | 10.1 | 11.9 |
| Realistically, an individual can do little to bring about change in our society | 47.9 | 33.0 | 29.9 | 25.6 | 49.8 | 35.8 | 33.8 | 29.4 | 45.4 | 30.6 | 26.6 | 23.1 |
| Same sex couples should have the right to legal marital status | - | - | - | 66.0 | - | - | - | 57.8 | - | - | - | 71.3 |
| Students from disadvantaged social backgrounds should be given preferential treatment in college admissions | 56.7 | 52.2† | - | - | 58.6 | 54.9才 | - | - | 54.2 | 49.7 $\ddagger$ | - | 1.3 - |
| The activities of married women are best confined to the home and family | 31.4 | 21.7 | 24.8 | - | 38.9 | 26.6 | 32.4 | - | 21.8 | 17.7 | 18.5 | - |

CIRP FRESHMAN SURVEY TRENDS REPORT
ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Student agrees strongly or somewhat <br> The chief benefit of a college education is that it increases one's earning power <br> The death penalty should be abolished The federal government is not doing enough to control environmental pollution |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | - | 65.8 | - | 677 | - | 67.6 | - | 70.4 | - | 64.3 | - | 5.9 |
|  | - | 32.1 | 24.8 | 38.0 | - | 28.3 | 22.4 | 33.9 | - | 35.3 | 26.8 | 40.7 |
|  | 80.7 | 77.0 | 84.8 | 81.7 | 77.9 | 74.1 | 82.9 | 78.6 | 84.4 | 79.5 | 86.4 | 83.7 |
| The federal government is not doing enough to protect the consumer from faulty goods and services | 72.2 | 58.0 | $70.4 \ddagger$ | - | 70.6 | 55.4 | $68.1 \pm$ | - | 74.3 | 60.3 | $72.2 \ddagger$ | - |
| The federal government should do more to control the sale of handguns | - | - | 87.8 | 78.8 | - | - - | 82.1 | 72.0 | 7.3 | 60.3 | 92.6 | 83.3 |
| The federal government should do more to discourage energy consumption | 80.4 | 71.7 | $71.9 \pm$ | - | 80.5 | 70.8 | $70.6 \ddagger$ | - | 80.3 | 72.4 | $72.9 \ddagger$ | - |
| The federal government should raise taxes to reduce the deficit | - | 24.3 | 25.5 | 25.6 | - | 30.0 | 29.3 | 30.1 | - | 19.5 | 22.3 | 22.7 |
| There is too much concern in the courts for the rights of criminals | 50.6 | - | 70.7 | 54.6 | 59.2 | - | 72.5 | 57.7 | 39.3 | - | 69.2 | 52.6 |
| Wealthy people should pay a larger share | 77.2 | 73.9 | 69.1 | 61.3 | 80.1 | 73.0 | 71.0 | 61.9 | 73.5 | 74.6 | 67.5 | 60.9 |
| Women should receive the same salary and advancement as men in comparable positions | 90.2 | 91.8 | - | - | 87.4 | 87.5 | - | - | 93.9 | 95.4 | - |  |
| How would you characterize your political views? |  |  |  |  |  |  |  |  |  |  |  |  |
| Farleft | 5.6 | 2.1 | 3.0 | 3.2 | 7.9 | 2.9 | 3.9 | 3.8 | 2.5 | 1.4 | 2.3 | 2.7 |
| Liberal | 28.9 | 26.1 | 28.8 | 34.8 | 28.2 | 27.7 | 25.4 | 30.3 | 29.7 | 24.6 | 31.7 | 37.8 |
| Middle of the road | 50.1 | 51.1 | 51.4 | 43.2 | 46.4 | 45.9 | 50.3 | 44.7 | 55.2 | 55.6 | 52.3 | 42.2 |
| Conservative | 14.2 | 18.7 | 15.9 | 17.4 | 16.0 | 21.2 | 19.3 | 19.1 | 11.8 | 16.5 | 13.0 | 16.3 |
| Far right | 1.2 | 2.1 | 0.9 | 1.4 | 1.5 | 2.3 | 1.2 | 2.2 | 0.7 | 2.0 | 0.7 | 0.9 |
| Do you have any concern about your ability to finance your college education? <br> None (I am confident that I will have sufficient funds) |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 20.5 | 24.1 | 16.7 | 23.0 | 24.5 | 28.6 | 20.8 | 30.7 | 15.2 | 20.2 | 13.3 | 17.9 |
| Some (but I probably will have enough funds) | 42.9 | 54.0 | 49.6 | 56.6 | 41.2 | 50.6 | 49.6 | 53.5 | 45.2 | 57.0 | 49.6 | 58.6 |
| Major (not sure I will have enough funds) | 36.6 | 21.9 | 33.6 | 20.5 | 34.3 | 20.8 | 29.6 | 15.8 | 39.6 | 22.8 | 37.1 | 23.5 |

CIRP FRESHMAN SURVEY TRENDS REPORT ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| 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? |  |  |  |  |  |  |  |  |  |  |  |  |
| Received any aid from |  |  |  |  |  |  |  |  |  |  |  |  |
| Parents, other relatives or friends | - | 67.9 | 73.3 | 78.8 | - | 65.0 | 72.8 | 78.2 | - | 70.5 | 73.8 | 79.2 |
| Spouse | - | 0.8 | 0.8 | 1.5 | - | 1.5 | 0.6 | 1.9 | - | 0.3 | 1.0 | 1.1 |
| Savings from summer work | - | 42.6 | 41.7 | 43.0 | - | 44.8 | 42.7 | 43.3 | - | 40.6 | 40.8 | 42.9 |
| Other savings | - | 15.6 | 23.0 | 33.0 | - | 17.1 | 23.0 | 31.8 | - | 14.3 | 23.0 | 33.8 |
| Part time job on campus | - | - | 33.0 | 36.1 | - | - | 30.9 | 33.2 | - | - | 34.7 | 38.0 |
| Part time job off campus | - | 35.0 | 25.4 | 28.3 | - | 33.0 | 26.0 | 26.1 | - | 36.7 | 24.8 | 29.8 |
| Full time job while in college | - | 2.8 | 4.2 | 7.1 | - | 4.7 | 4.6 | 7.2 | - | 1.0 | 4.0 | 7.0 |
| Pell Grant | - | 35.5 | 31.5 | 27.4 | - | 35.3 | 30.1 | 24.8 | - | 35.6 | 32.6 | 29.1 |
| Supplemental Educational Opportunity Grant (SEOG) | - | 17.3 | 13.7 | 11.8 | - | 15.4 | 13.7 | 11.5 | - | 18.9 | 13.8 | 12.0 |
| State scholarship or grant | - | 23.6 | 21.6 | - | - | 21.9 | 20.1 | - | - | 25.1 | 22.9 | - |
| College Work-Study Grant | - | 23.9 | 21.9 | 21.6 | - | 20.5 | 19.1 | 18.5 | - | 26.8 | 24.2 | 23.6 |
| College grant/scholarship (other than above) | - | 31.9 | 34.1 | 31.7 | - | 30.5 | 31.8 | 28.5 | - | 33.1 | 36.0 | 33.7 |
| Other private grant | - | 9.5 | 11.3 | 11.9 | - | 9.6 | 10.8 | 11.6 | - | 9.3 | 11.7 | 12.1 |
| Other government aid (ROTC, BIA, GI/ military benefits, etc.) | - | 2.8 | 3.7 | - | - | 3.9 | 4.9 | - | - | 1.9 | 2.8 | - |
| Stafford Loan (GSL) | - | 29.5 | 31.3 | 27.6 | - | 30.7 | 29.5 | 25.9 | - | 28.4 | 32.7 | 28.7 |
| Perkins Loan (NDSL) | - | 15.9 | 13.2 | 13.8 | - | 17.5 | 12.2 | 13.4 | - | 14.5 | 14.1 | 14.0 |
| Other college loan | - | 5.5 | 11.0 | 14.7 | - | 5.7 | 10.7 | 13.9 | - | 5.3 | 11.3 | 15.2 |
| Other loan | - | 4.7 | 8.6 | 11.7 | - | 3.8 | 8.0 | 11.1 | - | 5.5 | 9.1 | 12.1 |
| Other than above | - | 3.6 | 4.1 | 6.4 | - | 4.3 | 3.6 | 6.2 | - | 3.0 | 4.5 | 6.5 |

CIRP FRESHMAN SURVEY TRENDS REPORT
ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| 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? |  |  |  |  |  |  |  |  |  |  |  |  |
| Received \$1,500 or more from |  |  |  |  |  |  |  |  |  |  |  |  |
| Parents, other relatives or friends | - | 37.4 | 45.2 | - | - | 39.0 | 45.3 | - | - | 35.9 | 45.2 | - |
| Spouse | - | 0.3 | 0.2 | - | - | 0.4 | 0.2 | - | - | 0.2 | 0.2 | - |
| Savings from summer work | - | 2.8 | 4.7 | - | - | 4.4 | 5.6 | - | - | 1.5 | 3.9 | - |
| Other savings | - | 1.9 | 4.5 | $\cdots$ | - | 22 | 4.3 | - | - | 1.7 | 4.6 | - |
| Part time job on campus | - | - | 5.3 | - | - | - | 5.2 | - | - | - | 5.4 | - |
| Part time job off campus | - | 2.0 | 3.0 | - | - | 2.4 | 3.4 | - | - | 1.7 | 2.6 | - |
| Full time job while in college | - | 1.1 | 1.4 | - | - | 1.9 | 1.6 | - | - | 0.4 | 1.2 | - |
| Pell Grant | - | 12.9 | 10.3 | - | - | 14.3 | 11.2 | - | - | 11.7 | 9.6 | - |
| Supplemental Educational Opportunity Grant (SEOG) | - | 4.4 | 2.7 | - | - | 5.2 | 3.4 | - | - | 3.7 | 2.1 | - |
| State scholarship or grant | - | 8.4 | 6.9 | - | - | 9.2 | 6.9 | - | - | 7.8 | 6.8 | - |
| College Work-Study Grant | - | 2.4 | 3.8 | - | - | 2.2 | 3.7 | - | - | 2.6 | 3.8 | - |
| College grant/scholarship (other than above) | - | 18.1 | 22.4 | - | - | 18.5 | 20.7 | - | - | 17.8 | 23.8 | - |
| Other private grant | - | 3.0 | 3.5 | - | - | 3.0 | 4.0 | - | - | 3.0 | 3.1 | - |
| Other government aid (ROTC, BIA, GI/ military benefits, etc.) | - | 2.1 | 2.3 | - | - | 3.1 | 3.0 | - | - | 1.2 | 1.7 | - |
| Stafford Loan (GSL) | - | 19.3 | 16.9 | - | - | 20.4 | 16.4 | - | - | 18.4 | 17.3 | - |
| Perkins Loan (NDSL) | - | 5.6 | 4.7 | - | - | 6.8 | 4.7 | - | - | 4.6 | 4.7 | - |
| Other college loan | - | 2.4 | 6.9 | - | - | 2.8 | 6.8 | - | - | 2.0 | 6.9 | - |
| Other loan | - | 2.6 | 5.4 | - | - | 2.2 | 4.7 | - | - | 2.9 | 6.0 | - |
| Other than above | - | 1.6 | 2.3 | - | - | 2.0 | 2.2 | - | - | 1.2 | 2.5 | - |
| Your religious preference |  |  |  |  |  |  |  |  |  |  |  |  |
| Baptist | 4.4 | 5.3 | 4.3 | 4.7 | 4.3 | 5.4 | 4.3 | 4.7 | 4.5 | 5.3 | 4.2 | 4.6 |
| Buddhist | - | 0.5 | 0.4 | 0.6 | - | 0.7 | 0.6 | 0.9 | - | 0.3 | 0.2 | 0.4 |
| Congregational (UCC) | 0.5 | 0.3 | 0.5 | 0.4 | 0.5 | 0.3 | 0.4 | 0.3 | 0.5 | 0.4 | 0.6 | 0.4 |
| Eastern Orthodox | 0.0 | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.2 | 0.0 | 0.1 | 0.1 | 0.1 |
| Episcopal | 0.6 | 0.5 | 0.7 | 0.6 | 0.6 | 0.5 | 0.7 | 0.5 | 0.7 | 0.5 | 0.8 | 0.6 |
| Jewish | 1.1 | 0.6 | 1.1 | 1.2 | 1.4 | 0.6 | 1.3 | 1.5 | 0.7 | 0.5 | 0.9 | 1.0 |
| Latter Day Saints (Mormon) | 0.1 | 0.5 | 0.6 | 0.5 | 0.2 | 0.6 | 0.4 | 0.5 | 0.1 | 0.5 | 0.7 | 0.5 |
| Lutheran | 1.6 | 0.7 | 1.4 | 1.1 | 1.5 | 0.6 | 1.5 | 1.1 | 1.6 | 0.8 | 1.2 | 1.1 |
| Methodist | 1.5 | 1.3 | 1.3 | 1.2 | 1.5 | 0.9 | 1.1 | 1.3 | 1.7 | 1.7 | 1.4 | 1.2 |
| Muslim (Islamic) | 0.5 | 0.0 | 0.2 | 0.3 | 0.4 | 0.1 | 0.2 | 0.4 | 0.6 | 0.0 | 0.1 | 0.2 |
| Presbyterian | 1.8 | 1.3 | 0.9 | 1.1 | 2.2 | 1.1 | 0.9 | 1.1 | 1.2 | 1.4 | 0.9 | 1.1 |
| Quaker (Society of Friends) | 0.3 | 0.3 | 0.4 | 0.2 | 0.2 | 0.6 | 0.4 | 0.3 | 0.3 | 0.1 | 0.3 | 0.2 |
| Roman Catholic | 65.4 | 70.3 | 60.9 | 50.0 | 64.4 | 69.0 | 60.4 | 47.4 | 66.7 | 71.5 | 61.2 | 51.7 |
| Seventh Day Adventist | 1.6 | 0.3 | 0.5 | 0.5 | 1.6 | 0.1 | 0.7 | 0.4 | 1.6 | 0.5 | 0.4 | 0.5 |
| Unitarian Universalist | 0.1 | $0.1 \ddagger$ | - | - | 0.1 | 0.17 | - | - | 0.1 | $0.1 \pm$ | - | - |
| Other Christian (Protestant) | 3.7 | 4.0 | 10.1 | 17.3 | 3.5 | 4.1 | 9.4 | 16.5 | 3.8 | 3.8 | 10.8 | 17.8 |
| Other religion | 4.4 | 6.4 | 3.4 | 3.3 | 3.8 | 5.7 | 2.9 | 3.4 | 5.2 | 7.0 | 3.8 | 3.2 |
| None | 12.3 | 7.6 | 13.3 | 17.0 | 13.6 | 9.7 | 14.7 | 19.5 | 10.6 | 5.8 | 12.2 | 15.4 |

CIRP FRESHMAN SURVEY TRENDS REPORT
ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Your father's religious preference |  |  |  |  |  |  |  |  |  |  |  |  |
| Baptist | 4.3 | 4.1 | 3.8 | 4.4 | 4.1 | 5.1 | 3.4 | 5.0 | 4.6 | 3.2 | 4.2 | 4.0 |
| Buddhist | - | 0.2 | 0.3 | 0.3 | - | 0.3 | 0.3 | 0.4 | - | 0.1 | 0.3 | 0.3 |
| Congregational (UCC) | 0.2 | 0.4 | 0.5 | 0.4 | 0.1 | 0.3 | 0.6 | 0.3 | 0.5 | 0.5 | 0.5 | 0.4 |
| Eastern Orthodox | 0.1 | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 | 0.2 | 0.2 | 0.0 | 0.2 | 0.2 | 0.2 |
| Episcopal | 0.9 | 0.8 | 1.0 | 0.7 | 1.0 | 1.0 | 0.9 | 0.7 | 0.9 | 0.7 | 1.1 | 0.7 |
| Jewish | 1.3 | 0.8 | 1.5 | 1.8 | 1.7 | 1.0 | 1.4 | 2.4 | 0.9 | 0.7 | 1.6 | 1.3 |
| Latter Day Saints (Mormon) | 0.1 | 0.5 | 0.5 | 0.4 | 0.0 | 0.7 | 0.6 | 0.4 | 0.2 | 0.3 | 0.5 | 0.4 |
| Lutheran | 1.5 | 0.8 | 1.4 | 1.3 | 1.5 | 0.5 | 1.5 | 1.4 | 1.3 | 1.0 | 1.3 | 1.3 |
| Methodist | 1.9 | 1.4 | 1.3 | 1.2 | 1.7 | 1.4 | 1.5 | 1.4 | 2.2 | 1.4 | 1.2 | 1.1 |
| Muslim (Islamic) | 0.5 | 0.1 | 0.3 | 0.6 | 0.7 | 0.1 | 0.2 | 0.6 | 0.2 | 0.1 | 0.3 | 0.6 |
| Presbyterian | 2.0 | 1.1 | 1.2 | 1.3 | 2.4 | 1.0 | 1.3 | 1.2 | 1.5 | 1.1 | 1.1 | 1.4 |
| Quaker (Society of Friends) | 0.4 | 0.2 | 0.3 | 0.2 | 0.7 | 0.3 | 0.3 | 0.2 | 0.1 | 0.1 | 0.4 | 0.2 |
| Roman Catholic | 70.9 | 71.3 | 65.6 | 55.7 | 70.9 | 70.4 | 66.2 | 54.1 | 71.0 | 72.1 | 65.1 | 56.7 |
| Seventh Day Adventist | 1.5 | 0.4 | 0.5 | 0.5 | 1.6 | 0.5 | 0.5 | 0.6 | 1.5 | 0.3 | 0.4 | 0.5 |
| Unitarian Universalist | 0.2 | 0.1才 | - | - | 0.1 | $0.1 \ddagger$ | - | - | 0.2 | 0.1 $\ddagger$ | - | - |
| Other Christian (Protestant) | 3.6 | 3.1 | 8.9 | 15.8 | 3.7 | 2.9 | 9.3 | 16.8 | 3.5 | 3.2 | 8.6 | 15.2 |
| Other religion | 3.5 | 5.4 | 3.3 | 3.0 | 3.1 | 5.1 | 2.9 | 2.7 | 3.9 | 5.7 | 3.6 | 3.2 |
| None | 7.0 | 9.3 | 9.3 | 12.2 | 6.6 | 9.4 | 9.1 | 11.7 | 7.5 | 9.2 | 9.5 | 12.6 |
| Your mother's religious preference |  |  |  |  |  |  |  |  |  |  |  |  |
| Baptist | 4.6 | 4.7 | 4.1 | 4.8 | 4.7 | 5.7 | 4.0 | 5.2 | 4.4 | 3.8 | 4.1 | 4.5 |
| Buddhist | - | 0.2 | 0.2 | 0.2 | - | 0.4 | 0.3 | 0.2 | - | 0.0 | 0.2 | 0.2 |
| Congregational (UCC) | 0.9 | 0.4 | 0.7 | 0.4 | 0.9 | 0.3 | 0.7 | 0.3 | 1.0 | 0.6 | 0.7 | 0.5 |
| Eastern Orthodox | 0.1 | 0.2 | 0.1 | 0.2 | 0.0 | 0.1 | 0.1 | 0.3 | 0.1 | 0.2 | 0.1 | 0.1 |
| Episcopal | 0.8 | 0.7 | 0.9 | 0.7 | 0.9 | 0.8 | 1.0 | 0.7 | 0.7 | 0.6 | 0.8 | 0.8 |
| Jewish | 1.1 | 0.9 | 1.3 | 1.4 | 1.5 | 1.2 | 1.7 | 1.9 | 0.7 | 0.6 | 1.0 | 1.2 |
| Latter Day Saints (Mormon) | 0.1 | 0.6 | 0.8 | 0.5 | 0.1 | 0.5 | 0.6 | 0.4 | 0.2 | 0.6 | 0.9 | 0.6 |
| Lutheran | 1.8 | 1.5 | 1.6 | 1.4 | 2.0 | 0.7 | 1.7 | 1.4 | 1.7 | 2.3 | 1.5 | 1.4 |
| Methodist | 1.6 | 1.4 | 1.7 | 1.4 | 1.3 | 1.0 | 1.6 | 1.7 | 2.1 | 1.7 | 1.8 | 1.3 |
| Muslim (Islamic) | 0.3 | 0.1 | 0.1 | 0.2 | 0.5 | 0.2 | 0.1 | 0.3 | 0.0 | 0.0 | 0.1 | 0.2 |
| Presbyterian | 2.3 | 1.6 | 1.5 | 1.3 | 2.6 | 1.6 | 1.5 | 1.3 | 1.8 | 1.5 | 1.5 | 1.2 |
| Quaker (Society of Friends) | 0.3 | 0.1 | 0.4 | 0.2 | 0.4 | 0.2 | 0.5 | 0.2 | 0.2 | 0.1 | 0.4 | 0.2 |
| Roman Catholic | 73.5 | 72.9 | 67.4 | 58.6 | 73.1 | 72.1 | 67.3 | 56.1 | 74.1 | 73.6 | 67.5 | 60.2 |
| Seventh Day Adventist | 1.6 | 0.4 | 0.7 | 0.6 | 1.7 | 0.3 | 0.7 | 0.6 | 1.5 | 0.5 | 0.6 | 0.6 |
| Unitarian Universalist | 0.4 | $0.1 \ddagger$ | - | - | 0.5 | $0.1 \ddagger$ | - | - | 0.2 | 0.1 $\ddagger$ | - | - |
| Other Christlan (Protestant) | 3.8 | 4.3 | 10.3 | 18.1 | 3.5 | 5.0 | 10.5 | 18.8 | 4.2 | 3.6 | 10.0 | 17.7 |
| Other religion | 3.7 | 6.5 | 3.0 | 2.9 | 3.6 | 6.2 | 2.5 | 2.7 | 3.9 | 6.9 | 3.4 | 2.9 |
| None | 3.0 | 3.5 | 5.2 | 7.0 | 2.9 | 3.8 | 5.1 | 7.7 | 3.3 | 3.2 | 5.2 | 6.4 |

CIRP FRESHMAN SURVEY TRENDS REPORT

## ALL LATINA/OS BY GENDER

|  | All Latinalos |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Your probable career/occupation |  |  |  |  |  |  |  |  |  |  |  |  |
| Accountant or actuary | 3.6 | 5.7 | 3.3 | 2.4 | 4.36 | 5.0 | 2.8 | 2.7 | $2.7 \epsilon$ | 6.4 | 3.7 | 2.2 |
| Actor or entertainer | 1.1 | 1.4 | 1.6 | 1.4 | 0.4€ | 1.3 | 1.7 | 1.6 | $1.8 €$ | 1.5 | 1.6 | 1.3 |
| Architect | 1.0 | 0.8 | 2.2 | 0.7 | $1.5 €$ | 1.2 | 3.5 | 0.9 | 0.46 | 0.4 | 1.2 | 0.5 |
| Artist | 1.3 | 0.8 | 1.9 | 2.0 | 1.36 | 0.6 | 1.9 | 2.0 | $1.3 €$ | 1.0 | 1.9 | 2.1 |
| Business (clerical) | 0.9 | 0.5 | 0.4 | 0.7 | $0.4 €$ | 0.3 | 0.5 | 0.6 | $1.5 €$ | 0.6 | 0.4 | 0.7 |
| Business executive (management, administrator) | 5.66 | 11.1 | 8.5 | 8.5 | 7.36 | 12.0 | 9.3 | 10.7 | 3.76 | 10.3 | 7.8 | 7.0 |
| Business owner or proprietor | 0.86 | 3.1 | 2.2 | 3.5 | $1.3 €$ | 3.8 | 2.9 | 5.6 | 0.16 | 2.5 | 1.6 | 2.2 |
| Business salesperson or buyer | $0.3 €$ | 1.0 | 0.8 | 0.9 | $0.1 €$ | 0.6 | 1.0 | 0.8 | $0.5 €$ | 1.3 | 0.6 | 1.0 |
| Clergy (minister, priest) | $0.1 €$ | 0.2 | 0.1 | 0.2 | 0.3 E | 0.5 | 0.3 | 0.4 | $0.0 €$ | 0.0 | 0.0 | 0.0 |
| Clergy (other religious) | $0.2 €$ | 0.3 | 0.0 | 0.1 | $0.3 \epsilon$ | 0.1 | 0.0 | 0.1 | $0.2 €$ | 0.5 | 0.1 | 0.1 |
| Clinical psychologist | 1.26 | 2.8 | 2.5 | 2.2 | $0.5 €$ | 2.4 | 0.9 | 0.9 | $2.0 €$ | 3.2 | 3.8 | 3.0 |
| College administrator/staff | - | - | - | 0.1 | - | - | - | 0.1 | - | - | - | 0.1 |
| College teacher | 0.36 | 0.4 | 0.4 | 0.5 | $0.1 €$ | 0.5 | 0.4 | 0.7 | $0.6 €$ | 0.4 | 0.5 | 0.4 |
| Computer programmer or analyst | $1.9 €$ | 4.9 | 2.9 | 1.6 | $2.8 €$ | 6.1 | 4.6 | 3.6 | $0.9 €$ | 3.9 | 1.4 | 0.3 |
| Conservationist or forester | $0.2 \epsilon$ | 0.1 | 0.3 | 0.1 | $0.1 €$ | 0.1 | 0.2 | 0.1 | $0.3 €$ | 0.2 | 0.4 | 0.1 |
| Dentist (including orthodontist) | 1.36 | 1.1 | 0.6 | 1.1 | $1.7 €$ | 1.7 | 0.5 | 0.9 | $0.8 €$ | 0.5 | 0.8 | 1.2 |
| Dietitian or home economist | 0.36 | 0.0 | 0.1 | 0.2 | 0.36 | 0.0 | 0.1 | 0.2 | $0.3 €$ | 0.0 | 0.2 | 0.2 |
| Engineer | $7.3 €$ | 11.2 | 10.3 | 5.4 | $12.4 \epsilon$ | 18.8 | 18.5 | 10.6 | $1.5 €$ | 4.6 | 3.3 | 2.0 |
| Farmer or rancher | 0.2€ | 0.1 | 0.2 | 0.1 | $0.4 \epsilon$ | 0.1 | 0.1 | 0.3 | $0.0 €$ | 0.1 | 0.2 | 0.0 |
| Foreign service worker (incl diplomat) | $1.2 €$ | 1.1 | 1.0 | 1.0 | 0.36 | 0.7 | 0.7 | 0.6 | $2.1 \epsilon$ | 1.4 | 1.3 | 1.3 |
| Homemaker (full-time) | $0.1 €$ | 0.1 | 0.1 | 0.1 | 0.06 | 0.2 | 0.1 | 0.1 | 0.16 | 0.0 | 0.1 | 0.1 |
| Interior decorator (including designer) | 0.2€ | 0.4 | 0.5 | 0.3 | 0.0¢ | 0.3 | 0.4 | 0.1 | $0.5 ¢$ | 0.5 | 0.6 | 0.4 |
| Interpreter (translator) | 0.36 | 0.5 | 0.3 | - | $0.0 €$ | 0.1 | 0.1 | - | $0.6 €$ | 0.8 | 0.4 | - |
| Lab technician or hygienist | 1.26 | 0.4 | 0.1 | 0.2 | $0.7 €$ | 0.2 | 0.1 | 0.1 | $1.7 €$ | 0.6 | 0.1 | 0.2 |
| Law enforcement officer | $6.9 €$ | 0.5 | 1.7 | 1.6 | $7.7 €$ | 1.1 | 2.8 | 2.5 | 6.16 | 0.0 | 0.7 | 1.0 |
| Lawyer (attomey) or judge | $11.1 €$ | 6.4 | 5.5 | 5.3 | $12.7 €$ | 5.7 | 4.1 | 4.5 | 9.26 | 7.0 | 6.7 | 5.8 |
| Military service (career) | 2.16 | 1.4 | 0.7 | 1.1 | $3.6 €$ | 2.4 | 1.2 | 2.2 | $0.3 €$ | 0.4 | 0.3 | 0.4 |
| Musician (performer, composer) | $1.2 €$ | 1.0 | 1.1 | 1.4 | 1.86 | 0.9 | 1.6 | 2.5 | 0.5€ | 1.2 | 0.6 | 0.7 |
| Nurse | $3.6 €$ | 2.9 | 2.0 | 4.0 | $0.2 \epsilon$ | 0.0 | 0.4 | 0.6 | 7.4€ | 5.3 | 3.4 | 6.2 |
| Optometrist | $0.3 €$ | 0.2 | 0.3 | 0.4 | $0.5 €$ | 0.1 | 0.4 | 0.2 | 0.26 | 0.2 | 0.2 | 0.6 |
| Pharmacist | $1.4 €$ | 1.1 | 0.8 | 1.4 | $1.4 €$ | 1.1 | 0.7 | 1.3 | 1.36 | 1.2 | 0.9 | 1.5 |
| Physician | 7.36 | 9.1 | 8.8 | 7.7 | $6.8 €$ | 10.3 | 7.2 | 6.6 | $7.8 €$ | 8.1 | 10.2 | 8.5 |
| Policymaker/government | - | - | 1.0 | 1.2 | - | - | 1.2 | 1.3 | - | - | 0.9 | 1.2 |
| School counselor | $0.8 €$ | 0.9 | 0.3 | 0.6 | $0.8 €$ | 1.1 | 0.2 | 0.4 | $0.9 €$ | 0.6 | 0.4 | 0.7 |
| School principal or superintendent | $0.2 \epsilon$ | 0.0 | 0.1 | 0.1 | $0.1 €$ | 0.0 | 0.2 | 0.1 | $0.4 €$ | 0.1 | 0.1 | 0.1 |
| Scientific researcher | $2.0 €$ | 2.2 | 2.0 | 1.8 | 2.86 | 2.0 | 2.1 | 2.2 | 1.1 E | 2.4 | 1.8 | 1.5 |
| Social, welfare or recreation worker | $4.0 €$ | 1.6 | 1.5 | 1.3 | $2.1 €$ | 0.3 | 0.6 | 0.2 | $6.1 €$ | 2.8 | 2.3 | 2.0 |
| Statistician | 0.06 | 0.2 | 0.0 | - | $0.0 €$ | 0.1 | 0.0 | - | $0.1 €$ | 0.2 | 0.0 | - |
| Therapist (physical, occupational, speech) | 1.96 | 1.6 | 2.9 | 2.3 | $0.4 €$ | 0.5 | 2.3 | 1.4 | $3.6 €$ | 2.5 | 3.4 | 2.9 |
| Teacher or administrator (elementary) | 3.26 | 2.9 | 3.9 | 3.4 | $1.0 €$ | 0.7 | 1.3 | 0.6 | $5.6 €$ | 4.8 | 6.2 | 5.2 |
| Teacher or administrator (secondary) | $4.1 \epsilon$ | 1.9 | 3.1 | 3.7 | $3.7 €$ | 1.7 | 3.2 | 3.3 | $4.6 €$ | 2.0 | 2.9 | 3.9 |
| Veterinarian | 1.1€ | 0.8 | 1.7 | 1.3 | $1.4 €$ | 1.1 | 1.2 | 0.6 | 0.86 | 0.6 | 2.0 | 1.7 |
| Writer or journalist | $1.8 €$ | 2.4 | 2.3 | 2.9 | $1.2 \epsilon$ | 1.3 | 1.6 | 1.8 | $2.5 €$ | 3.3 | 2.9 | 3.5 |
| Skilled trades | $0.9 €$ | 0.1 | 0.4 | 0.2 | 1.36 | 0.0 | 0.6 | 0.3 | $0.4 €$ | 0.1 | 0.1 | 0.1 |
| Other | 5.36 | 5.7 | 8.2 | 11.2 | 3.96 | 5.0 | 6.7 | 9.9 | $6.9 €$ | 6.3 | 9.4 | 12.0 |
| Undecided | 10.4€ | 9.2 | 11.4 | 13.9 | 10.26 | 8.1 | 9.8 | 13.8 | $10.8 €$ | 10.2 | 12.8 | 13.9 |

CIRP FRESHMAN SURVEY TRENDS REPORT
ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Student's probable major |  |  |  |  |  |  |  |  |  |  |  |  |
| Arts and Humanities |  |  |  |  |  |  |  |  |  |  |  |  |
| Art, fine and applied | 1.8 | 1.6 | 2.3 | 2.3 | 1.8 | 1.0 | 2.3 | 2.2 | 1.8 | 2.1 | 2.3 | 2.3 |
| English (language and literature) | 1.1 | 0.8 | 1.8 | 1.8 | 1.3 | 0.7 | 1.4 | 1.4 | 0.9 | 0.9 | 2.2 | 2.1 |
| History | 0.9 | 0.3 | 1.0 | 1.3 | 1.1 | 0.5 | 1.2 | 1.7 | 0.6 | 0.2 | 0.9 | 1.0 |
| Journalism | 1.3 | 1.4 | 1.4 | 2.0 | 1.3 | 0.9 | 0.9 | 1.3 | 1.2 | 1.9 | 1.8 | 2.4 |
| Language and Literature (except English) | 1.5 | 0.6 | 0.6 | 0.8 | 0.5 | 0.2 | 0.4 | 0.4 | 2.7 | 1.0 | 0.7 | 1.1 |
| Music | 1.6 | 0.6 | 1.0 | 1.1 | 2.3 | 0.9 | 1.5 | 1.7 | 0.8 | 0.4 | 0.6 | 0.8 |
| Philosophy | 0.2 | 0.2 | 0.3 | 0.3 | 0.4 | 0.3 | 0.6 | 0.5 | 0.0 | 0.1 | 0.1 | 0.2 |
| Theater or Drama | - | 1.1 | 1.0 | 1.1 | - | 1.2 | 0.9 | 1.1 | - | 1.0 | 1.1 | 1.0 |
| Speech | - | 0.1 | 0.1 | 0.1 | - | 0.1 | 0.1 | 0.0 | - | 0.1 | 0.2 | 0.2 |
| Theology or Religion | 0.4 | 0.0 | 0.2 | 0.3 | 0.6 | 0.0 | 0.2 | 0.4 | 0.2 | 0.0 | 0.1 | 0.1 |
| Other Arts and Humanities | 1.2 | 0.8 | 1.1 | 1.1 | 0.7 | 0.3 | 0.7 | 0.9 | 1.7 | 1.2 | 1.5 | 1.3 |
| Biological Science |  |  |  |  |  |  |  |  |  |  |  |  |
| Biology (general) | 5.8 | 4.4 | 4.8 | 5.5 | 6.3 | 4.5 | 3.8 | 4.7 | 5.1 | 4.4 | 5.6 | 6.0 |
| Biochemistry or Biophysics | 1.3 | 0.8 | 1.0 | 1.6 | 1.5 | 1.0 | 1.1 | 1.6 | 1.1 | 0.7 | 0.9 | 1.6 |
| Botany | 0.1 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| Environmental Science | - | - | 0.4 | 0.4 | - | - | 0.2 | 0.4 | - | - | 0.5 | 0.4 |
| Marine (life) Science | 0.7 | 0.4 | 0.7 | 0.3 | 0.5 | 0.2 | 0.4 | 0.3 | 0.9 | 0.5 | 1.0 | 0.3 |
| Microbiology or Bacteriology | 1.0 | 0.4 | 0.5 | 0.4 | 1.0 | 0.6 | 0.4 | 0.5 | 1.0 | 0.3 | 0.5 | 0.3 |
| Zoology | 0.4 | 0.3 | 0.5 | 0.4 | 0.3 | 0.2 | 0.5 | 0.3 | 0.4 | 0.3 | 0.5 | 0.4 |
| Other Blological Science | 0.7 | 0.7 | 0.6 | 1.1 | 0.5 | 0.7 | 0.5 | 0.8 | 1.0 | 0.8 | 0.6 | 1.2 |
| Business |  |  |  |  |  |  |  |  |  |  |  |  |
| Accounting | 4.3 | 5.7 | 3.6 | 2.6 | 4.8 | 5.1 | 3.5 | 3.0 | 3.6 | 6.2 | 3.7 | 2.3 |
| Business Administration (general) | 3.1 | 6.2 | 3.9 | 4.6 | 4.5 | 7.8 | 4.5 | 6.4 | 1.4 | 4.8 | 3.5 | 3.4 |
| Finance | 0.3 | 1.6 | 0.7 | 1.6 | 0.4 | 2.2 | 0.6 | 2.8 | 0.3 | 1.2 | 0.7 | 0.9 |
| International Business | - | - | 3.3 | 2.6 | - | $\cdots$ | 3.4 | 2.6 | - | - | 3.2 | 2.6 |
| Marketing | 0.2 | 2.7 | 1.4 | 2.5 | 0.2 | 1.6 | 1.5 | 2.8 | 0.4 | 3.5 | 1.3 | 2.4 |
| Management | 2.0 | 3.5 | 2.2 | 3.3 | 2.5 | 4.2 | 3.0 | 4.6 | 1.3 | 3.0 | 1.6 | 2.4 |
| Secretarial Studies | 0.6 | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 1.3 | 0.5 | 0.0 | 0.0 |
| Other Business | 0.4 | 1.6 | 0.9 | 0.8 | 0.5 | 1.2 | 0.9 | 1.1 | 0.2 | 1.9 | 0.9 | 0.6 |
| Education |  |  |  |  |  |  |  |  |  |  |  |  |
| Business Education | 0.3 | 0.2 | 0.2 | 0.2 | 0.0 | 0.0 | 0.2 | 0.2 | 0.6 | 0.4 | 0.2 | 0.2 |
| Elementary Education | 2.5 | 2.6 | 3.8 | 3.2 | 0.9 | 0.5 | 1.3 | 0.4 | 4.4 | 4.3 | 5.8 | 5.0 |
| Music or Art Education | 0.1 | 0.2 | 0.2 | 0.5 | 0.0 | 0.3 | 0.2 | 0.3 | 0.2 | 0.0 | 0.2 | 0.5 |
| Physical Education or Recreation | 1.5 | 1.0 | 0.7 | 0.5 | 1.8 | 0.9 | 0.9 | 1.0 | 1.2 | 1.0 | 0.4 | 0.2 |
| Secondary Education | 1.1 | 0.9 | 1.6 | 1.8 | 0.5 | 0.9 | 1.8 | 1.5 | 1.8 | 0.8 | 1.5 | 2.0 |
| Special Education | 1.7 | 0.6 | 0.7 | 0.3 | 0.4 | 0.1 | 0.1 | 0.1 | 3.2 | 1.0 | 1.2 | 0.4 |
| Other Education | 0.2 | 0.4 | 0.3 | 0.4 | 0.0 | 0.1 | 0.3 | 0.2 | 0.5 | 0.6 | 0.4 | 0.5 |

CIRP FRESHMAN SURVEY TRENDS REPORT

## ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Student's probable major |  |  |  |  |  |  |  |  |  |  |  |  |
| Engineering |  |  |  |  |  |  |  |  |  |  |  |  |
| Aeronautical or Astronautical Eng | 1.6 | 2.0 | 0.6 | 0.6 | 2.7 | 3.4 | 1.1 | 1.1 | 0.2 | 0.8 | 0.1 | 0.3 |
| Civil Engineering | 1.2 | 1.0 | 2.1 | 0.9 | 2.0 | 1.8 | 3.8 | 1.6 | 0.1 | 0.4 | 0.7 | 0.4 |
| Chemical Engineering | 0.6 | 1.2 | 1.0 | 0.6 | 0.8 | 0.7 | 1.6 | 1.0 | 0.5 | 1.6 | 0.5 | 0.3 |
| Electrical or Electronic Engineering | 1.7 | 4.1 | 3.2 | 0.9 | 2.9 | 8.0 | 6.3 | 1.9 | 0.2 | 0.9 | 0.7 | 0.2 |
| Industrial Engineering | 0.3 | 0.2 | 0.3 | 0.2 | 0.4 | 0.3 | 0.5 | 0.3 | 0.1 | 0.2 | 0.2 | 0.1 |
| Mechanical Engineering | 0.8 | 1.8 | 1.9 | 1.6 | 1.3 | 3.6 | 3.8 | 3.5 | 0.3 | 0.3 | 0.3 | 0.3 |
| Other Engineering | 0.9 | 2.3 | 1.9 | 2.2 | 1.3 | 2.9 | 2.9 | 4.5 | 0.5 | 1.8 | 1.0 | 0.8 |
| Physical Science |  |  |  |  |  |  |  |  |  |  |  |  |
| Astronomy | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 |
| Atmospheric Science (incl Meteorology) | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 |
| Chemistry | 1.6 | 0.9 | 0.5 | 0.9 | 2.3 | 1.2 | 0.7 | 1.0 | 0.8 | 0.6 | 0.4 | 0.9 |
| Earth Science | 0.2 | 0.2 | 0.1 | 0.1 | 0.4 | 0.2 | 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 |
| Marine Science | 1.0 | 0.3 | 0.2 | 0.1 | 1.2 | 0.3 | 0.2 | 0.0 | 0.6 | 0.3 | 0.3 | 0.2 |
| Mathematics | 1.7 | 0.7 | 0.4 | 0.8 | 1.9 | 0.8 | 0.4 | 1.0 | 1.3 | 0.5 | 0.4 | 0.6 |
| Physics | 0.4 | 0.3 | 0.3 | 0.4 | 0.7 | 0.7 | 0.5 | 0.8 | 0.0 | 0.0 | 0.2 | 0.2 |
| Statistics | 0.1 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 |
| Other Physical Science | 0.3 | 0.1 | 0.1 | 0.1 | 0.5 | 0.2 | 0.1 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |
| Architecture or Urban Planning | 0.7 | 0.8 | 1.9 | 0.5 | 0.8 | 1.2 | 3.0 | 0.7 | 0.5 | 0.4 | 1.0 | 0.4 |
| Home Economics | 0.3 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.6 | 0.1 | 0.0 | 0.2 |
| Health Technology (medical, dental, laboratory) | 3.8 | 0.7 | 0.7 | 0.6 | 3.7 | 0.7 | 0.5 | 0.5 | 4.0 | 0.7 | 0.9 | 0.6 |
| Library or Archival Science | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 |
| Medical, Dental, Veterinary | - | 5.6 | 5.5 | 4.9 | - | 7.0 | 4.0 | 3.4 | - | 4.5 | 6.7 | 5.9 |
| Nursing | 3.5 | 2.9 | 2.2 | 3.9 | 0.6 | 0.0 | 0.6 | 0.7 | 6.9 | 5.3 | 3.5 | 6.0 |
| Pharmacy | 0.4 | 0.7 | 0.6 | 0.8 | 0.3 | 0.6 | 0.6 | 0.7 | 0.5 | 0.8 | 0.6 | 0.9 |
| Therapy (occupational, physical, speech) | 1.0 | 1.5 | 2.4 | 1.3 | 0.4 | 0.5 | 2.3 | 0.9 | 1.8 | 2.3 | 2.5 | 1.5 |
| Other Professional | 3.2 | 1.3 | 1.1 | 0.7 | 3.5 | 0.8 | 0.8 | 0.6 | 2.8 | 1.6 | 1.2 | 0.7 |
| Social Science |  |  |  |  |  |  |  |  |  |  |  |  |
| Anthropology | 0.4 | 0.1 | 0.3 | 0.5 | 0.4 | 0.0 | 0.2 | 0.3 | 0.5 | 0.1 | 0.4 | 0.6 |
| Economics | 0.7 | 0.6 | 0.7 | 0.8 | 0.9 | 0.8 | 1.0 | 1.3 | 0.4 | 0.5 | 0.4 | 0.5 |
| Ethnic Studies | - | 0.1 | 0.1 | 0.1 | - | 0.1 | 0.1 | 0.1 | - | 0.1 | 0.2 | 0.1 |
| Geography | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Political science (gov't, international relations) | 5.3 | 3.6 | 4.0 | 4.9 | 5.3 | 3.8 | 3.4 | 4.2 | 5.2 | 3.3 | 4.5 | 5.4 |
| Psychology | 3.9 | 6.8 | 6.0 | 7.2 | 2.2 | 3.9 | 2.6 | 3.9 | 5.9 | 9.1 | 8.8 | 9.4 |
| Social Work | 3.0 | 1.5 | 1.1 | 0.8 | 1.6 | 0.7 | 0.4 | 0.2 | 4.7 | 2.2 | 1.6 | 1.2 |
| Sociology | 1.9 | 0.7 | 0.9 | 1.2 | 1.1 | 0.6 | 0.7 | 0.9 | 2.9 | 0.8 | 1.0 | 1.5 |
| Women's Studies | - | 0.0 | 0.0 | 0.1 | - | 0.1 | 0.0 | 0.1 | - | 0.0 | 0.1 | 0.1 |
| Other Social Science | 1.1 | 0.0 | 0.3 | 0.5 | 0.9 | 0.0 | 0.2 | 0.5 | 1.3 | 0.1 | 0.4 | 0.5 |

CIRP FRESHMAN SURVEY TRENDS REPORT ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Student's probable major Technical |  |  |  |  |  |  |  |  |  |  |  |  |
| Building Trades | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 |
| Data Processing or Computer Programming | 0.3 | 2.1 | 0.9 | 0.3 | 0.4 | 2.9 | 1.6 | 0.7 | 0.2 | 1.4 | 0.4 | 0.0 |
| Drafting or Design | 0.2 | 0.1 | 0.4 | 0.3 | 0.3 | 0.0 | 0.5 | 0.3 | 0.1 | 0.2 | 0.3 | 0.3 |
| Electronics | 0.5 | 0.1 | 0.1 | 0.0 | 0.8 | 0.1 | 0.2 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 |
| Mechanics | 0.4 | 0.0 | 0.1 | 0.0 | 0.7 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 |
| Other Technical | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.0 |
| Other |  |  |  |  |  |  |  |  |  |  |  |  |
| Agriculture | 0.1 | 0.1 | 0.5 | 0.2 | 0.1 | 0.2 | 0.5 | 0.3 | 0.0 | 0.0 | 0.5 | 0.2 |
| Communications (radio, TV, etc.) | 1.0 | 3.3 | 1.8 | 2.1 | 1.0 | 2.6 | 1.3 | 1.5 | 0.9 | 3.8 | 2.2 | 2.4 |
| Computer Science | 1.0 | 2.6 | 2.2 | 1.0 | 1.3 | 3.6 | 3.5 | 2.2 | 0.6 | 1.7 | 1.1 | 0.2 |
| Forestry | 0.1 | 0.1 | 0.1 | 0.0 | 0.3 | 0.2 | 0.1 | 0.1 | 0.0 | 0.0 | 0.1 | 0.0 |
| Law Enforcement | 8.9 | 1.3 | 1.8 | 1.7 | 9.8 | 1.8 | 2.5 | 2.2 | 7.8 | 0.9 | 1.3 | 1.4 |
| Military Science | 0.3 | 0.1 | 0.0 | 0.1 | 0.5 | 0.1 | 0.1 | 0.4 | 0.0 | 0.0 | 0.0 | 0.0 |
| Other field | 1.5 | 0.8 | 1.2 | 2.1 | 1.4 | 0.6 | 1.1 | 2.2 | 1.6 | 1.0 | 1.3 | 2.1 |
| Undecided | 5.5 | 5.5 | 7.3 | 7.0 | 5.6 | 4.2 | 6.3 | 6.1 | 5.5 | 6.5 | 8.1 | 7.5 |
| Your father's occupation |  |  |  |  |  |  |  |  |  |  |  |  |
| Accountant or actuary | $1.0 €$ | 1.7 | 1.8 | 2.0 | $0.8 €$ | 2.2 | 1.9 | 2.5 | $1.2 €$ | 1.2 | 1.6 | 1.6 |
| Actor or entertainer | 0.26 | 0.2 | 0.1 | 0.1 | $0.0 €$ | 0.3 | 0.1 | 0.2 | $0.4 €$ | 0.1 | 0.1 | 0.1 |
| Architect | $0.4 €$ | 1.5 | 1.0 | 0.9 | $0.3 €$ | 1.3 | 0.9 | 1.0 | $0.6 €$ | 1.7 | 1.1 | 0.8 |
| Artist | $0.3 €$ | 0.2 | 0.3 | 0.4 | $0.3 \epsilon$ | 0.2 | 0.2 | 0.3 | $0.2 €$ | 0.2 | 0.4 | 0.4 |
| Business (clerical) | $0.7 €$ | 0.9 | 0.7 | 1.1 | $0.6 €$ | 1.0 | 0.7 | 1.2 | 1.06 | 0.7 | 0.7 | 1.0 |
| Business executive (management, administrator) | $5.3 €$ | 8.9 | 7.2 | 8.7 | $5.3 €$ | 9.8 | 8.6 | 10.4 | 5.3 E | 8.0 | 6.0 | 7.6 |
| Business owner or proprietor | 5.06 | 6.8 | 6.6 | 7.5 | $4.9 \epsilon$ | 6.3 | 6.5 | 7.5 | 5.06 | 7.2 | 6.8 | 7.6 |
| Business salesperson or buyer | $1.8 €$ | 2.8 | 2.7 | 3.2 | $2.1 €$ | 2.6 | 2.5 | 3.5 | 1.56 | 3.0 | 2.9 | 3.0 |
| Clergy (minister, priest) | $0.3 €$ | 0.9 | 0.4 | 0.6 | $0.5 €$ | 1.3 | 0.4 | 0.7 | $0.1 €$ | 0.6 | 0.3 | 0.5 |
| Clergy (other religious) | $0.0 €$ | 0.0 | 0.1 | 0.1 | $0.1 €$ | 0.0 | 0.1 | 0.1 | $0.0 €$ | 0.0 | 0.0 | 0.1 |
| Clinical psychologist | $0.0 €$ | 0.0 | 0.1 | 0.1 | $0.0 €$ | 0.0 | 0.1 | 0.2 | $0.1 €$ | 0.1 | 0.0 | 0.1 |
| College administrator/staff | - | - | - | 0.2 | - | - | - | 0.3 | - | - | - | 0.1 |
| College teacher | $0.8 €$ | 0.8 | 0.6 | 0.4 | $0.8 €$ | 0.6 | 0.7 | 0.4 | $0.8 €$ | 1.0 | 0.6 | 0.4 |
| Computer programmer or analyst | 1.36 | 1.2 | 1.7 | 2.7 | $1.0 €$ | 0.9 | 1.3 | 2.8 | $1.7 €$ | 1.4 | 2.0 | 2.6 |
| Conservationist or forester | 0.16 | 0.0 | 0.2 | 0.1 | $0.0 €$ | 0.0 | 0.2 | 0.1 | 0.16 | 0.0 | 0.1 | 0.1 |
| Dentist (including orthodontist) | $0.2 €$ | 0.5 | 0.4 | 0.4 | $0.1 €$ | 0.5 | 0.4 | 0.6 | $0.4 €$ | 0.5 | 0.3 | 0.3 |
| Dietitian or home economist | $0.1 €$ | 0.1 | 0.1 | 0.1 | $0.1 \epsilon$ | 0.2 | 0.1 | 0.1 | $0.0 €$ | 0.1 | 0.1 | 0.1 |
| Engineer | 5.86 | 5.2 | 6.3 | 6.4 | $6.3 €$ | 5.5 | 7.0 | 6.8 | $5.2 €$ | 5.0 | 5.6 | 6.1 |
| Farmer or rancher | $2.3 €$ | 2.0 | 1.3 | 0.9 | $2.7 €$ | 2.5 | 1.3 | 0.9 | $1.9 €$ | 1.5 | 1.3 | 0.9 |
| Foreign service worker (incl diplomat) | $0.4 €$ | 0.4 | 0.2 | 0.1 | $0.1 \epsilon$ | 0.4 | 0.2 | 0.1 | $0.7 €$ | 0.5 | 0.1 | 0.1 |
| Homemaker (full-time) | $0.0 €$ | 0.1 | 0.3 | 0.3 | $0.0 €$ | 0.1 | 0.4 | 0.4 | 0.0€ | 0.0 | 0.2 | 0.2 |
| Interior decorator (including designer) | $0.3 €$ | 0.1 | 0.0 | 0.0 | $0.1 \epsilon$ | 0.1 | 0.0 | 0.1 | $0.6 €$ | 0.1 | 0.0 | 0.0 |
| Interpreter (translator) | 0.26 | 0.0 | 0.1 | - | $0.3 €$ | 0.0 | 0.1 | - | $0.2 €$ | 0.0 | 0.1 | - |
| Lab technician or hygienist | $0.3 €$ | 0.7 | 0.3 | 0.4 | $0.0 €$ | 0.7 | 0.5 | 0.4 | $0.5 €$ | 0.6 | 0.1 | 0.4 |
| Law enforcement officer | $1.8 €$ | 1.3 | 1.7 | 1.9 | $2.4 €$ | 1.2 | 1.8 | 2.2 | 1.16 | 1.4 | 1.7 | 1.8 |
| Lawyer (attorney) or judge | $0.7 €$ | 2.5 | 1.2 | 1.7 | $0.9 €$ | 2.6 | 1.0 | 2.0 | 0.4€ | 2.4 | 1.4 | 1.6 |
| Military service (career) | $2.6 €$ | 2.7 | 1.8 | 1.7 | $2.6 €$ | 2.1 | 2.1 | 1.8 | $2.7 €$ | 3.1 | 1.6 | 1.7 |

CIRP FRESHMAN SURVEY TRENDS REPORT ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Your father's occupation |  |  |  |  |  |  |  |  |  |  |  |  |
| Musician (performer: composer) | $0.2 \epsilon$ | 0.1 | 0.1 | 0.2 | 0.0¢ | 0.1 | 0.1 | 0.3 | $0.4 €$ | 0.1 | 0.1 | 0.2 |
| Nurse | $0.1 \epsilon$ | 0.0 | 0.3 | 0.4 | $0.1 \epsilon$ | 0.0 | 0.3 | 0.4 | $0.0 €$ | 0.1 | 0.4 | 0.4 |
| Optometrist | 0.0¢ | 0.1 | 0.0 | 0.1 | $0.0 €$ | 0.2 | 0.0 | 0.1 | $0.1 €$ | 0.0 | 0.0 | 0.1 |
| Pharmacist | 0.56 | 0.3 | 0.2 | 0.2 | $0.5 ¢$ | 0.4 | 0.2 | 0.2 | $0.6 €$ | 0.2 | 0.1 | 0.3 |
| Physician | 2.16 | 2.8 | 2.6 | 2.0 | $2.7 €$ | 3.2 | 2.6 | 2.4 | $1.5 €$ | 2.5 | 2.6 | 1.8 |
| Policymaker/government | - | - | 0.9 | 0.8 | - | - | 0.9 | 1.0 | - | - | 0.9 | 0.6 |
| School counselor | $0.2 \epsilon$ | 0.7 | 0.1 | 0.1 | 0.36 | 1.0 | 0.1 | 0.1 | $0.1 €$ | 0.4 | 0.1 | 0.1 |
| School principal or superintendent | $0.2 \epsilon$ | 0.6 | 0.3 | 0.3 | $0.2 €$ | 0.7 | 0.4 | 0.3 | 0.06 | 0.5 | 0.2 | 0.2 |
| Scientific researcher | $0.2 \epsilon$ | 0.3 | 0.4 | 0.3 | $0.4 €$ | 0.5 | 0.4 | 0.4 | $0.0 €$ | 0.1 | 0.4 | 0.3 |
| Social, welfare or recreation worker | $0.6 ¢$ | 0.6 | 0.7 | 0.6 | $0.5 €$ | 0.6 | 0.7 | 0.7 | $0.7 €$ | 0.6 | 0.6 | 0.5 |
| Statistician | $0.0 €$ | 0.0 | 0.0 | - | 0.06 | 0.1 | 0.0 | - | $0.0 €$ | 0.0 | 0.0 | - |
| Therapist (physical, occupational, speech) | 0.06 | 0.5 | 0.2 | 0.3 | $0.0 €$ | 0.9 | 0.1 | 0.3 | $0.0 €$ | 0.1 | 0.2 | 0.3 |
| Teacher or administrator (elementary) | $0.1 €$ | 0.4 | 0.8 | 0.6 | $0.1 \epsilon$ | 0.8 | 0.9 | 0.8 | $0.1 €$ | 0.1 | 0.7 | 0.5 |
| Teacher or administrator (secondary) | 1.06 | 1.8 | 1.6 | 1.3 | 0.86 | 2.2 | 1.8 | 1.5 | $1.2 €$ | 1.4 | 1.5 | 1.2 |
| Veterinarian | 0.0€ | 0.1 | 0.1 | 0.1 | $0.1 \epsilon$ | 0.1 | 0.2 | 0.1 | $0.0 €$ | 0.1 | 0.1 | 0.1 |
| Writer or journalist | 0.0e | 0.0 | 0.1 | 0.2 | $0.1 €$ | 0.0 | 0.1 | 0.2 | 0.0€ | 0.0 | 0.2 | 0.2 |
| Skilled trades | 10.7e | 10.0 | 8.5 | 6.5 | 12.26 | 11.9 | 9.9 | 7.3 | $9.0 €$ | 8.4 | 7.4 | 6.1 |
| Laborer (unskilled) | 13.46 | 9.0 | 7.9 | 7.5 | $12.8 €$ | 9.5 | 8.8 | 7.0 | $14.1 \epsilon$ | 8.6 | 7.0 | 7.9 |
| Semi skilled worker | 10.56 | 7.7 | 7.3 | 5.3 | $10.8 €$ | 7.5 | 7.5 | 5.4 | $10.1 €$ | 7.9 | 7.0 | 5.3 |
| Other occupation | $21.7 €$ | 18.5 | 25.3 | 27.3 | $19.8 €$ | 12.9 | 20.9 | 22.5 | 23.96 | 23.3 | 29.0 | 30.4 |
| Unemployed | $6.6 €$ | 5.1 | 5.6 | 3.7 | $6.4 ¢$ | 5.1 | 4.7 | 2.5 | $6.8 €$ | 5.1 | 6.3 | 4.5 |
| Your mother's occupation |  |  |  |  |  |  |  |  |  |  |  |  |
| Accountant or acluary | $0.8 €$ | 1.9 | 2.4 | 3.9 | $0.8 €$ | 2.0 | 2.8 | 4.4 | $0.9 €$ | 1.8 | 2.1 | 3.6 |
| Actor or entertainer | $0.1 \epsilon$ | 0.1 | 0.1 | 0.1 | $0.1 €$ | 0.2 | 0.1 | 0.2 | $0.0 €$ | 0.0 | 0.1 | 0.0 |
| Architect | 0.06 | 0.1 | 0.2 | 0.3 | 0.06 | 0.2 | 0.4 | 0.4 | $0.0 €$ | 0.0 | 0.1 | 0.2 |
| Artist | 0.56 | 0.5 | 0.4 | 0.5 | $0.5 ¢$ | 0.6 | 0.4 | 0.6 | $0.5 €$ | 0.5 | 0.4 | 0.5 |
| Business (clerical) | 6.0e | 8.1 | 5.4 | 4.1 | 4.76 | 7.4 | 5.0 | 3.9 | 7.46 | 8.6 | 5.8 | 4.2 |
| Business executive (management, administrator) | $1.7 €$ | 3.9 | 4.3 | 5.7 | 1.46 | 4.3 | 4.6 | 5.4 | $2.0 €$ | 3.6 | 3.9 | 5.8 |
| Business owner or proprietor | $0.5 \epsilon$ | 2.3 | 2.5 | 2.8 | 0.66 | 1.7 | 2.1 | 2.9 | 0.3E | 2.7 | 2.8 | 2.8 |
| Business salesperson or buyer | $0.6 \epsilon$ | 2.0 | 1.7 | 2.0 | 0.96 | 1.5 | 1.7 | 2.3 | $0.2 €$ | 2.5 | 1.8 | 1.9 |
| Clergy (minister, priest) | 0.0¢ | 0.0 | 0.1 | 0.1 | $0.0 €$ | 0.1 | 0.2 | 0.1 | $0.0 €$ | 0.0 | 0.1 | 0.1 |
| Clergy (other religious) | $0.0 €$ | 0.1 | 0.1 | 0.1 | 0.0€ | 0.0 | 0.1 | 0.1 | $0.0 €$ | 0.1 | 0.0 | 0.0 |
| Clinical psychologist | 0.0€ | 0.3 | 0.2 | 0.2 | 0.0€ | 0.5 | 0.2 | 0.2 | $0.0 ¢$ | 0.1 | 0.2 | 0.1 |
| College administrator/staff | - | - | - | 0.5 | - | - | - | 0.5 | - | - | - | 0.4 |
| College teacher | $0.2 €$ | 0.4 | 0.5 | 0.4 | $0.4 €$ | 0.4 | 0.5 | 0.4 | $0.0 €$ | 0.4 | 0.6 | 0.4 |
| Computer programmer or analyst | $0.2 €$ | 0.5 | 0.8 | 0.9 | 0.1€ | 0.5 | 0.9 | 0.7 | 0.36 | 0.5 | 0.7 | 1.0 |
| Conservationist or forester | 0.06 | 0.0 | 0.0 | 0.0 | 0.06 | 0.0 | 0.0 | 0.0 | 0.0€ | 0.0 | 0.0 | 0.0 |
| Dentist (including orthodontist) | 0.06 | 0.1 | 0.3 | 0.4 | $0.1 \epsilon$ | 0.1 | 0.3 | 0.5 | $0.0 €$ | 0.1 | 0.4 | 0.4 |
| Dietitian or home economist | $0.3 €$ | 1.1 | 0.1 | 0.2 | $0.3 €$ | 0.5 | 0.1 | 0.2 | $0.4 \epsilon$ | 1.6 | 0.2 | 0.2 |
| Engineer | 0.0¢ | 0.0 | 0.2 | 0.7 | 0.06 | 0.0 | 0.3 | 0.6 | 0.06 | 0.1 | 0.1 | 0.7 |
| Farmer or rancher | 0.46 | 0.3 | 0.1 | 0.2 | $0.7 €$ | 0.5 | 0.1 | 0.2 | $0.1 €$ | 0.1 | 0.1 | 0.2 |
| Foreign service worker (incl diplomat) | 0.06 | 0.0 | 0.2 | 0.1 | 0.0¢ | 0.1 | 0.1 | 0.1 | $0.0 €$ | 0.0 | 0.2 | 0.1 |
| Homemaker (full-time) | 33.36 | 20.0 | 16.4 | 10.7 | 33.06 | 18.9 | 16.3 | 9.1 | $33.6 €$ | 21.0 | 16.4 | 11.6 |
| Interior decorator (including designer) | $0.1 €$ | 0.3 | 0.3 | 0.4 | $0.1 \epsilon$ | 0.5 | 0.2 | 0.3 | $0.1 €$ | 0.2 | 0.3 | 0.4 |
| Interpreter (translator) | $0.1 €$ | 0.2 | 0.3 | - | 0.06 | 0.1 | 0.3 | - | $0.1 €$ | 0.2 | 0.3 | - |

CIRP FRESHMAN SURVEY TRENDS REPORT ALL LATINA/OS BY GENDER

|  | All Latina/os |  |  |  | Men |  |  |  | Women |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Your mother's occupation |  |  |  |  |  |  |  |  |  |  |  |  |
| Lab technician or hygienist | 0.36 | 0.4 | 0.5 | 0.5 | $0.3 €$ | 0.8 | 0.7 | 0.4 | $0.3 €$ | 0.2 | 0.3 | 0.6 |
| Law enforcement officer | 0.06 | 0.1 | 0.3 | 0.3 | 0.06 | 0.0 | 0.2 | 0.3 | $0.0 €$ | 0.1 | 0.3 | 0.3 |
| Lawyer (attorney) or judge | 0.06 | 0.6 | 0.4 | 0.7 | $0.0 €$ | 1.0 | 0.5 | 1.1 | $0.0 €$ | 0.2 | 0.3 | 0.5 |
| Military service (career) | $0.0 €$ | 0.2 | 0.1 | 0.2 | $0.1 €$ | 0.4 | 0.1 | 0.3 | $0.0 €$ | 0.0 | 0.0 | 0.2 |
| Musician (performer, composer) | $0.0 €$ | 0.0 | 0.0 | 0.1 | $0.0 €$ | 0.0 | 0.0 | 0.2 | $0.0 €$ | 0.0 | 0.0 | 0.1 |
| Nurse | $4.3 €$ | 4.0 | 4.5 | 5.6 | $4.2 €$ | 4.3 | 4.9 | 6.3 | 4.3 ¢ | 3.8 | 4.3 | 5.1 |
| Optometrist | $0.0 €$ | 0.0 | 0.1 | 0.1 | $0.0 €$ | 0.1 | 0.0 | 0.1 | $0.0 €$ | 0.0 | 0.1 | 0.1 |
| Pharmacist | $0.1 €$ | 0.2 | 0.1 | 0.3 | $0.2 €$ | 0.1 | 0.0 | 0.3 | $0.0 €$ | 0.2 | 0.2 | 0.3 |
| Physician | $0.1 \epsilon$ | 0.3 | 0.4 | 0.7 | $0.1 €$ | 0.2 | 0.4 | 0.8 | $0.2 €$ | 0.3 | 0.4 | 0.6 |
| Policymaker/government | - | - | 0.7 | 0.5 | - | - | 0.6 | 0.6 | - | - | 0.7 | 0.4 |
| School counselor | $0.1 \epsilon$ | 0.7 | 0.3 | 0.4 | $0.3 €$ | 1.0 | 0.4 | 0.5 | $0.0 €$ | 0.5 | 0.3 | 0.4 |
| School principal or superintendent | $0.1 \epsilon$ | 0.1 | 0.3 | 0.2 | $0.1 €$ | 0.2 | 0.2 | 0.3 | $0.1 \epsilon$ | 0.1 | 0.4 | 0.2 |
| Scientific researcher | $0.0 €$ | 0.0 | 0.1 | 0.2 | $0.1 €$ | 0.0 | 0.1 | 0.2 | $0.0 €$ | 0.1 | 0.2 | 0.2 |
| Social, welfare or recreation worker | $1.8 €$ | 1.5 | 2.0 | 2.2 | $1.3 €$ | 1.2 | 2.1 | 2.2 | $2.3 €$ | 1.8 | 1.9 | 2.2 |
| Statistician | $0.1 €$ | 0.0 | 0.0 | - | $0.1 €$ | 0.1 | 0.1 | - | $0.0 €$ | 0.0 | 0.0 | - |
| Therapist (physical, occupational, speech) | $0.1 €$ | 1.0 | 0.4 | 0.9 | $0.1 €$ | 1.3 | 0.3 | 0.9 | 0.16 | 0.7 | 0.5 | 0.9 |
| Teacher or administrator (elementary) | 3.56 | 4.3 | 6.5 | 6.3 | $3.8 €$ | 4.9 | 6.8 | 7.2 | $3.1 €$ | 3.8 | 6.2 | 5.7 |
| Teacher or administrator (secondary) | $1.5 €$ | 1.7 | 2.8 | 3.1 | 1.7€ | 2.1 | 3.0 | 3.8 | $1.2 \epsilon$ | 1.3 | 2.6 | 2.7 |
| Veterinarian | $0.0 €$ | 0.0 | 0.0 | 0.0 | $0.0 €$ | 0.0 | 0.1 | 0.0 | $0.0 €$ | 0.0 | 0.0 | 0.0 |
| Writer or journalist | $0.2 €$ | 0.3 | 0.2 | 0.1 | $0.2 €$ | 0.2 | 0.1 | 0.1 | $0.1 €$ | 0.4 | 0.2 | 0.1 |
| Skilled trades | $1.4 €$ | 2.6 | 2.1 | 1.7 | $1.4 €$ | 3.1 | 2.3 | 2.0 | 1.4€ | 2.1 | 1.8 | 1.5 |
| Laborer (unskilled) | $5.6 €$ | 3.9 | 4.6 | 5.1 | $6.5 €$ | 4.1 | 5.5 | 4.6 | 4.6e | 3.8 | 3.8 | 5.4 |
| Semi skilled worker | 5.8 € | 4.8 | 4.1 | 3.1 | 6.06 | 5.9 | 4.4 | 3.2 | $5.7 €$ | 3.8 | 3.9 | 3.0 |
| Other occupation | $12.5 €$ | 17.1 | 22.6 | 26.0 | 11.7€ | 15.0 | 19.8 | 23.8 | $13.5 €$ | 18.9 | 24.9 | 27.4 |
| Unemployed | $17.7 €$ | 13.9 | 10.5 | 7.4 | 18.1€ | 14.2 | 10.8 | 7.5 | 17.26 | 13.5 | 10.3 | 7.3 |

CIRP FRESHMAN SURVEY TRENDS REPORT
LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  |  | Puerto Rican |  |  | Other Latina/o ${ }^{1}$ |  |  | White |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Number of Respondents | 1,427 | 1,632 | 4,410 | 7,780 | 772 | 903 | 1,975 | 3,667 | 3,942 | 9,188 | 136,611 | 148,644 | 178,754 | 183,956 |
| Student's Gender Male Female | 57.7 42.3 | 45.6 <br> 54.4 | 46.2 53.8 | 37.1 62.9 | 58.1 41.9 | 49.9 50.1 | 44.6 55.4 | 41.6 58.4 | 46.3 53.7 | 39.6 60.4 | 51.6 48.4 | 49.3 50.7 | 46.1 53.9 | 44.0 56.0 |
| How old will you be on December 31 of this year? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 or younger | 0.3 | 0.1 | 0.0 | 0.0 | 0.8 | 0.2 | 0.2 | 0.0 | 0.2 | 0.0 | 0.1 | 0.1 | 0.0 | 0.0 |
| 17 | 4.8 | 2.5 | 2.3 | 1.9 | 7.3 | 7.6 | 4.3 | 3.2 | 4.1 | 3.2 | 3.5 | 2.4 | 1.6 | 1.3 |
| 18 | 69.3 | 69.7 | 73.2 | 75.0 | 61.7 | 75.3 | 76.9 | 77.2 | 70.3 | 72.9 | 79.6 | 77.0 | 71.4 | 66.7 |
| 19 | 20.2 | 24.3 | 22.2 | 21.8 | 20.3 | 14.5 | 16.4 | 18.0 | 22.1 | 22.3 | 14.8 | 18.8 | 25.5 | 30.9 |
| 20 | 1.9 | 2.2 | 1.6 | 0.7 | 4.3 | 1.5 | 1.1 | 0.8 | 2.3 | 1.0 | 0.9 | 0.9 | 0.8 | 0.7 |
| 21 or older | 3.6 | - | - | - | 5.6 | - | 1 | - |  | - | 1.1 | . | . | - |
| 21 to 24 | - | 1.0 | 0.6 | 0.4 | - | 0.6 | 0.6 | 0.6 | 0.8 | 0.5 | - | 0.6 | 0.4 | 0.3 |
| 25 to 29 | - | 0.2 | 0.0 | 0.1 | - | 0.2 | 0.2 | 0.0 | 0.0 | 0.1 | - | 0.2 | 0.1 | 0.1 |
| 30 to 39 | - | 0.0 | 0.0 | 0.0 | - | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | - | 0.1 | 0.1 | 0.0 |
| 40 to 54 | - | 0.0 | 0.0 | 0.1 | - | 0.0 | 0.0 | 0.1 | 0.0 | 0.1 | - | 0.0 | 0.0 | 0.0 |
| 55 or older | - | 0.0 | 0.0 | 0.0 | - | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | - | 0.0 | 0.0 | 0.0 |
| Are you: (mark all that apply) [1,2] |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White/Caucasian | 22.3 | 15.1 | 15.4 | 26.8 | 13.8 | 17.6 | 20.6 | 33.5 | 18.6 | 27.0 | 100.0 | 100.0 | 100.0 | 100.0 |
| African American/Black | 10.0 | 4.4 | 3.0 | 4.9 | 10.0 | 9.1 | 13.6 | 19.5 | 6.4 | 7.8 | 0.0 | 0.0 | 0.0 | 0.0 |
| American Indian | 9.7 | 6.9 | 5.0 | 6.3 | 7.8 | 7.6 | 7.8 | 8.5 | 4.9 | 4.9 | 0.0 | 0.0 | 0.0 | 0.0 |
| Asian American/Asian | 8.0 | 4.5 | 2.8 | 4.1 | 7.5 | 7.2 | 5.4 | 8.0 | 4.2 | 4.2 | 0.0 | 0.0 | 0.0 | 0.0 |
| Mexican American/Chicano | 100.0 | 100.0 | 100.0 | 100.0 | 8.5 | 7.3 | 6.7 | 8.8 | 5.6 | 7.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| Puerto Rican American | 7.3 | 4.0 | 2.2 | 3.7 | 100.0 | 100.0 | 100.0 | 100.0 | 4.9 | 7.4 | 0.0 | 0.0 | 0.0 | 0.0 |
| Other Latino | - | - | 3.8 | 7.0 | - | - | 10.1 | 17.5 | 100.0 | 100.0 | - | - | 0.0 | 0.0 |
| Other | 8.3 | 5.7 | 3.5 | 6.6 | 7.2 | 8.3 | 7.5 | 11.1 | 5.9 | 6.7 | 0.0 | 0.0 | 0.0 | 0.0 |
| Is English your native language? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No | - | - | 34.8 | 31.0 | - | - | 34.9 | 16.2 | 48.9 | 35.3 | - | - | 1.7 | 1.5 |
| Are you presently married? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 97.8 | 99.2 | - | - | 97.7 | 99.3 | - | - | - | - | 99.3 | 99.4 | - | - |
| Yes | 2.2 | 0.8 | - | - | 2.3 | 0.7 | - | - | - | - | 0.7 | 0.6 | - | - |
| Citizenship status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Yes | - | 92.7 | 92.8 | 94.1 | - | 98.6 | 99.7 | 99.4 | 74.1 | 87.0 | - | 99.0 | 98.9 | 99.1 |
| No | - | 7.3 | 7.2 | 5.9 | - | 1.4 | 0.3 | 0.6 | 25.9 | 13.0 | - | 1.0 | 1.1 | 1.0 |
| Do you have a disability? [2] |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Hearing | - | 1.3 | $0.6 \dagger$ | - | - | 1.1 | $1.5 \dagger$ | - | $0.6 \dagger$ | - | - | 0.8 | $0.8 \dagger$ | - |
| Speech | - | 0.8 | $0.6 \dagger$ | - | - | 0.9 | $0.6 \dagger$ | - | $0.4 \dagger$ | - | - | 0.1 | $0.2 \dagger$ | - |
| Orthopedic | - | 1.1 | $0.7 \dagger$ | - | - | 2.1 | $1.3 \dagger$ | - | $0.7 \dagger$ | - | - | 0.9 | $0.8 \dagger$ | - |
| Learning disability | $\underline{-}$ | 1.2 | $1.4 \dagger$ | - | - | 1.3 | $2.6 \dagger$ | - | $2.7 \dagger$ | - | - | 0.7 | $2.4 \dagger$ | - |
| Health related | - | 1.4 | $1.5 \dagger$ | - | - | 3.0 | $2.3 \dagger$ | - | $1.0 \dagger$ | - | - | 1.0 | $1.4 \dagger$ | - |
| Partially sighted or blind | - | 3.7 | $2.6 \dagger$ | - | - | 3.2 | $3.2 \dagger$ | - | $1.5 \dagger$ | - | - | 2.1 | $1.9 \dagger$ | - |
| Other | - | 2.1 | $1.4 \dagger$ | - | - | 3.1 | $2.4 \dagger$ | - | $1.4 \dagger$ | - | - | 1.0 | $1.4 \dagger$ | - |

CIRP FRESHMAN SURVEY TRENDS REPORT
LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  |  | Puerto Rican |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Your religious preference [2,3] |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Protestant (Christian) | 18.7 | 14.3 | 19.7 | 25.5 | 13.6 | 15.7 | 28.2 | 36.4 | 19.6 | 27.3 | 49.3 | 44.3 | 46.8 | 44.3 |
| Roman Catholic | 62.2 | 69.5 | 65.0 | 53.7 | 66.4 | 69.2 | 50.6 | 38.7 | 57.3 | 49.0 | 31.2 | 37.4 | 33.6 | 29.7 |
| Jewish | 1.8 | 0.4 | 0.4 | 0.4 | 0.4 | 1.1 | 1.3 | 1.1 | 2.0 | 1.9 | 5.0 | 4.2 | 3.1 | 3.4 |
| Other | 4.4 | 7.9 | 3.9 | 4.0 | 6.3 | 5.9 | 5.5 | 5.2 | 4.1 | 4.2 | 3.8 | 4.6 | 2.8 | 3.2 |
| None | 12.9 | 7.9 | 10.9 | 16.4 | 13.3 | 8.1 | 14.4 | 18.5 | 17.0 | 17.5 | 10.7 | 9.4 | 13.7 | 19.4 |
| Do you consider yourself a born-aga Christian? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No | - | 79.8 | 79.7 | - | - | 77.5 | 77.3 | - | 83.1 | - | - | 77.7 | 76.3 | - |
| Yes | - | 20.2 | 20.3 | - | - | 22.5 | 22.7 | - | 16.9 | - | $\cdots$ | 22.3 | 23.7 | - |
| Are your parents: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Both alive and living with each other? | - | 74.76 | 70.9 | 68.7 | - | $61.7 €$ | 53.6 | 54.5 | 60.7 | 61.9 | - | $78.8 €$ | 76.5 | 75.2 |
| Both alive, divorced or living apart? | - | $20.7 €$ | 24.8 | 27.7 | - | $31.2 \epsilon$ | 39.7 | 40.4 | 34.0 | 34.0 | - | 17.16 | 20.2 | 21.7 |
| One or both deceased? | - | $4.6 €$ | 4.2 | 3.6 | - | $7.1 €$ | 6.7 | 5.1 | 5.3 | 4.1 | - | 4.16 | 3.2 | 3.1 |
| What is the best estimate of your parents' total income last year? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Consider income from all sources before taxes. [2] |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Less than $\$ 6,000$ | 17.5 | 7.6 | 4.5 | - | 37.5 | 11.3 | 7.6 | - | 7.1 | - | 5.1 | 2.2 | 1.0 | - |
| \$6,000 to \$9,999 | 17.9 | 6.1 | 5.8 | - | 24.6 | 7.1 | 5.9 | - | 7.2 |  | 8.2 | 2.4 | 1.1 | - |
| Less than \$10,000 | - | - | - | 4.8 | - | - | - | 6.4 |  | 5.8 | - | - | - | 1.6 |
| \$10,000 to \$14,999 | 26.4 | 10.7 | 9.0 | 4.4 | 16.2 | 11.0 | 6.3 | 5.3 | 8.1 | 6.2 | 23.5 | 5.0 | 2.2 | 1.4 |
| \$15,000 to \$19,999 | 15.4 | 8.8 | 7.0 | 5.1 | 8.8 | 10.4 | 5.1 | 4.2 | 7.4 | 5.7 | 18.7 | 5.5 | 2.7 | 1.5 |
| \$20,000 to \$24,999 | 9.4 | 11.5 | 9.2 | 6.9 | 2.8 | 7.5 | 6.9 | 5.9 | 7.7 | 5.6 | 15.0 | 7.3 | 4.1 | 2.3 |
| \$25,000 to \$29,999 | 3.7 | 9.0 | 8.4 | 6.5 | 2.5 | 6.4 | 8.0 | 5.5 | 6.8 | 5.6 | 8.7 | 7.9 | 4.9 | 2.4 |
| \$30,000 or more | - | - | - | , | - | - | - | - | - | - | - | - | - | - |
| \$30,000 to \$39,999 | - | - | 14.0 | 11.2 | - | - | 12.6 | 8.9 | 10.1 | 9.7 | - | - | 10.6 | 5.0 |
| \$30,000 to \$34,999 | 2.5 | 10.2 | - | - | 1.5 | 7.2 | - | - | - | - | 6.3 | 11.1 | - | - |
| \$35,000 to \$39,999 | 1.6 | 7.2 | - | - | 1.1 | 7.3 | - | - | - | - | 4.0 | 10.1 | - | - |
| \$40,000 or more | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| \$40,000 to \$49,999 | 1.9 | 9.4 | 10.4 | 10.4 | 0.8 | 6.4 | 11.1 | 7.6 | 8.0 | 8.5 | 3.9 | 13.3 | 12.3 | 6.9 |
| \$50,000 or more | 3.6 | - | - | - | 4.0 | - | - | $\cdots$ | - | - | 6.8 | - | - | - |
| \$50,000 to \$59,999 | - | 6.6 | 9.0 | 9.1 | - | 8.3 | 9.3 | 7.4 | 7.3 | 7.9 | - | 11.7 | 13.2 | 9.1 |
| \$50,000 to \$99,999 | - | $8.4 \ddagger$ | . | 0 | - | $7.1 \pm$ | 85 | 02 |  | 9 | - | - | - | - |
| \$60,000 to \$74,999 | - | 4.8 | 9.4 | 10.2 | - | 7.1 | 8.5 | 10.2 | 8.8 | 9.2 | - | 9.2 | 15.4 | 12.8 |
| \$75,000 to \$99,999 | - | 2.9 | 6.0 | 10.8 | - | 5.1 | 8.2 | 12.9 | 7.3 | 10.6 | $\cdots$ | 5.9 | 13.4 | 16.4 |
| \$100,000 or more | - | $2.8 \ddagger$ | - | - | - | 2.57 | - | - | - | - | - | - | - | - |
| \$100,000 to \$149,999 | - | 2.1 | 4.1 | 10.9 | - | 1.7 | 5.1 | 12.2 | 6.5 | 11.8 | - | 4.3 | 10.4 | 19.6 |
| \$150,000 or more | - | 3.1 | - | - | - | 3.2 | - | - | - | - | - | 4.2 | - | - |
| \$150,000 to \$199,999 | - | - | 1.6 | 4.0 | - | - | 2.4 | 5.7 | 2.9 | 4.8 | - | - | 3.8 | 8.5 |
| \$200,000 or more | - | - | 1.6 | 5.6 | - | - | 3.1 | 7.8 | 4.9 | 8.5 | - | - | 5.0 | 12.6 |

CIRP FRESHMAN SURVEY TRENDS REPORT

## LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| What is the highest level of formal education obtained by: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Your father? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Grammar school or less | 28.9 | 22.9 | 27.5 | 22.1 | 27.4 | 16.6 | 9.0 | 7.9 | 13.5 | 11.2 | 4.0 | 2.3 | 1.7 | 1.6 |
| Some high school | 16.4 | 14.4 | 11.2 | 12.1 | 27.5 | 12.4 | 11.0 | 11.5 | 11.2 | 10.1 | 8.8 | 5.7 | 3.1 | 2.8 |
| High school graduate | 17.8 | 18.4 | 19.9 | 20.5 | 17.0 | 17.8 | 23.8 | 24.6 | 17.7 | 20.3 | 25.2 | 23.1 | 21.6 | 20.5 |
| Postsecondary school other than college | 3.5 | 3.9 | 3.3 | 2.5 | 1.3 | 2.9 | 3.5 | 2.6 | 3.0 | 3.2 | 4.4 | 4.8 | 5.0 | 4.0 |
| Some college | 13.3 | 14.0 | 15.7 | 15.9 | 8.1 | 9.9 | 17.6 | 17.0 | 14.1 | 14.7 | 14.6 | 14.5 | 15.5 | 14.3 |
| College degree | 8.5 | 10.2 | 11.7 | 14.8 | 8.9 | 15.7 | 17.5 | 19.3 | 17.5 | 19.5 | 22.8 | 23.5 | 28.3 | 30.5 |
| Some graduate school | 1.7 | 3.2 | 1.4 | 0.9 | 0.5 | 2.0 | 2.4 | 1.7 | 2.4 | 1.6 | 3.0 | 3.6 | 2.9 | 2.3 |
| Graduate degree | 10.0 | 13.1 | 9.3 | 11.3 | 9.4 | 22.8 | 15.2 | 15.4 | 20.6 | 19.4 | 17.4 | 22.5 | 22.0 | 24.0 |
| Your mother? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Grammar school or less | 25.2 | 20.5 | 26.2 | 18.9 | 31.3 | 15.2 | 6.3 | 4.2 | 13.5 | 9.5 | 2.2 | 1.5 | 1.2 | 1.2 |
| Some high school | 19.8 | 16.2 | 11.1 | 10.7 | 28.6 | 12.6 | 9.0 | 8.0 | 10.3 | 8.2 | 7.0 | 4.2 | 2.1 | 1.6 |
| High school graduate | 25.9 | 25.7 | 24.5 | 24.0 | 18.8 | 22.0 | 27.1 | 23.0 | 21.0 | 20.0 | 39.8 | 33.8 | 26.9 | 20.3 |
| Postsecondary school other than college | 4.0 | 4.3 | 3.5 | 3.7 | 3.4 | 4.4 | 4.8 | 3.7 | 4.7 | 3.9 | 7.7 | 8.0 | 6.9 | 4.4 |
| Some college | 10.7 | 15.8 | 16.4 | 18.3 | 5.1 | 13.9 | 17.4 | 20.6 | 16.5 | 18.4 | 16.3 | 17.6 | 17.4 | 16.2 |
| College degree | 9.3 | 9.9 | 11.1 | 14.9 | 7.2 | 16.9 | 22.2 | 24.9 | 18.6 | 23.2 | 18.4 | 21.5 | 27.8 | 34.5 |
| Some graduate school | 1.7 | 1.7 | 1.8 | 1.5 | 2.1 | 3.8 | 2.4 | 2.2 | 2.5 | 2.7 | 2.7 | 3.6 | 3.5 | 3.0 |
| Graduate degree | 3.5 | 6.0 | 5.4 | 8.1 | 3.5 | 11.2 | 10.8 | 13.4 | 12.9 | 14.2 | 5.9 | 9.8 | 14.2 | 18.9 |
| Your father's occupation [3] |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Artist | 0.86 | 0.5 | 0.6 | 0.7 | 1.26 | 0.8 | 0.8 | 1.5 | 0.7 | 1.3 | $1.0 €$ | 0.9 | 0.8 | 1.1 |
| Business | $12.6 €$ | 17.8 | 15.4 | 19.5 | 14.16 | 26.3 | 19.1 | 20.6 | 23.0 | 23.8 | $34.5 €$ | 33.9 | 30.9 | 31.4 |
| Clerical | $0.6 €$ | 1.0 | 0.7 | 1.0 | $0.9 €$ | 0.6 | 0.8 | 1.0 | 0.6 | 1.3 | 0.96 | 0.7 | 0.7 | 1.2 |
| Clergy | $0.5 €$ | 0.9 | 0.3 | 0.6 | $0.1 €$ | 1.2 | 0.8 | 1.0 | 0.5 | 0.7 | $1.4 \epsilon$ | 1.1 | 1.0 | 0.9 |
| College teacher | $0.6 €$ | 1.0 | 0.3 | 0.3 | 1.36 | 0.3 | 0.6 | 0.2 | 1.1 | 0.6 | 1.26 | 1.4 | 0.8 | 0.7 |
| Doctor (MD or DDS) | $2.0 €$ | 2.0 | 1.6 | 1.6 | $3.0 €$ | 5.8 | 2.7 | 2.4 | 5.0 | 3.2 | $3.4 €$ | 3.0 | 2.7 | 3.0 |
| Education (secondary) | 1.2€ | 3.1 | 1.9 | 1.8 | $1.5 €$ | 3.1 | 2.0 | 1.5 | 2.3 | 1.6 | $3.5 €$ | 4.1 | 4.3 | 2.6 |
| Education (elementary) | $0.1 \epsilon$ | 0.4 | 0.8 | 0.6 | 0.06 | 0.5 | 0.9 | 0.5 | 0.7 | 0.6 | $0.6 €$ | 0.8 | 1.3 | 0.8 |
| Engineer | 6.3¢ | 4.5 | 5.1 | 5.3 | 4.96 | 6.4 | 6.8 | 6.2 | 7.7 | 7.5 | $9.6 €$ | 9.4 | 7.8 | 8.5 |
| Farmer or forester | $3.5 €$ | 2.5 | 2.2 | 1.7 | $0.6 €$ | 0.9 | 0.4 | 0.3 | 0.8 | 0.5 | $4.3 €$ | 3.7 | 3.8 | 1.8 |
| Health professional | $0.5 €$ | 1.9 | 0.7 | 0.9 | $1.5 €$ | 1.5 | 1.0 | 1.6 | 1.0 | 1.2 | $1.3 €$ | 1.2 | 1.3 | 1.4 |
| Homemaker | $0.0 €$ | 0.1 | 0.3 | 0.3 | $0.0 €$ | 0.2 | 0.5 | 0.4 | 0.3 | 0.2 | $0.1 €$ | 0.1 | 0.1 | 0.2 |
| Lawyer | $0.6 €$ | 1.7 | 1.0 | 1.3 | 1.06 | 4.0 | 1.5 | 1.6 | 1.3 | 2.1 | 2.16 | 2.4 | 2.4 | 3.0 |
| Military | $2.2 \epsilon$ | 3.5 | 1.7 | 1.5 | $3.2 €$ | 0.9 | 3.4 | 2.9 | 1.1 | 1.3 | 2.06 | 1.5 | 1.4 | 1.2 |
| Nurse | $0.0 €$ | 0.0 | 0.3 | 0.3 | $0.1 €$ | 0.1 | 0.6 | 0.8 | 0.3 | 0.4 | $0.0 €$ | 0.1 | 0.3 | 0.5 |
| Research scientist | $0.2 €$ | 0.4 | 0.3 | 0.2 | $0.3 €$ | 0.0 | 0.5 | 0.5 | 0.5 | 0.4 | $0.9 €$ | 0.8 | 0.6 | 0.7 |
| Social worker | $0.7 €$ | 0.5 | 0.6 | 0.6 | $0.3 €$ | 0.7 | 1.5 | 0.7 | 0.5 | 0.4 | 0.36 | 0.4 | 0.5 | 0.5 |
| Skilled worker | $13.7 €$ | 11.3 | 10.0 | 8.0 | $6.5 €$ | 7.8 | 7.4 | 6.3 | 6.6 | 5.2 | 9.16 | 8.2 | 8.7 | 8.2 |
| Semi skilled worker | $11.1 €$ | 8.4 | 8.5 | 6.6 | 9.16 | 5.8 | 5.4 | 2.7 | 6.2 | 4.8 | $4.2 €$ | 3.7 | 3.2 | 2.4 |
| Laborer | $15.5 \epsilon$ | 9.4 | 10.6 | 10.6 | 10.5€ | 7.8 | 4.6 | 3.9 | 5.1 | 5.8 | $2.2 €$ | 2.1 | 2.1 | 2.5 |
| Unemployed | $5.9 €$ | 4.6 | 5.8 | 3.3 | $7.7 €$ | 6.0 | 8.1 | 5.4 | 4.5 | 3.5 | 1.3 ¢ | 1.7 | 1.8 | 1.7 |
| Other occupation | $21.4 €$ | 24.7 | 31.3 | 33.2 | 32.06 | 19.2 | 30.6 | 37.9 | 30.3 | 33.5 | 16.06 | 18.7 | 23.4 | 25.7 |

CIRP FRESHMAN SURVEY TRENDS REPORT
LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Your mother's occupation [3] |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Artist | $0.5 €$ | 1.4 | 0.6 | 0.9 | $1.3 \epsilon$ | 1.1 | 0.7 | 1.1 | 1.7 | 1.7 | $1.5 €$ | 2.0 | 1.7 | 2.1 |
| Business | $4.5 €$ | 10.6 | 9.8 | 13.2 | $2.5 €$ | 9.0 | 10.9 | 15.2 | 12.5 | 15.2 | $6.7 €$ | 13.3 | 13.4 | 16.8 |
| Clerical | 7.36 | 8.9 | 5.4 | 4.3 | 4.26 | 6.1 | 6.4 | 4.7 | 5.0 | 3.5 | $10.3 €$ | 11.2 | 8.7 | 5.3 |
| Clergy | 0.06 | 0.0 | 0.1 | 0.2 | $0.0 ¢$ | 0.2 | 0.4 | 0.2 | 0.2 | 0.2 | $0.1 \epsilon$ | 0.2 | 0.2 | 0.3 |
| College teacher | 0.26 | 0.4 | 0.5 | 0.3 | 0.36 | 0.4 | 0.5 | 0.4 | 0.7 | 0.4 | 0.46 | 0.5 | 0.6 | 0.5 |
| Doctor (MD or DDS) | $0.1 €$ | 0.4 | 0.4 | 0.8 | $0.2 €$ | 0.6 | 0.7 | 1.5 | 1.2 | 1.4 | $0.2 €$ | 0.3 | 0.5 | 1.4 |
| Education (secondary) | 1.56 | 2.3 | 3.0 | 2.9 | $2.0 €$ | 3.3 | 4.3 | 4.6 | 3.8 | 4.2 | $3.1 €$ | 4.2 | 6.0 | 5.3 |
| Education (elementary) | $3.7 €$ | 4.3 | 6.4 | 6.2 | $3.0 €$ | 4.1 | 7.8 | 6.9 | 6.3 | 6.3 | 6.26 | 6.8 | 11.2 | 9.7 |
| Engineer | 0.0€ | 0.0 | 0.1 | 0.5 | 0.06 | 0.1 | 0.1 | 0.6 | 0.3 | 0.8 | 0.16 | 0.2 | 0.3 | 0.7 |
| Farmer or forester | $0.7 €$ | 0.2 | 0.1 | 0.4 | 0.26 | 0.6 | 0.2 | 0.2 | 0.1 | 0.1 | $0.1 €$ | 0.3 | 0.5 | 0.3 |
| Health professional | $0.3 €$ | 2.9 | 0.8 | 1.8 | $1.6 €$ | 2.7 | 1.6 | 3.1 | 1.6 | 2.1 | $1.5 €$ | 1.8 | 2.5 | 3.5 |
| Homemaker | 34.06 | 20.6 | 19.6 | 13.2 | 32.26 | 18.6 | 12.0 | 7.4 | 13.2 | 9.2 | $37.5 €$ | 23.2 | 12.5 | 9.2 |
| Lawyer | 0.0e | 0.5 | 0.3 | 0.6 | $0.1 \epsilon$ | 0.8 | 0.3 | 0.9 | 0.6 | 0.9 | $0.1 €$ | 0.3 | 0.4 | 1.1 |
| Military | 0.06 | 0.3 | 0.0 | 0.3 | 0.16 | 0.4 | 0.2 | 0.4 | 0.1 | 0.1 | 0.06 | 0.0 | 0.1 | 0.1 |
| Nurse | 3.26 | 3.8 | 3.5 | 4.5 | $5.9 €$ | 4.4 | 7.1 | 7.2 | 4.8 | 6.1 | 6.16 | 7.3 | 8.7 | 9.0 |
| Research scientist | $0.0 €$ | 0.0 | 0.1 | 0.1 | 0.16 | 0.1 | 0.3 | 0.3 | 0.2 | 0.3 | $0.1 €$ | 0.2 | 0.2 | 0.3 |
| Social worker | $1.9 €$ | 0.7 | 1.5 | 1.6 | $1.7 €$ | 3.2 | 3.1 | 3.5 | 2.1 | 2.3 | $1.0 €$ | 1.2 | 1.6 | 1.7 |
| Skilled worker | $1.7 €$ | 2.9 | 2.1 | 1.9 | $0.8 \epsilon$ | 1.8 | 1.9 | 1.6 | 1.9 | 1.7 | $1.3 €$ | 1.7 | 1.8 | 1.5 |
| Semi skilled worker | 5.36 | 5.0 | 5.0 | 3.8 | $6.8 €$ | 4.1 | 2.3 | 1.8 | 3.6 | 2.9 | $2.4 €$ | 2.2 | 2.1 | 1.6 |
| Laborer | $7.7 €$ | 4.7 | 6.0 | 6.8 | $2.3 €$ | 2.4 | 2.0 | 1.6 | 3.6 | 4.6 | $1.4 €$ | 1.4 | 1.3 | 1.1 |
| Unemployed | $14.7 €$ | 13.0 | 10.5 | 7.7 | 21.76 | 15.6 | 11.4 | 7.3 | 9.8 | 7.0 | $7.4 €$ | 5.6 | 4.1 | 4.7 |
| Other occupation | 12.76 | 17.3 | 24.2 | 27.9 | 13.16 | 20.2 | 25.8 | 29.5 | 26.5 | 29.0 | 12.56 | 16.2 | 21.7 | 24.0 |
| Your father's religious preference [2,3] |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Protestant (Christian) | 18.7 | 13.0 | 18.3 | 24.6 | 16.2 | 14.1 | 27.4 | 33.8 | 19.6 | 26.4 | 53.0 | 46.3 | 49.6 | 46.9 |
| Roman Catholic | 69.4 | 71.4 | 69.4 | 59.8 | 70.8 | 68.2 | 53.5 | 44.3 | 63.3 | 54.5 | 31.2 | 36.6 | 35.2 | 32.3 |
| Jewish | 2.0 | 0.6 | 0.7 | 0.8 | 0.7 | 1.6 | 2.3 | 2.0 | 2.5 | 2.6 | 5.7 | 4.8 | 3.8 | 4.3 |
| Other | 3.2 | 5.8 | 3.6 | 3.4 | 5.2 | 5.4 | 5.4 | 5.4 | 3.9 | 3.9 | 2.5 | 3.9 | 2.1 | 2.1 |
| None | 6.9 | 9.2 | 8.1 | 11.3 | 7.2 | 10.7 | 11.5 | 14.6 | 10.7 | 12.6 | 7.6 | 8.4 | 9.3 | 14.4 |
| Your mother's religious preference [2,3] |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Protestant (Christian) | 21.8 | 16.3 | 21.2 | 27.3 | 16.4 | 17.6 | 31.5 | 39.5 | 22.7 | 29.5 | 55.4 | 48.1 | 51.7 | 50.1 |
| Roman Catholic | 70.4 | 71.8 | 70.3 | 62.1 | 74.6 | 71.7 | 55.3 | 46.3 | 66.2 | 58.4 | 32.9 | 38.3 | 36.8 | 34.1 |
| Jewish | 1.8 | 0.7 | 0.7 | 0.6 | 0.5 | 1.7 | 1.9 | 1.4 | 2.2 | 2.3 | 5.5 | 4.6 | 3.6 | 4.0 |
| Other | 2.8 | 7.1 | 3.1 | 3.1 | 5.5 | 6.4 | 4.3 | 4.4 | 3.5 | 3.2 | 2.6 | 4.2 | 2.1 | 2.1 |
| None | 3.3 | 4.1 | 4.7 | 6.9 | 2.9 | 2.6 | 7.0 | 8.4 | 5.4 | 6.7 | 3.6 | 4.8 | 5.8 | 9.7 |
| How many persons are currently dependent on your parents? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| One | - | 5.1 | $7.3 €$ | 8.0 | - | 3.2 | 9.16 | 10.5 | $8.3 €$ | 9.2 | - | 5.7 | $8.1 €$ | 7.9 |
| Two | - | 11.1 | 13.7e | 14.7 | - | 11.7 | 17.36 | 21.9 | $18.2 €$ | 19.9 | - | 12.5 | $17.0 €$ | 16.6 |
| Three | - | 15.7 | 20.16 | 21.1 | - | 22.2 | 26.06 | 21.3 | $22.9 €$ | 22.8 | - | 21.3 | $20.9 €$ | 22.2 |
| Four | - | 23.7 | $24.6 €$ | 26.8 | - | 23.5 | 23.0€ | 26.3 | $25.0 €$ | 25.8 | - | 30.4 | 29.76 | 31.0 |
| Five | - | 21.6 | 18.7€ | 17.4 | - | 22.5 | 15.6e | 13.1 | $15.5 €$ | 14.7 | - | 19.1 | $16.3 €$ | 15.4 |
| Six or more | - | 22.7 | $15.6 €$ | 12.0 | - | 16.9 | $9.0 ¢$ | 7.0 | $10.1 \epsilon$ | 7.6 | - | 11.0 | $8.0 €$ | 6.9 |

CIRP FRESHMAN SURVEY TRENDS REPORT
LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Student rated self above average or highest $10 \%$ as compared with the average person of his/her age in: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Academic ability | $56.5 \dagger$ | 60.6 | 58.7 | 63.8 | 42.4 $\dagger$ | 55.3 | 59.0 | 61.9 | 64.8 | 67.0 | $66.2 \dagger$ | 69.7 | 67.5 | 69.7 |
| Artistic ability | $21.9 \dagger$ | 27.3 | 29.1 | 28.8 | $21.2 \dagger$ | 29.6 | 31.8 | 32.3 | 32.0 | 31.5 | $21.9 \dagger$ | 25.0 | 26.2 | 28.1 |
| Cooperativeness | - | - | 72.8 | 70.9 | - | - | 74.5 | 73.8 | 72.7 | 73.4 | - | - | 73.4 | 73.4 |
| Creativity | - | - | 49.7 | 52.8 | - | - | 56.7 | 59.9 | 56.7 | 58.9 | - | - | 52.3 | 55.9 |
| Drive to achieve | $70.3 \dagger$ | 71.9 | 72.2 | 74.9 | $66.1 \dagger$ | 68.7 | 72.7 | 73.3 | 72.8 | 76.8 | $66.3 \dagger$ | 68.0 | 69.7 | 71.3 |
| Emotional health | - | 59.6 | 53.5 | 51.3 | - | 61.3 | 52.7 | 49.7 | 53.9 | 54.1 | - | 63.7 | 57.4 | 54.8 |
| Leadership ability | $51.0 \dagger$ | 54.1 | 56.6 | 59.0 | $43.7 \dagger$ | 55.0 | 59.5 | 62.2 | 57.1 | 60.8 | $48.8 \dagger$ | 57.1 | 59.1 | 61.3 |
| Mathematical ability | $31.4 \dagger$ | 41.6 | 38.5 | 37.6 | $26.8 \dagger$ | 40.2 | 38.0 | 35.1 | 42.4 | 39.5 | $42.0 \dagger$ | 47.5 | 45.4 | 44.1 |
| Physical health | - | 59.2 | 51.2 | 47.9 | - | 58.7 | 52.0 | 49.7 | 53.8 | 51.4 | - | 64.7 | 56.3 | 57.4 |
| Popularity | 34.2† | 39.6 | 36.6 | - | $35.4 \dagger$ | 45.3 | 42.6 | - | 39.9 | - | $34.6 \dagger$ | 46.9 | 39.4 | - |
| Public speaking ability | 30.3 $\dagger$ | - | 32.6 | 35.3 | $25.8 \dagger$ | - | 38.2 | 40.2 | 37.0 | 38.1 | $25.9 \dagger$ | - | 33.9 | 36.8 |
| Self confidence (intellectual) | $50.3 \dagger$ | 59.8 | 56.9 | 57.2 | $49.5 \dagger$ | 63.0 | 58.6 | 59.8 | 60.9 | 61.9 | $48.1 \dagger$ | 60.4 | 56.6 | 58.4 |
| Self confidence (social) | $44.4 \dagger$ | 52.3 | 51.3 | 51.9 | $46.5 \dagger$ | 56.8 | 53.9 | 56.4 | 54.7 | 56.3 | $37.4 \dagger$ | 49.1 | 47.5 | 51.2 |
| Stubbornness | 36.41 | - | 43.3 | - | $34.7 \dagger$ | - | 45.4 | - | 43.9 | - | $38.1 \dagger$ | - | 43.8 | - |
| Understanding of others | $71.1 \dagger$ | - | 73.1 | 69.4 | $69.6 \dagger$ | - | 75.7 | 71.5 | 76.7 | 73.1 | $68.9 \dagger$ | - | 71.6 | 65.6 |
| Writing ability | 34.2† | 40.8 | 41.3 | 42.1 | $30.6 \dagger$ | 40.7 | 45.0 | 48.9 | 45.0 | 46.3 | $37.4 \dagger$ | 45.2 | 45.2 | 48.7 |
| How would you describe the racial composition of: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The high school you last attended? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Completely non-white | - | - | - | 7.4 | - | - | - | 7.0 | - | 7.2 | - | - | - | 0.3 |
| Mostly non-white | - | - | - | 28.5 | - | - | - | 23.8 | - | 24.9 | - | - | - | 4.6 |
| Roughly half non-white | - | - | - | 30.1 | - | - | - | 26.6 | $\cdots$ | 27.4 | - | - | - | 20.3 |
| Mostly white | - | - | - | 31.4 | - | - | - | 38.6 | - | 36.9 | - | - | - | 62.7 |
| Completely white | - | $\cdots$ | - | 2.7 | -- | - | - | 4.0 | - | 3.6 | - | - | - | 12.1 |
| The neighborhood where you grew up? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Completely non-white | - | - | - | 13.1 | - | - | - | 12.5 | - | 13.0 | - | - | - | 0.6 |
| Mostly non-white | - | - | - | 26.9 | - | - | - | 25.1 | - | 23.0 | - | - | - | 3.1 |
| Roughly half non-white | - | - | - | 20.6 | - | - | - | 18.5 | - | 19.7 | - | - | - | 9.0 |
| Mostly white | - | - | - | 32.8 | - | - | - | 35.3 | - | 36.0 | - | - | - | 57.3 |
| Completely white | - | - | - | 6.6 | - | - | - | 8.5 | - | 8.4 | - | - | - | 30.0 |
| What was your average grade in high school? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A or A+ | 13.5 | 12.2 | 12.8 | 16.3 | 8.5 | 15.9 | 10.7 | 15.2 | 14.1 | 18.6 | 12.0 | 13.8 | 18.9 | 23.7 |
| A | 15.3 | 17.1 | 15.8 | 21.6 | 6.6 | 10.7 | 14.4 | 19.9 | 17.1 | 22.3 | 15.4 | 16.3 | 19.5 | 25.3 |
| B+ | 23.4 | 22.4 | 20.9 | 23.5 | 20.4 | 20.1 | 19.6 | 22.0 | 21.5 | 23.4 | 23.6 | 22.2 | 20.6 | 21.5 |
| B | 20.9 | 24.5 | 24.9 | 25.9 | 28.0 | 24.2 | 28.8 | 24.5 | 25.6 | 21.8 | 25.4 | 24.5 | 23.2 | 20.0 |
| B- | 9.3 | 11.3 | 11.9 | 7.8 | 16.8 | 13.3 | 11.7 | 10.3 | 11.8 | 8.3 | 12.1 | 11.6 | 9.9 | 6.2 |
| $\mathrm{C}+$ | 10.1 | 9.0 | 9.0 | 3.9 | 11.8 | 9.5 | 9.1 | 6.2 | 6.6 | 4.0 | 7.3 | 7.5 | 5.3 | 2.5 |
| C | 7.1 | 3.4 | 4.4 | 1.0 | 6.4 | 6.0 | 5.3 | 1.7 | 3.3 | 1.6 | 4.2 | 3.9 | 2.4 | 0.9 |
| D | 0.5 | 0.1 | 0.3 | 0.0 | 1.5 | 0.3 | 0.3 | 0.2 | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.0 |

CIRP FRESHMAN SURVEY TRENDS REPORT
LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| In what year did you graduate from high school? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| This year | 93.4 | 96.0 | 97.6 | 98.5 | 90.7 | 96.4 | 97.4 | 97.6 | 97.4 | 97.7 | 96.1 | 97.1 | 97.8 | 98.3 |
| One year ago | 2.4 | 1.6 | 1.5 | 0.9 | 1.5 | 1.9 | 1.5 | 1.4 | 1.6 | 1.5 | 2.2 | 1.6 | 1.3 | 1.1 |
| Two years ago | 1.1 | 0.6 | 0.3 | 0.3 | 1.2 | 0.6 | 0.6 | 0.6 | 0.3 | 0.3 | 0.5 | 0.4 | 0.2 | 0.2 |
| Three or more years ago | 2.0 | 0.8 | 0.3 | 0.1 | 2.5 | 0.6 | 0.2 | 0.2 | 0.4 | 0.4 | 0.8 | 0.6 | 0.5 | 0.2 |
| Did not graduate but passed G.E.D. test | 0.8 | 0.3 | 0.2 | 0.1 | 3.2 | 0.5 | 0.2 | 0.2 | 0.1 | 0.1 | 0.2 | 0.3 | 0.1 | 0.1 |
| Never completed high school | 0.2 | 0.6 | 0.0 | 0.0 | 1.0 | 0.1 | 0.1 | 0.0 | 0.2 | 0.0 | 0.2 | 0.1 | 0.1 | 0.0 |
| Student met or exceeded recommended years of high school (grades 9-12) study in the following subjects [4] |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English (4 years) | - | 93.4 | $97.4 \dagger$ | 98.0 | - | 94.9 | $97.3 \dagger$ | 97.3 | $96.6 \dagger$ | 97.7 | - | 94.6 | $98.1 \dagger$ | 98.1 |
| Mathematics ( 3 years) | - | 86.8 | $96.7 \dagger$ | 98.1 | - | 92.4 | $97.0 \dagger$ | 97.8 | $97.7 \dagger$ | 98.5 | - | 91.5 | $98.0 \dagger$ | 98.7 |
| Foreign language (2 years) | - | 72.8 | $92.5 \dagger$ | 95.0 | - | 83.0 | $92.2 \dagger$ | 93.9 | $94.0 \dagger$ | 94.7 | - | 75.5 | $91.0 \dagger$ | 93.9 |
| Physical science (2 years) | - | 47.7 | $45.3 \dagger$ | 55.6 | - | 55.6 | $48.0 \dagger$ | 56.3 | $51.6 \dagger$ | 57.9 | - | 59.9 | $58.2 \dagger$ | 61.4 |
| Biological science (2 years) | - | 35.5 | $36.5 \dagger$ | 44.8 | - | 35.7 | $34.9 \dagger$ | 43.3 | $37.9 \dagger$ | 46.6 | - | 37.3 | $44.1 \dagger$ | 46.8 |
| History/American govt. (1 year) | - | 99.3 | $97.9 \dagger$ | 98.4 | - | 98.5 | 98.2† | 98.5 | $98.4 \dagger$ | 98.9 | - | 99.5 | $99.3 \dagger$ | 99.1 |
| Computer science (1/2 year) | - | 54.2 | $57.4 \dagger$ | 59.7 | - | 54.6 | $56.9 \dagger$ | 60.1 | $59.0 \dagger$ | 59.0 | - | 63.6 | $58.7 \dagger$ | 62.8 |
| Arts and/or music (1 year) | - | 52.3 | $75.7 \dagger$ | 86.8 | - | 55.2 | $73.7 \dagger$ | 78.1 | $77.0 \dagger$ | 80.8 | - | 61.7 | $75.9 \dagger$ | 80.6 |
| Have you had any special tutoring or remedial work in: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English | - | $7.7 \ddagger$ | 5.7 | - | - | $10.6 \ddagger$ | 8.2 | - | 6.7 | - | - | $4.0 \ddagger$ | 3.8 | - |
| Reading | - | $6.9 \ddagger$ | 5.5 | - | - | $8.6 \ddagger$ | 7.1 | - | 5.9 | - | - | $3.7 \ddagger$ | 3.4 | - |
| Mathematics | - | 9.27 | 11.6 | - | - | 10.6 $\ddagger$ | 16.2 | - | 13.1 | - | - | $8.0 \ddagger$ | 10.4 | - |
| Social studies | - | $6.4 \ddagger$ | 4.8 | - | - | 8.4 $\ddagger$ | 6.0 | - | 4.5 | - | - | $2.7 \ddagger$ | 2.3 | - |
| Science | - | $6.8 \pm$ | 5.9 | - | - | 7.4 | 8.1 | - | 6.4 | - | - | $3.2 \ddagger$ | 3.5 | - |
| Foreign language | - | $6.0 \pm$ | 6.0 | - | - | $7.5 \ddagger$ | 7.2 | - | 6.2 | - | - | $3.1 \ddagger$ | 3.8 | - |
| Do you feel you will need any special tutoring or remedial work in: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English | - | $24.2 \ddagger$ | 22.2 | - | - | $22.6 \ddagger$ | 15.0 | - | 20.9 | - | - | $7.9 \ddagger$ | 7.0 | - |
| Reading | - | $10.6 \ddagger$ | 11.1 | - | - | $7.3 \ddagger$ | 6.3 | - | 8.7 | - | - | $2.8 \ddagger$ | 2.9 | - |
| Mathematics | - | $37.9 \pm$ | 42.2 | - | - | $35.0 \pm$ | 35.4 | - | 35.6 | - | - | $19.2 \pm$ | 20.7 | - |
| Social studies | - | $7.0 \pm$ | 9.6 | - | - | $4.0 \ddagger$ | 5.8 | - | 7.2 | - | - | $1.7 \pm$ | 2.0 | - |
| Science | - | 23.27 | 25.1 | - | - | 17.1才 | 16.0 | - | 20.3 | - | - | $8.4 \ddagger$ | 8.5 | - |
| Foreign language | - | $12.3 \ddagger$ | 13.1 | - | - | 7.9 | 8.4 | - | 8.1 | - | - | $7.8 \ddagger$ | 9.3 | - |

## CIRP FRESHMAN SURVEY TRENDS REPORT

## LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Indicate which activities you did during the past year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Asked teacher for advice after class [5] | - | 33.1 | 24.3 | 29.7 | - | 24.1 | 23.0 | 29.9 | 26.2 | 29.6 | - | 25.8 | 20.5 | 24.2 |
| Attended a religious service | - | 87.6 | 84.7 | 79.1 | - | 82.1 | 79.0 | 73.1 | 79.3 | 74.5 | - | 86.7 | 85.0 | 76.7 |
| Came late to class | - | - | $61.3 \ddagger$ | 63.4 | - | - | $59.0 \ddagger$ | 66.6 | 58.9 $\ddagger$ | 63.2 | - | - | $55.7 \ddagger$ | 58.3 |
| Failed to complete a homework assignment on time | - | 64.6 | 65.2 | - | - | 63.3 | 68.9 | - | 64.1 | - | - | 70.4 | 66.5 | - |
| Discussed politics [5] | - | - | 19.0 | 33.2 | - | - | 18.2 | 34.4 | 21.5 | 36.2 | - | - | 18.0 | 34.7 |
| Discussed religion [5] | - | - | 25.2 ¢ | 29.8 | - | - | $25.3 \ddagger$ | 31.4 | 25.1 $\ddagger$ | 32.6 | - | - | $23.4 \ddagger$ | 31.3 |
| Drank beer | - | 53.8 | 43.4 | 34.2 | - | 56.4 | 45.9 | 38.7 | 48.5 | 39.6 | - | 71.3 | 58.0 | 48.2 |
| Drank wine or liquor | - | - | 45.8 | 39.4 | - | - | 50.9 | 50.5 | 53.9 | 48.8 | - | , | 58.1 | 52.7 |
| Felt depressed [5] | - | 9.7 | 10.6 | 8.0 | - | 7.5 | 12.0 | 11.1 | 11.5 | 8.5 | - | 8.0 | 8.2 | 6.8 |
| Felt overwhelmed by all I had to do [5] | - | 16.0 | 29.9 | 30.5 | - | 15.4 | 28.7 | 31.4 | 29.4 | 29.7 | - | 18.5 | 26.0 | 28.8 |
| Missed school because of illness | - | 74.5 | 71.8才 | - | - | 70.0 | $76.9 \ddagger$ | - | $73.8 \ddagger$ | - | - | 79.4 | $76.5 \ddagger$ | - |
| Overslept and missed a class or appointment | - | 24.9 | 33.7 | - | - | 24.5 | 35.6 | - | 33.7 | - | - | 29.1 | 32.6 | - |
| Participated in organized demonstrations | - | - | 50.3 | 57.9 | - | - | 49.2 | 56.8 | 47.6 | 55.7 | - | - | 38.9 | 48.3 |
| Performed volunteer work | - | 75.9 | 75.0 | 83.2 | - | 71.9 | 74.4 | 79.1 | 77.8 | 82.5 | - | 73.4 | 74.8 | 81.7 |
| Played a musical instrument | - | 40.8 | 32.7 | 36.1 | - | 35.9 | 35.4 | 38.4 | 37.1 | 38.4 | - | 45.8 | 41.1 | 41.4 |
| Smoked cigarettes [5] | - | 4.5 | 7.2 | 3.9 | - | 7.5 | 10.2 | 7.0 | 9.6 | 4.6 | - | 7.0 | 12.7 | 5.9 |
| Socialized with someone of another racial/ethnic group [5] | - | - | 82.5 | 79.6 | - | - | 88.6 | 84.1 | 86.9 | 82.1 | - | - | 61.2 | 61.5 |
| Stayed up all night | - | 74.9 | 81.4 $\ddagger$ | - | - | 71.8 | $84.5 \ddagger$ | - | 81.6 $\ddagger$ | - | - | 75.8 | $81.6 \ddagger$ | - |
| Studied with other students | - | 91.2 | 88.2 | 87.3 | - | 90.4 | 85.3 | 81.9 | 85.8 | 85.6 | - | 91.0 | 88.4 | 85.0 |
| Tutored another student | - | 54.1 | 59.7 | 61.9 | - | 56.9 | 58.7 | 54.5 | 61.7 | 60.4 | - | 49.1 | 53.4 | 49.3 |
| Used a personal computer [5] | - | 22.5 | 41.3 $\ddagger$ | - | - | 23.7 | $46.8 \ddagger$ | - | 49.7 $\ddagger$ | - | - | 27.8 | 55.4 $\ddagger$ | - |
| Voted in a student election [5] | - | - | 28.5 | 24.8 | - | - | 29.3 | 24.5 | 28.2 | 23.5 | - | - | 24.9 | 19.7 |
| Was bored in class [5] | - | 22.2 | 27.6 | 32.6 | - | 20.9 | 31.2 | 40.0 | 28.3 | 33.6 | - | 30.5 | 38.3 | 43.0 |
| Was a guest in a teacher's home | - | 37.6 | 25.8 | 21.4 | - | 32.9 | 24.8 | 22.0 | 25.8 | 20.7 | - | 35.2 | 29.5 | 23.6 |
| Worked in a local, state or national political campaign | - | $12.0 \ddagger$ | 10.9 | - | - | $11.0 \ddagger$ | 9.5 | - | 10.8 | - | - | $10.0 \ddagger$ | 8.9 |  |
| During your last year in high school, how much time did you spend in a typical week doing the following activities? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Studying/homework |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 1.4 | 1.9 | - | - | 2.5 | 4.0 | 1.6 | 2.4 | - | - | 2.0 | 2.7 |
| Less than one | $\cdots$ | - | 8.9 | 8.9 | - | - | 9.2 | 14.0 | 7.6 | 10.0 | - | - | 10.9 | 13.5 |
| 1 to 2 | - | - | 20.4 | 22.3 | - | - | 20.5 | 25.7 | 19.7 | 23.0 | - | - | 19.3 | 23.0 |
| 3 to 5 | - | - | 30.0 | 31.6 | - | - | 28.7 | 26.9 | 25.7 | 29.3 | - | - | 29.1 | 29.3 |
| 6 to 10 | - | - | 20.3 | 20.2 | - | - | 23.2 | 17.0 | 22.5 | 19.4 | - | - | 22.0 | 18.4 |
| 11 to 15 | - | - | 10.4 | 8.2 | - | - | 9.0 | 6.1 | 11.4 | 8.4 | - | - | 9.8 | 7.6 |
| 16 to 20 | - | - | 5.1 | 3.7 | - | - | 3.7 | 2.8 | 6.0 | 4.4 | - | - | 4.3 | 3.4 |
| Over 20 | - | - | 3.4 | 3.1 | - | - | 3.3 | 3.5 | 5.5 | 3.2 | - | - | 2.6 | 2.1 |

CIRP FRESHMAN SURVEY TRENDS REPORT
LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| During your last year in high school, how much time did you spend in a typical week doing the following activities? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Socializing with friends |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 0.7 | 0.6 | - | - | 1.0 | 1.5 | 0.7 | 0.7 | - | - | 0.1 | 0.2 |
| Less than one | - | - | 2.9 | 2.2 | - | - | 3.0 | 2.0 | 2.5 | 2.0 | - | - | 0.8 | 1.0 |
| 1 to 2 | - | - | 9.6 | 9.6 | - | - | 6.1 | 6.6 | 7.8 | 7.6 | - | - | 3.9 | 4.8 |
| 3 to 5 | - | - | 20.1 | 23.8 | - | - | 18.6 | 18.7 | 18.1 | 21.1 | - | - | 13.5 | 16.8 |
| 6 to 10 | - | - | 22.4 | 25.0 | - | - | 21.3 | 22.6 | 23.8 | 25.1 | - | - | 23.7 | 27.1 |
| 11 to 15 | - | - | 16.4 | 16.5 | - | - | 16.1 | 17.4 | 16.9 | 17.2 | - | - | 20.8 | 20.0 |
| 16 to 20 | - | - | 10.7 | 8.5 | - | - | 13.6 | 10.0 | 12.1 | 10.6 | - | - | 14.8 | 12.5 |
| Over 20 | - | - | 17.2 | 13.6 | - | - | 20.1 | 21.2 | 18.3 | 15.7 | - | - | 22.4 | 17.4 |
| Talking with teachers outside of class |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 8.9 | 9.1 | - | - | 10.4 | 12.2 | 8.4 | 9.1 | - | - | 9.0 | 10.4 |
| Less than one | - | - | 39.5 | 38.4 | - | - | 38.1 | 33.9 | 38.2 | 37.0 | - | - | 44.0 | 43.7 |
| 1 to 2 | - | - | 31.3 | 32.0 | - | - | 30.0 | 30.3 | 31.4 | 32.4 | - | - | 31.4 | 31.6 |
| 3 to 5 | - | - | 14.6 | 14.3 | - | - | 14.8 | 15.1 | 14.8 | 14.5 | - | - | 11.3 | 10.6 |
| 6 to 10 | - | - | 3.9 | 3.9 | - | - | 4.0 | 4.3 | 4.4 | 4.5 | - | - | 2.9 | 2.6 |
| 11 to 15 | - | - | 1.2 | 1.2 | - | - | 1.6 | 1.8 | 1.5 | 1.3 | - | - | 0.8 | 0.7 |
| 16 to 20 | - | - | 0.3 | 0.4 | - | - | 0.7 | 0.6 | 0.5 | 0.4 | - | - | 0.3 | 0.3 |
| Over 20 | - | - | 0.3 | 0.8 | - | - | 0.5 | 1.7 | 0.8 | 0.8 | - | - | 0.3 | 0.3 |
| Exercising or sports |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 6.5 | 6.5 | - | - | 8.1 | 9.5 | 6.8 | 6.7 | - | - | 3.2 | 3.5 |
| Less than one | - | - | 11.9 | 13.0 | - | - | 11.6 | 11.3 | 10.9 | 11.2 | - | - | 7.9 | 8.2 |
| 1 to 2 | - | - | 19.2 | 18.8 | - | - | 16.1 | 17.7 | 17.0 | 17.9 | - | - | 14.2 | 14.6 |
| 3 to 5 | - | - | 19.7 | 19.2 | - | - | 18.3 | 17.4 | 22.6 | 21.9 | - | - | 19.4 | 19.5 |
| 6 to 10 | - | - | 15.4 | 16.9 | - | - | 16.8 | 16.9 | 16.4 | 17.0 | - | - | 19.0 | 19.5 |
| 11 to 15 | - | - | 12.2 | 11.2 | - | - | 11.5 | 9.9 | 11.3 | 10.7 | - | - | 15.8 | 15.3 |
| 16 to 20 | - | - | 6.1 | 5.7 | - | - | 7.4 | 6.8 | 6.9 | 6.6 | - | - | 8.9 | 8.9 |
| Over 20 | - | - | 8.9 | 8.8 | - | - | 10.3 | 10.4 | 8.0 | 8.0 | - | - | 11.5 | 10.5 |
| Partying |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 18.8 | 26.3 | - | - | 18.1 | 24.6 | 16.5 | 22.0 | - | - | 16.3 | 25.1 |
| Less than one | - | - | 11.4 | 15.2 | - | - | 13.2 | 12.7 | 11.5 | 12.7 | - | - | 13.5 | 14.5 |
| 1 to 2 | - | - | 18.0 | 20.4 | - | - | 17.0 | 16.7 | 18.8 | 20.2 | - | - | 16.8 | 17.1 |
| 3 to 5 | - | - | 24.7 | 19.4 | - | - | 23.5 | 19.3 | 24.9 | 21.7 | - | - | 21.5 | 19.8 |
| 6 to 10 | - | - | 13.2 | 10.1 | - | - | 13.7 | 14.5 | 15.1 | 12.9 | - | - | 16.2 | 13.2 |
| 11 to 15 | - | - | 6.5 | 4.5 | - | - | 7.0 | 5.0 | 6.7 | 5.4 | - | - | 7.7 | 5.4 |
| 16 to 20 | - | - | 3.3 | 1.5 | - | - | 3.5 | 2.5 | 2.8 | 2.2 | - | - | 3.8 | 2.5 |
| Over 20 | - | - | 4.0 | 2.5 | - | - | 3.9 | 4.7 | 3.7 | 2.8 | - | - | 4.2 | 2.4 |

CIRP FRESHMAN SURVEY TRENDS REPORT LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  |  | Puerto Rican |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| how much time did you spend in a typical week doing the following activities? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Working (for pay) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 37.0 | 38.5 | - | - | 31.1 | 31.1 | 36.5 | 36.9 | - | - | 24.3 | 26.6 |
| Less than one | - | - | 2.0 | 2.2 | - | - | 1.9 | 2.0 | 1.7 | 2.5 | - | - | 2.3 | 2.8 |
| 1 to 2 | - | - | 2.9 | 3.6 | - | - | 2.5 | 3.2 | 3.6 | 3.8 | - | - | 3.4 | 4.2 |
| 3 to 5 | - | - | 6.9 | 6.5 | - | - | 5.2 | 6.2 | 7.1 | 7.0 | - | - | 6.2 | 7.6 |
| 6 to 10 | - | - | 9.9 | 9.4 | - | - | 9.4 | 10.8 | 10.5 | 10.9 | - | - | 11.6 | 12.9 |
| 11 to 15 | - | - | 9.5 | 10.1 | - | - | 13.0 | 10.4 | 11.5 | 10.6 | - | - | 14.7 | 14.8 |
| 16 to 20 | - | - | 13.2 | 13.4 | - | - | 16.2 | 13.9 | 13.0 | 12.5 | - | - | 17.6 | 15.1 |
| Over 20 | - | - | 18.5 | 16.3 | - | - | 20.7 | 22.5 | 16.1 | 15.7 | - | - | 19.8 | 16.0 |
| Volunteer work |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 39.0 | 27.4 | - | - | 38.6 | 31.3 | 35.2 | 29.1 | - | - | 37.6 | 29.7 |
| Less than one | - | - | 17.2 | 19.2 | - | - | 14.7 | 17.6 | 16.0 | 17.0 | - | - | 23.2 | 24.7 |
| 1 to 2 | - | - | 21.5 | 24.6 | - | - | 21.5 | 21.6 | 22.3 | 23.8 | - | - | 21.0 | 24.4 |
| 3 to 5 | - | - | 12.8 | 16.2 | - | - | 13.2 | 15.5 | 14.7 | 16.8 | - | - | 10.9 | 12.6 |
| 6 to 10 | - | - | 5.0 | 6.7 | - | - | 6.1 | 6.4 | 5.9 | 7.0 | - | - | 4.2 | 4.7 |
| 11 to 15 | - | - | 2.4 | 2.2 | - | - | 3.0 | 3.2 | 2.6 | 2.5 | - | - | 1.4 | 1.7 |
| 16 to 20 | - | - | 0.7 | 1.2 | - | - | 1.0 | 1.3 | 1.2 | 1.2 | - | - | 0.7 | 0.9 |
| Over 20 | - | - | 1.5 | 2.5 | - | - | 2.0 | 3.1 | 2.2 | 2.7 | - | - | 1.0 | 1.2 |
| Student clubs/groups |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 30.4 | 27.6 | - | - | 28.7 | 29.4 | 26.5 | 27.8 | - | - | 27.1 | 28.9 |
| Less than one | - | - | 14.2 | 13.2 | - | - | 11.9 | 10.7 | 12.2 | 12.6 | - | - | 15.0 | 15.7 |
| 1 to 2 | - | - | 25.0 | 25.9 | - | - | 24.4 | 24.6 | 25.3 | 25.4 | - | - | 25.2 | 25.3 |
| 3 to 5 | - | - | 16.0 | 17.5 | - | - | 18.9 | 18.3 | 19.4 | 18.5 | - | - | 17.9 | 16.8 |
| 6 to 10 | - | - | 7.7 | 8.3 | - | - | 8.7 | 8.7 | 8.3 | 8.2 | - | - | 8.1 | 7.2 |
| 11 to 15 | - | - | 3.0 | 3.5 | - | - | 3.7 | 2.9 | 3.4 | 3.4 | - | - | 3.3 | 2.9 |
| 16 to 20 | - | - | 1.3 | 1.6 | - | - | 1.6 | 1.7 | 2.0 | 1.8 | - | - | 1.6 | 1.4 |
| Over 20 | - | - | 2.4 | 2.4 | - | - | 2.0 | 3.7 | 3.0 | 2.4 | - | - | 1.9 | 1.7 |
| Watching TV |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 7.3 | 6.9 | - | - | 6.2 | 7.9 | 6.4 | 7.7 | - | - | 5.9 | 6.1 |
| Less than one | - | - | 16.3 | 16.5 | - | - | 13.3 | 14.9 | 14.3 | 15.2 | - | - | 16.1 | 15.0 |
| 1 to 2 | - | - | 25.4 | 27.4 | - | - | 22.9 | 22.1 | 24.9 | 26.0 | - | - | 24.1 | 25.5 |
| 3 to 5 | - | - | 24.6 | 25.9 | - | - | 22.4 | 24.3 | 26.6 | 26.2 | - | - | 26.6 | 28.6 |
| 6 to 10 | - | - | 14.6 | 12.4 | - | - | 17.1 | 15.2 | 15.4 | 13.6 | - | - | 16.2 | 15.4 |
| 11 to 15 | - | - | 5.4 | 5.5 | - | - | 8.3 | 7.1 | 5.8 | 5.2 | - | - | 5.9 | 5.2 |
| 16 to 20 | - | - | 2.5 | 2.2 | - | - | 3.5 | 2.6 | 2.6 | 2.5 | - | - | 2.4 | 2.0 |
| Over 20 | - | - | 3.9 | 3.3 | - | - | 6.3 | 5.9 | 4.2 | 3.5 | - | - | 2.8 | 2.2 |

CIRP FRESHMAN SURVEY TRENDS REPORT

## LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| During your last year in high school, how much time did you spend in a typical week doing the following activities? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Housework/childcare |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 16.7 | 16.1 | - | - | 19.2 | 19.0 | 21.2 | 21.1 | - | - | 20.2 | 20.4 |
| Less than one | - | - | 17.9 | 16.3 | - | - | 17.4 | 15.1 | 18.6 | 17.7 | - | - | 24.6 | 21.6 |
| 1 to 2 | $\cdots$ | - | 28.7 | 29.4 | - | - | 26.8 | 27.0 | 28.4 | 27.2 | - | - | 30.4 | 31.8 |
| 3 to 5 | - | - | 22.3 | 22.6 | - | - | 20.8 | 21.8 | 19.4 | 20.7 | - | - | 16.6 | 17.9 |
| 6 to 10 | - | - | 8.5 | 8.1 | - | - | 8.8 | 8.3 | 6.2 | 6.9 | - | - | 5.2 | 5.4 |
| 11 to 15 | - | - | 2.9 | 3.3 | - | - | 3.0 | 3.2 | 2.9 | 3.0 | - | - | 1.6 | 1.5 |
| 16 to 20 | - | - | 1.2 | 1.3 | - | - | 1.2 | 1.9 | 1.0 | 1.3 | - | - | 0.6 | 0.6 |
| Over 20 | - | - | 1.9 | 2.9 | - | - | 2.8 | 3.7 | 2.3 | 2.1 | - | - | 0.8 | 0.7 |
| Reading for pleasure |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| None | - | - | 23.1 | 23.3 | - | - | 21.2 | 24.6 | 18.3 | 22.3 | - | - | 23.4 | 25.2 |
| Less than one | - | - | 26.1 | 25.8 | - | - | 22.6 | 21.1 | 25.3 | 23.3 | - | - | 26.6 | 25.4 |
| 1 to 2 | - | - | 25.8 | 27.4 | - | - | 25.5 | 23.9 | 26.0 | 26.6 | - | - | 24.3 | 24.0 |
| 3 to 5 | - | - | 14.4 | 13.8 | - | - | 16.0 | 17.1 | 17.1 | 16.2 | - | - | 15.5 | 15.4 |
| 6 to 10 | - | - | 6.5 | 5.6 | - | - | 8.2 | 6.9 | 7.4 | 6.5 | - | - | 6.3 | 6.2 |
| 11 to 15 | - | - | 2.4 | 1.8 | - | - | 3.5 | 2.4 | 3.2 | 2.5 | - | - | 2.2 | 2.1 |
| 16 to 20 | - | - | 0.9 | 0.8 | - | - | 1.4 | 1.4 | 0.9 | 1.0 | - | - | 0.8 | 0.9 |
| Over 20 | - | - | 0.8 | 1.5 | - | - | 1.6 | 2.7 | 1.7 | 1.6 | - | - | 0.8 | 0.9 |
| Reasons noted as very important in deciding to go to college |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A mentor/role model encouraged me to go | - | - | 22.8 | 27.0 | - | - | 19.1 | 22.6 | 19.0 | 22.1 | - | - | 12.2 | 14.7 |
| I could not find a job | $6.2 €$ | 6.2 | $10.2 \ddagger$ | 6.4 | $8.8 €$ | 5.3 | $6.5 \ddagger$ | 7.6 | $7.6 \ddagger$ | 6.8 | $3.1 €$ | 3.2 | $4.7 \ddagger$ | 4.6 |
| My parents wanted me to go | $32.0 €$ | 35.0 | 42.7¥ | 53.8 | $33.6 €$ | 32.7 | $36.1 \ddagger$ | 50.3 | $37.9 \ddagger$ | 50.8 | $28.1 €$ | 29.6 | $30.5 \ddagger$ | 44.1 |
| There was nothing better to do | $5.1 €$ | 1.8 | 3.9 | 3.9 | $5.2 €$ | 4.0 | 4.4 | 5.5 | 4.7 | 4.2 | $2.3 €$ | 1.7 | 2.8 | 3.4 |
| To be able to get a better job | 72.36 | 73.8 | $78.6 \ddagger$ | 72.8 | $74.4 €$ | 67.3 | $72.8 \pm$ | 69.9 | 71.3 $\ddagger$ | 69.4 | $66.6 €$ | 72.4 | $75.0 \ddagger$ | 70.0 |
| To be able to make more money | $50.6 €$ | 61.8 | 73.5 | 71.2 | $57.7 €$ | 59.2 | 70.6 | 70.0 | 70.9 | 70.5 | $47.7 €$ | 65.3 | 69.0 | 67.3 |
| To gain a general education and appreciation of ideas | $75.4 €$ | 72.5 | 70.9 | 69.8 | 77.36 | 70.2 | 70.1 | 66.3 | 75.1 | 72.5 | $66.3 €$ | 61.8 | 63.4 | 62.4 |
| To improve my reading and study skills | 50.86 | 52.6 | 56.9 | - | $51.9 €$ | 50.0 | 54.4 | - | 56.3 | - | $32.1 \epsilon$ | 35.6 | 39.0 | - |
| To learn more about things that interest me | 78.36 | 79.7 | 83.2 | 80.4 | $80.7 €$ | 80.0 | 79.3 | 78.6 | 83.0 | 82.1 | $74.1 €$ | 73.5 | 74.7 | 76.2 |
| To make me a more cultured person | 42.66 | 46.2 | 51.4 | 47.7 | 50.26 | 44.9 | 53.4 | 46.0 | 60.2 | 54.8 | 33.36 | 32.9 | 40.4 | 38.8 |
| To prepare for graduate or professional school | $60.1 €$ | 63.1 | $69.3 \ddagger$ | 67.7 | $63.6 €$ | 65.4 | $66.8 \pm$ | 63.6 | $73.2 \ddagger$ | 72.3 | $42.5 €$ | 44.1 | $53.9 \ddagger$ | 53.0 |
| Wanted to get away from home | 11.16 | 12.9 | $15.1 \ddagger$ | 18.8 | $8.7 €$ | 11.3 | $22.5 \ddagger$ | 23.5 | $20.6 \ddagger$ | 20.7 | $11.5 €$ | 12.2 | 20.17 | 19.9 |

CIRP FRESHMAN SURVEY TRENDS REPORT

## LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Reasons noted as very important in influencing student's decision to attend this particular college |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A college rep. recruited me | 7.0 | 7.3 | 6.8 | - | 7.1 | 6.2 | 6.5 | - | 5.5 | - | 3.9 | 3.1 | 4.0 | - |
| A friend suggested attending | 9.4 | 8.6 | 12.5 | - | 10.7 | 7.1 | 8.2 | - | 10.2 | - | 7.0 | 6.7 | 7.9 | - |
| I wanted to go to a school about the size of this college | - | - | 34.5 | 40.4 | - | - | 37.1 | 38.2 | 36.1 | 36.4 | - | - | 39.6 | 41.3 |
| I wanted to live near home | - | 16.6 | 27.1 | 24.3 | - | 12.4 | 19.2 | 22.9 | 22.8 | 20.3 | - | 14.0 | 15.6 | 18.0 |
| I was attracted by the religious affiliation/ orientation of the college | - | - | 7.1 | 8.2 | - | - | 5.9 | 8.5 | 6.1 | 7.4 | - | - | 6.4 | 7.2 |
| I was offered financial assistance | 46.3 | 45.7 | 45.9 | 42.3 | 38.3 | 40.4 | 46.4 | 43.3 | 48.1 | 44.2 | 16.7 | 20.3 | 30.7 | 31.3 |
| My guidance counselor advised me | 12.7 | 11.2 | - | - | 13.0 | 13.4 | - | - | - | - | 6.6 | 5.5 | - | - |
| High school guidance counselor advised me | - | - | 12.1 | 11.3 | - | - | 11.2 | 13.7 | 12.8 | 14.3 | - | - | 5.4 | 7.2 |
| Private college counselor advised me | - | - | 4.1 | 3.6 | - | - | 3.0 | 4.6 | 5.0 | 4.7 | - | - | 1.8 | 2.4 |
| My relatives wanted me to come here | 8.3 | 7.5 | 11.4 | 14.3 | 8.1 | 8.2 | 11.5 | 16.1 | 10.8 | 15.3 | 7.1 | 5.3 | 7.0 | 10.2 |
| My teacher advised me | 7.6 | 6.6 | 8.0 | 9.1 | 7.5 | 6.5 | 7.2 | 9.3 | 7.3 | 9.5 | 4.3 | 3.2 | 2.9 | 5.0 |
| Not offered aid by first choice | - | 5.8 | $7.7 €$ | 7.5 | - | 6.6 | $10.8 €$ | 10.4 | $8.4 €$ | 9.7 | - | 4.1 | 5.26 | 5.2 |
| Rankings in national magazines | - | - | 10.8 | 15.3 | - | - | 14.4 | 17.5 | 15.9 | 20.3 | - | - | 9.6 | 15.0 |
| The athletic dept. recruited me | - | 3.5 | 5.2 | 6.0 | - | 3.9 | 6.9 | 7.9 | 4.5 | 6.0 | - | 4.7 | 7.1 | 8.6 |
| This college's graduates gain admission to top graduate/professional schools | - | 35.6 | 32.5 | 31.5 | - | 36.0 | 33.5 | 33.1 | 38.1 | 38.1 | - | 27.1 | 27.9 | 27.8 |
| This college's graduates get good jobs | - | 50.2 | 49.0 | 46.1 | - | 49.6 | 50.2 | 50.1 | 52.0 | 51.9 | - | 47.3 | 48.1 | 48.9 |
| This college has a good reputation for its social activities | - | 21.1 | 24.2 | 29.5 | - | 25.1 | 27.1 | 35.0 | 27.3 | 33.8 | - | 25.0 | 26.1 | 32.1 |
| This college has low tuition | 15.0 | 14.2 | 25.9 | - | 28.2 | 20.2 | 26.9 | - | 29.8 | - | 18.0 | 18.2 | 22.8 | - |
| This college has a very good academic reputation | 63.7 | 66.0 | 57.8 | 53.9 | 54.0 | 63.3 | 61.0 | 58.4 | 62.3 | 59.7 | 56.1 | 61.7 | 57.1 | 57.6 |
| This college offers special educational programs | 31.9 | 31.1 | 32.8 | - | 46.6 | 32.2 | 30.5 | - | 35.5 | - | 27.3 | 19.2 | 18.9 | - |
| Prior to this term, have you ever taken |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| No | 94.6 | 95.3 | 96.4 | 96.2 | 96.0 | 93.6 | 94.5 | 95.3 | 94.3 | 96.1 | 97.8 | 97.6 | 97.1 | 96.8 |
| Yes | 5.4 | 4.7 | 3.6 | 3.8 | 4.0 | 6.4 | 5.5 | 4.7 | 5.7 | 3.9 | 2.2 | 2.4 | 2.9 | 3.2 |
| Since leaving high school, have you ever taken courses at any other institution? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| For credit |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Yes, at a junior or community college | 6.5 | 5.1 | 4.2 | - | 1.4 | 2.5 | 4.1 | - | 3.2 | - | 2.6 | 3.2 | 4.1 | - |
| Yes, at a 4 yr college or university | 2.9 | 3.4 | 1.9 | - | 2.3 | 4.4 | 2.7 | - | 2.7 | - | 1.9 | 2.3 | 2.3 | - |
| Yes, at some other postsecondary school | 1.7 | 1.1 | 0.7 | - | 2.1 | 1.2 | 0.4 | - | 0.5 | - | 0.6 | 0.7 | 0.4 | - |
| Not for credit |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Yes, at a junior or community college | 4.7 | 5.4 | 8.6 | - | 10.5 | 2.4 | 7.4 | - | 8.4 | - | 3.6 | 3.0 | 4.2 | - |
| Yes, at a 4 yr college or university | 4.3 | 4.2 | 7.9 | - | 10.0 | 4.5 | 7.2 | - | 8.2 | - | 3.5 | 2.6 | 3.6 | - |
| Yes, at some other postsecondary school | 4.6 | 4.1 | 7.2 | - | 10.1 | 2.3 | 5.9 | - | 6.9 | - | 3.3 | 2.2 | 3.3 | - |

CIRP FRESHMAN SURVEY TRENDS REPORT

## LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  |  | Puerto Rican |  |  | Other Latina/o ${ }^{1}$ |  |  | White |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Is this college your: |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| First choice? | 79.3 | 70.0 | 73.3 | 63.1 | 84.5 | 73.4 | 64.8 | 59.0 | 64.6 | 58.9 | 80.8 | 73.8 | 75.9 | 72.6 |
| Second choice? | 16.8 | 22.2 | 19.3 | 26.4 | 11.0 | 17.1 | 23.9 | 28.1 | 24.6 | 28.3 | 15.7 | 20.0 | 18.4 | 20.4 |
| Less than second choice? | 3.9 | 7.8 | 7.4 | 10.5 | 4.5 | 9.5 | 11.3 | 12.9 | 10.8 | 12.8 | 3.5 | 6.1 | 5.7 | 7.0 |
| To how many other colleges than this one did you apply for admission this yr? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| None | 39.2 | 22.7 | 25.3 | 12.4 | 24.4 | 16.7 | 15.9 | 12.6 | 14.2 | 12.0 | 41.6 | 28.4 | 26.2 | 20.2 |
| One | 21.4 | 20.2 | 14.1 | 8.1 | 15.0 | 13.6 | 9.9 | 8.0 | 9.4 | 7.3 | 21.8 | 19.3 | 15.6 | 12.3 |
| Two | 17.2 | 23.6 | 16.3 | 12.8 | 14.4 | 20.0 | 14.8 | 13.9 | 15.9 | 12.9 | 15.1 | 17.2 | 17.0 | 15.8 |
| Three | 12.0 | 16.4 | 17.2 | 18.2 | 14.3 | 20.4 | 19.1 | 18.0 | 16.7 | 17.2 | 9.9 | 15.0 | 15.4 | 16.8 |
| Four | 5.0 | 7.9 | 10.2 | 13.9 | 7.5 | 11.4 | 14.7 | 16.5 | 14.9 | 14.0 | 5.6 | 8.4 | 10.0 | 11.9 |
| Five | 2.4 | 5.0 | 7.1 | 10.4 | 11.5 | 7.1 | 10.6 | 10.3 | 11.7 | 11.2 | 3.0 | 5.4 | 6.8 | 8.3 |
| Six or more | 2.8 | 4.3 | 9.8 | 24.0 | 12.9 | 11.0 | 14.9 | 20.7 | 17.2 | 25.6 | 3.0 | 6.3 | 9.1 | 14.7 |
| How many other acceptances did you receive this year? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| None | 22.1 | 14.0 | 10.0 | - | 39.7 | 10.6 | 7.4 | - | 7.1 | - | 19.5 | 11.2 | 7.5 | - |
| One | 32.6 | 31.2 | 23.8 | - | 24.4 | 24.2 | 17.2 | - | 17.5 | - | 35.2 | 28.4 | 24.6 | - |
| Two | 24.0 | 25.0 | 23.1 | - | 15.9 | 21.9 | 21.8 | - | 21.6 | - | 23.1 | 25.6 | 23.9 | - |
| Three | 12.7 | 16.5 | 18.9 | - | 9.8 | 18.7 | 22.6 | - | 21.0 | - | 12.4 | 18.5 | 19.4 | - |
| Four | 4.6 | 7.8 | 10.5 | - | 5.1 | 9.7 | 13.3 | - | 13.3 | - | 5.6 | 8.9 | 11.6 | - |
| Five | 1.7 | 3.2 | 6.1 | - | 2.2 | 5.8 | 8.8 | - | 8.5 | - | 2.2 | 4.0 | 6.2 | - |
| Six or more | 2.2 | 2.5 | 7.5 | - | 3.0 | 9.0 | 8.9 | - | 11.1 | $\cdots$ | 2.0 | 3.5 | 6.8 | - |
| What is the highest academic degree you intend to obtain? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Anywhere |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| None | 3.1 | 1.3 | 0.6 | 0.7 | 4.9 | 0.8 | 0.9 | 1.7 | 0.6 | 0.9 | 2.1 | 1.3 | 0.5 | 0.8 |
| Vocational certificate | - | 0.7 | 0.1 | 0.2 | - | 0.4 | 0.0 | 0.2 | 0.0 | 0.2 | - | 0.3 | 0.1 | 0.1 |
| Associate (A.A.) or equivalent | 1.4 | 0.5 | 0.3 | 0.3 | 3.6 | 1.4 | 0.1 | 0.6 | 0.2 | 0.2 | 1.4 | 0.9 | 0.6 | 0.6 |
| Bachelor's (B.A., B.S., etc.) | 23.5 | 25.7 | 23.5 | 21.2 | 27.0 | 22.1 | 17.1 | 19.9 | 15.3 | 14.3 | 36.3 | 35.8 | 26.6 | 26.5 |
| Master's degree (M.A., M.S., etc.) | 27.3 | 34.7 | 39.9 | 38.8 | 23.8 | 34.7 | 39.9 | 41.0 | 38.0 | 41.9 | 31.6 | 35.9 | 41.1 | 43.6 |
| Ph.D. or Ed.D. | 17.0 | 17.6 | 19.0 | 21.3 | 12.3 | 15.2 | 22.7 | 18.5 | 24.5 | 22.2 | 10.5 | 11.6 | 15.6 | 14.6 |
| M.D., D.D.S., D.V.M. or D.O. | 14.9 | 10.9 | 9.9 | 9.8 | 8.7 | 15.9 | 11.5 | 8.6 | 14.3 | 11.3 | 9.2 | 7.8 | 9.8 | 7.7 |
| LL.B. or J.D. (law) | 9.7 | 5.4 | 4.9 | 5.2 | 14.0 | 6.2 | 5.9 | 6.3 | 5.6 | 6.9 | 6.2 | 5.0 | 4.1 | 4.4 |
| B.D. or M.Div. (divinity) | 0.9 | 0.7 | 0.7 | 0.5 | 2.5 | 1.0 | 0.5 | 0.9 | 0.5 | 0.5 | 0.5 | 0.3 | 0.3 | 0.3 |
| Other | 2.2 | 2.6 | 1.1 | 1.8 | 3.1 | 2.4 | 1.4 | 2.2 | 0.9 | 1.6 | 2.1 | 1.3 | 1.3 | 1.6 |
| At this institution |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| None | 5.5 | 2.3 | 1.5 | 1.5 | 3.4 | 1.2 | 0.7 | 2.2 | 2.0 | 1.1 | 5.3 | 2.5 | 1.9 | 1.3 |
| Vocational certificate | - | 0.3 | 0.1 | 0.1 | - | 0.3 | 0.2 | 0.1 | 0.1 | 0.2 | - | 0.4 | 0.2 | 0.2 |
| Associate (A.A.) or equivalent | 2.8 | 2.7 | 2.3 | 1.8 | 2.9 | 2.4 | 2.3 | 1.7 | 1.6 | 1.5 | 3.0 | 2.1 | 1.7 | 1.6 |
| Bachelor's (B.A., B.S., etc.) | 58.6 | 66.0 | 63.1 | 63.2 | 59.4 | 60.8 | 65.7 | 62.5 | 63.6 | 62.0 | 71.6 | 73.1 | 70.9 | 68.8 |
| Master's degree (M.A., M.S., etc.) | 19.7 | 18.5 | 24.3 | 23.0 | 16.4 | 19.0 | 22.5 | 22.6 | 23.9 | 24.4 | 12.8 | 15.8 | 18.7 | 20.9 |
| Ph.D. or Ed.D. | 4.2 | 3.8 | 3.8 | 5.4 | 3.9 | 4.6 | 3.2 | 4.4 | 4.1 | 4.8 | 1.8 | 2.0 | 2.6 | 3.1 |
| M.D., D.D.S., D.V.M. or D.O. | 4.9 | 3.3 | 2.3 | 2.1 | 1.6 | 7.0 | 2.1 | 2.8 | 2.2 | 2.8 | 2.1 | 1.9 | 2.0 | 1.8 |
| LL.B. or J.D. (law) | 2.8 | 1.5 | 1.2 | 1.2 | 6.3 | 2.1 | 1.8 | 1.3 | 1.3 | 1.3 | 1.3 | 1.0 | 0.7 | 0.8 |
| B.D. or M.Div. (divinity) | 0.3 | 0.3 | 0.1 | 0.3 | 1.3 | 0.0 | 0.4 | 0.4 | 0.1 | 0.2 | 0.2 | 0.1 | 0.2 | 0.2 |
| Other | 1.2 | 1.4 | 1.4 | 1.4 | 4.7 | 2.8 | 1.1 | 1.9 | 1.1 | 1.6 | 1.8 | 1.0 | 1.1 | 1.3 |

CIRP FRESHMAN SURVEY TRENDS REPORT LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Your probable career/occupation [3] |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Artist | $6.6 €$ | 5.9 | 7.2 | 7.0 | 4.16 | 6.6 | 7.5 | 10.2 | 7.4 | 8.6 | $7.8 €$ | 7.3 | 7.8 | 8.7 |
| Business | 11.36 | 21.9 | 14.3 | 14.1 | $8.5 €$ | 19.2 | 15.5 | 15.1 | 14.7 | 16.3 | 14.76 | 23.7 | 14.4 | 15.3 |
| Clerical | $1.0 €$ | 0.6 | 0.5 | 0.5 | $0.8 €$ | 0.2 | 0.5 | 0.9 | 0.3 | 0.7 | $0.8 €$ | 0.7 | 0.5 | 0.7 |
| Clergy | $0.6 €$ | 0.3 | 0.2 | 0.3 | $0.0 €$ | 1.1 | 0.2 | 0.3 | 0.1 | 0.2 | $0.9 €$ | 0.5 | 0.4 | 0.4 |
| College teacher | $0.0 €$ | 0.5 | 0.3 | 0.6 | $0.9 €$ | 0.4 | 0.4 | 0.5 | 0.5 | 0.5 | $0.5 €$ | 0.3 | 0.7 | 0.5 |
| Doctor (MD or DDS) | 9.66 | 9.6 | 8.0 | 8.6 | $6.9 €$ | 10.8 | 9.3 | 6.9 | 12.0 | 9.6 | $6.6 ¢$ | 5.8 | 6.9 | 5.7 |
| Education (secondary) | $6.9 €$ | 2.3 | 4.2 | 4.7 | $2.4 €$ | 3.5 | 3.7 | 4.9 | 2.4 | 4.0 | $4.8 €$ | 3.3 | 4.7 | 5.9 |
| Education (elementary) | $3.7 €$ | 3.7 | 4.8 | 3.6 | $2.1 \epsilon$ | 1.2 | 2.6 | 3.9 | 3.0 | 3.0 | $5.2 \epsilon$ | 3.9 | 6.1 | 5.6 |
| Engineer | $7.1 \epsilon$ | 10.3 | 11.1 | 5.5 | $7.2 €$ | 12.3 | 8.9 | 4.3 | 9.3 | 5.7 | 7.56 | 9.9 | 6.7 | 6.3 |
| Farmer or forester | $0.4 €$ | 0.3 | 0.5 | 0.2 | 0.36 | 0.4 | 0.5 | 0.3 | 0.6 | 0.2 | 2.4€ | 0.9 | 1.2 | 0.6 |
| Health professional | $7.2 €$ | 4.0 | 6.3 | 6.3 | 4.36 | 4.5 | 6.2 | 6.1 | 5.0 | 5.2 | $7.9 €$ | 5.1 | 8.7 | 6.9 |
| Homemaker | $0.1 €$ | 0.1 | 0.1 | 0.1 | $0.1 €$ | 0.1 | 0.0 | 0.0 | 0.1 | 0.0 | $0.2 €$ | 0.1 | 0.1 | 0.1 |
| Lawyer | 10.06 | 6.2 | 4.9 | 4.8 | 13.3€ | 6.8 | 6.7 | 5.5 | 5.9 | 5.9 | $5.7 €$ | 5.0 | 3.6 | 3.4 |
| Military | $1.6 €$ | 1.4 | 0.9 | 1.1 | $2.7 €$ | 1.2 | 0.7 | 1.0 | 0.4 | 1.2 | 1.36 | 1.3 | 0.7 | 1.3 |
| Nurse | $2.9 €$ | 2.1 | 2.3 | 4.5 | $4.4 \epsilon$ | 4.5 | 2.3 | 4.8 | 1.4 | 3.2 | $4.1 €$ | 2.5 | 2.6 | 3.9 |
| Research scientist | $2.0 €$ | 1.8 | 1.6 | 2.0 | $2.1 \epsilon$ | 3.2 | 2.4 | 1.4 | 2.3 | 1.8 | 3.3€ | 2.0 | 2.5 | 1.9 |
| Social worker | 4.36 | 1.6 | 1.4 | 1.4 | $3.4 €$ | 1.5 | 2.0 | 1.6 | 1.5 | 1.1 | 2.56 | 1.1 | 1.3 | 0.9 |
| Skilled worker | $0.6 €$ | 0.1 | 0.4 | 0.3 | 1.36 | 0.0 | 0.4 | 0.2 | 0.2 | 0.2 | 0.46 | 0.3 | 0.4 | 0.3 |
| Other career | $13.4 €$ | 18.2 | 19.4 | 19.4 | 24.96 | 13.3 | 19.0 | 19.8 | 20.8 | 19.5 | $12.0 \in$ | 13.7 | 17.0 | 16.9 |
| Undecided | $10.6 \epsilon$ | 9.2 | 11.5 | 15.1 | $10.3 \epsilon$ | 9.3 | 11.1 | 12.4 | 11.9 | 13.2 | 11.56 | 12.7 | 13.6 | 14.6 |
| Student's probable major field [2,3] |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Agriculture | 0.3 | 0.3 | 0.8 | 0.5 | 0.2 | 0.0 | 0.6 | 0.2 | 0.4 | 0.2 | 2.9 | 1.1 | 1.3 | 0.8 |
| Biological Science | 12.1 | 6.8 | 6.5 | 10.3 | 6.9 | 8.2 | 10.0 | 7.5 | 10.8 | 10.0 | 8.1 | 4.5 | 7.9 | 6.9 |
| Business | 13.0 | 22.6 | 16.2 | 16.3 | 7.9 | 18.9 | 17.0 | 17.5 | 14.8 | 19.4 | 14.6 | 24.8 | 15.3 | 17.8 |
| Education | 8.3 | 6.2 | 9.2 | 6.8 | 5.4 | 4.3 | 6.0 | 8.5 | 5.7 | 6.4 | 11.3 | 7.2 | 10.9 | 11.0 |
| Engineering | 8.1 | 11.3 | 11.9 | 6.8 | 5.4 | 14.6 | 9.1 | 5.5 | 10.4 | 7.3 | 8.7 | 10.8 | 7.5 | 7.6 |
| English | 1.3 | 0.9 | 1.8 | 1.9 | 1.3 | 0.7 | 1.8 | 2.1 | 2.2 | 1.8 | 1.4 | 1.5 | 1.8 | 2.2 |
| Health Professional | 4.1 | 9.8 | 10.7 | 10.9 | 5.4 | 12.8 | 11.2 | 12.4 | 10.6 | 10.4 | 7.0 | 9.1 | 13.0 | 10.8 |
| History or Political Science | 6.2 | 4.2 | 4.7 | 6.2 | 6.5 | 3.0 | 4.9 | 4.8 | 5.6 | 6.8 | 4.6 | 4.8 | 3.8 | 5.1 |
| Humanities | 4.1 | 2.3 | 2.8 | 3.6 | 4.0 | 3.6 | 3.1 | 3.0 | 3.9 | 3.7 | 3.6 | 2.6 | 2.8 | 3.8 |
| Fine Arts | 5.0 | 2.4 | 5.5 | 3.9 | 3.2 | 4.3 | 4.6 | 4.9 | 5.1 | 4.1 | 5.7 | 4.0 | 5.0 | 4.8 |
| Mathematics or Statistics | 2.3 | 0.9 | 0.4 | 1.0 | 1.1 | 0.1 | 0.3 | 0.6 | 0.5 | 0.6 | 1.6 | 1.2 | 0.8 | 0.8 |
| Physical Sciences | 3.4 | 2.0 | 1.3 | 2.1 | 3.4 | 1.8 | 1.8 | 2.0 | 1.5 | 1.7 | 3.6 | 2.2 | 2.4 | 2.4 |
| Social Sciences | 9.6 | 11.2 | 9.1 | 12.6 | 12.7 | 8.2 | 10.1 | 9.8 | 9.1 | 10.1 | 6.9 | 5.8 | 7.1 | 7.0 |
| Other Technical | 7.8 | 5.1 | 4.5 | 2.3 | 4.3 | 6.4 | 4.2 | 2.4 | 4.6 | 2.1 | 5.7 | 4.9 | 3.5 | 2.7 |
| Other Non-technical | 8.4 | 8.5 | 7.0 | 7.6 | 26.9 | 7.5 | 9.2 | 11.6 | 7.4 | 9.0 | 8.6 | 8.2 | 7.8 | 8.5 |
| Undecided | 6.1 | 5.5 | 7.6 | 7.6 | 5.2 | 5.6 | 6.1 | 7.1 | 7.7 | 6.3 | 5.7 | 7.3 | 9.0 | 7.8 |

CIRP FRESHMAN SURVEY TRENDS REPORT
LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| How many miles is this college from your permanent home? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 10 or less | 25.4 | 17.0 | 22.7 | 13.2 | 34.2 | 17.2 | 16.3 | 17.4 | 17.1 | 15.3 | 13.8 | 12.1 | 9.0 | 9.7 |
| 11 to 50 | 22.9 | 22.0 | 33.9 | 28.5 | 25.2 | 19.7 | 22.0 | 27.0 | 25.4 | 25.2 | 20.7 | 22.9 | 21.6 | 24.3 |
| 51 to 100 | 11.4 | 9.9 | 9.8 | 18.8 | 13.5 | 12.8 | 15.3 | 17.2 | 11.5 | 14.2 | 16.4 | 19.0 | 17.7 | 19.3 |
| 101 to 500 | 23.1 | 30.2 | 20.0 | 27.2 | 11.7 | 18.3 | 26.8 | 24.5 | 27.3 | 27.9 | 37.5 | 34.7 | 40.2 | 34.5 |
| More than 500 | 17.1 | 21.0 | 13.7 | 12.4 | 15.5 | 32.0 | 19.5 | 13.9 | 18.7 | 17.4 | 11.6 | 11.4 | 11.5 | 12.2 |
| Where do you plan to live during the fall term? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| With parents or relatives | 30.0 | 22.0 | 37.4 | 23.2 | 53.2 | 17.3 | 20.0 | 19.4 | 25.8 | 21.2 | 20.9 | 18.4 | 13.6 | 13.4 |
| Other private home, apartment, room | 6.1 | 3.9 | 4.0 | 6.0 | 6.3 | 3.4 | 3.0 | 3.3 | 3.3 | 5.7 | 3.0 | 2.4 | 2.8 | 3.3 |
| College dormitory | 59.0 | 71.2 | 56.1 | 66.4 | 37.2 | 75.7 | 75.0 | 74.4 | 67.9 | 70.1 | 73.3 | 76.4 | 81.4 | 80.5 |
| Fraternity or sorority house | 0.7 | 0.5 | 0.5 | 0.3 | 0.5 | 0.8 | 0.3 | 0.1 | 0.3 | 0.2 | 0.8 | 0.7 | 0.7 | 0.4 |
| Other campus student housing | 3.5 | 1.9 | 1.7 | 3.7 | 1.9 | 2.3 | 1.5 | 2.0 | 1.9 | 2.3 | 1.5 | 1.7 | 1.3 | 2.3 |
| Other | 0.7 | 0.4 | 0.3 | 0.5 | 0.9 | 0.5 | 0.3 | 0.8 | 0.7 | 0.5 | 0.4 | 0.3 | 0.2 | 0.2 |
| If you had a choice, where would you have preferred to live during the fall term? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| With parents or relatives | 19.2 | 15.2 | - | - | 25.7 | 13.7 | - | - | - | - | 13.9 | 10.9 | - | - |
| Other private home, apartment or room | 26.8 | 25.3 | - | - | 23.7 | 22.0 | - | - | - | - | 21.7 | 23.5 | - | - |
| College dormitory | 41.5 | 49.4 | - | - | 36.4 | 50.9 | - | - | - | - | 53.3 | 52.0 | - | - |
| Fraternity or sorority house | 3.3 | 5.8 | - | - | 2.1 | 5.6 | - | - | - | - | 4.6 | 7.0 | - | - |
| Other campus student housing | 5.6 | 2.8 | - | - | 6.6 | 5.9 | - | - | - | - | 4.2 | 4.9 | - | - |
| Other | 3.6 | 1.4 | - | - | 5.5 | 2.0 | - | - | - | - | 2.3 | 1.6 | - | - |

CIRP FRESHMAN SURVEY TRENDS REPORT
LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  |  | Puerto Rican |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Student's Estimates: Chances are very good that he/she will |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Be elected to an academic honor society | 9.3 | 8.8 | 7.6 | - | 8.4 | 8.0 | 11.2 | - | 11.1 | - | 6.5 | 8.6 | 9.6 | - |
| Be elected to a student office | 4.2 | 3.9 | 3.4 | - | 6.1 | 5.8 | 4.8 | - | 5.5 | - | 1.9 | 3.5 | 2.8 | - |
| Be satisfied with your college | 59.3 | 61.1 | 48.4 | 54.7 | 53.3 | 53.3 | 49.1 | 52.2 | 49.6 | 53.8 | 56.6 | 57.6 | 50.2 | 55.1 |
| Change career choice | 13.2 | 11.7 | 12.4 | 12.4 | 9.6 | 8.6 | 11.8 | 12.0 | 12.1 | 11.1 | 15.4 | 15.7 | 14.7 | 13.8 |
| Change major field | 15.2 | 13.5 | 13.5 | 13.7 | 10.4 | 9.4 | 12.0 | 13.3 | 12.9 | 13.0 | 15.3 | 16.2 | 15.0 | 14.1 |
| Drop out permanently (exclude transferring) | 1.2 | 1.5 | 0.8 | - | 2.9 | 2.0 | 1.1 | - | 1.1 | - | 0.9 | 0.6 | 0.6 | - |
| Drop out of this college temporarily (exclude transferring) | 3.1 | 1.6 | 1.2 | - | 3.7 | 1.1 | 1.2 | - | 1.3 | - | 1.7 | 1.0 | 0.8 | - |
| Fall one or more courses | 3.1 | 1.6 | 1.7 | - | 3.9 | 2.0 | 1.4 | - | 1.2 | - | 2.1 | 1.4 | 0.9 | - |
| Find a job after college in the field for which you were trained | 61.3 | 72.2 | 71.8 | - | 53.5 | 68.9 | 71.7 | - | 70.3 | - | 59.8 | 71.3 | 70.1 | - |
| Get a bachelor's degree (B.A., B.S., etc.) | 77.7 | 80.0 | 76.2 | - | 63.3 | 79.6 | 78.5 | - | 79.8 | - | 77.4 | 79.0 | 75.9 | - |
| Get a job to help pay for college expenses | $39.1 €$ | 42.0 | 47.2 | 54.0 | 28.6 E | 31.7 | 41.5 | 51.0 | 41.4 | 47.3 | $43.0 €$ | 40.5 | 42.2 | 43.7 |
| Get married within a year after college | 15.8 | 14.7 | - | - | 13.3 | 16.4 | - | - | - | - | 17.8 | 16.5 | - | - |
| Get married while in college | 6.8 | 5.2 | 7.2 | - | 9.9 | 6.5 | 6.3 | - | 5.2 | - | 6.3 | 4.7 | 5.2 | - |
| Get tutoring help in specific courses | 15.9 | 22.7 | - | - | 15.6 | 17.8 | - | - | - | - | 5.6 | 9.7 | - | - |
| Graduate with honors | 13.5 | 11.0 | 13.8 | - | 15.7 | 14.6 | 18.0 | - | 18.9 | - | 10.8 | 12.6 | 17.0 | - |
| Have to work at an outside job during college | 33.7 | 22.0 | - | - | 30.9 | 17.1 | - | - | -- | - | 26.8 | 20.2 | - | - |
| Join a social fraternity, sorority, or club | 16.3 | 19.6 | 17.2 | - | 16.4 | 17.9 | 16.8 | - | 17.2 | - | 17.9 | 22.2 | 18.0 | - |
| Live in coeducational dorm | 26.1 | 32.2 | - | - | 15.8 | 36.7 | - | - | - | - | 24.7 | 36.7 | - | - |
| Make at least a " $B$ " average | 42.8 | 40.4 | 43.9 | 53.2 | 43.2 | 45.5 | 51.6 | 59.3 | 52.4 | 61.7 | 43.0 | 44.0 | 50.8 | 61.0 |
| Need extra time to complete your degree requirements | 5.4 | 8.8 | 11.4 | 7.6 | 7.7 | 9.2 | 8.1 | 8.0 | 8.8 | 7.6 | 4.2 | 5.8 | 7.2 | 6.0 |
| Participate in student protests or demonstrations | - | 8.0 | 9.9 | 8.9 | - | 9.0 | 10.7 | 7.6 | 9.5 | 8.7 | - | 5.4 | 4.9 | 5.2 |
| Participate in volunteer or community service work | - | - | 25.6 | 30.3 | - | - | 26.9 | 29.0 | 28.3 | 30.2 | - | - | 21.0 | 24.9 |
| Play varsity/intercollegiate athletics | - | 14.5 | 13.0 | 13.2 | - | 16.7 | 16.3 | 17.4 | 15.5 | 15.7 | - | 16.6 | 17.3 | 16.9 |
| Seek personal counseling | 9.9 | 7.9 | 11.26 | 14.0 | 14.1 | 7.1 | $11.4 €$ | 12.4 | $11.4 €$ | 12.6 | 5.0 | 3.5 | $4.6 €$ | 6.0 |
| Seek vocational counseling | 12.5 | 10.1 | - | - | 12.5 | 7.4 | - | - | - | - | 9.8 | 6.7 | - | - |
| Transfer to another college before graduating | 12.4 | 10.2 | 8.9 | 7.8 | 6.9 | 8.0 | 7.3 | 8.7 | 8.6 | 8.1 | 12.6 | 8.6 | 7.4 | 6.1 |
| Work full time while attending college | - | 3.6 | 7.2 | 8.8 | - | 4.1 | 5.6 | 9.4 | 5.8 | 8.3 | - | 2.6 | 3.6 | 4.9 |

CIRP FRESHMAN SURVEY TRENDS REPORT

## LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  |  | Puerto Rican |  |  | Other Latina/o ${ }^{1}$ |  |  | White |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Objectives considered to be essential or very important |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Becoming accomplished in one of the performing arts (acting, dancing, etc.) | 14.1 | 14.6 | 14.4 | 15.4 | 17.7 | 18.7 | 14.4 | 22.0 | 15.4 | 18.4 | 12.4 | 11.7 | 11.9 | 14.4 |
| Becoming a community leader |  | - | 40.8 | 41.0 | - | - | 41.1 | 42.8 | 40.1 | 42.5 | - | - | 31.1 | 32.3 |
| Becoming an authority in my field | 74.1 | 72.6 | 68.6 | 58.3 | 74.2 | 75.6 | 69.5 | 62.4 | 71.1 | 64.2 | 70.5 | 72.5 | 64.5 | 55.8 |
| Becoming involved in programs to clean up the environment | 31.4 | 29.0 | 28.3 | 26.1 | 36.5 | 25.1 | 28.0 | 25.2 | 31.2 | 27.7 | 28.9 | 18.4 | 21.3 | 19.9 |
| Becoming successful in a business of my own | 45.8 | 55.8 | 48.1 | 45.7 | 44.4 | 57.8 | 45.6 | 47.6 | 51.4 | 51.8 | 39.8 | 48.3 | 35.7 | 37.4 |
| Being very well off financially | 50.7 | 68.2 | 79.1 | 78.3 | 60.4 | 73.3 | 78.1 | 78.0 | 77.6 | 79.6 | 44.4 | 67.4 | 70.2 | 70.4 |
| Creating artistic work (painting, scuipture, decorating, etc.) | 15.4 | 12.7 | 17.1 | 17.1 | 17.9 | 15.4 | 15.6 | 20.1 | 19.0 | 19.0 | 14.6 | 11.3 | 12.8 | 15.2 |
| Developing a meaningful philosophy of life | 71.1 | 50.2 | 46.5 | 49.0 | 62.3 | 51.6 | 47.2 | 48.8 | 51.1 | 51.5 | 68.2 | 44.9 | 43.6 | 44.3 |
| Having administrative responsibility for the work of others | 34.9 | 46.6 | 45.9 | 43.6 | 38.3 | 44.7 | 44.3 | 43.4 | 44.1 | 46.5 | 28.1 | 42.1 | 36.5 | 39.0 |
| Helping others who are in difficulty | 75.1 | 75.0 | 72.6 | 74.0 | 72.0 | 72.5 | 71.8 | 72.0 | 70.2 | 74.6 | 67.1 | 63.4 | 60.2 | 64.0 |
| Influencing social values | 38.7 | 41.1 | 47.2 | 49.3 | 40.9 | 39.1 | 48.4 | 49.2 | 47.1 | 50.7 | 29.9 | 32.8 | 38.4 | 39.6 |
| Influencing the political structure | 22.4 | 22.1 | 25.3 | 27.1 | 23.5 | 19.8 | 23.2 | 28.3 | 26.2 | 30.4 | 14.9 | 16.3 | 16.7 | 20.4 |
| Keeping up to date with political affairs | 46.3 | $45.0 \ddagger$ | 37.0 | 37.8 | 37.0 | $37.2 \ddagger$ | 33.1 | 37.9 | 36.5 | 42.2 | 42.9 | $42.8 \ddagger$ | 31.0 | 36.2 |
| Making a theoretical contribution to science | 18.7 | 18.7 | 21.0 | 22.3 | 18.0 | 24.6 | 22.7 | 21.3 | 25.3 | 23.4 | 13.8 | 13.8 | 16.4 | 17.3 |
| Obtaining recognition from my colleagues for contributions to my special field | 47.0 | 58.4 | 59.8 | 55.1 | 49.3 | 64.6 | 61.1 | 58.0 | 62.3 | 61.8 | 43.2 | 56.6 | 54.7 | 51.7 |
| Participating in a community action program | 40.5 | 33.2 | 37.3 | 33.3 | 40.7 | 32.9 | 34.4 | 33.2 | 36.5 | 33.7 | 31.8 | 22.6 | 22.6 | 23.5 |
| Helping to promote racial understanding | - | 51.9 | 53.8 | 49.1 | - | 53.4 | 59.5 | 50.5 | 55.2 | 49.4 | - | 30.1 | 29.0 | 27.0 |
| Raising a family | - | 69.5 | 73.9 | 74.6 | - | 69.6 | 72.6 | 74.1 | 73.5 | 76.0 | - | 71.9 | 72.9 | 76.3 |
| Writing original works (poems, novels, short stories, etc.) | 16.9 | 15.4 | 16.4 | 16.8 | 15.5 | 15.8 | 17.8 | 21.9 | 19.7 | 19.2 | 13.2 | 13.0 | 13.3 | 14.7 |

CIRP FRESHMAN SURVEY TRENDS REPORT

## LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS



CIRP FRESHMAN SURVEY TRENDS REPORT

## LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| The death penalty should be abolished | - | 32.0 | 22.1 | 36.9 | - | 33.3 | 30.9 | 39.9 | 26.1 | 38.9 | - | 25.3 | 19.7 | 32.2 |
| The federal government is not doing enough to control environmental pollution | 79.8 | 76.6 | 84.3 | 81.7 | 82.2 | 78.3 | 86.3 | 79.9 | 84.6 | 81.9 | 82.7 | 78.6 | 83.6 | 76.6 |
| The federal government is not doing enough to protect the consumer from faulty goods and services | 69.2 | 57.8 | $70.4 \ddagger$ | - | 76.2 | 57.7 | $73.4 \ddagger$ | - | $68.7 \ddagger$ | - | 72.9 | 58.9 | $68.7 \ddagger$ | - |
| The federal government should do more to control the sale of handguns | - | - | 86.4 | 77.5 | - | - | 90.0 | 78.8 | 88.2 | 79.3 | - | - | 81.1 | 71.5 |
| The federal government should do more to discourage energy consumption | 82.4 | 73.4 | $71.0 \ddagger$ | - | 78.0 | 68.2 | $73.8 \ddagger$ | - | $72.0 \pm$ | - | 83.7 | 72.4 | $73.7 \ddagger$ | - |
| The federal government should raise taxes to reduce the deficit | - | 27.4 | 26.5 | 26.0 | - | 18.5 | 23.1 | 25.6 | 25.2 | 26.1 | - | 24.7 | 28.5 | 27.2 |
| There is too much concern in the courts for the rights of criminals | 48.3 | - | 71.9 | 56.6 | 52.6 | - | 67.5 | 53.3 | 70.1 | 52.9 | 54.2 | - | 75.2 | 57.2 |
| Wealthy people should pay a larger share of taxes than they do now | 76.0 | 74.6 | 68.4 | 60.7 | 78.8 | 72.8 | 72.8 | 65.3 | 68.5 | 60.3 | 75.2 | 72.0 | 65.2 | 56.8 |
| Women should receive the same salary and advancement as men in comparable positions | 92.5 | 92.0 | - | - | 87.3 | 91.0 | - | - | - | - | 93.4 | 92.6 | - | - |
| How would you characterize your political views? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Far left | 4.5 | 2.2 | 2.9 | 3.0 | 8.0 | 2.8 | 3.1 | 4.2 | 3.5 | 3.3 | 1.5 | 1.5 | 1.9 | 2.8 |
| Liberal | 31.2 | 26.1 | 26.9 | 33.3 | 27.3 | 26.5 | 29.9 | 33.1 | 31.0 | 36.8 | 29.9 | 21.4 | 21.5 | 26.2 |
| Middle of the road | 50.9 | 51.2 | 53.1 | 45.1 | 46.9 | 49.2 | 51.7 | 43.8 | 48.7 | 40.6 | 52.8 | 54.1 | 51.2 | 42.8 |
| Conservative | 13.1 | 19.2 | 16.4 | 17.5 | 15.6 | 17.2 | 14.4 | 17.1 | 15.5 | 17.5 | 15.3 | 21.8 | 23.7 | 26.5 |
| Far right | 0.4 | 1.3 | 0.7 | 1.1 | 2.1 | 4.3 | 1.0 | 1.9 | 1.2 | 1.7 | 0.4 | 1.3 | 1.7 | 1.8 |
| Do you have any concern about your ability to finance your college education? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| None (I am confident that I will have sufficient funds) | 22.1 | 23.3 | 15.5 | 20.1 | 19.2 | 26.3 | 16.9 | 26.6 | 19.2 | 25.0 | 37.3 | 37.1 | 29.7 | 39.8 |
| Some (but I probably will have enough funds) | 47.5 | 54.3 | 48.8 | 59.0 | 37.2 | 53.5 | 51.8 | 52.9 | 49.0 | 54.6 | 47.9 | 50.2 | 54.0 | 51.6 |
| Major (not sure I will have enough funds) | 30.3 | 22.4 | 35.7 | 20.9 | 43.6 | 20.2 | 31.3 | 20.5 | 31.9 | 20.4 | 14.7 | 12.7 | 16.3 | 8.6 |

CIRP FRESHMAN SURVEY TRENDS REPORT
LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| 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? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Received any aid from |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Parents, other relatives or friends | - | 68.3 | 73.4 | 78.7 | - | 66.7 | 71.6 | 76.6 | 73.5 | 79.3 | - | 78.4 | 85.8 | 84.8 |
| Spouse | - | 1.1 | 0.6 | 1.5 | - | 1.0 | 1.1 | 3.1 | 1.1 | 1.3 | - | 0.6 | 0.6 | 0.9 |
| Savings from summer work | - | 46.5 | 44.1 | 45.8 | - | 36.1 | 39.0 | 42.5 | 39.7 | 40.7 | - | 56.8 | 59.1 | 52.0 |
| Other savings | - | 18.3 | 24.6 | 33.8 | - | 11.6 | 21.3 | 33.3 | 22.5 | 32.6 | - | 25.9 | 35.3 | 41.2 |
| Part time job on campus | - | - | 33.2 | 39.7 | - | - | 34.3 | 36.2 | 32.1 | 32.8 | - | - | 26.8 | 27.8 |
| Part time job off campus | - | 38.7 | 29.6 | 30.1 | - | 28.9 | 21.7 | 30.5 | 20.9 | 26.1 | - | 30.9 | 20.0 | 24.4 |
| Full time job while in college | - | 2.5 | 5.2 | 7.6 | - | 3.7 | 2.5 | 8.4 | 3.6 | 6.4 | - | 1.7 | 1.8 | 4.1 |
| Pell Grant | - | 34.9 | 32.5 | 29.4 | - | 35.9 | 30.7 | 26.0 | 29.8 | 25.8 | - | 14.7 | 14.9 | 11.6 |
| Supplemental Educational Opportunity Grant (SEOG) | - | 17.4 | 13.9 | 11.8 | - | 16.8 | 12.5 | 13.3 | 14.2 | 11.8 | - | 4.7 | 4.8 | 5.6 |
| State scholarship or grant | - | 25.5 | 21.9 | - | - | 20.6 | 21.2 | - | 21.7 | - | - | 14.5 | 16.7 | - |
| College Work-Study Grant | - | 25.6 | 21.5 | 23.3 | - | 20.2 | 23.9 | 20.7 | 21.1 | 20.4 | - | 11.3 | 15.0 | 12.3 |
| College grant/scholarship (other than above) | - | 35.9 | 35.2 | 35.8 | - | 25.0 | 33.7 | 29.9 | 32.5 | 28.1 | - | 24.1 | 33.5 | 31.0 |
| Other private grant | - | 10.6 | 11.3 | 12.8 | - | 8.0 | 12.7 | 12.6 | 10.8 | 11.2 | - | 7.4 | 11.6 | 11.5 |
| Other government aid (ROTC, BIA, GI/ military benefits, etc.) | $\cdots$ | 3.1 | 4.2 | - | - | 3.2 | 3.9 | - | 3.2 | - | - | 2.5 | 2.4 | - |
| Stafford Loan (GSL) | - | 29.7 | 28.3 | 26.5 | - | 29.2 | 38.2 | 34.2 | 31.9 | 26.9 | - | 23.3 | 31.3 | 25.7 |
| Perkins Loan (NDSL) | - | 15.8 | 12.2 | 14.4 | - | 15.7 | 16.0 | 15.2 | 13.6 | 12.9 | - | 6.6 | 10.6 | 9.4 |
| Other college loan | - | 6.6 | 12.1 | 16.6 | - | 4.3 | 10.3 | 16.1 | 9.6 | 12.4 | - | 4.0 | 10.7 | 15.0 |
| Other loan | - | 4.4 | 8.6 | 12.5 | - | 5.9 | 9.5 | 14.4 | 8.3 | 10.4 | - | 4.0 | 7.5 | 9.5 |
| Other than above | - | 3.5 | 4.2 | 7.3 | - | 4.1 | 3.8 | 7.2 | 4.1 | 5.7 | - | 2.7 | 4.5 | 5.8 |

CIRP FRESHMAN SURVEY TRENDS REPORT
LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| 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? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Received \$1,500 or more from |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Parents, other relatives or friends | - | 36.4 | 41.0 | - | - | 39.6 | 48.9 | - | 50.4 | - | - | 55.5 | 68.1 | - |
| Spouse | - | 0.4 | 0.2 | - | - | 0.5 | 0.4 | - | 0.3 | - | - | 0.2 | 0.2 | - |
| Savings from summer work | - | 3.1 | 4.7 | - | - | 2.9 | 4.1 | - | 5.0 | - | - | 7.1 | 12.2 | - |
| Other savings | - | 2.1 | 4.5 | - | - | 2.0 | 5.0 | - | 4.7 | - | - | 4.6 | 9.7 | - |
| Part time job on campus | - | - | 6.2 | - | - | - | 4.3 | - | 4.5 | - | - | - | 2.9 | - |
| Part time job off campus | - | 2.4 | 3.9 | - | - | 2.0 | 1.9 | - | 2.0 | - | - | 1.4 | 2.0 | $\cdots$ |
| Full time job while in college | - | 0.9 | 1.9 | - | - | 1.8 | 0.7 | - | 1.0 | - | - | 0.4 | 0.7 | - |
| Pell Grant | - | 12.6 | 10.7 | - | - | 13.3 | 9.5 | - | 9.8 | - | - | 3.7 | 4.1 | - |
| Supplemental Educational Opportunity Grant (SEOG) | - | 5.4 | 2.8 | - | - | 2.6 | 2.7 | - | 2.5 | - | - | 0.8 | 0.9 | - |
| State scholarship or grant | - | 10.0 | 6.7 | - | - | 5.4 | 7.1 | - | 7.0 | - | - | 2.4 | 4.0 | - |
| College Work-Study Grant | - | 3.0 | 4.0 | - | - | 1.5 | 3.3 | - | 3.6 | - | - | 1.0 | 1.9 | - |
| College grant/scholarship (other than above) | - | 20.5 | 22.4 | - | - | 13.5 | 23.0 | - | 21.9 | - | - | 9.8 | 20.8 | - |
| Other private grant | - | 2.6 | 3.2 | - | - | 4.0 | 3.6 | - | 4.0 | - | - | 1.5 | 3.5 | - |
| Other government aid (ROTC, BIA, GI/ military benefits, etc.) | - | 2.3 | 2.5 | - | - | 2.5 | 2.3 | - | 2.0 | - | - | 1.5 | 1.8 | - |
| Stafford Loan (GSL) | - | 18.4 | 15.6 | - | - | 20.8 | 20.8 | - | 16.4 | - | - | 16.2 | 16.7 | - |
| Perkins Loan (NDSL) | - | 6.6 | 4.9 | - | - | 4.0 | 4.3 | - | 4.6 | - | - | 2.1 | 3.3 | - |
| Other college loan | - | 2.7 | 7.1 | - | - | 2.8 | 7.3 | - | 6.3 | - | - | 1.9 | 6.6 | - |
| Other loan | - | 2.3 | 5.2 | - | - | 3.3 | 6.1 | - | 5.6 | - | - | 2.1 | 4.9 | - |
| Other than above | - | 1.5 | 2.3 | - | - | 2.1 | 1.7 | - | 2.6 | - | - | 0.9 | 2.3 | - |
| Your religious preference |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Baptist | 5.1 | 6.1 | 4.1 | 3.8 | 3.6 | 3.9 | 6.0 | 6.6 | 4.2 | 4.5 | 10.3 | 10.3 | 9.1 | 8.4 |
| Buddhist | - | 0.6 | 0.3 | 0.7 | - | 0.7 | 1.0 | 0.8 | 0.6 | 0.6 | - | 0.2 | 0.2 | 0.4 |
| Congregational (UCC) | 0.8 | 0.4 | 0.5 | 0.4 | 0.1 | 0.3 | 0.5 | 0.4 | 0.5 | 0.2 | 2.0 | 1.9 | 2.0 | 1.2 |
| Eastern Orthodox | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.2 | 0.2 | 0.2 | 0.2 | 0.6 | 0.7 | 0.6 | 0.7 |
| Episcopal | 0.9 | 0.5 | 0.6 | 0.3 | 0.4 | 0.5 | 1.2 | 0.9 | 0.8 | 0.7 | 3.8 | 3.2 | 2.2 | 1.9 |
| Jewish | 1.8 | 0.4 | 0.4 | 0.4 | 0.4 | 1.1 | 1.3 | 1.1 | 2.0 | 1.9 | 5.0 | 4.2 | 3.1 | 3.4 |
| Latter Day Saints (Mormon) | 0.2 | 0.7 | 0.7 | 0.8 | 0.0 | 0.2 | 0.3 | 0.3 | 0.6 | 0.5 | 0.2 | 0.2 | 0.5 | 0.3 |
| Lutheran | 1.7 | 0.6 | 1.4 | 1.3 | 1.6 | 0.8 | 2.4 | 1.2 | 0.8 | 1.0 | 6.8 | 6.9 | 9.2 | 5.2 |
| Methodist | 2.1 | 1.2 | 1.4 | 1.0 | 1.0 | 1.5 | 1.5 | 1.6 | 1.0 | 1.2 | 11.3 | 9.3 | 8.1 | 6.2 |
| Muslim (Islamic) | 0.3 | 0.1 | 0.1 | 0.2 | 1.0 | 0.1 | 0.2 | 0.5 | 0.2 | 0.3 | 0.1 | 0.1 | 0.1 | 0.2 |
| Presbyterian | 2.1 | 1.1 | 0.7 | 0.8 | 1.6 | 2.0 | 1.7 | 1.5 | 1.1 | 1.2 | 7.3 | 5.6 | 4.7 | 3.8 |
| Quaker (Society of Friends) | 0.3 | 0.4 | 0.5 | 0.2 | 0.3 | 0.2 | 0.3 | 0.5 | 0.3 | 0.2 | 0.3 | 0.2 | 0.2 | 0.2 |
| Roman Catholic | 62.2 | 69.5 | 65.0 | 53.7 | 66.4 | 69.2 | 50.6 | 38.7 | 57.3 | 49.0 | 31.2 | 37.4 | 33.6 | 29.7 |
| Seventh Day Adventist | 2.3 | 0.1 | 0.3 | 0.4 | 0.6 | 0.8 | 0.6 | 0.8 | 0.9 | 0.5 | 0.6 | 0.2 | 0.1 | 0.1 |
| Unitarian Universalist | 0.2 | $0.1 \ddagger$ | - | - | 0.0 | $0.1 \ddagger$ | - | - | - | $\cdots$ | 0.5 | $0.3 \ddagger$ | - | - |
| Other Christian (Protestant) | 3.0 | 3.1 | 9.5 | 16.3 | 4.3 | 5.5 | 13.5 | 22.2 | 9.3 | 17.0 | 5.6 | 5.9 | 10.0 | 16.4 |
| Other religion | 4.1 | 7.3 | 3.4 | 3.1 | 5.3 | 5.1 | 4.4 | 3.9 | 3.3 | 3.3 | 3.7 | 4.4 | 2.6 | 2.7 |
| None | 12.9 | 7.9 | 10.9 | 16.4 | 13.3 | 8.1 | 14.4 | 18.5 | 17.0 | 17.5 | 10.7 | 9.4 | 13.7 | 19.4 |

CIRP FRESHMAN SURVEY TRENDS REPORT
LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  |  | White |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Your father's religious preference |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Baptist | 4.8 | 4.5 | 3.7 | 3.7 | 4.2 | 3.1 | 6.2 | 6.3 | 3.6 | 4.2 | 10.5 | 10.3 | 9.3 | 8.8 |
| Buddhist | - | 0.2 | 0.3 | 0.3 | - | 0.2 | 0.5 | 0.5 | 0.5 | 0.3 | - | 0.1 | 0.1 | 0.2 |
| Congregational (UCC) | 0.3 | 0.5 | 0.6 | 0.4 | 0.1 | 0.3 | 0.1 | 0.4 | 0.5 | 0.3 | 2.3 | 1.9 | 1.9 | 1.2 |
| Eastern Orthodox | 0.1 | 0.2 | 0.1 | 0.2 | 0.0 | 0.1 | 0.3 | 0.4 | 0.3 | 0.3 | 0.7 | 0.8 | 0.7 | 0.8 |
| Episcopal | 1.1 | 0.9 | 0.9 | 0.5 | 1.2 | 0.7 | 1.4 | 0.9 | 1.3 | 0.8 | 4.1 | 3.3 | 2.5 | 2.2 |
| Jewish | 2.0 | 0.6 | 0.7 | 0.8 | 0.7 | 1.6 | 2.3 | 2.0 | 2.5 | 2.6 | 5.7 | 4.8 | 3.8 | 4.3 |
| Latter Day Saints (Mormon) | 0.2 | 0.8 | 0.5 | 0.6 | 0.1 | 0.4 | 0.1 | 0.3 | 0.7 | 0.4 | 0.2 | 0.3 | 0.5 | 0.4 |
| Lutheran | 1.7 | 0.6 | 1.3 | 1.6 | 1.6 | 1.1 | 2.4 | 1.6 | 1.3 | 1.2 | 7.4 | 7.3 | 10.3 | 6.0 |
| Methodist | 2.8 | 1.1 | 1.2 | 1.2 | 1.3 | 2.1 | 1.7 | 1.6 | 1.3 | 1.2 | 12.5 | 9.8 | 9.0 | 6.9 |
| Muslim (Islamic) | 0.7 | 0.0 | 0.2 | 0.4 | 0.8 | 0.3 | 0.4 | 1.2 | 0.4 | 0.6 | 0.1 | 0.1 | 0.2 | 0.2 |
| Presbyterian | 2.4 | 1.1 | 1.0 | 1.1 | 1.8 | 1.6 | 2.0 | 1.8 | 1.5 | 1.4 | 8.4 | 6.1 | 5.5 | 4.5 |
| Quaker (Society of Friends) | 0.4 | 0.1 | 0.4 | 0.2 | 0.5 | 0.5 | 0.3 | 0.3 | 0.4 | 0.2 | 0.2 | 0.2 | 0.3 | 0.2 |
| Roman Catholic | 69.4 | 71.4 | 69.4 | 59.8 | 70.8 | 68.2 | 53.5 | 44.3 | 63.3 | 54.5 | 31.2 | 36.6 | 35.2 | 32.3 |
| Seventh Day Adventist | 2.1 | 0.4 | 0.3 | 0.6 | 0.7 | 0.4 | 0.6 | 0.4 | 0.7 | 0.5 | 0.6 | 0.2 | 0.2 | 0.1 |
| Unitarian Universalist | 0.2 | $0.0 \ddagger$ | - | - | 0.2 | 0.1 $\ddagger$ | - | - | - | - | 0.5 | $0.4 \pm$ | - | - |
| Other Christian (Protestant) | 2.8 | 2.9 | 8.3 | 14.6 | 4.5 | 3.8 | 12.2 | 19.7 | 8.0 | 15.8 | 5.6 | 6.2 | 9.4 | 15.7 |
| Other religion | 2.5 | 5.5 | 3.1 | 2.7 | 4.5 | 4.9 | 4.5 | 3.7 | 3.0 | 3.0 | 2.4 | 3.7 | 1.9 | 1.7 |
| None | 6.9 | 9.2 | 8.1 | 11.3 | 7.2 | 10.7 | 11.5 | 14.6 | 10.7 | 12.6 | 7.6 | 8.4 | 9.3 | 14.4 |
| Your mother's religious preference |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Baptist | 5.6 | 4.9 | 3.8 | 4.0 | 3.5 | 4.6 | 6.3 | 7.2 | 4.5 | 4.5 | 10.9 | 10.6 | 9.6 | 9.1 |
| Buddhist | - | 0.2 | 0.1 | 0.1 | - | 0.3 | 0.4 | 0.3 | 0.4 | 0.2 | - | 0.1 | 0.1 | 0.2 |
| Congregational (UCC) | 1.4 | 0.5 | 0.8 | 0.4 | 0.5 | 0.4 | 0.4 | 0.8 | 0.6 | 0.3 | 2.4 | 2.0 | 2.1 | 1.4 |
| Eastern Orthodox | 0.1 | 0.1 | 0.1 | 0.2 | 0.0 | 0.3 | 0.2 | 0.3 | 0.1 | 0.3 | 0.7 | 0.7 | 0.7 | 0.8 |
| Episcopal | 1.1 | 0.7 | 0.7 | 0.4 | 0.6 | 0.6 | 1.6 | 1.1 | 1.1 | 1.1 | 4.6 | 3.7 | 2.8 | 2.5 |
| Jewish | 1.8 | 0.7 | 0.7 | 0.6 | 0.5 | 1.7 | 1.9 | 1.4 | 2.2 | 2.3 | 5.5 | 4.6 | 3.6 | 4.0 |
| Latter Day Saints (Mormon) | 0.1 | 0.8 | 0.7 | 0.6 | 0.2 | 0.2 | 0.3 | 0.4 | 1.0 | 0.5 | 0.2 | 0.3 | 0.6 | 0.4 |
| Lutheran | 2.1 | 1.9 | 1.6 | 1.6 | 2.0 | 0.8 | 2.6 | 1.8 | 1.3 | 1.2 | 7.7 | 7.5 | 10.4 | 6.2 |
| Methodist | 2.4 | 1.7 | 1.9 | 1.3 | 1.2 | 0.7 | 1.9 | 2.1 | 1.5 | 1.4 | 13.1 | 10.2 | 9.5 | 7.6 |
| Muslim (Islamic) | 0.4 | 0.1 | 0.1 | 0.2 | 0.3 | 0.3 | 0.2 | 0.5 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 | 0.2 |
| Presbyterian | 2.7 | 1.6 | 1.2 | 1.0 | 2.6 | 2.8 | 2.5 | 1.7 | 1.6 | 1.4 | 8.7 | 6.3 | 5.7 | 4.9 |
| Quaker (Society of Friends) | 0.2 | 0.1 | 0.5 | 0.2 | 0.4 | 0.2 | 0.7 | 0.3 | 0.3 | 0.2 | 0.2 | 0.2 | 0.3 | 0.2 |
| Roman Catholic | 70.4 | 71.8 | 70.3 | 62.1 | 74.6 | 71.7 | 55.3 | 46.3 | 66.2 | 58.4 | 32.9 | 38.3 | 36.8 | 34.1 |
| Seventh Day Adventist | 2.2 | 0.2 | 0.5 | 0.7 | 0.7 | 0.9 | 0.9 | 0.6 | 1.0 | 0.6 | 0.6 | 0.2 | 0.2 | 0.1 |
| Unitarian Universalist | 0.5 | $0.1 \ddagger$ | - | - | 0.5 | $0.1 \ddagger$ | - | - | $\square$ | - | 0.6 | $0.4 \ddagger$ | - | - |
| Other Christian (Protestant) | 3.3 | 3.9 | 9.3 | 16.8 | 4.2 | 6.1 | 14.0 | 23.4 | 9.8 | 18.0 | 5.7 | 6.4 | 10.1 | 16.8 |
| Other religion | 2.3 | 6.8 | 2.9 | 2.9 | 5.2 | 5.8 | 3.8 | 3.6 | 2.8 | 2.7 | 2.5 | 4.0 | 1.9 | 1.7 |
| None | 3.3 | 4.1 | 4.7 | 6.9 | 2.9 | 2.6 | 7.0 | 8.4 | 5.4 | 6.7 | 3.6 | 4.8 | 5.8 | 9.7 |

CIRP FRESHMAN SURVEY TRENDS REPORT

## LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Your probable career/occupation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Accountant or actuary | $3.8 €$ | 6.1 | 3.6 | 2.0 | $6.8 €$ | 5.1 | 3.5 | 2.6 | 2.8 | 2.6 | $5.4 €$ | 6.3 | 3.5 | 2.5 |
| Actor or entertainer | 1.16 | 1.3 | 1.6 | 0.9 | $1.1 €$ | 1.6 | 1.7 | 2.4 | 1.6 | 1.6 | 1.16 | 1.1 | 1.3 | 1.4 |
| Architect | $1.0 €$ | 0.6 | 2.3 | 0.6 | $1.3 €$ | 0.9 | 1.3 | 0.8 | 2.8 | 0.7 | $1.3 €$ | 1.1 | 1.5 | 0.7 |
| Artist | 1.4 E | 0.7 | 1.9 | 1.8 | $1.7 €$ | 1.0 | 2.1 | 2.2 | 1.8 | 2.5 | $1.9 €$ | 1.5 | 1.9 | 2.2 |
| Business (clerical) | $1.0 €$ | 0.6 | 0.5 | 0.5 | 1.3€ | 0.2 | 0.5 | 0.9 | 0.3 | 0.7 | $0.8 €$ | 0.7 | 0.5 | 0.7 |
| Business executive (management, administrator) | $6.0 €$ | 11.5 | 8.3 | 7.4 | $11.1 \epsilon$ | 10.3 | 8.9 | 8.4 | 8.4 | 9.4 | $6.8 €$ | 12.8 | 7.4 | 8.2 |
| Business owner or proprietor | $1.0 €$ | 3.1 | 1.9 | 3.8 | $2.7 €$ | 3.1 | 1.9 | 2.7 | 2.7 | 3.5 | $1.6 €$ | 3.0 | 2.6 | 3.4 |
| Business salesperson or buyer | 0.4€ | 1.1 | 0.5 | 0.9 | $0.5 €$ | 0.6 | 1.2 | 1.4 | 0.9 | 0.8 | $0.8 €$ | 1.5 | 0.9 | 1.2 |
| Clergy (minister, priest) | $0.2 €$ | 0.3 | 0.2 | 0.2 | $0.2 €$ | 0.3 | 0.2 | 0.2 | 0.1 | 0.2 | $0.6 €$ | 0.3 | 0.3 | 0.3 |
| Clergy (other religious) | $0.4 €$ | 0.0 | 0.0 | 0.1 | $0.2 \epsilon$ | 0.8 | 0.1 | 0.1 | 0.0 | 0.1 | $0.3 €$ | 0.2 | 0.1 | 0.1 |
| Clinical psychologist | $1.5 €$ | 3.5 | 2.4 | 2.4 | $1.7 €$ | 1.9 | 2.4 | 1.8 | 2.4 | 2.0 | 1.26 | 1.4 | 1.8 | 1.4 |
| College administrator/staff | - | - | - | 0.1 | - | - | - | 0.0 | - | 0.0 | - | - | - | 0.0 |
| College teacher | $0.0 €$ | 0.5 | 0.3 | 0.6 | $0.3 €$ | 0.4 | 0.4 | 0.5 | 0.5 | 0.5 | 0.56 | 0.3 | 0.7 | 0.5 |
| Computer programmer or analyst | $2.1 €$ | 5.0 | 2.6 | 1.5 | $9.3 €$ | 4.7 | 2.2 | 1.8 | 3.4 | 1.5 | $1.7 €$ | 3.4 | 2.4 | 1.7 |
| Conservationist or forester | $0.2 \epsilon$ | 0.1 | 0.3 | 0.1 | $0.3 €$ | 0.1 | 0.4 | 0.2 | 0.4 | 0.0 | 1.46 | 0.4 | 0.7 | 0.3 |
| Dentist (including orthodontist) | $1.7 €$ | 0.8 | 0.5 | 1.1 | 1.56 | 1.6 | 0.7 | 0.8 | 0.7 | 1.2 | $1.5 €$ | 0.6 | 0.6 | 1.0 |
| Dietitian or home economist | 0.26 | 0.0 | 0.2 | 0.4 | $0.2 \epsilon$ | 0.0 | 0.1 | 0.1 | 0.1 | 0.2 | $0.7 €$ | 0.2 | 0.3 | 0.4 |
| Engineer | $7.1 €$ | 10.3 | 11.1 | 5.5 | $8.4 €$ | 12.3 | 8.9 | 4.3 | 9.3 | 5.7 | $7.5 €$ | 9.9 | 6.7 | 6.3 |
| Farmer or rancher | 0.2€ | 0.2 | 0.2 | 0.1 | 0.5 e | 0.2 | 0.2 | 0.2 | 0.2 | 0.1 | $1.0 €$ | 0.5 | 0.5 | 0.3 |
| Foreign service worker (incl diplomat) | $1.2 €$ | 1.4 | 0.8 | 0.7 | $1.3 €$ | 0.6 | 1.0 | 0.8 | 1.3 | 1.5 | $0.7 €$ | 1.5 | 0.5 | 0.8 |
| Homemaker (full-time) | $0.1 €$ | 0.1 | 0.1 | 0.1 | $0.1 €$ | 0.1 | 0.0 | 0.0 | 0.1 | 0.0 | $0.2 €$ | 0.1 | 0.1 | 0.1 |
| Interior decorator (including designer) | $0.2 €$ | 0.5 | 0.5 | 0.3 | 0.36 | 0.8 | 0.2 | 0.3 | 0.5 | 0.3 | $0.6 €$ | 0.6 | 0.3 | 0.5 |
| Interpreter (translator) | $0.3 €$ | 0.5 | 0.2 | - | $0.1 €$ | 0.4 | 0.3 | - | 0.3 | - | $0.3 €$ | 0.2 | 0.1 | - |
| Lab technician or hygienist | 1.36 | 0.2 | 0.1 | 0.2 | 1.36 | 0.9 | 0.2 | 0.3 | 0.1 | 0.1 | $1.5 €$ | 0.5 | 0.2 | 0.2 |
| Law enforcement officer | 2.36 | 0.5 | 2.2 | 1.6 | 0.76 | 0.5 | 1.8 | 2.1 | 1.1 | 1.4 | 1.36 | 0.7 | 1.4 | 1.2 |
| Lawyer (attorney) or judge | 10.06 | 6.2 | 4.9 | 4.8 | $5.4 €$ | 6.8 | 6.7 | 5.5 | 5.9 | 5.9 | $5.7 €$ | 5.0 | 3.6 | 3.4 |
| Military service (career) | $1.6 ¢$ | 1.4 | 0.9 | 1.1 | $2.1 €$ | 1.2 | 0.7 | 1.0 | 0.4 | 1.2 | $1.3 €$ | 1.3 | 0.7 | 1.3 |
| Musician (performer, composer) | $1.9 €$ | 1.0 | 0.9 | 1.6 | $0.4 \epsilon$ | 1.1 | 1.0 | 2.1 | 1.2 | 1.2 | $1.7 €$ | 1.2 | 1.3 | 1.5 |
| Nurse | $2.9 \epsilon$ | 2.1 | 2.3 | 4.5 | 4.1€ | 4.5 | 2.3 | 4.8 | 1.4 | 3.2 | $4.1 €$ | 2.5 | 2.6 | 3.9 |
| Optometrist | $0.4 €$ | 0.2 | 0.3 | 0.6 | 1.46 | 0.1 | 0.0 | 0.5 | 0.5 | 0.3 | $0.3 €$ | 0.3 | 0.3 | 0.3 |
| Pharmacist | $1.8 €$ | 1.2 | 0.7 | 1.3 | $0.2 €$ | 0.9 | 0.8 | 1.3 | 0.8 | 1.5 | 1.1€ | 0.8 | 1.3 | 1.6 |
| Physician | 7.96 | 8.8 | 7.5 | 7.5 | $7.5 €$ | 9.2 | 8.6 | 6.1 | 11.3 | 8.4 | 5.2 ¢ | 5.2 | 6.3 | 4.7 |
| Policymaker/government | - | - | 1.2 | 1.2 | - | - | 1.2 | 1.0 | 0.7 | 1.4 | - | - | 0.9 | 1.0 |
| School counselor | 1.36 | 0.2 | 0.3 | 0.8 | $0.2 €$ | 2.1 | 0.4 | 0.6 | 0.4 | 0.4 | $0.3 €$ | 0.2 | 0.3 | 0.3 |
| School principal or superintendent | 0.0¢ | 0.1 | 0.1 | 0.1 | 0.16 | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 | $0.0 €$ | 0.0 | 0.0 | 0.0 |
| Scientific researcher | 2.06 | 1.8 | 1.6 | 2.0 | 1.16 | 3.2 | 2.4 | 1.4 | 2.3 | 1.8 | 3.36 | 2.0 | 2.5 | 1.9 |
| Social, welfare or recreation worker | $4.3 €$ | 1.6 | 1.4 | 1.4 | $1.5 €$ | 1.5 | 2.0 | 1.6 | 1.5 | 1.1 | $2.5 €$ | 1.1 | 1.3 | 0.9 |
| Statistician | $0.0 €$ | 0.2 | 0.0 | - | $0.1 \epsilon$ | 0.0 | 0.0 | - | 0.1 | - | 0.1e | 0.1 | 0.1 | - |
| Therapist (physical, occupational, speech) | $2.2 \epsilon$ | 1.8 | 2.9 | 2.6 | $0.7 €$ | 1.1 | 3.5 | 2.4 | 2.5 | 2.0 | $2.7 €$ | 2.3 | 4.9 | 3.1 |
| Teacher or administrator (elementary) | $3.7 €$ | 3.7 | 4.8 | 3.6 | $1.5 €$ | 1.2 | 2.6 | 3.9 | 3.0 | 3.0 | $5.2 €$ | 3.9 | 6.1 | 5.6 |
| Teacher or administrator (secondary) | 5.76 | 2.0 | 3.8 | 3.8 | $0.5 €$ | 1.5 | 3.3 | 4.2 | 1.9 | 3.5 | $4.4 €$ | 3.0 | 4.4 | 5.6 |
| Veterinarian | 1.2€ | 0.6 | 2.1 | 1.2 | $1.5 €$ | 1.4 | 1.7 | 1.6 | 1.0 | 1.2 | $1.7 €$ | 1.1 | 1.6 | 1.3 |
| Writer or journalist | $2.0 €$ | 2.5 | 2.3 | 2.4 | $2.2 \epsilon$ | 2.1 | 2.5 | 3.2 | 2.3 | 3.1 | $2.6 \epsilon$ | 2.9 | 2.9 | 3.1 |
| Skilled trades | $0.6 ¢$ | 0.1 | 0.4 | 0.3 | 0.26 | 0.0 | 0.4 | 0.2 | 0.2 | 0.2 | $0.4 €$ | 0.3 | 0.4 | 0.3 |
| Other | $4.9 €$ | 6.5 | 7.6 | 11.1 | $6.8 €$ | 4.3 | 8.7 | 11.5 | 8.7 | 10.9 | $5.4 €$ | 5.3 | 8.2 | 10.0 |
| Undecided | $10.6 ¢$ | 9.2 | 11.5 | 15.1 | $9.6 €$ | 9.3 | 11.1 | 12.4 | 11.9 | 13.2 | $11.5 €$ | 12.7 | 13.6 | 14.6 |

CIRP FRESHMAN SURVEY TRENDS REPORT
LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Student's probable major |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arts and Humanities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Art, tine and applied | 2.3 | 1.1 | 2.2 | 2.1 | 1.4 | 2.5 | 2.6 | 2.6 | 2.0 | 2.5 | 2.4 | 1.9 | 2.3 | 2.7 |
| English (language and literature) | 1.3 | 0.9 | 1.8 | 1.9 | 1.3 | 0.7 | 1.8 | 2.1 | 2.2 | 1.8 | 1.4 | 1.5 | 1.8 | 2.2 |
| History | 1.3 | 0.3 | 0.9 | 1.4 | 0.5 | 0.3 | 0.8 | 1.2 | 1.3 | 1.2 | 1.4 | 1.0 | 1.2 | 1.8 |
| Journalism | 1.9 | 1.6 | 1.2 | 1.5 | 0.4 | 1.0 | 1.7 | 2.5 | 1.5 | 2.3 | 1.6 | 2.0 | 2.0 | 2.0 |
| Language and Literature (except English) | 1.7 | 0.5 | 0.3 | 0.8 | 1.0 | 1.0 | 0.6 | 0.5 | 0.9 | 1.0 | 1.0 | 0.7 | 0.5 | 0.7 |
| Music | 2.1 | 0.5 | 1.0 | 1.2 | 0.9 | 0.9 | 1.0 | 1.4 | 1.0 | 1.0 | 2.1 | 1.1 | 1.3 | 1.5 |
| Philosophy | 0.2 | 0.2 | 0.2 | 0.3 | 0.2 | 0.1 | 0.1 | 0.2 | 0.6 | 0.4 | 0.3 | 0.2 | 0.3 | 0.3 |
| Theater or Drama | - | 1.0 | 1.0 | 0.9 | - | 1.3 | 1.1 | 1.2 | 1.2 | 1.1 | - | 0.8 | 1.0 | 1.3 |
| Speech | - | 0.1 | 0.2 | 0.1 | - | 0.0 | 0.0 | 0.3 | 0.1 | 0.2 | - | 0.1 | 0.1 | 0.1 |
| Theology or Religion | 0.3 | 0.0 | 0.2 | 0.3 | 0.5 | 0.0 | 0.2 | 0.1 | 0.1 | 0.2 | 0.7 | 0.3 | 0.3 | 0.4 |
| Other Arts and Humanities | 1.3 | 0.6 | 1.1 | 1.3 | 1.2 | 1.1 | 1.1 | 1.0 | 1.2 | 1.1 | 0.7 | 0.7 | 0.7 | 1.1 |
| Biological Science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Biology (general) | 7.2 | 4.1 | 3.3 | 5.5 | 3.7 | 4.8 | 5.5 | 4.5 | 6.8 | 5.9 | 3.8 | 2.3 | 3.8 | 3.7 |
| Biochemistry or Biophysics | 1.4 | 0.8 | 0.8 | 1.8 | 1.0 | 1.2 | 0.8 | 0.8 | 1.4 | 1.7 | 1.0 | 0.7 | 0.7 | 0.8 |
| Botany | 0.1 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.3 | 0.0 | 0.1 | 0.0 |
| Environmental Science | - | - | 0.3 | 0.4 | - | - | 0.6 | 0.5 | 0.4 | 0.4 | - | - | 1.1 | 0.6 |
| Marine (life) Science | 0.7 | 0.4 | 0.4 | 0.5 | 0.6 | 0.2 | 1.5 | 0.3 | 0.8 | 0.3 | 0.9 | 0.4 | 0.9 | 0.4 |
| Microbiology or Bacteriology | 1.4 | 0.5 | 0.5 | 0.4 | 0.8 | 0.8 | 0.6 | 0.4 | 0.4 | 0.4 | 0.4 | 0.2 | 0.3 | 0.3 |
| Zoology | 0.4 | 0.3 | 0.5 | 0.2 | 0.2 | 0.2 | 0.4 | 0.5 | 0.5 | 0.4 | 0.8 | 0.4 | 0.5 | 0.4 |
| Other Biological Science | 0.9 | 0.7 | 0.6 | 1.5 | 0.5 | 0.9 | 0.6 | 0.4 | 0.5 | 0.8 | 0.9 | 0.4 | 0.6 | 0.6 |
| Business |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Accounting | 5.1 | 6.1 | 3.7 | 2.3 | 3.1 | 4.9 | 4.2 | 2.2 | 3.2 | 2.9 | 5.0 | 6.5 | 3.6 | 2.6 |
| Business Administration (general) | 4.1 | 6.6 | 4.2 | 5.0 | 1.5 | 5.4 | 3.7 | 3.8 | 3.3 | 4.2 | 4.6 | 6.6 | 3.5 | 3.8 |
| Finance | 0.3 | 1.8 | 0.8 | 0.9 | 0.5 | 1.3 | 0.8 | 1.6 | 0.4 | 2.3 | 0.5 | 2.0 | 1.2 | 1.7 |
| International Business | - | - | 2.6 | 2.1 | - | - | 2.8 | 1.7 | 4.4 | 3.4 | - | - | 1.4 | 1.4 |
| Marketing | 0.4 | 2.3 | 1.5 | 2.3 | 0.0 | 3.2 | 1.6 | 3.1 | 1.1 | 2.7 | 0.9 | 3.0 | 1.9 | 3.0 |
| Management | 2.2 | 3.9 | 2.7 | 3.0 | 1.5 | 2.5 | 2.6 | 4.2 | 1.5 | 3.0 | 2.1 | 5.1 | 2.9 | 4.1 |
| Secretarial Studies | 0.2 | 0.3 | 0.0 | 0.0 | 1.4 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 0.8 | 0.5 | 0.1 | 0.0 |
| Other Business | 0.6 | 1.6 | 0.8 | 0.7 | 0.0 | 1.5 | 1.1 | 0.8 | 1.0 | 0.9 | 0.6 | 1.1 | 0.7 | 1.1 |
| Education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Business Education | 0.5 | 0.2 | 0.2 | 0.2 | 0.0 | 0.1 | 0.0 | 0.1 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| Elementary Education | 3.2 | 2.9 | 4.5 | 3.3 | 1.3 | 1.7 | 2.6 | 3.7 | 3.0 | 2.8 | 3.4 | 3.2 | 5.3 | 4.9 |
| Music or Art Education | 0.1 | 0.0 | 0.2 | 0.5 | 0.0 | 0.4 | 0.3 | 0.5 | 0.2 | 0.4 | 0.8 | 0.4 | 0.6 | 0.8 |
| Physical Education or Recreation | 1.6 | 1.1 | 0.9 | 0.3 | 1.3 | 0.6 | 0.6 | 0.8 | 0.4 | 0.6 | 2.7 | 1.0 | 1.1 | 1.1 |
| Secondary Education | 1.0 | 1.0 | 2.1 | 1.7 | 1.1 | 0.4 | 1.8 | 2.2 | 1.0 | 1.9 | 1.2 | 1.4 | 2.4 | 2.9 |
| Special Education | 1.8 | 0.3 | 0.8 | 0.3 | 1.5 | 1.0 | 0.5 | 0.4 | 0.6 | 0.2 | 2.6 | 0.7 | 0.8 | 0.7 |
| Other Education | 0.2 | 0.5 | 0.5 | 0.4 | 0.2 | 0.0 | 0.1 | 0.6 | 0.2 | 0.3 | 0.5 | 0.3 | 0.4 | 0.4 |

CIRP FRESHMAN SURVEY TRENDS REPORT
LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Student's probable major |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Engineering |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Aeronautical or Astronautical Eng | 1.5 | 1.9 | 0.6 | 0.5 | 1.5 | 2.1 | 0.7 | 0.6 | 0.5 | 0.7 | 0.8 | 1.5 | 0.5 | 0.6 |
| Civil Engineering | 1.2 | 0.8 | 2.7 | 0.9 | 1.3 | 1.6 | 1.0 | 0.6 | 1.6 | 1.0 | 1.5 | 0.9 | 1.1 | 1.1 |
| Chemical Engineering | 0.7 | 0.6 | 0.9 | 0.5 | 0.7 | 2.5 | 0.8 | 0.5 | 1.1 | 0.7 | 1.1 | 0.8 | 0.9 | 0.7 |
| Electrical or Electronic Engineering | 2.1 | 3.6 | 3.7 | 0.8 | 0.8 | 4.9 | 2.5 | 0.9 | 2.9 | 1.0 | 2.2 | 3.7 | 1.5 | 0.8 |
| Industrial Engineering | 0.3 | 0.2 | 0.1 | 0.1 | 0.1 | 0.2 | 0.3 | 0.2 | 0.6 | 0.2 | 0.3 | 0.4 | 0.2 | 0.2 |
| Mechanical Engineering | 1.0 | 2.0 | 2.2 | 1.7 | 0.5 | 1.1 | 1.3 | 1.2 | 1.7 | 1.5 | 1.4 | 2.1 | 1.8 | 2.2 |
| Other Engineering | 1.2 | 2.2 | 1.5 | 2.4 | 0.5 | 2.3 | 2.4 | 1.6 | 2.1 | 2.2 | 1.5 | 1.4 | 1.5 | 2.1 |
| Physical Science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Astronomy | 0.0 | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.2 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 |
| Atmospheric Science (incl Meteorology) | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.0 | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Chemistry | 1.6 | 0.8 | 0.5 | 0.9 | 1.5 | 1.0 | 0.5 | 1.0 | 0.6 | 0.9 | 1.6 | 1.0 | 0.9 | 1.1 |
| Earth Science | 0.3 | 0.2 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.2 | 0.1 | 0.4 | 0.1 | 0.2 | 0.2 |
| Marine Science | 0.8 | 0.2 | 0.2 | 0.2 | 1.0 | 0.4 | 0.6 | 0.1 | 0.0 | 0.0 | 0.5 | 0.2 | 0.5 | 0.2 |
| Mathematics | 2.2 | 0.9 | 0.4 | 0.9 | 1.1 | 0.1 | 0.1 | 0.6 | 0.5 | 0.6 | 1.6 | 1.1 | 0.7 | 0.8 |
| Physics | 0.6 | 0.4 | 0.2 | 0.5 | 0.1 | 0.2 | 0.4 | 0.4 | 0.4 | 0.4 | 0.8 | 0.7 | 0.5 | 0.6 |
| Statistics | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Other Physical Science | 0.1 | 0.2 | 0.1 | 0.2 | 0.4 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.1 | 0.2 | 0.2 |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Architecture or Urban Planning | 0.5 | 0.7 | 2.0 | 0.5 | 0.9 | 0.9 | 0.9 | 0.6 | 2.0 | 0.4 | 1.2 | 0.8 | 1.3 | 0.5 |
| Home Economics | 0.2 | 0.1 | 0.0 | 0.2 | 0.4 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 1.4 | 0.5 | 0.2 | 0.2 |
| Health Technology (medical, dental, laboratory) | 4.8 | 0.6 | 0.8 | 0.7 | 2.3 | 0.9 | 0.9 | 0.6 | 0.6 | 0.4 | 3.5 | 0.9 | 0.8 | 0.6 |
| Library or Archival Science | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 |
| Medical, Dental, Veterinary | - | 5.3 | 5.2 | 4.5 | - | 6.3 | 5.2 | 4.6 | 6.2 | 5.4 | - | 4.0 | 4.7 | 3.4 |
| Nursing | 2.7 | 2.2 | 2.3 | 4.2 | 4.2 | 4.5 | 2.5 | 5.1 | 1.8 | 3.2 | 4.1 | 2.5 | 2.6 | 3.9 |
| Pharmacy | 0.6 | 1.0 | 0.6 | 0.6 | 0.1 | 0.1 | 0.5 | 1.2 | 0.5 | 1.0 | 0.7 | 0.7 | 1.1 | 1.2 |
| Therapy (occupational, physical, speech) | 0.9 | 1.3 | 2.5 | 1.6 | 1.2 | 1.9 | 2.9 | 1.5 | 2.1 | 0.8 | 2.2 | 2.0 | 4.5 | 2.2 |
| Other Professional | 3.2 | 1.4 | 0.9 | 0.6 | 3.1 | 1.0 | 1.4 | 0.9 | 1.2 | 0.6 | 2.4 | 1.1 | 1.0 | 0.7 |
| Social Science |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Anthropology | 0.6 | 0.1 | 0.3 | 0.6 | 0.5 | 0.0 | 0.5 | 0.3 | 0.3 | 0.5 | 0.2 | 0.1 | 0.3 | 0.4 |
| Economics | 0.9 | 0.8 | 0.4 | 0.8 | 0.3 | 0.2 | 0.4 | 0.5 | 1.2 | 1.1 | 0.5 | 0.7 | 0.4 | 0.6 |
| Ethnic Studies | - | 0.1 | 0.2 | 0.2 | - | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 | - | 0.0 | 0.0 | 0.0 |
| Geography | 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 | 0.0 |
| Political science (gov't, international relations) | 4.9 | 3.9 | 3.8 | 4.8 | 6.0 | 2.7 | 4.1 | 3.6 | 4.3 | 5.6 | 3.2 | 3.8 | 2.7 | 3.3 |
| Psychology | 3.6 | 7.8 | 5.8 | 8.2 | 4.1 | 5.4 | 6.3 | 5.8 | 5.7 | 6.4 | 3.4 | 3.7 | 4.5 | 4.3 |
| Social Work | 1.9 | 1.4 | 1.0 | 0.9 | 4.3 | 1.6 | 1.7 | 1.0 | 0.7 | 0.6 | 1.7 | 0.7 | 0.9 | 0.6 |
| Sociology | 2.0 | 0.9 | 1.0 | 1.5 | 1.9 | 0.9 | 0.6 | 1.5 | 0.8 | 1.0 | 0.8 | 0.4 | 0.5 | 0.6 |
| Women's Studies | - | 0.0 | 0.0 | 0.1 | - | 0.1 | 0.1 | 0.0 | 0.0 | 0.1 | - | 0.0 | 0.0 | 0.0 |
| Other Social Science | 0.5 | 0.0 | 0.3 | 0.5 | 1.7 | 0.0 | 0.4 | 0.6 | 0.3 | 0.4 | 0.3 | 0.2 | 0.3 | 0.3 |

CIRP FRESHMAN SURVEY TRENDS REPORT
LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latinalo ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Student's probable major |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Building Trades | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 |
| Data Processing or Computer Programming | 0.5 | 2.2 | 0.8 | 0.2 | 0.0 | 1.9 | 0.6 | 0.5 | 1.4 | 0.3 | 0.5 | 1.4 | 0.7 | 0.5 |
| Dratting or Design | 0.3 | 0.0 | 0.5 | 0.2 | 0.0 | 0.2 | 0.1 | 0.3 | 0.4 | 0.3 | 0.2 | 0.3 | 0.2 | 0.3 |
| Electronics | 0.8 | 0.0 | 0.1 | 0.0 | 0.3 | 0.2 | 0.2 | 0.1 | 0.1 | 0.0 | 0.6 | 0.1 | 0.0 | 0.1 |
| Mechanics | 0.6 | 0.1 | 0.1 | 0.0 | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 |
| Other Technical | 0.0 | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| Other |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Agriculture | 0.1 | 0.2 | 0.6 | 0.4 | 0.1 | 0.0 | 0.5 | 0.1 | 0.3 | 0.1 | 1.6 | 0.9 | 1.0 | 0.7 |
| Communications (radio, TV, etc.) | 0.5 | 3.1 | 1.6 | 1.4 | 1.6 | 3.6 | 2.0 | 2.9 | 1.9 | 2.4 | 1.2 | 2.8 | 1.8 | 2.3 |
| Computer Science | 0.9 | 2.2 | 2.2 | 1.0 | 1.4 | 3.1 | 2.3 | 0.8 | 2.1 | 1.0 | 0.8 | 2.0 | 1.8 | 1.0 |
| Forestry | 0.2 | 0.1 | 0.2 | 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 1.3 | 0.2 | 0.3 | 0.1 |
| Law Enforcement | 1.1 | 1.2 | 2.1 | 1.6 | 19.4 | 1.6 | 2.2 | 2.3 | 1.6 | 1.6 | 1.0 | 0.8 | 1.4 | 1.2 |
| Military Science | 0.4 | 0.0 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.2 | 0.0 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 |
| Other field | 1.2 | 1.1 | 1.1 | 2.1 | 1.8 | 0.2 | 1.8 | 2.7 | 1.1 | 1.8 | 0.6 | 0.8 | 1.2 | 1.9 |
| Undecided | 6.1 | 5.5 | 7.6 | 7.6 | 5.2 | 5.6 | 6.1 | 7.1 | 7.7 | 6.3 | 5.7 | 7.3 | 9.0 | 7.8 |
| Your father's occupation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Accountant or actuary | 0.96 | 0.9 | 1.2 | 1.6 | $1.8 €$ | 4.1 | 3.1 | 2.3 | 3.7 | 2.3 | 2.96 | 2.9 | 2.8 | 2.9 |
| Actor or entertainer | 0.36 | 0.2 | 0.1 | 0.1 | $0.1 €$ | 0.2 | 0.1 | 0.4 | 0.2 | 0.2 | 0.06 | 0.1 | 0.1 | 0.1 |
| Architect | $0.5 €$ | 1.7 | 1.0 | 0.7 | 0.5¢ | 1.5 | 1.4 | 0.6 | 1.4 | 1.2 | $0.7 €$ | 0.8 | 0.8 | 1.1 |
| Artist | $0.3 €$ | 0.1 | 0.3 | 0.2 | $0.3 €$ | 0.3 | 0.2 | 0.4 | 0.4 | 0.5 | $0.3 €$ | 0.3 | 0.3 | 0.4 |
| Business (clerical) | $0.6 €$ | 1.0 | 0.7 | 1.0 | 1.36 | 0.8 | 1.2 | 1.0 | 0.8 | 1.3 | $0.9 €$ | 0.7 | 0.7 | 1.2 |
| Business executive (management, administrator) | $4.7 \epsilon$ | 6.8 | 6.0 | 7.9 | 10.36 | 17.4 | 12.2 | 9.1 | 12.4 | 9.6 | $16.2 \epsilon$ | 16.1 | 13.5 | 13.5 |
| Business owner or proprietor | $5.3 €$ | 7.2 | 5.8 | 6.8 | $6.5 €$ | 8.1 | 9.5 | 5.8 | 11.0 | 8.8 | 8.46 | 9.0 | 9.1 | 9.6 |
| Business salesperson or buyer | $1.7 \epsilon$ | 2.9 | 2.4 | 3.2 | $3.1 €$ | 3.9 | 3.3 | 3.4 | 5.2 | 3.0 | 7.06 | 5.9 | 5.5 | 5.4 |
| Clergy (minister, priest) | $0.4 €$ | 0.9 | 0.3 | 0.5 | 0.26 | 1.5 | 0.9 | 0.9 | 0.5 | 0.5 | $1.2 \epsilon$ | 0.9 | 0.9 | 0.7 |
| Clergy (other religious) | $0.1 \epsilon$ | 0.0 | 0.0 | 0.1 | $0.0 €$ | 0.0 | 0.2 | 0.2 | 0.2 | 0.1 | $0.2 €$ | 0.1 | 0.1 | 0.1 |
| Clinical psychologist | $0.0 €$ | 0.1 | 0.0 | 0.1 | 0.06 | 0.0 | 0.1 | 0.2 | 0.2 | 0.2 | $0.1 €$ | 0.2 | 0.2 | 0.2 |
| College administrator/staff | - | - | - | 0.2 | - | - | - | 0.3 | - | 0.2 | - | - | - | 0.4 |
| College teacher | $0.6 €$ | 1.0 | 0.3 | 0.3 | 1.96 | 0.4 | 0.9 | 0.2 | 1.6 | 0.6 | $1.2 €$ | 1.4 | 0.8 | 0.7 |
| Computer programmer or analyst | $1.2 €$ | 1.4 | 1.2 | 2.3 | 2.26 | 0.7 | 3.0 | 3.4 | 3.1 | 3.0 | 0.96 | 2.1 | 2.8 | 3.6 |
| Conservationist or forester | 0.16 | 0.0 | 0.1 | 0.1 | $0.0 €$ | 0.0 | 0.1 | 0.1 | 0.3 | 0.1 | 0.26 | 0.2 | 0.2 | 0.2 |
| Dentist (including orthodontist) | $0.2 \epsilon$ | 0.5 | 0.2 | 0.3 | $0.5 €$ | 0.6 | 0.5 | 0.3 | 0.9 | 0.5 | $0.8 €$ | 0.7 | 0.7 | 0.6 |
| Dietitian or home economist | $0.0 €$ | 0.1 | 0.0 | 0.0 | 0.2€ | 0.1 | 0.0 | 0.2 | 0.2 | 0.1 | 0.0e | 0.0 | 0.0 | 0.1 |
| Engineer | $6.3 €$ | 4.5 | 5.1 | 5.3 | $7.5 ¢$ | 8.2 | 10.0 | 6.2 | 10.9 | 7.5 | $9.6 €$ | 9.4 | 7.8 | 8.5 |
| Farmer or rancher | $3.4 €$ | 2.5 | 2.0 | 1.7 | 0.96 | 1.1 | 0.5 | 0.2 | 0.9 | 0.4 | $4.1 €$ | 3.5 | 3.5 | 1.6 |
| Foreign service worker (incl diplomat) | $0.1 \epsilon$ | 0.6 | 0.0 | 0.0 | 1.1 ¢ | 0.7 | 0.5 | 0.1 | 0.4 | 0.1 | $0.1 €$ | 0.1 | 0.1 | 0.1 |
| Homemaker (full-time) | 0.06 | 0.1 | 0.3 | 0.3 | 0.16 | 0.2 | 0.7 | 0.4 | 0.4 | 0.2 | $0.1 €$ | 0.1 | 0.1 | 0.2 |
| Interior decorator (including designer) | $0.3 €$ | 0.0 | 0.0 | 0.0 | $0.6 €$ | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | $0.1 \epsilon$ | 0.1 | 0.0 | 0.0 |
| Interpreter (translator) | $0.4 €$ | 0.0 | 0.0 | - | 0.06 | 0.0 | 0.1 | - | 0.3 | - | $0.0 ¢$ | 0.0 | 0.0 | - |
| Lab technician or hygienist | 0.36 | 0.6 | 0.3 | 0.3 | $0.4 €$ | 0.8 | 0.5 | 0.6 | 0.3 | 0.3 | 0.36 | 0.3 | 0.3 | 0.3 |
| Law enforcement officer | $1.4 €$ | 1.4 | 2.0 | 2.0 | $3.7 €$ | 1.5 | 3.2 | 3.1 | 1.6 | 1.5 | 1.16 | 1.3 | 1.5 | 1.6 |
| Lawyer (attomey) or judge | 0.66 | 1.7 | 1.0 | 1.3 | $1.5 ¢$ | 5.0 | 2.2 | 1.6 | 1.9 | 2.1 | $2.1 €$ | 2.4 | 2.4 | 3.0 |
| Military service (career) | $2.2 €$ | 3.5 | 1.7 | 1.5 | $5.0 €$ | 1.1 | 5.0 | 2.9 | 1.6 | 1.3 | 2.06 | 1.5 | 1.4 | 1.2 |

CIRP FRESHMAN SURVEY TRENDS REPORT
LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 |
| Your father's occupation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Musician (performer, composer) | 0.0¢ | 0.1 | 0.1 | 0.2 | $0.8 €$ | 0.3 | 0.6 | 0.3 | 0.2 | 0.2 | $0.1 €$ | 0.1 | 0.1 | 0.2 |
| Nurse | 0.0¢ | 0.0 | 0.3 | 0.3 | $0.2 €$ | 0.1 | 0.9 | 0.8 | 0.4 | 0.4 | 0.06 | 0.1 | 0.3 | 0.5 |
| Optometrist | $0.1 \epsilon$ | 0.1 | 0.0 | 0.1 | $0.0 €$ | 0.3 | 0.0 | 0.1 | 0.1 | 0.1 | 0.26 | 0.1 | 0.1 | 0.1 |
| Pharmacist | $0.1 €$ | 0.4 | 0.1 | 0.2 | $1.7 €$ | 0.1 | 0.2 | 0.2 | 0.2 | 0.3 | $0.5 €$ | 0.5 | 0.5 | 0.4 |
| Physician | $1.8 €$ | 1.5 | 1.4 | 1.2 | $4.1 €$ | 6.9 | 3.6 | 2.1 | 6.1 | 2.8 | $2.6 €$ | 2.3 | 2.0 | 2.4 |
| Policymaker/government | - | - | 0.9 | 0.5 | - | - | 1.6 | 1.3 | 1.1 | 0.8 | - | - | 0.9 | 0.8 |
| School counselor | 0.2€ | 0.4 | 0.1 | 0.1 | $0.4 €$ | 1.5 | 0.3 | 0.1 | 0.2 | 0.1 | 0.26 | 0.2 | 0.2 | 0.1 |
| School principal or superintendent | $0.2 €$ | 0.6 | 0.3 | 0.3 | $0.1 €$ | 0.6 | 0.5 | 0.3 | 0.5 | 0.2 | $0.7 €$ | 0.6 | 0.5 | 0.2 |
| Scientific researcher | $0.2 €$ | 0.4 | 0.3 | 0.2 | $0.4 €$ | 0.1 | 0.7 | 0.5 | 0.8 | 0.4 | $0.9 €$ | 0.8 | 0.6 | 0.7 |
| Social, welfare or recreation worker | $0.7 €$ | 0.5 | 0.6 | 0.6 | $0.5 €$ | 0.9 | 2.1 | 0.7 | 0.7 | 0.4 | $0.3 €$ | 0.4 | 0.5 | 0.5 |
| Statistician | 0.0e | 0.0 | 0.0 | - | $0.0 ¢$ | 0.0 | 0.0 | - | 0.0 | - | $0.1 €$ | 0.1 | 0.1 | - |
| Therapist (physical, occupational, speech) | $0.0 €$ | 0.6 | 0.1 | 0.2 | $0.0 €$ | 0.3 | 0.2 | 0.4 | 0.3 | 0.3 | 0.1€ | 0.1 | 0.2 | 0.3 |
| Teacher or administrator (elementary) | $0.1 \epsilon$ | 0.4 | 0.8 | 0.6 | $0.0 €$ | 0.6 | 1.3 | 0.5 | 0.9 | 0.6 | $0.6 €$ | 0.8 | 1.3 | 0.8 |
| Teacher or administrator (secondary) | 0.86 | 2.0 | 1.5 | 1.3 | $1.8 €$ | 1.8 | 2.2 | 1.1 | 2.6 | 1.4 | $2.6 €$ | 3.3 | 3.6 | 2.3 |
| Veterinarian | $0.1 €$ | 0.1 | 0.0 | 0.1 | 0.06 | 0.3 | 0.5 | 0.1 | 0.2 | 0.1 | $0.2 €$ | 0.2 | 0.2 | 0.2 |
| Writer or joumalist | 0.06 | 0.0 | 0.1 | 0.2 | $0.1 €$ | 0.0 | 0.3 | 0.3 | 0.2 | 0.2 | 0.46 | 0.4 | 0.3 | 0.4 |
| Skilled trades | 13.76 | 11.3 | 10.0 | 8.0 | $10.1 €$ | 10.0 | 10.9 | 6.3 | 9.3 | 5.2 | 9.16 | 8.2 | 8.7 | 8.2 |
| Laborer (unskilled) | $15.5 €$ | 9.4 | 10.6 | 10.6 | $0.0 ¢$ | 0.0 | 0.0 | 3.9 | 0.0 | 5.8 | 2.26 | 2.1 | 2.1 | 2.5 |
| Semi skilled worker | $11.1 €$ | 8.4 | 8.5 | 6.6 | 0.06 | 0.0 | 0.0 | 2.7 | 0.0 | 4.8 | $4.2 €$ | 3.7 | 3.2 | 2.4 |
| Other occupation | 17.76 | 19.5 | 26.0 | 27.3 | $16.1 \epsilon$ | 10.0 | 6.7 | 28.9 | 7.1 | 26.4 | 12.9¢ | 14.1 | 17.1 | 18.0 |
| Unemployed | 5.96 | 4.6 | 5.8 | 3.3 | 14.0€ | 7.4 | 7.9 | 6.4 | 8.7 | 3.5 | $1.3 €$ | 1.7 | 1.8 | 1.7 |
| Your mother's occupation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Accountant or actuary | 1.26 | 22 | 2.0 | 3.5 | $1.1 \epsilon$ | 2.0 | 4.0 | 4.3 | 4.5 | 4.0 | $1.6 €$ | 2.4 | 2.6 | 4.9 |
| Actor or entertainer | 0.0€ | 0.2 | 0.0 | 0.1 | $0.3 €$ | 0.0 | 0.1 | 0.2 | 0.3 | 0.1 | $0.1 €$ | 0.1 | 0.1 | 0.1 |
| Architect | 0.0¢ | 0.0 | 0.1 | 0.1 | 0.0¢ | 0.3 | 0.1 | 0.2 | 0.8 | 0.5 | $0.0 €$ | 0.1 | 0.1 | 0.2 |
| Artist | $0.3 €$ | 0.6 | 0.3 | 0.4 | 1.36 | 0.7 | 0.6 | 0.4 | 0.9 | 0.7 | $0.6 €$ | 0.8 | 0.7 | 0.8 |
| Business (clerical) | 7.36 | 8.9 | 5.4 | 4.3 | $6.4 €$ | 9.2 | 9.6 | 4.7 | 7.6 | 3.5 | 10.3€ | 11.2 | 8.7 | 5.3 |
| Business executive (management, administrator) | $2.2 €$ | 3.8 | 4.2 | 5.1 | 1.26 | 6.6 | 7.0 | 6.9 | 6.6 | 5.9 | $2.0 €$ | 4.9 | 5.5 | 6.4 |
| Business owner or proprietor | $0.4 \epsilon$ | 2.4 | 2.1 | 2.6 | 0.96 | 2.7 | 3.1 | 2.4 | 4.7 | 3.3 | 1.56 | 2.8 | 3.0 | 3.1 |
| Business salesperson or buyer | $0.7 \epsilon$ | 2.2 | 1.6 | 2.1 | $0.6 €$ | 2.3 | 2.3 | 1.6 | 2.9 | 2.0 | $1.6 €$ | 3.2 | 2.3 | 2.4 |
| Clergy (minister, priest) | 0.0€ | 0.0 | 0.1 | 0.1 | 0.06 | 0.1 | 0.5 | 0.1 | 0.0 | 0.2 | $0.0 €$ | 0.1 | 0.1 | 0.1 |
| Clergy (other religious) | $0.0 €$ | 0.0 | 0.0 | 0.1 | 0.06 | 0.2 | 0.1 | 0.1 | 0.3 | 0.1 | 0.0¢ | 0.1 | 0.1 | 0.1 |
| Clinical psychologist | $0.0 €$ | 0.4 | 0.1 | 0.1 | 0.06 | 1.0 | 0.2 | 0.3 | 0.5 | 0.2 | $0.1 \epsilon$ | 0.2 | 0.2 | 0.2 |
| College administrator/staff | - | - | - | 0.4 | - | - | - | 0.5 | - | 0.4 | - | - | - | 0.7 |
| College teacher | $0.2 €$ | 0.4 | 0.5 | 0.3 | $0.4 €$ | 0.6 | 0.7 | 0.4 | 1.0 | 0.4 | $0.4 \epsilon$ | 0.5 | 0.6 | 0.5 |
| Computer programmer or analyst | $0.3 €$ | 0.3 | 0.6 | 0.6 | 0.16 | 1.2 | 1.8 | 0.9 | 1.1 | 1.2 | 0.3e | 0.9 | 1.2 | 1.4 |
| Conservationist or forester | $0.0 €$ | 0.0 | 0.0 | 0.0 | $0.0 €$ | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | $0.0 €$ | 0.0 | 0.0 | 0.1 |
| Dentist (including orthodontist) | $0.1 €$ | 0.1 | 0.3 | 0.4 | 0.06 | 0.3 | 0.2 | 0.5 | 0.7 | 0.5 | $0.1 \epsilon$ | 0.1 | 0.3 | 0.6 |
| Dietitian or home economist | $0.1 \epsilon$ | 1.4 | 0.1 | 0.2 | 0.96 | 0.7 | 0.5 | 0.4 | 0.0 | 0.2 | $0.4 €$ | 0.4 | 0.3 | 0.4 |
| Engineer | $0.0 €$ | 0.0 | 0.1 | 0.5 | $0.0 ¢$ | 0.1 | 0.1 | 0.6 | 0.5 | 0.8 | $0.1 \epsilon$ | 0.2 | 0.3 | 0.7 |
| Farmer or rancher | 0.7 E | 0.2 | 0.1 | 0.4 | 0.36 | 0.8 | 0.3 | 0.2 | 0.1 | 0.1 | $0.1 \epsilon$ | 0.3 | 0.5 | 0.2 |
| Foreign service worker (incl diplomat) | 0.0¢ | 0.0 | 0.0 | 0.1 | 0.16 | 0.1 | 0.1 | 0.0 | 0.5 | 0.2 | $0.1 €$ | 0.0 | 0.0 | 0.0 |
| Homemaker (full-time) | 34.06 | 20.6 | 19.6 | 13.2 | 49.4e | 28.2 | 18.0 | 7.4 | 19.7 | 9.2 | 37.5€ | 23.2 | 12.5 | 9.2 |
| Interior decorator (including designer) | 0.06 | 0.4 | 0.2 | 0.3 | 0.36 | 0.4 | 0.1 | 0.1 | 0.7 | 0.5 | 0.3€ | 0.5 | 0.4 | 0.5 |
| Interpreter (translator) | $0.1 \epsilon$ | 0.2 | 0.2 | - | 0.06 | 0.0 | 0.1 | - | 0.7 | - | 0.0€ | 0.0 | 0.0 | - |

CIRP FRESHMAN SURVEY TRENDS REPORT
LATINA/O ETHNICITY AND NON-HISPANIC WHITE STUDENTS

|  | Mexican American/Chicano |  |  |  | Puerto Rican |  |  |  | Other Latina/o ${ }^{1}$ |  | White |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | 1975 | 1985 | 1995 | 2006 | 1975 | 1985 | 1995 | 2006 | 1995 | 2006 | 1975 | 1985 | 1995 | 2008 |
| Your mother's occupation |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Lab technician or hygienist | $0.1 \epsilon$ | 0.3 | 0.2 | 0.5 | $0.8 €$ | 1.6 | 0.7 | 0.4 | 1.2 | 0.5 | $0.6 €$ | 0.7 | 0.9 | 0.8 |
| Law enforcement officer | $0.0 €$ | 0.0 | 0.2 | 0.2 | 0.0¢ | 0.3 | 1.0 | 0.6 | 0.4 | 0.3 | $0.0 €$ | 0.1 | 0.1 | 0.2 |
| Lawyer (attorney) or judge | $0.0 €$ | 0.5 | 0.3 | 0.6 | $0.1 \epsilon$ | 1.2 | 0.4 | 0.9 | 0.9 | 0.9 | 0.16 | 0.3 | 0.4 | 1.1 |
| Military service (career) | $0.0 €$ | 0.3 | 0.0 | 0.3 | $0.1 €$ | 0.6 | 0.3 | 0.4 | 0.1 | 0.1 | $0.0 €$ | 0.0 | 0.1 | 0.1 |
| Musician (performer, composer) | $0.0 €$ | 0.0 | 0.0 | 0.1 | $0.0 €$ | 0.0 | 0.0 | 0.3 | 0.1 | 0.2 | 0.26 | 0.2 | 0.2 | 0.2 |
| Nurse | $3.2 €$ | 3.8 | 3.5 | 4.5 | $9.0 €$ | 6.7 | 10.7 | 7.2 | 7.1 | 6.1 | 6.16 | 7.3 | 8.7 | 9.0 |
| Optometrist | 0.06 | 0.0 | 0.0 | 0.1 | $0.0 €$ | 0.2 | 0.0 | 0.3 | 0.1 | 0.1 | $0.1 €$ | 0.1 | 0.1 | 0.1 |
| Pharmacist | $0.0 €$ | 0.0 | 0.1 | 0.2 | 0.36 | 0.8 | 0.0 | 0.6 | 0.3 | 0.3 | $0.1 \epsilon$ | 0.1 | 0.2 | 0.5 |
| Physician | $0.0 €$ | 0.2 | 0.1 | 0.4 | $0.3 €$ | 0.7 | 0.9 | 1.0 | 1.1 | 0.9 | $0.1 €$ | 0.2 | 0.3 | 0.8 |
| Policymaker/government | - | - | 0.5 | 0.3 | - | - | 2.3 | 0.9 | 0.6 | 0.6 | - | - | 0.4 | 0.5 |
| School counselor | 0.26 | 0.4 | 0.4 | 0.2 | $0.1 €$ | 2.1 | 0.7 | 0.6 | 0.4 | 0.6 | 0.26 | 0.2 | 0.4 | 0.4 |
| School principal or superintendent | $0.0 €$ | 0.2 | 0.4 | 0.3 | $0.2 €$ | 0.2 | 0.6 | 0.3 | 0.1 | 0.1 | $0.1 €$ | 0.1 | 0.2 | 0.2 |
| Scientific researcher | $0.0 €$ | 0.0 | 0.1 | 0.1 | 0.26 | 0.1 | 0.4 | 0.3 | 0.3 | 0.3 | $0.1 \epsilon$ | 0.2 | 0.2 | 0.3 |
| Social, welfare or recreation worker | 1.96 | 0.7 | 1.5 | 1.6 | $2.5 €$ | 4.8 | 4.7 | 3.5 | 3.2 | 2.3 | 1.0¢ | 1.2 | 1.6 | 1.7 |
| Statistician | $0.1 €$ | 0.1 | 0.0 | - | 0.0¢ | 0.2 | 0.0 | - | 0.1 | - | $0.1 \epsilon$ | 0.1 | 0.1 | - |
| Therapist (physical, occupational, speech) | $0.0 €$ | 1.1 | 0.3 | 0.7 | 0.36 | 0.9 | 0.8 | 1.4 | 0.8 | 0.9 | $0.3 €$ | 0.5 | 0.9 | 1.6 |
| Teacher or administrator (elementary) | $3.7 €$ | 4.3 | 6.4 | 6.2 | $4.6 €$ | 6.3 | 11.8 | 6.9 | 9.4 | 6.3 | $6.2 €$ | 6.8 | 11.2 | 9.7 |
| Teacher or administrator (secondary) | $1.3 €$ | 1.7 | 2.2 | 2.4 | $2.7 €$ | 2.7 | 5.1 | 3.6 | 5.2 | 3.5 | $2.8 €$ | 3.8 | 5.4 | 4.7 |
| Veterinarian | $0.0 €$ | 0.0 | 0.0 | 0.0 | 0.0€ | 0.0 | 0.3 | 0.1 | 0.0 | 0.0 | $0.0 \epsilon$ | 0.0 | 0.0 | 0.1 |
| Writer or journalist | 0.26 | 0.3 | 0.1 | 0.1 | $0.1 €$ | 0.5 | 0.2 | 0.0 | 0.6 | 0.2 | 0.36 | 0.4 | 0.3 | 0.5 |
| Skilled trades | 1.7€ | 2.9 | 2.1 | 1.9 | $1.2 €$ | 2.7 | 2.9 | 1.6 | 2.9 | 1.7 | 1.36 | 1.7 | 1.8 | 1.5 |
| Laborer (unskilled) | $7.7 €$ | 4.7 | 6.0 | 6.8 | 0.0€ | 0.0 | 0.0 | 1.6 | 0.0 | 4.6 | $1.4 €$ | 1.4 | 1.3 | 1.1 |
| Semi skilled worker | $5.3 €$ | 5.0 | 5.0 | 3.8 | 0.06 | 0.0 | 0.0 | 1.8 | 0.0 | 2.9 | $2.4 €$ | 2.2 | 2.1 | 1.6 |
| Other occupation | $12.2 €$ | 16.3 | 22.4 | 26.1 | $3.5 ¢$ | 3.7 | 3.1 | 26.1 | 5.4 | 25.6 | $11.9 \epsilon$ | 14.7 | 19.5 | 20.8 |
| Unemployed | $14.7 €$ | 13.0 | 10.5 | 7.7 | $10.5 €$ | 6.2 | 3.5 | 7.3 | 5.4 | 7.0 | $7.4 €$ | 5.6 | 4.1 | 4.7 |

## Qualifications in Assessing the HERI Trends

Some of the survey items used in the CIRP Freshman Survey can be very sensitive to changes in item text, presentation or order. While we at HERI make a considerable effort to present such items consistently over time, there have been occasions when items must be changed to keep relevance over time. On other occasions, errors in the presentation of an item for a particular year can render the results not comparable to results for other years.

This Appendix discusses results that were removed from this report due to non-comparability, as well as other results that may have been affected to a lesser degree by changes in questions but were left in place. Please note that in discussing these potential artifacts, the possibility still exists that they were actually due in whole or in part to a real change in response.

## Major

Nine response categories, including specific business and education categories, were added in 1973, affecting many response percentages. "Pre-med, dental, veterinary" was removed from the response set in 1973 and restored in 1977, affecting the "biological sciences" and "health professional" categories.

## Religion

Changes have been made in the number of responses in several years, primarily switching from a "short" list ( 5 responses) to a "long" list (17-19 responses). When the long list was used, the "Protestant" category reported in the aggregated version of the RELIGION variables was computed by adding together all Christian religions except Roman Catholic. In the short list, "Protestant" represents the only option for these religions. The short list was used in 1966-1969, 1971, 1972, 1979-83 and 1986.

The major result of these variations is a sharp drop in the "Protestant" category matched by an increase in "other religion" when the short categories were used. Presumably, many Christians do not consider themselves to be "Protestant."

In 1984, two long-list options (Episcopal \& Presbyterian) were inadvertently left off the 1984 list, engendering a rise in the "other Protestant" response. These options were restored in 1985.

In 1994, the response option "other Protestant" was replaced by "other Christian." This resulted in a large increase in the percentage of students responding to this item, with a smaller but substantial drop in the percentage responding to "other religion."

## Racial Background

Over the years, CIRP has made slight changes in racial/ethnic categories and these are documented in Pryor et al., 2007.

In recognition of the growing diversity of Latino ethnic groups, Other Latino was added as a category in 1992 in addition to Mexican American/Chicano and Puerto Rican categories.

## Income

The "parents' income" item has undergone more changes than any other item in the survey, mainly to keep up with inflation. Each change resulted in some artifactual effects on the results as compared with the previous year. In addition, until 1972, respondents were allowed to enter their
own family income if they were not dependent on their parents. The elimination of this option undoubtedly resulted in a drop of respondents reporting low income observed in 1973.

In 1985, to accommodate a finer discrimination among income ranges at the high end of the spectrum, it was necessary to compress the low-end ranges. While these changes do not have a large effect on the overall results, they will cause medians computed from these data to be slightly higher, particularly among low-income groups.

## Disabilities

Although the disability item was included in the survey starting in 1979, a consistent format for the question was not developed until 1983.

## Number of Other Colleges Applied To/Accepted By

Through 1996, the last response option was " 6 or more." Starting in 1997, this response option was broken out into three: " 6, " " $7-10$," and " 11 or more." For the trends, these new categories were merged back into " 6 or more."

## Time Diary

In 2000, the "Time diary" item "Played video games" was changed to "Played video/computer games," yielding results not comparable to earlier years.

## Higher Education Research Institute

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## Publications List

## The American Freshman: National Norms for Fall 2007* <br> December, 20071189 pages $\$ 25.00$

Provides national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. In 2007, data from approximately 275,000 freshmen students are statistically adjusted to reflect the responses of 1.4 million students entering college. The annual report covers: demographic characteristics; expectations of college; degree goals and career plans; college finances; attitudes, values and life goals.
*Note: Publications from earlier years are also available: each year dating back to 1999 for $\$ 25.00$; earlier years dating back to 1966 for $\$ 5.00$ each.

## The American Freshman: Forty Year Trends

 March, 2006/261 pages \$30.00Summarizes 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, issues of access and affordability in college. Trends in students' political and social attitudes are also covered.

## Degree Attainment Rates at American Colleges and Universities <br> January, 2005/74 pages $\$ 15.00$

Provides latest information on four- and six-year degree attainment rates collected longitudinally from 262 baccalaureate-granting institutions. Differences by race, gender, and institutional type are examined. The study highlights main predictors of degree completion and provides several formulas for calculating expected institutional completion rates.

## The American College Teacher:

National Norms for the 2004-05 HERI Faculty Survey*
September, 2005/149 pages $\$ 25.00$
Provides an informative profile of teaching faculty at American colleges and universities. Teaching, research activities and professional development issues are highlighted along with issues related to job satisfaction and stress.
*Note: Publications from earlier years are also available: 2001-02 for $\$ 25.00$; 1998-99, 1995-96 for $\$ 22.00$ each; 1992-93 for $\$ 20.00$

## Advancing in Higher Education: A Portrait of Latina/o College Freshmen at Four-Year Institutions, 1975-2006 <br> October, 2008190 pages $\$ 15.00$

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 firsttime, 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 $\$ 15.00$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 19712005 , representing the largest compilation and analysis of data on Asian American college students ever undertaken.

## First in My Family: <br> A Profile of First-Generation College Students at Four-Year Institutions Since 1971

February, $2007 / 62$ pages $\$ 15.00$
First-generation college students are receiving increasing attention from researchers, practitioners, and policymakers with the aim of better understanding their college decisionmaking 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 $\$ 15.00$

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.

