



THE AMERICAN FRESHMAN: NATIONAL NORMS FALL 2013

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The American Freshman: National Norms Fall 2013

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INTRODUCTION

Issues of college access, affordability, admissions policies, and completion have continued to dominate discussions of the role of higher education in the past year. Court decisions regarding affirmative action in college admissions as well as proposals from the Obama administration to create a college rating system have only served to intensify these debates. At both federal and state levels, colleges and universities are under increasing scrutiny for their cost of attendance, prevalence of part-time instructors, criteria used to admit students, and the added value of the credentials they confer. The Higher Education Research Institute (HERI) continues to inform national conversations regarding higher education policy, and below we highlight several publications that contribute to ongoing debates.

Research published in the last year analyzed data from all five national surveys administered by the Cooperative Institutional Research Program (CIRP): the CIRP Freshman Survey, the Your First College Year survey, the Diverse Learning Environments survey, the College Senior Survey, and the HERI Faculty Survey. Many of these studies used multiple CIRP surveys, highlighting the longitudinal advantages of the CIRP surveys in examining and understanding student experiences and outcomes throughout college. For example, Fuentes, Ruiz Alvarado, Berdan, and DeAngelo (2013) used the CIRP Freshman Survey, the Your First College Year survey, and the College Senior Survey to look at students' interactions with faculty over the course of their

undergraduate experience. They found that students who interact more with faculty in their first year are more likely to develop mentoring relationships by their senior year. The authors suggest that this early contact with faculty serves as a way to socialize students into developing interpersonal and navigational skills necessary to establish meaningful, productive relationships with faculty later in college.

A number of publications have focused on diversity and climate-related issues. Two longitudinal studies used the CIRP Freshman Survey and the College Senior Survey to examine students' cross-class interaction. Park and Denson (2013) found that students attending more racially diverse and socioeconomically diverse institutions are more likely to have cross-class interactions, increasing diversity engagement on campuses. These findings point to a need for institutions to think broadly about diversity, as the authors emphasize the role of socioeconomic diversity within institutions as one factor that can address broader equity concerns within higher education. Park, Denson, and Bowman (2013) also found that, through cross-class interactions, students attending racially diverse institutions are more likely to be involved with curricular/co-curricular diversity activities. The authors conclude that both socioeconomic diversity and racial diversity collectively contribute to a healthier campus racial climate for students, while emphasizing that socioeconomic diversity and racial diversity are not interchangeable.

Another longitudinal study using the CIRP Freshman Survey and the College Senior Survey looked at undocumented students' access to college (Herrera, Garibay, Garcia, & Johnston, 2013). Herrera et al. found that Latino students and female students were more likely to support educational access for undocumented immigrants. Likewise, the authors found that students who engaged with diversity while in college—by attending a racial/cultural awareness workshop, by enrolling in an ethnic studies course, or by participating in study abroad—tended to be more supportive of undocumented students enrolling in college. As this continues to be an important public policy issue, it is important to understand how students' perspectives toward undocumented student populations change.

Continuing roughly a decade of research on the pathways taken by students pursuing science, technology, engineering, and mathematics (STEM) degrees, a team led by Drs. Sylvia Hurtado and Kevin Eagan published results from analyses of CIRP Freshman Survey and College Senior Survey data. Eagan, Hurtado, Chang, Garcia, Herrera, and Garibay (2013) examined whether participation in a structured undergraduate research program significantly contributed to STEM students' intentions to pursue graduate or professional degrees in STEM disciplines. Their findings show that students who participate in undergraduate research programs are substantially more likely to express intentions to pursue a STEM graduate or professional degree compared to their peers who do not participate in these opportunities.

Hurtado and Ruiz Alvarado (2013) used data from the Diverse Learning Environments survey and the HERI Faculty Survey to look at inclusive learning environments. Their findings highlighted the importance of diversity in both

the faculty and in the curriculum to cultivating academic validation and inclusive learning environments for diverse student bodies. Victorino, Nylund-Gibson and Conley (2013) examined the relationship between faculty perceptions of campus racial climate and satisfaction with opportunities for research, teaching load, and autonomy. The authors found that faculty who perceive positive climates on their campus also tended to report higher levels of satisfaction. These findings held irrespective of faculty's race/ethnicity or gender, indicating that a positive campus racial climate matters for all faculty.

Hurtado and Figueroa (2013) compared the experiences of STEM women of color with White, female, male, and Asian counterparts, and show distinct experiences across race and gender with regard to stress related to discrimination and bias. In another faculty study, an op-ed describing institutions' use of part-time faculty appointments (Eagan, 2013) contributed to the national discussions about contingent faculty. More information about the HERI Faculty Survey, which is available for administration through May of 2014, can be found at <http://heri.ucla.edu/facoverview.php>.

In addition to publishing research articles, monographs, and briefs, HERI staff and affiliates have disseminated CIRP findings at national and regional conferences. In 2013 we also introduced the HERI Faculty Institute on Work/Life Issues. Given the strong demand from this inaugural offering, we look forward to the 2014 Faculty Institute where we will unveil findings from the 2014 HERI Faculty Survey. More information on the 2014 Faculty Institute, which is one of four summer institutes for 2014, can be found at <http://heri.ucla.edu/facultyInstitute.php>.

**New Reporting Feature:
First Choice Institution Freshmen
in Comparison with Peers**

This year we are also excited to include a new feature in our standard reporting package delivered to campuses. Institutions will find an enrollment management report in their institu-

tional profile that compares the responses from students who indicated they had enrolled in their first-choice institution against their peers who did not enroll in their first-choice campus. We hope this additional cut of the data will provide campuses with helpful information about the needs and expectations of their students.



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THE AMERICAN FRESHMAN: NATIONAL NORMS FALL 2013

Analyses of the 48th annual administration of the CIRP Freshman Survey find substantive shifts in students' college application strategies, as students increasingly apply to more than four institutions. With fewer students enrolling in their first-choice institution, the data show that college cost and financial aid issues have become even more salient in students' college choice process. Given the proliferation of online education in recent years, students' participation in online instruction before coming to college and expectations to enroll in online courses while in college are examined. More than a year after President Barack Obama was re-elected, we take stock of students' attitudes about some of the most-discussed political issues in 2013, including gun control, taxes, and gay rights. We also review the changing demographics of students' high schools and neighborhoods, and changes in the CIRP Freshman Survey made to more accurately capture students' cognitive and interpersonal skills associated with engaging in a diverse society. Finally, we analyze the impact of changes made to the 2013 CIRP Freshman Survey that expanded and revised our set of response options for students' and their parents' careers.

College cost and financial aid issues have become even more salient in students' college choice process.

The results reported in this monograph are based upon 165,743 first-time, full-time students who entered 234 four-year U.S. colleges and universities of varying levels of selectivity and type. Weights have been applied to these data to reflect the more than 1.5 million first-time, full-time undergraduate students who began college at 1,583 four-year colleges and universities across the U.S. in the fall of 2013. This means that differences of one percentage point in the results published here reflect the characteristics, behaviors, and attitudes of more than 15,000 first-year students nationally. We describe the full methodology of the CIRP Freshman Survey administration, stratification scheme, and weighting approach in Appendix A.

Students Submitting More College Applications

The proportion of students submitting applications to more than three additional colleges jumped substantially in 2013. Figure 1 shows that 55% of first-time, full-time students applied to more than three other colleges in addition to the application they submitted for their current institution. Since 2008, the proportion of students applying to more than three other colleges has increased by more than 10 percentage points (44.5% in 2008 to 55% in 2013). Just more than one in ten (10.9%) students reported that they did not apply to any other institutions for the fall 2013 admissions cycle—their one and only application was submitted to the institution in which they enrolled.

It may be that students have perceived stronger competition in the college admissions process and thus are applying more broadly to increase their likelihood of being admitted to at least one campus. The increase in the number of applications may also be due to services such as The Common Application making the process of applying to multiple institutions less burdensome for students.

Figure 2 shows how recent increases in the proportion of students submitting college applications to more than three other colleges correspond with new member institutions being

added to The Common Application program. Just in the last 10 years, institutional membership in The Common Application has more than doubled, while the proportion of students submitting applications to more than three other campuses has risen by nearly 20 percentage points. Similarly, many state systems, such as the University of California and the California State University system, enable prospective students to apply to multiple institutions within the system using a single application. These same systems offer students with demonstrated financial need fee waivers to alleviate the costs associated with multiple applications.

55% of first-time, full-time students applied to more than three other colleges in addition to the application they submitted for their current institution.

Figure 1. Trends in the Number of Additional College Admissions Applications Students Submitted

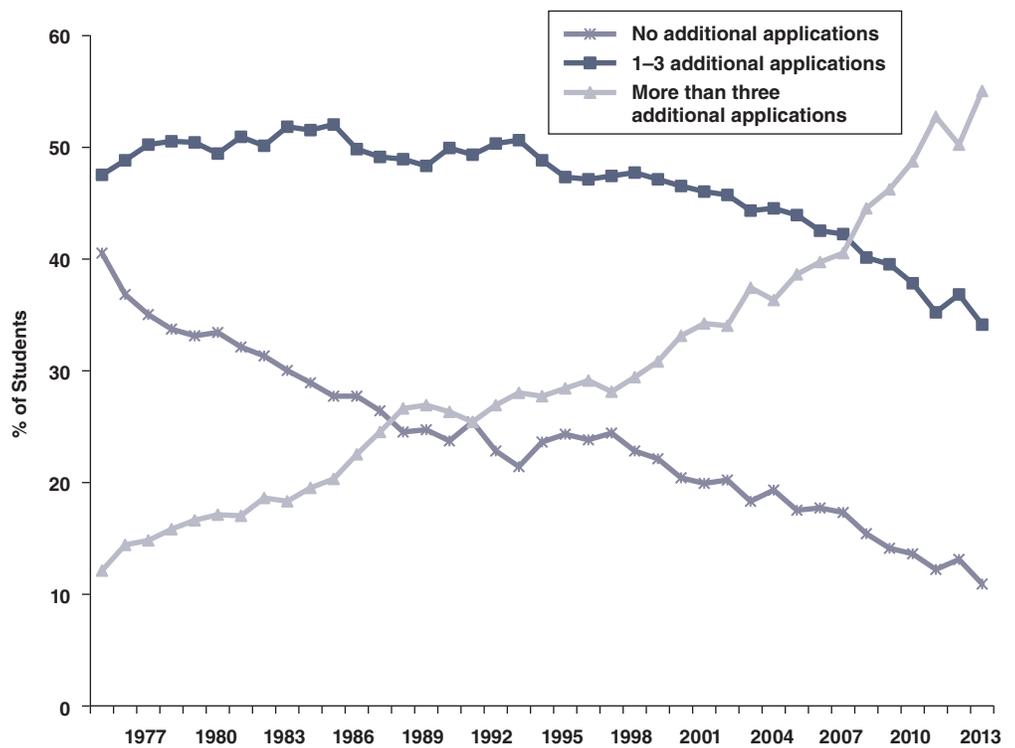
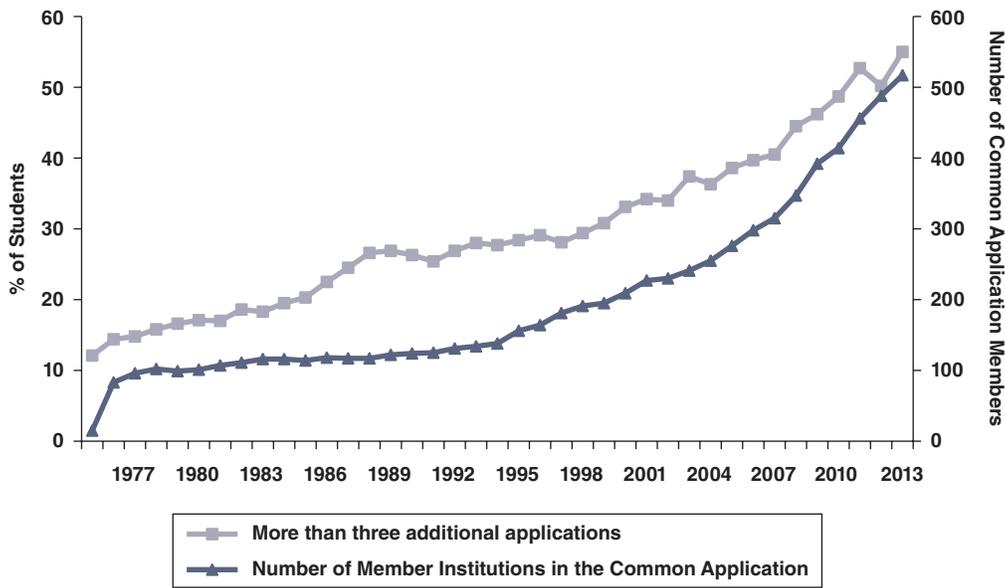


Figure 2. Trends in College Admissions Applications and Common Application Member Institutions



three-quarters (75.5%) of students having been admitted to their first-choice campus.

The top reasons why students who are accepted to their first choice institution opt to enroll elsewhere mostly center around cost. As shown in Figure 3, roughly a quarter (25.7%) of students accepted to their first-choice college or university chose to enroll at a different institution because they were not

Fewer Students Enroll in Their First-Choice Institution

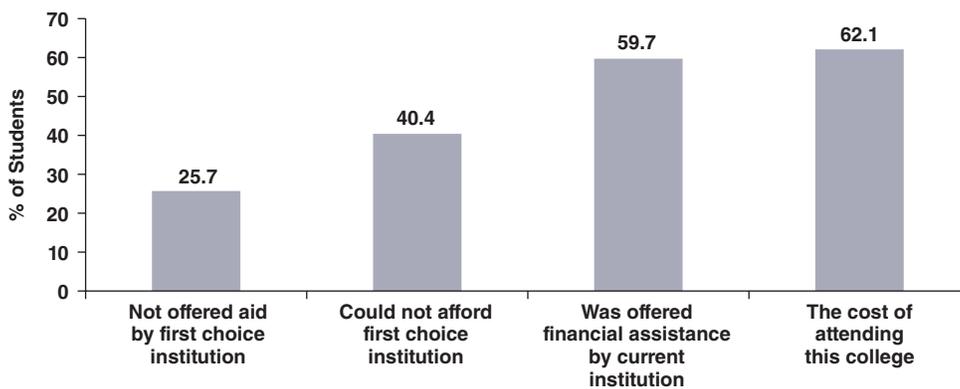
As students apply for admission at increasing numbers of colleges and universities, fewer students are enrolling at their first-choice institution. The proportion of students enrolling at their first-choice institution is at its lowest point since we began asking the question in 1974. In 2013, 56.9% of students enrolled at their first-choice campus, which is down 2.4 percentage points from 2012. This contrasts with more than

offered aid by their first-choice campus. Just over 40% of students said that being unable to afford their first-choice college was a “very important” consideration in deciding to enroll in an institution other than their first-choice college.

Although inadequate aid and higher costs prompted many students to turn down admissions offers by their first-choice institutions in lieu of admissions offers elsewhere, other students who were accepted to their first-choice

college enrolled elsewhere due to more attractive financial aid packages and lower college costs at competing campuses. Nearly 60% of students who were accepted to but turned down their first-choice institution decided to enroll elsewhere due to the financial aid package offered by their current institution. Likewise, 62.1% of students admitted to but not enrolled

Figure 3. College Choice Factors among Students Accepted to But Not Enrolled in First-Choice Institution (% Indicating “Very Important”)



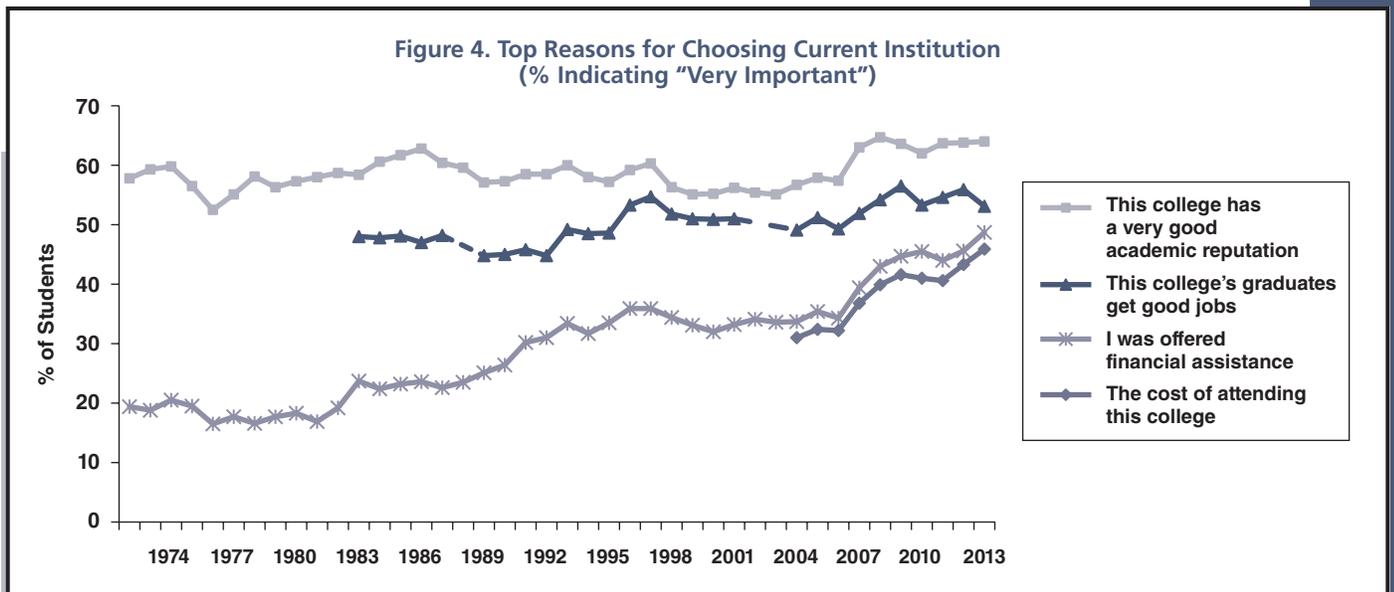
in their first-choice campuses indicated that the cost of their current institution was a “very important” factor in their college choice.

Increasing Importance of Cost and Financial Aid in Students’ College Choice

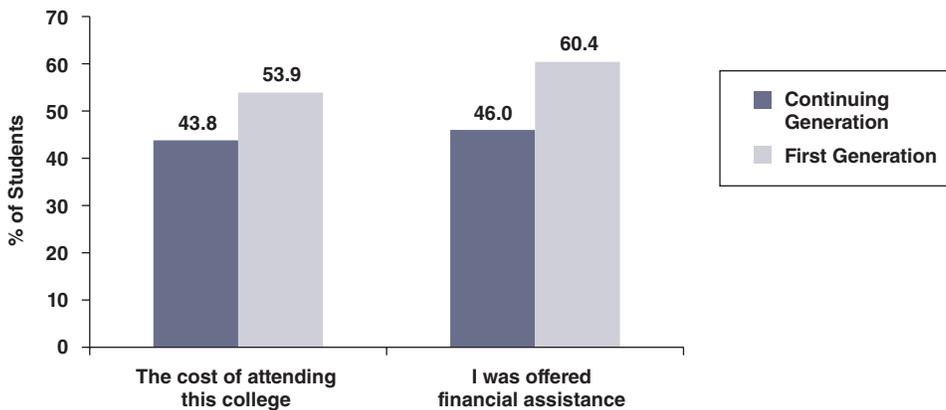
The top reasons for choosing a particular college continue to be the institution’s “very good” academic reputation (64% indicating “very important” in 2013) and the college’s graduates getting good jobs (53.1% indicating “very important” in 2013); however, cost considerations increasingly weigh on students’ enrollment decisions. Figure 4 shows trends in the most salient factors in students’ college choice process. The percentage of students indicating that the cost of attending their current institution was a “very important” factor in their college choice process is at its highest point in the 10 years we have asked the question. Figure 4 shows that the cost of attendance at this college was rated as being “very important” in students’ enrollment decision by 45.9% of students—up 2.6 percentage points from 2012 and up 14.9 percentage points from 2004.

Similarly, the percentage of students indicating their financial aid packages as “very important” in their college choice decision is also at its highest point in the 42-year history of the item. Nearly half (48.7%) of students reported that their current institution’s financial aid offer was a “very important” factor in their decision to enroll at that campus—up from 33.7% in 2004.

Parsing the data by education levels of students’ parents reveals that college costs and financial aid packages are particularly salient for first-generation students (i.e., students in families where neither parent attended any college). Figure 5 breaks down financial aid and cost concerns by first-generation status. The findings indicate that more than half (53.9%) of first-generation students reported that the cost of attendance at their current institution was a “very important” factor in their decision to enroll at that college. By contrast, 43.8% of continuing generation students rated cost of attendance as being “very important” in their enrollment decision.



**Figure 5. College Choice Factors by First-Generation Status
(% Indicating “Very Important”)**



Financial aid weighs even more heavily for first-generation students, as more than 60% of first-generation students reported that being offered financial aid was a very important consideration in deciding to enroll at their current institution. By contrast, less than half (46%) of continuing generation students expressed a similar sentiment.

The issues of college costs and financial aid packages are becoming more crucial at a time when more than half (50.8%) of students report relying on loans to pay for college, and nearly three-quarters (72.9%) report funding their education through grants, scholarships, and other aid that does not need to be repaid. Collectively, the trends regarding the role of financial aid and college costs in students’ college choice process should signal to institutions that they must continue their efforts to simultaneously constrain costs and craft financial aid packages that adequately address students’ financial needs.

Participation in Online Education

Recent years have seen a push for online access to education; as a result, there have been significant developments of Open Educational Resources (OER) through sites such as Khan Academy and

MIT OpenCourseWare, and Massive Open Online Courses (MOOCs) through providers such as edX, Udacity, and Coursera. To learn more about incoming students’ use of these online resources, the 2013 CIRP Freshman Survey added two new questions asking how often students in the past year have “used an

online instructional website (e.g., Khan Academy, Coursera): as assigned for a class, or to learn

Students who chose to independently use online instructional websites are also more likely to exhibit behaviors and traits associated with academic success and lifelong learning.

something on your own.” About four out of ten (41.8%) incoming students “frequently” or “occasionally” used an online instructional website as assigned for a class in the past year. Students were, however, much more likely to utilize these resources independently—almost seven out of ten (69.2%) incoming first-year students have used such sites “frequently” or “occasionally” to learn something on their own.

Students who chose to independently use online instructional websites are also more likely to exhibit behaviors and traits associated with

academic success and life-long learning, measured by the CIRP *Habits of Mind* construct. Table 1 shows the proportion of students engaging in instructional websites by their *Habits of Mind* construct scores. Among the students who “frequently” used an online instructional website to learn something on their own, 42.3% scored in the high *Habits of Mind* group and only 15.4% in the low group. By comparison, of the incoming students who “occasionally” or never used instructional websites to learn something on their own, only 22.3% and 25.5%, respectively, scored in the high group.

As colleges and universities across the country have been increasing online course offerings to accommodate larger enrollments and constrain costs, the 2013 CIRP Freshman Survey also included two new items asking incoming students whether they expected to take a course exclusively online either at their institution or at a different institution. Overall, few incoming first-year students indicated there is a “very good chance” that they will enroll in online courses while attending college (6.5% at their institution and 2.9% at a different institution).

Students’ expectations to take courses online at their institution also vary by the type of institution in which they enroll. As shown in Figure 6, a substantially higher percentage of students at Historically Black Colleges and Universities (HBCUs) than students attending other

Table 1. Habits of Mind among Students Who Used an Online Instructional Website in the Past Year

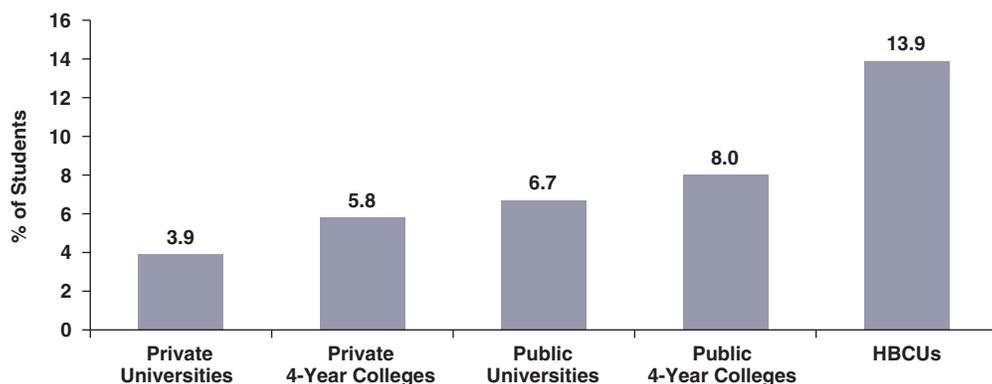
Used an online instructional website (e.g., Khan Academy, Coursera) to learn something on your own	TFS Habits of Mind Group		
	Low	Average	High
Not at all	31.6	42.9	25.5
Occasionally	34.7	43.0	22.3
Frequently	15.4	42.3	42.3

institution types expect there to be a “very good chance” that they will take a course exclusively online at their institution (13.9%). By contrast, students attending private colleges and universities are among the least likely to expect to enroll in online courses at their institutions (5.8% at private colleges, 3.9% at private universities).

Students who have used an online instructional website in the past year are also more likely to be drawn to taking courses online while in college. Nearly 30% of incoming first-year students who used an online instructional website frequently in the past year indicate there is either “some chance” or a “very good chance” they will take a course exclusively online at their institution.

Students who have used an online instructional website in the past year are also more likely to be drawn to taking courses online while in college.

Figure 6. Students’ Expectations That They Will Take a Course Exclusively Online at Their Institution, by Institution Type (% Indicating “Very Good Chance”)



Taking Stock of Students' Views One Year after Obama's Re-Election

Freshmen started college in 2013 slightly less than a year after Barack Obama was re-elected for a second term; the year since his re-election featured a great deal of political wrangling both in Washington, D.C. and in the states. In June of 2013, the Supreme Court issued a landmark ruling in *United States vs. Windsor*, striking down a key portion of the Defense of Marriage Act (DOMA) that denied federal benefits to married same-sex couples. The shooting at Sandy Hook Elementary School sparked an intense debate on gun control both in Congress and in the states. Congress passed a hotly contested bill that raised taxes on the wealthiest Americans, and the Senate passed a comprehensive immigration reform package. Given these widely publicized political debates, we examined students' political views related to some of these events.

Gays' and Lesbians' Right to Adopt a Child. In 2013, the survey included a question on gays' and lesbians' right to legally adopt a child, and the vast majority of first-year students were supportive (83.3%). First introduced three years

Incoming college students have voiced stronger and stronger support over time for undocumented students' access to education.

ago, this is the second time this item has appeared on the CIRP Freshman Survey. As reported in 2010, over three quarters (76.5%) of students were supportive of gays' and lesbians' right to adoption; this year's support increased by 6.8 percentage points. Last year's survey results also showed widespread support of same-sex marriage (75.0%) among first-year students.

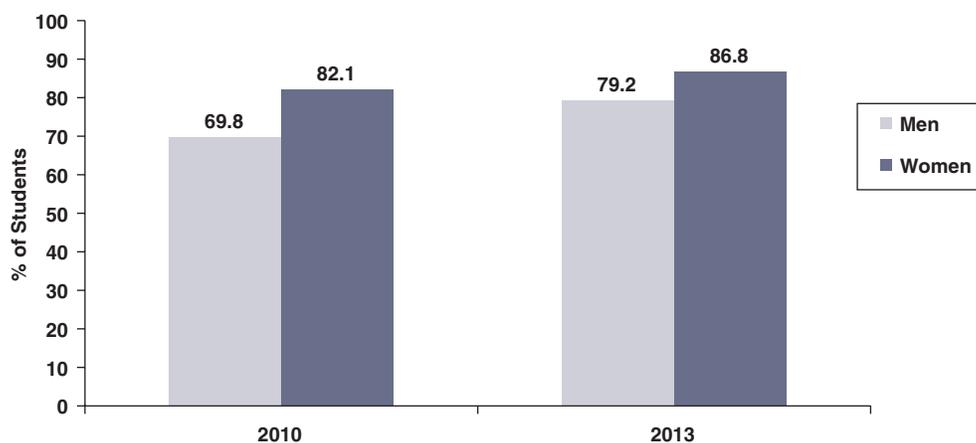
Although most students are supportive, and both men and women have increased their support since 2010, women continue to be considerably more supportive than men. In 2013, 86.8% of women and 79.2% of men endorsed the rights of gays and lesbians to adopt children, compared to 2010 when 82.1% of women and 69.8% of men supported this sentiment (see Figure 7). These findings, coupled with students' support in 2012 of same-sex

marriage, underscore the overwhelming support for gay rights among college students.

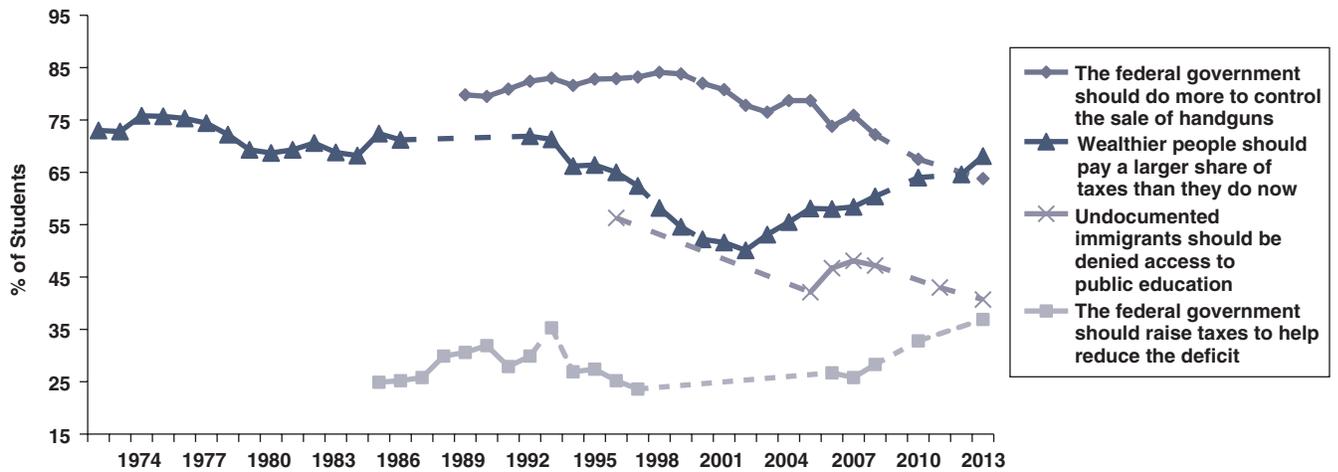
Undocumented Students and Access to Public Education.

While Congress continues to debate a comprehensive immigration reform package, undocumented students have garnered support for access to higher education with state-level DREAM Acts

Figure 7. Support for Gays and Lesbians to Legally Adopt a Child, by Year and Sex (% Indicating "Agree Strongly" or "Agree Somewhat")



**Figure 8. Trends on Students' Political and Social Views
(% Indicating "Agree Strongly" or "Agree Somewhat")**



having passed in over a dozen states. The freshman cohort of 2013 posted the lowest level of support for the idea that undocumented immigrants should be denied access to public education since the question was first asked in 1996. Figure 8 shows an overall drop from 56.3% in 1996 to 40.7% in 2013, a 15.6 percentage point drop, and a steady decline since 2008. Thus incoming college students have voiced stronger and stronger support over time for undocumented students' access to education.

Regional differences persist in support for the idea of granting access to public education among undocumented students, and this is reflected by only some states having enacted legislation allowing undocumented students to pay in-state tuition rates to facilitate their access to a college education. Students attending institutions located in the Far West (69.4%) and the Plains states (64.7%) were the most likely to support allowing undocumented students to access public education. These regions include California, Kansas, and Nebraska, all states that have passed measures supportive of undocumented students being granted access to education. By contrast, students at colleges and universities in the Southwest (48.5%) and Rocky Mountains (49.7%) were among the most likely

to support the notion of denying access to public education for undocumented students.

Raising Taxes. In the year after Congress passed the first set of significant tax increases on the wealthy since the Clinton administration, incoming freshmen's support of raising taxes to

Now more than two-thirds (68.1%) endorse the idea that wealthier people should pay a larger share of taxes than they do now.

reduce the deficit has reached its highest level since this question was first asked in 1985, with over a third (36.9%) of incoming students in agreement (see Figure 8). Last year we reported on the substantial increase in students' agreement that wealthier people should pay more taxes, and support for this idea jumped another 3.5 percentage points in 2013. Now more than two-thirds (68.1%) endorse the idea that wealthier people should pay a larger share of taxes than they do now. Economic populism appears to be resonating with this year's college freshmen.

As the government struggles for bipartisan agreements on budget issues, differences in support for increased taxes to reduce the deficit and for increasing taxes on the wealthy are apparent across students' political ideologies. Nearly half (49.7%) of all students identifying as liberal or far left agree that the government should raise taxes to reduce the deficit, which compares to just more than a third (35.1%) of students identifying as middle of the road and a quarter (25.1%) of students with conservative or far right political ideologies.

Control of Handgun Sales. Another closely watched political issue in 2013 was gun control. Since 1989 first-year students have responded to an item on the CIRP Freshman Survey regarding their level of agreement with a statement that the federal government should do more to control the sale of handguns. Support peaked in 1998 with over eight out of ten students (84.1%) supporting the federal government in controlling handgun sales (see Figure 8). In 2013, just over six out of ten students (63.8%) supported stronger gun control from the federal government, an overall drop of 20 percentage

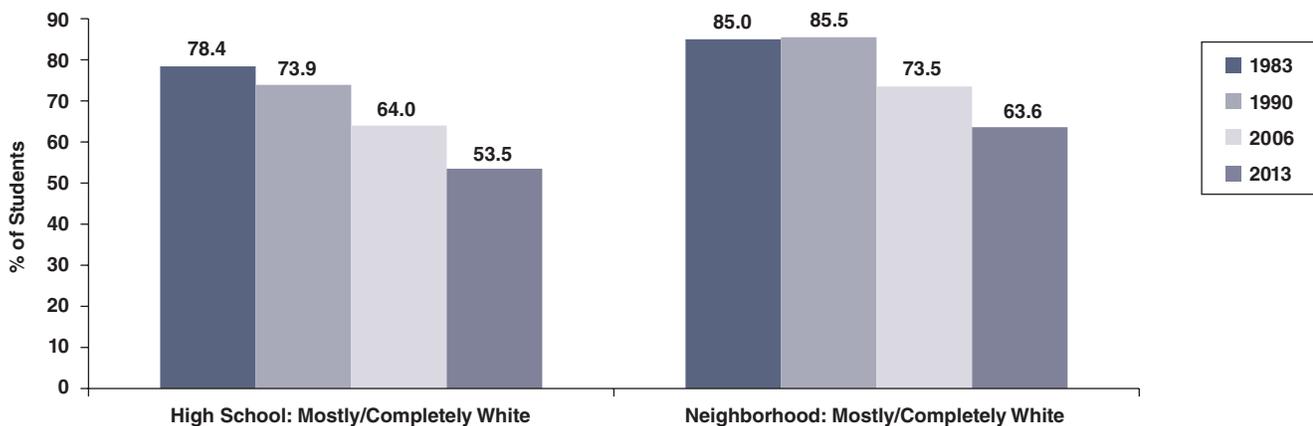
points from this item's 1998 peak. While the majority of students still support this statement, the level of support has diminished since 1998.

The political ideological divides are even starker in the case of gun control compared to taxes, with just over one-third (36.5%) of conservative and far right students endorsing stronger gun control compared to 82.2% of liberal and far left students. Nearly two-thirds (64.8%) of students identifying their political ideology as "middle of the road" agreed that the federal government should do more to control the sale of handguns.

Students' High Schools and Neighborhoods Increasingly Diverse

The pace at which students report coming from more racially diverse high schools and neighborhoods has accelerated in the last several years. Figure 9 shows four data points: 1983, 1990, 2006, and 2013. In the 23 years spanning 1983 to 2006, the proportion of incoming students indicating that their high school was "mostly" or "completely" White dropped 14.4 percentage points. In the seven years spanning 2006 to

Figure 9. Racial Composition of Students' High Schools and Neighborhoods (% Indicating "Mostly" or "Completely" White)



2013, that figure has dropped another 10.5 percentage points, with just more than half (53.5%) of students indicating their high school was “mostly” or “completely” White.

Similarly, neighborhoods are rapidly becoming more racially diverse. Between 1983 and 2006, the proportion of students indicating that their neighborhood was “mostly” or “completely” White dropped 11.5 points from 85% to 73.5%. In the seven years since 2006, the proportion of students indicating they came from a neighborhood that was “mostly” or “completely” White fell nearly 10 more percentage points to 63.6%.

These data point to large demographic changes currently underway across the U.S., and they correspond with the increasing racial diversity of the student sample represented in the CIRP Freshman Survey. The data portend substantial shifts in the composition of future incoming cohorts at colleges and universities nationwide, and campuses need to consider how to accommodate the needs of a more diverse student body.

Skills for a Diverse Workplace

The 2013 CIRP Freshman Survey had a new set of response options for items developed from research on preparing college students for a

diverse workplace and democracy, following longitudinal research on the pluralistic orientation scale (Engberg & Hurtado, 2011; Hurtado, 2005). The

new response categories ask whether students view each skill as “a major strength,” “somewhat strong,” “average,” “somewhat weak,” or “a major weakness” for survey items shown in Table 2. Although previous CIRP items are not comparable in terms of trends, the survey items now correspond with published empirical evidence. This research identifies the college experiences associated with gains students make while in college on a set of cognitive and interpersonal skills that compose the pluralistic orientation scale.

Freshmen, in general, believe they have the ability to work cooperatively with others and to tolerate others of different beliefs; however, freshmen scored themselves lowest on their openness to having their own views challenged. Table 2 shows distinctions among students’ major strengths based on the racial composition of the high school. Students attending “mostly” or “completely” White high schools are least

Freshmen scored themselves lowest on their openness to having their own views challenged.

Table 2. Skills for a Diverse Workplace: Pluralistic Orientation Scale Items by Racial Composition of the High School

% Reporting a Major Strength	Completely/ Mostly Non-White	Roughly Half Non-White	Mostly/ Completely White
Ability to see the world from someone else’s perspective	34.6	34.5	30.5
Tolerance of others with different beliefs	47.3	48.2	43.4
Openness to having my own views challenged	31.5	29.1	24.6
Ability to discuss and negotiate controversial issues	36.2	36.1	34.7
Ability to work cooperatively with diverse people	56.7	58.0	51.6

confident across all the skill measures of perspective-taking, tolerance, openness, ability to discuss controversial issues, or cooperation with diverse people. For example, only one quarter (24.6%) of students at predominantly White high schools indicate openness to having their own views challenged as a “major strength,” compared with 31.5% of students at non-White and 29.1% of students from roughly half non-White high schools. These different experiences and skills become evident in classrooms and interactions on college campuses, requiring faculty and staff to be attentive to students’ backgrounds and how they can move students from their own embedded worldviews.

Revised Careers in 2013

We revised the list of career categories for students and their parents on the 2013 CIRP Freshman Survey in an effort to modernize the set of options offered (Appendix E shows how the new career categories map onto the previous ones). We more than doubled the number of career options in business (going from five categories to eleven) and added three new choices to better distinguish the broad category of education (early childcare provider, librarian, and teacher’s assistant/paraprofessional). We also created a new aggregated category referred to as “Service/Industry.” This new service/industry category included new occupations such as custodian/janitor/housekeeper, food service, and hair stylist. Additionally, existing careers related to skilled trades and interior design were included in this broad classification.

Expanding the set of career options available for students to select had the desired effect of substantially reducing the proportion of students who selected “other.” In 2012, 11.5% of

students did not find a relevant career category in our list and opted to mark “other.” In 2013, the proportion of students marking “other” dropped to just 4.9%, showing that the updated categories are capturing more of students’ intended future careers.

Business continues to be the most popular career aspiration for entering college students, as 13% of incoming first-time, full-time students reported planning to pursue a career in business after graduation. Roughly 11% of students reported aspirations to be a medical doctor, surgeon, dentist, or orthodontist. Health care support (e.g., home health worker, medical/dental assistant) was the third most popular career aspiration with 9.2% of students indicating plans to pursue an occupation in this area.

Another change made to the career question in 2013 had to do with how students reported their parents’ occupational status. In previous surveys, students had the option of choosing “unemployed” as a career category for each of their parents. In the survey redesign process, we decided to ask students about their parents’ employment status separately from parents’ careers. This new employment status question included three options: employed, unemployed, and retired.

Having students report parental employment status this way significantly changed unemployment rates for parents when compared against previous CIRP Freshman Survey administrations. For example, in 2012, 9.1% of students reported that their mother was unemployed and 4.7% of students indicated that their father was unemployed. In 2013, 20.5% of students indicated their mother was unemployed, and 8.5% reported their father was unemployed.

Digging into the data, we found that students were more likely to report a parent as unemployed if that parent also had a designated occupation/career as a homemaker. For example, 13.8% of students reported that their mother worked as a homemaker, and 57.1% of those respondents also indicated that their mother was unemployed.

Given that students now have the option of identifying a career or occupation for each parent *and* indicating each parent's current employment status, the proportion of students indicating that they have an unemployed parent is no longer comparable to previous years' surveys.

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2013 National Norms

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

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

2013 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
First-Time, Full-Time Freshmen	165,558	96,488	69,070	33,635	62,853	28,699	13,777	20,377	43,363	25,707	3,995	2,670	1,325
How old will you be on December 31 of this year?													
17 or younger	2.0	1.9	2.1	2.1	1.7	1.7	1.7	1.6	2.1	2.1	2.9	2.7	3.2
18	68.8	67.5	70.2	69.3	65.2	67.0	69.8	61.3	70.5	69.1	67.2	65.6	70.3
19	27.7	28.5	26.8	26.4	31.2	29.3	27.1	34.9	26.5	27.9	26.1	27.5	23.6
20 or older	1.5	2.1	0.9	2.2	2.0	2.0	1.4	2.2	0.9	0.9	3.8	4.3	2.8
Is English your native language?													
Yes	89.4	90.4	88.4	88.8	92.4	90.7	90.7	94.9	88.7	87.1	97.6	97.7	97.5
No	10.6	9.6	11.6	11.2	7.6	9.3	9.3	5.1	11.3	12.9	2.4	2.3	2.5
In what year did you graduate from high school?													
2013	98.0	97.4	98.7	97.1	97.7	97.5	98.5	97.5	98.8	98.4	96.3	95.5	97.9
2012	1.4	1.8	0.9	2.0	1.6	1.7	1.0	1.7	0.8	1.2	2.3	2.8	1.2
2011 or earlier	0.5	0.7	0.3	0.8	0.6	0.7	0.5	0.7	0.3	0.3	1.2	1.4	0.8
Passed G.E.D./Never completed high school	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.0
Are you enrolled (or enrolling) as a:													
Full-time student	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Part-time student	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
How many miles is this college from your permanent home?													
5 or less	5.5	6.5	4.4	7.8	4.9	4.3	7.0	4.5	4.5	4.0	5.8	6.4	4.8
6 to 10	7.0	8.0	6.0	9.9	5.5	4.7	9.5	4.4	6.2	5.0	5.8	5.6	6.1
11 to 50	25.6	26.5	24.5	30.8	21.3	17.9	31.0	19.9	25.3	21.5	17.1	17.8	15.7
51 to 100	15.5	16.8	14.2	16.3	17.3	16.5	16.2	18.5	15.6	8.6	17.3	20.6	11.2
101 to 500	29.5	26.4	32.9	23.6	29.7	29.8	23.0	32.9	35.0	24.1	31.1	34.5	24.9
Over 500	16.9	15.9	18.0	11.5	21.2	26.8	13.2	19.8	13.4	36.9	22.8	15.1	37.2
What was your average grade in high school?													
A or A+	25.8	19.4	32.8	15.5	24.2	24.8	21.8	24.8	31.3	38.8	12.4	9.1	18.7
A-	27.0	22.9	31.4	20.7	25.5	27.0	25.7	24.0	31.1	32.4	13.5	11.5	17.2
B+	21.3	23.4	19.0	24.8	21.6	21.7	24.6	20.1	19.5	16.7	23.4	22.5	25.1
B	17.6	22.1	12.7	25.6	17.8	17.2	18.5	18.0	13.5	9.3	23.1	24.8	19.8
B-	5.1	7.4	2.7	8.4	6.1	5.8	5.6	6.7	2.9	2.0	13.3	15.7	8.6
C+	2.4	3.7	1.0	3.8	3.5	2.6	2.8	4.6	1.2	0.5	11.2	12.9	7.9
C	0.8	1.1	0.4	1.1	1.2	0.8	0.9	1.6	0.5	0.2	3.0	3.3	2.5
D	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.2
From what kind of high school did you graduate?													
Public school (not charter or magnet)	75.8	77.0	74.5	82.3	70.4	69.9	62.9	74.5	78.3	59.0	78.2	83.8	67.5
Public charter school	2.9	3.6	2.2	4.3	2.8	2.6	3.6	2.6	2.4	1.5	6.3	4.8	9.1
Public magnet school	3.5	3.0	4.1	3.3	2.7	3.2	2.4	2.3	4.4	2.8	7.1	6.8	7.7
Private religious/parochial school	10.9	9.8	12.0	6.6	13.8	10.5	22.5	12.8	9.9	20.6	5.3	2.6	10.5
Private independent college-prep school	6.3	5.8	6.9	3.1	9.1	13.2	7.7	5.9	4.7	15.6	2.8	1.8	4.9
Home school	0.6	0.8	0.4	0.4	1.2	0.6	0.8	2.0	0.3	0.5	0.2	0.2	0.4

2013 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Prior to this term, have you ever taken courses for credit at this institution?													
Yes	5.4	5.5	5.2	5.8	5.2	4.2	6.4	5.5	5.4	4.4	7.9	6.0	11.6
No	94.6	94.5	94.8	94.2	94.8	95.8	93.6	94.5	94.6	95.6	92.1	94.0	88.4
Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?													
Yes	10.8	11.2	10.4	11.4	11.0	10.3	10.3	11.9	10.7	9.1	13.3	11.6	16.5
No	89.2	88.8	89.6	88.6	89.0	89.7	89.7	88.1	89.3	90.9	86.7	88.4	83.5
Where do you plan to live during the fall term?													
With my family or other relatives	17.3	19.8	14.5	27.0	11.0	10.3	18.6	7.9	15.4	10.8	9.5	8.1	12.2
Other private home, apartment, or room	2.5	2.0	3.0	2.9	0.9	1.1	1.1	0.7	3.6	0.6	2.4	2.5	2.1
College residence hall	76.9	74.9	79.0	65.7	86.4	86.6	79.3	89.8	77.0	87.4	85.3	86.2	83.7
Fraternity or sorority house	0.6	0.2	1.0	0.1	0.3	0.7	0.0	0.0	1.2	0.0	0.1	0.1	0.1
Other campus student housing	2.4	2.7	2.1	3.8	1.2	1.2	0.9	1.4	2.4	1.0	2.3	2.7	1.7
Other	0.3	0.3	0.3	0.4	0.2	0.1	0.1	0.2	0.3	0.1	0.4	0.5	0.3
To how many colleges other than this one did you apply for admission this year?													
None	10.9	11.6	10.3	12.1	10.9	10.2	8.8	12.6	11.6	4.6	8.0	8.6	6.9
1	8.4	8.6	8.1	9.1	8.1	6.7	6.3	10.3	9.3	3.3	6.5	6.6	6.1
2	11.3	11.7	11.0	12.2	11.0	9.0	9.0	13.9	12.4	5.1	11.9	12.4	10.8
3	14.4	15.4	13.4	16.0	14.5	12.2	13.2	17.4	14.6	8.4	17.6	18.2	16.5
4	12.9	14.1	11.6	14.7	13.3	12.5	12.4	14.6	12.0	10.0	16.3	17.7	13.5
5	10.5	10.9	10.0	10.7	11.2	11.6	12.1	10.4	9.8	10.9	12.6	12.3	13.0
6	8.0	7.8	8.2	7.6	8.0	8.9	9.7	6.4	7.6	10.9	8.5	8.0	9.5
7 to 10	17.7	15.2	20.4	14.1	16.7	20.6	21.0	10.8	17.5	32.1	12.0	10.3	15.3
11 or more	5.9	4.7	7.0	3.5	6.3	8.4	7.5	3.7	5.2	14.6	6.6	5.7	8.4
Were you accepted by your first choice college?													
Yes	75.6	78.4	72.4	77.0	80.2	76.9	78.9	84.1	74.2	65.4	75.6	74.4	78.1
No	24.4	21.6	27.6	23.0	19.8	23.1	21.1	15.9	25.8	34.6	24.4	25.6	21.9
Is this college your:													
First choice	56.9	57.3	56.5	55.5	59.5	58.2	56.7	62.0	57.2	53.6	38.5	36.4	42.5
Second choice	27.1	27.5	26.6	29.0	25.7	26.5	28.3	23.6	26.3	27.8	31.5	33.6	27.6
Third choice	9.9	9.8	10.1	9.9	9.6	10.0	10.1	9.0	9.8	11.3	16.5	16.8	16.1
Less than third choice	6.1	5.4	6.8	5.5	5.3	5.3	4.9	5.4	6.7	7.3	13.4	13.2	13.8
The current economic situation significantly affected my college choice:													
Agree strongly	26.4	27.0	25.7	28.8	24.9	25.2	27.6	23.3	26.6	22.1	28.0	27.4	29.2
Agree somewhat	42.1	43.3	40.8	44.2	42.2	39.9	42.8	44.0	41.5	37.7	39.3	40.7	36.6
Disagree somewhat	18.6	17.9	19.3	16.5	19.6	19.5	18.4	20.4	18.7	21.7	20.7	20.5	21.1
Disagree strongly	13.0	11.8	14.3	10.6	13.3	15.4	11.3	12.3	13.2	18.5	12.0	11.4	13.1

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Weighted National Norms—All Respondents

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Citizenship status:													
U.S. citizen	95.4	96.0	94.8	96.5	95.4	93.6	96.5	96.6	95.4	92.2	98.2	98.3	98.0
Permanent resident (green card)	2.2	2.0	2.3	2.4	1.5	1.8	1.9	1.0	2.4	2.3	1.0	1.0	0.8
Neither	2.4	2.0	2.9	1.1	3.1	4.6	1.5	2.4	2.3	5.5	0.9	0.7	1.2
Are your parents:													
Both alive and living with each other	69.3	65.1	73.8	62.7	68.1	69.3	69.6	66.2	72.5	79.3	33.3	30.3	38.9
Both alive, divorced or living apart	27.2	30.9	23.2	33.2	28.1	26.9	26.4	30.2	24.4	17.9	59.8	62.5	54.7
One or both deceased	3.5	4.0	3.0	4.1	3.8	3.9	4.0	3.6	3.1	2.8	6.9	7.2	6.4
How many AP courses did you take in high school?													
Not offered at my high school	6.3	7.3	5.2	5.8	9.0	8.7	6.6	10.4	4.8	6.8	7.8	7.2	9.0
None	21.0	29.7	11.9	32.1	26.7	23.7	27.8	28.9	12.6	9.2	40.0	45.7	29.2
1 to 4	47.6	48.4	46.9	49.1	47.4	46.8	51.3	46.1	48.2	41.3	43.5	40.6	49.0
5 to 9	22.1	13.2	31.5	11.6	15.2	18.6	13.3	12.8	30.3	36.4	7.1	5.1	10.8
10 to 14	2.7	1.2	4.3	1.1	1.4	1.9	0.8	1.3	3.9	5.8	0.9	0.8	1.2
15+	0.3	0.3	0.3	0.2	0.3	0.3	0.2	0.4	0.2	0.5	0.7	0.7	0.8
How many AP exams did you take in high school?													
Not offered at my high school	6.5	7.8	5.1	6.6	9.3	8.6	6.8	11.3	4.9	6.1	8.5	8.0	9.3
None	27.1	37.3	16.4	40.1	33.9	30.1	35.0	37.2	17.4	12.6	48.6	54.9	36.8
1 to 4	44.8	43.5	46.2	43.6	43.3	44.3	46.8	40.6	47.0	42.8	36.9	32.9	44.4
5 to 9	19.1	10.4	28.3	8.9	12.2	15.5	10.7	9.7	27.1	33.4	5.0	3.2	8.5
10 to 14	2.2	0.9	3.7	0.7	1.0	1.4	0.5	0.8	3.4	4.8	0.5	0.6	0.3
15+	0.2	0.2	0.3	0.1	0.2	0.2	0.1	0.3	0.2	0.4	0.5	0.4	0.6
Please mark which of the following courses you have completed:													
Algebra II	98.0	97.4	98.7	97.9	96.7	96.8	97.6	96.2	98.8	98.1	96.0	96.2	95.6
Pre-calculus/Trigonometry	85.1	79.7	90.7	78.7	80.9	84.7	83.8	75.5	89.9	94.0	70.2	66.1	77.2
Probability & Statistics	32.4	30.8	34.0	29.2	32.6	34.4	29.1	32.7	34.0	34.0	25.4	21.6	32.0
Calculus	36.6	27.3	45.8	23.9	31.3	36.7	29.3	27.2	43.9	53.0	18.5	15.1	24.4
AP Probability & Statistics	19.3	13.2	25.4	12.0	14.7	17.0	12.5	13.6	25.0	27.1	8.9	7.1	12.1
AP Calculus	35.9	22.7	48.6	20.3	25.6	31.5	22.6	21.3	47.0	55.1	14.8	11.1	21.0
Have you had any special tutoring or remedial work in any of the following subjects?													
English	9.6	11.4	7.7	11.1	11.8	11.3	12.2	12.0	7.6	8.1	18.5	19.0	17.4
Reading	8.3	10.0	6.4	9.6	10.4	9.5	11.1	10.8	6.5	6.4	17.5	17.3	17.7
Mathematics	17.9	20.2	15.4	19.4	21.3	21.8	22.1	20.3	14.7	17.9	22.6	22.4	23.0
Social Studies	6.0	7.4	4.5	7.3	7.6	6.8	8.4	8.0	4.4	4.6	15.0	14.7	15.3
Science	8.4	9.6	7.1	9.0	10.3	10.3	11.4	9.8	6.7	8.6	14.8	14.8	14.9
Foreign Language	7.6	9.0	6.2	8.5	9.6	9.3	10.2	9.7	5.9	7.2	14.5	14.6	14.2
Writing	7.7	9.1	6.2	8.5	9.7	9.4	10.2	9.7	6.0	6.9	15.0	15.1	14.8
Do you feel you will need any special tutoring or remedial work in any of the following subjects?													
English	11.3	12.7	9.8	12.9	12.4	12.2	11.6	13.1	10.1	8.6	15.2	16.0	13.6
Reading	6.5	7.3	5.7	7.5	7.1	7.1	7.0	7.2	5.7	5.6	9.5	10.8	7.0
Mathematics	27.2	31.2	22.9	34.0	27.8	26.7	28.0	28.7	23.9	18.6	39.5	41.3	36.0
Social Studies	5.1	5.9	4.3	6.1	5.7	5.2	5.3	6.4	4.4	3.7	12.3	13.6	9.9
Science	15.4	16.5	14.2	16.7	16.4	16.0	17.4	16.3	14.7	12.1	22.5	23.0	21.5
Foreign Language	13.2	16.1	10.2	15.9	16.3	15.1	15.3	17.9	10.2	10.2	29.0	29.7	27.8
Writing	15.1	17.0	13.0	16.8	17.2	17.5	16.6	17.2	13.1	12.9	19.9	21.2	17.5

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Do you consider yourself:													
Pre-Med	22.3	19.9	24.8	19.1	20.8	19.0	25.3	20.2	25.6	21.7	33.9	27.5	45.8
Pre-Law	7.0	7.1	7.0	6.9	7.2	8.0	6.6	6.8	6.5	8.8	13.4	14.1	12.1
Your intended major:													
Arts and Humanities													
Art, fine and applied	1.4	1.9	0.9	1.6	2.2	3.5	1.0	1.5	0.9	0.9	0.8	0.9	0.4
English (language and literature)	1.4	1.6	1.3	1.4	1.8	2.1	1.7	1.6	1.2	1.5	0.6	0.4	1.1
History	1.0	1.2	0.7	1.2	1.3	1.3	0.9	1.4	0.7	0.9	0.5	0.5	0.5
Journalism/Communication	2.2	2.1	2.2	2.0	2.3	2.3	2.6	2.2	1.9	3.5	2.4	2.7	1.8
Classical and Modern Languages and Literature	0.3	0.3	0.3	0.2	0.4	0.4	0.2	0.4	0.3	0.3	0.0	0.0	0.0
Media/Film Studies	0.9	1.2	0.7	1.3	0.9	1.1	0.4	1.1	0.5	1.1	0.7	0.4	1.2
Music	1.3	1.5	1.0	1.3	1.7	1.4	0.5	2.6	1.0	1.2	1.4	1.6	1.0
Philosophy	0.2	0.2	0.2	0.1	0.2	0.3	0.2	0.2	0.2	0.3	0.2	0.3	0.1
Theatre/Drama	0.9	1.1	0.7	1.0	1.2	1.6	0.3	1.3	0.6	1.1	0.5	0.6	0.4
Theology/Religion	0.2	0.3	0.2	0.2	0.6	0.2	0.4	1.0	0.1	0.3	0.4	0.3	0.5
Other Arts and Humanities	0.8	1.0	0.7	1.0	0.9	1.0	0.6	1.0	0.6	0.7	0.4	0.4	0.4
Biological & Life Sciences													
Biology (general)	7.6	7.1	8.2	6.0	8.4	7.6	10.9	7.9	8.1	8.4	14.1	9.1	23.2
Animal Biology (zoology)	0.7	0.7	0.7	0.6	0.8	1.0	0.4	0.8	0.8	0.2	0.4	0.3	0.6
Ecology & Evolutionary Biology	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.1	0.1
Marine Biology	0.8	1.0	0.5	1.3	0.6	0.6	0.1	0.7	0.6	0.2	0.1	0.1	0.1
Microbiology	0.3	0.1	0.4	0.1	0.1	0.1	0.1	0.1	0.5	0.1	0.1	0.1	0.1
Molecular, Cellular, & Developmental Biology	0.6	0.4	0.8	0.5	0.3	0.5	0.3	0.2	0.8	0.7	0.2	0.2	0.2
Neurobiology/Neuroscience	1.2	0.5	1.8	0.2	0.9	1.2	0.7	0.8	1.9	1.7	0.3	0.2	0.4
Plant Biology (botany)	0.1	0.1	0.1	0.1	0.2	0.1	0.3	0.1	0.1	0.1	0.2	0.1	0.4
Agriculture/Natural Resources	0.3	0.3	0.3	0.4	0.3	0.3	0.2	0.4	0.3	0.2	0.7	1.0	0.2
Biochemistry/Biophysics	1.6	1.1	2.1	1.0	1.3	1.4	1.1	1.4	2.2	1.8	0.5	0.4	0.6
Environmental Science	0.6	0.6	0.6	0.4	0.9	1.2	0.4	0.9	0.6	0.6	0.1	0.1	0.2
Other Biological Science	0.8	0.4	1.3	0.4	0.4	0.4	0.3	0.5	1.5	0.5	0.3	0.3	0.4
Business													
Accounting	2.3	2.5	2.1	2.5	2.4	2.1	3.2	2.4	2.0	2.3	2.6	3.1	1.7
Business Administration (general)	2.8	3.0	2.6	2.8	3.2	2.5	3.2	3.9	2.4	3.4	3.3	3.4	3.0
Entrepreneurship	0.7	0.6	0.7	0.5	0.7	0.8	0.5	0.7	0.6	1.2	0.8	1.0	0.5
Finance	2.0	1.1	2.9	0.9	1.4	1.6	2.0	0.8	2.3	5.1	0.9	0.7	1.4
Hospitality/Tourism	0.3	0.3	0.3	0.4	0.1	0.1	0.1	0.1	0.4	0.1	0.4	0.5	0.1
Human Resources Management	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.2	0.2	0.1	0.2	0.3	0.0
International Business	0.9	0.9	0.9	0.7	1.1	1.5	1.0	0.9	0.8	1.4	0.2	0.3	0.1
Marketing	2.2	2.0	2.5	2.0	1.8	1.7	2.7	1.5	2.5	2.8	1.4	1.2	1.7
Management	2.0	2.4	1.6	2.5	2.3	2.1	2.7	2.3	1.5	1.7	2.6	3.0	1.7
Computer/Management Information Systems	0.3	0.3	0.3	0.3	0.4	0.3	0.4	0.5	0.3	0.1	0.2	0.4	0.0
Real Estate	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1
Other Business	0.8	0.7	0.9	0.5	0.9	0.8	0.6	1.1	0.9	0.8	0.4	0.6	0.1
Education													
Elementary Education	2.0	2.9	1.0	2.9	2.9	2.0	2.6	3.8	1.0	0.9	2.5	2.4	2.7
Music/Art Education	0.6	0.8	0.3	0.8	0.7	0.6	0.3	1.0	0.4	0.2	0.8	1.1	0.3
Physical Education/Recreation	0.5	0.7	0.2	0.8	0.6	0.2	0.3	1.2	0.2	0.1	1.9	2.8	0.3
Secondary Education	1.0	1.1	0.8	0.9	1.4	0.9	1.3	1.8	0.8	0.6	0.9	1.0	0.6
Special Education	0.7	0.9	0.4	0.9	1.0	0.8	1.0	1.1	0.4	0.4	0.7	0.9	0.4
Other Education	0.4	0.5	0.2	0.6	0.3	0.2	0.3	0.4	0.3	0.1	0.4	0.4	0.3

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	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your intended major (continued):													
Engineering													
Aerospace/Aeronautical/Astronautical Engineering	0.6	0.8	0.5	1.3	0.1	0.1	0.2	0.1	0.5	0.4	0.2	0.1	0.4
Biological/Agricultural Engineering	0.2	0.2	0.3	0.2	0.1	0.1	0.2	0.1	0.3	0.1	0.3	0.4	0.2
Biomedical Engineering	1.1	0.4	1.8	0.4	0.4	0.6	0.5	0.1	1.9	1.6	0.4	0.1	0.9
Chemical Engineering	1.1	0.3	2.0	0.3	0.4	0.2	0.6	0.4	2.0	1.8	0.3	0.1	0.7
Civil Engineering	1.2	1.1	1.3	1.6	0.5	0.4	1.0	0.3	1.4	0.8	0.9	1.1	0.7
Computer Engineering	1.3	0.9	1.8	1.1	0.6	0.6	0.8	0.5	2.0	1.2	1.3	1.0	1.9
Electrical/Electronic Communications Engineering	1.2	0.8	1.6	1.2	0.4	0.5	0.5	0.2	1.7	1.2	0.9	1.1	0.5
Engineering Science/Engineering Physics	0.2	0.2	0.3	0.1	0.2	0.2	0.2	0.1	0.2	0.4	0.4	0.3	0.5
Environmental/Environmental Health Engineering	0.3	0.2	0.4	0.2	0.3	0.3	0.3	0.2	0.4	0.3	0.2	0.3	0.0
Industrial/Manufacturing Engineering	0.4	0.3	0.5	0.3	0.2	0.3	0.1	0.1	0.6	0.3	0.6	0.9	0.2
Materials Engineering	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1
Mechanical Engineering	2.8	1.9	3.8	2.4	1.3	1.7	1.7	0.7	4.0	2.9	1.5	1.5	1.6
Other Engineering	0.6	0.4	0.8	0.4	0.3	0.3	0.2	0.4	0.8	0.6	0.1	0.1	0.2
Health Professions													
Clinical Laboratory Science	0.2	0.2	0.1	0.3	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.1
Health Care Administration/Studies	0.3	0.3	0.3	0.3	0.2	0.2	0.3	0.2	0.3	0.4	0.2	0.2	0.2
Health Technology	0.1	0.2	0.1	0.2	0.1	0.1	0.2	0.1	0.1	0.0	0.2	0.1	0.4
Kinesiology	1.3	1.5	1.0	2.0	0.8	0.5	0.5	1.2	1.1	0.5	0.6	0.6	0.6
Nursing	5.0	6.1	3.7	6.5	5.7	4.7	9.9	4.4	4.0	2.5	7.0	9.8	1.9
Pharmacy	1.5	1.1	1.9	0.9	1.5	1.9	2.3	0.7	1.9	2.1	3.5	0.7	8.8
Therapy (occupational, physical, speech)	2.1	2.4	1.9	1.8	3.1	2.5	2.8	3.7	2.0	1.3	3.0	3.6	1.8
Other Health Profession	2.3	2.2	2.3	2.1	2.4	1.9	2.9	2.7	2.3	2.2	1.2	1.0	1.6
Math and Computer Science													
Computer Science	2.5	2.4	2.6	3.0	1.7	1.7	1.6	1.7	2.6	2.7	3.1	3.3	2.7
Mathematics/Statistics	1.0	0.9	1.1	0.8	0.9	1.1	0.7	0.9	1.0	1.3	0.6	0.5	0.7
Other Math and Computer Science	0.2	0.3	0.2	0.3	0.2	0.2	0.2	0.3	0.2	0.2	0.1	0.2	0.0
Physical Science													
Astronomy & Astrophysics	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.0	0.0	0.0
Atmospheric Science	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Chemistry	1.2	1.1	1.4	0.9	1.2	1.3	1.4	1.1	1.4	1.4	2.0	1.3	3.3
Earth & Planetary Sciences	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.0
Marine Sciences	0.2	0.3	0.1	0.4	0.2	0.1	0.1	0.2	0.1	0.1	0.0	0.0	0.1
Physics	0.6	0.5	0.7	0.4	0.7	0.9	0.4	0.6	0.6	0.9	0.4	0.2	0.7
Other Physical Science	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.1	0.1	0.1	0.2	0.1
Social Science													
Anthropology	0.3	0.3	0.3	0.3	0.3	0.4	0.1	0.2	0.4	0.3	0.0	0.0	0.0
Economics	1.0	0.6	1.3	0.3	1.0	1.8	0.6	0.5	1.1	2.2	0.2	0.0	0.5
Ethnic/Cultural Studies	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.0	0.0	0.0
Geography	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Political Science (gov't., international relations)	2.5	2.2	2.8	1.9	2.6	3.5	2.3	2.0	2.5	3.9	2.3	1.5	3.6
Psychology	4.7	5.4	3.9	5.5	5.3	4.9	5.5	5.5	4.0	3.9	6.7	6.7	6.7
Public Policy	0.1	0.1	0.1	0.1	0.1	0.2	0.0	0.1	0.1	0.2	0.1	0.1	0.0
Social Work	0.5	0.7	0.3	0.7	0.6	0.4	0.5	0.9	0.4	0.2	3.1	3.2	2.8
Sociology	0.6	0.8	0.4	1.0	0.6	0.5	0.6	0.8	0.4	0.4	0.9	0.5	1.6
Women's/Gender Studies	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.1
Other Social Science	0.3	0.2	0.3	0.3	0.2	0.3	0.2	0.2	0.3	0.3	0.1	0.1	0.1

2013 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your intended major (continued):													
Other Majors													
Architecture/Urban Planning	0.3	0.2	0.5	0.2	0.2	0.2	0.3	0.2	0.4	0.7	0.1	0.2	0.0
Criminal Justice	2.3	3.4	1.1	3.9	2.8	2.6	2.3	3.2	1.1	0.8	5.5	7.6	1.4
Library Science	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
Security & Protective Services	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1
Military Sciences/Technology/Operations	0.1	0.1	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.1
Other	2.0	2.4	1.7	2.0	2.8	2.4	1.8	3.8	1.6	1.7	2.2	2.7	1.3
Undecided	10.2	10.1	10.2	10.5	9.7	10.8	9.6	8.6	10.3	9.7	3.4	4.4	1.7
How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?													
Family resources (parents, relatives, spouse, etc.)													
None	22.2	25.6	18.6	30.7	19.3	17.9	19.8	20.3	20.4	11.2	38.2	41.2	32.6
Less than \$1,000	11.0	12.6	9.3	14.5	10.3	8.7	10.6	11.6	10.4	4.8	20.6	21.1	19.6
\$1,000 to \$2,999	12.4	13.5	11.3	14.4	12.4	10.3	12.3	14.4	12.5	6.6	18.2	18.6	17.5
\$3,000 to \$5,999	11.5	12.1	10.9	12.1	12.0	10.6	11.7	13.5	11.8	7.3	10.2	9.7	11.3
\$6,000 to \$9,999	9.7	9.7	9.8	9.0	10.5	10.0	9.9	11.3	10.2	8.2	4.9	4.5	5.7
\$10,000 or more	33.1	26.5	40.1	19.2	35.6	42.5	35.7	28.9	34.8	61.9	7.8	4.9	13.3
My own resources (savings from work, work-study, other income)													
None	37.7	39.2	36.2	41.7	36.1	37.1	35.3	35.5	34.9	41.2	51.6	52.3	50.2
Less than \$1,000	26.4	26.7	26.0	27.9	25.1	24.2	25.0	25.9	26.9	22.4	27.4	27.9	26.3
\$1,000 to \$2,999	22.1	21.0	23.3	19.0	23.5	24.1	23.5	22.9	23.7	21.4	14.4	13.6	16.0
\$3,000 to \$5,999	8.1	7.6	8.6	6.7	8.7	8.2	8.9	9.0	8.7	8.3	4.0	3.9	4.1
\$6,000 to \$9,999	2.9	2.7	3.0	2.4	3.2	2.9	3.5	3.4	3.0	2.9	1.7	1.5	2.0
\$10,000 or more	2.9	2.8	2.9	2.3	3.5	3.5	3.8	3.4	2.7	3.8	1.0	0.8	1.4
Aid which need not be repaid (grants, scholarships, military funding, etc.)													
None	27.1	26.5	27.7	32.2	19.4	23.2	18.5	16.3	28.1	25.9	25.9	28.7	20.4
Less than \$1,000	5.8	5.7	5.9	7.8	3.1	3.0	3.0	3.3	6.7	2.6	6.1	6.0	6.4
\$1,000 to \$2,999	11.9	10.9	13.0	13.8	7.2	6.5	7.5	7.8	15.0	5.0	14.7	16.5	11.3
\$3,000 to \$5,999	12.8	12.9	12.7	16.1	9.0	7.5	9.2	10.2	14.5	5.3	18.9	20.8	15.4
\$6,000 to \$9,999	10.8	10.7	11.0	11.3	10.0	8.5	10.0	11.4	12.1	6.3	12.0	12.0	12.0
\$10,000 or more	31.5	33.2	29.6	18.8	51.2	51.3	51.7	50.9	23.6	54.8	22.4	16.1	34.5

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?													
Aid which must be repaid (loans, etc.)													
None	49.2	46.0	52.6	50.8	40.0	43.9	37.4	37.4	52.5	53.1	39.2	39.7	38.3
Less than \$1,000	4.0	4.1	3.8	4.6	3.6	3.1	3.5	4.1	4.3	2.0	6.7	7.1	6.0
\$1,000 to \$2,999	8.5	9.2	7.7	9.5	8.9	8.2	9.3	9.4	8.2	5.6	13.3	14.7	10.6
\$3,000 to \$5,999	16.0	16.8	15.1	15.8	18.0	16.5	19.4	18.9	15.3	14.0	18.0	18.9	16.4
\$6,000 to \$9,999	9.6	10.3	8.8	8.6	12.4	11.5	11.5	13.8	9.0	8.1	9.9	10.1	9.5
\$10,000 or more	12.8	13.6	11.9	10.7	17.1	16.8	19.0	16.4	10.7	17.1	12.9	9.6	19.2
Other than above													
None	92.4	91.8	93.0	92.4	91.1	92.0	91.4	90.1	92.9	93.6	88.9	89.1	88.7
Less than \$1,000	2.7	2.9	2.4	3.0	2.8	2.6	2.7	3.1	2.6	1.7	4.1	4.0	4.3
\$1,000 to \$2,999	1.7	1.9	1.5	1.9	1.9	1.7	1.9	2.1	1.5	1.3	2.9	3.1	2.5
\$3,000 to \$5,999	1.2	1.2	1.1	1.1	1.4	1.2	1.4	1.6	1.1	0.9	1.9	2.0	1.7
\$6,000 to \$9,999	0.7	0.7	0.6	0.6	0.9	0.8	0.9	1.1	0.6	0.6	0.8	0.6	1.1
\$10,000 or more	1.4	1.4	1.4	1.0	1.8	1.8	1.7	2.0	1.3	1.9	1.3	1.1	1.7
What is your best estimate of your parents' total income?													
Less than \$10,000	3.9	5.1	2.7	5.8	4.3	3.6	4.1	5.1	2.9	1.9	16.2	17.4	14.0
\$10,000 to \$14,999	3.1	3.9	2.2	4.6	3.0	2.8	2.7	3.4	2.4	1.6	9.0	10.1	6.9
\$15,000 to \$19,999	2.7	3.3	2.1	4.0	2.5	2.2	2.6	2.8	2.3	1.5	5.3	5.8	4.3
\$20,000 to \$24,999	3.8	4.4	3.1	5.0	3.6	3.5	3.6	3.7	3.4	2.0	7.9	8.1	7.7
\$25,000 to \$29,999	3.1	3.6	2.6	3.9	3.2	2.8	3.2	3.5	2.8	1.9	6.2	6.7	5.2
\$30,000 to \$39,999	5.9	6.7	5.0	7.3	6.1	5.4	6.1	6.7	5.4	3.5	9.6	9.6	9.4
\$40,000 to \$49,999	6.8	7.8	5.8	8.1	7.5	6.6	7.0	8.4	6.1	4.6	9.5	9.5	9.4
\$50,000 to \$59,999	7.5	8.3	6.7	8.2	8.3	7.8	8.1	8.9	7.0	5.3	8.5	9.6	6.5
\$60,000 to \$74,999	9.7	10.4	8.9	10.4	10.5	9.9	10.0	11.3	9.3	7.3	7.5	7.0	8.4
\$75,000 to \$99,999	13.1	13.2	13.0	13.1	13.4	12.9	12.9	14.1	13.5	11.0	7.6	6.5	9.6
\$100,000 to \$149,999	17.5	15.7	19.4	15.2	16.2	17.0	16.9	15.1	19.7	18.5	6.7	5.5	8.8
\$150,000 to \$199,999	8.6	7.4	9.9	6.7	8.2	9.1	9.2	6.9	9.7	10.9	3.1	2.0	5.1
\$200,000 to \$249,999	5.0	3.9	6.2	3.3	4.6	5.4	5.0	3.7	5.7	8.3	1.6	1.1	2.5
\$250,000 or more	9.2	6.3	12.3	4.4	8.6	11.1	8.5	6.4	10.0	21.9	1.4	1.0	2.2
Do you have any concern about your ability to finance your college education?													
None (I am confident that I will have sufficient funds)	32.2	30.4	34.0	29.7	31.3	33.1	29.4	30.4	32.9	38.6	26.9	26.3	28.1
Some (but I probably will have enough funds)	55.1	56.2	53.9	56.8	55.6	54.5	56.5	56.1	54.7	50.7	52.9	54.9	49.1
Major (not sure I will have enough funds to complete college)	12.7	13.4	12.1	13.5	13.2	12.4	14.1	13.5	12.4	10.7	20.2	18.8	22.8

2013 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your current religious preference													
Baptist	9.3	12.9	5.5	12.9	12.8	8.7	7.7	19.2	5.9	3.9	49.2	49.4	48.7
Buddhist	1.4	1.0	1.8	1.1	0.8	1.1	0.8	0.5	1.9	1.4	0.3	0.2	0.5
Church of Christ	5.9	7.2	4.6	8.1	6.0	5.7	5.7	6.3	5.1	2.8	14.5	16.9	10.0
Eastern Orthodox	0.8	0.6	1.0	0.6	0.6	0.7	0.7	0.4	0.9	1.3	0.0	0.0	0.0
Episcopalian	1.2	1.3	1.1	1.1	1.4	1.9	0.8	1.3	0.9	1.7	0.6	0.5	1.0
Hindu	0.9	0.4	1.5	0.3	0.5	0.7	0.5	0.2	1.4	1.9	0.1	0.1	0.0
Jewish	2.8	1.6	4.1	1.4	1.8	3.4	0.5	1.0	4.1	4.1	0.1	0.1	0.2
LDS (Mormon)	0.2	0.2	0.3	0.2	0.1	0.2	0.1	0.2	0.3	0.1	0.0	0.0	0.1
Lutheran	2.4	2.5	2.4	1.7	3.4	2.3	2.2	5.1	2.5	1.8	0.3	0.2	0.4
Methodist	3.5	3.9	3.1	3.3	4.7	3.4	1.9	7.2	3.1	3.2	3.8	3.3	4.6
Muslim	1.6	1.0	2.3	1.0	0.9	1.2	1.3	0.6	2.1	2.9	1.0	1.1	0.8
Presbyterian	2.5	2.3	2.8	1.9	2.7	2.6	1.3	3.6	2.6	3.6	0.5	0.6	0.5
Quaker	0.2	0.2	0.1	0.1	0.2	0.2	0.1	0.3	0.1	0.1	0.1	0.1	0.1
Roman Catholic	26.2	25.3	27.2	26.1	24.3	23.3	50.1	12.6	25.3	34.7	4.5	1.5	10.2
Seventh-day Adventist	0.6	0.9	0.3	0.4	1.4	0.4	0.3	2.9	0.3	0.2	0.5	0.4	0.7
United Church of Christ/Congregational	0.6	0.6	0.5	0.6	0.7	0.8	0.6	0.8	0.5	0.6	0.4	0.4	0.4
Other Christian	12.6	14.0	11.1	13.4	14.6	11.4	9.2	20.3	11.5	9.7	14.2	15.1	12.6
Other Religion	2.7	2.8	2.6	2.9	2.7	3.3	2.2	2.4	2.7	2.1	2.5	2.3	2.8
None	24.6	21.6	27.7	22.7	20.2	28.8	14.1	15.2	28.7	23.7	7.2	7.7	6.3
Father's current religious preference													
Baptist	9.7	13.2	6.1	13.1	13.4	9.1	7.6	20.2	6.6	4.3	49.0	48.7	49.5
Buddhist	1.9	1.2	2.6	1.3	1.0	1.3	1.0	0.6	2.8	2.1	0.7	0.3	1.3
Church of Christ	6.2	7.3	5.1	8.5	6.0	6.1	5.7	6.0	5.6	3.0	13.6	16.1	8.9
Eastern Orthodox	0.9	0.7	1.2	0.7	0.6	0.8	0.7	0.5	1.1	1.6	0.0	0.0	0.0
Episcopalian	1.4	1.4	1.4	1.3	1.5	2.1	0.9	1.3	1.2	2.0	0.4	0.4	0.4
Hindu	1.2	0.5	1.9	0.4	0.6	0.9	0.5	0.2	1.7	2.5	0.1	0.1	0.0
Jewish	3.5	2.1	4.8	1.9	2.4	4.6	0.8	1.3	4.8	5.1	0.1	0.2	0.1
LDS (Mormon)	0.3	0.3	0.4	0.3	0.2	0.2	0.2	0.2	0.5	0.2	0.1	0.2	0.0
Lutheran	3.0	3.0	3.0	2.1	4.0	2.9	2.8	5.7	3.2	2.5	0.2	0.2	0.2
Methodist	3.8	4.2	3.5	3.5	4.9	3.7	2.2	7.3	3.5	3.4	3.2	2.7	4.1
Muslim	2.1	1.4	2.8	1.5	1.4	1.6	1.8	0.9	2.6	3.3	2.5	2.6	2.4
Presbyterian	2.9	2.7	3.2	2.3	3.2	3.2	1.6	4.0	3.0	4.2	0.6	0.7	0.5
Quaker	0.2	0.2	0.1	0.1	0.2	0.2	0.1	0.2	0.1	0.2	0.0	0.0	0.0
Roman Catholic	29.9	28.9	31.0	30.7	26.7	26.7	50.8	14.9	29.5	37.1	4.9	2.2	10.0
Seventh-day Adventist	0.6	0.8	0.4	0.4	1.3	0.4	0.4	2.5	0.4	0.3	0.4	0.4	0.4
United Church of Christ/Congregational	0.6	0.7	0.5	0.6	0.8	0.9	0.6	0.8	0.5	0.6	0.4	0.3	0.5
Other Christian	12.4	13.5	11.3	13.4	13.7	11.6	8.7	18.1	11.7	9.5	12.6	13.3	11.1
Other Religion	2.2	2.3	2.2	2.4	2.2	2.3	2.0	2.1	2.2	1.8	2.1	2.1	1.9
None	17.1	15.7	18.6	15.5	16.1	21.4	11.6	13.2	19.1	16.4	9.1	9.3	8.8

2013 CIRP Freshman Survey
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	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Mother's current religious preference													
Baptist	10.4	14.0	6.6	13.9	14.1	10.0	8.3	20.8	7.0	4.7	51.6	51.5	51.8
Buddhist	2.0	1.2	2.9	1.4	1.0	1.4	1.0	0.7	3.0	2.4	0.4	0.3	0.7
Church of Christ	6.9	8.1	5.7	9.4	6.6	6.8	6.4	6.7	6.3	3.3	14.9	17.5	10.2
Eastern Orthodox	0.9	0.7	1.2	0.7	0.7	0.8	0.8	0.5	1.1	1.7	0.0	0.1	0.0
Episcopalian	1.6	1.6	1.5	1.5	1.8	2.6	1.0	1.5	1.3	2.4	0.7	0.6	0.8
Hindu	1.1	0.5	1.9	0.4	0.6	0.9	0.5	0.3	1.7	2.5	0.1	0.1	0.1
Jewish	3.3	2.0	4.6	1.8	2.3	4.3	0.7	1.2	4.6	4.7	0.1	0.0	0.2
LDS (Mormon)	0.3	0.3	0.4	0.4	0.2	0.2	0.1	0.2	0.4	0.2	0.1	0.2	0.0
Lutheran	3.2	3.1	3.2	2.2	4.2	3.1	2.7	6.0	3.4	2.4	0.4	0.5	0.2
Methodist	4.3	4.7	3.9	3.9	5.5	4.5	2.3	8.1	3.9	3.7	4.1	3.6	5.0
Muslim	1.8	1.1	2.5	1.1	1.0	1.3	1.4	0.6	2.3	3.2	1.0	1.0	0.9
Presbyterian	3.2	2.9	3.5	2.4	3.4	3.4	1.6	4.2	3.3	4.4	0.7	0.7	0.6
Quaker	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.3	0.2	0.2	0.0	0.0	0.0
Roman Catholic	31.5	30.1	33.0	31.9	27.9	28.1	53.6	15.1	31.4	39.5	5.3	2.1	11.2
Seventh-day Adventist	0.7	0.9	0.4	0.5	1.5	0.5	0.4	2.9	0.4	0.3	0.5	0.4	0.8
United Church of Christ/Congregational	0.7	0.8	0.7	0.7	0.9	1.1	0.7	0.8	0.7	0.7	0.5	0.4	0.7
Other Christian	13.5	14.7	12.3	14.6	14.9	12.7	9.4	19.6	12.8	10.2	13.5	14.5	11.6
Other Religion	2.3	2.3	2.2	2.4	2.2	2.5	1.8	2.0	2.4	1.7	2.0	2.2	1.7
None	12.1	10.8	13.4	10.6	11.0	15.6	7.2	8.6	13.7	12.0	4.2	4.5	3.6
Highest academic degree planned													
None	0.5	0.6	0.3	0.6	0.7	0.7	0.5	0.8	0.3	0.2	1.4	1.5	1.3
Vocational certificate	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.1	0.0	0.2	0.2	0.1
Associate (A.A. or equivalent)	0.4	0.6	0.2	0.6	0.6	0.4	0.6	0.9	0.3	0.1	1.3	1.2	1.3
Bachelor's degree (B.A., B.S., etc.)	20.9	24.0	17.7	25.3	22.5	18.9	20.1	27.1	18.2	15.4	15.7	18.8	10.0
Master's degree (M.A., M.S., etc.)	42.0	43.0	41.0	44.7	40.8	41.6	43.9	38.7	40.8	42.0	34.8	40.1	24.9
Ph.D. or Ed.D.	19.5	18.8	20.3	18.2	19.5	21.6	18.2	18.2	20.7	19.0	27.8	25.7	31.8
M.D., D.O., D.D.S., D.V.M.	11.3	8.0	14.7	6.5	9.9	10.1	11.2	9.0	14.6	15.0	11.6	6.3	21.4
J.D. (Law)	3.9	3.3	4.6	2.7	4.0	4.9	3.8	3.2	4.0	6.8	4.9	4.2	6.3
B.D. or M.DIV. (Divinity)	0.2	0.3	0.1	0.2	0.3	0.2	0.2	0.5	0.1	0.2	0.6	0.4	0.9
Other	1.1	1.2	1.0	1.0	1.4	1.5	1.4	1.5	0.9	1.3	1.8	1.6	2.1
Highest academic degree planned at this college													
None	0.9	1.1	0.6	1.1	1.2	0.9	0.9	1.6	0.7	0.4	2.1	2.5	1.4
Vocational certificate	0.2	0.2	0.1	0.2	0.3	0.2	0.2	0.4	0.1	0.1	0.3	0.3	0.3
Associate (A.A. or equivalent)	1.9	2.6	1.1	2.7	2.6	2.0	2.0	3.5	1.2	0.5	4.2	4.5	3.6
Bachelor's degree (B.A., B.S., etc.)	66.7	70.1	63.1	67.5	73.2	74.4	67.2	75.0	61.8	68.1	59.1	55.4	65.7
Master's degree (M.A., M.S., etc.)	22.0	20.5	23.6	23.2	17.2	16.6	22.4	15.3	24.0	22.1	20.0	25.5	10.1
Ph.D. or Ed.D.	4.2	3.1	5.4	3.3	2.8	3.1	4.4	1.8	5.8	3.6	8.5	6.9	11.2
M.D., D.O., D.D.S., D.V.M.	2.6	0.8	4.4	0.7	0.9	1.0	1.5	0.6	4.8	2.6	2.5	1.5	4.3
J.D. (Law)	0.6	0.4	0.9	0.4	0.4	0.5	0.3	0.4	0.8	1.5	1.4	1.9	0.6
B.D. or M.DIV. (Divinity)	0.1	0.2	0.1	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.5	0.5	0.4
Other	0.9	1.0	0.7	0.9	1.2	1.2	1.2	1.3	0.6	1.1	1.5	1.0	2.4

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
For the activities below, indicate which ones you “Frequently” or “Occasionally” did during the past year:													
Attended a religious service	72.7	74.0	71.4	71.3	77.2	68.7	82.1	83.0	70.0	76.8	88.7	87.9	90.1
Was bored in class*	38.3	36.6	40.1	38.2	34.6	36.3	30.6	34.9	41.3	35.2	35.4	38.2	30.0
Demonstrated for a cause (e.g., boycott, rally, protest)	23.5	23.3	23.8	22.3	24.5	25.8	26.5	22.2	23.4	25.4	32.5	28.8	39.4
Tutored another student	60.3	54.7	66.3	53.7	56.0	57.0	58.1	53.9	65.3	70.3	61.8	58.8	67.5
Studied with other students	88.6	87.3	90.1	86.2	88.6	88.8	90.3	87.6	89.6	91.9	88.4	87.4	90.3
Was a guest in a teacher’s home	17.9	19.1	16.6	16.8	22.0	20.8	16.2	25.8	16.1	18.8	20.2	18.9	22.5
Smoked cigarettes*	2.2	2.5	1.9	2.8	2.2	2.5	1.8	2.2	1.9	1.7	1.8	1.9	1.7
Drank beer	35.0	33.5	36.6	33.8	33.2	40.2	31.9	27.3	35.9	39.2	12.3	12.7	11.6
Drank wine or liquor	40.6	39.3	42.0	39.3	39.3	46.6	37.9	33.0	41.4	44.5	31.7	32.8	29.5
Felt overwhelmed by all I had to do*	33.1	33.0	33.2	31.8	34.5	35.2	34.4	34.0	33.6	31.7	29.7	29.1	30.8
Felt depressed*	8.9	9.3	8.4	9.0	9.7	10.0	8.5	10.0	8.8	7.0	11.1	11.2	10.9
Performed volunteer work	88.5	86.4	90.8	84.4	88.8	88.7	90.4	88.1	90.2	93.4	84.9	83.7	87.3
Asked a teacher for advice after class*	30.9	30.7	31.1	28.8	33.1	33.7	33.6	32.2	30.2	34.9	37.2	35.2	41.1
Voted in a student election*	21.1	20.3	21.9	19.5	21.4	21.5	23.2	20.5	21.1	25.0	29.8	26.0	36.8
Socialized with someone of another racial/ethnic group*	73.8	72.1	75.6	71.9	72.3	73.8	72.1	70.9	75.0	78.0	73.1	71.5	76.0
Came late to class	52.8	52.5	53.1	54.3	50.2	52.6	48.4	48.9	53.1	53.2	61.7	64.8	55.8
Used the Internet for research or homework*	81.8	79.5	84.2	78.4	81.0	82.3	80.9	79.9	83.7	86.2	76.0	75.5	76.9
Performed community service as a part of a class	57.3	57.7	56.9	55.9	60.0	57.5	65.3	59.8	56.2	59.9	60.7	58.1	65.7
Discussed religion*	31.2	30.2	32.3	26.4	34.8	31.1	35.4	38.0	30.5	39.6	34.0	31.7	38.4
Discussed politics*	32.3	28.9	35.9	26.7	31.5	33.2	31.5	29.8	34.6	41.3	26.0	22.5	32.7
Worked on a local, state, or national political campaign	10.2	9.7	10.7	9.1	10.4	10.4	10.8	10.1	10.3	12.2	16.5	14.5	20.1
Skipped school/class	27.5	26.8	28.3	28.1	25.1	26.4	21.5	25.6	29.4	23.8	26.2	29.1	20.9
Publicly communicated my opinion about a cause (e.g., blog, email, petition)	44.0	43.8	44.2	43.3	44.5	45.2	43.3	44.4	43.7	46.3	54.1	53.4	55.3
Helped raise money for a cause or campaign	57.3	57.4	57.1	56.2	58.8	58.1	59.7	59.1	56.5	59.8	61.6	62.4	60.0
Fell asleep in class	45.1	45.6	44.5	47.4	43.4	43.0	39.6	45.7	45.5	40.6	57.9	59.7	54.6
Failed to complete homework on time	52.4	54.0	50.6	55.2	52.6	54.7	48.1	52.8	51.4	47.4	52.6	54.2	49.4
Used an online instructional website (e.g., Khan Academy, Coursera) as assigned for a class	41.8	42.3	41.2	42.2	42.4	41.6	42.5	43.3	41.5	40.3	53.4	54.2	51.8
Used an online instructional website (e.g., Khan Academy, Coursera) to learn something on your own	69.2	70.8	67.4	72.9	68.3	68.0	66.2	69.4	68.1	64.9	87.5	89.3	84.3
* responses for “Frequently” only													
Students rated as “A Major Strength” or “Somewhat Strong” as compared with the average person their age:													
Ability to see the world from someone else’s perspective	76.5	74.2	79.1	73.9	74.6	76.1	76.2	72.3	78.7	80.7	73.1	71.2	76.6
Tolerance of others with different beliefs	80.5	77.6	83.7	76.7	78.6	81.0	80.7	75.3	83.4	84.8	71.9	69.8	75.8
Openness to having my own views challenged	62.9	61.9	64.1	62.0	61.7	62.6	63.7	59.9	63.8	65.0	68.4	67.9	69.4
Ability to discuss and negotiate controversial issues	70.2	67.6	72.9	67.8	67.4	69.3	68.2	65.2	72.7	74.0	70.8	69.8	72.5
Ability to work cooperatively with diverse people	85.4	84.0	87.1	83.8	84.1	84.9	86.3	82.3	86.9	87.6	83.4	82.6	84.9

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
What is the highest level of formal education obtained by your father?													
Junior high/Middle school or less	5.1	6.5	3.6	8.5	4.1	3.9	5.4	3.6	3.9	2.7	7.8	8.3	6.9
Some high school	5.1	6.2	3.9	7.4	4.7	4.3	5.1	5.0	4.2	3.0	8.6	9.2	7.4
High school graduate	17.8	21.3	14.1	23.0	19.1	16.7	19.4	21.2	15.3	9.1	31.5	34.0	27.0
Postsecondary school other than college	3.2	3.4	3.0	3.4	3.5	3.0	4.1	3.6	3.2	2.0	3.9	4.2	3.4
Some college	14.4	15.5	13.2	16.5	14.4	12.9	14.6	15.6	13.9	10.2	18.5	18.5	18.3
College degree	28.7	26.7	30.8	24.9	28.9	29.6	29.0	28.3	30.5	32.0	17.8	16.8	19.8
Some graduate school	2.1	1.7	2.5	1.4	2.0	2.2	1.8	1.8	2.4	2.8	1.1	1.0	1.1
Graduate degree	23.6	18.7	28.9	14.9	23.3	27.3	20.5	20.9	26.6	38.2	10.8	7.9	16.1
What is the highest level of formal education obtained by your mother?													
Junior high/Middle school or less	4.6	5.7	3.3	7.7	3.4	3.3	4.7	2.8	3.5	2.5	6.1	6.5	5.3
Some high school	3.6	4.2	2.9	5.2	3.0	2.7	3.5	3.0	3.1	2.3	4.8	4.9	4.5
High school graduate	14.9	17.1	12.6	18.7	15.1	13.1	16.2	16.5	13.5	8.6	19.9	20.9	18.2
Postsecondary school other than college	3.1	3.4	2.8	3.5	3.3	3.2	3.9	3.1	3.0	2.1	3.7	3.9	3.3
Some college	16.0	17.4	14.5	18.6	15.9	14.1	15.4	17.8	15.3	11.4	21.2	22.1	19.4
College degree	35.0	32.5	37.6	30.1	35.4	35.5	34.6	35.6	36.9	40.6	26.1	26.7	24.9
Some graduate school	2.6	2.3	2.9	1.9	2.7	2.8	2.6	2.6	2.8	3.6	1.8	1.6	2.4
Graduate degree	20.3	17.5	23.3	14.3	21.3	25.3	19.1	18.6	21.9	28.9	16.4	13.4	22.0
During the past year, did you "Frequently":													
Ask questions in class	56.3	55.1	57.6	52.7	58.1	60.0	59.2	55.7	56.1	63.6	62.7	62.2	63.6
Support your opinions with a logical argument	60.8	56.1	65.9	54.2	58.4	62.6	58.4	54.3	64.3	72.4	55.9	53.5	60.5
Seek solutions to problems and explain them to others	55.4	51.6	59.6	50.4	53.0	55.4	54.8	49.9	58.1	65.6	54.8	53.6	57.1
Revise your papers to improve your writing	50.2	48.4	52.2	45.1	52.4	52.6	55.3	50.9	50.9	57.4	52.0	49.3	57.0
Evaluate the quality or reliability of information you received	42.6	39.8	45.6	38.7	41.2	43.4	43.0	38.2	44.5	49.8	45.2	42.9	49.4
Take a risk because you feel you have more to gain	39.9	39.4	40.4	39.4	39.5	40.4	39.8	38.5	39.9	42.4	42.9	41.9	44.9
Seek alternative solutions to a problem	47.6	46.0	49.3	45.8	46.3	47.4	48.5	44.2	48.6	52.0	50.1	48.0	54.0
Look up scientific research articles and resources	27.8	25.6	30.2	24.8	26.6	28.5	28.0	24.1	29.7	32.1	27.6	25.8	31.0
Explore topics on your own, even though it is not required for a class	35.5	33.4	37.8	33.3	33.6	36.8	32.3	31.1	36.9	41.4	36.3	34.5	39.6
Accept mistakes as part of the learning process	56.8	55.9	57.6	56.3	55.5	56.2	58.0	53.6	57.4	58.6	62.1	61.9	62.5
Seek feedback on your academic work	49.5	48.6	50.6	46.3	51.3	52.7	53.1	49.2	49.6	54.8	56.6	56.1	57.4
Work with other students on group projects	51.3	50.0	52.6	49.4	50.9	51.1	54.5	48.9	51.8	55.5	52.9	52.1	54.6
Integrate skills and knowledge from different sources and experiences	56.3	51.8	61.2	50.0	54.1	57.1	56.4	50.2	59.7	67.2	50.0	46.9	55.7

2013 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your intended career occupation													
Actor or Entertainer	1.2	1.6	0.9	1.4	1.8	2.6	0.7	1.7	0.8	1.3	0.9	0.9	1.0
Artist	0.8	1.1	0.5	1.0	1.2	2.0	0.5	0.9	0.5	0.5	0.3	0.2	0.4
Graphic Designer	0.8	1.1	0.5	1.1	1.2	1.1	0.7	1.5	0.5	0.5	0.8	0.9	0.7
Musician	1.5	1.9	1.2	1.9	1.9	1.6	0.6	2.7	1.1	1.5	2.3	2.6	1.9
Writer/Producer/Director	1.7	1.9	1.4	1.9	1.9	2.2	1.2	2.0	1.3	2.0	1.0	0.8	1.3
Farmer or Forester	0.4	0.5	0.2	0.6	0.4	0.4	0.2	0.6	0.2	0.1	0.2	0.3	0.1
Natural Resource Specialist/Environmentalist	0.6	0.7	0.6	0.6	0.9	0.8	0.3	1.2	0.6	0.3	0.7	0.9	0.3
Accountant	1.6	1.6	1.5	1.7	1.5	1.3	2.2	1.4	1.6	1.5	1.1	1.2	0.9
Administrative Assistant	0.3	0.4	0.2	0.4	0.4	0.5	0.2	0.5	0.2	0.3	0.5	0.5	0.5
Business Manager/Executive	2.7	2.4	3.1	2.0	2.8	2.7	3.1	2.6	2.7	4.7	1.7	1.7	1.6
Business Owner/Entrepreneur	2.4	2.3	2.5	2.2	2.4	2.5	2.5	2.2	2.2	3.3	2.7	2.8	2.6
Retail Sales	0.7	0.9	0.6	1.0	0.7	0.6	1.0	0.7	0.6	0.5	2.2	2.0	2.6
Sales/Marketing	1.7	1.6	1.9	1.5	1.6	1.5	2.2	1.4	1.9	1.9	0.7	0.6	0.8
Human Resources	0.3	0.3	0.3	0.3	0.3	0.2	0.3	0.3	0.3	0.3	0.2	0.2	0.2
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	2.0	1.4	2.6	1.2	1.6	1.9	1.9	1.1	2.2	4.1	0.8	0.5	1.4
Management Consultant	0.4	0.3	0.4	0.3	0.3	0.3	0.3	0.3	0.4	0.5	0.2	0.2	0.2
Real Estate Agent/Realtor/Appraiser/Developer	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2
Sports Management	1.1	1.1	1.0	0.7	1.5	1.4	1.4	1.7	1.0	1.2	1.1	1.3	0.7
Journalist	0.8	0.8	0.9	0.6	0.9	1.0	0.9	0.8	0.7	1.5	0.8	0.8	0.9
Public/Media Relations	1.3	1.3	1.2	1.2	1.4	1.4	1.6	1.4	1.1	1.6	1.8	2.1	1.2
Advertising	0.4	0.3	0.4	0.3	0.4	0.3	0.5	0.4	0.4	0.6	0.1	0.1	0.1
College Administrator/Staff	0.2	0.2	0.2	0.2	0.3	0.3	0.2	0.3	0.2	0.2	0.0	0.0	0.0
College Faculty	0.5	0.5	0.5	0.3	0.6	0.7	0.3	0.7	0.5	0.5	0.4	0.5	0.2
Early Childcare Provider	1.1	1.4	0.8	1.6	1.2	1.1	1.4	1.3	0.8	0.7	2.0	2.7	1.0
Elementary School Teacher	2.4	3.4	1.5	3.6	3.2	2.3	3.1	4.1	1.4	1.5	2.2	2.6	1.5
Secondary School Teacher	2.3	2.9	1.6	2.9	2.8	2.2	2.1	3.7	1.7	1.4	1.5	2.0	0.7
Librarian	0.5	0.4	0.6	0.4	0.4	0.6	0.3	0.4	0.6	0.9	0.4	0.3	0.6
Teacher's Assistant/Paraprofessional	0.2	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.2	0.1	0.2	0.3	0.0
K-12 Administrator	0.2	0.3	0.1	0.3	0.3	0.3	0.2	0.3	0.1	0.1	0.2	0.3	0.2
Other K-12 Professional	0.6	0.7	0.4	0.7	0.7	0.7	0.6	0.8	0.4	0.4	0.4	0.5	0.1
Military	2.2	3.0	1.4	4.6	1.0	1.0	1.1	1.1	1.5	1.1	1.5	1.5	1.5
Federal/State/Local Government Official	1.9	2.1	1.7	2.1	2.1	2.5	1.8	1.9	1.6	2.0	2.4	2.8	1.7
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	1.5	2.1	0.9	2.5	1.8	1.8	1.6	1.8	0.9	0.7	2.0	2.6	0.9
Postal Worker	0.1	0.2	0.1	0.2	0.2	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.0
Dietician/Nutritionist	0.7	0.7	0.7	0.9	0.6	0.5	0.7	0.7	0.7	0.5	0.2	0.3	0.2
Home Health Worker	0.8	1.3	0.3	1.4	1.2	1.0	1.1	1.6	0.3	0.2	1.7	1.9	1.5
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	0.9	1.0	0.8	1.1	0.8	0.7	1.1	0.8	0.8	0.7	1.6	1.8	1.2
Registered Nurse	2.9	3.5	2.3	3.5	3.5	2.7	5.9	3.1	2.4	1.7	4.3	6.3	1.0
Therapist (e.g., Physical, Occupational, Speech)	3.4	4.1	2.8	4.0	4.1	3.5	3.9	4.9	3.0	2.1	3.7	4.4	2.6
Computer Programmer/Developer	1.9	1.8	2.1	2.1	1.4	1.3	1.5	1.5	2.2	1.8	2.2	2.4	1.7
Computer/Systems Analyst	0.5	0.6	0.4	0.7	0.4	0.3	0.5	0.5	0.5	0.3	0.6	0.5	0.8
Web Designer	0.3	0.3	0.3	0.4	0.1	0.2	0.0	0.2	0.3	0.2	0.3	0.3	0.2
Lawyer/Judge	3.0	2.5	3.5	2.1	3.0	3.5	3.0	2.5	3.2	4.6	4.3	4.2	4.4
Paralegal	0.4	0.3	0.4	0.3	0.3	0.4	0.3	0.3	0.5	0.3	0.6	0.5	0.8
Clinical Psychologist	2.0	2.0	2.0	2.0	2.1	2.0	2.1	2.1	2.0	1.6	2.6	2.7	2.5
Dentist/Orthodontist	1.4	1.3	1.5	1.5	1.0	0.9	1.0	1.0	1.6	1.1	1.6	1.4	2.0
Medical Doctor/Surgeon	9.9	6.4	13.5	5.2	7.8	8.0	9.6	6.8	13.6	13.0	11.5	6.6	19.8

2013 CIRP Freshman Survey
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	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your intended career occupation (continued)													
Optometrist	0.6	0.5	0.6	0.7	0.3	0.3	0.4	0.3	0.7	0.5	0.8	1.0	0.4
Pharmacist	1.7	1.3	2.1	1.2	1.5	1.9	1.9	0.9	2.1	1.9	3.2	1.3	6.5
Veterinarian	1.1	1.2	1.0	1.0	1.5	1.6	0.8	1.7	1.1	0.4	0.8	0.9	0.6
Engineer	6.8	4.0	9.6	4.7	3.1	3.6	4.7	1.8	10.1	7.7	3.2	3.1	3.4
Research Scientist (e.g., Biologist, Chemist, Physicist)	3.3	2.8	3.7	2.7	3.0	3.7	2.1	2.8	3.9	3.2	1.2	1.1	1.4
Urban Planner/Architect	1.1	0.9	1.4	1.1	0.6	0.9	0.3	0.5	1.4	1.1	1.0	1.1	0.8
Custodian/Janitor/Housekeeper	0.2	0.2	0.2	0.2	0.1	0.1	0.0	0.1	0.2	0.2	0.2	0.3	0.1
Food Service (e.g., Chef/Cook Server)	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.1
Hair Stylist/Aesthetician/Manicurist	0.2	0.2	0.2	0.2	0.2	0.1	0.3	0.2	0.2	0.2	0.4	0.3	0.6
Interior Designer	0.2	0.2	0.2	0.3	0.2	0.1	0.2	0.3	0.2	0.1	0.3	0.1	0.4
Skilled Trades (e.g., Plumber, Electrician, Construction)	0.4	0.5	0.2	0.8	0.2	0.1	0.2	0.4	0.3	0.1	0.3	0.3	0.3
Social/Non-Profit Services	3.1	4.1	2.1	4.7	3.5	2.7	5.2	3.3	2.3	1.5	5.4	7.3	2.2
Clergy	0.8	0.8	0.9	0.6	1.0	0.9	1.5	0.9	0.8	1.0	2.9	0.7	6.7
Homemaker/Stay at Home Parent	1.3	1.6	1.0	1.5	1.8	1.3	1.6	2.5	1.2	0.6	2.6	3.4	1.3
Other	4.9	5.6	4.3	5.1	6.1	5.3	5.3	7.2	4.3	4.1	5.4	5.1	6.0
Undecided	9.5	9.3	9.8	8.6	10.1	12.0	9.5	8.6	9.5	11.2	3.2	3.6	2.6
Your father's occupation													
Actor or Entertainer	0.2	0.2	0.1	0.3	0.2	0.2	0.2	0.2	0.1	0.1	0.5	0.5	0.4
Artist	0.3	0.3	0.2	0.3	0.3	0.4	0.2	0.3	0.2	0.3	0.5	0.7	0.1
Graphic Designer	0.3	0.4	0.3	0.4	0.4	0.4	0.4	0.3	0.3	0.2	0.0	0.0	0.0
Musician	0.3	0.3	0.3	0.3	0.3	0.4	0.3	0.3	0.3	0.3	0.3	0.2	0.4
Writer/Producer/Director	0.2	0.2	0.2	0.2	0.2	0.3	0.1	0.2	0.1	0.3	0.3	0.2	0.6
Farmer or Forester	0.7	0.8	0.5	0.8	0.9	0.6	0.6	1.4	0.5	0.3	0.3	0.2	0.5
Natural Resource Specialist/Environmentalist	0.3	0.3	0.2	0.3	0.3	0.3	0.2	0.3	0.2	0.2	0.4	0.6	0.3
Accountant	1.7	1.5	1.9	1.3	1.7	1.5	2.5	1.5	1.8	2.3	0.6	0.5	0.7
Administrative Assistant	0.3	0.3	0.3	0.4	0.3	0.3	0.4	0.3	0.3	0.3	0.6	0.5	0.8
Business Manager/Executive	5.9	5.0	6.7	4.3	5.8	5.9	6.6	5.3	6.1	9.2	2.3	2.2	2.5
Business Owner/Entrepreneur	5.6	5.1	6.2	4.6	5.6	6.1	6.2	4.6	5.7	8.1	2.6	2.3	3.1
Retail Sales	0.8	0.9	0.8	0.8	0.9	0.8	0.9	1.0	0.8	0.7	0.9	0.8	1.0
Sales/Marketing	4.0	3.7	4.4	3.5	3.9	4.1	4.2	3.7	4.3	4.5	1.4	1.5	1.4
Human Resources	0.4	0.4	0.4	0.4	0.5	0.5	0.5	0.5	0.4	0.4	0.7	0.7	0.6
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	2.3	1.9	2.6	1.5	2.4	2.8	2.8	1.8	2.3	3.7	0.8	0.6	1.0
Management Consultant	0.9	0.8	1.0	0.7	0.9	1.1	0.8	0.8	0.9	1.2	0.6	0.3	0.9
Real Estate Agent/Realtor/Appraiser/Developer	1.1	0.9	1.3	0.9	1.0	1.1	1.0	0.8	1.2	1.6	0.5	0.4	0.5
Sports Management	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.0
Journalist	0.2	0.2	0.2	0.2	0.2	0.3	0.1	0.1	0.2	0.3	0.2	0.4	0.0
Public/Media Relations	0.3	0.3	0.3	0.3	0.4	0.3	0.4	0.4	0.3	0.3	0.4	0.2	0.6
Advertising	0.2	0.2	0.2	0.1	0.2	0.3	0.2	0.2	0.1	0.2	0.2	0.3	0.0
College Administrator/Staff	0.4	0.4	0.4	0.3	0.5	0.6	0.3	0.5	0.4	0.5	0.5	0.4	0.7
College Faculty	0.8	0.7	0.9	0.5	1.0	1.4	0.5	0.8	0.8	1.2	0.4	0.2	0.6
Early Childcare Provider	0.9	1.0	0.9	0.9	1.0	1.1	1.0	0.9	0.9	0.8	0.8	0.9	0.8
Elementary School Teacher	1.6	1.7	1.4	1.6	1.7	1.8	1.7	1.7	1.4	1.5	1.7	1.5	2.0
Secondary School Teacher	1.9	1.9	1.8	1.7	2.1	2.1	1.8	2.3	1.8	1.9	1.7	1.7	1.8
Librarian	0.8	0.7	0.9	0.6	0.9	1.0	0.8	0.9	0.8	1.0	0.5	0.3	0.9
Teacher's Assistant/Paraprofessional	0.1	0.2	0.1	0.1	0.2	0.2	0.1	0.2	0.1	0.1	0.3	0.2	0.3
K-12 Administrator	0.5	0.6	0.4	0.5	0.6	0.5	0.5	0.7	0.5	0.4	0.9	0.7	1.2
Other K-12 Professional	0.5	0.5	0.4	0.5	0.5	0.6	0.4	0.6	0.4	0.4	0.7	0.7	0.6
Military	2.4	2.8	2.1	3.4	2.3	1.9	1.5	2.9	2.3	1.3	4.6	4.6	4.7
Federal/State/Local Government Official	2.5	2.7	2.3	2.7	2.7	2.6	2.7	2.7	2.4	2.0	2.1	2.1	2.1

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	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your father's occupation (continued)													
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	2.9	3.3	2.4	3.8	2.8	2.8	3.1	2.7	2.6	1.8	4.2	5.0	2.9
Postal Worker	1.0	1.1	1.0	1.3	0.8	0.8	0.9	0.8	1.1	0.8	1.3	1.2	1.5
Dietician/Nutritionist	1.6	1.9	1.3	1.9	1.8	1.8	1.5	1.9	1.3	1.3	1.7	1.7	1.6
Home Health Worker	0.2	0.3	0.2	0.3	0.3	0.2	0.3	0.3	0.2	0.1	0.3	0.3	0.2
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	0.4	0.4	0.4	0.4	0.4	0.3	0.3	0.4	0.4	0.3	0.5	0.5	0.6
Registered Nurse	0.6	0.6	0.6	0.7	0.5	0.4	0.4	0.7	0.6	0.3	0.6	0.7	0.6
Therapist (e.g., Physical, Occupational, Speech)	0.7	0.7	0.6	0.6	0.7	0.7	0.7	0.8	0.6	0.6	0.8	0.8	0.9
Computer Programmer/Developer	1.8	1.6	1.9	1.6	1.7	1.8	1.6	1.6	2.0	1.8	1.1	1.2	1.0
Computer/Systems Analyst	2.1	2.0	2.1	1.9	2.0	2.1	1.6	2.1	2.2	2.0	1.7	1.9	1.4
Web Designer	0.3	0.4	0.2	0.4	0.3	0.3	0.4	0.3	0.3	0.2	0.3	0.3	0.3
Lawyer/Judge	2.5	1.9	3.1	1.3	2.5	3.2	2.6	1.7	2.6	4.9	1.0	0.4	1.8
Paralegal	0.2	0.2	0.2	0.2	0.1	0.2	0.1	0.1	0.2	0.2	0.3	0.3	0.2
Clinical Psychologist	0.3	0.3	0.4	0.2	0.4	0.3	0.3	0.4	0.3	0.4	0.5	0.2	0.8
Dentist/Orthodontist	1.0	0.8	1.1	0.9	0.8	0.8	0.9	0.8	1.1	1.3	0.5	0.5	0.4
Medical Doctor/Surgeon	3.2	2.2	4.1	1.5	2.9	3.3	2.3	2.7	3.7	5.6	1.0	0.5	1.7
Optometrist	0.8	0.9	0.8	1.0	0.7	0.6	0.6	0.8	0.8	0.7	0.8	1.0	0.5
Pharmacist	0.4	0.4	0.4	0.3	0.4	0.3	0.5	0.4	0.4	0.4	0.4	0.1	0.8
Veterinarian	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0.3	0.2	0.1	0.1	0.1	0.2
Engineer	6.9	5.5	8.1	5.5	5.6	5.5	6.1	5.4	8.5	7.0	4.7	4.5	5.0
Research Scientist (e.g., Biologist, Chemist, Physicist)	1.0	0.7	1.2	0.7	0.8	1.0	0.5	0.7	1.2	1.2	0.4	0.5	0.3
Urban Planner/Architect	1.4	1.2	1.5	1.4	1.1	1.2	0.9	1.2	1.6	1.1	1.8	2.0	1.5
Custodian/Janitor/Housekeeper	1.3	1.6	1.0	1.7	1.5	1.3	1.5	1.6	1.0	0.8	2.9	2.9	2.8
Food Service (e.g., Chef/Cook Server)	1.2	1.2	1.3	1.4	0.9	1.1	1.1	0.7	1.4	1.0	1.3	1.1	1.6
Hair Stylist/Aesthetician/Manicurist	0.3	0.3	0.3	0.3	0.3	0.2	0.3	0.3	0.3	0.2	0.7	0.8	0.7
Interior Designer	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.2	0.1	0.2	0.1	0.2
Skilled Trades (e.g., Plumber, Electrician, Construction)	7.8	8.8	6.9	9.6	8.0	7.3	8.9	8.1	7.4	4.8	6.3	6.7	5.6
Social/Non-Profit Services	0.5	0.6	0.4	0.6	0.5	0.5	0.5	0.6	0.4	0.4	1.3	1.6	0.8
Clergy	0.7	0.8	0.6	0.6	1.0	0.6	0.5	1.7	0.6	0.6	1.4	1.0	1.9
Homemaker/Stay at Home Parent	1.4	1.5	1.3	1.6	1.3	1.3	1.2	1.3	1.4	1.0	2.1	1.7	2.7
Other	17.6	20.1	15.3	21.8	18.3	17.0	18.8	19.4	16.1	12.1	27.1	28.4	25.2
Undecided	1.5	1.6	1.3	1.7	1.5	1.2	1.3	1.7	1.4	0.9	4.3	5.2	3.0
Your mother's occupation													
Actor or Entertainer	0.4	0.3	0.4	0.3	0.4	0.5	0.3	0.3	0.4	0.4	0.1	0.1	0.1
Artist	0.5	0.5	0.5	0.4	0.6	0.8	0.5	0.6	0.4	0.7	0.3	0.2	0.4
Graphic Designer	0.3	0.3	0.3	0.3	0.3	0.4	0.2	0.3	0.3	0.4	0.1	0.1	0.1
Musician	0.4	0.4	0.4	0.3	0.5	0.6	0.3	0.4	0.4	0.5	0.5	0.4	0.6
Writer/Producer/Director	0.2	0.2	0.2	0.1	0.2	0.3	0.1	0.2	0.1	0.3	0.0	0.0	0.0
Farmer or Forester	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.0	0.3
Natural Resource Specialist/Environmentalist	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.2
Accountant	3.4	3.1	3.6	2.9	3.3	3.2	3.7	3.1	3.6	3.8	2.4	2.3	2.7
Administrative Assistant	2.1	2.2	2.1	2.1	2.2	2.0	2.8	2.2	2.1	2.1	2.1	2.1	2.0
Business Manager/Executive	2.4	2.1	2.7	1.9	2.4	2.6	2.6	2.1	2.6	3.0	1.7	1.3	2.2
Business Owner/Entrepreneur	2.1	1.9	2.2	1.7	2.1	2.2	2.0	2.0	2.0	2.9	1.3	1.0	1.8
Retail Sales	1.2	1.2	1.2	1.2	1.2	1.0	1.2	1.3	1.3	1.0	1.1	1.2	1.1
Sales/Marketing	2.4	2.2	2.5	2.2	2.3	2.3	2.4	2.3	2.6	2.5	1.2	1.2	1.1
Human Resources	1.4	1.4	1.4	1.4	1.3	1.4	1.5	1.2	1.4	1.2	2.3	2.0	2.7
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	2.1	2.0	2.1	2.0	2.0	2.2	2.1	1.9	2.1	2.1	1.6	1.5	1.9

2013 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your mother's occupation (continued)													
Management Consultant	0.6	0.5	0.6	0.6	0.5	0.6	0.4	0.4	0.6	0.7	0.4	0.5	0.2
Real Estate Agent/Realtor/Appraiser/Developer	1.1	1.0	1.2	1.1	0.9	0.8	1.0	0.9	1.2	1.3	0.4	0.5	0.3
Sports Management	0.0	0.1	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.0	0.2	0.2	0.1
Journalist	0.2	0.2	0.2	0.1	0.3	0.3	0.2	0.2	0.2	0.4	0.2	0.2	0.1
Public/Media Relations	0.5	0.4	0.5	0.4	0.5	0.5	0.5	0.4	0.5	0.5	0.8	0.5	1.3
Advertising	0.2	0.2	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.4	0.1	0.2	0.0
College Administrator/Staff	0.6	0.6	0.5	0.5	0.7	0.8	0.7	0.7	0.5	0.6	0.5	0.4	0.6
College Faculty	0.8	0.7	0.8	0.5	0.9	1.2	0.7	0.8	0.7	1.2	0.4	0.2	0.8
Early Childcare Provider	2.8	3.2	2.6	3.4	2.9	2.6	2.9	3.3	2.7	2.1	3.6	3.8	3.1
Elementary School Teacher	4.5	4.7	4.3	4.4	5.1	4.7	5.2	5.6	4.4	4.2	4.8	4.4	5.4
Secondary School Teacher	2.3	2.2	2.3	2.0	2.5	2.7	1.9	2.7	2.3	2.4	1.8	1.4	2.5
Librarian	0.8	0.8	0.8	0.8	0.9	0.9	0.9	0.9	0.8	0.9	0.7	0.7	0.7
Teacher's Assistant/Paraprofessional	1.6	1.8	1.3	1.9	1.8	1.8	1.7	1.7	1.3	1.2	0.9	0.9	0.7
K-12 Administrator	1.1	1.3	1.0	1.3	1.2	1.2	1.1	1.3	1.1	0.8	2.0	1.6	2.5
Other K-12 Professional	1.3	1.4	1.1	1.4	1.4	1.3	1.4	1.6	1.1	1.1	1.7	1.8	1.6
Military	0.8	0.8	0.8	0.9	0.8	0.8	0.6	0.9	0.8	0.7	1.4	1.5	1.1
Federal/State/Local Government Official	1.5	1.7	1.4	1.7	1.7	1.7	1.6	1.7	1.4	1.2	2.6	2.5	2.7
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	0.6	0.7	0.5	0.7	0.7	0.6	0.8	0.7	0.6	0.4	1.6	1.8	1.3
Postal Worker	0.7	0.8	0.7	0.9	0.7	0.6	0.7	0.7	0.7	0.6	1.1	1.3	0.8
Dietician/Nutritionist	1.3	1.4	1.2	1.5	1.3	1.3	1.2	1.5	1.2	1.1	1.5	1.7	1.2
Home Health Worker	2.6	3.1	2.1	3.2	3.0	2.9	2.4	3.4	2.2	1.5	4.8	5.1	4.3
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	2.3	2.4	2.1	2.6	2.1	2.1	2.2	2.2	2.3	1.6	3.3	4.0	2.2
Registered Nurse	4.9	4.8	5.1	4.7	4.8	4.3	5.6	4.9	5.3	4.6	3.8	3.5	4.1
Therapist (e.g., Physical, Occupational, Speech)	1.9	1.9	1.8	1.8	2.0	2.0	1.9	1.9	1.9	1.7	1.8	1.4	2.5
Computer Programmer/Developer	1.1	1.1	1.1	1.2	1.1	1.1	1.1	1.1	1.2	1.0	1.2	1.5	0.8
Computer/Systems Analyst	1.4	1.5	1.4	1.5	1.5	1.4	1.4	1.7	1.4	1.2	1.8	1.8	1.7
Web Designer	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2
Lawyer/Judge	1.3	0.9	1.6	0.6	1.2	1.8	1.0	0.8	1.4	2.5	0.7	0.3	1.4
Paralegal	0.6	0.6	0.7	0.6	0.6	0.6	0.6	0.5	0.7	0.5	0.4	0.4	0.5
Clinical Psychologist	0.3	0.3	0.4	0.2	0.4	0.5	0.2	0.3	0.4	0.5	0.3	0.3	0.3
Dentist/Orthodontist	0.4	0.3	0.5	0.3	0.4	0.4	0.4	0.4	0.5	0.5	0.3	0.2	0.6
Medical Doctor/Surgeon	1.3	0.9	1.7	0.7	1.2	1.6	0.9	1.0	1.5	2.5	0.8	0.6	1.1
Optometrist	0.2	0.1	0.2	0.1	0.1	0.1	0.2	0.1	0.2	0.2	0.2	0.3	0.1
Pharmacist	0.5	0.4	0.6	0.3	0.5	0.5	0.4	0.4	0.5	0.6	0.4	0.3	0.7
Veterinarian	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.2	0.1	0.1	0.0	0.0	0.0
Engineer	1.1	0.7	1.5	0.6	0.8	0.8	0.8	0.7	1.5	1.5	0.9	0.9	0.9
Research Scientist (e.g., Biologist, Chemist, Physicist)	0.6	0.4	0.7	0.3	0.5	0.6	0.4	0.4	0.7	0.9	0.1	0.1	0.2
Urban Planner/Architect	0.2	0.2	0.3	0.1	0.2	0.2	0.1	0.2	0.3	0.4	0.1	0.1	0.1
Custodian/Janitor/Housekeeper	0.8	0.9	0.7	1.0	0.8	0.6	1.0	0.8	0.7	0.6	0.8	0.7	1.0
Food Service (e.g., Chef/Cook Server)	1.5	1.5	1.5	1.7	1.3	1.4	1.4	1.2	1.6	1.0	1.9	1.7	2.3
Hair Stylist/Aesthetician/Manicurist	1.4	1.4	1.4	1.5	1.2	1.2	1.3	1.2	1.5	0.9	1.7	1.9	1.4
Interior Designer	0.3	0.3	0.3	0.4	0.3	0.3	0.3	0.3	0.3	0.4	0.3	0.4	0.2
Skilled Trades (e.g., Plumber, Electrician, Construction)	0.4	0.4	0.4	0.4	0.4	0.3	0.4	0.4	0.4	0.3	0.3	0.2	0.5
Social/Non-Profit Services	3.3	4.0	2.6	4.3	3.6	3.1	3.6	4.0	2.8	2.1	7.8	8.7	6.2
Clergy	0.6	0.6	0.5	0.6	0.6	0.6	0.4	0.7	0.5	0.5	0.7	0.8	0.4
Homemaker/Stay at Home Parent	13.8	12.4	15.2	12.6	12.1	12.4	13.2	11.3	14.3	18.8	5.5	5.0	6.3
Other	13.7	15.1	12.3	16.1	14.1	13.6	14.5	14.3	12.9	10.1	16.9	18.7	14.0
Undecided	0.8	0.9	0.8	1.0	0.7	0.7	0.7	0.8	0.8	0.6	1.6	1.4	1.8

2013 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Current employment status:													
Your mother													
Employed	76.2	77.1	75.3	76.8	77.5	76.4	77.4	78.6	76.5	70.3	78.2	78.6	77.6
Unemployed	20.5	20.3	20.7	21.1	19.2	19.9	19.4	18.4	20.1	23.4	19.3	19.1	19.7
Retired	3.3	2.6	4.0	2.0	3.4	3.7	3.2	3.0	3.4	6.3	2.4	2.3	2.6
Your father													
Employed	87.6	86.4	88.7	85.7	87.4	87.2	87.4	87.5	88.4	90.0	74.7	73.9	76.1
Unemployed	8.5	9.5	7.4	10.4	8.4	8.1	8.7	8.5	7.7	6.0	19.5	20.5	17.6
Retired	4.0	4.1	3.9	3.9	4.3	4.8	3.8	4.0	3.8	4.0	5.8	5.5	6.3
Race/Ethnicity—mark all that apply (total may add to more than 100%)													
American Indian/Alaska Native	2.5	3.0	1.8	3.4	2.6	2.4	1.8	3.2	1.9	1.6	3.7	3.6	3.8
Asian American/Asian	11.7	6.8	17.0	6.7	6.9	8.8	7.8	4.6	16.4	19.1	1.8	0.9	3.6
Native Hawaiian/Pacific Islander	1.4	1.3	1.5	1.6	0.9	0.8	1.4	0.8	1.6	1.0	0.7	0.3	1.2
African American/Black	11.9	16.4	7.1	16.4	16.4	13.9	17.4	18.3	7.2	6.9	93.9	94.0	93.7
Mexican American/Chicano	7.1	8.4	5.6	11.8	4.2	3.6	6.8	3.5	5.9	4.7	1.2	1.4	0.8
Puerto Rican	2.0	2.4	1.6	2.5	2.2	2.7	2.4	1.5	1.5	1.9	1.7	1.9	1.4
Other Latino	5.9	6.5	5.3	7.9	4.8	5.5	6.2	3.4	5.1	5.9	1.1	0.8	1.5
White/Caucasian	68.3	66.3	70.4	61.6	72.1	72.2	66.2	74.8	70.9	68.6	5.4	5.7	5.0
Other	3.5	3.6	3.5	3.8	3.2	3.8	3.1	2.8	3.4	3.8	3.8	3.6	4.1
Students "Agree Strongly" or "Agree Somewhat":													
Wealthy people should pay a larger share of taxes than they do now	68.1	70.7	65.1	71.9	69.4	71.8	70.6	66.4	66.1	61.3	79.2	79.1	79.4
Affirmative action in college admissions should be abolished	52.0	50.3	53.9	50.9	49.6	49.7	51.1	48.9	53.5	55.4	50.8	53.4	46.2
The federal government should do more to control the sale of handguns	63.8	63.1	64.7	62.6	63.6	68.9	69.2	55.9	63.3	69.8	83.0	82.8	83.2
A national health care plan is needed to cover everybody's medical costs	61.3	63.5	58.8	64.5	62.3	66.4	65.1	57.0	58.5	59.7	84.8	84.4	85.4
The federal government should raise taxes to reduce the deficit	36.9	35.3	38.7	35.8	34.7	36.6	34.2	33.2	38.9	38.0	39.6	37.3	43.6
Addressing global warming should be a federal priority	60.8	60.2	61.4	60.7	59.6	65.4	62.7	52.7	60.7	64.2	69.7	69.0	71.0
The chief benefit of a college education is that it increases one's earning power	72.0	72.8	71.2	75.5	69.5	68.1	73.8	68.7	72.1	67.6	77.1	77.9	75.8
Gays and lesbians should have the legal right to adopt a child	83.3	80.7	86.2	81.8	79.4	86.1	83.0	71.3	86.5	85.1	73.9	72.9	75.7
Undocumented immigrants should be denied access to public education	40.7	40.8	40.5	41.3	40.1	37.8	40.7	42.0	41.2	38.2	34.9	35.8	33.1
How would you characterize your political views?													
Far left	2.8	3.0	2.6	3.0	3.1	4.2	2.1	2.6	2.6	2.4	5.9	6.5	5.0
Liberal	27.7	25.7	29.9	25.2	26.2	32.7	25.1	20.7	29.7	31.1	27.7	24.6	33.4
Middle-of-the-road	46.3	48.1	44.3	50.0	45.9	44.1	49.2	46.0	45.2	41.0	49.6	51.0	46.9
Conservative	21.2	21.0	21.5	19.7	22.6	17.4	21.8	27.8	20.9	23.8	13.6	14.2	12.4
Far right	1.9	2.1	1.7	2.1	2.2	1.6	1.8	2.9	1.7	1.6	3.2	3.7	2.3

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	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
The following reasons were "Very Important" in deciding to go to college:													
To be able to get a better job	86.3	85.7	87.0	86.6	84.6	83.6	89.1	83.3	87.0	86.9	90.2	90.1	90.3
To gain a general education and appreciation of ideas	69.6	70.0	69.2	68.6	71.7	73.0	74.0	69.5	67.9	74.6	79.1	78.9	79.6
To make me a more cultured person	45.9	45.7	46.1	43.2	48.7	50.6	49.3	46.6	44.2	53.9	59.0	56.5	63.7
To be able to make more money	73.3	73.9	72.7	77.1	70.0	69.0	75.7	68.3	73.7	68.5	86.9	88.7	83.6
To learn more about things that interest me	81.6	81.0	82.2	80.0	82.2	83.1	82.4	81.4	81.7	84.2	82.9	82.0	84.5
To get training for a specific career	77.1	78.0	76.0	79.8	75.9	71.6	79.9	78.0	77.4	70.6	85.8	84.8	87.5
To prepare myself for graduate or professional school	60.8	59.0	62.8	58.9	59.1	58.8	64.2	56.9	63.5	59.9	79.8	77.2	84.8
During your last year in high school, how much time did you spend during a typical week doing the following activities?													
Studying/homework													
None	1.9	2.2	1.6	2.6	1.8	1.5	1.2	2.3	1.7	1.0	3.2	3.9	1.8
Less than one hour	9.5	11.1	7.7	12.8	9.0	8.6	7.3	10.3	8.4	5.3	11.8	14.1	7.7
1 to 2 hours	20.1	23.4	16.3	25.8	20.5	19.5	18.1	22.7	17.4	12.2	31.2	33.9	26.3
3 to 5 hours	27.1	27.9	26.1	28.9	26.8	25.8	26.8	27.7	26.9	23.1	28.4	28.0	29.0
6 to 10 hours	20.4	18.6	22.5	16.8	20.8	21.2	22.6	19.7	22.1	24.0	13.7	11.1	18.5
11 to 15 hours	10.6	8.7	12.8	7.1	10.7	11.4	12.4	9.1	11.9	16.2	5.5	4.2	7.9
16 to 20 hours	5.7	4.5	7.2	3.4	5.8	6.3	6.8	4.8	6.4	10.0	3.1	2.2	4.6
Over 20 hours	4.6	3.5	5.8	2.6	4.6	5.6	4.8	3.5	5.1	8.3	3.1	2.5	4.2
Socializing with friends													
None	0.5	0.6	0.4	0.6	0.5	0.5	0.5	0.5	0.4	0.3	1.2	0.9	1.6
Less than one hour	2.2	2.5	1.8	2.6	2.4	2.3	2.1	2.6	1.9	1.5	4.2	4.5	3.7
1 to 2 hours	9.6	10.5	8.5	10.9	10.0	9.6	10.2	10.4	8.8	7.5	14.3	13.9	15.2
3 to 5 hours	24.0	24.0	23.9	23.9	24.1	23.7	24.3	24.3	24.1	23.3	26.8	26.5	27.4
6 to 10 hours	27.3	25.9	29.0	25.2	26.8	27.5	27.4	25.8	28.8	29.6	23.0	22.3	24.2
11 to 15 hours	16.3	15.5	17.3	15.0	16.2	16.3	16.0	16.1	17.0	18.1	11.3	11.1	11.6
16 to 20 hours	8.7	8.6	8.9	8.7	8.5	8.5	8.4	8.6	8.7	9.4	5.9	6.3	5.3
Over 20 hours	11.4	12.5	10.1	13.2	11.6	11.6	11.0	11.9	10.1	10.2	13.4	14.5	11.2
Talking with teachers outside of class													
None	10.9	11.3	10.4	12.8	9.5	8.6	8.6	10.9	11.2	7.8	13.1	14.3	10.7
Less than one hour	39.0	38.3	39.9	39.2	37.2	36.4	37.2	37.9	40.8	36.6	32.9	33.2	32.4
1 to 2 hours	32.1	31.2	33.3	29.6	33.0	34.1	33.4	31.8	32.5	36.0	27.7	27.5	28.1
3 to 5 hours	12.4	12.8	11.8	12.1	13.7	14.3	14.4	12.9	11.2	14.0	15.9	14.7	18.1
6 to 10 hours	3.5	3.8	3.0	3.7	4.0	4.0	4.0	3.9	2.9	3.5	5.5	5.1	6.1
11 to 15 hours	1.1	1.3	0.9	1.3	1.4	1.3	1.4	1.5	0.9	1.1	2.2	2.2	2.3
16 to 20 hours	0.5	0.6	0.3	0.7	0.5	0.6	0.5	0.5	0.3	0.4	1.6	1.8	1.1
Over 20 hours	0.5	0.6	0.3	0.6	0.7	0.7	0.6	0.7	0.3	0.5	1.2	1.2	1.1
Exercise or sports													
None	5.6	6.4	4.6	6.9	5.7	5.5	5.1	6.2	5.0	3.4	9.8	10.1	9.2
Less than one hour	8.7	9.0	8.3	9.5	8.4	8.4	8.5	8.5	8.5	7.4	12.3	11.6	13.6
1 to 2 hours	15.1	15.5	14.7	16.7	14.1	14.3	14.6	13.6	14.9	14.1	20.0	19.9	20.2
3 to 5 hours	19.0	18.3	19.9	18.8	17.6	18.3	18.0	16.8	19.8	20.2	20.2	19.4	21.9
6 to 10 hours	18.7	17.1	20.6	17.0	17.2	17.9	18.0	16.1	20.5	21.3	13.1	12.8	13.8
11 to 15 hours	13.9	13.5	14.4	12.7	14.6	14.6	14.6	14.6	14.2	15.1	8.8	9.0	8.5
16 to 20 hours	8.2	8.3	8.0	7.6	9.2	8.7	9.0	9.8	7.8	8.9	5.0	5.2	4.5
Over 20 hours	10.8	11.9	9.4	10.9	13.1	12.3	12.2	14.3	9.3	9.7	10.8	12.1	8.3

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Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
During your last year in high school, how much time did you spend during a typical week doing the following activities?													
Partying													
None	37.8	38.3	37.2	36.2	40.8	36.7	37.0	46.5	38.0	34.2	26.8	26.9	26.7
Less than one hour	16.1	15.6	16.7	15.5	15.6	16.6	15.2	14.9	16.8	16.4	15.9	15.7	16.1
1 to 2 hours	16.9	16.7	17.1	17.2	16.1	16.6	17.5	15.1	16.9	17.5	22.1	21.5	23.1
3 to 5 hours	16.3	15.9	16.7	16.8	14.9	16.3	17.1	12.6	16.1	18.7	20.4	21.0	19.2
6 to 10 hours	7.8	7.8	7.9	8.3	7.3	8.3	8.0	6.0	7.7	8.6	7.9	8.0	7.8
11 to 15 hours	2.8	2.9	2.7	3.1	2.6	2.9	2.6	2.4	2.7	2.6	3.5	3.5	3.4
16 to 20 hours	1.1	1.3	1.0	1.3	1.2	1.4	1.2	1.2	0.9	1.0	1.6	1.3	2.0
Over 20 hours	1.2	1.5	0.9	1.6	1.3	1.3	1.3	1.4	0.9	1.0	2.0	2.1	1.7
Working (for pay)													
None	42.7	40.4	45.4	39.7	41.3	43.0	39.4	40.5	43.9	50.6	44.6	42.5	48.4
Less than one hour	3.6	3.5	3.6	3.3	3.7	3.7	3.3	3.9	3.5	4.0	3.8	3.8	3.9
1 to 2 hours	5.0	5.0	5.1	4.5	5.5	5.5	5.2	5.7	4.8	6.1	5.7	5.9	5.2
3 to 5 hours	8.3	8.4	8.3	7.8	9.1	9.3	9.6	8.6	8.1	9.1	9.4	9.2	9.9
6 to 10 hours	11.4	11.9	11.0	11.6	12.2	11.4	13.2	12.4	11.0	10.9	11.4	12.0	10.3
11 to 15 hours	9.8	10.0	9.5	10.2	9.8	9.3	10.0	10.1	10.0	7.8	6.2	6.2	6.4
16 to 20 hours	8.8	9.2	8.4	10.0	8.2	7.9	9.0	8.1	9.1	5.7	6.7	6.9	6.2
Over 20 hours	10.3	11.7	8.8	12.9	10.3	9.9	10.4	10.5	9.6	5.7	12.2	13.6	9.6
Volunteer work													
None	25.6	28.1	22.6	30.1	25.8	25.5	23.2	27.4	23.8	18.5	28.6	31.1	24.0
Less than one hour	19.2	19.1	19.4	18.8	19.5	19.4	18.4	20.2	19.7	18.4	13.1	13.4	12.6
1 to 2 hours	25.0	23.6	26.6	22.7	24.7	24.4	26.4	24.2	25.8	29.3	21.8	21.1	22.9
3 to 5 hours	16.7	15.5	18.1	14.8	16.3	16.6	17.4	15.4	17.6	19.9	16.5	14.8	19.6
6 to 10 hours	7.0	6.8	7.2	6.7	7.1	7.4	7.6	6.5	7.1	7.7	9.3	8.9	10.1
11 to 15 hours	2.7	2.8	2.6	2.8	2.8	2.8	2.8	2.7	2.6	2.7	4.1	3.9	4.4
16 to 20 hours	1.4	1.4	1.3	1.5	1.4	1.3	1.4	1.4	1.2	1.4	2.2	2.6	1.6
Over 20 hours	2.4	2.6	2.2	2.7	2.5	2.6	2.8	2.3	2.2	2.1	4.3	4.1	4.8
Student clubs/groups													
None	26.7	30.3	22.5	32.5	27.5	26.6	24.8	29.7	24.2	16.3	28.4	31.5	22.8
Less than one hour	13.8	13.8	13.7	14.1	13.5	13.1	13.3	14.0	14.0	12.8	11.3	11.8	10.3
1 to 2 hours	24.8	23.3	26.4	22.5	24.4	24.5	26.0	23.4	26.0	27.8	21.9	21.0	23.6
3 to 5 hours	18.1	16.8	19.5	15.6	18.1	18.7	19.0	17.2	18.7	22.5	19.3	17.4	22.9
6 to 10 hours	8.6	7.9	9.4	7.5	8.4	8.7	8.8	8.0	9.0	10.9	9.2	8.2	11.0
11 to 15 hours	3.7	3.5	4.0	3.4	3.6	3.8	3.7	3.5	3.8	4.5	3.7	3.7	3.8
16 to 20 hours	1.8	1.8	1.9	1.7	1.9	1.9	1.9	1.8	1.8	2.3	2.5	2.4	2.8
Over 20 hours	2.6	2.6	2.6	2.7	2.5	2.8	2.4	2.4	2.5	2.9	3.6	4.1	2.9
Watching TV													
None	10.2	9.5	11.0	9.4	9.6	10.3	7.9	9.7	11.0	11.0	10.7	9.5	12.9
Less than one hour	17.8	17.8	17.9	18.2	17.3	17.2	17.6	17.1	18.2	16.7	18.0	16.9	20.0
1 to 2 hours	25.5	25.5	25.4	26.0	25.0	24.6	26.0	24.8	25.5	24.9	23.7	24.6	22.0
3 to 5 hours	24.7	24.5	25.0	24.2	24.8	25.0	25.9	24.0	24.8	25.9	20.8	21.0	20.6
6 to 10 hours	13.0	13.1	12.8	12.7	13.6	13.3	13.3	14.1	12.6	13.5	12.2	12.6	11.4
11 to 15 hours	4.7	4.9	4.4	4.7	5.1	5.1	5.0	5.2	4.4	4.6	6.1	6.6	5.2
16 to 20 hours	1.9	2.1	1.7	2.0	2.1	2.1	1.9	2.2	1.7	1.6	2.9	3.0	2.8
Over 20 hours	2.3	2.6	1.8	2.7	2.6	2.3	2.4	2.9	1.9	1.7	5.6	5.8	5.1

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Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
During your last year in high school, how much time did you spend during a typical week doing the following activities?													
Household/childcare duties													
None	20.9	20.7	21.1	19.8	21.7	22.8	17.9	22.5	20.6	22.8	22.2	22.5	21.7
Less than one hour	20.9	19.8	22.2	19.5	20.1	21.4	18.2	19.9	22.0	22.8	15.8	15.7	16.1
1 to 2 hours	30.2	29.5	31.0	29.7	29.3	29.2	31.0	28.5	31.1	30.6	25.9	25.9	25.7
3 to 5 hours	17.6	18.2	16.9	18.6	17.7	16.5	20.3	17.6	17.1	15.9	17.6	17.5	17.8
6 to 10 hours	6.1	6.7	5.5	7.0	6.4	5.8	7.2	6.6	5.6	4.9	8.3	7.9	9.2
11 to 15 hours	2.1	2.4	1.7	2.6	2.3	2.1	2.7	2.3	1.7	1.6	3.7	3.7	3.5
16 to 20 hours	0.9	1.1	0.6	1.1	1.0	0.9	1.1	1.1	0.6	0.6	2.2	2.1	2.4
Over 20 hours	1.3	1.6	1.0	1.7	1.5	1.3	1.7	1.5	1.0	0.8	4.3	4.7	3.7
Reading for pleasure													
None	31.8	33.7	29.6	35.1	31.9	30.2	31.1	33.9	30.8	25.3	33.0	34.6	30.1
Less than one hour	24.9	23.8	26.1	24.0	23.6	23.9	24.4	23.0	26.1	26.2	23.8	24.4	22.6
1 to 2 hours	21.2	20.3	22.3	19.8	21.0	21.3	22.4	19.9	21.7	24.3	20.3	20.4	20.3
3 to 5 hours	12.6	12.3	12.9	11.5	13.2	13.8	12.6	12.9	12.4	14.5	11.7	10.3	14.3
6 to 10 hours	5.4	5.5	5.4	5.3	5.7	5.9	5.4	5.6	5.3	5.8	6.0	5.5	7.0
11 to 15 hours	2.1	2.2	2.1	2.1	2.3	2.3	2.2	2.3	2.0	2.2	2.7	2.6	3.0
16 to 20 hours	0.9	0.9	0.8	0.9	1.0	1.0	0.8	1.0	0.8	0.8	1.0	1.0	0.8
Over 20 hours	1.1	1.3	0.8	1.3	1.3	1.6	1.0	1.2	0.8	0.9	1.5	1.2	2.0
Playing video/computer games													
None	43.8	43.3	44.3	42.7	44.0	43.9	46.8	42.8	43.4	47.6	39.4	37.6	42.9
Less than one hour	16.5	16.8	16.2	16.7	16.8	16.5	16.9	17.1	16.3	15.8	17.8	17.6	18.0
1 to 2 hours	14.3	14.6	14.1	14.6	14.5	14.4	14.2	14.8	14.2	13.7	16.8	17.7	15.2
3 to 5 hours	11.7	11.6	11.8	11.7	11.6	11.8	11.3	11.5	12.0	11.1	12.8	13.0	12.4
6 to 10 hours	6.8	6.8	6.9	6.9	6.7	6.7	5.8	7.1	7.1	6.2	5.8	6.2	5.1
11 to 15 hours	3.2	3.2	3.2	3.3	3.1	3.3	2.4	3.3	3.3	2.8	3.1	3.5	2.4
16 to 20 hours	1.5	1.5	1.5	1.6	1.4	1.4	1.0	1.6	1.5	1.2	1.5	1.5	1.3
Over 20 hours	2.1	2.2	2.1	2.5	1.8	1.8	1.6	2.0	2.2	1.6	2.8	2.9	2.6
Online social networks (Facebook, Twitter, etc.)													
None	5.6	5.8	5.3	6.1	5.4	5.4	5.4	5.5	5.5	4.6	7.2	6.8	8.1
Less than one hour	16.9	17.1	16.6	17.4	16.7	16.4	16.0	17.3	17.0	15.3	16.6	16.7	16.4
1 to 2 hours	26.2	25.4	27.1	24.7	26.3	26.2	26.2	26.4	27.1	26.9	22.0	20.8	24.4
3 to 5 hours	24.5	23.5	25.7	22.6	24.6	24.6	25.1	24.2	25.0	28.0	18.9	18.2	20.2
6 to 10 hours	13.1	12.9	13.2	12.9	13.0	13.4	13.3	12.5	13.1	13.7	12.4	13.0	11.4
11 to 15 hours	5.7	6.1	5.4	6.2	5.9	6.0	6.0	5.7	5.3	5.4	7.0	7.4	6.2
16 to 20 hours	3.1	3.4	2.7	3.6	3.2	3.2	3.0	3.2	2.8	2.5	4.6	4.7	4.4
Over 20 hours	5.0	5.8	4.0	6.5	5.0	4.9	5.0	5.0	4.1	3.6	11.3	12.6	8.9

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	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
The following reasons were “Very Important” in deciding to go to this particular college:													
My parents wanted me to come here	17.6	18.5	16.6	18.5	18.5	16.6	21.8	18.6	16.7	16.3	24.9	21.8	30.7
My relatives wanted me to come here	8.4	9.3	7.3	9.5	9.2	7.6	10.9	9.8	7.3	7.0	17.9	15.1	23.1
My teacher advised me	7.3	8.6	5.9	8.9	8.2	8.0	8.8	8.0	5.9	6.0	13.6	12.4	15.7
This college has a very good academic reputation	64.0	60.0	68.5	54.6	66.5	68.8	69.8	62.6	66.2	76.9	52.3	44.5	66.4
This college has a good reputation for its social activities	44.1	42.1	46.4	41.4	42.9	42.9	44.0	42.4	46.0	47.9	43.7	42.6	45.8
I was offered financial assistance	48.7	52.2	44.7	42.0	64.5	61.4	66.1	66.7	42.3	53.6	54.5	52.6	58.0
The cost of attending this college	45.9	47.1	44.5	53.5	39.3	38.3	44.3	37.9	47.5	33.1	49.7	52.5	44.8
High school counselor advised me	10.3	11.8	8.5	12.4	11.0	11.6	12.9	9.5	8.0	10.3	17.3	17.1	17.6
Private college counselor advised me	4.5	5.4	3.5	4.4	6.5	6.3	7.2	6.4	3.0	5.6	9.7	8.2	12.4
I wanted to live near home	19.6	22.1	16.7	24.0	19.9	16.6	26.3	19.8	17.3	14.4	21.0	21.7	19.8
Not offered aid by first choice	10.9	11.0	10.7	11.6	10.4	10.0	12.9	9.5	11.1	9.5	18.3	18.3	18.2
Could not afford first choice	14.9	15.0	14.7	17.5	12.0	12.0	14.4	10.8	16.1	9.5	21.6	23.0	18.9
This college’s graduates gain admission to top graduate/professional schools	33.0	29.4	37.0	25.6	34.0	36.5	38.4	29.6	35.0	44.4	36.6	26.4	55.2
This college’s graduates get good jobs	53.1	50.4	56.1	46.0	55.6	56.3	62.0	51.8	53.1	67.2	49.7	42.1	63.8
I was attracted by the religious affiliation/orientation of this college	8.3	10.5	5.8	5.2	16.8	6.4	20.3	24.7	3.2	15.2	17.5	15.6	20.9
I wanted to go to a school about the size of this college	37.6	41.1	33.6	32.7	51.2	50.7	51.6	51.4	30.6	44.7	34.2	31.3	39.5
Rankings in national magazines	17.6	13.0	22.8	11.3	15.2	18.0	17.1	11.7	21.3	28.1	17.8	12.0	28.5
Information from a website	18.3	17.9	18.7	16.8	19.3	21.9	19.1	17.0	17.4	23.6	23.7	21.5	27.8
I was admitted through an Early Action or Early Decision program	14.3	13.1	15.5	10.4	16.3	21.3	16.8	11.4	13.9	21.4	13.3	11.4	16.7
The athletic department recruited me	9.4	14.0	4.2	8.5	20.5	17.1	15.1	26.3	3.8	5.8	12.6	13.3	11.3
A visit to this campus	42.9	45.3	40.1	38.5	53.4	55.0	50.8	53.0	37.2	50.9	39.3	38.6	40.5
Ability to take online courses	3.8	4.8	2.7	5.5	3.9	3.1	4.3	4.5	2.9	2.0	11.6	12.4	10.2
The percentage of students that graduate from this college	29.7	31.3	27.9	27.0	36.5	35.5	43.5	34.1	26.5	32.9	35.7	31.3	43.8

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	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Students rated as "Highest 10%" or "Above Average" as compared with the average person their age:													
Academic ability	72.1	63.7	81.2	61.0	67.0	70.0	67.1	64.1	80.3	84.6	64.1	60.1	71.6
Artistic ability	28.6	29.0	28.3	28.6	29.5	31.8	25.6	29.3	27.6	31.0	31.1	30.8	31.7
Competitiveness	59.7	58.0	61.5	56.9	59.4	58.0	59.2	60.9	61.2	62.8	61.9	61.4	63.0
Computer skills	36.4	35.0	37.8	36.5	33.2	33.2	35.1	32.3	37.9	37.6	44.8	44.8	44.7
Cooperativeness	72.1	70.9	73.4	70.3	71.7	70.9	74.7	71.1	73.1	74.2	72.1	71.1	74.0
Creativity	54.4	54.6	54.2	53.8	55.5	56.9	53.5	55.2	53.3	57.7	59.9	59.9	60.0
Drive to achieve	78.1	76.0	80.5	74.6	77.7	77.7	78.8	77.1	79.8	82.9	82.2	81.4	83.6
Emotional health	53.0	50.9	55.3	50.3	51.7	50.8	53.2	51.8	54.7	57.5	56.2	54.7	58.9
Leadership ability	63.2	61.4	65.2	59.8	63.4	62.5	63.3	64.3	64.1	69.3	70.3	70.6	69.7
Mathematical ability	47.4	39.8	55.8	39.2	40.6	42.9	41.4	38.0	55.3	57.6	41.2	38.2	46.7
Physical health	56.3	54.9	57.8	53.1	57.0	56.6	57.2	57.3	57.3	59.9	53.2	52.0	55.3
Popularity	35.3	34.4	36.3	33.8	35.0	34.6	35.1	35.4	35.2	40.5	44.3	45.5	42.0
Public speaking ability	38.4	35.9	41.2	34.6	37.5	38.6	36.5	36.9	39.8	46.9	40.2	38.4	43.6
Risk-taking	43.9	43.8	44.1	44.4	43.1	43.2	42.7	43.2	43.6	46.0	50.5	49.5	52.2
Self-confidence (intellectual)	60.7	57.2	64.5	56.5	58.2	59.3	57.1	57.5	63.8	67.6	71.6	70.8	73.2
Self-confidence (social)	48.0	47.9	48.1	48.3	47.4	46.0	49.0	47.9	47.7	49.7	64.3	65.1	62.8
Self-understanding	58.4	57.1	59.8	56.3	58.0	58.9	57.8	57.3	59.1	62.7	69.3	68.4	70.9
Spirituality	37.9	39.0	36.6	37.5	40.9	35.4	40.8	46.2	35.7	40.1	56.0	56.0	56.0
Understanding of others	70.3	68.9	71.8	68.4	69.6	70.4	70.6	68.3	71.4	73.6	69.2	68.3	70.9
Writing ability	46.8	43.5	50.3	41.9	45.5	47.6	44.7	44.0	48.9	56.1	47.4	45.3	51.2
Students believed current abilities as "A Major Strength" or "Somewhat Strong" in each of the following areas:													
General knowledge	76.2	72.9	79.8	72.5	73.3	74.8	74.6	71.3	79.3	81.6	76.0	75.2	77.5
Knowledge of a particular field or discipline	68.6	65.7	71.9	63.9	67.8	69.4	66.7	66.9	71.0	75.3	67.1	66.9	67.4
Knowledge of people from different races/cultures	45.1	43.4	47.0	42.5	44.5	46.0	46.9	41.9	45.6	52.3	55.0	53.3	58.1
Understanding of the problems facing your community	43.6	42.7	44.6	42.1	43.5	44.9	46.1	40.8	43.4	49.3	56.9	54.8	60.7
Understanding of national issues	40.1	37.1	43.4	36.8	37.5	39.5	39.3	34.6	42.4	47.4	42.5	40.1	46.9
Understanding of global issues	36.0	33.5	38.9	33.2	33.8	36.3	35.4	30.7	37.8	43.1	39.0	36.9	43.0
Critical thinking skills	63.7	58.5	69.5	57.6	59.5	62.6	59.6	56.5	68.4	74.0	61.9	60.0	65.4
Problem-solving skills	69.7	65.0	75.0	64.1	66.0	67.5	67.4	63.9	74.3	78.0	66.7	65.0	69.8
Leadership abilities	63.5	61.6	65.7	59.8	63.7	62.9	64.4	64.1	64.7	69.7	68.7	68.5	69.2
Ability to get along with people of different races/cultures	83.4	81.9	85.0	81.4	82.6	83.5	83.2	81.3	84.7	86.3	81.1	79.9	83.4
Ability to manage your time effectively	52.9	51.1	55.0	50.0	52.4	51.6	54.7	51.9	54.6	56.8	58.2	57.2	60.1
Foreign language ability	32.1	29.2	35.4	29.7	28.6	31.3	31.1	24.8	33.8	41.5	24.4	21.3	30.0
Interpersonal skills	50.4	46.1	55.1	44.3	48.3	49.4	51.3	45.8	53.4	62.0	52.7	49.9	57.8
Military Status:													
None	97.1	95.6	98.8	92.6	99.1	99.2	98.9	99.0	98.8	99.0	95.7	95.7	95.7
ROTC, cadet, or midshipman at a service academy	2.6	4.1	1.0	6.9	0.7	0.6	0.9	0.7	1.0	0.9	3.5	3.3	3.9
In Active Duty, Reserves, or National Guard	0.2	0.3	0.1	0.4	0.2	0.1	0.2	0.2	0.2	0.1	0.7	0.9	0.3
A discharged veteran NOT serving in Active Duty, Reserves, or National Guard	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.0	0.1	0.1	0.0

2013 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
How would you describe the racial composition of the high school you last attended?													
Completely White	6.6	6.1	7.1	5.5	6.8	6.8	6.5	7.0	7.1	7.1	2.0	1.8	2.3
Mostly White	46.9	45.4	48.7	41.0	50.7	50.4	51.1	50.7	47.8	52.1	20.9	18.7	24.9
Roughly half non-White	25.3	25.9	24.6	26.8	24.9	24.3	22.3	26.8	25.0	23.1	28.6	30.4	25.4
Mostly non-White	16.9	17.3	16.5	20.4	13.6	14.3	15.1	12.2	17.2	14.0	33.7	35.8	29.8
Completely non-White	4.2	5.2	3.1	6.3	4.0	4.2	4.9	3.3	2.9	3.7	14.8	13.4	17.6
How would you describe the racial composition of the neighborhood where you grew up?													
Completely White	16.3	15.9	16.6	14.0	18.2	18.2	17.2	18.7	16.7	16.4	2.7	2.4	3.1
Mostly White	47.4	45.2	49.9	42.4	48.7	48.5	46.7	49.7	49.4	51.8	17.4	15.7	20.5
Roughly half non-White	14.7	14.9	14.4	15.8	13.8	13.9	13.8	13.6	14.4	14.3	18.0	19.5	15.3
Mostly non-White	14.8	15.5	14.0	18.1	12.5	12.3	14.6	11.7	14.5	11.9	34.3	34.6	33.8
Completely non-White	6.9	8.4	5.1	9.7	6.9	7.1	7.8	6.3	4.9	5.5	27.6	27.8	27.3
How many years do you expect it will take you to graduate from this college?													
1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.0	0.1	0.1	0.2
2	0.5	0.5	0.4	0.5	0.6	0.8	0.5	0.5	0.5	0.2	0.8	1.1	0.5
3	2.7	2.3	3.1	1.9	2.7	2.3	1.9	3.5	3.5	1.9	4.0	3.4	5.0
4	84.3	85.0	83.6	82.6	87.8	88.8	85.9	87.8	83.1	85.4	80.0	82.5	75.3
5	8.1	7.8	8.5	10.5	4.5	4.2	6.7	3.9	8.3	9.2	6.3	7.2	4.6
6 or more	2.7	2.2	3.2	2.1	2.4	2.8	3.9	1.2	3.3	2.8	5.6	2.4	11.3
Do not plan to graduate from this college	1.6	2.2	1.0	2.4	1.9	1.1	1.1	3.1	1.2	0.5	3.3	3.4	3.0
Objectives considered to be "Essential" or "Very Important":													
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	16.1	18.2	13.7	18.0	18.6	18.1	15.8	20.4	13.2	15.4	32.6	33.2	31.5
Becoming an authority in my field	60.7	59.8	61.8	58.6	61.1	61.8	62.1	60.0	60.9	64.8	70.6	69.9	72.0
Obtaining recognition from my colleagues for contributions to my special field	58.8	57.7	60.0	57.3	58.2	59.3	60.2	56.1	59.5	61.8	66.6	64.8	69.9
Influencing the political structure	21.5	22.1	20.8	22.3	21.9	22.2	22.4	21.4	20.2	23.2	38.5	36.9	41.5
Influencing social values	42.9	44.1	41.4	43.0	45.5	44.7	47.6	45.1	40.2	45.4	57.3	55.4	60.9
Raising a family	73.3	73.0	73.6	71.6	74.7	72.1	78.5	75.4	73.2	75.0	74.2	73.4	75.7
Being very well off financially	82.0	81.3	82.7	83.3	79.0	78.9	84.3	76.5	83.5	80.2	86.9	86.3	87.9
Helping others who are in difficulty	71.8	71.8	71.8	70.3	73.6	72.2	76.4	73.6	70.6	75.8	76.5	74.8	79.8
Making a theoretical contribution to science	25.2	23.0	27.9	23.2	22.7	23.5	25.6	20.6	28.6	25.5	37.1	32.5	45.5
Writing original works (poems, novels, etc.)	15.8	17.5	13.8	16.9	18.1	18.7	15.9	18.6	13.3	15.5	31.1	29.4	34.1
Creating artistic works (painting, sculpture, etc.)	15.0	17.1	12.6	17.1	17.0	17.9	15.0	17.2	12.3	13.8	27.1	26.8	27.6
Becoming successful in a business of my own	41.2	42.0	40.2	42.2	41.8	41.3	43.3	41.6	39.2	43.5	66.0	65.3	67.2
Becoming involved in programs to clean up the environment	25.2	25.8	24.5	25.6	25.9	27.1	26.5	24.6	24.3	25.2	43.3	41.1	47.4
Developing a meaningful philosophy of life	44.8	43.4	46.4	41.9	45.2	46.2	45.1	44.3	44.8	52.0	56.5	55.1	59.0
Participating in a community action program	29.7	29.5	29.9	28.0	31.3	30.4	34.0	30.9	28.4	34.8	51.6	48.5	57.4
Helping to promote racial understanding	35.7	36.4	34.9	35.4	37.5	38.2	38.8	36.2	34.0	38.1	57.7	54.9	62.8
Keeping up to date with political affairs	36.1	33.5	39.3	32.2	35.0	37.4	36.7	31.9	37.5	45.3	42.8	40.0	47.8
Becoming a community leader	36.8	36.1	37.7	34.9	37.6	36.7	39.8	37.3	35.9	43.6	54.0	51.5	58.6
Improving my understanding of other countries and cultures	49.6	47.6	52.1	45.0	50.6	53.5	51.0	47.6	49.7	60.2	56.4	53.1	62.4
Adopting "green" practices to protect the environment	38.9	37.4	40.6	36.2	38.8	42.9	40.2	34.3	39.9	42.9	44.1	41.9	48.0

2013 CIRP Freshman Survey
Weighted National Norms—All Respondents

	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Students estimate "Very Good Chance" that they will:													
Change major field	12.9	11.7	14.2	12.2	11.2	12.3	10.7	10.4	14.4	13.4	10.8	11.1	10.1
Change career choice	12.6	11.5	13.9	11.1	11.9	13.8	11.2	10.5	13.7	14.7	8.3	8.6	7.8
Participate in student government	7.4	7.3	7.5	7.3	7.4	7.4	8.7	6.8	7.0	8.9	16.4	14.3	20.4
Get a job to help pay for college expenses	49.1	49.6	48.6	49.4	49.8	49.1	52.0	49.3	50.1	43.7	46.2	49.4	40.5
Work full-time while attending college	7.7	8.6	6.6	10.4	6.4	5.9	7.4	6.5	7.3	4.3	14.4	15.6	12.2
Join a social fraternity or sorority	13.4	11.6	15.6	12.4	10.6	10.7	8.5	11.6	15.1	17.1	29.8	29.4	30.4
Play club, intramural, or recreational sports	30.7	29.2	32.6	27.6	31.1	30.6	33.1	30.5	31.6	35.6	23.4	22.7	24.8
Play intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	14.0	20.0	6.9	14.3	26.6	23.5	19.9	32.7	6.4	8.5	20.9	22.9	17.2
Make at least a "B" average	68.8	65.8	72.3	62.4	69.8	71.2	72.5	67.2	70.7	77.6	62.4	61.2	64.5
Need extra time to complete your degree requirements	6.3	7.1	5.4	7.9	6.1	5.4	6.3	6.7	5.8	4.1	12.9	13.1	12.5
Participate in student protests or demonstrations	5.8	6.2	5.3	6.2	6.3	7.1	6.0	5.8	5.3	5.4	14.6	12.8	17.8
Transfer to another college before graduating	5.8	6.9	4.4	7.7	6.0	4.7	5.2	7.5	4.8	3.0	13.9	13.6	14.6
Be satisfied with your college	58.2	55.6	61.4	52.6	59.0	60.8	61.8	56.0	59.2	68.8	44.7	42.2	49.3
Participate in volunteer or community service work	34.1	31.4	37.4	27.0	36.6	36.1	39.6	35.6	34.3	47.8	40.1	38.2	43.6
Seek personal counseling	11.1	11.3	10.9	11.4	11.2	11.5	11.8	10.6	11.0	10.8	20.0	19.5	21.0
Communicate regularly with your professors	39.5	39.3	39.8	35.0	44.3	46.9	46.9	40.6	37.2	48.1	40.9	39.4	43.7
Socialize with someone of another racial/ethnic group	64.1	61.3	67.6	58.7	64.2	66.9	65.7	61.0	65.8	73.7	54.7	53.4	56.9
Participate in student clubs/groups	49.8	45.6	54.9	43.5	48.2	51.9	51.4	43.0	52.0	64.2	43.4	41.3	47.4
Participate in a study abroad program	34.0	31.4	37.3	27.1	36.4	40.8	37.9	31.4	34.3	47.2	29.9	26.3	36.3
Have a roommate of a different race/ethnicity	30.2	28.7	31.9	26.5	31.3	35.0	28.6	29.1	30.1	37.8	24.6	25.3	23.3
Discuss course content with students outside of class	48.2	43.6	53.9	39.2	48.6	52.1	50.2	44.4	52.1	59.8	38.3	34.5	45.2
Work on a professor's research project	31.6	31.7	31.4	31.5	32.1	33.8	32.5	30.2	31.1	32.4	41.1	40.4	42.4
Take courses from more than one college simultaneously	6.2	6.4	6.0	6.6	6.2	6.2	7.5	5.6	6.1	5.7	13.3	11.1	17.4
Take a leave of absence from this college temporarily	2.6	3.1	1.9	3.3	2.8	2.4	3.0	3.0	1.9	1.9	8.0	7.7	8.5
Take a course exclusively online at this institution	6.5	7.0	6.0	8.0	5.8	4.6	6.3	6.8	6.7	3.9	13.9	14.0	13.6
Take a course exclusively online at a different institution	2.9	3.2	2.5	3.3	3.1	2.4	3.0	3.6	2.6	2.2	7.5	7.5	7.6

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	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
CIRP Construct: Habits of Mind													
High	29.4	26.6	32.4	25.1	28.6	31.2	30.5	25.1	31.0	38.0	32.5	30.3	36.7
Average	42.7	42.1	43.4	42.1	42.1	42.0	42.3	42.1	43.5	43.0	38.1	38.4	37.4
Low	27.9	31.3	24.2	32.9	29.4	26.8	27.3	32.8	25.5	19.0	29.4	31.3	25.9
Mean	50.10	49.33	50.92	48.93	49.83	50.48	50.36	48.96	50.58	52.32	50.41	49.84	51.48
CIRP Construct: Academic Self-Concept													
High	24.6	18.9	30.8	17.3	20.9	22.8	20.3	19.4	29.3	36.4	26.6	24.0	31.3
Average	46.8	44.3	49.5	43.4	45.4	46.1	46.4	44.2	50.1	47.3	38.9	37.9	40.8
Low	28.6	36.8	19.7	39.3	33.7	31.1	33.3	36.4	20.6	16.3	34.5	38.0	27.9
Mean	49.65	48.02	51.43	47.60	48.53	49.02	48.62	48.02	51.16	52.53	49.77	49.09	51.04
CIRP Construct: Social Self-Concept													
High	27.5	26.7	28.4	26.4	27.1	26.6	27.9	27.3	27.4	32.1	41.7	41.7	41.7
Average	38.7	38.0	39.5	37.7	38.5	38.2	38.8	38.5	39.4	39.8	33.5	33.8	32.8
Low	33.8	35.3	32.1	36.0	34.4	35.2	33.3	34.2	33.2	28.1	24.8	24.4	25.6
Mean	49.19	48.93	49.48	48.80	49.09	48.91	49.41	49.10	49.22	50.49	52.53	52.65	52.32
CIRP Construct: Pluralistic Orientation													
High	28.5	27.2	29.9	27.3	27.0	28.3	28.5	24.9	29.7	30.5	34.5	32.8	37.7
Average	44.1	42.8	45.5	42.7	43.0	44.2	44.3	41.2	45.2	46.7	37.3	37.9	36.2
Low	27.4	30.0	24.6	30.0	30.0	27.5	27.2	33.9	25.1	22.9	28.2	29.3	26.2
Mean	49.86	49.36	50.41	49.36	49.35	49.80	49.91	48.65	50.34	50.68	50.45	50.10	51.10
CIRP Construct: Social Agency													
High	25.8	25.8	25.8	24.5	27.3	27.0	30.0	26.3	24.3	31.0	47.2	43.7	53.5
Average	43.5	43.2	43.7	42.8	43.7	43.2	43.9	44.1	43.5	44.4	37.4	39.3	33.8
Low	30.7	31.0	30.4	32.7	28.9	29.8	26.0	29.6	32.2	24.5	15.4	16.9	12.7
Mean	49.35	49.31	49.40	48.89	49.79	49.72	50.52	49.51	48.99	50.81	54.35	53.55	55.79
CIRP Construct: Civic Engagement													
High	24.1	23.4	24.9	22.0	25.1	25.9	26.5	23.7	23.8	29.2	36.5	33.8	41.5
Average	48.3	48.0	48.5	47.9	48.2	47.7	49.0	48.2	48.5	48.8	44.4	46.0	41.4
Low	27.6	28.6	26.6	30.1	26.7	26.4	24.5	28.1	27.7	22.0	19.1	20.2	17.1
Mean	49.90	49.68	50.13	49.30	50.14	50.32	50.54	49.79	49.88	51.18	52.45	51.87	53.56
CIRP Construct: College Reputation Orientation													
High	26.4	22.9	30.3	18.9	27.7	29.3	32.5	23.8	28.3	38.1	26.3	17.2	43.1
Average	40.2	40.5	39.9	39.9	41.1	41.3	41.1	41.0	39.4	41.8	35.3	37.3	31.6
Low	33.4	36.7	29.8	41.2	31.2	29.4	26.4	35.3	32.4	20.0	38.4	45.5	25.3
Mean	48.37	47.77	49.05	46.99	48.72	49.01	49.77	47.93	48.59	50.79	47.74	46.28	50.42
CIRP Construct: Likelihood of College Involvement													
High	27.2	24.2	30.8	20.6	28.4	31.4	31.3	24.2	27.5	42.1	27.9	25.2	32.6
Average	44.8	44.4	45.3	45.5	43.2	42.8	43.5	43.4	46.2	42.4	42.3	42.7	41.6
Low	28.0	31.4	23.9	34.0	28.4	25.8	25.2	32.4	26.4	15.6	29.9	32.1	25.8
Mean	49.37	48.58	50.32	47.92	49.35	50.00	50.10	48.38	49.69	52.43	49.07	48.40	50.28

APPENDIX A

Research Methodology

RESEARCH METHODOLOGY

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

Historical Overview

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

The National Population for 2013

For the purposes of the 2013 CIRP Freshman Survey, the population has been defined as all institutions of higher education admitting first-time first-year students and granting a baccalaureate-level degree or higher listed in the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). An institution is considered eligible if it was operating at the time of the IPEDS survey and had a first-time, full-time freshman class of at least 25 students. In addition, a small number of institutions or their branches are included even though their separate enrollments were not available from the IPEDS files. In 2013, the national population included 1,583 institutions. It should be noted that the population reflects institutions of "higher education," rather than "postsecondary education." Most proprietary, special vocational, or semiprofessional institutions are not currently included in the population.

Institutional Stratification Design

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

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

A comprehensive restratification of the national population was undertaken in 2008 and is annually updated, reviewing not only institutions’ selectivity scores, but also their control and religious affiliation (if any) as reported to IPEDS. In 2013, “university” is defined by 2010 Basic Carnegie Classification as “research universities” or “doctoral/research universities.” Appendix C lists the current stratification cell assignment of institutions that participated in the 2013 CIRP Freshman Survey.

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

Identifying the Norms Sample

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

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

The 2013 Data

Although 224,507 respondents at 343 colleges and universities returned their forms in time for their data to be included in the 2013 norms, the normative data presented here are based on responses from 165,743 FTFT freshmen entering 234 baccalaureate institutions.

The normative data presented here were collected by administering the 2013 CIRP Freshman Survey during registration, freshman orientation, or the first few weeks of classes (i.e., before the students have had any substantial experience with college life). The survey is designed to elicit a wide range of biographic and demographic data, as well as data on the students’ high school background, career plans, educational aspirations, financial arrangements, high school activities, and current attitudes.

Table A1. 2013 CIRP Freshman Survey National Norms Sample and Population

Institution Type	Strat Cell	Selectivity		Institutions			First-time, Full-time Freshmen				Cell Weights	
		Level	Average Score	Population	Survey	Norms Sample	Unweighted Number	Weighted			Men	Women
								Number	Men	Women		
Public Universities	1	low	800–1079	61	8	5	10,095	155,040	70,813	84,227	11.51	12.28
	2	medium	1080–1189	56	8	5	12,470	188,155	91,416	96,740	13.17	12.62
	3	high	1190–1600	48	14	5	20,798	259,724	127,031	132,693	8.30	8.21
Private Universities	4	medium	800–1184	35	12	6	5,854	29,587	12,549	17,038	4.55	4.80
	5	high	1185–1339	28	7	5	6,878	51,434	23,409	28,025	6.71	5.94
	6	very high	1340–1600	32	14	8	12,975	64,727	32,769	31,958	3.89	3.75
Public 4-year Colleges	7,10	low	800–984	114	10	8	11,117	110,081	45,767	64,314	9.04	8.63
	8	medium	985–1034	130	18	10	12,544	172,978	78,030	94,947	7.09	5.66
	9	high	1035–1600	99	15	11	7,304	131,231	61,183	70,048	14.29	18.25
Private Nonsectarian 4-year Colleges	11,15	low	800–989	110	11	9	2,320	28,989	12,462	16,528	11.91	7.73
	12	medium	990–1069	73	19	13	5,656	29,585	12,645	16,940	4.32	4.28
	13	high	1070–1189	74	17	12	4,922	34,936	15,927	19,009	6.70	5.87
	14	very high	1190–1600	81	43	34	15,374	42,295	18,660	23,636	2.32	2.31
Catholic 4-year Colleges	16,19	low	800–994	57	12	14	3,391	16,345	5,746	10,598	4.57	3.85
	17	medium	995–1084	44	12	9	3,683	16,430	6,686	9,744	4.12	3.59
	18	high	1085–1600	49	18	11	6,167	32,414	13,574	18,840	4.80	4.29
Other Religious 4-year Colleges	20,24	very low	800–999	148	13	9	2,014	32,618	16,511	16,107	12.71	13.60
	21	low	1000–1039	77	13	11	2,824	25,105	12,341	12,764	5.14	6.78
	22	medium	1040–1109	75	15	12	3,838	29,425	12,515	16,910	7.20	7.40
	23	high	1110–1600	112	33	26	11,523	54,195	23,574	30,620	3.86	3.84
Predominantly Black Colleges	34,40	public	—	39	9	6	2,670	29,427	12,060	17,367	8.36	8.85
	35,38 39,41	private	—	41	9	5	1,326	15,468	6,472	8,996	9.60	12.04
All Institutions				1,583	330	234		1,550,189				

Note:

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

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

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

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

Weighting the Sample

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

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

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

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

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

CIRP Constructs

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

maximum likelihood score estimate based on the pattern of the person's responses to the entire set of survey items for that construct (or to a sub-set of the items that were answered). Items that tap into the trait more effectively are given greater weight in the estimation process (see Table A2). A respondent's construct score is thus not a simple arithmetic mean or weighted sum, but rather the estimated score that is most likely, given how the student answered the set of items. CIRP Constructs are scored on a Z-score metric and rescaled for a mean of approximately fifty and standard deviation of ten.

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

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

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

Table A2 (continued)

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

APPENDIX B

The 2013 CIRP
Freshman Survey Instrument

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

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

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

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

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

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

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

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

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

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

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

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

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

(Mark one in each column)

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

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

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

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

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

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

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

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

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

35. Are you: (Mark all that apply)
- White/Caucasian
 - African American/Black
 - American Indian/Alaska Native ...
 - Asian American/Asian
 - Native Hawaiian/Pacific Islander.
 - Mexican American/Chicano.....
 - Puerto Rican.....
 - Other Latino.....
 - Other.....

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

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

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

(Mark one answer for each possible reason)

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

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

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

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

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

40. Mark one in each row:

	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
Wealthy people should pay a larger share of taxes than they do now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affirmative action in college admissions should be abolished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The federal government should do more to control the sale of handguns	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A national health care plan is needed to cover everybody's medical costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The federal government should raise taxes to reduce the deficit.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing global warming should be a federal priority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chief benefit of a college education is that it increases one's earning power ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gays and lesbians should have the legal right to adopt a child	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undocumented immigrants should be denied access to public education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

(Mark one answer for each possible reason)

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

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

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

43. Military Status: (Mark one)

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

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

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

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

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

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

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

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

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

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

- | | | | | |
|---|---|---|---|---|
| 48. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 52. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 56. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 60. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 64. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 49. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 53. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 57. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 61. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 65. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 50. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 54. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 58. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 62. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 66. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 51. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 55. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 59. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 63. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 67. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |

THANK YOU!

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

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

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

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

Carefully detach this section after answering Questions 23 and 24

Turn over for Question 24

APPENDIX C

Institutions Participating in the 2013 CIRP Freshman Survey

Institutions Participating in the 2013 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
1243	Adrian College	Adrian	MI	21	yes
494	Agnes Scott College	Decatur	GA	23	no
1	Alabama A & M University	Normal	AL	34	yes
354	Albertus Magnus College	New Haven	CT	16	yes
1244	Albion College	Albion	MI	23	yes
2232	Albright College	Reading	PA	22	yes
2233	Allegheny College	Meadville	PA	23	no
414	American University	Washington	DC	5	no
1135	Amherst College	Amherst	MA	14	yes
2432	Anderson University	Anderson	SC	22	yes
2046	Antioch College	Yellow Springs	OH		no
125	Art Center College of Design	Pasadena	CA	12	yes
1322	Augsburg College	Minneapolis	MN	22	yes
522	Augusta State University	Augusta	GA	7	no
599	Aurora University	Aurora	IL	12	yes
1141	Babson College	Wellesley	MA	14	yes
454	Barry University	Miami	FL	4	no
1042	Bates College	Lewiston	ME	14	yes
5275	Bay Path College	Longmeadow	MA	11	yes
2519	Belmont University	Nashville	TN	23	yes
2931	Beloit College	Beloit	WI	14	yes
7072	Benedictine College	Atchison	KS	18	yes
692	Benedictine University	Lisle	IL	4	yes
1934	Bennett College for Women	Greensboro	NC	38	yes
2751	Bennington College	Bennington	VT	14	yes
503	Berry College	Mount Berry	GA	13	yes
5349	Bethany Lutheran College	Mankato	MN	23	yes
5753	Biola University	La Mirada	CA	4	yes
1641	Bloomfield College	Bloomfield	NJ	20	no
2049	Bluffton University	Bluffton	OH	21	yes
1142	Boston College	Chestnut Hill	MA	6	yes
1043	Bowdoin College	Brunswick	ME	14	no
605	Bradley University	Peoria	IL	13	yes
1193	Bridgewater State University	Bridgewater	MA	8	yes
2404	Brown University	Providence	RI	6	no
2231	Bryn Athyn College of the New Church	Bryn Athyn	PA	22	yes
2236	Bryn Mawr College	Bryn Mawr	PA	14	no
749	Butler University	Indianapolis	IN	14	yes
131	California Baptist University	Riverside	CA	20	no
135	California Institute of Technology	Pasadena	CA	6	yes
5010	California State University-Long Beach	Long Beach	CA	8	yes
230	California State University-Northridge	Northridge	CA	7	yes
5751	California State University-San Bernardino	San Bernardino	CA	7	no
4851	California State University-San Marcos	San Marcos	CA	7	yes
5795	Calvin College	Grand Rapids	MI	23	yes
1936	Campbell University	Buies Creek	NC	21	no
5571	Carl Albert State College	Poteau	OK	10	no
1327	Carleton College	Northfield	MN	14	yes
606	Carthage College	Kenosha	WI	23	yes
2053	Case Western Reserve University	Cleveland	OH	6	no
2750	Castleton State College	Castleton	VT	7	yes
1938	Catawba College	Salisbury	NC	11	yes
416	Catholic University of America	Washington	DC	4	no
1745	Cazenovia College	Cazenovia	NY	11	no

Institutions Participating in the 2013 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
815	Central College	Pella	IA	23	yes
2054	Central State University	Wilberforce	OH	34	yes
141	Chapman University	Orange	CA	23	yes
1941	Chowan University	Murfreesboro	NC	20	yes
2523	Christian Brothers University	Memphis	TN	18	no
2435	Citadel Military College of South Carolina	Charleston	SC	9	yes
1748	Clarkson University	Potsdam	NY	4	no
9113	Clearwater Valley Upward Bound	Moscow	ID		no
6133	Coastal Carolina University	Conway	SC	7	yes
1044	Colby College	Waterville	ME	14	no
1749	Colgate University	Hamilton	NY	14	yes
2439	College of Charleston	Charleston	SC	9	yes
7402	Colorado Christian University	Lakewood	CO	22	yes
319	Colorado College	Colorado Springs	CO	14	yes
318	Colorado State University-Fort Collins	Fort Collins	CO	2	no
359	Connecticut College	New London	CT	14	yes
1077	Coppin State University	Baltimore	MD	34	no
1463	Cottey College	Nevada	MO	15	yes
5821	Covenant College	Lookout Mountain	GA	23	no
1573	Creighton University	Omaha	NE	18	no
6430	CUNY Lehman College	Bronx	NY	8	yes
7254	CUNY Medgar Evers College	Brooklyn	NY	10	no
5287	Curry College	Milton	MA	11	yes
6166	Dalton State College	Dalton	GA	10	no
1942	Davidson College	Davidson	NC	23	no
2244	Delaware Valley College	Doylestown	PA	12	yes
5882	DeSales University	Center Valley	PA	17	no
2247	Dickinson College	Carlisle	PA	14	yes
687	Dominican University	River Forest	IL	17	yes
1943	Duke University	Durham	NC	6	no
753	Earlham College	Richmond	IN	23	yes
464	Eckerd College	Saint Petersburg	FL	23	yes
1982	Elizabeth City State University	Elizabeth City	NC	34	no
634	Elmhurst College	Elmhurst	IL	23	yes
1947	Elon University	Elon	NC	14	yes
5105	Embry-Riddle Aeronautical University-Daytona Beach	Daytona Beach	FL	13	no
1158	Emmanuel College	Boston	MA	17	yes
2787	Emory & Henry College	Emory Valley	VA	20	yes
511	Emory University	Atlanta	GA	6	no
2444	Ersine College	Due West	SC	21	yes
362	Fairfield University	Fairfield	CT	18	yes
6529	Fairleigh Dickinson University-College at Florham	Madison	NJ	12	yes
2788	Ferrum College	Ferrum	VA	20	yes
463	Florida State University	Tallahassee	FL	3	yes
1773	Fordham University	Bronx	NY	5	yes
1195	Framingham State University	Framingham	MA	8	yes
5414	Franklin Pierce University	Rindge	NH	11	yes
897	Friends University	Wichita	KS	12	no
2446	Furman University	Greenville	SC	14	no
961	Georgetown College	Georgetown	KY	23	yes
2263	Gettysburg College	Gettysburg	PA	14	yes
2847	Gonzaga University	Spokane	WA	18	no

Institutions Participating in the 2013 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
5199	Grace College and Theological Seminary	Winona Lake	IN	21	yes
641	Greenville College	Greenville	IL	21	yes
834	Grinnell College	Grinnell	IA	14	yes
1953	Guilford College	Greensboro	NC	22	yes
1338	Gustavus Adolphus College	Saint Peter	MN	23	yes
1776	Hamilton College	Clinton	NY	14	yes
9107	Harrisburg University of Science and Technology	Harrisburg	PA	11	no
1777	Hartwick College	Oneonta	NY	13	yes
180	Harvey Mudd College	Claremont	CA	14	yes
2267	Haverford College	Haverford	PA	14	yes
2072	Hiram College	Hiram	OH	12	yes
1755	Hobart William Smith Colleges	Geneva	NY	14	yes
1778	Hofstra University	Hempstead	NY	4	no
2794	Hollins University	Roanoke	VA	13	yes
2266	Holy Family University	Philadelphia	PA	16	yes
152	Holy Names University	Oakland	CA	16	yes
424	Howard University	Washington	DC	41	no
8	Huntingdon College	Montgomery	AL	20	yes
579	Idaho State University	Pocatello	ID	1	no
642	Illinois College	Jacksonville	IL	22	yes
646	Illinois Wesleyan University	Bloomington	IL	14	yes
7813	Institute of American Indian and Alaska Native Cul	Santa Fe	NM	7	yes
1956	Johnson C. Smith University	Charlotte	NC	35	no
2272	Juniata College	Huntingdon	PA	13	no
1272	Kalamazoo College	Kalamazoo	MI	14	yes
1617	Keene State College	Keene	NH	8	no
652	Knox College	Galesburg	IL	14	yes
5341	Kuyper College	Grand Rapids	MI	22	no
523	LaGrange College	Lagrange	GA	21	yes
2947	Lawrence University	Appleton	WI	14	yes
1794	Le Moyne College	Syracuse	NY	17	yes
2277	Lebanon Valley College	Anncville	PA	22	yes
2537	Lee University	Cleveland	TN	23	yes
2194	Lewis & Clark College	Portland	OR	14	yes
655	Lewis University	Romeoville	IL	17	yes
2539	Lincoln Memorial University	Harrogate	TN	13	no
2279	Lincoln University of Pennsylvania	Lincoln University	PA	34	yes
2796	Longwood University	Farmville	VA	8	no
657	Loyola University Chicago	Chicago	IL	5	yes
2283	Lycoming College	Williamsport	PA	22	yes
1344	Macalester College	Saint Paul	MN	23	yes
1796	Manhattan College	Riverdale	NY	18	yes
1275	Marygrove College	Detroit	MI	16	yes
1804	Marymount Manhattan College	New York	NY	12	yes
2799	Marymount University	Arlington	VA	16	yes
2543	Maryville College	Maryville	TN	23	yes
2285	Marywood University	Scranton	PA	17	yes
1197	Massachusetts College of Liberal Arts	North Adams	MA	8	yes
5170	McKendree University	Lebanon	IL	21	yes
913	McPherson College	McPherson	KS	20	yes

Institutions Participating in the 2013 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
525	Mercer University	Macon	GA	13	yes
2079	Miami University-Oxford	Oxford	OH	3	yes
2633	Midwestern State University	Wichita Falls	TX	8	yes
199	Mills College	Oakland	CA	13	yes
1412	Millsaps College	Jackson	MS	23	yes
1508	Missouri University of Science and Technology	Rolla	MO	3	no
1662	Montclair State University	Montclair	NJ	8	yes
2287	Moore College of Art and Design	Philadelphia	PA	11	yes
2289	Moravian College and Moravian Theological Seminary	Bethlehem	PA	22	yes
5796	Morehouse College	Atlanta	GA	35	yes
844	Morningside College	Sioux City	IA	23	yes
1096	Mount St. Mary's University	Emmitsburg	MD	17	yes
203	Mount St. Mary's College	Los Angeles	CA	16	yes
1589	Nebraska Wesleyan University	Lincoln	NE	23	yes
5888	Neumann University	Aston	PA	16	yes
471	New College of Florida	Sarasota	FL	9	yes
1965	North Carolina Central University	Durham	NC	34	yes
674	North Central College	Naperville	IL	23	no
2454	North Greenville University	Tigerville	SC	22	no
2157	Northeastern State University	Tahlequah	OK	8	yes
1184	Northeastern University	Boston	MA	6	yes
679	Northwestern University	Evanston	IL	6	no
2083	Notre Dame College	Cleveland	OH	16	yes
1286	Oakland University	Rochester Hills	MI	1	yes
2084	Oberlin College	Oberlin	OH	14	no
207	Occidental College	Los Angeles	CA	14	yes
2163	Oklahoma City University	Oklahoma City	OK	23	yes
5566	Oklahoma Wesleyan University	Bartlesville	OK	21	yes
190	Otis College of Art and Design	Los Angeles	CA	12	no
4892	Oxford College of Emory University	Oxford	GA		no
214	Pacific Union College	Angwin	CA	21	no
6615	Palm Beach Atlantic University	West Palm Beach	FL	22	yes
9106	Patrick Henry College	Purcellville	VA		no
104	Philander Smith College	Little Rock	AR	38	yes
1826	Polytechnic Institute of New York University	Brooklyn	NY	5	yes
1827	Pratt Institute-Main	Brooklyn	NY	13	no
683	Principia College	Elsah	IL	13	yes
2409	Providence College	Providence	RI	18	yes
373	Quinnipiac University	Hamden	CT	13	no
2825	Radford University	Radford	VA	8	no
7241	Ramapo College of New Jersey	Mahwah	NJ	9	yes
2805	Randolph College	Lynchburg	VA	22	yes
2209	Reed College	Portland	OR	14	yes
1187	Regis College	Weston	MA	16	yes
334	Regis University	Denver	CO	18	yes
534	Reinhardt University	Waleska	GA	20	yes
2410	Rhode Island College	Providence	RI	7	yes
2413	Rhode Island School of Design	Providence	RI	14	no
2645	Rice University	Houston	TX	6	no
1667	Rider University	Lawrenceville	NJ	12	no
685	Rockford University	Rockford	IL	12	yes

Institutions Participating in the 2013 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
468	Rollins College	Winter Park	FL	13	yes
2309	Rosemont College	Rosemont	PA	16	yes
1672	Rutgers University-Camden	Camden	NJ	9	no
1668	Rutgers University-New Brunswick	New Brunswick	NJ	3	no
1673	Rutgers University-Newark	Newark	NJ	1	no
5082	Sacred Heart University	Fairfield	CT	18	no
6101	Sage College of Albany	Albany	NY		no
976	Saint Catharine College	Saint Catharine	KY	19	yes
2313	Saint Francis University	Loretto	PA	17	yes
1843	Saint Joseph's College-New York	Brooklyn	NY	12	yes
2856	Saint Martin's University	Lacey	WA	17	no
781	Saint Mary's College	Notre Dame	IN	18	yes
227	Saint Mary's College of California	Moraga	CA	18	yes
1354	Saint Mary's University of Minnesota	Winona	MN	4	yes
2758	Saint Michael's College	Colchester	VT	18	yes
2974	Saint Norbert College	De Pere	WI	18	yes
1675	Saint Peter's University	Jersey City	NJ	16	yes
8307	San Diego Christian College	El Cajon	CA	20	no
248	San Francisco Conservatory of Music	San Francisco	CA	13	yes
238	San Jose State University	San Jose	CA	8	no
267	Santa Clara University	Santa Clara	CA	18	yes
535	Savannah State University	Savannah	GA	34	no
693	School of the Art Institute of Chicago	Chicago	IL	13	yes
7449	School of Visual Arts	New York	NY		no
246	Scripps College	Claremont	CA	14	yes
2857	Seattle Pacific University	Seattle	WA	23	yes
2858	Seattle University	Seattle	WA	18	no
1676	Seton Hall University	South Orange	NJ	4	yes
2564	Sewanee-The University of the South	Sewanee	TN	23	yes
1836	Siena College	Loudonville	NY	18	no
1189	Smith College	Northampton	MA	14	no
170	Sonoma State University	Rohnert Park	CA	8	no
2553	Southern Adventist University	Collegedale	TN	21	yes
700	Southern Illinois University Edwardsville	Edwardsville	IL	8	yes
2657	Southern Methodist University	Dallas	TX	5	yes
2664	Southwestern University	Georgetown	TX	23	yes
502	Spelman College	Atlanta	GA	35	no
1329	St. Catherine University	Saint Paul	MN	18	yes
1949	St. Andrews University	Laurinburg	NC	20	yes
1842	St. John's University-New York	Queens	NY	4	yes
2648	St. Mary's University	San Antonio	TX	17	no
5498	St. Thomas Aquinas College	Sparkill	NY	11	yes
1110	Stevenson University	Stevenson	MD	11	no
1204	Suffolk University	Boston	MA	12	no
1864	SUNY at Binghamton	Vestal	NY	3	no
7028	SUNY at Purchase College	Purchase	NY	9	no
1878	SUNY College at Potsdam	Potsdam	NY	9	yes
4894	SUNY Institute of Technology at Utica-Rome	Utica	NY	9	yes
2336	Swarthmore College	Swarthmore	PA	14	no
2674	Tarleton State University	Stephenville	TX	7	yes
2677	Texas A & M University-Kingsville	Kingsville	TX	1	no
2675	Texas Christian University	Fort Worth	TX	5	yes
1753	The College of New Rochelle	New Rochelle	NY	11	yes
2063	The College of Wooster	Wooster	OH	14	yes

Institutions Participating in the 2013 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
1835	The Sage Colleges	Troy	NY	12	no
476	The University of Tampa	Tampa	FL	12	yes
7256	Touro College	New York	NY	12	no
981	Transylvania University	Lexington	KY	23	yes
379	Trinity College	Hartford	CT	14	yes
2685	Trinity University	San Antonio	TX	23	yes
435	Trinity Washington University	Washington	DC	16	yes
1024	Tulane University of Louisiana	New Orleans	LA	6	yes
2561	Tusculum College	Greeneville	TN	21	yes
1884	Union College	Schenectady	NY	14	no
341	United States Air Force Academy	USAFA	CO	9	yes
380	United States Coast Guard Academy	New London	CT	9	yes
1100	United States Naval Academy	Annapolis	MD	9	no
76	University of Arkansas at Pine Bluff	Pine Bluff	AR	34	yes
382	University of Bridgeport	Bridgeport	CT	11	yes
257	University of California-Los Angeles	Los Angeles	CA	3	no
262	University of California-Riverside	Riverside	CA	1	yes
260	University of California-San Diego	La Jolla	CA	3	yes
259	University of California-Santa Barbara	Santa Barbara	CA	3	no
1456	University of Central Missouri	Warrensburg	MO	8	no
2147	University of Central Oklahoma	Edmond	OK	8	no
567	University of Hawaii at Manoa	Honolulu	HI	2	yes
9109	University of Hawaii-West Oahu	Kapolei	HI	7	yes
584	University of Idaho	Moscow	ID	2	yes
705	University of Illinois at Chicago	Chicago	IL	2	no
4890	University of Illinois at Springfield	Springfield	IL	9	yes
704	University of Illinois at Urbana-Champaign	Champaign	IL	3	no
184	University of La Verne	La Verne	CA	4	no
984	University of Louisville	Louisville	KY	2	yes
1207	University of Massachusetts Amherst	Amherst	MA	2	yes
5773	University of Massachusetts-Dartmouth	North Dartmouth	MA	9	yes
1294	University of Michigan-Ann Arbor	Ann Arbor	MI	3	yes
6400	University of Michigan-Flint	Flint	MI	9	no
1609	University of Nevada-Reno	Reno	NV	1	yes
1984	University of North Carolina at Chapel Hill	Chapel Hill	NC	3	no
785	University of Notre Dame	Notre Dame	IN	6	yes
6232	University of Pittsburgh-Bradford	Bradford	PA	8	yes
2342	University of Pittsburgh-Pittsburgh Campus	Pittsburgh	PA	3	yes
265	University of Redlands	Redlands	CA	13	yes
1889	University of Rochester	Rochester	NY	6	yes
374	University of Saint Joseph	West Hartford	CT	17	yes
2343	University of Scranton	Scranton	PA	18	no
2458	University of South Carolina-Columbia	Columbia	SC	3	no
9119	University of South Florida Sarasota-Manatee	Sarasota	FL	9	yes
477	University of South Florida-Main Campus	Tampa	FL	2	yes
4895	University of South Florida-St. Petersburg Campus	St. Petersburg	FL	9	no
268	University of Southern California	Los Angeles	CA	6	yes
157	University of the Pacific	Stockton	CA	4	yes
2302	University of the Sciences	Philadelphia	PA	14	yes
2104	University of Toledo	Toledo	OH	1	yes
2731	University of Utah	Salt Lake City	UT	2	no
2819	University of Virginia-Main Campus	Charlottesville	VA	3	no
787	Valparaiso University	Valparaiso	IN	23	no
2567	Vanderbilt University	Nashville	TN	6	yes

Institutions Participating in the 2013 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
5053	Vanguard University of Southern California	Costa Mesa	CA	20	no
1891	Vassar College	Poughkeepsie	NY	14	yes
5517	Villa Maria College	Buffalo	NY	16	yes
2828	Virginia Union University	Richmond	VA	38	no
2459	Voorhees College	Denmark	SC	38	yes
789	Wabash College	Crawfordsville	IN	13	yes
1987	Wake Forest University	Winston Salem	NC	5	no
5562	Walsh University	North Canton	OH	17	yes
2214	Warner Pacific College	Portland	OR	20	yes
1588	Wayne State College	Wayne	NE	8	no
1295	Wayne State University	Detroit	MI	1	yes
2349	Waynesburg University	Waynesburg	PA	21	yes
1895	Wells College	Aurora	NY	12	yes
384	Wesleyan University	Middletown	CT	14	yes
5035	Western New England University	Springfield	MA	12	yes
2352	Westminster College	New Wilmington	PA	22	no
707	Wheaton College	Wheaton	IL	23	no
2867	Whitman College	Walla Walla	WA	14	yes
2297	Widener University-Main Campus	Chester	PA	4	no
2354	Wilkes University	Wilkes-Barre	PA	12	yes
2215	Willamette University	Salem	OR	14	yes
1213	Williams College	Williamstown	MA	14	yes
2355	Wilson College	Chambersburg	PA	20	yes
1992	Wingate University	Wingate	NC	12	yes
1993	Winston-Salem State University	Winston-Salem	NC	34	yes
2113	Wittenberg University	Springfield	OH	23	yes
2463	Wofford College	Spartanburg	SC	23	yes
1026	Xavier University of Louisiana	New Orleans	LA	39	yes

APPENDIX D

The Precision of the Normative Data and Their Comparisons

THE PRECISION OF THE NORMATIVE DATA AND THEIR COMPARISONS

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

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

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

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

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

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

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

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

To calculate the confidence interval at the 95% probability level, we multiply the estimated standard error by the critical value of t for the unweighted sample size (which, for all CIRP comparison groups, will be equal to 1.96 at the .05 level of probability).³ In this example, we would multiply the estimated standard error of .252 by 1.96, which yields .494. If we round this figure to a single decimal point we would then estimate our confidence interval to be 15.7 ± .5. In practical terms, this confidence interval means that if we were to replicate this survey using the same size sample, we would expect that the resulting percentage would fall between 15.2 percent and 16.1 percent 95 times out of 100.

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

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

Note: Assumes simple random sampling.

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

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

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

APPENDIX E

Changes to the Career Category Response Options for the 2013 Survey



Changes to the Career Category Response Options for the 2013 Survey

2013 TFS	Previous TFS
ARTS	
Actor or Entertainer	Actor or entertainer
Artist	Artist
Graphic Designer	
Musician	Musician (performer, composer)
Writer/Producer/Director	
AGRICULTURE	
Farmer or Forester	Farmer or rancher
Natural Resource Specialist/Environmentalist	Conservationist or forester
BUSINESS	
Accountant	Accountant or Actuary
Administrative Assistant	Business (clerical)
Business Manager/Executive	Business executive (management, administrator)
Business Owner/Entrepreneur	Business owner or proprietor
Retail Sales	
Sales/Marketing	Business salesperson or buyer
Human Resources	
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	
Management Consultant	
Real Estate Agent/Realtor/Appraiser/Developer	
Sports Management	
COMMUNICATIONS	
Journalist	Writer or journalist
Public/Media Relations	
Advertising	
EDUCATION	
College Administrator/Staff	College administrator/staff
College Faculty	College teacher
Early Childcare Provider	
Elementary School Teacher	Teacher or administrator (elementary)
Secondary School Teacher	Teacher or administrator (secondary)
Librarian	
Teacher's Assistant/Paraprofessional	
K-12 Administrator	School principal or superintendent
Other K-12 Professional	School counselor

Changes to the Career Category Response Options for the 2013 Survey

2013 TFS	Previous TFS
GOVERNMENT	
Military	Military service (career)
Federal/State/Local Government Official	Policymaker/Government
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	Law enforcement officer
Postal Worker	Foreign Service worker (including diplomat)
HEALTHCARE SUPPORT	
Dietician/Nutritionist	Dietitian or nutritionist
Home Health Worker	
Medical/Dental Assistant (e.g. Hygienist, Lab Tech, Nursing Asst.)	Lab technician or hygienist
Registered Nurse	Nurse
Therapist (e.g., Physical, Occupational, Speech)	Therapist (physical, occupational, speech)
INFORMATION TECHNOLOGY	
Computer Programmer/Developer	Computer programmer or analyst
Computer/Systems Analyst	
Web Designer	
LAW	
Lawyer/Judge	Lawyer (attorney) or judge
Paralegal	
MEDICAL PRACTITIONERS	
Clinical Psychologist	Clinical psychologist
Dentist/Orthodontist	Dentist (including orthodontist)
Medical Doctor/Surgeon	Physician
Optometrist	Optometrist
Pharmacist	Pharmacist
Veterinarian	Veterinarian
SCIENCE AND ENGINEERING	
Engineer	Engineer
Research Scientist (e.g., Biologist, Chemist, Physicist)	Scientific researcher
Urban Planner/Architect	Architect or urban planner
SERVICE INDUSTRY	
Custodian/Janitor/Housekeeper	
Food Service (e.g., Chef/Cook, Server)	
Hair Stylist/Aesthetician/Manicurist	
Interior Designer	Interior decorator (including designer)
Skilled Trades (e.g., Plumber, Electrician, Construction)	Skilled trades
Social/Non-Profit Services	Social, welfare, or recreation worker

Changes to the Career Category Response Options for the 2013 Survey

2013 TFS	Previous TFS
CLERGY	Clergy (minister, priest)
	Clergy (other religious)
HOMEMAKER/STAY AT HOME PARENT	Homemaker (full-time)
OTHER	Other
UNDECIDED	Undecided (<i>NOTE: student only</i>)
	Laborer (unskilled)
	Semi-skilled worker
	Unemployed

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2013, 81 pages

E-book with expanded tables, 185 pages

Provides national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. Data from 165,743 entering first-year students are statistically adjusted to reflect the 1.5 million students entering four-year institutions for the first time in 2013. The annual report covers: demographic characteristics; expectations of college; degree goals and career plans; college finances; and attitudes, values, and life goals.

*Publications from earlier years are also available.

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

October 2012, 99 pages

E-book with expanded tables, 231 pages

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

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

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

November 2011, 55 pages

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

The American Freshman: Forty Year Trends

March 2006, 261 pages

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

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

October 2008, 90 pages

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

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

September 2007, 63 pages

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

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

February 2007, 62 pages

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

Black Undergraduates From *Bakke* to *Grutter*

November 2005, 41 pages

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

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