

2015



The American Freshman: National Norms Fall 2015

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The Higher Education Research Institute (HERI) is based in the Graduate School of Education & Information Studies at the University of California, Los Angeles. The Institute serves as an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education.

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The American Freshman



**Dr. Helen "Lena" Stavridou Astin
1932–2015**

This 50th CIRP Freshman Survey monograph is dedicated in loving memory to Dr. Helen "Lena" Astin, an exceptional scholar, teacher, colleague, mentor, and friend. Lena's commitment to understanding women's experiences and her passion, strength, and kindness will be carried on by those of us who were fortunate enough to know her and learn from her.

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INTRODUCTION

Student protests and the return of court cases concerning affirmative action in admissions ranked among the top higher education stories of 2015. Protests on one college campus—the University of Missouri—led to the resignation of the institution’s president. Additionally, the Supreme Court once again heard oral arguments in the *Fisher v. University of Texas* case challenging the legality of the University’s admissions policies. Studies out of the Higher Education Research Institute (HERI) analyzing data from surveys administered by the Cooperative Institutional Research Program (CIRP) continue to inform these and other issues pertaining to the lives of college students and faculty.

In the fall of 2015, HERI released two critical research briefs that underscore the educational benefits of enrolling a diverse body of students. The first brief, written by Dr. Uma Jayakumar, analyzes data from the CIRP Freshman Survey and College Senior Survey (CSS). Jayakumar (2015) finds that increased same-race representation for students of color correlates with reduced racialized vulnerability and has no effect on the frequency with which students of color interact with peers from different racial or ethnic backgrounds. By contrast, White students who enroll at campuses with greater proportions of White undergraduates experience a decrease in both racialized vulnerability and the frequency with which they interact with peers from different racial and ethnic backgrounds.

A second research brief, authored by Drs. Sylvia Hurtado and Adriana Ruiz Alvarado, analyzes data from CIRP’s Diverse Learning Environments (DLE) survey. Hurtado and Ruiz Alvarado (2015) find that Black and Latino students who enroll at more racially diverse campuses have lower likelihoods of reporting incidents of bias or discrimination to campus authorities compared to their peers who attend less racially diverse campuses. Similarly, the authors note that, as campus diversity increases, Latino students report experiencing less frequent incidents of discrimination and bias. Generally speaking, the same finding holds for Black students at the most racially diverse campuses compared to their peers at the least racially diverse campuses. The authors conclude by urging campuses to become more inclusive so that students from all backgrounds may thrive.

In addition to informing court cases, CIRP data continue to feature prominently in studies focused on science, technology, engineering, and mathematics (STEM) education. For example, Dr. Juan Garibay (2015) analyzes data from the 2004 CIRP Freshman Survey and 2008 CSS to understand the factors that contribute to developing a stronger commitment to social agency, and the study has a specific focus on differences between students in STEM majors

In the fall of 2015, HERI released two critical research briefs that underscore the educational benefits of enrolling a diverse body of students.

and their peers pursuing degrees in other fields. Results show that students who start and persist as STEM majors during college have weaker commitments to social agency by the end of college compared to their peers who never pursued a STEM major. Garibay (2015) also finds that, although students' aspirations for many STEM-related careers (e.g., engineer, scientific researcher, computer scientist) have a negative association with a commitment to social agency by the end of college, students who plan to work in health professions actually exhibit a stronger orientation toward social agency than their counterparts interested in pursuing non-STEM careers.

In addition to informing court cases, CIRP data continue to feature prominently in studies focused on STEM education.

In another study focused on STEM education, Sax, Kanny, Riggers-Piehl, Whang, and Paulson (2015) analyze several years of data from the CIRP Freshman Survey to examine how the importance of students' math self-confidence in predicting intentions to major in STEM has changed over time. The authors find that, while students intending to major in STEM tend to have stronger confidence in their math abilities than their peers intending to pursue non-STEM majors, great variation exists with respect to math self-confidence across the subdisciplines within STEM. Additionally, the strength of the relationship between students' confidence in their math abilities and whether they intend to pursue a STEM major has changed over time, growing stronger for women intending to

pursue math/statistics but becoming weaker for women intending to pursue other STEM-related disciplines.

HERI's continued contributions to the study of undergraduate STEM education extend well beyond studies published in 2015. For the past year, HERI researchers have worked closely with campuses funded by the National Institutes of Health under the Building Infrastructure Leading to Diversity (BUILD) initiative as well as leaders of the National Research Mentoring Network (NRMN). Over the next several years, data collected through HERI's suite of student and faculty surveys will be merged with other local and national datasets to inform the national evaluation of these initiatives, which aim to diversify the pool of individuals working in biomedical research careers.

In addition to research on STEM education, researchers have relied upon longitudinal CIRP data to examine the long-term effects of undergraduate experiences on civic engagement. Bowman, Park, and Denson (2015) examine civic outcomes for students six years after they graduated with their bachelor's degree. Using multilevel propensity score analysis to examine data from the 1994 Freshman Survey, 1998 College Student Survey (now known as the College Senior Survey), and the 2004 follow-up survey that focused on civic engagement, the authors find that students who participated in racial/ethnic student clubs and organizations in college tend to exhibit significantly more civic engagement across several dimensions six years after college compared to their peers who did not participate in such groups. The authors argue that these findings underscore the value of racial/ethnic student organizations on college campuses.

In a study focused on students' racial identity, Hurtado, Ruiz Alvarado, and Guillermo-Wann (2015) analyze data from the pilot administration of CIRP's DLE survey. The authors find that students at two- and four-year institutions who are more often exposed to a curriculum of inclusion and more frequently participate in cocurricular diversity activities report stronger racial identity salience (i.e., thought about their race/ethnicity more often). Similarly, having more frequent conversations about race and more frequent experiences with discrimination and bias correlate with students thinking about their racial/ethnic identity more often.

In addition to studies focused on students, researchers also published several studies using data from the HERI Faculty Survey during 2015. Eagan, Jaeger, and Grantham (2015) analyze data from the 2010–11 HERI Faculty Survey to examine correlates of job satisfaction for part-time faculty. The authors find that part-time faculty who have use of a private or shared office space and who feel respected by their full-time colleagues tend to express greater workplace satisfaction. In another study utilizing HERI Faculty Survey data, Eagan and Garvey (2015) examine the connection among faculty's social identity (race, gender), stress, and productivity. The authors describe that the relationship between feeling stressed due to subtle discrimination and research productivity depends upon faculty's race/ethnicity. White faculty tend to be unaffected in terms of research productivity as their levels of stress due to subtle discrimination increase; by contrast, faculty of color tend to produce significantly less research when they experience greater stress due to subtle discrimination.

In addition to the dozens of peer-reviewed journal articles, research briefs, monographs, book chapters, and conference presentations produced by researchers using CIRP data throughout 2015, HERI achieved a number of milestones. Dr. Sylvia Hurtado stepped down in March after serving as Director of HERI for 11 years. During her time as HERI Director, Dr. Hurtado brought a stronger focus on diversity and inclusion to the student and faculty surveys. She also helped to establish HERI as one of the premiere higher education research centers focused on undergraduate STEM education. Also of note, Dr. Hurtado added the DLE survey to the suite of tools campuses can use to understand their students' experiences. In 2015, more than two dozen campuses participated in the DLE survey, and more than twice as many institutions are on pace to participate during the 2015–16 survey cycle.

In July 2015, HERI welcomed Dr. Cecilia Rios-Aguilar as its new director. Dr. Rios-Aguilar joined HERI and the faculty at UCLA after working several years as an associate professor at Claremont Graduate University. Dr. Rios-Aguilar's research focuses on advanced quantitative methods, analysis of big data, and community colleges.

During the final quarter of 2015, we began introducing survey promotion packs, which are aimed at assisting campuses with marketing their surveys to students and faculty. Campuses can adapt these templates with local information about the timing of surveys and post advertisements and invitations around campus and on social media.

As we look toward 2016, we are excited to celebrate the CIRP Freshman Survey's 50 years of data collection with several events. We will be releasing our 50-year trends monograph this spring at the annual forum of the Association for Institutional Research, and we will have other celebratory events both locally at UCLA and at other national meetings. We will again offer our Diversity Research Institute in mid-June and the

CIRP Summer Institute in July. Additionally, we will offer our first-ever summer institute focused on Social Network Analysis in late June. Finally, in addition to the four student surveys we offer annually, we will be administering our triennial Faculty Survey, including a new optional module on faculty mentoring, beginning in late summer 2016.



Kevin Eagan
Director
Cooperative Institutional Research Program

THE AMERICAN FRESHMAN: NATIONAL NORMS FALL 2015

Analyses of the 50th administration of the CIRP Freshman Survey find an increased commitment to student activism and augmented interest in community and political engagement among first-time, full-time college students. A new item asking students whether they received Pell grants provides for a first-of-its-kind look with CIRP Freshman Survey data at differences between Pell recipients and those who do not have Pell grants across a number of dimensions related to demographics, strategies for financing college, pre-college academic experiences, and students' college choice process. Differences in concerns for paying for college, applying to college, and choosing whether and where to enroll vary substantively by a number of characteristics, and we examine these issues across measures of sex, high school type, and time.

Several other new questions introduced on the 2015 instrument provide campuses and the nation with opportunities to understand the distinctiveness and diversity of their incoming cohorts. Students can now identify their sexual orientation and transgender identity on the survey, and findings suggest that students who identify their sexual orientation as lesbian, gay, bisexual, queer, or "other" express more serious mental and emotional health concerns compared to their heterosexual/straight peers. A new question about participation in summer bridge programs provides local campus researchers and social scientists with opportunities to understand the experiences of students in these programs and the efficacy of these programs in facilitating students' success. We wrap up the report on the entering freshman class of 2015 by highlighting experiences with and expectations for remedial work and special tutoring, differences in students who affiliate with a particular religion compared to peers who do not identify with a religion (i.e., Agnostic, Atheist, or "none"), and students' continued political leftward drift.

Students who identify their sexual orientation as lesbian, gay, bisexual, queer, or "other" express more serious mental and emotional health concerns compared to their heterosexual/straight peers.

The results reported in this monograph are based upon 141,189 first-time, full-time students who entered 199 four-year U.S. colleges and universities of varying selectivity and type. Weights have been applied to these data to reflect the more than 1.5 million first-time, full-time undergraduate students who began college at 1,574 four-year colleges and universities across the U.S. in the fall of 2015. 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 2015 CIRP Freshman Survey administration, stratification scheme, and weighting approach in Appendix A.

College Freshmen Signal Revival of Student Activism, Political and Civic Engagement

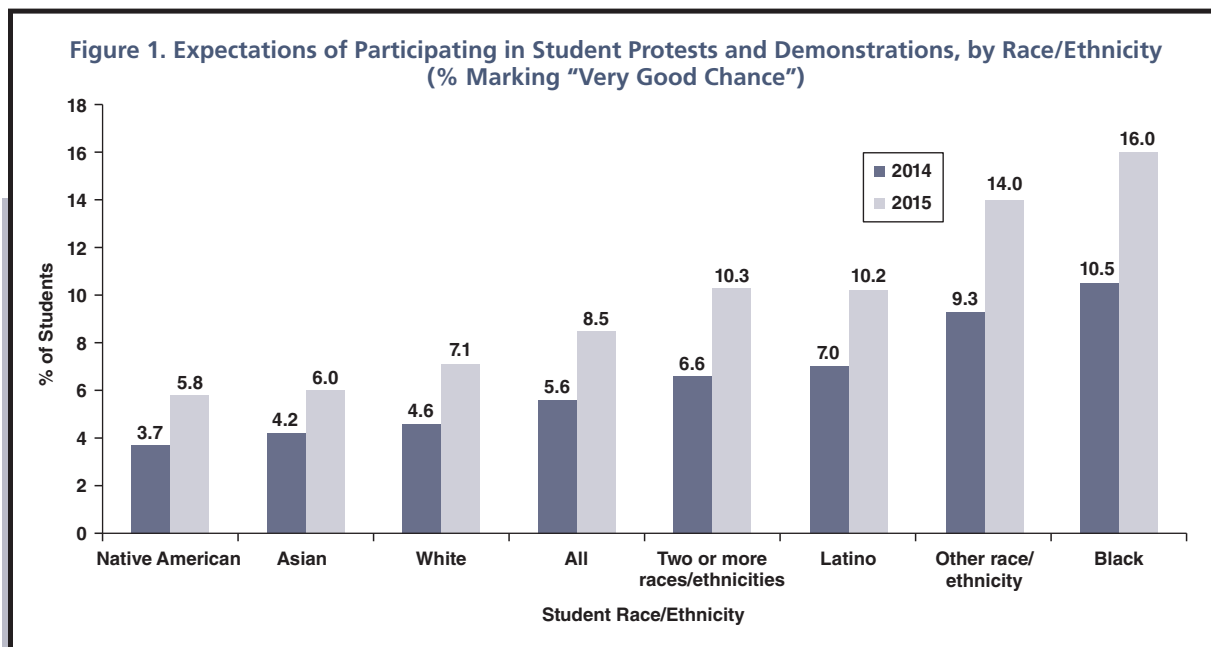
The vast majority (96.9%) of first-time, full-time students who entered college in the fall of 2015 spent their senior year of high school witnessing (and perhaps even participating in) increased activism among high school and college students. Initially in response to officer-involved shootings of Black men in places like Ferguson, MO, Charleston, SC, and Baltimore, MD, these protests have grown to bring needed attention and dialog to issues of racism and bigotry in the U.S., among other issues. Many of the protests and outcries on college campuses and in communities have occurred in response to local incidents of bias and discrimination and in solidarity with broader, national movements (e.g., Black Lives Matter).

Although the 2015 survey instrument did not specifically address these events or protests, for five decades, the CIRP Freshman Survey has asked students about their expectations for participating in student protests while in college

as well as the personal importance of connecting with their communities and influencing the political structure. The entering freshman class of 2015 ranks among the most ambitious in these areas compared to their counterparts who participated in any of the previous 49 administrations of the CIRP Freshman Survey.

Perhaps connected to the increased activism among college and high school students over the past year, first-time, full-time college students in 2015 report substantially greater likelihoods of participating in student protests and demonstrations while in college compared to their peers who entered last year. As shown in Figure 1, 5.6% of all freshmen in 2014 indicated a “very good chance” that they would participate in student protests while in college; in 2015, that figure has increased to 8.5% of students, which is the highest level recorded for this item since its inception in 1967.

The rates of increase vary considerably by race/ethnicity. Roughly 5.8% of Native American and 6% of Asian American/Pacific Islander students



have strong expectations of participating in student protests in college, representing 2.1 and 1.8 percentage-point increases over their peers who started college in 2014. Black students in 2015 are the most likely to report a “very good chance” of participating in student protests while in college (16%), and Black students also have experienced the greatest increase over 2014 with a 5.5 percentage-point jump. About one in 10 Latino students (10.2%) report a “very good chance” of participating in student protests while in college, representing an increase of 3.2 percentage points over 2014. These figures for both Black and Latino students represent the highest recorded in the history of this item.

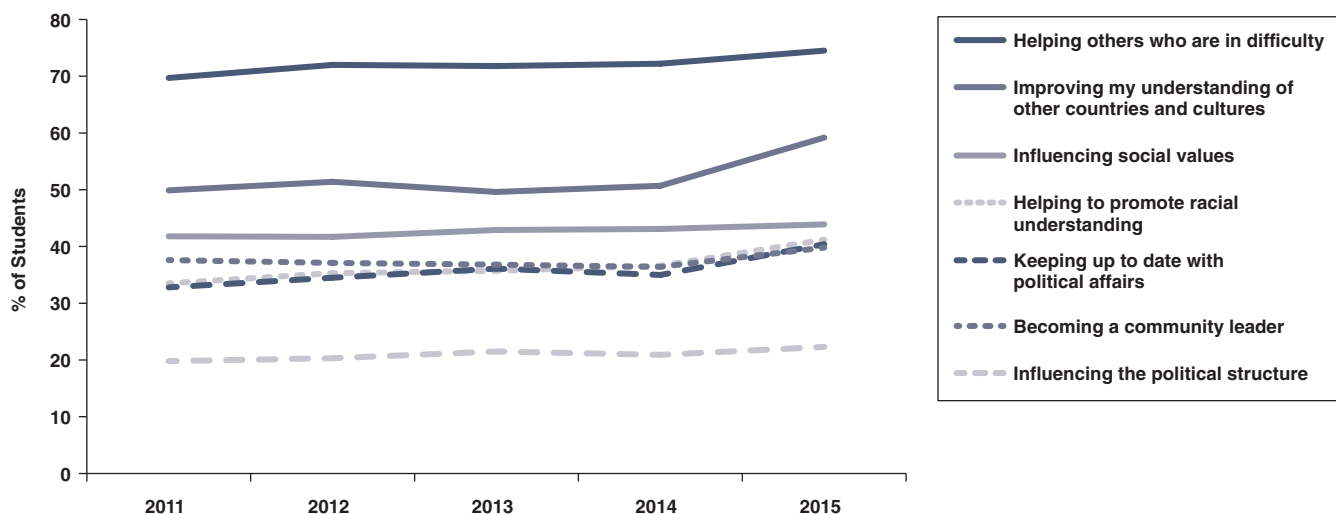
Incoming college students not only demonstrate stronger inclinations toward activism via intentions to join protests while in college but they also report substantially stronger commitments to engaging with their communities. Nearly three-quarters (74.6%) of freshmen in 2015 consider helping others in difficulty to be a “very important” or “essential” personal objective.

As shown in Figure 2, students in recent years have increasingly rated helping others in difficulty as an important goal, and, in 2015, the item has achieved its greatest level of support since we first began asking it in 1966.

Two other items have reached all-time highs with the 2015 administration. More students than ever before indicate that becoming a community leader represents either a “very important” or “essential” life objective (39.8%), up 3.4 percentage points over 2014. Students in 2015 also express strong commitment toward improving their understanding of other countries and cultures. Representing the greatest level of support for this item since we added it to the survey in 2002, nearly three in five (59.2%) rate this goal as “very important” or “essential,” jumping 8.4 percentage points compared to 2014.

Several other life objectives exhibit substantial increases over previous years yet fall short of achieving all-time highs. For example, students in 2015 place greater emphasis on wanting to

Figure 2. Recent Increases in the Importance Placed on Civic Engagement, 2011–2015
(% Marking “Very Important” or “Essential”)

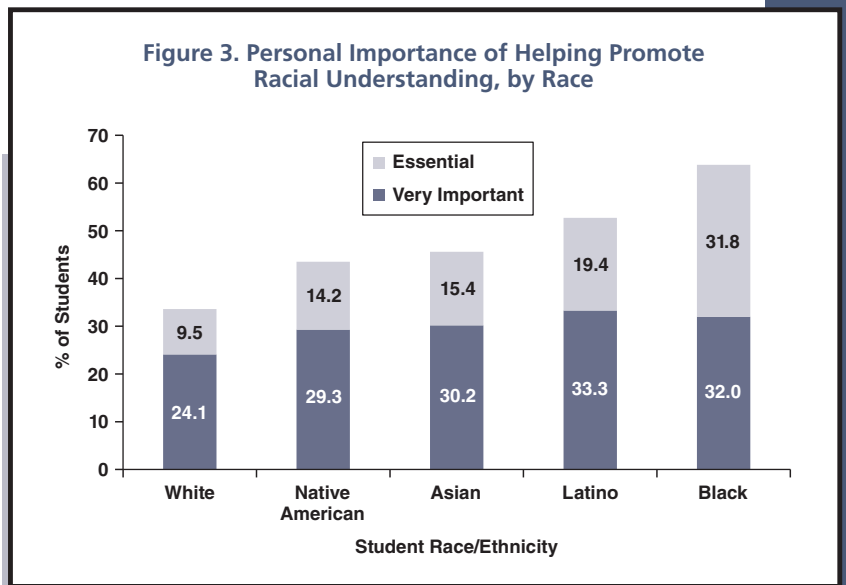


help promote racial understanding (41.2% rating “very important” or “essential”) and wanting to influence social values (43.9% rating “very important” or “essential”). Students also seem to be substantially more committed to political engagement, as 22.3% report influencing the political structure as a “very important” or “essential” life objective. Roughly four in 10 students (40.4%) also indicate that keeping up to date with political affairs represents a “very important” or “essential” objective.

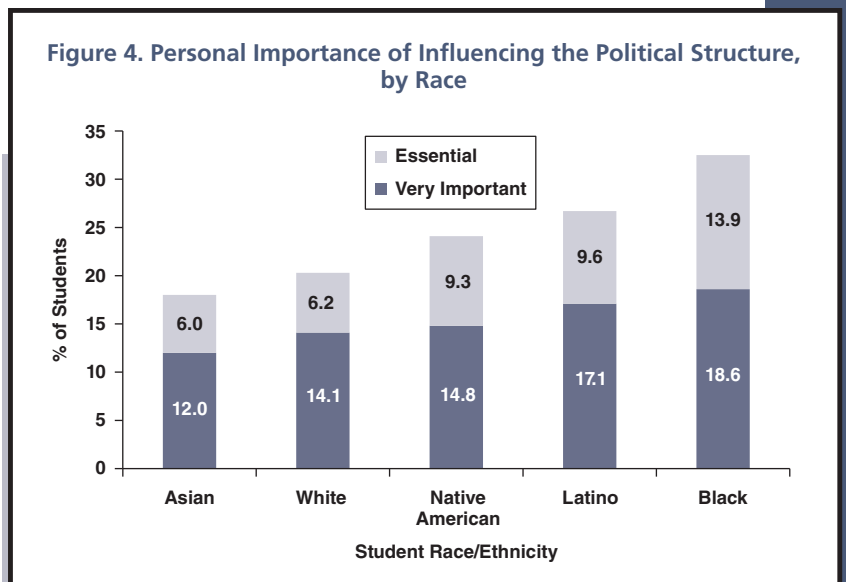
Figure 3 shows how the goal of wanting to promote racial understanding varies by students’ race/ethnicity. Just over one-third of White students (33.6%) place significant importance on wanting to help promote racial understanding. By contrast, more than half of Latino (52.7%) and nearly two-thirds of Black (63.8%) students rate promoting racial understanding as a “very important” or “essential” personal goal, and these figures have increased by 2.5 and 6.4 percentage points for Latino and Black students, respectively, compared to 2014.

Similarly, findings in Figure 4 demonstrate variation by race/ethnicity with respect to the importance students place on influencing the political structure. Just 18% of Asian American/Pacific Islander students feel that influencing the political structure represents a “very important” or “essential” life objective with 20.3% of White students feeling similarly. By contrast, just over one-quarter of Latino students (26.7%) and nearly one-third of Black students (32.5%) believe influencing the political structure represents a “very important” or “essential” personal goal.

We do not know for sure whether the increases with respect to students’ expectations to participate in protests connect with their



communities, and engage in the political process are directly related to the wave of activism among high school and college students over the past year. Recent developments may have signaled to students that a collective sense of belonging and working together to raise important issues on campus and in their communities can lead to change. College administrators around the country are paying attention to a revitalized student activism and have started to consider and act upon the demands of student protesters. We expect new forms of student activism to take place throughout 2016 given the presidential elections and the myriad national



issues that matter to U.S. college students (e.g., gun violence, racism and discrimination, immigration, college accessibility and affordability), and college students may play a vital role in upcoming federal, state, and local elections. At the very least, it seems clear that the entering college class of 2015 expects to be more involved with and committed to these issues than those who came before them.

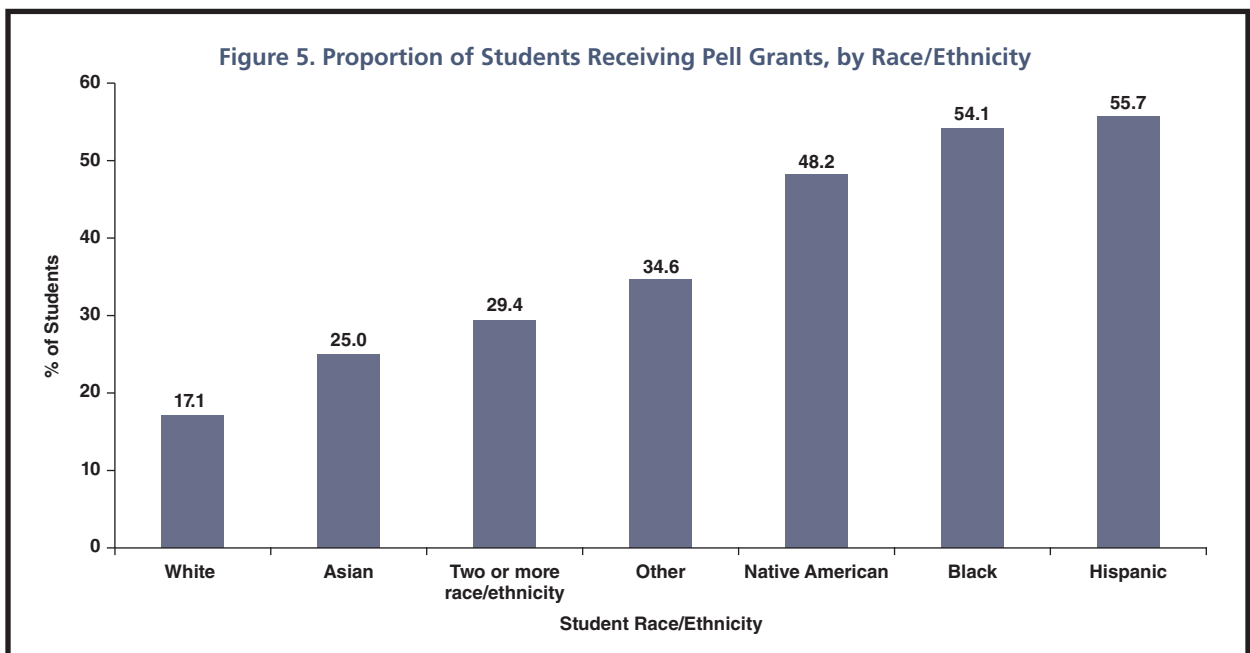
Pell Grants: A Necessary but Insufficient Mechanism to Pay for College among Low-Income Students

The ways in which students finance their college education persists as a perennial policy concern, particularly with respect to individuals from low-income backgrounds. The 2015 CIRP Freshman Survey includes a new bank of items about specific types of financial aid students relied upon to fund college expenses, including work-study, military benefits, and Pell grants. Pell grants provide low-income college students with funds that do not have to be repaid. Just

over one-quarter of first-time, full-time freshmen (26.6%) self-identify as having received a Pell grant, and this section examines differences between Pell grant recipients and their peers who did not receive Pell grants across demographic characteristics, college financing strategies, academic backgrounds, and college choice.

Demographics. Whether students report having received a Pell grant varies considerably by gender and race/ethnicity. Women (28.8%) are slightly more likely than men (24%) to report having received a Pell grant. Additionally, Figure 5 shows that Black and Latino students (54.1% and 55.7%, respectively) are more than three times as likely to receive a Pell grant as their White peers (17.1%). One-quarter of Asian American/Pacific Islander freshmen (25%), just less than one-third (29.4%) of multiracial freshmen, and nearly half (48.2%) of Native American freshmen report having received a Pell grant for the 2015–2016 academic year.

First-generation college students, which CIRP defines as those whose parents have no college

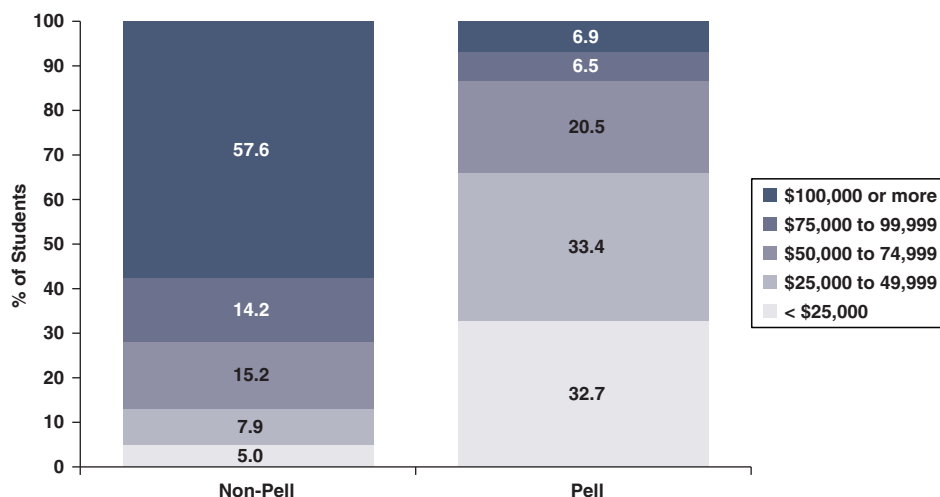


experience, are more likely to receive Pell grants compared to their peers whose parents had attended college or completed a degree. More than half (56.3%) of first-generation students self-identify as Pell recipients compared to only 20.3% of continuing generation students.

Given the Pell grant program is designed to provide financial assistance to low-income college students, we would expect to see substantial differences in the distribution of family income between Pell recipients and non-recipients. Figure 6 shows the self-reported income distribution for Pell recipients and non-recipients. The majority of students without Pell grants (57.6%) report their parental income above \$100,000; by contrast, nearly two-thirds of Pell recipients (66.1%) report their parents'/guardians' income as less than \$50,000. In fact, nearly one-third of Pell recipients report their family income as less than \$25,000.

Financing college. For most low-income students attending a four-year college or university, the Pell grant represents a necessary but insufficient source of funding to pay for college given that the maximum award for the Pell grant is \$5,775 for the 2015–16 academic year (U.S. Department of Education, 2015). Thus, the Pell grant on its own may not cover the entire cost of attendance, including tuition, fees, room, board, and books (Gault, Reichlin, & Román, 2014). Many Pell grant

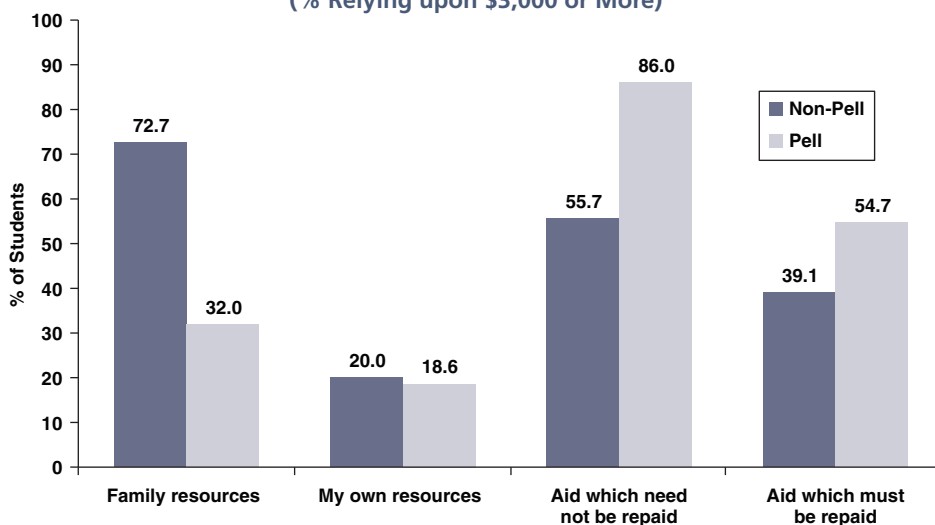
Figure 6. Distribution of Parental Income, by Pell Grant Status



recipients must therefore rely upon other forms of financial aid and income from work to cover all of the various expenses incurred as a college student.

Figure 7 highlights the disparity between Pell recipients and non-recipients with respect to their reliance upon family resources to fund their first-year educational expenses. Less than one-third of Pell recipients (32%) anticipate utilizing \$3,000 or more in family resources to cover first-year educational expenses compared to nearly

Figure 7. Reliance upon Alternative Resources to Pay for College, by Pell Grant Status (% Relying upon \$3,000 or More)



three-quarters (72.7%) of students who did not receive a Pell grant. Further, when looking solely at the highest value in the range of responses (\$15,000 or more), 40.2% of non-recipients expect this contribution from their family, compared to 5.2% of Pell recipients.

Pell recipients instead rely more heavily upon need- and merit-based aid, loans, and employment. More than half of Pell recipients (54.7%) report having taken out at least \$3,000 in loans to finance their first-year educational expenses compared to 39.1% of students who did not receive a Pell grant. In fact, more than one-third of Pell recipients (35.9%), compared to 27.1% of non-recipients, have taken out at least \$15,000 in loans to cover their first-year expenses. A greater proportion of Pell recipients also report receiving merit-based aid compared to non-recipients (60% versus 46%). Additionally, nearly half (45.4%) of Pell recipients report having received work-study funds—more than 30 percentage points higher than students without Pell grants (11.1%).

In addition to their work-study positions, 59.2% of Pell grant recipients believe there is a “very good chance” they will get a job to cover college expenses compared to 41.4% of non-recipients. Further, 40.3% of Pell recipients believe there is at least some chance they will work full-time while in college compared to less than one-quarter (24%) of students who did not receive Pell grants. Notably, Pell grant recipients report having spent more hours each week working for pay during their last year of high school. Nearly a third (32.4%) of Pell recipients worked at least 11 hours per week during their last year in high school compared to about a quarter (25.4%) of non-Pell recipients.

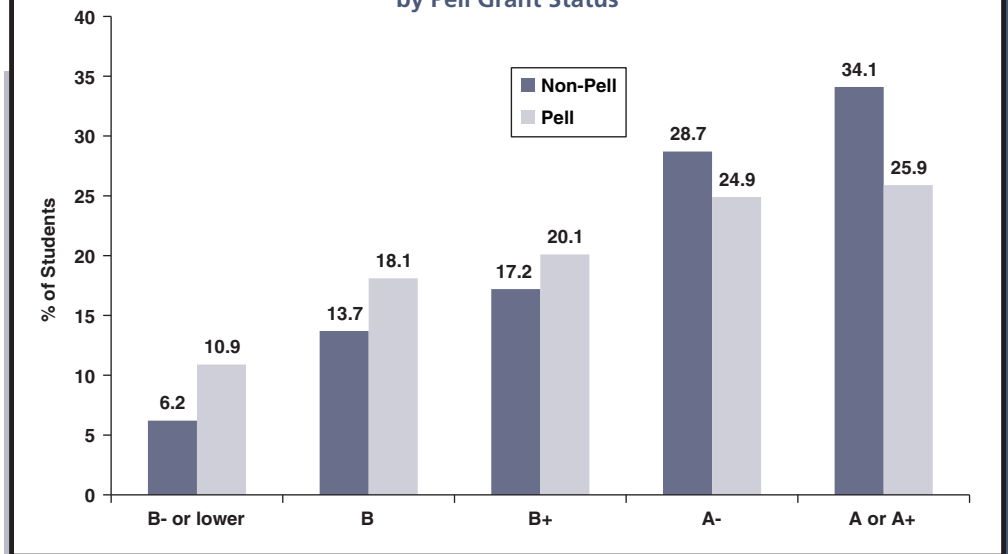
Given how many different forms of financial aid Pell recipients expect to rely upon to finance their college education compared to their peers not in the Pell program, it may come as no surprise that Pell recipients express much greater concern about their ability to pay for college. In fact, the proportion of Pell recipients who have at least some concern about their ability to pay for college exceeds that of non-Pell students by nearly 30 percentage points (84.1% for Pell recipients versus 56.7% for non-recipients). Additionally, Pell recipients (21.7%) are more than two-and-a-half times as likely as non-Pell recipients (8.4%) to express “major” concerns about financing their education.

Academic background. As previously noted, Pell recipients have spent substantially more time working while in high school than their counterparts who did not receive a Pell grant. This additional time spent working may have translated into less time available for Pell recipients to spend studying and doing homework. Just over one-third (37.5%) of Pell recipients report having spent more than five hours per week studying or doing homework during their last year in high school compared to nearly half of students (48.4%) who did not report having a Pell grant.

Differences in the amount of time students could devote to studying and completing homework assignments may account for the differences in high school grade distributions between Pell recipients and non-recipients shown in Figure 8. More than one-third (34.1%) of students without a Pell grant report earning high school GPAs of an A or A+ compared to just over one-quarter (25.9%) of Pell recipients. Nearly half of Pell recipients (49.1%) indicate high school GPAs of B+ or lower as opposed to 37.1% of their peers without Pell grants.

Choice. The college choice process differs for those who receive Pell grants and those who do not. Although relatively similar proportions of Pell recipients (73.9%) and non-recipients (75.7%) were admitted into their first-choice institutions, only about half of students with Pell grants (51.2%) have enrolled in their first-choice campus compared to 61.4% of students without Pell grants. The CIRP Freshman Survey asks students about the importance of a variety of factors in choosing to go to college in general and choosing their specific college in particular. Pell grant recipients are more likely than their non-Pell peers to consider being able to make more money (74.8% and 67.6%, respectively), getting training for a specific career (79.7% and 74.6%, respectively), and preparing for graduate or professional school (65.4% and 56.2%,

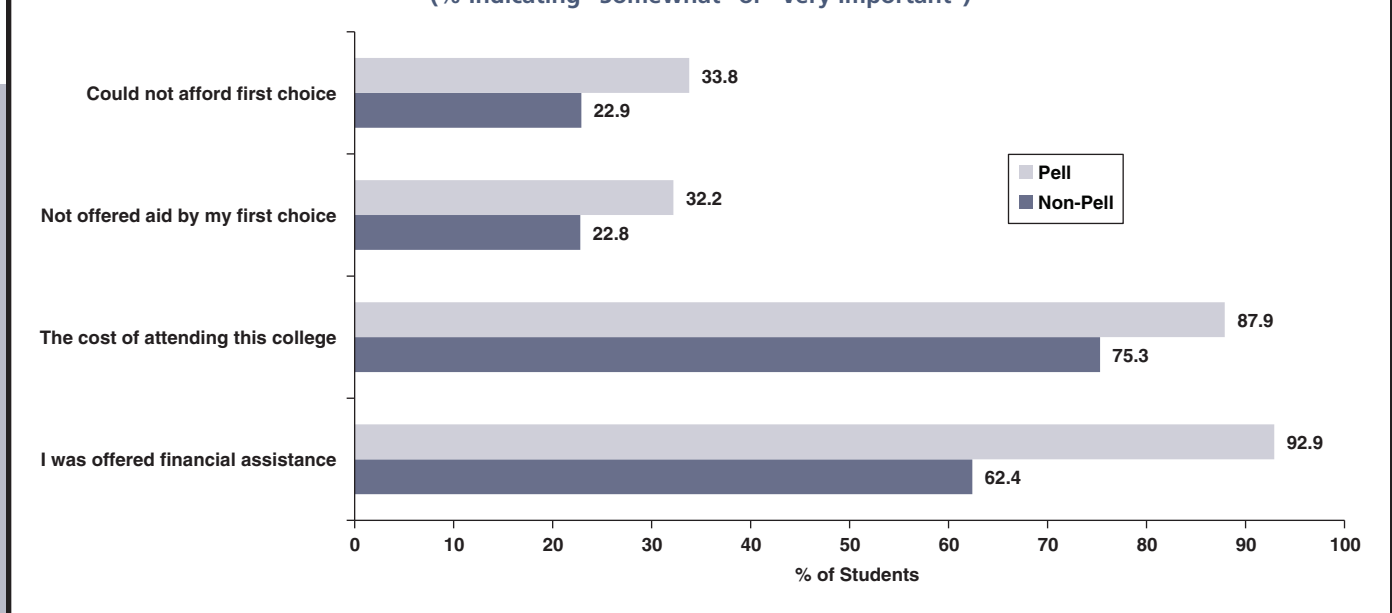
Figure 8. Differences in High School Grade Distributions, by Pell Grant Status



respectively) as “very important” reasons to attend college in general.

Not surprisingly, finances weigh more heavily on the minds of Pell recipients when deciding where to enroll in college. Figure 9 shows that nearly all Pell recipients (92.9%) consider having been offered financial assistance as either “somewhat” or “very important” in deciding to enroll at their current institution, 30 percentage

Figure 9. Factors Influencing College Choice, by Pell Grant Status (% Indicating “Somewhat” or “Very Important”)



points higher than non-recipients. The difference is even greater when just considering the top category for this factor, as nearly twice as many Pell recipients rate being offered financial aid as “very important” in choosing their current institution (71.2% versus 37.9%). With respect to attending their first-choice institution, about a third of Pell recipients also believe that not being able to afford their first choice (33.8% compared to 22.9% of non-Pell recipients) and not being offered aid by their first choice (32.2% compared to 22.8% of non-Pell recipients) were at least somewhat important in their college choice process.

The findings presented here underscore the need to rethink financial aid, particularly for low-income students. Recent efforts to address financial aid in the U.S. include a new proposal by Kelchen and Goldrick-Rab (2015) to commit to providing the maximum Pell grant award to 8th graders who subsequently graduate from high school and enroll in college. Alternatively, presidential candidates have started to make financial aid in higher education an issue in their policy agendas. Some candidates have proposed offering up to two years of free tuition, but the most ambitious proposal would provide four years of college for all students enrolled in public institutions. Regardless of the proposal, the message from these findings is clear: low-income students need more financial aid to access and persist in college.

Women More Concerned Than Men about College Finances

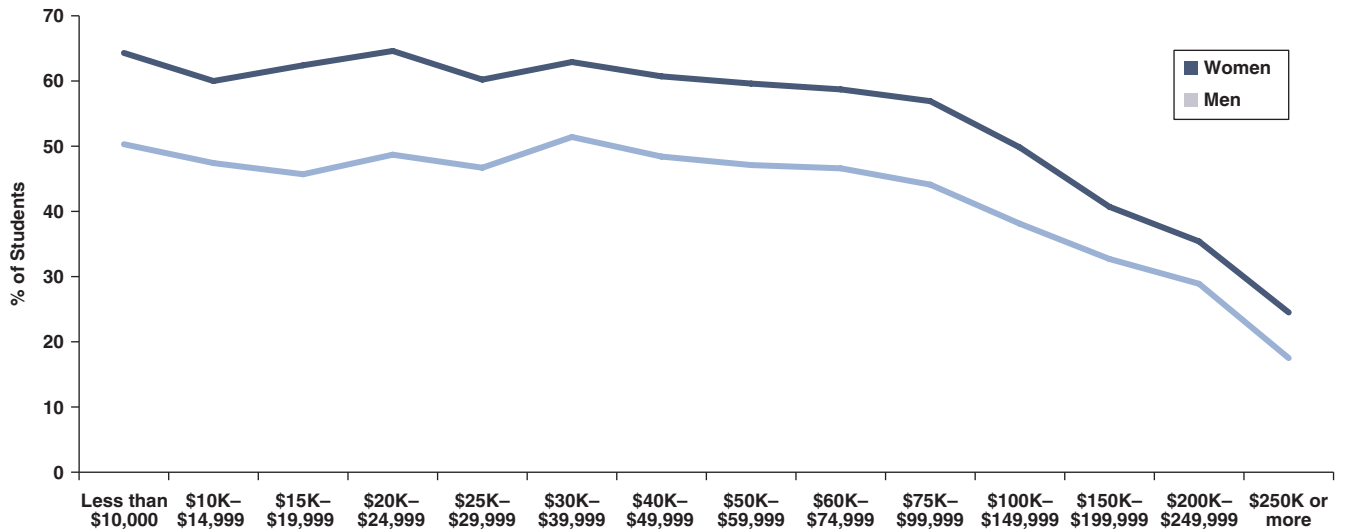
While nearly two-thirds of all incoming first-year students have at least “some” or “major” concerns about their ability to finance college (64.6%), women tend to express much greater

concern for this issue than their male counterparts. Women are 10 percentage points more likely than men to report any concern about their ability to pay for college (69.5% versus 58.7%).

Despite women’s concerns, or perhaps because of them, higher proportions of women report receiving several types of financial aid, including work-study, Pell grants, and scholarships/grants (need- and merit-based). More than half of women (53.5%) in the sample have received merit-based grants or scholarships compared to just less than half of men (49.3%). We note a larger gap between women and men with respect to need-based grants and scholarships (39.2% versus 33.5%). As reported above, a greater proportion of women are Pell recipients, and women’s use of work-study funds to help finance their first-year expenses exceeds that of men by 3.8 percentage points (22.6% versus 18.8%). By contrast, men have a slightly greater likelihood of utilizing military benefits (3.7% compared to 2.8% for women).

While nearly half of all students believe there is a “very good chance” they will get a job to help pay for college expenses (46.3%), students who have some or major concerns about having enough funds to pay for college are more likely to report they will get a job to help pay for college (58.9%). By contrast, students without concerns about their ability to pay for college are far less likely to expect to get a job to pay for educational expenses (23.4%). Women who express either some or major concerns about paying for college are more likely than men to report there is a “very good chance” they will get a job to help pay for college (64.1% versus 51.3%). Parental income also correlates with students’ expectations for their likelihood of getting a job to pay for college expenses.

Figure 10. Students' Likelihood of Getting a Job to Pay for College, by Parents' Income Level (% Indicating "Very Good Chance")



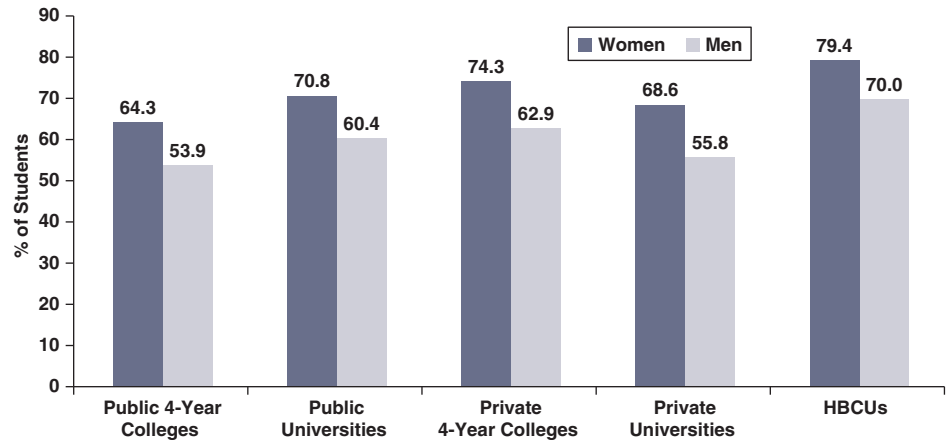
As shown in Figure 10, greater proportions of women than men reported a “very good chance” of getting a job in college across income ranges, but the gender gap decreases at higher levels of parental income.

Women who have some or major concerns about their ability to finance college are more likely than their male counterparts to view financial considerations (e.g., being offered financial assistance, cost of attending this college) as “very important” factors in choosing their college.

Women also have a slightly greater likelihood of choosing their college because they perceive the graduates of that school “get good jobs” (59.9% rate “very important”) compared to 55.3% of men. In students’ decision to attend college in general, men who have some or major concerns about paying for college are more likely than women to rate being able to make more money as a “very important” factor in deciding to attend college (75.3% versus 69.7%).

Students’ concerns about their ability to pay for college differ substantially based on the type of institution they attend. Across all institution types, the proportion of women expressing concerns about paying for college exceeds the rate of men by roughly 10 percentage points (see Figure 11). Students at Historically Black Colleges and Universities (HBCUs) have the greatest concerns about their ability to finance college compared to students at public and private colleges and universities. Women at HBCUs outpace both men and women at

Figure 11. Students' Financial Concerns, by Type of Institution (% Indicating "Some" or "Major" Concern)



all institution types in their concern about financing college, as 79.4% have some or major concern about having sufficient funds to pay for college.

Good Jobs and Graduate Schools Gain Favor in the College Choice Process

The CIRP Freshman Survey asks students about the importance of a variety of factors in deciding which college to attend. The report on the freshman class that started college in 2014 highlights the growing importance of early admissions programs on student enrollment decisions (Eagan et al., 2014). While early admissions programs continue to play an increasing role in the college choice process, students entering college in 2015 seem to be considering more practical and economic factors in the decision process.

In recent years, the percentage of students reporting economic and practical factors as “very important” in their choice of where to go to college has increased. Specifically, students now give more weight to post-college opportunities in their consideration of a specific college (see Table 1). The importance that students place on graduates’ ability to get good jobs and graduates’ admission to top graduate or professional schools has increased substantially since these questions first appeared on the CIRP Freshman

Survey in 1983. While the ability of graduates to obtain good jobs has always weighed heavily as a factor in students’ college decision-making process, 60.1% of students indicate this as a “very important” consideration in 2015, representing an all-time high for this item.

Similarly, even though admission to graduate school has been an important consideration for about a third of college freshmen every year, it has increased to 37.6% in 2015, which may correspond to students’ increasing aspirations for advanced degrees (Eagan et al., 2014). A third item persists as the factor rated “very important” by the greatest proportion of students. Since 1972 when students first began rating the “good academic reputation” of the institution as a consideration in their college choice process, this factor has consistently been rated as “very important” by the greatest proportion of students. In 2015, 69.7% of students have rated this factor as “very important,” representing a 4.3 percentage-point increase from 2014 and the highest level of importance this item has ever achieved.

The factors influencing decisions about *where* to go to college and *whether* to go to college seem to be moving in different directions. While economic and practical considerations seemed to weigh more heavily on students’ choice of a particular college in 2015, these factors appear to be less salient in students’ decision to attend

Table 1. Recent Increases in Importance of Practical and Economic Factors in Students’ College Choice Process, 2012–2015

(% Indicating “Very Important”)	2012	2013	2014	2015
This college has a very good academic reputation	63.8	64.0	65.4	69.7
This college’s graduates gain admission to top graduate/professional schools	32.8	33.0	32.9	37.6
This college’s graduates get good jobs	55.9	53.1	53.4	60.1

Table 2. Recent Decreases in the Importance of Practical and Economic Reasons Influencing Students' Decision to Pursue a College Degree, 2012–2015

(% Indicating "Very Important")	2012	2013	2014	2015
To be able to get a better job	87.9	86.3	86.1	85.2
To be able to make more money	74.6	73.3	72.8	69.9
To get training for a specific career	79.3	77.1	77.1	76.1
To prepare myself for graduate or professional school	61.9	60.8	59.7	58.8

college overall. As shown in Table 2, the proportion of students who rate getting a better job as “very important” in their decision to attend college has dropped 2.7 percentage points after it peaked at 87.9% in 2012. We see a similar pattern with decreases in the proportion of students who consider the ability to make more money (74.6% in 2012 versus 69.9% in 2015), get training for a specific career (79.3% in 2012 versus 76.1% in 2015), and prepare for graduate/professional school (61.9% in 2012 versus 58.8% in 2015) as “very important” reasons to pursue a college degree. All of these reasons reached their peaks in 2012 and have since decreased.

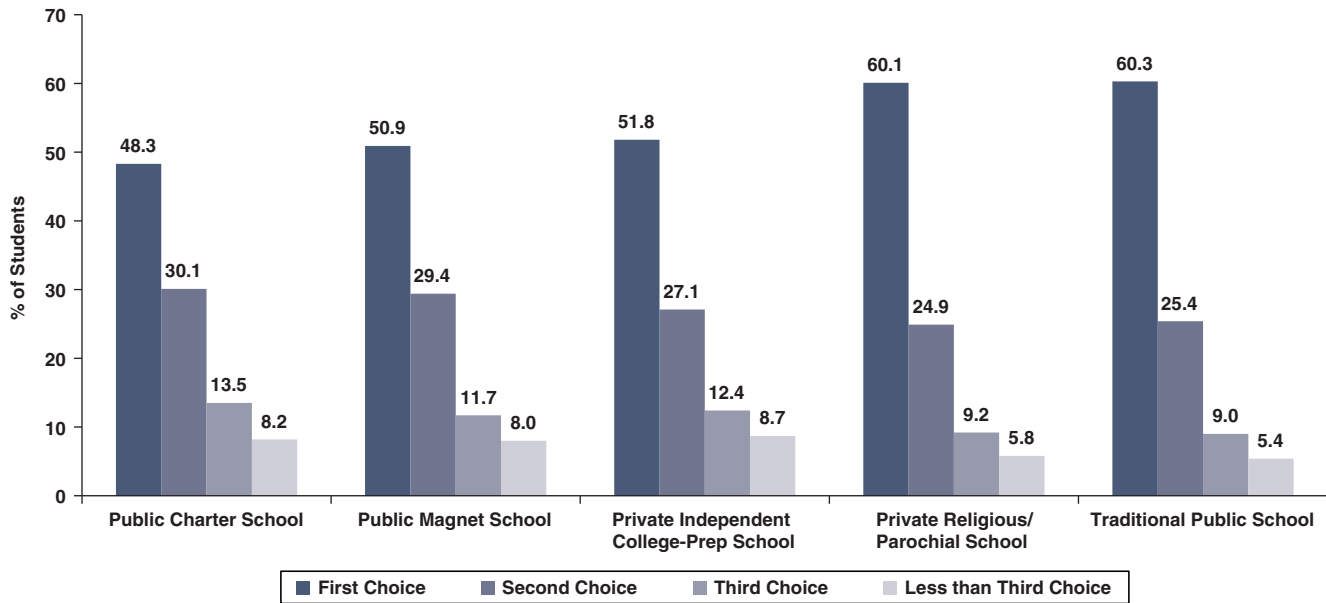
College Applications and Admission to First-Choice Institution Vary by High School Type

The application behavior of incoming freshmen has shifted over the years, as students increasingly apply to more colleges and universities with each successive cohort. Reports on previous administrations of the CIRP Freshman Survey have highlighted the increasing numbers of college applications students submit, and the entering class of 2015 has set a new record. Since 2005, the percentage of students who applied to seven or more colleges (in addition to the one submitted to the campus where they currently are enrolled) has more than doubled to 28.5% of all first-time, full-time students for the fall of 2015.

The distribution of the number of applications students submit varies considerably by high school type. In 2015, a smaller proportion of students who attended traditional public high schools report having submitted at least seven college applications compared to students from other types of high schools. Among all traditional public school students, about a quarter (25.1%) indicate having applied to seven or more colleges, which is nearly half the rate of their peers who attended private independent college-prep high schools (46.7%).

The CIRP Freshman Survey also asks students if they were accepted by their first-choice college or university, regardless of where they enrolled. More students in 2015 than in 2014 indicate having been accepted to their first-choice institution, as 75.5% of students report admission to their first-choice college compared to 72.7% in 2014. Students' rates of acceptance to their first-choice institution vary based upon the kind of high school they attended. More than three-quarters of all traditional public school students (77.3%) were accepted by their first-choice college—higher than all other high school types. A similar percentage of students who attended private religious/parochial schools (75.4%) report being admitted to their first-choice institution. By contrast, students attending public charter schools (68.6%) and public magnet schools (67.3%) have had lower rates of admission to their first-choice campus. Fewer than two-thirds of students who graduated from private independent college-prep high schools

Figure 12. Choice of Attendance, by High School Type



(63.8%) report having been admitted to their first-choice college or university.

Similar to student *acceptance* patterns, members of the 2015 entering freshman class are slightly more likely to be *enrolled* at their first-choice institution. When this question first appeared on the survey in 1974, nearly 80% of students stated that they had enrolled at their first choice college. Since then, this percentage has declined while the percentage of students indicating that their current institution was less than their third choice has increased. After dropping to an all-time low of 55% in 2014, the proportion of students enrolling at their first-choice institution has rebounded to 58.9% in 2015.

As shown in Figure 12, whether students enrolled in their first-choice college also varies based upon the kind of high school students attended. Similar to acceptance rates, students from traditional public high schools have the highest rates of enrolling at their first-choice institution (60.3%). Diverging from the patterns observed for college acceptance, students who attended private high schools, both religious/

parochial and independent college-prep (60.1% and 51.8%, respectively), have enrolled in their first-choice institution at higher rates than students who attended charter and magnet public schools (48.3% and 50.9%, respectively).

Examining Connections among Sexual Orientation, Emotional and Mental Health, and Expectations for Campus Involvement

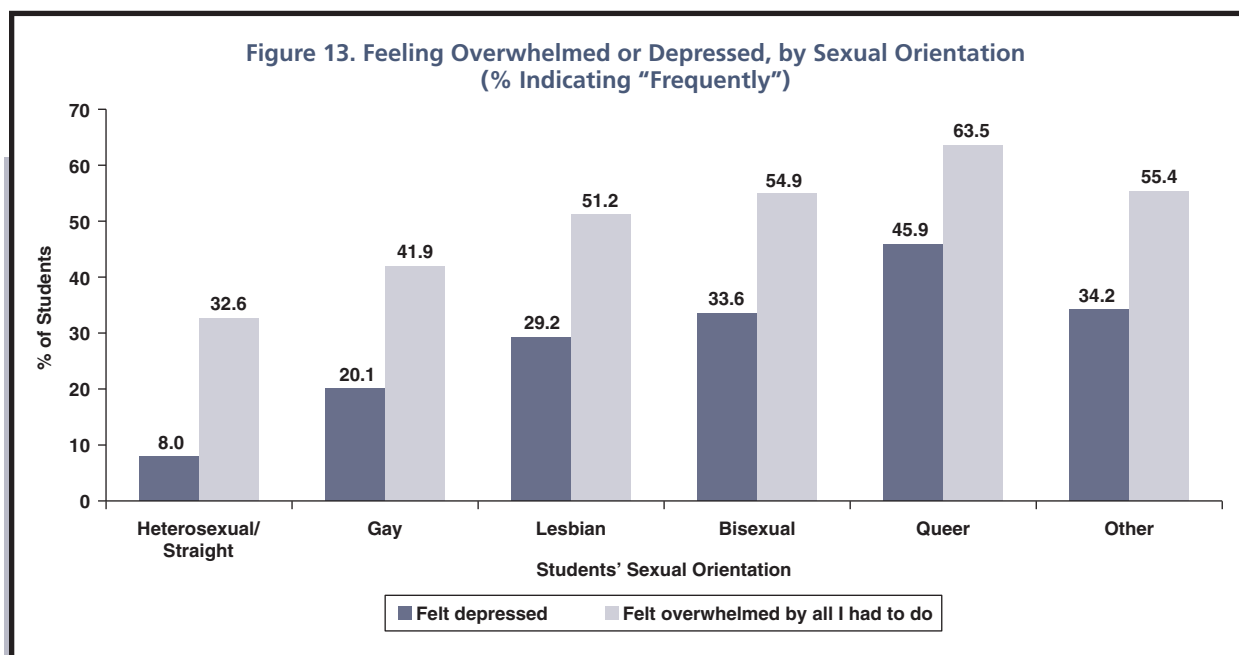
The 2015 CIRP Freshman Survey has introduced several new items that aim to improve the instrument’s inclusivity. For the first time, students can identify their sexual orientation and indicate if they are transgender. Additionally, we have made an important change to questions about students’ parents. We decided to remove “mother” and “father” from the survey to be more inclusive of today’s families; prior to answering questions about parents’ education, careers, and religious affiliations, students are asked to mark the sex for “parent/guardian 1” and “parent/guardian 2.”

Of the students who provided an answer to the sexual orientation item (8.8% of respondents in the normed sample skipped this question), 93.2% of students identify as heterosexual/straight. Distributions for the other categories are as follows: 3.2% identify as bisexual, 1.4% as “other,” 1.1% as gay, 0.6% as lesbian, and 0.5% as queer. Of those who provided a response to the question about transgender identity, 0.3% identify as transgender. Additionally, 0.6% of respondents indicate having same-sex parents/guardians. Below we provide some breakouts of the data by students’ sexual orientation.

Students who identify as lesbian, gay, bisexual, queer, or “other” (LGBQ/other) more frequently have felt overwhelmed and depressed in the past year compared to their heterosexual/straight classmates. Figure 13 shows the proportion of students who report having felt “frequently” overwhelmed by all they had to do and “frequently” depressed in the past year broken out by their sexual orientation identity. Students identifying as queer are the most likely

to have felt overwhelmed by all they had to do (63.5% frequently) and to have felt depressed (45.9% frequently) in the past year. Similarly, more than half of bisexual students have felt overwhelmed by all they had to do (54.9% frequently) while about one-third of bisexual students have felt depressed (33.6% frequently) in the past year. By contrast, heterosexual/straight students are far less likely to report “frequently” feeling overwhelmed or depressed (32.6% and 8%, respectively) in the past year. Rates of “frequently” feeling overwhelmed for LGBQ/other students exceed those of heterosexual/straight students by 9.3 to 30.9 percentage points; the gaps for “frequently” feeling depressed range from 12 to 37.9 percentage points.

We see similar differences across sexual orientation identity with respect to students’ self-rated emotional health. Although more than half (52.5%) of all heterosexual/straight students rate their emotional health as either “above average” or in the “highest 10%,” less than one-quarter



of LGBQ/other students (24.7%) report the same. More than one-third of students identifying as gay rate their emotional health as at least above average (37%) while just 15% of queer students do so. Just over one-quarter of lesbian students (26%) and slightly less than one-quarter of bisexual students (23.5%) rate their emotional health as “above average” or in the “highest 10%.” Given these numbers, perhaps it is not surprising that more than one-quarter of students who identify as LGBQ/other (27%) believe there is a “very good chance” they will seek personal counseling while in college compared to 12.9% of heterosexual/straight students.

Considering high school experiences, students identifying as heterosexual/straight report spending substantially less time in student clubs/groups compared to their LGBQ/other peers. Just over one-third of heterosexual/straight students (34.7%) report spending three or more hours per week in student clubs/groups while in high school compared to 43.3% of students identifying as LGBQ/other.

These high school involvement patterns seem likely to persist into college based upon students’ expectations for involvement. Roughly three in five LGBQ/other students (62.3%) believe there is a “very good chance” they will participate in student clubs/groups in college. By contrast, just over half of heterosexual/straight students (53.4%) expect the same. One interesting difference pertains to students’ expectations of joining a social fraternity or sorority. About one in 10 heterosexual/straight students (11.3%) rate their odds of joining a fraternity/sorority as “very good” compared to 6.5% of LGBQ/other students.

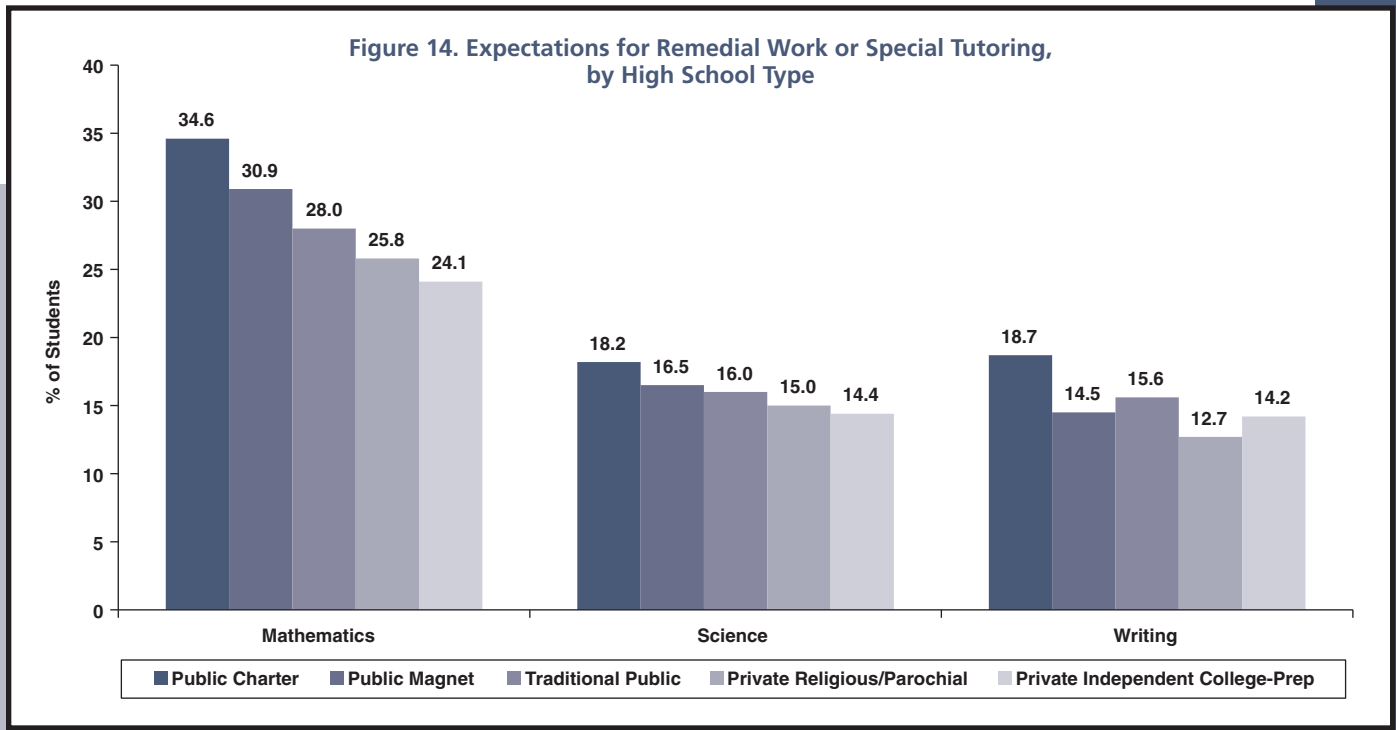
Table 3. Percentage of Students Who Have Had Special Tutoring or Remedial Work in High School, 2013 and 2015

Subject Area	2013	2015
English	9.6	8.5
Reading	8.3	7.0
Mathematics	17.9	16.6
Social Studies	6.0	4.9
Science	8.4	7.4
Foreign Language	7.6	6.3
Writing	7.7	6.6

Pre-College Tutoring, Remediation Drop While Expectations for Remedial Work Hold Steady

With recent national mandates calling for students to be college- and career-ready by the time they graduate from high school (United States Department of Education, 2010), state and local education leaders have placed greater emphasis on ensuring that students are academically prepared to succeed in college. One effort to increase readiness has been to provide students with additional support, such as special tutoring or remedial work, while in high school to boost their academic skills before they enter college. The CIRP Freshman Survey asks students about their experiences with special tutoring or remedial work by subject during their high school years. As shown in Table 3, the percentage of students who have had special tutoring or remedial work in all subject areas (English, Reading, Mathematics, Social Studies, Science, Foreign Language, Writing) has decreased since 2013 when these items last appeared on the survey and achieved all-time highs.

Whether students have received special tutoring or remedial work appears to depend in part on the type of high school they attended. Students who attended public charter high schools were the most likely to indicate that they had special tutoring or remedial work in several subject areas. Specifically, among all charter school



students, 18.8% indicate having had special tutoring or remedial work in math compared to 15.6% of traditional public school students. Similarly, 8.7% of charter school students and 6.8% of traditional public school students indicated that they had additional support in science. Furthermore, 9% of charter school students report having had tutoring or remedial work in writing compared to 6.2% of traditional public school students.

Students also indicate on the survey whether they expect they will need remediation or special tutoring in various subjects. Despite the decrease in the percentage of students who have had special tutoring or remedial work in high school, the percentage of students who feel they will need special tutoring or remedial work in all subject areas has remained about the same since 2013; however, as shown in Figure 14, differences persist based upon the type of high schools students attended.

Students who attended charter schools are the most likely to anticipate needing special tutoring or remedial work in all subject areas compared

to students from all other types of schools (traditional public, public magnet, private parochial/religious, private independent, home school). Specifically, more than one-third (34.6%) of charter school students believe they will need special tutoring or remedial work in math, which exceeds the rates of students from other high school types by several percentage points.

Summer Bridge Programs Offer a Supportive Pathway for Incoming College Students

Summer bridge programs, a type of college transition intervention that occurs during the summer before a student’s freshman year in college, are designed to provide support to prepare students to adjust and make a successful transition to the college environment (Sablan, 2013). Typically, first-generation, low-income, and underrepresented racial minority students tend to be overrepresented in summer bridge programs (Kezar, 2000). A new question on the 2015 CIRP Freshman Survey asks students about their participation in a summer bridge

program prior to enrolling at their current institution.

While only a small percentage of students indicate that they participated in summer bridge programs (5.6%), rates of participation vary by high school GPA, parental income, and intended major. Of the students who have participated in a summer bridge program, about half (49.9%) of them report strong GPAs, earning an A- or better in their high school coursework. Additionally, just over two-thirds of these students (68.6%) come from families whose annual income was less than \$100,000. Moreover, about half (49.9%) of these students indicate intentions to major in a STEM discipline (i.e., biological and life sciences, engineering, health professions, mathematics or computer science, physical science).

A large percentage of students who report having participated in summer bridge programs identify as White (37.2%), with additional participation from students who identify as Latino (21.4%), Black (16.5%), Asian (9.3%), Native American (0.5%), two or more race/ethnicities (13.6%), and other (1.4%). Comparing these figures to the overall racial/ethnic composition of first-time, full-time students this fall, it is clear that students enrolling in summer bridge programs are less likely to identify as White and more likely to identify as Latino, Black, or multiracial. This point becomes clearer when considering the within-group representation. Among African American/Black students, 10.8% have participated in a summer bridge program. Similarly, 12.5% of Latino students and 9.4% of Native American students report participating in a summer bridge program. By contrast, 5.2% of Asian/Pacific Islander and 3.6% of White students report participating in a summer bridge program.

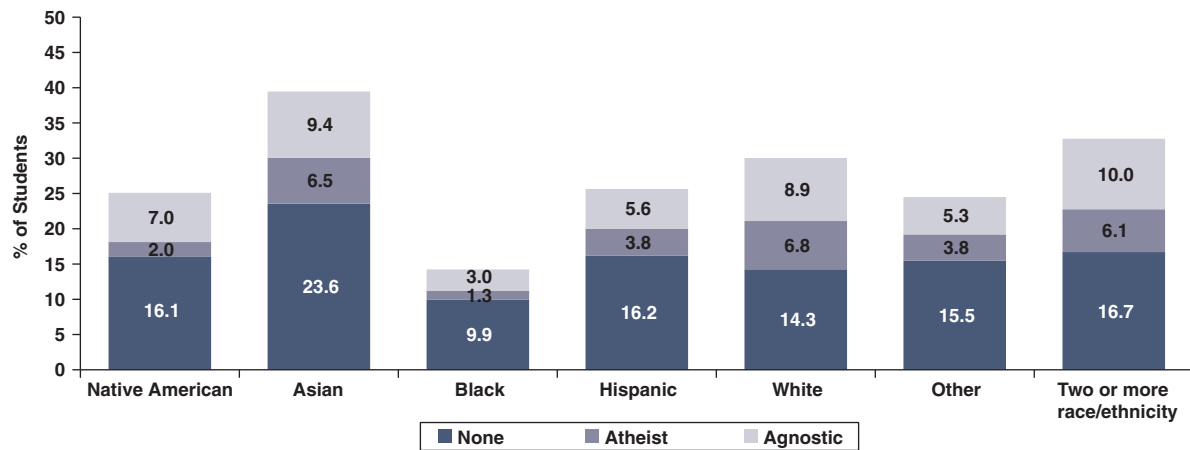
Reconsidering Students' Religious Preference: Two New Choices Added

The report on the 2014 CIRP Freshman Survey highlights the fact that more students than ever (27.5%) selected “none” as their religious preference, a 2.9 percentage point increase from 2013, and an increase of more than 12 percentage points from when the question was first asked in 1971 (Eagan et al., 2014). The 2015 version of this question includes two new response options: Agnostic and Atheist. Overall, 29.5% of incoming freshmen selected Agnostic (8.3%), Atheist (5.9%), or “none” (15.4%), bringing the percentage of students identifying with a specific religion down to 70.5%.

Figure 15 shows the distribution of students who identify as Agnostic, Atheist, or “none” by race/ethnicity. Asian students are least likely to affiliate with a particular religion (60.5%) and most likely to select “none” (23.6%). Students who select two or more races/ethnicities are more likely to report being Agnostic (10%) than students from any other racial/ethnic background. While seven out of 10 White students affiliate with a specific religion, White students are also most likely to report being Atheist (6.8%). Black students (85.8%) are by far the most likely of any racial/ethnic group to identify with a particular religion—at least 10 percentage points higher than any other group.

As we reported earlier, the 2015 instrument includes an item asking students to report their sexual orientation, and Figure 16 shows differences in religious preference by students' sexual orientation. Nearly three-quarters (72.7%) of heterosexual students indicate an affiliation with a particular religion, which more than doubled the same proportion for students identifying as queer (36.1%). Queer students are more likely than their peers to select Agnostic (25.1%) or

Figure 15. Differences in Students Not Affiliating with a Particular Religion, by Race/Ethnicity

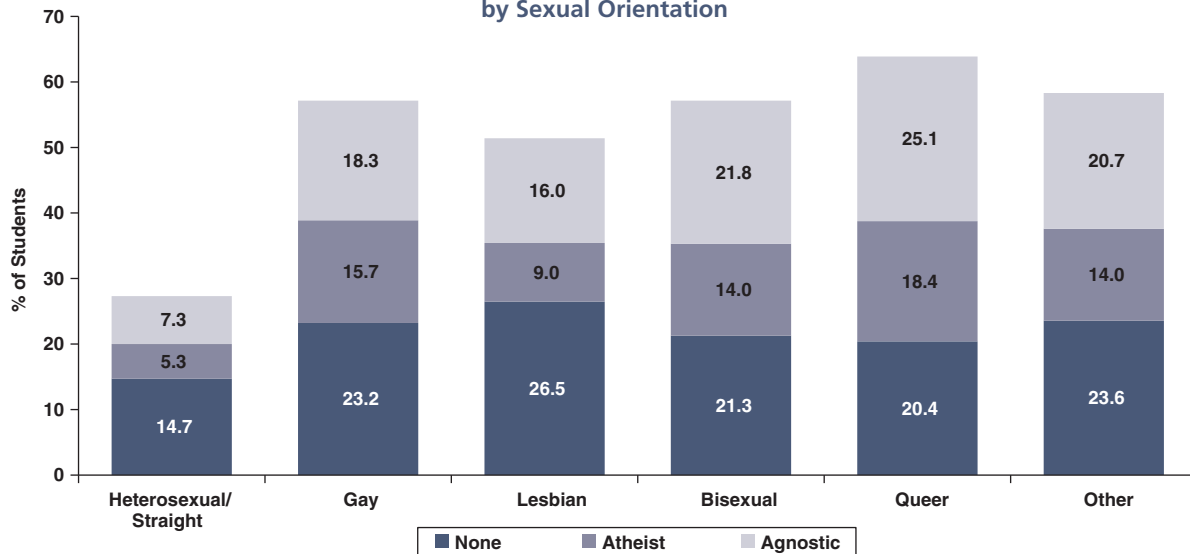


Atheist (18.4%), while more than one-quarter of students who identify as lesbian (26.5%) selected “none,” more than any of their peers.

Students’ religious preferences also differ across institutional types. Students at public universities (64.7%) and private nonsectarian four-year colleges (66.2%) are among the least likely to affiliate with a specific religion. By contrast, 83.2% of students at Catholic colleges and 79.9% of students at other religious four-year colleges identify with a particular religion. In

2014, the proportion of students at Catholic colleges not identifying with any religion increased to 14.9%. Similarly, the proportion of students selecting “none” as their religious preference at other religious colleges rose to 17.4%. These figures continue to climb in 2015, with 16.7% of students at Catholic colleges selecting either Agnostic (4.7%), Atheist (2.5%), or none (9.5%). At other religious colleges, 21.1% of students do not identify with a particular religion with 3.2% of incoming students selecting

Figure 16. Differences in Students Not Affiliating with a Particular Religion, by Sexual Orientation



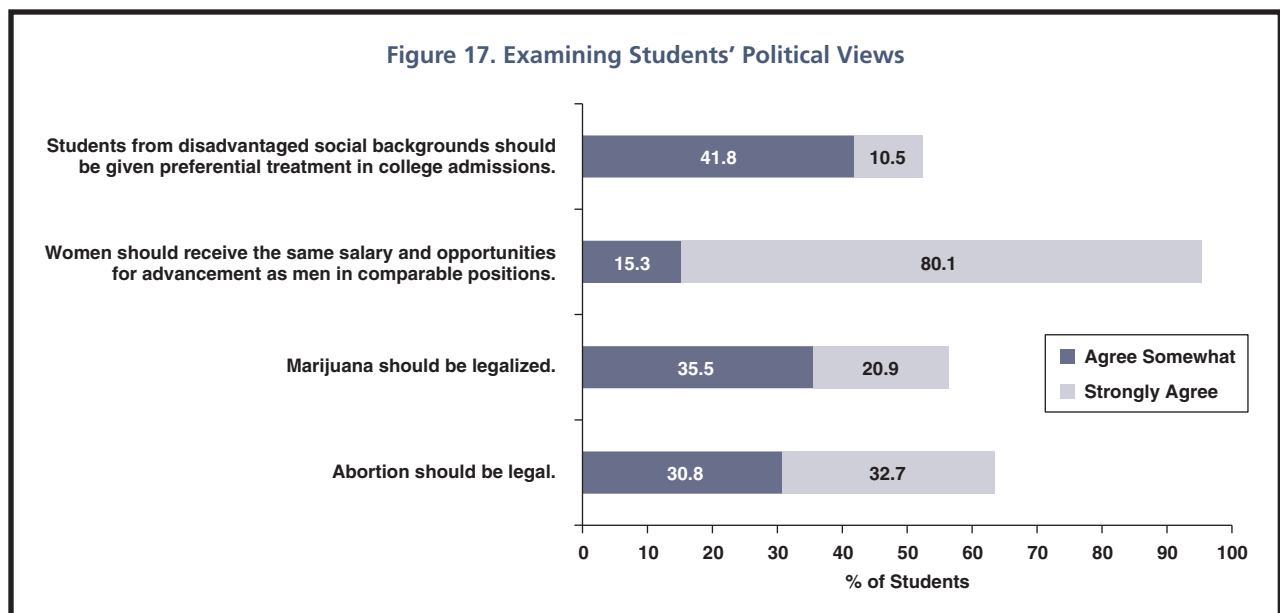
Atheist, 5.5% choosing Agnostic, and 11.4% marking “none” as their religious preference.

Incoming Freshmen Continue Drifting Left Politically

The CIRP Freshman Survey provides several data points that might be instructive as we approach the 2016 election. Since 1970 we have asked students to rate their political orientation on a five-point scale, from “far right” to “far left.” For the past several years, greater proportions of students have identified as either “liberal” or “far left.” Roughly one-third of the students (33.5%) who entered a four-year institution in the fall of 2015 identify as “liberal” or “far left,” 1.8 percentage points higher than in 2014 and 3.9 points higher than in 2012. This figure represents the highest proportion of left-leaning students since 36.4% of students identified as liberal or far left in 1973. About one in five students (21.6%) identify as “conservative” or “far right,” which was similar to 2014 when 21% of students did the same.

In addition to students’ political orientations, their political views seem increasingly aligned with progressive or liberal platforms. As shown in Figure 17, more than half of incoming freshmen (52.3%) agree that students from disadvantaged social backgrounds should be given preferential treatment in the college admissions process, which is up 3.4 percentage points over 2014 and 10.4 percentage points above the level reported in 2012—before the Supreme Court initially weighed in on the first iteration of the *Fisher v. University of Texas* case.

The statement that women should receive the same salary and opportunities for advancement as men in comparable positions has near universal support with 95.4% of incoming freshmen endorsing this view. Support for the legalization of marijuana has also garnered greater favor with this year’s entering cohort, as 56.4% of students support legalizing marijuana. Support for legalizing marijuana has jumped 7.3 percentage points since we last asked it on the 2011 instrument. Since 2011, four states (Washington, Colorado, Oregon and Alaska)



and the District of Columbia have legalized recreational use.

Nearly two-thirds of respondents (63.5%) believe that abortion should be legal. Support for the continued legality of abortion has increased by 2.5 percentage points since it last appeared on the survey in 2012. Additionally, this year represents the greatest level of support for maintaining the legal status of abortions since 1992 when 67.2% of students either “agreed” or “agreed strongly.”

Finally, a relatively new item on the survey asks students to rate the likelihood that they will

vote in a local, state, or national election while in college. In 2014, just over half (50.3%) of students reported their chances of voting in a local, state, or national election were “very good.” This year, 59.8% of students think that they are very likely to vote in an election while in college. As we have noted in the introduction, students who entered four-year colleges for the first time in 2015 are sending signals that they expect to be incredibly committed to political and civic engagement, and findings pertaining to students’ expectations to participate in elections further underscore that point.

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2015 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>

2015 CIRP Freshman Survey
Weighted National Norms—All Respondents

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	141,189	79,741	61,448	20,404	59,337	26,548	16,708	16,081	40,430	21,018	5,504	2,813	2,691
How old will you be on December 31 of this year?													
17 or younger	1.8	1.7	1.9	1.8	1.6	1.8	1.6	1.3	1.9	2.0	2.7	2.2	3.7
18	68.2	66.6	70.0	67.4	65.7	67.4	70.9	61.3	70.4	68.5	70.7	69.6	72.7
19	28.0	28.8	27.0	27.3	30.7	28.7	26.4	34.9	26.8	28.1	23.4	24.4	21.6
20 or older	2.0	2.9	1.1	3.6	2.0	2.1	1.0	2.4	1.0	1.4	3.2	3.9	2.0
Is English your native language?													
Yes	89.5	89.8	89.1	88.6	91.2	89.9	90.8	92.8	89.8	86.7	97.4	97.9	96.7
No	10.5	10.2	10.9	11.4	8.8	10.1	9.2	7.2	10.2	13.3	2.6	2.1	3.3
In what year did you graduate from high school?													
2015	96.9	95.5	98.4	94.0	97.4	96.9	99.1	97.1	98.5	98.0	96.5	96.5	96.5
2014	2.2	3.2	1.2	4.4	1.8	2.2	0.6	2.0	1.1	1.6	2.5	2.3	2.7
2013 or earlier	0.8	1.1	0.4	1.5	0.7	0.7	0.2	0.8	0.4	0.4	1.0	1.1	0.8
Passed G.E.D./Never completed high school	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	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	5.2	6.5	3.7	8.4	4.2	3.6	6.8	3.6	3.9	3.2	5.2	6.0	3.9
6 to 10	6.1	7.5	4.7	9.8	4.8	3.5	8.6	4.1	4.9	3.9	4.6	5.0	4.0
11 to 50	24.1	24.9	23.4	27.7	21.5	19.3	30.2	19.3	24.2	20.1	19.9	22.1	16.0
51 to 100	14.5	15.9	13.1	13.4	18.8	17.3	16.6	21.4	14.2	8.9	16.8	22.7	6.6
101 to 500	29.4	25.1	34.1	20.8	30.1	28.8	25.1	34.1	36.4	25.3	29.8	31.5	26.6
Over 500	20.6	20.2	21.0	19.8	20.7	27.5	12.7	17.5	16.5	38.6	23.6	12.6	42.8
What was your average grade in high school?													
A or A+	31.2	23.2	39.9	21.8	24.9	24.6	24.4	25.5	39.8	40.0	11.8	9.5	15.7
A-	27.5	24.5	30.7	22.7	26.6	27.2	28.8	24.9	30.3	32.0	14.3	12.4	17.7
B+	18.2	21.1	15.0	20.9	21.4	21.5	23.2	20.5	15.0	15.3	23.0	22.1	24.6
B	15.4	20.0	10.4	22.4	17.1	17.7	15.9	17.1	10.7	9.2	24.6	24.9	24.2
B-	4.9	6.9	2.7	7.8	5.8	5.7	4.8	6.4	2.8	2.3	14.3	16.4	10.6
C+	2.1	3.1	1.0	3.3	2.9	2.4	2.4	3.7	1.1	0.8	8.8	11.0	4.9
C	0.7	1.1	0.3	1.1	1.2	0.8	0.6	1.8	0.3	0.3	3.1	3.7	2.2
D	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.1
From what kind of high school did you graduate?													
Public school (not charter or magnet)	73.9	74.2	73.7	77.2	70.5	69.8	59.9	76.6	77.4	58.9	77.0	83.1	66.2
Public charter school	4.1	5.1	3.0	6.7	3.1	3.0	3.7	2.9	3.2	2.3	6.2	5.9	6.7
Public magnet school	4.0	4.1	3.8	5.3	2.6	3.1	2.5	2.2	3.9	3.5	8.2	7.4	9.5
Private religious/parochial school	10.2	9.8	10.7	7.1	13.0	10.8	24.5	9.5	8.6	19.0	5.3	2.3	10.7
Private independent college-prep school	7.0	5.8	8.3	2.8	9.4	12.6	9.0	6.3	6.5	15.4	3.0	1.1	6.3
Home school	0.8	1.0	0.5	0.8	1.3	0.7	0.4	2.4	0.4	0.8	0.4	0.2	0.6
Prior to this term, have you ever taken courses for credit at this institution?													
Yes	5.7	6.5	4.7	7.8	5.0	4.9	6.4	4.5	4.9	4.1	8.9	10.0	6.8
No	94.3	93.5	95.3	92.2	95.0	95.1	93.6	95.5	95.1	95.9	91.1	90.0	93.2

2015 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?													
Yes	10.9	11.1	10.7	11.0	11.1	10.9	10.3	11.9	10.9	9.6	13.7	12.7	15.5
No	89.1	88.9	89.3	89.0	88.9	89.1	89.7	88.1	89.1	90.4	86.3	87.3	84.5
Where do you plan to live during the fall term?													
With my family or other relatives	15.3	20.3	9.9	29.4	9.5	7.8	16.7	7.8	10.4	8.0	6.5	6.5	6.5
Other private home, apartment, or room	2.0	1.9	2.2	2.7	0.9	1.1	0.7	0.7	2.6	0.6	1.4	1.5	1.4
College residence hall	79.8	75.5	84.5	65.1	88.0	88.9	81.9	90.1	82.9	90.6	89.4	89.3	89.5
Fraternity or sorority house	0.6	0.2	1.0	0.2	0.3	0.7	0.1	0.1	1.2	0.0	0.1	0.1	0.0
Other campus student housing	2.0	1.7	2.3	2.3	1.0	1.3	0.6	0.9	2.7	0.6	2.3	2.3	2.3
Other	0.2	0.3	0.2	0.3	0.3	0.2	0.1	0.3	0.2	0.1	0.3	0.3	0.3
To how many colleges other than this one did you apply for admission this year?													
None	10.6	12.7	8.3	14.9	10.2	10.1	7.5	11.7	8.9	5.8	7.8	9.3	5.1
1	7.4	7.6	7.3	8.3	6.7	5.8	4.8	8.7	8.1	4.2	5.3	5.6	4.7
2	10.2	10.4	9.9	10.9	9.9	8.3	6.6	13.1	11.0	5.7	11.2	12.9	8.2
3	13.1	14.0	12.1	14.8	13.0	11.3	10.4	16.0	13.2	7.9	16.8	18.4	14.0
4	12.5	13.5	11.4	13.8	13.2	12.2	11.6	15.1	11.8	9.6	15.8	16.2	15.1
5	10.0	10.3	9.7	9.5	11.2	11.5	11.7	10.5	9.5	10.2	12.9	13.0	12.8
6	7.8	7.3	8.2	6.7	8.0	8.7	9.5	6.6	7.9	9.5	8.1	7.5	9.1
7 to 8	13.1	12.1	14.2	11.8	12.4	14.0	17.0	8.5	13.1	18.6	9.6	7.8	12.6
9 to 10	7.8	6.3	9.3	5.4	7.5	8.7	10.7	4.7	8.3	13.4	6.0	4.4	8.7
11 or more	7.6	5.7	9.7	3.9	7.9	9.3	10.3	5.2	8.3	15.1	6.6	4.9	9.7
Were you accepted by your first choice college?													
Yes	75.5	78.3	72.4	77.6	79.2	76.4	75.2	84.1	73.8	66.7	76.8	74.4	81.0
No	24.5	21.7	27.6	22.4	20.8	23.6	24.8	15.9	26.2	33.3	23.2	25.6	19.0
Is this college your:													
First choice	58.9	59.5	58.3	60.3	58.5	58.3	53.5	61.4	59.3	54.3	47.2	41.7	57.0
Second choice	25.7	25.8	25.6	25.2	26.4	26.9	29.1	24.6	25.4	26.5	31.8	34.2	27.6
Third choice	9.5	9.3	9.7	9.0	9.7	9.6	11.2	9.0	9.3	11.4	12.3	14.1	9.1
Less than third choice	5.9	5.4	6.3	5.5	5.4	5.3	6.2	5.0	6.0	7.8	8.7	10.1	6.3
Citizenship status:													
U.S. citizen	95.0	95.9	94.1	96.9	94.6	92.7	96.4	95.8	94.9	90.9	98.2	99.0	96.9
Permanent resident (green card)	1.8	1.5	2.1	1.7	1.4	1.6	1.8	0.9	2.1	2.1	0.6	0.5	0.7
International student (F-1 or M-1 visa)	2.5	1.7	3.2	0.4	3.4	5.2	1.1	2.6	2.4	6.5	1.0	0.3	2.3
None of the above	0.7	0.8	0.6	1.1	0.6	0.5	0.7	0.6	0.6	0.5	0.2	0.2	0.2
Are your parents:													
Both alive and living with each other	71.3	67.5	75.4	65.8	69.5	69.1	72.0	68.6	75.0	77.0	33.9	30.7	39.7
Both alive, divorced or living apart	25.4	28.7	21.7	30.4	26.8	27.3	24.2	27.6	22.1	20.1	59.0	61.5	54.4
One or both deceased	3.4	3.8	2.9	3.9	3.7	3.5	3.8	3.9	2.9	2.8	7.1	7.8	5.9
Please mark which of the following courses you have completed:													
Algebra II	98.1	97.9	98.4	98.3	97.3	96.8	98.2	97.5	98.6	97.9	95.0	94.8	95.6
Pre-calculus/Trigonometry	86.3	81.7	91.0	81.8	81.6	83.8	85.8	76.9	90.4	93.1	68.3	60.9	80.1
Probability & Statistics	34.8	32.0	37.7	30.0	34.2	36.1	29.6	34.7	37.6	38.1	26.2	23.8	30.3
Calculus	41.6	32.3	50.8	31.2	33.5	37.0	33.4	29.9	49.2	56.9	19.3	15.2	26.0
AP Probability & Statistics	23.4	16.6	30.3	16.6	16.5	18.8	14.7	15.1	31.0	27.5	10.3	7.3	15.2
AP Calculus	42.7	30.6	54.4	34.2	26.5	28.9	26.6	23.8	54.2	55.2	14.3	10.5	20.5

2015 CIRP Freshman Survey
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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
How many weeks this summer did you participate in a bridge program at this institution?													
0	94.4	92.5	96.5	89.9	95.5	95.2	94.9	96.1	96.6	96.2	91.2	90.0	93.3
One to two	2.1	2.8	1.3	2.7	2.9	3.2	3.0	2.7	1.0	2.2	1.8	1.8	1.6
Three to four	1.3	2.0	0.4	3.0	1.0	1.0	1.3	0.8	0.4	0.7	1.3	1.4	1.0
Five to six	1.6	2.0	1.2	3.3	0.5	0.6	0.7	0.3	1.4	0.7	5.2	6.3	3.3
Seven or more	0.6	0.7	0.6	1.1	0.2	0.1	0.1	0.2	0.6	0.2	0.6	0.5	0.8
Have you had any remedial work in any of the following subjects?													
English	8.5	10.1	6.8	9.8	10.6	10.4	10.8	10.7	6.5	8.1	14.4	16.9	10.1
Reading	7.0	8.4	5.4	7.9	9.0	8.5	10.2	9.1	5.2	6.2	12.6	14.7	8.9
Mathematics	16.6	19.2	13.8	18.5	20.0	20.3	22.9	18.3	13.0	16.9	20.5	21.8	18.4
Social Studies	4.9	6.0	3.7	5.7	6.4	5.5	7.4	6.8	3.5	4.4	10.5	11.9	8.0
Science	7.4	8.2	6.4	7.5	9.1	8.8	10.5	8.6	6.0	8.1	10.8	11.9	8.7
Foreign Language	6.3	7.4	5.1	6.7	8.3	7.8	9.3	8.3	4.7	6.6	10.5	11.6	8.5
Writing	6.6	7.8	5.4	7.3	8.4	8.1	9.4	8.2	5.1	6.5	10.3	11.8	7.7
Do you feel you will need any remedial work in any of the following subjects?													
English	11.3	13.7	8.8	14.0	13.4	13.1	12.4	14.1	8.8	9.0	16.0	18.5	11.6
Reading	6.2	7.4	4.9	7.4	7.4	7.2	7.0	7.7	4.9	4.9	10.2	12.2	6.6
Mathematics	27.8	32.7	22.6	35.6	29.2	28.5	30.9	29.2	22.8	21.7	44.8	44.4	45.4
Social Studies	5.1	6.2	3.9	6.6	5.7	5.2	6.3	6.0	4.0	3.8	9.2	10.8	6.3
Science	15.8	17.6	14.0	18.1	17.0	16.5	18.8	16.7	14.1	13.6	22.5	23.7	20.3
Foreign Language	13.0	15.5	10.3	14.4	16.8	14.7	16.5	19.1	10.2	10.9	25.9	28.5	21.4
Writing	15.2	18.1	12.1	17.5	18.9	18.3	17.6	20.1	11.8	13.4	20.8	22.7	17.3
How many Advanced Placement/International Baccalaureate courses or exams did you take in high school?													
AP Courses													
Not offered at my high school	5.8	6.3	5.3	5.2	7.5	7.8	4.6	8.7	4.8	7.3	7.2	7.6	6.5
None	17.4	24.7	9.6	24.2	25.3	23.1	24.3	28.1	9.6	9.6	41.0	48.1	28.7
1 to 4	44.1	47.1	40.9	46.4	48.0	47.6	51.1	46.7	41.5	38.6	43.0	39.0	49.9
5 to 9	27.4	19.0	36.4	20.6	17.1	18.9	18.4	14.6	36.2	37.2	7.4	4.1	13.0
10 to 14	4.9	2.6	7.4	3.2	1.9	2.3	1.4	1.7	7.5	6.8	1.1	0.8	1.7
15+	0.4	0.3	0.5	0.3	0.2	0.2	0.2	0.3	0.5	0.6	0.3	0.4	0.2
AP Exams													
Not offered at my high school	6.1	6.7	5.4	5.7	7.9	7.9	4.9	9.5	5.0	7.0	8.1	8.6	7.1
None	22.5	30.9	13.5	30.1	31.9	28.9	30.2	35.9	13.6	13.2	48.3	55.2	36.3
1 to 4	43.2	44.8	41.4	44.7	44.9	45.5	48.5	42.3	41.8	39.8	37.2	31.7	46.8
5 to 9	23.9	15.4	33.0	16.7	13.9	15.9	15.3	11.0	32.8	33.9	5.5	3.6	8.9
10 to 14	4.1	2.0	6.3	2.6	1.3	1.7	1.0	1.1	6.5	5.6	0.6	0.5	0.8
15+	0.3	0.2	0.4	0.2	0.2	0.2	0.1	0.2	0.4	0.5	0.3	0.4	0.1
IB Courses													
Not offered at my high school	59.0	53.2	65.5	52.1	54.4	55.6	56.0	52.4	64.6	68.9	35.8	31.2	44.5
None	32.3	40.0	23.7	41.8	38.1	35.3	38.8	40.7	24.6	20.0	56.5	62.4	45.1
1 to 4	3.1	3.1	3.2	2.8	3.4	3.4	2.7	3.8	3.2	3.2	4.1	3.7	4.8
5 to 9	4.5	2.9	6.3	2.6	3.3	4.7	2.1	2.5	6.2	6.7	2.2	1.3	3.8
10 to 14	0.7	0.5	0.9	0.5	0.4	0.7	0.3	0.3	0.9	0.8	0.7	0.5	1.0
15+	0.3	0.2	0.4	0.2	0.3	0.4	0.1	0.3	0.4	0.4	0.8	0.8	0.8

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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 many Advanced Placement/International Baccalaureate courses or exams did you take in high school?													
IB Exams													
Not offered at my high school	59.3	53.5	65.7	52.4	54.8	56.0	56.4	52.7	64.9	69.0	36.2	31.7	44.9
None	33.5	41.0	25.0	42.7	39.0	36.3	39.5	41.5	26.1	20.9	57.5	63.2	46.7
1 to 4	2.3	2.4	2.2	2.0	2.8	2.7	2.1	3.2	2.1	2.6	3.5	3.3	3.9
5 to 9	4.1	2.5	5.8	2.3	2.8	4.1	1.8	1.9	5.6	6.4	2.0	1.0	3.7
10 to 14	0.5	0.3	0.7	0.3	0.4	0.6	0.2	0.2	0.7	0.6	0.4	0.5	0.4
15+	0.4	0.3	0.6	0.3	0.3	0.3	0.1	0.4	0.6	0.6	0.3	0.3	0.4
At this institution, which course placement tests have you taken in the following subject areas:													
English	21.5	28.6	13.6	36.5	19.0	22.6	22.0	13.6	13.5	14.0	55.8	68.4	29.9
Reading	14.3	21.3	6.5	30.1	10.7	10.7	15.3	8.3	6.5	6.5	41.9	56.9	11.6
Mathematics	46.5	45.9	47.2	49.1	42.0	45.7	54.4	31.4	50.8	33.3	65.4	65.2	65.7
Writing	21.9	23.0	20.7	29.3	15.6	16.4	23.5	10.8	22.6	13.4	27.3	37.5	8.7
Please mark the sex of your parent(s) or guardian(s).													
Parent/Guardian 1													
Female	29.8	33.0	26.3	33.7	32.1	32.8	33.1	30.9	26.1	27.1	61.6	63.5	58.2
Male	70.2	67.0	73.7	66.3	67.9	67.2	66.9	69.1	73.9	72.9	38.4	36.5	41.8
Parent/Guardian 2													
Female	72.9	70.3	75.7	69.9	70.9	69.9	69.8	72.4	75.9	74.9	45.7	44.8	47.3
Male	27.1	29.7	24.3	30.1	29.1	30.1	30.2	27.6	24.1	25.1	54.3	55.2	52.7
Do you consider yourself:													
Pre-Med	20.8	18.6	23.2	17.7	19.7	17.8	23.8	19.6	23.4	22.6	29.1	28.7	29.8
Pre-Law	6.6	6.9	6.2	6.8	7.1	7.7	7.7	6.3	5.7	8.3	11.1	11.8	10.0
Your intended major:													
Arts and Humanities													
Art, fine and applied	1.2	1.5	0.9	1.2	1.9	2.9	0.7	1.5	0.9	0.8	1.1	1.1	1.0
English (language and literature)	1.4	1.5	1.2	1.2	1.9	2.3	1.5	1.6	1.2	1.6	0.5	0.4	0.5
History	1.0	1.2	0.8	1.1	1.3	1.3	0.9	1.4	0.7	1.0	0.8	0.9	0.5
Journalism/Communication	1.9	1.8	2.0	1.5	2.1	2.1	2.7	1.8	1.8	2.7	4.3	3.5	5.7
Classical and Modern Languages and Literature	0.3	0.4	0.3	0.4	0.3	0.3	0.2	0.4	0.3	0.3	0.2	0.2	0.2
Media/Film Studies	1.0	1.3	0.7	1.4	1.0	1.1	0.4	1.3	0.6	1.1	1.4	0.3	3.4
Music	1.1	1.0	1.2	0.8	1.3	1.3	0.3	1.6	1.1	1.6	1.2	1.3	1.1
Philosophy	0.3	0.3	0.3	0.3	0.4	0.4	0.3	0.3	0.2	0.4	0.4	0.3	0.5
Theatre/Drama	0.8	0.8	0.8	0.4	1.2	1.0	0.3	1.8	0.9	0.6	0.9	0.7	1.3
Theology/Religion	0.3	0.4	0.2	0.2	0.6	0.3	0.4	1.0	0.1	0.4	0.5	0.6	0.4
Other Arts and Humanities	0.8	0.9	0.6	0.9	0.9	1.0	0.8	1.0	0.6	0.7	0.5	0.3	0.8

2015 CIRP Freshman Survey
Weighted National Norms—All Respondents

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):													
Biological & Life Sciences													
Biology (general)	7.4	6.4	8.5	5.2	7.9	6.9	10.9	7.4	8.4	8.9	11.0	8.9	14.8
Animal Biology (zoology)	0.5	0.5	0.5	0.3	0.8	1.0	0.5	0.7	0.6	0.2	0.6	0.7	0.4
Ecology & Evolutionary Biology	0.2	0.1	0.2	0.1	0.1	0.2	0.0	0.1	0.2	0.1	0.1	0.1	0.1
Marine Biology	0.6	0.6	0.6	0.7	0.6	0.6	0.2	0.7	0.6	0.3	0.1	0.1	0.2
Microbiology	0.3	0.2	0.4	0.2	0.1	0.1	0.1	0.1	0.5	0.2	0.1	0.1	0.1
Molecular, Cellular, & Developmental Biology	0.7	0.5	1.0	0.6	0.4	0.4	0.3	0.3	1.0	0.8	0.1	0.1	0.2
Neurobiology/Neuroscience	1.5	0.8	2.2	0.4	1.3	1.4	0.9	1.4	2.1	3.0	0.6	0.6	0.5
Plant Biology (botany)	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.4
Agriculture/Natural Resources	0.3	0.2	0.4	0.2	0.3	0.4	0.1	0.2	0.5	0.2	0.8	0.9	0.6
Biochemistry/Biophysics	1.6	1.1	2.0	1.0	1.4	1.4	1.5	1.3	2.1	1.7	0.3	0.1	0.6
Environmental Science	0.9	0.9	0.9	0.7	1.2	1.7	0.5	0.9	0.9	0.8	0.1	0.1	0.0
Other Biological Science	0.8	0.5	1.1	0.4	0.7	0.7	0.8	0.7	1.2	0.5	0.2	0.1	0.4
Business													
Accounting	1.8	2.1	1.5	1.8	2.3	1.7	3.7	2.3	1.3	2.0	2.6	2.6	2.7
Business Administration (general)	2.4	2.8	2.0	2.0	3.9	3.6	3.4	4.4	1.9	2.2	2.9	3.3	2.4
Entrepreneurship	0.6	0.5	0.7	0.3	0.8	1.0	0.7	0.7	0.6	0.8	0.7	0.7	0.7
Finance	2.2	1.5	3.1	0.9	2.1	2.0	4.3	1.2	2.5	5.4	1.2	0.5	2.3
Hospitality/Tourism	0.2	0.2	0.3	0.2	0.1	0.1	0.1	0.1	0.3	0.1	0.2	0.3	0.0
Human Resources Management	0.2	0.2	0.3	0.1	0.2	0.1	0.4	0.2	0.3	0.2	0.1	0.1	0.0
International Business	0.8	0.8	0.8	0.4	1.2	1.5	1.4	0.8	0.6	1.7	1.0	0.2	2.5
Marketing	2.0	1.9	2.1	1.4	2.5	2.1	4.5	1.7	1.9	2.7	2.3	1.7	3.3
Management	2.1	2.9	1.3	3.4	2.3	2.2	2.0	2.6	1.2	1.7	4.4	5.0	3.4
Computer/Management Information Systems	0.3	0.4	0.2	0.4	0.4	0.4	0.3	0.4	0.2	0.2	0.5	0.7	0.2
Real Estate	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Other Business	0.7	0.7	0.7	0.4	1.1	1.6	0.9	0.7	0.7	0.9	0.3	0.3	0.3
Education													
Elementary Education	1.6	2.2	1.0	2.2	2.3	1.3	2.1	3.6	1.0	1.0	1.6	2.0	0.9
Music/Art Education	0.5	0.6	0.4	0.5	0.7	0.5	0.3	1.0	0.4	0.2	0.7	0.9	0.4
Physical Education/Recreation	0.4	0.6	0.2	0.7	0.6	0.3	0.3	1.0	0.2	0.1	1.4	2.1	0.3
Secondary Education	0.8	0.9	0.7	0.7	1.2	0.8	1.1	1.6	0.7	0.7	0.7	0.8	0.4
Special Education	0.6	0.8	0.5	0.9	0.7	0.5	0.6	0.9	0.5	0.5	0.5	0.6	0.3
Other Education	0.3	0.5	0.2	0.6	0.3	0.1	0.2	0.4	0.2	0.2	0.5	0.7	0.2
Engineering													
Aerospace/Aeronautical/Astronautical Engineering	1.2	1.4	1.0	2.5	0.1	0.1	0.1	0.1	1.1	0.3	0.2	0.1	0.4
Biological/Agricultural Engineering	0.2	0.2	0.2	0.2	0.1	0.2	0.1	0.1	0.2	0.1	0.4	0.5	0.2
Biomedical Engineering	1.2	0.4	2.1	0.5	0.3	0.4	0.5	0.2	2.2	1.7	0.2	0.0	0.6
Chemical Engineering	1.1	0.5	1.8	0.7	0.3	0.2	0.6	0.2	1.9	1.7	0.6	0.1	1.3
Civil Engineering	1.3	1.6	1.0	2.5	0.5	0.4	0.8	0.5	1.2	0.6	0.5	0.3	0.9
Computer Engineering	1.4	1.0	1.7	1.4	0.6	0.6	0.9	0.4	1.9	0.9	1.2	0.7	2.1
Electrical/Electronic Communications Engineering	1.1	0.9	1.3	1.2	0.4	0.4	0.5	0.3	1.4	0.7	0.7	0.4	1.1
Engineering Science/Engineering Physics	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.3	0.2	0.6
Environmental/Environmental Health Engineering	0.4	0.4	0.5	0.4	0.3	0.2	0.2	0.3	0.6	0.2	0.2	0.3	0.0
Industrial/Manufacturing Engineering	0.6	0.4	0.7	0.6	0.2	0.2	0.2	0.2	0.8	0.3	0.8	1.2	0.1
Materials Engineering	0.2	0.2	0.3	0.2	0.2	0.2	0.2	0.2	0.3	0.1	0.2	0.3	0.2
Mechanical Engineering	3.5	3.2	3.8	4.9	1.3	1.1	1.5	1.3	4.2	2.4	1.1	0.4	2.5
Other Engineering	0.7	0.7	0.7	1.1	0.3	0.3	0.3	0.3	0.8	0.6	0.4	0.4	0.4

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your intended major (continued):													
Health Professions													
Clinical Laboratory Science	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.2	0.1	0.3	0.3	0.3
Health Care Administration/Studies	0.3	0.5	0.2	0.6	0.3	0.3	0.4	0.3	0.2	0.3	0.5	0.6	0.4
Health Technology	0.1	0.2	0.1	0.3	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.1
Kinesiology	1.4	1.9	0.8	2.7	0.9	0.5	0.5	1.5	0.9	0.5	1.8	2.3	0.9
Nursing	4.3	5.0	3.7	5.2	4.7	4.0	7.7	3.8	3.9	2.7	8.5	12.2	2.0
Pharmacy	0.8	0.7	1.0	0.2	1.3	2.3	0.9	0.4	1.0	0.9	1.6	1.0	2.6
Therapy (occupational, physical, speech)	2.1	2.3	1.8	1.5	3.3	2.7	2.9	4.1	1.7	2.1	2.9	3.8	1.3
Other Health Profession	2.2	2.6	1.9	2.6	2.5	2.4	2.0	2.8	1.9	1.9	1.5	1.1	2.1
Math and Computer Science													
Computer Science	3.8	3.2	4.4	4.0	2.3	2.4	2.2	2.2	4.7	3.6	3.1	2.8	3.6
Mathematics/Statistics	1.1	0.9	1.3	0.8	1.1	1.1	0.9	1.1	1.3	1.4	0.3	0.3	0.4
Other Math and Computer Science	0.5	0.4	0.5	0.5	0.3	0.3	0.2	0.3	0.6	0.3	0.1	0.1	0.1
Physical Science													
Astronomy & Astrophysics	0.2	0.2	0.3	0.2	0.1	0.1	0.1	0.2	0.3	0.1	0.0	0.0	0.0
Atmospheric Science	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0
Chemistry	1.2	1.1	1.3	1.0	1.2	1.2	1.2	1.2	1.3	1.4	1.4	1.0	2.3
Earth & Planetary Sciences	0.1	0.1	0.2	0.1	0.1	0.2	0.1	0.1	0.2	0.1	0.1	0.1	0.0
Marine Sciences	0.2	0.2	0.1	0.3	0.1	0.1	0.0	0.2	0.1	0.1	0.0	0.0	0.0
Physics	0.7	0.6	0.8	0.6	0.7	0.8	0.4	0.7	0.8	0.9	0.3	0.2	0.3
Other Physical Science	0.2	0.1	0.2	0.1	0.2	0.2	0.1	0.3	0.2	0.1	0.1	0.1	0.1
Social Science													
Anthropology	0.3	0.3	0.3	0.3	0.3	0.4	0.1	0.3	0.3	0.3	0.1	0.1	0.1
Economics	1.4	0.9	1.8	0.6	1.2	1.7	1.2	0.7	1.5	3.0	0.2	0.0	0.6
Ethnic/Cultural Studies	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.0
Geography	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.1	0.1	0.1	0.0	0.0	0.0
Political Science (gov't., international relations)	3.1	3.2	2.9	3.7	2.8	3.2	2.8	2.3	2.6	4.3	1.9	1.5	2.5
Psychology	4.2	4.7	3.7	4.5	5.0	4.5	5.4	5.3	3.6	4.1	6.5	6.6	6.2
Public Policy	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.1	0.2	0.2	0.0	0.0	0.0
Social Work	0.5	0.6	0.3	0.7	0.5	0.3	0.4	0.8	0.3	0.3	2.3	3.2	0.8
Sociology	0.6	0.7	0.4	0.9	0.6	0.6	0.8	0.5	0.4	0.5	0.8	0.7	1.0
Women's/Gender Studies	0.1	0.1	0.1	0.1	0.1	0.2	0.0	0.1	0.1	0.1	0.0	0.0	0.0
Other Social Science	0.3	0.3	0.4	0.3	0.4	0.4	0.3	0.3	0.4	0.3	0.1	0.1	0.1
Other Majors													
Architecture/Urban Planning	0.4	0.3	0.5	0.4	0.2	0.3	0.1	0.2	0.4	0.5	0.3	0.2	0.6
Criminal Justice	1.9	2.9	0.9	3.4	2.4	2.5	2.2	2.4	0.9	0.8	5.6	7.5	2.2
Library Science	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
Security & Protective Services	0.1	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Military Sciences/Technology/Operations	0.1	0.2	0.0	0.4	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Other	2.4	2.9	1.8	2.9	2.9	2.9	1.3	3.6	1.9	1.5	1.9	2.0	1.6
Undecided	8.9	8.5	9.2	8.1	9.0	10.2	8.5	8.0	9.4	8.5	2.8	2.6	3.2

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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 <u>each</u> of the sources listed below?													
Family resources (parents, relatives, spouse, etc.)													
None	29.2	36.5	21.3	46.9	24.0	24.0	21.4	25.3	22.8	15.4	41.3	44.4	35.8
\$1 to \$2,999	16.5	19.4	13.5	22.7	15.4	13.2	14.5	18.2	14.3	10.2	27.6	31.2	21.2
\$3,000 to \$5,999	10.7	11.1	10.2	10.7	11.6	10.2	11.4	13.1	10.7	8.0	13.3	12.4	14.8
\$6,000 to \$9,999	8.0	7.6	8.4	6.2	9.4	8.6	8.8	10.4	8.7	7.3	5.9	5.3	6.8
\$10,000 to \$14,999	8.8	7.6	10.0	5.0	10.6	10.1	10.0	11.4	10.3	9.0	4.6	3.4	6.9
\$15,000 or more	26.9	17.8	36.6	8.5	29.0	33.8	33.8	21.5	33.2	50.1	7.3	3.3	14.5
My own resources (savings from work, work-study, other income)													
None	46.6	48.7	44.3	53.5	42.9	45.7	43.1	39.9	43.6	47.2	55.9	55.6	56.3
\$1 to \$2,999	36.9	35.7	38.1	34.3	37.4	36.0	37.0	39.2	38.7	35.4	33.0	34.0	31.1
\$3,000 to \$5,999	10.1	9.3	11.0	7.6	11.3	10.4	11.5	12.0	11.2	10.2	6.9	6.5	7.6
\$6,000 to \$9,999	3.1	3.0	3.2	2.4	3.8	3.4	4.0	4.2	3.3	3.0	2.1	2.1	2.1
\$10,000 to \$14,999	1.5	1.5	1.6	1.0	2.0	2.1	1.8	2.1	1.6	1.7	0.8	0.7	1.0
\$15,000 or more	1.8	1.8	1.7	1.3	2.5	2.4	2.5	2.6	1.6	2.5	1.4	1.1	2.0
Aid which need not be repaid (grants, scholarships, military funding, etc.)													
None	31.0	27.1	35.3	31.3	22.0	25.6	22.5	17.9	36.9	28.7	29.1	30.6	26.4
\$1 to \$2,999	12.4	10.9	14.0	14.4	6.6	6.0	6.5	7.3	16.0	6.0	15.0	16.9	11.7
\$3,000 to \$5,999	11.5	11.5	11.4	14.5	8.0	7.2	8.1	8.8	12.8	5.9	18.6	21.4	13.7
\$6,000 to \$9,999	8.8	8.7	9.0	10.0	7.1	6.1	7.2	8.2	9.9	5.3	12.0	13.9	8.6
\$10,000 to \$14,999	10.4	10.8	9.9	9.0	13.0	11.4	13.2	14.6	9.9	9.9	8.8	7.6	11.0
\$15,000 or more	25.9	31.0	20.4	20.8	43.3	43.6	42.5	43.3	14.5	44.2	16.4	9.6	28.7
Aid which <u>must</u> be repaid (loans, etc.)													
None	55.6	54.5	56.8	64.3	42.9	46.9	41.9	39.1	57.5	53.8	38.8	39.0	38.6
\$1 to \$2,999	8.2	8.5	7.8	8.5	8.5	7.8	8.7	9.0	8.0	6.9	13.7	16.6	8.5
\$3,000 to \$5,999	14.8	14.9	14.7	12.6	17.8	16.3	18.9	18.8	14.8	14.3	17.7	20.3	13.0
\$6,000 to \$9,999	7.7	7.9	7.6	5.5	10.7	8.9	10.7	12.7	7.7	7.1	10.4	11.9	7.7
\$10,000 to \$14,999	5.8	6.2	5.3	4.0	8.9	8.0	8.2	10.3	5.1	6.2	7.4	6.4	9.2
\$15,000 or more	7.8	7.9	7.8	5.1	11.2	12.1	11.6	10.1	6.8	11.8	12.0	5.8	23.0
Other than above													
None	94.4	93.8	94.9	94.5	93.0	93.7	92.6	92.5	95.1	94.3	91.8	91.8	91.8
\$1 to \$2,999	2.5	2.7	2.3	2.7	2.8	2.4	3.1	3.0	2.3	2.2	3.4	3.7	3.0
\$3,000 to \$5,999	1.0	1.1	0.9	1.0	1.2	1.1	1.5	1.2	1.0	0.9	1.9	2.2	1.4
\$6,000 to \$9,999	0.6	0.7	0.5	0.5	0.9	0.7	0.8	1.1	0.5	0.5	1.1	1.2	1.0
\$10,000 to \$14,999	0.4	0.5	0.4	0.3	0.7	0.6	0.6	0.8	0.4	0.5	0.6	0.6	0.7
\$15,000 or more	1.0	1.1	0.9	0.9	1.4	1.4	1.5	1.3	0.7	1.6	1.1	0.5	2.1

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Did you receive any of the following forms of financial aid?													
Military grants													
Yes	3.2	4.6	1.8	6.7	1.9	1.7	1.5	2.4	1.8	1.6	3.5	3.1	4.2
No	96.8	95.4	98.2	93.3	98.1	98.3	98.5	97.6	98.2	98.4	96.5	96.9	95.8
Work-study													
Yes	20.9	21.4	20.4	10.4	34.5	34.9	32.4	35.3	18.4	28.0	15.1	17.7	10.8
No	79.1	78.6	79.6	89.6	65.5	65.1	67.6	64.7	81.6	72.0	84.9	82.3	89.2
Pell Grant													
Yes	26.6	30.5	22.5	30.5	30.6	27.8	29.4	34.1	22.7	21.7	58.1	61.8	51.4
No	73.4	69.5	77.5	69.5	69.4	72.2	70.6	65.9	77.3	78.3	41.9	38.2	48.6
Need-based grants or scholarships													
Yes	36.6	37.9	35.3	27.6	50.0	50.2	47.7	50.9	33.5	42.3	43.3	44.3	41.4
No	63.4	62.1	64.7	72.4	50.0	49.8	52.3	49.1	66.5	57.7	56.7	55.7	58.6
Merit-based grants or scholarships													
Yes	51.6	51.2	52.1	31.8	73.3	72.4	72.3	74.9	49.6	61.6	38.3	30.1	51.5
No	48.4	48.8	47.9	68.2	26.7	27.6	27.7	25.1	50.4	38.4	61.7	69.9	48.5
What is your best estimate of your parents'/ guardians' total income last year?													
Less than \$10,000	3.5	4.6	2.3	5.3	3.9	3.4	3.9	4.3	2.2	2.5	14.5	17.7	8.9
\$10,000 to \$14,999	2.9	3.7	1.9	4.6	2.7	2.3	3.0	2.9	2.0	1.8	7.9	9.8	4.6
\$15,000 to \$19,999	2.5	3.1	1.7	3.6	2.5	2.2	2.4	2.9	1.7	1.7	5.9	6.8	4.2
\$20,000 to \$24,999	3.5	4.2	2.8	4.8	3.5	3.1	3.3	3.9	2.9	2.3	6.9	7.7	5.7
\$25,000 to \$29,999	2.7	3.3	2.1	3.6	2.9	2.7	2.8	3.1	2.2	2.0	5.7	6.4	4.6
\$30,000 to \$39,999	5.4	6.4	4.3	6.8	5.8	5.3	5.2	6.7	4.4	3.9	9.2	9.7	8.4
\$40,000 to \$49,999	6.5	7.6	5.3	8.0	7.2	6.8	6.3	8.1	5.4	5.1	9.5	9.1	10.2
\$50,000 to \$59,999	7.4	8.4	6.4	8.6	8.1	7.9	6.6	9.1	6.7	5.6	9.2	8.8	10.0
\$60,000 to \$74,999	9.3	10.2	8.3	10.1	10.4	10.2	9.0	11.3	8.5	7.4	8.6	8.2	9.3
\$75,000 to \$99,999	12.4	12.6	12.1	12.4	12.9	13.0	11.5	13.6	12.4	10.7	8.6	7.8	10.1
\$100,000 to \$149,999	18.4	16.6	20.4	16.1	17.1	17.4	17.4	16.7	20.9	18.6	7.9	5.0	13.1
\$150,000 to \$199,999	9.6	8.2	11.2	7.9	8.6	9.2	9.8	7.4	11.2	10.8	3.2	1.6	6.0
\$200,000 to \$249,999	5.8	4.4	7.3	3.8	5.2	5.8	6.6	4.0	7.1	8.1	1.2	0.8	1.9
\$250,000 or more	10.1	6.5	13.9	4.3	9.3	10.8	12.1	6.1	12.4	19.7	1.5	0.6	3.0
Do you have any concern about your ability to finance your college education?													
None (I am confident that I will have sufficient funds)	35.3	35.9	34.8	40.3	30.6	32.4	30.6	28.8	34.1	37.1	24.4	24.8	23.7
Some (but I probably will have enough funds)	52.6	51.4	53.9	47.7	55.8	54.4	55.7	57.4	54.6	51.6	52.9	54.1	50.9
Major (not sure I will have enough funds to complete college)	12.0	12.7	11.3	12.1	13.5	13.2	13.8	13.8	11.3	11.2	22.7	21.1	25.4

2015 CIRP Freshman Survey
Weighted National Norms—All Respondents

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													
Agnostic	8.3	6.7	10.0	6.7	6.6	8.7	4.7	5.5	10.3	8.7	1.5	0.7	3.0
Atheist	5.9	4.5	7.5	4.4	4.5	6.7	2.5	3.2	7.9	5.9	0.8	0.8	0.8
Baptist	7.6	10.2	4.7	10.1	10.3	7.4	4.8	16.0	4.6	5.0	40.3	42.4	36.6
Buddhist	1.2	1.1	1.3	1.2	1.0	1.3	1.0	0.7	1.4	1.1	0.7	0.5	0.9
Church of Christ	5.9	7.5	4.1	8.2	6.5	6.6	4.8	7.4	4.4	3.2	17.4	20.2	12.5
Eastern Orthodox	0.8	0.7	1.0	0.7	0.6	0.7	0.9	0.4	0.9	1.2	0.1	0.1	0.2
Episcopalian	1.1	0.9	1.3	0.6	1.2	1.7	0.9	0.8	1.3	1.2	0.5	0.3	1.0
Hindu	1.0	0.4	1.7	0.3	0.6	0.8	0.7	0.3	1.7	1.9	0.1	0.1	0.2
Jewish	2.7	1.4	4.1	1.0	1.8	2.9	0.4	1.5	4.0	4.8	0.1	0.1	0.3
LDS (Mormon)	0.3	0.3	0.3	0.5	0.2	0.2	0.1	0.2	0.3	0.1	0.1	0.1	0.0
Lutheran	2.8	2.5	3.1	1.7	3.6	2.1	1.8	6.0	3.5	1.4	0.2	0.2	0.2
Methodist	3.0	3.3	2.8	2.7	4.0	3.2	1.7	6.0	3.1	1.7	3.4	3.0	4.2
Muslim	1.6	1.1	2.2	1.1	1.1	1.3	1.4	0.7	2.1	2.9	1.8	1.5	2.2
Presbyterian	2.4	2.3	2.5	2.3	2.4	2.1	1.5	3.1	2.6	2.2	0.7	0.6	0.9
Quaker	0.2	0.2	0.1	0.1	0.3	0.2	0.1	0.3	0.1	0.1	0.0	0.0	0.1
Roman Catholic	24.3	24.6	24.1	25.0	24.1	21.1	52.0	13.0	21.9	32.4	3.9	2.0	7.1
Seventh-day Adventist	0.3	0.4	0.3	0.4	0.3	0.4	0.4	0.2	0.3	0.3	0.9	0.7	1.3
United Church of Christ/Congregational	0.7	0.7	0.6	0.7	0.8	0.9	0.5	0.8	0.6	0.7	0.7	0.7	0.7
Other Christian	12.4	14.5	10.1	14.8	14.2	11.0	8.6	20.3	10.2	10.0	15.7	14.7	17.4
Other Religion	2.1	2.3	1.8	2.5	2.1	2.3	1.5	2.2	1.9	1.6	2.2	2.3	1.9
None	15.4	14.5	16.4	15.0	13.9	18.5	9.5	11.4	17.1	13.5	8.8	9.1	8.4
Parent/Guardian 1's current religious preference													
Agnostic	3.2	2.5	3.9	2.4	2.6	3.7	1.4	2.2	4.0	3.5	0.3	0.1	0.8
Atheist	2.8	2.1	3.5	1.9	2.4	3.6	1.2	1.7	3.6	3.0	0.4	0.3	0.6
Baptist	8.4	10.9	5.7	10.8	11.1	8.8	5.4	16.5	5.7	5.8	43.3	45.0	40.3
Buddhist	1.8	1.4	2.2	1.6	1.2	1.7	1.0	0.8	2.3	1.7	0.8	0.7	0.8
Church of Christ	7.0	8.6	5.3	9.7	7.4	8.0	5.6	7.8	5.7	3.9	17.9	20.6	13.3
Eastern Orthodox	1.0	0.8	1.2	0.9	0.7	0.8	1.0	0.4	1.2	1.4	0.1	0.0	0.2
Episcopalian	1.5	1.3	1.8	1.0	1.6	2.1	1.2	1.2	1.8	1.7	0.7	0.5	1.2
Hindu	1.3	0.5	2.2	0.3	0.8	1.1	0.8	0.4	2.2	2.5	0.2	0.1	0.4
Jewish	3.3	1.8	5.0	1.2	2.5	3.9	0.9	1.8	4.8	5.7	0.2	0.1	0.2
LDS (Mormon)	0.4	0.4	0.4	0.5	0.2	0.2	0.2	0.2	0.5	0.2	0.1	0.2	0.0
Lutheran	3.6	3.2	3.9	2.3	4.4	2.8	2.4	7.0	4.4	2.0	0.3	0.2	0.3
Methodist	3.8	3.9	3.6	3.3	4.6	3.9	2.0	6.6	4.0	2.3	3.4	2.6	4.8
Muslim	1.9	1.2	2.6	1.2	1.3	1.6	1.7	0.9	2.4	3.3	2.1	1.7	2.8
Presbyterian	3.1	2.9	3.3	2.7	3.0	2.9	1.9	3.7	3.4	3.0	0.7	0.6	1.0
Quaker	0.2	0.2	0.2	0.2	0.3	0.4	0.2	0.3	0.2	0.1	0.1	0.0	0.1
Roman Catholic	29.3	29.2	29.5	30.4	27.8	25.5	55.2	16.0	27.5	37.1	4.7	2.6	8.4
Seventh-day Adventist	0.4	0.4	0.3	0.5	0.4	0.4	0.5	0.2	0.3	0.4	0.8	0.5	1.2
United Church of Christ/Congregational	0.8	0.9	0.8	0.8	0.9	1.1	0.5	0.9	0.8	0.9	0.8	0.9	0.6
Other Christian	13.7	15.6	11.6	16.2	14.9	12.5	9.4	20.4	11.7	11.0	15.7	15.0	16.8
Other Religion	2.0	2.3	1.6	2.5	2.0	2.2	1.4	2.1	1.7	1.4	2.3	2.6	1.9
None	10.6	9.8	11.4	9.8	9.9	12.8	6.3	8.8	12.0	9.3	5.1	5.6	4.2

2015 CIRP Freshman Survey
Weighted National Norms—All Respondents

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
Parent/Guardian 2's current religious preference													
Agnostic	2.8	2.2	3.5	2.0	2.4	3.3	1.3	1.9	3.6	3.1	0.4	0.2	0.7
Atheist	2.3	1.8	2.8	1.5	2.2	3.3	1.0	1.6	2.9	2.4	0.5	0.4	0.6
Baptist	8.0	10.4	5.5	10.4	10.3	8.2	4.7	15.5	5.5	5.5	41.5	42.9	39.3
Buddhist	1.9	1.5	2.3	1.6	1.2	1.7	1.1	0.8	2.4	1.9	0.8	0.7	1.0
Church of Christ	7.0	8.5	5.5	9.6	7.1	7.8	5.2	7.3	5.9	3.8	16.9	20.2	11.5
Eastern Orthodox	1.0	0.8	1.3	0.9	0.8	0.9	1.1	0.5	1.2	1.4	0.2	0.1	0.3
Episcopalian	1.5	1.2	1.8	1.0	1.5	2.1	1.1	1.1	1.8	1.6	0.5	0.2	1.1
Hindu	1.4	0.5	2.3	0.3	0.8	1.1	0.9	0.5	2.2	2.6	0.3	0.1	0.5
Jewish	3.2	1.8	4.7	1.4	2.4	3.7	0.7	1.8	4.5	5.4	0.1	0.0	0.1
LDS (Mormon)	0.4	0.4	0.4	0.5	0.2	0.2	0.1	0.2	0.5	0.2	0.1	0.2	0.0
Lutheran	3.6	3.2	4.0	2.2	4.4	2.9	2.5	7.0	4.5	2.1	0.2	0.2	0.2
Methodist	3.8	3.9	3.6	3.3	4.6	3.8	2.1	6.7	4.0	2.2	3.0	2.2	4.3
Muslim	2.0	1.3	2.6	1.2	1.5	1.7	1.8	1.0	2.4	3.4	3.0	2.3	4.2
Presbyterian	3.1	2.8	3.4	2.7	3.1	3.1	1.8	3.7	3.5	3.1	0.7	0.6	1.0
Quaker	0.2	0.2	0.2	0.2	0.3	0.3	0.2	0.3	0.2	0.1	0.0	0.0	0.1
Roman Catholic	29.6	29.4	29.8	30.6	28.0	25.8	55.3	16.1	27.8	37.7	4.2	2.3	7.3
Seventh-day Adventist	0.4	0.4	0.3	0.5	0.3	0.4	0.4	0.3	0.3	0.4	0.9	0.6	1.4
United Church of Christ/Congregational	0.8	0.9	0.8	0.8	0.9	1.1	0.6	0.9	0.8	0.9	0.7	0.5	0.9
Other Christian	13.7	15.5	11.9	15.8	15.0	12.4	9.2	20.8	12.1	11.0	15.5	15.0	16.5
Other Religion	2.0	2.3	1.7	2.5	2.1	2.3	1.5	2.2	1.7	1.5	2.7	3.1	1.9
None	11.3	10.9	11.7	10.8	10.9	13.9	7.3	9.6	12.3	9.8	7.9	8.3	7.2
Highest academic degree planned													
None	0.5	0.7	0.3	0.7	0.7	0.6	0.6	0.8	0.2	0.3	1.5	1.8	1.0
Vocational certificate	0.1	0.2	0.0	0.2	0.2	0.1	0.1	0.3	0.0	0.1	0.3	0.3	0.1
Associate (A.A. or equivalent)	0.8	1.2	0.3	1.7	0.6	0.5	0.4	0.9	0.3	0.2	1.0	1.4	0.4
Bachelor's degree (B.A., B.S., etc.)	21.1	23.9	18.0	25.2	22.4	20.0	18.5	26.8	19.1	13.8	18.1	21.4	12.5
Master's degree (M.A., M.S., etc.)	42.1	42.9	41.2	44.0	41.7	41.4	45.7	40.0	41.1	41.8	35.6	37.5	32.3
Ph.D. or Ed.D.	19.1	18.3	19.8	17.5	19.4	21.5	17.5	18.0	19.8	20.1	27.6	25.8	30.7
M.D., D.O., D.D.S., D.V.M.	11.2	7.9	14.9	6.5	9.5	9.4	11.5	8.6	14.7	15.5	9.3	5.9	15.2
J.D. (Law)	4.1	3.6	4.6	3.2	4.1	4.9	4.7	3.0	4.0	6.9	4.9	4.0	6.4
B.D. or M.DIV. (Divinity)	0.2	0.2	0.1	0.2	0.3	0.2	0.1	0.5	0.1	0.2	0.4	0.4	0.4
Other	0.9	1.0	0.7	0.8	1.2	1.3	1.0	1.1	0.6	1.1	1.3	1.6	0.9
Highest academic degree planned at this college													
None	0.9	1.1	0.7	1.2	1.1	0.9	0.7	1.4	0.7	0.6	1.7	2.3	0.8
Vocational certificate	0.1	0.2	0.1	0.1	0.2	0.2	0.2	0.3	0.1	0.1	0.2	0.2	0.2
Associate (A.A. or equivalent)	1.9	2.9	0.9	3.6	2.1	1.7	1.6	2.8	0.9	0.6	3.0	3.7	1.9
Bachelor's degree (B.A., B.S., etc.)	69.1	73.3	64.7	73.3	73.2	74.0	66.8	75.8	63.7	68.4	59.1	57.2	62.1
Master's degree (M.A., M.S., etc.)	20.1	18.0	22.4	18.1	17.9	16.7	23.9	16.0	22.8	21.2	23.4	25.0	21.0
Ph.D. or Ed.D.	3.8	2.5	5.2	2.1	2.9	3.8	3.4	1.8	5.5	4.0	7.7	7.1	8.5
M.D., D.O., D.D.S., D.V.M.	2.4	0.7	4.3	0.6	0.9	0.9	1.8	0.3	4.6	2.9	1.8	0.8	3.5
J.D. (Law)	0.7	0.3	1.1	0.2	0.5	0.7	0.7	0.3	1.0	1.4	1.6	1.9	1.1
B.D. or M.DIV. (Divinity)	0.1	0.2	0.1	0.2	0.2	0.1	0.1	0.3	0.1	0.1	0.3	0.4	0.1
Other	0.7	0.8	0.6	0.6	1.0	1.1	0.8	1.0	0.6	0.8	1.2	1.5	0.7

2015 CIRP Freshman Survey
Weighted National Norms—All Respondents

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
For the activities below, indicate which ones you "Frequently" or "Occasionally" did during the past year:													
Attended a religious service	69.5	70.9	67.9	69.0	73.2	64.2	80.6	78.8	66.2	74.4	84.8	83.6	86.8
Was bored in class*	34.1	33.3	35.0	34.1	32.3	33.7	29.0	32.5	35.6	32.5	35.3	38.1	30.2
Demonstrated for a cause (e.g., boycott, rally, protest)	20.8	19.6	22.2	17.9	21.8	23.5	23.3	19.2	21.2	25.9	28.6	24.4	35.9
Tutored another student	61.1	56.2	66.6	57.7	54.3	53.6	59.4	52.3	66.1	68.5	55.8	51.7	62.9
Studied with other students	88.7	87.0	90.4	86.2	88.0	88.1	90.3	86.7	90.1	91.8	86.3	84.8	88.8
Smoked cigarettes*	1.4	1.6	1.1	1.7	1.5	1.9	1.0	1.4	1.1	1.2	1.0	1.2	0.5
Drank beer*	4.7	4.0	5.4	3.2	5.0	6.3	5.4	3.5	5.1	6.5	1.0	1.0	0.9
Drank wine or liquor	5.0	4.2	5.8	3.4	5.2	6.3	5.3	4.0	5.5	7.1	3.0	3.0	3.0
Felt overwhelmed by all I had to do*	34.1	34.2	34.0	32.2	36.7	37.1	35.8	36.8	33.9	34.6	33.7	32.8	35.3
Felt depressed*	9.5	10.2	8.8	9.7	10.9	11.6	8.9	11.2	8.7	8.9	11.4	11.5	11.1
Performed volunteer work	87.9	85.6	90.4	84.0	87.5	86.7	91.0	86.6	90.0	92.0	82.1	78.8	88.0
Asked a teacher for advice after class	85.3	84.7	86.1	82.7	87.0	87.1	88.1	86.3	85.6	87.7	82.3	81.0	84.4
Voted in a student election	68.0	65.2	71.1	65.0	65.4	65.6	70.9	62.4	70.9	72.2	69.1	67.4	72.2
Socialized with someone of another racial/ethnic group	96.4	95.9	96.9	95.6	96.3	96.2	97.2	96.0	96.9	97.2	92.7	91.3	95.3
Came late to class*	6.8	6.4	7.3	6.6	6.1	6.4	5.5	6.0	7.4	6.7	7.9	8.6	6.8
Performed community service as a part of a class	56.1	55.8	56.5	53.6	58.3	56.9	65.3	56.4	55.6	59.6	59.8	56.7	65.5
Discussed religion	80.2	78.5	82.1	76.2	81.3	78.6	82.6	83.5	81.1	85.6	80.3	78.2	84.1
Discussed politics	82.1	79.8	84.7	78.8	81.0	81.4	82.1	80.0	84.0	87.3	72.1	67.7	79.8
Worked on a local, state, or national political campaign	8.6	8.7	8.6	8.9	8.4	8.4	8.4	8.4	8.2	10.3	13.2	12.6	14.2
Skipped school/class*	2.1	2.0	2.1	2.2	1.9	2.0	1.4	2.1	2.2	1.8	3.0	3.2	2.5
Publicly communicated my opinion about a cause (e.g., blog, email, petition)	44.8	43.2	46.5	41.4	45.4	47.0	44.4	44.1	46.0	48.7	53.8	51.2	58.7
Helped raise money for a cause or campaign	52.0	51.4	52.7	49.7	53.4	52.3	57.6	52.3	52.0	55.2	55.1	56.6	52.4
Fell asleep in class*	5.3	5.3	5.3	5.4	5.1	4.9	4.3	5.7	5.4	4.7	8.8	10.1	6.4
Failed to complete homework on time*	4.6	4.8	4.4	5.0	4.6	4.9	3.5	4.8	4.5	3.9	5.2	5.6	4.3
Used an online instructional website (e.g., Khan Academy, Coursera) as assigned for a class	56.0	55.9	56.2	57.2	54.3	54.7	54.9	53.6	56.0	56.9	63.0	62.8	63.4
Used an online instructional website (e.g., Khan Academy, Coursera) to learn something on your own	83.1	83.9	82.2	86.5	80.8	82.6	76.0	81.4	82.1	82.4	93.1	93.6	92.1
*responses for "Frequently" only													
Students rated as "A Major Strength" or "Somewhat Strong" in the following areas:													
Ability to see the world from someone else's perspective	76.7	73.4	80.3	72.6	74.4	76.4	76.8	71.2	80.1	80.9	71.4	67.2	79.0
Tolerance of others with different beliefs	80.6	77.3	84.2	77.1	77.5	79.8	80.2	73.8	84.0	84.7	71.4	66.9	79.5
Openness to having my own views challenged	63.7	62.1	65.4	62.0	62.2	64.1	63.8	59.4	65.0	66.7	67.1	65.0	71.0
Ability to discuss and negotiate controversial issues	70.8	68.4	73.4	68.8	68.0	70.5	69.6	64.5	73.0	74.9	70.8	67.0	77.6
Ability to work cooperatively with diverse people	85.8	84.6	87.1	85.1	84.1	85.0	86.6	81.9	86.9	87.8	83.4	80.4	89.0
Critical thinking skills	76.3	72.3	80.8	72.4	72.2	73.8	74.4	69.2	80.6	81.5	73.2	70.4	78.2
Ability to manage your time effectively	51.8	50.9	52.9	50.8	51.1	49.9	54.1	50.8	52.7	53.6	54.6	55.5	53.0

2015 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
What is the highest level of formal education obtained by Parent/Guardian 1?													
Junior high/Middle school or less	4.6	5.9	3.0	8.1	3.4	3.0	4.2	3.3	3.1	2.6	4.2	5.2	2.4
Some high school	3.9	5.0	2.7	6.2	3.6	3.3	4.0	3.7	2.8	2.3	5.5	6.7	3.2
High school graduate	13.9	16.8	10.7	17.6	15.9	14.7	14.1	18.1	11.2	8.9	20.4	24.3	13.5
Postsecondary school other than college	2.8	3.1	2.5	2.9	3.3	3.6	2.9	3.3	2.6	2.1	3.2	3.2	3.2
Some college	13.4	15.4	11.3	16.2	14.5	13.4	13.8	15.9	11.6	10.2	23.1	24.2	21.2
College degree	32.1	30.1	34.2	28.4	32.2	32.0	33.4	31.9	34.5	33.0	24.9	22.9	28.7
Some graduate school	2.2	1.8	2.5	1.6	2.0	2.1	2.1	1.9	2.5	2.7	1.8	1.3	2.7
Graduate degree	27.1	21.7	33.1	18.9	25.0	27.8	25.6	21.8	31.8	38.2	16.8	12.2	25.1
What is the highest level of formal education obtained by Parent/Guardian 2?													
Junior high/Middle school or less	4.6	5.9	3.1	8.0	3.6	3.2	4.3	3.6	3.3	2.5	4.4	5.3	2.9
Some high school	4.2	5.4	2.9	6.8	3.8	3.4	4.9	3.8	2.9	2.5	9.0	10.9	5.8
High school graduate	15.3	18.4	12.0	19.4	17.2	16.4	16.2	18.6	12.5	10.0	27.4	31.5	20.4
Postsecondary school other than college	3.1	3.4	2.8	3.3	3.5	3.3	3.5	3.6	2.8	2.6	3.8	3.7	4.1
Some college	13.9	15.4	12.3	16.2	14.5	13.5	13.5	15.9	12.6	11.1	18.8	18.5	19.3
College degree	34.2	31.2	37.5	29.0	33.9	33.6	34.7	33.7	37.6	37.1	21.5	20.0	24.0
Some graduate school	2.4	2.0	2.9	1.7	2.4	2.5	2.4	2.3	2.8	3.2	1.6	1.1	2.4
Graduate degree	22.3	18.2	26.7	15.7	21.1	24.0	20.6	18.4	25.6	31.0	13.5	9.1	21.0
During the past year, did you "Frequently":													
Ask questions in class	53.5	51.4	55.7	49.6	53.6	55.7	56.9	49.8	54.3	61.0	59.2	57.3	62.8
Support your opinions with a logical argument	60.5	55.7	66.0	55.0	56.5	59.5	59.4	51.8	64.8	70.5	56.5	51.7	65.0
Seek solutions to problems and explain them to others	56.0	51.5	61.1	51.0	52.2	54.4	55.8	48.0	60.0	64.9	53.2	49.1	60.5
Revise your papers to improve your writing	49.3	47.2	51.7	44.5	50.5	50.6	53.8	48.7	50.5	56.1	48.4	44.3	55.8
Evaluate the quality or reliability of information you received	44.8	41.9	48.1	41.7	42.1	43.4	45.0	39.3	47.2	51.6	46.0	42.2	52.7
Take a risk because you feel you have more to gain	37.9	36.8	39.0	36.5	37.3	38.3	38.2	35.7	38.6	40.7	42.9	40.7	46.7
Seek alternative solutions to a problem	46.9	45.4	48.6	45.7	45.2	46.2	48.0	42.7	47.9	51.5	48.0	44.5	54.3
Look up scientific research articles and resources	29.3	26.7	32.2	26.7	26.7	28.3	28.5	24.0	31.9	33.4	26.3	24.1	30.2
Explore topics on your own, even though it is not required for a class	40.5	37.5	43.8	37.6	37.5	40.2	37.0	34.8	43.2	46.3	38.8	35.0	45.6
Accept mistakes as part of the learning process	56.7	56.7	56.8	58.4	54.5	55.3	57.0	52.5	56.6	57.6	62.7	61.3	65.1
Seek feedback on your academic work	50.7	50.1	51.5	48.8	51.6	52.3	55.1	49.1	50.4	55.3	58.2	56.8	60.7
Your intended career occupation													
Actor or Entertainer	1.0	1.0	1.0	0.7	1.5	1.3	0.6	2.1	1.0	0.9	1.2	0.7	2.0
Artist	0.9	1.1	0.6	0.9	1.3	2.2	0.4	0.9	0.7	0.4	0.7	0.7	0.5
Graphic Designer	0.9	1.1	0.6	1.0	1.3	1.2	0.7	1.6	0.6	0.5	1.0	1.3	0.5
Musician	1.2	1.2	1.2	1.0	1.4	1.5	0.6	1.6	1.1	1.7	2.0	2.2	1.6
Writer/Producer/Director	1.7	2.0	1.4	1.8	2.1	2.4	1.2	2.4	1.3	1.7	1.5	1.0	2.2
Farmer or Forester	0.3	0.3	0.3	0.4	0.3	0.3	0.1	0.4	0.2	0.3	0.5	0.1	1.1
Natural Resource Specialist/Environmentalist	0.6	0.5	0.7	0.4	0.7	0.9	0.3	0.6	0.7	0.5	0.4	0.5	0.3
Accountant	1.5	1.7	1.3	1.5	2.0	1.5	3.2	1.9	1.2	1.7	2.1	2.1	2.2
Administrative Assistant	0.2	0.3	0.2	0.2	0.3	0.3	0.2	0.3	0.2	0.2	0.6	0.6	0.6
Business Manager/Executive	3.0	2.8	3.1	2.3	3.4	3.5	4.0	3.0	2.8	4.3	2.6	2.2	3.2
Business Owner/Entrepreneur	2.5	2.5	2.5	2.0	3.1	3.3	3.0	2.9	2.3	3.3	4.3	4.1	4.7
Retail Sales	0.4	0.4	0.3	0.3	0.5	0.4	0.5	0.5	0.3	0.3	1.3	1.3	1.2
Sales/Marketing	1.8	1.7	1.8	1.2	2.4	2.2	3.9	1.9	1.8	2.0	1.6	1.2	2.1
Human Resources	0.3	0.3	0.3	0.3	0.3	0.3	0.4	0.4	0.3	0.2	0.3	0.4	0.3
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	2.4	1.6	3.2	1.0	2.3	2.4	3.8	1.4	2.7	5.0	1.1	0.6	1.8

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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 (continued)													
Management Consultant	0.4	0.4	0.5	0.4	0.4	0.4	0.4	0.4	0.4	0.7	0.5	0.6	0.4
Real Estate Agent/Realtor/Appraiser/Developer	0.2	0.2	0.2	0.2	0.3	0.3	0.3	0.2	0.2	0.3	0.3	0.2	0.3
Sports Management	1.1	1.3	0.9	0.7	2.1	2.2	1.3	2.5	0.8	1.3	2.1	2.5	1.5
Journalist	0.8	0.8	0.9	0.6	0.9	1.0	1.0	0.7	0.8	1.1	1.8	1.1	2.8
Public/Media Relations	1.1	1.1	1.1	0.9	1.4	1.4	1.6	1.4	1.0	1.5	3.0	2.6	3.6
Advertising	0.3	0.3	0.3	0.2	0.4	0.4	0.4	0.3	0.3	0.4	0.2	0.2	0.3
College Administrator/Staff	0.2	0.2	0.2	0.2	0.2	0.3	0.1	0.2	0.2	0.2	0.1	0.1	0.0
College Faculty	0.4	0.4	0.5	0.2	0.6	0.7	0.3	0.6	0.4	0.6	0.2	0.2	0.3
Early Childcare Provider	0.6	0.8	0.4	0.9	0.6	0.5	0.6	0.7	0.4	0.4	1.1	1.1	1.0
Elementary School Teacher	2.0	2.6	1.3	2.5	2.7	1.7	2.4	4.0	1.4	1.2	1.6	1.9	1.1
Secondary School Teacher	1.9	2.3	1.5	1.9	2.6	2.1	1.9	3.6	1.5	1.3	1.0	1.1	0.9
Librarian	0.4	0.3	0.5	0.2	0.4	0.5	0.5	0.3	0.5	0.7	0.2	0.1	0.2
Teacher's Assistant/Paraprofessional	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.2	0.3	0.0
K-12 Administrator	0.2	0.2	0.1	0.2	0.2	0.1	0.1	0.3	0.1	0.1	0.2	0.3	0.1
Other K-12 Professional	0.4	0.5	0.3	0.4	0.6	0.6	0.4	0.8	0.3	0.3	0.5	0.5	0.4
Military	3.6	6.2	0.9	10.8	0.9	0.8	1.1	0.8	0.9	0.9	1.2	1.2	1.2
Federal/State/Local Government Official	1.6	1.7	1.4	1.7	1.7	2.0	1.5	1.5	1.3	1.8	2.1	2.5	1.5
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	1.6	2.3	0.7	2.6	2.0	2.2	1.8	1.8	0.7	0.7	1.8	2.5	0.8
Postal Worker	0.1	0.2	0.1	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.1	0.2
Dietician/Nutritionist	0.5	0.5	0.4	0.5	0.4	0.4	0.4	0.5	0.5	0.2	0.4	0.5	0.1
Home Health Worker	0.3	0.5	0.1	0.5	0.5	0.3	0.3	0.9	0.1	0.2	0.5	0.7	0.2
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	0.9	1.1	0.7	1.1	1.0	0.8	1.3	1.0	0.7	0.7	1.4	1.6	1.1
Registered Nurse	3.3	3.8	2.7	3.8	3.8	2.9	6.7	3.4	2.9	2.0	5.0	7.1	1.4
Therapist (e.g., Physical, Occupational, Speech)	3.7	4.4	3.0	3.9	5.0	4.0	4.7	6.1	3.0	3.2	5.2	6.4	3.3
Computer Programmer/Developer	2.7	2.1	3.3	2.7	1.5	1.4	1.6	1.5	3.5	2.4	2.1	1.9	2.5
Computer/Systems Analyst	0.7	0.7	0.6	1.0	0.4	0.5	0.4	0.4	0.6	0.6	0.8	0.8	0.7
Web Designer	0.3	0.2	0.3	0.3	0.1	0.1	0.1	0.2	0.4	0.2	0.3	0.3	0.3
Lawyer/Judge	3.3	3.1	3.6	2.8	3.4	3.9	3.6	2.7	3.3	5.0	5.0	4.8	5.4
Paralegal	0.3	0.3	0.4	0.2	0.3	0.4	0.2	0.3	0.4	0.3	0.5	0.5	0.4
Clinical Psychologist	1.8	1.8	1.7	1.6	2.1	1.7	2.1	2.4	1.7	1.6	2.4	2.3	2.6
Dentist/Orthodontist	1.3	1.1	1.4	1.2	1.1	0.8	1.5	1.1	1.4	1.3	1.8	1.7	1.9
Medical Doctor/Surgeon	10.3	7.0	13.8	6.3	8.0	7.6	11.1	6.8	13.7	14.1	10.1	6.7	15.7
Optometrist	0.4	0.4	0.5	0.5	0.3	0.2	0.3	0.3	0.5	0.3	0.4	0.3	0.5
Pharmacist	1.2	1.1	1.4	0.8	1.5	2.2	1.2	0.8	1.4	1.3	2.6	2.0	3.7
Veterinarian	1.0	1.2	0.9	0.8	1.7	1.6	0.6	2.2	1.0	0.5	0.8	0.9	0.7
Engineer	8.2	6.0	10.6	8.4	3.1	2.9	4.4	2.7	11.5	6.8	3.6	2.7	5.1
Research Scientist (e.g., Biologist, Chemist, Physicist)	3.6	2.8	4.5	2.6	3.1	3.6	2.0	3.2	4.7	3.4	1.2	1.2	1.3
Urban Planner/Architect	0.9	0.8	1.1	1.1	0.5	0.6	0.3	0.4	1.2	0.8	0.8	0.5	1.3
Custodian/Janitor/Housekeeper	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.2	0.1	0.2	0.3	0.1
Food Service (e.g., Chef/Cook Server)	0.1	0.1	0.0	0.2	0.1	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.0
Hair Stylist/Aesthetician/Manicurist	0.1	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.4	0.0
Interior Designer	0.2	0.2	0.2	0.2	0.3	0.4	0.1	0.2	0.2	0.1	0.1	0.1	0.1
Skilled Trades (e.g., Plumber, Electrician, Construction)	0.4	0.7	0.1	1.1	0.2	0.1	0.1	0.4	0.1	0.1	0.6	0.9	0.2
Social/Non-Profit Services	1.6	1.9	1.3	2.1	1.7	1.8	1.8	1.5	1.4	1.1	3.9	5.7	0.8
Clergy	0.3	0.4	0.3	0.1	0.7	0.8	0.4	0.6	0.3	0.3	0.7	0.5	1.1
Homemaker/Stay at Home Parent	0.7	0.8	0.5	0.7	0.9	0.9	0.6	1.1	0.5	0.7	1.1	1.4	0.6
Other	4.7	5.5	3.8	5.5	5.5	5.4	4.2	6.3	3.9	3.3	5.0	5.9	3.5
Undecided	11.3	10.5	12.2	9.4	11.8	13.4	11.0	10.6	12.2	12.5	4.0	3.6	4.5

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Parent/Guardian 1 occupation													
Actor or Entertainer	0.3	0.3	0.3	0.3	0.2	0.3	0.1	0.2	0.2	0.4	0.3	0.2	0.3
Artist	0.5	0.6	0.4	0.6	0.5	0.7	0.3	0.4	0.4	0.4	0.5	0.7	0.1
Graphic Designer	0.3	0.4	0.3	0.3	0.4	0.4	0.3	0.3	0.3	0.4	0.1	0.1	0.0
Musician	0.3	0.3	0.3	0.2	0.3	0.4	0.3	0.3	0.3	0.4	0.3	0.3	0.3
Writer/Producer/Director	0.2	0.3	0.2	0.3	0.3	0.4	0.2	0.3	0.2	0.3	0.2	0.0	0.4
Farmer or Forester	0.6	0.6	0.6	0.6	0.7	0.5	0.3	1.0	0.7	0.3	0.1	0.1	0.1
Natural Resource Specialist/Environmentalist	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.3	0.3	0.1	0.3	0.4	0.1
Accountant	3.1	2.9	3.3	2.7	3.2	2.9	4.0	3.2	3.3	3.4	2.9	2.8	3.1
Administrative Assistant	1.1	1.1	1.1	1.0	1.3	1.3	1.4	1.2	1.1	1.0	1.6	1.3	2.2
Business Manager/Executive	6.7	5.7	7.7	4.9	6.6	6.8	7.3	6.1	7.3	9.1	3.8	3.2	4.7
Business Owner/Entrepreneur	5.4	4.9	5.9	4.2	5.8	6.3	6.4	4.8	5.6	7.3	3.2	2.5	4.1
Retail Sales	1.0	1.0	1.0	1.0	1.1	1.0	1.1	1.1	1.1	0.9	1.1	0.8	1.4
Sales/Marketing	4.2	3.9	4.5	3.4	4.4	4.5	5.0	4.1	4.6	4.2	2.1	1.6	2.8
Human Resources	1.0	1.0	1.0	0.8	1.1	1.1	1.2	1.1	1.0	1.0	1.7	1.5	2.2
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	3.2	2.7	3.6	2.4	3.1	3.2	4.0	2.6	3.4	4.7	1.9	1.9	2.0
Management Consultant	1.0	1.0	1.1	0.9	1.1	1.1	1.0	1.0	1.1	1.2	0.7	0.8	0.6
Real Estate Agent/Realtor/Appraiser/Developer	1.2	1.1	1.3	1.1	1.2	1.3	1.4	1.0	1.3	1.5	0.6	0.3	1.2
Sports Management	0.1	0.1	0.1	0.0	0.1	0.0	0.1	0.2	0.1	0.1	0.1	0.2	0.0
Journalist	0.3	0.2	0.3	0.2	0.3	0.3	0.2	0.3	0.3	0.3	0.1	0.2	0.1
Public/Media Relations	0.4	0.3	0.4	0.3	0.4	0.4	0.3	0.4	0.4	0.4	0.2	0.1	0.4
Advertising	0.2	0.2	0.2	0.1	0.2	0.3	0.2	0.2	0.2	0.2	0.1	0.1	0.1
College Administrator/Staff	0.6	0.5	0.6	0.4	0.7	0.7	0.5	0.8	0.6	0.7	0.9	0.7	1.1
College Faculty	1.0	0.9	1.1	0.7	1.2	1.5	0.7	1.1	1.0	1.3	0.5	0.5	0.5
Early Childcare Provider	0.7	0.8	0.5	0.8	0.7	0.6	0.7	0.8	0.6	0.5	1.7	2.1	1.1
Elementary School Teacher	1.8	2.0	1.6	2.1	1.9	1.9	1.9	2.0	1.7	1.5	2.4	2.2	2.6
Secondary School Teacher	1.8	1.9	1.7	1.8	2.1	2.0	1.9	2.3	1.7	1.7	2.2	1.9	2.6
Librarian	0.3	0.3	0.3	0.2	0.3	0.3	0.3	0.2	0.3	0.3	0.2	0.3	0.1
Teacher's Assistant/Paraprofessional	0.6	0.7	0.5	0.8	0.6	0.6	0.7	0.6	0.5	0.4	0.9	1.0	0.9
K-12 Administrator	0.7	0.8	0.6	0.8	0.8	0.8	0.8	0.8	0.7	0.6	1.2	1.1	1.3
Other K-12 Professional	0.8	1.0	0.6	1.2	0.9	0.9	0.7	1.0	0.6	0.6	1.0	0.8	1.2
Military	1.9	2.6	1.0	3.9	1.2	1.1	0.7	1.6	1.1	0.8	1.9	1.9	2.0
Federal/State/Local Government Official	1.6	1.8	1.4	1.9	1.6	1.8	1.5	1.6	1.4	1.4	2.8	2.7	2.9
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	2.0	2.5	1.6	2.7	2.2	2.3	2.5	2.0	1.6	1.5	2.8	2.7	2.9
Postal Worker	0.4	0.4	0.4	0.4	0.5	0.5	0.4	0.6	0.4	0.4	0.7	0.7	0.8
Dietician/Nutritionist	0.3	0.3	0.2	0.3	0.3	0.2	0.3	0.3	0.2	0.2	0.4	0.5	0.2
Home Health Worker	0.6	0.7	0.4	0.7	0.7	0.7	0.7	0.8	0.4	0.5	2.0	2.4	1.4
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	1.3	1.6	1.0	1.7	1.5	1.4	1.5	1.5	1.0	0.9	3.6	4.5	2.3
Registered Nurse	2.4	2.7	2.1	2.8	2.5	2.3	2.8	2.4	2.2	1.8	4.3	4.3	4.4
Therapist (e.g., Physical, Occupational, Speech)	0.9	0.8	0.9	0.8	0.9	0.9	0.9	0.9	0.9	0.8	1.1	1.3	1.0
Computer Programmer/Developer	1.9	1.3	2.4	1.2	1.5	1.6	1.2	1.5	2.5	2.1	1.0	0.8	1.2
Computer/Systems Analyst	2.0	1.7	2.3	1.8	1.7	1.7	1.4	1.8	2.4	2.0	1.7	1.2	2.4
Web Designer	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.5	0.5	0.4
Lawyer/Judge	2.6	2.0	3.3	1.7	2.4	2.9	2.9	1.7	2.9	4.7	1.0	0.6	1.6
Paralegal	0.4	0.4	0.4	0.4	0.5	0.4	0.4	0.5	0.4	0.4	0.7	0.7	0.7
Clinical Psychologist	0.4	0.3	0.4	0.3	0.4	0.3	0.3	0.4	0.4	0.4	0.4	0.4	0.3
Dentist/Orthodontist	0.6	0.5	0.7	0.5	0.5	0.5	0.6	0.5	0.7	0.7	0.4	0.2	0.7
Medical Doctor/Surgeon	2.8	1.8	3.9	1.3	2.3	2.6	2.5	2.0	3.6	4.8	1.2	0.9	1.6
Optometrist	0.3	0.2	0.3	0.2	0.2	0.2	0.3	0.3	0.3	0.2	0.1	0.0	0.3
Pharmacist	0.5	0.4	0.6	0.3	0.4	0.4	0.5	0.5	0.7	0.4	0.5	0.5	0.6

2015 CIRP Freshman Survey
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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
Parent/Guardian 1 occupation (continued)													
Veterinarian	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.3	0.2	0.2	0.0	0.0	0.1
Engineer	6.2	4.7	7.8	4.6	4.7	4.4	4.7	5.1	8.2	6.2	2.0	1.6	2.6
Research Scientist (e.g., Biologist, Chemist, Physicist)	1.0	0.7	1.4	0.5	0.8	1.0	0.6	0.7	1.4	1.4	0.3	0.2	0.5
Urban Planner/Architect	0.6	0.5	0.7	0.5	0.5	0.5	0.4	0.5	0.8	0.6	0.3	0.2	0.3
Custodian/Janitor/Housekeeper	0.7	0.9	0.6	1.0	0.8	0.7	0.9	0.9	0.6	0.6	0.9	1.2	0.5
Food Service (e.g., Chef/Cook Server)	1.2	1.3	1.1	1.5	1.1	1.2	1.1	1.0	1.2	0.9	1.4	1.5	1.2
Hair Stylist/Aesthetician/Manicurist	0.5	0.6	0.4	0.6	0.6	0.5	0.7	0.6	0.5	0.4	1.4	1.7	1.1
Interior Designer	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.1	0.2	0.1	0.1	0.2	0.0
Skilled Trades (e.g., Plumber, Electrician, Construction)	5.0	5.5	4.5	5.8	5.2	5.2	4.5	5.5	4.7	3.6	2.6	2.3	3.1
Social/Non-Profit Services	0.7	0.9	0.5	1.0	0.8	0.7	0.8	0.9	0.5	0.6	2.2	2.6	1.6
Clergy	0.6	0.7	0.5	0.6	0.8	0.7	0.4	1.2	0.5	0.7	1.0	0.8	1.2
Homemaker/Stay at Home Parent	4.1	4.4	3.8	4.8	4.0	3.9	4.2	3.9	3.7	3.9	3.7	4.2	2.9
Other	15.7	18.5	12.7	20.3	16.4	15.5	15.6	17.7	13.1	11.2	22.8	25.6	18.4
Undecided	0.7	0.9	0.6	1.0	0.8	0.6	0.9	0.8	0.7	0.4	1.6	1.7	1.4
Parent/Guardian 2 occupation													
Actor or Entertainer	0.4	0.3	0.4	0.4	0.2	0.3	0.1	0.2	0.4	0.5	0.3	0.3	0.3
Artist	0.6	0.6	0.6	0.6	0.6	0.8	0.4	0.5	0.6	0.6	0.3	0.2	0.5
Graphic Designer	0.4	0.3	0.4	0.2	0.4	0.4	0.4	0.4	0.4	0.4	0.3	0.3	0.4
Musician	0.3	0.3	0.4	0.3	0.3	0.5	0.2	0.3	0.3	0.4	0.3	0.1	0.5
Writer/Producer/Director	0.3	0.3	0.2	0.4	0.3	0.4	0.2	0.2	0.2	0.4	0.2	0.3	0.1
Farmer or Forester	0.4	0.4	0.4	0.3	0.4	0.3	0.3	0.6	0.4	0.2	0.3	0.4	0.1
Natural Resource Specialist/Environmentalist	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.4
Accountant	3.1	2.7	3.5	2.5	2.9	2.8	3.4	2.7	3.5	3.6	2.2	1.9	2.5
Administrative Assistant	1.5	1.5	1.6	1.3	1.7	1.6	1.8	1.7	1.6	1.5	1.0	0.9	1.1
Business Manager/Executive	3.6	3.3	3.9	3.0	3.6	3.9	4.0	3.0	3.7	4.7	2.7	2.3	3.1
Business Owner/Entrepreneur	3.6	3.4	3.7	3.1	3.8	4.3	3.6	3.3	3.6	4.4	3.5	2.8	4.5
Retail Sales	1.1	1.1	1.1	1.1	1.1	1.1	1.2	1.1	1.1	1.0	0.7	0.8	0.6
Sales/Marketing	3.2	2.9	3.4	2.7	3.2	3.0	3.4	3.2	3.5	3.3	1.9	1.8	2.0
Human Resources	1.1	1.1	1.1	1.0	1.2	1.2	1.1	1.2	1.2	0.9	1.1	1.2	1.1
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	2.4	2.2	2.5	2.0	2.4	2.6	2.5	2.1	2.5	2.8	1.5	1.1	2.1
Management Consultant	0.9	0.8	0.9	0.9	0.8	0.9	0.8	0.7	0.9	0.8	0.7	0.6	0.9
Real Estate Agent/Realtor/Appraiser/Developer	1.2	1.1	1.3	1.1	1.2	1.2	1.2	1.2	1.3	1.2	0.7	0.6	0.9
Sports Management	0.1	0.0	0.1	0.0	0.1	0.1	0.0	0.0	0.1	0.1	0.0	0.1	0.0
Journalist	0.2	0.2	0.3	0.1	0.3	0.4	0.2	0.2	0.3	0.3	0.2	0.3	0.1
Public/Media Relations	0.4	0.4	0.4	0.3	0.4	0.5	0.4	0.4	0.5	0.4	0.2	0.2	0.3
Advertising	0.2	0.2	0.2	0.1	0.2	0.2	0.3	0.2	0.2	0.2	0.2	0.2	0.2
College Administrator/Staff	0.5	0.5	0.6	0.4	0.6	0.7	0.4	0.6	0.5	0.6	0.5	0.4	0.6
College Faculty	0.9	0.8	1.0	0.5	1.1	1.3	0.7	1.2	1.0	1.2	0.4	0.3	0.5
Early Childcare Provider	1.1	1.1	1.0	1.0	1.2	1.2	1.2	1.2	1.0	1.0	1.2	1.3	1.0
Elementary School Teacher	3.2	3.2	3.3	3.0	3.5	3.0	3.2	4.2	3.4	2.9	1.5	1.6	1.3
Secondary School Teacher	2.1	2.1	2.1	2.0	2.2	2.1	1.9	2.5	2.1	2.2	1.3	1.1	1.7
Librarian	0.3	0.3	0.4	0.2	0.4	0.5	0.3	0.4	0.4	0.4	0.1	0.1	0.2
Teacher's Assistant/Paraprofessional	1.2	1.3	1.1	1.1	1.5	1.5	1.5	1.5	1.2	1.0	0.7	0.8	0.6
K-12 Administrator	0.8	0.8	0.7	0.8	0.8	0.8	0.8	0.8	0.7	0.7	1.0	0.7	1.4
Other K-12 Professional	1.2	1.2	1.1	1.1	1.3	1.3	1.1	1.5	1.1	0.9	1.1	1.2	1.1
Military	1.0	1.3	0.7	1.8	0.8	0.7	0.7	0.9	0.7	0.5	2.6	2.7	2.4
Federal/State/Local Government Official	1.2	1.3	1.1	1.3	1.2	1.3	1.1	1.2	1.1	1.0	2.5	2.4	2.5
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	1.1	1.4	0.8	1.6	1.3	1.3	1.5	1.1	0.8	0.7	2.3	2.1	2.5
Postal Worker	0.4	0.4	0.3	0.5	0.4	0.4	0.4	0.4	0.4	0.3	0.7	0.9	0.5
Dietician/Nutritionist	0.4	0.4	0.4	0.3	0.4	0.3	0.4	0.5	0.4	0.4	0.3	0.4	0.2

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Parent/Guardian 2 occupation (continued)													
Home Health Worker	0.7	0.8	0.6	0.8	0.7	0.6	0.7	0.9	0.6	0.5	1.2	1.4	1.0
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	1.5	1.5	1.6	1.6	1.4	1.2	1.6	1.6	1.6	1.2	1.3	1.3	1.4
Registered Nurse	3.7	3.6	3.8	3.7	3.4	2.9	4.6	3.4	3.9	3.3	2.4	2.1	2.7
Therapist (e.g., Physical, Occupational, Speech)	1.3	1.2	1.5	1.2	1.2	1.1	1.1	1.2	1.6	1.3	0.8	0.7	0.9
Computer Programmer/Developer	1.0	0.8	1.2	0.8	0.8	0.9	0.6	0.8	1.2	1.1	0.9	0.8	1.1
Computer/Systems Analyst	1.4	1.3	1.5	1.3	1.2	1.2	1.0	1.3	1.5	1.3	1.6	1.4	1.8
Web Designer	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0.1	0.2	0.0
Lawyer/Judge	1.6	1.2	2.0	0.9	1.5	1.9	1.7	1.0	1.8	3.2	1.0	0.6	1.6
Paralegal	0.5	0.5	0.4	0.5	0.5	0.6	0.5	0.5	0.5	0.4	0.3	0.2	0.5
Clinical Psychologist	0.3	0.3	0.4	0.3	0.3	0.4	0.2	0.3	0.4	0.4	0.4	0.4	0.3
Dentist/Orthodontist	0.4	0.4	0.5	0.4	0.4	0.4	0.4	0.3	0.5	0.5	0.3	0.1	0.5
Medical Doctor/Surgeon	1.8	1.2	2.3	0.9	1.5	1.8	1.3	1.3	2.2	2.8	0.7	0.5	1.0
Optometrist	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.1	0.2	0.1
Pharmacist	0.6	0.4	0.7	0.4	0.5	0.4	0.5	0.6	0.7	0.6	0.5	0.4	0.7
Veterinarian	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.3	0.2	0.2	0.1	0.0	0.2
Engineer	3.0	2.5	3.5	2.6	2.4	2.4	2.3	2.4	3.7	2.9	2.8	2.7	3.0
Research Scientist (e.g., Biologist, Chemist, Physicist)	0.8	0.6	1.0	0.5	0.6	0.8	0.4	0.5	1.0	1.0	0.3	0.3	0.4
Urban Planner/Architect	0.4	0.3	0.4	0.3	0.3	0.4	0.3	0.2	0.4	0.3	0.3	0.3	0.3
Custodian/Janitor/Housekeeper	0.8	1.0	0.6	1.1	0.8	1.0	0.8	0.7	0.6	0.7	1.2	1.3	1.2
Food Service (e.g., Chef/Cook Server)	1.5	1.6	1.5	1.7	1.4	1.6	1.4	1.1	1.5	1.1	1.5	1.3	1.6
Hair Stylist/Aesthetician/Manicurist	0.8	0.9	0.7	0.9	0.8	0.8	0.8	0.8	0.8	0.6	1.2	1.2	1.1
Interior Designer	0.3	0.2	0.3	0.2	0.3	0.3	0.2	0.2	0.3	0.3	0.3	0.3	0.2
Skilled Trades (e.g., Plumber, Electrician, Construction)	3.4	4.0	2.8	4.1	3.9	4.0	3.9	3.9	2.9	2.6	5.6	5.7	5.6
Social/Non-Profit Services	0.8	0.9	0.8	0.8	0.9	1.0	0.9	0.9	0.8	0.7	1.4	1.2	1.5
Clergy	0.4	0.4	0.3	0.4	0.4	0.5	0.3	0.4	0.3	0.3	0.6	0.7	0.6
Homemaker/Stay at Home Parent	13.3	12.5	14.2	13.3	11.5	11.0	12.6	11.5	13.7	16.0	4.3	4.0	4.7
Other	17.7	20.5	14.7	21.6	19.3	18.4	18.6	20.7	15.0	13.6	29.6	33.1	24.6
Undecided	1.3	1.5	1.0	1.8	1.3	1.0	1.6	1.4	1.0	0.9	4.3	5.1	3.1
Current employment status:													
Parent/Guardian 1													
Employed	89.3	88.5	90.1	88.0	89.0	88.9	88.5	89.3	90.3	89.5	84.6	83.4	86.7
Unemployed	7.3	8.0	6.5	8.5	7.4	7.4	8.0	7.2	6.4	6.9	11.6	12.8	9.5
Retired	3.4	3.5	3.3	3.4	3.6	3.7	3.5	3.4	3.3	3.6	3.8	3.8	3.8
Parent/Guardian 2													
Employed	75.7	76.0	75.4	74.9	77.2	77.4	74.6	78.3	76.2	72.2	75.0	73.5	77.4
Unemployed	19.4	19.7	19.1	21.2	17.9	17.6	19.7	17.3	18.6	20.8	20.5	21.8	18.3
Retired	4.9	4.4	5.5	3.9	4.9	5.0	5.7	4.4	5.2	7.1	4.5	4.7	4.3

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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
Race/Ethnicity—mark all that apply (total may add to more than 100%)													
American Indian/Alaska Native	2.8	3.5	1.9	4.3	2.7	2.5	2.0	3.3	2.0	1.6	5.0	5.3	4.4
East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)	7.4	5.0	10.0	5.4	4.5	6.1	3.6	3.3	9.9	10.5	0.7	0.7	0.7
Southeast Asian (e.g., Cambodian, Vietnamese, Hmong, Filipino)	4.1	4.2	4.0	5.7	2.5	2.3	3.9	1.8	4.2	3.3	1.0	0.5	2.0
South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan)	2.6	1.3	4.1	1.0	1.5	2.1	1.6	0.9	3.9	4.8	0.7	0.5	1.1
Other Asian	0.6	0.5	0.7	0.5	0.5	0.6	0.5	0.4	0.7	0.7	0.4	0.4	0.3
Native Hawaiian/Pacific Islander	0.9	1.1	0.8	1.4	0.7	0.6	0.7	0.8	0.9	0.5	0.5	0.7	0.3
African American/Black	11.6	15.0	7.9	14.9	15.1	13.8	13.9	17.0	6.6	12.7	94.7	94.6	94.9
Mexican American/Chicano	8.3	10.7	5.6	15.4	5.0	3.3	8.1	5.3	5.8	4.6	1.2	1.7	0.5
Puerto Rican	1.9	2.3	1.4	2.2	2.5	3.2	3.1	1.5	1.2	1.9	2.0	2.2	1.7
Other Latino	6.3	7.0	5.4	8.6	5.2	5.8	6.8	3.8	5.0	6.8	2.4	2.2	2.8
White/Caucasian	68.2	65.2	71.7	59.4	72.1	72.0	68.0	74.2	73.2	65.8	6.3	7.1	4.7
Other	2.9	3.2	2.6	3.5	2.8	3.0	3.4	2.4	2.5	3.2	3.3	3.0	3.8
Students “Agree Strongly” or “Agree Somewhat”:													
Racial discrimination is no longer a major problem in America	18.6	19.5	17.5	20.2	18.6	17.4	19.4	19.5	18.0	15.9	10.5	12.3	7.3
Abortion should be legal	63.6	58.5	69.3	58.6	58.4	68.3	55.7	49.4	70.2	66.0	52.8	48.0	61.3
Colleges have the right to ban extreme speakers from campus	43.2	43.8	42.5	44.4	43.2	41.8	44.0	44.2	42.0	44.1	33.6	32.1	36.1
Realistically, an individual can do little to bring about changes in our society	26.3	29.1	23.1	30.3	27.6	27.2	26.3	28.7	23.3	22.5	36.5	41.2	28.2
Marijuana should be legalized	56.4	52.8	60.5	51.3	54.6	60.9	51.6	49.4	61.3	57.9	64.2	62.5	67.2
Dissent is a critical component of the political process	63.9	59.6	68.8	59.1	60.3	62.0	62.1	57.5	68.1	71.2	54.8	52.3	59.1
Colleges should prohibit racist/sexist speech on campus	70.9	70.5	71.2	70.2	71.0	72.0	71.4	69.7	70.7	73.1	61.1	58.9	65.2
Women should receive the same salary and opportunities for advancement as men in comparable positions	95.4	94.5	96.4	94.7	94.3	94.7	95.1	93.4	96.4	96.5	89.0	87.0	92.6
The United States should intervene in the wars of other countries	28.6	28.9	28.2	30.5	27.1	25.3	28.3	28.3	27.9	29.4	22.9	24.2	20.5
Same-sex couples should have the right to legal marital status	81.1	77.3	85.5	77.6	76.8	83.9	82.4	66.6	86.0	83.6	66.7	62.6	73.9
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	52.3	54.2	50.2	53.8	54.6	56.6	52.1	53.9	50.0	51.0	64.7	62.9	68.0
How would you characterize your political views?													
Far left	3.9	3.9	3.9	3.5	4.3	5.7	3.0	3.4	3.9	4.1	6.5	6.9	5.9
Liberal	29.6	25.9	33.7	25.0	27.0	32.1	25.4	22.6	33.5	34.6	28.8	23.3	38.2
Middle-of-the-road	44.9	46.3	43.4	47.1	45.3	43.5	47.8	46.0	44.0	40.9	47.6	50.1	43.4
Conservative	19.8	21.6	17.8	21.9	21.2	16.8	21.9	25.5	17.4	19.1	13.9	15.8	10.6
Far right	1.8	2.3	1.2	2.4	2.1	1.8	1.9	2.5	1.2	1.3	3.1	3.8	2.0

2015 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
The following reasons were "Very Important" in deciding to go to college:													
To be able to get a better job	85.2	85.0	85.4	85.3	84.7	83.0	89.9	83.7	85.5	85.0	91.2	91.5	90.6
To gain a general education and appreciation of ideas	71.5	71.2	71.7	69.2	73.6	75.1	77.0	70.3	70.6	76.0	81.3	81.5	81.1
To make me a more cultured person	48.8	47.2	50.5	44.2	50.8	52.6	53.0	47.9	48.9	56.8	62.0	57.9	69.4
To be able to make more money	69.9	70.3	69.4	70.3	70.3	69.4	75.3	68.8	70.2	66.6	87.6	88.9	85.3
To learn more about things that interest me	82.4	81.1	84.0	79.6	82.8	84.0	83.5	81.3	83.8	84.8	83.9	83.0	85.5
To get training for a specific career	76.1	78.1	73.8	80.0	75.7	72.3	79.1	77.6	74.7	70.3	86.8	87.4	85.7
To prepare myself for graduate or professional school	58.8	57.5	60.1	56.1	59.2	59.2	64.9	56.2	59.9	60.9	78.8	79.1	78.2
During your last year in high school, how much time did you spend during a typical week doing the following activities?													
Studying/homework													
None	1.6	1.8	1.3	1.9	1.7	1.5	1.4	2.1	1.4	1.0	3.6	4.5	2.0
Less than one hour	7.8	9.3	6.0	10.0	8.5	7.9	6.8	9.9	6.5	4.5	12.9	15.3	8.5
1 to 2 hours	18.7	21.8	14.9	23.4	19.9	18.7	17.6	22.5	15.7	12.1	30.7	35.5	22.2
3 to 5 hours	27.1	28.3	25.7	29.0	27.4	27.0	27.1	28.1	26.6	22.6	27.5	26.6	29.1
6 to 10 hours	21.5	19.6	23.7	18.5	21.0	21.9	22.9	19.2	23.7	23.8	14.6	11.1	20.7
11 to 15 hours	11.6	9.7	13.9	8.6	11.0	11.5	12.6	9.7	13.2	16.5	5.2	3.4	8.4
16 to 20 hours	6.5	5.3	7.9	4.8	5.8	6.4	6.7	4.7	7.2	10.5	2.6	1.5	4.4
Over 20 hours	5.2	4.2	6.4	3.9	4.6	5.2	5.0	3.8	5.7	9.0	3.1	2.1	4.7
Socializing with friends													
None	0.6	0.7	0.4	0.8	0.7	0.7	0.7	0.7	0.4	0.5	1.3	1.6	0.9
Less than one hour	2.3	2.7	1.9	3.0	2.4	2.3	2.3	2.7	1.9	1.8	3.8	4.4	2.8
1 to 2 hours	10.5	11.6	9.3	12.3	10.7	9.9	10.2	11.7	9.5	8.5	13.6	14.1	12.7
3 to 5 hours	26.4	26.5	26.2	27.4	25.5	25.4	24.6	26.1	26.6	25.1	27.8	27.8	27.9
6 to 10 hours	27.8	26.3	29.6	25.6	27.0	26.9	27.4	26.8	29.7	29.4	21.7	19.9	24.7
11 to 15 hours	15.1	14.3	16.1	13.1	15.6	16.2	17.0	14.2	15.9	16.9	10.9	10.2	12.2
16 to 20 hours	7.6	7.4	7.8	7.1	7.8	8.3	8.0	7.1	7.6	8.6	5.7	5.6	5.9
Over 20 hours	9.6	10.5	8.5	10.6	10.4	10.4	9.7	10.7	8.4	9.1	15.1	16.3	12.9
Talking with teachers outside of class													
None	9.1	9.9	8.1	10.9	8.7	8.1	7.5	9.9	8.7	6.3	12.2	13.7	9.6
Less than one hour	37.8	38.0	37.5	40.1	35.6	35.5	34.6	36.2	38.2	35.2	32.8	35.2	28.8
1 to 2 hours	34.7	33.2	36.4	31.5	35.3	35.7	36.6	34.2	36.1	37.8	29.4	27.8	32.2
3 to 5 hours	13.0	13.0	13.0	12.2	14.1	14.5	14.8	13.4	12.4	14.8	15.8	14.3	18.4
6 to 10 hours	3.5	3.7	3.3	3.3	4.1	4.1	4.0	4.2	3.1	3.9	5.3	4.8	6.1
11 to 15 hours	1.1	1.1	1.0	1.1	1.2	1.1	1.4	1.1	0.9	1.1	2.0	1.9	2.1
16 to 20 hours	0.4	0.5	0.3	0.5	0.5	0.5	0.5	0.5	0.3	0.5	1.1	0.8	1.6
Over 20 hours	0.5	0.6	0.4	0.5	0.6	0.5	0.6	0.7	0.3	0.4	1.4	1.5	1.2
Exercise or sports													
None	5.9	6.8	4.9	7.5	6.0	5.9	5.4	6.4	5.0	4.6	11.1	11.7	9.9
Less than one hour	8.9	9.1	8.7	9.8	8.3	8.7	7.6	8.1	8.9	8.0	11.9	12.3	11.4
1 to 2 hours	14.9	14.8	15.1	15.1	14.3	14.9	15.0	13.4	15.1	15.0	19.5	19.9	18.8
3 to 5 hours	18.7	17.3	20.4	17.2	17.5	18.2	17.5	16.7	20.5	20.0	19.4	19.3	19.5
6 to 10 hours	19.6	18.0	21.4	18.4	17.6	17.7	19.6	16.5	21.6	20.9	13.8	12.9	15.4
11 to 15 hours	14.6	14.6	14.6	14.4	14.8	14.9	14.8	14.8	14.5	14.8	7.9	7.2	9.2
16 to 20 hours	7.9	8.4	7.2	7.8	9.0	8.7	8.8	9.4	7.0	8.2	5.7	5.3	6.3
Over 20 hours	9.5	11.0	7.7	9.7	12.5	11.0	11.3	14.7	7.4	8.5	10.7	11.4	9.6

2015 CIRP Freshman Survey
Weighted National Norms—All Respondents

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	43.7	45.9	41.2	48.7	42.5	38.8	37.9	48.6	42.4	37.2	31.1	30.6	32.1
Less than one hour	16.6	15.8	17.5	15.9	15.8	16.4	15.3	15.4	17.7	16.6	15.4	15.1	16.0
1 to 2 hours	16.6	16.0	17.4	15.3	16.8	17.4	18.1	15.5	17.0	18.6	23.1	23.6	22.1
3 to 5 hours	13.9	13.2	14.8	12.0	14.6	15.8	17.2	11.9	14.2	16.8	18.8	18.9	18.8
6 to 10 hours	5.8	5.5	6.2	4.8	6.3	7.1	7.6	4.9	5.9	7.2	6.3	6.1	6.7
11 to 15 hours	1.8	1.9	1.7	1.8	2.1	2.4	2.2	1.8	1.5	2.3	2.4	2.5	2.2
16 to 20 hours	0.7	0.8	0.6	0.7	0.9	1.0	0.9	0.8	0.6	0.7	1.1	1.2	0.8
Over 20 hours	0.8	1.0	0.6	0.9	1.0	1.0	0.9	1.1	0.6	0.7	1.7	2.0	1.2
Working (for pay)													
None	44.0	44.0	44.1	47.6	39.7	41.1	40.6	37.8	42.9	48.4	40.1	38.6	42.7
Less than one hour	3.4	3.2	3.5	2.8	3.6	4.0	3.1	3.6	3.4	4.2	3.0	3.0	3.0
1 to 2 hours	5.2	5.0	5.4	4.6	5.5	5.5	5.3	5.7	5.2	6.1	4.7	4.9	4.4
3 to 5 hours	8.6	8.4	8.9	7.5	9.4	9.2	9.4	9.7	8.7	9.5	8.5	9.0	7.7
6 to 10 hours	11.5	11.2	11.7	10.2	12.5	12.0	13.5	12.5	11.8	11.3	11.5	11.6	11.2
11 to 15 hours	9.4	8.7	10.2	7.9	9.6	9.6	10.1	9.3	10.9	7.8	7.2	6.8	7.8
16 to 20 hours	8.3	8.5	8.0	8.3	8.7	8.2	8.6	9.4	8.5	6.6	7.9	7.7	8.2
Over 20 hours	9.7	11.0	8.1	11.1	10.8	10.4	9.4	12.0	8.7	6.2	17.1	18.4	14.8
Volunteer work													
None	25.6	28.4	22.2	30.4	26.0	27.4	21.3	27.1	23.1	19.2	29.9	34.1	22.6
Less than one hour	19.2	18.5	20.0	18.0	19.1	19.3	18.1	19.4	20.4	18.6	14.7	14.5	15.1
1 to 2 hours	26.7	25.2	28.6	24.9	25.5	24.6	28.3	24.9	28.5	28.9	21.8	21.3	22.5
3 to 5 hours	16.4	15.4	17.5	14.8	16.1	15.9	17.8	15.5	16.9	19.7	16.4	15.1	18.8
6 to 10 hours	6.4	6.3	6.6	5.8	6.9	6.6	7.6	6.8	6.3	7.7	8.3	7.4	9.8
11 to 15 hours	2.4	2.6	2.3	2.5	2.6	2.6	2.9	2.6	2.2	2.6	3.2	2.6	4.2
16 to 20 hours	1.2	1.3	1.0	1.2	1.3	1.4	1.4	1.2	1.0	1.3	1.9	1.5	2.6
Over 20 hours	2.1	2.4	1.7	2.3	2.4	2.2	2.6	2.5	1.7	2.0	3.9	3.5	4.4
Student clubs/groups													
None	25.2	29.7	19.9	31.7	27.2	27.5	22.0	29.6	21.0	16.3	30.9	35.7	22.6
Less than one hour	13.5	13.9	13.0	14.5	13.1	12.9	13.4	13.1	13.3	11.9	11.0	11.8	9.7
1 to 2 hours	26.1	24.5	27.9	23.6	25.6	25.4	28.0	24.6	27.7	28.5	21.8	21.4	22.7
3 to 5 hours	19.1	17.1	21.5	16.0	18.4	19.0	20.0	17.0	20.9	23.5	17.7	14.8	22.8
6 to 10 hours	8.5	7.7	9.6	7.2	8.2	8.1	9.0	7.9	9.2	10.9	9.2	8.1	11.1
11 to 15 hours	3.6	3.3	4.0	3.2	3.5	3.3	3.7	3.6	3.9	4.4	4.1	3.9	4.4
16 to 20 hours	1.6	1.5	1.8	1.3	1.6	1.7	1.6	1.6	1.7	2.1	2.0	1.5	2.8
Over 20 hours	2.4	2.4	2.3	2.5	2.4	2.2	2.4	2.6	2.3	2.4	3.3	2.9	3.9
Watching TV													
None	12.8	12.0	13.7	12.5	11.4	12.7	10.4	10.7	13.6	14.2	13.1	12.3	14.6
Less than one hour	18.8	19.2	18.4	19.9	18.3	18.3	18.4	18.2	18.6	17.5	19.7	19.8	19.6
1 to 2 hours	25.0	25.1	24.8	25.2	25.1	24.7	26.1	24.9	25.0	24.3	23.4	23.5	23.2
3 to 5 hours	24.1	23.9	24.2	23.4	24.5	24.3	24.9	24.6	24.2	24.3	20.5	20.2	20.9
6 to 10 hours	12.0	11.9	12.0	11.4	12.5	12.3	12.5	12.8	11.9	12.4	10.7	10.8	10.5
11 to 15 hours	4.0	4.1	3.9	3.7	4.5	4.4	4.3	4.6	3.8	4.0	4.7	4.9	4.5
16 to 20 hours	1.6	1.7	1.5	1.7	1.7	1.5	1.7	1.9	1.5	1.5	2.9	2.9	2.7
Over 20 hours	1.8	2.1	1.5	2.1	2.0	1.9	1.8	2.3	1.4	1.7	4.9	5.5	4.1

2015 CIRP Freshman Survey
Weighted National Norms—All Respondents

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	22.5	22.5	22.5	21.9	23.2	25.5	19.4	22.8	22.2	23.9	22.2	23.6	19.8
Less than one hour	21.3	19.8	23.0	19.3	20.4	21.2	19.7	20.0	23.3	22.0	17.2	17.6	16.7
1 to 2 hours	30.3	29.7	31.0	30.2	29.0	28.3	31.2	28.7	31.2	30.5	26.4	25.3	28.4
3 to 5 hours	16.8	17.5	16.0	17.7	17.3	16.1	18.8	17.6	16.1	15.7	17.9	17.1	19.4
6 to 10 hours	5.5	6.1	4.8	6.3	5.9	5.3	6.2	6.5	4.7	5.0	8.1	8.2	8.1
11 to 15 hours	1.8	2.2	1.3	2.2	2.2	1.8	2.3	2.5	1.4	1.3	3.2	3.2	3.1
16 to 20 hours	0.7	0.8	0.5	0.8	0.8	0.7	0.7	0.8	0.5	0.6	1.4	1.3	1.6
Over 20 hours	1.1	1.4	0.8	1.5	1.2	1.0	1.6	1.2	0.8	0.9	3.4	3.7	2.9
Reading for pleasure													
None	32.6	35.2	29.6	36.1	34.1	33.1	32.8	35.7	30.2	27.2	36.8	40.7	30.1
Less than one hour	25.6	24.4	27.0	24.7	24.0	24.1	25.7	23.0	27.0	26.9	24.0	24.4	23.4
1 to 2 hours	21.7	20.6	23.0	20.7	20.6	21.1	21.6	19.6	22.9	23.6	18.9	17.5	21.3
3 to 5 hours	11.9	11.4	12.4	10.8	12.2	12.5	11.8	11.9	12.1	13.5	10.4	8.6	13.4
6 to 10 hours	5.0	5.1	4.9	4.8	5.4	5.4	4.7	5.7	4.8	5.2	5.2	4.7	6.2
11 to 15 hours	1.7	1.7	1.8	1.5	1.9	1.9	1.7	2.0	1.7	1.9	1.8	1.4	2.4
16 to 20 hours	0.7	0.7	0.6	0.6	0.8	0.8	0.7	0.9	0.6	0.7	1.1	0.9	1.4
Over 20 hours	0.9	1.0	0.8	0.9	1.1	1.1	1.0	1.2	0.7	1.0	1.8	1.7	1.9
Playing video/computer games													
None	45.6	45.6	45.5	46.2	45.0	45.8	49.1	42.2	44.4	49.4	44.3	42.2	48.0
Less than one hour	15.9	15.9	15.8	15.8	16.0	15.7	15.8	16.4	16.0	15.3	16.7	17.7	15.0
1 to 2 hours	13.8	14.1	13.4	13.8	14.5	14.1	13.9	15.1	13.6	13.1	15.4	15.9	14.6
3 to 5 hours	11.6	11.3	12.0	10.9	11.7	11.6	10.9	12.2	12.3	10.9	11.3	11.3	11.3
6 to 10 hours	6.7	6.5	6.9	6.5	6.5	6.8	5.1	7.0	7.2	6.0	5.8	5.9	5.7
11 to 15 hours	3.0	2.9	3.0	2.9	3.0	2.8	2.5	3.4	3.2	2.5	2.2	2.2	2.1
16 to 20 hours	1.3	1.4	1.3	1.4	1.3	1.4	1.1	1.3	1.4	1.2	1.4	1.6	1.1
Over 20 hours	2.1	2.3	2.0	2.5	2.0	1.8	1.6	2.4	2.1	1.6	2.9	3.3	2.1
Online social networks (Facebook, Twitter, etc.)													
None	6.1	6.2	6.0	6.9	5.4	5.4	5.3	5.4	6.3	5.2	5.9	5.8	6.1
Less than one hour	15.5	15.5	15.5	16.3	14.5	14.7	14.3	14.4	15.8	14.7	15.1	15.7	14.1
1 to 2 hours	26.5	25.6	27.6	25.2	26.2	26.3	25.0	26.7	27.7	27.0	20.1	20.9	18.6
3 to 5 hours	25.6	24.6	26.8	23.9	25.6	25.6	26.7	24.9	26.6	27.4	20.5	19.3	22.7
6 to 10 hours	13.3	13.5	13.0	13.2	13.9	13.6	14.3	14.1	12.8	13.8	12.6	11.7	14.0
11 to 15 hours	5.5	5.7	5.1	5.6	5.9	6.0	5.9	5.7	5.1	5.3	7.7	7.3	8.5
16 to 20 hours	2.8	3.1	2.5	3.0	3.2	3.3	3.2	3.0	2.4	2.8	4.6	4.5	4.8
Over 20 hours	4.7	5.7	3.5	6.0	5.4	5.0	5.2	5.9	3.4	3.8	13.5	14.7	11.2

2015 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
The following reasons were "Very Important" in deciding to go to this particular college:													
My parents/relatives wanted me to come here	17.6	18.8	16.2	19.8	17.5	15.8	21.2	17.5	16.0	16.9	23.2	22.7	24.0
My teacher advised me	7.4	8.3	6.3	8.9	7.6	7.6	8.2	7.3	6.1	6.8	12.6	13.6	10.8
This college has a very good academic reputation	69.7	65.9	74.2	64.5	67.6	68.7	73.4	63.4	73.2	77.5	62.6	55.5	75.1
This college has a good reputation for its social activities	44.8	42.3	47.7	41.0	43.8	44.0	46.1	42.5	48.0	46.7	57.9	55.7	61.8
I was offered financial assistance	47.1	53.5	39.6	44.2	64.5	61.8	64.2	67.5	36.0	52.3	53.8	55.1	51.6
The cost of attending this college	45.2	48.4	41.6	55.6	39.6	37.2	44.2	39.8	43.9	33.2	48.1	54.1	37.3
High school counselor advised me	10.1	11.3	8.8	11.4	11.1	11.6	13.4	9.5	8.4	10.4	16.6	18.6	13.0
Private college counselor advised me	4.6	5.3	3.8	3.8	7.1	6.9	7.4	7.0	3.1	6.0	8.7	9.4	7.6
I wanted to live near home	18.3	20.9	15.4	22.2	19.3	16.6	24.2	19.5	15.8	13.8	21.1	25.1	14.0
Not offered aid by first choice	10.0	10.3	9.7	9.6	11.1	10.6	13.5	10.3	10.0	8.9	16.8	18.1	14.4
Could not afford first choice	13.0	13.6	12.3	14.7	12.3	11.6	14.8	11.7	13.2	9.5	19.4	21.2	16.0
This college's graduates gain admission to top graduate/professional schools	37.6	34.8	41.0	33.4	36.4	36.4	43.7	32.7	39.8	45.4	41.7	34.3	54.7
This college's graduates get good jobs	60.1	58.7	61.8	57.4	60.2	59.2	69.4	56.4	60.0	68.1	59.0	52.4	70.6
I was attracted by the religious affiliation/orientation of this college	8.1	10.0	5.9	5.0	16.0	6.4	20.4	23.8	3.0	16.2	15.7	16.3	14.7
I wanted to go to a school about the size of this college	37.5	39.3	35.5	28.2	52.5	50.5	55.1	53.3	32.7	45.3	36.0	36.4	35.4
Rankings in national magazines	20.1	14.9	26.1	13.9	16.2	16.9	21.5	12.8	25.4	28.9	18.4	15.0	24.5
I was admitted through an Early Action or Early Decision program	16.3	13.1	20.0	8.5	18.7	21.9	22.8	13.3	18.5	25.3	15.2	13.2	18.7
The athletic department recruited me	10.4	15.2	4.7	10.2	21.1	18.2	13.3	28.1	3.9	7.5	12.4	14.6	8.3
A visit to this campus	42.8	44.9	40.3	37.5	53.9	54.9	51.8	53.8	37.4	50.4	45.5	44.8	46.8
The percentage of students that graduate from this college	30.9	33.1	28.2	28.6	38.5	37.2	45.7	36.1	26.5	34.3	41.6	40.2	44.2
Students rated as "Highest 10%" or "Above Average" as compared with the average person their age:													
Academic ability	73.5	66.1	81.9	65.5	66.8	67.7	68.5	65.0	81.6	82.9	63.7	60.3	69.8
Artistic ability	28.2	27.9	28.6	26.8	29.2	31.1	26.0	29.0	28.1	30.4	30.8	28.5	34.9
Competitiveness	60.3	60.1	60.6	60.8	59.3	58.1	59.3	60.5	60.2	61.8	62.6	62.3	63.0
Computer skills	32.6	31.1	34.2	32.0	30.0	30.6	31.5	28.7	34.6	32.8	41.1	40.4	42.4
Cooperativeness	71.9	71.1	72.7	71.1	71.2	70.8	74.2	70.0	72.3	74.1	73.3	70.9	77.5
Creativity	54.6	54.0	55.2	52.4	55.9	58.2	53.9	54.4	54.6	57.7	60.8	58.4	65.1
Drive to achieve	79.2	77.8	80.8	77.8	77.8	77.4	80.9	76.6	80.2	83.0	83.4	81.5	86.6
Emotional health	50.6	49.3	52.0	49.9	48.6	48.0	51.9	47.6	51.7	53.2	54.8	53.7	56.7
Leadership ability	64.6	63.3	66.2	63.1	63.5	62.8	65.4	63.3	65.5	68.8	68.7	66.5	72.4
Mathematical ability	49.0	42.5	56.4	44.4	40.2	40.2	41.9	39.5	56.7	55.3	38.5	38.0	39.3
Physical health	55.2	54.4	56.2	53.4	55.5	55.0	56.7	55.4	55.9	57.2	52.4	51.9	53.2
Public speaking ability	40.5	38.3	43.0	38.3	38.3	38.9	39.2	37.3	41.8	47.5	42.2	38.9	48.0
Risk-taking	43.4	43.4	43.5	44.2	42.5	43.5	42.5	41.4	43.1	45.0	52.1	49.9	55.9
Self-confidence (intellectual)	60.3	57.2	63.9	57.6	56.6	57.5	56.3	55.9	63.4	65.7	69.5	68.3	71.7
Self-confidence (social)	46.6	46.8	46.4	47.8	45.5	45.4	47.2	44.9	45.9	48.4	62.1	62.4	61.6
Self-understanding	57.4	56.4	58.6	56.3	56.5	57.9	57.4	54.7	57.9	61.5	68.8	67.9	70.2
Spirituality	37.2	39.1	35.1	39.0	39.1	34.8	40.4	43.1	34.0	39.2	56.1	55.6	56.8
Understanding of others	70.8	69.3	72.5	68.5	70.4	71.3	73.2	68.0	71.9	74.4	69.9	67.3	74.6
Writing ability	47.9	44.5	51.7	44.1	45.0	46.7	46.1	42.8	50.4	56.7	47.7	44.4	53.6

2015 CIRP Freshman Survey
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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
Military Status:													
None	92.7	87.4	99.0	77.6	99.0	99.2	98.7	98.9	99.0	99.0	97.4	97.5	97.0
ROTC, cadet, or midshipman at a service academy	6.9	12.0	0.8	21.4	0.8	0.6	1.1	0.8	0.8	0.9	2.2	2.0	2.5
In Active Duty, Reserves, or National Guard	0.4	0.6	0.1	0.9	0.2	0.1	0.1	0.3	0.1	0.1	0.2	0.2	0.3
A discharged veteran NOT serving in Active Duty, Reserves, or National Guard	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2
How would you describe the racial composition of the high school you last attended?													
Completely White	6.3	5.8	6.9	4.8	7.0	7.1	6.9	7.0	6.7	7.2	2.1	1.5	3.2
Mostly White	47.2	44.9	49.9	39.7	51.2	51.4	51.2	51.0	49.5	51.2	22.0	18.3	28.6
Roughly half non-White	24.5	24.7	24.4	25.0	24.4	23.9	21.1	26.6	24.9	22.4	27.6	30.2	22.9
Mostly non-White	17.2	18.8	15.3	23.2	13.5	13.2	16.1	12.5	15.6	14.3	33.9	36.0	30.2
Completely non-White	4.8	5.8	3.6	7.3	4.0	4.5	4.8	3.0	3.2	4.9	14.4	14.0	15.1
How would you describe the racial composition of the neighborhood where you grew up?													
Completely White	15.7	15.0	16.6	12.6	17.7	17.7	17.8	17.7	16.8	15.8	3.6	3.1	4.5
Mostly White	47.9	44.9	51.5	41.0	49.4	49.3	46.1	51.3	52.1	49.5	18.4	16.7	21.3
Roughly half non-White	14.5	15.0	13.9	15.9	14.0	13.8	13.7	14.4	13.9	14.2	19.4	20.7	17.2
Mostly non-White	14.6	16.3	12.6	19.8	12.1	11.9	14.9	10.9	12.5	13.1	34.2	34.4	33.8
Completely non-White	7.3	8.9	5.3	10.7	6.7	7.3	7.5	5.7	4.7	7.4	24.3	25.0	23.2
How many years do you expect it will take you to graduate from this college?													
1	0.1	0.1	0.0	0.1	0.1	0.0	0.0	0.1	0.0	0.0	0.2	0.3	0.1
2	0.9	1.2	0.4	2.0	0.4	0.4	0.3	0.4	0.5	0.2	0.9	1.0	0.6
3	2.7	2.6	2.8	2.2	3.0	2.4	1.5	4.3	3.1	2.0	3.5	3.2	4.0
4	85.5	86.2	84.7	84.1	88.7	88.8	88.5	88.8	84.8	84.5	86.7	88.2	84.1
5	7.8	7.0	8.8	9.2	4.3	3.9	6.4	3.5	8.4	10.1	5.1	4.3	6.3
6 or more	2.1	1.7	2.5	1.2	2.4	3.6	2.5	1.1	2.5	2.7	2.4	1.5	4.0
Do not plan to graduate from this college	1.0	1.2	0.6	1.3	1.2	0.9	0.8	1.7	0.7	0.4	1.3	1.5	0.9
What is your sexual orientation?													
Heterosexual/Straight	93.2	93.0	93.5	93.5	92.4	90.5	95.0	93.0	93.4	93.7	92.5	92.2	93.1
Gay	1.1	0.9	1.3	0.8	1.0	1.4	0.7	0.9	1.3	1.3	1.1	1.0	1.2
Lesbian	0.6	0.7	0.4	0.7	0.7	0.7	0.6	0.8	0.5	0.4	1.3	1.7	0.6
Bisexual	3.2	3.3	3.0	3.1	3.5	4.4	2.3	3.3	2.9	3.1	3.5	3.5	3.3
Queer	0.5	0.5	0.5	0.5	0.6	0.9	0.3	0.4	0.6	0.4	0.3	0.1	0.6
Other	1.4	1.6	1.3	1.4	1.7	2.1	1.1	1.6	1.3	1.2	1.3	1.4	1.1
Do you identify as transgender?													
Yes	0.3	0.4	0.3	0.3	0.4	0.5	0.2	0.4	0.3	0.2	0.2	0.2	0.2
No	99.7	99.6	99.7	99.7	99.6	99.5	99.8	99.6	99.7	99.8	99.8	99.8	99.8

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Objectives considered to be "Essential" or "Very Important":													
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	15.8	16.6	14.7	15.4	18.1	17.7	14.9	20.2	14.2	16.5	30.5	32.2	27.5
Becoming an authority in my field	59.7	60.3	59.0	61.2	59.2	60.3	62.6	56.3	57.8	63.1	71.3	68.9	75.4
Obtaining recognition from my colleagues for contributions to my special field	57.3	56.5	58.4	55.5	57.6	58.8	62.1	53.8	57.7	60.6	66.9	65.0	70.1
Influencing the political structure	22.3	23.3	21.2	23.6	22.9	23.7	23.2	21.9	20.3	24.2	38.2	37.7	39.1
Influencing social values	43.9	45.0	42.6	43.3	47.0	47.0	48.9	46.0	41.1	47.7	59.6	57.2	63.9
Raising a family	71.5	72.1	70.8	70.7	73.8	70.3	79.3	74.6	70.0	73.6	75.7	74.1	78.5
Being very well off financially	81.9	81.8	82.0	82.8	80.6	80.3	87.7	77.3	82.3	81.1	89.8	88.2	92.6
Helping others who are in difficulty	74.6	74.5	74.7	73.5	75.6	74.3	79.9	74.8	73.6	78.2	78.0	74.7	83.6
Making a theoretical contribution to science	25.7	22.5	29.6	21.4	23.8	24.6	25.4	22.1	30.4	27.1	32.9	31.8	34.8
Writing original works (poems, novels, etc.)	15.5	16.0	15.0	14.7	17.5	18.4	15.4	17.7	14.4	17.2	28.3	28.8	27.5
Creating artistic works (painting, sculpture, etc.)	15.4	16.6	13.9	15.4	18.0	19.6	14.9	18.0	13.6	14.8	28.1	29.5	25.6
Becoming successful in a business of my own	39.6	40.9	38.0	39.1	43.0	43.1	45.9	41.4	36.8	42.0	65.0	65.1	65.0
Becoming involved in programs to clean up the environment	28.8	28.3	29.4	27.5	29.2	31.3	29.7	26.8	29.6	28.7	43.5	43.7	43.2
Developing a meaningful philosophy of life	46.5	44.4	49.0	42.9	46.1	47.4	46.0	44.7	47.6	53.6	57.2	56.6	58.3
Participating in a community action program	31.3	30.2	32.5	28.1	32.7	32.5	36.7	30.7	30.8	38.0	52.4	50.5	55.6
Helping to promote racial understanding	41.2	40.5	41.9	39.7	41.6	43.3	43.6	38.7	40.5	46.5	63.1	57.8	72.3
Keeping up to date with political affairs	40.4	38.4	42.8	38.6	38.2	40.0	40.9	35.0	41.3	47.6	44.9	41.4	51.0
Becoming a community leader	39.8	39.6	40.1	39.7	39.4	39.1	42.8	37.9	38.5	45.6	55.3	53.5	58.2
Improving my understanding of other countries and cultures	59.1	56.4	62.5	55.5	57.4	60.0	60.2	53.1	60.9	67.6	61.2	55.8	70.7

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Students estimate "Very Good Chance" that they will:													
Change major field	12.8	11.3	14.6	11.3	11.2	12.2	11.6	10.0	15.0	13.3	10.1	9.8	10.8
Change career choice	12.9	11.2	15.0	10.2	12.4	13.7	12.3	11.1	15.0	14.8	8.2	7.6	9.2
Participate in student government	7.5	7.8	7.0	8.1	7.4	7.5	8.4	6.8	6.5	8.6	15.5	15.9	14.7
Get a job to help pay for college expenses	46.3	45.3	47.5	42.0	49.1	48.1	50.0	49.8	48.4	44.8	48.4	49.5	46.6
Work full-time while attending college	7.0	7.9	5.8	9.3	6.4	6.1	7.3	6.2	6.1	4.7	13.9	15.1	11.8
Join a social fraternity or sorority	11.0	9.5	12.8	8.6	10.4	10.3	10.8	10.4	13.1	11.6	28.6	29.3	27.4
Play club, intramural, or recreational sports	31.9	31.1	32.8	32.0	30.1	29.6	33.4	28.9	32.6	33.5	24.1	25.4	22.0
Play intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	14.8	21.4	6.7	16.8	26.9	24.7	17.4	34.3	5.6	10.3	19.7	21.9	15.9
Make at least a "B" average	67.6	64.1	71.8	59.6	69.4	70.0	73.8	66.5	70.6	75.7	68.7	65.1	74.9
Participate in student protests or demonstrations	8.5	8.1	9.1	7.0	9.3	11.0	9.2	7.5	8.6	10.7	21.0	17.3	27.4
Transfer to another college before graduating	4.8	5.7	3.6	5.9	5.5	5.0	4.6	6.4	3.7	3.2	10.0	11.1	8.0
Be satisfied with your college	60.5	57.5	64.2	56.0	59.3	59.9	63.3	56.5	63.1	67.5	54.9	50.9	61.7
Participate in volunteer or community service work	37.1	33.3	41.8	29.9	37.3	35.8	46.2	34.3	39.0	50.9	44.8	41.6	50.2
Seek personal counseling	13.9	13.6	14.3	13.0	14.2	14.6	15.7	12.9	14.0	15.0	21.6	20.6	23.3
Communicate regularly with your professors	44.4	44.0	45.0	41.9	46.4	47.3	50.9	43.0	43.4	50.0	47.9	43.8	55.0
Socialize with someone of another racial/ethnic group	70.7	68.2	73.8	68.7	67.7	69.3	71.2	64.1	72.6	77.4	58.1	53.6	65.8
Participate in student clubs/groups	54.0	48.5	60.6	46.5	50.9	53.3	58.0	44.6	58.8	66.4	47.3	42.0	56.4
Participate in a study abroad program	35.5	31.3	40.7	25.7	38.0	41.7	41.6	32.2	38.6	47.3	32.0	27.1	40.4
Have a roommate of a different race/ethnicity	35.0	34.4	35.8	34.8	33.9	37.7	32.4	30.7	34.4	40.3	25.5	25.5	25.4
Discuss course content with students outside of class	54.2	49.6	59.7	48.0	51.6	53.8	55.3	47.4	58.7	63.0	43.2	36.6	54.4
Work on a professor's research project	32.5	32.3	32.8	31.2	33.6	34.5	35.7	31.6	32.1	34.9	44.4	43.9	45.3
Take courses from more than one college simultaneously	6.3	6.1	6.6	5.5	6.8	7.2	7.5	6.0	6.3	7.2	12.7	12.5	12.9
Take a leave of absence from this college temporarily	2.4	2.7	2.0	2.6	2.8	2.6	2.9	2.9	2.0	2.1	7.1	8.1	5.4
Take a course exclusively online at this institution	6.7	7.3	6.0	7.8	6.8	6.0	7.6	7.1	6.3	5.0	15.6	16.9	13.3
Take a course exclusively online at a different institution	2.9	3.2	2.7	3.0	3.3	3.0	3.5	3.6	2.7	2.7	7.1	7.7	6.2
Vote in a local, state, or national election	59.8	55.9	64.6	55.3	56.6	56.4	59.6	55.2	64.8	63.8	53.6	50.1	59.4

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CIRP Construct: Habits of Mind													
High	26.3	23.5	29.5	22.8	24.3	25.9	27.8	20.8	28.4	33.5	28.8	25.1	35.5
Average	44.2	43.0	45.6	43.1	42.8	43.9	42.3	42.1	45.7	45.3	39.7	38.9	41.0
Low	29.5	33.5	24.9	34.1	32.9	30.3	30.0	37.1	25.9	21.2	31.5	36.0	23.5
Mean	49.66	48.81	50.61	48.60	49.06	49.57	49.91	48.08	50.33	51.65	49.69	48.63	51.58
CIRP Construct: Academic Self-Concept													
High	26.4	21.0	32.6	21.6	20.3	20.6	20.5	19.9	31.7	35.6	23.6	22.8	25.0
Average	49.7	48.5	51.1	47.4	49.8	50.3	51.2	48.7	51.5	49.3	46.5	44.8	49.6
Low	23.9	30.5	16.4	31.1	29.9	29.2	28.3	31.4	16.7	15.2	29.9	32.4	25.4
Mean	51.10	49.68	52.71	49.77	49.58	49.66	49.96	49.30	52.59	53.18	50.16	49.80	50.78
CIRP Construct: Social Self-Concept													
High	25.6	25.3	26.0	25.1	25.6	25.0	27.3	25.4	25.1	29.2	35.8	34.5	38.0
Average	55.4	54.9	56.1	55.2	54.6	54.9	54.9	54.1	56.4	54.9	51.7	52.2	50.7
Low	18.9	19.8	18.0	19.7	19.8	20.1	17.8	20.5	18.5	15.9	12.5	13.3	11.3
Mean	50.89	50.73	51.06	50.72	50.74	50.62	51.15	50.66	50.91	51.63	52.59	52.32	53.05
CIRP Construct: Pluralistic Orientation													
High	28.4	26.9	30.1	26.9	26.8	28.3	29.2	24.0	29.6	32.0	33.8	30.3	40.1
Average	44.1	42.6	45.8	42.7	42.5	43.9	42.5	41.0	45.8	45.6	37.2	35.9	39.7
Low	27.5	30.5	24.1	30.3	30.7	27.8	28.3	35.1	24.5	22.4	29.0	33.8	20.2
Mean	49.84	49.24	50.51	49.26	49.22	49.75	49.91	48.32	50.40	50.93	50.22	49.15	52.16
CIRP Construct: Social Agency													
High	28.4	27.9	29.1	26.6	29.3	29.8	32.9	26.9	27.3	35.3	49.1	45.1	56.1
Average	45.9	45.8	46.1	45.8	45.9	45.2	45.5	46.8	46.6	44.6	38.2	40.8	33.8
Low	25.6	26.3	24.7	27.6	24.8	25.0	21.7	26.3	26.2	20.1	12.7	14.1	10.2
Mean	50.34	50.18	50.53	49.84	50.59	50.63	51.53	50.07	50.09	51.99	55.09	54.19	56.65
CIRP Construct: Civic Engagement													
High	23.4	22.0	25.0	20.6	23.7	24.7	26.4	21.3	23.7	30.1	34.4	30.6	41.1
Average	47.7	47.9	47.5	47.5	48.4	47.4	48.8	49.3	47.6	47.0	43.9	45.7	40.7
Low	28.9	30.1	27.5	31.9	27.9	27.9	24.8	29.4	28.7	22.9	21.7	23.6	18.2
Mean	49.69	49.36	50.05	48.95	49.85	49.98	50.53	49.36	49.75	51.21	51.96	51.16	53.38
CIRP Construct: College Reputation Orientation													
High	57.2	55.4	59.3	54.0	57.2	56.1	67.1	53.3	57.4	66.0	56.5	49.8	68.6
Average	34.2	35.2	33.0	35.9	34.3	35.4	27.2	36.8	34.4	28.1	33.3	37.7	25.3
Low	8.6	9.4	7.7	10.1	8.5	8.5	5.7	9.9	8.2	5.8	10.2	12.5	6.1
Mean	54.73	54.34	55.19	54.09	54.64	54.60	56.01	53.99	54.94	56.07	54.47	53.34	56.46
CIRP Construct: Likelihood of College Involvement													
High	27.3	23.3	32.2	19.0	28.2	31.0	32.8	23.0	30.0	39.2	25.7	21.3	33.3
Average	36.5	36.1	36.9	36.0	36.2	36.2	36.5	35.9	37.2	36.1	36.5	36.1	37.3
Low	36.3	40.7	30.9	45.0	35.6	32.8	30.7	41.1	32.8	24.6	37.8	42.7	29.4
Mean	48.48	47.48	49.70	46.52	48.62	49.22	49.83	47.37	49.23	51.23	48.08	46.93	50.07

APPENDIX A

Research Methodology

RESEARCH METHODOLOGY

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

Historical Overview

From 1966 to 1970, approximately 15 percent of the nation's institutions of higher education were selected by sampling procedures and invited to participate in the program. As the academic community became aware of the value of program participation, additional institutions asked to participate. Beginning in 1971, all institutions that had entering first-year classes and that responded to the U.S. Department of Education's Higher Education General Information Survey 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 2015

For the purposes of the 2015 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 2015, the national population included 1,574 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 updated every few years, reviewing not only institutions’ selectivity scores but also their control and religious affiliation (if any) as reported to IPEDS. In 2015, “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 2015 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 2015 Data

Although 202,205 respondents at 311 two- and four-year colleges and universities returned their forms in time for their data to be included in the 2015 norms, the normative data presented here are based on responses from 141,189 FTFT freshmen entering 199 baccalaureate institutions.

The normative data presented here were collected by administering the 2015 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. 2015 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	64	12	6	9,406	159,634	72,005	87,629	19.28	18.37
	2	medium	1080–1189	56	8	5	14,044	203,721	98,861	104,860	16.09	13.87
	3	high	1190–1600	45	11	5	16,980	207,907	99,565	108,342	14.08	13.10
Private Universities	4	medium	800–1184	34	8	5	3,399	29,640	12,533	17,108	9.56	9.75
	5	high	1185–1339	29	8	5	7,559	51,612	22,976	28,636	7.77	6.59
	6	very high	1340–1600	30	11	5	8,660	53,283	26,328	26,955	6.58	5.99
Public 4-year Colleges	7,10	low	800–984	119	10	5	6,190	108,173	46,122	62,051	15.86	21.06
	8	medium	985–1034	129	12	6	7,855	147,846	64,987	82,858	22.72	19.86
	9	high	1035–1600	98	12	7	3,546	135,227	61,843	73,385	23.91	81.88
Private Nonsectarian 4-year Colleges	11,15	low	800–989	109	11	8	2,289	32,684	14,257	18,427	17.13	13.69
	12	medium	990–1069	69	15	12	5,657	30,054	12,893	17,161	5.63	5.29
	13	high	1070–1189	75	22	16	5,547	36,340	16,041	20,298	8.14	5.87
	14	very high	1190–1600	82	39	28	12,371	42,793	18,900	23,894	3.65	3.44
Catholic 4-year Colleges	16,19	low	800–994	58	13	9	2,182	15,767	5,285	10,482	8.39	7.75
	17	medium	995–1084	44	9	8	3,324	16,083	6,638	9,445	5.53	4.55
	18	high	1085–1600	49	18	13	10,595	34,286	14,191	20,096	3.25	3.30
Other Religious 4-year Colleges	20,24	very low	800–999	142	11	6	1,325	34,814	17,554	17,260	30.50	26.13
	21	low	1000–1039	77	10	6	1,332	20,041	9,154	10,887	14.31	17.37
	22	medium	1040–1109	75	13	12	3,993	28,662	11,948	16,713	7.38	7.25
	23	high	1110–1600	110	32	21	9,431	52,914	22,847	30,067	5.97	5.47
Predominantly Black Colleges	34,40	public	—	39	11	6	2,813	27,377	11,434	15,943	11.87	8.87
	35,38 39,41	private	—	41	11	5	2,691	15,331	6,378	8,953	6.09	6.12
All Institutions				1,574	308	199	141,189	1,484,188				

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, and policy makers. The survey content is reviewed annually by the research directors at the Higher Education Research Institute (HERI) at UCLA as well as others interested in the annual freshman survey program.

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

Weighting the Sample

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

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

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

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

The weighted data are combined separately to form various comparison groups. Comparison groups are hierarchically organized, allowing participating institutions to compare their results by type (four-year college versus university), control (public, private nonsectarian, Roman Catholic, other religious), race (Historically Black Colleges and Universities versus non-HBCUs), 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 or lower. 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"> • 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 2015 CIRP
Freshman Survey Instrument

26. Please indicate your intended career as well as the careers of your parents/guardians, using the codes provided on the attached fold out.

Your intended career

Parent/Guardian 1 career

Parent/Guardian 2 career

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

	Employed	Unemployed	Retired
Parent/Guardian 1	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parent/Guardian 2	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. 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	\$1-\$2,999	\$3,000-\$5,999	\$6,000-\$9,999	\$10,000-\$14,999	\$15,000+
Family resources (parents, relatives, spouse, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own resources (savings from work, work-study, other income)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which <u>must</u> be repaid (loans, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other than above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

29. Did you receive any of the following forms of financial aid? (Mark Yes or No for each item)

	Yes	No
Military grants	<input type="radio"/>	<input type="radio"/>
Work-study	<input type="radio"/>	<input type="radio"/>
Pell Grant	<input type="radio"/>	<input type="radio"/>
Need-based grants or scholarships..	<input type="radio"/>	<input type="radio"/>
Merit-based grants or scholarships..	<input type="radio"/>	<input type="radio"/>

30. What is your best estimate of your parents'/guardians' 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

31. 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)

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

	Yours	Parent/Guardian 1	Parent/Guardian 2
Agnostic.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atheist.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>

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

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

34. 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"/>
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"/>

34. Continued. For the activities below, indicate which ones you did during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at All
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"/>
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"/>

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

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

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

	Parent/Guardian 1	Parent/Guardian 2
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"/>

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

	Frequently	Occasionally	Not at All
Ask questions in class.....	(F) (O) (N)		
Support your opinions with a logical argument.....	(F) (O) (N)		
Seek solutions to problems and explain them to others.....	(F) (O) (N)		
Revise your papers to improve your writing.....	(F) (O) (N)		
Evaluate the quality or reliability of information you received.....	(F) (O) (N)		
Take a risk because you feel you have more to gain.....	(F) (O) (N)		
Seek alternative solutions to a problem.....	(F) (O) (N)		
Look up scientific research articles and resources.....	(F) (O) (N)		
Explore topics on your own, even though it was not required for a class.....	(F) (O) (N)		
Accept mistakes as part of the learning process.....	(F) (O) (N)		
Seek feedback on your academic work.....	(F) (O) (N)		

38. Are you: (Mark all that apply)

- White/Caucasian.....
- African American/Black.....
- American Indian/Alaska Native.....
- East Asian (e.g., Chinese, Japanese, Korean, Taiwanese).....
- Southeast Asian (e.g., Cambodian, Vietnamese, Hmong, Filipino).....
- South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan).....
- Other Asian.....
- Native Hawaiian/Pacific Islander.....
- Mexican American/Chicano.....
- Puerto Rican.....
- Other Latino.....
- Other.....

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

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

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

	Very Important	Somewhat Important	Not Important
(Mark <u>one</u> answer for each possible reason)			
To be able to get a better job.....	(V) (S) (N)		
To gain a general education and appreciation of ideas.....	(V) (S) (N)		
To make me a more cultured person.....	(V) (S) (N)		
To be able to make more money.....	(V) (S) (N)		
To learn more about things that interest me.....	(V) (S) (N)		
To get training for a specific career.....	(V) (S) (N)		
To prepare myself for graduate or professional school.....	(V) (S) (N)		

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

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

42. Mark one in each row:

	1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
Racial discrimination is no longer a major problem in America.....	(4) (3) (2) (1)			
Abortion should be legal.....	(4) (3) (2) (1)			
Colleges have the right to ban extreme speakers from campus.....	(4) (3) (2) (1)			
Realistically, an individual can do little to bring about changes in our society.....	(4) (3) (2) (1)			
Marijuana should be legalized.....	(4) (3) (2) (1)			
Dissent is a critical component of the political process.....	(4) (3) (2) (1)			
Colleges should prohibit racist/sexist speech on campus.....	(4) (3) (2) (1)			
Women should receive the same salary and opportunities for advancement as men in comparable positions.....	(4) (3) (2) (1)			
The United States should intervene in the wars of other countries.....	(4) (3) (2) (1)			
Same-sex couples should have the right to legal marital status.....	(4) (3) (2) (1)			
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions.....	(4) (3) (2) (1)			

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

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

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

45. 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

46. 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"/>

47. 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

48. What is your sexual orientation?
- Heterosexual/Straight
 - Gay
 - Lesbian
 - Bisexual
 - Queer
 - Other

49. Do you identify as transgender?
- Yes
 - No

50. 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"/>

51. 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"/>
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"/>
Vote in a local, state, or national election.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- | | | | | |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 52. (A) (B) (C) (D) (E) | 56. (A) (B) (C) (D) (E) | 60. (A) (B) (C) (D) (E) | 64. (A) (B) (C) (D) (E) | 68. (A) (B) (C) (D) (E) |
| 53. (A) (B) (C) (D) (E) | 57. (A) (B) (C) (D) (E) | 61. (A) (B) (C) (D) (E) | 65. (A) (B) (C) (D) (E) | 69. (A) (B) (C) (D) (E) |
| 54. (A) (B) (C) (D) (E) | 58. (A) (B) (C) (D) (E) | 62. (A) (B) (C) (D) (E) | 66. (A) (B) (C) (D) (E) | 70. (A) (B) (C) (D) (E) |
| 55. (A) (B) (C) (D) (E) | 59. (A) (B) (C) (D) (E) | 63. (A) (B) (C) (D) (E) | 67. (A) (B) (C) (D) (E) | 71. (A) (B) (C) (D) (E) |

THANK YOU!

25. 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 | |

26. 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 25 and 26

Turn over for Question 26

APPENDIX C

Institutions Participating in the 2015 CIRP Freshman Survey

Institutions Participating in the 2015 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
1243	Adrian College	Adrian	MI	21	Yes
1	Alabama A & M University	Normal	AL	34	No
354	Albertus Magnus College	New Haven	CT	16	No
1244	Albion College	Albion	MI	23	Yes
2232	Albright College	Reading	PA	22	Yes
2233	Allegheny College	Meadville	PA	23	No
1245	Alma College	Alma	MI	23	Yes
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	11	No
2235	Arcadia University	Glenside	PA	23	No
125	Art Center College of Design	Pasadena	CA	12	No
1322	Augsburg College	Minneapolis	MN	22	Yes
599	Aurora University	Aurora	IL	12	No
1141	Babson College	Wellesley	MA	14	Yes
454	Barry University	Miami	FL	4	No
1042	Bates College	Lewiston	ME	14	Yes
5275	Bay Path College	Longmeadow	MA	11	No
2519	Belmont University	Nashville	TN	23	No
2931	Beloit College	Beloit	WI	14	Yes
7072	Benedictine College	Atchison	KS	18	No
692	Benedictine University	Lisle	IL	4	Yes
1934	Bennett College for Women	Greensboro	NC	38	No
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	5	Yes
1193	Bridgewater State University	Bridgewater	MA	8	Yes
2404	Brown University	Providence	RI	6	No
5622	Bryant University	Smithfield	RI	13	No
2236	Bryn Mawr College	Bryn Mawr	PA	14	No
131	California Baptist University	Riverside	CA	20	No
4893	California State University-Channel Islands	Camarillo	CA	7	No
142	California State University-Chico	Chico	CA	9	No
5010	California State University-Long Beach	Long Beach	CA	8	Yes
230	California State University-Northridge	Northridge	CA	7	Yes
4851	California State University-San Marcos	San Marcos	CA	7	No
1327	Carleton College	Northfield	MN	14	Yes
606	Carthage College	Kenosha	WI	23	Yes
1938	Catawba College	Salisbury	NC	11	Yes
416	Catholic University of America	Washington	DC	4	No
1745	Cazenovia College	Cazenovia	NY	11	Yes
2054	Central State University	Wilberforce	OH	34	Yes
141	Chapman University	Orange	CA	23	Yes
2240	Chatham University	Pittsburgh	PA	13	Yes
2322	Cheyney University of Pennsylvania	Cheyney	PA	34	No
1941	Chowan University	Murfreesboro	NC	20	Yes
2523	Christian Brothers University	Memphis	TN	18	No
2435	Citadel Military College of South Carolina	Charleston	SC	9	Yes
507	Clark Atlanta University	Atlanta	GA	41	Yes
1151	Clark University	Worcester	MA	5	Yes

Institutions Participating in the 2015 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
1044	Colby College	Waterville	ME	14	Yes
1752	College of Mount Saint Vincent	Bronx	NY	16	No
1152	College of the Holy Cross	Worcester	MA	18	Yes
7402	Colorado Christian University	Lakewood	CO	22	Yes
319	Colorado College	Colorado Springs	CO	14	Yes
321	Colorado School of Mines	Golden	CO	3	No
318	Colorado State University-Fort Collins	Fort Collins	CO	2	No
359	Connecticut College	New London	CT	14	No
1763	Cornell University	Ithaca	NY	6	No
5821	Covenant College	Lookout Mountain	GA	23	No
1573	Creighton University	Omaha	NE	18	Yes
6430	CUNY Lehman College	Bronx	NY	8	Yes
7254	CUNY Medgar Evers College	Brooklyn	NY	7	No
6166	Dalton State College	Dalton	GA	7	No
2244	Delaware Valley College	Doylestown	PA	12	Yes
5882	DeSales University	Center Valley	PA	17	No
2247	Dickinson College	Carlisle	PA	14	Yes
1005	Dillard University	New Orleans	LA	38	No
687	Dominican University	River Forest	IL	17	Yes
1943	Duke University	Durham	NC	6	No
753	Earlham College	Richmond	IN	23	Yes
2845	Eastern Washington University	Cheney	WA	7	No
464	Eckerd College	Saint Petersburg	FL	23	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	VA	20	Yes
511	Emory University	Atlanta	GA	6	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	No
463	Florida State University	Tallahassee	FL	2	Yes
1773	Fordham University	Bronx	NY	5	Yes
5414	Franklin Pierce University	Rindge	NH	11	Yes
897	Friends University	Wichita	KS	12	Yes
2446	Furman University	Greenville	SC	14	Yes
961	Georgetown College	Georgetown	KY	23	Yes
421	Georgetown University	Washington	DC	6	No
515	Georgia Institute of Technology-Main Campus	Atlanta	GA	3	Yes
519	Georgia Southern University	Statesboro	GA	2	No
2263	Gettysburg College	Gettysburg	PA	14	Yes
5199	Grace College and Theological Seminary	Winona Lake	IN	21	Yes
1006	Grambling State University	Grambling	LA	34	Yes
641	Greenville College	Greenville	IL	21	No
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	No
7022	Hampshire College	Amherst	MA	14	No
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

Institutions Participating in the 2015 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
2267	Haverford College	Haverford	PA	14	Yes
2072	Hiram College	Hiram	OH	12	Yes
1755	Hobart William Smith Colleges	Geneva	NY	14	Yes
2794	Hollins University	Roanoke	VA	13	Yes
152	Holy Names University	Oakland	CA	16	Yes
424	Howard University	Washington	DC	41	Yes
8	Huntingdon College	Montgomery	AL	20	Yes
762	Huntington University	Huntington	IN	22	No
642	Illinois College	Jacksonville	IL	22	Yes
7813	Institute of American Indian and Alaska Native Culture	Santa Fe	NM	7	Yes
1785	Iona College	New Rochelle	NY	16	Yes
91	John Brown University	Siloam Springs	AR	14	Yes
1956	Johnson C. Smith University	Charlotte	NC	35	Yes
2272	Juniata College	Huntingdon	PA	13	No
1272	Kalamazoo College	Kalamazoo	MI	14	Yes
1617	Keene State College	Keene	NH	8	Yes
652	Knox College	Galesburg	IL	14	Yes
523	LaGrange College	Lagrange	GA	21	Yes
653	Lake Forest College	Lake Forest	IL	14	No
2947	Lawrence University	Appleton	WI	14	Yes
1794	Le Moyne College	Syracuse	NY	17	Yes
2277	Lebanon Valley College	Anville	PA	22	Yes
2194	Lewis & Clark College	Portland	OR	14	Yes
7448	LIM College	New York	NY	11	Yes
2539	Lincoln Memorial University	Harrogate	TN	13	Yes
2279	Lincoln University of Pennsylvania	Lincoln University	PA	34	Yes
2195	Linfield College-McMinnville Campus	McMinnville	OR	23	No
2796	Longwood University	Farmville	VA	8	No
1961	Louisburg College	Louisburg	NC	31	No
657	Loyola University Chicago	Chicago	IL	5	Yes
1086	Loyola University Maryland	Baltimore	MD	18	Yes
841	Luther College	Decorah	IA	23	Yes
2283	Lycoming College	Williamsport	PA	22	Yes
1344	Macalester College	Saint Paul	MN	23	Yes
769	Manchester University	North Manchester	IN	21	No
1796	Manhattan College	Riverdale	NY	18	Yes
2801	Mary Baldwin College	Staunton	VA	20	No
1275	Marygrove College	Detroit	MI	16	Yes
2543	Maryville College	Maryville	TN	23	Yes
1496	Maryville University of Saint Louis	Saint Louis	MO	4	Yes
1963	Meredith College	Raleigh	NC	12	Yes
2290	Messiah College	Mechanicsburg	PA	23	Yes
1278	Michigan Technological University	Houghton	MI	3	No
2633	Midwestern State University	Wichita Falls	TX	8	Yes
199	Mills College	Oakland	CA	13	Yes
1412	Millsaps College	Jackson	MS	23	Yes
2289	Moravian College and Moravian Theological Seminary	Bethlehem	PA	22	Yes
5796	Morehouse College	Atlanta	GA	35	Yes
1094	Morgan State University	Baltimore	MD	40	No
844	Morningside College	Sioux City	IA	23	Yes
1096	Mount St. Mary's University	Emmitsburg	MD	17	Yes

Institutions Participating in the 2015 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
203	Mount St. Mary's College	Los Angeles	CA	16	Yes
6542	Mount Vernon Nazarene University	Mount Vernon	OH	22	Yes
2293	Muhlenberg College	Allentown	PA	23	Yes
471	New College of Florida	Sarasota	FL	9	Yes
1927	North Carolina A & T State University	Greensboro	NC	40	No
1965	North Carolina Central University	Durham	NC	34	Yes
674	North Central College	Naperville	IL	23	No
2157	Northeastern State University	Tahlequah	OK	7	Yes
1184	Northeastern University	Boston	MA	6	Yes
1286	Oakland University	Rochester Hills	MI	1	Yes
2084	Oberlin College	Oberlin	OH	14	No
207	Occidental College	Los Angeles	CA	14	Yes
531	Oglethorpe University	Atlanta	GA	13	No
2163	Oklahoma City University	Oklahoma City	OK	23	Yes
5566	Oklahoma Wesleyan University	Bartlesville	OK	21	Yes
2802	Old Dominion University	Norfolk	VA	1	No
4892	Oxford College of Emory University	Oxford	GA	26	No
214	Pacific Union College	Angwin	CA	21	No
9106	Patrick Henry College	Purcellville	VA	21	Yes
5890	Pennsylvania College of Technology	Williamsport	PA	7	Yes
218	Point Loma Nazarene University	San Diego	CA	23	No
2210	Portland State University	Portland	OR	1	No
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	Yes
2805	Randolph College	Lynchburg	VA	22	Yes
2209	Reed College	Portland	OR	14	No
1187	Regis College	Weston	MA	16	Yes
2413	Rhode Island School of Design	Providence	RI	14	Yes
2554	Rhodes College	Memphis	TN	23	No
2969	Ripon College	Ripon	WI	13	Yes
685	Rockford University	Rockford	IL	12	Yes
468	Rollins College	Winter Park	FL	13	No
2309	Rosemont College	Rosemont	PA	16	Yes
1672	Rutgers University-Camden	Camden	NJ	9	No
1668	Rutgers University-New Brunswick	New Brunswick	NJ	3	No
1673	Rutgers University-Newark	Newark	NJ	1	No
5082	Sacred Heart University	Fairfield	CT	18	No
976	Saint Catharine College	Saint Catharine	KY	14	No
2313	Saint Francis University	Loretto	PA	17	Yes
2314	Saint Joseph's University	Philadelphia	PA	18	Yes
781	Saint Mary's College	Notre Dame	IN	18	Yes
227	Saint Mary's College of California	Moraga	CA	18	Yes
2974	Saint Norbert College	De Pere	WI	18	Yes
1675	Saint Peter's University	Jersey City	NJ	16	Yes
248	San Francisco Conservatory of Music	San Francisco	CA	13	Yes
236	San Francisco State University	San Francisco	CA	8	No
267	Santa Clara University	Santa Clara	CA	18	Yes
535	Savannah State University	Savannah	GA	34	No

Institutions Participating in the 2015 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
693	School of the Art Institute of Chicago	Chicago	IL	13	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	No
1836	Siena College	Loudonville	NY	18	No
2944	Silver Lake College of the Holy Family	Manitowoc	WI	16	Yes
1188	Simmons College	Boston	MA	13	Yes
1189	Smith College	Northampton	MA	14	No
170	Sonoma State University	Rohnert Park	CA	8	No
2553	Southern Adventist University	Collegedale	TN	21	No
2657	Southern Methodist University	Dallas	TX	5	No
2664	Southwestern University	Georgetown	TX	23	Yes
502	Spelman College	Atlanta	GA	35	No
1846	St. Lawrence University	Canton	NY	14	Yes
5398	St. Louis College of Pharmacy	St. Louis	MO	11	Yes
1949	St. Andrews University	Laurinburg	NC	20	Yes
2648	St. Mary's University	San Antonio	TX	17	Yes
5498	St. Thomas Aquinas College	Sparkill	NY	11	Yes
473	Stetson University	DeLand	FL	13	Yes
1110	Stevenson University	Stevenson	MD	11	Yes
25	Stillman College	Tuscaloosa	AL	38	No
1204	Suffolk University	Boston	MA	12	Yes
7028	SUNY at Purchase College	Purchase	NY	9	No
4894	SUNY Institute of Technology at Utica-Rome	Utica	NY	9	Yes
2336	Swarthmore College	Swarthmore	PA	14	No
2675	Texas Christian University	Fort Worth	TX	5	No
2063	The College of Wooster	Wooster	OH	14	Yes
476	The University of Tampa	Tampa	FL	12	Yes
2692	The University of Texas at El Paso	El Paso	TX	1	No
7256	Touro College	New York	NY	12	No
379	Trinity College	Hartford	CT	14	No
2685	Trinity University	San Antonio	TX	23	Yes
435	Trinity Washington University	Washington	DC	16	No
24	Troy University	Troy	AL	8	No
1024	Tulane University of Louisiana	New Orleans	LA	6	Yes
341	United States Air Force Academy	USAFA	CO	9	Yes
380	United States Coast Guard Academy	New London	CT	9	Yes
1893	United States Military Academy	West Point	NY	9	Yes
48	University of Alaska-Fairbanks	Fairbanks	AK	1	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	Yes
262	University of California-Riverside	Riverside	CA	1	No
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
1276	University of Detroit Mercy	Detroit	MI	18	Yes
567	University of Hawaii at Manoa	Honolulu	HI	1	Yes
9109	University of Hawaii-West Oahu	Kapolei	HI	7	Yes
584	University of Idaho	Moscow	ID	1	Yes
704	University of Illinois at Urbana-Champaign	Champaign	IL	3	No
6086	University of Maryland-Baltimore County	Baltimore	MD	2	Yes
1207	University of Massachusetts Amherst	Amherst	MA	2	Yes

Institutions Participating in the 2015 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
5773	University of Massachusetts-Dartmouth	North Dartmouth	MA	9	No
1294	University of Michigan-Ann Arbor	Ann Arbor	MI	3	Yes
6400	University of Michigan-Flint	Flint	MI	9	No
1984	University of North Carolina at Chapel Hill	Chapel Hill	NC	3	Yes
2031	University of North Dakota	Grand Forks	ND	1	Yes
322	University of Northern Colorado	Greeley	CO	1	Yes
785	University of Notre Dame	Notre Dame	IN	6	Yes
2212	University of Oregon	Eugene	OR	2	No
2341	University of Pennsylvania	Philadelphia	PA	6	No
6232	University of Pittsburgh-Bradford	Bradford	PA	8	Yes
2342	University of Pittsburgh-Pittsburgh Campus	Pittsburgh	PA	2	Yes
2844	University of Puget Sound	Tacoma	WA	14	Yes
265	University of Redlands	Redlands	CA	13	Yes
1889	University of Rochester	Rochester	NY	5	Yes
374	University of Saint Joseph	West Hartford	CT	17	Yes
2458	University of South Carolina-Columbia	Columbia	SC	3	No
9119	University of South Florida Sarasota-Manatee	Sarasota	FL	9	Yes
268	University of Southern California	Los Angeles	CA	6	No
157	University of the Pacific	Stockton	CA	4	Yes
2104	University of Toledo	Toledo	OH	1	No
2764	University of Vermont	Burlington	VT	2	Yes
787	Valparaiso University	Valparaiso	IN	23	Yes
2567	Vanderbilt University	Nashville	TN	6	Yes
5053	Vanguard University of Southern California	Costa Mesa	CA	20	No
1891	Vassar College	Poughkeepsie	NY	14	Yes
5517	Villa Maria College	Buffalo	NY	16	Yes
2347	Villanova University	Villanova	PA	18	Yes
2828	Virginia Union University	Richmond	VA	38	No
2459	Voorhees College	Denmark	SC	38	No
789	Wabash College	Crawfordsville	IN	13	Yes
5562	Walsh University	North Canton	OH	17	Yes
2214	Warner Pacific College	Portland	OR	20	Yes
1988	Warren Wilson College	Swannanoa	NC	13	Yes
2829	Washington and Lee University	Lexington	VA	14	No
7023	Wayne County Community College District	Detroit	MI	26	No
1588	Wayne State College	Wayne	NE	8	No
1295	Wayne State University	Detroit	MI	1	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	Yes
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
2355	Wilson College	Chambersburg	PA	20	Yes
1992	Wingate University	Wingate	NC	12	Yes
1993	Winston-Salem State University	Winston-Salem	NC	34	Yes
1026	Xavier University of Louisiana	New Orleans	LA	39	Yes
2359	York College Pennsylvania	York	PA	13	No

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.

ABOUT THE AUTHORS

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

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Cecilia Rios-Aguilar is an Associate Professor of Education and the Director of the Higher Education Research Institute in the Graduate School of Education and Information Studies at UCLA. Dr. Rios-Aguilar's research is multidisciplinary and uses a variety of conceptual frameworks—funds of knowledge and the forms of capital—and of statistical approaches—regression analysis, multilevel models, structural equation modeling, GIS, and social network analysis—to study the educational and occupational trajectories of underrepresented minorities. Dr. Rios-Aguilar's research interests include quantitative research methods, big data, social media, community colleges, and educational policies. She currently serves on the editorial board of the *Community College Review*.

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

November, 2011/55 pages

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

**The American Freshman:
National Norms for Fall 2015***

2015/87 pages

E-book with expanded tables/199 pages

Provides national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. In 2015, data from 141,189 entering first-year students are statistically adjusted to reflect the 1.5 million students entering college. The annual report covers: demographic characteristics; expectations of college; degree goals and career plans; college finances; and attitudes, values and life goals.

*Note: Publications from earlier years are also available.

The American Freshman: Forty Year Trends

March, 2006/261 pages

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

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

November, 2014/111 pages

E-book with expanded tables/199 pages

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

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

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

October, 2008/90 pages

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

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

September, 2007/63 pages

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

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

February, 2007/62 pages

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

Black Undergraduates From *Bakke* to *Grutter*

November, 2005/41 pages

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

