

The American Freshman: National Norms Fall 2016

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INTRODUCTION

Polarized politics, mental health concerns, and increased institutional efforts to confront and prevent campus sexual assault represent some of the heated national topics that colleges and universities helped us measure in 2016. With its findings from the 2016 Freshman Survey and other national datasets, the Higher Education Research Institute (HERI) provided campus leaders, policymakers, Supreme Court justices, and the general public with critical insights about how these debates have affected and are perceived by today's college students.

Last June, our research helped inform the Supreme Court's decision in *Fisher v. The University of Texas* to uphold affirmative action in college admission. Our 2015 research briefs provided evidence linking diverse college campuses with strong academic and co-curricular outcomes. From these data Jayakumar (2015) and Hurtado and Ruiz Alvarado (2015) concluded that greater diversity on college campuses reduces racialized vulnerability for students of color and fewer reported incidents of bias or discrimination by Black and Latino students. The American Educational Research Association (AERA) cited these studies in its brief filed with the Court in support of The University of Texas. With this decision, higher education institutions retain the flexibility to consider race/ethnicity as one component of a more holistic review of applicants' files.

HERI's research continues to provide such current and relevant findings due to its commitment to exploring diversity within higher education and ensuring its surveys both reflect such diversity and represent the critical issues facing colleges and universities. Extending and intensifying HERI's ongoing focus on diversity in undergraduate STEM education, former HERI Director Dr. Sylvia Hurtado and current Managing HERI Director Dr. Kevin Eagan received funding in 2016 from the Helmsley Charitable Trust. The grant expands their current research funded by the National Institutes of Health (NIH) investigating the coordination efforts and structures of undergraduate STEM programs at institutions identified as top producers of undergraduate STEM degrees.

Leveraging HERI's resources and expertise, Drs. Hurtado and Eagan also advanced the data collection and analysis efforts of the NIH-funded **Diversity Program Consortium**. The Consortium develops, implements, and evaluates "innovative approaches to research training and mentoring"¹ within the biomedical sciences to ensure greater diversity. The 2016 Freshman Survey included 15 new items measuring science identity, science self-efficacy, and commitment to pursue a biomedical career.

To better identify, interpret, and address ongoing campus climate issues, we expanded our outreach efforts with additional campus partnerships to conduct more in-depth climate

¹ www.diversityprogramconsortium.org

assessments using HERI's **Faculty Survey** and its **Diverse Learning Environments (DLE)** survey—with HERI researchers collecting qualitative data through campus site visits, individual interviews, and student focus groups. The DLE team also added questions to broaden the collective understanding of what college life is like for student veterans and to better represent the diversity of U.S. college students across identities related to gender, sexual orientation, and disability status.

HERI continually strives to inform educational and institutional policies and to evaluate the effect of those policies on students through its extensive research program. Staff working at colleges and universities have long played a critical role in shaping students' experiences and contributing to institutions' ability to fulfill their missions, yet campuses have lacked a mechanism to understand how staff experience and perceive the campus community. Recognizing this, HERI piloted a staff climate survey during the 2016–17 academic year and expects to debut it as part of its growing suite of surveys available to both two- and four-year institutions. When combined with the HERI Faculty Survey and Diverse Learning Environments survey, the staff climate survey offers campuses the opportunity to compile a comprehensive portrait of how the campus community experiences and perceives climate.

HERI is the nation's largest and oldest empirical study of higher education, and in 2015 we celebrated 50 years of collecting data via the **Freshman Survey**, the most comprehensive data available anywhere on new students in the U.S. This milestone was honored at the annual Association for Institutional Research forum in New Orleans, and the annual conference of the Association for the Study of Higher Education (ASHE) where HERI received the ASHE Special Merit award for its longstanding and continuing contributions to the higher education research community.

In 2017, we seek to build on this strong foundation of success by offering professional development opportunities for institutional researchers, graduate students, campus administrators, and faculty through HERI's **Summer Institute** series. We will offer four institutes concurrently in June of 2017 that focus on analyses of social networks, strategies to enhance instruction in community college classrooms, approaches in designing and executing studies using data from HERI's surveys, and promising practices to improve undergraduate STEM education. The **CIRP Data Institute** and the **Community College Faculty Institute** will run from June 21–23 while the **STEM Summer Institute** and **Social Network Analysis Institute** begin June 22 and conclude June 23.

THE AMERICAN FRESHMAN: NATIONAL NORMS FALL 2016

The contentious 2016 U.S. presidential election dominated the news cycle in 2016, and findings from the 51st administration of the Freshman Survey reveal one of the most politically polarized cohorts of entering first-year students in the history of the survey, with a larger proportion of students placing greater importance on life goals of influencing the political structure and social values. College costs and affordability emerged as a common topic for candidates seeking political office at all levels, and we highlight below how incoming first-year college students at four-year colleges and universities give increasing weight to cost concerns when deciding which institution to attend.

In this report, we revisit the continued decline in how incoming freshmen rate their mental and emotional well-being, and consider differences by disability or medical condition (e.g., chronic illness, ADHD). We also highlight particular subgroups of college students that have gone understudied. In particular, we examine the pre-college experiences, goals, and characteristics of transgender students, students who lived as part of the foster care system or as a dependent of the court since turning 13 years old, and students who have an affiliation with the U.S. military.

The results reported in this monograph are based upon 137,456 first-time, full-time students who entered 184 U.S. colleges and universities of varying selectivity and type in the fall of 2016. 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 1,568 four-year colleges and universities across the U.S. in the fall of 2016. 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 2016 Freshman Survey administration, stratification scheme, and weight approach in Appendix A.

Political Orientation | Political Engagement | Political Views

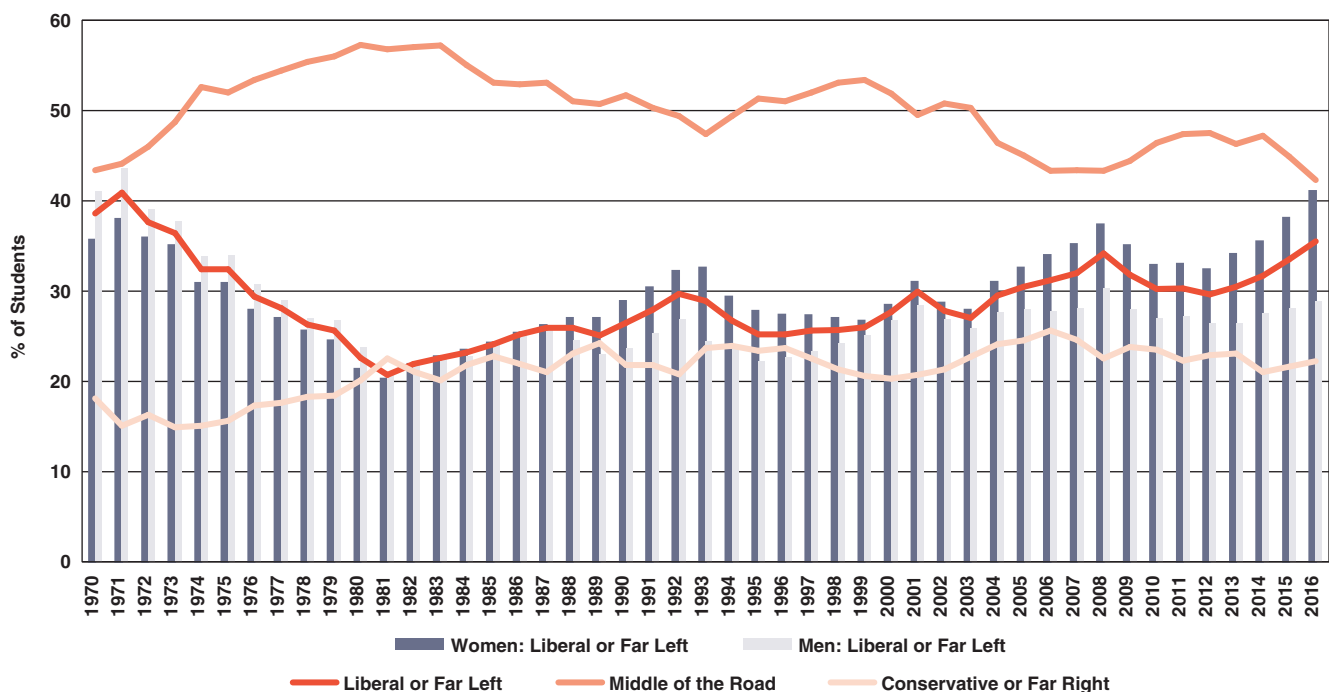
First-time, full-time students who started college in the fall of 2016 began their undergraduate careers during one of the most contentious U.S. presidential campaigns in recent memory. From candidates' pronouncements about potential policies and positions on hot-button issues to the never-ending activity of fact-checking among journalists and engaged citizens, the 2016 U.S. presidential election represented the first opportunity to vote for many members of the entering class of 2016. Those who voted weighed their values, evaluated the reliability of information pertaining to candidates' policy proposals, and engaged in dialogue with friends and family about controversial issues before deciding which candidate received their vote. In the months leading up to the 2016 general election, students

participating in the Freshman Survey responded to a number of questions about their political leanings, participation in political campaigns, and perceived confidence in addressing controversial issues.

WOMEN SELF-IDENTIFY AS LIBERAL MORE THAN MEN

Self-reported political orientation among college students typically grows more polarized during U.S. presidential election years; but **the fall 2016 entering cohort of first-time, full-time college students has the distinction of being the most polarized cohort in the 51-year history of the Freshman Survey** (see Figure 1). Fewer students than ever before (42.3%) categorize their political views as "middle of the road," reflecting a general political polarization within

Figure 1. Trends in Political Orientation, by Sex 1970–2016



this demographic. Gender appears to play a role in this polarization:

- An all-time high of **41.1% of women self-identify as “liberal” or “far left”** with respect to their political views **compared to 28.9% of men**, yielding the largest gender gap in self-reported liberalism to date (12.2 percentage points).
- Women are more likely than men to “agree somewhat” or “strongly agree” that addressing **global climate change should be a federal priority** (82.4%, as compared to 77.6% of men).
- Women are also more likely than men to “agree somewhat” or “strongly agree” that **the federal government should have stricter gun control laws** (75.4%, as compared to 58.8% of men).

The record level of polarization of the 2016 entering freshman class comes at a time when these same students follow the recent trend of rising levels of civic engagement (Eagan, Stolzenberg, Bates, Aragon, Suchard, & Rios-Aguilar, 2016). Specifically, the 2016 entering cohort reports high levels of political engagement, perhaps in response to the presidential election season coinciding with their matriculation to college.

- More than one-quarter of first-time, full-time students (26.9%) rate the life goal of influencing the political structure as “very important” or “essential”—the largest proportion to date.
- Additionally, 46.0% of students report that keeping up with political affairs is similarly “very important” or “essential” to them personally, the largest such response since 1990.

It is unclear, however, how these beliefs might have translated to students’ civic or political activities. Election exit poll data indicate that while approximately 60.2% of all eligible voters participated in the 2016 general election, a much smaller share of eligible 18- to 29-year-olds—only about one half—voted (Center for Information and Research on Civic Learning and Engagement, 2016; United States Elections Project, 2017). Analyses of follow-up data from the 2017 Your First College Year survey will help to better discern trends within the more specific population of this year’s entering college students.

PLURALISM—LIVING WITH OTHERS WITH DIFFERENT BELIEFS

Increased political engagement coupled with growing differences in political views could raise the question of whether students demonstrate any corresponding change in pluralistic orientation; in other words, skills and dispositions appropriate for living and working with diverse-minded others. Compared to 2015, this year’s first-time, full-time students report comparable levels of self-rated pluralistic orientation. However, as with political views, gender appears to be a contributing factor in students’ beliefs about themselves (see Table 1).

Compared to women, men report higher levels of ability to discuss and negotiate controversial issues, and openness to having their own views challenged (differences of 7.2 and 4.0 percentage points, respectively). These gender differences were similarly large in 2015. While women report higher levels of other, perhaps less confrontational behaviors associated with pluralistic orientation, the gender differences for these measures are relatively small.

Table 1. Pluralistic Orientation, by Sex

	2015			2016		
	Women	Men	Diff (W-M)	Women	Men	Diff (W-M)
Ability to see the world from someone else's perspective	77.6	75.5	2.1	78.1	75.7	2.4
Tolerance of others with different beliefs	81.3	79.6	1.7	81.4	79.0	2.4
Openness to having my own views challenged	61.8	65.9	-4.1	63.0	67.0	-4.0
Ability to discuss and negotiate controversial issues	67.3	75.1	-7.8	67.9	75.1	-7.2
Ability to work cooperatively with diverse people	86.8	84.5	2.3	87.8	84.6	3.2

TOLERANCE AND EMPATHY VARY BY PARTISANSHIP

Responses to these same items **disaggregated by political orientation reveal even larger disparities**. In regard to tolerating others with different beliefs, just more than two-thirds (68.1%) of right-of-center students rated their tolerance of others with different beliefs as “strong” or

“somewhat strong” compared to 82.0% of “middle of the road” students and 86.6% of left-of-center students.

More left-leaning students perceive their ability to see the world from someone else’s perspective as strong (83.6%) compared to their more centrist (76.5%) and right-leaning (68.8%) peers.



SUGGESTED ACTION FOR INSTITUTIONS

Based on these findings, institutions might consider implementing or expanding activities such as intergroup dialogue in order to help students develop their ability to engage in productive conversations about their political views with peers or others who might hold dissimilar views or values.

Rising Costs | Financing College | College Choice

RISING CONCERN OVER COLLEGE COSTS

One of the many controversial issues highlighted during the 2016 U.S. presidential election (and in other federal, state, and local races across the country) pertained to college affordability and growing concerns about the steep rise in college costs. Each of the candidates for U.S. president expressed concerns about how the rising cost of college negatively affected students and their families, especially those from low-income households.

The majority of incoming first-year students in 2016 expressed some level of concern about their ability to finance their college education. Over half (55.9%) of incoming students have some concern about their ability to finance college while 13.3% report that they have major concerns about their ability to finance college. These figures represent a slight upward shift from 2015 when 52.6% of incoming students had some concern about their ability to finance college and 12.0% had major concerns.

Women and students of color are more likely to have major concerns about their ability to finance their college education, as 15.8% of women express “major” concerns about financing college compared to 10.1% of men. One-quarter of Latino (24.7%) and 22.0% of Black students also have “major” concerns about their ability to pay for college compared to 9.2% of White first-time, full-time students. Similar differences exist based upon first-generation status, as about one-quarter of first-generation students (24.4%) report having “major” concerns about paying for college compared to 10.6% of students whose parents attended college.

INCREASING COLLEGE COSTS LEAD STUDENTS TO WORK MORE DURING COLLEGE

Many students offset some of their expenses for college by getting a job. Over half of incoming students (50.4%) say there is a “very good chance” that they will get a job to help pay for college expenses, which represents an increase from 46.3% last year. Similar to concerns about paying for college, students’ expectations for getting a job to pay for college varied by sex, race, and first-generation status.

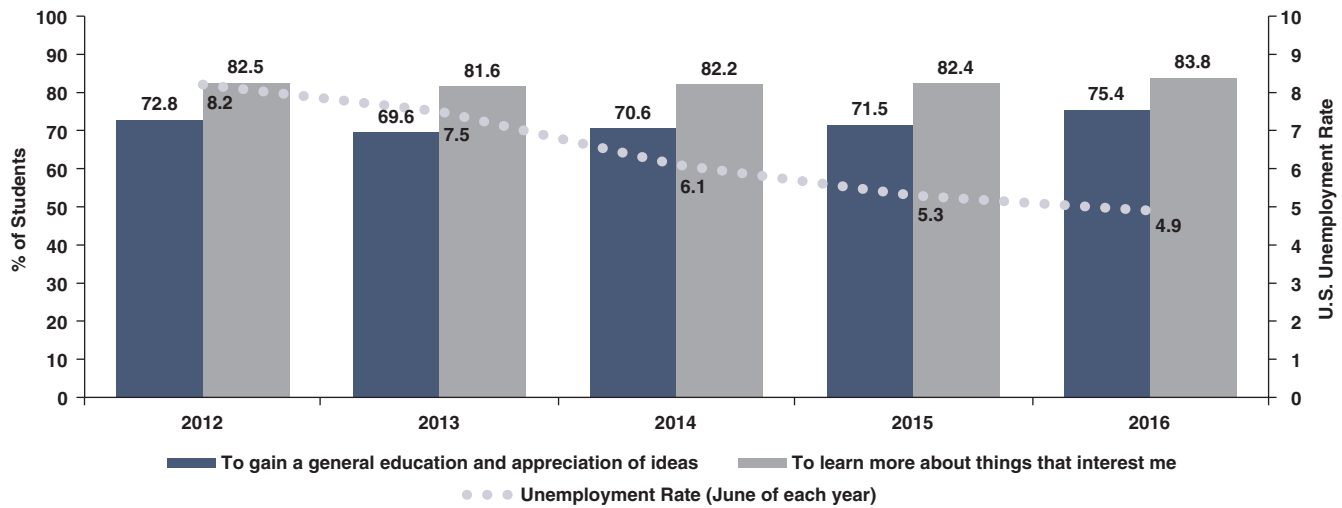
- More than half of women (56.9%) anticipate a “very good chance” of getting a job while in college compared to 42.5% of men.
- 62.3% of Latino students think they have a “very good chance” of getting a job to pay for college compared to 54.3% of Native American, 53.4% of Black, 47.6% of White, and 45.5% of Asian students.
- Three out of five first-generation students expect to have a “very good chance” of getting a job to help pay for college, a proportion much higher than the 48.2% of continuing-generation students.

RENEWED REASONS TO ATTEND COLLEGE: INTERESTS AND IDEAS

As students and their families share growing concerns about how to pay for college, they also appear to have shifted with respect to how economic considerations factor into decisions about whether and where to go to college. As shown in Figure 2, the declining unemployment rate from 8.3% in 2012 to 4.9% in 2016 (U.S. Department of Labor, 2017) has fallen in tandem with job-related and financial reasons for wanting to go to college.

During and in the years immediately following the Great Recession, results from the annual

Figure 2. Reasons to Attend College and Unemployment Rates
2012–2016
(% Marking “Very Important”)



Freshman Survey suggested the growing salience of employability, economic stability, college cost, and financial aid in the reasons why students pursued college and in the decisions they made during their college search processes. For example, the percentage of students concerned about going to college to get a better job has steadily declined from an all-time high of 87.9% in 2012 to 84.8% in 2016. In addition, first-time, full-time college students in 2016 are slightly less likely to identify making more money as a very important reason to attend college (72.6%) compared to their peers who started college in 2012 (74.6%).

Although concerns about the cost of attending college and strategies to finance college continue to be at the forefront of students’ and parents’ minds, **first-time, full-time students entering college in the fall of 2016 placed less weight than previous cohorts on economic considerations when deciding whether to pursue higher education**; instead, they drew their motivation for a college degree from a place of personal and intellectual development.

After several years in which the proportion of students who reported gaining a general education and appreciation of ideas as a very important reason to attend college hovered around 70%, more than three-quarters (75.4%) of the members of the 2016 incoming first-time, full-time cohort identified this consideration as “very important,” representing an increase of almost four percentage points from last year and the highest rate in the item’s 46-year history on the survey. Entering freshmen in 2016 also identified learning more about things that interest them as a very important reason to attend college (83.6%), also at the highest level since its debut on the survey in 1971 (70.4%).

MORE STUDENTS DECIDE AGAINST FIRST-CHOICE COLLEGE DUE TO COSTS

While students have shown less concern for the financial benefits of attending, the cost of enrolling at a specific campus has impacted their choice of college despite an improving economy. In 2016, **a record 15% of freshmen felt they could not afford their first-choice institution**—that’s a 60% increase from 2004

(9.4%), which was the first time this question was asked on the survey. In addition, the proportion of first-time, full-time students rating “not being offered aid by their first choice” as a very important factor in selecting their college has more than doubled from 4.4% in 1984 (when the item debuted on the Freshman Survey) to 11.5% in 2016.

CAMPUS VISITS—A GROWING VALUE IN CHOOSING A COLLEGE

Despite the availability of information about institutions on their websites or via social media, almost half of first-time, full-time students in 2016 considered a campus visit as very important (46.7%) in making their college choice.

This sets an all-time high for this item since its first appearance on the Freshman Survey in 2003.

Campus visits appear to have greater value among women (51.7% rating a visit as “very important” or “essential”) than among men (40.4%). Further, just over half of students attending their first-choice institution (54.6%) rated the campus visit as a very important factor in their decision-making process. By contrast, campus visits weighed less heavily in the decision process for students who decided to enroll elsewhere despite being accepted by their first choice (37.0%), and students who were denied admission by their first choice (36.2%).

SUGGESTED ACTION FOR INSTITUTIONS

Further analysis of the types of students that value the campus visit could provide admissions offices with more targeted agendas and activities for campus visits, but also provide information about students who may have barriers to campus visits.

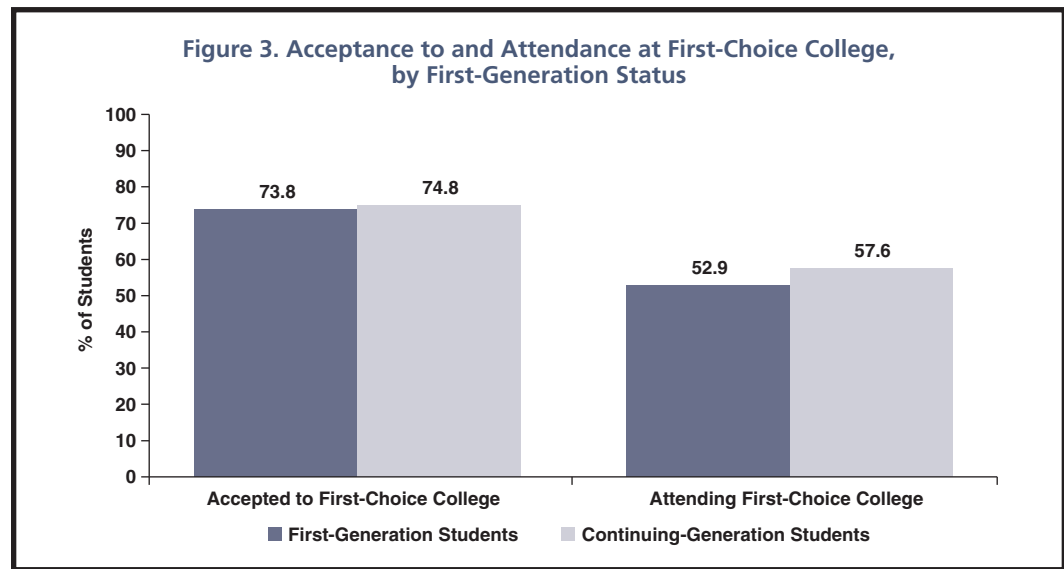
First Generation Students— Complex Motivations

COLLEGE CHOICE TIED TO COST FOR MANY FIRST-GENERATION STUDENTS

Choosing a college tends to be far more complex for freshmen who are the first in their family to attend college. HERI identifies “first-generation” college students as those who report that neither parent has attended a postsecondary institution. Given first-generation students’ overrepresentation among Hispanic students, foreign-born students, and students from less affluent households, they tend to engage in a more complex, distinct process in choosing a college (Saenz, Hurtado, Barrera, Wolf, & Yeung, 2007).

While first-generation freshmen are nearly as likely to be accepted by their first-choice institution (73.8%) as freshmen with parents who have at least some college experience (74.8%), they are less likely than their peers to be attending their first-choice institution (52.9% compared to 57.6%). (See Figure 3.)

First-generation students are more likely to consider the cost of their selected institution and being offered financial assistance as very important factors in selecting their college (56.1% and 58.2%, respectively) compared to continuing-generation students (45.1% and 43.9%, respectively), differences of 11 and 14.3 percentage points, respectively.



SUGGESTED ACTION FOR INSTITUTIONS

Given the apparent differential influence of financial concerns in first-generation students’ college choice, institutions need to pay particular attention to this demographic both in terms of financial aid packaging and transitioning these students into college, as they represent about one in five first-time, full-time freshmen nationally.

CHARACTERISTICS AND DEGREE MOTIVATIONS OF FIRST-GENERATION STUDENTS

First-generation college students continue to receive attention from researchers and policy-makers hoping to better understand the college-choice process and transition to college for this population of students. Over the past 10 years, the proportion of first-generation college students enrolling full-time in four-year institutions has hovered around 20%. In 2015, approximately 17.2% of incoming first-year students reported that they were first-generation college students, the lowest proportion of first-generation students in the history of the survey. In 2016, roughly 18.8% of the cohort of incoming students identify as first-generation college students.

The proportion of students identifying as first-generation varies considerably by sex and race/ethnicity. As shown in Table 2, about one in five women (20.3%) identify as first-generation, slightly more than men (17.0%). Across race/ethnicity, nearly three of five Latino students (57.3%) are first-generation, roughly double the proportions of students who identify their race as “other” (29.1%) and Black students (27.0%). By contrast, just 1 in 10 White students (10.5%) are first-generation.

Familial support is particularly important in the college-going process for first-generation students. Children of parents who did not attend college are often encouraged to go directly into the workforce to earn money, as parents may have less direct understanding of the social and economic benefits of a college degree (Lee, Sax, Kim, & Hagedorn, 2004). However, this year’s incoming first-year first-generation students indicated that their family plays an important role in choosing to go to college. In fact, nearly half (46.0%) of first-

Table 2. Percent of Group Identifying as First-Generation

Women	20.3
Men	17.0
Native American	21.5
Asian American/Pacific Islander	18.2
Black	27.0
Latino	57.3
White	10.5
Other	29.1
Multi-racial	17.3

generation college students reported wanting to please their family as a “very important” motivation for their decision to pursue a college degree.

Although first-generation students may differ in substantive ways from their peers whose parents attended college, **both groups share similar goals for future degree attainment.** Among first-generation college students one-quarter (24.9%) reported that the highest degree they plan to obtain is a bachelor’s degree. Roughly 38.6% of first-generation students intend to get a master’s degree, and 34.7% plan on obtaining a doctoral degree (J.D., M.D., Ph.D., Professional Doctorate, etc.). This is in line with continuing-generation college students, as 22.6% of continuing-generation students plan to get a bachelor’s degree, 41.5% plan on getting a master’s degree, and 34.9% intend on obtaining a doctoral degree.

Mental Health Concerns More Severe Among Students With Disabilities, Psychological Disorders, and Chronic Illness

Adjusting to the academic demands of college, moving away from home, and making new social connections represent just a few of the factors contributing to college students’ stress, anxiety, or depression levels, especially among new students with already existing stressors such as a disability, chronic illness, or psychological disorder. The Freshman Survey asks specifically

if a student has a disability or psychological disorder, and students have the ability to mark as many of the options as apply. Collectively, these items give voice to students with specific diagnoses as well as those who lack a formal diagnosis or label. Overall:

- 21.9% of incoming freshmen identified as having at least one disability/disorder.
- Roughly 16.0% of the incoming class identified as having only one disability.
- An additional 4.3% selected two options in this bank, with another 1.6% choosing three or more options.

Students also report how often in the past year they have felt anxious, depressed, or overwhelmed as well as their likelihood of using counseling services while in college. We find that, on each of these measures connected to students' mental health and well-being, those who identified as having a disability, chronic illness, or psychological disorder report stronger expectations of utilizing counseling and more frequent feelings of anxiety, depression, and being overwhelmed.

HIGHER LIKELIHOOD OF COUNSELING SERVICE USE IN COLLEGE

Students with mental health concerns anticipate greater use of counseling services. With one in five entering first-time, full-time students self-identifying with a diagnosed disability or medical condition, it may come as no surprise that college counseling centers continue to experience a rise in the number of students using their services (Misner, 2014). Although the rise in usage could indicate an increased need for such services, students may also be more inclined to access their college counseling center than in previous years. Overall, 13.9% of entering

freshmen anticipate a “very good chance” of seeking personal counseling while in college. This percentage has increased steadily since the early 1990s, from a low of 3.5% in 1991.

About one in eight entering first-time, full-time students in 2016 (11.9%) reported feeling depressed “frequently” in the past year, and about a third of these students (34.0%) anticipate a “very good chance” of seeking personal counseling, which is substantially higher than the rate for all freshmen (13.9%). Among the 10.7% of students who reported having a psychological disorder, just over half (51.8%) have frequently felt depressed in the past year, and 35.8% anticipate there is a very good chance they will seek personal counseling (see Table 3).

Nearly a third of students with autism report a very good chance of seeking personal counseling (31.4%). Freshmen with a learning disability,

SUGGESTED ACTION FOR INSTITUTIONS

While students with a disability, ADHD, autism spectrum disorder, a chronic condition, or psychological disorder represent a small portion of the college student population overall, it is of value to understand which students may require or seek more support or intervention, thus allowing college counseling centers to tailor their services to students in need.

Table 3. Student Depression and Likelihood of Seeking Counseling, by Disability/Disorder

	Frequently Felt Depressed	Likelihood of Seeking Counseling (very good chance)
Learning disability	18.7	20.8
Attention deficit hyperactivity disorder (ADHD)	20.2	19.2
Autism spectrum disorder	29.7	31.4
Physical disability (speech, sight, mobility, hearing, etc.)	19.5	17.9
Chronic illness (cancer, diabetes, autoimmune disorders, etc.)	22.3	20.4
Psychological disorder (depression, etc.)	51.8	35.8
Other	24.9	23.0

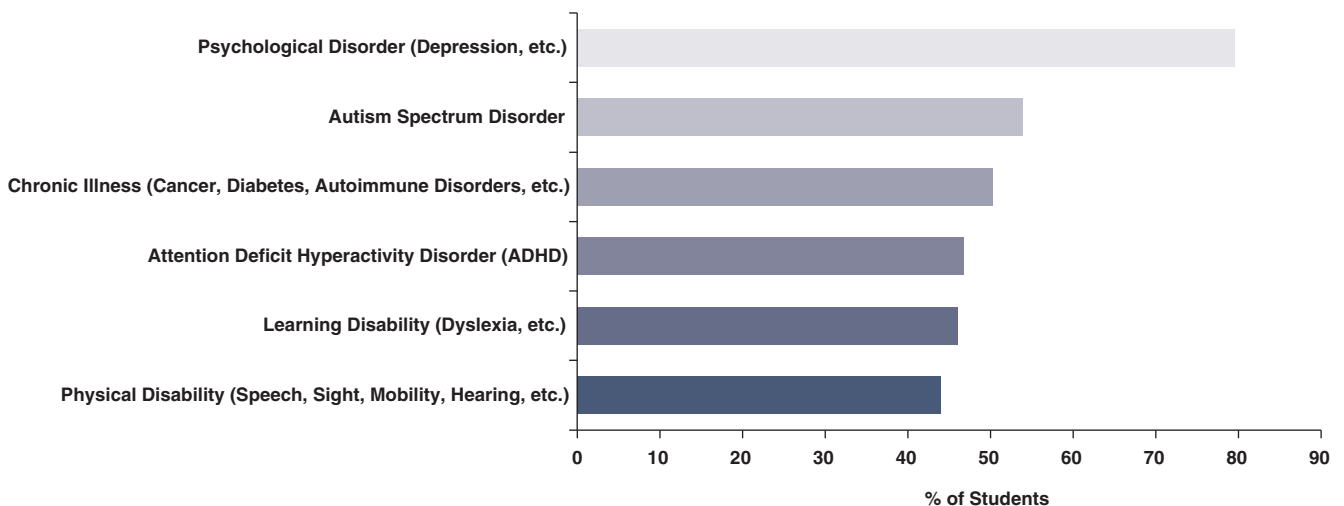
ADHD, or a chronic illness are all equally likely to expect to have a very good chance they will seek counseling (20.8%, 19.2%, and 20.4%, respectively). Students with a physical disability are the least likely to anticipate seeking counseling in college (17.9% very good chance); however, that proportion exceeds the national sample of first-time, full-time freshmen by four percentage points. In other words, **freshmen who frequently feel depressed or who have a disability, disorder, or chronic condition have double or triple the odds of the expectation to seek personal counseling than other freshmen.**

ANXIETY ALSO MORE PREVALENT AMONG STUDENTS WITH DISABILITIES, CHRONIC ILLNESSES, AND PSYCHOLOGICAL DISORDERS

The 2016 Freshman Survey introduced an item measuring how frequently respondents felt anxious in the past year. More than one-third (34.5%) of incoming first-time, full-time college students frequently felt anxious. Students identifying with any of the disabilities, psychological disorders, or chronic illnesses listed on the instrument have a greater likelihood than other freshmen to have frequently felt anxious in the past year.

Figure 4 shows that students who reported having a psychological disorder were

Figure 4. Frequency of Feeling Anxious in the Past Year, by Self-Reported Disability (% Indicating "Frequently")



significantly more likely to report frequently feeling anxious (79.5%) than those with any other type of disability. However, more than half of those who reported having Autism Spectrum Disorder (53.9%) or chronic illness (50.3%) also frequently felt anxious. Of all the students who identified as having a disability, those with a physical disability were least likely to frequently feel anxious (44.0%), which is roughly 10 percentage points higher than the national sample.

Disaggregating Diversity: Entering Transgender, Former Foster Care, and Military-Affiliated College Students

U.S. colleges and universities increasingly enroll students whose demographic characteristics, family backgrounds, and pre-college experiences significantly contribute to the growing diversity across higher education institutions (Eagan, Stolzenberg, Ramirez, Aragon, Suchard, & Rios-Aguilar, 2016). In the past few years, the Freshman Survey has incorporated new items that enable campuses to learn more about differences in students' gender identities, experiences with the foster care system, and prior or current affiliations with the U.S. military. In the following sections, we explore the characteristics and pre-college experiences of students who identify as transgender, report having lived in foster care or as a dependent of the court, and have a current or prior connection to the U.S. military.

CREATIVITY, CONFIDENCE, AND COMMUNITY ENGAGEMENT AMONG TRANSGENDER COLLEGE STUDENTS

For the first time in its 50-year history, the Freshman Survey in 2015 introduced an item inviting students to identify their gender identity. The 2016 administration included responses from 702 incoming freshmen from 182 different

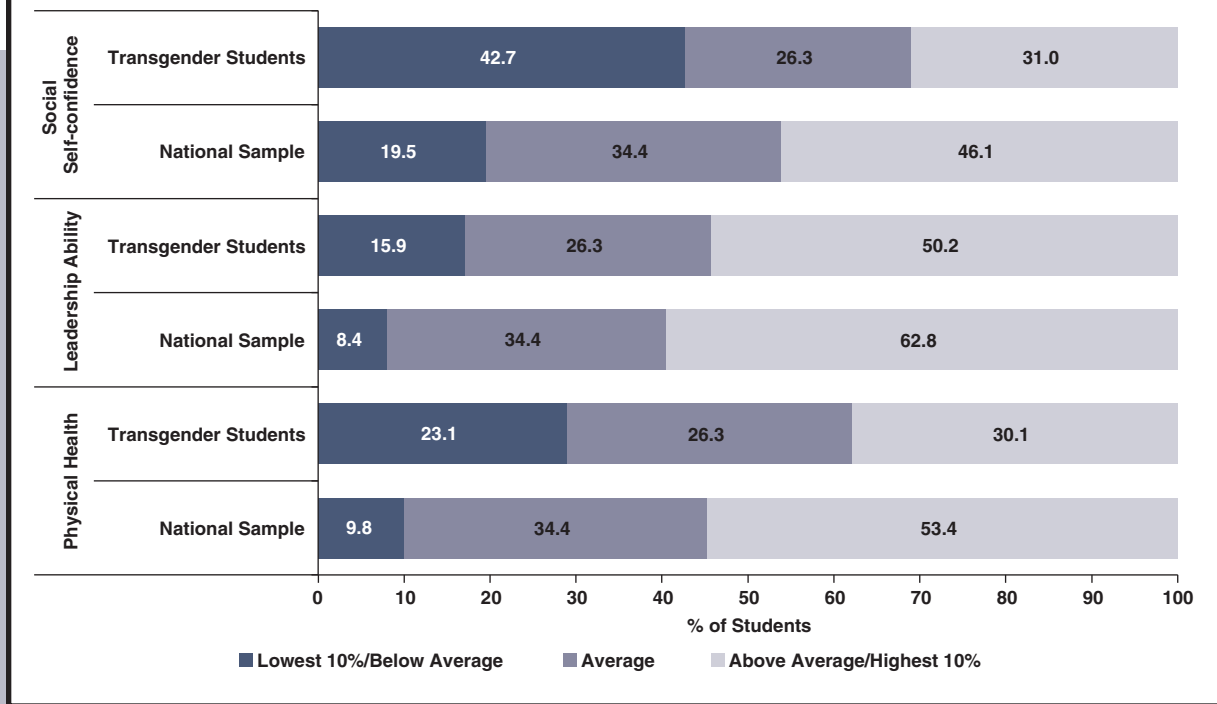
institutions identifying as transgender. In this section, we analyze the responses from the unweighted sample of transgender students and compare those findings to the nationally normed sample of first-time, full-time students. The normed sample includes representation from transgender students who comprise about one-half of one percent of all first-time, full-time students enrolling in four-year nonprofit U.S. colleges and universities in the fall of 2016.

Differences in confidence between transgender students and the normed sample vary considerably based upon the skill or trait under examination. For example, compared to the nationally normed sample, students identifying as transgender have far greater confidence in their artistic ability (52.0% vs. 30.7% rating “highest 10%” or “above average”) and creativity (64.0% vs. 52.6% rating “highest 10%” or “above average”). By contrast, transgender students rate themselves lower than first-time, full-time (FTFT) freshmen in the areas of social self-confidence, leadership ability, and physical health.

As shown in Figure 5, nearly half (46.1%) of FTFT freshmen rated their social self-confidence as above average compared to 29.4% of transgender first-year students. **Of these items, the largest gap between all FTFT freshmen and transgender students appears in their self-ratings of physical health.**

Measured against the average person their age, less than one-third of transgender students in this sample (30.1%) assess their physical health as above average compared to more than half of all FTFT first-year college students (53.4%). Similarly, a 12.6 percentage-point gap in the proportion of respondents rating their leadership ability as above average exists between all FTFT

Figure 5. Self-Rated Social Self-Confidence, Leadership Ability, and Physical Health, by Gender Identity



freshmen (62.8%) and transgender first-year students (50.2%).

Compared to the national sample of FTFT freshmen, transgender students also report lower levels of academic self-concept, which is a composite that integrates respondents' self-rated academic ability, mathematical ability, intellectual self-confidence, and drive to achieve.

- More than one-third (35.3%) of students identifying as transgender report low levels of academic self-concept (i.e., more than one-half standard deviation below the national mean) compared to 26.9% of all FTFT students.
- A smaller proportion of transgender students begin college with an average level of academic self-concept (42.7%) compared to the national sample (49.1%).

TRANSGENDER STUDENTS WELL-POSITIONED FOR ACADEMIC AND WORKFORCE SUCCESS

Moving from students' self-reported perceptions to behaviors offers a different pattern. **Although**

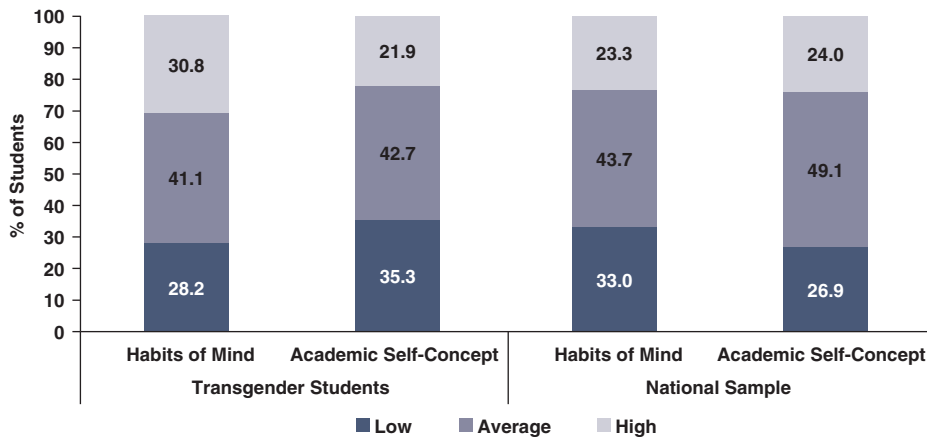
transgender students in this sample report less confidence in their academic abilities, they more readily exhibit behaviors associated with habits of mind for lifelong learning.

HERI's habits of mind construct includes a number of items connected to academic behaviors both inside and outside the classroom, including:

- Asking questions in class;
- Supporting opinions with a logical argument;
- Evaluating the quality and reliability of information.

As Figure 6 shows, nearly one-third of transgender students (30.8%) scored as "high" on the habits of mind composite measure compared to less than one-quarter of all FTFT students (23.3%). Transgender students were less likely than the nationally representative sample to fall into both the average (41.1% vs. 43.7%) and low (28.2% vs. 33.0%) groups on the habits of mind construct. As employers increasingly seek to hire individuals with strong critical thinking

Figure 6. Habits of Mind and Academic Self-Concept Construct Group Scores, by Gender Identity



addressing social and political issues compared to the national sample of FTFT freshmen (54.03 vs. 51.65).

As college students increasingly explore, embrace, and express their gender identities, colleges and universities have an obligation to support and celebrate the ways in which these students contribute to campus and society.

and problem solving skills (Hart Research Associates, 2013), these findings suggest that **transgender students begin college well-positioned for both academic achievement and success in the workforce.**

TRANSGENDER STUDENTS AND SOCIAL JUSTICE

Two other areas in which first-year transgender students appear to outpace all FTFT students include their pre-college engagement with the community and their disposition toward social justice. HERI’s civic engagement construct combines items regarding the frequency students volunteered and protested, among other items. By contrast, HERI’s social agency construct assesses the extent to which students value social and political involvement. Transgender students score significantly higher than the national sample of FTFT freshmen on both measures.

- Transgender students scored nearly one-half of a standard deviation higher in the civic engagement composite measure than all FTFT freshmen (57.23 vs. 52.63).
- The average scores for HERI’s social agency construct suggest that transgender first-year students place substantially greater emphasis on being informed about and involved with

PATHWAYS TO COLLEGE AMONG FORMER FOSTER CARE YOUTH

The 2016 Freshman Survey introduced a new item that asked students to indicate whether they had lived in foster care or as a dependent of the court at any time since they turned 13, and more than 1,000 students (n=1,147) responded in the affirmative to this question. Given that a student who has lived in foster care after age 13 can identify as independent on the FAFSA, analyses of students’ concerns about and strategies for paying for college underscore critical differences between former foster care youth and the national sample of FTFT first-year students. In this section, we refer to these students as former foster care youth and compare them to the nationally normed sample of FTFT freshmen.

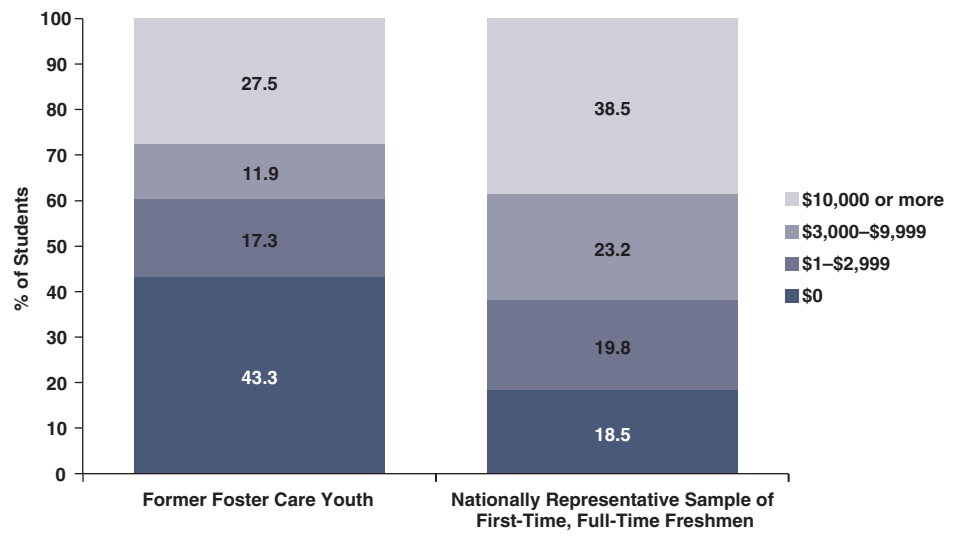
As they start their college careers, nearly one-quarter of former foster care youth (23.9%) have “major” concerns about their ability to finance their college education compared to just 13.3% of all FTFT incoming students. These differences likely connect to disparities in reported family/parental income. Nearly half of first-year students with connections to the foster care system (46.5%) reported parental/family income as less than \$30,000, nearly triple the proportion (16.3%) of all FTFT incoming students who reported the same.

With these differences in mind, it is not surprising that **former foster care youth utilize distinct strategies to pay for college.** Former foster care youth have a greater propensity than the national sample of FTFT students to use funding from work-study opportunities (29.9% vs. 19.7%) and Pell grants (54.2% vs. 28.4%) to finance their undergraduate education. By contrast, compared to all FTFT freshmen, former foster care youth not only have a lower likelihood of relying on *any* financial support from family or relatives to help pay for college (56.7% vs. 81.5%, see Figure 7) but they also are much less likely to report using \$10,000 or more from family members to finance the first year of college (27.5% vs. 38.5%). Despite relying less heavily on familial resources to finance college, **former foster care youth take out loans at lower rates than the national sample of FTFT freshmen to pay for their first year of college (48.6% vs. 55.5%).**

COLLEGE PREP OPPORTUNITIES LACKING FOR FORMER FOSTER YOUTH

Like their college financing strategies, former foster care youth's pre-college preparation opportunities differ in substantive ways from the average first-time, full-time student entering college in 2016. Among the national sample of FTFT freshmen, 6.3% report having attended a high school that did not offer any Advanced Placement (AP) courses, but the proportion of former foster care youth attending similarly underserved high schools is nearly triple (17.5%). Among students who enrolled in high schools with at least one AP course, former

Figure 7. Students' Use of Family Resources to Cover First-Year College Expenses, by Foster Care Status



foster youth enrolled in at least one AP course at lower rates than all FTFT incoming students (70.8% vs. 81.3%).

Generally speaking, **former foster care youth report taking fewer years of math, foreign language, and history/government than the FTFT normed sample.**

- Nearly all (89.6%) of the national sample of FTFT students completed four or more years of math in high school compared to 75.2% of former foster care youth.
- The proportions of students taking three years of foreign language in high school differed by about eight percentage points between former foster care youth (50.8%) and all FTFT freshmen (59.0%).
- Among all FTFT students in the national sample, 83.3% had three or more years of history/government compared to 71.3% of former foster care youth.

In addition to taking fewer years of math, foreign language, and history/government than FTFT students in the national sample, former foster care youth also reported lower high school

GPA. For example, former foster care youth had a lower likelihood than all FTFT freshmen of earning a high school GPA that fell within a range of A- to A+ (46.0% vs. 55.3%). These GPA differences may offer an explanation as to why former foster care youth have a higher propensity to report having participated in a summer bridge program, which focuses on college adjustment and strengthening academic skills before college. Participation among former foster care youth was nearly triple the rate of all FTFT freshmen (14.8% vs. 5.5%).

These differences may highlight disparities in access to quality high schools with more rigorous curricular offerings between incoming freshmen with links to the foster care system and the full sample of FTFT first-year students; however, these differences may also reflect the fact that, compared to the nationally representative sample of FTFT freshmen, this sample of former foster care youth tend to be:

- Older (15.4% were at least 20 years old vs. 4.2% of all FTFT);
- More likely to have previously taken courses at their current institution (9.9% vs. 5.6%);
- And more likely to have earned college credit elsewhere prior to enrolling in their current institution (19.2% vs. 11.4%).

In other words, former foster care youth may have tried to address differences in their access to AP courses in high school and in their high school course taking patterns by taking courses elsewhere either out of necessity (to meet admissions requirements) or as a strategy to ensure their academic and perhaps even financial readiness to pursue a bachelor's degree. Given the critical ways in which former foster care youth distinguish themselves from the average FTFT first-year student, campus leaders have an

obligation to assess whether and how existing policies and programs meet the needs of this population.

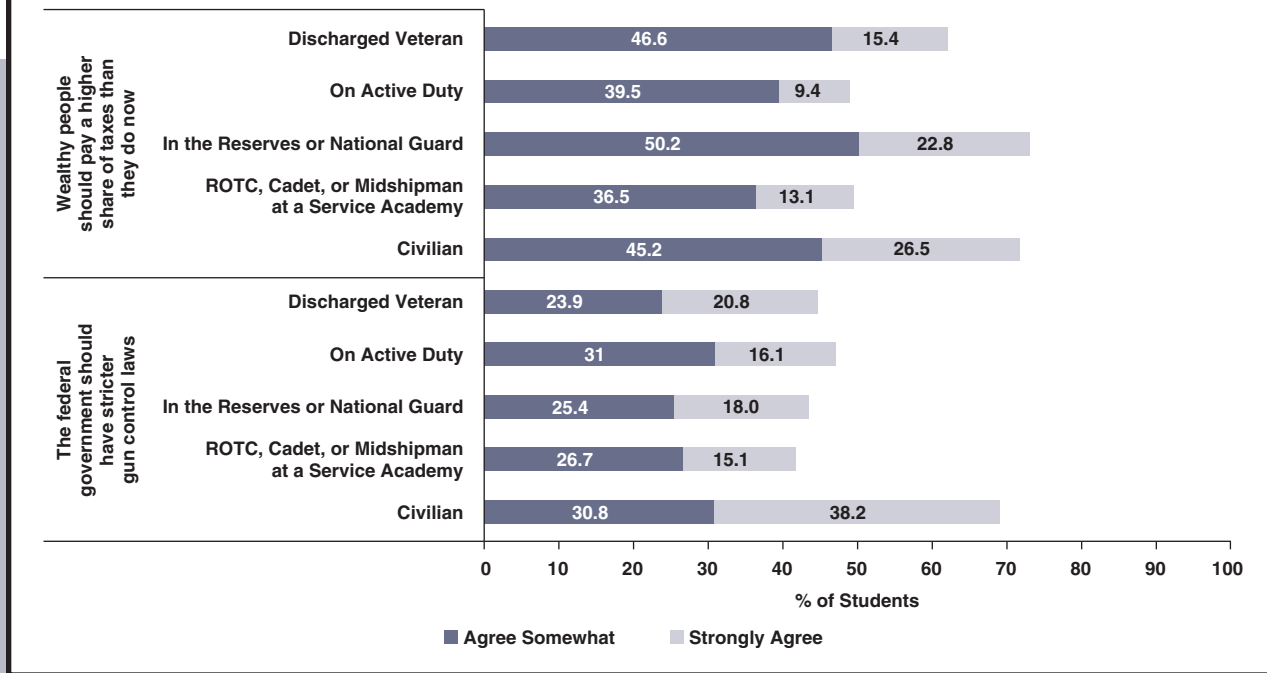
IDEOLOGY AND PROPENSITY TOWARD LEADERSHIP DISTINGUISH MILITARY-AFFILIATED STUDENTS

For decades, the Freshman Survey has included an item on whether incoming students had previously served in the U.S. military, and the 2016 administration introduced the latest version of the item, which now provides even more granularity. In this section, we highlight a few of the traits that distinguish incoming first-year students currently serving in the Reserves or National Guard (n=296), those on active duty (n=218), and discharged veterans not serving on active duty or in the Reserves or National Guard (n=242) from the nationally representative sample of FTFT first-year students.

In general, military-affiliated students describe their political orientation as more conservative than all FTFT first-year students. For example, nearly half (47.7%) of incoming students on active duty describe their political orientation as either “far right” or “conservative.” More than one-quarter of those in the Reserves/ National Guard (29.2%) and discharged veterans (28.4%) reported the same, while only 22.2% of all FTFT students rate themselves as right-of-center.

Being further to the right in terms of their political orientations may partially explain the fact that military-affiliated students also express more conservative views on political and social issues than the national sample of FTFT incoming students. Figure 8 shows that more than two-thirds of the national sample (67.9%) agree that the federal government should have stricter gun control laws compared to less than half of

Figure 8. Views on Political and Social Issues, by Type of Military Affiliation



each of the military-affiliated student groups. Discharged veterans' views on this item are the most conservative among military-affiliated student subgroups with just 41.2% believing the federal government should have stricter gun control laws. Views on tax policy are just as varied with half (50.0%) of those on active duty agreeing that the wealthy should pay more taxes compared to veterans (62.1%), the national FTFT sample (70.7%), and students currently serving in the Reserves/National Guard (72.2%).

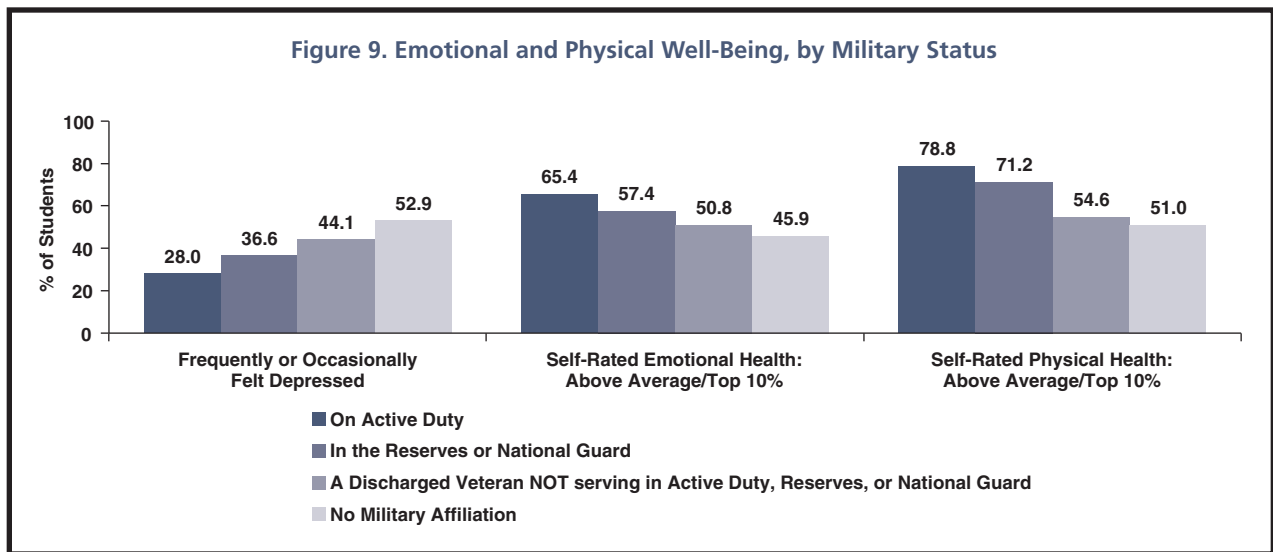
Military service often compels people to hone and display their leadership skills. Compared to the average person their age, 83.4% of incoming students serving on active duty rated their leadership skills as above average, which exceeded all other groups by at least 13 percentage points. About two-thirds of students serving in the Reserves/National Guard (66.2%) and discharged veterans (67.9%) assessed their leadership skills as above average compared to 62.8% of all FTFT incoming students.

Those currently affiliated with the military express strong inclinations toward student government participation and community engagement.

- 41.2% of students on active duty expect either “some chance” or a “very good chance” of participating in student government compared to 27.3% of discharged veterans.
- More than half of students in the Reserves/ National Guard and those on active duty place great value on becoming a community leader (54.9% rating “very important” or “essential” for both groups), which was 15.8 percentage points higher than discharged veterans (39.1%).

Similar to their beliefs about leadership, students who are discharged veterans rate themselves lower than their other military-affiliated peers on both emotional and physical health, which could be explained in part by their years of experience in the military or the fact that entering student veterans tend to be older than their

Figure 9. Emotional and Physical Well-Being, by Military Status



peers. Figure 9 shows that 54.6% of discharged veterans rate themselves above average, nearly 17 percentage points less than those in the Reserves/National Guard and more than 21 percentage points less than their peers on active duty. About half (50.8%) of discharged veterans rate themselves above average in emotional health compared to 57.4% of those in the Reserves/National Guard and 65.4% on active duty.

A greater proportion of student veterans reported feeling depressed in the past year (44.1%) compared to students on active duty (28.0%) and those in the Reserves/National Guard (28.0%). These findings further underscore the need for campuses to allocate sufficient resources to meet the mental health needs of their students, as military-affiliated students, particularly discharged veterans, begin college with significant mental and emotional health concerns.

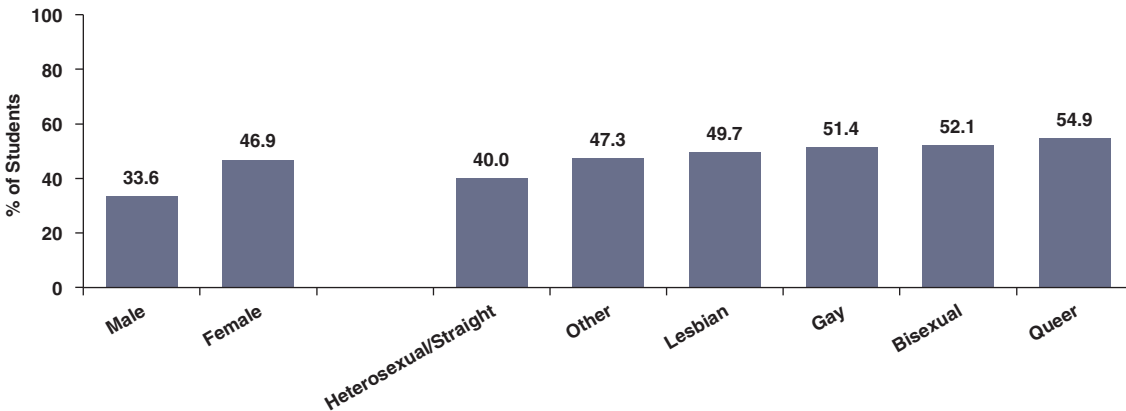
Time Spent with Online Social Networks Rises to Record High

For nearly three decades, the Freshman Survey has asked incoming freshmen to report how

many hours per week they spend doing a variety of activities. As social media grew in popularity in the mid 2000s, HERI introduced a new item in 2007 about students' use of online social networks. From 2007 through 2015, about a quarter of students consistently reported spending six or more hours per week using social media. **In 2016, the proportion of students using social media for at least six hours per week jumped to 40.9%**, nearly 14 percentage points higher than the previous high of 27.2% reached in both 2011 and 2014.

Figure 10 shows that nearly half of all female students (46.9%) spent at least six hours per week using online social networks compared to only about a third of male students (33.6%). Black (47.3%), Asian (47.2%), and multiracial (41.7%) students were more likely to spend at least six hours per week using online social networks compared to their Hispanic (39.7%), White (38.9%), and Native American (35.9%) peers. Just 40.0% of heterosexual students spent at least six hours per week engaging with online social networks, which was much lower than their gay (51.4%), lesbian (49.7%), bisexual (52.1%), and queer (54.9%) peers.

Figure 10. Proportion of Students Spending Six or More Hours per Week on Social Media, by Sex and Sexual Orientation



POLITICAL IDENTITY AND ONLINE SOCIAL MEDIA PARTICIPATION

With respect to political orientation and political engagement, 44.9% of left-leaning students spent at least six hours per week engaging with social media compared to their centrist (39.8%) and right-leaning (36.2%) peers.

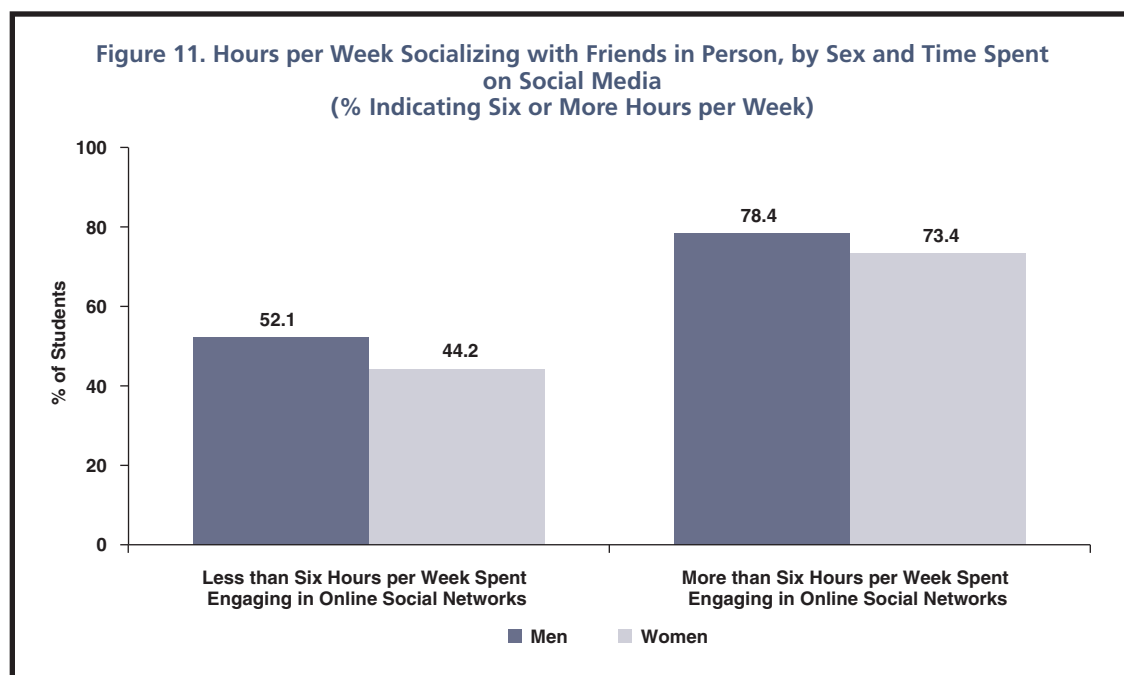
Despite the polarization exhibited during the 2016 U.S. presidential election and the proclivity to share ideas and news over social media, it may come as a surprise that, among students who spent at least six hours each week

using social media, 44.8% reported that they never publicly communicated their opinion about a cause in the past year. About one-third of incoming FTFT students (33.8%) who spent that amount of time on social media “occasionally” communicated their opinion about a cause, and 21.4% “frequently” communicated their opinion about a cause. By contrast, the frequency with which students discussed politics did not seem related to their level of engagement with online social networks.

44.9%
Left-of-Center
Students
Spent at Least
Six Hours Each Week
Engaging with
Social Media

39.8%
Centrist
Students
Spent at Least
Six Hours Each Week
Engaging with
Social Media

36.2%
Right-of-Center
Students
Spent at Least
Six Hours Each Week
Engaging with
Social Media



ONLINE SOCIAL MEDIA USE DOES NOT SUBSTITUTE FOR IN-PERSON INTERACTIONS

FTFT students entering college this fall **do not seem to substitute more frequent use of online social networks for in-person interactions with friends.** Three-quarters (75.2%) of students who spent at least six hours per week using social media during the past year also spent at least six hours per week socializing with friends in person. By contrast, roughly half (48.2%) of students who averaged less than six hours each week connecting in online social networks also spent six or more hours socializing with their friends in person.

Figure 11 reveals some slight differences by sex. Regardless of number of hours on social media, incoming male students were more likely to socialize with friends in person than their female classmates. More than three-quarters of men (78.4%) who engaged in online social networks for at least six hours each week also spent at least as much time socializing with friends in person, which exceeded the same figure for women by five percentage points (73.4%). Men whose weekly time using social media averaged less

than six hours tended to be more likely than women to socialize with their friends in person for at least six hours each week (52.8% vs. 44.2%).

Students Enroll in Colleges Closer to Home

This year’s incoming first-year students tended to enroll in colleges located closer to home than in previous years. Roughly 37.9% of incoming first-year students enrolled in an institution within 50 miles of their permanent residence, including 13.0% of FTFT students attending college within 10 miles of their permanent homes—nearly two percentage points higher than the 11.3% of students reporting the same in 2015.

Not only are more students attending schools closer to home but more of them are also planning to live with family members than in past years. Almost one-fifth of incoming first-year students (18.5%) plan to live with parents or relatives during their first year of college, three points higher than in 2015 (15.3%).

About two-thirds of students expecting to live with parents or relatives also considered family to be an important factor in choosing their college, and about four out of five noted the importance of being able to live near home in their ultimate decision.

Finally, roughly three-quarters of students who expected to live with parents or relatives were accepted by their first-choice institution (76.8%); however, only half of those students (54.9%) decided to attend their first-choice institution. By contrast, students planning to live in a private room (60.9%), college residence

hall (57.1%), or fraternity or sorority house (70.5%) enrolled at their first-choice institutions at much higher rates. It is unclear whether rising costs associated with living expenses and tuition, stronger familial ties, or other factors are contributing to more students planning to live with parents or relatives and attend college closer to home. However, these findings suggest that students who choose an institution closer to home and/or live with family tend to be more likely than their peers to sacrifice the opportunity of attending their first-choice college or university.

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2016 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.
<https://heri.ucla.edu/publications-tfs/>

2016 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	137,456	80,323	57,133	31,040	49,283	22,673	10,397	16,213	36,882	20,251	4,911	2,304	2,607
Is English your primary language?													
Yes	93.5	93.5	93.5	92.7	94.6	93.0	95.4	95.7	94.0	91.4	99.0	99.2	98.6
No	6.5	6.5	6.5	7.3	5.4	7.0	4.6	4.3	6.0	8.6	1.0	0.8	1.4
In what year did you graduate from high school?													
2016	97.9	97.4	98.5	97.1	97.6	97.3	98.8	97.3	98.6	98.1	96.1	95.3	97.5
2015	1.5	2.0	1.1	2.1	1.8	2.1	0.9	1.9	1.0	1.4	2.5	3.2	1.4
2014 or earlier	0.5	0.6	0.4	0.7	0.5	0.5	0.2	0.6	0.4	0.4	1.2	1.3	1.0
Did not graduate but passed G.E.D. test	0.1	0.1	0.0	0.1	0.1	0.1	0.0	0.1	0.0	0.1	0.1	0.2	0.1
Are you enrolled (or enrolling) as a:													
Full-time student	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Part-time student	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
How many miles is this college from your permanent home?													
5 or less	5.4	7.1	3.5	9.0	4.9	4.1	7.6	4.4	3.5	3.5	5.7	5.8	5.5
6 to 10	7.6	9.7	5.4	13.0	5.7	4.3	10.9	4.5	5.6	4.7	5.7	4.7	7.3
11 to 50	24.9	28.2	21.4	34.2	21.0	17.6	29.1	20.4	21.8	19.7	16.5	17.5	14.8
51 to 100	15.1	14.2	16.0	12.7	16.1	17.8	14.7	15.1	17.7	8.6	17.0	22.9	6.9
101 to 500	29.7	23.9	35.8	19.5	29.2	28.8	23.0	32.6	38.8	23.3	29.9	33.5	23.7
Over 500	17.3	16.9	17.8	11.6	23.1	27.3	14.7	23.0	12.6	40.2	25.2	15.7	41.8
What was your average grade in high school?													
A or A+	27.7	22.7	33.0	19.5	26.6	25.6	24.9	28.4	31.6	39.1	13.6	11.3	17.8
A-	27.4	23.8	31.1	21.8	26.2	27.1	26.6	25.0	31.0	31.6	12.9	10.6	16.9
B+	20.3	22.0	18.5	23.1	20.6	21.0	23.7	18.7	19.3	15.2	22.9	22.1	24.3
B	17.1	21.3	12.7	24.9	16.8	17.4	16.9	16.2	13.3	10.1	23.8	25.0	21.7
B-	4.9	6.5	3.2	7.0	5.9	5.8	5.1	6.3	3.3	2.7	13.2	14.9	10.3
C+	1.8	2.7	1.0	2.6	2.7	2.1	2.1	3.5	1.0	0.9	8.9	10.8	5.5
C	0.8	1.1	0.4	1.1	1.2	1.1	0.5	1.8	0.4	0.3	4.4	5.0	3.4
D	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.2
Prior to this term, have you ever taken courses for credit at this institution?													
Yes	5.6	6.5	4.6	7.1	5.8	5.1	5.3	6.7	4.8	3.9	10.4	9.8	11.4
No	94.4	93.5	95.4	92.9	94.2	94.9	94.7	93.3	95.2	96.1	89.6	90.2	88.6
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	11.4	11.8	11.0	11.9	11.7	10.6	10.5	13.6	11.2	10.1	16.6	15.3	19.0
No	88.6	88.2	89.0	88.1	88.3	89.4	89.5	86.4	88.8	89.9	83.4	84.7	81.0
Where do you plan to live during the fall term?													
With my family or other relatives	18.5	25.4	11.2	36.8	11.6	8.5	21.7	9.6	11.8	8.6	8.7	7.4	10.9
Other private home, apartment, or room	3.0	1.8	4.3	2.4	1.0	1.2	0.9	0.8	5.1	1.1	2.6	2.5	2.6
College residence hall	74.8	69.6	80.3	56.4	85.7	88.3	76.5	87.7	78.3	88.9	86.1	87.5	83.7
Fraternity or sorority house	0.8	0.2	1.5	0.1	0.4	0.8	0.1	0.1	1.8	0.1	0.0	0.0	0.0
Other campus student housing	2.5	2.6	2.5	3.9	1.1	0.9	0.6	1.4	2.8	1.1	2.0	1.8	2.3
Other	0.3	0.4	0.3	0.4	0.3	0.3	0.2	0.3	0.3	0.1	0.6	0.7	0.5

2016 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
To how many colleges other than this one did you apply for admission this year?													
None	10.8	11.4	10.1	11.2	11.8	11.1	8.3	14.2	10.8	6.9	7.3	8.1	5.9
1	7.7	7.6	7.8	8.0	7.2	5.7	5.6	9.4	8.6	4.2	5.0	5.8	3.5
2	10.2	10.3	10.1	10.6	10.0	7.8	8.6	13.0	11.1	5.6	9.9	10.9	8.0
3	13.9	15.1	12.7	16.6	13.3	11.4	12.1	15.8	13.6	8.8	16.6	17.2	15.6
4	12.0	12.9	10.9	13.9	11.7	11.0	12.1	12.3	11.4	9.1	14.3	14.1	14.6
5	10.1	10.4	9.8	10.3	10.7	11.1	11.8	9.6	9.8	9.4	11.4	11.2	11.7
6	7.8	7.9	7.7	7.6	8.4	9.0	10.4	6.8	7.5	8.7	8.7	8.5	8.9
7 to 8	13.0	12.2	13.8	12.4	12.1	14.1	14.3	8.9	13.1	16.9	11.5	11.1	12.3
9 to 10	7.5	6.4	8.7	5.5	7.4	9.2	8.8	5.0	7.5	13.7	6.6	5.6	8.4
11 or more	7.0	5.6	8.5	4.1	7.5	9.7	8.1	4.9	6.6	16.7	8.7	7.4	11.0
Were you accepted by your first choice college?													
Yes	74.7	76.6	72.6	73.2	80.8	78.1	80.2	83.9	74.1	65.8	76.5	76.8	75.9
No	25.3	23.4	27.4	26.8	19.2	21.9	19.8	16.1	25.9	34.2	23.5	23.2	24.1
Is this college your:													
First choice	56.8	56.9	56.7	54.3	59.9	57.6	57.0	63.8	57.5	53.1	40.3	39.7	41.3
Second choice	26.9	27.2	26.6	28.8	25.2	26.2	27.8	22.8	26.5	26.8	33.1	32.5	34.1
Third choice	10.2	10.3	10.2	10.9	9.5	10.4	10.0	8.4	9.8	12.1	16.2	16.6	15.3
Less than third choice	6.1	5.7	6.5	6.0	5.3	5.8	5.2	4.9	6.2	8.0	10.5	11.2	9.3
Citizenship status:													
U.S. citizen	95.3	95.6	94.9	96.1	95.1	93.2	97.0	96.1	95.9	90.8	98.3	98.1	98.5
Permanent resident (green card)	1.9	1.8	2.0	2.3	1.3	1.6	1.3	0.9	2.1	1.9	0.5	0.5	0.5
International student (F-1, J-1, or M-1 visa)	2.1	1.6	2.5	0.4	3.1	4.7	1.1	2.6	1.5	6.9	1.1	1.2	0.9
None of the above	0.7	1.0	0.5	1.3	0.5	0.6	0.6	0.4	0.5	0.3	0.2	0.2	0.1
Please mark the sex of your parent(s) or guardian(s).													
Parent/Guardian 1													
Female	41.6	44.3	38.7	45.2	43.2	44.8	44.5	40.9	38.9	38.0	71.3	72.4	69.4
Male	58.4	55.7	61.3	54.8	56.8	55.2	55.5	59.1	61.1	62.0	28.7	27.6	30.6
Parent/Guardian 2													
Female	62.6	60.9	64.3	60.9	60.9	59.3	58.9	63.4	64.2	64.6	38.4	38.5	38.2
Male	37.4	39.1	35.7	39.1	39.1	40.7	41.1	36.6	35.8	35.4	61.6	61.5	61.8
Please mark which of the following courses you have completed:													
Algebra II	98.3	97.8	98.7	98.3	97.2	97.2	98.0	96.7	99.0	97.7	94.3	93.4	95.7
Pre-calculus/Trigonometry	84.9	80.2	89.5	79.6	80.9	83.9	83.9	76.3	89.0	91.8	68.2	62.9	76.3
Probability & Statistics	35.1	33.3	37.0	31.5	35.3	38.2	31.5	34.5	36.5	38.8	23.9	23.1	25.1
Calculus	38.9	30.1	47.3	27.7	32.8	38.5	30.7	27.9	45.7	53.8	15.8	12.5	20.5
AP Probability & Statistics	23.7	17.2	29.9	17.1	17.3	20.5	14.2	15.9	29.9	29.7	8.5	5.9	12.2
AP Calculus	38.3	27.3	48.6	29.0	25.3	29.3	22.3	23.0	47.5	52.9	12.5	8.4	18.1
AP Computer Science	6.1	3.6	8.4	4.3	2.9	3.6	2.2	2.6	8.3	9.1	2.3	2.2	2.5
How many weeks this summer did you participate in a bridge program at this institution?													
Zero	94.5	92.6	96.4	91.0	94.6	94.0	96.1	94.6	96.4	96.3	91.0	93.4	86.7
One to two	1.9	2.7	1.2	2.2	3.2	3.7	2.3	3.2	0.9	2.5	1.5	1.0	2.4
Three to four	1.3	2.3	0.3	3.1	1.3	1.7	1.0	1.2	0.3	0.6	3.0	2.3	4.0
Five to six	1.5	2.0	1.1	3.1	0.7	0.5	0.5	0.9	1.2	0.4	4.3	3.1	6.4
Seven or more	0.7	0.4	1.1	0.6	0.2	0.2	0.1	0.1	1.3	0.2	0.2	0.1	0.4

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
During high school (grades 9-12) how many years did you study each of the following subjects?													
Mathematics (3 years)	98.6	98.1	99.1	98.2	98.0	98.2	98.7	97.6	99.1	98.8	95.2	94.5	96.3
Foreign Language (2 years)	93.2	92.4	94.0	93.3	91.2	91.6	94.0	89.4	93.4	96.2	82.1	79.1	87.5
Physical Science (2 years)	61.7	58.7	64.7	59.4	57.9	60.6	59.7	54.3	63.8	68.8	42.2	39.9	46.2
Biological Science (2 years)	51.6	48.1	55.3	45.9	50.8	51.1	51.5	50.0	55.2	55.7	40.6	37.8	45.6
History/Am. Gov't (1 year)	98.5	98.3	98.8	98.3	98.2	98.1	99.0	98.0	98.9	98.1	96.4	95.8	97.4
Computer Science (1/2 year)	38.5	38.7	38.3	36.8	40.9	39.2	40.4	42.9	39.2	34.4	38.9	37.7	40.8
Arts and/or Music (1 year)	81.2	82.5	79.9	84.1	80.6	79.6	80.7	81.6	79.2	82.9	76.6	73.9	81.4
How many Advanced Placement/International Baccalaureate courses did you take in high school?													
AP Courses													
Not offered at my high school	6.4	7.4	5.3	5.4	9.8	9.7	6.7	11.4	4.7	7.7	9.1	10.2	7.2
None	17.6	24.6	10.4	24.2	25.0	22.5	27.7	26.3	10.5	9.8	38.2	43.5	29.0
1 to 4	45.3	48.1	42.5	49.6	46.2	46.7	49.0	44.4	43.7	37.0	44.1	40.2	50.8
5 to 9	25.7	17.4	34.3	18.2	16.5	18.4	15.0	15.3	33.8	36.5	7.0	4.5	11.2
10 to 14	4.6	2.3	7.0	2.4	2.1	2.4	1.4	2.1	6.8	8.2	1.1	1.1	1.1
15+	0.4	0.3	0.5	0.3	0.4	0.3	0.2	0.5	0.5	0.8	0.6	0.5	0.7
IB Courses													
Not offered at my high school	61.7	56.5	67.2	53.6	59.8	60.9	59.9	58.7	66.5	70.0	44.4	41.1	49.9
None	29.8	36.5	22.7	39.7	33.0	31.3	34.2	34.0	23.8	18.1	47.8	52.0	40.9
1 to 4	3.4	3.7	3.0	3.7	3.6	3.3	3.3	4.2	3.0	3.3	4.1	3.6	5.0
5 to 9	3.6	2.3	5.0	2.0	2.6	3.4	1.7	2.3	4.5	6.9	2.0	1.6	2.6
10 to 14	0.9	0.6	1.3	0.5	0.6	0.8	0.5	0.5	1.4	1.1	0.6	0.4	1.0
15+	0.6	0.4	0.8	0.5	0.4	0.4	0.3	0.4	0.9	0.6	1.1	1.3	0.6
At any time since you turned 13, were you in foster care or were you a dependent of the court?													
No	98.5	98.3	98.6	98.4	98.3	98.2	99.0	98.1	98.7	98.2	97.5	97.3	97.9
Yes	0.6	0.7	0.5	0.7	0.6	0.6	0.4	0.8	0.5	0.6	1.3	1.5	1.0
I don't know	0.9	1.0	0.8	0.9	1.1	1.2	0.7	1.1	0.8	1.2	1.2	1.2	1.0
Do you consider yourself:													
Pre-Med	20.5	18.2	22.9	17.5	19.1	17.9	23.4	18.2	23.2	21.5	31.3	28.7	35.9
Pre-Law	6.7	6.3	7.1	6.2	6.3	6.9	6.2	5.7	6.4	9.9	12.2	11.9	12.7
Your intended major:													
Arts and Humanities													
Art, fine and applied	1.3	1.7	0.9	1.7	1.6	1.8	0.9	1.6	0.9	0.7	0.7	0.4	1.2
English (language and literature)	1.3	1.4	1.2	1.4	1.5	1.9	1.1	1.3	1.1	1.5	0.7	0.4	1.2
History	0.9	1.1	0.7	1.1	1.0	1.1	0.7	1.0	0.7	0.8	0.4	0.5	0.4
Journalism/Communication	2.1	2.1	2.2	2.0	2.2	2.2	2.0	2.4	1.9	3.3	3.4	3.6	3.0
Classical and Modern Languages and Literature	0.3	0.3	0.3	0.2	0.3	0.4	0.1	0.4	0.3	0.2	0.1	0.2	0.0
Media/Film Studies	1.1	1.4	0.8	1.6	1.2	0.9	0.3	2.0	0.6	1.7	1.7	0.5	3.9
Music	1.3	1.6	1.0	1.3	1.9	1.3	0.5	3.1	0.9	1.3	1.3	1.3	1.2
Philosophy	0.3	0.3	0.3	0.3	0.3	0.4	0.4	0.3	0.2	0.4	0.3	0.2	0.5
Theatre/Drama	0.9	1.1	0.8	1.0	1.2	1.1	0.7	1.5	0.7	1.1	0.6	0.4	0.9
Theology/Religion	0.3	0.4	0.2	0.2	0.7	0.3	0.4	1.3	0.1	0.5	0.2	0.2	0.3
Other Arts and Humanities	0.9	0.9	0.8	1.0	0.9	0.9	0.5	1.0	0.8	1.0	0.8	0.5	1.2

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Your intended major (continued):													
Biological & Life Sciences													
Biology (general)	8.1	6.7	9.5	5.9	7.7	6.9	11.3	6.5	9.8	8.0	12.3	7.7	20.3
Animal Biology (zoology)	0.7	0.8	0.7	0.8	0.8	1.2	0.5	0.6	0.8	0.2	0.5	0.5	0.3
Ecology & Evolutionary Biology	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
Marine Biology	0.6	0.9	0.3	0.9	0.9	1.2	0.2	0.9	0.3	0.3	0.2	0.1	0.4
Microbiology	0.3	0.2	0.4	0.3	0.1	0.1	0.1	0.1	0.5	0.1	0.1	0.1	0.0
Molecular, Cellular, & Developmental Biology	0.6	0.4	0.8	0.4	0.3	0.4	0.3	0.3	0.8	0.8	0.1	0.1	0.2
Neurobiology/Neuroscience	1.4	0.8	2.1	0.3	1.3	1.5	1.2	1.1	1.9	2.7	0.9	1.1	0.5
Plant Biology (botany)	0.1	0.1	0.2	0.1	0.1	0.2	0.0	0.1	0.2	0.1	0.2	0.2	0.1
Agriculture/Natural Resources	0.5	0.4	0.7	0.4	0.3	0.4	0.0	0.4	0.8	0.2	0.7	1.1	0.2
Biochemistry/Biophysics	1.7	1.1	2.4	1.0	1.2	1.4	1.2	1.1	2.5	1.7	0.5	0.3	0.8
Environmental Science	0.9	1.0	0.9	0.8	1.2	1.9	0.5	1.0	0.9	0.7	0.1	0.1	0.0
Other Biological Science	0.7	0.5	1.0	0.4	0.6	0.8	0.5	0.4	1.1	0.7	0.2	0.0	0.5
Business													
Accounting	1.7	2.0	1.4	1.9	2.2	1.7	3.4	2.0	1.3	1.8	1.9	2.1	1.5
Business Administration (general)	2.5	2.8	2.3	2.3	3.3	2.5	2.7	4.4	1.9	3.9	3.2	2.9	3.7
Entrepreneurship	0.7	0.6	0.7	0.5	0.9	1.1	0.4	0.9	0.6	1.2	1.2	1.4	1.0
Finance	2.3	1.6	3.1	1.3	2.1	2.0	3.7	1.3	2.8	4.1	1.1	0.8	1.6
Hospitality/Tourism	0.3	0.4	0.2	0.7	0.0	0.0	0.0	0.1	0.3	0.1	0.1	0.1	0.1
Human Resources Management	0.2	0.2	0.1	0.3	0.1	0.1	0.2	0.1	0.1	0.2	0.1	0.0	0.2
International Business	0.7	0.8	0.7	0.5	1.1	1.4	1.1	0.7	0.5	1.6	0.3	0.2	0.4
Marketing	2.1	2.2	2.0	2.1	2.3	2.2	3.5	1.8	1.9	2.4	2.1	2.0	2.4
Management	2.1	2.7	1.5	2.9	2.5	2.4	3.0	2.3	1.5	1.8	4.1	4.8	2.9
Computer/Management Information Systems	0.3	0.3	0.3	0.4	0.3	0.2	0.2	0.3	0.3	0.3	0.3	0.3	0.1
Real Estate	0.2	0.3	0.2	0.3	0.2	0.1	0.2	0.3	0.2	0.2	0.3	0.5	0.1
Other Business	0.7	0.7	0.6	0.3	1.1	1.0	1.0	1.3	0.6	0.8	0.3	0.4	0.3
Education													
Elementary Education	1.8	2.4	1.2	2.3	2.5	1.5	2.6	3.4	1.3	0.8	1.4	1.5	1.1
Music/Art Education	0.5	0.7	0.3	0.7	0.7	0.4	0.3	1.2	0.4	0.1	0.3	0.5	0.1
Physical Education/Recreation	0.3	0.3	0.2	0.2	0.5	0.3	0.2	0.8	0.2	0.0	0.7	0.7	0.7
Secondary School Teacher in a non-STEM subject	1.0	1.1	0.8	0.9	1.4	1.0	1.7	1.5	0.9	0.5	0.9	1.4	0.1
Special Education	0.7	0.8	0.5	0.7	0.8	0.7	0.8	0.9	0.5	0.5	0.5	0.6	0.4
Other Education	0.3	0.4	0.3	0.4	0.4	0.3	0.3	0.5	0.3	0.2	0.3	0.4	0.2
Engineering													
Aerospace/Aeronautical/Astronautical Engineering	0.8	1.1	0.5	2.0	0.1	0.2	0.1	0.1	0.5	0.3	0.2	0.2	0.2
Biological/Agricultural Engineering	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.2	0.0
Biomedical Engineering	1.0	0.5	1.6	0.5	0.4	0.6	0.4	0.3	1.5	1.9	0.8	0.6	1.1
Chemical Engineering	0.9	0.4	1.4	0.5	0.2	0.2	0.2	0.2	1.5	1.0	0.3	0.1	0.7
Civil Engineering	1.0	1.1	1.0	1.6	0.5	0.4	0.7	0.4	1.1	0.5	0.5	0.6	0.3
Computer Engineering	1.2	0.8	1.6	1.2	0.4	0.5	0.3	0.5	1.8	0.9	0.7	0.5	1.1
Electrical/Electronic Communications Engineering	1.1	0.9	1.2	1.2	0.6	0.8	0.8	0.4	1.4	0.7	0.9	0.9	0.8
Engineering Science/Engineering Physics	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.2	0.1	0.3	0.1	0.0	0.2
Environmental/Environmental Health Engineering	0.3	0.2	0.4	0.3	0.2	0.3	0.1	0.1	0.4	0.3	0.2	0.3	0.1
Industrial/Manufacturing Engineering	0.3	0.3	0.4	0.3	0.2	0.3	0.1	0.3	0.4	0.3	1.2	1.8	0.1
Materials Engineering	0.3	0.2	0.4	0.3	0.2	0.2	0.2	0.2	0.4	0.2	0.2	0.2	0.0
Mechanical Engineering	3.0	2.3	3.8	3.1	1.3	1.3	1.7	1.2	4.2	2.0	0.8	0.6	1.2
Other Engineering	0.6	0.7	0.6	0.9	0.4	0.5	0.4	0.4	0.6	0.5	0.4	0.6	0.2

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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	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.3	0.1
Health Care Administration/Studies	0.4	0.4	0.3	0.4	0.4	0.4	0.4	0.4	0.3	0.5	0.3	0.4	0.1	
Health Technology	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.0	
Kinesiology	1.6	1.9	1.2	2.6	1.2	0.7	0.4	2.1	1.3	0.8	2.3	2.8	1.3	
Nursing	4.8	5.9	3.7	5.4	6.5	3.4	13.5	6.2	4.1	2.0	9.2	13.3	2.0	
Pharmacy	0.6	0.5	0.7	0.2	0.9	1.0	1.2	0.6	0.6	1.0	1.7	0.3	4.1	
Therapy (occupational, physical, speech)	1.8	2.3	1.3	2.0	2.7	2.6	2.1	3.1	1.3	1.0	3.5	4.8	1.3	
Other Health Profession	1.9	2.1	1.7	1.8	2.6	2.6	2.1	2.8	1.7	1.7	1.2	1.1	1.5	
Math and Computer Science														
Computer Science	3.7	3.1	4.4	3.8	2.3	2.7	1.9	2.1	4.5	3.7	3.2	2.9	3.6	
Mathematics/Statistics	1.7	1.5	1.8	1.6	1.3	1.7	0.8	1.3	1.9	1.5	0.7	0.8	0.6	
Other Math and Computer Science	0.4	0.3	0.4	0.4	0.3	0.4	0.1	0.4	0.4	0.5	0.2	0.2	0.2	
Physical Science														
Astronomy & Astrophysics	0.2	0.1	0.3	0.1	0.1	0.1	0.0	0.2	0.3	0.1	0.0	0.0	0.0	
Atmospheric Science	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	
Chemistry	1.3	1.1	1.5	1.1	1.0	1.1	1.5	0.7	1.5	1.3	1.5	1.0	2.5	
Earth & Planetary Sciences	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.3	0.1	0.0	0.0	0.0	
Marine Sciences	0.1	0.2	0.1	0.2	0.1	0.2	0.0	0.2	0.1	0.1	0.1	0.2	0.0	
Physics	0.7	0.5	0.8	0.5	0.5	0.7	0.3	0.4	0.9	0.7	0.2	0.1	0.4	
Other Physical Science	0.1	0.1	0.1	0.1	0.2	0.3	0.1	0.2	0.1	0.1	0.1	0.2	0.0	
Social Science														
Anthropology	0.3	0.3	0.3	0.3	0.3	0.4	0.0	0.2	0.3	0.3	0.0	0.1	0.0	
Economics	1.1	0.7	1.5	0.5	0.9	1.7	0.3	0.4	1.4	2.1	0.2	0.1	0.3	
Ethnic/Cultural Studies	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.2	0.1	0.1	0.0	0.0	0.0	
Geography	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	
Political Science (gov't., international relations)	3.0	2.4	3.6	2.3	2.5	3.3	2.1	1.9	3.1	6.1	2.5	1.8	3.7	
Psychology	4.4	4.8	4.0	4.8	4.9	5.1	4.6	4.9	4.1	3.8	6.8	6.4	7.5	
Public Policy	0.2	0.1	0.2	0.0	0.1	0.2	0.0	0.1	0.2	0.4	0.1	0.1	0.1	
Social Work	0.5	0.7	0.4	0.8	0.5	0.4	0.5	0.6	0.4	0.4	2.5	3.0	1.8	
Sociology	0.7	0.8	0.5	1.1	0.5	0.6	0.6	0.5	0.4	0.7	0.9	0.8	1.0	
Women's/Gender Studies	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.0	0.0	0.1	
Other Social Science	0.3	0.3	0.4	0.3	0.2	0.3	0.2	0.3	0.4	0.5	0.1	0.0	0.2	
Other Majors														
Architecture/Urban Planning	0.5	0.5	0.5	0.5	0.6	0.8	0.7	0.3	0.4	0.6	0.1	0.1	0.1	
Criminal Justice	2.3	3.2	1.4	3.6	2.6	2.9	1.9	2.7	1.5	1.1	5.7	6.9	3.7	
Library Science	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	
Security & Protective Services	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	
Military Sciences/Technology/Operations	0.1	0.1	0.0	0.2	0.0	0.0	0.1	0.1	0.0	0.0	0.1	0.1	0.0	
Other	2.2	2.6	1.8	2.2	3.0	2.9	1.4	4.0	1.7	2.1	2.0	2.4	1.2	
Undecided	8.6	8.4	8.7	8.5	8.3	9.8	9.0	6.4	8.8	8.7	2.6	2.9	2.0	

2016 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 career occupation													
Actor or Entertainer	1.2	1.4	1.0	1.4	1.4	1.3	0.8	1.9	0.8	1.5	1.4	0.9	2.4
Artist	0.8	1.1	0.5	1.2	1.0	1.4	0.6	0.8	0.5	0.5	0.4	0.2	0.8
Graphic Designer	0.8	1.1	0.5	1.3	1.0	0.9	0.6	1.3	0.5	0.6	0.7	0.7	0.6
Musician	1.5	1.8	1.1	1.8	1.9	1.5	0.6	3.0	1.0	1.4	1.6	1.8	1.2
Writer/Producer/Director	1.9	2.3	1.5	2.2	2.4	2.3	1.0	3.3	1.2	2.7	1.8	1.3	2.6
Farmer or Forester	0.3	0.4	0.3	0.4	0.3	0.3	0.1	0.4	0.3	0.2	0.7	0.6	0.9
Natural Resource Specialist/Environmentalist	0.7	0.8	0.7	0.7	0.9	1.0	0.3	1.0	0.8	0.3	0.6	0.7	0.5
Accountant	1.4	1.6	1.2	1.4	1.9	1.6	3.2	1.5	1.1	1.5	1.1	1.2	1.0
Administrative Assistant	0.3	0.4	0.2	0.3	0.4	0.3	0.3	0.6	0.2	0.3	0.3	0.2	0.4
Business Manager/Executive	2.8	2.7	3.0	2.4	3.1	3.0	2.9	3.2	2.6	4.3	2.3	2.5	2.1
Business Owner/Entrepreneur	2.6	2.6	2.5	2.5	2.8	3.0	2.6	2.6	2.2	4.0	4.0	3.9	4.1
Retail Sales	0.5	0.6	0.5	0.7	0.4	0.4	0.4	0.5	0.5	0.4	1.4	1.3	1.5
Sales/Marketing	1.8	1.9	1.7	1.7	2.1	2.1	2.8	1.7	1.7	2.0	1.4	1.4	1.4
Human Resources	0.3	0.4	0.3	0.4	0.3	0.3	0.4	0.3	0.3	0.3	0.2	0.0	0.3
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	2.2	1.7	2.7	1.3	2.2	2.3	3.3	1.4	2.5	3.9	0.7	0.5	0.9
Management Consultant	0.4	0.4	0.4	0.3	0.4	0.4	0.5	0.4	0.4	0.6	0.4	0.5	0.3
Real Estate Agent/Realtor/Appraiser/Developer	0.3	0.3	0.3	0.3	0.4	0.4	0.3	0.3	0.3	0.5	0.4	0.4	0.5
Sports Management	1.3	1.3	1.2	0.9	1.9	2.2	1.4	2.0	1.2	1.0	2.2	2.6	1.6
Journalist	0.9	0.7	1.1	0.7	0.8	0.9	0.5	0.8	1.0	1.4	1.0	0.7	1.5
Public/Media Relations	1.2	1.3	1.2	1.1	1.5	1.5	1.3	1.5	1.1	1.5	2.2	2.4	1.9
Advertising	0.4	0.3	0.5	0.3	0.3	0.4	0.3	0.3	0.5	0.5	0.2	0.3	0.2
College Administrator/Staff	0.3	0.3	0.2	0.3	0.3	0.4	0.0	0.3	0.3	0.1	0.3	0.4	0.0
College Faculty	0.4	0.4	0.4	0.3	0.5	0.7	0.2	0.6	0.4	0.5	0.3	0.3	0.2
Early Childcare Provider	0.6	0.8	0.4	0.8	0.7	0.5	0.5	0.9	0.4	0.4	0.9	1.0	0.6
Elementary School Teacher	2.2	2.9	1.4	2.8	3.0	2.0	2.8	4.0	1.5	1.2	1.5	1.6	1.4
Secondary School Teacher in Science, Technology, Engineering, or Math (STEM)	0.8	1.0	0.6	1.0	1.0	0.9	0.7	1.1	0.6	0.6	0.5	0.6	0.5
Secondary School Teacher in a non-STEM subject	1.7	1.9	1.5	1.8	1.9	1.7	1.8	2.1	1.6	1.4	0.9	1.0	0.7
Librarian	0.1	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.0
Teacher's Assistant/Paraprofessional	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.0
K-12 Administrator	0.3	0.4	0.2	0.4	0.4	0.4	0.2	0.3	0.1	0.3	0.2	0.3	0.1
Other K-12 Professional	0.7	0.9	0.5	0.9	0.8	0.9	0.7	0.9	0.5	0.6	1.0	1.3	0.6
Military	2.1	3.5	0.8	5.7	0.9	1.1	0.9	0.8	0.8	0.6	1.8	2.1	1.3
Federal/State/Local Government Official	1.5	1.2	1.8	1.1	1.4	1.8	1.1	1.1	1.6	2.9	1.0	0.8	1.3
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	1.6	2.1	1.1	2.5	1.8	1.9	1.4	1.8	1.1	1.0	1.8	2.2	1.2
Postal Worker	0.1	0.2	0.1	0.1	0.2	0.2	0.1	0.3	0.1	0.1	0.2	0.2	0.0
Dietician/Nutritionist	0.8	1.1	0.6	1.3	0.8	0.7	0.9	0.9	0.7	0.3	0.6	0.7	0.5
Home Health Worker	0.1	0.2	0.1	0.2	0.2	0.1	0.1	0.3	0.1	0.1	0.1	0.1	0.1
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	0.8	0.9	0.7	0.8	1.0	1.0	1.3	1.0	0.8	0.5	1.6	1.7	1.3
Registered Nurse	3.7	4.6	2.8	4.2	5.0	2.6	10.2	4.8	3.0	1.8	5.2	7.2	2.1
Therapist (e.g., Physical, Occupational, Speech)	4.1	5.0	3.1	5.1	4.9	4.5	3.7	5.9	3.3	2.4	6.5	8.3	3.7
Computer Programmer/Developer	2.8	2.2	3.5	2.7	1.6	1.7	1.2	1.6	3.7	2.8	1.6	1.3	2.1
Computer/Systems Analyst	0.7	0.7	0.7	1.0	0.4	0.5	0.4	0.3	0.8	0.4	0.8	0.8	0.9
Web Designer	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.2	0.1
Lawyer/Judge	3.6	2.8	4.3	2.5	3.1	3.8	3.2	2.5	4.0	5.7	5.6	4.5	7.5
Paralegal	0.3	0.2	0.3	0.2	0.2	0.2	0.1	0.1	0.3	0.2	0.4	0.4	0.3
Clinical Psychologist	2.0	2.1	1.9	2.3	1.9	1.9	2.3	1.8	2.0	1.6	3.1	2.9	3.4
Dentist/Orthodontist	1.3	1.1	1.5	1.0	1.1	0.9	2.0	0.9	1.5	1.2	1.5	1.2	2.1
Medical Doctor/Surgeon	10.2	7.0	13.4	5.9	8.2	8.0	11.2	7.0	13.4	13.5	11.6	7.0	19.0

2016 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 career occupation (continued)													
Optometrist	0.3	0.3	0.4	0.2	0.3	0.2	0.3	0.3	0.4	0.4	0.2	0.1	0.4
Pharmacist	1.1	1.0	1.3	0.8	1.2	1.2	1.8	0.8	1.3	1.4	2.7	0.9	5.5
Veterinarian	1.4	1.4	1.4	1.4	1.5	2.0	0.8	1.4	1.5	0.6	1.1	1.4	0.6
Engineer	7.0	5.0	8.9	6.7	3.1	3.2	3.3	2.8	9.6	6.0	2.6	2.3	3.1
Research Scientist (e.g., Biologist, Chemist, Physicist)	4.0	3.2	4.9	3.1	3.2	4.1	2.3	2.9	5.2	3.4	1.3	1.2	1.7
Urban Planner/Architect	0.5	0.5	0.5	0.6	0.5	0.6	0.5	0.4	0.5	0.6	0.4	0.4	0.3
Custodian/Janitor/Housekeeper	0.0	0.1	0.0	0.0	0.1	0.1	0.1	0.1	0.0	0.1	0.0	0.1	0.0
Food Service (e.g., Chef/Cook, Server)	0.1	0.2	0.1	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Hair Stylist/Aesthetician/Manicurist	0.1	0.1	0.1	0.1	0.0	0.0	0.1	0.1	0.1	0.0	0.1	0.2	0.1
Interior Designer	0.4	0.5	0.2	0.7	0.3	0.3	0.3	0.4	0.2	0.2	0.5	0.7	0.3
Skilled Trades (e.g., Plumber, Electrician, Construction)	1.5	2.0	1.1	2.0	1.9	1.1	3.6	1.8	1.3	0.5	4.4	6.8	0.6
Social/Non-Profit Services	0.5	0.5	0.5	0.4	0.6	0.7	0.3	0.7	0.4	0.7	0.5	0.6	0.4
Clergy	0.7	1.0	0.4	0.8	1.1	0.8	0.7	1.7	0.4	0.4	1.6	2.2	0.6
Homemaker/Stay at Home Parent	0.4	0.5	0.3	0.5	0.5	0.6	0.3	0.6	0.3	0.3	0.2	0.3	0.1
Other	4.7	5.4	4.0	5.2	5.6	5.3	4.0	6.6	4.1	3.5	5.8	6.1	5.3
Undecided	10.4	9.6	11.2	8.6	10.8	13.4	9.7	8.8	11.0	12.0	3.7	4.2	3.0
Parent/Guardian 1 occupation													
Actor or Entertainer	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.3	0.3	0.2	0.3
Artist	0.3	0.3	0.3	0.3	0.3	0.5	0.2	0.3	0.3	0.3	0.1	0.1	0.2
Graphic Designer	0.5	0.5	0.4	0.6	0.5	0.6	0.4	0.5	0.5	0.4	0.2	0.2	0.2
Musician	0.3	0.3	0.3	0.3	0.3	0.3	0.1	0.3	0.3	0.3	0.2	0.2	0.3
Writer/Producer/Director	0.2	0.2	0.2	0.2	0.3	0.4	0.1	0.2	0.1	0.4	0.2	0.3	0.1
Farmer or Forester	0.4	0.5	0.4	0.4	0.6	0.5	0.4	0.9	0.4	0.3	0.2	0.2	0.1
Natural Resource Specialist/Environmentalist	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.1	0.3	0.3	0.1
Accountant	3.0	2.9	3.1	2.7	3.1	3.0	4.1	2.7	3.1	3.1	3.0	3.2	2.5
Administrative Assistant	1.4	1.5	1.3	1.4	1.7	1.7	2.0	1.6	1.4	1.2	1.9	1.6	2.2
Business Manager/Executive	6.1	5.3	6.9	4.4	6.3	6.4	6.4	6.1	6.5	8.4	3.2	3.1	3.3
Business Owner/Entrepreneur	5.0	4.4	5.5	3.9	4.9	5.3	4.6	4.7	5.0	7.8	2.5	2.2	3.0
Retail Sales	1.1	1.1	1.0	1.1	1.1	1.0	1.3	1.2	1.1	0.8	1.0	0.8	1.4
Sales/Marketing	4.1	3.7	4.5	3.4	4.1	4.1	4.4	3.9	4.5	4.2	1.7	0.9	2.9
Human Resources	1.1	1.1	1.0	1.1	1.2	1.1	1.2	1.2	1.0	1.0	2.2	2.1	2.3
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	2.9	2.6	3.3	2.1	3.1	3.3	3.5	2.5	3.1	4.2	1.9	1.8	2.0
Management Consultant	1.0	1.0	1.1	0.8	1.1	1.2	1.0	1.0	1.0	1.4	0.8	0.8	0.9
Real Estate Agent/Realtor/Appraiser/Developer	1.4	1.2	1.7	1.2	1.2	1.2	1.2	1.2	1.7	1.6	0.8	0.9	0.7
Sports Management	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1
Journalist	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.2	0.2	0.3	0.2	0.2	0.2
Public/Media Relations	0.5	0.5	0.5	0.4	0.5	0.7	0.4	0.5	0.5	0.5	0.6	0.5	0.7
Advertising	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.3	0.1
College Administrator/Staff	0.6	0.6	0.5	0.5	0.8	0.8	0.6	0.9	0.5	0.7	0.8	1.0	0.6
College Faculty	0.9	0.8	1.0	0.5	1.1	1.4	0.5	1.1	0.8	1.6	0.4	0.3	0.6
Early Childcare Provider	0.9	1.0	0.8	1.1	1.0	0.9	1.1	1.0	0.8	0.8	1.7	1.7	1.7
Elementary School Teacher	2.2	2.4	2.1	2.4	2.4	2.2	2.6	2.6	2.1	1.8	2.9	3.2	2.4
Secondary School Teacher in Science, Technology, Engineering, or Math (STEM)	1.0	1.1	0.9	1.1	1.1	1.1	0.9	1.3	0.9	0.9	0.9	0.8	1.0
Secondary School Teacher in a non-STEM subject	1.1	1.1	1.1	1.1	1.2	1.4	1.1	1.1	1.1	1.1	0.7	0.6	0.8
Librarian	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.0
Teacher's Assistant/Paraprofessional	0.8	0.9	0.6	1.0	0.8	0.8	0.9	0.8	0.6	0.6	1.2	1.4	1.0
K-12 Administrator	0.8	0.9	0.7	0.8	0.9	0.8	0.9	1.1	0.7	0.7	1.1	0.9	1.5
Other K-12 Professional	1.0	1.1	0.9	1.2	1.0	1.2	0.7	1.1	1.0	0.8	1.7	1.8	1.7
Military	1.5	1.8	1.2	2.3	1.1	1.0	1.0	1.3	1.2	0.9	1.8	1.6	2.1
Federal/State/Local Government Official	1.3	1.4	1.3	1.4	1.3	1.3	1.1	1.4	1.3	1.2	1.9	1.8	2.2

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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 1 occupation (continued)													
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	2.2	2.5	2.0	2.7	2.2	2.1	2.7	2.0	2.1	1.3	2.4	1.9	3.1
Postal Worker	0.5	0.6	0.5	0.7	0.5	0.4	0.6	0.6	0.5	0.4	0.9	0.7	1.1
Dietician/Nutritionist	0.3	0.4	0.2	0.4	0.3	0.4	0.4	0.3	0.2	0.2	0.6	0.7	0.4
Home Health Worker	0.6	0.8	0.5	0.7	0.8	0.8	0.8	0.7	0.5	0.4	2.3	2.3	2.2
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	1.4	1.6	1.2	1.7	1.5	1.3	2.0	1.4	1.3	0.9	4.1	3.9	4.3
Registered Nurse	2.7	2.9	2.6	2.9	2.9	2.5	3.4	2.9	2.7	2.0	5.0	5.2	4.8
Therapist (e.g., Physical, Occupational, Speech)	1.1	1.1	1.0	1.0	1.2	1.4	0.9	1.3	1.0	0.9	1.1	1.0	1.2
Computer Programmer/Developer	1.8	1.4	2.1	1.3	1.4	1.5	1.2	1.4	2.2	2.1	0.7	0.6	0.8
Computer/Systems Analyst	1.9	1.6	2.1	1.6	1.6	1.5	1.4	1.7	2.2	1.8	1.2	1.1	1.3
Web Designer	0.2	0.2	0.1	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0.3	0.4	0.1
Lawyer/Judge	2.2	1.6	2.8	1.2	2.1	2.5	2.1	1.6	2.4	4.4	0.8	0.5	1.4
Paralegal	0.5	0.5	0.4	0.6	0.5	0.5	0.6	0.4	0.5	0.3	0.6	0.6	0.7
Clinical Psychologist	0.4	0.4	0.5	0.4	0.4	0.5	0.3	0.5	0.5	0.4	0.3	0.1	0.6
Dentist/Orthodontist	0.5	0.5	0.6	0.5	0.5	0.5	0.5	0.5	0.6	0.8	0.4	0.4	0.6
Medical Doctor/Surgeon	2.4	1.8	3.1	1.3	2.3	2.4	2.3	2.1	2.7	4.7	1.4	0.9	2.1
Optometrist	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.1	0.1	0.1
Pharmacist	0.5	0.4	0.5	0.4	0.5	0.5	0.5	0.4	0.5	0.5	0.7	0.5	1.0
Veterinarian	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.1	0.2	0.0
Engineer	5.3	4.1	6.4	4.0	4.2	3.8	4.3	4.5	6.7	5.2	1.5	1.4	1.7
Research Scientist (e.g., Biologist, Chemist, Physicist)	1.1	0.7	1.4	0.7	0.7	0.9	0.7	0.6	1.4	1.3	0.3	0.3	0.3
Urban Planner/Architect	0.5	0.5	0.5	0.5	0.5	0.7	0.5	0.4	0.6	0.5	0.2	0.3	0.2
Custodian/Janitor/Housekeeper	0.7	0.8	0.6	0.9	0.7	0.8	0.8	0.6	0.7	0.5	1.0	1.2	0.7
Food Service (e.g., Chef/Cook, Server)	1.5	1.5	1.6	1.6	1.3	1.3	1.3	1.2	1.7	1.1	1.8	1.9	1.7
Hair Stylist/Aesthetician/Manicurist	0.7	0.7	0.6	0.7	0.6	0.6	0.6	0.6	0.7	0.4	1.7	1.7	1.6
Interior Designer	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.2	0.3	0.2	0.1	0.2
Skilled Trades (e.g., Plumber, Electrician, Construction)	4.7	5.2	4.1	5.6	4.8	4.3	5.2	5.0	4.5	2.7	4.2	5.3	2.4
Social/Non-Profit Services	0.6	0.6	0.5	0.5	0.7	0.7	0.5	0.7	0.5	0.6	1.1	1.1	1.2
Clergy	0.7	0.8	0.6	0.6	1.1	0.6	0.4	2.0	0.5	0.8	0.6	0.4	1.0
Homemaker/Stay at Home Parent	5.0	5.4	4.7	5.9	4.8	4.8	5.2	4.8	4.5	5.3	4.3	4.8	3.4
Other	16.2	18.7	13.7	21.0	16.1	15.8	15.8	16.5	14.3	11.1	20.7	21.9	18.9
Undecided	0.9	1.2	0.6	1.5	0.9	0.8	1.0	1.0	0.6	0.5	2.5	3.1	1.6
Parent/Guardian 2 occupation													
Actor or Entertainer	0.2	0.2	0.2	0.2	0.2	0.3	0.1	0.2	0.2	0.3	0.2	0.2	0.2
Artist	0.5	0.5	0.5	0.4	0.5	0.8	0.2	0.4	0.5	0.6	0.2	0.1	0.2
Graphic Designer	0.5	0.5	0.5	0.4	0.5	0.5	0.4	0.5	0.4	0.6	0.7	0.9	0.3
Musician	0.3	0.4	0.3	0.3	0.4	0.5	0.3	0.3	0.3	0.4	0.4	0.5	0.3
Writer/Producer/Director	0.2	0.2	0.3	0.1	0.3	0.4	0.2	0.3	0.2	0.4	0.1	0.0	0.2
Farmer or Forester	0.3	0.4	0.3	0.4	0.4	0.4	0.2	0.6	0.3	0.3	0.4	0.3	0.4
Natural Resource Specialist/Environmentalist	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0.2	0.3	0.2
Accountant	2.8	2.5	3.1	2.3	2.7	2.5	3.1	2.6	3.1	3.3	1.7	1.7	1.6
Administrative Assistant	1.4	1.4	1.4	1.2	1.6	1.3	1.6	1.9	1.4	1.3	1.1	1.0	1.3
Business Manager/Executive	4.0	3.5	4.4	3.0	4.2	4.5	4.1	3.9	4.2	5.5	2.4	2.4	2.5
Business Owner/Entrepreneur	3.7	3.5	4.0	3.1	3.8	4.3	3.7	3.5	3.6	5.4	3.3	3.2	3.4
Retail Sales	1.1	1.1	1.1	1.1	1.1	1.1	1.1	1.0	1.2	1.0	0.7	0.7	0.6
Sales/Marketing	3.3	3.2	3.5	3.1	3.2	3.4	3.7	2.8	3.5	3.6	1.8	1.7	2.1
Human Resources	1.0	1.0	1.1	0.9	1.1	1.1	1.2	1.1	1.1	1.0	1.2	1.1	1.5
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	2.0	1.7	2.3	1.4	2.1	2.2	2.5	1.8	2.2	2.9	1.1	1.0	1.3
Management Consultant	0.9	0.7	1.0	0.6	0.9	1.0	0.8	0.9	0.9	1.1	0.7	0.5	0.9
Real Estate Agent/Realtor/Appraiser/Developer	1.3	1.1	1.5	1.2	1.1	1.2	0.9	1.0	1.5	1.6	0.7	0.7	0.7

2016 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 occupation (continued)													
Sports Management	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.2
Journalist	0.3	0.2	0.3	0.2	0.3	0.4	0.2	0.3	0.3	0.4	0.0	0.0	0.1
Public/Media Relations	0.4	0.4	0.4	0.3	0.5	0.5	0.6	0.4	0.4	0.5	0.5	0.4	0.6
Advertising	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.1	0.2	0.3	0.2	0.3	0.0
College Administrator/Staff	0.5	0.5	0.5	0.4	0.7	0.7	0.4	0.7	0.4	0.7	0.4	0.2	0.7
College Faculty	0.8	0.7	0.8	0.5	1.0	1.2	0.6	1.0	0.6	1.2	0.4	0.1	0.9
Early Childcare Provider	1.0	1.0	1.0	0.9	1.1	1.0	1.1	1.1	1.0	1.1	0.8	0.9	0.6
Elementary School Teacher	3.3	3.4	3.2	3.3	3.5	2.9	3.2	4.1	3.2	2.8	2.1	2.3	1.8
Secondary School Teacher in Science, Technology, Engineering, or Math (STEM)	1.0	1.0	0.9	1.0	1.1	1.1	0.8	1.1	0.9	1.0	0.8	0.9	0.8
Secondary School Teacher in a non-STEM subject	1.2	1.2	1.2	1.1	1.2	1.2	1.1	1.3	1.2	1.3	0.7	0.6	0.9
Librarian	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.2	0.3	0.2	0.1	0.1	0.1
Teacher's Assistant/Paraprofessional	1.1	1.2	1.1	1.1	1.3	1.1	1.3	1.4	1.2	0.8	0.4	0.4	0.4
K-12 Administrator	0.8	0.9	0.7	0.8	0.9	1.0	0.8	1.0	0.7	0.6	1.2	1.0	1.5
Other K-12 Professional	1.2	1.3	1.1	1.2	1.3	1.1	1.3	1.5	1.1	0.9	1.1	1.3	0.9
Military	1.0	1.1	0.8	1.3	0.9	0.8	0.7	1.2	0.8	0.7	2.6	2.4	2.7
Federal/State/Local Government Official	1.1	1.1	1.1	1.1	1.1	1.2	0.9	1.0	1.1	1.0	1.4	1.3	1.5
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	1.6	1.8	1.4	1.9	1.7	1.6	2.0	1.5	1.5	1.0	3.2	3.4	2.9
Postal Worker	0.5	0.6	0.4	0.7	0.5	0.5	0.6	0.5	0.4	0.3	0.8	0.7	0.9
Dietician/Nutritionist	0.4	0.4	0.4	0.5	0.3	0.2	0.4	0.4	0.4	0.3	0.4	0.4	0.4
Home Health Worker	0.5	0.6	0.5	0.5	0.6	0.6	0.7	0.6	0.5	0.3	0.7	0.7	0.7
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	1.4	1.5	1.4	1.6	1.4	1.2	1.8	1.3	1.4	1.0	1.5	1.2	1.9
Registered Nurse	3.3	3.2	3.3	3.2	3.1	2.5	3.6	3.6	3.5	2.8	1.9	1.7	2.2
Therapist (e.g., Physical, Occupational, Speech)	1.2	1.1	1.3	0.9	1.4	1.4	1.1	1.6	1.3	1.3	0.5	0.6	0.5
Computer Programmer/Developer	1.2	1.0	1.3	1.0	1.1	1.1	0.8	1.1	1.3	1.2	0.8	0.7	0.8
Computer/Systems Analyst	1.3	1.1	1.5	1.0	1.1	1.2	1.2	0.9	1.5	1.3	1.5	1.3	1.7
Web Designer	0.1	0.2	0.1	0.2	0.2	0.1	0.1	0.2	0.1	0.1	0.2	0.1	0.3
Lawyer/Judge	1.5	1.2	1.9	0.8	1.6	2.1	1.4	1.2	1.5	3.1	1.0	0.3	1.8
Paralegal	0.4	0.4	0.4	0.4	0.4	0.5	0.5	0.3	0.4	0.4	0.2	0.2	0.2
Clinical Psychologist	0.4	0.3	0.4	0.3	0.3	0.4	0.2	0.3	0.4	0.5	0.4	0.5	0.2
Dentist/Orthodontist	0.5	0.4	0.5	0.4	0.4	0.4	0.3	0.5	0.5	0.6	0.2	0.2	0.4
Medical Doctor/Surgeon	1.7	1.3	2.1	0.9	1.7	1.9	1.4	1.6	1.9	3.2	1.1	0.9	1.3
Optometrist	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.0	0.0	0.1
Pharmacist	0.6	0.5	0.7	0.4	0.5	0.5	0.5	0.5	0.7	0.7	0.3	0.2	0.5
Veterinarian	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.4	0.5	0.3
Engineer	3.1	2.6	3.6	2.4	2.8	2.9	2.8	2.6	3.7	3.3	3.2	3.3	3.1
Research Scientist (e.g., Biologist, Chemist, Physicist)	0.8	0.6	1.0	0.5	0.7	0.9	0.6	0.6	1.0	1.1	0.5	0.5	0.4
Urban Planner/Architect	0.5	0.5	0.5	0.5	0.5	0.5	0.5	0.4	0.5	0.4	0.6	0.9	0.2
Custodian/Janitor/Housekeeper	0.7	0.9	0.6	1.0	0.7	0.7	1.0	0.6	0.6	0.5	1.4	1.6	1.1
Food Service (e.g., Chef/Cook, Server)	1.7	1.7	1.8	1.9	1.5	1.6	1.5	1.3	1.9	1.2	2.3	2.5	2.1
Hair Stylist/Aesthetician/Manicurist	0.8	0.7	0.8	0.8	0.6	0.5	0.7	0.5	0.9	0.5	1.0	1.0	1.0
Interior Designer	0.2	0.2	0.2	0.3	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.1	0.4
Skilled Trades (e.g., Plumber, Electrician, Construction)	4.7	5.2	4.2	5.4	5.1	5.1	5.8	4.6	4.5	2.9	5.6	5.0	6.5
Social/Non-Profit Services	0.5	0.5	0.5	0.4	0.7	0.7	0.5	0.7	0.5	0.6	0.5	0.6	0.4
Clergy	0.5	0.5	0.4	0.4	0.6	0.6	0.3	0.7	0.4	0.5	0.6	0.6	0.7
Homemaker/Stay at Home Parent	12.0	11.8	12.2	13.0	10.6	9.6	10.2	11.9	11.8	13.8	4.4	4.5	4.2
Other	18.2	20.4	16.0	22.4	18.3	18.1	19.0	18.2	16.9	12.4	29.3	31.0	27.0
Undecided	1.5	2.0	1.1	2.3	1.7	1.5	2.2	1.6	1.2	0.9	5.5	6.0	4.7

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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
Current employment status:													
Parent/Guardian 1													
Employed	86.5	85.8	87.3	85.1	86.6	86.4	86.0	87.0	87.6	86.1	84.1	84.2	83.9
Seasonally employed	2.1	2.1	2.0	2.0	2.3	2.4	2.5	2.0	2.0	2.2	1.8	1.7	2.2
Unemployed	8.0	8.7	7.3	9.5	7.7	7.6	8.2	7.6	7.3	7.6	10.6	11.1	9.7
Retired	3.4	3.4	3.3	3.4	3.4	3.6	3.4	3.3	3.2	4.0	3.5	3.0	4.3
Parent/Guardian 2													
Employed	74.6	74.3	74.8	73.1	75.8	76.0	75.9	75.4	75.4	71.9	75.0	76.5	72.5
Seasonally employed	4.1	4.2	4.0	4.2	4.3	4.2	4.0	4.4	4.0	4.4	4.3	3.7	5.2
Unemployed	16.6	16.9	16.2	18.4	15.1	14.7	15.0	15.6	16.1	16.8	15.5	14.5	17.1
Retired	4.8	4.6	4.9	4.3	4.9	5.1	5.1	4.6	4.5	6.8	5.3	5.3	5.2
How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?													
Family resources (parents, relatives, spouse, etc.)													
None	27.6	32.9	22.0	40.0	24.4	24.0	22.5	25.7	23.6	15.4	43.6	43.5	43.9
\$1 to \$2,999	17.5	19.8	15.2	22.3	16.7	15.9	16.0	17.9	16.3	10.3	29.1	32.7	22.9
\$3,000 to \$5,999	11.7	11.9	11.4	12.1	11.7	10.4	11.9	13.0	12.1	8.6	12.2	12.1	12.5
\$6,000 to \$9,999	9.0	8.6	9.3	8.0	9.4	8.9	9.1	10.0	9.8	7.4	6.2	6.4	5.7
\$10,000 to \$14,999	9.4	8.4	10.5	6.6	10.5	10.0	11.4	10.6	10.9	8.9	3.7	2.6	5.6
\$15,000 or more	24.8	18.3	31.6	11.0	27.3	30.8	29.1	22.7	27.4	49.5	5.1	2.6	9.5
My own resources (savings from work, work-study, other income)													
None	43.6	45.4	41.6	47.8	42.5	44.0	39.5	42.3	40.3	47.1	57.0	56.5	57.9
\$1 to \$2,999	38.6	37.7	39.6	37.3	38.1	37.6	39.2	38.1	40.6	35.0	31.9	33.2	29.4
\$3,000 to \$5,999	10.9	10.2	11.6	9.5	11.1	10.5	11.5	11.5	12.0	10.0	6.9	6.7	7.2
\$6,000 to \$9,999	3.4	3.4	3.5	3.0	3.8	3.5	4.2	3.8	3.6	3.2	2.2	2.1	2.4
\$10,000 to \$14,999	1.6	1.5	1.7	1.0	2.1	2.0	2.6	2.0	1.7	2.1	1.0	0.8	1.6
\$15,000 or more	1.9	1.8	1.9	1.3	2.4	2.4	3.0	2.2	1.8	2.6	1.0	0.7	1.5
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)													
None	29.7	29.2	30.2	35.2	21.9	26.3	19.2	18.8	30.7	27.9	28.3	30.2	24.9
\$1 to \$2,999	14.0	11.2	16.9	14.2	7.5	7.5	7.6	7.3	19.4	5.9	15.6	18.1	11.1
\$3,000 to \$5,999	13.3	12.8	13.7	16.1	8.8	7.7	8.0	10.4	15.7	5.5	17.8	20.2	13.7
\$6,000 to \$9,999	9.8	9.8	9.7	11.1	8.1	6.7	8.1	9.6	11.0	4.4	12.8	13.9	10.8
\$10,000 to \$14,999	10.9	11.9	9.9	10.4	13.7	12.1	14.1	15.0	9.9	10.0	10.9	8.8	14.6
\$15,000 or more	22.4	25.2	19.5	13.0	40.0	39.7	43.0	38.8	13.3	46.3	14.6	8.7	24.9
Aid which <u>must</u> be repaid (loans, etc.)													
None	53.0	51.5	54.7	57.8	43.7	47.2	40.1	41.9	55.0	53.3	36.9	37.4	36.2
\$1 to \$2,999	9.4	10.3	8.5	10.7	9.8	9.8	9.2	10.0	8.9	6.5	15.4	18.3	10.2
\$3,000 to \$5,999	16.2	16.7	15.6	15.5	18.3	17.0	19.0	19.2	15.8	14.6	18.5	20.6	14.6
\$6,000 to \$9,999	8.2	8.2	8.2	7.0	9.7	8.3	10.4	10.8	8.4	7.1	11.1	12.1	9.3
\$10,000 to \$14,999	5.8	6.0	5.6	4.3	8.1	7.4	9.1	8.3	5.4	6.6	7.3	5.9	9.7
\$15,000 or more	7.4	7.3	7.5	4.7	10.5	10.3	12.2	9.7	6.5	11.9	10.9	5.8	20.0

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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
Did you receive any of the following forms of financial aid?													
Military grants													
Yes	4.5	7.1	1.8	11.3	2.0	1.9	1.7	2.2	1.9	1.7	3.5	3.4	3.8
No	95.5	92.9	98.2	88.7	98.0	98.1	98.3	97.8	98.1	98.3	96.5	96.6	96.2
Work-study													
Yes	19.7	20.7	18.6	10.8	32.3	35.8	30.3	29.9	17.1	25.0	17.3	19.7	13.2
No	80.3	79.3	81.4	89.2	67.7	64.2	69.7	70.1	82.9	75.0	82.7	80.3	86.8
Pell Grant													
Yes	28.4	32.1	24.7	33.4	30.5	28.4	27.9	33.9	25.3	22.1	63.9	65.8	60.5
No	71.6	67.9	75.3	66.6	69.5	71.6	72.1	66.1	74.7	77.9	36.1	34.2	39.5
Need-based grants or scholarships													
Yes	36.8	38.0	35.6	29.5	48.1	49.7	45.5	47.8	34.3	41.0	41.0	39.2	43.9
No	63.2	62.0	64.4	70.5	51.9	50.3	54.5	52.2	65.7	59.0	59.0	60.8	56.1
Merit-based grants or scholarships													
Yes	54.1	51.8	56.4	32.1	74.4	71.3	79.1	75.2	54.4	64.4	42.7	32.6	59.0
No	45.9	48.2	43.6	67.9	25.6	28.7	20.9	24.8	45.6	35.6	57.3	67.4	41.0
What is your best estimate of your parents'/guardians' total income last year?													
Less than \$15,000	5.6	7.5	3.7	9.1	5.5	5.6	4.8	5.8	3.9	3.2	18.4	20.6	14.4
\$15,000 to \$24,999	6.3	7.6	4.8	9.4	5.5	5.3	5.2	5.8	5.1	3.8	15.1	16.8	11.9
\$25,000 to \$29,999	4.4	5.2	3.5	5.8	4.5	4.5	4.1	4.7	3.6	3.0	9.5	9.9	8.9
\$30,000 to \$59,999	15.0	16.8	13.1	18.2	14.9	14.2	14.5	15.9	13.7	10.5	21.8	21.8	21.7
\$60,000 to \$74,999	10.0	10.7	9.3	10.3	11.3	10.5	9.9	12.7	9.6	8.0	10.8	10.6	11.3
\$75,000 to \$99,999	12.4	12.5	12.3	12.0	13.1	12.4	12.6	14.1	12.8	10.5	9.0	8.2	10.7
\$100,000 to \$124,999	13.9	13.1	14.7	12.6	13.9	13.6	14.2	13.9	14.9	13.6	6.6	5.4	8.8
\$125,000 to \$149,999	7.4	6.7	8.1	6.2	7.3	7.6	7.3	7.0	8.2	7.4	2.7	2.4	3.2
\$150,000 to \$199,999	8.4	7.3	9.4	7.0	7.8	8.0	9.6	6.7	9.5	9.0	2.6	1.9	3.7
\$200,000 to \$249,999	6.4	5.1	7.7	4.5	5.8	6.3	6.7	4.9	7.4	8.9	1.6	1.2	2.2
\$250,000 to \$499,999	6.6	4.8	8.5	3.4	6.5	7.2	7.1	5.5	7.7	12.0	1.3	0.7	2.5
\$500,000 or higher	3.7	2.6	4.8	1.5	3.9	4.8	3.9	3.1	3.5	10.1	0.6	0.5	0.8
Please select how many individuals in your household (including yourself) are dependent on your parent(s)/guardian(s) for financial support:													
I am not dependent on my parent(s)/guardian(s)	2.4	3.0	1.8	3.2	2.7	2.4	2.2	3.1	2.0	1.2	6.3	6.7	5.6
One	16.9	17.5	16.4	17.2	17.9	18.6	15.4	18.4	16.3	16.5	21.2	20.7	22.2
Two	36.2	34.6	37.8	33.5	36.0	38.0	34.4	34.9	37.8	37.8	29.3	29.5	29.0
Three	22.4	22.2	22.7	22.2	22.1	21.9	23.5	21.7	22.7	22.8	21.1	21.3	20.7
Four	12.4	12.5	12.3	13.0	11.8	10.9	13.0	12.2	12.2	12.7	11.7	12.1	11.1
Five	6.0	6.2	5.7	6.5	5.8	5.1	6.9	6.0	5.7	5.7	6.8	6.4	7.5
Six or more	3.6	4.0	3.2	4.4	3.6	3.1	4.5	3.7	3.2	3.2	3.6	3.4	4.0
Do you have any concern about your ability to finance your college education?													
None (I am confident that I will have sufficient funds)	30.9	30.9	30.9	30.8	31.0	32.7	28.5	30.5	29.8	35.4	25.4	27.1	22.5
Some (but I probably will have enough funds)	55.9	55.2	56.6	54.4	56.2	55.1	57.9	56.4	57.5	52.6	52.9	54.0	50.9
Major (not sure I will have enough funds to complete college)	13.3	13.9	12.6	14.8	12.8	12.2	13.6	13.1	12.7	12.0	21.7	19.0	26.6

2016 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	8.5	6.8	10.3	6.9	6.6	9.0	4.6	5.2	10.3	10.7	1.5	0.8	2.6
Atheist	6.4	4.8	8.0	5.2	4.3	6.7	2.7	2.7	8.2	7.2	0.7	0.5	1.0
Baptist	7.4	9.9	4.9	8.2	11.9	8.8	4.7	18.5	4.7	5.5	43.9	45.2	41.6
Buddhist	1.2	1.0	1.4	1.1	0.8	1.1	0.8	0.5	1.5	1.3	0.5	0.4	0.6
Church of Christ	6.2	7.6	4.7	8.4	6.6	6.0	5.4	7.8	4.9	4.0	18.6	20.2	15.7
Eastern Orthodox	0.9	0.7	1.0	0.9	0.5	0.5	1.0	0.4	0.9	1.3	0.1	0.0	0.2
Episcopalian	1.0	0.8	1.3	0.7	1.0	1.3	0.8	0.7	1.2	1.6	0.4	0.2	0.8
Hindu	0.9	0.4	1.5	0.3	0.4	0.6	0.4	0.3	1.4	2.0	0.0	0.0	0.1
Jewish	2.8	1.6	4.0	1.5	1.6	2.6	0.5	1.1	3.7	5.5	0.1	0.1	0.1
LDS (Mormon)	0.3	0.3	0.4	0.4	0.2	0.1	0.1	0.2	0.4	0.2	0.0	0.0	0.0
Lutheran	2.1	2.3	2.0	1.9	2.8	2.0	2.5	3.8	2.1	1.4	0.3	0.3	0.3
Methodist	2.6	2.9	2.3	2.3	3.5	3.1	1.5	4.8	2.3	2.3	2.4	2.4	2.4
Muslim	1.6	1.3	1.9	1.6	0.9	1.1	1.3	0.6	1.7	3.0	1.2	1.1	1.3
Presbyterian	2.3	2.1	2.5	1.8	2.4	2.3	0.9	3.3	2.4	3.3	0.3	0.4	0.3
Quaker	0.1	0.2	0.1	0.1	0.2	0.3	0.1	0.2	0.1	0.2	0.0	0.0	0.0
Roman Catholic	23.4	24.2	22.5	25.8	22.4	19.8	50.6	10.9	22.6	22.3	3.5	1.9	6.3
Seventh-day Adventist	0.7	1.0	0.3	0.4	1.6	0.5	0.3	3.5	0.4	0.3	0.6	0.4	0.8
United Church of Christ/Congregational	0.5	0.5	0.5	0.3	0.7	0.8	0.6	0.7	0.5	0.5	0.5	0.3	0.7
Other Christian	13.0	14.8	11.0	13.7	16.2	12.1	9.3	23.7	10.8	11.9	14.6	14.4	14.8
Other Religion	2.0	2.3	1.8	2.4	2.0	2.4	1.7	1.8	1.8	1.6	1.9	2.0	1.9
None	16.0	14.7	17.4	15.8	13.3	18.8	10.0	9.4	18.2	14.1	9.0	9.3	8.5
Parent/Guardian 1's current religious preference													
Agnostic	3.3	2.5	4.0	2.5	2.6	3.8	1.3	2.0	3.9	4.3	0.4	0.3	0.4
Atheist	2.8	2.1	3.6	2.1	2.2	3.4	1.2	1.5	3.5	3.6	0.5	0.4	0.8
Baptist	8.4	10.8	5.9	9.1	12.8	10.2	5.2	19.3	5.8	6.5	46.7	48.0	44.7
Buddhist	1.8	1.3	2.2	1.6	1.0	1.6	0.8	0.6	2.3	2.1	0.5	0.4	0.7
Church of Christ	7.6	8.8	6.4	10.0	7.4	7.4	6.1	8.1	6.7	5.0	19.1	20.8	16.1
Eastern Orthodox	1.0	0.9	1.2	1.0	0.6	0.6	1.0	0.4	1.1	1.5	0.1	0.0	0.3
Episcopalian	1.4	1.1	1.7	0.9	1.3	2.0	0.8	1.0	1.6	2.0	0.3	0.2	0.6
Hindu	1.3	0.5	2.0	0.4	0.6	1.0	0.5	0.3	1.9	2.8	0.0	0.0	0.0
Jewish	3.5	2.1	4.9	2.1	2.0	3.4	0.9	1.3	4.5	6.5	0.1	0.1	0.1
LDS (Mormon)	0.5	0.3	0.6	0.5	0.2	0.2	0.2	0.2	0.7	0.3	0.0	0.0	0.0
Lutheran	2.8	2.9	2.7	2.5	3.4	2.6	3.0	4.5	2.8	2.1	0.2	0.3	0.2
Methodist	3.2	3.4	3.0	2.8	4.2	3.9	1.9	5.7	3.0	3.1	2.4	2.0	3.0
Muslim	1.8	1.5	2.2	1.8	1.1	1.3	1.6	0.7	1.9	3.3	1.4	1.4	1.5
Presbyterian	2.9	2.6	3.2	2.2	3.0	3.2	1.3	3.8	3.0	4.0	0.6	0.6	0.6
Quaker	0.1	0.2	0.1	0.1	0.2	0.3	0.2	0.2	0.1	0.2	0.0	0.0	0.0
Roman Catholic	28.7	28.9	28.5	31.5	25.8	24.0	53.7	13.5	28.9	27.0	4.1	2.2	7.2
Seventh-day Adventist	0.7	1.0	0.4	0.5	1.7	0.6	0.4	3.4	0.4	0.3	0.5	0.5	0.6
United Church of Christ/Congregational	0.6	0.6	0.7	0.4	0.9	1.1	0.6	0.8	0.7	0.6	0.5	0.3	0.7
Other Christian	14.6	16.2	13.0	15.4	17.2	14.0	10.9	23.7	12.9	13.2	15.0	14.4	16.0
Other Religion	2.0	2.3	1.8	2.6	1.9	2.2	1.6	1.7	1.9	1.6	1.9	2.0	1.7
None	10.9	9.9	11.9	10.1	9.7	13.4	6.9	7.3	12.4	10.0	5.7	6.2	4.9

2016 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	2.9	2.3	3.5	2.2	2.4	3.6	1.2	1.7	3.4	3.8	0.4	0.4	0.4
Atheist	2.7	2.1	3.3	1.8	2.4	3.6	1.4	1.8	3.3	3.4	0.6	0.7	0.5
Baptist	7.8	9.9	5.6	8.3	11.8	9.1	4.3	18.3	5.5	6.0	43.9	45.3	41.7
Buddhist	1.9	1.4	2.3	1.6	1.1	1.5	0.9	0.7	2.3	2.3	0.4	0.2	0.7
Church of Christ	7.4	8.5	6.4	9.7	7.1	7.3	5.6	7.7	6.8	4.8	18.1	19.8	15.4
Eastern Orthodox	1.1	0.9	1.2	1.0	0.7	0.7	1.1	0.4	1.2	1.6	0.2	0.1	0.2
Episcopalian	1.3	1.1	1.6	0.8	1.3	2.0	0.8	1.0	1.5	2.1	0.4	0.1	0.7
Hindu	1.3	0.5	2.2	0.4	0.6	1.0	0.5	0.4	2.0	2.9	0.0	0.0	0.0
Jewish	3.3	2.0	4.7	2.0	2.0	3.3	0.8	1.2	4.3	6.2	0.1	0.1	0.0
LDS (Mormon)	0.5	0.3	0.7	0.4	0.2	0.2	0.1	0.2	0.8	0.2	0.0	0.0	0.0
Lutheran	2.9	3.0	2.8	2.6	3.5	2.7	3.3	4.3	2.9	2.2	0.1	0.2	0.1
Methodist	3.2	3.4	3.0	2.9	4.1	3.8	1.8	5.6	3.1	3.0	2.6	2.3	3.1
Muslim	2.0	1.6	2.4	2.0	1.2	1.4	1.7	0.7	2.1	3.4	2.4	2.7	2.0
Presbyterian	2.9	2.6	3.3	2.2	3.1	3.1	1.1	4.0	3.1	4.1	0.3	0.3	0.3
Quaker	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.2	0.0	0.0	0.0
Roman Catholic	28.9	29.2	28.6	32.0	25.9	24.2	53.3	13.7	28.9	27.4	4.3	2.2	7.5
Seventh-day Adventist	0.7	1.0	0.4	0.5	1.7	0.5	0.4	3.4	0.4	0.3	0.5	0.4	0.6
United Church of Christ/Congregational	0.6	0.6	0.7	0.4	0.9	1.0	0.7	0.8	0.7	0.6	0.5	0.2	0.9
Other Christian	14.6	16.3	13.0	15.5	17.1	13.9	10.7	23.5	12.9	13.1	14.0	13.4	14.8
Other Religion	2.1	2.2	1.9	2.5	1.9	2.3	1.7	1.7	2.0	1.8	2.1	1.8	2.5
None	11.6	10.8	12.4	10.8	10.9	14.6	8.3	8.6	12.8	10.7	9.2	9.7	8.5
What is the highest academic degree that you intend to obtain?													
Highest academic degree planned													
None	0.5	0.7	0.3	0.7	0.7	0.7	0.6	0.7	0.3	0.5	1.9	2.3	1.1
Vocational certificate	0.1	0.2	0.1	0.1	0.2	0.2	0.1	0.2	0.1	0.1	0.2	0.3	0.1
Associate (A.A. or equivalent)	0.6	0.7	0.3	0.7	0.9	0.7	0.8	1.1	0.4	0.3	1.1	1.2	0.8
Bachelor's degree (B.A., B.S., B.D., etc.)	23.0	26.7	19.3	27.6	25.7	22.2	21.5	31.4	20.0	16.4	18.7	21.9	13.3
Master's degree (M.A., M.S., M.B.A., etc.)	41.0	41.7	40.2	43.5	39.7	40.5	42.8	37.4	40.0	40.8	31.7	34.1	27.7
J.D. (Law)	4.1	3.2	5.0	2.7	3.8	4.5	3.9	3.0	4.4	7.4	4.8	4.1	5.9
M.D., D.O., D.D.S., D.V.M., etc. (Medical)	11.5	8.4	14.6	7.1	9.9	10.0	12.5	8.5	14.7	14.2	10.5	7.4	15.7
Ph.D.	12.9	11.5	14.4	11.0	12.0	14.0	10.3	10.8	14.3	14.5	17.5	16.1	20.0
Professional Doctorate (Ed.D., Psy.D., etc.)	5.7	6.1	5.3	5.9	6.3	6.4	6.6	5.9	5.4	5.2	12.8	11.6	14.8
Other	0.7	0.8	0.6	0.8	0.9	0.9	0.9	0.9	0.5	0.7	0.8	1.0	0.6
Highest academic degree planned at this institution													
None	0.8	1.0	0.6	0.9	1.1	1.2	0.8	1.1	0.6	0.7	2.1	2.2	2.1
Vocational certificate	0.2	0.2	0.1	0.1	0.3	0.3	0.1	0.4	0.1	0.1	0.4	0.5	0.3
Associate (A.A. or equivalent)	2.1	2.7	1.5	2.8	2.6	2.2	2.5	3.0	1.6	1.2	4.0	3.7	4.6
Bachelor's degree (B.A., B.S., B.D., etc.)	69.1	72.0	66.2	71.0	73.2	75.9	63.8	75.3	65.5	69.2	61.7	60.1	64.1
Master's degree (M.A., M.S., M.B.A., etc.)	20.0	18.8	21.2	20.3	17.1	14.8	23.6	16.0	21.6	19.6	19.0	21.4	15.3
J.D. (Law)	0.9	0.5	1.3	0.4	0.5	0.6	0.7	0.4	1.2	1.5	0.9	1.0	0.7
M.D., D.O., D.D.S., D.V.M., etc. (Medical)	2.8	1.3	4.2	1.2	1.6	1.2	3.4	1.0	4.4	3.3	2.3	2.3	2.3
Ph.D.	2.1	1.4	2.8	1.4	1.4	1.4	2.1	1.0	3.0	2.2	4.3	3.7	5.2
Professional Doctorate (Ed.D., Psy.D., etc.)	1.3	1.2	1.5	1.1	1.3	1.3	2.0	1.0	1.5	1.4	3.8	3.4	4.3
Other	0.7	0.8	0.5	0.7	0.9	1.0	1.0	0.8	0.5	0.7	1.5	1.7	1.2

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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
In the past year, how often have you “Frequently” or “Occasionally”:													
Attended a religious service	68.9	71.6	66.0	68.3	75.6	65.6	80.1	83.5	64.8	71.2	87.0	86.6	87.8
Been bored in class*	39.7	38.1	41.4	39.2	36.7	37.5	34.8	36.9	42.1	38.4	43.8	44.6	42.2
Demonstrated for a cause (e.g., boycott, rally, protest)	22.3	20.8	23.8	19.8	22.1	24.5	24.1	18.6	22.9	27.5	31.8	27.6	39.1
Tutored another student	60.7	55.5	66.1	57.0	53.6	53.8	56.4	52.1	65.7	67.6	51.9	49.6	56.1
Studied with other students	88.9	87.6	90.3	87.0	88.3	88.2	89.9	87.6	90.1	91.6	86.5	85.5	88.4
Consumed beer*	5.4	4.3	6.5	3.4	5.4	7.0	5.9	3.4	6.3	7.5	1.4	1.3	1.5
Consumed wine or liquor*	5.8	4.6	7.0	3.8	5.7	7.4	6.1	3.8	6.7	8.3	3.6	3.5	3.8
Felt overwhelmed by all I had to do*	40.8	41.0	40.6	40.2	42.1	42.1	41.3	42.4	40.5	40.9	42.4	42.5	42.4
Felt depressed*	11.9	12.1	11.7	12.3	12.0	12.7	11.1	11.7	11.7	11.6	15.4	15.1	16.0
Performed volunteer work	87.4	84.9	90.0	82.6	87.7	86.7	89.5	87.7	89.7	91.3	80.3	77.9	84.5
Asked a teacher for advice after class	85.6	85.4	85.8	83.8	87.4	87.8	87.8	86.7	85.1	88.7	79.8	79.5	80.3
Voted in a student election	64.6	61.0	68.3	59.8	62.5	63.1	67.8	59.2	67.8	70.4	65.8	61.3	73.8
Socialized with someone of another racial/ethnic group	96.7	96.0	97.4	95.7	96.3	96.1	96.8	96.4	97.4	97.2	91.2	90.0	93.2
Been late to class*	8.1	7.4	8.9	8.3	6.4	6.8	6.5	5.9	8.9	8.9	9.4	9.2	9.7
Discussed religion	78.2	76.6	80.0	73.3	80.6	75.6	80.3	85.7	78.9	84.3	77.1	75.1	80.6
Discussed politics	86.2	83.1	89.4	82.3	84.1	84.5	84.9	83.4	89.1	90.8	77.0	73.6	83.1
Skipped school/class*	2.8	2.6	3.1	2.9	2.2	2.4	2.0	2.1	3.2	2.7	3.6	4.1	2.8
Publicly communicated my opinion about a cause (e.g., blog, email, petition)	50.9	49.4	52.5	48.1	51.1	52.3	51.2	49.9	51.9	55.1	60.1	58.3	63.4
Helped raise money for a cause or campaign	54.5	52.8	56.3	49.8	56.5	55.2	60.5	55.8	55.8	58.7	53.8	54.3	53.0
Fallen asleep in class*	6.1	6.2	6.0	6.9	5.2	5.1	5.0	5.5	6.1	5.3	9.5	10.9	6.9
Failed to complete homework on time*	5.1	5.1	5.1	5.3	4.9	5.5	4.3	4.6	5.2	4.4	6.2	6.8	5.3
Felt anxious*	34.5	34.0	35.1	32.3	36.1	37.3	34.4	35.6	34.8	36.4	29.8	28.1	32.9
*responses for “Frequently” only													
Students rated as “A Major Strength” or “Somewhat Strong”:													
Ability to see the world from someone else’s perspective	77.0	73.9	80.3	73.6	74.3	75.3	75.3	72.7	80.0	81.4	69.6	66.6	74.8
Tolerance of others with different beliefs	80.3	77.5	83.3	77.9	77.0	78.9	78.9	74.2	83.0	84.5	68.4	65.0	74.5
Openness to having my own views challenged	64.8	63.2	66.5	63.7	62.5	64.5	64.1	59.8	66.0	68.5	66.2	65.3	68.0
Ability to discuss and negotiate controversial issues	71.1	68.4	74.0	69.2	67.5	69.0	68.5	65.4	73.8	74.8	69.8	67.7	73.5
Ability to work cooperatively with diverse people	86.4	84.9	88.0	85.4	84.2	84.6	85.9	83.1	87.8	88.5	82.0	79.5	86.5
Critical Thinking Skills	76.8	72.5	81.2	72.6	72.5	73.2	74.5	70.7	80.9	82.5	73.1	70.7	77.4
Ability to manage your time effectively	51.5	50.7	52.4	50.4	51.1	49.4	53.9	51.5	52.4	52.4	54.7	55.4	53.4
What is the highest level of formal education obtained by Parent/Guardian 1?													
Junior high/Middle school or less	4.6	5.8	3.3	7.8	3.4	3.3	3.7	3.3	3.6	2.2	4.2	5.0	2.8
Some high school	4.1	5.2	2.9	6.5	3.5	3.5	3.7	3.5	3.1	2.2	5.2	5.8	4.2
High school graduate	14.6	16.9	12.3	18.4	15.0	14.5	14.7	15.8	13.1	8.8	21.7	24.0	17.6
Postsecondary school other than college	2.9	3.1	2.7	3.2	2.9	2.7	3.1	3.1	2.9	2.1	4.2	4.4	3.8
Some college	14.7	16.5	12.7	18.0	14.8	13.9	14.3	15.9	13.2	10.5	23.7	24.1	22.8
College degree	31.9	29.8	34.2	27.2	32.9	32.2	34.6	32.7	34.4	33.4	24.0	23.4	25.1
Some graduate school	2.2	1.9	2.4	1.6	2.2	2.4	2.2	2.0	2.3	2.8	1.8	1.7	1.9
Graduate degree	25.0	20.8	29.4	17.2	25.2	27.5	23.8	23.6	27.4	38.0	15.2	11.6	21.6

2016 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 2?													
Junior high/Middle school or less	4.8	6.1	3.5	8.4	3.4	3.4	4.0	3.1	3.7	2.4	4.2	4.3	3.9
Some high school	4.6	5.6	3.6	7.1	3.8	3.6	4.0	3.9	3.8	2.8	8.9	9.9	7.2
High school graduate	16.7	19.2	14.1	20.9	17.2	16.3	17.3	18.1	15.1	10.0	30.2	32.7	26.2
Postsecondary school other than college	3.2	3.4	3.0	3.3	3.5	3.5	4.1	3.3	3.1	2.4	4.4	4.1	4.7
Some college	15.0	16.2	13.7	17.5	14.8	13.6	14.7	16.0	14.2	11.9	19.8	20.1	19.3
College degree	32.5	30.0	35.0	26.9	33.4	33.1	33.5	33.8	34.7	36.3	19.6	18.6	21.4
Some graduate school	2.3	2.0	2.7	1.6	2.5	2.6	2.6	2.3	2.5	3.2	1.2	1.0	1.5
Graduate degree	20.9	17.5	24.3	14.3	21.3	23.9	19.8	19.6	22.7	31.0	11.7	9.2	15.7
First generation in college													
Yes	18.8	22.6	14.8	27.4	16.9	16.4	17.3	17.2	15.9	10.3	27.6	31.1	21.5
No	81.2	77.4	85.2	72.6	83.1	83.6	82.7	82.8	84.1	89.7	72.4	68.9	78.5
During the past year, did you "Frequently":													
Ask questions in class	50.0	48.4	51.7	46.3	50.9	53.3	53.1	47.5	50.1	58.4	55.6	54.8	56.9
Support your opinions with a logical argument	62.8	57.5	68.5	57.1	58.0	61.0	58.9	54.6	67.5	72.4	56.1	53.3	61.0
Seek solutions to problems and explain them to others	56.3	52.2	60.7	52.1	52.3	54.0	53.0	50.2	59.7	64.7	50.5	47.9	55.1
Evaluate the quality or reliability of information you received	49.1	45.1	53.4	45.0	45.2	46.7	46.4	43.2	52.7	56.3	44.8	41.5	50.7
Take a risk because you feel you have more to gain	37.0	36.2	37.8	36.4	35.9	36.4	36.7	35.0	37.3	39.7	40.8	40.5	41.5
Seek alternative solutions to a problem	46.0	44.7	47.5	45.0	44.3	45.0	45.2	43.1	46.9	49.9	46.2	43.7	50.6
Look up scientific research articles and resources	27.1	24.3	29.9	24.0	24.7	26.6	26.4	22.0	29.6	31.4	21.7	20.0	24.6
Explore topics on your own, even though it is not required for a class	39.3	36.3	42.6	36.9	35.6	37.6	34.2	34.3	41.9	45.5	36.1	33.5	40.9
Accept mistakes as part of the learning process	55.6	55.4	55.9	56.9	53.6	53.7	54.6	52.9	56.1	54.7	61.5	59.9	64.4
Analyze multiple sources of information before coming to a conclusion	46.0	42.8	49.3	42.7	42.9	44.4	44.3	40.8	48.5	52.7	44.1	41.6	48.8
Take on a challenge that scares you	35.8	35.3	36.4	35.1	35.6	36.2	35.3	35.3	35.8	38.6	38.4	37.9	39.2
Students who are "Absolutely" or "Very" confident													
Use technical science skills (use of tools, instruments, and/or techniques)	50.3	46.9	54.0	48.0	45.6	45.9	49.4	43.4	54.6	51.5	46.8	44.0	51.9
Generate a research question	43.1	39.8	46.8	39.0	40.7	41.7	44.2	37.9	46.4	48.3	46.9	45.0	50.4
Determine how to collect appropriate data	50.2	46.3	54.5	46.2	46.4	46.5	50.8	44.1	54.6	54.0	52.0	49.7	56.0
Explain the results of a study	57.2	52.5	62.2	52.2	52.8	53.7	56.2	50.2	61.8	63.6	54.9	50.9	61.9
Use scientific literature to guide research	38.1	33.9	42.7	33.4	34.5	36.1	37.6	31.4	42.3	44.1	37.0	35.4	39.9
Integrate results from multiple studies	49.0	44.1	54.3	43.6	44.6	46.1	48.5	41.2	53.8	56.2	43.4	40.3	49.1
Ask relevant questions	73.3	70.3	76.6	70.0	70.6	70.9	72.6	69.1	76.3	77.8	71.8	69.6	75.7
Identify what is known and not known about a problem	65.0	61.0	69.3	61.0	61.0	61.4	64.3	58.9	68.9	70.7	61.9	60.2	65.1
Understand scientific concepts	52.8	47.1	58.9	47.4	46.8	48.7	49.8	43.3	59.3	57.6	44.5	41.5	49.9
See connections between different areas of science and mathematics	53.2	48.3	58.6	49.1	47.3	48.6	50.9	44.2	59.1	56.2	46.1	43.4	51.1

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Race/Ethnicity—mark all that apply (total may add to more than 100%)													
American Indian/Alaska Native	2.0	2.3	1.7	2.6	1.9	1.7	1.4	2.5	1.7	1.4	2.7	2.7	2.6
East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)	6.2	4.4	8.1	4.5	4.4	5.7	3.2	3.5	7.2	12.0	0.3	0.2	0.5
Filipino	2.6	2.8	2.3	4.0	1.4	1.1	1.8	1.6	2.3	2.0	0.2	0.2	0.3
Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)	1.7	1.5	2.1	1.7	1.2	1.3	1.1	1.0	2.1	2.0	0.5	0.0	1.2
South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan)	2.4	1.1	3.8	0.9	1.4	1.7	1.6	1.1	3.4	5.3	0.3	0.3	0.3
Other Asian	0.5	0.5	0.6	0.5	0.4	0.6	0.4	0.4	0.5	0.8	0.2	0.1	0.4
Native Hawaiian/Pacific Islander	1.0	1.3	0.8	1.5	1.1	0.9	1.0	1.3	0.8	0.9	1.3	1.4	1.2
African American/Black	13.0	16.7	9.1	17.5	15.7	15.3	14.0	16.9	8.5	11.5	96.4	97.0	95.3
Mexican American/Chicano	9.6	12.3	6.7	18.1	5.2	4.2	5.6	6.1	6.9	5.5	0.7	0.7	0.8
Puerto Rican	2.6	3.0	2.1	3.1	2.9	3.8	3.7	1.7	2.1	2.0	2.0	2.4	1.2
Other Latino	7.1	7.8	6.4	10.2	5.0	5.3	6.0	4.2	6.6	5.8	1.4	1.1	1.8
White/Caucasian	66.9	63.2	70.8	56.0	72.1	71.0	71.2	73.6	72.0	65.8	3.6	3.7	3.5
Other	2.5	2.8	2.2	3.3	2.1	2.0	2.0	2.2	2.1	2.5	1.8	1.3	2.7
Students “Agree Strongly” or “Agree Somewhat”:													
Wealthy people should pay a larger share of taxes than they do now	70.7	70.9	70.4	71.8	69.8	73.8	70.5	65.5	70.7	69.7	82.0	80.7	84.5
Addressing global climate change should be a federal policy	80.2	77.5	83.3	78.7	76.1	81.7	78.3	69.2	82.8	85.2	77.8	75.2	82.3
The federal government should have stricter gun control laws	67.9	65.8	70.2	67.1	64.4	70.2	70.9	55.2	68.1	78.2	83.0	80.8	86.9
Affirmative action in college admissions should be abolished	50.6	50.2	51.1	51.7	48.4	48.7	53.0	45.7	51.3	50.5	56.3	57.7	53.8
The federal government should raise taxes to reduce the deficit	38.0	35.9	40.3	36.2	35.7	39.2	34.3	32.9	39.9	41.5	39.2	38.0	41.4
Sexual activity that occurs without the presence of explicit, affirmative consent (i.e., “yes means yes”) is considered sexual assault	86.8	86.1	87.5	85.9	86.3	87.4	86.0	85.4	87.2	88.6	79.8	78.6	81.9
There is little that a person can do to be better at math—you are either “good” or “bad” at math	28.6	31.9	24.8	32.0	31.9	31.5	31.6	32.5	24.7	25.2	43.6	46.6	38.1
Intelligence is something that can be improved by studying or working harder	90.4	90.6	90.2	90.9	90.3	89.7	91.7	90.1	90.4	89.3	89.9	89.1	91.4
How would you characterize your political views?													
Far left	4.2	4.1	4.3	3.9	4.3	5.9	2.9	3.4	4.2	5.0	6.4	6.4	6.4
Liberal	31.3	28.1	34.7	29.4	26.5	32.5	25.9	21.0	33.9	37.9	31.1	27.1	38.2
Middle-of-the-road	42.3	43.4	41.2	44.0	42.7	42.1	45.6	41.8	42.0	37.7	40.7	41.5	39.4
Conservative	20.2	22.0	18.3	20.3	24.1	17.6	23.4	30.8	18.4	18.0	17.6	19.9	13.5
Far right	2.0	2.4	1.5	2.4	2.4	1.9	2.2	3.0	1.5	1.5	4.1	5.1	2.4

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		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	84.8	84.4	85.2	85.1	83.6	82.8	89.0	81.6	85.3	84.6	88.9	88.2	90.0
To gain a general education and appreciation of ideas	75.4	75.9	74.9	74.6	77.4	78.8	79.9	74.8	73.8	79.2	83.0	82.1	84.4
To make me a more cultured person	51.4	51.0	51.9	48.3	54.2	56.3	54.4	52.1	49.4	61.8	64.4	60.8	70.9
To be able to make more money	72.6	72.8	72.4	75.2	70.0	70.8	75.7	66.3	73.5	68.0	86.9	87.0	86.8
To learn more about things that interest me	83.8	83.4	84.3	82.5	84.5	85.3	84.3	83.8	83.7	86.7	84.0	82.1	87.5
To get training for a specific career	77.9	79.8	75.9	81.6	77.7	72.2	83.4	80.3	76.9	71.8	85.0	83.8	87.1
To prepare myself for graduate or professional school	61.2	60.1	62.5	59.9	60.4	60.7	67.0	56.7	62.8	61.1	79.0	77.5	81.9
To please my family	34.7	38.5	30.6	40.8	35.8	34.4	40.1	35.0	30.5	30.8	57.8	59.2	55.3
During your last year in high school, how much time did you spend during a typical week doing the following activities?													
Studying/homework													
None	1.8	2.0	1.6	2.2	1.8	2.0	1.6	1.7	1.7	1.0	3.8	4.3	2.8
Less than one hour	8.0	9.2	6.6	10.3	7.9	7.2	7.3	8.8	7.3	4.2	12.4	14.3	9.2
1 to 2 hours	19.0	21.9	15.7	23.8	19.6	18.6	18.5	21.2	16.6	12.3	31.8	35.3	25.6
3 to 5 hours	27.2	28.4	25.7	29.1	27.6	27.5	26.7	28.2	26.3	23.6	27.8	26.6	30.0
6 to 10 hours	21.5	20.0	23.1	18.5	21.8	21.8	23.2	21.1	23.0	23.7	13.7	11.9	16.9
11 to 15 hours	11.4	9.7	13.3	8.6	11.0	11.5	12.0	10.0	12.5	16.3	5.5	4.2	7.8
16 to 20 hours	6.2	5.0	7.6	4.3	5.8	6.4	6.3	5.1	7.0	10.0	2.5	1.4	4.3
Over 20 hours	5.0	3.8	6.3	3.3	4.4	5.0	4.4	3.8	5.7	8.9	2.5	2.0	3.4
Socializing with friends													
None	0.7	0.8	0.6	0.9	0.8	0.8	0.6	0.7	0.6	0.6	1.5	1.4	1.5
Less than one hour	2.6	2.9	2.3	3.1	2.7	2.6	2.7	2.7	2.4	2.0	4.5	4.6	4.4
1 to 2 hours	11.2	11.9	10.4	13.2	10.5	10.6	9.4	11.0	10.8	9.0	15.0	15.2	14.5
3 to 5 hours	26.2	26.4	25.9	27.2	25.5	25.6	25.3	25.4	26.3	24.7	27.0	27.5	26.0
6 to 10 hours	26.8	25.8	27.9	25.0	26.8	26.9	27.2	26.4	27.6	28.9	20.9	20.3	22.0
11 to 15 hours	14.7	14.0	15.6	13.0	15.3	15.3	15.7	15.1	15.3	16.4	10.9	10.5	11.7
16 to 20 hours	7.8	7.7	7.8	7.3	8.2	8.2	8.6	7.9	7.7	8.4	6.6	6.3	7.1
Over 20 hours	9.9	10.4	9.4	10.4	10.4	9.9	10.5	10.8	9.2	10.0	13.7	14.2	12.7
Online social networks (Facebook, Twitter, etc.)													
None	4.0	3.8	4.2	4.0	3.5	3.5	3.1	3.8	4.5	3.3	3.3	3.3	3.3
Less than one hour	8.3	8.7	7.9	9.2	8.1	8.4	7.2	8.3	8.1	7.0	9.3	9.3	9.3
1 to 2 hours	19.8	20.1	19.5	20.0	20.2	19.9	19.4	21.0	19.6	18.9	17.9	18.0	17.8
3 to 5 hours	26.9	26.3	27.7	25.1	27.7	27.6	27.9	27.8	27.5	28.4	20.6	20.2	21.3
6 to 10 hours	19.3	18.7	19.9	18.4	19.2	19.9	20.1	17.9	19.6	21.0	17.9	17.6	18.4
11 to 15 hours	9.6	9.6	9.7	9.7	9.4	9.4	9.8	9.3	9.6	10.2	10.6	10.4	10.9
16 to 20 hours	5.2	5.2	5.1	5.3	5.1	5.0	5.3	5.2	5.1	5.3	6.1	5.8	6.6
Over 20 hours	6.8	7.6	6.0	8.3	6.7	6.4	7.3	6.7	6.0	5.9	14.3	15.4	12.5
Partying													
None	40.9	42.8	38.8	43.0	42.5	37.5	36.4	50.6	39.5	35.9	28.7	28.5	29.1
Less than one hour	16.9	16.3	17.6	16.4	16.2	16.8	15.8	15.7	17.7	17.4	16.7	17.0	16.2
1 to 2 hours	17.4	17.3	17.6	17.6	16.9	18.2	18.4	14.9	17.5	18.1	23.4	24.0	22.4
3 to 5 hours	14.8	14.0	15.8	13.6	14.5	16.4	17.4	11.3	15.3	17.4	19.4	18.8	20.5
6 to 10 hours	6.1	5.9	6.5	5.6	6.1	7.1	7.5	4.4	6.3	7.2	7.0	7.0	7.1
11 to 15 hours	2.1	2.0	2.2	2.0	2.0	2.3	2.5	1.5	2.1	2.4	2.2	2.3	2.0
16 to 20 hours	0.8	0.8	0.8	0.8	0.9	0.9	1.0	0.7	0.7	0.8	1.1	0.9	1.3
Over 20 hours	0.9	0.9	0.8	0.9	0.9	0.9	1.0	1.0	0.8	0.7	1.5	1.6	1.5

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		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?													
Student clubs/groups													
None	19.7	22.6	16.4	24.9	19.8	18.0	16.9	23.0	17.7	11.7	25.4	27.7	21.3
Less than one hour	11.7	12.5	10.8	13.1	11.8	11.6	10.9	12.4	11.3	9.0	10.7	11.5	9.3
1 to 2 hours	23.7	23.6	23.8	23.1	24.1	24.7	25.1	22.9	23.9	23.4	21.6	21.5	22.0
3 to 5 hours	21.1	19.3	23.2	18.0	20.8	21.8	22.9	18.6	22.3	26.4	18.8	17.6	20.8
6 to 10 hours	11.9	11.0	13.1	10.2	11.8	12.1	13.0	11.0	12.4	15.5	11.4	10.0	14.0
11 to 15 hours	5.7	5.2	6.3	4.7	5.9	6.0	6.1	5.8	6.0	7.2	4.6	4.1	5.4
16 to 20 hours	2.7	2.5	3.0	2.4	2.7	2.8	2.3	2.7	2.9	3.3	2.8	2.6	3.1
Over 20 hours	3.5	3.4	3.5	3.5	3.2	3.0	2.9	3.6	3.5	3.5	4.7	5.0	4.1
Exercise or sports													
None	9.2	10.0	8.4	11.1	8.6	8.7	7.4	9.0	8.6	7.4	15.2	15.0	15.6
Less than one hour	8.5	8.7	8.3	9.5	7.6	7.9	6.8	7.8	8.6	7.6	10.7	10.2	11.6
1 to 2 hours	14.6	14.8	14.4	15.7	13.7	13.4	14.2	13.7	14.5	14.2	19.1	19.5	18.3
3 to 5 hours	18.2	17.1	19.4	17.5	16.7	16.2	17.4	16.9	19.2	20.3	17.4	17.5	17.3
6 to 10 hours	18.5	17.2	19.9	16.9	17.6	17.5	19.4	16.8	19.8	20.3	14.4	14.0	15.2
11 to 15 hours	13.8	13.5	14.1	12.5	14.6	15.1	15.2	13.7	14.1	14.2	8.4	8.4	8.6
16 to 20 hours	7.8	8.2	7.3	7.2	9.3	9.8	8.7	9.2	7.2	7.8	4.9	4.8	5.0
Over 20 hours	9.4	10.6	8.0	9.5	11.9	11.5	11.0	12.8	8.0	8.2	9.8	10.6	8.4
Working (for pay)													
None	43.3	43.4	43.2	47.6	38.5	39.7	34.7	39.2	41.6	48.9	40.8	38.2	45.3
Less than one hour	3.4	3.2	3.6	2.8	3.7	3.8	3.0	3.9	3.4	4.1	3.2	3.7	2.5
1 to 2 hours	5.0	5.0	5.0	4.5	5.5	5.4	5.3	5.7	4.8	5.6	4.8	5.1	4.4
3 to 5 hours	8.4	8.4	8.5	7.4	9.6	9.7	9.9	9.4	8.2	9.6	8.1	8.4	7.6
6 to 10 hours	11.2	11.2	11.3	9.9	12.7	12.4	14.1	12.2	11.5	10.6	11.1	11.7	10.0
11 to 15 hours	9.5	9.2	9.9	8.3	10.4	10.0	12.0	9.9	10.4	8.2	7.0	6.5	7.7
16 to 20 hours	8.7	8.7	8.8	8.5	8.9	8.4	9.8	8.9	9.4	6.5	8.8	9.0	8.3
Over 20 hours	10.4	11.0	9.8	11.1	10.8	10.6	11.2	10.8	10.7	6.4	16.2	17.3	14.2
Household/childcare duties													
None	23.1	23.8	22.2	23.0	24.8	26.6	20.2	25.3	21.0	26.3	29.2	29.0	29.5
Less than one hour	16.8	16.1	17.6	15.5	16.9	17.5	16.4	16.5	17.5	18.0	14.0	14.1	13.9
1 to 2 hours	27.4	26.4	28.6	26.6	26.2	25.6	27.6	26.1	28.8	27.9	21.3	22.0	20.2
3 to 5 hours	19.0	18.8	19.2	19.0	18.5	17.7	20.2	18.5	19.9	16.9	16.2	15.3	17.9
6 to 10 hours	7.4	7.8	6.9	8.0	7.5	7.1	8.5	7.4	7.0	6.5	8.1	7.5	9.3
11 to 15 hours	2.8	3.0	2.6	3.3	2.6	2.3	2.9	2.6	2.7	2.1	3.8	3.8	3.7
16 to 20 hours	1.4	1.5	1.2	1.6	1.4	1.3	1.7	1.5	1.3	1.0	1.9	2.0	1.8
Over 20 hours	2.2	2.6	1.7	2.9	2.1	2.0	2.4	2.2	1.8	1.4	5.4	6.3	3.8

2016 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	16.6	17.6	15.4	18.6	16.5	15.4	18.7	16.5	15.5	14.9	22.8	21.9	24.3
My teacher advised me	7.3	8.3	6.1	8.6	7.9	8.3	8.3	7.4	6.1	6.2	12.9	14.0	11.0
This college has a very good academic reputation	64.6	61.6	67.9	59.3	64.3	63.9	70.2	61.6	66.9	72.0	54.8	49.4	64.6
This college has a good reputation for its social and extracurricular activities	50.8	49.1	52.8	47.4	51.2	50.4	50.7	52.2	52.7	53.0	52.8	52.1	54.1
I was offered financial assistance	46.6	50.6	42.0	40.3	62.7	61.7	65.3	62.5	39.2	52.4	53.6	51.7	57.0
The cost of attending this college	47.2	46.7	47.7	52.2	40.3	41.2	44.9	37.0	51.7	32.9	49.9	53.3	43.8
High school counselor advised me	10.4	11.6	9.0	12.0	11.1	12.5	12.7	8.9	8.8	9.7	18.3	19.9	15.3
Private college counselor advised me	5.1	6.0	4.0	4.7	7.6	7.7	7.8	7.4	3.3	6.7	11.5	12.2	10.3
I wanted to live near home	21.0	24.6	17.0	28.5	20.0	16.9	26.7	19.7	17.7	14.3	21.0	22.9	17.8
Not offered aid by first choice	11.5	11.0	12.0	10.8	11.4	11.6	13.8	9.9	12.5	10.3	19.3	19.3	19.3
Could not afford first choice	15.0	14.5	15.5	16.0	12.9	13.4	15.2	11.2	16.9	10.1	22.8	24.1	20.6
This college's graduates gain admission to top graduate/professional schools	33.1	30.8	35.7	28.8	33.1	33.8	39.6	29.1	34.2	41.4	36.9	31.5	46.7
This college's graduates get good jobs	54.9	53.7	56.2	51.2	56.6	54.5	64.9	54.5	53.9	64.7	54.0	49.1	62.8
I was attracted by the religious affiliation/orientation of this college	9.1	12.4	5.2	5.5	20.4	8.3	20.4	32.6	3.0	13.2	16.4	15.8	17.4
I wanted to go to a school about the size of this college	37.3	39.9	34.3	29.2	52.4	51.9	53.5	52.5	31.5	44.4	38.2	36.8	40.8
Rankings in national magazines	17.9	13.8	22.6	12.0	15.9	16.6	18.9	13.7	21.4	27.1	17.2	14.4	22.2
I was admitted through an Early Action or Early Decision program	15.2	12.6	18.1	7.6	18.4	22.6	20.4	13.1	16.4	24.6	14.7	12.8	18.3
A visit to this campus	46.7	47.8	45.3	39.9	57.0	58.3	56.5	55.9	42.7	55.0	44.9	44.2	46.1
This college's graduates make a difference in the world	39.7	40.8	38.5	39.1	42.8	41.8	45.2	42.7	35.2	50.3	48.6	44.6	55.7
Students rated as "Highest 10%" or "Above Average" as compared with the average person their age:													
Academic ability	72.6	65.8	80.1	65.6	65.9	67.0	64.8	65.4	79.8	81.4	64.8	62.0	69.9
Artistic ability	30.7	31.2	30.2	31.6	30.7	30.9	26.5	32.6	29.3	33.9	36.0	35.4	37.1
Compassion	69.7	69.4	70.0	68.4	70.7	69.4	72.5	71.1	69.3	72.6	69.7	68.4	72.0
Creativity	52.6	52.8	52.3	53.2	52.3	52.5	49.5	53.6	51.5	55.6	61.9	61.9	61.8
Drive to achieve	76.4	75.4	77.4	75.8	74.9	73.9	76.1	75.3	76.9	79.5	80.9	79.3	83.7
Emotional health	47.3	46.8	47.8	47.2	46.4	44.8	48.2	47.2	47.8	47.6	51.7	51.4	52.3
Leadership ability	62.8	61.6	64.2	61.1	62.1	60.7	62.0	63.6	63.5	67.4	69.0	68.0	70.8
Mathematical ability	47.7	41.8	54.2	43.0	40.3	40.7	41.3	39.3	54.4	53.7	39.9	38.1	43.1
Physical health	53.4	52.8	54.0	51.5	54.2	54.2	54.2	54.2	54.0	54.2	51.8	51.0	53.1
Public speaking ability	40.2	38.1	42.6	37.7	38.5	39.4	37.2	38.1	41.2	48.0	42.4	40.7	45.5
Risk-taking	44.1	43.7	44.4	44.6	42.7	42.5	42.3	42.9	44.0	45.8	52.6	52.5	52.7
Self-confidence (intellectual)	59.3	56.3	62.7	56.8	55.6	55.4	53.8	56.6	62.4	63.9	69.4	69.3	69.4
Self-confidence (social)	46.1	46.7	45.5	47.8	45.3	44.0	44.7	46.8	45.2	46.3	62.3	63.2	60.5
Spirituality	35.8	38.7	32.6	37.5	40.0	33.1	39.0	47.3	31.8	35.7	55.8	54.9	57.4
Understanding of others	73.2	72.4	74.2	72.9	71.9	71.4	73.5	71.5	73.8	75.7	73.4	72.7	74.5
Writing ability	48.3	45.2	51.8	44.9	45.6	46.2	45.7	45.0	50.3	57.7	50.8	48.9	54.2

2016 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
Military Status:													
None	96.1	93.6	98.9	89.1	99.0	99.1	98.6	99.0	98.8	99.2	97.2	97.0	97.6
ROTC, cadet, or midshipman at a service academy	3.5	5.8	0.9	10.1	0.8	0.7	1.2	0.7	0.9	0.7	2.2	2.4	1.9
In the Reserves or National Guard	0.2	0.2	0.1	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.4	0.4	0.3
On Active Duty	0.2	0.3	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1
A discharged veteran NOT serving in Active Duty, Reserves, or National Guard	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.0	0.2	0.2	0.1
How many years do you expect it will take you to graduate from this college?													
1	0.1	0.1	0.0	0.0	0.1	0.1	0.0	0.1	0.0	0.0	0.2	0.3	0.1
2	0.6	0.6	0.6	0.7	0.5	0.5	0.4	0.6	0.7	0.3	0.6	0.5	0.7
3	3.0	2.5	3.4	2.3	2.7	2.2	1.6	3.9	3.6	2.7	4.5	4.0	5.4
4	86.4	86.2	86.7	84.0	88.7	90.4	86.8	87.9	87.0	85.6	84.4	86.1	81.4
5	6.7	7.1	6.3	9.4	4.5	3.2	7.2	4.5	5.6	9.1	4.3	4.7	3.5
6 or more	2.0	2.0	1.9	1.9	2.1	2.4	3.1	1.4	2.0	1.5	4.1	2.9	6.1
Do not plan to graduate from this college	1.2	1.5	0.9	1.6	1.3	1.3	0.9	1.6	1.0	0.8	1.9	1.4	2.8
What is your sexual orientation?													
Heterosexual/Straight	91.8	92.0	91.5	91.9	92.2	89.3	94.2	94.0	91.6	91.3	91.7	92.3	90.7
Gay	1.3	1.1	1.4	1.1	1.1	1.3	0.8	0.9	1.4	1.8	1.2	0.8	1.9
Lesbian	0.7	0.8	0.6	0.9	0.7	0.9	0.5	0.6	0.6	0.5	1.4	1.5	1.2
Bisexual	4.2	4.0	4.4	4.2	3.9	5.2	3.0	3.0	4.4	4.4	4.4	4.3	4.6
Queer	0.6	0.5	0.6	0.4	0.6	1.1	0.4	0.3	0.6	0.6	0.2	0.1	0.3
Other	1.6	1.6	1.5	1.6	1.6	2.1	1.2	1.2	1.6	1.4	1.1	1.0	1.2
Do you identify as transgender?													
Yes	0.4	0.4	0.4	0.4	0.5	0.7	0.3	0.4	0.4	0.3	0.4	0.5	0.2
No	99.6	99.6	99.6	99.6	99.5	99.3	99.7	99.6	99.6	99.7	99.6	99.5	99.8
Students with disabilities or medical conditions													
Learning Disability (dyslexia, etc.)	3.3	4.0	2.5	3.1	5.1	5.7	4.8	4.6	2.3	3.1	3.6	3.9	3.1
Attention deficit hyperactivity disorder (ADHD)	6.5	6.9	6.0	5.6	8.6	9.4	7.0	8.5	5.8	6.9	6.4	6.7	5.9
Autism spectrum disorder	0.7	0.8	0.6	0.7	0.9	0.8	0.7	0.9	0.6	0.5	0.7	0.9	0.5
Physical disability (speech, sight, mobility, hearing, etc.)	5.0	5.2	4.7	5.4	5.1	5.0	4.7	5.5	4.9	4.1	6.0	6.3	5.6
Chronic illness (cancer, diabetes, autoimmune disorders, etc.)	2.6	2.5	2.7	2.1	3.0	3.0	3.0	3.0	2.7	2.8	2.4	2.3	2.5
Psychological disorder (depression, etc.)	10.7	10.5	11.1	8.9	12.3	13.7	11.0	11.6	10.9	11.6	5.5	5.0	6.3
Other	4.9	5.1	4.6	4.6	5.8	5.8	5.8	5.7	4.7	4.4	6.0	5.5	6.8
Will you pursue a science-related research career?													
Definitely yes	15.8	14.0	17.8	14.6	13.3	13.7	15.5	11.8	18.9	13.6	17.3	15.1	21.0
Probably yes	19.8	17.9	21.8	19.0	16.7	17.7	16.9	15.7	22.9	17.8	17.3	17.1	17.8
Uncertain	21.7	21.8	21.6	22.8	20.5	21.0	21.8	19.4	22.2	19.3	19.1	20.5	16.5
Probably no	24.9	26.3	23.3	26.0	26.7	26.8	25.2	27.3	22.4	26.6	24.6	26.7	21.0
Definitely no	17.9	20.0	15.5	17.6	22.7	20.8	20.6	25.8	13.6	22.7	21.7	20.6	23.7
Students who "Strongly Agree" or "Agree Somewhat"													
I have a strong sense of belonging to a community of scientists	26.8	23.6	30.5	23.9	23.4	24.8	26.3	20.3	31.3	27.6	27.4	23.8	33.6
I derive great personal satisfaction from working on a team that is doing important research	49.7	45.6	54.4	46.9	44.1	46.0	47.4	40.4	55.0	52.3	46.5	44.2	50.7
I think of myself as a scientist	20.7	16.8	25.2	17.1	16.5	18.6	17.5	13.8	25.7	23.1	18.6	15.6	23.8
I feel like I belong in the field of science	35.0	29.9	40.9	30.2	29.5	30.7	34.3	25.9	42.6	34.9	28.8	23.9	37.4

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Objectives considered to be “Essential” or “Very Important”:													
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	17.5	19.0	15.8	18.6	19.6	18.7	15.6	22.6	14.8	19.1	30.7	30.7	30.7
Becoming an authority in my field	58.7	58.0	59.5	58.5	57.5	58.0	59.2	56.2	58.2	64.1	71.1	68.4	75.7
Obtaining recognition from my colleagues for contributions to my special field	57.1	55.9	58.5	56.0	55.8	57.2	59.8	52.3	57.9	60.6	66.3	63.3	71.6
Influencing the political structure	26.9	26.6	27.2	26.9	26.2	28.1	27.3	23.6	26.0	31.6	41.9	39.4	46.1
Influencing social values	48.5	49.0	48.0	48.1	50.1	49.9	52.0	49.2	46.1	54.6	61.6	58.4	67.1
Raising a family	71.7	73.0	70.1	71.7	74.5	70.3	79.1	76.3	69.9	70.7	76.5	75.2	78.9
Being very well off financially	82.3	82.0	82.6	84.6	79.0	78.8	84.9	76.0	83.4	80.0	86.4	84.0	90.6
Helping others who are in difficulty	77.5	77.4	77.6	76.3	78.7	76.8	81.8	79.1	76.9	80.0	77.9	75.1	83.1
Making a theoretical contribution to science	25.9	23.3	29.0	23.4	23.2	24.4	26.3	20.3	30.0	25.8	34.6	32.7	38.1
Writing original works (poems, novels, etc.)	18.2	19.1	17.2	18.1	20.3	21.6	17.0	20.7	16.3	20.1	31.4	31.2	31.9
Creating artistic works (painting, sculpture, etc.)	17.7	19.2	15.9	18.9	19.4	20.3	16.4	20.1	15.2	18.2	27.7	27.9	27.5
Becoming successful in a business of my own	41.5	42.9	39.7	43.7	42.0	42.6	44.0	40.5	38.5	43.9	70.0	68.1	73.4
Becoming involved in programs to clean up the environment	33.8	33.6	34.0	34.2	32.9	36.2	33.1	29.4	33.5	35.6	48.8	47.7	50.8
Developing a meaningful philosophy of life	46.8	45.2	48.6	44.3	46.3	47.8	45.6	45.2	46.8	54.9	55.9	53.8	59.6
Participating in a community action program	35.8	35.1	36.7	33.3	37.0	37.2	40.3	35.2	34.9	43.1	55.1	51.7	61.3
Helping to promote racial understanding	46.9	47.0	46.8	46.9	47.1	49.8	46.9	44.6	45.1	52.6	69.4	65.9	75.8
Keeping up to date with political affairs	46.0	42.9	49.6	43.2	42.5	45.1	43.8	39.3	47.9	55.4	53.0	49.9	58.3
Becoming a community leader	43.1	42.3	44.1	41.2	43.6	43.9	44.8	42.6	42.2	50.7	60.4	58.7	63.4
Improving my understanding of other countries and cultures	59.3	57.2	61.9	56.2	58.4	60.3	58.2	56.6	59.4	70.4	63.5	60.2	69.3
Integrating spirituality into my life	42.8	46.8	38.1	43.7	50.3	40.5	49.3	60.7	36.2	44.8	68.0	66.1	71.6
Students estimate “Very Good Chance” that they will:													
Change major field	12.2	11.2	13.5	12.2	10.0	11.0	9.5	9.2	13.7	12.7	9.0	9.2	8.8
Change career choice	12.3	10.8	14.1	10.5	11.0	12.6	9.8	10.0	13.9	14.6	7.7	7.7	7.8
Participate in student government	8.1	8.0	8.3	8.3	7.5	7.9	8.3	6.7	7.8	10.1	16.2	14.7	18.8
Get a job to help pay for college expenses	50.4	50.0	50.9	50.4	49.6	47.6	52.8	50.0	52.7	44.9	48.9	48.2	50.1
Join a social fraternity or sorority	12.8	11.1	14.8	12.2	9.8	10.2	9.5	9.6	14.4	16.3	33.7	31.6	37.5
Transfer to another college before graduating	5.2	5.9	4.3	6.6	5.2	5.0	4.2	5.9	4.4	3.8	10.7	10.4	11.4
Participate in volunteer or community service work	36.1	33.9	38.8	30.6	37.7	35.5	41.8	37.7	36.4	47.0	41.9	35.8	52.5
Seek personal counseling	13.9	14.0	13.7	14.1	13.8	14.7	13.3	13.1	13.3	15.3	18.3	16.7	21.1
Communicate regularly with your professors	47.8	46.8	48.9	43.6	50.6	52.6	52.7	47.4	46.5	57.1	45.8	41.9	52.7
Participate in student clubs/groups	50.4	45.9	55.8	43.7	48.5	51.1	53.5	43.2	53.7	63.2	45.0	40.3	53.1
Participate in a study abroad program	32.8	29.7	36.5	24.0	36.2	40.0	37.1	31.9	33.3	47.6	31.1	26.0	40.2
Work on a professor’s research project	22.3	19.7	25.5	18.4	21.2	23.3	22.4	18.4	24.7	28.5	31.7	30.3	34.1
Get tutoring help in specific courses	34.7	35.5	33.6	37.6	33.1	33.8	38.1	29.8	34.0	32.5	46.5	44.0	50.8
Take courses from more than one college simultaneously	6.3	6.0	6.5	6.1	6.0	6.4	6.9	5.1	6.5	6.8	12.9	11.9	14.9
Take a leave of absence from this college temporarily	2.1	2.4	1.7	2.6	2.3	2.3	2.5	2.1	1.6	2.1	6.9	7.1	6.5
Take a course exclusively online	5.5	6.1	4.7	6.7	5.4	4.2	5.1	6.7	5.1	3.6	11.0	11.4	10.3
Vote in a local, state, or national election	61.9	57.5	67.1	57.1	57.9	57.2	59.9	57.7	67.3	66.4	57.7	52.3	67.2

2016 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
CIRP Construct: Habits of Mind													
High	33.0	37.3	28.5	37.1	37.4	34.9	36.6	40.3	29.2	25.3	38.5	41.3	33.5
Average	43.7	42.0	45.6	42.7	41.1	41.9	40.7	40.4	45.8	44.7	37.9	37.5	38.5
Low	23.3	20.8	26.0	20.2	21.5	23.2	22.7	19.2	25.1	29.9	23.6	21.2	28.0
Mean	48.92	48.07	49.82	47.95	48.20	48.75	48.56	47.46	49.59	50.77	48.23	47.62	49.32
CIRP Construct: Academic Self-Concept													
High	26.9	33.2	20.1	33.1	33.3	32.7	34.0	33.5	20.4	18.8	31.2	33.2	27.4
Average	49.1	47.4	51.0	47.2	47.6	47.9	47.3	47.5	51.6	48.5	42.6	40.8	45.9
Low	24.0	19.4	29.0	19.7	19.1	19.4	18.8	19.0	28.1	32.6	26.2	25.9	26.7
Mean	50.19	48.89	51.63	49.02	48.73	48.82	48.70	48.65	51.48	52.25	50.39	50.07	50.97
CIRP Construct: Social Self-Concept													
High	31.8	33.1	30.4	33.0	33.1	34.0	33.3	32.1	31.2	27.3	24.2	24.3	24.0
Average	42.3	41.4	43.3	40.9	42.0	41.9	42.2	42.0	43.1	44.0	37.9	38.2	37.4
Low	25.9	25.5	26.3	26.0	24.9	24.1	24.5	25.9	25.7	28.6	37.9	37.5	38.7
Mean	50.14	49.95	50.35	49.97	49.93	49.73	49.95	50.10	50.15	51.16	52.79	52.75	52.86
CIRP Construct: Pluralistic Orientation													
High	26.6	29.7	23.4	28.8	30.7	28.5	28.5	34.1	23.8	21.7	31.7	34.7	26.3
Average	43.3	41.8	44.9	41.6	42.1	42.9	42.7	40.9	45.0	44.3	35.2	34.1	37.0
Low	30.1	28.5	31.8	29.6	27.2	28.7	28.8	25.0	31.2	34.0	33.1	31.2	36.7
Mean	50.15	49.57	50.77	49.82	49.28	49.71	49.72	48.62	50.67	51.19	49.83	49.19	50.98
CIRP Construct: Social Agency													
High	21.5	21.6	21.4	22.9	20.1	19.8	18.2	21.4	23.1	15.4	8.8	9.7	7.2
Average	44.1	44.8	43.3	44.6	44.9	44.0	45.1	45.8	43.7	41.9	36.1	39.8	29.5
Low	34.4	33.6	35.3	32.5	35.0	36.1	36.7	32.9	33.2	42.8	55.1	50.5	63.3
Mean	51.65	51.53	51.80	51.25	51.85	52.04	52.37	51.38	51.29	53.59	56.51	55.55	58.21
CIRP Construct: Civic Engagement													
High	19.2	20.7	17.6	22.3	18.8	18.6	16.6	20.0	18.5	13.5	14.7	16.1	12.2
Average	42.8	43.5	42.0	44.1	42.9	42.1	40.9	44.6	42.6	39.3	37.1	39.5	32.8
Low	38.1	35.8	40.5	33.6	38.4	39.2	42.5	35.5	38.9	47.1	48.2	44.4	55.0
Mean	52.63	52.11	53.17	51.66	52.66	52.85	53.35	52.12	52.86	54.50	54.63	53.83	56.05
CIRP Construct: College Reputation Orientation													
High	32.6	34.6	30.5	36.9	31.7	32.4	24.7	34.7	32.2	23.8	35.4	40.0	27.2
Average	37.1	37.5	36.7	37.4	37.7	37.0	37.7	38.4	36.5	37.4	32.2	33.5	29.8
Low	30.2	27.9	32.9	25.7	30.5	30.6	37.6	26.9	31.3	38.8	32.4	26.5	42.9
Mean	49.82	49.38	50.33	48.84	50.02	49.88	51.67	49.33	49.94	51.76	49.57	48.45	51.57
CIRP Construct: Likelihood of College Involvement													
High	29.4	32.9	25.2	35.8	29.5	27.6	25.6	33.6	27.3	17.8	30.8	35.6	22.4
Average	40.7	40.6	40.8	41.4	39.7	39.5	39.2	40.0	41.8	37.3	37.7	38.0	37.1
Low	29.9	26.5	34.0	22.8	30.8	32.9	35.3	26.4	30.9	44.8	31.5	26.4	40.5
Mean	49.62	48.82	50.58	48.16	49.58	50.01	50.51	48.65	50.04	52.45	49.42	48.16	51.65
CIRP Construct: Science Self-Efficacy													
High	28.9	33.9	23.6	33.8	34.0	32.8	30.4	37.0	23.5	23.7	35.0	38.3	29.0
Average	45.3	44.1	46.6	44.1	44.2	44.9	44.7	43.2	46.9	45.4	38.2	37.2	40.1
Low	25.7	22.0	29.8	22.1	21.8	22.3	24.9	19.8	29.5	30.8	26.8	24.5	30.9
Mean	50.17	49.02	51.40	48.94	49.12	49.41	50.19	48.29	51.35	51.58	49.97	49.24	51.28
CIRP Construct: Science Identity													
High	29.3	32.6	25.4	31.2	34.3	32.0	30.1	38.8	23.6	31.7	32.0	32.9	30.3
Average	40.1	41.6	38.4	42.6	40.5	41.0	41.4	39.5	39.0	36.4	41.6	45.2	35.4
Low	30.6	25.8	36.2	26.2	25.3	27.1	28.5	21.8	37.4	31.9	26.4	21.9	34.4
Mean	50.14	49.16	51.27	49.41	48.87	49.42	49.86	47.81	51.63	49.96	49.64	49.05	50.70

APPENDIX A

Research Methodology

RESEARCH METHODOLOGY

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

Historical Overview

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

The National Population for 2016

For the purposes of the 2016 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 2016, the national population included 1,568 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 2016, "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 2016 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, HERI uses counts from the most recently published IPEDS survey at the time the norms sample is designated. This procedure, although not optimal, is adequate unless the institution experienced a substantial change in its FTFT population since the last IPEDS survey.

The 2016 Data

Although 171,300 respondents at 253 two- and four-year colleges and universities returned their forms in time for their data to be included in the 2016 norms, the normative data presented here are based on responses from 137,456 FTFT freshmen entering 184 baccalaureate institutions.

The normative data presented here were collected by administering the 2016 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. 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.

Table A1. 2016 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	600–1050	47	10	5	7,489	106,339	45,830	60,509	18.07	14.56
	2	medium	1051–1220	94	8	5	12,771	366,957	178,037	188,920	31.28	27.60
	3	high	1221–1600	28	6	5	16,622	125,506	58,911	66,595	8.56	7.49
Private Universities	4	medium	600–1179	35	8	7	3,616	28,543	12,681	15,862	10.80	7.33
	5	high	1180–1339	30	8	6	7,225	49,273	21,618	27,655	8.93	6.80
	6	very high	1340–1600	32	7	6	8,625	56,976	28,113	28,863	7.77	6.36
Public 4-year Colleges	7,10	low	600–984	119	8	6	10,013	106,267	43,712	62,555	16.37	16.48
	8	medium	985–1034	128	10	5	9,913	146,501	65,013	81,488	17.69	14.64
	9	high	1035–1600	95	17	10	8,810	143,358	64,474	78,884	14.36	23.14
Private Nonsectarian 4-year Colleges	11,15	low	800–989	109	10	6	1,619	30,164	13,311	16,853	20.32	19.02
	12	medium	990–1069	68	12	11	5,083	29,693	12,927	16,766	5.77	6.01
	13	high	1070–1189	75	12	11	4,100	34,552	15,062	19,490	9.93	7.75
	14	very high	1190–1600	80	30	24	11,152	42,313	18,856	23,457	4.12	3.71
Catholic 4-year Colleges	16,19	low	600–994	58	12	9	2,215	16,025	5,582	10,443	7.37	8.39
	17	medium	995–1084	43	6	5	2,223	15,588	6,318	9,270	8.72	6.26
	18	high	1085–1600	47	11	8	5,355	33,399	13,932	19,467	7.01	5.88
Other Religious 4-year Colleges	20,24	very low	800–999	142	14	9	2,316	32,906	16,855	16,051	17.29	13.66
	21	low	1000–1039	75	10	7	1,981	20,830	9,522	11,308	10.30	11.36
	22	medium	1040–1109	74	13	12	3,550	28,349	11,740	16,609	8.17	8.01
	23	high	1110–1600	110	18	16	7,867	52,684	22,405	30,279	7.74	6.46
Predominantly Black Colleges	34,40	public	—	39	7	5	2,304	28,539	11,871	16,668	15.75	11.11
	35,38 39,41	private	—	40	13	6	2,607	16,164	6,467	9,697	6.20	6.34
All Institutions				1,568	250	184	137,456	1,510,926				

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.

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 feel you have 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 (2.39) • Tolerance of others with different beliefs (2.35) • Openness to having my views challenged (2.13) 	<ul style="list-style-type: none"> • Ability to discuss and negotiate controversial issues (2.03) • Ability to see the world from someone else's perspective (1.78)
<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) 	
<p>Science Self-Efficacy measures students' sense of confidence to engage with the scientific method.</p> <p>How confident are you that you can:</p> <ul style="list-style-type: none"> • Use technical science skills (use of tools, instruments, and/or techniques) (1.48) • Generate a research question (2.33) • Determine how to college appropriate data (2.82) • Explain the results of a study (2.87) • Use scientific literature to guide research (2.70) • Integrate results from multiple studies (2.79) • Ask relevant questions (1.73) • Identify what is known and not known about a problem (1.95) • Understand scientific concepts (2.40) • See connections between different areas of science and mathematics (1.90) 	
<p>Science Identity represents the extent to which students conceive of themselves as scientists.</p> <p>Rate your agreement with each of the following statements:</p> <ul style="list-style-type: none"> • I have a strong sense of belonging to the community of scientists (3.52) • I derive great personal satisfaction from working on a team that is doing important research (1.78) • I think of myself as a scientist (5.53) • I feel like I belong in the field of science (4.43) 	

APPENDIX B

**The 2016 CIRP
Freshman Survey Instrument**

2016 CIRP Freshman Survey



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

NAME: FIRST MI LAST
 ADDRESS:
 CITY: STATE: ZIP: COUNTRY, if NOT USA:
 STUDENT ID# (as instructed): EMAIL (print letters carefully):

When were you born?
 Month (01-12) Day (01-31) Year

SERIAL #

MARKING DIRECTIONS

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

CORRECT MARK INCORRECT MARKS

Group Code A B

1. Your sex: Male Female

2. Is English your primary language?
 Yes No

3. In what year did you graduate from high school? (Mark one)

2016 Did not graduate but passed G.E.D. test
 2015 2014 Never completed high school
 2013 or earlier

4. Are you enrolled (or enrolling) as a: (Mark one)
 Full-time student Part-time student

5. How many miles is this college from your permanent home? (Mark one)

5 or less 6-10 11-50 51-100 101-500 Over 500

6. What was your average grade in high school? (Mark one)

A or A+ A- B B- C C+ D

7. What were your scores on the SAT I and/or ACT?

SAT Reading and Writing...

SAT Mathematics

ACT Composite

8. Where do you plan to live during the fall term? (Mark one)

With my family or other relatives
 Other private home, apartment, or room
 College residence hall
 Fraternity or sorority house
 Other campus student housing
 Other

9. From what high school did you graduate?

Name of high school

City State

10. Are you: (Mark all that apply)

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

11. Prior to this term, have you ever taken courses for credit at this institution?
 Yes No

12. Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?
 Yes No

13. To how many colleges other than this one did you apply for admission this year?

None 1 2 3 4 5 6 7-8 9-10 11 or more

14. Were you accepted by your first choice college?
 Yes No

15. Is this college your: (Mark one)

First choice Second choice Third choice Less than third choice

16. Citizenship status: (Mark one)

U.S. citizen
 Permanent resident (green card)
 International student (i.e., F-1, J-1, or M-1 visa)
 None of the above

17. Please mark which of the following courses you have completed:

Algebra II
 Pre-calculus/Trigonometry
 Probability & Statistics
 Calculus
 AP Probability & Statistics
 AP Calculus
 AP Computer Science A

18. How many weeks this summer did you participate in a bridge program at this institution?

0 1-2 3-4 5-6 7+

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

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

20. How many Advanced Placement/International Baccalaureate courses did you take in high school? (Mark one in each row)

	None	1-4	5-9	10-14	15+
AP Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IB Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

21. Please refer to the same Parent/Guardian throughout this survey. Please mark the sex of your parent(s) or guardian(s).

	Male	Female
Parent/Guardian 1	<input type="radio"/>	<input type="radio"/>
Parent/Guardian 2	<input type="radio"/>	<input type="radio"/>

22. At any time since you turned 13, were you in foster care or were you a dependent of the court?
 Yes No I don't know

23. Do you consider yourself: (Mark Yes or No for each item)

	Yes	No
Pre-Med	<input type="radio"/>	<input type="radio"/>
Pre-Law	<input type="radio"/>	<input type="radio"/>

24. Please indicate your intended major using the codes provided on the attached fold out.

25. 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)

Your intended career

Parent/Guardian 1 career

Parent/Guardian 2 career

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

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

27. 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"/>

28. 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"/>

29. 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 \$15,000	<input type="radio"/> \$100,000-124,999
<input type="radio"/> \$15,000-24,999	<input type="radio"/> \$125,000-149,999
<input type="radio"/> \$25,000-29,999	<input type="radio"/> \$150,000-199,999
<input type="radio"/> \$30,000-59,999	<input type="radio"/> \$200,000-249,999
<input type="radio"/> \$60,000-74,999	<input type="radio"/> \$250,000-499,999
<input type="radio"/> \$75,000-99,999	<input type="radio"/> \$500,000 or higher

30. Please select how many individuals in your household (including yourself) are dependent on your parent(s)/guardian(s) for financial support. (Mark one)

<input type="radio"/> I am not dependent on my parent(s)/guardian(s)	<input type="radio"/> 3
<input type="radio"/> 1	<input type="radio"/> 4
<input type="radio"/> 2	<input type="radio"/> 5
	<input type="radio"/> 6 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 (B.A., B.S., B.D., etc.)	<input type="radio"/>	<input type="radio"/>
Master's (M.A., M.S., M.B.A., etc.)	<input type="radio"/>	<input type="radio"/>
J.D. (Law)	<input type="radio"/>	<input type="radio"/>
M.D., D.D.S., D.V.M., etc. (Medical)	<input type="radio"/>	<input type="radio"/>
Ph.D.....	<input type="radio"/>	<input type="radio"/>
Professional Doctorate (Ed.D., Psy.D., etc.).....	<input type="radio"/>	<input type="radio"/>
Other.....	<input type="radio"/>	<input type="radio"/>

34. In the past year, how often have you: (Mark one for each item)

	Frequently	Occasionally	Not at All
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been 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"/>
Consumed beer.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consumed wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. Continued. In the past year, how often have you: (Mark one for each item)

	Frequently	Occasionally	Not at All
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been late to 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"/>
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"/>
Fallen 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"/>
Felt anxious	<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.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Support your opinions with a logical argument.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Seek solutions to problems and explain them to others.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Evaluate the quality or reliability of information you received.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Take a risk because you feel you have more to gain.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Seek alternative solutions to a problem....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Look up scientific research articles and resources.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Explore topics on your own, even though it was not required for a class.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Accept mistakes as part of the learning process.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Analyze multiple sources of information before coming to a conclusion.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Take on a challenge that scares you.....	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N

38. How confident are you that you can: (Mark one in each row)

	Absolutely	Very	Moderately	Somewhat	Not at All
Use technical science skills (use of tools, instruments, and/or techniques).....	<input type="radio"/> A	<input type="radio"/> V	<input type="radio"/> M	<input type="radio"/> S	<input type="radio"/> N
Generate a research question.....	<input type="radio"/> A	<input type="radio"/> V	<input type="radio"/> M	<input type="radio"/> S	<input type="radio"/> N
Determine how to collect appropriate data.....	<input type="radio"/> A	<input type="radio"/> V	<input type="radio"/> M	<input type="radio"/> S	<input type="radio"/> N
Explain the results of a study.....	<input type="radio"/> A	<input type="radio"/> V	<input type="radio"/> M	<input type="radio"/> S	<input type="radio"/> N
Use scientific literature to guide research.....	<input type="radio"/> A	<input type="radio"/> V	<input type="radio"/> M	<input type="radio"/> S	<input type="radio"/> N
Integrate results from multiple studies.....	<input type="radio"/> A	<input type="radio"/> V	<input type="radio"/> M	<input type="radio"/> S	<input type="radio"/> N
Ask relevant questions.....	<input type="radio"/> A	<input type="radio"/> V	<input type="radio"/> M	<input type="radio"/> S	<input type="radio"/> N
Identify what is known and not known about a problem.....	<input type="radio"/> A	<input type="radio"/> V	<input type="radio"/> M	<input type="radio"/> S	<input type="radio"/> N
Understand scientific concepts.....	<input type="radio"/> A	<input type="radio"/> V	<input type="radio"/> M	<input type="radio"/> S	<input type="radio"/> N
See connections between different areas of science and mathematics.	<input type="radio"/> A	<input type="radio"/> V	<input type="radio"/> M	<input type="radio"/> S	<input type="radio"/> N

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

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

40. In deciding to go to college, how important to you was each of the following reasons? (Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
To be able to get a better job.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To gain a general education and appreciation of ideas.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To make me a more cultured person.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To be able to make more money.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To learn more about things that interest me.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To get training for a specific career.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To prepare myself for graduate or professional school.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
To please my family.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> 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.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compassion.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk-taking.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

42. Mark one in each row:

	1 Strongly Disagree	2 Disagree Somewhat	3 Agree Somewhat	4 Strongly Agree
Wealthy people should pay a larger share of taxes than they do now.....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Addressing global climate change should be a federal priority.....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
The federal government should have stricter gun control laws.....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Affirmative action in college admissions should be abolished.....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
The federal government should raise taxes to reduce the deficit.....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Sexual activity that occurs without the presence of explicit, affirmative consent (i.e., "yes means yes") is considered sexual assault.....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
There is little that a person can do to be better at math – you are either "good" or "bad" at math.....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1
Intelligence is something that can be improved by studying or working harder.....	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 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.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
My teacher advised me.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
This college has a very good academic reputation.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
This college has a good reputation for its social and extracurricular activities.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I was offered financial assistance.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
The cost of attending this college.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
High school counselor advised me.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Private college counselor advised me.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I wanted to live near home.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Not offered aid by first choice.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Could not afford first choice.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
This college's graduates gain admission to top graduate/professional schools.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
This college's graduates get good jobs.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I was attracted by the religious affiliation/orientation of this college.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I wanted to go to a school about the size of this college.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Rankings in national magazines.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
I was admitted through an Early Action or Early Decision program.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
A visit to this campus.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
This college's graduates make a difference in the world.....	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> 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 in person.....	<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"/>
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"/>
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"/>
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"/>
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"/>
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"/>

45. Military Status: (Mark one)

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

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

- 1
- 2
- 3
- 4
- 5
- 6+
- I do not plan to graduate from this college.

47. What is your sexual orientation?

- Heterosexual/Straight
- Gay
- Lesbian
- Bisexual
- Queer
- Other

48. Do you identify as transgender?

- Yes
- No

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

	Yes	No
Learning disability (dyslexia, etc.).....	<input type="radio"/>	<input type="radio"/>
Attention deficit hyperactivity disorder (ADHD)....	<input type="radio"/>	<input type="radio"/>
Autism spectrum disorder.....	<input type="radio"/>	<input type="radio"/>
Physical disability (speech, sight, mobility, hearing, etc.).....	<input type="radio"/>	<input type="radio"/>
Chronic illness (cancer, diabetes, autoimmune disorders, etc.).....	<input type="radio"/>	<input type="radio"/>
Psychological disorder (depression, etc.).....	<input type="radio"/>	<input type="radio"/>
Other.....	<input type="radio"/>	<input type="radio"/>

50. Will you pursue a science-related research career? (Mark one)

- Definitely yes
- Probably yes
- Uncertain
- Probably no
- Definitely no

51. To what extent are the following statements true of you: (Mark one in each row)

	1 Strongly Disagree	2 Disagree Somewhat	3 Neutral	4 Agree Somewhat	5 Strongly Agree
I have a strong sense of belonging to a community of scientists.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I derive great personal satisfaction from working on a team that is doing important research.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think of myself as a scientist.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I belong in the field of science.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

52. 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"/>
Integrating spirituality into my life.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

53. 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"/>
Join a social fraternity or sorority.....	<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"/>
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"/>
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"/>
Work on a professor's research project.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get tutoring help in specific courses.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take courses from more than one college simultaneously.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a leave of absence from this college temporarily.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a course exclusively online.....	<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.

- | | | | | |
|-----------------|-----------------|-----------------|-----------------|-----------------|
| 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) |
| 56. (A B C D E) | 60. (A B C D E) | 64. (A B C D E) | 68. (A B C D E) | 72. (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) | 73. (A B C D E) |

THANK YOU!

24. 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	

25. 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	41 Computer Programmer/Developer
02 Artist	42 Computer/Systems Analyst
03 Graphic Designer	43 Web Designer
04 Musician	LAW
05 Writer/Producer/Director	44 Lawyer/Judge
AGRICULTURE	45 Paralegal
06 Farmer or Forester	MEDICAL PRACTITIONERS
07 Natural Resource Specialist/Environmentalist	46 Clinical Psychologist
BUSINESS	47 Dentist/Orthodontist
08 Accountant	48 Medical Doctor/Surgeon
09 Administrative Assistant	49 Optometrist
10 Business Manager/Executive	50 Pharmacist
11 Business Owner/Entrepreneur	51 Veterinarian
12 Retail Sales	SCIENCE AND ENGINEERING
13 Sales/Marketing	52 Engineer
14 Human Resources	53 Research Scientist (e.g., Biologist, Chemist, Physicist)
15 Finance (e.g., Actuary, Banking, Loan Officer, Planner)	54 Urban Planner/Architect
16 Management Consultant	SERVICE INDUSTRY
17 Real Estate Agent/Realtor/ Appraiser/Developer	55 Custodian/Janitor/Housekeeper
18 Sports Management	56 Food Service (e.g., Chef/Cook, Server)
COMMUNICATIONS	57 Hair Stylist/Aesthetician/ Manicurist
19 Journalist	58 Interior Designer
20 Public Relations/Media Relations	59 Skilled Trades (e.g., Plumber, Electrician, Construction)
21 Advertising	60 Social/Non-Profit Services
EDUCATION	61 CLERGY
22 College Administrator/Staff	62 HOMEMAKER/STAY AT HOME PARENT
23 College Faculty	63 OTHER
24 Early Childcare Provider	64 UNDECIDED
25 Elementary School Teacher	
26 Secondary School Teacher in Science, Technology, Engineering, or Math (STEM)	
27 Secondary School Teacher in a non-STEM subject	
28 Librarian	
29 Teacher's Assistant/ Paraprofessional	
30 K-12 Administrator	
31 Other K-12 Professional	
GOVERNMENT	
32 Military	
33 Federal/State/Local Government Official	
34 Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	
35 Postal Worker	
HEALTHCARE SUPPORT	
36 Dietician/Nutritionist	
37 Home Health Worker	
38 Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	
39 Registered Nurse	
40 Therapist (e.g., Physical, Occupational, Speech)	

Carefully detach this section after answering Questions 24 and 25

Turn over for Question 25

APPENDIX C

Institutions Participating in the 2016 CIRP Freshman Survey

Institutions Participating in the 2016 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
1243	Adrian College	Adrian	MI	21	yes
354	Albertus Magnus College	New Haven	CT	16	no
414	American University	Washington	DC	5	yes
2432	Anderson University	Anderson	SC	22	yes
125	Art Center College of Design	Pasadena	CA	12	yes
944	Asbury University	Wilmore	KY	13	no
1322	Augsburg College	Minneapolis	MN	22	yes
599	Aurora University	Aurora	IL	12	yes
5569	Azusa Pacific University	Azusa	CA	4	yes
1141	Babson College	Wellesley	MA	14	yes
454	Barry University	Miami	FL	4	yes
1042	Bates College	Lewiston	ME	14	yes
5275	Bay Path College	Longmeadow	MA	11	yes
2519	Belmont University	Nashville	TN	23	yes
2931	Beloit College	Beloit	WI	14	yes
7072	Benedictine College	Atchison	KS	18	yes
692	Benedictine University	Lisle	IL	4	yes
5291	Benjamin Franklin Institute of Technology	Boston	MA	14	no
1934	Bennett College for Women	Greensboro	NC	38	no
948	Berea College	Berea	KY	13	yes
503	Berry College	Mount Berry	GA	13	yes
5194	Bethel College-Indiana	Mishawaka	IN	22	yes
5753	Biola University	La Mirada	CA	4	yes
1641	Bloomfield College	Bloomfield	NJ	20	no
2049	Bluffton University	Bluffton	OH	21	no
9113	Bridge Idaho-former Clearwater Valley Upward Bound	Moscow	ID		no
1193	Bridgewater State University	Bridgewater	MA	1	yes
131	California Baptist University	Riverside	CA	20	yes
135	California Institute of Technology	Pasadena	CA	6	yes
129	California State Polytechnic University-Pomona	Pomona	CA	9	yes
5010	California State University-Long Beach	Long Beach	CA	8	yes
194	California State University-Los Angeles	Los Angeles	CA	7	yes
4823	California State University-Monterey Bay	Seaside	CA	7	no
230	California State University-Northridge	Northridge	CA	7	yes
5751	California State University-San Bernardino	San Bernardino	CA	7	yes
4851	California State University-San Marcos	San Marcos	CA	7	yes
2053	Case Western Reserve University	Cleveland	OH	6	no
1938	Catawba College	Salisbury	NC	11	yes
416	Catholic University of America	Washington	DC	4	no
815	Central College	Pella	IA	23	yes
2054	Central State University	Wilberforce	OH	34	yes
141	Chapman University	Orange	CA	23	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
1044	Colby College	Waterville	ME	14	yes
318	Colorado State University-Fort Collins	Fort Collins	CO	2	no
359	Connecticut College	New London	CT	14	yes
6667	Corban University	Salem	OR	22	yes

Institutions Participating in the 2016 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
1573	Creighton University	Omaha	NE	18	yes
1881	CUNY College of Staten Island	Staten Island	NY	8	no
6430	CUNY Lehman College	Bronx	NY	8	yes
6166	Dalton State College	Dalton	GA	10	no
2244	Delaware Valley College	Doylestown	PA	12	yes
2247	Dickinson College	Carlisle	PA	14	yes
1005	Dillard University	New Orleans	LA	38	yes
687	Dominican University	River Forest	IL	17	yes
464	Eckerd College	Saint Petersburg	FL	23	yes
1947	Elon University	Elon	NC	14	yes
1157	Emerson College	Boston	MA	14	no
1158	Emmanuel College	Boston	MA	17	yes
5128	Emmanuel College	Franklin Springs	GA	20	no
2787	Emory & Henry College	Emory	VA	20	yes
511	Emory University	Atlanta	GA	6	yes
362	Fairfield University	Fairfield	CT	18	yes
2788	Ferrum College	Ferrum	VA	20	yes
4867	Florida Gulf Coast University	Fort Myers	FL	8	yes
461	Florida Memorial University	Miami Gardens	FL	38	no
463	Florida State University	Tallahassee	FL	2	yes
1773	Fordham University	Bronx	NY	5	yes
5414	Franklin Pierce University	Rindge	NH	11	yes
212	Fresno Pacific University	Fresno	CA	20	yes
897	Friends University	Wichita	KS	12	yes
2446	Furman University	Greenville	SC	14	yes
961	Georgetown College	Georgetown	KY	23	yes
515	Georgia Institute of Technology-Main Campus	Atlanta	GA	3	no
2263	Gettysburg College	Gettysburg	PA	14	yes
1164	Gordon College	Wenham	MA	23	yes
758	Goshen College	Goshen	IN	22	yes
1082	Goucher College	Baltimore	MD	13	yes
5199	Grace College and Theological Seminary	Winona Lake	IN	21	yes
1006	Grambling State University	Grambling	LA	34	yes
834	Grinnell College	Grinnell	IA	14	yes
1953	Guilford College	Greensboro	NC	22	yes
1776	Hamilton College	Clinton	NY	14	yes
9107	Harrisburg University of Science and Technology	Harrisburg	PA	11	yes
180	Harvey Mudd College	Claremont	CA	14	yes
2267	Haverford College	Haverford	PA	14	yes
2072	Hiram College	Hiram	OH	12	yes
1755	Hobart William Smith Colleges	Geneva	NY	14	no
2794	Hollins University	Roanoke	VA	13	yes
2266	Holy Family University	Philadelphia	PA	16	yes
152	Holy Names University	Oakland	CA	16	yes
424	Howard University	Washington	DC	41	no
8	Huntingdon College	Montgomery	AL	20	no
642	Illinois College	Jacksonville	IL	22	yes
646	Illinois Wesleyan University	Bloomington	IL	14	no

Institutions Participating in the 2016 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
7813	Institute of American Indian and Alaska Native Culture	Santa Fe	NM	7	no
1785	Iona College	New Rochelle	NY	16	yes
1956	Johnson C. Smith University	Charlotte	NC	35	yes
652	Knox College	Galesburg	IL	14	no
2947	Lawrence University	Appleton	WI	14	yes
2277	Lebanon Valley College	Annaville	PA	22	yes
2537	Lee University	Cleveland	TN	23	yes
2194	Lewis & Clark College	Portland	OR	14	yes
4715	Life Pacific College	San Dimas	CA	20	yes
7448	LIM College	New York	NY		no
2539	Lincoln Memorial University	Harrogate	TN	13	yes
2279	Lincoln University of Pennsylvania	Lincoln University	PA	34	yes
1959	Livingstone College	Salisbury	NC	38	no
2796	Longwood University	Farmville	VA	8	no
657	Loyola University Chicago	Chicago	IL	5	yes
2283	Lycoming College	Williamsport	PA	22	yes
1344	Macalester College	Saint Paul	MN	23	yes
1275	Marygrove College	Detroit	MI	16	yes
2285	Marywood University	Scranton	PA	17	yes
525	Mercer University	Macon	GA	5	yes
199	Mills College	Oakland	CA	13	yes
1412	Millsaps College	Jackson	MS	23	yes
5475	Molloy College	Rockville Centre	NY	17	yes
667	Monmouth College	Monmouth	IL	21	no
1662	Montclair State University	Montclair	NJ	8	yes
2287	Moore College of Art and Design	Philadelphia	PA	11	no
5796	Morehouse College	Atlanta	GA	35	yes
1094	Morgan State University	Baltimore	MD	40	no
204	Mt. San Antonio College	Walnut	CA	27	no
5888	Neumann University	Aston	PA	16	yes
471	New College of Florida	Sarasota	FL	9	yes
674	North Central College	Naperville	IL	23	no
1184	Northeastern University	Boston	MA	6	yes
848	Northwestern College	Orange City	IA	23	yes
1286	Oakland University	Rochester Hills	MI	1	yes
207	Occidental College	Los Angeles	CA	14	yes
2163	Oklahoma City University	Oklahoma City	OK	23	yes
5566	Oklahoma Wesleyan University	Bartlesville	OK	21	yes
4892	Oxford College of Emory University	Oxford	GA		no
6615	Palm Beach Atlantic University	West Palm Beach	FL	22	yes
104	Philander Smith College	Little Rock	AR	38	yes
219	Pomona College	Claremont	CA	14	yes
2210	Portland State University	Portland	OR	1	no
683	Principia College	Elsah	IL	13	yes
2409	Providence College	Providence	RI	18	yes
7241	Ramapo College of New Jersey	Mahwah	NJ	9	no

Institutions Participating in the 2016 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
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
1621	Rivier University	Nashua	NH	16	yes
685	Rockford University	Rockford	IL	12	yes
5626	Roger Williams University	Bristol	RI	13	yes
2309	Rosemont College	Rosemont	PA	16	yes
1672	Rutgers University-Camden	Camden	NJ	9	no
1673	Rutgers University-Newark	Newark	NJ	2	no
5082	Sacred Heart University	Fairfield	CT	18	no
2313	Saint Francis University	Loretto	PA	17	no
781	Saint Mary's College	Notre Dame	IN	18	yes
2974	Saint Norbert College	De Pere	WI	18	yes
236	San Francisco State University	San Francisco	CA	1	no
2857	Seattle Pacific University	Seattle	WA	4	yes
2858	Seattle University	Seattle	WA	18	no
2944	Silver Lake College of the Holy Family	Manitowoc	WI	16	no
1188	Simmons College	Boston	MA	13	yes
5052	Simpson University	Redding	CA	22	no
1499	Southeast Missouri State University	Cape Girardeau	MO	9	no
2553	Southern Adventist University	Collegedale	TN	21	yes
2144	Southern Nazarene University	Bethany	OK	21	no
2664	Southwestern University	Georgetown	TX	23	yes
502	Spelman College	Atlanta	GA	35	no
1846	St. Lawrence University	Canton	NY	14	yes
1949	St. Andrews University	Laurinburg	NC	20	yes
1839	St. Francis College	Brooklyn Heights	NY	11	no
5498	St. Thomas Aquinas College	Sparkill	NY	11	yes
1204	Suffolk University	Boston	MA	4	yes
7028	SUNY at Purchase College	Purchase	NY	9	no
1878	SUNY College at Potsdam	Potsdam	NY	9	yes
4894	SUNY Institute of Technology at Utica-Rome	Utica	NY	9	no
783	Taylor University	Upland	IN	23	yes
2675	Texas Christian University	Fort Worth	TX	5	no
2659	Texas State University-San Marcos	San Marcos	TX	1	no
2063	The College of Wooster	Wooster	OH	14	yes
5742	The Master's College and Seminary	Santa Clarita	CA	22	yes
7026	The Richard Stockton College of New Jersey	Pomona	NJ	9	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
2685	Trinity University	San Antonio	TX	23	yes
435	Trinity Washington University	Washington	DC	16	no
1024	Tulane University of Louisiana	New Orleans	LA	6	yes
2561	Tusculum College	Greeneville	TN	21	yes
1884	Union College	Schenectady	NY	14	no
2562	Union University	Jackson	TN	5	no
341	United States Air Force Academy	Colorado Springs	CO	9	yes
380	United States Coast Guard Academy	New London	CT	9	yes

Institutions Participating in the 2016 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
1100	United States Naval Academy	Annapolis	MD	9	yes
48	University of Alaska Fairbanks	Fairbanks	AK	1	yes
76	University of Arkansas at Pine Bluff	Pine Bluff	AR	34	yes
382	University of Bridgeport	Bridgeport	CT	11	yes
262	University of California-Riverside	Riverside	CA	1	yes
260	University of California-San Diego	La Jolla	CA	3	yes
1456	University of Central Missouri	Warrensburg	MO	8	no
2147	University of Central Oklahoma	Edmond	OK	8	no
1276	University of Detroit Mercy	Detroit	MI	18	yes
9109	University of Hawaii-West Oahu	Pearl City	HI	7	yes
584	University of Idaho	Moscow	ID	2	yes
184	University of La Verne	La Verne	CA	4	yes
6086	University of Maryland-Baltimore County	Baltimore	MD	2	yes
1207	University of Massachusetts Amherst	Amherst	MA	2	yes
5773	University of Massachusetts-Dartmouth	North Dartmouth	MA	1	no
1294	University of Michigan-Ann Arbor	Ann Arbor	MI	3	yes
6400	University of Michigan-Flint	Flint	MI	9	no
5365	University of Minnesota-Morris	Morris	MN	9	yes
2	University of Montevallo	Montevallo	AL	9	yes
1609	University of Nevada-Reno	Reno	NV	2	yes
1984	University of North Carolina at Chapel Hill	Chapel Hill	NC	3	yes
6232	University of Pittsburgh-Bradford	Bradford	PA	8	yes
2342	University of Pittsburgh-Pittsburgh Campus	Pittsburgh	PA	3	yes
2213	University of Portland	Portland	OR	18	yes
265	University of Redlands	Redlands	CA	13	yes
2458	University of South Carolina-Columbia	Columbia	SC	2	no
9119	University of South Florida Sarasota-Manatee	Sarasota	FL	9	no
268	University of Southern California	Los Angeles	CA	6	yes
157	University of the Pacific	Stockton	CA	5	yes
2819	University of Virginia-Main Campus	Charlottesville	VA	3	yes
2029	Valley City State University	Valley City	ND	7	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
2828	Virginia Union University	Richmond	VA	38	no
2459	Voorhees College	Denmark	SC	38	no
789	Wabash College	Crawfordsville	IN	13	yes
1987	Wake Forest University	Winston Salem	NC	5	yes
5562	Walsh University	North Canton	OH	17	yes
2214	Warner Pacific College	Portland	OR	20	yes
858	Wartburg College	Waverly	IA	23	yes
1588	Wayne State College	Wayne	NE	8	no
1295	Wayne State University	Detroit	MI	1	yes
2349	Waynesburg University	Waynesburg	PA	21	yes
1895	Wells College	Aurora	NY	12	yes
5035	Western New England University	Springfield	MA	12	yes
274	Westmont College	Santa Barbara	CA	14	yes
2867	Whitman College	Walla Walla	WA	14	yes
2868	Whitworth University	Spokane	WA	23	no

Institutions Participating in the 2016 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
2354	Wilkes University	Wilkes-Barre	PA	12	yes
2215	Willamette University	Salem	OR	14	yes
105	Williams Baptist College	Walnut Ridge	AR	21	yes
2355	Wilson College	Chambersburg	PA	20	yes
1992	Wingate University	Wingate	NC	12	yes
1993	Winston-Salem State University	Winston-Salem	NC	34	yes
1026	Xavier University of Louisiana	New Orleans	LA	39	yes

APPENDIX D

The Precision of the Normative Data and Their Comparisons

THE PRECISION OF THE NORMATIVE DATA AND THEIR COMPARISONS

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

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

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

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

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

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

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

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

To calculate the confidence interval at the 95% probability level, we multiply the estimated standard error by the critical value of t for the unweighted sample size (which, for all CIRP comparison groups, will be equal to 1.96 at the .05 level of probability).³ In this example, we would multiply the estimated standard error of .252 by 1.96, which yields .494. If we round this figure to a single decimal point we would then estimate our confidence interval to be 15.7 ± .5. In practical terms, this confidence interval means that if we were to replicate this survey using the same size sample, we would expect that the resulting percentage would fall between 15.2 percent and 16.2 percent 95 times out of 100.

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

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

Note: Assumes simple random sampling.

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

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

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

ABOUT THE AUTHORS

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

November, 2011/55 pages

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

**The American Freshman:
National Norms for Fall 2016***

2016/79 pages

E-book with expanded table/175 pages

Provides national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. In 2016, data from 137,456 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:
Fifty-Year Trends, 1966–2015**

June, 2016/155 pages

E-book with expanded tables/343 pages

Summarizes trends data in the Cooperative Institutional Research Program (CIRP) Freshman Survey between 1966 and 2015. The report examines changes in the diversity of students entering college; emotional well-being and drive to achieve; students' financial concerns and sources of financial aid; and the role of early admissions in college choice. 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.

**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 the 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:
Freshman Status, Trends, and Prospects, 1971–2004**

November, 2005/41 pages

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

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