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**The impact of college on students' racial attitudes and levels of
racial awareness and acceptance**

Milem, Jeffrey Frank, Ph.D.

University of California, Los Angeles, 1992

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The Impact of College on Students' Racial Attitudes
and Levels of Racial Awareness and Acceptance

A dissertation submitted in partial satisfaction of the
requirements for the degree Doctor of Philosophy
in Education

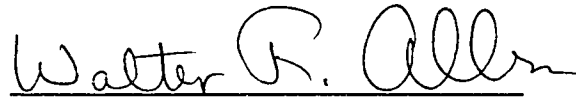
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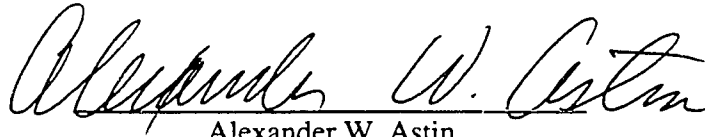
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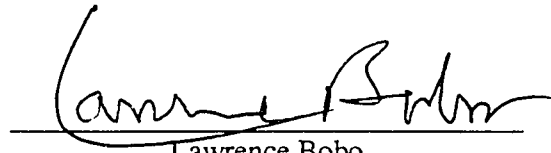
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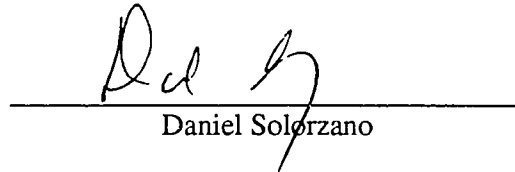
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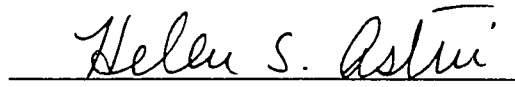
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1992

DEDICATION

This work is dedicated to my parents, Margaret M. Milem (1933-1990) and Paul E. Milem. In my youth, my mother taught me the important lessons of life through her compassion and unselfish giving to others. In my adulthood, my father taught me the same lessons through his compassion, devotion, and unselfish giving to my mother during the last years of her life. I love them dearly and am proud to be their son.

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ACKNOWLEDGEMENTS

My ability to achieve this goal would have been hindered greatly without the love, friendship, and support of many people. I offer you my heartfelt gratitude.

To my family, who have always shown pride in and support for my educational pursuits and accomplishments.

To my friends, who understood and accepted the times when I was preoccupied, or cranky, or just too busy.

To my student peer group, who offered continued support during my personal and educational ups and downs. Eric Dey and Sylvia Hurtado insured that I became involved in research, and, then taught me much of what I know about research. They also became my friends. Alan Hardcastle, Tamara Wingard Schiff, Jesús Treviño, and Sara Wakai were a part of my student cohort and who became my friends. To my commuting partner and old friend, Rich Shintaku, thanks for your years of friendship and support.

To Bill Korn, the new “Wizard of Westwood,” whose friendship is greatly valued and whose computer wizardry never ceases to amaze me.

To each of my committee members, whose interest in my research helped to make this study better than I had originally envisioned. Danny Solorzano and I have discovered that we share common interests. I hope that we have the opportunity to explore them in the future. Larry Bobo and I have only recently become acquainted, yet, his work has influenced my own for quite some time.

Walter Allen has become a trusted mentor, colleague, and friend since we first met just over two years ago. His insights and his encouragement have been invaluable in the development of this study.

Sandy Astin has been there for me in a number of ways since I first entered UCLA. He demystified the research process for me through our classes, our work, and the time we have spent in informal conversations. Sandy also comforted me and helped to ease my sense of loss and grief when my mom died. Thank you, Sandy.

To my advisor, my mentor, and my friend, Lena Astin, who always provided me with encouragement or with challenges, depending on what the situation dictated. Our work together has shown me that it is important to look at research issues and questions a number of different ways and from a variety of perspectives. Her concern for me as a person has helped me deal with the many challenges I have faced during the past five years. Thank you, Lena.

And last, but certainly not least, to Rose and Alfredo whose unwavering love and support enabled me to become what I am, not just as a scholar, but, most importantly, as a person. I cannot imagine what my life would be like without you.

Alfredo, I hope that in some small way, perhaps this work (and that which is yet to come) will have an effect so that your life, and the lives of your children, are somewhat better than that which is before you now. Carpe diem.

Loving Rose; “You are always moving forward toward something great. . . . I am on the way with you, and, therefore I love you.”

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- Milem, J.F., Astin, H.S., Astin, A.W., Ries, P., and Heath, T. (1991). *A Study of Connecticut College Alumni, 1970-1990*. Los Angeles: Higher Education Research Institute, UCLA.
- Astin, H.S., Milem, J.F., Astin, A.W., Ries, P., and Heath, T. (1990). *The Courage and Vision to Experiment: Hampshire College 1970-1990*. Los Angeles, Higher Education Research Institute, UCLA.

Science Faculty: Culture, Roles, and Pedagogy (Symposium Paper, with Helen S. Astin) American Educational Research Association San Francisco, CA, April, 1992

The Role of College Peer Groups and Faculty Reference Groups in the Development of Student Attitudes Toward Race (Research Paper) Association for the Study of Higher Education Boston, MA, November, 1991

Faculty Racial Attitudes: The Climate within the Disciplines (Symposium Paper) Association for the Study of Higher Education Boston, MA, November, 1991

An Analysis of Faculty Attitudes and Behaviors toward Race: Evidence from a National Survey of College and University Faculty (Research Paper) American Educational Research Association Chicago, IL, April, 1991

Active Learning and Interdisciplinary Knowledge: An Assessment of the Outcomes of the Hampshire Experience (Symposium Paper) American Educational Research Association Chicago, IL, April, 1991

ABSTRACT

The Impact of College on Students' Racial Attitudes and Levels of Racial Awareness and Acceptance

by

Jeffrey Frank Milem

Doctor of Philosophy in Education

University of California, Los Angeles, 1992

Professor Helen S. Astin, Chair

The focus of this study was on determining the impact of college on students' racial attitudes, commitment to issues of race, and levels of racial awareness and acceptance. The primary goal of the study was two-fold. First, the study was designed to further inform theory as it relates to the study of college impact. Guided by earlier research on the effects of college peer groups and other reference groups on student development, this study tested the relative importance of the effects of both peer and faculty normative groups on students' racial attitudes, commitment to promoting racial understanding, and levels of racial awareness and acceptance. Second, the study was designed to further inform educational practice. This was accomplished through analyses of the effects of different college environments and the effects of participation in a variety of college experiences on the outcomes in the study. Descriptive analyses of the dependent variables indicated that the multivariate analyses should be conducted separately for white men and for white women.

While measures of the peer normative environment served as predictors of each of the dependent variables, they did not carry the weight which was initially hypothesized. This may be due to imprecision in the development of these measures and suggests the need for the development of more precise measures of the peer environment. Measures of the faculty normative environment also served as predictors of the outcomes suggesting that faculty have a more important role in affecting the outcomes than was initially hypothesized. These findings add further support to the findings of earlier theory and research which indicated that student peer groups and other normative reference groups play an important role in shaping students' attitudes while in college.

Finally, a number of collegiate experiences served as significant predictors of the outcomes serving to further inform educational practice. Collegiate experiences shown to be positively associated with each of the dependent variables in the study included participation in frequent discussions of racial and ethnic issues, socializing with people from other racial groups, enrollment in ethnic studies courses, and attendance at racial awareness workshops while in college.

Chapter 1

Introduction to the Problem

“Civilized men have gained notable mastery over energy, matter, and inanimate nature generally, and are rapidly learning to control physical suffering and premature death. But, by contrast, we appear to be living in the Stone Age so far as our handling of human relationships is concerned. Our deficit in social knowledge seems to void at every step our progress in physical knowledge. The surplus in wealth accumulating to the human race through applied natural science is virtually canceled by the costs of armaments and war. Gains in medical science are widely negated by the poverty that results from war and from trade barriers erected largely by hatred and fear.

At a time when the world as a whole suffers from panic induced by the rival ideologies of east and west, each corner of the earth has its own special burdens of animosity. Moslems distrust non-Moslems. Jews who escaped extermination in Central Europe find themselves in the new State of Israel surrounded by anti-Semitism. Refugees roam in inhospitable lands. Many of the colored people of the world suffer indignities at the hands of whites who invent a fanciful racist doctrine to justify their condescension. The checkerboard of prejudice in the United States is perhaps the most intricate of all. While some of this endless antagonism seems based upon a realistic conflict of interests, most of it, we suspect, is a product of the fears of the imagination. Yet imaginary fears can cause real suffering (Allport, 1954, 1958, 1979 p. xv).”

As the 1980s came to a close in American higher education, we observed an increase in attention given to the topic of racial awareness and related attitudes and behaviors on many college campuses across the nation. Many institutions of higher education included as a part of their mission statements the goal of developing among members of the campus community an appreciation for issues of diversity. The college environment is supposed to be one which encourages an appreciation for and commitment to diversity. Yet, despite this, we have seen an increase in the number of hostile acts targeted at students of color on our college campuses. News reports and other information document an increase in the

frequency and intensity of incidents relating to acts of racial intolerance and prejudice on our college campuses (Farrell and Jones, 1988).

These “fears of the imagination” and the “real suffering” described by Allport in the preface to his classic work in 1954 are very much part of our experience today, nearly four decades later. On one hand, the fact that Allport’s book is a classic and is still widely used and cited nearly forty years later speaks to the tremendous insight and intellect of the man. However, the fact that these words still apply today, paints a rather dismal portrait of the state of affairs in our nation. This predicament suggests that the higher education community is not doing all that it could or should be doing in addressing the problems of prejudice and racism. If institutions of higher education truly wish to achieve their stated goal of promoting diversity, then a more thorough and thoughtful analysis of the problem is desperately needed.

If we truly wish to provide educational environments which challenge students and develop in them an increased appreciation for and commitment to issues relating to diversity, then it is imperative that we better understand the factors that contribute to increases or decreases in students’ commitment to issues and programs related to race.

The purpose of this study is to better understand the role of colleges and universities in shaping the attitudes of students and in developing in them an increase in commitment to issues of diversity. While it is largely exploratory in nature, it is guided by a theoretical perspective rooted in the effects of college peer groups and reference groups in the socialization of college students. Specifically, this study will analyze the relative importance of the effects of the peer environment, the environment created by faculty, and students’ involvement in a variety of college experiences on their attitudes toward race.

It is hypothesized that the single most important environmental predictor of students’ attitudes and commitment to issues of diversity is the peer environment in college. While faculty play an important role in this process, it is believed that the effects of faculty

influence are largely explained by the effects of the peer environment. Finally, the study will test the significance of a variety of curricular and co-curricular experiences on changes in student attitudes and level of commitment to diversity.

Chapter 2

A Review of the Literature

In order to fully understand the issues relevant to the questions raised by this study, it is important to review the literature and findings of previous studies in a number of areas. This review of the literature summarizes the findings from previous studies in three primary areas: peer effects; the impact of college on students, and attitude formation and change. Findings from these areas which relate to the questions posed in this study are summarized in this chapter.

Reference Groups and College Peer Group Effects

Historically, many social scientists have recognized the importance of the groups to which individuals belong in shaping the attitudes and behavior of people. In short, the term “reference group” was coined to describe these groups and the effects that these groups may have. Hence, the term reference group refers to a group to which an individual orients him/herself, regardless of whether or not the individual is actually a member of the group. The development of the reference group concept drew attention to the idea that the attitudes and behaviors of an individual may be shaped by groups other than the individual’s.

The link between reference group theory and the study of college students dates back to the initial development of the reference group concept. While Hyman has been credited with first introducing the concept of reference groups in 1942, one of the most widely cited studies which illustrated the normative effects of reference groups was Newcomb’s study of Bennington College women during the late 1930s (Singer, 1981). This pioneering study explained the observed change in political attitudes of these women as the function of their acceptance of and orientation to the college as a positive reference group (Newcomb, 1948). A follow-up study of these same women during the early 1960s indicated that the changes attributed to the reference group were likely to persist over time (Newcomb,

1968). A new follow-up study of these Bennington women (forty years after the initial study) has recently been completed with the results to be published in March of 1992. These findings might lend even further validity to the idea that these changes persist over time.

Kelley (1968) further developed the concept of reference groups by defining two distinct functions that reference groups can serve. The *comparative* function exists when the referents serve as standards of comparison for an appraisal of some sort. The *normative* function exists when the referents serve as a source of the individual's norms, attitudes, and/or values.

Kemper (1968) suggested three functions of reference groups which would all seem to fall under the category of normative reference groups as defined by Kelley. An individual must please *normative reference groups* either because of her/his membership in them and her/his acceptance of their norms or because of the group's power over her/him. Each group provides the individual with information about what is expected and what the consequences are for non-compliance. *Comparison reference groups* provide the individual with a frame of reference by which she/he can test out her/his attitudes, beliefs, etc., or can learn a set of new skills. Role models can be important in this area by demonstrating to the individual how something is done which can in turn provide the individual with the skills which she/he lacks but desires to have. Finally, the individual attributes certain values to *audience reference groups* which the individual then tries to emulate. The audience group may or may not take notice of the individual, but she/he nevertheless attempts to attract their attention and gain rewards from them much as an actor performs for an audience, hence, the name.

Broadly conceived, the consequence of the normative influence of reference groups is conformity (Singer, 1981). In most cases, this relates to conformity in attitudes and

behaviors. However, this conformity can also be used to understand other social processes including social mobility, acculturation, and changes in attitudes (Singer, 1981).

Studies of the Effects of the College Peer environment on Student Development

As was mentioned earlier, Newcomb's study of Bennington College women served as one of the pioneering studies of the effects of reference groups on college students. Despite this early study, further interest in the study of reference groups or college peers did not emerge again in higher education until the decade of the 1960s. Newcomb has been one of the strongest proponents of the need to consider the effects of peer influence on student outcomes.

In the preface to their book *College Peer Groups*, Newcomb and Wilson (1966) described what they believed to be the most important considerations when studying college impact. The authors felt that the most important factor to be considered in determining the final outcome in college impact studies was a term they labeled *selection*. The term *selection* was used to define those characteristics which students possess at the time of college entry. Newcomb and Wilson asserted that the second most important factor in determining the impact of college was related to peer influences.

In addition, the authors felt that students' attitudes were most sensitive to the influence of peers. This has particular relevance to educational research given that many of the attitudes of interest to educators and educational researchers are attitudes which are firmly rooted in group membership. It has particular relevance to this study given that racial attitudes are often directly related to being a member of a particular group.

In a later volume co-authored by Newcomb, the concept of peer influence was further developed as it related to college impact (Feldman and Newcomb, 1969a). An assumption inherent in their discussion was the fact that colleges and universities serve the role of socializing agents for the larger society.

“As socializing institutions, colleges and universities have the task of influencing students so that they leave the campus with improved or different knowledge, skills, attitudes, and values. Designated socializing agents (primarily the faculty) act on behalf of the organization to train, develop, modify, or in some way “act upon” the individuals (students) who enter it, in more or less formal ways.” (pp. 227-228)

In discussing the importance of student sub-groups and peers, they acknowledged that while faculty may be the designated agents of socialization, students are likely to be directly responsible for much of the socialization which takes place. Arthur Chickering offered support for this view when he wrote that “A student’s most important teacher is another student.” (Chickering, 1969, p. 253). This is not to minimize the role that faculty play, but, rather to point out that much of the influence of faculty is often amplified or attenuated by the interactions students have with their peers.

In describing his theory of college student development, Chickering acknowledged the importance of identifying and understanding the effects of peer influence by writing that: “The evidence clearly indicates that friends, reference groups, and the general student culture clearly have an impact on student development.” (1969, p. 269) He later wrote that “The force of friendships, reference groups, and the student culture is amplified as frequency and intensity of contacts increase.” (Chickering, 1969, p. 278)

Feldman and Newcomb proposed seven functions that college peer groups serve.

1. As part of the intermediate stage between the family and larger post-college world, the college peer group may help the individual student through the crisis of achieving independence from home.
2. Under certain conditions.....the peer group can support and facilitate the academic-intellectual goals of the college.
3. The peer group offers general emotional support to the students; it fulfills needs not met by the curriculum, the classroom, or the faculty.

4. The college peer group can provide for the student an occasion for and practice in getting along with people whose background, interests, and observations differ from his own.
5. Through value reinforcement, the peer group can provide support for not changing. Yet, it can also challenge old values, provide intellectual stimulation, and act as a sounding board for new points of view, present new information and new experiences to the student, help to clarify new self-definitions, suggest new career possibilities, and provide emotional support for students who are changing.
6. The peer group can offer an alternative source of gratification and of positive self-image, along with rewarding a variety of non-academic interests, for students who are disappointed or not completely successful academically. Friends and social ties may also serve to discourage voluntary withdrawal from college for other than academic reasons.
7. College peer group relations can be significant to students in their post-college careers—not only because they provide general social training, but also because of the development of personal ties that may reappear later in the career of the former student.” (Feldman and Newcomb, 1969, pp. 236-237)

In their follow-up of the earlier work by Feldman and Newcomb, Pascarella and Terenzini provided an analysis of the more recent research on college impact. Their findings lend support to the position of Chickering when they noted that “the influence of peers may be as great or greater than that of faculty” (1991, p. 313). Pascarella and Terenzini found this to be even more significant when changes in student attitudes and values are considered. While the authors indicated that previous research has suggested that there is a relationship between student-faculty contact and attitude and value change, the magnitude of this influence is not clear. Pascarella and Terenzini suggest that the effects of student-faculty contact may vary based upon the student sub-groups to which they belong and to the types of faculty with which students interact. In addition, they indicate that students who live on-campus are likely to show greater change in their

attitudes due to greater exposure to the effects of interaction with their peers and other aspects of the college environment.

Given the important role that peers have in affecting the educational outcomes of the student, it is important to consider both why and how these groups come into being. Chickering provides perhaps the most succinct explanation in the context of reference group theory for why students are attracted to these peer groups.

“Human beings are strongly prompted to establish social ties for two reasons. First, secure social ties provide a dependable basis for a consistent and stable self-picture, a firm sense of identity.....Second, social ties provide both instrumental and emotional support as the business of living is carried out.” (p. 226)

In *College Peer Groups*, Newcomb described how these groups come into being by providing three conditions which facilitate peer group formation. *Precollege acquaintances* generally apply to groups formed in high school which carry over into college. While these groups don't often carry over into the college years, those that do are more likely to reinforce attitudes and values than to mediate new ones acquired through the college experience. *Propinquity* refers to the fact that essentially the closer you are to people, the more likely you are to develop friendships with them. Finally, students are more likely to become involved with people and groups of people with which they share *similar attitudes and interests*. This concept is also echoed by other researchers including Guskin and Guskin who wrote that: “friends are selected on the basis of the actual and perceived similarity of attitudes, interests, and values” (1970 p.133).

In addition to determining how these groups are formed, it is also important to understand under what conditions these groups function best. Newcomb described what he believed to be four conditions for peer group influence. These included (1) the *size* of the group, (2) the *homogeneity* of the group, (3) the *isolation* of the group, and, (4) the *importance to individuals of group-supported attitudes* (Newcomb, 1967).

Newcomb argued that smaller groups tend to have stronger effects on attitudes. He did not discount the effects of larger groups, particularly when the smaller group is a part of the larger group. If the attitudes developed by the smaller group are consistent with those of the larger group, then the two join to make for an effective and potent combination on the individual.

However, when the smaller group and its attitudes are in conflict with the larger group, the smaller group can often serve to insulate its members from the effects of the larger group norms. This phenomenon is particularly important in the context of the questions included in this study. While the larger environment may be one which actively encourages more liberal racial attitudes and increased commitment to issues of diversity, there may be smaller sub-groups within the larger environment which insulate students from the effects of the larger group (i.e., fraternity or sorority membership, study in a particular discipline or major).

Generally speaking, groups which are more homogeneous in terms of age, sex, social class, and/or religious beliefs (racial/ethnic background could be added here) contribute to effective peer group influence primarily because of the homogeneity of attitudes that tend to correspond with these other similarities. People with similar backgrounds and similar experiences are more likely to share similar attitudes and ideas.

The relative isolation of a group from other groups having differing views and attitudes serves to strengthen the belief that the group's views are "right." This helps to explain the phenomenon described above where group membership can serve to insulate its members from the influences of the larger peer environment. Even though the smaller group deviates from the norms of the larger group, if it can successfully isolate itself from the larger group, the small group and its attitudes may remain in tact.

Finally, the greater the importance to individuals in the group of the attitudes for which the group stands, the greater the solidarity of the group. Conversely, when

identification by the individual shifts away from the group and its prevailing attitudes, the group's influence is diminished.

As was mentioned earlier, Newcomb's study was the first empirically based study of peer effects. A number of the early studies on college impact were guided by the work of Newcomb and were designed to investigate the effects of the peer environment on students.

Perhaps one of the most widely known and tested studies of the time was suggested by Clark and Trow (1966). They proposed four types of student groups (academics, non-conformists, collegiate, and vocational) which they believed represented the four dominant sub-cultures within the college environment. These groups were distinguished by the interaction of two variables: (a) the degree to which students were involved with ideas, and (b) the extent to which students identified with their college.

The two groups involved with ideas were characterized as the *academics* and the *non-conformists*. However, the academics also identified with the college while the non-conformists did not. The academics tended to identify with the concerns of the faculty and pursued their ideas within the curriculum of the college. In addition, they worked hard, got the best grades, and talked about their course work out of class. On the other hand, the non-conformists tended to pursue their ideas outside of the classroom or outside of the college. The detachment they felt from the college was extended to their relationships with faculty. In addition, they tended to be hostile to the administration.

The *collegiate* and the *vocational* groups were not particularly involved with ideas. The collegiate group was strongly loyal to the college while the vocational group was not. The collegiate group was resistant or indifferent to intellectual demands. Their values and activities tended to focus on their social life and extra-curricular activities. The vocational group was neither intellectually oriented nor attached to the college. They viewed college attendance as a diploma or credentialing vehicle that would lead to a better job for them after graduation.

While Feldman and Newcomb (1969) reported that there were a number of empirical studies which attempted to quantify the group types suggested by Clark and Trow, none were able to provide any conclusive evidence to either support or contradict their existence.

However, there were a number of early studies which suggested that student groups do function as both comparative and normative reference groups for students. Feldman and Newcomb provided the following description of the comparative reference group function as it directly applies to the college environment:

“The group can serve as a comparative reference group for students to the extent that the behaviors, attitudes, circumstances, or other characteristics of its members represent standards or comparison points against which the student makes judgements and evaluations, including judgements and self-evaluations.”
(p. 237)

Astin (1963) found that the higher the intelligence level of the student body, the more likely the high ability students were to see themselves as having decreased in ambition and self-confidence. Students with similar abilities in a less intellectually competitive environment were more likely to report increases in the same areas. Davis (1966) and Spady (1967) explored the concept of relative deprivation and reported that success in their samples was judged by the relative standing of their subjects in the local student group, not by their standing in the total student population which existed across campuses.

In describing the dynamics of the normative function of reference groups on campuses, Feldman and Newcomb stated that:

“students have mutual and reciprocal influence on each other. In the interaction they develop consensual and shared sets of expectations regarding each others’ behavior and regarding important aspects of their common environment. These consensual and shared expectations—known as norms and standards—form the basis of the student peer group’s power over individual members.” (p. 240)

In a study of cheating Bowers (1964) found that as the peer climates became more disapproving of cheating, the behavior became much less prevalent. Other studies

conducted during the 1960s investigated the impact of peer norms on students' desire for post-graduate training and attitudes toward grades and found similar effects supporting the importance of the impact of normative reference groups on these behaviors and attitudes. These early studies of the impact of peers suggested that when students did change, they changed in the direction of the actual or perceived value and/or attitude positions held by their friends.

Research on the Impact of College on Students

The basic question of research on college impact originally posed by Feldman and Newcomb (1969a) is *under what conditions do what kinds of students change in what ways?* The "conditions" that Feldman and Newcomb describe can be defined as the aspects of the college environment that affect a set of outcomes under investigation. Astin (1970a, 1970b) believes that these "conditions" or aspects of the college environment are critical in that they provide the researcher with an "interpretive frame of reference" which can be used to explain the observed changes in outcome variables.

One of the major weaknesses of most of the early studies of college impact, however, including the majority of studies which dealt with peer effects, was that they did not necessarily measure impact. Instead, they were studies of change in students over time. While there were observed changes in the populations studied, there was no way to assess whether the changes could be attributed to the college environment or to maturation.

This was true primarily for two reasons. Both stem from the fact that these studies generally used samples of students from single institutions. The researchers had no way to adequately control for the input characteristics of the students involved. This presents problems of self-selection given that particular colleges tend to attract particular types of students. In addition, most of these studies did not include those students who had left college early on. As a result, there was really no way to determine whether the differences

observed were the result of maturational effects or the result of attendance at the college or university.

In addition, even if there had been controls for the input characteristics of the students involved, there was no way to generalize these findings to other campuses. In these single institution studies, only one institution was included in the study. In the absence of data from multiple institutions, there was no way to determine whether the observed changes were unique to the particular campus being studied. (see Astin, 1970a, 1970b, 1977).

The first large scale study that included controls for input characteristics and an environmental variable for analysis was conducted by Trent and Medsker (1968). The study compared college attenders to non-attenders, hence, providing a dichotomous measure of the college environment. By comparing high achieving non-attenders to college attenders, Trent and Medsker were able to better determine change which resulted from maturational effects and change which could be uniquely attributed to the college environment. In this study student experiences were not measured, but, rather were implicitly assumed to be different from those who did not attend college.

While this study was an improvement over the previous college impact studies, it, too, was not without its shortcomings. By grouping the entire range of college and university types into one measure, it was impossible to determine what effects could be uniquely attributed to different types of colleges. By doing this, the variability of differing college types and related effects were ignored.

The college impact studies of Alexander Astin are perhaps the most widely cited in recent years. His Input-Output-Environment (I-E-O) method of studying college impact provides for adequate control of input characteristics and for measuring the effects of a host of environmental variables (see Astin, 1970a, 1970b, 1977, 1991). Step-wise multiple regression techniques are used in the model. The effects of input characteristics are controlled for by entering the variables in blocks in temporal sequence to approximate the

order in which they are believed to have occurred. Environmental variables enter the equation after all relevant input characteristics which are related to the outcome measures have been controlled. While these studies lack a control group of non-attenders, this can be compensated for by measuring the magnitude of exposure to the college environment. The rationale Astin offers for this method is that “if certain outcomes are facilitated by the experience of attending college, the likelihood of such outcomes should be greater for those students who have had the greatest exposure to the college environment” (Astin, 1977).

The environmental measures utilized in these analyses include measures of different environments both between and within institutions. Between institution differences are measured by a host of variables which include measures of selectivity, size, control type, funding, expenditures, faculty/student ratios, region, level of federal support, etc. Peer effects are often inferred based upon differing effects of these variables and the distribution of student types and backgrounds among these differing institutions.

The environmental measures of within institution differences include measures of student involvement with programs, activities, and/or ideas (i.e., majors). These involvement based measures have helped to describe student experiences by identifying and emphasizing institutional sub-environments and student sub-cultures. However, while these variables identify the existence of these groups, they do not directly measure the normative messages and expectations which are communicated in these groups. Again, this must be inferred by the researcher.

When researchers rely strictly on structural characteristics to measure the college environment, they may introduce imprecision into the analysis. As a result, it is easier to misinterpret the findings. It is also likely that they underestimate the true effects of the college environment. By grouping institutions into broader structural variables, the variability within these groupings is ignored. Much of this variability may be explained by the differences in peer environments from campus to campus.

However, there have been a few recent attempts at more directly measuring and assessing the impact of the student peer groups. Dey's (1988) study of the effects of the college environment on political views is one such study. An array of earlier studies had indicated the effect of the college environment in making students more politically liberal. This trend had remained relatively constant over time.

However, in an analysis of trends data on college freshmen, Dey noticed that entering students were increasingly more likely to characterize their political views as being moderate or conservative. In addition, trends data on students four years after entering college indicated that increases in student liberalism were not as marked as in previous years. Dey hypothesized that this might be the result of the effects of a peer environment which was becoming increasingly more conservative.

In order to test this hypothesis, he constructed three factors related to political attitudes for which he had both pre-test and post-test information. In addition to the structural environmental measures normally used in college impact research, he also devised an institutional measure of political liberalism for each college represented in the sample. After the input characteristics entered the regression equation, none of the structural environmental characteristics entered as significant predictors of the outcome. Schools which fell within the lowest quintile of the measure of the peer environment indicated a negative relationship with liberalism. The other measures of the environment which entered were measures which spoke to the importance of the student's social system and peer environment. Dey concluded that the changing characteristics of students and the peer environment may have resulted in college producing a moderating effect, rather than a liberalizing effect on student political attitudes.

Dey recognized that these results should be viewed with caution. In particular, he acknowledged that the peer environment measure used in the analysis was a rough approximation of the normative messages a student might receive in a given college

environment. In addition, as the size of the institution increases, the measure of the peer environment becomes less representative due to the variety of normative peer groups which can exist on larger campuses.

Finally, Weidman (1989) provided a useful conceptual framework for understanding the undergraduate socialization process. He defined undergraduate socialization as “a process that results from the student’s interaction with other members of the college community in groups or other settings characterized by varying degrees of normative pressure” (Weidman, 1989, p. 304).

Weidman is critical of much of the research on college impact which he described as being “intuitive” in nature. While this “intuitive” approach is helpful in describing the types of effects that occur, in identifying the types of colleges where these effects are most likely to occur, and in discovering the types of students who are most likely to be affected by attending college, this approach does not “clarify and explain in any systematic fashion the reasons why effects occur” (Weidman, 1989, p. 293). Weidman felt that if knowledge of how college influences students was to be expanded, then research should give more attention to “identifying and operationalizing the specific social and interpersonal mechanisms that transmit and mediate the influences of the college environment” (Weidman, 1988, p. 293).

Weidman’s framework provides for consideration of the three main components he considers to be important in studying undergraduate socialization: (1) student background characteristics, (2) the influences of the academic and social structure of the college, and, (3) the impact of parental socialization and non-college references groups in the socialization of students.

Research on Racial Attitudes

In conducting a review of the literature on attitudes and attitude measurement, it is possible to conclude that there may be as many different definitions of attitude as there are

attitude theorists. Some attitude theorists have even developed more than one definition. Louis Thurstone is recognized by many as being the first social psychologist to develop and popularize an attitude-measurement methodology. In 1928 he defined attitude as “the sum total of man’s inclinations and feelings, prejudice and bias, preconceived notions, ideas, fears, threats, and convictions about any specific topic”. However by 1931 he had simplified his definition by saying “Attitude is the affect for or against a psychological object.” Later he indicated that he wished that he had used the definition contained in an earlier version of his 1928 article: “the intensity of positive or negative affect for or against a psychological object” (Thurstone, 1946).

The debate over what constitutes a definition of racial attitudes is no exception. While the debate as to what precisely constitutes a racial attitude is sure to continue for some time, there are a number of helpful guidelines for consideration for the purposes of this study.

The vast majority of research that has been conducted regarding racial attitudes has been targeted at analyzing the relationship between blacks and whites in our country. While this has some limitations when trying to analyze the dynamics of racial attitudes involving other groups, it is helpful in providing important variables for consideration in conducting such research.

Schuman, Steeh, and Bobo (1985) provide thoughtful trends analysis and offer interpretations of studies of racial attitudes in the United States. The authors define an attitude as:

“consisting of positive or negative responses toward an object, whether that object be another individual, a group, or whatever. More precisely, the attitudes are assumed to *underlie* the responses expressed in actual surveys, rather than to be the responses themselves.”

In providing an historical analysis of the study of racial attitudes, they report that evidence of national survey data measuring racial attitudes first appeared in 1942. Similar

items appeared again in 1946, but, then not again until 1956. During the mid-1960s, racial attitude items began to appear with increasing regularity on national public opinion surveys.

The authors' analyses suggest the importance of including several variables in any study of racial attitudes. First and foremost, controls for the racial background of the respondent must be included. Second, time is an important variable given that the historical context can prove to have an effect on attitudes toward race. Third, the geographic region of the respondent has traditionally played a determining factor in racial attitudes. Respondents from certain parts of the country have historically been identified as being more racially conservative than those from other parts of the country. Fourth, age is an important variable to be included in an analysis. Younger cohorts of respondents tend to be more racially liberal than older respondents. Finally, education is important as both a psychological and social indicator in racial attitude analysis. Most researchers contend that those with higher levels of education tend to be more racially "progressive."

In addition to these variables, sex is widely considered to be an important predictor of racial attitudes. Women tend to be more liberal than do men in their attitudes. However, the findings of Smith and Allen and Haniff challenge this finding for African American college women. In their studies of African American men and women enrolled in college, they found that African American women were more conservative in their racial attitudes than were men (Allen and Haniff, 1991). Women in their sample were less likely to indicate support for interracial dating or to report that there was unity among Black students on their respective campuses. Allen and Haniff also found that students from higher socioeconomic backgrounds were more likely to indicate support for interracial dating.

The importance of considering the socioeconomic background of respondents indirectly relates to the work of another group of racial attitude researchers. Jackman, Jackman and Muha argue that higher levels of education do not indicate increased "progressiveness" in racial attitudes (1978, 1984). They assert that while those with higher

levels of education tend to express more agreement with the abstract principles of equality, their class interests override this stated agreement. The authors contend that this commitment to equality is not represented by an increased likelihood to agree with statements which push for a more applied or concrete implementation of these abstract principles.

The discussion of abstract and concrete attitudes has also been developed in the work of other researchers (McConahay, Hardee, and Batts, 1981, and, Kinder and Sears, 1981, Sears, 1988). They present a concept labeled as “symbolic” or “modern” racism. The authors contend that while segregationist statements and biological racism have essentially vanished, over time, these prejudiced attitudes have been replaced and are expressed in a more abstract, moralistic resentment toward blacks. This new racism has its foundation in a belief that blacks violate such traditional American values as individualism and self-reliance, the work ethic, obedience, and discipline. This sentiment is most evident in white opposition to busing, affirmative action, and in white unwillingness to vote for black political candidates. This group of researchers attribute these prejudicial attitudes to a negative predisposition toward blacks which has been developed during childhood socialization.

However, other researchers take exception with this description of symbolic racism and its origins. Bobo (1983) argues that white opposition to busing or affirmative action programs and policies is better explained through an understanding of group conflict theory. Under group conflict theory, white opposition to these programs is expressed because it threatens the social status of whites. In short, whites view these policies as “a threat to their life-styles, as well as other valued resources and accepted practices” (Bobo, 1983, p. 1198). Bobo argues that the resistance that whites express to these programs and policies is not necessarily a rejection of blacks in and of itself. Rather, this opposition is

expressed in defense of “a lifestyle and position they think they have earned and do not question” (Bobo, 1983, p. 1208).

Recently published research findings suggest another way to analyze the effects of education on racial attitudes (Sidanius, Pratto, Martin, and Stallworth, 1991). In a test of the implications of Social Dominance Theory, the authors examined the relationship between career choice of undergraduate and graduate students and consensual racial attitudes. In a nutshell, “Social Dominance Theory is a theory of the psychological and social forces which contribute to the formation and maintenance of social hierarchies and caste-systems” (Sidanius, et al, 1991, p.692). These hierarchies result from institutional and individual discrimination. Resources are allocated based upon group membership.

According to Social Dominance Theory (Sidanius, et al, 1991), *consensual racial attitudes* are those attitudes which different racial groups share in common. These are differentiated from *dissensual racial attitudes* which are those “racial attitudes which distinguish or separate one group from the other, the myths which one group propagates and which the other group finds degrading and humiliating” (Sidanius, et al, 1991, p. 694). *Dissensual racial attitudes* are viewed to be socially destabilizing under Social Dominance Theory. On the other hand, *consensual racial attitudes* work to reinforce or sustain the hierarchy proposed in the theory.

The authors reported that while students who attend college do tend to become more liberal in their attitudes, those students who were pursuing careers within the “power” professions (i.e., business and law) were found to have higher levels of consensual racial attitudes than students who were preparing for careers in other areas. These findings held even after providing for controls of race, gender, and grade point average.

In the context of Social Dominance Theory it makes sense that individuals in the “power” professions will be more likely to hold consensual racial attitudes given the fact that these groups are responsible for the allocation of resources and access to these

resources (Sidanius, Pratto, Martin, and Stallworth, 1991). There is evidence to suggest that individuals who are more likely to discriminate against members of negative reference groups and/or who hold negative racial attitudes are more likely to choose the “power” professions when entering college.

Two other recently completed studies that I have recently completed also indicate differences in racial attitudes by discipline (Milem, 1991a, 1991b). While the sample included in these studies was drawn from college and university faculty, the findings are informative for research on college students as well. Faculty who received their graduate degrees and/or had academic appointments in the disciplines of business, physical and natural sciences, engineering, and agriculture were found to be more conservative in their racial attitudes than were faculty in other disciplines. Faculty who had been educated in the disciplines of history/political science, the social sciences, the humanities, and education fields were found to be more liberal in their racial attitudes than were faculty in other disciplines.

The findings of these studies indicate the importance of including controls for a students’ initial and final choice of major. Each indicates that there may be differing processes of socialization which take place within different academic environments as they relate to students’ racial attitudes.

Allport's (1954) discussion of the effects of contact on racial attitudes and the findings that he suggests are directly relevant to college impact studies relating to racial attitudes. Allport contended that contact among groups can either serve to lessen or to increase prejudice depending on the nature and quality of the contact. He offered six primary methodological suggestions for any study of the effects of contact on attitudes. These included the need to obtain measures of: (1) the quantitative aspects of contact (i.e., frequency, duration, number of people involved), (2) the status aspects of contact (i.e., inferior, equal, superior), (3) the role aspects of contact (competitive vs. cooperative), (4)

the social atmosphere involved in the contact (i.e., voluntary vs. involuntary contact, contact important or intimate vs. trivial or transient), (5) the personality of the people involved (i.e., how firmly rooted is prejudice), and, (6) the area of contact (i.e., casual, residential, occupational, etc.).

Allport went on to discuss varying types of contact and their possible effects. *Casual contact* does not dispel prejudice and it is more likely to reenforce it. He also asserted that the prejudice varies with the density of the minority group(s). The more casual contact in high density situations, the more likely to bring negative results.

Acquaintance contact in the sense of true acquaintance is more likely to lessen prejudice. Allport asserted that contacts that bring about knowledge and understanding are likely to bring about more accurate and stable beliefs concerning minority groups, and, as a result, tend to contribute to the reduction of prejudice.

Residential contact tends to operate on two different levels. For those whites who lived with blacks, Allport stated that prejudice was lessened. This did not happen merely by circumstance, but, rather, as a result of increased communication. On the other hand, those whites who viewed residential contact as an approaching phenomenon (i.e., about to be confronted with integrated living situations), viewed this as a threat and were very hesitant. The level of complaints varied according to the immediacy of the perceived threat.

Allport stated that differential occupational status was an active factor in promoting prejudice. However, he found that occupational contacts of equal status (or higher status on the part of blacks) tended to lessen prejudice.

In order for any of these types of contact to have a profound effect, Allport believed that the contact must reach below the surface. He characterized contacts that facilitated this as being the types of contact that caused people to do things together. While the effects of contact cannot always overcome the effects of personal variables in prejudice, Allport believed that contact could lessen prejudice if any of three (and ideally all of them)

conditions were met: (1) having equal status contacts between majority and minority groups in pursuit of common goals, (2) the effect is greatly enhanced if contact is sanctioned by institutional supports, (3) the contact is of the sort that leads to a perception of common interests and common humanity between members of the groups.

This study provides measures for testing some, but not all, of the facets of contact described by Allport. The quantitative aspects of contact are best measured by items included in the study. Measures will be included of how frequently students socialized with someone of a different race, as well as often they discussed racial/ethnic issues. In addition, measures will be included of percentages of student enrollment at the institutional level by different racial groups. There will also be controls for how deeply rooted the students' attitudes are through the use of pretests from students' responses to the freshmen survey instrument. The effects of residential contact will be indirectly assessed through information on students' living arrangements during their college experience. For a more detailed description of these variables, please see chapter 3.

Until recently there has been little longitudinal research on the impact of different college environments on students' attitudes toward race. One exception is a recently completed study by Sylvia Hurtado (1990). Hurtado's study analyzed differences on commitment to the goal of promoting racial understanding between African-American, Chicano, and White students. She found that racial tension on campus was positively associated with increases in students' interest in promoting racial understanding. Also, student perceptions of institutional commitment to diversity were positively associated with the goal of promoting racial understanding for Chicano and White students. White students who perceived that most faculty at their institutions were sensitive to the issues of minority students also showed greater increases in their commitment to promote racial understanding.

In addition to issues of climate, there were a number of student behaviors which were significant in increasing students' commitment to promoting racial understanding. These included socializing with someone of a different racial group, discussing issues related to race and ethnicity, attending racial awareness workshops, enrolling in ethnic studies classes, and participating in campus demonstrations. Time spent talking with faculty outside of class, being a guest in a professor's home, and time spent in student organizations were also positive predictors of increased commitment to this goal. Being involved as a member of a fraternity or sorority was shown to be negatively related to increased commitment to the goal of promoting racial understanding.

Hurtado's study is ground breaking in that it provided an in-depth analysis of the process of student socialization while in college as it relates to racial attitudes. However, while she did include some aggregate measures of the peer environment, her study focused on the effects of students' perceptions of the campus climate on student outcomes. In addition, her study did not include measures of the environment created by faculty on college campuses. The study I propose compliments the findings of Hurtado and adds to our understanding of the questions posed by focusing on the relative importance of the peer environment and the environment created by faculty at the institution.

A Summary of the Relevant Literature

The findings reported in previous research in each of the three areas provide helpful suggestions as to the types of variables which should be included in this study. These will be summarized based upon the following categories: (1) research on reference groups and peer group effects, (2) research on college impact, and (3) research on racial attitudes.

The shortcomings apparent in earlier research on college peer group effects indicate the need to include data from a number of institutions. As was mentioned, most of these studies involved single institutions. In addition, it is important to develop as many different measures that depict possible peer influences as is possible. This is important

given that a variety of peer groups or peer sub-groups is likely to exist within a given institution. If significant peer effects are found to exist in a sample with multiple institutions and multiple measures of the peer environment, this will add further strength to the argument that college peer groups have an important role in the socialization of college students.

As was mentioned, many of the earlier studies of college impact revealed significant differences in a variety of student outcomes based upon measures of the institutional/structural characteristics of colleges and universities. One hypothesis of this study is that many of these findings are actually explained by the influence of the college environment. Hence, it is important that measures of these institutional/structural characteristics be included in this study so that this hypothesis can be tested.

In order to answer the question of college impact raised nearly two and one half decades ago by Feldman and Newcomb, it is important that this study be longitudinal. Longitudinal studies allow the researcher to attribute with more confidence the changes that they observe in students to the effects of different colleges and different college experiences.

The findings of research on racial attitudes indicate the importance of including a number of control variables in these analyses. These include controls for race, gender, geographic region, age, educational level or aspirations, socioeconomic status, and career or major aspirations of the respondents.

Finally, Allport's synthesis of the work on racial attitude formation suggests variables of importance to this study. These include measures of degree of contact with different types of people and different ideas. Therefore, measures of opportunities for these contacts and the frequency of these contacts are important to these analyses.

This study attempts to draw upon the findings of these earlier studies and is reflected in both the model for studying impact chosen and in the variables which will be included in

the analyses. The method selected for studying the impact of college on students' racial attitudes and their levels of racial awareness and the variables proposed for these analyses are described in the following chapter.

Chapter 3 Methodology

Study Hypotheses

As mentioned in chapter one, this study is exploratory in nature. However, it is guided by the body of theory and research in the area of student peer group effects and reference group theory.

Hypothesis 1: It is hypothesized that the peer normative environment will be the most significant predictor of change in students' racial attitudes, commitment to racial issues, and level of racial awareness and acceptance. While the role of the faculty normative environment is critical in this process, particularly in helping to "set the tone" regarding the importance of issues of race and diversity on a given campus, the effects of the peer normative environment will be stronger than the effects of the faculty normative environment.

Hypothesis 2: While the peer normative environment is the most significant predictor of students' racial attitudes, commitment to racial issues, and levels of racial awareness and acceptance, participation in specific collegiate experiences and activities will be shown to either reinforce or to challenge the effects of the peer environment.

Overview

This study utilizes the conceptual framework and methodology used in the college impact studies of Alexander Astin (1970a, 1970b, 1977, 1991). Astin's Input-Output-Environment (I-E-O) model provides for a tangible means of assessing college impact in the absence of a true experimental design. It is essentially impossible to design an experimental study of college impact given that students do not distribute themselves randomly to all different types of institutions available to them. This makes it very difficult to control for the entering characteristics of students included in the study. Essentially, the model proposed by Astin is centered around the idea that "the college can be seen as comprising three conceptually different components: *student outputs*, *student inputs*, and *the college environment*" (Astin, 1970a, p. 224).

Student inputs are those characteristics which the students bring with them when they first enter college. The *college environment* describes those aspects of colleges and universities that are capable of having some influence on the student. *Student outputs* are those elements of students' development that the college either influences or wishes to influence (Astin, 1970a).

The I-E-O model of studying college impact provides for control of input characteristics and for measuring the effects of a host of environmental variables (see Astin, 1970a, 1970b, 1977, 1991). Step-wise multiple regression techniques comprise the statistical method of analysis in this model. The effects of input characteristics are controlled for by entering the variables in blocks in temporal sequence to approximate the order in which they are believed to have occurred. Environmental variables enter the equation after all relevant input characteristics which are related to the outcome have been allowed to enter the regression equation.

While these studies lack a control group of non-attenders, Astin contends that one can compensate for this by measuring the magnitude of exposure a student has in the college environment. The rationale he offers for this method is that "if certain outcomes are facilitated by the experience of attending college, the likelihood of such outcomes should be greater for those students who have the greatest exposure to the college environment."

The environmental measures included in this model are characteristics of different college environments both between and within the institutions studied. Between institution differences are measured by a host of variables which include measures of college selectivity (measured by the average SAT scores of the entering class), size, control type (public vs. private), funding, expenditures, faculty/student ratios, geographic region, level of federal support, etc. Peer effects are often inferred based upon differing effects of these variables and the distribution of student types and backgrounds among these differing institutions. For example, the findings of earlier studies have shown us that students who

attend more selective institutions tend to be more politically liberal than those students who attend institutions of lower selectivity. Hence, while the political views of the peer environment are not directly measured and included in the analysis, peer effects at these institutions are inferred based upon the selectivity level of the institutions. This study will seek to improve upon earlier studies by including measures of aspects of the peer environment (as between institution measures of college environments) using information from the entering student body at each institution.

Environmental measures of within institution differences include measures of student involvement with co-curricular and extra-curricular programs, activities, and curricula (i.e., majors). These variables include measures of how students spent their time during their last year of college, course-taking patterns, and measures of participation in a variety of activities (fraternity/sorority membership, participation in intercollegiate athletics, amount of student/student contact, amount of student/faculty contact, etc.). These involvement based measures have helped to describe student experiences by identifying and emphasizing institutional sub-environments and student sub-cultures.

Data Source

The data to be used in this study were collected as part of the Cooperative Institutional Research Program (CIRP) that is sponsored by the American Council on Education and conducted by the Higher Education Research Institute (HERI) at UCLA. The CIRP freshman survey is designed to annually collect a broad range of information on entering students that can later be used in longitudinal analyses of college impact. The data for these analyses came from the 1985 Student Information Form (SIF) which was administered to all freshmen at participating institutions, the 1989 Follow-up Survey of the entering class of 1985 (FUS), a 1989 National Survey of College and University Faculty conducted by HERI, as well as institutional level information from federal government agencies.

There are distinct advantages to using this data set for these analyses. First, the SIF and FUS provide information that can be used for longitudinal analyses of college impact. This allows for measurement of student change rather than having to infer change based upon cross-sectional data. Second, each of the data sets are multi-institutional. There are approximately 150 institutions represented in the data base yielding a final sample of over 15,000 potential respondents. This allows for the assessment of institutional affects across a variety of environmental measures (Astin, 1970b).

The Student Information Form (SIF)

The SIF was sent to campuses during the spring and summer of 1985 for distribution to entering freshmen during summer orientation programs and/or during the first few weeks of the fall term (A copy of the SIF is contained in Appendix A). The Cooperative Institutional Research Program invited 2,741 institutions to participate for the 1985 academic year. From this group, 546 institutions agreed to participate which yielded a final sample of 279, 985 students who completed the SIF. Of these 546 institutions, approximately 200 of them represent the stratified random sample that was originally created in 1966 (Astin, Green, Korn, and Schalit, 1985).

The responses of participants from 181 institutions were excluded from the SIF normative population because of low response rates from the college as a whole (less than 75%). This resulted in a final sample of 192,453 students from 372 institutions which comprised the national normative population of college students (Astin, Green, Korn, & Schalit, 1985, p. 97). The number of institutions and student respondents in the 1985 CIRP normative population are shown in Table 3.1.

Table 3.1
*Number of Participating Institutions and Students by Institutional Type,
 1985 CIRP Normative Population (Four-year institutions only)*

Institutional Type	Number of Institutions	Number of Students
Public universities	27	61,994
Private universities	24	21,384
Public four-year colleges	35	25,715
Private nonsectarian colleges	103	32,827
Private denominational colleges	120	30,235
Historically Black colleges	9	2,972
<i>All institutions</i>	<i>318</i>	<i>175,127</i>

Source: Dey, (1991).

The Followup Survey (FUS)

The Higher Education Research Institute has been conducting regular follow-up surveys of entering classes of college freshmen since 1982 in both two year and four year increments (A copy of the FUS is contained in Appendix A). When combined with the SIF, the FUS provides for longitudinal analyses of a broad range of student experiences, accomplishments, and activities while in college enabling the researcher to learn a great deal regarding college impact and student development (Hurtado, Astin, Korn, & Dey, 1989). The SIF provides for baseline data on students at the time of college entry. The FUS provides for additional data on these same students four years after they first entered college.

The students included in this study were drawn from three different samples of students who were sent the Freshmen Survey and the Follow-up Survey. The first of these is the HERI random sample. This sample was drawn from the original sample of 175,127 students who completed the SIF using a stratified random sample designed to insure representation of student respondents from a variety of different institutional types. Using a stratification scheme which classifies institutions by their type (public vs private, university vs college) and level of selectivity (average SAT scores of their entering class), a

sample of 20,317 students was drawn from those CIRP institutions contained in the national norms (Astin, et al, 1985). This sample was selected based upon knowledge of earlier FUS response rates and was designed to yield at least 175 respondents from each stratification cell (Dey, 1991). The random sample was designed to provide a representative sample of students for research on college impact. The FUS was sent to students in the random sample in late June of 1989. A second wave of surveys was sent to non-respondents in mid-August. The response rate of the random sample to the FUS was 21.6 percent. For information regarding the random sample, please see table 3.2.

Table 3.2
*Response Rate by Institutional Type, 1989 Follow-up Survey of 1985 Freshmen,
 HERI Random Sample*

Institutional Type	Original N	Returned N	Response Rate
Public universities	2,824	679	24%
Private universities	2,244	647	29
Public four-year colleges	2,763	615	22
Private nonsectarian colleges	2,777	751	27
Private denominational colleges	4,191	1067	25
Two-year colleges	3,659	463	13
Historically black colleges	1,859	157	8
<i>All institutions</i>	<i>20,317</i>	<i>4,379</i>	<i>22</i>

Source: Dey (1991)

A second sample of respondents to the FUS was drawn as a part of a national study of the outcomes of general education conducted by the Higher Education Research Institute sponsored by the Exxon Education Foundation. Students included in this sample were selected based upon the structure of the undergraduate curriculum at their institution (Astin, 1988, Dey, Hurtado, and Astin, 1989). There were 52 institutions with a possible sample of 34,323 students included in the general education sample. Students in this sample were also sent surveys in two waves concurrently with students from the random sample. A

third wave of surveys was sent to all minority non-respondents and to non-respondents from institutions in the general education study sample with response rates of less than 25 percent. In addition to the standard form letter included with the Follow-up Survey, institutions participating in the general education study also included an introductory letter from either the president or other ranking college administrator at the institution encouraging their students to respond. In an attempt to decrease the number of non-deliverables sent to students thereby increasing the response rate, the registrars from each of these institutions provided HERI with updated addresses for all students who entered the institution as freshmen in 1985. Table 3.3 shows the response rates for students from the Exxon general education sample.

Table 3.3
*Response Rate by Institutional Type, 1989 Follow-up of 1985 Freshmen,
 Exxon General Education Sample*

Institutional Type	Number of Institutions	Original Sample	Number of Respondents	Percent Returned
Public universities	8	17,402	4,768	27
Private universities	4	3,654	1,537	42
Public four-year colleges	4	1,878	459	24
Private nonsectarian colleges	15	5,464	2,195	40
Private denominational colleges	18	4,501	1,546	34
Historically black colleges	3	1,424	299	21
<i>All institutions</i>	52	34,323	10,804	31

Source: Dey (1991)

A third and final sample of institutions was sent the FUS when the Higher Education Research Institute received a grant from the National Science Foundation to study undergraduate science education. The NSF provided funds intended to supplement the general education sample so as to correct for an underrepresentation of certain institutional types (primarily public four year institutions). Table 3.4 shows the distribution of institutions in the CIRP, Exxon, and NSF samples. The FUS surveys were sent to students

in the NSF sample in two waves during January and March of 1990. For student response rates in the NSF sample, please see table 3.5. For student response rates to the combined Exxon and NSF samples, please see table 3.6.

Table 3.4
*Institutional Characteristics of the CIRP Freshman,
Exxon Follow-up, and NSF Follow-up Survey Samples*

Institutional Type	1985 CIRP ¹	Follow-Up Survey		
		Exxon Sample	NSF Sample	Combined Samples
Public universities	41	8	9	17
Private universities	33	4	17	21
Public four-year colleges	64	4	15	19
Private nonsectarian colleges	146	15	18	33
Private denominational colleges	170	18	34	52
Historically Black colleges	19	3	5	8
<i>All institutions</i>	<i>473</i>	<i>52</i>	<i>100</i>	<i>150</i>

¹Includes institutions not in the norms.
Source: Dey (1991)

Table 3.5
*Response Rate by Institutional Type, 1989 Follow-up of 1985 Freshmen,
National Science Foundation Sample*

Institutional Type	Number of Institutions	Original Sample	Number of Respondents	Percent Returned
Public universities	9	7,343	2,164	29
Private universities	17	11,738	3,875	33
Public four-year colleges	15	9,503	2,853	30
Private nonsectarian colleges	18	7,371	2,387	32
Private denominational colleges	34	5,275	1,579	30
Historically black colleges	5	1,252	144	12
<i>All institutions</i>	<i>98</i>	<i>42,482</i>	<i>13,002</i>	<i>31</i>

Source: Dey (1991)

Table 3.6
*Response Rate by Institutional Type, 1989 Follow-up of 1985 Freshmen,
 Combined Samples*

Institutional Type	Number of Institutions	Original Sample	Number of Respondents	Percent Returned
Public universities	17	24,745	6,932	28
Private universities	21	15,392	5,412	35
Public four-year colleges	19	11,381	3,312	29
Private nonsectarian colleges	33	12,835	4,582	36
Private denominational colleges	52	9,776	3,125	32
Historically black colleges	8	2,676	443	17
<i>All institutions</i>	<i>150</i>	<i>76,805</i>	<i>23,806</i>	<i>31</i>

Adapted from: Dey (1991)

The Faculty Survey

The Exxon and NSF projects also included a faculty survey component (A copy of the HERI Faculty Survey is contained in Appendix A). The HERI Faculty Survey was designed so that faculty at the institutions included in the Exxon and NSF student samples could be surveyed as well. The survey gathered information regarding the attitudes and values of faculty, the pedagogical practices utilized by faculty, the research activities of faculty, faculty perceptions regarding the institutions in which they were employed, and other assorted information regarding faculty roles at their institutions (For more detailed information on the HERI Faculty Survey, see Astin, Korn, and Dey, 1990).

For schools included in the general education study, individual institutions mailed a copy of the survey to all undergraduate faculty in October, 1989. A second wave of surveys was sent to non-respondents in mid-December. Faculty from the NSF sample were sent the surveys directly from the Higher Education Research Institute using address lists obtained from a private vendor. Two waves of surveys (the second wave to non-respondents) were mailed in January and March of 1990. The faculty survey had a

response rate of 55 percent yielding a final sample of 51,574. Response rates to the faculty survey by institutional type are presented in table 3.7.

Table 3.7
Institutional and Faculty Participation by Institutional Type, 1989 HERI Faculty Survey

Stratification Cell	Institutions		Faculty	
	Total	Participating	Total	Respondents
<i>Public universities</i>				
Low selectivity	56	13	39,298	4,609
Medium selectivity	38	4	38,779	1,363
High selectivity	23	6	23,083	1,779
<i>Private universities</i>				
Low selectivity	25	5	10,355	1,146
Medium selectivity	19	2	10,637	338
High selectivity	25	4	15,790	745
<i>Public four-year colleges</i>				
Low selectivity ¹	209	36	46,871	3,700
Medium selectivity	96	18	34,276	2,920
High selectivity	42	8	14,533	1,343
<i>Nonsectarian four-year colleges</i>				
Low selectivity ¹	183	19	9,369	935
Medium selectivity	61	10	6,737	523
High selectivity	83	28	8,254	1,969
Very high selectivity	48	16	6,892	1,382
<i>Catholic four-year colleges</i>				
Low selectivity ¹	81	18	4,420	853
Medium selectivity	59	16	4,713	933
High selectivity	33	7	3,857	526
<i>Protestant four-year colleges</i>				
Low selectivity ¹	218	35	11,566	1,557
Medium selectivity	70	20	5,620	1,068
High selectivity	46	21	4,778	1,474
<i>Two-year colleges</i>				
Public	866	85	84,674	5,351
Private	132	4	3,578	116
<i>Black colleges</i>				
Public	59	5	9,634	357
Private	56	12	3,717	491
<i>All institutions</i>	<i>2,528</i>	<i>392</i>	<i>401,431</i>	<i>35,478</i>

¹Includes institutions of unknown selectivity.

Note: Adapted from Dey (1991)

Sample Size and Characteristics

The sample included in the present study utilized respondents from the Exxon and NSF samples and from students in the random sample for which there was also faculty data. Students from institutions with fewer than 15 respondents to the FUS were excluded from the sample. This step was taken to insure that a student's individual score would not have an adverse effect on the peer aggregate scores which were computed. In addition, an upper cap of no more than approximately 150 students per institution (approximately 1% of the total sample) was also placed on the sample. This upper cap was used so that no single institution (i.e., large universities) would have an inappropriate influence on the findings due to their overrepresentation in the sample. Based upon these corrections, the final sample included approximately 159 institutions and 15,000 students.

Variables Included in the Study

Dependent Variables

The three dependent variables used in this study that depict racial attitudes and sensitivity include an opinion item, a personal goal item, and a factor developed to measure self-reported growth in cultural awareness:

- Agreement with the statement "Busing is OK if it helps to achieve racial balance in the schools."
- Importance to the student of the personal goal "Helping to promote racial understanding."
- Self-reported growth since entering college in the area of cultural awareness and acceptance.

The first dependent variable (the busing item) was included on both the SIF and the FUS providing both a pretest and post-test for the item. This item is clearly an attitude item. Items similar to it have been included on past surveys of racial attitudes. The second item (goal to promote racial understanding) was also included on both the SIF and the FUS and also provides both a pretest and post-test. This item represents the level of personal

commitment that students have to issues of race and diversity. The last item is a factor developed in an earlier analysis of this data (Milem, 1990) which measures the amount of relative growth that students reported in the area of racial awareness and sensitivity (The paper describing the factor analysis is contained in Appendix B). As part of the analyses for the study of the outcomes of general education funded by the Exxon Education Foundation, a series of factor analyses were performed on items measuring reported growth among students in a number of different areas. This factor emerged as one of four factors used in the general education analyses. While there is no pretest for the item, it is worded in such a way that asks students to assess the amount of change that they believe had occurred since they first entered college.

While it could be argued that each of these items is part of a higher order construct and could be combined to form a single dependent variable for the study, each of the proposed dependent variables represents a unique and distinct aspect relating to the topic of racial attitudes and race relations which warrants individual analysis (see correlations for dependent variables in table 3.8). The busing item represents an aspect of the racial attitudes of students. The personal goal item measures the degree of commitment that students had toward issues of racial diversity. The cultural awareness and acceptance factor represents an assessment by students of the amount of self-growth in these areas students attributed to their college experience. Given that each dependent variable measured unique aspects of this broader topic, the analyses were conducted separately for each of the three items.

Table 3.8
Correlations among Dependent Variables

	View: Busing OK to achieve racial balance	Goal: Promote racial understanding	Cultural Awareness and Appreciation
View: Busing OK to achieve racial balance	1.00	.28	.36
Goal: Promote racial understanding		1.00	.14
Cultural awareness and acceptance			1.00

Source: Higher Education Research Institute, UCLA

Descriptive Analyses

As was mentioned in chapter two, the results of previous research on racial attitudes have shown that there are often significant differences in attitudes based upon the racial background of respondents (Schuman, Steeh, and Bobo, 1985). In addition, previous results of studies of college impact have shown differences in college impact for students from different racial backgrounds as well (Astin, 1977, Astin, 1981, Feldman and Newcomb, 1969, Pascarella and Terenzini, 1991). Given this fact, descriptive analyses for each of the dependent variables were performed for each of the dependent variables in the study based upon the different racial backgrounds of students in the sample.

Students' views with respect to their attitudes toward school busing and to the importance of the goal of helping to promote racial understanding were examined at the time that they entered college and four years later. By doing a series of crosstabulations of these items, one can develop a sense of how students from different racial groups changed with respect to these items over four years. In addition, students' levels of self-reported growth were also be examined. These descriptive analyses were done to determine whether there were significant differences among students from different racial groups in the study. Significant differences in each of the dependent variables were found in the analyses of descriptive change. White students differed dramatically from their peers from other racial groups on each of the dependent variables. In addition, white women differed from white men regarding each of the outcomes.

Multivariate Analyses

As was mentioned, the Input-Environment-Output model of studying college impact was used for the multivariate analyses in this study. For the reasons previously cited, this model was selected as the most appropriate for use in this study of the impact of college on students' racial attitudes and levels of racial awareness. Based upon the findings from the descriptive analyses, the multivariate analyses were conducted for white men and white women on each of the three dependent variables. The reasons for this decision are presented in greater detail at the beginning of chapter five.

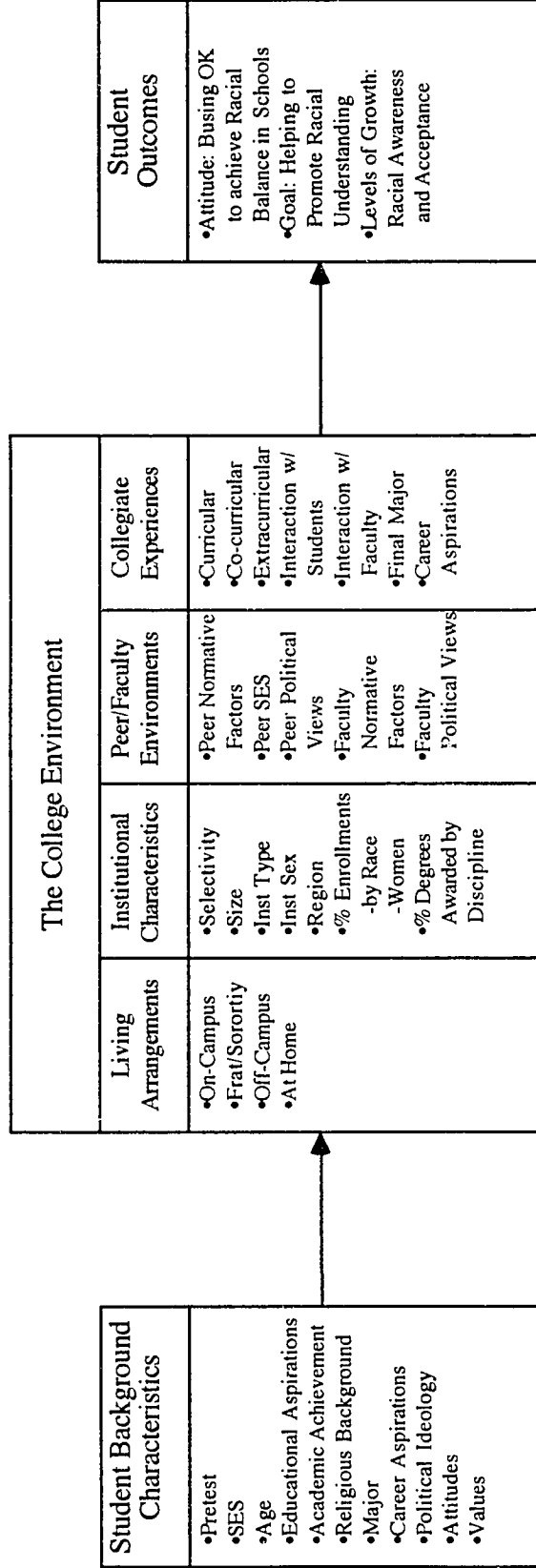
Independent Variables

The independent variables were entered into the regression analyses in blocks consistent with Astin's I-E-O model (Astin, 1970a, 1970b, 1977, 1991) described earlier in this chapter and in chapter two. A schematic diagram of the proposed analyses is presented in figure 3.1. This model is influenced by the work of Astin (1970a, 1970b, 1977, 1991) and Wiedman (1988).

The first block of variables involved measures of students' input characteristics (the characteristics they bring with them upon entry to college). These included variables measuring:

- Pretests for dependent variables
- High school academic achievement (high school grade point average and academic rank)
- Degree aspirations
- Measures of socioeconomic background of students (parental education, parental occupation, parental income)
- Religious background
- Age
- Political view
- Students' social and political attitudes
- Students' reasons for attending college
- Students' career aspirations
- Students' entering choice of college major

Figure 3.1
 Model for Studying the Impact of College
 on Students' Racial Attitudes and Levels of Awareness



The second block of independent variables included variables measuring students' living arrangements during their first year of college (with parents; private home, apartment, or room; college dormitory; fraternity or sorority house; or other campus student housing). These variables provided information regarding the degree of exposure to the college environment for students in the sample.

The third block of variables included items measuring the structural characteristics of the institutions in the sample:

- Institutional selectivity (average SAT of the entering class)
- Institutional size (enrollment at the institution)
- Institutional type (Public or Private University, Public or Private college, Nonsectarian, Catholic, or Protestant Institution)
- Institutional race (historically black college or predominantly white college)
- Geographic region of the institution
- Size of the city where the institution is located
- Institutional sex (men's college, women's college, coeducational)
- Percentages of enrollment by racial group
- Percentages of enrollment of women
- Percentages of bachelor's degrees awarded by discipline

The fourth block of variables included those items which represented the peer normative environment and the normative environment created by faculty at the various institutions in the sample. A series of exploratory factor analyses were undertaken to determine whether there were factor constructs which would emerge that could be used to characterize these normative environments. The factor analyses were performed based upon all entering student responses to personal goal items and opinion items from the 1985 freshman survey. All freshmen responses were used so as to better approximate measures of the peer normative environment at each institution represented in the sample.

The factors were extracted using the principal axis factoring method. The extracted factor matrix was rotated both orthogonally and obliquely. After a number of rotations of the extracted factor matrix, a six factor solution emerged as the most descriptive and parsimonious for this study. The orthogonal and oblique rotation methods yielded the

same factor solution. The peer normative constructs identified through the factor analysis were: (1) Humanism, (2) Materialism, (3) Social Liberalism, (4) Libertarianism, (5) Authoritarianism, and, (6) Artistic Orientation. The peer normative factors and their loadings are presented in table 3.9.

Peer normative environments represented by the label *humanism* were characterized by students who tended to be more altruistic in their orientations. They valued participation in programs and activities designed to help others as well as having a desire to influence social values and the political structure. Environments represented by the label of *materialism* were characterized by students who were more concerned with issues relating to money and status. Peer normative environments with the label of *social liberalism* were represented by students who expressed desires for programs and activities designed to make the society more equitable and just. Normative environments represented by the label of *libertarianism* were characterized by students who tended to be supportive of the rights of individual self-expression and choice. Environments with the label of *authoritarianism* were characterized by students who very conservative in their views toward women, homosexuality, and individual behavior. Finally, normative environments characterized by the label of *artistic orientation* tended to have students who valued the goals of making artistic and literary contributions.

Table 3.9
Results of Factor Analysis—Peer Normative Factors

Factors	Factor Loading
<u>Factor 1 - Humanism</u>	
Goal: Participate in community action program	.63
Goal: Promote racial understanding	.59
Goal: Influence social values	.54
Goal: Influence political structure	.51
Goal: Develop meaningful philosophy of life	.50
Goal: Be involved in environmental clean-up	.48
Goal: Help others in difficulty	.47
<u>Factor 2 - Materialism</u>	
Goal: Be well-off financially	.68
Goal: Have administrative responsibility for others	.57
Goal: Be successful in own business	.54
Goal: Be expert in finance/commerce	.50
Goal: Obtain recognition from colleagues	.50
Goal: Become authority in own field	.47
View: College increases earning power	.42
<u>Factor 3 - Social Liberalism</u>	
View: Government not doing enough to promote disarmament	.69
View: Government not doing enough to control pollution	.46
View: Increase federal military spending	-.44
View: Nuclear disarmament is attainable	.41
View: Government not doing enough to protect consumer	.40
View: National health care plan needed	.38
View: Government should discourage energy use	.35
View: Wealthy should pay more taxes	.32
View: Death penalty should be abolished	.28
View: Busing is OK to achieve racial balance in the schools	.27
<u>Factor 4 - Libertarianism</u>	
View: It is alright to live together out of marriage	.66
View: Abortion should be legalized	.60
View: Marijuana should be legalized	.47
<u>Factor 5 - Authoritarianism</u>	
View: Prohibit homosexual relations	.51
View: Married women are best at home	.46
View: Colleges ban extreme speakers	.40
View: Equal Opportunity for women	-.35
View: Colleges have right to regulate off-campus behavior	.33
<u>Factor 6 - Artistic Orientation</u>	
Goal: Create original works	.62
Goal: Write original works	.58
Goal: Achieve in the performing arts	.47

Source: Higher Education Research Institute, UCLA

Another factor analysis was undertaken using similar personal goal and opinion items from the 1989 survey of faculty. The same factor extraction and rotation methods used with the student data were also used with the faculty data. After a number of rotations of the extracted factor matrix, a five factor solution was selected and included: (1) Humanism, (2) Social Liberalism, (3) Careerism, (4) Activism, and, (5) Materialism. The Factors and their loadings are presented in table 3.10.

Table 3.10
Results of Factor Analysis—Faculty Normative Factors

Factors	Factor Loading
<u>Factor 1 - Humanism</u>	
Goal: Promote racial understanding	.70
Goal: Help others in difficulty	.65
Goal: Develop meaningful philosophy of life	.56
Goal: Be involved in environmental clean-up	.49
<u>Factor 2 - Social Liberalism</u>	
Opinion: National health care plan needed	.65
Opinion: Wealthy should pay more taxes	.52
Opinion: Abortion should be legalized	.50
Opinion: Death penalty should be abolished	.49
Opinion: Colleges should be active in solving social problems	.36
Opinion: Faculty unionization has enhanced teaching	.35
Opinion: Colleges ban extreme speakers	-.35
Opinion: Racial discrimination still a problems in America	.30
<u>Factor 3 - Careerism</u>	
Goal: Obtain recognition from my colleagues	.72
Goal: Become authority in my own field	.54
<u>Factor 4 - Activism</u>	
Goal: Influence political structure	.52
Goal: Influence social structure	.69
<u>Factor 5 - Materialism</u>	
Opinion: College increases earning power	.58
Goal: Be well-off financially	.45
Goal: Have administrative responsibility for others	.29
Source: Higher Education Research Institute, UCLA	

The faculty normative factors representing *humanism*, *social liberalism*, and *materialism* are similar in meaning to those peer normative factors with the same labels

described above. Faculty normative environments with the label of *careerism* were characterized by faculty who had greater concern with obtaining recognition from their colleagues and with being recognized as authorities in their respective fields. Faculty normative environments with the label of *activism* were characterized by faculty who valued the goals of influencing the political structure and social values. While these two items loaded on the student peer factor of *humanism*, they clearly emerged as a distinct and different factor in the analysis of faculty data.

Aggregate measures (institutional means) for each factor were computed at the institutional level and merged with the data base. The peer aggregate measures were computed using all students who completed a freshmen survey (SIF) at the institutions contained in the sample. This was done so that a more accurate measure of the peer normative environment could be computed and included in the survey. The faculty aggregate measures were computed for all faculty who reported that they had taught undergraduate courses at the institution in the year prior to completing the survey. Faculty who were involved in activities which excluded them from classroom contact with undergraduates (i.e., exclusively administrative responsibilities, exclusively research) were not used to compute the faculty normative aggregates.

In addition to the peer factors and the faculty factors described above, measures of the socioeconomic status and political view for the students' peer group at each institution were included in the fourth block of variables. Aggregate measures of the political view of faculty at each institution were also calculated and included in this block.

The fifth block of independent variables included in the analysis were measures of the college experiences of students which represent a range of selected curricular, co-curricular, and extra-curricular activities in which students were involved during the college years. These included variables measuring:

- Enrollment in an ethnic studies course
- Enrollment in an interdisciplinary course
- Enrollment in a women's studies course
- Attendance at racial/cultural awareness workshop
- Membership in a fraternity or sorority
- Participation in intercollegiate athletics
- Working on a professor's research project
- Assisting faculty in teaching a class
- Being elected to a student office
- Hours per week spent socializing with friends
- Hours per week attending classes/labs
- Hours per week studying/doing homework
- Hours per week working
- Hours per week talking with faculty out of class
- Hours per week attending religious services/meetings
- Frequency with which the student had discussed course content with other students
- Frequency with which the student had been a guest in a professor's home
- Frequency with which student had discussed racial/ethnic issues
- Frequency with which the student had participated in campus demonstrations
- Frequency with which the student had socialized with someone of a different ethnic group
- Frequency with which the student had discussed political/social issues
- Student's final major choice
- Student's final career aspirations

The sixth block of variables included in the analyses were variables that measured the magnitude of exposure students' had to the college environment. Independent variables measuring between one and four years of enrollment at the institution were developed and included in this block. If college does have an impact on students' attitudes and levels of awareness, then those students who have had greater exposure (i.e., four years) to the

college environment should show greater change on the outcome variables. These variables were developed to test this question.

Student Interviews

In addition to the quantitative analyses that were conducted as a part of this study of the impact of college on students' racial attitudes and levels of racial awareness and acceptance, a small number of interviews were conducted with four white students (two white women and two white men). This was a small non-random sample of students selected to participate in the interviews. The interviews were not intended to provide further data for the analyses. Rather, the goal of these interviews was to provide information from the experiences of students which would serve to further illustrate the quantitative findings of the study. The results of these interviews are presented with the summary and implications of the study in chapter six.

Importance of the study

As was mentioned in chapter one, this study while exploratory in nature, was guided by theory and earlier research on college peer effects. Thus, it is believed that the findings of this study will be useful by informing both theory and practice.

From a theoretical perspective, these analyses provided for a test of the importance of the relative effects of the peer normative environment and the normative environment created by faculty at a given institution. The study attempts to answer the following questions: (1) Does the peer normative environment serve as a significant predictor of students' racial attitudes and/or their level of racial awareness?; (2) Do faculty have a unique and significant role in this process or are the effects of the faculty normative environment largely mediated by the peer environment?; (3) Are the findings of earlier research on college impact which attribute the effects of institutional characteristics to peer environmental effects actually explained when the researcher includes measures of the peer environment in the analyses?

This study hoped to inform educational practice by identifying those types of college experiences which tend to produce relative increases (or decreases) in students' racial attitudes and awareness. If this is the case, institutions which are interested in inculcating in students more accepting racial attitudes and increase their levels of racial awareness and commitment to racial issues can look to the findings of this study for guidance in the planning of curricular, co-curricular, and extra-curricular experiences which facilitate this desired growth.

Chapter 4

Descriptive Changes in Dependent Variables

As was mentioned in chapter three, there were three dependent variables included in this study: (1) level of agreement with the statement “Busing is OK if it helps to achieve racial balance in the schools”; (2) Importance to the individual of the personal goal “Helping to promote racial understanding”; and (3) Amount of self-reported growth since entering college in the area of cultural awareness and acceptance. Before undertaking a series of multivariate analyses to identify what predicts changes with respect to these attitudes and beliefs among college students, descriptive analyses of the dependent variables were performed to determine whether or not there were significant differences between white students and students of color and between men and women.

Students’ views with respect to their attitudes toward school busing and to the importance of the goal of helping to promote racial understanding were examined at the time that they entered college and four years later. By doing a series of crosstabulations of these items, one can develop a sense of how students from different racial groups changed with respect to these items over four years. The factor measuring self-reported growth in cultural awareness and acceptance did not have a pre-test. Analysis of differences by racial background for this item were done by examining how students were distributed in their levels of reported growth four years after entering college.

Given that the results of earlier studies of racial attitudes have shown that there are significant differences in racial attitudes based upon differences in racial background, it was important to determine how students from different racial backgrounds changed regarding each of the dependent variables. Findings are reported for all students, for white students, for African American students, for Mexican American/Chicano students, and for Asian American students (see tables 4.1, 4.2, and 4.3). While the data set also had responses for

Table 4.1
Comparison of Students' Support for School Busing by Race, 1985 and 1989

	All Students (N=14101)		Whites (N=12592)		African-Americans (N=727)		Chicanos (N=226)		Asian-Americans (N=466)	
	85	89 Change	85	89 Change	85	89 Change	85	89 Change	85	89 Change
Strongly Disagree	17.4	17.9 +0.5	17.9	18.7 +0.8	10.3	10.3 0.0	10.1	11.9 +1.8	14.4	13.5 -0.9
Disagree Somewhat	32.9	32.5 -0.4	33.8	33.5 -0.3	18.2	20.2 +2.0	35.3	27.5 -7.8	30.0	29.2 -0.8
Agree Somewhat	41.1	40.4 -0.7	40.8	39.9 -0.9	44.6	44.7 +0.1	38.5	39.4 +0.9	45.7	44.4 -1.3
Strongly Agree	8.8	9.1 +0.3	7.5	7.9 +0.4	27.0	24.8 -2.2	16.0	21.1 +5.1	9.9	12.9 +3.0
	$r = .391$		$r = .386$		$r = .302$		$r = .495$		$r = .396$	

Note: The simple correlations presented are the correlations between the pre-test and post-test for students from each racial group in the descriptive analyses.

Table 4.2
Comparison of Students' Commitment to the Goal of Promoting Racial Understanding by Race, 1985 and 1989

	All Students (N=14608)		Whites (N=13033)		African-Americans (N=741)		Chicanos (N=218)		Asian-Americans (N=496)	
	85	89 Change	85	89 Change	85	89 Change	85	89 Change	85	89 Change
Not Important	17.2	19.2 +2.0	18.5	20.7 +2.2	3.4	2.8 -0.6	10.6	11.1 +0.5	8.1	8.5 +0.4
Somewhat Important	46.1	40.0 -6.1	48.0	41.9 -6.1	20.8	13.1 -7.7	37.2	28.3 -8.9	36.3	34.5 -1.8
Very Important	27.0	26.1 -0.9	25.8	25.2 -0.6	37.1	34.5 -2.6	39.4	31.4 -8.0	36.7	33.5 -3.2
Essential	9.7	14.7 +5.0	7.7	12.2 +4.5	38.7	49.5+10.8	12.8	29.2+16.4	18.9	23.6 +4.7
	$r = .427$		$r = .398$		$r = .310$		$r = .430$		$r = .339$	

Note: The simple correlations presented are the correlations between the pre-test and post-test for students from each racial group in the descriptive analyses.

Table 4.3
Differences in Self-Rating for Cultural Awareness for All Students by Race (Percentages)

Scale Range	All Students (N=15418)	White Students (N=13698)	African American Students (N=809)	Chicano Students (N=231)	Asian American Students (N=517)
2-5 (Weaker/Much Weaker)	2.3	2.4	0.6	1.7	1.2
6 (No Change)	14.9	15.2	10.1	13.4	14.9
7-8 (Stronger)	49.0	49.1	49.9	42.4	46.7
9-10 (Much Stronger)	33.8	33.2	39.3	42.4	37.3

American-Indian and Puerto Rican-American students, the sizes of these populations in the data base were so low as to prohibit any meaningful interpretation of results.

Change in Students' Views about School Busing

All Students

This item was included in both the entering student survey and in the follow-up survey completed by students four years after college entry. The item was an opinion statement scored on a four point scale (disagree strongly, disagree somewhat, agree somewhat, agree strongly). There was a moderate positive correlation between the pretest and the post-test for the attitude on busing (.391). However, the simple correlation was not as high as might be expected. Change seemed in students' attitudes appeared to run toward the two extremes of scale of agreement with this item (agreeing strongly or disagreeing strongly). The disagree strongly category showed an increase of 0.5 percent while the strongly agree category showed an increase of 0.3 percent. For the busing item, 50.3 percent of students in 1985 reported that they either disagreed somewhat or disagreed strongly with this item. Their level of agreement with the item increased by only 0.1 percent by 1989 (50.4 percent).

Another way to examine change in this item is to look at how students in the two extremes of the scale of agreement with the item responded in 1985 and in 1989. By looking at those students who moved from an extreme opinion to the opposite opinion on

the item (i.e., strongly disagree to agree or strongly agree to disagree). Over one quarter (26.3 percent) of those students who indicated that they agreed strongly with the busing statement in 1985 reported that they either disagreed somewhat or disagreed strongly with the same statement in 1989 (see table 4.4). Change from the other extreme was somewhat less pronounced. Only 22.9 percent of students who strongly disagreed with the statement in 1985 reported that they agreed or strongly agreed with the busing statement in 1989. Hence, after four years of college, it was more likely for students to change from high levels of support for busing to opposition toward busing than it was for students to change from high opposition toward busing to support of busing.

Table 4.4
Large Changes in Dependent Variables by Racial Group (in percentages)

	All Students		White Students		African American Students		Chicano Students		Asian American Students	
	Gains	Losses	Gains	Losses	Gains	Losses	Gains	Losses	Gains	Losses
Busing Item	22.9	26.3	21.6	29.4	49.3	16.3	18.2	14.3	28.4	15.2
Goal Item	16.7	22.9	15.7	27.5	64.0	9.1	45.8	6.9	22.5	23.4

Note: For the busing item, *gains* are defined as those students who reported that they strongly disagreed with the busing item in 1985 and reported that they agreed somewhat or agreed strongly in 1989. *Losses* are those students who reported that they strongly agreed with the item in 1985 and reported that they disagreed somewhat or disagreed strongly in 1989. For the goal item, *gains* are defined as those students who reported that the goal was not important to them in 1985 and later reported that the goal had become very important or essential to them in 1989. *Losses* are those students who reported that the goal was essential to them in 1985 and later reported that the item had become somewhat important or not important to them in 1989.

White students

For white students, the direction of the observed changes were similar to those presented for all students. This was expected given that white students comprise 89.3 percent of the total sample. White students were more likely to disagree somewhat or disagree strongly with the busing item in both years, 1985 and 1989 (51.7 percent and 52.2 percent respectively). Again, we see movement toward each extreme in scale of

agreement with the busing item, but there was slightly more movement toward disagreement with the statement than with agreement (see table 4.1).

The movement toward increased disagreement with the item “Busing is OK if it helps to achieve racial balance in the schools” is further illustrated when we examine how those students who were located at each extreme in the scale of agreement with the item (those strongly disagreeing or strongly agreeing) in 1985 responded after four years (table 4.4). Nearly one third of white students (29.4 percent) who strongly agreed with the statement in 1985 underwent a rather dramatic change and either disagreed somewhat or disagreed strongly with the statement in 1989. Conversely, less than one quarter (21.6 percent) of white students who reported that they strongly disagreed with the busing statement in 1985 reported that they had become more liberal in their views regarding school busing by agreeing strongly or somewhat with the statement in 1989.

African American students

African American students were much more likely than were white students to report that they agreed strongly or somewhat with the busing item than were white students in both 1985 and in 1989 (71.6 percent and 69.5 percent for African Americans respectively as compared to 48.3 percent and 47.8 percent for whites). In addition, African American students were more than three times as likely to strongly agree with the statement in both 1985 and 1989 than were students who were white (27.0 percent and 24.8 percent respectively for African Americans as compared to 7.5 percent and 7.9 percent for white students). As can be seen from these figures, African Americans were slightly less likely to agree with the busing item in 1989 than they were in 1985 when they first entered college.

The simple correlation between the pretest and the post-test was lower for African American students than it was for all students or for students from other racial backgrounds (.302). This indicates that there was greater change after four years in the attitudes toward

school busing among African American students than for students from other racial backgrounds.

Mexican American/Chicano students

Chicano students were also more likely than were white students to report that they either agreed strongly or somewhat with the busing item in both 1985 and in 1989. In addition, these differences were even more pronounced in 1989 than in 1985 (54.5 percent and 60.5 percent respectively for Chicanos compared to 48.3 percent and 47.8 percent for whites). The pretest served as a much better predictor of the post-test for Chicanos than for the rest of the population ($r=.495$).

Most of the change for Chicano students was toward increased agreement with the busing item. Of those students who reported that they strongly disagreed with the busing item in 1985, 18.2 percent reported that they agreed somewhat or agreed strongly with the statement in 1989. Conversely, of those Chicano students who agreed strongly with the statement in 1985, only 14.5 percent reported that they either disagreed somewhat or strongly with the statement in 1989 (table 4.4).

Asian American students

Asian students were also more likely than were white students to report that they agreed somewhat or strongly with the busing statement (55.6 percent and 57.3 percent in 1985 and 1989 respectively for Asian American students as compared to 48.3 percent and 47.8 percent for white students).

Change in Asian American students' attitudes between 1985 and 1989 tended to be toward slightly greater agreement with the item, and, specifically toward being more likely to strongly agree with the statement (a 3 percent increase). Of those Asian American students who strongly disagreed with the item in 1985, 28.3 percent either agreed or strongly agreed with the statement in 1989. Conversely, of those Asian American students

who strongly agreed with the statement in 1985, only 15.2 percent reported that they either disagreed or strongly disagreed with the statement in 1989 (table 4.4).

Summary of Trends for all Groups

Overall, white students were less likely than were students from other racial groups to express agreement with the statement “Busing is OK if it helps to achieve racial balance in the schools”. African American students were most likely to report agreement with the statement. This difference was most pronounced when African American students were compared to white students. They were three times as likely to report that they agreed strongly or somewhat with the statement than were white students.

The correlation between the pretest and the post-test was moderate for all students. This indicates that there was a reasonably high degree of change that did not follow the same pattern in students’ attitudes during their four years in college. The correlation between the pretest and post-test was highest among Chicano students (.495) and lowest among African American students (.302).

Change in the pretest and the post-test measures reveal some interesting trends. Both whites and African Americans exhibited a trend toward slightly less agreement with the busing item four years later. This trend among African American students may have to do with the fact that so many African American students’ expressed agreement with the statement initially. Hence, there was greater room for movement toward increased conservatism as opposed to room for movement toward increased liberalism among African American students. Movement away from support for school busing programs may have also been the result of the perceived failure among African American students of attempts at integrationist policies and policies.

However, Chicano or Asian American students were more likely to report increased agreement with the statement after four years. This change was most pronounced for Chicano students (a 6 percent increase after four years).

Perhaps the most interesting finding from this analysis of trends among students has to do with the findings regarding white students. White students were less likely than students from other racial groups to report that they agreed with school busing programs at the time of college entry. In addition, four years after college entry, white students were also less likely to report that they supported school busing than were students from other racial groups. Finally, the change that did take place in white students' attitudes tended to be toward slightly greater conservatism in their attitudes regarding school busing programs.

Changes in Students' Commitment to Promoting Racial Understanding

All Students

Level of commitment to the goal of helping to promote racial understanding was assessed in 1985 as well as in 1989. The goal was included as 1 of 18 items which asked students to indicate the importance of each goal on a four point scale (not important, somewhat important, very important, essential). Specifically, the item was worded as follows: "Indicate the importance to you personally of each of the following: . . .Helping to promote racial understanding."

As with the opinion item pertaining to school busing, there was a moderate correlation between the pretest and post-test for this item ($r=.427$), although it was somewhat stronger than the correlation for the busing item. Change again occurred toward each extreme in scale of agreement with the goal ("not important" or "essential"). However, most of the change observed took place toward attributing greater importance to the goal. When first measured in 1985, 36.7 percent of all students surveyed reported that the goal was either very important or essential to them. This percentage increased to 40.8 percent in 1989. The major increase in support for the goal was explained by those students who reported the goal as being essential. The percentage of students who reported the goal as essential in 1989 increased by 5 percent from the pretest in 1985 (14.7 percent in 1989 as compared to 9.7 percent in 1985).

Of those students who reported that the goal was either not important or essential in 1985, only 43.4 percent reported that the goal had the same level of importance for them four years later (table 4.4). In continuing to examine changes in each extreme in 1985, we find that 16.7 percent of those students who reported that the goal was not important to them in 1985, later reported that the goal was either very important or essential in 1989. Conversely, of those students who reported that the goal was essential to them in 1985, 22.9 percent reported that the goal had decreased in importance to them by saying that the goal was either not important or only somewhat important in 1989.

White Students

Among white students, we once again observe movement each toward extreme in the scale of their commitment to the goal of promoting racial understanding. However, the data indicate that the movement was toward a slight increase in commitment to the goal among white students. While only 7.7 percent of white students indicated that this goal was essential to them in 1989, this figure had increased to 12.2 percent four years later. The correlation ($r=.398$) between the pretest and post-test was lower for whites than for the whole sample indicating that greater levels of change took place regarding the relative importance of this goal for white students after four years.

There were higher levels of change in the importance of this goal among those students who initially identified the goal as being essential to them as compared to those students who initially reported that the goal was not important to them. While 36.2 percent of those white students who reported that the goal was essential to them in 1985 reported the goal was still essential in 1989, 27.5 percent reported that the goal had greatly decreased in importance after four years (by reporting that the goal was either not important or somewhat important, see table 4.4).

Conversely, just less than one half (44.1 percent) of those students who reported that the goal was not important to them in 1985 reported that the goal was still not important to

them in 1989. Only 15.7 percent of these students reported that the goal of promoting racial understanding had increased in importance to them by reporting that it was either very important or essential in 1989.

African American Students

Perhaps the most striking finding of the data for African American students regarding commitment to the goal of promoting racial understanding was the fact that African American students were five times as likely to report the goal as being essential to them in 1985 as were white students. They were also four times as likely to report the goal as being essential to them in 1989 as were white students. In addition, increase in the highest level of commitment to this goal rose by nearly 11 percent for African American students as opposed to an increase of 4.5 percent for whites after four years.

The correlation between the pretest and the post-test for African American students was the lowest for all groups considered in the analyses ($r=.310$). This indicates a greater degree of multi-directional change among African American students than for students from other racial groups. The predominant change for African Americans was toward increased importance of the goal after four years. For example, of those students who reported that the goal was not important to them in 1985, 64 percent reported the goal as being very important or essential when asked four years later. Conversely, of those students who reported that the goal was essential to them in 1985, only 9.1 percent indicated that the goal had decreased in its relative importance by reporting that it had become not important or somewhat important four years later (table 4.4).

Mexican American/Chicano Students

The most dramatic finding regarding change among Chicano students regarding their level of commitment to the goal of helping to promote racial understanding was in the increase among those students who described the goal as essential in 1989 as compared to 1985 (an increase of 16.4 percent). As with African American students, Chicano students

were more likely to report the goal as being essential than were white students in both 1985 and in 1989, with a more pronounced difference in 1989 (12.8 percent and 29.2 percent respectively for Chicanos compared to 7.7 percent and 12.2 percent for white students).

Change among Chicano students, like their African American peers, was toward increased importance of this goal. Of those Chicano students who reported the goal as not important in 1985, 45.8 percent reported the goal as very important or essential in 1989. Conversely, of those students who reported that the goal was essential to them in 1985, only 6.9 percent reported that the goal had become only somewhat important in 1989 (none of these students indicated that the goal was not important to them in 1989).

Asian American Students

Like their African American and Chicano student peers, Asian American students were more likely to report that the goal of promoting racial understanding was essential to them than were white students. Asian American students were approximately twice as likely to report the goal as being essential to them in both 1985 and 1989 as were white students (18.9 percent and 23.6 percent for Asian Americans as compared to 7.7 percent and 12.2 percent for whites).

The correlation between the pretest and the post-test for Asian American students was lower than that for Chicanos, whites, and for all students indicating that there were higher levels of change in commitment among this group of students. While the change was more likely to move toward an increase in importance of the goal, the change for Asian American students was not as pronounced as the change for African American and Chicano students. Of those students who reported that the goal was not important to them in 1985, 22.5 percent of these students reported the goal as very important or essential in 1989. Conversely, of those students who reported the goal as essential to them in 1985, 23.4 percent indicated that the goal had significantly decreased in importance (not important or somewhat important) four years later.

Summary of Trends for all Groups in Changes in Goal Commitment

As with the school busing item, the most striking difference apparent from the analysis of change in commitment to the goal of helping to promote racial understanding involved the differences between the level of commitment of white students and students from other racial backgrounds. These differences were most striking when white students were compared to African American and Chicano students. African American students and Chicano students entered college with higher levels of commitment to the goal of promoting racial understanding, and, after four years, showed greater increases in their commitment to this goal than did white students. While there were also differences between whites and Asian Americans, these differences were not as pronounced as were the differences between whites and African American and Chicano students.

Once again, these findings suggest that white students go through a different process of change than do students from other racial groups. Not only do they begin college reporting lower levels of commitment to the goal of helping to promote racial understanding, but, they also show lower levels of relative increase in the importance of this goal than do students from other racial backgrounds.

Changes in Students' Levels of Cultural Awareness and Acceptance

The third and final dependent variable included in this study involved students' perceptions of their relative growth in cultural awareness and acceptance from the time that they first entered college as freshmen until four years later when they completed the follow-up survey. This dependent variable is a factor derived from responses to two items included on the follow-up survey. While there was no pretest for the factor, the wording of the two items was such that it asked the respondents to assess the amount of change they had experienced during the previous four years. The specific wording of the items from the survey were as follows: "Compared with when you first entered college as a freshman, how would you now describe your: . . . Cultural awareness and appreciation, . . .

Acceptance of persons from different races/cultures.” The items were scored on a five point scale (much weaker, weaker, no change, stronger, much stronger). Hence, when the two items were combined to form a single factor, the possible scores ranged from a low of 2 to a high of 10 (see table 4.3).

All Students

In analyzing change for students in the area of cultural awareness and acceptance, it is helpful to look at the distribution of the variable. The vast majority of students reported at least some gains in their cultural awareness and acceptance (82.8 percent). The mean for the variable was 7.98 and the mode was a score of eight. The modal score of 8 indicates that most students reported that their cultural awareness and acceptance had become stronger from the time that they were first freshmen until four years later when assessed on the follow-up survey. Only 2.3 percent of students reported that their cultural awareness and acceptance had decreased from the time they had entered college until four years later. Nearly fifteen percent (14.9 percent) reported that their appreciation and awareness had not changed during this time period.

Comparisons by Racial Background

As with the first two dependent variables, whites differed from students of other races in the level of change they reported in their cultural awareness and acceptance. While the differences were not as dramatic as those described with the other two dependent variables, they are worth noting. A summary of these differences for all students and for students by racial background is presented in table 4.3.

White students were more likely than were students from other groups to report that they experienced no change or a weakening in their cultural awareness and acceptance (17.6 percent). African American students were the least likely to report a weakening or no change (10.7 percent). African American students were followed by Chicano students (15.1 percent) and Asian American students (16.1 percent) respectively. The modal

response for all groups, with the exception of Chicanos, was a score of 8. For Chicano students, the modal response was the maximum possible score (10).

Another way to examine differences in the level of increase in this dependent variable is to look at what percentage of students from each group reported that their awareness and acceptance had increased to become at least stronger or much stronger (this included those students with scores on the factor of between 8 and 10). African American students were the most likely to report gains in this higher end of the scale (71.4 percent), followed by Chicano students (66.6 percent), Asian American students (65.2 percent) and white students (63.9 percent) respectively.

Summary of Trends in Changes in Cultural Awareness and Acceptance

As with the two other dependent variables, significant differences were found when white students were compared with students from other racial backgrounds. While the general trend among all students surveyed was toward increased levels of awareness and acceptance, white students differed from their peers from other racial groups. Whites were more likely to report that they experienced no growth or weakened growth in their cultural awareness and acceptance than were students from other races. In addition, white students were less likely to report increases at the higher end of the factor scale.

Differences by Gender among White Students

The differences in changes found when comparing white students to students from other races suggest that it is important to study whites as a separate group. However, merely using race as the single distinction in the analyses does not suffice. The results of earlier studies on college impact and on racial attitudes indicate that there may be important differences between men and women (e.g. see, Astin, 1977, Milem, 1991a, 1991b, Pascarella and Terenzini, 1991). Hence, for the purposes of this study, it was important to do analyses of change in the dependent variables among white male and female students to

determine whether differences based upon gender existed regarding the dependent variables included in this study as well (These results are summarized in tables 4.5, 4.6, and 4.7).

Gender Differences among White Students Pertaining to School Busing

As was mentioned earlier, there was a slight decrease in support for school busing programs among white students after four years of college (48.3 percent in agreement in 1985 as compared to 47.8 percent in agreement in 1989). Earlier findings regarding differences in racial attitudes based upon gender appear to hold for this item as well (see Table 4.5). Women in this sample were more likely than were men to express support for the busing item both at the time of the pretest and four years later (51.3 percent and 50.4 percent of women agreed somewhat or agreed strongly in 1985 and 1989 respectively as compared to 43.8 percent and 43.9 percent of men in 1985 and 1989). As can be seen from these figures, women as a group were slightly less likely to report that they agreed with the statement after four years than were men whose views remained relatively stable.

Table 4.5
Comparison of Views on School Busing for White Students by Gender between 1985 and 1989 (Percentages)

	Whites (N=12592)			White Men (N=5118)			White Women (N=7474)		
	85	89	Change	85	89	Change	85	89	Change
Strongly Disagree	17.9	18.7	+0.8	21.0	21.8	+0.8	15.8	16.6	+0.8
Disagree Somewhat	33.8	33.5	-0.3	35.1	34.3	-0.8	32.8	32.9	+0.1
Agree Somewhat	40.8	39.9	-0.9	36.7	36.7	0.0	43.5	42.0	-1.5
Strongly Agree	7.5	7.9	+0.4	7.1	7.2	+0.1	7.8	8.4	+0.6
	r=.386			r=.377			r=.387		

Table 4.6
Comparison of Goal Commitment for White Students by Gender between 1985 and 1989 (Percentages)

	Whites (N=13033)			White Men (N=5236)			White Women (N=7797)		
	85	89	Change	85	89	Change	85	89	Change
Not Important	18.5	20.7	+2.2	20.4	24.4	+4.0	17.2	18.2	+1.0
Somewhat Important	48.0	41.9	-6.1	48.2	43.1	-5.1	47.9	41.1	-6.8
Very Important	25.8	25.2	-0.6	24.3	23.0	-1.3	26.8	26.7	-0.1
Essential	7.7	12.2	+4.5	7.0	9.4	+2.4	8.2	14.0	+5.8
	r=.396			r=.396			r=.396		

Table 4.7
Differences in Self-Rating for Cultural Awareness for White Students and By Gender (Percentages)

	Whites (N=13033)	White Men (N=5236)	White Women (N=7797)
10 (Much Stronger)	20.4	17.2	22.6
8-10 (Stronger/Much Stronger)	62.9	58.3	65.6
2-6 (No Change/Weaker)	17.7	20.6	15.6
2-5 (Weaker/Much Weaker)	2.4	3.5	1.7

This is not to say that there were not significant changes in white men's views during this four year period. For instance, of those men who reported that they agreed strongly with the busing item in 1985, one third (33.6 percent) reported that they disagreed with the statement in 1989 (see table 4.8). Conversely, of those men who reported that they disagreed strongly with the busing item in 1985, 20.5 percent reported that they agreed with the statement in 1989. The pattern among men indicates that it was more likely for those men who were most supportive of school busing as freshmen to become opposed to busing after four years than it was for men who were initially the most opposed to busing to become supportive.

Table 4.8
Large Changes in Dependent Variables for White Students by Gender (in percentages)

	<u>White Students</u>		<u>Women Students</u>		<u>Men Students</u>	
	Gains	Losses	Gains	Losses	Gains	Losses
Busing Item	21.6	29.4	22.6	26.7	20.5	33.6
Goal Item	15.7	27.5	27.3	24.8	13.7	32.1

Note: For the busing item, *gains* are defined as those students who reported that they strongly disagreed with the busing item in 1985 and reported that they agreed somewhat or agreed strongly in 1989. *Losses* are those students who reported that they strongly agreed with the item in 1985 and reported that they disagreed somewhat or disagreed strongly in 1989. For the goal item, *gains* are defined as those students who reported that the goal was not important to them in 1985 and later reported that the goal had become very important or essential to them in 1989. *Losses* are those students who reported that the goal was essential to them in 1985 and later reported that the item had become somewhat important or not important to them in 1989.

A similar pattern of change was evident among women, but not nearly as dramatic as that among men. Of those women who reported that they agreed strongly with the statement in 1985, over one quarter (26.7 percent) reported that they disagreed with the same item in 1989. Conversely, of those women who disagreed with the statement in 1985, 22.6 percent reported that they supported school busing by agreeing with the statement in 1989.

Summary of Gender Differences Regarding Attitudes toward School Busing

The findings regarding gender differences among white students and their attitudes toward school busing indicate important differences. First, as with other studies of racial attitudes, in this study, women were more likely than were men to express support for school busing both as entering students and four years after college entry. Second, while women were more likely to support school busing than were men, women were also more likely to show a slight decrease in their overall support after four years. Finally, men were more likely to change from high support of school busing programs as entering students to opposition of busing after four years than were women.

Gender Differences in the Goal of Helping to Promote Racial Understanding

As was mentioned earlier, there was a small relative increase in the importance among white students for the goal of helping to promote racial understanding (33.5 percent reporting it as very important or essential in 1985 as compared to 37.4 percent in 1989). Another pattern evident among whites was movement toward both extremes regarding the importance of this goal (increases in the percentage reporting the goal as not important and in those reporting the goal as essential after four years).

As with the busing item, differences among white students were found based upon gender with this item as well (see table 4.6). Women were more likely than were men to report that they goal was essential to them (8.2 percent and 14.0 percent for women respectively between 1985 and 1989 as compared to 7.0 percent and 9.4 percent for men) both when they entered college and four years later. In addition, women showed a more dramatic increase among those who reported that the goal was very important or essential to them after four years (5.7 percent for women as compared to 1.1 percent for men).

Nearly one third (32.1 percent) of the men who reported that this goal was essential to them in 1985, reported that the goal had significantly decreased in importance to them four years later when they indicated that the goal had become either not important or

somewhat important to them. Only one quarter (24.8 percent) of the women surveyed reported this same decrease in importance after four years (table 4.8).

Another way to view change in this item is to look at the percentage of students whose views did not shift after four years. One half (50.1 percent) of white males who reported that the goal was not important to them in 1985 reported that the goal still was not important to them in 1989. However, less than one third (31.8 percent) of those men who reported that the goal was essential to them in 1985 stated that the goal maintained this level of importance in 1989.

Women tended to show a different trend when these same comparisons were made. Women at each extreme of the goal were no more or less likely to view the goal with increased or decreased importance after four years. Of those women who reported the goal as not important in 1985, 39.3 percent continued to report the goal as not important to them in 1989. Similarly, of those women who reported that the goal was essential to them in 1985, 38.7 percent of them indicated that the goal had maintained its importance in 1989.

Summary of Gender Differences on Goal Item

Again, as with differences by gender in support for school busing, interesting differences between white men and white women regarding their belief in the importance of the goal of helping to promote racial understanding were evident. Women were more likely than were men to report that the goal was very important or essential to them both at the time that they entered college as well as four years later. In addition, women as a group showed greater relative increases in the importance of the goal than did men. This would suggest that there may be different processes that occur during the college experience for women and men which have an effect on the importance that they place on their role in helping to promote racial understanding. These differences are explored through by the multivariate analyses presented in the next chapter.

Gender Differences Regarding Changes in Levels of Cultural Awareness and Acceptance

As was mentioned earlier in this chapter, while students as a whole reported that their levels of cultural awareness and acceptance had increased after four years of college, white students reported lower relative gains than did their peers from other racial backgrounds. Consistent with the findings described above regarding gender differences between men and women and the other dependent variables, differences were also found between white men and women and changes in their levels of cultural awareness and acceptance (see table 4.7).

Nearly one quarter of the women surveyed (22.6 percent) indicated that their cultural awareness and acceptance had become much stronger compared to when they had first entered college (a score of 10). Fewer men (17.2 percent) reported the same maximum increase. In addition, nearly two thirds (65.6 percent) of the women surveyed reported that their awareness and acceptance had become stronger or much stronger as compared to 58.3 percent of the men surveyed (a score of between 8 and 10).

On the other hand, men were twice as likely as women to report that their levels of cultural awareness had become weaker after four years of college (3.5 percent for men as compared to 1.7 percent for women). Men were also more likely to report that their levels of cultural awareness and acceptance had either not changed or had gotten weaker since the time that they had first entered college in 1985 (20.6 percent as compared to 15.6 percent for women).

The differences between men and women were not as pronounced with this dependent variable as they were with the two other dependent variables in the study. This probably has to do with the fact that there was not as much variability with this item as there was with the previous items. Over three quarters of the men surveyed (79.4 percent) and a slightly larger number of the women surveyed (84.3 percent) reported at least some increase in their cultural awareness and acceptance after four years of college. The

differences between men and women had more to do with the magnitude of these changes as compared to the direction of these changes.

Summary of Gender Differences in Cultural Awareness and Acceptance

While gender differences among white students were not as dramatic as with the previous two variables, they did still exist in the area of students' levels of cultural awareness and acceptance. Women were more likely than were men to report greater relative increases in their levels of awareness and acceptance. In addition, although the percentages for both men and women were small, men were more likely than were women to report that their levels of awareness and acceptance did not change or became weaker since the time that they had first entered college.

Implications of Gender Differences among White Students

The findings of previous research regarding differences in racial attitudes and on the impact of college for women and men were also evident in analyses of the changes in the three dependent variables included in this study. Women were more likely than were men to express support for school busing both at the time that they entered college and four years later. In addition, as is apparent from the tables summarizing the changes that men and women experienced after four years, the change process appears to have differed significantly for women and for men.

Women were slightly more likely to become more conservative in their attitudes toward busing than were men after four years. Women were also more likely than were men to report that the goal of helping to promote racial understanding was very important or essential to them both at the time that they entered college and four years later. In addition, women exhibited greater relative increases in the importance of this goal after a four year period (an increase of 4.7 percent for women as compared to an increase of 1.1 percent for men). Women were more likely to report greater relative increases in their levels of cultural awareness and acceptance from the time that they had first entered college

than were men. Women were less likely to report that their levels of awareness and acceptance had not increased or had weakened. Finally, men were twice as likely as were women to report that their levels of racial awareness and acceptance had grown weaker after four years.

Chapter 5 Results and Discussion

Prologue

The most striking finding in the analyses of change in the dependent variables were the differences between white students and students from other races. Whites were initially less likely to report that they agreed with school busing. In addition, while students from other races (with the exception of African American students) tended to express greater agreement with the statement after four years of college, white students tended to show decreased agreement with the school busing item over time. Regarding students' support of the goal of helping to promote racial understanding, white students were less likely to report that the goal was essential to them, and, were likely to report lower levels of relative increase in support for the goal after four years than were students from other races. Finally, while the majority of students tended to report that they experienced increases in cultural awareness and acceptance, white students again differed in the amount of change they reported relative to the change reported by their peers from other races.

As is evident from the pattern of responses of white students to these items both at the time of college entry and four years after they first entered college, whites as a group have the most room for growth in their racial liberalism and in their commitment to issues of racial diversity. Given this fact, the multivariate analyses were conducted for white students only.

This decision was made for the following reasons. First, white students are the predominant group enrolled in colleges and universities across the country. Hence, they tend to comprise the predominant culture on most college and university campuses. In order to better understand how to increase racial sensitivity and levels of commitment to diversity issues on college campuses, it is imperative that change among members of the predominant group be better understood. The second reason is closely related to the first and clearly involves the values and biases of the author. At the heart of this reason is the

belief that if meaningful strategies and interventions designed to eliminate, or at the very least, to affect decreases in prejudice and racism are to occur in our society, then change must begin with members of the predominant group. The third and final reason has to do with methodological considerations in this study. Due to the fact that students from other racial groups differ considerably from their white peers, to include members of these groups in the analyses would very likely have confounded the findings from the regression analyses.

The results of the analyses of differences in change between white men and white women indicated that it was important to conduct the multivariate analyses for the dependent variables separately for white women and for white men as well. Given that women and men differed both at the time of college entry and four years after entering college, this suggests that attending college might have had different affect on the attitudes, goal commitment, and levels of awareness and commitment for men and women students. In order to test this assertion, the multivariate regression analyses were conducted separately for white men and white women. The results of the analyses of each dependent variable are reported separately for women and for men. Separate analyses for women and men provided tests of the relative importance of the variables of particular interest to this study. Specifically, these included variables measuring peer normative environments, faculty normative environments, and an array of different college experiences. Differential effects were found, as was expected, providing useful information regarding the types of college environments and programmatic interventions which had the greatest impact on all students, male students, and female students regarding their racial attitudes, commitment to racial issues, and levels of racial awareness and acceptance.

Introduction to the Regression Analyses

The multivariate analyses in this study were designed to examine the impact of student background or input characteristics, institutional characteristics, peer and faculty normative characteristics, and students' college experiences on the three dependent variables included in this study: (1) level of agreement with the statement "Busing is OK if it helps to achieve racial balance in the schools"; (2) Importance to the individual of the personal goal "Helping to promote racial understanding"; and (3) Amount of self-reported growth since entering college in the area of cultural awareness and acceptance. Through the use of longitudinal data from the entering class of 1985 who were followed-up in 1989, regression analyses were undertaken separately for white men and for white women for each of the dependent variables. The analyses were done by grouping sets of independent variables in seven blocks which were then entered in a step-wise regression procedure.

The first block of variables included those variables which measure the characteristics of students at the time that they entered college. This stage of the regression analyses served two primary purposes. First, these variables were examined to determine what relationship these student characteristics have with students' racial attitudes, commitment to promoting racial understanding, and their racial awareness and acceptance. Second, by controlling for the entering characteristics of students, one can control for the non-random distribution of students within different college environments. If these controls were not present, incorrect conclusions regarding the effects of college environments would likely be drawn (Astin, 1970a, 1970b, 1991).

The second block of variables measured the living arrangements of students during their first year of college. Given the established positive effect that living on-campus has (as compared to other living options students have while in college), these dichotomous variables were included to assess the effect of different living arrangements on the

dependent variables (Feldman and Newcomb, 1969, Astin, 1977, Pascarella and Terenzini, 1991).

The third block of variables included measures of the institutional or structural characteristics of the colleges and universities in the sample (e.g., selectivity, institutional type, percentage of racial enrollments). As was mentioned earlier in this study, these characteristics have been shown through previous research to have important differential effects on a variety of student outcomes. Often, these findings were used to infer peer effects based upon the distribution of peer groups at different types of institutions. By first controlling for these effects, this study sought to test the relative importance of variables specifically created to measure aspects of the peer and faculty normative environment: these included those constructs factorially derived that represent different types of peer and faculty normative college environments. The variables in the fourth block of the analyses were at the core of the theoretical framework which drove this study and were hypothesized to have critical relationships with the three dependent variables. Peer normative factors representing social liberalism, authoritarianism, materialism, humanism, artistic orientation, and libertarianism were included in this block of variables. Faculty normative factors included humanism, social liberalism, careerism, activism, and, materialism (for more details about the construction of these variables, see chapter three).

The fifth block of variables represented measures of a host of selected college experiences in which students could become involved while in college (such as enrolling in ethnic studies, discussing racial issues, socializing with someone of another race, membership in a fraternity or sorority, etc.). These variables can have an important influence on students' racial attitudes, goal commitment, awareness and acceptance, and, are perhaps among the most interesting regarding the potential they have for informing educational practice. However, the effects of these variables must be interpreted with caution, given that they were assessed at the same time as the dependent variables and can

be regarded as intermediate outcomes (Astin, 1991). While the temporal sequence of variables in the earlier blocks in relationship to the dependent variables can be clearly established, the same does not hold true for the intermediate outcomes. Hence, it is not possible to establish definitively which occurred first, the dependent variable or the intermediate outcome. Nevertheless, these variables have the potential of playing an important role with respect to the dependent variables and were included in the analyses.

The sixth block of variables measured how long students were exposed to the college environment. These variables were included to test whether the changes observed over time might simply have resulted from maturation, or, could be attributed to the fact that these students attended college.

The seventh and final set of independent variables in the regression analyses included variables designed to test whether the status of ethnic studies requirements on each campus had an effect on those who enrolled in ethnic studies courses regarding the findings for each dependent variable. These dichotomous variables indicated whether: (a) ethnic studies courses were required of all students, (b) ethnic studies were required of some students, or, (c) ethnic studies courses were not required of students.

I have broken the results chapter into three sections. Within each section, I first present findings for white men and white women separately for each dependent variable. I then report similarities and differences between white men and white women for each variable in the analyses. I conclude with a summary and discussion of the relative effects of variables in the analyses of each dependent variable.

The Impact of College on White Men's Attitudes toward School Busing

The final regression model yielded twenty variables which served as predictors of white men's attitudes toward school busing. The multiple R at the last step of the regression equation was .4414. Hence, the regression model explained 19.49 percent of the variance in the dependent variable. The regression results are presented and discussed based upon the blocks in which they were entered into the equation.

The Effects of Student Background Characteristics

A total of nine student background characteristics entered the regression equation as significant predictors of agreement with the statement "Busing is OK if it helps to achieve racial balance in the schools" for white male students (A summary of variable effects is presented in table 5.1. For a table summarizing effects of variables at each step of the regression, please see table C.1 in Appendix C). For each of the regressions reported in the study, independent variables had to be statistically significant at the $p \leq .01$ level to enter the regression.

As was expected, the first variable to enter the equation as a predictor of white men's attitudes toward school busing was the pretest for the item from the 1985 entering student survey. The pretest remained as the most significant predictor of students' levels of support for school busing programs after all other variables had entered the regression equation.

Table 5.1
Regression for White Males: Support for School Busing on student background characteristics, college living arrangements, institutional/structural characteristics, normative environments, and college experience variables: Variables are shown in the order that they entered the equation (N=5376)

Variable	Simple r	β at Entry	β after controlling for			
			Student Inputs	Living Arrange	Inst. Charac Normative	Peer/Faculty/College Exper. Enrolled
Student Inputs						
1985 Pretest: Busing OK to achieve racial racial balance	37	37	33	n/a	33	32
85 View: Abolish death penalty	17	12	07	n/a	07	06
85 View: Increase military spending	-15	-09	-07	n/a	-06	-06
85 Goal: Promote racial understanding	16	08	06	n/a	06	04
Mother's Education	10	07	05	n/a	04	03
85 View: Prohibit homosexual relations	-09	-05	-04	n/a	-03	-02*
85 View: Raise taxes to reduce deficit	11	04	04	n/a	03	04
85 View: Activities of married women best confined to home and family	-09	-04	-04	n/a	-03	-03
Reason for college: to gain a general education and appreciation of ideas	09	03	03	n/a	03	02*
Living Arrangements						
No variables entered						
Institutional/Structural Characteristics						
% American Indian Enrollment	05	05	05	n/a	06	06
Institutional Selectivity	10	06	05	n/a	08	06
% BA's in Engineering	-05	-04	-03	n/a	-04	-02*
Peer/Faculty Normative Measures						
Peer norm: Social Liberalism	14	04	07	n/a	04	04
						04
						n/a

College Experiences

Participated in campus demonstrations	14	07	08	07	07	05	n/a	05	n/a
Hours per week: exercising/playing sports	06	05	06	05	05	05	n/a	05	n/a
Socialized w/ someone of different race	10	05	07	05	06	04	n/a	04	n/a
Discussed racial/ethnic issues	12	04	07	04	07	04	n/a	04	n/a
89 Career: Elementary Education	04	03	03	03	03	04	n/a	03	n/a
89 Career: Secondary Education	04	03	04	03	03	03	n/a	03	n/a
89 Career Artist	07	03	03	03	03	03	n/a	03	n/a

(R = 4414) (R² = .1948)

Note: Variables with an asterisk are no longer statistically significant, $p \geq .05$. n/a indicates that no variables entered during this block

The next two variables to enter the regression equation were both measures of students' political and social views at the time that they entered college. The first item related to men's views regarding the death penalty. As you will recall, this variable loaded as part of the *Social Liberalism* factor included in the group of constructs measuring the peer normative environment. The second opinion item to enter the equation was an item indicating that students supported increases in federal military spending. This item loaded negatively on the *Social Liberalism* Factor. These findings suggest that students who are more socially liberal in their attitudes also are more supportive of school busing programs.

The fourth input characteristic to enter the equation for white men was the pretest for the second dependent variable in this study which was the importance to the students of the goal of helping to promote racial understanding. This finding was expected given that students who placed higher value on the importance of promoting racial understanding would also be expected to be more supportive of school busing.

Level of mothers' education for white male students entered as a weak positive predictor of support of school busing. Hence, men from households with mothers who were more highly educated tended to be more supportive of school busing than did men with mothers who had lower levels of education. This finding is supported by many of the earlier findings of research on racial attitudes indicating that people who are more highly educated and who are from higher socioeconomic backgrounds tend to be more liberal in their attitudes (Schuman, Steeh, and Bobo, 1985).

Two of the next three variables to enter the equation were items which comprise part of the *Authoritarianism* peer factor. The first of these included the statement that homosexual relations should be prohibited. While this variable entered negatively and remained significant throughout most of the regression equation, it was no longer statistically significant after variables measuring the college experiences of students entered the equation. This suggests that while students who held this view at the time of college

entry were initially predisposed to not be in favor of school busing, there were aspects of the college environment which served to mediate these effects. The second of the “authoritarian” views to enter the equation included the belief that “the activities of married women are best confined to the home and family.” While the effects of this variable diminished slightly, it did remain statistically significant at the .05 level at the end of the equation. These findings suggest that those students who held more “authoritarian” views tended to oppose school busing programs even after four years of college. However, there is evidence that suggests that the effects of this initial orientation can be mediated to some extent by certain aspects of the college environment.

Prior to the entry of the item concerning the role of married women, an item indicating students support for the idea of raising taxes to reduce the federal deficit entered the regression equation. It was a weak positive predictor of support for school busing and remained relatively constant in its effect throughout the analysis.

The last variable measuring background characteristics to enter the regression equation was one which assessed white males’ reasons for attending college. Those students who indicated that they had entered college “to gain a general education and appreciation of ideas” tended to support school busing. The effects of this variable gradually diminished as variables measuring the college experience of students entered the regression equation and it was no longer statistically significant at the last step of the equation.

The Effects of Campus Living Arrangements

None of the variables which measured the living arrangements of white male students during their first year of college entered the regression equation as significant predictors of support for school busing. Living at home had a small negative simple correlation with support for school busing. Living on-campus had a small positive correlation with the outcome. However, after controlling for the input characteristics of students, neither of

these variables remained statistically significant and they did not enter the regression equation.

The Effect of Institutional/Structural Characteristics

Only three variables measuring aspects of the structural characteristics of the institutions attended by students in the sample entered the regression equation as predictors of support for school busing. The first of these was a measure of the percentage of American Indian students enrolled at the institution. It entered and remained as a significant positive predictor of support for school busing programs. This would suggest that there are beneficial aspects for white males enrolled in institutions with higher levels of American Indian students. It is possible that through increased opportunities for greater amounts of sustained meaningful contact with American Indian students that white males became more liberal in their attitudes toward school busing. This interpretation is consistent with Allport's (1954) description of the positive aspects of prolonged contact between people of different racial groups. The percentage of African American students enrolled was the only other variable measuring percentages of students of color enrolled at institutions that was significantly correlated with the outcome ($r = -.04$). However, it did not enter the regression.

The second structural measure to enter the equation was the selectivity level of the institution. Selectivity is an aggregate measure of the average score on the Scholastic Aptitude Test of entering students at the institution. While the effects of institutional selectivity remained significant throughout the equation, the Beta coefficient did drop significantly at the time that the peer normative measure of *Social Liberalism* entered the regression equation (the Beta dropped from .08 to .06). This would indicate that institutions with higher selectivity levels also tended to have student bodies who were more socially liberal. Hence, we observed a decrease in the relative effects of selectivity when the peer normative measure for *Social Liberalism* entered the equation. However, since

selectivity did not drop from statistical significance, there were aspects of more highly selective environments not explained by other variables included in the study which had a positive effect on white males support for school busing programs.

The last of the structural characteristics to enter the regression equation was a variable which can also be viewed as a student peer group measure. The higher the percentage of bachelor's degrees an institution awarded in engineering, the less likely white male students who attended those institutions were to support school busing programs. Evidence supporting this variable as a measure of the peer environment is found when we observe what happens to the Beta coefficient for the variable after the peer normative measure for *Social Liberalism* entered the equation (the Beta dropped from -.04 to -.02). After the normative measure entered, the variable measuring the percentage of bachelor's degrees in Engineering dropped from statistical significance in the equation. Those institutions which awarded more engineering degrees were either less likely to provide many of the college experiences positively associated with the outcome under study or students who attended these institutions were less likely to become involved in such activities. This can be seen from the final Beta for this variable after all of the college experiences measures entered the equation ($\beta = .00$).

The Effects of Peer and Faculty Normative Environments

Only one of the variables measuring aspects of the peer normative or faculty normative environment entered the regression equation. Students who attended institutions with higher levels of *Social Liberalism* in the peer environment tended to be more supportive of school busing programs four years after entering college. *Social Liberalism* is a peer factor that characterizes students who believe that the government is not doing enough to promote disarmament, to control pollution, or to protect the consumer. In addition, these students believe that the wealthy should pay more taxes, military spending should be decreased, the death penalty should be abolished, nuclear disarmament is

attainable, and that busing is OK to achieve racial balance in the schools. After controlling for student input characteristics and for the structural characteristics, this variable entered the equation as a small positive predictor and remained significant throughout the regression equation.

The Effects of College Experiences

As was mentioned at the beginning of this chapter, interpreting the results of variables that measure the college experiences of students must be done with some caution given that these variables were assessed at the same time as the dependent variable. Nonetheless, the relationships of these variables to white male students' views regarding school busing are important and merit discussion.

The first variable to enter the equation was an item which indicated that students who had participated in campus demonstrations while in college were more likely to be supportive of school busing. The fact that the variable measuring participation in campus demonstrations entered the equation may have to do with the fact that students who are sensitive to social inequities are more likely to become involved in campus demonstrations. Likewise, these students would also tend to be more likely to show support for school busing programs.

Men who spent greater amounts of time exercising or playing sports tended to be more supportive of school busing than those who did not. By engaging in these activities, these men may have had greater opportunity to come in contact with people who represented a variety of backgrounds and experiences. As a result, these students may have had increased opportunity to interact with students of color on the campus. These interactions may have facilitated the development of friendships and bonds with these students which led to discussions of issues which tended to make students more liberal in their attitudes.

The next two college experience variables to enter the regression equation relate directly to the questions at the heart of the study. Male students who reported that they had socialized with someone from a different race and those students who reported that they had spent more time discussing racial or ethnic issues tended to show increased support for school busing. Each of these activities provided white male students with increased opportunities for exposure to the culture, experiences, and ideas of people who were different than they were. This increased exposure and contact to different people with different outlooks and ideas may have resulted in increased sensitivity and concern to the special issues and concerns of people of color. This interpretation would be consistent with the positive role that contact can have on attitude development (Allport, 1954). This increase in sensitivity might have been translated into an increase in commitment to school busing.

The final three variables to enter the equation were all positively related to support for school busing and measured the career aspirations of students four years after they entered college. White male students who aspired to careers in elementary education, secondary education, and art were more likely to express support for school busing than were other students. These findings are consistent with the work of Sidanius, et. al. (1991) which indicated different patterns of socialization relating to racial attitudes based upon differences in major affiliation and career preparation. These findings suggest evidence of possible peer group effects working within these sub-groups of students that served to liberalize students' racial attitudes in the form of increased support for school busing.

Evidence of a "Causal" Relationship between the College Experience Measures and Level of Support for School Busing-White Men

As described at the beginning of this chapter in the discussion of the relationship between college experiences or "intermediate outcomes" and the dependent variable, it is not possible to determine which variable came first, the college experience or the racial

beliefs or attitudes. However, one way to test the value of using this set of variables as predictors of the final outcome is to assess the relative relationship between the variables measuring the college experiences with the pre-test measure, with the dependent variable, and the Beta coefficient for the college experiences after the effects of all entering characteristics have been controlled (These results are contained in table 5.2).

Table 5.2
Relationship of Intermediate Outcomes with Pre-test Measure and Dependent Variable of Opinion Item: Busing is OK if it helps to achieve racial balance in the schools—White Males

Variable	Simple r with pre-test	Simple r with post-test	Beta after Inputs	Beta after Environments
Participation in campus demonstrations	.04*	.14*	.08	.07
Hours per week: exercising or playing sports	.04*	.06*	.06	.05
Socialized with someone of a different race	.01	.10*	.07	.05
Discussed racial or ethnic issues	.03*	.12*	.07	.05
89 Career: Elementary education	.00	.04*	.03	.03
89 Career: Secondary education	.01	.04*	.04	.03
89 Career: Artist	.03*	.07*	.03	.03

Note: Asterisks indicate that the simple correlations were statistically significant at $p \leq .05$ level.

There is a weak relationship between students' views toward school busing in 1985 and about one half of the college experience measures (see correlations with the pre-test). However, the correlations between the college experience variables and the dependent variable were much stronger in nearly every case. After controlling for these predispositions (by controlling for the effects of student background characteristics), the Beta coefficients for these college experiences remained strongly associated with the dependent variable (see Beta after inputs). While it is still not possible to definitively suggest a causal relationship between the college experience measures and the dependent variable, these findings do provide support for the contention that participation in these college experiences had a significant role in affecting the level of support among white men for school busing.

The Impact of College on White Women's Attitudes toward School Busing

The final regression model yielded thirty variables which served as predictors of white women's attitudes toward school busing. The multiple R at the last step of the regression equation was .4434. Hence, the regression model explained 19.66 percent of the variance in the dependent variable. The regression results are presented and discussed based upon the blocks in which they were entered into the equation.

The Effects of Student Background Characteristics

Of the variables measuring the background characteristics of women students, eleven entered the regression equation as significant predictors of the dependent variable. After all variables had entered the equation, eight of the background characteristics remained significant at least at the $p \leq .05$ level (A summary of variables and their effects are included in table 5.3. For a complete listing of variable effects see table C.2 in Appendix C).

As was expected, and, like the equation for white men, the pre-test measure entered as the first predictor of support for school busing. The regression coefficient for women followed a similar pattern to that of men by dropping slightly as other background measures entered the equation, and, then remaining relatively constant throughout the equation as variables measuring the college environment entered the equation. As with the analysis for men, the pre-test remained as the most important predictor of the outcome variable at the end of the equation ($\beta = .33$).

The second variable to enter the equation was a measure of the political views of women in the sample. Women who were more liberal in their political views tended to be more supportive of school busing. This finding is consistent with the findings of earlier research regarding the positive relationship between liberal political views and more liberal racial attitudes (Schuman, Steeh, and Bobo, 1985).

Table 5.3
Regression for White Females: Support for School Busing on student background characteristics, college living arrangements, institutional/structural characteristics, normative environments, and college experience variables: Variables are shown in the order that they entered the equation (N=7855)

Variable	Simple r	β at Entry	β after controlling for				Years Enrolled
			Student Inputs	Living Arrange	Inst. Charac	Peer/Faculty Normative Exper.	
Student Inputs							
1985 Pretest: Busing OK to achieve racial racial balance	38	38	34	34	34	33	n/a
Liberal Political View	15	10	06	06	05	05	n/a
85 Goal: Promote racial understanding	15	10	08	08	08	06	n/a
85 Goal: Be very well-off financially	-07	-05	-05	-05	-04	-03	n/a
Years HS Study: Foreign Languages	07	05	04	03	02	01*	n/a
85 View: OK to live together out of marriage	11	04	03	03	03	02*	n/a
Mother's Education	09	04	03	03	02	02*	n/a
85 View: Abolish death penalty	11	04	03	03	03	02	n/a
85 Goal: Participate in community action	03	-04	-04	-04	-04	-04	n/a
View: Increase taxes to reduce deficit	08	03	03	03	03	03	n/a
High School GPA	-05	-03	-03	-03	-04	-04	n/a
Living Arrangements							
Lived Off-campus	-03	-03	-03	-03	-03	-03	n/a
Institutional/Structural Characteristics							
Non-sectarian four year college	11	05	06	05	02	00*	n/a
Institutional selectivity	11	05	06	06	03	01*	n/a
City size of institution	-05	-04	-04	-04	-04	-04	n/a
Protestant four year college	-05	-03	-03	-03	-05	-05	n/a
% BA 's in humanities	09	04	05	05	04	02*	n/a
Peer/Faculty Norms							
Faculty norm: Social Liberalism	13	05	06	06	05	03	n/a
Faculty norm: Materialism	-12	-04	-06	-06	-05	-02*	n/a

College Experiences

Discussed racial/ethnic issues	15	08	09	09	08	08	05	n/a
Participated in campus demonstrations	15	05	09	09	07	07	05	n/a
Career: Business	-08	-04	-05	-05	-05	-05	-04	n/a
Part-time job on-campus	07	03	05	05	04	04	04	n/a
89 Major: Health professions	-06	-03	-04	-04	-03	-03	-03	n/a
Received personal/psychological counseling	07	03	05	05	04	04	04	n/a
Tutored another student	-03	-03	-02	-02	-02	-02	-03	n/a
Enrolled in ethnic studies course	09	03	07	07	06	05	03	n/a
Hours per week: exercising/playing sports	06	03	04	04	03	03	03	n/a
Hours per week: Using a personal computer	00	-03	-01	-01	-02	-02	-03	n/a
Felt like leaving school	-01	-03	-02	-02	-02	-02	-03	n/a

(R = .4434) (R² = .1966)

Note: Variables with an asterisk are no longer statistically significant, $p \geq .05$. n/a indicates that no variables entered during this block

Two of the personal goal items from the entering student survey entered as significant predictors of the outcome variable. As with their male peers, women who placed greater value on the goal of helping to promote racial understanding at the time they entered college tended to support school busing four years later. In addition, those women who placed higher value on the goal of being very well-off financially were inclined to show decreased support for school busing four years after entering college.

One interesting finding regarding the goal orientations of women students involved those women who reported that they valued the goal of participating in community action programs at the time that they entered college. While this item had a small positive correlation with the outcome, after controlling for the effects of the pre-test, the Beta coefficient for this item dropped to zero. In addition, after controlling for the effects of the goal of helping to promote racial understanding, the Beta became significantly negatively correlated with support for school busing. These two variables are highly correlated ($r = .44$) with each other and share a positive relationship with the outcome variable. It may be that the change of direction with the item measuring the goal of becoming involved in community action programs has to do with collinearity in the relationship of these variables.

Women who were more socially liberal in their views as expressed by their support for abolishing the death penalty and by their support for raising taxes to reduce the federal deficit were more likely to support school busing programs than were those women who were not. Finally, those women who received higher grades while in high school tended to show decreased support for school busing four years after entry to college. The finding may had to do with the fact that these women, as “high achievers” tend to look down upon many students of color as being “underachievers.” If this were the case, contacts that this group of women had with students of color might serve to negatively reinforce stereotyped or misinformed views held by these women regarding students of color. This, in turn,

would result in the high achieving women becoming more conservative in their attitudes (Allport, 1954).

The Effects of College Living Arrangements

Women who lived off-campus during their first year of college tended to show less support for school busing programs four years after they entered college. This finding suggests that these women were less inclined to be exposed to many of the positive aspects of the college environment. These women were less likely to have meaningful contact with their peers or with faculty members. In addition, women who lived off-campus were more likely to have been exposed to normative peer and reference groups outside of college which may have influenced their attitudes toward busing. While there is no way to measure the effects of these “outside” groups in this study, this interpretation would be consistent with the model for studying college socialization proposed by Weidman (1988). Analysis of the effects of normative groups “outside” of the campus environment is perhaps best done through a more qualitative approach to the question. Regardless of the definitive reason for this finding, living in a private residence off-campus had a negative effect on women’s support for school busing.

The Effects of Institutional/Structural Characteristics

A total of five structural characteristics of institutions entered the regression equation as significant predictors of attitudes toward busing. Nonsectarian four year colleges and institutional selectivity both entered as positive predictors of support for school busing. However, after controlling for the effects of the variable measuring the faculty norm of *Social Liberalism*, both Betas dropped from statistical significance in the equation (.03 to .01 respectively). This suggests that the effects of attending non-sectarian four year colleges and of attending institutions with higher levels of institutional selectivity are better explained by the fact that these types of institutions tend to have faculty with higher levels of *Social Liberalism* than do other types of institutions. This interpretation is supported by

examination of the simple correlations of the faculty norm of Social Liberalism with selectivity and non-sectarian four year colleges (.38 and .20 respectively).

Two variables measuring the structural characteristics of institutions entered as negative predictors of support for school busing. Women who attended institutions in cities with larger populations tended to show less support for the outcome four years after entering college. This finding I suspect has to do with the fact that most urban institutions tend to be commuter campuses (the simple correlation between city size and living at home is .22). Hence, these women tend to spend less time on campus and have less exposure to many aspects of the college environment. In addition, institutions in larger urban areas are characterized by faculty normative environments which are more materialistic ($r = .20$), less humanistic ($r = -.30$), and more career focused ($r = .32$). Institutions located in larger urban areas are also more likely to have student normative environments which tend to be more materially focused as well ($r = .20$).

White women who attended Protestant four year colleges also tended to show decreased support for school busing after four years of college. The negative effects for women of attending Protestant colleges increased after controlling for the effects of the percentage of bachelors degrees awarded in the humanities. After this, the effects of this variable showed some minor fluctuation during the regression, but, at the end of the equation, the final Beta was the same as the simple correlation (-.05). Protestant four year institutions tend to have students and faculty who are more politically conservative (correlations of -.26 and -.28 respectively). In addition the students normative environments tend to be more authoritarian ($r = .32$), and less socially liberal ($r = -.12$). The faculty normative environment tends to be less socially liberal as well ($r = -.35$). Finally, many of the Protestant four year colleges tend to be located in the southeastern region of the United States ($r = .22$), a region shown to be more conservative in racial

attitudes in previous research (Schuman, Steeh, and Bobo, 1985). This conservative environment appears to have a negative impact on women's support for school busing.

In a finding similar to the analysis of white male students' attitudes, the percentage of enrollments in a particular discipline at an institution had a role in predicting support for school busing among white women. Women who attended institutions which awarded relatively higher percentages of degrees in the humanities tended to show increased support for school busing four years after entering college. The effects of this variable remained statistically significant throughout the regression equation, although it did diminish somewhat as variables from the college experience block entered the equation (Beta of .04 before college experiences entered and .03 after all had entered). This would suggest that those colleges which offer higher percentages of degrees in the humanities were also more likely to have students who were involved in college activities positively associated with the dependent variable (e.g., discussions of racial ethnic issues, campus demonstrations, ethnic studies courses). Hence, we witness a slight drop in the relative importance of this structural measure.

The Effects of Peer and Faculty Normative Environments

While none of the variables representing aspects of the peer normative environment entered the regression equation as predictors of women's support for school busing, two of the faculty normative measures entered and remained (one positive and one negative) as predictors. While the effects of the the two faculty normative measures were diminished somewhat as variables measuring aspects of the peer environment entered the equation (for *Social Liberalism* of faculty a Beta of .05 at entry, .03 at last step; for *Materialism* of faculty a Beta of -.04 at entry, -.03 at last step), both remained statistically significant at the last step of the analysis.

White women who were exposed to faculty with higher levels of *Social Liberalism* tended to show increased support for school busing four years after entering college. This

suggests that the “tone” that faculty at these institutions set in the classroom and through other contact with students may have had a significant positive role in shaping students’ attitudes toward school busing.

On the other hand, women who attended institutions which were characterized by faculty with high levels of *Materialism* tended to show decreased levels of support for school busing. This suggests that as significant as is the role that a positive “tone” set by faculty can have in affecting students’ attitudes is the negative role that faculty can have in the “tone” they set on a campus as well. In this instance, the negative “tone” is represented by the negative effects of higher levels of *Materialism* among faculty at an institution.

It is interesting that none of the variables measuring aspects of the peer normative environment entered the regression equation as significant predictors of support for school busing, yet, two of the faculty normative measures did enter. This finding might lead one to suspect that women may have had fewer opportunities to interact with other students when compared to men. However, evidence for this finding is not supported when examining the means for men and for women of variables which measure involvement in these types of interactions with other students.

This finding would suggest that faculty may have a more important role in affecting the racial attitudes of white women than do their peers. Women were more likely than were men to be effected by the prevailing attitudes and values of faculty members at their institution. This finding relates to that of Pascarella, Ethington, and Smart (1988) who found that student-faculty interaction had a significant direct effect on changes in humanitarian and civic values of white women. However, the effects of these relationships for white men were found to be indirect.

The Effects of College Experiences

The first two variables to enter the equation were measures of women's participation in discussions of racial or ethnic issues and participation in campus demonstrations. Both entered the equation positively associated with support for school busing. This finding suggests that these types of discussions serve to reinforce students positions as well as serving to help clarify the views and belief systems of these students.

The fact that the variable measuring participation in campus demonstrations entered the equation is best explained as it was with white men. Those students who viewed inequities on the campus, or, in the society in general, were more likely to show their displeasure or concern by becoming involved in demonstrations. Likewise, these students would be expected to show support for school busing programs.

The third variable to enter the regression equation as a negative predictor of support for busing was a variable indicating that the student aspired to a career in business. This finding is consistent with those of Sidanius, et. al. (1991) who found that students in business and other "power" fields were more likely to hold negative racial attitudes and to discriminate against members of racial minority groups. Women who majored in fields in the health professions were also less likely to show support for school busing.

These findings indicate possible peer effects for the group of students who aspired to careers in business or the health-related fields. While aspirations for such careers were included in the group of variables in the block of background characteristics, neither entered the regression equation. Hence, something happened to these students during the college years after their exposure to the content materials in these fields as well as to peers with similar career interests and/or to faculty in these areas which made them more conservative in their attitudes toward school busing. The peer group within these "power" professions may explain the changes among these groups of students (Sidanius, et.al., 1991). This interpretation is consistent with the work of Newcomb and Wilson (1966) as

well. They described the role that peer sub-groups can have in positively reinforcing or in magnifying the effects of the larger peer environment. Conversely, in some cases, they can serve to isolate or “protect” sub-group members from the effects of the larger peer group by offering a normative frame of reference which differs from the larger environment.

We can get an indirect sense of what characterizes these sub-environments by examining the correlations between the variables measuring the percentage of degrees awarded in these fields at the institutional level and variables measuring aspects of the peer and faculty normative environment. Institutions which awarded higher numbers of degrees in the business fields had student peer groups which tended to be more *Authoritarian* in their views ($r = .51$), more *Materialistic* ($r = .54$), less politically liberal ($r = -.36$), and less socially liberal. Students enrolled at institutions awarding more degrees in the health-related fields tended to be exposed to similar influences. These environments were more *Materialistic* ($r = .13$), more *Authoritarian* ($r = .15$), and less politically liberal ($r = -.14$). The faculty normative environment at institutions with higher enrollments in business fields tended to be less politically liberal ($r = -.46$), more materialistic ($r = .39$), and less socially liberal ($r = -.37$). Faculty at institutions awarding higher percentages of degrees in the health-related fields are characterized as more materialistic ($r = .22$), less socially liberal ($r = -.14$), and less politically liberal ($r = -.20$). Hence, we see that students who study in these areas during college are likely to have been exposed to the influences of both peer and faculty sub-groups which are more socially and politically conservative and materialistic. The effects of exposure to these normative influences, as well as to the content areas of these fields, suggests a negative influence on women’s support for school busing.

Holding a part-time job on-campus had a positive relationship with the dependent variable. This finding suggests that there may be beneficial effects from working on-campus with other students. It may be that this experience provides students with additional opportunities to interact with students from a variety of racial backgrounds. In

addition, by having students work on-campus, this minimizes the amount of contact that students have to the influences of normative reference groups outside of the college environment (Weidman, 1988). If these “outside” groups tend to more conservative in their focus, this could have a negative impact on students’ racial attitudes.

Women who reported that they had tutored another student tended to show decreased support for school busing after four years of college. This may be related to the finding regarding the negative effect of high school achievement and the outcome. Students who tutor other students often tend to be higher achievers academically. If these tutoring relationships were with students of color, they may have reinforced negative feelings or stereotypes that these women had toward members of these groups as underachievers. This interpretation would be consistent with Allport’s (1954) assertions regarding the possible negative effects of contact. If the contact takes place with people of differential power statuses, the contact can serve to negatively reinforce the prejudices of the participants. In this case, the tutor may have perceived herself as the person with greater “power” or “status” in these interactions. If this were the case, the contact with students of color may have had a negative effect of the attitudes of the tutor.

One of the more interesting findings from a policy and programmatic perspective involves the relationship between support for school busing and participation in ethnic studies courses. Women students who enrolled in ethnic studies courses tended to be more supportive of school busing than those students who did not enroll in these courses. In addition, none of the dichotomous variables measuring whether or not these courses were required or were optional entered the equation. This suggests that whether ethnic studies courses are required or are optional, they have a role in liberalizing white women’s attitudes toward race.

Women who spent larger amounts of time exercising or playing sports also tended to be more supportive of school busing. Like their male counterparts, by spending more time

engaging in these activities, these women may have had more opportunity to interact with people from a variety of backgrounds. This increased contact may have served to liberalize these women's racial attitudes.

Women who reported that they spent relatively more time using a personal computer tended to be less supportive of school busing. By spending more time using personal computers, these women may have been more isolated from interactions with other students. Hence, they had less opportunity to engage in the types of activities which tended to encourage increased support for busing. In addition, these women may have been isolated from the positive impact that interaction with their peers or with faculty might have had.

Finally, those women who reported that they felt like leaving college during their last year of school were also less likely to be supportive of busing. Again, this finding may have to do with greater isolation of these women from the college environment and from meaningful contact with their peers and with faculty. These women may have felt that somehow they did not "fit in" on their campus and, as a result, may have withdrawn from the campus and their peers.

Evidence of a "Causal" Relationship between the College Experience Measures and Level of Support for School Busing-White Women

As described in the previous analysis of the relationship between college experiences (or intermediate outcomes) and dependent variables, it is not possible to determine which variable came first, the college experience or the dependent variable. However, one way to test the significance of using this set of variables as predictors of the final outcome is to assess the relative relationship between the variables measuring the college experiences with the pre-test measure, with the dependent variable, and the Beta coefficient for the college experiences after the effects of all entering characteristics have been controlled (These results are contained in table 5.4).

There is a weak and statistically significant relationship between students' views toward school busing in 1985 and about one half of the college experience measures (see correlations with the pre-test). However, the correlations between the college experience variables and the dependent variable were much stronger in nearly every case. In addition, after controlling for these predispositions (by controlling for the effects of student background characteristics), the Beta coefficients for these college experiences remained strongly associated with the dependent variable (see Beta after inputs). While it is still not possible to definitively suggest a causal relationship between the college experience measures and the dependent variable, these findings do provide support for the contention that participation in these college experiences had a significant role in effecting the level of support among white women for school busing.

Table 5.4
Relationship of Intermediate Outcomes with Pre-test Measure and Dependent Variable of Opinion Item: Busing is OK if it helps to achieve racial balance in the schools—White Women

Variable	Simple r with pre-test	Simple r with post-test	Beta after Inputs	Beta after Environments
Discussed racial or ethnic issues	.05*	.15*	.09	.08
Participation in campus demonstrations	.05*	.12*	.09	.05
89 Career: Business	-.03*	-.08*	-.05	-.05
Had a part-time job on-campus	.02	.07*	.05	.04
89 Major: Health-related fields	-.01	-.05*	-.04	-.03
Received personal/psychological counseling	.01	.07*	.05	.04
Tutored another student	-.02*	-.02*	-.02	-.02
Enrolled in ethnic studies	.05*	.11*	.07	.04
Hours per week: exercising or playing sports	.04*	.05*	.04	.03
Hours per week: using a personal computer	.00	.00	-.01	-.03
Felt like leaving school	.01	-.01	-.02	-.02

Note: Asterisks indicate that the simple correlations were statistically significant at $p \leq .05$ level.

Comparison of Variable Effects in Predicting Support for School Busing for White Men and Women

The purpose of this section is to highlight similarities and differences in the regression analyses for women and for men. By doing this, we might better delineate those types of experiences which had an effect on all students' attitudes, as well as those experiences which had effects specific to men or to women (For a summary of these findings, please see figure 5.1).

Comparison of the Effects of Background Characteristics

Based upon a comparison of the background characteristics which entered each equation, we are able to develop rough sketches of students who tend to support or oppose school busing four years after they have entered college. For all students, those who support school busing at the time that they first entered college will tend to support it four years later. In addition, those students who are liberal in their social attitudes and who are more humanistic in their goal orientations will tend to also be supportive of school busing. Women who are more politically liberal will tend to express this liberalism in their support for school busing. Men who are more authoritative in their views will tend to show more opposition to school busing four years after entering college as will women who are more materialistic in their outlook at the time that they enter college. The same holds true for women who received higher grades while in high school.

Comparison of the Effects of Campus Living Arrangements

The living arrangements of students during their first year of college entered as a significant predictor of support for school busing only for white women in these analyses. Women who lived off-campus during their first year of college tended to show decreased support for school busing after four years. This suggests that the effect of decreased exposure to the campus environment, peers, and faculty was more detrimental to women than it was for men.

Figure 5.1
 Comparison between Men and Women of Variables Predicting Support for School Busing

	Men	Women
Inputs		
Pretest (+)	View: Increase military spending (-) View: Married women best at home (-)	Liberal political view (+) Goal: Be very well-off (-) Goal: Participate in community action program (-) High School GPA (-)
View: Abolish death penalty (+) Goal: Promote racial understanding (+) Mother's Education (+) ¹ View: Raise taxes to reduce the deficit (+)		
Living Arrangements		
	Lived Off-campus (-)	
Institutional Characteristics		
Institutional Selectivity (+) ¹	% American Indian enrollment (+) % BA's Engineering (-)*	Non-sectarian four year college (+)* % BA's in Humanities (+) City size (-) Protestant four year college (-)
Peer and Faculty Normative Measures		
	Peer norm: Social Liberalism (+)	Faculty norm: Social Liberalism (+) Faculty norm: Materialism (-)
College Experiences		
Discussed racial/ethnic issues (+) Participated in campus demonstrations (+) Hours per week: Exercising/Playing sports (+)	Socialized with someone of another race (+) 89 Career: Elementary Education (+) 89 Career: Secondary Education (+) 89 Career: Artist (+)	P/T job on-campus (+) Received personal/psychological counseling (+) Enrolled in ethnic studies (+) 89 Career: Business (-) 89 Major: Health Professions (-) Tutored another student (-) Hours per week: Using a personal computer (-) Felt like leaving school (-)

Note: Direction of variable effects are indicated with a plus (+) or minus (-) sign.

Variables with an asterisk (*) were no longer statistically significant ($p > .05$) at the last step of the regression analyses.

¹Variables were significant for men, but not for women at last step.

Comparison of the Effects of Institutional/Structural Characteristics

While the selectivity level of the institutions students attended entered initially as a positive predictor of support for school busing for both men and women, it was no longer significant for women after the faculty normative measures entered the regression equation. However, for men, while the effects of selectivity did diminish somewhat after the peer normative measure for Social Liberalism and measures of college experiences entered, institutional selectivity remained statistically significant at the last step of the equation. This finding suggests that while the effects of selectivity for women are perhaps better explained by measures of the faculty normative environment, there are aspects of more selective institutions not measured by variables in this study which have a positive effect on the attitudes of men toward school busing.

In addition, men who attended institutions with higher percentages of American Indian enrollments tended to be more supportive of busing. Men who attended institutions which awarded higher percentages of degrees in engineering fields were less likely to be supportive of busing. However, the effects of engineering are most likely explained by both the absence of a peer normative environment which was supportive of busing and the absence at the institution of or lack of participation by these students in many of those college experiences which were shown to be positively associated with the outcome.

The opposite effect of the percentage of bachelors degrees awarded in a particular field was seen among those women who attended institutions which awarded higher percentages of degrees in the humanities. Women who attended institutions with a greater emphasis on the humanities were more likely to have been exposed to and/or involved in the types of college experiences which were shown to be positively associated with the outcome. In addition, these institutions were more likely to have had peer and faculty normative environments which were supportive of positive change on the outcome.

Finally, two measures of the characteristics of institutions women attended served as negative predictors of support for busing. These included women who attended institutions located in larger urban areas and women who attended Protestant four year colleges. As was mentioned, Protestant four year institutions tend to be much more conservative institutional environments for women. Institutions located in larger urban settings tend to have higher percentages of students who live at home (the negative effects of living off-campus for women were previously discussed) and tend to be characterized by students who are more materialistic in their goal orientations. These institutions are characterized by faculty who tend to be more materialistic, less humanistic, and more career-focused as well.

Comparisons of the Effects of Peer and Faculty Environments

The peer environment appeared to have a more profound impact on men's attitudes toward busing while the faculty normative environment appeared to have a more important role in effecting women's attitudes toward school busing. Men were found to more prone to the influence of peers who were more socially liberal in their attitudes. The effects of attending institutions with peers who were more socially liberal appear to have been direct given that the variable remained statistically significant throughout the regression equation.

While one would expect to find similar results for women, this was not the case. Women's views toward school busing appear to have been influenced more by the views of faculty than by the views of the peer group. Women who attended institutions with faculty who were more socially liberal in their views were likely to show increased support for busing after four years. On the other hand, women who attended institutions with faculty who were more materialistic in their views were likely to show decreased support for busing. The regression results suggest that the effects of the faculty normative environments were both direct and indirect.

Comparison of the Effects of College Experiences

Three college experiences were positively associated with increased support for school busing for both men and women. These included discussing racial and ethnic issues, participating in campus demonstrations, and the number of hours per week students spent exercising or playing sports.

For men, there were four additional variables which were positively associated with the outcome variable. Men who spent more time socializing with someone from a different racial group tended to show greater support for school busing four years after they entered college. In addition, men who aspired to careers in elementary or secondary education and those who aspired to careers as artists were also more likely to show support for school busing. This is consistent with the findings of other research (Sidanius, et. al., 1991), and, speaks to the potential for the effect of peer sub-groups which serve to reinforce or magnify the positive effects of the predominant peer environment on these students' attitudes (Newcomb and Wilson, 1966).

For women, there were additional variables which were associated with support for school busing. Women who worked on campus or who had enrolled in ethnic studies courses were more likely to show support for busing four years after entering college.

Women who aspired to careers in business or who had been enrolled in majors in the health professions in 1989 were more likely to show decreased support for busing. As with their male counterparts, these findings are consistent with the work of Sidanius and colleagues (1991). These findings are also related to the work of Newcomb and Wilson (1966). Not only can sub-groups serve to positively reinforce or magnify the effects of the larger peer environment, but, in other cases, they can serve to isolate or "protect" sub-group members from the effects of the larger peer group. In addition, these sub-group environments tend to have faculty who share similar orientations with that of the peer group. Given the important role of the overall faculty normative environment at the

institution, exposure to this combination of peer and faculty normative effects appears to have a rather potent effect on women's views toward school busing.

Women who reported that they had tutored another student while in college were less likely to support school busing. As was mentioned, this may be an example of the negative effects of contact between people from different backgrounds.

Finally, women who appeared to be more removed or isolated from the college experience were less likely to show support for busing. Those women who reported that they spent larger amounts of time using a personal computer and those women who reported that they had felt like leaving college were less likely to show support for busing.

The Impact of College on White Men's Commitment to the Goal of Helping to Promote Racial Understanding

The final regression model yielded thirty-four variables which served as predictors of white men's commitment to the goal of helping to promote racial understanding. The multiple R at the last step of the regression equation was .5706. Hence, the regression model explained 32.56 percent of the variance in the dependent variable. The regression results are presented and discussed based upon the blocks in which they were entered into the equation.

The Effects of Student Background Characteristics

As with the previous analysis, the pre-test entered and remained as the strongest predictor of male students' commitment to the goal four years after college entry (The results of this regression are summarized in table 5.5. For a complete description of variable effects, please see table C.3 in Appendix C). The pre-test had a simple correlation of .38 with the post-test item. However, the Beta coefficient had dropped to .26 by the time that the other input measures had entered the regression equation. The Beta for the pretest dropped from .38 to .36 when the second variable entered the equation (reason for college: to gain a general education). This variable entered with a Beta coefficient of .11 and slowly diminished as other input and environmental measures entered the equation, eventually ending as a weak positive predictor of the outcome ($\beta = .03$).

Table 5.5
Regression for White Males: Support for Personal Goal on student background characteristics, college living arrangements, institutional/structural characteristics, normative environments, and college experience variables: Variables are shown in the order that they entered the equation (N=5517)

Variable	Simple r	β at Entry	Student Inputs	Living Arrange	β after controlling for			College Exper.	Years Enrolled
					Inst. Charac	Peer/Faculty Normative	College Exper.		
Student Inputs									
1985 Pretest: Personal Goal-Help to promote racial understanding	38	38	26	n/a	26	26	22	n/a	
Reason for college: to gain a general education and appreciation of ideas	17	11	05	n/a	05	05	03	n/a	
85 View: Abolish death penalty	17	10	06	n/a	05	05	04	n/a	
85 Career: Engineer	-12	-09	-06	n/a	-05	-04	-03	n/a	
85 Goal: Help others in difficulty	24	09	07	n/a	07	07	05	n/a	
Degree Aspirations	13	07	06	n/a	05	05	01*	n/a	
85 Goal: Achieve in performing art	15	06	05	n/a	05	05	03	n/a	
85 View: Increase military spending	-14	-06	-04	n/a	-03	-03	-03	n/a	
85 Goal: Develop meaningful philosophy of life	23	05	05	n/a	05	05	01*	n/a	
Reason for college: Make more money	-13	-04	-05	n/a	-04	-04	-02*	n/a	
85 Major: Undecided	07	04	04	n/a	04	04	02*	n/a	
85 View: Busing is OK to achieve racial balance in the schools	12	04	04	n/a	04	04	04	n/a	
Reason for college: Become more cultured person	16	04	04	n/a	04	04	02*	n/a	
85 View: Gov't not doing enough to protect the consumer	01	-04	-04	n/a	-04	-04	-03	n/a	
Liberal political view	13	04	04	n/a	05	04	03	n/a	
85 Major: Education	04	04	04	n/a	04	04	02*	n/a	
Mother's Education	11	04	04	n/a	03	03	01*	n/a	
85 Goal: Raise a family	08	04	04	n/a	04	04	03	n/a	
Living Arrangements									
No variables entered									

<i>Institutional/Structural Characteristics</i>										
Coeducational Institution	-07	-05	-05	n/a	-05	-05	-04	n/a	-04	n/a
% BA's in Social Sciences	14	05	05	n/a	05	05	-01*	n/a	-01*	n/a
Protestant four year college	04	03	03	n/a	03	03	01*	n/a	01*	n/a
<i>Peer/Faculty Normative Measures</i>										
Faculty norm: Activism	07	03	03	n/a	03	03	02*	n/a	02*	n/a
<i>College Experiences</i>										
Discussed racial/ethnic issues	38	28	28	n/a	28	28	18	n/a	18	n/a
Socialized w/ someone of different race	25	13	18	n/a	18	18	11	n/a	11	n/a
Attended racial/cultural awareness workshop	28	11	19	n/a	18	18	08	n/a	08	n/a
Participated in campus demonstrations	26	08	17	n/a	16	16	07	n/a	07	n/a
Enrolled in ethnic studies	21	06	14	n/a	14	14	05	n/a	05	n/a
Hours per week.: Studying or doing homework	10	05	07	n/a	07	07	05	n/a	05	n/a
Discussed political/social issues	29	05	20	n/a	19	19	05	n/a	05	n/a
Hours per week.: Socializing with friends	03	-04	01	n/a	01	01	-04	n/a	-04	n/a
89 Career: Secondary Education	07	04	05	n/a	05	05	04	n/a	04	n/a
89 Major: Other technical fields	-09	-03	-05	n/a	-04	-04	-03	n/a	-03	n/a
89 Career: Elementary Education	04	03	03	n/a	03	03	03	n/a	03	n/a
89 Career: Clergy	06	03	03	n/a	03	03	03	n/a	03	n/a

(R = 5706)

(R² = 3284)

Note: Variables with an asterisk are no longer statistically significant, $p \geq .05$. n/a indicates that no variables entered during this block

Students who reported that an important reason for their decision to attend college was so that they could make more money were initially less likely to value the goal of helping to promote racial understanding. In addition, those students who reported that they had chosen to attend college so that they could become a more cultured person were more likely to express commitment to the final outcome (although both of these variables became non-significant after the college experience measures entered the equation). This suggests that those students who entered college with more intrinsic motivations as opposed to more extrinsic motivations were more likely to be committed to the goal of helping to promote racial understanding.

In addition to the drop in the Beta coefficient for the pre-test after the second variable entered, there was also a drop from .34 at step four in the equation to .31 at step five when a variable measuring the importance of the goal of helping others in difficulty entered the equation. This suggests that male students who were more altruistic in their focus also tended to place higher value on the goal of helping to promote racial understanding. The effects of the pre-test diminish somewhat as other variables entered the equation, however, it did end with a final Beta of .22 at the last step of the regression.

Other items assessing students' attitudes and beliefs also served as significant predictors of the final outcome. Those men who tended to be more socially liberal or humanistic in their outlook also tended to show greater support for the goal of helping to promote racial understanding. Students who expressed support for abolishing the death penalty or who expressed support for school busing were also more likely to value the final outcome. However, those students who supported increased military spending or who felt that the government had not been doing enough to protect the consumer were less likely to value the goal of helping to promote racial understanding four years after college entry.

In addition, students who valued the goal of achieving in a performing art, who valued the goal of raising a family, or who believed that it was important for them to

develop a meaningful philosophy of life at the time that they entered college were also more likely to value the goal of helping to promote racial understanding (the later item was no longer significant at the last step of the regression equation).

Male students who were more liberal in their political views were more likely to support the goal of helping to promote racial understanding. In addition, students whose mothers had higher levels of education were more likely to express support for the item in 1989 (although this variable dropped from significance after the college experience measures entered the equation). Male students who aspired to higher levels of education tended to value the goal as being more important at the time that they entered college. However, the effects of this variable gradually diminished and it was no longer significant at the last step of the equation.

Finally, three variables measuring the entering career and/or disciplinary interests of students entered as predictors of the final outcome. Those men who began college with interested in becoming engineers were less likely to value the goal of helping to promote racial understanding. While the effects of this variable diminished as other variables entered the equation, it did remain statistically significant at the last step of the regression ($\beta = -.03$). While no longer statistically significant at the last step, students who entered with interests in majors in education or who entered college undecided about their major were more likely to express commitment to the goal four years later.

The Effects of Campus Living Arrangements

As with the previous analysis, no variables measuring the first year living arrangements for male students entered the regression equation as significant predictors of their level of support for the outcome four years after they entered college. While living at home and living on-campus were both significantly correlated with the outcome (negatively and positively respectively), neither remained significant after controlling for the entering characteristics of students.

The Effects of Institutional/Structural Characteristics

Men who attended coeducational institutions were likely to show decreased commitment to the goal of helping to promote racial understanding four years after entering college. This finding is difficult to interpret given that students who attended men's colleges comprise such a small percentage of men in the total sample (approximately 1 percent). Hence, to attribute any type of interpretation to this finding would be inappropriate.

Men who attended institutions which awarded higher percentages of degrees in the social sciences were more likely to show greater support for this goal four years after college entry. As with the description of the effects of these variables in the earlier analysis, they can be interpreted as a measure of the peer environment at an institution. While this variable did enter as a positive predictor, it was no longer statistically significant at the last step of the regression analysis after variables measuring aspects of the college experiences of students had entered the equation. This would suggest that students who attended institutions with increased emphasis in the social sciences were more likely to have been exposed to the types of college experiences shown to be positively associated with the final outcome. Hence, the effects of attending institutions with higher enrollments in the social sciences are indirect. The direct effects of these types of environments are explained by increased involvement in discussions of racial or ethnic issues and through more frequent opportunities to socialize with people from different racial groups (A more detailed description of these effects is presented later in the section describing the effects of college experiences).

Finally, males who attended Protestant four year colleges were more likely to show increased support for the goal of helping to promote racial understanding. This variable diminishes somewhat when the college experiences enter the regression equation. This finding suggests that men who attended these types of institutions were more likely to be

involved in interactions and meaningful discussions with their peers than were students who attended other types of institutions. These discussions may have covered a variety of different topics, including issues of race and diversity. Through examinations of the simple correlations, we find that Protestant four year colleges tend to be characterized by faculty who are more *Activist* in their orientation ($r = .17$), more *Humanistic* ($r = .23$), and less *Materialistic* ($r = -.14$). The student peer groups tend to be less *Materialistic* ($r = -.27$) and more *Humanistic* ($r = .07$) as well.

The findings regarding the positive effect for men who attended Protestant colleges is interesting in that attending these colleges appears to have different effects for men and for women. While men who attended Protestant colleges became more committed to the goal of helping to promote racial understanding, women who attended Protestant colleges tended to become more conservative in their racial attitudes. It appears as if Protestant colleges are more “stifling” for women regarding their views regarding issues of diversity. These institutions may be more “male-focused” in their orientations thereby making it more difficult for women to express themselves or to change in the same ways that they would if they were to have attended a different type of college.

The Effects of Peer and Faculty Normative Environments

Only one of the variables designed to measure aspects of the normative environment of the institutions students attended entered the regression equation as a significant predictor of their commitment to the final outcome. Students who attended institutions which were characterized by faculty with higher levels of *Activism* were more likely to show increased commitment to the goal of helping to promote racial understanding four years after entering college. However, there is some evidence to suggest that the effects of this type of faculty environment tend to be indirect as well. This variable drops from significance after controlling for the effects of college experiences ($\beta = .03$ at entry, $\beta = .02$ after college experiences).

Institutions with faculty who were more activist in their orientations tended to have students who were more involved in those college experiences shown to be positively associated with the outcome. Hence, they were more likely to have been involved in meaningful interactions and discussions with their peers. This opportunity for increased interaction with other students may have been facilitated by how faculty at these institutions teach. Faculty with more activist orientations may have used pedagogical techniques which served to encourage greater amounts of interaction among students, greater discussion of racial issues, and greater discussion of other social and political issues. Faculty at these institutions may also have been engaged in research related to issues of race and diversity (or other types of activities; i.e., community service activities). While the effects of these activities and pedagogical techniques would be more indirect, they would still play a critical role in relationship to students' level of commitment to the goal of helping to promote racial understanding.

The Effects of College Experiences

As you will recall, students who attended colleges with higher percentages of students majoring in social sciences or with faculty characterized as being more activist in their orientations tended to show increased commitment to the goal of helping to promote racial understanding. However, it appears that these effects are indirect. The direct effect of these environments is explained by the tendency for students at these types of institutions to be more involved in discussions of racial or ethnic issues as well as the tendency for them to socialize with people of other races with greater frequency. This makes sense given that social scientists are more likely to be interested in social issues, as well as to “sanction” these types of activities for their students. Faculty with more activist leanings would also be expected to sanction and encourage participation in these activities as well. Hence, after controlling for the effects of participation in discussions or racial or ethnic issues and the frequency with which students socialized with people from other

racism, the previous environmental measures dropped from significance in the regression equation.

In addition, there were other important collegiate experiences which were positively associated with the outcome. Students who attended racial awareness workshops, who had participated in campus demonstrations, who had enrolled in ethnic studies courses, or who had been involved in discussions of political or social issues were also more likely to show increased commitment to the goal of helping to promote racial understanding four years after beginning college.

The negative relationship between the amount of time white males reported that they spent socializing with their friends and the outcome yields an interesting finding. The greater the amount of time spent socializing with friends, the less likely white male students were to be committed to this goal. This finding suggests that the mere fact that students had greater contact with their peers was not enough to explain their increased commitment to this goal. Greater time spent socializing with friends may have taken the form of increased time spent partying with friends. Apparently, this contact had to be in the form of meaningful discussions or other activities associated with the outcome variable. In the absence of participation in these activities, higher levels of social contact with peers appears to discourage value of this goal among white men. Evidence for this interpretation can be found by examining the Beta coefficient for this variable just before the collegiate experience variables entered the equation. After controlling for the effects of level of faculty activism, the amount of time spent socializing with friends had a weak positive relationship with the outcome ($\beta = .01$). However, after controlling for the frequency with which students discussed racial or ethnic issues, the Beta coefficient changed directions ($\beta = -.02$). As each successive activity is controlled for the negative relationship between the amount of time spent socializing with friends increases until it reaches statistical significance and enters the equation ($\beta = -.04$).

Finally, four of the variables representing disciplinary or career training entered the regression equation as significant predictors of white male students' commitment to promoting racial understanding. Students who aspired to careers in secondary education, elementary education, or as clergy were all more likely to be committed to this goal. Students who majored in other technical fields (primarily computer science) tended to show less support for this goal. Again, these findings are consistent with Sidanius, et. al. (1991) pertaining to differences in racial attitudes based upon differences in disciplinary affiliation or career preparation and with Newcomb and Wilson's (1966) discussion of the effects of peer sub-groups. These findings clearly suggest the important role that peers and faculty within disciplinary sub-groups can have in shaping levels of student commitment to issues pertaining to race and diversity.

Evidence of a "Causal" Relationship between the College Experience Measures and the Goal of Promoting Racial Understanding

As described in the previous analyses of the relationship between college experiences (or intermediate outcomes), it is not possible to determine which variable came first, the college experience or the dependent variable. However, one way to test the value of using this set of variables as predictors of the final outcome is to assess the relative relationship between the variables measuring the college experiences with the pre-test measure, with the dependent variable, and the Beta coefficient for the college experiences after the effects of all entering characteristics have been controlled (These results are contained in table 5.6).

Table 5.6
Relationship of Intermediate Outcomes with Pre-test Measure and Dependent Variable of Personal Goal of Helping to Promote Racial Understanding—White Males

Variable	Simple r with pre-test	Simple r with post-test	Beta after Inputs	Beta after Environments
Discussed racial or ethnic issues	.19*	.38*	.28	.28
Socialized with someone of another race	.12*	.25*	.18	.13
Attended racial awareness workshop	.15*	.28*	.19	.12
Participated in campus demonstrations	.16*	.26*	.17	.10
Enrolled in ethnic studies	.10*	.21*	.14	.09
Hours per week: studying or homework	.05*	.10*	.07	.06
Discussed political/social issues	.17*	.29*	.20	.09
Hours per week: socializing with friends	-.00	.03*	.01	-.02
89 Career: Secondary education	.01	.04*	.05	.04
89 Major: Other technical fields	-.07*	-.10*	-.05	-.03
89 Career: Elementary education	-.01	.04*	.03	.03
89 Career: Clergy	.06*	.06*	.03	.03

Note: Asterisks indicate that the simple correlations were statistically significant at $p \leq .05$ level.

While students who reported that this goal had greater relative importance to them in 1985 were predisposed to participation in many of these activities (see correlations with the pre-test), the correlations between the college experience variables and the dependent variable were much stronger in nearly every case. After controlling for these predispositions (by controlling for the effects of student background characteristics), the Beta coefficients for these college experiences remained strongly associated with the dependent variable (see Beta after inputs). While it is still not possible to definitively suggest a causal relationship between the college experience measures and the dependent variable, these findings do provide support for the contention that participation in these college experiences had a significant role in effecting the level of support among white men for the goal of helping to promote racial understanding.

The Impact of College on White Women's Commitment to the Goal of Helping to Promote Racial Understanding

The final regression model yielded forty-eight variables which served as predictors of white women's commitment to the goal of helping to promote racial understanding. The multiple R at the last step of the regression equation was .6126. Hence, the regression model for women was "better" than that for men in that it explained 37.52 percent of the variance in the dependent variable. The regression results are presented and discussed based upon the blocks in which they were entered into the equation.

The Effects of Student Background Characteristics

As with their male peers, women's level of commitment to the goal of helping to promote racial understanding in 1985 was the single most important predictor of women's final level of commitment to this goal (The results of the regression for women are summarized in table 5.7. For a detailed analysis of the regression equation, please see table C.4 in Appendix C). The pre-test was moderately correlated with the outcome ($r=.39$). The Beta coefficient for the pre-test dropped to .27 as other input characteristics entered the regression equation and remained relatively constant until variables measuring aspects of college experiences entered the equation. The effects of the pre-test diminished somewhat as these variables entered the equation dropping to a Beta of .20 at the last step of the equation. This suggests that those women who placed higher value on this goal at the time that they entered college were also more likely to be involved in many of the college experiences which were shown to be positively associated with the outcome.

Table 5.7
Regression for White Females: Support for Personal Goal on student background characteristics, college living arrangements, institutional/structural characteristics, normative environments, and college experience variables. Variables are shown in the order that they entered the equation (N=8096)

Variable	Simple r	β at Entry	β after controlling for							Years Enrolled
			Student Inputs	Living Arrange	Inst. Charac	Peer/Faculty Normative	College Exper.	Years Enrolled		
Student Inputs										
1985 Pretest: Personal Goal-Help to promote racial understanding	39	39	27	27	27	26	20	n/a		
85 View: College increases earning power	-18	-12	-04	-04	-03	-03	-01*	n/a		
85 Major: Business	-14	-08	-06	-06	-06	-06	-01*	n/a		
85 View: Prohibit homosexual relations	-16	-08	-05	-05	-04	-04	-02*	n/a		
Reason for college: Become more cultured person	14	07	03	03	03	03	01*	n/a		
85 Major: Health professions	-07	-07	-06	-06	-06	-06	-05	n/a		
85 Goal: Help others in difficulty	19	07	07	07	07	07	05	n/a		
85 View: Gov't not doing enough to control pollution	15	06	04	04	04	03	02	n/a		
85 Goal: Be very well-off financially	-14	-06	-06	-06	-06	-05	-02*	n/a		
85 Major: Education	13	05	03	03	01*	01*	-01*	n/a		
85 Goal: Influence political structure	16	05	04	03	03	03	-00*	n/a		
Reason for college: Learn about new things	15	04	04	04	04	03	02	n/a		
Years HS study: Foreign language	13	04	04	03	03	02	01*	n/a		
85 Goal: Create artistic works	13	04	04	04	04	04	02*	n/a		
85 View: Increase military spending	-13	-04	-04	-04	-04	-04	-03	n/a		
85 Major: Engineering	-04	-03	-03	-03	-03	-03	-02*	n/a		
85 Major: Math/Statistics	-04	-03	-03	-03	-03	-03	-02	n/a		
85 Major: Humanities	09	03	03	03	03	03	02	n/a		
85 View: Raise taxes to reduce deficit	10	03	03	03	03	03	02*	n/a		
Reason for college: Improve study skills	07	03	03	03	03	03	03	n/a		
85 Goal: Have administrative responsibility for others	-08	-03	-04	-03	-03	-03	-02	n/a		
85 Major History/Political Science	10	03	03	03	02	02	01*	n/a		
Degree Aspirations	13	03	03	03	02	02	00*	n/a		
85 View: Individual can do little to change society	-10	-03	-03	-03	-03	-03	-01*	n/a		

<i>Living Arrangements</i>		-10	-05	-05	-05	-03	-03	-02*	n/a
<i>Live at home</i>									
<i>Institutional/Structural Characteristics</i>									
% BA's-Other technical fields	-13	-06	-06	-06	-04	-03	-02*		n/a
Service Academy	-03	-04	-06	-03	-02	-03	-03		n/a
% BA's-History/Political Science	18	04	06	05	03	03	-01*		n/a
% BA's-Fine Arts	09	04	04	04	03	03	02		n/a
% Black Enrollments	-05	-04	-04	-03	-04	-04	-05		n/a
Region: North Atlantic	01	-04	-02	-03	-04	-05	-03		n/a
% BA's-Engineering	-05	-03	-04	-03	-04	-01*	-02*		n/a
% BA's-Math/Statistics	01	-03	-02	-03	-03	-03	-03		n/a
<i>Peer/Faculty Normative Measures</i>									
Faculty norm: Materialism	-21	-05	-10	-09	-05	-04	-04	01*	n/a
Peer norm: Social Liberalism	18	04	05	05	05	04	-03		n/a
<i>College Experiences</i>									
Discussed racial/ethnic issues	46	34	35	34	34	34	22		n/a
Attended racial/cultural awareness workshop	34	15	23	23	22	22	11		n/a
Socialized w/ someone of different race	29	11	20	20	20	20	09		n/a
Participated in campus demonstrations	31	09	19	19	18	18	07		n/a
89 Career: Business	-17	-07	-08	-08	-08	-09	-05		n/a
Enrolled in ethnic studies course	26	07	17	17	16	15	06		n/a
Discussed political/social issues	36	07	25	24	24	23	07		n/a
89 Career: Elementary Education	02	05	04	04	04	05	05		n/a
89 Career: Secondary Education	05	04	04	04	04	04	04		n/a
Studied Abroad	19	04	09	09	07	07	04		n/a
HPW: Watching TV	-17	-03	-07	-07	-07	-07	-03		n/a
Member of a sorority	-07	-03	-03	-04	-04	-03	-03		n/a
HPW: Volunteer work	14	03	09	09	08	08	03		n/a
(R = 6126) (R ² = 3752)									

Note: Variables with an asterisk are no longer statistically significant, $p \geq .05$. n/a indicates that no variables entered during this block

The role of the pre-test in predicting the outcome, as well as the role of the importance of the goal of helping people who are in difficulty, suggest that women who were more altruistic in their outlook at the time that they entered college tended to be more committed to the goal of helping to promote racial understanding four years later. In addition, women who were more socially liberal in their attitudes (e.g., agree that the government is not doing enough to control environmental pollution, value the goal of influencing the political structure, agree that taxes should be raised to reduce the federal deficit) also tended to be more supportive of the goal four years later.

Women's motivations for attending college served as significant predictors of commitment to the goal of helping to promote racial understanding as well. Women who were more intrinsically motivated in their decisions to attend college tended to be more supportive of the goal after four years. This group included those women who indicated that they had entered college to become a more cultured person or to learn about new things that interested them.

However, women who entered college more materialistically or status-oriented were less likely to value the goal four years later. This group included those women who believed that the chief benefit of college was that it increased earning power, who valued the goal of becoming well-off financially, and/or who desired to have administrative responsibility for others.

In addition to the attitudes and values of women students, entering field of study also played a role in predicting women's commitment to the goal of helping to promote racial understanding four years later. Women who reported initial interest in education, the humanities, or history or political science were more likely to place greater value in this goal. The effects of each of these variables diminished, however, as other variables entered the equation and none were significant at the last step of the regression.

Women who entered college with aspirations to major in engineering, business, mathematics or statistics, or health-related disciplines were less likely to place value in the goal of helping to promote racial understanding four years later. While interest in business and engineering were no longer significant after controlling for the effects of college experiences, interest in mathematics or statistics and interest in health-related disciplines remained significant throughout the regression. This suggests that the negative effects of the relationship between interest in engineering and business are indirect and may be mediated by lack of participation in college experiences shown to be positively associated with the outcome. However, there is something unique about interest in studying mathematics or statistics and health-related disciplines that causes women students to place less value in the goal four years after they first entered college. These women apparently were more focused on their interest in studying mathematics and statistics, and, as a result, placed less value on the goal of helping to promote racial understanding.

The Effects of Campus Living Arrangements

Women who lived at home during their first year of college were less likely to report that the goal of helping to promote racial understanding was important to them four years after entering college. While this variable entered the regression equation as a significant negative predictor of commitment to the outcome, it decreased in magnitude as variables measuring aspects of the college environment entered the equation (the Beta dropped from $-.05$ to $-.03$), and, later dropped from significance when variables measuring college experiences entered (Beta of $-.03$ to $-.02$). As with the earlier findings which pertain to the effects of living off-campus on women's attitudes toward school busing, this finding suggests that the effects of living at home are mediated by a lack of exposure to elements of the college environment. Women who lived at home were less likely to be exposed to different aspects of the college environment including different college experiences shown to be associated with the outcome. However, if they were to participate in certain activities,

in spite of living at home, women were more likely to place greater value in this goal four years after entering college.

Women who lived off-campus were also more likely to be exposed to the effects of normative groups (in particular their families) “outside” of the college environment which may have had some effect on their views regarding the importance of this goal (Weidman, 1988). Unfortunately, there was no way to include measures of these “outside” normative groups in this analysis. Hence, it is only possible to speculate as to their possible effects.

The Effects of Institutional/Structural Characteristics

Women who were enrolled at institutions which awarded higher percentages of bachelor’s degrees in other technical fields (primarily computer science), in engineering, or in mathematics and statistics were less likely to show commitment to the goal of helping to promote racial understanding. The effects of the percentages of degrees in engineering and other technical fields were both diminished as variables measuring aspects of the peer and faculty normative environment entered the regression equation. After controlling for these normative measures, degrees in engineering was no longer statistically significant. This finding suggests that the effects of environments characterized by higher enrollments in engineering fields on women’s commitment to promoting racial understanding are better explained by the effects of peer and faculty normative measures at these institutions. These environments are characterized by faculty who are more materialistic in their outlook and students who tend to be less socially liberal in their views.

While the effects of the variable measuring enrollments in other technical fields were also diminished somewhat by these normative measures, it did not drop from significance until the variable measuring participation in discussions of racial or ethnic issues entered the equation as the first of the college experience measures to enter the equation. This suggests that not only are these women less likely to have been exposed to normative environments which value commitment to this goal, but, that students who attend these types of

institutions are also less likely to be involved in these discussions (as well as other activities shown to be positively associated with the outcome).

However, the effects of attending institutions with higher enrollments in mathematics and statistics remain negatively associated with the outcome, even after controlling for the normative environment and college experiences. This indicates that there is something intrinsically related to these types of institutions which is associated with greater relative decreases among women in the value they place in the goal of helping to promote racial understanding.

Women who attended institutions with higher percentage enrollments in history and political science fields or in fine arts were more likely to show increased support for the goal four years after entering college. Again, the effects of these variables were diminished as measures of the normative environment entered the equation. In the case of percentage enrollments in history and political science, measures of college experience which entered the equation caused this variable to drop from significance (Beta of .05 after institutional characteristics dropping to .03 after normative measures and .01 after discussion of racial or ethnic issues entered the equation). These findings suggest that students who attended institutions with higher percentages of students majoring in history or political science fields were also more likely to be exposed to normative environments which were supportive of the outcome. In addition, these students were more likely to have been involved in collegiate experiences which have been shown to be positively associated with the goal. In short, the effects of attending these types of institutions were indirect and were mediated by both the normative environment and participation in collegiate activities at these institutions.

There were two additional variables which served as negative predictors of the outcome. Women who attended service institutions (i.e., the Naval Academy, West Point) were less likely to show support for the goal of helping to promote racial understanding

after four years. Enrollment at the service academies is clearly dominated by men. Women who attended these institutions were in a substantial minority. As was discussed in chapter four, men tend to show less relative increase in their commitment to this goal than do women. Hence, the small group of women who attended the service academies were less likely to be in an environment which supported commitment to this goal than were women who attended other types of institutions. Hence, the influence of these male-dominated peer groups served to cause less relative increases in commitment to the goal of helping to promote racial understanding among women who attended service academies.

Finally, white women who attended institutions with higher percentages of African American student enrollments were also less likely to show commitment to the goal four years after college entry. This finding comes as a bit of a surprise. Given the potential for positive effects from increased contact with people of different racial groups (Allport, 1954), one might expect women at these institutions to show greater relative increases as opposed to the decreases observed in this analysis. Through an examination of the simple correlations of this variable with other variables in the analysis, possible explanations for these effects can be found. Institutions with higher percentages of African American enrollments tend to be located in the southeast ($r = .20$), the student peer normative group tends to be more materialistic ($r = .17$), and the faculty normative group tends to be more materialistic as well ($r = .26$). In addition, students who attend institutions with higher African American enrollments are less likely to live on-campus ($r = -.21$) and are more likely to live at home ($r = .22$). An argument could be made for the role of all of these forces in negatively working to produce the effects we observe in this analysis.

The Effects of Peer and Faculty Normative Environments

Women who attended institutions with faculty characterized by a more materialistic focus (see description of faculty normative factors in chapter three) were less likely to report that they were committed to the goal of helping to promote racial understanding.

However, there is evidence indicating that the effects of attendance at these types of institutions were indirect and were mediated by aspects of the college environment. This can be seen by following the Beta coefficient for this variable after it enters the regression equation. The variable entered with a Beta of -.05 and dropped to -.04 after the peer normative measure of *Social Liberalism* entered the equation. When the first of the college experience variables entered the equation (discussions of racial or ethnic issues) the variable for the faculty norm of *Materialism* was no longer statistically significant. As other variables measuring aspects of college experiences entered the equation, the Beta for faculty *Materialism* diminished even more. At the last step of the regression equation, the Beta became non-significantly correlated with the outcome ($\beta = .01$). These findings suggest that the direct effect of attending these types of institutions is explained by the fact that these women were less likely to have been involved in discussions of racial or ethnic issues as well as being less likely to be involved in other activities positively associated with the outcome.

The second variable to enter in this block was the peer aggregate measure for *Social Liberalism*. Women who attended institutions which were characterized by peer groups with higher levels of *Social Liberalism* (see Chapter three) were more likely to express commitment to the goal of helping to promote racial understanding. However, as with the faculty normative measure, these effects appear to be indirect as well. The peer norm for *Social Liberalism* entered the equation with a Beta coefficient of .04. When the variable measuring participation in discussions of racial or ethnic issues entered the equation at the next step, the Beta coefficient dropped to .00. This suggests that the direct effect of attending institutions with peers who were more socially liberal in their attitudes occurred through increased participation in discussions of racial or ethnic issues.

In an intriguing finding, the Beta coefficient for the peer norm of *Social Liberalism* changed direction as subsequent measures of college experiences entered the regression

equation. After controlling for the effects of all measures of the college experiences, the peer norm for *Social Liberalism* was negatively associated with the outcome and statistically significant ($\beta = -.03$). This finding suggest two possible interpretations. First, although the effects of the peer norm for *Social Liberalism* appear to have been mediated by college experiences, it is possible that exposure to a peer environment which valued this goal was simply not enough. In addition to being surrounded by people who valued this goal, it was also important to engage in behaviors which encouraged increased commitment to the goal. To summarize, commitment to the goal of helping to promote racial understanding as expressed by students' attitudes needed to be accompanied by involvement in related behaviors as well for any change to have occurred.

The second interpretation relates indirectly to the first. It is possible that the change of direction in the relationship between the peer normative measure for *Social Liberalism* and the goal resulted from the effects of smaller peer sub-groups in the larger environment. Sub-groups can serve to protect or insulate their members from the effects of the predominant peer group on campuses (Newcomb and Wilson, 1966). Students who comprise these sub-groups generally do not share the orientation, attitudes, and values of the dominant group (in this case, those who were more socially liberal). Following this argument in this case, these sub-group members would also be expected to have been less involved in the college experiences shown to be positively associated with the outcome. Hence, the change in the direction of effects of peer *Social Liberalism* may, in fact, have been the result of students' in these sub-groups withdrawing from the influences of the larger peer group. While this explanation is admittedly a bit abstract, it does provide questions for further research and exploration.

The Effects of College Experiences

As with their male peers, a number of college experiences were shown to be significantly associated with level of support among women in the sample for the goal of

helping to promote racial understanding. Women who had been involved in more frequent discussions of racial or ethnic issues, who had participated in racial/cultural awareness workshops, or who had more frequently socialized with someone from another race were more likely to value this goal. In addition, the important role of the first two variables in mediating the effects of aspects of the peer and faculty normative environment have already been mentioned.

Other college experiences which were shown to be positively associated with the outcome included those students who had participated in campus demonstrations, who had enrolled in ethnic studies courses, who had been involved in more frequent discussions of political and social issues, who had participated in study abroad programs, and those women who had spent greater amounts of time involved in various types of volunteer work.

Interpretations of the effects of participation in campus demonstrations, enrollment in ethnic studies, and discussion of political and social issues have already been presented in the discussion of the previous analyses and will not be repeated. Through involvement in study abroad programs, these women had the opportunity to be intimately exposed to people and cultures different than their own. This exposure may have resulted in the development of increased interest in and sensitivity to issues affecting people of color. This may have then been expressed in greater value placed in the goal of helping to promote racial understanding. This interpretation would be consistent with the positive effects of contact previously discussed (Allport, 1954).

Participation in volunteer activities may have had a similar effect on women's commitment to the goal of helping to promote racial understanding. Involvement in volunteer work may have exposed women to people from different backgrounds and experiences which resulted in increased sensitivity and commitment to many of the issues and concerns related to the people with whom they had worked. This increased sensitivity

and commitment may have been translated into increased commitment to the goal of helping to promote racial understanding.

Women who reported that they had spent larger amounts of time watching television were less likely to value the goal of helping to promote racial understanding. Women who spent more time watching television had less time to spend being involved in other activities. These women were less likely to have been involved in meaningful contact with their peers (for example, the simple correlation between being involved in discussions of racial or ethnic issues and the hours per week spent watching television is $-.11$). They were also less likely to have been involved in other campus activities shown to be positively associated with the value that women placed upon this goal (the simple correlations between the hours per week spent watching television and attendance at a racial awareness workshop or socializing with someone of a different race are $-.18$ and $-.11$ respectively).

Women who reported that they had been members of sororities during college were less likely to value the goal of helping to promote racial understanding four years after entering college. There is evidence to suggest that sororities may represent a type of sub-group which places lower relative value on this goal. Sorority membership was negatively correlated with involvement in discussions of racial or ethnic issues ($r = -.07$), with socializing with someone of a different race ($r = -.02$), with enrollment in ethnic studies course ($r = -.04$), with involvement in discussions of political/social issues ($r = -.02$) and with involvement in campus demonstrations ($r = -.08$). As has been previously mentioned, the notion of sub-group “counter-effects” is consistent with the early work of Newcomb and Wilson (1966).

Finally, three measures of the career aspirations of women entered as predictors of the value placed on the goal of helping to promote racial understanding. Women who reported that they intended to pursue careers in elementary or secondary education were more likely to place higher value on the outcome four years after entering college. Women

who reported that they intended to pursue careers in business were less likely to place value in this goal. While women who reported initial interest in business majors were less likely to value this goal at the time they entered college, these effects appear to have been mediated by the final career aspirations of these women. The Beta for initial interest in business majors drops from $-.04$ to $-.02$ when the 1989 career aspiration for business enters the regression. This would suggest that the direct effect of interest in business apparently comes from the educational experience that these women received in preparation for their careers in business. As has been mentioned, this finding would be supported by the work of Sidanius, et. al. (1991) and Newcomb and Wilson (1966).

Evidence of a "Causal" Relationship between the College Experience Measures and the Goal of Promoting Racial Understanding

As described in the previous analyses of the relationship between college experiences (or intermediate outcomes), it is not possible to determine which variable came first, the college experience or the dependent variable. However, one way to test the value of using this set of variables as predictors of the final outcome is to assess the relative relationship between the variables measuring the college experiences with the pre-test measure, with the dependent variable, and the Beta coefficient for the college experiences after the effects of all entering characteristics have been controlled (These results are contained in table 5.8).

Table 5.8
Relationship of Intermediate Outcomes with Pre-test Measure and Dependent Variable of Personal Goal of Helping to Promote Racial Understanding—White Females

Variable	Simple r with pre-test	Simple r with post-test	Beta after Inputs	Beta after Environments
Discussed racial or ethnic issues	.24*	.46*	.34	.34
Attended racial awareness workshop	.19*	.34*	.20	.15
Socialized with someone of another race	.17*	.29*	.20	.12
Participated in campus demonstrations	.19*	.31*	.19	.11
89 Career: Business	-.11*	-.17*	-.08	-.07
Enrolled in ethnic studies	.15*	.26*	.17	.10
Discussed political/social issues	.19*	.36*	.25	.11
89 Career: Elementary education	-.02	.02	.04	.06
89 Career: Secondary education	.00	.05*	.04	.04
Studied abroad	.11*	.18*	.09	.05
Hours per week: Watching TV	-.11*	-.07*	-.03	-.06
Member of sorority	-.07*	-.07*	-.03	-.02
Hours per week: Volunteer work	.09*	.15*	.09	.06

Note: Asterisks indicate that the simple correlations were statistically significant at $p \leq .05$ level.

While students who reported that this goal had greater relative importance to them in 1985 were predisposed to participation in many of these activities (see correlations with the pre-test), the correlations between the college experience variables and the dependent variable were much stronger in nearly every case. After controlling for these predispositions (by controlling for the effects of student background characteristics), the Beta coefficients for these college experiences remained strongly associated with the dependent variable (see Beta after inputs). While it is still not possible to definitively suggest a causal relationship between the college experience measures and the dependent variable, these findings do provide support for the contention that participation in these college experiences had a significant role in effecting the level of support among white women for the goal of helping to promote racial understanding.

Comparison of Variable Effects between White Men and Women on the Impact of College on the Importance of the Goal of Helping to Promote Racial Understanding

As with the similar section in the earlier analysis, this section will summarize the effects of variables for women and for men which are related to increases or decreases in support for the goal of helping to promote racial understanding. By doing this, we might better delineate those types of experiences which had an effect on all students' attitudes toward this goal, as well as those experiences which had effects specific to men or to women (For a summary of these findings, please see figure 5.2).

Comparison of Effects of Background Characteristics

As was expected, the pre-test served as the most significant predictor of the importance of the goal for both men and women. In addition, men and women who were more altruistic in their outlook or who were more intrinsically motivated in their reasons for attending college were more likely to value the goal four years after entering college. This finding is supported by the items which entered the regressions for both men and women as well as by some of the items which were specific to men or to women. While these items are different in their wording, they are similar in what they represent.

Men and women who were more liberal in their social attitudes were also more likely to value this goal four years after college entry. A liberal political orientation served as a positive predictor of commitment to the goal for men but not for women. In a similar finding, men who were more likely to express support for school busing at the time that they entered college were more likely to value the goal of helping to promote racial understanding four years later. Women who were more "materially" oriented (i.e., have administrative responsibility for others, college increases earning power, be very well-off financially) or "authoritarian" (i.e., prohibit homosexual relations) at the time that they entered college were less likely to value the goal four years later. This orientation was not

Figure 5.2
Comparison between Men and Women of Variables Predicting Importance of Personal Goal

	Men	Women
Inputs		
Pretest (+)		View: Gov't not doing enough to control pollution (+)
Goal: Help others in difficulty (+)	Reason for college: Gain general education (+)	Reason for college: Learn about new things (+)
View: Increase military spending (-)	View: Abolish death penalty (+)	Major: Humanities (+)
	Goal: Achieve in performing art (+)	Reason for college: Improve study skills (+)
	View: Busing OK to achieve racial balance in schools (+)	Major: Math/Stats (-)
	Liberal political view (+)	Major: Health professions (-)
	Goal: Raise a family (+)	Goal: Have administrative responsibility for others (-)
	Career: Engineering (-)	
	View: Gov't not doing enough to protect consumer (-)	
Living Arrangements		Lived at home (-)*
Institutional Characteristics		
	Coeducational institution (-)	% BA's in Fine Arts (+)
	Protestant four year college (+)	% BA's in History/Pol Sci (+)*
	% BA's in Social Sciences (+)*	Service Academy (-)
		% Black enrollments (-)
		% BA's in Math/Statistics (-)
		Region: North Atlantic (-)
		% BA's in Other technical fields (-)*
		% BA's in Engineering (-)*
Peer and Faculty Normative Measures		
	Faculty norm: Activism (+)*	Faculty norm: Materialism (-)*
		Peer norm: Social Liberalism (+)

College Experiences

Discussed racial/ethnic issues (+)	Hours per week: Studying/doing homework (+)	Career: Business (-)
Attended racial awareness workshop (+)	Hours per week: Socializing with friends (-)	Studied abroad (+)
Socialized with someone of another racial group (+)	Major: Other technical fields (-)	Hours per week: Watching TV (-)
Participated in campus demonstrations (+)	Career: Clergy (+)	Sorority membership (-)
Enrolled in ethnic studies (+)		Hours per week: Volunteer work (+)
Discussed political/social issues (+)		Felt like leaving school (-)
Career: Elementary Education (+)		
Career: Secondary Education (+)		

Note: Direction of variable effects are indicated with a plus (+) or minus (-) sign. Variables with an asterisk (*) were no longer statistically significant ($p > .05$) at the last step of the regression analyses.

found to be as important in predicting commitment to the outcome among men as it was for women.

The entering career or major aspirations of men and women were related to their support for the goal four years after entering college. However, the interests of women in these areas appear to have a more important role in predicting the value placed on this goal than they do for men. Men who entered college undecided as to what their major would be were more likely to value the goal four years later. Men who entered with aspirations to be engineers were less likely to value this goal four years later. Women who entered college with aspirations to major in the humanities or history or political science were more likely to value the goal four years later. Women who entered college interested in mathematics or statistics, health-related fields, business, or engineering were less likely to value the goal of helping to promote racial understanding four years after college entry.

Comparison of Effects of Campus Living Arrangements

The living arrangements of students during their first year of college entered only for women as a predictor of commitment to the goal of helping to promote racial understanding. Women who reported that they lived at home were less likely to report that they valued the goal of helping to promote racial understanding. The previous analysis yielded a similar finding. This suggests that women who live off-campus or at home tend to be isolated from many aspects of the college environment which are positively associated with both their racial attitudes and their commitment to issues of race and diversity. Regarding racial attitudes and commitment to issues of race and diversity, another way to interpret this finding is that women might benefit more from living in on-campus housing as compared to men.

Comparison of Effects of Institutional/Structural Characteristics

Very different patterns of institutional effects were observed between men and women in the analyses of commitment to the goal of helping to promote racial

understanding. While men were more likely to have been affected by measures of the type of institutions in which they were enrolled, women were primarily affected by the measures representing aspects of the peer environment.

Men who attended Protestant four year colleges were more likely to value this goal. Also, for both sexes, the effects of attending institutions with higher enrollments in the social sciences tend to be mediated by greater participation or involvement in discussions of racial and ethnic issues and through interactions with people from different racial groups.

Women who attended institutions with higher percentage enrollments in mathematics or statistics, engineering, or other technical fields tended to express less value for the goal four years after entering college. However, the effects of engineering enrollments and other technical field enrollments were also indirect and appear to have been mediated by the effects of the peer and faculty normative environment as well as the effects of lack of involvement in college experiences. Women who attended institutions with higher enrollments in the fine arts or in history or political science were more likely to value this goal. However, these effects were also indirect and were mediated by both the peer and faculty normative environment and participation in college experiences associated with the outcome.

Women who attended one of the service academies (i.e., Naval Academy, West Point) were also less likely to value this goal four years after college entry. Finally, women who attended institutions with higher percentages of African American student enrollments were less likely to value the goal of helping to promote racial understanding.

Comparison of Effects of Peer and Faculty Normative Environments

Men who attended institutions characterized by faculty who were more activist in their orientations were more likely to express commitment to the goal of helping to promote racial understanding. Conversely, women who attended institutions with faculty who were more materialistic in their orientations were less likely to express commitment to the goal.

However, there is evidence that indicates that the effects of the faculty normative environments for both men and women were indirect and were mediated by involvement or participation in college experiences.

Women who attended institutions characterized by peer groups with higher levels of *Social Liberalism* were initially more likely to express commitment to the goal of helping to promote racial understanding. However, after controlling for the effects of the college experience measures, the direction of this relationship became negative. The effects of socially liberal peer environments appear to be mediated by participation in discussions of racial or ethnic issues. After controlling for participation in these discussions, peer social liberalism drops from significance in the equation.

These findings suggest the important role that the peer and faculty environments can have on students' commitment to the goal of helping to promote racial understanding. However, the role of these normative environments created by faculty and peers is perhaps best described as in "setting the tone" by creating an environment which encourages activities (i.e., discussions of racial or ethnic issues, socializing with someone from another race, attending racial awareness workshops, etc.) which facilitate increased commitment to this goal. This suggests that meaningful change might not occur unless environments characterized by supportive attitudes are also accompanied by involvement in specific behaviors.

Comparison of Effects of College Experiences

Analysis of the relationships between college experiences and commitment to the goal of helping to promote racial understanding are helpful in identifying the important behaviors noted above. Students who had been involved in discussions of racial or ethnic issues, who had attended racial awareness workshops, who had socialized more frequently with people from other racial groups, who had enrolled in ethnic studies courses (whether required or optional), or who had participated in discussions of political or social issues

were more likely to value the goal four years after entering college. Students who had participated in campus demonstrations or who aspired to careers in elementary or secondary education were also more likely to value this goal four years after college entry.

Men who aspired to careers as clergy were more likely to be committed to the goal. Men who spent more time socializing with friends or who had majored in other technical fields (i.e., computer science) were less likely to express commitment to the outcome.

Participation in study abroad programs or in volunteer activities were positively associated with commitment to the goal for women. Aspirations for careers in business, greater amounts of time spent watching television, membership in a sorority, or having feelings of wanting to leave school were all negatively associated with commitment to the goal of helping to promote racial understanding for women.

The Impact of College on White Men's Growth in Cultural Awareness and Acceptance

The final regression model yielded thirty-three variables which served as predictors of white men's growth in levels of cultural awareness and acceptance. The multiple R at the last step of the regression equation was .4444. Hence, the regression model explained 19.75 percent of the variance in the dependent variable. The regression results are presented and discussed based upon the blocks in which they were entered into the equation.

The Effects of Student Background Characteristics

As was indicated earlier in chapter three, there is no pre-test measure for this variable. Rather, it is a factor comprised of two items from the follow-up survey which asked students to assess how much they had grown in selected areas since they had first entered college.

The first background variable to enter the regression equation predicting growth among white men in their cultural awareness and acceptance included those men who reported that one of their reasons for deciding to attend college was so that they could become "a more cultured person" (The results of this regression are summarized in table 5.9. For a complete description of variable effects, please see table C.5 in Appendix C). This reason for college was related significantly to the other background variables which entered the regression equation as can be seen by its entering Beta coefficient of .16 and its Beta coefficient of .08 after all background characteristics had entered. It dropped significantly at step two when the goal of helping to promote racial understanding entered the equation (from .16 to .14) and at step five when the goal of developing a meaningful philosophy of life entered the equation (from .12 to .10). The Beta coefficient gradually diminished as other variables entered the analysis, yet, remained significant at the last step of the equation ($\beta = .06$).

Table 5.9
Regression for White Males: Growth in cultural awareness and acceptance on student background characteristics, college living arrangements, institutional/structural characteristics, normative environments, and college experience variables: Variables are shown in the order that they entered the equation (N=5526)

Variable	Simple r	β at Entry	β after controlling for						Years Enrolled
			Student Inputs	Living Arrange	Inst. Charac	Peer/Faculty Normative	College Exper.		
Student Inputs									
Reason for college: Become more cultured person	16	16	08	08	08	09	06	06	06
85 Goal: Help to promote racial understanding	16	13	06	06	05	05	03*	03*	03*
85 Major: Engineering	-12	-10	-09	-09	-07	-08	-03*	-03*	-03*
85 Goal: Develop meaningful philosophy of life	15	08	05	05	04	04	02*	02*	02*
Reason for college: to gain a general education and appreciation of ideas	14	07	07	07	06	06	03	03	03
Years HS study: Art or music	08	06	06	05	05	04	03	03	03
85 Goal: Participate in community action	15	06	06	06	06	06	04	04	04
85 Career: Other choice	-04	-04	-04	-04	-03	-03	-03	-03	-03
85 Goal: Influence social values	14	04	07	07	06	06	06	06	06
85 Goal: Influence political structure	06	-06	-05	-05	-05	-05	-07	-07	-07
85 View: Gov't not promoting disarmament	09	04	05	05	05	04	02*	02*	02*
85 View: Gov't not protecting consumer	-00	-04	-04	-04	-04	-04	-02*	-02*	-02*
Religion: None	-03	-04	-04	-04	-05	-05	-06	-06	-06
Living Arrangements									
Live at home	-10	-08	-08	-08	-07	-07	-03	-03	-03
Institutional/Structural Characteristics									
% BA's-Humanities	15	09	10	09	10	05	-00*	-00*	-00*
Coeducational Institution	-06	-04	-05	-04	-05	-06	-04	-04	-04
% Black Enrollments	01	04	01	03	04	05	04	04	04
% American Indian Enrollments	02	04	03	03	04	04	05	05	05

<i>Peer/Faculty Normative Measures</i>		-14	-07	-10	-09	-07	-07	-04	-04
Peer norm: Materialism									
College Experiences									
Discussed racial/ethnic issues		28	21	23	22	21	21	13	13
Attended racial/cultural awareness workshop		25	14	21	20	19	19	10	10
Socialized w/ someone of different race		22	13	19	18	18	18	11	11
Received vocational/career counseling		14	08	12	11	11	11	07	07
Enrolled in ethnic studies course		19	07	15	14	13	13	06	06
Felt like leaving college		-08	-06	-07	-07	-07	-07	-06	-06
Studied Abroad		15	05	11	10	09	09	04	04
HPW: Watching TV		-11	-04	-08	-08	-07	-06	-04	-04
HPW: Talking w/ faculty out of class		14	04	10	10	09	09	04	04
89 Career: Research Scientist		-02	-04	-03	-03	-04	-04	-04	-04
Read student newspaper		12	03	10	09	09	09	04	04
89 Career: Clergy		06	03	04	04	03	03	03	03
89 Major: Engineering		-12	-04	-06	-06	-05	-05	-04	-04
Years Enrolled									
Enrolled three years		02	-04	01	01	01	01	-04	-04
R = 4444		R ² = 1975							

Note: Variables with an asterisk are no longer statistically significant, $p \geq .05$

Generally speaking, men who were more altruistic in their outlook and more liberal in their social attitudes tended to report greater relative growth in their cultural awareness and acceptance four years after entering college. Evidence for this interpretation is found in the predictive value of the three variables mentioned above, as well as the fact that students who reported that their reasons for attending college “were to gain a general education and appreciation of ideas,” students who valued the goals of “participating in community action programs” and “influencing social values,” and those students who felt that “the government is not doing enough to promote disarmament” all reported greater relative growth in the outcome measure four years after college entry. Men who were more artistically inclined were also more likely to report greater relative growth in the outcome.

In an interesting finding regarding the relationship of the goal orientation of students to the outcome, men who reported that they valued the goal of influencing the political structure were more likely to report less relative growth in their cultural awareness and acceptance four years later. While this item was positively correlated with the outcome ($r = .06$), after controlling for the effects of the goal of helping to promote racial understanding, the Beta coefficient dropped from .04 to .00. As other variables measuring the background characteristics of men entered at steps three through eight of the equation, the Beta coefficient changed signs and grew to $-.03$. After controlling for the effects of the goal of influencing social values at step nine, the Beta coefficient grew to $-.06$. The goal of influencing the political structure then entered at the next step of the equation. These findings would suggest that after controlling for the effects of the variables which measured a more liberal social and political ideology of men, students who valued the goal of influencing the political structure would be characterized as being more conservative in their political and social views. This interpretation is supported by an examination of the simple correlation between the goal of influencing the political structure and the political view of men ($r = .016$). This correlation is not significant suggesting that the political ideology of

men is not related to their desire to become involved politically. In other words, conservatives are as likely to value this goal as are liberals. Hence, after controlling for the effects of a more “liberal” ideology on the outcome, we see that this variable is negatively correlated with the outcome.

Finally, men who entered college with aspirations to study engineering were initially less likely to report growth in their cultural awareness and acceptance. However, the effects of entering interests in engineering appear to better explained (or mediated) by actually being an engineering major while in college. The Beta coefficient for entering interest in engineering became non-significant at the time that the variable measuring the undergraduate major of engineering entered the equation as part of the block of college experience measures (from a Beta of $-.05$ to $-.03$).

The Effects of Campus Living Arrangements

Men who reported that they had lived at home during their first year of college were less likely to report growth in their cultural awareness and acceptance four years after college entry. As with the effects of this variable for women in the earlier analysis, men who lived off-campus were less likely to be involved in many of those activities and college experiences shown to be positively associated with the outcome. Evidence supporting this interpretation can be seen by examining the Beta coefficient prior to the entry of the college experience variables and after these variables had entered the equation (Beta drops from $-.07$ to $-.03$). Also, men who lived off-campus were more likely to have been affected by normative groups “outside” of the college environment.

The Effects of Institutional/Structural Characteristics

Men who attended institutions with higher enrollments in the humanities tended to report greater relative growth in cultural awareness and acceptance four years later. However, there is strong evidence to indicate that the effects of these types of college environments are indirect and are mediated by the peer normative environment, as well as

by the college experiences of students at these institutions. The Beta coefficient for humanities enrollments is .10 upon entry to the equation. However, when the peer norm for materialism enters at the next step of the equation, the Beta drops to .05. This suggests that institutions with higher enrollments in the humanities are characterized by student peer groups which are much less materialistic in their orientations. By examining the simple correlation between humanities enrollments and materialism, we find further support for this interpretation. Larger institutional enrollments in the humanities are strongly negatively correlated with materialism ($r = -.67$). Men who attended institutions with larger enrollments in the humanities were also more likely to have been involved in discussions of racial or ethnic issues and other college experiences shown to be associated with the outcome. The Beta for enrollments in humanities dropped to .00 after controlling for college experiences.

Men who attended coeducational institutions were likely to show decreased commitment to the goal of helping to promote racial understanding four years after entering college. As was mentioned earlier, this finding is difficult to interpret given that students who attended men's colleges comprise such a small percentage of men in the total sample (approximately 1 percent). Hence, to attribute any type of interpretation to this finding would be inappropriate.

Men who attended institutions with higher percentage enrollments of African American students and American Indian students were likely to report greater relative growth in their cultural awareness and acceptance. As with the interpretation in the analysis of the first dependent variable, this might best be explained by the positive effects of contact with students from different racial backgrounds (Allport, 1954).

The Effects of Peer and Faculty Normative Environments

Men who attended institutions where the peer normative environment was more materialistic were likely to report less relative growth in their cultural awareness and acceptance four years after college entry. As you will recall from the discussion of the peer norm for *Materialism* in Chapter three, these environments were characterized by students who were more concerned with issues of wealth and status. Variables which correlated highly with the peer norm for *Materialism* were institutions which had higher enrollments in business ($r = .53$), higher enrollments in the health-related fields ($r = .22$), and institutions with larger undergraduate enrollments ($r = .35$). These larger institutions with more materialistic student peer groups tended to be public universities ($r = .24$, the simple r for private universities is only $.03$).

The effects of the peer norm for *Materialism* appeared to be both direct and indirect and were mediated somewhat by aspects of college experiences. While still significant at the last step of the regression equation, the Beta coefficient for peer *Materialism* dropped from $-.07$ at entry to $-.04$ after controlling for measures of college experiences. This suggests that students who attended institutions with higher levels of peer *Materialism* were less likely to be involved in college experiences shown to be positively associated with the outcome.

The Effects of College Experiences

As with each of the other regression analyses, a similar pattern of associations among many of the college experiences and the outcome of level of cultural awareness and acceptance is seen. Men who were involved in discussions of racial or ethnic issues, who had attended racial awareness workshops, or who had socialized with people from different races all tended to report greater relative growth in the outcome. In a related finding, men who had enrolled in ethnic studies courses while in college reported greater increases in their cultural awareness and acceptance as well.

Two variables which addressed the lack of integration and involvement of men in the college environment served as predictors of less growth in the outcome. Men who reported that they had felt like leaving college and men who spent greater amounts of time watching television reported less growth in their cultural awareness and acceptance. As was mentioned in two of the previous analyses, these findings suggest that these men were less involved with their peers and with other aspects of the college environment which might have positively affected their growth in this area. Men who watched more television were less likely to have been involved in discussions of racial or ethnic issues ($r = -.08$), to have attended racial awareness workshops ($r = -.15$), to have socialized with someone of another race ($r = -.09$), or to have enrolled in ethnic studies courses ($r = -.06$). Men who reported that they had felt like leaving college may have actually left college. This variable was negatively correlated with each variable measuring the number of years that students were enrolled in college. Hence, the negative relationship that this variable has with the dependent variable may result from the fact that these men left college early.

Men who reported that they had studied abroad while in college reported greater growth in their cultural awareness and acceptance. As with this finding for women in the analysis of the previous dependent variable, through their study abroad experience, these men had been exposed to people and cultures that were “different” from their own. The positive effects of this contact may have resulted in increased levels of awareness and acceptance among these men.

Men who reported that they spent more time talking with faculty outside of class also reported greater growth in their cultural awareness and acceptance. The positive effects of exposure to the normative environment of faculty has already been shown in the two previous analyses. It appears as if additional time spent engaged in discussions with faculty outside of the classroom environment has positive aspects as well. Increased

contact with faculty outside of class may have given these students greater exposure to the positive aspects of faculty normative environments.

Finally, the ending career aspirations and field of major study proved to be significantly related to relative growth in cultural awareness and acceptance. Men who reported career aspirations as clergy were likely to report greater growth in the outcome measure. However, men who reported career aspirations as research scientists were likely to report less relative growth in their cultural awareness and acceptance. Aspiration for careers as research scientists was highly correlated with majors in the physical sciences. Study in the physical sciences was not likely to have exposed students to an educational environment which dealt with issues pertaining to racial awareness and appreciation through its curriculum, its faculty (Milem, 1991a, 1991b), or its peer group.

Students who majored in engineering fields were also likely to report less relative growth in their cultural awareness and acceptance. As was mentioned, the effect of aspirations for majors in engineering were indirect and were mediated by the effects of actually majoring in engineering. The role of engineering as a negative predictor for both men and women of the two other outcomes has been previously discussed. Students who majored in engineering were less likely to have been involved in activities shown to be positively related to the outcome. They were less likely to have been exposed to peers or faculty who would encourage growth in this area as well.

The Effects of Length of Enrollment

As was mentioned, students who reported that they felt like leaving college were also more likely to have left college. In the first two analyses, none of the variables measuring length of exposure to the college environment entered the equation as significant predictors of the outcomes. However, men who were enrolled in college for three years were less likely to report growth in these areas. This finding supports the contention that these

changes occurred as a result of college attendance and were not merely the result of maturation in students.

The Impact of College on White Women's Levels of Cultural Awareness and Acceptance

The final regression model yielded forty-six variables which served as predictors of white women's growth in levels of cultural awareness and acceptance. The multiple R at the last step of the regression equation was .4289. Hence, the regression model explained 17.93 percent of the variance in the dependent variable. The regression results are presented and discussed based upon the blocks in which they were entered into the equation.

The Effects of Student Background Characteristics

As with their male peers, women who reported that they had chosen to attend college so that they could "become a more cultured person" were likely to report greater growth in cultural awareness and acceptance (The results of the regression are summarized in table 5.10. For a detailed description of variable effects, please see table C.6 in Appendix C). Also like the findings for men, women who were more altruistic in their outlook and more liberal in their social attitudes were likely to report greater relative growth in the outcome. Women who placed greater value on the goal of developing "a meaningful philosophy of life," who came to college "to gain a general education and appreciation of ideas" or who wanted "to learn more about things that interest me," who felt that the government was "not doing enough to encourage disarmament," and who were committed to the goal of "helping to promote racial understanding" were more likely to report growth in their levels of cultural awareness and acceptance.

However, in a finding different than that for men, women who placed greater value on the goal of influencing the political structure were more likely to report growth in the outcome, even after controlling for their liberal social and political views. As you will recall, this goal was negatively related to growth for men. Unlike the findings for men, women who valued this goal tended to be more liberal in their political attitudes ($r = .13$).

Table 5.10
Regression for White Females: Growth in cultural awareness and acceptance on student background characteristics, college living arrangements, institutional/structural characteristics, normative environments, and college experience variables: Variables are shown in the order that they entered the equation (N=8092)

Variable	Simple r	β at Entry	β after controlling for					Years Enrolled
			Student Inputs	Living Arrange	Inst. Charac	Peer/Faculty Normative Exper.	College	
Student Inputs								
Reason for college: Become more cultured person	12	12	07	07	07	07	04	n/a
85 Goal: Develop meaningful philosophy of life	10	08	04	04	03	03	02	n/a
Reason for college: Gain general education	10	06	06	05	05	05	03	n/a
85 Career: Engineering	-06	-05	-05	-05	-04	-04	-03	n/a
85 Major: Business	-06	-05	-05	-04	-03	-03	01*	n/a
85 Goal: Make theoretical contribution to science	-03	-05	-05	-05	-05	-05	-02	n/a
85 Goal: Influence political structure	08	05	04	04	04	04	01*	n/a
Liberal political view	-01	-04	-06	-06	-07	-08	-08	n/a
85 View: Gov't not promoting disarmament	06	05	05	05	04	03	02	n/a
85 Goal: Write original works	08	04	03	03	02	02	00*	n/a
Reason for college: Learn about new things	09	04	03	03	03	03	01*	n/a
Religion: Protestant	03	03	03	03	02	02	03	n/a
85 Goal: Help to promote racial understanding	09	03	03	03	03	03	-03	n/a
85 Major: Math/Statistics	-03	-03	-03	-03	-03	-03	-02*	n/a
Living Arrangements								
Live at home	-10	-08	-08	-08	-06	-07	-03	n/a
Institutional/Structural Characteristics								
% BA's-Business	-10	-06	-08	-06	00	00*	-01*	n/a
Private 4 year college	08	06	06	05	05	04	01*	n/a
% BA's-Other non-technical fields	04	05	04	05	08	07	04	n/a
% BA's-Fine Arts	07	04	06	05	05	05	03	n/a

% BA's-Other technical fields	-08	-04	-06	-03	-04	-01*	n/a
Region: Plains states	02	04	03	04	04	03	n/a
% BA's-Social Science	09	06	06	04	03	-02*	n/a
City size	-05	-03	-05	-05	-04	-04	n/a
% Black enrollments	01	04	04	04	03	03	n/a
Institutional selectivity	10	05	07	05	04	-02*	n/a
Peer/Faculty Normative Measures							
Peer norm: Social Liberalism	12	05	10	05	05	01*	n/a
Peer mean: Socioeconomic status	02	-04	-00	-04	-04	-06	n/a
College Experiences							
Discussed racial/ethnic issues	31	27	29	27	27	16	n/a
Attended racial/cultural awareness workshop	25	13	22	20	20	09	n/a
Socialized w/ someone of different race	21	11	20	19	19	09	n/a
Enrolled in ethnic studies course	20	09	17	16	15	07	n/a
Discussed political/social issues	26	08	22	21	21	06	n/a
Worked full-time	-12	-04	-08	-07	-07	-04	n/a
Enrolled in women's studies course	16	05	14	11	11	04	n/a
Hours per week: Watching TV	-12	-04	-08	-07	-07	-04	n/a
Received personal/psychological counseling	09	04	07	06	07	04	n/a
Felt like leaving college	-04	-04	-05	-04	-05	-04	n/a
Studied abroad	14	04	10	08	08	04	n/a
Tutored another student	03	-03	03	03	03	-03	n/a
HPW: Religious services/meetings	02	03	02	03	05	03	n/a
Got married while in college	-07	-03	-06	-05	-05	-03	n/a
Received vocational/career counseling	10	03	09	08	08	03	n/a
89 Major: Business	-10	-03	-08	-07	-07	-03	n/a
Worked on group project for class	04	03	05	06	06	03	n/a
HPW: Attending classes/labs	-02	-03	-01	-00	00	-03	n/a

R = 4289

R² = 1840

Note: Variables with an asterisk are no longer statistically significant, $p \geq .05$. n/a indicates that no variables entered during this block

Women who valued this goal tended to be more liberal in their social and political views. Hence, the goal serves as a positive predictor of growth in levels of cultural awareness and acceptance for women.

Women who were more politically liberal at the time that they entered college were likely to report less relative growth in their cultural awareness and acceptance. At first glance, this finding appears to be counter-intuitive and is a bit intriguing. However, through further examination, two plausible explanations can be offered regarding this finding. First, these women may have had higher levels of awareness and acceptance and appreciation at the time that they entered college. Hence, there was very little room for them to grow after four years of college. The second explanation relates to the first. This finding could be explained by the fact that at the time that these women entered college they were more likely to be committed to issues of race and diversity (i.e., the positive relationship between political view and school busing). These women may have been more critical observers of the role that college played in the development of levels of racial awareness and acceptance among students. It is possible that these women felt that the colleges they attended simply did not do enough to address these issues. The negative relationship we see between liberal political ideology and self-reported growth in cultural awareness and acceptance may actually have been the result of a critical assessment and comment by these women of the role (or lack thereof) of the institutions they attended in challenging students to meaningfully address these issues while in college.

Women who entered college with interests in majoring in business, mathematics or statistics, or with interest in engineering careers were less likely to report growth in the outcome. While the effects of interest in engineering careers remained significant, the effects of majors in business or mathematics and statistics appear to have been indirect and were mediated by their college experiences. Students in these major areas were less likely to have been involved in college experiences associated with growth in the outcome.

The Effects of Campus Living Arrangements

As with each of the previous analyses, the living arrangements of women during their first year of college served as a significant predictor of growth in cultural awareness and acceptance. Women who lived at home during their first year of college tended to report less growth in the outcome. As has been mentioned, these women were much less likely to have been exposed to those aspects of the college environment shown to be positively associated with the outcome.

The Effects of Institutional/Structural Characteristics

The most common structural predictors of women's levels of growth in cultural awareness and acceptance were measures of the percentages of degrees awarded in particular fields. However, of the five variables of this type which entered as predictors of the outcome, only two remained statistically significant at the last step of the regression equation. Women who attended institutions which awarded more degrees in business or in other technical fields (primarily computer science) were likely to report less relative growth in their levels of racial awareness and acceptance. The effect of larger enrollments in business was no longer significant after the institutional variables entered the regression equation. This suggests that the effect of attending institutions with larger enrollments in business fields was better explained by other structural characteristics of institutions in the sample. The effect of attending institutions with larger enrollments in other technical fields was no longer significant after variables measuring aspects of college experiences entered the equation. This suggests that the effect was indirect and was explained by lack of participation and/or fewer opportunities for participation in those college activities shown to be positively associated with the outcome.

Women who attended institutions which awarded more degrees in fine arts, other non-technical fields, and the social sciences tended to report greater relative growth in their levels of cultural awareness and acceptance. While the effects of attending institutions

awarding more degrees in fine arts and the non-technical fields were diminished somewhat by measures of involvement in different college experiences, they did remain significant at the last step of the equation. This indicates that not only were students who attended these institutions more likely to have participated in these activities as students, but, there was also something intrinsically associated with attending institutions with higher enrollments in these fields which encouraged greater growth in these areas. However, the effect of attending institutions with larger enrollments in the social sciences was clearly indirect. The direct effect of attending these institutions resulted from the fact that these women were more likely to have been engaged in discussions of racial or ethnic issues. The Beta coefficient for the social sciences variable dropped from .03 to .00 upon entry of this first college experience measure.

The effects of attending private four year colleges or of attending more selective institutions appear to be indirect as well. Both variables dropped from significance as variables measuring aspects of participation in various college experiences entered the equation. This suggests that while the private colleges and more selective institutions may be characterized by environments which were more supportive of growth in these areas, the direct effect of attending these types of colleges came from greater opportunities for participation in activities shown to be positively associated with increased growth in cultural awareness and acceptance.

In a finding which runs opposite to one from the analysis of the impact of college on women's commitment to the goal of helping to promote racial understanding, women who attended institutions which enrolled larger percentages of African American students were likely to report greater relative growth in their cultural awareness and acceptance. This finding would be consistent with the positive effects of contact with people from different races (Allport, 1954). Through increased contact with people who were "different" than

these women in the sample, it is likely that they were able to develop increased awareness and appreciation for people of color and their cultural backgrounds.

Finally, as with the analysis of the impact of college on women's support for school busing, women who attended institutions located in cities with larger populations were likely to report less relative growth in their cultural awareness and acceptance. This finding suggest that women who attended urban institutions were likely to have spent more of their time off-campus thereby providing them with less opportunity to interact with their peers or with faculty at the institution.

The Effects of Peer and Faculty Normative Environments

Women who had attended institutions with peer groups characterized as being more socially liberal in their attitudes tended to report greater growth in their levels of cultural awareness and acceptance after four years of college. However, the effects of these types of college environments were indirect and tended to be mediated by measures of college experiences. The effects of socially liberal peer environments were mediated primarily by the direct effects of participating in discussions of racial or ethnic issues and through attendance at racial awareness workshops (Beta coefficient drops from .05 to .03 to .01 as these variables entered the equation). Hence, women who attended institutions characterized as being more socially liberal in their focus were more likely to have been involved in these two activities while in college (the simple correlations between the peer measure of *Social Liberalism* and these two college activities are .24 and .25 respectively).

The simple correlation between the mean socioeconomic status of peers and self-reported growth in cultural awareness and acceptance is small and positive ($r = .02$). However, after controlling for the effects of measures of the structural characteristics of institutions, this variable became significantly negatively related to the outcome and entered the regression equation ($\beta = -.04$). In addition, as measures of college experiences entered the equation, the Beta coefficient increased to $-.06$. These findings indicate that suppressor

effects occurred regarding the relationship between socioeconomic status and its effect on levels of growth in cultural awareness and acceptance for women. The effects of the institutional characteristics which entered as predictors of the outcome, and, the greater likelihood of participation in many of the college experiences shown to be positively associated with the outcome by women at institutions with peers from higher socioeconomic backgrounds served to suppress the true effects of socioeconomic status.

The Effects of College Experiences

Similar to the findings of the relationships between college experiences and the dependent variables in the previous analyses, women who reported that they had discussed racial or ethnic issues, had attended racial awareness workshops, had socialized with people from other racial groups, had enrolled in ethnic studies courses, or who had engaged in discussions of political and social issues were all more likely to report greater relative growth in their cultural awareness and acceptance.

As with the results of the analysis of the impact of college on the goal of helping to promote racial understanding, women who reported that they had studied abroad while in college also tended to report greater growth in the outcome. In addition, students who reported that they had worked on a group project in their classes were also more likely to report growth in their levels of cultural awareness and acceptance. This teaching technique allowed women to participate in collaborative work efforts with their peers. If this contact included students from other racial backgrounds, it is possible that this collaboration among students facilitated greater awareness of appreciation and for the backgrounds and perspectives of these people who were “different” than they were. In addition, through this group work, these students may have engaged in more frequent discussions of racial or ethnic issues and/or political and social issues. Work in these groups may have given women the opportunity to socialize more frequently with people from other racial groups. Evidence for this interpretation can be found in the drop in Beta coefficient for this variable

as variables measuring each of these experiences entered during the earlier steps of the college experience block (Beta dropped from .06 to .03 at entry).

Another variable relating to aspects of teaching and curriculum also entered as a positive predictor of growth in women's levels of cultural awareness and acceptance. Women who reported that they had enrolled in women's studies courses while in college were more likely to report greater relative growth in the outcome. The content of these courses was likely to have exposed women to feminist philosophy and thought which included how the "dominant" culture has worked to oppress women in our society. This insight into the oppression of women may have exposed these women to issues of oppression affecting people of color in our society as well. This heightened awareness of issues of oppression may have been translated into increased levels of sensitivity to and appreciation for people from other racial backgrounds.

Women who reported that they had worked full-time while in college were likely to report less relative growth in their levels of cultural awareness and acceptance. This finding is expected given that these women were much less likely to have been exposed to all aspects of the college environment. Hence, there is decreased likelihood for college to have impact on this group of students. In addition, the primary group(s) providing normative contexts for these women were likely to have been from "outside" of the college environment.

As found in the earlier analyses, women who reported that they had felt like leaving college or who reported that they spent more time watching television while in college were less likely to have reported relative growth in their levels of cultural awareness and acceptance. As was mentioned, both of these variables suggest groups of women who were less likely to have been exposed to many of the positive aspects of the college environment. In addition, women who felt like leaving college were much more likely to have left college.

Women who reported that they had gotten married while in college were also likely to report less relative growth in their cultural awareness and acceptance. This finding, too, would suggest that these women were less involved in their college experiences thereby limiting their exposure to the aspects of the college environment shown to be positively associated with the outcome.

In a finding similar to the analysis of the impact of college on women's support for school busing, women who reported that they had tutored other students were less likely to report growth in their cultural awareness and acceptance. As with the findings of the earlier analyses, women who reported that they had majored in business fields were less likely to report growth in the outcome. Interpretations for these findings have been offered earlier in this chapter.

Comparison of Variable Effects for Men and Women on Levels of Cultural Awareness and Acceptance

As with the previous analyses, this section is designed to better delineate those variables which affected women and men similarly regarding their levels of relative growth in cultural awareness and acceptance, as well as those experiences which were more specifically related to the educational experiences of men and women regarding the outcome (A comparison of variable effects is presented in figure 5.3).

Comparison of Effects of Background Characteristics

As with the findings of the analyses of the two previous dependent variables, women and men who entered college more liberal in their social attitudes, more altruistic in their focus, and who attended college for more intrinsically motivated reasons were more likely to report growth in their levels of cultural awareness and acceptance four years after college. Students with these orientations and viewpoints were expected to be more open to the college influences and experiences which facilitated growth in these areas.

Figure 5.3
 Comparison between Men and Women of Variables Predicting Growth in Cultural Awareness and Appreciation

	Men	Women
Inputs		
Reason for college: Become more cultured person (+)	Years HS study: Art or music (+) Goal: Participate in community action (+)	Religion: Protestant (+) Career: Engineering (-)
Reason for college: Gain general education (+)	Goal: Influence social values (+)	Liberal political view (-)
Goal: Develop meaningful philosophy of life (+) ¹	Goal: Influence political structure (-) Career: Other choice (-) Religion: None (-)	Goal: Make theoretical contribution to science (-)
View: Gov't not promoting disarmament (+) ¹		
Goal: Help to promote racial understanding (+) ²		
Living Arrangements		
Lived at home (-)		
Institutional Characteristics		
% Black enrollments (+)	% American Indian enrollments (+) % BA's in Humanities (+)* Coeducational institution (-)	% BA's in other non-technical fields (+) % BA's in Fine Arts (+) Region: Plains (+) Private 4 year college (+)* % BA's in Social Science (+)* Institutional selectivity (+)* City size (-) % BA's in other technical fields (-)* % BA's in Business (-)*
Peer and Faculty Normative Measures	Peer norm: Materialism (-)	Peer norm: Social Liberalism (+)* Peer mean: SES(-)

College Experiences

Discussed racial/ethnic issues (+)	Hours per week: Talking w/faculty outside of class (+)	Discussed political/social issues (+)
Attended racial awareness workshop (+)	Read student newspaper (+)	Received personal/psychological counseling (+)
Socialized with someone of another racial group (+)	Career: Clergy (+)	Enrolled in women's studies course (+)
Enrolled in ethnic studies (+)	Career: Research scientist (-)	Worked on group project for class (+)
Studied abroad (+)	Major: Engineering (-)	Hours per week: Religious services/meetings (+)
Received vocational/career counseling (+)		Tutored another student (-)
Felt like leaving school (-)		Worked full-time (-)
Hours per week: Watching TV (-)		Got married while in college (-)
		Major: Business (-)
		Hours per week: Attending classes/labs (-)

Years Enrolled in College

Enrolled for 3 years (-)

Note: Direction of variable effects are indicated with a plus (+) or minus (-) sign. Variables with an asterisk (*) were no longer statistically significant ($p > .05$) at the last step of the regression analyses.

1 Variables were statistically significant ($p \leq .05$) for women, but not for men at last step.

2 Variable entered positively for both sexes, at the end of the equation had become non-significant for men and significantly negative for women

Interesting differences between men and women surface regarding the role of political views of students. While men who valued the goal of influencing the political structure were no more or less likely to be liberal or conservative in their political views, women who valued this goal were more likely to be liberal in their political orientations. Hence, after controlling for the effects of a liberal focus in the social orientation of men, we saw that the goal of influencing the political structure became a negative predictor of growth in their levels of cultural awareness and acceptance. In a rather unexpected finding, women who reported that they were more liberal in their political orientations at the time that they entered college were less likely to report growth in their levels of cultural awareness and acceptance four years later. As was mentioned, this may have resulted the fact that these women were more “aware” at the time that they entered college or from critical assessments by these women regarding the role that their institutions served in addressing these issues and other issues related to race and diversity.

Comparison of Effects of Campus Living Arrangements

Living at home during the first year of college served as a negative predictor of growth in cultural awareness and acceptance for both men and women. As was mentioned, living off-campus served two possibly detrimental functions for students. First, these students were much less likely to have been involved in or exposed to many of the aspects of the college environment shown to have been positively associated with the outcome. In addition, these students were much more likely to have been exposed to the influences of other normative reference groups “outside” of the college environment which may not have valued growth in these areas in the manner in which certain college environments may have valued this growth.

Comparison of Effects of Institutional/Structural Characteristics

Men and women who attended institutions with larger enrollments of African American students tended to report greater relative growth in their levels of cultural

awareness and acceptance. This finding held for men who attended institutions with larger enrollments of American Indian students as well. These findings suggest that men and women benefitted from the positive effects of contact with students from other races.

In the analyses of this dependent variable, women were more likely to have been influenced by the percentages of students enrolled in particular disciplines at institutions. While this was true for men regarding institutional enrollments in the humanities, the trend was much more evident among women. There is evidence to suggest that the effects of these enrollment patterns were primarily indirect and were mediated by the direct effects of the relative opportunities at each institution for participation in a variety of college activities which were positively associated with the outcome.

Finally, once again we observed the negative effects among women of attending institutions located within larger urban areas. As was mentioned, this most likely has to do with the fact these women spent more of their time away from campus which resulted in fewer opportunities for interaction with their peers or with faculty members at the institution.

Comparison of Effects of Peer and Faculty Normative Environments

Men who attended institutions characterized by peers with higher levels of *Materialism* were likely to report less relative growth in their cultural awareness and acceptance. As you will recall, the effects of attending these types of institutions for men appeared to be both direct and indirect. This type of peer environment was less likely to be supportive of growth in the outcome for men. In addition, it is likely that many of the college experiences shown to be positively associated with the outcome were less likely to be offered at these institutions.

The effects for women of attending institutions characterized by peer environments which were more socially liberal in their attitudes were more indirect. While these environments tended to be more supportive of growth in cultural awareness and

acceptance, the direct effects of attending these types of institutions was likely to have come from increased participation in discussions of racial or ethnic issues and increased likelihood for women at these institutions to have attended racial awareness workshops.

In addition, the effects of peer socioeconomic status for women were found to be suppressed by aspects of other institutional characteristics as well as by participation in different college experiences of women who had attended institutions with peers from higher socioeconomic backgrounds. The true effect for women of attending institutions with more affluent peers was to discourage relative growth in cultural awareness and acceptance. Women who attended institutions with students from lower socioeconomic backgrounds may have been more sensitized to issues of diversity as a result of more opportunities for interaction with people from diverse backgrounds and experiences within the student body. However, attending institutions with students from higher socioeconomic backgrounds may not provided these women the same opportunities for interaction with people from such diverse backgrounds and experiences.

Comparison of Effects of College Experiences

As with the findings of the two previous analyses, a number of college experiences surfaced as being positively associated with level of cultural awareness and acceptance for both men and women. Students who reported that they had been involved in more frequent discussions of issues of race and ethnicity, who had attended racial awareness workshops, who had socialized with people from different races, or who had enrolled in ethnic studies courses were more likely to report growth in their levels of cultural awareness and acceptance. Men and women who had participated in study abroad programs also tended to report greater relative growth in the outcome. However, men and women who reported that they had felt like leaving school (and, it appears as if in many cases, they did leave school) tended to report less relative growth after four years of college. Finally, men and

women who reported that they spent more time watching television were likely to report less growth in the outcome.

Areas of study and professional preparation also served as significant predictors of the outcome for both men and women. Women who had majored in business and men who aspired to careers as research scientists or engineers were likely to report less relative growth in their levels of cultural awareness and acceptance. However, men who aspired to careers as clergy were likely to report greater relative growth in the outcome. Men who reported that they had socialized more frequently with faculty outside of class were also more likely to report growth in their cultural awareness and acceptance.

Women who had the opportunity for increased interactions with their peers through more frequent discussions of political and social issues and by working on group projects with other students in classes were also likely to report greater relative growth in their levels of cultural awareness and acceptance. Finally, women who had reported that they had tutored other students, who had worked full-time while in college, or who had gotten married while in college were likely to report less relative growth in their cultural awareness and acceptance.

Discussion of Findings

There were two major hypotheses which guided this study designed to analyze the impact of college on students' racial attitudes and levels of racial awareness and acceptance. Hypothesis one provided a theoretical foundation on which the study was based and hypothesized that the peer normative environment would serve as the most important aspect of colleges environment which would have an effect on students' racial attitudes and racial awareness. Hypothesis two suggested that there would be important college experiences in which students could become involved which would have positive or negative effects on students' racial attitudes and awareness.

Hypothesis 1: It is hypothesized that the peer normative environment will be the most significant predictor of change in students' racial attitudes, commitment to racial issues, and level of racial awareness and acceptance. While the role of the faculty normative environment is critical in this process, particularly in helping to "set the tone" regarding the importance of issues of race and diversity on a given campus, the effects of the peer normative environment will be stronger than the effects of the faculty normative environment.

While the peer normative environment does appear to have an effect on students' racial attitudes, commitment to issues of race and diversity, and levels of racial awareness and acceptance, the relationship between measures of different peer normative environments and each of the outcomes were not as clear and/or did not have as much weight in predicting the outcomes as was hypothesized. While peer normative measures did enter the regression equations as predictors of the dependent variables, in some cases the effects of the peer normative environment were indirect. In these cases, the effects of peer norms were better explained by the direct effects of participation in a few college experiences which were shown to be significantly associated with the outcomes (i.e., discussion of racial or ethnic issues, socializing with someone from another race, attending racial awareness workshops). In some cases, the relationship between peer norms and the outcomes appeared to be both direct and indirect. This was evident in the diminished effects of the peer normative measures after measures of the college experiences entered the regression equations.

As was mentioned, while measures of the peer normative environments entered the regression equations as predictors of the outcomes in the study, they did not enter with the weights that were expected or hypothesized. This suggests that these measures were limited in their ability to truly capture and explain the normative environments that exist on different college and university campuses. As was stated in chapter two, while these measures may have been more accurate in assessing peer normative environments at

institutions with smaller and/or more homogeneous student peer groups, these measures may not have been as helpful in providing accurate measures of peer normative environments at campuses with larger undergraduate environments and/or more heterogeneous student peer groups.

The first hypothesis also suggested that the effects of faculty normative environments would be indirect and would be better explained by measures of the peer normative environment. However, the effects of faculty norms on the dependent variables in this study were clearly underestimated at the beginning of this study. Faculty normative environments were shown to have both direct and indirect effects in the analyses of women's attitudes toward school busing and men's and women's commitment to the goal of helping to promote racial understanding.

These findings indicate that faculty have a more important role in effecting students' racial attitudes, commitment to racial issues, and levels of racial awareness and acceptance than was initially believed. It appears as if the "tone" regarding racial issues faculty set on particular campuses has both a direct and indirect effect on students who attend these institutions. The implications of these findings will be discussed in chapter six.

Hypothesis 2: While the peer normative environment is the most significant predictor of students' racial attitudes, commitment to racial issues, and levels of racial awareness and acceptance, participation in specific collegiate experiences and activities will be shown to either reinforce or to challenge the effects of the peer environment.

As was previously mentioned, the "effects" of variables measuring aspects of the college experiences (or intermediate outcomes) of students must be interpreted with some caution given that they were assessed at the same time as the dependent variables in the analyses. However, evidence was presented which sought to establish the important role that these activities may have played as predictors of each outcome. If one can accept that these experiences were, in fact, predictors of the outcomes in this study, there were a

number of college experiences which emerged as important predictors of the outcomes in the study. Students who participated in discussions of racial or ethnic issues, who had attended racial awareness workshops, who had socialized with someone from another racial group, and/or who had enrolled in ethnic studies courses tended to show more liberal racial attitudes, higher commitment to promoting racial understanding, and increases in their levels of racial awareness and acceptance. The implications of these findings will be discussed in the following chapter.

Chapter 6

Summary and Implications

The focus of this study was on determining the impact of college on students' racial attitudes, commitment to issues of race, and levels of racial awareness and acceptance. The primary goal of the study was two-fold. First, the study was designed to further inform theory as it relates to the study of college impact. Guided by earlier research on the effects of college peer groups and other reference groups on student development, this study sought to test the relative importance of the effects of both peer and faculty normative groups on students' racial attitudes, commitment to promoting racial understanding, and levels of racial awareness and acceptance.

Second, the study was designed to further inform educational practice. This was accomplished through analyses of the effects of different college environments and the effects of participation in a variety of college experiences on the dependent variables in the study. The purpose of this chapter is to review the approach taken to study these questions, review the major findings of the study, discuss the implications these findings have regarding educational theory and practice, present the limitations of the study, and offer recommendations for further research.

Review of the Study

As was stated in chapter one, issues of racial and ethnic diversity have been at the forefront of discussions among faculty, administrators, and students at numerous college and university campuses across the country. Many colleges and universities have embraced these issues as part of their missions and have developed a variety of curricular and co-curricular programs in response to these concerns. However, despite this interest and various programmatic responses, we have seen an increase in the frequency and intensity of acts of racial intolerance and prejudice on many college campuses.

Within the theoretical framework of the effects of peer groups and reference groups, this study sought to provide information regarding the impact of college on students' racial attitudes, commitment to racial issues, and racial awareness and acceptance. Chapter two outlined the theoretical framework used in the study through a summary of previous research on peer and reference groups, research on college impact, and research on racial attitudes related to the questions posed in this study.

Chapter three outlined the methodological tools used in the study. Data in the study were obtained from the 1989 Follow-Up Survey of the entering class of 1985 as well as from the 1989 Survey of College and University Faculty conducted by the Higher Education Research Institute at UCLA. The analyses were done in three parts. Factor analytic methods were used to create variables which assessed peer normative and faculty normative environments at each institution in the sample. Second, descriptive analyses were conducted to determine whether patterns of change in the dependent variables differed based on the racial background of respondents. The third set of analyses in the study involved a series of regression analyses designed to assess the impact of college on the three outcome variables in the study.

Chapter four described the findings of the descriptive analyses. Whites were found to differ significantly from peers from other racial backgrounds. Whites were less likely to indicate support for school busing both at the time that they entered college and four years later. They were also less likely to report that they valued the goal of helping to promote racial understanding. This goal increased in importance for students from other racial backgrounds more than it did for whites after four years. Finally, whites were likely to report less relative growth in their levels of cultural awareness and acceptance four years after entering college. White men were also found to differ significantly from white women. Men were more conservative in their attitudes toward school busing, placed less value on the goal of helping to promote racial understanding, and reported less relative

growth in their levels of racial awareness and acceptance. Based on the findings of these descriptive analyses, a decision was made to conduct the multivariate analyses separately for white men and white women.

Chapter five presented the results of the regression analyses for each dependent variable. Similarities and differences regarding independent variable effects for men and women on each dependent variable were discussed. Moreover, evidence designed to support the use of students' college experiences (or intermediate outcomes) as "predictors" of the dependent variables was also presented.

This study sought to answer a series of questions posed by the researcher in the third chapter of the dissertation. First, does the college peer normative environment serve as a significant predictor of students' racial attitudes, commitment to promoting racial understanding and/or their levels of racial awareness and acceptance? Second, do faculty have a unique and significant role in this process or are the effects of faculty normative environments largely mediated by the peer environment? Third, are the findings of earlier research on college impact which attributed the effects of institutional characteristics to peer environmental effects actually explained when measures of the peer environment are included in the analyses? Finally, are there types of college experiences which tend to produce relative increases or decreases in students' racial liberalism, commitment to issues of race and diversity, and/or levels of racial awareness and acceptance?

The next section of this chapter summarizes the major findings of the study within the context of these questions. In order to further illustrate the findings from the quantitative analyses, the results of interviews conducted with a group of students will be presented in this chapter as well.

Does the college peer normative environment serve as a significant predictor of students' racial attitudes and/or their levels of racial awareness?

The peer normative environment did serve as a significant predictor of white men's attitudes toward school busing, women's commitment to the goal of helping to promote racial understanding, and men's and women's levels of cultural awareness and acceptance. While the effects of many of these variables remained statistically significant at the final solution of the regression equations, the magnitude of the effects of measures of the peer normative environment were not as large as was initially hypothesized. The decreased predictive value of these variables (or in some cases, their absence) in predicting the dependent variables may be the result of imprecision in the development of these peer and faculty normative measures. As was stated in chapter two, it is very difficult to develop precise measures of the peer environment (Dey, 1988). While these measures may have been more accurate in assessing peer normative environments at institutions with smaller and/or more homogeneous student peer groups, the peer measures may not have been as accurate in assessing the peer normative environments at campuses with larger undergraduate environments and/or more heterogeneous student peer groups.

In spite of the diminished weight of these measures in predicting the outcomes in this study, the findings do provide useful information as to the types of peer normative environments which have an effect on students' racial attitudes and thinking regarding issues of race and diversity. The findings clearly suggest that peer normative environments which are more "socially liberal" in their focus have positive effects on each of the outcomes in the analyses. As you will recall from the description of the peer normative measures presented in chapter three, peer environments with the label of *Social Liberalism* were represented by students who expressed commitment to programs and activities designed to make the society more equitable and just. One would expect this type of peer normative environment to promote greater value on issues of race and diversity. Men who

attended these types of institutions were likely to report increased support for school busing four years after entering college. Women who attended institutions with peers who were more socially liberal were also more likely to indicate that the goal of helping to promote racial understanding had increased in importance to them after four years. Women who attended institutions with more socially liberal peers were also more likely to report greater relative growth in their levels of cultural awareness and acceptance.

The study findings suggest that attending colleges or universities with peers who were more materialistic in their outlook had a negative effect on students' commitment to issues of race and diversity. As discussed in chapter three, peer normative environments represented by the label of *Materialism* were characterized by students who were more concerned with issues relating to money and status. Issues of race and diversity had less relative importance among students who attended these types of institutions. Attending an institutions with a more materialistic peer normative environment had direct negative effects on the relative growth in white men's levels of cultural awareness and acceptance.

The results of the interviews with students lend further support to both the direct and indirect role of the peer normative environment on the outcomes of this study. Each of the students interviewed said that they had been raised in rather "sheltered" environments before coming to college. Their first exposure to people from diverse backgrounds and to issues of race and diversity began when they enrolled in college. While each student had rather limited exposure to Asian Americans and Mexican Americans prior to attending college, none of the students had had any significant contact with African Americans. Attending college had given these students increased opportunities for contact with people who were "different" than they were, as well as greater exposure to ideas and experiences which differed from their own. One woman indicated that the process of questioning her views regarding issues of race and diversity began almost immediately upon her arrival to campus. Her description of one of her first experiences at the institution illustrates the

impact that peer norms can have in affecting students' thinking regarding issues of race and diversity:

“Right after I got to school, my resident assistant corrected my choice of language. I had used the term Afro American and she informed me that an Afro was a hairstyle, that people should be called African American. . . . It had a profound impact on me At first, it really made me cautious about the language I chose However, after that, it caused me to really begin to go through a process of self-examination.”

However, in a finding consistent with the work of Newcomb and Wilson (1966), the interview results also pointed to the role that peer sub-groups can have as an insulating or “protecting” effect on members from the influences of the predominant peer group on campus. One of the male students interviewed had initially enrolled at a campus known for its “very liberal” climate. At one of the first lectures he attended at the institution, the professor blamed the problems faced by our society on white males. The remarks of this faculty member caused this student to assume a defensive posture. He said that his response to being exposed to such “a liberal environment” was to become more conservative in his views. After an initial period of withdrawal from most of his peers, he began to look for people on the campus who thought more like he did. He found these people in the campus chapter of Young Republicans and through his involvement as a writer for a conservative student newspaper on the campus. The primary focus of these organizations was to challenge the “liberal establishment” on campus whenever possible.

In one instance, the Young Republicans painted a mural of Ronald Reagan on a wall which served as a place for expressions of free speech on the campus. After the mural was defaced, as they suspected it would be, they filed a complaint under a campus anti-harassment code which had been enacted as a means of addressing hate crimes and other acts of racial intolerance on the campus. In another instance, members of the conservative newspaper staff enrolled in a class taught by a professor who was renowned for his “white

male bashing.” In his opening remarks to the class, the professor cited research which indicated that white males dominated class discussions. Therefore, the professor said that he would not call on any white males during the quarter so that other people would have the opportunity to participate in class. The interviewee and his friends from the newspaper staff proceeded to file a complaint with the Chancellor of the institution demanding that the professor be prohibited from implementing this policy in his classroom.

Based on the dominant peer and faculty normative environments at this institution, one might predict that this student would become more liberal in his outlook regarding issues of race and diversity. Instead, the student retreated to a more conservative viewpoint. By the end of the year, he decided to transfer to another institution. The experiences of this man clearly point to the important role that peer sub-groups can have in insulating members from the effects of the more dominant peer and faculty normative environment at an institution.

Three of the four students interviewed identified the positive effect that living on-campus had in shaping their thinking about issues of race and diversity. The students talked about how the housing staff on the campus placed a great deal of importance upon issues of race and diversity. Students were exposed to diversity issues through hall workshops, residence hall classes, and staff selection and training programs. In addition, by living on-campus, these students had greater opportunity to interact with people from diverse backgrounds. On-campus living for these students appears to have provided them with an environment which encouraged self-exploration and self-assessment regarding their attitudes toward issues of race and diversity. Support for this finding from the quantitative analyses is found in the detrimental effect of living off-campus or at home (particularly for women students).

The importance of the role of historic and societal influences in shaping students' attitudes and thinking were also pointed out by the two women who were interviewed.

One woman described how a series of incidents of racial intolerance in the housing complex in which she lived had led to increased discussions among students and staff regarding issues of race and diversity. In addition, both women discussed how the Rodney King beating and the civil unrest in Los Angeles following the verdict in the trial of the police officers involved in the beating had stimulated numerous discussions among students at the institution.

One of the women had lived with an African American woman during the school year and described the weekend of the Los Angeles riots as being a powerful learning experience for her:

“My roommate was from south central LA, and, normally she went home every weekend to work and to see her boyfriend. But she didn’t go home that weekend because her mom called and told her not to come. Hearing her views of what was going on I walked into some of my classes and heard people saying ‘Oh, they’re burning their own neighborhood, that’s real smart.’

We talked about the riots while they were going on and her reactions taught me a lot. I’d read stuff in the paper and she could back it up with her experience and stuff Living with her and seeing her experience and understanding a little better about where she was coming from really opened my mind. It helped me to recognize that things were real different for her. It gave me a better understanding of her experience and a better idea of where she’s coming from Seeing stuff that was more normal for her as opposed to what was normal for me.”

The findings of both the quantitative analyses and the student interviews provide evidence which supports the role of peer normative environments in shaping students’ racial attitudes, commitment to promoting racial understanding, and levels of racial awareness and acceptance. Peers seem to play an important role in “setting the tone” on individual campuses regarding the relative importance placed on issues of race and diversity. Support for this interpretation can be found in the direct and indirect effects of the peer normative measures in the analyses of each dependent variable. Students who

went to college with peers who placed greater or less relative value on issues relating to race and diversity tended to respond in a corresponding manner four years after entering college. However, as in the case of the student who attended the campus he characterized as being “too liberal,” the peer normative environment can also cause some students to look to sub-groups (with normative environments which may be in opposition to the predominant group) that “insulate” them from the effects of the larger peer normative environment

Finally, in many cases, the effects of peer normative environments were mediated by involvement in a variety of college experiences. This suggests that students at these institutions must also be involved in specific activities in order for changes to take place (these will be discussed in greater detail later in this chapter). Hence, being exposed to an environment characterized by supportive attitudes and norms may simply not be enough. Students at these institutions must also be involved in specific behaviors which facilitate growth in these areas.

Do faculty have a unique and significant role in this process or are the effects of faculty normative environments largely mediated by the peer environment?

As you will recall, it was hypothesized that the role of faculty normative environments would be better explained, or mediated, by the effects of the contact students have with their peers and the peer environment. However, the initial hypothesis underestimated the possible effects of faculty normative environments. The results of these analyses suggest that the effects of faculty norms are both directly and indirectly related to the outcomes. The effects of faculty normative environments did appear to have been mediated by students’ participation in different college experiences in the analyses of women’s and men’s commitment to the goal of helping to promote racial understanding.

The effects of faculty normative environments were found to be direct as well. Even after controlling for students’ involvement in college experiences, the effects of faculty

normative environments remained significant in the analysis of women's attitudes toward school busing. It is possible that course content and pedagogy may also play a role in mediating the effects of the faculty normative environment. If in undergraduate classes, faculty encouraged frequent discussions of racial and ethnic issues or discussions of political or social issues, then it is possible that students' racial attitudes became more liberal, their commitment to promoting racial understanding increased, and their levels of racial awareness and acceptance grew.

The findings of the effects of faculty normative environments are quite similar to those of the peer normative environments. Women who attended institutions with faculty who were more "socially liberal" in their views were more likely to express support for school busing four years after entering college. However, women who attended institutions with faculty who were more *materialistic* in their views were less likely to support school busing four years after entering college. Attending institutions with faculty who were more materialistic in their views also had indirect negative effects on the amount of relative growth women reported in their levels of cultural awareness and acceptance.

Attending institutions with faculty who were more activist in their views had indirect positive effects on the degree of importance white men placed on the goal of helping to promote racial understanding. As was discussed in chapter 3, faculty normative environments with the label of *Activism* were characterized by faculty who placed higher value on the goals of influencing the political structure and social values. The value faculty at these institutions placed on these goals had indirect positive effects on the value men placed in the goal of helping to promote racial understanding four years after they entered college.

The results of the student interviews provided little evidence of the role of faculty in challenging students to reflect upon their racial attitudes or levels of commitment to issues of race and diversity. Only three of the students interviewed could remember a single class

which had stimulated their thinking regarding issues of race and diversity. The classes were all in disciplines within the social sciences. It is important to note that the institution in which these students are enrolled is a major public research university with large enrollments in the biological sciences, physical sciences, and engineering fields. The significance of different institutional enrollment patterns were previously discussed in chapter five. Students, like those interviewed, who attended institutions with larger enrollments in science-related fields were less likely to show growth in the outcomes included in this study.

One woman interviewed was an English major and offered these views regarding the effects of faculty on her racial attitudes and exposure to issues of race and diversity:

“The classroom seems to follow more slowly than the rest of the campus. The readings for my English classes may include one African American author, and, maybe one woman author. . . . The attempts to include these authors almost seem to be an addendum to the traditional canon rather than an integral part of the learning that goes on in the class. . . . It’s like an appendage, it’s not integrated.”

She went on to describe how most of her professors seemed to have a hard time discussing works by women or authors of color. It seemed to her as if it was a real effort for her professors to find works that fit into their courses. Although many tried, her professors seemed to be unable to ask the right questions. During a discussion of the work of Langston Hughes, she recalled how the only African American (a woman) in the class spoke up with “insights which were much more compelling than those presented by the professor or the TA’s in the class.” She felt that the difficulty her English professors had in providing thoughtful discussions of the works of authors of color or of women authors resulted from the fact that these professors were predominantly white males. In her three years at the institution, only one of her English professors had been a white woman.

The other woman interviewed offered a similar interpretation of her experience in college regarding the role of faculty:

“I recall very little influence by faculty. One social ecology class I took was interesting because of a book we read by William Julius Wilson. It was an excellent book, it was so thorough. . . . I don’t really recall anything else. One time I walked into a math class and the professor said that he was glad to see so many women there, but, never any comments about racial issues by my professors.”

While these students attributed little effect on their thinking about issues of race and diversity resulting from their experiences with faculty, three of the four did describe the role played by housing staff and other student affairs staff at the institution. The students described a number of interactions with these staff members which they felt had an important effect on how they viewed issues of race and diversity. The students felt that issues of race and diversity were an important priority for many of the student affairs staff members with whom they had come in contact while in college.

The results of the quantitative analyses suggest important direct and indirect effects of the normative environment created by faculty at institutions. However, the students interviewed attributed little, if any, effect on their thinking about issues of race and diversity to faculty at the institution they attended. This may have resulted, in part, from the fact that these students were enrolled in a large selective public research university. While the students had little to say about the role of faculty, they did identify a number of student affairs staff members who had been important in encouraging and stimulating a process of self-examination regarding issues of race and diversity. It appears as if the student affairs staff at this institution had stepped in to “fill the void” created by faculty. If issues of diversity were not included as part of the classroom experiences of these students, then the student affairs staff at this institution may have felt that it was incumbent upon

them to insure that these issues were included as part of the co-curricular and extra-curricular aspects of students' undergraduate education.

Are the findings of earlier research on college impact which attributed the effects of institutional characteristics to peer environmental effects hold true in this study?

Unfortunately, this study does not provide a definitive answer to this question. While measures of the peer and faculty normative environments did serve as predictors of the outcomes in the analyses, variables measuring structural characteristics of institutions also entered the analyses. The most prominent set of structural variables to enter the regressions were variables which measured the percentages of enrollments in different disciplines at the institutions in the sample. As previously stated, the findings suggest that these variables represent aspects of different peer environments. Institutional differences in enrollment patterns in different disciplines suggest that students were exposed to different types of faculty normative environments as well.

Given that measures of institutional enrollment patterns in different disciplines (and were very likely representative of different types of peer and faculty normative environments) entered the regression analyses, it appears as if the peer and faculty normative measures which were developed were not able to fully capture the variability in types of normative environments. Thus, while the study was able to define variables which measured specific aspects of the normative environment at institutions, there appear to have been other types of normative environments not assessed by the peer and faculty normative measures which were represented by the structural measures which entered and remained in the equations as predictors of the outcomes.

Are there types of college experiences which tend to produce relative increases or decreases in students' racial liberalism, commitment to issues of race and diversity, and/or levels of racial awareness and acceptance?

As was stated earlier, it is important to interpret the results of the effects of measures of the college experiences of students (or intermediate outcomes) with some caution. These

variables were assessed at the same time as each of the dependent variables making it very difficult to determine which variable preceded which in the study. However, evidence supporting the predictive role of these variables was presented in chapter five of the study. The results of the student interviews also support a “causal” or predictive role for these items. With this caution in mind, one can discuss the role of college experiences in shaping students’ racial attitudes, commitment to helping to promote racial understanding, and levels of racial awareness and acceptance.

One aspect of the college experiences of students which clearly occurred prior to the assessment of the dependent variables were the living arrangements of students during their first year of college. Women who lived at home or who lived off-campus tended to show less relative growth in each of the dependent variables in the analyses. In addition, men who lived at home during their first year of college were likely to show less relative growth in their levels of cultural awareness and acceptance. These students were less likely to have been exposed to many of the positive aspects of the college environment. In addition, they were more likely to have been exposed to other normative reference groups which may have placed less importance on issues of race and diversity. The experience of one of the women interviewed provides support for these findings:

“I lived at home and commuted to campus for three years. I would drive down here, go to my classes, and then go home. . . . I tried to plan my schedule so that I could come to school and be home in time to eat lunch and not come back. . . . I went to school here, but really wasn’t involved. My extra-curricular involvement was through my church or through different athletic organizations, not really through the campus. I decided to live in the dorms after last year. I thought I was in a rut, sort of rigid, not really taking any risks. I decided that this was the healthier place for me to be. . . . I came to the dorms thinking that I know what I’m doing and I’m not going to be influenced by you. But because of the dorms, I think I am more open to different ideas and different things.”

An additional benefit of living on-campus appears to have been increased opportunities for students to have contact with peers from racial groups different than their own:

“I’ve had more contact with people, Blacks in particular. I went to a local Catholic high school in the area. There were Mexican Americans and Asians, but, I didn’t really know any Black people until I came here.”

The students interviewed discussed how living on-campus had given them the opportunity to interact with and get to know people from other racial groups with whom they had never really had any meaningful contact before coming to college. In addition, the students said that they had attended a variety of workshops and classes offered in the residence halls specifically designed to facilitate discussions of racial and ethnic issues. Each felt that their participation in these activities had a profound impact on their views regarding issues of race and diversity.

There were a number of college experiences which were shown to be positively associated with each dependent variable for both men and women in the analyses. Students who had been engaged in more frequent discussions of racial or ethnic issues, had socialized with someone from another race, had enrolled in ethnic studies courses, and/or had attended racial awareness workshops were likely to show positive growth in relation to the dependent variables. These findings suggest that these activities provided students greater contact with diverse groups of people who had diverse perspectives. These contacts with diverse people and diverse ideas appear to have stimulated students to engage in more reflective examinations of their attitudes, beliefs, and commitment to issues of race and diversity. Findings from the student interviews provide additional support for the important role that participation in these activities had regarding students’ thinking about issues of race and diversity.

Support for the findings of Sidanius and colleagues (1991) regarding the effects of undergraduate majors on the racial attitudes of students was also found. This study

actually was an improvement in that it provided controls for the entering aspirations of students which were lacking in the earlier study. Women who majored in business fields and/or aspired to careers in business were less likely to show positive growth on each dependent variable in the analyses. A negative relationship was also found between majors in health related fields and support for school busing among women. Men who majored in other technical fields (e.g., computer science) were likely to express less relative commitment to the goal of helping to promote racial understanding after four years. Men who aspired to careers as research scientists (predominantly majors in physical or biological sciences) and men who majored in engineering were likely to report less relative growth in their levels of cultural awareness and acceptance after four years.

There were also major and career aspirations which were positively associated with the outcomes. Four years after entering college, men who aspired to careers in elementary or secondary education were more likely to support school busing and to report increased commitment to the goal of helping to promote racial understanding. Career aspirations in education were positively associated with women's commitment to the goal of promoting racial understanding as well. These findings suggest that different processes of socialization occurred within disciplinary fields given that they appear to have had differential effects on students racial attitudes and concern for issues of race and diversity.

While not as pervasive as the effects of participation in the college experiences described above, participation in other college experiences had effects which also warrant discussion. Greater amounts of time spent watching television had negative effects on women's attitudes toward busing and on all students' commitment to the goal of helping to promote racial understanding. These findings suggest that these students were more disengaged from their peers and from faculty and were less likely to be exposed to many of the positive aspects of the college environment. In addition, the findings suggest that much

of what was shown on television had negative effects on students' racial attitudes and thinking about issues of race and diversity.

There were also positive effects for both men and women who spent greater amounts of time exercising or playing sports while in college. As described in chapter five, participation in these activities may have provided these students with more opportunities for contact with students of color. This may have increased the likelihood that these students developed friendships with students of color which positively affected the outcomes in the study. Participation in study abroad programs also had positive effects on the dependent variables in the study. These experiences abroad immersed these students in cultures and experiences which differed dramatically from their own which, in turn, may have led to increased sensitivity to and awareness of cultural differences in our own society upon their return to the United States.

For men, after controlling for the effects of participation in discussions of racial and ethnic issues, time spent socializing with friends became a negative predictor of commitment to the goal of helping to promote racial understanding. This finding suggests that greater exposure to peers was simply not enough to produce positive changes. Unless this contact with peers was spent in meaningful discussions, the true effects of this contact were negative. However, men who spent greater amounts of time talking with faculty outside of class were more likely to report greater relative growth in their levels of cultural awareness and acceptance.

Women who spent greater amounts of time participating in volunteer work were more likely to express greater commitment to the goal of helping to promote racial understanding four years after entering college. There were positive effects for women who had enrolled in women's studies courses while in college as well. These women were more likely to report greater relative growth in their levels of cultural awareness and acceptance four years after entering college. This finding suggests that through exposure to feminist thinking and

scholarship, these women developed increased sensitivity to issues affecting people of color in our society. Perhaps through greater awareness of the oppression of women in our society, these women also became more sensitive to the oppression of people of color.

This interpretation was supported by the results of the interview with one of the women who was interviewed. While she had not enrolled in any women's studies courses, she did attribute positive effects regarding her concern for issues of race and diversity to her exposure to feminist thought and scholarship while in college. She felt that through her increased awareness of the oppression of women, she had developed a greater understanding of how people of color have been oppressed in our country.

Participation by women in two college experiences are disturbing in that they suggest that each served to reinforce "elitist" thinking on the part of these women. Women who reported that they had been a member of a sorority while in college were likely to report decreased importance in the goal of helping to promote racial understanding four years after entering college. This finding suggests that sororities may have represented peer sub-groups which had normative environments which differed from the predominant peer environments. As discussed in greater detail in chapter five, the negative effects for women of tutoring other students might be explained by the negative effect of contact which can occur when people of different "power" or "status" levels interact with one another.

Implications of Findings

The findings of the analyses in this study suggest a number of implications for both the theory and the practice of education.

Implications for Theory

The findings of this study offer additional support regarding the impact of student peer groups on students attitudes and commitment to issues of race and diversity. Although measures of the peer normative environment did not carry the weight that was

initially hypothesized, they did have predictive power. These findings suggest that college peer groups do have an important role in affecting the racial attitudes of students, students' thinking about issues of race and diversity, and the levels of racial awareness and acceptance of college students. Additional research which examines the effects of college peer groups seems warranted based upon the findings of this study. These studies should seek to develop better measures of the peer environment.

The results of this study also support the findings of Newcomb and Wilson (1966) regarding the role and influence of peer sub-groups. While the quantitative analyses provided some hints as to the existence and influence of these groups, the most persuasive evidence came from the earlier remarks of one of the students interviewed regarding his experiences at a "very liberal" institution.

The role of faculty normative groups emerged as a significant predictor of change in the student outcomes included in the study. As has been stated, the influence of faculty was underestimated at the beginning of the study. This finding clearly suggests the need for additional research that examines the role faculty have in influencing a variety of affective student outcomes. While there have been assertions made by some in the academy who argue that faculty are (or should be) "value-free" and objective in their teaching and research, the findings of this study suggest that the attitudes and values of faculty do have both direct and indirect effects on the racial attitudes, commitment to issues of race and diversity, and levels of racial awareness and acceptance of undergraduates. These findings suggest that perhaps the focus of this debate should be shifted away from a discussion of whether or not faculty can (or should) be totally objective in their work. Instead, this debate should be refocused in a manner which would provide more information as to what values faculty embrace in their roles as educators and what effect that has on the students they teach.

Implications for Educational Practice

The results of these analyses provide information which can be used to improve educational practices as well.

While earlier research on college impact has shown that living on-campus has positive benefits for all students (Astin, 1977, Feldman and Newcomb, 1969, Pascarella and Terenzini, 1991), it is clear from these analyses that living off-campus or living at home during the first year of college had a detrimental effect on women's racial attitudes, their commitment to the goal of helping to promote racial understanding, and their relative growth in levels of racial awareness and acceptance. These findings suggest that colleges and universities might want to consider implementing on-campus living requirements for students at least during the first year of college. While this is the practice at some institutions of higher education, it is clearly not used at all colleges and universities.

The findings regarding the effects of enrollment patterns at institutions in different fields and disciplines provide us with clues as to the types of institutions which seem to place a higher priority on issues of race and diversity as well as those which appear to place less relative value on these issues. This information should be helpful in planning institutional responses to concerns of race and diversity. Institutions that enroll larger percentages of students in business, engineering, science technology, and/or health-related fields tend to graduate students with lower relative growth regarding students' racial attitudes and commitment to and awareness of issues of race and diversity. While there is evidence that suggests that enrollment patterns in different disciplines affect all students, the impact of these enrollment patterns appears to have been most pronounced among women who attended these institutions. If colleges and universities with large enrollments in those fields shown to be negatively related to the outcomes in this study are committed to having a positive impact on their students, greater thought must be given to determine what can be done that will encourage this growth in their students. One solution might be to require

students in these fields to enroll in more courses in the social sciences and the humanities. The findings regarding the positive influence of particular college experiences should be helpful to these institutions as they plan their responses to these concerns.

There is evidence which suggests that the positive effects of attending institutions with larger enrollments in the humanities, the social sciences, the fine arts, and history and political science are both indirect and direct. Hence, for students to fully benefit from attending institutions with these enrollment patterns, students must also be involved in the types of college experiences which positively affect each of the outcomes (i.e., discussions of racial/ethnic issues, enrollment in ethnic studies courses, etc.).

The findings regarding the effects of peer normative and faculty normative reference groups provide similar clues as with the variables described above. Students who attended institutions with peers who were more socially liberal in their views tended to show greater growth in the outcomes. Students who attended institutions with faculty who were more socially liberal or more activist in their orientations tended to show a similar pattern of change. Conversely, students who attended institutions with peers who were more materialistic in their views tended to show less relative growth in these areas. This trend was found among students who attended institutions with faculty who were more materialistic in their outlook as well. If institutions were to assess the types of peer and faculty normative environments which exist at their institutions, they would be better able to determine what impact these groups are having on their students' racial attitudes and commitment to issues of race and diversity. Based upon these assessments, specific programmatic and curricular responses could be developed which address issues of race and diversity at the institution.

However, the findings suggest that the effects of both the peer normative and faculty normative environments are also, at least in part, indirect. The full effect of these types of environments was explained by the patterns of participation among students at these

institutions in activities and behaviors while in college which were associated with the outcome variables.

These findings set the stage for a discussion of the activities and behaviors in which students were engaged which were positively and negatively associated with the outcomes in this study. While a definitive “causal” direction can not be established regarding these activities and college experiences for reasons previously cited, evidence from both the quantitative analyses and from the student interviews has been provided which lends support to the predictive or “causal” role of these variables. Thus, the implications of these findings are offered, and should be read, with these concerns in mind.

Students who engaged in more frequent discussions of racial or ethnic issues, socialized with someone from another race, enrolled in ethnic studies courses, and/or attended racial awareness workshops were more likely to show positive growth in relation to the dependent variables. If colleges and universities are committed to developing curricular and programmatic responses which encourage students to address and reflect upon issues of race and diversity, these findings provide examples which would help to accomplish these goals.

If faculty utilize pedagogical techniques and course content in their classes which encourage frequent discussions of issues of race and diversity, as well as discussions of other social and political issues, then they might encourage students to reflect more on their thinking regarding issues of race and diversity. The interview findings suggest that this may not be an easy task for many faculty. Hence, it would be prudent for colleges and universities to provide faculty development programs designed to assist faculty in successfully integrating these issues into their courses and pedagogical techniques.

In addition, the positive effect of enrollment in ethnic studies courses, regardless of whether or not students were required to take them, suggests that it would be wise to

include these courses as part of the core curricular requirements for all students. Relatively few institutions in the sample required that all of their students enroll in these courses.

The major fields of study and students' career aspirations four years after entering college also provide clues as to which students might benefit most from involvement in the experiences described above which were shown to be positively associated with the outcomes in these analyses. Disciplines which were shown to be negatively associated with the outcomes (i.e., business, engineering, health-related fields) suggest that issues of race and diversity had little, if any, priority in the educational experience of students who studied in these areas. This finding could be substantiated at the institutional level through thorough examination of the content of the curricula in various disciplines. This would be useful in identifying ways to modify these disciplines, where it is feasible, to insure that issues of race and diversity are better addressed. Assistance in planning these curricular transformations might come from faculty colleagues in those disciplines which have already found ways to address these issues in the curricula of their courses

If legitimate arguments can be made which indicate that modifications to the curricular content within the discipline are not feasible, then these disciplines should require students to enroll in courses in departments outside of their own which would provide students exposure to issues of race and diversity (e.g., ethnic studies requirements).

Limitations of the Study and Suggestions for Future Research

The findings of this study clearly point to the need for the development of measures which better assess aspects of the peer and faculty normative environments at different institutions. The peer normative factors were derived from individual items included on the Student Information Form (SIF) which students completed at the time they first entered college. The faculty normative factors were derived from individual items included on the 1989 Survey of College and University Faculty. The items from these surveys were not designed specifically with the intent of assessing normative environments at institutions.

Hence, it is possible that by including more (or different) items on these surveys, more (or different) factors might emerge which represent aspects of the peer and faculty normative environments at institutions. Our understanding of the effects of peer and faculty normative groups would be furthered if future surveys of college students and faculty were designed to include items specifically designed to assess the influences of these groups.

The peer and faculty normative measures in this study were also unable to capture the amount of variability within individual institutions. As was mentioned, while these variables may be a more accurate representation of the normative environments at smaller institutions with more homogeneous student bodies, they may not be as accurate in assessing the normative environments at institutions with larger enrollments and/or more heterogeneous peer environments. This problem might be resolved if an appropriate system for weighting of the normative measures could be developed in future research which compensates for these differences. This limitation also relates to a need for developing ways to better assess the influence of peer sub-groups within the larger peer environment. This might best be accomplished through more institutional level studies.

The sample of students selected for interviews in this study was by no means representative, nor was it intended to be. A systematic and sound qualitative analysis was beyond the scope of this study. Rather, the interviews were used as a means to further illustrate the findings from the quantitative analyses. However, the results of the individual student interviews suggest that future studies employing a qualitative approach have the potential to generate a wealth of information regarding the questions addressed in the present study.

Finally, future research on the questions in this study would benefit greatly from a second follow-up survey of students in this sample. This would provide information which could provide the answers to two questions which are beyond the scope of the present study. First, a second follow-up would resolve the problems that emerge when

measures of college experiences (or “intermediate outcomes”) and dependent variables are assessed at the same time. A third measure of the attitude item and the goal item would help to establish the significance of college experiences as predictors of the final outcomes. A second follow-up of students in the sample would also provide information which addresses the question of the lasting impact of college on students’ racial attitudes, their commitment to the goal of helping to promote racial understanding, and their growth in levels of cultural awareness and acceptance. This information would also be helpful in identifying what happens to students’ thinking about issues of race and diversity after they leave college. This additional information might be very helpful in finding answers to the many questions about racial attitudes and prejudice which continue to plague our society.

An End Note

The recent events in the Los Angeles area briefly lifted a veil of complacency which has enshrouded us and served to obscure our vision. When the veil was lifted (albeit for only a brief, yet frightening, moment), what we saw served to remind us of just how profoundly estranged we are from one another. Let us hope that the picture that we saw at the time that the veil was lifted remains etched in our collective conscience and guides us as we begin the process of radical and meaningful change which has been too long overdue. Let us also hope that the words of Gordon Allport, included in the preface to his book first published nearly forty years ago, do not still ring with the chilling resonance that they do today—forty years from now.

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APPENDIX A

Survey Instruments

1985 Student Information Form (SIF)

1989 Follow-up Survey (FUS)

1989 HERI Faculty Survey

274035

PLEASE PRINT: YOUR NAME _____
 First Middle or Maiden Last
 HOME STREET ADDRESS _____
 CITY STATE ZIP CODE Area Code Home phone No _____

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

1985 STUDENT INFORMATION FORM

DIRECTIONS

Your responses will be read by an optical mark reader. Your careful observance of these few simple rules will be most appreciated.

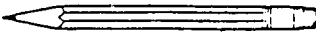
- Use only black (red pencil) (No. 2 is ideal).
- Make heavy black marks that fill the circle.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE:

Will marks made with ballpoint or felt-tip marker be properly read? Yes No

Dear Student:

The information in this form is being collected as part of a continuing study of higher education conducted jointly by the American Council on Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicited in order to achieve a better understanding of how students are affected by their college experiences. Detailed information on the goals and design of this research program are furnished in research reports available from the Higher Education Research Institute at UCLA. Identifying information has been requested in order to make subsequent mail follow-up studies possible. Your response will be held in the strictest professional confidence.



PLEASE USE #2 PENCIL

Sincerely, *Alexander W. Astin*
 Alexander W. Astin, Director
 Higher Education Research Institute

MARK IN THIS AREA ONLY IF DIRECTED										GRP. CODE	
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

6. Where did you get the money to pay for college this year? (Write in actual dollar amounts; write "0" if none)

Grants and scholarships	\$	
All loans	\$	
Work or savings	\$	
Parents and/or spouse	\$	
Other sources	\$	

7a. How many persons are currently dependent on your parents for support (include yourself and your parents, if applicable)?

- 1 2 3 4 5 6 or more

7b. How many of these dependents other than yourself are currently attending college?

- None 1 2 3 or more

8. What was your average grade in high school? (Mark one) A or A+ B C B- C+

9. Where did you rank academically in your high school graduating class? (Mark one)
 Top 20% Fourth 20%
 Second 20% Lowest 20%
 Middle 20%

10. Are you: (Mark one)

- Not presently married
 Married, living with spouse
 Married, not living with spouse

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 at any other institution? (Mark all that apply in each column)

- No
 Yes, at a junior or comty. college
 Yes, at a four-year college or university
 Yes, at some other postsecondary school (For ex., technical, vocational, business)

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

(Mark one in each column)

- None
 Vocational certificate
 Associate (A.A. or equivalent)
 Bachelor's degree (BA, BS, etc.)
 Master's degree (MA, MS, etc.)
 Ph.D. or Ed.D.
 M.D., D.O., D.D.S., or D.V.M.
 LL.B., or J.D. (Law)
 B.D. or M.Div. (Divinity)
 Other

Highest Previous
 Highest Planned at this college

14. Where do you plan to live during the fall term? If you had a choice, where would you have preferred to live? (Mark one in each column)

- With parents or relatives
 Other private home, apt. or rm.
 College dormitory
 Fraternity or sorority house
 Other campus student housing
 Other

15. Is this college your: (Mark one)

- First choice? Less than third
 Second choice? choice?
 Third choice?

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

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

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

- No other 1 3 5
 2 4 6 or more

Note: If you applied to no other college skip to item 19 on the next page.

18. How many other acceptances did you receive this year? (Mark one)

- None 1 3 5
 2 4 6 or more

1. Your sex: Male Female
 2. How old will you be on December 31 of this year? (Mark one)
 16 or younger 21-24
 17 25-29
 18 30-39
 19 40-54
 20 55 or older
 3. Are you a twin? (Mark one)
 No Yes, identical
 Yes, fraternal
 4. In what year did you graduate from high school? (Mark one)
 1985 Did not graduate but
 1984 passed G.E.D. test.
 1983 Never completed
 1982 or earlier high school

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

(Note: Please check that your pencil markings are completely darkening the circles. Do not use pen or make checkmarks or X's. Thank you.)

19. 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)

a. My Own or Family Resources

Parents, other relatives or friends None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

Spouse None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

Savings from summer work None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

Other savings None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

Full-time job while in college None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

Part-time job while in college None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

b. Aid Which Need Not Be Repaid

Pell Grant None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

Supplemental Educational Opportunity Grant None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

State Scholarship or Grant None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

College Work-Study Grant None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

College Grant/Scholarship (other than above) None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

Corporate Tuition Assistance None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

Other private grant None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

Your GI benefits None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

Your parent's GI benefits None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

Other government aid (ROTC, BIA, Social Security, etc.) None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

c. Aid Which Must Be Repaid

Federal Guaranteed Student Loan None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

National Direct Student Loan None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

Other College Loan None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

Other Loan None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

d. Other Than Above None \$1,499 \$1,500-\$999 \$1,000-\$1,499 \$1,500-\$1,999 \$2,000-\$2,999 Over \$3,000

If you are receiving any form of aid indicated in sections b or c, please answer Question No. 20. Otherwise go on to Question 21.

20. Was the aid you are receiving awarded on the basis of:

(Mark all that apply) Yes No

Academic merit Yes No

Financial need Yes No

Athletic talent Yes No

Other talent (music, art, etc.) Yes No

Other Yes No

21. Were you last year, or will you be this year:

	1984		1985	
	Yes	No	Yes	No
Living with your parents (for more than five consecutive weeks)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Listed as a dependent on your parents' Federal Income Tax Return	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receiving assistance worth \$600 or more from your parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

22. Are you: (Mark all that apply)

White/Caucasian

Black, Negro/Afro-American

American Indian

Asian-American/Oriental

Mexican-American/Chicano

Puerto Rican-American

Other?

23. Are you a U.S. citizen? Yes No

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

Used a personal computer	F	O	N
Played a musical instrument	F	O	N
Attended a religious service	F	O	N
Participated in a speech or debate contest	F	O	N
Elected president of one or more student organizations	F	O	N
Was bored in class	F	O	N
Had a major part in a play	F	O	N
Won a varsity letter for sports	F	O	N
Failed to complete a homework assignment on time	F	O	N
Won a prize or award in an art competition	F	O	N
Edited the school paper, year-book, or literary magazine	F	O	N
Tutored another student	F	O	N
Asked a teacher for advice after class	F	O	N
Participated in a science contest	F	O	N
Did extra (unassigned) work/reading for a course	F	O	N
Was a guest in a teacher's home	F	O	N
Studied with other students	F	O	N
Overslept and missed a class or appointment	F	O	N
Smoked cigarettes	F	O	N
Performed volunteer work	F	O	N
Missed school because of illness	F	O	N
Attended a recital or concert	F	O	N
Drank beer	F	O	N
Stayed up all night	F	O	N
Felt overwhelmed by all I had to do	F	O	N
Felt depressed	F	O	N

25. 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)

Academic ability	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Artistic ability					
Drive to achieve					
Emotional health					
Leadership ability					
Mathematical ability					
Physical health					
Popularity					
Self-confidence (intellectual)					
Self-confidence (social)					
Writing ability					

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

(Mark one answer for each possible reason)

To be able to get a better job	<	S	N
To gain a general education and appreciation of ideas	V	S	N
To improve my reading and study skills	V	S	N
There was nothing better to do	V	S	N
To make me a more cultured person	V	S	N
To be able to make more money	V	S	N
To learn more about things that interest me	V	S	N
To prepare myself for graduate or professional school	V	S	N
My parents wanted me to go	V	S	N
I could not find a job	V	S	N
Wanted to get away from home	V	S	N

27. 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 concern (but I will probably have enough funds)

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

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

Far left

Liberal

Middle-of-the-road

Conservative

Far right

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

Less than \$6,000	\$35,000-39,999
\$6,000-9,999	\$40,000-49,999
\$10,000-14,999	\$50,000-59,999
\$15,000-19,999	\$60,000-74,999
\$20,000-24,999	\$75,000-99,999
\$25,000-29,999	\$100,000-149,999
\$30,000-34,999	\$150,000 or more

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

	Father	Mother
Grammar school or less	<input type="checkbox"/>	<input type="checkbox"/>
Some high school	<input type="checkbox"/>	<input type="checkbox"/>
High school graduate	<input type="checkbox"/>	<input type="checkbox"/>
Postsecondary school (other than college)	<input type="checkbox"/>	<input type="checkbox"/>
Some college	<input type="checkbox"/>	<input type="checkbox"/>
College degree	<input type="checkbox"/>	<input type="checkbox"/>
Some graduate school	<input type="checkbox"/>	<input type="checkbox"/>
Graduate degree	<input type="checkbox"/>	<input type="checkbox"/>

21. Mark only three responses, one in each column.

Your mother's occupation
 Your father's occupation
 Your probable career occupation.

* If your father or mother passed, please indicate his or her last occupation.

Accountant or actuary	Y	F	M
Actor or entertainer	Y	F	M
Architect or urban planner	Y	F	M
Artist	Y	F	M
Business (clerical)	Y	F	M
Business executive (management, administrator)	Y	F	M
Business owner or proprietor	Y	F	M
Business salesperson or buyer	Y	F	M
Clergyman (minister, priest)	Y	F	M
Clergy (other religious)	Y	F	M
Clinical psychologist	Y	F	M
College teacher	Y	F	M
Computer programmer or analyst	Y	F	M
Conservationist or forester	Y	F	M
Dentist (including orthodontist)	Y	F	M
Dietician or home economist	Y	F	M
Engineer	Y	F	M
Farmer or rancher	Y	F	M
Foreign service worker (including diplomat)	Y	F	M
Homemaker (full-time)	Y	F	M
Interior decorator (including designer)	Y	F	M
Interpreter (translator)	Y	F	M
Lab technician or hygienist	Y	F	M
Law enforcement officer	Y	F	M
Lawyer (attorney) or judge	Y	F	M
Military service (career)	Y	F	M
Musician (performer, composer)	Y	F	M
Nurse	Y	F	M
Optometrist	Y	F	M
Pharmacist	Y	F	M
Physician	Y	F	M
School counselor	Y	F	M
School principal or superintendent	Y	F	M
Scientific researcher	Y	F	M
Social, welfare or recreation worker	Y	F	M
Statistician	Y	F	M
Therapist (physical, occupational, speech)	Y	F	M
Teacher or administrator (elementary)	Y	F	M
Teacher or administrator (secondary)	Y	F	M
Veterinarian	Y	F	M
Writer or journalist	Y	F	M
Student status	Y	F	M
Other (unaided)	Y	F	M
Unemployed	Y	F	M

32. 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)

My relatives wanted me to come here.	Very important	Somewhat important	Not important
My teacher advised me	Very important	Somewhat important	Not important
This college has a very good academic reputation	Very important	Somewhat important	Not important
This college has a good reputation for its social activities	Very important	Somewhat important	Not important
I was offered financial assistance	Very important	Somewhat important	Not important
This college offers special educational programs	Very important	Somewhat important	Not important
This college has low tuition	Very important	Somewhat important	Not important
My guidance counselor advised me	Very important	Somewhat important	Not important
I wanted to live near home	Very important	Somewhat important	Not important
A friend suggested attending	Very important	Somewhat important	Not important
A college rep. recruited me	Very important	Somewhat important	Not important
The athletic dept. recruited me	Very important	Somewhat important	Not important
This college's graduates gain admission to top graduate/professional schools	Very important	Somewhat important	Not important
This college's graduates get good jobs	Very important	Somewhat important	Not important
Not offered financial aid by first choice college	Very important	Somewhat important	Not important

33. Do you have a disability? (Mark all that apply)

None	Learning disability
Hearing	Health-related
Speech	Partially sighted or blind
Orthopedic	Other

BE SURE TO ANSWER QUESTIONS 34, 35, AND 36.

37. Mark one in each row:

The Federal government is not doing enough to protect the consumer from faulty goods and services	4	3	2	1
The Federal government is not doing enough to promote disarmament	4	3	2	1
The Federal government is not doing enough to control environmental pollution	4	3	2	1
The Federal government should do more to discourage energy consumption	4	3	2	1
The Federal government should raise taxes to help reduce the deficit	4	3	2	1
Federal military spending should be increased	4	3	2	1
Nuclear disarmament is attainable	4	3	2	1
The death penalty should be abolished	4	3	2	1
A national health care plan is needed to cover everybody's medical costs	4	3	2	1
Abortion should be legalized	4	3	2	1
Grading in the high schools has become too easy	4	3	2	1
The activities of married women are best confined to the home and family	4	3	2	1
A couple should live together for some time before deciding to get married	4	3	2	1
Women should receive the same salary and opportunities for advancement as men in comparable positions	4	3	2	1
Wealthy people should pay a larger share of taxes than they do now	4	3	2	1
Marijuana should be legalized	4	3	2	1
Busing is O.K. if it helps to achieve racial balance in the schools	4	3	2	1
It is important to have laws prohibiting homosexual relationships	4	3	2	1
College officials have the right to regulate student behavior off-campus	4	3	2	1
Faculty promotions should be based in part on student evaluations	4	3	2	1
College officials have the right to ban persons with extreme views from speaking on campus	4	3	2	1
Realistically, an individual person can do little to bring about changes in our society	4	3	2	1
The chief benefit of a college education is that it increases one's earning power	4	3	2	1

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

Baptist	Y	F	M
Buddhist	Y	F	M
Congregational (U.C.C.)	Y	F	M
Eastern Orthodox	Y	F	M
Episcopal	Y	F	M
Islamic	Y	F	M
Jewish	Y	F	M
Latter Day Saints (Mormon)	Y	F	M
Lutheran	Y	F	M
Methodist	Y	F	M
Presbyterian	Y	F	M
Quaker (Society of Friends)	Y	F	M
Roman Catholic	Y	F	M
Seventh Day Adventist	Y	F	M
Other Protestant	Y	F	M
Other Religion	Y	F	M
None	Y	F	M

35. Are you a born-again Christian? Yes . . . No . . .

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

English	0	1	2	3	4	5
Mathematics	0	1	2	3	4	5
Foreign Language	0	1	2	3	4	5
Physical Science	0	1	2	3	4	5
Biological Science	0	1	2	3	4	5
History/Am. Govt.	0	1	2	3	4	5
Computer Science	0	1	2	3	4	5
Art and/or Music	0	1	2	3	4	5

1 Disagree Strongly
 2 Disagree Somewhat
 3 Agree Somewhat
 4 Agree Strongly

38. Below is a list of different undergraduate major fields grouped into general categories. Mark only one circle to indicate your probable field of study.

- | | |
|--|---|
| ARTS AND HUMANITIES | PHYSICAL SCIENCE |
| Art, fine and applied | Astronomy |
| English (language and literature) | Atmospheric Science (incl. Meteorology) |
| History | Chemistry |
| Journalism | Earth Science |
| Language and Literature (except English) | Marine Science (incl. Oceanography) |
| Music | Mathematics |
| Philosophy | Physics |
| Speech | Statistics |
| Theater or Drama | Other Physical Science |
| Theology or Religion | PROFESSIONAL |
| Other Arts and Humanities | Architecture or Urban Planning |
| BIOLOGICAL SCIENCE | Home Economics |
| Biology (general) | Health Technology (medical, dental, laboratory) |
| Biochemistry or Biophysics | Library or Archival Science |
| Botany | Nursing |
| Marine (Life) Science | Pharmacy |
| Microbiology or Bacteriology | Pre dental, Pre medicine, Pre veterinary |
| Zoology | Therapy (occupational, physical, speech) |
| Other Biological Science | Other Professional |
| BUSINESS | SOCIAL SCIENCE |
| Accounting | Anthropology |
| Business Admin. (general) | Economics |
| Finance | Ethnic Studies |
| Marketing | Geography |
| Management | Political Science (gov't., international relations) |
| Secretarial Studies | Psychology |
| Other Business | Social Work |
| EDUCATION | Sociology |
| Business Education | Women's Studies |
| Elementary Education | Other Social Science |
| Music or Art Education | TECHNICAL |
| Physical Education or Recreation | Building Trades |
| Secondary Education | Data Processing or Computer Programming |
| Special Education | Drafting or Design |
| Other Education | Electronics |
| ENGINEERING | Mechanics |
| Aeronautical or Astronautical Eng. | Other Technical |
| Civil Engineering | OTHER FIELDS |
| Chemical Engineering | Agriculture |
| Electrical or Electronic Engineering | Communications (radio, TV, etc.) |
| Industrial Engineering | Computer Science |
| Mechanical Engineering | Forestry |
| Other Engineering | Law Enforcement |
| | Military Science |
| | Other Field |
| | Undecided |

Prepared by the Higher Education Research Institute, University of California, Los Angeles, California 90024.

39. Indicate the importance of the personality of each of the following: Mark one for each item.

- | | | | | |
|--|--------------------------|--------------------------|-------------------------------------|-------------------------------------|
| | Not Important | Somewhat Important | Very Important | Essential |
| Becoming accomplished in one of the performing arts (acting, dancing, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> | <input type="checkbox"/> |
| Becoming an authority in my field | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Obtaining recognition from my colleagues for contributions to my special field | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Influencing the political structure | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Influencing social values | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Raising a family | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Having administrative responsibility for the work of others | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Being very well off financially | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Helping others who are in difficulty | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Making a theoretical contribution to science | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Writing original works (poems, novels, short stories, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Creating artistic work (painting, sculpture, decorating, etc.) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Being successful in a business of my own | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Becoming involved in programs to clean up the environment | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Developing a meaningful philosophy of life | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Participating in a community action program | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Helping to promote racial understanding | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Becoming an expert on finance and commerce | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

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

- | | | | | |
|---|--------------------------|--------------------------|--------------------------|-------------------------------------|
| | No Chance | Very Little Chance | Some Chance | Very Good Chance |
| Change major field? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Change career choice? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Fail one or more courses? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Graduate with honors? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Be elected to a student office? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Get a job to help pay for college expenses? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Work full time while attending college? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Join a social fraternity, sorority, or club? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Live in a coeducational dorm? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Play varsity-intercollegiate athletics? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Be elected to an academic honor society? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Make at least a "B" average? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Need extra time to complete your degree requirements? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Get tutoring help in specific courses? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Have to work at an outside job during college? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Seek vocational counseling? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Seek individual counseling on personal problems? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Get a bachelor's degree (B.A., B.S., etc.)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Participate in student protests or demonstrations? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Drop out of this college temporarily (exclude transferring)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Drop out permanently (exclude transferring)? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Transfer to another college before graduating? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Be satisfied with your college? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Find a job after college in the field for which you were trained? | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Get married while in college? (skip if married) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |
| Get married within a year after college? (skip if married) | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input checked="" type="checkbox"/> |

The Higher Education Research Institute at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their students. If these studies involve collecting follow-up data, it is necessary for the institution to know the students' ID numbers so that follow-up data can be linked with the data from this survey. If your college plans for a time copy of the data and signs an agreement to use it only for research purposes, we need your permission to include your ID number in this copy.

- | | |
|---------------|---------------|
| 41. A B C D E | 46. A B C D E |
| 42. A B C D E | 47. A B C D E |
| 43. A B C D E | 48. A B C D E |
| 44. A B C D E | 49. A B C D E |
| 45. A B C D E | 50. A B C D E |

THANK YOU!

UNIVERSITY OF CALIFORNIA, LOS ANGELES

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HIGHER EDUCATION RESEARCH INSTITUTE

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405 HILGARD AVENUE
LOS ANGELES, CALIFORNIA 90024-1521
(213) 825-1925

FOLLOW-UP SURVEY OF COLLEGE FRESHMEN

June, 1989

You may recall that when you first entered college you participated in a national research project by completing a questionnaire at the beginning of your freshman year. We are now conducting a new survey to follow-up students who responded to this freshman survey in 1985 and 1987. We want to know about your experiences over the past few years, especially your experiences in college. The results of this survey will help to improve higher education programs at campuses across the country.

We ask that you help us by completing the enclosed questionnaire and returning it in the enclosed postage reply envelope. *Please complete the questionnaire even if you withdrew from college or changed schools.* We are very interested in learning about your experiences in college, no matter how long you attended. The information you provide is confidential and will be used only in group comparisons for research purposes.

Some of the colleges that participated in the original freshman surveys have asked us to include additional questions designed specifically for their students. If your college is among this group, you will find an additional page with supplemental questions enclosed in this envelope. Please mark your answers to these supplemental questions at the end of the survey form, as directed. Again, please be assured that your responses are confidential and will be used only for research.

We will be pleased to send you a summary of the findings when they become available. Just mark the appropriate box on the questionnaire.

Your participation is very important to the success of this project. We thank you in advance for your assistance and cooperation.

Sincerely,

A handwritten signature in cursive script that reads "Alexander W. Astin".

Alexander W. Astin
Professor and Director

DIRECTIONS:

Your responses will be read by an optical mark reader
Your observance of these few directions will be most appreciated.

- Use only a black lead pencil (No. 2 is ideal).
- Make **heavy black marks** that fill the oval.
- Erase **cleanly** any answer you wish to change.
- Make **no stray markings** of any kind.

EXAMPLE: Will marks made with a ball-point or felt-tip pen be properly read?

Yes No 

1. If you could make your college choice over again, would you still choose to enroll at the college you entered as a freshman?

- Definitely yes Probably not Don't know
 Probably I would Definitely not

2. Since entering college have you:

	YES	NO
Enrolled in honors or advanced courses	<input checked="" type="radio"/>	<input type="radio"/>
Enrolled in an interdisciplinary course	<input checked="" type="radio"/>	<input type="radio"/>
Joined or been a member of a fraternity or sorority	<input checked="" type="radio"/>	<input type="radio"/>
Got married	<input checked="" type="radio"/>	<input type="radio"/>
Had a part-time job on campus	<input checked="" type="radio"/>	<input type="radio"/>
Had a part-time job off campus	<input checked="" type="radio"/>	<input type="radio"/>
Worked full-time while attending school	<input checked="" type="radio"/>	<input type="radio"/>
Participated in a study abroad program	<input checked="" type="radio"/>	<input type="radio"/>
Participated in a college internship program	<input checked="" type="radio"/>	<input type="radio"/>
Participated in campus protests/demonstrations	<input checked="" type="radio"/>	<input type="radio"/>
Been elected to a student office	<input checked="" type="radio"/>	<input type="radio"/>
Voted in the 1988 election	<input checked="" type="radio"/>	<input type="radio"/>
Graduated with honors	<input checked="" type="radio"/>	<input type="radio"/>
Taken reading/study skills classes	<input checked="" type="radio"/>	<input type="radio"/>
Participated in intercollegiate athletics	<input checked="" type="radio"/>	<input type="radio"/>
Worked on a professor's research project	<input checked="" type="radio"/>	<input type="radio"/>
Played intercollegiate football or basketball	<input checked="" type="radio"/>	<input type="radio"/>
Taken remedial or developmental courses	<input checked="" type="radio"/>	<input type="radio"/>
Purchased a personal computer	<input checked="" type="radio"/>	<input type="radio"/>
Enrolled in an ethnic studies course	<input checked="" type="radio"/>	<input type="radio"/>
Enrolled in a women's studies course	<input checked="" type="radio"/>	<input type="radio"/>
Assisted faculty in teaching a course	<input checked="" type="radio"/>	<input type="radio"/>
Attended a racial/cultural awareness workshop	<input checked="" type="radio"/>	<input type="radio"/>

3. Which option listed below best describes your enrollment status each year since you entered college?

(Mark one in each column)

	YEAR			
	1	2	3	4
Attended my first college full-time	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended my first college part-time	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a different college full-time	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Attended a different college part-time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Not enrolled	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

4. Your sex: Male Female

5. Which option listed below best describes where you lived during each year you attended college?

(Mark one in each column)

	YEAR			
	1	2	3	4
With parents or relatives	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other private home, apartment, room	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
College dormitory	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Fraternity or sorority house	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other campus student housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>

6. Since entering college as a freshman, have you taken a leave of absence, withdrawn from school, or transferred to another college? (If more than one applies, mark only the most recent)

- No → Please go to question 8.
 Took a leave of absence
 Withdrew from school
 Transferred before completing my program
- } Please answer Question 7

7. How important were each of the reasons listed below in your decision to take a leave of absence, withdraw from school, or transfer?

(Mark one answer for each reason)

	Very Important	Somewhat Important	Not Important
Wanted to reconsider my goals and interests	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Changed my career plans	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Wanted practical experience	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Didn't feel like I "fit in" at my first college	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Was bored with my coursework	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Wanted to go to a school with a better academic reputation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Wanted a better social life	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Wanted to be closer to home	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Had a good job offer	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Wasn't doing as well academically as I had expected	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Family responsibilities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Tired of being a student	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Had money problems and could no longer afford to attend college	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Wanted to go to a school that offered a wider selection of courses or more major field choices	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

8. What do you plan to be doing in the fall of 1989? (Mark all that apply)

- Attending undergraduate college full-time
- Attending undergraduate college part-time
- Attending graduate or professional school
- Attending a vocational training program
- Working full-time
- Working part-time
- Serving in the Armed Forces
- Traveling, hosteling, or backpacking
- Doing volunteer work
- Staying at home to be with (or start) my family

9. Mark the one circle that best describes your undergraduate grade average.

- A (3.75-4.0) B- (2.25-2.74)
 A- (3.25-3.74) C (1.75-2.24)
 B (2.75-3.24) C- or less (below 1.75)

10. Please rate your satisfaction with the college you entered as a freshman on each of the aspects of campus life listed below.

(Mark one for each item)

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Science and mathematics courses	1	2	3	4	5
Humanities courses	1	2	3	4	5
Social science courses	1	2	3	4	5
Courses in your major field	1	2	3	4	5
General education requirements	1	2	3	4	5
Relevance of coursework to everyday life	1	2	3	4	5
Overall quality of instruction	1	2	3	4	5
Laboratory facilities and equipment	1	2	3	4	5
Library facilities	1	2	3	4	5
Computer facilities	1	2	3	4	5
Opportunities to take interdisciplinary courses	1	2	3	4	5
Opportunities to discuss coursework and assignments outside of class with professors	1	2	3	4	5
Opportunities to participate in extracurricular activities	1	2	3	4	5
Campus social life	1	2	3	4	5
Regulations governing campus life	1	2	3	4	5
Tutorial help or other academic assistance	1	2	3	4	5
Academic advising	1	2	3	4	5
Career counseling and advising	1	2	3	4	5
Personal counseling	1	2	3	4	5
Student housing	1	2	3	4	5
Financial aid services	1	2	3	4	5
Amount of contact with faculty and administrators	1	2	3	4	5
Overall relationships with faculty and administrators	1	2	3	4	5
On-campus opportunities to attend films, concerts, etc.	1	2	3	4	5
Job placement services for students	1	2	3	4	5
Campus health services	1	2	3	4	5
Overall college experience	1	2	3	4	5

11. Compared with when you entered college as a freshman, how would you now describe your:

(Mark one for each item)

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
General knowledge	1	2	3	4	5
Analytical and problem-solving skills	1	2	3	4	5
Knowledge of a particular field or discipline	1	2	3	4	5
Ability to think critically	1	2	3	4	5
Writing skills	1	2	3	4	5
Foreign language skills	1	2	3	4	5
Job-related skills	1	2	3	4	5
Religious beliefs and convictions	1	2	3	4	5
Interest in pursuing a graduate/professional degree	1	2	3	4	5
Preparation for graduate or professional school	1	2	3	4	5
Leadership abilities	1	2	3	4	5
Ability to work independently	1	2	3	4	5
Interpersonal skills	1	2	3	4	5
Cultural awareness and appreciation	1	2	3	4	5
Acceptance of persons from different races/cultures	1	2	3	4	5
Competitiveness	1	2	3	4	5
Confidence in your academic abilities	1	2	3	4	5
Public speaking ability	1	2	3	4	5
Ability to work cooperatively	1	2	3	4	5

12. Indicate the importance to you personally of each of the following:

(Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	1	2	3	4
Becoming an authority in my field	1	2	3	4
Obtaining recognition from my colleagues for contributions to my special field	1	2	3	4
Influencing the political structure	1	2	3	4
Influencing social values	1	2	3	4
Raising a family	1	2	3	4
Having administrative responsibility for the work of others	1	2	3	4
Being very well off financially	1	2	3	4
Helping others who are in difficulty	1	2	3	4
Making a theoretical contribution to science	1	2	3	4
Writing original works (poems, novels, short stories, etc.)	1	2	3	4
Creating artistic work (painting, sculpture, decorating, etc.)	1	2	3	4
Being successful in a business of my own	1	2	3	4
Becoming involved in programs to clean up the environment	1	2	3	4
Developing a meaningful philosophy of life	1	2	3	4
Participating in a community action program	1	2	3	4
Helping to promote racial understanding	1	2	3	4
Becoming an expert on finance and commerce	1	2	3	4

13. How many undergraduate courses have you taken that emphasized:

(Mark one for each item)

	None	1-2 Courses	3 Courses	4-6 Courses	7 or More Courses
Writing skills	1	2	3	4	5
Math/Understanding numerical data	1	2	3	4	5
Science/Scientific Inquiry	1	2	3	4	5
History/Historical Analysis	1	2	3	4	5
Foreign language skills	1	2	3	4	5

14. Indicate how well each of the following describes the college you entered as a freshman.

(Mark one for each item)

	Very Descriptive	Somewhat Descriptive	Not Descriptive
It is easy to see faculty outside of office hours	1	2	3
There is a great deal of conformity among the students	1	2	3
Most of the students are very bright	1	2	3
The administration is open about its policies	1	2	3
There is keen competition among most of the students for high grades	1	2	3
Course work is definitely more theoretical than practical	1	2	3
Faculty are rewarded for their advising skills	1	2	3
Students have little contact with each other outside of class	1	2	3
The faculty are typically at odds with the campus administration	1	2	3
Intercollegiate sports are overemphasized	1	2	3
The classes are usually informal	1	2	3
Faculty here respect each other	1	2	3
Most students are treated like "numbers in a book"	1	2	3
Social activities are overemphasized	1	2	3
There is little or no contact between students and faculty	1	2	3
The student body is apathetic and has little "school spirit"	1	2	3
Students here do not usually socialize with one another	1	2	3
Faculty are rewarded for being good teachers	1	2	3

15. Please indicate your agreement with each of the following statements.

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
The Federal government is not doing enough to promote disarmament	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Federal government is not doing enough to control environmental pollution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Federal government should raise taxes to help reduce the deficit	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The death penalty should be abolished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A national health care plan is needed to cover everybody's medical costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abortion should be legalized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grading in colleges has become too easy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities of married women are best confined to the home and family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women should receive the same salary and opportunities for advancement as men in comparable positions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wealthy people should pay a larger share of taxes than they do now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijuana should be legalized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Busing is O.K. if it helps to achieve racial balance in the schools	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College officials have the right to regulate student behavior off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College officials have the right to ban persons with extreme views from speaking on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Realistically, an individual person can do little to bring about changes in our society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chief benefit of a college education is that it increases one's earning power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial discrimination is no longer a major problem in America	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges should be actively involved in solving social problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The best way to control the spread of AIDS is through widespread mandatory testing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Just because a man feels a woman has "led him on" does not entitle him to have sex with her	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Below are some statements about the college you entered as a freshman. Indicate the extent to which you agree or disagree.

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Faculty here are interested in students' personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most faculty here are sensitive to the issues of minorities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The curriculum here has suffered from faculty over-specialization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many students feel like they do not "fit in" on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are committed to the welfare of this institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many courses include minority group perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators consider student concerns when making policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty here are strongly interested in the academic problems of undergraduates	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a lot of campus racial conflict here	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students here resent taking required courses outside their major	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of different racial, ethnic origins communicate well with one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus administrators care little about what happens to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is little trust between minority student groups and campus administrators	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty here are positive about the general education program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many courses include feminist perspectives	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are many opportunities for faculty and students to socialize with one another	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators consider faculty concerns when making policy	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty feel that most students here are well-prepared academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

(Mark one for each item)

	Hours Per Week							
	None	Less than 1 hour	1-2	3-6	7-10	11-18	19-20	Over 20
Classes/labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studying/homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with faculty outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercising/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"/>
Reading for pleasure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a personal computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student clubs/groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting to campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious services/meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hobbies	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. For the activities listed below, please indicate how often — Frequently, Occasionally, or Not at all — you engaged in each during the past year.

(Mark one for each item)

	Frequently	Occasionally	Not at all
Worked on an independent research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed course content with students outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on group projects for a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been a guest in a professor's home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took a multiple-choice exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stayed up all night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gave a presentation in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in intramural sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed racial/ethnic issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a recital or concert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Missed classes because of illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt like leaving college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failed to complete a homework assignment on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received career, vocational counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received personal, psychological counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in campus protests/demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took an essay exam	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Received tutoring in courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read the student newspaper	<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"/>
Discussed political, social issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had a class paper critiqued by an instructor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. Please indicate (A) the highest degree you have earned as of June 1989 and (B) the highest degree you plan to complete.

(Mark one in each column)

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

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

Far left

Liberal

Middle-of-the-road

Conservative

Far right

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

(Mark one for each item)

	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"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Listening ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. Your current religious preference: (Mark one)

Baptist <input type="radio"/>	Methodist <input type="radio"/>
Buddhist <input type="radio"/>	Presbyterian <input type="radio"/>
Congregational (UCC) <input type="radio"/>	Quaker <input type="radio"/>
Eastern Orthodox <input type="radio"/>	Roman Catholic <input type="radio"/>
Episcopal <input type="radio"/>	Seventh Day Adventist <input type="radio"/>
Islamic <input type="radio"/>	Other Protestant <input type="radio"/>
Jewish <input type="radio"/>	Other Religion <input type="radio"/>
Letter Day Saints (Mormon) <input type="radio"/>	None <input type="radio"/>
Lutheran <input type="radio"/>	

23. Are you a born-again Christian? Yes No

24. Are you: (Mark one)

Not presently married

Married - living with spouse

Married, not living with spouse

25. Please mark your probable career/occupation below: (Mark one)

Accountant or actuary

Actor or entertainer

Architect or urban planner

Artist

Business (clerical)

Business executive (management administrator)

Business owner or proprietor

Business salesperson or buyer

Clergy (minister, priest)

Clergy (other religious)

Clinical psychologist

College teacher

Computer programmer or analyst

Conservationist or forester

Dentist (including orthodontist)

Dietitian or home economist

Engineer

Farmer or rancher

Foreign service worker (including diplomat)

Homemaker (full-time)

Interior decorator (including designer)

Interpreter (translator)

Lab technician or hygienist

Law enforcement officer

Lawyer (attorney) or judge

Military service (career)

Musician (performer, composer)

Nurse

Optometrist

Pharmacist

Physician

School counselor

School principal or superintendent

Scientific researcher

Social, welfare or recreation worker

Statistician

Therapist (physical, occupational, speech)

Teacher or administrator (elementary)

Teacher or administrator (secondary)

Veterinarian

Writer or journalist

Skilled trades

Other

Undecided

26. How important are each of the following reasons for your career choice or career preference? (Mark one for each item)

(Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Job opportunities are generally available	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I enjoy working with the kind of people involved in this field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The work would be interesting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This is a well-paying career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
This choice satisfies my parents' hopes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The work would be challenging	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel this enables me to make a contribution to society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are opportunities for rapid career advancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are opportunities for freedom of action	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. Indicate how important you believe each priority listed below is at the college or university you entered as a freshman. (Mark one for each item)

(Mark one for each item)

	Highest Priority	High Priority	Medium Priority	Low Priority
To promote the intellectual development of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To help students examine and understand their personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To increase the representation of minorities in the faculty and administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop a sense of community among students and faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop leadership ability among students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To conduct basic and applied research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To raise money for the institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop leadership ability among faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To increase the representation of women in the faculty and administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To facilitate student involvement in community service activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To help students learn how to bring about change in American society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To help solve major social and environmental problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To maintain a campus climate where differences of opinion can be aired openly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To increase or maintain institutional prestige	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop among students and faculty an appreciation for a multi-cultural society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To hire faculty "stars"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To economize and cut costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To recruit more minority students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To enhance the institution's national image	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To create a positive undergraduate experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To create a diverse multi-cultural environment on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

28. Below is a list of different major fields. (Mark only one in each column)

- Undergraduate major (final or most recent)
- Graduate major (omit if you do not plan to go to graduate school)

ARTS AND HUMANITIES	PHYSICAL SCIENCE
Art, fine and applied <input type="radio"/> <input type="radio"/>	Astronomy <input type="radio"/> <input type="radio"/>
English (language and literature) <input type="radio"/> <input type="radio"/>	Atmospheric Science (incl. Meteorology) <input type="radio"/> <input type="radio"/>
History <input type="radio"/> <input type="radio"/>	Chemistry <input type="radio"/> <input type="radio"/>
Journalism <input type="radio"/> <input type="radio"/>	Earth Science <input type="radio"/> <input type="radio"/>
Language and Literature (except English) <input type="radio"/> <input type="radio"/>	Marine Science (incl. Oceanography) <input type="radio"/> <input type="radio"/>
Music <input type="radio"/> <input type="radio"/>	Mathematics <input type="radio"/> <input type="radio"/>
Philosophy <input type="radio"/> <input type="radio"/>	Physics <input type="radio"/> <input type="radio"/>
Speech <input type="radio"/> <input type="radio"/>	Statistics <input type="radio"/> <input type="radio"/>
Theater or Drama <input type="radio"/> <input type="radio"/>	Other Physical Science <input type="radio"/> <input type="radio"/>
Theology or Religion <input type="radio"/> <input type="radio"/>	PROFESSIONAL
Other Arts and Humanities <input type="radio"/> <input type="radio"/>	Architecture or Urban Planning <input type="radio"/> <input type="radio"/>
BIOLOGICAL SCIENCE	Home Economics <input type="radio"/> <input type="radio"/>
Biology (general) <input type="radio"/> <input type="radio"/>	Health Technology (medical, dental, laboratory) <input type="radio"/> <input type="radio"/>
Biochemistry or Biophysics <input type="radio"/> <input type="radio"/>	Law <input type="radio"/> <input type="radio"/>
Botany <input type="radio"/> <input type="radio"/>	Library/Archival Science <input type="radio"/> <input type="radio"/>
Marine (Life) Science <input type="radio"/> <input type="radio"/>	Nursing <input type="radio"/> <input type="radio"/>
Microbiology or Bacteriology <input type="radio"/> <input type="radio"/>	Pharmacy <input type="radio"/> <input type="radio"/>
Zoology <input type="radio"/> <input type="radio"/>	Podiatric, Podiatry, Prepodiatric, Podiatry/Prepodiatry <input type="radio"/> <input type="radio"/>
Other Biological Science <input type="radio"/> <input type="radio"/>	Therapy (occupational, physical, speech) <input type="radio"/> <input type="radio"/>
BUSINESS	Other Professional <input type="radio"/> <input type="radio"/>
Accounting <input type="radio"/> <input type="radio"/>	SOCIAL SCIENCE
Business Administration (general) <input type="radio"/> <input type="radio"/>	Anthropology <input type="radio"/> <input type="radio"/>
Finance <input type="radio"/> <input type="radio"/>	Economics <input type="radio"/> <input type="radio"/>
Marketing <input type="radio"/> <input type="radio"/>	Ethnic Studies <input type="radio"/> <input type="radio"/>
Management <input type="radio"/> <input type="radio"/>	Geography <input type="radio"/> <input type="radio"/>
Secretarial Studies <input type="radio"/> <input type="radio"/>	Political Science (gov't, international relations) <input type="radio"/> <input type="radio"/>
Other Business <input type="radio"/> <input type="radio"/>	Psychology <input type="radio"/> <input type="radio"/>
EDUCATION	Social Work <input type="radio"/> <input type="radio"/>
Business Education <input type="radio"/> <input type="radio"/>	Sociology <input type="radio"/> <input type="radio"/>
Elementary Education <input type="radio"/> <input type="radio"/>	Women's Studies <input type="radio"/> <input type="radio"/>
Music or Art Education <input type="radio"/> <input type="radio"/>	Other Social Science <input type="radio"/> <input type="radio"/>
Physical Education or Recreation <input type="radio"/> <input type="radio"/>	TECHNICAL
Secondary Education <input type="radio"/> <input type="radio"/>	Building Trades <input type="radio"/> <input type="radio"/>
Special Education <input type="radio"/> <input type="radio"/>	Data Processing or Computer Programming <input type="radio"/> <input type="radio"/>
Other Education <input type="radio"/> <input type="radio"/>	Drafting or Design <input type="radio"/> <input type="radio"/>
ENGINEERING	Electronics <input type="radio"/> <input type="radio"/>
Aeronautical or Astronautical Engineering <input type="radio"/> <input type="radio"/>	Mechanics <input type="radio"/> <input type="radio"/>
Civil Engineering <input type="radio"/> <input type="radio"/>	Other Technical <input type="radio"/> <input type="radio"/>
Chemical Engineering <input type="radio"/> <input type="radio"/>	OTHER FIELDS
Electrical or Electronic Engineering <input type="radio"/> <input type="radio"/>	Agriculture <input type="radio"/> <input type="radio"/>
Industrial Engineering <input type="radio"/> <input type="radio"/>	Communications (radio, TV, etc.) <input type="radio"/> <input type="radio"/>
Mechanical Engineering <input type="radio"/> <input type="radio"/>	Computer Science <input type="radio"/> <input type="radio"/>
Other Engineering <input type="radio"/> <input type="radio"/>	Forestry <input type="radio"/> <input type="radio"/>
	Law Enforcement <input type="radio"/> <input type="radio"/>
	Military Science <input type="radio"/> <input type="radio"/>
	Other Field <input type="radio"/> <input type="radio"/>
	Undecided <input type="radio"/> <input type="radio"/>

29. If you have attended more than one undergraduate college, please write in the name and location of the current (or most recent) college attended. (Please print)

Institution			State
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30. If you have been admitted to a graduate or professional school, please write in the name of the institution and its location. (Please print)

Institution			State
-------------	--	--	-------

31. Please provide the following information about your scores on the tests listed below:

GRE: Verbal GRE: Quantitative

LSAT MCAT

32. Would you like to receive a copy of the results of this survey?
 Yes No

33. The Higher Education Research Institute at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their students. If your college asks for a tape copy of the data and signs an agreement to use it only for research purposes, do we have your permission to include your ID number in such a tape?
 Yes No

34. Please provide your Social Security Number:

<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>
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ADDITIONAL QUESTIONS: If you received an additional page of questions, please mark your answers below:

- | | | |
|---|---|---|
| 35. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 42. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 49. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 36. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 43. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 50. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 37. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 44. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 51. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 38. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 45. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 52. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 39. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 46. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 53. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 40. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 47. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 54. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 41. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 48. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | |

55. Please update the name and address information printed on the front page of this questionnaire:

First Name: MI:

Last Name:

Street Address:

City:

State: ZIP Code:

Area Code: Phone:

Birthdate: Month: Day: Year:

THANK YOU!

Please return your completed questionnaire in the postage-paid envelope to:
 Higher Education Research Institute
 2905 W. Service Rd.
 Eagan, MN 55121

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1989 Faculty Survey

Higher Education Research Institute, UCLA

DIRECTIONS

Your responses will be read by an optical mark reader. Your observance of these few directions will be most appreciated.

- Only a black lead pencil (No. 2 is ideal).
- Make heavy black marks that fill the oval.
- Erase cleanly any answer you wish to change.
- Make no stray markings of any kind.

EXAMPLE: Will marks made with a ball-point or felt-tip pen be properly read?

Yes No

1. What is your principal activity in your current position at this institution? (Mark one)
 - Administration
 - Teaching
 - Research
 - Services to clients and patients
 - Other
2. Are you considered a full-time employee of your institution for at least nine months of the current academic year? (Mark one)
 - Yes No
3. What is your present academic rank?
 - Professor
 - Associate Professor
 - Assistant Professor
 - Lecturer
 - Instructor
 - Other
4. What is your administrative title?
 - Not applicable
 - Director, coordinator, or administrator of an institute, center, lab, or specially-funded program
 - Department Chair
 - Dean
 - Associate or Assistant Dean
 - Vice-President, Provost, Vice-Chancellor
 - President, Chancellor
 - Other
5. Your sex:
 - Male Female
6. Your marital status:
 - Married (currently)
 - Separated
 - Single (never married)
 - Single (with partner)
 - Single (divorced)
 - Single (widowed)
7. If you were to begin your career again, would you still want to be a college professor?
 - Definitely yes
 - Probably yes
 - Not sure
 - Probably no
 - Definitely no

8. Racial/Ethnic group: (Mark all that apply)

- White/Caucasian
- Black/Negro/Afro-American
- American Indian
- Asian-American
- Mexican-American/Chicano
- Puerto Rican-American
- Other

9. Do your interests lie primarily in teaching or research?

- Very heavily in research
- In both, but leaning toward research
- In both, but leaning toward teaching
- Very heavily in teaching

10. Which of these statements applies to your current research or scholarly endeavors? (Mark one)

- I am essentially working alone
- I am working with one or two colleagues
- I am a member of a larger group

11. On the following list, please mark: (Mark one in each column)

- | | | |
|--|---------------------------|--------------------------------|
| | Highest Degree
Earning | Degree Currently
Working On |
| Bachelor's (B.A., B.S., etc.) | <input type="radio"/> | <input type="radio"/> |
| Master's (M.A., M.S., etc.) | <input type="radio"/> | <input type="radio"/> |
| LL.B., J.D. | <input type="radio"/> | <input type="radio"/> |
| M.D., D.D.S., (or equivalent) | <input type="radio"/> | <input type="radio"/> |
| Other first professional degree beyond B.A. (e.g., D.D., D.V.M.) | <input type="radio"/> | <input type="radio"/> |
| Ed.D. | <input type="radio"/> | <input type="radio"/> |
| Ph.D. | <input type="radio"/> | <input type="radio"/> |
| Other degree | <input type="radio"/> | <input type="radio"/> |
| None | <input type="radio"/> | <input type="radio"/> |

12. During the past two years, have you engaged in any of the following activities? (Mark one for each item)

- | | | |
|--|-----------------------|-----------------------|
| | Yes | No |
| Taught an honors course | <input type="radio"/> | <input type="radio"/> |
| Taught an interdisciplinary course | <input type="radio"/> | <input type="radio"/> |
| Taught a general education course | <input type="radio"/> | <input type="radio"/> |
| Taught a developmental, remedial course | <input type="radio"/> | <input type="radio"/> |
| Taught an ethnic studies course | <input type="radio"/> | <input type="radio"/> |
| Taught a women's studies course | <input type="radio"/> | <input type="radio"/> |
| Team-taught a course | <input type="radio"/> | <input type="radio"/> |
| Worked with students on a research project | <input type="radio"/> | <input type="radio"/> |
| Attended a racial/cultural awareness workshop | <input type="radio"/> | <input type="radio"/> |
| Participated in a faculty seminar to integrate women's and minorities' perspectives in regular courses | <input type="radio"/> | <input type="radio"/> |
| Held a faculty senate or council office | <input type="radio"/> | <input type="radio"/> |
| Used intra- or extramural funds for research | <input type="radio"/> | <input type="radio"/> |
| Served as a paid consultant | <input type="radio"/> | <input type="radio"/> |

13. In the two sets of ovals shown below, please mark the most appropriate codes from the fields listed on the back of the accompanying letter. (Please see example on back of accompanying letter)

Major of highest degree held	Department of current faculty appointment
0 0 0	0 0 0
1 0 0	1 0 0
2 0 0	2 0 0
3 0 0	3 0 0
4 0 0	4 0 0
5 0 0	5 0 0
6 0 0	6 0 0
7 0 0	7 0 0
8 0 0	8 0 0
9 0 0	9 0 0

14. In the set of ovals to the right, please mark the dollar value of your base institutional salary, rounded to the nearest \$1,000 (Note: Amounts above \$99,000 should be marked "99").

0 0 0
1 0 0
2 0 0
3 0 0
4 0 0
5 0 0
6 0 0
7 0 0
8 0 0
9 9 9

The above salary is based on
 9-10 months 11-12 months

15. In the four sets of circles below, please mark the last two digits of the year of each of the following:

Year of birth	Year of highest degree now held
0 0	0 0
1 0	1 0
2 0	2 0
3 0	3 0
4 0	4 0
5 0	5 0
6 0	6 0
7 0	7 0
8 0	8 0
9 9	9 9
Year of appointment at present institution	If tenured, year tenure awarded at current institution
0 0	0 0
1 0	1 0
2 0	2 0
3 0	3 0
4 0	4 0
5 0	5 0
6 0	6 0
7 0	7 0
8 0	8 0
9 9	9 9

Not Tenured

NOTE. If you are now between terms (quarters, semesters, trimesters), on leave, or in an interim term, please answer questions 16 and 17 as they apply to the full term most recently completed at this institution.

16. During the present term, how many hours per week on the average do you actually spend in connection with your present position on each of the following activities?

(Mark one for each activity)

	Hours Per Week											
	None	1-4	5-8	9-12	13-16	17-20	21-24	25-28	29-32	33-36	37-40	41-45
Scheduled teaching (give actual, not credit, hours)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Preparing for teaching (including reading student papers and grading)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Advising and counseling of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Committee work and meetings	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other administration	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Research and scholarly writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consultation with clients/patients	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. How many of the following courses are you teaching this term? (Mark one for each item)

General education courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other BA or BS undergraduate credit courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Non BA credit courses (developmental and/or remedial)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. How would you characterize your political views?

- Far Left
- Liberal
- Moderate
- Conservative
- Far Right

19. Indicate the importance to you of each of the following:

(Mark one for each item)

Education Goals for Undergraduate Students:

	Essential	Very Important	Somewhat Important	Not Important
Develop ability to think clearly	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Increase desire and ability to undertake self-directed learning	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for employment after college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for graduate or advanced education	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop moral character	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide for students' emotional development	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prepare students for family living	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teach students the classic works of Western civilization	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Help students develop personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance the out-of-class experience of students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Enhance students' self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

Personal/Professional Goals:

Engage in research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engage in outside activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Provide services to the community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in committee or other administrative work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a good colleague	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be a good teacher	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

For questions 20-24, please mark only one response for each question.

20. How many articles have you published in academic or professional journals? None 1-2 3-4 5-10 11-20 21-50
21. How many chapters have you published in edited volumes? None 1-2 3-4 5-10 11-20 21-50
22. How many books, manuals, or monographs have you written or edited, alone or in collaboration? None 1-2 3-4 5-10 11-20 21-50
23. How many of your professional writings have been published or accepted for publication in the last two years? None 1-2 3-4 5-10 11-20 21-50
24. About how many days during the past (1988-89) academic year were you away from campus for professional activities (e.g., professional meetings, speeches, consulting)? None 1-2 3-4 5-10 11-20 21-50

25. What is the highest level of education reached by your spouse/partner and your parents? (Mark one in each column)

	Spouse/Partner	Father	Mother
8th grade or less	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Completed high school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduated from college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended graduate or professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attained advanced degree	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Does not apply (No spouse or partner)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

26. For each of the following items, please mark either Yes or No.

	Yes	No
Have you ever held an academic administrative post?	<input type="radio"/>	<input type="radio"/>
Have you ever received an award for outstanding teaching?	<input type="radio"/>	<input type="radio"/>
Is your spouse or live-in partner an academic?	<input type="radio"/>	<input type="radio"/>
Do you commute a long distance to work?	<input type="radio"/>	<input type="radio"/>
Has any of your research or writing focused on women or gender?	<input type="radio"/>	<input type="radio"/>
Has any of your research or writing focused on racial or ethnic minorities?	<input type="radio"/>	<input type="radio"/>
Do you have dependent children?	<input type="radio"/>	<input type="radio"/>
Are you a U.S. citizen?	<input type="radio"/>	<input type="radio"/>
Have you ever interrupted your professional career for more than one year for health or family reasons?	<input type="radio"/>	<input type="radio"/>
Have you ever considered a career in academic administration?	<input type="radio"/>	<input type="radio"/>
Do you plan on working beyond age 70?	<input type="radio"/>	<input type="radio"/>

During the Last Two Years, Have You:

Received at least one firm job offer?	<input type="radio"/>	<input type="radio"/>
Participated in a faculty development program?	<input type="radio"/>	<input type="radio"/>
Developed a new course?	<input type="radio"/>	<input type="radio"/>
Considered early retirement?	<input type="radio"/>	<input type="radio"/>
Considered leaving academia for another job?	<input type="radio"/>	<input type="radio"/>

27. Indicate how important you believe each priority listed below is at your college or university.

(Mark one for each item)

	Highest Priority	High Priority	Medium Priority	Low Priority
To promote the intellectual development of students	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To help students examine and understand their personal values	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To increase the representation of minorities in the faculty and administration	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To develop a sense of community among students and faculty	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To develop leadership ability among students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To conduct basic and applied research	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To raise money for the institution	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To develop leadership ability among faculty	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To increase the representation of women in the faculty and administration	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To facilitate student involvement in community service activities	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To help students learn how to bring about change in American society	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To help solve major social and environmental problems	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To maintain a campus climate where differences of opinion can be aired openly	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To increase or maintain institutional prestige	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To develop among students and faculty an appreciation for a multi-cultural society	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To hire faculty stars	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To economize and cut costs	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To recruit more minority students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To enhance the institution's national image	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To create a positive undergraduate experience	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To create a diverse multi-cultural environment on campus	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
To minimize the out-of-class experience of students	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

28. Please indicate the extent to which each of the following has been a source of stress for you during the last two years.

(Mark one for each item)

	Extensive	Somewhat	Not At All
Managing household responsibilities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Child care	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Care of elderly parent	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
My physical health	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Review promotion process	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Subtle discrimination including prejudice, racism, sexism	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Long distance commutes	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Committee work	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Faculty meetings	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Colleagues	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Students	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Research or publishing demands	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Fund raising expectations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Teaching load	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Children's problems	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Marital friction	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Time pressures	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Lack of personal time	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

29. How satisfied are you with the following aspects of your job?

(Mark one for each item)

	Very Satisfied	Satisfied	Not Satisfied	Very Dissatisfied
Salary and fringe benefits	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity for scholarly pursuits	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teaching load	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of students	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working conditions (hours, location)	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Autonomy and independence	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationships with other faculty	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competency of colleagues	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visibility for jobs at other institutions, organizations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job security	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undergraduate course assignments	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate course assignments	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relationships with administration	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall job satisfaction	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Below are some statements about your current college. Indicate the extent to which you agree or disagree with each of the following:

(Mark one for each item)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Faculty here are interested in students' personal problems	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most faculty here are sensitive to the issues of minorities	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The curriculum here has suffered from faculty overspecialization	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many students feel like they do not "fit in" on this campus	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty are committed to the welfare of this institution	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many courses include minority group perspectives	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators consider student concerns when making policy	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty here are strongly interested in the academic problems of undergraduates	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a lot of campus racial conflict here	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students here resent taking courses outside their major	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students of different racial-ethnic origins communicate well with one another	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus administrators care little about what happens to students	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is little trust between minority student groups and campus administrators	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty here are positive about the general education program	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Many courses include feminist perspectives	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
There are many opportunities for faculty and students to socialize with one another	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Administrators consider faculty concerns when making policy	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty feel that most students are well-prepared academically	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student Affairs staff have the support and respect of faculty	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Institutional demands for doing research interfere with my effectiveness as a teacher	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Indicate how well each of the following describes your college or university.

(Mark one for each item)

It is easy for students to see faculty outside of regular office hours	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
There is a great deal of conformity among the students	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Most of the students are very bright	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
The administration is open about its policies	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
There is keen competition among most of the students for high grades	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Course work is definitely more theoretical than practical	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Faculty are rewarded for their advising skills	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Students have little contact with each other outside of class	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
The faculty are typically at odds with the campus administration	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Intercollegiate sports are overemphasized	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
The classes are usually informal	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Faculty here respect each other	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Most students are treated like "numbers in a book"	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Social activities are overemphasized	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
There is little or no contact between students and faculty	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
The student body is apathetic and has little school spirit	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Students here do not usually socialize with one another	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Faculty are rewarded for being good teachers	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Student services are well supported on this campus	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)

32. In how many of the undergraduate courses that you teach, do you require each of the following?

(Mark one for each item)

Evaluation Methods:

Multiple-choice mid-term and/or final exams	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Essay mid-term and/or final exams	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Short-answer mid-term and/or final exams	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Multiple-choice quizzes	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Short-answer quizzes	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Weekly essay assignments	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Student presentations	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Term/research papers	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Student evaluations of each others' work	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Grading on a curve	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Competency based grading	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Student evaluations of teaching	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)

Instructional Techniques/Methods:

Class discussions	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Computer or machine-aided instruction	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Cooperative learning (small groups)	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Experimental learning (field studies)	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Graduate teaching assistants	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Undergraduate teaching assistants	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Group projects	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Independent projects	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Extensive lecturing	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Multiple drafts of written work	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Readings on racial and ethnic issues	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Readings on women and gender issues	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Student-developed activities (assignments, exams, etc.)	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Student selected topics for course content	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)

33. Please indicate your agreement with each of the following statements.

(Mark one for each item)

The death penalty should be abolished	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
A national health care plan is needed to cover everybody's medical costs	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Abortion should be legalized	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Grading in colleges has become too easy	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Wealthy people should pay a larger share of taxes than they do now	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
College officials have the right to ban persons with extreme views from speaking on campus	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
The chief benefit of a college education is that it increases one's earning power	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Racial discrimination is no longer a problem in America	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Colleges should be actively involved in solving social problems	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Faculty unionization has enhanced the teaching learning process	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Tenure is an outmoded concept	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)

34. Indicate the importance to you personally of each of the following:

(Mark one for each item)

Becoming an authority in my field	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Influencing the political structure	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Influencing social values	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Raising a family	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Having administrative responsibility for the work of others	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Being very well-off financially	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Helping others who are in difficulty	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Becoming involved in programs to clean up the environment	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Developing a meaningful philosophy of life	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Helping to promote racial understanding	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
Obtaining recognition from my colleagues for contributions to my special field	<input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)

ADDITIONAL QUESTIONS. If you received additional questions, mark answers below

35. <input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)	39. <input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)	42. <input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
36. <input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)	40. <input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)	43. <input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
37. <input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)	41. <input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)	44. <input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)
38. <input type="radio"/> (1) <input type="radio"/> (2) <input type="radio"/> (3) <input type="radio"/> (4)		

Please return your completed questionnaire in the postage-paid envelope to:
Higher Education Research Institute
2905 West Service Road, Eau Claire, MN 55121

THANK YOU!

APPENDIX B

Results of Factor Analysis

A Factor Analysis of Self-Reported Change in Students
Defining Variables for College Impact Studies

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January 1991

Determining the impact of college on students is a frequent focus of much of the literature in the field of higher education. The Input-Environment-Output (I-E-O) design developed by Alexander Astin provides us with a useful guide for determining what impact, if any college attendance has on students (Astin, 1970a, 1970b, 1977, 1991). In the I-E-O model change is not necessarily equated with impact. The model asserts that the critical ingredient in assessing the impact of college is to measure change in student characteristics over time while controlling for relevant input characteristics. The I-E-O provides for this control in two primary ways. First, information on entering freshmen is combined statistically through multiple regression techniques to obtain a predicted or expected score on outcome measures of interest to the researcher. In addition, predicted outcomes are compared based upon entering freshmen characteristics with actual outcomes measured separately for students in different college environments (Astin, 1977). The question of interest to the researcher is "Does attending a given college or college type change the prediction of how the student will develop?"

For the I-E-O model to be effective, multiple input and multiple outcome measures must be identified and included in the analysis. In addition, it is crucial to specify as many environmental measures as is possible for analysis. The need for developing sufficient environmental measures was made in the first comprehensive work published in the late 1960's designed to describe the results of various studies of college impact. "Since the number of colleges and universities in the United States is so large, those who study them have found it convenient, if not essential, to classify them into a more manageable number of categories (Feldman and Newcomb, 1969, p 121). These measures of the college environment have included size, selectivity, control (public vs. private), among others.

When conducting large scale analyses of student impact, it is often important to develop variables which represent larger factors represented by items contained in the survey. It was the purpose of this study to utilize exploratory factor analytic methods to

develop larger factors which represented meaningful measures of the college environment. This factor analysis targeted nineteen items which specifically measured areas of self-reported change in students from the time that they had entered college as freshmen until four years later. It was believed that the factor analysis of the specific items would yield broader measures of self-reported growth which could be used in our research on college impact.

Sample and Data Variables

Data for this study were gathered as a part of the 1989 Follow-Up Survey (FUS) of the entering freshmen class of 1985 conducted by the Higher Education Research Institute (HERI) at UCLA. The survey was designed to gather data for a comprehensive study of the outcomes of various approaches to general education nationwide with initial funding provided by a grant from the Exxon Education Foundation and supplemental funding provided by the National Science Foundation. The sample used in this analysis is a national random sample of 4082 college students who completed the Cooperative Institutional Research Program's freshmen survey in 1985 (Astin, Green, Korn, Schalit,) and who completed the 1989 Follow-up survey during the summer of 1989.

The data variables used in this analysis were taken from an item on the survey which asked students to indicate how much they believed they had grown in particular areas from the time that they had entered college as freshmen until four years after at the time they completed the FUS. There were five possible response categories from which students could choose (much stronger, stronger, no change, weaker, much weaker). Items with missing data were deleted from the analysis.

The data does present some limitations for the factor analytic method. The survey and its items were not specifically designed with the idea of using factor analytic

techniques. While five response categories per variable are acceptable, they are not optimal for use with factor analytic methods

Factor Extraction

Pearson product moment correlations were computed for the items taken from the FUS. The matrix of correlations was factor analyzed by the principal axis factoring method. This method does not require initial communality estimates. The method calculates initial communality estimates derived from the squared multiple correlations (Gorsuch). While more factors were initially extracted from the data, a five factor model was eventually selected as the most parsimonious.

Factor Rotation

The extracted factor matrix was rotated orthogonally using the Varimax method. By doing orthogonal rotations, it was assumed that the factors were best explained by model in which the factors were uncorrelated. As was mentioned earlier, while more factors were originally extracted, various rotations of a number of factors, a five factor model was finally chosen as the most parsimonious. The results of the orthogonal rotations are presented in Table 1.

Results

The results of the factor analysis indicated that the best model contained four factors. For use in the regression analyses, two of the five factors were chosen. One of the factors not used contained variables which were chosen to be included individually as opposed to being included in a factor. For this reason, the factor was excluded from the analysis. The second factor not included in the regression analyses represented an area which was best measured through the use of other variables found in the survey. Hence, it was also excluded from the regression analysis.

Factor I has been labeled as increase in Academic Development. It measures areas of student growth related to the cognitive and intellectual development of students. It is characterized by increases in critical thinking ability, analytic and problem-solving skills, increases in general knowledge, and knowledge of a particular field or discipline.

Factor II has been labeled as increase in Cultural Awareness. It measures areas of student growth in tolerance and acceptance of people of different races and cultures. It is characterized by increases in cultural awareness and appreciation and increases in acceptance of people from different races and/or cultures. Increase in foreign language ability also loaded lowly on the variable, but was not included in computing the final factor.

Factor III has been labeled as increase in areas of Personal Development. It measures student growth in a number of areas related to the co-curricular growth and development of students. It is characterized by increases in ability to work cooperatively, leadership ability, public speaking ability, ability to work independently, interpersonal skills, competitiveness, academic confidence, and job related skills. Increase in religious beliefs and convictions also loaded lowly on this factor. Since many of the variables that make up this factor were selected for inclusion by themselves in the regression analyses, this factor was excluded from the analysis.

Factor IV has been labeled as increase in Graduate Preparation. It measures increases in interest and preparation for graduate or professional school. There are other survey items which better measure this area, hence, the factor was not included in the final analyses.

Table 1
Satisfaction Factors from 1989 Follow-up Survey

Factor I-Academic Development

Critical thinking	.65177
Problem-solving	.61368
General knowledge	.54171
Knowledge of particular field	.50698
Writing skills	.36531

Factor II-Cultural Awareness

Cultural awareness	.82527
Acceptance of different races/cultures	.58600
<i>Foreign language</i>	<i>.24108</i>

Factor III-Personal Development

Work cooperatively	.64339
Leadership	.63100
Public speaking	.58767
Work independently	.57073
Interpersonal skills	.54038
Competitiveness	.49244
Academic confidence	.48009
Job-related skills	.34694
<i>Religious beliefs and convictions</i>	<i>.19253</i>

Factor IV-Preparation for Graduate Study

Interest in grad/prof school	.70717
Preparation for grad/prof school	.69964

Source: Higher Education Research Institute, UCLA

Note: Items in italics are not included in calculating final factor

Discussion

For the purposes of the analyses conducted as a part of this project, two of the factors described provide utility in the analyses being conducted as both dependent variables and as intermediate outcomes in the study of general education. The two factors described can be included in analyses as measures of self-reported student growth in the areas of cultural awareness and academic development.

APPENDIX C

Results of Regression Analyses

Tables with Standardized Regression Coefficients (Betas) at each Step

Table C.1
Standardized Regression Coefficients at Steps-Regression Predicting White Men's Support for School Busing

DV: VIEW8912	BUSING OK TO ACHIEVE RACI	N=	5376	Missing=	LISTWISE	20 out of 246 IVs were significant																					
Name	Step	Multiple R	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
VIEW8517	1	.3653	.37	37	35	34	33	33	33	33	33	33	33	33	33	33	33	32	32	32	32	32	32	32	32	32	
VIEW8508	2	.3633	.17	12	12	10	08	08	07	07	07	07	07	07	07	07	06	07	07	06	07	06	06	06	06	06	
VIEW8506	3	.3939	-.15	-12	-09	-09	-08	-07	-07	-07	-07	-07	-07	-07	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	
GONL8517	4	.4014	.16	10	09	08	08	07	07	06	06	06	06	06	06	06	05	05	05	04	05	05	05	05	05	04	
MOTHEduc	5	.4076	.10	09	08	08	07	07	06	06	05	06	04	04	04	04	03	03	03	03	03	03	03	03	03	03	
VIEW8518	6	.4106	-.09	-10	-08	-07	-06	-05	-05	-04	-04	-04	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
VIEW8505	7	.4126	.11	08	06	06	05	05	04	04	04	04	04	03	03	03	03	03	04	03	04	04	04	04	04	04	
VIEW8512	8	.4141	-.09	-08	-07	-06	-05	-05	-04	-04	-04	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	
REASOND2	9	.4153	.09	07	06	06	05	04	03	03	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	
PCTINDT	10	.4183	.05	04	04	04	05	05	05	05	05	05	05	06	06	06	06	06	06	06	06	06	06	06	06	06	
SELECT	11	.4220	.10	10	09	08	08	06	05	05	05	06	06	06	08	06	05	04	04	04	04	04	04	04	04	04	
PCTBA05	12	.4241	-.05	-03	-03	-02	-02	-02	-03	-03	-03	-02	-04	-04	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
SSTUSLIB	13	.4255	.14	12	10	08	08	07	07	07	07	07	06	04	04	04	04	04	04	04	04	04	04	04	04	04	
ACT8822	14	.4303	.14	12	11	10	09	09	08	08	08	08	07	07	07	07	07	06	05	05	05	05	05	05	05	05	
HPW8905	15	.4335	.06	04	05	06	05	05	06	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	
ACT8826	16	.4361	.10	09	09	08	08	07	07	07	07	07	06	06	06	05	05	04	04	04	04	04	04	04	04	04	
ACT8813	17	.4377	.12	11	10	10	09	08	08	07	07	07	07	07	07	05	04	04	04	04	04	04	04	04	04	04	
CAR8907	18	.4390	.04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	
CAR8906	19	.4402	.04	04	04	03	04	04	04	04	04	04	03	04	03	03	03	03	03	03	03	03	03	03	03	03	
CAR8901	20	.4414	.07	06	05	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	

DV: VIEU8912 BUSING OK TO ACHIEVE RACI N= 5376 Missing= LISTWISE 20 out of 246 IVs were significant

Name	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
AGE	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
HSCP	03	03	02	02	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
HARRY85	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
DEGASP85	04	04	04	02	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
REASON01	-04	-03	-02	-02	-01	-01	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
REASON03	01	01	01	00	00	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
REASON04	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
REASON05	05	04	04	03	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
REASON06	-07	-05	-04	-03	-02	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
REASON07	01	01	00	01	-01	-02	-02	-02	-03	-03	-03	-03	-03	-03	-03	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03
REASON08	04	04	04	03	02	02	02	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00
REASON09	-03	-02	-02	-02	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
REASON10	01	01	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
REASON11	03	03	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
POLLV85	09	07	05	04	04	04	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02
INCOME	03	03	03	03	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
FATHEDUC	07	06	05	05	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
SPROT	-03	-02	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
SOTHER	-00	-00	-00	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
SJEWISH	03	03	02	02	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
SCATH	-01	-02	-02	-02	-01	-01	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
SHONE	06	06	05	05	04	04	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02
REBOR85	-04	-03	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
YRSTUDY1	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
YRSTUDY2	-01	-01	-01	-01	-01	-02	-02	-02	-02	-01	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
YRSTUDY3	05	04	03	03	02	01	01	01	00	01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
YRSTUDY4	02	02	02	02	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
YRSTUDY5	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
YRSTUDY6	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
YRSTUDY7	-01	-01	-01	-00	-00	-00	-01	-01	-00	-00	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
YRSTUDY8	02	02	02	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEU8501	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEU8502	11	08	05	04	03	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEU8503	05	03	01	01	00	00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
VIEU8504	04	03	02	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEU8507	07	05	03	02	02	02	02	02	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
VIEU8509	04	02	01	01	02	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01
VIEU8510	03	03	03	03	01	00	00	00	00	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
VIEU8513	04	04	03	03	02	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEU8514	06	05	03	02	02	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEU8515	03	02	01	00	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEU8516	04	04	03	03	03	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEU8519	-01	-01	-01	-01	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEU8521	-07	-06	-05	-05	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
VIEU8522	-02	-01	-01	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEU8523	-07	-05	-04	-03	-02	-02	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
GOAL8501	04	03	02	01	00	00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
GOAL8502	-01	-00	00	01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
GOAL8503	01	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
GOAL8504	03	02	03	01	00	00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00

DV: VIEW8912 BUSING OK TO ACHIEVE RACI N# 5376 Missing= LISTWISE 20 out of 246 IVs were significant

Name	Beta et Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
GOAL8505	03	02	03	-02	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
GOAL8506	-01	-00	-00	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
GOAL8507	-05	-04	-02	-03	-03	-02	-02	-02	-02	-02	-02	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01
GOAL8508	-07	-04	-04	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01
GOAL8509	05	03	03	00	01	01	01	00	00	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00
GOAL8510	-01	-01	-01	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-02
GOAL8511	08	06	06	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	01
GOAL8512	05	04	04	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	01
GOAL8513	-05	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
GOAL8514	03	02	01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
GOAL8515	08	07	06	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	02
GOAL8516	04	03	03	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
GOAL8518	-04	-02	-02	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01
MAJ8501	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
MAJ8502	03	02	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
MAJ8503	-02	-01	-01	-01	-00	00	00	00	00	01	02	01	01	01	01	01	01	01	01	01	01	01	01	01	02
MAJ8504	01	01	01	01	01	02	02	02	01	02	01	02	01	02	01	01	01	01	01	01	01	01	01	01	00
MAJ8505	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01	-00	-00	00	00	00	00	00	00	00	00	00	00
MAJ8506	04	03	03	03	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01
MAJ8507	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-01
MAJ8508	02	01	01	00	00	-01	-01	-01	-01	-01	-01	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-03
MAJ8509	00	-01	-01	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
MAJ8510	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	-01
MAJ8511	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
MAJ8512	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
MAJ8513	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
MAJ8514	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01
MAJ8515	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
MAJ8516	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	01
CAR8501	05	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	02
CAR8502	-02	-01	-01	-00	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	02
CAR8503	-01	-01	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8504	04	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	01
CAR8505	-00	-00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8506	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CAR8507	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	01
CAR8508	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-00
CAR8509	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8510	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CAR8511	02	01	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CAR8512	-00	-00	-01	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CAR8513	01	00	00	00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8514	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-00
CAR8515	03	02	02	02	01	01	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	-00
LIVEPRIV	-05	-05	-05	-05	-03	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01
LIVEPRIV	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
LIVEPRIV	05	05	05	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	01
LIVEPRIV	-02	-01	-01	-01	-01	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PUB4YR	-04	-04	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01
PRIVUNIV	04	04	04	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	03

DV: VIEW8912 BUSING OK TO ACHIEVE RACI n= 5376 Missing= LISTWISE 20 out of 246 Ivs were significant

Name	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
PRIVATR	01	01	00	-00	-01	-00	-00	-00	00	01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
NONS4	03	03	02	02	01	01	01	01	01	01	01	00	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
CATH4	00	-01	-01	-01	-00	-00	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PROT4	-03	-02	-02	-02	-02	-02	-02	-02	-01	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
MENSCL	01	01	01	01	01	01	01	01	01	01	01	02	01	01	01	01	01	01	01	01	01	01	01	01	01
-COEDOL	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
CITYSIZE	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
TOTFJET	-04	-04	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
UGRADT	-05	-05	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
PCTH1ST	01	02	02	01	01	01	01	01	00	00	00	01	01	01	01	01	01	00	00	00	00	00	00	00	00
PCTASNT	02	02	02	01	00	-00	-00	-00	-01	-01	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
PCTBLKT	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
PCTBA01	-03	-02	-02	-02	-01	-01	-01	-01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
PCTBA02	08	08	07	06	05	05	05	05	05	05	04	02	02	02	02	02	02	02	02	02	02	02	02	02	02
PC-BA03	-09	-08	-08	-08	-06	-06	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05
PCTBA04	-05	-04	-03	-03	-02	-01	-01	-01	-00	-03	00	-01	00	01	01	01	01	01	01	01	01	01	01	01	01
PCTBA06	10	09	08	07	06	06	06	05	06	04	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
PCTBA07	-04	-04	-04	-04	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
PCTBA08	08	07	06	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
PCTBA09	08	08	07	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
PCTBA10	04	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
PCTBA11	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
PCTBA12	04	04	05	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
PCTBA13	09	08	07	07	05	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
PCTBA14	-05	-05	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
PCTBA15	-02	-01	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
NORTHATL	02	01	01	01	00	00	00	00	00	00	01	-01	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
PLAINH	02	01	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
SOUTHE	-05	-05	-05	-05	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
WESTSH	02	02	02	02	02	02	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
SERVICE	-01	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
SSTURUM	11	10	09	08	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
SSTURAT	-10	-09	-08	-08	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06
SSTULIB	08	07	06	06	05	04	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
SSTUAUTH	-11	-10	-08	-08	-07	-06	-06	-05	-05	-05	-03	-01	03	03	03	03	03	03	03	03	03	03	03	03	03
SSTUARC	11	10	09	08	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
MEANWBS	11	09	08	08	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
SSES	07	07	06	06	02	01	01	01	01	01	02	00	00	00	00	00	00	00	00	00	00	00	00	00	00
FFACSLIB	09	08	07	07	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
FFACHUH	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
FFACAR	01	01	01	01	00	-00	-01	-01	-01	-00	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
FFACT	02	02	01	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
FFACHAT	-10	-09	-08	-08	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06
FPOLVU	11	10	09	08	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
UHAJ8901	-02	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
UHAJ8902	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
UHAJ8903	-07	-06	-06	-05	-05	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
UHAJ8904	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
UHAJ8905	-05	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04

DV: VIEW8912 BUSING OK TO ACHIEVE RACI N= 5376 Missing* LISTWISE 20 out of 246 IVs were significant

Name	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
UHAJ8906	04	03	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
UHAJ8907	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	00
UHAJ8908	03	03	03	02	02	01	01	01	01	01	01	00	00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
UHAJ8909	02	01	00	-00	-00	-00	-00	-00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
UHAJ8910	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	00
UHAJ8911	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
UHAJ8912	00	00	00	-00	-00	-00	-00	-00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
UHAJ8913	05	04	04	04	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
UHAJ8914	-03	-03	-03	-02	-02	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
UHAJ8915	-00	-00	-00	-00	00	00	00	00	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
UHAJ8916	-00	-00	-00	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CAR8902	-06	-05	-05	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
CAR8903	-01	-01	-01	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8904	05	04	04	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
CAR8905	00	-00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8908	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
CAR8909	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CAR8910	-00	-00	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CAR8911	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CAR8912	00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CAR8913	01	01	01	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CAR8914	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8915	05	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
HPH8901	03	02	02	02	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00
HPH8902	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
HPH8903	03	03	02	02	02	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00
HPH8904	04	03	03	03	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HPH8906	05	05	05	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
HPH8907	01	00	00	00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
HPH8909	-02	-01	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
HPH8910	03	02	02	02	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00
HPH8911	04	04	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HPH8912	-03	-02	-01	-01	-00	-00	00	00	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HPH8913	-04	-04	-03	-04	-03	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
HPH8914	04	03	03	02	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00
COLACT01	06	05	05	04	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
COLACT02	-02	-01	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
COLACT03	-05	-04	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
COLACT04	06	06	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
COLACT05	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
COLACT06	-04	-04	-04	-04	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
COLACT07	06	05	04	04	03	03	03	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01
COLACT08	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
COLACT09	13	11	10	09	08	08	08	08	08	08	07	07	06	05	03	03	03	03	03	03	03	03	03	03	03
COLACT10	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
COLACT11	05	04	04	04	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
COLACT13	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
COLACT14	03	04	04	04	03	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
COLACT15	02	02	02	02	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00
COLACT16	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01

DV: VIENB912 BUSTING OK TO ACHIEVE RACI N= 5376 Missing= LISTWISE 20 out of 246 IVs were significant

Name	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
COLACT17	-00	00	01	01	01	01	02	02	02	02	02	02	02	02	01	00	00	00	00	00	00	00	00	00	00
COLACT18	-04	-04	-03	-03	-03	-03	-02	-02	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-03	-03	-03
COLACT20	06	06	05	05	04	04	04	04	04	04	04	03	03	02	02	02	01	01	01	01	01	01	01	01	01
COLACT21	08	07	07	06	06	05	05	05	05	05	05	04	04	03	03	03	03	03	03	03	03	03	03	02	02
COLACT22	03	03	03	02	02	02	02	02	02	02	02	01	01	01	01	01	00	00	00	00	00	00	00	00	00
COLACT23	08	08	07	06	06	05	05	05	05	05	04	04	03	03	02	02	01	01	01	01	01	01	01	01	01
ACT8802	03	02	02	02	02	01	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00
ACT8803	-01	-01	-00	-00	-00	00	00	00	00	00	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00
ACT8804	06	05	05	04	04	04	03	03	03	03	03	02	02	01	01	01	01	00	00	00	00	00	00	00	00
ACT8806	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	-01	-01	-01	-01	-01	-01	-01	-01	-01
ACT8812	02	03	03	03	03	03	03	04	03	04	03	03	03	03	03	03	01	01	00	01	00	01	00	01	01
ACT8816	-02	-02	-02	-02	-02	-02	-01	-02	-01	-02	-01	-02	-01	-01	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-02
ACT8820	03	03	03	02	02	02	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01
ACT8821	04	03	03	02	02	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01
ACT8824	-00	00	00	00	00	00	00	01	00	00	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00
ACT8825	03	03	02	02	01	01	01	01	01	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00
ACT8827	07	06	06	04	04	03	03	03	03	02	02	02	02	02	02	00	00	00	00	00	00	00	00	00	00
YEAR5IN1	-01	-01	-01	-01	-01	-01	-01	-01	-01	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
YEAR5IN2	02	02	01	01	01	00	00	00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
YEAR5IN3	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
YEAR5IN4	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00
ETHREQ	-01	-01	-01	-01	-01	-01	-01	-00	-01	-00	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
ETHSON	06	05	05	04	04	04	04	04	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
ETHNON	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
LONCON	-04	-04	-03	-03	-03	-03	-02	-03	-02	-03	-02	-02	-02	-02	-02	-02	-01	-00	00	00	00	00	00	00	00
HICON	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	-01	-01	-01	-01	-01	-01	-01	-01	-01

DV: VIEW6912 BUSING OK TO ACHIEVE RACI N= 5376 Missing= LISTWISE 20 out of 246 1vs were significant

	MEAN	STD	DEVIA	LABEL
GOALBS17	2.185	.811	PROMOTE RACIAL UNDERSTANDING	
VIEWB517	2.306	.856	BUSING OK TO ACHIEVE BALANCE	
AGE	3.209	.516	AGE OF STUDENT ON 12/31/89	
HSGPA	5.974	1.557	AVERAGE HIGH SCHOOL GRADES	
HARRYB5	1.004	.078	MARITAL STATUS IN 1985	
DEGASB5	4.038	.775	HIGHEST DEGREE PLANNED ANYWHERE	
REASON01	2.727	.541	REASON FOR COLL: GET A BETTER JOB	
REASON02	2.557	.550	REASON FOR COLL: GAIN GENERAL EDUCATION	
REASON03	2.145	.657	REASON FOR COLL: IMPROVE STUDY SKILLS	
REASON04	1.128	.367	REASON FOR COLL: NOTHING BETTER TO DO	
REASONS	2.152	.648	REASON FOR COLL: BECOME MORE CULTURED	
REASON06	2.577	.597	REASON FOR COLL: MAKE MORE MONEY	
REASON07	2.685	.494	REASON FOR COLL: LEARN ABOUT NEW THINGS	
REASON08	2.315	.724	REASON FOR COLL: PREP FOR GRAD-PROF SCH	
REASON09	1.737	.688	REASON FOR COLL: PARENTS WANTED	
REASON10	1.066	.286	REASON FOR COLL: COULDN'T FIND JOB	
REASON11	1.574	.646	REASON FOR COLL: GET AWAY FROM HOME	
POLIVB5	2.951	.810	POLITICAL ORIENTATION	
INCOME	8.545	2.965	ESTIMATED PARENTAL INCOME	
FATHEUC	5.645	2.037	FATHER'S EDUCATION	
MOTHEUC	5.016	1.797	MOTHER'S EDUCATION	
SPROT	1.376	.484		
SOTHER	1.039	.194		
SJEWISH	1.059	.235		
SCATH	1.359	.480		
SNONE	1.115	.319		
REORNB5	1.188	.375	BORN-AGAIN CHRISTIAN IN 1985?	
YRSTUDY1	5.998	.396	YEARS OF HS STUDY: ENGLISH	
YRSTUDY2	5.861	.686	YEARS OF HS STUDY: MATHEMATICS	
YRSTUDY3	4.287	1.517	YEARS OF HS STUDY: FOREIGN LANGUAGE	
YRSTUDY4	4.105	1.111	YEARS OF HS STUDY: PHYSICAL SCIENCE	
YRSTUDY5	3.341	.782	YEARS OF HS STUDY: BIOLOGICAL SCIENCE	
YRSTUDY6	4.942	.917	YEARS OF HS STUDY: HISTORY-AH GOVERNMENT	
YRSTUDY7	2.357	1.110	YEARS OF HS STUDY: COMPUTER SCIENCE	
YRSTUDY8	3.027	1.935	YEARS OF HS STUDY: ART OR MUSIC	
VIEWB501	2.505	.682	GOV NOT PROTECTING CONSUMER	
VIEWB502	2.766	.926	GOV NOT PROMOTING DISARMAMENT	
VIEWB503	3.106	.773	GOV NOT CONTROLLING POLLUTION	
VIEWB504	2.807	.697	GOV DISCOURAGE ENERGY USE	
VIEWB505	2.123	.869	RAISE TAXES TO REDUCE DEFICT	
VIEWB506	1.996	.929	INCREASE MILITARY SPENDING	
VIEWB507	2.483	1.009	NUCLEAR DISARMAMENT ATTAINABLE	
VIEWB508	1.865	.946	ABOLISH DEATH PENALTY	
VIEWB509	2.443	.873	NEED NATIONAL HEALTH CARE	
VIEWB510	2.514	1.125	LEGALIZE ABORTION	
VIEWB512	1.883	.869	MARRIED WOMEN BEST IN HOME	
VIEWB513	2.358	.887	LIVE TOGETHER WITHOUT MARRIAGE	
VIEWB514	3.438	.725	EQUAL OPPORTUNITY FOR WOMEN	
VIEWB515	3.038	.936	HEALTHY SHOULD PAY MORE TAXES	
VIEWB516	1.748	.909	LEGALIZE MARIJUANA	

	MEAN	STD	DEVI	LABEL
VIEW8518	2.437	1.033	PROHIBIT HOMOSEXUAL RELATIONS	
VIEW8519	1.522	.744	COLLEGE REGULATE OFF-CAMPUS ACTS	
VIEW8521	1.790	.854	COLLEGE BAN EXTREME SPEAKERS	
VIEW8522	2.142	.861	IND DO LITTLE TO CHANGE SOC	
VIEW8523	2.729	.849	COLL INCREASES EARN POWER	
GOAL8501	1.481	.765	ACHIEVE IN PERFORMING ART	
GOAL8502	2.959	.783	BECOME AUTHORITY IN OWN FIELD	
GOAL8503	2.652	.782	OBTAIN RECOG FROM COLLEAGUES	
GOAL8504	1.944	.809	INFLUENCE POLITICAL STRUCTURE	
GOAL8505	2.176	.799	INFLUENCE SOCIAL VALUES	
GOAL8506	2.959	.856	RAISE A FAMILY	
GOAL8507	2.329	.823	HAVE ADMIN RESPONSIBILITY	
GOAL8508	2.893	.837	BE VERY WELL OFF FINANCIALLY	
GOAL8509	2.682	.736	HELP OTHERS IN DIFFICULTY	
GOAL8510	1.788	.839	MAKE THEORETICAL CONTRIBUTION	
GOAL8511	1.554	.813	WRITE ORIGINAL WORKS	
GOAL8512	1.416	.727	CREATE ARTISTIC WORKS	
GOAL8513	2.419	.982	BE SUCCESSFUL IN OWN BUSINESS	
GOAL8514	2.015	.736	BECOME INVOLVED IN ENVIRONMENT	
GOAL8515	2.525	.957	DEVELOP MEANINGFUL PHILOSOPHY	
GOAL8516	1.974	.718	PARTICIPATE IN COMM ACTION	
GOAL8518	1.977	.915	BE EXPERT ON FINANCE/COMMERCE	
MAJ8501	1.009	.097	MAJOR GROUP: AGRICULTURE	
MAJ8502	1.054	.226	MAJOR GROUP: BIOLOGICAL SCIENCES	
MAJ8503	1.198	.399	MAJOR GROUP: BUSINESS	
MAJ8504	1.023	.151	MAJOR GROUP: EDUCATION	
MAJ8505	1.173	.378	MAJOR GROUP: ENGINEERING	
MAJ8506	1.015	.122	MAJOR GROUP: ENGLISH	
MAJ8507	1.058	.235	MAJOR GROUP: HEALTH PROFESSIONAL	
MAJ8508	1.070	.255	MAJOR GROUP: HISTORY/POLI SCI	
MAJ8509	1.025	.155	MAJOR GROUP: HUMANITIES	
MAJ8510	1.034	.181	MAJOR GROUP: FINE ARTS	
MAJ8511	1.020	.139	MAJOR GROUP: MATH OR STATISTICS	
MAJ8512	1.042	.201	MAJOR GROUP: PHYSICAL SCIENCES	
MAJ8513	1.038	.190	MAJOR GROUP: SOCIAL SCIENCES	
MAJ8514	1.059	.235	MAJOR GROUP: OTHER TECHNICAL	
MAJ8515	1.056	.229	MAJOR GROUP: OTHER NON-TECHNICAL	
MAJ8516	1.063	.243	MAJOR GROUP: UNDECIDED	
CARB8501	1.048	.213	CAREER GRP: ARTIST	
CARB8502	1.205	.404	CAREER GRP: BUSINESSMAN	
CARB8503	1.010	.098	CAREER GRP: CLERGYMAN	
CARB8504	1.008	.088	CAREER GRP: COLLEGE TEACHER	
CARB8505	1.084	.278	CAREER GRP: DOCTOR (MD OR DDS)	
CARB8506	1.025	.158	CAREER GRP: SECONDARY EDUCATION	
CARB8507	1.005	.068	CAREER GRP: ELEMENTARY EDUCATION	
CARB8508	1.162	.369	CAREER GRP: ENGINEER	
CARB8509	1.010	.099	CAREER GRP: FARMER OR FORESTER	
CARB8510	1.019	.138	CAREER GRP: HEALTH PROFESSIONAL	
CARB8511	1.060	.238	CAREER GRP: LAWYER	
CARB8512	1.001	.033	CAREER GRP: NURSE	

	MEAN	STD	DEVIA	LABEL

CAREER GRP: RESEARCH SCIENTIST				
CAREER GRP: OTHER CHOICE				
PLAN TO LIVE AT HOME IN FALL 1985?				
PLAN TO LIVE ON CAMPUS IN FALL 1985?				
IC: INSTITUTIONAL SELECTIVITY (SATVAM)				
PUBLIC UNIVERSITY				
PUBLIC 4-YEAR COLLEGE				
PRIVATE UNIVERSITY				
PRIVATE 4-YEAR COLLEGE				

MENS COLLEGE				

IC: SIZE OF INSTITUTION'S CITY				
OFF: TOTAL FTE STUDENTS				
OFF: UNDERGRADUATE STUDENTS				
OFF: % ENROLLMENT OF WOMEN				
OFF: % HISPANIC UGTFE				
OFF: % ASIAN UGTFE				
OFF: % BLACK UGTFE				
OFF: % AMERICAN INDIAN UGTFE				
% OF 1986 BA'S IN AGRICULTURE				
% OF 1986 BA'S IN BIOLOGICAL SCIENCES				
% OF 1986 BA'S IN BUSINESS				
% OF 1986 BA'S IN EDUCATION				
% OF 1986 BA'S IN ENGINEERING				
% OF 1986 BA'S IN ENGLISH				
% OF 1986 BA'S IN HEALTH PROFESSIONS				
% OF 1986 BA'S IN HISTORY/POLITICAL SCI				
% OF 1986 BA'S IN HUMANITIES				
% OF 1986 BA'S IN FINE ARTS				
% OF 1986 BA'S IN MATH/STATISTICS				
% OF 1986 BA'S IN PHYSICAL SCIENCES				
% OF 1986 BA'S IN SOCIAL SCIENCES				
% OF 1986 BA'S IN OTHER TECHNICAL				
% OF 1986 BA'S IN OTHER NON-TECHNICAL				
LOC: NORTH ATLANTIC				
LOC: PLAINS				
LOC: SOUTHEAST				
LOC: WEST, SOUTHWEST				
LOC: SVC ACADEMY				
LOC: PEER NORTH-HUMANISM				
LOC: PEER NORTH-MATERIALISM				
LOC: PEER NORTH-SOCIAL LIBERALISM				
LOC: PEER NORTH-LIBERTARIANISM				
LOC: PEER NORTH-AUTHORITARIANISM				
LOC: PEER NORTH-ARTISTIC				

CARS13	1.033	.178		
CARS14	1.162	.368		
CARS15	1.123	.328		
LIVEHOME	1.142	.350		
LIVEPRIV	1.014	.116		
LIVECAMP	1.820	.384		
SELECT	107.204	12.055		
PUBUNIV	1.184	.388		
PUB4YR	1.164	.370		
PRIVUNIV	1.231	.422		
PRIV4YR	1.421	.494		
NONS4	1.233	.423		
CATH4	1.080	.271		
PROT4	1.108	.311		
MENSCOL	1.001	.036		
COEDCOL	1.973	.161		
CITYSIZE	4.010	2.420		
TOTFTE	9218.973	10692.691		
UGRADT	6975.819	7181.457		
PCTWOM	46.316	12.496		
PCTHIST	2.334	3.772		
PCTASNT	2.962	4.351		
PCTBLKT	4.113	3.064		
PCTINDT	.308	1.441		
PCTBA01	.945	2.400		
PCTBA02	5.154	3.374		
PCTBA03	20.611	14.735		
PCTBA04	6.120	7.603		
PCTBA05	9.736	13.613		
PCTBA06	2.221	1.956		
PCTBA07	4.457	5.327		
PCTBA08	3.682	3.330		
PCTBA09	6.125	5.004		
PCTBA10	4.611	4.020		
PCTBA11	2.584	2.962		
PCTBA12	3.736	5.311		
PCTBA13	17.136	13.206		
PCTBA14	3.809	4.326		
PCTBA15	8.860	8.837		
NORTHATL	1.351	.477		
PLAINS	1.300	.458		
SOUTHE	1.174	.379		
WESTSW	1.155	.362		
SERVICE	1.021	.142		
SSTUHM	157.897	7.121		
SSTUHAT	178.219	9.960		
SSTUULB	270.597	12.796		
SSTULIB	66.916	9.675		
SSTUAUTH	86.928	8.688		
SSTUARTC	46.491	4.186		

	MEAN	STD	DEVIA	LABEL
MEANVARS	3.034			
SSES	19.171			
FFACSLIB	218.716			186 MEAN POLITICAL ORIENTATION IN 1985
FFACHUM	112.156			5.333 PEER FAC: SOCIO-ECONOMIC STATUS
FFACAR	55.049			12.697 FACULTY NORM-SOCIAL LIBERALISM
FFACACT	43.075			4.800 FACULTY NORM-CAREERISM
FFACHAT	54.684			5.205 FACULTY NORM-ACTIVISM
FFOLVH	3.392			2.372 FACULTY NORM-MATERIALISM
UHAJ8901	1.069			3.875 FACULTY NORM-ENVIRONMENTALISM
UHAJ8902	1.063			.264 POLITICAL VIEW
UHAJ8903	1.195			.094 1989 MAJOR-AGRICULTURE
UHAJ8904	1.031			.242 1989 MAJOR-BIOLOGICAL SCIENCES
UHAJ8905	1.126			.396 1989 MAJOR-BUSINESS
UHAJ8906	1.038			.172 1989 MAJOR-EDUCATION
UHAJ8907	1.107			.332 1989 MAJOR-ENGINEERING
UHAJ8908	1.107			.192 1989 MAJOR-ENGLISH
UHAJ8909	1.040			.099 1989 MAJOR-HEALTH PROFESSIONAL
UHAJ8910	1.035			.309 1989 MAJOR-HISTORY OR POLITICAL SCIENCE
UHAJ8911	1.022			.195 1989 MAJOR-HUMANITIES
UHAJ8912	1.042			.184 1989 MAJOR-FINE ARTS
UHAJ8913	1.097			.145 1989 MAJOR-MATH OR STATISTICS
UHAJ8914	1.045			.201 1989 MAJOR-PHYSICAL SCIENCES
UHAJ8915	1.047			.296 1989 MAJOR-SOCIAL SCIENCES
UHAJ8916	1.003			.208 1989 MAJOR-OTHER TECHNICAL
CAR8901	1.057			.213 1989 MAJOR-OTHER NON-TECHNICAL
CAR8902	1.279			.053 1989 MAJOR-UNDECIDED
CAR8903	1.012			.232 1989 CAREER-ARTIST
CAR8904	1.037			.449 1989 CAREER-BUSINESSMAN
CAR8905	1.047			.108 1989 CAREER-CLERGYMAN
CAR8906	1.048			.189 1989 CAREER-COLLEGE TEACHER
CAR8907	1.008			.211 1989 CAREER-DOCTOR (MD OR DDS)
CAR8908	1.109			.213 1989 CAREER-SECONDARY EDUCATION
CAR8909	1.012			.312 1989 CAREER-ENGINEER
CAR8910	1.015			.109 1989 CAREER-FARMER OR FORESTER
CAR8911	1.075			.121 1989 CAREER-HEALTH PROFESSIONAL
CAR8912	1.001			.263 1989 CAREER-LAWYER
CAR8913	1.037			.039 1989 CAREER-NURSE
CAR8914	1.200			.189 1989 CAREER-RESEARCH SCIENTIST
CAR8915	1.050			.400 1989 CAREER-OTHER CHOICE
HPH8901	6.188			.218 1989 CAREER-UNDECIDED
HPH8902	5.719			1.241 ATTENDING CLASSES OR LABS
HPH8903	5.995			1.524 STUDYING OR DOING HOMEWORK
HPH8904	4.119			1.532 SOCIALIZING WITH FRIENDS
HPH8905	2.661			.941 TALKING WITH FACULTY OUTSIDE CLASS
HPH8906	3.269			1.570 EXERCISING OR SPORTS
HPH8907	4.409			1.264 READING FOR PLEASURE
HPH8909	1.763			1.693 USING A PERSONAL CC-PUTER
HPH8910	2.717			2.613 WORKING (FOR PAY)
HPH8911	3.886			1.211 VOLUNTEER WORK
HPH8912				1.683 STUDENT CLUBS OR GROUPS
				1.663 WATCHING TV

	MEAN	STD DEVIA	LABEL
HPH8913	2.167	1.359	COMPUTING TO CAMPUS
HPH8914	1.084	1.084	RELIGIOUS SERVICES OR MEETINGS
COLACT01	1.486	.496	ENROLLED IN HONORS PROGRAM
COLACT02	1.566	.488	ENROLLED IN INTERDISCIPLINARY COURSE
COLACT03	1.293	.452	MEMBER OF FRATERNITY OR SORORITY
COLACT04	1.054	.223	GOTTEN MARRIED
COLACT05	1.564	.493	HELD PART-TIME JOB ON-CAMPUS
COLACT06	1.584	.490	HELD PART-TIME JOB OFF-CAMPUS
COLACT07	1.136	.340	WORKED FULL TIME WHILE STUDENT
COLACT08	1.122	.324	IN STUDY ABROAD PROGRAM
COLACT09	1.269	.440	IN COLLEGE INTERNSHIP PROGRAM
COLACT10	1.217	.408	IN CAMPUS DEMONSTRATIONS
COLACT11	1.220	.411	ELECTED TO STUDENT OFFICE
COLACT13	1.242	.424	GRADUATED WITH HONORS
COLACT14	1.156	.360	TAKEN READING STUDY/SKILLS CLASSES
COLACT15	1.325	.456	TOOK PART IN INTERCOLLEGIATE ATHLETICS
COLACT16	1.217	.409	WORKED ON PROFESSOR'S RESEARCH PROJECT
COLACT17	1.083	.274	PLAYED INTERCOLL FOOTBALL/BASKETBALL
COLACT18	1.095	.225	TAKEN REHEDIAL/DEVELOPMENT COURSES
COLACT20	1.250	.429	ENROLLED IN ETHNIC STUDIES COURSE
COLACT21	1.089	.280	ENROLLED IN WOMEN'S STUDIES COURSE
COLACT22	1.181	.382	ASSISTED FACULTY IN TEACHING CLASS
COLACT23	1.219	.410	ATTD RACIAL/CULTURAL AWARENESS WORKSHOP
ACT8802	2.520	.956	DISCUSSED COURSE CONTENT WITH STUDENTS
ACT8803	2.080	.682	WORKED ON GROUP PROJECT FOR A CLASS
ACT8804	1.381	.544	GUEST IN PROFESSOR'S HOME
ACT8806	1.695	.638	TUTORED ANOTHER STUDENT
ACT8812	1.886	.795	PARTICIPATED IN INTRAMURAL SPORTS
ACT8813	1.881	.602	DISCUSSED RACIAL/ETHNIC ISSUES
ACT8816	1.321	.563	FELT LIKE LEAVING COLLEGE
ACT8820	1.592	.577	RECEIVED VOCATIONAL/CAREER COUNSELING
ACT8821	1.132	.383	RECEIVED PERSONAL/PSYCH COUNSELING
ACT8822	1.188	.423	PARTICIPATED IN CAMPUS DEMONSTRATIONS
ACT8824	1.199	.424	RECEIVED TUTORING IN COURSES
ACT8825	2.588	.954	READ THE STUDENT NEWSPAPER
ACT8826	2.315	.616	SOCIALIZED WITH ONE FROM DIFF ETHNIC GRP
ACT8827	2.354	.603	DISCUSSED POLITICAL/SOCIAL ISSUES
YEARS11	1.996	.067	COMPLETED AT LEAST 1 YEAR
YEARS12	1.970	.171	COMPLETED AT LEAST 2 YEARS
YEARS13	1.937	.243	COMPLETED AT LEAST 3 YEARS
YEARS14	1.881	.324	COMPLETED AT LEAST 4 YEARS
ETHREQ	1.057	.232	ETHNIC STUDIES REQUIRED FOR ALL
ETHSON	1.018	.133	ETHNIC STUDIES REQUIRED FOR SOME
ETHNON	1.924	.265	ETHNIC STUDIES NOT REQUIRED
LOWCON	1.176	.381	LOW CONTACT WITH PEERS
HICON	1.244	.450	HIGH CONTACT WITH PEERS
VIEW8912	2.288	.887	BUSING OK TO ACHIEVE RACIAL BALANCE

Table C.2
Standardized Regression Coefficients at Steps-Regression Predicting White Women's Support for School Busing

DV: VIEW8912 BUSING OK TO ACHIEVE RACI N= 7855 Missing= LISTWISE 30 out of 246 IVs were significant

Name	Step	Beta at Step																								
		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
VIEW8517	1	.3760	.38	38	36	35	35	35	34	35	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34
POL1W85	2	.3894	.15	10	10	09	08	07	07	06	06	06	06	06	06	06	06	06	05	05	05	04	04	04	04	04
GOAL8517	3	.3970	.15	10	08	08	07	07	07	06	08	08	08	08	08	08	08	08	08	08	08	08	06	06	06	06
GOAL8508	4	.4001	-.07	-.06	-.06	-.05	-.05	-.06	-.06	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.04	-.05	-.04	-.04	-.04	-.03	-.03	-.03	-.03
YRSTUDY3	5	.4031	-.07	06	05	05	05	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
VIEW8513	6	.4052	.11	07	04	04	05	04	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03
MOTHEduc	7	.4067	.09	07	06	05	05	04	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03
VIEW8508	8	.4081	-.11	07	06	05	04	03	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03
GOAL8516	9	.4095	.03	00	00	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
VIEW8505	10	.4108	.08	06	05	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
HSEPA	11	.4121	-.05	-.02	-.02	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
LIVEPRIV	12	.4131	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
NONS4	13	.4165	.11	08	07	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
SELECT	14	.4184	.11	09	08	07	07	06	06	05	05	05	06	06	06	05	05	05	05	05	03	01	01	00	00	01
CITYSIZE	15	.4198	-.05	-.03	-.03	-.03	-.03	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
PROT4	16	.4207	-.05	-.04	-.04	-.04	-.05	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
PCTBA09	17	.4219	.09	08	07	06	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
FFACSL18	18	.4237	.13	10	08	08	08	07	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
FFACHAT	19	.4247	-.12	-.10	-.09	-.08	-.08	-.07	-.07	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06
ACT8813	20	.4308	.15	13	12	10	10	10	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09
ACT8822	21	.4333	.15	12	11	10	10	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09
CAR8502	22	.4353	-.08	-.07	-.07	-.06	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05
COLACTOS	23	.4366	.07	06	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
UMAJ8907	24	.4378	-.06	-.05	-.05	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
ACT8821	25	.4388	.07	07	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05

DV: VIEH8912 BUSING OK TO ACHIEVE RACT N# 7855 Missing= LISTWISE 30 out of 246 IVs were significant

Name	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
AGE	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
HARRY85	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
DEGASPB5	01	00	-01	-01	-02	-02	-03	-03	-02	-03	-02	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-04	-04	-04
REASON01	-05	-04	-04	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
REASON02	04	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
REASON03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
REASON04	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
REASON05	02	01	00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
REASON06	-06	-05	-04	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
REASON07	03	02	01	01	01	01	00	00	00	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00
REASON08	-01	-01	-01	-02	-02	-02	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
REASON09	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
REASON10	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
REASON11	03	02	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
INCOME	04	04	04	04	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
FATHEDUC	06	05	04	04	03	03	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00
SPROT	-02	-01	-01	-01	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
SOTHER	-01	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
SURJISH	05	04	03	04	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
SCATH	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
SNONE	05	03	03	03	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
REBOR85	-05	-03	-03	-04	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
YRSTUDY1	01	00	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
YRSTUDY2	01	02	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
YRSTUDY4	00	00	00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
YRSTUDY5	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
YRSTUDY6	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
YRSTUDY7	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
YRSTUDY8	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEH8501	00	-01	-01	-01	-00	-01	-00	-01	-00	-01	-00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
VIEH8502	08	05	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
VIEH8503	05	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
VIEH8504	-05	-03	-02	-02	-01	-01	-01	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
VIEH8506	05	03	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEH8507	03	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEH8509	03	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEH8510	06	04	04	05	04	03	02	03	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01
VIEH8512	-03	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
VIEH8514	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEH8515	05	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
VIEH8516	02	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEH8518	-08	-06	-05	-04	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
VIEH8519	-01	-00	-00	-01	-00	-00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
VIEH8521	-04	-03	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
VIEH8522	-02	-02	-01	-00	-00	-01	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
VIEH8523	-05	-04	-03	-02	-01	-01	-01	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
GOAL8501	02	01	00	00	00	-01	-01	-00	-00	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
GOAL8502	-02	-03	-04	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
GOAL8503	-01	-01	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
GOAL8504	03	02	-00	01	00	00	00	00	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00

DV: VIEW6912 BUSING OK TO ACHIEVE RACI N# 7855 Missing LISTWISE 30 out of 246 IVs were significant

Name	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
GOAL8505	03	02	00	01	01	01	01	01	02	02	02	02	02	02	02	02	02	02	02	01	01	01	01	01	01
GOAL8506	-03	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
GOAL8507	-05	-04	-04	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
GOAL8509	03	03	00	00	01	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
GOAL8510	-02	-02	-03	-03	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
GOAL8511	04	02	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
GOAL8512	02	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
GOAL8513	-03	-03	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
GOAL8514	02	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
GOAL8515	05	04	02	02	01	01	01	01	02	02	02	02	02	02	02	02	02	02	02	01	01	01	01	01	
GOAL8518	-04	-03	-04	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
MAJ8501	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
MAJ8502	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
MAJ8503	-04	-03	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
MAJ8504	00	01	01	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	02	02	01	01	01	
MAJ8505	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
MAJ8506	02	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
MAJ8507	-02	-02	-01	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
MAJ8508	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	01	01	01	01	01	
MAJ8509	04	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	01	01	01	01	01	
MAJ8510	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
MAJ8511	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
MAJ8512	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
MAJ8513	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
MAJ8514	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	
MAJ8515	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
MAJ8516	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
CARB501	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
CARB502	-04	-03	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
CARB503	03	03	03	02	02	02	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	
CARB504	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
CARB505	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
CARB506	-00	-00	-00	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-01	
CARB507	01	01	01	01	01	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
CARB508	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
CARB509	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
CARB510	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
CARB511	-01	-01	-01	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
CARB512	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
CARB513	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
CARB514	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
CARB515	04	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	01	01	01	01	01	
LIVEHOME	-04	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
LIVECAMP	04	04	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
PUBUNIV	-01	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
PUB4YR	-03	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
PRIVUNIV	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
PRIV4YR	03	03	02	02	02	02	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
CAI(H4	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
HOPENCOL	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	

Name	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
COEBCOL	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
TOFTFET	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
UGRADT	-.03	-.03	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
PCTIUM	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
PCTHST	.01	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
PCTASST	.03	.02	.02	.02	.01	.01	.00	.00	.00	.00	.01	.01	.00	.01	.01	.00	.01	.01	.00	.00	.01	.01	.01	.01	.01
PCTBLKT	-.04	-.04	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
PCTINDT	.00	.00	.00	.00	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
PCTBA01	-.02	-.01	-.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
PCTBA02	.05	.04	.03	.03	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
PCTBA03	-.08	-.07	-.06	-.06	-.05	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
PCTBA04	-.06	-.04	-.04	-.04	-.03	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
PCTBA05	-.07	-.02	-.02	-.02	-.02	-.02	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
PCTBA06	.09	.08	.07	.07	.06	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05
PCTBA07	-.05	-.04	-.04	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
PCTBA08	.08	.07	.06	.06	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
PCTBA10	.05	.04	.04	.04	.04	.04	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
PCTBA11	.02	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
PCTBA12	.09	.08	.07	.07	.06	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05
PCTBA13	.05	.04	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
PCTBA14	-.05	-.04	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
PCTBA15	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
NORTHATL	.06	.05	.05	.06	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
P-AINS	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
SOUTHE	-.04	-.04	-.04	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
WESTSU	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
SERVISE	-.01	-.01	-.01	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
SSTUJUM	.09	.07	.06	.06	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
SSTUHAT	-.08	-.07	-.06	-.05	-.05	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
SSTUSLIB	.11	.09	.08	.08	.07	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
SSTULIBT	.10	.08	.08	.08	.07	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
SSTUATHC	-.11	-.09	-.08	-.08	-.07	-.07	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06
HEANVH85	.11	.09	.08	.08	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
SSES	.07	.06	.05	.06	.05	.04	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
FFACHUM	-.02	-.01	-.01	-.01	-.00	.00	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
FFACCAR	.02	.02	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
FFADACT	.03	.03	.02	.02	.02	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
FFPOLVW	.11	.09	.08	.08	.08	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
UHAJ8901	-.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
UHAJ8902	.01	.01	.01	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
UHAJ8903	-.08	-.08	-.07	-.06	-.06	-.06	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05
UHAJ8904	.00	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
UHAJ8905	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
UHAJ8906	.03	.02	.02	.02	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
UHAJ8908	.05	.04	.04	.04	.04	.04	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
UHAJ8909	.04	.03	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
UHAJ8910	.02	.02	.02	.02	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
UHAJ8911	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
UHAJ8912	-.00	-.00	-.00	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01

DV: V1EN8912 BUSTING OK TO ACHIEVE RACI N# 7855 Missing= LISTWISE 30 out of 246 IVs were significant

Name	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
UHAJ8913	05	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
UHAJ8914	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
UHAJ8915	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
UHAJ8916	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
CAR8901	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CAR8903	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CAR8904	04	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
CAR8905	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
CAR8906	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CAR8907	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
CAR8908	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
CAR8909	00	-00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8910	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8911	01	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CAR8912	-04	-04	-04	-04	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
CAR8913	01	01	01	01	01	00	00	00	00	01	00	00	00	00	00	00	00	00	00	01	01	00	00	00	00
CAR8914	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
CAR8915	04	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HP48901	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
HP48902	03	03	02	01	02	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HP48903	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
HP48904	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HP48906	03	02	02	02	02	02	01	01	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HP48909	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HP48910	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HP48911	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
HP48912	-04	-04	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
HP48913	-05	-05	-05	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
HP48914	-04	-02	-02	-03	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
COLACT01	04	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
COLACT02	04	03	02	02	01	01	00	00	00	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00
COLACT03	-05	-05	-04	-04	-04	-04	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
COLACT04	-04	-04	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
COLACT06	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
COLACT07	07	06	06	06	05	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
COLACT08	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
COLACT09	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
COLACT10	12	11	09	09	08	08	08	08	08	08	08	08	07	07	07	07	07	07	07	07	07	07	07	07	07
COLACT11	-02	-01	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
COLACT13	00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
COLACT14	-01	-01	-00	-00	00	00	00	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
COLACT15	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
COLACT16	02	02	02	02	02	01	01	01	01	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01
COLACT17	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
COLACT18	-01	-01	-01	-01	-00	-01	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
COLACT21	08	07	07	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
COLACT22	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
COLACT23	10	09	08	07	07	07	06	07	07	07	07	07	06	05	05	05	05	05	05	05	05	05	05	05	05
ACT8802	01	01	01	01	00	00	00	00	00	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00
ACT8803	-05	-04	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03

OV: VIEW8912 BUSING OK TO ACHIEVE RACI N= 7855 Missing= LISTWISE 30 out of 246 IVs were significant

Name	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
ACT8804	04	04	03	03	03	02	02	03	03	03	03	02	02	01	02	02	02	02	02	01	00	-00	-01	-01	-01
ACT8812	00	01	01	00	01	01	00	01	01	01	01	01	01	01	00	01	01	01	01	00	00	00	00	00	00
ACT8820	03	03	03	03	02	02	02	02	02	02	03	02	02	02	02	02	02	02	02	01	01	01	01	01	01
ACT8824	-01	-01	-01	-01	-01	-01	-01	-01	-01	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-02
ACT8825	03	03	03	03	03	02	02	02	02	03	03	02	02	02	02	02	02	02	02	01	01	01	01	01	00
ACT8826	07	06	05	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	01	01	01	01	01	01
ACT8827	08	07	06	06	05	05	04	04	04	05	05	04	04	04	04	04	04	04	03	00	-01	-01	-01	-01	-02
YEARSIN1	-01	-01	-01	-01	-01	-01	-01	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-02
YEARSIN2	01	01	01	01	00	00	00	00	00	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00
YEARSIN3	02	02	02	02	01	01	01	01	01	01	02	02	01	01	01	01	01	01	01	01	01	00	01	00	00
YEARSIN4	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	00	00	00	00	00	00
ETHREQ	-01	-00	-00	-00	00	00	00	00	00	00	-00	-00	-00	-00	00	00	00	00	00	-00	-00	-00	-00	-00	-00
ETHSOM	04	03	03	03	03	02	02	03	02	02	02	02	01	01	01	01	01	01	01	01	01	00	00	00	00
ETHRON	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
LOWCON	-03	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
HITCON	02	02	02	03	02	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01

DV: VIEW8912 BUSING OK TO ACHIEVE RACI N= 7855 Missing= LISTWISE 30 out of 246 IVs were significant

Name	Step	MultR	Simpr	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50						
																		Beta at Step																
																		=====																
VIEW8517	1	.3760	.38	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34	34						
POLIVH85	2	.3894	.15	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04					
GONL8517	3	.3970	.15	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06				
GOAL8508	4	.4001	-.07	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03				
YRSTUDY3	5	.4031	.07	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01			
VIEW8513	6	.4052	.11	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01		
MOTHEduc	7	.4067	.09	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
VIEW8508	8	.4081	.11	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
GONL8516	9	.4095	.03	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	
VIEW8505	10	.4108	.08	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	
HSGPA	11	.4121	-.05	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	
LIVERPRIV	12	.4131	-.03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	
HONS4	13	.4165	.11	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
SELECT	14	.4184	.11	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
CITYSIZE	15	.4198	-.05	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	
PROT4	16	.4207	-.05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	
PCTBA09	17	.4219	.09	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
FFACSLIB	18	.4237	.13	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
FFACHAT	19	.4247	-.12	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	
ACT8813	20	.4308	.15	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	
ACT8822	21	.4333	.15	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	
CAR8902	22	.4353	-.08	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	
COLACT05	23	.4366	.07	04	04	03	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	
UMAJ8907	24	.4378	-.06	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	
ACT8821	25	.4388	.07	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	

DV: VIEW8912 BUSTING OK TO ACHIEVE RACI N= 7855 Missing= LISTWISE 30 out of 246 IVs were significant

Name	Step	MLTR	SIMPR	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
ACT8806	26	.6399	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
COLACT20	27	.4409	.11	--	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
HP48905	28	.4417	.06	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
HP48907	29	.4426	.00	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
ACT8816	30	.4434	-.01	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03

DV: VIEW8912 BUSING OK TO ACHIEVE RACI N= 7855 Missing= LISTWISE 30 out of 246 IVs were significant

Name	*NOT IN EQUATION*	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
		Beta at Step																								
AGE		-01	-01	-01	-01	-01																				
HARRY85		01	01	01	01	01																				
DEGASPB5		-04	-04	-04	-04	-04																				
REASON01		00	00	00	00	00																				
REASON02		00	00	00	00	00																				
REASON03		02	02	02	02	02																				
REASON04		-01	-01	-01	-01	-01																				
REASON05		-01	-01	-01	-01	-01																				
REASON06		-00	-00	-00	-00	-00																				
REASON07		-01	-01	-01	-01	-01																				
REASON08		-02	-02	-02	-02	-02																				
REASON09		-01	-01	-00	-00	-00																				
REASON10		-02	-02	-02	-02	-02																				
REASON11		00	00	00	00	00																				
INCOME		03	03	02	02	02																				
FATHEDUC		00	00	-00	-00	-00																				
SPROT		00	00	00	00	00																				
SOTHER		-01	-01	-01	-01	-11																				
SJEWISH		02	02	02	02	02																				
SCATH		01	01	01	01	01																				
SHONE		-01	-01	-01	-01	-00																				
REBORH85		-01	-01	-01	-01	-01																				
YRSTUDY1		-01	-01	-01	-01	-01																				
YRSTUDY2		01	01	01	01	01																				
YRSTUDY4		-01	-01	-01	-01	-02																				
YRSTUDY5		-01	-01	-01	-01	-01																				
YRSTUDY6		-00	-00	-00	-00	-00																				
YRSTUDY7		02	02	02	02	02																				
YRSTUDY8		-01	-01	-01	-01	-01																				
VIEW8501		-00	-00	-00	-01	-00																				
VIEW8502		02	02	02	02	02																				
VIEW8503		00	00	00	00	00																				
VIEW8504		02	02	02	02	02																				
VIEW8506		00	00	00	00	00																				
VIEW8507		01	01	01	01	01																				
VIEW8509		01	01	01	01	01																				
VIEW8510		-00	-00	-00	-00	-00																				
VIEW8512		-01	-01	-01	-01	-01																				
VIEW8514		01	01	01	01	01																				
VIEW8515		00	00	00	00	00																				
VIEW8516		00	00	00	00	00																				
VIEW8518		-00	-00	-00	-01	-01																				
VIEW8519		00	00	00	00	00																				
VIEW8521		00	00	00	00	00																				
VIEW8522		00	00	00	00	00																				
VIEW8523		02	02	02	02	02																				
GOAL8501		-02	-02	-02	-02	-02																				
GOAL8502		-02	-02	-02	-02	-02																				
GOAL8503		-01	-01	-01	-01	-01																				
GOAL8504		-01	-01	-01	-01	-01																				

DV: VIEW8912 BUSING OK TO ACHIEVE RACI N= 7855 Missing= LISTWISE 30 out of 246 IVs were significant

Name	*HOT IN EQUATION*	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
GOAL8505		01	01	01	01	01	01																			
GOAL8506		00	00	00	00	00	00																			
GOAL8507		00	00	00	00	00	00																			
GOAL8509		02	02	02	02	02	02																			
GOAL8510		-02	-02	-02	-02	-02	-02																			
GOAL8511		-02	-02	-02	-02	-02	-02																			
GOAL8512		-02	-02	-02	-02	-02	-02																			
GOAL8513		00	00	00	00	00	00																			
GOAL8514		-02	-02	-03	-03	-02	-02																			
GOAL8515		01	01	01	01	01	01																			
GOAL8516		-00	-00	-00	-00	-00	-00																			
HAJ8501		00	00	00	00	00	00																			
HAJ8502		-01	-01	-01	-01	-01	-01																			
HAJ8503		02	02	02	02	02	02																			
HAJ8504		01	01	01	01	01	01																			
HAJ8505		-01	-01	-01	-01	-01	-01																			
HAJ8506		-01	-01	-01	-01	-01	-01																			
HAJ8507		01	01	01	01	01	01																			
HAJ8508		01	01	01	01	01	01																			
HAJ8509		01	01	01	01	01	01																			
HAJ8510		01	01	01	01	01	01																			
HAJ8511		-02	-02	-02	-02	-02	-02																			
HAJ8512		-00	-00	-00	-00	-00	-00																			
HAJ8513		01	01	01	01	01	01																			
HAJ8514		00	00	00	00	00	00																			
HAJ8515		-01	-02	-02	-01	-02	-02																			
HAJ8516		-01	-01	-01	-01	-01	-01																			
CAR8501		00	00	00	00	00	00																			
CAR8502		01	01	01	01	01	01																			
CAR8503		02	02	02	02	02	02																			
CAR8504		-01	-01	-01	-01	-01	-01																			
CAR8505		00	00	00	00	00	00																			
CAR8506		-01	-01	-01	-01	-01	-01																			
CAR8507		02	02	02	02	02	02																			
CAR8508		-02	-02	-02	-01	-01	-01																			
CAR8509		-01	-01	-01	-01	-01	-01																			
CAR8510		01	01	01	01	01	01																			
CAR8511		-01	-01	-01	-01	-01	-01																			
CAR8512		-00	-00	-00	-01	-00	-00																			
CAR8513		-01	-01	-01	-01	-01	-01																			
CAR8514		-00	-01	-01	-01	-00	-00																			
CAR8515		01	01	01	00	00	00																			
LIVEHOME		01	01	01	01	01	01																			
LIVECAMP		-01	-01	-02	-02	-02	-02																			
PUBUNIV		-00	-01	-01	-01	-01	-01																			
PU54YR		-01	-01	-01	-01	-00	-00																			
PRIVUNIV		01	01	01	02	01	01																			
PRIV4YR		-00	-00	-00	-00	-00	-00																			
CATH4		00	00	00	00	00	00																			
NONENCOL		-02	-02	-01	-01	-01	-01																			

OV: VIEN89 BUSING OK TO ACHIEVE RACI N= 7855 Missing= LISTWISE 30 out of 246 IVs were significant

NAME	*NOT IN EQUATION*	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
COEDCOL		02	02	01	01	01																				
TOIFTEI		-01	-01	-01	-01	-01																				
UGRADT		-00	-00	-00	-01	-01																				
PCTWOM		-01	-01	-01	-01	-01																				
PCTHIST		00	00	-00	-00	-00																				
PCTASNT		-01	-01	-01	-01	-01																				
PCTBLKT		-02	-02	-02	-02	-02																				
PCTINDT		01	01	01	01	01																				
PCTBA01		00	00	00	00	00																				
PCTBA02		-02	-02	-02	-02	-02																				
PCTBA03		02	02	02	02	02																				
PCTBA04		02	02	02	02	02																				
PCTBA05		00	00	00	00	00																				
PCTBA06		-02	-02	-02	-02	-02																				
PCTBA07		01	00	01	01	01																				
PCTBA08		-01	-01	-01	-01	-01																				
PCTBA10		00	00	00	00	00																				
PCTBA11		-00	-00	-03	-00	-00																				
PCTBA12		-01	-01	-01	-01	-01																				
PCTBA13		-03	-03	-03	-03	-03																				
PCTBA14		00	00	00	00	00																				
PCTBA15		-01	-01	-01	-01	-01																				
NORTHATL		03	03	03	03	03																				
PLAINH		-01	-01	-01	-01	-01																				
SOUTHE		-02	-02	-02	-02	-02																				
WESTSW		01	01	00	01	01																				
SERVICE		-00	-00	-01	-00	-00																				
SSTUHUM		-02	-02	-02	-02	-02																				
SSTUMAT		-01	-00	-01	-01	-01																				
SSTUSLIB		-00	-01	-00	-00	-00																				
SSTULBT		-02	-02	-02	-02	-02																				
SSTUAUTH		03	03	03	02	02																				
SSTUARTC		-02	-02	-02	-02	-02																				
PEANYR85		-01	-01	-01	-01	-01																				
SSES		03	03	03	03	03																				
FFACHUM		-01	-01	-01	-01	-01																				
FFACAR		01	01	01	01	01																				
FFACACT		02	02	02	02	02																				
FPOLW		-04	-04	-04	-04	-04																				
UMAJB901		00	00	00	01	01																				
UMAJB902		00	00	00	00	00																				
UMAJB903		-02	-02	-02	-02	-02																				
UMAJB904		02	02	02	01	01																				
UMAJB905		-03	-02	-02	-02	-02																				
UMAJB906		-00	-00	-00	00	00																				
UMAJB908		02	02	02	02	02																				
UMAJB909		00	00	00	00	00																				
UMAJB910		00	00	00	00	00																				
UMAJB911		01	01	01	01	01																				
UMAJB912		-01	-01	-01	-01	-01																				

OV: VIEW8912 BUSING OK TO ACHIEVE RACI N= 7855 Missing= LISTWISE 30 out of 246 IVs were significant

Name	*NOT IN EQUATION*	26	27	28	29	30	31	32	33	34	35	36	37	Beta at Step				
UHAJ8913		01	01	01	01	01												
UHAJ8914		-02	-02	-02	-02	-02												
UHAJ8915		-01	-01	-01	-01	-01												
UHAJ8916		-00	-00	-00	-00	-00												
CAR8901		-01	-01	-01	-01	-01												
CAR8903		01	01	01	01	01												
CAR8904		01	01	01	01	01												
CAR8905		-02	-02	-02	-02	-02												
CAR8906		00	00	00	00	00												
CAR8907		02	02	02	01	01												
CAR8908		-02	-02	-02	-01	-01												
CAR8909		-01	-01	-01	-01	-01												
CAR8910		01	01	01	00	00												
CAR8911		-00	-00	-00	-00	-00												
CAR8912		-01	-01	-01	-02	-02												
CAR8913		00	00	00	00	00												
CAR8914		00	00	00	00	00												
CAR8915		00	00	00	00	00												
HP48901		-02	-02	-02	-02	-02												
HP48902		01	01	01	01	01												
HP48903		01	01	00	00	00												
HP48904		00	00	-00	00	00												
HP48906		00	00	00	00	00												
HP48909		02	02	02	02	02												
HP48910		00	00	-00	-00	-00												
HP48911		-02	-02	-02	-02	-02												
HP48912		-01	-01	-00	-01	-00												
HP48913		-01	-02	-01	-01	-01												
HP48914		02	02	02	02	02												
COLACT01		01	01	00	01	01												
COLACT02		-02	-03	-03	-02	-03												
COLACT03		-02	-02	-02	-02	-02												
COLACT04		-01	-01	-01	-01	-01												
COLACT06		-01	-01	-01	-01	-01												
COLACT07		-01	-02	-01	-01	-01												
COLACT08		02	02	02	02	02												
COLACT09		-00	-01	-01	-00	-01												
COLACT10		02	02	02	02	02												
COLACT11		-01	-01	-01	-01	-01												
COLACT13		00	00	00	00	00												
COLACT14		00	00	00	00	00												
COLACT15		-01	-01	-02	-02	-02												
COLACT16		01	00	00	01	01												
COLACT17		00	00	-01	-01	-01												
COLACT18		-01	-01	-01	-01	-01												
COLACT21		02	02	01	02	02												
COLACT22		-02	-02	-02	-02	-02												
COLACT23		02	01	01	01	01												
ACT8802		-00	-00	-00	-00	-00												
ACT8803		-02	-02	-02	-02	-02												

DV: VIEW8912 BUSING OK TO ACHIEVE RACI N= 7855 Missing= LISTWISE 30 out of 246 IVs were significant

	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
***** #NOT IN EQUATION* *****	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
***** Beta at Step *****																										
ACT8804	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
ACT8812	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
ACT8820	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
ACT8824	-01	-01	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
ACT8825	01	01	00	01	00	01	00	01	00	01	00	01	00	01	00	01	00	01	00	01	00	01	00	01	00	01
ACT8826	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
ACT8827	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
YEARSIN1	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
YEARSIN2	00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
YEARSIN3	01	00	00	01	00	01	00	01	00	01	00	01	00	01	00	01	00	01	00	01	00	01	00	01	00	01
YEARSIN4	00	-00	-00	00	-01	00	-00	-00	00	-01	00	-00	-00	00	-01	00	-00	-00	00	-01	00	-00	-00	00	-01	00
ETHREQ	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
ETHSON	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
ETHSON	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
LOWCON	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HICON	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01

	MEAN	STD	DEVI	LABEL
GOAL8517	2.258	.817	PROMOTE RACIAL UNDERSTANDING	
VIEW8517	2.431	.824	BUSING OK TO ACHIEVE BALANCE	
AGE	3.114	.475	AGE OF STUDENT ON 12/31/89	
HSGPA	6.265	1.389	AVERAGE HIGH SCHOOL GRADES	
HARRY85	1.003	.065	HARITAL STATUS IN 1985	
-DEGA3P85	3.950	.768	HIGHEST DEGREE PLANNED ANYWHERE	
REASON01	2.706	.530	REASON FOR COLL: GET A BETTER JOB	
REASON02	2.694	.489	REASON FOR COLL: GAIN GENERAL EDUCATION	
REASON03	2.239	.644	REASON FOR COLL: IMPROVE STUDY SKILLS	
REASON04	1.102	.337	REASON FOR COLL: NOTHING BETTER TO DO	
REASON05	2.339	.614	REASON FOR COLL: BECOME MORE CULTURED	
REASON06	2.464	.622	REASON FOR COLL: MAKE MORE MONEY	
REASON07	2.793	.420	REASON FOR COLL: LEARN ABOUT NEW THINGS	
REASON08	2.297	.744	REASON FOR COLL: PREP FOR GRAD-PROF SCH	
REASON09	1.771	.699	REASON FOR COLL: PARENTS WANTED	
REASON10	1.066	.286	REASON FOR COLL: COULDN'T FIND JOB	
REASON11	1.575	.658	REASON FOR COLL: GET AWAY FROM HOME	
POL1W85	3.068	.682	POLITICAL ORIENTATION	
INCOME	8.196	2.967	ESTIMATED PARENTAL INCOME	
FATHEUC	5.466	2.050	FATHER'S EDUCATION	
MOTHEUC	4.894	1.787	MOTHER'S EDUCATION	
SPROT	1.409	.492		
SOTHER	1.041	.199		
SJEWISH	1.049	.215		
SCATH	1.380	.485		
SNONE	1.082	.275		
REBORN85	1.206	.392	BORN-AGAIN CHRISTIAN IN 1985?	
YRSTUDY1	6.024	.351	YEARS OF HS STUDY: ENGLISH	
YRSTUDY2	5.680	.737	YEARS OF HS STUDY: MATHEMATICS	
YRSTUDY3	4.609	1.479	YEARS OF HS STUDY: FOREIGN LANGUAGE	
YRSTUDY4	3.720	1.101	YEARS OF HS STUDY: PHYSICAL SCIENCE	
YRSTUDY5	3.459	.782	YEARS OF HS STUDY: BIOLOGICAL SCIENCE	
YRSTUDY6	4.920	.923	YEARS OF HS STUDY: HISTORY-AH GOVERNMENT	
YRSTUDY7	2.026	.957	YEARS OF HS STUDY: COMPUTER SCIENCE	
YRSTUDY8	3.633	1.950	YEARS OF HS STUDY: ART OR MUSIC	
VIEW8501	2.826	.602	GOV NOT PROTECTING CONSUMER	
VIEW8502	3.047	.791	GOV NOT PROMOTING DISARMAMENT	
VIEW8503	3.119	.689	GOV NOT CONTROLLING POLLUTION	
VIEW8504	2.913	.633	GOV DISCOURAGE ENERGY USE	
VIEW8505	1.957	.763	RAISE TAXES TO REDUCE DEFICT	
VIEW8506	1.678	.769	INCREASE MILITARY SPENDING	
VIEW8507	2.693	.918	NUCLEAR DISARMAMENT ATTAINABLE	
VIEW8508	2.124	.981	ABOLISH DEATH PENALTY	
VIEW8509	2.572	.819	NEED NATIONAL HEALTH CARE	
VIEW8510	2.571	1.178	LEGALIZE ABORTION	
VIEW8512	1.419	.757	MARRIED WOMEN BEST IN HOME	
VIEW8513	2.158	.918	LIVE TOGETHER WITHOUT MARRIAGE	
VIEW8514	3.847	.468	EQUAL OPPORTUNITY FOR WOMEN	
VIEW8515	3.017	.877	HEALTHY SHOULD PAY MORE TAXES	
VIEW8516	1.620	.829	LEGALIZE MARIJUANA	

	MEAN	STD	DEVJ	LABEL
VIEW8518	2.088	.956		PROHIBIT HOMOSEXUAL RELATIONS
VIEW8519	1.470	.700		COLLEGE REGULATE OFF-CAMPUS ACTS
VIEW8521	1.753	.806		COLLEGE BAN EXTREME SPEAKERS
VIEW8522	2.052	.836		IND DO LITTLE TO CHANGE SOC
VIEW8523	2.546	.952		COLL INCREASES EARN POWER
GOAL8501	1.617	.867		ACHIEVE IN PERFORMING ART
GOAL8502	2.894	.794		BECOME AUTHORITY IN OWN FIELD
GOAL8503	2.581	.780		OBTAIN RECOG FROM COLLEAGUES
GOAL8504	1.746	.755		INFLUENCE POLITICAL STRUCTURE
GOAL8505	2.256	.760		INFLUENCE SOCIAL VALUES
GOAL8506	2.983	.887		RAISE A FAMILY
GOAL8507	2.256	.797		HAVE ADMIN RESPONSIBILITY
GOAL8508	2.663	.825		BE VERY WELL OFF FINANCIALLY
GOAL8509	2.922	.733		HELP OTHERS IN DIFFICULTY
GOAL8510	1.505	.729		MAKE THEORETICAL CONTRIBUTION
GOAL8511	1.598	.846		WRITE ORIGINAL WORKS
GOAL8512	1.510	.787		CREATE ARTISTIC WORKS
GOAL8513	2.249	.994		BE SUCCESSFUL IN OWN BUSINESS
GOAL8514	1.934	.713		BECOME INVOLVED IN ENVIRONMENT
GOAL8515	2.499	.951		DEVELOP MEANINGFUL PHILOSOPHY
GOAL8516	2.125	.732		PARTICIPATE IN COMM ACTION
GOAL8518	1.714	.828		BE EXPERT ON FINANCE/COMMERCE
MAJ8501	1.003	.052		MAJOR GROUP: AGRICULTURE
MAJ8502	1.056	.231		MAJOR GROUP: BIOLOGICAL SCIENCES
MAJ8503	1.176	.381		MAJOR GROUP: BUSINESS
MAJ8504	1.095	.293		MAJOR GROUP: EDUCATION
MAJ8505	1.034	.182		MAJOR GROUP: ENGINEERING
MAJ8506	1.029	.168		MAJOR GROUP: ENGLISH
MAJ8507	1.108	.311		MAJOR GROUP: HEALTH PROFESSIONAL
MAJ8508	1.054	.225		MAJOR GROUP: HISTORY/POLI SCI
MAJ8509	1.042	.200		MAJOR GROUP: HUMANITIES
MAJ8510	1.033	.179		MAJOR GROUP: FINE ARTS
MAJ8511	1.018	.134		MAJOR GROUP: MATH OR STATISTICS
MAJ8512	1.020	.142		MAJOR GROUP: PHYSICAL SCIENCES
MAJ8513	1.090	.287		MAJOR GROUP: SOCIAL SCIENCES
MAJ8514	1.030	.171		MAJOR GROUP: OTHER TECHNICAL
MAJ8515	1.080	.271		MAJOR GROUP: OTHER NON-TECHNICAL
MAJ8516	1.093	.290		MAJOR GROUP: UNDECIDED
CARE8501	1.072	.258		CAREER GRP: ARTIST
CARE8502	1.174	.379		CAREER GRP: BUSINESSMAN
CARE8503	1.002	.048		CAREER GRP: CLERGYMAN
CARE8504	1.005	.068		CAREER GRP: COLLEGE TEACHER
CARE8505	1.061	.239		CAREER GRP: DOCTOR (MD OR DDS)
CARE8506	1.047	.212		CAREER GRP: SECONDARY EDUCATION
CARE8507	1.064	.245		CAREER GRP: ELEMENTARY EDUCATION
CARE8508	1.034	.180		CAREER GRP: ENGINEER
CARE8509	1.003	.054		CAREER GRP: FARMER OR FORESTER
CARE8510	1.063	.242		CAREER GRP: HEALTH PROFESSIONAL
CARE8511	1.054	.227		CAREER GRP: LAWYER
CARE8512	1.037	.188		CAREER GRP: NURSE

	MEAN	STD	DEVI	LABEL
CAR8513	1.023	.150		CAREER GRP: RESEARCH SCIENTIST
CAR8514	1.166	.372		CAREER GRP: OTHER CHOICE
CAR8515	1.157	.364		CAREER GRP: UNDECIDED
LIVEHOME	1.132	.339		PLAN TO LIVE AT HOME IN FALL 1985?
LIVEPRIV	1.012	.111		PLAN TO LIVE OFF CAMPUS IN FALL 1985?
LIVECAMP	1.839	.368		PLAN TO LIVE ON CAMPUS IN FALL 1985?
SELECT	105.528	11.931		IC: INSTITUTIONAL SELECTIVITY (SATV+H)
PUBUNIV	1.162	.369		PUBLIC UNIVERSITY
PUB4YR	1.168	.374		PUBLIC 4-YEAR COLLEGE
PRIVUNIV	1.178	.383		PRIVATE UNIVERSITY
PRIV4YR	1.491	.500		PRIVATE 4-YEAR COLLEGE
NON54	1.247	.431		
PROT4	1.101	.301		
CATH4	1.143	.350		
WOMENCOL	1.086	.281		WOMENS COLLEGE
COEDCOL	1.914	.281		
CITYSIZE	3.844	2.364		IC: SIZE OF INSTITUTION'S CITY
TOFTFET	7981.819	9992.065		OFF: TOTAL FTE STUDENTS
UGRADT	6281.408	6869.657		OFF: UNDERGRADUATE STUDENTS
PCTUOM	55.021	14.871		OFF: % ENROLLMENT OF WOMEN
PCTHIS1	2.170	3.562		OFF: % HISPANIC UGTFE
PCTASMT	2.615	4.034		OFF: % ASIAN UGTFE
PCTBLK1	4.215	3.207		OFF: % BLACK UGTFE
PCTIND1	.284	1.405		OFF: % AMERICAN INDIAN UGTFE
PCTBA01	.924	2.250		% OF 1986 BA'S IN AGRICULTURE
PCTBA02	5.215	3.170		% OF 1986 BA'S IN BIOLOGICAL SCIENCES
PCTBA03	21.724	14.511		% OF 1986 BA'S IN BUSINESS
PCTBA04	7.426	7.948		% OF 1986 BA'S IN EDUCATION
PCTBA05	5.692	9.710		% OF 1986 BA'S IN ENGINEERING
PCTBA06	2.293	1.983		% OF 1986 BA'S IN ENGLISH
PCTBA07	5.715	7.821		% OF 1986 BA'S IN HEALTH PROFESSIONS
PCTBA08	3.735	3.124		% OF 1986 BA'S IN HISTORY/POLITICAL SCI
PCTBA09	6.710	5.453		% OF 1986 BA'S IN HUMANITIES
PCTBA10	4.630	4.025		% OF 1986 BA'S IN FINE ARTS
PCTBA11	2.353	2.488		% OF 1986 BA'S IN MATH/STATISTICS
PCTBA12	2.981	3.160		% OF 1986 BA'S IN PHYSICAL SCIENCES
PCTBA13	17.108	12.468		% OF 1986 BA'S IN SOCIAL SCIENCES
PCTBA14	3.673	3.762		% OF 1986 BA'S IN OTHER TECHNICAL
PCTBA15	9.895	9.150		% OF 1986 BA'S IN OTHER NON-TECHNICAL
NORTHATL	1.392	.488		LOC: NORTH ATLANTIC
PLAINS	1.293	.455		LOC: PLAINS
SOUTHE	1.167	.373		LOC: SOUTHEAST
WESTSH	1.145	.353		LOC: WEST, SOUTHWEST
SERVICE	1.003	.054		LOC: SVC ACADEMY
SSTURUM	198.712	7.223		PEER NORTH-HUMANISM
SSTUHL18	177.744	10.144		PEER NORTH-MATERIALISM
SSTUHL19	272.933	12.156		PEER NORTH-SOCIAL LIBERALISM
SSTUHL20	66.466	10.235		PEER NORTH-LIBERTARIANISM
SSTUHL21	86.086	9.239		PEER NORTH-AUTHORITARIANISM
SSTUHL22	46.905	4.307		PEER NORTH-ARTISTIC

DV: VIEW8912 BUSTING OK TO ACHIEVE RACI N= 7855 Missing= LISTWISE 30 out of 246 IVs were significant

	MEAN	STD	DEVI	LABEL
MEANW85	3.050			MEAN POLITICAL ORIENTATION IN 1985
SEES	18.533			PEER FAC: SOCIO-ECONOMIC STATUS
FFACSLIB	218.936			FACULTY NORH-SOCIAL LIBERALISM
FFACHUM	113.427			FACULTY NORH-CAREERISH
FFACCAR	54.367			FACULTY NORH-ACTIVISM
FFACACT	43.752			FACULTY NORH-MATERIALISM
FFACHAT	54.567			FACULTY NORH-MATERIALISM
FPOLWV	3.394			POLITICAL VIEW
UHAJ8901	1.003			1989 MAJOR-AGRICULTURE
UHAJ8902	1.052			1989 MAJOR-BIOLOGICAL SCIENCES
UHAJ8903	1.163			1989 MAJOR-BUSINESS
UHAJ8904	1.119			1989 MAJOR-EDUCATION
UHAJ8905	1.023			1989 MAJOR-ENGINEERING
UHAJ8906	1.060			1989 MAJOR-ENGLISH
UHAJ8907	1.054			1989 MAJOR-HEALTH PROFESSIONAL
UHAJ8908	1.066			1989 MAJOR-HISTORY OR POLITICAL SCIENCE
UHAJ8909	1.049			1989 MAJOR-HUMANITIES
UHAJ8910	1.037			1989 MAJOR-FINE ARTS
UHAJ8911	1.019			1989 MAJOR-MATH OR STATISTICS
UHAJ8912	1.018			1989 MAJOR-PHYSICAL SCIENCES
UHAJ8913	1.146			1989 MAJOR-SOCIAL SCIENCES
UHAJ8914	1.019			1989 MAJOR-OTHER TECHNICAL
UHAJ8915	1.069			1989 MAJOR-OTHER NON-TECHNICAL
UHAJ8916	1.005			1989 MAJOR-UNDECIDED
CAR8901	1.229			1989 CAREER-ARTIST
CAR8902	1.026			1989 CAREER-BUSINESSMAN
CAR8903	1.003			1989 CAREER-CLERGYMAN
CAR8904	1.030			1989 CAREER-COLLEGE TEACHER
CAR8905	1.026			1989 CAREER-DOCTOR (MD OR DDS)
CAR8906	1.065			1989 CAREER-SECONDARY EDUCATION
CAR8907	1.106			1989 CAREER-ELEMENTARY EDUCATION
CAR8908	1.019			1989 CAREER-ENGINEER
CAR8909	1.005			1989 CAREER-FARMER OR FORESTER
CAR8910	1.048			1989 CAREER-HEALTH PROFESSIONAL
CAR8911	1.045			1989 CAREER-LAWYER
CAR8912	1.034			1989 CAREER-NURSE
CAR8913	1.024			1989 CAREER-RESEARCH SCIENTIST
CAR8914	1.222			1989 CAREER-OTHER CHOICE
CAR8915	1.065			1989 CAREER-UNDECIDED
HPH8901	5.256			ATTENDING CLASSES OR LABS
HPH8902	5.865			STUDYING OR DOING HOMEWORK
HPH8903	5.722			SOCIALIZING WITH FRIENDS
HPH8904	2.757			TALKING WITH FACULTY OUTSIDE CLASS
HPH8905	3.616			EXERCISING OR SPORTS
HPH8906	2.464			READING FOR PLEASURE
HPH8907	2.962			USING A PERSONAL COMPUTER
HPH8909	4.834			WORKING (FOR PAY)
HPH8910	1.915			VOLUNTEER WORK
HPH8911	2.766			STUDENT CLUBS OR GROUPS
HPH8912	3.572			WATCHING TV

DV: VIEW8912 BUSING OK TO ACHIEVE RACI N# 7855 Missing= LISTWISE 30 out of 246 IVs were significant

	MEAN	STD	DEVI	LABEL
HPM8913	2.218	1.410	COMMUTING TO CAMPUS	
HPM8914	2.032	1.126	RELIGIOUS SERVICES OR MEETINGS	
COLACT01	1.464	.493	ENROLLED IN HONORS PROGRAM	
COLACT02	1.537	.489	ENROLLED IN INTERDISCIPLINARY COURSE	
COLACT03	1.276	.444	MEMBER OF FRATERNITY OR SORORITY	
COLACT04	1.099	.296	GOTTEN MARRIED	
COLACT05	1.630	.480	HELD PART-TIME JOB ON-CAMPUS	
COLACT06	1.634	.479	HELD PART-TIME JOB OFF-CAMPUS	
COLACT07	1.121	.323	WORKED FULL TIME WHILE STUDENT	
COLACT08	1.173	.375	IN STUDY ABROAD PROGRAM	
COLACT09	1.337	.469	IN COLLEGE INTERNSHIP PROGRAM	
COLACT10	1.223	.412	IN CAMPUS DEMONSTRATIONS	
COLACT11	1.239	.422	ELECTED TO STUDENT OFFICE	
COLACT13	1.291	.450	GRADUATED WITH HONORS	
COLACT14	1.147	.350	TAKEN READING STUDY/SKILLS CLASSES	
COLACT15	1.237	.421	TOOK PART IN INTERCOLLEGIATE ATHLETICS	
COLACT16	1.203	.398	WORKED ON PROFESSOR'S RESEARCH PROJECT	
COLACT17	1.027	.358	PLAYED INTERCOLL FOOTBALL/BASKETBALL	
COLACT18	1.062	.338	TAKEN REMEDIAL/DEVELOPMENT COURSES	
COLACT20	1.330	.466	ENROLLED IN ETHNIC STUDIES COURSE	
COLACT21	1.285	.448	EMROLLED IN WOMEN'S STUDES COURSE	
COLACT22	1.158	.362	ASSISTED FACULTY IN TEACHING CLASS	
COLACT23	1.285	.448	ATTD RACIAL/CULTURAL AWARENESS WORKSHOP	
ACT8802	2.596	.541	DISCUSSED COURSE CONTENT WITH STUDENTS	
ACT8803	2.137	.686	WORKED ON GROUP PROJECT FOR A CLASS	
ACT8804	1.404	.549	GUEST IN PROFESSOR'S HOME	
ACT8806	1.613	.650	TUTORED ANOTHER STUDENT	
ACT8812	1.441	.653	PARTICIPATED IN INTRAMURAL SPORTS	
ACT8813	1.927	.612	DISCUSSED RACIAL/ETHNIC ISSUES	
ACT8816	1.374	.584	FELT LIKE LEAVING COLLEGE	
ACT8820	1.667	.584	RECEIVED VOCATIONAL/CAREER COUNSELING	
ACT8821	1.208	.473	RECEIVED PERSONAL/PSYCH COUNSELING	
ACT8822	1.191	.427	PARTICIPATED IN CAMPUS DEMONSTRATIONS	
ACT8824	1.175	.400	RECEIVED TUTORING IN COURSES	
ACT8825	2.576	.578	READ THE STUDENT NEWSPAPER	
ACT8826	2.342	.632	SOCIALIZED WITH ONE FROM DIFF ETHNIC GRP	
ACT8827	2.300	.608	DISCUSSED POLITICAL/SOCIAL ISSUES	
YEARSIN1	1.995	.070	COMPLETED AT LEAST 1 YEAR	
YEARSIN2	1.971	.169	COMPLETED AT LEAST 2 YEARS	
YEARSIN3	1.934	.248	COMPLETED AT LEAST 3 YEARS	
YEARSIN4	1.887	.316	COMPLETED AT LEAST 4 YEARS	
ETHREQ	1.073	.261	ETHNIC STUDIES REQUIRED FOR ALL	
ETHSDH	1.027	.163	ETHNIC STUDIES REQUIRED FOR SOME	
ETHHOR	1.879	.326	ETHNIC STUDIES NOT REQUIRED	
LONCON	1.217	.412	LOW CONTACT WITH PEERS	
HICON	1.180	.385	HIGH CONTACT WITH PEERS	
VIEW8912	2.420	.862	BUSING OK TO ACHIEVE RACIAL BALANCE	

Table C.3
Standardized Regression Coefficients at Steps-Regression Predicting White Men's Commitment to Promoting Racial Understanding

DV: GOAL8917 PROMOTE RACIAL UNDERSTAND N= 5517 Missing= LISTWISE 34 out of 246 IVs were significant

Name	Step	Mult R	Beta at Step																										
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
GOAL8517	1	.3829	.38	38	36	35	34	31	30	29	28	28	27	27	27	27	27	27	27	26	26	26	26	24	23	23			
REASON02	2	.3977	.17	11	10	10	09	08	08	07	07	07	07	05	05	05	05	05	05	05	05	05	05	04	04	04	03		
VIEW0508	3	.4090	.17	10	10	10	09	09	08	07	07	06	06	06	06	06	05	05	05	06	05	05	05	05	04	04	04		
CAR8508	4	.4180	-.12	-10	-09	-09	-08	-08	-07	-07	-07	-07	-07	-06	-06	-06	-06	-06	-06	-06	-06	-06	-05	-04	-03	-03	-03		
GOAL8509	5	.4251	.24	11	10	09	09	08	08	08	08	07	07	07	07	07	07	07	07	07	07	07	07	07	06	06	06		
DEGASPB5	6	.4303	.13	09	08	08	07	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	05	05	03	02	02	
GOAL8501	7	.4348	.15	09	08	07	07	07	06	06	06	06	06	06	06	05	05	05	05	05	05	05	05	05	05	04	04	04	
VIEWR506	8	.4383	-.14	-08	-08	-06	-06	-06	-06	-06	-06	-05	-05	-05	-05	-04	-04	-04	-04	-04	-04	-04	-03	-03	-03	-03	-03		
GOAL8515	9	.4409	.23	10	08	08	08	07	06	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	02	02	02	
REASON06	10	.4430	-.13	-08	-08	-06	-06	-05	-05	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-03	-03	-03		
MAJ8516	11	.4449	.07	06	06	05	05	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	02	03	02	
VIEW8517	12	.4469	.12	06	06	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	
REASON05	13	.4486	.16	10	07	06	06	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	03	03	03	
VIEW8501	14	.4501	.01	-02	-02	-02	-03	-03	-03	-04	-04	-03	-03	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-03	-03	-03	
POLIVM85	15	.4518	.13	08	07	05	05	06	06	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	
MAJ8504	16	.4532	.04	04	04	04	04	03	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	
MOTHEDEC	17	.4546	.11	07	06	06	06	05	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	03	03	02	01	01	
GOAL8506	18	.4560	.08	03	03	04	04	03	03	03	03	03	04	03	04	04	04	04	04	04	04	04	04	04	04	03	03	03	
COERCOL	19	.4588	-.07	-06	-06	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-04	-04	-04		
PCTBA13	20	.4608	.14	11	09	09	08	08	07	06	06	06	06	05	05	05	05	05	05	05	05	05	05	05	05	02	01	00	
PRO14	21	.4619	.04	03	03	04	03	02	02	02	02	03	02	03	03	03	03	03	03	03	03	03	03	03	03	02	02	02	
FFACACT	22	.4629	.07	05	05	05	03	03	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	02	
ACT8813	23	.5320	.38	32	31	31	30	29	29	29	29	29	29	29	29	28	28	28	28	28	28	28	28	28	28	25	22	22	
ACT8826	24	.5457	.25	21	20	20	20	19	19	19	19	19	19	19	19	18	18	18	18	18	18	18	18	18	18	13	13	12	
COLACT23	25	.5550	.28	23	22	21	21	20	20	20	19	19	19	19	19	19	19	19	19	19	19	19	19	19	19	18	12	11	11

DV: GOAL8917 PROMOTE RACIAL UNDERSTAND N= 5517 Missing= LISTWISE 34 out of 246 IVs were significant

Name	Step	Multi	StepR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25											
ACT8822	26	.5596	.26	21	20	19	19	18	18	17	17	17	17	17	17	17	17	17	17	17	16	17	16	16	16	16	10	10	08										
COLACT20	27	.5621	.21	18	17	17	16	16	16	15	15	15	15	15	15	15	15	14	14	14	14	14	14	14	14	14	14	09	08	06									
HP48902	28	.5644	.10	08	08	07	09	08	08	08	08	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	06	06	05										
ACT8827	29	.5658	.29	23	22	22	21	21	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	20	19	19	09	06	06								
HP48903	30	.5670	.03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	-02	-03	-03								
CAR8906	31	.5680	.07	07	07	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	05	05	05	05	05	05	05	04	04	04								
UMA8914	32	.5690	-.09	-07	-06	-06	-06	-06	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-04	-03	-04	-04	-04	-04						
CAR8907	33	.5698	.04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03				
CAR8903	34	.5706	.06	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03		

Name	Beta at Step																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
GOAL8510	-02	-02	-02	-01	-02	-03	-02	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
GOAL8511	09	08	07	07	06	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	01	02	02
GOAL8512	07	06	06	05	05	05	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
GOAL8513	-03	-03	-02	-03	-03	-03	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-02	-02	-01	-01	-01
GOAL8514	03	02	02	03	01	02	01	01	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
GOAL8516	05	04	04	02	02	01	02	00	01	01	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00
GOAL8518	-04	-04	-02	-03	-03	-03	-02	-02	-01	-00	-00	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
HAI8501	-04	-03	-03	-04	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01
HAI8502	02	02	02	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
HAI8503	-03	-02	-02	-04	-04	-03	-02	-02	-01	-00	-00	-01	-01	-00	-00	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00
HAI8505	-10	-09	-09	-05	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02
HAI8506	02	01	01	00	01	00	00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-01	-01	-01
HAI8507	04	04	04	03	02	01	01	01	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HAI8508	05	05	04	03	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
HAI8509	02	02	01	01	01	00	00	00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
HAI8510	01	01	01	00	00	01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00
HAI8511	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
HAI8512	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
HAI8513	03	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HAI8514	-03	-02	-02	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01
HAI8515	01	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HAI8516	03	03	02	01	02	02	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CAR8501	-02	-01	-01	-03	-03	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8502	02	01	02	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CAR8504	02	02	01	01	01	00	00	00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8505	05	05	04	03	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
CAR8506	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CAR8507	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
CAR8509	-03	-02	-02	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01
CAR8510	-01	-01	-00	-01	-01	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8511	03	02	02	01	01	00	00	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	00	01	-01
CAR8512	-01	-00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8513	-03	-02	-01	-02	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-02	-02
CAR8514	-03	-02	-03	-04	-04	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
CAR8515	06	05	05	04	04	04	04	04	04	04	02	02	02	02	02	02	02	02	02	02	02	02	02	02	01	01
LIVEHOME	-05	-05	-05	-04	-05	-04	-04	-04	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
LIVEPRIV	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
LIVECAMP	05	04	04	04	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
SELECT	05	04	03	04	04	03	03	02	02	01	01	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00
PUBUNIV	-04	-04	-03	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PUB4YR	-03	-03	-03	-03	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PRIVUNIV	-00	-01	-01	-01	-01	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
PRIV4YR	06	06	05	04	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
NO454	03	03	03	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CATH4	02	02	01	01	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
MENSCOL	03	03	03	03	03	03	03	03	03	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
CITYSIZE	-03	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
TOTFET	-05	-04	-04	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
UGRAD	-07	-06	-06	-04	-04	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
PCTIOM	-01	-01	-00	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02

Name	Beta of Step																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
AGE	02	02	02	02	02	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	02
HSCPA	01	00	00	01	01	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-02	
HARRY85	-00	-00	-00	-00	-00	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
REASON01	-05	-05	-04	-03	-03	-02	-02	-01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
REASON03	07	03	03	03	03	03	03	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	
REASON04	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	01	
REASON07	05	02	02	02	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
REASON08	07	05	05	04	01	01	02	02	03	03	02	03	03	03	03	03	03	03	03	03	03	03	03	03	03	
REASON09	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	
REASON10	00	01	01	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	02	
REASON11	01	01	01	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
INCOME	03	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
FATHEDUC	05	04	03	03	03	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
SPROT	-01	-00	01	01	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
SOTHER	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	
SJEJISH	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
SCATH	-03	-03	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-01	
SNONE	05	04	04	04	05	05	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	01	
REBOR85	00	01	01	01	00	00	00	01	01	00	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	
YRSTUDY1	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
YRSTUDY2	-03	-04	-04	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-02	
YRSTUDY3	06	05	04	04	04	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
YRSTUDY4	-01	-01	-01	00	00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
YRSTUDY5	04	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	01	
YRSTUDY6	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
YRSTUDY7	-04	-04	-04	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
YRSTUDY8	05	04	04	04	04	04	04	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
VIEW8502	09	08	06	06	06	06	05	03	03	03	02	02	04	03	03	03	03	03	03	03	03	03	03	03	03	
VIEW8503	05	04	03	03	03	03	03	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
VIEW8504	05	04	04	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	
VIEW8505	05	05	03	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	
VIEW8507	07	07	05	05	04	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	
VIEW8509	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	01	
VIEW8510	01	00	01	01	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
VIEW8512	-06	-05	-04	-04	-05	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-02	
VIEW8513	02	02	01	02	03	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	00	
VIEW8514	05	05	04	04	04	04	04	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	01	
VIEW8515	01	01	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	01	
VIEW8516	04	04	03	03	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	
VIEW8518	-06	-05	-04	-03	-04	-03	-03	-02	-01	-01	-01	-01	-01	-01	-01	-00	-00	-00	-01	-01	-00	-00	-00	-00	02	
VIEW8519	01	01	00	00	-00	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
VIEW8521	-05	-04	-04	-04	-04	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-01	
VIEW8522	-05	-04	-04	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-01	
VIEW8523	-10	-09	-07	-06	-06	-06	-06	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-01	
GOAL8502	01	-00	01	00	00	-01	-02	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	
GOAL8503	01	01	01	01	01	00	-01	-00	00	01	01	00	01	01	01	01	01	01	01	01	01	01	01	01	01	
GOAL8504	05	04	04	04	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
GOAL8505	08	07	06	06	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	02	
GOAL8507	-02	-02	-01	-01	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	00	
GOAL8508	-08	-07	-05	-05	-05	-05	-05	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-02	

DV: GOAL8917 PROMOTE RACIAL UNDERSTAND N= 5517 Missing= LISTWISE 34 out of 246 IVs were significant

Name	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
UHAJ8916	00	00	01	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CAR8901	05	05	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
CAR8902	-07	-07	-06	-07	-07	-06	-06	-05	-05	-05	-05	-05	-05	-05	-05	-04	-04	-05	-05	-05	-05	-04	-03	-03	-03
CAR8904	05	05	04	04	04	03	03	03	03	03	03	03	03	03	03	02	02	03	03	02	02	01	01	01	01
CAR8905	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00
-CAR8908	-09	-09	-08	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-04	-04	-04	-04	-04	-04	-04	-02	-02	-02	-01
CAR8909	01	01	01	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
CAR8910	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8911	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
CAR8912	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8913	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CAR8914	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8915	03	03	03	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HP48901	01	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HP48904	11	10	10	10	09	09	09	09	08	08	08	08	08	08	08	08	08	08	08	08	08	07	07	05	04
HP48905	04	03	04	03	03	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	03	03	02	01
HP48906	06	06	06	06	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
HP48907	03	02	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HP48909	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
HP48910	10	10	10	09	09	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	07	05
HP48911	08	07	07	07	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	05	04
HP48912	-09	-08	-08	-08	-07	-06	-06	-06	-06	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05
HP48913	-04	-04	-04	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01	-01	-02
HP48914	02	03	02	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
COLACT01	07	06	06	06	06	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	02	01	
COLACT02	10	09	09	09	09	08	08	08	08	08	07	07	07	07	07	07	07	07	07	07	06	06	06	03	02
COLACT03	-01	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-02
COLACT04	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01
COLACT05	08	08	07	07	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	05	03	02
COLACT06	-01	-01	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
COLACT07	-02	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
COLACT08	10	09	08	08	08	07	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	04	03
COLACT09	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	03	03
COLACT10	19	19	18	17	17	16	16	16	15	15	15	15	15	15	15	15	15	14	14	14	14	14	14	09	07
COLACT11	05	05	05	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	01	00
COLACT13	03	02	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
COLACT14	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	01
COLACT15	03	02	03	02	02	02	02	03	03	03	03	03	03	03	03	03	03	03	02	02	02	01	01	01	00
COLACT16	04	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	02	01
COLACT17	-01	-00	00	00	00	00	00	00	00	01	01	00	00	01	01	00	00	00	00	00	00	00	00	00	00
COLACT18	01	01	01	01	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	01	01
COLACT21	12	11	11	10	10	10	10	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09
COLACT22	05	05	05	05	05	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	02	01
ACT8802	08	07	07	08	07	07	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
ACT8803	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
ACT8804	14	13	13	12	12	11	10	10	10	10	10	10	09	09	09	09	09	09	09	09	09	09	09	09	09
ACT8806	06	06	06	06	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	03	01
ACT8812	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	01
ACT8816	-01	-00	-01	-00	-01	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
ACT8820	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	05	05	05

DV: GOALB917 PROMOTE RACIAL UNDERSTAND N= 5517 Missing= LISTWISE 34 out of 246 IVs were significant

Name	Beta at Step																										
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25		
ACTB821	05	04	04	03	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	00	00	00	
ACTB824	03	02	03	03	03	03	03	03	04	03	03	03	03	03	03	03	03	03	03	03	04	04	03	02	01		
ACTB825	06	06	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	01	-01	-01		
YEARS1	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01		
YEARS2	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01		
YEARS3	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	00	-00		
YEARS4	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01		
ETHREQ	02	01	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	-00	-01	-02		
ETHNON	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01	00	01	02	
LOWCON	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-02	-02	-01	01	02
HICON	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	-00	-02	-03	-03	

Beta at Step

Name	Step	Mu	TR	S	ImpR	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
GOAL8517	1	.3829	.38	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	22	
REASON02	2	.3977	.17	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	
VIEH8508	3	.4090	.17	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	
CAR8508	4	.4180	-.12	-03	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	
GOAL8509	5	.4251	.24	06	06	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	
DEGASPB5	6	.4303	.13	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
GOAL8501	7	.4348	.15	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	
VIEH8506	8	.4383	-.14	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	
GOAL8515	9	.4409	.23	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
REASON06	10	.4430	-.13	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
MAJ8516	11	.4449	.07	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
VIEH8517	12	.4469	.12	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	
REASON05	13	.4486	.16	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
VIEH8501	14	.4501	.01	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	
POLIVH85	15	.4518	.13	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	
MAJ8504	16	.4532	.04	03	03	03	04	04	04	04	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
MOTHEDEC	17	.4546	.11	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
GOAL8506	18	.4560	.08	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	
COEDCOL	19	.4588	-.07	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	
PCTBA13	20	.4608	.14	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
PROT4	21	.4619	.04	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
FFACACT	22	.4629	.07	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
ACT8813	23	.5320	.38	21	20	20	18	19	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	18	
ACT8826	24	.5457	.25	12	12	11	10	10	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	
COLACT23	25	.5550	.28	09	09	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	

DV: GOAL8917 PROMOTE RACIAL UNDERSTAND N= 5517 Missing= LISTWISE 34 out of 246 Ivs were significant

Name	Step	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
ACT8822	.26	.5596	.26	.08	.37	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07
COLACT20	.27	.5621	.21	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
HPM8902	.28	.5644	.10	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05
ACT8827	.29	.5658	.29	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05
HPM8903	.30	.5670	.03	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
CAR8906	.31	.5680	.07	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
UHAJ8914	.32	.5690	-.09	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
CAR8907	.33	.5698	.04	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
CAR8903	.34	.5706	.06	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03

DV: GOALB917 PROMOTE RACIAL UNDERSTAND N= 5517 Missing= LISTWISE 34 out of 246 IVs were significant

Name	Beta at Step																										
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50		
GOALB510	00	00	00	00	00	00	00	00	00	01																	
GOALB511	01	01	02	01	01	01	01	01	01	01																	
GOALB512	02	02	02	02	02	02	02	02	02	02																	
GOALB513	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01																	
GOALB514	01	01	01	01	01	01	01	01	01	01																	
GOALB516	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01																	
GOALB518	01	01	01	01	01	01	01	01	01	01																	
MAJ8501	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01																	
MAJ8502	00	00	00	00	00	00	00	00	00	00																	
MAJ8503	01	01	01	01	01	01	01	01	01	01																	
MAJ8505	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02																	
MAJ8506	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01																	
MAJ8507	02	02	02	03	03	03	03	03	03	03																	
MAJ8508	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01																	
MAJ8509	00	00	00	00	00	00	00	00	00	00																	
MAJ8510	00	01	00	00	00	00	00	00	00	00																	
MAJ8511	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00																	
MAJ8512	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01																	
MAJ8513	00	00	00	00	00	00	00	00	00	00																	
MAJ8514	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01																	
MAJ8515	01	01	01	01	01	01	01	01	01	01																	
CAR8501	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00																	
CAR8502	01	01	02	02	02	02	02	02	02	02																	
CAR8503	00	00	00	00	00	00	00	00	00	00																	
CAR8504	-01	-01	-02	-02	-01	-02	-02	-02	-02	-02																	
CAR8505	02	02	02	02	02	03	02	03	02	03																	
CAR8506	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01																	
CAR8507	01	01	01	01	01	01	01	01	01	01																	
CAR8509	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02																	
CAR8510	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01																	
CAR8511	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01																	
CAR8512	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00																	
CAR8513	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02																	
CAR8514	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01																	
CAR8515	02	02	02	01	02	01	01	01	01	01																	
LIVEHOME	01	01	01	02	01	01	01	01	01	01																	
LIVEPRIV	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00																	
LIVECAMP	-02	-02	-02	-02	-01	-01	-01	-01	-01	-02																	
SELECT	-05	-05	-06	-07	-06	-06	-06	-06	-06	-06																	
PUBUNIV	02	02	02	02	02	02	01	02	01	02																	
PUBAYR	01	01	01	01	01	01	01	01	01	01																	
PRIVUNIV	-00	-00	-00	-00	-01	-00	-01	-00	-01	-00																	
PRIV4YR	-02	-03	-03	-02	-02	-02	-02	-02	-02	-02																	
NONSA	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02																	
CATHA	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01																	
MENSCOL	02	02	02	02	02	02	02	02	02	02																	
CITYSIZE	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00																	
TOTFTEF	01	01	01	01	01	01	01	01	01	01																	
UGRADT	01	01	01	01	01	01	01	01	01	01																	
PCTHOM	01	01	02	02	02	02	02	02	02	01																	

DV: GOAL8917 PROMOTE RACIAL UNDERSTAND N= 5517 Missing= LISTWISE 34 out of 246 IVs were significant

Name	Beta at Step																								
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
PCTH1ST	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PCTASNT	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PCTBLKT	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
PCTINDT	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
PCTBA01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
-PCTBA02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PCTBA03	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
PCTBA04	03	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
PCTBA05	00	00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PCTBA06	-05	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06
PCTBA07	02	02	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
PCTBA08	-03	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
PCTBA09	-03	-03	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
PCTBA10	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PCTBA11	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PCTBA12	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PCTBA14	01	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
PCTBA15	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
NORTHATL	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PLAINS	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
SOUTHE	-01	-01	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
WESTSH	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
SERVICE	01	01	01	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
SSTURUM	-03	-03	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
SSTURAT	02	02	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
SSTUSLIB	-02	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
SSTULIB	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
SSTUAUTH	03	04	04	04	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
SSTUNBTC	-03	-03	-03	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
HEANV85	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
SSES	-02	-02	-02	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
FFACSLIB	-02	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
FFACHUM	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
FFACCAR	-00	-00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
FFACHAT	03	04	04	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
FPOLW	-03	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
UMAJ8901	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
UMAJ8902	00	01	00	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
UMAJ8903	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
UMAJ8904	02	02	02	02	02	02	01	01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
UMAJ8905	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
UMAJ8906	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
UMAJ8907	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
UMAJ8908	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
UMAJ8909	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
UMAJ8910	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
UMAJ8911	-01	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
UMAJ8912	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
UMAJ8913	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
UMAJ8915	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01

DV: GOAL8917 PROMOTE RACIAL UNDERSTAND N= 5517 Missing= LISTWISE 34 out of 246 IVs were significant

Name	*NOT IN EQUATION*	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
UPAJ8916		01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CAR8901		02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
CAR8902		-03	-03	-02	-02	-01	-02	-01	-02	-01	-02	-01	-02	-01	-02	-01	-02	-01	-02	-01	-02	-01	-02	-01	-02	-01
CAR8904		00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
CAR8905		00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
CAR8908		-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
CAR8909		03	02	03	03	03	03	03	02	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	
CAR8910		-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
CAR8911		-00	-00	-00	-01	-01	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	
CAR8912		-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
CAR8913		-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
CAR8914		-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
CAR8915		00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
HPM8901		02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
HPM8904		02	02	02	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
HPM8905		01	01	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
HPM8906		02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
HPM8907		00	00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
HPM8909		00	00	01	01	01	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
HPM8910		02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
HPM8911		-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
HPM8912		-03	-03	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
HPM8913		02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
HPM8914		02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
COLACT01		00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
COLACT02		01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
COLACT03		-02	-02	-02	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
COLACT04		-00	-00	-00	00	00	-01	-00	-01	-00	-01	-00	-01	-00	-01	-00	-01	-00	-01	-00	-01	-00	-01	-00	-01	
COLACT05		01	01	00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
COLACT06		01	01	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
COLACT07		-00	-01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
COLACT08		01	01	01	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
COLACT09		03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
COLACT10		03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
COLACT11		-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
COLACT13		-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
COLACT14		01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
COLACT15		-00	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
COLACT16		01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
COLACT17		-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
COLACT18		01	00	00	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
COLACT21		02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
COLACT22		00	-00	-00	-00	-01	-00	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	
ACT8802		-00	-00	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
ACT8803		00	00	-01	-01	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
ACT8804		01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
ACT8806		01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
ACT8812		-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
ACT8816		-00	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
ACT8820		02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	

DV: GOAL8917 PROMOTE RACIAL UNDERSTAND N= 5517 Missing= LISTWISE 34 out of 246 IVs were significant

Name	Beta at Step																								
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
ACT8821	-01	-01	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
ACT8824	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
ACT8825	-02	-02	-02	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
YEARS1	01	01	01	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
YEARS2	-01	-01	-01	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
YEARS3	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
YEARS4	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
ETHREQ	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
ETHSON	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
LONCON	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HICON	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03

	MEAN	STD	DEVIA	LABEL
GOAL8517	2.185			
VIEW8517	.811			PROMOTE RACIAL UNDERSTANDING
AGE	.856			BUSING OK TO ACHIEVE BALANCE
HSGPA	.514			AGE OF STUDENT ON 12/31/89
HARRY85	1.552			AVERAGE HIGH SCHOOL GRADES
DEGASPB5	1.003			MARITAL STATUS IN 1985
REASON01	4.037			HIGHEST DEGREE PLANNED ANYWHERE
REASON02	2.727			REASON FOR COLL: GET A BETTER JOB
REASON03	2.558			REASON FOR COLL: GAIN GENERAL EDUCATION
REASON04	2.144			REASON FOR COLL: IMPROVE STUDY SKILLS
REASON05	1.150			REASON FOR COLL: NOTHING BETTER TO DO
REASON06	2.151			REASON FOR COLL: BECOME MORE CULTURED
REASON07	2.578			REASON FOR COLL: MAKE MORE MONEY
REASON08	2.687			REASON FOR COLL: LEARN ABOUT NEW THINGS
REASON09	2.316			REASON FOR COLL: PREP FOR GRAD-PROF SCH
REASON10	1.740			REASON FOR COLL: PARENT'S WANTED
REASON11	1.066			REASON FOR COLL: COULDN'T FIND JOB
POLIV85	1.575			REASON FOR COLL: GET AWAY FROM HOME
INCOME	2.952			POLITICAL ORIENTATION
FATHEDUC	8.547			ESTIMATED PARENTAL INCOME
MOTHEDEC	5.650			FATHER'S EDUCATION
SPROT	1.374			MOTHER'S EDUCATION
SOTHER	1.040			
SJEWISH	1.059			
SCATH	1.358			
SNONE	1.116			
REBORR85	1.187			BORN-AGAIN CHRISTIAN IN 1985?
YRSTUDY1	5.999			YEARS OF HS STUDY: ENGLISH
YRSTUDY2	5.865			YEARS OF HS STUDY: MATHEMATICS
YRSTUDY3	4.289			YEARS OF HS STUDY: FOREIGN LANGUAGE
YRSTUDY4	4.105			YEARS OF HS STUDY: PHYSICAL SCIENCE
YRSTUDY5	3.339			YEARS OF HS STUDY: BIOLOGICAL SCIENCE
YRSTUDY6	4.944			YEARS OF HS STUDY: HISTORY-AM GOVERNMENT
YRSTUDY7	2.358			YEARS OF HS STUDY: COMPUTER SCIENCE
YRSTUDY8	3.035			YEARS OF HS STUDY: ART OR MUSIC
VIEW8501	2.505			GOV NOT PROTECTING CONSUMER
VIEW8502	2.766			GOV NOT PROMOTING DISARMAMENT
VIEW8503	3.106			GOV NOT CONTROLLING POLLUTION
VIEW8504	2.809			GOV DISCOURAGE ENERGY USE
VIEW8505	2.122			RAISE TAXES TO REDUCE DEFICIT
VIEW8506	1.992			INCREASE MILITARY SPENDING
VIEW8507	2.485			NUCLEAR DISARMAMENT ATTAINABLE
VIEW8508	1.872			ABOLISH DEATH PENALTY
VIEW8509	2.446			NEED NATIONAL HEALTH CARE
VIEW8510	2.512			LEGALIZE ABORTION
VIEW8512	1.882			MARRIED WOMEN BEST IN HOME
VIEW8513	2.358			LIVE TOGETHER WITHOUT MARRIAGE
VIEW8514	3.438			EQUAL OPPORTUNITY FOR WOMEN
VIEW8515	3.041			WEALTHY SHOULD PAY MORE TAXES
VIEW8516	1.748			LEGALIZE MARIJUANA

	MEAN	STD	DEVIA	LABEL
VIEW8518	2.437	1.035	PROHIBIT HOMOSEXUAL RELATIONS	
VIEW8519	1.523	.744	COLLEGE REGULATE OFF-CAMPUS ACTS	
VIEW8521	1.786	.851	COLLEGE BAN EXTREME SPEAKERS	
VIEW8522	2.142	.862	IND DO LITTLE TO CHANGE SOC	
VIEW8523	2.726	.849	COLL INCREASES EARH POWER	
GOAL8501	1.484	.771	ACHIEVE IN PERFORMING ART	
GOAL8502	2.959	.783	BECOME AUTHORITY IN OWN FIELD	
GOAL8503	2.651	.781	OBTAIN RECOG FROM COLLEAGUES	
GOAL8504	1.941	.809	INFLUENCE POLITICAL STRUCTURE	
GOAL8505	2.173	.798	INFLUENCE SOCIAL VALUES	
GOAL8506	2.952	.859	RAISE A FAMILY	
GOAL8507	2.322	.823	HAVE ADMIN RESPONSIBILITY	
GOAL8508	2.890	.835	BE VERY WELL OFF FINANCIALLY	
GOAL8509	2.682	.736	HELP OTHERS IN DIFFICULTY	
GOAL8510	1.785	.837	MAKE THEORETICAL CONTRIBUTION	
GOAL8511	1.557	.816	WRITE ORIGINAL WORKS	
GOAL8512	1.416	.727	CREATE ARTISTIC WORKS	
GOAL8513	2.416	.981	BE SUCCESSFUL IN OWN BUSINESS	
GOAL8514	2.013	.735	BECOME INVOLVED IN ENVIRONMENT	
GOAL8515	2.530	.958	DEVELOP MEANINGFUL PHILOSOPHY	
GOAL8516	1.972	.717	PARTICIPATE IN COMM ACTION	
GOAL8518	1.974	.914	BE EXPERT ON FINANCE/COMMERCE	
MAJ8501	1.009	.096	MAJOR GROUP: AGRICULTURE	
MAJ8502	1.054	.225	MAJOR GROUP: BIOLOGICAL SCIENCES	
MAJ8503	1.198	.398	MAJOR GROUP: BUSINESS	
MAJ8504	1.023	.150	MAJOR GROUP: EDUCATION	
MAJ8505	1.172	.378	MAJOR GROUP: ENGINEERING	
MAJ8506	1.015	.122	MAJOR GROUP: ENGLISH	
MAJ8507	1.058	.234	MAJOR GROUP: HEALTH PROFESSIONAL	
MAJ8508	1.069	.254	MAJOR GROUP: HISTORY/POLI SCI	
MAJ8509	1.024	.154	MAJOR GROUP: HUMANITIES	
MAJ8510	1.034	.181	MAJOR GROUP: FINE ARTS	
MAJ8511	1.019	.138	MAJOR GROUP: MATH OR STATISTICS	
MAJ8512	1.043	.204	MAJOR GROUP: PHYSICAL SCIENCES	
MAJ8513	1.038	.190	MAJOR GROUP: SOCIAL SCIENCES	
MAJ8514	1.059	.235	MAJOR GROUP: OTHER TECHNICAL	
MAJ8515	1.056	.230	MAJOR GROUP: OTHER NON-TECHNICAL	
MAJ8516	1.063	.244	MAJOR GROUP: UNDECIDED	
CAR8501	1.049	.216	CAREER GRP: ARTIST	
CAR8502	1.204	.403	CAREER GRP: BUSINESSMAN	
CAR8503	1.009	.087	CAREER GRP: CLERGYMAN	
CAR8504	1.008	.087	CAREER GRP: COLLEGE TEACHER	
CAR8505	1.084	.278	CAREER GRP: DOCTOR (MD OR DDS)	
CAR8506	1.025	.156	CAREER GRP: SECONDARY EDUCATION	
CAR8507	1.005	.068	CAREER GRP: ELEMENTARY EDUCATION	
CAR8508	1.162	.368	CAREER GRP: ENGINEER	
CAR8509	1.010	.089	CAREER GRP: FARMER OR FORESTER	
CAR8510	1.020	.139	CAREER GRP: HEALTH PROFESSIONAL	
CAR8511	1.060	.238	CAREER GRP: LAWYER	
CAR8512	1.001	.033	CAREER GRP: NURSE	

	MEAN	STD	DEVIA	LABEL
CARBS13	1.033	.179		CAREER GRP: RESEARCH SCIENTIST
CARBS14	1.162	.368		CAREER GRP: OTHER CHOICE
CARBS15	1.123	.329		CAREER GRP: UNDECIDED
LIVEHOME	1.142	.349		PLAN TO LIVE AT HOME IN FALL 1985?
LIVEPRIV	1.013	.114		PLAN TO LIVE OFF CAMPUS IN FALL 1985?
LIVECAMP	1.821	.383		PLAN TO LIVE ON CAMPUS IN FALL 1985?
SELECT	107.244	12.069		IC: INSTITUTIONAL SELECTIVITY (SATV+H)
PUBUNIV	1.185	.389		PUBLIC UNIVERSITY
PUB4YR	1.163	.370		PUBLIC 4-YEAR COLLEGE
PRIVUNIV	1.230	.421		PRIVATE UNIVERSITY
PRIV4YR	1.421	.494		PRIVATE 4-YEAR COLLEGE
NON54	1.234	.424		
CATH4	1.080	.271		
PROT4	1.107	.310		
MENSCOL	1.001	.036		MENS COLLEGE
COEDCOL	1.973	.161		
CITYSIZE	3.993	2.421		IC: SIZE OF INSTITUTION'S CITY
TOTFTE	9220.645	10672.855		OFE: TOTAL FTE STUDENTS
UGRADT	6982.097	7180.567		OFE: UNDERGRADUATE STUDENTS
PCTHOM	46.324	12.462		OFE: % ENROLLMENT OF WOMEN
PCTHIST	2.316	3.745		OFE: % HISPANIC UGTFE
PCTASNT	2.940	4.313		OFE: % ASIAN UGTFE
PCTBLKT	4.108	3.056		OFE: % BLACK UGTFE
PCTINDI	.310	1.443		OFE: % AMERICAN INDIAN UGTFE
PCTBA01	.960	2.423		% OF 1986 BA'S IN AGRICULTURE
PCTBA02	5.164	3.376		% OF 1986 BA'S IN BIOLOGICAL SCIENCES
PCTBA03	20.574	14.711		% OF 1986 BA'S IN BUSINESS
PCTBA04	6.116	7.606		% OF 1986 BA'S IN EDUCATION
PCTBA05	9.708	13.577		% OF 1986 BA'S IN ENGINEERING
PCTBA06	2.231	1.965		% OF 1986 BA'S IN ENGLISH
PCTBA07	4.439	5.304		% OF 1986 BA'S IN HEALTH PROFESSIONS
PCTBA08	3.886	3.333		% OF 1986 BA'S IN HISTORY/POLITICAL SCI
PCTBA09	6.137	5.006		% OF 1986 BA'S IN HUMANITIES
PCTBA10	4.630	4.015		% OF 1986 BA'S IN MATH/STATISTICS
PCTBA11	2.582	2.962		% OF 1986 BA'S IN PHYSICAL SCIENCES
PCTBA12	3.724	3.258		% OF 1986 BA'S IN SOCIAL SCIENCES
PCTBA13	17.153	13.207		% OF 1986 BA'S IN OTHER TECHNICAL
PCTBA14	3.805	4.333		% OF 1986 BA'S IN OTHER TECHNICAL
PCTBA15	8.881	8.946		% OF 1986 BA'S IN OTHER NON-TECHNICAL
NORTHATL	1.354	.478		LOC: NORTH ATLANTIC
PLAINS	1.299	.458		LOC: PLAINS
SOUTHE	1.172	.378		LOC: SOUTHEAST
WESTSH	1.155	.362		LOC: WEST
SERVICE	1.020	.140		LOC: SVC ACADEMY
SSTURUM	157.914	7.164		PEER NORM-HUMANISM
SSTUMAT	178.188	9.983		PEER NORM-MATERIALISM
SSTUSLIB	270.696	12.823		PEER NORM-SOCIAL LIBERALISM
SSTULIB1	66.984	9.673		PEER NORM-LIBERTARIANISM
SSTUAUTH	86.886	8.698		PEER NORM-AUTHORITARIANISM
SSTUARTC	46.514	4.201		PEER NORM-ARTISTIC

	MEAN	STD	DEVI	LABEL
MEANV85	3.036	.187		MEAN POLITICAL ORIENTATION IN 1985
SES	19.174	5.320		PEER FAC: SOCIO-ECONOMIC STATUS
FFACSL18	218.791	12.684		FACULTY NORM-SOCIAL LIBERALISM
FFACHUM	112.156	4.796		
FFACAR	55.052	5.210		FACULTY NORM-CAREERISM
FFACACT	43.076	2.371		FACULTY NORM-ACTIVISM
FFACHAT	54.674	3.879		FACULTY NORM-MATERIALISM
FFOLVH	3.394	.264		POLITICAL VIEW
UHAJ8901	1.009	.094		1989 MAJOR-AGRICULTURE
UHAJ8902	1.063	.243		1989 MAJOR-BIOLOGICAL SCIENCES
UHAJ8903	1.194	.195		1989 MAJOR-BUSINESS
UHAJ8904	1.030	.170		1989 MAJOR-EDUCATION
UHAJ8905	1.127	.333		1989 MAJOR-ENGINEERING
UHAJ8906	1.038	.191		1989 MAJOR-ENGLISH
UHAJ8907	1.010	.098		1989 MAJOR-HEALTH PROFESSIONAL
UHAJ8908	1.107	.309		1989 MAJOR-HISTORY OR POLITICAL SCIENCE
UHAJ8909	1.040	.196		1989 MAJOR-HUMANITIES
UHAJ8910	1.035	.184		1989 MAJOR-FINE ARTS
UHAJ8911	1.021	.145		1989 MAJOR-MATH OR STATISTICS
UHAJ8912	1.042	.201		1989 MAJOR-PHYSICAL SCIENCES
UHAJ8913	1.096	.294		1989 MAJOR-SOCIAL SCIENCES
UHAJ8914	1.046	.210		1989 MAJOR-OTHER TECHNICAL
UHAJ8915	1.047	.212		1989 MAJOR-OTHER NON-TECHNICAL
UHAJ8916	1.003	.055		1989 MAJOR-UNDECIDED
CAR8901	1.057	.231		1989 CAREER-ARTIST
CAR8902	1.274	.446		1989 CAREER-BUSINESSMAN
CAR8903	1.012	.107		1989 CAREER-CLERGYMAN
CAR8904	1.037	.189		1989 CAREER-COLLEGE TEACHER
CAR8905	1.045	.208		1989 CAREER-DOCTOR (MD OR DDS)
CAR8906	1.047	.211		1989 CAREER-SECONDARY EDUCATION
CAR8907	1.008	.087		1989 CAREER-ELEMENTARY EDUCATION
CAR8908	1.108	.310		1989 CAREER-ENGINEER
CAR8909	1.012	.108		1989 CAREER-FARMER OR FORESTER
CAR8910	1.015	.120		1989 CAREER-HEALTH PROFESSIONAL
CAR8911	1.073	.261		1989 CAREER-LAWYER
CAR8912	1.001	.038		1989 CAREER-NURSE
CAR8913	1.037	.189		1989 CAREER-RESEARCH SCIENTIST
CAR8914	1.198	.398		1989 CAREER-OTHER CHOICE
CAR8915	1.050	.218		1989 CAREER-UNDECIDED
HPU8901	6.186	1.236		ATTENDING CLASSES OR LABS
HPU8902	5.728	1.511		STUDYING OR DOING HOMEWORK
HPU8903	5.990	1.520		SOCIALIZING WITH FRIENDS
HPU8904	2.641	.935		TALKING WITH FACULTY OUTSIDE CLASS
HPU8905	4.111	1.564		EXERCISING OR SPORTS
HPU8906	2.658	1.256		READING FOR PLEASURE
HPU8907	3.270	1.682		USING A PERSONAL COMPUTER
HPU8909	4.410	2.593		WORKING (FOR PAY)
HPU8910	1.764	1.203		VOLUNTEER WORK
HPU8911	2.716	1.670		STUDENT CLUBS OR GROUPS
HPU8912	3.876	1.650		WATCHING TV

DV: GOAL8917 PROMOTE RACIAL UNDERSTAND N= 5517 Missing= LISTWISE 34 out of 246 IVs were significant

	MEAN	STD	DEVIA	LABEL
HPM8913	2.169			
HPM8914	1.867			1.350 COMPUTING TO CAMPUS
COLACT01	1.488			1.079 RELIGIOUS SERVICES OR MEETINGS
COLACT02	1.565			.496 ENROLLED IN HONORS PROGRAM
COLACT03	1.291			.488 ENROLLED IN INTERDISCIPLINARY COURSE
COLACT04	1.054			.452 MEMBER OF FRATERNITY OR SORORITY
COLACT05	1.564			.224 GOTTEN MARRIED
COLACT06	1.583			.493 HELD PART-TIME JOB ON-CAMPUS
COLACT07	1.135			.491 HELD PART-TIME JOB OFF-CAMPUS
COLACT08	1.123			.339 WORKED FULL TIME WHILE STUDENT
COLACT09	1.269			.325 IN STUDY ABROAD PROGRAM
COLACT10	1.217			.440 IN COLLEGE INTERNSHIP PROGRAM
COLACT11	1.218			.409 IN CAMPUS DEMONSTRATIONS
COLACT13	1.242			.410 ELECTED TO STUDENT OFFICE
COLACT14	1.155			.425 GRADUATED WITH HONORS
COLACT15	1.324			.359 TAKEN READING STUDY/SKILLS CLASSES
COLACT16	1.215			.466 TOOK PART IN INTERCOLLEGIATE ATHLETICS
COLACT17	1.083			.408 WORKED ON PROFESSOR'S RESEARCH PROJECT
COLACT18	1.054			.274 PLAYED INTERCOLL FOOTBALL/BASKETBALL
COLACT20	1.247			.223 TAKEN REMEDIAL/DEVELOPMENT COURSE
COLACT21	1.088			.428 ENROLLED IN ETHNIC STUDIES COURSE
COLACT22	1.179			.279 ENROLLED IN WOMEN'S STUDES COURSE
COLACT23	1.220			.381 ASSISTED FACULTY IN TEACHING CLASS
ACT8802	2.522			.411 ATTD RACIAL/CULTURAL AWARENESS WORKSHOP
ACT8803	2.081			.551 DISCUSSED COURSE CONTENT WITH STUDENTS
ACT8804	1.384			.670 WORKED ON GROUP PROJECT FOR A CLASS
ACT8806	1.492			.542 GUEST IN PROFESSOR'S HOME
ACT8812	1.880			.632 TUTORED ANOTHER STUDENT
ACT8813	1.882			.790 PARTICIPATED IN INTRAMURAL SPORTS
ACT8816	1.323			.598 DISCUSSED RACIAL/ETHNIC ISSUES
ACT8820	1.591			.560 FELT LIKE LEAVING COLLEGE
ACT8821	1.133			.572 RECEIVED VOCATIONAL/CAREER COUNSELING
ACT8822	1.190			.379 RECEIVED PERSONAL/PSYCH COUNSELING
ACT8824	1.199			.421 PARTICIPATED IN CAMPUS DEMONSTRATIONS
ACT8825	2.588			.421 RECEIVED TUTORING IN COURSES
ACT8826	2.313			.549 READ THE STUDENT NEWSPAPER
ACT8827	2.351			.612 SOCIALIZED WITH ONE FROM DIFF ETHNIC GRP
YEARS1H1	1.996			.599 DISCUSSED POLITICAL/SOCIAL ISSUES
YEARS1H2	1.969			.064 COMPLETED AT LEAST 1 YEAR
YEARS1H3	1.936			.173 COMPLETED AT LEAST 2 YEARS
YEARS1H4	1.680			.244 COMPLETED AT LEAST 3 YEARS
ETHREQ	1.057			.325 COMPLETED AT LEAST 4 YEARS
ETHNON	1.924			.231 ETHNIC STUDIES REQUIRED FOR ALL
LOCON	1.174			.135 ETHNIC STUDIES REQUIRED FOR SOME
HICON	1.240			.264 ETHNIC STUDIES NOT REQUIRED
GOAL8917	2.172			.379 LOW CONTACT WITH PEERS
				.427 HIGH CONTACT WITH PEERS
				.909 PROMOTE RACIAL UNDERSTANDING

Table C.4
Standardized Regression Coefficients at Steps-Regression Predicting White Women's Commitment to Promoting Racial Understanding

DV: GOAL8917	PROMOTE RACIAL UNDERSTAND	Name	Step	MultR	StmpR	Beta at Step																																
						1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25								
		GOAL8517	1	.3854	.39	.39	.37	.36	.34	.33	.33	.31	.30	.29	.28	.28	.28	.27	.27	.27	.27	.27	.27	.27	.27	.27	.27											
		VIEW8523	2	.4043	-.18	-.12	-.12	-.11	-.10	-.10	-.09	-.09	-.07	-.06	-.06	-.06	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.04	-.04	-.04										
		MAJ8503	3	.4127	-.14	-.10	-.08	-.08	-.08	-.09	-.09	-.09	-.08	-.08	-.08	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.06	-.06	-.06	-.06									
		VIEW8518	4	.4199	-.16	-.10	-.08	-.08	-.08	-.07	-.07	-.07	-.07	-.07	-.06	-.06	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05								
		REASON05	5	.4258	.14	.08	.08	.07	.07	.07	.06	.06	.06	.06	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04							
		MAJ8507	6	.4308	-.07	-.06	-.06	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06						
		GOAL8509	7	.4358	.19	.07	.06	.06	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07						
		VIEW8503	8	.4398	.15	.08	.08	.07	.07	.06	.06	.06	.06	.06	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05					
		GOAL8508	9	.4433	-.14	-.10	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06				
		MOTHEDEC	10	.4463	.13	.09	.07	.07	.06	.05	.05	.05	.05	.05	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04				
		GOAL8504	11	.4490	.16	.06	.06	.07	.06	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05			
		REASON07	12	.4510	.15	.09	.08	.08	.07	.06	.05	.05	.05	.05	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04		
		YRSTUDY3	13	.4528	.13	.09	.07	.07	.06	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	
		GOAL8512	14	.4544	.13	.07	.07	.06	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	
		VIEW8506	15	.4559	-.13	-.08	-.06	-.06	-.05	-.05	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	
		MAJ8505	16	.4572	-.04	-.03	-.03	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	
		MAJ8511	17	.4585	-.04	-.03	-.03	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	
		MAJ8509	18	.4594	.09	.06	.06	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	
		VIEW8505	19	.4604	.10	.06	.05	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	
		REASON03	20	.4612	.07	.04	.04	.05	.04	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	
		GOAL8507	21	.4622	-.08	-.06	-.04	-.03	-.04	-.04	-.05	-.04	-.03	-.03	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
		MAJ8508	22	.4631	.10	.06	.06	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
		DEGASPB5	23	.4639	.13	.08	.07	.05	.05	.04	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
		VIEW8522	24	.4647	-.10	-.06	-.04	-.04	-.04	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
		LIVEHOPE	25	.4668	-.10	-.08	-.07	-.07	-.06	-.06	-.06	-.06	-.06	-.06	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05

OV: GOAL8917 PROMOTE RACIAL UNDERSTAND N= 8096 Missing= LISTWISE 48 out of 246 IVs were significant

Name	Step	MultR	Beta at Step																								
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
PCTBA14	26	.4699	-.13	-.10	-.08	-.08	-.07	-.07	-.07	-.07	-.07	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06
SERVICE	27	.4713	-.03	-.03	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
PCTBA08	28	.4725	.18	.13	.11	.09	.09	.08	.09	.08	.08	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.06	.06	.06	.06	.06
PCTBA10	29	.4738	.09	.07	.06	.05	.05	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
PCTBLKT	30	.4750	-.05	-.04	-.05	-.04	-.04	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.03
NORTHATL	31	.4763	.01	.00	-.00	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.02	-.02	-.03	-.03	-.02	-.02	-.02	-.02	-.02
PCTBA05	32	.4773	-.05	-.04	-.04	-.05	-.05	-.05	-.04	-.04	-.04	-.04	-.04	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
PCTBA11	33	.4781	.01	.00	-.01	-.01	-.01	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.03
FFACHAT	34	.4796	-.21	-.16	-.15	-.14	-.13	-.13	-.13	-.12	-.12	-.12	-.11	-.11	-.11	-.11	-.11	-.11	-.11	-.11	-.10	-.10	-.10	-.10	-.10	-.10	-.09
SSTUSL18	35	.4804	.18	.12	.11	.10	.09	.08	.09	.08	.08	.07	.07	.06	.06	.06	.06	.06	.06	.06	.06	.05	.05	.05	.05	.05	.05
ACT8813	36	.5700	.46	.39	.38	.37	.36	.36	.36	.36	.36	.35	.35	.35	.35	.35	.35	.35	.35	.35	.35	.35	.35	.35	.35	.35	.34
COLACT23	37	.5849	.34	.28	.26	.26	.25	.25	.25	.24	.24	.24	.24	.24	.24	.24	.24	.24	.24	.24	.23	.23	.23	.23	.23	.23	.23
ACT8826	38	.5938	.29	.24	.23	.22	.22	.22	.21	.21	.21	.21	.21	.21	.21	.21	.21	.21	.21	.21	.21	.21	.20	.20	.20	.20	.20
ACT8822	39	.5985	.31	.25	.23	.23	.22	.22	.21	.21	.21	.21	.21	.21	.21	.21	.21	.21	.21	.21	.21	.20	.20	.20	.20	.20	.19
CAR8902	40	.6017	-.17	-.13	-.11	-.10	-.10	-.10	-.10	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.08
COLACT20	41	.6047	.26	.21	.20	.19	.19	.18	.18	.18	.18	.18	.18	.18	.18	.18	.18	.18	.18	.18	.18	.17	.17	.17	.17	.17	.17
ACT8827	42	.6069	.36	.29	.28	.28	.27	.26	.26	.26	.26	.26	.26	.26	.26	.26	.26	.26	.26	.26	.26	.25	.25	.25	.25	.25	.24
CAR8907	43	.6086	.02	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.04
CAR8906	44	.6098	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
COLACT08	45	.6108	.19	.15	.14	.13	.12	.12	.12	.12	.12	.12	.12	.12	.12	.12	.12	.12	.12	.12	.12	.12	.12	.12	.12	.12	.12
HPH8912	46	.6115	-.17	-.12	-.11	-.10	-.10	-.09	-.09	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.07
COLACT03	47	.6121	-.07	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.03
HPH8910	48	.6126	.14	.11	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.09

Name	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
VIEH8517	04	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	02	02	02	02	02
AGE	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HSEGA	00	-02	-02	-02	-02	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01	-02	-02	-02
HARRY85	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
REASON01	-06	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
REASON02	07	06	06	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
REASON04	-02	-01	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
REASON06	-08	-04	-03	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
REASON08	05	05	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
REASON09	-03	-02	-01	-01	-01	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
REASON10	-01	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
REASON11	02	02	02	02	01	02	01	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
POL1WA85	07	06	06	04	04	04	04	03	03	03	03	02	02	01	01	01	01	01	01	01	01	01	01	01	01
INCOME	04	04	04	03	02	02	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01
FATHEOUC	09	07	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
SPROT	00	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
SOHER	00	00	00	01	01	01	01	01	01	01	00	00	00	00	01	01	01	01	01	01	00	01	00	01	00
SJEWISH	02	01	01	00	00	-00	00	-00	00	-01	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
SCATH	-04	-04	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02
SNOME	06	05	04	03	03	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02
REBORN85	-01	-01	-02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
YRSTUDY1	01	01	01	00	-00	-00	-00	-00	-00	-00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
YRSTUDY2	00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
YRSTUDY4	02	01	00	00	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
YRSTUDY5	01	01	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
YRSTUDY6	02	02	01	01	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00
YRSTUDY7	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
YRSTUDY8	05	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
VIEH8501	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEH8502	09	08	07	06	06	06	06	05	04	04	04	04	04	04	04	04	04	04	04	04	03	03	03	03	03
VIEH8504	06	05	05	05	05	04	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
VIEH8507	07	06	05	05	05	05	04	04	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03
VIEH8508	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEH8509	07	06	06	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
VIEH8510	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEH8512	-05	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
VIEH8513	04	05	04	02	02	02	02	02	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02
VIEH8514	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
VIEH8515	01	01	01	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEH8516	05	05	05	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
VIEH8519	-00	-00	-00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEH8521	-06	-04	-04	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
GOAL8501	07	06	05	05	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
GOAL8502	02	03	04	03	03	03	02	02	02	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02
GOAL8503	-01	01	01	00	00	-01	-01	-01	-01	-01	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
GOAL8505	05	05	05	06	05	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
GOAL8506	-03	-03	-03	-02	-02	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
GOAL8510	-02	-01	-03	-03	-02	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
GOAL8511	09	08	07	06	06	05	05	05	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
GOAL8513	-05	-03	-01	-01	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02

Name	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
GOAL8514	.07	.07	.07	.07	.06	.06	.05	.04	.04	.04	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
GOAL8515	.08	.07	.06	.05	.05	.04	.03	.02	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
GOAL8516	.04	.04	.04	.04	.03	.03	.02	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
GOAL8518	-.08	-.05	-.02	-.02	-.03	-.03	-.03	-.02	-.01	-.01	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
HAJ8501	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
HAJ8502	.03	.02	.01	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
HAJ8504	.02	.02	.01	.02	.02	.01	.00	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
HAJ8506	.05	.04	.03	.03	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
HAJ8510	.02	.01	.01	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
HAJ8512	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
HAJ8513	.05	.04	.03	.03	.03	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
HAJ8514	-.03	-.03	-.03	-.03	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
HAJ8515	.01	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
HAJ8516	.03	.02	.01	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
CARB801	.04	.03	.02	.01	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
CARB802	-.08	-.07	-.01	-.01	-.02	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
CARB803	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
CARB804	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
CARB805	.01	.01	.00	.00	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
CARB806	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
CARB807	.02	.01	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
CARB808	-.03	-.03	-.04	-.03	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
CARB809	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
CARB810	-.02	-.02	-.03	-.02	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
CARB811	.03	.03	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
CARB812	-.06	-.05	-.06	-.06	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
CARB813	-.01	-.01	-.01	-.01	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
CARB814	.03	.03	.02	.02	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
CARB815	.05	.04	.03	.03	.02	.01	.02	.02	.02	.01	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
LIVEPRIV	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
LIVECAMP	.07	.06	.05	.05	.05	.05	.05	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
SELECT	.12	.10	.09	.08	.07	.07	.07	.07	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
PUBUNITV	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
PIB4YR	.02	.01	.01	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
PRIV4YR	.06	.05	.05	.05	.05	.05	.05	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
NONS4	.08	.07	.06	.06	.05	.05	.05	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
CAI14	-.03	-.02	-.02	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
PROT4	.01	.01	.00	.02	.02	.02	.02	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
WOMENCOL	-.05	-.05	-.05	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
COEDCOL	-.02	-.02	-.02	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
CITYSIZE	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
TOIFJET	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
UGRADT	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
PCTHOM	.02	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
PCTHIST	.07	.06	.05	.04	.04	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
PCTASNT	-.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
PCTINDT	-.04	-.03	-.02	-.02	-.02	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
PCTBA01	.10	.08	.07	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
PCTBA02	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04

DV: GOAL8917 PROMOTE RACIAL UNDERSTAND N= 8096 Missing= LISTWISE 48 out of 246 IVs were significant

Name	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25

PCTBA03	-11	09	-08	-07	-06	-06	-05	-05	-06	-05	-05	-05	-04	-04	-04	-04	-05	-05	-04	-05	-04	-04	-04	-04	-03
PCTBA04	-09	-07	-07	-05	-05	-05	-05	-05	-05	-04	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-03
PCTBA06	13	11	10	09	08	08	08	07	07	07	06	06	06	06	06	06	06	06	06	06	06	06	06	05	05
PCTBA07	-07	-06	-06	-06	-06	-04	-05	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-02	-02
PCTBA09	12	10	09	09	08	08	08	08	07	07	07	06	06	06	06	06	06	06	06	06	06	06	06	05	05
PCTBA12	04	02	02	01	01	00	00	00	00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
PCTBA13	14	12	11	10	09	09	09	09	08	08	08	07	07	07	07	07	07	07	07	07	07	06	06	06	
PCTBA15	-01	-01	-00	-00	00	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
PLAINS	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01
SOUTHE	05	05	05	05	04	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	
WESTSH	15	13	12	11	11	11	11	10	10	09	09	08	08	08	08	08	08	08	08	08	07	07	07	06	06
SSTUHUM	-12	-10	-09	-08	-08	-08	-08	-08	-08	-07	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	
SSTUHAT	10	09	09	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	
SSTULB1	10	09	09	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	
SSTUATH	14	12	12	11	10	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	
SSTUATH	-14	-12	-11	-10	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	
MEANW85	11	10	09	08	08	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	06	
SSES	08	07	07	05	04	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	
FFACSLIB	10	09	09	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	
FFACHUM	-00	00	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	01	01	
FFACCAR	01	01	01	00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
FFACACT	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	
FPOLV1	14	12	12	10	10	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	
UHAJB901	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
UHAJB902	00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
UHAJB903	-15	-14	-12	-12	-12	-12	-12	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	-11	
UHAJB904	01	02	01	02	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	03	
UHAJB905	-03	-05	-04	-04	-03	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	
UHAJB906	07	06	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	
UHAJB907	-06	-06	-07	-07	-06	-04	-04	-05	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	
UHAJB908	07	06	06	05	05	04	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	
UHAJB909	01	01	00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
UHAJB910	01	01	00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
UHAJB911	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
UHAJB912	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
UHAJB913	08	08	07	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	05	
UHAJB914	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	
UHAJB915	-01	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
UHAJB916	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
CARB901	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	
CARB903	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
CARB904	05	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	
CARB905	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
CARB908	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
CARB909	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
CARB910	-03	-03	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	
CARB911	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	
CARB912	-05	-05	-06	-05	-05	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	
CARB913	-01	-02	-02	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
CARB914	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	

DV: GOAL8917 PROMOTE RACIAL UNDERSTAND N= 8096 Missing= LISTWISE 48 out of 246 IVs were significant

Name	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
CAR8915	03	03	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HPM8901	-00	-00	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
HPM8902	09	06	07	07	07	07	07	06	06	06	06	06	05	05	05	06	06	06	06	06	06	06	06	05	05
HPM8903	04	04	04	03	03	03	03	03	03	03	03	03	03	02	02	02	02	03	03	03	03	03	03	03	02
HPM8904	06	06	06	06	06	06	06	05	05	05	05	05	05	05	05	04	04	04	04	04	04	04	04	03	04
HPM8905	06	05	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	03	04
HPM8906	05	04	05	04	04	03	04	03	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	02
HPM8907	01	01	02	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HPM8909	07	06	06	06	06	06	06	06	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	04
HPM8911	-05	-04	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01
HPM8913	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
HPM8914	10	09	08	08	07	07	07	07	07	07	06	06	06	06	06	06	06	06	06	06	06	06	06	05	05
COLACT01	15	14	13	13	12	12	12	12	12	11	11	11	11	11	11	11	11	11	11	11	11	11	11	10	10
COLACT02	-05	-05	-05	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-03
COLACT04	09	08	07	07	07	07	07	07	07	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
COLACT05	-00	01	01	01	01	01	01	01	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
COLACT06	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
COLACT07	04	05	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
COLACT09	23	21	20	20	19	19	19	19	18	18	18	18	18	18	17	17	17	17	17	17	17	17	17	17	17
COLACT10	03	02	03	03	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
COLACT11	03	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
COLACT13	01	02	02	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
COLACT14	04	04	04	04	04	03	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
COLACT15	05	04	04	04	04	03	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	02
COLACT16	00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
COLACT17	00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
COLACT18	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
COLACT19	14	13	12	12	12	12	12	12	12	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	10
COLACT21	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	02
COLACT22	08	08	07	07	07	07	07	07	07	07	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06
ACT8802	-00	00	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
ACT8803	13	11	10	10	10	10	10	10	10	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09
ACT8804	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
ACT8806	02	02	02	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
ACT8812	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
ACT8816	07	07	07	07	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
ACT8820	09	09	08	08	08	08	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07
ACT8821	01	02	02	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
ACT8824	09	09	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08
ACT8825	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
YEARS1N1	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
YEARS1N2	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
YEARS1N3	06	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
YEARS1N4	-00	00	00	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
ETHREQ	05	05	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
ETHSOH	-05	-05	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
ETHNON	-05	-05	-05	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
LONCON	-01	-00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
HITCON	-01	-00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01

DV: GOAL8917 PROMOTE RACIAL UNDERSTAND N= 8096 Missing= LISTWISE 48 out of 246 IVs were significant

Name	Step	MultR	Beta at Step																								
			26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
GOAL8517	1	.3854	.39	.27	.27	.27	.27	.27	.27	.27	.27	.26	.22	.21	.21	.20	.20	.20	.20	.20	.20	.20	.20	.20	.20	.20	.20
VIEW8523	2	.4043	-.18	-.04	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
MAJ8503	3	.4127	-.14	-.06	-.06	-.05	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.05	-.05	-.04	-.02	-.02	-.02	-.02	-.01	-.01	-.01	-.01	-.01	-.01
VIEW8518	4	.4199	-.16	-.05	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.02	-.02	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
REASON05	5	.4258	.14	.03	.03	.03	.03	.03	.03	.03	.03	.03	.02	.01	.02	.01	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
MAJ8507	6	.4308	-.07	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05
GOAL8509	7	.4358	.19	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
VIEW8503	8	.4398	.15	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
GOAL8508	9	.4433	-.14	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.05	-.05	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
MOTHEDEC	10	.4463	.13	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
GOAL8504	11	.4490	.16	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
REASON07	12	.4510	.15	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
YRSTUDY3	13	.4528	.13	.03	.03	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
GOAL8512	14	.4544	.13	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
VIEW8506	15	.4559	-.13	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
MAJ8505	16	.4572	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
MAJ8511	17	.4585	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
MAJ8509	18	.4594	.09	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
VIEW8505	19	.4604	.10	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
REASON03	20	.4612	.07	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
GOAL8507	21	.4622	-.08	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
MAJ8508	22	.4631	-.10	.03	.03	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
DEGASPB5	23	.4639	.13	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
VIEW8522	24	.4647	-.10	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
LIVEHOME	25	.4668	-.10	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04

DV: GOALB917 PROMOTE RACIAL UNDERSTAND N= 8096 Missing= LISTWISE 48 out of 246 IVs were significant

Name	Step	Beta at Step																								
		26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
PCTBA14	26	.4699	.13	-.06	-.06	-.05	-.05	-.04	-.04	-.04	-.03	-.03	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
SERVICE	27	.4713	-.03	-.04	-.04	-.03	-.03	-.03	-.03	-.02	-.02	-.02	-.02	-.03	-.03	-.03	-.03	-.03	-.02	-.02	-.02	-.03	-.03	-.03	-.03	-.03
PCTBA08	28	.4725	.18	04	04	04	04	05	05	03	03	01	00	-.00	-.01	-.00	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
PCTBA10	29	.4738	.09	04	03	04	04	04	04	04	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
PCTBLKT	30	.4750	-.05	-.03	-.03	-.04	-.04	-.04	-.04	-.04	-.03	-.04	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05
NORTHATL	31	.4763	.01	-.02	-.02	-.03	-.03	-.04	-.04	-.04	-.04	-.04	-.05	-.04	-.04	-.04	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
PCTBA05	32	.4773	-.05	-.04	-.03	-.03	-.03	-.03	-.04	-.02	-.01	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
PCTBA11	33	.4781	.01	-.02	-.02	-.02	-.03	-.03	-.03	-.03	-.03	-.02	-.02	-.03	-.03	-.02	-.02	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
FFACHAT	34	.4796	-.21	-.08	-.08	-.07	-.06	-.06	-.05	-.05	-.05	-.04	-.01	-.00	00	00	00	01	00	00	01	00	00	01	01	01
SSTUSLIB	35	.4804	.18	05	04	04	04	05	05	04	04	04	00	-.01	-.01	-.02	-.02	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
ACT8813	36	.5700	.46	34	34	34	34	34	34	34	34	34	34	34	34	30	27	25	24	22	22	22	22	22	22	22
COLACT23	37	.5849	.34	23	23	22	22	22	22	22	22	22	22	22	22	15	14	12	11	11	11	11	11	11	11	11
ACT8826	38	.5938	.29	20	20	20	20	20	20	20	20	20	20	20	20	12	11	11	11	11	11	10	10	10	10	09
ACT8822	39	.5985	.31	19	19	18	18	18	18	18	18	18	11	09	09	09	08	08	08	08	08	08	08	07	07	07
CAR8902	40	.6017	-.17	-.08	-.08	-.08	-.08	-.09	-.08	-.08	-.08	-.09	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.06	-.05	-.05	-.05	-.05	-.05
COLACT20	41	.6047	.26	16	16	16	16	16	16	16	16	15	15	10	08	07	07	07	07	07	06	06	06	06	06	06
ACT8827	42	.6069	.36	24	24	24	24	24	24	24	24	24	23	11	10	07	07	07	07	07	07	07	07	07	07	07
CAR8907	43	.6086	.02	04	04	04	04	04	04	04	04	05	06	05	06	05	05	05	05	05	05	05	05	05	05	05
CAR8906	44	.6098	.05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	03	03	03	04	04	04	04	04	04
COLACT08	45	.6108	.19	08	08	08	08	08	07	07	07	05	05	04	04	04	04	04	04	04	04	04	04	04	04	04
HP48912	46	.6115	-.17	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.06	-.05	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
COLACT03	47	.6121	-.07	-.04	-.04	-.04	-.04	-.04	-.04	-.03	-.03	-.03	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
HP48910	48	.6126	.14	08	08	08	08	08	08	08	08	06	05	04	03	03	03	03	03	03	03	02	02	02	02	03

DV: GOAL8917 PROMOTE RACIAL UNDERSTAND N= 8096 Missing LISTWISE 48 out of 246 IVs were significant

Name	Beta at Step																								
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
VIEW8517	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
AGE	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HISPA	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
HARRY85	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
REASON01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
REASON02	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
REASON04	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
REASON06	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
REASON08	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
REASON09	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
REASON10	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
REASON11	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
POLIV85	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
INCOME	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
FATHEDUC	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
SPROT	01	01	02	02	02	01	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
SOHER	00	00	01	01	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
SJEWISH	00	00	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
SCATH	-01	-01	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
SNOME	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
REBOR85	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
YRSTUDY1	-01	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
YRSTUDY2	-01	-01	-01	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
YRSTUDY4	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
YRSTUDY5	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
YRSTUDY6	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
YRSTUDY7	-01	-01	-01	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
YRSTUDY8	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
VIEW8501	-01	-01	-00	-01	-01	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
VIEW8502	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
VIEW8504	01	02	01	01	01	01	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEW8507	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
VIEW8508	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
VIEW8509	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEW8510	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEW8512	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
VIEW8513	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEW8514	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
VIEW8515	00	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEW8516	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
VIEW8519	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEW8521	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
GOAL8501	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
GOAL8502	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
GOAL8503	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
GOAL8505	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
GOAL8506	-01	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
GOAL8510	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
GOAL8511	-01	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
GOAL8513	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01

Name	Beta et Step																									
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
GOALB514	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
GOALB515	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
GOALB516	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
GOALB518	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
HAJB501	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
HAJB502	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
HAJB504	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HAJB506	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HAJB510	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
HAJB512	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
HAJB513	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HAJB514	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
HAJB515	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HAJB516	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CARB501	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CARB502	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CARB503	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CARB504	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CARB505	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CARB506	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CARB507	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
CARB508	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CARB509	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CARB510	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CARB511	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CARB512	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
CARB513	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
CARB514	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CARB515	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
LIVEPRIV	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
LIVEDAMP	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
SELECT	02	02	00	-01	-01	-00	01	03	01	00	-02	-03	-04	-04	-03	-03	-03	-03	-04	-04	-04	-04	-04	-04	-04	-04
PUB4TR	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PRIV4TR	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
PRIV4YR	03	03	02	02	01	00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
NONS4	00	00	00	01	01	00	00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CATH4	00	00	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PROT4	01	00	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
WOMENCOL	02	02	03	02	02	01	01	01	01	00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
COEDCOL	-02	-02	-03	-03	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CITYSIZE	-02	-02	-02	-02	-02	-02	-01	-02	-02	-01	-00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00
TOTFLET	-02	-02	-02	-02	-02	-01	-01	-00	-01	-00	-01	-00	-01	-00	-01	-00	-01	-00	-01	-00	-01	-00	-00	-00	-00	-00
UBRADT	-02	-02	-02	-02	-02	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
PCTH0H	03	02	02	02	02	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PCTASNT	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PCTINDI	01	01	01	01	01	00	01	01	00	00	-01	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PCTBA01	00	-00	01	01	01	01	01	01	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
PCTBA02	02	02	01	01	01	01	01	01	01	00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01

Name	Beta at Step																								
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
PC1BA03	-02	-02	-01	-00	00	00	-01	-02	-01	00	01	02	01	02	02	02	02	02	02	02	02	02	02	02	02
PC1BA04	-02	-02	-01	00	-00	00	-02	-02	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
PC1BA06	03	03	01	01	01	01	00	01	00	-01	-00	-02	-01	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	
PC1BA07	-03	-03	-03	-02	-01	-01	-01	-02	-01	-01	-02	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	
PC1BA09	04	04	03	02	02	01	01	-01	-01	-02	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
PC1BA12	-02	00	-01	-01	-01	-01	-00	-01	-03	-02	-02	-02	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	
PC1BA13	04	04	02	02	01	02	01	02	01	-00	-02	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	
PC1BA15	01	01	02	03	03	03	02	01	01	01	01	01	01	01	01	00	00	01	01	01	01	01	01	01	
PLATHS	-02	-02	-02	-02	-01	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
WESTSM	03	03	03	03	03	02	02	01	02	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	
SSTUH0H	05	05	04	04	05	04	03	03	01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
SSTUHAT	-03	-03	-03	-03	-03	-02	-03	-03	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
SSTULIB	03	03	02	01	01	02	03	03	03	02	01	01	02	02	02	02	02	02	02	02	02	02	02	02	
SSTUAUTH	-05	-05	-03	-02	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	
SSTUARC	05	04	04	02	03	03	02	02	01	-02	-03	-03	-04	-05	-05	-05	-05	-05	-04	-04	-04	-04	-04	-04	
SSTUARC	04	04	03	03	03	04	04	03	01	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	
MEANRHS	00	00	-00	-00	-00	-01	-00	-00	-01	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
SSES	04	04	03	02	02	03	03	03	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
FFACSLIB	03	02	03	03	03	03	03	03	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
FFACHUM	03	02	03	03	03	03	01	00	00	-01	-01	01	01	01	01	01	01	01	01	01	01	01	01	01	
FFACCAR	-01	-02	-02	-02	-03	-01	-01	00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
FFACTACT	06	06	05	04	04	04	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
FPOLVV	04	04	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	
UMA1J8901	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
UMA1J8902	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
UMA1J8903	-10	-10	-10	-10	-10	-10	-10	-10	-10	-08	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	
UMA1J8904	03	03	04	04	04	04	04	04	04	04	05	05	05	05	05	04	04	04	04	04	04	04	04	04	
UMA1J8905	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
UMA1J8906	03	04	03	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
UMA1J8907	-04	-04	-03	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
UMA1J8908	05	05	04	04	04	04	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	
UMA1J8909	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
UMA1J8910	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
UMA1J8911	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
UMA1J8912	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
UMA1J8913	-02	-02	-02	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	
UMA1J8914	05	05	05	05	05	05	05	04	04	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	
UMA1J8915	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
UMA1J8916	-00	-00	00	00	00	00	00	00	00	00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
CAR8901	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	
CAR8903	01	01	01	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	
CAR8904	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
CAR8905	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
CAR8908	00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	
CAR8909	00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	
CAR8910	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	
CAR8911	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	
CAR8912	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	
CAR8913	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	
CAR8914	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	

DV: GOAL8917 PROMOTE RACIAL UNDERSTAND N= 8096 Missing= LISTWISE 48 out of 246 IVs were significant

Name	Beta at Step																								
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
CAR8915	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
HPM8901	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HPM8902	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
HPM8903	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HPM8904	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07
HPM8905	04	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
HPM8906	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
HPM8907	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HPM8909	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
HPM8911	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
HPM8913	00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
HPM8914	03	03	03	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
COLACT01	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
COLACT02	10	10	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09
COLACT04	-03	-03	-02	-02	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
COLACT05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
COLACT06	03	02	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
COLACT07	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
COLACT09	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
COLACT10	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16	16
COLACT11	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
COLACT13	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
COLACT14	02	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
COLACT15	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
COLACT16	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
COLACT17	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
COLACT18	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
COLACT21	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09
COLACT22	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
ACT8802	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
ACT8803	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
ACT8804	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07
ACT8806	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
ACT8812	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
ACT8816	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
ACT8820	05	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
ACT8821	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
ACT8824	02	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
ACT8825	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
YEARS11	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
YEARS12	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
YEARS13	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
YEARS14	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
ETHREQ	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
ETHSON	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
ETHSON	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
LONCON	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
HICON	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01

	MEAN	STD DEVI	LABEL
GOAL8517	2.261	.818	PROMOTE RACIAL UNDERSTANDING
VIEW8517	2.433	.824	BUSING OK TO ACHIEVE BALANCE
AGE	3.113	.475	AGE OF STUDENT ON 12/31/89
HSGPA	6.259	1.393	AVERAGE HIGH SCHOOL GRADES
MARRY85	1.004	.068	MARITAL STATUS IN 1985
DEGRASPB8	3.949	.766	HIGHEST DEGREE PLANNED ANYWHERE
REASON01	2.706	.532	REASON FOR COLL: GET A BETTER JOB
REASON02	2.697	.488	REASON FOR COLL: GAIN GENERAL EDUCATION
REASON03	2.242	.644	REASON FOR COLL: IMPROVE STUDY SKILLS
REASON04	1.102	.338	REASON FOR COLL: NOTHING BETTER TO DO
REASON05	2.341	.615	REASON FOR COLL: BECOME MORE CULTURED
REASON06	2.463	.622	REASON FOR COLL: MAKE MORE MONEY
REASON07	2.795	.419	REASON FOR COLL: LEARN ABOUT NEW THINGS
REASON08	2.295	.745	REASON FOR COLL: PREP FOR GRAD-PROF SCH
REASON09	1.770	.700	REASON FOR COLL: PARENTS WANTED
REASON10	1.065	.285	REASON FOR COLL: COULDN'T FIND JOB
REASON11	1.573	.658	REASON FOR COLL: GET AWAY FROM HOME
POLIVAR85	3.070	.682	POLITICAL ORIENTATION
INCOME	8.203	2.963	ESTIMATED PARENTAL INCOME
FATHEUC	5.476	2.047	FATHER'S EDUCATION
MOTHEUC	4.902	1.785	MOTHER'S EDUCATION
SPROT	1.408	.491	
SOTHER	1.041	.199	
SJEWISH	1.049	.215	
SCATH	1.380	.486	
SNONE	1.083	.276	
REBOR85	1.205	.391	BORN-AGAIN CHRISTIAN IN 1985?
YRSTUDY1	6.024	.350	YEARS OF HS STUDY: ENGLISH
YRSTUDY2	5.680	.736	YEARS OF HS STUDY: MATHEMATICS
YRSTUDY3	4.613	1.479	YEARS OF HS STUDY: FOREIGN LANGUAGE
YRSTUDY4	3.725	1.105	YEARS OF HS STUDY: PHYSICAL SCIENCE
YRSTUDY5	3.458	.782	YEARS OF HS STUDY: BIOLOGICAL SCIENCE
YRSTUDY6	4.921	.922	YEARS OF HS STUDY: HISTORY-AM GOVERNMENT
YRSTUDY7	2.028	.958	YEARS OF HS STUDY: COMPUTER SCIENCE
YRSTUDY8	3.633	1.949	YEARS OF HS STUDY: ART OR MUSIC
VIEW8501	2.624	.601	GOV NOT PROTECTING CONSUMER
VIEW8502	3.047	.790	GOV NOT PROMOTING DISARMAMENT
VIEW8503	3.120	.688	GOV NOT CONTROLLING POLLUTION
VIEW8504	2.915	.632	GOV DISCOURAGE ENERGY USE
VIEW8505	1.957	.761	RAISE TAXES TO REDUCE DEFICIT
VIEW8506	1.678	.767	INCREASE MILITARY SPENDING
VIEW8507	2.695	.916	NUCLEAR DISARMAMENT ATTAINABLE
VIEW8508	2.129	.982	ABOLISH DEATH PENALTY
VIEW8509	2.571	.817	NEED NATIONAL HEALTH CARE
VIEW8510	2.571	1.178	LEGALIZE ABORTION
VIEW8512	1.418	.757	MARRIED WOMEN BEST IN HOME
VIEW8513	2.160	.910	LIVE TOGETHER WITHOUT MARRIAGE
VIEW8514	3.848	.465	EQUAL OPPORTUNITY FOR WOMEN
VIEW8515	3.017	.877	HEALTHY SHOULD PAY MORE TAXES
VIEW8516	1.619	.827	LEGALIZE MARIJUANA

	MEAN	STD	DEVI	LABEL
VIEM8518	2.086			.954 PROHIBIT HOMOSEXUAL RELATIONS
VIEM8519	1.470			.701 COLLEGE REGULATE OFF-CAMPUS ACTS
VIEM8521	1.751			.804 COLLEGE BAN EXTREME SPEAKERS
VIEM8522	2.050			.836 IND DO LITTLE TO CHANGE SOC
VIEM8523	2.541			.853 COLL INCREASES EARN POWER
GOAL8501	1.616			.846 ACHIEVE IN PERFORMING ART
GOAL8502	2.894			.795 BECOME AUTHORITY IN OWN FIELD
GOAL8503	2.581			.779 OBTAIN RECOG FROM COLLEAGUES
GOAL8504	1.745			.756 INFLUENCE POLITICAL STRUCTURE
GOAL8505	2.260			.761 INFLUENCE SOCIAL VALUES
GOAL8506	2.985			.886 RAISE A FAMILY
GOAL8507	2.255			.796 HAVE ADMIN RESPONSIBILITY
GOAL8508	2.681			.825 BE VERY WELL OFF FINANCIALLY
GOAL8509	2.925			.733 HELP OTHERS IN DIFFICULTY
GOAL8510	1.505			.727 MAKE THEORETICAL CONTRIBUTION
GOAL8511	1.598			.845 WRITE ORIGINAL WORKS
GOAL8512	1.513			.787 CREATE ARTISTIC WORKS
GOAL8513	2.249			.993 BE SUCCESSFUL IN OWN BUSINESS
GOAL8514	1.936			.714 BECOME INVOLVED IN ENVIRONMENT
GOAL8515	2.502			.949 DEVELOP MEANINGFUL PHILOSOPHY
GOAL8516	2.127			.731 PARTICIPATE IN COMM ACTION
GOAL8518	1.714			.827 BE EXPERT ON FINANCE/COMMERCE
MAJ8501	1.003			.051 MAJOR GROUP: AGRICULTURE
MAJ8502	1.056			.230 MAJOR GROUP: BIOLOGICAL SCIENCES
MAJ8503	1.175			.380 MAJOR GROUP: BUSINESS
MAJ8504	1.095			.293 MAJOR GROUP: EDUCATION
MAJ8505	1.034			.182 MAJOR GROUP: ENGINEERING
MAJ8506	1.029			.167 MAJOR GROUP: ENGLISH
MAJ8507	1.108			.310 MAJOR GROUP: HEALTH PROFESSIONAL
MAJ8508	1.053			.225 MAJOR GROUP: HISTORY/POLI SCI
MAJ8509	1.042			.200 MAJOR GROUP: HUMANITIES
MAJ8510	1.033			.180 MAJOR GROUP: FINE ARTS
MAJ8511	1.019			.135 MAJOR GROUP: MATH OR STATISTICS
MAJ8512	1.020			.141 MAJOR GROUP: PHYSICAL SCIENCES
MAJ8513	1.091			.288 MAJOR GROUP: SOCIAL SCIENCES
MAJ8514	1.030			.171 MAJOR GROUP: OTHER TECHNICAL
MAJ8515	1.079			.270 MAJOR GROUP: OTHER NON-TECHNICAL
MAJ8516	1.094			.291 MAJOR GROUP: UNDECIDED
CAR8501	1.072			.258 CAREER GRP: ARTIST
CAR8502	1.174			.379 CAREER GRP: BUSINESSMAN
CAR8503	1.002			.047 CAREER GRP: CLERGYMAN
CAR8504	1.004			.067 CAREER GRP: COLLEGE TEACHER
CAR8505	1.060			.238 CAREER GRP: DOCTOR (MD OR DDS)
CAR8506	1.046			.210 CAREER GRP: SECONDARY EDUCATION
CAR8507	1.064			.245 CAREER GRP: ELEMENTARY EDUCATION
CAR8508	1.034			.181 CAREER GRP: ENGINEER
CAR8509	1.003			.053 CAREER GRP: FARMER OR FORESTER
CAR8510	1.063			.243 CAREER GRP: HEALTH PROFESSIONAL
CAR8511	1.054			.226 CAREER GRP: LAWYER
CAR8512	1.036			.186 CAREER GRP: NURSE

	MEAN	STD DEVI	LABEL
CAR8513	1.023	.151	CAREER GRP: RESEARCH SCIENTIST
CAR8514	1.166	.372	CAREER GRP: OTHER CHOICE
CAR8515	1.160	.367	CAREER GRP: UNDECIDED
LIVENRHE	1.132	.339	PLAN TO LIVE AT HOME IN FALL 1985?
LIVERPRIV	1.012	.111	PLAN TO LIVE OFF CAMPUS IN FALL 1985?
-LIVECAMP	1.839	.368	PLAN TO LIVE ON CAMPUS IN FALL 1985?
SELECT	105.547	11.948	IC: INSTITUTIONAL SELECTIVITY (SATV+H)
PUBUNIV	1.161	.368	PUBLIC UNIVERSITY
PUB4YR	1.168	.374	PUBLIC 4-YEAR COLLEGE
PRIVUNIV	1.178	.383	PRIVATE UNIVERSITY
PRIV4YR	1.492	.500	PRIVATE 4-YEAR COLLEGE
NON54	1.248	.432	
CATH4	1.101	.302	
PROT4	1.142	.349	
WOMENCOL	1.087	.283	WOMENS COLLEGE
COEDCOL	1.913	.283	
CITYSIZE	3.848	2.364	IC: SIZE OF INSTITUTION'S CITY
TOFTFET	7919.676	9938.191	OFF: TOTAL FTE STUDENTS
UGRADT	6255.280	6836.047	OFF: UNDERGRADUATE STUDENTS
PCTHOM	55.099	14.916	OFF: % ENROLLMENT OF WOMEN
PCTHIST	2.176	3.600	OFF: % HISPANIC UGFE
PCTASNT	2.623	4.033	OFF: % ASIAN UGFE
PCTBLKT	4.205	3.200	OFF: % BLACK UGFE
PCTINDT	.286	1.411	OFF: % AMERICAN INDIAN UGFE
PCTBA01	.920	2.247	% OF 1986 BA'S IN AGRICULTURE
PCTBA02	5.223	3.169	% OF 1986 BA'S IN BIOLOGICAL SCIENCES
PCTBA03	21.704	14.533	% OF 1986 BA'S IN BUSINESS
PCTBA04	7.412	7.954	% OF 1986 BA'S IN EDUCATION
PCTBA05	5.651	9.651	% OF 1986 BA'S IN ENGINEERING
PCTBA06	2.306	1.994	% OF 1986 BA'S IN ENGLISH
PCTBA07	5.697	7.788	% OF 1986 BA'S IN HEALTH PROFESSIONS
PCTBA08	3.745	3.126	% OF 1986 BA'S IN HISTORY/POLITICAL SCI
PCTBA09	6.728	5.462	% OF 1986 BA'S IN HUMANITIES
PCTBA10	4.631	4.024	% OF 1986 BA'S IN FINE ARTS
PCTBA11	2.350	2.492	% OF 1986 BA'S IN MATH/STATISTICS
PCTBA12	2.988	3.159	% OF 1986 BA'S IN PHYSICAL SCIENCES
PCTBA13	17.145	12.490	% OF 1986 BA'S IN SOCIAL SCIENCES
PCTBA14	3.673	3.777	% OF 1986 BA'S IN OTHER TECHNICAL
PCTBA15	9.900	9.267	% OF 1986 BA'S IN OTHER NON-TECHNICAL
NORTHATL	1.393	-.488	LOC: NORTH ATLANTIC
PLAINS	1.293	-.455	LOC: PLAINS
SOUTHE	1.165	.371	LOC: SOUTHEAST
WESTSH	1.146	.354	LOC: WEST, SOUTHWEST
SERVICE	1.003	.053	LOC: SVC ACADEMY
SSTURDH	158.736	7.243	PEER NORM-HUMANISM
SSTUHAT	177.707	10.151	PEER NORM-MATERIALISM
SSTUSL18	272.996	12.167	PEER NORM-SOCIAL LIBERALISM
SSTUL18T	86.478	10.220	PEER NORM-LIBERTARIANISM
SSTUAUTH	86.019	9.248	PEER NORM-AUTHORITARIANISM
SSTUARTC	46.923	4.322	PEER NORM-ARTISTIC

DV: GOAL8917 PROMOTE RACIAL UNDERSTAND N= 8096 Missing= LISTWISE 48 out of 246 IVs were significant

	MEAN	STD	DEV	LABEL
MEANV85	3.051			.181 MEAN POLITICAL ORIENTATION IN 1985
SS	18.556			5.208 PEER FAC: SOCIO-ECONOMIC STATUS
FFACSLIB	218.997			13.623 FACULTY NORH-SOCIAL LIBERALISH
FFACHUM	113.443			4.676 FACULTY NORH-CAREERISH
FFACCAR	54.354			4.743 FACULTY NORH-ACTIVISH
FFACACT	43.763			2.379 FACULTY NORH-MATERIALISH
FFACHAT	54.551			3.662 FACULTY NORH-MATERIALISH
FPOLVW	3.395			.272 POLITICAL VIEW
UMAJ8901	1.003			.053 1989 MAJOR-AGRICULTURE
UMAJ8902	1.052			.222 1989 MAJOR-BIOLOGICAL SCIENCES
UMAJ8903	1.162			.368 1989 MAJOR-BUSINESS
UMAJ8904	1.119			.324 1989 MAJOR-EDUCATION
UMAJ8905	1.023			.150 1989 MAJOR-ENGINEERING
UMAJ8906	1.059			.235 1989 MAJOR-ENGLISH
UMAJ8907	1.053			.225 1989 MAJOR-HEALTH PROFESSIONAL
UMAJ8908	1.066			.248 1989 MAJOR-HISTORY OR POLITICAL SCIENCE
UMAJ8909	1.049			.216 1989 MAJOR-HUMANITIES
UMAJ8910	1.038			.190 1989 MAJOR-FINE ARTS
UMAJ8911	1.020			.138 1989 MAJOR-MATH OR STATISTICS
UMAJ8912	1.019			.135 1989 MAJOR-PHYSICAL SCIENCES
UMAJ8913	1.148			.355 1989 MAJOR-SOCIAL SCIENCES
UMAJ8914	1.019			.135 1989 MAJOR-OTHER TECHNICAL
UMAJ8915	1.069			.253 1989 MAJOR-OTHER NON-TECHNICAL
UMAJ8916	1.005			.071 1989 MAJOR-UNDECIDED
CAR8901	1.067			.250 1989 CAREER-ARTIST
CAR8902	1.225			.618 1989 CAREER-BUSINESSMAN
CAR8903	1.003			.053 1989 CAREER-CLERGYMAN
CAR8904	1.030			.171 1989 CAREER-COLLEGE TEACHER
CAR8905	1.025			.157 1989 CAREER-DOCTOR (MD OR DDS)
CAR8906	1.064			.244 1989 CAREER-SECONDARY EDUCATION
CAR8907	1.105			.307 1989 CAREER-ELEMENTARY EDUCATION
CAR8908	1.019			.135 1989 CAREER-ENGINEER
CAR8909	1.005			.089 1989 CAREER-FARMER OR FORESTER
CAR8910	1.048			.213 1989 CAREER-HEALTH PROFESSIONAL
CAR8911	1.044			.205 1989 CAREER-LAWYER
CAR8912	1.033			.179 1989 CAREER-NURSE
CAR8913	1.023			.151 1989 CAREER-RESEARCH SCIENTIST
CAR8914	1.223			.416 1989 CAREER-OTHER CHOICE
CAR8915	1.064			.245 1989 CAREER-UNDECIDED
HPH8901	6.256			1.262 ATTENDING CLASSES OR LABS
HPH8902	5.868			1.389 STUDYING OR DOING HOMEWORK
HPH8903	5.728			1.501 SOCIALIZING WITH FRIENDS
HPH8904	2.759			.958 TALKING WITH FACULTY OUTSIDE CLASS
HPH8905	3.620			1.391 EXERCISING OR SPORTS
HPH8906	2.468			1.226 READING FOR PLEASURE
HPH8907	2.965			1.711 USING A PERSONAL COMPUTER
HPH8909	4.830			2.454 WORKING (FOR PAY)
HPH8910	1.917			1.346 VOLUNTEER WORK
HPH8911	2.765			1.566 STUDENT CLUBS OR GROUPS
HPH8912	3.568			1.541 WATCHING TV

DV: GOAL8917 PROMOTE RACIAL UNDERSTAND N= 8096 Missing= LISTWISE 48 out of 246 IVs were significant

	MEAN	STD DEVI	LABEL
HPH8913	2.219		
HPH8914	2.030	1.401	COMMUTING TO CAMPUS
COLACT01	1.462	1.120	RELIGIOUS SERVICES OR MEETINGS
COLACT02	1.538	.493	ENROLLED IN HONORS PROGRAM
COLACT03	1.276	.489	ENROLLED IN INTERDISCIPLINARY COURSE
COLACT04	1.098	.443	MEMBER OF FRATERNITY OR SORORITY
COLACT05	1.630	.295	GOTTEN MARRIED
COLACT06	1.636	.480	HELD PART-TIME JOB ON-CAMPUS
COLACT07	1.120	.479	HELD PART-TIME JOB OFF-CAMPUS
COLACT08	1.175	.322	WORKED FULL TIME WHILE STUDENT
COLACT09	1.338	.377	IN STUDY ABROAD PROGRAM
COLACT10	1.224	.470	IN COLLEGE INTERNSHIP PROGRAM
COLACT11	1.238	.412	IN CAMPUS DEMONSTRATIONS
COLACT12	1.291	.422	ELECTED TO STUDENT OFFICE
COLACT13	1.291	.650	GRADUATED WITH HONORS
COLACT14	1.148	.351	TAKEN READING STUDY/SKILLS CLASSES
COLACT15	1.239	.422	TOOK PART IN INTERCOLLEGIATE ATHLETICS
COLACT16	1.201	.397	WORKED ON PROFESSOR'S RESEARCH PROJECT
COLACT17	1.027	.158	PLAYED INTERCOLL FOOTBALL/BASKETBALL
COLACT18	1.063	.239	TAKEN REMEDIAL/DEVELOPMENT COURSES
COLACT20	1.332	.467	ENROLLED IN ETHNIC STUDIES COURSE
COLACT21	1.286	.449	ENROLLED IN WOMEN'S STUDIES COURSE
COLACT22	1.159	.363	ASSISTED FACULTY IN TEACHING CLASS
COLACT23	1.288	.449	ATTD RACIAL/CULTURAL AWARENESS WORKSHOP
ACT8802	2.597	.537	DISCUSSED COURSE CONTENT WITH STUDENTS
ACT8803	2.137	.661	WORKED ON GROUP PROJECT FOR A CLASS
ACT8804	1.405	.546	GUEST IN PROFESSOR'S HOME
ACT8806	1.613	.647	TUTORED ANOTHER STUDENT
ACT8812	1.444	.649	PARTICIPATED IN INTRAMURAL SPORTS
ACT8813	1.928	.608	DISCUSSED RACIAL/ETHNIC ISSUES
ACT8816	1.373	.579	FELT LIKE LEAVING COLLEGE
ACT8820	1.667	.579	RECEIVED VOCATIONAL/CAREER COUNSELING
ACT8821	1.208	.469	RECEIVED PERSONAL/PSYCH COUNSELING
ACT8822	1.193	.426	PARTICIPATED IN CAMPUS DEMONSTRATIONS
ACT8824	1.175	.397	RECEIVED TUTORING IN COURSES
ACT8825	2.576	.574	READ THE STUDENT NEWSPAPER
ACT8826	2.345	.627	SOCIALIZED WITH ONE FROM DIFF ETHNIC GRP
ACT8827	2.301	.604	DISCUSSED POLITICAL/SOCIAL ISSUES
YEARS1N1	1.995	.070	COMPLETED AT LEAST 1 YEAR
YEARS1N2	1.970	.170	COMPLETED AT LEAST 2 YEARS
YEARS1N3	1.934	.249	COMPLETED AT LEAST 3 YEARS
YEARS1N4	1.887	.317	COMPLETED AT LEAST 4 YEARS
ETHR1CQ	1.073	.260	ETHNIC STUDIES REQUIRED FOR ALL
ETHN0M	1.028	.165	ETHNIC STUDIES REQUIRED FOR SOME
ETHN0N	1.879	.326	ETHNIC STUDIES NOT REQUIRED
LOWCON	1.212	.409	LOW CONTACT WITH PEERS
HIC0N	1.179	.383	HIGH CONTACT WITH PEERS
GOAL8917	2.360	.938	PROMOTE RACIAL UNDERSTANDING

Table C.5
Standardized Regression Coefficients at Steps-Regression Predicting White Men's Cultural Awareness and Accentance
 DV: SRCFAC2 CULTURAL AWARENESS N= 5526 Missing= LISTWISE 33 out of 246 IVs were significant

Name	Step	MultiR	StepR	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
REASON05	1	.1623	.16																									
GOAL8517	2	.2084	.16																									
MAJ8505	3	.2310	-.12																									
GOAL8515	4	.2422	.15																									
REASON02	5	.2504	.14																									
YRSTUDY8	6	.2575	.08																									
GOAL8516	7	.2630	.15																									
CAR8514	8	.2662	-.04																									
GOAL8505	9	.2689	.14																									
GOAL8504	10	.2728	.06																									
VIEU8502	11	.2750	.09																									
VIEU8501	12	.2779	-.00																									
SNOME	13	.2801	-.03																									
LIVEHOM	14	.2913	-.10																									
PCTBAD9	15	.3039	.15																									
COEDCOL	16	.3071	-.06																									
PCTBLKT	17	.3097	.01																									
PCTINDT	18	.3119	.02																									
SSTUMAT	19	.3157	-.14																									
ACT8813	20	.3739	.28																									
COLACT23	21	.3972	.25																									
ACT8826	22	.4157	.22																									
ACT8820	23	.4234	.14																									
COLACT20	24	.4283	.19																									
ACT8816	25	.4328	-.08																									

DV: SRCFAC2 CULTURAL AWARENESS		N= 5526 Missing= LISTWISE 33 out of 246 IVs were significant																										
Name	Step	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Beta at Step											
COLACT08	26	.4354	.15	.13	.12	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.09	.09	.09	.09	.09	.09	.07	.06	.06	.06	.05	.05
HPMB912	27	.4369	-.11	-.10	-.09	-.09	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.07	-.07	-.07	-.06	-.06	-.06	-.06	-.06	-.05	-.04	-.04	-.04	-.04
HPMB904	28	.4382	.14	.13	.12	.11	.11	.11	.10	.10	.10	.10	.10	.10	.10	.10	.09	.09	.09	.09	.09	.09	.07	.06	.05	.04	.04	.04
CARB913	29	.4396	-.02	-.02	-.02	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.04	-.04	-.04	-.04	-.03	-.03	-.03	-.03	-.03	-.03
ACTES25	30	.4408	.12	.11	.11	.11	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.09	.09	.09	.09	.09	.09	.06	.05	.04	.04	.04	.03
CARB903	31	.4420	.06	.06	.05	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
UMAJ905	32	.4431	-.12	-.11	-.10	-.07	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.05	-.05	-.05	-.05	-.05	-.05	-.04	-.04	-.04	-.04	-.03	-.04
YEARSIN3	33	.4444	.02	.02	.01	.02	.02	.02	.02	.02	.02	.01	.01	.01	.01	.01	.00	.00	.00	.01	.01	.01	-.01	-.01	-.02	-.02	-.02	-.03

DV: SRCFAC2 CULTURAL AWARENESS N= 5526 Missing= LISTWISE 33 out of 246 IVs were significant

Name	Beta at Step																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
VIEW8517	06	04	03	03	03	03	03	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02
AGE	01	01	01	01	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
HSPPA	02	02	03	03	03	03	03	03	03	03	03	03	03	02	01	01	01	00	00	00	00	00	00	00	00	00
HARRY85	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
DEGASPB5	04	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
REASON01	-04	-03	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
REASON03	04	04	03	03	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
REASON04	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01
REASON06	-07	-05	-04	-04	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
REASON07	04	03	03	03	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
REASON08	05	03	03	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
REASON09	00	00	00	00	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	01
REASON10	-02	-02	-02	-03	-02	-02	-02	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01
REASON11	03	03	03	03	03	03	03	03	03	03	03	03	03	03	02	02	01	02	02	02	02	01	01	01	01	02
POLIVH85	02	00	00	00	-01	-00	-00	-00	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
INCOME	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
FATHERDUC	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
MOTHEUDC	02	01	01	00	00	-01	-00	-01	-01	-01	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
SPROT	02	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
SOTHER	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
SJEHSH	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
REBORH85	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
YRSTUDY1	05	04	04	04	04	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
YRSTUDY2	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
YRSTUDY3	-03	-03	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
YRSTUDY4	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
YRSTUDY5	03	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
YRSTUDY6	01	01	00	00	00	-01	-01	-01	-01	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
YRSTUDY7	-03	-03	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
VIEW8503	03	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEW8504	04	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEW8505	04	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
VIEW8506	-06	-04	-03	-03	-02	-02	-02	-02	-02	-02	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEW8507	06	04	04	04	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
VIEW8508	05	03	02	02	02	01	02	02	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEW8509	01	00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEW8510	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
VIEW8512	-02	-01	-01	-01	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEW8513	-01	01	01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
VIEW8514	04	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
VIEW8515	02	00	00	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEW8516	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEW8518	-03	-01	-01	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEW8519	04	04	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
VIEW8521	-01	00	-01	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEW8522	-05	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
VIEW8523	-06	-04	-04	-03	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
GOAL8501	08	06	05	05	05	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
GOAL8502	-01	-02	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02

DI: SRCFAC2 CULTURAL AWARENESS N= 5526 Missing= LISTWISE 33 out of 246 IVs were significant

Name	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
GOAL8503	02	01	01	00	-00	-01	-01	-01	-00	-00	00	00	00	01	01	01	01	01	01	01	02	02	01	01	01
GOAL8506	06	04	04	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	02	02	02	02	02
GOAL8507	01	00	00	01	01	00	-00	-01	-00	-00	00	00	00	01	01	01	01	01	01	01	02	02	02	02	02
GOAL8508	-05	-03	-03	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	02	02	02	02	02
GOAL8509	11	07	06	05	05	04	04	04	04	03	03	03	04	04	03	03	03	03	03	03	03	03	02	02	03
-GOAL8510	-02	-04	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-02	-01	-00	-00	-00
GOAL8511	06	03	02	00	00	-00	00	00	-00	-00	00	00	00	00	00	00	00	00	00	00	-02	-02	-01	-01	-01
GOAL8512	07	05	05	04	04	03	03	03	03	03	03	03	04	04	04	04	04	04	04	04	04	04	04	04	04
GOAL8513	01	00	-00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	01	01	01	01	01
GOAL8514	04	-00	00	01	-01	-01	-01	-03	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01
GOAL8518	00	-01	-02	-02	-01	-01	-02	-02	-02	-02	-01	-01	-01	-01	-00	-00	-00	-00	-00	00	02	02	02	02	02
MAJ8501	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01
MAJ8502	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	00	-00	-00	-00	-00
MAJ8503	-01	-01	-03	-02	-02	-02	-03	-03	-03	-03	-03	-03	-03	-02	-02	-02	-02	-01	-01	00	00	01	01	01	00
MAJ8504	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
MAJ8506	03	03	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	00
MAJ8507	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	00	00	00	00
MAJ8508	04	03	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	00	00	00	00	00
MAJ8509	02	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
MAJ8510	03	03	02	02	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
MAJ8511	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
MAJ8512	-02	-02	-03	-04	-04	-04	-04	-04	-04	-04	-03	-03	-03	-03	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-03
MAJ8513	05	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	02	02	01	01	01
MAJ8514	-02	-01	-03	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
MAJ8515	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	00	00	00	00
MAJ8516	04	04	03	03	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	01	01	01	01
CAR8501	04	04	03	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CAR8502	00	01	-01	-00	-00	00	00	-01	-01	-01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00
CAR8503	04	03	02	02	02	02	02	02	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00
CAR8504	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
CAR8505	05	05	03	03	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	01	01	01
CAR8506	03	03	02	01	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	00	00	00	00	01
CAR8507	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
CAR8508	-10	-09	-03	-03	-03	-03	-04	-04	-04	-05	-05	-05	-04	-03	-03	-03	-03	-03	-03	-03	-03	-02	-02	-01	-01
CAR8509	-03	-02	-02	-02	-02	-02	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
CAR8510	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CAR8511	02	02	01	01	00	01	01	00	00	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00
CAR8512	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
CAR8513	-02	-02	-03	-03	-03	-03	-04	-04	-04	-03	-03	-03	-03	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
CAR8515	04	04	03	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	00	00	00	00	00
LIVEPRIV	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
LIVEPCMP	08	07	07	07	06	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07
SELECT	05	04	05	04	04	04	04	04	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
PURUNITV	-06	-05	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
PUR4YR	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
PRIVUNITV	-02	-02	-01	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PRIV4YR	09	08	07	07	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
NONS4	06	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
CATH4	01	01	00	00	00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PROT4	06	06	05	05	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04

Name	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
MENSOL	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CITYSIZE	-07	-06	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05
TOIPIET	-07	-07	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05
UGRADT	-09	-02	-07	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06
CTIUM	00	00	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PCTHST	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PCTASHT	-00	-00	00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PCTBA01	-03	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PCTBA02	10	09	08	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07
PCTBA03	-05	-05	-06	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05
PCTBA04	00	01	-00	00	01	00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PCTBA05	-10	-09	-06	-07	-07	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06
PCTBA06	12	11	10	09	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08
PCTBA07	-06	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05
PCTBA08	10	09	09	08	07	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08
PCTBA10	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PCTBA11	00	00	02	02	01	01	01	02	02	02	03	03	03	02	01	01	00	00	00	00	01	01	01	01	01
PCTBA12	10	09	08	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07
PCTBA13	-07	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06
PCTBA14	10	09	09	08	07	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08
PCTBA15	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
NORTHATL	00	00	02	02	02	01	01	02	02	02	03	03	03	02	01	01	00	00	00	00	01	01	01	01	01
PLAINS	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
SOUTHE	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HETSU	04	-04	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
SERVICE	15	13	12	11	10	10	11	10	10	10	11	10	10	10	10	10	10	10	10	10	10	10	10	10	10
SSTUUM	03	02	02	02	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
SSTUSLIB	11	10	08	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07
SSTULIB	-05	-05	-04	-04	-03	-03	-04	-04	-04	-05	-04	-05	-04	-05	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
SSTUATH	09	08	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
MEANWAS	08	08	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
SSES	00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
FFAESLIB	03	03	02	02	02	02	02	02	02	02	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
FFACHUM	04	04	02	02	03	03	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
FFACCAR	-04	-04	-02	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
FFACACT	05	05	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
FFACHAT	-13	-12	-10	-10	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09
FPOLVU	06	06	05	05	04	04	05	04	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
UHAJ8901	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
UHAJ8902	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
UHAJ8903	-04	-03	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
UHAJ8904	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
UHAJ8906	05	04	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
UHAJ8907	00	00	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
UHAJ8908	08	07	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
UHAJ8909	06	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
UHAJ8910	05	04	04	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
UHAJ8911	-00	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
UHAJ8912	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02

DV: SRCFAC2 CULTURAL AWARENESS N= 5526 Missing= LISTWISE 33 out of 246 IVs were significant

Name	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
UHAJ8913	.06	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
UHAJ8914	-.06	-.05	-.05	-.04	-.04	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
UHAJ8915	-.02	-.02	-.03	-.02	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
CAR8901	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
CAR8902	-.02	-.01	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
CAR8904	.05	.04	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
CAR8905	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
CAR8906	.02	.03	.02	.02	.02	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
CAR8907	-.10	-.09	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06
CAR8908	-.01	-.00	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
CAR8909	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00
CAR8910	.03	.03	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
CAR8911	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
CAR8912	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
CAR8914	.01	.00	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
CAR8915	.01	.01	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
HP48901	.08	.07	.09	.09	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08
HP48902	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
HP48903	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
HP48905	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
HP48906	.02	.02	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
HP48907	.00	.00	-.01	-.00	-.00	-.00	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
HP48909	.10	.09	.09	.08	.08	.08	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07
HP48910	.10	.09	.09	.08	.08	.08	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07
HP48911	-.08	-.07	-.07	-.07	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06
HP48913	.07	.06	.05	.06	.06	.06	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05
HP48914	.06	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05
COLACT01	.06	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05
COLACT02	.12	.12	.12	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11
COLACT03	-.00	.00	.00	.00	.00	.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00
COLACT04	-.01	-.00	-.00	.00	.00	.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00
COLACT05	.12	.11	.11	.11	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10
COLACT06	-.02	-.02	-.03	-.02	-.02	-.02	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
COLACT07	-.06	-.06	-.06	-.05	-.06	-.06	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05
COLACT09	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
COLACT10	.15	.13	.13	.12	.12	.11	.11	.11	.11	.11	.12	.12	.11	.11	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10
COLACT11	.07	.07	.07	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
COLACT13	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
COLACT14	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
COLACT15	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
COLACT16	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
COLACT17	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
COLACT18	.03	.03	.02	.03	.03	.03	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
COLACT19	.10	.09	.08	.08	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07
COLACT21	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
COLACT22	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09
ACT6802	.04	.05	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
ACT6803	.14	.13	.12	.12	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11
ACT6804	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05
ACT6806	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05

DV: SRCFAC2 CULTURAL AWARENESS N= 5526 Missing= LISTWISE 33 out of 246 IVs were significant

Name	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
ACT8812	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05
ACT8821	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
ACT8822	.16	.14	.13	.13	.13	.13	.12	.12	.12	.13	.13	.13	.12	.12	.12	.12	.12	.12	.11	.07	.04	.04	.04	.03	.04
ACT8824	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.04	.03	.02	.02	.00	.00	.01
ACT8827	.20	.18	.17	.17	.16	.16	.16	.16	.16	.17	.17	.17	.17	.16	.16	.16	.16	.16	.16	.08	.07	.04	.04	.04	.04
YEARSIN1	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
YEARSIN2	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
YEARSIN4	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05
ETHREQ	.01	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
ETHSON	.04	.04	.04	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.02	.02	.02	.01	.01	.01
ETHNON	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
LOHCON	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
HICON	.03	.03	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02

DV: SRCFAC2 CULTURAL AWARENESS N= 5526 Missing= LISTWISE 33 out of 246 IVs were significant

Step	Beta at Step																									
26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50		
REASON05	1	.1623	.16	07	07	06	06	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06		
GOALB517	2	.2084	.16	02	02	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03		
MAJ505	3	.2310	-.12	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05		
GOALB515	4	.2422	.15	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02		
REASON02	5	.2504	.14	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03		
YRSTUDY8	6	.2575	.08	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03		
GOALB516	7	.2630	.15	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04		
CARB514	8	.2662	-.04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03		
GOALB505	9	.2689	.14	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07		
GOALB504	10	.2728	.06	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07		
VIEWB502	11	.2750	.09	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02		
VIEWB501	12	.2779	-.00	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02		
SNONE	13	.2801	-.03	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06		
LIVERHOME	14	.2913	-.10	-03	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03		
PCTBA09	15	.3039	.15	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00		
COEDCOL	16	.3071	-.06	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04		
PCTBLKT	17	.3097	.01	04	03	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04		
PCTINDT	18	.3119	.02	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05		
SSTUMAT	19	.3157	-.14	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04		
ACTB813	20	.3739	.28	14	14	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13	13		
COLACT23	21	.3972	.25	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11		
ACTB826	22	.4157	.22	12	12	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11	11		
ACTB820	23	.4234	.14	08	08	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07		
COLACT20	24	.4283	.19	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07		
ACTB816	25	.4328	-.08	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06		

DV: SRCFAC2 CULTURAL AWARENESS N= 5526 Missing= LISTWISE 33 out of 246 IVs were significant

Name	Step	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
	Step Mult R Squar	.26	.27	.28	.29	.30	.31	.32	.33	.34	.35	.36	.37	.38	.39	.40	.41	.42	.43	.44	.45	.46	.47	.48	.49	.50
COLACT08		.15	.15	.05	.05	.05	.05	.04	.04																	
HPUB912																										
HPUB904																										
CAR8913																										
ACT8825																										
CAR8903																										
URAJ8905																										
YEARSINH																										

DV: SRCFAC2 CULTURAL AWARENESS N= 5526 Missing= LISTWISE 33 out of 246 IVs were significant

Name	*NOT IN EQUATION*	26	27	28	29	30	31	32	33	34	35	36	37	Beta at Step	38	39	40	41	42	43	44	45	46	47	48	49	50	
VIEW8517		02	02	02	02	02	02	02	02																			
AGE		-00	-00	-00	-00	-00	-00	-00	-00																			
HSCPA		-01	-01	-01	-01	-01	-01	-01	-01																			
HARRY85		01	01	01	01	01	01	01	01																			
DEGASPB5		-04	-04	-04	-04	-04	-04	-04	-04																			
REASON01		00	00	01	01	00	01	01	01																			
REASON03		01	01	01	01	01	01	01	01																			
REASON04		-02	-02	-01	-01	-01	-01	-01	-01																			
REASON06		01	01	02	01	01	02	02	02																			
REASON07		00	-00	-00	-00	-00	-00	-00	-00																			
REASON08		-01	-01	-01	-01	-01	-01	-01	-01																			
REASON09		01	01	01	01	01	01	01	01																			
REASON10		-01	-01	-01	-01	-01	-01	-01	-01																			
REASON11		01	02	02	02	02	02	02	02																			
POLLVR85		-02	-02	-02	-02	-02	-01	-01	-01																			
INCOME		-03	-03	-03	-03	-03	-03	-03	-03																			
FATHEDUC		-07	-07	-07	-07	-07	-07	-07	-06																			
MOTHEMUC		-05	-06	-06	-06	-06	-05	-05	-05																			
SPROT		01	01	01	01	01	01	01	01																			
SOTHER		00	00	00	00	00	00	00	00																			
SJEHISH		-03	-03	-03	-03	-03	-03	-03	-03																			
SCATH		01	01	01	01	01	01	01	01																			
REBOR85		03	03	03	03	03	02	02	02																			
YRSTUDY1		-01	-01	-01	-01	-01	-01	-01	-01																			
YRSTUDY2		-01	-01	-01	-01	-01	-01	-01	-01																			
YRSTUDY3		-03	-03	-03	-03	-03	-03	-03	-03																			
YRSTUDY4		-02	-02	-02	-02	-02	-02	-02	-02																			
YRSTUDY5		00	-00	-00	-00	-00	-00	-00	-00																			
YRSTUDY6		-02	-02	-02	-02	-02	-02	-02	-02																			
YRSTUDY7		00	-00	-00	-00	-00	-00	-00	-00																			
VIEW8503		-01	-01	-01	-01	-01	-01	-01	-01																			
VIEW8504		01	01	01	01	01	01	01	01																			
VIEW8505		00	00	00	00	00	00	00	00																			
VIEW8506		01	01	01	01	01	01	01	01																			
VIEW8507		03	02	02	02	02	02	02	02																			
VIEW8508		-01	-02	-02	-02	-02	-02	-02	-02																			
VIEW8509		01	01	01	01	01	01	01	01																			
VIEW8510		-03	-03	-03	-03	-03	-03	-03	-03																			
VIEW8512		02	02	02	02	02	02	02	02																			
VIEW8513		00	00	00	00	00	00	00	00																			
VIEW8514		00	00	00	00	00	00	00	00																			
VIEW8515		01	01	01	01	01	01	01	01																			
VIEW8516		00	00	00	00	00	01	01	01																			
VIEW8518		03	03	03	03	03	03	03	03																			
VIEW8519		02	02	02	02	02	02	02	02																			
VIEW8521		01	01	01	01	01	01	01	01																			
VIEW8522		-01	-01	-00	-00	-00	-00	-00	-00																			
VIEW8523		02	02	03	03	03	03	03	03																			
GOAL8501		02	01	01	01	01	01	01	01																			
GOAL8502		-02	-02	-02	-02	-02	-02	-02	-02																			

DV: SRCFAC2 CULTURAL AWARENESS N= 5526 Missing= LISTWISE 33 out of 246 IVs were significant

=====
Name *NOT IN EQUATION* 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50
=====
Beta at Step
=====
GOAL8503 01
GOAL8506 02
GOAL8507 02
GOAL8508 02 03
GOAL8509 03
GOAL8510 -00
GOAL8511 -01
GOAL8512 04 03 03 03 03 04 04 04 03 03 03 03 03 03 03 03 03 03 03 03 03 03 03
GOAL8513 01
GOAL8514 -01 -01 -02 -01
GOAL8518 02
HAJ8501 -01
HAJ8502 -00 -00 -01 -00
HAJ8503 01
HAJ8504 02
HAJ8506 00 00 -00
HAJ8507 00
HAJ8508 -01 -02
HAJ8509 00 -00
HAJ8510 03
HAJ8511 -01
HAJ8512 -04 -04 -04 -03
HAJ8513 01 01 02 01
HAJ8514 00
HAJ8515 00
HAJ8516 01
CAR8501
CAR8502
CAR8503 00 00 00 -00
CAR8504 00 00 -00
CAR8505 01
CAR8506 01
CAR8507 02
CAR8508 -01
CAR8509 -02
CAR8510 -00
CAP8511 -01
CAP8512 -02
CA8513 -03 -03 -03 -02
CA8515 -00
LIVEPRIV 00
LIVECAMP -04 -05 -05 -04 -05 -05 -05 -04 -04 -04 -04 -04 -04 -04 -04 -04 -04 -04 -04 -04 -04 -04 -04
SELECT 01 01 02 02 01 01 02 01 01 02 01 01 02 01 01 02 01 01 02 01 01 02 01 01
PUB8YR -00 00 00 -00 -00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00 00
PRIVUNIV -01 -02 -01
PRIV4YR 00
NON84 -00 -00 -01
CA1H4 -01
PROT4 02 02 02 01 02 01 02 01 02 01 01 02 01 01 02 01 01 02 01 01 02 01 01 01

DV: SRCFAC2 CULTURAL AWARENESS N= 5526 Missing= LISTWISE 33 out of 246 IVs were significant

Name	Beta at Step																								
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
MENSCOL	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CITYSIZE	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
TOIFLET	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
UGRADT	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
PCITHOH	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
PCIHIST	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
PCTASNT	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
PCTBA01	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
PCTBA02	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PCTBA03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
PCTBA04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
PCTBA05	-02	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
PCTBA06	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
PCTBA07	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
PCTBA08	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
PCTBA10	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PCTBA11	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
PCTBA12	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
PCTBA13	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
PCTBA14	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
PCTBA15	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
NORTHATL	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
PLAINS	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
SOUTHE	01	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
WESTSH	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
SERVICE	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
SSTURUM	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
SSTUSLIB	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
SSTULIB	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
SSTUOUTH	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
SSTUARTC	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
MEANYR85	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06
SSES	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
FFACSLIB	00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
FFACHOH	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
FFACCAR	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
FFACACT	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
FFACHAT	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
FPOLW	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
UHAJ8901	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
UHAJ8902	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
UHAJ8903	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
UHAJ8904	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
UHAJ8906	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
UHAJ8907	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
UHAJ8908	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
UHAJ8909	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
UHAJ8910	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
UHAJ8911	-00	-00	-01	-01	-00	-00	-01	-01	-00	-00	-01	-01	-00	-00	-01	-01	-00	-00	-01	-01	-00	-00	-01	-01	-02
UHAJ8912	-02	-02	-03	-03	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-02

DV: SRCFAC2 CULTURAL AWARENESS N= 5526 Missing= LISTWISE 33 out of 246 IVs were significant

Name	Beta at Step																									
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	
UHAJ8913	.01	.01	.02	.01	.01	.01	.01	.01																		
UHAJ8914	-.01	-.01	-.01	-.02	-.02	-.02	-.02	-.02																		
UHAJ8915	-.01	-.01	-.01	-.01	-.02	-.01	-.02	-.02																		
UHAJ8916	.00	.00	.00	.00	.00	.00	.00	.00																		
CAR8901	.03	.03	.03	.03	.03	.03	.03	.03																		
-CAR8902	.01	.01	.02	.01	.01	.01	.01	.01																		
CAR8904	.01	.00	.00	.00	.00	.00	.00	.00																		
CAR8905	.01	.01	.01	.00	.00	.00	.00	.00																		
CAR8906	.02	.02	.02	.02	.02	.02	.02	.02																		
CAR8907	.02	.02	.02	.02	.02	.02	.02	.02																		
CAR8908	-.02	-.02	-.02	-.03	-.03	-.03	-.03	-.03																		
CAR8909	.00	.00	.00	.00	.00	.00	.00	.00																		
CAR8910	-.01	-.00	.01	-.01	-.01	-.00	.01	-.01																		
CAR8911	-.00	-.00	-.00	-.01	-.01	-.01	-.01	-.01																		
CAR8912	.01	.02	.01	.01	.02	.02	.02	.01																		
CAR8914	-.02	-.02	-.01	-.02	-.02	-.02	-.02	-.02																		
CAR8915	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01																		
HPM8901	.01	.01	.01	.01	.01	.01	.01	.01																		
HPM8902	.03	.02	.02	.02	.02	.02	.02	.03																		
HPM8903	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01																		
HPM8905	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01																		
HPM8906	.02	.02	.02	.02	.02	.02	.02	.02																		
HPM8907	-.00	-.00	.01	-.01	-.01	-.01	-.01	-.01																		
HPM8909	.02	.01	.01	.01	.01	.01	.01	.01																		
HPM8910	.01	.01	.00	.00	.00	.00	.00	.00																		
HPM8911	.00	.00	.00	.00	-.01	-.01	-.01	-.01																		
HPM8913	.01	.02	.02	.02	.02	.02	.02	.02																		
HPM8914	.04	.03	.03	.03	.03	.02	.02	.02																		
COLACT01	-.01	-.01	-.02	-.01	-.01	-.01	-.01	-.01																		
COLACT02	.03	.03	.03	.03	.03	.03	.03	.03																		
COLACT03	-.01	-.01	-.01	-.02	-.02	-.02	-.02	-.02																		
COLACT04	.01	.01	.01	.01	.02	.01	.01	.01																		
COLACT05	.04	.03	.03	.03	.03	.03	.03	.03																		
COLACT06	.02	.02	.02	.02	.02	.02	.01	.01																		
COLACT07	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02																		
COLACT09	.00	.00	.00	.00	.00	.00	.00	.00																		
COLACT10	.03	.03	.03	.03	.02	.02	.02	.02																		
COLACT11	.00	.00	.00	.00	.00	-.01	-.01	-.01																		
COLACT13	-.01	-.01	-.02	-.02	-.02	-.02	-.01	-.01																		
COLACT14	.03	.03	.03	.03	.03	.03	.02	.02																		
COLACT15	-.00	-.00	-.01	-.01	-.01	-.00	-.01	-.01																		
COLACT16	.00	.00	-.01	.00	.00	.00	.00	.01																		
COLACT17	.00	.01	.00	.00	.00	.01	.01	.00																		
COLACT18	.02	.02	.02	.02	.02	.02	.02	.02																		
COLACT21	.01	.01	.01	.00	.00	.00	.00	.00																		
COLACT22	-.01	-.01	-.02	-.01	-.01	-.01	-.01	-.01																		
ACT8602	.01	.01	.00	.00	.00	.00	.00	.01																		
ACT8603	.03	.03	.02	.02	.02	.02	.02	.02																		
ACT8804	.01	.01	.00	.00	.00	.00	.00	.00																		
ACT8806	-.01	-.01	-.02	-.01	-.02	-.01	-.01	-.01																		

DV: SRCFAC2 CULTURAL AWARENESS N= 5526 Missing= LISTWISE 33 out of 246 IVs were significant

Name	*NOT IN EQUATION*	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
ACT8812		-02	-02	-02	-02	-03	-03	-02	-02																	
ACT8821		03	02	02	02	02	02	02	02																	
ACT8822		03	03	03	03	03	03	03	03																	
ACT8824		01	01	00	00	00	00	00	00																	
ACT8827		03	03	02	03	03	03	03	03																	
YEARSIN1		-02	-02	-02	-02	-02	-02	-02	-01																	
YEARSIN2		-02	-02	-02	-02	-02	-02	-02	00																	
YEARSIN4		-01	-01	-01	-01	-02	-02	-02	02																	
ETHREQ		-02	-02	-02	-02	-02	-02	-02	-03																	
ETHSON		-01	-01	-01	-01	-01	-01	-01	-01																	
ETHNOR		03	03	03	03	03	03	03	03																	
LOWCON		01	01	01	01	01	01	01	01																	
HICON		-01	-00	-00	-01	-01	-01	-01	-01																	

DV: SRCFAC2 CULTURAL AWARENESS N= 5526 Missing= LISTWISE 33 out of 246 IVs were significant

	MEAN	STD	DEVI	LABEL
GOALB517	2.185	.811	PROMOTE RACIAL UNDERSTANDING	
VIEWB517	2.310	.856	BUSTING OK TO ACHIEVE BALANCE	
AGE	3.208	.514	AGE OF STUDENT ON 12/31/89	
HSGPA	5.976	1.553	AVERAGE HIGH SCHOOL GRADES	
HARRY85	1.003	.077	HIGHEST DEGREE PLANNED ANYWHERE	
DEGASPB5	4.038	.542	REASON FOR COLL: GET A BETTER JOB	
REASON01	2.727	.550	REASON FOR COLL: GAIN GENERAL EDUCATION	
REASON02	2.557	.657	REASON FOR COLL: IMPROVE STUDY SKILLS	
REASON03	2.144	.391	REASON FOR COLL: NOTHING BETTER TO DO	
REASON04	1.130	.648	REASON FOR COLL: BECOME MORE CULTURED	
REASON05	2.150	.597	REASON FOR COLL: MAKE MORE MONEY	
REASON06	2.577	.494	REASON FOR COLL: LEARN ABOUT NEW THINGS	
REASON07	2.687	.724	REASON FOR COLL: PREP FOR GRAD-PROF SCH	
REASON08	2.315	.688	REASON FOR COLL: PARENTS WANTED	
REASON09	1.739	.289	REASON FOR COLL: COULDN'T FIND JOB	
REASON10	1.066	.646	REASON FOR COLL: GET AWAY FROM HOME	
REASON11	1.575	.809	POLITICAL ORIENTATION	
POLYV4B5	2.952	2.963	ESTIMATED PARENTAL INCOME	
FATHEDUC	8.549	2.037	FATHER'S EDUCATION	
MOTHEduc	5.651	1.796	MOTHER'S EDUCATION	
SPROT	5.019	.484		
SOTHER	1.374	.195		
SJEMISH	1.040	.235		
SCATH	1.059	.480		
SNONE	1.359	.320		
REBORB5	1.116	.374	BORN-AGAIN CHRISTIAN IN 1985?	
YRSTUDY1	1.187	.394	YEARS OF HS STUDY: ENGLISH	
YRSTUDY2	5.999	.682	YEARS OF HS STUDY: MATHEMATICS	
YRSTUDY3	5.864	1.516	YEARS OF HS STUDY: FOREIGN LANGUAGE	
YRSTUDY4	4.288	1.110	YEARS OF HS STUDY: PHYSICAL SCIENCE	
YRSTUDY5	4.103	.782	YEARS OF HS STUDY: BIOLOGICAL SCIENCE	
YRSTUDY6	3.339	.918	YEARS OF HS STUDY: HISTORY-AM GOVERNMENT	
YRSTUDY7	4.943	1.109	YEARS OF HS STUDY: COMPUTER SCIENCE	
YRSTUDY8	2.358	1.935	YEARS OF HS STUDY: ART OR MUSIC	
VIEWB501	3.033	.681	GOV NOT PROMOTING CONSUMER	
VIEWB502	2.504	.925	GOV NOT PROMOTING DISARMAMENT	
VIEWB503	2.765	.772	GOV NOT CONTROLLING POLLUTION	
VIEWB504	3.106	.697	GOV DISCOURAGE ENERGY USE	
VIEWB505	2.809	.869	RAISE TAXES TO REDUCE DEFICIT	
VIEWB506	2.122	.927	INCREASE MILITARY SPENDING	
VIEWB507	1.991	1.009	NUCLEAR DISARMAMENT ATTAINABLE	
VIEWB508	2.485	.947	ABOLISH DEATH PENALTY	
VIEWB509	1.871	.872	NEED NATIONAL HEALTH CARE	
VIEWB510	2.446	1.125	LEGALIZE ABORTION	
VIEWB512	2.513	.868	MARRIED WOMEN BEST IN HOME	
VIEWB513	1.881	.886	LIVE TOGETHER WITHOUT MARRIAGE	
VIEWB514	2.358	.723	EQUAL OPPORTUNITY FOR WOMEN	
VIEWB515	3.438	.935	HEALTHY SHOULD PAY MORE TAXES	
VIEWB516	3.040	.909	LEGALIZE MARIJUANA	
VIEWB516	1.748			

	MEAN	STD	DEVI	LABEL
VIEW8518	2.437	1.036	PROHIBIT HOMOSEXUAL RELATIONS	
VIEW8519	1.523	.744	COLLEGE REGULATE OFF-CAMPUS ACTS	
VIEW8521	1.787	.852	COLLEGE BAN EXTREME SPEAKERS	
VIEW8522	2.142	.861	IND DO LITTLE TO CHANGE SOC	
VIEW8523	2.726	.848	COLL INCREASES EARN POWER	
GOAL8501	1.485	.771	ACHIEVE IN PERFORMING ART	
GOAL8502	2.958	.783	BECOME AUTHORITY IN OWN FIELD	
GOAL8503	2.651	.780	OBTAIN RECOG FROM COLLEAGUES	
GOAL8504	1.941	.808	INFLUENCE POLITICAL STRUCTURE	
GOAL8505	2.173	.798	INFLUENCE SOCIAL VALUES	
GOAL8506	2.953	.858	RAISE A FAMILY	
GOAL8507	2.321	.823	HAVE ADMIN RESPONSIBILITY	
GOAL8508	2.891	.836	BE VERY WELL OFF FINANCIALLY	
GOAL8509	2.682	.736	HELP OTHERS IN DIFFICULTY	
GOAL8510	1.785	.837	MAKE THEORETICAL CONTRIBUTION	
GOAL8511	1.558	.816	WRITE ORIGINAL WORKS	
GOAL8512	1.416	.727	CREATE ARTISTIC WORKS	
GOAL8513	2.417	.980	BE SUCCESSFUL IN OWN BUSINESS	
GOAL8514	2.014	.735	BECOME INVOLVED IN ENVIRONMENT	
GOAL8515	2.529	.957	DEVELOP MEANINGFUL PHILOSOPHY	
GOAL8516	1.973	.718	PARTICIPATE IN COMM ACTION	
GOAL8518	1.974	.913	BE EXPERT ON FINANCE/COMMERCE	
MAJ8501	1.009	.096	MAJOR GROUP: AGRICULTURE	
MAJ8502	1.054	.226	MAJOR GROUP: BIOLOGICAL SCIENCES	
MAJ8503	1.197	.398	MAJOR GROUP: BUSINESS	
MAJ8504	1.023	.150	MAJOR GROUP: EDUCATION	
MAJ8505	1.172	.378	MAJOR GROUP: ENGINEERING	
MAJ8506	1.015	.123	MAJOR GROUP: ENGLISH	
MAJ8507	1.058	.235	MAJOR GROUP: HEALTH PROFESSIONAL	
MAJ8508	1.069	.234	MAJOR GROUP: HISTORY/POLI SCI	
MAJ8509	1.024	.154	MAJOR GROUP: HUMANITIES	
MAJ8510	1.034	.181	MAJOR GROUP: FINE ARTS	
MAJ8511	1.019	.138	MAJOR GROUP: MATH OR STATISTICS	
MAJ8512	1.043	.204	MAJOR GROUP: PHYSICAL SCIENCES	
MAJ8513	1.038	.190	MAJOR GROUP: SOCIAL SCIENCES	
MAJ8514	1.059	.235	MAJOR GROUP: OTHER TECHNICAL	
MAJ8515	1.056	.230	MAJOR GROUP: OTHER NON-TECHNICAL	
MAJ8516	1.063	.243	MAJOR GROUP: UNDECIDED	
CAR8501	1.049	.216	CAREER GRP: ARTIST	
CAR8502	1.204	.403	CAREER GRP: BUSINESSMAN	
CAR8503	1.009	.097	CAREER GRP: CLERGYMAN	
CAR8504	1.068	.088	CAREER GRP: COLLEGE TEACHER	
CAR8505	1.085	.278	CAREER GRP: DOCTOR (MD OR DDS)	
CAR8506	1.025	.156	CAREER GRP: SECONDARY EDUCATION	
CAR8507	1.005	.070	CAREER GRP: ELEMENTARY EDUCATION	
CAR8508	1.162	.369	CAREER GRP: ENGINEER	
CAR8509	1.010	.099	CAREER GRP: FARMER OR FORESTER	
CAR8510	1.020	.138	CAREER GRP: HEALTH PROFESSIONAL	
CAR8511	1.060	.237	CAREER GRP: LAWYER	
CAR8512	1.001	.033	CAREER GRP: NURSE	

	MEAN	STD	DEVIA	LABEL
CAR8513	1.033		.179	CAREER GRP: RESEARCH SCIENTIST
CAR8514	1.162		.368	CAREER GRP: OTHER CHOICE
CAR8515	1.123		.329	CAREER GRP: UNDECIDED
LIVEHOME	1.142		.349	PLAN TO LIVE AT HOME IN FALL 1985?
LIVEPRIV	1.013		.114	PLAN TO LIVE OFF CAMPUS IN FALL 1985?
LIVECAMP	1.821		.383	PLAN TO LIVE ON CAMPUS IN FALL 1985?
SELECT	107.229		12.067	IC: INSTITUTIONAL SELECTIVITY (SATV+H)
PUBUNIV	1.185		.388	PUBLIC UNIVERSITY
PUB4YR	1.163		.370	PUBLIC 4-YEAR COLLEGE
PRIVUNIV	1.230		.421	PRIVATE UNIVERSITY
PRIV4YR	1.421		.494	PRIVATE 4-YEAR COLLEGE
NONSC4	1.234		.423	
CATH4	1.080		.272	
PROT4	1.107		.310	
MENSCOL	1.001		.036	MENS COLLEGE
COEDCOL	1.973		.161	
CITYSIZE	3.993		2.422	IC: SIZE OF INSTITUTION'S CITY
TOFTFET	9212.378		10665.414	OFE: TOTAL FTE STUDENTS
UGRADT	6976.993		7176.633	OFE: UNDERGRADUATE STUDENTS
PCTHOM	46.316		12.468	OFE: % ENROLLMENT OF WOMEN
PCTHIST	2.313		3.733	OFE: % HISPANIC UGTFE
PCTASNT	2.941		4.313	OFE: % ASIAN UGTFE
PCTBLKT	4.110		3.058	OFE: % BLACK UGTFE
PCTINDT	.313		1.459	OFE: % AMERICAN INDIAN UGTFE
PCTBA01	.958		2.421	% OF 1986 BA'S IN AGRICULTURE
PCTBA02	5.162		3.376	% OF 1986 BA'S IN BIOLOGICAL SCIENCES
PCTBA03	20.583		14.712	% OF 1986 BA'S IN BUSINESS
PCTBA04	6.116		7.619	% OF 1986 BA'S IN EDUCATION
PCTBA05	9.706		13.572	% OF 1986 BA'S IN ENGINEERING
PCTBA06	2.229		1.966	% OF 1986 BA'S IN ENGLISH
PCTBA07	4.450		5.313	% OF 1986 BA'S IN HEALTH PROFESSIONS
PCTBA08	3.887		3.334	% OF 1986 BA'S IN HISTORY/POLITICAL SCI
PCTBA09	6.135		5.007	% OF 1986 BA'S IN HUMANITIES
PCTBA10	4.626		4.020	% OF 1986 BA'S IN FINE ARTS
PCTBA11	2.584		2.961	% OF 1986 BA'S IN MATH/STATISTICS
PCTBA12	3.723		5.255	% OF 1986 BA'S IN PHYSICAL SCIENCES
PCTBA13	17.167		13.207	% OF 1986 BA'S IN SOCIAL SCIENCES
PCTBA14	3.803		4.333	% OF 1986 BA'S IN OTHER TECHNICAL
PCTBA15	8.881		8.945	% OF 1986 BA'S IN OTHER NON-TECHNICAL
NORTHATL	1.353		.478	LOC: NORTH ATLANTIC
PLAINS	1.300		.458	LOC: PLAINS
SOUTHE	1.172		.377	LOC: SOUTHEAST
WESTSW	1.155		.362	LOC: WEST, SOUTHWEST
SERVICE	1.020		.140	LOC: SVC ACADEMY
SSTURUM	157.913		7.161	PEER NORM-HUMANISM
SSTUNAT	178.195		9.981	PEER NORM-MATERIALISM
SSTUSLIB	270.697		12.814	PEER NORM-SOCIAL LIBERALISM
SSTULIBI	66.976		9.665	PEER NORM-LIBERTARIANISM
SSTUAOTH	86.892		8.694	PEER NORM-AUTHORITARIANISM
SSTUARTIC	46.509		4.197	PEER NORM-ARTISTIC

	MEAN	STD	DEVI	LABEL
MEANY85	3.036			MEAN POLITICAL ORIENTATION IN 1985
SSES	19.181			PEER FAC: SOCIO-ECONOMIC STATUS
FFACSL1B	218.780			FACULTY NORM-SOCIAL LIBERALISM
FFACHUM	112.163			FACULTY NORM-CAREERISH
FFACCAR	55.045			FACULTY NORM-ACTIVISH
FFACACT	43.078			FACULTY NORM-MATERIALISH
FFACHAT	54.674			POLITICAL VIEW
FPOLVU	3.394			1985 MAJOR-AGRICULTURE
UHJ8901	1.009			.243 1989 MAJOR-BIOLOGICAL SCIENCES
UHJ8902	1.063			.395 1989 MAJOR-BUSINESS
UHJ8903	1.193			.171 1989 MAJOR-EDUCATION
UHJ8904	1.030			.333 1989 MAJOR-ENGINEERING
UHJ8905	1.127			.192 1989 MAJOR-ENGLISH
UHJ8906	1.038			.098 1989 MAJOR-HEALTH PROFESSIONAL
UHJ8907	1.010			.310 1989 MAJOR-HISTORY OR POLITICAL SCIENCE
UHJ8908	1.107			.196 1989 MAJOR-HUMANITIES
UHJ8909	1.040			.184 1989 MAJOR-MATH OR STATISTICS
UHJ8910	1.035			.145 1989 MAJOR-FINE ARTS
UHJ8911	1.021			.201 1989 MAJOR-PHYSICAL SCIENCES
UHJ8912	1.042			.294 1989 MAJOR-SOCIAL SCIENCES
UHJ8913	1.096			.209 1989 MAJOR-OTHER TECHNICAL
UHJ8914	1.046			.211 1989 MAJOR-OTHER NON-TECHNICAL
UHJ8915	1.047			.055 1989 MAJOR-UNDECIDED
UHJ8916	1.003			.231 1989 CAREER-ARTIST
CAR8901	1.056			.446 1989 CAREER-BUSINESSMAN
CAR8902	1.274			.107 1989 CAREER-CLERGYMAN
CAR8903	1.012			.189 1989 CAREER-COLLEGE TEACHER
CAR8904	1.037			.209 1989 CAREER-DOCTOR (MD OR DDS)
CAR8905	1.046			.212 1989 CAREER-SECONDARY EDUCATION
CAR8906	1.047			.089 1989 CAREER-ELEMENTARY EDUCATION
CAR8907	1.008			.310 1989 CAREER-ENGINEER
CAR8908	1.108			.108 1989 CAREER-FARMER OR FORESTER
CAR8909	1.012			.120 1989 CAREER-HEALTH PROFESSIONAL
CAR8910	1.015			.261 1989 CAREER-LAWYER
CAR8911	1.073			.038 1989 CAREER-NURSE
CAR8912	1.001			.189 1989 CAREER-RESEARCH SCIENTIST
CAR8913	1.037			.398 1989 CAREER-OTHER CHOICE
CAR8914	1.198			.218 1989 CAREER-UNDECIDED
CAR8915	1.050			1.234 ATTENDING OR DOING HOMEWORK
HPH8901	6.187			1.512 STUDYING OR DOING HOMEWORK
HPH8902	5.729			1.520 SOCIALIZING WITH FRIENDS
HPH8903	5.993			.935 TALKING WITH FACULTY OUTSIDE CLASS
HPH8904	2.640			1.562 EXERCISING OR SPORTS
HPH8905	4.113			1.256 READING FOR PLEASURE
HPH8906	2.659			1.684 USING A PERSONAL COMPUTER
HPH8907	3.289			2.594 WORKING (FOR PAY)
HPH8909	4.405			1.200 VOLUNTEER WORK
HPH8910	1.763			1.670 STUDENT CLUBS OR GROUPS
HPH8911	2.716			1.650 WATCHING TV
HPH8912	3.877			

DV: SRCFAC2 CULTURAL AWARENESS N= 5526 Missing= LISTWISE 33 out of 246 IVs were significant

	MEAN	STD	DEVI	LABEL
HPH913	2.167			
HPH914	1.867			1.350 COMMUTING TO CAMPUS
COLACT01	1.488			1.079 RELIGIOUS SERVICES OR MEETINGS
COLACT02	1.585			.496 ENROLLED IN HONORS PROGRAM
COLACT03	1.291			.486 ENROLLED IN INTERDISCIPLINARY COURSE
COLACT04	1.054			.452 MEMBER OF FRATERNITY OR SORORITY
COLACT05	1.564			.223 GOTTEN MARRIED
COLACT06	1.583			.491 HELD PART-TIME JOB ON-CAMPUS
COLACT07	1.134			.336 WORKED FULL TIME WHILE STUDENT
COLACT08	1.123			.325 IN STUDY ABROAD PROGRAM
COLACT09	1.269			.440 IN COLLEGE INTERNSHIP PROGRAM
COLACT10	1.217			.409 IN CAMPUS DEMONSTRATIONS
COLACT11	1.219			.410 ELECTED TO STUDENT OFFICE
COLACT13	1.242			.425 GRADUATED WITH HONORS
COLACT14	1.156			.359 TAKEN READING STUDY/SKILLS CLASSES
COLACT15	1.324			.465 TOOK PART IN INTERCOLLEGIATE ATHLETICS
COLACT16	1.215			.408 WORKED ON PROFESSOR'S RESEARCH PROJECT
COLACT17	1.083			.274 PLAYED INTERCOLL FOOTBALL/BASKETBALL
COLACT18	1.054			.224 TAKEN REMEDIAL/DEVELOPMENT COURSES
COLACT20	1.247			.428 ENROLLED IN ETHNIC STUDIES COURSE
COLACT21	1.088			.278 ENROLLED IN WOMEN'S STUDIES COURSE
COLACT22	1.179			.381 ASSISTED FACULTY IN TEACHING CLASS
COLACT23	1.220			.411 ATT'D RACIAL/CULTURAL AWARENESS WORKSHOP
ACT8802	2.523			.551 DISCUSSED COURSE CONTENT WITH STUDENTS
ACT8803	2.081			.677 WORKED ON GROUP PROJECT FOR A CLASS
ACT8804	1.384			.542 GUEST IN PROFESSOR'S HOME
ACT8806	1.692			.633 TUTORED ANOTHER STUDENT
ACT8812	1.881			.790 PARTICIPATED IN INTRAMURAL SPORTS
ACT8813	1.881			.597 DISCUSSED RACIAL/ETHNIC ISSUES
ACT8816	1.322			.559 FELT LIKE LEAVING COLLEGE
ACT8820	1.591			.572 RECEIVED VOCATIONAL/CAREER COUNSELING
ACT8821	1.133			.380 RECEIVED PERSONAL/PSYCH COUNSELING
ACT8822	1.189			.421 PARTICIPATED IN CAMPUS DEMONSTRATIONS
ACT8824	1.200			.421 RECEIVED TUTORING IN COURSES
ACT8825	2.588			.550 READ THE STUDENT NEWSPAPER
ACT8826	2.312			.612 SOCIALIZED WITH ONE FROM DIFF ETHNIC GRP
ACT8827	2.351			.599 DISCUSSED POLITICAL/SOCIAL ISSUES
YEARSIN1	1.996			.066 COMPLETED AT LEAST 1 YEAR
YEARSIN2	1.969			.173 COMPLETED AT LEAST 2 YEARS
YEARSIN3	1.936			.244 COMPLETED AT LEAST 3 YEARS
YEARSIN4	1.880			.325 COMPLETED AT LEAST 4 YEARS
ETHREQ	1.057			.232 ETHNIC STUDIES REQUIRED FOR ALL
ETHSON	1.018			.135 ETHNIC STUDIES REQUIRED FOR SOME
ETHNON	1.924			.265 ETHNIC STUDIES NOT REQUIRED
LOWCON	1.173			.379 LOW CONTACT WITH PEERS
HIGHCON	1.241			.428 HIGH CONTACT WITH PEERS
SRCFAC2	7.797			1.446 CULTURAL AWARENESS

Table C.6
Standardized Regression Coefficients at Steps-Regression Predicting White Women's Cultural Awareness and Acceptance
 DV: SRCFAC2 CULTURAL AWARENESS N= 8092 Missing= LISTWISE 46 out of 246 IVs were significant

Name	Step	MultR	Beta at Step																								
			1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
REASON05	1	.1198	.12	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..	..
GOALB515	2	.1426	.10	.08	.07	.07	.07	.06	.06	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.03	.03	.03	.04	.04	.03	.03	.03
REASON02	3	.1546	.10	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
CAR6508	4	.1634	-.06	-.05	-.05	-.06	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.04	-.04	-.05	-.05	-.04	-.04	-.04
MAJ6503	5	.1696	-.06	-.05	-.04	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05
GOALB510	6	.1754	-.03	-.03	-.04	-.04	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05
GOALB504	7	.1816	.08	.06	.05	.04	.04	.05	.05	.05	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
POL1VH85	8	.1859	-.01	-.02	-.03	-.03	-.04	-.04	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07
VIEU6502	9	.1924	.06	.05	.04	.04	.04	.04	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04
GOALB511	10	.1958	.08	.07	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.03	.03	.03	.03	.03	.03	.03
REASON07	11	.1986	.09	.06	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
SPROT	12	.2010	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
GOALB517	13	.2033	.09	.07	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
MAJ6511	14	.2054	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
LIVEHOME	15	.2196	-.10	-.09	-.09	-.09	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08
PCTBA03	16	.2268	-.10	-.09	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08
PRIV4YR	17	.2334	.08	.07	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
PCTBA15	18	.2404	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
PCTBA10	19	.2438	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
PCTBA14	20	.2473	-.08	-.08	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07	-.07
PLAINS	21	.2500	.02	.02	.02	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
PCTBA13	22	.2524	.09	.08	.07	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
CITYSIZE	23	.2543	-.05	-.06	-.06	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05	-.05
PCTBLKT	24	.2565	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
SELECT	25	.2583	.10	.08	.08	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07

DV: SRCFAC2		CULTURAL AWARENESS										Missing: LISTWISE										N= 8092										46 out of 246 IVs were significant									
Name	Step	MuLr	SImpr	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25													
SSTUSL18	26	.2615	-.12	11	10	10	10	10	10	09	11	10	10	10	10	10	10	10	09	06	07	07	07	07	06	06	06	05													
SSES	27	.2636	.02	01	01	00	00	00	00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-02	-03	-03	-03	-04	-04	-04	-04	-04	-04													
ACT8813	28	.3625	.31	30	30	29	29	29	29	29	29	29	29	29	29	29	29	28	28	28	28	28	28	27	27	27	27	27													
COLACT23	29	.3820	.25	24	23	23	22	22	22	22	22	22	22	22	22	22	21	21	20	20	20	20	20	20	20	20	20	20													
ACT8826	30	.3959	.21	21	20	20	20	20	20	20	20	20	20	20	20	20	19	19	19	19	19	19	19	19	19	19	19	19													
COLACT20	31	.4038	-.20	19	18	18	18	18	18	18	18	18	18	18	18	17	17	17	16	16	16	16	16	16	16	16	16	16													
ACT8827	32	.4089	-.26	24	24	23	23	23	23	23	23	23	23	23	22	22	22	22	22	21	21	21	21	21	21	21	21	21													
COLACT07	33	.4114	-.07	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-05	-05	-04	-05	-05	-05	-05	-05	-05	-05	-05	-05													
COLACT21	34	.4138	-.16	15	15	14	14	14	14	14	14	14	14	14	14	14	14	14	14	14	13	12	12	12	12	12	12	12													
HPM8912	35	.4159	-.12	-10	-10	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-08	-08	-08	-08	-08	-07	-07	-07	-07	-07	-07	-07	-07													
ACT8821	36	.4175	.09	09	08	08	08	08	08	08	08	08	08	08	07	07	07	07	07	07	07	07	07	06	06	06	06	06													
ACT8816	37	.4195	-.04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-05	-05	-05	-04	-04	-05	-05	-05	-05	-05	-05	-05	-04													
COLACT08	38	.4211	.14	12	12	11	11	11	11	11	11	11	11	11	10	10	10	10	10	09	08	08	08	08	08	08	08	08													
ACT8825	39	.4226	.13	12	12	11	11	11	11	11	11	11	11	11	11	11	11	11	10	10	10	10	10	10	10	10	10	10													
ACT8806	40	.4235	.03	03	02	02	02	03	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	03													
HPM8914	41	.4246	.02	03	02	03	03	03	03	03	02	02	02	02	02	02	03	04	03	03	03	04	04	04	04	05	05	04	05												
COLACT04	42	.4255	-.07	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-05													
ACT8820	43	.4264	.10	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	08	08	08	08	08	08	08	08	08	08													
HPM8903	44	.4272	-.10	-10	-09	-09	-09	-09	-09	-09	-09	-09	-09	-09	-08	-08	-08	-08	-08	-08	-07	-07	-07	-07	-07	-07	-07	-07													
ACT8803	45	.4280	.04	04	04	04	05	05	05	05	05	05	05	05	05	05	05	05	05	05	06	06	06	06	06	06	06	06													
HPM8901	46	.4289	-.02	-02	-02	-01	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-00													

DV: SRCFAC2 CULTURAL AWARENESS N= 8092 Missing= LISTWISE 46 out of 246 IVs were significant

Name	Beta at Step																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
VIEH517	03	03	02	02	02	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01
AGE	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HSGPA	02	01	01	02	02	02	02	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01
HARRY85	00	00	00	00	01	01	01	01	01	01	00	00	00	00	00	00	01	01	01	01	01	01	01	01	01	01
DEGASPB5	02	01	01	01	00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
REASON01	-03	-02	-03	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
REASON03	04	04	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
REASON04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
REASON06	-04	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
REASON08	01	00	-00	-00	-00	-00	-00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
REASON09	-01	-01	-01	-01	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
REASON10	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
REASON11	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	01	01	01	01	01	01	01	01	01	01	01
INCOME	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
INCOME	03	-01	-01	-01	-01	-02	-01	-01	-02	-02	-02	-02	-02	-02	-03	-04	-04	-04	-04	-05	-04	-05	-05	-05	-05	-05
FATHEDUC	02	01	01	01	01	01	00	01	01	00	00	00	00	00	00	00	-01	-03	-03	-03	-03	-03	-03	-03	-03	-03
MOTHEDEC	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
SOTHER	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
SJEWISH	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
SCATH	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-01	02	02	02	02	02	02	02	02	02	03
SHONE	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
REBORN85	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
YRSTUDY1	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
YRSTUDY2	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
YRSTUDY3	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	00	00	01	01	01	01	01	01	01	01
YRSTUDY4	00	00	00	00	00	01	01	01	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00
YRSTUDY5	-00	-00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
YRSTUDY6	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
YRSTUDY7	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
YRSTUDY8	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
VIEH501	-01	-01	-01	-01	-01	-01	-01	-00	-02	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-02	-02	-01	-01	-01	-01	-01
VIEH503	03	02	02	01	01	01	01	02	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEH504	03	02	01	01	01	01	01	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEH505	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
VIEH506	-01	-01	-01	-01	-00	-00	-01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEH507	03	03	03	03	02	02	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
VIEH508	04	03	03	03	02	02	02	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
VIEH509	-01	-02	-02	-02	-02	-02	-01	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01	-02	-02	-01	-01	-01	-01	-01	-01	-01
VIEH510	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
VIEH512	-02	-03	-03	-03	-03	-03	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
VIEH513	02	02	01	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEH514	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
VIEH515	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
VIEH516	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
VIEH518	-02	-02	-01	-02	-01	-01	-01	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
VIEH519	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00
VIEH521	-03	-02	-02	-02	-02	-01	-02	-02	-02	-02	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
VIEH522	-05	-04	-04	-04	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
VIEH523	-04	-04	-04	-04	-03	-03	-03	-04	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
GOAL8501	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
GOAL8502	00	-00	-01	-01	-00	00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01

Name	Beta at Step																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
GOAL8503	-.01	-.01	-.01	-.01	-.01	-.00	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.01	-.01	-.02	-.02	-.02	-.02	-.01	-.02	-.02	-.02
GOAL8505	.07	.05	.04	.04	.05	.03	.03	.03	.03	.03	.03	.03	.02	.02	.02	.02	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
GOAL8506	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
GOAL8507	-.02	-.02	-.02	-.01	-.01	-.02	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
GOAL8508	-.04	-.03	-.03	-.02	-.02	-.03	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
GOAL8509	.05	.04	.04	.03	.03	.04	.03	.03	.03	.03	.03	.03	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.03	.02	.03
GOAL8512	-.00	-.01	-.01	-.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
GOAL8513	.03	.01	.01	.01	.01	.02	.01	.01	.01	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
GOAL8514	.06	.04	.04	.03	.04	.03	.03	.03	.03	.03	.03	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
GOAL8518	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.02	-.02	-.02	-.02	-.03	-.03	-.03	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
HAJ8501	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
HAJ8502	.01	.01	.01	.01	.01	.00	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
HAJ8504	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
HAJ8505	-.05	-.05	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
HAJ8506	.04	.03	.03	.03	.02	.02	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
HAJ8507	-.02	-.01	-.01	-.01	-.02	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
HAJ8508	.04	.04	.04	.03	.03	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
HAJ8509	.02	.02	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
HAJ8510	-.01	-.01	-.01	-.01	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
HAJ8512	.03	.03	.03	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
HAJ8513	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
HAJ8514	.02	.02	.03	.02	.02	.01	.01	.01	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
HAJ8515	.02	.02	.01	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
HAJ8516	.02	.02	.01	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
CAR8501	.02	.02	.02	.02	.01	.00	.00	.01	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
CAR8502	-.05	-.04	-.04	-.04	-.01	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
CAR8503	.02	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
CAR8504	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
CAR8505	.01	.01	.00	.00	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
CAR8506	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
CAR8507	.01	.02	.02	.02	.01	.00	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
CAR8509	.01	.01	.01	.01	.00	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
CAR8510	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
CAR8511	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
CAR8512	-.01	-.01	-.01	-.01	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
CAR8513	-.01	-.01	-.01	-.01	-.02	-.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
CAR8514	.02	.02	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
CAR8515	.02	.02	.02	.01	.00	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00
LIVEPRIV	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
LIVECAMP	.09	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08
PUBUNIV	-.03	-.03	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
PUB4YR	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
PRIVUNIV	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
HONS4	.08	.08	.07	.07	.07	.07	.07	.07	.07	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
CATH4	-.02	-.02	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
PROT4	.02	.02	.02	.02	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
HOMENCL	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06
COEDCOL	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06
TOTFRET	-.03	-.03	-.03	-.03	-.03	-.03	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02

DV: SRCFAC2 CULTURAL AWARENESS N= 8092 Missing= LISTWISE 46 out of 246 IVs were significant

Name	Beta et Step																									
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	
UGRADT	-.04	-.04	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.00
PCTHOM	.06	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.04	.04	.03	.02	.01	.01	.00	.00	.00	.01	.01	
PCTHIST	.01	.00	.00	.00	.01	.00	.00	.00	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	
PCTASHT	.02	.02	.01	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.00	.01	.00	.01	.00	.01	.00	.01	.01	
PCTINDT	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	.00	
PCTBA01	-.01	-.00	.00	.00	.00	.00	.01	.01	.01	.00	.00	.00	.01	.01	.00	.00	.01	.01	.00	.00	.01	.00	.00	.01	.00	
PCTBA02	.06	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.03	.03	.03	.03	.03	.03	.03	.03	.03	.01	
PCTBA04	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	.02	
PCTBA05	-.06	-.06	-.04	-.05	-.04	-.04	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.03	-.04	-.04	-.03	-.02	-.01	-.03	
PCTBA06	.08	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.05	.05	.03	.01	.04	.05	.03	.04	.03	.04	.03	.02	
PCTBA07	-.04	-.04	-.04	-.04	-.04	-.03	-.04	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.01	-.01	
FCTBA08	.07	.06	.06	.06	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.04	.02	.01	.03	.04	.03	.04	.03	.03	.01	
FCTBA09	.10	.09	.08	.08	.08	.08	.08	.07	.07	.07	.07	.07	.07	.07	.06	.04	.01	.04	.05	.04	.04	.03	.03	.03	.03	
FCTBA:1	-.00	-.00	-.00	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.02	-.03	-.02	-.02	-.01	-.01	-.01	-.01	-.01	-.02	
PCTBAT2	.04	.03	.03	.03	.03	.03	.03	.03	.03	.02	.02	.02	.02	.02	.01	-.01	-.02	.00	.01	.01	.00	.01	.00	.00	-.01	
NORTHTAL	.00	-.00	-.00	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.02	-.02	-.02	-.02	-.01	-.01	-.01	-.01	-.01	.00	
SOUTHE	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	
WESTSU	.00	.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.00	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	
SERVICE	-.03	-.03	-.03	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.01	
SSTUNUM	.12	.11	.11	.10	.10	.10	.10	.10	.10	.09	.09	.09	.09	.09	.09	.08	.07	.06	.05	.04	.05	.04	.05	.04	.04	
SSTURAT	-.12	-.11	-.10	-.10	-.10	-.10	-.09	-.09	-.09	-.09	-.09	-.09	-.08	-.08	-.06	-.04	-.04	-.05	-.05	-.04	-.05	-.04	-.04	-.04	-.04	
SSTULBT	.06	.05	.06	.05	.05	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	
SSTUAUTH	-.09	-.09	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	
SSTUARC	.13	.12	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	.11	
MEANVID5	.09	.09	.08	.08	.08	.08	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	
FFACSLIB	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	
FFACHUM	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	
FFACCAR	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	
FFACACT	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	
FFACHAT	-.11	-.10	-.10	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	-.09	
FPOLVN	.09	.08	.08	.08	.08	.07	.08	.08	.08	.07	.08	.08	.08	.08	.08	.08	.08	.07	.07	.06	.05	.04	.05	.06	.05	
UMAJ8901	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	
UMAJ8902	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	
UMAJ8904	.00	.00	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.01	.01	.01	.01	.01	.01	.01	.01	
UMAJ8905	-.04	-.04	-.05	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	
UMAJ8906	.05	.04	.04	.03	.03	.03	.03	.03	.03	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	
UMAJ8907	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	
UMAJ8908	.06	.05	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	
UMAJ8909	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	
UMAJ8910	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	
UMAJ8911	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	
UMAJ8912	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	
UMAJ8913	.07	.07	.07	.07	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	.06	
UMAJ8914	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	
UMAJ8915	.00	.00	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	
UMAJ8916	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	
CAR8901	.03	.03	.03	.03	.02	.02	.02	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	
CAR8902	-.06	-.05	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	
CAR8903	.01	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	.00	
CAR8904	.03	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	

NAME	Beta at Step																								
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25
CARB905	00	-00	-00	-01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CARB906	03	03	03	02	02	03	02	02	02	02	02	02	02	02	02	03	03	03	03	03	03	03	03	03	03
CARB907	-01	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CARB908	-03	-03	-03	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CARB909	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
CARB910	-01	-00	-00	-01	-01	-00	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CARB911	02	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CARB912	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CARB913	-02	-02	-02	-02	-02	-02	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
CARB914	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CARB915	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HPH8902	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
HPH8903	05	06	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
HPH8904	09	09	09	09	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08
HPH8905	05	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
HPH8906	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HPH8907	04	04	04	04	05	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04
HPH8909	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HPH8910	09	08	08	08	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07
HPH8911	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09	09
HPH8913	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07	-07
COLACT01	07	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
COLACT02	14	13	13	13	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
COLACT03	-03	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
COLACT05	11	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
COLACT06	-01	-01	-00	-01	-00	-00	-00	-00	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
COLACT09	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
COLACT10	14	13	13	13	13	13	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
COLACT11	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07
COLACT13	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
COLACT14	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
COLACT15	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
COLACT16	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
COLACT17	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
COLACT18	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
COLACT22	05	05	05	04	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
ACTB802	11	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10	10
ACTB804	13	13	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
ACTB812	02	02	02	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
ACTB822	14	13	13	13	13	13	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12	12
ACTB824	02	02	02	02	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
YEAR5IN1	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
YEAR5IN2	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
YEAR5IN3	08	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07	07
YEAR5IN4	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08	08
ETHREQ	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
ETHSON	06	06	06	06	05	06	05	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
ETHNON	-07	-07	-07	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06
LOWCON	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05
HICON	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02

DV: SRCFAC2 CULTURAL AWARENESS N= 8092 Missing= LISTWISE 46 out of 246 IVs were significant

Name	Step	Beta at Step																								
		26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
REASON05	1	.1198	-.12	.07	.07	.06	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05
GOAL8515	2	.1426	.10	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
REASON02	3	.1546	.10	.05	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
CAR8508	4	.1634	-.06	-.04	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
MAJ8503	5	.1696	-.06	-.03	-.03	-.02	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
GOAL8510	6	.1754	-.03	-.05	-.05	-.04	-.04	-.04	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
GOAL8504	7	.1816	.08	.04	.04	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
POL1W85	8	.1859	-.01	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08	-.08
VIEH8502	9	.1924	.06	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
GOAL8511	10	.1958	.08	.02	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
REASON07	11	.1986	.09	.03	.03	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
SPROT	12	.2010	.03	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
GOAL8517	13	.2033	.09	.03	.03	-.01	-.02	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
MAJ8511	14	.2054	-.03	-.03	-.03	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
LIVEHOME	15	.2196	-.10	-.06	-.07	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
PCTBA03	16	.2268	-.10	.00	.00	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01
FRIV4YR	17	.2334	.08	.04	.04	.03	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
PCTBA15	18	.2404	.04	.07	.06	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05
PCTBA10	19	.2438	.07	.04	.05	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
PCTBA14	20	.2473	-.08	-.04	-.04	-.03	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
PLAINS	21	.2500	.02	.04	.04	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
PCTBA13	22	.2524	.09	.02	.03	.00	-.01	-.01	-.01	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02
CITYSIZE	23	.2543	-.05	-.04	-.04	-.04	-.03	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
PCTBLKT	24	.2565	.01	.03	.03	.03	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02	.02
SELECT	25	.2583	.10	.04	.04	.03	.01	.01	.00	.00	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01	-.01

DV: SRCFAC2 CULTURAL AWARENESS N= 8092 Missing= LISTWISE 46 out of 246 IVs were significant

Name	Step	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
		Beta et Step																								
SSUUSLIB	26	.2615	.12	.05	.05	.03	.01	.02	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01	.01
SSES	27	.2636	.02	-.04	-.04	-.04	-.04	-.05	-.05	-.05	-.05	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06	-.06
ACT8813	28	.3625	.31	.27	.27	.24	.20	.19	.16	.16	.16	.16	.16	.16	.16	.16	.16	.16	.16	.16	.16	.16	.16	.16	.16	.16
COLACT23	29	.3820	.25	.20	.20	.13	.13	.11	.11	.11	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.10	.09	.09	.09
ACT8826	30	.3959	.21	.19	.19	.12	.11	.11	.10	.10	.10	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09	.09
COLACT20	31	.4038	.20	.15	.15	.11	.09	.09	.09	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08	.08
ACT8827	32	.4089	.26	.21	.21	.11	.10	.08	.08	.08	.08	.08	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07	.07
COLACT07	33	.4114	-.07	-.04	-.05	-.04	-.04	-.05	-.05	-.05	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
COLACT21	34	.4138	.16	.11	.11	.08	.06	.07	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05
HPM8912	35	.4159	-.12	-.07	-.07	-.06	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
ACT8821	36	.4175	.09	.06	.07	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
ACT8816	37	.4195	-.04	-.05	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
COLACT08	38	.4211	.14	.07	.08	.06	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05
ACT8825	39	.4226	.13	.10	.10	.08	.07	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05	.05
ACT8806	40	.4235	.03	.03	.03	.00	-.01	-.02	-.02	-.02	-.02	-.02	-.02	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03	-.03
HPM8914	41	.4246	.02	.05	.05	.04	.04	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
COLACT04	42	.4255	-.07	-.05	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
ACT8820	43	.4264	.10	.08	.08	.06	.05	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04	.04
HPM8903	44	.4272	-.10	-.07	-.07	-.05	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04	-.04
ACT8803	45	.4280	.04	.06	.06	.05	.04	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03	.03
HPM8901	46	.4289	-.02	.00	.00	-.01	-.01	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02	-.02

OV: SRCFAC2 CULTURAL AWARENESS N= 8092 Missing= LISTWISE 46 out of 246 IVs were significant

Name	Beta at Step																								
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
VIEMBS17	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
AGE	01	01	00	00	01	01	00	01	01	00	00	00	00	00	00	01	01	01	01	01	01	01	01	01	01
HISCPA	02	02	01	01	01	02	01	01	01	01	01	01	01	00	00	01	01	01	01	01	01	01	01	01	01
HARRYB5	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	02	02	02	02	02	02	02	02	02
DEGASPB5	-01	-01	-02	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
REASON01	00	00	01	01	01	01	01	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
REASON03	02	02	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
REASON04	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
REASON06	00	00	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
REASON08	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
REASON09	-00	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
REASON10	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
REASON11	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
INCOME	-02	03	05	05	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06	06
FATHEUC	-05	-05	-05	-05	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06	-06
MOTHEUC	-03	-02	-02	-03	-03	-03	-03	-03	-03	-03	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04	-04
SOTHER	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
SJEWISH	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
SCATH	02	02	03	03	03	02	02	02	02	03	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02
SNONE	05	04	04	04	04	04	04	04	04	04	04	04	04	04	04	04	03	03	03	03	03	03	03	03	03
REBORNB5	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
YRSTUDY1	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
YRSTUDY2	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
YRSTUDY3	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
YRSTUDY4	-00	00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
YRSTUDY5	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
YRSTUDY6	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
YRSTUDY7	-00	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
YRSTUDY8	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEMBS01	-01	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
VIEMBS03	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
VIEMBS04	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
VIEMBS05	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEMBS06	02	02	02	02	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
VIEMBS07	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEMBS08	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEMBS09	-02	-02	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
VIEMBS10	-05	-04	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05
VIEMBS12	-00	-00	01	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEMBS13	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05	-05
VIEMBS14	01	01	00	01	00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
VIEMBS15	-02	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
VIEMBS16	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03	-03
VIEMBS18	01	01	03	03	03	03	03	03	03	04	03	04	03	04	03	04	03	03	03	03	03	03	03	03	03
VIEMBS19	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEMBS21	-00	-00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
VIEMBS22	-03	-03	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
VIEMBS23	-01	-01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
GOALB501	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
GOALB502	00	00	00	00	00	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

DIV: SRCFAC2 CULTURAL AWARENESS N# 8092 Missing: LISTWISE 46 out of 246 IVs were significant

Name	Beta at Step																								
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
GOAL8503	-02	-01	-00	-00	-00	-00	00	00	00	00	00	00	00	00	-00	-00	00	00	00	00	00	00	00	00	00
GOAL8505	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
GOAL8506	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
GOAL8507	-01	-00	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	01
GOAL8508	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	01
GOAL8509	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
GOAL8512	00	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
GOAL8513	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
GOAL8514	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
GOAL8516	-02	-02	-00	00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
GOAL8518	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
MAJ8501	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
MAJ8502	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
MAJ8504	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
MAJ8505	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
MAJ8506	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
MAJ8507	00	00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
MAJ8508	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
MAJ8509	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
MAJ8510	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
MAJ8512	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
MAJ8513	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
MAJ8514	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
MAJ8515	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
MAJ8516	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8501	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8502	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8503	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CAR8504	-01	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
CAR8505	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	01
CAR8506	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CAR8507	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
CAR8509	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CAR8510	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CAR8511	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8512	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
CAR8513	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	01
CAR8514	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
CAR8515	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
LIVEPRIV	03	02	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
LIVECAMP	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
PUBUNITV	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
PUB4YR	02	02	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PRIVUNITV	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
HONS4	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CATH4	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PROT4	01	01	00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
HOMECOL	-01	-01	-00	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
COEDCOL	00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
TOIFTE1	00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

Name	Beta at Step																								
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
UGRADT	00	00	00	01	01	00	00	00	01	01	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01
PC1UOH	00	00	00	01	01	01	01	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
PC1HIST	02	02	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PC1ASNT	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PC1TINDT	-00	-00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PC1BA01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
PC1BA02	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PC1BA04	02	02	04	03	04	04	04	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05	05
PC1BA05	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PC1BA06	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PC1SA07	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
PC1BA08	02	03	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PC1BA09	02	02	01	00	01	01	00	00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PC1BA11	-02	-02	-01	-01	-00	-00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
PC1BA12	-02	-01	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
NORTHATH	-02	-03	-01	-01	-01	-00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
SOUTHE	00	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
WESTV	02	02	01	00	00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
SERVICE	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
SSTURHM	02	02	00	00	00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
SSTUMAT	-02	-02	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
SSTULIBT	-01	-01	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
SSTUAUTH	-00	-01	00	01	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
SSTUARBC	-01	-00	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
HEANWB5	-03	-03	-02	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
FFACSLIB	01	01	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
FFACHUH	02	02	01	01	01	01	01	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
FFACCAR	01	01	00	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
FFACACT	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
FFACHAT	-02	-02	00	01	01	01	01	01	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
FFOLVW	02	02	01	01	00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
UMAJ8901	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
UMAJ8902	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
UMAJ8904	01	01	02	02	02	02	02	02	02	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
UMAJ8905	-01	-01	-01	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
UMAJ8906	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
UMAJ8907	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
UMAJ8908	03	03	02	01	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
UMAJ8909	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
UMAJ8910	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
UMAJ8911	00	00	00	00	01	00	01	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
UMAJ8912	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
UMAJ8913	05	05	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
UMAJ8914	-02	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
UMAJ8915	-00	-00	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
UMAJ8916	-04	-04	-03	-03	-03	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
CAR8901	00	01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
CAR8902	-03	-03	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8903	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
CAR8904	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00

DV: SRCFAC2 CULTURAL AWARENESS N= 8092 Missing= LISTWISE 46 out of 246 IVs were significant

Name	Beta at Step																								
	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50
CAR8905	00	00	00	-01	-00	-00	-00	-00	-00	-00	-01	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
CAR8906	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
CAR8907	-00	-00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CAR8908	-01	-01	00	00	00	00	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
CAR8909	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
CAR8910	00	00	01	01	01	01	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
CAR8911	-00	-00	-01	-01	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02	-02
CAR8912	-00	-00	00	00	00	01	00	00	00	00	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01
CAR8913	-02	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
CAR8914	01	01	00	00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
CAR8915	01	01	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HPW8902	04	04	03	03	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HPW8903	04	04	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HPW8904	07	07	04	04	03	03	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HPW8905	03	04	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
HPW8906	01	01	-01	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
HPW8907	02	03	02	01	00	01	00	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HPW8909	03	02	02	01	01	01	00	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HPW8910	07	07	05	04	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HPW8911	08	08	06	04	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
HPW8913	-03	-03	-03	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
COLACT01	04	04	02	01	00	00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
COLACT02	09	09	06	05	04	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02
COLACT03	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
COLACT05	07	07	05	04	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
COLACT06	02	02	01	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
COLACT09	04	04	03	02	02	02	02	02	02	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01
COLACT10	10	10	05	03	02	02	02	02	01	01	01	00	01	00	00	00	00	00	00	00	00	00	00	00	00
COLACT11	06	06	05	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
COLACT13	00	00	00	-00	-00	00	00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
COLACT14	01	01	01	00	-01	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
COLACT15	01	02	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
COLACT16	03	03	02	01	00	00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
COLACT17	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
COLACT18	-00	-00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
COLACT22	03	03	02	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
ACT8802	09	09	06	05	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
ACT8804	09	09	05	04	03	03	03	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02
ACT8812	02	02	01	00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
ACT8822	10	10	04	02	01	01	00	00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00	-00
ACT8824	03	03	02	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
YEAR5IN1	00	00	00	-00	-00	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
YEAR5IN2	04	04	03	03	03	03	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02	02
YEAR5IN3	06	07	05	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
YEAR5IN4	07	07	06	05	04	04	04	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03	03
ETHREQ	02	02	02	01	01	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00	00
ETHSON	02	03	02	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01
ETHNON	-03	-03	-03	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
LOWCON	-04	-04	-02	-02	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01	-01
HITCON	01	01	01	01	00	00	00	00	00	00	01	01	01	01	01	01	01	01	01	01	01	01	01	01	01

DV: SRCFAC2 CULTURAL AWARENESS N= 8092 Missing= LISTWISE 46 out of 246 IVs were significant

	MEAN	STD	DEVI	LABEL
GOALB517	2.261		.818	PROMOTE RACIAL UNDERSTANDING
VIEWB517	2.433		.824	BUSING OK TO ACHIEVE BALANCE
AGE	3.113		.875	AGE OF STUDENT ON 12/31/89
HSGPA	6.261		1.391	AVERAGE HIGH SCHOOL GRADES
HARRYB5	1.004		.068	MARITAL STATUS IN 1985
DEGASPB5	3.950		.766	HIGHEST DEGREE PLANNED ANYWHERE
REASON01	2.706		.531	REASON FOR COLL: GET A BETTER JOB
REASON02	2.697		.487	REASON FOR COLL: GAIN GENERAL EDUCATION
REASON03	2.243		.644	REASON FOR COLL: IMPROVE STUDY SKILLS
REASON04	1.102		.338	REASON FOR COLL: NOTHING BETTER TO DO
REASON05	2.341		.615	REASON FOR COLL: BECOME MORE CULTURED
REASON06	2.484		.622	REASON FOR COLL: MAKE MORE MONEY
REASON07	2.795		.419	REASON FOR COLL: LEARN ABOUT NEW THINGS
REASON08	2.296		.745	REASON FOR COLL: PREP FOR GRAD-PROF SCH
REASON09	1.770		.700	REASON FOR COLL: PARENTS WANTED
REASON10	1.064		.284	REASON FOR COLL: COULDN'T FIND JOB
REASON11	1.573		.658	REASON FOR COLL: GET AWAY FROM HOME
POLIVB85	3.071		.683	POLITICAL ORIENTATION
INCOME	8.200		2.965	ESTIMATED PARENTAL INCOME
FATHEDUC	5.477		2.047	FATHER'S EDUCATION
MOTHEDEC	4.902		1.785	MOTHER'S EDUCATION
SPROT	1.408		.491	
SOTHER	1.041		.199	
SJENTISH	1.049		.215	
SCATH	1.380		.486	
SNONE	1.083		.276	
REBORB85	1.205		.391	BORN-AGAIN CHRISTIAN IN 1985?
YRSTUDY1	6.024		.350	YEARS OF HS STUDY: ENGLISH
YRSTUDY2	5.681		.735	YEARS OF HS STUDY: MATHEMATICS
YRSTUDY3	4.613		1.478	YEARS OF HS STUDY: FOREIGN LANGUAGE
YRSTUDY4	3.726		1.104	YEARS OF HS STUDY: PHYSICAL SCIENCE
YRSTUDY5	3.458		.783	YEARS OF HS STUDY: BIOLOGICAL SCIENCE
YRSTUDY6	4.921		.921	YEARS OF HS STUDY: HISTORY-AM GOVERNMENT
YRSTUDY7	2.029		.958	YEARS OF HS STUDY: COMPUTER SCIENCE
YRSTUDY8	3.634		1.949	YEARS OF HS STUDY: ART OR MUSIC
VIEWB501	2.624		.602	GOV NOT PROTECTING CONSUMER
VIEWB502	3.047		.791	GOV NOT PROMOTING DISARMAMENT
VIEWB503	3.120		.688	GOV NOT CONTROLLING POLLUTION
VIEWB504	2.916		.632	GOV DISCOURAGE ENERGY USE
VIEWB505	1.956		.760	RAISE TAXES TO REDUCE DEFICT
VIEWB506	1.678		.767	INCREASE MILITARY SPENDING
VIEWB507	2.695		.917	NUCLEAR DISARMAMENT ATTAINABLE
VIEWB508	2.129		.981	ABOLISH DEATH PENALTY
VIEWB509	2.572		.817	NEED NATIONAL HEALTH CARE
VIEWB510	2.573		1.178	LEGALIZE ABORTION
VIEWB512	1.418		.757	MARRIED WOMEN BEST IN HOME
VIEWB513	2.161		.919	LIVE TOGETHER WITHOUT MARRIAGE
VIEWB514	3.849		.464	EQUAL OPPORTUNITY FOR WOMEN
VIEWB515	3.017		.877	HEALTHY SHOULD PAY MORE TAXES
VIEWB516	1.620		.828	LEGALIZE MARIJUANA

DV: SRCFAC2 CULTURAL AWARENESS N= 8092 Missing= LISTWISE 46 out of 246 IVs were significant

	MEAN	STD	DEVI	LABEL
VIEN8518	2.086			PROHIBIT HOMOSEXUAL RELATIONS
VIEN8519	1.470			COLLEGE REGULATE OFF-CAMPUS ACTS
VIEN8521	1.751			COLLEGE BAN EXTREME SPEAKERS
VIEN8522	2.050			IND DO LITTLE TO CHANGE SOC
VIEN8523	2.541			COLL INCREASES EARN POWER
GOAL8501	1.616			ACHIEVE IN PERFORM'NG ART
GOAL8502	2.894			BECOME AUTHORITY IN OWN FIELD
GOAL8503	2.581			OBTAIN RECOG FROM COLLEAGUES
GOAL8504	1.746			INFLUENCE POLITICAL STRUCTURE
GOAL8505	2.260			INFLUENCE SOCIAL VALUES
GOAL8506	2.986			RAISE A FAMILY
GOAL8507	2.255			HAVE ADMIN RESPONSIBILITY
GOAL8508	2.681			BE VERY WELL OFF FINANCIALLY
GOAL8509	2.925			HELP OTHERS IN DIFFICULTY
GOAL8510	1.505			MAKE THEORETICAL CONTRIBUTION
GOAL8511	1.597			WRITE ORIGINAL WORKS
GOAL8512	1.512			CREATE ARTISTIC WORKS
GOAL8513	2.250			BE SUCCESSFUL IN OWN BUSINESS
GOAL8514	1.937			BECOME INVOLVED IN ENVIRONMENT
GOAL8515	2.503			DEVELOP MEANINGFUL PHILOSOPHY
GOAL8516	2.128			PARTICIPATE IN COMM ACTION
GOAL8518	1.714			BE EXPERT ON FINANCE/COMMERCE
MAJ8501	1.003			MAJOR GROUP: AGRICULTURE
MAJ8502	1.056			MAJOR GROUP: BIOLOGICAL SCIENCES
MAJ8503	1.175			MAJOR GROUP: BUSINESS
MAJ8504	1.094			MAJOR GROUP: EDUCATION
MAJ8505	1.034			MAJOR GROUP: ENGINEERING
MAJ8506	1.029			MAJOR GROUP: ENGLISH
MAJ8507	1.107			MAJOR GROUP: HEALTH PROFESSIONAL
MAJ8508	1.054			MAJOR GROUP: HISTORY/POLI SCI
MAJ8509	1.042			MAJOR GROUP: HUMANITIES
MAJ8510	1.033			MAJOR GROUP: FINE ARTS
MAJ8511	1.019			MAJOR GROUP: MATH OR STATISTICS
MAJ8512	1.020			MAJOR GROUP: PHYSICAL SCIENCES
MAJ8513	1.091			MAJOR GROUP: SOCIAL SCIENCES
MAJ8514	1.030			MAJOR GROUP: OTHER TECHNICAL
MAJ8515	1.079			MAJOR GROUP: OTHER NON-TECHNICAL
MAJ8516	1.094			MAJOR GROUP: UNDECIDED
CAR8501	1.071			CAREER GRP: ARTIST
CAR8502	1.174			CAREER GRP: BUSINESSMAN
CAR8503	1.002			CAREER GRP: CLERGYMAN
CAR8504	1.004			CAREER GRP: COLLEGE TEACHER
CAR8505	1.060			CAREER GRP: DOCTOR (MD OR DDS)
CAR8506	1.046			CAREER GRP: SECONDARY EDUCATION
CAR8507	1.064			CAREER GRP: ELEMENTARY EDUCATION
CAR8508	1.034			CAREER GRP: ENGINEER
CAR8509	1.003			CAREER GRP: FARMER OR FORESTER
CAR8510	1.062			CAREER GRP: HEALTH PROFESSIONAL
CAR8511	1.054			CAREER GRP: LAUYER
CAR8512	1.036			CAREER GRP: NURSE

DV: SRCFAC2 CULTURAL AWARENESS N= 8092 Missing= LISTWISE 46 out of 246 IVs were significant

	MEAN	STD	DEVI	LABEL
CAR8513	1.023	.151		CAREER GRP: RESEARCH SCIENTIST
CAR8514	1.166	.372		CAREER GRP: OTHER CHOICE
CAR8515	1.160	.367		CAREER GRP: UNDECIDED
LIVENOR	1.132	.338		PLAN TO LIVE AT HOME IN FALL 1985?
LIVEPRV	1.013	.112		PLAN TO LIVE OFF CAMPUS IN FALL 1985?
LIVECAP	1.839	.368		PLAN TO LIVE ON CAMPUS IN FALL 1985?
SELECT	105.552	11.942		IC: INSTITUTIONAL SELECTIVITY (SATV+H)
PUBUNIV	1.161	.368		PUBLIC UNIVERSITY
PUB4YR	1.168	.374		PUBLIC 4-YEAR COLLEGE
PRIVUNIV	1.178	.263		PRIVATE UNIVERSITY
PRIV4YR	1.492	.500		PRIVATE 4-YEAR COLLEGE
NON54	1.248	.432		
CATH4	1.101	.302		
PROT4	1.142	.349		
WOMENCOL	1.087	.282		WOMENS COLLEGE
COEDCOL	1.913	.282		
CITYSIZE	3.849	2.365		IC: SIZE OF INSTITUTION'S CITY
TOTFTE	7949.824	9952.448		OFF: TOTAL FTE STUDENTS
UGRAD1	6261.012	6839.999		OFF: UNDERGRADUATE STUDENTS
PCTHOM	55.102	14.908		OFF: % ENROLLMENT OF WOMEN
FCHIST	2.182	3.611		OFF: % HISPANIC UGFE
PCTASNT	2.629	4.050		OFF: % ASIAN UGFE
PCTBLKT	4.204	3.200		OFF: % BLACK UGFE
PCTINDI	.286	1.412		OFF: % AMERICAN INDIAN UGFE
PCTBND1	.920	2.249		OFF: % OF 1986 BA'S IN AGRICULTURE
PCTBND2	5.224	3.172		OFF: % OF 1986 BA'S IN BIOLOGICAL SCIENCES
PCTBND3	21.692	14.532		OFF: % OF 1986 BA'S IN BUSINESS
PCTBND4	7.408	7.953		OFF: % OF 1986 BA'S IN EDUCATION
PCTBND5	5.654	9.649		OFF: % OF 1986 BA'S IN ENGINEERING
PCTBND6	2.307	1.995		OFF: % OF 1986 BA'S IN ENGLISH
PCTBND7	5.702	7.808		OFF: % OF 1986 BA'S IN HEALTH PROFESSIONS
PCTBND8	3.746	3.127		OFF: % OF 1986 BA'S IN HISTORY/POLITICAL SCI
PCTBND9	6.727	5.465		OFF: % OF 1986 BA'S IN HUMANITIES
PCTBND10	4.634	4.027		OFF: % OF 1986 BA'S IN FINE ARTS
PCTBND11	2.347	2.488		OFF: % OF 1986 BA'S IN MATH/STATISTICS
PCTBND12	2.987	3.160		OFF: % OF 1986 BA'S IN PHYSICAL SCIENCES
PCTBND13	17.150	12.490		OFF: % OF 1986 BA'S IN SOCIAL SCIENCES
PCTBND14	3.671	3.776		OFF: % OF 1986 BA'S IN OTHER TECHNICAL
PCTBND15	9.904	9.266		OFF: % OF 1986 BA'S IN OTHER NON-TECHNICAL
NORTHATL	1.393	.488		LOC: NORTH ATLANTIC
PLAINS	1.293	.455		LOC: PLAINS
SOUTHE	1.165	.371		LOC: SOUTHEAST
WESTSW	1.147	.354		LOC: WEST, SOUTHWEST
SERVICE	1.003	.053		LOC: SVC ACADEMY
SSTUHUM	158.739	7.244		PEER NORM-HUMANISM
SSTUMAT	177.704	10.162		PEER NORM-MATERIALISM
SSTULIB	273.006	12.164		PEER NORM-SOCIAL LIBERALISM
SSTULBT	66.488	10.220		PEER NORM-LIBERTARIANISM
SSTUAUTH	86.010	9.242		PEER NORM-AUTHORITARIANISM
SSTUARTC	46.926	4.323		PEER NORM-ARTISTIC

	MEAN	STD	DEVI	LABEL
MEANW85	3.051			181 MEAN POLITICAL ORIENTATION IN 1985
SSES	18.552			5.208 PEER FAC: SOCIO-ECONOMIC STATUS
FFACSLTB	219.010			13.612 FACULTY NORM-SOCIAL LIBERALISM
FFACHUM	113.439			4.674 FACULTY NORM-CAREERISM
FFACAR	54.357			4.744 FACULTY NORM-ACTIVISM
FFACACT	43.763			2.378 FACULTY NORM-MATERIALISM
FFACHAT	54.549			3.663 FACULTY NORM-OTHER CHOICE
FFOLW	3.396			.272 POLITICAL VIEW
UHAJ8901	1.003			.053 1989 MAJOR-AGRICULTURE
UHAJ8902	1.052			.222 1989 MAJOR-BIOLOGICAL SCIENCES
UHAJ8903	1.162			.368 1989 MAJOR-BUSINESS
UHAJ8904	1.119			.324 1989 MAJOR-EDUCATION
UHAJ8905	1.023			.150 1989 MAJOR-ENGINEERING
UHAJ8906	1.059			.236 1989 MAJOR-ENGLISH
UHAJ8907	1.053			.224 1989 MAJOR-HEALTH PROFESSIONAL
UHAJ8908	1.066			.248 1989 MAJOR-HISTORY OR POLITICAL SCIENCE
UHAJ8909	1.049			.216 1989 MAJOR-HUMANITIES
UHAJ8910	1.033			.190 1989 MAJOR-FINE ARTS
UHAJ8911	1.020			.139 1989 MAJOR-MATH OR STATISTICS
UHAJ8912	1.019			.135 1989 MAJOR-PHYSICAL SCIENCES
UHAJ8913	1.147			.355 1989 MAJOR-SOCIAL SCIENCES
UHAJ8914	1.019			.135 1989 MAJOR-OTHER TECHNICAL
UHAJ8915	1.069			.233 1989 MAJOR-OTHER NON-TECHNICAL
UHAJ8916	1.005			.071 1989 MAJOR-UNDECIDED
CAR8901	1.066			.249 1989 CAREER-ARTIST
CAR8902	1.225			4.18 1989 CAREER-BUSINESSMAN
CAR8903	1.003			.053 1989 CAREER-CLERGYMAN
CAR8904	1.030			.171 1989 CAREER-COLLEGE TEACHER
CAR8905	1.026			.158 1989 CAREER-DOCTOR (MD OR DDS)
CAR8906	1.064			.244 1989 CAREER-SECONDARY EDUCATION
CAR8907	1.105			.307 1989 CAREER-ELEMENTARY EDUCATION
CAR8908	1.019			.135 1989 CAREER-ENGINEER
CAR8909	1.005			.069 1989 CAREER-FARMER OR FORESTER
CAR8910	1.047			.212 1989 CAREER-HEALTH PROFESSIONAL
CAR8911	1.044			.206 1989 CAREER-LAWYER
CAR8912	1.033			.179 1989 CAREER-NURSE
CAR8913	1.024			.152 1989 CAREER-RESEARCH SCIENTIST
CAR8914	1.223			6.16 1989 CAREER-OTHER CHOICE
CAR8915	1.064			.245 1989 CAREER-UNDECIDED
HPH8901	6.258			1.260 ATTENDING CLASSES OR LABS
HPH8902	5.868			1.388 STUDYING OR DOING HOMEWORK
HPH8903	5.727			1.501 SOCIALIZING WITH FRIENDS
HPH8904	2.760			.958 TALKING WITH FACULTY OUTSIDE CLASS
HPH8905	3.619			1.391 EXERCISING OR SPORTS
HPH8906	2.469			1.226 READING FOR PLEASURE
HPH8907	2.968			1.713 USING A PERSONAL COMPUTER
HPH8909	4.832			2.454 WORKING (FOR PAY)
HPH8910	1.916			1.345 VOLUNTEER WORK
HPH8911	2.766			1.567 STUDENT CLUBS OR GROUPS
HPH8912	3.569			1.541 WATCHING TV

DV: SRCFAC2 CULTURAL AWARENESS N= 8092 Missing= LISTWISE 46 out of 246 IVs were significant

	MEAN	STD	DEVI	LABEL
HPUB913	2.221	1.403	COMPUTING TO CAMPUS	
HPUB914	2.029	1.119	RELIGIOUS SERVICES OR MEETINGS	
COLACT01	1.463	.493	ENROLLED IN HONORS PROGRAM	
COLACT02	1.538	.489	ENROLLED IN INTERDISCIPLINARY COURSE	
COLACT03	1.276	.443	MEMBER OF FRATERNITY OR SORORITY	
COLACT04	1.098	.295	GOTTEN MARRIED	
COLACT05	1.630	.480	HELD PART-TIME JOB ON-CAMPUS	
COLACT06	1.636	.478	HELD PART-TIME JOB OFF-CAMPUS	
COLACT07	1.121	.322	WORKED FULL TIME WHILE STUDENT	
COLACT08	1.176	.377	IN STUDY ABROAD PROGRAM	
COLACT09	1.338	.470	IN COLLEGE INTERNSHIP PROGRAM	
COLACT10	1.224	.412	IN CAMPUS DEMONSTRATIONS	
COLACT11	1.239	.422	ELECTED TO STUDENT OFFICE	
COLACT13	1.292	.450	GRADUATED WITH HONORS	
COLACT14	1.147	.351	TAKEN READING STUDY/SKILLS CLASSES	
COLACT15	1.238	.422	TOOK PART IN INTERCOLLEGIATE ATHLETICS	
COLACT16	1.202	.398	WORKED ON PROFESSOR'S RESEARCH PROJECT	
COLACT17	1.027	.159	PLAYED INTERCOLL FOOTBALL/BASKETBALL	
COLACT18	1.063	.239	TAKEN REMEDIAL/DEVELOPMENT COURSES	
COLACT20	1.332	.467	ENROLLED IN ETHNIC STUDIES COURSE	
COLACT21	1.286	.449	ENROLLED IN WOMEN'S STUDIES COURSE	
COLACT22	1.160	.363	ASSISTED FACULTY IN TEACHING CLASS	
COLACT23	1.288	.449	ATTD RACIAL/CULTURAL AWARENESS WORKSHOP	
ACT8822	2.597	.537	DISCUSSED COURSE CONTENT WITH STUDENTS	
ACT8803	2.137	.681	WORKED ON GROUP PROJECT FOR A CLASS	
ACT8804	1.405	.546	QUEST IN PROFESSOR'S HOME	
ACT8806	1.614	.647	TUTORED ANOTHER STUDENT	
ACT8812	1.444	.649	PARTICIPATED IN INTRA-MURAL SPORTS	
ACT8813	1.929	.608	DISCUSSED RACIAL/ETHNIC ISSUES	
ACT8816	1.372	.579	FELT LIKE LEAVING COLLEGE	
ACT8820	1.667	.580	RECEIVED VOCATIONAL/CAREER COUNSELING	
ACT8821	1.207	.468	RECEIVED PERSONAL/PSYCH COUNSELING	
ACT8822	1.193	.426	PARTICIPATED IN CAMPUS DEMONSTRATIONS	
ACT8824	1.175	.397	RECEIVED TUTORING IN COURSES	
ACT8825	2.576	.573	READ THE STUDENT NEWSPAPER	
ACT8826	2.344	.627	SOCIALIZED WITH ONE FROM DIFF ETHNIC GRP	
ACT8827	2.302	.604	DISCUSSED POLITICAL/SOCIAL ISSUES	
YEARSIN1	1.995	.071	COMPLETED AT LEAST 1 YEAR	
YEARSIN2	1.970	.169	COMPLETED AT LEAST 2 YEARS	
YEARSIN3	1.934	.248	COMPLETED AT LEAST 3 YEARS	
YEARSIN4	1.887	.317	COMPLETED AT LEAST 4 YEARS	
ETHREQ	1.073	.260	ETHNIC STUDIES REQUIRED FOR ALL	
ETHSON	1.028	.165	ETHNIC STUDIES REQUIRED FOR SOME	
ETHON	1.879	.326	ETHNIC STUDIES NOT REQUIRED	
LOWCON	1.213	.409	LOW CONTACT WITH PEERS	
HIGHCON	1.179	.383	HIGH CONTACT WITH PEERS	
SRCFAC2	8.061	1.415	CULTURAL AWARENESS	