

2017

The American Freshman: National Norms Fall 2017

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Cooperative Institutional Research Program

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THE AMERICAN FRESHMAN: NATIONAL NORMS FALL 2017

In this report of the 52nd administration of the Freshman Survey, we recognize the increasing importance of the campus visit in incoming students' college choice process. This monograph covers specific pre-college experiences such as writing computer code and AP course participation. We also highlight students' interest in science-related research careers and introduce two new related constructs: science self-efficacy and science identity. Finally, we address how students spend their time before they begin college and how their behaviors are associated with their goals related to social agency.

The results reported in this monograph are derived from 120,357 first-time, full-time students who entered 168 U.S. colleges and universities of varying selectivity and type in the fall of 2017. Weights have been applied to these data to reflect the more than 1.5 million first-time, full-time undergraduate students who began college at 1,482 four-year colleges and universities across the U.S. in the fall of 2017. This means that differences of one percentage point in the results published here reflect the characteristics, behaviors, and attitudes of approximately 15,000 first-year students nationally. We describe the full methodology of the 2017 Freshman Survey administration, stratification scheme, and weight approach in Appendix A.

Campus visit increasingly important in college choice

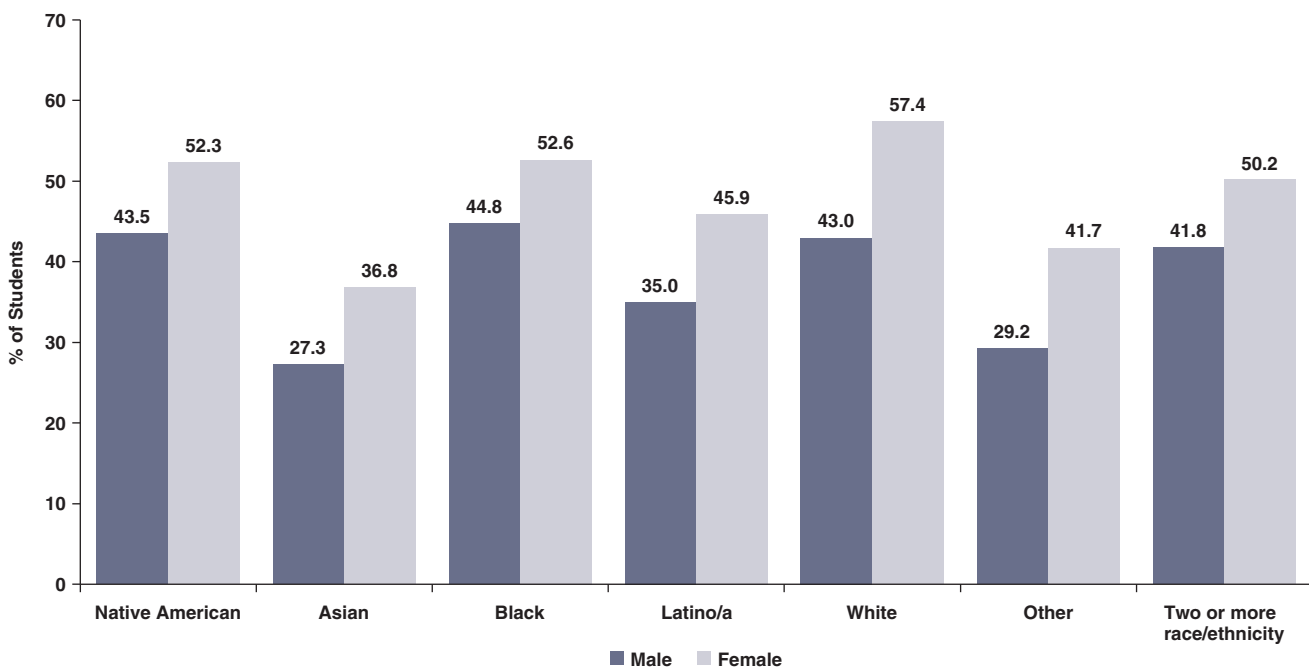
Campus visits have become increasingly important in students' college choice. Introduced in 2003, the proportion of students who report a visit to campus as "very important" in their decision to attend their current institution has increased from 37.6% to 47.3% after fifteen iterations of the survey. Now that nearly half of incoming first-time, full-time students consider campus visits "very important" in their choice of college, it is critical to look at how this question varies across students' demographics and institutional characteristics.

While just under half of students overall considered a visit to their campus very important in their choice to attend, there were differences across subgroups. For example, only 40.5% of male students considered a campus visit very

important in choosing their current institution, compared to the majority (52.7%) of female students. There was also significant variation by race/ethnicity. Asian students were least likely to consider the campus visit very important in their choice (32.3%). By contrast, 50.8% of White students and 49.4% of Black students felt similarly.

Figure 1 shows that the gap in importance placed on the campus visit between male and female students also varied by race/ethnicity. As mentioned previously, Black students were among the most likely to consider a visit to the campus as very important in their choice of college. However, the gender gap was smaller for Black students than for any other racial/ethnic group (44.8% for men and 52.6% for women), a difference of just under eight percentage points. The largest gap between male and female

Figure 1. Importance of Campus Visit, by Sex and Race/Ethnicity (% Very Important)



students was demonstrated by White students, with a nearly 15 percentage-point gap between male (43.0%) and female (57.4%) students who considered a campus visit very important to their choice of institution.

Students with higher high school grades were more likely to consider a campus visit very important in their choice of college. Figure 2 displays the gap of about 10 percentage points that exists between those who enter college with a B average or below (41.2%) and those with an A or A+ average (51.5%). A similar relationship is evident when examining income, as 43.3% of those who have an income of less than \$60,000 consider a campus visit very important, while 52.8% of those who come from families with an income of \$150,000 or more feel the same. Students from disparate income groups do not necessarily have an equal opportunity to visit their campus before making a decision, so it is not clear whether the visit itself has less impact or if fewer students are actually able to visit the campus beforehand. Overall, students

who are attending their first-choice institution (55.1%) are significantly more likely to consider a campus visit very important in their choice of college than those who are not attending their first choice (36.9%), a difference of about 18 percentage points.

When considering institution type and control, further differences emerge. Students at public institutions are much less likely to consider the campus visit very important with only 41.6% of those at public universities and 42.3% at public four-year colleges feeling this way. By contrast, the majority of students at all types of private institutions consider the campus visit very important, including 55.2% at nonsectarian four-year colleges, 55.8% at other religious four-year colleges, 56.4% at Catholic four-year colleges, and more than six out of ten (60.7%) at private universities.

Combining choice and institution type, Figure 3 reveals even greater differences. For students not attending their first-choice institution, the proportion who consider the campus visit

Figure 2. Importance of Campus Visits, by High School GPA

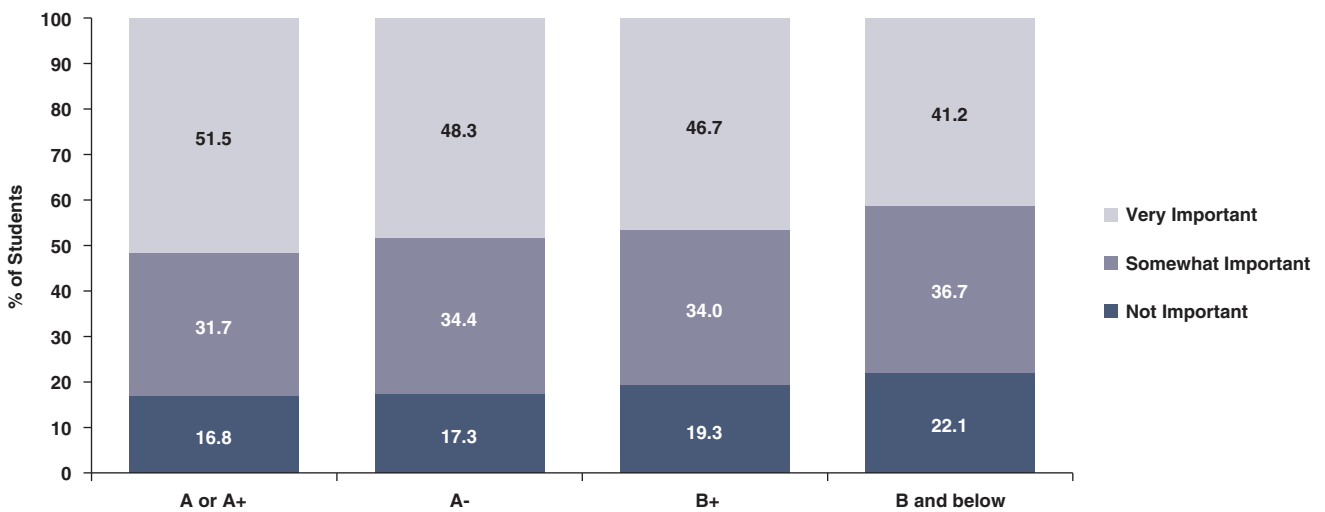
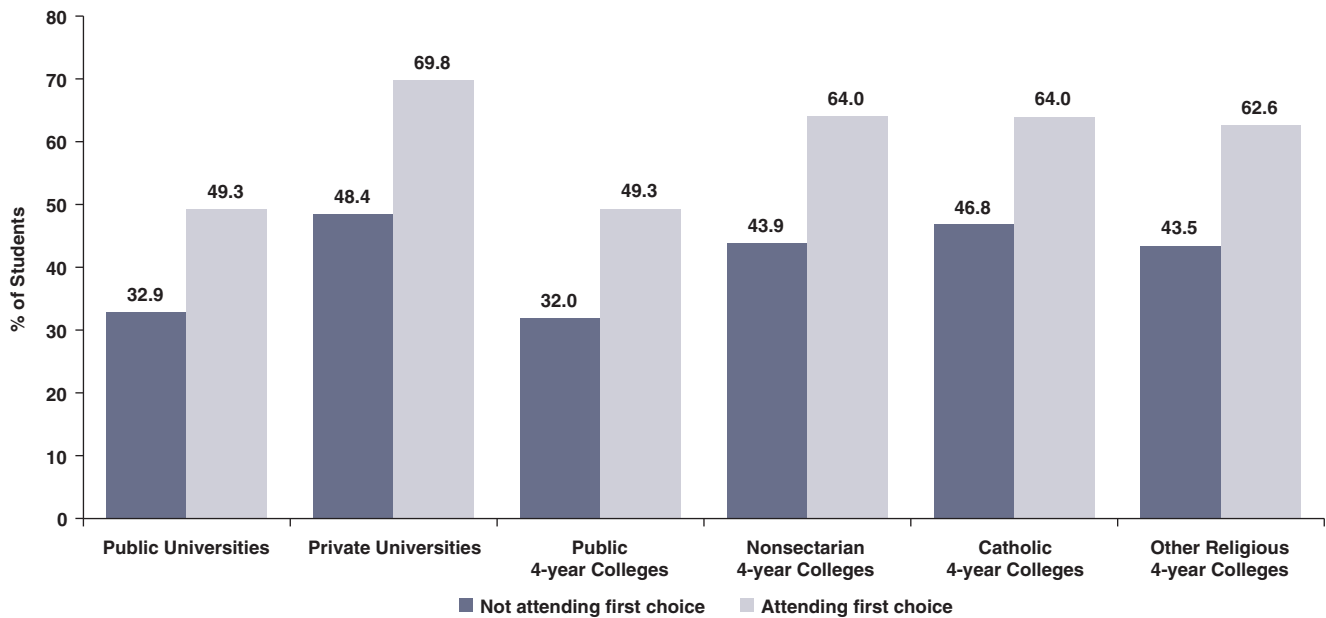


Figure 3. Importance of Campus Visit, by First-choice Institution and Institution Type



very important to their choice of college ranges from less than one-third for public four-year colleges and public universities (32.0% and 32.9%, respectively) to nearly half at Catholic four-year colleges (46.8%) and private universities (48.4%). The percentage of students attending their first-choice college who consider the campus visit very important ranges from 49.3% each for both types of public institutions to nearly seven out of ten (69.8%) at private universities.

Writing computer code before college varies by race/ethnicity and sex

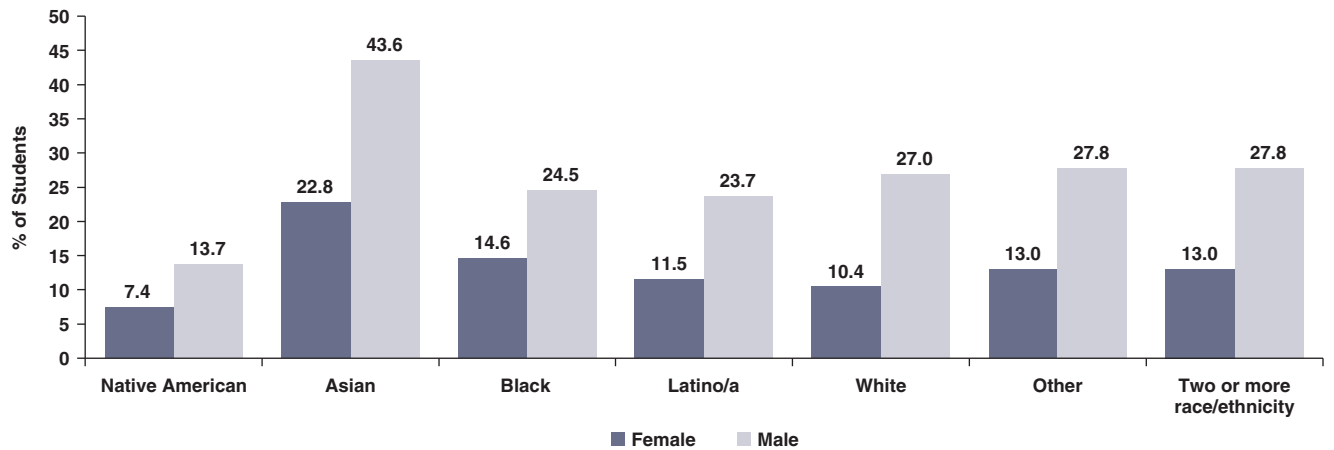
Computer coding literacy has increasingly become a necessary skill for the 21st century learner and professional. Over the last forty years, our society has progressively shifted from electromechanical systems to software-run systems (Pappano, 2017). Therefore, computer coding (learning how to write computer instructions), in addition to more traditional computer skills (running applications like Microsoft Word), are considered a core skill of many

professions and academic disciplines. For the first time in 2017, the CIRP Freshman Survey asked students how often they wrote computer code in the year prior to entering college.

While 19.0% of students indicated that they wrote computer code at least once over the past year, there were significant differences by sex. Incoming male students were more than twice as likely as female students to have experience writing computer code in the past year (28.3% and 12.6%, respectively). Variations were also found by race/ethnicity. With nearly a third (32.6%) having done so, Asian students were most likely to have written code over the past year, compared to 10.4% of Native American, 16.3% of Latino/a, 18.0% of White, 18.7% of Black, 19.3% of “Other,” and 19.5% of multi-racial students.

The intersection of sex and race/ethnicity displayed in Figure 4 reveals substantial variation in the gender gap by race/ethnicity. For example, Native American female students were least likely to write computer code during the past year (7.4%), with White females (10.4%)

Figure 4. Percentage of Students Who Wrote Computer Code During the Past Year, by Race/Ethnicity and Sex



and Latinas (11.5%) slightly more likely. Even though Asian women are most likely to have written computer code among all women (22.8%), more than four out of ten Asian males (43.6%) have done so in the past year, yielding the largest gender gap observed across race/ethnicity (more than 20 percentage points).

Not surprisingly, students who plan to major in STEM are most likely to have coded at all during the past year. For instance, 61.8% of students who plan to major in mathematics or computer science, 37.2% of prospective engineering students, and 24.9% of students who plan to major in a physical science indicated that they wrote computer code in the last year before college. By contrast, students aspiring to major in health professions were least likely to have written computer code in the last year (9.5%).

Examining Advanced Placement (AP) course participation by institutional selectivity and anticipated major

Advanced Placement (AP) courses are an important college preparation opportunity for high school students. They prepare students for college-level coursework through intense academic rigor. AP coursework can also be

converted to college credit through a passing score on an AP exam, administered at the end of the school year. AP courses span numerous subjects, including art, English, history and social science, math and computer science, general science, and world language and culture, with some high schools offering multiple AP courses and others not offering any AP courses (College Board, 2018).

A relatively small proportion of incoming freshmen (6.9%) shared that no AP courses were offered at their high school. Of students who attended high schools where AP courses were offered, more than 80% (81.5%) reported taking at least one AP course in high school with almost half (48.6%) reporting having taken between one and four AP courses. Just under one-third (32.9%) of first-time, full-time students reported having taken five or more AP courses while in high school.

Respondents also indicated whether they completed a select set of AP courses in STEM-related fields. Among this subset of AP courses, AP Calculus had the highest level of participation, with two of five incoming freshmen (40.0%) having taken the course. Just over one-quarter of incoming freshmen (27.5%)

took AP Biology, making it the second most common AP course. Finally, roughly one-fifth of incoming students took AP Physics (23.0%), AP Probability and Statistics (23.1%), and AP Chemistry (19.9%).

Participation rates for several of these AP courses varied considerably by gender. Men and women reported taking AP Probability and Statistics (24.1% and 22.2%, respectively) and AP Chemistry (21.4% and 18.6%, respectively) at roughly the same rate. Three out of ten incoming female students took AP Biology (30.0%), compared to just under one-quarter (24.3%) of their male classmates. Men’s enrollment rate in AP Calculus exceeded women’s rate by 7.6 percentage points (44.2% versus 36.6%, respectively), but AP Physics had an even larger gender gap: 29.9% of men compared to 17.4% of women.

AP course participation rates differ in notable ways when comparing students based on

intended major. Figure 5 displays the differences for those intending to major in science, technology, engineering, or mathematics (STEM) majors compared to non-STEM majors. Although the vast majority of respondents indicated having taken at least one AP course (81.5%), students intending to pursue a STEM major enrolled in AP courses at slightly higher rates than their peers intending to pursue a non-STEM major (85.4% versus 78.1%, respectively). Additionally, STEM aspirants not only had a higher likelihood of taking at least one AP course but they also tended to take more AP courses than their peers intending to pursue non-STEM majors. Nearly half of all students took between one and four AP courses, with non-STEM majors (49.8%) slightly outpacing STEM majors (47.2%). Finally, nearly 40 percent (38.2%) of STEM majors took five or more AP courses, compared to just over one-quarter (28.2%) of non-STEM majors, a difference of 10 percentage points.

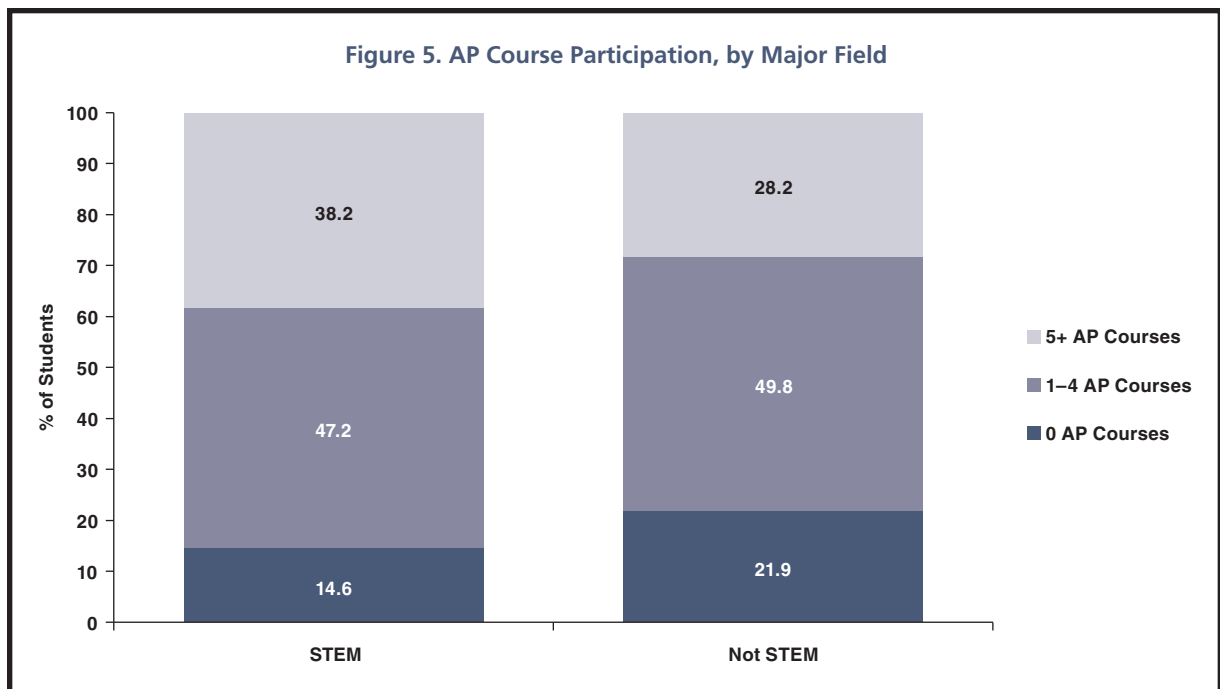
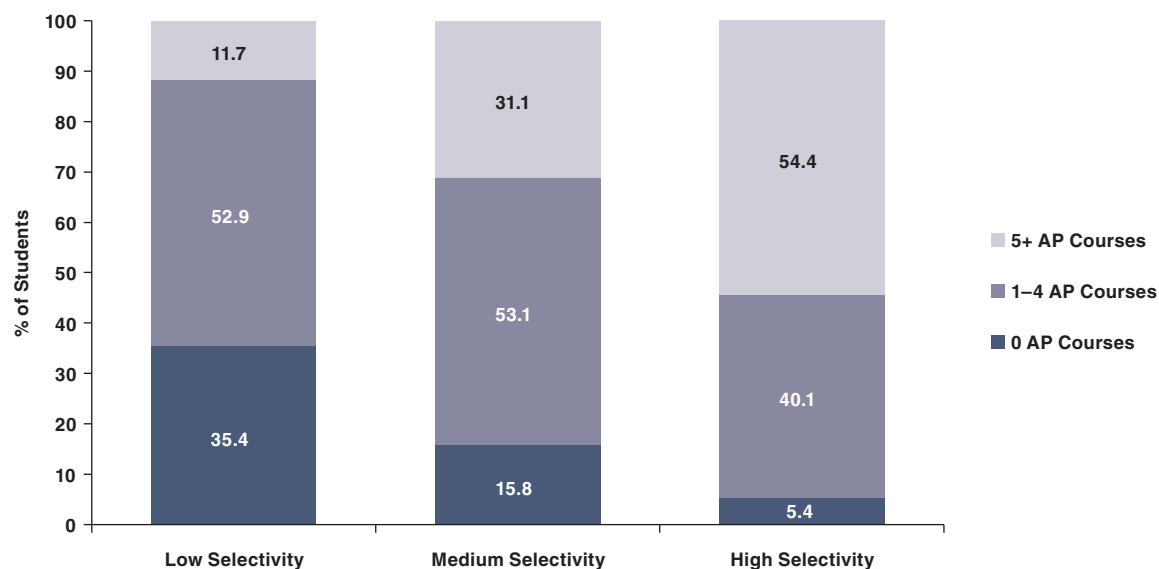


Figure 6. AP Course Participation, by Institutional Selectivity



Unsurprisingly, STEM majors participate in STEM-themed AP courses at higher rates than non-STEM majors. For example, 48.3% of STEM majors took AP Calculus while only 27.9% of non-STEM majors took this course. Similarly, 34.5% of STEM majors took AP Biology compared to 18.6% of non-STEM majors.

Interesting patterns also emerge when examining AP course participation by institutional selectivity. Selectivity is a measure of median SAT Verbal and Math scores for the incoming class. For the purposes of this section, low selectivity represents scores of 1,064 or below, medium selectivity represents 1,065–1,224, and high selectivity represents 1,225 and above. Students attending institutions with low selectivity were slightly more likely (9.1%) to have attended a high school that did not offer AP courses than students at medium (5.6%) and highly (6.0%) selective institutions. For students who attended high schools that offered AP courses, AP course participation increases as selectivity increases, as shown in Figure 6.

Figure 6 shows that students at low selectivity institutions were six times less likely to have taken any AP courses as those at highly selective institutions (5.4% and 35.4%, respectively). Interestingly, students at low and medium selectivity institutions took one to four AP courses at the same rate (52.9% and 53.1%, respectively) which exceeded the rate for students at highly selective institutions (40.1%). Students at highly selective institutions had a much greater likelihood of taking at least five AP courses in high school compared to their peers enrolling at less selective institutions, as more than half of students at the most selective institutions (54.4%) took at least five AP courses compared to 31.1% of students at institutions of medium selectivity and 11.7% of students attending the least selective institutions.

Men and women take different paths to science-related research careers

Overall, 37.0% of incoming students responded that they would “probably” or “definitely” pursue a science-related research career. This is up slightly from 35.6% when the question

was first asked a year ago. Female students were slightly more likely than male students to report such interest (38.0% and 35.7%, respectively).

When considering those who responded “probably yes” or “definitely yes,” Asian students were most likely to report pursuit of a science-related research career (50.4%), followed by those marking Other (39.4%), Black (39.1%), Latino/a (38.2%), and two or more races/ethnicities (37.5%). Native American students (27.0%) and White students (33.8%) were least likely to report an intention to pursue a science-related research career.

Overall, a small gender gap in students’ intentions to pursue a science-related research career emerges when analyzing data from all respondents (35.7% for men versus 38.0% for women), but this gap becomes more varied when disaggregating the data by race/ethnicity. Incoming Native American male students were more likely than their female peers to report probably or definitely pursuing a science-related research career (29.2% and 24.9%, respectively), a difference of over four percentage points.

Asian and biracial/multiracial males (50.9% and 37.6%, respectively) reported similar levels of interest in science-related research careers as their female counterparts (50.0% and 37.4%, respectively). By contrast, incoming Black female students (42.5%) were more likely than their male peers (34.3%) to pursue a science-related research career, an eight percentage-point difference. The only group with a larger gender gap was those who marked “Other” race, in which 44.4% of women and 32.7% of men foresaw the pursuit of a science-related research career, a difference of nearly twelve percentage points.

Students who intended to pursue a science-related research career tended to report a

STEM-related discipline as their intended major. About one-third (31.3%) of those who definitely or probably plan to pursue a science-related research career expect to major in the biological sciences, another 19.1% intend to major in engineering, and 17.7% in health professions.

The distribution of intended major among this group looks a bit different when disaggregating the data by sex. Figure 7 shows that more than a third of the female students (36.6%) compared to just under a quarter of the male students (24.4%) in this group plan to major in biological sciences. Further, 23.7% of female students plan to major in health professions, compared to just under one in ten (9.8%) male students. By contrast, nearly three in ten (29.3%) of the males who plan to pursue a science-related research career report engineering as their intended major compared to just 11.4% of female students. Male students intending to pursue a science-related research career are nearly four times as likely as their female counterparts (13.8% and 3.5%, respectively) to expect to major in mathematics or computer science. In fact, females interested in a science-related research career are nearly 10 percentage points less likely to have taken Calculus in high school (42.4%, compared to 52.1% of males). Finally, women who plan to pursue a research-related science career are also more likely to be undecided or plan to major in a non-STEM field (4.7% and 15.4%, respectively) than men are (3.9% and 11.7%, respectively).

Similar to choice of major, anticipated career also varies by sex among students who report an intention to pursue a science-related career. Figure 8 demonstrates that the most common career choice for those who plan for a science-related research career is doctor (MD or DDS) for both men (19.5%) and women (27.6%).

Figure 7. Anticipated Major for Those Who Plan To Pursue a Science-related Research Career, by Sex

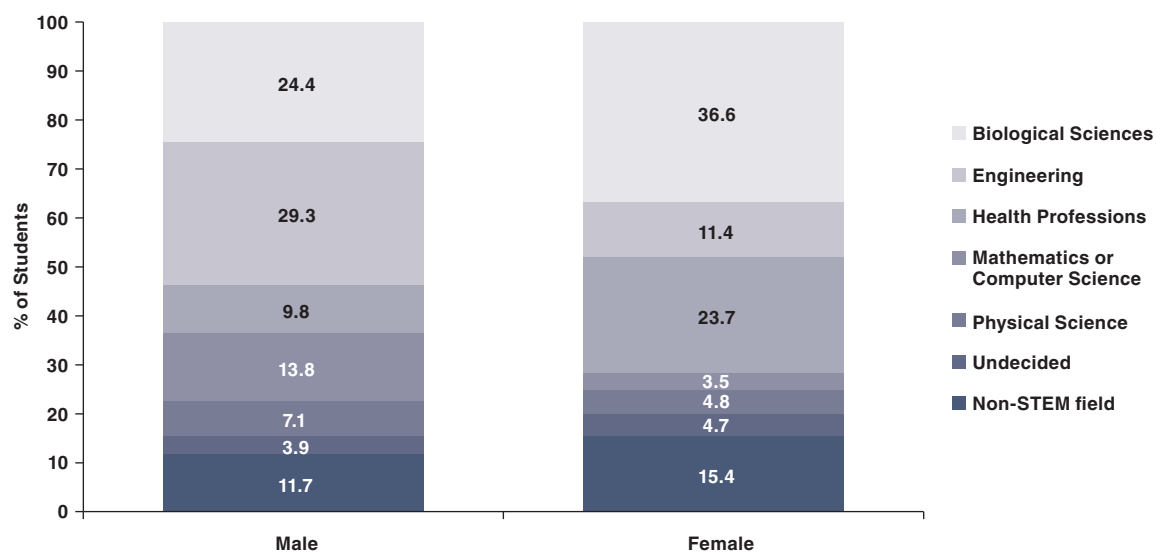
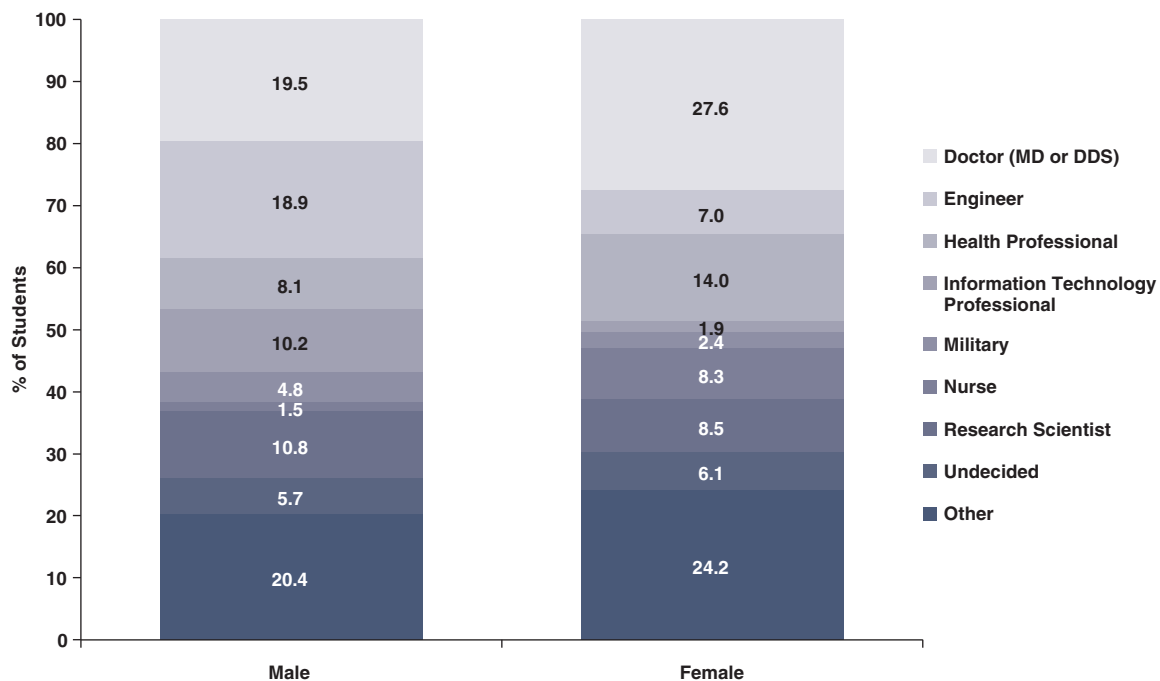


Figure 8. Anticipated Career for Those Who Plan To Pursue a Science-related Research Career, by Sex



Consistent with anticipated major mentioned above, men are more likely to select engineer (18.9%, compared to 7.0% for women) and women are more likely to select health professional (14.0%, compared to 8.1% for men). Interestingly, one in ten male students selected information technology professional (10.2%, compared to just 1.9% of women), and similar proportions of men and women (10.8% and 8.5%, respectively) selected research scientist. Men were twice as likely to select a career in the military (4.8%) than women (2.4%), but women were more than five times more likely to select a career in nursing than men (8.3% and 1.5%, respectively).

Science self-efficacy and science identity: Differences within STEM fields

In higher education research, students in STEM fields are often compared to those in non-STEM fields, and as such, are treated as a homogenous group. This section discusses two new HERI

constructs, science self-efficacy and science identity, and analyzes differences in scores across four STEM fields: biological sciences, engineering, math/computer science, and physical sciences.

Science self-efficacy is a measure of students' confidence in their ability to conduct scientific research, assessing confidence with such skills as determining how to collect appropriate data, integrating results from multiple studies, generating research questions, and explaining the results of a study. When originally scored, each construct has a theoretical population mean of 50 and standard deviation of 10. Figure 9 shows that students intending to major in each of these four STEM fields felt more confident in their ability to conduct research, as evidenced by their higher mean scores relative to the population mean of 50. Among STEM students, those intending to major in the physical sciences expressed the greatest level of confidence in their research abilities as indicated by their mean score of 53.74, slightly outpacing their peers in

Figure 9. Mean Science Self-efficacy and Science Identity Scores, by STEM Field

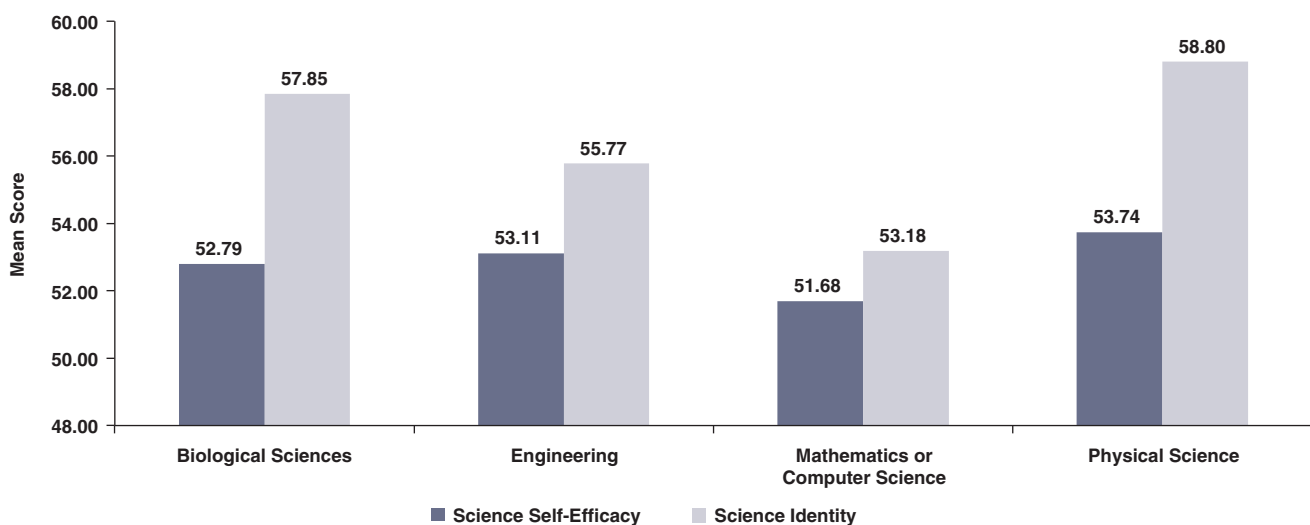
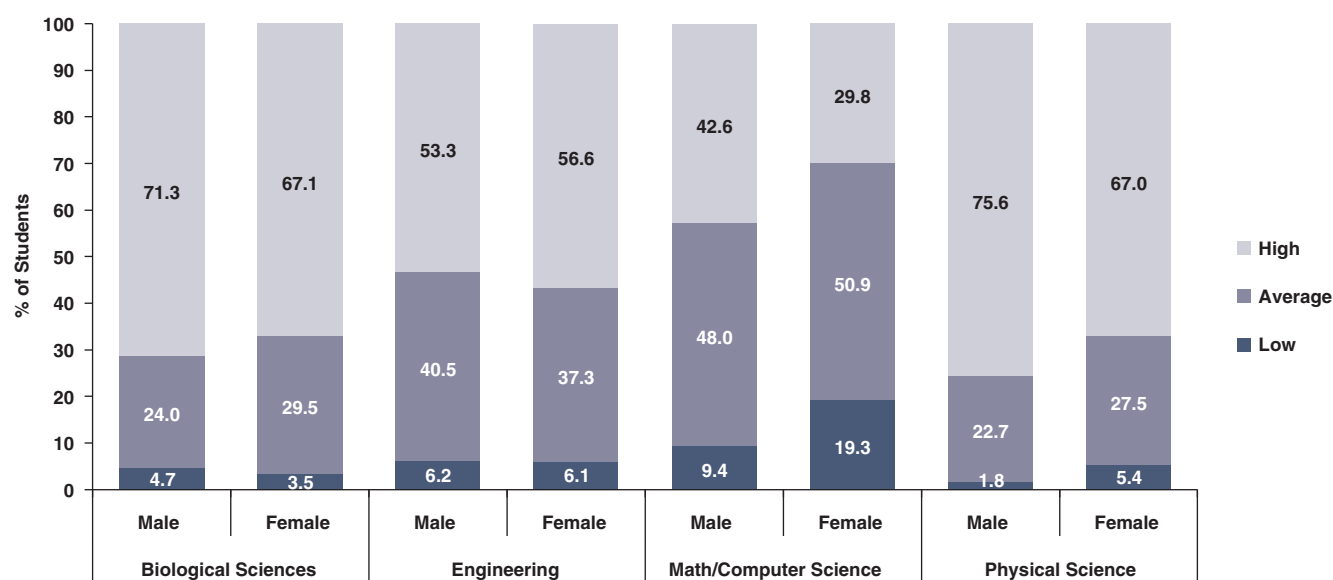


Figure 10. Science Identity, by Sex and STEM Field



engineering (53.11), biological sciences (52.79), and math/computer science (51.68).

In addition to the raw scores for each construct, HERI also provides participating institutions with an ordinal measure for each construct, which classifies students' scores as high (one-half standard deviation above the mean or higher), medium (within one-half standard deviation of the mean), or low (one-half standard deviation below the mean or lower). Disaggregating data by STEM sub-discipline using this ordinal measure for science self-efficacy reveals that nearly 40 percent (38.8%) of physical sciences students score "high" compared to 36.0% of engineering students, 34.5% of biological science students, and 31.0% of math/computer science students.

Science identity, which measures the extent to which students think of themselves as scientists, consists of four agreement items: I have a strong sense of belonging to the community of scientists; I derive great personal satisfaction from working on a team that is doing important research; I think of myself as a scientist; and I feel like I belong in the field of science. STEM

aspirants' identify as scientists significantly more than the average first-year student. Similar to science self-efficacy, mean scores within STEM were lowest, though still above the population mean of 50, for those in math/computer science (53.18), and highest for those in physical science (58.80), nearly a full standard deviation above the mean. Put a different way, more than seven out of ten physical science students (71.5%) had science identity scores that placed them in the high group compared to 68.5% of those in biological sciences, 54.3% in engineering, and 38.9% in math/computer science.

Male students scored slightly higher on the science identity construct than women did, with male students averaging 51.21 and female students averaging 49.73. Again students intending to major in STEM fields scored higher than the population mean. Differences between male and female students were significant, with males in physical science, math/computer science, and biological sciences scoring higher than their female peers within their respective fields. The difference by sex for students in engineering was not statistically significant. Figure 10 reveals that the biggest difference in

science identity by sex exists for those in math/computer science, as nearly 13 percentage points separate the proportion of male students (42.6%) from the proportion of female students (29.8%) who scored at least one-half of a standard deviation above the mean.

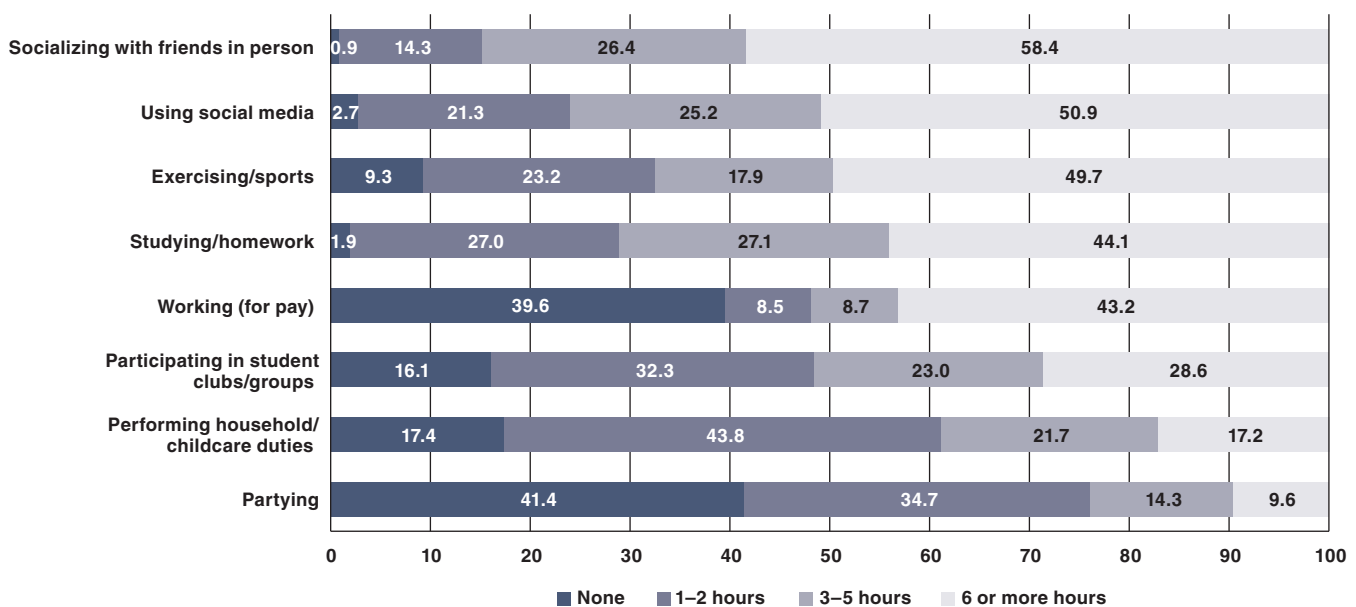
Compared to their parents' generation, students today more likely to spend time studying, socializing

As high school students (and their families) position themselves for success in college through choices related to which courses to take and which extracurricular activities to join, decisions students make with respect to how they spend their time can reveal a lot about their priorities and also signal likely patterns for future behavior. Given the broadening conceptualization of “college readiness” to include not only academic preparation but also the ability to adapt to new social networks and

environmental contexts (Conley, 2007), the shifts in how much time students invest in a variety of activities during their last year of high school may have particular salience for college and university administrators responsible for helping these students adjust to college life (Eagan, Stolzenberg, Ramirez, Aragon, Suchard, & Rios-Aguilar, 2016). This section examines a set of items related to how many hours each week students devoted to a range of activities, including completing homework assignments, socializing in various ways, exercising, working, and participating in student clubs during their last year of high school.

Regarding academic preparation, the upward trend in the amount of time students spent studying or doing homework during their senior year continued with the 2017 cohort. Figure 11 shows that overall, 44.1% of incoming freshmen indicated spending six or more hours per week doing homework, with 27.1% spending three

Figure 11. Hours per Week Spent on Selected Activities



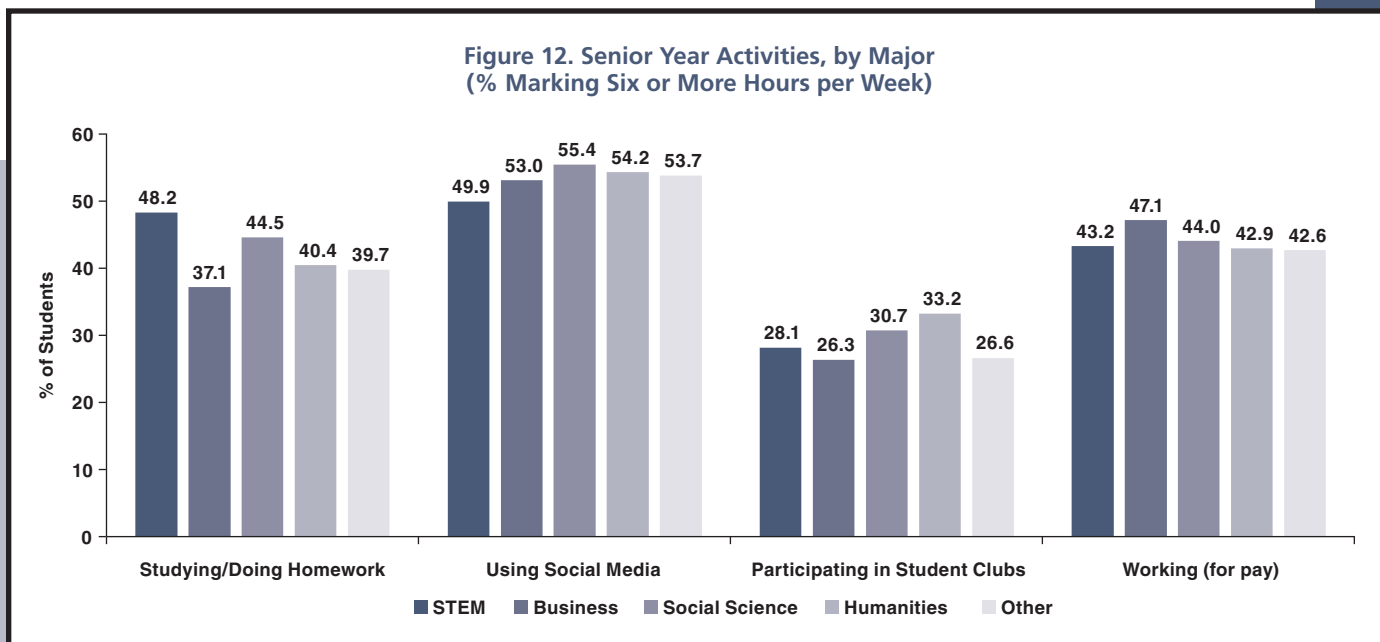
to five hours per week, 27.0% spending one to two hours per week, and 1.9% reporting spending no time studying/doing homework during their senior year of high school. By contrast in 2007, only 33.8% of incoming first-year students reported spending six or more hours on homework, 28.4% spent three to five hours, 22.7% spent one to two hours per week, and 2.4% reported spending no time studying/doing homework during their senior year of high school. Comparing the current data by sex revealed that women hit the books significantly more hours each week than men, as nearly half (48.7%) of women studied at least six hours each week compared to 22.8% of men.

As Figure 12 notes, students who anticipated majoring in STEM fields (48.2%) reported studying at least six hours each week at a higher rate than their peers intending to major in social science (44.5%) humanities (40.4%), and business (37.1%). As incoming college students continue to spend more time on homework or studying, colleges and universities must ensure

their campuses are equipped with proper study spaces to further support students' academic success.

Similar to their increased time investment in studying, students in 2017 reported spending more time engaging with online social media compared to previous years, and they socialize online almost as often as they interact with their peers in person. In 2017, more than half of all first-time, first-year college students (50.9%) spent six or more hours per week on social media during their last year of high school, up 10 percentage points from the 2016 administration and more than 30 percentage points higher than when the question was first asked a decade ago (18.9% in 2007). It is important to note that utilizing social media has not completely replaced face-to-face interaction as 58.4% spent six or more hours socializing in person during their last year of high school.

Student clubs provide a more formal venue for students to socialize with their peers in high



school, and the amount of time students spent participating in clubs during their senior year differed by their intended major. Across all intended majors, more than a quarter of students (28.6%) indicated that they spent six or more hours per week participating in student clubs/groups and just under a quarter (23.0%) spent three to five hours per week doing so. Students are more engaged in extracurricular activities than years past with only 16.1% of incoming freshmen reporting spending no time participating in student clubs or groups, the lowest it has been since the question was first asked in 1987 (25.0%) and more than three percentage points lower than the 2016 administration (19.7%). Also, Figure 12 shows that students who intend on majoring in humanities (33.2%) and social sciences (30.7%) were more likely to spend six hours or more participating in student clubs than students in STEM (28.1%), business (26.3%), or other majors (26.6%). STEM aspirants, in particular, may have less time available

to participate in clubs in high school due to their tendency to take significantly more AP courses than their peers.

Given the significant time investments in academics, extracurricular activities, and social networks, students in 2017 spend significantly fewer hours each week working for pay compared to their parents' generation. A significantly larger proportion of students in 2017 reported not working for pay (39.6%) compared to their counterparts who entered college in 1987 (26.1%), and a corresponding decrease is reflected in the proportion of students who spent six or more hours working for pay between 1987 (62.1%) and 2017 (39.6%). As illustrated in Figure 12, students intending to major in business (47.1%) or social science (44%) had a greater likelihood of working for pay in high school compared to their peers intending to pursue other majors.

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2017 National Norms

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

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

2017 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
First-time Full-time Freshmen	120,357	58,464	61,893	18,302	45,210	22,776	11,367	11,067	43,591	18,302	3,261	1,574	1,687
Is English your primary language?													
Yes	92.5	93.1	91.9	90.5	93.1	91.0	93.4	95.3	92.3	90.5	98.5	98.3	98.8
No	7.5	6.9	8.1	9.5	6.9	9.0	6.6	4.7	7.7	9.5	1.5	1.7	1.2
In what year did you graduate from high school?													
2017	97.7	97.0	98.5	97.9	97.2	96.8	98.5	97.0	98.7	97.9	97.6	97.8	97.2
2016	1.7	2.2	1.1	1.7	2.0	2.4	1.0	2.1	1.0	1.7	1.7	1.6	1.9
2015 or earlier	0.5	0.7	0.3	0.4	0.7	0.7	0.4	0.8	0.3	0.4	0.6	0.6	0.8
Passed GED / Never completed high school	0.1	0.1	0.0	0.0	0.1	0.1	0.1	0.1	0.0	0.0	0.1	0.1	0.0
Are you enrolled (or enrolling) as a:													
Full-time student	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Part-time student	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
How many miles is this college from your permanent home?													
5 or less	5.4	6.4	4.4	3.6	5.3	5.7	6.9	4.0	4.5	3.6	3.7	3.5	4.1
6 to 10	7.2	7.4	6.9	4.4	6.3	6.1	9.5	4.8	7.4	4.4	3.9	3.2	5.2
11 to 50	29.3	27.9	31.0	15.4	22.3	19.6	30.2	21.2	34.5	15.4	18.1	19.6	15.1
51 to 100	15.3	16.9	13.6	6.3	16.0	16.6	13.2	16.8	15.2	6.3	19.4	25.2	8.5
101 to 500	25.1	22.3	28.2	24.4	27.3	26.6	22.2	30.7	29.0	24.4	31.9	36.4	23.5
Over 500	17.6	19.1	16.1	46.0	22.9	25.5	18.0	22.6	9.3	46.0	23.0	12.1	43.5
What was your average grade in high school?													
A or A+	30.0	24.2	36.2	53.7	26.1	24.9	24.9	28.0	32.3	53.7	13.8	10.9	19.5
A-	27.4	23.7	31.4	27.9	26.4	26.0	28.3	25.7	32.2	27.9	15.1	12.7	19.8
B+	19.2	20.5	17.7	10.9	20.5	20.9	21.4	19.6	19.2	10.9	21.5	20.2	24.1
B	15.5	19.6	11.1	5.8	16.8	17.6	16.4	16.1	12.4	5.8	22.3	23.7	19.5
B-	4.9	7.1	2.5	1.2	5.8	6.1	5.5	5.6	2.8	1.2	13.9	17.0	7.8
C+	2.0	3.1	0.7	0.3	2.9	3.1	2.5	2.9	0.8	0.3	8.5	9.8	6.0
C	1.1	1.7	0.3	0.1	1.5	1.3	1.0	2.0	0.4	0.1	4.8	5.6	3.3
D	0.0	0.1	0.0	0.0	0.1	0.1	0.0	0.1	0.0	0.0	0.1	0.1	0.1
Prior to this term, have you ever taken courses for credit at this institution?													
Yes	7.0	8.1	5.9	5.5	6.2	5.5	6.8	6.7	6.0	5.5	6.8	3.9	12.6
No	93.0	91.9	94.1	94.5	93.8	94.5	93.2	93.3	94.0	94.5	93.2	96.1	87.4
Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?													
Yes	12.2	12.7	11.7	11.2	12.6	11.9	11.9	13.8	11.8	11.2	14.1	11.7	18.7
No	87.8	87.3	88.3	88.8	87.4	88.1	88.1	86.2	88.2	88.8	85.9	88.3	81.3

2017 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
To how many colleges other than this one did you apply for admission this year?													
None	10.8	13.1	8.3	7.4	11.8	11.2	8.8	14.1	8.5	7.4	5.4	5.4	5.4
1	8.0	8.5	7.5	3.9	7.1	5.8	5.6	9.3	8.3	3.9	3.6	3.8	3.3
2	10.1	10.6	9.5	5.0	9.6	7.7	8.4	12.3	10.5	5.0	8.4	8.6	7.9
3	13.5	14.0	13.0	7.4	13.1	11.1	12.5	15.7	14.2	7.4	16.3	17.1	14.6
4	11.6	12.2	11.0	8.1	12.3	12.0	12.3	12.6	11.6	8.1	14.2	14.9	12.9
5	9.9	10.1	9.8	9.0	10.1	10.7	11.0	9.0	10.0	9.0	12.1	12.6	11.3
6	8.2	7.9	8.6	9.1	8.1	8.5	9.3	7.0	8.5	9.1	10.4	10.8	9.5
7 to 8	12.8	11.2	14.5	17.1	11.9	13.1	14.6	9.0	13.9	17.1	13.1	12.9	13.5
9 to 10	7.6	6.3	9.1	14.6	7.7	9.3	8.9	5.2	7.8	14.6	7.0	6.1	8.8
11 or more	7.4	6.2	8.7	18.3	8.4	10.7	8.6	5.7	6.6	18.3	9.5	7.9	12.7
Were you accepted by your first choice college?													
Yes	75.8	80.0	71.3	67.0	80.0	76.8	79.2	84.0	72.3	67.0	80.0	80.8	78.5
No	24.2	20.0	28.7	33.0	20.0	23.2	20.8	16.0	27.7	33.0	20.0	19.2	21.5
Is this college your:													
First choice	57.1	59.1	55.0	58.0	58.9	56.2	56.2	63.5	54.4	58.0	45.2	42.2	51.2
Second choice	26.6	25.9	27.4	23.9	25.3	26.5	28.2	22.5	28.2	23.9	31.8	34.2	27.1
Third choice	10.0	9.5	10.7	11.0	10.0	11.0	10.2	8.7	10.6	11.0	14.1	14.8	12.7
Less than third choice	6.2	5.6	6.9	7.1	5.7	6.3	5.4	5.3	6.8	7.1	8.9	8.8	8.9
Citizenship status:													
U.S. citizen	95.2	95.9	94.4	91.2	94.9	93.0	95.9	96.4	95.1	91.2	98.0	97.5	98.8
Permanent resident (green card)	2.0	1.6	2.4	1.8	1.3	1.5	1.7	0.9	2.5	1.8	0.5	0.5	0.4
International student (F-1, J-1, or M-1 visa)	2.1	1.8	2.5	6.5	3.3	4.9	1.4	2.4	1.6	6.5	1.4	1.9	0.4
None of the above	0.7	0.7	0.7	0.5	0.6	0.6	1.0	0.4	0.8	0.5	0.2	0.1	0.4
Please mark the sex of your parent(s) or guardian(s).													
Parent/Guardian 1													
Female	42.9	46.1	39.3	36.9	45.9	48.3	46.5	42.8	39.9	36.9	70.1	72.3	65.7
Male	57.1	53.9	60.7	63.1	54.1	51.7	53.5	57.2	60.1	63.1	29.9	27.7	34.3
Parent/Guardian 2													
Female	61.1	58.4	63.9	65.4	58.2	56.0	57.4	61.2	63.5	65.4	38.8	37.4	41.1
Male	38.9	41.6	36.1	34.6	41.8	44.0	42.6	38.8	36.5	34.6	61.2	62.6	58.9
Please mark which of the following courses you have completed:													
Pre-calculus/Trigonometry	84.3	78.5	90.4	93.7	78.3	79.6	81.9	74.7	89.6	93.7	68.8	64.1	76.5
Probability & Statistics	31.6	30.1	33.2	34.7	31.7	33.6	28.3	31.4	32.8	34.7	26.0	25.1	27.3
Calculus	39.3	30.3	48.2	58.6	31.4	35.9	30.7	26.3	45.7	58.6	18.6	15.5	22.9
AP Probability & Statistics	21.8	16.1	27.5	30.1	16.0	17.0	15.1	15.4	26.9	30.1	10.0	8.0	12.7
AP Calculus	37.7	27.5	47.7	59.3	25.1	27.7	25.6	21.8	44.9	59.3	13.5	9.4	19.0
AP Computer Science A	6.4	4.0	8.7	8.3	3.2	3.6	3.2	2.7	8.8	8.3	2.8	2.8	3.0
AP Computer Science Principles	2.8	2.2	3.5	2.7	1.8	1.8	1.7	1.7	3.7	2.7	1.9	1.9	1.9
AP Biology	26.3	20.2	32.4	35.6	21.3	22.0	22.7	19.6	31.6	35.6	18.5	15.3	23.0
AP Chemistry	19.2	14.5	23.9	27.9	13.6	15.0	12.8	12.5	22.9	27.9	11.3	9.5	13.6
AP Physics	21.9	16.6	27.4	35.1	14.3	16.3	13.6	12.2	25.5	35.1	9.2	6.2	13.3
AP Environmental Science	15.4	12.7	18.1	17.8	12.7	13.5	11.6	12.4	18.2	17.8	13.5	13.1	14.0

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
How many weeks this summer did you participate in a bridge program at this institution?													
Zero	94.8	93.6	96.2	95.1	94.3	93.3	95.5	94.7	96.4	95.1	95.5	98.1	90.4
One to two	2.0	2.5	1.5	3.1	3.1	3.8	2.4	2.8	1.2	3.1	1.5	1.3	2.0
Three to four	1.2	2.0	0.4	0.7	1.8	2.0	1.5	1.8	0.3	0.7	1.0	0.5	2.1
Five to six	1.2	1.4	1.0	0.9	0.6	0.8	0.5	0.5	1.0	0.9	1.8	0.1	5.2
Seven or more	0.7	0.5	0.9	0.1	0.1	0.2	0.1	0.1	1.1	0.1	0.1	0.1	0.2
During high school (grades 9-12) how many years did you study each of the following subjects?													
Mathematics (3 years)	98.5	97.9	99.1	99.2	97.9	98.0	98.6	97.5	99.1	99.2	95.4	95.0	96.2
Physical Science (2 years)	57.7	54.3	61.3	67.6	54.1	56.6	54.0	51.3	59.9	67.6	43.1	42.6	43.8
Biological Science (2 years)	49.9	47.1	53.0	54.4	48.9	48.7	50.5	48.5	52.6	54.4	41.6	39.4	45.6
Computer Science (1/2 year)	36.3	37.1	35.5	32.4	36.7	36.0	32.8	39.7	36.2	32.4	34.1	34.9	32.7
How many Advanced Placement/International Baccalaureate courses or exams did you take in high school?													
AP Courses													
Not offered at my high school	6.9	8.3	5.4	8.5	10.3	10.4	7.8	11.5	4.7	8.5	12.0	13.5	9.1
None	17.2	24.0	10.0	6.3	24.2	24.0	23.0	25.2	10.8	6.3	34.8	40.8	24.0
1 to 4	45.3	47.3	43.1	31.9	46.1	44.6	49.1	46.2	45.6	31.9	44.2	41.6	48.8
5 to 9	25.6	17.6	34.1	40.2	17.0	18.2	18.3	15.0	32.7	40.2	7.9	3.4	16.1
10 to 14	4.6	2.4	6.9	11.6	2.0	2.5	1.6	1.8	5.8	11.6	0.8	0.4	1.7
15+	0.5	0.3	0.6	1.4	0.3	0.3	0.2	0.3	0.4	1.4	0.3	0.3	0.3
AP Exams													
Not offered at my high school	7.4	9.1	5.6	7.8	10.9	10.6	8.2	12.6	5.1	7.8	13.4	15.3	10.0
None	23.1	30.7	14.9	8.6	30.7	30.1	29.3	32.0	16.3	8.6	41.7	47.3	31.5
1 to 4	43.8	44.6	43.0	34.3	43.1	42.2	46.9	42.1	44.9	34.3	38.6	34.3	46.6
5 to 9	21.8	13.9	30.3	38.3	13.7	15.1	14.5	11.7	28.5	38.3	5.4	2.5	10.8
10 to 14	3.6	1.6	5.8	9.7	1.4	1.8	1.0	1.2	4.9	9.7	0.5	0.4	0.8
15+	0.4	0.3	0.5	1.3	0.2	0.3	0.1	0.2	0.3	1.3	0.3	0.3	0.2
IB Courses													
Not offered at my high school	61.3	57.3	65.7	75.0	58.8	59.1	58.9	58.3	63.5	75.0	44.2	40.6	50.6
None	31.3	36.1	26.0	15.0	34.7	33.4	34.9	36.1	28.6	15.0	45.3	49.5	38.0
1 to 4	3.4	3.7	3.0	2.5	3.1	3.0	3.1	3.2	3.1	2.5	5.8	6.2	5.1
5 to 9	3.3	2.3	4.4	6.5	2.8	3.7	2.4	1.9	3.9	6.5	3.3	2.6	4.6
10 to 14	0.5	0.4	0.6	0.8	0.4	0.5	0.5	0.3	0.6	0.8	0.7	0.5	1.1
15+	0.3	0.2	0.3	0.2	0.2	0.3	0.2	0.2	0.4	0.2	0.7	0.7	0.6
IB Exams													
Not offered at my high school	61.5	57.6	65.9	75.0	59.0	59.3	59.1	58.7	63.7	75.0	44.9	41.4	51.2
None	32.5	37.1	27.4	15.8	35.6	34.1	36.0	37.0	30.1	15.8	46.8	51.2	39.0
1 to 4	2.4	2.8	1.9	2.2	2.5	2.6	2.5	2.3	1.9	2.2	4.5	4.5	4.4
5 to 9	2.9	2.0	4.0	5.9	2.4	3.3	1.9	1.5	3.5	5.9	3.0	2.2	4.4
10 to 14	0.3	0.3	0.4	0.5	0.3	0.4	0.3	0.2	0.4	0.5	0.4	0.3	0.4
15+	0.3	0.2	0.4	0.5	0.3	0.3	0.2	0.2	0.4	0.5	0.5	0.4	0.5
At any time since you turned 13, were you in foster care or were you a dependent of the court?													
No	98.6	98.4	98.7	98.5	98.2	97.9	98.7	98.3	98.8	98.5	97.3	97.0	97.8
Yes	0.5	0.7	0.4	0.4	0.7	0.7	0.6	0.7	0.4	0.4	1.1	1.4	0.6
I don't know	0.9	0.9	0.9	1.1	1.1	1.4	0.7	1.0	0.8	1.1	1.6	1.6	1.6

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private	
Do you consider yourself:														
Pre-Med	20.7	16.8	24.9	23.7	18.8	17.6	23.2	17.9	25.2	23.7	31.1	27.7	37.3	
Pre-Law	6.6	6.2	7.1	10.6	7.0	8.7	6.5	5.4	6.3	10.6	10.8	9.0	13.9	
Your intended major:														
Arts and Humanities														
Art, fine and applied	1.2	1.4	1.0	0.5	1.4	1.4	0.8	1.7	1.1	0.5	0.8	0.9	0.7	
English (language and literature)	1.2	1.2	1.3	1.6	1.5	1.9	1.1	1.3	1.2	1.6	0.8	0.6	1.3	
History	0.9	1.2	0.7	1.2	1.3	1.5	0.9	1.2	0.6	1.2	0.5	0.5	0.6	
Journalism/Communication	1.6	1.7	1.6	2.0	1.9	1.5	1.7	2.3	1.5	2.0	3.4	4.1	1.9	
Classical and Modern Languages and Literature	0.3	0.2	0.3	0.4	0.3	0.3	0.1	0.4	0.2	0.4	0.1	0.1	0.1	
Music	1.1	1.2	1.0	0.5	1.6	0.8	0.4	3.1	1.1	0.5	1.4	1.7	0.8	
Philosophy	0.3	0.2	0.4	0.6	0.3	0.3	0.3	0.3	0.3	0.6	0.3	0.4	0.2	
Theatre/Drama	0.9	1.0	0.8	0.6	1.1	0.6	0.4	2.1	0.8	0.6	0.7	0.5	1.0	
Theology/Religion	0.3	0.4	0.1	0.2	0.6	0.2	0.2	1.4	0.1	0.2	0.2	0.2	0.1	
Other Arts and Humanities	1.0	1.1	0.9	0.7	1.1	1.0	0.6	1.5	0.9	0.7	0.6	0.6	0.7	
Biological & Life Sciences														
Biology (general)	8.2	7.0	9.6	7.7	7.6	7.2	10.1	6.9	10.0	7.7	12.5	8.8	19.7	
Animal Biology (zoology)	0.7	0.8	0.7	0.3	1.2	1.7	0.3	1.0	0.8	0.3	0.4	0.4	0.5	
Ecology & Evolutionary Biology	0.2	0.1	0.2	0.2	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.1	0.2	
Marine Biology	0.4	0.4	0.3	0.2	0.4	0.3	0.3	0.5	0.4	0.2	0.1	0.1	0.3	
Microbiology	0.3	0.1	0.5	0.2	0.1	0.1	0.1	0.1	0.5	0.2	0.0	0.1	0.0	
Molecular, Cellular, & Developmental Biology	0.7	0.4	1.0	1.1	0.3	0.4	0.3	0.3	1.0	1.1	0.3	0.4	0.2	
Neurobiology/Neuroscience	1.4	0.7	2.2	4.1	1.2	1.4	0.9	1.2	1.8	4.1	0.9	0.7	1.2	
Plant Biology (botany)	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1	
Agriculture/Natural Resources	0.3	0.2	0.5	0.1	0.3	0.5	0.1	0.1	0.5	0.1	0.1	0.2	0.0	
Biochemistry/Biophysics	1.6	1.1	2.2	2.1	1.3	1.2	1.5	1.3	2.2	2.1	0.8	0.6	1.1	
Environmental Science	0.8	0.8	0.9	1.0	1.1	1.8	0.6	0.7	0.8	1.0	0.1	0.2	0.0	
Other Biological Science	0.8	0.7	1.0	0.5	1.0	1.4	0.7	0.6	1.1	0.5	0.2	0.1	0.4	
Business														
Accounting	1.8	2.0	1.7	1.5	2.0	1.6	3.0	1.8	1.8	1.5	2.1	2.3	1.7	
Business Administration (general)	2.4	2.9	1.9	1.8	3.2	2.4	3.1	4.0	1.9	1.8	3.4	3.4	3.4	
Entrepreneurship	0.6	0.7	0.6	0.9	0.8	1.0	0.5	0.8	0.5	0.9	0.5	0.5	0.7	
Finance	2.5	1.4	3.7	6.4	1.7	1.6	3.3	1.1	3.1	6.4	1.2	1.2	1.2	
Hospitality/Tourism	0.2	0.1	0.2	0.1	0.0	0.0	0.0	0.1	0.2	0.1	0.3	0.4	0.1	
Human Resources Management	0.2	0.2	0.2	0.1	0.1	0.1	0.2	0.2	0.3	0.1	0.3	0.3	0.2	
International Business	0.5	0.6	0.5	1.0	0.7	0.7	0.9	0.7	0.4	1.0	0.4	0.4	0.5	
Marketing	2.1	1.9	2.2	2.5	2.0	1.6	3.2	1.8	2.2	2.5	2.0	1.9	2.0	
Management	2.1	2.7	1.4	1.5	2.5	2.3	3.5	2.3	1.4	1.5	4.0	4.8	2.5	
Computer/Management Information Systems	0.4	0.3	0.5	0.3	0.2	0.1	0.3	0.3	0.5	0.3	0.2	0.2	0.1	
Real Estate	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.3	0.1	0.2	0.0	0.0	0.0	
Other Business	0.8	0.7	0.8	0.9	1.0	1.0	0.7	1.3	0.8	0.9	0.6	0.7	0.2	
Education														
Elementary Education	1.6	2.3	0.9	0.8	2.3	1.5	2.2	3.3	0.9	0.8	1.3	1.6	0.9	
Music/Art Education	0.5	0.7	0.4	0.2	0.6	0.3	0.1	1.2	0.4	0.2	0.6	0.9	0.2	
Physical Education/Recreation	0.2	0.4	0.1	0.1	0.4	0.2	0.1	0.7	0.1	0.1	0.7	1.0	0.1	
Secondary School Teacher in a non-STEM subject	1.0	1.4	0.6	0.6	1.2	1.0	1.3	1.3	0.6	0.6	1.1	1.5	0.4	
Special Education	0.6	0.8	0.4	0.4	0.8	0.6	0.9	1.1	0.4	0.4	0.8	1.0	0.3	
Other Education	0.5	0.7	0.3	0.2	0.3	0.2	0.3	0.3	0.3	0.2	0.6	0.8	0.1	

2017 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your intended major (continued):													
Engineering													
Aerospace/Aeronautical/Astronautical Engineering	1.3	2.0	0.5	0.3	0.9	2.0	0.1	0.1	0.6	0.3	0.4	0.3	0.7
Biological/Agricultural Engineering	0.1	0.0	0.2	0.1	0.0	0.0	0.0	0.0	0.2	0.1	0.1	0.1	0.0
Biomedical Engineering	1.2	0.5	2.0	2.4	0.6	0.7	0.8	0.4	1.9	2.4	0.9	0.5	1.7
Chemical Engineering	0.7	0.2	1.3	0.9	0.1	0.1	0.2	0.1	1.4	0.9	0.2	0.1	0.4
Civil Engineering	0.9	0.9	0.8	0.4	0.4	0.2	0.6	0.5	1.0	0.4	0.2	0.2	0.3
Computer Engineering	1.2	0.8	1.6	0.6	0.5	0.5	0.8	0.4	1.8	0.6	0.8	0.5	1.4
Electrical/Electronic Communications Engineering	1.3	1.0	1.5	0.8	0.6	0.6	0.6	0.5	1.7	0.8	0.6	0.5	0.6
Engineering Science/Engineering Physics	0.1	0.1	0.2	0.4	0.1	0.1	0.1	0.1	0.1	0.4	0.0	0.1	0.0
Environmental/Environmental Health Engineering	0.3	0.2	0.4	0.3	0.2	0.3	0.2	0.1	0.4	0.3	0.1	0.0	0.2
Industrial/Manufacturing Engineering	0.3	0.2	0.4	0.1	0.2	0.2	0.0	0.3	0.5	0.1	0.4	0.5	0.2
Materials Engineering	0.3	0.2	0.4	0.1	0.1	0.1	0.1	0.2	0.5	0.1	0.1	0.1	0.2
Mechanical Engineering	3.1	2.8	3.5	2.3	1.5	1.5	1.9	1.3	3.7	2.3	0.9	0.7	1.3
Other Engineering	0.7	1.0	0.4	0.2	0.4	0.3	0.4	0.5	0.4	0.2	0.2	0.2	0.1
Health Professions													
Clinical Laboratory Science	0.1	0.1	0.2	0.1	0.1	0.1	0.0	0.1	0.2	0.1	0.2	0.2	0.1
Health Care Administration/Studies	0.3	0.3	0.3	0.2	0.4	0.4	0.4	0.3	0.4	0.2	0.8	0.8	0.8
Health Technology	0.1	0.1	0.1	0.0	0.1	0.0	0.2	0.0	0.1	0.0	0.1	0.1	0.0
Kinesiology	0.8	1.0	0.7	0.2	1.1	0.6	0.8	1.8	0.8	0.2	1.3	1.2	1.6
Nursing	5.4	6.9	3.7	2.5	6.7	3.3	13.5	7.0	4.0	2.5	9.9	14.2	1.5
Pharmacy	0.9	0.7	1.2	0.5	1.2	1.6	1.5	0.6	1.3	0.5	1.7	0.2	4.5
Therapy (occupational, physical, speech)	1.9	2.4	1.4	0.5	2.8	2.5	2.7	3.3	1.5	0.5	3.5	4.7	1.1
Other Health Profession	2.2	2.0	2.4	1.5	2.5	2.5	2.8	2.3	2.5	1.5	2.1	2.1	2.1
Math and Computer Science													
Computer Science	4.2	3.5	5.0	3.5	2.4	2.7	2.9	1.8	5.3	3.5	3.9	4.4	3.1
Mathematics/Statistics	1.5	1.2	1.8	2.8	1.2	1.1	0.9	1.3	1.5	2.8	0.6	0.7	0.5
Other Math and Computer Science	0.5	0.6	0.5	0.6	0.4	0.4	0.2	0.5	0.4	0.6	0.0	0.1	0.0
Physical Science													
Astronomy & Astrophysics	0.3	0.2	0.3	0.2	0.3	0.4	0.0	0.4	0.3	0.2	0.0	0.0	0.0
Atmospheric Sciences	0.1	0.1	0.1	0.0	0.1	0.1	0.0	0.1	0.1	0.0	0.0	0.0	0.1
Chemistry	1.2	1.3	1.2	1.4	1.0	1.1	1.3	0.8	1.1	1.4	1.2	0.5	2.6
Earth & Planetary Sciences	0.1	0.1	0.1	0.2	0.1	0.1	0.0	0.1	0.1	0.2	0.0	0.1	0.0
Marine Sciences	0.1	0.2	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.0	0.0	0.0
Physics	0.7	0.6	0.7	1.0	0.6	0.8	0.3	0.5	0.7	1.0	0.1	0.0	0.2
Other Physical Science	0.2	0.3	0.1	0.1	0.2	0.3	0.1	0.2	0.1	0.1	0.1	0.1	0.0
Social Science													
Anthropology	0.2	0.2	0.3	0.3	0.2	0.4	0.1	0.2	0.3	0.3	0.0	0.0	0.1
Economics	1.3	0.9	1.7	3.8	1.1	1.9	0.6	0.5	1.3	3.8	0.3	0.0	1.0
Ethnic/Cultural Studies	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.2	0.1	0.1	0.1	0.1	0.1
Geography	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Political Science (gov't., international relations)	3.3	2.9	3.7	6.6	2.9	4.1	2.2	1.9	3.0	6.6	2.9	1.6	5.4
Psychology	4.3	4.8	3.9	3.4	4.9	5.4	4.8	4.4	4.0	3.4	6.6	5.8	8.0
Public Policy	0.2	0.1	0.4	1.0	0.1	0.2	0.0	0.0	0.3	1.0	0.2	0.2	0.1
Social Work	0.5	0.6	0.3	0.2	0.5	0.5	0.4	0.5	0.4	0.2	2.4	2.7	2.0
Sociology	0.6	0.6	0.6	0.5	0.5	0.7	0.5	0.3	0.6	0.5	0.9	0.5	1.7
Women's/Gender Studies	0.1	0.1	0.0	0.1	0.1	0.2	0.0	0.1	0.0	0.1	0.1	0.0	0.3
Other Social Science	0.4	0.4	0.3	0.4	0.3	0.3	0.2	0.4	0.3	0.4	0.1	0.1	0.2

2017 CIRP Freshman Survey
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All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your intended major (continued):													
Other Majors													
Architecture/Urban Planning	0.4	0.3	0.5	0.6	0.4	0.6	0.2	0.4	0.4	0.6	0.1	0.1	0.0
Criminal Justice	2.3	3.4	1.2	0.7	3.0	3.4	2.6	2.7	1.3	0.7	4.6	5.9	2.1
Library Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Security & Protective Services	0.1	0.1	0.0	0.0	0.1	0.2	0.0	0.0	0.0	0.0	0.1	0.1	0.0
Military Sciences/Technology/Operations	0.1	0.2	0.0	0.0	0.1	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Other	2.4	3.2	1.6	1.7	4.0	5.0	1.9	3.9	1.5	1.7	2.1	1.9	2.6
Undecided	7.8	7.5	8.1	10.4	7.5	9.1	7.2	5.9	7.6	10.4	3.7	3.5	4.0
Your intended career occupation													
Actor or Entertainer	1.1	1.2	1.0	0.8	1.5	0.9	0.6	2.6	1.0	0.8	1.3	0.8	2.2
Artist	0.9	1.2	0.5	0.4	1.0	1.1	0.6	1.2	0.5	0.4	0.5	0.4	0.7
Graphic Designer	0.8	1.1	0.5	0.4	1.2	1.1	0.5	1.8	0.6	0.4	0.8	1.0	0.5
Musician	1.2	1.3	1.0	0.7	1.7	1.1	0.5	3.0	1.1	0.7	1.7	2.0	1.0
Writer/Producer/Director	1.7	2.1	1.4	1.4	2.5	2.2	1.1	3.5	1.4	1.4	1.8	1.5	2.2
Farmer or Forester	0.3	0.3	0.3	0.1	0.5	0.6	0.1	0.4	0.3	0.1	0.4	0.3	0.5
Natural Resource Specialist/Environmentalist	0.6	0.5	0.7	0.4	0.7	0.8	0.3	0.9	0.8	0.4	0.2	0.3	0.2
Accountant	1.5	1.5	1.5	1.3	1.6	1.3	2.4	1.5	1.5	1.3	1.7	1.9	1.1
Administrative Assistant	0.2	0.3	0.2	0.2	0.3	0.2	0.2	0.4	0.3	0.2	0.4	0.6	0.0
Business Manager/Executive	2.6	2.4	2.9	4.2	2.8	2.4	3.3	3.1	2.5	4.2	1.6	1.7	1.3
Business Owner/Entrepreneur	2.6	2.8	2.3	3.5	3.0	3.3	2.9	2.8	2.1	3.5	3.9	3.9	3.8
Retail Sales	0.5	0.5	0.4	0.3	0.4	0.3	0.3	0.4	0.4	0.3	1.0	1.2	0.7
Sales/Marketing	1.7	1.7	1.7	2.0	1.9	1.5	2.9	1.7	1.7	2.0	1.5	1.6	1.3
Human Resources	0.3	0.3	0.3	0.2	0.3	0.3	0.3	0.4	0.3	0.2	0.4	0.3	0.6
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	2.5	1.5	3.5	5.8	2.0	2.2	2.9	1.3	3.0	5.8	1.2	0.9	1.7
Management Consultant	0.4	0.3	0.4	0.8	0.3	0.4	0.5	0.2	0.4	0.8	0.3	0.2	0.4
Real Estate Agent/Realtor/Appraiser/Developer	0.3	0.3	0.2	0.3	0.3	0.3	0.3	0.3	0.2	0.3	0.5	0.7	0.3
Sports Management	1.1	1.3	0.9	1.0	1.9	1.8	1.7	2.1	0.9	1.0	2.5	2.6	2.3
Journalist	0.7	0.6	0.7	1.1	0.8	0.9	0.7	0.8	0.6	1.1	0.9	0.9	1.0
Public/Media Relations	1.0	1.1	0.9	1.2	1.0	1.1	0.8	1.1	0.9	1.2	1.9	2.4	0.9
Advertising	0.3	0.3	0.3	0.3	0.2	0.3	0.2	0.2	0.3	0.3	0.4	0.6	0.2
College Administrator/Staff	0.2	0.2	0.2	0.2	0.2	0.3	0.1	0.2	0.2	0.2	0.3	0.3	0.2
College Faculty	0.4	0.4	0.5	0.8	0.5	0.7	0.2	0.5	0.4	0.8	0.4	0.5	0.2
Early Childcare Provider	0.6	0.8	0.4	0.3	0.6	0.6	0.7	0.6	0.4	0.3	0.9	1.1	0.4
Elementary School Teacher	2.0	2.9	1.0	1.0	2.7	1.9	2.4	3.7	1.0	1.0	1.2	1.3	1.0
Secondary School Teacher in Science, Technology, Engineering, or Math (STEM)	0.7	0.9	0.5	0.4	0.8	0.9	0.6	0.9	0.6	0.4	0.8	0.8	0.9
Secondary School Teacher in a non-STEM subject	1.7	1.9	1.6	1.5	1.7	1.5	1.4	2.0	1.6	1.5	1.1	1.5	0.4
Librarian	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.0
Teacher's Assistant/Paraprofessional	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
K-12 Administrator	0.2	0.3	0.2	0.3	0.3	0.2	0.2	0.4	0.2	0.3	0.3	0.4	0.1
Other K-12 Professional	0.7	0.9	0.6	0.5	0.7	0.6	0.6	0.9	0.6	0.5	0.7	1.0	0.2
Military	3.5	5.9	0.9	0.7	0.9	1.2	0.7	0.8	0.9	0.7	1.7	2.0	1.2
Federal/State/Local Government Official	1.6	1.4	1.9	3.3	1.7	2.3	1.3	1.3	1.5	3.3	1.1	0.8	1.7
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	1.6	2.3	0.9	0.8	2.1	2.5	1.8	1.7	0.9	0.8	1.7	2.2	0.7
Postal Worker	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.0
Dietician/Nutritionist	0.6	0.7	0.5	0.3	0.7	0.4	0.7	1.1	0.6	0.3	0.8	1.0	0.3
Home Health Worker	0.1	0.2	0.1	0.0	0.2	0.2	0.1	0.3	0.1	0.0	0.2	0.4	0.0
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	1.1	1.2	0.9	0.5	1.0	0.8	1.3	1.2	1.0	0.5	1.9	2.3	1.2

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your intended career occupation (continued)													
Registered Nurse	4.0	5.3	2.7	1.9	5.2	2.5	10.4	5.5	2.8	1.9	5.8	8.2	1.5
Therapist (e.g., Physical, Occupational, Speech)	3.3	4.0	2.6	1.4	4.7	3.9	4.4	5.7	2.8	1.4	5.1	6.2	3.1
Computer Programmer/Developer	3.1	2.3	3.8	2.3	1.6	1.7	2.0	1.1	4.2	2.3	2.4	2.4	2.5
Computer/Systems Analyst	0.9	0.9	0.9	0.4	0.5	0.6	0.5	0.5	1.0	0.4	0.9	1.2	0.4
Web Designer	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.0
Lawyer/Judge	3.7	3.1	4.4	6.3	3.7	4.6	3.3	2.9	4.0	6.3	5.3	4.0	7.7
Paralegal	0.2	0.2	0.3	0.1	0.2	0.2	0.2	0.2	0.3	0.1	0.2	0.1	0.2
Clinical Psychologist	1.9	2.0	1.8	1.4	2.1	2.4	2.0	1.8	1.9	1.4	2.7	2.2	3.6
Dentist/Orthodontist	1.3	1.1	1.5	0.8	1.0	0.8	1.6	0.8	1.7	0.8	1.6	1.4	1.9
Medical Doctor/Surgeon	10.9	7.1	14.9	16.0	8.2	8.0	10.6	7.0	14.7	16.0	12.6	8.2	20.9
Optometrist	0.3	0.2	0.4	0.4	0.2	0.2	0.3	0.2	0.4	0.4	0.2	0.2	0.1
Pharmacist	1.1	0.9	1.4	0.7	1.3	1.5	1.9	0.8	1.6	0.7	2.4	0.6	5.8
Veterinarian	1.3	1.5	1.0	0.4	2.1	2.8	0.9	1.9	1.2	0.4	0.7	0.6	0.8
Engineer	6.9	5.3	8.7	6.0	3.9	4.8	4.3	2.8	9.3	6.0	2.2	1.3	3.9
Research Scientist (e.g., Biologist, Chemist, Physicist)	3.9	3.1	4.8	4.4	3.4	4.5	2.5	2.6	4.9	4.4	1.8	1.4	2.4
Urban Planner/Architect	0.4	0.4	0.5	0.5	0.4	0.5	0.3	0.4	0.5	0.5	0.1	0.1	0.1
Custodian/Janitor/Housekeeper	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0
Food Service (e.g., Chef/Cook, Server)	0.1	0.2	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.3	0.5	0.1
Hair Stylist/Aesthetician/Manicurist	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.1	0.3	0.4	0.1
Interior Designer	0.2	0.3	0.2	0.1	0.3	0.3	0.2	0.4	0.2	0.1	0.4	0.3	0.4
Skilled Trades (e.g., Plumber, Electrician, Construction)	1.8	2.3	1.3	0.6	1.7	1.0	3.5	1.6	1.4	0.6	4.2	6.3	0.3
Social/Non-Profit Services	0.6	0.5	0.7	0.7	0.7	0.9	0.4	0.6	0.7	0.7	0.6	0.7	0.6
Clergy	0.7	0.9	0.4	0.3	1.2	0.5	0.8	2.1	0.4	0.3	1.4	1.9	0.5
Homemaker/Stay at Home Parent	0.4	0.5	0.4	0.3	0.5	0.3	0.6	0.6	0.4	0.3	0.5	0.6	0.2
Other	4.8	5.8	3.8	3.1	6.2	7.1	4.2	6.3	3.9	3.1	5.2	4.9	5.8
Undecided	10.0	9.2	10.9	14.4	10.2	12.3	9.2	8.4	10.1	14.4	4.9	4.5	5.6
Parent/Guardian 1 occupation													
Actor or Entertainer	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.3	0.2	0.2	0.2	0.2	0.2
Artist	0.3	0.4	0.3	0.4	0.5	0.7	0.2	0.3	0.2	0.4	0.2	0.2	0.2
Graphic Designer	0.4	0.4	0.4	0.3	0.4	0.4	0.4	0.4	0.4	0.3	0.2	0.1	0.3
Musician	0.3	0.3	0.2	0.2	0.3	0.3	0.1	0.4	0.2	0.2	0.2	0.2	0.3
Writer/Producer/Director	0.2	0.2	0.2	0.5	0.3	0.3	0.1	0.2	0.2	0.5	0.2	0.0	0.5
Farmer or Forester	0.4	0.5	0.4	0.2	0.4	0.4	0.2	0.6	0.4	0.2	0.3	0.4	0.1
Natural Resource Specialist/Environmentalist	0.2	0.2	0.2	0.1	0.2	0.3	0.1	0.2	0.2	0.1	0.2	0.2	0.1
Accountant	3.2	3.0	3.3	3.7	3.1	2.7	3.7	3.2	3.3	3.7	3.2	3.4	2.9
Administrative Assistant	1.3	1.4	1.2	1.0	1.5	1.7	1.6	1.2	1.2	1.0	1.3	1.2	1.6
Business Manager/Executive	6.0	5.7	6.4	9.3	6.1	6.2	6.3	5.9	5.7	9.3	2.6	2.0	3.8
Business Owner/Entrepreneur	4.9	4.5	5.2	7.0	5.1	5.2	4.9	5.1	4.8	7.0	3.3	3.0	3.7
Retail Sales	1.0	1.0	0.9	0.7	0.9	0.7	1.1	0.9	1.0	0.7	1.4	1.5	1.3
Sales/Marketing	4.1	3.9	4.3	4.5	4.1	3.4	5.0	4.3	4.3	4.5	1.9	1.7	2.1
Human Resources	1.2	1.3	1.2	1.0	1.4	1.3	1.5	1.4	1.2	1.0	2.2	2.3	2.0
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	3.0	2.7	3.4	4.9	3.0	2.9	3.6	2.8	3.0	4.9	2.3	2.6	1.8
Management Consultant	1.0	0.9	1.1	1.6	0.9	1.0	0.8	0.8	1.0	1.6	0.9	0.7	1.3
Real Estate Agent/Realtor/Appraiser/Developer	1.3	1.3	1.4	1.7	1.4	1.3	1.2	1.6	1.3	1.7	1.0	0.7	1.6
Sports Management	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.0
Journalist	0.2	0.2	0.2	0.4	0.3	0.3	0.2	0.2	0.2	0.4	0.1	0.1	0.1
Public/Media Relations	0.4	0.4	0.4	0.6	0.4	0.4	0.3	0.4	0.3	0.6	0.7	1.0	0.3
Advertising	0.1	0.1	0.2	0.3	0.2	0.2	0.1	0.2	0.2	0.3	0.2	0.2	0.1
College Administrator/Staff	0.6	0.6	0.5	0.7	0.8	0.8	0.7	0.9	0.5	0.7	0.9	0.7	1.3
College Faculty	0.9	0.8	0.9	1.5	1.3	1.5	0.8	1.2	0.8	1.5	0.6	0.2	1.4

2017 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Parent/Guardian 1 occupation (continued)													
Early Childcare Provider	0.9	1.0	0.7	0.6	1.0	0.9	0.9	1.1	0.7	0.6	2.6	3.1	1.6
Elementary School Teacher	2.1	2.4	1.9	1.8	2.4	2.2	2.3	2.8	1.9	1.8	3.3	3.7	2.4
Secondary School Teacher in Science, Technology, Engineering, or Math (STEM)	1.0	1.1	0.9	0.8	1.1	1.0	0.9	1.2	0.9	0.8	1.2	1.0	1.6
Secondary School Teacher in a non-STEM subject	1.1	1.1	1.1	1.3	1.2	1.3	1.1	1.2	1.0	1.3	0.7	0.5	1.0
Librarian	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.1	0.4
Teacher's Assistant/Paraprofessional	0.7	0.8	0.7	0.4	0.8	0.9	0.7	0.7	0.7	0.4	1.0	1.0	0.9
K-12 Administrator	0.8	0.8	0.7	0.6	0.8	0.8	0.9	0.9	0.7	0.6	1.4	1.4	1.5
Other K-12 Professional	0.9	1.0	0.9	0.7	1.0	1.0	1.0	1.0	0.9	0.7	1.1	1.0	1.1
Military	1.6	2.3	0.9	0.8	1.1	1.0	1.0	1.3	1.0	0.8	2.0	1.9	2.2
Federal/State/Local Government Official	1.3	1.6	1.0	1.1	1.3	1.5	1.2	1.2	1.0	1.1	2.0	1.5	2.9
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	2.1	2.6	1.5	1.2	2.1	2.2	2.0	2.1	1.6	1.2	2.6	2.9	1.9
Postal Worker	0.5	0.5	0.5	0.3	0.5	0.4	0.5	0.5	0.5	0.3	1.1	1.2	1.1
Dietician/Nutritionist	0.2	0.3	0.2	0.2	0.3	0.2	0.2	0.3	0.2	0.2	0.3	0.5	0.1
Home Health Worker	0.7	0.8	0.6	0.4	0.8	0.8	0.8	0.7	0.6	0.4	2.7	3.3	1.6
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	1.5	1.8	1.2	0.8	1.7	1.5	2.0	1.8	1.2	0.8	3.5	4.2	2.2
Registered Nurse	3.0	3.4	2.6	1.8	3.1	2.8	3.3	3.2	2.8	1.8	4.4	4.7	4.0
Therapist (e.g., Physical, Occupational, Speech)	1.0	1.0	1.0	0.9	1.1	1.1	1.0	1.3	1.0	0.9	1.1	1.2	1.0
Computer Programmer/Developer	1.9	1.4	2.4	1.8	1.3	1.2	1.2	1.4	2.6	1.8	1.1	1.1	1.0
Computer/Systems Analyst	2.1	1.7	2.5	1.5	1.4	1.3	1.4	1.4	2.7	1.5	1.3	1.3	1.3
Web Designer	0.2	0.2	0.2	0.1	0.2	0.2	0.1	0.2	0.2	0.1	0.0	0.1	0.0
Lawyer/Judge	2.4	1.8	3.0	6.0	2.1	2.7	2.2	1.5	2.2	6.0	0.9	0.1	2.3
Paralegal	0.4	0.4	0.4	0.3	0.4	0.5	0.5	0.4	0.4	0.3	0.5	0.4	0.7
Clinical Psychologist	0.4	0.4	0.4	0.5	0.4	0.5	0.3	0.4	0.4	0.5	0.6	0.6	0.6
Dentist/Orthodontist	0.5	0.4	0.6	0.7	0.6	0.4	0.7	0.7	0.6	0.7	0.2	0.2	0.3
Medical Doctor/Surgeon	2.5	1.9	3.2	5.9	2.3	2.3	2.2	2.2	2.6	5.9	1.6	1.1	2.3
Optometrist	0.1	0.1	0.2	0.2	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.1	0.0
Pharmacist	0.6	0.5	0.7	0.6	0.5	0.5	0.6	0.5	0.8	0.6	1.2	1.1	1.2
Veterinarian	0.2	0.2	0.2	0.1	0.2	0.3	0.2	0.2	0.3	0.1	0.1	0.1	0.1
Engineer	5.3	4.1	6.7	5.1	4.1	3.8	4.5	4.1	7.0	5.1	1.5	1.2	2.0
Research Scientist (e.g., Biologist, Chemist, Physicist)	1.2	0.8	1.6	1.3	0.9	1.1	0.7	0.6	1.6	1.3	0.5	0.4	0.6
Urban Planner/Architect	0.5	0.5	0.5	0.5	0.5	0.4	0.4	0.5	0.5	0.5	0.5	0.7	0.4
Custodian/Janitor/Housekeeper	0.7	0.8	0.6	0.5	0.7	0.8	0.8	0.6	0.6	0.5	0.7	0.9	0.3
Food Service (e.g., Chef/Cook, Server)	1.4	1.4	1.4	0.8	1.2	1.2	1.2	1.1	1.5	0.8	1.7	1.9	1.4
Hair Stylist/Aesthetician/Manicurist	0.6	0.7	0.6	0.4	0.5	0.6	0.5	0.4	0.7	0.4	1.2	1.6	0.6
Interior Designer	0.1	0.1	0.2	0.2	0.1	0.2	0.2	0.1	0.2	0.2	0.1	0.2	0.1
Skilled Trades (e.g., Plumber, Electrician, Construction)	4.4	4.7	4.1	2.5	4.4	4.3	4.7	4.4	4.4	2.5	4.1	4.6	3.3
Social/Non-Profit Services	0.6	0.7	0.5	0.5	0.7	0.7	0.4	0.8	0.5	0.5	1.0	1.0	1.0
Clergy	0.6	0.7	0.4	0.4	1.0	0.7	0.5	1.6	0.5	0.4	0.7	0.6	1.0
Homemaker/Stay at Home Parent	5.1	5.1	5.0	5.3	5.3	5.5	5.2	5.0	5.0	5.3	3.1	2.6	4.0
Other	16.1	17.4	14.7	9.4	16.9	17.0	17.0	16.6	15.9	9.4	19.7	20.2	18.8
Undecided	1.0	1.2	0.7	0.4	1.2	1.3	1.1	1.1	0.8	0.4	2.1	2.1	2.2

2017 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Parent/Guardian 2 occupation													
Actor or Entertainer	0.2	0.2	0.2	0.3	0.2	0.2	0.1	0.3	0.2	0.3	0.4	0.5	0.4
Artist	0.5	0.4	0.5	0.6	0.4	0.5	0.3	0.4	0.5	0.6	0.3	0.3	0.2
Graphic Designer	0.5	0.5	0.4	0.6	0.5	0.5	0.5	0.5	0.4	0.6	0.4	0.4	0.5
Musician	0.3	0.2	0.3	0.4	0.3	0.3	0.1	0.4	0.3	0.4	0.5	0.6	0.3
Writer/Producer/Director	0.2	0.2	0.2	0.4	0.3	0.4	0.2	0.3	0.2	0.4	0.3	0.2	0.5
Farmer or Forester	0.4	0.5	0.3	0.2	0.4	0.4	0.3	0.5	0.3	0.2	0.5	0.6	0.3
Natural Resource Specialist/Environmentalist	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.4	0.3
Accountant	2.8	2.5	3.1	3.3	2.6	2.3	3.1	2.6	3.0	3.3	1.3	1.4	1.3
Administrative Assistant	1.3	1.4	1.3	1.4	1.6	1.3	1.4	1.9	1.2	1.4	0.5	0.1	0.9
Business Manager/Executive	3.8	3.4	4.1	5.9	3.8	4.1	3.9	3.4	3.7	5.9	2.3	1.5	3.5
Business Owner/Entrepreneur	4.0	3.7	4.2	5.2	4.1	4.2	3.8	4.1	4.0	5.2	3.7	2.7	5.2
Retail Sales	0.9	1.0	0.9	0.7	1.0	1.0	0.9	1.1	0.9	0.7	1.0	1.1	0.8
Sales/Marketing	3.4	3.2	3.6	3.9	3.3	3.3	4.0	3.0	3.5	3.9	2.6	2.7	2.5
Human Resources	1.0	1.1	1.0	1.0	1.0	1.0	1.0	0.9	1.0	1.0	1.5	1.9	0.9
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	2.2	1.9	2.6	3.3	2.2	2.3	2.1	2.2	2.4	3.3	1.2	1.3	1.2
Management Consultant	0.8	0.7	0.9	1.0	0.8	0.8	0.9	0.7	0.8	1.0	0.5	0.3	0.6
Real Estate Agent/Realtor/Appraiser/Developer	1.3	1.2	1.3	1.7	1.3	1.2	1.1	1.6	1.2	1.7	1.0	0.8	1.3
Sports Management	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.0
Journalist	0.2	0.2	0.3	0.4	0.3	0.3	0.2	0.2	0.2	0.4	0.3	0.4	0.2
Public/Media Relations	0.5	0.5	0.5	0.6	0.6	0.6	0.5	0.5	0.4	0.6	0.7	0.7	0.7
Advertising	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.3
College Administrator/Staff	0.5	0.5	0.6	0.8	0.6	0.8	0.5	0.5	0.5	0.8	0.4	0.5	0.4
College Faculty	0.8	0.8	0.9	1.3	1.0	1.3	0.7	0.9	0.8	1.3	0.5	0.2	1.0
Early Childcare Provider	1.0	1.0	1.1	0.7	1.0	0.9	1.0	1.2	1.2	0.7	0.9	0.9	1.0
Elementary School Teacher	3.0	3.0	3.0	2.8	3.3	2.4	3.2	4.2	3.0	2.8	1.8	1.7	1.9
Secondary School Teacher in Science, Technology, Engineering, or Math (STEM)	0.9	0.9	0.9	0.7	1.0	0.9	0.7	1.4	1.0	0.7	0.6	0.4	0.8
Secondary School Teacher in a non-STEM subject	1.1	1.2	1.1	1.3	1.2	1.1	0.9	1.3	1.0	1.3	0.8	1.0	0.5
Librarian	0.3	0.3	0.3	0.3	0.3	0.4	0.3	0.3	0.3	0.3	0.1	0.2	0.0
Teacher's Assistant/Paraprofessional	1.1	1.2	1.0	0.9	1.1	1.0	1.3	1.2	1.0	0.9	0.7	0.9	0.4
K-12 Administrator	0.6	0.7	0.6	0.6	0.7	0.7	0.7	0.7	0.6	0.6	0.7	0.6	1.0
Other K-12 Professional	1.1	1.2	1.1	1.0	1.2	1.1	1.1	1.4	1.1	1.0	1.0	0.6	1.6
Military	1.0	1.5	0.6	0.5	0.9	0.8	0.9	1.1	0.6	0.5	2.8	2.7	2.9
Federal/State/Local Government Official	1.0	1.2	0.8	0.9	1.0	1.1	1.0	1.0	0.8	0.9	1.8	1.5	2.2
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	1.5	1.8	1.1	0.9	1.5	1.5	1.6	1.6	1.1	0.9	2.2	2.5	1.7
Postal Worker	0.4	0.5	0.4	0.3	0.4	0.5	0.5	0.3	0.4	0.3	0.8	0.9	0.8
Dietician/Nutritionist	0.4	0.3	0.4	0.3	0.4	0.3	0.3	0.5	0.5	0.3	0.2	0.2	0.3
Home Health Worker	0.5	0.6	0.5	0.3	0.5	0.6	0.5	0.5	0.5	0.3	1.2	1.4	0.8
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	1.5	1.6	1.4	0.9	1.4	1.3	1.4	1.5	1.5	0.9	1.2	1.5	0.8
Registered Nurse	3.4	3.5	3.2	2.6	3.1	2.4	3.4	3.7	3.4	2.6	2.4	2.6	2.1
Therapist (e.g., Physical, Occupational, Speech)	1.3	1.2	1.3	1.2	1.4	1.3	1.1	1.6	1.4	1.2	0.6	0.5	0.8
Computer Programmer/Developer	1.3	1.0	1.6	1.3	1.0	1.1	1.0	0.9	1.6	1.3	1.0	1.0	1.1
Computer/Systems Analyst	1.4	1.2	1.6	1.0	1.1	1.3	1.1	1.0	1.8	1.0	1.0	0.9	1.2
Web Designer	0.1	0.1	0.2	0.2	0.1	0.1	0.1	0.2	0.2	0.2	0.1	0.1	0.1
Lawyer/Judge	1.7	1.3	2.0	4.2	1.5	2.0	1.5	1.1	1.5	4.2	0.7	0.2	1.4
Paralegal	0.4	0.5	0.4	0.4	0.4	0.4	0.4	0.3	0.3	0.4	0.5	0.5	0.4
Clinical Psychologist	0.3	0.3	0.4	0.5	0.4	0.5	0.2	0.3	0.3	0.5	0.3	0.2	0.5
Dentist/Orthodontist	0.5	0.4	0.5	0.7	0.5	0.3	0.5	0.6	0.5	0.7	0.3	0.1	0.5
Medical Doctor/Surgeon	1.9	1.5	2.3	4.2	1.8	1.9	1.5	1.9	1.8	4.2	1.3	0.9	2.0

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All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Parent/Guardian 2 occupation (continued)													
Optometrist	0.2	0.1	0.2	0.2	0.1	0.1	0.2	0.1	0.2	0.2	0.3	0.4	0.1
Pharmacist	0.6	0.5	0.8	0.6	0.5	0.4	0.5	0.6	0.8	0.6	0.9	1.1	0.6
Veterinarian	0.2	0.2	0.2	0.1	0.2	0.1	0.2	0.2	0.2	0.1	0.1	0.1	0.1
Engineer	3.4	2.8	4.0	3.3	2.8	2.7	3.4	2.5	4.1	3.3	3.2	3.3	3.2
Research Scientist (e.g., Biologist, Chemist, Physicist)	0.9	0.7	1.1	1.3	0.7	0.9	0.6	0.5	1.1	1.3	0.8	0.8	0.7
Urban Planner/Architect	0.4	0.4	0.5	0.4	0.4	0.4	0.5	0.4	0.5	0.4	0.7	0.9	0.4
Custodian/Janitor/Housekeeper	0.8	0.8	0.7	0.5	0.7	0.8	0.7	0.7	0.8	0.5	1.0	1.0	1.0
Food Service (e.g., Chef/Cook Server)	1.4	1.4	1.4	1.0	1.4	1.5	1.3	1.3	1.5	1.0	2.0	2.6	1.0
Hair Stylist/Aesthetician/Manicurist	0.8	0.7	0.8	0.5	0.6	0.6	0.6	0.6	0.9	0.5	1.5	1.9	0.9
Interior Designer	0.2	0.2	0.2	0.3	0.2	0.2	0.2	0.3	0.2	0.3	0.2	0.3	0.0
Skilled Trades (e.g., Plumber, Electrician, Construction)	4.7	5.4	4.0	2.3	5.0	5.2	5.3	4.6	4.4	2.3	6.0	5.8	6.3
Social/Non-Profit Services	0.5	0.5	0.5	0.7	0.6	0.7	0.5	0.6	0.5	0.7	0.8	0.6	1.2
Clergy	0.4	0.5	0.4	0.4	0.6	0.5	0.3	0.7	0.4	0.4	0.4	0.1	0.9
Homemaker/Stay at Home Parent	11.4	10.1	12.7	14.4	10.0	9.4	11.2	10.1	12.3	14.4	3.7	3.3	4.1
Other	18.6	21.0	16.2	11.5	19.8	20.4	20.3	18.9	17.4	11.5	28.3	30.4	25.0
Undecided	1.5	1.9	1.1	0.7	2.0	2.3	2.0	1.8	1.2	0.7	4.8	5.0	4.4
Current employment status:													
Parent/Guardian 1													
Employed	86.9	86.7	87.2	86.0	86.3	85.6	86.5	86.9	87.4	86.0	84.9	85.4	83.9
Seasonally employed	2.0	1.9	2.0	2.1	2.1	2.1	1.8	2.2	2.0	2.1	1.8	1.4	2.5
Unemployed	8.0	8.1	7.8	7.2	8.2	8.7	8.2	7.6	7.9	7.2	9.4	9.3	9.6
Retired	3.1	3.2	3.1	4.6	3.5	3.6	3.4	3.4	2.7	4.6	3.9	3.8	4.0
Parent/Guardian 2													
Employed	75.3	76.5	74.0	71.0	76.4	76.3	76.1	76.7	74.7	71.0	77.5	78.0	76.6
Seasonally employed	4.1	4.0	4.2	4.3	4.2	4.2	4.0	4.2	4.1	4.3	3.0	2.6	3.7
Unemployed	16.0	14.9	17.1	17.0	14.5	14.6	15.1	14.1	17.2	17.0	13.6	12.7	15.1
Retired	4.7	4.6	4.7	7.7	5.0	5.0	4.8	5.0	4.0	7.7	5.9	6.7	4.6
How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?													
Family resources (parents, relatives, spouse, etc.)													
None	30.1	35.7	24.0	14.2	24.5	24.9	22.3	25.1	26.2	14.2	42.2	44.6	37.3
\$1 to \$2,999	17.0	19.3	14.4	8.3	17.7	17.2	17.5	18.5	15.8	8.3	28.0	30.3	23.6
\$3,000 to \$5,999	11.0	10.9	11.1	6.5	11.4	10.5	10.8	12.7	12.1	6.5	11.8	12.1	11.1
\$6,000 to \$9,999	8.3	8.1	8.6	5.8	9.0	8.3	8.7	10.0	9.2	5.8	6.0	5.5	7.1
\$10,000 to \$14,999	8.8	7.9	9.7	8.2	10.4	9.8	10.0	11.3	10.0	8.2	5.0	4.1	6.9
\$15,000 or more	24.9	18.2	32.2	57.1	27.0	29.2	30.7	22.4	26.6	57.1	7.0	3.4	14.0
My own resources (savings from work, work-study, other income)													
None	44.6	47.1	41.8	46.4	41.8	43.0	38.6	42.2	40.8	46.4	55.5	56.3	54.0
\$1 to \$2,999	37.2	35.8	38.7	35.2	38.1	38.0	38.6	38.1	39.5	35.2	32.7	32.3	33.5
\$3,000 to \$5,999	10.8	9.9	11.8	10.9	11.4	10.7	13.0	11.2	12.0	10.9	6.8	6.9	6.6
\$6,000 to \$9,999	3.6	3.3	3.8	3.1	3.7	3.8	3.9	3.6	4.0	3.1	2.4	2.4	2.3
\$10,000 to \$14,999	1.8	1.8	1.8	1.9	2.2	1.9	2.6	2.3	1.8	1.9	1.2	0.9	1.8
\$15,000 or more	2.1	2.1	2.0	2.6	2.7	2.5	3.2	2.7	1.9	2.6	1.4	1.2	1.8

2017 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from <u>each</u> of the sources listed below?													
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)													
None	29.8	27.1	32.8	32.8	21.4	23.9	18.5	20.1	32.8	32.8	30.3	33.9	23.4
\$1 to \$2,999	13.1	11.7	14.7	7.5	7.7	7.9	7.3	7.8	16.3	7.5	14.8	15.5	13.5
\$3,000 to \$5,999	12.4	11.8	13.1	5.1	8.7	7.3	8.1	10.5	14.9	5.1	16.0	16.6	14.8
\$6,000 to \$9,999	8.8	8.7	9.0	3.3	7.4	5.8	7.1	9.3	10.2	3.3	11.5	11.9	10.6
\$10,000 to \$14,999	10.1	9.7	10.5	6.4	12.0	10.6	12.0	13.4	11.4	6.4	10.8	10.5	11.3
\$15,000 or more	25.7	31.0	20.0	44.8	42.9	44.5	47.0	38.9	14.4	44.8	16.6	11.6	26.3
Aid which <u>must</u> be repaid (loans, etc.)													
None	52.4	50.8	54.1	58.6	42.4	42.9	41.6	42.4	53.1	58.6	40.4	42.1	37.2
\$1 to \$2,999	9.4	9.9	8.9	6.9	10.1	10.0	9.9	10.2	9.4	6.9	13.5	15.2	10.0
\$3,000 to \$5,999	15.7	15.8	15.6	13.7	17.9	17.3	18.9	18.0	16.0	13.7	16.6	19.1	11.6
\$6,000 to \$9,999	8.3	8.6	8.0	5.5	9.7	8.9	9.6	10.7	8.6	5.5	10.0	11.5	7.0
\$10,000 to \$14,999	5.9	6.3	5.5	4.9	8.1	7.5	8.2	8.7	5.6	4.9	7.8	7.1	9.4
\$15,000 or more	8.3	8.6	7.9	10.4	11.8	13.4	11.7	9.9	7.3	10.4	11.7	5.0	24.9
Did you receive any of the following forms of financial aid?													
Military grants													
Yes	5.4	9.0	1.6	1.6	2.1	2.2	1.5	2.4	1.6	1.6	3.9	3.7	4.1
No	94.6	91.0	98.4	98.4	97.9	97.8	98.5	97.6	98.4	98.4	96.1	96.3	95.9
Work-study													
Yes	21.6	22.1	21.1	29.9	31.3	35.0	29.4	28.1	19.0	29.9	20.5	23.5	15.1
No	78.4	77.9	78.9	70.1	68.7	65.0	70.6	71.9	81.0	70.1	79.5	76.5	84.9
Pell Grant													
Yes	28.9	31.6	26.0	17.3	32.1	32.3	29.3	33.5	28.0	17.3	56.7	60.0	50.5
No	71.1	68.4	74.0	82.7	67.9	67.7	70.7	66.5	72.0	82.7	43.3	40.0	49.5
Need-based grants or scholarships													
Yes	37.5	38.6	36.2	40.0	48.5	50.4	44.6	48.3	35.4	40.0	46.1	46.7	45.0
No	62.5	61.4	63.8	60.0	51.5	49.6	55.4	51.7	64.6	60.0	53.9	53.3	55.0
Merit-based grants or scholarships													
Yes	55.4	56.0	54.7	57.9	73.8	71.6	76.9	74.7	53.9	57.9	48.8	41.9	60.7
No	44.6	44.0	45.3	42.1	26.2	28.4	23.1	25.3	46.1	42.1	51.2	58.1	39.3

2017 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
What is your <u>best estimate</u> of your parents'/ guardians' total income last year?													
Less than \$15,000	5.5	6.6	4.3	2.8	5.8	6.3	6.0	5.3	4.7	2.8	16.1	18.8	11.2
\$15,000 to \$24,999	6.1	6.8	5.3	3.0	6.2	6.7	5.8	5.9	5.8	3.0	13.7	15.2	11.2
\$25,000 to \$29,999	4.2	4.8	3.6	2.3	4.7	5.0	4.3	4.6	3.9	2.3	8.5	8.6	8.5
\$30,000 to \$59,999	14.2	15.3	13.0	9.0	14.7	14.9	13.4	15.2	13.9	9.0	21.5	22.5	19.7
\$60,000 to \$74,999	10.0	10.9	9.1	6.2	11.3	10.8	9.8	12.7	9.7	6.2	12.0	11.7	12.6
\$75,000 to \$99,999	12.0	12.7	11.3	8.6	12.5	12.0	11.9	13.4	11.9	8.6	8.8	8.5	9.5
\$100,000 to \$124,999	14.1	14.0	14.2	12.5	13.5	13.1	13.2	14.1	14.5	12.5	8.3	7.2	10.3
\$125,000 to \$149,999	7.7	7.3	8.2	7.4	6.9	6.5	7.4	7.1	8.4	7.4	3.6	2.9	4.8
\$150,000 to \$199,999	8.6	7.8	9.6	9.4	7.7	7.6	9.0	7.1	9.6	9.4	3.1	2.2	4.9
\$200,000 to \$249,999	6.6	5.7	7.6	9.8	6.0	6.2	7.4	5.1	7.1	9.8	2.1	1.5	3.3
\$250,000 to \$499,999	7.0	5.4	8.7	15.8	6.5	6.6	7.3	5.9	7.1	15.8	1.3	0.6	2.5
\$500,000 or higher	3.9	2.7	5.2	13.4	4.1	4.3	4.5	3.6	3.3	13.4	0.8	0.4	1.6
Please select how many individuals (including yourself) are dependent on your parent(s)/ guardian(s) for financial support:													
I am not dependent on my parent(s)/guardian(s)	2.7	3.7	1.6	1.1	3.0	3.1	2.2	3.4	1.8	1.1	5.1	5.6	4.2
One	16.9	18.0	15.7	14.7	18.3	19.0	16.4	18.5	15.9	14.7	22.9	23.0	22.5
Two	35.9	34.4	37.5	36.7	35.7	36.5	35.7	34.8	37.7	36.7	28.3	27.9	29.2
Three	22.6	21.9	23.5	24.7	21.8	21.8	22.3	21.6	23.2	24.7	21.2	20.8	21.9
Four	12.0	11.9	12.1	13.3	11.8	11.3	12.8	11.7	11.8	13.3	11.8	12.1	11.3
Five	6.1	6.4	5.9	6.0	5.7	5.2	5.9	6.1	5.8	6.0	6.7	6.9	6.3
Six or more	3.7	3.8	3.7	3.6	3.7	3.0	4.6	3.9	3.8	3.6	4.0	3.6	4.6
Do you have any concern about your ability to finance your college education?													
None (I am confident that I will have sufficient funds)	33.9	35.5	32.2	41.8	30.9	30.0	30.0	32.4	29.9	41.8	25.9	28.4	21.2
Some (but I probably will have enough funds)	54.0	52.4	55.8	49.9	56.2	56.1	57.7	55.6	57.2	49.9	53.2	54.8	50.2
Major (not sure I will have enough funds to complete college)	12.1	12.1	12.0	8.3	12.8	13.9	12.3	12.0	12.9	8.3	20.8	16.8	28.6

2017 CIRP Freshman Survey
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All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your current religious preference													
Agnostic	8.7	6.8	10.7	10.6	7.3	9.6	5.7	5.6	10.7	10.6	2.0	1.1	3.8
Atheist	5.9	4.6	7.3	6.4	4.7	7.2	2.8	2.9	7.5	6.4	0.8	0.6	1.2
Baptist	7.0	10.0	3.8	2.9	11.3	7.7	4.7	18.8	4.0	2.9	36.3	35.9	37.1
Buddhist	1.1	0.9	1.3	1.0	0.9	1.2	0.7	0.6	1.3	1.0	0.5	0.5	0.6
Church of Christ	5.7	7.2	4.0	2.3	6.3	6.0	5.7	7.0	4.4	2.3	17.9	21.4	11.2
Eastern Orthodox	1.0	0.6	1.3	1.1	0.6	0.7	0.8	0.4	1.4	1.1	0.2	0.3	0.1
Episcopalian	0.9	0.9	0.9	1.6	1.0	1.3	0.8	0.7	0.8	1.6	0.5	0.4	0.7
Hindu	1.6	0.5	2.8	1.7	0.6	1.0	0.5	0.3	3.1	1.7	0.0	0.1	0.0
Jewish	2.5	1.6	3.6	5.7	1.9	2.6	0.6	1.7	3.1	5.7	0.1	0.1	0.0
LDS (Mormon)	0.3	0.4	0.3	0.1	0.2	0.2	0.2	0.2	0.3	0.1	0.0	0.0	0.1
Lutheran	2.2	2.4	2.0	2.1	2.4	1.5	3.1	2.9	1.9	2.1	0.2	0.1	0.4
Methodist	2.8	3.3	2.2	1.9	3.0	2.5	1.6	4.2	2.3	1.9	3.1	2.3	4.8
Muslim	2.4	1.4	3.4	2.2	1.1	1.6	1.2	0.5	3.7	2.2	1.8	1.6	2.2
Presbyterian	2.1	2.0	2.2	2.2	2.1	1.7	1.2	2.9	2.2	2.2	0.8	0.9	0.6
Quaker	0.1	0.2	0.1	0.1	0.2	0.2	0.1	0.3	0.1	0.1	0.0	0.0	0.0
Roman Catholic	23.5	21.6	25.5	36.5	20.9	19.2	43.4	10.8	22.9	36.5	3.6	2.5	5.7
Seventh-day Adventist	0.9	1.5	0.3	0.2	2.6	0.3	0.3	6.4	0.3	0.2	0.7	0.7	0.7
United Church of Christ/Congregational	0.6	0.7	0.5	0.5	0.7	0.8	0.6	0.6	0.4	0.5	0.7	0.6	0.8
Other Christian	13.2	15.8	10.5	8.1	15.5	12.0	11.4	21.4	11.0	8.1	16.5	16.0	17.4
Other Religion	1.9	2.1	1.8	1.2	2.1	2.6	2.0	1.7	1.9	1.2	2.7	3.0	2.0
None	15.6	15.6	15.6	11.4	14.7	19.9	12.6	10.0	16.6	11.4	11.4	11.9	10.4
Parent/Guardian 1's current religious preference													
Agnostic	3.3	2.7	3.9	4.3	2.9	4.1	2.0	2.1	3.8	4.3	0.7	0.3	1.4
Atheist	2.8	2.3	3.4	3.7	2.5	3.7	1.6	1.7	3.4	3.7	0.4	0.2	0.7
Baptist	8.1	11.1	4.8	3.6	12.3	9.0	5.4	19.6	5.1	3.6	40.2	39.8	40.9
Buddhist	1.6	1.2	2.0	1.8	1.1	1.5	0.9	0.9	2.0	1.8	0.6	0.5	0.7
Church of Christ	7.1	8.7	5.5	2.9	7.6	7.9	6.8	7.8	6.1	2.9	18.5	21.7	12.8
Eastern Orthodox	1.2	0.7	1.6	1.3	0.6	0.7	0.9	0.4	1.7	1.3	0.1	0.1	0.1
Episcopalian	1.2	1.1	1.3	2.1	1.2	1.7	0.9	0.8	1.1	2.1	0.4	0.3	0.5
Hindu	2.1	0.6	3.7	2.3	0.8	1.2	0.6	0.4	4.0	2.3	0.0	0.0	0.0
Jewish	3.1	2.0	4.3	6.7	2.3	3.3	1.0	2.0	3.8	6.7	0.1	0.1	0.1
LDS (Mormon)	0.4	0.4	0.4	0.2	0.2	0.2	0.2	0.2	0.4	0.2	0.1	0.1	0.1
Lutheran	2.9	3.0	2.8	2.7	3.0	2.2	3.7	3.6	2.8	2.7	0.2	0.1	0.3
Methodist	3.4	3.9	3.0	2.7	3.7	3.2	2.2	5.0	3.0	2.7	3.4	2.5	5.0
Muslim	2.7	1.6	3.8	2.6	1.3	1.8	1.4	0.6	4.1	2.6	1.9	1.8	2.0
Presbyterian	2.6	2.5	2.8	3.0	2.7	2.5	1.6	3.4	2.7	3.0	0.7	0.9	0.5
Quaker	0.2	0.2	0.2	0.2	0.3	0.3	0.2	0.2	0.2	0.2	0.0	0.0	0.0
Roman Catholic	28.4	25.8	31.1	40.6	24.6	24.2	46.3	13.5	28.9	40.6	4.2	3.1	6.2
Seventh-day Adventist	0.9	1.5	0.3	0.3	2.7	0.4	0.4	6.5	0.3	0.3	0.8	0.8	0.8
United Church of Christ/Congregational	0.7	0.9	0.5	0.6	0.9	1.3	0.7	0.6	0.5	0.6	0.8	0.6	1.0
Other Christian	14.8	17.1	12.4	9.0	16.6	14.3	12.3	21.5	13.2	9.0	17.3	16.6	18.5
Other Religion	2.0	2.2	1.9	1.2	2.1	2.6	1.9	1.5	2.0	1.2	2.5	2.6	2.2
None	10.5	10.7	10.3	8.5	10.5	13.7	9.0	7.7	10.8	8.5	7.4	7.9	6.3

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All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Parent/Guardian 2's current religious preference													
Agnostic	2.9	2.4	3.5	4.0	2.8	3.9	1.9	2.1	3.4	4.0	0.6	0.4	0.8
Atheist	2.8	2.4	3.2	3.5	2.7	4.0	1.7	1.8	3.1	3.5	0.5	0.3	0.9
Baptist	7.4	10.3	4.4	3.4	11.6	8.4	5.1	18.6	4.6	3.4	37.8	37.1	38.9
Buddhist	1.7	1.3	2.1	1.8	1.2	1.7	1.0	0.9	2.1	1.8	0.4	0.2	0.8
Church of Christ	7.0	8.4	5.5	2.9	7.1	7.5	6.2	7.3	6.1	2.9	17.1	20.8	11.3
Eastern Orthodox	1.2	0.7	1.6	1.4	0.6	0.7	0.9	0.4	1.7	1.4	0.1	0.2	0.1
Episcopalian	1.2	1.1	1.2	2.0	1.2	1.7	0.8	0.9	1.0	2.0	0.5	0.6	0.3
Hindu	2.2	0.7	3.9	2.3	0.8	1.3	0.6	0.4	4.3	2.3	0.0	0.0	0.1
Jewish	3.0	1.9	4.1	6.4	2.2	3.0	0.9	2.0	3.6	6.4	0.2	0.3	0.0
LDS (Mormon)	0.4	0.4	0.4	0.2	0.3	0.3	0.3	0.2	0.5	0.2	0.1	0.0	0.1
Lutheran	3.0	3.2	2.9	2.8	3.1	2.1	3.9	3.7	2.9	2.8	0.1	0.1	0.2
Methodist	3.5	4.0	3.0	2.7	3.5	3.0	2.0	4.9	3.0	2.7	3.2	2.2	4.8
Muslim	2.8	1.7	3.9	2.8	1.4	2.0	1.6	0.7	4.2	2.8	3.1	3.0	3.3
Presbyterian	2.7	2.5	2.8	3.2	2.7	2.5	1.6	3.4	2.8	3.2	0.7	0.7	0.6
Quaker	0.2	0.2	0.1	0.2	0.2	0.3	0.2	0.2	0.1	0.2	0.0	0.0	0.0
Roman Catholic	28.4	25.6	31.3	40.2	24.2	23.6	45.9	13.2	29.2	40.2	4.4	3.2	6.3
Seventh-day Adventist	0.9	1.4	0.3	0.3	2.6	0.4	0.4	6.3	0.4	0.3	0.6	0.6	0.6
United Church of Christ/Congregational	0.7	0.9	0.6	0.6	0.9	1.4	0.7	0.6	0.6	0.6	0.8	0.8	0.8
Other Christian	14.6	16.9	12.1	8.9	16.4	14.1	12.1	21.3	12.8	8.9	16.5	15.6	18.1
Other Religion	2.0	2.1	1.9	1.2	2.1	2.5	2.2	1.5	2.1	1.2	2.8	2.9	2.5
None	11.6	11.9	11.2	9.3	12.2	15.6	10.2	9.4	11.7	9.3	10.4	11.0	9.4
What is the highest academic degree that you intend to obtain?													
Highest academic degree planned													
None	0.5	0.7	0.3	0.4	0.8	0.8	0.7	0.9	0.3	0.4	1.8	2.3	1.1
Vocational certificate	0.2	0.2	0.1	0.1	0.2	0.2	0.3	0.2	0.1	0.1	0.3	0.2	0.4
Associate (A.A. or equivalent)	0.7	1.0	0.3	0.3	0.9	0.7	0.9	1.1	0.3	0.3	1.8	1.9	1.4
Bachelor's degree (B.A., B.S., B.D., etc.)	24.2	29.5	18.7	14.2	25.8	21.9	22.3	32.0	19.8	14.2	20.9	26.0	11.6
Master's degree (M.A., M.S., M.B.A., etc.)	39.0	38.7	39.2	39.5	37.6	37.5	41.5	35.6	39.2	39.5	29.7	33.4	23.2
J.D. (Law)	4.3	3.5	5.2	8.4	4.3	5.2	4.3	3.2	4.4	8.4	4.6	3.3	7.0
M.D., D.D.S., D.V.M., etc. (Medical)	11.8	8.4	15.5	16.4	10.1	9.9	12.4	9.0	15.2	16.4	11.9	8.0	18.9
Ph.D.	12.4	10.8	14.2	15.3	12.5	15.1	10.0	10.8	14.0	15.3	15.8	12.6	21.6
Professional Doctorate (Ed.D., Psy.D., etc.)	6.1	6.3	5.9	4.7	6.8	7.4	6.7	6.1	6.2	4.7	12.0	11.3	13.4
Other	0.8	0.9	0.6	0.7	1.1	1.3	1.0	1.1	0.5	0.7	1.1	1.0	1.3
Highest academic degree planned at this institution													
None	0.9	1.2	0.7	0.5	1.1	1.1	0.9	1.1	0.8	0.5	2.5	3.3	1.3
Vocational certificate	0.2	0.3	0.1	0.2	0.3	0.3	0.2	0.4	0.1	0.2	0.2	0.2	0.3
Associate (A.A. or equivalent)	2.1	2.8	1.4	1.1	2.7	2.5	2.3	3.1	1.4	1.1	4.7	4.6	4.7
Bachelor's degree (B.A., B.S., B.D., etc.)	69.3	73.1	65.2	73.3	72.0	73.0	65.6	74.5	63.2	73.3	66.2	61.5	73.7
Master's degree (M.A., M.S., M.B.A., etc.)	19.0	17.2	20.9	16.9	17.3	16.2	21.5	16.2	21.9	16.9	14.7	18.7	8.3
J.D. (Law)	0.9	0.6	1.2	1.4	0.7	0.8	0.9	0.5	1.2	1.4	0.8	1.0	0.4
M.D., D.D.S., D.V.M., etc. (Medical)	3.0	1.2	4.9	3.2	1.5	1.2	3.1	1.0	5.3	3.2	2.2	2.2	2.2
Ph.D.	2.3	1.4	3.1	1.8	1.7	2.1	2.4	1.0	3.5	1.8	4.4	4.1	5.0
Professional Doctorate (Ed.D., Psy.D., etc.)	1.6	1.3	1.9	0.9	1.8	1.9	2.1	1.4	2.1	0.9	2.9	3.1	2.7
Other	0.8	0.9	0.6	0.8	1.0	1.1	0.8	1.0	0.6	0.8	1.4	1.4	1.4

2017 CIRP Freshman Survey
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All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
For the activities below, indicate which ones you "Frequently" or "Occasionally" did during the past year:													
Attended a religious service	69.2	70.5	67.8	75.3	72.3	61.4	76.7	82.2	66.1	75.3	83.3	81.8	86.2
Been bored in class*	38.3	38.1	38.5	35.6	36.0	36.0	33.0	37.6	39.2	35.6	38.2	39.1	36.4
Demonstrated for a cause (e.g., boycott, rally, protest)	25.3	22.9	28.0	34.1	25.5	30.4	25.8	19.9	26.6	34.1	34.4	29.7	43.3
Tutored another student	59.7	53.8	66.2	72.1	53.2	53.1	56.6	51.6	64.8	72.1	55.4	49.9	65.9
Studied with other students	88.8	86.8	90.9	93.0	87.8	87.2	90.2	87.1	90.4	93.0	88.1	87.5	89.2
Consumed beer*	5.1	4.4	5.8	8.4	4.4	5.2	4.2	3.6	5.2	8.4	1.5	1.7	1.2
Consumed wine or liquor*	5.5	4.8	6.3	9.6	4.8	5.8	4.3	3.9	5.5	9.6	3.2	3.2	3.1
Felt overwhelmed by all I had to do*	38.7	39.2	38.1	37.2	41.1	41.9	38.9	41.5	38.3	37.2	41.3	41.0	41.9
Felt depressed*	12.2	12.6	11.7	9.7	13.6	14.8	11.2	13.5	12.2	9.7	16.4	15.7	17.8
Performed volunteer work	86.5	83.8	89.4	93.9	87.1	85.9	89.1	87.4	88.4	93.9	80.9	77.6	87.2
Asked a teacher for advice after class	85.8	85.7	85.8	90.0	87.2	87.1	88.3	86.8	84.8	90.0	84.1	83.2	85.9
Voted in a student election	65.9	62.3	69.8	75.6	64.0	63.9	68.7	61.8	68.5	75.6	67.8	64.0	75.0
Socialized with someone of another racial/ethnic group	96.4	95.6	97.3	97.4	96.0	95.5	96.8	96.1	97.3	97.4	92.5	91.5	94.4
Been late to class*	7.5	7.2	7.9	7.8	6.7	7.1	5.7	6.7	7.9	7.8	9.5	9.4	9.6
Discussed religion	78.2	76.9	79.5	86.5	79.3	74.4	80.2	84.3	77.9	86.5	77.0	74.1	82.7
Discussed politics	84.6	82.0	87.4	92.1	82.5	82.5	84.9	81.2	86.3	92.1	75.9	72.7	81.8
Skipped school/class*	2.5	2.4	2.6	2.4	2.2	2.4	1.7	2.3	2.7	2.4	3.5	3.3	3.8
Publicly communicated my opinion about a cause (e.g., blog, email, petition)	49.1	47.5	50.8	54.8	49.1	50.6	47.4	48.3	49.9	54.8	61.7	58.7	67.4
Helped raise money for a cause or campaign	55.3	52.9	57.9	61.5	56.3	55.7	57.9	56.3	57.1	61.5	58.3	55.7	63.2
Fallen asleep in class*	5.9	6.4	5.4	4.6	5.2	5.4	4.0	5.7	5.5	4.6	9.4	10.1	7.9
Failed to complete homework on time*	4.8	5.1	4.4	3.3	4.8	5.4	3.8	4.6	4.6	3.3	6.0	6.1	5.7
Felt anxious*	32.5	32.4	32.6	31.2	35.2	35.9	32.6	35.6	32.9	31.2	28.7	26.8	32.2
Written computer code*	19.6	17.0	22.4	22.5	15.5	17.3	14.9	13.7	22.3	22.5	17.9	17.1	19.3
*responses for "Frequently" only													
Students rated as "A Major Strength" or "Somewhat Strong" as compared with the average person their age:													
Ability to see the world from someone else's perspective	77.3	73.9	81.1	83.5	75.2	76.2	76.2	73.5	80.5	83.5	73.8	70.4	80.5
Tolerance of others with different beliefs	81.0	77.9	84.4	85.5	78.4	79.9	80.5	75.7	84.1	85.5	71.9	67.8	79.9
Openness to having my own views challenged	66.5	64.5	68.6	71.1	64.8	66.9	65.8	62.0	68.0	71.1	68.7	66.5	72.9
Ability to discuss and negotiate controversial issues	70.8	68.5	73.3	76.2	68.2	70.1	68.1	66.0	72.6	76.2	72.0	69.2	77.3
Ability to work cooperatively with diverse people	87.5	85.9	89.3	89.9	85.7	86.5	87.2	84.1	89.2	89.9	83.5	81.1	88.1
Critical thinking skills	77.7	74.5	81.2	85.9	74.2	75.4	74.7	72.5	80.0	85.9	76.1	74.0	80.2
Ability to manage your time effectively	52.7	52.3	53.2	57.5	51.4	49.0	54.1	52.6	52.2	57.5	54.2	54.6	53.4
What is the highest level of formal education obtained by Parent/Guardian 1?													
Junior high/Middle school or less	4.1	4.7	3.6	2.1	3.4	3.4	4.3	3.0	3.9	2.1	3.9	4.5	2.8
Some high school	4.0	4.5	3.5	2.0	3.7	4.0	3.9	3.2	3.9	2.0	5.3	6.1	3.8
High school graduate	13.8	15.8	11.7	6.8	15.1	14.9	14.5	15.7	12.8	6.8	19.9	22.7	14.5
Postsecondary school other than college	2.8	2.8	2.7	1.6	2.8	2.8	2.9	2.9	3.0	1.6	3.2	3.2	3.1
Some college	14.1	15.8	12.2	8.2	15.0	14.7	14.1	15.9	13.2	8.2	21.9	22.5	20.6
College degree	32.2	31.4	33.1	33.0	31.9	30.3	33.4	32.9	33.1	33.0	25.5	24.8	26.8
Some graduate school	2.2	2.0	2.4	3.0	2.2	2.3	2.0	2.0	2.2	3.0	1.6	1.1	2.5
Graduate degree	26.7	23.1	30.7	43.3	25.9	27.5	24.9	24.5	27.8	43.3	18.7	15.1	25.8

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What is the highest level of formal education obtained by Parent/Guardian 2?													
Junior high/Middle school or less	4.4	4.8	3.8	2.1	3.8	4.0	4.3	3.2	4.3	2.1	4.5	5.2	3.3
Some high school	4.8	5.4	4.2	2.3	4.7	5.5	4.4	4.0	4.6	2.3	8.1	9.4	5.8
High school graduate	15.9	18.3	13.4	8.1	17.0	16.9	16.8	17.3	14.7	8.1	27.6	31.3	21.2
Postsecondary school other than college	3.2	3.5	2.9	2.1	3.5	3.5	3.7	3.4	3.1	2.1	3.6	2.8	4.9
Some college	14.3	15.4	13.1	9.1	14.2	13.2	13.4	15.6	14.1	9.1	19.3	19.9	18.1
College degree	32.9	31.4	34.5	36.5	32.8	30.8	34.6	34.1	34.0	36.5	21.9	19.8	25.6
Some graduate school	2.4	2.1	2.6	3.2	2.5	2.5	2.4	2.5	2.5	3.2	1.5	1.2	2.0
Graduate degree	22.1	19.1	25.4	36.6	21.5	23.6	20.3	19.9	22.7	36.6	13.6	10.4	19.0
First generation in college													
Yes	17.7	19.8	15.3	8.7	17.3	17.7	18.6	16.1	16.9	8.7	25.4	29.1	18.1
No	82.3	80.2	84.7	91.3	82.7	82.3	81.4	83.9	83.1	91.3	74.6	70.9	81.9
During the past year, did you "Frequently":													
Ask questions in class	50.7	49.7	51.9	63.0	50.6	52.1	52.8	47.7	49.3	63.0	57.9	55.2	63.2
Support your opinions with a logical argument	62.7	58.2	67.7	75.9	58.8	61.2	59.5	55.6	65.8	75.9	59.5	55.8	66.8
Seek solutions to problems and explain them to others	56.9	53.0	61.3	68.9	53.5	55.0	54.4	51.3	59.5	68.9	54.6	49.6	64.2
Evaluate the quality or reliability of information you received	49.8	46.1	53.8	60.8	46.6	48.3	48.1	43.9	52.2	60.8	47.9	43.9	55.6
Take a risk because you feel you have more to gain	36.3	35.5	37.2	41.1	35.9	36.6	35.9	35.1	36.3	41.1	43.6	42.2	46.2
Seek alternative solutions to a problem	46.1	44.5	48.0	51.8	44.8	45.0	46.3	43.7	47.1	51.8	49.0	44.8	57.1
Look up scientific research articles and resources	28.7	26.4	31.2	36.2	26.8	29.3	28.0	23.5	30.0	36.2	26.5	22.7	33.6
Explore topics on your own, even though it is not required for a class	39.6	36.6	42.9	48.1	37.7	39.9	36.8	35.7	41.6	48.1	38.6	33.8	47.9
Accept mistakes as part of the learning process	55.9	55.0	56.9	57.0	54.3	55.3	55.1	52.7	56.8	57.0	62.2	60.3	65.7
Analyze multiple sources of information before coming to a conclusion	46.8	43.8	50.2	56.3	44.5	46.9	45.8	41.2	48.7	56.3	45.8	41.6	53.9
Take on a challenge that scares you	36.0	36.1	35.9	40.5	35.6	36.2	34.7	35.3	34.9	40.5	41.7	40.9	43.2
Students who are "Absolutely" or "Very" confident													
Use technical science skills (use of tools, instruments, and/or techniques)	47.5	44.8	50.4	51.0	43.0	44.2	45.6	40.2	50.3	51.0	45.5	42.9	50.5
Generate a research question	43.0	40.7	45.6	52.2	40.1	41.9	44.6	35.8	44.1	52.2	48.2	45.0	54.4
Determine how to collect appropriate data	49.0	45.8	52.4	56.1	44.8	45.8	50.0	40.8	51.6	56.1	50.6	47.6	56.4
Explain the results of a study	56.6	52.6	61.1	66.2	52.2	53.4	56.6	48.5	59.9	66.2	54.6	50.9	61.5
Use scientific literature to guide research	38.4	35.0	42.1	47.2	34.4	36.4	37.5	30.6	40.8	47.2	37.2	33.6	44.4
Integrate results from multiple studies	48.7	44.7	53.2	59.5	44.5	46.7	47.9	40.3	51.7	59.5	44.3	39.3	54.0
Ask relevant questions	72.4	69.9	75.3	79.3	70.1	70.1	72.5	68.8	74.3	79.3	72.2	69.4	77.4
Identify what is known and not known about a problem	64.0	60.5	67.9	72.4	60.7	61.7	63.7	57.9	66.9	72.4	61.5	58.2	67.7
Understand scientific concepts	52.5	47.2	58.4	62.1	46.4	48.5	49.3	42.4	57.5	62.1	44.3	39.2	53.9
See connections between different areas of science and mathematics	52.3	47.6	57.5	60.2	46.1	47.4	49.2	42.9	56.9	60.2	45.7	41.4	53.9

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Race/Ethnicity—mark all that apply (total may add to more than 100%)													
American Indian/Alaska Native	1.9	2.4	1.4	1.1	2.4	1.9	1.9	3.1	1.4	1.1	2.8	2.6	3.2
East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)	6.0	4.0	8.1	10.6	4.5	5.6	4.0	3.6	7.5	10.6	0.4	0.2	0.8
Filipino	2.1	2.2	2.1	1.8	1.5	1.1	2.7	1.5	2.1	1.8	0.2	0.1	0.4
Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)	1.9	1.8	2.1	1.9	1.6	1.7	1.8	1.2	2.1	1.9	0.5	0.3	1.0
South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan)	3.7	1.5	6.1	4.8	1.6	2.3	1.5	0.9	6.4	4.8	0.2	0.0	0.6
Other Asian	0.6	0.7	0.6	0.6	0.6	0.7	0.4	0.5	0.6	0.6	0.4	0.4	0.5
Native Hawaiian/Pacific Islander	0.6	0.8	0.3	0.4	0.7	0.7	0.9	0.6	0.3	0.4	0.5	0.4	0.7
African American/Black	14.3	18.7	9.6	8.0	17.2	17.8	17.2	16.5	10.0	8.0	96.4	96.3	96.4
Mexican American/Chicano	6.9	7.7	6.1	4.5	5.6	4.4	7.8	5.9	6.5	4.5	1.2	1.1	1.5
Puerto Rican	2.7	3.3	2.1	2.1	3.7	5.7	2.8	1.8	2.1	2.1	1.9	1.9	1.8
Other Latino	7.0	6.7	7.4	7.3	7.1	8.6	7.6	5.3	7.4	7.3	2.0	1.9	2.2
White/Caucasian	66.1	65.1	67.1	70.3	68.0	63.0	66.4	74.5	66.4	70.3	4.6	4.8	4.3
Other	2.2	2.0	2.4	1.9	1.9	1.7	2.1	2.0	2.6	1.9	1.5	1.1	2.3
Students “Agree Strongly” or “Agree Somewhat”:													
Racial discrimination is no longer a major problem in America	17.1	17.9	16.2	14.8	15.6	14.7	15.6	16.5	16.6	14.8	9.1	10.1	7.3
Federal military spending should be increased	40.7	47.3	33.1	30.9	41.8	36.7	41.5	47.4	33.7	30.9	39.7	43.8	31.8
Undocumented immigrants should be denied access to public education	28.4	31.1	25.3	23.7	28.6	24.9	26.9	33.6	25.7	23.7	17.3	18.6	14.9
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	50.9	52.0	49.7	50.2	52.8	55.8	50.2	50.9	49.6	50.2	62.2	60.6	65.3
Addressing global climate change should be a federal policy	77.6	73.9	81.9	83.5	74.7	80.5	77.6	66.7	81.6	83.5	70.1	65.6	78.5
The chief benefit of a college education is that it increases one’s earning power	65.7	66.1	65.3	57.7	64.5	64.6	66.6	63.3	67.2	57.7	70.9	70.2	72.3
The death penalty should be abolished	43.0	40.5	45.8	53.8	43.7	45.6	47.1	39.9	43.8	53.8	49.3	47.5	52.7
Through hard work, everybody can succeed in American society	69.9	72.9	66.6	60.8	69.0	63.6	72.2	73.1	68.0	60.8	67.6	70.4	62.1
Sexual activity that occurs without the presence of explicit, affirmative consent (i.e., “yes means yes”) is considered sexual assault	86.8	85.6	88.1	88.8	86.9	87.4	87.5	86.1	87.9	88.8	76.1	72.3	83.2
Intelligence is something that can be improved by studying or working harder	88.7	89.4	88.0	87.6	89.2	88.3	90.4	89.4	88.1	87.6	85.6	84.3	88.0
At least a basic understanding of computer programming is important for nearly any career today	75.2	75.6	74.8	72.1	74.7	73.5	77.2	74.8	75.5	72.1	77.0	75.2	80.3
How would you characterize your political views?													
Far left	4.0	3.9	4.1	4.6	4.5	6.2	3.0	3.4	3.9	4.6	6.6	6.4	7.1
Liberal	32.2	28.2	36.6	39.9	30.3	37.2	30.6	22.4	35.8	39.9	37.2	32.6	45.7
Middle-of-the-road	41.4	42.2	40.6	34.9	40.7	38.8	43.8	41.2	42.0	34.9	37.9	39.6	34.8
Conservative	20.4	23.2	17.3	19.3	22.2	16.1	20.7	29.9	16.8	19.3	14.1	16.5	9.8
Far right	2.0	2.5	1.5	1.2	2.3	1.7	2.0	3.2	1.5	1.2	4.1	4.9	2.7

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
The following reasons were "Very Important" in deciding to go to college:													
To be able to get a better job	84.9	84.8	85.1	83.8	83.2	83.0	88.5	80.7	85.4	83.8	88.8	88.2	89.9
To gain a general education and appreciation of ideas	75.9	75.6	76.2	82.8	77.3	79.0	79.1	74.5	74.5	82.8	82.0	80.5	85.1
To make me a more cultured person	51.3	50.6	52.0	63.5	53.8	55.5	55.5	51.1	49.2	63.5	65.9	61.0	75.5
To be able to make more money	71.8	71.6	71.9	65.7	70.4	70.7	75.4	67.3	73.4	65.7	85.7	86.0	85.0
To learn more about things that interest me	83.6	82.6	84.6	87.9	84.6	85.9	84.4	83.4	83.9	87.9	84.0	81.5	88.7
To get training for a specific career	78.0	80.1	75.7	67.6	78.1	74.0	81.9	80.7	77.7	67.6	84.3	83.5	85.9
To prepare myself for graduate or professional school	60.7	58.6	63.1	63.5	60.9	62.1	65.4	57.2	63.0	63.5	76.4	73.1	82.7
To please my family	34.2	37.1	31.0	30.0	35.7	35.7	38.0	34.4	31.3	30.0	54.8	56.3	51.9
During your last year in high school, how much time did you spend during a typical week doing the following activities?													
Studying/homework													
None	1.9	2.2	1.5	0.9	1.9	1.8	1.2	2.4	1.7	0.9	4.2	5.1	2.5
Less than one hour	7.9	9.1	6.5	3.2	7.8	7.1	6.3	9.4	7.3	3.2	10.5	12.2	7.1
1 to 2 hours	19.1	21.9	15.9	10.1	19.4	18.1	18.5	21.2	17.4	10.1	30.2	32.6	25.5
3 to 5 hours	27.1	27.9	26.1	20.2	27.4	26.9	26.5	28.5	27.7	20.2	27.4	28.3	25.7
6 to 10 hours	21.0	19.9	22.3	24.0	21.4	21.7	23.1	20.1	21.9	24.0	14.8	12.8	18.6
11 to 15 hours	11.9	10.3	13.7	18.6	11.5	12.3	13.3	9.8	12.4	18.6	6.2	4.4	9.7
16 to 20 hours	6.3	5.0	7.7	12.3	6.1	6.6	6.9	5.1	6.5	12.3	3.0	1.6	5.5
Over 20 hours	4.9	3.8	6.3	10.7	4.5	5.4	4.3	3.5	5.1	10.7	3.8	2.9	5.5
Socializing with friends													
None	0.9	1.0	0.7	0.5	1.0	1.0	0.8	1.1	0.7	0.5	1.6	1.8	1.3
Less than one hour	2.9	3.2	2.5	1.7	3.2	3.2	3.0	3.2	2.7	1.7	4.3	4.2	4.5
1 to 2 hours	11.4	11.8	10.9	8.0	11.3	11.0	11.2	11.5	11.7	8.0	13.1	13.2	12.9
3 to 5 hours	26.4	26.4	26.5	24.0	26.1	25.8	26.7	26.2	27.1	24.0	28.4	27.8	29.6
6 to 10 hours	26.6	25.5	27.7	30.1	26.4	26.6	26.5	26.2	27.1	30.1	21.6	21.9	21.1
11 to 15 hours	14.5	14.0	15.1	17.6	14.5	14.7	14.1	14.3	14.5	17.6	10.4	9.6	11.7
16 to 20 hours	7.5	7.3	7.6	8.6	7.6	7.7	7.5	7.5	7.4	8.6	5.7	5.5	6.0
Over 20 hours	9.8	10.7	8.9	9.4	10.0	9.9	10.1	9.9	8.7	9.4	14.9	15.9	12.9
Using social media (Facebook, Twitter, etc.)													
None	2.7	2.7	2.7	2.1	2.6	2.9	2.2	2.6	2.8	2.1	1.9	2.0	1.9
Less than one hour	5.6	5.8	5.4	4.3	5.5	5.4	5.1	6.0	5.7	4.3	5.4	5.3	5.5
1 to 2 hours	15.6	15.5	15.8	15.1	15.2	14.9	14.8	15.8	16.0	15.1	12.6	11.9	13.9
3 to 5 hours	25.2	24.7	25.7	27.1	25.2	25.0	26.1	24.9	25.3	27.1	22.4	22.5	22.3
6 to 10 hours	21.3	21.0	21.8	24.0	21.4	21.3	22.3	21.1	21.2	24.0	18.1	17.1	20.0
11 to 15 hours	12.0	11.8	12.2	12.6	12.4	12.8	12.1	12.2	12.1	12.6	11.9	10.8	13.9
16 to 20 hours	7.2	7.4	7.1	6.2	7.5	7.6	7.7	7.2	7.3	6.2	7.7	7.9	7.3
Over 20 hours	10.3	11.2	9.4	8.5	10.1	10.0	9.8	10.3	9.6	8.5	20.0	22.5	15.3
Partying													
None	41.4	43.4	39.0	33.5	43.4	40.5	40.3	48.3	40.5	33.5	29.7	28.0	32.9
Less than one hour	16.9	16.5	17.4	16.9	16.3	15.9	16.3	16.7	17.6	16.9	15.8	15.5	16.3
1 to 2 hours	17.8	17.1	18.6	18.9	16.9	17.6	18.2	15.4	18.5	18.9	24.7	25.3	23.5
3 to 5 hours	14.3	13.5	15.2	18.6	14.1	15.7	15.6	11.7	14.4	18.6	18.4	19.0	17.4
6 to 10 hours	6.1	5.8	6.4	8.1	5.8	6.5	6.4	4.6	5.9	8.1	6.7	7.2	5.9
11 to 15 hours	1.9	2.0	1.9	2.3	1.9	2.3	1.7	1.7	1.7	2.3	2.2	2.3	2.0
16 to 20 hours	0.7	0.7	0.7	0.9	0.7	0.7	0.8	0.6	0.7	0.9	1.0	1.2	0.6
Over 20 hours	0.9	1.1	0.7	0.8	0.9	0.9	0.8	1.0	0.7	0.8	1.5	1.6	1.3

2017 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
During your last year in high school, how much time did you spend during a typical week doing the following activities?													
Participating in student clubs/groups													
None	16.1	19.4	12.2	7.0	17.1	17.0	14.8	18.4	13.6	7.0	19.8	23.1	13.6
Less than one hour	10.2	11.1	9.2	6.4	10.7	10.3	10.6	11.2	9.9	6.4	8.9	9.7	7.4
1 to 2 hours	22.1	21.7	22.6	21.0	22.0	21.9	22.9	21.6	23.1	21.0	19.0	18.4	20.0
3 to 5 hours	23.0	21.1	25.2	28.4	22.1	22.6	23.6	20.8	24.4	28.4	21.0	20.6	21.9
6 to 10 hours	13.8	12.6	15.2	19.7	13.3	13.6	14.0	12.6	14.1	19.7	13.2	11.2	16.8
11 to 15 hours	6.8	6.1	7.6	9.0	6.5	6.6	6.9	6.2	7.2	9.0	7.4	6.6	8.9
16 to 20 hours	3.5	3.4	3.6	4.2	3.7	3.6	3.3	4.1	3.4	4.2	4.0	3.7	4.5
Over 20 hours	4.5	4.6	4.3	4.2	4.6	4.4	4.0	5.0	4.3	4.2	6.7	6.7	6.8
Exercising/sports													
None	9.3	10.2	8.2	5.4	9.7	10.8	7.9	9.3	8.9	5.4	15.9	17.9	12.1
Less than one hour	8.5	8.3	8.7	6.5	8.0	8.2	7.2	8.3	9.3	6.5	9.2	8.8	9.9
1 to 2 hours	14.7	14.3	15.1	12.7	14.2	14.1	13.4	14.6	15.8	12.7	18.5	18.9	17.7
3 to 5 hours	17.9	16.8	19.1	19.2	16.8	16.6	17.1	16.9	19.1	19.2	17.4	16.8	18.3
6 to 10 hours	18.3	17.1	19.7	22.1	17.3	17.2	19.1	16.3	19.1	22.1	13.2	11.8	15.8
11 to 15 hours	13.7	13.7	13.7	16.2	13.7	13.8	15.1	12.9	13.1	16.2	8.4	7.2	10.7
16 to 20 hours	7.8	8.2	7.4	9.0	8.4	8.1	8.6	8.6	7.0	9.0	5.2	5.2	5.0
Over 20 hours	9.8	11.4	8.0	8.9	12.0	11.1	11.6	13.2	7.8	8.9	12.3	13.2	10.5
Working (for pay)													
None	39.6	37.3	42.2	48.0	38.4	40.7	36.0	37.1	40.7	48.0	37.1	34.9	41.0
Less than one hour	3.4	3.4	3.4	4.5	3.5	3.3	3.6	3.8	3.1	4.5	2.9	3.0	2.8
1 to 2 hours	5.1	5.1	5.1	7.0	5.5	5.5	4.9	5.9	4.6	7.0	4.5	4.5	4.3
3 to 5 hours	8.7	8.7	8.7	10.0	9.4	8.6	9.9	9.9	8.4	10.0	9.2	9.4	8.8
6 to 10 hours	12.0	12.0	12.0	11.6	12.9	12.1	13.8	13.1	12.1	11.6	11.1	11.2	11.0
11 to 15 hours	10.4	10.1	10.7	8.2	10.0	9.5	11.0	10.1	11.4	8.2	8.1	7.9	8.4
16 to 20 hours	9.5	9.9	9.0	5.5	9.1	9.0	9.1	9.3	10.0	5.5	9.4	9.3	9.5
Over 20 hours	11.3	13.4	8.8	5.1	11.2	11.3	11.6	10.9	9.8	5.1	17.7	19.6	14.2
Performing household/childcare duties													
None	17.4	18.5	16.0	19.5	19.8	20.9	15.3	21.0	15.1	19.5	24.1	25.9	20.6
Less than one hour	15.6	14.9	16.3	18.1	15.3	15.8	15.1	14.9	15.8	18.1	11.7	11.9	11.2
1 to 2 hours	28.2	26.9	29.7	29.8	26.9	26.2	29.5	26.2	29.6	29.8	21.4	21.0	22.1
3 to 5 hours	21.7	21.4	22.0	20.0	20.6	20.2	21.9	20.3	22.6	20.0	19.5	17.9	22.4
6 to 10 hours	9.2	9.4	8.9	7.3	8.9	8.6	9.8	8.9	9.4	7.3	10.4	9.5	11.9
11 to 15 hours	3.4	3.6	3.1	2.3	3.7	3.5	3.7	3.9	3.3	2.3	4.2	4.3	4.1
16 to 20 hours	1.8	1.9	1.6	1.4	1.8	1.8	1.7	2.0	1.7	1.4	3.1	3.3	2.7
Over 20 hours	2.8	3.3	2.3	1.6	2.9	2.9	3.0	3.0	2.4	1.6	5.7	6.2	5.0

2017 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
The following reasons were "Very Important" in deciding to go to this particular college:													
My parents/relatives wanted me to come here	16.3	17.0	15.6	15.2	15.9	14.5	17.8	16.4	15.7	15.2	22.1	21.0	24.1
My teacher advised me	7.2	8.1	6.2	6.3	7.4	7.4	7.1	7.6	6.2	6.3	13.3	14.0	11.9
This college has a very good academic reputation	65.6	61.6	70.2	80.0	65.1	65.5	71.2	61.3	67.6	80.0	59.2	51.8	73.5
This college has a good reputation for its social and extracurricular activities	51.1	48.1	54.6	61.5	50.2	48.1	51.6	51.7	52.8	61.5	55.6	54.7	57.4
I was offered financial assistance	48.7	53.4	43.4	47.4	63.2	61.6	66.7	62.9	42.4	47.4	53.3	53.5	52.9
The cost of attending this college	48.4	49.8	46.9	29.7	41.0	41.8	44.6	38.2	51.3	29.7	50.3	56.2	38.8
High school counselor advised me	10.4	11.6	9.0	10.3	10.7	11.6	11.4	9.3	8.6	10.3	15.8	16.9	13.6
Private college counselor advised me	4.9	5.7	4.0	6.9	7.1	7.1	7.1	7.2	3.2	6.9	9.7	9.6	10.1
I wanted to live near home	22.5	24.4	20.3	12.2	20.8	18.3	25.8	20.8	22.4	12.2	20.5	23.1	15.6
Not offered aid by first choice	11.1	10.7	11.6	7.9	11.1	11.2	13.1	9.8	12.6	7.9	17.0	17.9	15.2
Could not afford first choice	14.4	14.0	14.8	8.0	12.6	12.8	14.8	11.1	16.5	8.0	20.2	22.5	15.7
This college's graduates gain admission to top graduate/professional schools	33.4	30.1	37.3	43.6	33.1	34.5	38.3	28.8	35.6	43.6	41.7	32.7	59.1
This college's graduates get good jobs	55.7	54.6	56.9	63.7	56.8	55.9	65.1	53.3	55.1	63.7	55.9	49.0	69.3
I was attracted by the religious affiliation/orientation of this college	9.1	11.6	6.3	16.1	17.9	6.1	18.1	30.8	3.7	16.1	17.2	17.3	17.1
I wanted to go to a school about the size of this college	37.9	40.5	34.9	48.1	50.5	48.6	54.1	50.8	31.4	48.1	37.7	35.7	41.7
Rankings in national magazines	17.9	13.5	22.9	31.7	15.2	16.4	16.9	12.9	20.6	31.7	20.9	14.8	32.4
I was admitted through an Early Action or Early Decision program	15.3	13.8	17.1	31.2	17.9	20.6	22.0	12.8	13.4	31.2	17.0	14.1	22.4
A visit to this campus	47.3	48.7	45.6	60.7	55.6	55.2	56.4	55.8	41.6	60.7	50.4	49.3	52.4
This college's graduates make a difference in the world	41.3	42.4	39.9	55.7	42.6	42.7	45.6	40.8	35.8	55.7	52.3	44.7	66.8
Students rated as "Highest 10%" or "Above Average" as compared with the average person their age:													
Academic ability	71.7	64.3	80.0	86.6	65.1	66.0	66.3	63.4	78.4	86.6	64.9	61.1	72.2
Artistic ability	29.0	28.9	29.1	30.7	30.0	30.5	25.4	31.9	28.7	30.7	31.9	28.9	37.8
Compassion	68.7	67.2	70.4	75.2	69.6	68.3	72.3	69.7	69.3	75.2	68.8	66.4	73.3
Computer programming skills	12.2	11.3	13.1	12.3	10.2	10.8	9.9	9.7	13.3	12.3	19.7	20.4	18.4
Creativity	52.4	51.8	53.1	56.0	53.3	54.1	50.2	54.1	52.4	56.0	60.1	58.5	63.1
Drive to achieve	77.7	76.0	79.5	85.1	76.2	74.7	78.7	76.4	78.1	85.1	81.3	79.7	84.4
Emotional health	47.4	46.6	48.3	52.4	45.4	43.4	48.0	46.3	47.3	52.4	51.0	50.7	51.4
Leadership ability	64.1	62.8	65.6	73.1	62.7	61.4	63.8	63.6	63.8	73.1	70.3	68.8	73.3
Mathematical ability	47.4	41.3	54.3	59.5	39.2	39.6	41.3	37.7	53.0	59.5	38.8	36.9	42.5
Physical health	52.9	52.7	53.2	59.1	52.1	50.5	53.4	53.2	51.8	59.1	52.1	53.0	50.4
Public speaking ability	40.3	38.3	42.5	51.3	38.7	38.8	38.0	38.8	40.3	51.3	43.7	40.4	50.1
Risk-taking	43.9	43.6	44.3	47.5	43.5	44.3	42.4	43.1	43.5	47.5	54.0	52.8	56.3
Self-confidence (intellectual)	58.9	56.0	62.3	67.7	55.5	56.0	54.8	55.3	60.9	67.7	68.9	68.8	69.1
Self-confidence (social)	45.4	45.2	45.6	47.8	44.3	43.6	45.5	44.6	45.0	47.8	60.2	61.9	56.9
Spirituality	36.1	38.3	33.7	37.7	38.5	33.2	37.7	44.8	32.7	37.7	54.0	53.7	54.6
Understanding of others	73.4	71.3	75.7	77.5	72.6	72.5	74.4	71.7	75.2	77.5	73.0	70.3	78.3
Writing ability	48.3	45.8	51.2	61.4	45.8	46.6	45.8	45.0	48.6	61.4	52.3	50.5	55.8

2017 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Military Status:													
None	93.8	89.4	98.9	98.8	98.6	98.0	99.0	99.1	98.9	98.8	97.4	97.9	96.6
ROTC, cadet, or midshipman at a service academy	5.6	9.8	0.9	1.0	1.1	1.7	0.9	0.6	0.9	1.0	2.0	1.5	2.8
In the Reserves or National Guard	0.2	0.3	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.5	0.4	0.6
On Active Duty	0.2	0.4	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.0
A discharged veteran NOT serving in Active Duty, Reserves, or National Guard	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.1
How many years do you expect it will take you to graduate from this college?													
1	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.2	0.4	0.0
2	0.6	0.6	0.6	0.2	0.5	0.5	0.5	0.6	0.7	0.2	0.6	0.6	0.5
3	2.7	2.5	2.9	1.8	3.4	2.5	2.2	5.1	3.2	1.8	3.1	1.9	5.6
4	87.1	87.6	86.5	93.2	87.0	88.2	86.5	85.9	84.8	93.2	86.7	88.4	83.5
5	5.6	5.4	5.8	3.3	4.8	4.2	6.4	4.6	6.5	3.3	4.5	4.9	3.8
6 or more	2.6	2.2	3.0	1.1	2.9	3.4	3.7	2.1	3.5	1.1	3.3	2.1	5.5
Do not plan to graduate from this college	1.3	1.6	1.0	0.3	1.2	1.2	0.7	1.6	1.2	0.3	1.5	1.7	1.1
What is your sexual orientation?													
Heterosexual/Straight	90.7	90.3	91.1	91.9	89.7	86.2	92.3	92.2	90.9	91.9	90.9	91.5	89.8
Gay	1.2	1.0	1.5	1.5	1.1	1.4	0.7	0.9	1.5	1.5	1.1	0.9	1.6
Lesbian	0.9	1.1	0.7	0.5	1.1	1.5	0.9	0.9	0.7	0.5	1.3	1.4	1.2
Bisexual	5.0	5.2	4.8	4.2	5.4	7.3	3.9	4.0	4.9	4.2	5.2	5.0	5.6
Queer	0.7	0.8	0.7	0.7	1.0	1.4	0.6	0.7	0.7	0.7	0.3	0.2	0.5
Other	1.5	1.6	1.3	1.1	1.7	2.2	1.5	1.4	1.3	1.1	1.2	1.1	1.3
Do you identify as transgender?													
Yes	0.5	0.7	0.4	0.3	0.6	0.7	0.4	0.6	0.5	0.3	0.3	0.3	0.3
No	99.5	99.3	99.6	99.7	99.4	99.3	99.6	99.4	99.5	99.7	99.7	99.7	99.7
Have had remedial work in:													
English	27.3	30.7	23.6	26.2	33.3	31.5	35.8	34.0	23.0	26.2	31.9	31.5	32.8
Reading	9.8	10.8	8.7	7.5	11.7	11.4	11.7	12.2	9.0	7.5	11.5	12.4	10.0
Mathematics	26.2	29.5	22.6	24.9	32.5	30.6	35.5	33.1	22.0	24.9	30.7	29.9	32.2
Writing	7.9	8.9	6.9	6.6	9.8	9.4	10.0	10.3	7.0	6.6	10.2	10.9	8.9
Will need remedial work in:													
English	25.0	28.4	21.3	24.6	30.1	28.8	32.5	30.4	20.5	24.6	28.0	26.8	30.5
Reading	19.8	23.4	15.9	14.0	23.7	22.8	24.9	24.0	16.3	14.0	31.1	34.1	25.3
Mathematics	23.0	25.8	19.9	22.8	28.2	26.8	30.6	28.4	19.2	22.8	25.9	24.5	28.5
Writing	14.8	16.2	13.3	11.8	18.1	17.4	19.3	18.2	13.6	11.8	18.0	19.6	15.0
Will you pursue a science-related research career?													
Definitely no	17.0	14.9	19.4	14.9	14.8	15.5	17.2	12.9	20.6	14.9	20.2	17.4	25.5
Probably no	19.9	18.0	22.2	19.8	16.7	17.9	17.0	15.2	22.8	19.8	18.8	19.3	17.9
Uncertain	21.5	22.0	20.9	20.3	20.6	21.7	21.8	18.7	21.1	20.3	19.0	20.0	17.1
Probably yes	24.4	25.3	23.4	26.7	25.6	25.0	25.8	26.1	22.6	26.7	21.7	22.5	20.1
Definitely yes	17.0	19.7	14.0	18.3	22.2	19.8	18.1	27.1	12.9	18.3	20.3	20.7	19.4

2017 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Students who "Strongly Agree" or "Agree Somewhat"													
I have a strong sense of belonging to a community of scientists	26.2	22.4	30.6	28.9	23.0	25.5	25.9	18.8	31.1	28.9	25.9	22.0	33.1
I derive great personal satisfaction from working on a team that is doing important research	51.9	47.3	57.3	57.3	46.7	49.1	51.0	41.7	57.3	57.3	48.3	44.2	56.0
I think of myself as a scientist	20.7	16.7	25.3	25.4	17.4	20.2	18.0	14.1	25.3	25.4	19.1	15.3	26.3
I feel like I belong in the field of science	36.7	31.1	43.1	38.4	31.6	33.4	36.9	26.7	44.3	38.4	32.2	27.0	41.9
Objectives considered to be "Essential" or "Very Important":													
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	15.9	16.9	14.7	15.7	18.4	16.6	13.8	22.9	14.4	15.7	27.2	27.4	26.9
Becoming an authority in my field	56.8	55.5	58.3	63.2	55.3	56.0	56.8	53.6	57.0	63.2	66.3	62.8	72.6
Obtaining recognition from my colleagues for contributions to my special field	54.7	52.7	57.0	58.6	53.0	54.2	54.4	51.0	56.6	58.6	61.2	60.0	63.4
Influencing the political structure	27.9	28.0	27.9	33.3	28.3	30.5	27.2	26.5	26.4	33.3	42.6	39.2	48.9
Influencing social values	48.5	48.7	48.3	54.7	50.4	50.5	50.6	50.3	46.5	54.7	62.3	58.6	69.4
Raising a family	71.4	72.0	70.6	74.5	72.4	68.3	76.9	74.5	69.5	74.5	71.2	68.4	76.5
Being very well off financially	82.5	81.6	83.5	79.0	80.1	80.0	85.5	77.2	84.7	79.0	85.8	84.0	89.1
Helping others who are in difficulty	78.3	77.2	79.5	84.0	78.7	77.8	82.1	77.8	78.3	84.0	77.1	73.0	84.9
Making a theoretical contribution to science	26.5	23.5	30.0	27.6	24.1	26.1	25.5	21.1	30.6	27.6	32.8	29.1	39.8
Writing original works (poems, novels, etc.)	17.7	18.6	16.6	18.4	20.3	21.3	15.9	21.5	16.2	18.4	30.0	27.9	34.0
Creating artistic works (painting, sculpture, etc.)	17.4	19.0	15.5	16.4	19.5	19.6	15.7	21.5	15.2	16.4	27.4	28.2	26.0
Becoming successful in a business of my own	40.9	41.5	40.2	41.7	42.8	43.5	43.4	41.6	39.8	41.7	66.4	65.1	68.7
Becoming involved in programs to clean up the environment	35.6	34.1	37.4	38.6	35.7	39.2	35.8	31.7	37.1	38.6	47.2	43.7	53.6
Developing a meaningful philosophy of life	48.1	46.2	50.4	57.7	47.7	48.8	47.1	46.7	48.4	57.7	56.9	53.4	63.4
Participating in a community action program	36.8	35.2	38.6	47.1	38.3	39.8	40.0	35.7	36.3	47.1	54.3	49.0	64.1
Helping to promote racial understanding	49.7	48.6	50.9	54.8	51.3	54.4	52.4	47.3	49.8	54.8	68.3	62.3	79.5
Keeping up to date with political affairs	48.1	45.3	51.4	61.2	46.3	50.1	46.7	41.8	48.7	61.2	53.0	47.9	62.6
Becoming a community leader	44.9	44.2	45.7	55.1	44.9	46.0	46.1	43.0	43.2	55.1	59.6	54.9	68.2
Improving my understanding of other countries and cultures	61.6	58.9	64.7	72.7	61.8	64.4	62.9	58.4	62.5	72.7	65.4	59.5	76.3
Integrating spirituality into my life	43.7	46.9	40.0	47.1	48.9	40.0	49.3	58.5	38.0	47.1	67.5	64.3	73.4

2017 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Student estimates "Very Good Chance" that they will:													
Change major field	11.7	10.4	13.2	15.1	9.7	10.5	9.1	9.1	12.7	15.1	10.2	10.2	10.0
Change career choice	12.3	10.7	14.1	18.3	10.9	12.8	9.8	9.5	13.0	18.3	9.0	9.1	8.7
Participate in student government	7.9	7.6	8.2	9.7	8.3	9.4	8.7	6.9	7.8	9.7	17.4	13.8	24.2
Get a job to help pay for college expenses	50.7	49.0	52.7	44.5	51.1	51.7	54.0	48.8	55.0	44.5	48.8	48.1	50.0
Join a social fraternity or sorority	11.4	9.9	13.0	14.0	9.9	10.2	10.1	9.4	12.8	14.0	30.5	28.0	35.2
Transfer to another college before graduating	5.2	5.8	4.4	2.5	5.1	4.7	3.7	6.1	5.0	2.5	9.1	9.2	9.0
Participate in volunteer or community service work	36.7	33.0	41.1	54.5	38.5	38.3	42.4	36.4	37.4	54.5	44.2	36.6	58.3
Seek personal counseling	14.4	13.8	15.1	14.3	14.7	16.1	14.6	13.1	15.3	14.3	20.5	18.7	23.9
Communicate regularly with your professors	49.0	48.8	49.3	59.2	52.7	54.7	57.5	47.9	46.6	59.2	50.5	43.3	64.0
Participate in student clubs/groups	51.2	45.7	57.7	70.1	49.7	52.5	55.7	43.2	54.3	70.1	49.9	42.9	63.3
Participate in a study abroad program	32.1	29.3	35.3	51.4	34.8	38.6	37.1	29.3	30.9	51.4	33.8	27.6	45.6
Work on a professor's research project	22.8	19.4	26.8	32.2	21.8	25.3	22.5	17.6	25.3	32.2	32.1	28.0	39.8
Take courses from more than one college simultaneously	5.8	5.8	5.8	6.2	6.1	7.8	5.5	4.6	5.7	6.2	14.2	11.8	18.7
Take a leave of absence from this college temporarily	2.1	2.5	1.6	1.7	2.3	2.6	2.0	2.2	1.6	1.7	5.8	5.3	6.8
Take a course exclusively online	5.6	6.2	5.0	3.1	6.3	5.2	5.1	8.1	5.5	3.1	9.4	9.3	9.6
Vote in a local, state, or national election	62.9	58.9	67.6	71.3	59.2	59.9	62.1	56.8	66.5	71.3	55.9	49.7	67.5
First generation in college													
Yes	17.7	19.8	15.3	8.7	17.3	17.7	18.6	16.1	16.9	8.7	25.4	29.1	18.1
No	82.3	80.2	84.7	91.3	82.7	82.3	81.4	83.9	83.1	91.3	74.6	70.9	81.9
Race/Ethnicity Group (with multiple race category)													
American Indian	0.3	0.3	0.2	0.1	0.2	0.1	0.1	0.3	0.2	0.1	0.2	0.2	0.2
Asian	10.0	6.0	14.4	15.0	6.1	8.0	6.2	3.9	14.3	15.0	0.5	0.1	1.2
Black	10.9	14.4	7.1	5.7	13.2	13.8	13.2	12.6	7.4	5.7	86.8	87.4	85.5
Hispanic	9.5	10.6	8.3	6.5	9.3	12.2	10.3	5.7	8.6	6.5	1.3	1.6	0.7
White	56.0	55.2	57.0	59.4	58.3	54.1	57.0	63.5	56.4	59.4	0.9	1.1	0.6
Other	1.0	0.8	1.2	0.8	0.7	0.6	0.7	0.7	1.3	0.8	0.6	0.6	0.5
Two or more races/ethnicities	12.3	12.7	11.9	12.4	12.2	11.2	12.6	13.3	11.8	12.4	9.8	9.0	11.2

2017 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
CIRP Construct: Habits of Mind													
High	32.7	36.6	28.3	21.7	36.5	34.6	34.9	39.4	29.8	21.7	35.8	40.2	27.2
Average	43.1	40.9	45.5	44.0	40.4	40.1	41.2	40.4	45.9	44.0	36.0	36.2	35.7
Low	24.2	22.5	26.2	34.2	23.1	25.3	23.9	20.2	24.3	34.2	28.2	23.7	37.0
Mean	49.11	48.34	49.96	51.87	48.45	48.98	48.78	47.68	49.50	51.87	49.24	48.12	51.41
CIRP Construct: Academic Self-Concept													
High	27.7	34.5	20.1	13.5	34.0	33.5	32.7	35.4	21.7	13.5	31.2	34.3	25.1
Average	48.0	45.8	50.5	44.4	46.6	46.6	48.1	45.8	52.0	44.4	42.4	40.9	45.4
Low	24.3	19.7	29.4	42.1	19.4	19.9	19.3	18.8	26.3	42.1	26.4	24.8	29.5
Mean	50.15	48.76	51.72	54.10	48.65	48.80	48.91	48.34	51.14	54.10	50.33	49.71	51.53
CIRP Construct: Social Self-Concept													
High	31.1	32.5	29.5	23.1	32.5	33.3	31.5	32.1	31.1	23.1	24.3	25.2	22.6
Average	43.3	42.4	44.3	45.1	42.3	42.0	43.3	42.3	44.1	45.1	36.8	36.7	36.9
Low	25.6	25.1	26.2	31.8	25.2	24.8	25.3	25.6	24.9	31.8	38.9	38.0	40.5
Mean	50.23	50.00	50.48	52.01	50.00	49.84	50.18	50.06	50.11	52.01	52.95	52.65	53.53
CIRP Construct: Pluralistic Orientation													
High	25.6	28.7	22.1	19.9	28.6	26.6	27.6	31.4	22.6	19.9	27.6	30.8	21.4
Average	43.1	42.3	44.1	44.1	42.4	42.4	42.3	42.5	44.1	44.1	35.9	36.1	35.6
Low	31.3	29.0	33.8	36.0	28.9	30.9	30.0	26.2	33.3	36.0	36.4	33.1	43.0
Mean	50.41	49.74	51.16	51.63	49.74	50.19	50.12	49.03	51.05	51.63	50.73	49.89	52.37
CIRP Construct: Social Agency													
High	20.0	21.0	18.9	12.5	19.5	19.3	17.7	20.7	20.6	12.5	8.9	10.6	5.7
Average	43.6	43.8	43.3	40.7	42.9	41.1	43.4	44.7	44.1	40.7	35.4	39.7	27.3
Low	36.4	35.2	37.8	46.8	37.6	39.6	38.9	34.6	35.3	46.8	55.7	49.7	67.0
Mean	52.11	51.82	52.45	54.45	52.39	52.71	52.82	51.80	51.91	54.45	56.51	55.03	59.27
CIRP Construct: Civic Engagement													
High	19.1	21.0	17.1	10.9	19.1	18.8	17.7	20.2	18.5	10.9	13.1	15.4	8.7
Average	42.0	43.1	40.9	37.2	41.2	39.0	41.5	43.4	41.7	37.2	35.8	39.4	28.6
Low	38.9	35.9	42.1	51.9	39.7	42.2	40.8	36.4	39.8	51.9	51.1	45.2	62.6
Mean	52.77	52.14	53.46	55.47	52.91	53.35	53.11	52.30	52.99	55.47	55.36	54.08	57.86
CIRP Construct: College Reputation Orientation													
High	31.6	34.4	28.4	20.6	31.5	31.4	24.5	35.4	30.3	20.6	34.1	40.8	21.2
Average	37.9	38.2	37.6	38.6	38.2	37.4	39.5	38.4	37.3	38.6	28.8	30.8	25.0
Low	30.5	27.5	34.1	40.7	30.3	31.3	36.0	26.1	32.4	40.7	37.1	28.4	53.8
Mean	50.02	49.45	50.67	52.22	50.06	50.08	51.65	49.19	50.27	52.22	50.13	48.52	53.22
CIRP Construct: Likelihood of College Involvement													
High	29.3	33.8	24.1	12.4	29.1	26.7	24.4	34.4	27.3	12.4	27.3	32.9	16.9
Average	40.5	40.1	40.9	35.3	40.0	39.9	39.6	40.4	42.5	35.3	36.3	38.5	32.2
Low	30.2	26.1	35.0	52.3	30.9	33.4	36.0	25.2	30.3	52.3	36.4	28.6	51.0
Mean	49.71	48.69	50.90	53.85	49.74	50.29	50.83	48.52	50.08	53.85	50.40	48.68	53.65
CIRP Construct: Science Self-Efficacy													
High	30.1	34.7	25.0	21.4	35.4	33.7	31.3	39.5	25.8	21.4	35.7	39.3	28.8
Average	44.5	42.5	46.6	45.0	42.3	42.3	44.0	41.3	47.0	45.0	36.4	36.4	36.6
Low	25.5	22.8	28.4	33.6	22.3	23.9	24.8	19.2	27.2	33.6	27.8	24.3	34.6
Mean	50.01	49.04	51.09	52.40	48.85	49.35	49.93	47.74	50.77	52.40	49.82	48.79	51.81
CIRP Construct: Science Identity													
High	28.2	31.8	24.0	27.0	33.6	31.2	28.7	38.9	23.2	27.0	30.0	32.9	24.6
Average	40.5	42.3	38.4	38.3	39.7	39.3	40.9	39.7	38.5	38.3	42.4	44.5	38.4
Low	31.3	26.0	37.5	34.8	26.7	29.5	30.4	21.4	38.3	34.8	27.6	22.6	37.0
Mean	50.39	49.33	51.61	50.95	49.16	49.86	50.16	47.85	51.79	50.95	50.05	49.10	51.82

APPENDIX A

Research Methodology

RESEARCH METHODOLOGY

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

Historical Overview

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

The National Population for 2017

For the purposes of the 2017 CIRP Freshman Survey, the population has been defined as all institutions of higher education admitting first-time first-year students and granting a baccalaureate-level degree or higher listed in the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). An institution is considered eligible if it was operating at the time of the IPEDS survey and had a first-time, full-time freshman class of at least 25 students. In addition, a small number of institutions or their branches are included even though their separate enrollments were not available from the IPEDS files. In 2017, the national population included 1,482 institutions. It should be noted that the population reflects institutions of "higher education," rather than "postsecondary education." Most proprietary, special vocational, or semiprofessional institutions are not currently included in the population.

Institutional Stratification Design

The institutions identified as part of the national population are divided into 26 stratification groups based on type (four-year college, university), control (public, private nonsectarian, Roman Catholic, other religious), institutional race (predominantly non-Black, predominantly Black), and the "selectivity level" of the institution. Selectivity, defined as the median SAT Verbal and Math scores of the entering class

(or ACT composite score), was made an integral part of the stratification design in 1968.

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

A comprehensive restratification of the national population was undertaken in 2008 and is updated every few years, reviewing not only institutions' selectivity scores but also their control and religious affiliation (if any) as reported to IPEDS. In 2017, "university" is defined by 2010 Basic Carnegie Classification as "research universities" or "doctoral/research universities." Appendix C lists the current stratification cell assignment of institutions that participated in the 2017 CIRP Freshman Survey.

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

Identifying the Norms Sample

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

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

The 2017 Data

Although 156,702 respondents at 212 two- and four-year colleges and universities returned their forms in time for their data to be included in the 2017 norms, the normative data presented here are based on responses from 120,357 FTFT freshmen entering 167 baccalaureate institutions.

The normative data presented here were collected by administering the 2017 CIRP Freshman Survey during registration, freshman orientation, or the first few weeks of classes (i.e., before the students have had any substantial experience with college life). The survey is designed to elicit a wide range of biographic and demographic data, as well as data on the students' high school background, career plans, educational aspirations, financial arrangements, high school activities, and current attitudes. In addition to standard biographic and demographic items that have been administered annually to each entering class, the survey also contains other research-oriented items that may have been modified from previous years.

Table A1. 2017 CIRP Freshman Survey National Norms Sample and Population

Institution Type	Strat Cell	Selectivity		Institutions			First-time, Full-time Freshmen				Cell Weights	
		Level	Average Score	Population	Survey	Norms Sample	Unweighted Number	Weighted			Men	Women
								Number	Men	Women		
Public Universities	1	low	600–1109	47	9	5	7,208	225,958	100,666	125,292	38.13	33.91
	2	medium	1110–1286	94	8	5	16,080	282,003	133,984	148,019	19.78	17.19
	3	high	1287–1600	28	8	6	20,303	72,623	34,857	37,766	3.88	3.50
Private Universities	4	medium	600–1110	17	7	5	4,443	14,879	5,762	9,117	3.68	3.52
	5	high	1111–1275	22	7	6	7,061	38,594	16,362	22,232	7.34	5.18
	6	very high	1276–1600	38	7	5	6,798	76,504	35,961	40,543	12.55	11.66
Public 4-year Colleges	7,10	low	600–999	201	11	5	3,668	148,476	63,090	85,386	44.52	40.69
	8	medium	1000–1080	121	8	6	5,592	147,590	67,562	80,028	26.95	27.74
	9	high	1081–1600	54	5	5	2,420	87,336	39,034	48,303	22.95	69.02
Private Nonsectarian 4-year Colleges	11,15	low	800–989	122	8	7	1,547	39,439	16,221	23,218	39.24	31.61
	12	medium	990–1054	46	13	9	3,212	25,658	10,410	15,249	8.89	8.57
	13	high	1055–1170	50	12	12	3,973	31,597	14,241	17,356	8.33	8.30
	14	very high	1171–1600	56	34	30	12,921	44,525	20,045	24,479	3.71	3.42
Catholic 4-year Colleges	16,19	low	600–994	57	10	8	1,932	16,744	5,674	11,070	17.08	8.28
	17	medium	995–1084	40	6	5	1,831	15,975	6,508	9,467	10.63	7.88
	18	high	1085–1600	40	13	10	7,127	33,915	14,017	19,897	5.06	4.86
Other Religious 4-year Colleges	20,24	very low	600–988	122	7	7	1,802	25,989	13,502	12,488	22.80	12.78
	21	low	989–1039	100	7	6	1,679	28,059	12,911	15,149	15.91	18.47
	22	medium	1040–1110	89	9	8	2,738	43,067	17,962	25,105	16.74	15.65
	23	high	1111–1600	62	10	8	4,761	36,940	15,843	21,098	9.04	7.29
Predominantly Black Colleges	34,40	public	—	37	4	3	1,574	29,705	12,014	17,691	27.16	15.99
	35,38 39,41	private	—	39	9	6	1,687	15,150	6,529	8,621	11.40	8.12
All Institutions				1,482	212	167	120,357	1,480,728				

Note:

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

The inclusion of modified items permits a more thorough coverage of student characteristics but also represents a compromise between two mutually exclusive objectives: (1) comparability of information from year to year which is required for assessing trends; and (2) flexibility in item content to meet changing information and research needs.

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

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

Weighting the Sample

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

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

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

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

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

CIRP Constructs

CIRP Constructs represent sets of related survey items that measure an underlying trait or aspect of a student's life. Item Response Theory (IRT), a modern psychometric method that has several advantages over methods used in more traditional factor analysis, is used to create a construct score for each respondent. Computing an individual's construct score in IRT involves deriving a maximum likelihood score estimate based on the pattern of the person's responses to the entire set of survey items for that construct (or to a sub-set of the items that were answered). Items that tap into the trait more effectively are given greater weight in the estimation process (see Table A2). A respondent's construct score is thus not a simple arithmetic mean or weighted sum,

but rather the estimated score that is most likely, given how the student answered the set of items. CIRP Constructs are scored on a Z-score metric and rescaled for a mean of approximately fifty and standard deviation of ten.

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

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

<p>Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.</p> <p>How often in the past year did you:</p> <ul style="list-style-type: none"> • Seek solutions to problems and explain them to others (1.99) • Support your opinions with a logical argument (1.74) • Seek alternative solutions to a problem (1.61) • Evaluate the quality or reliability of information you received (1.58) • Explore topics on your own, even though it was not required for a class (1.27) • Seek feedback on your academic work (1.24) 		<ul style="list-style-type: none"> • Ask questions in class (1.20) • Look up scientific research articles and resources (1.05) • Revise your papers to improve your writing (1.04) • Take a risk because you feel you have more to gain (1.03) • Accept mistakes as part of the learning process (0.95)
<p>Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.</p> <p>Rate yourself on each of the following traits as compared with the average person your age:</p> <ul style="list-style-type: none"> • Academic ability (3.52) • Mathematical ability (1.32) 		<ul style="list-style-type: none"> • Self-confidence—intellectual (1.22) • Drive to achieve (0.95)
<p>Social Self-Concept is a unified measure of students' beliefs about their abilities and confidence in social situations.</p> <p>Rate yourself on each of the following traits as compared with the average person your age:</p> <ul style="list-style-type: none"> • Self-confidence—social (2.33) • Leadership ability (1.96) 		<ul style="list-style-type: none"> • Public speaking ability (1.68)
<p>Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.</p> <p>Rate yourself on each of the following traits as compared with the average person your age:</p> <ul style="list-style-type: none"> • Ability to work cooperatively with diverse people (2.39) • Tolerance of others with different beliefs (2.35) • Openness to having my views challenged (2.13) 		<ul style="list-style-type: none"> • Ability to discuss and negotiate controversial issues (2.03) • Ability to see the world from someone else's perspective (1.78)
<p>Social Agency measures the extent to which students' value political and social involvement as a personal goal.</p> <p>Indicate the importance to you personally of each of the following:</p> <ul style="list-style-type: none"> • Participating in a community action program (2.42) • Helping to promote racial understanding (2.05) • Becoming a community leader (2.01) 		<ul style="list-style-type: none"> • Influencing social values (1.58) • Helping others who are in difficulty (1.36) • Keeping up to date with political affairs (1.35)
<p>Civic Engagement measures the extent to which students are motivated and involved in civic, electoral, and political activities.</p> <p>Indicate activities you did in the past year:</p> <ul style="list-style-type: none"> • Demonstrated for a cause (e.g., boycott, rally, protest) (1.46) • Worked on a local, state, or national political campaign (1.42) • Publicly communicated my opinion about a cause (e.g. blog, email, petition) (1.35) • Helped raise money for a cause or campaign (1.11) • Performed volunteer work (0.80) 		<p>Indicate the importance to you personally of each of the following:</p> <ul style="list-style-type: none"> • Influencing social values (0.97) • Keeping up to date with political affairs (0.86)

Table A2 (continued)

<p>College Reputation Orientation measures the degree to which students value academic reputation and future career potential as a reason for choosing this college.</p> <p>How important was each reason in your decision to come here?</p> <ul style="list-style-type: none"> • This college's graduates get good jobs (6.11) • This college's graduates gain admission to top graduate/professional schools (2.50) • This college has a very good academic reputation (1.54) 	
<p>Likelihood of College Involvement is a unified measure of students' expectations about their involvement in college life generally.</p> <p>What is your best guess as to the chances that you will:</p> <ul style="list-style-type: none"> • Participate in student clubs/groups (3.25) • Participate in a volunteer or community service work (1.58) • Socialize with someone of another racial/ethnic group (1.28) • Participate in a study abroad program (1.24) • Participate in student government (0.96) 	
<p>Science Self-Efficacy measures students' sense of confidence to engage with the scientific method.</p> <p>How confident are you that you can:</p> <ul style="list-style-type: none"> • Use technical science skills (use of tools, instruments, and/or techniques) (1.48) • Generate a research question (2.33) • Determine how to collect appropriate data (2.82) • Explain the results of a study (2.87) • Use scientific literature to guide research (2.70) • Integrate results from multiple studies (2.79) • Ask relevant questions (1.73) • Identify what is known and not known about a problem (1.95) • Understand scientific concepts (2.40) • See connections between different areas of science and mathematics (1.90) 	
<p>Science Identity represents the extent to which students conceive of themselves as scientists.</p> <p>Rate your agreement with each of the following statements:</p> <ul style="list-style-type: none"> • I have a strong sense of belonging to the community of scientists (3.52) • I derive great personal satisfaction from working on a team that is doing important research (1.78) • I think of myself as a scientist (5.53) • I feel like I belong in the field of science (4.43) 	

APPENDIX B

**The 2017 CIRP
Freshman Survey Instrument**

2017 CIRP Freshman Survey



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

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

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

SERIAL #

MARKING DIRECTIONS

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

CORRECT MARK INCORRECT MARKS

Group Code A B

- Your sex: Male Female
- Do you identify as transgender?
 Yes No
- In what year did you graduate from high school? (Mark one)
 2017 Did not graduate but passed G.E.D. test
 2016 2015 Never completed high school
 2014 or earlier
- Are you enrolled (or enrolling) as a: (Mark one)
 Full-time student Part-time student
- How many miles is this college from your permanent home? (Mark one)
 5 or less 11-50 101-500
 6-10 51-100 Over 500
- What was your average grade in high school? (Mark one)
 A or A+ B C
 A- B- D
 B+ C+
- Prior to this term, have you ever taken courses for credit at this institution?
 Yes No
- Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?
 Yes No
- What were your scores on the SAT I and/or ACT?
 SAT Critical Reading
 SAT Mathematics
 ACT Composite

- From what high school did you graduate?
 Name of high school
 City State
- Are you: (Mark all that apply)
 White/Caucasian
 African American/Black
 American Indian/Alaska Native
 East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)
 Filipino
 Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)
 South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan)
 Other Asian
 Native Hawaiian/Pacific Islander
 Mexican American/Chicano
 Puerto Rican
 Other Latino
 Other
- How many weeks this summer did you participate in a bridge program at this institution?
 0 3-4 7+
 1-2 5-6
- To how many colleges other than this one did you apply for admission this year?
 None 3 6 11 or more
 1 4 7-8
 2 5 9-10
- Were you accepted by your first choice college? Yes No
- Is this college your: (Mark one)
 First choice Third choice
 Second choice Less than third choice
- Citizenship status: (Mark one)
 U.S. citizen
 Permanent resident (green card)
 International student (i.e., F-1, J-1, or M-1 visa)
 None of the above

- Please mark which of the following courses you have completed:
 Pre-calculus/Trigonometry
 Probability & Statistics
 Calculus
 AP Probability & Statistics
 AP Calculus
 AP Computer Science A
 AP Computer Science Principles
 AP Biology
 AP Chemistry
 AP Physics
 AP Environmental Science
- During high school (grades 9-12) how many years did you study each of the following subjects? (Mark one for each item)

	None	1/2	1	2	3	4	5 or more
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Biological Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Not offered at my high school	None	1-4	5-9	10-14	15+
AP Courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
AP Exams.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IB Courses.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
IB Exams.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

- At any time since you turned 13, were you in foster care or were you a dependent of the court?
 Yes No I don't know
- Do you consider yourself: (Mark Yes or No for each item)

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

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

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

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

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

- | | |
|---|---|
| ARTS | INFORMATION TECHNOLOGY |
| 01 Actor or Entertainer | 41 Computer Programmer/Developer |
| 02 Artist | 42 Computer/Systems Analyst |
| 03 Graphic Designer | 43 Web Designer |
| 04 Musician | LAW |
| 05 Writer/Producer/Director | 44 Lawyer/Judge |
| AGRICULTURE | 45 Paralegal |
| 06 Farmer or Forester | MEDICAL PRACTITIONERS |
| 07 Natural Resource
Specialist/Environmentalist | 46 Clinical Psychologist |
| BUSINESS | 47 Dentist/Orthodontist |
| 08 Accountant | 48 Medical Doctor/Surgeon |
| 09 Administrative Assistant | 49 Optometrist |
| 10 Business Manager/Executive | 50 Pharmacist |
| 11 Business Owner/Entrepreneur | 51 Veterinarian |
| 12 Retail Sales | SCIENCE AND ENGINEERING |
| 13 Sales/Marketing | 52 Engineer |
| 14 Human Resources | 53 Research Scientist (e.g., Biologist,
Chemist, Physicist) |
| 15 Finance (e.g., Actuary,
Banking, Loan Officer, Planner) | 54 Urban Planner/Architect |
| 16 Management Consultant | SERVICE INDUSTRY |
| 17 Real Estate Agent/Realtor/
Appraiser/Developer | 55 Custodian/Janitor/Housekeeper |
| 18 Sports Management | 56 Food Service (e.g., Chef/Cook,
Server) |
| COMMUNICATIONS | 57 Hair Stylist/Aesthetician/
Manicurist |
| 19 Journalist | 58 Interior Designer |
| 20 Public Relations/Media
Relations | 59 Skilled Trades (e.g., Plumber,
Electrician, Construction) |
| 21 Advertising | 60 Social/Non-Profit Services |
| EDUCATION | 61 CLERGY |
| 22 College Administrator/Staff | 62 HOMEMAKER/STAY AT
HOME PARENT |
| 23 College Faculty | 63 OTHER |
| 24 Early Childcare Provider | 64 UNDECIDED |
| 25 Elementary School Teacher | |
| 26 Secondary School Teacher in
Science, Technology,
Engineering, or Math (STEM) | |
| 27 Secondary School Teacher in a
non-STEM subject | |
| 28 Librarian | |
| 29 Teacher's Assistant/
Paraprofessional | |
| 30 K-12 Administrator | |
| 31 Other K-12 Professional | |
| GOVERNMENT | |
| 32 Military | |
| 33 Federal/State/Local
Government Official | |
| 34 Protective Services
(e.g., Homeland Security,
Law Enforcement, Firefighter) | |
| 35 Postal Worker | |
| HEALTHCARE SUPPORT | |
| 36 Dietician/Nutritionist | |
| 37 Home Health Worker | |
| 38 Medical/Dental Assistant
(e.g., Hygienist, Lab Tech,
Nursing Asst.) | |
| 39 Registered Nurse | |
| 40 Therapist (e.g., Physical,
Occupational, Speech) | |

Carefully detach this section after answering Questions 23 and 24

Turn over for Question 24

24. Please indicate your intended career as well as the careers of your parents/guardians, using the codes provided on the attached fold out. (Your intended career, Parent/Guardian 1 career, Parent/Guardian 2 career)

Your intended career

Parent/Guardian 1 career

Parent/Guardian 2 career

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

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

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

	None	\$1-\$2,999	\$3,000-\$5,999	\$6,000-\$9,999	\$10,000-\$14,999	\$15,000+
Family resources (parents, relatives, spouse, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own resources (savings from work, work-study, other income)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which need not be repaid (grants, scholarships, military funding, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which must be repaid (loans, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

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

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

<input type="radio"/> I am not dependent on my parent(s)/guardian(s)	<input type="radio"/> 3
<input type="radio"/> 1	<input type="radio"/> 4
<input type="radio"/> 2	<input type="radio"/> 5
	<input type="radio"/> 6 or more

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

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

Some (but I probably will have enough funds)

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

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

	Yours	Parent/Guardian 1	Parent/Guardian 2
Agnostic.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Atheist.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Baptist.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddhist.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Church of Christ.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eastern Orthodox.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Episcopalian.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hindu.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LDS (Mormon).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lutheran.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodist.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muslim.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presbyterian.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quaker.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roman Catholic.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seventh-day Adventist.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
United Church of Christ/ Congregational.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Christian.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Religion.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

	Frequently	Occasionally	Not at All
Attended a religious service.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been bored in class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Demonstrated for a cause (e.g., boycott, rally, protest).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consumed beer.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Consumed wine or liquor.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Frequently	Occasionally	Not at All
Felt overwhelmed by all I had to do.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been late to class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skipped school/class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publicly communicated my opinion about a cause (e.g., blog, email, petition).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped raise money for a cause or campaign.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fallen asleep in class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failed to complete homework on time.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt anxious.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Written computer code.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

	Parent/Guardian 1	Parent/Guardian 2
Junior high/Middle school or less.....	<input type="radio"/>	<input type="radio"/>
Some high school.....	<input type="radio"/>	<input type="radio"/>
High school graduate....	<input type="radio"/>	<input type="radio"/>
Postsecondary school other than college.....	<input type="radio"/>	<input type="radio"/>
Some college.....	<input type="radio"/>	<input type="radio"/>
College degree.....	<input type="radio"/>	<input type="radio"/>
Some graduate school ..	<input type="radio"/>	<input type="radio"/>
Graduate degree.....	<input type="radio"/>	<input type="radio"/>

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

	Frequently	Occasionally	Not at All
Ask questions in class.....	F	O	N
Support your opinions with a logical argument.....	F	O	N
Seek solutions to problems and explain them to others.....	F	O	N
Evaluate the quality or reliability of information you received.....	F	O	N
Take a risk because you feel you have more to gain.....	F	O	N
Seek alternative solutions to a problem....	F	O	N
Look up scientific research articles and resources.....	F	O	N
Explore topics on your own, even though it was not required for a class.....	F	O	N
Accept mistakes as part of the learning process.....	F	O	N
Analyze multiple sources of information before coming to a conclusion.....	F	O	N
Take on a challenge that scares you.....	F	O	N

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

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

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

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

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

	Very Important	Somewhat Important	Not Important
To be able to get a better job.....	V	S	N
To gain a general education and appreciation of ideas.....	V	S	N
To make me a more cultured person.....	V	S	N
To be able to make more money.....	V	S	N
To learn more about things that interest me.....	V	S	N
To get training for a specific career.....	V	S	N
To prepare myself for graduate or professional school.....	V	S	N
To please my family.....	V	S	N

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

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

41. Mark one in each row:

	1 Strongly Disagree	2 Disagree Somewhat	3 Agree Somewhat	4 Strongly Agree
Racial discrimination is no longer a major problem in America.....	4	3	2	1
Federal military spending should be increased.....	4	3	2	1
Undocumented immigrants should be denied access to public education.....	4	3	2	1
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions.....	4	3	2	1
Addressing global climate change should be a federal priority.....	4	3	2	1
The chief benefit of a college education is that it increases one's earning power.....	4	3	2	1
The death penalty should be abolished.....	4	3	2	1
Through hard work, everybody can succeed in American society.....	4	3	2	1
Sexual activity that occurs without the presence of explicit, affirmative consent (i.e., "yes means yes") is considered sexual assault.....	4	3	2	1
Intelligence is something that can be improved by studying or working harder.....	4	3	2	1
At least a basic understanding of computer programming is important for nearly any career today.....	4	3	2	1

42. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

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

43. During your last year in high school, how much time did you spend during a typical week:

Hours per week:	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends in person.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using social media	<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"/>
Participating in 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"/>
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"/>
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"/>
Performing household/childcare duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

44. Military Status: (Mark one)

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

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

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

46. What is your sexual orientation?

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

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

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

48. Is English your primary language?

- Yes
- No

49. Have you had, or do you feel you will need, remedial work in any of the following subjects? (Mark all that apply)

	Have Had	Will Need
English	<input type="radio"/>	<input type="radio"/>
Reading	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>
Writing	<input type="radio"/>	<input type="radio"/>

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

- 1 Strongly Disagree
- 2 Disagree Somewhat
- 3 Neutral
- 4 Agree Somewhat
- 5 Strongly Agree

I have a strong sense of belonging to a community of scientists	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I derive great personal satisfaction from working on a team that is doing important research	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I think of myself as a scientist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I belong in the field of science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- N Not Important
- S Somewhat Important
- V Very Important
- E Essential

Becoming accomplished in one of the performing arts (acting, dancing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an authority in my field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining recognition from my colleagues for contributions to my special field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing the political structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing social values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raising a family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being very well off financially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping others who are in difficulty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a theoretical contribution to science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing original works (poems, novels, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating artistic works (painting, sculpture, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming successful in a business of my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming involved in programs to clean up the environment ..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a meaningful philosophy of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a community action program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping to promote racial understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up to date with political affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming a community leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving my understanding of other countries and cultures ...	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating spirituality into my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- N No Chance
- L Very Little Chance
- S Some Chance
- V Very Good Chance

Change major field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change career choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in student government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get a job to help pay for college expenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Join a social fraternity or sorority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer to another college before graduating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in volunteer or community service work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek personal counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate regularly with your professors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in student clubs/groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a study abroad program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on a professor's research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take courses from more than one college simultaneously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a leave of absence from this college temporarily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a course exclusively online	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vote in a local, state, or national election	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- | | | | | |
|---|---|---|---|---|
| 53. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 57. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 61. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 65. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 69. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 54. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 58. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 62. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 66. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 70. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 55. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 59. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 63. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 67. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 71. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 56. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 60. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 64. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 68. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 72. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |

THANK YOU!

APPENDIX C

Institutions Participating in the 2017 CIRP Freshman Survey

Institutions Participating in the 2017 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
1729	Adelphi University	Garden City	NY	4	yes
1243	Adrian College	Adrian	MI	21	yes
414	American University	Washington	DC	5	yes
1135	Amherst College	Amherst	MA	14	yes
2432	Anderson University-South Carolina	Anderson	SC	22	yes
125	Art Center College of Design	Pasadena	CA	12	no
1141	Babson College	Wellesley	MA	14	yes
454	Barry University	Miami	FL	4	yes
1042	Bates College	Lewiston	ME	14	no
5275	Bay Path College	Longmeadow	MA	11	yes
2519	Belmont University	Nashville	TN	23	yes
2931	Beloit College	Beloit	WI	14	yes
7072	Benedictine College	Atchison	KS	18	no
692	Benedictine University	Lisle	IL	4	yes
1934	Bennett College for Women	Greensboro	NC	38	yes
503	Berry College	Mount Berry	GA	14	yes
5753	Biola University	La Mirada	CA	4	yes
2049	Bluffton University	Bluffton	OH	21	no
1142	Boston College	Chestnut Hill	MA	6	yes
9113	Bridge Idaho-former Clearwater Valley Upward Bound	Moscow	ID		no
1193	Bridgewater State University	Bridgewater	MA	7	yes
2404	Brown University	Providence	RI	6	no
2236	Bryn Mawr College	Bryn Mawr	PA	14	no
131	California Baptist University	Riverside	CA	20	no
132	California College of the Arts	Oakland	CA		no
142	California State University-Chico	Chico	CA	7	no
5010	California State University-Long Beach	Long Beach	CA	8	no
230	California State University-Northridge	Northridge	CA	7	no
4851	California State University-San Marcos	San Marcos	CA	7	yes
1327	Carleton College	Northfield	MN	14	no
416	Catholic University of America	Washington	DC	4	no
2054	Central State University	Wilberforce	OH	34	no
141	Chapman University	Orange	CA	23	yes
1941	Chowan University	Murfreesboro	NC	20	yes
2523	Christian Brothers University	Memphis	TN	18	no
2435	Citadel Military College of South Carolina	Charleston	SC	8	yes
1748	Clarkson University	Potsdam	NY	5	no
1044	Colby College	Waterville	ME	14	yes
1749	Colgate University	Hamilton	NY	14	yes
318	Colorado State University-Fort Collins	Fort Collins	CO	2	no
5542	Columbus College of Art and Design	Columbus	OH		yes
1573	Creighton University	Omaha	NE	18	yes
6430	CUNY Lehman College	Bronx	NY	7	yes
7254	CUNY Medgar Evers College	Brooklyn	NY	7	no
2244	Delaware Valley College	Doylestown	PA	11	yes
2065	Denison University	Granville	OH	14	yes
5882	DeSales University	Center Valley	PA	17	no
2247	Dickinson College	Carlisle	PA	14	yes
1005	Dillard University	New Orleans	LA	38	no
687	Dominican University	River Forest	IL	17	no
1943	Duke University	Durham	NC	6	yes

Institutions Participating in the 2017 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
753	Earlham College	Richmond	IN	23	yes
5105	Embry-Riddle Aeronautical University-Daytona Beach	Daytona Beach	FL	13	no
362	Fairfield University	Fairfield	CT	18	yes
463	Florida State University	Tallahassee	FL	2	yes
1773	Fordham University	Bronx	NY	5	yes
5414	Franklin Pierce University	Rindge	NH	11	no
897	Friends University	Wichita	KS	12	yes
2446	Furman University	Greenville	SC	14	yes
961	Georgetown College	Georgetown	KY	22	yes
421	Georgetown University	Washington	DC	6	no
515	Georgia Institute of Technology-Main Campus	Atlanta	GA	3	no
2263	Gettysburg College	Gettysburg	PA	14	yes
2847	Gonzaga University	Spokane	WA	18	no
1082	Goucher College	Baltimore	MD	13	no
5199	Grace College and Theological Seminary	Winona Lake	IN	22	yes
834	Grinnell College	Grinnell	IA	14	yes
1953	Guilford College	Greensboro	NC	22	yes
1776	Hamilton College	Clinton	NY	14	no
180	Harvey Mudd College	Claremont	CA	14	yes
2072	Hiram College	Hiram	OH	12	no
1755	Hobart William Smith Colleges	Geneva	NY	14	yes
2794	Hollins University	Roanoke	VA	13	yes
152	Holy Names University	Oakland	CA	16	yes
1084	Hood College	Frederick	MD	13	yes
642	Illinois College	Jacksonville	IL	22	yes
6077	Indiana University-Purdue University-Fort Wayne	Fort Wayne	IN	7	yes
7813	Institute of American Indian and Alaska Native Culture	Santa Fe	NM	10	yes
1956	Johnson C. Smith University	Charlotte	NC	35	no
652	Knox College	Galesburg	IL	14	yes
523	LaGrange College	LaGrange	GA	21	no
653	Lake Forest College	Lake Forest	IL	14	yes
2947	Lawrence University	Appleton	WI	14	yes
2277	Lebanon Valley College	Anville	PA	22	yes
2194	Lewis & Clark College	Portland	OR	14	no
7448	LIM College	New York	NY		no
2539	Lincoln Memorial University	Harrogate	TN	12	yes
2279	Lincoln University of Pennsylvania	Lincoln University	PA	34	yes
1961	Louisburg College	Louisburg	NC		yes
657	Loyola University-Chicago	Chicago	IL	5	yes
2283	Lycoming College	Williamsport	PA	21	yes
1344	Macalester College	Saint Paul	MN	23	no
2952	Marian University-Wisconsin	Fond du Lac	WI	16	no
1275	Marygrove College	Detroit	MI	16	no
2543	Maryville College	Maryville	TN	22	yes
1176	Merrimack College	North Andover	MA	18	yes
2079	Miami University-Oxford	Oxford	OH	3	yes

Institutions Participating in the 2017 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
199	Mills College	Oakland	CA	13	yes
1412	Millsaps College	Jackson	MS	23	yes
5796	Morehouse College	Atlanta	GA	35	yes
1094	Morgan State University	Baltimore	MD	40	no
527	Morris Brown College	Atlanta	GA		no
203	Mount St. Mary's University	Los Angeles	CA	16	yes
1096	Mount St. Mary's University	Emmitsburg	MD	17	yes
6542	Mount Vernon Nazarene University	Mount Vernon	OH	22	no
2293	Muhlenberg College	Allentown	PA	23	yes
674	North Central College	Naperville	IL	23	no
1184	Northeastern University	Boston	MA	6	no
1820	Nyack College	Nyack	NY	20	yes
1286	Oakland University	Rochester Hills	MI	1	yes
2084	Oberlin College	Oberlin	OH	14	no
207	Occidental College	Los Angeles	CA	14	yes
2163	Oklahoma City University	Oklahoma City	OK	23	yes
5566	Oklahoma Wesleyan University	Bartlesville	OK	21	yes
214	Pacific Union College	Angwin	CA	20	no
6615	Palm Beach Atlantic University-West Palm Beach	West Palm Beach	FL	22	yes
2306	Philadelphia University	Philadelphia	PA	12	yes
2210	Portland State University	Portland	OR	1	no
683	Principia College	Elsah	IL	13	yes
2409	Providence College	Providence	RI	18	yes
2805	Randolph College	Lynchburg	VA	21	yes
2209	Reed College	Portland	OR	14	no
1187	Regis College	Weston	MA	16	no
2413	Rhode Island School of Design	Providence	RI	14	yes
8430	Ringling College of Art and Design	Sarasota	FL		no
1621	Rivier University	Nashua	NH	16	yes
685	Rockford University	Rockford	IL	12	yes
468	Rollins College	Winter Park	FL	14	no
1672	Rutgers University-Camden	Camden	NJ	8	yes
1668	Rutgers University-New Brunswick	New Brunswick	NJ	2	yes
1673	Rutgers University-Newark	Newark	NJ	1	yes
5082	Sacred Heart University	Fairfield	CT	18	no
2313	Saint Francis University	Loretto	PA	17	yes
781	Saint Mary's College	Notre Dame	IN	18	yes
2974	Saint Norbert College	De Pere	WI	18	yes
1675	Saint Peter's University	Jersey City	NJ	16	yes
5498	Saint Thomas Aquinas College	Sparkill	NY	11	no
236	San Francisco State University	San Francisco	CA	7	no
267	Santa Clara University	Santa Clara	CA	18	no
2858	Seattle University	Seattle	WA	18	yes
1188	Simmons College	Boston	MA	13	yes
1189	Smith College	Northampton	MA	14	no
2553	Southern Adventist University	Collegedale	TN	21	yes
502	Spelman College	Atlanta	GA	35	no
1949	St. Andrews University	Laurinburg	NC	20	yes
1329	St. Catherine University	Saint Paul	MN	17	no

Institutions Participating in the 2017 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
1842	St. John's University-New York	Jamaica	NY	4	yes
1846	St. Lawrence University	Canton	NY	14	yes
1110	Stevenson University	Stevenson	MD	12	no
25	Stillman College	Tuscaloosa	AL	38	no
1885	Stony Brook University	Stony Brook	NY	2	no
1204	Suffolk University	Boston	MA	12	yes
1864	SUNY at Binghamton	Vestal	NY	3	no
7028	SUNY at Purchase College	Purchase	NY	8	no
4894	SUNY Polytechnic Institute	Utica	NY	9	yes
2336	Swarthmore College	Swarthmore	PA	14	yes
2675	Texas Christian University	Fort Worth	TX	5	no
2063	The College of Wooster	Wooster	OH	14	yes
2692	The University of Texas at El Paso	El Paso	TX	1	no
7256	Touro College	New York	NY	12	no
1092	Towson University	Towson	MD	8	yes
379	Trinity College	Hartford	CT	14	no
435	Trinity Washington University	Washington	DC	16	yes
1024	Tulane University of Louisiana	New Orleans	LA	6	yes
341	United States Air Force Academy	Colorado Springs	CO	9	no
380	United States Coast Guard Academy	New London	CT	9	yes
1100	United States Naval Academy	Annapolis	MD	9	yes
48	University of Alaska Fairbanks	Fairbanks	AK	1	no
382	University of Bridgeport	Bridgeport	CT	11	yes
257	University of California-Los Angeles	Los Angeles	CA	3	yes
262	University of California-Riverside	Riverside	CA	1	no
260	University of California-San Diego	La Jolla	CA	3	yes
1456	University of Central Missouri	Warrensburg	MO	8	no
1276	University of Detroit Mercy	Detroit	MI	18	yes
584	University of Idaho	Moscow	ID	1	yes
704	University of Illinois at Urbana-Champaign	Champaign	IL	3	no
6086	University of Maryland-Baltimore County	Baltimore	MD	2	no
1207	University of Massachusetts Amherst	Amherst	MA	2	yes
5773	University of Massachusetts-Dartmouth	North Dartmouth	MA	8	yes
1294	University of Michigan-Ann Arbor	Ann Arbor	MI	3	yes
6400	University of Michigan-Flint	Flint	MI	8	no
1984	University of North Carolina at Chapel Hill	Chapel Hill	NC	3	yes
785	University of Notre Dame	South Bend	IN	6	yes
2342	University of Pittsburgh-Pittsburgh Campus	Pittsburgh	PA	2	yes
265	University of Redlands	Redlands	CA	13	yes
1889	University of Rochester	Rochester	NY	6	yes
374	University of Saint Joseph	West Hartford	CT	16	yes
2458	University of South Carolina-Columbia	Columbia	SC	2	no
9119	University of South Florida Sarasota-Manatee	Sarasota	FL	9	yes
1333	University of St. Thomas-St. Paul	Saint Paul	MN	5	no
2302	University of the Sciences-Philadelphia	Philadelphia	PA	13	yes
2104	University of Toledo	Toledo	OH	1	no
787	Valparaiso University	Valparaiso	IN	23	yes
5517	Villa Maria College-Buffalo	Buffalo	NY		yes
2459	Voorhees College-South Carolina	Denmark	SC	38	yes

Institutions Participating in the 2017 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
789	Wabash College	Crawfordsville	IN	13	yes
5562	Walsh University	North Canton	OH	17	yes
2214	Warner Pacific College	Portland	OR	20	yes
1988	Warren Wilson College	Swannanoa	NC	13	yes
1588	Wayne State College	Wayne	NE	7	no
1295	Wayne State University	Detroit	MI	1	yes
1895	Wells College	Aurora	NY	11	yes
384	Wesleyan University	Middletown	CT	14	no
5035	Western New England University	Springfield	MA	13	yes
707	Wheaton College	Wheaton	IL	23	no
2867	Whitman College	Walla Walla	WA	14	yes
2297	Widener University-Main Campus	Chester	PA	4	no
2354	Wilkes University	Wilkes-Barre	PA	12	yes
2215	Willamette University	Salem	OR	14	yes
2355	Wilson College	Chambersburg	PA	20	yes
1992	Wingate University	Wingate	NC	12	yes
1993	Winston-Salem State University	Winston-Salem	NC	34	yes
1026	Xavier University of Louisiana	New Orleans	LA	39	no

APPENDIX D

The Precision of the Normative Data and Their Comparisons

THE PRECISION OF THE NORMATIVE DATA AND THEIR COMPARISONS

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

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

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

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

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

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

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

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

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

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

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

Note: Assumes simple random sampling.

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

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

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

ABOUT THE AUTHORS

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

November, 2011/55 pages

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

**The American Freshman:
National Norms for Fall 2017***

2019/73 pages

E-book with expanded tables/177 pages

Provides national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. In 2017, data from 120,357 entering first-year students are statistically adjusted to reflect the 1.5 million students entering college. The annual report covers: demographic characteristics; expectations of college; degree goals and career plans; college finances; and attitudes, values and life goals.

*Note: Publications from earlier years are also available.

**The American Freshman:
Fifty-Year Trends, 1966–2015**

June, 2016/155 pages

E-book with expanded tables/343 pages

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

**Undergraduate Teaching Faculty:
The 2016–2017 HERI Faculty Survey***

February, 2019/111 pages

E-book with expanded tables/207 pages

Provides an informative profile of teaching faculty at American colleges and universities. The 2016–2017 report covers discrimination as a source of stress; satisfaction with salary and job benefits; faculty role in promoting critical thinking amongst students; and overrepresentation of lecturers and instructors teaching remedial/development courses. Results are reported by institutional type for all faculty, male faculty, and female faculty.

*Note: Publications from earlier years are also available: 2013–2014, 2010–2011, 2004–2005, 2001–2002, 1998–1999, 1995–1996, 1992–1993.

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

October, 2008/90 pages

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

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

September, 2007/63 pages

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

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

February, 2007/62 pages

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

**Black Undergraduates from Bakke to Grutter:
Freshman Status, Trends, and Prospects, 1971–2004**

November, 2005/41 pages

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

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