

The American Freshman: National Norms Fall 2018

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Table of Contents

LIST OF TABLES	V
LIST OF FIGURES.....	V
THE AMERICAN FRESHMAN: NATIONAL NORMS FALL 2018.....	1
INTRODUCTION	1
STUDENT HOMELESSNESS	1
<i>Demographics.....</i>	<i>1</i>
<i>Academic Engagement & Disengagement.....</i>	<i>1</i>
<i>Finances.....</i>	<i>2</i>
<i>Emotional Health.....</i>	<i>3</i>
FOOD INSECURITY	3
<i>Demographics.....</i>	<i>3</i>
<i>Finances.....</i>	<i>4</i>
<i>Emotional Health.....</i>	<i>5</i>
<i>Civic Engagement/Social Agency.....</i>	<i>5</i>
EMOTIONAL HEALTH AND FINANCING EDUCATION	6
<i>Clear relationship between emotional well-being and finances</i>	<i>6</i>
<i>Working at least half-time during high school associated with income and decreased emotional health</i>	<i>8</i>
SOCIAL MEDIA USE, SELF-CONFIDENCE, AND EMOTIONAL WELL-BEING.....	9
CAREER CHOICE AND WELL-BEING.....	12
<i>Decrease in well-being, but an increase in health-related careers</i>	<i>12</i>
INSTITUTIONAL CHOICE.....	14
<i>Majority of students accepted by first choice institution; Attending first- or second-choice</i>	<i>14</i>
<i>Number of Applications Varies by Institution Type and First-Choice Attendance.....</i>	<i>14</i>
COLLEGE CHOICE BASED ON PERCEIVED EXPERIENCES, OUTCOMES, AND FINANCES.....	16
STUDENT VIEWPOINTS.....	17
<i>Varying views of racial discrimination as a major problem in America</i>	<i>17</i>
<i>College campuses are politically-charged environments</i>	<i>19</i>
RELIGION, SPIRITUALITY, AND EMOTIONAL HEALTH.....	20
<i>Likelihood of identifying with a specific religion continues to decline</i>	<i>20</i>
<i>Majority of those who identify as agnostic or atheist are politically on the left.....</i>	<i>20</i>
<i>Agnostic students most likely to have discussed religion; “None” least likely</i>	<i>21</i>
<i>Atheist and agnostic students rate their emotional health lower than those who selected none or a specific religion.....</i>	<i>23</i>
REFERENCES	25
2018 NATIONAL NORMS.....	26
ALL FIRST-TIME, FULL-TIME FRESHMEN BY INSTITUTIONAL TYPE.....	26
APPENDIX A: RESEARCH METHODOLOGY.....	48
APPENDIX B: THE 2018 CIRP FRESHMAN SURVEY INSTRUMENT.....	56
APPENDIX C: INSTITUTIONS PARTICIPATING IN THE 2018 CIRP FRESHMAN SURVEY.....	62
APPENDIX D: THE PRECISION OF THE NORMATIVE DATA AND THEIR COMPARISONS.....	68
ABOUT THE AUTHORS.....	71

LIST OF TABLES

TABLE 1. REASONS FOR CHOOSING THIS COLLEGE, BY GENDER.....	17
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LIST OF FIGURES

FIGURE 1. STUDENT HOMELESSNESS, BY FAMILY INCOME.....	2
FIGURE 2. FELT DEPRESSED, BY STUDENT HOMELESSNESS.....	3
FIGURE 3. FOOD INSECURITY, BY MILITARY STATUS.....	4
FIGURE 4. FELT DEPRESSED AND FELT ANXIOUS, BY FOOD INSECURITY.....	5
FIGURE 5. EMOTIONAL WELL-BEING, BY FINANCIAL CONCERNS.....	6
FIGURE 6. EMOTIONAL WELL-BEING, BY LOAN AMOUNT.....	7
FIGURE 7. EMOTIONAL WELL-BEING, BY FAMILY INCOME.....	8
FIGURE 8. EMOTIONAL WELL-BEING, BY HOURS PER WEEK USING SOCIAL MEDIA.....	10
FIGURE 9. "FREQUENTLY" FELT ANXIOUS, BY SOCIAL MEDIA USE AND GENDER IDENTITY.....	11
FIGURE 10. SELF-CONFIDENCE, BY SOCIAL MEDIA USE AND GENDER.....	12
FIGURE 11. SELF-RATED EMOTIONAL HEALTH BY INTENDED CAREER AND GENDER.....	12
FIGURE 12. NUMBER OF APPLICATIONS, BY INSTITUTION TYPE.....	15
FIGURE 13. NUMBER OF APPLICATIONS BY INSTITUTION CHOICE.....	16
FIGURE 14. VIEWS ON RACIAL DISCRIMINATION, BY RACE GROUP AND GENDER.....	18
FIGURE 15. VIEWS ON POLITICAL AND SOCIAL ISSUES, BY GENDER.....	19
FIGURE 16. VIEWS ON POLITICAL AND SOCIAL ISSUES, BY POLITICAL VIEWS.....	20
FIGURE 17. RELIGIOUS PREFERENCE, BY RACE GROUP.....	21
FIGURE 18. DISCUSSED RELIGION, BY RELIGIOUS PREFERENCE.....	22
FIGURE 19. EMOTIONAL WELL-BEING, BY RELIGIOUS PREFERENCE.....	24

THE AMERICAN FRESHMAN: NATIONAL NORMS FALL 2018

INTRODUCTION

Throughout this report of the 53rd administration of the Freshman Survey, we recognize student well-being as fundamental at college entry. First we highlight two new items addressing students' experiences with homelessness and food insecurity. We present these initial findings as data bullet points by a variety of topics.

This monograph incorporates student well-being as it relates to financing their education, social media and self-confidence, career choice, and religion and spirituality. Finally, we also address institutional choice, reasons students choose their specific college, and student viewpoints on current issues.

Although 137,980 respondents at 203 two- and four-year colleges and universities responded to the survey, the results reported in this monograph are derived from 97,753 first-time, full-time students who entered 147 U.S. colleges and universities of varying selectivity and type in the fall of 2018. 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 nearly 1,500 four-year colleges and universities across the U.S. in the fall of 2018. 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 2018 Freshman Survey administration, stratification scheme, and weight approach in Appendix A.

STUDENT HOMELESSNESS

Demographics

- 2.6% of incoming freshmen overall (approximately 40,000 students) have been homeless for at least one month during their lifetime
- Queer-spectrum students are more likely to have been homeless for at least one month during their lifetime, ranging from 3.9% of students who identify as gay to 7.4% of those who identify as pansexual. Only 2.3% of straight students have experienced homelessness
- Least likely by race/ethnicity: Asian (1.2%) and White (1.4%) students
- Most likely by race/ethnicity: Black (6.7%) and Native American (7.1%) students
- 22.3% of those who have been in foster care (20 percentage points higher than those who haven't been in foster care)
- Students who are veterans are nearly three times as likely to have been homeless (7.1%) than those with no military affiliation (2.5%)

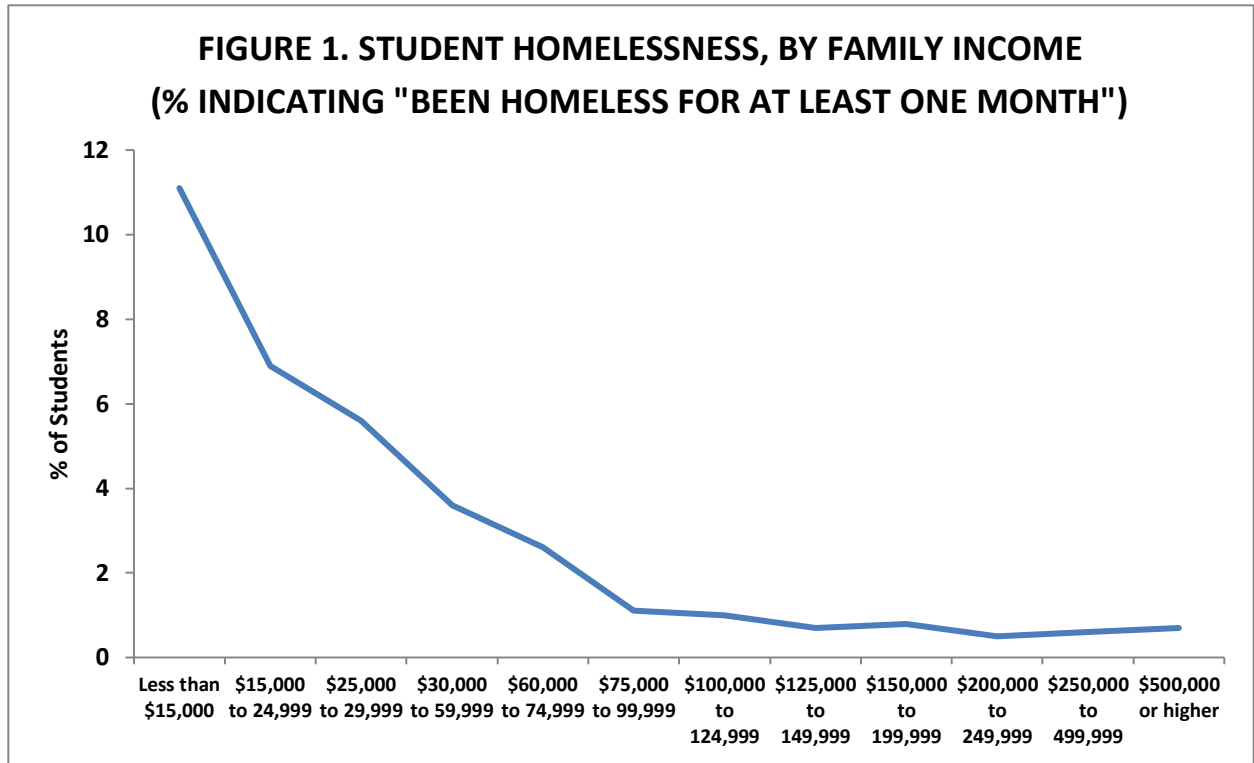
Academic Engagement & Disengagement

Students who have been homeless for at least one month during their lifetime:

- Enter college with lower high school grades: 39.7% of those who have been homeless enter with at least an A-, compared to 58.3% of those who have not been homeless
- More likely to aspire to a doctorate: 38.9%, compared to 33.1%
- Seem to be more academically disengaged: Are more likely to have at least occasionally skipped school, fallen asleep in class, and failed to complete homework on time...
- But also show higher scores on Habits of Mind (40.7% in high group, compared to 31.8%)

Finances

- As family income increases, the likelihood of having been homeless decreases (Figure 1).

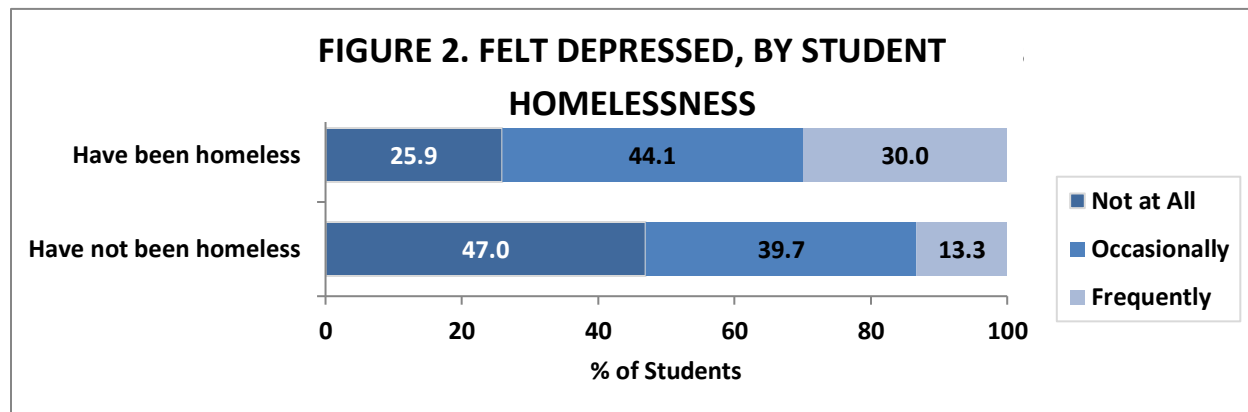


- 70.2% of those who have been homeless report family income less than \$60,000, compared to 29.0% of those who haven't)
- More likely to have major concerns about their ability to pay for college (36.4%, compared to 9.9%)
- 45.0% of those who have been homeless are receiving NO financial support from family resources (compared to 19.6%), and
 - ...are more than twice as likely to receive a Pell Grant (65.1%, compared to 27.1%),
 - ...they are more likely to take out loans during their first year (67.8%, compared to 54.6%).
 - However, they are more likely to receive at least \$3,000 in aid which need not be repaid (77.7%, compared to 65.9%)
- Students who have been homeless are more likely to have worked 16 or more hours per week their last year in high school (36.9%, compared to 21.9%)...
 - ...and at least two-thirds (66.9%) believe there is a very good chance they will get a job to help pay for college (compared to 49.8%).

Emotional Health

Students who have been homeless are...

- ...more likely to rate their emotional health as below average/lowest 10% compared to their peers (27.9%, compared to 16.7%)
- ...more likely to feel depressed over the past year (Figure 2)
- ...more likely to frequently feel anxious (45.2%, compared to 34.1%)
- ...also more likely to believe there is at least some chance that they will seek personal counseling (62.3%, compared to 45.4%)



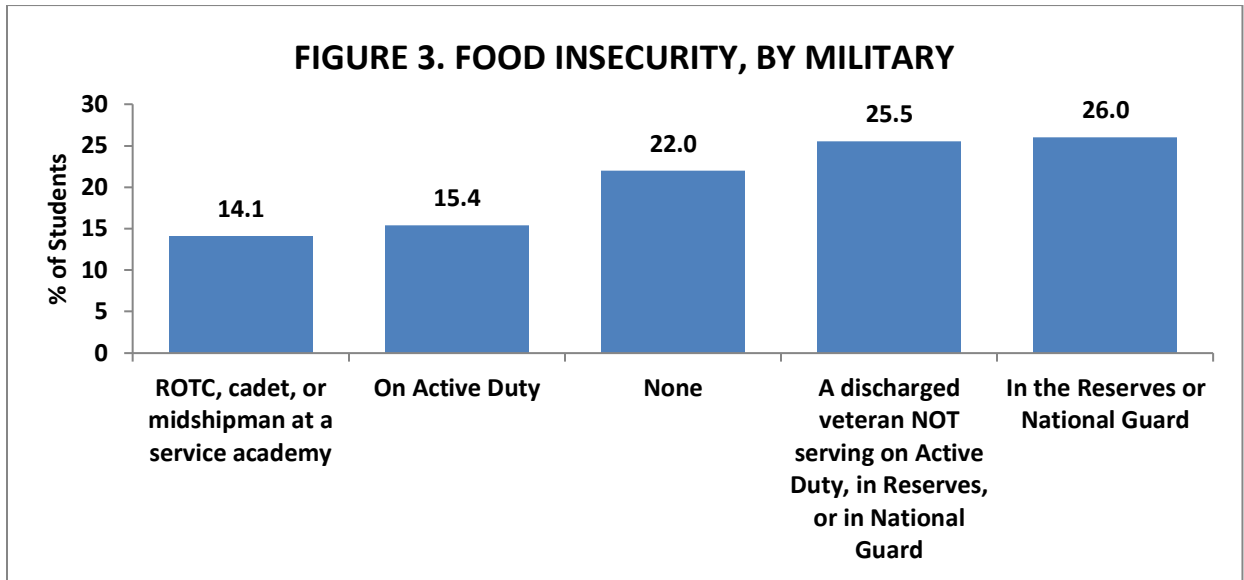
FOOD INSECURITY

Overall, 21.8% of incoming freshmen dealt with food insecurity over the past year, with 4.9% reporting frequently and 16.9% occasionally feeling hungry but not eating because they did not have enough money for food.

Demographics

- Pansexual (40.9%), Lesbian (34.3%), Bisexual (33.3%), & Queer (32.0%) students were most likely to have experienced food insecurity (compared to 20.7% Heterosexual, 24.9% Gay, 24.9% Asexual)
- Over one-third of trans-spectrum students (33.7%) have experienced food insecurity in the past year, compared to 21.8% of non-trans-spectrum students
- Native American (42.1%), Black (41.3%), & Latino/a (34.6%) students most likely to experience food insecurity. White (15.7%) and Asian (17.3) students were least likely to experience food insecurity.
- First-generation students¹ (32.8%, compared to 18.2% of continuing-generation students) were more likely to experience food insecurity
- Interesting differences by military status (Figure 3). Those currently actively engaged with the military, either in ROTC/at a service academy (14.1%) or on active duty (15.4%) are less likely than those with no military affiliation (22.0%) to have experienced food insecurity. However, those who are in the Reserves or National Guard (26.0%) or discharged veterans (25.5%) are more likely to have experienced food insecurity than those with the other types of military affiliation or no military affiliation.

¹ Neither parent/guardian has attended college.



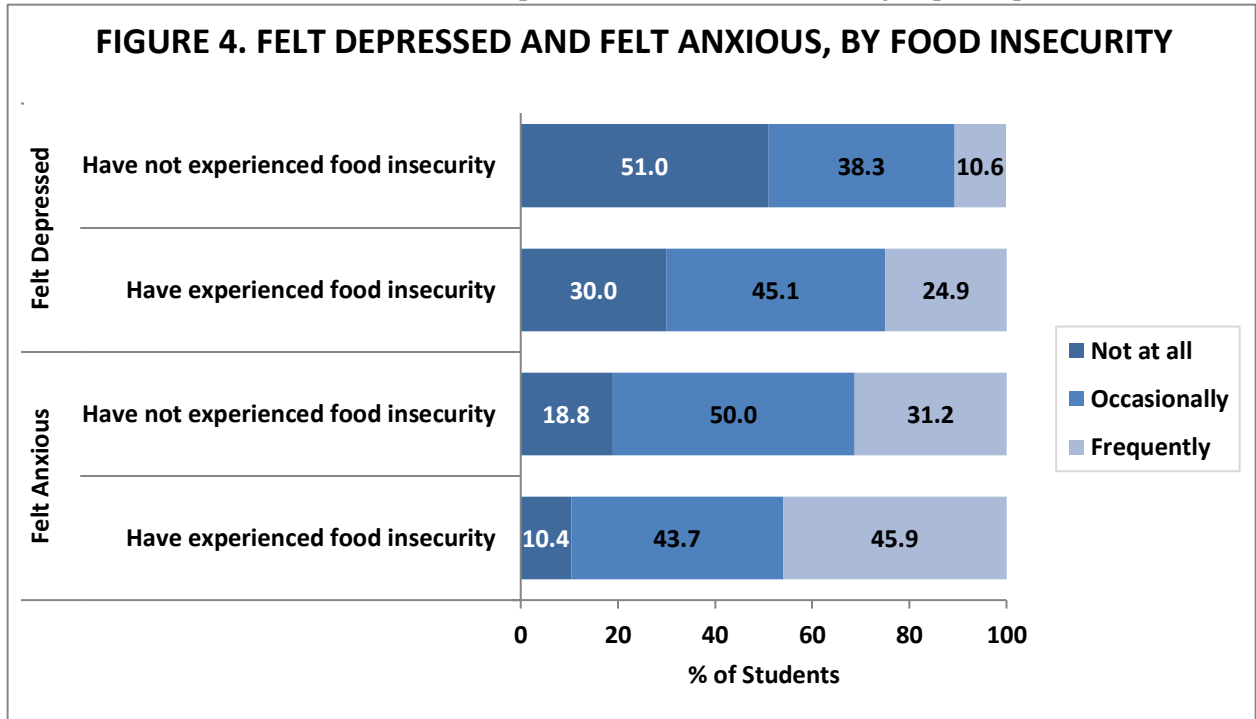
Finances

- As family income increases, the likelihood of experiencing food insecurity decreases.
- 49.1% of those who have experienced food insecurity report family income less than \$60,000, just under half of them reporting family income at or below the 2018 poverty level of about \$25,000.
- Nearly one-quarter (23.8%) of those who have experienced food insecurity have major concerns about their ability to finance their college education, compared to 6.9% of those who have not experienced food insecurity.
- 68.5% of those who have experienced food insecurity receive less than \$6,000 in financial support from family resources (compared to 48.4%),
- Students who have experienced food insecurity...
 - ...are nearly twice as likely to receive a Pell Grant (44.6%, compared to 23.4%),
 - ...and they are more likely to take out loans during their first year (65.3%, compared to 52.2%).
 - ...are more likely to have worked 11 or more hours per week their last year in high school (40.7%, compared to 30.9%)
 - ...are more likely to consider being well off financially an essential personal goal (57.5%, compared to 48.9%)
- Three out of five (61.3%) who have experienced food insecurity believe there is a very good chance they will get a job to help pay for college (compared to 47.3%).

Emotional Health

Students who have experienced food insecurity...

- Less likely to rate their emotional health as above average/highest 10% (36.0%, compared to 46.6%)
- More likely to feel depressed and anxious over the past year (Figure 4)
 - Frequently depressed: 10.6% no food insecurity; 24.9% food insecure
 - Frequently anxious: 31.2% no food insecurity; 45.9% food insecure
- Also more likely to believe there is at least some chance that they will seek personal counseling (59.3%, compared to 47.2%)
- Score lower on the social self-concept construct: 40.9% in the low group, compared to 29.8%



Civic Engagement/Social Agency

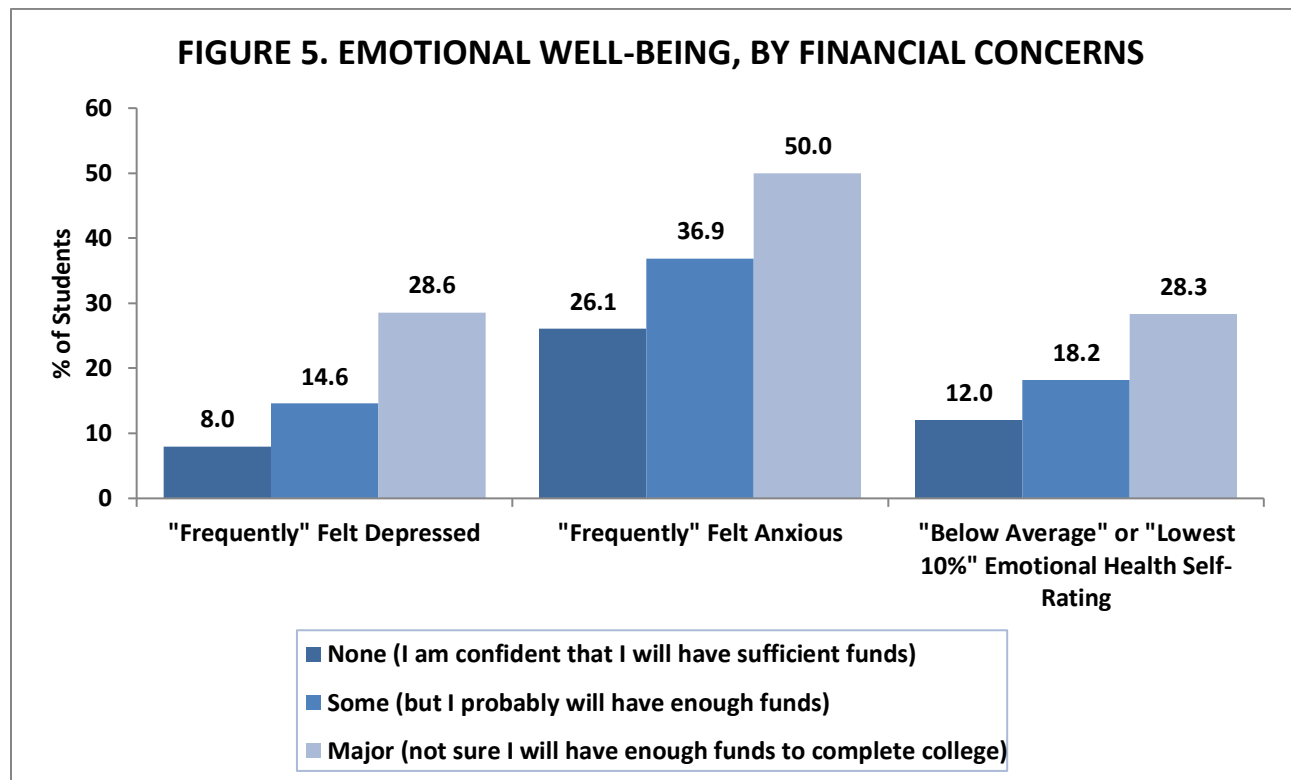
Students who have experienced food insecurity...

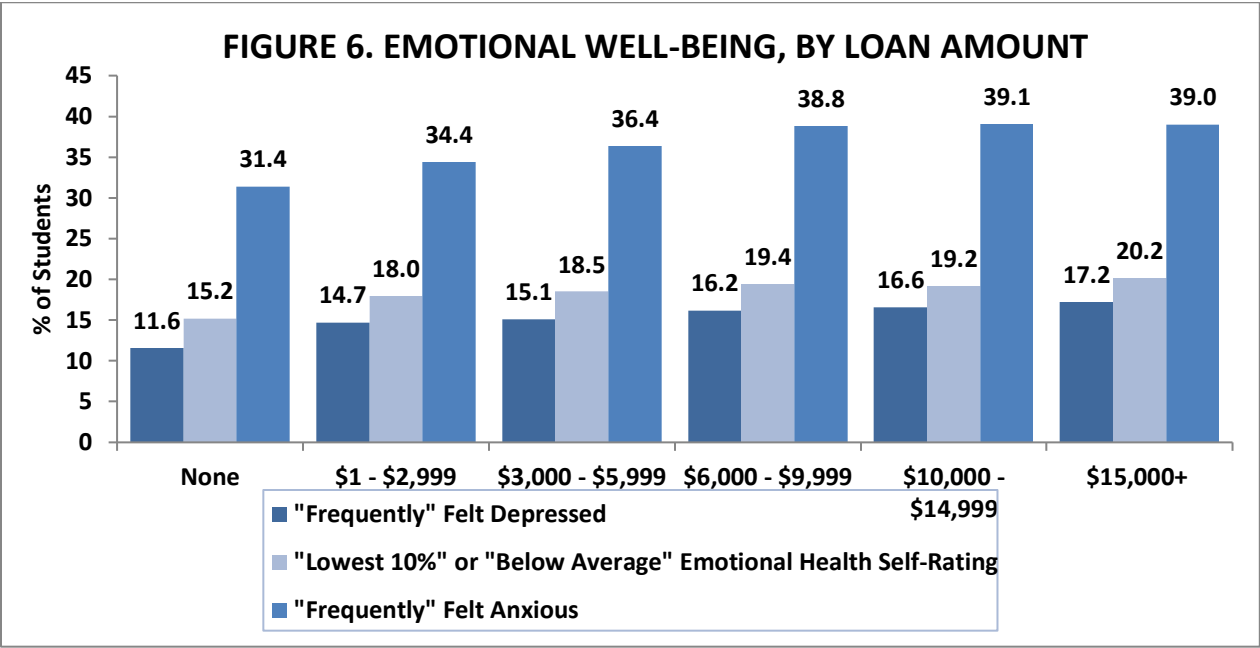
- ...more likely to have publicly communicated their opinion about a cause (59.4%, compared to 46.0%)
- ...more likely to anticipate at least some chance that they will participate in student protests or demonstrations (45.6%, compared to 36.5%)
- ...more likely to consider influencing social values a very important or essential personal goal (53.2%, compared to 44.9%)
- ...more likely to consider helping others in difficulty an essential personal goal (45.6%, compared to 37.9%)
- ...had a mean score more than 2 points higher than those who did not experience food insecurity on both the civic engagement (51.17, compared to 48.81) and social agency (51.05, compared to 48.90) constructs

EMOTIONAL HEALTH AND FINANCING EDUCATION

Clear relationship between emotional well-being and finances

Financial considerations play an important role in students' emotional health. Compared to their peers who are unconcerned about funding college, incoming freshmen who express major concern (see Figure 5) about financing their education are more than three times as likely to report frequent depression (28.6% and 8.0%, respectively) and nearly twice as likely to experience frequent anxiety (50.0% and 26.1%, respectively). Furthermore, the proportion of students who report being frequently depressed increases alongside the amount of financial aid students are required to repay (Figure 6). For example, only 11.6% of students who reported receiving no loan aid experience frequent depression, compared to 17.2% of their peers who report receiving \$15,000 or more. These figures call attention to the emotional toll financial considerations may cause students as early as the beginning of the first year of college.





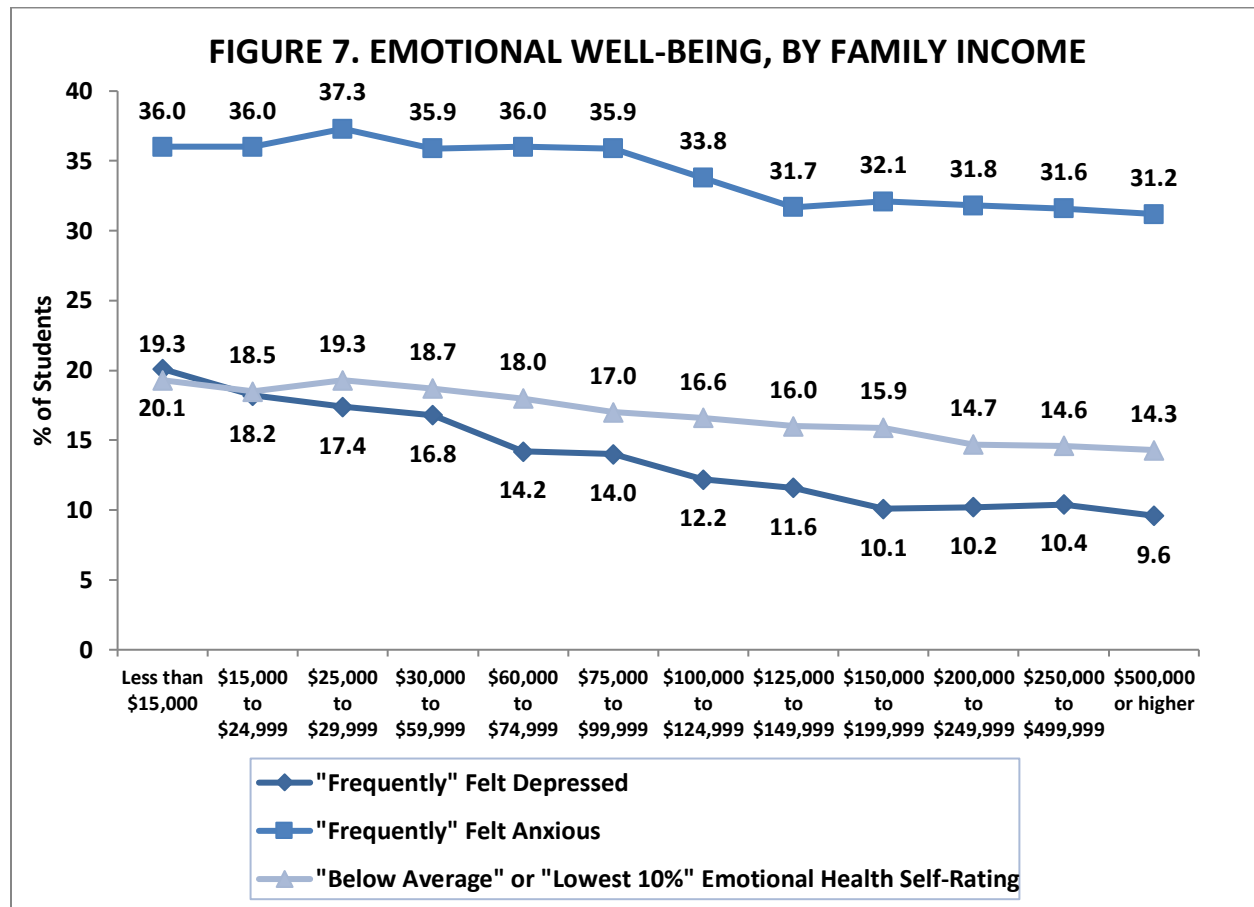
In addition to aid that must be repaid, other forms of financial assistance are associated with students' emotional well-being. While only 11.9% of students who made no contribution from their own resources to their college education cited feeling frequently depressed, 15.6% of students who contributed \$15,000 or more felt frequently depressed. Similarly, students whose parents made no financial contribution to their schooling experienced frequent depression at a higher rate (15.3%) than their peers whose parents provided more than \$15,000 (12.0%).

Examining the relationship between sources of aid and depression more closely uncovers the powerful relationship between financial aid and emotional health. Students who do not utilize any of their own resources but come from families who give \$15,000 or more for their college education report frequent depression at a rate of 10.9%. Conversely, those students who personally contribute more than \$15,000 and whose families are unable to provide any financial support are almost twice as likely to report feeling frequently depressed (19.5%).

Given the link between types of financial aid and emotional health, the relationship between family income and rates of depression and anxiety was also examined (Figure 7). Rates of frequent depression steadily decrease as family income increases, from a reported 20.1% in the lowest income bracket (Less than \$15,000) to 9.6% in the highest income bracket (\$500,000 or higher). Similarly, frequent anxiety is reported by 36.0% of students from families in the lowest income bracket and 31.2% of students in the highest income bracket. The measure of self-reported emotional health further exemplifies this relationship. While 38.7% of incoming freshmen in the lowest income bracket report at least above average emotional health, their peers in the highest income bracket do so at a rate of 53.6%.

Financial concerns and family income also play a role in students' willingness to access counseling services. For those who experience frequent depression, 44.2% of students with major financial concerns report a "very good chance" they will pursue counseling, versus 36.4% without these concerns. By the same token, students in the highest income bracket who report above average emotional health are less likely (24.5%) than those from the lowest income

bracket (46.6%) to report a high likelihood of seeking out counseling services. Thus, family income plays an important role in access to mental health support even among students who consider their emotional health to be in a better state than that of their peers.



These results suggest that receiving aid that need not be repaid might alleviate depression and anxiety. Universities may choose to further explore this route in order to improve mental health amongst an at-risk population. Considering that lower income students and those with financial concerns are more likely to experience depression, anxiety, and rate their emotional health as faring worse than their peers, it is uplifting to note these individuals’ intentions to pursue counseling. At the same time, understanding that students who come from financially well-off families appear less eager to utilize mental health services illuminates a population who may benefit from directed information of available resources.

Working at least half-time during high school associated with income and decreased emotional health

Considering the influence of financial aid and family income on emotional health, it is worthwhile to explore how employment might be related to a student’s well-being. Students who reported working (for pay) more than 20 hours per week during high school reported higher rates of both frequent depression (17.6%) and frequent anxiety (36.1%) than their peers who did not work (13.3% and 33.4%, respectively). While both measures of emotional health are of concern,

the fact that more than one third of students who are entering college, regardless of whether they worked during high school or not, are experiencing frequent anxiety is truly alarming. Examining whether family income might mediate the impact of working over 20 hours per week during high school on emotional health reveals the extent of its impact. Focusing exclusively on those who work at least half-time, nearly a quarter of students (24.8%) who come from families making less than \$15,000 experience frequent depression. On the other hand, their peers who come from families who make between \$250,000 and \$499,999 report frequent depression at a rate of 16.2% and those whose family income is at or exceeds \$500,000 do so at a rate of 14.3%. In summary, these statistics show that working at least half-time during high school contributed to more students feeling frequently depressed. However, the extent to which students felt depressed despite working 20 hours or more was highly dependent on their income bracket, with students from wealthier backgrounds displaying significantly lower rates of depression. In other words, family income mitigated the effect of working significant hours on depression for students from more affluent backgrounds and exacerbated its impact on students from less affluent backgrounds.

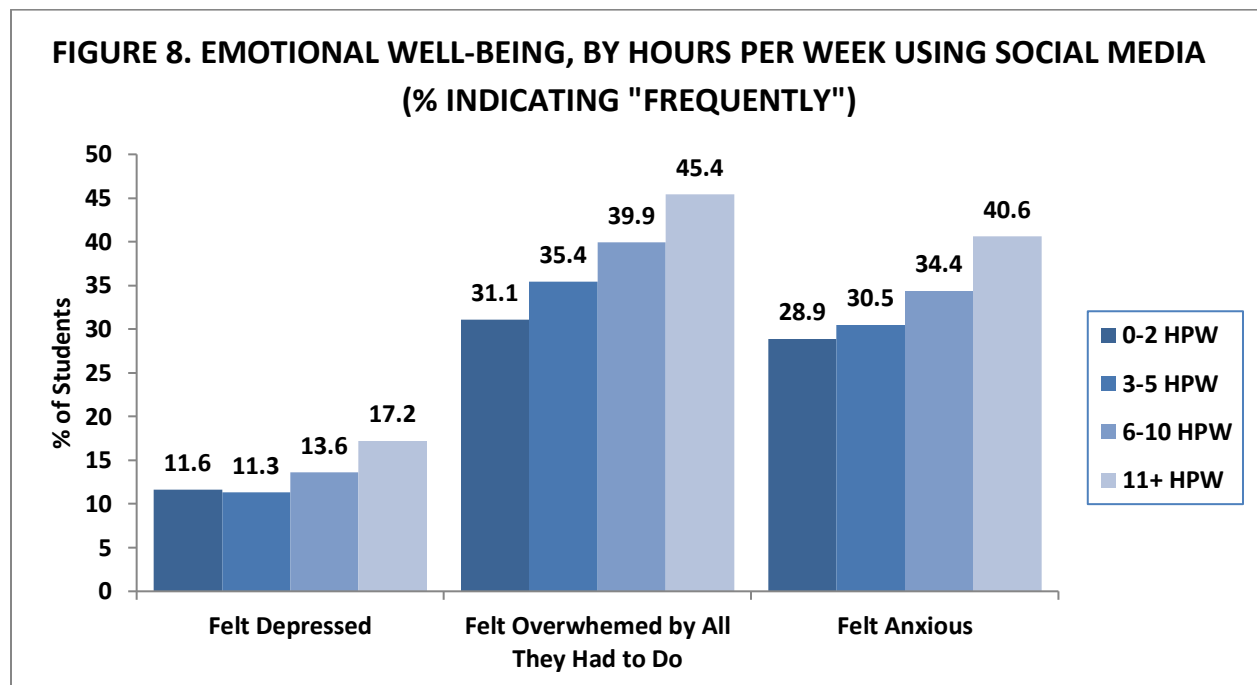
Taking into consideration the relationship between working a significant number of hours during high school and depression, it is important to consider whether planning to work during college is also related to students' emotional health. Survey results indicate that as the likelihood of getting a job to help pay for college expenses increases, so too does the proportion of students who feel frequently anxious. Specifically, 23.2% of those who respond "no chance" report frequent anxiety, while their "very little chance" (27.9%), "some chance" (31.5%), and "very good chance" (39.2%) peers report increasingly higher rates. This would suggest that, in part, the expectation of having to work for college expenses is contributing to students' anxiety. Rates of frequent depression follow a similar trend, with higher odds of working during college being associated with a larger proportion of students feeling depressed. Whereas 7.4% of students who claim "no chance" report frequent depression, 10.7% of those responding "very little chance," 11.4% of those citing "some chance," and 17.0% of those saying "very good chance" frequently feel depressed.

SOCIAL MEDIA USE, SELF-CONFIDENCE, AND EMOTIONAL WELL-BEING

Much has been said about the relationship between social media, self-confidence, and emotional well-being. Overall, roughly one-third of incoming freshmen reported spending eleven or more hours per week using social media during their last year in high school. Breaking it out by gender reveals that women (35.6%) were more likely than men (28.1%) to spend at least 11 hours per week using social media. Gender identity and sexual orientation are two important aspects of personal identity as students enter college. First, compared to the nearly one-third of non-transgender students who spent 11 or more hours per week using social media (32.2%), 44.5% of students who identify as either trans men or trans women reported the same, a difference of over 13 percentage points. A separate item regarding students' sexual orientation reveals that students who identify as queer (42.7%) were more likely than their peers of any sexual identity to spend at least 11 hours per week using social media. By contrast, 31.8% of heterosexual students did the same.

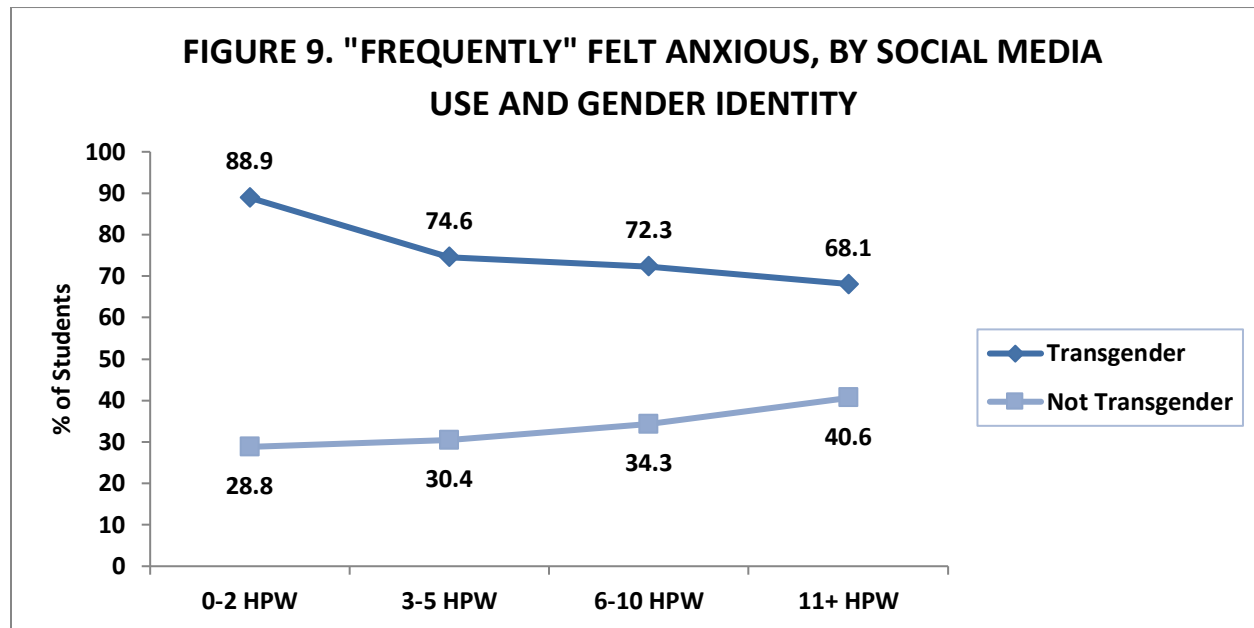
While it is not possible to determine which came first, either the time spent using social media or feeling more depressed, anxious, or overwhelmed, there is clearly a relationship, though not

necessarily a causal one, between time spent on social media and these emotions (Coyne, Rogers, Zurcher, Stockdale, & Booth, 2019). For example, 11.6% of incoming students who spent two hours or less using social media during their last year of high school frequently felt depressed, roughly 5.5 percentage points lower than those who spent eleven hours or more doing so (17.2%). Larger gaps were present for both frequently feeling anxious and frequently feeling overwhelmed. Overall, about one-third of students enter college frequently feeling anxious. When we disaggregate by social media use, Figure 8 shows that students reporting 0-2 or 3-5 hours per week using social media are less likely to report frequently feeling anxious (28.9% and 30.5%, respectively) than those spending 6-10 hours per week (34.4%) or 11 or more hours per week (40.6%), a range of nearly 12 percentage points. However, the widest range by time spent using social media was for students frequently feeling overwhelmed by all they had to do. Roughly 3 out of 10 incoming freshmen who spent 2 hours or less per week using social media (31.1%) reported frequently feeling overwhelmed by all they had to do. By contrast, 45.4% of students who spent 11 or more hours per week using social media frequently felt overwhelmed by all they had to do, a difference of more than 14 percentage points. Implementing programs to help incoming students manage their time and to help them use social media in a more constructive manner could benefit students as they enter college.



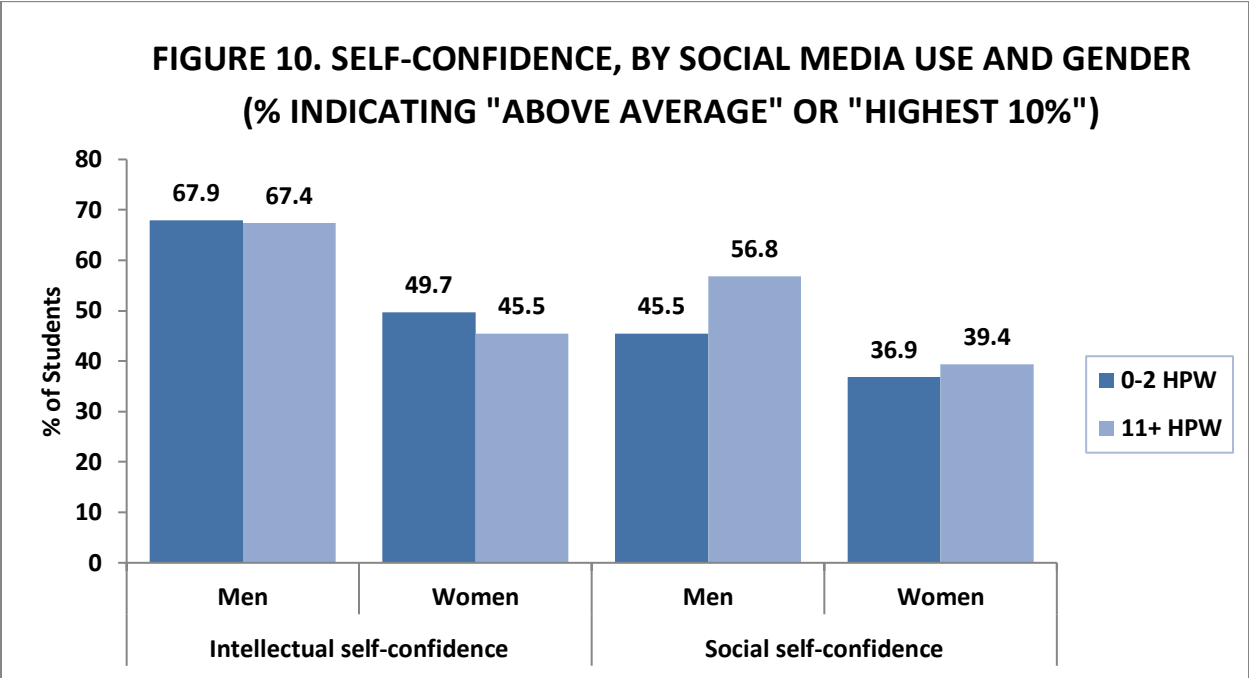
Disaggregating emotional well-being by social media use for students in different identity groups reveals that these general trends are not consistent across groups. As the overwhelming majority of incoming freshmen do not identify as transgender, the relationship between hours per week spent using social media and frequently feeling anxious is consistent with what is mentioned above: more hours per week spent using social media is associated with more frequent feelings of anxiety. Nearly 3 out of ten (28.8%) non-transgender students who spent two hours or less using social media reported frequently feeling anxious, compared to 40.6% who spent 11 hours or more using social media. In general, students who identify as transgender are more likely to frequently feel anxious their last year in high school. However, for transgender students the relationship between time spent on social media and feeling anxious is reversed, as those who

spend more time on social media tend to be anxious less frequently. Figure 9 shows that while 88.9 percent of transgender students who spent two hours or less using social media reported frequently feeling anxious, just over two-thirds (68.1%) who spent 11 hours or more using social media felt the same. These findings suggest further research into the nature of communities developed within social media platforms is needed.



Overall, students are entering college with lower ratings of their social self-confidence than their intellectual self-confidence compared to the average person their age. Consistent with previous years and other self-ratings, men are more likely to rate both their intellectual and social self-confidence higher than women. On deeper analysis, we can see that time spent on social media is related to intellectual self-confidence and social self-confidence in different ways. Men’s self-rated intellectual self-confidence is about the same regardless of social media use with 67.9% of those using social media 2 hours or less and 67.4% of those using it 11 hours or more rating their intellectual self-confidence at least above average. For women, increased social media use is associated with lower self-rated intellectual self-confidence (49.7% for 0-2 hours and 45.5% for 11 or more hours rating their intellectual self-confidence as at least above average).

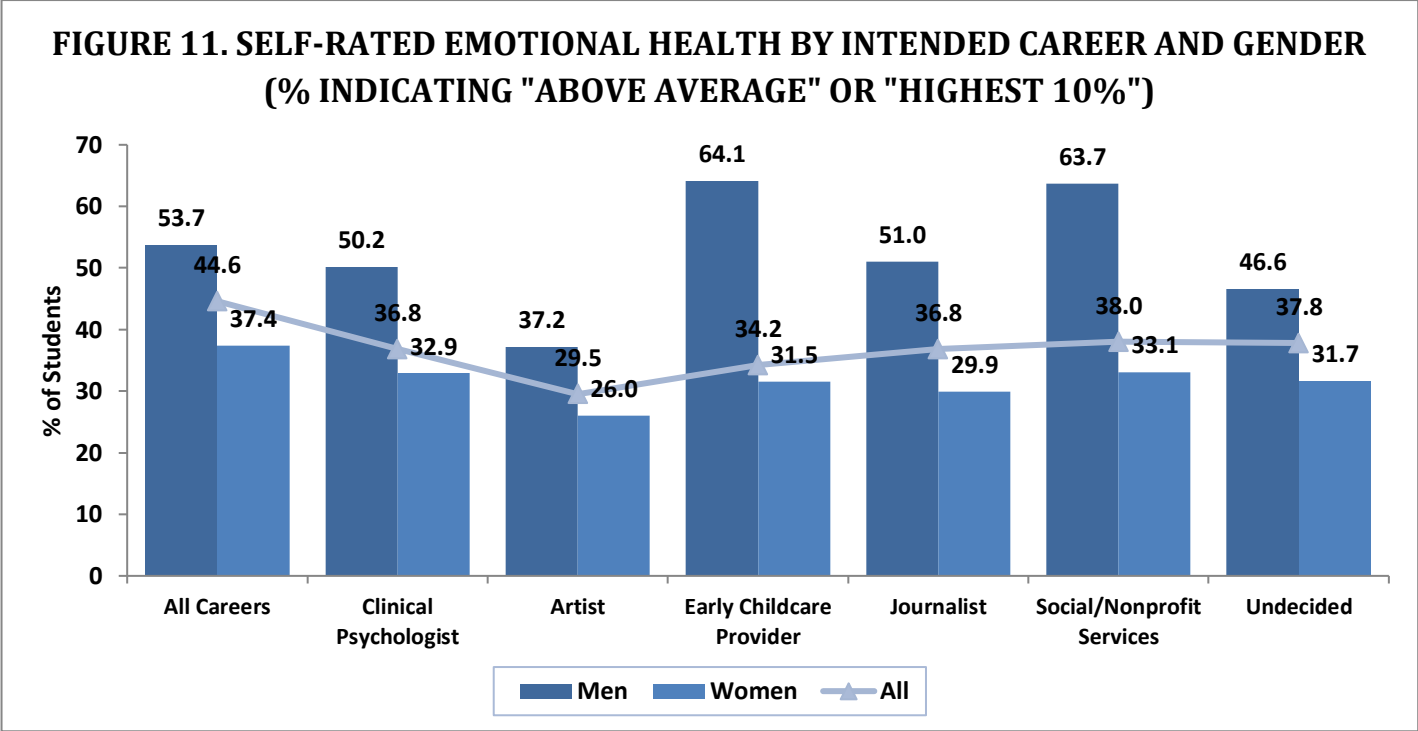
At odds with reports of the relationship between social media use and young women’s lower self-esteem (Vogel, Rose, Roberts, & Eckles, 2014), women’s self-rated social self-confidence was actually higher for those reporting 11 or more hours per week using social media (39.4% at least above average) than those who reported using social media 2 hours or less per week (36.9%). The difference for men was even greater, with 45.5% of men using social media 2 hours or less per week rating their social self-confidence at least above average, compared to 56.8% of men using social media at least 11 hours per week (see Figure 10). These findings lead to several questions, including whether there is a threshold at which more time is not associated with positive self-ratings. Further, how are social and intellectual self-confidence related to self-esteem and how does social media usage affect how students view themselves individually and not within the context of their peers.



CAREER CHOICE AND WELL-BEING

Decrease in well-being, but an increase in health-related careers

The general decline of college students' well-being may be related to the overall increased interest in health-related careers. The percentage of incoming students rating their emotional health at least above average continued a downward trend noted over the past decade, decreasing from 47.4% in 2017 to



44.6% in 2018. Furthermore, students self-reported physical health is at an all-time low. Individuals who rate themselves as having at least above average physical health declined from nearly two-thirds (63.9%) in 1985 when this question was first asked to just over half (51.9%) in 2018. This eight percentage point decline is discouraging, though it may be associated with the rise in students' intentions to pursue physical health-related careers (Figure 11).

For example, over the last 42 years, incoming students reported nearly three times the interest in becoming a medical doctor, from 3.5% to 10.1%. Reporting intent to be a registered nurse has more than doubled (2.4% in 1966), reaching an all-time high of 5.3% in 2018. The proportion of students intending to become a therapist has more than tripled, from 1.1% when the survey began in 1966 to 4.7% in 2018. Additionally, intent to be a clinical psychologist has risen from 1.4% to 2.1%. Finally, the percentage of students intending to major in psychology has also followed this trend (3.6% in 1966 to 4.9% in 2018). This leads to the question of whether there is a relationship between students' self-rated emotional health and choice of intended career. For example, incoming students intending to pursue careers as clinical psychologists tended to rate their emotional health lower than the average incoming student. While slightly less than half of incoming students rated their emotional health as above average or higher (44.6%), this figure dips nearly eight percentage points to 36.8% when looking specifically at students intending to pursue careers as clinical psychologists. Several factors could be contributing to this phenomenon: students may be interested in this career path in part because of experiences with emotional health issues. Likely, these students who have interests in emotional health in general, may possibly be more particular when rating their own emotional health in comparison to others.

Additionally, two major factors to consider are the disparity between how men and women tend to rate themselves on emotional health, and the high proportion of women interested in this career field. Overall, more than half of men (53.7%) rate their emotional health above average or higher. Only 37.4% of women rate their emotional health at this level, and a similar proportion of women (41.7%) rate their emotional health as average. Further, women are highly overrepresented (77.7%) in the group of incoming students interested in careers as clinical psychologists.

While overall these aspiring clinical psychologists rate their emotional health lower than the average student, they still follow a similar trend, with slightly over half of men (50.2%) and only about one-third of women (32.9%) rating their emotional health above average or higher. Other intended careers that coincided with lower emotional health self-ratings include artist, early childcare provider, journalist, and social/non-profit services (29.5%, 34.2%, 36.8% and 38.0% rating their emotional health at least above average, respectively). Similar to what was observed with students choosing clinical psychologist, students selecting each of these careers overall rated their emotional health lower than the average incoming student, but also there were higher proportions of women in each group.

By contrast, students intending to pursue careers related to business consistently rated their emotional health higher than average. More than half of students aspiring careers in finance (60.4%), business management (56.8%), and entrepreneurship (56.6%) rated their emotional health as above average or higher. While careers related to business traditionally have higher proportions of men (and higher proportions of incoming students selecting these careers are men), both men and women interested in these careers rate their emotional health higher than the average incoming student. Nearly half of the women choosing finance (48.0%), business management (48.5%), and entrepreneurship (45.6%) rate their

emotional health above average or higher. Notably, students intending to become doctors, the most popular intended career among incoming students (10.6%), present a slight variation on this phenomenon. Overall, students had slightly higher than average emotional health self-ratings, with 47.9% indicating they had above average or higher emotional health in comparison to other people their age. Though men still make up a higher proportion of doctors overall, the group of incoming students selecting doctor as their intended career is comprised of a higher percentage of women (68.1%), who rate their emotional health above average or higher at higher rates in comparison to the average woman (41.8% vs. 37.4%).

Although doctor was the most popular career choice among students who selected a career, 11.0% of incoming students marked undecided as their career choice. Undecided students exhibited lower emotional health self-ratings, with only 37.8% of these students rating their emotional health as above average or higher, in comparison to 44.6% of students overall. While exposure to career options is a part of the college experience, it is notable that less than half of both undecided men and women rate their emotional health as above average or higher (46.6% and 31.7%, respectively). Undoubtedly, institutional programs targeting these students should be mindful of intersections between undecided career choice and emotional health matters.

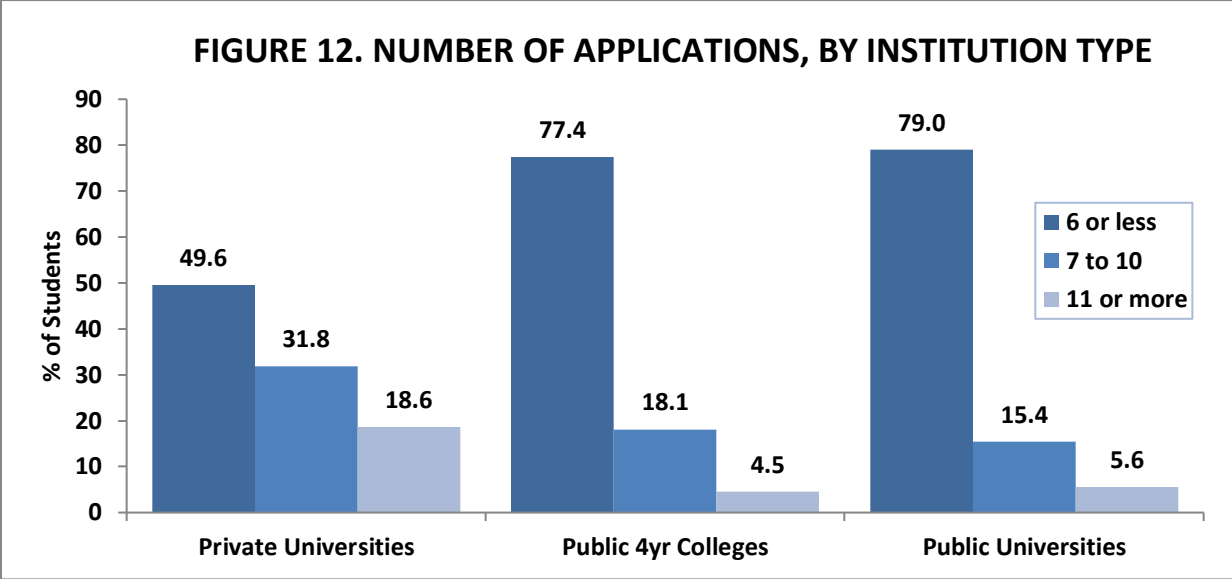
INSTITUTIONAL CHOICE

Majority of students accepted by first choice institution; Attending first- or second-choice

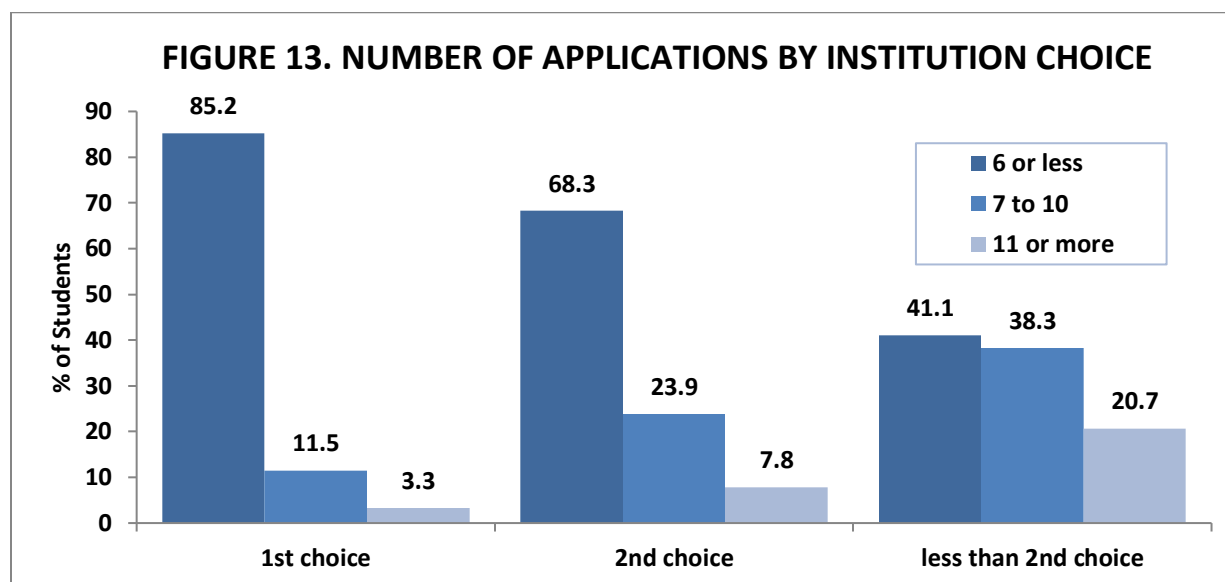
Despite the frenzy portrayed in the popular media about the increasing competitiveness of college acceptances, in reality, over three-quarters of students are *accepted* by their first-choice institution (77.4%) and nearly all students are *attending* one of their top three choice institutions (94.8%), with over three-quarters attending either their first (59.9%) or second (26.1%) choice institution, and another 8.8% attending their third-choice institution. In 2018, attendance at their first-choice institution is slightly higher for freshmen at public universities (61.8%) and public 4-year colleges (59.6%), than freshmen at private universities (52.5%). It's important to note that the population of students comprised of private universities is less than ten percent of the sample (9.4%), therefore it is more beneficial to portray the reality of admissions numbers for the majority of students who attend public universities and public 4-year colleges, rather than on the small percentage of students at private universities, where fewer admission slots and more competitive selectivity are the exception in college admissions. In fact, a recent analysis of the U.S. Department of Education data by the Pew Research Center confirms that the majority of colleges admit most students who apply, while pointing out that the cause of lower admission rates is the increase in the number of applications outpacing the number of admission slots available (DeSilver, 2019).

Number of Applications Varies by Institution Type and First-Choice Attendance

In 2018, a quarter (25.5%) of students applied to seven or more institutions (in addition to the one where they currently are enrolled), a rate that has held steady over the past several years, with a slightly higher percentage in 2015 of 28.5% (Eagan et al, 2015). The number of applications submitted varies by institution type, with students attending private universities twice as likely to submit seven to ten applications (31.8%) as freshmen at public 4-year colleges (18.1%) or public universities (15.4%). Further, students at private universities are three times as likely (18.6%) to submit 11 or more applications as students at public 4-year colleges (4.5%) or public universities (5.6%), as conveyed in Figure 12.



The number of applications submitted by students varies by their attendance at the institution of their choice (see Figure 13). Students who are attending their first-choice institution submit far fewer applications than students who are not attending their first-choice institution. In fact, only 3.3% of students at their first-choice institution applied to eleven or more institutions (in addition to the campus they are currently attending) compared to students who are attending their second choice (7.8%) or less than their second choice (20.7%). This could indicate that students who are attending their top-choice institution were more likely to be confident in the likelihood of acceptance, thus allowing them to apply to fewer institutions, while those students who are less certain of the match with the institutions to which they are applying are more likely to cast a wider net during the application process. These patterns indicate that simply focusing on submitting more college applications does not increase the likelihood of a student attending their first-choice institution, thus a more thoughtful and informed approach to college applications may garner more success than merely increasing the number of college applications submitted.



COLLEGE CHOICE BASED ON PERCEIVED EXPERIENCES, OUTCOMES, AND FINANCES

The top reasons a student chooses the college they are attending relates to their view of the institution in a positive light, both academically and socially, potential outcomes they perceive to be important, as well as financial considerations. Less important are parental, counselor, or teacher input. The majority of first-time full-time entering students in 2018 were more concerned with the “very good academic reputation” of the college as a very important factor in selecting their current institution (67.5%) than any other reason. Just over half of students are also concerned with the reputation for its social and extracurricular activities (53.2% very important). A visit to the campus is also highly valued (51.7% very important), as well as the size of the school (41.7% very important), indicating that students care not only about the quality of their college education, but also that the school is a good fit by taking time to visit the campus and considering how the size of the school fits into the students’ desired college experience.

Concerning the potential longer-term benefits of attending their current institution, “this college’s graduates get good jobs” is very important (59.0%) and “this college’s graduates make a difference in the world” is also very important (42.8%). Nearly half of all incoming first-time full-time students also consider the financial impact of their decision in selecting their current institution with the offer of financial assistance being a very important reason (49.0%) and the cost of attending this college (46.8%) very important as well. While students acknowledge the influence of advice from parents, counselors, or teachers in the college selection process, these factors are much less important to students. Parental influence (“my parents wanted me to come here”) has more of an impact (17.1% very important) than advice from high school counselors (11.5% very important) or teachers (8.4% very important).

Differences between women and men in selecting their current institution exist in the “very important” category with women more likely to rate certain reasons as “very important” while men are more neutral in identifying reasons for choosing their current institution (Table 1). For example, women are six percentage points more likely than men to identify the “very good academic reputation” as a very important reason in selecting their current institution (70.3% v. 64.0%).

TABLE 1. REASONS FOR CHOOSING THIS COLLEGE, BY GENDER

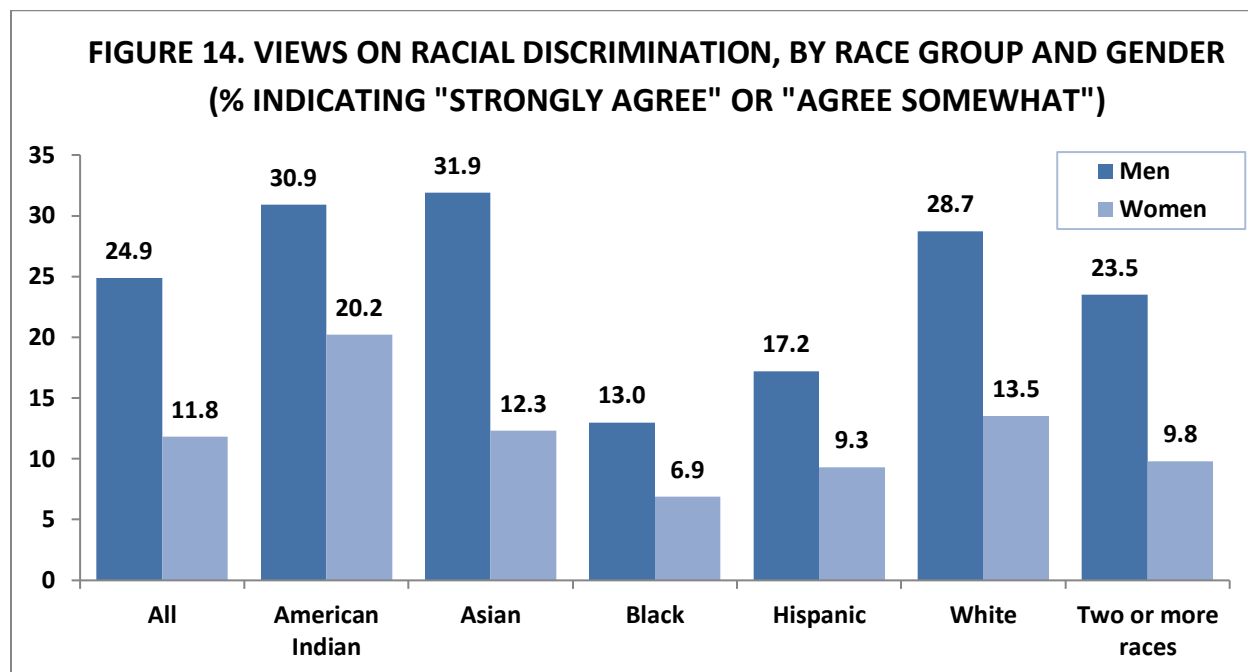
(% Indicating "Very Important")	Women	Men
This college has a very good academic reputation	70.3	64.0
This college's graduates get good jobs	60.8	56.7
This college has a good reputation for its social and extracurricular activities	55.6	50.3
A visit to this campus	56.4	45.7
This college's graduates make a difference in the world	46.1	38.7
I wanted to go to a school about this size	46.7	35.5
My parents/relatives wanted me to come here	17.0	17.1
High school counselor advised me	11.2	11.9
My teacher advised me	7.9	8.9

The most apparent differences between women and men exist for a visit to the campus with over half of women (56.4%) and just less than half of men (45.7%) listing this as a very important reason to attend their college; and a ten percentage-point difference also exists for wanting to go to a school about the size of the institution they are currently attending, with 56.4% of women and 45.7% of men identifying this as a very important reason in selecting their college. Women and men rate other adult input about evenly, with men rating teacher advice slightly higher than women did (8.9% v. 7.9% very important) in their college selection process.

STUDENT VIEWPOINTS

Varying views of racial discrimination as a major problem in America

While only a small proportion of incoming first-year students “strongly agree” or “agree somewhat” that “racial discrimination is no longer a major problem in America,” (17.6%), this figure varies when looking specifically at different populations (Figure 14). Men, for example, tend to express agreement with this statement at higher rates than their female counterparts. With about a quarter of men (24.9%) responding “agree somewhat” or “strongly agree,” the proportion of men agreeing with the statement that racial discrimination is no longer a major problem in America is more than double the proportion of women (24.9% of men versus 11.8% of women). Conversely, more than half of women (58.9%) strongly disagree that racial discrimination is no longer a major problem in America. Potentially related to women’s increased concerns about racial discrimination, higher proportions of women report that “helping to promote racial understanding” is a personal goal. More than half of women (55.6%) indicate that promoting racial understanding is an “essential” or “very important” goal, compared to less than half of men (43.6%).



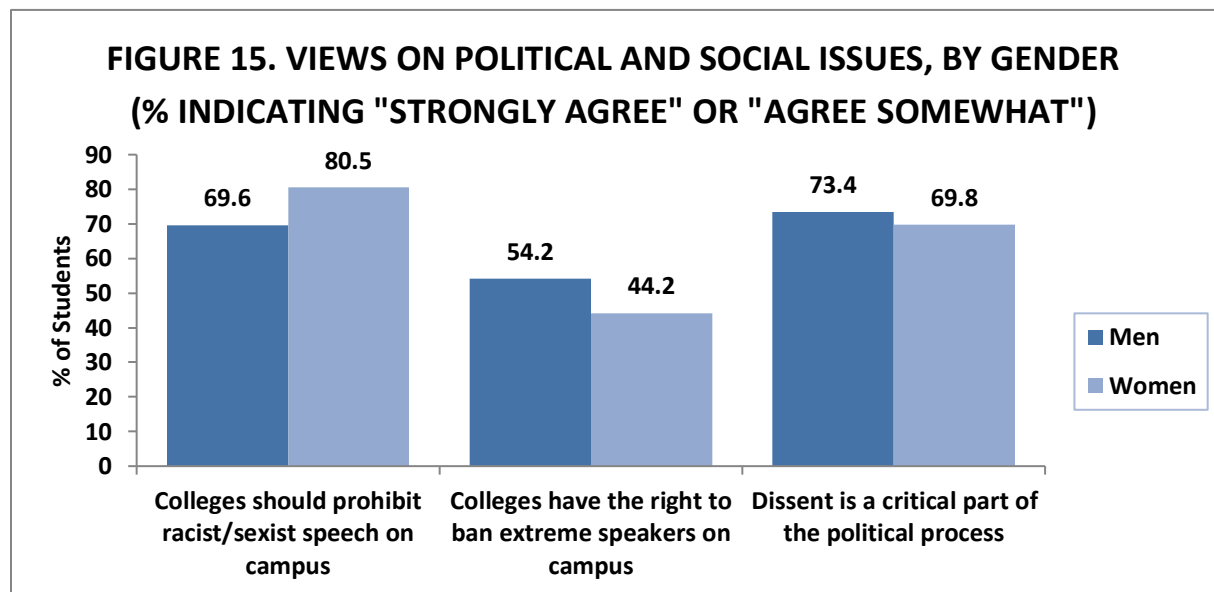
Agreement with the view that racial discrimination is no longer a major problem in America also varies among different race groups. While 17.6% of incoming students overall strongly agree or agree somewhat with this view, when looking specifically at Black and Hispanic students, the proportion shrinks to 9.3% and 12.5%, respectively. By contrast, 20.5% of White students and 24.9% of Native American students reported agreement with the statement. Incoming students identifying as Asian, two or more races, or other, reported agreement at similar rates in comparison to the average student (17.7%, 15.6%, and 18.6%, respectively, vs. 17.6%). Several reasons could account for the variation among race groups including differences in exposure to racial discrimination experienced first-hand or by their networks before college. Even though nearly a quarter of Native American students agree that racial discrimination is no longer a major problem in America, 62.1% of incoming Native American students reported that promoting racial understanding is an essential or very important goal. This suggests that race-related matters can still be a major consideration for future goals even if some no longer view racial discrimination as a major problem.

Examining the intersection of race group and gender reveals that the wide divide between men and women persists within each race group. Among White men, 28.7% strongly agree or agree that racial discrimination is no longer a major problem, which is more than double the proportion of White women (13.5%). Similarly, only 12.3% of Asian women agree that racial discrimination is no longer a problem, but more than double the proportion of Asian men (31.9%) report agreement. Native American men (30.9%) and women (20.2%) both present agreement with the statement at higher rates than the average incoming student, but still demonstrate a ten percentage point difference between men and women. Only very small proportions of women identifying as Black (6.9%), Hispanic (9.3%), or two or more races (9.8%) report agreement with the view that racial discrimination is no longer a major problem in America, about half the proportion of their male counterparts (13.0% Black men, 17.2% Hispanic men, and 23.5% men identifying two or more races). Institutions should be mindful of assumptions that students of underrepresented minority groups are more receptive to programs or

initiatives addressing campus climate issues related to race, as gender may also have some association between how students perceive the problem of racial discrimination.

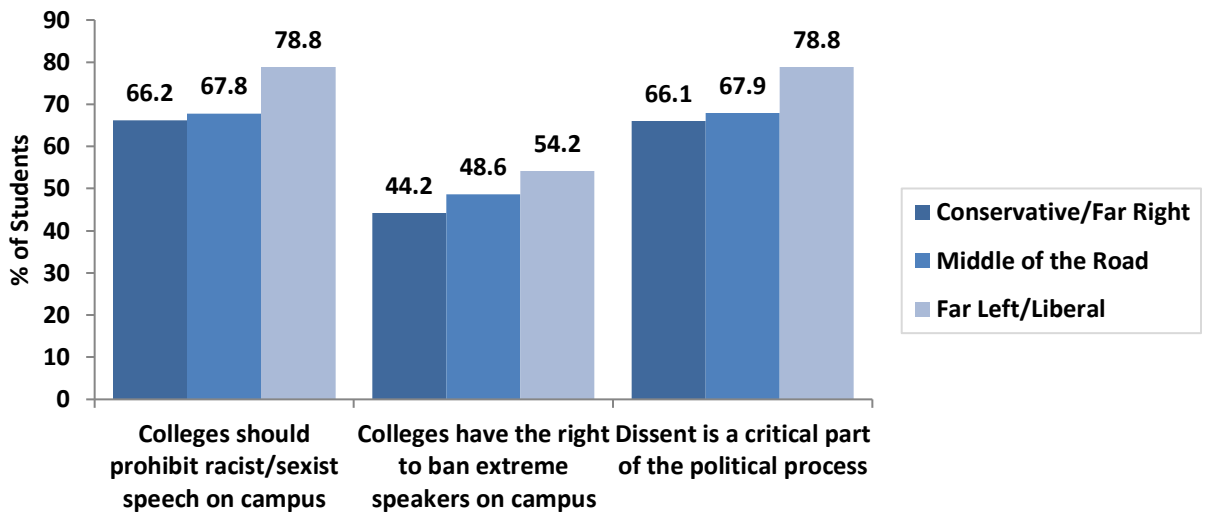
College campuses are politically-charged environments

Most incoming students agree that colleges have a role in mitigating the politically-charged nature of college campuses, which can be environments of polarized viewpoints. In fact, more than three-quarters (75.7%) of incoming first-year students “strongly agree” or “somewhat agree” that colleges should prohibit racist/sexist speech on campus. When disaggregating by gender, however, the proportion of women who “strongly agree” or “somewhat agree” that colleges should prohibit racist/sexist speech on campus is ten percentage points higher than the proportion of men who responded the same (80.5% of women versus 69.6% of men) (Figure 15). Students’ political views also present associations with their opinion on this statement. While 78.8% of students identifying as “far left” or “liberal” agree that colleges should prohibit racist/sexist speech on campus, this figure drops to 67.8% of students identifying as “middle-of-the-road” and 66.2% of “conservative” or “far right”-identifying students reporting the same agreement.



However, it appears that incoming students have varying opinions regarding how college campuses should go about this. When asked whether colleges have “the right to ban extreme speakers on campus,” those indicating “strongly agree” or “somewhat agree” decreases dramatically to less than one-half (49.6%) of respondents. When disaggregating results by students’ political views, slightly more than half of those identifying as far left or liberal (54.2%) responded in agreement while less than half of conservative or far right students (44.2%) responded the same. Far left and liberal-identifying students may consider alternative methods of challenging extreme speakers, as they anticipate taking part in student protests or demonstrations at far higher rates than their middle-of-the-road or conservative and far-right counterparts. While 26.9% of far left and liberal students anticipate there being a “very good chance” or “some chance” of taking part in student protests or demonstrations during college, only 5.6% of middle-of-the-road students and 3.5% of conservative and far right students responded the same (Figure 16).

**FIGURE 16. VIEWS ON POLITICAL AND SOCIAL ISSUES, BY POLITICAL VIEWS
(% INDICATING "STRONGLY AGREE" OR "AGREE SOMEWHAT")**



While students may have strong views regarding racist/sexist speech and extreme speakers, they do seem to value the idea of expressing a variety of beliefs within the political system. Overall, 71.7% of incoming students “strongly agree” or “somewhat agree” with the statement that dissent is a critical part of the political process. These views remain consistent when disaggregating by gender, with 73.4% of men and 69.7% of women agreeing with this statement. Still, when disaggregating by political views, more than two-thirds of far left and liberal students reported agreement with this statement (78.8%), compared to smaller proportions of middle-of-the-road (67.9%) and conservative and far right students (66.1%).

RELIGION, SPIRITUALITY, AND EMOTIONAL HEALTH

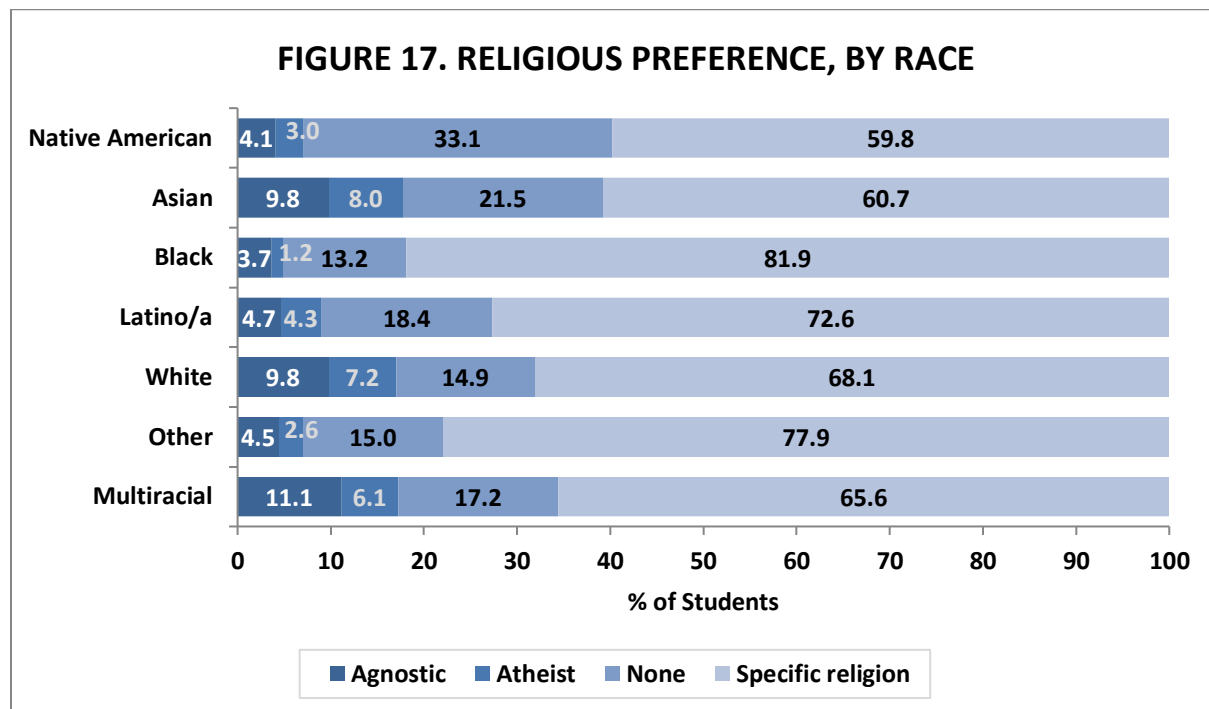
Likelihood of identifying with a specific religion continues to decline

After the 50th administration of the CIRP Freshman Survey in 2015, we highlighted the trend that students had become increasingly less likely to identify with a particular religion (Eagan et al., 2016). In 2015, we introduced “Agnostic” and “Atheist” as options for the religious preference question. While the proportion of students who identify as atheist or agnostic has fluctuated a bit over the past four administrations of the survey, the overall trend of students not identifying with a particular religion continues through the 2018 TFS administration. Seven out of ten (70.4%) incoming freshmen in 2015 identified a specific religious affiliation, while the rest selected agnostic (8.3%), atheist (5.9%), or none (15.4%) as their religious preference. By 2018, the overall percentage of students selecting a specific religion had slightly decreased to 68.9%, showing slight increases for each of the other 3 categories: agnostic (8.8%), atheist (6.3%), and none (16.0%). This section highlights students’ religious preference and how it relates to other items covering religion, spirituality, and emotional well-being.

Majority of those who identify as agnostic or atheist are politically on the left

Men were more likely to identify as agnostic (9.6%) or atheist (7.6%) than women (8.1% and 5.1%, respectively). However, women were more likely to select “none” for religious preference than their male peers (16.9% and 14.8%, respectively). When considering students’ religious

preference by race/ethnicity Figure 17 reveals that Native American (59.8%) and Asian (60.7%) students are least likely to identify with a particular religion. By contrast, Black students are most likely to do so (81.9%). While multiracial students are most likely to identify as agnostic (11.1%), Asian (8.0%) and White (7.2%) are most likely to identify as atheist.



It is not surprising that more than 80% of incoming freshmen at Catholic 4-year colleges (80.3%) and other religious 4-year colleges (80.4%) identify with a specific religion. This proportion at other institutions ranges from 61.4% at nonsectarian 4-year colleges to 69.7% at public 4-year colleges. However, this does reveal that one in five incoming freshmen at both Catholic and other religious 4-year colleges identify as either agnostic, atheist, or no religion. Private universities (12.1%) and public universities (10.9%) had the largest percentage of students who identify as agnostic. Nonsectarian 4-year colleges had the largest proportion of students who identified as either atheist (7.8%) or who selected "none" (21.5%).

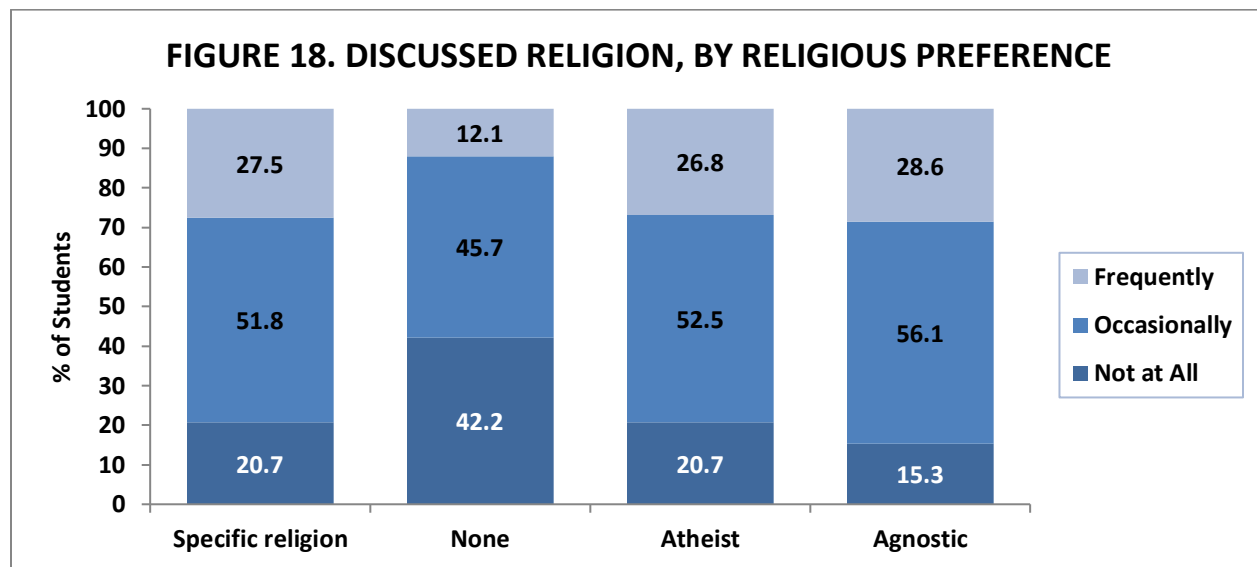
Politics and religion have been increasingly connected in recent years. Roughly the same proportion of those who selected a particular religion identify as far right/conservative (27.8%) or liberal/far left (28.0%), leaving 44.3% of those who identify with a particular religion politically in the middle. More than half (56.3%) of those who identify as agnostic are politically liberal/far left. A similar proportion of atheists (57.1%) are also liberal/far left. Nearly half of those who selected "none" consider their political views as middle of the road (49.7%), with an additional 39.2% leaning to the left.

Agnostic students most likely to have discussed religion; “None” least likely

Along with being less likely to affiliate with a particular religion, incoming freshmen in 2018 were less likely to have attended a religious service (74.8% in 2009 to 67.9% in 2018) or discussed religion (79.4% in 2009 to 75.9% in 2018) than a decade ago. Not surprisingly, students who identify with a particular religion were significantly more likely to have attended a

religious service at least occasionally the year before entering college. More than 4 out of 5 (85.0%) students identifying with a specific religion attended a religious service at least occasionally, compared to less than a quarter (24.2%) of atheists, 29.2% of those who selected “none,” and 38.6% of agnostics.

While we don’t know the context in which students discussed religion, the breakdown for this item has a different pattern than the other items concerning religion and spirituality. Though the proportion who frequently discussed religion was similar for agnostics (28.6%), those who selected a particular religion (27.5%), and atheists (26.8%), Figure 18 shows that agnostic students were actually most likely to have discussed religion overall during their last year in high school (84.7%). Students who chose “atheist” or a specific religion were equally likely to discuss religion (79.3% each). Entering freshmen who selected “none” were more than half as likely than all the other groups to frequently discuss religion (12.1%). Overall, 57.8% of students who selected “none” discussed religion their last year in high school, more than 20 percentage points lower than each of the other three groups. If discussions about religion are occurring in high school classes, it may be that students who do not identify with a religion or who identify as atheist or agnostic do not feel comfortable participating in such discussions.



In addition to being asked about religious preference, discussing religion, and attending a religious service, students are also asked about how they rate their spirituality compared to the average person their age and the goal of integrating spirituality into their life. While religion and spirituality don’t always go hand in hand, self-rated spirituality also declined over the past decade. The proportion of students who rated their spirituality “above average” or in the “Highest 10%” decreased by just over three percentage points (38.4% to 35.1%)

As expected, those who identify with a specific religion rate their spirituality considerably higher than those in the other three groups. Nearly half (43.9%) of students who identify with a particular religion rated their spirituality as above average or in the highest 10%, compared to 19.1% of those who selected none, 14.5% of agnostic students, and just 10.6% of atheists. The majority of both agnostic (53.0%) and atheist (65.0%) students rate their spirituality as below average or in the lowest 10%, compared to just over a third of those who selected none (38.4%)

and just 13.9% of those who selected a religion. When asked about the importance of integrating spirituality into their life as a personal goal, the proportions are relatively similar. Students who identify as atheists are least likely to consider integrating spirituality into their life as a very important or essential goal (11.9%), compared to 17.7% of agnostic students, 24.1% of those who selected “none,” and 52.3% of students who identified with a specific religion.

The intersection of religious preference and race/ethnicity reveals some interesting differences with regards to the relationship between religion and spirituality, particularly for Native American students. As mentioned above, Native American students are least likely to identify with a particular religion, but they are among the most likely to consider integrating spirituality into their life a very important or essential goal. Additionally, other than Black students who are most spiritual and most likely to choose a specific religion, Native American students are most likely to rate their spirituality as above average or in the top 10% (47.2%). While Asian students were least likely to identify with a particular religion, White students were least likely to consider integrating spirituality into their life a very important or essential goal (31.8%) and are least likely to rate their spirituality above average or highest 10% (31.8%).

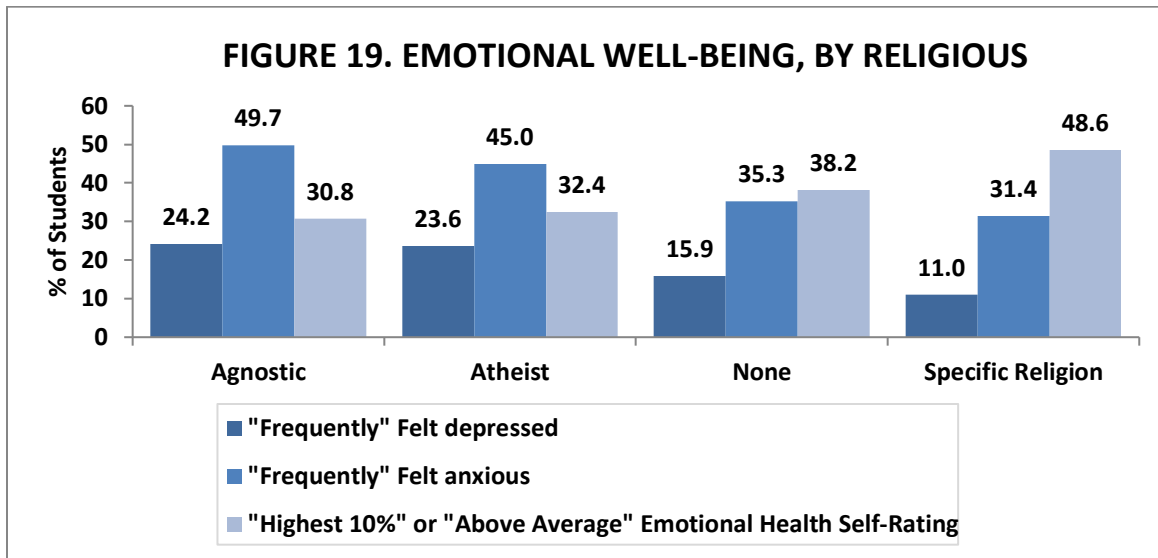
Atheist and agnostic students rate their emotional health lower than those who selected none or a specific religion

It is interesting to note that students who identify as agnostic or atheist rate their emotional health lower relative to the average person their age than those who identify with no religion or with a specific religion. Three out of ten (30.8%) students who selected agnostic rate their emotional health as above average or highest 10% relative to their peers, with a larger proportion (32.0%) rating their emotional health as below average or in the lowest 10%. Roughly equal proportions of those who identify as atheist rate their emotional health as above average/highest 10% or below average/lowest 10% (32.4% and 32.1%, respectively).

By contrast, only 19.7% of students who selected “none” rated their emotional health as below average/lowest 10% and nearly two out of five (38.2%) considered it above average or highest 10%. Finally, nearly half of incoming freshmen that identify with a particular religion (48.6%) placed themselves in the top two categories of emotional health and only 13.1% rated their emotional health as below average/lowest 10%, displaying the highest self-rated emotional health.

In addition to rating their emotional health relative to their peers, students are also asked to report how often they felt depressed and anxious over the previous year. Consistent with the pattern for self-rated emotional health, Figure 19 shows that students who identify as agnostic and atheist reported feeling depressed more frequently than their peers who selected “none” or chose a specific religion. Roughly one-quarter each of agnostic (24.2%) and atheist (23.6%) students frequently felt depressed the year before they entered college. Students identifying with no religion (15.9%) or a specific religion (11.0%) were less likely to frequently feel depressed in the year prior to college entry. While students in all groups reported frequently feeling overwhelmed at higher rates than feeling depressed, the same pattern emerged. Just over three out of ten students (31.4%) who identify with a specific religion frequently felt anxious in the past year compared to just over one-third (35.3%) of those who selected “none.” By contrast, nearly half of atheists (45.0%) and agnostics (49.7%) felt the same. Further study, perhaps addressing concepts such as communities of support, confidence, and students’ family

backgrounds, would be required to begin to understand why these differences in emotional well-being occur.



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2018 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/>

**2018 CIRP Freshman Survey
Weighted National Norms—All Respondents**

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	ALL HBCU	Public	Private
First-time, Full-time Freshmen	97,652	57,083	40,569	16,959	40,124	16,074	11,530	12,520	27,170	13,399	4,598	2,221	2,377
Is English your primary language?													
Yes	93.0%	92.8%	93.2%	93.4%	92.1%	90.7%	90.0%	94.6%	93.7%	91.4%	98.2%	98.5%	97.5%
No	7.0%	7.2%	6.8%	6.6%	7.9%	9.3%	10.0%	5.4%	6.3%	8.6%	1.8%	1.5%	2.5%
In what year did you graduate from high school?													
2018	97.7%	96.9%	98.7%	96.8%	96.9%	96.2%	98.0%	97.1%	98.8%	98.2%	95.8%	95.9%	95.7%
2017	1.6%	2.2%	1.0%	2.2%	2.2%	2.6%	1.3%	2.1%	0.9%	1.6%	2.6%	2.5%	2.9%
2015 or earlier	0.6%	0.9%	0.3%	0.9%	0.8%	1.1%	0.6%	0.7%	0.3%	0.2%	1.4%	1.5%	1.4%
Passed GED / Never completed high school	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Are you enrolled (or enrolling) as a:													
Full-time student	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%
Part-time student	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
How many miles is this college from your permanent home?													
5 or less	4.9%	5.6%	4.2%	5.9%	5.3%	4.4%	8.4%	4.7%	4.5%	3.1%	5.3%	4.9%	6.3%
6 to 10	7.1%	8.5%	5.6%	10.9%	5.7%	4.7%	11.1%	4.2%	6.2%	3.3%	4.5%	4.1%	5.1%
11 to 50	23.9%	27.2%	20.5%	32.4%	20.9%	20.3%	28.8%	17.8%	21.7%	15.8%	17.3%	17.8%	16.2%
51 to 100	13.1%	18.3%	7.7%	18.7%	18.7%	18.9%	12.6%	18.9%	8.1%	6.2%	17.7%	22.0%	8.9%
101 to 500	32.1%	24.9%	39.6%	20.2%	30.7%	28.9%	25.2%	35.2%	44.7%	18.4%	30.8%	34.2%	23.6%
Over 500	18.8%	15.4%	22.4%	11.9%	19.7%	22.8%	13.8%	19.2%	14.9%	53.2%	24.4%	17.0%	39.8%
What was your average grade in high school?													
A or A+	30.8%	23.4%	38.6%	20.2%	27.3%	26.1%	29.4%	27.6%	38.2%	40.2%	12.5%	11.0%	15.5%
A-	26.8%	23.3%	30.5%	21.2%	25.8%	26.0%	28.6%	24.3%	29.8%	33.4%	14.0%	12.1%	17.8%
B+	18.4%	21.1%	15.6%	22.2%	19.8%	20.8%	20.8%	18.3%	15.6%	15.3%	22.9%	23.8%	21.1%
B	15.7%	19.9%	11.2%	22.8%	16.5%	17.6%	14.1%	16.5%	11.8%	8.5%	23.6%	25.3%	20.1%
B-	5.2%	7.3%	2.9%	8.5%	5.8%	5.7%	4.6%	6.6%	3.1%	1.9%	13.3%	14.2%	11.5%
C+	2.1%	3.3%	0.8%	3.5%	3.0%	2.4%	1.7%	4.3%	0.9%	0.4%	8.3%	8.5%	8.0%
C	1.0%	1.5%	0.4%	1.6%	1.5%	1.1%	0.8%	2.3%	0.4%	0.2%	5.1%	5.1%	5.2%
D	0.1%	0.1%	0.0%	0.0%	0.2%	0.2%	0.1%	0.1%	0.0%	0.0%	0.3%	0.0%	0.8%
Prior to this term, have you ever taken courses for credit at this institution?													
Yes	6.3%	6.4%	6.2%	7.1%	5.5%	5.0%	5.2%	6.2%	6.4%	5.1%	9.0%	7.8%	11.4%
No	93.7%	93.6%	93.8%	92.9%	94.5%	95.0%	94.8%	93.8%	93.6%	94.9%	91.0%	92.2%	88.6%
Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution (university, 4- or 2-year college, technical, vocational, or business school)?													
Yes	12.3%	11.8%	12.7%	10.9%	13.0%	11.6%	11.3%	15.5%	13.0%	11.3%	15.9%	14.4%	19.1%
No	87.7%	88.2%	87.3%	89.1%	87.0%	88.4%	88.7%	84.5%	87.0%	88.7%	84.1%	85.6%	80.9%
To how many colleges other than this one did you apply for admission this year?													
None	11.4%	13.5%	9.2%	14.5%	12.4%	12.3%	9.6%	13.8%	9.9%	6.1%	9.5%	10.7%	7.0%
1	8.1%	7.9%	8.3%	8.4%	7.2%	6.4%	6.0%	8.7%	9.4%	3.7%	5.3%	5.3%	5.4%
2	10.8%	10.2%	11.4%	10.1%	10.4%	9.2%	7.1%	13.4%	13.0%	4.9%	10.4%	11.7%	7.6%
3	14.7%	14.6%	14.9%	15.1%	14.0%	12.2%	11.9%	16.9%	16.5%	8.1%	16.6%	18.3%	13.1%
4	11.8%	11.7%	11.9%	12.1%	11.3%	10.8%	11.5%	11.6%	12.7%	8.1%	13.2%	13.5%	12.5%
5	9.8%	9.8%	9.9%	9.6%	10.0%	9.9%	10.9%	9.7%	10.0%	9.4%	12.0%	11.7%	12.5%
6	7.8%	8.0%	7.7%	7.6%	8.3%	9.1%	9.8%	6.9%	7.3%	9.3%	7.8%	7.4%	8.6%
7 to 8	11.9%	12.2%	11.6%	12.6%	11.7%	12.8%	14.5%	9.1%	10.1%	18.1%	10.4%	9.4%	12.5%
9 to 10	6.6%	6.2%	7.0%	5.5%	7.2%	8.5%	10.0%	4.5%	5.4%	13.7%	5.9%	4.7%	8.5%
11 or more	7.0%	5.9%	8.1%	4.5%	7.5%	8.9%	8.6%	5.4%	5.6%	18.6%	8.8%	7.2%	12.3%
Were you accepted by your first choice college?													
Yes	77.4%	80.0%	74.7%	79.1%	81.2%	78.6%	79.8%	84.7%	77.3%	63.8%	80.5%	84.2%	73.0%
No	22.6%	20.0%	25.3%	20.9%	18.8%	21.4%	20.2%	15.3%	22.7%	36.2%	19.5%	15.8%	27.0%
Is this college your:													
First choice	59.9%	59.7%	60.0%	59.6%	59.8%	60.1%	56.2%	61.3%	61.8%	52.5%	47.6%	51.2%	40.2%
Second choice	26.1%	25.7%	26.5%	26.4%	24.8%	25.2%	26.7%	23.6%	26.6%	25.9%	31.0%	31.4%	30.2%
Third choice	8.8%	9.4%	8.1%	9.1%	9.7%	9.2%	11.3%	9.4%	7.1%	12.4%	13.6%	11.6%	17.6%
Less than third choice	5.2%	5.2%	5.3%	4.8%	5.7%	5.5%	5.9%	5.7%	4.4%	9.2%	7.8%	5.8%	12.0%

**2018 CIRP Freshman Survey
Weighted National Norms—All Respondents**

All Respondents	All Bacc Institutions	Baccalaureate Institutions			4-year Colleges					Universities		Black Colleges		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	ALL HBCU	Public	Private	
Citizenship status:														
U.S. citizen	95.2%	95.7%	94.8%	96.9%	94.2%	92.7%	94.4%	95.8%	95.5%	91.7%	98.1%	99.1%	96.1%	
Permanent resident (green card)	1.8%	1.5%	2.1%	1.7%	1.2%	1.4%	1.7%	0.7%	2.1%	1.8%	0.3%	0.2%	0.5%	
International student (F-1, J-1, or M-1 visa)	2.3%	1.9%	2.7%	0.4%	3.8%	5.3%	1.9%	3.0%	1.8%	6.2%	1.6%	0.8%	3.2%	
None of the above	0.7%	0.9%	0.4%	1.0%	0.8%	0.6%	2.0%	0.5%	0.5%	0.4%	0.1%	0.0%	0.2%	
Please mark the sex of your parent(s) or guardian(s).														
Parent/Guardian 1														
Female	42.1%	46.0%	38.0%	47.7%	44.1%	45.8%	42.3%	43.1%	38.1%	37.8%	70.5%	70.9%	69.7%	
Male	57.9%	54.0%	62.0%	52.3%	55.9%	54.2%	57.7%	56.9%	61.9%	62.2%	29.5%	29.1%	30.3%	
Parent/Guardian 2														
Female	61.9%	58.8%	65.0%	57.3%	60.5%	58.6%	61.8%	61.9%	65.2%	64.5%	40.0%	40.4%	39.0%	
Male	38.1%	41.2%	35.0%	42.7%	39.5%	41.4%	38.2%	38.1%	34.8%	35.5%	60.0%	59.6%	61.0%	
Please mark which of the following courses you have completed:														
Pre-calculus/Trigonometry	80.9%	75.2%	86.7%	74.1%	76.4%	78.0%	83.3%	71.1%	85.6%	91.1%	61.0%	56.9%	69.4%	
Probability & Statistics	31.9%	29.8%	34.0%	28.2%	31.7%	33.9%	30.0%	30.2%	34.2%	33.5%	25.3%	24.5%	27.0%	
Calculus	35.5%	27.0%	44.0%	24.6%	29.9%	32.4%	35.0%	24.5%	42.4%	50.5%	14.7%	12.5%	18.9%	
AP Probability & Statistics	20.3%	14.0%	26.7%	12.8%	15.5%	16.5%	17.2%	13.4%	26.5%	27.3%	7.2%	6.1%	9.4%	
AP Calculus	33.4%	22.4%	44.2%	21.2%	24.0%	24.9%	28.2%	20.9%	43.0%	48.9%	9.2%	6.9%	14.0%	
AP Computer Science A	5.6%	3.7%	7.6%	4.0%	3.2%	3.4%	3.6%	2.8%	7.9%	6.3%	2.2%	2.1%	2.4%	
AP Computer Science Principles	4.3%	3.3%	5.3%	3.7%	2.8%	2.8%	3.5%	2.5%	5.4%	4.7%	2.8%	2.4%	3.6%	
AP Biology	25.5%	20.5%	30.5%	18.6%	22.7%	24.1%	24.4%	20.3%	29.7%	33.8%	19.5%	19.3%	19.8%	
AP Chemistry	18.1%	12.8%	23.5%	12.3%	13.3%	14.3%	13.1%	12.3%	23.8%	22.3%	13.9%	14.4%	12.8%	
AP Physics	19.6%	14.0%	25.3%	14.2%	13.8%	14.3%	17.0%	11.6%	25.2%	25.5%	8.9%	8.6%	9.4%	
AP Environmental Science	15.3%	12.4%	18.2%	12.1%	12.8%	14.5%	12.4%	11.2%	17.6%	20.2%	14.4%	14.1%	15.0%	
How many weeks this summer did you participate in a bridge program at this institution?														
Zero	94.6%	93.6%	95.7%	92.7%	94.7%	94.0%	95.6%	95.1%	95.6%	96.1%	92.5%	94.6%	88.1%	
One to two	2.3%	2.7%	1.9%	2.1%	3.5%	3.9%	2.8%	3.5%	1.8%	2.5%	1.7%	0.8%	3.6%	
Three to four	1.0%	1.5%	0.4%	2.0%	0.9%	1.4%	1.1%	0.4%	0.3%	0.6%	1.7%	2.0%	1.0%	
Five to six	1.2%	1.5%	1.0%	2.2%	0.6%	0.5%	0.4%	0.9%	1.1%	0.6%	3.7%	2.2%	6.8%	
Seven or more	0.8%	0.6%	1.1%	1.0%	0.2%	0.2%	0.1%	0.1%	1.3%	0.2%	0.4%	0.4%	0.5%	
During high school (grades 9-12) how many years did you study each of the following subjects?														
Mathematics (3 years)	1.2%	1.7%	0.8%	1.4%	1.9%	2.2%	1.3%	2.0%	0.8%	0.8%	3.7%	3.8%	3.7%	
Physical Science (2 years)	8.9%	10.7%	7.0%	11.2%	10.0%	9.2%	8.3%	11.7%	7.8%	3.8%	17.6%	18.9%	15.0%	
Biological Science (2 years)	42.3%	44.2%	40.3%	44.4%	43.9%	39.9%	42.2%	49.0%	42.4%	32.1%	61.2%	62.3%	59.0%	
Computer Science (1/2 year)	49.5%	51.9%	47.0%	55.0%	48.1%	46.2%	47.3%	50.6%	48.2%	41.9%	60.7%	61.4%	59.1%	
History/American Government (2 years)	6.0%	6.3%	5.6%	5.8%	6.9%	6.5%	6.4%	7.6%	5.8%	4.9%	13.6%	13.4%	13.9%	
Computer Science (1/2 year)	61.4%	61.1%	61.7%	61.7%	60.3%	60.5%	62.9%	58.9%	60.2%	67.8%	63.4%	64.0%	62.2%	
Arts and/or Music (1/2 year)	45.4%	45.5%	45.3%	47.1%	43.6%	42.6%	46.4%	43.2%	46.7%	39.8%	48.3%	49.4%	46.0%	
At any time since you turned 13, were you in foster care or were you a dependent of the court?														
No	98.3%	98.1%	98.5%	98.3%	97.8%	96.9%	98.6%	98.3%	98.6%	98.4%	97.3%	97.3%	97.3%	
Yes	0.7%	0.8%	0.5%	0.9%	0.7%	0.9%	0.3%	0.6%	0.5%	0.6%	1.5%	1.7%	1.2%	
I don't know	1.0%	1.2%	0.9%	0.9%	1.5%	2.2%	1.1%	1.0%	0.9%	1.1%	1.1%	1.0%	1.5%	
Do you consider yourself:														
Pre-Med	21.0%	18.1%	24.1%	16.5%	20.0%	20.3%	22.2%	18.7%	23.8%	25.0%	30.6%	31.2%	29.4%	
Pre-Law	7.6%	7.1%	8.0%	6.6%	7.7%	8.4%	8.2%	6.7%	7.0%	12.0%	11.9%	10.6%	14.4%	

**2018 CIRP Freshman Survey
Weighted National Norms—All Respondents**

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	ALL HBCU	Public	Private
Your intended major:													
Arts and Humanities													
Art, fine and applied	1.3%	1.7%	0.8%	2.2%	1.1%	1.0%	0.9%	1.4%	0.9%	0.6%	0.8%	0.8%	0.7%
English (language and literature)	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%	0.1%	0.2%	0.2%	0.4%	0.0%	0.0%	0.0%
History	1.1%	1.3%	0.9%	1.1%	1.6%	2.1%	0.9%	1.2%	0.7%	1.6%	0.4%	0.2%	0.8%
Journalism/Communication	0.9%	1.1%	0.6%	1.1%	1.2%	1.3%	0.9%	1.2%	0.5%	1.1%	0.4%	0.4%	0.4%
Classical and Modern Languages and Literature	1.5%	1.6%	1.4%	1.4%	1.8%	1.9%	1.7%	1.8%	1.2%	2.3%	2.7%	2.6%	2.8%
Media/Film Studies	1.0%	1.2%	0.9%	1.3%	1.0%	0.7%	0.6%	1.6%	0.7%	1.7%	1.3%	0.5%	3.2%
Music	1.3%	1.4%	1.2%	1.4%	1.3%	0.8%	0.8%	2.1%	1.3%	0.6%	1.3%	0.9%	2.0%
Philosophy	0.2%	0.2%	0.3%	0.1%	0.3%	0.4%	0.2%	0.1%	0.3%	0.4%	0.0%	0.0%	0.1%
Theatre/Drama	0.9%	1.0%	0.8%	1.1%	1.0%	1.0%	0.2%	1.3%	0.8%	0.8%	0.8%	0.4%	1.6%
Theology/Religion	0.2%	0.3%	0.1%	0.0%	0.5%	0.3%	0.2%	1.0%	0.0%	0.1%	0.2%	0.1%	0.3%
Other Arts and Humanities	0.9%	1.1%	0.7%	1.3%	0.8%	0.6%	1.1%	1.0%	0.7%	0.7%	0.6%	0.5%	0.8%
Biological & Life Sciences													
Agriculture/Natural Resources	0.3%	0.4%	0.2%	0.1%	0.7%	1.2%	0.0%	0.4%	0.3%	0.0%	0.6%	0.8%	0.0%
Animal Biology (zoology)	0.7%	0.9%	0.4%	0.3%	1.6%	2.9%	0.1%	1.0%	0.5%	0.1%	0.6%	0.7%	0.4%
Biochemistry/Biophysics	1.5%	1.2%	1.7%	0.9%	1.6%	1.6%	1.9%	1.4%	1.6%	2.0%	0.5%	0.3%	0.8%
Biology (general)	7.3%	6.6%	8.2%	5.9%	7.4%	6.8%	9.6%	7.1%	8.2%	8.2%	11.6%	10.3%	14.3%
Ecology & Evolutionary Biology	0.2%	0.1%	0.2%	0.1%	0.2%	0.2%	0.1%	0.1%	0.2%	0.3%	0.1%	0.1%	0.2%
Environmental Science	1.0%	1.1%	0.8%	0.8%	1.6%	2.2%	0.6%	1.3%	0.7%	1.0%	0.1%	0.0%	0.2%
Neurobiology/Neuroscience	0.3%	0.4%	0.1%	0.5%	0.4%	0.1%	0.1%	0.9%	0.1%	0.0%	0.2%	0.1%	0.3%
Microbiology	0.2%	0.1%	0.3%	0.1%	0.1%	0.2%	0.1%	0.1%	0.3%	0.2%	0.1%	0.1%	0.0%
Molecular, Cellular, & Developmental Biology	0.6%	0.3%	0.9%	0.2%	0.5%	0.7%	0.3%	0.4%	0.7%	1.9%	0.1%	0.1%	0.2%
Neurobiology/Neuroscience	1.5%	0.4%	2.6%	0.1%	0.8%	1.0%	0.9%	0.6%	2.2%	4.6%	0.2%	0.2%	0.3%
Plant Biology (botany)	0.1%	0.0%	0.1%	0.0%	0.1%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%
Other Biological Science	0.8%	0.7%	0.9%	0.4%	1.1%	1.8%	0.6%	0.5%	1.0%	0.5%	0.3%	0.3%	0.3%
Business													
Accounting	1.7%	1.6%	1.8%	1.3%	2.0%	1.5%	2.7%	2.3%	1.9%	1.3%	1.9%	2.1%	1.5%
Business Administration (general)	2.5%	3.1%	1.9%	2.8%	3.4%	2.9%	2.7%	4.3%	1.5%	3.5%	4.7%	4.1%	5.8%
Computer/Management Information Systems	0.4%	0.3%	0.4%	0.4%	0.3%	0.2%	0.3%	0.5%	0.5%	0.3%	0.9%	0.8%	0.9%
Entrepreneurship	0.7%	0.5%	0.8%	0.3%	0.7%	0.9%	0.6%	0.7%	0.8%	1.1%	0.9%	0.4%	1.9%
Finance	2.6%	1.5%	3.8%	1.1%	2.1%	1.9%	4.4%	1.2%	3.2%	6.0%	0.7%	0.4%	1.3%
Hospitality/Tourism	0.2%	0.2%	0.1%	0.3%	0.1%	0.0%	0.1%	0.1%	0.2%	0.1%	0.4%	0.2%	0.8%
Human Resources Management	0.2%	0.1%	0.2%	0.1%	0.1%	0.1%	0.2%	0.1%	0.3%	0.1%	0.0%	0.0%	0.1%
International Business	0.6%	0.5%	0.6%	0.3%	0.8%	0.7%	1.3%	0.6%	0.4%	1.4%	0.3%	0.2%	0.5%
Management	2.2%	2.6%	1.8%	2.3%	3.1%	2.8%	2.8%	3.4%	1.7%	2.0%	5.0%	6.1%	2.8%
Marketing	2.4%	2.0%	2.8%	1.8%	2.3%	1.9%	3.3%	2.3%	2.9%	2.7%	1.8%	1.9%	1.7%
Real Estate	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%	0.2%
Other Business	0.9%	0.7%	1.2%	0.4%	1.1%	1.1%	1.1%	1.0%	1.1%	1.4%	0.4%	0.4%	0.5%
Education													
Elementary Education	1.8%	2.8%	0.9%	3.0%	2.4%	1.6%	1.8%	3.7%	0.9%	0.9%	1.6%	1.7%	1.3%
Music/Art Education	0.7%	1.0%	0.5%	1.3%	0.7%	0.3%	0.2%	1.2%	0.5%	0.1%	0.3%	0.3%	0.3%
Physical Education/Recreation	0.2%	0.4%	0.0%	0.3%	0.5%	0.1%	0.0%	1.0%	0.1%	0.0%	0.5%	0.6%	0.3%
Secondary School Teacher in a non-STEM subject	0.8%	1.0%	0.6%	0.9%	1.1%	0.7%	0.9%	1.7%	0.6%	0.4%	0.4%	0.4%	0.2%
Special Education	0.3%	0.4%	0.2%	0.4%	0.4%	0.3%	0.4%	0.5%	0.2%	0.1%	0.1%	0.1%	0.0%
Other Education	0.5%	0.8%	0.2%	1.2%	0.3%	0.2%	0.3%	0.4%	0.3%	0.1%	0.3%	0.2%	0.5%

**2018 CIRP Freshman Survey
Weighted National Norms—All Respondents**

All Respondents	All Bacc Institutions	Baccalaureate Institutions			4-year Colleges					Universities		Black Colleges		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	ALL HBCU	Public	Private	
Your intended major (continued):														
Engineering														
Aerospace/Aeronautical/Astronautical Engineering	0.7%	0.6%	0.8%	1.0%	0.2%	0.2%	0.2%	0.2%	0.2%	1.0%	0.1%	0.1%	0.0%	0.3%
Biological/Agricultural Engineering	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%	0.0%	0.2%	0.0%	0.1%	0.1%	0.2%	
Biomedical Engineering	1.3%	0.4%	2.2%	0.3%	0.4%	0.5%	0.6%	0.2%	2.4%	1.5%	0.2%	0.1%	0.4%	
Chemical Engineering	0.9%	0.3%	1.6%	0.4%	0.2%	0.1%	0.4%	0.1%	1.8%	0.6%	0.3%	0.2%	0.4%	
Civil Engineering	1.1%	1.1%	1.1%	1.7%	0.4%	0.4%	0.6%	0.4%	1.4%	0.1%	0.3%	0.2%	0.6%	
Computer Engineering	1.0%	0.7%	1.4%	0.8%	0.5%	0.4%	0.9%	0.4%	1.7%	0.2%	0.8%	0.5%	1.3%	
Electrical/Electronic Communications Engineering	1.0%	0.8%	1.2%	1.2%	0.4%	0.4%	0.7%	0.3%	1.5%	0.2%	1.0%	1.0%	1.0%	
Engineering Science/Engineering Physics	0.1%	0.1%	0.1%	0.1%	0.2%	0.1%	0.1%	0.2%	0.1%	0.4%	0.0%	0.0%	0.1%	
Environmental/Environmental Health Engineering	0.3%	0.1%	0.4%	0.1%	0.1%	0.2%	0.1%	0.1%	0.5%	0.1%	0.0%	0.0%	0.1%	
Industrial/Manufacturing Engineering	0.4%	0.3%	0.4%	0.4%	0.1%	0.0%	0.1%	0.1%	0.5%	0.0%	1.0%	1.4%	0.2%	
Materials Engineering	0.2%	0.1%	0.3%	0.1%	0.0%	0.0%	0.0%	0.0%	0.3%	0.0%	0.0%	0.0%	0.1%	
Mechanical Engineering	3.1%	2.4%	3.8%	3.2%	1.4%	1.5%	2.3%	0.9%	4.6%	0.3%	0.4%	0.4%	0.4%	
Other Engineering	0.7%	0.9%	0.5%	1.4%	0.3%	0.3%	0.3%	0.4%	0.7%	0.1%	0.6%	0.6%	0.5%	
Health Professions														
Clinical Laboratory Science	0.2%	0.1%	0.3%	0.2%	0.1%	0.1%	0.1%	0.1%	0.4%	0.0%	0.2%	0.3%	0.0%	
Health Care Administration/Studies	0.4%	0.4%	0.4%	0.3%	0.4%	0.6%	0.2%	0.3%	0.4%	0.3%	0.4%	0.4%	0.3%	
Health Technology	0.1%	0.1%	0.1%	0.1%	0.0%	0.0%	0.1%	0.0%	0.1%	0.0%	0.1%	0.2%	0.0%	
Kinesiology	1.1%	1.5%	0.7%	1.6%	1.4%	0.9%	0.9%	2.1%	0.7%	0.6%	3.0%	4.3%	0.5%	
Nursing	5.8%	6.7%	4.8%	7.1%	6.2%	3.3%	13.1%	6.1%	5.5%	2.2%	11.6%	15.6%	3.4%	
Pharmacy	0.8%	0.5%	1.0%	0.1%	0.9%	1.6%	0.4%	0.4%	1.1%	0.6%	0.2%	0.1%	0.4%	
Therapy (occupational, physical, speech)	2.3%	2.5%	2.0%	2.2%	2.7%	3.0%	2.0%	2.8%	2.3%	1.0%	3.2%	4.2%	1.1%	
Other Health Profession	2.3%	2.2%	2.5%	1.8%	2.6%	2.7%	2.2%	2.7%	2.7%	1.6%	1.1%	0.8%	1.6%	
Math and Computer Science														
Computer Science	3.8%	3.2%	4.4%	4.0%	2.3%	2.3%	2.0%	2.3%	4.9%	2.3%	3.5%	2.8%	4.8%	
Mathematics/Statistics	1.0%	0.9%	1.2%	0.9%	1.0%	1.0%	0.9%	1.0%	1.1%	1.5%	0.3%	0.2%	0.6%	
Other Math and Computer Science	0.4%	0.4%	0.4%	0.6%	0.2%	0.2%	0.1%	0.2%	0.4%	0.2%	0.1%	0.1%	0.1%	
Physical Science														
Astronomy & Astrophysics	0.2%	0.2%	0.2%	0.1%	0.2%	0.2%	0.1%	0.3%	0.2%	0.1%	0.0%	0.1%	0.0%	
Atmospheric Sciences	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.0%	0.0%	0.0%	
Chemistry	1.1%	1.0%	1.2%	1.0%	1.0%	1.3%	1.0%	1.0%	1.0%	1.6%	1.1%	1.0%	1.3%	
Earth & Planetary Sciences	0.1%	0.0%	0.1%	0.0%	0.1%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	
Marine Sciences	0.1%	0.2%	0.0%	0.2%	0.1%	0.0%	0.0%	0.2%	0.0%	0.0%	0.0%	0.0%	0.0%	
Physics	0.5%	0.5%	0.5%	0.5%	0.6%	0.8%	0.4%	0.5%	0.5%	0.4%	0.2%	0.1%	0.2%	
Other Physical Science	0.1%	0.2%	0.1%	0.2%	0.2%	0.2%	0.1%	0.3%	0.1%	0.1%	0.3%	0.4%	0.1%	
Social Science														
Anthropology	0.2%	0.2%	0.3%	0.2%	0.2%	0.3%	0.0%	0.1%	0.2%	0.5%	0.1%	0.1%	0.1%	
Economics	0.9%	0.8%	1.0%	0.6%	1.1%	1.9%	1.1%	0.4%	0.8%	1.9%	0.2%	0.0%	0.7%	
Ethnic/Cultural Studies	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.0%	0.0%	0.0%	0.2%	0.0%	0.0%	0.1%	
Geography	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%	
Political Science (gov't, international relations)	3.4%	2.9%	3.9%	2.5%	3.3%	4.6%	3.2%	2.0%	3.0%	7.8%	2.3%	1.5%	3.9%	
Psychology	4.9%	5.6%	4.2%	5.7%	5.4%	6.0%	5.2%	5.0%	4.0%	5.1%	7.0%	6.8%	7.4%	
Public Policy	0.1%	0.1%	0.2%	0.0%	0.1%	0.2%	0.0%	0.1%	0.1%	0.4%	0.1%	0.1%	0.1%	
Social Work	0.7%	0.9%	0.5%	1.1%	0.7%	0.4%	0.3%	1.1%	0.5%	0.4%	3.9%	4.3%	3.0%	
Sociology	0.5%	0.7%	0.4%	0.8%	0.6%	0.7%	0.5%	0.4%	0.3%	0.7%	0.6%	0.4%	1.0%	
Women's/Gender Studies	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	
Other Social Science	0.3%	0.4%	0.3%	0.4%	0.3%	0.3%	0.3%	0.3%	0.2%	0.6%	0.1%	0.1%	0.1%	
Other Majors														
Architecture/Urban Planning	0.4%	0.2%	0.5%	0.3%	0.2%	0.4%	0.3%	0.1%	0.5%	0.7%	0.1%	0.2%	0.1%	
Criminal Justice	3.1%	4.6%	1.7%	5.6%	3.3%	2.7%	2.7%	4.3%	1.8%	1.0%	7.5%	7.8%	6.9%	
Library Science	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	
Security & Protective Services	0.1%	0.2%	0.0%	0.3%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	
Military Sciences/Technology/Operations	0.1%	0.2%	0.0%	0.3%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%	0.0%	0.0%	
Other	2.9%	3.4%	2.5%	3.1%	3.7%	3.9%	2.7%	4.1%	2.6%	1.9%	2.4%	2.0%	3.2%	
Undecided	8.2%	8.3%	8.1%	8.4%	8.1%	9.3%	8.6%	6.5%	7.3%	11.5%	2.2%	1.8%	2.9%	

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All Respondents	Baccalaureate Institutions			4-year Colleges					Universities		Black Colleges		
	All Bacc Institutions	4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	ALL HBCU	Public	Private
Your intended career occupation													
Actor or Entertainer	1.2%	1.3%	1.0%	1.4%	1.2%	1.1%	0.3%	1.8%	1.0%	1.2%	1.9%	1.3%	3.3%
Artist	1.0%	1.4%	0.5%	1.9%	0.9%	0.8%	1.0%	1.0%	0.5%	0.4%	0.7%	0.6%	0.7%
Graphic Designer	0.9%	1.3%	0.6%	1.6%	0.9%	0.6%	0.6%	1.4%	0.6%	0.5%	0.8%	0.8%	0.9%
Musician	1.5%	1.7%	1.2%	1.9%	1.5%	1.0%	1.0%	2.4%	1.3%	0.9%	1.6%	1.5%	2.0%
Writer/Producer/Director	1.8%	2.1%	1.6%	2.0%	2.2%	2.1%	1.1%	2.7%	1.3%	2.7%	2.0%	1.2%	3.5%
Farmer or Forester	0.3%	0.3%	0.2%	0.1%	0.5%	0.7%	0.0%	0.4%	0.3%	0.1%	0.2%	0.2%	0.1%
Natural Resources Specialist/Environmentalist	0.6%	0.6%	0.5%	0.4%	1.0%	1.4%	0.3%	0.8%	0.6%	0.4%	0.3%	0.3%	0.1%
Accountant	1.6%	1.6%	1.6%	1.3%	2.0%	1.8%	2.5%	2.0%	1.7%	1.3%	1.9%	2.3%	1.2%
Administrative Assistant	0.1%	0.2%	0.1%	0.1%	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%	0.2%	0.2%	0.2%
Business Manager/Executive	3.0%	2.9%	3.1%	2.6%	3.3%	3.1%	3.6%	3.3%	2.8%	4.3%	3.1%	3.3%	2.7%
Business Owner/Entrepreneur	2.9%	2.8%	3.0%	2.4%	3.3%	3.4%	3.0%	3.4%	2.8%	4.0%	5.7%	4.7%	7.6%
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	2.6%	1.7%	3.5%	1.3%	2.2%	2.2%	4.1%	1.4%	3.0%	5.6%	0.7%	0.5%	1.2%
Human Resources	0.3%	0.3%	0.3%	0.3%	0.3%	0.2%	0.4%	0.3%	0.3%	0.2%	0.2%	0.2%	0.2%
Management Consultant	0.3%	0.3%	0.4%	0.3%	0.4%	0.4%	0.4%	0.4%	0.3%	0.6%	0.6%	0.6%	0.5%
Real Estate Agent/Realtor/Appraiser/Developer	0.4%	0.4%	0.4%	0.4%	0.4%	0.5%	0.3%	0.4%	0.4%	0.6%	0.3%	0.2%	0.4%
Retail Sales	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.1%	0.0%	0.2%
Sales/Marketing	2.1%	1.8%	2.4%	1.6%	2.1%	1.9%	3.1%	2.0%	2.5%	2.1%	1.5%	1.6%	1.4%
Sports Management	1.3%	1.6%	1.0%	0.8%	2.6%	2.3%	1.8%	3.4%	1.0%	1.1%	2.9%	2.8%	3.1%
Advertising	0.2%	0.2%	0.3%	0.1%	0.2%	0.2%	0.3%	0.3%	0.3%	0.4%	0.1%	0.1%	0.3%
Journalist	0.7%	0.7%	0.7%	0.6%	0.7%	1.0%	0.5%	0.5%	0.6%	1.3%	1.0%	1.0%	1.0%
Public/Media Relations	0.9%	1.0%	0.8%	0.8%	1.2%	1.3%	1.0%	1.1%	0.7%	1.3%	1.7%	1.6%	1.9%
College Administrator/Staff	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%
College Faculty	0.3%	0.3%	0.3%	0.2%	0.4%	0.5%	0.3%	0.4%	0.3%	0.5%	0.2%	0.2%	0.2%
Early Childcare Provider	0.2%	0.3%	0.1%	0.4%	0.2%	0.2%	0.2%	0.3%	0.1%	0.1%	0.5%	0.5%	0.6%
Elementary School Teacher	2.1%	3.2%	1.0%	3.6%	2.7%	1.8%	2.0%	4.0%	1.0%	0.9%	1.4%	1.7%	1.0%
K-12 Administrator	0.2%	0.3%	0.1%	0.3%	0.2%	0.1%	0.2%	0.3%	0.1%	0.2%	0.1%	0.1%	0.0%
Librarian	0.0%	0.1%	0.0%	0.1%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.0%
Secondary School Teacher in a non-STEM subject	1.3%	1.8%	0.9%	1.9%	1.6%	1.3%	1.3%	2.1%	0.9%	0.7%	0.4%	0.5%	0.2%
Secondary School Teacher in Science, Technology, Engineering, or Math (STEM)	0.6%	0.8%	0.3%	0.8%	0.8%	0.6%	0.6%	1.0%	0.4%	0.3%	0.5%	0.6%	0.3%
Teacher's Assistant/Paraprofessional	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.0%	0.1%	0.0%	0.0%	0.2%	0.2%	0.2%
Other K-12 Professional	0.5%	0.8%	0.3%	1.0%	0.6%	0.3%	0.4%	1.0%	0.3%	0.2%	0.5%	0.5%	0.5%
Federal/State/Local Government Official	1.8%	1.7%	1.9%	1.5%	1.9%	2.5%	1.5%	1.4%	1.5%	3.6%	1.5%	1.4%	1.8%
Military	2.2%	3.8%	0.5%	6.7%	0.4%	0.4%	0.6%	0.2%	0.6%	0.3%	0.4%	0.5%	0.2%
Postal Worker	0.0%	0.1%	0.0%	0.1%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.2%	0.0%
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	2.0%	2.9%	1.1%	3.5%	2.1%	1.9%	1.8%	2.4%	1.1%	1.1%	2.2%	2.0%	2.5%
Dietician/Nutritionist	0.3%	0.2%	0.3%	0.2%	0.3%	0.2%	0.2%	0.3%	0.3%	0.2%	0.1%	0.1%	0.0%
Home Health Worker	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%	0.0%	0.0%	0.1%	0.2%	0.0%
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	1.2%	1.3%	1.0%	1.6%	1.1%	0.8%	2.0%	0.9%	1.1%	0.6%	2.6%	3.3%	1.2%
Registered Nurse	5.3%	6.2%	4.3%	6.9%	5.4%	3.0%	11.0%	5.4%	4.8%	2.2%	9.4%	12.3%	3.6%
Therapist (e.g., Physical, Occupational, Speech)	4.7%	5.7%	3.7%	5.5%	5.9%	5.4%	4.3%	7.0%	3.9%	2.9%	8.4%	10.5%	4.2%
Computer Programmer/Developer	3.0%	2.4%	3.5%	3.0%	1.7%	1.7%	1.6%	1.8%	4.0%	1.6%	2.5%	2.0%	3.5%
Computer/Systems Analyst	0.8%	0.8%	0.8%	1.0%	0.5%	0.4%	0.4%	0.7%	0.8%	0.5%	1.0%	0.8%	1.5%
Web Designer	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%
Lawyer/Judge	4.0%	3.2%	4.8%	2.5%	4.1%	4.6%	5.0%	3.0%	4.3%	6.9%	6.0%	5.3%	7.4%
Paralegal	0.2%	0.2%	0.1%	0.2%	0.2%	0.2%	0.2%	0.3%	0.1%	0.1%	0.7%	0.7%	0.8%

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	All Bacc Institutions	4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	ALL HBCU	Public	Private
Your intended career occupation (continued):													
Clinical Psychologist	2.1%	2.3%	1.9%	2.3%	2.4%	2.5%	2.1%	2.4%	1.9%	2.0%	3.0%	3.2%	2.6%
Dentist/Orthodontist	1.0%	0.8%	1.2%	0.7%	0.9%	0.6%	1.7%	0.9%	1.3%	1.0%	1.3%	1.1%	1.7%
Medical Doctor/Surgeon	10.1%	6.2%	14.1%	5.0%	7.7%	8.1%	10.4%	6.1%	13.5%	16.5%	9.1%	7.6%	12.2%
Optometrist	0.3%	0.2%	0.3%	0.2%	0.3%	0.3%	0.3%	0.2%	0.3%	0.2%	0.2%	0.2%	0.3%
Pharmacist	1.1%	0.8%	1.4%	0.5%	1.2%	1.8%	0.9%	0.7%	1.5%	0.8%	0.7%	0.4%	1.1%
Veterinarian	1.5%	2.0%	1.0%	0.9%	3.3%	4.9%	0.8%	2.6%	1.1%	0.5%	1.2%	1.3%	0.8%
Engineer	8.5%	5.7%	11.5%	7.1%	3.9%	4.1%	5.2%	3.0%	13.7%	2.7%	3.9%	3.6%	4.4%
Research Scientist (e.g., Biologist, Chemist, Physicist)	3.4%	3.0%	3.7%	2.4%	3.8%	4.8%	2.4%	3.3%	3.8%	3.5%	1.5%	1.4%	1.7%
Urban Planner/Architect	0.4%	0.3%	0.5%	0.2%	0.3%	0.4%	0.3%	0.1%	0.4%	0.6%	0.3%	0.4%	0.2%
Custodian/Janitor/Housekeeper	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.1%	0.1%	0.1%
Food Service (e.g., Chef/Cook, Server)	0.1%	0.1%	0.0%	0.2%	0.1%	0.1%	0.0%	0.1%	0.0%	0.0%	0.3%	0.3%	0.5%
Hair Stylist/Aesthetician/Manicurist	0.0%	0.1%	0.0%	0.1%	0.0%	0.1%	0.1%	0.0%	0.0%	0.0%	0.1%	0.1%	0.0%
Interior Designer	0.2%	0.2%	0.2%	0.1%	0.3%	0.1%	0.4%	0.3%	0.4%	0.0%	0.1%	0.1%	0.1%
Skilled Trades (e.g., Plumber, Electrician, Construction)	0.4%	0.6%	0.1%	1.1%	0.1%	0.1%	0.2%	0.1%	0.1%	0.0%	0.3%	0.5%	0.1%
Social/Non-Profit Services	0.4%	0.5%	0.4%	0.4%	0.6%	0.5%	0.2%	0.9%	0.3%	0.8%	1.0%	1.0%	1.0%
Clergy	0.1%	0.2%	0.1%	0.1%	0.3%	0.1%	0.1%	0.6%	0.1%	0.2%	0.2%	0.0%	0.4%
Homemaker/Stay at Home Parent	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%
Other	5.3%	5.9%	4.6%	5.8%	6.1%	6.1%	4.7%	6.7%	4.7%	3.8%	6.2%	6.4%	5.9%
Undecided	10.2%	10.3%	10.1%	9.8%	10.9%	12.7%	10.6%	9.3%	8.9%	14.7%	3.6%	3.2%	4.2%
Parent/Guardian 1 occupation													
Actor or Entertainer	0.2%	0.2%	0.1%	0.2%	0.2%	0.2%	0.1%	0.2%	0.1%	0.2%	0.1%	0.0%	0.3%
Artist	0.3%	0.3%	0.3%	0.3%	0.4%	0.5%	0.1%	0.3%	0.3%	0.4%	0.2%	0.2%	0.2%
Graphic Designer	0.4%	0.4%	0.4%	0.4%	0.5%	0.6%	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.5%
Musician	0.3%	0.3%	0.2%	0.3%	0.3%	0.3%	0.2%	0.3%	0.2%	0.3%	0.4%	0.4%	0.4%
Writer/Producer/Director	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%	0.5%	0.1%	0.1%	0.0%
Farmer or Forester	0.6%	0.7%	0.4%	0.6%	0.8%	0.7%	0.3%	1.2%	0.5%	0.2%	0.2%	0.3%	0.1%
Natural Resources Specialist/Environmentalist	0.2%	0.2%	0.2%	0.2%	0.3%	0.2%	0.2%	0.4%	0.2%	0.1%	0.3%	0.4%	0.3%
Accountant	3.3%	3.1%	3.4%	3.0%	3.2%	2.8%	3.7%	3.4%	3.5%	3.3%	3.2%	3.6%	2.5%
Administrative Assistant	1.3%	1.6%	1.1%	1.6%	1.5%	1.6%	1.5%	1.4%	1.1%	1.0%	1.7%	1.7%	1.8%
Business Manager/Executive	6.2%	5.3%	7.2%	4.7%	6.0%	6.0%	6.7%	5.7%	6.9%	8.5%	3.3%	3.0%	3.8%
Business Owner/Entrepreneur	5.1%	4.4%	5.8%	3.8%	5.1%	5.2%	5.4%	4.8%	5.4%	7.3%	2.9%	2.3%	3.9%
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	3.2%	2.6%	3.7%	2.4%	2.9%	2.7%	3.8%	2.7%	3.4%	4.7%	2.3%	1.9%	3.0%
Human Resources	1.2%	1.3%	1.2%	1.2%	1.4%	1.4%	1.3%	1.4%	1.2%	1.2%	2.7%	2.8%	2.5%
Management Consultant	1.1%	0.9%	1.2%	0.8%	1.0%	1.0%	1.1%	1.0%	1.2%	1.4%	0.9%	1.0%	0.8%
Real Estate Agent/Realtor/Appraiser/Developer	1.3%	1.2%	1.5%	1.1%	1.3%	1.3%	1.3%	1.2%	1.4%	1.8%	1.0%	1.0%	0.9%
Retail Sales	0.9%	1.0%	0.8%	1.1%	0.9%	0.9%	0.9%	1.0%	0.9%	0.7%	1.2%	1.1%	1.4%
Sales/Marketing	4.1%	3.6%	4.7%	3.3%	4.0%	3.6%	4.8%	4.1%	4.8%	4.2%	2.3%	1.9%	3.1%
Sports Management	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.0%
Advertising	0.2%	0.1%	0.3%	0.1%	0.2%	0.2%	0.2%	0.1%	0.2%	0.4%	0.2%	0.1%	0.3%
Journalist	0.2%	0.2%	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.4%	0.1%	0.1%	0.1%
Public/Media Relations	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.3%	0.4%	0.4%	0.5%	0.7%	0.9%	0.5%
College Administrator/Staff	0.7%	0.7%	0.6%	0.7%	0.8%	0.9%	0.7%	0.8%	0.6%	0.8%	1.0%	1.2%	0.8%
College Faculty	0.9%	0.8%	1.0%	0.6%	1.1%	1.3%	0.6%	1.2%	0.9%	1.4%	0.6%	0.5%	0.8%

**2018 CIRP Freshman Survey
Weighted National Norms—All Respondents**

All Respondents	All Bacc Institutions	Baccalaureate Institutions			4-year Colleges					Universities		Black Colleges		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	ALL HBCU	Public	Private	
Parent/Guardian 1 occupation (continued):														
Early Childcare Provider	0.6%	0.8%	0.5%	0.7%	0.9%	1.0%	0.6%	0.9%	0.5%	0.4%	1.4%	1.3%	1.6%	
Elementary School Teacher	2.0%	2.1%	1.9%	2.0%	2.2%	2.0%	2.2%	2.4%	1.9%	1.7%	2.7%	3.0%	2.1%	
K-12 Administrator	1.1%	1.2%	1.0%	1.2%	1.2%	1.1%	1.1%	1.3%	1.0%	0.8%	2.2%	2.4%	1.8%	
Librarian	0.1%	0.1%	0.2%	0.1%	0.2%	0.2%	0.1%	0.2%	0.1%	0.2%	0.2%	0.2%	0.2%	
Secondary School Teacher in a non-STEM subject	1.0%	1.0%	1.0%	0.9%	1.1%	1.1%	0.8%	1.2%	1.0%	0.9%	0.5%	0.3%	0.8%	
Secondary School Teacher in Science, Technology, Engineering, or Math (STEM)	0.8%	0.8%	0.7%	0.8%	0.8%	0.8%	0.7%	1.0%	0.7%	0.5%	0.6%	0.5%	0.7%	
Teacher's Assistant/Paraprofessional	0.7%	0.9%	0.5%	0.9%	0.8%	0.9%	0.8%	0.6%	0.5%	0.4%	1.0%	1.0%	0.9%	
Other K-12 Professional	1.2%	1.5%	1.0%	1.3%	1.6%	1.7%	1.3%	1.7%	1.0%	0.9%	2.1%	2.2%	1.9%	
Federal/State/Local Government Official	1.4%	1.5%	1.3%	1.5%	1.6%	1.7%	1.3%	1.7%	1.3%	1.3%	2.6%	2.7%	2.6%	
Military	1.3%	1.7%	0.8%	2.4%	0.9%	0.7%	0.8%	1.3%	0.8%	0.5%	1.3%	1.3%	1.4%	
Postal Worker	0.3%	0.4%	0.2%	0.4%	0.4%	0.4%	0.5%	0.3%	0.2%	0.2%	0.9%	0.9%	0.7%	
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	2.0%	2.4%	1.5%	2.7%	2.0%	2.0%	1.7%	2.1%	1.6%	1.1%	2.5%	2.4%	2.8%	
Dietician/Nutritionist	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.3%	0.2%	0.2%	0.2%	0.2%	0.3%	
Home Health Worker	0.7%	0.9%	0.4%	1.1%	0.8%	0.8%	0.5%	0.9%	0.5%	0.3%	2.1%	2.3%	1.8%	
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	1.6%	2.0%	1.1%	2.3%	1.7%	1.6%	1.7%	1.8%	1.2%	0.8%	4.4%	5.0%	3.2%	
Registered Nurse	3.0%	3.3%	2.8%	3.4%	3.1%	2.9%	2.8%	3.4%	3.0%	1.8%	5.1%	5.6%	4.2%	
Therapist (e.g., Physical, Occupational, Speech)	1.2%	1.1%	1.4%	1.0%	1.1%	1.1%	0.9%	1.3%	1.4%	1.2%	1.4%	1.6%	1.0%	
Computer Programmer/Developer	1.8%	1.3%	2.4%	1.2%	1.4%	1.4%	1.4%	1.4%	2.5%	1.7%	0.6%	0.5%	0.7%	
Computer/Systems Analyst	2.0%	1.6%	2.4%	1.6%	1.5%	1.5%	1.8%	1.5%	2.5%	1.7%	1.2%	1.2%	1.2%	
Web Designer	0.2%	0.2%	0.2%	0.1%	0.2%	0.2%	0.1%	0.1%	0.2%	0.1%	0.2%	0.1%	0.3%	
Lawyer/Judge	2.3%	1.5%	3.2%	1.3%	1.8%	2.1%	2.4%	1.3%	2.4%	6.2%	1.0%	0.6%	1.8%	
Paralegal	0.4%	0.4%	0.3%	0.5%	0.4%	0.4%	0.3%	0.5%	0.3%	0.2%	0.6%	0.6%	0.7%	
Clinical Psychologist	0.3%	0.4%	0.3%	0.4%	0.4%	0.5%	0.2%	0.3%	0.3%	0.3%	0.5%	0.5%	0.3%	
Dentist/Orthodontist	0.4%	0.3%	0.6%	0.2%	0.4%	0.3%	0.6%	0.4%	0.5%	0.7%	0.2%	0.2%	0.1%	
Medical Doctor/Surgeon	2.5%	1.6%	3.4%	1.2%	2.1%	2.2%	2.2%	1.8%	2.8%	6.0%	1.4%	1.2%	1.7%	
Optometrist	0.1%	0.1%	0.2%	0.1%	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.0%	0.0%	0.0%	
Pharmacist	0.5%	0.4%	0.6%	0.4%	0.4%	0.3%	0.3%	0.5%	0.7%	0.6%	0.7%	0.8%	0.7%	
Veterinarian	0.2%	0.1%	0.2%	0.1%	0.2%	0.2%	0.1%	0.3%	0.2%	0.2%	0.0%	0.0%	0.1%	
Engineer	6.0%	4.1%	7.9%	3.8%	4.4%	4.3%	4.6%	4.4%	8.8%	4.7%	1.8%	1.5%	2.3%	
Research Scientist (e.g., Biologist, Chemist, Physicist)	1.0%	0.7%	1.2%	0.6%	0.9%	1.2%	0.5%	0.9%	1.2%	1.3%	0.5%	0.5%	0.5%	
Urban Planner/Architect	0.4%	0.4%	0.4%	0.3%	0.4%	0.5%	0.4%	0.3%	0.4%	0.4%	0.1%	0.1%	0.2%	
Custodian/Janitor/Housekeeper	0.7%	1.0%	0.5%	1.1%	0.9%	1.0%	1.2%	0.6%	0.5%	0.5%	0.6%	0.8%	0.4%	
Food Service (e.g., Chef/Cook, Server)	1.3%	1.5%	1.1%	1.7%	1.3%	1.4%	1.4%	1.2%	1.1%	1.0%	1.6%	1.6%	1.6%	
Hair Stylist/Aesthetician/Manicurist	0.6%	0.7%	0.5%	0.8%	0.6%	0.6%	0.6%	0.6%	0.6%	0.3%	1.8%	1.8%	1.9%	
Interior Designer	0.1%	0.1%	0.1%	0.1%	0.2%	0.1%	0.1%	0.2%	0.1%	0.1%	0.3%	0.2%	0.4%	
Skilled Trades (e.g., Plumber, Electrician, Construction)	4.1%	4.7%	3.5%	4.8%	4.6%	4.6%	4.8%	4.5%	3.8%	2.3%	2.7%	2.7%	2.8%	
Social/Non-Profit Services	0.5%	0.5%	0.4%	0.4%	0.6%	0.6%	0.6%	0.6%	0.4%	0.5%	0.8%	0.8%	0.9%	
Clergy	0.6%	0.7%	0.5%	0.5%	0.8%	0.6%	0.3%	1.4%	0.5%	0.7%	0.6%	0.5%	0.8%	
Homemaker/Slay at Home Parent	4.6%	5.0%	4.1%	5.3%	4.6%	4.5%	5.8%	4.3%	3.8%	5.1%	3.0%	2.8%	3.4%	
Other	16.9%	19.6%	14.0%	21.4%	17.4%	17.8%	17.1%	17.3%	14.6%	11.4%	20.1%	20.5%	19.3%	
Undecided	1.0%	1.4%	0.5%	1.8%	0.9%	0.8%	1.1%	1.0%	0.5%	0.4%	2.2%	2.4%	1.8%	

**2018 CIRP Freshman Survey
Weighted National Norms—All Respondents**

All Respondents	All Bacc Institutions	Baccalaureate Institutions			4-year Colleges					Universities		Black Colleges		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	ALL HBCU	Public	Private	
Parent/Guardian 2 occupation														
Actor or Entertainer	0.1%	0.2%	0.1%	0.1%	0.2%	0.3%	0.1%	0.2%	0.1%	0.2%	0.2%	0.1%	0.3%	
Artist	0.5%	0.4%	0.5%	0.4%	0.4%	0.6%	0.3%	0.3%	0.4%	0.8%	0.4%	0.3%	0.6%	
Graphic Designer	0.5%	0.5%	0.5%	0.5%	0.4%	0.5%	0.3%	0.5%	0.4%	0.5%	0.3%	0.4%	0.1%	
Musician	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.1%	0.4%	0.3%	0.4%	0.8%	0.9%	0.4%	
Writer/Producer/Director	0.2%	0.2%	0.3%	0.2%	0.2%	0.4%	0.1%	0.2%	0.2%	0.6%	0.2%	0.1%	0.4%	
Farmer or Forester	0.4%	0.5%	0.3%	0.4%	0.7%	0.9%	0.3%	0.6%	0.4%	0.2%	0.3%	0.4%	0.0%	
Natural Resources Specialist/Environmentalist	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.1%	0.4%	0.7%	0.0%	
Accountant	2.8%	2.5%	3.2%	2.3%	2.7%	2.5%	3.4%	2.7%	3.2%	3.0%	1.6%	1.8%	1.1%	
Administrative Assistant	1.4%	1.5%	1.3%	1.5%	1.4%	1.2%	1.5%	1.6%	1.4%	1.1%	0.6%	0.4%	0.9%	
Business Manager/Executive	3.9%	3.6%	4.3%	3.2%	4.1%	4.2%	4.7%	3.6%	4.0%	5.5%	1.9%	1.4%	3.0%	
Business Owner/Entrepreneur	4.0%	3.6%	4.5%	3.2%	4.0%	4.5%	3.9%	3.6%	4.2%	5.5%	4.0%	3.2%	5.4%	
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	2.4%	2.0%	2.8%	1.7%	2.4%	2.6%	2.8%	2.1%	2.6%	3.3%	1.3%	1.0%	1.7%	
Human Resources	1.2%	1.1%	1.2%	1.1%	1.1%	1.0%	1.1%	1.1%	1.3%	0.9%	1.3%	1.1%	1.8%	
Management Consultant	0.8%	0.7%	0.9%	0.6%	0.9%	1.2%	0.8%	0.6%	0.8%	1.3%	0.7%	0.8%	0.4%	
Real Estate Agent/Realtor/Appraiser/Developer	1.3%	1.1%	1.5%	1.0%	1.1%	1.0%	1.1%	1.3%	1.5%	1.5%	0.6%	0.3%	1.2%	
Retail Sales	1.1%	1.0%	1.1%	1.0%	1.0%	1.1%	0.9%	1.1%	1.2%	1.0%	1.1%	1.2%	1.1%	
Sales/Marketing	3.5%	3.0%	4.1%	2.7%	3.4%	3.5%	4.1%	2.9%	4.0%	4.1%	2.1%	2.2%	1.9%	
Sports Management	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	0.0%	0.1%	0.0%	0.1%	0.1%	0.1%	0.0%	
Advertising	0.2%	0.2%	0.2%	0.1%	0.2%	0.2%	0.2%	0.2%	0.2%	0.4%	0.1%	0.2%	0.0%	
Journalist	0.2%	0.2%	0.3%	0.2%	0.2%	0.2%	0.2%	0.2%	0.2%	0.4%	0.1%	0.1%	0.2%	
Public/Media Relations	0.4%	0.4%	0.4%	0.3%	0.5%	0.5%	0.6%	0.5%	0.4%	0.5%	0.4%	0.4%	0.3%	
College Administrator/Staff	0.6%	0.6%	0.6%	0.5%	0.7%	0.7%	0.5%	0.7%	0.6%	0.8%	1.0%	1.2%	0.5%	
College Faculty	0.8%	0.7%	0.9%	0.4%	1.0%	1.2%	0.5%	0.9%	0.7%	1.4%	0.5%	0.5%	0.7%	
Early Childcare Provider	0.8%	0.8%	0.7%	0.9%	0.8%	0.8%	0.9%	0.8%	0.6%	0.6%	0.7%	0.8%	0.7%	
Elementary School Teacher	2.7%	2.8%	2.7%	2.4%	3.3%	2.7%	3.0%	4.0%	2.8%	2.4%	1.6%	1.4%	2.1%	
K-12 Administrator	1.1%	1.2%	1.0%	1.1%	1.3%	1.0%	1.6%	1.4%	1.1%	0.9%	1.7%	1.9%	1.4%	
Librarian	0.2%	0.3%	0.2%	0.2%	0.4%	0.3%	0.2%	0.5%	0.2%	0.3%	0.0%	0.0%	0.1%	
Secondary School Teacher in a non-STEM subject	1.1%	1.0%	1.2%	0.9%	1.1%	1.1%	0.9%	1.2%	1.2%	0.8%	0.5%	0.3%	0.9%	
Secondary School Teacher in Science, Technology, Engineering, or Math (STEM)	0.7%	0.8%	0.7%	0.7%	0.8%	0.8%	0.7%	0.9%	0.8%	0.5%	0.8%	0.9%	0.5%	
Teacher's Assistant/Paraprofessional	1.1%	1.2%	1.0%	1.2%	1.1%	1.1%	1.2%	1.1%	1.0%	0.8%	0.5%	0.7%	0.2%	
Other K-12 Professional	1.5%	1.6%	1.4%	1.5%	1.7%	1.6%	1.3%	1.9%	1.5%	1.2%	1.1%	1.0%	1.3%	
Federal/State/Local Government Official	1.2%	1.3%	1.1%	1.2%	1.4%	1.6%	0.8%	1.4%	1.0%	1.2%	2.1%	2.3%	1.7%	
Military	0.9%	1.2%	0.5%	1.6%	0.9%	0.7%	0.4%	1.3%	0.6%	0.3%	2.7%	2.2%	3.5%	
Postal Worker	0.4%	0.4%	0.3%	0.5%	0.3%	0.4%	0.3%	0.3%	0.4%	0.2%	0.9%	1.0%	0.9%	
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	1.3%	1.6%	1.0%	1.8%	1.3%	1.3%	1.3%	1.3%	1.1%	0.9%	2.8%	2.8%	2.7%	
Dietician/Nutritionist	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.3%	0.2%	0.3%	0.2%	0.5%	
Home Health Worker	0.6%	0.7%	0.5%	0.6%	0.7%	0.7%	0.6%	0.7%	0.6%	0.2%	1.0%	1.0%	0.9%	
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	1.5%	1.5%	1.5%	1.7%	1.2%	0.9%	1.5%	1.2%	1.6%	0.8%	2.3%	2.9%	1.0%	
Registered Nurse	3.4%	3.4%	3.4%	3.5%	3.4%	3.3%	3.5%	3.4%	3.8%	2.3%	1.9%	1.7%	2.1%	
Therapist (e.g., Physical, Occupational, Speech)	1.4%	1.2%	1.6%	1.1%	1.4%	1.3%	1.4%	1.4%	1.5%	1.6%	0.8%	0.9%	0.6%	
Computer Programmer/Developer	1.3%	0.9%	1.6%	0.9%	1.0%	1.1%	0.9%	0.8%	1.7%	1.4%	0.8%	0.7%	0.8%	
Computer/Systems Analyst	1.5%	1.3%	1.8%	1.3%	1.4%	1.5%	1.2%	1.3%	1.8%	1.5%	1.2%	1.2%	1.2%	
Web Designer	0.2%	0.2%	0.1%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.2%	0.4%	0.6%	0.1%	

**2018 CIRP Freshman Survey
Weighted National Norms—All Respondents**

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	ALL HBCU	Public	Private
Parent/Guardian 2 occupation (continued):													
Paralegal	0.4%	0.4%	0.4%	0.4%	0.4%	0.4%	0.3%	0.3%	0.4%	0.4%	0.2%	0.3%	0.2%
Clinical Psychologist	0.3%	0.3%	0.4%	0.2%	0.4%	0.3%	0.3%	0.4%	0.4%	0.5%	0.3%	0.3%	0.3%
Dentist/Orthodontist	0.3%	0.2%	0.4%	0.2%	0.3%	0.2%	0.3%	0.3%	0.4%	0.6%	0.1%	0.0%	0.4%
Medical Doctor/Surgeon	1.8%	1.2%	2.4%	1.0%	1.5%	1.6%	1.5%	1.5%	2.0%	4.0%	0.7%	0.5%	1.3%
Optometrist	0.1%	0.1%	0.1%	0.1%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%	0.1%	0.0%	0.3%
Pharmacist	0.6%	0.5%	0.7%	0.5%	0.4%	0.4%	0.4%	0.5%	0.7%	0.4%	0.5%	0.5%	0.5%
Veterinarian	0.2%	0.2%	0.2%	0.2%	0.1%	0.1%	0.1%	0.1%	0.2%	0.2%	0.1%	0.0%	0.2%
Engineer	3.4%	2.6%	4.2%	2.5%	2.8%	2.8%	2.7%	2.8%	4.4%	3.4%	3.1%	3.1%	3.0%
Research Scientist (e.g., Biologist, Chemist, Physicist)	0.7%	0.5%	0.9%	0.4%	0.7%	1.0%	0.5%	0.4%	1.0%	0.9%	0.2%	0.2%	0.1%
Urban Planner/Architect	0.3%	0.3%	0.4%	0.3%	0.4%	0.3%	0.4%	0.4%	0.3%	0.4%	0.3%	0.3%	0.3%
Custodian/Janitor/Housekeeper	0.8%	0.9%	0.6%	1.0%	0.8%	0.9%	0.9%	0.6%	0.6%	0.4%	0.9%	1.1%	0.4%
Food Service (e.g., Chef/Cook Server)	1.6%	1.8%	1.3%	2.0%	1.6%	1.8%	1.6%	1.5%	1.4%	0.9%	2.0%	1.8%	2.3%
Hair Stylist/Aesthetician/Manicurist	0.9%	0.9%	0.8%	1.1%	0.7%	0.6%	0.8%	0.8%	0.8%	0.5%	1.6%	1.7%	1.4%
Interior Designer	0.3%	0.3%	0.3%	0.2%	0.3%	0.3%	0.3%	0.2%	0.3%	0.2%	0.2%	0.1%	0.4%
Skilled Trades (e.g., Plumber, Electrician, Construction)	4.8%	5.7%	3.8%	6.2%	5.2%	5.3%	5.2%	5.2%	4.0%	2.9%	5.5%	5.0%	6.3%
Social/Non-Profit Services	0.6%	0.5%	0.7%	0.5%	0.5%	0.6%	0.3%	0.6%	0.6%	0.9%	0.5%	0.4%	0.6%
Clergy	0.4%	0.5%	0.3%	0.4%	0.6%	0.5%	0.3%	0.7%	0.3%	0.4%	0.7%	0.6%	0.9%
Homemaker/Stay at Home Parent	10.6%	9.8%	11.5%	9.9%	9.6%	8.7%	11.7%	9.7%	11.1%	13.1%	3.1%	3.1%	3.0%
Other	18.8%	22.0%	15.4%	24.1%	19.6%	19.3%	19.1%	20.2%	16.1%	12.9%	30.3%	31.6%	27.6%
Undecided	1.6%	2.3%	1.0%	2.9%	1.5%	1.5%	1.8%	1.5%	1.1%	0.7%	5.1%	5.6%	4.0%
Current employment status:													
Parent/Guardian 1													
Employed	87.2%	85.9%	88.6%	85.2%	86.9%	86.7%	86.5%	87.2%	89.0%	86.6%	84.2%	83.6%	85.3%
Seasonally employed	2.2%	2.3%	2.1%	2.4%	2.3%	2.1%	2.4%	2.5%	2.0%	2.5%	2.3%	2.3%	2.2%
Unemployed	7.5%	8.5%	6.4%	9.1%	7.7%	7.7%	8.5%	7.3%	6.3%	6.9%	10.0%	10.5%	9.0%
Retired	3.1%	3.3%	2.9%	3.4%	3.2%	3.5%	2.7%	3.0%	2.7%	4.0%	3.6%	3.6%	3.5%
Parent/Guardian 2													
Employed	76.3%	76.7%	75.9%	76.2%	77.3%	78.2%	75.4%	77.3%	76.9%	72.0%	78.5%	79.3%	77.0%
Seasonally employed	4.3%	4.2%	4.4%	4.1%	4.4%	4.1%	4.5%	4.6%	4.3%	5.1%	3.2%	2.8%	4.1%
Unemployed	15.0%	14.8%	15.1%	15.7%	13.8%	13.1%	15.6%	13.8%	14.8%	16.2%	13.3%	13.1%	13.7%
Retired	4.4%	4.2%	4.6%	4.0%	4.5%	4.7%	4.6%	4.2%	4.0%	6.7%	5.0%	4.9%	5.2%

**2018 CIRP Freshman Survey
Weighted National Norms—All Respondents**

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges			
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	ALL HBCU	Public	Private	
How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?														
Family resources (parents, relatives, spouse, etc.)														
None	29.8%	33.1%	26.3%	40.1%	24.6%	23.6%	23.6%	26.3%	28.9%	15.6%	41.3%	41.8%	40.3%	
\$1 to \$2,999	17.3%	20.4%	14.1%	22.7%	17.6%	16.3%	16.3%	19.6%	15.4%	8.4%	28.5%	31.1%	23.0%	
\$3,000 to \$5,999	11.4%	12.2%	10.6%	12.1%	12.3%	11.9%	10.8%	13.5%	11.5%	6.8%	13.6%	13.6%	13.7%	
\$6,000 to \$9,999	8.8%	8.8%	8.7%	7.9%	9.9%	9.7%	8.8%	10.5%	9.4%	6.0%	7.0%	7.1%	6.8%	
\$10,000 to \$14,999	8.8%	8.1%	9.5%	6.4%	10.1%	10.0%	10.0%	10.4%	9.7%	8.4%	3.6%	2.9%	5.0%	
\$15,000 or more	24.0%	17.4%	30.8%	10.8%	25.5%	28.6%	30.5%	19.7%	25.1%	54.8%	6.0%	3.4%	11.2%	
My own resources (savings from work, work-study, other income)														
None	43.8%	43.2%	44.5%	46.9%	38.7%	37.9%	38.7%	39.7%	43.6%	48.3%	54.8%	53.8%	56.9%	
\$1 to \$2,999	36.8%	37.5%	36.1%	36.3%	38.9%	40.0%	38.2%	38.2%	36.6%	33.9%	32.8%	33.9%	30.6%	
\$3,000 to \$5,999	11.4%	11.2%	11.7%	10.0%	12.6%	12.2%	13.4%	12.7%	12.1%	10.0%	8.2%	8.5%	7.5%	
\$6,000 to \$9,999	3.9%	4.0%	3.7%	3.5%	4.6%	4.4%	4.1%	5.0%	3.9%	3.0%	2.3%	2.2%	2.4%	
\$10,000 to \$14,999	1.9%	1.8%	1.9%	1.3%	2.4%	2.6%	2.6%	2.2%	1.9%	1.7%	1.0%	0.8%	1.4%	
\$15,000 or more	2.2%	2.3%	2.2%	2.0%	2.7%	2.9%	3.1%	2.3%	1.9%	3.1%	1.0%	0.8%	1.3%	
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)														
None	30.4%	27.9%	33.0%	34.1%	20.3%	21.3%	21.7%	18.6%	34.0%	28.9%	34.9%	36.3%	32.1%	
\$1 to \$2,999	12.0%	12.5%	11.6%	16.0%	8.1%	8.2%	7.8%	8.3%	13.1%	5.3%	16.9%	18.1%	14.5%	
\$3,000 to \$5,999	12.5%	12.9%	12.1%	16.8%	8.1%	7.3%	6.7%	9.6%	13.8%	4.8%	19.4%	21.1%	15.8%	
\$6,000 to \$9,999	9.9%	9.1%	10.8%	11.0%	6.9%	6.2%	6.1%	7.9%	12.3%	4.2%	10.8%	11.1%	10.1%	
\$10,000 to \$14,999	10.4%	9.9%	10.8%	8.8%	11.2%	9.8%	11.8%	12.5%	11.8%	6.8%	8.7%	7.3%	11.5%	
\$15,000 or more	24.8%	27.8%	21.7%	13.3%	45.4%	47.2%	45.8%	43.1%	15.1%	50.0%	9.3%	6.1%	16.0%	
Aid which <u>must</u> be repaid (loans, etc.)														
None	53.4%	48.2%	58.8%	53.6%	41.6%	42.2%	43.7%	40.0%	58.9%	58.4%	42.5%	43.5%	40.5%	
\$1 to \$2,999	9.1%	10.3%	7.8%	10.7%	10.0%	9.5%	10.3%	8.1%	16.4%	6.6%	16.4%	18.7%	11.4%	
\$3,000 to \$5,999	16.1%	17.5%	14.7%	15.9%	19.4%	17.8%	20.5%	20.6%	14.8%	14.4%	15.8%	17.8%	11.6%	
\$6,000 to \$9,999	7.4%	8.3%	6.4%	7.5%	9.4%	9.1%	8.1%	10.3%	6.7%	5.3%	9.5%	9.8%	8.8%	
\$10,000 to \$14,999	5.9%	6.8%	5.0%	5.6%	8.3%	8.4%	6.4%	9.1%	5.1%	4.9%	6.5%	6.2%	7.0%	
\$15,000 or more	8.0%	8.9%	7.2%	6.8%	11.4%	13.1%	11.0%	9.8%	6.4%	10.5%	9.4%	3.9%	20.7%	
Did you receive any of the following forms of financial aid?														
Military grants														
Yes	4.2%	6.7%	1.6%	10.3%	2.3%	2.0%	1.6%	3.1%	1.7%	1.4%	4.4%	4.5%	4.1%	
No	95.8%	93.3%	98.4%	89.7%	97.7%	98.0%	98.4%	96.9%	98.3%	98.6%	95.6%	95.5%	95.9%	
Work-study														
Yes	18.5%	22.0%	14.9%	11.7%	34.0%	38.0%	31.6%	30.9%	12.4%	24.5%	17.6%	19.5%	13.8%	
No	81.5%	78.0%	85.1%	88.3%	66.0%	62.0%	68.4%	69.1%	87.6%	75.5%	82.4%	80.5%	86.2%	
Pell Grant														
Yes	28.2%	33.4%	22.8%	34.9%	31.6%	30.4%	29.1%	34.1%	23.8%	18.8%	62.0%	64.5%	56.8%	
No	71.8%	66.6%	77.2%	65.1%	68.4%	69.6%	70.9%	65.9%	76.2%	81.2%	38.0%	35.5%	43.2%	
Need-based grants or scholarships														
Yes	36.2%	40.1%	32.1%	32.3%	49.2%	51.1%	45.4%	49.1%	30.6%	37.8%	39.8%	39.1%	41.2%	
No	63.8%	59.9%	67.9%	67.7%	50.8%	48.9%	54.6%	50.9%	69.4%	62.2%	60.2%	60.9%	58.8%	
Merit-based grants or scholarships														
Yes	58.1%	56.0%	60.2%	38.8%	75.7%	76.7%	75.1%	75.0%	58.7%	65.8%	38.9%	32.5%	51.0%	
No	41.9%	44.0%	39.8%	61.2%	24.3%	23.3%	24.9%	25.0%	41.3%	34.2%	61.1%	67.5%	49.0%	

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	All Bacc Institutions	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	6.0%	7.8%	4.0%	8.9%	6.5%	6.6%	5.6%	6.7%	4.3%	3.0%	18.9%	19.7%	17.2%
\$15,000 to \$24,999	5.9%	7.5%	4.2%	8.6%	6.1%	6.3%	5.6%	6.2%	4.5%	3.4%	14.0%	15.2%	11.6%
\$25,000 to \$29,999	4.4%	5.5%	3.1%	6.0%	5.0%	5.0%	4.7%	5.2%	3.4%	2.1%	10.4%	11.1%	8.9%
\$30,000 to \$59,999	13.8%	15.7%	11.8%	16.3%	14.9%	14.4%	13.5%	16.1%	12.6%	8.9%	21.1%	21.1%	21.0%
\$60,000 to \$74,999	9.9%	11.0%	8.8%	10.9%	11.2%	10.8%	9.6%	12.3%	9.2%	6.9%	11.9%	11.8%	12.0%
\$75,000 to \$99,999	11.7%	12.4%	11.0%	12.1%	12.8%	12.4%	11.4%	13.8%	11.5%	9.0%	9.1%	8.8%	9.8%
\$100,000 to \$124,999	13.9%	12.9%	14.9%	12.4%	13.5%	13.6%	13.2%	13.5%	15.5%	12.5%	5.2%	3.9%	7.7%
\$125,000 to \$149,999	7.8%	7.2%	8.4%	7.1%	7.3%	7.7%	7.1%	6.9%	8.6%	7.7%	3.2%	3.1%	3.3%
\$150,000 to \$199,999	8.8%	7.5%	10.1%	7.6%	7.5%	7.5%	8.5%	7.0%	10.2%	9.6%	2.9%	2.6%	3.3%
\$200,000 to \$249,999	6.6%	5.1%	8.3%	4.6%	5.7%	5.9%	7.3%	4.8%	8.0%	9.5%	1.5%	1.1%	2.2%
\$250,000 to \$499,999	7.1%	4.8%	9.6%	3.8%	6.0%	5.9%	8.1%	5.0%	8.5%	14.1%	1.0%	0.8%	1.5%
\$500,000 or higher	4.1%	2.5%	5.7%	1.7%	3.5%	3.8%	5.4%	2.4%	3.8%	13.4%	0.9%	0.6%	1.6%
Do you have any concern about your ability to finance your college education?													
None (I am confident that I will have sufficient funds)	35.9%	34.2%	37.7%	35.3%	32.9%	32.7%	33.9%	32.5%	36.5%	42.2%	29.2%	31.0%	25.5%
Some (but I probably will have enough funds)	53.5%	53.9%	53.1%	52.4%	55.6%	55.5%	54.6%	56.1%	54.2%	48.5%	53.7%	54.9%	51.2%
Major (not sure I will have enough funds to complete college)	10.6%	11.9%	9.3%	12.3%	11.6%	11.8%	11.5%	11.4%	9.3%	9.2%	17.1%	14.1%	23.3%
Your current religious preference													
Agnostic	8.8%	6.7%	11.1%	6.6%	6.7%	9.3%	4.4%	5.2%	10.9%	12.1%	0.9%	0.6%	1.6%
Atheist	6.3%	5.1%	7.5%	5.1%	5.0%	7.8%	3.0%	3.1%	7.6%	7.3%	0.7%	0.7%	0.8%
Baptist	7.3%	9.6%	5.0%	8.2%	11.2%	6.3%	3.0%	20.2%	5.1%	4.5%	41.9%	43.7%	38.2%
Buddhist	1.0%	1.2%	0.9%	1.3%	1.0%	1.4%	0.9%	0.5%	0.9%	1.0%	0.9%	1.1%	0.3%
Church of Christ	6.3%	7.7%	4.8%	7.8%	7.5%	6.9%	6.1%	9.0%	5.1%	3.5%	20.2%	21.4%	17.8%
Eastern Orthodox	0.8%	0.5%	1.1%	0.5%	0.6%	0.6%	1.0%	0.3%	1.1%	1.1%	0.1%	0.1%	0.1%
Episcopalian	0.9%	0.9%	1.0%	0.9%	0.9%	1.2%	0.6%	0.6%	0.8%	1.6%	0.3%	0.1%	0.8%
Hindu	1.5%	0.4%	2.8%	0.3%	0.5%	0.6%	0.5%	0.3%	2.9%	2.2%	0.1%	0.1%	0.0%
Jewish	2.9%	1.2%	4.7%	1.1%	1.2%	2.1%	0.3%	0.7%	3.0%	11.7%	0.1%	0.1%	0.1%
LDS (Mormon)	0.2%	0.2%	0.2%	0.3%	0.2%	0.1%	0.3%	0.1%	0.2%	0.1%	0.0%	0.0%	0.0%
Lutheran	2.6%	2.3%	3.0%	1.8%	2.8%	1.9%	2.2%	4.1%	3.3%	1.7%	0.2%	0.2%	0.1%
Methodist	2.8%	2.8%	2.9%	2.6%	3.1%	2.6%	1.3%	4.4%	3.0%	2.1%	2.7%	2.2%	3.8%
Muslim	1.9%	1.2%	2.6%	1.3%	1.0%	1.3%	1.0%	0.7%	2.7%	2.1%	0.9%	0.6%	1.7%
Presbyterian	2.2%	1.9%	2.5%	1.7%	2.2%	2.0%	1.2%	2.9%	2.5%	2.3%	0.4%	0.4%	0.5%
Quaker	0.1%	0.2%	0.1%	0.1%	0.2%	0.2%	0.2%	0.3%	0.1%	0.1%	0.0%	0.0%	0.1%
Roman Catholic	22.4%	23.3%	21.3%	25.0%	21.4%	18.5%	49.0%	11.1%	21.2%	21.6%	2.2%	1.7%	3.1%
Seventh-day Adventist	0.3%	0.4%	0.3%	0.4%	0.3%	0.3%	0.3%	0.2%	0.3%	0.2%	0.6%	0.5%	0.7%
United Church of Christ/Congregational	0.6%	0.7%	0.4%	0.6%	0.8%	0.9%	0.6%	0.8%	0.5%	0.4%	0.9%	1.0%	0.7%
Other Christian	13.0%	14.3%	11.6%	13.1%	15.7%	12.0%	9.9%	22.3%	12.0%	10.3%	14.0%	13.1%	15.8%
Other Religion	2.0%	2.3%	1.6%	2.6%	2.1%	2.3%	2.0%	1.9%	1.6%	1.8%	2.5%	2.2%	2.9%
None	16.0%	17.3%	14.7%	18.5%	15.7%	21.5%	12.3%	11.3%	15.2%	12.4%	10.4%	10.2%	10.9%

**2018 CIRP Freshman Survey
Weighted National Norms—All Respondents**

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges			
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	ALL HBCU	Public	Private	
Parent/Guardian 1's current religious preference														
Agnostic	3.3%	2.3%	4.3%	2.1%	2.6%	3.7%	1.3%	2.0%	4.1%	4.9%	0.3%	0.2%	0.5%	
Atheist	2.9%	2.4%	3.5%	2.1%	2.6%	4.1%	1.2%	1.8%	3.4%	3.9%	0.4%	0.3%	0.5%	
Baptist	8.3%	10.6%	6.0%	9.2%	12.2%	7.5%	3.8%	21.2%	6.1%	5.6%	45.2%	47.4%	40.8%	
Buddhist	1.5%	1.6%	1.5%	1.8%	1.2%	1.7%	1.3%	0.7%	1.5%	1.6%	0.8%	1.1%	0.3%	
Church of Christ	7.8%	9.2%	6.3%	9.6%	8.8%	8.9%	6.8%	9.6%	6.8%	4.3%	21.3%	22.3%	19.3%	
Eastern Orthodox	1.0%	0.7%	1.2%	0.7%	0.7%	0.8%	1.2%	0.4%	1.2%	1.3%	0.1%	0.1%	0.2%	
Episcopalian	1.2%	1.1%	1.4%	1.0%	1.3%	1.7%	0.9%	0.9%	1.1%	2.4%	0.4%	0.1%	0.9%	
Hindu	2.0%	0.5%	3.6%	0.4%	0.7%	0.9%	0.7%	0.4%	3.7%	3.1%	0.0%	0.0%	0.0%	
Jewish	3.4%	1.6%	5.3%	1.5%	1.7%	2.9%	0.7%	1.0%	3.4%	12.8%	0.1%	0.0%	0.1%	
LDS (Mormon)	0.3%	0.3%	0.3%	0.3%	0.2%	0.2%	0.4%	0.2%	0.4%	0.1%	0.0%	0.1%	0.0%	
Lutheran	3.3%	2.8%	3.9%	2.2%	3.4%	2.6%	2.7%	4.7%	4.3%	2.3%	0.1%	0.1%	0.1%	
Methodist	3.6%	3.4%	3.7%	3.1%	3.8%	3.3%	2.0%	5.2%	3.9%	3.1%	2.7%	2.1%	3.9%	
Muslim	2.1%	1.3%	2.8%	1.4%	1.2%	1.7%	1.1%	0.7%	2.9%	2.6%	1.0%	0.7%	1.7%	
Presbyterian	2.8%	2.5%	3.2%	2.2%	2.8%	2.9%	1.5%	3.2%	3.2%	2.9%	0.4%	0.4%	0.5%	
Quaker	0.2%	0.2%	0.1%	0.2%	0.2%	0.2%	0.2%	0.3%	0.1%	0.1%	0.0%	0.0%	0.0%	
Roman Catholic	27.7%	27.7%	26.7%	30.2%	24.8%	22.7%	52.7%	13.3%	26.8%	26.4%	2.9%	2.2%	4.2%	
Seventh-day Adventist	0.4%	0.4%	0.4%	0.5%	0.3%	0.4%	0.3%	0.2%	0.4%	0.3%	0.5%	0.5%	0.6%	
United Church of Christ/Congregational	0.7%	0.8%	0.6%	0.7%	1.0%	1.3%	0.7%	0.8%	0.6%	0.5%	0.8%	0.9%	0.7%	
Other Christian	15.0%	16.4%	13.5%	15.5%	17.4%	15.0%	10.5%	23.3%	14.0%	11.4%	13.8%	12.3%	16.6%	
Other Religion	2.0%	2.4%	1.6%	2.7%	2.0%	2.4%	1.9%	1.6%	1.6%	1.6%	2.0%	1.9%	2.4%	
None	10.9%	11.8%	10.0%	12.3%	11.1%	15.0%	8.0%	8.5%	10.3%	8.9%	7.2%	7.4%	6.8%	
Parent/Guardian 2's current religious preference														
Agnostic	2.9%	2.2%	3.7%	2.0%	2.5%	3.6%	1.3%	1.9%	3.5%	4.1%	0.4%	0.2%	0.7%	
Atheist	2.8%	2.3%	3.3%	2.1%	2.6%	3.9%	1.3%	1.8%	3.2%	4.1%	0.4%	0.2%	0.6%	
Baptist	7.7%	9.8%	5.5%	8.5%	11.5%	6.7%	3.2%	20.5%	5.6%	4.9%	44.6%	46.7%	40.5%	
Buddhist	1.6%	1.6%	1.6%	1.8%	1.2%	1.8%	1.1%	0.8%	1.5%	2.2%	1.1%	1.3%	0.5%	
Church of Christ	7.5%	8.6%	6.3%	8.8%	8.3%	8.5%	6.3%	9.1%	6.8%	4.3%	19.2%	20.6%	16.4%	
Eastern Orthodox	1.0%	0.7%	1.3%	0.7%	0.7%	0.7%	1.2%	0.4%	1.3%	1.4%	0.1%	0.1%	0.1%	
Episcopalian	1.3%	1.1%	1.4%	1.1%	1.2%	1.7%	0.9%	0.8%	1.2%	2.2%	0.3%	0.1%	0.5%	
Hindu	2.1%	0.6%	3.7%	0.5%	0.7%	1.0%	0.6%	0.4%	3.8%	3.2%	0.1%	0.1%	0.0%	
Jewish	3.3%	1.5%	5.2%	1.5%	1.5%	2.4%	0.7%	1.0%	3.4%	12.5%	0.2%	0.1%	0.2%	
LDS (Mormon)	0.3%	0.3%	0.4%	0.4%	0.2%	0.2%	0.4%	0.2%	0.4%	0.2%	0.0%	0.0%	0.0%	
Lutheran	3.4%	2.8%	4.0%	2.2%	3.4%	2.4%	2.7%	4.8%	4.5%	2.4%	0.1%	0.1%	0.2%	
Methodist	3.5%	3.3%	3.7%	3.0%	3.7%	3.5%	1.8%	4.8%	3.9%	2.7%	2.6%	2.2%	3.4%	
Muslim	2.2%	1.5%	3.0%	1.6%	1.2%	1.7%	1.2%	0.7%	3.1%	2.6%	1.8%	1.1%	3.2%	
Presbyterian	2.9%	2.5%	3.2%	2.3%	2.8%	2.9%	1.7%	3.2%	3.2%	3.2%	0.5%	0.4%	0.7%	
Quaker	0.2%	0.2%	0.1%	0.2%	0.2%	0.2%	0.3%	0.2%	0.1%	0.2%	0.0%	0.1%	0.0%	
Roman Catholic	27.4%	28.1%	26.7%	30.7%	25.2%	23.5%	52.8%	13.4%	26.8%	26.3%	2.8%	2.4%	3.5%	
Seventh-day Adventist	0.4%	0.4%	0.3%	0.5%	0.3%	0.2%	0.4%	0.3%	0.4%	0.2%	0.4%	0.3%	0.6%	
United Church of Christ/Congregational	0.7%	0.9%	0.5%	0.7%	1.0%	1.3%	0.6%	0.9%	0.5%	0.5%	1.0%	1.1%	0.8%	
Other Christian	14.9%	15.9%	13.8%	14.9%	17.2%	14.9%	10.3%	23.1%	14.3%	11.6%	12.9%	11.2%	16.3%	
Other Religion	2.0%	2.3%	1.7%	2.7%	1.8%	2.1%	2.0%	1.5%	1.7%	1.5%	2.2%	1.9%	2.7%	
None	11.9%	13.3%	10.5%	13.7%	12.8%	17.0%	9.2%	10.2%	10.6%	9.8%	9.6%	9.8%	9.1%	

**2018 CIRP Freshman Survey
Weighted National Norms—All Respondents**

All Respondents	Baccalaureate Institutions			4-year Colleges					Universities		Black Colleges		
	All Bacc Institutions	4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	ALL HBCU	Public	Private
What is the highest academic degree that you intend to obtain?													
Highest academic degree planned													
None	0.7%	1.0%	0.4%	1.0%	1.0%	0.8%	0.9%	1.2%	0.4%	0.5%	3.4%	4.0%	2.2%
Vocational certificate	0.2%	0.3%	0.1%	0.3%	0.3%	0.3%	0.3%	0.3%	0.1%	0.1%	0.4%	0.6%	0.1%
Associate (A.A. or equivalent)	1.2%	1.9%	0.5%	2.5%	1.1%	1.0%	0.9%	1.5%	0.6%	0.4%	2.3%	2.7%	1.4%
Bachelor's degree (B.A., B.S., B.D., etc.)	24.9%	28.5%	21.1%	30.2%	26.6%	22.7%	23.0%	32.4%	22.5%	15.5%	24.5%	26.2%	21.1%
Master's degree (M.A., M.S., M.B.A., etc.)	38.8%	39.3%	38.2%	41.0%	37.3%	36.6%	41.9%	35.8%	38.3%	37.7%	32.8%	33.3%	31.7%
J.D. (Law)	4.6%	3.6%	5.5%	3.0%	4.4%	5.2%	5.2%	3.3%	4.7%	9.0%	4.2%	2.9%	6.8%
M.D., D.D.S., D.V.M., etc. (Medical)	11.3%	8.1%	14.7%	6.3%	10.2%	10.9%	11.4%	8.9%	14.1%	16.9%	8.4%	7.4%	10.5%
Ph.D.	10.9%	9.7%	12.2%	8.7%	10.9%	13.2%	9.7%	9.1%	11.9%	13.3%	11.6%	10.7%	13.5%
Professional Doctorate (Ed.D., Psy.D., etc.)	6.4%	6.3%	6.5%	6.0%	6.8%	7.6%	5.7%	6.4%	6.7%	5.9%	11.0%	10.8%	11.5%
Other	0.9%	1.1%	0.7%	1.0%	1.3%	1.6%	1.1%	1.1%	0.7%	0.8%	1.4%	1.5%	1.3%
Highest academic degree planned at this institution													
None	0.9%	1.1%	0.7%	0.9%	1.2%	1.3%	0.9%	1.4%	0.7%	0.6%	2.3%	2.4%	2.2%
Vocational certificate	0.3%	0.4%	0.1%	0.4%	0.4%	0.4%	0.2%	0.5%	0.2%	0.1%	0.3%	0.2%	0.5%
Associate (A.A. or equivalent)	2.7%	3.8%	1.6%	4.7%	2.8%	2.6%	2.0%	3.5%	1.5%	1.7%	4.9%	4.7%	5.4%
Bachelor's degree (B.A., B.S., B.D., etc.)	66.8%	70.9%	62.4%	68.5%	73.7%	74.5%	67.5%	76.0%	60.7%	69.0%	59.1%	55.4%	66.2%
Master's degree (M.A., M.S., M.B.A., etc.)	20.5%	18.2%	22.9%	20.4%	15.7%	13.8%	21.6%	14.9%	24.1%	18.3%	21.7%	23.7%	17.9%
J.D. (Law)	1.2%	0.8%	1.7%	0.6%	1.0%	1.3%	1.7%	1.0%	1.6%	1.7%	1.0%	1.2%	0.6%
M.D., D.D.S., D.V.M., etc. (Medical)	3.0%	1.2%	5.0%	1.0%	1.4%	1.4%	2.5%	0.8%	5.2%	4.3%	2.4%	3.0%	1.2%
Ph.D.	2.0%	1.2%	2.9%	1.2%	1.3%	1.6%	1.3%	0.9%	3.2%	2.0%	3.6%	4.3%	2.3%
Professional Doctorate (Ed.D., Psy.D., etc.)	1.7%	1.3%	2.2%	1.3%	1.3%	1.9%	1.1%	0.7%	2.3%	1.5%	3.2%	3.8%	2.2%
Other	0.8%	1.0%	0.5%	1.0%	1.1%	1.3%	1.2%	1.0%	0.5%	0.8%	1.5%	1.4%	1.6%
For the activities below, indicate which ones you "Frequently" or "Occasionally" did during the past year:													
Attended a religious service	67.9%	67.7%	68.2%	64.7%	71.4%	60.9%	77.4%	79.4%	67.2%	72.0%	83.1%	83.3%	82.7%
Been bored in class*	38.8%	36.4%	41.5%	36.1%	36.7%	36.4%	34.7%	38.1%	41.3%	42.1%	40.4%	39.4%	42.2%
Demonstrated for a cause (e.g., boycott, rally, protest)	35.7%	31.1%	40.7%	30.4%	31.9%	37.1%	31.6%	26.6%	38.6%	49.1%	32.2%	27.7%	41.2%
Tutored another student	57.3%	51.6%	63.4%	52.1%	51.1%	50.6%	56.4%	49.0%	63.2%	64.5%	50.3%	48.2%	54.5%
Studied with other students	88.0%	85.7%	90.4%	84.8%	86.8%	85.9%	89.4%	86.5%	90.0%	92.2%	84.8%	83.4%	87.8%
Consumed beer*	4.9%	3.8%	6.0%	3.6%	4.0%	4.4%	5.2%	3.0%	5.4%	8.5%	1.0%	1.0%	0.9%
Consumed wine or liquor*	5.3%	4.0%	6.7%	3.8%	4.3%	4.7%	5.4%	3.3%	5.8%	10.4%	3.3%	3.1%	3.6%
Felt overwhelmed by all I had to do*	38.9%	38.0%	40.0%	36.8%	39.5%	38.9%	39.3%	40.1%	39.1%	43.4%	39.0%	36.9%	43.2%
Felt depressed*	13.7%	13.7%	13.7%	13.5%	14.0%	15.1%	11.3%	14.2%	13.6%	14.3%	16.7%	15.5%	19.2%
Performed volunteer work	86.7%	84.1%	89.4%	82.3%	86.2%	85.5%	88.4%	85.9%	88.8%	92.1%	78.3%	76.4%	82.1%
Asked a teacher for advice after class	86.1%	85.9%	86.3%	84.6%	87.5%	88.3%	87.6%	86.6%	85.3%	90.3%	80.1%	79.4%	81.7%
Voted in a student election	63.3%	61.1%	65.8%	60.8%	61.4%	62.1%	63.9%	59.4%	64.9%	69.4%	65.9%	64.5%	68.7%
Socialized with someone of another racial/ethnic group	96.0%	94.9%	97.1%	94.4%	95.6%	95.7%	95.8%	95.4%	97.1%	97.2%	89.9%	89.2%	91.2%
Been late to class*	7.8%	7.3%	8.3%	7.4%	7.2%	7.2%	7.0%	7.2%	7.9%	9.7%	9.8%	9.3%	10.8%
Discussed religion	75.9%	72.1%	80.1%	68.2%	76.8%	72.7%	77.4%	80.9%	78.7%	85.5%	72.9%	70.5%	77.7%
Discussed politics	80.2%	76.3%	84.4%	74.8%	78.1%	80.2%	78.2%	75.9%	83.3%	88.6%	66.3%	63.2%	72.8%
Skipped school/class*	2.6%	2.3%	3.1%	2.2%	2.3%	2.6%	1.8%	2.2%	3.0%	3.4%	4.0%	4.5%	3.2%
Publicly communicated my opinion about a cause (e.g., blog, email, petition)	49.0%	46.0%	52.2%	45.2%	47.0%	49.0%	44.4%	46.2%	50.8%	57.7%	57.6%	55.4%	62.3%
Helped raise money for a cause or campaign	54.8%	53.1%	56.6%	51.2%	55.4%	55.3%	55.2%	55.7%	56.1%	58.5%	53.8%	52.5%	56.6%
Fallen asleep in class*	5.7%	5.6%	5.8%	5.8%	5.5%	5.2%	4.9%	6.0%	5.8%	6.0%	9.8%	10.3%	9.0%
Failed to complete homework on time*	4.8%	5.0%	4.6%	5.1%	4.8%	5.0%	4.0%	5.0%	4.5%	5.2%	5.9%	6.5%	4.8%
Felt anxious*	34.4%	33.1%	35.7%	31.4%	35.2%	36.6%	33.8%	34.3%	35.0%	38.5%	29.0%	28.0%	31.1%
Written computer code*	19.1%	16.6%	21.9%	17.9%	15.1%	16.0%	15.7%	13.8%	22.6%	19.1%	15.5%	14.9%	16.6%
* responses for "Frequently" only	80.9%	83.4%	78.1%	82.1%	84.9%	84.0%	84.3%	86.2%	77.4%	80.9%	84.5%	85.1%	83.4%

**2018 CIRP Freshman Survey
Weighted National Norms—All Respondents**

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	ALL HBCU	Public	Private
Students rated as "A Major Strength" or "Somewhat Strong" as compared with the average person their age:													
Felt hungry but did not eat because I didn't have enough money for food	4.9%	5.9%	3.8%	6.6%	5.0%	4.3%	4.5%	6.0%	4.0%	3.3%	12.9%	12.0%	14.7%
Ability to see the world from someone else's perspective	77.3%	73.7%	81.1%	73.4%	74.2%	74.7%	76.5%	72.5%	80.5%	83.7%	71.1%	68.6%	76.2%
Tolerance of others with different beliefs	79.9%	76.7%	83.4%	76.0%	77.5%	79.0%	79.8%	74.9%	82.9%	85.1%	67.1%	64.1%	73.3%
Openness to having my own views challenged	66.6%	64.5%	68.9%	64.7%	64.3%	65.2%	65.6%	62.7%	68.3%	71.0%	65.6%	63.6%	69.6%
Ability to discuss and negotiate controversial issues	69.8%	66.9%	73.1%	67.4%	66.3%	68.0%	66.8%	64.2%	72.4%	75.7%	68.1%	65.4%	73.6%
Ability to work cooperatively with diverse people	87.4%	85.3%	89.6%	85.5%	85.2%	85.9%	87.5%	83.4%	89.1%	91.5%	81.9%	80.1%	85.7%
Critical thinking skills	77.2%	72.9%	81.9%	72.9%	72.9%	73.5%	75.4%	71.2%	81.5%	83.6%	72.9%	71.5%	75.8%
Ability to manage your time effectively	53.0%	51.5%	54.6%	51.8%	51.2%	49.2%	55.5%	51.2%	54.4%	55.2%	57.6%	58.8%	55.2%
What is the highest level of formal education obtained by Parent/Guardian 1?													
Junior high/Middle school or less	4.3%	5.8%	2.5%	7.4%	4.0%	3.1%	6.2%	3.8%	2.6%	2.2%	6.2%	7.0%	4.5%
Some high school	4.1%	5.4%	2.7%	6.4%	4.3%	4.5%	4.7%	4.0%	3.0%	1.8%	6.2%	6.6%	5.3%
High school graduate/GED	14.6%	17.7%	11.1%	18.9%	16.3%	16.0%	15.0%	17.3%	12.0%	7.3%	21.8%	22.4%	20.5%
Postsecondary school other than college	2.7%	3.0%	2.4%	3.1%	2.8%	2.8%	2.4%	3.0%	2.5%	2.0%	2.9%	2.9%	3.0%
Some college	13.2%	14.8%	11.4%	15.5%	14.0%	13.5%	12.6%	15.1%	11.9%	9.3%	20.4%	20.2%	20.7%
College degree	32.6%	30.7%	34.6%	29.3%	32.4%	32.0%	32.3%	32.9%	35.4%	31.9%	24.4%	24.7%	23.8%
Some graduate school	2.1%	1.8%	2.5%	1.6%	2.1%	2.3%	1.8%	2.0%	2.5%	2.5%	1.4%	1.2%	1.9%
Graduate degree	26.4%	20.7%	32.8%	17.8%	24.1%	25.7%	25.0%	21.9%	30.1%	43.1%	16.7%	15.0%	20.3%
What is the highest level of formal education obtained by Parent/Guardian 2?													
Junior high/Middle school or less	4.6%	6.4%	2.7%	8.3%	4.1%	3.7%	6.1%	3.5%	2.8%	2.1%	5.8%	6.3%	5.0%
Some high school	4.6%	5.9%	3.2%	6.9%	4.7%	4.3%	5.6%	4.9%	3.4%	2.5%	8.5%	8.9%	7.5%
High school graduate/GED	16.6%	20.2%	12.8%	21.6%	18.5%	18.8%	16.1%	19.4%	13.9%	8.8%	30.1%	30.9%	28.4%
Postsecondary school other than college	3.1%	3.3%	2.9%	3.4%	3.2%	3.1%	3.0%	3.3%	3.1%	2.1%	3.2%	3.0%	3.8%
Some college	13.6%	14.6%	12.5%	15.1%	14.0%	13.6%	13.0%	14.9%	13.0%	10.3%	19.0%	18.7%	19.6%
College degree	32.8%	29.9%	35.9%	27.8%	32.4%	31.8%	33.0%	32.8%	36.2%	34.9%	19.8%	19.8%	20.0%
Some graduate school	2.4%	2.1%	2.7%	1.9%	2.4%	2.6%	2.2%	2.2%	2.5%	3.2%	1.3%	1.2%	1.4%
Graduate degree	22.3%	17.6%	27.3%	14.9%	20.8%	22.1%	21.1%	19.2%	25.0%	36.1%	12.3%	11.2%	14.3%
First generation in college													
Yes	16.6%	21.5%	11.3%	25.1%	17.4%	16.4%	19.6%	17.5%	12.1%	8.2%	25.9%	27.2%	23.2%
No	83.4%	78.5%	88.7%	74.9%	82.6%	83.6%	80.4%	82.5%	87.9%	91.8%	74.1%	72.8%	76.8%
During the past year, did you "Frequently":													
Ask questions in class	49.7%	48.2%	51.4%	46.9%	49.7%	51.7%	49.7%	47.5%	49.3%	59.7%	52.4%	51.1%	55.0%
Support your opinions with a logical argument	61.4%	56.2%	67.3%	56.3%	56.0%	59.2%	58.2%	51.7%	65.9%	72.7%	52.3%	49.5%	58.1%
Seek solutions to problems and explain them to others	56.9%	52.3%	62.0%	52.4%	52.3%	54.0%	54.1%	49.5%	60.9%	66.0%	50.2%	48.5%	53.8%
Evaluate the quality or reliability of information you received	48.8%	44.9%	53.1%	44.8%	45.0%	47.1%	46.6%	42.0%	51.7%	58.3%	44.4%	42.0%	49.3%
Take a risk because you feel you have more to gain	36.2%	35.1%	37.6%	35.1%	35.0%	35.2%	35.6%	34.4%	36.7%	40.9%	38.6%	36.3%	43.5%
Seek alternative solutions to a problem	46.8%	44.6%	49.4%	44.8%	44.3%	45.2%	45.6%	42.6%	48.7%	52.0%	44.4%	41.3%	50.7%
Look up scientific research articles and resources	28.9%	26.7%	31.5%	26.3%	27.1%	29.4%	27.5%	24.5%	30.3%	36.1%	23.3%	22.5%	25.0%
Explore topics on your own, even though it is not required for a class	39.6%	36.4%	43.2%	36.4%	36.5%	38.7%	35.3%	34.7%	41.9%	48.2%	37.4%	35.1%	42.2%
Accept mistakes as part of the learning process	56.4%	56.1%	56.6%	58.5%	53.4%	52.7%	55.1%	53.3%	56.7%	56.2%	63.2%	63.1%	63.3%
Analyze multiple sources of information before coming to a conclusion	46.5%	43.4%	50.1%	43.4%	43.4%	45.3%	44.6%	40.7%	48.8%	54.9%	44.0%	42.2%	47.8%
Take on a challenge that scares you	36.4%	35.6%	37.2%	36.5%	34.6%	34.2%	35.0%	34.8%	36.3%	40.5%	37.6%	36.1%	40.7%

**2018 CIRP Freshman Survey
Weighted National Norms—All Respondents**

All Respondents	All Bacc Institutions	Baccalaureate Institutions			4-year Colleges					Universities		Black Colleges		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	ALL HBCU	Public	Private	
Students who are "Absolutely" or "Very" confident														
Use technical science skills (use of tools, instruments, and/or techniques)	47.2%	44.0%	50.8%	45.3%	42.5%	43.3%	45.2%	40.3%	51.0%	50.0%	44.9%	44.4%	46.1%	
Generate an answerable research question	49.6%	45.7%	54.0%	45.9%	45.5%	47.0%	47.3%	43.1%	53.1%	57.5%	50.4%	48.1%	55.2%	
Determine how to collect appropriate data	52.2%	48.2%	56.8%	48.8%	47.5%	48.6%	51.0%	44.6%	56.6%	57.3%	50.5%	47.9%	55.9%	
Explain the results of a study	57.7%	53.3%	62.7%	53.1%	53.5%	55.4%	56.3%	50.2%	62.0%	65.4%	53.6%	50.3%	60.4%	
Use scientific literature to guide research	39.3%	35.4%	43.8%	35.6%	35.3%	37.8%	36.8%	32.0%	42.9%	47.3%	34.5%	32.6%	38.5%	
Integrate results from multiple studies	49.7%	45.0%	55.1%	44.8%	45.2%	47.8%	48.1%	41.2%	54.0%	58.8%	42.9%	40.3%	48.5%	
Ask relevant questions	72.3%	69.2%	75.8%	69.1%	69.3%	69.5%	71.2%	68.1%	75.2%	78.2%	71.3%	69.0%	75.9%	
Identify what is known and not known about a problem	64.4%	60.8%	68.5%	61.1%	60.5%	61.4%	63.2%	58.1%	68.0%	70.2%	61.7%	59.6%	66.0%	
Understand scientific concepts	52.7%	47.0%	59.4%	47.0%	46.9%	49.7%	49.8%	42.6%	59.6%	58.6%	43.2%	41.4%	46.9%	
See connections between different areas of science and mathematics	52.5%	47.0%	58.8%	47.6%	46.3%	48.2%	49.6%	42.7%	59.1%	57.8%	45.2%	43.4%	48.9%	
Race/Ethnicity - mark all that apply (total may add to more than 100%)														
Filipino	1.8%	2.0%	1.6%	2.6%	1.3%	1.0%	2.1%	1.2%	1.5%	1.8%	0.3%	0.2%	0.4%	
Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)	1.4%	1.5%	1.3%	1.6%	1.4%	1.7%	1.6%	1.0%	1.3%	1.7%	0.0%	0.0%	0.0%	
South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan)	3.5%	1.3%	5.7%	1.2%	1.4%	1.7%	1.6%	0.9%	5.8%	5.5%	0.2%	0.2%	0.2%	
Other Asian	0.4%	0.5%	0.4%	0.4%	0.5%	0.7%	0.2%	0.4%	0.4%	0.6%	0.1%	0.0%	0.2%	
Native Hawaiian/Pacific Islander	0.5%	0.7%	0.4%	0.6%	0.8%	0.7%	0.8%	0.9%	0.4%	0.4%	0.4%	0.4%	0.6%	
African American/Black	13.6%	17.1%	9.9%	18.4%	15.5%	12.8%	11.1%	20.6%	9.8%	10.5%	95.9%	96.0%	95.7%	
Mexican American/Chicano	7.0%	9.8%	4.0%	12.4%	6.7%	4.7%	13.9%	5.4%	3.8%	5.0%	1.0%	1.2%	0.7%	
East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)	5.7%	4.2%	7.3%	3.9%	4.5%	6.5%	3.0%	3.3%	6.4%	11.2%	0.4%	0.3%	0.6%	
Puerto Rican	3.1%	3.7%	2.5%	3.9%	3.4%	4.2%	3.7%	2.4%	2.7%	1.9%	2.6%	2.4%	3.0%	
Other Latino	7.7%	7.6%	7.9%	8.6%	6.4%	7.2%	9.2%	4.2%	8.1%	7.0%	2.3%	1.5%	3.9%	
White/Caucasian	67.4%	64.4%	70.6%	60.5%	69.2%	69.7%	65.9%	70.4%	71.1%	68.3%	4.6%	4.7%	4.2%	
American Indian/Alaska Native	2.0%	2.5%	1.4%	2.8%	2.2%	1.8%	1.6%	2.9%	1.4%	1.3%	2.9%	2.5%	3.6%	
Other	2.1%	2.4%	1.9%	2.8%	1.8%	1.9%	2.0%	1.6%	1.8%	2.2%	2.2%	1.9%	2.9%	
Students "Agree Strongly" or "Agree Somewhat":														
Racial discrimination is no longer a major problem in America	18.3%	19.2%	17.2%	19.9%	18.3%	17.3%	18.4%	19.4%	18.0%	14.5%	11.5%	13.0%	8.3%	
Abortion should be legal	68.0%	64.4%	72.4%	66.1%	62.5%	73.1%	62.2%	51.5%	71.1%	76.8%	58.0%	53.9%	66.5%	
Colleges have the right to ban extreme speakers from campus	48.1%	47.2%	49.1%	46.4%	48.1%	47.9%	48.0%	48.4%	49.2%	48.9%	33.8%	33.1%	35.3%	
Marijuana should be legalized	66.3%	63.4%	69.6%	64.0%	62.8%	70.2%	61.4%	55.7%	69.1%	71.5%	73.0%	71.8%	75.6%	
Dissent is critical component of the political process	66.5%	62.9%	70.8%	62.3%	63.6%	68.0%	63.1%	59.0%	69.0%	77.1%	52.1%	49.0%	58.7%	
Colleges should prohibit racist/sexist speech on campus	74.6%	74.2%	75.1%	73.0%	75.6%	77.1%	76.6%	73.6%	74.4%	77.2%	63.1%	61.7%	65.8%	
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	52.5%	53.8%	51.0%	54.0%	53.5%	55.5%	50.6%	52.7%	49.8%	55.0%	60.4%	59.7%	61.8%	
Sexual activity that occurs without the presence of explicit, affirmative consent	85.9%	84.9%	87.2%	84.2%	85.7%	87.0%	86.5%	83.9%	87.0%	87.9%	74.6%	72.0%	80.1%	
Women should receive the same salary opportunities for advancement as men in comparable positions	96.4%	95.6%	97.3%	95.7%	95.6%	96.3%	96.1%	94.7%	97.3%	97.4%	89.5%	87.6%	93.3%	
The United States should intervene in the wars of other countries	30.1%	30.5%	29.7%	31.2%	29.6%	28.7%	30.5%	30.2%	28.9%	32.5%	20.1%	19.7%	21.1%	
How would you characterize your political views?														
Far left	3.6%	3.5%	3.8%	3.3%	3.8%	5.1%	2.5%	3.0%	3.3%	5.3%	7.0%	6.7%	7.8%	
Liberal	30.5%	26.9%	34.6%	26.0%	27.8%	34.3%	26.2%	21.7%	32.5%	42.6%	29.3%	25.8%	36.7%	
Middle-of-the-road	43.8%	45.5%	42.0%	47.1%	43.6%	42.8%	46.8%	42.9%	43.6%	36.0%	41.0%	42.2%	38.7%	
Conservative	20.0%	21.6%	18.3%	20.8%	22.5%	16.1%	22.6%	29.4%	19.2%	14.8%	18.6%	20.9%	14.0%	
Far right	2.0%	2.5%	1.4%	2.7%	2.3%	1.7%	1.9%	3.0%	1.4%	1.2%	4.0%	4.5%	2.9%	
The following reasons were "Very Important" in deciding to go to college:														
To be able to get a better job	85.1%	84.9%	85.4%	86.3%	83.3%	82.2%	87.6%	82.3%	85.9%	83.7%	87.8%	87.2%	89.1%	
To gain a general education and appreciation of ideas	76.3%	76.3%	76.2%	76.4%	76.1%	76.6%	77.4%	75.0%	74.9%	81.2%	83.0%	82.6%	83.9%	
To make me a more cultured person	51.5%	50.2%	52.9%	49.0%	51.6%	53.1%	50.9%	50.5%	50.1%	63.0%	62.9%	61.0%	67.0%	
To be able to make more money	73.3%	73.1%	73.5%	74.2%	71.7%	71.3%	77.1%	69.5%	74.3%	70.7%	87.3%	87.1%	87.8%	
To learn more about things that interest me	84.1%	83.7%	84.7%	83.3%	84.1%	85.3%	83.4%	83.1%	84.3%	86.2%	84.3%	83.0%	86.9%	
To get training for a specific career	79.5%	80.7%	78.1%	83.4%	77.5%	73.4%	80.2%	80.7%	79.8%	71.8%	83.8%	83.2%	85.1%	
To prepare myself for graduate or professional school	61.5%	59.9%	63.4%	59.5%	60.3%	60.7%	62.8%	57.6%	65.1%	65.6%	75.5%	75.6%	75.2%	
To please my family	35.4%	38.9%	31.4%	41.1%	36.3%	34.2%	40.4%	36.6%	30.4%	34.8%	52.7%	52.4%	53.2%	

**2018 CIRP Freshman Survey
Weighted National Norms—All Respondents**

All Respondents	All Bacc	Baccalaureate Institutions			4-year Colleges					Universities		Black Colleges		
	Institutions	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?														
Studying/homework														
None	2.1%	2.3%	1.8%	2.5%	2.1%	1.9%	1.7%	2.5%	2.0%	1.2%	3.7%	3.9%	3.3%	
Less than one hour	8.5%	9.6%	7.0%	10.5%	8.6%	8.1%	6.2%	10.1%	7.8%	4.6%	13.1%	14.2%	10.8%	
1 to 2 hours	19.9%	22.8%	16.3%	24.3%	21.0%	19.7%	17.7%	23.8%	17.6%	12.0%	32.5%	33.8%	29.7%	
3 to 5 hours	27.3%	28.5%	25.8%	29.0%	27.9%	28.3%	26.6%	28.1%	26.8%	22.3%	27.3%	27.7%	26.7%	
6 to 10 hours	20.8%	19.3%	22.7%	18.7%	20.0%	20.5%	22.6%	18.3%	22.2%	24.3%	22.9%	12.1%	14.7%	
11 to 15 hours	11.0%	9.3%	13.2%	8.1%	10.8%	11.1%	13.3%	9.2%	12.1%	16.9%	5.1%	4.2%	6.9%	
16 to 20 hours	5.9%	4.7%	7.3%	3.9%	5.7%	6.1%	6.9%	4.6%	6.5%	10.0%	3.0%	2.2%	4.5%	
Over 20 hours	4.6%	3.5%	5.9%	3.1%	4.0%	4.2%	4.9%	3.3%	5.0%	8.7%	2.4%	1.9%	3.5%	
Socializing with friends in person														
None	0.9%	1.0%	0.7%	1.1%	0.9%	0.7%	1.0%	1.1%	0.7%	0.8%	1.5%	1.5%	1.3%	
Less than one hour	2.8%	3.2%	2.3%	3.4%	2.9%	2.8%	3.0%	3.0%	2.4%	1.9%	4.4%	4.5%	4.4%	
1 to 2 hours	11.3%	12.0%	10.3%	12.8%	11.1%	10.7%	10.8%	11.7%	10.9%	8.3%	14.5%	14.8%	13.8%	
3 to 5 hours	25.5%	25.8%	25.1%	26.3%	25.2%	25.3%	24.9%	25.3%	25.7%	23.2%	26.4%	26.3%	26.7%	
6 to 10 hours	26.0%	25.3%	26.7%	24.6%	26.2%	27.0%	26.5%	25.2%	26.6%	27.0%	21.0%	20.8%	21.4%	
11 to 15 hours	15.0%	13.9%	16.4%	13.4%	14.4%	14.3%	14.4%	14.6%	15.8%	18.4%	10.7%	10.6%	10.9%	
16 to 20 hours	8.1%	7.7%	8.5%	7.3%	8.3%	8.3%	9.0%	8.0%	8.1%	9.7%	6.4%	6.5%	6.1%	
Over 20 hours	10.5%	11.0%	9.9%	11.1%	10.9%	11.0%	10.4%	11.0%	9.7%	10.6%	15.1%	15.0%	15.3%	
Using social media (Facebook, Twitter, etc.)														
None	2.4%	2.3%	2.5%	2.4%	2.2%	2.1%	2.2%	2.4%	2.7%	1.8%	1.6%	1.5%	1.7%	
Less than one hour	4.9%	5.1%	4.5%	5.5%	4.7%	4.7%	4.2%	5.0%	4.7%	3.8%	5.8%	6.1%	5.3%	
1 to 2 hours	14.3%	15.1%	13.3%	15.6%	14.5%	14.7%	14.5%	14.2%	13.6%	12.4%	12.3%	12.4%	12.2%	
3 to 5 hours	24.4%	24.1%	24.9%	23.6%	24.6%	24.9%	25.5%	23.9%	24.9%	25.2%	19.5%	19.6%	19.2%	
6 to 10 hours	21.8%	20.9%	22.8%	20.4%	21.5%	21.4%	21.9%	21.3%	22.5%	24.1%	18.0%	17.4%	19.2%	
11 to 15 hours	12.9%	12.6%	13.2%	12.3%	13.0%	13.2%	13.3%	12.6%	13.1%	13.6%	12.4%	12.1%	13.0%	
16 to 20 hours	7.9%	7.5%	8.3%	7.4%	7.6%	7.8%	7.3%	7.6%	8.2%	8.6%	8.5%	8.3%	8.8%	
Over 20 hours	11.5%	12.4%	10.4%	12.8%	11.9%	11.2%	11.1%	13.0%	10.4%	10.5%	22.0%	22.6%	20.6%	
Partying														
None	40.7%	43.5%	37.2%	43.9%	43.1%	40.8%	36.9%	48.4%	38.8%	31.9%	29.5%	28.4%	31.8%	
Less than one hour	16.7%	16.2%	17.3%	15.9%	16.5%	17.1%	16.0%	16.0%	17.8%	15.7%	17.3%	17.7%	16.4%	
1 to 2 hours	17.7%	17.2%	18.3%	17.3%	17.1%	18.1%	18.3%	15.4%	18.1%	18.8%	21.7%	21.8%	21.5%	
3 to 5 hours	14.5%	13.4%	15.8%	13.3%	13.5%	14.2%	16.7%	11.2%	15.0%	18.4%	18.3%	18.4%	18.3%	
6 to 10 hours	6.6%	5.9%	7.3%	5.9%	6.0%	6.3%	7.7%	4.9%	6.6%	9.7%	6.8%	7.0%	6.2%	
11 to 15 hours	2.1%	2.0%	2.2%	2.0%	2.0%	2.0%	2.4%	2.0%	2.0%	3.0%	2.6%	2.6%	2.5%	
16 to 20 hours	1.0%	0.8%	1.1%	0.7%	0.9%	0.9%	1.1%	0.9%	1.0%	1.5%	1.3%	1.5%	0.9%	
Over 20 hours	0.9%	1.0%	0.8%	1.0%	0.9%	0.7%	1.0%	1.2%	0.7%	1.1%	2.5%	2.5%	2.5%	
Participating in student clubs/groups														
None	16.5%	19.7%	12.6%	21.2%	18.0%	16.7%	16.2%	20.2%	13.6%	9.5%	22.5%	22.8%	21.9%	
Less than one hour	10.2%	11.0%	9.1%	11.8%	10.1%	10.0%	10.5%	10.1%	9.4%	8.2%	9.1%	9.8%	7.5%	
1 to 2 hours	21.7%	22.2%	21.0%	22.3%	22.1%	22.8%	22.3%	21.3%	21.1%	20.8%	18.1%	18.3%	17.7%	
3 to 5 hours	22.0%	20.2%	24.4%	19.6%	20.8%	21.5%	21.6%	19.8%	23.7%	26.5%	19.3%	18.6%	20.9%	
6 to 10 hours	14.0%	12.5%	15.8%	12.0%	13.2%	13.4%	13.9%	12.6%	15.3%	17.5%	12.4%	11.6%	14.2%	
11 to 15 hours	7.2%	6.5%	8.1%	6.0%	7.0%	6.7%	7.1%	7.3%	8.0%	8.5%	6.7%	6.9%	6.1%	
16 to 20 hours	3.5%	3.2%	4.0%	2.7%	3.8%	3.7%	4.0%	3.7%	3.9%	4.2%	3.9%	3.9%	4.1%	
Over 20 hours	4.8%	4.7%	5.0%	4.4%	5.0%	5.2%	4.4%	5.0%	5.1%	4.8%	7.9%	8.1%	7.6%	
Exercising/sports														
None	9.3%	10.5%	7.8%	11.6%	9.3%	9.4%	8.9%	9.3%	8.1%	6.7%	14.5%	14.0%	15.6%	
Less than one hour	8.4%	8.6%	8.1%	9.4%	7.7%	8.0%	7.3%	7.7%	8.4%	7.3%	8.8%	8.6%	9.2%	
1 to 2 hours	14.4%	14.1%	14.8%	15.1%	13.0%	13.7%	13.1%	12.1%	15.1%	13.8%	16.8%	15.9%	18.6%	
3 to 5 hours	17.5%	16.1%	19.3%	16.2%	16.0%	16.4%	16.0%	15.4%	18.9%	20.5%	17.9%	17.8%	18.0%	
6 to 10 hours	17.8%	16.5%	19.5%	16.8%	16.2%	16.3%	18.0%	15.2%	19.3%	20.1%	13.0%	13.1%	12.9%	
11 to 15 hours	13.6%	13.5%	13.8%	12.8%	14.2%	14.2%	14.9%	13.9%	13.7%	14.2%	8.4%	8.5%	8.2%	
16 to 20 hours	8.1%	8.3%	7.7%	7.5%	9.3%	8.7%	9.7%	9.8%	7.7%	8.1%	6.4%	7.1%	5.1%	
Over 20 hours	10.8%	12.4%	8.9%	10.6%	14.3%	13.3%	12.0%	16.5%	8.8%	9.3%	14.1%	14.9%	12.4%	

**2018 CIRP Freshman Survey
Weighted National Norms—All Respondents**

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges		
		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?													
Working (for pay)													
None	36.8%	36.4%	37.3%	37.6%	35.1%	34.3%	35.4%	35.8%	35.0%	44.7%	33.4%	30.1%	40.3%
Less than one hour	3.3%	3.0%	3.6%	2.9%	3.2%	3.4%	3.1%	3.2%	3.2%	4.7%	3.0%	2.9%	3.3%
1 to 2 hours	5.1%	4.9%	5.4%	4.5%	5.4%	5.1%	5.6%	5.6%	4.9%	7.3%	5.3%	5.3%	5.2%
3 to 5 hours	8.9%	9.2%	8.6%	8.8%	9.7%	9.5%	10.6%	9.5%	8.3%	9.5%	9.7%	10.9%	7.3%
6 to 10 hours	12.8%	12.8%	12.9%	12.1%	13.5%	13.8%	14.1%	13.0%	13.3%	11.4%	11.5%	12.1%	10.1%
11 to 15 hours	10.8%	10.3%	11.3%	10.2%	10.5%	11.1%	10.2%	10.1%	12.0%	9.2%	8.0%	8.2%	7.5%
16 to 20 hours	9.8%	9.8%	9.8%	9.9%	9.6%	10.4%	9.3%	9.0%	10.9%	6.3%	8.1%	8.1%	8.2%
Over 20 hours	12.4%	13.5%	11.1%	14.1%	12.9%	12.6%	11.6%	13.9%	12.3%	6.9%	21.0%	22.4%	18.2%
Performing household/childcare duties													
None	17.7%	18.1%	17.2%	17.0%	19.4%	20.0%	17.7%	19.5%	16.2%	20.4%	24.9%	25.0%	24.8%
Less than one hour	15.1%	14.1%	16.2%	13.8%	14.6%	15.1%	14.4%	14.1%	16.0%	17.0%	10.9%	11.1%	10.6%
1 to 2 hours	27.6%	26.4%	29.1%	26.5%	26.3%	26.7%	26.8%	25.7%	29.2%	28.7%	20.0%	19.4%	21.3%
3 to 5 hours	21.6%	21.5%	21.7%	22.1%	20.8%	20.2%	22.1%	20.8%	22.4%	19.4%	18.0%	17.7%	18.5%
6 to 10 hours	9.3%	9.7%	8.9%	9.8%	9.5%	9.3%	9.6%	9.7%	9.0%	8.4%	9.8%	10.0%	9.6%
11 to 15 hours	3.7%	4.2%	3.2%	4.4%	3.9%	4.0%	3.6%	4.0%	3.2%	2.9%	5.0%	5.0%	5.0%
16 to 20 hours	1.9%	2.3%	1.5%	2.3%	2.2%	2.0%	2.1%	2.4%	1.6%	1.4%	3.0%	3.1%	2.8%
Over 20 hours	3.0%	3.7%	2.2%	4.0%	3.3%	2.7%	3.6%	3.8%	2.3%	1.8%	8.3%	8.8%	7.4%
The following reasons were "Very Important" in deciding to go to this particular college:													
My parents/relatives wanted me to come here	17.1%	18.0%	16.0%	18.6%	17.3%	16.7%	19.2%	17.1%	15.6%	17.1%	22.2%	22.2%	22.3%
My teacher advised me	8.4%	9.5%	7.0%	10.5%	8.3%	8.7%	8.9%	7.5%	6.9%	7.1%	13.3%	13.5%	12.8%
This college has a very good academic reputation	67.5%	62.8%	73.2%	61.5%	64.3%	64.9%	70.0%	61.0%	72.9%	74.3%	57.2%	56.6%	58.6%
This college has a good reputation for its social and extracurricular activities	53.2%	50.6%	56.5%	49.0%	52.4%	52.2%	52.5%	52.6%	56.2%	57.4%	59.8%	61.8%	55.6%
I was offered financial assistance	49.0%	53.3%	43.7%	43.0%	65.2%	65.0%	65.8%	65.0%	40.6%	53.9%	47.4%	46.6%	49.0%
The cost of attending this college	46.8%	49.8%	43.1%	55.6%	43.2%	44.5%	45.4%	40.7%	45.8%	34.3%	47.9%	50.6%	42.2%
High school counselor advised me	11.5%	13.0%	9.6%	14.1%	11.8%	12.8%	14.0%	9.6%	8.9%	11.9%	17.0%	17.4%	16.3%
Private college counselor advised me	5.4%	5.9%	4.8%	4.7%	7.2%	6.7%	8.2%	7.2%	3.4%	9.3%	10.2%	10.5%	9.5%
I wanted to live near home	21.0%	24.4%	16.7%	27.1%	21.3%	19.3%	27.9%	20.1%	17.7%	13.3%	20.6%	21.9%	17.8%
Not offered aid by first choice	10.4%	10.7%	10.0%	10.7%	10.8%	11.4%	12.4%	9.4%	9.8%	10.5%	16.3%	16.1%	16.7%
Could not afford first choice	13.1%	14.1%	11.9%	15.3%	12.7%	13.1%	15.0%	11.2%	12.4%	10.6%	19.1%	19.6%	17.9%
This college's graduates gain admission to top graduate/professional schools	34.9%	31.4%	39.2%	29.4%	33.7%	35.6%	38.8%	29.3%	37.9%	43.2%	35.0%	33.3%	38.4%
This college's graduates get good jobs	59.0%	56.3%	62.3%	55.3%	57.5%	57.3%	63.5%	54.7%	62.3%	62.4%	54.0%	52.7%	56.6%
I was attracted by the religious affiliation/orientation of this college	8.8%	11.1%	6.0%	5.8%	17.2%	6.8%	20.1%	26.8%	3.9%	12.7%	17.4%	16.9%	18.5%
I wanted to go to a school about the size of this college	41.7%	42.4%	40.8%	34.2%	51.9%	50.0%	54.3%	52.8%	37.7%	51.1%	36.3%	35.4%	38.1%
Rankings in national magazines	19.1%	13.7%	25.8%	13.2%	14.3%	13.8%	19.7%	12.2%	23.7%	32.8%	16.3%	15.4%	18.1%
I was admitted through an Early Action or Early Decision program	17.5%	15.1%	20.5%	11.6%	19.1%	21.2%	25.5%	13.9%	14.9%	38.8%	15.0%	13.0%	19.2%
A visit to this campus	51.7%	52.0%	51.2%	47.0%	57.7%	58.3%	56.0%	58.0%	48.6%	59.7%	48.8%	48.2%	49.9%
This college's graduates make a difference in the world	42.8%	42.7%	43.0%	43.5%	41.8%	41.8%	42.4%	41.5%	41.3%	48.6%	49.7%	48.3%	52.6%

**2018 CIRP Freshman Survey
Weighted National Norms—All Respondents**

All Respondents	Baccalaureate Institutions			4-year Colleges					Universities		Black Colleges		
	All Bacc Institutions	4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	ALL HBCU	Public	Private
Students rated as "Highest 10%" or "Above Average" as compared with the average person their age:													
Academic ability	68.5%	60.2%	78.3%	57.2%	63.7%	63.2%	67.9%	62.2%	77.5%	81.2%	62.1%	59.3%	68.0%
Artistic ability	30.0%	29.8%	30.1%	30.7%	28.8%	28.4%	26.9%	30.0%	29.1%	33.8%	33.4%	31.8%	36.7%
Compassion	69.2%	68.2%	70.3%	67.3%	69.4%	67.7%	72.7%	69.5%	69.1%	74.3%	67.4%	64.7%	72.9%
Computer programming skills	11.3%	10.5%	12.4%	11.4%	9.3%	9.0%	9.2%	9.8%	13.1%	9.9%	20.3%	21.1%	18.4%
Creativity	52.7%	52.3%	53.1%	53.1%	51.4%	51.5%	49.5%	52.2%	52.3%	55.9%	60.4%	58.3%	64.8%
Drive to achieve	76.6%	74.4%	79.2%	74.2%	74.8%	72.7%	78.1%	75.4%	79.0%	80.2%	82.3%	80.7%	85.7%
Emotional health	44.3%	43.2%	45.7%	43.7%	42.6%	40.0%	45.5%	43.8%	45.7%	45.5%	50.4%	51.3%	48.6%
Leadership ability	63.7%	61.4%	66.3%	60.8%	62.1%	60.0%	62.9%	64.0%	65.4%	69.5%	69.9%	68.0%	73.7%
Mathematical ability	45.3%	38.5%	53.4%	38.2%	38.8%	38.2%	43.2%	37.3%	54.1%	50.7%	38.3%	37.9%	39.1%
Physical health	51.9%	51.0%	53.0%	50.4%	51.7%	49.7%	53.1%	53.2%	52.9%	53.6%	53.7%	53.7%	53.6%
Public speaking ability	39.3%	36.6%	42.4%	36.4%	36.9%	36.6%	37.5%	37.0%	40.5%	49.0%	41.3%	40.3%	43.2%
Risk-taking	44.1%	43.8%	44.6%	45.1%	42.3%	41.8%	41.9%	42.9%	44.1%	46.4%	52.5%	51.7%	54.2%
Self-confidence (intellectual)	56.6%	53.0%	60.8%	52.9%	53.2%	51.7%	54.3%	54.2%	60.4%	62.3%	68.2%	67.6%	69.5%
Self-confidence (social)	44.2%	44.1%	44.4%	45.4%	42.5%	40.0%	43.7%	44.4%	43.9%	46.5%	61.5%	61.7%	61.0%
Spirituality	35.1%	36.7%	33.3%	36.1%	37.3%	30.3%	38.6%	44.0%	32.8%	34.9%	57.2%	57.9%	55.6%
Understanding of others	73.0%	71.6%	74.7%	71.4%	71.7%	70.6%	75.5%	71.2%	73.9%	77.7%	74.7%	73.3%	77.6%
Writing ability	47.5%	44.4%	51.3%	44.4%	44.3%	44.5%	46.3%	43.2%	49.3%	58.4%	48.7%	46.9%	52.4%
Military Status:													
None	95.4%	92.7%	98.8%	87.4%	98.9%	99.0%	98.6%	98.9%	98.6%	99.2%	97.1%	96.9%	97.7%
ROTC, cadet, or midshipman at a service academy	4.0%	6.5%	1.0%	11.3%	0.8%	0.8%	1.2%	0.7%	1.0%	0.7%	2.1%	2.2%	1.9%
In the Reserves or National Guard	0.2%	0.3%	0.1%	0.4%	0.2%	0.1%	0.2%	0.2%	0.2%	0.1%	0.6%	0.7%	0.2%
On Active Duty	0.2%	0.4%	0.0%	0.7%	0.0%	0.0%	0.0%	0.0%	0.0%	0.1%	0.0%	0.0%	0.0%
A discharged veteran NOT serving in Active Duty, Reserves, or National Guard	0.1%	0.2%	0.1%	0.2%	0.1%	0.1%	0.1%	0.2%	0.1%	0.0%	0.2%	0.3%	0.1%
How many years do you expect it will take you to graduate from this college?													
1	0.1%	0.1%	0.0%	0.0%	0.2%	0.3%	0.0%	0.1%	0.0%	0.1%	0.1%	0.0%	0.2%
2	1.1%	1.4%	0.7%	2.1%	0.6%	0.4%	0.8%	0.8%	0.8%	0.2%	0.7%	0.6%	0.9%
3	3.3%	3.1%	3.5%	2.5%	3.8%	2.9%	3.2%	5.0%	3.7%	3.0%	5.2%	5.3%	4.9%
4	85.9%	86.4%	85.2%	84.9%	88.2%	89.0%	87.7%	87.6%	83.5%	90.7%	85.4%	85.2%	85.8%
5	6.0%	5.5%	6.6%	7.1%	3.6%	3.2%	5.0%	3.4%	7.3%	4.1%	4.0%	4.1%	3.6%
6 or more	2.5%	1.9%	3.3%	1.7%	2.1%	2.9%	2.3%	1.0%	3.9%	1.3%	2.8%	3.5%	1.3%
Do not plan to graduate from this college	1.2%	1.6%	0.8%	1.6%	1.6%	1.3%	1.0%	2.2%	0.8%	0.5%	1.8%	1.1%	3.2%
What is your sexual orientation?													
Heterosexual/Straight	90.4%	89.7%	91.1%	89.5%	90.0%	87.3%	93.1%	91.5%	91.4%	89.7%	91.2%	92.2%	89.1%
Gay	1.3%	1.1%	1.4%	1.1%	1.1%	1.5%	0.7%	0.9%	1.3%	2.0%	1.5%	1.2%	2.2%
Lesbian	0.8%	0.9%	0.8%	0.8%	1.0%	1.3%	0.7%	0.8%	0.8%	0.8%	1.4%	1.2%	1.9%
Bisexual	5.2%	5.4%	4.9%	5.6%	5.2%	6.6%	3.6%	4.5%	4.7%	5.5%	4.3%	4.0%	4.9%
Queer	0.4%	0.4%	0.3%	0.4%	0.4%	0.7%	0.3%	0.2%	0.2%	0.6%	0.1%	0.1%	0.2%
Pansexual	1.0%	1.2%	0.7%	1.3%	1.1%	1.4%	0.7%	0.9%	0.7%	0.7%	0.5%	0.4%	0.7%
Asexual	0.5%	0.6%	0.5%	0.6%	0.6%	0.8%	0.2%	0.5%	0.5%	0.5%	0.2%	0.1%	0.4%
Not listed above	0.5%	0.6%	0.4%	0.7%	0.6%	0.5%	0.7%	0.6%	0.4%	0.3%	0.8%	0.9%	0.6%

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Weighted National Norms—All Respondents**

All Respondents	All Bacc Institutions	Baccalaureate Institutions			4-year Colleges					Universities		Black Colleges		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	ALL HBCU	Public	Private	
Learning disability (dyslexia, etc.)														
Yes	3.9%	4.8%	2.9%	4.4%	5.3%	6.1%	4.1%	5.1%	2.4%	4.4%	4.0%	3.9%	4.2%	
No	96.1%	95.2%	97.1%	95.6%	94.7%	93.9%	95.9%	94.9%	97.6%	95.6%	96.0%	96.1%	95.8%	
Attention deficit hyperactivity disorder (ADHD)														
Yes	7.4%	7.8%	7.0%	7.0%	8.7%	9.3%	6.3%	9.2%	6.1%	9.7%	6.1%	5.9%	6.5%	
No	92.6%	92.2%	93.0%	93.0%	91.3%	90.7%	93.7%	90.8%	93.9%	90.3%	93.9%	94.1%	93.5%	
Autism spectrum disorder														
Yes	0.9%	1.1%	0.8%	1.0%	1.2%	1.1%	0.9%	1.4%	0.8%	0.7%	1.1%	1.3%	0.7%	
No	99.1%	98.9%	99.2%	99.0%	98.8%	98.9%	99.1%	98.6%	99.2%	99.3%	98.9%	98.7%	99.3%	
Physical disability (speech, sight, mobility, hearing, etc.)														
Yes	4.6%	4.9%	4.2%	4.8%	5.0%	4.9%	4.2%	5.5%	4.1%	4.6%	7.5%	7.7%	7.1%	
No	95.4%	95.1%	95.8%	95.2%	95.0%	95.1%	95.8%	94.5%	95.9%	95.4%	92.5%	92.3%	92.9%	
Chronic illness (cancer, diabetes, autoimmune disorders, etc.)														
Yes	2.8%	2.7%	2.9%	2.2%	3.3%	3.7%	2.8%	3.1%	3.0%	2.9%	2.8%	2.5%	3.5%	
No	97.2%	97.3%	97.1%	97.8%	96.7%	96.3%	97.2%	96.9%	97.0%	97.1%	97.2%	97.5%	96.5%	
Psychological disorder (depression, etc.)														
Yes	13.9%	13.6%	14.4%	12.0%	15.4%	17.6%	11.5%	14.9%	14.0%	15.5%	7.2%	7.0%	7.5%	
No	86.1%	86.4%	85.6%	88.0%	84.6%	82.4%	88.5%	85.1%	86.0%	84.5%	92.8%	93.0%	92.5%	
Other disability														
Yes	5.4%	5.9%	4.7%	5.4%	6.5%	6.6%	5.5%	6.9%	4.6%	4.9%	6.7%	7.2%	5.6%	
No	94.6%	94.1%	95.3%	94.6%	93.5%	93.4%	94.5%	93.1%	95.4%	95.1%	93.3%	92.8%	94.4%	
Will you pursue a science-related research career:														
Definitely yes	15.2%	13.4%	17.5%	12.9%	14.0%	15.7%	14.9%	11.8%	18.7%	13.2%	16.1%	16.0%	16.2%	
Probably yes	18.4%	16.7%	20.5%	16.9%	16.6%	17.7%	16.2%	15.6%	21.3%	17.9%	15.0%	15.1%	14.9%	
Uncertain	22.2%	22.8%	21.4%	23.9%	21.4%	21.7%	21.8%	21.0%	22.1%	18.8%	19.8%	21.0%	17.1%	
Probably no	24.6%	25.4%	23.6%	25.4%	25.4%	24.9%	25.4%	25.8%	22.8%	26.4%	25.7%	25.8%	25.5%	
Definitely no	19.6%	21.7%	17.0%	20.9%	22.5%	20.0%	21.7%	25.6%	15.0%	23.7%	23.4%	22.0%	26.3%	
Students who "Strongly Agree" or "Agree Somewhat"														
I have a strong sense of belonging to a community of scientists	25.5%	21.6%	30.4%	20.2%	23.2%	26.0%	24.7%	19.5%	31.6%	26.8%	21.8%	21.4%	22.7%	
I derive great personal satisfaction from working on a team that is doing important research	51.3%	46.9%	56.9%	46.0%	47.9%	50.1%	50.7%	44.2%	57.8%	54.0%	43.5%	41.4%	47.8%	
I think of myself as a scientist	19.5%	15.5%	24.6%	14.2%	17.0%	19.7%	17.4%	13.9%	25.3%	22.2%	15.6%	15.3%	16.2%	
I feel like I belong in the field of science	34.5%	29.2%	41.3%	27.2%	31.4%	35.0%	34.4%	26.2%	43.6%	34.2%	25.3%	24.5%	26.8%	
Objectives considered to be "Essential" or "Very Important":														
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	16.8%	17.8%	15.5%	18.6%	16.8%	16.3%	13.5%	19.0%	14.7%	17.6%	30.0%	30.9%	28.1%	
Becoming an authority in my field	56.8%	55.5%	58.4%	56.5%	54.3%	53.7%	56.7%	53.8%	56.8%	63.6%	68.5%	66.0%	73.8%	
Obtaining recognition from my colleagues for contributions to my special field	55.9%	53.4%	59.1%	53.4%	53.4%	54.1%	56.8%	51.1%	58.4%	61.5%	61.7%	60.0%	65.5%	
Influencing the political structure	26.5%	25.7%	27.5%	26.0%	25.4%	27.7%	24.9%	23.2%	25.4%	34.0%	38.3%	36.3%	42.7%	
Influencing social values	46.8%	46.3%	47.6%	45.7%	46.9%	46.8%	49.0%	46.1%	44.8%	56.1%	57.4%	53.9%	64.7%	
Raising a family	71.9%	72.4%	71.1%	72.2%	72.6%	68.4%	78.3%	74.3%	70.8%	72.3%	73.1%	71.9%	75.6%	
Being very well off financially	82.9%	82.4%	83.5%	83.9%	80.7%	80.0%	86.8%	78.5%	84.1%	81.7%	84.7%	82.5%	89.5%	
Helping others who are in difficulty	78.8%	78.4%	79.3%	77.9%	79.0%	78.0%	81.4%	79.0%	78.0%	83.2%	76.6%	73.6%	83.0%	
Making a theoretical contribution to science	25.9%	23.0%	29.6%	22.2%	23.8%	26.2%	24.6%	21.0%	30.4%	26.9%	30.4%	29.4%	32.4%	
Writing original works (poems, novels, etc.)	17.4%	18.3%	16.3%	18.4%	18.2%	18.7%	15.2%	19.1%	15.1%	20.1%	28.4%	27.2%	31.0%	
Creating artistic works (painting, sculpture, etc.)	17.5%	18.6%	16.1%	19.3%	17.8%	17.8%	16.0%	18.7%	15.4%	18.2%	26.7%	26.8%	26.6%	
Becoming successful in a business of my own	41.5%	42.5%	40.3%	42.7%	42.3%	41.8%	44.5%	41.9%	38.9%	44.5%	67.7%	65.5%	72.3%	
Becoming involved in programs to clean up the environment	35.8%	35.5%	36.2%	35.1%	35.8%	39.5%	33.7%	33.0%	35.1%	39.3%	47.6%	45.8%	51.4%	
Developing a meaningful philosophy of life	46.5%	44.8%	48.8%	43.8%	45.9%	46.9%	45.0%	45.2%	46.2%	56.5%	54.1%	50.7%	61.3%	
Participating in a community action program	36.1%	35.0%	37.5%	33.4%	36.7%	38.4%	37.6%	34.5%	34.7%	46.1%	51.1%	47.4%	59.1%	
Helping to promote racial understanding	48.6%	47.4%	50.3%	46.9%	47.9%	50.4%	47.9%	45.2%	48.2%	56.7%	62.6%	58.6%	71.0%	
Keeping up to date with political affairs	43.5%	40.4%	47.5%	40.6%	40.2%	43.1%	41.2%	36.6%	44.3%	57.3%	44.7%	41.0%	52.6%	
Becoming a community leader	44.5%	43.5%	45.7%	43.1%	43.9%	43.6%	46.1%	43.2%	43.4%	53.0%	56.2%	52.5%	63.9%	
Improving my understanding of other countries and cultures	60.0%	57.2%	63.6%	55.9%	58.7%	60.8%	59.7%	56.0%	60.7%	72.8%	61.7%	57.5%	70.6%	
Integrating spirituality into my life	41.9%	44.2%	38.9%	41.8%	47.0%	37.9%	48.2%	55.9%	37.2%	44.2%	66.1%	63.8%	71.0%	

**2018 CIRP Freshman Survey
Weighted National Norms—All Respondents**

All Respondents	All Bacc	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges		
	Institutions	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	11.1%	9.8%	12.8%	9.8%	9.8%	10.6%	8.7%	9.4%	11.9%	15.3%	8.5%	8.8%	7.9%
Change career choice	11.7%	10.4%	13.5%	9.1%	11.8%	13.6%	10.1%	10.7%	12.1%	17.7%	6.8%	6.8%	6.9%
Participate in student government	7.7%	7.7%	7.7%	7.3%	8.3%	9.4%	8.3%	7.1%	6.9%	10.1%	15.1%	13.6%	18.2%
Get a job to help pay for college expenses	50.3%	51.0%	49.4%	49.7%	52.4%	53.2%	50.7%	52.4%	51.5%	42.6%	49.3%	47.3%	53.6%
Join a social fraternity or sorority	12.0%	9.7%	14.9%	10.2%	9.2%	8.6%	9.0%	10.1%	12.9%	20.9%	34.5%	33.5%	36.7%
Participate in student protests or demonstrations	11.2%	9.8%	13.0%	9.0%	10.7%	13.5%	8.4%	8.8%	11.1%	19.0%	18.5%	14.4%	27.2%
Transfer to another college before graduating	4.5%	5.2%	3.7%	5.2%	5.2%	5.0%	3.8%	6.1%	3.6%	3.7%	10.0%	8.7%	12.7%
Participate in volunteer or community service work	34.8%	32.0%	38.4%	28.3%	36.1%	36.0%	40.1%	34.4%	34.5%	50.3%	36.7%	30.7%	49.7%
Seek personal counseling	15.6%	15.3%	15.9%	14.5%	16.3%	18.4%	15.0%	14.8%	15.1%	18.2%	19.7%	17.2%	24.9%
Participate in student clubs/groups	47.8%	42.3%	54.9%	39.8%	45.1%	47.9%	47.4%	41.1%	52.7%	61.9%	41.8%	37.0%	52.2%
Participate in a study abroad program	31.6%	28.3%	35.8%	22.9%	34.4%	37.9%	34.6%	30.6%	31.7%	48.5%	27.5%	22.0%	39.3%
Work on a professor's research project	21.9%	18.2%	26.7%	16.1%	20.7%	23.5%	20.4%	18.0%	25.1%	31.3%	26.9%	24.1%	32.9%
Get tutoring help in specific courses	33.4%	33.2%	33.7%	33.9%	32.6%	33.9%	37.3%	28.9%	33.1%	35.4%	42.8%	39.8%	49.3%
Take courses from more than one college simultaneously	5.0%	5.2%	4.8%	4.9%	5.4%	6.2%	5.9%	4.5%	4.5%	5.7%	11.7%	10.1%	15.1%
Take a leave of absence from this college temporarily	2.0%	2.2%	1.7%	2.2%	2.2%	2.4%	2.1%	1.9%	1.6%	2.3%	5.7%	5.8%	5.6%
Take a course exclusively online	5.6%	5.9%	5.3%	6.1%	5.6%	4.8%	6.1%	6.2%	5.7%	4.1%	11.8%	12.4%	10.6%
Vote in a local, state, or national election	57.0%	52.8%	62.6%	52.8%	52.8%	53.1%	54.1%	51.9%	61.7%	65.3%	49.2%	45.4%	57.4%
First generation in college	16.6%	21.5%	11.3%	25.1%	17.4%	16.4%	19.6%	17.5%	12.1%	8.2%	25.9%	27.2%	23.2%
Yes													
No	83.4%	78.5%	88.7%	74.9%	82.6%	83.6%	80.4%	82.5%	87.9%	91.8%	74.1%	72.8%	76.8%
Race/Ethnicity Group (with multiple race category)	0.2%	0.3%	0.1%	0.4%	0.2%	0.2%	0.1%	0.3%	0.1%	0.1%	0.2%	0.1%	0.2%
American Indian													
Asian	9.5%	6.1%	13.0%	6.0%	6.2%	8.6%	5.8%	3.8%	12.4%	15.5%	0.1%	0.1%	0.2%
Black	10.2%	12.9%	7.2%	14.0%	11.7%	9.1%	8.0%	16.2%	7.2%	7.6%	86.4%	87.6%	84.0%
Hispanic	9.4%	12.3%	6.4%	14.5%	9.7%	9.7%	17.3%	6.1%	6.5%	5.5%	1.4%	1.2%	1.8%
White	57.1%	54.2%	60.1%	49.4%	60.0%	60.8%	56.5%	60.9%	60.9%	56.5%	1.1%	1.4%	0.3%
Other	0.7%	0.8%	0.7%	0.9%	0.7%	0.7%	0.6%	0.6%	0.7%	0.6%	0.7%	0.6%	0.8%
Two or more races/ethnicities	12.9%	13.3%	12.5%	14.7%	11.5%	10.9%	11.6%	12.0%	12.2%	14.1%	10.2%	9.0%	12.7%

**2018 CIRP Freshman Survey
Weighted National Norms—All Respondents**

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	ALL HBCU	Public	Private
CIRP Construct: Habits of Mind	32.5%	37.0%	27.5%	37.0%	36.9%	34.5%	35.0%	40.3%	28.6%	23.4%	39.8%	42.6%	34.0%
High													
Average	35.4%	34.0%	37.1%	33.6%	34.4%	34.6%	35.4%	33.7%	37.7%	34.8%	30.7%	30.6%	31.0%
Low	32.0%	29.1%	35.4%	29.4%	28.7%	30.8%	29.6%	25.9%	33.7%	41.8%	29.5%	26.8%	35.0%
Mean	49.51	48.46	50.70	48.46	48.46	49.13	48.85	47.57	50.32	52.13	48.04	47.26	49.65
CIRP Construct: Academic Self-Concept	32.7%	34.9%	30.0%	34.8%	35.2%	36.5%	34.6%	34.0%	31.0%	26.6%	26.1%	28.0%	22.2%
High													
Average	35.7%	34.9%	36.6%	34.7%	35.2%	35.1%	35.2%	35.2%	36.7%	36.2%	29.5%	29.8%	29.1%
Low	31.6%	30.1%	33.4%	30.5%	29.7%	28.4%	30.2%	30.7%	32.3%	37.2%	44.3%	42.2%	48.8%
Mean	49.88	49.32	50.54	49.37	49.26	48.96	49.40	49.51	50.27	51.47	52.83	52.33	53.86
CIRP Construct: Social Self-Concept	32.2%	34.5%	29.5%	34.5%	34.5%	37.5%	31.6%	32.7%	29.7%	28.9%	24.3%	24.6%	23.7%
High													
Average	33.5%	32.4%	34.8%	32.1%	32.9%	32.3%	33.9%	33.0%	34.8%	34.7%	30.5%	30.1%	31.1%
Low	34.3%	33.1%	35.7%	33.4%	32.6%	30.2%	34.4%	34.3%	35.5%	36.4%	45.3%	45.3%	45.1%
Mean	50.08	49.75	50.48	49.82	49.67	49.01	50.28	50.06	50.42	50.66	52.93	53.03	52.73
CIRP Construct: Pluralistic Orientation	29.7%	33.9%	25.1%	33.9%	34.0%	32.4%	31.2%	37.1%	26.0%	21.8%	34.1%	37.0%	28.2%
High													
Average	36.3%	35.1%	37.5%	34.2%	36.1%	36.4%	37.0%	35.4%	37.5%	37.6%	29.7%	29.8%	29.5%
Low	34.0%	31.0%	37.4%	31.9%	29.9%	31.2%	31.8%	27.5%	36.5%	40.6%	36.2%	33.2%	42.2%
Mean	49.82	48.79	50.97	48.90	48.66	49.02	49.40	47.91	50.75	51.79	49.15	48.31	50.85
CIRP Construct: Social Agency	36.1%	37.7%	34.1%	38.2%	37.1%	36.6%	34.8%	38.8%	37.0%	25.3%	28.0%	31.5%	20.5%
High													
Average	34.9%	34.6%	35.2%	35.0%	34.3%	33.5%	35.4%	34.5%	35.4%	34.5%	28.4%	29.2%	26.7%
Low	29.0%	27.7%	30.7%	26.9%	28.6%	29.9%	29.8%	26.7%	27.5%	40.1%	43.6%	39.3%	52.8%
Mean	49.39	49.04	49.84	48.84	49.27	49.58	49.69	48.73	49.06	52.22	53.04	51.94	55.33
CIRP Construct: Civic Engagement	36.9%	39.4%	33.6%	40.0%	38.7%	37.0%	38.4%	40.7%	36.6%	24.4%	30.1%	33.8%	22.5%
High													
Average	36.3%	36.5%	36.0%	37.0%	36.0%	35.0%	36.9%	36.6%	36.2%	35.3%	35.7%	36.5%	34.1%
Low	26.9%	24.1%	30.5%	23.0%	25.3%	28.0%	24.7%	22.7%	27.2%	40.3%	34.2%	29.7%	43.4%
Mean	49.32	48.59	50.27	48.30	48.93	49.53	48.99	48.26	49.41	52.87	51.16	49.96	53.63
CIRP Construct: College Reputation Orientation	31.6%	35.5%	26.7%	37.1%	33.6%	33.3%	27.1%	37.2%	27.1%	25.7%	37.2%	37.6%	36.3%
High													
Average	35.9%	35.4%	36.4%	35.6%	35.1%	33.6%	36.3%	36.0%	37.3%	33.7%	32.5%	33.9%	29.4%
Low	32.6%	29.1%	36.8%	27.2%	31.3%	33.1%	36.6%	26.8%	35.7%	40.6%	30.4%	28.5%	34.3%
Mean	49.60	48.64	50.79	48.23	49.12	49.41	50.66	48.06	50.65	51.24	48.29	48.06	48.78
CIRP Construct: Likelihood of College Involvement	32.9%	37.3%	27.2%	40.8%	33.3%	30.1%	31.4%	37.6%	30.6%	17.1%	36.4%	41.5%	25.5%
High													
Average	35.3%	34.9%	35.8%	35.5%	34.2%	34.8%	33.8%	33.7%	36.7%	33.2%	32.2%	33.3%	29.9%
Low	31.8%	27.8%	37.0%	23.7%	32.5%	35.1%	34.8%	28.7%	32.7%	49.8%	31.4%	25.2%	44.5%
Mean	48.74	47.60	50.21	46.61	48.73	49.56	49.17	47.64	49.29	53.00	47.84	46.32	51.07
CIRP Construct: Science Self-Efficacy	32.8%	37.9%	26.9%	37.4%	38.5%	36.8%	35.2%	42.0%	27.2%	25.9%	39.4%	42.2%	33.6%
High													
Average	36.7%	35.4%	38.1%	35.5%	35.3%	35.4%	35.8%	34.9%	38.8%	35.7%	30.7%	30.0%	32.1%
Low	30.5%	26.7%	34.9%	27.1%	26.2%	27.8%	29.0%	23.0%	34.0%	38.3%	29.9%	27.8%	34.3%
Mean	49.67	48.44	51.10	48.50	48.36	48.87	49.14	47.43	50.95	51.64	48.39	47.69	49.84
CIRP Construct: Science Identity	36.3%	40.1%	31.5%	40.2%	39.9%	36.4%	36.6%	45.3%	29.0%	39.4%	44.6%	43.8%	46.1%
High													
Average	32.3%	33.8%	30.4%	35.3%	32.1%	32.3%	32.8%	31.5%	31.1%	28.4%	32.2%	33.8%	29.0%
Low	31.4%	26.1%	38.1%	24.5%	28.0%	31.3%	30.6%	23.2%	39.9%	32.2%	23.2%	22.4%	24.8%
Mean	49.82	48.72	51.23	48.50	48.97	49.88	49.60	47.70	51.73	49.63	48.01	48.00	48.02

**APPENDIX A:
RESEARCH METHODOLOGY**

APPENDIX A: 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 2018

For the purposes of the 2018 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 2018, the national population included about 1,500 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 2018, “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 2018 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 2018 Data

Although 137,980 respondents at 203 two- and four-year colleges and universities returned their forms in time for their data to be included in the 2018 norms, the normative data presented here are based on responses from 97,753 FTFT freshmen entering 147 baccalaureate institutions.

The normative data presented here were collected by administering the 2018 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

Table A1. 2018 CIRP Freshman Survey National Norms Sample and Population

Institution Type	Strat Cell	Selectivity		Institutions			First-time, Full-time Freshmen				Cell Weights	
		Level	Average Score	Population	Survey	Norms Sample	Unweighted Number	Weighted			Men	Women
								Number	Men	Women		
Public Universities	1	low	600-1050	87	8	5	11,229	206,345	90,840	115,505	28.79	28.84
	2	medium	1051-1220	62	3	2	2,697	33,771	16,546	17,225	32.70	35.66
	3	high	1221-1600	16	11	10	29,256	385,951	183,167	202,784	20.22	20.26
Private Universities	4	medium	600-1179	22	8	7	4,419	28,459	13,093	15,366	8.01	7.70
	5	high	1180-1339	28	6	5	7,360	35,427	14,475	20,952	6.56	5.27
	6	very high	1340-1600	43	4	4	4,305	79,319	38,098	41,221	36.15	23.29
Public 4-year Colleges	7,10	low	800-974	200	6	5	5,888	109,679	42,259	67,420	23.49	22.75
	8	medium	975-1034	127	6	4	5,305	54,505	28,785	25,720	21.03	22.08
	9	high	1035-1600	56	16	15	9,405	243,343	106,138	137,205	25.36	41.79
Private Nonsectarian 4-year Colleges	11,15	low	800-1020	121	4	3	756	23,294	10,021	13,273	40.24	61.73
	12	medium	1021-1090	50	10	10	4,484	52,202	22,243	29,959	15.14	17.63
	13	high	1091-1189	62	10	7	2,970	25,551	10,193	15,358	12.73	9.75
Catholic 4-year Colleges	14	very high	1190-1600	83	28	27	10,662	44,951	19,918	25,033	4.93	4.82
	16,19	low	825-994	63	5	4	736	15,151	5,623	9,528	46.86	20.40
	17	medium	995-1095	44	5	5	2,181	20,684	8,237	12,447	9.88	10.22
Other Religious 4-year Colleges	18	high	1096-1600	48	13	12	10,149	32,620	13,370	19,250	3.52	3.78
	20,24	very low	800-999	126	6	6	1,667	27,119	13,837	13,282	27.46	28.75
	21	low	1000-1050	103	5	5	1,186	17,577	8,521	9,056	18.73	17.93
Predominantly Black Colleges	22	medium	1051-1100	96	10	9	2,223	37,662	15,521	22,141	18.37	18.07
	23	high	1111-1600	70	20	20	8,671	54,410	23,673	30,737	8.09	6.35
Predominantly Black Colleges	34,40	public	—	40	6	5	3,044	34,591	13,250	21,341	18.13	14.32
	35,38 39,41	private	—	44	11	7	16,712	5,055	6,621	10,091	10.63	5.20
All Institutions				1,591	201	177	132,060	1,579,323				

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.

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. 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-HBCUSs), 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>	
* Ask questions in class (2.09)	* Look up scientific research articles and resources (2.29)
* Support your opinions with a logical argument (2.86)	* Explore topics on your own, even though it was not required for a class (2.57)
* Seek solutions to problems and explain them to others (3.07)	* Accept mistakes as part of the learning process (1.97)
* Evaluate the quality or reliability of information you received (2.98)	* Analyze multiple sources of information before coming to a conclusion (2.81)
* Take a risk because you feel you have more to gain (2.41)	* Take on a challenge that scares you (2.39)
* Seek alternative solutions to a problem (2.84)	
<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>	
* Academic ability (2.23)	* Self-confidence - intellectual (3.65)
* Mathematical ability (1.32)	* Drive to achieve (1.95)
<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>	
* Self-confidence - social (4.65)	* Public speaking ability (0.32)
* Leadership ability (2.06)	
<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>	
* Ability to see the world from someone else's perspective (2.69)	* Ability to discuss and negotiate controversial issues (2.99)
* Tolerance of others with different beliefs (2.74)	* Ability to work cooperatively with diverse people (2.94)
* Openness to having my own views challenged (2.86)	* Critical thinking skills (2.44)
<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>	
* Participating in a community action program (2.62)	* Influencing social values (2.41)
* Helping to promote racial understanding (2.64)	* Helping others who are in difficulty (1.86)
* Becoming a community leader (2.57)	* Keeping up to date with political affairs (2.22)
<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>	
* Demonstrated for a cause (e.g., boycott, rally, protest) (3.79)	Indicate the importance to you personally of each of the following:
* Publicly communicated my opinion about a cause (e.g., blog, email, petition) (4.11)	* Influencing social values (3.54)
* Helped raise money for a cause or campaign (2.91)	* Keeping up to date with political affairs (3.65)
* Performed volunteer work (2.26)	

Table A2 (continued)

College Reputation Orientation measures the degree to which students value academic reputation and future career potential as a reason for choosing this college. How important was each reason in your decision to come here? * This college's graduates get good jobs (7.64) * This college's graduates gain admission to top graduate/professional schools (5.92)		* This college has a very good academic reputation (4.89)
Likelihood of College Involvement is a unified measure of students' expectations about their involvement in college life generally. What is your best guess as to the chances that you will: * Participate in student clubs/groups (4.97) * Participate in volunteer or community service work (4.25) * Participate in a study abroad program (3.74)		* Participate in student government (2.78)
Science Self-Efficacy measures students' sense of confidence to engage with the scientific method. How confident are you that you can: * Use technical science skills (use of tools, instruments, and/or techniques) (1.09) * Generate an answerable research question (1.36) * Determine how to collect appropriate data (1.45) * Explain the results of a study (1.45) * Use scientific literature to guide research (1.43)		* Integrate results from multiple studies (1.44) * Ask relevant questions (1.17) * Identify what is known and not known about a problem (1.27) * Understand scientific concepts (1.39) * See connections between different areas of science and mathematics (1.26)
Science Identity represents the extent to which students conceive of themselves as scientists Rate your agreement with each of the following statements: *I have a strong sense of belonging to the community of scientists (2.34) *I derive great personal satisfaction from working on a team that is doing important research (1.68)		*I think of myself as a scientist (2.45) *I feel like I belong in the field of science (2.36)

APPENDIX B:
THE 2018 CIRP
FRESHMAN SURVEY INSTRUMENT

2018 CIRP Freshman Survey



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

FIRST

MI

LAST

When were you born?

NAME:

ADDRESS:

Month (01-12) Day (01-31) Year

CITY: STATE: ZIP: COUNTRY, if NOT USA:

STUDENT ID# (as instructed): EMAIL (print letters carefully):

SERIAL #

MARKING DIRECTIONS

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

CORRECT MARK INCORRECT MARKS



Group Code **A** **B**

1. What is your current gender identity?

- Man Gender queer/
Gender non-conforming
 Woman Different identity
 Trans man
 Trans woman

2. What is your sexual orientation?

- Heterosexual/Straight Queer
 Gay Pansexual
 Lesbian Asexual
 Bisexual Not listed above

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

- 2018 Did not graduate but passed G.E.D. test
 2017 Never completed high school
 2016
 2015 or earlier

4. Are you enrolled (or enrolling) as a: (Mark one)

- Full-time student
 Part-time student

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

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

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

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

7. Prior to this term, have you ever taken courses for credit at this institution?

- Yes No

8. 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

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

SAT Critical Reading

SAT Mathematics

ACT Composite

10. From what kind of high school did you graduate? (Mark one)

- Public school (not charter or magnet)
 Public charter school
 Public magnet school
 Private religious/parochial school
 Private independent college-prep school
 Home school

11. 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

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

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

13. 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

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

15. Is this college your: (Mark one)

- First choice Third choice
 Second choice Less than third choice

16. Citizenship status: (Mark one)

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

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

- 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

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

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

19. 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"/>

20. 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

21. 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"/>

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

23. 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

24. 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"/>

25. 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"/>

26. 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"/>

27. 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

28. In your lifetime, have you been homeless for at least one month?

Yes

No

29. 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)

30. 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"/>

31. 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"/>

32. 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"/>

32. 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"/>
Felt hungry but did not eat because I didn't have enough money for food	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

33. 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"/>

34. 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/GED	<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"/>

35. 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

36. 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 an answerable 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

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

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

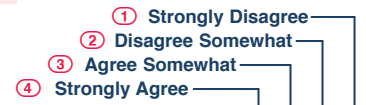
38. In deciding to go to college, how important to you was each of the following reasons? (Mark one answer for each possible reason)

	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

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

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

40. Mark one in each row:



Racial discrimination is no longer a major problem in America.....	4	3	2	1
Abortion should be legal.....	4	3	2	1
Colleges have the right to ban extreme speakers from campus.....	4	3	2	1
Marijuana should be legalized.....	4	3	2	1
Dissent is critical component of the political process.....	4	3	2	1
Colleges should prohibit racist/sexist speech on campus.....	4	3	2	1
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions.....	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
Women should receive the same salary opportunities for advancement as men in comparable positions.....	4	3	2	1
The United States should intervene in the wars of other countries.....	4	3	2	1

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

	Very Important	Somewhat Important	Not Important
My parents/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

42. 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"/>

43. 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

44. 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.

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

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

46. Is English your primary language?

- Yes
- No

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

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

48. 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"/>

49. 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"/>

50. 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"/>
Participate in student protests or demonstrations.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer to another college before graduating.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
Participate in student clubs/groups.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a study abroad program.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on a professor's research project.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get tutoring help in specific courses.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take courses from more than one college simultaneously.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a leave of absence from this college temporarily.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a course exclusively online.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Vote in a local, state, or national election.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- | | | | | |
|---|---|---|---|---|
| 51. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 55. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 59. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 63. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 67. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 52. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 56. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 60. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 64. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 68. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 53. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 57. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 61. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 65. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 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 |

THANK YOU!

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

- | | |
|---|--|
| ARTS AND HUMANITIES | HEALTH PROFESSIONS |
| 001 Art, fine and applied | 555 Clinical Laboratory Science |
| 002 Classical and Modern Languages and Literature | 556 Health Care Administration/ Studies |
| 003 English (language and literature) | 557 Health Technology |
| 004 History | 558 Kinesiology |
| 005 Journalism/Communication | 559 Nursing |
| 006 Media/Film Studies | 560 Pharmacy |
| 007 Music | 561 Therapy (occupational, physical, speech) |
| 008 Philosophy | 562 Other Health Profession |
| 009 Theatre/Drama | MATH AND COMPUTER SCIENCE |
| 010 Theology/Religion | 663 Computer Science |
| 011 Other Arts and Humanities | 664 Mathematics/Statistics |
| BIOLOGICAL & LIFE SCIENCES | 665 Other Math and Computer Science |
| 112 Agriculture/Natural Resources | PHYSICAL SCIENCE |
| 113 Animal Biology (zoology) | 766 Astronomy & Astrophysics |
| 114 Biochemistry/Biophysics | 767 Atmospheric Sciences |
| 115 Biology (general) | 768 Chemistry |
| 116 Ecology & Evolutionary Biology | 769 Earth & Planetary Sciences |
| 117 Environmental Science | 770 Marine Sciences |
| 118 Marine Biology | 771 Physics |
| 119 Microbiology | 772 Other Physical Science |
| 120 Molecular, Cellular, & Developmental Biology | SOCIAL SCIENCE |
| 121 Neurobiology/Neuroscience | 873 Anthropology |
| 122 Plant Biology (botany) | 874 Economics |
| 123 Other Biological Science | 875 Ethnic/Cultural Studies |
| BUSINESS | 876 Geography |
| 224 Accounting | 877 Political Science (gov't, international relations) |
| 225 Business Admin. (general) | 878 Psychology |
| 226 Computer/Management Information Systems | 879 Public Policy |
| 227 Entrepreneurship | 880 Social Work |
| 228 Finance | 881 Sociology |
| 229 Hospitality/Tourism | 882 Women's/Gender Studies |
| 230 Human Resources Management | 883 Other Social Science |
| 231 International Business | OTHER MAJORS |
| 232 Management | 984 Architecture/Urban Planning |
| 233 Marketing | 985 Criminal Justice |
| 234 Real Estate | 986 Library Science |
| 235 Other Business | 987 Security & Protective Services |
| EDUCATION | 988 Military Sciences/Technology/Operations |
| 336 Elementary Education | 989 OTHER |
| 337 Music/Art Education | 990 UNDECIDED |
| 338 Physical Education/Recreation | |
| 339 Secondary Education | |
| 340 Special Education | |
| 341 Other Education | |
| ENGINEERING | |
| 442 Aerospace/Aeronautical/ Astronautical Engineering | |
| 443 Biological/Agricultural Engineering | |
| 444 Biomedical Engineering | |
| 445 Chemical Engineering | |
| 446 Civil Engineering | |
| 447 Computer Engineering | |
| 448 Electrical/Electronic/ Communications Engineering | |
| 449 Engineering Science/ Engineering Physics | |
| 450 Environmental/Environmental Health Engineering | |
| 451 Industrial/Manufacturing Engineering | |
| 452 Materials Engineering | |
| 453 Mechanical Engineering | |
| 454 Other Engineering | |

23. 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 Finance (e.g., Actuary, Banking, Loan Officer, Planner) | SCIENCE AND ENGINEERING |
| 13 Human Resources | 52 Engineer |
| 14 Management Consultant | 53 Research Scientist (e.g., Biologist, Chemist, Physicist) |
| 15 Real Estate Agent/Realtor/ Appraiser/Developer | 54 Urban Planner/Architect |
| 16 Retail Sales | SERVICE INDUSTRY |
| 17 Sales/Marketing | 55 Custodian/Janitor/Housekeeper |
| 18 Sports Management | 56 Food Service (e.g., Chef/Cook, Server) |
| COMMUNICATIONS | 57 Hair Stylist/Aesthetician/ Manicurist |
| 19 Advertising | 58 Interior Designer |
| 20 Journalist | 59 Skilled Trades (e.g., Plumber, Electrician, Construction) |
| 21 Public Relations/Media Relations | 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 K-12 Administrator | |
| 27 Librarian | |
| 28 Secondary School Teacher in a non-STEM subject | |
| 29 Secondary School Teacher in Science, Technology, Engineering, or Math (STEM) | |
| 30 Teacher's Assistant/ Paraprofessional | |
| 31 Other K-12 Professional | |
| GOVERNMENT | |
| 32 Federal/State/Local Government Official | |
| 33 Military | |
| 34 Postal Worker | |
| 35 Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter) | |
| 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 22 and 23

Turn over for Question 23

**APPENDIX C:
INSTITUTIONS PARTICIPATING IN THE
2018 CIRP FRESHMAN SURVEY**

INSTITUTIONS PARTICIPATING IN THE 2018 CIRP FRESHMAN SURVEY

ACE	Institution	City	State	Stratification	Included in
				Cell	National Norms
1243	Adrian College	Adrian	MI	21	yes
1245	Alma College	Alma	MI	23	yes
414	American University	Washington	DC	5	yes
2432	Anderson University-South Carolina	Anderson	SC	22	yes
1141	Babson College	Wellesley	MA	14	yes
1042	Bates College	Lewiston	ME	14	yes
2519	Belmont University	Nashville	TN	23	yes
2931	Beloit College	Beloit	WI	14	yes
2433	Benedict College	Columbia	SC	38	yes
7072	Benedictine College	Atchison	KS	18	yes
692	Benedictine University	Lisle	IL	4	yes
1934	Bennett College for Women	Greensboro	NC	38	no
2751	Bennington College	Bennington	VT	14	yes
948	Berea College	Berea	KY	13	yes
503	Berry College	Mount Berry	GA	13	yes
455	Bethune-Cookman University	Daytona Beach	FL	38	no
5753	Biola University	La Mirada	CA	4	yes
1149	Brandeis University	Waltham	MA	6	yes
9113	Bridge Idaho-former Clearwater Valley Upward Bound	Moscow	ID		no
1193	Bridgewater State University	Bridgewater	MA	8	yes
131	California Baptist University	Riverside	CA	20	yes
5010	California State University-Long Beach	Long Beach	CA	8	yes
194	California State University-Los Angeles	Los Angeles	CA	7	yes
4823	California State University-Monterey Bay	Seaside	CA	7	yes
230	California State University-Northridge	Northridge	CA	7	no
4851	California State University-San Marcos	San Marcos	CA	7	yes
416	Catholic University of America	Washington	DC	4	yes
2054	Central State University	Wilberforce	OH	34	yes
141	Chapman University	Orange	CA	23	yes
1941	Chowan University	Murfreesboro	NC	20	yes
2435	Citadel Military College of South Carolina	Charleston	SC	9	yes
147	Claremont McKenna College	Claremont	CA	14	yes
507	Clark Atlanta University	Atlanta	GA	41	yes
1151	Clark University	Worcester	MA	5	yes
2438	Coker College	Hartsville	SC	12	yes
1044	Colby College	Waterville	ME	14	yes
1752	College of Mount Saint Vincent	Bronx	NY	16	yes
1152	College of the Holy Cross	Worcester	MA	18	yes
2785	College of William and Mary	Williamsburg	VA	3	yes
318	Colorado State University-Fort Collins	Fort Collins	CO	2	yes
6667	Corban University	Salem	OR	22	yes
1573	Creighton University	Omaha	NE	18	yes
2244	Delaware Valley College	Doylestown	PA	12	yes

INSTITUTIONS PARTICIPATING IN THE 2018 CIRP FRESHMAN SURVEY

ACE	Institution	City	State	Stratification Cell	Included in National Norms
2247	Dickinson College	Carlisle	PA	14	yes
1005	Dillard University	New Orleans	LA	38	yes
687	Dominican University	River Forest	IL	17	yes
2786	Eastern Mennonite University	Harrisonburg	VA	22	yes
464	Eckerd College	Saint Petersburg	FL	23	yes
511	Emory University	Atlanta	GA	6	yes
362	Fairfield University	Fairfield	CT	18	yes
2788	Ferrum College	Ferrum	VA	20	yes
461	Florida Memorial University	Miami Gardens	FL	38	yes
463	Florida State University	Tallahassee	FL	3	yes
1773	Fordham University	Bronx	NY	5	yes
5414	Franklin Pierce University	Rindge	NH	11	yes
2446	Furman University	Greenville	SC	14	yes
961	Georgetown College	Georgetown	KY	23	yes
515	Georgia Institute of Technology-Main Campus	Atlanta	GA	3	yes
2263	Gettysburg College	Gettysburg	PA	14	yes
2847	Gonzaga University	Spokane	WA	18	yes
1164	Gordon College-Wenham	Wenham	MA	23	yes
758	Goshen College	Goshen	IN	22	yes
5199	Grace College and Theological Seminary	Winona Lake	IN	21	yes
1006	Grambling State University	Grambling	LA	34	yes
834	Grinnell College	Grinnell	IA	14	yes
1953	Guilford College	Greensboro	NC	22	yes
1776	Hamilton College	Clinton	NY	14	yes
180	Harvey Mudd College	Claremont	CA	14	yes
2267	Haverford College	Haverford	PA	14	yes
2072	Hiram College	Hiram	OH	12	yes
1755	Hobart William Smith Colleges	Geneva	NY	14	yes
1778	Hofstra University	Hempstead	NY	4	no
2794	Hollins University	Roanoke	VA	13	yes
152	Holy Names University	Oakland	CA	16	yes
642	Illinois College	Jacksonville	IL	22	yes
7813	Institute of American Indian and Alaska Native Culture	Santa Fe	NM	7	yes
2622	Jarvis Christian College	Hawkins	TX	38	yes
1956	Johnson C Smith University	Charlotte	NC	35	yes
1272	Kalamazoo College	Kalamazoo	MI	14	yes
652	Knox College	Galesburg	IL	14	yes
653	Lake Forest College	Lake Forest	IL	14	yes
2947	Lawrence University	Appleton	WI	14	yes
2194	Lewis & Clark College	Portland	OR	14	yes
655	Lewis University	Romeoville	IL	17	yes
2539	Lincoln Memorial University	Harrogate	TN	13	yes
2279	Lincoln University of Pennsylvania	Lincoln University	PA	34	yes

INSTITUTIONS PARTICIPATING IN THE 2018 CIRP FRESHMAN SURVEY

ACE	Institution	City	State	Stratification	Included in
				Cell	National Norms
1959	Livingstone College	Salisbury	NC	38	yes
7560	Loyola Marymount University	Los Angeles	CA	18	yes
1086	Loyola University-Baltimore	Baltimore	MD	18	yes
657	Loyola University-Chicago	Chicago	IL	5	yes
841	Luther College	Decorah	IA	23	yes
2283	Lycoming College	Williamsport	PA	22	yes
1344	Macalester College	Saint Paul	MN	23	yes
1176	Merrimack College	North Andover	MA	18	yes
2290	Messiah College	Grantham	PA	23	yes
2079	Miami University-Oxford	Oxford	OH	3	yes
1278	Michigan Technological University	Houghton	MI	3	yes
199	Mills College	Oakland	CA	13	no
1412	Millsaps College	Jackson	MS	23	yes
2287	Moore College of Art and Design	Philadelphia	PA	11	no
1094	Morgan State University	Baltimore	MD	40	no
844	Morningside College	Sioux City	IA	23	yes
1809	Nazareth College	Rochester	NY	13	yes
471	New College of Florida	Sarasota	FL	9	yes
1184	Northeastern University	Boston	MA	6	yes
848	Northwestern College-Orange City	Orange City	IA	23	yes
1286	Oakland University	Rochester Hills	MI	1	yes
207	Occidental College	Los Angeles	CA	14	yes
2163	Oklahoma City University	Oklahoma City	OK	23	yes
5566	Oklahoma Wesleyan University	Bartlesville	OK	21	yes
4892	Oxford College of Emory University	Oxford	GA	33	yes
5890	Pennsylvania College of Technology	Williamsport	PA	8	yes
1185	Pine Manor College	Chestnut Hill	MA	11	yes
2210	Portland State University	Portland	OR	1	no
683	Principia College	Elsah	IL	13	yes
2409	Providence College	Providence	RI	18	yes
7241	Ramapo College of New Jersey	Mahwah	NJ	9	yes
2805	Randolph College	Lynchburg	VA	22	yes
2209	Reed College	Portland	OR	14	yes
1187	Regis College	Weston	MA	16	yes
2554	Rhodes College	Memphis	TN	23	yes
685	Rockford University	Rockford	IL	12	yes
1673	Rutgers University-Newark	Newark	NJ	1	yes
781	Saint Mary's College	Notre Dame	IN	18	no
1354	Saint Mary's University of Minnesota	Winona	MN	4	yes
2974	Saint Norbert College	De Pere	WI	18	yes
5498	Saint Thomas Aquinas College	Sparkill	NY	11	yes
1978	Salem College	Winston Salem	NC	22	no
236	San Francisco State University	San Francisco	CA	8	no
1676	Seton Hall University	South Orange	NJ	4	yes

INSTITUTIONS PARTICIPATING IN THE 2018 CIRP FRESHMAN SURVEY

ACE	Institution	City	State	Stratification	Included in
				Cell	National Norms
1188	Simmons College	Boston	MA	13	no
2553	Southern Adventist University	Collegedale	TN	21	yes
502	Spelman College	Atlanta	GA	35	no
1846	St Lawrence University	Canton	NY	14	yes
1949	St. Andrews University	Laurinburg	NC	20	yes
2648	St. Mary's University	San Antonio	TX	17	yes
473	Stetson University	DeLand	FL	13	yes
1204	Suffolk University	Boston	MA	12	yes
7028	SUNY at Purchase College	Purchase	NY	9	yes
1878	SUNY College at Potsdam	Potsdam	NY	9	yes
4894	SUNY Polytechnic Institute	Utica	NY	9	yes
783	Taylor University	Upland	IN	23	yes
2675	Texas Christian University	Fort Worth	TX	5	no
2063	The College of Wooster	Wooster	OH	14	yes
5742	The Master's College and Seminary	Santa Clarita	CA	22	yes
7026	The Richard Stockton College of New Jersey	Pomona	NJ	9	yes
476	The University of Tampa	Tampa	FL	12	yes
2692	The University of Texas at El Paso	El Paso	TX	1	no
7256	Touro College	New York	NY	12	yes
2685	Trinity University	San Antonio	TX	23	yes
435	Trinity Washington University	Washington	DC	16	no
1024	Tulane University of Louisiana	New Orleans	LA	6	yes
1884	Union College-Schenectady	Schenectady	NY	14	no
2562	Union University	Jackson	TN	23	yes
341	United States Air Force Academy	Colorado Springs	CO	9	no
380	United States Coast Guard Academy	New London	CT	9	yes
1893	United States Military Academy	West Point	NY	9	yes
1100	United States Naval Academy	Annapolis	MD	9	yes
48	University of Alaska Fairbanks	Fairbanks	AK	1	no
76	University of Arkansas at Pine Bluff	Pine Bluff	AR	34	yes
262	University of California-Riverside	Riverside	CA	1	yes
260	University of California-San Diego	La Jolla	CA	3	yes
1456	University of Central Missouri	Warrensburg	MO	8	no
1276	University of Detroit Mercy	Detroit	MI	18	yes
584	University of Idaho	Moscow	ID	2	yes
184	University of La Verne	La Verne	CA	4	yes
6086	University of Maryland-Baltimore County	Baltimore	MD	3	yes
5773	University of Massachusetts-Dartmouth	North Dartmouth	MA	9	yes
1294	University of Michigan-Ann Arbor	Ann Arbor	MI	3	yes
6400	University of Michigan-Flint	Flint	MI	9	yes
2	University of Montevallo	Montevallo	AL	9	yes
1929	University of North Carolina at Asheville	Asheville	NC	9	yes
1984	University of North Carolina at Chapel Hill	Chapel Hill	NC	3	yes

INSTITUTIONS PARTICIPATING IN THE 2018 CIRP FRESHMAN SURVEY

ACE	Institution	City	State	Stratification	Included in
				Cell	National Norms
2342	University of Pittsburgh-Pittsburgh Campus	Pittsburgh	PA	3	yes
2844	University of Puget Sound	Tacoma	WA	14	yes
374	University of Saint Joseph	West Hartford	CT	17	yes
2458	University of South Carolina-Columbia	Columbia	SC	3	no
9119	University of South Florida Sarasota-Manatee	Sarasota	FL	9	yes
157	University of the Pacific	Stockton	CA	4	yes
9129	University of Utah - David Eccles School of Business	Salt Lake City	UT	2	no
2029	Valley City State University	Valley City	ND	7	yes
787	Valparaiso University	Valparaiso	IN	23	yes
5517	Villa Maria College-Buffalo	Buffalo	NY	16	yes
2347	Villanova University	Villanova	PA	18	yes
789	Wabash College	Crawfordsville	IN	13	no
1987	Wake Forest University	Winston Salem	NC	5	yes
5562	Walsh University	North Canton	OH	17	yes
2214	Warner Pacific College	Portland	OR	20	yes
1988	Warren Wilson College	Swannanoa	NC	23	yes
1588	Wayne State College	Wayne	NE	8	yes
1295	Wayne State University	Detroit	MI	1	yes
1895	Wells College	Aurora	NY	12	yes
1296	Western Michigan University	Kalamazoo	MI	1	yes
5035	Western New England University	Springfield	MA	12	yes
274	Westmont College	Santa Barbara	CA	14	yes
2867	Whitman College	Walla Walla	WA	14	yes
2868	Whitworth University	Spokane	WA	23	yes
2354	Wilkes University	Wilkes-Barre	PA	12	yes
2215	Willamette University	Salem	OR	14	yes
105	Williams Baptist College	Walnut Ridge	AR	21	yes
2355	Wilson College	Chambersburg	PA	20	yes
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 16.1 percent 95 times out of 100.

Table D1

Estimated Standard Errors of Percentages for Comparison Groups of Various Sizes

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

NOTE: Assumes simple random sampling.

¹Calculated 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%’.

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

ABOUT THE AUTHORS

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PUBLICATIONS

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 2018*

2019/71 pages

E-book with expanded tables

Provides national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. In 2018, data from 97,753 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 2018/111 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.