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## ABSTRACT

The 23rd annual raport of national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen is presented. This project of the Cooperative Institutional Research Program of the American Council on Education and the Graduate School of Education at the University of California, Los Angeles, assesses the effects of college on students. Information is provided on the American freshman (national norms for fall 1988) and the 1988 national norms (type of institutions and control for men, women, and all freshmen). The major stratifying factors are institutional race, control, type, and the selectivity level of the institution. Survey results include: freshman participation in all major federal financial aid programs continues to decline; the 18-year rise in freshman interest in business majors may have peaked; there is a modest increase in the proportion of students planning to pursue nursing careers; there is rising interest in teaching careers; and $72.5 \%$ say concerns about jobs and money are reasons why they attend college. Seven appendices show: research methodology; 1988 student information form; coding scheme for collapsed items; participating institutions; precision of the normative data and their comparisons; sample report furnished to campuses; and some comments on comparing certain survey results from various versions of the norms report. Two summary reports are also attached. Along with 4 tables and 13 figures, the report contains 12 references. (SM)


American Council on Education • University of California. Los Angeles
(1)

# The American Freshman 

# National Norms for Fall 1988 

Prepared by the Staff of the<br>Cooperative Institutional Research Program

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## COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM

The Cooperative Institutional Research Program (CIRP) is a national longitudinal study of the American higher education system. Established in 1966 at the American Council on Education, the CIRP is now the nation's largest and longest empirical study of higher education, involving data on some 1,300 institutions, over 8 million students, and more than 100,000 faculty. To maximute the use of these data in research and training, the CIRP was transferred to the Graduate School of Education at UCLA in 1973. The annual CIRP freshman and follow-up surveys are now administered by the Higher Education Research Institute at the Universit: of Califormia, Los Angeles, under the continuing sponsorship of the American Council on Education.

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The American Council on Education (ACE), founded in 1918, is a council of eclucational organizations and institutions. ACE secks to advance education and ede rational methods through comprehensive voluntary and cooperative action on the part of American educational associations, organizations, and institutions.

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## The American Freshman

## National Norms for Fall 1988

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## The American Freshman

National Norms for Fall 1988

# The American Freshman National Norms for Fall $1988{ }^{1}$ 

This is the twenty-third annual report of national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. This series, initiated in Fall 1966, is a project of the Cooperative Institutional Research Program (CIRP), a continuing longitudinal study of the American higher education system sponsored by the American Council on Education (ACE) and the Graduate School of Education at the University of California, Los Angeles

The principal purpose of the CIRP is to assess the effects of college on students (see Astin, et. al., 1966). During the past 23 years the CIRP has generated an array of normative, substantive, and methodological research about a wide range of issues in American higher education.

The freshman data reported here have been weighted to provide a normative profile of the American freshman population for individuals engaged in policy analysis, human resource planning, campus administration, educational research, and guidance and counseling. The data are also useful to the general community of current and future college students, their parents, and to college faculty.

The survey instrument, the Student Information Form (see Appendix B), is revised annually to reflect the changing concerns of the academic community and others who use this information. The freshman survey data also provide initial input information for longitudinal research. Follow-up surveys of individual students in each entering freshman cohort are conducted at various intervals after the initial survey. In recent years longitudinal follow-up studies of CIRP students have been used in major studies of dropouts (Astin, 1975), campus protest (Astin, Astin, Bayer, \& Bisconti, 1975), education and work (Bisconti and Solmon., 1976), campus change (Astin, 1976), student development (Astin, 1977, 1986), and ininority participation in higher education (Astin, 1982). For the results of the most recent follow-up study see Astin, Korn and Green, 1987.

The normative data presented here are reported separately for men and for women, and for 35 different groupings of institutions. The major stratifying factors are institutional race (predominantly black versus predominantly white), control (public, private-nonsectarian, Roman Catholic, Protestant), type (university, four-year college, two-year college), and the "selectivity level" of the institution. (A complete discussion of the CIRP survey methodology and stratification scheme is presented in Appendix A.)

## An Overview of the 1988 Freshman Norms

The 1988 CIRP Freshman norms are based on the responses of 222,296 students at 402 of the nation's two- and four-year colleges and universities. These data have been statistically adjusted to reflect the responses of the 1.6 million first-time, full-time students entering college as freshmen in Fall 1988. The sections that follow summarize major trends in the survey through Fall 1988.

[^0]
## Student Aid

The 1988 survey results indicate that freshman participation in all major federal financial aid programs continues to decline. This past fall, only 15.6 percent of the entering students received Pell Grants, the lowest level in the history of the survey. Between 1980 and 1988, the proportion of entering freshmen receiving Pell Grants, the Federal government's major aid program for low- and middle-income students, declined by more than half (from 31.5 percent to 15.6 percent ).

The declining participation in the Pell Grant program among college freshmen has been accompanied by falling participation in other federal aid programs. Freshman reliance on Supplemental Educational Opportunity Grants (SEOGs) and College WorkStudy funds also reached all-time lows in 1988. This past fall only 3.7 percent of the freshmen reported receiving SEOG support, down from 5.8 percent last year and off by more than half from the 8.0 percent level recorded in 1980. At the same time, freshman participation in the Work-Study program has dropped by more than half in the past eight years, to 6.6 percent in 1988 from 14.5 percent in
 1980 (and compared to 9.8 percent in 1987).

As federal assistance has declined, students are relying more on family contributions, savings, loans, and institutional grants. This past year an all-time high of 78.2 percent of the freshmen were dependent on family support for college costs, up from 76.5 percent in 1987 and 68.8 percent in 1980. Similarly, college grants and scholarships also reached an all-time high in 1988, at 20.0 percent of the entering freshmen, compared to only 12.8 percent in 1980.

Even federal loan programs, which had begun to replace grants as a major source of aid for a growing number of students in recent years, have also shown declines. Freshman dependence on Federally-Guaranteed Student Loans (GSLs), which rose steadily between 1980 and 1986, fell for the second straight year. Between 1980 and 1986, the proportion of freshmen receiving GSL's was up by nearly one-fifth, from 20.9 percent to 25.4 percent. However, participation in the GSL program has fallen in the past two years, to 22.2 percent in 1987 and to 20.1 percent this past fall. Concurrently, fewer freshmen also report receiving National Direct Student Loan (NDSL) support. This past year NDSL support dropped to an all-time low of 2.4 percent, compared to 4.5 percent in 1987 and 9.1 percent in 1980.

These trends suggest that the burden of paying for college is increasingly falling on students, their families, and their colleges. Since 1980, the federal government has dismantled most of the financial aid programs intended to assist college students from middle-income families. Consequently, the eligibility requirements for most forms of federal student aid have simply not kept pace with rising college costs and with the inflationary increases in family incomes. The dramatic increase in institutional aid, confirmed by other studies (for example, Green, 1988), suggests that a growing share of the financial aid responsibility for low- and middle-income families is being passed from the federal government to the nation's colleges and universities.

## Business Careers

The 18-year rise in freshman interest in business majors and careers may have peaked, after almost two decades of steady gains. In 1988, 23.6 perceni of the entering freshmen planned to pursue careers in business, down from 24.6 percent in 1987 and 24.1 percent in 1986 (Figure 2). The 1988 numbers, however, are still well above the levels recorded in 1980 (at 19.7 percent) and far ahead of the level of interest in business careers shown in 1972 (10.5 percent).

Figure 2
Freshman Interest in Business Carecrs (peicentages, 1966-1988)


## Nursing Careers

After scueral years of continuing decline, the 1988 survey points to a modest increase in the proportion of students planning to pursue nursing careers. This past fall, 4.4 percent of the freshman women expressed interest in nursing careers, up from 4.0 percent in 1987, but well-below the 8.4 percent recorded in 1983. This year's increase may mark the beginning of some change in the pipeline in nursing, as more women respond to the better job opportunities and improved salaries created by the widely publicized nursing crisis. Howevar, one year of improvement does not mark an end to the pipeline problem, as nursing will continue to compete with other careers, including medicine, business, and teaching, for the career interests of college-bound women.

## Teaching Careers and Education Majors

The 1988 survey reveals rising student interest in teaching careers, continuing a trend begun in 1983. This past year, 8.8 percent of the students entering college planned to pursue careers as elementary or secondary school teachers, up from 8.1 percent last year and the low point of 4.7 percent in 1982. Yet despite the increased freshman interest in teaching careers, the current level of student interest in teaching still falls far short of the projected demand and is well below the all-time high recorded in 1968 when 23.5 percent of the entering freshmen (and 37.5 percent of the freshman women) planned to pursue teaching careers. (Figure 3.)

The rising interest in teaching in recent years also masks some important trends regarding which students plan teaching careers and at what levels and in
 which fields. Twenty years ago, education majors accounted for just less
than half (only 48 percent) of the pool of aspiring teachers; the majority of aspiring teachers were students who planned liberal arts majors, often in English, science, or mathematics (Figure 3). In Fall 1988, however, virtually all the aspiring teachers are education majors; the survey data reveal virtually no interest in teaching careers among students pursuing liberal arts majors.

Additionally, there is far less interest in secondary school teaching in 1988 than was the case in the late 1960s (Figure 4). In 1968, 14.4 percent of the entering freshmen planned careers as secondary school teachers, compared to just 3.2 percent in 1988. Although the 1988 figure for secondary school teachers is well ahead of the low of 1.7 percent recorded in 1982, it is still more than three-quarters below the 1968 level.

Figure 4
Freshman Interest in Teaching Careers, by Level (percentages, 1966-1988)


## Science Majors and Technology Careers

Interest in science majors, falling steadily over the past two decades, deciined again this past year. In 1988, only 15.3 percent of the entering freshmen planned science majors (biological sciences, physical sciences, mathematics, or engineering), compared to 15.4 percent in 1987, 18.1 percent in 1980, and 21.3 percent in 1966 (Figure 5).

Yet technology careers, in steady decline since 1983, did not drop again in 1988 (Figure 7). Freshman interest in engineering careers increased just slightly, to 8.6 percent, up from 8.5 percent in 1987, but still well below the peak of 12.0 percent recorded in 1982. Similarly, interest in computiuz (as programmers or systems analysts), in sharp decline since 1983, was unchanged from the 1987 level of 2.7 percent (compared to 8.8 percent in 1982). Although the 1988 data suggest an end to the five-year decline in student interest in technology careers, it is too early to determine if this reflects a real tumaround or just a leveling off of the recent downward trend.



Degree Aspirations
Degree aspirations. rising in recent years, again hit all-time highs in 1988. The proportion of freshmen interested in obtaining a doctoral degree rose to 11.7 percent in 1988, up from 10.4 percent in 1987, 7.9 percent in 1980, and 9.7 percent in 1970. Freshman aspirations for the masters degree also peaked in 1988, at 36.3 percent, up from 34.3 percent in 1987, 29.7 percent in 1980, and 31.2 percent in 1970. Interest in law degrees also peaked this past year at 5.0 percent, up from 4.2 percent in 1987, 3.6 percent in 1985, 4.3 percent in 198, , and 3.5 percent in 1970.

Although these gains are notable,
 they mask the even more dramatic rise in degree aspirations among women over the past 20 years. Between 1970 and 1988, the proportion of freshman women planning to earn a doctorate increased by twothirds (from 6.5 percent to 11.4 percent); this compares with ar :bb-and flow-pattern among men, beginning at 12.3 percent in 1970, falling to 8.5 percent in 1980, and rising again to 12.1 percent in 1988 (Figure 7).

The rise in degree aspirations may suggest that a growing proportion of students feel that the bachelor's degree will not be an adequate credential in the job market of the next decade and into the next century. The survey data suggest that more students are thinking about advanced degrees even when they first enter college.

## Reasons for Attending College

The concern about jobs and money is also reflected in the reasons students provide for attending college. A record 72.6 percent indicated that "making more money" was a very important factor in their decision to attend college, up from 71.3 percent in 1987, 63.4 percent in 1980, and 49.9 percent in 1971. In contrast, going to college "to gain a general education" fell again in 1988 to 60.1 percent, from 60.7 percent in 1987, 66.7 percent in 1980, and a peak of 70.9 percent in 197?.

These data, coupled with rising degree aspirations and the increased freshman interest in business careers in the past decade, point to a growing student interest in financial security and job opportunities. Students today, more than ever before, seem preoccupied with

Figure 8 Reasons for Attending College (parcentage indicating "very important")
 developing their careers rather than using the college years as a time for learning alad personal development.

## College Admissions

The 1988 survey points to increased competition for aamission into college. The proportion of freshmen applying to three or more colleges reached an all-time high of 37.1 percent in 1988, compared to 33.2 percent in 1987, 26.5 percent in 1980, and 14.9 percent in 1968. Additionally, the proportion of students applying to five or more colleges rose by more four-tifths between 1980 and 1988 (from 6.9 percent in 1980 to 12.7 percent this past fall), and is up by a factor of almost 4 from the level recorded in 1969, when only 3.2 percent of the entering students applied to five or more colleges (Figure 9).

Although freshmen are applying to more colleges than in the past, fewer students are enrolling in their first-choice institutions. Only two-thirds ( 67.9 percent) of the 1988 freshmen are attending their first-choice college, a record low in the history of the survey. The 1988 numbers compare to 70.3 percent in 1987, 75.8 percent in 1980, and 75.6 percent in 1974, the first year this item appeared on the survey (Figure 10).


These findings about applications and college choice indicate that students are experiencing more difficulty gaining entrance to their most preferred college. The competition - as reflected in the growing numbers of students who file multiple applications - suggests several things: increased competition for admission, greater interest in more selective colleges, and increased family efforts to obtain the more favorable financial aid packages from colleges.

## Smoking, Drinking, and Stress

After years of steady decline, cigarette smoking seems on the rise among the 1988 freshmen. This past fall 10.1 percent of the entering freshmen reported that they frequently smoked cigarettes, up from the record low of 8.9 percent recorded in 1987. Indeed, cigarette smoking had been declining steadily since 1960 , when 16.6 percent of the freshmen indicated they were frequent smokers.

Although freshmen are smoking more, they may be drinking less. This past fall only two-thirds of the freshmen ( 65.3 percent) indicated that they frequently or occasionally drank beer, down from 75.2 percent in 1981. This decline may reflect recent increases of the drinking age to 21 in many states; it may also reflect the success of alcohol education programs in high schools and the efforts of groups such as Mothers Against Drunk Driving (MADD) to curb teenage drinking.

The 1988 survey suggests some decline in the overall emotional health of college freshmen. A record number of freshmen report frequently "feeling depressed" in the past year ( 10.5 percent, up from 8.3 percent in 1987 and 8.2 percent in 1985), and "feeling overwinelmed by all I have to do" ( 21.5 percent last fall, compared to 16.4 percent in 1987 and 16.0 percent in 1985). These changes are accompanied by a decline in the proportion of freshmen who feel they are above average in their emotional health when compared to their peers ( 56.1 percent in 1988, compared to 56.8 percent in 1987 and 60.3 percent in 1985).

Taken together, various items from the 1988 survey point to rising stress among college freshmen. The increase in smoking, coupled with the rising numbers of students feeling depressed, feeling overwhelmed, and the decline in self-assessed emotional health, are all indicators of rising stress. Several factors, ranging from student concern about paying for college, the increased competition for admission into selective institutions, and the decline in the proportion of students attending their first choice institution, are likely contributors to the rising stress levels among students.

## Political and Social Attitudes

The survey reveals some change in self-assessed political identification among 1988 freshmen. One-fourth (24.3 percent) identify their political views as "liberal" or "far left", virtually unchanged from 1987 (at 24.5 percent), slightly ahead of the levels recorded in 1980 (at 21.8 percent), but well below the peak of 38.1 percent recorded in 1971 (Figure 11). However, the proportion of students who identify their political views as "conservative" or "far fight" reached an all-time high in 1988, at 21.8 percent, up from 19.6 percent in 1987, 18.3 percent in 1980, and a low of 14.5 percent in 1973. The middle-of-the-road group, which had been increasing during the 1970s and peaked at three-fifths ( 60.3 percent) of the freshmen in 1983, has
 been declining in recent years; it now stands at 53.9 percent, reflecting the modest but steady increases among both the liberal and conservative positions.

Yet the generally moderate political orientation of most freshmen masks strong student support for many traditionally liberal positions on political and social issues. For example:

- over four-fifths ( 83.9 percent) of the freshmen agree that "the federal government is not doing enough to control environmental pollution";
- two-thirds ( 65.4 percent) agree that the "federal government is not doing enough to protect the consumer from faulty goods and services";
- more than half ( 57.0 percent) agree that abortion should be legal;
- a majority ( 53.7 percent) agree that busing is "OK if it helps to achieve racial balance in the schools";
- two-thirds ( 66.7 percent) agree that the "government is doing not enough to promote disarmament;" and
- three-fourths (73.7 percent) oppose increased defense spending (Figure 12). Although some of these items show sligntly lower support in 1988 than in the past, the level of freshman endorsement nonetheless remains quite high.

Still, students have become increasingly conservative on selected issues in recent years. Opposition to the death penalty reached an all-time low in 1988, at 23.0 percent, down from 23.8 percent in 1987, and 32.6 percent in 1978. Similarly, an all-time high of 69.1 percent of the freshmen agree that "there is too much concern in the courts for the rights of criminals," up from 68.3 percent in 1987, 65.9 percent in 1980, and 48.1 percent in 1971. Finally, less than one-fifth of the 1988 freshmen agree that marijuana should be icgal, unchanged from 1987 but well below the peak of 52.9 percent posted in the 1977 survey.

Two new questions introduced this past year indicate that freshmen strongly support AIDS and drug testing. Two-thirds ( 67.7 percent) of the 1988 freshmen agree that "the best way to control AIDS is through widespread, mandatory testing." And a slightly larger proportion ( 71.0 percent) agree that "employers should be allowed to require drug testing of employees or job applicants." The overwhelming freshman support for conservative positions on these issues stands in stark contrast to the generally strong support for traditionally liberal positions on other social issues.

Figure 12: Freshman Attitudes on Political and Social Issues, Fall 1988
(percentage who "agree somewhat" or "agree strongly")


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The 1988 Freshman Norms

## WEIGHTED NATIONAL NORMS FOR ALL MEN, FALL 1988

# All all $\begin{gathered}\text { Predom- } \\ \text { inanlly }\end{gathered}$ <br>  <br> 2.Year Colleges <br> $\qquad$ <br> Univarsilios <br> Prodominanily <br> tutlons celleges Celleges versilles <br> Rublice Pivale <br> Puble rivate ProtPublle Private Public Privata 

Year Graduated from High school 1988
1987
1986
93.
.6
.7
1.8
1.1
0.1

| 87.3 | 95.9 | 97.9 |
| ---: | ---: | ---: |
| 4.6 | 2.2 | 1.2 |
| 1.5 | 0.6 | 0.3 |
| 3.6 | 1.0 | 0.4 |
| 2.9 | 0.3 | 0.1 |
| 0.2 | 0.1 | 0.0 |

93.1
3.6
1.4
1.3
0.5
0.1

| 86.8 | 92.1 |
| ---: | ---: |
| 4.6 | 4.4 |
| 1.5 | 1.2 |
| 3.9 | 1.3 |
| 3.1 | 0.9 |
| 0.3 | 0.0 |


| 95.6 | 96.4 | 95.5 | 97.7 |
| ---: | ---: | ---: | ---: |
| 2.2 | 2.1 | 2.5 | 1.3 |
| 0.7 | 0.4 | 0.5 | 0.3 |
| 1.1 | 0.8 | 1.2 | 0.5 |
| 0.3 | 0.2 | 0.3 | 0.1 |
| 0.0 | 0.1 | 0.1 | 0.0 |


| 97.8 | 98.4 |
| ---: | ---: |
| 1.3 | 1.1 |
| 0.3 | 0.2 |
| 0.5 | 0.3 |
| 0.1 | 0.0 |
| 0.0 | 0.1 |

91.5
4.0
1.9
1.7
0.7
0.1
95.7
2.8
0.7
0.7
0.1
0.1
never completed high schiost.

|  |  |  |  |
| ---: | ---: | ---: | ---: |
| 0.1 | 0.1 | 0.0 | 0.1 |
| 2.1 | 2.3 | 1.8 | 2.4 |
| 70.1 | 65.2 | 70.8 | 75.0 |
| 22.4 | 21.6 | 24.1 | 21.0 |
| 2.3 | 3.8 | 1.9 | 0.9 |
| 2.0 | 4.2 | 1.0 | 0.5 |
| 0.5 | 1.3 | 0.2 | 0.1 |
| 0.4 | 1.0 | 0.1 | 0.0 |
| 0.1 | 0.4 | 0.0 | 0.0 |
| 0.0 | 0.0 | 0.0 | 0.0 |


| 0.0 | 0.1 | 0.0 |
| ---: | ---: | ---: |
| 3.8 | 2.4 | 1.2 |
| 67.6 | 65.6 | 61.7 |
| 23.1 | 20.6 | 29.6 |
| 3.2 | 3.7 | 4.8 |
| 1.7 | 4.5 | 1.9 |
| 0.4 | 1.4 | 0.4 |
| 0.1 | 1.1 | 0.3 |
| 0.0 | 0.4 | 0.0 |
| 0.0 | 0.1 | 0.0 |


| 0.0 | 0.1 | 0.0 | 0.0 |
| ---: | ---: | ---: | ---: |
| 1.7 | 2.5 | 1.6 | 1.7 |
| 71.1 | 71.7 | 66.4 | 74.1 |
| 23.8 | 22.9 | 28.2 | 22.1 |
| 1.9 | 1.7 | 2.2 | 1.4 |
| 1.2 | 0.8 | 1.0 | 0.5 |
| 0.2 | 0.2 | 0.2 | 0.0 |
| 0.1 | 0.1 | 0.3 | 0.1 |
| 0.0 | 0.0 | 0.1 | 0.0 |
| 0.0 | 0.0 | 0.0 | 0.0 |


| 0.0 | 0.2 |
| ---: | ---: |
| 2.2 | 3.1 |
| 74.8 | 75.5 |
| 21.2 | 20.1 |
| 1.0 | 0.7 |
| 0.5 | 0.4 |
| 0.1 | 0.1 |
| 0.0 | 0.0 |
| 0.0 | 0.0 |
| 0.0 | 0.0 |

0.0
2.6
63.3
26.9
4.3
2.2
0.5
0.1
0.0
0.0 0.1
5.9
74.7
16.7
1.5
0.8
0.1
0.1
0.0
0.1
ackal Background (1)(2)
Black/Negro/Afro-American
84.7
8.0

| 85.6 | 83.2 | 85. |
| ---: | ---: | ---: |
| 5.9 | 12.5 | 4. |
| 0.7 | 0.9 | 0. |
| 2.1 | 1.9 | 6. |
| 1.6 | 1.2 | 2. |
| 2.3 | 0.6 | 0. |
| 3.1 | 1.6 | 2. |

1.1
97.7
0.9
0.2
0.1
0.3
1.3

| 85.6 | 85.7 |
| ---: | ---: |
| 5.3 | 10.3 |
| 0.7 | 1.2 |
| 2.2 | 1.5 |
| 1.7 | 0.3 |
| 2.5 | 0.4 |
| 3.2 | 2.4 |
|  |  |
| 3.8 | 1.9 |
| 6.0 | 3.7 |
| 14.3 | 8.1 |
| 25.6 | 20.0 |
| 19.0 | 17.2 |
| 17.8 | 22.7 |
| 12.7 | 23.6 |
| 0.9 | 2.7 |

82.2
14.1
1.0
1.5
1.3
0.5
1.2
80.9
13.0
0.9
3.6
0.6
0.8
2.4
87.0
9.7
1.0
1.4
0.8
0.5
1.6
89.4

| 86.3 | 84.5 |
| ---: | ---: |
| 4.5 | 3.7 |
| 0.8 | 0.6 |
| 5.9 | 8.2 |
| 2.1 | 1.6 |
| 0.5 | 0.9 |
| 1.8 | 2.9 |


| 1.6 | 0.4 |
| ---: | ---: |
| 97.2 | 98.5 |
| 0.7 | 1.3 |
| 0.3 | 0.2 |
| 0.1 | 0.1 |
| 0.1 | 0.4 |
| 1.1 | 1.5 |

Average High School Grades

9.8
11.3
16.6
23.5
15.9
13.5
8.9
0.5

| 3.6 | 9.2 | 17.9 |
| ---: | ---: | ---: |
| 5.8 | 11.2 | 18.0 |
| 13.6 | 16.4 | 20.5 |
| 25.0 | 23.3 | 22.0 |
| 18.8 | 16.2 | 12.0 |
| .8 .4 | 14.4 | 6.4 |
| 13.8 | 9.0 | 3.1 |
| 1.1 | 0.4 | 0.1 |

1.3
3.0
7.7
17.1
17.3
28.5
23.5
1.5


| 8.6 | 10.8 | 9.6 | 8.3 |
| ---: | ---: | ---: | ---: |
| 9.5 | 13.9 | 13.7 | 11.1 |
| 14.7 | 18.0 | 17.8 | 21.2 |
| 22.7 | 23.3 | 23.1 | 27.6 |
| 17.2 | 14.9 | 15.0 | 15.1 |
| 16.5 | 11.1 | 13.1 | 10.4 |
| 10.3 | 7.7 | 7.4 | 6.1 |
| 0.5 | 0.4 | 0.4 | 0.2 |

16.0
17.2
20.4
23.0
12.9
7.0
3.3
0.1
24.6
20.7
20.8
18.3
9.0
4.3
2.2
0.1

| 0.4 | 2.7 |
| ---: | ---: |
| 1.3 | 5.8 |
| 5.1 | 12.2 |
| 14.2 | 22.1 |
| 16.5 | 18.5 |
| 31.0 | 24.3 |
| 29.3 | 13.9 |
| 2.2 | 0.5 |

Have Met or Ercesded Recommended
Years of Study in (3)
English ( 4 years)...ij
94.5
92.9
76.6
56.1
32.8
99.1
63.2
62.3
92
88
70
49
29
98
92.4
88.4
70.4
49.7
29.4
98.
61.

94
93
73
54
34
99
63 $\begin{array}{ll} & \\ .0 & 97.8 \\ 3.2 & 97.9 \\ 4.6 & 88.5 \\ 4.1 & 35.8 \\ 9.2 & 99 . \\ 3.8 & 64 .\end{array}$ .8
.9
.5
.8
.1
4.5
1.3
94.8
85.7
58.2
40.2
30.4
98.8
53.0
68.5
 92.2
88.3
71.5
50.2
29.3
98.8
62.1
65.5
93.6
90.1
61.6
45.2
30.0
98.4
53.6
59.4

9
9
8
7
7
7
97.3
96.5
85.7
61.8
33.0
99.2
64.7
64.9
$\qquad$ 94.9
94.4
75.9
56.4
37.6
99.2
61.1 97.6
95.3
86.0
55.0
32.4
99.3
66.4
57.3 97.6
97.6
86.5
65.0
35.2
99.5
64.2
61.5 98.4
98.7
95.3
68.5
34.5
99.6
66.2
60.7

| 93.7 | 96.7 |
| :--- | :--- |
| 80.6 | 94.2 |
| 47.0 | 76.5 |
| 40.0 | 40.7 |
| 29.0 | 32.7 |
| 99.0 | 98.5 |
| 47.1 | 62.1 |
| 69.0 | 67.5 |

stimated Parental Income


| 3.0 | 4.6 | 2.7 | 1.7 |
| ---: | ---: | ---: | ---: |
| 2.3 | 2.8 | 2.4 | 1.5 |
| 4.1 | 5.3 | 4.0 | 3.0 |
| 4.8 | 5.7 | 4.9 | 3.6 |
| 6.4 | 7.5 | 6.5 | 5.0 |
| 6.7 | 8.1 | 6.6 | 5.5 |
| 9.0 | 10.8 | 8.8 | 7.4 |
| 9.2 | 10.5 | 8.9 | 8.1 |
| 12.9 | 13.2 | 13.2 | 12.3 |
| 12.2 | 11.7 | 12.4 | 12.5 |
| 11.3 | 8.6 | 11.8 | 13.6 |
| 7.8 | 5.8 | 7.7 | 10.2 |
| 5.4 | 3.1 | 5.3 | 8.2 |
| 4.7 | 2.1 | 4.8 | 7.4 |


| 9.7 | 4.7 | 3.6 |
| ---: | ---: | ---: |
| 6.4 | 2.9 | 2.4 |
| 7.1 | 5.3 | 5.4 |
| 8.2 | 5.7 | 5.8 |
| 9.1 | 7.5 | 8.0 |
| 8.3 | 8.2 | 7.6 |
| 8.8 | 11.1 | 8.0 |
| 7.5 | 10.7 | 9.4 |
| 10.5 | 13.4 | 11.7 |
| 6.7 | 12.0 | 10.0 |
| 8.5 | 8.4 | 10.0 |
| 4.3 | 5.5 | 7.7 |
| 2.5 | 2.8 | 5.2 |
| 2.3 | 1.7 | 5.3 |


1.9
1.8
3.5
4.1
5.2
5.8
7.5
7.8
11.3
11.7
12.2
9.9
8.3
9.0
2.6
2.7
4.2
5.2
7.0
7.1
8.9
8.5
11.7
11.4
10.4
7.8
6.2
6.4

|  <br>  |
| :---: |
|  |  |

1.8
1.6
3.2
3.9
5.4
5.9
7.9
8.7
13.1
12.9
13.7
9.6
7.1
5.5
1.5
1.2
2.2
2.7
3.8
4.0
5.9
6.1
9.5
11.2
13.1
12.3
12.0
14.4

| 12.8 | 5.2 |
| ---: | ---: |
| 6.8 | 5.8 |
| 7.8 | 6.2 |
| 8.3 | 8.2 |
| 9.6 | 8.3 |
| 9.1 | 7.2 |
| 9.3 | 8.0 |
| 7.4 | 7.7 |
| 11.0 | 9.8 |
| 5.5 | 8.5 |
| 6.6 | 11.4 |
| 2.9 | 6.2 |
| 1.3 | 4.3 |
| 1.8 | 3.1 |


$\begin{array}{rrrr}75.2 & 74.5 & 74.5 & 76.8 \\ 20.1 & 20.0 & 20.7 & 19.3 \\ 4.8 & 5.5 & 4.8 & 3.8\end{array}$
47.0
42.2
10.8
$\begin{array}{ll}74.9 & 71.4 \\ 19.6 & 23.2\end{array}$
$\begin{array}{rr}74.1 & 73.2 \\ 21.1 & 21.9 \\ 4.9 & 4.9\end{array}$
76.1
19.4
78.6
17.6
4.1
$\begin{array}{rr}76.3 & 78.8 \\ 19.9 & 17.3 \\ 3.8 & 3.9\end{array}$
$\begin{array}{rr}45.9 & 48.7 \\ 42.7 & 414 \\ 11.4 & 9.9\end{array}$



| 50.3 | 52.5 | 49.9 |
| ---: | ---: | ---: |
| 27.9 | 31.1 | 31.2 |
| 9.3 | 10.0 | 11.6 |
| 12.5 | 6.4 | 7.3 |


56.5
29.8
9.2
4.7
57.1
28.1
9.8
5.0
50.6
29.1
12.7
7.6

| 57.2 | 57.6 |
| ---: | ---: |
| 28.7 | 28.7 |
| 9.5 | 9.3 |
| 4.7 | 4.4 |


| 46.6 | 56.4 |
| ---: | ---: |
| 28.9 | 26.3 |
| 8.9 | 10.0 |
| 15.7 | 7.3 |



| 55.3 | 52.1 | 55.8 | 58.4 |
| ---: | ---: | ---: | ---: |
| 29.8 | 31.6 | 29.2 | 28.7 |
| 9.5 | 9.8 | 9.7 | 8.8 |
| 5.3 | 6.5 | 5.3 | 4.1 |

51.5
28.1
11.1
9.3

| 52.4 | 49.4 |
| ---: | ---: |
| 31.5 | 32.2 |
| 9.6 | 11.6 |
| 6.5 | 6.7 |


| 55.4 | 57.6 |
| ---: | ---: |
| 29.2 | 29.0 |
| 9.7 | 8.9 |
| 5.7 | 4.14 |

57.5
29.0
9.3
4.2
50.6
30.4
12.1
6.9

49.2
28.4
11.7
10.7 55.1
27.6
10.1
7.1

| Number of Younger Brothers none. <br> one. <br> twc. |  |
| :---: | :---: |
|  |  |
|  |  | 57.1

32.6
7.8
2.6

| 55.1 | 57.3 | 59.0 |
| ---: | ---: | ---: |
| 33.0 | 32.7 | 32.0 |
| 8.4 | 7.7 | 7.2 |
| 3.5 | 2.3 | 1.9 |

56.8
29.6
9.4
4.2

| 55.0 | 55.5 |
| ---: | ---: |
| 32.9 | 34.1 |
| 8.4 | 8.5 |
| 3.7 | 1.9 |

57.0
32.7
7.8
2.5 59.2
31.8
7.1
1.8 57.3
33.2
7.5
2.0 54.3
33.9
9.0
2.7 59.3
31.9
7.0
1.8 57.7
32.4
7.9
2.0 55.6
28.9
10.7 58.5
30.8
8.3
8.4
$\qquad$
57.2
34.0
6.9
1.9

| 55.0 | 57.7 | 59.1 |
| ---: | ---: | ---: |
| 35.1 | 33.9 | 33.0 |
| 7.7 | 6.6 | 6.3 |
| 2.3 | 1.9 | 1.5 |

54.0
33.0
9.5
3.5

57.5
34.1
6.4

59.7
32.9
5.9
1.5


$\qquad$
57.7
34.1
6.650.5
35.4
10.1
3.959.4
29.3

Twin Status
yes - identicai.......................................... 0.2
0.7
1.1 $\begin{array}{rrr}98.2 & 98.2 & 98.2 \\ 0.8 & 0.7 & 0.6 \\ 1.0 & 1.1 & 1.1\end{array}$ 97.9
0.5
1.6 $\begin{array}{rr}98.2 & 98.5 \\ 0.8 & 0.6 \\ 1.0 & 0.9\end{array}$ 98.2
0.7
1.1 9.3
0.7
1.0 98.1
0.6
1.2 97.8
0.8 98.
0.

1. 98. 
1. 98
0
11.1
1.4

# WEIGHTED NATIONAL NORMS FOR ALL MEN, FALL 1988 

All All Ail \(\begin{gathered}Pradom<br>Inantly\end{gathered}\) All Instl- futions collager collugar all Unl-<br>Prantly Black 2-Year Colleges: Pubivear Colloges Universilles<br>Publle Prlvate Public Nonsect estani Catholle Publis Private<br>Prodominansly<br>Black Colleges Cellages<br>Publle Erivate

| Activitles Engaged In by Student During the Past Year attended a religious service.... | 78 j | 76.5 | 81.0 | 76.7 | 87.9 | 76.0 | 80.4 | 80.8 | 76.2 | 86.2 | 86.8 | 75.9 | 79.7 | 85.3 | 92.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| cheated on a test in school | 38.7 | 38.2 | 39.5 | 38.2 | 37.1 | 37.7 | 42.2 | 40.4 | 37.0 | 37.2 | 43.8 | 39.3 | 34.3 | 34.7 | 40.9 |
| copied homework from other stdnt | 58.8 | 56.9 | 60.0 | 59.6 | 57.2 | 56.6 | 59.4 | 61.0 | 57.4 | 58.5 | 62.2 | 60.6 | 56.0 | 56.5 | 58.2 |
| did extra class work/reading (4) | 9.0 | 7.2 | 9.2 | 10.6 | 13.2 | 7.2 | 7.8 | 8.6 | 10.8 | 9.7 | 8.3 | 10.1 | 12.3 | 11.8 | 15.3 |
| didn't complete homework on time | 73.0 | 72.4 | $\bigcirc 4.7$ | 71.5 | 75.9 | 71.5 | 79.6 | 74.7 | 75.3 | 75.5 | 72.0 | 71.8 | 70.4 | 75.5 | 76.7 |
| discussed politics (4).......... | 22.0 | 15.0 | 23.5 | 28.1 | 21.7 | 14.9 | 15.7 | 20.6 | 28.0 | 28.3 | 23.7 | 26.0 | 35.7 | 18.2 | 27.1 |
| discussed religion (4) | 18.3 | 13.8 | 20.7 | 20.2 | 24.4 | 13.5 | 16.8 | 18.2 | 22.2 | 27.8 | 21.5 | 18.4 | 26.4 | 21.5 | 29.0 |
| discussed sex (4) ..... | 35.3 | 32.2 | 37.4 | 3:.9 | 42.7 | 31.8 | 35.4 | 38.4 | 38.1 | 33.0 | 36.2 | 35.9 | 35.8 | 38.6 | 49.2 |
| discussed sports (4) | 58.8 | 54.3 | 62.1 | 59.4 | 65.8 | 53.3 | 62.8 | 63.8 | 54.7 | 64.7 | 65.9 | 59.7 | 58.6 | 65.4 | 66.6 |
| drank beer | 72.1 | 72.5 | 70.9 | 73.3 | 50.7 | 72.6 | 71.8 | 71.9 | 71.2 | 62.1 | 78.7 | 73.1 | 73.9 | 49.8 | 52.1 |
| drank wine or liquo | 63.5 | 60.8 | 63.6 | 66.6 | 41.4 | 60.7 | 61.7 | 64.0 | 65.1 | 56.6 | 69.2 | 66.1 | 68.2 | 37.9 | 46.9 |
| felt depressed (4) | 7.4 | 1.\% | 7.6 | 7.2 | 10.1 | 7.3 | 7.4 | 7.5 | 7.9 | 7.9 | 7.4 | 7.2 | 7.4 | 10.3 | 9.8 |
| felt overwhelmed (4) | 14.9 | 12.7 | 15.8 | 16.1 | 16.4 | 12.3 | 15.7 | 15.3 | 16.2 | 17.1 | 15.5 | 15.9 | 16.9 | 16.6 | 16.1 |
| participated in demonstration | 32.4 | 31.7 | 34.9 | 29.7 | 45.i | 31.0 | 37.2 | 35:9 | 33.2 | 33.8 | 33.7 | -0.2 | 27.8 | 46.7 | 44.2 |
| smoked cigarettes (4). | 8.2 | 11.1 | 7.2 | 6.1 | 3.9 | 11.1 | 11.3 | 7.5 | 7.9 | 5.4 | 6.3 | 6.2 | 5.9 | 4.8 | 2.5 |
| spoke other language at home (4) | 6.7 | 7.5 | 4.9 | 8.3 | 3.6 | 7.5 | 7.3 | 3.8 | 7.3 | 4.5 | 7.2 | 7.5 | 11.0 | 3.7 | 3.4 |
| stayed up all night.............. | 80.9 | 80.3 | 81.1 | 81.2 | 82.5 | 80.0 | 83.1 | 81.2 | 82.2 | 79.2 | 81.0 | 81.5 | 80.0 | 81.1 | 84.6 |
| studied with other stude | 85.9 | 81.3 | 87.4 | 89.2 | 88.1 | 80.9 | 84.8 | 87.1 | 87.5 | 89.1 | 87.1 | 88.9 | 90.2 | 87.2 | 89.6 |
| tutored another student. | 44.7 | 34.8 | 45.3 | 55.4 | 45.6 | 35.4 | 30.2 | 43.5 | 49.4 | 46.3 | 44.6 | 53.9 | 60.5 | 40.7 | 53.4 |
| used a personal computer (4) | 30.1 | 25.2 | 30.1 | 35.8 | 25.6 | 25.6 | 21.7 | 29.2 | 33.5 | 29.8 | 28.3 | 34.7 | 39.7 | 22.3 | 30.9 |
| was a guest in teacher's home | 30.1 | 26.3 | 33.2 | 30.0 | 30.9 | 25.3 | 35.1 | 32.0 | 34.0 | 38.9 | 29.9 | 28.9 | 33.8 | 30.9 | 30.9 |
| was bored in class. | 93.3 | 89.1 | 94.9 | 95.8 | 90.0 | 88.7 | 92.0 | 95.0 | 94.8 | 95.0 | 95.2 | 95.9 | 95.7 | 88.9 | 91.8 |
| won varsity letter in sports | 55.2 | 45.0 | 62.2 | 57.3 | 58.2 | 43.1 | 61.0 | 62.4 | 58.5 | 65.5 | 66.0 | 56.9 | 58.8 | 59.1 | 56.9 |
| worked in politicel campaign | 8.7 | 5.7 | 9.8 | 10.7 | 116 | 5.6 | 6.7 | 9.0 | 10.6 | 11.8 | 10.3 | 9.9 | 13.5 | 9.3 | 15.4 |
| Racial Comp. of High School completely white.......... | 16.6 | 17.0 | 17.7 | 14.6 | 1.8 | 17.2 | 15.8 | 19.6 | 13.2 | 18.1 | 15.3 | 15.1 | 13.0 | 1.1 | 3.0 |
| mostly white. | 60.9 | 59.8 | 59.1 | 64.7 | 29.5 | 59.7 | 60.1 | 56.2 | 63.4 | 59.1 | 68.2 | 63.6 | 68.8 | 28.5 | 31.2 |
| half white | 15.8 | 16.4 | 15.7 | 15.4 | 29.9 | 16.1 | 18.4 | 16.3 | 15.1 | 16.2 | 11.5 | 16.0 | 13.3 | 32.4 | 25.8 |
| mostly non-white | 4.9 | 4.7 | 5.5 | 4.5 | 23.7 | 4.7 | 4.1 | 5.8 | 5.9 | 4.6 | 4.2 | 4.5 | 4.1 | 24.0 | 23.1 |
| completely non-wh | 1.7 | 2.2 | 2.1 | 0.8 | 15.1 | 2.3 | 1.6 | 2.1 | 2.4 | 2.0 | 0.9 | 0.7 | 0.8 | 14.0 | 16.9 |
| Racial Comp. of Neighborhood completely white. $\qquad$ | 40.7 | 43.5 | 40.6 | 37.5 | 2.9 | 43.6 | 42.8 | 42.5 | 35.0 | 42.2 | 39.5 | 38.1 | 35.4 | 3.0 | 2.8 |
| mostly white.... | 43.9 | 41.4 | 41.8 | 49.8 | i5.0 | 41.5 | 40.5 | 39.4 | 46.3 | 42.4 | 47.0 | 49.3 | 51.7 | 13.9 | 16.8 |
| half white | 6.3 | 6.3 | 6.3 | 6.1 | i4.6 | 6.2 | 7.0 | 6.2 | 6.9 | 5.8 | 6.5 | 6.0 | 6.6 | 15.0 | 14.1 |
| mostly non-white | 5.5 | 4.8 | 6.8 | 4.5 | 37.7 | 4.8 | 5.4 | 7.1 | 7.3 | 6.1 | 4.8 | 4.5 | 6.6 4.4 | 37.5 | 38.2 |
| completely non-whit | 3.6 | 4.0 | 4.4 | 2.1 | 29.7 | 3.9 | 4.4 | 4.9 | 4.5 | 3.6 | 2.3 | 2.1 | 2.0 | 30.6 | 28.1 |
| Number of Honors Courses Taken in High School |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| none | 50.0 | 65.3 | 49.3 | 33.7 | 60.0 | 64.8 | 69.6 | 53.5 | 40.1 | 47.4 | 48.4 | 36.5 | 24.1 | 67.9 | 47.4 |
| one. | 12.3 | 11.5 | 13.3 | 11.8 | 15.9 | 11.3 | 13.0 | 12.8 | 13.7 | 13.4 | 15.8 | 11.9 | 11.4 | 16.0 | 15.9 |
| two or more | 37.7 | 23.2 | 37.4 | 54.5 | 24.0 | 23.9 | 17.4 | 33.7 | 46.2 | 39.2 | 35.7 | 51.6 | 64.5 | 16.2 | 36.7 |
| Number of Advanced Placement Courses Taken in HS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| none | 59.0 | 73.3 | 59.0 | 43.7 | 65.2 | 73.1 | 75.3 | 62.9 | 50.2 | 56.3 | 60.2 | 46.5 | 34.0 | 68.2 | 60.2 |
| one | 17.8 | 14.4 | 18.4 | 20.7 | 18.3 | 14.4 | 13.9 | 16.9 | 21.0 | 19.7 | 19.6 | 20.7 | 20.5 | 17.6 | 19.7 |
| two or more. | 23.2 | 12.4 | 22.6 | 35.6 | 16.5 | 12.5 | 10.8 | 20.2 | 28.8 | 24.0 | 20.1 | 32.7 | 45.4 | 14.3 | 20.1 |

WEIGHTED NATIONAL NORMS FOR ALL MEN, FALL 1988


WEIGHTED NATIONAL NORMS FOR ALL MEN, FALL 1988

HOURS PER WEEK IN THE LAST YEAR SPENT ON

None
studying or ciolng homework. socializing with friends. talking w/teacher sutside ciass. exercising or sports............. partying. (for pay volunteer work..................................... student clubs and groups watching

| 2.3 | 2.8 | 2.1 | 1.8 |
| ---: | ---: | ---: | ---: |
| 0.3 | 0.3 | 0.3 | 0.2 |
| 9.4 | 11.7 | 8.2 | 8.5 |
| 2.6 | 3.4 | 2.5 | 2.0 |
| 10.9 | 11.6 | 11.1 | 9.9 |
| 24.3 | 18.9 | 25.5 | 28.7 |
| 57.5 | 60.2 | 56.0 | 56.6 |
| 38.1 | 47.6 | 36.1 | 30.0 |
| 4.7 | 4.4 | 4.7 | 5.1 |
| 7.7 | 7.5 | 7.9 | 7.8 |

0.6
0.5
7.7
3.4
9.4
22.
58.
36.
3.
10.

| 2.8 | 3.3 |
| ---: | ---: |
| 0.2 | 0.4 |
| 11.5 | 10.1 |
| 3.4 | 3.0 |
| 11.6 | 11.1 |
| 18.8 | 20.1 |
| 60.4 | 58.5 |
| 47.9 | 45.4 |
| 4.3 | 5.9 |
| 7.3 | 8.9 |


| 2.5 | 1.7 | 1.7 | 1.5 |
| ---: | ---: | ---: | ---: |
| 0.3 | 0.3 | 0.3 | 0.2 |
| 9.5 | 7.0 | 6.0 | 6.4 |
| 2.6 | 2.6 | 2.4 | 1.5 |
| 10.5 | 11.1 | 14.8 | 8.1 |
| 22.1 | 30.8 | 30.6 | 25.7 |
| 57.8 | 55.5 | 52.0 | 51.9 |
| 40.0 | 30.9 | 30.2 | 34.5 |
| 4.2 | 6.2 | 4.8 | 4.5 |
| 7.9 | 7.8 | 8.1 | 8.0 |


| 2.0 | 1.1 |
| ---: | ---: |
| 0.2 | 0.3 |
| 9.3 | 5.7 |
| 2.0 | 2.0 |
| 10.0 | 9.7 |
| 26.4 | 36.7 |
| 58.5 | 50.3 |
| 32.5 | 21.6 |
| 4.8 | 6.2 |
| 7.8 | 7.7 |


| 0.4 | 0.9 |
| ---: | ---: |
| 0.5 | 0.5 |
| 7.6 | 7.8 |
| 3.4 | 3.3 |
| 9.5 | 9.2 |
| 18.4 | 27.8 |
| 57.3 | 59.0 |
| 40.1 | 29.9 |
| 3.5 | 3.0 |
| 10.7 | 9.4 |

Six or More Hours

| studying or doing homework.... |  |
| :---: | :---: |
| socializing with fr |  |
| talking w/teacher outside class. |  |
| exercising or sports............ |  |
| partying |  |
| working (for p |  |
| volunteer work |  |
| student clubs and groups........ |  |
| watching TV...................... |  |
|  |  |

36.9
79.4
8.3
60.2
37.6
62.9
4.8
11.4
36.4
33.5

| 30.9 | 36.9 | 43.8 |
| ---: | ---: | ---: |
| 76.8 | 80.3 | 81.1 |
| 8.9 | 9.0 | 6.6 |
| 56.6 | 62.8 | 60.6 |
| 38.3 | 37.3 | 37.2 |
| 69.8 | 61.7 | 57.8 |
| 5.3 | 4.7 | 4.3 |
| 9.4 | 11.6 | 13.4 |
| 36.5 | 37.7 | 34.5 |
| 34.1 | 34.7 | 31.4 |

40.5
70.1
14.9
54.2
36.4
61.1
7.1
12.8
46.2
38.8

| 31.1 | 29.6 |
| ---: | ---: |
| 76.4 | 79.9 |
| 8.8 | 10.0 |
| 55.6 | 64.5 |
| 37.6 | 43.2 |
| 70.1 | 67.2 |
| 5.3 | 5.1 |
| 9.5 | 8.9 |
| 36.5 | 36.5 |
| 33.7 | 37.0 |


| 32.4 | 44. |
| ---: | ---: |
| 79.6 | 81.7 |
| 8.4 | 10. |
| 62.3 | 60.6 |
| 38.1 | 36.6 |
| 64.6 | 56.3 |
| 4.2 | 5 |
| 10.1 | 14 |
| 38.8 | 35 |
| 35.1 | 35 |


| 7 | 40 |
| :--- | :--- |
| 7 |  |
| 7 |  |
| 7 |  |
| 3 |  |
| 2 |  |
| 8 |  |

40.5
80.0
9.0
65.6
31.4
54.1
4.7
12.5
37.8
32.9 41.2
81.6
9.9
67.3
44.4
61.9
5.7
13.1
36.9
31.8

| 40.8 | 54.3 |
| ---: | ---: |
| 80.7 | 82.8 |
| 6.2 | 8.1 |
| 60.3 | 61.7 |
| 37.4 | 36.5 |
| 60.4 | 48.7 |
| 3.8 | 5.9 |
| 11.9 | 18.9 |
| 35.0 | 32.6 |
| 31.5 | 30.8 |

### 34.1 66.8 15.3 53.8 36.0 60.9 7.6 10.4 45.2

 49.774.9
74.3 14.3
54.8
37.0 37.0
61.3
6.3 61.3
6.3
16.3
47

Sixteen or More Hours
studying or doing homework. socializing with friends
talking w/teacher outsidé ciass.
 partying.
working (for pay)
volunteer work....................................
steruent clubs and groups.
Watching

| 5.7 | 3.6 | 5.7 | 8. |
| ---: | ---: | ---: | ---: |
| 37.6 | 36.5 | 38.7 | 37. |
| 1.7 | 1.6 | 2.0 | 1. |
| 23.4 | 21.9 | 25.8 | 21. |
| 10.6 | 12.2 | 10.3 | 9. |
| 41.6 | 48.1 | 40.3 | 36. |
| 1.3 | 1.6 | 1.2 | 1. |
| 2.7 | 2.4 | 2.8 | 3. |
| 8.7 | 9.1 | 9.2 | 7. |
| 9.0 | 9.7 | 9.5 | 7. |

8.0
36.2
3.7
22.7
11.0
41.3
2.4
4.2
17.9
15.1

| 3.7 | 3.1 |
| ---: | ---: |
| 36.1 | 39.9 |
| 1.5 | 2.8 |
| 21.1 | 27.8 |
| 12.0 | 13.8 |
| 48.3 | 46.2 |
| 1.6 | 1.5 |
| 2.4 | 1.8 |
| 9.0 | 9.7 |
| 9.5 | 10.9 |


| 4.3 | 9.2 |
| ---: | ---: |
| 38.0 | 40.7 |
| 1.9 | 2.2 |
| 25.9 | 23.0 |
| 10.7 | 10.1 |
| 43.7 | 36.6 |
| 0.9 | 1.7 |
| 2.4 | 3. |
| 9.7 | 8. |
| 9.7 | 9.7 |


| 77.2 | 78.7 | 83.1 |
| ---: | ---: | ---: |
| 0.7 | 1.0 | 1.4 |
| 0.6 | 0.3 | 0.8 |
| 0.5 | 0.9 | 1.6 |
| 1.2 | 1.4 | 4.7 |
| 1.2 | 1.2 | 1.0 |
| 1.9 | 1.9 | 2.2 |
| 1.4 | 1.4 | 2.0 |

83.5
1.0
0.3
1.0
1.2
0.9
2.1
1.5

| 85.4 | 84. |
| ---: | ---: |
| 0.8 | 1 |
| 0.4 | 0 |
| 0.9 | 1 |
| 2.9 | 1 |
| 1.0 | 1.7 |
| 2.5 | 2. |
| 1.7 | 1.7 |

87.7
0.8
0.3
0.9
1.3
1.0
1.9
1.5

| 86.9 | 87.6 |
| ---: | ---: |
| 0.7 | 0.7 |
| 0.3 | 0.3 |
| 0.7 | 0.8 |
| 0.7 | 1.2 |
| 0.8 | 0.9 |
| 1.9 | 2.2 |
| 1.3 | 1.2 |


| 73.4 | 33.4 |
| ---: | ---: |
| 0.6 | 0.8 |
| 0.8 | 0.3 |
| 0.6 | 0.3 |
| 1.6 | 0.7 |
| 1.1 | 1.4 |
| 1.6 | 2.3 |
| 1.3 | 1.5 |

[^1]97.6
0.6
1.7

$\begin{array}{rrr}96.7 & 98.3 & 97.8 \\ 1.0 & 0.3 & 0.6 \\ 2.2 & 1.4 & 1.6\end{array}$
$\begin{array}{rrr}99.2 & 96.7 & 97.2 \\ 0.2 & 1.1 & 0.3 \\ 0.7 & 2.2 & 2.5\end{array}$
$\begin{array}{rrrr}99.0 & 97.1 & 97.7 & 98.2 \\ 0.2 & 0.4 & 0.3 & 0.6\end{array}$
98.2
0.6
1.1


## WEIGHTED NATIONAL NORMS FOR ALL MEN, FALL 1988



WEIGHTED NATIONAL NORMS FOR ALL MEN，FALL 1988
probable major sield of study
Arts and Humanlties

| $\underline{1}$ |  |  |  |
| :---: | :---: | :---: | :---: |
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|  |  |  |  |

## history

journalism．
．．．．．．．．．．．．．．．．．．．．．．．．．．．．． music．
philosophy
speech．
theater or drama
theology or religion
Biological Sciences
general biology．
general biology biochemistry or biophysics．．．．．．．．
botany．
marine（iife）science．
microbiology or bacteriology．．．
zoology．．．．．．．．．．．．．．．．．．．．．．．．．
other bioiogicai sciences

| 1.8 | 1.5 | 2.5 | 1.3 |
| :--- | :--- | :--- | :--- |
| 1.0 | 0.4 | 1.3 | 1.4 |
| 1.1 | 0.3 | 1.7 | 1.3 |
| 1.1 | 0.5 | 0.9 | 2.1 |
| 0.3 | 0.1 | 0.3 | 0.4 |
| 1.1 | 0.8 | 1.3 | 1.1 |
| 0.3 | 0.1 | 0.3 | 0.4 |
| 0.1 | 0.0 | 0.1 | 0.1 |
| 0.5 | 0.4 | 0.6 | 0.6 |
| 0.2 | 0.1 | 0.5 | 0.1 |
| 0.5 | 0.5 | 0.4 | 0.6 |

1.4
0.7
0.5
0.8
0.0
1.3
0.1
0.1
0.2
0.2
0.2

| 1.3 | 3.0 |
| :--- | :--- |
| 0.4 | 0.5 |
| 0.3 | 0.5 |
| 0.5 | 0.9 |
| 0.1 | 0.0 |
| 0.5 | 2.6 |
| 0.1 | 0.2 |
| 0.0 | 0.0 |
| 0.4 | 0.4 |
| 0.0 | 0.6 |
| 0.5 | 0.3 |

1.9
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0.1
0.4
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5.1
2.1
1.8
0.9
0.4
1.0
0.5
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0.5
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1.1
2.0
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1.9
0.3
1.6
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0.
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0
$\begin{array}{ll}1.1 & 1.8 \\ 2.0 & 1.5 \\ 1.9 & 1.5 \\ 1.2 & 1.3 \\ 0.3 & 0.3 \\ 1.6 & 0.7 \\ 0.6 & 0.3 \\ 0.1 & 0.1 \\ 0.8 & 0.7 \\ 2.0 & 0.3 \\ 0.2 & 0.6\end{array}$
1.3
1.1
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0.0
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0.5
0.3
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0.1
0.3
0.1

| 1.8 | 1.0 | 2.0 | 2.5 | 2.5 | 1.0 | 0.6 |
| :--- | :--- | :--- | :--- | :--- | :--- | :--- |
| 0.6 | 0.3 | 0.5 | 1.2 | 0.3 | 0.4 | 0.2 |
| 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 |
| 0.5 | 0.4 | 0.5 | 0.5 | 0.3 | 0.4 | 0.1 |
| 0.2 | 0.2 | 0.1 | 0.3 | 0.0 | 0.3 | 0.0 |
| 0.3 | 0.3 | 0.3 | 0.4 | 0.4 | 0.3 | 0.1 |
| 0.6 | 0.6 | 0.4 | 0.7 | 0.2 | 0.6 | 0.6 |

accounting．
$\stackrel{N}{N}$
Business
business administro．．．．
arketing
marketing．
secretariai studie
other business．．
Education
business education
elementary education．
muaic or art education．．．．．．．．．．．．
physicar education recreation
special education．
special education
Engineering
aeronautical／astronautical eng． civil engineering
chemical engineering
chemical engineering．
electrical engineering．．．．．．．．．．．．．．．．．．．．
industrial engineering．．．．．．．．．．．．．
other engirieering．．．．．．．．．．．．．．．．．．．．．．．．．．．

## 8.

8.4
3.0
3.1
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8.
2.

| 4 | 6.5 | 4.7 | 7.2 |
| ---: | ---: | ---: | ---: |
| 9 | 8.6 | 7.4 | 11.1 |
| 1 | 2.7 | 4.5 | 3.1 |
| 2 | 3.7 | 3.2 | 2.9 |
| 1 | 6.9 | 4.4 | 6.8 |
| 0 | 0.0 | 0.0 | 0.2 |
| 5 | 1.5 | 1.9 | 1.9 |


| 5.8 | 2.5 |
| ---: | ---: |
| 8.7 | 10.9 |
| 2.2 | 0.9 |
| 2.2 | 2.9 |
| 6.1 | 6.3 |
| 0.0 | 0.0 |
| 1.4 | 1.8 |

7.1
7.9
2.5
4.2
7.3
0.0
1.3
4.1
7.4
2.8
2.9
5.7
0.0
1.5

| 5.8 | 10 |
| ---: | ---: |
| 11.0 | 12 |
| 2.6 | 4 |
| 2.6 | 4. |
| 6.5 | 7 |
| 0.0 | 0 |
| 1.6 | 2. |


| 10.1 | 4.8 | 4.1 |
| ---: | ---: | ---: |
| 12.6 | 7.5 | 7.1 |
| 4.5 | 4.1 | 5.5 |
| 4.8 | 3.1 | 3.4 |
| 7.9 | 4.4 | 4.5 |
| 0.0 | 0.0 | 0.0 |
| 2.4 | 1.7 | 2.4 |

7.4
12.7
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| 0.5 | 0.3 | 0.1 | 0.4 |
| :--- | :--- | :--- | :--- |
| 0.6 | 0.7 | 0.2 | 0.4 |
| 0.1 | 0.3 | 0.2 | 0.3 |
| 1.5 | 1.9 | 0.4 | 0.9 |
| 1.1 | 1.9 | 0.8 | 1.0 |
| 0.2 | 0.1 | 0.0 | 0.1 |
| 0.1 | 0.2 | 0.1 | 0.3 |
|  |  |  |  |
| 3.0 | 2.9 | 3.3 | 2.1 |
| 2.5 | 1.2 | 1.9 | 0.5 |
| 0.7 | 0.4 | 1.4 | 0.2 |
| 7.4 | 3.7 | 6.2 | 7.2 |
| 0.5 | 0.5 | 0.5 | 1.2 |
| 4.3 | 2.5 | 4.3 | 1.9 |
| 3.2 | 1.2 | 2.3 | 0.7 |


| 0.3 | 0.3 |
| :--- | :--- |
| 0.6 | 0. |
| 0.0 | 0.3 |
| 1.1 | 4.3 |
| 1.1 | 1.5 |
| 0.2 | 0.0 |
| 0.1 | 0. |
|  |  |
| 3.1 | 2. |
| 2.5 | 2. |
| 0.8 | 0. |
| 7.8 | 4. |
| 0.4 | 0.6 |
| 4.5 | 2. |
| 3.3 | 2. |


| 0.3 | 0 |
| :--- | :--- |
| 0.8 | 0 |
| 0.4 | 0 |
| 2.2 | 0 |
| 2.2 | 0 |
| 0.1 | 0 |
| 0.2 | 0 |
|  |  |
| 2.1 | 7 |
| 1.5 | 0 |
| 0.5 | 0. |
| 4.3 | 4 |
| 0.7 | 0 |
| 3.0 | 2 |
| 1.4 |  |

0.3
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1.0 4.3
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WEIGHTED NATIONAL NORMS FOR ALL MEN, FALL 1988

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Black Black
colleges
2-Yoar Collegos
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Unluerstilos
Pradominantiy lack_Collagity

PROBABLE MAJOR FIELD OF STUDY

| Physical Sciences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| as tronomy. | 0.1 | 0.1 | 0.1 | 0.2 | 0.0 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.3 | 0.1 | 0.0 | 0.0 |
| atmospheric science. | 0.2 | 0.3 | 0.1 | 0.2 | 0.2 | 0.4 | 0.1 | 0.1 | 0.1 | 0.1 | 0.2 | 0.3 | 0.0 | 0.2 | 0.1 |
| chemistry. | 0.8 | 0.4 | 1.0 | 1.0 | 0.7 | 0.5 | 0.1 | 0.9 | 1.1 | 1.3 | 0.7 | 1.0 | 1.2 | 0.4 | 1.2 |
| earth sclence | 0.2 | 0.3 | 0.1 | 0.2 | 0.0 | 0.3 | 0.1 | 0.1 | 0.2 | 0.2 | 0.1 | 0.2 | 0.1 | 0.0 | 0.0 |
| marine science | 0.1 | 0.0 | 0.2 | 0.1 | 0.1 | 0.0 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 0.0 | 0.0 0.2 |
| mathematics | 0.6 | 0.2 | 0.8 | 0.8 | 0.5 | 0.2 | 0.3 | 0.6 | 0.9 | 1.1 | 1.1 | 0.7 | 0.0 0.9 | 0.0 0.4 | 0.2 0.6 |
| prysics. | 0.7 | 0.3 | 0.8 | 1.2 | 0.3 | 0.3 | 0.2 | 0.5 | 1.2 | 1.1 | 0.7 | 1.1 | 1.5 | 0.3 | 0.2 |
| statistics | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.0 |
| other physical sciences | 0.2 | 0.1 | 0.2 | 0.2 | 0.0 | 0.1 | 0.1 | 0.1 | 0.6 | 0.0 | 0.2 | 0.2 | 0.1 | 0.0 | 0.0 |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| architecture. | 1.9 | 3.1 | 0.8 | 2.1 | 1.4 | 2.2 | 11.0 | 0.9 | 0.9 | 0.5 | 0.4 | 2.3 | 1.4 | 0.9 | 2.1 |
| home economics. | 0.1 | 0.3 | 0.0 | 0.0 | 0.3 | 0.4 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.4 | 0.1 |
| health technology. | 0.6 | 0.7 | 0.5 | 0.6 | 0.3 | 0.7 | 0.6 | 0.5 | 0.3 | 0.8 | 0.5 | 0.6 | 0.0 0.6 | 0.1 0.1 | 0.1 |
| library science | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| nursing. | 0.3 | 0.5 | 0.2 | 0.1 | 0.2 | 0.6 | 0.1 | 0.2 | 0.0 | 0.1 | 0.1 | 0.1 | 0.0 | 0.0 | 0.5 |
| pharmacy. ${ }^{\text {premed, predent, }}$ | 0.7 2.6 | 0.6 1.0 | 0.7 2.4 | 1.0 4.8 | 0.4 | 0.6 | 0.3 | 1.0 | 0.4 | 0.5 | 0.3 | 1.1 | 0.5 | 0.4 | 0.3 |
| premed, predent,pr | 2.6 0.9 | 1.0 0.9 | 2.4 0.9 | 4.8 1.0 | 2.5 0.8 | 1.0 0.9 | 0.5 | 1.9 | 2.4 | 4.1 | 2.3 | 4.6 | 5.2 | 1.7 | 3.5 |
| other professional | 1.2 | 0.9 | 1.3 | 1.2 | 0.8 0.4 | 0.9 0.9 | 1.2 | 1.0 1.0 | 0.5 1.9 | 1.1 1.4 | 0.9 1.4 | 1.2 | 0.6 1.1 | 0.6 0.0 | 0.9 0.9 |
| Social Sclences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| anthropology. | 0.1 | 0.0 | 0.2 | 0.2 | 0.0 | 0.0 | 0.1 | 0.1 | 0.3 | 0.2 | 0.0 | 0.2 | 0.1 | 0.0 | 0.0 |
| economics.. | 0.8 | 0.2 | 0.8 | 1.3 | 0.3 | 0.2 | 0.2 | 0.6 | 1.4 | 0.9 | 0.8 | 1.0 | 2.3 | 0.1 | 0.6 |
| ethnic studies | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.1 |
| geography.... | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 |
| political scienco | 3.2 | 1.3 | 3.7 | 4.7 | 5.6 | 1.3 | 0.7 | 2.9 | 4.6 | 5.0 | 4.8 | 3.7 | 8.3 | 4.5 | 7.0 |
| psychology. | 1.9 | 1.4 | 2.2 | 2.0 | 3.6 | 1.3 | 2.0 | 1.8 | 2.2 | 3.0 | 3.2 | 2.2 | 1.6 | 3.7 | 3.6 |
| social work | 0.2 | 0.3 | 0.2 | 0.1 | 0.5 | 0.4 | 0.1 | 0.3 | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 | 0.5 | 0.5 |
| sociology...... women's studies | 0.2 | 0.1 | 0.3 | 0.2 | 0.7 | 0.1 | 0.0 | 0.2 | 0.2 | 0.4 | 0.3 | 0.2 | 0.1 | 0.8 | 0.4 |
| women's studies...... other social sciences | 0.0 0.2 | 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 | 0.0 |
| Other social sciences | 0.2 | 0.1 | 0.2 | 0.1 | 0.2 | 0.2 | 0.0 | $0 . \bar{c}$ | 0.2 | 0.3 | 0.3 | 0.1 | 0.1 | 0.1 | 0.2 |
| Technical |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| building trades. | 0.3 | 0.6 | 0.3 | 0.0 | 0.0 | 0.3 | 3.5 | 0.4 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| data processing. | 1.3 | 2.0 | 1.2 | 0.7 | 2.1 | 2.1 | 1.1 | 1.5 | 1.0 | 0.9 | 0.0 1.1 | 0.0 0.8 | 0.4 | 0.0 2.4 | 1.6 |
| drafting or design | 0.6 | 0.9 | 0.6 | 0.1 | 0.7 | 0.9 | 1.4 | 0.9 | 0.4 | 0.1 | 0.2 | 0.1 | 0.0 | 1.2 | 0.1 |
| electronics. | 0.5 0.5 | 1.2 0.4 | 0.3 | 0.1 | 0.3 | 1.2 | 0.9 | 0.4 | 0.2 | 0.0 | 0.2 | 0.1 | 0.1 | 0.5 | 0.1 |
| other technicai. | 0.5 | 0.4 | 0.9 0.8 | 0.0 | 0.4 | 0.4 | 0.2 | 1.3 | 0.7 | 0.2 | 0.0 | 0.0 | 0.0 | 0.5 | 0.1 |
|  |  |  |  |  |  | 0.5 | 0.6 | 1.2 | 0.5 | 0.2 | 0.0 | 0.0 | 0.0 | 0.5 | 0.1 |
| Other Fields |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| agriculture... | 1.5 | 3.1 | 0.7 | 1.0 | 2.8 | 3.3 | 1.1 | 1.1 | 0.3 | 0.4 | 0.0 | 1.2 | 0.0 | 4.8 | 0.2 |
| communications.. | 2.6 | 2.4 | 3.2 | 2.1 | 4.6 | 2.5 | 1.8 | 3.3 | 3.0 | 3.2 | 3.2 | 2.0 | 0.0 2.3 | 4.5 | 4.7 |
| computer science | 2.4 0.9 | 2.9 2.3 | 2.6 0.3 | 1.7 | 3.5 | 3.0 | 1.5 | 2.8 | 2.3 | 2.3 | 1.8 | 1.8 | 1.4 | 3.3 | 3.7 |
| law enforcement | 0.9 | 2.3 3.8 | 0.3 | 0.2 | 0.0 | 2.4 | 1.1 | 0.3 | 0.2 | 0.4 | 0.2 | 0.3 | 0.0 | 0.0 | 0.0 |
| military science | 0.2 | 0.3 | 0.0 0.3 | 0. 2 | 2.8 0.4 | 4.0 0.3 | 1.7 | 2.6 | 0.9 | 1.3 | 1.7 | 0.8 | 1.1 | 3.8 | 1.4 |
| other fields. | 1.4 | 2.0 | 1.3 | 0.9 | 0.9 | 2.0 | 2.3 | 0.3 0.7 | 0.3 3.2 | 0.1 1.1 | 1.7 0.6 | 0.2 | 0.1 0.5 | 0.3 1.1 | 0.50 |
| undecided. | 5.9 | 5.0 | 6.4 | 6.0 | 3.1 | 5.0 | 5.2 | 6.6 | 5.9 | 6.9 | 5.3 | 6.1 | 5.8 | 3.1 | 2.9 |

WEIGHTED NATIONAL NORMS FOR ALL MEN, FALL 1988

Prodom Inantly<br>All Instl-<br>2-Year<br>4-Yoar<br>All Unl- yersylus<br>Inantiy Black colleges

2-Yoar Collegen
Zublle $\qquad$ 4-Year Collegas
Protict Pubile it Cathol Publle Prlvale
Probable Career Occupation

5.4
1.0
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4.0
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1.9
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1
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1
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0
1
7
8

| 6.2 | 4. |
| ---: | ---: |
| 1.1 | 1. |
| 1.4 | 2. |
| 2.4 | 1. |
| 0.4 | 0. |
| 15.3 | 14. |
| 5.7 | 4. |
| 1.4 | 1. |
| 0.5 | 0. |
| 0.2 | 0. |
| 0.9 | 0 |
| 0.5 | 0 |
| 3.7 | 2 |
| 0.6 | 0 |
| 0.6 | 0 |
| 0.0 | 0 |
| 11.3 | 18 |
| 0.5 | 0 |
| 0.7 | 1 |
| 0.0 | 0 |
| 0.1 | 0 |
| 0.1 | 0 |
| 0.2 | 0 |
| 1.8 | 0 |
| 5.6 | 8 |
| 3.1 | 1 |
| 1.6 | 1 |
| 0.2 | 0 |
| 0.4 | 0 |
| 0.8 | 1 |
| 3.6 | 7.1 |
| 0.2 | 0.1 |
| 0.1 | 0 |
| 1.7 | 2. |
| 0.4 | 0.1 |
| 0.1 | 0.1 |
| 1.1 | 1.1 |
| 0.9 | 0.2 |
| 4.0 | 1.7 |
| 0.5 | 0.7 |
| 2.0 | 2.9 |
| 1.3 | 0.3 |
| 6.5 | 4.6 |
| 10.2 | 10.1 |

4.2
1.0
2.6
1.0
0.2
14.4
4.8
1.3
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1.7
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4.6
10.1
7.2
1.8
3.1
7.2

6.7
1.5
3.6
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0.1
15.2
7.0
1.0
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0.1
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0.3
4.9
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1.5
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17.2
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0.1
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0.0
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11.1
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0.8
0.0
1.2
0.4
1.0
0.7
1.8
0.2
5.0
3.9

Miles from College to Home
5 or less...........................................................................
8.4
$\begin{array}{rrr}16.1 & 4.8 & 4.3 \\ 16.8 & 4.8 & 6.0 \\ 35.2 & 22.7 & 18.9 \\ 9.9 & 16.3 & 16.0 \\ 17.7 & 35.1 & 39.6\end{array}$
4.
3.
11.
13.
33.
33. $\begin{array}{rr}17.3 & 6 \\ 18.0 & 6 \\ 36.5 & 24 \\ 9.4 & 13 \\ 16.2 & 30 \\ 2.7 & 18\end{array}$ $\begin{array}{rrrr}4.9 & 3.4 & 4.0 & 8 \\ 5.5 & 2.9 & 3.2 & 8 \\ 26.3 & 14.7 & 16.6 & 29 \\ 18.1 & 11.3 & 17.7 & 14 \\ 34.6 & 36.1 & 39.7 & 27 \\ 10.6 & 31.5 & 18.3 & 11\end{array}$ 4
19
17
4
1 $\begin{array}{lr}4.5 & 3 \\ 6.4 & 4 \\ .3 & 17 \\ 1.8 & 9 \\ 1.0 & 34 .\end{array}$ 1.030 .2

| 4.8 | 3.4 |
| ---: | ---: |
| 3.7 | 3.7 |
| 14.1 | 7.9 |
| 18.7 | 5.5 |
| 36.5 | 28.3 |
| 22.2 | 51.1 |

WEIGHTED NATIONAL NORMS FOR ALL MEN, FALL 1988

Prodom-
Inanty
Black
colleges:

2-Your_Collegos Publle Private $\qquad$ 4-Year Colleges private prot.
Mensech estan $\qquad$ Rublie Privat Prodominantly
Black Collogos
Publle Erlvate

Father's Education
grammar school or less
some high schoo!
postsecondary other than coliege
pome college..........................
college degree
some graduate school
graduate degree........................... 19.9
Father's Occupation (6)
artist (including performer). businessman.
clergy or reiigious worker
college teacher or administrator doctor or dentist.
educailon (secondary)
education (elementary)...................
engineer.
farmer or forester
health professionai (non-M.D.i..
lawyer.
rÿ icareer
research scientls
semileskilled worker
laborer (unskilled).
laborer (unskilled)
unemployed. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
Father's Rellgious Preference
Baptist
Buddhist......
Congregational.
Eastern Orthouox.
Episcopal
Islamic
Jewish.....
Lutheran
Methodist..
Presbyte
Quaker. $\quad$.i.
Roman Catholic
Sever Protestantis
other rollgion
other
0.9
31.5
0.9
0.9
2.6
4.2
1.0
8.5
2.6
1.4
2.0
1.8
0.7
10.7
4.4
2.6
1.8
21.4

| 0.8 | 0.9 | 1.1 |
| ---: | ---: | ---: |
| 28.1 | 1.5 | 35.3 |
| 0.5 | 1.4 | 0.6 |
| 0.3 | 1.1 | 1.4 |
| 0.8 | 2.5 | 4.8 |
| 3.4 | 4.8 | 4.4 |
| 1.0 | 1.1 | 1.0 |
| 8.4 | 7.7 | 9.8 |
| 2.6 | 2.6 | 2.5 |
| 1.2 | 1.4 | 1.6 |
| 0.8 | 1.9 | 3.3 |
| 1.2 | 2.3 | 1.7 |
| 0.3 | 0.7 | 1.1 |
| 14.0 | 10.4 | 7.5 |
| 5.7 | 4.3 | 3.0 |
| 3.6 | 2.3 | 1.9 |
| 2.3 | 1.7 | 1.4 |
| 25.0 | 21.3 | 17.6 |

12.3

| 10.6 | 16.6 | 8.4 |
| ---: | ---: | ---: |
| 0.5 | 0.4 | 1.2 |
| 1.0 | 1.6 | 1.1 |
| 1.1 | 0.6 | 0.9 |
| 1.6 | 2.9 | 2.8 |
| 0.4 | 0.4 | 0.6 |
| 3.7 | 2.5 | 7.2 |
| 0.2 | 0.3 | 0.3 |
| 6.1 | 7.0 | 7.2 |
| 8.2 | 9.6 | 7.8 |
| 4.7 | 5.4 | 5.9 |
| 0.2 | 0.2 | 0.2 |
| 42.9 | 31.8 | 35.3 |
| 0.5 | 0.2 | 0.2 |
| 5.9 | 6.1 | 4.7 |
| 4.4 | 4.8 | 3.7 |
| 8.0 | 9.4 | 12.4 |

4.8
11.4
29.8
4.7
14.6
18.0
1.6
15.1

| 5.1 | 5.0 |
| ---: | ---: |
| 9.7 | 8.2 |
| 34.9 | 28.8 |
| 5.3 | 4.9 |
| 13.6 | 14.5 |
| 19.5 | 22.1 |
| 1.5 | 1.7 |
| 10.3 | 14.9 |


| 1.3 | 0.7 | 1.0 |
| ---: | ---: | ---: |
| 19.0 | 27.3 | 35.0 |
| 1.9 | 0.4 | 1.7 |
| 0.5 | 0.3 | 0.4 |
| 1.9 | 0.7 | 1.0 |
| 4.4 | 3.5 | 2.6 |
| 1.2 | 1.1 | 0.7 |
| 5.0 | 8.5 | 7.6 |
| 2.3 | 2.5 | 3.6 |
| 1.7 | 1.1 | 6.3 |
| 1.3 | 0.8 | 0.7 |
| 4.8 | 1.1 | 1.9 |
| 0.6 | 0.3 | 0.2 |
| 10.5 | 14.4 | 10.6 |
| 5.5 | 6.0 | 3.6 |
| 3.4 | 3.7 | 2.8 |
| 3.6 | 2.4 | 1.8 |
| 31.8 | 25.2 | 23.5 |

23. 


9.1
0.5
0.9
1.2
1.5
0.4
3.9
0.2
5.9
8.1
4.7
0.2
44.6
0.5
6.0
4.2
3.3
22.4
0.5
2.4
0.5
2.7
0.4
2.6
0.2
7.6
9.1
4.7
0.5
29.2
0.1
5.0
6.4
5.9
19.8
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31.5
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4.8
4.5
9.2 12.2
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4.2
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7.5
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29.9
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7.6
5.2
11.9 18.2
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12.2
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8.8





$$
\begin{array}{r}
68.6 \\
0.5 \\
0.0 \\
0.0 \\
1.4 \\
1.5 \\
0.2 \\
0.0 \\
0.0 \\
5.9 \\
1.5 \\
0.2 \\
4.8 \\
1.0 \\
1.1 \\
7.2 \\
6.1
\end{array}
$$

| 2.7 | 2.3 | 2.5 | 3.2 | 2.3 | 2.2 | 5.8 | 3.2 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| 6.9 | 4.6 | 5.4 | 5.0 | 4.1 | 3.5 | 14.2 | 7.3 |
| 28.7 | 18.9 | 21.0 | 22.3 | 18.3 | 11.1 | 32.9 | 25.1 |
| 5.8 | 4.6 | 4.4 | 4.7 | 4.5 | 2.8 | 4.0 | 5.8 |
| 16.0 | 13.2 | 14.0 | 15.8 | 14.6 | 10.6 | 13.3 | 16.6 |
| 21.6 | 24.0 | 22.5 | 22.7 | 26.0 | 25.1 | 17.6 | 18.7 |
| 2.8 | 3.8 | 3.6 | 3.4 | 3.9 | 4.6 | 1.2 | 2.3 |
| 15.6 | 28.7 | 26.6 | 22.9 | 26.3 | 40.1 | 11.1 | 20.9 |


1.0
34.0
0.6
1.2
3.8
4.5
1.0
10.1
3.0
1.7
2.7
1.9
1.0
8.3
3.3
2.1
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16.8 1.7
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$\qquad$
8
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$2 \quad 2$

$$
\begin{array}{r}
56.0 \\
0.5 \\
0.7
\end{array}
$$

## WEIGHTED NATIONAL NORMS FOR ALL MEN, FALL 1988


Inanlly
Black
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Pradominantly lullen
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5.3
34.2
7.7
16.3
20.5
3.2
10.

| 3.8 | 1.8 | 1.9 |
| ---: | ---: | ---: |
| 8.2 | 4.6 | 3.0 |
| 43.3 | 33.2 | 25.3 |
| 8.1 | 7.5 | 7.4 |
| 13.1 | 17.6 | 17.9 |
| 15.7 | 20.8 | 25.7 |
| 1.6 | 3.5 | 4.6 |
| 6.0 | 11.0 | 14.3 |


| 2.9 | 3.8 | 4.2 |
| ---: | ---: | ---: |
| 9.1 | 8.4 | 7.2 |
| 26.6 | 44.3 | 35.2 |
| 5.5 | 8.2 | 7.8 |
| 18.6 | 12.9 | 15.1 |
| 18.6 | 15.2 | 19.9 |
| 2.6 | 1.5 | 2.2 |
| 15.9 | 5.7 | 8.4 |


| 1.6 | 1.7 | 1.5 | 2.8 |
| ---: | ---: | ---: | ---: |
| 5.3 | 3.4 | 4.1 | 3.5 |
| 37.7 | 25.8 | 26.8 | 32.8 |
| 7.6 | 7.1 | 7.0 | 8.3 |
| 17.9 | 16.4 | 18.6 | 17.3 |
| 17.9 | 25.3 | 25.0 | 22.2 |
| 2.9 | 4.7 | 4.3 | 3.1 |
| 8.9 | 15.8 | 12.7 | 10.1 |


| 1.9 | 2.0 |
| ---: | ---: |
| 3.2 | 2.5 |
| 27.3 | 18.3 |
| 7.6 | 6.6 |
| 18.4 | 16.2 |
| 24.7 | 29.0 |
| 4.0 | 6.4 |
| 12.9 | 19.0 |

4.0
11.6
30.9
5.1
17.4
16.0
2.0
13.1
1.4
5.4
20.0
6.2
20.4
22.6
3.6
20.3

Mother's occupation (6)
artist (including performer)....
clergy or religious worker....... college teacher or administrator doctor or dentist. education (secondary)
education (elementary)
eng ineer
farmer or foresièr
health professional (non.m.o.j). homemaker (full-time).
lawyer
nurse.
research sciontist.............................. social/weifare/recreation worker skilled worker.
semi-skilled workor
laborer (unskilied)........................
unemp royed
Mother's Reilgious Preference


Baptist.
Congregationai
Eastern orthodox.
Episcopal
islamic
LOS (Mormón)
Lutheran.
Methodist. ..
Quaker
Roman Cathoilic
Seventh-0ay Adventist
other Protestant
other religion
none.
1.6
14.1
10.4
0.2
0.4
0.5
4.5
7.0
0.3
0.3
1.9
17.5
0.3
7.9
0.
1.5
2.3
2.9
1.
6.

| 0.9 | 1.8 | 2.3 |
| ---: | ---: | ---: |
| 13.6 | 13.8 | 15.2 |
| 11.1 | 10.5 | 9.6 |
| 0.1 | 0.3 | 0.2 |
| 0.2 | 0.5 | 0.6 |
| 0.3 | 0.5 | 0.8 |
| 2.7 | 5.2 | 5.4 |
| 4.8 | 7.8 | 8.2 |
| 0.3 | 0.2 | 0.3 |
| 0.4 | 0.3 | 0.3 |
| 1.8 | 1.9 | 2.2 |
| 18.7 | 16.5 | 17.4 |
| 0.2 | 0.3 | 0.5 |
| 8.3 | 7.8 | 7.5 |
| 0.1 | 0.1 | 0.3 |
| 1.3 | 1.6 | 1.6 |
| 2.8 | 2.2 | 2.0 |
| 3.7 | 2.6 | 2.4 |
| 2.2 | 1.6 | 1.4 |
| 7.7 | 6.3 | 5.5 |
| 18.7 | 18.4 | 16.6 |

0.8
13.2
7.5
0.1
0.3
0.6
9.8
10.2
0.4
0.0
2.3
6.9
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7.8
0.1
3.5
2.
2.
1.
6.

1.9
16.8
9.4
0.2
0.4
0.5
3.4
6.6
0.3
0.4
2.0
15.7
0.2
3.2
0.0
1.2
2.5
3.4
1.3
6.2
19.4

| 1.2 | 2.9 | 2.5 | 1.6 |
| ---: | ---: | ---: | ---: |
| 13.6 | 14.9 | 13.4 | 12.5 |
| 11.6 | 8.9 | 8.9 | 10.1 |
| 0.2 | 0.2 | 0.4 | 0.1 |
| 0.3 | 0.7 | 0.8 | 0.4 |
| 0.4 | 0.8 | 0.4 | 0.5 |
| 4.9 | 5.6 | 5.8 | 4.4 |
| 7.1 | 8.3 | 9.9 | 6.7 |
| 0.1 | 0.3 | 0.2 | 0.2 |
| 0.4 | 0.2 | 0.4 | 0.4 |
| 1.9 | 1.9 | 2.0 | 1.7 |
| 16.1 | 15.6 | 17.6 | 20.2 |
| 0.2 | 0.7 | 0.4 | 0.3 |
| 7.9 | 7.6 | 7.2 | 9.1 |
| 0.1 | 0.3 | 0.1 | 0.1 |
| 1.3 | 2.2 | 1.9 | 1.2 |
| 2.3 | 2.2 | 1.8 | 1.8 |
| 3.0 | 1.9 | 2.5 | 2.4 |
| 1.8 | 1.1 | 1.8 | 1.6 |
| 6.2 | 6.3 | 5.3 | 6.4 |
| 19.3 | 17.2 | 16.6 | 18.4 |

2.1
15.1
10.1
0.2
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17.0
3.0
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10.1
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0.8
0.0
3.1
4.3
0.9
8.3
0.3
4.9
2.4
2.6
2.3
5.2
19.8

| 12.7 | 11.1 | 17.1 | 8.5 |
| ---: | ---: | ---: | ---: |
| 0.7 | 0.6 | 0.4 | 1.3 |
| 1.4 | 1.0 | 1.7 | 1.3 |
| 0.7 | 0.8 | 0.6 | 0.8 |
| 2.8 | 1.8 | 3.2 | 3.3 |
| 0.4 | 0.3 | 0.3 | 0.5 |
| 4.1 | 3.6 | 2.3 | 7.0 |
| 0.3 | 0.2 | 0.3 | 0.4 |
| 7.0 | 6.4 | 7.2 | 1.4 |
| 9.1 | 8.7 | 10.0 | 8.2 |
| 5.5 | 4.6 | 5.6 | 6.3 |
| 0.2 | 0.3 | 0.2 | 0.2 |
| 38.3 | 44.9 | 33.6 | 37.4 |
| 0.3 | 0.4 | 0.3 | 0.3 |
| 5.8 | 5.8 | 6.2 | 5.0 |
| 4.7 | 4.6 | 5.2 | 4.0 |
| 6.2 | 4.8 | 5.8 | 8.2 |

w- Nonvoo o noo o
oand
MommNmNmonmomo
wofơOfovonowonoN


18.9
0.2
2.2
0.4
4.2
0.3
1.0
0.2
10.9
12.8
9.0
0.5
16.0
0.2
11.1
7.3
5.0




56.5
0.3
0.5
0.1
3.8
0.9
0.2
0.0
1.1
12.4
2.4
0.0
7.4
0.7
2.5
7.9
3.3

## WEIGHTED NATIONAL NOR「תS FOR ALL MEN，FALL 1988

$$
\begin{aligned}
& \text { All insti- 2-Year } \begin{array}{c}
\text { All } \\
\text { 4-Year All Unl. }
\end{array} \begin{array}{c}
\text { Pradom- } \\
\text { Inantly }
\end{array}
\end{aligned}
$$

| Mnantly |
| :---: |
| Black |

2．Yeat Colleges
Public Privale
4Yoarcollages
Predominantly
tutlons
Colleges
enble Nensect．estan catholle
Reasons Noted as Very Important
in Deciding to go to College
become a more cultured person... 29.2
could not find a.job..............

improve reading and study skilis
learn more about things.
make more money.
nothing better to do.......................
parents wanted me to go
prepore for graduate schooi......
ranted for graduate school..... 46.1
Reasons Noted as Very Important
Reasons Hoted as Very Impo
in Solecting This College
in Solecting This College
advice of guidance counselor
advice of guidance counselor....
advice of teacher......
friend suggested attending
good academic reputation
good social reputation.
graduates get good jobs $i(7) \ldots .$.
not oftered aid by first choice.
offered financial assistanceice
offered financial assistance....
recruited by athletic department
recruited by college rep....
recruited by college rep..
relatives wanted me to come.....
Residence Preferred During fall
Term

With parents or relatives． ther private home apt roi． college durmitory．
raternity or sorori $i$ ．．．．．．．．．．．．．
other campus housing $i$ house．．．． other

Residence Planned During Fall Term
With parents or relatives． other p．ivate home，apt，room． college dormitory．
fraternity or sorority house other
29.2
3.2

| 25.7 | 30.1 | 32.0 |
| ---: | ---: | ---: |
| 4.4 | 3.0 | 1.9 |
| 52.0 | 53.3 | 55.7 |
| 86.0 | 81.4 | 80.7 |
| 37.9 | 36.3 | 31.9 |
| 68.2 | 68.8 | 71.2 |
| 80.5 | 75.1 | 73.9 |
| 4.2 | 3.3 | 2.8 |
| 17.9 | 19.9 | 18.7 |
| 42.2 | 44.6 | 52.9 |
| 8.6 | 12.8 | 13.4 |


| 53.7 | 25.3 | 29.3 |
| ---: | ---: | ---: |
| 7.3 | 4.3 | 4.5 |
| 72.0 | 51.5 | 56.2 |
| 89.6 | 86.2 | 84.4 |
| 66.5 | 37.2 | 43.3 |
| 77.2 | 67.8 | 71.5 |
| 87.7 | 80.5 | 80.5 |
| 8.4 | 4.3 | 3.3 |
| 34.9 | 17.7 | 19.8 |
| 66.0 | 41.2 | 50.6 |
| 20.7 | 8.1 | 13. |


| 27.3 | 34.8 |
| ---: | ---: |
| 3.5 | 2.4 |
| 50.7 | 58.3 |
| 83.7 | 78.1 |
| 35.9 | 35.2 |
| 67.5 | 73.7 |
| 79.0 | 69.5 |
| 3.5 | 3.1 |
| 20.2 | 19.1 |
| 42.0 | 47.4 |32.8

2.5
55.0
77.4
37.8
68.2
68.0
3.0
20.0
48.432.5
2.6
55.6
81.1
39.5
65.9
74.8
2.8
19.6
49.4

| 30.1 | 38.5 |
| ---: | ---: |
| 2.0 | 1.6 |
| 53.5 | 63.5 |
| 81.4 | 78.3 |
| 31.6 | 33.0 |
| 70.5 | 74.0 |
| 75.8 | 67.5 |
| 2.7 | 2.9 |
| 18.4 | 19.6 |
| 51.4 | 58.0 |
| 13.4 | 13.5 |

51.7
8.7
73.8
89.5
70.2
77.3
88.6
10.4
36.9
64.2
21.7
57.0
59.1
39.2
60.7
77.0
86.1
5.4
31.6
68.8 7.2
4.1
7.9
54.0
23.0
35.4
20.1
4.6
18.9
18.5
6.6
3.9
6.2
15.6

| Now ionvoinooogiviris |
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| 11.0 | 7.7 | 11.5 |
| ---: | ---: | ---: |
| 7.4 | 4.1 | 6.6 |
| 13.4 | 8.1 | 10.8 |
| 50.5 | 47.5 | 46.0 |
| 30.5 | 18.6 | 19.1 |
| 44.3 | 34.7 | 34.2 |
| 23.5 | 36.8 | 10.0 |
| 7.2 | 3.9 | 4.4 |
| 31.3 | 12.1 | 22.4 |
| 29.8 | 17.1 | 23.1 |
| 8.2 | 2.7 | 11.6 |
| 9.2 | 2.7 | 7.4 |
| 14.1 | 6.7 | 7.4 |
| 12.0 | 23.1 | 12.6 |

8.1
4.6
8.7
47.3
19.7
34.3
27.2
5.1
20.5
18.7
9.1
4.5
6.5
16.4
7.8
5.3
7.5
64.5
21.3
43.2
4.8
4.1
23.7
26.4
8.3
5.2
5.9
7.9

| 5 |
| ---: |
| 3 |
| 9 |
| 56 |
| 23 |
| 34 |
| 5 |
| 5 |
| 38 |
| 17 |
| 17 |
| 9 |
| 9 |

5.7
3.8
9.9
56.8
23.5
34.3
5.3
5.2
38.0
17.2
17.6
9.8
6.7
10.
7.9
3.7
8.2
60.8
25.5
41.7
6.8
5.6
33.0
15.2
14.3
7.2
6.1
15.4

| 5.0 | 7.0 |
| ---: | ---: |
| 2.8 | 4.3 |
| 6.7 | 6.2 |
| 58.2 | 76.0 |
| 31.5 | 28.0 |
| 31.0 | 45.9 |
| 22.5 | 2.4 |
| 5.2 | 3.4 |
| 14.5 | 26.1 |
| 16.2 | 21.7 |
| 3.9 | 5.9 |
| 2.1 | 3.5 |
| 5.0 | 5.8 |
| 12.5 | 7.2 |


| 13.0 | 8.2 |
| ---: | ---: |
| 8.7 | 5.4 |
| 15.6 | 10.3 |
| 37.1 | 69.6 |
| 28.4 | 33.6 |
| 37.4 | 54.2 |
| 30.3 | 13.7 |
| 7.9 | 6.2 |
| 34.4 | 26.9 |
| 29.3 | 30.5 |
| 9.7 | 5.9 |
| 10.8 | 6.8 |
| 14.1 | 14.1 |
| 15.3 | 7.3 |

15.1 32.7 32.7
36.0
8.2 $\begin{array}{rrr}28.0 & 11.3 & 7.5 \\ 35.1 & 32.3 & 30.8 \\ 23.3 & 38.7 & 44.8 \\ 6.4 & 8.4 & 9.6 \\ 4.2 & 6.7 & 5.6 \\ 2.9 & 2.5 & 1.7\end{array}$
8.7
47.2
27.8
5.9
7.9
2.4
29.
35.
22.
5.
4.
2.
14.5
33.4
32.5
10.9
6.0
2.8
13.1
35.9
33.4
8.6
6.2
2.7 8.0
30.1
44.0
7.8
7.6
2.4 $\begin{array}{rr}8.4 & 13.6 \\ 26.9 & 23.6 \\ 46.7 & 45.8 \\ 9.1 & 7.3 \\ 6.9 & 7.8 \\ 2.0 & 1.9\end{array}$ $\begin{array}{rr}8.1 & 5.7 \\ 33.7 & 21.2 \\ 40.7 & 58.9 \\ 10.5 & 6.4 \\ 5.3 & 6.4 \\ 1.8 & 1.4\end{array}$ $\begin{array}{rr}8.9 & 8.5 \\ 45.4 & 49.6 \\ 26.8 & 29.2 \\ 7.3 & 4.1 \\ 8.8 & 6.7 \\ 2.8 & 1.9\end{array}$
30.2
30.
7.
58.
1.
2.
0.

| 58.4 | 16.9 | 16.0 |
| ---: | ---: | ---: |
| 13.1 | 3.7 | 5.3 |
| 24.6 | 75.2 | 74. |
| 0.4 | 1.2 | 1. |
| 2.6 | 2.6 | 2.5 |
| 0.9 | 0.4 | 0.4 |


| －NOズャo wónivia |
| :---: |
| - NOज̆ oonvis |
| ONOJッN゚ inivivio |

20.9
3.7
71.2
1.1
2.6
0.5
9.1
5.3
80.5
1.0
3.6
0.5

| 7.7 | 27.2 |
| ---: | ---: |
| 2.0 | 2.7 |
| 86.6 | 67.8 |
| 2.1 | 0.5 |
| 1.4 | 1.6 |
| 0.1 | 0.2 |


| 17.5 | 10.6 | 9.5 | 9.8 |
| ---: | ---: | ---: | ---: |
| 5.8 | 3.3 | 9.5 | 8.7 |
| 71.9 | 81.9 | 76.4 | 76.7 |
| 2.1 | 0.6 | 0.6 | 0.6 |
| 2.3 | 3.3 | 2.5 | 3.5 |
| 0.4 | 0.3 | 1.7 | 0.7 |

## WEIGHTED NATIONAL NORMS FOR ALL MEN, FALL 1988

All Instl-
$\xrightarrow[\substack{\text { All } \\ \text { 2-Year } \\ \text { A-Yazr }}]{\text { All }}$
All Unl-
Prodom-
Inantly
Black
college 2Year Colleges Publle Private $\qquad$ 4-Year Colleags Unlyersilies. Publie Private
Predominantly tutions Colloces Colleges varsillos allegss Publle
Public Catholle
alack Collogas

SOURCES FOR EDUCATIOHAL EXPENSES


| 77.8 | 68.9 | 79.9 | 85.9 |
| ---: | ---: | ---: | ---: |
| 1.1 | 1.4 | 1.1 | 0.7 |
| 56.4 | 50.7 | 56.2 | 63.7 |
| 28.8 | 24.3 | 29.0 | 33.8 |
| 17.7 | 11.2 | 21.8 | 20.1 |
| 22.3 | 28.8 | 18.7 | 19.6 |
| 2.2 | 3.0 | 2.1 | 1.3 |
| 13.9 | 13.7 | 16.1 | 11.2 |
| 3.6 | 2.9 | 4.2 | 3.5 |
| 9.4 | 6.6 | 11.1 | 10.2 |
| 5.9 | 3.5 | 7.5 | 6.5 |
| 18.2 | 9.8 | 24.3 | 19.8 |
| 8.9 | 6.2 | 9.9 | 10.8 |
| 3.7 | 3.1 | 4.7 | 2.8 |
| 19.6 | 18.4 | 22.1 | 17.5 |
| 2.6 | 2.0 | 2.8 | 2.8 |
| 6.2 | 5.6 | 6.7 | 6.2 |
| 5.1 | 4.9 | 5.6 | 4.9 |
| 2.6 | 2.6 | 2.6 | 2.5 |


| 70.7 | 67.4 | 82.0 |
| ---: | ---: | ---: |
| 2.3 | 1.4 | 2.1 |
| 38.4 | 50.4 | 53.0 |
| 21.1 | 24.2 | 25.2 |
| 21.8 | 10.1 | 21.4 |
| 16.8 | 29.4 | 23.0 |
| 5.7 | 3.1 | 2.4 |
| 32.8 | 13.0 | 19.9 |
| 7.7 | 2.7 | 5.4 |
| 7.4 | 5.8 | 14.0 |
| 9.2 | 3.2 | 6.6 |
| 15.9 | 8.5 | 21.2 |
| 8.4 | 5.7 | 11.1 |
| 5.4 | 3.3 | 2.0 |
| 27.4 | 17.6 | 25.8 |
| 4.1 | 1.9 | 3.7 |
| 5.6 | 5.3 | 8.2 |
| 5.7 | 4.6 | 7.4 |
| 3.4 | 2.5 | 3.1 |


| 75.0 | 88.0 | 85.0 | 83.7 |
| ---: | ---: | ---: | ---: |
| 1.2 | 1.0 | 1.0 | 1.0 |
| 53.3 | 59.3 | 59.6 | 62.3 |
| 27.7 | 31.5 | 29.6 | 31.5 |
| 17.5 | 26.6 | 29.7 | 25.8 |
| 20.2 | 15.8 | 15.0 | 22.3 |
| 2.4 | 2.0 | 1.2 | 1.6 |
| 14.4 | 16.3 | 21.7 | 18.5 |
| 2.8 | 5.3 | 7.5 | 5.6 |
| 8.4 | 11.6 | 19.2 | 15.4 |
| 4.0 | 10.1 | 15.5 | 11.7 |
| 16.4 | 28.5 | 44.2 | 35.7 |
| 7.3 | 12.1 | 16.4 | 10.6 |
| 6.2 | 3.2 | 2.4 | 2.6 |
| 15.9 | 29.3 | 31.4 | 31.7 |
| 2.2 | 3.7 | 4.3 | 2.5 |
| 5.0 | 9.7 | 8.7 | 9.2 |
| 4.5 | 7.4 | 6.7 | 6.5 |
| 2.2 | 3.2 | 3.3 | 3.0 |


| 84.7 | 89.9 |
| ---: | ---: |
| 0.7 | 0.8 |
| 64.2 | 62.2 |
| 33.6 | 34.2 |
| 18.1 | 27.0 |
| 21.1 | 14.0 |
| 1.4 | 1.0 |
| 10.9 | 12.3 |
| 2.7 | 6.2 |
| 10.1 | 10.7 |
| 4.2 | 14.4 |
| 16.2 | 32.7 |
| 9.6 | 15.1 |
| 2.8 | 3.1 |
| 14.9 | 26.8 |
| 2.1 | 5.3 |
| 5.1 | 9.9 |
| 4.5 | 6.2 |
| 2.4 | 2.9 |


| 63.2 | 83.3 |
| ---: | ---: |
| 2.9 | 1.3 |
| 37.4 | 40.1 |
| 20.8 | 21.5 |
| 23.1 | 19.6 |
| 17.6 | 15.6 |
| 7.6 | 2.5 |
| 34.3 | 30.2 |
| 7.4 | 8.3 |
| 7.1 | 7.9 |
| 8.7 | 10.0 |
| 13.0 | 20.6 |
| 6.6 | 11.4 |
| 6.3 | 3.8 |
| 24.8 | 31.6 |
| 3.9 | 4.4 |
| 5.7 | 5.4 |
| 5.2 | 6.6 |
| 3.0 | 4.2 |

Received $\$ 1,500$ or More From
parents or family...................

| 53.3 | 39.2 | 55.9 | 66.9 |
| ---: | ---: | ---: | ---: |
| 0.4 | 0.4 | 0.4 | 0.3 |
| 9.1 | 7.1 | 9.2 | 11.3 |
| 5.7 | 4.3 | 5.8 | 7.5 |
| 0.9 | 0.4 | 0.8 | 1.6 |
| 1.5 | 2.0 | 1.1 | 1.5 |
| 0.6 | 0.9 | 0.6 | 0.4 |
| 2.5 | 1.8 | 3.3 | 2.2 |
| 0.5 | 0.3 | 0.6 | 0.6 |
| 1.7 | 0.7 | 2.2 | 2.1 |
| 0.3 | 0.2 | 0.3 | 0.4 |
| 8.2 | 1.9 | 12.2 | 10.2 |
| 2.2 | 1.3 | 2.4 | 3.2 |
| 2.3 | 1.5 | 3.4 | 1.9 |
| 7.4 | 6.5 | 8.5 | 7.1 |
| 0.6 | 0.5 | 0.6 | 0.7 |
| 2.7 | 2.0 | 2.9 | 3.1 |
| 2.6 | 2.2 | 2.9 | 2.7 |
| 1.1 | 1.0 | 1.2 | 1.2 |


| 40.5 | 37.0 | 59.1 |
| ---: | ---: | ---: |
| 0.7 | 0.3 | 0.7 |
| 2.7 | 6.6 | 11.1 |
| 2.2 | 4.1 | 6.1 |
| 1.4 | 0.3 | 0.6 |
| 1.3 | 2.0 | 1.8 |
| 1.1 | 0.9 | 0.6 |
| 9.8 | 1.6 | 3.9 |
| 1.6 | 0.3 | 0.4 |
| 1.2 | 0.5 | 2.0 |
| 0.9 | 0.2 | 0.3 |
| 6.5 | 1.4 | 6.0 |
| 2.1 | 1.2 | 2.2 |
| 2.6 | 1.5 | 0.9 |
| 11.9 | 6.0 | 10.2 |
| 0.8 | 0.5 | 1.0 |
| 1.9 | 2.0 | 2.9 |
| 2.5 | 2.1 | 3.9 |
| 1.2 | 0.9 | 1.8 |


| 46.5 | 72.5 | 63.3 | 64.8 |
| ---: | ---: | ---: | ---: |
| 0.4 | 0.4 | 0.2 | 0.3 |
| 8.1 | 11.0 | 9.4 | 11.8 |
| 4.5 | 7.7 | 6.8 | 7.4 |
| 0.5 | 1.4 | 1.3 | 1.3 |
| 0.9 | 1.3 | 1.0 | 1.9 |
| 0.6 | 0.9 | 0.2 | 0.3 |
| 3.1 | 3.3 | 4.2 | 3.6 |
| 0.4 | 1.0 | 0.8 | 0.7 |
| 1.5 | 2.1 | 4.3 | 4.0 |
| 0.2 | 0.4 | 0.3 | 0.3 |
| 4.7 | 19.0 | 26.7 | 22.7 |
| 1.3 | 3.9 | 4.3 | 3.0 |
| 4.7 | 2.2 | 1.2 | 1.3 |
| 5.0 | 13.4 | 12.5 | 12.9 |
| 0.3 | 1.0 | 0.7 | 0.8 |
| 1.7 | 5.1 | 3.6 | 4.7 |
| 2.0 | 4.8 | 3.8 | 3.3 |
| 0.9 | 1.7 | 1.6 | 1.6 |


| 63.4 | 79.6 |
| ---: | ---: |
| 0.3 | 0.4 |
| 10.4 | 14.3 |
| 6.8 | 10.0 |
| 0.9 | 4.3 |
| 1.4 | 1.7 |
| 0.4 | 0.4 |
| 2.0 | 3.1 |
| 0.3 | 1.6 |
| 1.7 | 3.2 |
| 0.3 | 1.0 |
| 6.1 | 24.7 |
| 2.3 | 6.6 |
| 1.7 | 2.5 |
| 5.4 | 13.2 |
| 0.4 | 1.4 |
| 2.2 | 6.3 |
| 2.3 | 4.3 |
| 1.0 | 1.8 |


| 31.2 | 56.0 |
| ---: | ---: |
| 1.0 | 0.2 |
| 3.1 | 2.0 |
| 1.9 | 2.8 |
| 1.0 | 2.2 |
| 1.5 | 0.9 |
| 1.5 | 0.6 |
| 11.1 | 7.7 |
| 1.7 | 1.4 |
| 1.2 | 1.2 |
| 1.1 | 0.8 |
| 3.9 | 10.9 |
| 1.5 | 3.3 |
| 2.7 | 2.5 |
| 10.5 | 14.1 |
| 0.7 | 1.0 |
| 1.4 | 2.9 |
| 1.7 | 3.8 |
| 1.1 | 1.5 |

Concern about Financing College
no concern.
42.1
45.9
$\begin{array}{lll}41.5 & 42.2 & 42.8 \\ 46.6 & 45.0 & 45.6 \\ 11.9 & 12.2 & 11.6\end{array}$
30.7
50.2
19.0
$\begin{array}{ll}41.2 & 43.7 \\ 47.0 & 43.8 \\ 11.9 & 12.5\end{array}$
$\begin{array}{llll}44.6 & 40.0 & 38.7 & 36.9 \\ 44.3 & 46.0 & 48.5 & 49.1 \\ 11.1 & 14.0 & 12.7 & 14.0\end{array}$
$\begin{array}{ll}43.0 & 42.2 \\ 45.5 & 45.7 \\ 11.5 & 12.1\end{array}$
31.3
50.3
18.5
29.9
50.2
19.9

# WEIGHTED NATIONAL NORMS FOR ALL MEN, FALL 1988 

All Instl- $\quad \underset{\text { R-Yoar }}{\text { All }} \quad$ All<br>All Inst1-<br>college:<br>4.Year Colleges<br>Predom- Inantly Black colloge 2.Year

Puble $\qquad$ Priva 4-Year Colleges $\qquad$ Univarsitios Public Private Prodominantly
Black Colloges

Students Estimate Chances Are Vory Good That They Will be elected to an honor society. be elected to student office be satisfied with college....... change career choice.
change major field.
drop out permanently
drop out temporarily...
ir:d job in own field
get job to pay collega............. get tutoring in some courses graduate with honors join social frat or sor make at least "B" marry while in college marry within a year after coil. need extra time for degree.. participate in student protests play varsity athletics. seek individual counseling....... seek vocationa counseling. transfer to anocher college.... work at outside job...............
work fuli-tinie while attending..
objectives Considered to be
Essential or Very Important (7)
achieve in a performing art....
be expert on financelom
be successful in own business..
be very well off financially..
create artistic work
develop philosophy of
get married
have admin responsibiiiity.........
help others in difficulty
influence political structure..
influence social values....i.í.
keep up to date with politics..
obtain recog from colleagues... participate in community action.
promote racial understanding...
raise a family.
theoretical contrib to science.
write original works


| 5.2 | 7.4 | 10.0 | 13.4 |
| ---: | ---: | ---: | ---: |
| 3.2 | 3.9 | 3.6 | 8.0 |
| 40.9 | 45.6 | 53.6 | 40.1 |
| 8.6 | 11.5 | 14.2 | 8.3 |
| 11.2 | 13.1 | 16.1 | 9.1 |
| 1.4 | 1.0 | 0.6 | 2.3 |
| 1.4 | 1.3 | 1.0 | 1.7 |
| 1.7 | 1.5 | 1.5 | 2.0 |
| 65.7 | 67.3 | 70.2 | 68.0 |
| 58.9 | 72.8 | 80.0 | 72.0 |
| 30.9 | 31.6 | 33.5 | 26.3 |
| 9.3 | 11.3 | 9.5 | 23.5 |
| 10.5 | 12.9 | 16.8 | 20.7 |
| 10.4 | 17.2 | 20.6 | 26.0 |
| 36.2 | 39.8 | 51.7 | 40.0 |
| 3.1 | 3.3 | 2.6 | 3.5 |
| 11.2 | 14.2 | 11.0 | 12.7 |
| 5.9 | 6.5 | 7.6 | 10.7 |
| 3.3 | 5.4 | 5.9 | 10.6 |
| 16.4 | 26.1 | 14.8 | 24.9 |
| 2.8 | 3.5 | 3.0 | 9.3 |
| 3.4 | 4.3 | 5.2 | 7.2 |
| 16.6 | 11.0 | 5.7 | 12.4 |
| 20.3 | 15.0 | 15.2 | 13.3 |
| 5.1 | 3.1 | 2.1 | 4.8 |



| 6.3 | 9.0 | 9.0 | 7.3 |
| ---: | ---: | ---: | ---: |
| 3.4 | 4.8 | 4.8 | 4.0 |
| 41.3 | 52.5 | 49.7 | 48.4 |
| 10.9 | 11.3 | 13.8 | 12.1 |
| 13.0 | 12.7 | 13.9 | 14.2 |
| 1.1 | 1.0 | 0.9 | 1.1 |
| 1.3 | 1.3 | 1.3 | 1.0 |
| 1.6 | 1.6 | 1.5 | 0.9 |
| 67.7 | 67.9 | 65.1 | 66.8 |
| 70.2 | 78.1 | 74.7 | 71.9 |
| 30.3 | 32.2 | 33.2 | 36.1 |
| 12.0 | 10.8 | 10.1 | 10.5 |
| 11.2 | 16.1 | 14.1 | 13.3 |
| 16.4 | 18.4 | 20.0 | 14.7 |
| 35.7 | 46.2 | 41.8 | 46.5 |
| 3.5 | 2.7 | 3.9 | 2.3 |
| 15.1 | 11.6 | 16.3 | 11.2 |
| 7.1 | 5.9 | 5.6 | 5.8 |
| 4.3 | 8.1 | 5.6 | 4.6 |
| 23.0 | 26.4 | 35.6 | 30.4 |
| 3.5 | 3.5 | 3.5 | 4.3 |
| 3.9 | 5.0 | 4.5 | 4.3 |
| 12.6 | 8.1 | 10.3 | 9.0 |
| 16.0 | 12.8 | 12.3 | 19.2 |
| 3.4 | 2.7 | 2.3 | 2.8 |



 16.8
10.2
48.3
7.2
8.6
1.3
1.5
1.5
74.8
83.6
28.5
24.7
25.3
27.7
53.2
3.1
11.7
9.8
14.8
22.9
6.4
7.3
9.3

8.2
71.3
30.7
58.1
80.0
11.3
42.4
63.3
41.5
42.0
16.0
27.7
5.7
29.5
53.6
16.3
23.9
64.2
14.9
10.2

## "~Nonmrovinion

10.9
 11.9
73.7
28.6
53.7
73.7
15.5
54.8
66.7
39.5
49.9
22.4
36.
7.
44.5
57.
21.
38.
67.
17.
15.
 11.2
72.2
31.8
53.4
68.7
10.6
54.7
69.6
40.4
53.9
22.3
40.
7.3
43.8
52.8
21.8
34.
69.9
12.

10.
75.7
32.4
55.1
78.3
12.1
52.1
67.5
43.4
46.4
21.2
32.6
6.1
43.8
60.3
18.2
30.5
67.
19.8
14.



## WEIGHTED NATIONAL NORMS FOR ALL MEN, FALL 1988

|  | All InstiIutions | $\begin{gathered} \text { All } \\ \text { 2-Yoar } \\ \text { College: } \end{gathered}$ | All A-Yar Colleges | All Uniyerstles | PredomInantly Black Colleges | Publle | Colleges Prlvate | Public | 4-Year <br> Private Nonseft. | $\begin{aligned} & \text { Colleges } \\ & \text { Prot- } \\ & \text { ssiant } \end{aligned}$ | Catholle | Unille | Private | Predo Black Pukic | Inantly ollegas erivat |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Political Viows |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| far left. | 2.7 | 2.7 | 2.8 |  |  |  |  |  |  |  |  |  |  |  |  |
| liberal. | 20.5 | 17.6 | 21.2 | 22.9 | 27.7 | 17.6 | 17.7 | 2.7 20.0 | 3.3 24 | 2.9 | 2.0 | 2.3 | 2.5 | 5.9 | 5.3 |
| middle of the | 49.5 | 56.0 | 47.8 | 22.9 44.5 | 27.7 45.1 | 17.6 56.1 | 17.5 55.2 | 20.0 50.7 | 24.8 43.3 | 20.9 | 20.3 | 22.9 | 22.7 | 23.7 | 34.0 |
| conservative | 24.8 | 21.0 | 25.7 | 27.9 | 19.3 | 20.8 | 22.1 | 54.3 24.3 | 43.3 26.1 | 42.7 30.4 | 49.0 26.3 | 45.7 26.7 | 40.1 31.9 | 47.1 20.6 | 42.0 17.3 |
| far right | 2.5 | 2.7 | 2.5 | 2.4 | 2.2 | 2.8 | 2.6 | 2.2 | 26.1 2.6 | 3.1 | 26.3 2.4 | 26.7 2.3 | 31.9 2.7 | 20.6 2.7 | 17.3 1.4 |
| Agrees Strongly or Somewhat |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| abolish death penalty............. | 19.6 | 18.8 | 19.9 | 20.0 | 34.6 | 18.5 | 21.7 | 18.2 | 22.4 | 21.0 | 23.7 | 18.9 | 23.6 | 35.0 |  |
| abortion should be legalized.... | 56.8 | 52.4 | 56.2 | 62.7 | 58.8 | 51.9 | 56.0 | 56.2 | 63.4 | 21.0 | 23.7 46.7 | 18.9 63.5 | 23.6 59.9 | 35.0 56.0 | 34.0 62.5 |
| busing ok to achieve balance... | 52.3 | 53.9 55 | 53.2 | 49.2 | 64.8 | 53.7 | 56.0 | 53.2 | 53.7 | 52.9 | 52.0 | 48.8 | 50.5 | 65.5 | 63.7 |
| college increases earning power. | 73.9 | 79.0 | 73.2 | 69.1 | 77.0 | 79.2 |  | 57.8 77.3 | 56.3 | 56.3 | 56.7 | 55.3 | 56.2 | 56.7 | 57.3 |
| control AlDS by mandatory tests. | 67.7 | 73.0 | 68.1 | 612 | 79.9 | 79.2 | 11.7 72.3 | 77.3 | 67.3 | 66.8 64.4 | 72.3 | 71.5 | 61.0 | 81.9 | 77.2 |
| employers can require drug tests | 69.8 | 71.0 | 70.7 | 67.1 | 70.7 | 71.5 | 67.6 | 72.5 | 62.3 67.6 | 64.4 72.0 | 66.7 68.1 | 62.5 67.3 | 56.7 66.4 | 77.6 68.3 | 68.5 |
| govt not controlling pollution.. | 82.3 | 82.5 | 81.6 | 83.0 | 82.0 | 82.6 | 81.3 | 80.5 | 84.1 | 82.4 | 81.6 | 82.5 | 84.6 | 68.3 79.4 | 74.0 85.7 |
| govt not promoting disarmament.. | 56.9 | 56.6 | 57.2 | 56.7 | 76.2 | 56.2 | 59.5 | 55.9 | 60.3 | 56.2 | 59.6 | 56.7 | 57.0 | 73.0 | 85.7 80.6 |
| increase fed military spending | 61.0 33.1 | 65.1 36.4 | 60.7 33.1 | 56.7 29.2 | 74.7 | 65.3 | 63.6 | 61.5 35 | 60.5 | 58.3 | 60.3 | 57.1 | 55.2 | 76.3 | 72.5 |
| live together before marriage. | 57.3 | 38.4 | 35.1 55.2 | 59.2 59.4 | 26.2 58.4 | 36.7 58.0 | 34.2 58.0 | 35.4 56.3 | 29.8 59.6 | 31.1 44.7 | 28.8 54.0 | 29.6 | 28.1 | 30.4 | 20.4 |
| man not entitled to sex on date. | 75.3 | 72.0 | 75.6 | 78.6 | 70.6 | 72.0 | 71.6 | 56.3 74.8 | 76. | 44.7 79.2 | 74. | 60.1 | 57.0 79.4 | 58.8 | 57.8 |
| marijuana should be legalized... | 22.3 | 21.4 | 22.4 | 24.7 | 24.0 | 21.0 | 24.7 | 21.6 | 26.7 | 79.2 | 73.1 21.6 | 78.8 | 79.4 24.0 | 68.2 26.8 | 74.0 20.2 |
| no pndow investment in S Africa. | 51.4 50.5 | 48.1 | 51.3 | 55.4 | 62.0 | 48.3 | 46.4 | 48.8 | 26.7 57.1 | 19.4 | 21.8 51.8 | 24.9 54.6 | 24.0 58.2 | 26.8 54.8 | 20.2 72.1 |
| nuclear disarmament attainable.. | 59.5 52.7 | 60.5 52.4 | 59.6 53.3 | 58.3 52.3 | 62.9 | 60.2 | 62.3 | 59.9 | 59.4 | 58.6 | 58.9 | 59.1 | 55.6 | 63.1 | 62.8 |
| prohibit homosexual relations... | 52.7 59.7 | 52.4 65.4 | 53.3 61.0 | 52.3 51.3 | 62.5 60.2 | 52.3 65.0 | 53.2 69.0 | 53.6 | 54.6 51.8 | 52.0 | 50.1 | 52.7 | 50.8 | 62.5 | 62.6 |
| raise taxes to reduce deficit... | 32.0 | 28.0 | 11.6 31.6 | 37.0 | 60.2 27.1 | 65.0 28.0 | 69.0 28.1 | 5.3 30.8 | 51.8 34.1 | 59.9 32.4 | 58.3 | 53.1 36.9 | 45.2 | 62.3 | 57.2 |
| sex OK if people like each other | 65.1 | 66.1 | 63.3 | 66.4 | 27.1 62.8 | 23.0 66.5 | 28.1 63.4 | 30.8 64.9 | 34.1 66.6 | 32.4 52.3 | 29.5 62.5 | 36.9 | 37.5 | 25.7 | 29.1 |
| too much concern for criminals.. | 72.7 | 74.9 | 72.0 | 71.1 | 61.1 | 75.3 | 71.7 | 73.4 | 69.5 | 71.1 | 70.3 | 71.8 | 68.8 | 58.5 | 64.7 |
| women's activities best in home. | 32.1 | 37.9 | 31.2 | 27.0 | 39.9 | 37.7 | 40.0 | 32.1 | 29.1 | 30.0 | 32.3 | 27.3 | 25.8 | 46.3 | 64.7 31.1 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| no | 23.7 | 26.7 | 22.6 | 21.7 | 21.7 | 27.3 | 21.5 | 21.7 | 22.6 | 21.4 | 32.0 | 19.8 | 29.6 | 18.3 | 29.0 |

## Notes

1. Percentages will sum to more than 100 if any sitidents check more than one category.
2. Because no Black two-year colleges participated in the 1988 survey, the associated Black enrollment is deflated in the two-year college norms and inflated in the four-year college norms.
3. Based on the curriculum recommendations of the National Commission on Excellence in Education.
4. Frequendy only on this item, all other items in this group reflect responses for frequently or occasionally.
5. Students who applied to no other college (i.e. who applied to only one college) are not induded is, this item.
6. Recatcgortization of this item from a longer list shown in Appendix $\mathbf{C}$.
7. Comparis'sns with the previous years not recommended due to change in item order.

## WEIGHTED NATIONAL NORMS FOR ALL WOMEN, FALL 1988

|  | All | All |  | PredomInantly | $2 . Y$ Year | Collegas |  | 4-Yaac | Collages |  | Unly | silles | Pradominantly |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Instltulions | 2-Year Colloges | 4.Yoar Colleges | All Unl- varslitios | Black College: | Public | Prlvate | Public | Prlvate Nonsect | Prot. estant | Catholle | Public | Pipate | Black Coliogas Public Private |


| Year Graduated from High school 1988. . . . . . . . . . . . . . . . . . . . . . . | 93.6 | 86.5 | 97.2 | 98.6 | 95.6 | 85.3 | 94.6 | 97.0 | 97.7 | 96.8 | 98.2 | 98.6 | 99.0 | 95.1 | 96.5 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1987 | 1.9 | 3.0 | 1.5 | 0.9 | 2.7 | 3.0 | 3.2 | 1.7 | 1.5 | 1.5 | 1.0 | 0.9 | 0.7 | 3.0 | 2.2 |
| 1986 | 0.7 | 1.4 | 0.3 | 0.2 | 0.6 | 1.5 | 0.5 | 0.4 | 0.2 | 0.3 | 0.3 | 0.2 | 0.1 | 0.7 | 0.5 |
| 1985 or earlier.............. | 2.0 | 4.7 | 0.6 | 0.2 | 0.8 | 5.3 | 0.9 | 0.7 | 0.3 | 0.8 | 0.4 | 0.3 | 0.1 | 1.0 | 0.5 |
| H.S. equivalency (G.E.D. test) | 1.6 | 4.0 | 0.3 | 0.0 | 0.2 | 4.5 | 0.7 | 0.3 | 0.2 | 0.5 | 0.1 | 0.1 | 0.0 | 0.2 | 0.2 |
| never completed high school. | 0.2 | 0.5 | 0.0 | 0.0 | 0.0 | 0.5 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 |
| Age on December 31, 1988 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 or younger. | 0.1 | 0.2 | 0.0 | 0.1 | 0.1 | 0.2 | 0.0 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 |
| 17. | 3.0 | 3.2 69.1 | 2.6 | 8.4 | 4.6 75.5 | 3.3 68.7 | 2.0 71 | 2.3 80.3 | 3.7 | 2.4 | 2.6 | 3.1 | 4.3 | 4.0 | 5.8 |
| 18. | 76.1 15.8 | 69.1 | 79.6 | 81.2 14.6 | 75.5 | 68.7 | 71.8 | 80.2 | 79.9 | 76.5 | 80.0 | 81.0 | 81.7 | 73.1 | 79.5 |
| 20 | 15.8 1.3 | 16.1 | 16.1 | 14.6 | 17.0 | 15.3 | 22.3 | 15.6 | 15.1 | 18.8 | 16.2 | 14.9 | 13.3 | 19.6 | 12.6 |
| 21-24 | 1.3 | 3.1 | 0.4 | 0.5 | 1.6 | 2.4 3.4 | 2.0 | 0.8 | 0.8 | 0.9 | 0.6 | 0.5 | 0.4 | 1.8 | 1.2 |
| 25-29. | 0.9 | 2.2 | 0.2 | 0.1 | 0.9 | 3.4 2.5 | 0.7 0.1 | 0.4 | 0.8 0.7 | 0.4 0.3 | 0.6 0.3 | 0.2 | 0.1 0.0 | 1.2 | 0.6 |
| 30-39. | 1.2 | 2.9 | 0.3 | 0.0 | 0.1 | 3.3 | 0.5 | 0.3 | 0.1 | 0.5 | 0.0 | 0.1 | 0.0 | 0.2 | 0.0 |
| 40-54.. | 0.3 | 0.7 | 0.1 | 0.0 | 0.0 | 0.8 | 0.2 | 0.1 | 0.0 | 0.2 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 |
| 55 or older | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Racisi Background (1)(2) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White/Caucasian... | 81.9 | 81.7 | 81.0 | 83.6 | 1.6 | 80.8 | 87.9 | 79.4 | 80.8 | 83.3 | 87.4 | 83.5 | 83.9 | 2.1 | 0.8 |
| Black/Negro/Afro-America | 10.7 | 8.1 | 15.0 | 7.2 | 97.8 | 8.4 | 6.5 | 17.5 | 13.3 | 14.2 | 3.8 | 7.7 | 5.3 0.7 | 96.9 | 99.3 |
| American Indian. | 0.8 | 0.7 | 0.9 | 0.9 | 1.3 | 0.7 | 0.9 | 0.9 | 0.9 | 0.9 | 0.8 | 1.0 | 0.7 | 1.0 0.0 | 1.8 |
| Mexican-American/Chica | 2.5 2.0 | 1.7 2.6 | 1.6 1.2 | 5.4 2.5 | 0.3 | 1.8 | 1.1 | 1.1 | 3.2 | 1.3 | 2.0 | 4.9 | $\bigcirc \cdot 3$ | C. 4 | 0.1 |
| Puerto Rican-American. | 1.5 | 3.2 | 0.6 | 0.6 | 0.4 | 2.7 3.5 | 0.7 | 0.9 0.5 | 0.6 1.1 | 0.7 0.2 | 4.6 1.2 | 2.7 0.5 | 1.7 1.0 | 0.1 | 0.1 |
| other | 2.2 | 3.1 | 1.5 | 2.0 | 1.1 | 3.3 | 1.8 | 1.3 | 2.3 | 1.0 | 2.4 | 1.8 | 2.7 | 1.1 | 1.2 |
| Average Hlgh School Grades |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| A or A+ | 12.1 | 5.5 | 12.5 | 21.5 | 4.7 | 5.8 | 3.6 | 10.8 | 14.9 | 16.2 | 11.4 | 19.7 | 28.8 | 3.0 | 7.6 |
| A- | 13.7 | 8.2 | 14.5 | 20.5 | 5.2 | 8.7 | 5.1 | 12.9 | 16.5 | 16.5 | 17.0 | 19.5 | 24.3 | 3.3 | 8.4 |
| B+ | 20.1 | 18.0 | 20.5 | 22.3 | 13.3 | 19.0 | 11.3 | 19.8 | 21.1 | 20.8 | 24.1 | 22.3 | 22.3 | 10.5 | 18.0 |
| B. | 26.0 | 29.1 | 25.6 | 22.0 | 22.4 | 30.0 | 22.6 | 26.6 | 23.4 | 23.7 | 27.3 | 23.4 | 16.9 | 21.8 | 23.6 |
| B | 12.7 | 16.1 | 12.4 | 8.1 | 17.5 | 16.0 | 16.6 | 13.2 | 12.0 | 10.9 | 10.8 | 8.8 | 5.3 | 17.9 | 16.8 |
| $\mathrm{C}^{-}$ | 9.8 | 14.2 | 9.3 | 3.9 | 21.0 | 13.1 | 21.7 | 10.8 | 7.9 | 7.5 | 6.2 | 4.4 | 1.8 | 23.8 | 16.1 |
| $\mathrm{C}$ | 5.4 | 8.4 | 5.0 | 1.6 | 15.1 | 7.0 | 18.0 | 5.8 | 4.2 | 4.3 | 3.2 | 1.8 | 0.6 | 18.6 | 9.2 |
|  | 0.3 | 0.6 | 0.2 | 0.0 | 0.8 | 0.5 | 1.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.0 | 0.0 | 1.2 | 0.2 |
| Have Met or Exceeded Recommended Years of Study in (3) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English (4 years)... | 95.2 | 92.3 | 96.1 | 98.3 | 96.5 | 91.9 | 95.3 | 95.0 | 98.3 | 96.3 | 97.8 | 98.1 | 98.9 | 95.7 | 98.0 |
| mathematics ( 3 years)....; | 90.3 | 84.3 | 91.9 | 96.6 | 88.3 | 83.9 | 86.9 | 90.5 | 94.8 | 92.0 | 94.2 | 96.1 | 98.5 | 85.4 | 93.2 |
| foreign language (2 years) physical science (2 years) | 80.3 43.8 | 71.8 37 | 80.9 | 91.9 | 67.5 32.9 | 72.0 | 70.5 | 76.0 | 91.0 | 81.2 | 90.6 | 90.7 | 96.9 | 60.4 | 79.7 |
| physical science (2 years). | 43.8 36.3 | 37.8 | 43.9 | 52.6 | 32.9 | 38.4 | 33.7 | 40.7 | 50.6 | 45.2 | 47.7 | 51.4 | 57.2 | 31.9 | 34.7 |
| history/American govit (1 yearj. | 36.3 99.0 | 32.2 98.4 | 37.6 99.3 | 40.4 99.5 | 30.9 99.0 | 32.4 98.4 | 30.8 | 37.6 | 37.5 | 38.2 | 36.7 | 40.6 | 39.5 | 28.2 | 35.5 |
| computer science ( $1 / 2$ year).... | 53.8 | 50.3 | 56.0 | 95.5 55.3 | 99.0 48.5 | 98.4 51.0 | 98.4 45.2 | 99.2 56.4 | 99.5 54.5 | 99.2 54.8 | 99.4 59.2 | 99.5 54.1 | 99.6 59.8 | 99.2 44.4 | 78.6 55.3 |
| art or music (1 year)...... | 70.6 | 70.6 | 70.2 | 71.5 | 68.2 | 70.8 | 69.1 | 67.2 | 75.0 | 74.5 | 71.9 | 71.0 | 73.4 | 69.0 | 66.8 |

WEIGHTED NATIONAL NORMS FOR ALL WOMEN, FALL 1988

|  | All Insti1ulions | All 2-Yoar Colleges | $\begin{gathered} \text { All } \\ \text { 4-Yoar } \\ \text { collejasa } \end{gathered}$ | All Universilles | Pradom. Inanily Black Celleges: | 2-Year Colleges |  | 4-Year Collegos |  |  |  | Univarsilios |  | Pradominantly Black Colloges |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Publice | Prlvate | Publle | $\begin{aligned} & \text { Private } \\ & \text { Nonsef. } \end{aligned}$ | $\begin{aligned} & \text { Prot. } \\ & \hline \text { esfani } \end{aligned}$ | Calholls | Public | Prlvate |  |  |
| Estimated Parental Income |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| less than \$6,000 | 4.3 | 6.4 | 3.9 | 2.2 | 13.0 | 6.9 | 3.1 | 4.5 | 2.5 | 4.0 | 2.7 | 2.3 | 1.5 | 15.3 | 9.5 |
| \$6,000 - \$9,999. | 3.4 | 4.6 | 3.2 | 2.2 | 7.5 | 4.7 | 4.3 | 3.4 | 2.5 | 3.5 | 3.0 | 2.4 | 1.5 | 15.3 7.6 | 9.5 7.3 |
| \$10,000 - \$ 14,999 | 6.0 | 7.8 | 5.6 | 4.0 | 10.6 | 7.9 | 7.0 | 5.9 | 4.8 | 6.2 | 5.0 | 4.3 | 2.8 | 10.4 | 10.9 |
| \$15,000 - \$ 19,999 $\$ 20,000-\$ 24,999$ | 6.0 7.3 | 7.3 | 6.0 | 4.3 | 10.8 | 7.3 | 7.0 | 6.4 | 4.8 | 6.3 | 5.4 | 4.6 | 3.0 | 11.5 | 9.8 |
| \$20,000 - $\$ 24,999$ $\$ 25,000-\$ 29,999$ | 7.3 | 8.6 8.5 | 7.2 | 5.7 5.7 | 9.3 | 8.7 | 7.9 | 7.3 | 6.3 | 8.3 | 6.9 | 6.1 | 4.2 | 8.8 | 10.1 |
| \$25,000 - \$29,999 | 7.3 9.1 | 8.5 9.9 | 7.3 9.3 | 5.7 | 9.1 | 8.6 | 7.7 | 7.6 | 6.1 | 7.6 | 6.9 | 6.0 | 4.4 | 9.8 | 8.1 |
| \$35,000 - \$34,999 | 9.1 9.0 | 9.9 9.4 | 9.3 | 7.6 | 8.2 | 10.0 | 9.2 | 10.1 | 7.3 | 9.4 | 7.9 | 8.0 | 6.1 | 7.7 | 8.9 |
| \$40,000 - \$49,999 | 12.0 | 11.9 | 12.2 | 8.0 11.8 | 6.5 7.3 | 9.6 12.1 | 8.2 | 9.9 | 8.0 | 8.7 | 8.5 | 8.4 | 6.6 | 6.4 | 6.6 |
| \$50,000 - \$59,999 | 11.1 | 10.0 | 11.4 | 12.1 | 6.7 | 10.1 | 9.3 | 12.0 | 10.5 | 10.5 | 10.9 | 12.4 | 10.9 | 6.6 | 8.3 6.8 |
| \$60,000-74,999 | 10.1 | 7.3 | 1 n .7 | 13.1 | 6.0 | 7.1 | 8.5 | 10.6 | 11.4 | 9.6 | 11.6 | 13.2 | 13.0 | 6.6 5.2 | 7.3 |
| \$75,000-99,999. | 6.3 | 4.1 | 6.2 | 9.5 | 2.9 | 3.8 | 6.5 | 5.3 | 8.3 | 6.0 | 7.8 | 8.9 | 11.9 | 2.3 | 3.8 |
| \$100,000-149,999 | 4.2 | 2.4 | 4.1 | 6.9 | 1.2 | 1.9 | 5.0 | 2.5 | 7.6 | 4.2 | 6.3 | 5.8 | 11.2 | 1.1 | 1.5 |
| \$150,000 or more. | 4.0 | 2.0 | 3.8 | 6.9 | 0.8 | 1.4 | 6.1 | 1.6 | 9.3 | 4.2 | 6.3 | 5.2 | 13.6 | 0.6 | 1.2 |
| Status of Parents |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| living with each other | 70.8 | 67.9 | 71.6 | 73.8 | 42.9 | 67.4 | 71.4 | 70.6 | 70.3 | 73.2 | 78.1 | 72.8 | 77.7 | 43.2 | 42.5 |
| divorced or separated | 23.2 | 24.0 | 23.2 | 22.1 | 47.4 | 24.2 | 23.1 | 23.9 | 24.7 | 22.2 | 17.1 | 23.0 | 18.4 | 46.8 | 48.4 |
| one or both deceased. | 6.0 | 8.0 | 5.2 | 4.2 | 9.7 | 8.4 | 5.5 | 5.5 | 5.0 | 4.6 | 4.8 | 4.2 | 3.9 | 10.1 | 9.0 |
| Number of Older Brothers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| none. | 51.3 | 45.3 | 53.5 | 56.3 | 51.3 | 45.1 | 46.4 | 53.5 | 54.9 | 54.6 | 48.5 | 56.1 | 57.3 | 49.8 | 53.9 |
| one | 31.6 | 34.6 | 30.3 | 29.2 | 28.3 | 34.5 | 35.2 | 30.2 | 30.8 | 29.8 | 30.7 | 29.3 | 28.9 | 29.0 | 27.2 |
| two. | 10.7 | 12.0 | 10.3 | 9.7 | 11.3 | 12.0 | 11.7 | 10.2 | 9.7 | 10.1 | 12.3 | 9.8 | 9.7 | 12.0 | 10.1 |
| three or more | 6.4 | 8.1 | 5.9 | 4.7 | 9.1 | 8.4 | 6.7 | 6.1 | 4.6 | 5.5 | 8.4 | 4.8 | 4.1 | 9.2 | 8.8 |
| Number of Older Sloters |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| none | 54.9 | 49.6 | 57.2 | 58.5 | 5:3.7 | 49.4 | 51.2 | 56.7 | 58.8 | 59.2 | 53.2 | 58.2 | 59.8 | 52.2 | 56.2 |
| one | 29.5 | 32.1 | 27.8 | 28.7 | 25.8 | 32.1 | 31.5 | 27.6 | 28.4 | 27.7 | 28.6 | 28.5 | 28.0 | 27.3 | 26.1 |
| two. | 10.0 | 11.3 | 9.6 | 8.7 | 11.1 | 11.4 | 10.7 | 10.0 | 8.8 | 8.7 | 10.8 | 8.8 | 8.3 | 11.0 | 11.4 |
| three or more | 5.7 | 7.0 | 5.3 | 4.4 | 8.4 | 7.0 | 6.6 | 5.8 | 4.0 | 4.4 | 7.4 | 4.5 | 3.9 | 9.6 | 6.3 |
| Number of Younger Brothers |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| none | 55.0 | 51.5 | 56.6 | 57.3 | 57.7 | 50.7 | 56.7 | 56.8 | 57.1 | 56.3 | 54.0 | 57.3 | 57.2 | 58.1 | 56.9 |
| one | 34.8 | 35.8 | 34.3 | 34.1 | 31.1 | 36.0 | 34.6 | 34.3 | 34.1 | 34.2 | 34.6 | 34.1 | 34.1 | 30.3 | 32.3 |
| two..... | 8.0 | 9.8 | 7.2 | 7.0 | 9.0 | 10.2 | 6.9 | 6.9 | 7.2 | 7.6 | 8.6 | 7.0 | 7.1 | 9.3 | 8.5 |
| three or more | 2.2 | 3.0 | 2.0 | 1.6 | 2.3 | 3.1 | 1.8 | 2.0 | 1.6 | 1.8 | 2.9 | 1.6 | 1.6 | 2.2 | 2.4 |
| Number of Younger Sisters |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| none | 57.7 | 54.3 | 59.0 | 60.2 | 57.0 | 53.6 | 59.7 | 58.8 | 60.0 | 59.7 | 56.1 | 60.4 | 59.6 | 56.4 | 58.0 |
| one | 32.1 | 34.0 | 31.1 | 30.9 | 30.6 | 34.5 | 30.5 | 31.2 | 31.0 | 30.5 | 32.2 | 30.8 | 31.1 | 31.0 | 29.9 |
| two.......... | 7.7 | 8.2 | 7.7 | 6.9 | 8.7 | 8.4 | . 7.0 | 7.7 | 7.1 | 7.8 | 8.6 | 6.8 | 7.4 | 8.5 | 9.1 |
| threc or morc | 2.6 | 3.4 | 2.2 | 2.0 | 3.7 | 3.5 | - 2.9 | 2.3 | 1.8 | 2.0 | 3.1 | 2.0 | 1.9 | 4.1 | 3.1 |
| Twin Status |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| no. | 98.2 | 98.1 | 98.2 | 98.5 | 97.8 | 98.1 | 98.1 | 98.3 | 98.0 | 98.3 | 98.3 | 98.5 | 98.5 | 97.9 | 97.7 |
| yes - identical. | 0.7 | 0.9 | 0.7 | 0.5 | 6,8 | 0.9 | 0.9 | 0.6 | 0.7 | 0.6 | 0.7 | 0.5 | 0.6 | 0.7 | 0.9 |
| yes - fraternal. | 1.0 | 1.0 | 1.1 | 1.0 | 1.4 | 1.0 | 1.0 | 1.1 | 1.3 | 1.1 | 1.0 | 1.0 | 0.9 | 1.4 | 1.4 |

# WEIGHTED NATIONAL NORMS FOR ALL WOMEN, FALL 1988 



| Activities Engaged In by Student |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| During the Past Year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| attended a rellgious service | 84.5 | 82.7 | 86.7 | 83.5 | 91.6 | 82.2 | 86.6 | 86.6 | 82.0 | 90.8 | 91.1 | 83.1 | 85.0 | 90.1 | 94.2 |
| cheated on a test In school. | 34.3 | 34.0 | 34.8 | 36.1 | 34.2 | 33.9 | 34.6 | 36.9 | 31.5 | 30.4 | 36.4 | 37.5 | 30.6 | 32.7 | 36.7 |
| copled homework from other stdnt | 55.6 | 53.2 | 56.3 | 57.9 | 52.5 | 52.8 | 55.9 | 58.1 | 52.4 | 53.0 | 59.2 | 59.2 | 52.8 | 52.1 | 53.2 |
| did extra class work/reading (4) | 12.6 | 11.4 | 12.9 | 13.9 | 18.5 | 11.4 | 11.9 | 12.1 | 14.5 | 14.4 | 12.6 | 13.7 | 14.7 | 16.9 | 21.0 |
| didn't complete, homework on time | 65.1 | 62.4 | 67.4 | 65.5 | 66.5 | 61.2 | 70.0 | 67.1 | 69.0 | 67.3 | 65.8 | 65.5 | 65.7 | 64.8 | 69.4 |
| discussed polltics (4) | 15.5 | 10.8 | 16.7 | 20.6 | 17.2 | 10.5 | 12.5 | 13.3 | 23.1 | 21.1 | 17.2 | 18.7 | 28.1 | 13.7 | 23.0 |
| discussed rellgion (4) | 23.1 | 18.6 | 26.0 | 25.0 | 31.1 | 17.7 | 24.4 | 22.4 | 27.8 | 36.3 | 26.9 | 23.5 | 31.2 | 28.3 | 35.9 |
| discussed sex (4).... | 26.8 | 24.1 | 27.8 | 29.2 | 30.8 | 24.0 | 24.7 | 28.3 | 29.7 | 24.6 | 26.3 | 29.4 | 28.2 | 28.3 30.1 | 31.8 31.8 |
| dlscussed sports (4) | 29.0 59 | 26.2 | 30.4 | 30.7 | 28,7 | 25.4 | 31.7 | 31.1 | 26.9 | 31.6 | 31.6 | 31.1 | 29.1 | 29.3 | 27.8 |
| drank boer.... ${ }^{\text {drank }}$, | 59.5 | 60.4 | 56.4 | 63.4 | 26.8 | 60.6 | 58.7 | 57.4 | 58.8 | 45.0 | 66.4 | 63.4 | 63.3 | 28.0 | 24.8 |
| drank Wline or llauor | 69.4 | 68.3 | 67.6 | 74.1 | 42.2 | 68.5 | 66.9 | 68.6 | 69.6 | 57.8 | 75.4 | 73.8 | 75.2 | 40.6 | 44.9 |
| felt depressed (4) | 13.2 | 12.9 | 13.9 | 12.5 | 17.8 | 12.4 | . 6.6 | 14.1 | 13.8 | 13.8 | 13.2 | 12.7 | 11.4 | 18.5 | 16.5 |
| felt overwhelmed (4). | $27 . ?$ | 20.7 | 29.6 | 33.0 | 24.7 | 19.4 | 39.6 | 27.9 | 32.2 | 31.9 | 30.1 | 32.7 | 34.4 | 22.8 | 28.0 |
| participated in demonstra | 37.4 | 37.2 | 39.1 | 34.5 | 50.0 | 35.9 | 46.4 | 39.8 | 38.8 | $37 . E$ | 38.6 | 35.2 | 31.6 | 49.8 | 50.4 |
| smoked cigarettes (4)........ij | 11.8 | 16.5 | 9.6 | 8.3 | 3.8 | 16.2 | 17.9 | 9.6 | 11.8 | 6.5 | 10.3 | 8.4 | 8.1 | 4.6 | 2.6 |
| spoke other language at home (4) | 7.1 | 8.1 | 5.7 | 8.2 | 4.9 | 8.1 | 6.6 | 4.8 | 8.0 | 4.4 | 8.9 | 7.6 | 10.5 | 5.1 | 4.6 |
| stayed up ali night.............. | 81.1 | 79.0 | 81.6 | 83.3 | 81.3 | 78.5 | 82.3 | 81.3 | 82.6 | 81.0 | 82.3 | 83.4 | 82.9 | 79.1 | 85.0 |
| studied with other stude | 88.5 | 84.1 | 90.2 | 92.0 | 86.6 | 83.3 | 89.5 | 89.8 | 90.5 | 81.9 | 90.9 | 92.1 | 92.0 | 85.4 | 88.6 |
| tutored another student | 45.1 | 36.1 | 46.3 | 56.6 | 46.2 | 37.3 | 28.2 | 44.2 | 49.7 | 49.0 | 48.3 | 54.7 | 64.2 | 41.4 | 54.2 |
| used a personal computer (4) | 25.1 | 21.4 | 27.1 | 27.3 | 29.6 | 21.3 | 22.4 | 27.3 | 27.3 | 27.3 | 24.5 | 26.0 | 32.2 | 29.0 | 30.6 |
| Was a guest in teacher's hom | 30.5 | 26.9 | 33.3 | 31.2 | 31.7 | 25.7 | 34.6 | 32.0 | 35.0 | 37.6 | 29.6 | 30.3 | 34.6 | 30.8 | 33.3 |
| Was borod In class. | 93.8 | 89.0 | 96.0 | 97.2 | 91.5 | 88.3 | 93.8 | 96.1 | 96.0 | 95.6 | 96.5 | 97.2 | 97.2 | 91.2 | 92.0 |
| Won Varsity lotter in sports | 39.2 | 32.6 | 42.2 | 44.0 | 33.7 | 31.2 | 41.4 | 41.9 | 42.1 | 42.0 | 44.5 | 43.7 | 44.8 | 34.2 | 32.8 |
| worked in polltical campalgn | 8.6 | 5.9 | 9.9 | 10.3 | 15.1 | 5.6 | 8.3 | 9.0 | 11.2 | 11.4 | 10.0 | 9.7 | 13.0 | 13.6 | 17.5 |
| Raclal Comp. of HIgh School |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| completely white. | 15.5 | 15.2 | 17.0 | 13.5 | 2.2 | 15.2 | -15.3 | 18.5 | 12.3 | 16.9 | 17.1 | 13.8 | 12.4 | 1.7 | 3.0 |
| mostly white | 57.6 | 56.5 | 56.2 | 61.6 | 27.8 | 56.6 | 55.3 | 52.9 | 62.6 | 56.5 | 63.9 | 60.4 | 66.2 | 26.0 | 30.7 |
| haif white | 18.9 | 20.3 | 18.1 | 18.2 | 31.4 | 20.0 | 22.6 | 19.4 | 16.7 | 18.2 | 12.7 | 18.8 | 15.7 | 35.8 | 24.0 |
| mostiy non-white | 6.2 | 6.0 | 6.6 | 5.7 | 26.0 | 6.1 | 5.3 | 7.1 | 6.3 | 6.0 | 5.1 | 6.0 | 4.7 | 25.4 | 27.1 |
| completely non-white | 1.8 | 2.0 | 2.1 | 1.0 | 12.6 | 2.1 | 1.5 | 2.1 | 2.0 | 2.4 | 1.2 | 1.1 | 0.9 | 11.0 | 15.3 |
| Racial romp. of Helghborhood |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| mostly white.. | 41.1 | 39.2 | 39.0 | 47.4 | 15.7 | 39.3 | 48.1 | 42.9 | 37.6 | 41.8 | 45 | 38.5 | 36.7 | 2.6 | 3.6 |
| half whlte.. | 6.2 | 5.6 | 6.6 | 6.4 | 15.6 | 39.3 5.5 | 38.0 6.3 | 36.8 6.6 | 43.7 7.1 | 40.1 6.4 | 42.0 5 | 46.9 | 49.6 6.8 | 15.1 | 16.6 |
| mostiy non-white | 6.7 | 6.9 | 7.2 | 5.5 | 34.7 | 7.3 | 6.3 4.4 | 7.9 | 6.9 | 6.4 6.6 | 5.5 4.3 | 6.3 5.6 | 6.8 4.9 | 16.3 34.2 | 14.3 35.4 |
| completely non-white | 4.5 | 4.8 | 5.3 | 2.6 | 31.1 | 4.9 | 4.2 | 5.9 | 4.6 | 5.1 | 2.7 | 2.7 | 2.0 | 31.8 | 30.0 |
| Number of Honors Courses Taken in High School |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| none | 49.9 | 65.8 | 46.7 | 32.3 | 53.9 | 65.1 | 70.6 | 50.5 | 38.1 | 44.3 | 45.1 | 35.2 | 20.8 | 59.6 | 44.5 |
| one. | 12.3 | 11.2 | 13.6 | 11.9 | 14.9 | 11.1 | 11.8 | 13.3 | 13.8 | 13.6 | 14.5 | 12.0 | 11.5 | 15.7 | 13.7 |
| two or mor | 37.8 | 23.0 | 39.8 | 55.8 | 31.2 | 23.8 | 17.6 | 36.2 | 48.1 | 42.2 | 40.4 | 52.7 | 67.7 | 24.7 | 41.8 |
| Number of Advancod Placomont |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| none | 62.4 | 77.4 | 60.2 | 45.3 | 66.3 | 77.2 | 78.9 | 64.4 | 50.6 | 57.6 | 58.6 | 48.1 | 34.4 | 70.2 | 59.9 |
| one. | 17.0 | 11.7 | 18.6 | 21.8 | 17.2 | 11.7 | 11.2 | 16.8 | 21.5 | 19.5 | 21.9 | 21.6 | 22.4 | 15.9 | 19.3 |
| two or more. | 20.6 | 10.9 | 21.3 | 329 | 16.5 | 11.1 | 9.9 | 18.9 | 27.9 | 22.9 | 19.5 | 30.2 | 43.2 | 13.9 | 20.8 |

# WEIGHTED NATIONAL NORMS FOR ALL WOMEN, FALL 1988 

|  | All Instiiutlons | $\begin{gathered} \text { All } \\ \text { 2-Year } \\ \text { Collinges } \end{gathered}$ | $\underset{\text { 4-Yar }}{\text { All }}$ celleges: | All Unlyarsillas | $\begin{gathered} \text { Predom- } \\ \text { Inantly } \\ \text { Black } \\ \text { Collleges } \end{gathered}$ |  | College: <br> Private | Pubile | $\begin{aligned} & \text { 4Year } \\ & \text { Private } \\ & \text { Nonsect. } \end{aligned}$ | Colleges Prot2slant | Catholle | Unily | Private | Predo Black Publle | minantly $\frac{\text { coileges }}{\text { Erivate }}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Student Rated Self Above Avarage or Highest $10 \%$ in |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| academic abllity. | 51.9 | 32.6 | 55.4 | 74.8 | 37.5 | 33.3 | 27.7 | 51.9 | 60.8 | 60.6 | 57.4 |  |  |  |  |
| عrtistic ability. | 22.5 | 18.6 | 22.9 | 27.7 | 15.5 | 18.1 | 22.2 | 19.9 | 60.8 30.7 | 60.6 23.9 | 57.4 23.3 | 73.1 | 81.6 30.6 | 29.8 14.1 | 50.2 17.8 |
| competitiveness.. | 42.5 | 34.4 | 43.0 | 53.9 | 36.8 | 34.1 | 36.2 | 42.2 | 44.7 | 23.9 43.5 | 23.3 42.9 | 27.0 53.1 | 30.6 57.1 | 14.1 33.4 | 17.8 42.4 |
| drive to achieve................... | 61.1 | 50.5 | 63.0 | 73.5 | 66.0 | 50.5 | 50.2 | 60.7 | 66.7 | 65.9 | 64.5 | 72.4 | 78.1 | 62.6 | 71.5 |
| emotional health................ | 48.9 34.6 | 43.5 25.9 | 51.4 35.2 | 57.0 | 53.1 30.8 | 43.2 | 45.1 | 50.2 | 53.7 39 | 53.7 36.7 | 50.3 | 56.3 | 59.6 | 50.6 | 57.2 |
| leadership ability.... | 46.5 | 37.3 | 48.5 | 57.0 | 30.8 51.5 | 26.8 36.8 | 20.0 41.0 | 33.3 | 39.5 | 36.2 | - 18.0 | 44.8 | 52.5 | 29.6 | 32.8 |
| mathematical ability | 32.9 | 22.7 | 33.9 | 46.0 46.3 | 53.5 23.0 | 36.8 23.3 | 41.0 18.8 | 46.6 33.4 | 52.2 35.1 | 51.2 34.3 | 48.0 34.0 | 56.1 44.9 | 61.0 51.8 | 49.1 18.5 | 55.6 30.3 |
| physical health. | 48.1 | 43.3 | 48.8 | 54.3 | 47.6 | 42.8 | 46.7 | 48.2 | 50.6 | 48.1 | 34.0 50.4 | 54.9 | 51.8 55.0 | 18.5 45.7 | 30.3 50.8 |
| popularity popl with opposite | 36.8 35.6 | 30.7 31 | 37.4 36.1 | 44.9 | 41.6 | 30.1 | 34.5 | 37.2 | 39.6 | 35.7 | 36.4 | 44.9 | 44.9 | 40.1 | 44.2 |
| nublic speaking ability. | 35.6 27.1 | 31.2 19.9 | 36.1 28.6 | 41.4 35.4 | 42.8 32.9 | 30.7 19.6 | 34.4 | 36.8 26.8 | 37.5 | 33.1 | 34.3 | 41.7 | 40.4 | 43.1 | 42.3 37 |
| self-confidence (inteliectuai) | 41.7 | 30.9 | 43.5 | 35.4 54.6 | 32.9 54.9 | 19.6 30.9 | 21.9 31.0 | 26.8 41.4 | 32.2 48.0 | 31.1 47.1 | 28.4 | 34.3 | 39.8 | 29.9 | 37.9 |
| self-confidence (social)........ | 38.9 | 34.0 | 39.2 | 45.8 | 54.9 50.4 | 30.9 33.7 | 31.0 36.0 | 41.4 38.3 | 48.0 42.1 | 47.1 | 41.3 37.8 | 53.3 45.7 | 59.7 46.5 | 51.5 47.7 | 60.4 54.9 |
| Writing ability. | 40.0 | 30.3 | 42.1 | 50.9 | 40.0 | 30.1 | 31.6 | 39.6 | 46.8 | 46.0 | 41.4 | 49.5 | 56.4 | 37.5 | 54.9 44.0 |
| Prior Credit at This Institution 06 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| yes. | 3.8 | 4.7 | 3.3 | 3.3 | 5.7 | 4.6 | 5.2 | 3.6 | 2.9 | 2.6 | 3.1 | 96.7 3.3 | 96.6 3.4 | 93.5 6.5 | 95.6 4.4 |
| This College is Student's |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| second choice | 23.4 | 21.6 | 25.3 | 22.7 | 37.2 | 20.9 | 27.0 | 27.4 | 23.0 | 21.2 | 69.0 24.0 | 69.3 22.9 | 69.5 22.1 | 44.5 38.5 | 52.2 35.0 |
| third choice. . . | 5.4 | 5.1 | 5.8 | 5.3 | 11.5 | 4.8 | 7.0 | 6.1 | 6.3 | 4.6 | 5.1 | 52.9 5.2 | 2.1 5.7 | 38.5 12.5 | 35.0 9.9 |
| less ian third choice | 3.0 | 3.7 | 2.5 | 2.6 | 3.9 | 3.9 | 2.3 | 2.3 | 3.6 | 2.0 | 2.0 | 2.6 | 2.8 | 4.5 | 2.8 |
| Number of Other Colleges Applied to for Admissioli This Year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 32.5 | 44.7 | 26.2 | 24.8 | 18.3 | 46.8 | 31.0 | 29.5 | 19.4 | 26.6 | 18.7 | 28.0 | 12.0 | 20.5 | 14.6 |
| two | 16.1 | 16.6 14.9 | 16.4 | 14.7 16.4 | 15.0 | 16.5 | 17.3 | 18.2 | 11.3 | 16.9 | 14.8 | 16.1 | 9.4 | 15.6 | 14.1 |
| thre | 14.6 | 11.8 | 16.9 | 15.1 | 20.7 | 14.3 11.1 | 18.7 | 19.6 | 14.8 | 19.0 | 18.5 | 17.2 | 13.2 | 21.3 | 19.7 |
| four | 8.4 | 5.9 | 9.5 | 10.3 | 11.4 | 5.6 | 16.5 8.0 | 16.8 8.1 | 16.7 | 16.3 9.5 | 18.8 12.7 | 14.9 9.2 | 15.9 | 19.8 | 22.9 |
| five | 5.3 | 3.2 | 5.9 | 7.5 | 6.5 | 3.0 | 4.5 | 4.2 | 10.2 | 5.5 | 8.4 | 9.2 | 12.5 | 10.6 5.9 | 12.8 7.6 |
| six or more | 6.4 | 3.0 | 6.6 | 11.2 | 7.0 | 2.8 | 4.0 | 3.6 | 15.4 | 6.1 | 8.2 | 8.4 | 22.2 | 5.9 6.3 | 7.6 8.3 |
| Number of Other College Acceptances This Year (5) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| none | i4.5 | 25.6 | 11.0 | 7.4 | 12.4 | 26.5 | 20.4 | 12.6 | 8.8 | 9.5 | 8.5 | 8.3 | 4.5 | 14.8 | 8.7 |
| one | 29.1 | 32.7 | 28.5 | 25.8 | 25.8 | 32.7 | 32.9 | 31.3 | 22.1 | 28.7 | 25.7 | 28.3 | 17.6 | 27.5 | 23.2 |
| tho. | 24.5 | 21.8 | 26.4 | 24.6 | 27.9 | 21.6 | 23.3 | 27.0 | 24.3 | 27.1 | 26.2 | 25.2 | 22.5 | 29.0 | 26.0 |
| thre | 17.0 | 12.7 | 18.3 | 19.9 | 18.2 | 12.2 | 15.4 | 16.9 | 20.9 | 18.5 | 20.7 | 19.3 | 21.8 | 16.0 | 21.6 |
| $\begin{aligned} & \text { four } \\ & \text { five } \end{aligned}$ | 8.1 3.7 | 4.6 1.6 | 8.6 | 11.4 | 8.4 | 4.6 | 4.4 | 7.0 | 11.8 | 8.8 | 10.9 | 10.1 | 15.7 | 6.9 | 10.7 |
| six or more | 3.7 3.1 | 1.6 0.9 | 4.0 3.2 | 5.5 5.3 | 3.3 | 1.5 | 2.5 | 2.9 | 6.2 | 4.4 | 4.8 | 4.7 | 8.3 | 2.5 | 4.6 |
|  |  | 0.9 | 3.2 | 5.3 | 4.0 | 0.9 | 1.1 | 2.3 | 5.8 | 3.1 | 3.3 | 4.0 | 9.6 | 3.3 | 5.1 |
| Student Native English Speaker? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| no | 5.2 | 7.2 | 3.2 | 5.5 | 1.6 | 7.5 | 5.4 | 2.7 | 4.9 | 9.7 2.3 | 94.6 5.4 | 94.8 5.2 | 93.3 6.7 | 98.3 | 98.6 1.4 |

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# WEIGHTED NATIONAL NORMS FOR ALL WOMEN, FALL 1988 

|  | All Insti- |  | $\begin{gathered} \text { All } \\ \text { s-Year } \\ \text { collecers } \end{gathered}$ | $\begin{gathered} \text { All Uni- } \\ \text { yersilles } \end{gathered}$ | $\begin{gathered} \text { Prodom- } \\ \text { Promily } \\ \text { Binack } \\ \text { colleges } \end{gathered}$ | $\begin{aligned} & \text { 2.Year } \\ & \text { Rublis } \end{aligned}$ | Colleges Private | Publle | $\begin{aligned} & \text { 4.Yoar } \\ & \text { Private } \\ & \text { Nonsect. } \end{aligned}$ | $\frac{\text { Collogos }}{\text { prote }}$ estant | catholis | Undue |  | $\begin{aligned} & \text { Predo } \\ & \begin{array}{c} \text { glack } \\ \text { Public } \end{array} \end{aligned}$ | inantly Eriyale |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| hours per heek in the last year SPENT ON |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| None |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| studying or doing homework. | 0.7 | 1.1 | 0.6 | 0.4 | 1.0 | 1.1 | 0.8 | 0.7 | 0.5 | 0.4 | 0.4 | 0.4 |  |  |  |
| socializing with friends. | 0.3 | 0.7 | 0.2 | 0.1 | 0.6 | 0.7 | 0.3 | 0.2 | 0.2 | 0.2 | 0.1 | 0.4 | 0.1 | 1.3 | 0.5 |
| talking w/teacher outside class. | 6.2 | 8.0 | 5.1 | 5.2 | 5.9 | 8.5 | 5.1 | 6.0 | 4.3 | 3.8 | 4.2 | 5.7 | 3.3 | 6.4 | 5.2 |
| exercising or sports............ | 5.2 | 6.3 | 5.1 | 3.7 | 14.1 | 6.3 | 6.2 | 5.5 | 4.7 | 4.9 | 3.4 | 3.9 | 2.9 | 15.7 | 11.5 |
|  | 13.9 | 14.4 | 14.8 | 11.7 | 16.1 | 14.3 | 15.3 | 13.7 | 14.2 | 21.7 | 10.5 | 12.0 | 10.9 | 15.9 | 16.5 |
| working (for pay). | 25.5 | 24.2 | 26.1 | 26.4 | 29.5 | 24.4 | 22.7 | 23.3 | 31.2 | 30.4 | 24.5 | 24.4 | 34.2 | 27.9 | 32.0 |
| volunteer work............ | 56.2 | 59.9 | 55.1 | 52.7 | 56.3 | 60.2 | 57.8 | 58.6 | 51.4 | 50.5 | 49.5 | 55.0 | 43.9 | 58.2 | 53.4 |
| student clubs and groups | 24.1 $5: 3$ | 33.1 3.8 | 20.7 | 17.0 | 24.1 | 34.1 | 27.0 | 23.2 | 17.6 | 16.1 | 19.0 | 18.6 | 10.8 | 28.0 | 17.9 |
| watching TV.. | $5: 3$ 10.3 | 3.8 | 5.6 | 6.8 | 3.5 | 3.6 | 5.1 | 4.8 | 7.6 | 6.0 | 5.7 | 6.4 | 8.4 | 3.8 | 3.2 |
|  | 10.3 | 11.7 | 9.7 | 9.2 | 11.7 | 12.1 | 9.0 | 10.4 | 8.9 | 8.3 | 9.5 | 9.5 | 8.3 | 12.6 | 10.3 |
| Six or More Hours |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| studying or doing homework | 46.2 | 39.3 | 47.7 | 53.9 | 41.5 | 38.8 | 42.2 | 42.2 | 56.4 | 53.0 | 54.5 | 51.2 | 64.3 | 34.9 | 51.7 |
| socializing with friends........ | 77.2 | 74.2 | 77.4 | 81.1 | 62.9 | 73.7 | 77.4 | 76.5 | 79.1 | 76.8 | 80.2 | 80.5 | 83.2 | 61.1 | 65.7 |
| talking w/teacher outside class. | 9.5 | 9.7 | 10.2 | 8.2 | 15.1 | 9.2 | 12.5 | 9.4 | 11.9 | 10.7 | 11.0 | 7.9 | 9.3 | 13.5 | 17.4 |
| exercising or sports. | 37.4 | 34.7 | 38.0 | 40.4 | 24.8 | 34.1 | 38.3 | 36.4 | 40.9 | 38.1 | 42.2 | 3 m .5 | 43.9 | 22.8 | 27.9 |
| partying working (for pay | 33.8 63.5 | 35.8 64.9 | 31.1 | 35.3 | 27.2 | 35.7 | 36.8 | 32.0 | 32.3 | 23.7 | 36.7 | 35.2 | 35.4 | 27.7 | 26.4 |
| volunteer work. | 53.5 5.4 | 54.9 | 63.0 5.5 | 62.4 5.4 | 79.8 | 64.7 5.3 | 66.4 | 66.3 4.7 | 57.0 | 57.1 | 65.5 6.2 | 64.7 | 53.4 6.6 | 60.3 | 57.6 |
| student clubs and | 17.9 | 14.0 | 18.9 | 21.8 | 17.8 | 13.9 | 14.6 | 17.0 | 22.1 | 20.6 | 21.1 | 20.6 | 26.4 | 15.3 | 10.1 21.6 |
| Wetching TV. | 29.1 | 31.0 | 29.4 | 25.7 | 42.5 | 31.0 | 31.5 | 30.9 | 26.0 | 29.3 | 27.1 | 26.4 | 23.0 | 41.3 | 21.6 |
| hobbies. | 22.8 | 23.1 | 23.1 | 21.7 | 29.6 | 22.4 | 27.4 | 22.3 | 26.0 | 23.6 | 20.9 | 21.9 | 21.2 | 29.6 | 29.5 |
| Sixteen or More Hours |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| studying or doing homework. | 8.3 | 5.6 | 8.7 | 11.7 | 9.2 | 5.7 | 5.0 | 6.4 | 13.6 | 10.3 | 9.7 | 10.1 | 18.3 | . 3 | 13.8 |
| socializing with friends........ | 34.3 | 33.5 | 34.4 | 35.5 | 27.2 | 33.0 | 36.4 | 33.8 | 36.8 | 32.5 | 36.4 | 35.4 | 35.9 | 26.2 | 28.7 |
| talking w/teacher outside class. | 1.8 | 2.1 | 1.9 | 1.4 | 3.2 | 2.1 | 2.2 | 1.7 | 2.5 | 1.9 | 1.9 | 1.4 | i. 3 | 2.7 | 3.9 |
| exercising or sports. | 9.9 | 9.0 | 10.5 | 10.0 | 7.7 | 8.6 | 11.9 | 10.3 | 11.0 | 10.5 | 11.2 | 9.8 | 10.8 | 7.6 | 8.0 |
| partying <br> working (for jay) | 7.0 39.0 | 8.4 42.0 | 66.3 | 6.3 | 5.6 | 4.3 | 4.3 | 4.7 | 6.4 | 4.6 | 67.7 | 6.4 | 5.8 | 6.1 | 4.9 |
| volunteer work... | 39.0 | 42.0 | 1.2 1.2 | 15.6 1.2 | 38.5 2.6 | 42.2 1.2 | 41.0 2.0 | 4.0 1.0 | 32.4 1.6 | 32.9 | 37.7 | 37.7 | 27.3 | 38.0 | 39.2 |
| student clubs and group | 4.0 | 3.3 | 4.1 | 4.8 | 4.3 | 3.2 | 3.6 | 3.6 | 4.8 | 4.3 | 4.7 | 4.5 | 5.9 | 2.2 | 4.8 |
| watching TV. | 5.9 | 6.8 | 6.1 | 4.3 | 15.3 | 6.8 | $7 . \mathrm{C}$ | 6.6 | 5.1 | 6.1 | 4.7 | 4.4 | 3.7 | 15.3 | 15.3 |
| hobbies. | 4.9 | 5.6 | 5.0 | 3.9 | 9.3 | 5.5 | 6.4 | 4.9 | 5.5 | 4.8 | 4.2 | 3.9 | 3.9 | 9.3 | 9.3 |
| Disabilities |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| none. | 86.2 | 82.7 | 87.5 | 89.8 | 78.5 | 82.2 | 86.0 | 87.7 | 87.0 | 86.9 | 88.0 | 89.5 | 90.8 | 74.7 | 85.0 |
| hearing | 0.7 | 0.8 | 0.8 | 0.5 | 0.6 | 0.7 | 1.1 | 0.7 | 0.8 | 1.0 | 0.8 | 0.5 | 0.6 | 0.7 | 0.5 |
| speech. ${ }_{\text {or }}$ thopedic | 0.2 1.0 | 0.3 1.3 | 0.2 1.0 | 0.1 | 0.1 | 0.4 1.3 | 0.1 | 0.1 0.8 | 0.2 | 0.3 1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.8 |
| learning disability | 0.9 | 1.1 | 1.1 | 0.7 | 0.7 | 1.3 | 0.9 3.8 | 0.8 0.5 | 1.2 | 1.2 | 1.1 | 0.7 0.4 | 0.8 | 0.7 | 0.8 |
| health-related. | 1.3 | 1.6 | 1.3 | 0.8 | 2.2 | 1.6 | 1.4 | 1.2 | 1.5 | 1.5 | 1.2 | 0.8 | 0.9 | 2.0 | 2.5 |
| partialiy sighted or tolind. | 1.7 | 1.6 | 2.0 | 1.5 | 1.5 | 1.5 | 2.3 | 1.8 | 2.0 | 2.5 | 2.1 | 1.5 | 1.5 | 1.3 | 1.7 |
| other. | 1.3 | 1.7 | 1.3 | 0.7 | 1.1 | 1.6 | 1.9 | 1.2 | 1.2 | 1.6 | 1.2 | 0.7 | 0.8 | 1.1 | 1.1 |
| U.S. Citizen? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| yes.............. | 97.7 | 96.2 | 98.8 | 98.4 | 99.4 | 96.0 | 97.6 | 99.2 | 97.8 | 98.8 | 98.2 | 98.6 | 97.6 | 99.4 | 99.4 |
| permanent resident | 0.9 | 1.8 | 0.3 | 0.6 | 0.1 | 2.0 | 0.4 | 0.3 | 0.4 | 0.2 | 0.4 | 0.6 | 0.7 | 0.1 | 0.2 |
|  | 1.3 | 2.0 | 0.9 | 1.0 | 0.5 | 2.0 | 2.0 | 0.5 | 1.8 | 1.0 | 1.4 | 0.8 | 1.7 | 0.6 | 0.4 |

WEIGHTED NATIONAL NORMS FOR ALL WOMEN, FALL 1988

| All Instltullons | $\begin{gathered} \text { All } \\ \text { 2.Yosr } \\ \text { colleges } \end{gathered}$ | $\begin{gathered} \text { All } \\ \text { C-Yoar } \\ \text { Colloges } \end{gathered}$ | All Universitios | ProdomInantly Black Colleges | 2-Year Colleges |  | 4-Yaar Colleges |  |  |  | Univarsitios |  | Pradominantly Black Colloges |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Public |  |  | Pitivate | Prot- |  |  |  |  |
|  |  |  |  |  |  | Prlvate | Public | Nonsect. | pstand | Catholle | Pubile | Private | Public Privato |


| Highest Degree Planned Anywhere none. | 1.8 | 2.9 | 1.5 | - 8 | 3.2 | 29 |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| vocational certific | 0 | 1.5 | 1.5 | 0.8 | 3.2 | 2.9 | 2.8 | 1.8 | 1.1 | 1.2 | 1.1 | 0.9 | 0.7 | 4.1 | 1.6 |
|  | 0.7 | 10.5 | 0.3 | 0.1 | 0.8 | 1.6 | 0.6 | 0.4 | 0.2 | 0.3 | 0.1 | 0.1 | 0.0 | 1.1 | 0.3 |
| bachelor's (B.A., B.S.)....... | 4.5 32.3 | 10.6 41.0 | 29.6 | 0.3 24.0 | 0.9 19.4 | 10.9 | 8.8 | 2.1 | 1.0 | 1.5 | 0.7 | 0.4 | 0.1 | 1.2 | 0.4 |
| master's (M.A., M.S.).. | 32.3 36.8 | 41.0 | 29.7 | 24.0 | 19.4 | 41.3 | 39.6 | 30.6 | 22.4 | 26.7 | 26.7 | 26.1 | 16.2 | 23.2 | 13.5 |
| Ph.D. or Ed.D..... | 11.4 | 29.6 6.0 | 13.4 | 15.7 | 38.8 | 29.1 | 33.3 | 40.5 | 41.4 | 40.3 | 43.6 | 40.2 | 40.5 | 40.1 | 36.9 |
| M.D., D.0., D.D.S., D.V.M | 5.9 | 3.3 | 5.6 | 9.9 | 18.0 | 5.8 | 7.2 | 11.5 | 17.1 | 15.6 | 13.3 | 15.1 | 18.2 | 14.9 | 22.9 |
| LL.B. or J.D. (law) | 4.8 | 2.8 | 4.8 | 9.9 | 8.2 | 3.4 | 2.8 | 4.5 | 7.8 | 6.8 | 6.2 | 9.6 | 11.1 | 5.9 | 12.0 |
| B.D. or M.Div. (divinity) | 0.3 | 0.3 | 0.4 | 0.2 | 0.9 | 0.3 | 0.1 | 0.4 | 7.1 | 5.6 | 6.7 | 6.4 | 11.9 | 6.6 | 10.2 |
| other. | 1.6 | 1.9 | 1.6 | 1.0 | 1.8 | 1.8 | 2.9 | 0.4 | 0.3 | 0.5 | 0.2 | 0.2 | 0.2 | 0.9 | 0.8 |
| Highest Degree Planned at Freshman College |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| none. | 3.7 | 6.8 | 2.7 | 1.3 | 2.7 | 7.2 | 4.0 | 3.3 | 1.6 | 2.3 | 1.8 | 1.4 | 0.9 | 3.3 | 1.6 |
| vocational certificate | 0.9 | 2.0 | 0.4 | 0.1 | 0.2 | , 2.1 | 1.8 | 0.5 | 0.2 | 0.4 | 0.2 | 0.2 | 0.1 | 0.2 | 0.1 |
| associate (A.A. or equivalent) | 17.9 | 46.8 | 4.1 | 1.1 | 2.6 | '44.2 | 63.8 | 5.5 | 1.8 | 0.4 3.5 | 0.2 2.1 | 1.2 1.0 | 0.1 1.2 | 0.2 3.8 | 0.1 0.8 |
| bachelor's (B.A., B.S.) | 57.3 | 33.0 | 73.1 | 63.9 | 65.4 | 34.5 | 23.0 | 67.7 | 80.5 | 79.7 | 77.0 | 1.0 62.2 | 69.7 | 3.8 59.9 | 0.8 73.5 |
| master's (M.A., M.S.) Ph.D. or Ed.D........ | 14.2 | 6.7 | 15.3 | 22.8 | 18.5 | 7.2 | 3.4 | 18.0 | 12.4 | 10.7 | 14.9 | 24.0 | 18.7 | 20.0 | 16.2 |
|  | 2.0 1.2 | 0.9 0.3 | 1.6 | 4.1 3.6 | 3.2 | 1.0 0.4 | 0.3 | 1.8 | 1.4 | 1.1 | 1.8 | 4.4 | 2.9 | 3.6 | 2.6 |
| LL.B. or J.D. (law) | 1.0 | 0.6 | 0.6 | 2.3 | 1.9 | 0.4 | 0.1 0.3 | 0.6 | 0.5 | 0.5 | 0.5 | 3.8 | 2.8 | 1.8 | 2.0 |
| B.D. or M.Div. (divinity) | 0.2 | 0.1 | 0.3 | 0.1 | 1.1 | 0.0 | 0.3 | 0.7 | 0.2 | 0.5 0.2 | 0.6 0.1 | 2.1 | 3.0 | 2.0 1.3 | 1.0 |
| othe | 1.7 | 2.8 | 1.4 | 0.7 | 3.0 | 2.8 | 2.9 | 1.7 | 0.9 | 1.2 | 1.0 | 0.7 | 0.7 | 4.1 | 1.4 |
| Stulent's Religlous Preference |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Baptist | 14.5 | 12.4 | 18.8 | 10.1 | 62.2 | 10.9 | 22.5 | 22.4 | 12.4 | 22.0 | 2.8 | 10.6 | 8.2 | 66.7 | 55.2 |
| Buddhist | 0.3 | 0.2 | 0.2 | 0.5 | 0.2 | 0.1 | 0.3 | 0.1 | 0.5 | 0.2 | 0.2 | 0.5 | 0.5 | 66.7 0.2 | 55.2 |
| Congregational | 1.2 | 1.0 | 1.4 | 1.2 | 0.6 | 0.9 | 1.3 | 1.0 | 2.7 | 1.5 | 0.6 | 1.2 | 1.0 | 0.6 | 0.2 |
| Eastern Orthodo | 0.5 | 0.5 | 0.4 | 0.7 | 0.0 | 0.5 | 0.3 | 0.3 | 0.6 | 0.3 | 0.6 | 0.6 | 0.7 | 0.0 | 0.7 0.0 |
| Eplscopal | 2.8 | 2.2 | 3.0 | 3.3 | 1.9 | 1.9 | 3.8 | 2.3 | 5.5 | 3.5 | 1.6 | 3.0 | 4.1 | 1.8 | 0.0 2.1 |
| Islamic | 0.2 | 0.3 | 0.2 | 0.3 | 0.6 | 0.3 | 0.1 | 0.2 | 0.4 | 0.1 | 0.1 | 0.2 | 0.5 | 0.3 | 2.0 1.0 |
| Jewish. | 3.0 | 2.6 | 1.7 | 5.6 | 0.2 | 2.5 | 3.5 | 1.2 | 4.7 | 0.7 | 0.3 | 5.1 | 7.7 | 0.2 | 0.1 |
| LDS (Mormon) | 0.2 | 0.2 | 0.2 | 0.4 | 0.1 | 0.2 | 0.1 | 0.3 | 0.2 | 0.2 | 0.1 | 0.4 | 0.2 | 0.1 | 0.1 |
| Methodist | 6.3 9.4 | 6.1 9.5 | 6.3 | 6.3 8.4 | 0.4 10.5 | 5.6 | 9.4 11 | 6.6 | 3.8 | 9.9 | 4.0 | 7.1 | 3.3 | 0.4 | 0.4 |
| Presbyteria | 4.5 | 9.5 3.2 | 4.8 | 8.4 | 10.5 | 9.2 | 11.3 | 11.2 | 7.3 | 11.6 | 3.1 | 9.1 | 5.7 | 9.1 | 12.7 |
| Quaker | 0.2 | 0.2 | 0.2 | 0.2 | 0.0 | 2.9 0.1 | 5.1 | 4.5 | 5.6 | 7.3 | 2.1 | 5.9 | 4.7 | 1.8 | 1.6 |
| Roman Cathol | 36.4 | 43.6 | 31.1 | 34.9 | 6.8 | 46.3 | 25.8 | 31.0 | 27.5 | 73.5 | 0.1 74.0 | 33.2 | 0.3 41.7 | 0.0 5.9 | 0.0 |
| Seventh-Day Adventist | 0.3 | 0.5 | 0.3 | 0.2 | 0.8 | 0.6 | 25.1 0.1 | 31.0 0.3 | 27.5 0.3 | 13.1 0.2 | 74.0 0.2 | 33.2 0.2 | 41.7 0.2 | 5.9 0.7 | 8.3 0.9 |
| other Protestant | 4.6 | 3.7 | 5.7 | 3.9 | 1.4 | 3.8 | 3.3 | 4.3 | 6.6 | 11.2 | 2.0 | 4.1 | 3.4 | 1.2 | 1.7 |
| other religio | 6.1 | 6.9 | 6.4 | 4.5 | 7.8 | 6.9 | 7.1 | 5.7 | 7.2 | 9.7 | 2.7 | 4.7 | 3.9 | 6.6 | 9.7 |
| none | 9.6 | 7.1 | 9.3 | 13.9 | 4.8 | 7.3 | 5.7 | 8.6 | 14.4 | 8.1 | 5.4 | 14.0 | 13.9 | 4.3 | 5.5 |
| Student Born-Again Christian? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| no | 75.7 | 76.3 | 71.4 | 82.0 | 54.3 | 78.0 | 65.6 | 71.1 | 77.0 | 55.9 | 89.6 | 81.4 | 84.4 | 54.8 | 53.7 |
| yes | 24.3 | 23.7 | 28.6 | 18.0 | 45.7 | 22.0 | 34.4 | 28.9 | 23.0 | 44.1 | 10.4 | 18.6 | 15.6 | 45.2 | 46.3 |

WEIGHTED NATIONAL NORMS FOR ALL WOMEN, FALL 1988

## PROBABLE MAJOR FIELD OF STUDY

| Arts and Humanities arts. | 2.3 | 1.7 | 2.9 | 2.3 | 0.7 | 1.0 | 6.1 | 1.8 | 6.9 | 1.7 | 3 | 2 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| English | . 1.6 | 0.7 | 2.0 |  |  |  |  | 1.8 | 6 | 1.7 |  | 2. | 1.8 | 0.7 | 0.6 |
| history | 1.6 | 0.7 | 2.0 | 2.1 | 1.5 | 0.7 | 0.5 | 1.2 | 3.8 | 2.6 | 2.3 | 1.8 | 3.3 | 1.1 | 2.1 |
| hist | 0.5 | 0.2 | 0.8 | 0.7 | 0.3 | 0.2 | 0.3 | 0.5 | 1.3 | 1.0 | 0.9 | 0.5 | 1.4 | 0.2 | 0.4 |
| journalism. | 1.9 | 1.2 | 1.6 | 3.7 | 1.8 | 1.1 | 1.6 | 1.4 | 2.0 | 1.7 | 1.6 | 3.7 | 3.6 | 1.2 | 2.6 |
| language or literatur | 0.9 | 0.5 | 1.0 | 1.4 | 0.2 | 0.5 | 0.4 | 0.7 | 1.8 | 1.15 | 1.1 | 1.3 | 1.9 | 0.2 | 0.3 |
| music..... | 0.9 | 0.6 | 1.1 | 1.0 | 0.8 | 0.3 | 2.3 | 1.0 | 0.9 | 1.8 | 0.6 | 0.8 | 1.4 | 1.0 | 0.6 |
| philosophy | 0.1 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.3 | 0.2 | 0.2 | 0.1 | 0.3 | 0.0 | 0.1 |
| speech.. | 0.2 | 0.1 | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 | 0.2 | 0.1 | 0.2 | 0.2 | 0.1 | 0.3 | 0.3 | 0.1 |
| theater or drama | 0.8 | 0.5 | 0.9 | 1.0 | 0.7 | 0.5 | 0.6 | 0.6 | 1.8 | 0.9 | 0.7 | 0.9 | 1.4 | 0.9 | 0.4 |
| theology or religi | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.1 | 0.5 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 |
| other humanities | 1.0 | 1.4 | 0.7 | 1.1 | 0.3 | 1.5 | 0.9 | 0.5 | 1.1 | 0.6 | 1.3 | 1.0 | 1.2 | 0.2 | 0.4 |
| Biological Sciences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| general biology.. | 1.7 | 0.8 | 2.0 | 2.5 | 2.1 | 0.9 | 0.5 | 1.5 | 2.7 | 2.5 | 3.0 | 2.4 | 3.2 | 0.9 | 3.9 |
| biochemistry or biophysics | 0.4 | 0.2 | 0.4 | 0.7 | 0.3 | 0.2 | 0.0 | 0.3 | 0.6 | 0.3 | 0.5 | 0.7 | 0.9 | 0.1 | 0.5 |
| botany. . ${ }^{\text {a }}$. $\cdot . . .$. | 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 | 0.0 | 0.0 |
| marlne (life) science. | 0.4 | 0.2 | 0.5 | 0.5 | 0.1 | 0.3 | 0.2 | 0.6 | 0.4 | 0.6 | 0.6 | 0.5 | 0.3 | 0.0 | 0.2 |
| microbiology or bacteriology | 0.2 | 0.2 | 0.2 | 0.4 | 0.1 | 0.2 | 0.0 | 0.2 | 0.2 | 0.2 | 0.2 | 0.4 | 0.2 | 0.1 | 0.1 |
| zoology.io....i | 0.3 | 0.3 | 0.2 | 0.5 | 0.2 | 0.3 | 0.2 | 0.2 | 0.3 | 0.3 | 0.2 | 0.6 | 0.1 | 0.2 | 0.3 |
| other biological sciencos | 0.5 | 0.5 | 0.4 | 0.7 | 0.2 | 0.5 | 0.4 | 0.3 | 0.5 | 0.5 | 0.4 | 0.7 | 0.5 | 0.2 | 0.0 |
| Business |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| accounting. | 6.4 | 7.2 | 6.7 | 4.8 | 8.0 | 7.9 | 3.0 | 7.9 | 4.2 | 5.1 | 6.9 | 5.0 | 4.2 | 8.6 | 7.1 |
| business administratio | 6.5 | 8.3 | 5.7 | 5.2 | 11.8 | 8.7 | 5.4 | 6.4 | 4.1 | 5.2 | 5.7 | 5.4 | 4.6 | 14.9 | 7.1 |
| finance | 1.2 | 0.7 | 1.2 | 1.8 | 1.3 | 0.7 | 0.5 | 1.2 | 1.3 | 0.7 | 1.5 | 1.7 | 2.2 | 1.3 | 1.4 |
| marketing. | 2.8 | 2.2 | 3.0 | 3.1 | 2.1 | 1.9 | 4.4 | 3.2 | 3.0 | 1.7 | 3.9 | 3.1 | 3.2 | 2.3 | 1.9 |
| management. | 4.0 | 4.8 | 4.0 | 2.9 | 5.1 | 4.6 | 6.2 | 4.3 | 3.7 | 3.2 | 4.1 | 3.0 | 2.7 | 6.0 | 3.5 |
| secretarial studies | 1.5 | 3.6 | 0.6 | 0.1 | 0.3 | 3.6 | 3.7 | 0.7 | 0.5 | 0.5 | 0.1 | 0.1 | 0.0 | 0.4 | 0.7 |
| other business | 1.6 | 1.9 | 1.4 | 1.6 | 1.6 | 1.7 | 3.0 | 1.4 | 1.4 | 1.0 | 2.2 | 1.5 | 2.1 | 2.3 | 0.4 |
| Education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| business education. | 0.3 | 0.4 | 0.4 | 0.1 | 0.5 | 0.3 | 0.7 | 0.5 | 0.3 | 0.3 | 0.1 | 0.1 | 0.1 | 1.2 | 0.4 |
| eiementary education. | 8.5 | 10.0 | 10.1 | 3.6 | 4.9 | 10.1 | 9.5 | 11.6 | 6.0 | 10.4 | 8.3 | 4.0 | 2.1 | 5.9 | 3.2 |
| nusic or art education. | 0.4 | 0.2 | 0.7 | 0.3 | 0.2 | 0.1 | 0.6 | 0.8 | 0.5 | 0.9 | 0.5 | 0.3 | 0.2 | 0.3 | -0.2 |
| physical education or recreation | 0.7 | 0.9 | 0.8 | 0.3 | 0.3 | 0.8 | 1.2 | 0.9 | 0.3 | 1.1 | 0.7 | 0.3 | 0.2 | 0.4 | 0.1 |
| secondary education. | 2.0 | 2.0 | 2.4 | 1.6 | 1.3 | 2.0 | 1.4 | 2.6 | 1.4 | 3.2 | 1.8 | 1.8 | 0.9 | 1.5 | 0.8 |
| special education. | 1.1 | 1.0 | 1.5 | 0.6 | 0.7 | 1.0 | 0.7 | 1.7 | 0.8 | 1.6 | 1.1 | 0.6 | 0.5 | 0.9 | 0.4 |
| other education.. | 0.9 | 1.6 | 0.6 | 0.3 | 0.4 | 1.7 | 1.0 | 0.7 | 0.4 | 0.7 | 0.4 | 0.3 | 0.2 | 0.5 | 0.2 |
| Engineering |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| aeronautical/astronautical eng.. | 0.5 | 0.5 | 0.4 | 0.7 | 0.4 | 0.6 | 0.3 | 0.3 | 1.0 | 0.2 | 0.1 | 0.8 | 0.4 | 0.1 | 0.9 |
| civil engineering... | 0.2 0.4 | 0.2 | 0.2 | 0.4 | 0.3 | 0.2 | 0.0 | 0.2 | 0.3 | 0.1 | 0.1 | 0.4 | 0.5 | 0.1 | 0.5 |
| chemical engineering.. | 0.4 | 0.2 | 0.3 | 0.7 | 0.7 | 0.3 | 0.0 | 0.3 | 0.4 | 0.1 | 0.2 | 0.7 | 0.8 | 0.2 | 1.5 |
| olectrical engineoring | 0.6 | 0.6 | 0.4 | 0.8 | 1.5 | 0.6 | 0.4 | 0.4 | 0.8 | 0.2 | 0.2 | 0.3 | 0.9 | 0.8 | 2.5 |
| industrial engineering. | 0.1 | 0.1 | 0.1 | 0.3 | 0.0 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.0 | 0.3 | 0.2 | 0.0 | 0.1 |
| mechanica! engineering. | 0.3 | 0.1 | 0.2 | 0.5 | 0.4 | 0.1 | 0.2 | 0.2 | 0.4 | 0.1 | 0.1 | 0.5 | 0.6 | 0.1 | 0.8 |
| other engineering................. | 0.5 | 0.5 | 0.4 | 0.8 | 0.6 | 0.5 | 0.7 | 0.4 | 0.5 | 0.4 | 0.1 | 0.7 | 1.3 | 0.0 | 1.5 |

## WEIGHTED NATIONAL NORMS FOR ALL WOMEN, FALL 1988

## All Insti- 2-Ytar A-Year all Uni- $\begin{gathered}\text { All } \\ \text { Inantly } \\ \text { Black }\end{gathered}$ All insti- tutions colleges collogen veralles <br> Inantly Black olleges 2.Year Publle <br> 4-Year Colleges Univarsition <br> Predominantly <br> ublic Prlyate Rublle <br> $\qquad$ Publia Erivate Black Colleges

PROBABLE MAJOR FIELD OF STUDY

| astronomy.... | 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| atmospher ic science | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.0 0.0 |
| chemistry. | 0.5 | 0.2 | 0.6 | 0.7 | 0.3 | 0.3 | 0.1 | 0.5 | 0.8 | 0.8 | 0.6 | 0.7 | 0.0 0.9 | 0.0 0.0 | 0.0 0.8 |
| earth sclance | 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.0 | 0.8 0.0 |
| marine science | 0.1 | 0.2 | 0.1 | 0.1 | 0.0 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 0.1 | 0.0 0.2 | 0.1 | 0.1 0.0 | 0.0 0.0 | 0.0 |
| mathematics | 0.6 | 0.4 | 0.8 | 0.7 | 0.9 | 0.4 | 0.0 | 0.7 | 0.8 | 0.9 | 0.9 | 0.6 | 0.0 0.8 | 0.0 0.8 | 0.0 1.0 |
| physics. | 0.1 | 0.0 | 0.1 | 0.3 | 0.1 | 0.0 | 0.0 | 0.1 | 0.3 | 0.2 | 0.1 | 0.6 | 0.8 0.4 | 0.8 | 1.0 |
| statistics.... ${ }^{\text {a }}$ - | 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 | 0.0 | 0.2 |
| other physlcal sclences | 0.1 | 0.2 | 0.1 | 0.1 | 0.0 | 0.2 | 0.0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.0 |
| Professional |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| architecture. | 0.6 | 0.8 | 0.2 | 0.3 | 0.2 | 0.6 | 2.2 | 0.2 | 0.4 | 0.3 | 0.2 | 0.8 | 0.9 | 0.0 | 0.5 |
| home economlcs. | 0.6 | 0.8 | 0.5 | 0.5 | 0.8 | 0.9 | 0.1 | 0.6 | 0.3 | 0.4 | 0.6 | 0.6 | 0.1 | 1.2 | 0.1 |
| heal th technolog | 1.4 | 2.0 | 1.1 | 1.0 | 1.0 | 2.1 | 1.1 | 1.4 | 0.6 | 0.7 | 0.7 | 1!1 | 0.6 | 0.6 | 1.6 |
| library sclence | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.2 | 0.0 |
| nursing.. | 4.4 | 6.8 | 3.3 | 2.8 | 4.1 | 7.8 | 9.8 | 4.1 | 1.1 | 3.5 | 3.0 | 2.9 | 2.1 | 3.5 | 5.1 |
| pharmacy. | 1.2 | 0.9 | 1.1 | 1.8 | 0.4 | 0.9 | 0.7 | 1.6 | 0.5 | 0.6 | 0.3 | 1.9 | 1.0 | 0.3 | 0.6 |
| premed, predent, prev | 3.0 | 1.6 | 2.8 | 5.3 | 4.1 | 1.6 | 1.3 | 2.3 | 3.4 | 3.3 | 3.2 | 5.4 | 5.2 | 2.3 | 6.9 |
| ther apy. | 2.8 | 2.6 | 2.6 | 3.4 | 0.9 | 2.5 | 2.9 | 2. 2 | 1.3 | 2.3 | 2.3 | 3.4 | 2.1 | 2.3 0.4 | 1.6 1.6 |
| other professiona | 1.4 | 1.6 | 1.2 | 1.3 | 1.1 | 1.6 | 1.5 | 1.3 | 1.0 | 1.2 | 1.4 | 1.4 | 1.2 | 1.0 | 1.1 |
| Social Sciences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| anthropology. | 0.2 | 0.1 | 0.3 | 0.3 | 0.0 | 0.1 | 0.0 | 0.2 | 0.5 | 0.2 | 0.1 | 0.4 | 0.2 | 0.0 | 0.1 |
| economics.... | 0.3 | 0.1 | 0.3 | 0.6 | 0.6 | 0.1 | 0.0 | 0.2 | 0.8 | 0.3 | 0.4 | 0.5 | 0.9 | 0.4 | 1.0 |
| ethnic studie | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 |
| geography..... political scie | 0.0 3.3 | 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 | 0.0 |
| psychology.... | 3.3 5.9 | 1.3 | 3.6 | 5.4 | 4.5 | 1.3 | 1.2 | 2.6 | 5.4 | 4.6 | 4.7 | 4.2 | 10.1 | 3.6 | 5.7 |
| social work. | 1.5 | 1.7 | 6.9 | 6.9 | 8.6 | 3.8 | 6.0 | 6.4 | 7.2 | 7.8 | 7.8 | 7.1 | 6.3 | 8.4 | 7.4 |
| sociology.. | 0.6 | 1.7 | 1.7 0.7 | 0.8 | 2.3 | 1.7 | 1.8 | 1.6 | 1.5 | 2.2 | 1.8 | 0.9 | 0.4 | 2.9 | 1.5 |
| women's studies | 0.6 | 0.5 0.0 | 0.7 0.0 | 0.5 0.0 | 1.2 | 0.5 | 0.5 | 0.6 | 0.6 | 0.8 | 0.6 | 0.5 | 0.5 | 1.3 | 1.1 |
| other social sciences | 0.3 | 0.2 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
|  |  |  |  |  | 0.6 | 0.2 | 0.3 | 0.3 | 0.2 | 0.2 | 0.3 | 0.3 | 0.3 | 0.8 | 0.3 |
| Technicas |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| building trades. | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 |
| data processing. | 0.8 | 1.6 | 0.6 | 0.2 | 1.5 | 1.8 | 0.4 | C. 6 | 0.5 | 0.6 | 0.4 | 0.3 | 0.1 | 1.6 | 1.3 |
| drafting or design | 0.2 | 0.3 | 0.2 | 0.2 | 0.0 | 0.2 | 0.8 | 0.1 | 0.3 | 0.1 | 0.3 | 0.2 | 0.1 | 1.6 0.0 | 0.1 |
| electronics | 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 | 0.0 | 0.0 |
| mechanicsior | 0.0 0.3 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 |
| other technica | 0.3 | 0.6 | 0.1 | 0.0 | 0.1 | 0.6 | 0.5 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 |
| Other Flelds |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| agriculture. | 0.9 | 1.9 | 0.2 | 0.6 | 0.0 | 2.1 | 0.2 | 0.2 | 0.1 | 0.1 | 0.0 | 0.7 | 0.0 | 0.0 |  |
| communications.. | 3.1 | 2.2 | 3.6 | 3.5 | 4.7 | 2.2 | 2.1 | 3.1 | 4.3 | 4.1 | 3.7 | 3.4 | 4.1 | 4.2 | 5.4 |
| computer science | 1.0 | 1.1 | 1.2 | 0.7 | 3.5 | 1.1 | 0.6 | 1.3 | 1.0 | 1.0 | 0.8 | 0.8 | 0.5 | 3.8 | 3.0 |
| forestry ${ }^{\text {law }}$ enfrcement. | 0.1 | 0.2 | 0.0 | 0.0 | 0.0 | 0.2 | 0.2 | 0.0 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| law enfcrcement. military science | 1.0 | 1.5 | 0.8 | 0.6 | 1.7 | 1.5 | 1.3 | 1.0 | 0.5 | 0.5 | 0.9 | 0.6 | 0.5 | 2.1 | 1.1 |
| other flelds.... | 1.14 | 0.1 | 0.0 | 3.0 | 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | -. 2 | 0.0 |
| other fields. | 1.4 | 2.0 | 1.0 | 1.0 | 1.6 | 1.8 | 3.6 | 0.9 | 1.4 | 1.1 | 1.3 | 1.0 | 0.7 | 1.8 | 1.1 |
| undecided. | 7.6 | 6.0 | 7.8 | 9.5 | 2.7 | 5.5 | 9.0 | 7.5 | 8.5 | 7.8 | 8.1 | 9.6 | 9.4 | 2.3 | 3.3 |

WEIGHTED NATIONAL NORMS FOR ALL WOMEN, FALL 1988

PredomPradom
Inanily
glack 2-Year Collegen - 4 Year Colleges: Private Prot-
Nensedt eslan Gathoil $\qquad$ lusratiles
Pradominantly celleges Rublle
8.7
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5.4


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$$
\begin{aligned}
& 4 \\
& 2 \\
& 0 \\
& 5 \\
& 0 \\
& 9 \\
& 2 \\
& 1 \\
& 0 \\
& 0 \\
& 3 \\
& 0 \\
& 1 \\
& 0 \\
& 0 \\
& 0 \\
& 3 \\
& 0 \\
& 2 \\
& 0 \\
& 1 \\
& 0 \\
& 0 \\
& 0 \\
& 6 \\
& 0 \\
& 0 \\
& 1 \\
& 0 \\
& 0 \\
& 4 \\
& 0 \\
& 0 \\
& 1
\end{aligned}
$$




tam-



6.6
1.4
0.7
0.3
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10.8
2.5
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3.8
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1.2
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6.7
5.0

| 5.8 | 17.5 | 6.7 |
| ---: | ---: | ---: |
| 4.5 | 18.0 | 6.3 |
| 11.5 | 38.1 | 23.3 |
| 15.5 | 10.0 | 14.7 |
| 32.3 | 14.4 | 27.6 |
| 30.4 | 2.0 | 21.4 |

5.5
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29.3
21.0
31.5
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22.6 5.5
4.2
9.0
9.3
28.3
43.7

64

WEIGHTED NATIONAL NORMS FOR ALL WOMEN, FALL 1988


| Father's Education grammar school or less. | 4.8 | 7.3 | 3.8 | 2.8 | 7.5 | 7.6 | 5.3 | 4.1 | 2.7 | 3.7 | 4.6 | 3.0 | 2.1 | 9.0 | 5.3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| some high school. | 8.0 | 11.5 | 7.0 | 4.4 | 12.5 | 11.9 | 9.1 | 7.9 | 5.0 | 7.0 | 5.5 | 4.8 | 2.9 | 13.1 | 11.5 |
| high school graduate | 28.0 | 36.1 | 27.0 | 17.7 | 36.2 | 37.3 | 28.2 | 31.5 | 19.0 | 23.2 | 22.2 | 19.5 | 10.4 | 39.8 | 30.6 |
| postsecondary other than college | 4.8 | 4.6 | 5.2 | 4.2 | 4.2 | 4.4 | 5.9 | 5.6 | 4.1 | 5.0 | 5.6 | 4.5 | 3.2 | 3.7 | 5.1 |
| some college. | 14.6 | 13.9 | 15.4 | 14.4 | 15.6 | 13.7 | 15.0 | 16.5 | 12.9 | 14.8 | 15.0 | 15.0 | 11.7 | 14.5 | 17.3 |
| college degree. | 19.8 | 15.6 | 20.5 | 24.7 | 12.6 | 15.0 | 19.7 | 19.2 | 23.5 | 20.3 | 22.9 | 24.7 | 25.0 | 11.3 | 14.5 |
| some graduate schoo | 2.6 | 1.5 | 2.9 | 3.9 | 1.6 | 1.4 | 2.1 | 2.4 | 3.6 | 3.5 | 3.5 | 3.6 | 5.1 | 1.3 | 2.1 |
| graduate degree. | 17.4 | 9.5 | 18.1 | 27.9 | 9.7 | 8.6 | 14.7 | 12.8 | 29.2 | 22.5 | 20.8 | 24.9 | 39.6 | 7.2 | 13.4 |
| Father's occupation (6) artist (including performer) | 0.9 | 0.8 | 0.9 | 1.0 | 0.9 | 0.8 | 0.7 | 0.7 | 1.4 | 0.8 | 0.8 | 1.0 |  |  |  |
| businessman. . . . . . . . . . . . . | 28.3 | 24.3 | 28.3 | 34.1 | 13.4 | 22.7 | 34.0 | 25.9 | 33.5 | 26.7 | 34.9 | 33.2 | 37.2 | 0.8 12.9 | 14.1 |
| clergy or religlous worker | 0.9 | 0.7 | 1.3 | 0.6 | 1.1 | 0.5 | 2.0 | 0.6 | 1.4 | 4.0 | 0.2 | 0.6 | 0.7 | 0.4 | 14.1 2.2 |
| college teocher or administrator | 1.0 | 0.4 | 1.1 | 1.5 | 1.0 | 0.4 | 0.5 | 0.7 | 2.0 | 1.6 | 0.9 | 1.6 1.3 | 2.2 | 0.8 | 1.2 |
| doctor or dentist... | 2.3 | 0.8 | 2.2 | 4.6 | 0.7 | 0.6 | 1.9 | 1.0 | 4.8 | 2.7 | 3.1 | 3.6 | 8.4 | 0.3 | 1.3 |
| education (secondary). | 3.6 | 2.9 | 4.1 | 3.9 | 3.8 | 3.0 | 2.3 | 4.1 | 3.9 | 4.8 | 3.3 | 4.0 | 3.3 | 3.2 | 4.7 |
| education (elementary) | 0.8 | 0.6 | 0.9 | 0.7 | 0.6 | 0.5 | 1.0 | 1.0 | 0.9 | 0.8 | 0.9 | 0.7 | 0.7 | 0.4 | 1.0 |
| engineer.... | 7.9 | 7.3 | 7.4 | 9.5 | 5.2 | 7.5 | 5.9 | 7.7 | 7.8 | 6.5 | 6.9 | 9.6 | 8.9 | 5.3 | 4.9 |
| farmer or forester. ${ }^{\text {a }}$, | 3.2 | 4.5 | 2.7 | 2.2 | 1.4 | 4.5 | 4.3 | 3.2 | 1.2 | 3.3 | 2.4 | 2.5 | 1.1 | 2.0 | 0.4 |
| health professional (non-M.D.) | 1.2 | 1.1 | 1.2 | 1.3 | 1.2 | 1.2 | 0.7 | 1.2 | 1.2 | 1.3 | 0.9 | 1.4 | 1.2 | 1.1 | 1.3 |
| lawyer . . . . . . . . . . . . . . . . . . . | 1.7 | 0.6 | 1.8 | 3.2 | 0.6 | 0.5 | 1.7 | 0.8 | 3.7 | 2.0 | 3.3 | 2.6 | 5.5 | 0.2 | 1.2 |
| milltary (career) | 1.6 | 1.2 | 1.9 | 1.7 | 4.5 | 1.2 | 1.6 | 2.3 | 1.2 | 2.0 | 1.3 | 1,8 | 1.3 | 5.2 | 3.3 |
| research scientist | 0.5 | 0.2 | 0.5 | 0.9 | 0.3 | 0.2 | 0.3 | 0.4 | 0.8 | 0.7 | 0.4 | 0.8 | 1.1 | 0.2 | 0.4 |
| skilled worker... | 9.6 | 11.8 | 9.4 | 7.0 | 9.3 | 12.2 | 9.6 | 11.1 | 6.4 | 7.9 | 7.7 | 7.6 | 4.3 | 9.2 | 9.4 |
| semi-skl iled worker | 3.9 | 4.9 | 3.8 | 2.5 | 6.0 | 5.1 | 3.3 | 4.4 | 2.5 | 3.6 | 2.8 | 2.8 | 1.5 | 6.6 | 5.1 |
| laborer (unskilled) | 3.2 | 4.2 | 3.1 | 2.1 | 4.5 | 4.4 | 3.1 | 3.5 | 1.9 | 2.9 | 2.8 | 2.3 | 1.1 | 4.8 | 4.1 |
| unemployed | 2.7 | 3.3 | 2.6 | 2.0 | 7.0 | 3.6 | 1.9 | 2.8 | 2.2 | 2.8 | 2.4 | 2.1 | 1.5 | 6.5 | 7.7 |
| other | 26.7 | 30.5 | 26.8 | 21.3 | 38.6 | 31.3 | 25.2 | 28.6 | 23.2 | 25.6 | 24.8 | 22.0 | 18.1 | 39.9 | 36.8 |
| Father's Religious Proference |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Baptist. | 14.0 | 12.1 | 18.0 | 10.0 | 61.0 | 10.5 | 22.6 | 21.6 | 12.1 | 20.9 | 2.8 | 10.6 | 7.8 | 65.1 | 54.9 |
| Buddhist. | 0.4 | 0.3 | 0.3 | 0.9 | 0.2 | 0.2 | 0.3 | 0.2 | 0.6 | 0.2 | 0.3 | 0.8 | 1.0 | 0.3 | 0.2 |
| Congregational. | 1.2 | 1.0 | 1.3 | 1.2 | 0.5 | 0.9 | 1.2 | 0.9 | 2.6 | 1.5 | 0.7 | 1.3 | 1.0 | 0.2 | 1.0 |
| Eastern Orthodox | 0.6 | 0.6 | 0.5 | 0.8 | 0.0 | 0.6 | 0.4 | 0.4 | 0.7 | 0.4 | 0.7 | 0.8 | 0.9 | 0.0 | 0.1 |
| Episcopal | 2.7 0.3 | 2.0 0.3 | 3.0 | 3.4 | 1.9 | 1.7 | 3.8 | 2.2 | 5.7 | 3.4 | 1.7 | 2.9 | 4.0 | 1.9 | 2.0 |
| Jowish. | 0.3 | 0.3 | 0.3 | 0.4 | 1.0 | 0.3 | 0.1 | 0.2 | 0.5 | 0.2 | 0.2 | 0.3 | 0.7 | 0.8 | 1.4 |
| LDS (Mormon) | 0.2 | 2.8 | 0.2 | 6.4 0.4 | 0.1 | 2.6 0.2 | 3.9 | 1.6 | 5.8 | 0.9 | 0.6 | 5.7 | 9.0 | 0.2 | 0.1 |
| Lutheran.... | 6.6 | 6.2 | 6.8 | 6.7 | 0.6 | 5.7 | 0.1 9.3 | 0.3 7.0 | 0.2 4.4 | 0.2 10.2 | 0.1 4.8 | 0.4 | 0.2 3.9 | 0.0 0.6 | 0.1 |
| Methodist | 9.6 | 9.7 | 9.9 | 8.9 | 9.2 | 9.5 | 11.3 | 11.2 | 7.7 | 11.6 | 3.6 | 9.5 | 6.3 | 7.6 | 11.5 |
| Presbyteria | 4.9 | 3.9 | 5.3 | 5.9 | 1.8 | 3.6 | 5.4 | 4.8 | 6.1 | 7.6 | 2.6 | 6.1 | 5.1 | 2.0 | 1.5 |
| Quaker.. | 0.2 | 0.1 | 0.2 | 0.2 | 0.0 | 0.1 | 0.3 | 0.1 | 0.3 | 0.4 | 0.1 | 0.1 | 0.2 | 0.0 | 0.0 |
| Roman Cathollc....i. | 35.6 | 42.6 | 30.4 | 34.2 | 5.7 | 45.4 | 24.3 | 29.9 | 28.2 | 13.5 | 70.6 | 32.5 | 40.9 | 4.7 | 7.2 |
| Seventh-Day Adventist | 0.2 | 0.3 | 0.2 | 0.2 | 0.5 | 0.3 | 0.2 | 0.2 | 0.3 | 0.2 | 0.2 | 0.2 | 0.1 | 0.4 | 0.8 |
| Other Protestant other religion.. | 4.9 | 4.3 5.9 | 5.7 | 4.3 3.8 | 1.5 | 4.4 5.8 | 3.7 | 4.5 | 6.7 | 10.6 | 2.5 | 4.4 | 3.6 | 1.6 | 1.4 |
| other religion none......... | 5.1 10.0 | 5.9 7.8 | 5.1 10.4 | +3.8 | 5.4 | 5.8 | 6.6 | 4.6 | 5.7 | 7.9 | 2.3 | 4.0 | 3.1 | 4.3 | 6.9 |
| none | 10.0 | 7.8 | 10.4 | 12.5 | 10.4 | 8.0 | 6.5 | 10.4 | 12.2 | 10.3 | 6.1 | 12.7 | 12.1 | 10.5 | 10.4 |

WEIGHTED NATIONAL NORMS FOR ALL WOMEN, FALL 1988

All Insti. tutions:<br>2-Yoar $\stackrel{\text { All }}{\text { A. Year }}$<br>All Uni-<br>lulas

Predom
inantly
Black
2Year Collages $\qquad$ 4 Year Colleges $\qquad$ Univarsitles
Predominantly Celleges

Publle Pilvate Publle prot-
ivate Catholif: Public Privale
$\frac{\text { Black colloges }}{\text { Public Pelvate }}$

Mother 's Education
grammar school or less........... some high school high school graduate. postsecondary other than coiliege some college.
college degree.
graduataduate schooi
Mother's occuration (6)
artist (including performer).解swoman
business (clericai)
college teacher or worker........
doctor or dentist administrator education (secondary
education (elementary)
engines.
farmer or forester
health professionai inon.M.D. homemaker (full-time)

| 3.6 | 5.7 | 2.4 | 2.4 |
| ---: | ---: | ---: | ---: |
| 6.8 | 10.5 | 5.5 | 3.4 |
| 34.4 | 42.5 | 33.1 | 24.8 |
| 8.2 | 8.3 | 8.6 | 7.4 |
| 17.1 | 14.6 | 18.3 | 18.9 |
| 17.9 | 11.8 | 19.3 | 24.7 |
| 2.8 | 1.3 | 3.2 | 4.5 |
| 9.2 | 5.5 | 9.5 | 13.9 |


| 4.0 | 5.9 | 4.0 |
| ---: | ---: | ---: |
| 10.6 | 10.8 | 8.2 |
| 32.0 | 43.7 | 34.5 |
| 5.4 | 8.2 | 8.7 |
| 21.4 | 14.0 | 18.5 |
| 14.4 | 11.1 | 15.8 |
| 2.4 | 1.2 | 1.6 |
| 9.8 | 5.0 | 8.7 |


| 2.3 | 2.2 | 2.4 | 3.7 |
| ---: | ---: | ---: | ---: |
| 6.4 | 3.8 | 5.3 | 3.9 |
| 38.4 | 23.2 | 27.5 | 30.6 |
| 9.1 | 7.4 | 7.7 | 9.5 |
| 18.5 | 17.4 | 19.4 | 17.2 |
| 16.2 | 24.9 | 22.1 | 22.1 |
| 2.3 | 4.8 | 4.1 | 3.4 |
| 6.7 | 16.2 | 11.5 | 9.6 |


| 2.5 | 2.1 |
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| 3.7 | 2.3 |
| 27.0 | 16.1 |
| 7.5 | 6.9 |
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> 4.7 12.0 36.2 4.2 20.7 13.7 1.9 6.6 2.9
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| 13.5 | 13.9 | 15.5 |
| 12.8 | 11.7 | 10.1 |
| 0.0 | 0.2 | 0.1 |
| 0.1 | 0.5 | 0.6 |
| 0.2 | 0.4 | 0.6 |
| 2.0 | 4.0 | 5.1 |
| 4.6 | 7.3 | 7.8 |
| 0.1 | 0.2 | 0.2 |
| 0.5 | 0.3 | 0.2 |
| 1.6 | 1.8 | 2.3 |
| 20.7 | 17.1 | 17.4 |
| 0.1 | 0.2 | 0.4 |
| 7.3 | 7.4 | 7.6 |
| 0.0 | 0.1 | 0.2 |
| 1.0 | 1.5 | 1.4 |
| 2.0 | 1.8 | 1.7 |
| 3.0 | 2.2 | 1.8 |
| 2.0 | 2.0 | 1.2 |
| 7.1 | 5.2 | 4.8 |
| 20.4 | 20.6 | 18.8 |




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### 63.0 0.1 0.8 0.0 2.0 0.7 0.1 0.1 0.5 17.4 2.4 0.0 6.4 0.7 1.8 7.4 2.6

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| 0.6 | 0.5 |
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| 2.9 | 3.6 |
| 0.2 | 0.1 |
| 5.8 | 9.2 |
| 9.7 | 12.4 |
| 3.8 | 5.8 |
| 0.2 | 0.1 |
| 46.7 | 26.0 |
| 0.4 | 0.0 |
| 4.5 | 3.8 |
| 6.5 | 6.7 |
| 4.2 | 2.6 |


| 22.5 | 13.0 | 22.6 | 3.0 |
| ---: | ---: | ---: | ---: |
| 0.3 | 0.7 | 0.1 | 0.3 |
| 1.1 | 3.0 | 1.6 | 0.7 |
| 0.4 | 0.7 | 0.3 | 0.7 |
| 2.5 | 6.3 | 3.7 | 2.0 |
| 0.2 | 0.4 | 0.2 | 0.2 |
| 1.5 | 5.4 | 0.8 | 0.5 |
| 0.3 | 0.2 | 0.2 | 0.1 |
| 7.2 | 4.7 | 10.6 | 4.5 |
| 12.1 | 8.4 | 12.6 | 3.7 |
| 5.0 | 6.6 | 7.9 | 2.7 |
| 0.2 | 0.3 | 0.4 | 0.7 |
| 31.7 | 29.1 | 13.9 | 73.7 |
| 0.3 | 0.3 | 0.2 | 0.2 |
| 4.7 | 7.1 | 11.1 | 2.6 |
| 5.4 | 6.5 | 9.1 | 2.5 |
| 4.8 | 7.2 | 4.5 | 2.6 |

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WEIGHTED NATIONAL NORMS FOR ALL WOMEN, FALL 1988


| Reasons Noted as Very Important in Deciding zo go to College become a more cultured person... | 40.7 | 36.4 | 41.4 | 46.1 | 59.0 | 35.9 | 39.6 | 36.8 | 50.3 | 44.8 | 45.4 | 44.2 | 53.7 | 55.5 | 64.8 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| could not find a job. | 65.3 | 5.2 | 2.6 | 1.8 | 7.1 | 5.6 | 2.7 | 3.0 | 2.1 | 2.3 | 1.9 | 1.9 | 1.3 | 8.0 | 5.7 |
| gain general education | 65.6 | 63.7 | 65.0 | 69.5 | 77.1 | 63.6 | 64.6 | 61.9 | 71.7 | 66.9 | 67.6 | 67.9 | 75.8 | 77.4 | 76.7 |
| get a better job............i.io | 82.4 | 85.7 | 80.6 | 80.4 | 90.4 | 86.1 | 83.0 | 83.6 | 74.3 | 77.4 | 80.2 | 81.4 | 76.2 | 89.9 | 91.2 |
| improve reading and study skills | 42.7 | 45.9 | 42.3 | 38.7 | 70.4 | 45.5 | 48.8 | 41.6 | 43.4 | 42.6 | 43.5 | 39.1 | 37.5 | 2.5 | 66.9 |
| learn more about things. | 77.6 | 76.1 | 77.2 | 80.5 | 80.7 | 75.8 | 78.4 | 75.2 | 81.8 | 78.3 | 77.6 | 79.8 | 83.3 | 77.7 | 82.4 |
| make more money. | 69.2 | 74.7 | 66.3 | 65.8 | 83.7 | 75.2 | 71.4 | 71.6 | 58.3 | 59.0 | 63.0 | 68.1 | 56.9 | 83.5 | 84.1 |
| nothing better to do | 2.4 | 3.3 | 2.0 | 1.7 | 5.5 | 3.4 | 2.8 | 2.1 | 1.9 | 2.1 | 1.3 | 1.7 | 1.7 | 6.5 | 3.9 |
| varents wanted me to go | 19.8 | 19.2 | 20.4 | 19.7 | 32.8 | 18.7 | 22.8 | 20.3 | 20.3 | 21.0 | 20.0 | 19.8 | 19.5 | 32.8 | 32.9 |
| prepare for graduate sch | 53.1 | 51.7 | 51.0 | 58.7 | 74.6 | 50.7 | 57.8 | 50.0 | 52.9 | 51.3 | 53.0 | 58.1 | 60.7 | 72.2 | 32.9 78.6 |
| wanted to get away from home | 10.9 | 8.6 | 12.0 | 12.3 | 17.5 | 8.1 | 12.2 | 12.4 | 11.7 | 11.7 | 10.0 | 12.5 | 11.6 | 17.9 | 78.6 16.8 |
| Reasons Noted as Very Important in Selecting This College advice of guidance counselor |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| advice of guidance counselor advice of teacher | 7.8 | 9.2 | 8.0 | 5.3 | 11.0 | 8.9 | 11.4 | 8.9 | 7.6 | 6.2 | 7.0 | 5.3 | 5.5 | 12.6 | 8.7 |
| friend suggested attending | 4.1 | 4.7 9.2 | 4.2 | 2.9 | 6.9 | 4.5 | 5.7 | 4.2 | 5.1 | 3.7 | 3.6 | 2.8 | 3.4 | 7.7 | 5.5 |
| good academic reputation.. | 57.7 | 49.3 | 58.7 | 68.2 | 10.2 51.6 | 8.8 49.3 | 11.8 49 | 52 | 7.1 | 65.4 | 7.8 | 7.0 | 6.2 | 11.5 | 8.1 |
| good social reputation.. | 22.2 | 19.3 | 28.7 20.6 | 29.2 | 51.6 23.6 | 49.3 18.8 | 49.7 | 52. | 67.8 | 65.1 | 68.1 | 65.4 | 79.1 | 38.8 | 70.8 |
| graduates get good jobs (7) | 31.8 | 32.4 | 31.3 | 31.7 | 38.6 | 33.0 | 29.2 | 28.2 | 35.8 | 33.4 | 23.7 37.7 | 29.9 | 26.5 40.6 | 24.7 | 21.9 43 |
| low tuition................... | 22.3 | 27.1 | 20.0 | 19.1 | 24.6 | 29.7 | 10.4 | 30.6 | 5.2 | 7.2 | 6.4 | 23.1 | 3.3 | 30.1 | 16.2 |
| not offered aid by firsc choice. | 4.7 | 3.8 | 5.0 | 5.3 | 8.8 | 3.9 | 3.2 | 5.3 | 4.2 | 5.0 | 4.9 | 5.6 | 3.9 | 9.7 | 7.4 |
| offered financial assistance. | 23.6 | 20.8 | 28.3 | 19.4 | 36.7 | 19.7 | 27.7 | 22.7 | 29.9 | 42.5 | 35.4 | 16.8 | 29.4 | 36.4 | 37.3 |
| offers special programs......... | 25.0 | 24.2 | 26.2 | 24.0 | 36.1 | 23.5 | 28.7 | 24.2 | 31.6 | 27.3 | 24.6 | 23.2 | 27.4 | 33.9 | 39.4 39.4 |
| recruited by athletic department recruited by college rep. | 2.6 3.4 | 2.4 | 3.2 | 1.8 | 3.3 | 2.1 | 4.8 | 2.9 | 2.9 | 4.6 | 3.5 | 1.7 | 2.5 | 4.5 | 1.5 |
|  | 3.4 | 3.1 | 4.5 | 2.0 | 9.0 | 2.4 | 7.8 | 3.0 | 4.6 | 8.8 | 6.5 | 1.7 | 2.7 | 10.2 | 7.2 |
| relatives wanted me to co wanted to live near home. | 7.9 22.2 | 8.8 29.7 | 7.7 20.1 | 6.8 | 13.1 | 8.9 | 8.1 | 7.8 | 7.0 | 8.4 | 7.6 | 6.8 | 6.8 | 13.2 | 13.0 |
| Wanted to live near home | 22.2 | 29.7 | 20.1 | 14.8 | 18.5 | 31.2 | 20.0 | 23.5 | 12.8 | 16.8 | 20.4 | 15.9 | 10.3 | 22.1 | 13.2 |
| Residence Preferred During Fall Term |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| with parents or relatives. | 14.7 | 25.3 | 11.4 | 6.9 | 14.7 | 27.2 | 13.7 | 12.7 | 8.7 | 9.8 | 12.5 | 7.5 | 4.7 | 15.3 | 13.7 |
| other private home, apt, room | 32.0 | 37.8 | 29.6 | 28.9 | 41.4 | 38.7 | 32.2 | 34.4 | 24.3 | 23.3 | 21.9 | 31.7 | 18.3 | 44.3 | 37.2 |
| college dormitory. | 39.1 | 25.4 | 44.0 | 47.9 | 26.7 | 23.1 | 39.9 | 36.6 | 53.5 | 54.2 | 51.7 | 43.5 | 64.6 | 20.8 | 35.6 |
| fraternity or sorority hous | 6.6 | 4.7 | 6.5 | 9.1 | 4.9 | 4.3 | 7.1 | 7.3 | 5.4 | 5.7 | 5.0 | 10.1 | 5.5 | 5.5 | 4.0 |
| other campus housing. | 5.7 | 4.2 | 6.7 | 6.0 | 9.3 | 4.1 | 5.0 | 7.0 | 6.5 | 5.4 | 7.2 | 6.0 | 6.1 | 10.7 | 7.1 |
| other. | 1.9 | 2.6 | 1.8 | 1.6 | 3.0 | 2.7 | 2.1 | 2.0 | 1.5 | 1.6 | 1.6 | 1.3 | 0.8 | 3.4 | 2.4 |
| Residence Planned During Fall Term |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| with parents or relatives | 30.5 | 55.3 | 17.4 | . 15.6 | 11.6 | 60.5 | 19.9 | 22.4 | 9.5 | 8.4 | 19.2 | 17.4 | 8.6 | 12.0 |  |
| other private home, apt, room | 6.5 | 12.4 | 2.6 | 4.4 | 3.1 | 13.8 | 3.1 | 3.1 | 2.0 | 2.1 | 1.8 | 5.1 | 1.7 | 3.0 | 3.4 |
| college dormitory. | 60.2 | 29.2 | 77.4 | 76.9 | 82.9 | 22.5 | 74.7 | 71.7 | 86.0 | 38.1 | 76.7 | 74.4 | 86.8 | 82.4 | 83.8 |
| fraternity or sorority house | 0.2 | 0.1 | 0.3 | 0.3 | 0.2 | 0.1 | 0.3 | 0.3 | 0.3 | 0.3 | 0.2 | 0.3 | 0.2 | 0.3 | 0.1 |
| other campus housing. | 2.0 | 1.8 | 2.0 | 2.5 | 2.0 | 1.8 | 1.7 | 2.3 | 2.0 | 0.9 | 2.0 | 2.5 | 2.5 | 2.4 | 1.4 |
| other. | 0.6 | 1.2 | 0.2 | 0.3 | 0.2 | 1.3 | 0.3 | 0.2 | 0.3 | 0.2 | 0.1 | 0.3 | 0.1 | 0.1 | 0.3 |

WEIGHTED NATIONAL NORMS FOR ALL WOMEN, FALL 1988

| Ail Instl. tutions | $\begin{gathered} \text { All } \\ \text { 2-Yoar } \\ \text { Colleges } \end{gathered}$ | $\begin{gathered} \text { All } \\ \text { 4-Yoar } \\ \text { Collegas } \end{gathered}$ | All Unjyersillas | Predominantly Black Celleges | 2.Year Colleges |  | 4-Year Colleges |  |  |  | Univarsitles |  | Predominantly Black Cclleges |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  | Privata |  | Privato | Prot- |  | Puble | Privie |  |
|  |  |  |  |  | Puble | Prlyate | Publls | Nonsoch | estant | Catholle | Publle | Privalo | Rublic Private |

SOURCES FOR EDUCATIONAL EXPENSES

78.6
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5.4
5.6

| 67.4 | 83.6 | $\varepsilon 7.4$ |
| ---: | ---: | ---: |
| 2.2 | 0.9 | 0.5 |
| 43.4 | 55.5 | 62.6 |
| 23.2 | 30.2 | 33.9 |
| 12.9 | 26.6 | 23.6 |
| 28.8 | 21.1 | 21.9 |
| 2.8 | 1.7 | 1.2 |
| 17.9 | 19.0 | 12.2 |
| 2.8 | 4.9 | 3.6 |
| 6.9 | 12.7 | 10.2 |
| 4.1 | 10.0 | 7.8 |
| 13.1 | 29.3 | 21.4 |
| 5.9 | 11.4 | 11.2 |
| 1.3 | 1.5 | 1.2 |
| 19.2 | 23.4 | 17.5 |
| 1.6 | 2.9 | 2.4 |
| 4.0 | 6.4 | 5.9 |
| 4.8 | 6.3 | 5.5 |
| 2.6 | 3.4 | 3.3 |
|  |  |  |


| 74.9 | 65.2 | 82.6 |
| ---: | ---: | ---: |
| 1.4 | 2.3 | 0.9 |
| 31.0 | 42.8 | 47.7 |
| 20.4 | 22.9 | 25.3 |
| 28.7 | 11.3 | 24.1 |
| 18.0 | 29.9 | 21.2 |
| 4.4 | 3.0 | 1.2 |
| 39.9 | 17.4 | 22.0 |
| 10.6 | 2.4 | 5.1 |
| 10.6 | 5.5 | 16.5 |
| 14.0 | 3.4 | 8.7 |
| 19.3 | 11.2 | 26.4 |
| 8.6 | 5.3 | 9.9 |
| 2.5 | 1.3 | 1.1 |
| 30.2 | 18.3 | 25.1 |
| 3.9 | 1.4 | 2.5 |
| 6.2 | 3.5 | 7.8 |
| 7.2 | 4.5 | 7.4 |
| 3.7 | 2.5 | 3.1 |


| 81.0 | 89.2 | 85.2 | 86.0 |
| ---: | ---: | ---: | ---: |
| 1.0 | 0.8 | 1.1 | 0.6 |
| 53.5 | 57.3 | 56.7 | 62.5 |
| 29.7 | 30.6 | 30.7 | 32.1 |
| 22.6 | 31.1 | 32.8 | 31.6 |
| 23.8 | 16.3 | 16.3 | 22.9 |
| 2.2 | 1.1 | 1.0 | 0.7 |
| 17.9 | 17.2 | 24.7 | 19.3 |
| 3.4 | 6.4 | 7.3 | 6.8 |
| 9.7 | 13.4 | 20.1 | 17.0 |
| 5.5 | 14.9 | 16.9 | 16.2 |
| 20.9 | 34.7 | 47.3 | 39.9 |
| 8.5 | 13.7 | 18.1 | 12.5 |
| 1.7 | 1.2 | 1.4 | 1.1 |
| 16.9 | 30.6 | 32.9 | 33.3 |
| 2.2 | 3.3 | 4.2 | 3.7 |
| 4.7 | 8.5 | 9.1 | 8.8 |
| 5.4 | 7.2 | 8.0 | 7.0 |
| 3.2 | 3.4 | 4.1 | 3.6 |


| 86.4 | 91.7 | 70.2 | 82.9 |
| ---: | ---: | ---: | ---: |
| 0.6 | 0.3 | 1.8 | 0.8 |
| 63.2 | 60.2 | 29.2 | 34.0 |
| 33.7 | 34.5 | 20.6 | 20.1 |
| 22.2 | 29.2 | 30.0 | 26.6 |
| 23.8 | 114.2 | 18.0 | 18.0 |
| 1.4 | 0.6 | 4.8 | 3.7 |
| 12.1 | 12.4 | 39.5 | 40.6 |
| 2.9 | 6.7 | 9.3 | 12.8 |
| 10.2 | 10.4 | 11.2 | 9.7 |
| 5.5 | 16.9 | 11.7 | 18.0 |
| 17.7 | 35.9 | 15.6 | 25.7 |
| 10.1 | 15.5 | 6.7 | 11.7 |
| 1.2 | 1.2 | 2.6 | 2.4 |
| 14.9 | 27.9 | 24.1 | 40.6 |
| 1.8 | 4.6 | 2.3 | 6.6 |
| 5.0 | 9.8 | 5.0 | 8.1 |
| 5.1 | 7.0 | 6.4 | 8.5 |
| 3.1 | 3.7 | 3.4 | 4.1 |

Rece ved \$1,500 or More From spouse........................................... savings from summer work. other savings...........
part-time job on campus........... other part-time job while at col full-time job while at college..
 Supp Educational Oppty Grant state scholarship or grant
Cotiege Work-study Gra
other coliege grant
ther goyt aid (ROTC.Biaio....... other govt ald (ROTC,BIA,Gi,etc) National Direct student Loan
other college loar..................
other loan.

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1.1
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| 57.7 | 67 |
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| 5.0 | 6 |
| 4.8 | 6 |
| 0.8 | 1.6 |
| 0.9 | 1. |
| 0.3 | 0. |
| 3.2 |  |
| 0.6 |  |
| 2.0 |  |
| 0.2 |  |
| 12.9 |  |
| 2.4 |  |
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| 4.0 | 6 |
| 3.8 | 6 |
| 0.4 | 1 |
| 0.8 | 0 |
| 0.4 | 0 |
| 2.8 | 3 |
| 0.4 | 1. |
| 1.2 | 2. |
| 0.2 | 0. |
| 4.6 | 22. |
| 1.3 | 4. |
| 1.1 | 0 |
| 5.3 | 12 |
| 0.3 | 0 |
| 1.6 | 4.0 |
| 2.4 | 4.6 |
| 1.0 |  |

72.6
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22.5
4.2
0.7
12.7
0.8
4.0
4.6
1.8
60.9
0.3
5.4
6.0
1.1
0.7
0.2
4.1
0.9
3.6
0.3
26.6
4.1
0.6
12.7
0.8
3.9
4.4
1.8
66.1
0.2
7.6
6.1
1.2
1.4
0.1
3.4
0.7
3.9
0.2
22.0
2.8
0.5
12.2
0.7
3.7
4.0
1.6

| 64.6 | 80.7 |
| ---: | ---: |
| 0.2 | 0.1 |
| 6.5 | 8.3 |
| 5.4 | 9.4 |
| 1.0 | 4.2 |
| 1.1 | 1.1 |
| 0.3 | 0.2 |
| 1.9 | 2.4 |
| 0.3 | 1.3 |
| 1.5 | 3.2 |
| 0.3 | 0.8 |
| 5.7 | 25.8 |
| 2.1 | 5.9 |
| 0.6 | 0.9 |
| 4.7 | 12.6 |
| 0.3 | 1.1 |
| 2.1 | 5.8 |
| 2.5 | 5.1 |
| 1.0 | 2.0 |


| 31.1 | 46.2 |
| ---: | ---: |
| 0.5 | 0.2 |
| 0.8 | 0.7 |
| 2.5 | 2.1 |
| 0.6 | 1.9 |
| 0.4 | 1.1 |
| 0.8 | 0.7 |
| 7.9 | 9.5 |
| 1.2 | 1.5 |
| 1.4 | 1.3 |
| 0.4 | 0.4 |
| 3.7 | 14.4 |
| 1.9 | 3.6 |
| 1.3 | 1.3 |
| 8.1 | 16.1 |
| 0.5 | 1.4 |
| 2.6 | 3.6 |
| 3.7 | 5.0 |
| 1.3 | 1.5 |

Concern about Financling College
no concern.
32.1
51.6
major concern.
$\begin{array}{lll}32.1 & 31.0 & 34.0 \\ 51.6 & 52.4 & 50.2 \\ 16.3 & 16.6 & 15.8\end{array}$
23.7
51.8
24.6
31.0
52.5
16.6
39.6
45.7
14.6
$\begin{array}{llll}30.8 & 34.8 & 28.2 & 28.7 \\ 53.4 & 48.1 & 53.5 & 53.3 \\ 15.8 & 17.1 & 18.4 & 18.0\end{array}$
$\begin{array}{ll}33.7 & 35.2 \\ 50.3 & 49.7\end{array}$
24.2
51.6
22.8
52.0 $16.0 \quad 15.1$
24.2

## ${ }_{25.1}$

WEIGHTED NATIONAL NORMS FOR ALL WOMEN, FALL 1988

| All Instiiutions | $\begin{gathered} \text { All } \\ \text { 2-Y"ar } \\ \text { collogeq } \end{gathered}$ | $\begin{gathered} \text { All } \\ \begin{array}{c} 4-\text { Year } \\ \text { collegog } \end{array} \\ \hline \end{gathered}$ | All Uniyersites |  | 2 year Colloges |  | 4.Year Colleges |  |  |  | Universilisa |  | redominantly <br> lack Colloas |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  | Publk | Privata | Publk | Privale | $\begin{gathered} \text { prot } \\ \text { peslan } \end{gathered}$ | catho | Public |  |  |



# WEIGHTED NATIONAL NORMS FOR ALL WOMEN, FALL 1988 



2-Year Colleges Public Prluale $\qquad$ 4 Year Colleges Universilles Rublle Private
prodominantly

| 4.8 | 2.7 | 2.1 | 2.0 | 2.4 | 1.8 | 1.3 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| 31.5 | 19.2 | 21.5 | 21.9 | 31.1 | 22.9 | 22.6 |
| 45.8 | 62.6 | 58.5 | 59.8 | 48.3 | 50.5 | 58.9 |
| 15.9 | 14.6 | 16.9 | 15.3 | 17.2 | 23.8 | 16.5 |
| 2.0 | 0.9 | 1.1 | 0.9 | 1.0 | 1.0 | 0.7 |


| 1.4 | 1.3 |
| ---: | ---: |
| 27.1 | 28.9 |
| 55.3 | 48.5 |
| 15.6 | 20.5 |
| 0.6 | 0.7 |


| 5.2 | 4.2 |
| ---: | ---: |
| 28.3 | 36.4 |
| 48.2 | 42.2 |
| 16.0 | 15.8 |
| 2.3 | 1.5 |

Agrees strongly or Somewhat abolish death penalty
abortion should be legailize busing OK to achieve balance oll appreciated if cost higher oliege increases earning power. control AlDS by mandatory tests. movt nots can require drug test govt not promoting disarmament. govt not protecting consumer. norease fed military spending. ive together before marriage. man not entitled to sex on date marijuana should be legalized. no endow investment ins Africa. nuclear disarmament attainabio. only volunteers in Armed Ser ice prohibit homosexuai relations.. raise taxes to reduce deficit... sex OK if people like each other too much concern for criminals. womens activities best in home

Permission to Use Student I.D
$\qquad$
2.1
23.2
57.6
16.2
0.9

| 2.6 | 2.0 | 1.4 |
| ---: | ---: | ---: |
| 19.5 | 23.9 | 27.5 |
| 62.1 | 56.1 | 53.9 |
| 14.9 | 17.1 | 16.6 |
| 0.9 | 0.9 | 0.7 |


| 1.4 | 4.8 | 2.7 | 2. |
| ---: | ---: | ---: | ---: |
| 27.5 | 31.5 | 19.2 | 21. |
| 3.9 | 45.8 | 62.6 | 58. |
| 16.6 | 15.9 | 14.6 | 16.9 |
| 0.7 | 2.0 | 0.9 | 1. |


| 24.5 | 27.1 | 26.2 | 37.0 | 24.1 | 26.8 |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 53.2 | 55.8 | 65.5 | 60.1 | 53.2 | 53.1 |
| 56.3 | 55.2 | 52.4 | 62.0 | 55.9 | 59.0 |
| 49.4 | 51.8 | 51.2 | 46.7 | 48.8 | 53.3 |
| 71.7 | 62.7 | 58.2 | 73.4 | 72.3 | 68.1 |
| 73.1 | 66.5 | 61.9 | 67.8 | 73.2 | 72.8 |
| 73.0 | 72.9 | 69.1 | 72.0 | 73.1 | 72.2 |
| 84.3 | 85.7 | 86.2 | 83.1 | 84.4 | 83.8 |
| 73.5 | 76.0 | 76.2 | 78.6 | 73.9 | 71.2 |
| 71.7 | 69.3 | 65.0 | 76.6 | 72.0 | 69.7 |
| 25.1 | 19.7 | 15.2 | 27.4 | 24.8 | 26.7 |
| 48.3 | 43.1 | 48.7 | 46.0 | 49.2 | 42.6 |
| 81.3 | 92.3 | 93.8 | 87.5 | 87.1 | 89.2 |
| 15.8 | 15.8 | 18.2 | 16.6 | 15.6 | 17.2 |
| 36.1 | 43.1 | 49.1 | 53.2 | 36.3 | 34.6 |
| 58.7 | 62.4 | 62.7 | 54.3 | 58.8 | 58.1 |
| 53.6 | 54.4 | 53.6 | 57.5 | 53.6 | 53.8 |
| 45.5 | 40.2 | 31.2 | 42.7 | 44.9 | 49.7 |
| 19.9 | 24.7 | 29.4 | 21.1 | 20.0 | 19.0 |
| 38.0 | 25.0 | 39.2 | 28.7 | 38.6 | 34.3 |
| 66.9 | 65.8 | 65.2 | 58.3 | 67.6 | 62.3 |
| 24.6 | 19.3 | 14.9 | 30.0 | 24.7 | 24.2 |
|  |  |  |  |  |  |
| 73.4 | 79.2 | 79.2 | 80.4 | 73.0 | 76.5 |
| 26.6 | 20.8 | 20.8 | 19.6 | 27.0 | 23.5 |


| 24.7 | 31.4 | 28.1 | 31.9 |
| :--- | :--- | :--- | :--- |
| 55.8 | 65.4 | 49.0 | 46.4 |
| 54.3 | 57.9 | 54.5 | 56.7 |
| 51.7 | 52.1 | 51.4 | 52.2 |
| 67.8 | 53.9 | 57.1 | 59.3 |
| 69.4 | 61.7 | 62.6 | 65.4 |
| 74.4 | 68.1 | 74.7 | 70.4 |
| 84.6 | 88.5 | 86.3 | 85.9 |
| 75.6 | 78.4 | 74.3 | 76.9 |
| 69.2 | 71.1 | 68.1 | 68.3 |
| 21.7 | 16.9 | 18.4 | 15.2 |
| 44.6 | 48.9 | 32.8 | 39.9 |
| 92.0 | 92.3 | 93.3 | 92.9 |
| 15.3 | 20.5 | 12.8 | 14.3 |
| 39.9 | 51.5 | 44.4 | 43.0 |
| 62.1 | 63.8 | 60.7 | 64.8 |
| 54.5 | 57.0 | 52.0 | 52.3 |
| 43.2 | 31.3 | 43.3 | 33.9 |
| 22.9 | 29.3 | 25.7 | 23.9 |
| 36.7 | 39.1 | 26.7 | 30.5 |
| 67.4 | 62.3 | 64.8 | 65.1 |
| 20.1 | 18.2 | 19.11 | 17.0 |


| 24.9 | 31.3 |
| :--- | :--- |
| 66.1 | 63.4 |
| 52.2 | 53.3 |
| 50.9 | 52.5 |
| 60.4 | 49.7 |
| 63.3 | 56.8 |
| 69.3 | 68.5 |
| 85.5 | 88.8 |
| 76.2 | 76.2 |
| 65.2 | 64.4 |
| 15.4 | 14.2 |
| 49.9 | 44.1 |
| 93.7 | 94.5 |
| 18.3 | 17.9 |
| 47.0 | 57.6 |
| 62.9 | 62.2 |
| 53.9 | 52.5 |
| 32.3 | 26.7 |
| 28.8 | 31.8 |
| 40.3 | 35.2 |
| 65.9 | 62.4 |
| 15.4 | 13.2 |

36.3
57.6
60.3
46.5
72.6
69.1
70.8
80.9
75.6
75.5
31.2
47.9
86.7
18.5
48.4
52.4
56.1
44.2
20.2
29.6
56.5
31.7
26.0
57.2
54.9
50.8
64.7
67.7
72.0
85.3
75.2
69.1
20.5
46.3
91.0
16.4
42.1
61.2
53.9
39.9
24.1
37.1
66.0
20.1
$\qquad$

## Notes

1. Percentages vill sum to more than 100 if any students check more than one category.
2. Because no Black two-year colleges participated in the 1988 survey, the associated Black enrollment is deflated in the two-year college norms and inflated in the four-year college norms.
3. Based on the curiculum recommendations of the National Comrission on Excellence in Education.
4. Frequently only on this item, all other items in this group reflect responses for frequently or occasionally.
5. Students who applied to no other college (i.e. who applied to only one college) are not included in this item.
6. Recategortization of this item from a longer list shown in Appendix C.
7. Comparisons with the previous years not reccmmended due to change in item order.

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN, FALL 1988

|  | $\underset{\substack{\text { All Instl. } \\ \text { lutions }}}{ }$ | $\begin{gathered} \text { All } \\ \text { 2.Yoar } \\ \text { colleags } \end{gathered}$ | $\begin{gathered} \text { All } \\ \text { A.Year } \\ \text { Collegea } \end{gathered}$ | All Unt. | Predominarily Coileaes |  | Collegen | Publle | Private Hensect | $\frac{\text { Colloges }}{\text { Prot: }}$ estant | Catholls | Cublue | Private | $\begin{aligned} & \text { Prodot } \\ & \text { Blagरो } \\ & \hline \text { Publl } \end{aligned}$ | Inantly private Privale |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Year Graduated from High school |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 1988 | 93.6 | 86.8 | 96.6 | 98.3 | 94.6 | 85.9 | 93.6 | 96.3 | 97.1 | 96.2 | 98.0 | 98.2 | 93.7 | 93.7 | 96.2 |
| 1987 | 2.3 | 3.7 | 1.8 | 1.1 | 3.1 | 3.7 | 3.7 | 1.9 | 1.8 | 1.9 | 1.1 | 1.1 | 0.9 | 3.4 | 2.5 |
| 1985 or ererilier | 0.7 1.9 | 1.4 | 0.4 | 0.2 | 0.9 | 1.5 | 0.8 | 0.5 | 0.3 | 0.4 | 0.3 | 0.3 | 0.1 | 1.1 | 0.6 |
|  | 1.3 | 3.2 | 0.8 | 0.1 | 1.0 0.3 | 4.6 3.8 | 1.1 | 0.9 0.3 | 0.6 0.2 | 1.0 0.4 | 0.4 | 0.4 0.1 | 0.2 0.0 | 1.3 0.4 | 0.6 |
| never completed high school... | 0.2 | 0.4 | 0.0 | 0.0 | 0.1 | 0.4 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 |
| Age on December 31, 198816or younger................ 0.1 |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| 18. | 73.3 | 67.4 | 75.6 | 78.0 | 72.3 | 07.3 | 67.9 | 72.0 | 75.9 | 72.2 | 77.5 | 77.9 | 3.7 78.4 | 3.4 69.2 | 57.9 |
| 19 | 18.8 | 18.5 | 19.7 | 17.8 | 19.5 | 17.7 | 25.2 | 19.3 | 18.9 | 22.8 | 18.7 | 18.1 | 16.9 | 22.5 | 14.3 |
|  | 1.7 | 3.0 | 1.3 | 0.7 | 2.3 | 3.0 | 3.1 | 1.3 | 1.2 | 1.4 | 0.9 | 0.8 | 0.6 | 2.8 | 1.3 |
| 21-24 | 1.6 | 3.6 | 0.7 | 0.3 | 1.2 | 3.9 | 1.2 | 0.8 | 0.5 | 0.7 | 0.4 | 0.4 | 0.2 | 1.6 | 0.7 |
| 25-29 | 0.7 | 1.8 | 0.2 | 0.1 | 0.2 | 2.0 | 0.2 | 0.2 | 0.1 | 0.3 | 0.1 | 0.1 | 0.0 | 0.3 | 0.1 |
| 40-54 | 0.8 | 2.1 | 0.2 | 0.0 | 0.1 | 2.3 0.6 | 0.4 | 0.2 | 0.1 | 0.4 | 0.1 | 0.0 | 0.0 | 0.2 | 0.0 |
| 55 or oide | 0.0 | 0.6 | 0.0 | 0.0 0.0 | 0.0 0.0 | 0.6 | 0.2 0.0 | 0.1 | 0.0 | 0.1 0.0 | 0.0 | 0.0 0.0 | 0.0 0.0 | 0.0 0.0 | 0.0 |
| Rjcial Background (1) (2) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| White/Caucasian...... | 83.2 | 83.4 | 82.0 | 84.7 | 1.4 | 83.0 | 87.0 | 80.7 | 80.9 | 84.9 | 88.3 | 84.9 | 84.3 | 1.9 | 0.6 |
| Black/Negro/Afro-America | 9.5 | 7.1 | 13.9 | 5.8 | 97.8 | 7.0 | 8.0 | 16.0 | 13.1 | 12.3 | 3.9 | 6.1 | 4.4 | 97.0 | 99.0 |
| American Indian. ${ }^{\text {a }}$. ${ }^{\text {a }}$ | 0.8 | 0.7 | 0.9 | 0.9 | 1.2 | 0.7 | 1.0 | 0.9 | 0.9 | 0.9 | 0.7 | 0.9 | 0.7 | 0.9 | 1.6 |
| Asian-American/Oriental | 2.9 1.8 | 1.9 | 1.8 | 5.9 2.3 | 0.3 | 1.9 | 1.3 | 1.3 | 3.4 | 1.3 | 2.0 | 5.4 | 7.8 | 0.3 | 0.1 |
| Puerto Rican-American.. | 1.8 | 2.8 | 0.6 | 2.3 0.6 | 0.1 | 2.2 | 1.5 | 1.1 | 0.6 | 0.8 | 3.9 | 2.4 | 1.6 | 0.1 | 0.1 |
| other. | 2.2 | 3.1 | 1.5 | 2.0 | 1.2 | 3.2 | 2.0 | 1.2 | 2.4 | 1.2 | 1.0 | 1.8 | 0.9 2.8 | 0.3 1.1 | 0.4 1.3 |
| Average High School Grades |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 11.0 | 4.7 | 11.0 | 19.7 | 3.3 | 4.9 | 3.0 | 9.8 | 12.9 | 13.4 | 10.1 | 17.8 | 26.6 | 1.9 | 5.6 |
|  | 12.6 | 7.1 | 13.0 | 19.2 | 4.3 | 7.5 | 4.5 | 11.3 | 15.2 | 15.3 | 14.5 | 18.4 | 22.4 | 2.5 | 7.3 |
|  | 18.5 | 16.1 | 18.6 | 21.4 | 11.1 | 16.9 | 10.0 | 17.5 | 19.6 | 19.5 | 22.9 | 21.3 | 21.5 | 8.3 | 15.7 |
|  | 24.8 | 27.3 | 24.5 | 22.0 | 20.3 | 28.0 | 21.6 | 24.8 |  | 23.4 | 27.4 | 23.2 | 17.6 | 18.7 | 23.0 |
|  | 14.2 | 17.3 | 14.1 | 10.1 | 17.4 | 17.3 | 16.8 | 15.0 | 13.4 | 12.6 | 12.6 | 10.8 | 7.2 | 17.3 | 17.5 |
|  | 11.5 | 16.0 | 11.6 | 5.2 | 24.0 | 15.2 | 22.1 | 13.4 | 9.5 | 9.9 | 8.0 | 5.7 | 3.2 | 26.7 | 19.4 |
| D | 7.0 | 10.8 0.8 | 6.8 0.3 | 2.1 | 18.5 1.1 | 9.5 0.6 | 20.2 | 7.8 | 5.9 0.2 | 5.6 | 4.4 | 2.6 0.1 | 1.4 0.0 | 22.9 1.6 | 11.2 0.3 |
| Have Met or Exceeded Recommended Years of Study in (3) |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| English (4 years). | 94.9 | 92.3 | 95.1 | 98.0 | 95.9 | 92.0 | 94.6 | 93.6 | 97.8 | 95.7 | 97.7 | 97.8 | 98.6 | 94.9 | 97.4 |
| mathematics (3 years)..... | 91.5 | 86.2 | 92.5 | 97.2 | 87.3 | 85.9 | 88.2 | 90.9 | 95.6 | 93.0 | 94.6 | 96.8 | 98.6 | 83.5 | 93.6 |
| foreign language (2 years). | 78.6 49.5 | 71.2 43.0 | 77.4 | 50.2 | 63.8 35.8 | 71.8 | 67.0 | 71.5 | 88.4 | 78.9 | 88.6 | 88.6 | 96.0 | 55.1 | 78.4 |
| biological science (2 years) | 49.5 | 30.9 | 38.8 | 37.7 | 35.8 30.7 | 43.7 31.0 | 38.2 | 45.6 35.9 | 56.1 35.3 | 49.9 | 50.8 34.8 | 58.2 37.9 | 63.2 36.9 | 35.1 28.5 | 37.1 34.3 |
| history/American gov't (1 year) | 99.1 | 98.6 | 99.2 | 09.5 | 98.9 | 98.6 | 98.4 | 99.2 | 99.4 | 99.2 | 39.8 | 99.5 | 39.6 | 28.5 99.1 | 34.3 98.6 |
| computer science ( $1 / 2$ year). | 58.1 | 55.1 | 59.5 | 60.0 | 50.2 | 56.0 | 48.5 | 59.7 | 59.5 | 57.4 | 62.2 | 59.1 | 63.2 | 45.4 | 58.0 |
| art or music (1 year)............ | 66.8 | 68.1 | 66.0 | 66.4 | 68.3 | 68.4 | 65.4 | 63.4 | 70.1 | 70.2 | 65.8 | 66.3 | 66.8 | 69.0 | 67.1 |

## WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN, FALL 1988



# WEIGHTED NATIONAL NOßMS FOR ALL FRESHMEN, FALL 1988 

| tuticn | $\begin{gathered} \text { All } \\ \text { 2-Y } \\ \text { colloar } \end{gathered}$ | $\begin{gathered} \text { AII } \\ \text { Corar } \\ \text { Colleqeas } \end{gathered}$ | A:I Uni- |  | $2 \mathrm{C}^{2} \mathrm{arc}$ Colleges |  | 4 Year Colleges |  |  |  | Unlvarsilies |  | Predominantly Black Collogas |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  |  |  |  |  |  |  | Private | Prot- |  |  |  |  |
|  |  |  |  |  |  | Private | Rublle | Nonsect. |  | Catholic | Public | Private |  |


| Activities Engaged in by Student During the Past Year attended a religlous service.... | 81.7 | 80.0 | 84.2 | 80.1 | 90.1 | 79.4 | 84.2 | 84.0 | 79.1 | 88.9 | 89.3 | 79.5 | 82.2 | 88.2 | 93.3 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| cheated on a test in school. | 36.6 | 35.9 | 36.9 | 37.: | 35.4 | 35.6 | 37.6 | 38.5 | 34.2 | 33.3 | 39.5 | 38.4 | 32.6 | 33.5 | 38.4 |
| copied homework fron other stdnt | 57.1 | 54.8 | 58.0 | 58.7 | 54.4 | 54.5 | 57.3 | 59.4 | 54.9 | 55.3 | 60.5 | 59.9 | 54.5 | 53.9 | 55.2 |
| did extra class work/reading !' | 10.9 | 9.6 | 11.3 | 12.2 | 16.4 | 9.5 | 10.3 | 10.5 | 12.7 | 12.4 | 10.8 | 11.9 | 13.4 | 14.9 | 18.7 |
| didn't complete homework on tilin | 18.8 | 66.8 | 70.7 | 68.5 | 70.2 | 65.8 | 73.8 | 70.5 | 72.1 | 70.7 | 68.4 | 68.6 | 68.2 | 69.0 | 72.3 |
| discussed politics (4)......... | 3.5 | 12.6 | 19.8 | 24.4 | 15.5) | 12.5 | 13.8 | 16.6 | 25.5 | 24.1 | 19.9 | 22.3 | 32.1 | 15.5 | 24.7 |
| discussed religion (4) | 20.9 | 16.5 | 23.6 | 22.6 | 28.5 | 15.8 | 21.4 | 20.5 | 25.1 | 32.7 | 24.6 | 20.9 | 28.7 | 25.6 | 33.1 |
| discussed sex (4) . | 30.7 | 27.7 | 32.1 | 32.5 | 35.5 | 27.5 | 28.9 | 32.9 | 33.8 | 28.1 | 30.4 | 32.6 | 32.2 | 33.4 | 38.9 |
| discussed sports (4) | 42.7 | 38.5 | 44.7 | 45.1 | 43.5 | 37.8 | 43.9 | 45.8 | 40.5 | 45.6 | 46.1 | 45.3 | 44.6 | 43.5 | 43.5 |
| drank beer......... | 65.3 | 65.7 | 63.0 | 68.3 | 36.3 | 66.0 | 63.9 | 63.9 | 64.8 | 52.2 | 71.6 | 68.2 | 68.9 | 36.5 | 35.9 |
| drank Wine or liquor | 66.7 | 65.0 | 65.8 | 76.2 | 41.3 | 65.0 | 64.8 | 66.5 | 67.4 | 57.3 | 72.8 | 70.0 | 71.5 | 39.5 | 45.7 |
| felt depressed (4). | 10.5 | 10.5 | 11.1 | 9.8 | 14.7 | 10.1 | 13.0 | 11. | 10.9 | 11.3 | 10.8 | 10.0 | 71.5 | 15.3 15 | 13.8 |
| felt overwhelmed (4) | 21.5 | 17.2 | 23.3 | 24.6 | 21.5 | 16.2 | 24.2 | 22.2 | 24.4 | 25.7 | 10.8 | 24.4 | 25.2 | 20.4 | 13.8 23.2 |
| participated in demonstr | 35.1 | 34.8 | 37.2 | 32.1 | 48.3 | 33.7 | 42.8 | 38.0 | 36.1 | 36.0 | 36.5 | 32.7 | 29.6 | 48.5 | 47.9 |
| smoked cigarettes (4) .......ij | 10.1 | 14.1 7 | 8.5 | 7.2 | 3.9 | 14.0 | 15.3 | 8.7 | 9.9 | 6.0 | 8.6 | 7.3 | 7.0 | 4.7 | 2.5 |
| spoke other language at home (4) | 6.9 | 7.9 | 8.3 | 8.2 | 4.4 | 8.0 | 6.9 | 4.3 | 7.7 | 4.4 | 8.2 | 7.5 | 10.8 | 4.6 | 4.1 |
| stayed up all night.............. | 81.0 | 79.6 | 81.4 | 82.3 | 81.8 | 79.2 | 82.6 | 81.3 | 82.4 | 80.2 | 81.8 | 82.5 | 81.4 | 79.9 | 84.8 |
| studied with other stude | 87.3 | 82.9 | 89.0 | 90.6 | 87.2 | 82.2 | 87.6 | 88.6 | 89.0 | 90.1 | 89.3 | 90.5 | 91.0 | 86.1 | 89.0 |
| tutored another student. | 44.9 | 35.6 | 45.9 | 56.0 | 45.9 | 36.5 | 29.0 | 43.9 | 49.6 | 47.8 | 46.8 | 54.3 | 62.2 | 41.1 | 53.9 |
| used a personal computer (4). | 27.4 | 23.1 | 28.4 | 31.6 | $\stackrel{3}{2}^{5}$ | 23.2 | 22.1 | 28.1 | 30.3 | 28.4 | 26.1 | 30.3 | 36.2 | 26.4 | 30.7 |
| Was a guest in teacher's home | 30.3 | 26.6 | 33.3 | 30.6 |  | 25.5 | $34 . c$ | 32.0 | 34.5 | 38.2 | 29.7 | 29.6 | 34.2 | 30.8 | 32.3 |
| was bored in class... | 93.5 | 89.0 | 95.5 | 96.5 | 96.9 | 88.5 | S3. 1 | 95.6 | 95.4 | 95.3 | 96.0 | 96.6 | 96.4 | 90.3 | 92.0 |
| won varsity letter in sports | 46.6 | 38.0 | 51.3 | 50.7 | 43.5 | 36.6 | 49.0 | E1.2 | 50.1 | 51.9 | 53.6 | 50.3 | 52.1 | 44.1 | 42.6 |
| worked in political campaign | 8.7 | 5.8 | 9.9 | 10.5 | 13.7 | r. 6 | 7.7 | -9.0 | 10.9 | 11.6 | 10.1 | 9.8 | 13.3 | 11.9 | 16.7 |
| Racial Comp of High School |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| completely white. | 16.0 | 15.0 | 17.3 | 14.1 | 2.0 | 16.1 | 15.5 | 19.0 | 12.7 | 17.4 | 16.4 | 14.4 | 12.7 | 1.5 | 3.0 |
| mostily white | 59.1 | 57.9 | 57.5 | 63.2 | 28.5 | 58.0 | 57.2 | 54.4 | 63.0 | 57.6 | 65.7 | 62.0 | 67.6 | 27.0 | 30.9 |
| half white... mostly non-wh | . 17.5 | 18.6 5.4 | 17.0 | 16.8 | 30.8 | 18.3 | 20.9 | 18.0 | 15.9 | 17.4 | 12.2 | 17.4 | 14.5 | 34.5 | 24.7 |
| mostly non-white completely non-white | 5.6 1.8 | 5.4 2.1 | 6.1 2.1 | 5.1 0.9 | 25.1 13.6 | 5.5 | 4.8 1.8 | 6.5 | 6.2 | 5.4 | 4.7 | 3.3 | 4.4 | 24.9 | 25.4 |
| coly |  |  | 2.1 | 0.9 | 13.6 | 2.2 | 1.5 | 2.1 | 2.2 | 2.2 | 1.0 | 0.9 | 0.8 | 12.2 | 15.9 |
| Racial Comp. of Nelghborhood completely white. | 41.2 | 43.5 | 41.3 | 37.8 | 2.9 | 43.2 | 45.4 |  | 36.4 |  |  |  |  |  |  |
| mostly white.... | 42.4 | 40.1 | 40.3 | 48.6 | 15.4 | 40.3 | 39.0 | 42.7 37.9 | 36.4 45.0 | 42.0 41.0 | 42.9 44.1 | 38.3 48.1 | 36.0 50.7 | 2.8 14.6 | 3.2 |
| haly white. | 6.2 | 5.9 | 6.5 | 6.3 | 15.2 | 40.3 5.8 | 39.0 6.6 | 37.9 6.4 | 7.0 7.0 | 41.0 6.1 | 44.1 5.9 | 48.1 6.1 | 50.7 6.7 | 14.6 15.8 | 16.7 14.2 |
| mostly non-white | 6.2 | 6.0 | 7.0 | 5.0 | 35.9 | 6.2 | 4.8 | 7.5 | 7.1 | 6.4 | 4.5 | 5.1 | 4.6 | 35.5 | 36.5 |
| completely non-whi | 4.1 | 4.5 | 4.9 | 2.3 | 30.5 | 4.5 | 4.3 | 5.4 | 4.5 | 4.5 | 2.6 | 2.4 | 2.0 | 31.3 | 29.3 |
| Number of Honors Courses Taken In High School |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| none | 50.0 | 65.6 | 4- | 33.0 | 56.3 | 65.0 | 70.2 | 51.9 | 39.1 | 45.6 | 46.5 | 35.9 | 22.6 | 62.8 | 45.7 |
| one. | 12.3 | 11.3 | 13.4 | 11.9 | 15.3 | 11.2 | 12.3 | 13.1 | 13.8 | 13.5 | 15.1 | 12.0 | 11.4 | 15.8 | 14.6 |
| two or mor | 37.7 | 23.1 | 38.7 | 55.1 | 28.3 | 23.9 | 17.5 | 35.1 | 47.1 | 40.9 | 38.4 | 52.2 | 66.0 | 21.4 | 39.8 |
| Number of Advanced Placement Courses Taken in HS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| none | 60.8 | 75.6 | 59.6 | 44.5 | 6,.8 | 75.3 | 77.5 | 63.7 | 50.4 | 57.0 | 59.3 | 47.3 | 34.2 |  |  |
| one. | 17.4 | 12.9 | 18.5 | 21.2 | 11.7 | 12.9 | 12.2 | 16.8 | 21.3 | 19.6 | 20.9 | 21.2 | 21.4 | 16.6 | 19.5 |
| two or more | < 1.8 | 11.6 | 21.9 | 34.3 | 16.5 | 11.7 | 10.2 | 19.5 | 28.3 | 23.3 | 19.8 | 21.5 | 44.4 | 14.1 | 20.5 |

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN, FALL 1988




Pradom-
Inantly
Black
cenleger
2.Yorr Colleges Publle Prlvate $\qquad$ Publle $\frac{4 \text { Year Colloges }}{\text { Privato }} \frac{\text { Prot. }}{}$ Catho Universitiss Qubllc Private

HOURS PER WEEK IN THE LAST YEAR SPENT OH
studying or doing homework
socializing with friends.
socializing with friends..........
exercising or sports
partying.......
working (for pay)
student clubs and groups
watching TV.
hobbies

| 1.4 | 1.9 | 1.3 | 1.1 |
| ---: | ---: | ---: | ---: |
| 0.3 | 0.5 | 0.2 | 0.2 |
| 7.7 | 9.7 | 6.5 | 6.8 |
| 4.0 | 5.0 | 3.9 | 2.9 |
| 12.5 | 13.2 | 13.1 | 10.8 |
| 24.9 | 21.9 | 25.8 | 27.5 |
| 56.8 | 60.0 | 55.5 | 54.7 |
| 30.5 | 39.4 | 27.6 | 23.5 |
| 5.0 | 4.1 | 5.2 | 5.9 |
| 5.1 | 9.8 | 8.9 | 8.5 |

0.8
0.6
6.6
9.9
13.5
26.7
57.0
28.7
3.4
11.1

| 1.9 | 1.8 |
| ---: | ---: |
| 0.5 | 0.3 |
| 10.0 | 7.1 |
| 5.0 | 5.0 |
| 13.1 | 13.7 |
| 21.9 | 21.7 |
| 60.3 | 58.1 |
| 40.2 | 34.2 |
| 3.9 | 5.4 |
| 10.0 | 9.0 |

1.5
0.2
7.5
4.2
12.3
22.8
58.2
30.7
4.5
9.3
1.1
0.2
5.6
3.7
12.7
31.0
53.4
24.1
6.9
8.4
0.9
0.2
4.7
3.9
18.8
30.5
51.1
22.0
5.5
8.2
nungúnonoo
ongirovianto
1.2
0.2
7.5
3.0
11.0
25.4
56.7
25.5
5.6
8.7
0.7
0.2
4.0
2.4
10.3
35.5
47.3
16.5
7.2
8.0
0.9
0.6
6.9
11.0
13.4
24.2
57.8
32.7
3.6
11.9 0.7
0.5
6.2
8.2
13.6
30.3
55.7
22.7
3.1
9.9
studying or
cudying or doing homework.
socializing with friends.........

| 41.9 | 35.6 | 42.8 | 48.8 |
| ---: | ---: | ---: | ---: |
| 78.2 | 75.3 | 78.7 | 81.1 |
| 9.0 | 9.3 | 9.7 | 7.4 |
| 47.9 | 44.3 | 49.2 | 50.6 |
| 35.5 | 36.9 | 33.9 | 36.2 |
| 63.2 | 67.0 | 62.1 | 60.1 |
| 5.1 | 5.3 | 5.2 | 4.9 |
| 14.9 | 12.0 | 15.6 | 17.6 |
| 32.4 | 33.4 | 33.1 | 30.1 |
| 27.7 | 27.9 | 28.3 | 26.6 |


| 41.1 | 35.3 | 37.2 |
| ---: | ---: | ---: |
| 65.7 | 74.9 | 78.4 |
| 15.0 | 9.0 | 11.5 |
| 36.4 | 43.7 | 48.6 |
| 30.8 | 36.6 | 39.3 |
| 60.0 | 67.1 | 66.7 |
| 7.5 | 5.3 | 5.4 |
| 15.8 | 11.9 | 12.3 |
| 44.0 | 33.4 | 33.5 |
| 33.2 | 27.4 | 31.2 |

37.8
77.9
9.0
38.0
34.7
65.6
4.5
13.9
34.4
28.0

| 50 |
| :--- |
| 80 |
| 1 |
| 5 |
| 3 |
| 5 |
| 1 |
| 1 |
| 3 |

1.7
1.4
0.5
4.4
6.6
6.4
18.3
30.5
30.8
47.7
78.1
10.6
49.7
26.9
55.8
5.6
17.2
32.9
27.5 48.9
80.8
10.6
52.8
40.0
64.0
6.0
17.7
31.2
25.5

| 46.0 | 59.0 |
| ---: | ---: |
| 80.6 | 83.0 |
| 7.1 | 8.6 |
| 49.8 | 53.3 |
| 36.3 | 36.0 |
| 62.6 | 51.0 |
| 4.5 | 6.2 |
| 16.3 | 22.4 |
| 30.6 | 28.1 |
| 26.7 | 26.2 |

$34.6 \quad 50.9$
$\begin{array}{ll}34.6 & 50.9 \\ 63.3 & 69.4\end{array}$ $\begin{array}{ll}4.2 & 16.2 \\ 4.8 & 38.8\end{array}$
exercising or sports............. partying.
(for pay
Working (for pa
volunteer work.
student clubs and groups.............. hobbies.

| 7.1 | 4.8 | 7.3 | 9.9 |
| ---: | ---: | ---: | ---: |
| 35.8 | 34.8 | 36.3 | 36.3 |
| 1.8 | 1.9 | 1.9 | 1.3 |
| 16.1 | 14.7 | 17.4 | 16.0 |
| 8.7 | 10.1 | 8.1 | 7.8 |
| 40.2 | 44.7 | 39.2 | 35.9 |
| 1.3 | 1.4 | 1.2 | 1.2 |
| 3.4 | 2.9 | 3.5 | 4.0 |
| 7.2 | 7.8 | 7.5 | 5.9 |
| 6.8 | 7.4 | 7.0 | 5.7 |

8.7
30.8
3.4
13.6
7.7
39.6
2.5
4.3
16.3
11.6

| 4.8 | 4.3 |
| ---: | ---: |
| 34.4 | 37.8 |
| 1.8 | 2.5 |
| 14.2 | 18.2 |
| 10.0 | 11.0 |
| 44.9 | 43.1 |
| 1.4 | 1.8 |
| 2.9 | 2.9 |
| 7.8 | 8.1 |
| 7.3 | 8.2 |

5.4
35.7
17.8
8.3
82.5
1.8
3.0
8.1
7.0
11.5
30.8
2.4
16.9
8.2
34.4
1.7
4.1
6.6
7.5
8.4
34.4
1.8
17.8
6.0
32.7
1.4
3.7
7.5
6.4
8.1
38.6
2.0
18.7
8.9
38.8
1.6
4.0
6.3
6.0

| 8.4 | 15.5 |
| ---: | ---: |
| 36.2 | 36.7 |
| 1.3 | 1.4 |
| 15.7 | 17.1 |
| 7.9 | 7.2 |
| 38.2 | 27.5 |
| 1.1 | 1.4 |
| 3.7 | 5.1 |
| 6.0 | 5.2 |
| 5.7 | 5.6 |


| 6.1 | 12.7 |
| ---: | ---: |
| 29.7 | 32.4 |
| 3.3 | 3.5 |
| 13.4 | 13.9 |
| 8.3 | 6.9 |
| 39.4 | 39.9 |
| 2.3 | 2.7 |
| 4.2 | 4.4 |
| 16.3 | 16.4 |
| 12.0 | 10.9 |

Disabillties
none.

| 84.9 | 81.1 | 86.1 | 88.4 |
| ---: | ---: | ---: | ---: |
| 0.8 | 0.9 | 0.9 | 0.6 |
| 0.3 | 0.4 | 0.3 | 0.2 |
| 1.0 | 1.1 | 1.0 | 0.7 |
| 1.2 | 1.4 | 1.3 | 0.7 |
| 1.2 | 1.4 | 1.1 | 0.8 |
| 1.9 | 1.7 | 2.1 | 1.7 |
| 1.4 | 1.6 | 1.4 | 1.0 |

78.0
0.6
0.3
0.6
0.7
1.8
1.6
1.2
80.6
0.9
0.4
1.1
1.0
1.4
1.7
1.5
84.9
1.2
0.4
1.2
4.1
1.3
2.3
1.9

| 85.8 | 86.2 |
| ---: | ---: |
| 0.8 | 0.8 |
| 0.2 | 0.3 |
| 0.9 | 1.1 |
| 0.8 | 2.8 |
| 1.0 | 1.2 |
| 1.9 | 2.2 |
| 1.3 | 1.5 |


| 86.0 | 87. |
| ---: | ---: |
| 1.1 | 0. |
| 0.4 | 0. |
| 1.1 | 1. |
| 1.4 | 1.2 |
| 1.4 | 1. |
| 2.6 | 2. |
| 1.6 | 1. |


| 88.2 | 89.1 | 74.2 | 84.4 |
| ---: | ---: | ---: | ---: |
| 0.6 | 0.6 | 0.6 | 0.6 |
| 0.2 | 0.2 | 0.4 | 0.2 |
| 0.7 | 0.8 | 0.7 | 0.6 |
| 0.6 | 0.9 | 0.9 | 0.5 |
| 0.8 | 0.9 | 1.6 | 2.1 |
| 1.7 | 1.9 | 1.4 | 2.0 |
| 1.0 | 1.0 | 1.2 | 1.3 |

$\qquad$ 97.7
0.8
$\begin{array}{rrr}96.4 & 98.0 & 98.1 \\ 1.5 & 0.3 & 0.6\end{array}$
99.3
0.1
$\begin{array}{rr}96.3 & 97.5 \\ 1.6 & 0.4 \\ 2.1 & 2.2\end{array}$
$\begin{array}{rr}99.1 & 97.5 \\ 0.3 & 0.4\end{array}$
98.3
0.2
1.4
98.2
0.5
$\begin{array}{rr}98.4 & 96.8 \\ 0.6 & 0.7 \\ 1.0 & 2.4\end{array}$
99.3
0.1
0.6
99.2
0.2

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN, FALL 1988
All All an $\begin{gathered}\text { Predom- } \\ \text { Inantly }\end{gathered}$
 Inantly
Black

2-Year Colleges
Publle Private $\qquad$ 4.'raa $\frac{\text { Colloges }}{\text { Prot- }}$ $\qquad$ Universitios Publle Pivate Black Collagas

Highest Degree Planned Anywhere vocationai certificate................. associate (A.A. or equivalent). bachelor ${ }^{\text {s }}$ (B.A.B B.S.).......... master ${ }^{\text {S }}$ (M.A
Ph.D. or Ed.D
 M.D. . D.O., or J.D. (Iaw).
 other M.DIV. (divinity)

Highest Degree Planned at
Freshman College

associate (A.A. or equivaient).. bachelor ${ }^{2}$ S (B.A. $B$ ) master 's (M.A.A. M.S.).. Ph.D. or Ed.D M.D., D.O., D.D. $\cdot$................ LL.B. or J.O. (law)

| 1.8 | 2.8 | 1.6 | 0.9 |
| ---: | ---: | ---: | ---: |
| 0.6 | 1.2 | 0.4 | 0.1 |
| 3.9 | 9.6 | 1.5 | 0.3 |
| 33.1 | 43.0 | 31.1 | 23.7 |
| 36.3 | 29.5 | 39.4 | 40.4 |
| 11.7 | 6.2 | 13.4 | 16.1 |
| 5.7 | 2.9 | 5.4 | 9.6 |
| 5.0 | 2.6 | 5.1 | 7.7 |
| 0.4 | 0.4 | 0.5 | 0.2 |
| 1.5 | 1.8 | 1.6 | 1.0 |

3.4
0.7
0.8
21.5
38.2
18.0
7.3
7.4
1.1
1.6

| 2.8 | 2. |
| ---: | ---: |
| 1.3 | 0. |
| 9.9 | 7. |
| 43.2 | 41. |
| 29.0 | 32. |
| 6.1 | 7. |
| 3.0 | 2. |
| 2.7 | 2. |
| 0.3 | 0. |
| 1.7 | 2. |

2.7
0.6
7.6
41.5
32.9
7.1
2.5
2.1
0.5
2.7

| 1.9 | 1.2 | 1.4 | 1.3 |
| ---: | ---: | ---: | ---: |
| 0.4 | 0.2 | 0.4 | 0.2 |
| 2.0 | 0.8 | 1.1 | 0.8 |
| 35.6 | 24.1 | 26.4 | 26.4 |
| $3 \varepsilon .6$ | 40.6 | 39.0 | 42.8 |
| 11.6 | 17.0 | 15.7 | 12.8 |
| 4.2 | 7.0 | 7.3 | 6.2 |
| 3.7 | 7.1 | 6.4 | 7.6 |
| 0.4 | 0.4 | 0.8 | 0.4 |
| 1.7 | 1.6 | 1.5 | 1.5 |


| 0.9 | 0.7 |
| ---: | ---: |
| 0.1 | 0.0 |
| 0.3 | 0.1 |
| 25.9 | 16.0 |
| 40.5 | 39.7 |
| 15.3 | 18.9 |
| 9.2 | 11.1 |
| 6.5 | 12.0 |
| 0.2 | 0.3 |
| 1.0 | 1.1 |


| 4.5 | 1.6 |
| ---: | ---: |
| 0.8 | 0.4 |
| 1.1 | 0.3 |
| 27.0 | 13.3 |
| 38.0 | 38.6 |
| 14.8 | 22.9 |
| 5.0 | 10.8 |
| 5.7 | 10.0 |
| 1.2 | 0.9 |
| 1.9 | 1.2 |



| 6.5 | 2.9 | 1.4 |
| ---: | ---: | ---: |
| 1.9 | 0.4 | 0.1 |
| 44.0 | 3.8 | 1.0 |
| 35.9 | 73.6 | 62.5 |
| 7.4 | 14.9 | 23.8 |
| 1.0 | 1.5 | 4.2 |
| 0.3 | 0.6 | 3.7 |
| 0.6 | 0.6 | 2.4 |
| 0.1 | 0.3 | 0.1 |
| 2.4 | 1.4 | 0.8 |

2.5
0.5
2.1
67.7
18.0
2.9
1.5
1.5
0.9
2.4

| 6.7 | 4 |
| ---: | ---: |
| 1.9 | 1 |
| 42.1 | 57 |
| 37.2 | 26 |
| 7.7 | 5 |
| 1.0 | 0 |
| 0.3 | 0 |
| 0.7 | 0 |
| 0.1 | 0 |
| 2.4 | 2 |


| 3.7 | 1.7 | 2.6 | 2.0 |
| ---: | ---: | ---: | ---: |
| 0.5 | 0.2 | 0.4 | 0.3 |
| 5.1 | 1.6 | 3.1 | 2.1 |
| 69.1 | 79.9 | 79.5 | 74.8 |
| 16.8 | 12.9 | 10.5 | 16.3 |
| 1.7 | 1.4 | 1.2 | 1.6 |
| 0.6 | 0.4 | 0.5 | 0.5 |
| 0.6 | 0.5 | 0.7 | 0.9 |
| 0.3 | 0.2 | 0.3 | 0.2 |
| 1.6 | 1.0 | 1.2 | 1.2 |


| 1.6 | 0.8 |
| ---: | ---: |
| 0.1 | 0.1 |
| 1.0 | 1.0 |
| 61.0 | 67.6 |
| 24.9 | 20.2 |
| 4.4 | 3.3 |
| 3.9 | 3.0 |
| 2.2 | 3.2 |
| 0.1 | 0.1 |
| 0.8 | 0.7 |


| 3.2 | 1.6 |
| ---: | ---: |
| 0.5 | 0.4 |
| 3.1 | 0.7 |
| 60.5 | 77.1 |
| 21.1 | 14.1 |
| 3.4 | 2.3 |
| 1.6 | 1.4 |
| 2.0 | 0.8 |
| 1.3 | 0.4 |
| 3.3 | 1.2 |



| चルमOOOFकのOWONOMOW ơviowñivivinuinonif |
| :---: |
|  |  |
|  |  |


| 11.6 | 17.7 | 9.0 |
| ---: | ---: | ---: |
| 0.3 | 0.3 | 0.7 |
| 1.0 | 1.4 | 1.1 |
| 0.6 | 0.4 | 0.7 |
| 1.9 | 2.9 | 2.9 |
| 0.3 | 0.3 | 0.4 |
| 2.8 | 1.8 | 5.9 |
| 0.2 | 0.3 | 0.3 |
| 5.9 | 6.3 | 6.4 |
| 8.7 | 9.4 | 7.6 |
| 3.5 | 4.8 | 5.3 |
| 0.2 | 0.2 | 0.2 |
| 43.5 | 31.2 | 34.7 |
| 0.5 | 0.3 | 0.2 |
| 4.4 | 5.6 | 4.0 |
| 5.9 | 6.0 | 4.4 |
| 8.8 | 11.0 | 16.2 |

61.2
0.2
0.5
0.0
2.2
1.1
0.1
0.0
0.5
9.8
1.8
0.1
7.0
0.9
1.5
7.7
5.4

| 10.1 | 22 |
| ---: | ---: |
| 0.3 | 0 |
| 0.9 | 1 |
| 0.6 | 0 |
| 1.6 | 3 |
| 0.3 | 0 |
| 2.8 | 3 |
| 0.2 | 0 |
| 5.5 | 8 |
| 8.5 | 10 |
| 3.3 | 4. |
| 0.1 | 0 |
| 45.8 | 27 |
| 0.5 | 0 |
| 4.5 | 3. |
| 5.8 | 7. |
| 9.1 | 6.9 |

22.4
0.3
1.6
0.4
3.4
0.2
3.0
0.2
8.6
10.3
4.7
0.3
27.2
0.1
3.5
7.0
6.9

| 21.1 | 12.0 | 20.4 | 2.9 |
| ---: | ---: | ---: | ---: |
| 0.2 | 0.6 | 0.2 | 0.2 |
| 1.1 | 2.4 | 1.8 | 0.5 |
| 0.4 | 0.7 | 0.3 | 0.6 |
| 2.3 | 4.6 | 3.5 | 1.6 |
| 0.2 | 0.4 | 0.2 | 0.1 |
| 1.3 | 4.7 | 0.7 | 0.4 |
| 0.3 | 0.2 | 0.2 | 0.1 |
| 6.7 | 3.7 | 10.0 | 3.7 |
| 10.6 | 7.1 | 11.6 | 3.1 |
| 4.3 | 5.3 | 7.6 | 1.9 |
| 0.1 | 0.4 | 0.4 | 0.1 |
| 31.0 | 27.9 | 13.7 | 73.2 |
| 0.3 | 0.3 | 0.2 | 0.2 |
| 4.4 | 6.6 | 11.0 | 2.1 |
| 5.5 | 6.6 | 9.0 | 2.5 |
| 10.2 | 16.4 | 9.1 | 6.5 |


| NOUn VOMONO-O <br>  <br>  <br>  |
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|  |  |

65.7
0.2
54.3

$\qquad$

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN, FALL 1988

PROBABLE MAJOR FIELD OF STUDY

2.
1.
0.
1.
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0.

Biological Sciences
general biology. ioume. io....... botany. marine ijifei science
microbiology or bacterioiogy....

other bioiogicai sciences.
management..............................................
secretarial studies

## Education

business education
elementary education
music or art education............... physicai education or recreation secondary education. re............ special education.
other education
2.1
1.3
0.8
1.6
0.6
1.0
0.2
0.
0.
0.
1.6
0.6
0.2
0.9
0.3
0.7
0.1
0.1
0.4
0.1
1.0
2.7
1.7
1.7
1.3
0.7
1.2
0.
0.
0.
0. $\begin{array}{ll}.7 & 1 \\ .2 & 1 \\ .3 & 2 \\ .7 & 0 \\ .2 & 1 \\ .2 & 0 \\ .1 & 0 \\ .8 & 0 \\ .3 & 0.1\end{array}$
1.8
1.7
1.0
2.9
0.9
1.1
0.3
0.1
0.8
0.1
0.9
1.2
0.4
1.4
0.2
1.0
0.1
0.2
0.5
0.1
0.3
1.1
0.6
0.2
0.8
0.4
0.4
0.1
0.
0.
0.
4.9
0.5
0.3
1.3
0.2
2.4
0.1
0.1
0.5
0.3
1.9
1.0
1.0
1.1
0.5
1.
0.
0.
0.
0.
6.1
3.0
1.5
1.5
1.1
1.0
0.4
0.1
1.3
0.3
0.8
1.5
2.4
1.4
1.5
1.0
0.
0.
0.
1.
0.
2.7
2.0
1.1
1.5
0.8
0.6
0.2
0.1
0.7
0.2
1.0
1.9
1.4
0.8
2.9
0.8
1.0
0.2
0.1
0.7
0.0
0.

1.2
0.8
0.3
1.1
0.1
1.3
0.0
0.2
0.6
0.1
$\begin{array}{ll}0 . \\ 1 \\ 0 \\ 1 \\ 0 & \\ 0 . \\ 0 . \\ 0 & \\ 0 & \\ 0 & \\ 0\end{array}$

| 1.8 | 0.9 | 2.0 | 2.5 |
| :--- | :--- | :--- | :--- |
| 0.5 | 0.2 | 0.4 | 0.9 |
| 0.0 | 0.1 | 0.0 | 0.1 |
| 0.4 | 0.3 | 0.5 | 0.5 |
| 0.2 | 0.2 | 0.2 | 0.4 |
| 0.3 | 0.3 | 0.2 | 0.4 |
| 0.5 | 0.5 | 0.4 | 0.7 |

2.2
0.3
0.0
0.2
0.1
0.3
0.2

| 0.9 | 0.5 |
| :--- | :--- |
| 0.3 | 0.1 |
| 0.1 | 0.0 |
| 0.3 | 0.2 |
| 0.2 | 0.0 |
| 0.3 | 0.2 |
| 0.5 | 0.5 |

1. 

| .5 | 2 |
| :--- | :--- |
| .3 | 0 |
| .0 | 0 |
| .5 | 0 |
| .1 | 0 |
| .3 | 0 |
| .4 | 0. |

2.7
0.5
0.0
0.6
0.2
0.3
3.0
0.6
0.0
0.6
0.1
0.2
0.4

| 2.4 | 3.0 |
| :--- | :--- |
| 0.9 | 1.0 |
| 0.1 | 0.0 |
| 0.5 | 0.3 |
| 0.4 | 0.3 |
| 0.5 | 0.1 |
| 0.7 | 0.4 |

0.9
0.2
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4.
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6.
7.
2.
2.
4.
0.
1.

0. 
1. 
2. 
3. 
4. 
5. 

| 6.4 | 6 |
| :--- | :--- |
| 8.6 | 7 |
| 1.3 | 1 |
| 2.2 | 3 |
| 5.4 | 5 |
| 2.1 | 0 |
| 1.7 | 1.4 |


| 4.7 | 7.7 |
| ---: | ---: |
| 6.3 | 11. |
| 3.1 | 2. |
| 3.2 | 2. |
| 3.7 | 5. |
| 0.1 | 0.3 |
| 1.7 | 1.7 |

7.7
1.6
2.0
2.4
5.7
0.3
1.7

| 6.9 | 2.8 |
| :--- | :--- |
| 8.7 | 7.5 |
| 1.4 | 0.6 |
| 2.0 | 3.8 |
| 5.3 | 6.2 |
| 2.1 | 2.3 |
| 1.6 | 2.6 |


| 7.5 | 4.2 |
| :--- | :--- |
| 7.1 | 5.7 |
| 1.8 | 2.0 |
| 3.6 | 3.0 |
| 5.6 | 4.7 |
| 0.4 | 0.3 |
| 1.3 | 1.4 |


| 5.4 | 8. |
| :--- | :--- |
| 7.6 | 8. |
| 1.5 | 2. |
| 2.1 | 4. |
| 4.6 | 5 |
| 0.3 | 0 |
| 1.3 | 2 |


| 4.9 | 4.2 |
| :--- | :--- |
| 6.4 | 5.9 |
| 2.9 | 4.0 |
| 3.1 | 3.3 |
| 3.7 | 3.6 |
| 0.1 | 0.0 |
| 1.6 | 2.3 |


| 8.2 | 7.0 |
| ---: | ---: |
| 14.1 | 7.8 |
| 1.5 | 2.8 |
| 2.3 | 2.6 |
| 7.0 | 3.8 |
| 0.4 | 0.1 |
| 2.2 | 0.8 |

Engineering
asronautical/astronautical eng..
civil engineering
chemical engineering
electrical engineering
mechanical engineering
other engineering

| 0.3 | 0.3 | 0.3 | 0.1 | 0.7 |
| :--- | :--- | :--- | :--- | :--- |
| 4.9 | 6.0 | 5.9 | 1.9 | 3.1 |
| 0.3 | 0.1 | 0.5 | 0.2 | 0.3 |
| 1.0 | 1.1 | 1.3 | 0.3 | 0.5 |
| 1.7 | 1.6 | 2.2 | 1.2 | 1.2 |
| 0.6 | 0.6 | 0.9 | 0.3 | 0.5 |
| 0.5 | 1.0 | 0.4 | 0.2 | 0.4 |
|  |  |  |  |  |
| 1.7 | 1.6 | 1.5 | 2.0 | 1.1 |
| 0.9 | 1.2 | 0.6 | 1.1 | 0.3 |
| 0.6 | 0.4 | 0.4 | 1.1 | 0.5 |
| 2.9 | 3.5 | 1.9 | 3.5 | 3.7 |
| 0.3 | 0.2 | 0.3 | 0.4 | 0.5 |
| 1.8 | 1.9 | 1.3 | 2.4 | 1.0 |
| 1.3 | 1.7 | 0.8 | 1.6 | 0.6 |


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| 0.4 | 0 |
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| 6.9 | 3 |
| 0.6 | 0. |
| 1.4 | 0. |
| 2.4 | 1. |
| 1.0 | 0.4 |
| 0.5 | 0. |
|  |  |
| 1.1 | 4 |
| 0.8 | 0.4 |
| 0.4 | 0.4 |
| 2.1 | 2.4 |
| 0.3 | 0. |
| 1.4 |  |
| 0.8 |  |

0.2
3.2
0.3
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1.1
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0.3

4.0
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1.0
0.1
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0.6
0.3
0.1

| 1.0 | 0.3 |
| :--- | :--- |
| 3.9 | 2.0 |
| 0.3 | 0.2 |
| 0.6 | 0.4 |
| 1.5 | 0.7 |
| 0.6 | 0.3 |
| 0.5 | 0.2 |
|  |  |
| 0.3 | 2.3 |
| 0.1 | 0.7 |
| 0.1 | 1.1 |
| 2.8 | 4.9 |
| 0.8 | 0.1 |
| 0.4 | 1.7 |
| 0.2 | 1.3 |

# WEIGHTED NATICNAL NORMS FOR ALL FRESHMEN, FALL 1988 

<br>2-Yer Colleges<br>$\qquad$<br>$\qquad$ Unluersilices<br>Predominanily Publle Prlyite<br>$\qquad$ Public Rrivate<br>Black Colioges

PROBABLE MAJOR FIELD OF STUDY


## WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN, FALL 1988

All instl-
iutions
All
2-Year
cell
All All
2.Yar
4-Yat College All Unl All Uni-
yershila

Pradom-
Inantly日lack
日olleges

2-Yent Colleget
Publles
$\qquad$ 4Year Collages Publle Nonsect esfani catholle Rubile crsillea

Predominantly bick colliges Euble Elyyte
Probable Carser Occupation
accountant or actuary............
actor or enitect.
architec
business (ciericai)
businass (management)
business owner or proprietor
business salesperson or buyer.
salasparson or buyer.
lergy (minister,priest)
il other religlous
cilnical psychologist
college teacher
computer programmer or anaiyst.
conservat ionist or forester
conservationist or forester
dietitian or home economis
ngineer
armer or rancher
orelgn service worker
omemaker (full-time)
nterior decorator
ntepreter (translator)
lab technician or hygien
aW enforcement officer
lawyer (attorney) or judge
military service (career).......
musician (performer, composeri ${ }^{\prime} \cdot$
nurse
optometris
pharmacist
physician.....io.
school counseior
schoul principal/superintendent
scientific researcher
social/welfare/recreation worker
statistician
theraplst (phys,occup, speeech)...
teacher (eiementary)
teacher (secondary)
veterinarlan..................................
writer or journalist...................
killed trade
other car

Miles from College to Home

11-50.
51-100.
101-500.
more than 500

6.5
0.7
6.5
1.2



|  |  |
| ---: | ---: |
| 6.9 | 3.1 |
| 0.6 | 1.2 |
| 2.2 | 6.7 |
| 1.1 | 4.1 |
| 2.2 | 2.0 |
| 11.9 | 11.4 |
| 4.3 | 5.8 |
| 1.4 | 2.3 |
| 0.0 | 0.2 |
| 0.1 | 0.2 |
| 1.2 | 1.8 |
| 0.2 | 0.2 |
| 3.8 | 1.5 |
| 1.6 | 0.5 |
| 0.3 | 0.3 |
| 0.2 | 0.1 |
| 10.2 | 5.8 |
| 1.0 | 0.4 |
| 0.5 | 0.3 |
| 0.1 | 0.1 |
| 0.3 | 3.1 |
| 0.1 | 0.2 |
| 0.7 | 0.5 |
| 1.9 | 1.0 |
| 3.4 | 2.5 |
| 0.8 | 0.3 |
| 0.6 | 1.8 |
| 4.2 | 2.3 |
| 0.2 | 0.1 |
| 0.8 | 0.6 |
| 1.5 | 1.0 |
| 0.2 | 0.5 |
| 0.0 | 0.0 |
| 1.3 | 0.3 |
| 1.6 | 1.6 |
| 0.1 | 0.0 |
| 2.2 | 2.6 |
| 7.0 | 6.8 |
| 2.6 | 3.1 |
| 1.0 | 0.6 |
| 1.2 | 1.4 |
| 0.9 | 1.4 |
| 7.7 | 9.6 |
| 10.1 | 10.7 |
|  |  |




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| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
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[^2] 8.7
9.4
26.8
14.7
29.3
11.2

\(\begin{array}{rrr}16.1 \& 5.0 \& 4.1<br>16.6 \& 5.2 \& 6.2<br>35.8 \& 23.8 \& 19.2<br>10.3 \& 17.5 \& 16.3<br>16.8 \& 34.1 \& 38.7\end{array}\)

5.2
4.2
11.6
14.8
32.7
31.5
$\begin{array}{rr}17.4 & 6.5 \\ 18.0 & 6.5 \\ 37.4 & 23.7 \\ 9.7 & 14.4 \\ 15.2 & 28.8 \\ 2.3 & 20.1\end{array}$
5.2
5.9
27.9
19.7
32.9
8.3
3.6
3.4
15.4
12.4
36.4
28.8
4.2
3.5
18.1
17.2
38.
18.9
8.1
8.5
26.8
15.5
29.2
12.0

| 4.4 | 3.2 |
| ---: | ---: |
| 6.6 | 4.4 |
| 19.7 | 17.2 |
| 18.1 | 9.4 |
| 39.7 | 35.1 |
| 11.4 | 30.7 |

5.5
4.3
13.4
18.9
35.3
22.5

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN, FALL 1988
grammar school or some high school..........................

| 4.1 | 6.3 | 3.3 | 2.5 |
| ---: | ---: | ---: | ---: |
| 7.3 | 10.6 | 6.6 | 4.2 |
| 26.9 | 35.3 | 26.1 | 17.2 |
| 4.8 | 4.9 | 5.3 | 4.2 |
| 14.5 | 13.8 | 15.3 | 14.0 |
| 21.1 | 17.5 | 21.3 | 25.3 |
| 2.8 | 1.5 | 3.0 | 4.0 |
| 18.6 | 10.1 | 19.2 | 28.6 |


| 6.4 | 6.5 | 5.2 |
| ---: | ---: | ---: |
| 12.0 | 10.9 | 8.8 |
| 33.6 | 36.3 | 28.4 |
| 4.4 | 4.8 | 5.5 |
| 15.2 | 13.7 | 14.8 |
| 14.8 | 7.0 | 20.6 |
| 1.6 | 1.5 | 1.9 |
| 11.9 | 9.4 | 14.3 |

3.4
7.4
30.2
5.7
16.3
20.3
2.6
14.1
2.5
4.8
19.0
4.3
13.1
23.7
3.7
28.9
3.2
6.3
22.3
4.8
14.5
21.2
24.5
24.2
4.0
5.3
22.2
5.2
15.4
22.8
3.4
21.7

|  ácomiciofo |
| :---: |
| $\omega_{0}$ |
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| 7.7 | 4.4 |
| ---: | ---: |
| 13.6 | 9.8 |
| 37.1 | 28.4 |
| 3.8 | 5.4 |
| 14.0 | 17.1 |
| 13.8 | 16.3 |
| 1.2 | 2.2 |
| 8.8 | 16.5 |

Father's occupation (6)
artist (including performer).. businessman.
clergy or reiigious worker........ college teacher or administrator doctor or dentist
education (secondary)
education (elementary)................. engineer.
 farmer or forester
health professional (non-M.D.).. militar.
$y$ (career)
research scient
0.9
29.8
0.9
0.9
2.4
3.9
0.9
8.2
2.9
1.3
1.8
1.7
0.6
10.1
4.1
2.9
2.3
24.2

1.1
15.6
1.4
0.8
1.2
4.0
0.9
5.1
1.7
1.4
0.9
4.6
0.4
9.8
5.8
4.1
5.7
0.8
24.8
0.4
0.3
0.6
3.2
0.8
7.9
3.6
1.1
0.6
1.2
0.2
13.2
5.5
4.1
3.0
28.6
0.8
34.4
1.9
0.5
1.6
2.4
0.9
6.6
4.0
0.9
1.3
1.7
0.2
10.0
3.4
3.0
1.8
24.5
0.7
27.5
0.7
0.7
1.1
4.4
1.0
7.9
3.2
1.3
0.9
2.5
0.5
11.6
4.7
3.1
2.3
25.8
1.5
34.2
1.5
1.9
4.7
4.1
1.0
7.7
1.2
1.3
3.6
1.4
0.8
7.2
2.8
2.0
1.9
21.4
0.9
28.9
4.1
1.8
3.2
5.3
0.9
6.4
3.3
1.2
2.2
1.9
0.7
8.1
3.6
2.6
2.3
22.8
0.8
35.6
0.3
0.9
3.3
3.7
0.9
6.9
2.1
1.0
3.5
1.3
0.5
8.0
3.3
2.7
2.0
23.3
1.0
33.6
0.6
1.2
3.7
4.3
0.9
9.9
2.8
1.6
2.6
1.8
0.9
8.0
3.0
2.2
1.8
1.2
38.7
0.8
2.2
8.4
3.6
0.8
8.8
1.0
1.2
5.5
1.3
1.2
4.6
1.7
1.1
1.3
16.7

| 0.9 | 1.3 |
| ---: | ---: |
| 14.4 | 17.2 |
| 0.8 | 2.3 |
| 0.6 | 1.0 |
| 0.8 | 1.7 |
| 3.4 | 4.9 |
| 0.8 | 0.9 |
| 5.1 | 5.0 |
| 2.6 | 0.5 |
| 1.5 | 1.2 |
| 0.5 | 1.4 |
| 5.3 | 3.6 |
| 0.4 | 0.4 |
| 9.6 | 10.0 |
| 6.5 | 4.8 |
| 4.2 | 4.0 |
| 5.3 | 6.1 |
| 37.3 | 33.6 |

Railgious Prefarence
Baptist
Buddhist
Congregational
Eastern Orthodo
Episcofal
Jewish
LDS (Mormon)
Lutheran.
Methodist.
Presbyterian
Quaker.
Roman Cathoiic

other Protestan
none
13.2
0.5
1.2
0.7
2.6
0.4
3.8
0.3
6.7
9.2
5.1
0.2
35.9
0.3
5.2
4.8
9.9

61.9
0.4
0.4
0.0
2.0
1.2
0.2
0.0
0.5
8.7
1.8
0.1
5.6
0.6
1.5
5.9
9.2

20.8
0.2
1.1
0.4
2.2
0.3
1.7
0.3
7.3
10.9
4.8
0.1
30.6
0.2
4.7
4.5
9.8
12.1
0.6
2.5
0.8
5.0
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0.2
4.3
7.6
6.0
0.3
29.0
0.3
7.1
5.5
12.1
19
0.2
1.7
0.4
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1.0
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10.3
11.9
8.1
0.4
14.2
0.1
10.7
7.5
9.6
3.1
0.3
0.7
0.8
1.7
0.2
0.7
0.1
4.5
3.6
2.5
0.1
70.8
0.3
2.7
2.2
5.7

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| 66.5 | 55.4 |
| ---: | ---: |
| 0.4 | 0.3 |
| 0.1 | 0.9 |
| 0.0 | 0.1 |
| 1.7 | 2.4 |
| 1.1 | 1.5 |
| 0.2 | 0.2 |
| 0.0 | 0.0 |
| 0.4 | 0.6 |
| 7.0 | 11.3 |
| 1.8 | 1.8 |
| 0.1 | 0.1 |
| 4.7 | 6.8 |
| 0.6 | 0.7 |
| 1.4 | 1.7 |
| 5.4 | 6.6 |
| 8.8 | 9.7 |

WEIGHTED NATIONAL NORMS FOF ALL FRESHMEN，FALL 1988
All Insti－
tutions
All
$\begin{gathered}\text { All } \\ \text { 2－Year } \\ \text { Colleges } \\ \text { Collear } \\ \text { Coll }\end{gathered}$ Ali Un！－
Prodom－
linatily
Black
2－Yest Collegas
$\qquad$ $\xrightarrow{\text { Qivate }}$ College Universitles Prodominantly

Black Collegas | $\substack{\text { Black } \\ \text { colloges }}$ |
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Rublic Ruyati

Mother＇s Education
grammar school or less．．．．．．．．．．．．．
some high school．．． some high school
high school graduate
postsecondary other than coilege some college．
college degree．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．
some graduate scho
3.1
6.1
34.3
8.0
16.7
19.1
3.0
9.7

| 4.9 | 2.1 | 2.1 |
| ---: | ---: | ---: |
| 9.5 | 5.1 | 3.2 |
| 42.9 | 33.2 | 25.0 |
| 8.2 | 8.1 | 7.4 |
| 13.9 | 18.0 | 18.4 |
| 13.5 | 20.0 | 25.2 |
| 1.4 | 3.3 | 4.5 |
| 5.7 | 10.2 | 14.1 |

3.6
10.0
29.9
5.4
20.3
16.1
2.5
12.2

| 5.0 | 4.1 |
| ---: | ---: |
| 9.7 | 7.8 |
| 44.0 | 34.8 |
| 8.2 | 8.4 |
| 13.5 | 17.2 |
| 12.9 | 17.4 |
| 1.3 | 1.8 |
| 5.3 | 8.6 |


| 2.1 | 2.0 | 2.0 | 3.3 |
| ---: | ---: | ---: | ---: |
| 5.9 | 3.6 | 4.8 | 3.8 |
| 38.1 | 24.5 | 27.2 | 31.5 |
| 8.4 | 7.3 | 7.4 | 9.0 |
| 18.3 | 16.9 | 19.1 | 17.2 |
| 17.0 | 25.1 | 23.3 | 22.2 |
| 2.6 | 4.7 | 4.2 | 3.3 |
| 7.7 | 16.0 | 12.0 | 9.8 |


| 2.2 | 2.0 |
| ---: | ---: |
| 3.4 | 2.4 |
| 27.1 | 17.3 |
| 7.6 | 6.8 |
| 18.8 | 16.8 |
| 24.1 | 29.2 |
| 4.1 | 6.2 |
| 12.7 | 19.3 |


| 4.4 | 2.3 |
| ---: | ---: |
| 11.8 | 7.2 |
| 34.2 | 23.2 |
| 4.5 | 6.8 |
| 19.4 | 21.7 |
| 14.6 | 18.3 |
| 1.9 | 3.4 |
| 9.1 | 17.0 |

Mother＇s Occupation（6）
artist（including performer）．．． business（clericai）．
clergy or religious worker．．．．． college teacher or administrator doctor or dentist．
education（secondary）．．．．．．．．．．．．．．．．．．．．．．．
education（elementary）
engineer．
1.6
14.2
farmer or forester．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． health professional（non．M．D．）．
homemaker（full－time）．．
l awyer
nurse．

social／welfare／recreation worker skilled worker．
semi－skillzd worker．．．．．．．．．．．．．．．．．．．．．．．．．．．
laborer（unskilled）．
unemployed．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． other
0.9
13.6
12.
0.
0.2
0.2
2.
4.
0.
0.
1.
19.
0.
7.
0.
1
2
3
2
7
19.
1.7
13.9
11.2
0.2
0.5
0.4
4.5
7.5
0.2
0.3
1.9
16.9
0.3
7.6
0.1
1.6
2.0
2.4
1.8
5.6
19.6
2.2
15.3
9.8
0.1
0.6
0.7
5.2
8.0
0.3
0.2
2.2
17.4
0.4
7.5
0.2
1.5
1.8
2.8
1.3
17.2
17.7
0.6
12.3
8.4
0.1
0.5
0.3
6.9
9.4
0.3
0.
2.6
7.
0.3
7.5
0.
3.
2.
2.
1.
7.

| 0.8 | 1 |
| ---: | ---: |
| 13.1 | 17 |
| 12.4 | 9 |
| 0.0 | 0 |
| 0.1 | 0 |
| 0.2 | 0 |
| 2.2 | 3 |
| 4.5 | 6 |
| 0.2 | 0 |
| 0.5 | 0 |
| 1.6 | 1 |
| 20.2 | 17 |
| 0.1 | 0 |
| 7.9 | 6 |
| 0.0 | 0 |
| 1.1 | 1 |
| 2.3 | 2 |
| 3.4 | 2 |
| 2.2 | 1 |
| 7.5 | 6 |
| 19.6 | 20 |

1.5
17.1
9.5
0.2
0.3
0.3
3.2
6.0
0.2
0.3
1.8
17.6
0.3
6.8
0.0
1.2
2.3
2.6
1.7
6.5
20.5

| 1.1 |  |
| ---: | ---: |
| 13.6 | 1 |
| 12.5 |  |
| 0.2 |  |
| 0.3 |  |
| 0.3 |  |
| 4.1 |  |
| 6.9 |  |
| 0.2 |  |
| 0.4 |  |
| 1.8 |  |
| 16.0 | 1 |
| 0.1 |  |
| 7.5 |  |
| 0.1 |  |
| 1.4 |  |
| 2.2 |  |
| 2.7 |  |
| 2.1 |  |
| 5.8 |  |
| 20.8 | 1 |

3.1
15.4
9.1
0.2
0.9
0.8
5.4
8.1
0.2
0.2
2.0
16.2
0.7
7.3
0.3
2.1
1.8
1.7
1.2
5.6
17.9
2.0
13.2
9.6
0.4
0.7
0.4
5.4
9.5
0.2
0.3
2.0
18.4
0.3
7.3
0.1
1.7
1.7
2.2
1.6
4.9
18.2
1.5
13.3
9.9
0.1
0.4
0.5
3.8
6.4
0.1
0.3
1.7
21.5
0.3
9.3
0.1
1.2
1.7
2.0
1.6
6.1
18.3

5.2
18.2


Kother＇s Religious Preference
Buptist．

Eastern Orthod．
的
tern orthodox
islamic．
Jewish．
LDS（Mormon）
Lutheran．．
Methodist．．．
Quaker
Roman Cathoil
other Protestant
rione．
12.0
0.4
1.
0.
2.
0.
3.
0.
6.
9.
4.
0
44
0
5
5
4.
18.2
0.3
1.6
0.5
3.3
0.3
2.2
0.3
7.1
10.4
5.6
0.2
32.7
0.3
6.1
5.6
5.4

|  <br>  |  |
| :---: | :---: |
|  |  |

63.2
0.1
0.6
0.0
2.3
0.8
0.1
0.1
0.5
10.3
2.3
0.1
6.8
0.8
1.8
7.5
2.8
10.4
0.4
1.0
0.7
1.9
0.2
3.3
0.3
6.0
9.
4.
0.
46.
0.
5.
5.
4. 22.9
0.4
1.8
0.6
3.7
0.2
3.2
0.2
8.5
11.3
5.5
0.3
27.6
0.1
4.1
6.8
3.0


| 12.8 | 21.0 | 3 |
| ---: | ---: | ---: |
| 0.7 | 0.2 | 0 |
| 2.8 | 1.9 | 0 |
| 0.8 | 0.4 | 0. |
| 5.6 | 3.9 |  |
| 0.5 | 0.2 | 0 |
| 5.4 | 0.9 | 0.6 |
| 0.2 | 0.2 | 0. |
| 4.5 | 10.7 |  |
| 8.2 | 12.7 | 3 |
| 6.4 | 8.4 |  |
| 0.3 | 0.4 |  |
| 30.3 | 14.8 | 7 |
| 0.3 | 0.2 |  |
| 7.4 | 11.1 |  |
| 6.0 | 8.3 |  |
| 7.6 | 4.7 |  |



|  |  <br>  |
| :---: | :---: |
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|  | $\omega$ FO FOUजWOणOFOーーい <br>  |
|  |  |


| 67.6 | 56.8 |
| ---: | ---: |
| 0.1 | 0.1 |
| 0.6 | 0.7 |
| 0.0 | 0.0 |
| 1.9 | 2.9 |
| 0.7 | 0.9 |
| 0.0 | 0.2 |
| 0.1 | 0.1 |
| 0.3 | 0.8 |
| 8.5 | 13.0 |
| 2.2 | 2.4 |
| 0.1 | 0.0 |
| 6.1 | 7.7 |
| 0.8 | 0.8 |
| 1.6 | 2.1 |
| 6.7 | 8.6 |
| 2.7 | 2.8 |

WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN, FALL 1988

|  | Ail | All |  | Prodom- Inantly | 2-Yeat | Colloges |  | 4.Yoar | Collegas |  | Unlve | rsilios | Prodominantly |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| All Instltullon: | 2-Yeat Colloges | 4-Yoar Colloges | All Uni- yarsillaz | Black collegos | Publlic | Privale | Public | Privato Nonsact | Prot- ssians | Catholic | Publlc | Rrivale | $\frac{\text { Black Colloges }}{\text { Public Privale }}$ |

Reasons Noted as Very Important
in Deciding to go to college become a more cultured person.. could not find a job. gain general education.............. improve reading and study skilis learn more about things. make more money
nothing better to do.................. parents wanted me to
prepare for graduate school..... wanted to get away from home.... 11.2

## Reasons Noted as Very Important

 in Selecting This Collegeadvice of guidance counselor....
advice of teacher.................. friend suggested attending good academic reputation g-aduates get good jobs
graduates get good jobs (7).....
not offered aid by first choice offers soecial programs recruited by athletic department recruited by college rep...... relatives wanted me to come wanted to live near home........ 19.2

Residence Preferred During Fall Term
with parents or relatives other private home,apt,room college dormitory.
fraternity or sorori other

## Resid <br> Term

with parents or relatives.
other private home, apt, room college dormitory
orority house
other.
35.4
3.3
60.1
82.5
39.4
73.8
72.6
2.9
19.4
49.9
11.2
31
4.
58
85
42
72
77
3
18
47
8

| 31.7 | 36 |
| ---: | ---: |
| 4.8 | 2. |
| 58.6 | 59 |
| 85.8 | 8 |
| 42.4 | 39. |
| 72.6 | 73. |
| 77.2 | 70.3 |
| 3.7 | 2. |
| 18.6 | 20 |
| 47.5 | 48 |
| 8.6 | 12. |

36.3
2.8
59.7
8.7
39.6
73.4
70.3
2.6
20.2
48.1
12.4
39.0
1.9
62.6
80.5
35.3
75.9
69.9
2.2
19.2
55.8
12.8
56.9
7.2
75.1
90.1
68.8
79.3
85.3
6.7
33.6
71.2
18.8
31.2
5.0
58.2
86.1
41.8
72.2
77.5
3.8
18.2
46.5
8.1
35.6
3.4
61.3
83.5
46.7
75.7
75.0
3.0
21.6
55.0
12.6
32.
3.
56.
83.
39.
74.
2.
20.
46
12
12.7
2.2
65.2
76.2
39.4
77.8
63.7
2.5
19.7
50.2
12.4
39.8
2.4
61.9
77.4
40.6
74.1
62.8
2.5
20.6
50.1
12.4
40.0
2.2
62.5
80.6
41.8
72.
67.
19.
19.
10.
37.2
2.0
60.8
81.4
35.4
75.2
71.9
2.2
19.1
54.8
12.9
45.7
1.5
69.3
77.3
35.1
78.4
62.5
2.3
19.6
59.3
12.6
54.0
8.2
76.0
89.7
71.6
78.7
85.
8.
34.
69.
19.
61.6
5.4
73.7
90.6
64.4
80.2
84.9
4.5
32.4
74.6
17.8

##  <br> 7.5 4.1

| 8.7 | 7.9 | 5.4 |
| ---: | ---: | ---: |
| 4.5 | 4.4 | 3.0 |
| 8.9 | 8.7 | 6.7 |
| 48.5 | 56.4 | 65.2 |
| 19.0 | 20.8 | 30.0 |
| 33.4 | 33.8 | 33.0 |
| 26.1 | 18.9 | 18.6 |
| 3.9 | 5.0 | 5.1 |
| 17.5 | 26.7 | 18.3 |
| 21.1 | 23.4 | 20.7 |
| 3.0 | 6.5 | 3. |
| 3.2 | 5.0 | 2.2 |
| 7.9 | 7.1 | 6.0 |
| 26.3 | 17.1 | 13. |

5.4
3.0
6.7
65.2
30.0
33.0
18.6
5.1
18.3
20.7
3.1
2.2
6.0
13.0
11.0
7.1
11.5
51.1
26.3
40.9
24.1
8.2
34.6
33.6
5.2
9.1
13.5
15.9

| 8.3 | 11.4 |
| ---: | ---: |
| 4.3 | 6.0 |
| 8.5 | 11.4 |
| 48.5 | 48.3 |
| 18.7 | 21.3 |
| 33.7 | 31.1 |
| 28.4 | 10.3 |
| 3.9 | 3.7 |
| 16.4 | 25.7 |
| 20.7 | 26.5 |
| 2.4 | 7.5 |
| 2.5 | 7.7 |
| 7.9 | 7.8 |
| 27.6 | 17.1 |


| 8.5 | 7.7 | 6.0 | 7. |
| ---: | ---: | ---: | ---: |
| 4.4 | 5.2 | 3.8 | 3. |
| 9.1 | 7.3 | 9.6 | 7. |
| 50.1 | 66.2 | 61.6 | 65. |
| 19.5 | 21.2 | 23.3 | 24. |
| 30.9 | 39.4 | 33.8 | 39. |
| 29.1 | 5.0 | 6.4 | 6. |
| 5.2 | 4.1 | 5.1 | 5. |
| 21.7 | 26.9 | 40.6 | 34. |
| 21.8 | 29.1 | 23.0 | 20. |
| 5.7 | 5.5 | 10.1 | 8. |
| 3.7 | 4.9 | 9.3 | 6. |
| 7.2 | 6.5 | 7.7 | 7. |
| 20.3 | 10.4 | 14.0 | 18.3 |

7.4
3.6
7.9
65.0
24.5
39.4
6.6
5.2
34.3
20.7
8.1
6.8
7.0
18.3

| 5.1 | 6.3 |
| ---: | ---: |
| 2.8 | 3.9 |
| 6.8 | 6.2 |
| 61.8 | 77.5 |
| 30.7 | 27.3 |
| 30.2 | 43.4 |
| 22.8 | 2.9 |
| 5.4 | 3.6 |
| 15.7 | 27.6 |
| 19.7 | 24.4 |
| 2.8 | 4.3 |
| 1.9 | 3.2 |
| 5.9 | 6.3 |
| 14.2 | 8.7 |


| 12.8 | 8.5 |
| ---: | ---: |
| 8.1 | 5.5 |
| 13.1 | 9.0 |
| 38.2 | 70.3 |
| 26.1 | 26.7 |
| 36.0 | 48.1 |
| 30.2 | 15.2 |
| 9.0 | 0.9 |
| 35.6 | 33.1 |
| 32.1 | 35.8 |
| 6.5 | 3.3 |
| 10.4 | 7.0 |
| 13.6 | 13.4 |
| 19.4 | 10.8 |

14.9
32. 37.6
7.3

$$
\begin{array}{rrr}
26.5 & 11.4 & 7.2 \\
36.6 & 30.8 & 29.9 \\
24.4 & 41.6 & 46.3 \\
5.5 & 7.4 & 9.4 \\
4.2 & 6.7 & 5.8
\end{array}
$$

12.3
43.8
27.2
5.3
8.7
2.8

| 28.4 | 14.0 |
| ---: | ---: |
| 37.1 | 32.7 |
| 22.6 | 36.9 |
| 5.0 | 8.6 |
| 4.0 | 5.4 |
| $2 . n$ | 2.4 |


| 2.9 |  |
| ---: | ---: |
| 5.1 | 2 |
| 7.2 | 4 |
| 6.7 |  |
| 2.3 |  |


| 8.4 | 9 |
| ---: | ---: |
| 7.2 | 24 |
| 6.8 | 51 |
| 7.1 | 7 |
| 1.9 | 1 |

13.0
22.6
49.2
6.0
7.5
1.7

| 7.8 | 5.2 |
| ---: | ---: |
| 32.7 | 19.8 |
| 42.1 | 61.6 |
| 10.3 | 6.0 |
| 5.6 | 6.3 |
| 1.5 | 1.1 |


| 12.8 | 11.5 |
| ---: | ---: |
| 44.7 | 42.5 |
| 23.1 | 32.8 |
| 6.2 | 4. |
| 10.0 | 6.9 |
| 3.2 | 2.2 |


| 30.4 | 56.7 | 17.2 | 15.8 |
| ---: | ---: | ---: | ---: |
| 6.8 | 12.7 | 3.1 | 4.8 |
| 59.3 | 27.2 | 76.4 | 75.5 |
| 0.6 | 0.3 | 0.7 | 1.0 |
| 2.3 | 2.1 | 2.3 | 2.5 |
| 0.6 | 1.1 | 0.3 | 0.3 |

ONO OUO

| 61.2 | 22.2 |
| ---: | ---: |
| 14.0 | 3.2 |
| 21.3 | 71.8 |
| 0.2 | 0.5 |
| 2.2 | 1.9 |
| 1.2 | 0.4 |

21.7
3.4
71.5
0.7
2.4

| 9.3 | 8.1 | 22.5 |
| ---: | ---: | ---: |
| 3.6 | 2.1 | 2.2 |
| 83.3 | 87.5 | 73.0 |
| 0.6 | 1.0 | 0.3 |
| 2.8 | 1.1 | 1.9 |
| 0.4 | 0.2 | 0.2 |


| 17.5 | 9.7 |
| ---: | ---: |
| 5.4 | 2.6 |
| 73.2 | 84.3 |
| 1.2 | 0.4 |
| 2.4 | 2.9 |
| 0.4 | 0.2 |

11.0
5.5
80.1
0.4
2.4
0.7 10.5
5.6
80.8 0.3
0.3 2.3
0.5

# WEIGHTED NATIONAL NORMS FOR ALL FRESIHMEN, FALL 1988 

All All Prodom-<br>tutione colloges collear all Un<br>iutions colleges Colleces versilies Inantly

glack
Colleges
2.Year Collogen $\qquad$ Universition Ruble Private Prot- Catholle Publle Private

Predominantly
Biack Colloger Pubale

SOURCES FOR EDUCATIONAL EXPENSES
Received Any Aid From
parents or family..................
78.2
saving from summer work........ other savings..........

| 68.0 | 81.9 | 86.6 | 73.2 |
| ---: | ---: | ---: | ---: |
| 1.8 | 1.0 | 0.6 | 1.8 |
| 46.6 | 55.8 | 63.1 | 34.0 |
| 23.7 | 29.7 | 33.8 | 20.7 |
| 12.2 | 24.4 | 21.8 | 25.9 |
| 28.8 | 20.0 | 20.7 | 17.5 |
| 2.9 | 1.9 | 1.2 | 4.9 |
| 16.0 | 17.7 | 11.7 | 37.0 |
| 2.8 | 4.6 | 3.6 | 9.4 |
| 6.8 | 12.0 | 10.2 | 9.4 |
| 3.8 | 8.8 | 7.1 | 12.1 |
| 11.7 | 27.0 | 20.6 | 17.9 |
| 6.0 | 10.7 | 11.0 | 8.5 |
| 2.1 | 3.0 | 2.0 | 3.7 |
| 18.8 | 22.8 | 17.5 | 29.0 |
| 1.8 | 2.8 | 2.6 | 4.0 |
| 4.7 | 6.6 | 6.1 | 5.9 |
| 4.8 | 6.0 | 5.2 | 6.6 |
| 2.6 | 3.1 | 2.9 | 3.6 |


| 56.2 | 82.3 |
| ---: | ---: |
| 1.9 | 1.4 |
| 46.2 | 49.8 |
| 23.5 | 25.3 |
| 10.8 | 23.0 |
| 29.7 | 21.9 |
| 3.0 | 1.7 |
| 15.4 | 21.2 |
| 2.5 | 5.2 |
| 5.6 | 15.5 |
| 3.3 | 7.9 |
| 10.0 | 24.4 |
| 5.5 | 10.3 |
| 2.2 | 1.4 |
| 18.0 | 25.4 |
| 1.6 | 3.0 |
| 4.3 | 8.0 |
| 4.5 | 7.4 |
| 2.5 | 3.1 |


| 78.3 | 88 |
| ---: | ---: |
| 1.1 | 0 |
| 53.4 | 58 |
| 28.8 | 31. |
| 20.3 | 28.9 |
| 22.1 | 16. |
| 2.3 | 1. |
| 16.3 | 16. |
| 3.1 | 5 |
| 9.1 | 12 |
| 4.8 | 12 |
| 18.8 | 31 |
| 8.0 | 12. |
| 3.7 | 2. |
| 16.4 | 30. |
| 2.2 | 3.5 |
| 4.8 | 8.7 |
| 5.0 | 7. |
| 2.8 | 3. | 88.6

0.9
58.3
31.0
28.9
16.1
1.5
16.7
5.8
12.5
12.6
31.7
12.9
2.2
30.0
3.5
8.7
7.3
3.3 85.1
1.0
57.9
30.2
31.5
15.8
1.1
23.4
7.4
19.7
16.3
46.0
17.4
1.8
32.3
4.3
8.9
7.5
3.7 85.0
0.7
62.4
31.8
29.1
22.6
1.1
18.9
6.3
16.3
14.3
38.1
11.7
1.7
32.6
3.2
9.0
6.8
3.3

| 85.5 | 90.8 |
| ---: | ---: |
| 0.7 | 0.6 |
| 63.7 | 61.2 |
| 33.7 | 34.4 |
| 20.1 | 28.0 |
| 22.5 | 14.1 |
| 1.4 | 0.8 |
| 11.5 | 12.4 |
| 2.8 | 6.4 |
| 10.1 | 10.6 |
| 4.9 | 15.6 |
| 17.0 | 34.2 |
| 9.8 | 15.3 |
| 1.9 | 2.2 |
| 14.9 | 27.3 |
| 1.9 | 5.0 |
| 5.0 | 9.9 |
| 4.8 | 6.6 |
| 2.8 | 3.3 |


| 67.4 | 83.1 |
| ---: | ---: |
| 2.2 | 1.0 |
| 32.5 | 36.5 |
| 20.7 | 20.7 |
| 27.2 | 23.7 |
| 17.8 | 17.0 |
| 5.9 | 3.2 |
| 37.4 | 36.4 |
| 8.5 | 11.0 |
| 9.6 | 9.0 |
| 10.5 | 14.7 |
| 14.6 | 23.7 |
| 6.7 | 11.6 |
| 4.1 | 3.0 |
| 24.4 | 36.9 |
| 2.9 | 5.7 |
| 5.3 | 7.0 |
| 5.9 | 7.7 |
| 3.2 | 4.2 | full-time job while at collega. Pell Grant.

Supp Educationai Oppty Grant
State scholarship or grant
College Work-Study Grant......... other college grant
other govt aid (ROTC, BiA, $\dot{G} i, \dot{e} \dot{C} \dot{C}$ ) Federal Guaranteed Student Loan. National Direct Student Loar....
other loan
other.

| 36.8 | 56.9 | 67.4 |
| ---: | ---: | ---: |
| 0.4 | 0.3 | 0.2 |
| 4.9 | 6.9 | 9.1 |
| 3.4 | 5.3 | 6.8 |
| 0.3 | 0.8 | 1.6 |
| 1.6 | 1.0 | 1.3 |
| 0.6 | 0.4 | 0.4 |
| 2.0 | 3.2 | 2.1 |
| 0.3 | 0.6 | 0.5 |
| 0.6 | 2.1 | 1.9 |
| 0.2 | 0.2 | 0.4 |
| 2.1 | 12.6 | 10.0 |
| 1.0 | 2.4 | 3.1 |
| 0.9 | 2.0 | 1.3 |
| 6.3 | 8.4 | 6.7 |
| 0.4 | 0.6 | 0.6 |
| 1.6 | 2.7 | 2.9 |
| 2.0 | 3.1 | 2.9 |
| 0.9 | 1.3 | 1.2 |



| 33.8 | 59.9 |
| ---: | ---: |
| 0.4 | 0.4 |
| 4.6 | 6.9 |
| 3.3 | 4.4 |
| 0.3 | 0.7 |
| 1.6 | 1.3 |
| 0.7 | 0.3 |
| 1.7 | 3.8 |
| 0.3 | 0.5 |
| 0.4 | 1.8 |
| 0.2 | 0.2 |
| 1.4 | 7.3 |
| 0.9 | 1.9 |
| 1.0 | 0.5 |
| 6.1 | 8.6 |
| 0.3 | 0.8 |
| 1.4 | 3.0 |
| 1.7 | 3.7 |
| 0.8 | 1.6 |


| 48.8 | 72.5 | 61.9 | 65.5 |
| ---: | ---: | ---: | ---: |
| 0.3 | 0.3 | 0.2 | 0.3 |
| 5.9 | 8.5 | 7.1 | 9.3 |
| 4.1 | 7.1 | 6.3 | 6.6 |
| 0.4 | 1.3 | 1.2 | 1.3 |
| 0.9 | 1.1 | 0.8 | 1.6 |
| 0.5 | 0.6 | 0.2 | 0.2 |
| 2.9 | 3.2 | 4.2 | 3.5 |
| 0.4 | 1.0 | 0.9 | 0.7 |
| 1.3 | 2.2 | 3.9 | 3.9 |
| 0.2 | 0.4 | 0.3 | 0.3 |
| 4.6 | 20.8 | 26.6 | 22.3 |
| 1.3 | 4.0 | 4.2 | 2.9 |
| 2.7 | 1.4 | 0.9 | 0.8 |
| 5.1 | 13.0 | 12.6 | 12.5 |
| 0.3 | 0.9 | 0.8 | 0.7 |
| 1.6 | 4.5 | 3.8 | 4.1 |
| 2.2 | 4.7 | 4.2 | 3.7 |
| 0.9 | 1.7 | 1.7 | 1.6 |


| 64.0 | 80.1 |
| ---: | ---: |
| 0.2 | 0.3 |
| 8.4 | 11.5 |
| 6.1 | 9.7 |
| 0.9 | 4.2 |
| $1 . .3$ | 1.4 |
| 0.4 | 0.3 |
| 1.9 | 2.8 |
| 0.3 | 1.4 |
| 1.6 | 3.2 |
| 0.3 | 0.9 |
| 5.9 | 25.2 |
| 2.2 | 6.2 |
| 1.1 | 1.7 |
| 5.1 | 12.9 |
| 0.4 | 1.3 |
| 2.1 | 6.0 |
| 2.4 | 4.7 |
| 1.0 | 1.9 |


| 31.2 | 50.2 |
| ---: | ---: |
| 0.7 | 0.2 |
| 1.7 | 1.2 |
| 2.3 | 2.4 |
| 0.7 | 2.0 |
| 0.9 | 1.0 |
| 1.0 | 0.6 |
| 9.2 | 8.8 |
| 1.4 | 1.5 |
| 1.3 | 1.2 |
| 0.7 | 0.5 |
| 3.8 | 13.0 |
| 1.7 | 3.5 |
| 1.8 | 1.8 |
| 9.1 | 15.3 |
| 0.6 | 1.2 |
| 2.1 | 3.3 |
| 2.9 | 4.5 |
| 1.2 | 1.5 |

Concern about Financing College no concern.
36.7
49.0
major concern
36.2
14.4
38.4
47.9
26.5
51.2
$\begin{array}{ll}35.5 & 41.2 \\ 50.0 & 45.0 \\ 14.5 & 13.8\end{array}$
$\begin{array}{llll}37.1 & 37.3 & 32.6 & 32.2 \\ 49.3 & 47.1 & 51.4 & 51.5 \\ 13.7 & 15.6 & 16.0 & 16.3\end{array}$
$\begin{array}{llll}38.3 & j 8.9 & 26.9 & 25.7 \\ 47.9 & 47.6 & 51.1 & 51.3 \\ 13.8 & 13.5 & 22.0 & 23.0\end{array}$

# WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN, FALL 1988 

All All all $\begin{gathered}\text { Prodom- } \\ \text { Inantly }\end{gathered}$ All instl-
Iutions

Black
Celleges
2.Year rolleges Bublle:
$\qquad$ 4.Year Collogos Public Nensect estiat Catholie

# WEIGHTED NATIONAL NORMS FOR ALL FRESHMEN, FALL 1988 

<br>Allinst All Uni. Inantly Black colloges

Public Private

$\qquad$ 4-Yoar Colloges
Publle
rivate Prot- $\qquad$ Public Prlyate Plack-collogos

## Political Viows



| 2.3 | 2.7 | 2.4 | 1.8 |
| ---: | ---: | ---: | ---: |
| 22.0 | 18.6 | 22.7 | 25.2 |
| 53.9 | 59.4 | 52.3 | 49.2 |
| 20.2 | 17.6 | 21.0 | 22.3 |
| 1.6 | 1.7 | 1.6 | 1.5 |


| 5.1 | 2.7 | 2.3 | 2.3 | 2.9 | 2.3 | 1.6 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| 30.0 | 18.5 | 19.9 | 21.1 | 28.0 | 22.0 | 21.5 |
| 45.5 | 59.7 | 57.2 | 55.7 | 45.8 | 47.2 | 54.7 |
| 17.3 | 17.4 | 18.9 | 19.4 | 21.6 | 26.6 | 20.7 |
| 2.1 | 1.8 | 1.7 | 1.5 | 1.8 | 1.9 | 1.4 |



Agrees Strongly or Somewhat abolish death penalty
abortion should be logaiized....
23.0
57.0

| 22.0 | 23.9 | 23.1 |
| :--- | :--- | :--- |
| 52.8 | 56.0 | 64.1 |
| 55.3 | 54.3 | 50.8 |
| 52.1 | 54.2 | 53.4 |
| 74.9 | 67.4 | 63.7 |
| 73.1 | 67.2 | 61.6 |
| 72.1 | 71.9 | 68.1 |
| 83.5 | 83.9 | 84.6 |
| 66.0 | 67.5 | 66.4 |
| 68.8 | 65.4 | 60.8 |
| 30.1 | 25.8 | 22.3 |
| 52.5 | 48.6 | 54.1 |
| 80.7 | 84.8 | 86.2 |
| 18.3 | 18.8 | 21.5 |
| 41.4 | 46.8 | 52.3 |
| 59.5 | 61.1 | 60.5 |
| 53.1 | 53.9 | 53.9 |
| 54.3 | 49.6 | 41.3 |
| 23.5 | 27.8 | 33.3 |
| 50.3 | 47.8 | 52.9 |
| 70.4 | 68.6 | 68.2 |
| 30.5 | 24.7 | 21.0 |



| 21.6 | 24.8 |
| :--- | :--- |
| 52.6 | 54.2 |
| 54.9 | 57.8 |
| 51.7 | 55.0 |
| 75.1 | 71.9 |
| 73.2 | 72.6 |
| 72.4 | 70.4 |
| 83.6 | 82.8 |
| 65.9 | 66.6 |
| 69.0 | 67.3 |
| 30.2 | 29.7 |
| 53.1 | 48.7 |
| 80.4 | 82.3 |
| 18.0 | 20.1 |
| 41.7 | 39.2 |
| 59.5 | 59.7 |
| 53.0 | 53.5 |
| 53.9 | 57.2 |
| 23.6 | 22.6 |
| 51.0 | 45.7 |
| 71.1 | 66.0 |
| 30.5 | 30.4 |


| 21.7 | 27.0 | 25.1 |
| :--- | :--- | :--- |
| 56.0 | 64.4 | 49.4 |
| 53.8 | 55.8 | 53.8 |
| 54.5 | 54.1 | 53.5 |
| 72.1 | 60.4 | 61.2 |
| 70.3 | 62.0 | 63.4 |
| 73.3 | 67.8 | 73.6 |
| 82.7 | 86.3 | 84.7 |
| 66.1 | 69.5 | 66.6 |
| 65.7 | 66.0 | 63.9 |
| 27.9 | 23.2 | 23.7 |
| 49.8 | 54.1 | 37.8 |
| 84.3 | 84.5 | 87.4 |
| 18.1 | 23.5 | 15.6 |
| 43.9 | 54.3 | 47.5 |
| 61.1 | 61.7 | 59.8 |
| 54.1 | 55.8 | 52.0 |
| 53.2 | 41.3 | 50.3 |
| 26.5 | 31.6 | 28.5 |
| 49.4 | 52.5 | 37.5 |
| 70.1 | 65.8 | 67.5 |
| 25.5 | 23.5 | 23.8 |

21.9

| 21.9 | 27. |
| :--- | :--- |
| 64.8 | 61.5 |
| 50.5 | 51. |
| 53.1 | 54. |
| 65.9 | 55. |
| 62.9 | 56. |
| 68.3 | 67. |
| 84.0 | 86. |
| 66.4 | 66. |
| 61.2 | 59. |
| 22.5 | 21. |
| 55.0 | 50. |
| 86.1 | 86. |
| 21.6 | 21. |
| 50.8 | 57. |
| 61.0 | 58. |
| 53.3 | 51. |
| 42.7 | 36.4 |
| 32.9 | 34. |
| 53.9 | 49.3 |
| 68.8 | 65. |
| 21.3 | 19.8 |

35.8
57.0
62.3
50.5
76.2
72.4
69.8
80.3
74.5
75.8
30.9
52.2
79.5
21.8
50.9
56.6
58.6
51.3
22.4
42.0
57.3
37.3
36.4
63.3
busing OK to achieve balance
coll appreciated If cost higher. college increases earning power. control AIDS by mandatory tests. employers can require drug tests govt not controling pollution. govt not promoting disarmament. govt not protecting consumer....
incroaso fod military sponding.
live together before marriago... man not entitied to sox on date. marijuana should be legallzed... no endow investment in $S$ Africa. only volunteors in armed servico only volunteors in Armed Servico proise taxes to reduce defions.. sex ok if peopleduce derk ... too much concern for cíiminals. women's activities best in home

Pormission to Uso Student I.D.
$\qquad$

Notes

1. Porcentages will sum to more than 100 if any students check more than one calogory
2. Because no Black ivo-year colleges participated in the 1988 surve\% the associated Black enrollment is doflated in the two-year college norms and inflated in the four-year colloge norms.
3. Based on the curriculum recommendations of the National Commission on Excellence in Education
4. Frequenty only on this item, all other itoms in this group reflect responses for frequenty or occisionally.
5. Students who applied to no othor colloge (i.e. who applied to only one colloge) are not induded in this item.
6. Recategortization of this item from a longer list shown in Appendix C.
7. Comparisons with the provious years not recommended due to chango in item order

# WEIGHTED NATIONAL NORMS FOR ALL UNIVERSITIES, FALL 1988 

|  | MEN |  |  |  |  |  | WOMEN |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Public Univarsilios |  |  | Private Universilles |  |  | Pubilic UniversillesSolociluty Lovels |  |  | Privato Universilitis |  |  |
|  | Selorlivily Levels |  |  | Soloctivity Lavols |  |  |  |  |  | Soloctivity Levels |  |  |
|  | Lew | :ridum | High | Low | Medium | Hlgh | Low | Medium | High | Low | Medium | High |
| Year Graduated from High school |  |  |  |  |  |  |  |  |  |  |  |  |
| 1988............................ | 98.0 | 97.0 | 98.7 | 97.8 | 98.5 | 98.8 | 98.5 | 98.2 | 99.2 | 98.9 | 99,2 | 98.9 |
| 1987. | 1.2 | 1.6 | 0.8 | 1.4 | 0.9 | 0.9 | 1.0 | 1.0 | 0.6 | 0.7 | 0.6 | 0.8 |
| 1986. | 0.3 | 0.5 | 0.2 | 0.2 | 0.2 | 0.1 | 0.2 | 0.2 | 0.0 | 0.1 | 0.0 | 0.1 |
| 1985 or ear ifer | 0.4 | 0.7 | 0.2 | 0.5 | 0.3 | 0.1 | 0.2 | 0.5 | 0.1 | 0.2 | 0.1 | 0.0 |
| H.S. equivalency (G.E.D. test).. | 0.1 | 9.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| never completed high school..... | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 |
| Age on December 31, 1988 |  |  |  |  |  |  |  |  |  |  |  |  |
| 16 or younger.......... | 0.0 | 0.0 | 0.1 | 0.0 | 0.2 | 0.3 | 0.1 | 0.0 | 0.1 | 0.1 | 0.1 | 0.2 |
| 17...... | ${ }_{73}^{2.0}$ | ${ }_{73}^{1.6}$ | 3.4 78. | 1.9 | 7.0 | 4.2 | 2.7 79 | 82.6 | 4.7 83.7 | 72.4 | 4.6 83 | 6.5 82.0 |
| 18. | 73.8 22.4 | 73.5 22.9 | 78.3 17.0 | 73.2 23.2 | 76.8 | 76.6 18.2 | 79.3 17.0 | 81.1 15.2 | 83.7 | 79.9 17.0 | 83.3 11.4 | 82.0 10.9 |
|  | 1.2 | 0.9 | 0.8 | 1.0 | 0.6 | 0.5 | 0.6 | 0.5 | 0.4 | 0.4 | 0.5 | 0.4 |
| 21-24 | 0.5 | 0.7 | 0.3 | 0.5 | 0.4 | 0.1 | 0.2 | 0.3 | 0.1 | 0.2 | 0.1 | 0.0 |
| 25-29 | 0.1 | 0.2 | 0.1 | 0.2 | 9.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 |
| 30-39. | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| 40-54. | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| 55 or older | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Racial Background (1)(2) White/Caucasian.. |  |  |  |  |  | 81.2 |  |  | 74.0 | 88.8 | 83.5 | 78.4 |
| Whlack/Negro/Affo-American | 88.2 | 31.6 | 4.8 | 3.4 | 2.8 | 4.7 | 8.9 | 6.3 | 7.6 | 4.0 | 4.3 | 78.4 8.3 |
| American Indian........... | 0.8 | 0.6 | 1.1 | 0.6 | 0.6 | 0.7 | 1.1 | 0.8 | 1.1 | 0.5 | 0.6 | 0.9 |
| Asian-American/Oriental. | 3.2 | 2.8 | 14.6 | 5.0 | 8.8 | 10 | 2.5 | 2.3 | 12.5 | 4.1 | 8.4 | 10.0 |
| Mexican-American/Chicano | 2.5 | 0.9 | 3.4 | 1.2 | 1.7 | 1.9 | 3.5 | 0.9 | 3.9 | 1.4 | 1.5 | 2.3 |
| Puer to Rican-American... | 0.4 | 0.5 | 0.9 | 0.9 | 0.9 | 0.9 | 0.3 | 0.5 | 0.8 | 0.8 | 1.3 | 0.8 |
| other................... | 1.3 | 1.2 | 3.5 | 2.2 | :. 3 | 3.2 | 1.4 | 1.1 | 3.6 | 1.9 | 3.3 | 3.1 |
|  |  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 11.9 | 16.5 | 26.6 | 13.7 | 21.3 | 27.2 | 14.0 | 19.8 | 28.5 | 21.4 | 24.9 | 27.3 15.6 |
| B+. | 17.5 26.3 | 20.1 23.4 | 25.2 17.4 | 23.8 | 25.9 23.3 | 16.5 8.2 | 20.1 28.1 | 23.7 23.8 | 24.1 14.8 | 21.9 21.5 | 20.7 | 15.6 6.7 |
| B- | 16.6 | 13.8 | 6.0 | 15.3 | 9.1 | 2.5 | 12.4 | 8.0 | 3.7 | 8.3 | 5.3 | 1.3 |
|  | 10.5 | 7.2 | 1.5 | 9.2 | 3.1 | 0.7 | 7.1 | 3.8 | 0.9 | 3.8 | 1.2 | 0.2 |
|  | 5.4 | 3.1 | 0.5 | 5.4 | 0.9 | 0.1 | 3.0 | 1.5 | 0.2 | 1.4 | 0.3 | 0.0 |
|  | 0.2 | 0.1 | 0.0 | 0.2 | 0.0 | 0.. | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
| Have Net or Exceeded Recommended <br> Years of Study in (3) |  |  |  |  |  |  |  |  |  |  |  |  |
| English (4 years) |  |  |  |  |  |  |  |  | 99.3 | 98.7 | 99.0 |  |
| mathematics ( 3 years)............ foreign language (2 years)..... | 97.8 87.2 | 96.4 79.1 | 99.1 96.5 | 97.9 91.6 | 98.7 96.4 | 99.5 97.8 | 96.5 | 93.7 85.8 | 98.6 98.1 | 97.6 94.4 | 98.7 | 99.4 98.8 |
| physical science (2 years)....... | 61.1 | 64.4 | 72.0 | 59.9 | 67.8 | 77.8 | 46.9 | 50.2 | 60.8 | 48.2 | 58.0 | 67.4 |
| biological science (2 years).... | 35.0 | 35.8 | 34.7 | 33.2 | 34.1 | 36.3 | 40.2 | 41.1 | 40.6 | 37.5 | 39.2 | 42.6 |
| history/American gov't (1 year). | 99.3 | 99.5 | 99.6 | 99.4 | 99.6 | 99.7 | 99.3 | 99.5 | 99.6 | 99.5 | 99.6 | 99.7 |
| computer science (1/2 yeari..... | 60.2 | 70.0 | 61.5 | 69.5 | 65.3 | 63.8 | 49.8 | 60.7 | 52.4 | 63.7 | 58.5 | 56.5 |
| art or music (1 year)............ | 63.1 | 61.6 | 58.9 | 58.4 | 60.6 | 63.2 | 69.7 | 73.8 | 69.5 | 71.7 | 73.3 | 75.7 |

WEIGHTED NATIONAL NORMS FOR ALL UNIVERSITIES, FALL 1988


WEIGHTED NATIONAL NORMS FOR ALL UNIVERSITIES, FALL 1988


WOMEN

etivities Engaged in by Sturignt Uuring the Past Year
attended a religious service... cheated on a test in school copied homework from other stdnt did extra class work/reading (4) didn't complete homework on time discussed politics (4). discussed relig!on discussed sex (4) discussed
drank wine or i:...
felt depressed 4 quor
feit depressed (4)
participated in demonstrations. smoked cigarettes (4) spoke other language at home ( 4 ) stayed up all nighe at home (4) studied with other students. tutored another student used a personal computer ( 4 ) $\cdots$ was a guest in teacher's home.. was bored in class. won varsity letter in sports.... worked in political campaign...

Racial Comp. of High School
completely white.................. mostly white
half white.
mostly non-white...
completely wonte.....................
Racial Comp. of Neighborhood
completely white..................
mosty white
mostly non-white
mosple.
Number of Honors Courses Taken
in High School
none. . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . . .
two or more...................................................
Number of Advanced Piacement
Courses Taken in HS
ncпie. . . . . . . . . . . . . . . . . . . . . . . . . . . . .
two or more.....................................

| 75.5 | 80.1 | 70.3 |
| ---: | ---: | ---: |
| 43.1 | 38.2 | 35.1 |
| 62.3 | 60.6 | 58.0 |
| 10.1 | 9.6 | 10.9 |
| 73.2 | 70.7 | 71.2 |
| 25.4 | 22.6 | 31.8 |
| 19.0 | 16.3 | 20.4 |
| 37.2 | 34.6 | 35.9 |
| 59.0 | 62.0 | 57.3 |
| 72.4 | 75.8 | 70.1 |
| 65.0 | 68.5 | 64.2 |
| 6.8 | 6.7 | 8.4 |
| 15.6 | 15.2 | 17.4 |
| 32.7 | 30.3 | 26.3 |
| 7.1 | 6.3 | 4.6 |
| 5.7 | 4.6 | 14.6 |
| 83.0 | 81.1 | 79.9 |
| 88.6 | 88.8 | 89.3 |
| 50.9 | 51.7 | 61.9 |
| 32.3 | 34.1 | 39.4 |
| 28.4 | 29.7 | 28.6 |
| 96.1 | 95.9 | 95.5 |
| 55.3 | 60.0 | 54.6 |
| 10.5 | 8.6 | 11.1 |

81.5
39.7
58.5
10.4
72.3
27.5
23.7
33.2
60.8
74.0
66.7
6.5
15.1
33.1
7.5
9.2
79.9
89.2
49.5
31.8
29.9
95.1
58.4
12.0
80.1
39.2
60.3
11.6
72.8
36.3
25.5
37.6
58.5
75.9
70.2
7.4
17.4
29.1
6.0
11.1
82.4
91.0
58.5
37.3
30.9
96.0
58.9
14.2

### 77.4 24.5 49.6 14.8 66.2 43.3 30.0 36.9 56.4 71.9 68.0 8.3 18.3 21.3 4.4 12.8 77.8 90.4 73.2 49.7 40.2 96.1 59.1 14.3

| 14.2 | 20.5 |
| ---: | ---: |
| 63.5 | 65.1 |
| 17.0 | 11.0 |
| 4.8 | 2.5 |
| 0.5 | 0.8 |

8.4
61.6
21.8
7.2
1.0
15.9
67.3
12.2
4.2
0.4
12.2
68.5
13.7
4.5
1.2
10.7
70.4
14.2
83.4
41.5
61.3
13.8
66.4
18.2
23.6
29.4
30.9
63.3
73.3
12.6
31.8
38.8
9.8
5.9
84.7
91.8
51.0
24.1
29.7
97.2
42.0
9.8

| , <br>  |
| :---: |
|  |  |
|  |  |

78.6
32.6
55.3
13.9
65.8
24.5
25.7
30.7
28.9
58.9
70.7
13.7
35.7
29.6
6.2
13.9
82.3
92.3
64.0
27.8
30.4
97.2
41.6
11.8
90.0
35.4
56.0
13.8
65.3
20.6
31.6
23.8
29.9
60.1
72.4
10.3
31.7
35.5
8.6
7.2
82.1
91.9
56.9
30.8
32.4
97.1
43.5
11.3

| 84.1 | 79.8 |
| ---: | ---: |
| 34.0 | 20.4 |
| 56.7 | 43.7 |
| 13.3 | 17.5 |
| 68.0 | 63.3 |
| 28.1 | 37.5 |
| 28.2 | 34.5 |
| 29.5 | 32.1 |
| 28.2 | 29.2 |
| 67.3 | 62.3 |
| 78.0 | 75.3 |
| 11.4 | 13.0 |
| 34.8 | 37.1 |
| 32.7 | 25.4 |
| 9.1 | 6.4 |
| 12.3 | 12.4 |
| 85.0 | 81.3 |
| 92.3 | 91.6 |
| 62.8 | 75.1 |
| 28.0 | 39.4 |
| 32.2 | 40.6 |
| 97.4 | 97.1 |
| 45.0 | 46.1 |
| 13.3 | 14.9 |

13.3
59.1
20.0
6.7
0.9
18.7
63.3
13.6
3.2
1.38.0
58.6
23.8
8.5
1.0

| 14.9 | 12.0 |
| ---: | ---: |
| 64.6 | 65.1 |
| 15.8 | 15.9 |
| 3.8 | 5.9 |
| 0.9 | 1.0 |

9.8
69.8
15.4
4.3

| 37.2 | 46.6 | 26.9 | 40.4 | 33.3 | 32.3 | 38.5 | 46.0 | 28.5 | 43.1 | 34.7 | 31.3 |
| ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: | ---: |
| 49.7 | 45.2 | 54.6 | 48.1 | 52.2 | 54.7 | 46.1 | 44.0 | 52.0 | 45.6 | 50.1 | 54.0 |
| 6.0 | 4.1 | 8.8 | 6.0 | 7.3 | 6.7 | 6.2 | 4.2 | 9.1 | 5.9 | 7.4 | 7.1 |
| 4.8 | 2.6 | 7.0 | 4.1 | 4.9 | 4.2 | 6.2 | 3.5 | 7.5 | 3.8 | 5.7 | 5.3 |
| 2.3 | 1.4 | 2.7 | 1.4 | 2.3 | 2.1 | 2.9 | 2.3 | 2.9 | 1.7 | 2.2 | 2.2 |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 44.6 | 39.9 | 19.3 | 38.7 | 23.8 | 10.1 | 43.7 | 38.0 | 17.8 | 30.7 | 19.8 | 9.7 |
| 12.2 | 11.2 | 12.4 | 14.2 | 13.5 | 6.8 | 12.1 | 11.6 | 12.5 | 13.7 | 13.2 | 6.4 |
| 43.2 | 48.9 | 68.3 | 47.1 | 62.8 | 83.1 | 44.2 | 50.4 | 69.8 | 55.6 | 67.0 | 83.9 |
|  |  |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |  |
| 54.6 | 51.9 | 27.2 | 56.5 | 32.6 | 15.7 | 56.0 | 54.0 | 28.1 | 52.0 | 33.0 | 16.4 |
| 19.8 | 20.1 | 22.9 | 20.6 | 25.2 | 16.4 | 20.6 | 20.5 | 24.7 | 23.4 | 26.4 | 16.7 |
| 25.6 | 27.9 | 49.8 | 22.9 | 42.2 | 67.9 | 23.3 | 25.5 | 47.2 | 24.7 | 40.6 | 66.9 |

WEIGHTED WATIONAL NORMS FOR ALL UNIVERSITIES, FALL 1988

|  | MEN |  |  |  |  |  | WOMEN |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Public Univarsitios |  |  | Privaio Univarsilies |  |  | Publle. Unlversilles |  |  | Private Un'yersilios |  |  |
|  | Solectlvily Levels |  |  | Soloctivity Levels |  |  | Solocilluliy Lavals |  |  | Soloctivit Lovals |  |  |
|  | Low | Medlum | Hlgh | Low | Modium | Hlgh | Low | Medium | High | Low | Medium | High |
| Student Rated Self Above Average or Highest 10\% in |  |  |  |  |  |  |  |  |  |  |  |  |
| academic ability. | 75.5 | 79.7 | 89.3 | 69.9 | 86.6 | 96.5 | 66.0 | 73.2 | 85.0 | 70.8 | 82.3 | 94.2 |
| artistic ability. | 31.8 | 27.2 | 32.3 | 26.5 | 30.9 | 35.8 | 26.3 | 25.9 | 29.6 | 26.1 | 28.5 | 39.1 |
| competitiveness.. | 72.9 | 74.1 | 73.5 | 71.5 | 74.5 | 79.6 | 52.3 | 51.9 | 56.2 | 51.0 | 55.3 | 67.2 |
| drive to achieve. | 70.9 | 73.2 | 77.6 | 72.7 | 78.0 | 86.4 | 69.5 | 71.5 | 78.4 | 72.4 | 76.3 | 87.6 |
| emotional health. | 66.8 | 67.1 | 67.6 | 65.9 | 71.0 | 71.2 | 56.0 | 54.3 | 58.7 | 56.9 | 59.1 | 63.7 |
| learn foreign languages | 32.5 | 33.8 | 45.4 | 31.5 | 40.7 | 55.1 | 39.5 | 43.6 | 55.2 | 41.9 | 51.9 | 66.7 |
| leadership abllity.... | 62.6 | 62.7 | 62.1 | 61.7 | 66.5 | 72.3 | 56.2 | 55.7 | 56.3 | 56.4 | 59.2 | 69.0 |
| mathematical ability | 60.1 | 61.8 | 72.3 | 54.5 | 64.7 | 82.4 | 40.2 | 43.1 | 55.2 | 43.8 | 48.7 | 65.8 |
| physical health. | 73.3 | 74.5 | 72.9 | 72.2 | 72.9 | 73.1 | 53.7 | 54.1 | 54.7 | 52.6 | 55.1 | 57.8 |
| popularity........... | 56.0 | 55.6 | 52.8 | 53.9 | 56.1 | 59.7 | 45.9 | 44.7 | 43.3 | 41.4 | 45.0 | 49.3 |
| popularity with opposite sex. | 53.8 | 51.2 | 48.3 | 50.0 | 52.1 | 52.4 | 43.4 | 41.4 | 39.3 | 38.3 | 39.7 | 44.0 |
| publlc speaking ability........ | 37.7 | 36.9 | 39.8 | 37.1 | 44.9 | 53.1 | 34.4 | 33.3 | 35.4 | 33.8 | 38.8 | 48.5 |
| self-confidence (intellectual).. | 66.7 | 66.6 | 72.9 | 63.6 | 72.9 | 84.6 | 51.3 | 51.8 | 58.6 | 51.9 | 57.7 | 72.2 |
| self-confidence (social). | 54.7 | 51.4 | 51.7 | 52.1 | 56.0 | 54.2 | 47.9 | 43.9 | 44.4 | 43.5 | 46.9 | 49.7 |
| writing ability..... | 47.4 | 46.5 | 55.9 | 45.6 | 57.2 | 69.5 | 47.0 | 48.9 | 54.3 | 47.9 | 54.5 | 69.7 |
| Prior Cradit at This Institution no. |  |  |  |  |  |  |  |  |  |  |  |  |
| no............................................. | 96.5 3.5 | 97.4 2.6 | 96.6 3.4 | 95.9 4.1 | 97.5 2.5 | 97.5 2.5 | 96.1 3.9 | 97.2 2.8 | 97.0 3.0 | 94.7 | 97.5 | 97.7 |
| g This College is Student's |  |  |  |  |  |  |  |  |  |  |  |  |
| $\sigma$ first cholce. | 69.3 | 71.6 | 61.2 | 68.5 | 60.5 | 70.2 | 70.4 | 72.1 | 63.7 | 75.5 | 61.2 | 72.4 |
| second shoice | 22.5 | 21.5 | 25.0 | 23.1 | 25.9 | 19.7 | 22.5 | 21.8 | 25.0 | 18.9 | 27.5 | 19.0 |
| third choice........ | 5.5 | 4.9 | 8.8 | 5.6 | 8.2 | 6.7 | 4.8 | 4.3 | 7.1 | 3.9 | 7.3 | 5.8 |
| less than third choice. | 2.7 | 2.0 | 5.0 | 2.7 | 5.4 | 3.4 | 2.3 | 1.8 | 4.2 | 1.7 | 4.0 | 2.8 |
| Number of Other Colleges Appliod to for Admission Thls Year |  |  |  |  |  |  |  |  |  |  |  |  |
| none. | 31.3 | 33.4 | 9.2 | 14.7 | 7.8 | 7.3 | 33.9 | 34.6 | 9.3 | 20.5 | 6.8 | 8.1 |
| one | 15.4 | 16.8 | 9.8 | 11.9 | 6.8 | 6.3 | 17.6 | 18.0 | 11.0 | 14.1 | 7.3 | 6.2 |
| two. | 17.7 | 16.8 | 14.9 | 16.4 | 10.4 | 9.6 | 17.6 | 17.2 | 16.5 | 18.0 | 11.2 | 9.7 |
| three | 14.9 | 15.0 | 19.2 | 19.9 | 15.7 | 14.0 | 13.3 | 13.8 | 19.0 | 18.0 | 16.2 | 12.7 |
| four. | 8.7 | 8.0 | 16.1 | 15.2 | 17.5 | 15.0 | 7.2 | 7.1 | 15.4 | 12.6 | 16.8 | 14.9 |
| five... | 5.4 | 4.9 | 12.7 | 10.2 | 15.5 | 15.3 | 4.6 | 4.1 | 11.9 | 7.3 | 15.6 | 15.2 |
| six or mor | 6.6 | 5.3 | 18.2 | 11.6 | 26.2 | 32.5 | 5.8 | 5.2 | 16.9 | 9.6 | 26.1 | 33.1 |
| Number of Other Celloge Acceptances This Year (5) |  |  |  |  |  |  |  |  |  |  |  |  |
| none. | 12.9 | 12.3 | 6.9 | 8.5 | 5.6 | 3.5 | 10.3 | 9.3 | 4.9 | 5.8 | 4.3 | 3.2 |
| one | 29.5 | 29.8 | 20.2 | 21.8 | 16.5 | 14.6 | 31.4 | 32.0 | 20.7 | 24.2 | 15.4 | 13.2 |
| two. | 24.9 | 25.0 | 24.2 | 25.3 | 22.1 | 19.8 | 25.3 | 25.8 | 24.6 | 26.5 | 22.2 | 18.6 |
| three | 17.3 | 17.9 | 21.8 | 23.0 | 22.3 | 21.9 | 17.8 | 17.9 | 22.5 | 21.4 | 22.6 | 21.2 |
| four. | 8.3 | 8.8 | 13.5 | 11.5 | 16.9 | 16.2 | 8.9 | 8.3 | 13.3 | 11.9 | 17.1 | 18.0 |
| five....... | 3.7 | 3.1 | 7.0 | 5.2 | 8.2 | 10.1 | 3.6 | 3.7 | 7.1 | 5.2 | 9.0 | 10.8 |
| six or more | 3.3 | 3.1 | 6.5 | 4.8 | 8.6 | 13.9 | 2.7 | 3.0 | 6.8 | 5.0 | 9.4 | 15.0 |
| Student Native English Speaker? |  |  |  |  |  |  |  |  |  |  |  |  |
| yes. | 96.0 | 96.9 | 87.1 | 93.5 | 91.3 | 91.2 | 96.2 | 97.3 | 89.0 | 95.4 | 91.7 | 92.7 |
| no. | 4.0 | 3.1 | 12.9 | 6.5 | 8.7 | 8.8 | 3.8 | 2.7 | 11.0 | 4.6 | 8.3 | 7.3 |

WEIGHTED NATIONAL NORMS FOR ALL UNIVERSITIES, EALL 1988


| WOMEN |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Public Universitlos |  | Private Unlversilles |  |  |
|  | cilvily Levels. |  | cativity Lo |  |
| Le\% | Medium Hich | Low | Medlum | High |

HOURS PER WEEK IN THE LAST YEAR SPENT ON
studying or doing homework..... socializing with rrionds.
talking w/teacher outside ciass exercising or sports. partying. working (for pay)

watching TV.
hobbies
six or More Hours
studying or doing homework
socializing with friends.......
talking w/teacher outside class.
exercising or sports............... partying.
working (for pay)
volunteer work.
student ciubs and groups..................
watching

Sixteen or More Hours
studying or doing homework
studying or doing homework
talking w/teacher outside ciass
exercising or sports........
partying
working (for pay)
volunteer work..
student clubs and groups
watching TV.
hobbles
Disabilities
none...
speech
speech..id

learning disability................
health-related.
partially sightcd or bilind.......
U.S. Citizen?
yesmanent resident
no.
................
2.5
0.2
11.0
2.2
9.4
24.1
61.2
36.0
5.2
8.2

| 1.9 | 1.4 |
| ---: | ---: |
| 0.1 | 0.3 |
| 8.7 | 7.5 |
| 1.8 | 2.3 |
| 8.9 | 12.5 |
| 24.8 | 32.1 |
| 57.8 | 55.2 |
| 33.9 | 25.2 |
| 4.0 | 5.3 |
| 8.0 | 6.8 |


| 1.4 | 1.0 | 0.8 |
| ---: | ---: | ---: |
| 0.2 | 0.4 | 0.2 |
| 6.8 | 6.2 | 4.1 |
| 2.1 | 1.8 | 2.0 |
| 8.6 | 7.8 | 12.5 |
| 24.9 | 36.6 | 48.3 |
| 55.1 | 50.2 | 45.9 |
| 30.7 | 21.7 | 12.5 |
| 5.6 | 5.3 | 7.6 |
| 7.9 | 7.5 | 7.5 |

0.5
0.1
6.6
4.8
11.2
23.5
57.3
21.7
6.5
9.9
0.5
0.1
5.2
2.9
10.6
21.9
56.1
19.0
5.8
10.
0.2
0.1
4.7
3.7
15.0
29.2
49.6
12.9
7.0
8.1

| 0.4 | 0.2 |
| ---: | ---: |
| 0.1 | 0.1 |
| 3.4 | 4.0 |
| 2.8 | 3.0 |
| 10.4 | 9.1 |
| 27.8 | 32.0 |
| 47.6 | 45.4 |
| 14.6 | 11.4 |
| 7.2 | 7.9 |
| 8.8 | 8.6 |

0.2
0.0
2.3
3.0
13.8
45.0
37.5
5.4
10.5
7.2
35.8
79.4
6.7
58.1
39.7
62.4
3.7
11.1
35.0
32.4
35.0
82.7
6.2
63.5
38.4
62.3
3.5
11.8
35.4
30.6

### 50.8 79.6 5.5 58.9 32.5 54.7 4.5 13.1 34.3 31.5

43.2
83.5
8.3
62.6
39.8
62.4
5.0
14.8
33.9
52.4
83.0
8.7
61.1
40.1
48.9
7.3
18.3
33.6
31.0
66.7
82.1
7.2
61.4
30.0
35.3
5.6
23.3
30.6
28.9
45.4
79.3
8.4
37.6
38.3
65.8
5.2
19.7
26.7
50.
82.
7.
42
36
67
4.
21
26
.4
7.8
2.3
6.2
7.3
4.3
1.6
61.8
79.7
7.3
39.1
28.9
59.6
6.1
20.9
26.1

| 54.6 | 63.1 |
| ---: | ---: |
| 82.9 | 83.3 |
| 10.1 | 9.1 |
| 43.2 | 42.9 |
| 36.2 | 40.1 |
| 61.6 | 56.5 |
| 6.3 | 6.9 |
| 24.6 | 24.2 |
| 23.1 | 24.6 |
| 19.7 | 21.7 |

77.9
83.5
8.6
46.1
28.4
39.5
6.6
31.6
20.9
4.8
4.8
36.5
5.6

7.3
40.4
1.9
24.3
10.7
39.4
1.4
3.3
7.6
8.3
11.1
38.1
1.6
22.9
9.6
27.2
2.0
4.3
6.5
7.8
19.8
34.1
1.1
21.0
5.2
16.8
1.1
5.6
5.8
5.6
7.7
36.0
1.5
9.9
8.4
40.5
1.1
4.4
11.8
4.7
8.6
36.9
1.4
10.7
6.0
39.
1.
4.9
4.
3.
15.9
32.3
1.2
8.5
3.8
31.4
1.3
4.3
4.1
3.5
11.3
36.3
1.7
10.9
6.6
35.2
1.5
5.3
3.6
3.9
16.2
37.6
1.2
10.5
6.8
28.3
1.4
5.4
4.1
3.9
29.9
33.3
0.9
11.2
3.4
16.3
1.0
7.4
3.2
3.9

| 85.9 | 85.9 | 89.9 | 85.2 | 87.7 | 89.9 |
| ---: | ---: | ---: | ---: | ---: | ---: |
| 0.8 | 0.7 | 0.7 | 0.9 | 0.7 | 0.5 |
| 0.2 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| 0.5 | 0.7 | 0.8 | 0.8 | 1.0 | 0.7 |
| 1.0 | 0.5 | 0.6 | 1.6 | 1.1 | 0.8 |
| 0.8 | 1.0 | 0.8 | 0.8 | 1.0 | 0.8 |
| 1.7 | 2.1 | 2.1 | 2.1 | 2.1 | 2.5 |
| 1.2 | 1.5 | 1.1 | 1.3 | 1.3 | 1.1 |
|  |  |  |  |  |  |
| 98.8 | 98.9 | 96.3 | 96.8 | 95.8 | 96.0 |
| 0.4 | 0.3 | 1.4 | 0.6 | 6.8 | 0.8 |
| 0.8 | 0.8 | 2.3 | 2.6 | 3.5 | 3.2 |


| 38.6 | 89.1 | 91.8 |
| ---: | ---: | ---: |
| 0.5 | 0.6 | 0.5 |
| 0.1 | 0.2 | 0.1 |
| 0.7 | 0.7 | 0.7 |
| 0.6 | 0.3 | 0.3 |
| 0.7 | 1.0 | 0.7 |
| 1.4 | 1.3 | 1.8 |
| 0.7 | 0.7 | 0.7 |
|  |  |  |
| 99.1 | 99.1 | 97.1 |
| 0.4 | 0.3 | 1.1 |
| 0.5 | 0.5 | 1.8 |


| 90.2 | 90.1 | 92.3 |
| ---: | ---: | ---: |
| 0.6 | 0.6 | 0.5 |
| 0.1 | 0.1 | 0.1 |
| 0.7 | 0.8 | 0.8 |
| 0.8 | 0.8 | 0.5 |
| 0.8 | 1.2 | 0.6 |
| 1.3 | 1.4 | 1.9 |
| 0.8 | 1.0 | 0.7 |
|  |  |  |
| 98.2 | 97.3 | 97.1 |
| 0.7 | 0.7 | 0.8 |
| 1.1 | 2.0 | 2.1 |

# WEIGHTED NATIONAL NORMS FOR ALL UNIVERSITIES, FALL 1988 

\section*{| Publle Universitios |
| :---: |
| Salesilvity Levols |
| Madlum Hah | <br> MEN <br> $\qquad$}


| WOMEN |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: |
| Public Universitios |  | Private Universillea |  |  |
|  | cilvily Levels |  | ceflylycher |  |
| Lem | Modlum Hiah | Luw | Medium | Hlah |



Highest Degree Planned at
Freshman College


| 1.0 | 1.1 | 0.6 | 1.3 | 0.5 | 0.3 |
| ---: | ---: | ---: | ---: | ---: | ---: |
| 0.1 | 0.1 | 0.0 | 0.1 | 0.0 | 0.0 |
| 0.3 | 0.3 | 0.1 | 0.2 | 0.2 | 0.0 |
| 27.6 | 30.8 | 15.3 | 26.4 | 14.6 | 7.5 |
| 41.3 | 41.4 | 39.4 | 39.0 | 41.8 | 36.8 |
| 1.2 | 13.1 | 21.1 | 12.3 | 17.6 | 27.7 |
| 7.7 | 6.3 | 13.9 | 9.4 | 9.4 | 14.1 |
| 6.3 | 5.8 | 8.2 | 9.7 | 14.2 | 12.6 |
| 0.4 | 0.2 | 0.3 | 0.5 | 0.2 | 0.2 |
| 1.1 | 0.9 | 1.0 | 1.1 | 1.4 | 0.8 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 1.6 | 2.1 | 1.3 | 1.3 | 0.9 | 0.4 |
| 0.2 | 0.2 | 0.1 | 0.2 | 0.1 | 0.1 |
| 1.0 | 1.2 | 0.5 | 0.5 | 2.0 | 0.2 |
| 53.0 | 62.9 | 64.6 | 66.1 | 63.9 | 66.8 |
| 30.2 | 24.7 | 21.3 | 22.0 | 22.4 | 20.2 |
| 5.2 | 3.4 | 4.6 | 2.6 | 3.3 | 4.9 |
| 5.0 | 2.6 | 4.9 | 2.5 | 2.5 | 4.2 |
| 2.7 | 2.0 | 2.0 | 3.8 | 3.7 | 2.7 |
| 0.2 | 0.2 | 0.1 | 0.2 | 0.2 | 0.1 |
| 1.0 | 0.8 | 0.7 | 0.8 | 1.0 | 0.5 |
|  |  |  |  |  |  |
| 11.5 | 6.5 | 6.5 | 10.8 | 3.2 | 3.8 |
| 0.7 | 0.5 | 1.8 | 0.7 | 1.0 | 0.8 |
| 1.0 | 1.2 | 1.0 | 1.2 | 1.0 | 0.7 |
| 0.7 | 0.6 | 0.7 | 1.3 | 0.7 | 0.7 |
| 2.6 | 1.9 | 2.8 | 2.4 | 2.7 | 4.3 |
| 0.4 | 0.3 | 0.6 | 0.6 | 1.0 | 0.6 |
| 5.3 | 3.5 | 8.2 | 5.3 | 10.2 | 10.7 |
| 0.5 | 0.2 | 0.3 | 0.2 | 0.4 | 0.2 |
| 5.9 | 12.6 | 2.9 | 3.7 | 2.9 | 2.8 |
| 9.0 | 7.6 | 5.2 | 4.5 | 4.0 | 4.4 |
| 5.8 | 4.8 | 5.4 | 2.8 | 4.3 | 5.4 |
| 0.2 | 0.1 | 0.2 | 0.1 | 0.3 | 0.3 |
| 29.7 | 36.0 | 29.9 | 48.1 | 44.9 | 34.7 |
| 0.2 | 0.1 | 0.3 | 0.3 | 0.2 | 0.2 |
| 4.6 | 4.2 | 3.9 | 3.7 | 3.0 | 3.4 |
| 4.8 | 3.8 | 4.4 | 2.9 | 3.6 | 4.3 |
| 17.1 | 16.1 | 25.8 | 11.4 | 16.7 | 22.7 |
|  |  |  |  |  |  |
| 80.3 | 84.1 | 87.3 | 81.1 | 90.5 | 90.4 |
| 19.7 | 15.9 | 12.7 | 18.9 | 9.5 | 9.6 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |


|  |  |  |  |  |  |
| ---: | ---: | ---: | ---: | ---: | ---: |
| 1.1 | 0.9 | 0.4 | 1.1 | 0.6 | 0.4 |
| 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 |
| 0.4 | 0.6 | 0.1 | 0.2 | 0.1 | 0.0 |
| 30.1 | 29.7 | 15.2 | 25.7 | 15.0 | 6.7 |
| 38.7 | 42.0 | 40.3 | 40.7 | 43.8 | 36.4 |
| 14.0 | 12.8 | 19.9 | 13.2 | 17.3 | 24.9 |
| 8.8 | 6.9 | 14.4 | 9.0 | 8.7 | 16.2 |
| 5.7 | 5.6 | 8.7 | 8.6 | 13.1 | 14.3 |
| 0.2 | 0.2 | 0.1 | 0.3 | 0.2 | 0.1 |
| 1.0 | 1.1 | 0.9 | 1.2 | 1.2 | 1.0 |
|  |  |  |  |  |  |
|  |  |  |  |  |  |
| 1.6 | 1.6 | 1.1 | 1.4 | 0.8 | 0.5 |
| 0.1 | 0.2 | 0.1 | 0.0 | 0.1 | 0.1 |
| 1.0 | 1.3 | 0.8 | 0.6 | 2.7 | 0.2 |
| 55.3 | 64.9 | 68.3 | 68.6 | 69.2 | 71.5 |
| 27.8 | 23.4 | 19.6 | 20.4 | 18.6 | 17.1 |
| 5.8 | 3.2 | 4.1 | 2.5 | 2.9 | 3.3 |
| 5.1 | 2.1 | 4.0 | 2.2 | 1.9 | 4.3 |
| 2.3 | 2.2 | 1.6 | 3.4 | 3.1 | 2.6 |
| 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 |
| 0.9 | 0.8 | 0.4 | 0.9 | 0.7 | 0.4 |
|  |  |  |  |  |  |
| 14.1 | 8.1 | 8.2 | 15.6 | 3.7 | 4.9 |
| 0.3 | 0.2 | 1.3 | 0.4 | 0.5 | 0.6 |
| 0.8 | 1.5 | 1.4 | 1.0 | 0.9 | 1.1 |
| 0.7 | 0.5 | 0.8 | 0.6 | 0.9 | 0.6 |
| 3.1 | 2.5 | 3.7 | 3.5 | 3.1 | 6.0 |
| 0.3 | 0.1 | 0.3 | 0.3 | 0.5 | 0.6 |
| 5.4 | 3.1 | 7.1 | 3.8 | 9.9 | 10.0 |
| 0.6 | 0.2 | 0.3 | 0.2 | 0.2 | 0.4 |
| 5.5 | 11.9 | 3.4 | 3.7 | 3.1 | 3.1 |
| 11.1 | 8.4 | 6.6 | 7.1 | 4.7 | 5.2 |
| 6.2 | 5.5 | 5.9 | 3.8 | 4.6 | 6.0 |
| 0.1 | 0.1 | 0.3 | 0.0 | 0.3 | 0.5 |
| 30.5 | 38.1 | 31.1 | 44.7 | 46.6 | 31.8 |
| 0.2 | 0.1 | 0.3 | 0.1 | 0.2 | 0.2 |
| 3.9 | 4.3 | 4.1 | 4.1 | 2.5 | 3.6 |
| 5.0 | 4.1 | 5.0 | 3.9 | 3.5 | 4.4 |
| 12.2 | 11.5 | 20.1 | 7.2 | 14.8 | 21.0 |
|  |  |  |  |  |  |
| 78.3 | 82.5 | 85.1 | 74.1 | 90.6 | 89.5 |
| 21.7 | 17.5 | 14.9 | 25.9 | 9.4 | 10.5 |
|  |  |  |  |  |  |

WEIGHTED NATIONAL NORMS FOR ALL UNIVERSITIES, FALL 1988


MEN


PROBABLE MAJOR FIELD OF STUDY

| Arts and Humanltles | 1.8 | 1.0 | 1.0 | 1.1 | 1.2 | 1.1 | 2.7 | 2.4 | 2.1 | 2.0 | 1.5 | 2.1 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| artsio... | 0.8 | 0.8 | 2.1 | 0.9 | 2.3 | 3.6 | 1.2 | 1.4 | 3.2 | 1.6 | 3.1 | 5.5 |
| history | 0.8 | 0.9 | 1.6 | 1.0 | 2.2 | 2.8 | 0.3 | 0.5 | 1.0 | 0.7 | 1.3 | 2.4 |
| journalism. | 1.7 | 3.3 | 1.2 | 2.2 | 1.8 | 1.2 | 3.5 | 5.1 | 2.0 | 3.8 | 4.0 | 2.9 |
| language or ijteratu | 0.2 | 0.3 | 0.7 | 0.4 | 0.5 | 1.0 | 1.0 | 1.3 | 1.8 | 0.8 | 1.8 | 3.5 |
| music............ | 1.6 | 0.8 | 0.6 | 1.0 | 2.0 | 1.0 | 1.2 | 0.7 | 0.5 | 1.4 | 1.7 | 1.2 |
| philosoph | 0.3 | 0.1 | 0.5 | 0.4 | 0.7 | 1.1 | 0.1 | 0.0 | 0.2 | 0.1 | 0.2 | 0.5 |
| speech.... | 0.1 | 0.1 | 0.1 | 0.3 | 0.1 | 0.1 | 0.1 | 0.2 | 0.2 | 0.6 | 0.1 | 0.3 |
| theater or drama | 0.6 | 0.5 | 0.6 | 0.4 | 0.8 | 1.1 | 0.9 | 0.8 | 1.1 | 1.2 | 1.3 | 1.6 |
| theology or rellgion | 0.0 | 0.0 | 0.1 | 0.3 | 0.1 | 0.2 | 0.0 | 0.0 | 0.0 | 0.2 | 0.0 | 0.1 |
| otner humanities. | 0.6 | 0.4 | 0.6 | 0.7 | 0.7 | 0.8 | 1.3 | 0.8 | 0.9 | 1.0 | 1.2 | 1.6 |
| Blological Sciences gensral blology. | 1.5 | 1.5 | 5.1 | 2.6 | 3.0 | 3.0 | 1.5 | 1.6 | 5.1 | 2.3 | 3.2 | 4.3 |
| biochemistry or biophysics | 0.7 | 0.9 | 2.5 | 0.6 | 0.7 | 1.8 | 0.3 | 0.4 | 1.7 | 0.5 | 0.7 | 1.7 |
| botany. . . ............ | 0.0 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 |
| marlne (iffe) science. | 0.6 | 0.4 | 0.7 | 0.3 | 0.5 | 0.2 | 0.5 | 0.3 | 0.9 | 0.2 | 0.4 | 0.3 |
| microblology or bacteriology | 0.3 | 0.3 | 0.6 | 0.1 | 0.3 | 0.4 | 0.3 | 0.4 | 0.7 | 0.1 | 0.3 | 0.4 |
| zoology........................ | 0.3 | 0.3 | 1.2 | 0.1 | 0.1 | 0.1 | 0.5 | 0.3 | 1.2 | 0.1 | 0.1 | 0.1 |
| other blological sciences | 0.3 | 0.7 | 1.6 | 0.2 | 0.4 | 0.5 | 0.4 | 0.7 | 1.5 | 0.2 | 0.4 | 1.0 |
| Business |  |  |  |  |  |  |  |  |  |  |  |  |
| accounting. | 4.6 | 6.4 | 2.8 | 7.4 | 4.1 | 1.0 | 4.9 | 6.6 | 2.9 | 7.1 | 4.0 | 1.0 |
| business administration | 9.0 | 6.6 | 6.6 | 8.5 | 8.5 | 4.5 | 6.3 | 4.7 | 4.7 | 5.4 | 5.4 | 2.7 |
| flnance... | 4.2 | 4.3 | 3.8 | 7.2 | 6.1 | 3.4 | 1.6 | 2.0 | 1.6 | 2.4 | 2.6 | 1.5 |
| marketing. | 3.7 | 3.1 | 2.2 | 6.0 | 3.4 | 0.9 | 3.5 | 3.1 | 2.6 | 4.2 | 3.8 | 1.2 |
| management | 4.6 | 4.6 | 3.7 | 6.9 | 4.1 | 2.6 | 2.8 | 3.8 | 2.3 | 3.5 | 2.6 | 1.7 |
| secretarlal studies | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.2 | 0.1 | 0.0 | 0.0 | 0.0 |
| other business..................... | 2.2 | 1.5 | 1.2 | 4.0 | 2.7 | 0.7 | 1.8 | 1.4 | 1.0 | 2.7 | 2.6 | 0.9 |
| Education |  |  |  |  |  |  |  |  |  |  |  |  |
| business education. | 0.2 | 0.1 | 0.1 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 |
| elementary education. | 0.2 | 0.2 | 0.1 | 0.1 | 0.0 | 0.0 | 4.4 | 4.7 | 2.1 | 4.1 | 1.3 | 0.7 |
| music or art education | 0.3 | 0.2 | 0.0 | 0.1 | 0.1 | 0.0 | 0.4 | 0.3 | 0.2 | 0.3 | 0.2 | 01 |
| physical education or recreation | 0.5 | 0.5 | 0.5 | 0.4 | 0.0 | 0.0 | 0.4 | 0.3 | 0.2 | 0.4 | 0.2 | 0.0 |
| secondary education.............. | 1.0 | 1.0 | 0.6 | 0.6 | 0.3 | 0.2 | 1.6 | 2.3 | 1.3 | 1.5 | 0.7 | 0.3 |
| speclal education.. | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.5 | 1.0 | 0.3 | 1.0 | 0.3 | 0.2 |
| other education.. | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 | 0.0 | 0.3 | 0.4 | 0.2 | 0.4 | 0.1 | 0.2 |
| EngIneering |  |  |  |  |  |  |  |  |  |  |  |  |
| aeronautical/astronautical eng.. | 4.6 | 4.0 | 2.3 | 0.6 | 1.9 | 2.3 | 0.9 | 0.7 | 0.5 | 0.1 | 0.5 | 0.7 |
| civil englneering................ | 1.6 | 2.4 | 1.5 | 2.6 | 1.7 | 1.6 | 0.4 | 0.3 | 0.4 | 0.3 | 0.6 | 0.5 |
| chemical englneering. | 1.6 | 1.8 | 0.8 | 0.5 | 1.2 | 2.0 | 0.7 | 0.7 | 0.6 | 0.2 | 0.5 | 1.7 |
| electrical englneering | 6.0 | 7.1 | 5.2 | 3.9 | 4.8 | 7.9 | 0.8 | 0.8 | 0.8 | 0.7 | 0.8 | 1.3 |
| Industrial engineering | 0.5 | 0.7 | 0.3 | 0.4 | 0.2 | 0.4 | 0.4 | 0.2 | 0.1 | 0.2 | 0.1 | 0.2 |
| mechanlcal englneering | 4.6 | 5.0 | 3.0 | 4.1 | 3.0 | 4.3 | 0.5 | 0.5 | 0.4 | 0.4 | 0.6 | 0.7 |
| other englneerlng................. | 2.9 | 2.1 | 1.8 | 1.3 | 1.5 | 4.2 | 0.9 | 0.4 | 0.9 | 0.6 | 0.9 | 2.6 |

WEIGHTED NATIONAL NORMS FOR ALL UNIVERSITIES, FALL 1988

| MEN |  |  |  | WOMEN |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Public Universities | Private Unlyorsiles |  |  | Public Unlvarsitlos |  |  | Private Universtios |  |  |
| Selectivity Lovals | Salaclivity Leyels. |  |  | Salectivity Layels |  |  | Selectivity Layals |  |  |
| Lev Medlum Hlah | Lew | Medlum | Hlah | Ler | Medium | High | Low | Mentum | Hlah |

PRGBABLE MAJOR FIELD OF STUDY


## WEIGHTED NATIONAL NORMS FOR ALL UNIVERSIT！ES，FALL 1988

MEN| Prival Universitios Solectivily Lovels |  |
| :---: | :---: |
|  |  |
| L0\％ | Hedium |

Probable Career Occupation accountant or actuary． actor or entertainer．．．．．．．．．．．．． architect．
artist．．．íaiericai）
business（ciericai）．．．．．．．．．．．．．．．．．．．．
business owner or proprietor．．．．
business salesperson or buyer
clergy（minister，priest）
clinical psychologist．
computer programmer or anaiyst．
conservationist or forester
dentist（incl orthodontist）
dietitian or home economist
engineer
farmer or rancher．
foreign service worker．．．．．．．．．．．．．．．．
homemaker（full－time）
interior decorator
intepreter（translatorj）

|  |  |
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| －ormununor－amrmooninorrrraonmrnnmrorrromagomno <br>  | ONTNRN <br>  |

lab enforcement officer
law enforcement officer．．．．．．．．．． military service（career）
musician（performer，composer）．．
nurse．
optometrist
pharmacist
physician．．．．eiör

school principal／superintendent． scientific researcher $\ldots$ ．．．．．．．．．．
social／welfare／resereation worker

therapist（phys，occup，speech）．．．
teacher（elementary）．．．．．．．．．．．．．．．．
teacher（secondary）
veterinarian
writer or jour
skilled trades．
other career．
undecided．



| 4.8 1.6 |
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| 1.6 1.0 |
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| 1.4 |
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$\underset{\sim}{N}$ $\begin{array}{ll}1.2 & 0 \\ 1.4 & 0\end{array}$1.6
2.1
0.7
16.6
6.0
1.3
0.1
0.1
0.8
0.4
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0.1
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0.0
12.3
0.0
3.7
0.0
0.1
0.0
0.1
0.4


#### Abstract




WEIGHTED NATIONAL NORMS FOR ALL UNIVERSITIES, FALL 1988

ather's Education
some high school
high school graduate. postsecondary other than college college dege..
some graduate school............................
graduate degree.
Father 's Occupation (6)
artist (lncluding performer)...
clergy or reiligious worker
college teacher or administrator doctor or dentist.
education (elementary
engineer
health professionai ( $\mathrm{non}-\mathrm{M} \dot{\mathrm{D}} \mathrm{i}$ ):
lawyer .
military (career)
skilled worker
semiskilled worker
unemployed.

Father's Religious Preference
uddhist
Congregationai
Episcopal
juish
LDS (Mormon
Methodist
Presbyter la
Quake
Seventh-Day
other Protestant
other
1.8
3.8
14.9
14.1
0.7
1.0
0.8
3.5
0.4
4.2
0.2
4.5
7.9
3.9
0.0
43.8
0.1
4.2
3.2
7.4

WEIGHTED NATIONAL NORMS FOR ALL UNIVERSITIES, FALL 1988
$\qquad$


WOMEN


Mother's Education


| 1.6 | 1.4 |
| ---: | ---: |
| 3.2 | 3.0 |
| 29.6 | 30.5 |
| 7.3 | 8.8 |
| 19.5 | 17.9 |
| 22.6 | 24.2 |
| 3.7 | 3.7 |
| 12.5 | 10.5 |

Hother's Occupation (6)
artist (Including performer)
businesswoman. .
 clergy or religious worker.......
college teacher or administrator doctor or dentlsz.
education (secondary)
education (elementary)............. engineer.

homemaker (full-time)............ lawyer
 social/welfare/recreation worker skilled worker. semi-skilled worker laborer (unskliled). unemployed. other

| 2.3 | 1.7 | 2.4 |
| ---: | ---: | ---: |
| 15.8 | 14.1 | 15.3 |
| 10.2 | 10.8 | 8.9 |
| 0.1 | 0.2 | 0.2 |
| 0.4 | 0.4 | 0.8 |
| 0.6 | 0.5 | 0.8 |
| 4.8 | 5.2 | 6.1 |
| 8.0 | 7.8 | 9.7 |
| 0.3 | 0.2 | 0.4 |
| 0.2 | 0.4 | 0.3 |
| 2.0 | 2.1 | 2.2 |
| 16.0 | 17.7 | 15.8 |
| 0.3 | 0.3 | 0.6 |
| 7.3 | 8.1 | 7.4 |
| 0.1 | 0.2 | 0.4 |
| 1.4 | 1.5 | 2.0 |
| 2.4 | 2.0 | 1.6 |
| 2.4 | 2.9 | 2.4 |
| 1.6 | 1.6 | 1.3 |
| 6.3 | 4.9 | 5.3 |
| 17.3 | 17.3 | 16.2 |


| 2.5 | 2.6 | 3.8 |
| ---: | ---: | ---: |
| 14.9 | 17.6 | 14.6 |
| 9.3 | 7.6 | 6.8 |
| 0.3 | 0.2 | 0.1 |
| 0.6 | 0.7 | 2.0 |
| 0.9 | 1.5 | 1.8 |
| 4.7 | 5.4 | 7.0 |
| 7.5 | 7.6 | 8.5 |
| 0.1 | 0.2 | 0.4 |
| 0.1 | 0.2 | 0.2 |
| 2.4 | 2.2 | 2.6 |
| 19.9 | 19.2 | 21.1 |
| 0.3 | 0.7 | 1.1 |
| 7.5 | 6.9 | 6.3 |
| 0.1 | 0.2 | 1.0 |
| 1.2 | 1.7 | 2.1 |
| 2.1 | 1.4 | 1.1 |
| 2.3 | 1.2 | 1.2 |
| 1.3 | 0.8 | 0.5 |
| 6.2 | 5.5 | 4.0 |
| 16.0 | 16.6 | 13.4 |

1.9
16.0
10.0
0.1
0.4
0.4
4.7
7.1
0.2
0.2
2.0
16.9
0.3
7.6
0.1
1.3
1.9
1.8
1.8
5.9
19.6
1.7
14.8
12.7
0.1
0.4
0.2
4.3
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0.4
2.5
16.9
0.2
8.1
0.1
1.1
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4.3
19.5
2.2
15.5
9.1
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0.8
0.7
5.9
9.0
0.3
0.1
2.5
16.3
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7.5
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1.6
1.7
1.9
1.2
4.2
18.6
2.2
15.1
8.4
0.2
0.7
0.6
5.0
9.7
0.3
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1.9
21.1
0.4
7.7
0.1
0.9
1.1
1.4
1.0
4.5
17.7
2.4
16.6
8.0
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0.9
1.0
5.5
8.2
0.2
0.1
2.3
18.8
0.8
7.2
0.3
1.8
1.2
1.1
0.5
4.9
17.6
4.0
14.2
6.2
0.2
2.1
2.1
7.3
8.1
0.5
0.1
2.5
20.7
1.4
6.3
0.7
2.2
0.9
0.9
0.6
4.0
15.2

Haptist...............
Buddhist

| 12.5 | 7.0 | 7.1 |
| ---: | ---: | ---: |
| 0.5 | 0.4 | 3.5 |
| 1.0 | 1.7 | 1.2 |
| 0.7 | 0.6 | 0.7 |
| 3.1 | 2.4 | 3.9 |
| 0.4 | 0.3 | 0.8 |
| 6.1 | 4.0 | 9.4 |
| 0.5 | 0.2 | 0.4 |
| 6.5 | 13.8 | 3.6 |
| 10.7 | 9.3 | 6.4 |
| 7.0 | 5.9 | 7.1 |
| 0.2 | 0.1 | 0.2 |
| 32.4 | 39.2 | 33.6 |
| 0.2 | 0.1 | 0.4 |
| 5.5 | 4.9 | 5.2 |
| 4.7 | 3.6 | 4.1 |
| 7.8 | 6.4 | 12.3 |


| 10.9 | 3.3 | 4.5 |
| ---: | ---: | ---: |
| 1.1 | 1.8 | 1.3 |
| 1.4 | 1.2 | 1.3 |
| 1.3 | 0.7 | 1.1 |
| 2.9 | 3.5 | 5.6 |
| 0.6 | 1.0 | 0.7 |
| 6.1 | 11.3 | 12.3 |
| 0.1 | 0.4 | 0.3 |
| 4.2 | 3.9 | 3.6 |
| 5.1 | 4.7 | 5.8 |
| 3.4 | 5.6 | 6.7 |
| 0.1 | 0.3 | 0.2 |
| 50.1 | 47.5 | 37.6 |
| 0.3 | 0.3 | 0.3 |
| 4.3 | 4.1 | 4.4 |
| 3.3 | 3.2 | 3.9 |
| 4.7 | 7.2 | 10.4 |

14.6
0.5
1.1
0.7
3.3
0.3
5.8
0.6
6.3
12.2
7.1
0.1
31.4
0.3
4.4
4.8
6.4
8.6
0.3
1.8
0.5
2.6
0.1
3.5
0.2
12.6
9.3
6.4
0.1
39.4
0.1
4.7
4.0
5.8
8.6
2.6
1.0
1.0
4.3
0.4
8.0
0.4
4.0
7.6
6.9
0.2
33.5
0.4
4.8
4.6
11.1

| 15.0 | 3.9 | 5.9 |
| ---: | ---: | ---: |
| 0.8 | 1.5 | 1.4 |
| 1.2 | 1.1 | 1.6 |
| 0.7 | 1.0 | 0.8 |
| 3.7 | 3.6 | 6.7 |
| 0.3 | 0.5 | 0.7 |
| 4.2 | 10.6 | 11.2 |
| 0.2 | 0.2 | 0.4 |
| 4.2 | 3.9 | 4.0 |
| 8.0 | 5.3 | 6.5 |
| 4.3 | 5.6 | 7.4 |
| 0.0 | 0.2 | 0.5 |
| 45.7 | 48.2 | 34.0 |
| 0.1 | 0.2 | 0.3 |
| 4.1 | 3.1 | 4.4 |
| 3.4 | 3.2 | 3.9 |
| 4.0 | 7.8 | 10.3 |

WEIGHTED NATIONAL NORMS FOR ALL UNIVERSITIES, FALL 1988

| MEN |  |
| :---: | :---: |
| Publle Univarsitios | Private Unlversitios |
| Selacilvity Levols | Soloctivity Levols |
| Low Hodlum Hlah | Low Medlum High |



WOMEN

| Publle Univarsilios |
| :---: |
| Soloctlyfy Lovala |
| Modjum High |

$\frac{\text { Prlvaio Univgrsites }}{\text { SolectilyLovols }}$

Reasons Noted as Very Important in Selecting ihis College
advice of guldance counselor... advice of teacher.
friend suggested attending.......
good academic reputation.
good social reputation.
さ
low tuit get good jobs (7)....
not offered aid by first choice.
offered financial assistance...
recruited by athletic department
ricrulted by college rep.
elatives wented me to come
eanted to live near home
Residence Preferred During Fall
Torm
ther parents or relatives.......
有
raternity or sorority hous
ter
ther campus housing..............
Residence flanned During fall
Term
With parents or relatives.
other private home, apt, rsom.
college dormitory. $\quad$ fraternity or sorority house
fraternity or sorority house...
other campus housing
other
30.5
2.6
54.0
82.1
34.4
70.6
79.2
2.7
18.9
52.0
13.0
26.6
1.6
48.7
82.7
28.2
67.9
76.5
2.2
16.4
44.9
13.5
34.7
1.8
59.9
78.3
32.4
74.1
69.4
$\vdots .5$
20.6
59.9
13.7

| 33.6 | 37.3 |
| ---: | ---: |
| 2.3 | 1.7 |
| 57.7 | 60.2 |
| 83.3 | 78.2 |
| 35.4 | 33.1 |
| 68.9 | 72.4 |
| 75.5 | 68.9 |
| 2.4 | 3.0 |
| 20.1 | 20.6 |
| 52.1 | 59.6 |
| 12.6 | 14.4 |

44.5
0.8
72.2
73.4
30.5
80.4
58.3
3.3
18.1
62.4
13.6
7.2
3.4
7.1
67.1
26.9
50.1
4.5
4.5
23.7
25.8
4.4
3.6
5.6
10.4
7.2
4.4
6.0
70.5
28.7
43.
1.
3.
27.
19.
5.
3.7
5
7.


| $N \mathbb{N}$ |  |
| :---: | :---: |
|  |  |
|  |  |

9.1
30.1
45.6
6.9
6.6
1.8

| 5.6 | 2 |
| ---: | ---: |
| 20.5 | 14 |
| 57.2 | 71 |
| 7.9 | 4 |
| 7.3 | 5 |
| 1.6 | 1 |

2.7
14.2
71.6
4.8
5.6
1.0

10
38
32
11
5
1
10.5
38.1
32.6
11.5
5.9
1.4
42.9
2.4
68.1
82.2
41.9
79.7
71.8
1.9
21.1
59.0
12.2

|  |
| :---: |
|  |  |



5.3
2.9
7.7
58.1
32.6
27.0
21.2
5.4
20.0
24.5
1.4
2.4
7.6

| 11.0 | 5.8 |  |
| ---: | ---: | ---: |
| 39.9 | 34.7 |  |
| 30.6 | 40.4 | 5 |
| 11.3 | 13.0 |  |
| 5.1 | 4.5 |  |
| 2.1 | 1.7 |  |

7.0
23.2
55.6
5.8
6.8
1.5
40.8
1.8
63.5
82.9
35.6
77.4
69.3
1.3
17.5
53.4
12.6
50.8
1.4
73.6
78.0
38.9
83.2
60.3
2.0
20.6
63.1
12.7

| 47.9 | 5 |
| ---: | :--- |
| 1.8 |  |
| 70.5 | 74 |
| 80.0 | 78 |
| 39.0 | 37 |
| 79.1 |  |
| 62.0 |  |
| 1.3 |  |
| 20.7 |  |
| 56.7 |  |
| 11.3 |  |


| 53.9 | 60 |
| ---: | ---: |
| 1.2 | 0 |
| 74.3 | 84 |
| 78.3 | 68 |
| 37.9 | 34 |
| 82.3 | 90 |
| 60.8 | 45 |
| 1.7 | 2 |
| 20.8 | 16 |
| 62.4 | 63 |
| 12.0 | 11 |


| ${ }_{-}$ |  |
| :---: | :---: |
|  |  |


|  |
| :---: |
|  |  |

5.0
2.8
8.3
75.7
25.8
42.7
5.8
4.5
27.2
27.7
2.0
3.4
7.4
14.5

5.3
3.8
4.4
89.5
25.5
38.3
1.0
2.3
28.1
28.6
3.5
2.3
6.3
4.7
4.7
31.3
44.7
12.9
5.2
1.3
6.5
22.3
58.8
4.2
7.2
1.0
6.3
24.0
56.9
6.4
5.6
0.8
5.3
18.5
61.9
6.8
6.4
1.0 2.2
11.6
76.5
3.1
6.2
0.5

| 29.9 | 10.1 | 9.4 | 20.4 | 10.1 | 1.8 |
| ---: | ---: | ---: | ---: | ---: | ---: |
| 7.7 | 4.9 | 4.3 | 5.1 | 4.2 | 0.9 |
| 59.5 | 78.5 | 81.5 | 70.8 | 80.3 | 94.0 |
| 1.1 | 4.2 | 0.5 | 0.7 | 0.5 | 0.5 |
| 1.4 | 2.0 | 4.0 | 2.5 | 4.6 | 2.8 |
| 0.4 | 0.4 | 0.3 | 0.4 | 0.4 | 0.1 |


| 29.4 | 9.3 | 8.3 |
| ---: | ---: | ---: |
| 6.0 | 4.5 | 4.2 |
| 62.2 | 83.2 | 82.9 |
| 0.3 | 0.3 | 0.2 |
| 1.7 | 2.2 | 4.1 |
| 0.3 | 0.4 | 0.3 |

13.1
2.5
82.7
0.1
1.5
0.1
10.1
2.1
83.5
0.2
3.9
0.2
1.0
0.3
96.2
0.2

WEIGHTED NATIONAL NORMS FOR ALL UNIVERSITIES, FALL 1988


SOURCES FOR EDUCATIONAL EXPENSES

```
    Any Ald from
    parents or famlly...............
    spouse.
    savings from summer work.......
    other savings.
    part-time job on campus
    other part-time job while at co
    full-time job while at college.
    Pell Grant.
    Supp Educationai Oppty Grant
    state scholarshlp or grant
    College Work-Study Grant.........
    ther college grant
    other private grant......................
```



```
    Federal Guaranteed Student Loan
    National Direct Student Loan...
other college loan................
other loan...................................
```

u
other..............................
Recelved $\$ 1,500$ or More from
parents or family...................
spouse. . . . . . . . ...................
savings from summer work.
part-time job on campus
other part-time job while at co
ull-time job while at college.
uli-time
Supp Educationaj Oppty Grant.
grant.
sale scholarship or grant.....
college Work-scudy Grant. .......
other ccllege grant.
other private grant...............
other govt ald (ROTC,BiA,Gi,ete
Feder al Guarantead Student Loan
National Direct Student Loan...
other college loan...............
other loan.
other.
Concern about Financing Collega
no concern. . . . . .................
no concern.
major concern

| 84.4 | 82.9 | 87 |
| ---: | ---: | ---: |
| 0.8 | 0.7 | 0 |
| 60.9 | 67.9 | 63. |
| 31.3 | 36.5 | 33. |
| 16.1 | 18.5 | 20 |
| 25.3 | 19.2 | 17. |
| 1.9 | 1.1 | 0. |
| 9.4 | 12.3 | 1 |
| 2.0 | 3.3 |  |
| 7.2 | 11.9 | 1 |
| 3.2 | 4.8 |  |
| 15.5 | 17.6 | 1 |
| 7.2 | 9.6 | 13. |
| 2.9 | 3.3 |  |
| 11.4 | 20.6 | 1 |
| 1.6 | 2.7 |  |
| 4.0 | 6.3 |  |
| 3.6 | 5.8 |  |
| 2.2 | 2.6 |  |
|  |  |  |

87.8
0.7
63.6
33.0
20.8
17.4
0.9
11.3
3.1
11.9
4.8
15.1
13.3
1.7
12.1
1.8
5.1
3.8
2.4
86.8
1.2
60.6
32.0
23.0
20.5
1.8
14.0
6.0
11.9
12.7
29.2
16.2
12.4
26.5
5.6
8.0
5.8
2.7
90.7
0.6
60.3
32.6
25.6
13.7
0.8
11.9
6.3
10.3
13.6
32.9
12.4
2.4
24.5
4.5
9.3
6.1
2.9
92.4
0.5
65.4
37.9
32.2
7.7
0.3
11.0
6.4
9.8
17.0
36.0
20.3
4.4
29.1
5.7
12.4
6.8
3.0

| 85.9 | 8 |
| ---: | ---: |
| 0.6 |  |
| 58.8 | 68 |
| 31.3 | 37 |
| 19.9 | 23 |
| 29.0 |  |
| 11.9 |  |
| 2.4 |  |
| 7.8 |  |
| 4.6 |  |
| 18.4 |  |
| 7.8 |  |
| 1.3 |  |
| 12.0 |  |
| 1.6 |  |
| 4.1 |  |
| 4.3 |  |
| 2.8 |  |

85.3
0.7
68.2
37.3
23.7
21.6
1.2
13.8
3.9
12.0
6.6
18.5
9.8
1.2
21.2
2.4
5.7
6.6
3.5
88.5
0.4
63.7
33.0
23.9
18.1
0.7
11.2
2.9
11.8
5.4
15.7
14.4
0.9
11.3
1.3
5.4
4.3
3.3
90.3
0.4
58.7
32.5
26.7
18.
0.8
14.2
6.8
11.
15.
34.
13.
1.
27.
4.
8.
6.
3.
91.3
0.4
59.4
33.6
28.5
14.4
0.7
12.4
7.2
10.9
16.9
37.2
13.8
0.9
27.8
4.4
9.8
6.9
3.8
93.8
0.2
63.1
38.2
33.2
9.1
0.3
10.2
5.8
9.0
18.3
36.2
20.2
1.6
28.7
5.2
11.9
7.1
3.6

60

| 60.0 | 61.3 |
| ---: | ---: |
| 0.3 | 0.3 |
| 9.1 | 11.9 |
| 5.8 | 7.7 |
| 1.0 | 0.5 |
| 1.8 | 1.2 |
| 0.6 | 0.3 |
| 1.9 | 1.8 |
| 0.2 | 0.3 |
| 0.8 | 3.0 |
| 0.3 | 0.1 |
| 5.9 | 6.9 |
| 1.7 | 2.5 |
| 1.8 | 2.0 |
| 4.4 | 7.5 |
| 0.5 | 0.5 |
| 2.0 | 2.7 |
| 1.9 | 3.0 |
| 0.9 | 1.2 |

71.6
0.3
10.3
7.0
1.3
1.3
0.2
2.3
0.4
1.3
0.5
5.2
2.9
1.1
3.8
0.1
1.8
1.8
0.8
72.8
0.5
16.1
9.5
3.1
2.8
0.9
3.0
0.6
2.7
1.2
15.8
4.0
1.4
12.2
1.4
4.4
3.6
1.5
81.6
0.4
13.0
9.3
3.4
1.6
0.3
3.3
1.4
4.2
1.1
27.2
5.1
1.9
12.1
1.2
5.6
4.2
1.9
84.4
0.3
13.8
11.2
6.3
0.7
0.1
2.9
2.7
2.7
0.6
31.3
10.4
4.0
15.3
1.7
8.8
5.1
2.0
61.0
0.2
5.3
4.6
1.0
1.3
0.4
1.9
0.2
0.8
0.3
6.8
1.7
0.6
3.9
0.3
2.0
2.1
0.8
63.2
0.2
7.6
5.8
0.7
1.0
0.3
1.7
0.2
2.6
0.1
5.5
2.0
0.6
6.6
0.3
2.3
3.2
1.1
72.5
0.1
7.0
6.1
1.3
0.9
0.2
2.0
0.4
1.2
0.3
4.3
3.1
0.4
3.5
0.3
1.9
2.2
1.0
76.7
0.1
7.9
8.6
3.4
1.5
0.3
2.3
0.6
2.4
0.6
17.0
3.9
0.8
11.2
1.1
4.4
4.7
1.980.9
0.1
8.0
9.0
3.4
1.2
0.2
2.7
1.4
4.3
1.2
30.3
4.8
0.6
12.1
0.9
5.4
4.9
1.985.6
0.1
9.3
10.8
6.2
0.6
0.1
2.2
2.1
2.9
0.7
31.3
9.8
1.3
14.9
1.3
8.0
5.9
2.2

| 46.4 | 38.5 | 44.3 | 40.5 | 44.8 | 41.4 |
| :--- | :--- | :--- | :--- | :--- | :--- |
| 42.6 | 48.6 | 45.3 | 45.9 | 43.6 | 47.5 |

$\begin{array}{ll}36.9 & 28.7 \\ 46.9 & 54.3\end{array}$
35.1
50.8
14.1
33.0
51.4
15.6
35.8
48.2
37.2
49.6
13.1

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WEIGHTED NATIONAL NORMS FOR ALL UNIVERSITIES, FALL 1988
$\qquad$

| Public Unlyershliea |  |  |
| :---: | :---: | :---: |
|  | afleliy Lex |  |
| Lex | Medium | High |

MEN $\qquad$
$\frac{\text { Publls. Inlueraliles }}{\text { Select ify Levals }}$

WOMEN


| Students Estimate Chancos Are Yery Good Thes They HIII |  |  |  |  |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| be elected to an honor soclety.. | 9.0 | 8.2 | 10.9 | 10.0 | 11.8 | 16.1 | 8.5 | 7.2 | 9.7 3.4 | 10.2 | 10.9 | 14.4 |
| be olected to student offlce.... | 3.3 | 53.0 | 53.7 | 4.0 | 57.4 | 4.5 | 57.2 | 2.8 | 3.4 | 4.0 | 4.2 | 4.4 80.4 |
| be satlsfled Wlth college | 48.1 | 51.4 | 56.2 | 49.8 | 57.9 | 74.6 | 57.6 | 60.0 | 64.0 | 63.1 | 64.0 | 80.4 |
| change career cholce | 12.8 | 13.1 | 17.2 | 9.9 | 13.1 | 20.7 | 17.1 | 18.4 | 24.0 | 17.4 | 18.4 | 26.4 |
| change major field. | 15.3 | 14.7 | 20.1 | 11.6 | 14.3 | 19.6 | 18.6 | 18.7 | 25.0 | 16.8 | 18.7 | 25.0 |
| drop out permanent!y | 1.0 | 0.4 | 0.5 | 0.8 | 0.6 | 0.4 | 0.5 | 0.3 | 0.3 | 0.5 | 0.4 | 0.2 |
| drop out tomporarliy | 1.2 | 0.7 | 1.0 | 0.8 | 1.0 | 1.0 | 0.7 | 0.5 | 0.6 | 0.7 | 0.6 | 0.8 |
| fall one or more cours | 1.7 | 1.3 | 1.6 | 1.3 | 1.3 | 0.9 | 1.1 | 0.9 | 1.2 | 0.7 | 0.7 | 0.7 |
| find job in own fleld. | 69.6 | 72.1 | 68.1 | 71.5 | 68.8 | 70.7 | 74.7 | 75.8 | 69.8 | 76.0 | 70.4 | 70.8 |
| get bachelor's degree | 74.8 | 79.3 | 85.3 | 77.2 | 80.6 | 89.4 | 78.8 | 81.6 | 87.5 | 82.4 | 85.3 | 92.4 |
| get job to pay college expenses. | 31.1 | 35.0 | 33.0 | 35.3 | 29.5 | 40.5 | 38.6 | 41.7 | 41.9 | 40.1 | 37.0 | 47.0 |
| get tutoring in some cour ies | 10.2 | 7.6 | 12.4 | 9.9 | 8.3 | 7.5 | 16.0 | 13.6 | 19.5 | 13.3 | 11.5 | 11.5 |
| graduate with honors | 14.9 | 14.8 | 19.2 | 15.0 | 19,3 | 24.8 | 11.8 | 11.2 | 19.0 | 11.9 | 15.3 | 20.1 |
| joln soclai frat or sorority | 21.1 | 20.1 | 19.9 | 17.3 | 22.8 | 23.8 | 28.9 | 26.0 | 26.8 | 27.5 | 29.3 | 29.7 |
| make at least "B" average | 45.3 | 50.3 | 57.4 | 50.3 | 55.6 | 64.4 | 44.2 | 46.2 | 51.0 | 49.9 | 51.6 | 59.2 |
| marry while In collezo. | 3.7 | 2.6 | 1.7 | 2.7 | 1.8 | 1.2 | 6.1 | 5.1 | 2.7 | 4.3 | 2.4 | 1.1 |
| marry withln a year after coll. | 13.3 | 12.2 | 8.4 | 12.2 | 8.1 | 6.5 | 18.6 | 17.5 | 11.6 | 18.2 | 10.2 | 7.6 |
| need extra time for dogree...... | 9.5 | 7.2 | 8.5 | 5.8 | 5.4 | 3.3 | 10.3 | 7.8 | 9.2 | 7.2 | 4.7 | 3.6 |
| particlpate In student protests. | 5.1 | 4.6 | 7.0 | 4.7 | 7.9 | 9.6 | 6.1 | 5.5 | 3.6 | 5.6 | 10.8 | 14.6 |
| play varslty athletlcs | 11.9 | 13.2 | 17.0 | 15.8 | 19.0 | 21.2 | 7.2 | 7.6 | 10.2 | 8.9 | 10.9 | 14.1 |
| seek Individual counsellng | 3.4 | 2.0 | 3.2 | 3.5 | 3.1 | 3.2 | 3.5 | 3.6 | 4.7 | 3.7 | 3.9 | 4.3 |
| seek vocatlonal counsallng. | 4.3 | 4.1 | 7.3 | 3.7 | 5.3 | 8.0 | 5.8 | 6.6 | 11.4 | 6.4 | 7.4 | 13.8 |
| transfer to anothor collego | 6.1 | 6.5 | 6.5 | 4.9 | 4.6 | 1.9 | 6.6 | 6.8 | 6.9 | 5.2 | 5.2 | 2.0 |
| work at outslde job........ | 18.3 | 15.0 | 14.0 | 16.9 | 11.1 | 9.4 | 24.4 | 21.5 | 19.2 | 20.3 | 15.1 | 14.7 |
| work full-tlme whlle attending. | 3.5 | 1.7 | 1.3 | 2.7 | 1.4 | 1.0 | 3.8 | 2.1 | 1.5 | 1.9 | 1.5 | 0.9 |
| objectlves conslderad to be Essontlal or Very Important |  |  |  |  |  |  |  |  |  |  |  |  |
| achieve in a performing art... | 11.7 | 8.4 | 10.3 | 9.5 | 12.0 | 13.5 | 12.4 | 10.6 | 12.0 | 11.7 | 13.3 | 18.3 |
| be authorlty in my fleld. | 77.4 | 75.0 | 74.2 | 76.3 | 76.1 | 75.3 | 77.1 | 74.8 | 73.3 | 73.0 | 74.2 | 74.1 |
| be expert on flnance/commer | 34.8 | 31.7 | 30.0 | 37.2 | 35.2 | 26.8 | 21.4 | 19.8 | 18.9 | 19.1 | 20.7 | 15.1 |
| be successful in own business | 59.6 | 52.4 | 52.3 | $6 \pm .4$ | 55.6 | 45.5 | 51.4 | 45.7 | 44.6 | 49.0 | 46.1 | 35.9 |
| be vory well off financlally. | 80.6 | 78.2 | 74.8 | '79.4' | 75.3 | 65.9 | 74.8 | 69.7 | 65.0 | 66.0 | 68.7 | 53.6 |
| create artistlc work...... | 14.3 | 9.8 | 12.4 | 10.4 | 12.6 | 12.8 | 13.6 | 12.4 | 14.6 | 12.4 | 13.3 | 17.4 |
| devolop pinilosophy of ilfe | 5:.8 | 48.8 | 57.0 | 52.8 | 57.2 | 66.9 | 53.6 | 50.6 | 59.5 | 55.3 | 58.6 | 69.6 |
| get married..... | 66.0 | 67.9 | 69.3 | 71.8 | 71.1 | 72.9 | 68.3 | 69.7 | 69.9 | 74.2 | 70.0 | 69.1 |
| havo admin responsibility. | 45.8 | 42.9 | 40.6 | 49.0 | 45.3 | 38.5 | 40.8 | 38.2 | 34.3 | 38.1 | 38.1 | 29.1 |
| heip others in difflculty. | 46.8 | 43.0 | 50.7 | 50.7 | 49.4 | 54.8 | 63.4 | 62.2 | 66.8 | 67.7 | 64.1 | 69.5 |
| Influente poiltical structure | 23.0 | 18.7 | 22.1 | 24.4 | 28.4 | 27.2 | 17.1 | 14.2 | 18.1 | 17.3 | 23.5 | 23.6 |
| Influence soclal values. | 34.9 | 29.9 | 33.2 | 38.6 | 37.1 | 35.6 | 42.6 | 40.6 | 41.4 | 45.4 | 43.6 | 43.8 |
| Joln org like peace Corps/Vista. | 6.8 | 5.0 | 6.8 | 6.7 | 7.3 | 8.0 | 8.5 | 6.9 | 11.6 | 8.5 | 11.8 | 15.3 |
| keep up to date wlth polltles | 43.1 | 40.4 | 49.6 | 46.5 | 55.1 | 59.7 | 35.2 | 32.6 | 44.9 | 40.7 | 51.2 | 60.0 |
| obtaln recog from colleagues. | 63.2 | 59.4 | 57.1 | 60.5 | 60.2 | 59.1 | 61.4 | 58.2 | 54.6 | 54.5 | 59.3 | 55.2 |
| participate in community action. | 19.8 | 15.4 | 20.0 | 21.7 | 21.7 | 24.0 | 26.3 | 22.6 | 29.6 | 30.0 | 31.3 | 38.9 |
| promote raclai understanding.... | 29.6 | 25.8 | 38.6 | 33.7 | 38.3 | 41.6 | 34.6 | 30.6 | 45.8 | 35.5 | 43.6 | 53.9 |
| ralse a famlly.. | 65.4 | 67.3 | 69.2 | 72.2 | 70.6 | 72.0 | 65.5 | 66.9 | 68.1 | 70.9 | 67.7 | 67.0 |
| theoretlcal contrlb to science.. | 21.1 | 16.1 | 23.5 | 14.3 | 16.5 | 23.4 | 12.6 | 9.0 | 14.1 | 9.2 | 9.5 | 14.6 |
| wrlte orlginal works......... | 14.3 | 12.5 | 15.9 | 13.4 | 16.4 | 21.2 | 14.7 | 14.6 | 16.3 | 14.0 | 16.6 | 23.2 |

WEIGHTED NATIONAL NORNIS FOR ALL UNIVERSITIES, FALL 1988

Political Vievs


Agrees Strongly or Somewhat abolish death penalty.
abortion should be legalized.... busing OK to achieve bslance... coll appreciated if cost higher. college increases earning power. employers can require drug tests govt not controlling pollution. govt not promoting disarmament. govt not protecting consumer. increase fod illtarÿy spending. live together before marriage.

- 1 inan not entitled to sex on date. marijuana should be legalizfad. no endow investment in $S$ Arrica. nuclear disarmament attainable.. only volunteers in armed Service prohisit homosexual relations... rais'z taxes to reduce deficit... sein OK if people like each other too much concern for criminals. . women's activities best in home.

Permission to Use Student 1.D
yes........................................


Notes

1. Porcentages uill sum to more than 100 if any students check more than one category.
2. Because no Black two-year colleges participated in the 1988 survey, the associated Black enrollment is deflated in the two-year college norms and inflated in the four-year college norms.
3. Based on the curriculum recommendations of the National Commission on Excellence in Education.
4. Frequendy only on this item, all other items in this group reflect responses for frequendy or occasionally.
5. Students who applied to no other college (i.e. who applied to onh' one college) are not induded in this item.
6. Recategortization of this item from a ionger list shown in Appendix C.
7. Comparisons with the previous years not recommended due to change in item order.

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# WEIGHTED NATIONAL NORMS FOR FOUR-YEAR COLLEGES, FALL 1988 



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## WEIGHTED NATIONAL NORMS FOR FOUR-YEAR COLLEGES, FALL 1988



# WEIGHTED NATIONAL NORMS FOR FOUR-YEAR COLLEGES, FALL 1988 

|  |  | A-YEAR PUBLIR COLLEGES |  |  | a-yEAR PRIVATE MON-SECTABIAN COLLEGES |  |  |  | 4-YEAR OTHER SECTABIAN COLLEGES$\qquad$ |  |  | 4-YEAR CAIT:JLIE_COLLEGES Solecilvity level |  |  | ALL PRIVATE 4.YEAR |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Low | Medlum | Hlah | Lexy | Medlum | Hlah | Yery High | Lex | Medum | High | Low. | Medium | Hlah | COLLEGES |
|  | Activities Engaged In by Student During the Past Year |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | attended a religious service | 84.5 39.2 | 81.3 41.3 | 28.9 | 82.4 38.2 | 80.9 35.3 | 76.1 32.7 | 72.4 23.7 | 33.2 | 87.6 34.2 | 83.7 | 88.3 41.8 | 87.8 35.4 | 92.4 42.8 | 84.4 34.8 |
|  | copied homework from other stdnt | 59.3 | 61.6 | 55.0 | 57.8 | 55.6 | 54.5 | 46.4 | 54.2 | 57.0 | 56.7 | 61.5 | 57.3 | 63.7 | 56.1 |
|  | did extra class work/reading (4) | 11.1 | 9.2 | 11.1 | 12.2 | 12.6 | 13.0 | 13.7 | 13.0 | 11.3 | 12.2 | 11.4 | 11.0 | 9.8 | 12.3 |
|  | didn't complete homework on time | 70.3 | 70.9 | 70.5 | 73.0 | 71.2 | 71.1 | 71.6 | 70.9 | 70.6 | 70.4 | 70.2 | 66.8 | 68.8 | 70.9 |
|  | discussed politics (4) | 14.7 | 15.8 | 27.3 | 21.4 | 20.4 | 29.5 | 37.2 | 22.6 | 24.3 | 28.6 | 19.3 | 19.4 | 21.4 | 24.0 |
|  | discussed religion (4) | 20.5 | 18.4 | 25.6 | 25.0 | 24.0 | 24.8 | 26.9 | 35.3 | 29.8 | 28.3 | 25.5 | 23.5 | 25,2 | 27.6 |
|  | discussed sex (4)... | 32.7 | 32.8 | 33.6 | 33.8 | 30.7 | 35.3 | 35.3 | 26.6 | 29.3 | 31.3 | 31.0 | 29.8 | 30.8 | 31.2 |
|  | discussed sports (4) | 46.1 | 44.7 | 47.4 | 41.2 | 39.7 | 40.9 | 38.9 | 45.0 | 46.5 | 46.0 | 42.9 | 47.3 | 47.8 | 43.3 |
|  | drank beer......... | 60.6 | 69.5 | 65.3 | 60.5 | 62.7 | 71.3 | 70.7 | 44.3 | 61.2 | 65.4 | 69.4 | 69.6 | 76.8 | 61.7 |
|  | drank wine or liquor | 63.4 | 71.5 | 68.6 | 62.4 | 65.5 | 73.7 | 74.8 | 49.4 | 66.1 | 70.5 | 71.9 | 70.5 | 76.8 | 64.9 |
|  | felt depressed (4). | 12.0 | 10.3 | 9.4 | 11.0 | 9.8 | 11.9 | 10.7 | 12.2 | 10.0 | 10.2 | 13.5 | 9.9 | 9.0 | 11.0 |
|  | feit overwhelmed (4) | 22.8 | 21.3 | 22.0 | 22.3 | 24.3 | 26.9 | 26.9 | 24.7 | 26.4 | 27.7 | 24.5 | 23.6 | 23.8 | 24.8 |
|  | participated in demonstrations | 40.8 | 35.5 | 31.7 | 40.3 | 37.1 | 33.0 | 27.3 | 38.9 | 33.0 | 30.9 | 40.5 | 36.3 | 32.5 | 36.1 |
|  | smoked cigarettes (4)... | 9.5 | 8.9 | 4.9 | 11.3 | 10.2 | 9.4 | 6.4 | 5.6 | 7.1 | 6.1 | 11.8 | 6.9 | 7.6 | 8.3 |
|  | spoke other language at home (4) | 4.2 | 4.3 | 4.7 | 5.6 | 9.3 | 9.1 | 9.9 | 4.2 | 4.6 | 4.9 | 10.1 | 7.5 | 7.1 | 6.6 |
|  | stayed up all night.............. | 81.0 | 82.3 | 80.3 | 84.0 | 81.6 | 82.4 | 79.2 | 80.5 | 79.5 | 80.4 | 83.4 | 81.1 | 81.0 | 81.5 |
|  | studied with other students | 88.2 | 88.3 | 90.8 | 87.6 | 89.0 | 90.6 | 90.9 | 89.1 | 91.3 | 91.7 | 89.1 | 88.3 | 91.0 | 89.5 |
|  | tutored another student.... | 39.9 | 42.9 | 63.7 | 42.9 | 48.0 | 53.4 | 64.8 | 45.3 | 48.7 | 54.5 | 42.7 | 44.8 | 53.9 | 48.5 |
|  | used a personal computer (4) | 26.7 | 27.4 | 36.2 | 27.3 | 28.7 | 31.2 | 39.4 | 27.8 | 28.3 | 30.3 | 23.8 | 27.4 | 26.7 | 28.9 |
| $\underset{\sim}{\infty}$ | was a guest in teacher's home | 33.7 | 27.8 | 34.4 | 32.8 | 32.2 | 36.2 | 39.6 | 37.8 | 38.7 | 38.6 | 32.1 | 28.9 | 28.4 | 34.9 |
|  | was bored in class........... | 94.4 | 96.8 | 97.5 | 94.3 | 95.6 | 96.3 | 96.8 | 94.1 | 96.9 | 97.3 | 95.2 | 95.6 | 97.3 | 95.5 |
|  | won varsity letter in sports | 49.5 | 50.3 | 60.7 | 46.9 | 48.0 | 54.2 | 55.9 | 48.3 | 55.3 | 58.7 | 50.0 | 53.4 | 57.7 | 51.4 |
|  | worked in political campaign | 9.3 | 7.6 | 11.2 | 10.9 | 8.3 | 11.2 | 13.5 | 11.2 | 11.0 | 13.6 | 10.0 | 9.8 | 10.8 | 11.0 |
|  | Racial Comp. of High School completely white.......... | 20.9 | 18.1 | 12.6 | 11.7 | 14.7 | 14.9 | 10.6 | 17.0 | 19.0 | 16.7 | 17.0 | 17.1 | 14.7 | 15.0 |
|  | mostly white.... | 46.6 | 64.6 | 64.7 | 56.6 | 64.9 | 68.7 | 71.2 | 53.1 | 63.3 | 64.4 | 58.7 | 67.3 | 71.1 | 61.6 |
|  | half white... | 21.3 | 12.1 | 17.5 | 19.3 | 14.8 | 11.7 | 13.4 | 19.6 | 13.5 | 15.4 | 15.1 | 11.3 | 10.3 | 15.7 |
|  | mostly non-white. . . | 8.2 | 4.1 | 4.4 | 8.7 | 4.4 | 3.8 | 4.1 | 7.0 | 3.3 | 3.0 | 7.9 | 3.2 | 3.4 | 5.6 |
|  | completely non-white. | 2.9 | 1.2 | 0.8 | 3.7 | 1.3 | 0.9 | 0.8 | 3.3 | 0.9 | 0.6 | 1.3 | 1.2 | 0.5 | 2.0 |
|  | Racial Comp. of Neighborhood completely white. $\qquad$ | 42.1 | 46.4 | 36.4 | 33.5 | 40.9 | 40.5 | 34.1 | 38.8 | 46.0 | 46.8 | 39.0 | 45.9 | 42.3 | 39.5 |
|  | mostly white... | 32.8 | 41.9 | 51.1 | 40.4 | 45.0 | 48.4 | 52.9 | 38.5 | 44.0 | 45.0 | 42.1 | 43.0 | 47.9 | 43.4 |
|  | half white. | 7.3 | 4.8 | 6.5 | 7.9 | 6.7 | 5.7 | 6.5 | 7.4 | 4.8 | 4.0 | 8.1 | 5.1 | 4.8 | 6.5 |
|  | mostly non-white | 9.9 | 4.4 | 4.3 | 10.8 | 4.8 | 3.6 | 4.2 | 8.9 | 3.2 | 2.7 | 6.0 | 4.1 | 3.5 | 6.4 |
|  | completely non-white............ | 7.8 | 2.5 | 1.7 | 7.4 | 2.6 | 1.9 | 2.2 | 6.4 | 2.0 | 1.4 | 4.2 | 2.0 | 1.5 | 4.1 |
|  | Number of Honors Courses Taken In High School |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | none.. . . . . . . . . . . . . . . . . . . . . | 58.7 | 49.9 | 27.4 | 51.6 | 42.9 | 30.0 | 13.0 | 51.0 | 44.4 | 30.7 | 55.3 | 48.7 | 33.8 | 42.7 |
|  | one. | 13.1 | 14.3 | 10.1 | 14.3 | 14.7 | 15.4 | 9.4 | 13.7 | 13.9 | 12.3 | 15.2 | 15.0 | 15.1 | 13.9 |
|  | two or more | 28.2 | 35.8 | 62.5 | 34.1 | 42.3 | 54.6 | 77.6 | 35.3 | 41.6 | 57.0 | 29.5 | 36.2 | 51.1 | 43.4 |
|  | Numbir of Advanced Placement Courses Taken 11. HS |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | none | 69.7 | 64.4 | 38.1 | 64.4 | 55.9 | 42.9 | 19.6 | 62.2 | 55.3 | 43.6 | 69.1 | 60.8 | 46.7 | 54.3 |
|  | one. | 15.1 | 18.2 | 21.1 | 18.6 | 22.9 | 25.9 | 20.9 | 17.4 | 21.5 | 23.9 | 17.2 | 20.2 | 26.0 | 20.6 |
|  | two or more | 15.2 | 17.5 | 40.8 | 17.0 | 21.3 | 31.2 | 59.5 | 20.4 | 23.2 | 32.4 | 13.6 | 19.1 | 27.3 | 25.0 |

WEIGHTED NATIONAL NORMS FOR FOUR-YEAR COLLEGES, FALL 1988


|  | 4-YEAR PUBLIC COLLEGES |  |  | 4-YEAR PRIVATE NONESECTARIALCOLLEGES |  |  |  | 4-YEAR OTHER SECTABIAN_COLLEGES Selectivity Levol |  |  | 4-YEAR CATHOLIC COLLEGES Solecilvity Level |  |  | ALL private 4-YEAR colleges |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Salectly ity Level |  |  | Solectivity Level |  |  |  |  |  |  |  |  |  |  |
|  | Lown | Medum | Hlah | Lem | Medium | High | Yay High | Lem | Medium | Hlah | Lew | Hedlum | High |  |
| HOURS PER HEEK IN THE LAST YEAR <br> SPENT OH |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| None |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| studying or doing homework. | 1.6 | 1.7 | 0.7 | 1.4 | 1.0 | 0.9 | 0.5 | 1.0 | 0.9 | 0.8 | 0.9 | 0.8 | 0.8 | 1.0 |
| socializing with friends........ | 0.3 | 0.2 | 0.2 | 0.3 | 0.2 | 0.1 | 0.1 | 0.3 | 0.1 | 0.1 | 0.2 | 0.1 | 0.1 | 0.2 |
| talking w/teacher outslde class. | 7.8 | 7.8 | 5.9 | 7.1 | 5.7 | 4.3 | 2.9 | 5.0 | 4.5 | 4.3 | 5.5 | 5.4 | 4.5 | 5.2 |
| exercising or sports............ | 4.9 | 3.7 | 2.2 | 4.5 | 3.6 | 2.9 | 2.3 | 4.8 | 2.8 | 2.4 | 3.9 | 2.3 | 1.8 | 3.5 |
| partying........... | 12.8 | 10.7 | 13.6 | 12.8 | 13.2 | 12.5 | 12.0 | 21.8 | 15.4 | 13.8 | 10.6 | 10.6 | 6.7 | 14.2 |
| working (for pay) | 23.7 | 18.7 | 28.6 | 26.7 | 25.2 | 35.3 | 43.9 | 29.1 | 30.7 | 34.4 | 27.9 | 23.1 | 24.6 | 29.7 |
| volunteer work... | 58.9 | 60.0 | 50.6 | 56.6 | 54.5 | 51.7 | 45.2 | 51.3 | 52.5 | 48.8 | 53.0 | 50.4 | 48.0 | 52.1 |
| student clubs and groups | 33.2 | 31.3 | 17.8 | 29.0 | 25.9 | 20.9 | 12.5 | 23.4 | 21.9 | 18.1 | 28.2 | 26.0 | 22.1 | 23.6 |
| watching TV........... | 4.2 | 4.9 | 5.2 | 5.5 | 5.8 | 8.0 | 10.6 | 4.9 | 5.7 | 7.1 | 4.5 | 5.8 | 5.2 | 6.1 |
| hobbies. | \% 4.6 | 9.3 | 8.1 | 8.4 | 8.7 | 7.9 | 8.4 | 8.4 | 7.8 | 8.3 | 9.3 | 8.5 | 9.0 | 8.4 |
| Six or More Hours |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| studying or dolng homework | 35.1 | 37.6 | 50.5 | 42.6 | 46.3 | 57.6 | 69.2 | 44.1 | 50.0 | 56.0 | 45.1 | 48.2 | 53.7 | 49.3 |
| socializing with friends........ | 75.8 | 80.1 | 82.2 | 78.9 | 79.0 | 82.4 | 83.7 | 75.5 | 80.4 | 83.2 | 78.5 | 79.9 | 84.5 | 79.7 |
| talking w/teacher outside class. | 10.3 | 7.4 | 7.1 | 12.1 | 9.9 | 10.9 | 9.9 | 10.3 | 9.9 | 9.1 | 12.4 | 9.8 | 9.6 | 10.6 |
| exercising or sports. | 46.5 | 47.6 | 55.9 | 48.2 | 48.1 | 53.7 | 55.3 | 46.7 | 52.7 | 55.2 | 50.1 | 52.8 | 55.8 | 50.6 |
| partying....... | 34.5 | 36.9 | 30.4 | 36.6 | 33.8 | 33.7 | 29.9 | 24.3 | 29.8 | 31.3 | 41.3 | 37.0 | 42.7 | 32.8 |
| working (for pay) | 63.6 | 71.8 | 58.8 | 62.0 | 63.8 | 51.3 | 40.3 | 57.6 | 54.7 | 52.0 | 60.7 | 65.7 | 65.0 | 57.7 |
| volunteer work.... | 4.9 | 3.8 | 4.3 | 6.9 | 5.7 | 6.0 | 6.4 | 5.8 | 5.1 | 5.2 | 6.7 | 5.8 | 5.3 | 6.0 |
| student clubs and group | 13.1 | 14.1 | 17.0 | 16.4 | 16.2 | 18.8 | 25.4 | 15.7 | 18.0 | 20.7 | 18.2 | 17.0 | 18.2 | 17:8 |
| Watching TV.......... | 36.1 | 32.3 | 32.3 | 34.8 | 30.3 | 27.5 | 22.5 | 35.1 | 31.1 | 28.4 | 32.7 | 30.1 | 31.2 | 31.4 |
| nobbles.... | 29.4 | 26.0 | 26.5 | 33.4 | 28.8 | 29.8 | 27.2 | 28.2 | 26.4 | 26.8 | 27.6 | 25.1 | 23.8 | 28.7 |
| Sixteen or More Hours |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| studying or doing homework | 4.8 | 4.8 | 7.9 | 8.4 | 8.1 | 13.4 | 21.4 | 6.7 | 9.5 | 12.4 | 6.5 | 8.1 | 9.8 | 9.8 |
| socializing with friends........ | 35.3 | 36.1 | 36.0 | 39.7 | 37.9 | 39.1 | 36.4 | 32.6 | 35.8 | 37.8 | 38.6 | 36.8 | 41.3 | 37.2 |
| talkling w/teacher outside class. | 2.2 | 1.4 | 1.2 | 2.9 | 2.3 | 2.1 | 1.4 | 1.9 | 2.0 | 1.4 | 2.6 | 1.8 | 1.6 | 2.1 |
| exercising or sports | 17.9 | 16.3 | 17.2 | 17.1 | 16.7 | 17.3 | 15.8 | 17.0 | 18.5 | 19.3 | 19.2 | 18.6 | 18.3 | 17.5 |
| partying.... | 9.1 | 8.5 | 5.4 | 9.9 | 8.1 | 7.0 | 5.0 | 6.0 | 6.3 | 5.9 | 10.6 | 7.9 | 8.4 | 7.6 |
| working (for pay) | 42.1 | 47.8 | 33.3 | 41.0 | 39.6 | 28.5 | 18.1 | 34.8 | 30.6 | 29.1 | 37.9 | 40.9 | 36.9 | 34.7 |
| volunteer work.... | 1.0 | 0.9 | 0.9 | 2.1 | 1.3 | 1.4 | 1.2 | 1.6 | 1.1 | 1.1 | 1.8 | 1.4 | 1.4 | 1.5 |
| student clubs and groups | 3.0 | 3.2 | 3.4 | 3.8 | 3.6 | 4.2 | 5.5 | 3.3 | 4.4 | 4.4 | 4.5 | 3.8 | 3.7 | 4.0 |
| watching TV............. | 9.3 | 6.6 | 6.0 | 8.8 | 6.1 | 5.0 | 3.3 | 8.9 | 5.8 | 5.2 | 8.2 | 5.4 | 5.7 | 6.9 |
| hobbles..... | 8.0 | 6.2 | 5.1 | 9.2 | 6.4 | 6.9 | 5.0 | 6.9 | 5.8 | 5.4 | 7.3 | 5.8 | 5.0 | 6.9 |
| Disablilties |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| none. | 84.4 | 89.6 | 82.9 | 85.4 | 88.2 | 87.0 | 85.3 | 85.9 | 85.5 | 86.9 | 84.7 | 89.2 | 89.4 | 86.4 |
| hearing. | 0.9 | 0.8 | 0.5 | 1.0 | 0.5 | 0.9 | 0.7 | 1.2 | 1.2 | 1.0 | 1.3 | 0.4 | 0.8 | 0.9 |
| speech. | 0.2 | 0.2 | 0.2 | 0.3 | 0.3 | 0.3 | 0.2 | 0.4 | 0.4 | 0.2 | 0.2 | 0.2 | 0.2 | 0.3 |
| or thopedic | 0.9 | 0.9 | 0.7 | 1.1 | 1.1 | 1.2 | 0.8 | 1.1 | 1.3 | 1.0 | 1.1 | 0.9 | 1.0 | 1.1 |
| learning disabllity | 0.9 | 0.7 | 0.5 | 4.0 | 1.9 | 2.2 | 1.1 | 1.3 | 1.8 | 1.2 | 1.8 | 0.9 | 0.7 | 2.0 |
| health-related...... | 1.1 | 1.0 | 0.7 | 1.5 | 1.0 | 1.2 | 0.7 | 1.5 | 1.4 | 1.3 | 1.1 | 1.2 | 0.9 | 1.3 |
| partially sighted or bilind...... | 2.0 | 1.7 | 2.0 | 2.2 | 1.9 | 2.5 | 2.3 | 2.6 | 2.5 | 2.7 | 2.4 | 1.7 | 2.1 | 2.3 |
| other............................ | 1.5 | 1.1 | 1.0 | 1.7 | 1.5 | 1.3 | 1.2 | 1.7 | 1.6 | 1.3 | 1.7 | 1.1 | 1.3 | 1.5 |
| U.S. Citizen? |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| yes.. | 99.1 | 99.2 | 98.8 | 98.2 | 97.9 | 96.4 | 96.3 | 98.6 | 97.8 | 98.2 | 98.0 | 98.2 | 98.5 | 97.9 |
| permanent resident............. . . | 0.3 | 0.2 | 0.3 | 0.2 | 0.8 | 0.4 | 0.6 | 0.2 | 0.1 | 0.3 | 0.6 | 0.5 | 0.4 | 0.4 |
| no............................... | 0.6 | 0.6 | 0.8 | 1.6 | 1.3 | 3.2 | 3.0 | 1.2 | 2.0 | 1.6 | 1.5 | 1.3 | 1.1 | 1.7 |

WEIGHTED NATIONAL NORMS FOR FOUR-YEAR COLLEGES, F'ALL 1988


| 4-YEAR PUBLIC COLLEGES |  |  | 4-yEAR PaIVATE <br> NON-SECTARIANCOLLEGES <br> Solectlvity Levet |  |  |  | 4.VEAR OTHER SECTARIAN CO!LEGES Solectlyity heval |  |  | 4.YEAR <br> CATHSLIC COLLEGES <br> Solectivitu Lovel |  |  | ALL PRIVATE 4.YEAR |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Lens | Medium | Hlah | Lown | Madium | High | Yery High | Low | Hedium | Hioh | Lew | Hodlum | High | COLLEGES |
| 2.5 | 1.3 | 0.6 | 1.6 | 1.3 | 0.9 | 0.5 | 1.7 | 1.1 | 0.7 | 1.9 | 1.2 | 0.9 | 1.3 |
| 0.6 | 0.2 | 0.1 | 0.4 | 0.2 | 0.1 | 0.1 | 0.6 | 0.2 | 0.1 | 0.2 | 0.2 | 0.2 | 0.3 |
| 3.3 | 0.4 | 0.2 | 1.5 | 0.5 | 0.1 | 0.1 | 1.7 | 0.5 | 0.3 | 1.7 | 0.5 | 0.3 | 0.9 |
| 39.6 | 36.6 | 18.1 | 32.7 | 29.9 | 16.1 | 7.3 | 30.5 | 24.6 | 16.3 | 33.3 | 26.4 | 19.3 | 25.3 |
| 34.1 | 42.8 | 47.1 | 38.5 | 44.5 | 44.8 | 37.1 | 38.1 | 39.4 | 41.3 | 39.0 | 43.7 | 45.4 | 40.5 |
| 9.8 | 10.7 | 20.5 | 12.7 | 12.7 | 18.9 | 29.2 | 14.3 | 16.2 | 19.2 | 11.7 | 12.8 | 14.0 | 15.8 |
| 4.2 | 3.2 | 6.4 | 5.1 | 5.4 | 8.7 | 11.5 | 5.6 | 8.3 | 10.8 | 4.0 | 6.3 | 8.4 | 7.0 |
| 3.3 | 3.4 | 5.8 | 5.3 | 3.9 | 8.7 | 12.6 | 4.8 | 7.6 | 9.8 | 5.5 | 7.2 | 10.1 | 6.9 |
| 0.5 | 0.2 | 0.3 | 0.5 | 0.3 | 0.3 | 0.2 | 1.0 | 0.6 | 0.4 | 0.7 | 0.3 | 0.2 | 0.5 |
| 2.1 | 1.1 | 1.0 | 1.8 | 1.4 | 1.4 | 1.4 | 1.6 | 1.5 | 1.2 | 1.9 | 1.4 | 1.2 | 1.5 |
| 4.4 | 3.6 | 1.4 | 2.7 | 1.5 | 1.1 | 0.5 | 3.4 | 2.0 | 1.0 | 3.3 | 1.7 | 1.1 | 2.1 |
| 0.7 | 0.2 | 0.1 | 0.4 | 0.1 | 0.2 | 0.1 | 0.6 | 0.2 | 0.2 | 0.2 | 0.4 | 0.1 | 0.3 |
| 7.9 | 2.5 | 0.7 | 2.9 | 1.3 | 0.6 | 0.2 | 4.6 | 1.5 | 0.8 | 4.8 | 1.1 | 0.8 | 2.2 |
| 63.8 | 71.9 | 81.9 | 76.0 | 76.3 | 83.0 | 88.5 | 76.0 | 82.2 | 86.3 | 73.1 | 72.7 | 79.4 | 78.9 |
| 17.0 | 18.5 | 12.6 | 13.9 | 17.9 | 11.2 | 8.0 | 11.3 | 10.6 | 8.4 | 13.8 | 18.9 | 15.3 | 12.7 |
| 1.8 | 1.4 | 1.6 | 1.4 | 1.1 | 1.9 | 1.0 | 1.3 | 1.1 | 0,8 | 1.8 | 1.8 | $1 . ?$ | 1.4 |
| 0.9 | 0.4 | 0.2 | 0.5 | 0.4 | 0.4 | 0.5 | 0.5 | 0.5 | 0.4 | 0.6 | 0.4 | 0.5 | 0.5 |
| 0.7 | 0.4 | 0.7 | 0.5 | 0.4 | 0.6 | 0.5 | 0.5 | 0.6 | 1.2 | 0.6 | 1.4 | 0.6 | 0.6 |
| 0.4 | 0.3 | 0.2 | 0.4 | 0.2 | 0.2 | 0.1 | 0.4 | 0.2 | 0.1 | 0.3 | 3.3 | 0.1 | 0.3 |
| 2.3 | 0.9 | r. 5 | 1.4 | 0.8 | 0.9 | 0.5 | 1.5 | 1.0 | 0.8 | 1.5 | 1.2 | 0.8 | 1.1 |
| 30.0 | 9.0 | 11.1 | 20.0 | 9.7 | 4.8 | 2.2 | 28.2 | 11.1 | 8.3 | 4.2 | 2.9 | 1.6 | 13.3 |
| 0.1 | 0.2 | 0.3 | 0.4 | 0.6 | 0.9 | 0.9 | 0.2 | 0.3 | 0.3 | 0.2 | 0.3 | 0.2 | 0.4 |
| 1.3 | 0.9 | 1.0 | 2.6 | 1.3 | 2.8 | 2.8 | 2.0 | 1.4 | 1.4 | 0.6 | 0.6 | 0.4 | 1.8 |
| 0.3 | 0.4 | 0.5 | 0.4 | 0.8 | 1.1 | 0.8 | 0.1 | 0.4 | 0.7 | 0.5 | 0.6 | 0.7 | 0.6 |
| 1.8 | 2.0 | 5.0 | 3.18 | 3.7 | 6.1 | 7.0 | 2.3 | 4.7 | 5.7 | 1.6 | 1.9 | 1.3 | 3.7 |
| 0.3 | 0.1 | 0.2 | 0.5 | 0.2 | 0.5 | 0.5 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.1 | 0.3 |
| 0.8 | 2.0 | 1.8 | 2.9 | 4.2 | 4.8 | 9.7 | 0.5 | 0.9 | 1.2 | 0.3 | 0.6 | 0.4 | 2.5 |
| 0.4 | 0.1 | 0.5 | 0.2 | 0.2 | 0.2 | 0.3 | 0.2 | 0.2 | 0.2 | 0.2 | 0.1 | 0.0 | 0.2 |
| 5.2 | 9.7 | 6.1 | 3.6 | 3.2 | 4.2 | 3.8 | 7.2 | 9.1 | 19.6 | 3.5 | 3.8 | 3.6 | 5.9 |
| 11.6 | 8.7 | 10.4 | 8.6 | 7.6 | 5.9 | 4.3 | 11.0 | 14.4 | 10.4 | 4.2 | 3.3 | 1.8 | 8.0 |
| 4.0 | 4.0 | 6.4 | 4.5 | 5.4 | 6.1 | 6.5 | 5.2 | 11.1 | 10.3 | 2.4 | 2.0 | 1.4 | 5.5 |
| 0.1 | 0.2 | 0.2 | 0.1 | 0.3 | 0.5 | 1.1 | 0.3 | 0.2 | 1.1 | 0.2 | 0.1 | 0.2 | 0.4 |
| 24.3 | 42.0 | 34.2 | 23.5 | 37.9 | 31.7 | 23.9 | 10.5 | 17.2 | 19.2 | 70.5 | 70.5 | 79.8 | 31.4 |
| 0.3 | 0.3 | 0.2 | 0.4 | 0.3 | 0.3 | 0.2 | 0.2 | 0.2 | 0.1 | 0.3 | 0.2 | 0.3 | 0.2 |
| 3.9 | 4.6 | 6.1 | 7.9 | 6.3 | 5.4 | 4.6 | 12.2 | 13.3 | 4.7 | 2.2 | 2.8 | 1.0 | 7.3 |
| 6.4 | 4.4 | 3.7 | 8.8 | 4.6 | 5.0 | 5.0 | 11.9 | 5.3 | 4.6 | 2.9 | 2.8 | 1.6 | 6.7 |
| 9.1 | 11.4 | 12.4 | 12.1 | 13.6 | 20.2 | 26.5 | 7.8 | 9.9 | 12.1 | 6.1 | 7.4 | 5.7 | 12.0 |
| 64.8 | 82.7 | 79.1 | 68.6 | 78.4 | 86.6 | 92.8 | 49.2 | 62.7 | 77.7 | 86.0 | 89.0 | 93.7 | 73.2 |
| 35.2 | 17.3 | 20.9 | 31.4 | 21.6 | 13.4 | 7.2 | 50.8 | 37.3 | 22.3 | 14.0 | 11.0 | 6.3 | 26.8 |

WEIGHTED NATIONAL NORMS FOR FOUR-YEAR COLLEGES, FALL 1988

|  | 4-YEAR PUBLIC COLLEGES |  |  | 4-year private <br> NOMSECTARIAN COLLEGES <br> Solectivity Level |  |  |  | 4-YEAR OTHER SECTABIAN COLLEGES Solectivily Lovel |  |  | 4-YEAR <br> CATHOLIC COLLEGES <br> Selectlvitu Loval |  |  | private 4-YEAR COLLEGE |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Low | Medium | High | Len | Medium | Heh | Yery Hiah | Le\% | Hedlum | Hlah | Lex | Hodjum | High |  |
| Probable Ma.jor field of study |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| Arts and Humanitios |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
|  | 2.1 | 1.6 | 1.6 | 6.9 | 8.1 | 5.9 | 1.8 | 1.2 | 2.2 | 1.6 | 4.0 | 3.2 | 0.8 | 3.9 |
| English............................. | 0.6 | 1.1 | 2.5 | 1.1 | 1.3 | 4.7 | 7.8 | 1.7 | 2.9 | 3.4 | 1.4 | 1.7 | 2.9 | 2.6 |
| history $\mathrm{journalism}$. | 0.7 1.2 | 1.2 | 1.9 0.7 | 0.5 1.6 | 0.5 1.9 | 2.1 1.3 | 4.6 1.0 | 1.1 1.6 | 1.4 | 2.2 1.6 | 1.3 0.9 | 0.6 1.2 | 1.7 2.4 | 1.4 |
| language or i iteratu | 0.2 | 0.6 | 1.2 | 0.3 | 0.6 | 1.7 | 3.3 | 0.7 | 1.1 | 1.6 | 0.3 | 0.9 | 1.1 | 1.0 |
| music.. | 1.1 | 7. 4 | 0.8 | 0.8 | 0.9 | 1.3 | 1.0 | 1.7 | 1.9 | 1.5 | 1.0 | 0.7 | 0.2 | 1.2 |
| philosophy | 0.0 | 0.1 | 0.1 | 0.1 | 0.0 | 0.5 | 1.3 | 0.3 | 0.4 | 0.6 | 0.2 | 0.2 | 0.3 | 0.4 |
| speech... | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.2 | 0.2 | 0.2 | 0.1 | 0.1 | 0.1 |
| theater or drama... | 0.5 | 0.6 | 0.4 | 1.4 | 3.7 | 1.2 | 0.8 | 0.8 | 1.1 | 0.7 | 0.9 | 0.7 | 0.3 | 1.0 |
| theology or religion | 0.1 | 0.0 | 0.0 | 0.4 | 0.2 | 0.2 | 0.2 | 1.6 | 0.5 | 0.4 | 0.2 | 0.1 | 0.1 | 0.6 |
| other humanities... | 0.4 | 0.3 | 0.4 | 0.7 | 0.9 | 0.8 | 1.1 | 0.4 | 0.4 | 0.6 | 1.5 | 0.8 | 0.8 | 0.7 |
| Biological Sciences |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| general blology. b , ......i..... | 1.1 | 1.6 0.3 | 3.6 | 1.6 | 2.4 | 2.8 | 4.9 1.3 | 2.1 0.3 | 2.9 | 4.0 0.8 | 2.1 | 2.7 | 4.4 0.6 | 2.7 |
|  | 0.0 | 0.0 | 0.1 | 0.0 | 0.0 | 0.8 | 0.1 | 00 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 | 0.0 |
|  | 0.5 | 0.4 | 1.5 | 0.2 | 0.3 | 0.6 | 0.5 | 0.4 | 0.6 | 0.9 | 0.2 | 1.0 | 0.3 | 0.5 |
| microbiology or bacteriology.... | 0.1 | 0.2 | 0.2 | 0.1 | 0.2 | 0.1 | 0.2 | 0.1 | 0.3 | 0.3 | 0.2 | 0.1 | 0.1 | 0.2 |
|  | 0.3 | 0.1 | 0.2 | 0.1 | 0.3 | 0.2 | 0.4 | 0.3 | 0.3 | 0.3 | 0.2 | 0.2 | 0.1 | 0.2 |
| other biological sciences. | 0.4 | 0.4 | 0.4 | 0.2 | 0.8 | 0.5 | 0.8 | 0.4 | 0.5 | 0.4 | 0.6 | 0.2 | 0.3 | 0.4 |
| Business |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| accounting......... | 7.0 | 10.1 | 3.5 | 5.1 | 7.3 | 2.3 | 0.5 | 6.3 | 4.9 | 3.5 | 6.1 | 9.2 | 9.0 | 5.3 |
| business administration | 7.7 | 7.1 | 4.4 | 6.6 | 6.3 | 5.4 | 3.0 | 8.0 | 7.8 | 6.0 | 8.7 | 8.7 | 8.3 | 6.9 |
| finance.. | 1.4 | 2.6 | 1.2 | 1.8 | 2.8 | 2.3 | 1.3 | 1.2 | 2.0 | 1.8 | 1.9 | 2.2 | 4.3 | 2.0 |
| marketing. | 3.7 | 4.1 | 1.9 | 3.6 | 4.0 | 2.2 | 0.9 | 1.9 | 2.4 | $\begin{array}{r}2.3 \\ \hline\end{array}$ | 3.4 | 4.2 | 5.2 | 2.9 |
| management.... | 6.0 | 5.7 | 3.6 | 5.7 | 5.6 | 4.2 | 1.6 | 4.8 | 3.7 | 4.9 | 6.2 | 6.1 | 4.6 | 4.8 |
| secretariai studios............... | 0.7 | 0.1 | 0.0 | 0.5 | 0.2 | 0.0 | 0.0 | 0.5 | C. 0 | 0.0 | 0.2 | 0.0 | 0.0 | 0.2 |
| other business.................... | 1.7 | 1.1 | 0.6 | 1.5 | 1.9 | 1.4 | 0.8 | 1.1 | 1.5 | 1.6 | 1.6 | 2.9 | 2.2 | 1.5 |
| Education |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| business educaticn.. | 0.6 | 0.3 | 0.1 | 0.3 | 0.3 | 0.1 | 0.0 | 0.4 | 0.2 | 0.1 | 0.2 | 0.1 | 0.1 | 0.2 |
| elementary education............ | 6.9 | 7.6 | 5.0 | 4.5 | 4.0 | 1.9 | 0.5 | 7.6 | 6.2 | 3.5 | 8.4 | 4.6 | 2.6 | 4.7 |
| music or art education........... | 0.5 | 0.9 | 0.4 | 0.4 | 0.4 | 0.4 | 0.1 | 0.8 | 0.7 | 0.5 | 0.5 | 0.5 | 0.1 | 0.5 |
| physical education or recreavion | 1.8 | 1.3 | 0.3 | 0.9 | 0.5 | 0.4 | 0.0 | 2.4 | 1.3 | 0.4 | 1.2 | 1.5 | 0.3 | 1.1 |
| secondary education. special education. | 2.2 0.8 | 2.7 1.4 | 2.5 1.3 | 1.2 0.5 | 1.3 0.5 | 1.3 0.3 | 0.7 | 3.6 1.2 | 2.6 | 1.9 0.3 | 1.9 1.3 | 2.0 0.5 | 1.4 .0 .3 | 1.9 0.7 |
|  | 0.8 | 1.4 | 1.3 | 0.5 | 0.5 0.3 | 0.3 | 0.1 | 1.2 0.6 | 1.1 | 0.3 0.2 | 1.3 0.4 | 0.5 0.3 | 0.3 0.1 | 0.7 0.3 |
| Engineering |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| aeronautical/astronautical eng. | 0.3 | 0.7 | 5.6 | 8.0 | 0.5 | 0.5 | 1.1 | 0.3 | 0.4 | 0.4 | 0.2 | 0.6 | 0.3 | 2.1 |
| chemical engineering . | 0.3 | 0.8 | 1.1 | 0.3 0.3 | 0.2 | 0.5 0.3 | 0.9 | 0.4 | 0.4 0.2 | 0.5 0.2 | 0.1 | 0.2 | 1.0 | 0.4 0.3 |
| electrical engineering | 1.8 | 1.8 | 4.8 | 2.1 | 2.3 | 3.6 | 2.0 | 0.7 | 0.7 | 1.1 | 0.2 | 0.7 | 1.9 | 1.6 |
| industria engineering. | 0.4 | 0.2 | 0.4 | 0.0 | 0.4 | 0.4 | 0.1 | 0.2 | 0.1 | 0.1 | 0.0 | 0.0 | 0.2 | 0.2 |
| mechanica! engineering. | 1.0 | 1.5 | 3.3 | 0.8 | 1.2 | 3.1 | 1.7 | 0.6 | 0.9 | 0.9 | 0.2 | 0.4 | 1.1 | 1.0 |
| other engineer ing................ | 0.6 | 0.7 | 2.5 | 0.7 | 1.8 | 1.0 | 0.9 | 0.5 | 0.3 | 0.6 | 0.1 | 0.3 | 0.4 | 0.7 |

WEIGHTED NATIONAL NORMS FOR FOUR-YEAR COLLEGES, FALL 1988


Probable Career occupation
accountant or actuary
actor or entertalner
artistect
business iciericai
business (management)
 business salesperson or buyer business salesperson or buyer. clergy (minister, priest)
clinical psychologist.
college teacher
computer programmer or anaiyst. conservationist or forester. dentist (incl or thodontist) dietitian or home economist engineer.
farmer or rancher.
foreign service worker
homemaker (full-time
interior decorator a.o.j
lab technician or hygieni
law enforcement officer
lawyer (attorney) or judge
musician (performer, compose
musician (performer, composer)... optome
pharmacist
physician.
school counseior
school principal/superintendent. scientific researcher.
social/welfare/recreation worker statistician.
therapist (phys, occup, speech)... teacher (elementary)
teacher (secondary
veterinarian...
 skilled trades.
other career
Miles from College to Home

| 5 or | 6.1 | 5.0 | 2.0 |
| :---: | :---: | :---: | :---: |
| 6-10 | 5.6 | 8.2 | 1.9 |
| 11-50. | 23.7 | 40.9 | 16.1 |
| 51-100 | 20.2 | 18.5 | 20.0 |
| 101-50 | 37.2 | 25.4 | 31.7 |

more than 500.
A.YEAR PUBLIC COLLEGES

| Solectivity Level |  |  |
| ---: | ---: | ---: |
| Low | Medlum | Hlah |
| 6.9 | 10.1 | 3.3 |
| 1.0 | 1.0 | 0.6 |
| 1.1 | 0.7 | 0.3 |
| 2.0 | 1.3 | 1.1 |
| 1.2 | 0.4 | 0.1 |
| 13.3 | 14.7 | 8.5 |
| 4.2 | 3.6 | 1.6 |
| 1.7 | 1.4 | 0.7 |
| 0.1 | 0.1 | 0.1 |
| 0.0 | 0.0 | 0.6 |
| 1.8 | 2.0 | 2.0 |
| 0.2 | 0.3 | 0.5 |
| 3.4 | 3.1 | 2.1 |
| 0.6 | 0.2 | 0.2 |
| 0.9 | 0.4 | 0.3 |
| 0.2 | 0.1 | 0.1 |
| 4.7 | 5.1 | 17.8 |
| 0.5 | 0.1 | 0.0 |
| 0.3 | 0.7 | 1.9 |
| 0.1 | 0.1 | 0.1 |
| 0.5 | 0.2 | 0.3 |
| 0.2 | 0.3 | 0.4 |
| 0.7 | 0.4 | 0.2 |
| 1.9 | 1.1 | 0.3 |
| 4.1 | 4.0 | 5.5 |
| 0.5 | 1.3 | 11.3 |
| 1.4 | 1.5 | 0.7 |
| 2.9 | 2.3 | 0.6 |
| 0.6 | 0.2 | 0.2 |
| 2.1 | 0.5 | 0.6 |
| 2.1 | 2.0 | 4.7 |
| 0.4 | 0.3 | 0.2 |
| 0.1 | 0.0 | 0.0 |
| 0.9 | 1.6 | 2.6 |
| 2.1 | 1.2 | 0.5 |
| 0.1 | 0.1 | 0.1 |
| 2.7 | 2.8 | 1.6 |
| 7.6 | 9.0 | 5.7 |
| 4.2 | 5.3 | 4.1 |
| 0.9 | 0.5 | 0.4 |
| 1.9 | 2.4 | 1.9 |
| 1.4 | 0.3 | 0.1 |
| 6.9 | 5.6 | 4.7 |
| 9.9 | 11.6 | 12.3 |
|  |  |  |



| 4.0 | 4.5 | 3.5 | 1.4 |
| ---: | ---: | ---: | ---: |
| 3.9 | 4.9 | 2.9 | 0.8 |
| 14.2 | 24.4 | 16.9 | 7.2 |
| 9.6 | 17.8 | 14.3 | 12.0 |
| 32.6 | 36.5 | 38.9 | 43.2 |
| 35.6 | 11.9 | 23.4 | 35.4 |

4-YEAR OTHER SECTARIAN COLLEGES $\frac{\text { Solectivity Level }}{\text { Low Medium High }}$

| 6.2 | 4.8 | 3.5 |
| ---: | ---: | ---: |
| 1.2 | 1.4 | 0.9 |
| 0.7 | 0.5 | 0.5 |
| 1.0 | 1.7 | 1.2 |
| 0.7 | 0.5 | 0.2 |
| 11.9 | 12.0 | 12.4 |
| 3.3 | 3.4 | 3.0 |
| 1.0 | 1.2 | 0.9 |
| 1.2 | 0.5 | 0.3 |
| 0.7 | 0.2 | 0.3 |
| 2.3 | 2.6 | 2.4 |
| 0.7 | 0.7 | 1.0 |
| 2.9 | 1.5 | 1.3 |
| 0.3 | 0.4 | 0.5 |
| 0.5 | 0.6 | 0.9 |
| 0.2 | 0.1 | 0.1 |
| 2.8 | 2.9 | 3.9 |
| 0.3 | 0.2 | 0.1 |
| 1.4 | 1.8 | 3.4 |
| 0.2 | 0.1 | 0.1 |
| 0.4 | 0.6 | 0.3 |
| 0.3 | 0.3 | 0.6 |
| 0.4 | 0.3 | 0.3 |
| 0.6 | 0.7 | 0.4 |
| 5.0 | 7.6 | 9.8 |
| 0.4 | 0.2 | 0.2 |
| 1.5 | 1.5 | 1.4 |
| 2.6 | 1.9 | 1.0 |
| 0.3 | 0.4 | 0.2 |
| 0.9 | 0.5 | 0.5 |
| 3.6 | 5.8 | 8.0 |
| 0.7 | 0.5 | 0.2 |
| 0.1 | 0.1 | 0.0 |
| 1.3 | 1.7 | 3.0 |
| 2.3 | 1.6 | 1.0 |
| 0.1 | 0.1 | 0.1 |
| 2.2 | 3.0 | 2.1 |
| 8.5 | 7.0 | 3.8 |
| 6.6 | 5.0 | 4.1 |
| 0.6 | 0.7 | 0.8 |
| 3.2 | 3.3 | 3.5 |
| 0.4 | 0.2 | 0.1 |
| 7.4 | 5.6 | 5.5 |
| 11.3 | 14.5 | 16.3 |
|  |  |  |


| 4.6 | 4.6 | 2.5 |
| ---: | ---: | ---: |
| 3.8 | 4.1 | 2.0 |
| 19.5 | 19.0 | 12.7 |
| 16.8 | 16.8 | 18.9 |
| 36.4 | 38.0 | 43.5 |
| 18.9 | 17.6 | 20.4 |


| 8.6 | 9.7 | 5.3 |
| ---: | ---: | ---: |
| 7.2 | 10.4 | 7.2 |
| 19.4 | 31.1 | 28.8 |
| 13.9 | 14.3 | 18.7 |
| 36.2 | 21.9 | 31.6 |
| 14.6 | 12.6 | 8.5 |


| 4.YEAR <br> CATHOLIC COLLEGES |  |  | ALL private 4-YEAR |
| :---: | :---: | :---: | :---: |
|  |  |  |  |
| Selocilivivy Levol |  |  |  |
| Low | Medium | Hilah | COLLEGES |
| 6.6 | 8.7 | 8.4 | 5.2 |
| 1.4 | 0.9 | 0.6 | 1.5 |
| 0.4 | 0.5 | 0.4 | 0.7 |
| 3.1 | 2.2 | 0.4 | 3.2 |
| 0.5 | 0.4 | 0.2 | 0.4 |
| 12.8 | 16.4 | 16.3 | 12.3 |
| 4.6 | 4.1 | 4.1 | 3.8 |
| 2.3 | 1.7 | 1.7 | 1.3 |
| 0.5 | 0.0 | 0.2 | 0.3 |
| 0.1 | 0.1 | 0.1 | 0.3 |
| 3.0 | 2.5 | 2.1 | 2.2 |
| 0.4 | 0.3 | 0.4 | 0.7 |
| 2.1 | 1.9 | 1.8 | 2.1 |
| 0.2 | 0.1 | 0.1 | 0.3 |
| 0.3 | 0.5 | 0.8 | 0.5 |
| 0.2 | 0.7 | 0.1 | 0.2 |
| 1.2 | 2.0 | 5.4 | 5.6 |
| 0.1 | 0.1 | 3.1 | 0.2 |
| 0.6 | 2.0 | 1.9 | 1.7 |
| 0.1 | 0.2 | 0.1 | 0.1 |
| 1.3 | 1.4 | 0.3 | 0.7 |
| 0.1 | 0.3 | 0.4 | 0.3 |
| 0.4 | 0.2 | 0.0 | 0.2 |
| 2.1 | 0.5 | 0.5 | 0.6 |
| 6.3 | 7.5 | 10.1 | 6.9 |
| 0.4 | 0.5 | 0.5 | 0.8 |
| 0.9 | 0.7 | 0.5 | 1.2 |
| 2.6 | 1.4 | 1.6 | 1.3 |
| 0.2 | 0.2 | 0.3 | 0.2 |
| 0.4 | 0.4 | 0.3 | 0.6 |
| 3.0 | 4.3 | 6.5 | 4.8 |
| 0.4 | 0.4 | 0.4 | 0.4 |
| 0.0 | 0.0 | 0.0 | 0.0 |
| 0.8 | 1.7 | 1.3 | 1.7 |
| 2.5 | 1.6 | 0.9 | 1.5 |
| 0.1 | 0.0 | 0.1 | 0.1 |
| 3.3 | 2.0 | 1.5 | 1.8 |
| 9.4 | 5.1 | 2.9 | 5.3 |
| 3.7 | 3.8 | 2.6 | 3.8 |
| 0.5 | 0.6 | 0.4 | 0.6 |
| 2.0 | 2.7 | 3.9 | 3.3 |
| 0.2 | 0.1 | 0.1 | 0.4 |
| 7.0 | 6.7 | 4.9 | 7.4 |
| 11.4 | 12.4 | 14.5 | 13.1 |

WEIGHTED NATIONAL NORMS FOR FOUR-YEAR COLLEGES, FALL 1988


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$\begin{array}{rrr}2.6 & 1.6 & 1.1 \\ 7.6 & 4.2 & 2.7 \\ 39.1 & 40.9 & 27.2 \\ 8.0 & 8.9 & 9.0 \\ 18.4 & 18.2 & 17.7 \\ 15.2 & 16.7 & 25.3 \\ 2.0 & 2.8 & 4.5 \\ 7.1 & 6.7 & 12.5\end{array}$

| 1.1 | 1.0 | 1.6 |
| ---: | ---: | ---: |
| 14.1 | 12.8 | 13.1 |
| 12.1 | 13.6 | 11.7 |
| 0.2 | 0.2 | 0.2 |
| 0.2 | 0.3 | 0.7 |
| 0.3 | 0.2 | 0.4 |
| 3.9 | 3.3 | 6.7 |
| 6.8 | 6.2 | 9.1 |
| 0.1 | 0.2 | 0.1 |
| 0.4 | 0.3 | 0.3 |
| 1.7 | 2.0 | 1.8 |
| 14.9 | 17.1 | 18.5 |
| 0.1 | 6.1 | 0.2 |
| 7.0 | 8.2 | 8.0 |
| 0.0 | 0.1 | 0.1 |
| 1.4 | 1.3 | 1.5 |
| 2.3 | 2.0 | 1.8 |
| 2.9 | 2.8 | 1.9 |
| 2.4 | 2.0 | 1.3 |
| 6.5 | 5.3 | 3.6 |
| 21.5 | 21.0 | 17.5 |


| 30.3 | 9.7 | 12.0 |
| ---: | ---: | ---: |
| 0.2 | 0.3 | 0.5 |
| 1.3 | 1.0 | 1.1 |
| 0.3 | 0.5 | 0.6 |
| 2.0 | 2.3 | 5.6 |
| 0.2 | 0.1 | 0.2 |
| 1.0 | 2.3 | 2.2 |
| 0.4 | 0.2 | 0.5 |
| 5.8 | 10.7 | 6.8 |
| 12.7 | 9.6 | 11.5 |
| 4.5 | 4.7 | 7.5 |
| 0.1 | 0.1 | 0.2 |
| 25.4 | 43.8 | 35.5 |
| 0.3 | 0.3 | 0.2 |
| 4.2 | 5.2 | 6.4 |
| 6.2 | 4.0 | 3.5 |
| 5.0 | 5.2 | 5.5 |


| Loy | Medlum | High | Yery Hlah |
| :---: | :---: | :---: | :---: |
| 2.0 | 3.2 | 1.5 | 1.2 |
| 4.5 | 4.8 | 2.4 | 1.4 |
| 29.3 | 29.2 | 21.0 | 10.7 |
| 7.5 | 8.7 | 6.7 | 5.7 |
| 19.0 | 16.9 | 16.2 | 12.3 |
| 21.7 | 23.2 | 28.1 | 32.5 |
| 3.6 | 3.8 | 5.6 | 7.7 |
| 12.5 | 10.3 | 18.5 | 28.4 |
| 2.2 | 2.5 | 3.9 | 4.7 |
| 15.7 | 15.5 | 15.6 | 14.1 |
| 9.7 | 11.7 | 8.0 | 6.2 |
| 0.2 | 0.2 | 0.4 | 0.3 |
| 0.4 | 0.4 | 1.0 | 2.2 |
| 0.7 | 0.4 | 0.8 | 1.5 |
| 4.9 | 4.3 | 5.6 | 7.6 |
| 8.2 | 7.6 | 7.9 | 8.8 |
| 03 | 0.2 | 0.2 | 0.2 |
| 0.1 | 0.1 | 0.2 | 0.2 |
| 1.8 | 1.9 | 2.1 | 2.4 |
| 14.3 | 16.7 | 18.6 | 17.7 |
| 0.6 | 0.3 | 0.6 | 1.3 |
| 7.9 | 7.9 | 6.8 | 5.9 |
| 0.2 | 0.2 | 0.2 | 0.6 |
| 1.9 | 1.4 | 2.2 | 3.0 |
| 2.0 | 2.2 | 1.6 | 1.2 |
| 1.6 | 2.5 | 1.5 | 1.1 |
| 1.3 | 1.8 | 0.9 | 0.5 |
| 6.4 | 5.7 | 5.0 | 4.2 |
| 19.6 | 16.5 | 16.8 | 16.4 |


| 21.1 | 10.5 | 4.8 | 2.8 |
| ---: | ---: | ---: | ---: |
| 0.4 | 0.8 | 1.0 | 1.1 |
| 2.8 | 1.4 | 3.2 | 3.8 |
| 0.5 | 0.9 | 1.2 | 0.9 |
| 4.0 | 4.3 | 7.4 | 8.9 |
| 0.4 | 0.3 | 0.5 | 0.7 |
| 3.5 | 4.8 | 5.8 | 11.2 |
| 0.2 | 0.1 | 0.3 | 0.3 |
| 4.4 | 3.8 | 5.3 | 4.8 |
| 9.5 | 8.5 | 7.0 | 5.0 |
| 5.3 | 6.4 | 7.7 | 8.1 |
| 0.1 | 0.3 | 0.4 | 0.7 |
| 25.1 | 40.3 | 34.5 | 27.3 |
| 0.4 | 0.3 | 0.3 | 0.2 |
| 8.7 | 6.8 | 6.5 | 5.9 |
| 8.1 | 4.4 | 4.5 | 4.2 |
| 5.3 | 5.9 | 9.6 | 13.3 |

4-YEAR OTHER Lonin位 COLLEGES $\begin{array}{rrr}2.6 & 1.4 & 1.1 \\ 6.6 & 2.8 & 1.9 \\ 30.9 & 25.6 & 17.8 \\ 7.3 & 8.1 & 6.9 \\ 19.9 & 18.4 & 17.3 \\ 19.1 & 27.1 & 31.5 \\ 3.4 & 4.5 & 6.2 \\ 10.2 & 12.2 & 17.3\end{array}$

| 1.5 | 2.5 | 2.9 |
| ---: | ---: | ---: |
| 13.1 | 12.9 | 13.7 |
| 9.8 | 9.7 | 8.8 |
| 0.4 | 0.4 | 0.4 |
| 0.5 | 0.8 | 1.1 |
| 0.2 | 0.4 | 0.7 |
| 4.8 | 5.7 | 6.7 |
| 9.1 | 9.4 | 10.9 |
| 0.3 | 0.1 | 0.1 |
| 0.3 | 0.3 | 0.2 |
| 1.9 | 2.1 | 2.2 |
| 17.8 | 20.1 | 18.4 |
| 0.3 | 0.2 | 0.5 |
| 7.1 | 7.5 | 7.7 |
| 0.1 | 0.0 | 0.1 |
| 1.7 | 1.3 | 2.2 |
| 1.9 | 1.5 | 1.3 |
| 2.7 | 1.7 | 1.4 |
| 2.1 | 1.1 | 0.8 |
| 5.1 | 4.6 | 4.4 |
| 19.3 | 17.6 | 15.6 | 1.0

14.0
9.7
0.0
0.4
0.3
3.8
5.6
0.1
0.4
1.5
20.3
0.2
9.5
0.0
1.2
2.1
1.9
1.8
6.4
19.6

4-YEAR
 private 4-YEAR
OLHEGES
2.2
4.1
26.7
7.6
17.7
23.9
4.3
13.5
2.4
14.2
9.4
0.3
0.7
0.6
5.1
8.3
0.2
0.2
1.9
18.0
0.5
7.7
0.2
1.8
1.7
1.9
1.4
5.4
28.8
0.1
2.1
0.1
2.7
0.2
0.7
0.5
7.8
11.7
5.9
0.3
11.5
0.2
12.0
11.1
4.5
11.7
0.3
1.5
0.5
5.1
0.2
1.1
0.2
9.7
15.6
12.1
0.3
18.1
0.3
13.8
5.0
4.7

## OMnmNNJFmrmrNrOrm

| NNNOOOWFFOOOLOOON <br>  |
| :---: |
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monosomocouomonin

# WEIGHTED NATIONAL NORMS FOR FOUR-YEAR COLLEGES, FALL 1988 

| S-YEAR PUBLIC COLLEGES |  |  |
| :---: | :---: | :---: |
| Selectivity Level |  |  |
| Low | Medum | Hlah |
| 32.6 | 30.6 | 36.8 |
| 4.3 | 2.0 | 1.2 |
| 56.9 | 55.1 | 60.7 |
| 85.1 | 82.5 | 80.4 |
| 42.5 | 36.0 | 31.3 |
| 72.6 | 63.4 | 75.6 |
| 78.5 | 73.5 | 62.9 |
| 3.3 | 1.8 | 2.0 |
| 22.6 | 17.3 | 17.3 |
| 47.8 | 42.5 | 49.3 |
| 13.7 | 11.5 | 10.1 |

$\qquad$ SECT Luw Selectlyitisfiel
Reasons Noted as Very Important in Deciding to go to College become a more cur cured person... gain general education

improve reading and study skilis learn more about things. make more money nothing better to do.
prepare for graduate so............
wanted to get away from home....
Reasons Noted as Very Important
in Selecting This College in Selecting This college
advice of guldance counselor....
 friend suggested attending good sooial reputation graduates get goor jobs
graduates get goon jobs (7).....
not offered aid by first choice
offered financial assistance.
offers special programs..... recrulted by athletic department recruited by college rep...... relatives wanted me to come relatives Wanted me to come.....
wanted to live near home......

Residence Preferred During Fall Term
With parents or relatives....... other private home, apt, room. coliege dormitory.
fraternity or sorority house.... other campus housing
other......................................

## Residence Planned Durling Fall

Term
With parents or relatives.
other private home, apt, room.
college dormitory.
fraternity or sorority house.
other campus housing
other

| 9.4 | 7.8 | 6.3 |
| ---: | ---: | ---: |
| 4.8 | 4.0 | 3.2 |
| 10.6 | 7.6 | 5.7 |
| 40.3 | 57.0 | 77.5 |
| 19.6 | 19.4 | 19.6 |
| 28.4 | 30.9 | 42.2 |
| 27.0 | 31.7 | 32.0 |
| 5.2 | 5.0 | 5.8 |
| 24.5 | 17.1 | 20.9 |
| 23.0 | 18.9 | 23.8 |
| 5.7 | 4.9 | 7.4 |
| 4.6 | 2.5 | 2.7 |
| 8.0 | 6.2 | 5.8 |
| 20.8 | 22.8 | 11.6 |


| 40.3 | 38.6 | 45.2 | 50.8 |
| ---: | ---: | ---: | ---: |
| 3.2 | 2.1 | 1.5 | 0.9 |
| 59.2 | 62.0 | 68.5 | 81.1 |
| 80.9 | 79.9 | 72.9 | 63.3 |
| 40.7 | 37.6 | 38.4 | 39.4 |
| 75.9 | 74.4 | 78.7 | 85.9 |
| 71.4 | 67.9 | 58.7 | 44.6 |
| 2.7 | 2.0 | 2.3 | 2.9 |
| 21.7 | 18.6 | 18.6 | 16.8 |
| 47.2 | 45.6 | 53.5 | 59.3 |
| 13.7 | 11.2 | 11.5 | 11.6 |


| 7.2 | 7.6 | 8.3 | 8.3 |
| ---: | ---: | ---: | ---: |
| 4.8 | 5.8 | 5.5 | 5.3 |
| 8.3 | 7.2 | 6.7 | 5.1 |
| 57.4 | 67.1 | 71.1 | 83.4 |
| 19.9 | 21.2 | 21.5 | 24.4 |
| 40.9 | 44.3 | 38.7 | 30.9 |
| 7.3 | 4.4 | 3.2 | 1.5 |
| 4.1 | 4.9 | 4.5 | 2.8 |
| 22.9 | 32.5 | 31.6 | 25.5 |
| 32.7 | 29.6 | 25.9 | 22.6 |
| 4.6 | 6.1 | 6.8 | 5.6 |
| 5.3 | 5.1 | 5.1 | 3.1 |
| 8.2 | 5.0 | 5.7 | 4.3 |
| 10.5 | 14.2 | 10.6 | 5.5 |


| 13.0 | 14.3 | 9.4 |
| ---: | ---: | ---: |
| 39.5 | 30.6 | 28.1 |
| 29.7 | 39.2 | 47.1 |
| 8.3 | 7.1 | 8.3 |
| 6.8 | 7.1 | 5.3 |
| 2.8 | 1.7 | 1.8 |


| 9.8 | 10.4 | 7.9 | 3.5 |
| ---: | ---: | ---: | ---: |
| 38.6 | 25.8 | 19.7 | 10.0 |
| 34.9 | 46.1 | 56.9 | 75.5 |
| 6.6 | 6.7 | 8.3 | 4.6 |
| 7.5 | 9.2 | 5.9 | 5.3 |
| 2.6 | 1.9 | 1.4 | 1.0 |


| 11.0 | 17.0 | 6.0 | 0.7 |
| ---: | ---: | ---: | ---: |
| 6.7 | 2.4 | 1.0 | 0.3 |
| 76.7 | 78.1 | 90.6 | 96.9 |
| 0.4 | 0.8 | 1.2 | 0.3 |
| 4.6 | 1.5 | 1.1 | 1.7 |
| 0.6 | 0.3 | 0.1 | 0.1 |

4.YEAR OTHER


| 38.1 | 39.5 | 45.3 |
| ---: | ---: | ---: |
| 2.9 | 1.8 | 1.5 |
| 60.0 | 61.3 | 68.5 |
| 78.0 | 77.0 | 76.0 |
| 42.4 | 37.1 | 39.4 |
| 73.4 | 73.3 | 77.2 |
| 64.2 | 60.6 | 61.1 |
| 2.7 | 1.9 | 2.4 |
| 21.5 | 19.0 | 19.7 |
| 47.6 | 50.5 | 57.5 |
| 12.6 | 12.0 | 12.2 |


| 6.2 | 5.4 | 5.9 |
| ---: | ---: | ---: |
| 3.9 | 3.8 | 3.4 |
| 11.0 | 8.3 | 6.9 |
| 52.9 | 69.3 | 78.2 |
| 22.5 | 24.7 | 23.7 |
| 29.7 | 37.9 | 41.1 |
| 8.5 | 4.4 | 2.6 |
| 5.5 | 4.8 | 4.4 |
| 41.5 | 39.7 | 38.9 |
| 23.2 | 20.8 | 25.3 |
| 10.1 | 11.0 | 8.9 |
| 9.7 | 9.6 | 7.6 |
| 8.5 | 7.3 | 5.9 |
| 16.2 | 12.4 | 9.3 |

5.9
3.4
6.9
78.2
23.7
41.1
2.6
4.4
38.9
25.3
8.9
7.8
5.9
9.3

| 11.4 | 7.1 | 4.9 |
| ---: | ---: | ---: |
| 27.3 | 23.1 | 19.6 |
| 47.2 | 53.4 | 59.4 |
| 5.1 | 9.8 | 9.9 |
| 7.1 | 4.9 | 4.4 |
| 1.8 | 1.8 | 1.8 |


| 10.8 | 5.6 | 3.3 |
| ---: | ---: | ---: |
| 3.0 | 1.2 | 0.4 |
| 84.5 | 91.0 | 91.9 |
| 0.2 | 1.0 | 3.6 |
| 1.3 | 1.1 | 0.8 |
| 0.2 | 0.2 | 0.1 |


| 8.0 | 6.9 | 7.4 | 7.0 |
| ---: | ---: | ---: | ---: |
| 3.5 | 3.9 | 3.5 | 4.4 |
| 8.4 | 7.7 | 7.8 | 8.2 |
| 54.7 | 68.4 | 71.2 | 64.4 |
| 19.8 | 25.2 | 28.4 | 22.5 |
| 32.5 | 44.2 | 39.9 | 37.5 |
| 6.9 | 7.6 | 4.8 | 5.8 |
| 5.4 | 4.9 | 5.4 | 4.7 |
| 37.5 | 35.9 | 29.0 | 33.0 |
| 23.4 | 22.0 | 15.9 | 25.4 |
| 10.4 | 8.8 | 4.8 | 7.6 |
| 10.2 | 6.3 | 3.9 | 6.7 |
| 6.6 | 7.3 | 7.0 | 7.0 |
| 17.7 | 19.8 | 16.8 | 13.1 |


| 8.0 | 6.9 | 7.4 | 7.0 |
| ---: | ---: | ---: | ---: |
| 3.5 | 3.9 | 3.5 | 4.4 |
| 8.4 | 7.7 | 7.8 | 8.2 |
| 54.7 | 68.4 | 71.2 | 64.4 |
| 19.8 | 25.2 | 28.4 | 22.5 |
| 32.5 | 44.2 | 39.9 | 37.5 |
| 6.9 | 7.6 | 4.8 | 5.8 |
| 5.4 | 4.9 | 5.4 | 4.7 |
| 37.5 | 35.9 | 29.0 | 33.0 |
| 23.4 | 22.0 | 15.9 | 25.4 |
| 10.4 | 8.8 | 4.8 | 7.6 |
| 10.2 | 6.3 | 3.9 | 6.7 |
| 6.6 | 7.3 | 7.0 | 7.0 |
| 17.7 | 19.8 | 16.8 | 13.1 |


| 8.0 | 6.9 | 7.4 | 7.0 |
| ---: | ---: | ---: | ---: |
| 3.5 | 3.9 | 3.5 | 4.4 |
| 8.4 | 7.7 | 7.8 | 8.2 |
| 54.7 | 68.4 | 71.2 | 64.4 |
| 19.8 | 25.2 | 28.4 | 22.5 |
| 32.5 | 44.2 | 39.9 | 37.5 |
| 6.9 | 7.6 | 4.8 | 5.8 |
| 5.4 | 4.9 | 5.4 | 4.7 |
| 37.5 | 35.9 | 29.0 | 33.0 |
| 23.4 | 22.0 | 15.9 | 25.4 |
| 10.4 | 8.8 | 4.8 | 7.6 |
| 10.2 | 6.3 | 3.9 | 6.7 |
| 6.6 | 7.3 | 7.0 | 7.0 |
| 17.7 | 19.8 | 16.8 | 13.1 |


| 13.6 | 15.0 | 9.5 |
| ---: | ---: | ---: |
| 28.8 | 22.1 | 17.1 |
| 42.6 | 48.1 | 57.5 |
| 6.6 | 6.1 | 5.3 |
| 6.3 | 6.8 | 9.6 |
| 2.2 | 1.9 | 1.0 |9.5

25.5
49.6
6.7
6.8
1.8

| 20.1 | 28.4 | 17.0 | 11.4 |
| ---: | ---: | ---: | ---: |
| 1.9 | 2.3 | 2.3 | 2.8 |
| 76.1 | 67.8 | 76.9 | 82.8 |
| 0.5 | 0.3 | 0.2 | 0.7 |
| 1.3 | 1.1 | 3.5 | 2.0 |
| 0.2 | 0.1 | 0.1 | 0.3 |


| 38.0 | 41.2 | 40.4 | 41.2 |
| ---: | ---: | ---: | ---: |
| 3.0 | 2.1 | 1.6 | 2.3 |
| 61.2 | 62.2 | 64.4 | 63.6 |
| 78.2 | 82.8 | 80.0 | 77.4 |
| 44.1 | 42.2 | 38.9 | 40.3 |
| 72.7 | 74.0 | 70.8 | 75.6 |
| 65.5 | 70.7 | 66.8 | 64.2 |
| 2.7 | 1.6 | 1.7 | 2.4 |
| 20.8 | 19.7 | 18.9 | 20.0 |
| 48.2 | 52.2 | 54.0 | 50.4 |
| 11.9 | 11.0 | 9.8 | 12.1 |

9.5
25.5
49.6
6.7
6.8
1.8

WEIGHTED NATIONAL NORMS FOR FOUR-YEAR COLLEGES, FALL 1988

| SOURCES FOR EDUCATIONAL EXPENSES | 4-YEAB PUBLIC COLLEGES Salicilutive Level |  |  | 4-year private <br> NON-SECIARIANCOLLEGES <br> Selecilyity Level |  |  |  | 4-YEAR OTHER SECTARIAN_COLLEGES Salacivily Leval_ |  |  | 4-YEAR <br> CATHOLIC COLLEGES Selacilyliy Level |  |  | ALL private 4-YEAR COLUEGES |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | L00\% | Medum | High | Lew | Medlum | Hlah | Yax Hlah | Lorn | Medium | High | Low | Medium | High |  |
| Recelved any ald from |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| parents or family. | 78.0 | 81.6 | 71.5 | 86.2 | 87.6 | 90.7 | 93.7 | 82.0 | 88.7 | 90.1 | 82.5 | 83.8 | 89.3 | 86.7 |
| spouse............ | 1.4 | 0.7 | 0.4 | 1.2 | 0.8 | 0.6 | 0.5 | 1.4 | 0.5 | 0.5 | 0.9 | 0.6 | 0.8 | 0.9 |
| savings from summer wor | 50.2 | 61.0 | 49.5 | 51.3 | 63.3 | 62.4 | 66.3 | 53.2 | 63.3 | 65.8 | 55.6 | 63.1 | 68.9 | 58.9 |
| other savings......... | 27.5 | 31.8 | 27.0 | 27.2 | 33.0 | 33.5 | 36.3 | 28.1 | 32.4 | 34.1 | 29.6 | 33.0 | 32.8 | 30.9 |
| part-time job, on campus $\ldots \ldots$; | 22.9 | 18.2 | 13.4 | 22.8 | 35.1 | 31.9 | 34.8 | 30.9 | 33.1 | 31.2 | 32.6 | 29.6 | 24.6 | 29.8 |
| other part-time job while at col | 22.6 | 26.3 | 10.5 | 18.7 | 20.7 | 12.6 | 8.3 | 17.0 | 16.9 | 10.5 | 20.2 | 26.7 | 19.7 | 17.2 |
| full-time job while at college.. | 2.8 | 1.8 | 1.1 | 1.8 | 1.5 | 1.9 | 0.3 | 1.5 | 0.6 | 0.4 | 1.2 | 1.3 | 0.8 | 1.3 |
| Pell Grant................... | 21.2 | 11.2 | 6.6 | 19.4 | 19.7 | 14.2 | 9.5 | 27.5 | 19.8 | 15.1 | 21.5 | 20.4 | 14.0 | 19.5 |
| Supp Educational Oppty Grant.... | 3.7 | 2.7 | 1.6 | 6.0 | 6.0 | 6.2 | 4.9 | 7.6 | 7.3 | 6.8 | 7.2 | 6.7 | 4.7 | 6.5 |
| state scholarship or grant...... | 8.4 | 10.3 | 9.7 | 11.1 | 17.1 | 14.1 | 9.4 | 19.6 | 21.2 | 18.2 | 14.3 | 18.5 | 15.6 | 15.7 |
| College Work-Study Grant........ | 6.3 | 3.3 | 1.7 | 8.2 | 15.6 | 16.9 | 15.4 | 16.5 | 15.1 | 17.3 | 15.0 | 14.7 | 12.9 | 14.2 |
| other college grant. | 20.3 | 18.3 | 13.5 | 24.8 | 40.8 | 37.2 | 33.6 | 44.7 | 49.2 | 46.0 | 36.8 | 40.4 | 36.3 | 37.9 |
| other private grant other govt ald (ROTC, $\dot{B} \dot{A}, \dot{G} i, \mathrm{et} \dot{C})$ | 7.0 | 8.4 1.4 | 11.6 15.7 | 10.9 3 | 12.9 | 13.3 | 17.7 | 16.5 | 19.3 | 17.6 | 12.4 | 10.5 | 12.6 | 14.2 |
| Other govt ald (RorC, Bla, Gi, etc) | 2.2 | 1.4 15.0 | 15.7 11.2 | 3.3 29.8 | 1.5 | 1.1 | 1.1 | 2.2 | 1.3 | 1.3 | 1.8 | 2.0 | 1.3 | 2.0 |
| National Direct Student Loan.... | 2.5 | 1.7 | 1.8 | $\begin{array}{r}3.2 \\ \hline 1\end{array}$ | 33.2 4.0 | 30.6 3.6 | 26.2 | 32.5 4.4 | 1.1 3.0 | 29.3 5 | 33.6 | 33.8 | 29.9 | 31.3 |
| other college loan. | 5.4 | 4.2 | 3.9 | 7.7 | 9.5 | 9.2 | 10.2 | 8.9 | 9.6 | 8.1 | 8.6 | 9.4 | 8.8 | 8.9 |
| other loan | 5.5 | 4.4 | 4.0 | 7.4 | 7.7 | 7.2 | 6.7 | 7.9 | 7.6 | 6.0 | 6.8 | 6.9 | 6.6 | 7.3 |
| other | 2.9 | 2.3 | 3.2 | 3.5 | 3.3 | 3.4 | 2.7 | 3.9 | 3.7 | 3.4 | 4.0 | 3.2 | 2.7 | 3.5 |
| Received \$1.500 or Horo from |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| parents or family. | 45.9 | 53.3 | 50.7 | \$5.9 | 70.9 | 77.3 | 86.2 | 54.5 | 69.0 | 75.9 | 59.4 | 63.0 | 75.8 | 67.5 |
| spouse...... | 0.4 | 0.2 | 0.1 | 0.4 | 0.4 | 0.2 | 0.2 | 0.3 | 0.2 | 0.2 | 0.4 | 0.2 | 0.2 | 0.3 |
| savings from summer wor | 5.2 | 7.4 | 5.1 | 5.8 | 9.7 | 11.2 | 11.1 | 5.8 | 8.8 | 8.9 | 6.8 | 8.1 | 13.8 | 8.2 |
| other savings....... | 3.8 | 4.6 | 4.3 | 5.4 | 6.9 | 8.7 | 10.0 | 5.2 | 7.4 | 8.5 | 5.7 | 6.9 | 7.3 | 6.7 |
| part-time job on campus....... | 0.5 | 0.4 | 0.2 | 1.1 | 2.4 | 1.0 | 1.2 | 1.4 | 0.9 | 0.8 | 0.9 | 1.4 | 1.5 | 1.3 |
| other part-time job while at col | 0.9 | 1.0 | 0.4 | 1.2 | 1.7 | 0.9 | 0.4 | 0.8 | 1.0 | 0.6 | 1.4 | 1.7 | 1.7 | 1.1 |
| full-time Job while at college.. | 0.5 | 0.3 | 0.7 | 0.5 | 0.3 | 1.3 | 0.1 | 0.3 | 0.2 | 0.1 | 0.2 | 0.2 | 0.3 | 0.4 |
|  | 4.1 0.5 | 1.6 0.3 | 0.9 | 3.7 0.8 | 3.8 1.0 | 2.5 | 2.3 1.3 | 4.9 0.7 | 3.3 | 3.1 | 3.6 | 4.0 | 2.6 | 3.6 |
| state scholarship or grant | 2.5 10 | 1.6 1.4 | 0.1 2.4 | 0.8 1.3 | 1.0 3.5 | 1.0 3.3 | 1.5 | 0.7 3.4 | 0.9 3.8 | 1.2 5.5 | 0.6 | 0.8 | 0.7 | 0.9 |
| College Work-Study Grant | 0.3 | 0.1 | 0.0 | 0.3 | 0.3 | 0.5 | 0.6 | 0.3 | 0.2 | 0.3 | 0.1 | 0.4 | 4.0 | 0.1 0.3 |
| other college grant. | 4.0 | 5.5 | 5.3 | 11.7 | 27.8 | 28.6 | 28.0 | 23.9 | 28.1 | 33.2 | 20.4 | 23.3 | 22.9 | 23.1 |
| other private grant......... | 1.0 | 1.3 | 2.5 | 2.8 | 3.5 | 4.4 | 7.4 | 3.5 | 4.6 | 5.9 | 2.9 | 2.5 | 3.3 3.3 | 3.9 |
| other govt ald (ROTC, B\|A, G|, etc) | 0.9 | 0.8 | 15.1 | 2.1 | 1.0 | 0.6 | 0.8 | 1.0 | 0.7 | 0.7 | 0.6 | 1.0 | 0.8 | 1.1 |
| Federal Guaranteed Student Loan. | 6.0 | 4.3 | 3.4 | 12.7 | 14.4 | 13.8 | 11.5 | 12.6 | 13.0 | 12.1 | 13.1 | 12.4 | 12.1 | 12.8 |
| National Direct Student Loan | 0.4 | 0.2 | 0.3 | 0.8 | 0.8 | 1.0 | 1.0 | 0.9 | 0.6 | 0.8 | 0.7 | 0.7 | 0.7 | 0.8 |
| other college loan | 1.6 | 1.6 | 1.6 | 3.5 | 4.8 | 5.1 | 6.5 | 3.7 | 3.8 | 3.9 | 3.9 | 4.6 | 3.7 | 4.2 |
| other loan | 2.4 | 1.9 | 2.2 | 4.5 | 4.9 | 4.9 | 4.9 | 4.3 | 4.0 | 3.8 | 3.6 | 3.7 | 3.8 | 4.3 |
| other. | 0.9 | 0.7 | 1.7 | 1.8 | 1.7 | 1.9 | 1.5 | 1.7 | 1.8 | 1.7 | 1.8 | 1.6 | 1.4 | 1.7 |
| Concern about financling College |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| no concern. | 33.0 | 37.4 | 54.0 | 36.5 | 33.2 | 39.0 | 42.0 | 30.7 | 33.7 | 37.2 | 31.7 | 30.2 | 35.4 | 34.7 |
| some concern. | 51.1 | 50.4 | 38.4 | 46.3 | 50.6 | 46.3 | 46.3 | 52.3 | 51.1 | 49.0 | 50.6 | 52.7 | 50.9 | 49.4 |
| major concern. | 15.9 | 12.2 | 7.5 | 17.2 | 16.2 | 14.7 | 11.7 | 17.0 | 15.3 | 13.7 | 17.7 | 17.0 | 13.7 | 15.9 |

Students Estimate Chances Are Very Good That They Will
be elected to an honor society. be satisfied with college.... change career choice.......... change major field
drop out permanently
drop out temporarily.
........
find job in own field.
get bachelor's degree. get tutoring in some expenses raduate whone courses..
join social frat or sorority.... make at least "B" average. marry while in college
marry within a vear after coli. need extra time for degree..... participute in student protests play yarsity athletics.
seek individual counseling
seek vocational counseling
Work full-time willie attending.
objectives Considered to be
Essential or Very Important (7) schieve in a performing art..... be authority in my field. be expert on finance/commerce.. be successful in own business. be very well off financially... create artistic work
davelop philosophy of ife...
get mariied.
have admin responsibiiity
help others in difficulty.
nfluence social values.
join org like peace corpsjvisia. keep up to date with politics.. obtain recog from colleagues... participate in community action promote racial understanding... aise a family.
theoretical contrib to science. write original works..............

## $\frac{\text { 4.YEAR RUBLIC COLLEGES }}{\text { Selaciyity Lovol }}$ <br> $\frac{\text { 4.YEAR PUBLIC COLLEGES }}{\frac{\text { Soloctivity Lovol }}{\text { Lom Medlum High }}}$

$\frac{\text { 4-YEAR PRIVATE }}{\frac{\text { NON-SECTARIAN COLLEGES }}{\text { Selecivity Leyol }}}$

| 6.1 | 5.8 | 10.0 |
| ---: | ---: | ---: |
| 3.6 | 2.5 | 4.0 |
| 43.5 | 47.5 | 62.2 |
| 10.7 | 14.4 | 15.7 |
| 12.5 | 16.5 | 16.1 |
| 1.0 | 0.8 | 0.6 |
| 1.2 | 1.0 | 0.8 |
| 1.7 | 1.4 | 1.0 |
| 72.1 | 70.5 | 74.9 |
| 67.5 | 78.1 | 86.1 |
| 32.9 | 38.3 | 31.1 |
| 15.4 | 12.7 | 11.6 |
| 10.1 | 10.7 | 14.5 |
| 18.7 | 16.0 | 24.4 |
| 32.3 | 40.8 | 45.9 |
| 6.0 | 4.5 | 2.3 |
| 19.8 | 17.1 | 15.2 |
| 7.3 | 8.5 | 6.7 |
| 5.0 | 4.4 | 4.7 |
| 14.8 | 15.8 | 22.7 |
| 4.3 | 3.5 | 3.2 |
| 3.8 | 5.0 | 5.4 |
| 15.4 | 11.6 | 5.5 |
| 18.5 | 23.7 | 10.6 |
| 3.8 | 2.9 | 2.2 |


| 9.0 | 8.8 | 9.7 | 10.1 |
| ---: | ---: | ---: | ---: |
| $5 . .1$ | 3.8 | 4.7 | 3.9 |
| 51.1 | 55.3 | 58.5 | 68.4 |
| 8.5 | 11.3 | 18.2 | 29.1 |
| 10.8 | 11.9 | 17.3 | 26.2 |
| 1.1 | 0.6 | 0.6 | 0.5 |
| 1.3 | 1.1 | 1.0 | 1.4 |
| 1.3 | 1.3 | 1.2 | 1.5 |
| 72.2 | 73.0 | 65.7 | 57.7 |
| 75.2 | 79.3 | 82.1 | 86.3 |
| 29.8 | 40.2 | 38.6 | 39.8 |
| 15.8 | 9.1 | 11.8 | 11.0 |
| 14.9 | 14.2 | 14.1 | 15.3 |
| 21.3 | 17.4 | 21.0 | 21.4 |
| 41.2 | 46.9 | 48.9 | 49.0 |
| 4.5 | 3.1 | 2.6 | 1.2 |
| 17.4 | 14.7 | 12.1 | 6.6 |
| 6.8 | 5.7 | 4.9 | 3.1 |
| 7.9 | 6.3 | 9.5 | 15.3 |
| 16.9 | 18.9 | 25.3 | 26.8 |
| 4.1 | 3.8 | 4.3 | 5.0 |
| 4.3 | 4.9 | 6.5 | 10.6 |
| 11.1 | 7.1 | 7.2 | 3.3 |
| 15.3 | 17.0 | 12.8 | 9.7 |
| 3.0 | 2.3 | 2.5 | 0.8 |

4-YEAR OTHER SEGTABIAN COLLEGES Solactivity Level Loy.1

| 9.4 | 9.8 | 11.4 |
| ---: | ---: | ---: |
| 4.5 | 4.5 | 4.5 |
| 55.0 | 56.8 | 62.8 |
| 12.7 | 16.5 | 20.1 |
| 12.5 | 16.7 | 19.4 |
| 0.6 | 0.7 | 0.4 |
| 1.2 | 0.9 | 0.9 |
| 1.3 | 1.0 | 1.0 |
| 70.4 | 69.2 | 69.1 |
| 75.5 | 77.1 | 81.8 |
| 37.5 | 38.8 | 37.4 |
| 13.6 | 12.2 | 11.0 |
| 13.9 | 13.2 | 14.7 |
| 19.8 | 25.0 | 27.2 |
| 40.9 | 45.1 | 49.3 |
| 6.4 | 4.3 | 2.8 |
| 21.0 | 18.6 | 15.0 |
| 6.2 | 5.9 | 4.7 |
| 7.1 | 5.7 | 8.1 |
| 23.1 | 25.1 | 26.5 |
| 4.8 | 3.6 | 3.6 |
| 5.5 | 5.9 | 6.7 |
| 11.9 | 9.0 | 5.9 |
| 15.8 | 15.1 | 11.3 |
| 3.0 | 1.8 | 1.5 |


| 5.9 | 7.4 | 9.0 | 9.1 |
| ---: | ---: | ---: | ---: |
| 3.5 | 3.8 | 4.1 | 4.4 |
| 48.3 | 55.2 | 57.0 | 56.0 |
| 11.6 | 14.1 | 18.2 | 14.6 |
| 13.0 | 15.2 | 18.1 | 14.9 |
| 1.0 | 0.7 | 0.6 | 0.7 |
| 1.1 | 0.6 | 0.8 | 1.1 |
| 0.8 | 0.7 | 1.0 | 1.2 |
| 68.6 | 71.4 | 69.7 | 69.3 |
| 70.9 | 76.3 | 78.7 | 77.7 |
| 35.5 | 42.9 | 37.1 | 36.7 |
| 15.1 | 13.1 | 10.5 | 12.9 |
| 9.5 | 12.6 | 13.7 | 13.9 |
| 16.6 | 20.5 | 17.5 | 20.8 |
| 37.8 | 47.9 | 48.3 | 44.5 |
| 4.8 | 2.8 | 2.3 | 3.9 |
| 17.0 | 14.1 | 12.8 | 15.9 |
| 6.5 | 6.1 | 5.7 | 5.8 |
| 6.5 | 5.3 | 5.0 | 7.7 |
| 22.2 | 22.0 | 20.14 | 22.1 |
| 5.4 | 4.4 | 4.4 | 4.3 |
| 4.5 | 5.6 | 6.2 | 5.8 |
| 12.2 | 7.5 | 5.6 | 8.9 |
| 18.0 | 24.7 | 17.5 | 15.5 |
| 2.4 | 3.1 | 2.0 | 2.5 |

## CATHOLIC COLLEG Selocilivity Love

Hlah

## pivate 4-YEAR

 COLLEG| 10.3 | 10.8 | 9.3 |
| ---: | ---: | ---: |
| 73.3 | 71.3 | 73.8 |
| 28.6 | 26.8 | 18.9 |
| 56.3 | 48.0 | 37.5 |
| 77.4 | 74.1 | 66.1 |
| 11.4 | 10.1 | 10.1 |
| 50.9 | 47.0 | 52.8 |
| 65.4 | 68.8 | 71.2 |
| 43.3 | 40.9 | 38.4 |
| 57.5 | 55.3 | 57.4 |
| 16.2 | 14.7 | 19.2 |
| 38.8 | 35.7 | 35.5 |
| 6.3 | 5.7 | 6.3 |
| 27.5 | 31.7 | 41.6 |
| 55.9 | 55.8 | 55.1 |
| 23.5 | 18.7 | 20.5 |
| 32.9 | 29.0 | 32.7 |
| 65.8 | 66.6 | 68.9 |
| 9.8 | 9.6 | 13.7 |
| 11.6 | 12.1 | 13.4 |


|  <br>  |
| :---: |
|  |  |

13.4
72.2
24.3
52.0
71.0
19.6
52.9
68.6
38.1
56.9
16.6
38.3
8.1
36.0
58.2
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33.7
67.1
11.9
15.5
14.6
70.7
21.3
48.3
64.9
18.5
58.7
67.8
34.1
58.5
21.6
39.3
11.2
47.3
54.9
24.6
41.5
67.1
13.2
18.7
16.2
68.9
17.2
37.7
52.6
17.1
66.5
65.5
27.7
61.5
26.1
41.0
15.7
58.0
51.8
29.8
51.7
60.3
15.8
23.9

| 12.5 | 12.5 | 13.2 |
| ---: | ---: | ---: |
| 69.4 | 70.7 | 72.1 |
| 23.8 | 22.6 | 21.5 |
| 46.5 | 46.2 | 43.9 |
| 62.1 | 62.2 | 63.5 |
| 10.9 | 12.4 | 13.0 |
| 54.3 | 54.4 | 57.4 |
| 69.5 | 71.2 | 70.3 |
| 35.6 | 35.3 | 34.3 |
| 65.6 | 60.1 | 61.0 |
| 17.6 | 18.2 | 21.5 |
| 45.3 | 42.0 | 41.8 |
| 8.4 | 7.9 | 10.7 |
| 34.8 | 39.4 | 46.8 |
| 48.1 | 52.8 | 53.6 |
| 26.1 | 24.0 | 27.2 |
| 38.0 | 33.8 | 38.7 |
| 69.4 | 70.2 | 69.1 |
| 9.0 | 10.0 | 13.1 |
| 14.2 | 35.3 | 16.8 |

11.5
69.0
25.3
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68.5
14.0
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69.8
38.7
62.4
18.2
43.0
8.8
33.1
55.2
25.5
36.1
69.1
9.0
13.2

| ? <br>  |  |
| :---: | :---: |
|  |  |

WEIGHTED NATIONAL NORMS FOR FOUR-YEAR COLLEGES, FALL 1988

|  | 4-YEAR PUBLIC COLLEGES |  |  | 4-YEAR PRIVATE <br> NON-SECTARIAN COLLEGES |  |  |  | 4-YEAR OTHER SECTARIAN COLLEGES |  |  | 4-YEARCATHOLIC COLLLEGES |  |  | ALL paivate 4-YEAR |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | Low | Medium | Hah | Lew | Medium | High | Yery High | Low | Medium | High | Lowr | hedlum | High | COLLEGES |
| Political Views |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| far left. | 2.8 | 1.8 | 1.4 | 3.1 | 2.4 | 2.3 | 3.3 | 2.7 | 1.5 | 2.1 | 2.4 | 1.2 | 1.4 | 2.4 |
| liberal.. | 20.8 | 21.6 | 21.0 | 25.4 | 23.5 | 29.7 | 38.0 | 21.1 | 20.2 | 27.2 | 22.5 | 21.6 | 20.8 | 24.7 |
| middle of the | 56.8 | 56.5 | 48.7 | 48.2 | 49.4 | 44.0 | 37.6 | 47.8 | 48.5 | 43.8 | 55.9 | 21.6 | 51.2 | 47.9 |
| conservative | 18.0 | 18.8 | 26.9 | 21.4 | 23.0 | 22.1 | 19.7 | 26.5 | 27.8 | 25.2 | 18.1 | 19.6 | 25.0 | 23.1 |
| far right. | 1.5 | 1.3 | 2.0 | 1.9 | 1.7 | 1.9 | 1.4 | 1.9 | 1.9 | 1.8 | 1.1 | 1.5 | 1.6 | 1.7 |
| Agrees Strongly or Somewhat |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| abolish death penalty... | 21.9 | 22.2 | 20.3 | 24.4 | 23.1 | 27.8 | 37.4 | 26.1 | 22.4 | 25.7 | 27.0 | 28.6 | 29.6 | 26.6 |
| abortion should be legalized. | 54.5 | 57.0 | 60.3 | 59.8 | 58.6 | 69.0 | 77.6 | 44.1 | 51.4 | 63.2 | 44.7 | 48.4 | 46.0 | 55.9 |
| busing ok to achieve balance.... | 55.8 | 52.1 | 49.7 | 56.2 | 51.4 | 55.6 | 60.0 | 54.8 | 51.9 | 53.2 | 56.0 | 55.4 | 52.3 | 54.9 |
| coll appreclated if cost higher. | 53.9 | 54.2 | 57.4 | 54.7 | 53.7 | 53.9 | 53.6 | 51.9 | 55.8 | 55.5 | 51.5 | 54.4 | 56.4 | 53.9 |
| college increases earning power. | 74.8 | 71.0 | 62.5 | 70.1 | 64.8 | 53.9 | 37.3 | 64.1 | 58.6 | 55.6 | 65.6 | 66.6 | 61.3 | 61.5 |
| control Alds by mandatory tests. | 73.0 | 67.9 | 64.5 | 67.6 | 65.8 | 58.3 | 47.2 | 64.2 | 63.8 | 60.3 | 67.9 | 66.3 | 63.4 | 63.2 |
| employers can require drug tests | 74.0 | 71.6 | 74.5 | 71.7 | 70.6 | 64.2 | 58.6 | 74.7 | 73.5 | 70.4 | 69.7 | 69.3 | 69.3 | 70.1 |
| govt not controlling pollution. | 81.9 | 83.0 | 85.7 | 83.4 | 87.1 | 87.8 | 91.8 | 83.5 | 85.0 | 88.0 | 82.3 | 84.4 | 85.6 | 85.3 |
| govt not promoting disarmament.. | 67.8 | 67.9 | 58.9 | 67.7 | 69.2 | 69.4 | 75.1 | 66.6 | 65.0 | 68.8 | 70.6 | 69.8 | 68.2 | 68.5 |
| govt not protecting consumer... | 68.7 | 63.6 | 57.5 | 67.5 | 66.3 | 64.6 | 63.0 | 66.2 | 61.3 | 60.2 | 67.6 | 64.2 | 63.1 | 65.1 |
| increase fed military spending. | 28.8 | 24.6 | 31.9 | 29.5 | 21.9 | 18.6 | 13.5 | 25.4 | 23.3 | 19.2 | 23.1 | 19.8 | 20.3 | 23.0 |
| live together before marriage... | 48.7 | 52.7 | 47.7 | 51.2 | 51.5 | 57.2 | 61.0 | 34.5 | 40.0 | 45.4 | 47.8 | 46.6 | 42.7 | 46.9 |
| man not entitled to sex on date. | 83.3 | 84.3 | 88.5 | 82.3 | 84.6 | 85.5 | 89.3 | 87.7 | 86.8 | 87.1 | 84.3 | 84.6 | 84.9 | 85.5 |
| marijuana shouid be legalized... | 18.0 | 19.5 | 15.5 | 21.9 | 20.6 | 26.4 | 27.4 | 14.0 | 16.5 | 19.3 | 18.1 | 16.3 | 18.1 | 19.6 |
| no endow investment in S Africa. | 41.3 | 44.5 | 53.9 | 50.5 | 48.9 | 56.6 | 67.6 | 45.8 | 46.4 | 54.0 | 42.5 | 46.2 | 51.8 | 50.5 |
| nuciear disarmament attainable.. | 61.2 | 61.6 | 59.3 | 60.8 | 61.8 | 62.6 | 62.7 | 58.9 | 59.8 | 62.6 | 53.3 | 61.6 | 62.3 | 61.1 |
| oniy volunteers in Armed Service | 54.5 | 55.2 | 49.6 | 55.0 | 54.7 | 56.5 | 58.3 | 52.7 | 49.7 | 52.5 | 49.3 | 53.5 | 50.7 | 53.7 |
| prohibit homosexual relasions... | 57.8 | 48.4 | 44.5 | 51.6 | 43.3 | 34.6 | 19.5 | 55.6 | 47.7 | 37.4 | 46.0 | 44.8 | 41.5 | 45.0 |
| raise taxes to reduce deficit... sex OK if people like each other | 24.1 | 27.8 | 33.3 | 27.3 | 28.3 | 33.0 | 45.7 | 25.9 | 30.1 | 34.5 | 25.6 | 25.3 | 28.2 | 29.5 |
| too much concern for criminals.. | 489.7 | 52.1 70.0 | 77.2 | 50.8 68.2 | 49.1 | 55.3 65.3 | 57.4 | 33.4 | 40.6 | 45.9 65 | 42.8 | 44.9 | 43.9 | 45.7 |
| women's activities best in home. | 69.7 28.0 | 70.0 23.3 | 72.5 19.9 | 68.2 28.2 | 70.2 24.7 | 65.3 20.0 | 55.0 13.7 | 67.8 25.8 | 68.2 22.6 | 65.5 19.2 | 67.2 24.3 | 67.5 23.7 | 67.2 22.0 | 66.7 23.6 |
| Permission to Use Student l.D. |  |  |  |  |  |  |  |  |  |  |  |  |  |  |
| ye | 78.3 | 79.2 | 85.0 | 76.2 | 79.3 | 75.3 | 75.6 | 82.4 | 77.1 | 78.6 | 69.0 | 70.2 | 74.6 | 77.0 |
| no | 21.7 | 20.8 | 15.0 | 23.8 | 20.7 | 24.7 | 24.4 | 17.6 | 22.9 | 21.4 | 31.0 | 29.8 | 25.4 | 23.0 |

Notes

1. Percentages will sum to more than 100 if any students check more than one category.
2. Because no Black two-year colleges participaied in the 1988 survey, the associated Black enrollment is deflated in the two-year college norms and inflated in the four-year college norms
3. Based on the curriculum recommendations of the National Commission on Excelkence in Education.
i. Frequently only on this item, all other items in this group reflect responses for frequently or occasionally.
4. Students who applied to no other college (i.e. who applied to only one college) are not inciuded in this item.
5. Rocatogortization of this item from a longer list shown in Appencix C.
6. Comparisons with the previous years not recommended due to change in item crder.

## Appendix A

## Research Methodoiogy

## APPENDIX A

## RESEARCH METHODOLOGY

## 1988 CIRP FRESHMAN SURVEY

The freshman survey data reported here have been weighted to provide a normative picture of the American college freshman population for persons engaged in policy analysis, human resource planning, campus administration, educational research, guidance and counseling, as well as for the general community of students and parents. The survey instrument, the Student Information Form (SIF), is revised annually to reflect the changing concerns of the academic community and of others who use the information. SIF data also provide initial input information for longitudinal research. Follow-up surveys of individual students in each entering class are conducted at various intervals after the initial survey. In recent years, longitudinal follow-ups of CIRP students have been used in major studies of dropouts (Astin, 1975), campus protests (Astin, Astin, Bayer, \& Bisconti, 1975), education and work (Bisconti and Solmon, 1976), campus change (Astin, 1976), student development (Astin, 1977), minorities (Astin, 1982), and educational policy (Astin, 1985). (Fヶr the most recent follow-up report, see Astin et. ai., 1987.)

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 freshman classes and that respond to the U. S. Department of Education's (DOE) Higher Education General Information Survey were invited to participate. A minimum charge plus a unit rate based on the number of forms processed helps to defray the direct costs of the survey. In Fall 1974 and 1975, samples of proprietary institutions also participated in the survey.

The normative data are reported separately for women and men, and for 37 different groupings of institutions. The major stratifying factors are institutional race (predominantly black versus predominantly white), type (two-ycar college, four-year college, university), control (public, privatenonsectarian, Roman Catholic, and Protestant), and the "selectivity level" of the institution. Selectivity, which is an estimate of the average academic ability of the entering class, was made an integral part of the CIRP stratification design (Figure A-1) in 1968 because of its substantial correlation with most measures of̂ institutional "quality" (Astin, 1962). Since 1975, a revised and updated selectivity measure has been used (Astin \& Henson, 1977). Stratification cell assignment is based chiefly on data supplied by institutions to various educational directories and college guides. Changes in stratification cell assignments do occur; requests for review are honored each year. Appendix D lists the current stratification cell assigr.ment of all institutions that have participated in the CIRP freshman survey since 1966.

## The 1988 Data

Although 308,007 entering freshmen at 585 colleges and universities returned their forms in time for data to be included in the 1988 norms, the normative data presented here are based on responses from 222,296 freshmen entering 402 two- and four-year institutions.

The national norms are based only on data from institutions where the coverage of entering freshmen was juiged to be representative. This judgment is based on the percentage of first-time, fulltime freshmen who completed the 1988 SIF and on the procedures used to administer the forms. Four-

## Figure A-1: 1988 Data Bank Population



Selectivity (SEL), used to define strata for four-year colleges and universities, is an estimate of the mean score of entering freshmen on the Verbal plus Mathematical portions of the Scholastic Aptitude Test (or the converted SAT math and verbal equivalents from the American College Test composite). The method of estimation is described in the detail in Astin and Henson (1977) and in Appendix A of the current report. Enrollment (ENROLL), used to define strata for two-year colleges, is based on the tutal number of firsttime, full-time entrants. The stratification design presented here is used to group schools to develop population weights and should not be used as measure of institutional or program quality.
year colleges are included in the national norms if over 85 percent of their first-time, full-time freshmen completed the SIF; universities must have over 75 percent participation, while two-year colleges must have 50 percent. ${ }^{1}$

The normative data presented here were collected by administering the 1988 SIF during registration, freshman orientation, or the first few weeks of classes. The SIF is designed to elicit a wide range of biographic and demographic data, as well as data on the student's high school background, career plans, educational aspirations, financial arrargements, high school activities, and current attitudes. Those data meeting minimal quality requirements for inclusion in the 1988 norms were differentially weighted to represent the population of entering freshnen at all higher educational institutions in the United States. ${ }^{2}$

Part-ime student and those who are not first-time college students (i.e., transfers and former enrollees) were excluded from the normative sample. Since the 1972 survey, special care has been taken to define these enrollment statuses; in surveys before 1972, the participating institutions were asked to exclude part-time students, while non-first-time students were excluded during the data processing stage by screening out those who indicated that they had previously autended college. Since that time, all students who did not identify themselves as part-ime were included in the national norms if they either graduated from high school in the year of the survey or had never attended any posisecondary institution.

## Institutional Stratification Design

The stratification design for the 1988 survey is identical to that used in 1987 (see Figure A-1). The rationale for this particular design is provided in the 1971 and 1979 normative reports.

The popuation included ail eligibie instituions of higher education listed in the annual Department of Education Education Directory (1986). An institution was considered eligible if it was operating at the time of the survey and if it had a freshman class of at least 25 students. Thus, institutions requiring undergraduate credits for admission to their first class (e.g., some professional schools) and a few very small institutions were excluded. In addition, some institutions or their branches were included even though separate 1986 enrollments were not available from DOE, because they were part of prior universes in these surveys and were known to be functioning with first-time, full-time entering freshmen. With these exceptions, the defined population comprised all accredited and nonaccredited institutions listed by DOE, whether university, four-year college, or two-year college. For the 1988 survey, the population of institutions numbered 2,727.

Typically, institutions make budgetary decisions and plan their orientation and registration programs early in the year. Since these matters affect participation in the freshman survey, institutions must be invited to participate several months before information is available to define the final survey population. A total of 2,727 institutions were invited to participate in the 1987 survey. A total of 591 ( 21.7 percent) of the institutions accepted the invitation to participate. Of the 562 institution is participating in the 1987 freshman survey, 488 ( 87.0 pervent) opted to participate again in 1988.

Because of administrative and logistic problems, 6 institutions that accepted the invitation to participate in the 1988 survey were unable to return their completed freshman survey forms in time for their data to be included in the national norms. Thus, data were obtained from 585 ( 99.0 percent) of the institutions that had agreed to participate in the 1988 survey. Appendix D lists all institutions that have participated in the CIRP in any year since its inception in 1966. Appendix D also provides information about current stratification cell assignment, the number of years an institution has participated in the CIRP freshman survey, and its norm status (norms data or not norms data) in all surveys.

1 Each participating institution received a complete tabulation of its data, but those with an unrepresentative sampling were informed that comparisons between their institutional data and the national norms should be made wilt caution.
${ }^{2}$ A distinction should be made between higher education and postsecondary education. The normative data exclude students attending most proprietary, special vocational, or semiprofessional institutions; they include those attending two-year colleges and terminal occupational programs.

## Weighting Procedures

The data obtained from students were differentially weigh!ed because of disproportionate sampling of institutions within each stratification cell and because r $\mathfrak{J i}$ all students at each college completed the SIF. Table A-1 shows the number of participating institutions in each stratification cell and the cell weights applied to each institution's data in computing the national norms. The cell weights in the last two columns are the ratios between the number of first-ime, full-time freshmen in the eligible population within a given cell and the total number of freshmen entering sample institutions in that cell, computed separately for each sex. Since population data for Fall 1988 or Fall 1987 enrollments were not available at the time of the 1983 survey, these weights were derived from the Department of Education's Integrated Postsecondary Education Data System (IPEDS) Fall 1986 enrollment data. In effect, this procedure assumes that the sample institutions within a cell account for the same proportion of students in that cell in 1988 as in Fall 1986.

These cell weights were further adjusted within each institution, by sex, according to the proportion of the institution's 1988 first-time, full-time freshmen who completea the SIF. These total counts of 1988 freshmen are obtained directly from each participating institution at the time of the freshman survey. Typically, this second weight was between 1.0 and 2.0 ; in the case of an institution that administered the form to its entire freshman class, the weight was exactly 1.0 . The final weight applied to the data from each student was the product of this within-institution participation weight and the appropriate cell weight shown in Table A-1. ${ }^{3}$

These weighting procedures generated summary data representative of all first-time, full-time siudenits entering institutions of nigner education in the fall of 1988. Note that the SIF was completed by entering freshmen; consequently the data reflect student responses prior to any substantial experience with college life.

## The Student Information Form

The SIF is designed to serve two functions: first, to obtain student input data for longitudinal research; and second, to obtain standard descriptive and normative data for general information about the freshman population at American colleges. The questionnaire includes standard biographic and demographic items that have been administered annually to each entering class, as well as researchoriented items that may have been modified from previous years (e.g., see the lint of attitudinal questions listed under item \#32, Appendix B). 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. Table A-2 lists the 1988 SIF items and indicates previous survey years in which comparable items have been used.

The SIF, reproduced in Appendix B, has been developed in collaboration with students, professional associations, participating institutions, government agencies, educational researchers, administrators, policy makers, and members of the CIRP Advisory Committee. It is designed for selfadministration under proctored conditions and for processing onto magnetic tape with a mark reflex reader. The SIF content is reviewed annually by the CIRP project staff, with the assistance of the CIRP 1 dvisory Committee as well as others interested in the annual freshman survey program.

Four tape files are developed from the SIF each year: (1) an institutional summary file containing institutional identification numbers and an institutional summary of the responses for men and women; (2) a file containing individual responses and a student identification number, but no names and addresses; (3) a name-and-address file containing a second, independent student identification number; and (4) a

[^3]Table A-1
Institutional Sample and Population Weights Used to Compute the 1988 National Freshman Norms

(1) Ratio between the number of 1988 first-time, full-time students enrolled in all colleges and the number of first-time full-time students enrolled at colleges in the 1988 CIRP sample.
(2) Categories within 4-year college and university types are based on selectivity, while categories within 2-year college types are based on freshman enrollment.
(3) No men's weishting factor is recorded for stratification cell 30 because the two schools included in the norms sample are both women's schools.

Table A-2
Uses of 1988 Student Information Form Items on Previous CIRP Freshman Surveys ${ }^{\text {a }}$

| $\begin{aligned} & \text { Lemm } \\ & \text { No. } \end{aligned}$ |  | 1988 |  | 186 | 183 | 184 | 183 | 182 | 181 | 180 | 79 | 78 | 177 | .76 | $\cdot 73$ | 194 | 173 | - 72 | 171 | 170 | 169 | 168 | .67 | '66 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 1 | Sa | X | $x$ | $x$ | $x$ | x | x | x | x | $x$ | x | x | x | X | x | X | x | x | x | x | x | X | x | X |
| 2 | Ase | X | X | $x$ | $x$ | X | X | x | X | x | x | X | x | X | x | x | x | $\mathbf{x}$ | X | x | x | X | $x$ | X |
| 3 | Twis stama | x | X | X | x | X | X | X | x | - | - | - | X | - | - | - | - | - | - | - | - | X | x | x |
| 4 | Yare aracered frow bich acool | x | X | $x$ | $x$ | x | X | x | x | $x$ | x | X | x | X | x | x | x | x | x | x | - | - | - | - |
| 3 | Burollmax exma | X | X | X | x | x | X | X | x | $x$ | x | $x$ | $x$ | X | $x$ | x | $x$ | $\chi$ | - | - | - | - | - | - |
| 6 | Niles from some to coltay | X | X | X | x | x | X | x | x | x | x | x | x | x | x | - | x | $\pi$ | x | X | x | - | - | - |
| 7 | Scorm on the 3AT modior ACT | x | X | - | - | . | - | - | - | - | - | - | - | - | - | - | - | * | - | - | - | - | - | x |
| $t$ | Hup rebool boeores $\alpha$ atrmeod placacoror coursa | $x$ | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | - | . | - | - | - |
| 9 | Hiph echood grde avesuce | x | x | X | X | x | X | $x$ | x | x | $x$ | x | x | x | x | x | x | x | x | X | $x$ | x | x | x |
| 10 | Hide ecbool artject | x | X | X | $x$ | X | X | $x$ | . | - | . |  | - | - | - | - | - | - | - | - | - | . | - | . |
| 11 | Prioce carolimox $x$ utir collcge | $x$ | $x$ | $x$ | X | $x$ | X | X | $x$ | x | X | x | X | x | X | X | X | X | x | X | X | x | X | - |
| 12 | Truafer axim | X | X | X | X | X | X | $x$ | X | X | $x$ | x | X | $x$ | x | $x$ | x | X | X | X | X | x | x | - |
| 15 | Deatre anpruion | x | $x$ | $x$ | $x$ | $x$ | $x$ | x | x | x | x | x | $x$ | x | $x$ | $x$ | $x$ | x | x | x | X | x | x | x |
| 14 | Residepeo Curise fill tera | X | $x$ | x | $x$ | $x$ | X | X | X | $x$ | x | x | $x$ | x | $x$ | x | x | . | - | - | - | - | - | - |
| 15 | Reak of college choir, | $x$ | $x$ | x | X | X | $x$ | * | $x$ | $x$ | X | $x$ | X | $x$ | x | x | - | - | - | - | - | - | - | - |
| 16 | Adminaicos ders (oo. d/ ¢pplicenicou) | X | X | X | X | X | X | X | X | x | x | $x$ | X | X | x | - | x | X | - | - | X | x | x | - |
| 17 | Accepersco dere ( O . of soceperseca) | $x$ | x | $x$ | X | X | X | X | X | x | X | x | x | X | x | - | x | x | - | - | X | x | $x$ | - |
| 18 | Eoglieh native logara | $x$ | $x$ | - | - | - | - | - | - | . | - | - | - | - | - | - | - | - | - | - | - | - | - | - |
| 19 | Souceer of finmoln arppos | $x$ | $x$ | x | x | x | x | x | x | $x$ | x | $x$ | x | X | $x$ | X | x | x | x | x | X | x | x | $x$ |
| 20 | US. cizim | x | X | X | X | X | X | X | . | - | - | - | - | - | - | - | $x$ | $x$ | - | $x$ | $x$ | - | - | - |
| 21 | Recinfabaic becxeround | X | X | $\because$ | x | X | X | X | x | x | x | x | X | x | x | x | x | x | x | x | x | x | x | X |
| 22 | Recin compoition of bigh mebool aod veigbborbood | x | . | - | - | - | X | - | - | - | - | - | - | . | . | - | . | . | - | . | - | . | - | . |
| 23 | Pertoder maill atan | x | $x$ | $x$ | - | - | - | - | - | - | - | - | - | - | - | . | . | x | - | x | . | . | . | . |
| 23 b | Sibluge | x | X | x | X | X | X | X | x | x | x | X | X | - | - | . | . | . | . | . | - | . | . | . |
| 24 | Aaivuce in put yoer | x | X | $\boldsymbol{x}$ | X | X | X | X | X | - | X | x | - | - | . | - | - | x | $x$ | x | x | X | x | x |
| 25 | Scrorning of ribilice | X | X | $x$ | $x$ | - | X | - | - | x | - | - | - | X | - | X | - | - | x | - | - | - | - | X |
| 26 | Recucon fox meoding college | x | $x$ | $x$ | $x$ | x | $\boldsymbol{\lambda}$ | x | x | $x$ | $x$ | $x$ | $x$ | x | - | - | - | - | X | - | - | - | - | - |
| 27 | Coocora atrox fanceat | $\boldsymbol{x}$ | $x$ | $x$ | X | X | X | x | x | X | x | X | X | X | x | $x$ | $x$ | $x$ | $x$ | $x$ | X | x | x | X |
| 28 | Poluical viewt | x | $x$ | $x$ | X | $x$ | X | X | x | X | x | x | X | X | X | X | $x$ | x | X | $x$ | . | . | . | . |
| 29 | Puractil/emily incomo | x | X | $x$ | $x$ | X | X | X | x | $x$ | X | $x$ | X | X | X | X | x | x | x | x | X | X | x | X |
| 30 | Permed octestion | X | X | x | x | X | X | x | x | X | x | x | X | X | x | x | x | x | x | x | x | x | x | X |
| 31 | Sudecris cester choice 2 und parcan' cccupation | X | X | x | X | X | x | x | x | x | x | x | x | X | x | x | x | $\mathbf{x}$ | $x$ | x | x | x | x | $x$ |
| 32 | Arinden oo polvical and social beven | x | - | - | - | - | - | * | ' | ' | - | - | - | - | - | - | - | - | - | - | $\bullet$ | . | . | - |
| 33 | Tise diery (reer prios to calcese) | x | x | x | - | - | . | - | - | - | - | - | - | - | - | - | - | - | . | - | - | - | - | - |
| 34 | Rehyious preference of undent and furots | x | x | x | x | x | x | x | X | X | x | x | x | $\mathbf{X}$ | $x$ | x | x | x | x | x | x | x | x | x |
| 35 | Bomersun Crinita | x | - | - | $x$ | - | - | $\bullet$ | x | X | - | X | - | - | - | - | - | - | - | - | - | - | - | . |
| 36 | Receos for mexidiog the collase | x | x | $x$ | x | x | $x$ | x | x | x | $x$ | $x$ | X | X | X | X | x | x | x | - | . | x | x | X |
| 37 | Diusility | x | x | X | x | x | X | X | x | X | X | X | - | - | - | - | - | - | - | - | - | - | . | . |
| 38 | Probebly modeqraduesemiar | x | x | X | X | x | X | X | x | $x$ | X | X | X | X | X | X | x | x | X | x | x | X | x | X |
| 39 | Vinceemod lite zoats | X | X | X | X | x | X | x | X | X | X | x | X | X | x | x | x | x | x | x | x | x | x | x |
| 40 | Chasces certion events vill oceur during collics: | x | x | x | x | x | x | x | x | x | x | x | $x$ | x | x | x | x | x | x | x | x | x | x | - |

${ }^{2}$ The content of many of the items has varied somewhet over the past 23 years. For the exzet content and wording of the item in any given year, check the appropriate Student Infarmation Form.
"link" file containing only the two independent identification numbers. This last file is maintained under an elaborate system developed to ensure strict confidentiality of indi sir' student data and to protect against misuse of the name-and-address file (Astin \& Bonuch, 1970).

## The 1988 National Norms

Table A- 3 shows the number of institutions and students on which the 1988 national norms are based; it also gives an estimate, derived through weighting procedures, of the total student population. (These counts are the product of the 1988 enrollments reported to us by the institutions and the cell weights shown in Table A-1.)

The creation of norms groups based on selectivity was accomplished as follows:

| Selectivity Level | Stratification Cells Assigned to Each Level |
| :--- | :--- |
| low | $1,4,7,10,11,15,16,19,20,21,24$ |
| medium | $2,5,8,12,17,22$ |
| high | $3,6,9,13,18,23$ |
| very high | 14 |

New selectivity measures for the population (Astin \& Henson, 1977) were used to restratify the CIRP population for the 1975 survey. These estimates are based on data provided in several published college guides and on data reported previously by Astin (1971). Most estimates were originally in the form of mean SAT Verbal (V) plus Mathematical (M) scores of entering freshmen. Mean ACT composite scores were converted into comparable mean SAT V+M scores (see Table 3-1 in Astin, 1971). The current dividing lines between selectivity levels are listed below:

| Dividing | Universities |  |  |  | Four-Year Institutions |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | ate |  | ublic | Public |  | Nonsectarian Catholic. |  |  |  | Protestant |  |
| Line | SAT |  | SAT |  | SAT |  | SAT |  | SAT |  | SAT |  |
| Between | $\underline{\mathrm{V}+\mathrm{M}}$ | ACI | $\mathrm{V}_{+} \mathrm{M}$ | ACT | $\underline{V}+\mathrm{M}$ | ACT | $\mathrm{V}_{+} \mathrm{M}$ | ACI | $\underline{V}+\mathrm{M}$ | ACT | $\mathrm{V}_{+} \mathrm{M}$ | ACT |
| low-medium | 1050 | 24 | 1000 | 22.5 | 935 | 21 | 950 | 21.5 | 950 | 21.5 | 975 | 22 |
| medium-high | 1175 | 27 | 1100 | 25 | 1025 | 23 | 1025 | 23 | 1025 | 23 | 1050 | 24 |
| high-very high | - | - | - | - | - | - | 1175 | 27 | - | - |  |  |

Tiese new selectivity measures are more recent, more accurate (i.e., most were provided directly by the institutions), and involve less missing data (i.e., fewer with "unknown" selectivity). For details see Astin and Henson (1977). Readers should nute that the stratification design and cell assignments are used to group schools to develop population weights and should not be used as measure of institutional or program quality.

The items of normative data appear in the same order in the norms report and in the individual reports furnished to each participating institution. The first 45 pages of the national norms present item data separately for men, women, and all students according to the first 17 categories in Table A-3; the next two sets of 15 pages show norms for universities and four-year colleges, respectively, broken out by selectivity levels.

The different types of institutions can be compared on any given item by examining the parcentages in the row following the item. For many items the data differ substantially among categories of institutions, as well as within any single category.

Table A-3
Number of Institutions and Students Used in Computing the Weighted National Norms in Fall 1988

| Norm Group | Number of Institutions in the 1988 Norms | Number of 1988 Entering Freshmen (1) |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: |
|  |  | Unweighted | Weighted |  |  |
|  |  | Participants | Number | \% Men | \% Women |
| All Institutions | 402 | 222,296 | 1,640,212 | 46.27 | 53.73 |
| All Üniversities | 57 | 97,273 | 416,529 | 50.38 | 49.62 |
| All 4-year Colleges | 289 | 109,176 | 643,796 | 45.37 | . 54.63 |
| All 2-year Colleges | 56 | 15,847 | 579,887 | 44.31 | 55.69 |
| All Black Colleges (2) | 16 | 6,048 | 57,079 | 40.31 | 59.69 |
| Public Universities | 27 | 63,149 | 328,619 | 49.74 | 50.26 |
| low select | 6 | 16,660 | 132,275 | 47.86 | 52.14 |
| medium select | 9 | 18,876 | 115,194 | 51.94 | 43.06 |
| high select | 12 | 27,613 | 81,149 | 49.71 | 50.29 |
| Private Universities | 30 | 34,124 | 87,910 | 52.74 | 47.26 |
| low select | 8 | 10,106 | 30,631 | 51.61 | 48.39 |
| medium select | 10 | 11,227 | 29,689 | 49.48 | 50.52 |
| high select | 12 | 12,791 | 27,591 | 57.51 | 42.49 |
| $4 y r$ Public Colleges | 42 | 32,506 | 365,767 | 45.37 | 54.63 |
| low select (3) | 19 | 11,844 | 2Ј8,212 | 43.44 | 56.56 |
| medium select | 13 | 12,393 | 110,599 | 46.32 | 53.68 |
| high select | 10 | 8,269 | 46,956 | 51.68 | 48.32 |
| Private 4-year Colleges | 247 | 76,670 | 278,029 | 45.37 | 54.63 |
| Nonsectarian | 116 | 39,590 | 138,862 | 47.56 | 52.44 |
| low select (3) | 34 | 10,599 | 67,048 | 48.47 | 51.53 |
| medium select | 19 | 7,082 | 23,330 | 45.13 | 54.87 |
| high select | 34 | 9,222 | 27,120 | 48.96 | 51.04 |
| very high select | 29 | 12,687 | 21,365 | 45.58 | 54.42 |
| Catholic | 44 | 13,095 | 51,541 | 42.41 | 57.59 |
| low select (3) | 17 | 3,190 | 16,171 | 36.15 | 63.85 |
| medium select | 14 | 4,001 | 20,651 | 44.61 | 55.39 |
| high select | 13 | 5,905 | 14,819 | 46.17 | 53.83 |
| Protestant | 87 | 23,984 | 87,526 | 43.65 | 56.35 |
| low select (3) | 38 | 7,962 | 46,762 | 42.42 | 57.58 |
| medium select | 29 | 8,734 | 22,642 | 45.29 | 54.71 |
| high select | 20 | 7,288 | 18,121 | 44.77 | 55.23 |
| Public 2-y ${ }^{\text {ar Colleges }}$ | 35 | 11,294 | 513,472 | 44.95 | 55.05 |
| Private 2-year Colleges | 21 | 4,553 | 66,415 | 39.36 | 60.64 |
| Public Black Colleges | 4 | 1,781 | 35,942 | 40.09 | 59.91 |
| Private Black Colleges | 12 | 4,267 | 21,136 | 40.70 | 59.30 |
| Eastern Region | 158 | 85,578 | 734,348 | 47.33 | 52.67 |
| Midwestern Region | 107 | 60,146 | 390,432 | 47.95 | 52.05 |
| Southern Region | 93 | 43,337 | 311,107 | 42.23 | 57.77 |
| Western Region | 44 | 33,235 | 204,325 | 45.41 | 54.59 |

(1) First-time, full-time students
(2) Black Colleges are also included in the appropriate 4-year College or University Norms Group according to their types
(3) Includes those institutions with unknown selectivity

NOTE: The weighted counts may not always sum to identical totals due to rounding error.

It is impractical to report statistical indicators of precisicin for every sategorical percentage in every norms group. However, some idea of the reliability of the reported data is important for comparisions across related $1 . . \mathrm{m}$ categories, anc presents some guidelines for judgir . .e. with data from earlier norm reports). Appendix E woit the normative estimates and their comparisons.

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## Appendix B

## The 1988 Student Information Form

PLEASE PRINT（one letter or number per box）


1．Your sex：Male．．．Female．．$\bigcirc$
2．How old will you be on December 31 of this year？（Mark one）


3．Are you a twin？（Mark one）
No．．．．．．．．．．．．．．．．．．．Yes，identical．．．．
Yes，fraternal．．．．
4．In what year did you graduate from
high school？（Mark one）

5．Are you enrolled（or enrolling）as a：
（Mark one）Full time student？．．．
Part－time student？．．．．．．．
6．How many miles is this college from your permanent home？（Mark one）
5 or less $\bigcirc$ 11－50 $\bigcirc$ 101－500
6－10〇 51－100○ More than 500 O
（NGTE：Please check that your pencil mark－ ing are completely darkening the circles．DO NOT USE PEN OR MAKE $\sqrt{ }$＇s OR X＇s．Thank you．）

1988 STUDENT INFORMATION FORM

## Dar Student

 education conducted Jointly by the Amstican Council on Education and the Chatty








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

$$
\begin{array}{rlr}
A \text { or } A+O & B O & C O \\
A-O & B-O & D O \\
B+O & C+O &
\end{array}
$$

10．During high school（grades 9－12）how many years did you study each of the following subjects？
（Mark one for
each item）
気气ัٌ English． （0）（17）（1）（2）（4）（5）
Mathematics． $\qquad$ （ㅁ）（17）（2）（3）（4）（5）
Foreign Language．．．．．．．（0）（7）（1）（2）（3）（4）（5） Physical Science． ．（0）（17）（2）（3）（4）（5） Biological Science．．．．．．．（0）（1）（1）（2）（3）（4）（5） History／Am．Govt．．．．．．（0）（12）（1）（2）（3）（4）（5） Computer Science．．． （0）（17）（1）（3）（4）（5） Art and／or Music．．．．．．．（0）（12）（1）（2）（3）（4）（5）

11．Prior to this term，have you ever taken courses for credit at this institution？
Yes．
12．Since leaving high school，have you ever taken courser at any other institution？ （Mark all that apply For Not for in each column）Credit Credit
No．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．．． Yes，at a junior or comity college．．．




14．Where do you plan to live during the fall term？If you had a choice，where would you prefer to live？ （Mark one in each column）To Plan $\begin{gathered}\text { Prefer } \\ \text { To Live Live }\end{gathered}$ With parents or relatives．．．．．．．．．．． Other private home．apt．or rm．．．O．．．．．．．．
 Other campus student housing ．．．．O．．．．．．．． Other ．O．．

15．Is this college your：（Mark one） First chance？．．．．． Second choice？．Less than third Third choice？．．．．． choice？．．．．．．

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


Note：If you applied to no other college，skip to item 18
17．How many other acceptances did you receive this year？（Mark one）

| None $\bigcirc$ | $1 \bigcirc$ | $3 \bigcirc$ | $5 \ldots \ldots . . \bigcirc$ |
| :--- | :--- | :--- | :--- | :--- |
|  | $2 \bigcirc$ | $4 \bigcirc$ | 6 or more．．$\bigcirc$ |

18．Is English your native language？ Yes O No
19. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? (Mark one answer for each possible source)
a. My Own or Family
Resources Resources Parents, other relatives or friencis Spouse.
Savings fror: summer work Other savings. $\qquad$ 0000000 Other savings. ..................... $\bigcirc$ OOOOU Part-time an campus job. Other part-time job while in colloge. $\qquad$ .... 0 名 0 OOO Fultime job while in college. . . . $Q \bigcirc \bigcirc \bigcirc O O$ b. Aid Which Need Not Be Repaid"

Pell Grant. $\qquad$
.OOOOO
Supplemental Educational
Opportunity Grant...............OOOOOO
State Scholarship or Grant.
000000
...OOOOO
College Work-Study Grant.
College Grant/Scholarship
(other than above)............. $\mathrm{OOOO} O$
Other private grant................ ○○○OOO
Other Govermment Aid (ROTC.
BIA. $\mathrm{GI} /$ mititary benefits, etc). $\mathrm{OO} \mathrm{OO} O \mathrm{OO}$
c. Aid Which Must Be Repaid
Federal Guaranteed Student
Loan........ . . . . . . . . . . . . . . . . OOOOO
National Drect Student Loan.
.090900
Other College Loan.
.000000
Other Loan... . . . . . . . . . ......... $\bigcirc$ OOOOOO
d. Other Than Above .........○○○○○OO
20. Are you a U.S. citizen? $\quad \mathrm{Yes} \mathrm{O} \quad \mathrm{NoO}$
Permanent Resident (Green Card) O
21. Are you: (Mark all that apply)
White/Caucasian.................................
Black/Negro/Afro-American.O

    American Indian.Asian-American/Oriental
    Mexican-American/Chicano .....
Puerto Rican-American .....
Other. ..... O
22. How would you describe the racial composition of the high school you last attended and the neighborhood where you grew up? High school I last attended....○○○○O Neighborhood where I grew upOOOOO

23a. Are your parents: (Mark one)
Both alive and living with each other?........
Both aiive. divorced or separated?
One or both deceased? . 0
24. Fur tin activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark (F). If you angagad in an activity one or more times, bur not frequently, mark (0) (occasionally) Mark (1) (Not at all) if you have not performed the activity during the past year. (Mark orie for each tem) Used a personal computer..........(F)()(1) Attended a religous service..........(©)(®) Was bored in class..................(©)(ㅇ)
Participated in organized
demonstrations..................(©)(©)
Won a varsity letter for sports.....(©)(1) (A)
Failed to complete a homework
assgnment on time..............(©)(®)
Tutored another student ...........(©) (®)
Tutored another student .............(®®)
Did extra (unassigned) work/
reading for a course.............(©)(1)

## Copied homework from another student..........................(©)(®)

Studied with other students........(©)(1)
Was a guest in a teacher's home ...(©)(©)
Smoked cigarettes.
(-)(®)
Discussed sex.......................© (1) (1)
Cheated on a test in school........(©)(1) (1)
Drank beer..........................(©)(1)
Drank wine or liquor.................(©)(1)
Discussed poltics....................(©)(1)
Stayed up all night..................(©)(1)
Spoke a language wiber than
English at home.
(ㅂ()®
Felt overwhelmed by all I

national political cimpaign.........(F)(1)(1)
25. Rate yourself on each of the following traits as compared with the average person your age.
We want the most accurate estimate of how you see yourself. (Mark one in each row) $\stackrel{+}{\stackrel{\circ}{5}}$
 lowoss tox Academic ablity............... ○○○○○ Artistic ability................... $\bigcirc$
 Emotional health... .......... OOOOO

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


To be able to get a better job. . (1)(S)(A)
To gatn a general education and apprecration of ideas. (ㄷ) (S)
To improve my reading and study skills. (1)(3) (1)

There was nothing better to do. (()(S)(A)

## To make me a more cutured

person.
(1)(3) (1)

To be able to make more money.(ㄴ)(ㅅ)
To leam more about things
that interest me.
(ㅏ)(ㄷ)(ㅏ)
To prepare myself for graduate or professional school...........(V)(S) (1)
My parents wanted me to go....()(S) (1)
I could not find a job.
(ㅁ)(ㄷ)
Wanted to get away from home.(()()(A)
27. Do you have any concem about your ability to finance your college education? (Mark one)

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

Some concem (but I will probably have enough funds).
Major concem (not sure I wil' have enuugh funds to complett: college).
28. How would you characterize your political views? (Mark one)
Far left
Liberal
Middle-of-the-road
Conservative .

Far night O
29. What is your best astimate of your parents' to ncome last year? Consider incume from all sources before taxes. (Mark one)
O
Less than \$6.000 $\bigcirc \$ 35,000-39,999$
$\bigcirc \$ 6,000-9,999 \bigcirc \$ 40,000-49,999$
○ $\$ 10,000-14,999 \bigcirc \$ 50,000-59,999$
O\$15,000-19,999 $\bigcirc \$ 60,000-74,999$
O\$20,000-24,999 $\bigcirc \$ 75,000-99,999$
O $\$ 25,000-29,999 \bigcirc \$ 100,000-149,999$
O $\$ 30,000-34.999$ O $\$ 150,000$ or more
30. What is the highest level of formal education obtained by your parents? (Mark one in each column) Father Mother Grammar school or less.......O........
Some high school. . . . .......... . .......
High school graduate ........... . ........
Postsecondary school
other than college....................
Some college.
College degree............................
Some graduate school.................
Graduate degree..........................
18



## 39. Indicate the importance to you

 personally of each of the following: (Mark one for each item)Becoming accomplished in one of the performing arts (acting, dancing, etc.)
Becoming an authority in my field (5)(5) (1)

Obtaining recognition from my colleagues for contributions to my special field. (ㄷ()(3) (1)
Influencing the political struc:ure. ..... (ㄷ()(5)
Influencing social values ..... (ㄹ(1)(3)
Raising a family. ..... (다()(1)
Becoring an expert on finance and commerce. ..... (ㄷ)(ㄷ) (1)
Having administrative responsiblity for the work of others. ..... (ㄹ)(1)(1)
Being very well off financially. ..... (ㄹ)(ㅇ) (1)
Helping others who are in difficulty. ..... (B)(3)(1)
Particpatung in an organization like the Peace Corps or Vista... ..... (ㄷ) (1)(1)
Making a theoretical contribution to science. ..... (ㄷ)(ㅇ)(1)
Writing onginal works (poems, novels. short stones, etc.). ..... (ㄹ)(옹
Creating artistic work (painting, sculpture, decorating, etc.) ..... (다(3)(1)
Keeping up to date with political affars. ..... (다()(3)
Being successful in a business of my own. ..... 
Developing a meaningful philosophy of life. ..... (-1)(5)
Participating in a community actior. program. ..... (ㄹ(1)(3)
Helping to promote racial understanding. (B)(1)(1)Getting maried
40. What is your best guess as to the chances th. ! you will: (Mark one for each item) Change major field?.

Change career choice? ..... (ㅇ)(1)(1)
Fail one or more courses? ..... -(3)
Graduate with honors? ..... (ㄷ(()(1) (1)
Get a job to help pay for college expenses? ..... (ㄷ)(ㅂ(ㄴ)
Work full time while attending college? ..... (1)(®)®
Join a social fraternity, sorority, or club?.
(1)(3)(1) (1)
Play varsity/ntercollegiate atnletics?
(ㅏ(()(1)
(ㅏ(()(1)
Make at least a " $B$ " average?. ..... (ㄷ)(1)(1)
Need extra tme to complete your degree requrements? ..... (1)(5)(1) (1)
Get tutoring help in specific courses?. ..... (1)(1)(1)
Have to work at an ounside job during college?. ..... (1)(1)(1)
Seek vocational counseling? ..... (1)(3)(1)
Seek undividual counseling on personal problems? ..... (1)(3)(1)
Get a bachelor's degree (B.A., BS., etc)? ..... (ㄷ)(ㄴ(1)
Partucipate in student protests or demonstrations? ..... (ㄷ) (3) (1)
Drop out of this coliege temporanly (exclude transfennig)? ..... (1)(()()상
Drop out permanently (exclude transfering)? ..... (1)(3)(1)
Transfer to another college before graduating? ..... -(ㄷ)(1)(1)
Be satisfied with your college?. ..... (ㄷ)(ㄴ(1)
Find a pob after college in the field for which you were trained?.
(1) (1)
Get married whule in crileger (skip if married). ..... -(3)(1)
The Higher Education Research institute at UCLA actively encourages the colleges that B B(participate in this survey to corjuct localstudies of their students. If these studiesvolve collecting follow up data it is necescaryvolve collecting foilow-up data it is necessaryor the mstitution to knew the stuxdents iDumbers so that follow-up data can be lankedwith the data from thus survey. If your collegeasks for a tape copy of the data and signs anagreerient to use it only for research pur-poses. do we have your permission to inchudeyour ID number in such a tape?

$$
\begin{array}{cc}
\text { YesO } \mathrm{rape} & \mathrm{NoO} \\
\text { rex }
\end{array}
$$

## Appendix C

# Coding Scheme for Collapsed Items 

\author{

1. Father's Occupation <br> 2. Mother's Occupation
}

## Father's Occupation

| Coliapsed Category | Item Response Alternatives |
| :--- | :--- |
| Artist | Actor or entertainer, Artist; Interior decorator (or designer); Musician <br> (composer; performer); Writer or journalist |
| Business | Accountant or actuary; Business executive; Business owner or <br> proprieter, Salesman or buyer. |
| Clergy or Religious Worker | Clergyman (minister; priest); Clergy (other religious). |
| Coilege Teacher | College teacher. |
| Doctor | Dentist (including orthodontist); Physician. |
| Educator (secondary) | School counselor; School principal or superintendent; Teacher or |
| administrator (secondary). |  |

## Mother's Occupation

| Collapsed Category | Item Response Alternatives |
| :---: | :---: |
| Artist | Actor or entertainer; Artist; Interior decorator (or designer); Musician (composer; performer); Writer or journalist. |
| Business | Accountant or actuary; Business executive; Business owner or or proprieter; Salesman or buyer. |
| Clergy or Religious Worker | Clergyman (minister; priest); Clergy (other religious). |
| College Teacher | College teacher. |
| Doctor | Dentist (including orthodontist); Physician. |
| Educator (secondary) | School counselor; School principal or superintendent; Teacher or administrator (secondary). |
| Elementary Teacher | Teacher or administrator (elementary). |
| Engineer | Engineer. |
| Farmer/Forester | Conservationist or forester; Farmer or rancher. |
| Healuh Professional | Dietitian or home economist; Lab technician or hygienist; Optometrist; Pharmacist; Therapist (physical, occupational, or speech); Veterinarian. |
| Homemaker (full-time) | Homemaler (full-time). |
| Lawyer | Lawyer (attorney) or judge. |
| Nurse | Nurse. |
| Military Career | Military service (career). |
| Research Scientist | Scientific researcher. |
| Social, Welfare, or Recreation Worker | Social, velfare, or rāreation worker. |
| Slilled Worker | Skilled trades. |
| Semiskilled Worker | Semiskilled worker. |
| Laborer | Laborer (unskilled). |
| Unemployed | Unemployed. |
| Other | Architect or urban planner; Clinical psychologist; Computer programmer or analyst; Foreign service worker (including diplomat); sepretor (trarslator); Law enforcement officer; Statistician; Other occupation not listed above. |

## Appendix D

## Institut:ons Participating in the ACE•UCLA Freshman Survey

Institutions Participating in the CIRP Freshman Survey Program, 1966-1988a


[^4]| Institution | Strat Ce! | \# of Years |
| :---: | :---: | :---: |
| Augsburg College | 23 | 23 |
| Augustana College (IL) | 23 | 19 |
| Augustana College (SD) | 22 | 20 |
| Austin College | 23 | 23 |
| Austin Peay State University | 07 | 18 |
| Averett College | 21 | 16 |
| Azusa Pacific University | 11 | 10 |
| Babson College | 13 | 6 |
| Bacone College | 31 | 1 |
| Baker University | 21 | 19 |
| Bakersfield College | 28 | 2 |
| Baldwin-Wallace College | 22 | 1 |
| Ball State University | 01 | 2 |
| Raptist Bible College of Pernsylvania | 24 | 8 |
| Baptist Callege-Charleston | 21 | 3 |
| Baptist Medical system School of Nursing | 11 | 1 |
| Barat College | 18 | 6 |
| Bard College | 13 | 18 |
| Barnard College | 14 | 10 |
| Barrington College | 12 | 3 |
| Barry University | 16 | 3 |
| Barton County Community College | 27 | 2 |
| Bates College | 14 | 23 |
| Bay Path Junior College | 32 | 11 |
| Baylor University | 04 | 23 |
| Beaver College | 22 | 10 |
| Bee County College | 28 | 6 |
| Belhaven College | 22 | 1 |
| Bellarmine College | 17 | 4 |
| Bellarmine-Ursuline College | 16 | 8 |
| Bellevue College | 11 | 1 |
| Belmont Abbey College | 16 | 1 |
| Beloit College | 13 | 21 |
| Benedict College | 35 | 11 |
| Benedict, .le College | 16 | 17 |
| Bennett College (NC) | 35 | 6 |
| Bennett College (NY) | 31 | 3 |
| Bennington Coilege | 14 | 11 |
| Bentley College | 12 | 2 |
| Berea college | 11 | 21 |
| Bergen Community College | 29 | 9 |
| Berkshire Community College | 27 | 4 |
| Berry College | 12 | 12 |
| Bethany College (KS) | 21 | 5 |
| Bethany College (WV) | 13 | 7 |
| Bethany Lutheran College | 31 | 23 |
| Birmingham-Southern College | 22 | 15 |
| Bishop College * 180 | 35 | 5 |
| Riank Hawk College 100 | 29 | 10 |












| Institution | $\begin{aligned} & \text { Strat } \\ & \text { Cell } \end{aligned}$ | \# of Years |
| :---: | :---: | :---: |
| MacCormac Junior College | 31 | 14 |
| Madison Area Technical College | 29 | 4 |
| Madonna college | 16 | 10 |
| Maharishi International University | 11 | 10 |
| Maine Maritime Academy | 07 | 2 |
| Mallinckrodt College of the North Shore | 30 | 1 |
| Manatee Community College | 29 | 14 |
| Manchester College | 21 | 14 |
| Manhattan College | 18 | 16 |
| Manhattanville College | 13 | 17 |
| Mankato State University | 07 | 1 |
| Manor Junior College | 31 | 9 |
| Mansfleld University of Pennsylvania | 08 | 3 |
| Maria Regina College | 31 | 8 |
| Marian college of fond du Lac | 18 | 17 |
| Marietta College | 12 | 23 |
| Marist College | 12 | 14 |
| Marjorie Webster Junior College | 32 | 1 |
| Marlboro College | 13 | 23 |
| Marquette University | 04 | 15 |
| Mars Hill College | 20 | 13 |
| Mary Baldwin College | 22 | 21 |
| Mary Holmes College | 35 | 4 |
| Mary Manse College | 17 | 1 |
| Mary Washington College | 09 | 2 |
| Marygrove College | 16 | 2 |
| Maryknoli Smeinary | 18 | 3 |
| Maryland Institute College of Art | 11 | 15 |
| Marymount College (KS) | 16 | 23 |
| Marymount College (NY) | 17 | 10 |
| Marymount Manhattan College | 13 | 16 |
| Marymount University | 19 | 10 |
| Maryville College | 21 | 6 |
| Marywood College | 17 | 20 |
| Massachusetts Bay Community College | 29 | 8 |
| Massachusetts College of Art | 08 | 1 |
| Master's College | 20 | 22 |
| Mayville State University | 07 | 9 |
| Mckendree College | 20 | 6 |
| McPherson college | 20 | 23 |
| Medaille College | 11 | 16 |
| Medgar Evers College | 10 | 2 |
| Memphis State University | 07 | 2 |
| Menlo College | 11 | 1 |
| Mercer County Community College | 29 | 6 |
| Mercy College | 12 | 1 |
| Mercy College of Detroit | 16 | 9 |
| Mercyhurst College | 16 | 21 |
| Meredith College | 22 | 1 |
| Merrimack College | 17 | 15 |
|  | $00$ |  |




| Institution | $\begin{aligned} & \text { Stra } \\ & \text { Cell } \end{aligned}$ |
| :---: | :---: |
| Mount Saint Mary's College | 16 |
| Mount Saifit Mary's College-Chalon Campus | 17 |
| Mount Saint Marys College-Doheny Campus | 30 |
| Mount Saint Scholastica Coliege | 16 |
| Mount San Antonio College | 29 |
| Mount. Union College | 22 |
| Moun't Vernon College | 12 |
| Mount Vernón Nazarene College | 20 |
| Muhlenberg College | 23 |
| Mundelein College | 12 |
| Muscatine Community College | 26 |
| Muskingur College | 22 |
| Napa College | 27 |
| Nassau Community College | 29 |
| Nasson College | 12 |
| National College of Education | 11 |
| Nazareth College of Kalamazoo | 11 |
| Nazareth College of Rochester | 13 |
| Nebrastia Wesleyan University | 12 |
| Neumann College | 13 |
| New England College | 11 |
| New Hampshire College | 11 |
| New Jeirsey Institute of Technology | 09 |
| New Mexico Highlands University | 07 |
| New Mexico Junior College | 27 |
| New Mexico Military Institute | 27 |
| New Mexico State U-Alamagordo | 26 |
| New Mexico State U-Car Isbad | 25 |
| New Mexico State University | 01 |
| New River Community College | 26 |
| New York University | 05 |
| Newbury Colliege | 32 |
| dewport Cnllege-Salve Regina | 16 |
| Newton College | 18 |
| Niagara County Community College | 28 |
| North Adams State College | 08 |
| North Carolina A\&T State University | 34 |
| North Carolina School of the Arts | 08 |
| North Carolina Wesleyan College | 21 |
| North Central College | 22 |
| North Dakota State University | 02 |
| North Florida Junior College | 25 |
| North Greenville College | 32 |
| North Shore Community College | 28 |
| Northampton County Area CC | 28 |
| Northeast Missouri State University | 08 |
| Nor theastern Christian Junior College | 31 |
| Nor theastern III inois University | 07 |
| Nor theastern Junior Coliege | 27 |




| Institution | Strat Cell | \# of Years |
| :---: | :---: | :---: |
| Prairie State College | 29 | 13 |
| Prairie View A\&M College | 34 | 1 |
| Pratt Institute | 04 | 9 |
| Presbyterian College | 22 | 7 |
| Prescott College | 13 | 3 |
| Princeton University | 06 | 23 |
| Providence College | 18 | - |
| Purdue University | 02 | 5 |
| Queens College | 21 | ) |
| Quincy, College | 17 | 11 |
| Quinniplac college | 11 | 5 |
| Quinsigamond Community College | 28 | 8 |
| Radcliffe College | 06 | 3 |
| Radford University | 07 | 2 |
| Rainy River Commutil ty Colliege | 25 | 16 |
| Ramapo College of New Jersey | 08 | 11 |
| Rando iph-Macon Ccllege | 23 | 11 |
| Randolph-Macon Woman's College | 23 | 20 |
| Ranger Junior College | 26 | 6 |
| Rappahannock Community College | 26 | 1 |
| Raritan Valley Community College | 28 | 4 |
| Reed College | 14 | 21 |
| Regls College (CO) | 16 | 6 |
| Regls College (MA) | 13 | 22 |
| Reinhardt College | 31 | 11 |
| Rensselaer Polytechnic Institute | 06 | 7 |
| Rhode Island College | 08 | 23 |
| Rhode Island School of Design | 13 | 15 |
| Rhodes College | 23 | 5 |
| Rice University | 06 | 12 |
| Richard Bland College | 26 | 2 |
| Ricks College | 33 | 2 |
| Rider College | 12 | 23 |
| Ringling School of Art and Design | 11 | 4 |
| Rio Grande College/Communlty College | 11 | 1 |
| Ripon College | 13 | 1 |
| Roanoke College | 22 | 7 |
| Roanoke-Chowan Technical College | 25 | 5 |
| Robert Morris College | 11 | 10 |
| Roberts Wesleyan college | 22 | 5 |
| Rochester Institute of Technology | 12 | 5 |
| Rockford College | 13 | 23 |
| Rockhurst College | 16 | 18 |
| Roger Williams ©ullege | 11 | 7 |
| Rollins College | 13 | 17 |
| Rosary college | 17 | 17 |
| Rosemont college onm | 17 | 3 |
| Russell Sage College <uj | 12 | 18 |




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Institution
Rutgers Camden College of Arts \& Science Rutgers University-New Brunswick Rutgers University-Newark

Sacramento City College
Sacred Heart University
Saginaw Valley State Cullege
Saint Alphonsus College
Saint Andrews Presbyterian College
Saint Anselm College
Saint Augustine's College
Saint Benedict College
Saint Bonaventure University
Saint Catharine College
Saint Edward's University
Saint Francis College
Saint John College
Saint John Fisher College
Saint John's Coliege (.KS)
Saint John's College (NM)
Saint John's University (MN)
Saint John's University (NY)
Saint Joseph's College
Saint Joseph's University
Saint Lawrence Seminary
Saint Lawrence University
Saint Leo College
Saint Louis Cmty Coll-florissan Valley
Saint Louis Cmty Coll-Forest Park
Saint Louis College of Pharmacy
Saint Louis Conservatory of Music
Saint Louis University
Saint Louis University-Parks College
Saint Martin's College
Saint Mary of the Plains College
Saint Mary College
Saint Mary's College (CA)
Saint Mary's College (IN)
Saint Mary's College (MD)
Saint Mary's College (MN)
Saint Mary's College
Saint Mary's College of O'fallon
Saint Mary's Dominican College
Saint Mary's Junior College
Saint Mary's University
Saint Meinrad College
Saint Michael's College
Saint Norbert College
Saint Olaf College
Saint Paul's College



Institution
Southeastern Massachusetts University Southern Arkansas University
Southern Baptist Coliege
Southern College of Technology
Southerr llifnois U-Carbondale
Southern lllinois University-Edwrdsville
Southern Methodist University
Southern Nazarene University
Southern Oregon State College
Southern Seminary Junior College
Southern University-Baton Rouge
Southern University-New Orleans
Southwest State University
Southwest Texas State University
Southwestern Adventist College
Southwestern College
Southwestern University
Spalding University
SpeIman Coilege
Spring Arbor College
Spring Hill College
Springfield College
Springfield College in Illinois
Stanford Unlversity
Stark Technical College
Stephen $F$. Austin State University
Stephens College
S*etson University
Erevens Institute of Technology
Stockton State College
Sue Bennett College
Suffolk University
Sullivan County Community College
Suomi College
Susquehanna University
Swain School of Design
Swarthmore College
Sweet Briar College
SUNY at Albany
SUNY at Binghamton
SUNY at Buffalo
sUNY at Stony Brook
SUNY A\&T College at Alfred
SUNY A\&T College at Canton
SUNY AKET College at Cobleskill
SUNY A\&T College at Delhi
SUNY A\&T College at Morisville
SUNY College at Brockport
SUNY College at Geneseo
SUNY College at Oswego


Institution


| Strat | \# of |
| :---: | :---: |
| Cell | Years |
| 09 | 20 |
| 09 | 5 |
| 07 | 1 |
| 09 | 3 |
| 09 | 7 |
| 08 | 3 |
| 08 | 5 |
| 10 | 2 |
| 25 | 1 |
| 35 | 17 |
| 21 | 5 |
| 12 | 1 |
| 34 | 2 |
| 07 | 1 |
| 04 | 22 |
| 35 | 1 |
| 21 | 4 |
| 34 | 6 |

SUNY College-Fredonia
SUNY College-New Platz
SUNY College-OId Westbury
Taft College
Talladega College
Tarkio College
Tarkio College
Taylor University
Tennessee State University
Texas A\&l University
Texas Christian University
Texas College
Texas Luther College
Texas Southern University 2 동 ©

Texas Tech University 01
Texas Wesleyan College
Texas Woman's University
Thiel College
Thomas More College
Thomas Nelson Community College
Tougaloo College
Touro College 0

Towson State University
Transylvania University
Trenton State College
Trinity Christian college
Trinity College (CT)
Trinity College (DC)
Trinity University
Tufts University
Tulane University
Tuncois Community college
Tcisculum college
Tuskegee University
Tyler Junior Callege ©



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| Institution |  | Strat Cell | \# of Years |
| :---: | :---: | :---: | :---: |
| U of Maine-presque isle |  | 07 | 7 |
| U of Mary Hardin Baylor |  | 22 | 1 |
| $U$ of Maryland Eastern Shore |  | 34 | 3 |
| $U$ of Maryiand-Baltimore County |  | 08 | 8 |
| U of Massachusetts-Amherst |  | 03 | 21 |
| $U$ $U$ of Massachusetts-Boston of Miami |  | 02 | 2 |
| $U$ of Michigan-Ann Arbor |  | 04 | 15 |
| $U$ of Michigan-Dearborn |  | 08 | 1 |
| $U$ of Michigan-Fiint |  | 08 | 15 |
| $U$ of Minnesota-Duluth |  | 01 | 1 |
| $U$ of Minnesota-Morris |  | 08 | 6 |
| U of Minnesota-Twin Cities |  | 02 | 1 |
| U of Mississippi |  | 01 | 4 |
| ${ }_{U}$ of Missouri-Columbia |  | 02 | 15 |
| U of Missouri-Kansas City |  | 01 | 19 |
| $U$ of Missouri-Saint Louis |  | 09 | 14 |
| $U$ of Nebraska-Lincoln |  | 01 | 20 |
| $U$ of Nevada-Reno |  | 01 | 6 |
| U of New Hampshire |  | 02 | 9 |
| $\checkmark$ of New Haven |  | 11 | 2 |
| $U_{0}$ of New Mexico |  | 01 | 7 |
| $U$ of New Or leans |  | 07 | 2 |
| $U$ of No. Carolina-Charlotte |  | 08 | 1 |
| U of North Carolina-Chapel Hill |  | 03 | 23 |
| $U$ of North Carolina-Greensboro |  | 08 | 2 |
| $U$ of North Carolina-Wilmington |  | 07 | 5 |
| U of North Dakota |  | 02 | 22 |
| U of Northern Colorado |  | 08 | 2 |
| $U$ of Notre Dame |  | 09 | 3 |
| $u$ of Oregon |  | 06 | 14 |
| $U$ of Pennsylvania |  | 06 | 15 |
| U of Pittsburgh |  | 02 | 11 |
| U of Pittsburgh-Bradford |  | 07 | 13 |
| U of Pittsburgh-Greensburg |  | 27 | 9 |
| U of Pittsburgh-Johnstown |  | 07 | 12 |
| U of Pittsburgh-Titusville |  | 25 | 15 |
| $U$ of Portland |  | 04 | 5 |
| $U$ of Puerto Rico |  | 01 | 3 |
| $U$ of Redlands. |  | 22 | 23 |
| U of Rhode Isiand |  | 01 | 7 |
| U of Richmond |  | 13 | 8 |
| $U$ of San Diego |  | 05 | 23 |
| $U$ of San Francisco |  | 17 18 | 18 |
| $U$ of Science \& Arts of Oklahoma |  | 07 | 1 |
| $U$ of Scranton |  | 18 | 9 |
| $U$ of South Carolina | mal | 01 | 23 |




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 Years$U$ of South Carolina-Salkehatchie
U of South Carolina-Spartanburg
U of South Carolina-sumter
$U$ of South Carolina-Union
$U$ of South Dakota (SD)
U of South Dakota (SD)
Of South Florida
$U$ of South Florida-New College
of Southern California
$U$ of Southern Colorado
$U$ of Tampa
$U$ of Tennessee-Chattanooga
U of Tennessee-Knoxville
U of Texas--Austin
$U$ of Texas-Arlington
U of Toledo
U of Tulsa
U of Vermont
U of Virginia
$U$ of Washington
$U$ of Wisconsin-Green Bay
U of Wisconsin-La Crosse
$U$ of Wisconsin-Madison
$U$ of Wisconsin-Milwaukee
$U$ of Wisconsin-Parkside
$U$ of Wisconsin-River falls
$U$ of Wisconsin-Superior
$U$ of Wisconsin-Whitewater
U of Wyoming
Union College (KY)
Union College
(NE)
Union College
United States Air Force Academy
United States Coast Guard Academy
United States Military Academy
United States Naval Academy
Unity College
University College of Pace University Upsala College
Urbana University
Ursinus College
Utah State University
Utica College of Syracuse University
Utica Junior College
US Merchant Marine Academy



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| Strat |  |  |
| :---: | :---: | :---: |
| Coll | fof | 8 |
| 28 | Years | 8 |
| 07 | 17 |  |
| 01 | 7 |  |
| 21 | 1 |  |
| 12 | 2 | $x$ |
| 24 | 1 |  |
| 07 | 8 |  |
| 08 | 21 |  |
| 11 | 23 |  |
| 07 | 3 |  |


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Institution
Worthington Community College Wythevilie Community College

Xavier University (LA)
Xavier University (OH)
Yale University
Yankton College
Yeshivà University
Yuba College

| Strat | \#or |
| :--- | :--- |
| Cell | Years |
| 25 | -19 |
| 26 | 1 |
| 35 | 16 |
| 18 | 7 |
| 06 | 3 |
| 11 | 8 |
| 06 | 1 |
| 28 | 13 |




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## Appendix E

## Precision of the Normative Data

## and Their Comparisons

## Appendik E

## The Precision of the Normative Data :nd Their Comparisons

So far as random errors are concerned, the standard error of a categorical percentage is a function of that group and the number of participants (unweighted) in the norm group. Approximate standard errors are presented for various item response percentages, by size of the norm group, are presented in Table E-1. If one allows for finite sampling and stratification, values would be somewhat lower. Primarily, however, stratification ensures some sampling in all sectors of higher education and provides a basis in the weighting procedures for disproportionate sampling of instituiions. In comparisons involving item response, standard error of the difference is approximately equal to the square root of the sum of shared sampling errors.

A potentially important source of error in the stratification sampling is the nonrepresentativeness of the samples within each stratification cell. Although reasonable precautions are taken to minimize known sources of systematic bias, the data are subject to some unknown degree of constant and nonrandom sampling errors. A participating institution must be cautious when it compares its own summary data with the data for the corresponding national norms group, especially when the institution is small or when the campus has not surveyed all its entering freshmen.

While comparisons of data since 1975 with earlier published national norms from the first nine freshmen survey reports (1966-1974) are possible, it is recommended that such comparisons not be done until the publication of a revised set of norms for these earlier years that are based on the stratification scheme employed since 1975. Those who wish to compare the pre- and post-1975 data before the revised norms are available should keep in mind the following considerations:
i. In addition to the revised selectivity measures introduced in 1975, major changes in the stratification and weighting procedures were introduced in 1968 (the addition of cells for black colleges and the use of selectivity levels) and again in 1971 (the addition of cells for public and private universities, public and private black colleges, and the use of size in the stratification scheme for two-year institutions).
2. The exact wording of items on the survey instrument and norms reports should be examined carefully since certain items may not be comparable because of minor word changes over the course of the survey. Minor changes can and do affect the comparability of items on the questionnaire.
3. While every effort has been made to maximize the comparability of the institutional sample from year-to-year (repeat participation runs about 90 peicent), comparability is reduced somewhat by (a) non-repeat participation, and (b) year-toyear variation in the quality of data collected by continuing institutional participants.

Table E-1

Standard Errors of Categorical Response Percentages for Norms Groups of Various Sizesa

| Number of Actual Participants <br> in a Norms Group | Standard Error |  |  |  |  |  |  |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
|  | $1 \%$ or $99 \%$ | $10 \%$ or $90 \%$ |  |  |  |  |  | $25 \%$ or $75 \%$ | $50 \%$ |
| 2,500 | .199 | .600 | .866 | 1.000 |  |  |  |  |  |
| 5,000 | .141 | .424 | .612 | .707 |  |  |  |  |  |
| 7,500 | .115 | .347 | .500 | .577 |  |  |  |  |  |
| 10,000 | .100 | .300 | .433 | .500 |  |  |  |  |  |
| 25,000 | .063 | .190 | .274 | .316 |  |  |  |  |  |
| 50,000 | .044 | .134 | .194 | .224 |  |  |  |  |  |
| 75,000 | .036 | .110 | .158 | .183 |  |  |  |  |  |
| 100,000 | .031 | .095 | .137 | .158 |  |  |  |  |  |
| 150,000 | .026 | .077 | .112 | .129 |  |  |  |  |  |
| 175,000 | .024 | .071 | .104 | .120 |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |

[^5]
## Appendix F

## Sample Profile Report Provided to Participating Campuses

Cooperative Institutional Research Program conductod jointly by the
ACME COLLEGE TOTAL FIRST-TIAE FULL-TIME ITEK
DE SCRIPT







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veans of stwey (3)
EMCLISH (4 VEARS)......................

FOREIGM LAMGUAGE (2 YEARS)
PHYSICAL SCIEMCE (2 VEARS)
- IDLOGICAL SCIEMCE I2 VEARSi.0.0.

CONPUTER SCIEMCE (1/2 YEAR)......
ART OR MUSIC (I YEARl..............

ACME COLLEGE
TOTAL FIRST-TIFE FULL-TIME
ITEA
DESCRI FTION

| $\begin{gathered} \text { ITEM } \\ \text { DESCRIPTION } \end{gathered}$ | NUMBER OF RESPONDENTS | TOTAL FIS MALE | ST-TIME FEMALE ERE ENTA | $\begin{aligned} & \text { FULL-TINE } \\ & \text { TOTAL } \\ & \text { GES: } \end{aligned}$ |  | LIC FEMAR RCEAT | EGES TOTAL sl- | $\text { ALL } 2$ | $\begin{aligned} & \text { EAR C } \\ & \text { FEPAL } \end{aligned}$ RCENT | EGES total s)--- |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| Estinared paremtal imeane | 214. |  |  |  |  |  |  |  |  |  |
| LESS THAN $86,000 . . . . . . . . . . .$. |  | 1.8 | 2.9 | 2. 3 | 4.7 | 6.9 | 5.9 | 4.6 | 6.4 | 5.6 |
| 86,000 - \$9,999...................... |  | 0.0 | 1.9 | 0.9 | 2.9 | 4.7 | 3.9 | 2.8 | 4.6 | 3.8 |
| \$10,000 - \$14,999.................. |  | 0.0 | 6.7 | 3.3 | 5.3 | 7.9 | 6.7 | 5.3 | 7.8 | 6.7 |
| \$15,000-\$19,999.................... |  | 3.6 | 4.8 | 4.2 | 5.7 | $7 \cdot 3$ | 6.6 | 5.7 | $7 \cdot 3$ | 6.6 |
| \$20,000 - \$24,999................... |  | 2.7 | 1.9 | 2.3 | 7.5 | 8.7 | 8.3 | 7.5 | 8.6 | 8.1 |
| , \$25,000 - \$29,959 .................. |  | 4.5 | 2.9 | 3.7 | 8.2 | 8.6 | 8.4 | 8.1 | 8.5 | 8.3 |
| \$30,000 - \$34,999.................... |  | 4.5 | 8.7 | 6.5 | 11.1 | 10.0 | 10.5 | 10.8 | 9.9 | 10.3 |
| \$35,000 - \$39,959............c..... |  | 7.3 | 3.8 | 5.6 | 10.7 | 9.6 | 20.2 | 10.5 | 9.4 | 9.9 |
| 840,000- \$49,999................... |  | 15.5 | 11.5 | 13.6 | 13.4 | 12.1 | 12.7 | 13.2 | 11.9 | 12.5 |
| \$50,000 - \$59,999.................. |  | 16.4 | 14.4 | 15.4 | 12.0 | 10.1 | 10.9 | 11.7 | 10.0 | 10.8 |
| -60,000-74,999..................... |  | 15.5 | 16.3 | 15.9 | 8.4 | 7.1 | 7.7 | 8.6 | 7.3 | 7.9 |
| \$75,000-998999................... |  | 12.7 | 10.6 | 11.7 | 5.5 | 3.8 | 4.6 | 5.8 | 4.1 | 4.9 |
| \$100, 000-149,999................. |  | 10.9 | 7.7 | 9.3 | 2.8 | 1.9 | 2.4 | 3.1 | 2.4 | 2.7 |
| 8150,000 OR MORE..................... |  | 4.5 | 5.8 | 5.1 | 1.7 | 1.4 | 1.6 | 2.1 | 2.0 | 2.1 |
| Status of paremts | 229* |  | , |  |  |  |  |  |  |  |
| LIUING WITH EACH OTHER............ |  | . 75.9 | 68.1. | \%72.1\% | 74.9 | 67.4 | 70.7 | 74.5 | 67.9 | 70.8 |
| DIUORCED OR SEPARATED.............. |  | 2196 | +24.8\% | 23. $\mathrm{I}^{\prime}$, | 19.6 | 24.2 | 22.1 | 20.0 | 24.0 | 22.2 |
| ONE OR BOTH DEEEASED............... |  | 2. | $7{ }^{\text {7 }}$ : | - $48^{8} 8$ | 5.5 | 8.4 | 7.1 | 5.5 | 8.0 | 6.9 |
| mummer of OLDER mmothens | $185$ |  |  | $7$ |  |  |  |  |  |  |
| HOME. .................................. |  | ${ }^{5} 90^{4} 6$ | 960 |  | 52.5 | 45.1 | 48.5 | 52.3 | 45.3 | 48.4 |
| JNE.....................3.......... |  | 360 | 228.6. | -324 ${ }^{\circ}$ | 31.1 | 34.5 | 33.0 | 32.1 | 34.6 | 33.1 |
| THO.............. .. ..................... |  | , | -18-7 | - 1/123 | : 10.0 | 12.0 | 12.1 | 10.1 | 12.0 | 11.2 |
| THREE OR HORE......................... |  | 808. | -8.80 | 86 | 6.4 | 8.4 | 7.5 | 6.5 | 8. 1 | 7.4 |
|  | 179. | - | $\therefore$ |  |  |  |  |  |  |  |
| NDNE................................... |  | 540 | -55\% | -54.7 | 52.4 | 49.4 | 50.7 | 52.1 | 49.6 | 50.7 |
| ONE................................... | $!$ | 28\%'9 | $\therefore 3488$ | 32.8 | 31.5 | 32.1 | 31.9 | 32.6 | 32.1 | 31.9 |
| THO................................. |  | 15.6 | 607 | 110 | 9.6 | 11.4 | 10.6 | 9.8 | 11.3 | 10.7 |
| THREE OR MORE....................... |  | 1 | 3.4 | 2.2 | 6. 5 | 7.0 | 6.8 | 6.5 | 7.0 | 6.7 |
| Humer ur youncer erdtuiens | 175. |  |  |  |  |  |  |  |  |  |
| NONE.................................... |  | 60.2 | 62. | 61.6 | 55.0 | 50.7 | 52.6 | 55.1 | 51.5 | 53.1 |
| O $N$ E. . .. . . . . . . . . . . . . . . . . . . . . . . . . . . |  | 25.8 | 28.0 | 26\%9 | 32.9 | 36.0 | 34.6 | 33.0 | 35. 8 | 34.6 |
| TH0............... .. . . . . . . . . . . . . . . . . |  | 7.5 | 9.8 | 8.6 | 8.4 | 10.2 | 9.4 | 8.4 | 9.8 | 9.2 |
| THREE OR MERE......................... |  | 6.5 | c.0 | 3.4 | 3.7 | 3.1 | 3.4 | 3.5 | 3.0 | 3.2 |
| MUHBER OF YOUNCER SISTERS | 177 . |  |  |  |  |  |  |  |  |  |
| NONE.................................. |  | 53.8 | 56.0 | 5\%.8 | 54.7 | 53.6 | 54.1 | 55.0 | 54.3 | 54.6 |
| ONE.............. .. . . . . . . . . . . . . . . . . |  | 35.5 | 33.3 | 34.5 | 35.2 | 34.5 | 34.8 | 35.1 | 34.0 | 34.5 |
| T HD............... .. . . . . . . . . . . . . . . . . |  | 7.5 | 8.3 | 7. 9 | 7.8 | 8.4 | 8.2 | 7.7 | 8.2 | 8.0 |
| THREE OR WORE......................... |  | 3.2 | 2.4 | 2.8 | 2.3 | 3.5 | 3.0 | $2 \cdot 3$ | 3.4 | 2.9 |
| TMIN Status | 226. |  |  |  |  |  |  |  |  |  |
| HO.................................... |  | 97.3 | 99.1 | 98.2 | 98.2 | 98.1 | 98.2 | 98.2 | 98.1 | 98.1 |
| YES - IDENT ICAL...................... |  | 1.8 | 0.9 | 1.3 | 0.8 | 0.9 | 0.9 | 0.8 | 0.9 | 0.9 |
| YES - FRA TERNAL........................ |  | 0.9 | 0.0 | 0.4 | 1.0 | 1.0 | 1.0 | 1.0 | 1. 0 | 1. 0 |
| $221$ |  |  |  |  |  |  |  |  |  |  |

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TOTAL FIRST-TIME FULL-TI
MALE FEMALE TOTAL
2YR PUBLIC COLLEGE male female total ALL 2-YEAR COLLEGES
MALE FEMALE TOTAL
MCTIUITIES EREAGEB IM BY STU譱ENT BURING THE PAST YEAR
ATTENDED A RELIGIOUS SERUICE..... CHEATED ON A TEST IN SCHOJL......
COPIED HO MEMJRK FROH OTHER STONT OID EXTRA CLA SS HORK/READING (4) OION'T COMPLETE HOMEMORK ON TIME OISCUSSED PDLITICS (4)..............
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Hanc
STUDYING OR DOI NG HOME AHDX....... SOCIALIZING WITH FRIENDS........... TALXING H/TEACHER OUTSIDE CLASS. EXERCISING OR SPDRTS...............
 HORKING (FOR PA Y) -..........e.e..... UOLUNTEER HORK........................... STUDENT CLUBS AKD GROUPS......... HATCKIMG TU........................... HDBDIES.........................................

SIX OR MORE HOURS
STUOYING OR DOING HOTEEHORK....... SOCIALIZING ITH FRIENDS......... TALKING H/TEACHER OUTSIDE CLASS. ミXERCISING OR SPORTS................
 - DRKING (FOR PAY) $\qquad$ UOLUNTEER HORK. ...................... 5 TUDENT CLUBS AND GRDUPS.
 HOB8IES...................................

## SIXTEEM DR WORE HOURS

STUDYING OR DOIMG HOMEHORK....... SOCIALIZING WITH FRIENDSE......... T.ALKING H/TEACHER OUTSIDE CLASS. EXERCISING OR SPRRTS................ PARTYING......... . ..................... HORKING IFOR PAYI................... ULLUNTEER HORK........................ STUDENT CLUBS AND GROUPS........... AATCHING TU2.......................... HOB8IES....................................

## IESABLIETES





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Cooperative Institutional Research Program conducted jointly by the

## ACME COLLEGE

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OTHER BUSINESS. $\cdot \bullet \bullet \bullet \bullet$

## EDucatiom

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|  | 3.8 | 1.9 | 2.9 |
| :---: | :---: | :---: | :---: |
|  | 0.0 | 1.0 | 0.5 |
|  | 2.8 | 0.0 | 1.4 |
|  | 3.8 | 1.9 | 2.9 |
|  | 0.9 | 1.0 | 1.0 |
|  | 0.0 | 1.9 | 1.0 |
|  | 0.0 | 0.0 | 0.0 |
|  | 0.0 | $10 \%$ | 1.0 |
|  | 0.9 | 1.9 | 1.4 |
|  | i.s | 0.0 | 0.0 |
|  | 0.0 | 1.0 | 0.5 |
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| 1.3 | 1.0 | 1. 1 | 1.5 | 1.7 |
| :---: | :---: | :---: | :---: | :---: |
| 0.4 | 0.7 | 0.6 | 0.4 | 0.7 |
| 0.3 | 0.2 | $0 \cdot 2$ | 0.3 | 0.2 |
| 0.5 | 1.1 | $0 \cdot 8$ | 0.5 | 1.2 |
| 0.1 | 0.5 | 0.4 | 0.1 | 0.5 |
| 0.5 | 0.3 | 0.4 | 0.8 | 0.6 |
| 0.1 | 0.1 | 0.1 | 0.1 | 0.0 |
| 0.0 | 0.1 | 0.1 | 0.0 | 0.1 |
| 0.4 | 0.5 | 0.6 | 0.4 | 0.5 |
| 0.0 | 0.0 | 0 O 0 | 0.1 | 0. 0 |
| 0.5 | 1.5 | 1.0 | 0.5 | 1.4 |
| 1.0 | 0.9 | 0.9 | 1.0 | 0.8 |
| 0.4 | 0.2 | 0.3 | 0.3 | 0.2 |
| 0.1 | 0.0 | 0.1 | 0.1 | 0,0 |
| 0.4 | 0.3 | 0.3 | 0.4 | 0.2 |
| 0.3 | 0.2 | 0.2 | $0 \cdot 2$ | 0.2 |
| 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| 0.6 | 0.5 | 0.5 | 0.6 | 0.5 |
| 5.8 | 7.9 | 6.9 | 5.4 | 7.2 |
| 8.7 | 8.7 | 8.7 | 8.9 | 8.3 |
| 2.2 | 0.7 | 1.4 | 2.1 | 0.7 |
| 2.2 | 1.9 | 2.0 | 2.2 | 2.2 |
| 6.1 | 4.6 | 5.3 | 6.1 | 4.8 |
| 0.0 | 3.6 | 2.1 | 0.0 | 3.6 |
| 1.4 | 1.7 | 1.6 | 1.5 | 1.9 |
| 0.3 | 0.3 | 0.3 | 0.3 | 0.4 |
| 0.6 | 10.1 | 6.0 | 0.6 | 10.0 |
| 0.0 | 0.1 | 0.1 | 0.1 | 0.2 |
| 1-1 | 0,8 | 0.9 | 1.5 | 0.9 |
| 1.1 | 2.0 | 1.6 | 1.1 | 2.0 |
| 0.2 | 1.0 | 0.7 | 0.2 | 1.0 |
| 0.1 | 1.7 | 1.0 | 0.1 | 1.6 |
| 3.1 | 0.6 | 1.7 | 3.0 | 0.5 |
| 2.5 | 0.2 | 1.2 | 2.5 | 0.2 |
| 0.8 | 0.3 | $0 \cdot 5$ | 0.7 | 0.2 |
| 7.8 | 0.6 | 3.7 | 7.4 | 0.6 |
| 0.4 | 0.1 | 0.2 | 0.5 | 0.1 |
| 4.5 | $0 \cdot 1$ | 2.0 | 4.3 | 0.1 |
| 3.3 | 0.5 | 1.7 | $3 \cdot 2$ | 0.5 |


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Cooperative Institutional Research Program conducted jointly by the
ACME COLLEGE
Americon Council on Educotion ond the University of Colifornio, Los Angeles summary of data on entering freshmen for fall ( 1988 )

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| ITER DESCRIPTION | NUNBER OF RESPOND ENTS | TOTAL FIR MALE | ST-rine <br> female | $\begin{aligned} & \text { FULL-T IME } \\ & \text { TOTAL. } \end{aligned}$ | $\begin{aligned} & \text { 2YR PU } \\ & \text { MALE } \end{aligned}$ | LIC CO FEMALE | $\begin{aligned} & \text { LEGES } \\ & \text { TOTAL } \end{aligned}$ | ALL 2 MALE | EARC FEMAL | $\begin{aligned} & \text { EGES } \\ & \text { TOTAL } \end{aligned}$ |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| FATMEA's mechatiom | 228. |  |  |  |  | RCENTA |  |  | CCON | ) - |
| GRAMMAR SCHOOL OR LESS.......... |  | 1.7 | 3.5 | 2.6 | 5.1 | 7.6 | 6.5 | 5.1 | 7.3 | 6.3 |
| SOME HICH SCHOOL.................... |  | 1.7 | 8.0 | 4.9 | 9.7 | 11.9 | 10.9 | 9.6 | 11.5 | 10.6 |
| I IGH SCHOLL GRADUATE.............. |  | 10.4 | 23.0 | 16.7 | 34.9 | 37. 3 | 36.3 | 34.3 | 36.1 | 35.3 |
| O OSTS ECONOARY OTHER THAN COLLEEE |  | 4.3 | 2.7 | 3.5 | 5.3 | 4.4 | 4.8 | 5.2 | 4.6 | 4.9 |
| \$ OHE COLLEGE......................... |  | 29.6 | 24.8 | 27.2 | 13.6 | 13.7 | 13.7 | 13.7 | 13.9 | 13.9 |
| COLLE GE DEGREE................... |  | 20.9 | 15.0 | 18.0 | 19.5 | 15.0 | 17.0 | 19.8 | 15.6 | 13.8 17.5 |
| SONE GRAOLATE S OH OLC............... |  | 7.0 | 3.5 | S. 3 | 1.5 | 1.4 | 1.5 | 1.5 | 1.5 | 1. |
| GRADUATE DEGREE .*................... |  | 24.3 | 19.5 | 21.9 | 10.3 | 8.8 | 9.4 | 10.8 | 9.5 | 10.1 |
| FATHER's DCCUPATE ${ }^{\text {d }}$ (6) | 2140 |  |  |  |  |  |  |  |  |  |
| ARTIST (INCLUOIMS PERFORHER)..... |  | 1.8 | 1.0 | 1.4 | 0.7 | 0.8 | 0.8 | 0.8 | 0.8 | 0.8 |
| BUSINESSHAK................... |  | 36.4 | 31.7 | 34.1 | 27.3 | 22.7 | 24.8 | 28.1 | 24.3 | 26.0 |
| CLERGY OR RELICIOUS HORKER. |  | 0.9 | 0.0 | 0.5 | 0.4 | 0.5 | 0.4 | 0.5 | 0.7 | 0.6 |
| COLLECE TEACHER OR ADHINISTRATOR |  | 0.0 | 1.0 | 0.5 | 0.3 | 0.4 | 0.3 | 0.3 | 0.4 | 0.6 |
| DOCTOR OR DENTIST.................. |  | 0.9 | 1.0 | 0.9 | 0.7 | 0.6 | 0.6 | 0.8 | 0.0 | 0.4 |
| EOUCATION (SECONOARY)............. |  | 6.4 | $2.9{ }^{\circ}$ | 4.7 | 3.5 | 3.0 | 3.2 | 3.4 | 2.9 | 3.0 |
| EDUCATION (ELEMENTARY)............ |  | 0.9 | 0.0 | 0.5 | 1.1 | 0.5 | 0.8 | 1.0 | 0.6 | 3.1 |
| ENGI NEER.......................... |  | 24.5 | 18.4 | 15.0 | 8.5 | 7.5 | 7.9 | 8.4 | 7.3 |  |
| F ARMER OR FORES TER............... |  | 1.8 | 1.0 | 1.4 | 2.5 | 4.5 | 3.6 | 2.6 | 4.3 | 7.0 3.7 |
| HERLTH PROFESST ONAL (NON-H.D.).. |  | 0.0 | $1: 9$ | 0.9 | 1.1 | 1.2 | 1.1 | 1.2 | 1.1 | 1.1 |
| - AMYER.............. |  | 4.5 | 0.0 | 2.3 | 0.8 | 0.5 | 0.6 | 0.8 | 0.6 | 0.7 |
| MILITARY (CAREER).................. |  | i.e. | 2.9 | $2 \cdot 3$ | 1.1 | 1.2 | 1.2 | 1.2 | 1.2 | 1.2 |
| RESEARCH SCIENTIST................. |  | . 0.0 | 1.0 | 0.5 | 0.3 | 0.2 | 0.2 | 0.3 | 0.2 | 0.2 |
| SKILLEO MORKER....... |  | 3.6 | 4.8 | 4.2 | 14.4 | 12.2 | 13.2 | 14.0 | 12.8 | 12.8 |
| S EHI -SKILLED HORKER............... |  | 0.9 | 4.8 | 2.0 | 6.0 | 5.1 | 5.5 | 5.7 | 4.9 | 5.2 |
| LABOR ER (UNSKILLED)................ |  | $0 \cdot 9$ | 8.0 | 0.9 | 3.7 | 4.4 | 4.1 | 3.6 | 4.2 | 4.0 |
| JNEMP LOYE D. . . . . ... . . . . . . . . . . . . . . . . |  | 0.0 | 2.9 | 1.6 | 2.4 | 3.6 | 3.0 | 2.3 | 3.3 | 2.9 |
| DTHER............ ...................... |  | 24.5 | 26.9 | 25.7 | 25.2 | 31.3 | 28.6 | 25.0 | 30.5 | 28.1 |
| FATHER'S RELICIOUS PREFEREMCE | 211. |  |  |  |  |  |  |  |  |  |
| BAPTIST.............................. |  | 1403 | 20.4 | 12.3 | 9.1 | 10.5 | 9.9 | 10.6 | 12.1 | 11.4 |
| OUDOHIST.............................. |  | 2.0 | 0.0 | 0.5 | 0.5 | 0.2 | 0.3 | 0.5 | 0.3 | 0.4 |
| CONGR ELAT IONAL. ..................... |  | 0.0 | 0.9 | 0.5 | 0.9 | 0.9 | 0.9 | 1.0 | 1.0 | 1.0 |
| EASTERN ORTHJ DOX.................... |  | 1.0 | 0.0 | 0.5 | 1.2 | 0.6 | 0.9 | 1.1 | 0.6 | 0. 8 |
| EPISCOPAL............................. |  | 3.8 | 2.8 | 3.3 | 1.5 | 1.7 | 1.6 | 1.6 | 2.0 | 1.8 |
| I SLAMIC........................... |  | 0.0 | 0.0 | 0.0 | 0.4 | 0.3 | 0.3 | 0.4 | 0.3 | 0.3 |
| JEHISH.......... ...................... |  | 4.8 | 0.9 | 2.8 | 3.9 | 2.6 | 3.2 | 3.7 | 2.8 | 3.2 |
| LDS (MORMON J. .. ...................... |  | 1.9 | 1.9 | 1.9 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| L UTHE RAN. . . . . .. ... ................. |  | 2.9 | 1.9 | 2.4 | 5.9 | 5.7 | 5.8 | 6.1 | 6.2 | 6.2 |
| - ETHODIST ............................ |  | 2.9 | 2. 8 | 2. 8 | 8.1 | 9.5 | 8.9 | 8.2 | 9.7 | 9.1 |
| PRESDYT ERIAN......................... |  | 5.7 | 5.7 | 5.7 | 4.7 | 3.6 | 4.1 | 4.7 | 3.9 | 4.2 |
| Q UAK ER ............................... |  | 0.0 | 0.0 | 0.0 | 0.2 | 0.1 | 0.1 | 0.2 | 0.1 | 0.2 |
| R OMA N CATHOLI C. ...................... |  | 29.5 | 32.1 | 30.8 | 44.6 | 45.4 | 45.1 | 42.9 | 42.6 | 42.7 |
| SEUENTH-DAY ADUENTIST.............. |  | 1.0 | 2.8 | 1.9 | 0.5 | 0.3 | 0.4 | 0.5 | 0.3 | 0.4 |
| OTHER PROTESTANT.................... |  | 6.7 | 11.3 | 9.0 | 6.0 | 4.4 | 5.1 | 5.9 | 4.3 | 5.0 |
| OTHER RELICIJN....................... |  | 4.8 | 5.7 | 5.2 | $4 \cdot 2$ | 5.8 | 5.1 | 4.4 | 5.9 | 5.2 |
| NONE................................... |  | 20.0 | 20.8 | 20.4 | 8.3 | 8.0 | 8.1 | 8.0 | 7.8 | 7. 9 |

Cooperative institutional Research Program conducted jointly by the
acme college American Council on Education and the University af California, los Angeles sumbury of oata on entering freshmen ior fall ( $\mathbf{1 9 0 0}$ )

Poge 12 of 17


Cooperative institutional Rasearch Program conducted jointly by the
acme college
American Council on Education and the University of California, Los Angeles sumahary of data on entering freshmen for fall ( 1986 )

Poge 12 of 17

| TOTAL FIAST-TINE FULL-TIME | SUlMARY OF dATA ON ENTERING FRESHMEN FOR fall (1986) |  |  |  |  |  |  | Poge 12 of 17 |  |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| ITEK DESCRIFTION | NUMAER OF RG SP ONDE NTS | $\begin{aligned} & \text { TOTAL FII } \\ & \text { HALE } \end{aligned}$ | T- tine FEMME | FUL-TINE <br> TOTAL | 2YR PUBLIC COLLEGES |  |  | ALL 2-YEAR COLLEGES mle fenale toral - -- (PERCENTAGES) ---- |  |  |
| REASEmS mOYED AS vERY IMPGRTAMT <br> IH DECIDIMS TO © TO COLLECE |  |  |  |  |  |  |  |  |  |  |
| BECOHE A MORE CULTURED PERSON... | 229. | 22.4 | 31.9 | 27.1 | 25.3 | 35.9 | 31.2 |  | 36.4 |  |
| COULO MOT FIND A JOB.:. | 227. | 2.6 | 3.6 | 3.1 | 4.3 | 5.6 | 5.0 | 4.4 | 5.2 | 31.7 |
| GET A BETTER JOB.............. | 229 。 | 50.9 | 61.9 | 56.3 | 51.5 | 63.6 | 58.2 | 52.0 | 63.7 | 53.6 |
| TMPROUE READING AND STUDY SKILLS | 230. | 85.3 | 84.2 | 84.8 | 86.2 | 86.1 | 86.1 | 85.0 | 85.7 | 85. 8 |
| LEARN MORE ABOUT THINGS.......... | 230. | 29.3 | 43.0 | 36.1 | 37.2 | 45.5 | 41.8 | $37 \cdot 9$ | 45.9 | 42.4 |
| HAKE MORE HON EY.............. | 226. | 72.9 | 75.4 | 69.1 | 67.8 | 75.8 | 72.2 | 68.2 | 76.1 | 72.6 |
| NOTHING GETTER TO DO.............. | 223. | 3.6 | 1.8 | 75.2 | 80.5 | 75.2 | 77.5 | 80.5 | 74.7 | 77. 2 |
| PARENTS MANTED ME TO GO.......... | 229。 | 19.8 | 21.2 | 20.7 | 4.3 | 3.4 | 3.8 | 4.2 | 3.3 | 3.7 |
| PREPARE FOR GRADUATE SCHOOL...... | 229. | 55.7 | 71.9 | 63.5 | 47.7 | 16.7 | 18.2 | 17.9 | 19.2 | 18.6 |
| WANTEO TO GET AMAY FROT HOME.... | 225. | 3.5 | 71.9 9.8 | 63.8 6.7 | 41.2 8.1 | 50.7 0.1 | 46.5 | 42.2 8.6 | 51.7 | 47.5 0.6 |
| REASOMS MOYED AS VERY IMPDRTAMT IM SELECTIMG THIS COLLEGE AOUXCL OF GUI DAMCE COUNSELOR. |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| ADUICE OF TEACHER................. | 221. | 1.8 | 2.7 | 2.3 | 4.1 | 4.5 | 4.3 | 4.3 |  | 4.8 |
| FRIENO SUCGESTED ATTENOING....... | 217. | 4.6 | 9.2 | 6.9 | 8.1 | 8.0 | 8.5 | 8.4 | 4.7 | 4.5 |
| EOOD ACADEHIC R EPUTATION......... | 219. | 13.0 | 21.6 | 17.4 | 47.5 | 49.3 | 48.5 | 47.3 | 9.2 49.3 | 8.9 |
| GOOD SOCIAL REPUTATI ON.......... | 220. | 5.5 | 4.5 | 5.0 | 18.6 | 18.8 | 18.7 | 18.6 | 19.3 | 48.5 |
| LRA UATES GET GOOD JOBS (7)..... | 216. | 23.1 | 12.0 | 12.0 | 34.7 | 33.0 | 33.7 | 34,6 | 32.4 | 33.4 |
| NOT OFFEREO A ID BY FIRST CHOICE. | 218. | 54.6 | 46.4 | 50.5 | 26.8 | 29.7 | 28.4 | 25.0 | 27.1 | 26. 8 |
| OFFERED FINANCI AL ASSISTANCE.... | 218. | 2.8 | 5.5 | $4{ }^{4}$ | 3.9 | 3.9 | 3.9 | 4.0 | 3.8 | 3.9 |
| JFFERS SPECIAL PROCRAMS.......... | 221. | 4.5 | 2.8 | 2.8 | 12.1 | 19.7 | 16.4 | 13.3 | 20.8 | 17.5 |
| 2ECRUITED OY ATHLETIC DEPARTHENT | 210. | 6.4 | 0.9 | 3.7 | 17.1 | 23.5 | 20.7 | 17.6 | 24.2 | 21.4 |
| रECRUITED BY COLLEGE REP......... | 219. | 2.0 | 0.0 | 1.8 | 2.7 | 2.1 | 2.4 | 3.7 | 2.4 | 3.0 |
| RELATIUES MANTED ME TO COME..... | 222. | 5.4 | 10.8 | 8.1 | 6.7 | 2.4 | 225 | 3.2 | 3.1 | 3.2 |
| WANTED TO LIUE NEAR MOME......... | 220. | 20.4 | 40.5 * | 3405 | 6.7 23.1 | 8.9 31.2 | 7.9 27.6 | 6.8 21.9 | 6.8 29.7 | 7.9 |
| RESIDEECE PREFEMAED DURTMG FALL |  |  |  |  |  |  |  |  |  |  |
| TEm | 177. |  |  |  |  |  |  |  |  |  |
| WITH PARENTS OR RELATIUES........ |  | 22.a | 22.1 | 22.0 | 29.8 | 27.2 | 28.4 | 28.0 | 25.3 | 26.5 |
| COLER PRE ODAMI TORY |  | 53.8 | 53.5 | 53.7 | 35.3 | 38.7 | 37.1 | 35.1 | 37.8 | 36.6 |
| FRATERNITY OR SORORITY HOU |  | 9.9 | 18.6 | 14.1 | 22.1 | 23.1 | 22.6 | 23.3 | 25.4 | 24.4 |
| OTHER CAMPUS HOUSING....... |  | 9.9 | 2.3 | 6.2 | 5.9 | 4.3 | 5.0 | 6.4 | 4.7 | 5.5 |
| כTHER.................. |  | 3.3 | 1.2 2.3 | 2.3 1.7 | 4.0 | 4.1 | 4.0 | 4.2 | 4.2 | 4.2 |
| RESYDEMCE PLAMMED DURINS FALL |  |  |  |  |  |  |  |  |  |  |
|  |  |  |  |  |  |  |  |  |  |  |
| WITH PARENTS OR RELATIUES........ |  | 86. 8 | 86.7 | $8 \mathrm{6.7}$ |  |  |  |  |  |  |
| OTHER PRIUATE HOME, APT,ROOH..... |  | 6.6 | 10.5 | 8.5 | 14.2 |  |  | 58.4 | 55.3 | 56.7 |
| CDLLEGE DORMI TORY................... |  | 2.8 | 1.0 | 1.9 | 19.7 | 13.8 22.5 | 14.0 | 13.1 | 12.4 | 12.7 |
| FRATERNITY OR SORORITY HOUSE.... |  | 1.9 | 1.0 | 1.4 | 0.4 | 22.5 | 21.3 0.2 | 24.6 | 29.2 | 27.2 |
| OTHER CAHPUS HDUSING.............. |  | 0.9 | 1.0 | 0.9 | 2.6 | 1.8 | 2.2 | 2.6 | 1.8 | 0.3 2.1 |
| OTHER..... . . . . . . .. ..................... |  | 0.7 | 0.0 | 0.5 | 1.0 | 1.3 | 1.2 | 0.9 | 1.2 | 1.1 |

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Cooperative Institutional Research Program conducted jointly by the
acme college
American Council on Education and the University of Colifornia, Los Angeles summary of oata on entering freshmen for fall ( 1988 )

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TOTAL FXRST-TIME FULAL-TIAE ITEM
DESCRIPTION

NUMBER OF
TOTAL FIRST-TIME FULL-TIM
HALE FEMALE TOTAL
2YR PUBLIC COLLEGES male female rotal ALL 2-VEAR COLLEGES SOURCES FOR EDUCATI MAL EXPEMSES RECEIVED AMY AEI FROM PARENTS OR FAMILY........................
 SAUINGS FROM SUMAER MORK.......... OTHER SAUINGS........................ PART-TIME JOS ON CAHPUS........... OTHER PART-TIME JOB WHILE AT COL FULL-TIAE JOB HHILE AT COLLEGE.. PELL GRANT.............................. SUPP EDUCATIONAI. OPPTY GRANT.... STATE SCHCLARSHIP OR GZRANT E..... C OLLEGE HORK-ST WY GRANT......... JTHER COLLEGE CRANT................... OTHER PRIUATE GRANT.................... OTHER GOUT AIO (ROTC,BIA,GI,ETC) FEEDERAL GUARANT EED STUDENT LOAN. NATIOMAL OIRECT STUDENT LOAN.... OTHER COLLEGE LCAN....................

 RECEIVED \$1,500 OR MGRE FROM

 SAUINGS FROM SURAER HORK. K.. ........
 OTHER PART-TTME JOB AHILE AT COL FULL-TIAE JOB WHILE AT COLLEGE.。
 SUPP EOUCATIOMAL OPPTY GRANT.... STATE SCHOLARSH IP OR GRANT....... COLLEGE HORK-ST LOY GRANT.......... OTHER COLLEGE GRANT. T..u.............. -•••••••••• OTHER GOUT AIO (ROTC, BIA,GI,ETC) FEOERAL GUARANT EEO STUOENT LOAN.

| 231. | 73.3 | 74.8 | 74.0 | 67.4 | 65.2 | 66.2 | 53.9 | 67.4 | 68.0 |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 231. | 1.7 | 0.9 | 1.3 | 104 | 2.3 | 1.9 | 1.4 | 2. 2 | 1.8 |
| 231. | 49.1 | 41.7 | 45.5 | 50.4 | 42.8 | 46.2 | 50.7 | 43.4 | 46.6 |
| 231. | 25.9 | 28.7 | 27.3 | 24.2 | 22.9 | 23.5 | 24.3 | 23.2 | 23.7 |
| 231. | 7.8 | 5.2 | 6.5 | 10.1 | 11.3 | 10.8 | 11.2 | 12.9 | 23.7 12.2 |
| 231. | 50.0 | 58.3 | 54.1 | 29.4 | 29.9 | 29.7 | 28.8 | 28.8 |  |
| 231. | 9.5 | 7.8 | 8.7 | 3.1 | 3.0 | 3.0 | 28.8 3.0 | 28.8 | 28.8 |
| 231. | 4.3 | 3.5 | 3.9 | 13.0 | 17.4 | 15.4 | 13.7 | 17.9 | 2.9 |
| 231. | 0.9 | 0.0 | 0.4 | 2.7 | 2.4 | 2.5 | 2.9 | 17.9 | 16.0 |
| 231. | 3.4 | 1.7 | 2.6 | 5. 8 | 5.5 | 5.6 | 6.6 | 6.9 | 2.8 6.8 |
| 231. | 0.9 | 0. 9 | 0.9 | 3.2 | 3.4 | 3.3 | 3.5 | 4.1 | 3.8 |
| 231. | 5.2 | 7.8 | 6.5 | 8.5 | 12.2 | 10.0 | 9.8 | 13.1 | 11.7 |
| 231. | 4.3 | 6.1 | 5.2 | 5.7 | 5.3 | 5.5 | 6.2 | 5.9 | 6.0 |
| 231. | 2.6 | 0.0 | 1.3 | 3.3 | 1.3 | 2.2 | 3.1 | 1.3 | 2.1 |
| 231. | 5.2 | 1.7 | 3.5 | 17.6 | 18.3 | 18.0 | 18.4 | 19.2 | 2.1 18.8 |
| 231. | 0.9 | 0.0 | 0.4 | 1.9 | 1.4 | 1.6 | 2.0 | 1.6 | 1. 8 |
| 231. | 0.9 | 1.7 | 1.3 | 5.3 | 3.5 | 4.3 | 5.6 | 4.0 | 4.7 |
| 231, | 0.0 | 0.0 | 0.0 | 4.6 | 4.5 | 4.5 | 4.9 | 4.8 | 4.8 |
| 231. | 0.9 | 0.9 | 0.9 | 2.5 | 2.5 | 2.5 | 2.6 | 2.4 | 2.6 |
| 231. | 12.9 | 13.0 | 13.0 | 37.0 | 31.2 | 33.8 | 39.2 | 34.8 | 36.8 |
| 231. | 0.9 | 0.0 | 0.4 | 0.3 | 0.4 | 0.4 | 0.4 | 0.4 | 0.4 |
| 231. | 3.4 | 0.9 | 2.2 | 6.6 | 2.9 | 4.6 | 7.1 | 3.1 | 4.9 |
| 231. | 5.2 | 2.5 | 3.9 | 4.1 | 2.7 | 3.3 | 4.3 | 2.7 | 3.4 |
| 231. | 0.0 | 0.0 | 0,0 | 0.3 | 0.2 | 0.3 | 0.4 | 0.3 | 0.3 |
| 231. | 6.0 | 2.6 | 4.3 | 2.0 | 1.3 | 1.6 | 2.0 | 1.3 | 1.6 |
| 231. | 3.4 | 0.9 | 2.2 | 0.9 | 0.5 | 0.7 | 0.9 | 0.4 | 0.6 |
| 231. | 0.9 | 0.0 | 0.4 | 1.6 | 1.9 | 1.7 | 1.8 | 2.1 | 2.0 |
| 231. | 0.0 | 0.0 | 0.0 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 | 0.3 |
| 231. | 0.9 | 0.0 | 0.4 | 0.5 | 0.4 | 0.4 | 0.7 | 0.5 | 0.6 |
| 2.31. | 0.0 | 0.0 | 0.0 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 | 0.2 |
| 231 。 | 1.7 | 1.7 | 1.7 | 1.4 | 1.4 | 1.4 | 1.9 | 2.2 | 2.1 |
| 231. | 0.0 | 0.9 | 0.4 | 1.2 | 0.7 | 0.9 | 1.3 | 0.9 | 1.0 |
| 231. | 0.9 | 0.0 | 0.4 | 1.5 | 0.5 | 1.0 | 1.5 | 0.5 | 0.9 |
| 231. | 2.6 | 0.0 | 1.3 | 6.0 | 6.1 | 6.1 | 6.5 | 6.3 | 6.3 |
| 231. | 0.0 | 0.0 | C. 0 | 0.5 | 0.2 | 0.3 | 0.5 | 0.2 | 0.4 |
| 231. | 0.0 | 0.9 | 0.4 | 2.0 | 1.0 | 1.4 | 2.0 | 1.3 | 2.6 |
| 231. | 0.0 | 0.0 | 0.0 | 2.1 | 1.5 | 1.7 | 2.2 | 1.7 | 2.0 |
| 231. | 0.0 | 0.0 | 0.0 | 0.9 | 0.7 | 0.8 | 1.0 | 0 . B | 0.9 |
| 228. |  |  |  |  |  |  |  |  |  |
|  | 44.0 | 47.3 | 45.6 | 41.2 | 31.0 | 35.5 | 41.5 | 32.1 | 36. 2 |
|  | 44.0 | 33.9 | 39.0 | 47.0 | 52.5 | 50.0 | 46.6 | 51.6 | 49.4 |
|  | 12.1 | 18.8 | 15.4 | 11.9 | 16.6 | 14.05 | 11.9 | 16.3 | 14.4 |

Cooperative Institutional Research Program conducted jointly by the
acme college
American Council on Education and the University of Californin, Los Angeles SUMMARY of data on entering freshmen for fall ( $\mathbf{1 9 8 8}$ )

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TOTAL FIRST-TI ME FULL-TIHE


BE ELECTEO TO A M HONOR SOCIETY..

























## BEJECTIUES CONS IDERED TO BE

ESSEMTIAL OR VERY IMPGRTAMT (7)
ACHIEUE IN A PERFORMING ART..... BE AUTHORITY IN MY FIELO.. ....... E EXPERT ON FINANCE/COMAERCE... BE SUCCESSFLR IN OMN BUSINESS... GE UERY HELL DFF FINANCIALLY.... CREATE ARTISTIC MORK................. OEUELOP PHILOSOPHY OF LIFE....... GET MARRIEO.............................. HAVE AOMIN RESP CNSIBILITY........ HELP OTHERS IN OI FFICULTY......... INFLUENCE POLIT ICAL STRUCTURE... Y NFLUENCE SOCIAL UALUES........... JOIN ORG LIKE PEACE CORPS/UISTA. XEEP UP TO OATE UITH POLITICS... DBTAIN RECOG FROM COLLEAGUES.... PARTICIPATE IN COMHUNITY ACTIOH. PROKOTE RACIAL UNOERSTANOING.... RAISE A FAHIL Y........................ THEORETICAL CONTRIB TO SCIENCE.. NUMBER OF
RESPONOENTS TOTAL FIRST-TIME FULL-TIM RESPONOENTS MALE FEMALE TOTAL MAR MALE FEMALE TOTA
2YR PUBLIC COLLEGES MALE FEMALE TOTAL MALE FEHALE TOTAL HALE FEHALE TOTAL

## sTUNEMTS ESTIMTE CMAMCES ARE

 EERY COD TMAT THEY MILLMRITE ORIGINAL HORKS...................

| 217. | 3.7 | 6.4 | 5.1 | 5.3 | 4.3 | 4.8 | 5.2 | 4.5 |  |
| :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: | :---: |
| 216. | 2. 8 | 2.7 | 2.8 | 3.2 | 2.7 | 2.9 | 5.2 3.2 | 4.5 | 4.8 |
| 212. | 25.7 | 43.9 | 34.9 | 40.9 | 51.2 | 46.6 | 40.2 | 2.9 | 3.0 |
| 220. | 11.0 | 18.0 | 14.5 | 8.7 | 10.3 | 46.6 | 40.9 | 51.4 | 46.8 |
| 220. | 11.9 | 14.4 | 13.2 | 11.5 | 11.4 | 9.6 | 8.6 | 10.6 | 9.8 |
| 214. | 1.9 | 1.9 | 1.9 | 11.5 | 11.4 | 11.4 | 11.2 | 11.6 | 11.4 |
| 217. | 0.9 | 1.8 | 1.4 | 1.5 | 1.0 | 1.2 | 1.4 | 1.0 | 1.2 |
| 220. | 1.8 | 4.5 | 3.2 | 1.8 | 1.2 | 1.3 | 1.4 | 1.2 | 1.3 |
| 213. | 63.8 | 71.3 | 67.6 | 65.8 | 1.65 | 1.6 | 1.7 | 1.4 | 1.6 |
| 218. | 69.4 | 75.5 | 72.5 | 59.4 | 73.6 | 70.2 | 65.7 | 73.0 | 69.8 |
| 218. | 42.6 | 48.2 | 45.4 | 31.8 | 59.4 | 59.4 | 58.9 | 58.9 | 58.9 |
| 215. | 6.7 | 27.3 | 17.2 | 8.8 8 | 38.0 | 35.2 | 30.9 | 36.5 | 34.1 |
| 218. | 7.4 | 7.3 | 7.3 | 10.5 | 8.3 | 11.2 | 9.3 | 14.1 | 12.0 |
| 217. | 12.15 | 12\% ${ }^{2}$ | 12.4 | 10.3 | 8.3 12.2 | 9.3 11.4 | 10.5 | 8. 3 | 9.2 |
| 218. | 39.8 | 43.6 | 4 | 37.2 | 38.8 | 11.4 | 10.4 | 12.9 | 12.8 |
| 213. | ,5.8) | 810.0 | $\therefore 8.0$ | 3.2 |  | 38.1 | 36.2 | 37.9 | 37.2 |
| 215. | 2160 | CH20 | 22.4 | 3.1 11.1 | 6.7 18.4 | 5.1 | 3.1 | 6.5 | 5.0 |
| 215. | 7.9 | $10 \cdot 3$ | 18.1 |  | 18.4 | 15.7 | 11.2 | 19.5 | 15.9 |
| 217. | 8.3 |  | - ${ }^{\text {a }}$ | 5. 9 | 7.1 | 6.6 | 5.9 | 7.4 | 6.8 |
| 215. | 145 | ¢\%3 | 120 | 3.3 | $3 \cdot 8$ | 3.5 | 3.3 | 3.9 | 3.6 |
| 213. | $4{ }^{4} 8$ | 46 | \% | 14.9 | 8.7 | 11.4 | 16.4 | 9.6 | 12.6 |
| 217. |  |  | 4, ${ }^{2}$ | 2.7 | 4.2 | 3.6 | 2.8 | 4.4 | 3.7 |
| 216. ${ }^{\text {a }}$ | \%28: | 20 | 124 | 3.4 | 4.4 | 3.9 | 3.4 | 4.4 | 3.9 |
| 2140 | 15 | 40, 5 | 87\% | 16.5 | 18.5 | 17.6 | 16.6 | 18.6 | 17.7 |
| 216. | $15 \div 0$ | 5.6 | 5.3 | 21.1 | 29.3 | 25.6 | 20.3 | 27.7 | 24.4 |
|  | S- | 50 | 15.3 | 5.5 | 5.5 | 5.5 | 5.1 | 5. 1 | 5.1 |
| 219. | $2 \cdot 3$ | 9\% | 9'6'6 | B. 2 | 9.1 | 8.7 | 8.4 |  |  |
| 219。 | 78.5 | 6808 | 73.5 | 71.3 | 67.3 | 69.1 | 71.6 |  | 9.0 |
| 218. | 3903 | 23.45 | 31.2 | 30.7 | 22.9 | 25.3 |  | 67.5 | 69.3 |
| 217. | 58.9 | 448.5 | 51.6 | 58. 2 | 51.2 | 54.2 | 59.8 | 22.6 | 26.2 |
| 220. | 80.6 | 70 | 75.5 | 80.0 | 73.5 | 76.3 | 79.8 | 53.9 | 55.0 |
| 217. | 1'2.3' | 9.0 | 10.6 | 11.3 | 11.3 | 11.3 |  | 73.3 | 76.2 |
| 216. | 49.1. | 51.8 | 50.5 | 42.4 | 46.1 | 44.4 | 43.3 | 12.5 | 12.2 |
| 220. | 70.4 | 69.6 | 70.0 | 63.3 | 66.1 | 64.9 | 63.6 |  | 45.2 |
| 215. | 45.7 | 30.9 | 38.1 | 41.5 | 38.4 | 39.8 | 41.5 | 38.0 | 65.2 39.5 |
| 215. | 56.6 | 67.0 | 61.9 | 42.0 | 62.9 | 53.7 | 42.7 | 63.4 | 59.5 |
| 219. | 28.0 | 13.4 | 20.5 | 16.0 | 11.2 | 13.3 | 16.0 | 11.4 |  |
| 217. | 41.1 | 40.9 | 41.0 | 27.7 | 36.6 | 32.7 | 28.6 |  | 13.4 |
| 217. | 5.7 | 3.6 | 4.6 | 5.7 | 6.4 | 6.1 | 6.0 |  | 33.6 |
| 217. | 49.1 | 36.9 | 42.9 | 29.5 | 20.2 | 24.3 | 29.3 |  |  |
| 219 | 61.7 | 49.1 | 55.3 | 53.6 | 50.7 | 52.0 | 53.9 | 50.7 | 24.5 |
| 216. | 12.4 | 21.6 | 17.1 | 16.3 | 19.3 | 18.0 | 16.7 | 20.1 | 52.0 |
| 218. | 28.0 | 31.5 | 29.8 | 23.9 | 28.4 | 26.4 | 24.7 |  | 18.6 |
| 213. | 72.6 | 66.1 | 69.3 | 64.2 | 67.6 | 66.1 | 64.6 | 28.8 | 27.0 |
| 217. | 14.2 | 3.6 | 8.8 | 14.9 | 7.5 | 10.8 | 14.5 | 7.3 |  |
| 217. | 14.0 | 11.8 | 12.9 | 10.2 | 10.8 | 10.5 | 10.3 | 11.0 | 10.7 |

23 Ci

Cooperative Institutional Research Program conducted jointly by the
ACME COLLEGE Americar Council on Education and the University of California, Los Angeles summary of data on entering freshinitif for fall ( 1988 )

Pogo 15 of 27


Cooperative Institutional Research Program conducted jointly by the

(*) TOTAL NUMBER OF UALIO FORHS RECEIVEO IS INOICATEO BY THE FIRST NUHBER IN THIS ROM.
flease mote that conparisons betueen your consorti lit oata ano mational norms shoulo be made hith CAUTION, UNLESS ALL INSITUTIONS IN THE COMSORTIUM ARE IN THE SA HE NORHS GROUP ANO HAVE REPRESENTATIUE SAMPLES.
(**) THIS ITEM IS REPORTEO FOR THE FIRST TIME IN 1988, ITEAS NOT INOICATEO WIYH ©A太© ARE REPEATEO OR HOOIFIEO QUESTIONS FROM ONE OR MORE DF:THE EARLIIER SURUEYS.
(1) PERCENTAGES HILL SUM TO MORE THAN 100 O'TF ANXY STUĒERTS CHECKE O MORE THAN ONE CATEGORY.
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 THE AMERICAN FRESHMAN FOR MORE OETAILS:

## Appendix G

## Comparing Survey Results From Various Versions of the Norms

# Comparing Survey Results From 

## Various Versions of the Norms

Note no. 7 in the National Norms report for 1988 states that "comparisons with previous yeass [are] not recommended due to change in item order." This note was included as a result of some startling (and improbable) changes in the results for certain survey items between 1987 and 1988.

In preparing the 1988 norms report (CIRP), the staff of the Cooperative Institutional Research Program compares the current year results with previous year data. Because of the large sample sizes involved, it is very unusual for the response for any given survey item to change more than two or three percentage points from one year to the next. Any change larger than this range is examined very closely under the presumption that it might be caused by a processing, coding, or survey form scanning error.

In 1988 the CIRP staff discovered that the response for one of the most oftenreported items in the survey - the student objective of "develop a meaningful philosophy of life" - jumped from 39.4 percent in 1987 to 50.5 percent in 1988. When it became clear that several other student objectives either exhibited large changes or reversals in longterm trends, the CIRP staff conducted exhaustive analysis of all computer programs and scanner programs to find the source of the error. No errors were found.

The true explanation of these discrepancies emerged from an analysis of the order of student objective items used in the 1988 survey. From the beginning of the CIRP in 1966 to the mid-1980's, the item order for the student objectives question was very consistent. Items were added or removed from the list only occasionally, and item sequence was virtually identical from year to year. In 1988, certain items that had been dropped from the list were reinstated, one was dropped, and the order of all items after the first five were accordingly changed. These changes in sequence explained virtually every discrepancy in the 1988 results.

In the case of the goal "to develop a meaningful philosophy of life," the discre;pancy appeared to be caused by the item which preceded it. From 1971 to 1987, the preceding item was "become involved in programs to clean up the environment." When this item was dropped in 1988, the preceding question became "be successful in my own business." The environment item, particularly in the 1980's, was considered to be a very important objective by barely one-quarter or less of the freshmen. The business item, on the other hand, was considered very important by $45-50$ percent of the freshmen. Apparently, the respondents were predisposed by their response to the environment item when considering their response to the "philosophy of life" item.

This phenomenon is not unknown to survey researchers. What was surprising about this instance of order effect was the magnitude. The CIRP staff believes that it is the nature of the question, which is highly speculative and may well contain items not previously considerer by entering freshmen, that allows the effect of the preceding item to assume such importance. In an item dealing with issues of fact (such as activities in the previous year), the order effect would very probably be negligible in comparison to actual changes in response patterns over the years.

The other item which suffered from this effect in 1988, "graduates get good jobs" (in the question \#36, "reasons for choosing this college"), also had a new preceding question. In 1987, the preceding item was "graduates go to top graduate schools." This item was dropped in 1988. Apparently, its very presence "set" respondents to consider the value of their college for the future benefits of attendance, while virtualiy all other items in the question dealt with already existing reasons for choosing the college (e.g., academic reputation, low tuition). By removing the "top graduate schools" item, the predilection for considering future benefits was reduced, with a corresponding drop in response of some 14 percentage points.

Under these circumstances, one might think it wise to drop these "tainted" items from the 1988 Norms report. The data show, however, that although comparisons between years are not valid, the order effect impacted the responses of students in all types of institutions to about the same degree; therefore, comparisons of the 1988 results of the between norms groups and between institutions and norms groups, are nonetheless valid.

# COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM 

## American Council on Education/University of California, Los Angeles

## 1988 Freshman Survey Results

## FRESHMAN PARTICIPATION IN FEDERAL STUDENT AID PROGRAMS CONTINUES TO DECLINE

Freshman participation in all major federal financial aid programs continues to decline, according to the 23rd annual survey of college freshmen conducted jointly by the American Council on Edication and UCLA's Higher Education Research Institute. In Fall 1988, only 15.6 percent of the entering students received Pell Grants, the lowest level in the history of the survey program. Between 1980 and 1988, the proportion of entering freshmen receiving Pell Grants, the federal government's major aid program for low- and middle-income students, declined by more than half, from 31.5 to 15.6 percent.

The declining freshman participation in the Pell Grant program has been accompanied by falling participation in other federal student aid programs. Freshman reliance on Supplemental Educational Opportunity Grants (SEOGs) and College Work-Study funds reached all-time lows in 1988. Only 3.7 percent of the freshmen reported receiving SEOG support in 1988, down from 5.8 percent last year and 8.0 percent in 1980. Freshman participation in the Work-Study program dropped more than half in the past eight years to 6.6 percent in 1988, down from 14.5 percent in 1980 and 9.8 percent in 1987.


As federal assistance has ©eclined, students are relying more on family contributions, savings, loans, and institutional grants. This past year an all-time high of 78.2 percent of the freshmen were dependent on family support for meeting college sosts, up from 76.5 percent in 1987 and 68.8 percent in 1980. Freshman reliance on college grants and scholarships also reached a high of 20.0 percent in 1988 , compared to 12.8 percent in 1980.
"These trends suggest that the burden of paying for college is increasingly falling on students, their families and the nation's colleges," says Alexander W. Astin, professor of higher education at UCLA's Graduate School of Education, and director of the survey. "The eligibility requirements for most forms of federal student aid have simply not kept pace with rising college costs and with the inflationary increases in family incomes. Consequently, the federal government has effectively cut back on most of the financial aid programs intended to assist from low- and middle-income families."

Student interest in teaching careers rose again in 1988, continuing a trend that began in 1983. This past year 8.8 percent of the students entering college planned to pursue careers as elementary or secondary school teachers, up from 8.1 percent last year and a low point of 4.7 percent in 1982. The long-term decline in secondary school teaching has beeen particularly sharp over the past 20 years. Despite these increases, however, the current level of student interest in teaching still falls far short of the projected demand and is well below the level of 23.5 percent reached in 1968.


After almost two decades of steady oains, freshman interest in business c . reers declined slightly in 1988 to 23.6 percent, down from 24.6 percent in 1987 and 24.1 percent in 1986. The 1988 numbers, while still well above 1980 levels ( 19.7 percent) and far ahead of the 1972 levels ( 10.5 percent), suggest that student interest in business careers may have reached a plateau after the dramatic increases of the 1970s and 1980s.

Following several years of decline, the survey points to a modest increase in the proportion of freshman planning to
pursue nursing careers. In 1988, 4.4 percent of the freshman women expressed interest in nursing careers, up from 4.0 percent in 1987, but well-below the 8.4 percent recorded in 1983. "This year's increase may mark the beginning of some change in the pipeline in nursing, as more women respond to better job opportunities and improved salaries created by the widely publicized nursing crisis," says Kenneth C. Green, associate director of the survey. Green notes, however, that one year of improvement does not mark an end to the pipeline problem and that nursing must compete with other careers, including medicine, business and teaching, all of which are very attractive to college-bound women.

Freshman interest in science, which has been falling steadily over the last two decades, declined again this past year. Only 5.8 percent of the entering freshmen plan to pursue science majors (biological sciences, physical sciences, or mathematics) in 1988, compared to 6.0 percent in 1987 and 11.5 percent in 1973.

Yet technology carcers, in steady decline since 1983, did not drop again in 1988. This past fall, freshman interest in engineering carcers increased slightly to 8.6 percent, up from 8.5 percent in 1987 but still well below the 12.0 percent peak in 1982. Similarly, freshman interest in computing carcers (as programmers or systems analysts), in sharp decline since 1983, was unchanged from 2.7 percent in 1987, compared to 8.8 percent in 1982. Although the 1988 data suggest an end in the five-year decline in student interest in technology careers, it is too carly to determine if the results reflect a real turnaround or just a leveling-off.

Freshman aspirations for advanced degrees hit all-time highs in 1988. The proportion interested in obtaining a doctora: jegree rose to 11.7 percent, up from 10.4 percent in 1987 and 7.9 percent in 1980. Interest in law degrees also reached an all-time high of 5.0 percent, up from 4.2 percent in 1987 and 3.5 percent in 1970. Similarly, freshman aspirations for the master's degree peaked at 36.3 percen: in 1988, up from 34.3 percent in 1987 and 27.1 percent in 1974.

Although these gains se notable, they mask the dramatic rise in degree aspirations a. $\quad$ ong women over the past 20 years. Between 1970 and 1980, he proportion of freshman women planning to earn a doctorate increased by two-thirds. from 6.5 percent to 11.4 percent; this compares with an ebb-and-flow-pattern among men, beginning at 12.3 percent in 1970, falling to 8.5 percent in 1980 and rising again t. 12.1 percent in 1988.

"These rising degree aspirations suggest that a growing proportion of students feel the bachelor's degree will not be an adequate credential in the job market during the next decade and
into the next century," says Green. "Consequently, we see more students thinking about advanced degrees even when they first enter college."

The focus on jobs and money is also reflected in the reasons students provide for attending college. A record 72.6 percent indicated that "making more money" was a very important factor in their decision to attend college, up from 71.3 percent in 1987 and 49.9 percent in 1971. -n contrast, going to college "to gain a general education" fell again in 1988 to 60.1 percent, down from 60.7 percent in 1987 and the peak of 70.9 percent in 1977. "These data," says Green, "point to a growing student interest in financial security and job opportunities and a declining tendency tr view the college years as a time for learning and personal devL...pment."


Competition for admission into college seems to be stronger than ever. The proportion of freshmen applying to three or more colleges reached an all-time high in 1988 at 37.1 percent, compared to 33.2 percent in 1987 and only 15.4 percent in 1968. Yet while freshmen are applying to more colleges than in the past, fewer students are enrolling in their first-choice institutions. Only two-thirds ( 67.9 percent) of the 1988 freshmen are attending their first-choice college, a record low in the history of the survey. The 1988 numbers compare to 70.3 percent in 1987 and 75.6 percent in 1974, the first year this item appeared on the survey.

After years of steady decline, cigarette smoking is increasing among the 1988 freshmen. This fall, 10.1 percent of the entering freshmen reported that they frequenlly smoked cigarettes, up fro record low of 8.9 percent in 1987. Cigarette smoking . a been declining steadily since 1966, when 16.6 percent of the freshmen indicated they were frequent smokers.

The 1988 survey suggests some decline in the overall emotional health of college freshmen. A record number of freshmen reported frequently "feeling depressed" during the past year (10.5 percent, up from 8.3 percent in 1987 and 8.2 percent in 1985) and ieeling "overwhelmed by all I have to do" ( 21.5 percent last fall, compared to 16.4 percent in 1987 and 16.0 percent in 1985). These changes are accompanied by a decline in the proportion of freshmen who feel they they are above average in their emotional health when compared to their peers ( 56.1 percent in 1988, compared to 56.8 percent in 1987 and 60.3 percent in 1985).
"Various items from the 1988 survey point to rising stress among college freshmen," says Astin. "The increase in smoking, the rising numbers of students who feel depressed
and overwhelmed, and the decline in self-assessed emotional health are all indicators of rising stress." He notes that several factors, including student concern about paying for college, the increased interest in advanced degrees, and the expanded competition for admission into selective institutions, are likely contributors to the rising stress levels among students.

The survey reveals some change in self-assessed political identification among 1988 freshmen. One-fourth (24.3 percent) identified their political views as "liberal" or "far left," virtually unchanged from 1987 (at 24.5 percent), slightly ahead of the levels recorded in 1980 (at 21.8 percent), but well below the 38.1 percent peak recorded in 1971. However, the proportion of students who identified their political views as "conservative" or "far right" reached an all-time high in 1988 at 21.7 percent, up from 19.6 percent in 1987, 18.3 percent in 1980 and a low of 14.5 percent in 1973. The middle-of-theroad group, which increased in the 1970s and peaked at dreefifths ( 60.3 percent) in 1983, has declined in recent years; it now stands at 53.9 percent, reflecting the modest but steady increases among both the liberal and conservative positions.


Despite these changes in political labels, most freshmen continue to support traditionally liberal positions on many political and social issues. For example:

- over four-fifths ( 83.9 percent) of the freshmen agreed that "the federal government is not doing enough it control cnvironmental pollution;"
- more than half ( 57.0 percent) agreed that abortion should be legal;
- a majority ( 53.7 percent) agreed that busing is "OK if it helps to achieve racial balance in the schools;" and
- three-fourths (73.7 percent) opposed increased defense spending..
Although some of these items show slightly lower levels of support in 1988 than in the past, the level of freshman endorsement nonetheless remains quite high.

Freshmen are increasingly conservative, however, on matters related to crime and the death penalty. Opposition to the death penalty reached an all-time low in 1988 at 23.0 percent, down from 23.8 percent in 1987 and 32.6 percent in 1978. Similarly, a high of 69.1 percent agreed that "there is too muth concern in the courts for the rights of criminals," up from 68.3 percent in 1987, and 48.1 percent in 1970.

Two new questions introduced this past year indicate that freshmen strongly support AIDS and drug testing. Two-thirds ( 67.7 percent) of the 1988 freshmen agreed that "the best way to control AIDS is through widespread, mandatory testing." And a slightly larger proportion, 71.0 percent, agreed that
"employers should be allowed to require drug testing of employees or :-ib applicants." The overwhelming freshman support for conservative positions on these issues stands in stark contrast to the generally strong support for traditionally liberal positions on other social issues.


The 1988 national survey is based on questionnaires sompleted by 308,007 freshmen entering 585 two- and fouryear colleges and universities. Of these, 222,296 questionnaires from 402 institutions were used to compute the 1988 national norms. The normative data presented here have been statistically adjusted to represent the nation's total population of 1.64 million first-time, full-time entering students. Copies of the report, titled The American Freshman: Nattonal Norms for Fall 1988, are available for $\$ 17.00$ (postpaid) from the Higher Education Research Institute at UCLA's Graduate School of Eucucation, 405 Hilgard Avenue, Los Angeles, CA 90024-1521.

## The Cooperative Institutional Research Program

The Cooperative Institutional Rescarch Program (CIRP) is a national longitudinal study of American higher education. Established in 1966 by the American Council on Education (ACE), the CIRP is now the nation's largest and oldest continuing empirical study of American colleges and college students. Since 1966 , some 7 million students, 100,000 faculty, and 1,300 institutions have participated in CIRP surveys.

The annual CIRP survey of entering freshmen is now administered through UCLA's Higher Education Research Institute, under the continuing sponsorship of the American Council on Education.

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Los Angcles, CA 90024-1521
(213) 825-1925

## THE CIRP SURVEYS

The Cooperative Institutiorial Research Program (CIRP) and UCLA's Higher Education Rescarch Institute (HERI) will offer a freshman and folow-up survey 1989. These studies, described below, are open to all two- and four-year colleges and universitics.

## Annual Freshman Survey

The annual American Council on Education/UCLA survey of entering college freshmen is the nation's largest and longest continuing empirical study of higher education. The survey covers an array of demographic, experiential, and altitudinal issues. The questionnaire also covers degree aspirations, major and career plans, and expectations about college. Participating institutions reccive a campus profile report, plus national normative data. Institutions can merge their CIRP freshman survey data with other campus data (such as files from the registrar's office) to create a longitudinal data file to assist institutional rescarch, planning effors, and accreditation studies. Follow-Up Survey

Designed specifically for institutions participating in the aniual CIRP freshman survey, the Follow-Up provides a cost effective and efficient vehicle for campuses to conduct longitudinal studies of entering students. The survey focuses on student experiences during college, and includes items that measure satisfaction with key aspects of the college experience. The questionnaire also repeats several items from the freshman survey, thus providing data to measure change and campus impacts. The follow-up is particularly useful for retention studies, accreditation reports, and self-study assessments.

## THE AMERICAN FRESHMAN: TWENTY YEAR TRENDS

This comprehensive report summarizes the first twenty years of the CIRP freshman survey data. Separate sections provide the trend data for men, women, and all students. This report covers a wide range of issues: demographic characteristics, academic ability, student goals and aspirations, preferences for majors and carcers, expectations of college, atitudes on political and social issues, and life goal questions.

Included with the report is an analytical essay that summarizes the major changes in the freshman population over the past two decades. Written by Alcxander W. Astin and Kenneth C. Green, the essay provides a comprehensive overview of the shifts in academic skills, demographic characteristics, degree aspirations, career preferences, personal goals, political attitudes, and individual values of American college freshmen since 1966. The 21 page cssay by Astin and Green includes 18 graphs.

The American Freshman: Twenty Year Trends in an invaluable resource for anyone with an interest in the recent history of American higher education. Available from UCLA's Higher Education Research Institute for $\$ 19.00$ (4th class postpaid). Contact the Institute for additional information about volume purchases and classroom discounts.

For additional information about these programs and publications, please contact the Higher Education Research Institute at UCLA.

## Order Form: The American Freshman Reports

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$\$ 19.00$ each

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Title


Institution


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# COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM 

## American Council on Education/University of California, Los Angeles

## CIRP DATA SHOW DRAMATIC DECLINE IN FRESHMAN INTEREST IN SCIENCE MAJORS AND TECHNOLOGY CAREERS

Freshman interest in science majors has dropped one-third over the past two decades according to data from the American Council on Education-UCLA Cocperative Institutional Research Program (CIRP). The CIRP data show that the proportion of entering freshmen planning to major in biological sciences, engincering, physical sciences, and mathematics fell from 21.3 percent in 1966 to 15.4 percent 1987.

Freshman Interest in Sclence Majors, 1966-1987
(percentages for first-time, full-time freshmen)


Hardest hit by the freshman movement out of the sciences has been mathematcs, where freshman interest fell by more than four-fifths (from 4.5 percent in 1966 to 0.6 percent in 1987). The physical sciences also experienced dramatic declines, falling by more than half (from 3.3 to 1.6 percent) during this same period. Concurrent with the declining interest in science majors has been a recent and significant drop in student interest in technology carcers. Freshman interest in engineering careers fell by more than one-fourth (from 12.0 to 8.5 percent) between 1982 and 1987, while freshman preference for computing careers (as a programmer or systems analyst) declined by more than two-thirds during this same period (from 8.8 to 2.7 percent).
"These continuing declines in undergraduate interest in science majors, coupled with the recent, dramatic drop in student
interest in technology careers, point to potential surnoly problems among new entrants in the science-oriented sectors of the labor market," says to Kenneth C. Green, associate director of UCLA's Higher Education Research Institute and associate director of the CRP effort.


The CIRP data aiso reveal interesting gender differences for the 22 -year period. The proportion of men planning science majors fell by more than one-fourth during this period, from 31.7 to 22.7 percent. And despite the perception that growing numbers of women are now pursuing science majors and careers, the proportion of freshman women planning science majors actually declined by a tenth between 1966 and 1987, from 9.1 to 8.0 percent. Even though the proportion of freshman women planning engineering majors increased by a factor of 9 during this period (from 0.3 to 2.7 percent), this gain was not enough to offset the overall decline in the proportion of freshman women planning science majors. Particularly hard hit was mathematics, where the proportion of female freshman math majors dropped from 4.5 to 0.6 percent between 1966 and 1987.

Although the overail freshman interest in science majors and related careers has dropped in recent yess, the CIRP data indicate that scientific fields atract a disproportionate share of the academically-able students. More than four in ten of the aspiring freshman bioscience, engineering, and physical science (including mathematics) majors report high school grade averages of $A$ or $A$
minus - far higher than the numbers recorded for other disciplines.

The CIFi? data have received much public attention recently because they seem to document a growing materialism among college students. In 1987, a record 75.6 percent of the entering freshmen indicated that "being very well off financially" was an essential or very important life goal, nearly double the leve! recorded in 1970 ( 39.1 percent). At the same time, the proportion of freshmen indicating that "developing a meaningful philosophy of life" was a very important or essential life goal declined by more than half, from 82.9 percent in 1970 to 39.4 percent in Fall 1987. Concurrent with these shifts in values has been a dramatic decline in student interest in altruistic caraers such as teaching and social work and a significant increase in te proportion of freshmen - and especially freshman women planning business majors and carcers.

Yet Green cautions that it is too easy to dismiss this behavior as greed and not recognize the influence of other factors which have influence the values and perspectives of today's students. "We should recognize that the students now on campus ... are the children of the dramatic economic upheavel of the past decade. They have come of age during the high inflation of the late 1970 s , the severe recession of the early 1980s, and the dramatic restructuring of the American economy currently underway." According to Green, today's students are very concemed about an economic future that they view as unstable. Students view the traditional midade-class goals of home ownership, some level of comfort and leisure, and college for one's children to require real wealth and to be inereasing out of reach. Like their grandparents who experienced the Great Depression of the 1930 's, today's students are very concerned about financial security. Green believes that this concem is reflected in their seemingly "materialistic" values and their choices about college majors and careers.

The annual CIRP freshman surveys are based on the responses of a statistically-adjusted sample of over 200,020 freshmen at nearly 400 twe- and four-year colleges and universities across the United States. The normative data reported annually are statistically adjusted to represent the nation's total population of first-time, full-time students. Freshmen are followed-up at regular intervals to assess changes
that occur during the undergeraduate years. that occur during the undergraduate years.

Copies of the most recent CIRP freshman survey report, The American Freshman: National Norms for Fall 1987, are available for $\$ 15.00$ (postpaid) from UCLA's Higher Education Research Institute. A summary report, The American Freshman: Twenty Year Trends, profiling the trends in the freshman data for the first two decades of the CIRP, is also available for $\$ 19.00$. These repors may be ordered from the Higher Education Research Institute at UCLA's Graduate School of Education, 405 Hilgard Avenue, Los Angeles, CA 90024.

This summary of science trends in the CIRP data was originally presensed at a July 1988 briefing session for officials of the National Science Foundation conducted by Kenneth C. Green. NSF reports frequently cite the CIRP data and the Foundation has provided funding to support CIRP activities.

The Cooperative Institutional Research Program
The Cooperative Institutional Research Frogram (CIRP) is a national longitudinal study of American higher education. Established in 1966 by the American Council on Education (ACE), the CIRP is the nation's largest and oldest continuing empirical study of American colleges and college students. Since 1966 , some 8 million students, 100,000 faculty, and 1,300 instin, ions have participated in CIRP surveys.

The annual CIRP survey of entering freshmen is now administered through UCLA's Higher Educstion Research Institute, Education continuitg sponsorsiip of the American Council on Educalion.

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$\qquad$
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[^0]:    ${ }^{1}$ The 1988 CIRP Freshman Survey was supported in part by a grant from the Ford Foundation.

[^1]:    U.S: Citizen?
    yes......................................................

[^2]:    6.7
    1.5
    1.9
    0.4
    0.5
    12.6
    4.3
    0.8
    0.3
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    0.4
    4.6
    0.0
    1.4
    0.1
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    0.1
    0.4
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    0.3
    11.6
    0.9
    0.7
    3.3
    0.3
    0.9
    8.2
    0.3
    0.0
    0.7
    1.7
    0.2
    1.7
    2.1
    1.3
    1.0
    3.3
    0.2
    6.0
    4.6
    4.6
    4.0
    8.6
    7.7
    28.3
    46.7

[^3]:    ${ }^{3}$ The cell weight in Table A-1 is a sex-specific constant for cach sample institution in a given cell, whercas the within-institution weigat is a sex-specific constant for a given institution but varics from one institution to another, depending on how adequately the institution "covered" its entering class.

[^4]:    ${ }^{\text {ap }}$ Participation in the ACE•UCLA Cooperative Institutional Research Program (CIRP) for a given year is indicated by an "@" or an "X." institutons providing data judged to be representatve of their firstume, fulltime freshman class ard induded in the national norms report are indicated by an "@." Campuses that participated in the survey but whose data were not induded in the norms report are noted by an "X." Participation for 1988 is shown for those institutions that had submitted their data in time to be induded in this publication.

[^5]:    ${ }^{\text {a }}$ Assumes simple random sampiing of students from an infinite population.
    ${ }^{\mathrm{b}}$ To determine 1988 population counts, please refer to Table A-3, column 2.

