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#### ABSTRACT

The 23rd annual report 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 72.6% 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)



# National Norms For Fall 1988

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Alexander W. Astin. Kenneth C. Green ' William S. Korn Marilynn Schalit Ellyne R. Berz



Cooperative Institutional Research Program American Council on Education • University of California, Los Angeles



# The American Freshman National Norms for Fall 1988

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The Higher Education Research Institute Graduate School of Education University of California, Los Angeles

December 1988



#### 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 maximize 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 University of California, Los Angeles, under the continuing sponsorship of the American Council on Education.

#### AMERICAN COUNCIL ON EDUCATION

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

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The Higher Education Research Institute (HERI) is based in the Graduate School of Education at the University of California, Los Angeles. The Institute serves as an interdisciplinary center for research, evaluation, information, policy studies, and research training in postsecondary education. HERI's research program covers five broad areas: the outcomes of postsecondary education; academic administration and institutional management; faculty performance; federal and state policy assessment; and educational equity.

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# The American Freshman National Norms for Fall 1988

### The American Freshman National Norms for Fall 1988<sup>1</sup>

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.

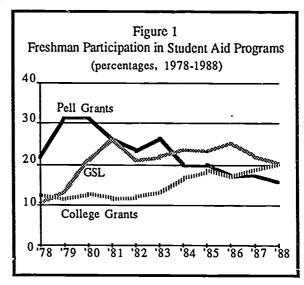


The 1988 CIRP Freshman Survey was supported in part by a grant from the Ford Foundation.

#### 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 Work-Study 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.

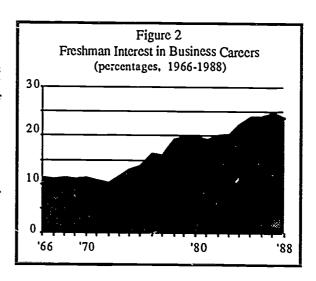
Even federal loan programs, which had begun to replace grants as a major source of aid for a growing number of students in recent years, have also shown declines. Freshman dependence on Federally-Guaranteed Student Loans (GSLs), which rose steadily between 1980 and 1986, fell for the second straight 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 percent 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).



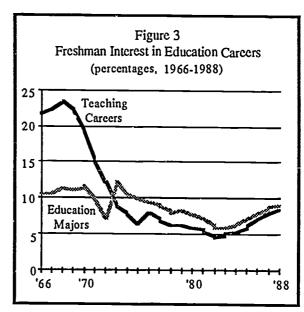
#### **Nursing Careers**

After several 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. However, 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.)

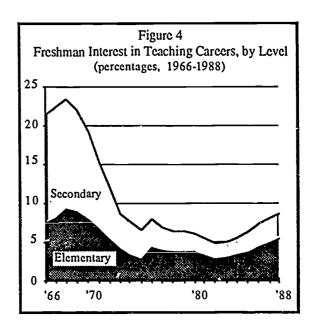
The rising interest in teaching in recent years also masks some important trends regarding which students plan teaching careers and at what levels and in which fields. Twenty years ago, education majors accounted for just less





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.

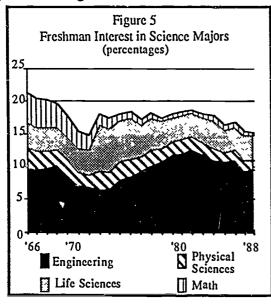
Additionally, there is far less interest in secondary school teaching in 1988 than was the case in the late 1960s (Figure 4). In 1968, 14.4 percent of the entering freshmen planned careers as secondary school teachers, compared to just 3.2 percent in 1988. Although the 1988 figure for secondary school 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.

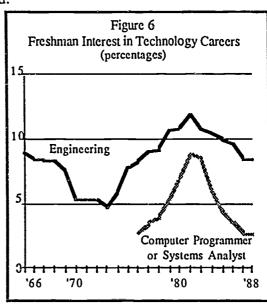


Science Majors and Technology Careers

Interest in science majors, falling steadily over the past two decades, declined 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 computing (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 turnaround 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 1983, and 3.5 percent in 1970.

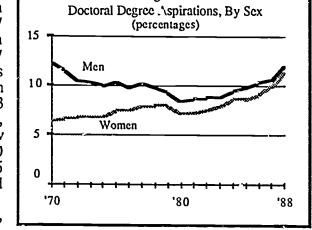


Figure 7

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 two-thirds (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).

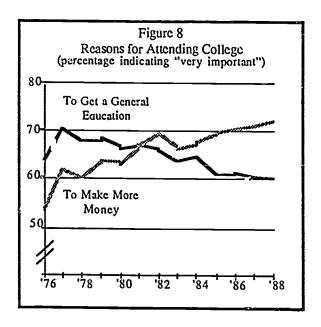
The rise in degree aspirations may suggest that a growing proportion of students feel that the bachelor's degree will not be an adequate credential in the job market of the next decade and into the next century. The survey data suggest that more students are thinking

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 1977.

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 developing their careers rather than using the college years as a time for learning and personal development.



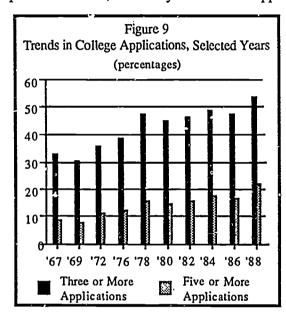


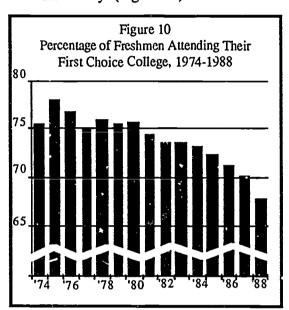
College Admissions

The 1988 survey points to increased competition for admission 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-fifths 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 1966, 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.

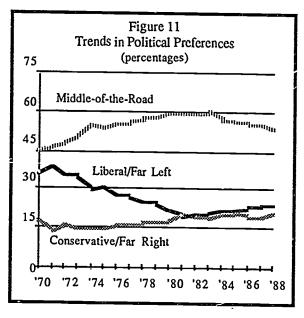


The 1988 survey suggests some decline in the overall emotional health of college freshmen. A record number of freshmen report frequently "feeling depressed" in the past year (10.5 percent, up from 8.3 percent in 1987 and 8.2 percent in 1985), and "feeling overwhelmed by all I have to do" (21.5 percent 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 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 right" 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

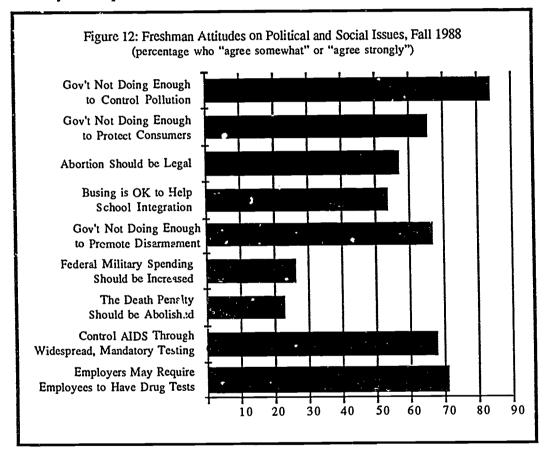
• three-fourths (73.7 percent) oppose increased defense spending (Figure 12).

Although some of these items show slightly 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.





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## The 1988 Freshman Norms



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	All Insti-	All 2-Year	All 4-Year	411 11-3	Predom- inantly	2·Year	Colleges		4-Year	Colleges	<u> </u>	Unive	rsities		ninantly
	tutions	Colleges			Black Colleges	Public	<u>Private</u>	Public	Private Nonsect	Prot- estant	Catholic	Public	Private	Public Public	Private
Year Graduated from High school 1988	93.6 2.7 0.8 1.7 1.1	87.3 4.6 1.5 3.6 2.9 0.2	95.9 2.2 0.6 1.0 0.3 0.1	97.9 1.2 0.3 0.4 0.1	93.1 3.6 1.4 1.3 0.5	86.8 4.6 1.5 3.9 3.1 0.3	92.1 4.4 1.2 1.3 0.9 0.0	95.6 2.2 0.7 1.1 0.3 0.0	96.4 2.1 0.4 0.8 0.2 0.1	95.5 2.5 0.5 1.2 0.3 0.1	97.7 1.3 0.3 0.5 0.1	97.8 1.3 0.3 0.5 0.1	98.4 1.1 0.2 0.3 0.0 0.1	91.5 4.0 1.9 1.7 0.7	95.7 2.8 0.7 0.7 0.1 0.1
Age on December 31, 1988 16 or younger	0.1 2.1 70.1 22.4 2.3 2.0 0.5 0.4 0.1	0.1 2.3 65.2 21.6 3.8 4.2 1.3 1.0 0.4	0.0 1.8 70.8 24.1 1.9 1.0 0.2 0.1 0.0	0.1 2.4 75.0 21.0 0.9 0.5 0.1 0.0	0.0 3.8 67.6 23.1 3.2 1.7 0.4 0.1	0.1 2.4 65.6 20.6 3.7 4.5 1.4 1.1 0.4	0.0 1.2 61.7 29.6 4.8 1.9 6.4 0.3 0.0	0.0 1.7 71.1 23.8 1.9 1.2 0.2 0.1 0.0	0.1 2.5 71.7 22.9 1.7 0.8 0.2 0.1 0.0	0.0 1.6 66.4 28.2 2.2 1.0 0.2 0.3 0.1	0.0 1.7 74.1 22.1 1.4 0.5 0.0 0.1 0.0	0.0 2.2 74.8 21.2 1.0 0.5 0.1 0.0 0.0	0.2 3.1 75.5 20.1 0.7 0.4 0.1 0.0 0.0	0.0 2.6 63.3 26.9 4.3 2.2 0.1 0.0	0.1 5.9 74.7 16.7 1.5 0.8 0.1 0.1
Racial Background (1)(2) White/Caucasian Black/Negro/Afro-American American Indian Asian-American/Or'ental Mexican-American/Chicano Puerto Rican-American other	84.7 8.0 0.8 3.2 1.5 1.2 2.2	85.6 5.9 0.7 2.1 1.6 2.3 3.1	83.2 12.5 0.9 1.9 1.2 0.6 1.6	85.9 4.3 0.8 6.4 2.0 0.6 2.0	1.1 97.7 0.9 0.2 0.1 0.3 1.3	85.6 5.3 0.7 2.2 1.7 2.5 3.2	85.7 10.3 1.2 1.5 0.3 0.4 2.4	82.2 14.1 1.0 1.5 1.3 0.5	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 3.9 0.4 2.0 3.0 0.8 2.1	86.3 4.5 0.8 5.9 2.1 0.5 1.8	84.5 3.7 0.6 8.2 1.6 0.9 2.9	1.6 97.2 0.7 0.3 0.1 0.1	0.4 98.5 1.3 0.2 0.1 0.4 1.5
Average High School Grades A or A+	9.8 11.3 16.6 23.5 15.9 13.5 8.9 0.5	3.6 5.8 13.6 25.0 18.8 :8.4 13.8	9.2 11.2 16.4 23.3 16.2 14.4 9.0	17.9 18.0 20.5 22.0 12.0 6.4 3.1	1.3 3.0 7.7 17.1 17.3 28.5 23.5	3.8 6.0 14.3 25.6 19.0 17.8 12.7	1.9 3.7 8.1 20.0 17.2 22.7 23.6 2.7	8.6 9.5 14.7 22.7 17.2 16.5 10.3	10.8 13.9 18.0 23.3 14.9 11.1 7.7 0.4	9.6 13.7 17.8 23.1 15.0 13.1 7.4 0.4	8.3 11.1 21.2 27.6 15.1 10.4 6.1 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	0.4 1.3 5.1 14.2 16.5 31.0 29.3 2.2	2.7 5.8 12.2 22.1 18.5 24.3 13.9 0.5
Have Met or Exceeded Recommended Years of Study in (3) English (4 years)	94.5 92.9 76.6 56.1 32.8 99.1 63.2 62.3	92.4 88.4 70.4 49.7 29.4 98.8 61.2 64.9	94.0 93.2 73.2 54.6 34.1 99.2 63.8 60.7	97.8 97.9 88.5 65.8 35.1 99.5 64.6 61.3	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	92.0 91.3 66.0 51.4 33.9 99.1 63.7 58.7	97.3 96.5 85.7 61.8 33.0 99.2 64.7 64.9	94.9 94.4 75.9 56.4 37.6 99.2 61.1 64.4	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 66.7	93.7 80.6 47.0 40.0 29.0 99.0 47.1 69.0	96.7 94.2 76.5 40.7 32.7 98.5 62.1 67.5



		All	All		Predom- inantly	2·Year	Colleges			Colleges		Unive	rsitles		ninantly
	tutions	2-Year Colleges			Black Colleges	<u>Public</u>	<u>Private</u>	<u>Public</u>	Private Nonsect	Prot- estant	Catholic	Public	Private	Public Public	Olleges Private
Estimated Parental Income less than \$6,000. \$6,000 - \$9,999. \$10,000 - \$19,999. \$20,000 - \$19,999. \$20,000 - \$24,999. \$25,000 - \$29,999. \$35,000 - \$39,999. \$40,000 - \$49,999. \$50,000 - \$59,999. \$50,000 - 74,999. \$75,000 - 99,999. \$100,000 - 149,999.	3.0 2.3 4.1 4.8 6.4 6.7 9.0 12.2 12.2 11.3 7.8 4.7	4.8 5.3 5.5 8.1 10.5 11.7 8.8 5.1 2.1	2.4.0.9.5.6.8.9.2.4.8.7.3.8.12.4.8.7.3.8	1.7 1.5 3.6 5.5 7.4 12.5 13.6 10.2 2 4	9.7 6.4 7.1 8.3 8.8 7.5 106.7 8.3 2.3	4.79 5.37 7.5 8.2 11.1 10.4 12.0 8.4 5.8 1.7	3.6 2.4 5.4 5.8 8.6 7.6 8.1 10.0 10.7 7.2 5.3	3.0 2.6 4.1 5.9 6.8 9.4 14.3 13.1 12.0 6.8 7.5	1.8 3.5 45.8 7.8 7.8 711.7 12.9 9.3 9.0	2.6.7 4.2.2 7.01 8.5.7 11.4 8.5.7 11.4 6.4	2.2 1.7 3.8 4.1 6.4 8.1 12.7 11.2 11.6 8.6 7.4	1.86 3.94 9.97 83.97 83.97 12.97 13.97 5.5	1.5 1.2 2.7 3.8 4.0 5.9 11.1 12.0 14.4	12.8 6.8 7.8 9.1 15.6 21.8 1.8	5.8223207854231 643.1
Status of Parents living with each other divorced or separated one or both deceased	75.2	74.5	74.5	76.8	47.0	74.9	71.4	74.1	73.2	76.1	78.6	76.3	78.8	45.9	48.7
	20.1	20.0	20.7	19.3	42.2	19.6	23.2	21.1	21.9	19.4	17.2	19.9	17.3	42.7	41 4
	4.8	5.5	4.8	3.8	10.8	5.5	5.4	4.9	4.9	4.5	4.1	3.8	3.9	11.4	9.9
Number of Older Brothers none twothree or more	54.5	52.3	54.5	57.2	50.3	52.5	49.9	53.6	56.5	57.1	50.6	57.2	57.6	46.6	56.4
	29.8	31.1	29.6	28.7	27.9	31.1	31.2	29.9	29.8	28.1	29.1	28.7	28.7	28.9	26.3
	9.9	10.1	10.0	9.4	9.3	10.0	11.6	10.0	9.2	9.8	12.7	9.5	9.3	8.9	10.0
	5.8	6.5	6.0	4.6	12.5	6.4	7.3	6.5	4.7	5.0	7.6	4.7	4.4	15.7	7.3
Number of Older Sisters none twothree or more	55.3	52.1	55.8	58.4	51.5	52.4	49.4	55.4	57.6	57.5	50.6	58.6	57.8	49.2	55.1
	29.8	31.6	29.2	28.7	28.1	31.5	32.2	29.2	29.0	29.0	30.4	28.6	29.1	28.4	27.6
	9.5	9.8	9.7	8.8	11.1	9.6	11.6	9.7	8.9	9.3	12.1	8.8	9.0	11.7	10.1
	5.3	6.5	5.3	4.1	9.3	6.5	6.7	5.7	4.4	4.2	6.9	4.1	4.1	10.7	7.1
Number of Younger Brothers none twothree or more	57.1	55.1	57.3	59.0	56.8	55.0	55.5	57.0	59.2	57.3	54.3	59.3	57.7	55.6	58.5
	32.6	33.0	32.7	32.0	29.6	32.9	34.1	32.7	31.8	33.2	33.9	31.9	32.4	28.9	30.8
	7.8	8.4	7.7	7.2	9.4	8.4	8.5	7.8	7.1	7.5	9.0	7.0	7.9	10.1	8.3
	2.6	3.5	2.3	1.9	4.2	3.7	1.9	2.5	1.8	2.0	2.7	1.8	2.0	5.4	2.4
Number of Younger Sisters none two three or more	57.2	55.0	57.7	59.1	54.0	54.7	57.5	57.3	59.7	57.0	55.6	59.6	57.7	50.5	59.4
	34.0	35.1	33.9	33.0	33.0	35.2	34.1	34.2	32.9	34.1	33.8	32.7	34.1	35.4	29.3
	6.9	7.7	6.6	6.3	9.5	7.8	6.4	6.6	5.9	6.9	8.1	6.2	6.6	10.1	8.4
	1.9	2.3	1.9	1.5	3.5	2.3	2.0	1.9	1.5	2.1	2.4	1.5	1.7	3.9	2.9
Twin Status noyes - identicalyes - fraternal	98.2	98.2	98.2	98.2	97.9	98.2	98.5	98.2	98.3	98.1	97.8	98.2	98.4	98.1	97.5
	0.7	0.8	0.7	0.6	0.5	0.8	0.6	0.7	0.7	0.6	0.8	0.7	0.6	0.1	1.1
	1.1	1.0	1.1	1.1	1.6	1.0	0.9	1.1	1.0	1.2	1.4	1.2	1.0	1.8	1.4

	All Insti-		All 4-Year Colleges		Predom- inantly Black Colleges	2-Year Public	Colleges Private	Public	Private	Colleges Prot- estant	Catholic	Unive Public	rsitles	Predom Black C Public	olleges
Activities Engaged in by Student During 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 religion (4) discussed sex (4) discussed sports (4)	78 3 38.7 58.8 9.0 73.0 22.0 18.3 35.3	76.5 386.9 7.4 15.0 13.8 324.3	81.0 39.5 60.0 9.2	76.7 38.2 59.6 10.6 71.5 28.1 20.2 359.4	87.9 37.1 57.2 13.2 75.9 21.7 24.4 42.7	76.0 37.7 56.6 71.5 14.9 13.5 31.8	80.4 42.2 59.8 79.6 15.7 16.8 35.4	80.8 40.4 61.0 8.6 74.7 20.6 18.2 38.4	76.2 37.0 57.4 10.8 75.3 28.0 22.2 38.1	86.2 37.3 58.5 9.7 75.5 27.8 33.0	86.8 43.8 62.2 8.3 723.7 21.5 36.2	75.9 39.3 60.6 10.1 71.8 26.0 18.4 35.9	79.7 34.3 56.0 12.3 70.4 35.7 26.4 35.8	85.3 34.7 56.5 11.8 75.2 181.5 38.6	92.0 40.9 58.2 15.3 76.7 27.1 29.0 49.2
drank beer	72.1 63.5 7.4 14.9 32.2 60.9 85.9 44.7 30.1 30.1 355.2	72.8 760.7 72.7 72.7 72.7 731.7 80.3 81.8 226.3 89.0 7	70.9 63.66 75.89 15.89 81.14 81.12 81.29 81.29 81.29 81.29	73.62 166.17 166.17 169.18 81.22 81.22 81.22 81.22 81.22 81.22 81.23 81.23 81.23 81.23 81.23 81.23 81.23 81.23 81.23 81.23 81.23	0501.14.14965.1669.0.24 106.453.365.669.0.24 106.455.669.0.24	53.3 72.67.3 12.01 17.09 80.9 46.3 88.11 80.9 45.6	62.8 71.8 71.4 71.4 71.3 71.3 83.1 84.8 201.7 35.1 92.0 61.7	63.8 71.0 75.9 75.9 81.1 87.5 81.1 922.0 962.0 962.0	57165 7165 7163 7172 8275 8493 8498 8498 8498 8498 8498 8498 8498	64.71.69 567.77.84.52 133.54.52 799.38.99 54.52 129.89 11.89 11.89 129.89 11.8	65.9 78.7 67.2 15.5 7.3 67.0 87.1 87.1 48.9 295.0 610.3	573.1129225559 750.25559979999 885348559	58.6 73.2 16.9 16.8 11.0 11.0 11.0 11.0 11.0 11.0 11.0 11	65.8 497.3 106.7 81.1 87.2 87.2 88.1 402.9 88.5 91.3	66.19 19 14 23 49 14 23 49 14 23 49 19 19 19 19 19 19 19 19 19 1
Racial Comp. of High School completely white		17.0 59.8 16.4 4.7 2.2	17.7 59.1 15.7 5.5 2.1	14.6 64.7 15.4 4.5 0.8	1.8 29.5 29.9 23.7 15.1	17.2 59.7 16.1 4.7 2.3	15.8 60.1 18.4 4.1	19.6 56.2 16.3 5.8 2.1	13.2 63.4 15.1 5.9 2.4	18.1 59.1 16.2 4.6 2.0	15.3 68.2 11.5 4.2 0.9	15.1 63.6 16.0 4.5 0.7	13.0 68.8 13.3 4.1 0.8	1.1 28.5 32.4 24.0 14.0	3.0 31.2 25.8 23.1 16.9
Racial Comp. of Neighborhood completely white	40.7 43.9 6.3 5.5 3.6	43.5 41.4 6.3 4.8 4.0	40.6 41.8 6.3 6.8 4.4	37.5 49.8 6.1 4.5 2.1	2.9 15.0 14.6 37.7 29.7	43.6 41.5 6.2 4.8 3.9	42.8 40.5 7.0 5.4 4.4	42.5 39.4 6.2 7.1 4.9	35.0 46.3 6.9 7.3 4.5	42.2 42.4 5.8 6.1 3.6	39.5 47.0 6.5 4.8 2.3	38.1 49.3 6.0 4.5 2.1	35.4 51.7 6.6 4.4 2.0	3.0 13.9 15.0 37.5 30.6	2.8 16.8 14.1 38.2 28.1
Number of Honors Courses Taken in High School none	50.0 12.3 37.7	65.3 11.5 23.2	49.3 13.3 37.4	33.7 11.8 54.5	60.0 15.9 24.0	64.8 11.3 23.9	69.6 13.0 17.4	53.5 12.8 33.7	40.1 13.7 46.2	47.4 13.4 39.2	48.4 15.8 35.7	36.5 11.9 51.6	24.1 11.4 64.5	67.9 16.0 16.2	47.4 15.9 36.7
Number of Advanced Placement Courses Taken in HS none	59.0 17.8 23.2	73.3 14.4 12.4	59.0 18.4 22.6	43.7 20.7 35.6	65.2 18.3 16.5	73.1 14.4 12.5	75.3 13.9 10.8	62.9 16.9 20.2	50.2 21.0 28.8	56.3 19.7 24.0	60.2 19.6 20.1	46.5 20.7 32.7	34.0 20.5 45.4	68.2 17.6 14.3	60.2 19.7 20.1



	Ali insti- tutions	Ali 2-Year Colleges	All 4-Year Colleges	All Uni- versities	Predom• Inantly Black Colleges	2-Year Public	Colleges Private	Public	Private	Colleges Prot- estant	Catholic	Unive	rsities Private	Black	minantly Colleges Private
Student Rsted Self Above Average or Highest 10% in academic ability. artistic ability. competitiveness. drive to achieve. emotional health. learn foreign languages. leadership ability. mathematical ability. physical health. popularity. popularity with opposite sex. public speaking ability. self-confidence (intellectual). self-confidence (social).	27.3 67.8 66.7 63.3 27.7 57.5 49.6 70.3 51.3 49.3	425.8 557.1 425.8 557.1 138.1 44.8 44.8 44.1 28.3	61.5 26.7 70.1 68.6 65.5 27.2 48.3 723.2 53.3 51.3 60.4 40.7	349766655445540 810.976665554455540 810.976665554455540	42.37 54.30 67.03 67.03 68.32 70.3 59.4.0 91.3 66.1 38.3	43.7 259.5 57.2 56.3 209.0 45.9 483.8 483.5 28.5	34.99 4.99 4.62.45 560.53 59.73 59.75 48.6 2478.6	58.4 25.26 67.49 259.1 47.0 72.3 54.1 32.1 58.9 37.8	67.2 67.2 67.2 67.4 66.1 31.3 52.2 549.7 364.4 52.3 64.4 46.3	64.0 25.8 71.5 66.4 28.3 47.7 73.2 550.4 62.8 38.1 62.2 43.1	62.3 241.9 66.7 69.4 769.8 289.8 743.1 531.6 81.7 531.6 81.7 542.2	80.5 30.25 73.4 67.1 362.5 63.7 73.6 651.5 551.5 68.7 68.7 29.2	84.3 31.2 45.1 45.2 45.3 46.3 46.3 47.3 47.3 47.3 47.3 47.3 47.3 47.3 47	32.2 24.5 666.8 19.9 21.6 68.0 520.5 30.6 63.6 533.8	58.3 28.4 69.8 75.8 71.3 31.3 72.7 72.7 72.9 645.3
Prior Credit at This Institution noyes	96.8 3.2	96.4 3.6	97.1 2.9	96.9 3.1	94.3 5.7	96.3 3.7	97.3 2.7	97.2 2.8	96.6 3.4	97.3 2.7	97.0 3.0	96.9 3.1	97.0 3.0	94.9 5.1	93.2 6.8
This College is Student's first choicesecond choice third choice	67.5 22.5 6.3 3.7	69.5 20.4 5.5 4.6	65.6 24.1 7.0 3.4	67.8 22.8 6.2 3.2	47.1 34.7 13.9 4.3	70.2 19.9 5.3 4.6	63.4 24.6 7.7 4.3	64.3 25.6 7.0 3.1	66.8 21.5 7.3 4.3	68.1 22.0 6.9 3.0	66.9 23.8 5.9 3.4	68.1 22.8 6.1 3.0	66.5 22.8 6.8 3.8	41.7 37.3 16.0 5.0	56.1 30.5 10.4 3.0
Number of Other Colleges Applied to for Admission This Year none	29.7 13.8 16.5 15.9 10.1 6.2 7.7	42.4 14.7 15.9 13.1 7.4 3.2 3.3	24.0 13.6 17.6 18.1 11.5 7.0 8.3	22.9 13.1 15.7 16.1 11.5 8.5 12.2	16.3 11.9 18.8 22.4 16.8 7.1 6.8	44.1 14.6 15.7 12.3 7.0 3.0 3.3	27.9 15.0 18.0 19.8 10.6 5.4 3.3	27.5 15.0 18.9 17.9 10.3 5.2 5.3	18.0 10.7 14.6 17.6 13.4 10.3	23.2 12.9 17.4 18.5 11.8 7.7 8.5	15.8 13.3 16.7 20.5 14.2 9.8 9.6	26.6 14.5 16.7 16.0 10.3 7.0 9.0	10.0 8.3 12.2 16.6 15.9 13.6 23.4	18.2 12.5 19.9 21.8 16.8 5.7 5.1	13.3 10.8 16.9 23.4 16.7 9.5
Number of Other College Acceptances This Year (5) none	15.7 26.5 24.4 17.3 8.7 3.7	26.8 30.3 23.5 12.2 4.4 1.6 1.2	12.5 25.4 25.3 19.0 9.7 4.0	9.6 24.4 24.1 19.8 11.3 5.4 5.5	12.3 21.7 27.8 21.1 9.5 3.5 4.0	27.9 30.2 23.2 11.8 4.3 1.6	18.6 31.5 26.0 15.1 5.2 1.9	14.2 27.6 25.8 18.0 8.1 2.9 3.4	10.5 22.1 24.2 20.2 11.7 5.8 5.5	10.3 23.7 25.3 20.5 11.1 4.8 4.3	11.0 22.9 24.9 20.6 11.5 5.0 4.1	10.9 26.8 24.7 18.8 10.0 4.5 4.2	5.8 17.5 22.3 22.4 14.9 7.9	15.5 24.2 28.3 18.8 7.8 2.1	7.2 17.7 26.9 24.9 12.3 5.8
Student Native English Speaker? yes	94.6 5.4	93.3 6.7	96.4 3.6	93.6 6.4	97.9 2.1	93.1 6.9	94.8 5.2	97.2 2.8	94.6 5.4	97.1 2.9	94.9 5.1	94.1 5.9	92.0 8.0	97.6 2.4	98.3 1.7

		All	All		Predom- inantly	2-Year	Colleges		4-Year	Colleges	<u> </u>	Unive	ersities	Predor	ninantly
•	All insti- tutions			All Uni- versities	Black Colleges	<u>Public</u>	Private	<u>Public</u>	Private Nonsect	Prot- estant	Catholic	Public	Private		Private
HOURS PER WEEK IN THE LAST YEAR SPENT ON															
None studying or doing homework socializing with friends. talking w/teacher cutside class. exercising or sports partying working (for pay) Volunteer work student clubs and groups watching TV. hobbies	2.3 0.3 9.4 2.6 10.9 24.3 57.5 38.1 4.7 7.7	2.8 0.3 11.7 3.4 11.6 18.9 60.2 47.6 4.4 7.5	2.1 0.3 8.2 2.5 11.1 25.5 56.0 36.1 4.7 7.9	1.8 0.2 8.5 2.0 28.7 56.6 30.0 5.1 7.8	0.6 0.5 7.7 3.4 9.4 22.3 58.0 36.0 3.3	2.8 0.2 11.9 3.4 11.6 18.8 60.4 47.9 4.3 7.3	3.3 0.4 10.1 3.0 11.1 20.1 58.5 45.4 5.9	2.5 0.3 9.5 2.6 10.5 22.1 57.8 40.0 4.2 7.9	1.7 0.3 7.0 2.6 11.1 30.8 55.5 30.9 6.2 7.8	1.7 0.3 6.0 2.4 14.8 30.6 52.0 30.2 4.8 8.1	1.5 0.2 6.4 1.5 25.7 51.9 34.5 4.5 8.0	2.0 0.2 9.3 2.0 10.0 26.4 58.5 32.5 4.8 7.8	1.1 0.3 5.7 2.0 9.7 36.7 50.3 21.6 6.2 7.7	0.4 0.5 7.6 3.4 9.5 18.4 57.3 40.1 3.5	0.9 0.5 7.8 3.3 9.2 27.8 59.9 3.0 9.4
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 clubs and groups watching TV.	79.4 8.3 60.2 37.6 62.9 4.8 11.4	30.9 76.8 8.9 56.6 38.3 69.8 59.4 36.5 34.1	36.9 80.3 9.0 62.8 37.3 61.1 4.7 11.6 37.7 34.7	43.8 81.1 6.6 60.6 37.2 57.8 4.3 13.4 34.5 31.4	40.5 70.1 14.9 54.2 36.4 61.1 7.1 12.8 46.2 38.8	31.1 76.4 8.8 55.6 37.6 70.1 5.3 9.5 36.5 33.7	29.6 79.9 10.0 64.5 43.2 67.2 5.1 8.9 36.5 37.0	32.4 79.6 8.4 62.3 38.1 64.6 4.2 10.1 38.8 35.1	44.7 81.7 10.2 60.6 36.6 56.3 5.7 14.3 35.2 35.8	40.5 80.0 95.6 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 80.7 6.2 60.3 37.4 60.4 3.8 11.9 35.0 31.5	54.3 82.8 8.1 61.7 36.5 48.7 58.9 32.6 30.8	34.1 66.8 15.3 53.8 36.0 7.6 10.4 45.2 40.1	49.7 74.9 14.3 54.8 37.0 61.3 6.3 16.3 47.7 36.9
Sixteen or More Hours studying or doing homework socializing with friends talking w/teacher outside class exercising or sports working (for pay) volunteer work student clubs and groups watching TV	5.7 37.6 1.7 23.4 10.6 41.6 1.3 2.7 8.7 9.0	3.6 36.5 21.9 12.2 48.1 1.6 2.4 9.1	5.7 38.7 2.0 25.8 10.3 40.3 1.2 2.8 9.5	8.1 37.1 1.3 21.9 9.2 36.2 1.2 3.1 7.4	8.0 36.2 3.7 22.7 11.0 41.3 2.4 4.2 17.9	3.7 36.1 1.5 21.1 12.0 48.3 1.6 2.4 9.0 9.5	3.1 39.9 2.8 27.8 13.8 46.2 1.5 1.8 9.7	4.3 38.0 1.9 25.9 10.7 43.7 0.9 2.4 9.7	9.2 40.7 23.0 10.1 36.6 1.7 3.4 8.2 9.7	5.9 36.9 1.8 27.8 8.1 32.6 1.2 2.9 9.3 8.6	5.9 41.6 2.1 29.0 11.9 40.4 1.8 3.0 8.5 8.5	6.7 37.0 1.2 21.6 9.5 38.7 1.1 2.8 7.7 7.6	12.8 37.5 1.5 22.7 8.4 27.7 1.5 4.4 6.6 7.2	5.9 35.1 4.2 22.6 11.7 41.6 2.6 4.5 17.8 16.3	11.1 37.9 2.9 22.8 9.9 40.9 2.1 3.8 18.1
Disabilities none	83.4 0.9 0.4 0.9 1.4 1.0 2.1	79.2 1.1 0.4 1.0 1.7 1.2 1.9	84.4 1.0 0.4 0.9 1.6 1.0 2.3	87.1 0.7 0.3 0.7 0.8 0.9 2.0 1.3	77.2 0.7 0.6 0.5 1.2 1.2 1.9	78.7 1.0 0.3 0.9 1.4 1.2 1.9	83.1 1.4 0.8 1.6 4.7 1.0 2.2 2.0	83.5 1.0 0.3 1.0 1.2 0.9 2.1 1.5	85.4 0.8 0.4 0.9 2.9 1.0 2.5	84.7 1.3 0.5 1.0 1.7 1.3 2.8 1.7	87.7 0.8 0.3 0.9 1.3 1.0 1.9	86.9 0.7 0.3 0.7 0.7 0.8 1.9	87.6 0.7 0.3 0.8 1.2 0.9 2.2	73.4 0.6 0.8 0.6 1.6 1.1 1.6	83.4 0.8 0.3 0.3 0.7 1.4 2.3
U.S: Citizen? yes permanent resident no	97.6 0.6 1.7	96.7 1.0 2.2	98.3 0.3 1.4	97.8 0.6 1.6	99.2 0.2 0.7	96.7 1.1 2.2	97.2 0.3 2.5	99.0 0.2 0.8	97.1 0.4 2.5	97.7 0.3 2 0	98.2 0.6 1.2	98.2 0.6 1.1	96.2 0.7 3.1	99.3 0.2 0.6	99.0 0.2 0.8



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	All Insti-			Aii Uni- versities	Predom- inantly Black <u>College</u> s,	2-Year Public	Colleges Private	Public	Private	Colleges Prot- estant	<u>Catholic</u>	<u>Unive</u>	ersities Private	Predom Black C Public	olleges
Highest Degree Planned Anywhere none	0.4 3.3 34.0 35.8 12.1 5.5 0.5	2.7 0.8 8.4 45.4 29.3 6.5 2.4 0.5	1.7 0.4 1.3 32.7 37.7 13.4 5.2 5.4 0.6	0.9 0.1 0.2 23.4 40.5 16.5 9.8 0.3	3.7 0.4 0.6 24.6 37.4 18.1 5.9 6.5 1.5	2.6 0.8 8.7 45.9 2.4 2.4 0.4 1.7	2.7 0.6 5.7 44.3 32.3 7.0 1.9 2.3 1.0 2.3	2.0 0.4 1.9 38.0 36.4 11.7 3.9 3.8 0.4	1.2 0.2 0.6 25.9 39.9 16.8 7.0 0.5	1.6 0.5 0.7 26.0 37.3 15.8 7.9 7.5 1.3	1.6 0.3 0.9 26.1 41.6 12.2 6.2 8.8 0.6	0.9 0.1 0.2 25.6 40.9 15.6 8.8 6.6 0.3	0.7 0.1 0.1 15.8 39.1 19.6 11.1 12.1 0.3	5.1 0.4 1.0 32.8 34.7 14.7 3.6 4.4 1.7	1.6 0.5 0.1 13.1 41.0 22.9 9.1 9.6 1.2
Highest Degree Planned at Freshman College none	0.7 14.1 59.7 15.5 2.1 1.4	6.0 1.7 40.5 39.5 8.2 1.0 0.3 0.7 0.2 2.0	3.3 0.4 3.4 74.1 14.4 0.5 0.7 0.4	1.5 0.1 0.9 61.2 24.7 4.2 3.9 2.5 0.1 0.8	2.3 0.8 1.4 70.8 17.5 2.6 1.0 1.3 0.7	6.2 1.7 39.5 40.4 8.2 1.0 0.3 0.7 0.1	5.1 1.7 48.3 32.4 8.0 0.8 0.5 0.4 0.3 2.5	4.1 0.5 4.7 70.7 15.4 1.5 0.6 0.4	1.9 0.3 1.4 79.3 13.5 1.4 0.5 0.5	3.0 0.5 2.6 79.3 10.4 1.3 0.4 0.9 0.4 1.3	2.3 0.3 2.1 71.8 18.2 1.5 0.4 1.4	1.7 0.1 0.9 59.9 25.7 4.4 4.1 2.2 0.1 0.8	0.8 0.1 0.8 65.7 21.4 3.7 3.2 3.3 0.2	2.9 1.0 2.1 61.4 22.7 3.1 1.3 2.1	1.5 0.7 0.5 81.6 11.5 2.0 0.7 0.4 0.1
Student's Religious Preference Baptist Buddhist Congregational Eastern Orthodox. Episcopal Islamic Jewish LDS (Mormon) Lutheran Kethodist Presbyterian Quaker Roman Catholic Seventh-Day Adventist other Protestant other religion none	12.0 0.5 1.2 0.7 20.4 3.5 0.3 6.0 4.5 0.2 3.5 0.3 14.8	10.5 1.0 0.85 10.4 3.1 0.6 8 3.9 0.3 43.8 4.6 11.1	16.3 0.455 0.557 0.2 0.3 4.9 0.3 4.7 0.3 5.5 5.5 13.1	7.8 9.9 1.0 0.7 20.5 6.1 0.3 6.8 5.1 24.2 4.1 4.5	59.5 0.2 0.2 0.1 2.7 1.8 0.1 0.7 8.7 1.9 0.2 7.6 6.4	9.1 0.5 0.9 0.8 1.3 0.2 0.2 5.4 7.7 3.9 0.1 45.0 4.3 11.4	22.1 20.4 20.6 20.6 20.1 20.4 4.1 29.3 29.3 3.9 8.6	19.5 1.3 0.4 0.3 0.4 0.9 9.1 0.1 3 0.4 5.1 12.3	11.7 2.2 0.8 3.7 0.6 0.2 3.6 0.3 28.4 3.5 6.0 18.5	18.2 0.3 2.0 0.3 3.5 0.8 0.2 10.1 11.7 8.0 0.4 14.7 10.8 8.0 10.5	3.1 0.3 0.4 0.7 1.6 0.6 0.0 3.2 3.2 1.8 0.2 72.1 0.2 2.2 8.0	8.49 1.17 0.44 0.5.43 0.65 0.65 0.32 0.32 0.33 4.49	5.98 1.09 3.77 8.73 3.13 4.22 42.24 0.42 3.60 17.0	64.1 0.0 0.1 2.3 0.0 0.5 6.6 1.8 0.3 7.1 1.0 7.7 5.2	53.1 0.4 0.6 0.1 3.3 1.6 0.1 0.0 1.1 11.6 2.0 0.0 7.7 0.8 2.2 7.4
Student Born-Again Christian? noyes	79.1 20.9	೮0.5 19.5	74.1 25.9	84.3 15.7	56.4 43.6	81.9 18.1	69.3 30.7	73.5 26.5	79.3 20.7	60.4 39.6	89.2 10.8	83.4 16.6	87.3 12.7	55.7 44.3	57.6 42.4

		All	Ali		Predom- inantly	2-Year	Colleges		4-Yea:	Colleges		Unive	rsities		inantly
	All Insti- tutions	2-Year Colleges	4-Year Colleges		Black Colleges	Public	Private	Public	Private Nonsect.	Prot- estant	Catholic	Public	<u>Private</u>	Black C Public	Private
PROBABLE MAJOR FIELD OF STUDY															
Arts and Humanities arts	1.8 1.0 1.1 1.1 0.3 1.1 0.3 0.5 0.5	1.5 0.4 0.3 0.5 0.1 0.8 0.0 0.4 0.5	2.5 1.3 1.7 0.9 0.3 1.3 0.1 0.6 0.5 0.4	1.3 1.4 1.3 2.1 0.4 1.1 0.4 0.1 0.6	1.4 0.7 0.5 0.8 0.0 1.3 0.1 0.2 0.2	1.3 0.4 0.3 0.5 0.1 0.5 0.1 0.0 0.4 0.0	3.0 0.5 0.5 0.9 0.0 2.6 0.2 0.4 0.6 0.3	1.9 0.7 1.6 0.8 0.2 1.4 0.1 0.1 0.4 0.3	5.1 2.1 1.8 0.9 0.4 1.0 0.5 0.8 0.5	1.1 2.0 1.9 1.2 0.3 1.6 0.6 0.1 0.8 2.0	1.8 1.5 1.5 1.3 0.3 0.7 0.3 0.1 0.7	1.3 1.1 1.6 2.2 0.4 1.1 0.3 0.1 0.6 0.5	1.1 2.3 2.0 1.7 0.6 1.4 0.7 0.2 0.8 0.2	1.9 0.3 0.6 0.8 0.0 1.9 0.0 0.2 0.2	0.6 1.2 0.3 0.8 0.1 0.5 0.3 0.2 0.1
Biological Sciences general biology biochemistry or biophysics marine (life) science microbiology or bacteriology zoology	1.8 0.6 0.1 0.5 0.2 0.3 0.6	1.0 0.3 0.1 0.4 0.2 0.3 0.6	2.0 0.5 0.0 0.5 0.1 0.3 0.4	2.5 1.2 0.1 0.5 0.3 0.4 0.7	2.5 0.3 0.0 0.3 0.0 0.4 0.2	1.0 0.4 0.1 0.4 0.3 0.3	0.6 0.2 0.1 0.1 0.0 0.1	1.5 0.4 0.0 0.6 0.1 0.3 0.5	2.4 0.6 0.1 0.3 0.1 0.2 0.4	2.8 0.6 0.0 0.5 0.2 0.3 0.4	3.0 0.7 0.0 0.6 0.1 0.2 0.4	2.4 1.2 0.1 0.5 0.4 0.5	2.9 1.1 0.0 0.3 0.3 0.1	1.0 0.4 0.0 0.4 0.0 0.5	4.4 0.2 0.0 0.1 0.1 0.2
Business accounting business administration finance marketing management secretarial studies other business	5.6 8.4 3.0 3.1 5.9 0.0	5.4 8.9 2.1 2.2 6.1 0.0 1.5	6.5 8.6 2.7 3.7 6.9 0.0	4.7 7.4 4.5 3.2 4.4 0.0	7.2 11.1 3.1 2.9 6.8 0.2 1.9	5.8 8.7 2.2 2.2 6.1 0.0	2.5 10.9 0.9 2.9 6.3 0.0 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	5.8 11.0 2.6 2.6 6.5 0.0	10.1 12.6 4.5 4.8 7.9 0.0 2.4	4.8 7.5 4.1 3.1 4.4 0.0	4.1 7.1 5.5 3.4 4.5 0.0 2.4	7.4 12.7 1.8 2.3 8.6 0.4 2.1	6.9 8.9 4.9 3.6 4.3 0.0
Education business education elementary education music or art education physical education or recreation secondary education special education other education	0.2 0.5 0.2 1.3 1.4 0.1	0.3 0.6 0.1 1.5 1.1 0.2 0.1	0.3 0.7 0.3 1.9 1.9 0.1	0.1 0.2 0.2 0.4 0.8 0.0	0.4 0.4 0.3 0.9 1.0 0.1	0.3 0.6 0.0 1.1 1.1 0.2 0.1	0.3 0.7 0.3 4.3 1.5 0.0	0.3 0.8 0.4 2.2 2.2 0.1	0.2 0.3 0.2 0.8 0.9 0.1	0.3 1.0 0.4 2.7 2.8 0.2 0.3	0.2 0.8 0.3 1.6 1.8 0.1	0.1 0.2 0.2 0.5 0.9 0.0	0.1 0.1 0.1 0.1 0.4 0.0	0.6 0.4 0.3 0.9 1.5 0.0	0.2 0.3 0.3 0.8 0.4 0.2
Engineering aeronautical/astronautical eng civil engineering chemical engineering industrial engineering mechanical engineering other engineering	3.0 1.8 0.8 5.6 0.5 3.6 2.2	3.0 2.5 0.7 7.4 0.5 4.3 3.2	2.9 1.2 0.4 3.7 0.5 2.5	3.3 1.9 1.4 6.2 0.5 4.3 2.3	2.1 0.5 0.2 7.2 1.2 1.9 0.7	3.1 2.5 0.8 7.8 0.4 4.5 3.3	2.0 2.9 0.0 4.2 0.6 2.7 2.4	2.1 1.5 0.5 4.3 0.7 3.0 1.4	7.1 0.6 0.3 4.2 0.3 2.6 1.5	0.7 0.7 0.3 1.7 0.3 1.6 0.5	0.9 0.8 0.2 1.9 0.1 1.1	3.8 1.9 1.5 6.2 0.5 4.4 2.3	1.6 2.0 1.2 6.2 0.4 3.8 2.4	0.5 0.1 0.0 6.2 2.1 1.0	4.3 0.9 0.5 8.4 0.1 3.1



	A	_ All	, All		Predom- inantly	2-Year	Colleges		4-'('ear	Colleges		Unive	rsities	Predor	ninantiv
	All Insti- tutions		4-Year Colleges	All Uni- versities	Black Colleges	Public	Private	Public	Private	Prot-	Catholic	Public	Private	Black C	Private
PROBABLE MAJOR FIELD OF STUDY															
Physical Sciences astronomy atmospheric science chemistry earth science marine science physics statistics other physical sciences	0.2 0.8 0.2 0.1 0.6 0.7	0.1 0.3 0.4 0.3 0.0 0.2 0.3 0.0	0.1 0.1 1.0 0.1 0.2 0.8 0.8 0.0	0.2 0.2 1.0 0.2 0.1 0.8 1.2 0.1	0.0 0.2 0.7 0.0 0.1 0.5 0.3 0.0	0.1 0.4 0.5 0.3 0.0 0.2 0.3 0.0	0.0 0.1 0.1 0.2 0.3 0.2 0.0	0.1 0.9 0.1 0.2 0.6 0.5 0.0	0.1 0.1 1.1 0.2 0.1 0.9 1.2 0.0	0.1 0.1 1.3 0.2 0.1 1.1 1.1 0.0	0.1 0.2 0.7 0.1 0.2 1.1 0.7 0.0	0.3 0.3 1.0 0.2 0.1 0.7 1.1 0.1	0.1 0.0 1.2 0.1 0.0 0.9 1.5 0.1	0.0 0.2 0.4 0.0 0.0 0.4 0.3 0.0	0.0 0.1 1.2 0.0 0.2 0.6 0.2 0.0
Professional architecture home economics health technology. library science nursing. pharmacy. premed, predent, prevet. therapy other professional.	0.7	3.1 0.3 0.7 0.0 0.5 0.6 1.0 0.9	0.8 0.0 0.5 0.0 0.2 0.7 2.4 0.9	2.1 0.0 0.6 0.0 0.1 1.0 4.8 1.0	1.4 0.3 0.3 0.0 0.2 0.4 2.5 0.8 0.4	2.2 0.4 0.7 0.0 0.6 0.6 1.0 0.9	11.0 0.0 0.6 0.0 0.1 0.3 0.5 1.2	0.9 0.0 0.5 0.0 0.2 1.0 1.9	0.9 0.0 0.3 0.0 0.4 2.4 0.5	0.5 0.0 0.8 0.0 0.1 0.5 4.1 1.1	0.4 0.0 0.5 0.0 0.1 0.3 2.3 0.9	2.3 0.0 0.6 0.0 1.1 4.6 1.2	1.4 0.0 0.6 0.0 0.5 5.2 0.6	0.9 0.4 0.1 0.0 0.0 0.4 1.7 0.6	2.1 0.1 0.5 0.5 0.5 0.3 3.5 0.9
Social Sciences anthropology. economics. ethnic studies. geography. political scienco. psychology. social work. sociology. women's studies. other social sciences.	0.1 0.8 0.0 0.0 3.2 1.9 0.2 0.2	0.0 0.2 0.0 0.0 1.3 1.4 0.3 0.1	0.2 0.8 0.0 0.0 3.7 2.2 0.2 0.3 0.0	0.2 1.3 0.0 0.1 4.7 2.0 0.1 0.2 0.0	0.0 0.3 0.0 0.0 5.6 3.6 0.7 0.7	0.0 0.2 0.0 0.0 1.3 1.3 0.4 0.1 0.0	0.1 0.2 0.0 0.0 0.7 2.0 0.1 0.0	0.1 0.6 0.0 0.0 2.9 1.8 0.3 0.2 0.0	0.3 1.4 0.0 0.0 4.6 2.2 0.2 0.2	0.2 0.9 0.0 0.0 5.0 3.0 0.2 0.4 0.0	0.0 0.8 0.1 0.0 4.8 3.2 0.3 0.3	0.2 1.0 0.0 0.1 3.7 2.2 0.1 0.2 0.0	0.1 2.3 0.0 0.0 8.3 1.6 0.1 0.1	0.0 0.1 0.0 0.5 3.7 0.8 0.0	0.0 0.6 0.1 0.0 7.0 3.6 0.5 0.4 0.0
Technical building trades data processing. drafting or design electronics mechanics other technical	0.3 1.3 0.6 0.5 0.5	0.6 2.0 0.9 1.2 0.4 0.6	0.3 1.2 0.6 0.3 0.9 0.8	0.0 0.7 0.1 0.1 0.0	0.0 2.1 0.7 0.3 0.4 0.3	0.3 2.1 0.9 1.2 0.4 0.5	3.5 1.1 1.4 0.9 0.2 0.6	0.4 1.5 0.9 0.4 1.3 1.2	0.0 1.0 0.4 0.2 0.7	0.1 0.9 0.1 0.0 0.2 0.2	0.0 1.1 0.2 0.2 0.0	0.0 0.8 0.1 0.1 0.0	0.0 0.4 0.0 0.1 0.0	0.0 2.4 1.2 0.5 0.5	0.0 1.6 0.1 0.1 0.1
Other Fields agriculture communications computer science forestry law enforcement. military science other fields	1.5 2.6 2.4 0.9 2.2 0.2	3.1 2.4 2.9 2.3 3.8 0.3 2.0	0.7 3.2 2.6 0.3 2.0 0.3 1.3	1.0 2.1 1.7 0.2 0.9 0.2	2.8 4.6 3.5 0.0 2.8 0.4 0.9	3.3 2.5 3.0 2.4 4.0 0.3 2.0	1.1 1.8 1.5 1.1 1.7 0.2 2.3	1.1 3.3 2.8 0.3 2.6 0.3 0.7	0.3 3.0 2.3 0.2 0.9 0.3 3.2	0.4 3.2 2.3 0.4 1.3 0.1	0.0 3.2 1.8 0.2 1.7 0.3	1.2 2.0 1.8 0.3 0.8 0.2	0.0 2.3 1.4 0.0 1.1 0.1	4.8 4.5 3.3 0.0 3.8 0.3	0.2 4.7 3.7 0.0 1.4 0.5
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

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Probable Career Occupation accountants or actuary.  5.4  5.3  6.2  4.2  7.2  5.6  8.8  6.1  6.1  6.1  6.1  6.1  6.1  6			All	All		Predom- inantiy	2-Year	Colleges		4-Year	Colleges		Unive	rsities_	Predomina	ntly
accountant or actuary. 5, 4 5, 3 6, 2 4, 2 7, 2 5, 6 2, 8 6, 9 3, 8 5, 6 9, 5 4, 4 3, 4, 7, 7 6, actor or entertainer. 1, 0 0, 8 1, 1 1, 0 1, 8 0, 8 1, 0 1, 0		All Insti- tutions	2-Year Colleges	4-Year Colleges	All Uni- yersitles		Public	Private	Pubile	Private	Prot-				Black College Priv	ges vate
5 or less	accountant or actuary actor or entertainer architect artist business (clerical) business (management) business owner or proprietor business salesperson or buyer clergy (minister,priest) clergy (other religious) clinical psychologist college teacher computer programmer or analyst conservationist or forester dentist (incl orthodontist) dietitian or home economist engineer farmer or rancher foreign service worker homemaker (full-time) interior decorator iab technician or hygienist law enforcement officer law enforcement officer musician (performer,composer) nurse optometrist pharmacist physician school counsalor school principal/superintendent scientific researcher social/welfare/recreation worker statistician school counsalor school principal/superintendent scientific researcher social/welfare/recreation worker statistician therapist (phys,occup,speech).teacher (elementary). teacher (secondary).veterinarian writer or Journalist skilled trades other career undecided	1.087.00.07.00.11.00.03.10.07.00.11.00.03.10.07.00.00.11.00.03.10.07.00.00.00.00.00.00.00.00.00.00.00.00	04.75.40.36.1.2.32.1.92.0.2.4.3.0.1.1.4.2.0.5.0.5.2.6.4.0.0.7.4.1.0.0.9.6.9.7.2.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0.0	11.4.4.4.3.7.4.5.2.9.5.7.6.6.0.3.5.7.0.1.1.2.8.6.1.6.2.4.8.6.2.7.7.4.1.1.9.0.5.0.3.5.7.0.1.5.3.1.0.0.0.3.0.0.1.0.4.0.2.1.6.	1.060.248311855559004200112713311413108111277936	1.8 3.12 16.7 1.0.6 1.0.	0.863.340.015.113.241.200.05.300.014.426.85.26.44.00.05.300.001.44.26.85.26.44.000.001.000.000.000.001.000.000.001.000.0000.0000.0000.0000.0000.0000.0000.0000	1330128200002100130000011020001000001130138	1.68.40.65.20.73.37.61.36.40.11.35.3.39.24.1.4.11.55.1.20.46.6.7.9	11.993.482.5287.0440.320.11.1763.41.3557.101.3164.04620.11.11.11.1763.41.3557.100.000.000.000.000.000.000.000.000.00	11.13.843.862.1.268.0653.011.29.76.525.68.21.051.32.75.75.8 10.13.843.862.1.268.065.30.11.29.76.52.56.8.21.05.1.32.75.75.8	107744777514413800228121073091230206311842432 2610010300050000019100005001001030205	99903953118466690068011127114314271008112398839	1.88210231679170505010174040255106116102024 1.00.66100001000140200000111100009002000010303	2.176.38517700000000000000000000000000000000000	71.061.239.051.221.000.261.475.357.2098.02.40
more than 500	5 or less	9.2 25.8 14.1 30.5	16.8 35.2 9.9 17.7	4.8 22.7 16.3 35.1	6.0 18.9 16.0 39.6	3.7 11.8 13.7 33.4	18.0 36.5 9.4 16.2	6.8 24.3 13.8 30.7	5.5 26.3 18.1 34.6	2.9 14.7 11.3 36.1	3.2 16.6 17.7 39.7	8.3 29.5 14.2 27.6	6.4 19.3 17.8 41.0	4.7 17.7 9.4 34.5	3.7 3 14.1 7 18.7 5 36.5 28	3.7 7.9 5.5 3.3



		All	Ail		Predom- inantly	2-Year	Colleges		4-Year	Colleges		Unive	rsities	Predomin	antiv
	All insti- tutions	2-Year Colleges	4-Year Colleges	All Uni- yersities	Black Colleges	Public	Private	Public	Private Nonsect.	Prot- estant	Catholic	Public	Private	Black Coll Public Pr	0005
Father's Education grammar school or less some high school	3.3 6.6 25.6 14.3 22.5 19.9	5.1 9.3 34.3 5.2 13.7 19.8 1.5	2.6 6.0 25.0 5.3 15.1 22.3 3.2 20.6	2.3 3.9 16.7 4.1 13.7 25.8 4.1 29.4	4.8 11.4 29.8 4.7 14.6 18.0 1.6	5.1 9.7 34.9 5.3 13.6 19.5 1.5	5.0 8.2 28.8 4.9 14.5 22.1 1.7	2.7 6.9 28.7 5.8 16.0 21.6 2.8 15.6	2.3 4.6 18.9 4.6 13.2 24.0 3.8 28.7	2.5 5.4 21.0 4.4 14.0 22.5 3.6 26.6	3.2 5.0 22.3 4.7 15.8 22.7 3.4 22.9	2.3 4.1 18.3 4.5 14.6 26.0 3.9 26.3	2.2 3.5 11.1 2.8 10.6 25.1 4.6 40.1	14.2 32.9 2 4.0 13.3 1 17.6 1	3.2 7.3 5.1 5.8 6.6 8.7 2.3
Father's Occupation (6) artist (including performer) businessman clergy or religious worker college teacher or administrator doctor or dentist education (secondary) education (elementary) farmer or forester health professional (non-M.D.). lawyer military (career) research scientist skilled worker semi-skilled worker laborer (unskilled) unemployed other	0.9 31.5 0.9 0.9 2.6 4.2 1.0 8.5 2.0 1.4 2.0 10.7 4.4 2.6 1.8 21.4	0.8 28.1 0.5 0.3 3.4 1.0 8.4 62.2 0.8 10.3 14.0 5.7 3.3 25.0	0.9 \$1.5 1.4 1.15 2.8 1.17 2.7 2.4 1.9 2.37 10.4 4.3 2.37 21.3	1.1 35.3 0.4 4.4 1.8 4.0 92.5 1.5 1.5 1.5 1.6	1.3 19.0 1.9 1.9 1.9 1.2 1.7 1.3 4.6 10.5 5.4 31.3	0.7 27.3 0.4 0.3 0.7 3.5 1.1 8.5 2.1 10.8 1.1 0.8 14.4 6.0 3.7 2.4 25.2	1.0 35.0 1.7 0.40 0.7 6.6 0.7 10.6 10.6 1.8 23.5	0.6 29.8 0.8 0.6 1.8 1.2 2.5 9.8 6.2 1.5 2.5 1.5 2.5 1.5 2.5 2.5 2.5 2.5 2.5 2.5 2.5 2.5 2.5 2	1.59 34.58 1.68 1.06 1.55 1.68 1.68 1.68 1.76	0.93 4.089 31.258 2.35 1.258 2.51 19.1	0.5 36.5 4.0 7.7 1.2 9.2 6.3 9.5 4.0 0.3 9.5 4.2 1.2	1.0 34.0 0.6 1.2 3.8 4.5 1.0 10.1 1.7 2.7 1.9 8.3 3.3 2.1 1.4	1.5 39.9 2.8.9 9.7 8.82 1.1 1.1 15.5	16.8 4 1.25 1.75 1.75 1.75 2.29 5.77 10.3 1 3.5	1.7 7.7 6.9 4.2 5.8 2.6 9.8 0.0 4.8 3.8 9.1
Father's Religious Preference Baptist. Buddhist. Congregational Eastern Orthouox Episcopal Islamic. Jewish. LDS (Mormon) Lutheran. Methodist. Presbyterian. Quaker. Roman Catholic. Seventh-Day Adventist. other religion. none.	12.3 0.6 1.3 0.5 0.5 4.3 0.5 0.5 4.3 0.3 5.7 5.2 36.4 0.3 5.4 9.8	10.6 0.5 1.0 1.16 0.4 3.7 6.1 8.2 4.7 42.9 55.9 4.0	16.466.945.3006.820.5300.642.82182.184	8.4 1.2 1.9 2.8 0.6 7.2 7.8 5.9 2.3 5.2 4.7 3.4	63.2 0.5 0.3 0.0 2.1 1.5 0.3 0.3 8.1 1.8 0.8 1.5,4 6.7 7.2	9.59 0.25 1.59 2.59 1.72 6.50 2.3 40.65 40.64 8.3	22.54 22.45 20.74 20.62 20.62 20.63 20	19.8 0.3 1.3 0.5 20.4 10.8 0.7 4.8 0.5 31.5 24.8 9.2	12.7492692250393629 0.692250393629 11.50393629	18.2 0.3 2.0 0.4 3.8 0.3 10.5 12.2 8.8 0.3 15.0 10.8 9 8.8	3.6 0.3 0.6 0.9 1.6 0.2 0.8 0.2 3.7 2.4 2.1 0.3 3.9 5.1	9.0 1.1 1.1 0.87 0.4 20.5 4.4 20.1 33.1 2.9 33.1 32.8	6.2 1.3 1.2 1.1 3.5 0.8 10.2 0.3 3.7 4.7 0.2 42.9 0.3 4.1 3.3	0.5 0.0 0.0 1.4 1.5 0.0 0.0 5.9 1 1.5 4.8 1.0 1.1	6.5 0.7 0.1 0.1 0.1 0.1 0.1 0.5 0.1 0.5 0.1 0.5 0.1 0.5 0.1 0.5 0.5 0.6 0.7 0.8 0.8 0.8 0.8 0.8 0.8 0.8 0.8

	All Insti- tutions	All A 2-Year 4-Y Colleges Colle		Predom- inantly Black Colleges	2-Year Public	Colleges Private	Public	Private	Colleges Prot- £31811	Catholic	<u>Unive</u>	rsities Private	Predomir Black Col Public P	lleges
Mother's Education grammar school or less	5.3 34.2 7.7 16.3 20.5	8.2 4 43.3 33 8.1 7 13.1 17 15.7 20	.5 7.4 .6 17.9 .8 25.7 .5 4.6	2.9 9.1 26.6 18.6 18.6 2.6	3.8 8.4 44.3 8.2 12.9 15.2 1.5 5.7	4.2 7.2 35.2 7.8 15.1 19.9 2.2	1.6 5.3 37.7 7.6 17.9 17.9 2.9 8.9	1.7 3.4 25.8 7.1 16.4 25.3 4.7 15.8	1.5 4.1 26.8 7.0 18.6 25.0 4.3 12.7	2.8 3.5 32.8 8.3 17.3 22.2 3.1	1.9 3.2 27.3 7.6 18.4 24.7 4.0	2.0 2.5 18.3 6.6 16.2 29.0 6.4	5.1 17.4 16.0 2.0	1.4 5.4 20.0 6.2 20.4 22.6 3.6 20.3
Mother's Occupation (6) artist (including performer) businesswoman. business (clerical) clergy or religious worker. college teacher or administrator doctor or dentist education (secondary) engineer farmer or forester health professional (non.M.O.). homemaker (full-time) lawyer nurse research scientist social/weifare/recreation worker skilled worker semi-skilled worker laborer (unskilled) unemployed.	14.1 10.4 0.4 0.5 7.3 0.3 17.5 7.3 17.3 7.9 1.5 2.9 16.5	13.6 13 11.1 10 0.1 0 0.2 0 0.3 0 2.7 5 4.8 7 0.3 0 1.8 1 18.7 16 0.2 0 0.4 0 1.8 1 18.7 16 0.2 0 1.8 1 18.3 16 0.2 0 0.3 0 1.8 1 18.3 16 0.2 0 0.3 0 1.8 1 1.8 2 7 0.1 1 0 1.8 2 7 0.2 0 0.3 0 0.4 0 0.5 0 0.6 0 0.7 0 0.8 0	9.6268423324553604445 5.3555282395381.62666.1	0.8 13.25 0.1 0.3 0.6 9.2 0.0 0.0 26.9 0.6 0.6 7.8 0.5 10.2 1.7 1.6 1.9 1.9 1.9 1.9 1.9 1.9 1.9 1.9 1.9 1.9	0.8 13.2 11.3 0.2 0.3 2.75 0.4 1.70 0.2 8.3 0.1 1.3 2.8 8.3 7.7	16.84245463407220254324 16.900036002503012316.4	1.2 13.6 11.6 0.3 0.4 4.9 7.1 0.4 1.9 16.1 0.2 7.9 1.3 2.3 3.0 1.8 6.2	2.999.224.8 8.00.7.863.329.66.7.00.322.29.11.13.2	23.94.84.89.24.06.42.1.9.85.83.6 2.13.80.0.5.90.0.27.0.1.1.2.1.5.6.16.16.16.16.16.16.16.16.16.16.16.16.1	1.6 12.5 10.1 0.4 0.5 4.7 0.4 1.7 20.3 1.8 2.6 6.4 18.4	2.1 15.1 10.2 5.6 3.3 3.3 16.4 6.2 6.1 15.6 17.0 17.0 17.0 17.0 17.0	3.79.21 15.79.21 1.47.9.21 20.79.47.55.94.3	7.8 0.0 0.1 0.3 9.3 0.1 0.7 8.9 0.3 7.4 0.5 2.8 0.8 8.3	1.19.2.25.91.5.80.1.39.3.39.4.6.3.2.8
Mother's Reilgious Preference Baptist. Buddhist. Congregational. Eastern Orthodox. Episcopal islamic. Jewish. LOS (Mormon) Lutheran. Methodist Presbyterian. Quaker. Roman Catholic. Seventh-Oay Adventist. other Protestant. other religion. none.	12.7 0.7 1.4 0.7 2.8 0.4 4.1 0.3 7.0 9.1 5.5 0.2 38.3 5.8 4.7	1.0 1 0.8 0 1.8 3 3.6 2 0.2 0 6.4 7 4.6 7 4.6 0 0.3 3 0.4 9 0.4 9 4.6 5	1.3 1.3 1.3 1.3 1.3 1.3 1.3 1.3	63.5 0.2 0.3 0.9 0.9 0.1 0.5 8.7 2.0 2.9 1.8 7.6	9.7 0.6 0.8 0.8 1.7 0.3 3.8 0.2 3.8 4.6 0.3 7 0.4 0.4 5.0 4.3 5.0	22.5.27.3.3.6.2.3.7.9.5.2.2.5.9.7.3.0.2.5.9.7.9.5.2.2.5.9.7.0.5.2.2.5.9.7.0.2.2.5.9.7.0.2.2.5.0.2.2.5.0.2.2.5.0.2.2.5.0.2.2.0.2.2.2.2	20.3 0.4 1.56 20.6 1.6 20.6 1.9 10.9 10.3 30.3 4.9 5	12.766985523 02.09405523 48.550 310.785.0	18.9 0.22.4 0.42.3 1.02 10.9 12.8 0.50 0.50 0.2 11.1 7.3	3.6 0.26 0.7 1.2 0.6 0.1 3.9 2.2 0.3 3.7 2.2 2.8	9.1.33 11.33 11.33 11.33 1.52 14.17 17.22 18.14 18.14 18.14	6113008939222293355 40437	0.1 0.2 0.0 2.2 0.9 0.0 0.0	56.5 0.3 0.5 0.2 0.2 0.1 12.4 0.4 70.7 3.3



	A	All	All		Predom- Inantly	2-Year Colleges		Private Prot-				<u>Universities</u>		Predom	ulnently
	All insti- tutions		4-Year Colleges		Black Colleges	Public	Private	Public	Private Nonsect	Prot- estant	Catholic	Public	Private	Black C Public	olleges
Reasons Noted as Very Important in Deciding to go to College become a more cultured person could not find a job gain general education get a better job improve reading and study skills learn more about things make more money nothing better to do nothing better to do parents wanted me to go prepare for graduate school wanted to get away from home	3.2 53.6	25.7 4.4 52.0 86.9 68.5 47.2 17.2 8.6	30.1 3.0 53.3 81.4 36.3 68.8 75.1 19.9 44.6 12.8	32.0 1.9 55.7 80.7 31.9 71.2 73.9 2.8 18.7 52.9	53.7 7.3 72.0 89.6 66.5 77.2 87.7 8.4 34.9 66.0 20.7	25.3 4.3 51.2 86.2 67.8 80.5 4.3 17.2 41.2 8.1	29.3 56.4 56.4 71.5 80.5 80.5 190.6 13.2	27.3 3.5 50.7 83.7 35.9 67.5 79.0 30.2 42.0 12.7	34.8 2.4 58.3 78.1 35.7 69.5 3.1 19.1 47.1	32.8 2.5 55.0 77.4 37.8 68.2 68.0 3.0 248.4 13.3	32.66155 55.6159.88674.86749.2	30.1 2.0 53.5 81.4 31.6 75.8 2.7 18.4 513.4	38.5 1.6 63.5 78.3 334.0 67.5 19.6 2.9 19.6 513.5	51.7 8.7 73.8 89.5 70.3 88.6 10.4 36.9 21.7	57.0 59.2 39.8 607.7 86.1 5.4 31.6 689.2
Reasons Noted as Very Important in Selecting This College advice of guidance counselor advice of teacher friend suggested attending good academic reputation good social reputation graduates get good jobs (7) not offered aid by first choice offered financial assistance offers special programs. recruited by athletic department recruited by college rep relatives wanted me to come	7.2 4.1 7.9 54.0 23.0 35.4 20.1 18.9 18.5 6.6 3.9 15.6	8.1 4.3 87.4 18.6 34.6 25.0 13.3 17.8 3.7 3.6 8 21.9	7.7 4.6 53.5 21.1 36.8 17.6 24.7 20.5 6.4 13.5	5.4 3.1 62.7 34.0 17.4 17.4 25.3	11.0 7.4 13.4 50.5 30.5 44.3 23.5 7.3 29.8 8.2 9.2 14.0	7.7 4.1 8.1 18.6 34.7 26.8 3.9 12.1 17.1 2.7 2.7 2.7 2.7	11.5 6.6 10.8 46.0 19.1 34.2 10.0 42.4 23.1 11.6 7.4 12.6	8.1 4.6 8.7 47.3 34.3 27.1 20.7 9.1 4.5 16.4	7.5.5.5.3.2.8.1.7.4.3.2.9.9.4.3.2.9.9.	5.7 3.9 56.8 5.3 55.0 17.6 96.7 10.1	7.72 8.28 605.57 625.77 6.86 315.32 14.32 15.4	52.6.7.2.5.0.5.2.5.2.9.i.0.5.2.5.2.5.2.5.2.5.2.5.2.5.2.5.2.5.2.5	7.0 4.3 66.0 728.0 45.9 42.4 21.7 5.5 57.8	13.0 8.7 15.6 37.1 237.4 30.3 7.9 349.3 9.7 10.8 14.1	8.4 5.3 10.3 693.6 334.2 13.7 26.9 5.8 14.3
Residence Preferred During Fall Term with parents or relatives other private home,apt,room college durmitory. fraternity or sorority house other campus housing other	15.1 32.7 36.0 8.2 5.6 2.4	28.0 35.1 23.3 6.4 4.2 2.9	11.3 32.3 38.7 8.4 6.7 2.5	7.5 30.8 44.8 9.6 5.6 1.7	8.7 47.2 27.8 5.9 7.9 2.4	29.8 35.3 22.1 5.9 4.0 2.9	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	8.4 26.9 46.7 9.1 6.9 2.0	13.6 23.6 45.8 7.3 7.8 1.9	8.1 33.7 40.7 10.5 5.3 1.8	5.7 21.2 58.9 6.4 6.4	8.9 45.4	8.5 49.6 29.2 4.1 6.7
Residence Planned During Fall Term With parents or relatives other p. ivate home, apt, room college dormitory fraternity or sorority house, other campus housing	30.2 7.2 58.3 1.1 2.6 0.6	58.4 13.1 24.6 0.4 2.6 0.9	16.9 3.7 75.2 1.2 2.6 0.4	16.0 5.3 74.1 1.7 2.5 0.4	9.6 9.2 76.5 0.6 2.9	62.1 14.2 19.7 0.4 2.6 1.0	26.0 3.3 67.2 0.7 2.3 0.5	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 2.0 86.6 2.1 1.4 0.1	27.2 2.7 67.8 0.5 1.6 0.2	17.5 5.8 71.9 2.1 2.3 0.4	10.6 3.3 81.9 0.6 3.3 0.3	9.5 9.5	9.8 8.7 76.7 0.6 3.5 0.7



		Ali	All		Predom- inantly	2-Year Colleges						Universities		Predor	ninantly
	All Insti- tutions		4-Year Colleges		Black Colleges	Public	Private	Public	Private Nonsect	Prot-		Public	Private		olleges
SOURCES FOR EDUCATIONAL EXPENSES															
Received Any Aid From parents or family	77.8 1.1 56.4 28.8 17.7 22.3 2.2 13.9 5.9 18.9 3.7 19.6 6.6 2 5.1 2.6	68.47 50.73 21.80 3.79 63.82 132 63.83 132 63.84 182 542	79.9 1.1 56.2 29.8 18.7 2.1 16.1 4.2 11.1 7.5 24.3 4.7 22.1 2.8 4.7 2.6 5.6	85.9 0.77 63.7 33.8 19.6 11.3 10.2 6.5 19.8 17.5 26.8 17.5 4.9 2.5	70.7 38.4 311.8 321.8 5.7 32.7 7.4 2.9 4.1 5.7 4.1 5.7 4.1 5.7 4.1 5.7 4.1 5.7	67.4 1.4 50.4 24.2 10.1 13.0 29.4 13.0 25.8 8.5 7 3.6 17.6 1.9 3 4.5	82.0 53.0 53.0 251.0 19.9 14.0 21.1 25.8 7.3 1	75.0 1.2 53.3 27.7 20.4 14.4 2.4 4.0 16.4 3.2 15.9 2.0 4.5 2.0 4.2	88.0 59.3 31.5 2.0 15.8 2.0 16.3 11.6 10.1 28.5 29.3 3.7 7.4 3.2	85.0 59.6 29.6 15.2 21.7 19.5 44.3 8.7 3.3	83.7 62.3 31.5 222.3 1.65 15.4 11.7 11.7 10.6 31.7 96.5 3.0	84.7 64.2 33.6 18.1 10.9 10.7 10.2 16.2 9.8 14.9 2.1 1.5 4.2	89.9 0.8 0.2 34.0 11.0 12.3 10.7 14.4 32.7 13.1 26.8 39.2 96.2	63.29 37.48 20.81 17.63 7.41 8.77 13.06 6.38 24.89 55.72 3.00	83.3 401.5 401.5 19.6 10.6 10.6 11.4 831.4 15.4 15.4 15.4 15.4 15.4 15.4 15.4 1
Received \$1,500 or More From parents or family	53.3 0.4 9.1 50.9 1.5 0.9 1.7 0.2 2.5 1.7 0.2 2.3 7.4 6.7 2.6 1.1	39.4 7.1 4.4 9.0 9.8 9.7 9.7 9.9 1.5 9.0 9.0 1.5 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0 9.0	55.42.8 9.42.8 9.50.8 10.63.66.23.24.45.66.9.9.2 1.22.3.8.56.9.9.2	66.9 0.3 11.3 7.5 1.5 0.4 2.1 0.4 10.2 3.9 7.1 0.7	40.5 0.7 2.7 2.2 1.3 1.1 9.8 1.2 0.9 62.1 2.6 11.9 0.8 11.9 2.5 1.2	37.3 6.6 4.1 02.0 96.6 0.5 0.5 0.5 0.5 0.0 1.4 2.5 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0	59.1 0.7 11.1 0.6 1.8 0.6 3.9 0.3 6.0 2.0 10.2 1.9 3.8	40.8.1.5.5.9.6.1.4.5.2.7.3.7.0.3.7.0.9.1.0.9	72.5 0.4 11.0 7.7 1.3 0.9 3.3 1.1 19.0 9.2 13.4 1.0 5.18 1.7	63.324 9.483 9.6.83 10.22 4.883 0.73 4.32 12.57 6.33 1.6	64.8 0.3 11.8 7.4 1.9 0.3 0.3 0.3 22.7 3.0 12.9 0.8 4.7 3.6	63.3 10.4 6.8 91.4 0.3 10.3 10.4 10.4 10.3 10.4 10.4 10.4 10.4 10.4 10.4 10.4 10.4	79.6 0.4 14.3 10.0 4.3 1.7 0.4 3.1 1.0 24.7 6.5 13.2 1.4 6.3 4.3	31.2 1.0 3.1 1.9 1.5 11.1 1.7 1.1 3.9 1.57 10.7 1.47 1.47	56.2 0.2 0.8 2.9 0.6 7.4 10.8 10.3 11.0 2.8 11.0 2.8 11.0 2.8
Concern about Financing College no concernsome concernmajor concern	42.1 45.9 11.9	41.5 46.6 11.9	42.2 45.6 12.2	42.8 45.6 11.6	30.7 50.2 19.0	41.2 47.0 11.9	43.7 43.8 12.5	44.6 44.3 11.1	40.0 46.0 14.0	38.7 48.5 12.7	36.9 49.1 14.0	43.0 45.5 11.5	42.2 45.7 12.1	31.3 50.3 18.5	29.9 50.2 19.9



	Att 11	All	All		Predom- inantly	2-Year	Colleges			Colleges		Unive	rsitles_	Predom	
	All Insti- tutions	2-Year Colleges		All Uni- versities	Black Colleges	Public	<u>Private</u>	Public	Private Nonsect	Prot- estant	Catholic	<u>Public</u>	<u>Private</u>	Black C	olleges Private
Students Estimate Chances Are Very Good That They Will be elected to an honor society. he elected to student office. be satisfied with college. change career choice. change major field drop out permanently fail one or more courses. fird job in own field. get bachelor's degree. get job to pay college expenses. get tutoring in some courses. graduate with honors. join social frat or sorority. make at least "B" average. marry while in college.	7.5 3.6 46.4 11.4 13.4 1.0 1.6 67.6 70.4 31.2 13.2 16.0 42.1 3.0	5.2 3.2 40.6 11.4 1.7 65.7 58.9 30.3 10.4 36.1	7.4 3.9 45.5 11.5 13.1 1.0 1.3 72.8 31.3 12.9 17.2 39.8 3.3	10.0 3.6 53.6 14.2 16.1 0.6 1.5 70.2 80.0 33.5 16.8 20.6 51.7 2.6	13.4 8.0 40.1 8.3 9.1 2.3 1.7 2.0 68.0 72.0 26.3 23.5 20.7 26.0 40.0 3.5	5.3 3.2 40.9 11.5 1.5 1.4 65.8 59.4 31.8 10.5 10.3 37.2	4.7 3.4 40.8 8.9 1.3 1.4 64.8 54.9 24.3 10.0 11.1 27.6	6.3 3.4 41.3 10.9 13.0 1.1 1.3 67.7 70.2 30.3 11.2 16.4 35.7	9.0 4.8 52.5 11.3 1.0 1.3 67.9 78.1 32.2 10.8 16.1 18.4 46.2	9.0 4.8 49.7 13.9 0.9 1.3 1.5.1 74.7 33.2 10.1 14.1 20.0 41.8	7.3 4.0 48.4 12.1 1.1 1.0 66.8 71.9 36.1 13.3 14.7 46.5 2.3	9.2 3.3 51.4 14.1 16.3 0.6 1.0 70.1 79.2 33.0 9.8 16.0 20.4 50.2 2.8	12.7 4.6 61.7 15.3 0.6 01.2 70.4 82.6 35.3 19.8 21.3 57.0	11.1 6.6 34.3 9.3 3.0 1.9 63.2 63.8 24.7 17.4 24.7 30.7	16.8 10.2 48.3 7.26 1.55 8.3 1.55 74.6 28.5 74.6 225.7 227.2
marry within a year after coll need extra time for degree participate in student protests. play varsity athletics seek individual counseling transfer to another college work at outside job work full-time while attending Objectives Considered to be	12.3 6.6 4.9 19.8 3.1 4.2 11.3 16.7 3.5	11.2 5.9 3.3 16.4 2.8 3.4 16.6 20.3 5.1	14.2 6.5 5.4 26.1 3.5 4.3 11.0 15.0	11.0 7.6 5.9 14.8 3.0 5.2 5.7 15.2 2.1	12.7 10.7 10.6 24.9 9.3 72.4 13.3 4.8	11.1 5.9 3.3 14.9 2.7 3.4 16.5 21.1 5.5	12.7 6.1 3.7 28.5 3.7 3.1 17.7 13.8 2.5	15.1 7.1 4.3 23.0 3.5 3.9 12.6 16.0 3.4	11.6 5.9 8.1 26.4 3.5 5.0 8.1 12.8 2.7	16.3 5.6 5.6 35.6 3.5 4.5 10.3 12.3 2.3	11.2 5 4.6 30.4 4.3 9.0 19.2 2.8	11.6 8.4 5.4 13.7 2.9 5.0 6.3 16.0 2.3	8.9 4.8 7.4 18.7 3.3 5.7 3.7 12.4	13.5 11.4 7.6 26.3 11.4 7.2 14.6 12.9 5.1	11.7 9.8 14.8 22.9 6.4 7.3 9.3 13.9
Essential or Very Important (7) achieve in a performing artbe authority in my fieldbe expert on finance/commercebe successful in own businessbe very well off financiallycreate artistic workdevelop philosophy of lifeget marriedhave admin responsibilityhelp others in difficultyinfluence political structureinfluence social valuesjoin org like Peace Corps/VISTA.keep up to date with politicsobtain recog from colleaguesparticipate in community action.promote racial understandingraise a family	9.8 73.6 32.0 56.8 77.8 11.9 49.4 42.9 46.3 38.2 56.3 18.8 29.8 29.8 15.6	8.4 71.8 79.8 79.8 79.1 43.5 41.7 128.0 293.9 724.6 140.3	10.5 73.7 32.6 56.7 12.0 51.3 48.5 48.5 48.2 20.9 46.4 560.9 39.9 67.0 13.2 67.0 13.3 13.1	10.8 75.8 57.2 10.8 57.2 10.8	14.4 81.3 47.7 73.2 86.0 15.6 61.4 54.2 61.4 44.8 67.2 68.9 71.4 19.5	8.2 71.3 30.7 580.0 11.3 42.4 42.0 163.3 42.7 29.5 53.6 123.9 64.9 14.9	10.4 74.1 31.8 668.5 15.3 165.3 48.4 48.4 48.6 29.8 60.0 29.8 60.0 29.9 10.9	9.1 74.1 7579 11.0 645.4 45.7 19.3 55.8 45.4 129.3 11.6	11.7 73.7 28.6 73.7 15.8 73.5 54.8 73.5 54.8 7.5 44.5 21.2 44.5 21.2 67.0 7	11.2 72.8 53.47 640.4 53.3 40.3 4521.3 4521.4 4521.4 11.4	9.0 73.8 37.6 609.1 10.8 50.6 47.3 50.9 22.3 7.1 41.9 220.3 70.9 12.2	10.1 75.7 32.4 55.1 12.1 52.1 52.1 52.1 46.4 21.6 43.8 60.3 18.5 67.1 19.8	11.7 752.3 573.5 711.9 574.8 711.8 574.8 71.8 71.8 71.8 71.8 71.8 71.8 71.8 71	16.4 179.4 179.4 179.4 173.1 164.6 179.4 179.2 179.4 179.2 179.2 179.4 179.2 179.4 1	11.8 83.3 739.0 667.3 13.0 667.3 51.0 51.3 51.3 51.3 51.3 777.2 14.1

	All Imak	All	All		Predom- inantly	2-Year Colleges		Private Prot-				Universities			ninantly
	All Insti- tutions	2-Year Colleges		Ali Uni- versities	Black Colleges	Public	Private	Public	Private Nonsect.		Catholic	Public	Private	Black C Public	Private
Political Views far left liberal middle of the road conservative far right	20.5 49.5 24.8	2.7 17.6 56.0 21.0 2.7	2.8 21.2 47.8 25.7 2.5	2.3 22.9 44.5 27.9 2.4	5.6 27.7 45.1 19.3 2.2	2.7 17.6 56.1 20.8 2.8	2.7 17.5 55.2 22.1 2.6	2.7 20.0 50.7 24.3 2.2	3.3 24.8 43.3 26.1 2.6	2.9 20.9 42.7 30.4 3.1	2.0 20.3 49.0 26.3 2.4	2.3 22.9 45.7 26.7 2.3	2.5 22.7 40.1 31.9 2.7	5.9 23.7 47.1 20.6 2.7	5.3 34.0 42.0 17.3 1.4
Agrees Strongly or Somewhat abolish death penalty	56.83 562.97 67.78 69.39 60.01	18.8 55.55.0 18.2 19.5 19.	19.9 56.2 57.2 68.1 70.6 57.2 681.6 57.2 75.6 457.3 55.3 61.6 63.3 72.0 31.2	20.07 455.51 617.10 569.12 617.77 617.72 617.72 617.73 617.73 617.73 617.73 617.73 617.73	34.6 58.8 647.0 773.8 762.2 746.2 746.2 70.0 622.5 602.5 602.5 61.1 9	18.5 51.7 79.2 73.1 71.5 65.2 65.3 36.7 72.0 48.3 65.0 21.0 48.3 65.3 65.3 75.3	21.7 566.06 57.7 67.3 681.3 563.6 571.3 681.3 683.6 68	18.2 56.2 57.3 77.5 77.5 55.9 61.5 48.9 53.6 48.9 73.4 73.4 73.4 73.4	22.447567.33677.33667.33667.35860.377662.677.35976.377667.359.669.377669.579.669.57	21.0 50.9 55.6 64.0 4.2 55.8 55.1 7.2 4.8 6.0 9.4 4.7 15.1 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.5 5.	23.7 56.7 57.0	18.9 63.8 48.8 551.5 55.3 67.1 682.7 57.6 678.8 54.6 724.6 724.6 723.3 67.8 67.8 67.8 727.8	25556165664755.104026825188 2555565685552572555543662	35.0 56.5 56.5 56.7 77.6 68.3 773.3 30.4 86.8 26.8 54.8 54.8 54.8 46.3	34.0 63.7 577.2 63.7 68.5 74.0 850.5 850.5 872.1 850.2 720.1 850.2 720.1 850.2 720.1 850.2 720.1 850.2 720.1 850.2 720.1 850.2 720.1 850.2 740.2
Permission to Use Student I.D. yes		73.3 26.7	77.4 22.6	78.3 21.7	78.3 21.7	72.7 27.3	78.5 21.5	78.3 21.7	77.4 22.6	78.6 21.4	68.0 32.0	80.2 19.8	70.4 29.6	81.7 18.3	71.0 29.0

#### Notes

- 1. Percentages will sum to more than 100 if any students check more than one category.
- 2. Because no Black two-year colleges participated in the 1998 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. 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 recommended due to change in item order.



			All	All		Predom- inantly	2-Year	Colleges		4-Year	Colleges	<u>.</u>	Unive	rsitie <del>s</del>		ninantiy
		All Insti- tutions		4-Year Colleges	versities	Black Colleges	Public	Private	Public	Private Nonsect.	Prot- estant	Catholic	Public	Private		Private
	Year Graduated from High school 1988	1.9 0.7 2.0 1.6	86.5 3.0 1.4 4.7 4.0 0.5	97.2 1.5 0.3 0.6 0.3 0.0	98.6 0.9 0.2 0.2 0.0	95.6 2.7 0.6 0.8 0.2 0.0	85.3 3.0 1.5 5.3 4.5 0.5	94.6 3.2 0.5 0.9 0.7 0.1	97.0 1.7 0.4 0.7 0.3 0.0	97.7 1.5 0.2 0.3 0.2 0.1	96.8 1.5 0.3 0.8 0.5	98.2 1.0 0.3 0.4 0.1 0.1	98.6 0.9 0.2 0.3 0.1	99.0 0.7 0.1 0.1 0.0 0.1	95.1 3.0 0.7 1.0 0.2 0.0	96.5 2.2 0.5 0.5 0.2 0.1
	Age on December 31, 1988 16 or younger 17. 18. 19. 20. 21-24. 25-29. 30-39. 40-54. 55 or older.	1.3 1.3 0.9 1.2 0.3	0.2 3.2 69.1 16.1 2.4 3.1 2.2 0.7	0.0 2.6 79.6 16.1 0.8 0.4 0.2 0.3 0.1	0.1 3.4 81.2 14.6 0.5 0.2 0.1 0.0	0.1 4.6 75.5 17.0 1.6 0.9 0.1 0.1 0.0	0.2 3.3 68.7 15.3 2.4 2.5 3.3 0.8	0.0 2.3 71.8 22.3 2.0 0.7 0.1 0.5 9.2	0.0 2.3 80.2 15.6 0.8 0.4 0.2 0.3 0.1	0.1 3.7 79.9 15.1 0.8 0.3 0.1 0.0	0.1 2.4 76.5 18.8 0.9 0.4 0.3 0.5 0.2 0.0	0.1 2.6 80.0 16.2 0.6 0.3 0.1 0.0	0.1 3.1 81.0 14.9 0.5 0.2 0.1 0.1 0.0	0.1 4.3 81.7 13.3 0.4 0.1 0.0 0.0	0.1 4.0 73.1 19.6 1.8 1.2 0.1 0.2 0.1	0.1 5.8 79.5 12.6 1.2 0.6 0.1 0.0
}	Racial Background (1)(2) White/Caucasian Black/Negro/Afro-American American Indian Asian-American/Oriental Mexican-American/Chicano Puerto Rican-American other	81.9 10.7 0.8 2.5 2.0 1.5 2.2	81.7 8.1 0.7 1.7 2.6 3.2 3.1	81.0 15.0 0.9 1.6 1.2 0.6	83.6 7.2 0.9 5.4 2.5 0.6 2.0	1.6 97.8 1.3 0.3 0.1 0.4 1.1	80.8 8.4 0.7 1.8 2.7 3.5 3.3	87.9 6.5 0.9 1.1 2.2 0.7 1.8	79.4 17.5 0.9 1.1 0.9 0.5 1.3	80.8 13.3 0.9 3.2 0.6 1.1 2.3	83.3 14.2 0.9 1.3 0.7 0.2	87.4 3.8 0.8 2.0 4.6 1.2 2.4	83.5 7.7 1.0 4.9 2.7 0.5 1.8	83.9 5.3 0.7 7.3 1.7 1.0 2.7	2.1 96.9 1.0 0.4 0.1 0.4 1.1	0.8 99.3 1.8 0.1 0.1 0.3
	Average High School Grades A or A+	20.1	5.5 8.2 18.0 29.1 16.1 14.2 8.4 0.6	12.5 14.5 20.5 25.6 12.4 9.3 5.0	21.5 20.5 22.3 22.0 8.1 3.9 1.6 0.0	4.7 5.2 13.3 22.4 17.5 21.0 15.1 0.8	5.8 8.7 19.0 30.0 16.0 13.1 7.0 0.5	3.6 5.1 11.3 22.6 16.6 21.7 18.0	10.8 12.9 19.8 26.6 13.2 10.8 5.8 0.2	14.9 16.5 21.1 23.4 12.0 7.9 4.2 0.1	16.2 16.5 20.8 23.7 10.9 7.5 4.3 0.1	11.4 17.0 24.1 27.3 10.8 6.2 3.2 0.1	19.7 19.5 22.3 23.4 8.8 4.4 1.8 0.0	28.8 24.3 22.3 16.9 5.3 1.8 0.6	3.0 3.3 10.5 21.8 17.9 23.8 18.6	7.6 8.4 18.0 23.6 16.8 16.1 9.2
	Have Met or Exceeded Recommended Years of Study in (3) English (4 years)	95.2 90.3 80.3 43.8 36.3 99.0 53.8 70.6	92.3 84.3 71.8 37.8 32.2 98.4 50.3 70.6	96.1 91.9 80.9 43.9 37.6 99.3 56.0 70.2	98.3 96.6 91.9 52.6 40.4 99.5 55.3 71.5	96.5 88.3 67.5 32.9 30.9 99.0 48.5 68.2	91.9 83.9 72.0 38.4 32.4 98.4 51.0 70.8	95.3 86.9 70.5 33.7 30.8 98.4 45.2 69.1	95.0 90.5 76.0 40.7 37.6 99.2 56.4 67.2	91.0 50.6 37.5 99.5 54.5	96.3 92.0 81.2 45.2 38.2 99.2 54.8 74.5	97.8 94.2 90.6 47.7 36.7 99.4 59.2 71.9	98.1 96.1 90.7 51.4 40.6 99.5 54.1 71.0	98.9 98.5 96.9 57.2 39.6 59.8 73.4	95.7 85.4 60.4 31.9 28.2 99.2 44.4 69.0	98.0 93.2 79.7 34.7 35.5 98.6 55.3 66.8



		All Impal.	All	All	AU 15-1	Predom- inantly	2-Year	Colleges		4-Year	Colleges	<u> </u>	Unive	rsities		ninantly
		Ali insti- tutions	2-Year Colleges		All Uni- versities	Black Colleges	Public	Private	Public	Private Nonsect	Prot- estant	Catholic	Public	Private		Private
	Estimated Parental Income less than \$6,000 \$6,000 - \$9,999 \$10,000 - \$14,999 \$15,000 - \$19,999 \$20,000 - \$24,999 \$25,000 - \$29,999 \$30,000 - \$34,999 \$35,000 - \$39,999 \$40,000 - \$49,999 \$50,000 - \$74,999 \$50,000 - \$74,999 \$75,000 - 99,999 \$100,000 - 149,999 \$150,000 or more	4.3 3.4 66.0 7.3 7.3 9.0 12.0 11.1 10.1 4.0	6.4687.365.99.49110.037.31	3.26.0.23 5.6.0.23 7.3.3.2.2.4 11.7.2.1.8 3.8	2224.3 5.7 7.60 11.1 12.1 13.9 6.9	13.0 7.5 10.8 10.8 9.3 9.1 8.5 7.3 6.7 6.0 2.2 0.8	6.9 4.77 7.3 8.7 8.6 10.6 12.1 10.1 7.18 1.9	3.1 4.3 7.0 7.9 7.7 9.2 10.3 8.5 5.0 6.1	4.5 3.4 56.4 7.3 7.6 10.1 12.0 10.6 52.5 1.6	2.55 4.88 6.3 6.1 7.3 10.66 10.5 11.43 7.3	4.0 3.5 6.3 8.6 8.7 9.4 11.5 6.0 9.6 4.2	23.0 55.9 6.9 7.9 10.6 83.3	2.3 2.4 4.6 6.0 6.0 8.4 12.4 13.9 8.5 5.2	1.5 1.3 2.8 3.2 4.1 6.5 9.0 11.9 11.9 13.6	15.3 7.6 10.4 11.5 8.8 9.8 7.7 6.6 5.2 1.1	9.5 7.3 10.8 10.1 8.9 6.3 6.3 7.3 3.8 5 1.2
	Status of Parents Ilving with each other divorced or separated one or both deceased	70.8° 23.2 6.0	67.9 24.0 8.0	71.6 23.2 5.2	73.8 22.1 4.2	42.9 47.4 9.7	67.4 24.2 8.4	71.4 23.1 5.5	70.6 23.9 5.5	70.3 24.7 5.0	73.2 22.2 4.6	78.1 17.1 4.8	72.8 23.0 4.2	77.7 18.4 3.9	43.2 46.8 10.1	42.5 48.4 9.0
}	Number of Older Brothers none one two three or more	51.3 31.6 10.7 6.4	45.3 34.6 12.0 8.1	53.5 30.3 10.3 5.9	56.3 29.2 9.7 4.7	51.3 28.3 11.3 9.1	45.1 34.5 12.0 8.4	46.4 35.2 11.7 6.7	53.5 30.2 10.2 6.1	54.9 30.8 9.7 4.6	54.6 29.8 10.1 5.5	48.5 30.7 12.3 8.4	56.1 29.3 9.8 4.8	57.3 28.9 9.7 4.1	49.8 29.0 12.0 9.2	53.9 27.2 10.1 8.8
	Number of Older Sisters none one two three or more	54.9 29.5 10.0 5.7	49.6 32.1 11.3 7.0	57.2 27.8 9.6 5.3	58.5 28.4 8.7 4.4	53.7 25.8 11.1 8.4	49.4 32.1 11.4 7.0	51.2 31.5 10.7 6.6	56.7 27.6 10.0 5.8	58.8 28.4 8.8 4.0	59.2 27.7 8.7 4.4	53.2 28.6 10.8 7.4	58.2 28.5 8.8 4.5	59.8 28.0 8.3 3.9	52.2 27.3 11.0 9.6	56.2 26.1 11.4 6.3
	Number of Younger Brothers none one two three or more	55.0 34.8 8.0 2.2	51.5 35.8 9.8 3.0	56.6 34.3 7.2 2.0	57.3 34.1 7.0 1.6	57.7 31.1 9.0 2.3	50.7 36.0 10.2 3.1	56.7 34.6 6.9 1.8	56.8 34.3 6.9 2.0	57.1 34.1 7.2 1.6	56.3 34.2 7.6 1.8	54.0 34.6 8.6 2.9	57.3 34.1 7.0 1.6	57.2 34.1 7.1 1.6	58.1 30.3 9.3 2.2	56.9 32.3 8.5 2.4
	Number of Younger Sisters none one two three or more	57.7 32.1 7.7 2.6	54.3 34.0 8.2 3.4	59.0 31.1 7.7 2.2	60.2 30.9 6.9 2.0	57.0 30.6 8.7 3.7	53.6 34.5 8.4 3.5	59.7 30.5 .7.0 2.9	58.8 31.2 7.7 2.3	60.0 31.0 7.1 1.8	59.7 30.5 7.8 2.0	56.1 32.2 8.6 3.1	60.4 30.8 6.8 2.0	59.6 31.1 7.4 1.9	56.4 31.0 8.5 4.1	58.0 29.9 9.1 3.1
	Twin Status no yes - identical yes - fraternal	98.2 0.7 1.0	98.1 0.9 1.0	98.2 0.7 1.1	98.5 0.5 1.0	97.8 0.8 1.4	98.1 0.9 1.0	98.1 0.9 1.0	98.3 0.6 1.1	98.0 0.7 1.3	98.3 0.6 1.1	98.3 0.7 1.0	98.5 0.5 1.0	98.5 0.6 0.9	97.9 0.7 1.4	97.7 0.9 1.4

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		All	All		Predom- Inently	2-Year Colleges		Private Prot-				Unive	raitles		ninantly
	All Insti- lutions	2-Year Colleges	4-Year Colleges		Black Colleges	Public	Private	Public			Catholic	<u>Public</u>	Private	Public	Private Private
Activities Engaged in by Student During the Past Year	01: F		26.5												
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 religion (4) discussed sex (4) discussed sports (4) drank beer drank wine or liquor felt depressed (4) participated in demonstrations smoked cigarettes (4) spoke other language at home (4) stayed up all night studied with other students tutored another student used a personal computer (4) was a guest in teacher's home was bored in class won varsity letter in sports worked in political campaign	34.866.65.15.15.165.15.165.15.165.15.165.165	82.7 34.2 511.4 62.8 10.8 124.2 660.4 20.7 20.7 20.7 18.0 89.1 26.9 89.6 89.6 89.6 89.6 89.6 89.6 89.6 8	86.7 34.8 56.2 67.7 67.7 20.8 40.2 39.6 67.6 90.2 81.6 90.2 39.6 427.3 96.2 99.2 99.2 99.2 99.2 99.2 99.2 99.2	8367.956027415053230632203634.50532206334.505571.79956027415053230632203397410.3	91.6 91.6	82.29842570465449225.60682.499.5333.733.732.6682.499.255.33371.732.6682.499.255.33371.732.6682.499.255.33371.732.6682.499.255.33371.732.6682.499.255.33371.732.6682.499.255.33371.732.6682.499.255.33371.732.6682.499.255.33371.732.6682.499.255.33371.732.6682.499.255.33371.732.6682.499.255.33371.732.6682.499.255.33371.732.6682.499.255.33371.732.6682.499.255.33371.732.6682.499.255.33371.732.6682.499.255.255.255.255.255.255.255.255.255.2	86.6.99.0.5.4.7.7.7.96.6.4.96.3.5.2.4.6.8.4.3.5.6.6.9.9.8.2.4.3.8.6.6.9.6.3.5.2.4.6.8.4.3.8.6.6.9.6.3.5.2.4.6.8.4.3.8.6.6.9.6.4.9.6.3.5.2.4.6.8.4.3.8.6.6.9.6.3.5.2.4.6.8.4.3.8.4.3.8.4.8.8.8.8.2.2.3.9.4.8.8.8.8.8.2.2.3.9.4.8.8.8.8.8.8.8.8.8.8.8.8.8.8.8.8.8.8	86.6 36.9 58.1 67.1 13.3 228.1 57.6 81.3 89.8 89.8 896.9 419.0	82.0545.0185.2988.2888.229.73.00188.2888.80.657.30.0188.2888.80.657.30.0188.2888.80.657.35.00188.2888.80.657.35.00188.28888.80.657.35.00188.80888.80888888888888888888888888	90.8 30.0 40.0	91.1 426829364421639393565550 1657.6.366.386.39393565550 8296.550	83.7.5 59.27.5.7.5.4.1.4 83.87.7.2.4.6.4.1.7.0.3.2.7.7 83.2.4.6.4.1.7.0.3.2.7.7 83.2.4.6.4.1.7.0.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.7.2.4.6.4.1.7.0.3.2.7.7.3.2.7.7.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.7.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.3.2.7.7.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.2.4.6.4.1.7.0.3.2.7.7.2.4.6.4.4.1.7.0.3.2.7.7.2.4.6.4.4.1.7.0.3.2.7.7.2.4.6.4.4.1.7.0.3.2.7.7.2.4.6.4.4.1.7.0.3.2.7.7.2.4.6.4.4.1.7.0.3.2.7.7.2.4.6.4.4.1.7.0.3.2.7.7.2.4.6.4.4.4.7.0.3.2.7.7.2.4.4.4.4.7.0.3.2.7.7.2.4.4.4.4.7.0.3.2.7.7.2.4.4.4.4.7.0.3.2.7.7.2.4.4.4.4.4.7.0.3.2.7.7.2.4.4.4.4.4.7.0.3.2.7.7.2.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4	850.68771221324461590226280 850.8771221324461590226280 850.8771324461590226280	90.17 52.79 52.19 64.87 28.30 28.65 28.61 22.88 40.65 49.88 45.11 49.82 29.82 49.82 49.83	946.3.0.409888950466606263085 8885303224468024588853032284125
Racial Comp. of High School completely white	57.6	15.2 56.5 20.3 6.0 2.0	17.0 56.2 18.1 6.6 2.1	13.5 61.6 18.2 5.7 1.0	2.2 27.8 31.4 26.0 12.6	15.2 56.6 20.0 6.1 2.1	15.3 55.3 22.6 5.3 1.5	18.5 52.9 19.4 7.1 2.1	12.3 62.6 16.7 6.3 2.0	16.9 56.5 18.2 6.0 2.4	17.1 63.9 12.7 5.1	13.8 60.4 18.8 6.0	12.4 66.2 15.7 4.7 0.9	1.7 26.0 35.8 25.4 11.0	3.0 30.7 24.0 27.1 15.3
Racial Comp. of Heighborhood completely white	41.1	43.5 39.2 5.6 6.9 4.8	41.9 39.0 6.6 7.2 5.3	38.2 47.4 6.4 5.5 2.6	3.0 15.7 15.6 34.7 31.1	42.9 39.3 5.5 7.3 4.9	47.1 38.0 6.3 4.4 4.2	42.9 36.8 6.6 7.9 5.9	37.6 43.7 7.1 6.9 4.6	41.8 40.1 6.4 6.6 5.1	45.4 42.0 5.5 4.3 2.7	38.5 46.9 6.3 5.6 2.7	36.7 49.6 6.8 4.9 2.0	2.6 15.1 16.3 34.2 31.8	3.6 16.6 14.3 35.4 30.0
Number of Honors Courses Taken In High School none one	49.9 12.3 37.8	65.8 11.2 23.0	46.7 13.6 39.8	32.3 11.9 55.8	53.9 14.9 31.2	65.1 11.1 23.8	70.6 11.8 17.6	50.5 13.3 36.2	38.1 13.8 48.1	44.3 13.6 42.2	45.1 14.5 40.4	35.2 12.0 52.7	20.8 11.5 67.7	59.6 15.7 24.7	44.5 13.7 41.8
Number of Advanced Placement Courses Taken in HS none two or more	62.4 17.0 20.6	77.4 11.7 10.9	60.2 18.6 21.3	45.3 21.8 32 9	66.3 17.2 16.5	77.2 11.7 11.1	78.9 11.2 9.9	64.4 16.8 18.9	50.6 21.5 27.9	57.6 19.5 22.9	58.6 21.9 19.5	48.1 21.6 30.2	34.4 22.4 43.2	70.2 15.9 13.9	59.9 19.3 20.8



	401.4	All	All		Predom- inantiy	2-Year Colleges						Universities		Predo	minantly
	tutions	2-Year Colleges		All Uni- yersitles	Black Colleges	<u>Public</u>	Private	Public		Prot- estant	Catholic	Public	Private	Black	Colleges Private
Student Rated Self Above Average or Highest 10% in															
academic ability. srtistic ability. competitiveness. drive to achieve. emotional health. learn foreign languages. leadership ability. mathematical ability. physical health. popularity. popularity with opposite sex. public speaking ability. self-confidence (intellectual). self-confidence (social).	51.9 52.5 42.19 64.6 64.6 346.9 346.6	32.6 18.6 34.4 50.5 37.3 225.3 30.7 31.2 30.3 30.3	55.2.3.0.0.4.2.5.9.8.4.1.6.5.2.1.3.48.3.6.5.5.2.1.3.48.3.6.5.5.2.1	74.8 27.9 53.5 757.6 457.3 457.3 441.4 457.4 457.4 457.4 457.8 457	37.5 15.5 36.8 663.1 30.8 51.5 23.6 41.6 42.8 32.9 50.4 40.0	33.3 18.1 34.1 50.5 43.2 26.8 23.3 42.8 30.1 130.7 130.9 33.7	27.7 22.2 36.2 50.1 20.0 41.0 48.7 34.4 21.9 31.6	51.9 19.9 42.7 50.2 33.6 48.2 37.8 48.2 26.8 48.3 36.8 48.3 37.8	60.8 30.7 44.7 663.7 539.5 35.1 539.6 37.5 32.0 48.1 46.8	60.69 43.59 65.73 365.22 348.17 348.17 40.0	57.4 23.9 50.3 42.5 50.4 48.0 48.3 44.3 44.3 44.3 41.4	737.0 10.1 10.1 14.3 19.1 19.1 19.7 19.7 19.7 19.7 19.7 19.7	810.6 666.1 789.6 509.4 809.4 809.4 809.4 809.6 809.4 809.6	29.4.466650.529.5.7.1.195.7.5	517.28 51
Prior Credit at This Institution noyes	96.2 3.8	95.3 4.7	96.7 3.3	96.7 3.3	94.3 5.7	95.4 4.6	94.8 5.2	96.4 3.6	97.1 2.9	97.4 2.6	96.9 3.1	96.7 3.3	96.6 3.4	93.5 6.5	95.6 4.4
This College is Student's first choicesecond choicethird choiceless han third choice	68.3 23.4 5.4 3.0	69.6 21.6 5.1 3.7	66.4 25.3 5.8 2.5	69.4 22.7 5.3 2.6	47.4 37.2 11.5 3.9	70.4 20.9 4.8 3.9	53.6 27.0 7.0 2.3	64.2 27.4 6.1 2.3	67.1 23.0 6.3 3.6	72.2 21.2 4.6 2.0	69.0 24.0 5.1 2.0	69.3 22.9 5.2 2.6	69.5 22.1 5.7 2.8	44.5 38.5 12.5 4.5	52.2 35.0 9.9 2.8
Number of Other Coileges Applied to for Admission This Year none. one. two. three. four. five. six or more.	32.5 16.1 16.7 14.6 8.4 5.3 6.4	44.7 16.6 14.9 11.8 5.9 3.2 3.0	26.2 16.4 18.5 16.9 9.5 5.9	24.8 14.7 16.4 15.1 10.3 7.5 11.2	18.3 15.0 20.7 21.0 11.4 6.5 7.0	46.8 16.5 14.3 11.1 5.6 3.0 2.8	31.0 17.3 18.7 16.5 8.0 4.5 4.0	29.5 18.2 19.6 16.8 8.1 4.2 3.6	19.4 11.3 14.8 16.7 12.2 10.2	26.6 16.9 19.0 16.3 9.5 5.5 6.1	18.7 14.8 18.5 18.8 12.7 8.4 8.2	28.0 16.1 17.2 14.9 9.2 6.2 8.4	12.0 9.4 13.2 15.9 14.8 12.5 22.2	20.5 15.6 21.3 19.8 10.6 5.9 6.3	14.6 14.1 19.7 22.9 12.8 7.6 8.3
Number of Other College Acceptances This Year (5) none. one. two. three. four. five. six or more.	14.5 29.1 24.5 17.0 8.1 3.7 3.1	25.6 32.7 21.8 12.7 4.6 1.6 0.9	11.0 28.5 26.4 18.3 8.6 4.0 3.2	7.4 25.8 24.6 19.9 11.4 5.5 5.3	12.4 25.8 27.9 18.2 8.4 3.3 4.0	26.5 32.7 21.6 12.2 4.6 1.5 0.9	20.4 32.9 23.3 15.4 4.4 2.5	12.6 31.3 27.0 16.9 7.0 2.9 2.3	8.8 22.1 24.3 20.9 11.8 6.2 5.8	9.5 28.7 27.1 18.5 8.8 4.4 3.1	8.5 25.7 26.2 20.7 10.9 4.8 3.3	8.3 28.3 25.2 19.3 10.1 4.7	4.5 17.6 22.5 21.8 15.7 8.3 9.6	14.8 27.5 29.0 16.0 6.9 2.5 3.3	8.7 23.2 26.0 21.6 10.7 4.6 5.1
Student Native English Speaker? yes	94.8 5.2	92.8 7.2	96.8 3.2	94.5 5.5	98.4 1.6	92.5 7.5	94.6 5.4	97.3 2.7	95.1 4.9	97.7 2.3	94.6 5.4	94.8 5.2	93.3 6.7	98.3 1.7	98.6 1.4

		Ali	All		Predom- inantly	2-Year Colleges			4-Year	Colleges	<u> </u>	Unive	rsities	Predo	ninantly
	All Insti- tutions			All Uni- versities	Black Colleges	<u>Public</u>	Private	Public	Private Nonsect	Prot- estant	Catholic	Public	Private	_Black (	Colleges Private
HOURS PER WEEK IN THE LAST YEAR SPENT ON															
None studying or doing homework socializing with friends talking w/teacher outside class. exercising or sports partying working (for pay) volunteer work student clubs and groups watching TV.	6.2 5.2 13.9 25.5 56.2 24.1 5.3	1.1 0.7 8.0 6.3 14.4 24.2 59.9 33.1 3.8 11.7	0.6 0.2 5.1 5.1 14.8 26.1 55.1 20.7 5.6 9.7	0.4 0.1 5.2 3.7 11.7 26.4 52.7 17.0 6.8 9.2	1.0 0.6 5.9 14.1 16.1 29.5 56.3 24.1 3.5	1.1 0.7 8.5 6.3 14.3 24.4 60.2 34.1 3.6	0.8 0.3 5.1 6.2 15.3 22.7 57.8 27.0 5.1 9.0	0.7 0.2 6.0 5.5 13.7 23.3 58.6 23.2 4.8 10.4	0.5 0.2 4.3 4.7 14.2 31.2 51.4 17.6 7.6 8.9	0.4 0.2 3.8 4.9 21.7 30.4 50.5 16.1 6.0 8.3	0.4 0.1 4.2 3.4 10.5 24.5 19.0 5.7 9.5	0.4 0.1 5.7 3.0 12.0 24.4 55.0 18.6 6.4 9.5	0.3 0.1 3.3 2.9 10.9 34.2 43.9 10.8 8.4 8.3	1.3 0.7 6.4 15.7 15.9 27.9 58.2 28.0 3.8 12.6	0.55 5.2 11.55 16.5 32.0 53.4 17.2 10.3
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 clubs and groups watching TV	77.2 9.5 37.4 33.8 63.5 5.4 17.9 29.1	39.3 74.2 9.7 34.7 35.8 64.9 5.3 14.0 31.0 23.1	47.7 77.4 10.2 38.0 31.1 63.0 5.5 18.9 29.4 23.1	53.9 81.1 8.2 40.4 35.3 62.4 5.4 21.8 25.7 21.7	41.5 62.9 15.1 24.8 27.2 59.3 7.8 17.8 42.5 29.6	38.8 73.7 9.2 34.1 35.7 64.7 5.3 13.9 31.0 22.4	42.2 77.4 12.5 38.3 36.8 66.4 5.6 14.6 31.5 27.4	42.2 76.5 9.4 36.4 32.0 66.3 4.7 17.0 30.9 22.3	56.4 79.1 11.9 40.9 32.3 57.0 22.1 26.0 26.0	53.0 76.8 10.7 38.1 23.7 57.1 6.3 20.6 29.3 23.6	54.5 80.2 11.0 42.2 36.7 65.5 6.2 21.1 27.1 20.9	51.2 80.5 7.9 35.2 64.7 20.6 26.4 21.9	64.3 89.3 43.9 435.4 53.46 26.0 21.2	34.9 61.1 13.5 22.8 27.7 60.3 6.4 15.3 41.3 29.6	51.7 65.7 17.4 27.9 26.4 57.6 10.1 21.6 44.5 29.5
Sixteen 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 clubs and groups. watching TV.	8.3 34.3 1.8 9.9 7.0 39.0 1.2 4.0 5.9 4.9	5.6 33.5 2.1 9.4 42.0 1.3 3.3 6.8 5.6	8.7 34.4 1.9 10.5 6.3 38.3 1.2 4.1 6.1 5.0	11.7 35.5 1.4 10.0 6.3 35.6 1.2 4.8 4.3 3.9	9.2 27.2 3.2 7.7 5.6 38.5 2.3 15.3 9.3	5.7 33.0 2.1 8.6 8.3 42.2 1.2 3.2 6.8 5.5	5.0 36.4 2.2 11.9 9.3 41.0 2.0 3.6 7.0 6.4	6.4 33.8 1.7 10.3 6.7 42.0 1.0 3.6 6.6 4.9	13.6 36.8 2.5 11.0 6.4 32.4 1.6 4.8 5.1	10.3 32.5 1.9 10.5 4.6 32.9 1.5 4.3 6.1 4.8	9.7 36.4 1.9 11.2 6.7 37.7 1.3 4.7 4.7	10.1 35.4 1.4 9.8 6.4 37.7 1.5 4.4 3.9	18.3 35.9 1.3 10.8 5.8 27.3 1.3 5.9 3.7	6.3 26.2 2.7 7.6 6.1 38.0 2.0 4.0 15.3 9.3	13.8 28.7 3.9 8.0 4.9 39.2 3.1 4.8 15.3 9.3
Disabilities none hearing speech orthopedic learning disability health-related partially sighted or blind	86.2 0.7 0.2 1.0 0.9 1.3 1.7	82.7 0.8 0.3 1.3 1.1 1.6 1.6	87.5 0.8 0.2 1.0 1.1 1.3 2.0	89.8 0.5 0.1 0.7 0.5 0.8 1.5 0.7	78.5 0.6 0.1 0.7 0.4 2.2 1.5	82.2 0.7 0.4 1.3 0.7 1.6 1.5	86.0 1.1 0.1 0.9 3.8 1.4 2.3	87.7 0.7 0.1 0.8 0.5 1.2 1.8	87.0 0.8 0.2 1.2 2.7 1.5 2.0 1.2	86.9 1.0 0.3 1.2 1.1 1.5 2.5	88.0 0.8 0.1 1.1 1.0 1.2 2.1	82.5 0.5 0.1 0.7 0.4 0.8 1.5 0.7	90.8 0'.6 0.1 0.8 0.7 0.9 1.5	74.7 0.7 0.1 0.7 0.4 2.0	85.0 0.5 0.2 0.8 0.4 2.5 1.7
U.S. Citizen? yes permanent resident no	97.7 0.9 1.3	96.2 1.8 2.0	98.8 0.3 0.9	98.4 0.6 1.0	99.4 0.1 0.5	96.0 2.0 2.0	97.6 0.4 2.0	99.2 0.3 0.5	97.8 0.4 1.8	98.8 0.2 1.0	98.2 0.4 1.4	98.6 0.6 0.8	97.6 0.7 1.7	99.4 0.1 0.6	99.4 0.2 0.4



	All Insti- tutions	All 2-Year Colleges			Predom- Inantly Black Colleges	2-Year Public	Colleges Private	Public	Private	Colleges Prot- estant	Catholic	Unive	ersitles Private		ninantly Colleges Private
Highest Degree Planned Anywhere none vocational certificate	1.8 0.7 4.5 32.8 11.4 5.9 4.8 0.3	2.9 1.5 10.6 41.0 29.6 3.3 2.8 0.3	1.5 0.3 1.6 29.7 40.9 13.4 5.6 4.8 0.4	0.8 0.1 0.3 24.0 40.3 15.7 9.9 7.6 0.2	3.2 0.8 0.9 19.4 38.8 18.0 8.2 8.0 0.9	2.9 1.6 10.9 41.3 29.8 3.4 2.9 0.3	2.8 0.6 8.8 39.6 33.3 7.2 2.8 2.0 0.1	1.8 0.4 2.1 3.6 40.5 11.5 4.5 3.5 0.4	1.1 0.2 1.0 22.4 41.4 17.1 7.8 7.1 0.3	1.2 0.3 1.5 26.7 40.3 15.6 6.8 5.6 0.5	1.1 0.1 0.7 26.7 43.6 13.3 6.7 0.2	0.9 0.1 0.4 26.1 40.2 15.1 9.6 6.4 0.2	0.7 0.0 0.1 16.2 40.5 18.2 11.1 11.9 0.2	4.1 1.1 1.2 23.2 40.1 14.9 5.6 0.9 2.1	1.6 0.3 0.4 13.5 36.9 22.9 12.0 10.2
Highest Degree Planned at Freshman College none	3.7 0.9 17.9 57.3 14.2 2.0 1.0 0.2	6.8 2.0 46.8 33.0 6.7 0.9 0.6 0.1 2.8	2.7 0.4 4.1 73.1 15.3 1.6 0.6 0.3 1.4	1.3 0.1 1.1 63.9 22.8 4.1 3.6 2.3 0.1	2.7 0.2 2.6 65.4 18.5 3.2 1.9 1.6 1.1	7.2 ,2.1 '44.2 34.5 7.2 1.0 0.4 0.6 0.0 2.8	4.0 1.8 63.8 23.0 3.4 0.3 0.1 0.3 0.3	3.3 0.5 5.5 67.7 18.0 1.8 0.6 0.7 0.3	1.6 0.2 1.8 80.5 12.4 0.5 0.5 0.2	2.3 0.4 3.5 79.7 10.7 0.5 0.5 0.2	1.8 0.2 2.1 77.0 14.9 1.8 0.5 0.6 0.1	1.4 0.2 1.0 62.2 24.0 4.4 3.8 2.1 0.1	0.9 0.1 1.2 69.7 18.7 2.9 2.8 3.0 0.1	3.3 0.2 3.8 59.9 20.0 3.6 1.8 21.3 4.1	1.6 0.1 0.8 73.5 16.2 2.6 2.0
Student's Religious Preference Baptist Buddhist Congregational Eastern Orthodox. Episcopal Islamic Jewish LDS (Mormon) Lutheran Methodist Presbyterian Quaker Roman Catholic Seventh-Day Adventist other Protestant other religion none	14.5 0.3 1.2 0.5 2.8 3.0 0.2 6.3 4.5 0.2 36.4 0.3 4.6 6.1	12.4 10.5 1.0 1.5 20.3 20.6 20.5 20.6 20.5 20.6 20.5 20.6 20.6 20.6 20.6 20.6 20.6 20.6 20.6	18.8 0.4 0.4 0.0 1.7 0.3 0.7 0.3 9.9 0.1 1.3 0.7 6.4 9.3	10.1 0.5 1.7 3.3 5.6 4.3 5.6 6.2 9 0.3 4.5 9 13.9	62.2 0.2 0.6 0.0 1.9 0.6 0.2 0.1 10.5 1.7 0.0 6.8 0.8 1.4 7.8 4.8	10.9 0.1 0.9 0.5 10.9 0.5 2.5 2.9 0.1 46.3 6.9 7.3	22.5 0.3 1.3 0.3 3.5 0.1 91.4 11.3 5.1 25.8 0.1 3.5 7.1	22.41 0.33 0.32 0.32 0.36 6.62 0.11 31.03 4.37 8.6	12.5.7.65.4.7.2.8.3.6.4.5.3.6.4.5.3.6.2.4.4.7.2.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4	22.0 0.2 1.5 0.3 3.5 0.7 0.2 9.9 11.6 0.5 13.1 0.2 11.7 8.1	2.8 0.6 0.6 0.6 0.1 0.3 0.1 4.0 3.1 2.1 74.0 2.7 5.4	10.65 1.26 0.52 0.63 0.21 0.41 7.11 9.92 33.22 4.77 14.0	8.25 01.71 0.71 0.77 0.37 41.72 41.72 41.99	66.7 0.2 0.6 0.0 1.8 0.3 0.1 0.4 9.1 1.8 0.0 5.9 0.7	55.2 0.2 0.0 2.1 1.0 0.1 0.1 0.4 12.7 1.6 0.9 1.7 9.5
Student Born-Again Christian? noyes	75.7 24.3	76.3 23.7	71.4 28.6	82.0 18.0	54.3 45.7	78.0 22.0	65.6 34.4	71.1 28.9	77.0 23.0	55.9 44.1	89.6 10.4	81.4 18.6	84.4 15.6	54.8 45.2	53.7 46.3



		All	All		Predom- inantly	2-Year	Colleges		4-Year	Colleges	ı	Unive	rsities	Predom	inantiv
	All Insti- tutions		4-Year Colleges	All Uni- <u>versities</u>	Black Colleges	Public	Private	Public	Private	Prot-	Catholic	Public	Private		espeilo
PROBABLE MAJOR FIELD OF STUDY															
Arts and Humanities arts	2.3 1.6 0.5 1.9 0.9 0.1 0.8 0.1	1.7 0.7 0.2 1.2 0.5 0.6 0.1 0.5 0.0	2.9 2.0 0.8 1.6 1.0 0.1 0.2 0.9 0.1	2.3 2.1 0.7 3.7 1.4 1.0 0.1 0.2 1.0	0.7 1.5 0.3 1.8 0.2 0.8 0.0 0.7 0.7	1.0 0.7 0.2 1.1 0.5 0.3 0.1 0.5 0.0	6.1 0.5 0.3 1.6 0.4 2.3 0.0 0.1 0.6	1.8 1.2 0.5 1.4 0.7 1.0 0.0 0.2 0.6 0.0	6.9 3.8 1.3 2.0 1.8 0.9 0.1 1.8 0.1	1.7 2.6 1.0 1.7 1.8 0.2 0.9 0.5 0.6	3.4 2.3 0.9 1.6 1.1 0.6 0.2 0.7 0.1	2.5 1.8 0.5 3.7 1.3 0.8 0.1 0.9 0.0	1.8 3.3 1.4 3.6 1.9 1.4 0.3 0.3 1.4	0.7 1.1 0.2 1.2 0.2 1.0 0.3 0.9 0.0	0.6 2.1 0.4 2.6 0.3 0.6 0.1 0.1 0.4
Biological Sciences general biology biochemistry or biophysics botany marine (life) science microbiology or bacteriology zoology other biological sciences	1.7 0.4 0.0 0.4 0.2 0.3 0.5	0.8 0.2 0.0 0.2 0.2 0.3 0.5	2.0 0.4 0.0 0.5 0.2 0.2	2.5 0.7 0.0 0.5 0.4 0.5	2.1 0.3 0.0 0.1 0.1 0.2 0.2	0.9 0.2 0.0 0.3 0.2 0.3	0.5 0.0 0.0 0.2 0.0 0.2	1.5 0.3 0.0 0.6 0.2 0.2	2.7 0.6 0.0 0.4 0.2 0.3 0.5	2.5 0.3 0.0 0.6 0.2 0.3 0.5	3.0 0.5 0.0 0.6 0.2 0.2 0.4	2.4 0.7 0.0 0.5 0.4 0.6 0.7	3.2 0.9 0.0 0.3 0.2 0.1 0.5	0.9 0.1 0.0 0.0 0.1 0.2	3.9 0.5 0.0 0.2 0.1 0.3 0.0
Business accounting business administration finance marketing management secretarial studies other business	6.4 6.5 1.2 2.8 4.0 1.5	7.2 8.3 0.7 2.2 4.8 3.6 1.9	6.7 5.7 1.2 3.0 4.0 0.6	4.8 5.2 1.8 3.1 2.9 0.1	8.0 11.8 1.3 2.1 5.1 0.3 1.6	7.9 8.7 0.7 1.9 4.6 3.6	3.0 5.4 0.5 4.4 6.2 3.7 3.0	7.9 6.4 1.2 3.2 4.3 0.7 1.4	4.2 4.1 1.3 3.0 3.7 0.5	5.1 5.2 0.7 1.7 3.2 0.5	6.9 5.7 1.5 3.9 4.1 0.1 2.2	5.0 5.4 1.7 3.1 3.0 0.1	4.2 4.6 2.2 3.2 2.7 0.0 2.1	8.6 14.9 1.3 2.3 6.0 0.4 2.3	7.1 7.1 1.4 1.9 3.5 0.2 0.4
Education business education elementary education music or art education physical education or recreation secondary education special education other education	0.3 8.5 0.4 0.7 2.0 1.1	0.4 10.0 0.2 0.9 2.0 1.0	0.4 10.1 0.7 0.8 2.4 1.5	0.1 3.6 0.3 0.3 1.6 0.6	0.9 4.9 0.2 0.3 1.3 0.7	0.3 10.1 0.1 0.8 2.0 1.0	0.7 9.5 0.6 1.2 1.4 0.7	0.5 11.6 0.8 0.9 2.6 1.7	0.3 6.0 0.5 0.3 1.4 0.8	0.3 10.4 0.9 1.1 3.2 1.6 0.7	0.1 8.3 0.5 0.7 1.8 1.1	0.1 4.0 0.3 0.3 1.8 0.6 0.3	0.1 2.1 0.2 0.2 0.9 0.5	1.2 5.9 0.3 0.4 1.5 0.9	0.4 3.2 5.2 0.1 0.8 0.4 0.2
Engineering aeronautical/astronautical eng civil engineering	0.5 0.2 0.4 0.6 0.1 0.3	0.5 0.2 0.2 0.6 0.1 0.1	0.4 0.2 0.3 0.4 0.1 0.2	0.7 0.4 0.7 0.8 0.3 0.5	0.4 0.3 0.7 1.5 0.0 0.4 0.6	0.6 0.2 0.3 0.6 0.1 0.1	0.3 0.0 0.0 0.4 0.1 0.2	0.3 0.2 0.3 0.4 0.1 0.2	1.0 0.3 0.4 0.8 0.1 0.4 0.5	0.2 0.1 0.1 0.2 0.0 0.1	0.1 0.1 0.2 0.2 0.0 0.1	0.8 0.4 0.7 0.3 0.3 0.5	0.4 0.5 0.8 0.9 0.2 0.6 1.3	0.1 0.1 0.2 0.8 0.0 0.1	0.9 0.5 1.5 2.5 0.1 0.8 1.5



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		, All	All		Predom- Inantly	2-Year	Colleges		4-Year	Colleges	ı	Unive	rsities	Predom	inantiv
	Ali insti- tutions	2-Year Colleges	4-Year Colleges		Black Colleges	<u>Public</u>	Private	Public	Private	Prot-	Catholic	Public	Private	Black Co Public	olleges
PROBABLE MAJOR FIELD OF STUDY															
Physical Sciences astronomy atmospheric science chemistry earth science marine science mathematics physics statistics other physical sciences	0.0 0.5 0.1 0.1 0.6 0.1	0.1 0.2 0.1 0.2 0.4 0.0	0.0 0.1 0.8 0.1	0.1 0.7 0.1 0.7 0.1 0.7 0.3 0.0	0.0 0.0 0.3 0.0 0.0 0.9 0.1 0.0	0.1 0.1 0.3 0.1 0.2 0.4 0.0	0.0 0.0 0.1 0.0 0.1 0.0 0.0 0.0	0.0 0.0 0.5 0.0 0.1 0.7 0.1	0.1 0.0 0.8 0.1 0.1 0.8 0.3 0.0	0.1 0.0 0.8 0.1 0.1 0.9 0.2 0.0	0.0 0.0 0.6 0.0 0.2 0.9 0.1 0.0	0.1 0.7 0.1 0.1 0.6 0.2 0.0	0.1 0.0 0.9 0.1 0.0 0.8 0.4 0.0	0.0 0.0 0.0 0.0 0.0 0.8 0.1	0.0 0.0 0.8 0.0 0.0 1.0 0.2
Professional architecture	0.6 1.4 0.0 4.4 1.2 3.0	0.8 2.0 0.0 6.8 0.9	0.2 0.5 1.1 0.0 3.3 1.1 2.8 2.6	0.3 0.5 1.0 0.8 1.8 5.3 4.3	0.2 0.8 1.0 0.1 4.1 0.4 4.1	0.6 0.9 2.1 0.0 7.2 0.9 1.6 2.5	2.2 0.1 1.1 0.9 2.8 0.7 1.3 2.9	0.2 0.6 1.4 0.0 4.1 1.6 2.3 2.2	0.4 0.3 0.6 0.0 1.1 0.5 3.4 1.3	0.3 0.4 0.7 0.0 3.5 0.6 3.3 2.3	0.2 0.6 0.7 0.1 3.0 0.3 3.2 2.3	0.8 0.6 1/1 0.0 2.9 5.4 3.8 1.4	0.9 0.1 0.6 0.0 2.1 1.0 5.2 2.1	0.0 1.2 0.6 0.2 3.5 0.3 2.3 0.4	0.5 0.1 1.6 0.0 5.1 0.6 6.9 1.6
Social Sciences anthropology economics ethnic studies geography political science psychology social work sociology women's studies other social sciences	0.3 0.0 0.0 3.3 5.9 1.5 0.6	0.1 0.1 0.0 0.0 1.3 4.1 1.7 0.5 0.0	0.3 0.3 0.0 0.0 3.6 6.9 1.7 0.7 0.0	0.3 0.6 0.0 0.0 5.4 6.8 0.5 0.3	0.0 0.6 0.0 0.0 4.5 8.6 2.3 1.2 0.6	0.1 0.0 0.0 1.3 3.8 1.7 0.5 0.0	0.0 0.0 0.1 1.2 6.0 1.8 0.1	0.2 0.0 0.0 2.6 6.4 1.6 0.0	0.5 0.8 0.1 0.0 5.4 7.2 1.5 0.0 0.2	0.2 0.3 0.1 0.0 4.6 7.8 2.2 0.8 0.0	0.1 0.4 0.0 0.0 4.7 7.8 1.8 0.6 0.0	0.4 0.5 0.0 0.2 7.1 0.5 0.0	0.2 0.9 0.1 0.0 10.1 6.3 0.4 0.5 0.0	0.4 0.0 0.6 9.4 2.9 1.3 0.8	0.1 1.0 0.0 0.0 5.7 7.4 1.5 1.1
Technicaí building trades data processing drafting or design electronics mechanics other technical	0.8 0.2 0.0	0.1 1.6 0.3 0.0 0.0	0.0 0.6 0.2 0.0 0.0	0.0 0.2 0.2 0.0 0.0	0.0 1.5 0.0 0.0 0.1	0.1 1.8 0.2 0.0 0.0	0.1 0.4 0.8 0.0 0.0	0.0 0.6 0.1 0.0 0.0	0.0 0.5 0.3 0.0 0.0	0.0 0.6 0.1 0.0 0.0	0.0 0.4 0.3 0.0 0.0	0.0 0.3 0.2 0.0 0.0	0.0 0.1 0.1 0.0 0.0	0.0 1.6 0.0 0.0 0.2	0.1 1.3 0.1 0.0 0.0
Other Fields agriculture communications computer science forestry law enforcement. military science other fields undecided	3.1 1.0 0.1 1.0	1.9 2.2 1.1 0.2 1.5 0.1 2.0	0.2 3.6 1.2 0.0 0.8 0.0 1.0	0.6 3.5 0.7 0.0 0.6 0.0 1.0	0.0 4.7 3.5 0.0 1.7 0.1 1.6	2.1 2.2 1.1 0.2 1.5 0.1 1.8	0.2 2.1 0.6 0.2 1.3 0.0 3.6	0.2 3.1 1.3 0.0 1.0 0.1 0.9	0.1 4.3 1.0 0.1 0.5 0.0 1.4	0.1 4.1 1.0 0.1 0.5 0.0 1.1	0.0 3.7 0.8 0.0 0.9 0.0 1.3	0.7 3.4 0.8 0.0 0.6 0.0 1.0	0.0 4.1 0.5 0.0 0.5 0.0 0.7	0.0 4.2 3.8 0.0 2.1 2 1.8	0.1 5.4 3.0 0.0 1.1 0.0 1.1

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		All	All		Predom- Inantly	2-Year	Colleges		4-Year	Colleges		Unive	rsities	Predon	inantly
		2-Year Colleges			Black Colleges	Public	Private	Public	Private Nonsect.	Prot- estant	Catholic	Public	Private	Black C	Olleges Private
	19 HELIE	XXIIXXXX	, remitate	14.011128	Exiligin	-FRIE									-UIMIE
Probable Career Occupation															
accountant or actuary	6.4	7.4	6.7	4.7	8.7	8.0	3.3	7.8	4.3	5.1	6.9	4.9	4.0	10.0	6.6
actor or entertainer	1.1	0.6	1.3	1.4	1.6	0.5	1.3	0.9	2.5	1.1	1.0	1.3	1.8	1.7	1.4
architect	0.8	1.2	0.3	9.9	0.3	1.0	2.6	0.3	0.6	0.3	0.2	0.9	1.1	0.1	0.7
artistbusiness (clerical)	1.8 1.6	1.4 3.5	2.3 0.9	1.5 0.3	0.6 1.2	0.8	4.7 3.0	1.6	5.3	1.2	2.2	1.5	1.3	0.7	0.3
business (management)	11.0	11.6	10.7	10.5	16.0	3.6 11.7	11.1	1.1 11.5	0.5 9.4	0.7 8.6	0.3 11.5	0.4 10.5	0.2 10.8	1.6 19.4	0.7 10.8
business owner or proprietor	2.4	3.1	2.1	2.1	2.7	2.9	4.1	2.1	2.3	1.7	2.5	2.1	2.3	2.9	2.5
business salesperson or buyer	1.3	1.4	1.3	1.2	1,6	1.3	2.5	1.4	1.2	0.8	2.0	1.3	0.9	2.1	0.8
clergy (minister, priest)	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0	0.0
clergy (other religious) clinical psychologist	0.1 2.6	0.0 1.9	0.1 3.0	0.0 2.9	0.0 3.2	0.0 1.9	0.3 2.4	0.0 2.8	0.1 3.0	0.4 3.3	0.1 3.4	0.0	0.1	0.0	0.0
college teacher	0.3	0.2	0.4	0.4	0.6	0.2	0.2	0.3	0.8	0.5	0.3	3.0 0.4	2.6 0.6	2.8 0.7	3.8 0.5
computer programmer or analyst	1.8	2.3	1.8	↑.9	5.2	2.5	0.9	2.2	1.3	1.6	1.1	1.0	0.6	5.7	4.3
conservationist or forester	0.2	0.3	0.2	0.2	0.1	0.4	0.2	0.2	0.2	0.2	0.0	0.2	0.1	0.2	0.0
dentist (incl orthodontist) dietitian or home economist	0.5	0.4	0.5	0.6 0.3	0.8	0.4	0.4	0.7	0.3	0.4	0.3	0.7	0.4	0.4	1.4
engineer	2.5	2.1	2.0	3.9	0.1 3.9	0.3 2.3	0.2 1.2	0.2 1.9	0.1 3.1	0.2 1.2	0.6 1.1	0.4 3.9	0.1 3.9	0.1 1.2	0.1 7.9
farmer or rancher	0.2	0.6	0.1	0.1	0.0	0.6	0.2	0.1	0.1	0.1	0.0	0.1	ŏ.ó	0.0	0.0
foreign service worker	1.4	0.6	1.4	2.5	0.2	0.6	0.3	0.8	2.3	2.3	2.1	1.8	5.1	0.0	0.5
homemaker (full-time)interior decorator	0.1 0.9	0.2 1.0	0.2 0.9	$0.1 \\ 0.9$	0.1	0.2	0.1	0.1	0.2	0.2	0.2	0.1	0.2	0.1	0.0
interreter (translator)	0.3	0.2	0.4	0.4	0.6 0.1	0.5 0.2	4.7 0.3	0.6	1.3 0.5	0.7	1.7 0.5	1.0 0.4	0.4 0.5	1.0 0.1	0.1 0.2
lab technician or hygienist	0.6	ŏ. 9	0.6	0.4	0.3	0.9	0.6	0.7	0.3	0.4	0.4	0.5	0.5	0.3	0.2
law enforcement officer	0.5	0.7	0.5	0.2	0.5	0.7	0.5	0.6	0.2	0.3	0.4	0.3	0.2	0.8	0.1
lawyer (attorney) or judge	5.3	3.4	5.2	8.1	10.1	3.5	2.9	4.3	6.8	5.7	6.9	7.3	11.1	8.8	11.9
military service (career) musician (performer,composer)	0.2 0.8	0.1 0.6	0.3 1.0	0.2 0.9	0.4 0.9	0.1	0.0 1.3	0.5	0.2 0.9	0.1 1.4	0.1 0.5	0.2	0.1	0.3	و.٥
nurse	4.4	6.7	3.4	ž.7	4.5	7.2	3.6	4.2	1.0	3.6	3.0	0.8 2.9	1.1 2.1	0.9 4.1	0.8 5.1
optometrist	0.3	0.2	0.3	0.3	0.2	0.2	0.1	0.4	0.2	0.2	0:3	0.4	0.2	0.2	0.2
pharmacist	1.3 3.5	0.8	1.2	2.0	0.7	9.9	0.7	1.6	0.6	0.8	0.4	2.2	1.2	0.4	1.2
physicianschool counselor	0.4	1.5 0.3	3.3 0.6	6.9 0.4	5.4 0.3	1.5 0.3	1.0 0.7	2.4 0.5	4.9 0.4	4.4	4.2	6.4	8.6	3.0	9.1
school principal/superintendent.	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1	0.4	0.9	0.5	0.4 0.1	0.2 0.0	0.2	0.4
scientific researcher	1.3	0.8	1.3	2.0	0.3	0.9	0.2	1.2	1.8	1.5	1.1	2.0	2.0	0.1	0.6
social/welfare/recreation worker	2.2	2.6	2.5	1.3	4.0	2.6	2.4	2.5	2.1	2.9	2.6	1.5	0.9	5.0	2.4
statisticiantherapist (phys,occup,speech)	0.1 3.4	0.1 3.2	0.1 3.2	0.1 4.0	0.2	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.3
teacher (elementary)	9.7	11.6	11.4	4.1	1.9 4.7	3.2 11.8	3.3 10.3	3.7 13.2	1.7 6.9	3.1 11.ó	3.1 9.4	4.4 4.5	2.6 2.6	1.8 5.7	2.0 3.2
teacher (secondary)	3.6	3.3	4.4	2.6	1.6	3.4	2.7	4.6	3.1	5.7	3.5	2.9	1.7	1.6	1.6
veterinarian	1.1	1.2	0.8	1.3	0.9	1.2	0.8	0.8	1.0	0.7	0.7	1.6	0.3	0.7	1.2
writer or journalist	2.9	1.4	3.1	4.8	3.2	1.4	1.5	2.4	4.4	3.7	3.2	4.7	5.5	2.4	4.3
skilled trades	0.2 7.4	0.4 8.6	0.2 6.9	0.1 6.5	0.2 6.8	0.4 8.3	0.5 10.5	0.2 6.4	0.2 7.8	0.1	0.1 7.1	0.1	0.1	0.2	0.2
undecided	12.9	11.3	13.0	15.1	5.4	11.2	12.2	11.6	15.9	7.2 13.8	14.3	6.7 14.8	5.7 16.4	6.8 5.7	6.7 5.0
	•											17.0	.0.7	٠.,	7.0
Miles from College to Home															
5 or less	8.8 9.7	16.1 16.5	5.2 5.6	4.0	5.8	17.5	6.7	5.5	3.7	4.4	7.6	4.3	3.0	6.0	5.5
11-50	27.7	36.2	24.8	6.3 19.5	4.5 11.5	18.0 38.1	6.3 23.3	6.3 29.3	3.8	3.8 19.2	8.6 24.7	6.9 20.2	4.2 16.6	4.7	4.2
51-100	15.2	10.6	18.5	16.6	15.5	10.0	14.7	21.0	i	16.8	16.4	18.4	9.4	13.0 19.1	9.0 9.3
101-500	28.2	16.1	33.3	37.9	32,3	14.4	27.6	31.5	36.7	36.9	30.4	38.4	35.7	34.6	28.3
more than 500	10.4	4.5	12.7	15.7	30.4	2.0	21.4	6.5	26.2	18.9	12.4	11.8	31.1	22.6	43.7



		, All	All		Predom- Inantly	2-Year	Colleges			Colleges	L	Unive	rsities	Predom	
	All Insti- tutions	2-Year Colleges	4-Year Colleges	All Uni- versities	Black Colleges	Public	Private	Public	Private Nonsect	Prot- esiant	Calholic	Public	Private	Black C Public	olleges Private
Father's Education grammar school or less some high school high school graduate postsecondary other than college some college college degree some graduate school graduate degree	4.8 8.0 28.0 4.8 14.6 19.8 2.6	7.3 11.5 36.1 4.6 13.9 15.6 1.5	3.8 7.0 27.0 5.2 15.4 20.5 2.9	2.8 4.4 17.7 4.2 14.4 24.7 5.9 27.9	7.5 12.5 36.2 4.2 15.6 12.6 9.7	7.6 11.9 37.3 4.4 13.7 15.0 1.4 8.6	5.3 9.1 28.2 5.9 15.0 19.7 2.1 14.7	4.1 7.9 31.5 5.6 16.5 19.2 2.4 12.8	2.7 5.0 19.0 4.1 12.9 23.5 3.6 29.2	3.7 7.0 23.2 5.0 14.8 20.3 3.5 22.5	4.6 5.5 22.2 5.6 15.0 22.9 3.5 20.8	3.0 4.8 19.5 4.5 15.0 24.7 3.6 24.9	2.1 2.9 10.4 3.2 11.7 25.0 5.1 39.6	9.0 13.1 39.8 3.7 14.5 11.3 7.2	5.3 11.5 30.6 5.1 17.3 14.5 2.1
Father's Occupation (6) artist (including performer). businessman. clergy or religious worker. college teacher or administrator doctor or dentist. education (secondary). education (elementary). engineer. farmer or forester health professional (non-M.D.). lawyer. military (career). research scientist. skilled worker. semi-skilled worker. laborer (unskilled). unemployed. other.	0.9 28.3 0.9 1.2 3.6 0.8 7.9 3.2 1.7 1.65 9.6 3.9 2.7 26.7	0.8 24.3 0.7 0.8 2.9 0.3 4.1 0.6 2.9 11.8 4.9 2.3 30.5	0.9 28.3 1.3 1.2 4.1 0.9 7.4 2.7 1.8 9.4 3.8 3.8 26.8	1.0 34.1 0.6 1.6 3.9 0.7 9.2 1.3 2.5 1.9 7.0 2.5 2.0 21.3	0.9 13.4 1.1 0.7 3.8 0.6 51.4 1.2 0.5 9.3 0.5 7.0 38.6	0.8 22.7 0.5 0.6 3.0 0.5 7.5 1.2 0.5 12.2 5.1 4.4 3.3	0.7 34.0 0.5 9.3 1.0 9.3 1.6 9.3 1.9 25.2	0.7 25.9 0.6 0.7 1.0 7.7 3.2 0.8 2.3 0.4 11.1 4.4 3.5 2.8 28.6	1.45 33.54 2.08 3.99 7.82 3.77 1.27 2.06 4.59 2.22 23.2	0.8 26.7 4.0 1.67 4.8 0.8 6.5 3.3 2.0 7.9 6 2.9 8 25.6	0.89291330.9949334778848 0.722848	1.0 33.2 0.6 1.36 0.7 9.65 1.46 1.88 0.68 2.31 22.0	1.97 37.97 2.43 37.97 2.83 3.79 1.55 1.35 1.51 1.51 18.1	0.948324301222268859 0.521.050.6859	1.1 14.1 2.2 1.3 4.7 1.0 9.4 1.2 3.3 4.7 1.3 9.5 1.1 7 36.8
Father's Religious Preference Baptist	14.0 0.4 1.26 2.7 0.3 3.42 6.6 9.6 9.6 4.9 5.1 10.0	12.1 0.3 1.06 2.0 0.3 20.2 9.7 9.7 9.9 42.6 43.3 5.8	18.0 0.3 1.35 0.3 2.2 6.8 9.9 5.3 0.2 30.4 0.27 5.1	10.0 0.92 0.4 0.4 6.4 6.7 9.2 2.2 3.4 2.2 3.8 12.5	61.0 0.25 0.5 0.0 1.9 1.0 0.1 0.6 9.2 1.8 0.5,7 0.5 5.7 1.5 5.4	10.5 0.2 0.9 0.7 0.6 2.7 9.6 2.7 9.3 45.3 45.3 45.8 0.9 6.8	22.6 0.3 1.2 0.8 0.1 9.3 11.3 24.3 20.3 6.5	21.6 0.2 0.9 0.4 2.2 0.2 1.6 0.3 7.0 11.2 4.8 0.1 29.9 0.25 4.6	12.1 0.66 2.67 0.77 0.58 4.4 7.7 6.3 28.2 0.37 5.7 12.2	20.9 0.2 1.5 0.4 0.2 0.9 10.2 11.6 7.6 0.4 13.5 0.2 10.6 7.9	2.8 0.3 0.7 1.7 0.2 0.1 4.8 3.6 0.1 70.6 2.3 6.1	10.6 0.8 1.3 0.9 0.7 5.7 9.5 10.1 32.5 4.0 12.7	7.8 1.0 0.9 0.7 9.0 3.9 6.3 5.1 40.9 40.9 3.1 12.1	65.1 0.3 0.2 0.0 1.9 0.8 0.0 0.6 7.6 0.0 4.7 0.4 4.3 10.5	54.9 0.22 1.0 0.1 2.0 1.4 0.1 0.4 11.5 0.2 0.8 1.9



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		Ail 2-Year Colleges			Predom- inantly Biack Colleges	2-Year Public	Colleges Private	Public	4-Year Private Nonsect,	Colleges Prot- estant		Unive	rsities Private	Predominant Black Colleg Public Priva	10S
Mother¹s Education grammar school or less	3.6 6.8 34.4 8.2 17.1 17.9 2.8 9.2	5.7 10.5 42.5 8.3 14.6 11.8 1.3	2.4 5.5 33.1 8.6 18.3 19.3 3.2 9.5	2.4 3.4 24.8 7.4 18.9 24.7 4.5	4.0 10.6 32.4 21.4 14.4 2.8	5.9 10.8 43.7 8.2 14.0 11.1 1.2 5.0	4.0 8.2 34.5 8.7 18.5 15.8 1.6 8.7	2.3 6.4 38.4 9.1 18.5 16.2 2.3 6.7	2.2 3.8 23.2 7.4 17.4 24.9 4.8 16.2	2.4 5.3 27.5 7.7 19.4 22.1 4.1	3.7 3.9 30.6 9.5 17.2 22.1 3.4 9.6	2.5 3.7 27.0 7.5 19.2 23.5 4.1	2.1 2.3 16.1 6.9 17.5 29.4 6.1	12.0 8. 36.2 25. 4.2 7. 20.7 22. 13.7 15.	.6 .5 .2
Mother's Occupation (6) artist (including performer). businesswoman business (clerical) clergy or religious worker college teacher or administrator doctor or dentist education (secondary) engine(` farmer or forester health professional (non.M.D.). homemaker (full-time) lawyer nurse research scientist social/welfare/recreation worker skilled worker semi-skilled worker laborer (unskilled) unemployed other	1.5 14.2 11.7 0.1 0.3 3.5 0.1 0.3 1.8 18.5 0.2 7.4 1.3 1.8 2.4 1.8 20.1	0.9 13.5 12.8 0.0 0.1 0.2 2.0 4.6 0.1 1.6 20.7 0.1 7.3 0.0 2.0 3.0 7.1 20.4	1.69 11.7 0.5 0.4 4.3 0.3 17.1 0.2 7.4 1.5 1.8 2.2 20.6	2.1 15.5 10.1 0.6 0.6 5.1 7.8 0.2 0.2 2.3 17.4 7.6 0.4 1.7 1.8 1.8 18.8	0.5 11.6 9.0 0.2 0.6 0.2 5.1 8.9 0.3 0.1 2.7 7.2 2.7 3.9 4.0 2.7 3.1 9.0 8.1 2.7	0.8 13.0 13.3 0.0 0.1 0.2 1.8 4.4 0.1 0.6 5 21.1 0.0 7.5 0.0 1.9 3.1 7.1 20.3	1.3 17.6 0.2 0.3 0.1 0.5 0.1 2.1 18.7 5.7 1.1 2.2 1.9 21.2	1.1 13.6 0.3 0.3 0.3 6.8 0.2 0.3 1.7 0.1 7.2 11.4 2.0 2.4 5.4 22.0	3.8 9.3 1.0 0.7 7.9 0.2 16.8 6 7.1 2.0 1.5 2.0 18.6	1.7 13.0 10.1 0.6 0.3 5.1 0.2 0.2 0.2 0.3 7.3 11.6 1.5 19.3	1.4 13.8 90.1 4.5 90.1 90.1 1.6 1.6 1.6 1.6 1.6 1.6 1.6 1.6 1.6 1	1.9 15.5 10.1 0.5 4.6 0.2 2.3 7.0 1.3 7.7 0.3 1.8 2.4 4.9 19.3	2.8 15.4 7.7 0.2 1.2 5.8 8.7 0.1 2.2 20.8 7.1 1.2 0.8 1.1 2.7 4.5 17.0	0.5 0.1 11.8.8 9.0 0.4 0.0 0.1 0.4 8.3 9.0 0.2 0.3 7.4 60.8 0.3 0.2 3.1 2.7 9.1 6.3 0.3 9.2 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9 3.9	7218439402942124082
Mother's Religious Preference Baptist. Buddhist. Congregational. Eastern Orthodox. Episcopal Islamic. Jewish. LDS (Mormon). Lutheran. Methodist. Presbyterian. Quaker. Roman Catholic. Seventh-Day Adventist. other religion. none.	14.7 0.5 1.3 0.6 3.1 0.2 3.3 6.8 10.2 5.3 2 37.2 9.3 5.1 5.7	12.6 0.3 1.1 0.6 2.3 0.2 3.0 0.2 6.3 10.1 4.1 0.2 43.9 0.3 4.4 6.5 3.9	19.0 0.3 1.5 0.4 0.2 2.0 3.4 2.0 10.8 5.6 32.0 32.0 5.9	10.5 1.0 1.4 0.7 3.6 0.3 6.2 0.4 7.0 9.4 6.6 0.1 36.4 4.3 7.4	63.0 0.1 0.8 0.0 2.0 0.7 0.1 0.5 11.4 2.4 0.0 6.4 0.7 1.8 7.4 2.6	11.0.3 1.6.1.29 2.2.2.8 9.7.8 20.2.9 40.4.5.5 40.4.5.5 40.4.5.5	23.2 0.35 0.9 10.55 3.9 10.12 12.4 12.4 12.4 12.6 12.6 12.6 13.6 13.6 14.6 14.6 15.6 16.6 16.6 16.6 16.6 16.6 16.6 16	22.5 0.1 0.5 0.5 0.2 1.3 12.1 0.2 1.3 1.3 1.3 1.4 1.5 1.6 1.6 1.6 1.6 1.6 1.6 1.6 1.6	13.0 0.7 3.0 0.3 0.4 5.4 0.7 8.4 6.6 0.3 7.1 6.5 7.2	22.6 0.1 1.6 0.3 3.7 0.2 0.8 0.6 12.6 7.9 0.4 13.2 11.1 9.1	3.0 0.3 0.7 0.2 0.2 0.5 0.1 4.5 3.7 0.1 7 0.2 2.6 5 2.6	11.19.5.74.3.3.3.6.4.8.1.6.3.6.3.4.5.4	8.423 1.385 0.55 0.667 0.85 0.65 0.85 0.85 0.85 0.85 0.85 0.85 0.85 0.8	67.0 57. 0.1 0. 0.8 0. 0.0 0. 1.8 2. 0.6 0. 0.1 0. 0.6 0. 10.0 13. 2.4 2. 0.0 0. 5.5 7. 0.6 0. 1.7 1. 6.3 9. 2.6 2.	.090392155419980



	All Incil	All	All	410 11-1	Predom- Inantly	2-Year	Ccileges		4-Year	Colleges		Unive	ersities	Predor	ninantiv
•	Ali insti- tutions	2-Year Colleges	Colleges	versities	Black Colleges	Public	<u>Private</u>	<u>Public</u>	Private Nonsect	Prot- estant	Catholic	Public	Private	Black C Public	Private Private
Reasons Noted as Very Important in Deciding to go to College become a more cultured person could not find a job gain general education get a better job improve reading and study skills learn more about things make more money nothing better to do parents wanted me to go prepare for graduate school wanted to get away from home	3.3 65.6 82.4 42.7 77.6 69.2 2.4 19.8 53.1	36.4 5.2 63.7 85.7 45.9 76.1 74.7 3.3 19.2 51.7 8.6	2.6 65.0 80.6 42.3 77.2 66.3 2.0 20.4	46.1 1.8 69.5 80.4 38.7 80.5 65.8 1.7 19.7 58.7	59.0 7.1 77.1 90.4 80.7 83.7 52.8 74.6 17.5	35.9 53.6 63.6 86.1 45.5 75.8 75.8 75.2 38.7 50.7 8.1	39.6 2.7 64.6 83.0 48.8 78.4 71.4 22.8 57.8	36.8 3.0 61.9 83.6 41.6 75.2 71.6 20.3 50.0	50.3 2.1 71.7 74.3 43.4 81.8 58.3 10.3 52.9 11.7	44.8 2.3 66.9 77.4 42.6 78.3 2.1 21.0 51.3 11.7	45.4 1.9 67.6 80.2 43.5 77.6 63.0 1.3 253.0	44.2 1.9 67.9 81.4 39.1 79.8 68.1 1.7 19.8 58.1	53.7 1.3 75.8 76.2 37.5 83.3 56.9 1.7 19.5 60.7	55.5 8.0 77.49 82.5 79.7 83.5 32.5 32.2 17.9	64.8 5.7 761.2 66.9 82.4 84.1 3.9 32.6 16.8
Reasons Noted as Very Important in Selecting This College advice of guidance counselor	4.1 8.5 57.7 22.2 31.8 22.3 4.7 23.6 25.0 25.0 3.4	9.2 4.72 49.3 19.3 20.8 20.8 24.2 2.4 8.8 29.7	8.0 4.2 8.8 58.7 20.6 31.3 20.0 5.0 28.3 26.2 3.2 4.5 7.7 20.1	5.3 6.8 68.2 29.2 31.7 19.3 19.4 24.0 1.8 26.8 14.8	11.0 60.9 10.2 51.6 23.6 38.6 24.6 8.8 36.7 36.1 3.3 9.0 13.1	8.9 4.8 8.8 49.3 18.8 33.0 29.7 3.9 19.7 23.5 2.1 2.4 8.9 31.2	11.4 5.7 11.8 49.7 22.7 29.2 10.4 3.2 27.7 28.7 4.8 8.1 20.0	8.9 4.3 52.4 19.3 28.2 30.6 32.7 24.9 3.0 8 3.0 8 3.0 8 22.5	7.6 5.1 67.8 21.1 35.8 5.2 29.6 2.9 4.0 12.8	6.2 3.7 9.1 65.1 23.1.2 5.0 42.5 27.3 4.8 8.4 16.8	7.06 78.1 78.1 78.1 78.1 737.7 44.4 35.4 65.5 7.6 20.4	5.3 2.8 75.9 29.4 23.1 16.8 23.2 1.7 6.8 23.2	5.42 15.63 69.56 40.3 39.4 27.2 26.3 10.3	12.6 7.7 11.5 38.8 24.7 35.1 30.1 9.4 33.9 4.5 10.2 22.1	8.7 5.5 8.1 721.9 16.2 37.3 39.4 73.0 13.2
Residence Preferred During Fall Term with parents or relatives other private home,apt,room college dormitory fraternity or sorority house other campus housing	32.0 39.1 6.6 5.7	25.3 37.8 25.4 4.7 4.2 2.6	11.4 29.6 44.0 6.5 6.7 1.8	6.9 28.9 47.9 9.1 6.0 1.2	14.7 41.4 26.7 4.9 9.3 3.0	27.2 38.7 23.1 4.3 4.1 2.7	13.7 32.2 39.9 7.1 5.0 2.1	12.7 34.4 36.6 7.3 7.0 2.0	8.7 24.3 53.5 5.4 6.5	9.8 23.3 54.2 5.7 5.4 1.6	12.5 21.9 51.7 5.0 7.2 1.6	7.5 31.7 43.5 10.1 6.0 1.3	4.7 18.3 64.6 5.5 6.1 0.8	15.3 44.3 20.8 5.5 10.7 3.4	13.7 37.2 35.6 4.0 7.1 2.4
Residence Planned During Fall Term with parents or relatives other private home, apt, room college dormitory fraternity or sorority house other campus housing	6.5 60.2 0.2 2.0	55.3 12.4 29.2 0.1 1.8 1.2	17.4 2.6 77.4 0.3 2.0	,15.6 4.4 76.9 0.3 2.5 0.3	11.6 3.1 82.9 0.2 2.0 0.2	60.5 13.8 22.5 0.1 1.8 1.3	19.9 3.1 74.7 0.3 1.7 0.3	22.4 3.1 71.7 0.3 2.3 0.2	9.5 2.0 86.0 0.3 2.0	8.4 2.1 38.1 0.3 0.9 0.2	19.2 1.8 76.7 0.2 2.0 0.1	17.4 5.1 74.4 0.3 2.5 0.3	8.6 1.7 86.8 0.2 2.5 0.1	12.0 3.0 82.4 0.3 2.4 0.1	11.0 3.4 83.8 0.1 1.4 0.3



	Ail Insti- tutions	All 2-Year <u>Colleges</u>			Predom- inantly Black Colleges	2-Year Public	Colleges Private	Public	Private	Colleges Prot- estant	Catholic	Unive	rsities Private	Black C	ninantly Cileges Private
SOURCES FOR EDUCATIONAL EXPENSES															
Received Any Aid From parents or family	1.3 52.7 28.9 24.1 2.0 17.0 3.0 7.3 21.5 9.3 20.5 5.6	67.2 43.2 43.2 128.8 2.9 28.9 4.1 13.9 19.6 4.8 4.8 2.6	83.6 0.9 55.5 30.6 21.1 1.7 19.9 12.7 10.0 29.3 11.5 23.4 2.9 6.3 3.4	E7.45 62.69 233.69 21.22 10.28 11.22 17.54 17.54 17.55 3.3	74.9 1.4 31.0 20.4 28.7 18.0 4.9 10.6 14.0 19.3 8.5 30.2 6.2 7.2 3.7	65.2 2.3 42.8 22.9 3.0 17.4 25.5 3.4 11.2 5.3 18.3 1.4 3.5 2.5	82.6 97.7 25.3 21.2 22.1 22.1 25.5 16.5 26.9 25.1 25.1 25.1 25.1 25.1 25.1 25.1 25.1	81.0 1.0 53.5 29.7 22.8 2.2 23.8 2.2 17.9 9.7 5.5 20.9 8.5 7 16.9 2.2 4.7 5.4	89.2 0.8 57.3 30.6 116.3 1.1 17.2 6.4 13.4 14.9 34.7 1.2 30.6 3.3 7.2 3.4	85.2 1.1 56.7 30.8 16.3 1.0 24.7 20.1 16.9 47.3 18.1 1.4 32.9 4.1	86.0 62.5 32.1 31.6 22.9 0.7 19.3 6.8 17.0 16.2 39.5 1.1 33.3 3.7 87.0 3.6	86.4 0.6 63.2 33.7 223.8 1.4 12.1 2.92 5.5 17.7 10.12 14.9 1.8 5.0 13.1	91.73 60.25 349.26 14.60.99 16	70.28 29.20.6 300.00 4.8 39.3 111.7 15.6 24.1 24.3 5.0 4.4	82.9 0.8 34.0 20.1 26.6 18.7 40.6 12.8 9.0 25.7 11.7 40.6 8.1 40.6 8.1 40.6
Received \$1,500 or More From parents or family	51.7 0.3 4.7 4.8 1.1 0.3 2.5 1.4 0.2 8.3 2.0 0.7 7 7.1 4.1	34.8 0.4 3.17 2.3 1.3 0.4 20.3 0.5 20.9 6.3 1.3 1.7 0.8	57.7 0.3 5.0 4.8 0.9 0.3 2.6 0.2 9 12.4 9 9.5 12.4 9 9.5 13.3 1.3	67.8 0.1 6.8 1.6 1.1 0.3 0.5 1.8 9.9 0.6 6.3 2.9 0.5 3.0	36.7 0.4 0.8 21.0 0.7 0.7 81.3 10.4 72.5 11.3 11.1 0.9 3.0 21.4	31.2 0.4 2.9 2.72 1.3 0.5 1.9 0.4 0.2 1.4 0.7 0.5 6.1 1.0	60.4 0.3 4.1 30.8 1.0 0.1 7.7 0.1 81.8 0.3 7.7 0.7 3.5 1.5	50.7 0.2 4.0 3.8 0.8 0.8 0.4 2.8 1.2 0.6 1.3 1.1 5.3 1.6 2.4	72.6 6.3 6.5 6.5 10.9 2.3 2.3 2.3 2.3 2.4 2.7 12.7 8.0 4.6 1.8	60.3 5.4 6.01 0.7 0.2 4.19 3.6 0.3 26.6 12.7 0.89 4.4	66.1 7.6 1.2 7.6 1.2 1.4 1.4 1.4 1.3 1.4 1.3 1.4 1.4 1.4 1.5 1.4 1.5 1.6 1.6 1.7 1.6 1.6 1.6 1.7 1.6 1.6 1.6 1.6 1.6 1.6 1.6 1.6	64.2 6.5 5.4 1.1 0.3 1.9 0.3 5.7 1 0.3 5.7 2 0.3 1.5	80.13 94.12 10.24 13.28 10.24 13.28 15.10 25.10	31.58 0.85 0.48 7.92 1.44 0.47 1.3 1.3 0.56 3.7 1.3	46.2 00.7 21.9 10.7 91.7 91.3 10.4 14.3 16.4 16.5 1.5
Concern about Financing College no concernsome concernmajor concern	32.1 51.6 16.3	32.1 51.6 16.3	31.0 52.4 16.6	34.0 50.2 15.8	23.7 51.8 24.6	31.0 52.5 16.6	39.6 45.7 14.6	30.8 53.4 15.8	34.8 48.1 17.1	28.2 53.5 18.4	28 7 53.3 18.0	33.7 50.3 16.0	35.2 49.7 15.1	24.2 51.6 24.2	22.8 52.0 25.1



	All lasti.	Ali 2-Year	All	A 11 11-1	Predom- inantly	2-Year	Colleges		4-Year	Collegas	<u></u>	<u>Unive</u>	rsities	Predominantly	
	tutions		Colleges	All Uni- yersities	Black <u>Colleges</u>	Public	<u>Private</u>	Public	Private Nonsect	Prot- L <u>931ant</u>	<u>Catholic</u>	Public	<u>Private</u>	Public Private	
Students Estimate Chances A e Very Good That Tiey Will be elected to an honor society. be elected to student office be satisfied with college change career choice drop out permanently drop out temporarily fall one or more courses find job in own field get bachelor's degree get job to pay college expenses get tutoring in some courses. graduate with honors join social frat or sorority. make at least "B" average marry while in college marry within a year after coll. need extra time for degree. participate in student protests play varsity athletics seek individual counseling. transfer to another college work at outside job work full-time while attending.	3.3 55.56 145.3 70.79 13.4 73.4 10.8 20.0 18.7 75.9 10.3 14.3 14.3 14.3 14.3 14.3 14.3 14.3 14	4.59 2.44 2.44 2.44 2.44 2.44 2.45 2.45 2.45	55.3 15.0 15.6 0.6 0.9 1.3 73.6 77.1	93.85246059639704545798204 732.639704545798204	13.1 9.0 41.3 8.1 10.17 2.8 71.7 29.6 8.3 29.6 15.8 10.2 10.3 10.1 10.1 10.1 10.1 10.1 10.1 10.1	4.3 2.7 51.2 10.3 11.4 1.5 73.6 13.1 8.3 38.8 6.7 19.1 18.5 38.8 6.7 4.4 18.5 29.5 5	35.6791315722068684884486 53.6679131572208.0686848844866	6.6 31.8 51.8 13.8 15.7 0.7 75.4 6.3 10.5 21.0 8.1 10.4 8.1 10.4 13.8 13.8	9.54 59.71 16.97 11.14 69.42 37.90 15.33 16.33 16.33 10.55 68.55	10.5 4.3 62.9 15.4 0.9 73.3 78.8 41.7 13.7 24.6 6.0 4.8 9.6	7.57.54.25.78.48.07.02.80.13.3.20.29.5	8.4 3.1 60.3 20.3 0.4 0.6 1.0 73.8 82.0 40.5 16.2 27.4 46.9 16.4 9.2 6.8 1 3.9 7.5 22.1	11.7 4.25.38 47.775.30 12.58 412.58 12.52.11 11.48 16.8	9.7 18. 7.9 10. 36.6 48. 10.8 9. 2.2 1. 2.9 1. 70.6 73. 69.7 81. 28.7 31. 26.9 33. 15.7 23. 23.6 30. 35.1 48. 14.5 16. 10.5 8. 11.6 9. 9.8 8. 7.1 8. 11.5 11.	8721001893774302536639
Objectives Considered to be Essential or Very Important (7) achieve 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 develop philosophy of life get married have admin responsibility. help others in difficuity influence political structure. influence social values join org like Peace Corps/VISTA keep up to date with politics. obtain recog from colleagues. participate in community action. promote racial understanding. raise a family write original works.	11.3 70.6 20.8 48.7 13.0 51.4 65.3 65.3 64.2 8.0 29.4	9.5 67.5 22.6 51.3 37.12.5 46.7 66.0 50.5 20.5 11.4 67.3 11.0	12.2 70.8 19.8 45.8 13.0 53.1 13.0 66.7 14.7 8.3 30.7 53.6 9.4 42.5 8.3 36.7 42.5 8.4 13.9	12.2 75.0 19.9 479.1 13.6 55.6 37.7 429.6 277.7 11.6 15.6	13.3 13.3 13.5 13.6 13.3 13.6 13.3 13.6 13.7	9.1 67.3 22.9 51.2 51.3 46.1 46.1 362.9 20.2 50.7 19.3 67.5 10.8	3.0 2.5.6.5.2.7.5.8.9.6.8.6.5.9.1.0.4.2.2.0 2.5.6.5.2.7.5.8.9.6.8.6.5.9.1.0.4.2.2.0 2.5.6.6.2.6.5.9.1.0.4.2.2.0	3.3 10.7 71.6 46.6 71.3 10.7 50.6 69.3 39.2 40.5 40.5 26.3 54.5 23.7 33.6 8.0 12.3	15.8 707.5 15.8 707.5 62.8 198.5 198.5 198.3 129.5 144.2 139.5 149.3 149	2.5 13.7 686.5 57.4 40.5 570.4 69.7 15.7 48.8 8.8 8.8 8.1 15.4	2.4 11.1285009.6 146.0 146.0 153.0 157.3 15.9 104.9 104.9 105.9 10	2.7 11.7,42.8 47.8,65 70.5,12.3 47.8,69.3,9 41.8,88 58.6,9 25.2,7 11.8,1	1.5 2778.242.625.933.60.40.75.5.933.76.86.86.86	13.0 13.7 80.6 87.5 40.7 32.5 68.6 65.8 85.6 87.5 12.8 96.8 54.7 57.6 554.7 57.6 554.7 26.4 50.3 55.7 71.7 763.7 55.3 49.1 71.7 763.7 63.9 72.6 63.9 72.6 63.9 72.6 63.9 72.6 63.9 72.6 13.1 17.6	7953578647470519696

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	All Insti- tutions	Ali 2-Year <u>Colleges</u>	Al! 4-Year Colleges		Predom- inantiy Black Colleges	2-Year Public	Colleges Private	Public	4-Year Private Nonsect.	Colleges Prot- estant	Catholic	Unive	rsities Private	Predom Black Co Public	olleges
Political Views far left	23.2 57.6 16.2	2.6 19.5 62.1 14.9 0.9		1.4 27.5 53.9 16.6 0.7	4.8 31.5 45.8 15.9 2.0	2.7 19.2 62.6 14.6 0.9	2.1 21.5 58.5 16.9	2.0 21.9 59.8 15.3 0.9	2.4 31.1 48.3 17.2 1.0	1.8 22.9 50.5 23.8 1.0	1.3 22.6 58.9 16.5 0.7	1.4 27.1 55.3 15.6 0.6	1.3 28.9 48.5 20.5 0.7	5.2 28.3 48.2 16.0 2.3	4.2 36.4 42.2 15.8 1.5
Agrees Strongly or Somewhat abolish death penaity	57.298 54.87 54.77 672.3 67.70 875.21 875.21 916.41 916.3 916.41 653.9 917.1 918.7 918.7 918.7 918.7 918.7 918.7 918.7 918.7 918.7 918.7	24.5.2 56.3 49.7 73.1 84.3 77.1 25.3 15.1 17.3 17.1 17.3 17.3 17.3 17.3 17.3 17		265.54.2.29 55.5.4.2.29 55.6.2.2.2.7.82.1.7.6.2.4.2.29 65.5.6.2.7.82.1.7.6.2.4.2.29 65.5.6.2.4.2.29	37.0 60.1 62.0 46.7 73.4 67.8 72.0 83.1 76.6 27.4 46.5 16.6 25.4 21.7 21.7 28.3 30.0	24.1 53.2 55.9 48.8 72.3 73.2 73.2 73.2 73.0 24.8 49.1 15.6 36.3 58.6 44.9 20.0 38.6 67.6 24.7	26.8 53.1 59.3 31.8 72.8 87.7 72.8 87.7 69.7 49.2 49.2 49.3 49.3 49.3 49.3 49.3 49.3 49.3 49.3	24.7 555.8 541.3 511.7 69.4 84.6 69.2 21.7 44.0 915.3 39.1 43.2 22.3 67.4 20.1	31.4 55.7 57.1 568.5 561.7 68.5 48.1 920.5 637.3 31.3 29.3 39.3 18.2	28.1054.41.673.31.48.83.84.70.37.78.4.4652.33.77.89.4.25.4.70.37.78.4.4.60.2.37.78.4.4.4.60.2.37.78.4.4.60.2.37.78.4.4.60.2.37.78.4.4.60.2.37.78.4.4.4.60.2.37.78.4.4.60.2.37.78.4.4.60.2.37.78.4.4.60.2.37.78.4.4.60.2.37.78.4.4.60.2.37.78.4.4.60.2.37.78.4.4.60.2.37.78.4.4.60.2.37.78.4.4.4.60.2.37.78.4.4.4.60.2.37.78.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4	316.47 562.3.44 562.9.55 670.56 615.9.9.3 642.3 642.3 653.3 65.1 653.3	24.29433552249730993839 6632.39552249730993839 6755523283394 67553283394	3435785824215962578 5529.6886.444.159622578 456886.444.159622578 456886.444.2159622578 456886.4421157622613	3570.56.189655.2975.441.2265.7 600.56.56.56.56.56.56.56.56.57	38.1 63.8 47.0 4766.6 73.6 83.1 22.0 43.6 579.5 40.3 227.3 227.3 27.6
Permission to Use Student I.D. yesno		73.4 26.6	79.2 20.8	79.2 20.8	80.4 19.6	73.0 27.0	76.5 23.5	80.4 19.6	75.6 24.4	81.8 18.2	73.5 26.5	80.4 19.6	73.8 26.2	83.0 17.0	74.8 25.2

#### Notes

- 1. Percentages will 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. 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 recommended due to change in item order.



	All insti-			All Uni-	Predom- inantly Black		Colleges		Private	Colleges Prot-			rsities		ninantiy Colleges
	tutions	Colleges	Colleges	Versities	Colleges	Public	Private	Public	Nonsect.	estant	Catholic	Public	Private	Public	Private
Year Graduated from High school 1988	93.6 2.3 0.7 1.9 1.3 0.2	86.8 3.7 1.4 4.2 3.5 0.4	96.6 1.8 0.4 0.8 0.3	98.3 1.1 0.2 0.3 0.1	94.6 3.1 0.9 1.0 0.3 0.1	85.9 3.7 1.5 4.6 3.8 0.4	93.6 3.7 0.8 1.1 0.8 0.1	96.3 1.9 0.5 0.9 0.3 0.0	97.1 1.8 0.3 0.6 0.2 0.1	96.2 1.9 0.4 1.0 0.4 0.1	98.0 1.1 0.3 0.4 0.1	98.2 1.1 0.3 0.4 0.1	98.7 0.9 0.1 0.2 0.0 0.1	93.7 3.4 1.1 1.3 0.4 0.1	96.2 2.5 0.6 0.6 0.2 0.1
Age on December 31, 1988 16 or younger	0.1 2.6 73.3 18.8 1.7 1.6 0.7 0.8 0.2	0.1 2.8 67.4 18.5 3.0 3.6 1.8 2.1 0.6	0.0 2.3 75.6 19.7 1.3 0.7 0.2 0.2 0.1	0.1 2.9 78.0 17.8 0.7 0.3 0.1 0.0	0.1 4.3 72.3 19.5 2.3 1.2 0.2 0.1 0.0	0.2 2.9 67.3 17.7 3.0 2.0 2.3 0.6	0.0 1.8 67.9 25.2 3.1 1.2 0.2 0.4 0.2	0.0 2.0 76.1 19.3 1.3 0.8 0.2 0.2 0.1	0.1 3.1 75.9 18.9 1.2 0.5 0.1 0.1 0.0	0.0 2.0 72.2 22.8 1.4 0.7 0.3 0.4 0.1	0.0 2.2 77.5 18.7 0.9 0.4 0.1 0.1	0.1 2.7 77.9 18.1 0.8 0.4 0.1 0.0 0.0	0.1 3.7 78.4 16.9 0.6 0.2 0.0 0.0	0.0 3.4 69.2 22.5 2.8 1.6 0.3 0.2 0.0	0.1 5.9 77.6 14.3 1.3 0.7 0.1 0.0
Ricial Background (1)(2) White/Caucasian Black/Negro/Afro-American American Indian Asian-American/Oriental Mexican-American/Chicano Puerto Rican-American other	83.2 9.5 0.8 2.9 1.8 1.4 2.2	83.4 7.1 0.7 1.9 2.1 2.8 3.1	82.0 13.9 0.9 1.8 1.2 0.6	84.7 5.8 0.9 5.9 2.3 0.6 2.0	1.4 97.8 1.2 0.3 0.1 0.3 1.2	83.0 7.0 0.7 1.9 2.2 3.1 3.2	87.0 8.0 1.0 1.3 1.5 0.6 2.0	80.7 16.0 0.9 1.3 1.1 0.5	80.9 13.1 0.9 3.4 0.6 1.0 2.4	84.9 12.3 0.9 1.3 0.8 0.3 1.2	88.3 3.9 0.7 2.0 3.9 1.0 2.2	84.9 6.1 0.9 5.4 2.4 0.5 1.8	84.3 4.4 0.7 7.8 1.6 0.9 2.8	1.9 97.0 0.9 0.3 0.1 0.3	0.6 99.0 1.6 0.1 0.1 0.4 1.3
Average High School Grades A or A+ B+ B C+ C	11.0 12.6 18.5 24.8 14.2 11.5 7.0	4.7 7.1 16.1 27.3 17.3 16.0 10.8 0.8	11.0 13.0 18.6 24.5 14.1 11.6 6.8 0.3	19.7 19.2 21.4 22.0 10.1 5.2 2.3 0.1	3.3 4.3 11.1 20.3 17.4 24.0 18.5	4.9 7.5 16.9 28.0 17.3 15.2 9.5	3.0 4.5 10.0 21.6 16.8 22.1 20.2	9.8 11.3 17.5 24.8 15.0 13.4 7.8 0.4	12.9 15.2 19.6 23.3 13.4 9.5 0.2	13.4 15.3 19.5 23.4 12.6 9.6 0.2	10.1 14.5 22.9 27.4 12.6 8.0 4.4 0.1	17.8 18.4 21.3 23.2 10.8 5.7 2.6 0.1	26.6 22.4 21.5 17.6 7.2 3.2 1.4 0.0	1.9 2.5 8.3 18.7 17.3 26.7 22.9	5.6 7.3 15.7 23.0 17.5 19.4 11.2
Have Met or Exceeded Recommended Years of Study In (3) English (4 years)	94.9 91.5 78.6 49.5 34.7 99.1 58.1 66.8	92.3 86.2 71.2 43.0 30.9 98.6 55.1 68.1	95.1 92.5 77.4 48.8 36.0 99.2 59.5 66.0	98.0 97.2 90.2 59.3 37.7 99.5 60.0 66.4	95.9 87.3 63.8 35.8 30.7 98.9 50.2 68.3	92.0 85.9 71.8 43.7 31.0 98.6 56.0 68.4	94.6 88.2 67.0 38.2 30.5 98.4 48.5 65.4	93.6 90.9 71.5 45.6 35.9 99.2 59.7 63.4	97.8 95.6 88.4 56.1 35.3 99.4 59.5 70.1	957 93.0 78.9 49.9 38.0 99.2 57.4 70.2	97.7 94.6 88.6 50.8 34.8 99.3 62.2 65.8	97.8 96.8 88.6 58.2 37.9 99.5 59.1 66.3	98.6 98.6 96.0 63.2 36.9 99.6 63.2 66.8	94.9 83.5 55.1 35.1 28.5 99.1 45.4 69.0	97.4 93.6 78.4 37.1 34.3 98.6 58.0 67.1

	All Insti-	All	Ali 4-Year	Au Hel-	Predom- Inantly	tly 2-Year Colleges P		4-Yea	Coileges	L	Unive	ersities	Predor	minantly	
				versities	Black Colleges	Public	Private	Public	Private Nonsec	Prot- L estant	Catholic	<u>Public</u>	Private	Public	Colleges Private
Estimated Parental Income less than \$6,000 \$6,000 - \$9,999 \$10,000 - \$14,999 \$15,000 - \$19,999 \$20,000 - \$24,999 \$25,000 - \$29,999 \$30,000 - \$34,999 \$35,000 - \$39,999 \$40,000 - \$49,999 \$50,000 - \$59,999 \$60,000 - 74,999 \$75,000 - 99,999 \$100,000 - 149,999 \$150,000 or more	3.7 2.9 5.4 6.9 7.0 9.1 12.4 11.6 7.0 4.8 4.3	5.8 3.7 6.6 8.3 10.9 12.8 7.9 2.7	3.245.599.0.169.29.63 12.9.63	1.85.9465.113.485.2 12.3485.2	11.6 7.0 9.8 9.2 8.8 6.6 7.1 3.8 1.4	5.9 3.97 6.6 8.1 10.7 10.7 10.7 4.4 1.6	3.54.597.78.8617.007.55.7	3.8 3.0 5.1 7.1 7.2 9.7 13.7 12.5 11.3 6.1 2.0	2.2 2.1 4.4 5.8 6.0 7.4 11.0 11.1 11.8 9.9 9.2	3.4 3.1 55.8 7.7 7.4 9.26 110.9 10.08 5.1	2.45.866.70 8.66.11.61 111.61.68	2.10.7.2.7.0 34.5.7.6.5.2.5.3 12.6.5.2.5.3	1.5 1.5 2.5 2.0 4.0 6.3 11.1 13.1 11.0	14.7.3 90.115 109.538 86.275 21.0	777024751950860 769997878794220
Status of Parents living with each other divorced or separated one or both deceased	72.8	70.8	72.9	75.3	44.5	70.7	71.4	72.2	71.7	74.4	78.3	74.5	78.3	44.3	45.0
	21.8	22.2	22.1	20.7	45.3	22.1	23.1	22.6	23.3	21.0	17.2	21.5	17.9	45.2	45.6
	5.4	6.9	5.0	4.0	10.1	7.1	5.5	5.2	4.9	4.6	4.5	4.0	3.9	10.6	9.4
Number of Older Brothers none onetwothree or more	52.8	48.4	53.9	56.8	50.9	48.5	47.8	53.5	55.6	55.7	49.4	56.6	57.4	48.5	54.9
	30.7	33.1	30.0	29.0	28.1	33.0	33.6	30.1	30.3	29.1	30.0	29.0	26.8	28.9	26.8
	10.3	11.2	10.2	9.6	10.5	11.1	11.7	10.1	9.5	10.0	12.5	9.6	9.5	10.8	10.0
	6.1	7.4	5.9	4.7	10.4	7.5	6.9	6.3	4.6	5.3	8.1	4.8	4.3	11.8	8.2
Number of Older Sisters none onetwothree or more	55.1	50.7	56.6	58.5	52.8	50.7	50.5	56.1	58.2	58.5	52.1	58.4	58.8	51.0	55.8
	29.6	31.9	28.5	28.5	27.3	31.9	31.8	28.3	28.7	28.2	29.3	28.5	28.6	27.7	26.7
	9.8	10.7	9.6	8.8	11.1	10.6	11.1	9.8	8.9	9.0	11.3	8.8	8.7	11.3	10.9
	5.5	6.7	5.3	4.2	8.7	6.8	6.6	5.7	4.2	4.3	7.2	4.3	4.0	10.0	6.6
Number of Younger Brothers none onetwothree or more	55.9	53.1	56.9	58.1	57.3	52.6	56.2	56.9	58.2	56.7	54.1	58.3	57.5	57.2	57.5
	33.8	34.6	33.6	33.1	30.5	34.6	34.4	33.6	33.0	33.8	34.3	33.0	33.2	29.8	31.7
	7.9	9.2	7.4	7.1	9.2	9.4	7.6	7.3	7.1	7.6	8.8	7.0	7.5	9.6	8.4
	2.4	3.2	2.1	1.7	3.0	3.4	1.8	2.2	1.7	1.9	2.8	1.7	1.8	3.5	2.4
Number of Younger Sisters none	57.5	54.6	58.4	59.7	55.8	54.1	58.8	58.2	59.9	58.6	55.9	60.0	58.6	54.1	58.6
	33.0	34.5	32.4	32.0	31.5	34.8	32.0	32.5	31.9	32.0	32.9	31.8	32.7	32.7	29.6
	7.3	8.0	7.2	6.6	9.0	8.2	6.7	7.2	6.5	7.4	8.4	6.5	7.0	9.1	8.8
	2.3	2.9	2.1	1.8	3.6	3.0	2.5	2.1	1.7	2.0	2.8	1.8	1.8	4.0	3.0
Twin Status noyes - identicalyes - fraternal	98.2 0.7 1.1	98.1 0.9 1.0	98.2 0.7 1.1	98.3 0.6 1.1	97.8 0.7 1.5	98.1 0.9 1.0	98.3 0.8 1.0	98.3 0.7 1.1	98.2 0.7 1.1	98.2 0.6 1.2	98.1 0.8 1.2	98.3 0.6 1.1	98.4 0.6 1.0	98.0 0.5 1.6	97.6 1.0 1.4

		A 14 I AT	All	All		Predom- inantly	2-Year	Colleges		4-Year	Colleges		Unive	rsities		ninantly
		tutions	2-Year Colleges	4-Year Colleges	A:I Uni- versities	Black Colleges	Public	<u>Private</u>	<u>Public</u>	Private Nonsect	Prot- estant	Catholic	<u>Public</u>	<u>Private</u>		Private
	Activities Engaged in by Student During the Past Year attended a religious service cheated on a test in school copied homework from other stdnt did extra class work/reading ('didn't complete homework on tindiscussed politics (4) discussed sex (4)	36.6 57.1 10.9 58.8 3.5 20.9	80.0 35.9 54.8 9.6 66.8 12.6 16.5 227.3	84.2 36.9 58.0 11.3 70.7 19.8 23.6 32.1 44.7	80.1 37.7 12.2 68.5 24.6 32.5 45.1	90.1 35.4 54.4 16.4 70.2 15.3 28.5 35.5	79.4 35.6 54.5 9.5 65.8 12.8 12.8 27.8	84.2 37.6 57.3 10.3 73.8 13.8 21.4 24.9	84.0 38.5 59.4 10.5 70.6 20.9 45.8	79.1 34.2 54.9 12.7 72.1 25.5 25.1 340.5	88.9 33.3 55.3 12.4 70.7 24.1 328.1 45.6	89.3 39.5 60.5 10.8 68.4 19.9 24.6 30.4	79.5 38.4 59.9 11.9 68.3 20.9 32.6 45.3	82.2 32.6 54.5 13.4 68.2 32.1 282.3 44.6	88.2 33.9 53.9 69.0 15.6 23.4 3.5	93.3 38.4 55.2 18.7 72.3 24.1 38.9
49	drank beer	65.3 66.7 10.5 21.5 35.1 10.1 6.9 81.0 87.3 44.9	65.7 65.0 107.2 34.1 79.9 82.9 35.6 23.6 89.0 38.8		68.3 79.8 24.1 24.1 82.3 7.2 82.6 90.6 31.6 396.7 50.7 50.7	36.3 41.9 14.7 21.5 48.3 3.9 4.4 81.8 87.9 45.9 2. 90.5 7	665.0 1065.1 165.2 1065.1 165.2 165.	63.9 64.0 13.0 242.3 15.3 82.6 82.6 82.2 22.1 15.3 87.0 15.0 7.7	73.55 66611.22.07.33 81.36.91.06.20 888.91.95 9.95 9.95 9.95 9.95 9.95 9.95 9.9	64.4 67.9 24.1 97.7 82.4 89.6 334.5 10.9	52.3 557.3 11.25.0 60.4 80.1 80.2 80.1 80.2 80.4 80.3 95.3 95.1 95.1 11.6	71.6 72.8 10.8 23.5 8.6 8.2 81.8 89.3 46.8 26.1 29.7 96.6	78.32.00.47.35.55.5.32.66.38 77.55.55.33.66.38 995.30.95.95.95.95.95.95.95.95.95.95.95.95.95.	768.59 77 95.26 70.8 81.40 22 7.8 81.22 2346.13 346.13	36.55534576.911.48319.39141.9	
	Racial Comp. of High School completely white	17.5	16.0 57.9 18.6 5.4 2.1	17.3 57.5 17.0 6.1 2.1	14.1 63.2 16.8 5.1 0.9	2.0 28.5 30.8 25.1 13.6	16.1 58.0 18.3 5.5 2.2	15.5 57.2 20.9 4.8 1.5	19.0 54.4 18.0 6.5 2.1	12.7 63.0 15.9 6.2 2.2	17.4 57.6 17.4 5.4 2.2	16.4 65.7 12.2 4.7	14.4 62.0 17.4 5.3 0.9	12.7 67.6 14.5 4.4 0.8	1.5 27.0 34.5 24.9	3.0 30.9 24.7 25.4 15.9
	Racial Comp. of Neighborhood completely white	41.2 42.4 6.2 6.2 4.1	43.5 40.1 5.9 6.0 4.5	41.3 40.3 6.5 7.0 4.9	37.8 48.6 6.3 5.0 2.3	2.9 15.4 15.2 35.9 30.5	43.2 40.3 5.8 6.2 4.5	45.4 39.0 6.6 4.8 4.3	42.7 37.9 6.4 7.5 5.4	36.4 45.0 7.0 7.1 4.5	42.0 41.0 6.1 6.4 4.5	42.9 44.1 5.9 4.5 2.6	38.3 48.1 6.1 5.1 2.4	36.0 50.7 6.7 4.6 2.0	2.8 14.6 15.8 35.5 31.3	3.2 16.7 14.2 36.5 29.3
	Number of Honors Courses Taken in High School none one	50.0 12.3 37.7	65.6 11.3 23.1	47 7 13.+ 38.7	33.0 11.9 55.1	56.3 15.3 28.3	65.0 11.2 23.9	70.2 12.3 17.5	51.9 13.1 35.1	39.1 13.8 47.1	45.6 13.5 40.9	46.5 15.1 38.4	35.9 12.0 52.2	22.6 11.4 66.0	62.8 15.8 21.4	45.7 14.6 39.8
	Number of Advanced Placement Courses Taken in HS none onetwo or more	60.8 17.4 21.8	75.6 12.9 11.6	59.6 18.5 21.9	44.5 21.2 34.3	68 11.7 16.5	75.3 12.9 11.7	77.5 12.2 10.2	63.7 16.8 19.5	50.4 21.3 28.3	57.0 19.6 23.3	59.3 20.9 19.8	47.3 21.2 31.5	34.2 21.4 44.4	69.3 16.6 14.1	60.1 19.5 20.5



		All	Ali		Predom- Lantly	2-Year	Colleges			Colleges		Unive	rsities	Predor	ninantiv
	All insti- tutions		4-Year Colleges		Filack Colleges	Public	Private	Public	Private Nonsect	Prot- estant	Catholic	Public	<u>Private</u>		Private
Student Rated Self Above Average or Highest 10% in academic ability. artistic ability. competitiveness. drive to achieve. emotional health learn foreign languages. leadership ability. mathematical ability. physical health popularity with opposite sex. public speaking ability. self-confidence (intellectual).	56.1	37.0 21.5 453.6 49.5 22.5 42.6 52.9 37.0 21.6 38.4	58.2 24.6 55.2 65.5 57.6 53.8 40.4 544.5 43.0 31.1 51.2	78.1 29.1 63.9 74.1 62.3 42.0 60.3 55.9 50.2 46.5 37.5 49.4	39.4 19.6 47.9 67.7 58.2 55.3 25.3 25.7 49.5 33.4 59.3	37.9 21.2 45.4 53.5 49.3 23.9 42.2 30.3 52.5 36.6 21.4 38.8	30.3 24.1 46.8 54.2 50.6 44.5 24.2 550.0 40.0 22.6 370.9	54.9 22.3 55.17 56.9 29.6 52.26 59.1 44.9 43.7 249.3	64.3 31.4 55.5 568.7 35.9 60.7 45.3 43.5 56.0	62.0 24.7 55.1 67.0 32.9 56.1 39.9 42.7 40.4 31.4	59.56.16 57.37.4 57.37.4 57.37.4 41.6 41.6 41.6 41.6 41.6	76.8 28.6 62.2 61.7 40.5 59.2 63.8 49.9 46.6 36.1	83.0 30.7 68.6 64.8 47.2 64.9 64.1 46.3 67.1	30.7 18.6 44.6 56.1 25.5 54.8 50.9 54.8 50.9 56.3	53.13 52.13 539 539 597 697 4882
writing ability	39.8	29.4	41.5	50.9	39.3	29.4	29.6	44.2 38.8	46.9 46.5	44.6 44.8	43.7 41.8	49.2 49.3	50.5 57.0	51.7 36.1	58.6 44.5
Prior Cred <sup>1</sup> t at This Institution noyes	96.5 3.5	95.8 4.2	96.9 3.1	96.8 3.2	94.3 5.7	95.8 4.2	95.8 4.2	96.7 3.3	96.9 3.1	97.4 2.6	96.9 3.1	96.8 3.2	96.8 3.2	94.1 5.9	94.6 5.4
This College is Student's first choicesecond choice third choice	67.9 23.0 5.8 3.3	69.5 21.1 5.3 4.1	66.0 24.7 6.3 2.9	68.6 22.7 5.8 2.9	47.2 36.2 12.5 4.0	70.3 20.4 5.0 4.2	63.5 26.1 7.3 3.1	64.3 26.6 6.5 2.7	67.0 22.3 6.8 4.0	70.4 21.6 5.6 2.5	68.1 23.9 5.4 2.6	68.7 22.8 5.6 2.8	67.9 22.5 6.3 3.3	43.4 38.0 13.9 4.7	53.8 33.2 10.1 2.9
Number of Other Colleges Applied to for Admission This Year none	31.2 15.0 16.6 15.2 9.2 5.7 7.0	43.7 15.8 15.3 12.4 6.5 3.2 3.1	25.2 15.2 18.1 17.4 10.4 6.4 7.4	23.8 13.9 16.0 15.6 10.9 8.0 11.7	17.5 13.7 19.9 21.6 13.6 6.8 6.9	45.57 15.7 14.9 11.6 6.2 3.0 3.0	29.8 16.4 18.4 17.8 9.0 4.9 3 7	28.6 16.7 19.3 17.3 9.1 4.7	18.7 11.1 14.7 17.1 12.8 10.2 15.4	25.2 15.2 18.4 17.3 10.4 6.4 7.1	17.5 14.2 17.7 19.5 13.3 9.0 8.8	27.3 15.3 16.9 15.4 9.8 6.6 8.7	11.0 8.9 12.7 16.2 15.4 13.1 22.8	19.6 14.3 20.8 20.6 13.1 5.8 5.8	14.1 12.8 18.5 23.1 14.4 8.4 8.7
Number of Other College Acceptances This Year (5) none	15.1 27.9 24.5 17.1 8.4 3.7 3.4	26.1 31.6 22.6 12.4 4.5 1.6	11.7 27.1 25.9 18.7 9.1 4.0 3.6	8.5 25.1 24.4 19.8 11.3 5.4	12.4 24.2 27.8 19.4 8.8 3.4 4.0	27.2 31.5 22.3 12.0 4.5 1.5	19.7 32.3 24.4 15.3 4.7 2.2	13.3 29.6 26.5 17.4 7.5 2.9 2.8	?.7 22.1 24.3 20.6 11.8 6.0 5.7	9.8 26.5 26.3 19.4 9.8 4.6 3.6	9.6 24.5 25.6 20.6 11.2 4.9 3.6	9.6 27.6 25.0 19.1 10.1 4.6 4.1	5.2 17.6 22.4 22.1 15.3 8.1 9.4	15.1 26.2 28.7 17.1 7.3 2.3 3.3	8.1 21.0 26.4 23.0 11.3 5.1 5.2
Student Native English Speaker? yes	94.7 5.3	93.0 7.0	96.6 3.4	94.1 5.9	98.2 1.8	92.8 7.2	94.7 5.3	97.3 2.7	94.9 5.1	97.5 2 '.	94.7 5.3	94.4 5.6	92.6 7.4	98.0 2.0	98.5 1.5

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	Ali insti-	All 2-Year	Ali 4-Year	Ati fini.	Predom- inantly Black	2-Year	Colleges		4-Year Private	Colleges Prot-		Unive	rsitiss	Predom Black C	inantly oileges
	tutions		Colleges		Colleges	Public	<u>Private</u>	Public			Catholic	Public	<u>Private</u>	Public	
HOURS PER WEEK IN THE LAST YEAR SPENT ON															
None studying or doing homework socializing with friends. talking w/teacher outside class exercising or sports partying working (for pay) volunteer work student clubs and groups. watching TV. hobbies	0.3 7.7 4.0 12.5 24.9 56.8 30.5	1.9 0.5 9.7 5.0 13.2 21.9 60.0 39.4 4.1 9.8	27.6	1.1 0.2 6.8 2.9 10.8 27.5 54.7 23.5 8.5	0.8 0.6 6.6 9.9 13.5 26.7 57.0 28.7 3.4	1.9 0.5 10.0 5.0 13.1 21.9 60.3 40.2 3.9	1.8 0.3 7.1 5.0 13.7 21.7 58.1 34.2 5.4 9.0	1.5 0.25 7.2 12.3 22.8 58.2 30.7 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	0.1 0.1 2.6 25.0 25.5 25.5 25.6 25.8	1.2 0.2 7.5 3.0 11.0 25.4 56.7 25.5 5.6 8.7	0.7 0.26 4.4 10.3 35.5 47.3 16.5 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
Six or Mure Hours studying or doing homework socializing with friends. talking w/teacher outside class exercising or sports partying working (for pay) volunteer work student clubs and groups watching TV.	78.2 9.0 47.9 35.5 63.2 5.1 14.9 32.4	35.6 75.3 9.3 44.3 36.9 67.0 12.0 33.4 27.9	78.7 9.7 49.2 33.9 62.1 5.2 15.6	48.8 81.1 7.4 50.6 36.2 60.1 4.9 17.6 30.1 26.6	41.1 65.7 15.0 36.4 30.8 60.0 7.5 15.8 44.0 33.2	35.3 74.9 9.0 43.7 36.6 67.1 5.3 11.9 33.4 27.4	37.2 78.4 11.5 48.6 39.3 66.7 5.4 12.3 33.5 31.2	37.8 77.9 9.0 34.7 65.6 4.5 13.9 34.4 28.0	50.7 80.4 11.1 50.5 34.4 56.6 6.4 18.3 30.5 30.8	47.7 78.1 10.6 49.7 26.9 55.8 17.2 32.9 27.5	48.9 80.8 10.6 52.8 40.0 64.0 17.7 31.2 25.5	46.0 80.6 7.1 49.8 36.3 62.6 4.5 16.3 30.6 26.7	59.0 83.0 83.6 53.3 36.0 51.0 6.2 22.4 28.1 26.2	34.6 63.3 14.2 34.8 30.9 60.6 13.4 42.8 33.7	50.9 69.4 16.2 38.8 30.7 59.1 8.5 19.5 45.8 32.5
Sixteen or More Hours studying or doing homework socializing with friends talking w/teacher outside class exercising or sports working (for pay) volunteer work student clubs and groups watching TV	35.8 1.8 16.1 8.7 40.2 1.3 3.4 7.2	4.8 34.8 1.9 14.7 10.1 44.7 1.4 2.9 7.8	7.3 36.3 1.9 17.4 8.1 39.2 1.2 3.5 7.5 7.0	9.9 36.3 16.0 7.8 35.9 1.2 4.0 5.9	8.7 30.8 3.4 13.6 7.7 39.6 2.5 4.3 16.3	u.8 34.4 1.8 14.2 10.0 44.9 1.4 2.9 7.8 7.3	4.3 37.8 2.5 18.2 11.0 43.1 1.8 2.9 8.1 8.2	5.4 35.7 .8 17.3 8.5 42.8 1.0 3.1 8.0 7.1	11.5 38.7 2.4 16.9 84.4 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 36.2 1.3 15.7 7.9 38.2 1.1 3.7 6.0 5.7	15.5 36.7 1.4 17.1 7.2 27.5 1.4 5.1 5.2 5.6	6.1 29.7 3.3 13.4 8.3 39.4 2.3 4.2 16.3 12.0	12.7 32.4 3.5 13.9 6.9 39.9 2.7 4.4 16.4
Disabilities none	0.8 0.3 1.0 1.2 1.2	81.1 0.9 0.4 1.1 1.4 1.7	86.1 0.9 0.3 1.0 1.3 1.1 2.1	88.4 0.6 0.2 0.7 0.7 0.8 1.7	78.0 0.6 0.3 0.6 0.7 1.8 1.6	80.6 0.9 0.4 1.1 1.0 1.4 1.7	84.9 1.2 0.4 1.2 4.1 1.3 2.3	85.8 0.8 0.2 0.9 0.8 1.0 1.9	86.2 0.8 0.3 1.1 2.8 1.2 2.2	86.0 1.1 0.4 1.1 1.4 1.4 2.6 1.6	87.8 0.8 0.2 1.0 1.2 1.1 2.0 1.3	88.2 0.6 0.2 0.7 0.6 0.8 1.7	89.1 0.6 0.2 0.8 0.9 0.9 1.9	74.2 0.6 0.4 0.7 0.9 1.6 1.4	84.4 0.6 0.2 0.6 0.5 2.1 2.0
U.S. Citizen? yes permanent resident no	97.7 0.8 1.5	96.4 1.5 2.1	98.6 0.3 1.1	98.1 0.6 1.3	99.3 0.1 0.6	96.3 1.6 2.1	97.5 0.4 2.2	99.1 0.3 0.6	97.5 0.4 2.1	98.3 0.2 1.4	98.2 0.5 1.3	98.4 0.6 1.0	96.8 0.7 2.4	99.3 0.1 0.6	99.2 0.2 0.6



	*** * **	All	All		Predom- inantly	2-Year	Colleges		4-Year	Colleges		Unive	rsities_	Predom	
	tutions	2-Year Colleges			Black Colleges	Public	<u>Private</u>	<u>Public</u>	Private Nonsect.	Prot- estant	Catholic	<u>Public</u>	Private	Black C Public	
Highest Dagree Planned Anywhere none	3.9 33.1 36.3 11.7 5.7 5.0	2.8 1.2 9.6 43.0 29.5 2.9 2.6 0.4	0.4 1.5	0.9 0.1 0.3 23.7 40.4 16.1 9.6 7.7 0.2	3.4 0.7 0.8 21.5 38.2 18.0 7.3 7.4 1.1	2.8 1.3 9.9 43.2 29.0 6.1 3.0 2.7 0.3 1.7	2.7 0.6 7.6 41.5 32.9 7.1 2.5 2.1 0.5 2.7	1.9 0.4 2.0 35.6 38 11.6 4.2 3.7 0.4	1.2 0.2 0.8 24.1 40.6 17.0 7.1 0.4	1.4 0.4 1.1 26.4 39.0 15.7 7.3 6.4 0.8	1.3 0.2 0.8 26.4 42.8 12.8 6.2 7.6 0.4	0.9 0.1 0.3 25.95 40.5 15.3 9.5 0.2	0.7 0.0 0.1 16.0 39.7 18.9 11.1 12.0 0.3 1.1	4.5 0.8 1.1 27.0 38.0 14.8 5.7 1.2	1.6 0.4 0.3 13.3 38.6 22.9 10.8 10.0 0.9
Highest Degree Planned at Freshman College none	0.8 16.1 58.4 14.8 2.0 1.3 1.1	6.5 1.9 44.0 35.9 7.4 1.0 0.3 0.6 0.1 2.4	2.9 0.4 3.8 73.6 14.9 1.56 0.6 0.3	1.4 0.1 1.0 62.5 23.8 4.2 3.7 2.4 0.1 0.8	2.5 0.5 2.1 67.7 18.0 2.9 1.5 0.9 2.4	6.7 1.9 42.1 37.2 7.7 1.0 0.3 0.7 0.1 2.4	4.4.3 57.3 56.8 5.2 0.2 0.3 0.3 2.8	3.7 0.5 5.1 69.1 16.8 1.7 0.6 0.3 1.6	1.7 0.2 1.6 79.9 12.9 1.4 0.5 0.2	2.6 0.4 3.1 79.5 10.5 0.5 0.7 0.3 1.2	2.0 0.3 2.1 74.8 16.3 1.6 0.5 0.9 0.2	1.6 0.1 1.0 61.0 24.9 4.4 3.9 20.1	0.8 0.1 1.0 67.6 20.2 3.3 3.0 3.2 0.1	3.2 0.5 3.1 60.5 21.1 3.4 1.6 2.0 1.3 3.3	1.6 0.4 0.7 77.1 14.1 2.3 1.4 0.4
Student's Religious Preference Baptist Buddhist Congregational Eastern Orthodox. Episcopal Islamic Jawish LDS (Mormon) Lutheran Methodist Presbyterian Quaker Roman Catholic Seventh-Day Adventist other Protestant other religion none.	0.65 0.33 0.32 0.32 6.75 4.02 360.33	11.6 0.30 0.69 0.38 0.2.9 0.2.8 0.5 43.5 43.5 45.8	0.3 1.4 9.3 1.3 1.3 1.3 1.8 1.8 1.8 1.8 1.8 1.8 1.8 1.8 1.8 1.8	9.07 1.17 9.49 9.34 9.34 9.33 9.34 9.33 9.49 9.49	61.2 0.2 0.5 0.0 2.2 1.1 0.1 0.5 9.8 1.8 0.1 7.0 0.9 1.5 7.7	10.3966638255531 00.6638255531 00.583.31855581	22.4 0.3 1.6 0.4 3.2 3.0 0.2 8.6 10.3 27.0 3.5 0.9	21.1 0.2 1.1 0.4 2.3 0.2 1.3 0.3 6.7 10.6 4.3 0.1 31.0 0.3 4.4 5.5	12.0 0.6 2.4 0.7 4.7 0.2 3.7 7.1 5.3 0.4 27.9 6.6 6.6	20.4 0.2 1.8 0.3 3.5 0.7 0.2 10.0 11.6 0.4 13.7 0.2 11.0 9.0	2.9 0.5 0.6 0.1 0.4 1.7 3.1 0.1 2.5 6.5	9.5 0.7 1.1 0.7 2.3 5.2 0.4 7.3 8.6 0.2 32.6 4.5 16.4	7.0 0.7 1.0 0.8 6.3 0.2 3.0 4.4 0.2 1 0.2 4 2.1 2 3.7 5	65.7 0.2 0.4 0.1 2.0 1.0 0.1 0.1 1.8 0.1 6.3 0.1 7.0 4.7	54.3 0.3 0.6 0.0 2.6 1.2 0.1 0.0 1.8 0.0 8.0 9 1.9 8.8 6.5
Student Born-Again Christian? noyes	77.3 22.7	78.2 21.8	72.6 27.4	83.2 16.8	55.2 44.8	79.8 20.2	67.1 32.9	72.2 27.8	78.1 21.9	57.8 42.2	89.4 10.6	82.4 17.6	85.9 14.1	55.1 44.9	55.3 44.7

		All 2-Year			Predom- inantly Black Colleges	2-Year Public	Colleges Private	Public	Private	Colieges Prot-			rsities		olleges
	Initotia	Colleges	Colladas	AAISIIIAS	Colleges	POUNC	Ellyala	Poblic	Monsach	<u> </u>	Catholic	Public	<u>Private</u>	Public	Private
PROBABLE MAJOR FIELD OF STUDY															
Arts and Humanities arts	0.7 0.1	1.6 0.6 0.2 0.9 0.3 0.7 0.1 0.1 0.4	2.7 1.7 1.2 1.3 0.7 1.2 0.1 0.8 0.3 0.6	1.8 1.7 1.0 2.9 0.9 1.1 0.3 0.1 0.8	0.9 1.2 0.4 1.4 0.2 1.0 0.1 0.5 0.1	1.1 0.6 0.2 0.8 0.4 0.1 0.1 0.1	4.9 0.5 0.3 1.3 0.2 2.4 0.1 0.5 0.3	1.9 1.0 1.1 0.5 1.1 0.1 0.1 0.5 0.1	6.1 3.0 1.5 1.5 1.1 1.0 0.4 0.1 1.3 0.3	1.5 2.4 1.4 1.5 1.0 1.7 0.4 0.1 0.9 1.1	2.7 2.0 1.1 1.5 0.8 0.6 0.2 0.1 0.7 0.2	1.9 1.4 0.8 2.9 0.8 1.0 0.2 0.1 0.7 0.0	1.5 2.8 1.7 2.6 1.2 1.4 0.5 0.2 1.0	1.2 0.8 0.3 1.1 0.1 1.3 0.0 0.2 0.6 0.1 0.3	0.6 1.8 0.4 1.9 0.2 0.5 0.1 0.3
Biological Sciences general biology	0.5 0.0 0.4 0.2 0.3	0.9 0.2 0.1 0.3 0.2 0.3 0.5	2.0 0.4 0.0 0.5 0.2 0.2	2.5 0.9 0.1 0.5 0.4 0.4	2.2 0.3 0.0 0.2 0.1 0.3 0.2	0.9 0.3 0.1 0.3 0.2 0.3	0.5 0.1 0.0 0.2 0.0 0.2	1.5 0.3 0.0 0.5 0.1 0.3 0.4	2.5 0.6 0.0 0.4 0.1 0.2 0.5	2.7 0.5 0.0 0.6 0.2 0.3 0.4	3.0 0.6 0.0 0.6 0.1 0.2 0.4	2.4 0.9 0.1 0.5 0.4 0.5 0.7	3.0 1.0 0.0 0.3 0.3 0.1	0.9 0.2 0.0 0.2 0.1 0.3 0.2	4.1 0.4 0.0 0.2 0.1 0.3 0.1
Business accounting business administration finance marketing management secretarial studies other business	7.3 2.0 2.9 4.9	6.4 8.6 1.3 2.2 5.4 2.1	6.6 7.0 1.9 3.3 5.3 0.3	4.7 6.3 3.1 3.2 3.7 0.1	7.7 11.6 2.0 2.4 5.7 0.3 1.7	6.9 8.7 1.4 2.0 5.3 2.1	2.8 7.5 0.6 3.8 6.2 2.3 2.6	7.5 7.1 1.8 3.6 5.6 0.4 1.3	4.2 5.7 2.0 3.0 4.7 0.3 1.4	5.4 7.6 1.5 2.1 4.6 0.3 1.3	8.2 8.6 2.7 4.3 5.7 0.1 2.3	4.9 6.4 2.9 3.1 3.7 0.1	4.2 5.9 4.0 3.3 3.6 0.0 2.3	8.2 14.1 1.5 2.3 7.0 0.4 2.2	7.0 7.8 2.8 2.6 3.8 0.1 0.8
Education business education elementary education music or art education. physical education or recreation secondary education special education other education	4.9 0.3 1.0 1.7 0.6	0.3 6.0 0.1 1.1 1.6 0.6	0.3 5.9 0.5 1.3 2.2 0.9	0.1 1.9 0.2 0.3 1.2 0.3 0.2	0.7 3.1 0.3 0.5 1.2 0.5 0.4	0.3 6.0 0.1 0.9 1.6 0.7	0.6 6.1 0.5 2.4 1.5 0.4	0.4 6.9 0.6 1.4 2.4 1.0	0.2 3.2 0.3 0.6 1.1 0.4	0.3 6.5 0.7 1.8 3.0 1.0	0.1 5.2 0.4 1.1 1.8 0.7 0.3	0.1 2.1 0.2 0.4 1.3 0.3 0.2	0.1 1.0 0.1 0.2 0.6 0.3	1.0 3.9 0.6 1.5 0.6	0.3 2.0 0.2 0.4 0.7 0.3
Engineering acronautical/astronautical eng. civil engineering	0.9 0.6 2.9	1.6 1.2 0.4 3.5 0.2 1.9	1.5 0.6 0.4 1.9 0.3 1.3	2.0 1.1 1.1 3.5 0.4 2.4 1.6	1.1 0.3 0.5 3.7 0.5 1.0	1.7 1.2 0.5 3.7 0.2 2.0 1.7	1.0 1.1 0.0 1.9 0.3 1.2	1.1 0.8 0.4 2.1 0.3 1.4 0.8	4.0 0.4 0.4 2.4 0.2 1.5	0.4 0.4 0.2 0.8 0.1 0.7	0.4 0.4 0.2 0.9 0.1 0.6 0.3	2.3 1.1 1.1 3.5 0.4 2.4	1.0 1.2 1.0 3.7 0.3 2.3	0.3 0.1 0.1 2.8 0.8 0.4 0.2	2.3 0.7 1.1 4.9 0.1 1.7



		All Insti- tutions	Ali 2-Year Colleges	Ali 4-Year Collegns	All Uni- versities	Predom- Inantly Black Colleges	2-Year Public	Colleges Private	Public	Private		Catholic	Unive	rsities Private	Black C	ninantiy Colieges Private
	PROBABLE MAJOR FIELD OF STUDY															
	Physical Sciences astronomy atmospheric science chemistry. earth science marine science mathematics. physics statistics other physical sciences	0.1 0.6 0.1 0.6 0.4 0.0	0.1 0.2 0.3 0.1 0.3 0.1 0.0	0.1 0.0 0.8 0.1 0.1 0.8 0.4 0.0	0.2 0.2 0.9 0.1 0.7 0.7	0.0 0.1 0.5 0.0 0.7 0.2 0.0	0.1 0.2 0.4 0.2 0.1 0.3 0.1 0.0	0.0 0.0 0.1 0.0 0.2 0.1 0.1 0.0	0.1 0.0 0.7 0.1 0.2 0.7 0.3 0.0	0.1 0.0 1.0 0.1 0.1 0.8 0.7 0.0	0.1 0.0 1.0 0.1 0.1 1.0 0.6 0.0	0.1 0.6 0.1 0.2 1.0 0.4 0.0	0.2 0.2 0.8 0.1 0.7 0.7 0.7	0.1 0.0 1.1 0.1 0.0 0.9 0.9	0.0 0.1 0.1 0.0 0.7 0.2 0.0	0.0 0.0 1.0 0.0 0.1 0.8 0.2 0.0
54	Professional architecture. home economics. health technology. library science. nursing. pharmacy. premed,predent,prevet. therapy. other professional.	1.2 0.4 1.0 0.0 2.5 1.0 2.8 2.0	1.8 0.6 1.4 0.0 4.1 0.7 1.3 1.9	0.5 0.8 0.0 1.9 0.9 2.6 1.8	1.4 0.3 0.8 0.0 1.4 1.4 5.1 2.2	0.7 0.6 0.7 0.1 2.6 0.4 3.5 0.8	1.3 0.7 1.5 0.0 4.3 0.7 1.4 1.8	5.6 0.1 0.9 0.0 2.4 0.6 1.0 2.3	0.5 0.4 1.0 0.4 1.3 2.2 2.1	0.6 0.1 0.5 0.6 0.5 2.9 0.9	0.3 0.2 0.7 0.0 2.1 0.5 3.7 1.8	0.3 0.3 0.6 0.0 1.8 0.3 2.8 1.7	1.5 0.3 0.8 0.0 1.6 5 52.5 1.3	1.2 0.1 0.6 0.0 1.0 0.7 5.2 1.3	0.3 0.9 0.4 0.1 2.2 0.3 2.1 0.5	1.2 0.1 1.2 0.0 3.3 0.5 5.6 1.3
	Social Sciences anthropology. economics. ethnic studies. geography. political science. psychology. social work social work social sciences. other social sciences.	0.2 0.5 0.0 0.0 3.2 4.1 0.9 0.4 0.0	0.1 0.0 0.0 1.3 2.9 1.1 0.3 0.0	0.2 0.6 0.0 0.0 3.7 4.8 1.1 0.5 0.0	0.2 0.9 0.0 0.0 5.1 4.5 0.4 0.3 0.0	0.0 0.5 0.0 0.0 4.9 6.7 1.6 1.0 0.0	0.1 0.1 0.0 0.0 1.3 2.7 1.1 0.3 0.0	0.1 0.1 0.0 0.1 1.0 4.5 1.2 0.3 0.1	0.2 0.3 0.0 0.0 2.7 4.4 1.0 0.5 0.0	0.4 1.1 0.0 0.0 5.0 4.8 0.9 0.4 0.0	0.2 0.6 0.1 0.0 4.8 5.8 1.4 0.6 0.0	0.1 0.5 0.0 0.0 4.8 5.8 1.1 0.5 0.0	0.3 0.7 0.0 0.0 4.0 4.7 0.3 0.0	0.2 1.6 0.0 0.0 9.2 3.9 0.3 0.3	0.0 0.3 0.0 0.0 4.0 7.3 2.0 1.1 0.0	0.0 0.8 0.0 0.0 6.3 5.9 1.1 0.8 0.0
	Technical building trades data processing drafting or design electronics mechanics other technical	0.2 1.1 0.4 0.2 0.2 0.4	0.3 1.8 0.5 0.5 0.2 0.6	0.1 0.9 0.4 0.1 0.4	0.0 0.5 0.1 0.1 0.0	0.0 1.7 0.3 0.1 0.2 0.2	0.1 1.9 0.5 0.5 0.2 0.6	1.4 0.7 1.0 0.4 0.1	0.2 1.0 0.5 0.2 0.6 0.6	0.0 0.7 0.3 0.1 0.4 0.2	0.0 0.7 0.1 0.0 0.1	0.0 0.7 0.3 0.1 0.0	0.0 0.5 0.2 0.1 0.0	0.0 0.3 0.1 0.0 0.0	0.0 1.9 0.4 0.2 0.3	0.0 1.4 0.1 0.0 0.0
	Other Fields agriculture communications computer science forestry law enforcement. military science. other fields undecided	1.2 2.9 1.7 0.5 1.6 0.1 1.4	2.4 2.3 1.8 1.1 2.5 0.2 2.0 5.6	0.4 3.4 1.8 0.2 1.3 0.1 1.2	0.8 2.8 1.2 0.1 0.8 0.1 1.0	1.1 4.6 3.5 0.0 2.1 0.2 1.3	2.6 2.3 2.0 1.2 2.6 0.2 1.9	0.6 2.0 1.0 0.5 1.4 0.1 3.1	0.6 3.2 2.0 0.2 1.7 0.1 0.8	0.2 3.7 1.7 0.1 0.7 6.2 2.3	0.2 3.7 1.6 0.2 0.9 0.1 1.1	0.0 3.5 1.2 0.1 1.2 0.1 1.0	1.0 2.7 1.3 0.2 0.7 0.1 1.1	0.0 3.2 1.0 0.0 0.8 0.1 0.6	1.8 4.3 3.6 0.0 2.7 0.2 1.6	0.1 5.1 3.3 0.0 1.2 0.2 0.9

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	All Insti-	Ali 2-Year Colleges	Ali 4-Year Colleges	All Uni-	Predom- Inantly Black Colleges	2-Year Public	Colleges Private	Public	Privete		g	Univ	ersities Private	Black	minantly Colleges Private
													THE	TABILE	EHITALY
Probable Career Occupation accountant or actuaryactor or entertainer	5.9 1.0	6.5 0.7	6.5 1.2	4.4 1.2	8.1 1.7	6.9 0.6	3.1 1.2	7.4 1.0	4.1 2.0	5.3	8.0	4.6	3.7	9.1	6.7
architectartist	1.7 1.7	2.7 1.4	0.8 2.3	1.8 1.2	1.4 0.8	2.2 1.1	6.7 4.1	0.9	0.9 5.1	1.2 0.6 1.2	1.0 0.4 2.0	1.1 1.9 1.3	1.6 1.4 1.0	1.8 1.0 1.0	1.5 1.9 0.4
business (clerical)business (management)business owner or proprietor	1.0 12.4 3.9	2.1 11.8 4.5	0.6 12.8 3.7	0.3 12.5 3.5	0.8 16.2	2.2 11.9	2.0 11.4	0.8	0.4 11.4	0.5 12.0	0.4 15.3	0.3 12.2	0.2 13.6	1.1	0.5 12.6
business salesperson or buyer clergy (minister.priest)	1.4 0.1	1.5	1.4	1.2 0.1	4.0 1.3 0.2	4.3 1.4 0.0	5.8 2.3 0.2	3.7 1.5 0.1	4.0 1.2 0.3	3.2 1.0 0.9	4.3 1.9 0.2	3.3 1.3 0.1	4.2 1.1	3.9 1.6	4.3 0.8
clergy (other religious) clinical psychologist college teacher	0.1 1.7 0.4	0.1 1.2	0.1 2.0	0.1 1.8	0.1 2.4	0.1 1.2	0.2 1.8	0.0 1.9	0.2 1.9	0.5	0.1 2.6	0.0	0.1 0.1 1.5	0.2 0.1 2.1	0.3 0.1 2.8
conservationist or forester	2.7 0.7	0.2 3.5 1.5	0.5 2.7 0.4	0.5 1.7 0.3	0.5 5.1 0.3	0.2 3.8 1.6	0.2 1.5 0.5	0.3 3.1 0.4	0.7 2.1 0.3	0.7 2.3 0.3	0.4 1.9 0.2	0.4 1.8	0.6	0.5 5.5	0.4 4.6
dentist (incl orthodontist) dietitian or home economist engineer	0.5	0.3	0.6	0.7 0.2	0.9	0.3	0.3 0.1	0.6	0.4 0.1	0.6 0.2	0.2 0.5 0.3	0.4 0.8 0.2	0.1 0.6 0.1	0.5 0.5 0.2	0.0 1.4 0.1
foreign service worker	8.6 0.5 1.1	9.6 0.9 0.4	6.1 0.3 1.1	11.0 0.3 1.9	7.6 0.1 0.2	10.2 1.0 0.5	5.8 0.4 0.3	6.6 0.3 0.6	8.6 0.2 1.7	3.0	2.7 0.1	11.4	9.4 0.0	4.7 0.1	11.7 0.1
homemaker (full-time)interior decoratorintepreter (translator)	0.1 0.5	0.1	0.1 0.5	0.1 0.5	0.1 0.4	0.1	0.3 0.1 3.1	0.1 0.4	0.1 0.7	1.9 0.1 0.5	1.5 0.2 1.1	1.3 0.0 0.6	3.8 0.1 0.2	0.0 0.1 0.6	0.4 0.0 0.1
lab technician or hygienist law enforcement officer	0.2 0.5 1.2	0.1 0.7 1.8	0.3 0.4 1.1	0.3 0.3 0.5	0.1 0.2 1.1	0.1 0.7 1.9	0.2 0.5	0.2	0.3	0.3	0.3 0.2	0.3	0.2	0.1 0.2	0.1 0.2
military service (career)	5.4 1.1	3.3 0.7	5.4 1.6	8.1 0.7	9.4 1.1	3.4	1.0 2.5 0.3	1.5 4.3 2.2	0.4 6.7 1.3	0.6 6.5 0.3	1.0 7.9 0.5	0.5 7.2 0.8	0.5 11.3 0.6	1.6 7.9 1.2	0.3 11.6 0.9
musician (performer,composer) nurse optometrist	1.1 2.5 0.3	0.8 4.0 0.2	1.3 1.9 0.3	1.1 1.4 0.3	1.1 2.9	0.6 4.2	1.8	1.3	1.1	1.5 2.1	0.7 1.8	1.0 1.5	1.3 1.0	1.4 2.7	0.7 3.3
physician	1.1 3.7	0.7 1.4	1.0 3.5	1.5 7.1	0.2 0.7 5.1	0.2 0.8 1.5	0.1 0.6 1.0	0.4 1.4 2.4	0.2 0.6 4.8	0.3 0.7 5.0	0.3 0.4 4.5	0.4 1.7 6.6	0.2 0.8 9.1	0.2 0.5 3.0	0.3 0.9 8.2
school counselorschool principal/superintendent.	0.3 0.0 1.6	0.2 0.0 1.2	0.4 0.1 1.5	0.2 0.0 2.4	0.3 0.1 0.5	0.2	0.5	0.3	0.3	0.6	0.4	0.2 0.1	0.2 0.0	0.3 0.1	0.3
social/welfare/recreation worker statistician	1.4	1.6 0.1	1.6 0.1	0.7 0.1	3.1 0.1	1.3 1.6 0.1	0.3 1.6 0.0	1.3 1.6 0.1	1.9 1.2 0.1	1.7 1.9 0.1	1.3 1.7 0.1	2.4 0.8 0.1	2.3 0.5 0.1	0.3 4.0 0.1	0.7 1.7 0.2
therapist (phys,occup,speech) teacher (elementary) teacher (secondary)	2.3 5.6 3.2	2.2 6.9 2.7	2.2 6.7 4.2	2.5 2.2 2.2	1.5 3.1 1.7	2.2 7.0	2.6 6.8	2.6 7.7	1.2 3.7	2.4 7.3	2.3 5.8	2.8 2.4	1.6 1.3	1.3 3.8	1.7
writer or journalist	0.9 2.5	0.9 1.2	0.7	1.0	0.9 2.4	2.6 1.0 1.2	3.1 0.6 1.4	4.5 0.7 2.0	2.6 0.7 3.5	5.7 0.7 3.3	3.4 0.5 2.9	2.4 1.2 3.7	1.3 0.3 4.2	1.9 0.9 1.9	1.3 1.0 3.3
skilled trädes other careerundecided	0.7 6.8 11.5	1.0 8.0 10.2	0.7 6.7	0.2 5.5	0.2 6.3	0.9 7.7	1.4 9.6	0.9 6.2	0.7 8.4	0.3	0.1 6.3	0.2 5.8	0.1 4.5	0.2	0.2 6.0
Miles from College to Home		10.2	11.8	12.6	5.7	10.1	10.7	10.8	13.3	13.0	12.7	12.3	13.7	6.5	4.6
5 or less	8.7 9.4 26.8	16.1 16.6	5.0 5.2	4.1 6.2	5.2 4.2	17.4 18.0	6.5	5.2 5.9	3.6 3.4	4.2 3.5	8.1 8.5	4.4 6.6	3.2 4.4	5.5 4.3	4.6 4.0
101-500	20.0 14.7 29.3	35.8 10.3 16.8	23.8 17.5 34.1	19.2 16.3 38.7	11.6 14.8 32.7	37.4 9.7 15.2	23.7 14.4 28.8	27.9 19.7 32.9	15.4 12.4 36.4	18.1 17.2 38.1	26.8 15.5 29.2	19.7 18.1	17.2 9.4	13.4 18.9	8.6 7.7
more than 500	11.2	4.4	14.3	15.5	31.5	2.3	20.1	8.3	28.8	18.9	12.0	39 7 11.4	35.1 30.7	35.3 22.5	28.3 46.7



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		All 2-Year Colleges			Predom- inantly Black Colleges	2-Year Public	Colleges Private	Public	Private	Colleges Prot- estant	Catholic	Unive	rsities Private	Predom Black C Public	olleces
Father's Education grammar school or less some high school high school graduate postsecondary other than college some college college degree scme graduate school graduate degree	7.3 26.9 4.8 14.5 21.1 2.8	6.3 10.6 35.3 4.9 13.8 17.5 1.5	3.3 6.6 26.1 5.3 15.3 21.3 3.0	2.5 4.2 17.2 4.2 14.0 25.3 4.0 28.6	6.4 12.0 33.6 4.4 15.2 14.8 1.6	6.5 10.9 36.3 4.8 13.7 7.0 1.5 9.4	5.2 8.8 28.4 5.5 14.8 20.6 1.9	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 3.5 24.2	4.0 5.3 22.2 5.2 15.4 22.8 3.4 21.7	2.6 4.4 18.9 4.5 14.8 25.3 3.8 25.6	2.2 3.2 10.8 2.9 11.1 25.1 4.9 39.9	7.7 13.6 37.1 3.8 14.0 13.8 1.2 8.8	4.4 9.8 28.4 5.4 17.1 16.3 2.2
Father's Occupation (6) artist (including performer) businessman clergy or religious worker college teacher or administrator doctor or dentist education (secondary) education (elementary) farmer or forester health professional (non-M.D.) lawyer military (career) research scientist skilled worker semi-skilled worker laborer (unskilled) unemployed	29.8 0.9 0.4 9.9 0.2 3.9 0.2 1.8 1.7 6 1.1 1.7 6 1.1 1.2 2.3	0.8 26.06 0.4 0.8 3.1 0.8 3.7 1.1 0.7 12.8 5.20 2.9 28.1	0.9 29.7 1.3 1.1 2.3 4.4 1.0 2.7 1.3 1.9 2.7 2.7 2.2 2.2 24.3	1.0 34.7 0.4 4.7 4.1 9.6 1.5 2.7 1.0 7.3 2.0 1.7	1.64820917496488178 01.0951.7496488178	0.8 24.8 0.4 0.3 0.6 3.2 0.8 7.9 3.6 1.1 0.2 13.2 5.5 4.1 3.0	0.8 34.4 1.9 5.6 4.0 9.6 4.0 9.1 1.7 10.0 4.0 1.8 1.8 24.5	0.7 27.5 0.7 0.7 1.1 4.4 1.0 7.9 2.5 0.5 11.6 4.7 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 1.8 7.2 2.0 1.9 21.4	0.99 28.99 4.18 3.23 5.33 0.94 3.3? 2.29 0.71 3.66 2.38 22.8	0.8 35.6 0.9 3.3 0.9 3.7 0.9 2.1 0.5 3.3 0.9 3.3 0.9 3.3 0.9 3.3 0.9 3.3 0.9 3.3 0.9 3.3 0.9 3.3 0.9 3.3 0.9 3.3 0.9 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0 3.0	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 8.4 3.6 8.8 1.2 5.3 1.2 4.6 1.3 1.3 16.7	0.4.86 0.8.4.81 0.0.3.05 0.5.55 0.5.4.65 0.5.65 0.5.65 0.5.65 0.5.65 0.5.65 0.5.65 0.5.65 0.5.65 0.65 0	1.3 17.3 1.7 2.3 1.7 9.0 5.5 1.4 6.1 6.1 33.6
Father's Religious Preference Baptist	0.52764833721293328 0.52764837721293328	11.4 0.4 1.0 0.8 0.3 3.2 0.2 9.1 4.2 42.7 5.2 7.9	0.2 31.1 0.2	9.02 1.02 0.58 0.58 0.3 0.6.4 0.3 0.28 0.28 0.28 0.4.3	61.9 0.4 0.0 2.0 2.0 0.5 7 1.8 1.6 6.5 9.2	9.9 0.39 0.99 1.6 0.32 0.28 8.9 4.1 0.1 5.1 5.1	22.5 0.47 1.74 3.41 0.24 0.17 10.4 10.4 20.1 20.1 4.2 6.2	20.8 0.2 1.1 0.4 2.2 0.3 1.7 0.3 10.9 4.8 0.16 0.2 4.7 4.5 9.8	12.1 0.6 2.5 0.8 5.0 0.6 5.9 0.2 4.3 7.6 0.3 0.3 7.1 5.5	19 0.° 1.7 0.4 3.6 0.3 1.0 0.2 10.3 11.9 8.1 0.4 14.2 0.1	3.1 0.3 0.7 0.8 1.7 0.2 0.7 4.5 2.5 0.8 2.7 2.7	9.8 1.0 1.2 0.8 0.4 6.0 0.4 6.2 32.8 0.2 4.6 3.9	7.0 1.2 1.10 3.7 0.8 9.6 2 3.6 9.2 9.2 9.3 9.3 11.7	66.5 0.4 0.1 1.7 1.1 0.2 0.0 7.0 1.8 0.1 4.7 0.6 1.4 8.8	55.4 0.3 0.1 2.4 1.5 0.0 0.6 11.3 1.8 0.7 1.7 6.7

		All	All		Predom- inantly	2-Year	Colleges	,	4-Year	Colleges		Unive	rsities	Predominantly
	All Insti- tutions	2-Year Colleges	4-Year Colleges		Black Colleges	<u>Public</u>	<u>Private</u>	Public	Private Nonsect.	Prot- estant	Catholic	Public	Private	Black Colleges Public Private
Mother's Education grammar school or less	6.1 34.3 8.0 16.7 19.1 3.0	4.9 9.5 42.9 8.2 13.9 13.5 1.4 5.7	2.1 5.1 33.2 8.1 18.0 20.0 3.3 10.2	2.1 3.2 25.0 7.4 18.4 25.2 4.5	3.6 10.0 29.9 5.4 20.3 16.1 2.5 12.2	5.0 9.7 44.0 8.2 13.5 12.9 1.3 5.3	4.1 7.8 34.8 8.4 17.2 17.4 1.8 8.6	2.1 5.9 38.1 8.4 18.3 17.0 2.6 7.7	2.0 3.6 24.5 7.3 16.9 25.1 4.7 16.0	2.0 4.8 27.2 7.4 19.1 23.3 4.2	3.3 3.8 31.5 9.0 17.2 22.2 3.3 9.8	2.2 3.4 27.1 7.6 18.8 24.1 4.1 12.7	2.0 2.4 17.3 6.8 16.8 29.2 6.2 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) businesswoman business (clerical) clergy or religious worker college teacher or administrator doctor or dentist education (secondary) engineer farmer or forester health professional (non.M.D.) homemaker (full-time) lawyer nurse research scientist social/welfare/recreation worker skilled worker semi-skilled worker laborer (unskilled) unemployed.	11.1 0.4 0.4 4.7 0.2 0.3 1.9 18.0 0.3	0.9 13.6 12.1 0.2 2.36 0.2 2.36 0.5 19.8 0.1 7.8 0.1 2.3 3.3 17.4	1.7 13.9 11.22 0.5 0.4 4.5 7.5 0.3 7.6 1.6 2.4 19.6	2.3 9.6 0.6 0.7 2.0 0.6 0.7 2.0 0.2 17.4 1.3 17.7 17.7	0.6 12.3 8.4 10.5 0.3 9.3 0.1 6.4 0.3 7.5 2.5 7.7 24.8	0.8 13.1 12.4 0.0 0.1 0.2 2.2 0.5 1.2 0.5 1.2 0.1 7.9 0.1 2.3 3.4 2.5 7.5	1.5 17.1 9.52 0.3 3.0 0.2 3.0 0.3 17.6 0.2 1.3 6.0 1.3 6.5 16.5 20.5	1.1 13.6 12.5 0.2 0.3 0.3 4.1 6.0 0.4 1.8 16.0 0.1 7.5 0.1 1.4 2.2 2.7 2.1 5.8 20.8	3.1 15.4 19.1 9.0 0.9 8.4 1.2 2.0 2.0 2.0 2.1 1.8 1.7 1.2 1.6 1.9	2.26.4 9.64.7 00.74.4 90.23.0 18.3.3.1 11.7.7 21.6.9 18.2	1.5 13.3 9.1 0.4 0.5 8.4 0.3 1.7 20.3 9.3 1.7 21.6 18.3	2.3 15.3 10.4 0.5 5.1 0.3 2.2 7 16.4 7 7 2.3 1.4 2 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1.5	2.66.821.38.33.13.18.04.66.34.80.11.38.04.04.04.04.04.04.04.04.04.04.04.04.04.	0.5 0.8 12.0 12.6 8.4 8.3 0.1 0.2 0.3 0.7 0.2 0.6 6.3 7.8 8.7 10.5 0.1 0.0 2.6 2.6 8.0 5.9 0.2 0.6 8.0 2 0.6 8.0 2 0.6 8.0 2 0.6 8.1 0.2 2.6 2 2.4 3.0 2 2.8 1.5 2.0 8.6 4.2 2.4 22.4
Mother's Religious Preference Baptist. Buddhist. Congregational. Eastern Orthodox. Episcopal. Islamic. Jewish. LDS (Mormon). Lutheran. Methodist. Presbyterian. Quaker. Roman Catholic. Seventh-Dry Adventist. other Protestant. other religion. Final Roman Catholic.	13.8 0.6 1.4 0.6 2.9 0.3 3.7 0.9 9.7 5.4 0.2 37.7 0.3 5.4 5.2	12.0 0.4 1.1 0.2 3.3 0.3 9.5 4.3 9.5 4.3 5.7 4.3	18.2 0.3 0.5 3.3 0.3 2.3 7.1 10.4 6.2 32.7 0.3 5.6 5.4	9.51 1.48 3.44 6.42 8.52 9.66 9.72 8.52 9.74 1.8	63.2 0.1 0.6 0.0 2.3 0.1 0.1 0.5 10.3 2.3 0.1 6.8 7.5 2.8	10.4 0.4 1.0 0.7 1.9 0.2 3.3 0.0 9.2 46.7 0.4 5.5 4.5	22.9 0.4 10.6 3.7 23.2 8.5 3.0 8.5 3.7 0.3 27.6 4.1 6.8 3.0	21.5 0.3 1.2 0.5 0.4 7.5 0.4 7.5 1.6 9 0.1 32.4 0.3 8 5.2	12.8 0.8 0.8 0.5 0.5 0.5 0.5 0.3 0.3 0.3 0.6 7.6	21.0 0.2 1.9 0.4 3.9 0.2 0.9 0.2 10.7 8.4 0.4 14.8 0.4 11.1 8.3 4.7	3.2 0.3 0.7 0.7 1.9 0.6 0.1 4.3 3.5 0.1 73.8 0.3 2.3 2.7	10.1 1.1 1.4 0.72 5.9 0.4 5.9 6.7 0.1 34.9 4.3 7.9	71.3393623994213153 104.623994213153 404.53	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



		Ail	All		Predom- inantly	2-Year	Colleges			Colleges		Unive	rsities		ninantly
		2-Year Colleges			Black Colleges	<u>Public</u>	Privato	<u>Public</u>	Private Nonsect	Prot- estant	<u>Catholic</u>	Public	Private	Black C Public	Private
Reasons Noted as Very Important in Deciding to go to College become a more cultured person could not find a job	35.4 30.1 82.5 39.4 73.8 72.6 19.4 49.9	31.7 48.6 85.8 42.4 72.6 77.2 38.6 47.5 8.6	36.3 2.8 59.7 81.0 39.6 73.4 70.3 20.2 48.1 12.4	39.0 1.9 680.5 35.3 75.9 2.2 19.2 55.8	56.9 7.2 75.1 90.1 68.8 79.3 85.3 6.7 33.6 71.2 18.8	31.2 5.0 586.1 41.8 72.2 77.5 3.8 46.5 8.1	35.6 3.4 61.3 83.5 46.7 75.7 75.0 21.6 55.0	32.5 3.2 56.8 83.7 39.17 71.7 2.7 20.3 46.4 12.5	'.2.7 2.2 65.2 76.2 39.4 77.8 63.7 29.7 50.2	39.8 2.4 61.9 77.4 40.6 74.1 62.8 2.5 20.6 50.1	40.0 2.2 62.5 80.6 41.8 72.7 67.9 1.9 51.5	37.2 2.0 60.8 81.4 35.4 75.2 71.9 19.1 54.8	45.7 1.5 69.3 77.3 35.1 78.4 62.5 2.3 19.6 59.3	54.0 82.7 76.0 89.7 71.6 78.7 85.0 34.4 69.1	61.6 5.4 73.7 90.6 64.4 80.2 84.5 32.4 74.6
Reasons Noted as Very Important in Selecting This College advice of guidance counselor advice of teacher	7.5 4.1 8.2 56.0 22.6 33.5 21.4 22.0 4.4 3.7 7.1	8.75 8.95 48.95 19.44 23.9 17.5 21.0 23.9 26.3	7.9 4.4.7 56.4 20.8 33.8 18.9 26.7 23.4 6.5 7.1	5.4 3.0 6.7 65.2 30.0 33.0 18.3 20.7 3.1 20.7 3.1 20.7	11.0 7.1 11.5 51.1 26.3 40.9 24.1 8.2 34.6 5.2 913.5 15.9	8.3 4.3 48.5 18.7 28.4 16.4 20.7 2.4 7.9 27.6	11.4 6.0 11.4 48.3 21.3 31.1 10.3 3.7 25.7 26.5 7.7 7.8 17.1	8.5 4.4 9.1 50.1 19.5 30.9 29.1 21.7 21.8 5.7 7.2 20.3	7.7 5.2 7.3 66.2 21.2 39.4 5.0 26.9 29.1 5.5 6.5 4.5	6.0 3.8 9.6 61.6 23.3 33.8 5.1 40.6 23.0 19.3 7.7 14.0	7.4 3.6 65.0 24.5 39.4 65.2 34.3 20.7 8.8 7.0 18.3	5.1 2.8 6.8 61.8 30.7 30.2 22.8 15.7 19.7 2.9 5.9 14.2	6.3 3.9 27.3 43.4 27.6 27.6 4.3 27.6 4.3 27.6 8.7	12.8 8.1 13.1 38.2 26.1 36.0 30.0 35.6 32.1 60.4 13.6	8.5 5.5 9.0 70.3 26.7 48.1 15.2 6.9 33.1 35.8 7.0 13.4 10.8
Residence Preferred During Fall Term with parents or relatives other private home,apt,room fraternity or sorority house other campus housing	14.9 32.3 37.6 7.3 5.7 2.1	26.5 36.6 24.4 5.5 4.2 2.8	11.4 30.8 41.6 7.4 6.7 2.1	7.2 29.9 46.3 9.4 5.8 1.4	12.3 43.8 27.2 5.3 8.7 2.8	28.4 37.1 22.6 5.0 4.0 2.°	14.0 32.7 36.9 8.6 5.4 2.4	12.9 35.1 35.2 7.9 6.7 2.3	8.4 27.2 48.8 6.6 7.1	9.2 24.8 51.0 7.2 6.1 1.8	13.0 22.6 49.2 6.0 7.5	7.8 32.7 42.1 10.3 5.6 1.5	5.2 19.8 61.6 6.0 6.3 1.1	12.8 44.7 23.1 6.2 10.0 3.2	11.5 42.5 32.8 4.1 6.9 2.2
Residence Planned During Fall Term with parents or relatives other private home,apt,room college dormitory fraternity or sorority house other campus housing	30.4 6.8 59.3 0.6 2.3 0.6	56.7 12.7 27.2 0.3 2.1	17.2 3.1 76.4 0.7 2.3 0.3	15.8 4.8 75.5 1.0 2.5 0.3	10.8 5.5 80.4 0.3 2.3 0.6	61.2 14.0 21.3 0.2 2.2 1.2	22.2 3.2 71.8 0.5 1.9 0.4	21.7 3.4 71.5 0.7 2.4 6.4	9.3 3.6 83.3 0.6 2.8 0.4	8.1 2.1 87.5 1.0 1.1 0.2	22.5 2.2 73.0 0.3 1.9 0.2	17.5 5.4 73.2 1.2 2.4 0.4	9.7 2.6 84.3 0.4 2.9 0.2	11.0 5.5 80.1 0.4 2.4 0.7	10.5 5.6 80.8 0.3 2.3 0.5



	All insti- tutions	Ali 2-Year Colleges		All Uni- versities	Predom- inantly Black Colleges	2-Year Public	Colleges Private		Private	Colleges Prot- estant	Catholic	<u>Unive</u> Public	rsities Private	Black (	ninantly Colleges Private
SOURCES FOR EDUCATIONAL EXPENSES															
Received Any Aid From parents or family	1.2 54.6 29.3 19.3 15.7 6.0 20.1 20.1 20.1 25.8	68.8 46.6 23.7 12.8 28.9 16.8 3.8 11.7 6.1 18.8 1.8 4.8	81.9 1.0 55.8 29.4 20.0 1.9 17.7 4.6 12.0 8.8 27.0 3.0 22.8 2.8 6.6 6.0 3.1	86.6 0.6 63.1 33.8 20.7 11.7 10.2 11.7 20.6 17.6 17.5 6.1 2.9	73.2 1.8 34.0 205.7 225.7 4.9 37.4 17.9 53.7 24.9 56.6 3.6	56.2 1.9 46.2 23.5 10.7 3.0 15.4 2.5 3.3 10.0 5.2 18.0 4.5 4.5	82.3 49.8 1.4 25.3 221.7 21.2 25.5 7.9 24.3 25.4 25.4 25.4 25.4 27.3 21.3	78.3 1.1 53.4 28.8 20.3 16.3 3.1 4.8 18.8 8.0 3.7 16.4 2.2 4.8 5.0	88.6 0.9 58.3 31.0 28.9 16.1 1.5 12.5 12.6 31.7 2.2 30.0 3.5 7.3 3.3	85.1 1.0 57.9 30.2 31.5.8 1.1 23.4 19.7 16.3 46.0 17.4 1.8 32.3 4.3 8.9 7.5	85.0 0.7 62.4 31.8 22.6 1.1 18.3 14.3 38.1 11.7 32.6 3.0 6.8 3.3	85.5 0.7 63.7 20.5 11.5 22.8 10.9 17.0 9.8 1.9 14.9 5.0 4.8 2.8	90.8 61.2 34.4 10.8 12.4 10.6 15.6 34.3 27.3 9.6 3.3	67.42.5 32.57.28.9.45.66.71.4.9.3.9.10.66.7.1.4.9.3.9.2	83.1 1.0 36.5 20.7 23.7 17.0 3.2 36.4 11.0 9.0 14.7 23.7 11.6 3.6.9 7.7 7.7
Received \$1,500 or More From parents or family	52.43 65.70 65.08 1.53 02.55 1.53 2.11 1.44 70.54 61.1	36.4 9.4 3.3 1.6 0.3 0.6 20.3 0.6 21.0 0.3 1.6 0.3 1.6 0.3 0.3 0.3 0.3 0.3 0.3 0.3 0.3	56.9 0.3 6.93 5.8 1.0 0.42 0.6 12.4 2.4 2.4 2.7 3.1	67.4 0.2 9.18 1.3 0.5 1.3 0.13 1.3 1.3 1.3 1.3 1.3 1.3 1.3	38.55.53 0.55.32 1.99.04.36.24.84.85.5.3 11.4.85.5.3 1.3.3	33.8 0.4 4.6 3.3 1.6 0.7 1.7 0.3 0.4 0.9 1.0 6.1 1.7 0.8	59.49.40.73.30.58.23.10.56.88.33.76	48.3 5.9 4.4 0.9 0.5 2.4 1.3 2.7 1.3 2.7 1.3 2.9	72.5 0.3 8.5 1.3 1.3 0.62 1.3 2.0 4.4 13.0 0.5 1.7	61.9 7.1 61.3 7.1 61.3 1.8 1.8 1.9 1.9 1.9 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0	65.5 0.3 61.3 61.3 1.6 0.5 7 0.3 0.3 0.3 0.3 0.3 0.3 0.3 0.3	64.0 0.2 8.4 6.1 1.3 0.4 1.9 1.6 0.3 5.2 1.1 5.4 2.1 1.0	80.1 0.3 11.5 9.7 4.2 1.4 0.3 2.8 1.4 3.2 0.9 25.2 1.7 12.9 1.9	31.2 0.7 1.7 2.3 0.7 0.9 1.0 9.1 1.3 0.7 3.8 9.1 0.1 2.9	50.2 0.22 1.4 2.0 0.6 8.5 1.25 0.5 13.5 15.2 3.55
Concern about Financing College no concernsome concernmajor concern	36.7 49.0 14.3	36.2 49.4 14.4	36.1 49.3 14.6	38.4 47.9 13.7	26.5 51.2 22.4	35.5 50.0 14.5	41.2 45.0 13.8	37.1 49.3 13.7	37.3 47.1 15.6	32.6 51.4 16.0	32.2 51.5 16.3	38.3 47.9 13.8	38.9 47.6 13.5	26.9 51.1 22.0	25.7 51.3 23.0



	All insti-	All 2-Year	All	All Uni-	Predom- inantly Black	2-Year	Colleges		4-Year Private	Colleges		Unive	rsities		ninantiy
	tutions	Colleges	Colleges		Colleges	Public	Private	Public			Catholic	Public	Private	Public	Private
Students Estimate Chances Are Very Good That They Will be elected to an honor society. be elected to student office be satisfied with college change career choice drop out permanent!y drop out temporarily fail one or more courses find job in own field get bachelor's degree get job to pay college expenses. graduate with honors join social frat or sorority. make at least "B" average marry while in college marry within a year after coll. need extra time for degree. participate in student protests. play varsity athletics seek individual counseling. seek vocational counseling. transfer to another college work at outside job work full-time while attending.	7.1 5.4	4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0 4.0	7.8 3.8 51.0 13.4 51.4 0.8 11.4 70.8 11.4 70.3 11.6 11.3 11.6 11.6 11.6 11.6 11.6 11	9.5.7.9 118.5.5.2.8.4.0.4.8.1.9.5.3.3.8.6.7.8.4.5.0.1.3.	13.2 8.6 40.8 8.2 9.7 2.0 1.7 20.3 73.5 28.4 27.6 26.2 10.2 10.2 11.8 16.4 9.3 11.5 13.5 13.5	4.96.6.4.2.3.6.2.4.2.2.3.4.1.1.7.6.5.4.6.9.6.6.5.5.4.6.9.6.6.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5.5	5.5 48.0 10.4 11.0 1	6.5 3.3 47.05 12.5 2.9 1.5 77.3 34.4 10.5 36.6 11.5 18.6 4.8 18.6 4.8 18.9 4.4 19.2 3.3	9.623.88 9.662.388 564.38.82 1.37.21.07.51.31.61.63.93 14.55.31.45.16.39.32.4 1.37.21.07.51.31.61.63.93.24.55.31.44.55.31.46.39.32.44.55.31.46.39.32.44.56.39.32.44.56.39.32.44.56.39.32.44.56.39.32.44.56.39.32.44.56.39.32.44.56.39.32.44.56.39.32.44.46.39.32.44.56.39	9.5.9.0.8.6.0.2.8.1.8.8.9.5.4.2.3.9.0.2.3.8.1.8.4.5.3.9.0.2.3.8.1.8.4.5.4.5.1.8.4.5.4.5.5.1.8.4.5.4.5.4.5.4.5.4.5.4.5.4.5.4.5.4.5.4	7.4866.488 53.66.488 70.139 70.139 70.139 70.139 70.139 70.139 70.139 70.139 70.161 70	8.2 55.8 72.6 1.3 1.3 1.4 1.9 1.4 1.3 1.4 1.3 1.4 1.3 1.4 1.3 1.4 1.3 1.3 1.3 1.3 1.3 1.3 1.3 1.3	12.2464.64 64.64 177.589 71.44.92 71.44.92 71.44.92 71.62 71.62 71.62 71.62 71.62	10.2 7.4 35.7 8.3 10.5 10.5 27.7 67.5 225.3 16.4 14.1 10.9 97.3 110.4 110.9 110.1 113.6 113.6	17.5 10.5 10.5 10.5 10.5 10.5 10.5 10.5 10
Objectives Considered to be Essential or Very Important (7) achieve 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 develop philosophy of life get married have admin responsibility help others in difficulty influence political structure influence social values join org like Peace Corps/VISTA. 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	72.09 523.4 73.55 67.3 35.4 16.8 37.0 33.4 17.2 32.5 17.2 31.7 32.1 37.0 31.1	9.32 9.32 9.32 556.12 255.14 455.9 145.9 136.4 136.4 106.0 106.0 107		11.342.0295.16.0999823.06.52 15.295.16.0999823.06.52	131.45 69.62 136.55 136.55 136.55 110.58 69.92 110.53 110.66 115.66	8.7 69.1 26.3 54.2 76.3 11.3 64.9 39.8 713.3 32.7 6.1 24.3 52.0 18.0 26.4 10.8	11.56 10.60 10	10.4 72.7 26.9 51.4 75.0 10.8 49.9 67.2 41.9 56.1 37.4 30.5 21.6 31.7 10.2	13.2 9.2 22.9 50.1 156.6 10.1	12.63.19 45.945.9 45.970.345.8 70.353.58 83.7225.8 83.7225.8 10.00	10.2 71.2 71.3 71.6 52.6 72.0 40.7 618.6 87.3 57.3 24.1 37.7 9.9	10.5.3.4.4.8 51.4.4.8.1.4.8.2.4.5.8.2.4.3.4.9.4.1.4.9.2.3.4.6.5.8.6.6.8.6.8.6.8.6.8.6.8.6.8.6.8.6.8	12.99 124.9.57 124.9.57 124.9.57 129.68 129.60 129.	14.26 440.96 844.655.83 1655.83 163.75 156 156 156 156 156 156 156 156 156 15	12.9 337.7 68.2 67.3 61.8 50.9 80.5 10.5



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		All	All		Predom- Inantly	2-Year	Colleges			Colleges		Unive	rsities	Predom	
	All Insti- tutions	2-Year Colleges		Atl Uni- versities	Black Colleges	Public	Private	Public	Private Nonsect	Prot- estant	Catholic	<u>Public</u>	Private	Black C Public	
Political Views far left	22.0 53.9 20.2	2.7 18.6 59.4 17.6 1.7	2.4 22.7 52.3 21.0	1.8 25.2 49.2 22.3 1.5	5.1 30.0 45.5 17.3 2.1	2.7 18.5 59.7 17.4 1.8	2.3 19.9 57.2 18.9	2.3 21.1 55.7 19.4 1.5	2.9 28.0 45.8 21.6	2.3 22.0 47.2 26.6 1.9	1.6 21.5 54.7 20.7	1.8 25.0 50.5 21.1	1.9 25.7 44.1 26.5	5.5 26.4 47.7 17.9 2.5	4.6 35.4 42.1 16.4
Agrees Strongly or Somewhat abolish death penalty	57.07 53.07 53.067.70 67.70 836.7 65.4 46.4 46.4 49.8 51.8 51.8 69.1	22.3.191 22.55.2.4.3.1.5.0.8.1.5.7.3.4.5.1.3.5.3.4.5.1.3.5.3.4.5.1.3.5.3.4.5.1.3.5.3.4.5.5.3.4.5.5.3.4.5.5.3.4.5.5.3.4.5.5.3.4.5.5.3.4.5.5.3.5.5.3.5.5.5.5	23.9 56.0 54.2 67.2 67.2 71.9 67.5 48.8 46.8 18.8 46.1 53.6 84.8	23.1 64.8 553.7 6684.4 860.8 860.8 860.8 860.8 861.3 861.3 861.3 861.3 861.3 861.3 861.3 861.3	36.1 59.63.1 75.925.7 70.57 70.57 75.99 19.57 80.95 19.57 49.33.9	21.6 524.9 54.7 75.4 72.4 65.9 69.0 30.2 80.4 18.0 53.9 23.6 71.1 30.5	24.8 54.2 557.6 571.6 70.6 866.3 770.8 866.3 248.3 209.7 553.2 66.3 557.2 66.3 66.3 67.3 66.3 67.3 66.3 67.3 66.3 67.3 66.3 67.3 66.3 67.3 66.3 67.3 67	21.7 56.0 53.8 54.5 72.1 70.3 73.3 765.7 65.7 249.8 84.3 18.1 54.1 54.1 54.1 54.1 54.1 54.1 54.5 70.5	27.48.140.83.50.21.55.3.78.3.65.85 662.666.3344.55.3.78.3.65.85 663.44.55.3.78.3.65.85	25.14 553.52 63.78 663.	28.46.71.80.41.69.086.47.34.22.03.4 66.41.69.086.47.3.4.2.20.3.4 67.46.69.49.69.69.69.69.69.69.69.69.69.69.69.69.69	21.9 64.8 503.1 65.9 68.9 66.4 22.5 86.1 21.6 50.8 42.7 9 53.3 42.7 9 68.8 21.3	2711.8468461155961197648388 276555556866525861197648388	35.8 57.3 576.2.5 76.2.4 80.3 74.8 80.2 75.8 80.2 75.8 50.6 56.6 58.3 42.0 57.3 37.3	36.43 63.12 75.08 82.10 76.04 82.10
Permission to Use Student I.D. yes no		73.3 26.7		78.8 21.2	79.6 20.4	72.8 27.2	77.3 22.7	79.5 20.5	76.5 23.5	80.5 19.5	71.3 28.7	80.3 19.7	72.0 23.0	82.5 17.5	73.2 26.8

#### Notes

- 1. Percentages will 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. 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 recommended due to change in item order.



				MEN					v	VOMEN		
	Pul	lic Universit	ies		ivate Univer	sities		blic Univers			<u>rate Univers</u>	
	Sel	ectivity Leve	ols	s	electivity Le			lectivity Le			Jectivity Le	
	Low	Modium	High	Fox	Medium	High	Low	Medium	<u>High</u>	Low	Medium	High
Year Graduated from High school 1988	98.0 1.2 0.3 0.4 0.1	97.0 1.6 0.5 0.7 9.1 0.0	98.7 0.8 0.2 0.2 0.1 0.0	97.8 1.4 0.2 0.5 0.0	98.5 0.9 0.2 0.3 0.0	98.8 0.9 0.1 0.1 0.0	98.5 1.0 0.2 0.2 0.1 0.0	98.2 1.0 0.2 0.5 0.1 0.0	99.2 0.6 0.0 0.1 0.0	98.9 0.7 0.1 0.2 0.0	99,2 0.6 0.0 0.1 0.0	98.9 0.8 0.1 0.0 0.0
Age on December 31, 1988 16 or younger	0.0 2.0 73.8 22.4 1.2 0.5 0.1 0.0 0.0	0.0 1.6 73.5 22.9 0.9 0.7 0.2 0.1 0.0	0.1 3.4 78.3 17.0 0.8 0.3 0.1 0.0 0.0	0.0 1.9 73.2 23.2 1.0 0.5 0.2 0.0 0.0	0.2 3.0 76.8 18.9 0.6 0.4 2.0 0.0	0.3 4.2 76.6 18.2 0.5 0.1 0.0 0.0	0.1 2.7 79.3 17.0 0.6 0.2 0.0 0.0	0.0 2.6 81.1 15.2 0.5 0.3 0.1 0.1 0.0	0.1 4.7 83.7 11.0 0.4 0.1 0.0 0.0 0.0	0.1 2.4 79.9 17.0 0.4 0.2 0.1 0.0	0.1 4.6 83.3 11.4 0.5 0.1 0.0 0.0	0.2 6.5 82.0 10.9 0.4 0.0 0.0 0.0
Racial Background (1)(2) White/Caucasian Black/Negro/Afro-American American Indian Asian-American/Oriental Mexican-American/Chicano Puerto Rican-American other	88.2 5.1 0.8 3.2 2.5 0.4 1.3	91.7 3.6 0.6 2.8 0.9 0.5 1.2	75.3 4.8 1.1 14.6 3.4 0.9 3.5	88.2 3.4 0.6 5.0 1.2 0.9 2.2	84.3 2.8 0.6 8.8 1.7 0.9	81.2 4.7 0.7 10 1.9 0.9 3.2	84.1 8.9 1.1 2.5 3.5 0.3	89.7 6.3 0.8 2.3 0.9 0.5	74.0 7.6 1.1 12.5 3.9 0.8 3.6	88.8 4.0 0.5 4.1 1.4 0.8 1.9	83.5 4.3 0.6 8.4 1.5 1.3	78.4 8.3 0.9 10.0 2.3 0.8 3.1
Average High School Grades A or A+	11.7 11.9 17.5 26.3 16.6 10.5 5.4	15.9 16.5 20.1 23.4 13.8 7.2 3.1 0.1	22.8 26.6 25.2 17.4 6.0 1.5 0.5	11.9 13.7 20.5 23.8 15.3 9.2 5.4	16.4 21.3 25.9 23.3 9.1 3.1 0.9	44.8 27.2 16.5 8.2 2.5 0.7 0.1	15.2 14.0 20.1 28.1 12.4 7.1 3.0 0.0	19.3 19.8 23.7 23.8 8.0 3.8 1.5	27.8 28.5 24.1 14.8 3.7 0.9 0.2	20.8 21.4 22.9 21.5 8.3 3.8 1.4 0.0	21.0 24.9 27.1 20.2 5.3 1.2 0.3	48.8 27.3 15.6 6.7 1.3 0.2 0.0
Have Met or Exceeded Recommended Years of Study in (3) English (4 years)	97.9 97.8 87.2 61.1 35.0 99.3 60.2	96.3 96.4 79.1 64.4 35.8 99.5 70.0	98.9 99.1 96.5 72.0 34.7 99.6 61.5 58.9	98.2 97.9 91.6 59.9 33.2 99.4 69.5 58.4	98.1 98.7 96.4 67.8 34.1 99.6 65.3 60.6	98.9 99.5 97.8 77.8 36.3 99.7 63.8 63.2	98.0 96.5 90.1 46.9 40.2 99.3 49.8 69.7	97.3 93.7 85.8 50.2 41.1 99.5 60.7 73.8	99.3 98.6 98.1 60.8 40.6 99.6 52.4 69.5	98.7 97.6 94.4 48.2 37.5 99.5 63.7	99.0 98.7 97.8 58.0 39.2 99.6 58.5 73.3	98.9 99.4 98.8 67.4 42.6 99.7 56.5 75.7



					MEN_					v	VOMEN		
			lic Universi			vate Univers			blic Univers			vale Univers	
		Low	ectivity Leve Medium	High	Low	Medium	High	Low Low	Medium Medium	High	Low	Medium	<u>High</u>
	Estimated Parental Income less than \$6,000. \$6,000 - \$9,999. \$10,000 - \$14,999. \$15,000 - \$19,999. \$20,000 - \$24,999. \$25,000 - \$24,999. \$35,000 - \$34,999. \$35,000 - \$34,999. \$35,000 - \$39,999. \$40,000 - \$49,999. \$50,000 - 74,999. \$75,000 - 99,999. \$100,000 - 149,999. \$150,000 or more.	1.4742.70 23.555.89 132.656 133.656	2.0 1.5 3.4 4.7 7.0 8.6 9.3 13.1 13.0 7.8 53.9	1.0 3.4 4.5 6.9 112.5 115.1 12.7 15.9	2.0 1.3 2.8 3.1 4.9 7.3 6.7 11.8 13.6 10.8 90.6	1.2 1.2 2.4 3.8 5.0 9.0 12.7 12.5 13.9	1.2 1.0 1.9 2.5 3.3 4.7 5.6 11.1 13.6 13.6	2.773 4.822 4.82.13 8.33 111.64 6.1	2.24.61 2.4.65.18 2.4.65.18 2.4.88 12.3.466 12.3.466	1.9 4.07 4.77 4.53 12.4 15.3 11.6 17.8	1.8 1.4 3.5 3.6 5.12 8.0 102.2 11.3 9.0	1.5 1.6 2.5 4.2 4.8 5.8 90.8 11.7 11.3	1.99 1.78 2.78 3.71 2.07 12.09 12.09 14.02
	Status of Parents Living with each other divorced or separated one or both deceased	74.3 21.9 3.8	77.9 18.3 3.8	77.0 19.2 3.9	77.6 18.3 4.1	78.4 17.7 3.9	80.3 16.1 3.6	70.1 25.3 4.6	74.8 21.2 4.0	74.6 21.4 4.0	77.8 18.2 4.0	77.1 18.7 4.2	78.3 18.3 3.4
<u>م</u>	Number of Older Brothers none twothree or more	57.2 28.6 9.6 4.6	55.9 28.7 10.0 5.3	59.0 28.6 8.5 3.9	53.7 30.2 10.6 5.5	56.7 29.3 9.5 4.5	61.9 26.9 7.8 3.4	55.0 29.5 10.4 5.1	55.4 29.2 10.1 5.3	58.9 29.1 8.2 3.8	55.1 29.6 10.4 4.9	56.4 29.0 10.6 4.0	61.1 27.9 7.7 3.3
	Number of Older Sisters none	58.4 29.3 8.9 3.4	56.9 28.6 9.6 4.9	61.3 27.4 7.4 3.8	53.5 31.5 9.8 5.2	55.6 30.0 9.9 4.5	63.8 25.9 7.5 2.8	56.5 29.4 9.4 4.7	57.9 28.4 8.9 4.8	61.4 27.1 7.6 3.8	58.1 28.7 9.1 4.1	58.7 28.4 8.6 4.3	63.2 26.6 7.1 3.0
	Number of Younger Brothers none twothree or more	60.3 31.3 6.7 1.7	59.0 31.8 7.2 2.0	58.3 32.9 7.0 1.8	57.0 32.3 8.6 2.1	57.5 33.0 7.4 2.1	58.7 32.0 7.6 1.7	58.2 33.3 6.9 1.6	56.6 34.3 7.3 1.7	56.6 35.2 6.6 1.6	56.1 34.6 7.3 2.0	58.3 33.3 7.0 1.4	57.0 34.4 7.1 1.4
	Number of Younger Sisters none	61.0 31.8 5.8 1.4	58.3 33.3 6.6 1.7	59.2 33.3 6.2 1.3	56.4 35.1 6.7 1.9	58.2 33.4 6.7 1.7	58.4 33.8 6.3 1.4	61.8 30.1 6.1 1.9	59.1 31.4 7.3 2.2	59.7 31.3 7.3 1.7	57.9 32.0 7.5 2.6	60.0 30.8 7.7 1.4	61.1 30.3 7.0 1.6
	Twin Status noyes - identicalyes - fraternal	98.1 0.7 1.2	98.2 0.6 1.2	98.2 0.7 1.1	98.0 0.7 1.3	98.5 0.6 0.9	98.7 0.5 0.8	98.5 0.4 1.0	98.3 0.6 1.1	98.6 0.5 0.9	98.5 0.6 0.9	98.3 0.6 1.1	98.7 0.5 0.7

				MEN						VOMEN		
	_	iic Universit			vate Univers			blic Univers			ata Univers	
	Low	Medium	High	Low	Medium	High	Low	Medium	High	Low	Medium	High
Activities Engaged in by Sturent During 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 religion (4) discussed sex (4) discussed sports (4) drank beer drank wine or liquor. felt depressed (4) felt overwhelmed (4) participated in demonstrations. smoked cigarettes (4) spoke other language at home (4) stayed up all night studied with other students tutored another student used a personal computer (4) was a guest in teacher's home was bored in class	75.5 43.3 103.2 19.0 259.4 19.0 65.8 152.7 53.6 65.7 838.9 328.4 19.0 296.1	80.1 38.2 60.6 9.6 70.7 216.3 34.6 625.8 65.7 150.3 64.1 818.8 71.7 95.9	70.3 70.3 70.3 70.2	81.57 58.54 727.5 10.4 727.3 23.7 23.7 23.7 66.7 65.5 15.1 79.9 29.5 89.5 89.5 99.1	80.1 39.3 11.6 72.3 11.6 726.3 25.5 57.6 77.4 11.1 821.0 11.1 821.0 11.1 821.0 11.1 821.0 11.1 821.0 11.1 821.0 11.0 11.0 11.0	77.4 24.5 49.6 14.8 663.3 30.0 36.9 561.9 68.0 8.3 181.3 4.4 12.8 770.2 490.2 490.1	83.45 841.38 461.38.42 661.38.42 661.38.42 661.38.43 661	866.53.2164.0971.692.07241.02	78.66 55.39 155.39 654.77 288.99 77.73 654.08 13.93 13	90.0 90.0	84.107 13.68.125 28.52 287.13 68.2287.3 68.2287.3 1.52.3 1	79.43.75.35.51.23.30.14.4.36.14.65.32.26.33.55.12.65.32.67.33.55.14.4.36.14.67.39.57.39.57.39.57.39.57.39.57.39.57.39.57.59.57.59.57.59.57.59.57.59.57.59.57.59.57.59.57.59.57
won varsity letter in sports worked in political campaign  Racial Comp. of High School completely white mostly white half white mostly non-white completely non-white	55.3 10.5 14.2 63.5 17.0 4.8 0.5	60.0 8.6 20.5 65.1 11.0 2.5 0.8	8.4 61.6 21.8 7.2	58.4 12.0 15.9 67.3 12.2 4.2 0.4	58.9 14.2 12.2 68.5 13.7 4.5 1.2	59.1 14.3 10.7 70.4 14.2 3.8 0.8	42.0 9.8 13.3 59.1 20.0 6.7 0.9	47.5 7.9 18.7 63.3 13.6 3.2 1.3	8.0 58.6 23.8 8.5 1.0	43.5 11.3 14.9 64.6 15.8 3.8 0.9	45.0 13.3 12.0 65.1 15.9 5.9	9.8 69.8 15.4 4.3 0.7
Racial Comp. of Neighborhood completely white	37.2 49.7 6.0 4.8 2.3	46.6 45.2 4.1 2.6 1.4	26.9 54.6 8.8 7.0 2.7	40.4 48.1 6.0 4.1 1.4	33.3 52.2 7.3 4.9 2.3	32.3 54.7 6.7 4.2 2.1	38.5 46.1 6.2 6.2 2.9	46.0 44.0 4.2 3.5 2.3	28.5 52.0 9.1 7.5 2.9	43.1 45.6 5.9 3.8 1.7	34.7 50.1 7.4 5.7 2.2	31.3 54.0 7.1 5.3 2.2
Number of Honors Courses Taken in High School none one two or more	44.6 12.2 43.2	39.9 11.2 48.9	19.3 12.4 68.3	38.7 14.2 47.1	23.8 13.5 62.8	10.1 6.8 83.1	43.7 12.1 44.2	38.0 11.6 50.4	17.8 12.5 69.8	30.7 13.7 55.6	19.8 13.2 67.0	9.7 6.4 83.9
Number of Advanced Placement Courses Taken in HS ncieone two or more	54.6 19.8 25.6	51.9 20.1 27.9	27.2 22.9 49.8	56.5 20.6 22.9	32.6 25.2 42.2	15.7 16.4 67.9	56.0 20.6 23.3	54.0 20.5 25.5	28.1 24.7 47.2	52.0 23.4 24.7	33.0 26.4 40.6	16.4 16.7 66.9



				1	MEN					w	OMEN		
			lic Universit	ies	Priv	ate Univers			blic Univers	itles	Priv	vate Univers	
			ectivity Leve			lectivity Lev			lectivity Lev			loctivity Lev	
		Low	Medium	<u>High</u>	Low	Medium	High	Fow	Medium	High	Low	Medium	<u>High</u>
	Student Rated Self Above Average or Highest 10% in academic ability	75.5 31.8 72.9 66.8 32.6 60.1 73.3 56.7 53.8 37.7 547.4	79.7 274.1 73.2 67.8 61.8 745.6 551.9 661.4 546.5	89.3 32.3 77.6 67.6 452.3 722.8 39.8 721.7 515.7	69.5 71.7 65.5 72.9 311.7 54.2 530.1 632.6 45.6	86.6 30.9 74.5 78.0 71.0 40.7 64.7 72.9 56.1 44.9 72.9 56.2	96.5 35.8 79.6 86.4 71.2 55.1 72.4 73.1 59.4 54.6 54.6 54.5	66.3 52.3 59.0 59.0 59.0 53.7 43.4 51.3 47.0	2995576711743899 7511.36711743899	0624723273346455555543358443	706.10 726.9 72.9 72.9 456.8 452.4 438.8 533.8 533.9 437.9	8285.331927107879555987.55454545454545454545454545454545454545	94.12 397.6 87.7 669.8 657.8 494.5 749.7 499.7
	Prior Credit at This Institution	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 5.3	97.5 2.5	97.7 2.3
66	This College is Student's first choicesecond choicethird choiceless than third choice	69.3 22.5 5.5 2.7	71.6 21.5 4.9 2.0	61.2 25.0 8.8 5.0	68.5 23.1 5.6 2.7	60.5 25.9 8.2 5.4	70.2 19.7 6.7 3.4	70.4 22.5 4.8 2.3	72.1 21.8 4.3 1.8	63.7 25.0 7.1 4.2	75.5 18.9 3.9	61.2 27.5 7.3 4.0	72.4 19.0 5.8 2.8
	Number of Other Colleges Applied to for Admission This Year none	31.3 15.4 17.7 14.9 8.7 5.4 6.6	33.4 16.8 16.8 15.0 8.0 4.9 5.3	9.2 9.8 14.9 19.2 16.1 12.7 18.2	14.7 11.9 16.4 19.9 15.2 10.2	7.8 6.8 10.4 15.7 17.5 15.5 26.2	7.3 6.3 9.6 14.0 15.0 15.3 32.5	33.9 17.6 17.6 13.3 7.2 4.6 5.8	34.6 18.0 17.2 13.8 7.1 4.1 5.2	9.3 11.0 16.5 19.0 15.4 11.9	20.5 14.1 18.0 18.0 12.6 7.3 9.6	6.8 7.3 11.2 16.2 16.8 15.6 26.1	8.1 6.2 9.7 12.7 14.9 15.2 33.1
	Number of Other College Acceptances This Year (5) none	12.9 29.5 24.9 17.3 8.3 3.7 3.3	12.3 29.8 25.0 17.9 8.8 3.1 3.1	6.9 20.2 24.2 21.8 13.5 7.0 6.5	8.5 21.8 25.3 23.0 11.5 5.2 4.8	5.6 16.5 22.1 22.3 16.9 8.2 8.6	3.5 14.6 19.8 21.9 16.2 10.1	10.3 31.4 25.3 17.8 8.9 3.6 2.7	9.3 32.0 25.8 17.9 8.3 3.7 3.0	4.9 20.7 24.6 22.5 13.3 7.1 6.8	5.8 24.2 26.5 21.4 11.9 5.2 5.0	4.3 15.4 22.2 22.6 17.1 9.0 9.4	3.2 13.2 18.6 21.2 18.0 10.8 15.0
	Student Native English Speaker? yes	96.0 4.0	96.9 3.1	87.1 12.9	93.5 6.5	91.3 8.7	91.2 8.8	96.2 3.8	97.3 2.7	89.0 11.0	95.4 4.6	91.7 8.3	92.7 7.3



				MEN					,	WOMEN		
		olic Universi			vate Univers			blic Univers			ate Univers	
	Sel	ectivity Leve Medium	High	Low	Medium	vels High	S₁ Low	electivity Lev Medium	vels	Low Se	lectivity Les Medium	/els High
	141	mourem	шан	AVII	MANAM	111911	AVII	menen	1112.1	ATIL	III. III.	211211
HOURS PER WEEK IN THE LAST YEAR SPENT ON												
None studying or doing homework socializing with friends talking w/teacher outside class. exercising or sports partying working (for pay) volunteer work student clubs and groups watching TV.	2.5 0.2 11.0 2.2 9.4 24.1 61.2 36.0 5.2 8.2	1.9 0.1 8.7 1.8 8.9 24.8 57.8 33.9 4.0 8.0	1.4 0.3 7.5 2.3 12.5 32.1 55.2 25.3 6.8	1.4 0.2 6.8 2.1 8.9 55.1 30.7 5.6 7.9	1.0 0.4 6.2 1.8 36.6 50.2 21.7 5.3 7.5	0.8 0.2 4.1 2.0 12.5 48.3 45.9 12.5 7.6	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 20 10.6 21.9 56.1 19.0 5.8	0.2 0.1 4.7 3.7 15.0 29.2 49.6 12.9 7.0 8.1	0.4 0.1 3.4 2.8 10.4 27.8 47.6 14.6 7.2 8.8	0.2 0.1 4.0 3.0 32.0 45.4 11.4 7.9 8.6	0.2 0.0 2.3 3.8 45.0 37.5 5.4 10.5
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 clubs and groups watching TV	35.8 79.4 6.7 58.1 39.7 62.4 31.1 35.0 32.4	39.0 82.7 6.2 63.5 38.4 62.3 3.5 11.8 35.4	50.8 79.6 5.5 58.9 32.7 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 32.5	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	45.4 79.3 8.4 37.6 38.3 65.8 5.2 19.7 26.7 23.4	50.4 82.6 7.8 42.3 367.3 4.3 21.6 26.1 20.4	61.8 79.7 7.3 39.1 28.9 59.6 6.1 20.9 26.1 21.3	54.6 82.9 10.1 43.2 36.2 61.6 24.6 23.1 19.7	63.1 83.3 9.1 42.9 40.1 56.5 24.2 24.6 21.7	77.9 83.5 8.6 46.1 28.5 6.6 31.3 20.9 22.5
Sixteen 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 clubs and groups watching TV	4.8 36.5 1.4 21.1 11.7 41.6 1.2 2.6 8.0 8.5	5.6 38.8 1.2 23.7 9.4 39.8 1.0 2.8 7.9 7.0	11.3 35.4 1.0 19.3 6.2 32.6 1.2 3.0 6.9	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	7.7 36.0 1.5 9.9 8.4 40.5 1.1 4.4 4.8 4.7	8.6 36.9 1.4 10.7 6.0 39.1 1.1 4.9 4.2 3.3	15.9 32.3 1.2 8.5 3.8 31.4 1.3 4.3	11.3 36.3 1.7 10.9 6.6 35.2 1.5 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
Disabilities none	85.9 0.8 0.2 0.5 1.0 0.8 1.7	85.9 0.7 0.3 0.7 0.5 1.0 2.1	89.9 0.7 0.3 0.8 0.6 0.8 2.1	85.2 0.9 0.3 0.8 1.6 0.8 2.1	87.7 0.7 0.3 1.0 1.1 1.0 2.1	89.9 0.5 0.3 0.7 0.8 0.8 2.5	88.6 0.5 0.1 0.7 0.6 0.7 1.4	89.1 0.6 0.2 0.7 0.3 1.0 1.3	91.8 0.5 0.1 0.7 0.3 0.7 1.8	90.2 0.6 0.1 0.7 0.8 0.8 1.3	90.1 0.6 0.1 0.8 0.8 1.2 1.4	92.3 0.5 0.1 0.8 0.5 0.6 1.9
U.S. Citizen? yes permanent resident	98.8 0.4 0.8	98.9 0.3 0.8	96.3 1.4 2.3	96.8 0.6 2.6	95.8 0.8 3.5	96.0 0.8 3.2	99.1 0.4 0.5	99.1 0.3 0.5	97.1 1.1 1.8	98.2 0.7 1.1	97.3 0.7 2.0	97.1 0.8 2.1



			MEN						NOMEN_		
T/SAX	Mealum	High	TOM	Medium	High	I-OW	Wegium	High	LOW	Medium	High
1.0 0.1 0.3 27.6 41.3 14.2 7.7 6.3 0.4	1.1 0.1 0.3 30.8 41.4 13.1 6.3 5.8 0.2 0.9	0.6 0.0 0.1 15.3 39.4 21.1 13.9 8.2 0.3	1.3 0.1 0.2 26.4 39.0 12.3 9.4 9.7 0.5	0.5 0.0 0.2 14.6 41.8 17.6 9.4 14.2 0.2	0.3 0.0 0.0 7.5 36.8 27.7 14.1 12.6 0.2 0.8	1.1 0.1 0.4 30.1 38.7 14.0 8.8 5.7 0.2	0.9 0.6 29.7 42.0 12.8 5.6 0.2	0.4 0.0 0.1 15.2 40.3 19.9 14.4 8.7 0.1	1.1 0.0 0.2 25.7 40.7 13.2 9.0 8.6 0.3 1.2	0.6 0.0 0.1 15.0 43.8 17.3 8.7 13.2	0.4 0.0 0.0 6.7 36.4 24.9 16.2 14.3 0.1
1.6 0.2 1.0 53.0 30.2 5.2 5.0 2.7 0.2	2.1 0.2 1.2 62.9 24.7 3.4 2.6 2.0 0.2	1.3 0.1 0.5 64.6 21.3 4.6 4.9 2.0 0.1	1.3 0.2 0.5 66.1 22.0 2.6 2.5 3.8 0.2 0.8	0.9 0.1 2.0 63.9 22.4 3.3 2.5 3.7 0.2	0.4 0.1 0.2 66.8 20.2 4.9 4.2 2.7 0.1	1.6 0.1 1.0 55.3 27.8 5.8 5.1 2.3 0.1	1.6 0.2 1.3 64.9 23.4 3.2 2.1 2.2 0.1	1.1 0.1 0.8 68.3 19.6 4.1 4.0 1.6 0.1	1.4 0.0 0.6 68.6 20.4 2.5 2.2 3.4 0.1	0.8 0.1 2.7 69.2 18.6 2.9 1.9 3.1 0.1	0.5 0.1 0.2 71.5 17.1 3.3 4.3 2.6 0.0
11.57 1.07 1.07 2.64 3.59 9.08 29.72 4.8 17.1	6.55 1.60 1.93 3.266 7.68 0.10 36.01 4.38 16.1	6.58 1.07 2.86 2.39 2.24 2.25 2.29 2.33 4.48 2.53 2.54 2.54 2.54 2.54 2.54 2.54 2.54 2.54	10.8 0.7 1.2 1.3 2.4 0.6 5.3 2.7 4.5 2.1 48.1 3.7 2.9	3.2 1.0 1.0 0.7 2.7 1.0 2.9 4.3 0.3 44.9 3.6 3.6	3.8 0.8 0.7 4.3 0.6 10.7 2.8 4.4 5.3 34.7 0.2 4.3 22.7	14.1 0.3 0.8 0.7 3.1 0.3 5.4 0.6 5.5 11.1 6.2 0.1 30.5 3.9 5.0	8.1 0.2 1.5 0.5 0.1 3.2 11.9 8.4 5.5 0.1 38.1 04.3 4.1	8.2 1.4 03.7 0.1 3.4 6.9 31.1 0.1 50.1	15.6 0.4 1.0 0.6 3.5 0.3 3.8 0.2 3.7 7.1 3.0 44.7 0.1 44.1 3.9 7.2	3.599.1592.1763625558 4.63625558	4.9 0.6 1.16 0.06 0.6 0.04 3.12 0.5 31.8 0.5 31.8 21.0
80.3 19.7	84.1 15.9	87.3 12.7	81.1 18.9	90.5 9.5	90.4 9.6	78.3 21.7	82.5 17.5	85.1 14.9	74.1 25.9	90.6	89.5 10.5
	1.0 0.13 620 0.3 14.27 6.3 14.27 6.3 14.2 7.3 30.2 20.0 5.5 20.2 20.5 29.2 20.4 4.1 17.1 80.3	Selectivity Level   Level   Medium	1.0 1.1 0.6 0.1 0.1 0.0 0.3 0.3 0.1 27.6 30.8 15.3 41.3 41.4 39.4 14.2 13.1 21.1 7.7 6.3 13.9 6.3 5.8 8.2 0.4 0.2 0.3 1.1 0.9 1.0  1.6 2.1 1.3 0.2 0.2 0.1 1.0 1.2 0.5 53.0 62.9 64.6 30.2 24.7 21.3 5.2 3.4 4.6 5.0 2.6 4.9 2.7 2.0 2.0 0.2 0.2 0.1 1.0 0.8 0.7  11.5 6.5 6.5 0.7 0.5 1.8 1.0 1.2 1.0 0.7 0.6 0.7 2.6 1.9 2.8 0.4 0.3 0.6 5.3 3.5 8.2 0.5 0.2 0.3 5.9 12.6 2.9 9.0 7.6 5.2 5.8 4.8 5.4 0.2 0.1 0.2 29.7 36.0 29.9 0.2 0.1 0.3 4.8 3.8 4.4 17.1 16.1 25.8	Public Universities   Selectivity Levels   Low   Medium   High   Low	Public Universities   Selectivity Levels   Low   Medium   High   Low   Medium   High   Low   Medium   High   Low   Medium   Medium   High   Low   Medium	Public Universities   Selectivity Levels   Low   Medium   High   Low   Medium   High   Low   Medium   High   Low   Medium   High   Low   Medium   High	Public Universities   Selectivity Levels   Selectivity Levels   Low   Medium   High   Low   High   Low	Public Universities   Salectivity Levels   Level Medium   High   Levels   Level Medium   Levels   Le	Public Universities   Selectivity Levels   Low   Medium   High   Low   L	Public Universities   Selectivity Levels   Low   Medium   High   Every   Medium   High   Low   Low	Public Universities   Selectivity Levels   Low   Medium   High   Low   Medium   Medium   High   Low   Medium   Medium   High   Low   Medium   Medium   High   Low   Medium   Medium   Medium   Medium   High   Low   Medium   Medi



				1	MEN					w	OMEN		
			dic Universit	103	Pri	vate Univers			blic Univers			rate Universi	
		Sel	ectivity Leve Medium	High	Low S	electivity Lev Medium	High	Low Se	lectivity Lev Medium	High	LOX	ilectivity Lev Medium	High
	PROBABLE MAJOR FIELD OF STUDY												
	Arts and Humanities		• •	1.0		1.2	1 1	2.7	2.4	2.1	2.0	1.5	2.1
	arts English	1.8 0.8	1.0 0.8	1.0 2.1	1.1 0.9	1.2 2.3	1.1 3.6	1.2	1.4	3.2	1.6	3.1	5.5
	history	0.8 1.7	0.9	1.6 1.2	1.0 2.2	2.2 1.8	2.8 1.2	0.3 3.5	0.5 5.1	1.0 2.0	0.7 3.8	1.3 4.0	2.4 2.9
	Journalism	0.2	0.3	0.7	0.4	0.5	1.0	1.0	1.3	1.8	0.8	1.8	3.5
	musicphilosophy	1.6 0.3	0.8 0.1	0.6 0.5	1.0 0.4	2.0 0.7	1.0 1.1	1.2 0.1	0.7 0.0	0.5 0.2	1.4 0.1	1.7 0.2	1.2 0.5
	speech	0.1	0.1	0.1	0.3	0.1	0.1	0.1	0.2	9.2 1.1	0.6 1.2	0.1 1.3	0.3 1.6
	theater or dramatheology or religion	0.6 0.0	0.5 0.0	0.6 0.1	0.4 0.3	0.8 0.1	1.1 0.2	0.0	0.0	0-0	0.2	0.0	0.1
	other 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
	Biological Sciences qeneral biology	1.5	1.5	5.1	2.6	3.0	3.0	1.5	1.6	5.1	2.3	3.2	4.3
	blochemistry or blophysics	0.7	0.9	2.5	0.6	0.7	1.8	0.3	0.4	1.7	0.5	0.7	1.7
	marine (life) science	0.0 0.6	0.2 G.4	0.1 0.7	0.0	0.0 0.5	0.0 0.2	0.0 0.5	0.1 0.3	0.1 0.9	0.0 0.2	0.0 0.4	0.0 0.3
69	microbiology or bacteriology	0.3	0.3 0.3	0.6	0.1	0.3 0.1	0.4 0.1	0.3 0.5	0.4 0.3	0.7 1.2	0.1 0.1	0.3 0.1	0.4 0.1
_	zoology other biological 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							h 0			7 1	* 0	1.0
	accountingbusiness administration	4.6 9.0	6.4 6.6	2.8 6.6	7.4 8.5	4.1 8.5	1.0 4.5	4.9 6.3	6.6 4.7	2.9 4.7	7.1 5.4	4.0 5.4	1.0 2.7
	finance	4.2	4.3	3.8	7.2	6.1 3.4	3.4 0.9	1.6 3.5	2.0 3.1	1.6 2.6	2.4 4.2	2.6 3.8	1.5 1.2
	marketing management	3.7 4.6	3.1 4.6	2.2 3.7	6.0 6.9	4.1	2.6	2.8	3.8	2.3	3.5	2.6	1.7
	secretarial studies	0.0 2.2	0.0 1.5	$\frac{0.0}{1.2}$	0.0 4.0	0.0 2.7	0.0	0.1 1.8	0.2 1.4	0.1 1.0	0.0 2.7	0.0 2.6	0.0 0.9
		2.2	1.5		4.0	~**	٠			•••			
	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 music or art education	0.2	0.2 0.2	0.1 0.0	0.1 0.1	$0.0 \\ 0.1$	0.0	4.4 0.4	4.7 0.3	2.1 0.2	4.1 0.3	1.3 0.2	0.7 0 1
	physical education or recreation	0.5	0.5	0.5	0.4	0.0	0.0	0.4	0.3	0.2	0.4 1.5	0.2	0.0
	secondary educationspecial education	1.0 0.0	1.0 0.0	0.6 0.0	0.6 0.0	0.3	0.2 0.0	1.6 0.5	2.3 1.0	1.3 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	4.6	4.0	2.3	0.6	1.9	2.3	0.9	0.7	0.5	0.1	0.5	0.7
	aeronautical/astronautical eng civil engineering	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 engineeringelectrical engineering	1.6 6.0	1.8 7.1	0.8 5.2	0.5	1.2 4.8	2.0 7.9	0.7 0.8	0.7 0.8	0.6 0.8	0.2 0.7	0.5	1.7
	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
	mechanical engineering other engineering	4.6 2.9	5.0 2.1	3.0 1.8	4.1 1.3	3.0 1.5	4.3 4.2	0.5 0.9	0.5 0.4	0.4 0.9	0.4 0.6	0.6 0.9	0.7 2.6
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				MEN					v	/OMEN		
		blic Universi		Pi	ivate Univers			ublic Univers	itles	Pr	ivate Univer:	
	Se	electivity Levi Medium	eis High	Low	ielectivity Let Medium	veis High	Low S	electivity Lev Medium	veis High	Low	electivity Le Medium	yels High
PROBABLE MAJOR FIELD OF STUDY												
Physical Sciences	0.11	0.1										
astronomyatmospheric science	0.4 0.2	0.1 0.5	0.3 0.2	$0.0 \\ 0.0$	0.2 0.0	0.2 0.0	0.2 0.1	0.1 0.1	0.1 0.1	$0.0 \\ 0.0$	0.1 0.0	0.1 0.0
chemistry	0.6	0.9	1.6	0.7	1.0	1.7	0.4	0.7	ĭ. i	0.7	0.7	1.4
earth sciencemarine science	0.2 0.2	0.1 0.1	0.3 0.2	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.0
mathematics	0.5	0.6	1.2	0.0	0.0 0.5	0.0 1.8	0.1 0.3	0.1 0.6	0.2 1.3	0.0 0.5	0.0 0.8	0.1 1.2
physics	0.7	0.8	2.2	0.6	1.1	2.6	0.1	0.2	0.4	0.1	0.3	0.8
statisticsother physical sciences	0.1	0.1	0.1	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.1
other physical sciences	0.2	0.2	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.1
Professional	2 5		• •			• •						
architecturehome economics	3.5 0.1	1.8 0.0	1.0 0.0	0.3	1.8 0.0	2.0 0.0	1.0 0.8	0.6 0.8	0.7 0.2	0.2 0.3	1.1 0.0	1.5 0.0
heaith technology	0.6	0.5	0.7	0.7	0.6	0.4	1.1	1.2	0.9	1.0	0.3	0.0
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
nursing pharmacy	0.2 1.5	0.2 1.1	0.0 0.4	0.1 1.0	0.0 0.4	0.0	3.5 2.5	3.6	1.1	3.0	2.1	1.0
premed,predent,prevet	4.6	3.8	6.1	5.0	4.2	0.0 6.5	5.6	2.0 4.2	0.9 6.5	1.7 4.8	1.1 4.1	0.1 7.0
therapy	0.9	1.7	0.8	1.3	0.3	0.1	3.5	5.4	1.8	4.9	0.6	0.4
other professional	1.5	1.3	8.0	1.3	1.5	0.7	1.4	1.7	1.0	1.2	1.2	1.0
Social Sciences												
anthropologyeconomics	0.1 0.4	0.2 0.7	0.3 2.4	0.1	0.1	0.2	0.4	0.2	0.5	0.0	0.3	0.4
ethnic studies	0.0	0.7	0.0	0.6 0.0	2.1 0.0	4.1 0.0	0.3 0.0	0.3 0.0	1.2 0.1	0.2 0.0	0.8 0.0	1.9 0.2
geography	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
political sciencepsychology	3.0	2.8	6.3	3.9	11.5	9.7	3.5	3.0	7.2	4.4	13.2	13.4
social work	2.4 0.0	1.8 0.2	2.5 0.0	1.5 0.1	1.8 0.0	1.5 0.1	7.5 0.8	6.0 1.2	7.8 0.5	6.8 0.6	6.9 0.3	5.0 0.3
sociology	0.1	0.1	0.3	ŏ. i	0.1	ŏ. i	0.6	0.3	0.7	0.4	0.5	0.7
women's studies	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1
other social sciences	0.1	0.1	0.2	0.1	0.1	0.2	0.3	0.2	0.4	0.2	0.3	0.3
Technicai												
building tradesdata processing	0.0 0.7	0.0 0.9	0.0 1.0	0.0 0.5	0.0 0.3	0.0 0.4	0.0 0.3	0.0 0.2	0.0 0.4	0.0 0.2	0.0	0.0
drafting or design	0.1	0.2	0.1	0.1	0.0	0.1	0.3	0.1	0.2	0.2	0.1 0.0	0.1 0.1
electronics	0.1	0.1	0.0	0.1	0.0	0.1	0.0	0.0	0.0	0.0	ŏ.ŏ	0.0
mechanicsother technical	0.0 0.1	0.0	0.0	0.1 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	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Fields		1.0										
agriculturecommunications	1.2 1.8	1.9 2.2	0.2 1.9	0.0 3.3	0.0 2.7	0.0 1.0	1.1 3.0	0.6 4.0	0.1 3.2	0.0	0.0	0.0 2.1
computer science	1.0	2.2	2.4	1.1	1.1	1.8	0.6	0.7	1.0	6.0 0.6	3.9 0.5	0.5
forestry	0.2	0.5	0.1	0.0	0.1	0.0	0.0	0.1	0.1	0.0	0.0	0.0
law enforcement	1.1 0.2	0.9 0.3	0.3 0.1	2.8 0.1	0.5 0.1	0.1	0.8 0.1	0.6 0.0	0.3	0.9	0.5	0.1
other fields	0.9	1.6	0.4	0.7	0.4	0.; 0.3	1.1	1.2	0.0 0.7	0.0 1.0	0.0	0.0 0.4
undecided	6.0	5.3		2 0								
	0.0	2.3	7.6	3.8	5.9	7.7	9.4	8.4	11.5	7.2	10.1	11.2

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		Pul	olic Universit			vate Univers	ities	Pu	blic Univers			ate Univers	ities
		Se	ectivity Leve			electivity Lev			lectivity Lev		-	lectivity Lev	
		Low	<u>Medium</u>	High	Low	Medium	High	Low	Medium	High	Fom	Medlum	High
	Probable Career Occupation												
	accountant or actuary	4.1	5.9	2.7	6.0	3.4	0.9	4.8	6.3	3.0	6.5	3.9	1.0
	actor or entertainer	1.0 4.1	0.9	0.9	1.0 0.9	1.6 2.1	1.4 2.2	1.6 1.0	0.9	1.3 1.1	1.5 0.4	1.9 1.3	2.0 1.7
	architectartist	1.3	2.1 0.9	2.1 0.9	0.7	0.7	0.9	1.5	1.7	1.4	1.3	1.0	1.7
	business (clerical)	0.5	0.2	0.1	0.3	0.2	ŏ.ó	0.4	0.4	0.2	0.3	0.2	0.1
	business (management)	14.2	14.0	13.4	18.8	16.6	13.1	10.5	10.9	9.9	11.3	12.0	8.6
	business owner or proprietor	5.5	4.2	3.5	8.6	6.0	3.6	2.5	1.9	1.7	2.7	2.4	1.6
	business salesperson or buyer	1.6	1.3	0.8	2.1	1.3	0.4	1.6	1.3	0.7	1.6	0.8	0.3
	clergy (minister, priest)	0.1	0.1	0.1	0.5	0.1	0.2	0.0	0.0	0.0	0.1 0.2	0.0	0.0
	clergy (other religious) clinical psychologist	0.1 0.9	0.1 0.7	0.1 0.8	0.2 0.5	0.1 0.8	0.1 0.5	0.0 3.0	0.0 2.9	0.0 3.2	2.8	2.8	0.1 2.0
	college teacher	0.3	0.3	0.8	0.2	0.4	1.5	0.4	0.3	0.6	0.6	0.3	1.0
	computer programmer or analyst	2.1	ž.9	3.1	1.7	1.6	2.3	0.9	0.9	1.3	0.7	0.6	0.5
	conservationist or forester	0.3	1.1	0.3	0.1	0.1	0.2	0.1	0.2	0.2	0.1	0.1	0.2
	dentist (incl orthodontist)	1.0	0.7	1.0	1.2	0.7	0.3	0.8	0.4	0.8	0.7	0.4	0.1
	dietitian or home economist	0.0	0.0	0.1	0.1	0.0	0.0	0.4	0.5	0.2	0.2 2.5	0.1 3.7	0.1 5.9
	engineer farmer or rancher	20.2 0.5	20.0 1.0	15.9 0.1	14.1 0.1	12.3 0.0	16.8 0.1	4.5 0.0	3.4 0.1	3.6 0.1	0.0	0.1	0.0
	foreign service worker	0.6	0.7	1.4	0.9	3.7	3.1	1.5	1.3	3.0	2.1	6.8	6.9
	homemaker (full-time)	0.1	0.0	0.0	0.0	ŏ.ö	0.0	0.1	0.0	0.1	0.3	0.2	0.1
	interior decorator	0.1	0.0	0.0	0.1	0.1	0.0	1.4	1.0	0.5	0.7	0.5	0.1
~1	intepreter (translator)	0.1	0.1	0.1	0.0	0.0	0.1	0.4	0.4	0.6	0.4	0.5	0.5
71	lab technician or hygienist	0.1	0.3	0.2	0.1	0.1	0.1	0.5	0.6	0.3	0.3	0.1	0.0
	law enforcement officer	0.9 7.0	0.7 6.2	0.4 8.6	1.8 9.5	0.4 14.4	0.0 10.6	0.4 7.0	0.2 6.5	0.1 8.8	0.4 9.0	0.2 12.4	0.0 12.1
	lawyer (attorney) or judge military service (career)	1.7	1.6	0.7	0.7	1.3	1.0	0.2	0.1	0.1	0.1	0.2	0.1
	musician (performer, composer)	1.8	0.9	1.0	1.3	2.1	1.0	ĭ.ī	0.7	0.5	1.0	1.4	1.0
	nurse	0.1	0.2	0.0	0.1	0.0	0.0	3.5	3.4	1.2	3.0	2.1	0.9
	optometrist	0.7	0.3	0.3	0.2	0.1	0.1	0.4	0.3	0.4	0.3	0.1	0.2
	pharmacist	1.5	1.2	0.8	1.1	0.5	0.0	2.7	2.0	1.7	1.9	1.3	0.1
	physicianschool counselor	5.3 0.1	4.6 0.1	12.0 0.2	7.6 0.1	8.0 0.1	12.6 0.1	5.5 0.4	4.3 0.4	10.9 0.4	6.5 0.4	7.2 0.2	13.1 0.1
	school principal/superintendent.	0.0	0.0	0.1	0.0	0.0	0.0	0.1	ŏ.ŏ	0.1	0.0	0.0	0.0
	scientific researcher	2.1	2.6	4.3	ĭ.ĭ	1.7	4.8	1.6	1.7	3.0	1.0	1.6	3.6
	social/welfare/repreation worker	0.1	0.2	0.1	0.1	0.2	0.1	1.6	1.6	1.1	0.9	1.0	0.7
	statistician	0.1	0.2	0.2	0.1	0.1	0.1	0.1	0.0	0.1	0.0	0.0	0.1
	therapist (phys,occup,speech)	1.0	1.6	0.9	1.3 0.2	0.4	0.2 0.1	3.9 4.8	6.1 5.5	2.8 2.5	5.8 5.0	1.2 1.5	0.4 0.8
	teacher (elementary) teacher (secondary)	0.3 1.9	0.3 2.1	0.2 1.7	1.1	0.1 1.0	1.0	2.6	3.4	2.6	2.4	1.5	1.0
	veterinarian	0.9	0.7	0.9	0.3	0.2	0.2	1.6	1.4	1.8	0.3	0.4	0.4
	writer or journalist	2.0	3.7	2.6	2.9	3.0	3.2	4.2	5.9	3.8	4.8	5.7	6.2
	skilled trades	0.3	0.5	0.1	0.2	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1
	other career	4.7	5.9	3.8	4.0	3.8	2.4	7.1	6.6	5.9	6.8	5.9	4.2
	undecided	8.6	9.1	12.9	7.9	10.6	14.8	13.5	13.6	18.5	13.2	16.4	20.5
	Miles from College to Home							<b>.</b> .			a 1.		
	5 or less	5.6	4.5	2.7	5.1	3.3	1.9	5.4	4.5	2.1 2.9	3.4	3.6	1.7
	6~10	10.7 22.7	4.1 15.6	3.0 19.4	7.8 24.1	4.5 19.3	1.8 9.8	11.3 24.6	4.2 16.3	19.1	5.8 19.9	4.3 19.7	1.9 8.4
	11-50 51-100	14.2	19.2	21.5	14.3	8.1	5.8	15.2	19.9	21.8	14.1	7.7	5.5
	101-500	31.1	49.9	43.2	32.8	39.2	31.9	28.8	47.0	43.1	37.2	38.4	30.5
	more than 500	15.7	6.8	10.1	15.9	25.6	48.7	15.3	8.1	11.1	19.6	26.3	52.0



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	Low	##ANDENI	Ligit	AYK	MAGIONI	шұш	LVH	MANION	nign	LVM	WANTAIN	ngu
Father's Education grammar school or less some high school high school graduate postsecondary other than college some college college degree some graduate school graduate degree	2.1 4.2 18.6 4.2 16.5 25.6 3.6 25.1	2.1 4.3 22.0 5.7 14.2 26.2 3.7 21.8	2.9 3.4 12.3 3.3 12.3 26.4 4.7 34.6	3.3 5.2 16.1 3.7 13.7 26.3 4.0 27.7	2.0 3.3 10.6 2.8 10.9 26.7 4.6 39.1	1.3 2.0 6.8 1.8 7.2 22.5 5.3 53.1	3.1 5.3 20.9 4.3 16.2 24.2 3.1 22.8	2.7 4.9 22.7 5.4 14.7 24.6 3.6 21.2	3.2 3.7 12.6 3.6 13.5 25.5 4.6 33.4	2.6 3.8 13.8 3.6 14.9 27.8 4.6 29.0	2.3 3.0 10.7 3.6 11.9 25.5 5.1 37.9	1.5 1.4 5.9 2.0 7.2 21.1 5.9 55.0
Father's Occupation (6) artist (including performer) businessman clergy or religious worker college teacher or administrator doctor or dentist education (secondary) education (elementary) engineer farmer or forester health professional (non-M.D.). lawyer  military (career) research scientist skilled worker semi-skilled worker laborer (unskilled) unemployed other	0.9 35.7 0.6 0.8 3.8 4.0 0.9 10.5 1.7 1.9 2.8 2.1 0.7 8.9 3.1 2.2 1.4	1.0 32.9 0.5 1.0 2.8 4.7 1.1 9.0 1.6 0.6 9.0 7 2.4 18.4	1.2 33.1 0.5 5.9 1.1 11.7 1.8 3.4 1.8 6.5 2.9 1.6 1.7	0.9 41.1 1.2 0.9 4.8 0.7 9.3 1.1 1.3 3.4 1.5 7.1 1.6 1.6 1.7	1.4 41.9 0.66 1.66 3.59 8.8 1.3 5.7 4.1 4.3 0.9 1.5 6	1.4 35.9 0.8 4.0 11.5 4.4 1.0 8.8 0.7 1.0 7.0 1.2 2.1 1.6 0.7	1.0 33.9 0.6 0.7 3.5 0.7 9.4 2.7 1.4 2.7 2.6	0.8 32.75 0.53 2.54 0.76 4.8 1.97 0.4 1.97 0.4 1.3 2.0	1.2 32.7 0.6 2.0 4.8 11.6 2.0 5.8 2.0 5.2 1.7 1.8 21.2	0.8 40.2 1.1 1.3 9.5 1.4 9.5 1.5 5.6 1.2 1.5 20	1.1 39.7 0.5 1.7 8.1 0.6 8.0 1.2 5.3 1.0 4.0 6 1.6 1.6 1.6 1.6 1.6	1.7 32.7 0.6 3.9 13.6 0.9 9.3 0.9 1.1 22.9 1.3 0.9 1.3
Father's Reilgious Preference Baptist Buddhist Congregational Eastern Orthodox. Episcopal islamic Jewish LDS (Mormon) Lutheran Methodist Presbyterian Quaker Roman Catholic Seventh-Day Adventist other Protestant other religion none	12.3 0.5 0.9 2.7 0.5 6.2 10.4 6.2 30.6 9.2 4.3	7.0 0.4 1.8 2.1 0.3 4.2 13.6 8.8 50.1 36.9 2 3.5 10.3	6.7 3.1 1.0 03.5 99.4 5.8 01.5 0.4 6.3 31.5 4.8 17.7	10.7 1.1 1.3 2.57 6.52 4.2 0.7 5.01 47.8 30.1 47.8 2.8 7.8	3.7 1.6 1.0 0.9 3.1 1.1 11.8 0.4 4.1 0.3 45.0 0.3 45.0 0.3 45.0 0.3 45.0 0.3	4.3 1.2 1.1 1.8 0.8 12.4 3.2 5.0 0.2 3.6 0.3 0.3 4.8 14.9	14.2 0.3 1.0 0.8 2.9 0.3 6.07 5.7 11.64 0.1 29.3 0.2 4.4 11.7	8.1 0.3 1.5 0.4 0.2 3.2 12.5 8.9 50.1 37.2 4.5 10.7	8.0 2.3 1.3 0.6 5.5 2.3 3.8 0.3 2.6 3.6 3.6 4.1 16.9	14.1 0.7 1.08 3.5 0.4 4.2 4.5 7.9 3.0 43.8 0.1 2 3.2	3.7 1.2 0.9 1.1 3.2 0.7 11.2 0.1 3.5 5.1 0.2 45.3 0.2 2.7	5.3 1.129 5.9 0.24 3.8 5.8 60.4 31.6 31.6 31.1



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		blic Universi lectivity Lev			ivate Univer ielectivity Le			ublic Universite Le			vate Univers	
	Fox	Medium	High	Low	Medium	Hlah	Fox	Medium	High	Low	Medium	High
Mother's Education grammar school or less some high school	1.6 3.2 29.6 7.3 19.5 22.6 3.7 12.5	1.4 3.0 30.5 8.8 17.9 24.2 3.7	3.0 3.3 19.1 6.5 17.2 28.8 5.1	2.8 3.4 25.9 7.7 17.6 25.2 4.4 13.1	1.9 2.8 17.6 6.4 17.1 29.7 5.9	1.3 1.4 11.6 5.8 14.0 32.1 8.7 25.1	2.3 4.2 29.7 6.7 20.3 20.6 3.9 12.2	2.0 3.3 29.9 9.2 19.1 23.3 3.5 9.7	3.3 3.4 18.5 6.6 17.6 28.7 5.3	2.3 3.0 20.3 7.6 20.9 27.6 4.5	2.4 2.5 17.2 7.2 16.7 28.8 6.2	1.3 1.2 9.4 5.7 14.2 32.2 7.9 28.0
Mother's Occupation (6) artist (Including performer). businesswoman. business (clerical) clergy or religious worker. college teacher or administrator doctor or dentist education (secondary) education (elementary) engineer farmer or forester health professional (non.M.D.). homemaker (full-time) lawyer nurse research scientist social/welfare/recreation worker skilled worker. semi-skilled worker. laborer (unskilled) unemployed.	2.3 15.8 10.1 0.4 6.8 0.3 0.2 16.3 7.3 17.3	1.7 14.1 10.8 0.4 0.5 7.8 0.4 17.7 0.3 1.2 1.9 17.3	25.8.9.2.8.6.4.4.0.6.4.3.3.2.8.6.4.4.0.6.4.3.3.2.16.16.16.16.16.16.16.16.16.16.16.16.16.	2.59 14.9.3 0.69 9.35 0.97 7.11 2.19 0.14 10.7 0.12 11.13 16.0	27.66.62.75.46.22.22.79.27.42.85.6	3.6 6.8 14.6 6.8 1.0 1.0 1.1 1.1 1.1 1.1 1.1 1.1 1.1 1.1	1.9 16.0 10.0 0.1 0.4 4.7 7.1 0.2 2.0 16.9 0.1 1.3 1.9 1.8 1.5 5.9	1.7 14.8 12.7 10.4 2.3 70.2 4.5 9 11.8 2.4 4.5 19.5	25.51.1.87.90.3.1.5.3.5.5.4.6.7.9.2.2.6.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1.1	2.2 15.1 8.4 0.7 0.6 5.0 7.3 0.2 21.1 0.7 0.1 1.4 1.5 17.7	2.4 16.6 8.0 0.9 1.0 5.5 8.2 0.1 2.3 18.8 7.2 0.3 1.1 0.5 1.5	4.2 14.6 02.1 1.5 1.5 1.5 1.5 1.5 1.5 1.5 1
Mother's Religious Preference Baptist	12.5 0.5 1.0 0.7 3.1 0.4 6.1 0.5 6.5 10.7 7.0 0.2 4.0 0.5 4.7	7.0 0.4 1.7 0.64 0.3 0.2 13.8 9.9 0.1 2 0.1 39.1 4.6 4.6	7.1 3.5 1.2 0.7 3.9 9.4 90.6 67.1 03.6 4.2 12.3	10.9 1.1 1.4 1.3 2.9 0.6 6.1 0.1 4.2 50.1 50.1 50.3 4.3 3.3	3.3 1.8 1.2 0.7 3.0 11.3 0.4 9.7 5.6 3.7 9.3 47.5 0.3 47.5 0.3 7.2	4.5 1.3 1.3 1.16 5.7 12.3 3.6 8 5.7 0.6 37.6 3.4 3.9	14.6 0.5 1.1 0.7 3.3 5.8 0.6 6.3 12.2 7.1 0.1 31.4 4.8 6.4	8.6 0.3 1.8 0.5 0.5 2.6 3.5 2.6 9.4 0.1 4.0 5.8	82.66.60 11.03 40.40 40.69 25.48 60.25 44.61	15.0 0.8 1.2 0.7 3.7 0.3 4.2 0.2 4.3 0.0 45.7 0.1 4.1 3.4	3.9 1.5 1.1 1.0 3.6 0.6 0.2 3.9 5.6 0.2 48.2 3.2 48.2 7.8	5.4 1.6 0.7 11.2 0.0 11.2 0.5 4.0 0.3 0.3 4.9 10.3



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		dic Universi			vate Univer			blic Univers	sitios	Pri	vato Univers	
		lectivity Levi			electivity Le			oloctivity Le			lectivity Le	
	Low	Medium	High	Low	Medlum	High	Low	Modlum	High	Low	Medlum	High
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 skills learn more about things make more money nothing better to do parents wanted me to go wanted to get away from home	30.5 2.6 54.0 82.1 34.4 70.6 2.7 18.9 52.0	26.6 1.6 48.7 828.2 67.9 76.5 26.4 44.9	34.7 1.8 59.9 78.3 32.4 74.1 69.4 20.6 59.9	33.6 2.3 57.7 835.3 68.9 75.5 20.1 52.1 12.6	37.3 1.7 60.2 78.2 33.1 72.4 68.9 3.0 20.6 59.6	44.5 0.8 72.2 73.5 80.4 58.3 3.3 18.1 62.4 13.6	42.9 2.4 68.1 82.2 41.9 79.7 71.8 1.9 21.1 59.0	40.8 1.8 63.5 82.9 35.6 77.4 69.3 17.5 53.4	50.8 1.4 73.6 78.0 38.9 83.2 60.3 2.0 20.6 63.1 12.7	47.9 1.8 70.5 80.0 39.0 79.1 62.0 1.3 20.7 56.7	53.9 1.2 74.3 78.3 37.9 82.3 60.8 1.7 20.8 62.4 12.0	60.9 0.8 84.3 68.8 34.9 90.0 45.6 2.1 16.4 63.7
Reasons Noted as Very Important in Selecting This College advice of guidance counselor advice of teacher friend suggested attending good academic reputation graduates get good Jobs (7) low tuition not offered aid by first choice offered financial assistance offers special programs recruited by athletic department recruited by college rep elatives wanted me to come wanted to live near home	4.8 2.76 51.66 33.06 33.55 15.8 17.1 3.55 15.6	4.5557 66.7989 56.289 156.427 16.41.707	6.1 3.3 70.2 30.0 31.8 29.4 10.7 14.7 2.0 5.5	7.24 3.41 67.19 66.15 50.15 4.57 235.84 35.64	7.2 4.0 60.5 28.7 43.4 1.9 27.9 27.9 35.8 7.5	6.6 4.9 85.6 28.3 44.3 0.9 26.7 20.2 7.2 3.0 3.8	5.3 2.9 7.7 58.1 32.6 27.0 21.2 20.0 24.5 1.4 2.6 18.7	4.9 2.4 76.2 29.1 31.6 21.1 16.5 21.0 21.5 15.0	5.7 3.1 76.1 26.7 30.3 28.7 7.0 12.1 22.0 1.8 1.4 7.4	5.0 2.8 85.7 25.8 75.8 42.7 5.8 27.7 2.0 4.2 27.7 2.0 4.4 5.1	6.1 3.5 74.9 40.5 42.5 326.1 326.1 326.6	53.445553 895.53031655337 825.38.65337
Residence Preferred During Fall Term with parents or relatives other private home, apt, room college dormitory fraternity or sorority house other Campus housing other	11.0 39.9 30.6 11.3 5.1 2.1	5.8 34.7 40.4 13.0 4.5	7.0 23.2 55.6 5.8 6.8 1.5	9.1 30.1 45.6 6.9 6.6 1.8	5.6 20.5 57.2 7.9 7.3 1.6	2.7 14.2 71.6 4.8 5.6 1.0	10.5 38.1 32.6 11.5 5.9 1.4	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
Residence flanned During Fall Term with parents or relatives other private home, apt, room college dormitory fraternity or sorority house other campus housing other	29.9 7.7 59.5 1.1 1.4 0.4	10.1 4.9 78.5 4.2 2.0	9.4 4.3 81.5 0.5 4.0	20.4 5.1 70.8 0.7 2.5 0.4	10.1 4.2 80.3 0.5 4.6 0.4	1.8 0.9 94.0 0.5 2.8 0.1	29.4 6.0 62.2 0.3 1.7	9.3 4.5 83.2 0.3 2.2	8.3 4.2 82.9 0.2 4.1 0.3	13.1 2.5 82.7 0.1 1.5	10.1 2.1 83.5 0.2 3.9 0.2	1.0 0.3 96.2 0.2 2.2



				MEN_				_		VOMEN		
		blic Univers			ivate Unive	sitles		ublic Univer	sitios		vate Univer	sitles
	_	lectivity Lev			Selectivity Le			olectivity Le			electivity Le	
	Low	Medium	<u>Hloh</u>	FOM	Medium	High	LOW	Modlum	<u>High</u>	FOM	<u>Medlum</u>	High
SOURCES FOR EDUCATIONAL EXPENSES												
Received Any Aid From	01. 1.											
parents or familyspouse	84.4 0.8	82.9 0.7	87.8 0.7	86.8 1.2	90.7 0.6	92.4 0.5	85.9 0.6	85.3 0.7	88.5	90.3	91.3	93.8
savings from summer work	60.9	67.9	63.6	60.6	60.3	65.4	58.8	68.2	0.4 63.7	0.4 58.7	0.4 59.4	0.2 63.1
other savings	31.3	36.5	33.0	32.0	32.6	37.9	31.3	37.3	33.0	32.5	33.6	38.2
part-time job on campus other part-time job while at col	16.1	18.5 19.2	20.8	23.0	25.6	32.2	19.9	23.7	23.9	26.7	28.5	33.2
full-time job while at college	25.3 1.9	19.2	17.4 0.9	20.5 1.8	13.7 0.8	7.7 0.3	29.0 1.9	21.6 1.2	18.1 0.7	18.1 0.8	14.4	9.1
Pell Grant	9.4	12.3	11.3	14.0	11.9	11.0	11.4	13.8	11.2	14.2	0.7 12.4	0.3 10.2
Supp Educational Oppty Grant	2.0	3.3	3.1	6.0	6.3	6.4	2.0	3.9	2.9	6.8	7.2	5.8
state scholarship or grant	7.2	11.9	11.9	11.9	10.3	9.8	7.8	12.0	11.8	11.1	10.9	9.0
College Work-Study Grant other college grant	3.2 15.5	4.8 17.6	4.8 15.1	12.7 29.2	13.6 32.9	17.0 36.0	4.6 18.4	6.6	5.4	15.7	16.9	18.3
other private grant	7.2	9.6	13.3	12.2	12.4	20.3	7.8	18.5 9.8	15.7 14.4	34.4 13.5	37.2 13.8	36.2 20.2
other govt aid (ROTC,BIA,GI,etc)	2.9	3.3	1.7	2.4	2.4	4.4	1.3	1.2	0.9	1.2	0.9	1.6
Federal Guaranteed Student Loan.	11.4	20.6	12.1	26.5	24.5	29.1	12.0	21.2	11.3	27.4	27.8	28.7
National Direct Student Loan	1.6	2.7	1.8	5.6	4.5	5.7	1.6	2.4	1.3	4.4	4.4	5.2
y other college loan	4.0 3.6	6.3 5.8	5.1 3.8	8.0 5.8	9.3 6.1	12.4 6.8	4.1 4.3	5.7 6.6	5.4 4.3	8.1	9.8	11.9
other	2.2	2.6	2.4	2.7	2.9	3.0	2.8	3.5	3.3	6.9 3.8	6.9 3.8	7.1 3.6
Received \$1,500 or More From												
parents or family	60.0	61.3	71.6	72.8	81.6	84.4	61.0	63.2	72.5	76.7	80.9	85.6
spouse	0.3	0.3	0.3	0.5	0.4	0.3	0.2	0.2	0.1	0.1	0.1	0.1
savings from summer work	9.1	11.9	10.3	16.1	13.0	13.8	5.3	1.6	7.0	7.9	8.0	9.3
other savings part-time job on campus	5.8 1.0	7.7 0.5	7.0 1.3	9.5 3.1	9.3 3.4	11.2 6.3	4.6 1.0	5.8 0.7	6.1 1.3	8.6	9.0	10.8
other part-time job while at col	1.8	1.2	1.3	2.8	1.6	0.7	1.3	1.0	0.9	3.4 1.5	3.4 1.2	6.2 0.6
full-time job while at college	0.6	0.3	0.2	0.9	0.3	0.1	0.4	0.3	0.2	0.3	0.2	0.1
Peli Grant	1.9	1.8	2.3	3.0	3.3	2.9	1.9	1.7	2.0	2.3	2.7	2.2
Supp Educational Oppty Grant state scholarship or grant	0.2 0.8	0.3 3.0	0.4 1.3	0.6 2.7	1.4 4.2	2.7	0.2	0.2	0.4	0.6	1.4	2.1
College Work-Study Grant	0.3	0.1	0.5	1.2	1.1	2.7 0.6	0.8 0.3	2.6 0.1	1.2 0.3	2.4 0.6	4.3 1.2	2.9 0.7
other college grant	5.9	6.9	5.2	15.8	27.2	31.3	6.8	5.5	4.3	17.0	30.3	31.3
other private grant	1.7	2.5	2.9	4.0	5.1	10.4	1.7	2.0	3.1	3.9	4.8	9.8
other govt aid (ROTC,BIA,GI,etc)	1.8	2.0	1.1	1.4	1.9	4.0	0.6	0.6	0.4	0.8	0.6	1.3
Federal Guarantead Student Loan. National Direct Student Loan	4.4 0.5	7.5 0.5	3.8 0.1	12.2 1.4	12.1 1.2	15.3	3.9	6.6	3.5	11.2	12.1	14.9
other college loan	2.0	2.7	1.8	4.4	5.6	1.7 8.8	0.3 2.0	0.3 2.3	0.3 1.9	1.1 4.4	0.9 5.4	1.3 8.0
other loan	1.9	3.0	1.8	3.6	4.2	5.1	2.1	3.2	2.2	4.7	4.9	5.9
other	0.9	1.2	8.0	1.5	1.9	2.0	0.8	1.1	1.0	1.9	1.9	2.2
Concern about Financing Collega												
no concern	46.4	38.5	44.3	40.5	44.8	41.4	36.9	28.7	35.1	33.0	35.8	37.2
some concern	42.6	48.6	45.3	45.9	43.6	47.5	46.9	54.3	50.8	51.4	48.2	49.6
major concern	11.0	12.8	10.3	13.6	11.5	11.2	16.2	17.0	14.1	15.6	16.0	13.1



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				MEN						VOMEN		
	Public Universities Selectivity Lavais				vate Univers			blic Univers			vate Univers	
	Low	Medium	High	Tom.	Medium	High	Pos.	Myslum myle/M	High	LOW	Medium	High
Students Estimate Chances Are Very Good Thac They Will be elected to an honor society. be elected to student office. be satisfied with college change career choice drop out permanently drop out permanently fall one or more courses. find Job in own field get bachelor's degree get job to pay college expenses. get tutoring in some courses. graduate with honors Join social frat or sorority. make at least "B" average marry within a year after coll. need extra time for degree participate in student protests. play varsity athletics seek individual counseling seek vocational counseling transfer to another College work at outside job work full-time while attending.	9.03 48.18 15.30 11.27 694.11 19.68 11.37 13.55 11.34 11.35 11.35	8.2 31.4 13.1 14.7 0.7 1.3 72.1 35.0 14.8 250.3 12.2 4.1 15.0 15.0 16.5 17.7	10.97221 36.22120.15061.333.12.42199.47.4550.027.65.50114.3	10.0 49.9 11.6 8.8 11.5 2.3 71.5 2.3 9.9 15.3 71.5 2.2 15.3 15.2 15.3 15.3 15.3 15.3 15.3 15.3 15.3 15.3	11.8 57.9 13.1 14.3 01.0 1.3 68.6 80.5 8.3 19.3 85.1 19.3 85.1 19.0 19.0 19.0 19.0 19.0 19.0 19.0 19	16.56 74.76 19.40 19.55	8.5 3.22 57.6 17.1 18.6 0.7 1.1 74.7 38.6 16.0 118.9 44.2 6.1 18.3 6.1 7.2 5.8 6.4 24.4	7.2860.0 18.4 18.7 0.5 75.8 41.7 13.6 46.2 17.5 841.7 75.6 66.8 66.8 21.1	93.4.00 93.4.00 10	10.2 43.1 17.4 16.8 0.7 76.4 13.3 11.9 49.9 18.2 6.4 17.5 8.9 18.2 18.3 18.3 19.9 18.3 19.3 19.3 19.3 19.3 19.3 19.3 19.3 19	10.92 64.0 18.4 18.7 0.6 11.5 37.0 11.5 20.4 10.8 10.9 7.5 10.8 10.9 10.9 10.9 10.9 10.9 10.9 10.9 10.9	14.44.49.28.78.49.17.51.7.21.66.61.38.07.9
Objectives Considered to be Essential or Very important (7) achieve in a performing art be authority in my fleid be expert on finance/commerce be successful in own business be very well off financially create artistic work develop philosophy of life pet married have admin responsibility influence political structure influence social values Join org like Peace Corps/VISTA. keep up to date with politics obtain recog from colleagues participate in community action. promote racial understanding raise a family write original works	11.7 77.4 8.6 8.6 14.8 8.0 9.6 14.8 19.6 19.6 19.6 19.6 14.3 19.6 14.3 19.6 14.3	8.4 75.1.4 28.8 48.9 48.9 48.9 40.4 40.4 40.4 40.4 40.4 40.4 40.4 40	10.3 74.2 30.0 574.8 12.4 57.0 69.6 50.7 22.1 36.8 49.6 57.1 20.6 69.2 15.9	9.5 76.3 37.4 79.4 79.4 52.8 49.0 50.7 46.5 60.5 77.3 33.7 72.3 13.4	12.0 76.1 35.6 575.3 12.6 57.1 49.4 49.4 37.3 55.1 60.2 38.3 70.6 16.4	13.5 75.3 26.5 45.9 12.8 665.9 12.8 672.9 38.5 54.8 27.6 59.7 59.1 241.6 72.3 21.2	12.4 777.1 211.4 513.6 538.6 63.4 172.6 63.4 48.5 61.4 35.2 48.5 61.4 35.6 61.4 35.6 61.4 14.7	10.6 74.8 19.8 19.7 12.4 59.7 12.4 50.6 38.2 14.6 9.6 22.6 30.6 9.6	12.0 73.3 18.6 14.6 59.5 634.8 11.6 59.3 66.8 11.6 44.6 68.1 16.3	11.7 73.0 19.0 19.0 66.0 12.4 55.3 367.7 17.3 40.7 54.5 30.5 9.0 14.0	13.3 74.2 20.1 468.7 18.6 58.0 11.8 59.3 41.8 59.3 43.6 9.6	18.3 74.1 155.6 17



						WOMEN						
		ubile Univers			rivate Unive Selectivity L			Public Unive			rivate Unive	
	Fom P	electivity Lov Medium		Low '	Medium		Low	Seiectivity I Mediur		Low	Selectivity L Medium	
Political Views far left liberal middle of the road	2.5 21.6 45.6 27.7	2.1 22.5 47.8 25.5	2.2 25.7 43.0 27.0	2.3 18.1 45.7 31.2	2.3 21.8 39.3 33.6	2.8 28.2 35.4 31.1	1.6 25.4 56.0 16.3	1.1 25.9 58.0 14.4	1.4 31.6 50.5 15.9	0.9 21.4 52.9 24.1	1.2 28.6 50.3 19.0	1.9 38.8 40.8 18.2
far right	2.6	2.1	2.2	2.7	2.9	2.5	0.7	0.6	0.6	0.8	0.9	0.4
abortion should be legalized 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 controlling pollution govt not promoting disarmament govt not protecting consumer increase fed military spending live together before marriage man not entitled to sex on date. marijuana should be legalized no endow investment in S Africa. nuclear disarmament attainable only volunteers in Armed Service prohibit homosexual relations raise taxes to reduce deficit sex OK if people like each other too much concern for criminals women's activities best in home. Permission to Use Student 1.D.	18.1 62.7 56.1 56.1 67.7 59.0 59.0 59.0 59.1 59.0 59.0 682.0 29.8	17.8 60.9 48.1 73.4 56.1 83.4 56.8 57.2 59.9 79.2 53.0 60.4 55.2 67.0 67.0 73.7	21.9 691.0 84.46 41.0 84.46 85.4.3 86.41 86.	20.6 54.0 518.5 50.8 51.6 52.3 53.6 55.7 57.2 57.4 59.3 59.3 50.6	23.1 59.52.0 618.52.0 618.52.0 618.52.0 618.55.5.2 618.5.5.5 618.5 618.	27.0 641.6 553.7 485.5 602.7 843.9 2624.7 843.9 262.7 843.9 843.9 846.7 866.7 866.7 866.7 866.7 866.7 866.7 866.7 866.7 866.7 866.7 866.7	22.9 54.37 51.02 66.89 73.84 19.23 65.1 49.78 52.16 60.2	2655566787614955532365 6787614955532365	29.67 49.19 59	26.7 511.58 513.80 513.80 63.30 734.7 735.9 735.9 136.9 1462.1 507.68 327.8 617.4	30.8 671.9 554.0 554.0 566.1 660.1 677.6 613.8 61.9 158.9 15	37.7 727.8 550.3 465.2 962.3 465.2 978.3 465.2 978.3 465.4 38.3 18.8 38.3 18.3 18.3 18.3 18.3 18.3
yesno	81.6 18.4	81.0 19.0	76.7 23.3	66.6 33.4	71.1 28.9	72.8 27.2	81.6 18.4	81.4 18.6	76.9 23.1	72.5 27.5	74.5 25.5	74.2 25.8

#### Notes

- 1. Percentages will sum to more than 100 if any students check more than one category.
- 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. 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 recommended due to change in item order.



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Vers On the test of the last	4-YEAR PUBLIC COLLEGES Selectivity Level Low Madium High	4-YEAR PRIVATE NON-SECTARIAN COLLEGES Selectivity Level Low Medium High Yery High	4-YEAR OTHER SECTARIAN COLLEGES Selectivity Level Low Medium High	4-YEAR CATHOLIC COLLEGES Selectivity Level Low Medium High	ALL PRIVATE 4-YEAR COLLEGES
Year Graduated from High school 1988	95.2 97.8 98.1 2.4 1.3 1.4 0.7 0.3 0.2 1.3 0.5 0.2 0.4 0.1 0.0 0.0 0.0 0.0	95.8 97.9 98.0 98.3 2.3 1.4 1.5 1.4 0.5 0.2 0.2 0.2 1.0 0.4 0.1 0.1 0.3 0.1 0.0 0.0 0.1 0.0 0.1 0.1	94.5 98.4 98.8 2.7 1.0 0.7 0.5 0.2 0.2 1.6 0.2 0.1 0.6 0.1 0.0 0.1 0.0 0.1	96.8 98.0 99.1 1.8 1.0 0.5 0.4 0.2 0.2 0.7 0.5 0.1 0.1 0.2 0.1 0.1 0.0 0.0	96.9 1.7 0.3 0.7 0.2 0.1
Age on December 31, 1988 16 or younger	0.0 0.0 0.0 1.9 1.9 2.8 72.9 80.9 79.1 21.7 15.9 17.1 1.8 0.7 0.7 1.0 0.5 0.3 0.3 0.1 0.0 0.3 0.0 0.0 0.1 0.0 0.0 0.0 0.0 0.0	0.0 0.1 0.1 0.1 3.0 2.7 2.4 4.5 73.2 78.2 77.5 78.8 20.8 17.3 18.6 15.6 1.5 1.3 1.0 0.7 0.9 0.3 0.2 0.2 0.2 0.1 0.0 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	0.1 0.0 0.1 2.1 1.9 2.2 71.2 72.7 74.8 22.4 24.1 22.2 1.9 1.0 0.5 1.0 0.3 0.2 0.4 0.0 0.0 0.6 0.0 0.0 0.3 0.0 0.0 0.0 0.0 0.0	0.0 0.1 0.0 2.0 2.4 2.2 73.8 78.3 80.3 21.9 17.7 16.8 1.4 0.9 0.5 0.7 0.4 0.1 0.1 0.0 0.0 0.2 0.1 0.0 0.0 0.0 0.0 0.1 0.0 0.0	0.1 2.6 74.9 20.2 1.2 0.6 0.2 0.2 0.1
Raciai Background (1)(2) White/Caucasian Black/Negro/Afro-American American Indian Asian-American/Orientai Mexican-American/Chicano. Puerto Rican-American other	74.1 89.9 98.3 22.7 7.4 6.4 0.9 0.8 1.0 0.7 1.4 3.3 1.4 0.5 0.8 0.4 0.6 0.6 1.2 1.1 1.5	72.7 87.0 89.5 85.6 24.0 5.5 3.0 4.5 1.0 0.7 0.8 0.9 1.4 3.5 4.6 7.0 0.4 0.5 0.9 0.9 0.9 1.8 0.7 0.7 1.7 3.0 2.7 3.1	78.2 93.7 94.2 19.0 3.1 3.2 1.0 0.8 0.7 1.1 1.7 1.7 0.9 0.6 0.4 0.3 0.2 0.2 1.3 1.4 1.0	82.3 90.1 92.2 5.1 4.1 2.2 0.8 0.7 0.5 1.3 2.4 2.1 9.6 1.9 0.7 0.6 1.1 1.5 2.2 2.1 2.5	83.6 11.1 0.8 2.4 1.3 0.8
Average High School Grades A or A+ B+ B C+ C D.	6.1 7.7 31.1 8.0 11.9 24.8 15.0 21.3 19.4 24.1 30.5 14.9 16.9 15.4 5.8 17.8 9.5 2.9 11.6 3.7 1.0 0.6 0.1 0.1	7.0 11.6 14.7 27.9 9.3 14.2 17.3 29.7 15.6 21.1 23.4 23.9 24.7 26.5 25.1 14.1 16.6 15.5 12.3 3.7 15.5 7.6 5.0 0.7 10.9 3.4 2.0 0.1 0.4 0.2 0.1 0.0	11.0 14.3 19.7 12.7 17.1 21.2 18.0 20.5 23.2 23.1 24.9 22.7 13.9 12.8 8.7 13.1 7.2 3.3 8.1 3.1 1.2 0.3 0.1 0.0	7.3 10.2 12.9 8.8 15.1 20.0 17.2 22.5 29.6 27.2 29.1 25.3 16.3 12.5 8.7 13.8 7.1 2.8 9.0 3.4 0.7 0.3 0.0 0.0	12.5 15.1 20.2 24.1 13.0 9.3 5.5
Have Net or Exceeded Recommended Years of Study In (3) English (4 years)	91.6 95.4 98.3 87.1 94.4 99.1 60.8 82.1 93.4 38.7 51.0 63.0 35.9 36.9 33.9 99.0 99.4 99.5 56.2 65.2 62.1 64.2 62.9 60.8	97.1 98.4 98.1 98.6 93.7 95.0 97.5 99.1 80.8 91.3 94.3 98.4 47.9 53.3 63.9 71.3 33.3 33.8 38.0 38.9 99.1 99.6 99.4 99.7 58.6 62.0 61.6 56.5 68.7 70.3 70.9 72.5	95.0 95.8 97.7 91.1 94.4 97.1 72.3 85.3 91.4 43.9 55.9 61.1 36.3 39.5 40.9 99.0 99.4 99.5 55.1 61.6 59.5 68.5 74.3 70.4	97.3 97.5 98.6 93.4 93.5 97.6 84.7 87.8 94.2 44.2 49.4 59.9 34.6 35.1 34.7 99.1 99.3 99.6 61.3 60.7 65.4 70.8 64.2 62.6	97.1 94.5 85.2 52.9 36.1 99.3 59.3



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			OLLEGES	—.И	ON-SECTA		LLEGES	SECTA	YEAR OTH	LEGES		4-YEAR OLIC COL		ALL PRIVATE
	Low	<u>lectivity Le</u> Medium		Low		<u>ivity Love</u> Hlah	Very High	Low Low	<u>Nedium</u>		FO/A	Medium	Hlah	4-YEAR COLLEGES
Estimated Parental Income less than \$6,000	5.2	2.3	1.3	2.7	2.2	1.7	1.3	4.5	2.1	1.4	3.3	2.6	1.5	2.7
\$6,000 - \$9,999. \$10,000 - \$14,999. \$15,000 - \$19,999. \$20,000 - \$24,999. \$25,000 - \$29,999. \$30,000 - \$34,999. \$40,000 - \$49,999. \$50,000 - \$59,999. \$60,000 - 74,999.	4.0 6.3 7.1 8.1 7.7 9.9 9.2 12.3 11.1	1.9 3.7 4.7 6.1 6.9 10.2 10.8 15.8 13.7	1.4 2.5 5.3 5.6 7.2 14.6 16.0	2.8 5.1 5.6 6.8 7.9 11.0	2.3 4.5 5.7 6.3 9.1 12.5 11.8	1,4 3.4 3.2 5.7 6.7 8.0 11.0	1.0 2.3 3.1 3.6 5.2 9.2 10.0	4.15 7.09 8.26 9.16 10.4	2.2 4.8 6.8 6.8 8.3 11.8 10.8	1.4 2.8 3.4 5.7 5.6 7.7 7.3 11.4 12.6	3.5 6.0 5.9 7.6 8.5 8.1 10.9 9.6	2.2 5.0 5.0 7.2 7.3 8.5 10.3 11.6 10.5	1.7 2.5 3.5 4.8 6.7 7.5 12.3 4.7	2.5 hr 4.6 5.06 6.6 8.1 8.3 11.0
\$75,000 - 99,999 \$100,000 - 149,999 \$150,000 or more	5.0 2.4 1.8	6.6 3.4 1.8	8.8 5.0 3.3	11.8 7.9 6.0 6.6	11.6 7.7 5.6 5.6	10.9 10.1 9.3 12.6	13.0 12.6 14.0 15.7	8.3 5.4 3.4 2.9	11.7 7.8 6.3 7.7	9.9 8.7 9.0	10.3 6.7 5.5 6.2	7.2 6.0 6.3	14.7 11.0 8.5 8.1	11.1 8.1 6.7 7.3
Status of Parents Living with each other diverced or separated one or both deceased	68.5 25.5 6.0	75.8 19.6 4.6	79.4 17.1 3.5	67.5 26.7 5.7	73.9 21.3 4.8	74.8 20.9 4.3	76.9 19.3 3.7	71.3 23.3 5.4	78.6 17.6 3.7	78.7 18.2 3.1	77.3 18.0 4.7	76.2 19.1 4.7	82.5 13.5 4.0	73.9 21.4 4.7
Number of Older Brothers none one two three or more	52.0 30.6 10.5 6.9	53.8 30.2 10.2 5.8	59.6 27.5 8.4 4.4	54.0 30.7 10.1 5.3	55.4 30.4 9.7 4.4	55.3 30.5 9.5 4.6	60.5 28.5 7.7 3.2	55.1 28.5 10.5 6.0	55.8 30.4 9.3 4.5	57.3 29.5 9.2 4.1	48.0 30.5 12.5 9.1	29.8	49.8 29.9 11.7 8.6	54.5 29.8 10.2 5.5
Number of Older Sisters none onetwothree or more	55.1 28.3 10.3 6.3	55.8 29.1 9.6 5.6	61.1 26.7 8.4 3.8	56.0 29.4 9.7 4.9	58.4 28.3 9.0 4.2	58.3 29.1 8.6 4.0	64.1 26.8 6.7 2.4	57.2 28.5 9.5 4.8	58.8 28.7 8.5 4.0	62.0 26.7 7.9 3.4	51.5 28.3 11.9 8.2	53.0 29.4 11.0 6.6	51.5 30.4 11.2 6.9	57.2 28.6 9.4 4.8
Number of Younger Brothers none one two three or more	57.1 33.1 7.4 2.5	56.2 34.5 7.3 2.0	57.7 33.7 6.9 1.8	58.8 32.3 7.1 1.8	56.8 33.9 7.6 1.7	57.8 33.2 7.2 1.7	58.3 33.5 6.7 1.5	56.3 33.7 8.0 2.0	34.1	58.1 33.7 6.7 1.5	55.7 32.1 9.1 3.1	52.8 35.8 8.8 2.6	54.2 34.5 8.5 2.7	56.9 33.5 7.6 2.0
Number of Younger Sisters none one two three or more	58.1 32.2 7.3 2.3	57.9 33.1 7.1 2.0	58.8 32.7 6.9 1.6	60.1 31.4 6.5 2.0	59.3 33.2 6.2 1.3	60.0 31.5 6.9 1.6	59.8 32.5 6.4 1.2	57.9 31.8 7.9 2.4	58.7 32.3 7.4 1.7	60.4 32.3 6.1 1.3	56.5 31.8 8.3 3.3	55.7 33.6 8.2 2.4	55.4 33.1 8.8 2.7	58.7 32.1 7.2 2.0
Twin Status noyes - identicalyes - fraternal	98.2 0.7 1.1	98.3 0.6 1.1	98.4 0.5 1.1	97.9 0.8 1.2	98.4 0.5 1.0	98.2 0.6 1.2	98.3 0.7 0.9	98.2 0.6 1.2		98.2 0.6 1.2	97.9 1.0 1.1		98.1 0.6 1.3	96.2 0.7 1.1

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			COLLEGES	<u>N</u> (	ON-SECTA		LLEGES_	SECTA	EAR OTI RIAN COI lectivity L	LLEGES		4-YEAR LIC COL		ALL PRIVATE
	Se	iectivity L	evel n Hlah	l ow		<u>vity Leve</u> Hlah	Very High	Low	Medium		Fow Se	Medium		4-YEAR COLLEGES
Activities Engaged in by Student During the Past Year	<u> </u>	Medici	ii ināri	AVII	Weatem	man	TATT THUM	<b></b>	DIESED-III	20.504	<b></b> ,	MIJAREM	man	******
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 sex (4) discussed sex (4) drank beer drank wine or liquor felt depressed (4) felt overwhelmed (4) spoke other language at home (4) stayed up all night studied with other students tutored another student used a personal computer (4) was a guest in teacher's home was bored in class worked in political campaign	84.5 39.2 59.3 110.3 14.7 20.5 46.1 46.6 40.8 40.8 9 4.0 88.2 9 26.7 33.7 49.5 9 9	82.3 41.6 90.8 44.7 90.8 44.7 10.3	85.4 28.9 55.0 170.5 26.6 47.3 47.3 47.3 47.3 490.8 7 80.8 7 80.8 7 80.8 7 80.1 11.5 11.5 11.5 11.5 11.5 11.5 11.5 1	82.4 38.2 57.8 12.2 21.4 25.0 33.8 41.2 60.5 62.4 40.3 11.3 5.6 84.9 27.3 32.8 946.9	80.9 35.3 55.6 12.2 24.0 39.7 62.7 65.8 24.3 37.1 29.3 81.6 898.0 28.7 32.6 24.3 81.6 898.0 28.7 32.6 89.8 89.8 89.8 89.8 89.8 89.8 89.8 89	76.1754355513.1759.8340.93711.26.32.235.329531.26.32.2	72.4 23.7 46.4 13.6 27.9 23.9 70.7 26.9 27.3 8.9 79.2 99.2 99.8 39.6 89.6 99.5 39.6 89.5 39.5	90.122 90.36 1220 1220 1230 124	87.6 34.2 57.0 311.6 29.3 29.5 246.2 46.1 26.4 4.5 79.3 28.3 38.7 955.3 11.0	86.7 32.4 562.4 170.8 86.3 165.5 2281.6 165.5 270.7 91.9 801.7 530.6 80.1 753.6 80.1 753.6 80.1 753.6 80.1 753.6 80.1 753.6 80.1 80.1 80.1 80.1 80.1 80.1 80.1 80.1	88.85.4.235.09.4.9.5.5.5.8.1.4.1.7.8.1.2.0.0 88.85.4.2.3.5.0.9.4.9.5.5.5.8.1.4.1.7.8.1.2.0.0 88.85.4.2.3.5.0.9.4.9.5.5.5.8.1.4.1.7.8.1.2.0.0	87.8 47.3 57.1 66.9 619.3	92.4 42.8 63.7 68.8 21.4 25.2 30.8 47.8 47.8 9.0 23.8 76.1 81.0 953.9 26.7 28.4 57.7	84.4 34.8 362.3 361.
Racial Comp. of High School completely white	20.9 46.6 21.3 8.2 2.9	18.1 64.6 12.1 4.1 1.2	12.6 64.7 17.5 4.4 0.8	11.7 56.6 19.3 8.7 3.7	14.7 64.9 14.8 4.4 1.3	14.9 68.7 11.7 3.8 0.9	10.6 71.2 13.4 4.1 0.8	17.0 53.1 19.6 7.0 3.3	19.0 63.3 13.5 3.3 0.9	16.7 64.4 15.4 3.0	17.0 58.7 15.1 7.9	17.1 67.3 11.3 3.2 1.2	14.7 71.1 10.3 3.4 0.5	15.0 61.6 15.7 5.6 2.0
Racial Comp. of Neighborhood completely white	42.1 32.8 7.3 9.9 7.8	46.4 41.9 4.8 4.4 2.5	36.4 51.1 6.5 4.3	33.5 40.4 7.9 10.8 7.4	40.9 45.0 6.7 4.8 2.6	40.5 48.4 5.7 3.6 1.9	34.1 52.9 6.5 4.2 2.2	38.8 38.5 7.4 8.9 6.4	46.0 44.0 4.8 3.2 2.0	46.8 45.0 4.0 2.7 1.4	39.6 42.1 8.1 6.0 4.2	45.9 43.0 5.1 4.1 2.0	42.3 47.9 4.8 3.5 1.5	39.5 43.4 6.5 6.4 4.1
Number of Honors Courses Taken in High School none one two or more	58.7 13.1 28.2	49.9 14.3 35.8	27.4 10.1 62.5	51.6 14.3 34.1	42.9 14.7 42.3	30.0 15.4 54.6	13.0 9.4 77.6	51.0 13.7 35.3	44.4 13.9 41.6	30.7 12.3 57.0	55.3 15.2 29.5	48.7 15.0 36.2	33.8 15.1 51.1	42.7 13.9 43.4
Numbor of Advanced Placement Courses Taken II. HS noneone	69.7 15.1 15.2	64.4 18.2 17.5	38.1 21.1 40.8	64.4 18.6 17.0	55.9 22.9 21.3	42.9 25.9 31.2	19.6 20.9 59.5	62.2 17.4 20.4	55.3 21.5 23.2	43.6 23.9 32.4	69.1 17.2 13.6	60.8 20.2 19.1	46.7 26.0 27.3	54.3 20.6 25.0



		PUBLIC (	COLLEGES	N	N-SECTA	R PRIVATION CONTRACTOR	LLEGES_	SECTA	PEAR OTH	LEGES		4-YEAR OLIC COL		ALL PRIVATE 4-YEAR
	Low	Mediun	High	Low	Medium	High .	Very High	Low	Medium	High	Low	Medium		COLLEGES
Student Rated Self Above Average or Highest 10% in														
academic ability	44.24 520.42 520.42 520.15 524 524 524 524 524 53 54 54 54 54 54 54 54 54 54 54 54 54 54	62.1 22.7 636.6 532.3 514.6 59.0 442.4 428.4 43.3 40.3	84.7 26.17 67.7 63.7 647.2 647.2 650.6 40.8 40.8 40.4 40.4 48.1 48.6	51.0 29.8 53.7 64.7 59.3 55.9 36.1 55.9 36.1 52.8 44.7 48.1 39.9	62.0 50.9 50.9 65.8	73.5 33.1 570.1 539.1 62.0 45.5 57.1 436.2 436.2 436.2 450.7	91.5 34.5 60.9 63.6 53.6 61.1 46.6 42.3 41.8 67.2 46.2	54.4 52.8 51.8 51.6	67.2 27.63 57.63 57.05 41.55 41.35 41.35 45.35 46.6	78.9 28.4 61.8 73.7 62.2 43.1 61.6 63.4 46.1 42.3 39.3 45.2 53.9	45.00.4.85.5.6.265.35.2 25.00.3.8.5.5.6.265.35.2 25.00.3.8.5.5.6.265.35.2 25.00.3.8.5.5.6.265.35.2	60.4 25.4 57.17 689.14 533.8 401.3 442.8 504.7 443.0	73.37 21.78.16 570.6.60 723.24 465.65 441.23.64 46.1	62.66 27.57.90 27.57.90 27.57.90 27.57.90 27.57.90 27.50 27.
Prior Credit at This Institution noyes	96.9 3.1	96.4 3.6	96.7 3.3	95.9 4.1	96.2 3.8	98.1 1.9	98.4 1.6	97.2 2.8	97.7 2.3	97.8 2.2	96.5 3.5	97.0 3.0	97.3 2.7	97.1 2.9
This College is Student's first choicesecond choicethird choicethird choice	60.5 28.8 7.6 3.2	66.1 26.3 5.5 2.1	76.8 17.5 3.9 1.8	67.5 22.3 6.5 3.6	71.1 21.1 5.3 2.5	64.8 22.6 7.4 5.2	63.6 23.0 8.3 5.0	68.3 23.0 6.3 2.4	72.7 19.9 4.7 2.6	74.1 19.0 4.3 2.6	63.1 27.2 6.5 3.2	72.0 21.7 4.4 1.9	68.1 23.4 5.7 2.8	68.4 22.3 6.1 3.2
Number of Other Colleges Applied to for Admission This Year none	31.8 16.9 19.4 17.1 8.3 3.6 2.9	27.2 17.7 20.0 17.3 8.9 4.8 4.1	18.0 13.8 17.1 18.2 12.6 8.8 11.6	24.6 13.7 16.8 18.2 11.6 7.5 7.6	16.0 12.9 17.8 19.5 13.9 9.0 10.8	12.4 9.6 13.8 17.3 13.5 12.8 20.7	14.2 3.8 7.0 11.4 13.6 15.7 34.4	28.7 15.9 18.3 16.8 9.6 5.3 5.5	22.4 15.3 18.6 17.4 11.1 7.1 8.1	17.7 13.1 18.2 18.5 12.3 9.1	19.5 15.3 18.5 19.7 12.0 7.9 7.1	18.7 15.6 18.3 19.7 12.9 8.1 6.7	13.5 11.1 16.2 19.1 15.3 11.3	20.7 13.1 16.5 17.6 12.1 8.7
Number of Other College Acceptances This Year (5) none	16.9 31.1 26.6 15.7 5.9 1.9 2.0	11.1 30.0 27.2 18.5 7.8 3.2 2.2	4.9 23.2 24.5 21.1 12.8 6.4 7.0	13.4 26.1 24.9 19.0 8.9 4.2 3.5	7.9 23.2 26.1 21.5 12.0 5.0 4.3	7.4 19.8 24.5 21.9 12.9 6.6 6.8	5.2 14.3 20.4 21.7 17.0 10.5	11.7 28.0 26.4 12.0 8.9 4.0 3.1	8.4 26.4 26.6 20.2 10.2 4.5 3.6	6.5 22.6 25.9 22.1 11.9 6.2 4.9	12.6 26.9 25.5 18.3 10.0 3.9 2.9	9.6 25.4 26.7 20.8 10.1 4.5 2.9	6.5 20.8 24.4 22.8 13.7 6.4	9.7 24.0 25.2 20.2 11.0 5.3 4.6
Student Native English Speaker? yes	97.3 2.7	97.4 2.6	96.8 3.2	96.7 3.3	93.8 6.2	93.3 6.7	93.2 6.8	97.6 2.4	97.3 2.7	97.2 2.8	93.9 6.1	95.0 5.0	95.3 4.7	95.8 4.2



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

		PUBLIC (	COLLEGES	N	ON-SECT/	R PRIVA RIAN CO Ivity Lev	DLLEGES	SECTA	YEAR OT RIAN CO	LLEGES		4-YEAF OLIC_CO Jectivity I	LLEGES	ALL PRIVATE 4-YEAR
HOURS PER WEEK IN THE LAST YEAR SPENT ON	Low	Mediun	n High	Low	Medium	High	Yory High	Low	Mediun	ı <u>High</u>	Low	Medium	High	COLLEGES
None studying or doing homework socializing with friends talking w/teacher outside class. exercising or sports partying working (for pay) Volunteer work student clubs and groups watching TV hobbies	1.6 0.3 74.9 12.8 12.8 23.7 58.9 33.2 4.6	1.7 0.2 7.8 3.7 10.7 18.7 60.0 31.3 4.9 9.3	0.7 0.2 5.9 2.2 13.6 28.6 50.6 17.8 5.2	1.4 0.3 7.1 4.5 12.8 26.7 56.6 29.5 8.4	1.0 0.2 5.7 3.6 13.2 25.2 54.5 25.8 8.7	0.9 0.1 4.3 2.9 12.5 35.3 51.7 20.9 8.0 7.9	0.5 0.1 2.9 2.3 12.0 43.9 45.5 10.6 8.4	1.0 0.3 5.0 4.8 21.3 29.1 51.3 4.9 8.4	0.9 0.1 4.5 2.8 15.4 30.7 52.5 21.9 5.7	0.8 0.1 4.3 2.4 13.8 34.4 48.8 18.1 7.1 8.3	0.9 0.5 3.9 10.6 27.0 28.2 4.5 9.3	0.8 0.1 5.4 2.3 10.6 23.1 50.4 26.0 5.8 8.5	0.8 0.1 4.5 1.8 6.7 24.6 48.0 22.1 5.2 9.0	1.0 0.2 5.2 3.5 14.2 29.7 52.1 23.6 6.1 8.4
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 clubs and groups watching TV.	35.1 75.8 10.3 46.5 34.5 63.6 4.9 13.1 36.1 29.4	37.6 80.1 7.4 47.6 36.9 71.8 3.8 14.1 32.3 26.0	50.5 82.2 7.1 55.9 30.4 58.8 4.3 17.0 32.3 26.5	42.6 78.9 12.1 48.2 36.6 62.0 16.4 34.8 33.4	46.3 79.0 9.9 48.1 33.8 63.8 5.7 16.2 30.3 28.8	57.6 82.4 10.9 53.7 51.3 6.0 18.8 27.5 29.8	69.2 83.7 95.3 29.9 40.3 65.4 22.5 27.2	44.1 75.5 10.3 46.7 24.3 57.6 15.7 35.1 28.2	50.0 80.4 9.9 52.7 29.8 54.7 5.1 18.0 31.1 26.4	56.0 83.2 9.1 55.2 31.3 52.0 5.2 20.7 28.4 26.8	45.1 78.5 12.4 50.1 41.3 60.7 6.7 18.2 32.7 27.6	48.2 79.9 9.8 52.8 37.0 65.7 5.8 17.0 30.1 25.1	53.7 84.5 9.6 55.8 42.7 65.3 18.2 31.2 23.8	49.3 79.7 10.6 50.6 32.8 57.7 6.0 17:8 31.4 28.7
Sixteen 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 clubs and groups. watching TV. hobbies	4.8 35.3 2.2 17.9 9.1 42.1 1.0 9.3 8.0	4.8 36.1 1.4 16.3 8.5 47.8 0.9 3.2 6.6 6.2	9.9 36.0 1.2 17.2 5.4 33.3 0.9 3.4 6.0 5.1	8.4 39.7 2.9 17.1 9.9 41.0 2.1 3.8 8.8 9.2	8.1 37.9 2.3 16.7 8.1 39.6 1.3 3.6 6.1 6.4	13.4 39.1 2.1 17.3 7.0 28.5 1.4 4.2 5.0 6.9	21.4 36.4 1.4 15.0 18.1 1.2 5.3 3.3	6.7 32.6 1.9 17.0 6.0 34.8 1.6 3.3 8.9 6.9	9.5 35.8 2.0 18.5 6.3 30.6 1.1 4.4 5.8	12.4 37.8 1.4 19.3 5.9 29.1 1.1 4.4 5.2 5.4	6.5 38.6 2.6 19.2 10.6 37.9 1.8 4.5 7.3	8.1 36.8 1.8 18.6 7.9 40.9 1.4 3.8 5.4 5.8	9.8 41.3 1.6 18.3 8.4 36.9 1.4 3.7 5.7	9.8 37.2 2.1 17.6 34.7 1.5 4.9 6.9
Disabilities none hearing speech orthopedic learning disability health-related. partially sighted or blind other	84.4 0.9 0.2 0.9 0.9 1.1 2.0	89.6 0.8 0.2 0.9 0.7 1.0 1.7	82.9 0.5 0.2 0.7 0.5 0.7 2.0	85.4 1.0 0.3 1.1 4.0 1.5 2.2	88.2 0.5 0.3 1.1 1.9 1.0	87.0 0.9 0.3 1.2 2.2 1.2 2.5 1.3	85.3 0.7 0.2 0.8 1.1 0.7 2.3	85.9 1.2 0.4 1.1 1.3 1.5 2.6	85.5 1.2 0.4 1.3 1.8 1.4 2.5	86.9 1.0 0.2 1.0 1.2 1.3 2.7	84.7 1.3 0.2 1.1 1.8 1.1 2.4 1.7	89.2 0.4 0.2 0.9 0.9 1.2 1.7	89.4 0.8 0.2 1.0 0.7 0.9 2.1	86.4 0.9 0.3 1.1 2.0 1.3 2.3
U.S. Citizen? yes permanent resident	99.1 0.3 0.6	99.2 0.2 0.6	98.8 0.3 0.8	98.2 0.2 1.6	97.9 0.8 1.3	96.4 0.4 3.2	96.3 0.6 3.0	98.6 0.2 1.2	97.8 0.1 2.0	98.2 0.3 1.6	98.0 0.6 1.5	98.2 0.5 1.3	98.5 0.4 1.1	97.9 0.4 1.7



	4-YEAR PUBLIC COLLEGES  Selectivity Level Low Medium High		N	ON-SECTA	R PRIVA RIAN CO	DLLEGES	SECTA	FEAR OTI RIAN CO!	LEGES		4-YEAR LIC COL		ALL PRIVATE 4-YEAR	
				-ow	Medium	High	Very High	Low	Medium	High	Low	Modlum	High	COLLEGES
Highest Degree Planned Anywhere none	2.56 3.3 39.1 9.2 3.3 0.1	1.3 0.2 0.4 36.6 42.8 10.7 3.2 3.4 0.2	0.6 0.1 0.2 18.1 47.1 20.5 6.4 5.8 0.3	1.6 0.4 1.5 32.7 38.5 12.7 5.3 0.5	1.3 0.2 0.5 29.9 44.5 12.7 5.4 3.9 0.3	0.9 0.1 0.1 16.1 44.8 18.9 8.7 0.3	0.5 0.1 7.3 37.1 29.2 11.5 12.6 0.2	1.7 0.6 1.7 30.5 38.1 14.3 5.6 4.8 1.0	1.1 0.2 0.5 24.6 39.4 16.2 8.3 7.6 0.6	0.7 0.1 0.3 16.3 41.3 19.2 10.8 9.8 0.4	1.9 0.2 1.7 33.3 39.0 11.7 4.0 5.5 0.7	1.2 0.2 0.5 26.4 43.7 12.8 6.3 7.2 0.3	0.9 0.2 0.3 19.3 45.4 14.0 8.4 10.1 0.2	1.3 0.3 0.9 25.3 40.5 15.8 7.0 0.5
Highest Degree Planned at Freshman College none	4.4 0.7 7.9 63.8 17.0 1.8 0.9 0.7 0.4 2.3	3.6 0.2 2.5 71.9 18.5 1.4 0.4 0.3	1.4 0.1 0.7 81.9 12.6 1.6 0.7 0.7	2.7 0.4 2.9 76.9 1.4 0.5 0.4	1.5 0.1 1.3 76.3 17.9 1.1 0.4 0.4 0.2	1.1 0.2 0.6 83.0 11.2 1.9 0.4 0.6 0.2	0.5 0.1 0.2 88.5 8.0 1.0 0.5 0.5	3.4 0.6 4.6 76.03 1.3 0.5 0.5 0.4	2.0 0.2 1.5 82.2 10.6 1.1 0.5 0.6 0.2	1.0 0.2 0.8 86.3 8.4 0.8 0.4 1.2 0.1	3.3 0.2 4.8 73.1 13.8 1.8 0.6 0.3	1.7 0.4 1.1 72.7 18.9 1.8 0.4 1.4 5.3	1.1 0.1 0.8 79.4 15.3 1.2 0.5 0.6 0.1	2.1 0.3 2.2 78.9 12.7 1.4 0.5 0.6 0.3
Student's Religious Preference Baptist. Buddhist. Congregational Eastern Orthodox. Episcopal Islamic Jewish LDS (Mormon) Lutheran Methodist Presbyterian Quaker Roman Catholic Seventh-Day Adventist other religion none.	30.0 0.13 0.3 1.8 0.8 0.4 5.6 0.1 24.3 3.9 4.1	9.0 0.2 0.4 2.0 0.1 2.0 0.1 9.7 4.0 0.2 42.0 3 4.4 11.4	11.1 0.3 1.5 5.0 0.5 0.2 1.8 0.5 6.1 10.4 0.2 34.2 6.1 3.7	20.0 0.4 2.6 0.4 3.4 0.5 9 0.2 3.6 8.6 8.5 0.1 23.5 4.5 0.5 8.8 12.1	9.7 0.3 0.8 3.7 0.22 3.26 0.3 37.93 6.3 4.6 13.6	4.8 0.9 2.8 1.1 0.5 4.2 2.9 6.1 0.5 7 0.5 3 1.3 2 0.2	2.2 0.9 2.8 7.0 0.5 7.3 3.8 4.5 1.1 23.2 4.0 5.5	28.2 0.2 2.0 12.3 0.5 7.2 11.2 0.5 10.5 12.2 11.9 7.8	11.1 0.3 1.4 0.4 0.2 9.1 11.1 0.2 17.2 13.3 9.9	8.3 0.34 0.77 0.22 19.64 10.3 11.77 4.6 12.1	4.2 0.6 0.5 1.6 0.2 3.5 2.4 0.2 70.5 2.9 6.1	2.9 0.36 0.66 1.9 0.66 1.3.83 2.0.1 70.52 2.88 7.4	1.6 0.2 0.7 1.3 0.1 0.0 3.6 1.4 0.2 79.8 1.0 5.7	13.3 0.4 1.8 0.6 3.7 0.2 5.9 8.0 5.5 0.4 0.2 7.3 6.7
Student Born-Again Christian? noyes	64.8 35.2	82.7 17.3	79.1 20.9	68.6 31.4	78.4 21.6	86.6 13.4	92.8 7.2	49.2 50.8	62.7 37.3	77.7 22.3	86.0 14.0	89.0 11.0	93.7 6.3	73.2 26.8

		PUBLIC C lectivity Le Medium	vel		ON-SECTA Select	vity Lev	DLLEGES	SECTA	YEAR OTH RIAN COL Plectivity Le Medium	LEGES vel		4-YEAR OLIC COLI Discrivity Le Medium		ALL PRIVATE 4-YEAR COLLEGES
PROBABLE MAJOR FIELD OF STUDY	LVE	MVGIVIII	пуш	FAH	MAGIAIII	HIGH	AAIA INGO	MAIL	WARIEIN	man	- AXII	M. F. B. F. F.		
Arts and Humanities arts English history journalism language or literature music philosophy speech theater or drama theology or religion other humanities	2.1 0.6 0.7 1.2 0.2 1.1 0.0 0.1 0.5 0.4	1.6 1.1 1.2 1.2 0.6 1.4 0.1 0.2 0.6 0.0	1.6 2.5 1.9 0.7 1.2 0.8 0.1 0.1 0.4 0.0	6.9 1.1 0.5 1.6 0.3 0.8 0.1 1.4 0.4	8.1 1.3 0.5 1.9 0.6 0.9 0.1 1.7 0.2	5.9 4.7 2.1 1.3 1.7 1.3 0.5 0.1 1.2 0.8	1.8 7.8 4.6 1.0 3.3 1.0 1.3 0.0 0.8 0.2	1.2 1.7 1.1 1.6 0.7 1.7 0.3 0.1 0.8 1.6 0.4	2.2 2.9 1.4 1.3 1.1 1.9 0.2 1.1 0.4	1.6 3.4 2.6 1.6 1.5 0.2 0.7 0.6	4.0 1.4 1.3 0.9 0.3 1.0 0.2 0.2 0.9	3.2 1.7 0.6 1.2 0.9 0.7 0.2 0.1 0.7 0.1	0.8 2.9 1.7 2.4 1.1 0.2 0.3 0.1 0.3	3.9 2.6 1.4 1.5 1.0 1.2 0.4 0.1 1.0 0.6
Biological Sciences general biology biochemistry or biophysics marine (life) science microbiology or bacteriology zoology other biological sciences	1.7 0.2 0.0 0.5 0.1 0.3 0.4	1.6 0.3 0.0 0.4 0.2 0.1	3.6 0.8 0.1 1.5 0.2 0.2	1.6 0.3 0.0 0.2 0.1 0.1	2.4 0.5 0.0 0.3 0.2 0.3 0.8	2.8 0.8 0.0 0.6 0.1 0.2 0.5	4.9 1.3 0.1 0.5 0.2 0.4 0.8	2.1 0.3 0.0 0.4 0.1 0.3 0.4	2.9 0.6 0.0 0.6 0.3 0.3	4.0 0.8 0.0 0.9 0.3 0.3	2.1 0.3 0.0 0.2 0.2 0.2	2.7 0.9 0.0 1.0 0.1 0.2	4.4 0.6 0.0 0.3 0.1 0.1	2.7 0.5 0.0 0.5 0.2 0.2
Business accounting	7.0 7.7 1.4 3.7 6.0 0.7	10.1 7.1 2.6 4.1 5.7 0.1	3.5 4.4 1.2 1.9 3.6 0.0	5.1 6.6 1.8 3.6 5.7 0.5	7.3 6.3 2.8 4.0 5.6 0.2	2.3 5.4 2.3 2.2 4.2 0.0	0.5 3.0 1.3 0.9 1.6 0.0	6.3 8.0 1.2 1.9 4.8 0.5	4.9 7.8 2.0 2.4 3.7 C.0	3.5 6.0 1.8 2.3 4.9 0.0 1.6	6.1 8.7 1.9 3.4 6.2 0.2	9.2 8.7 2.2 4.2 6.1 0.0 2.9	9.0 8.3 4.3 5.2 4.6 0.0 2.2	5.3 6.9 2.0 2.9 4.8 0.2
Education business education elementary education music or art education physical education or recreation secondary education special education other education	0.6 6.9 0.5 1.8 2.2 0.8 0.5	0.3 7.6 0.9 1.3 2.7 1.4 0.6	0.1 5.0 0.4 0.3 2.5 1.3 0.4	0.3 4.5 0.4 0.9 1.2 0.5	0.3 4.0 0.4 0.5 1.3 0.5	0.1 1.9 0.4 0.4 1.3 0.3	0.0 0.5 0.1 0.0 0.7 0.1	0.4 7.6 0.8 2.4 3.6 1.2	0.2 6.2 0.7 1.3 2.6 1.1	0.1 3.5 0.5 0.4 1.9 0.3	0.2 8.4 0.5 1.2 1.9 1.3 0.4	0.1 4.6 0.5 1.5 2.0 0.5	0.1 2.6 0.1 0.3 1.4	0.2 4.7 0.5 1.1 1.9 0.7
Engineering aeronautical/astronautical eng civil engineering chemical engineering electrical engineering industria! engineering mechanical engineering other engineering	0.3 0.5 0.3 1.8 0.4 1.0	0.7 0.8 0.3 1.8 0.2 1.5	5.6 2.0 1.1 4.8 0.4 3.3 2.5	8.0 0.3 0.3 2.1 0.0 0.8 0.7	0.5 0.2 0.1 2.3 0.4 1.2	0.5 0.5 0.3 3.6 0.4 3.1	1.1 0.9 0.7 2.0 0.1 1.7 0.9	0.3 0.4 0.2 0.7 0.2 0.6 0.5	0.4 0.4 0.2 0.7 0.1 0.9 0.3	0.4 0.5 0.2 1.1 0.1 0.9	0.2 0.1 0.1 0.2 0.0 0.2	0.6 0.2 0.1 0.7 0.0 0.4 0.3	0.3 1.0 0.5 1.9 0.2 1.1	2.1 0.4 0.3 1.6 0.2 1.0



			PUBLIC C		<u></u> H	ON-SECTA	R PRIVA	OLLEGES	SECTA	EAR OTH	LEGES		4-YEAR DLIC COLI		ALL PRIVATE 4-YEAR
	PROBABLE MAJOR FIELD OF STUDY	Low	Hedium		Low			Very High	Low	Hedium		LON	Medium	High	COLLEGES
	Physical Sciences astronomy. atmospheric science. chemistry. earth science. marir science. mathe.natics. physics. statistics. other physical sciences.	0.0 0.0 0.4 0.1 0.1 0.4 0.1	0.1 0.0 0.9 0.1 0.1 0.8 0.3 0.1	0.1 0.1 1.2 0.1 0.6 1.5 1.1	0.1 0.5 0.1 0.3 0.2 0.0	0.0 0.0 1.2 0.1 0.1 0.9 0.7 0.0	0.1 0.0 1.2 0.2 0.1 1.0 0.9 0.0	0.3 0.0 2.0 0.2 0.1 2.0 1.8 0.0	0.1 0.0 0.8 0.1 0.1 0.9 0.4 0.0	0.0 0.0 1.3 0.1 0.1 1.0 0.5 0.0	0.1 0.1 1.5 0.2 0.2 1.3 1.2 0.0	0.1 0.4 0.1 0.5 0.2 0.0	0.0 0.1 0.8 0.1 0.3 1.0 0.3 0.0	0.1 0.7 0.1 0.1 1.5 0.6 0.0	0.1 0.0 0.9 0.1 0.1 0.9 0.6 0.0
	Professional architecture home economics. health tychnology library science. nursing. pharmacy. premed,predent,prevet therapy. other professional	0.6 0.5 1.3 0.0 2.8 2.0 2.4 2.3	0.4 0.2 0.6 0.0 2.2 0.4 1.6 2.4	0.1 0.0 0.4 0.0 0.6 0.6 2.6 1.4	0.7 0.2 0.5 0.0 0.8 0.2 2.3 0.6 2.0	0.3 0.1 0.4 0.0 0.8 0.3 2.6 1.7	0.9 0.1 0.4 0.0 0.4 1.4 3.7 1.4	0.4 0.0 0.4 0.0 0.0 0.0 3.8 0.2 0.8	0.3 0.3 0.8 0.0 2.6 0.7 2.7 1.6	0.4 0.2 0.6 0.0 1.8 0.3 4.3 2.3	0.3 0.1 0.6 0.0 1.0 0.4 5.8 1.6	0.3 0.2 0.8 0.1 2.3 0.4 1.9 2.5	0.3 0.7 0.5 0.0 1.4 0.3 3.0 1.5	0.3 0.0 0.5 0.0 1.7 0.1 3.5 1.2	0.5 0.2 0.6 0.0 1.3 0.4 3.1 1.3
98 8	Social Sciences anthropology economics ethnic studies geography political science psychology social work sociology women's studies other social sciences	0.2 0.0 0.0 2.1 4.3 1.3 0.6 0.0	0.2 0.4 0.0 0.0 2.3 4.6 0.7 0.3 0.0	0.2 0.9 0.0 0.6 4.2 0.4 0.3 0.0	0.2 0.3 0.0 0.0 2.8 4.2 1.3 0.3 0.0	0.0 0.2 0.0 0.0 2.4 3.8 0.6 0.2 0.0	0.5 1.6 0.0 0.0 7.2 6.4 0.7 0.6 0.0	0.8 3.8 0.2 0.0 11.2 5.7 0.3 0.6 0.1	0.2 0.3 0.1 0.0 3.7 5.6 1.7 0.7 0.0	0.1 0.6 0.0 0.0 5.0 6.0 1.1 0.6 0.0	0.4 1.3 0.0 0.1 7.8 6.0 0.7 0.5 0.0	0.1 0.2 0.0 0.1 3.4 6.1 1.8 0.6 0.0	0.1 0.5 0.1 0.0 5.0 5.9 1.1 0.4 0.0	0.1 1.0 0.0 0.0 5.5 0.5 0.3	0.3 0.8 0.1 0.9 5.3 1.1 0.5 0.2
	Technical building trades	0.3 1.1 0.7 0.3 1.0	0.1 0.9 0.1 0.0 0.0	0.0 0.6 0.1 0.1 0.0	0.0 0.9 0.6 0.1 0.8 0.4	0.0 1.0 0.2 0.1 0.0 0.4	9.0 0.3 0.2 0.0 0.0	0.0 0.3 0.0 0.0 0.0	0.1 1.0 0.1 0.0 0.1	0.0 0.4 0.1 0.0 0.0	0.0 0.3 0.1 0.0 0.0	0.0 0.8 0.5 0.0 0.1	0.0 0.7 0.2 0.2 0.0	0.0 0.4 0.1 0.0 0.0	0.0 0.7 0.2 0.1 0.2 0.1
	Other Fields agriculture communications computer science law enforcement military science other fields undecided	1.0 3.1 1.9 0.3 2.3 0.1 1.0	0.2 3.8 2.1 0.0 1.2 0.1 0.5	0.0 1.8 2.0 0.1 0.6 0.6 0.4	0.4 4.3 2.0 0.2 0.9 0.4 4.0	0.1 6.7 2.5 0.1 1.0 0.0 1.7	0.0 2.2 0.8 0.1 0.3 0.0 0.5	0.0 0.5 0.9 0.1 0.1 0.0 0.4	0.3 4.5 1.9 0.2 1.0 0.1 1.2	0.1 3.1 1.1 0.2 0.8 0.0 0.8	0.0 2.4 1.1 0.1 0.5 0.0 0.8	0.0 2.9 1.5 0.1 2.7 0.2 1.5	0.0 4.0 1.1 0.1 0.6 0.1 0.9	0.0 3.4 1.2 0.1 0.5 0.1 0.5	0.2 3.7 1.5 0.2 0.8 0.1 1.6



	4.YFAR	PUBLIC C	OLLEGES	N		R PRIVA	TE LLEGES		YEAR OTH		CATH	4-YEAR	LEGES	ALL PRIVATE
		loctivity Le			Salacti	ylty Lave	!	<u>\$e</u>	lectivity Le	vel	Se	lectivity Le	vel	4-YEAR
Probable Career Occupation	Low	Medium	High	Low	<u>Medium</u>	High	Very High	Low	Medium	High	LOW	Medium	High	<u>COLLEGES</u>
accountant or actuary	6.9	10.1	3.3	5.0	7.2	1.9	0.8	6.2	4.8	3.5	6.6	8.7	8.4	5.2
actor or entertainer	1.0	1.0	0.6	2.4	2.3	1.4	1.1	1.2	1.4	0.9	1.4	0.9	0.6	1.5
architect	1.1	0.7	0.3	1.0	0.3	1.3	1.0	0.7	0.5	0.5	0.4	0.5	0.4	0.7
artist	2.0	1.3	1.1	5.7	7.2	5.0	1.2	1.0	1.7	1.2	3.1	2.2	0.4	3.2
business (clerical)	1.2	0.4	0.1	0.7	0.3	0.2	0.1	0.7	0.5	0.2	0.5	0.4	0.2	0.4
business (management)	13.3	14.7	8.5	11.5	13.7	11.0	9.0	11.9	12.0	12.4	12.8	16.4	16.3	12.3
business owner or proprietor	4.2	3.6	1.6	4.6	3.7	4.4	2.1	3.3	3.4	3.0	4.6	4.1	4.1	3.8
business salesperson or buyer	1.7	1.4	0.7	1.6	1.3	0.9	0.4	1.0	1.2	0.9	2.3	1.7	1.7	1.3
clergy (minister, priest) clergy (other religious)	0.1	0.1	0.1	0.4	0.2	0.1	0.2	1.2	0.5	0.3	0.5	0.0	0.2	0.5
clinical psychologist	0.0 1.8	0.0 2.0	0.C 2.0	0.2 1.7	0.2 1.5	0.2 2.4	0.0 2.3	0.7	0.2 2.6	0.3 2.4	0.1	0.1	0.1 2.1	0.3
college teacher	0.2	0.3	0.5	0.4	0.4	0.8	2.0	2.3 0.7	0.7	1.0	3.0 0.4	2.5 0.3	0.4	2.2 0.7
computer programmer or analyst	3.4	3.1	2.1	2.5	3.6	0.9	1.0	2.9	1.5	1.3	2.1	1.9	1.8	2.1
conservationist or forester	0.6	0.2	0.2	0.2	0.2	0.4	0.5	0.3	0.4	0.5	0.2	0.1	0.1	0.3
dentist (incl orthodontist)	0.9	0.4	0.3	0.4	0.3	0.4	0.2	0.5	0.6	0.9	0.3	0.5	0.8	0.5
dietitian or home economist	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.7	0.1	ŏ.ź
engineer	4.7	5.1	17.8	9.8	6.6	9.0	6.8	2.8	2.9	3.9	1.2	2.0	5.4	5.6
farmer or rancher	0.5	0.1	0.0	0.3	0.1	0.0	0.1	0.3	0.2	0.1	0.1	0.1	5.1	0.2
foreign service worker	0.3	0.7	1.9	0.6	0.8	2.7	4.3	1.4	1.8	3.4	0.6	2.0	1.9	1.7
homemaker (full-time)	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.1	0.1	0.2	0.1	0.1
interior decorator	0.5	0.2	0.3	1.1	1.0	0.4	0.1	0.4	0.6	0.3	1.3	1.4	0.3	0.7
intepreter (translator)	0.2	0.3	0.4	0.1	0.4	0.6	0.6	0.3	0.3	0.6	0.1	0.3	0.4	0.3
lab technician or hygienist	0.7	0.4	0.2	0.1	0.4	0.1	0.1	0.4	0.3	0.3	0.4	0.2	0.0	0.2
law enforcement officer	1.9 4.1	1.1	0.3	0.5	0.6	0.3	0.1	0.6	0.7	0.4	2.1	0.5	0.5	0.6
lawyer (attorney) or judge		4.0	5.5	5.2	4.2	8.0	11.7	5.0	7.6	9.8	6.3	7.5	10.1	6.9
military service (career) musician (performer,composer)	0.5 1.4	1.3 1.5	11.3 0.7	2.4 1.0	0.4 1.2	0.4 1.5	0.3 1.1	0.4	0.2 1.5	0.2	0.4	0.5	0.5	0.8
nurse	2.9	2.3	0.6	0.8	0.7	0.4	0.1	1.5 2.6	1.9	1.4 1.0	0.9 2.6	0.7 1.4	0.5	1.2
optometrist	0.6	0.2	0.2	0.2	0.2	0.3	0.1	0.3	0.4	0.2	0.2	0.2	1.6 0.3	1.3 0.2
pharmacist	2.1	0.5	0.6	0.3	0.5	1.6	ŏ. i	0.9	0.5	0.5	0.4	0.4	0.3	0.6
physician	2.1	2.0	4.7	3.4	3.4	5.7	8.9	3.6	5.8	8.0	3.0	4.3	6.5	4.8
school counselor	0.4	0.3	0.2	0.4	0.1	0.2	0.2	0.7	0.5	0.2	0.4	0.4	0.4	0.4
school principal/superintendent.	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0
scientific researcher	0.9	1.6	2.6	0.7	2.6	2.3	4.0	1.3	1.7	3.0	0.8	1.7	1.3	1.7
social/welfare/recreation worker	2.1	1.2	0.5	1.6	0.9	1.0	0.6	2.3	1.6	1.0	2.5	1.6	0.9	1.5
statistician	0.1	0.1	0.1	0.0	0.2	0.0	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1
therapist (phys,occup,speech)	2.7	2.8	1.6	0.8	2.1	1.8	0.4	2.2	3.0	2.1	3.3	2.0	1.5	1.8
teacher (elementary)	7.6 4.2	2.0	5.5 4.1	5.2	4.2	2.5	0.9	8.5	7.0	3.8	9.4	5.1	2.9	5.3
teacher (secondary)veterinarian	0.9	5.3 0.5	0.4	2.4	2.9 0.8	2.9	2.3 0.7	6.6	5.0	4.1	3.7	3.8	2.6	3.8
writer or journalist	1.9	2.4	1.9	2.5	3.7	4.1	5.3	0.6 3.2	0.7 3.3	0.8 3.5	0.5 2.0	0.6 2.7	0.4 3.9	0.6 3.3
skilled trades	1.4	0.3	0.1	1.3	0.4	0.2	0.1	0.4	0.2	0.1	0.2	0.1	0.1	0.4
other career	6.9	5.6	4.7	11.8	7.9	5.1	4.0	7.4	5.6	5.5	7.0	6.7	4.9	7.4
undeci ded	9.9	11.6	12.3	8.3	11.1	16.6	24.6	11.3	14.5	16.3	11.4	12.4	14.5	13.1
							2,,,,				•••		.4.5	
Miles from College to Home	6.1	5.0	2.0	11.0	14 E	2 5	4 10	10 -	1	2 5			<i>-</i> -	1
5 or less6-10	5.6	8.2	1.9	4.0 3.9	4.5 4.9	3.5 2.9	1.4 0.8	4.6 3.8	4.6 4.1	2.5	8.6	9.7	5.3	4.6
11-50	23.7	40.9	16.1	14.2	24.4	16.9	7.2	19.5	19.0	2.0	7.2 19.4	10.4 31.1	7.2	4.4
51-100	20.2	18.5	20.0	9.6	17.8	14.3	12.0	16.8	16.8	12.7 18.9	13.9	14.3	28.8 18.7	18.5 14.7
101-500	37.2	25.4	31.7	32.6	36.5	38.9	43.2	36.4	38.0	43.5	36.2	21.9	31.6	35.6
more than 500	7.1	2.1	28.3	35.6	11.9	23.4	35.4	18.9	17.6	20.4	14.6	12.6	8.5	22.2
			-3,0	05.0	,		32.7	.0.7	17.0	-0.7	17.0		0.7	6-6- 6 fa



		PUBLIC C		N	ON-SECTA		DLLEGES	SECTA	EAR OTH	LEGES		4-YEAR		ALL PRIVATE
•	Se Low	lectivity Lev Modium		Form		<u>vity Lev</u> High	Yery High	Low	<u>lectivity Le</u> Medium	High	Low Low	lectivity Le Medium	<u>Yel</u> High	4-YEAR COLLEGES
Father's Education grammar school or less some high school high school graduate postsecondary other than college some college college degree some graduate school graduate degree	4.6 8.9 33.4 5.5 16.6 17.9 2.0	2.3 6.2 29.7 6.4 16.6 22.1 2.7 14.0	1.3 3.8 17.7 5.2 14.1 26.0 4.8 27.1	2.8 6.4 24.4 5.3 14.9 23.5 2.8	3.6 6.0 22.1 4.6 14.3	1.8 3.1 14.2 3.7 12.3 24.9 4.4	1.4 1.6 6.9 2.2 7.6 22.0 5.5	4.4 8.4 26.3 5.3 15.6 18.9 3.0	1.9 4.2 19.5 4.1 14.0 23.9 3.8	1.3 2.5 .3.6 4.0 11.5 25.1 4.8 37.2	5.8 6.8 25.5 5.5 15.4 20.6 3.1	3.4 4.9 23.6 5.6 16.5 21.4 3.2 21.4	2.9 4.1 16.8 4.4 13.6 27.0 4.2 26.9	3.0 5.4 20.7 4.6 14.0 22.7 3.6 25.9
Father's Occupation (6) artist (including performer) businessman clergy or religious worker college teacher or administrator doctor or dentist education (secondary) engineer farmer or forester health professional (non-M.D.). lawyer military (career) research scientist skilled worker semi-skilled worker laborer (unskilled) unemployed.	0.7 25.2 0.8 0.9 4.0 0.8 7.0 0.4 11.9 5.4 2.8 27.4	0.7 30.6 0.5 0.5 1.0 4.3 1.2 8.8 1.2 0.6 12.7 4.4 3.4 3.8 24.8	0.9 29.7 0.9 1.6 2.4 6.3 10.6 1.4 2.1 7.7 2.8 1.4 21.6	1.2 33.09 0.96 3.48 7.85 1.39 1.99 8.41 2.33 25.1	35.1.4.5.1.3.1.1.5.9.2.5.1.5.9.2.5.1.5.9.3.5.1.5.1.5.9.3.5.1.5.1.5.9.3.5.1.5.1.5.9.3.5.1.5.1.5.1.5.9.3.5.1.5.1.5.1.5.1.5.1.5.1.5.1.5.1.5.1.5	1.8 36.4 1.1 26.5 4.7 0.9 7.22 1.5 4.6 6.0 2.3 1.5 18.6	33.2 1.1 4.7 10.3 5.1 1.0 6.0 1.1 8.3 9.2 9.0 1.2 1.2 1.2 1.2 1.2 1.3 1.3 1.3 1.3 1.3 1.3 1.3 1.3 1.3 1.3	0.87 4.76 4.76 1.48 5.08 1.22 4.75 1.22 4.75 9.53 2.99 4.25 9.53	0.8 33.7 3.4 11.7 5.3 0.9 6.5 3.1 1.5 6.6 3.0 2.2 1.4 20.0	1.1 35.4 3.0 3.0 5.9 1.2 7.1 1.4 4.0 1.1 5.4 1.5 17.1	0.9 33.1 0.5 0.8 2.8 0.9 6.7 1.0 2.5 1.8 2.7 7.7 3.4 2.4 26.5	0.8 33.5 0.2 1.0 2.1 1.0 62.2 1.0 9.4 2.1 9.4 3.1 9.4 3.1 9.4 3.1 9.4 3.1 9.4 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0 1.0	0.6 41.0 0.1 1.6 4.2 0.9 1.1 4.8 0.6 5.9 1.5 1.6 20.1	1.1 32.6 2.2 1.7 3.9 4.4 0.9 7.1 2.1 1.2 3.1 1.6 0.7 7.6 3.1 2.3 2.0
Father's Religious Preference Baptist Buddhist Congregational Eastern Orthodox Episcopal Islamic Jewish LDS (Mormon) Lutheran Methodist Presbyterian Quaker Roman Catholic Seventh-Day Adventist other Protestant other religion none	29.5 0.2 1.1 0.4 1.6 0.4 1.1 0.4 7 12.0 4.3 0.1 23.5 0.2 4.1 5.4	9.3950252306202965 00.20202040202965	11.3 0.4 1.1 0.6 5.3 0.3 2.5 0.4 6.7 11.0 7.1 0.1 33.8 0.3 3.9	20.56 0.665 03.68 03.68 04.88 04.18 04.17 04.47 9.7	0.3 6.9 4.0	4.7 0.97 1.38 0.64 0.5 5.5 7.03 30.3 6.62 13.9	0.7 3.3 8.1 8.1 9.8 11.7 9.4.2 9.5.5 9.7 9.7 9.7 9.7 9.7 9.7 9.7 9.7 9.7 9.7	27.1 0.1 1.9 0.2 2.4 0.3 0.8 0.2 7.6 0.3 11.0 0.1 11.6 9.9 9.9	11.2 0.4 1.4 0.5 4.7 0.2 1.2 0.2 9.4 14.1 11.7 0.3 17.2 13.4 4.7 8.9	8.5 0.3 1.6 0.8 1.6 0.1 11.5 10.8 0.9 0.9 0.9 0.9 0.9 0.9 0.9	4.8 0.3 0.9 0.7 1.3 0.2 0.4 4.7 3.1 0.3 68 1 2.7 2.4		1.5 0.2 0.4 0.5 1.5 0.1 0.7 0.1 2.4 1.9 0.1 7 8.1 1.7	13.1 0.4 1.9 0.7 3.9 0.4 3.2 6.4 8.4 6.1 0.3 31.7 7.5 5.6



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		PUBLIC COLLE	GES	NON-SECT	R PRIV. ARIAN C Ivity Lev	OLLEGES	SECTA	YEAR OT	LLEGES		4-YEAR OLIC CO electivity L	LEGES	ALL PRIVATE 4-YEAR
Markanta e Maratan	Low	<u>Medium</u> Hig	h Low	Medium	<u>High</u>	Very High	Low	Medlum	High	LOW	Medium		COLLEGES
Mother's Education grammar school or less	2.6 7.6 39.1 8.0 18.4 15.2 2.0 7.1	1.6 1. 4.2 2. 40.9 27. 8.9 9. 18.2 17. 16.7 25. 2.8 4. 6.7 12.5	29.3 7.5 19.0 21.3	4.8 29.2 8.7 16.9 23.2 3.8	1.5 2.4 21.0 6.7 16.2 28.1 5.6 18.5	1.2 1.4 10.7 5.7 12.3 32.5 7.7 28.4	2.6 6.6 30.9 7.3 19.9 19.1 3.4	1.4 2.8 25.6 8.1 18.4 27.1 4.5 12.2	1.1 1.9 17.8 6.9 17.3 31.5 6.2 17.3	4.7 4.5 34.7 10.0 15.9 18.8 3.2 8.2	2.7 3.8 32.3 8.0 18.4 22.0 2.6 10.0	2.6 3.0 26.9 9.3 16.9 26.0 4.1	2.2 4.1 26.7 7.6 17.7 23.9 4.3 13.5
Mother's Occupation (6) artist (including performer) businesswoman business (cierical) clergy or religious worker college teacher or administrator doctor or dentist education (secondary) engineer farmer or forester health professional (non.M.D.). homemaker (full-time) lawyer nurse research scientist social/welfare/recreation worker skilled worker semi-skilled worker laborer (unskilled) unemployed other	1.1 14.1 10.2 0.3 3.9 6.8 0.1 0.4 1.7 0.0 1.4 2.3 2.9 2.5 21.5	1.0 1.6 12.8 13.7 13.6 11.7 0.2 0.3 0.3 0.7 3.3 6.7 0.2 0.1 17.1 18.5 2.0 1.8 2.0 1.8	15.7 9.2 0.1 9.2 0.1 9.3 9.3 9.3 14.3 9.3 14.3 9.3 14.3 9.3 14.3 9.3 9.3 9.3 9.3 9.3 9.3 9.3 9.3 9.3 9	15.57 11.72 11.00.44.36 10.00.41.36 10.00.	3.60 15.00 10.86 10.	44.12.3.25.6.8.2.2.4.7.3.9.6.0.2.1.5.2.4.7.3.9.6.0.2.1.5.2.4.4.6.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4.4	1.18.45.28.1 13.0.45.28.1 10.0.49.0.1.07.0.1.1.22.1.1 19.33.98.31.1.7.97.1.1.3	2.59 12.97.48 0.59.11 0.12 0.13 11.77 11.66 17.6	2.9 13.7 8.4 1.1 0.7 10.1 0.2 2.2 18.5 7.7 1.2 1.3 1.4 0.4 15.6	1.0 14.7 0.4386 0.53.2 0.5 0.2 0.2 1.8 19.6 19.6	13.62555414094311143753 00.0036002108311143753	1.7 12.4 10.3 0.4 0.6 4.3 7.4 0.1 1.7 22.3 10.6 1.7 1.7 1.7	2.42 9.43 00.76 5.13 00.57 180.57 11.44 11.44 18.41
Mother's Religious Preference Baptist	30.3 0.2 1.3 0.2 1.0 0.2 1.0 5.8 12.7 4.5 0.3 4.2 6.0	9.7 12.0 0.3 0.5 1.0 1.1 0.5 0.6 2.3 0.8 0.1 0.2 0.2 0.5 10.7 6.5 9.6 11.5 9.6 11.5 43.8 35.2 43.8 35.2 45.2 5.5	0.48 0.49 0.49 0.49 0.49 9.50 0.49 9.51 0.47 8.71	0.84 1.49 4.33 4.81 3.85 6.43 40.33 40.33 6.44	4.022.45.83.07.45.35.56 0.05.05.07.45.35.56	2.8 1.1 3.8 0.9 0.7 11.2 0.3 4.0 8.1 0.7 27.2 5.9 4.3	28.8 0.1 2.1 0.1 2.7 0.2 0.7 0.8 11.7 5.9 0.3 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	9.0 0.3 1.5 0.8 0.2 1.4 0.1 11.3 1.1 20.7 0.1 5.0 4.1	5.2 0.8 0.5 0.3 0.1 4.7 0.1 4.7 0.1 2.8 2.9	2.7 0.4 0.7 0.3 0.3 0.7 0.1 2.5 0.1 71.7 2.6 3.3	1.8 0.5 0.8 1.7 0.6 0.0 4.3 1.7 0.5 2.7 0.5 1.5 1.5 2.5	13.9 0.4 2.1 0.6 4.3 0.3 3.0 0.2 6.9 6.4 0.3 33.0 0.3 7.8 6.2 5.7



		PUBLIC C		NG	N-SECTA	R PRIVA BIAN CO vity Leve	LLEGES	SECTA	YEAR OTH RIAN COL	LEGES		4-YEAR		ALL PRIVATE 4-YEAR
	Low	Medlum		Lvw	Medium		Very High	Low	Medium		Low	Medium	High	COLLEGES
Reasons Noted as Very Important in Deciding to go to College							_							
become a more cultured person could not find a job	32.6 4.3	30.6 2.0	36.8 1.2	40.3 3.2	38.6 2.1	45.2 1.5	50.8 0.9	38.1 2.9	39.5 1.8	45.3 1.5	38.0 3.0	41.2 2.1	40.4 1.6	41.2 2.3
gain general educationget a better job	56.9 85.1	55.1 82.5	60.7 80.4	59.2 80.9	62.0 79.9	68.5 72.9	81.1 63.3	60.0 78.0		68.5 76.0	61.2 78.2	62.2 82.8	64.4 80.0	63.6 77.4
improve reading and study skills learn more about things	42.5 72.6	36.0 68.4	31.3 75.6	40.7 75.9	37.6 74.4	38.4 78.7	39.4 85.9	42.4 73.4		39.4 77.2	44.1 72.7	42.2 74.0	38.9 70.8	40.3 75.6
nothing better to do	78.5 3.3	73.5 1.8	62.9 2.0	71.4 2.7	67.9 2.0	58.7 2.3	44.6 2.9	64.2 2.7	60.6	61.1	65.5 2.7	70.7	66.8	64.2 2.4
parents wanted me to go prepare for graduate school	22.6 47.8	17.3 42.5	17.3 49.3	21.7 47.2		18.6 53.5	16.8 59.3	21.5 47.6	19.0 50.5	19.7 57.5	20.8 48.2	19.7 52.2	18.9 54.0	20.0 50.4
wanted to get away from home,.	13.7	11.5	10.1	13.7	11.2	11.5	11.6	12.6		12.2	11.9	11.0	9.8	12.1
Reasons Noted as Very Important in Selecting This College				•										
advice of guidance counselor advice of teacher	9.4 4.8	7.8 4.0	6.3 3.2	7.2 4.8	7.6 5.8	8.3 5.5	8.3 5.3	6.2 3.9	3.8	ラ.9 3.4	8.0 3.5	6.9 3.9	7.4 3.5	7.0 4.4
friend suggested attending good academic reputation	10.6 40.3	7.6 57.0	5.7 77.5	8.3 57.4	7.2 67.1	6.7 71.1	5.1 83.4	11.0 52.9	69.3	6.9 78.2	8.4 54.7	7.7 68.4	7.8 71.2	8.2 64.4
good social reputationgraduates get good Jobs (7)	19.6 28.4	19.4 30.9	19.6 42.2	19.9 40.9	44.3	21.5 38.7	24.4 30.9	22.5 29.7		23.7 41.1	19.8 32.5	25.2 44.2	28.4 39.9	22.5 37.5
not offered aid by first choice.	27.0 5.2	31.7 5.0	32.0 5.8	7.3 4.1	4.4	3.2 4.5	1.5 2.8	8.5 5.5	4.4 4.8	2.6 4.4	6.9 5.4	7.6 4.9	4.8 5.4	5.8 4.7
offered financial assistance offers special programs	24.5 23.0	17.1 18.9	20.9 23.8	22.9 32.7	29.6	31.6 25.9	25.5 22.6	41.5 23.2		38.9 25.3	37.5 23.4	35.9 22.0	29.0 15.9	33.0 25.4
recruited by athletic department recruited by college rep	5.7 4.6	4.9 2.5	7.4 2.7	4.6 5.3	6.1 5.1	6.8 5.1	5.6 3.1	10.1 9.7	9.6	8.9 7.6	10.4 10.2	8.8 6.3	4.8 3.9	7.6 6.7
relatives wanted me to come wanted to live near home	8.0 20.8	6.2 22.8	5.8 11.6	8.2 10.5	5.0 14.2	5.7 10.6	4.3 5.5	8.5 16.2	7.3 12.4	5.9 9.3	6.6 17.7	7.3 19.8	7.0 16.8	7.0 13.1
Gesidence Preferred During Fall Term														
with parents or relatives other private home,apt,room	13.0 39.5	14.3 30.6	9.4 28.1	9.8 38.6		7.9 19.7	3.5 10.0	11.4 27.3		4.9 19.6	13.6 28.8	15.0 22.1	9.5 17.1	9.5 25.5
college dormitoryfraternity or sorority house	29.7 8.3	39.2 7.1	47.1 8.3	34.9 6.6		56.9 8.3	75.5 4.6	47.2 5.1		59.4 9.9	42.6 6.6	48.1	57.5 5.3	49.6
other campus housingother	6.8 2.8	7.1 1.7	5.3 1.8	7.5 2.6	9.2	5.9 1.4	5.3 1.0	7.1 1.8	4.9 1.8	4.4 1.8	6.3	6.8	9.6 1.0	6.8 1.8
Residence Planned During Fall Term			•											
with parents or relatives	21.0	30.3	4.5	11.0		6.0	0.7	10.8	5.6	3.3	20.1	28.4	17.0	11.4
other private home, apt, room college dormitory	3.8 72.3	3.0 62.8	2.4 88.5	6.7 76.7		1.0 90.6	0.3 96.9	3.0 84.5	91.0	0.4 91.9	1.9 76.1	2.3 67.8	2.3 76.9	2.8 82.8
fraternity or sorority house other campus housing	0.5 2.1	0.2 3.4	2.3	0.4 4.6	0.8 1.5	1.2	0.3	0.2 1.3	1.0	3.6 0.8	0.5 1.3	0.3	0.2 3.5	0.7 2.0
other	0.3	0.3	0.5	0.6	0.3	0.1	0.1	0.2	0.2	0.1	0.2	0.1	0.1	0.3



		Sel	PUBLIC C	vei		N-SECTA Selecti	vity Leve	DLLEGES_	SECTA	PEAR OTH	LEGES		4-YEAR DLIC_COLI		ALL PRIVATE 4-YEAR
;	SOURCES FOR EDUCATIONAL EXPENSES	LOW	Medium	High	Fox	Medium	High	Very High	LOW	Medium	High	Low	Medium	High	COLLEGES
1	Received Any Aid From parents or family	78.4.2.5.96.8.2.7.4.3.3.0.2.4.5.4.5.9.2.2.2.8.6.0.7.2.8.5.5.5.9	81.6 0.7 61.0 818.2 26.3 11.2 2.7 10.3 18.3 18.3 15.7 4.4 4.3	71.5 49.5 49.5 213.4 10.6 1.6 1.7 13.6 11.8 11.8 11.8 3.9 3.2	86.2 1.2 51.3 27.2 22.8 18.7 1.8 6.0 11.1 8.2 24.8 10.9 3.3 29.8 3.2 7.7	87.6 0.8 63.3 33.0 35.1 20.7 19.7 6.0 17.1 15.6 40.8 12.9 1.52 4.0 9.5 7.7.7	90.7 0.64.5 33.5 12.69 14.19 37.3 13.3 14.9 37.3 13.66 22.3 30.66 22.3 31.66 23.3 31.66 33.3 31.66 33.3 31.66 33.3 31.66 33.3 31.66 33.3 31.66 33.3 31.66 33.3 31.66 33.3 31.66 33.3 31.66 33.3 31.66 33.3 31.66 33.3 31.66 33.3 31.66 33.3 31.66 33.3 31.66 33.3 31.66 33.3 34.66 35.66 36.66	0.5 66.3 36.3 34.8 8.3 0.3 9.5 4.9 9.4 15.4 33.6 17.7 1.1 26.2 3.7	82.0 1.42 280.9 17.0 27.6 19.5 19.5 14.5 22.4 4.9 7.9	88.7 0.5 63.3 32.4 16.9 0.6 19.3 21.2 19.3 1.3 34.1 3.0 9.6 7.6	90.15 65.81 31.25 10.54 15.82 177.30 177.13 29.66 18.10 29.66	82.59 55.66 29.66 20.22 11.52 14.30 15.48 33.68 64.0	33.0 29.6 26.7 1.3	8 0 8 9 8 6 8 2 4 9 7 8 9 0 8 2 4 9 7 8 9 7 8 9 8 8 6 7 8 9 8 8 6 7 8 9 8 8 6 2 7 8 7 8 6 2 7 8 7 8 6 2 7 8 7 8 7 8 7 8 7 8 7 8 7 8 7 8 7 8 7	86.7 0.9 58.9 30.8 17.2 17.3 19.5 15.7 14.2 2.0 31.3 8.9 3.5
1	Received \$1,500 or More From parents or family	9.4.285.95.1.5.03.0.9.0.4.6.4.9 5.3.0.0.4.5.1.0.9.0.4.6.4.9	53.32 7.46 0.03 1.63 1.5.3 0.83 0.63 1.97	50.7 0.1 5.1 4.3 0.4 0.7 0.9 1 2.4 0.0 5.3 15.1 4.3 0.4 0.3 15.1 15.1 15.1	\$5.9 0.4 5.8 5.4 1.2 0.5 3.7 0.3 11.7 2.1 12.7 0.8 3.5 1.8	70.9 9.7 6.9 2.47 0.3 3.8 1.5 0.3 27.85 11.4 0.8 4.9	77.3 0.2 11.2 8.7 1.09 1.3 2.5 1.0 28.6 4.6 13.8 1.0 5.1 4.9	86.2 0.2	54.38 5.82 5.4.8 5.4.8 6.39 6.4.3 6.39 7.4.6 6.99 7.1.6 6.99 7.1.7	69.0 0.2 8.8 7.4 0.9 1.0 0.2 3.3 0.2 28.1 4.6 0.7 13.0 0.6 3.8 4.0	75.9 0.2 8.9 8.5 0.6 0.1 3.1 1.5 5.5 0.3 33.2 9.7 12.1 0.8 3.8 1.7	59.4 0.48 5.7 0.9 10.2 3.66 0.9 0.1 20.4 20.6 13.7 3.66	63.02 8.19 1.47 0.24.0 0.84 0.84 23.35 12.47 4.67 1.6	75.8 0.2 13.8 7.3 1.57 0.3 2.6 0.7 4.0 22.9 3.3 12.1 0.7 3.8 12.1	67.5 0.3 8.2 6.7 1.3 1.1 0.4 3.6 0.9 3.1 0.3 23.1 12.8 0.8 4.2 4.3
(	concern about Financing College no concernsome concernmajor concern	33.0 51.1 15.9	37.4 50.4 12.2	54.0 38.4 7.5	36.5 46.3 17.2	33.2 50.6 16.2	39.0 46.3 14.7	42.0 46.3 11.7	30.7 52.3 17.0	33.7 51.1 15.3	37.2 49.0 13.7	31.7 50.6 17.7	30.2 52.7 17.0	35.4 50.9 13.7	34.7 49.4 15.9



		PUBLIC (	COLLEGES evol	N	ON-SECTA Select	ivity Lev	OLLEGES_	SECTA	EAR OTH	LEGES	Se	4-YEAR OLIC COL	vel	ALL PRIVATE 4-YEAR
Students Estimate Chances Are	Low	Mediun	n High	Low	<u>Medium</u>	High	<u>Verv High</u>	FOM	Medium	<u>High</u>	Low	Medium	High	COLLEG
Very Good That They Will be elected to an honor society	6.1	5.8	10.0	9.0	8 . 8	9.7	10.1	9.4	9.8	11.4	5.9	7.4	9.0	9.1
be elected to student office	3.6	2.5	4.0	_5.1	3.8	4.7	3.9	4.5	4.5	4.5	3.5	3.8	4.1	4.4
be satisfied with college change career choice	43.5 10.7	47.5 14.4	62.2 15.7	51.1 8.5	55.3 11.3	58.5 18.2	68.4 29.1	55.0 12.7	56.8 16.5	62.8 20.1	48.3 11.6	55.2 14.1	57.0 18.2	56.0 14.6
change major fielddrop out permanently	12.5 1.0	16.5 0.8	16.1 0.6	10.8	11.9	17.3	26.2 0.5	12.5 0.6	16.7 0.7	19.4 0.4	13.0 1.0	15.2 0.7	18.1 0.6	14.9 0.7
drop out temporarily	1.2	1.0	0.8	1.3	1.1	1.0	1.4	1.2	0.9	0.9	1.1	0.6	0.8	1.1
fail one or more courses find job in own field	1.7 72.1	1.4 70.5	1.0 74.9	1.3 72.2	1.3 73.0	1.2 65.7	1.5 57.7	1.3 70.4	1.0 69.2	1.0 69.1	0.8 68.6	0.7 71.4	1.0 69.7	1.2 69.3
get bachelor's degree	67.5	78.1	86.1	75.2	79.3 40.2	82.1	86.3	75.5	77.1	81.8	70.9 35.5	76.3	78.7	77.7
get job to pay college expenses. get tutoring in some courses	32.9 15.4	38.3 12.7	31.1 11.6	29.8 15.8	9.1	38.6 11.8	39.8 11.0	37.5 13.6	38.8 12.2	37.4 11.0	35.5 15.1	42.9 13.1	37.1 10.5	36.7 12.9
graduate with honors join social frat or sorority	10.1 18.7	10.7 16.0	14.5 24.4	14.9 21.3	14.2 17.4	14.1 21.0	15.3 21.4	13.9 19.8	13.2 25.0	14.7 27.2	9.5 16.6	12.6 20.5	13.7 17.5	13.9 20.8
make at least "B" average	32.3	40.8	45.9	41.2	46.9	48.9	49.0	40.9	45.1	49.3	37.8	47.9	48.3	44.5
marry while in college marry within a year after coll	6.0 19.8	4.5 17.1	2.3 15.2	4.5 17.4	3.1 14.7	2.6 12.1	1.2 6.6	6.4 21.0	4.3 18.6	2.8 15.0	4.8 17.0	2.8 14.1	2.3 12.8	3.9 15.9
need extra time for degree	7.3	8.5	6.7	6.8	5.7	4.9	3.1 15.3	6.2	5.9 5.7	4.7	6.5	6.1	5.7 5.0	5.8 7.7
participate in student protests. play varsity athletics	5.0 14.8	4.4 15.8	4.7 22.1	7.9 16.9	6.3 18.9	9.5 25.3	26.8	7.1 23.1	25.1	8.1 26.5	6.5 22.2	5.3 22.0	20.4	22.1
seek individual counseling seek vocational counseling	4.3 3.8	3.5 5.0	3.2 5.4	4.1	3.8 4.9	4.3 6.5	5.0 10.6	4.8 5.5	3.6 5.9	3.6 6.7	5.4 4.5	4.4 5.6	4.4 6.2	4.3 5.8
transfer to another college	15.4	11.6	5.5	11.1	7.1	7.2	3.3	11.9	9.0	5.9	12.2	7.5	5.6	8.9
work at outside jobwork full-time while attending	18.5 3.8	23.7 2.9	10.6 2.2	15.3 3.0	17.0 2.3	12.8 2.5	9.7 0.8	15.8 3.0	15.1 1.8	11.3 7.5	18.0 2.4	24.7 3.1	17.5 2.0	15.5 2.5
Objectives Considered to be														
Essential or Very Important (7) achieve in a performing art	10.3	10.8	9.3	13.0	13.4	14.6	16.2	12.5	12.5	13.2	11.5	10.2	8.8	12.8
be authority in my field	73.3	71.3	73.8	74.1	72.2	70.7	68.9	69.4	70.7	72.1	69.0	74.1	69.5	71.3
be expert on finance/commerce be successful in own business	28.6 56.3	26.8 48.0	18.9 37.5	25.2 55.5	24.3 52.0	21.3 48.3	17.2 37.7	23.8 46.5	22.6 46.2	21.5 43.9	25.3 52.8	29.4 53.7	26.8 50.0	23.8 49.3
be very well off financially create artistic work	77.4	74.1	66.1	73.9	71.0 19.6	64.9 18.5	52.6 17.1	62.1	62.2 12.4	63.5	68.5 14.0	74.7 13.9	70.6	66.8 14.7
davelop philosophy of life	11.4 50.9	10.1 47.0	10.1 52.8	16.7 53.5	52.9	58.7	66.5	54.3	54.4	57.4	51.4	53.1	53.3	55.3
get marriedhave admin responsibility	65.4 43.3	68.8 40.9	71.2 38.4	66.8 38.7	68.6 38.1	67.8 34.1	65.5 27.7	69.5 35.6	71.2 35.3	70.3 34.3	69.8 38.7	71.0 42.5	75.7 40.3	69.0 36.5
help others in difficulty	57.5	55.3	57.4	58.1	56.9	58.5	61.5	65.6	60.1	61.0	62.4	60.2	58.1	60.5
influence political structure influence social values	16.2 38.8	14.7 35.7	19.2 35.5	18.5 41.5	16.6 38.3	21.6	26.1 41.0	17.6 45.3	18.2 42.0	21.5 41.8	18.2 43.0	18.8 41.8	18.8 39.4	19.2 41.8
join org like Peace Corps/VISTA.	6.3	5.7 31.7	6.3	8.3	8.1	11.2	15.7 58.0	8.4	7.9 39.4	10.7 46.8	8.8	8.9 38.1	8.4 40.7	9.3 39.8
keep up to date with politics obtain recog from colleagues	27.5 55.9	55.8	41.6 55.1	35.9 56.7	36.0 58.2	47.3 54.9	51.8	48.1	52.8	53.6	33.1 55.2	60.4	55.1	54.2
participate in community action. promote racial understanding	23.5 32.9	18.7 29.0	20.5 32.7	25.9 40.2	22.5 33.7	24.6 41.5	29.8 51.7	26.1 38.0	24.0 33.8	27.2 38.7	25.5 36.1	23.0 33.0	23.9 33.0	25.4 38.4
raise a family	65.8	66.6	68.9	66.2	67.1	67.1	66.3	69.4	70.2	69.1	69.1	69.4	74.0	68.4
theoretical contrib to science write or; ginal works	9.8 11.6	9.6 12.1	13.7 13.4	13.2 13.6	11.9 15.5	13.2 18.7	15.8 23.9	9.0 14.2	10.0 75.3	13.1 16.8	9.0 13.2	10.2 1.8	10.4 13.3	11.6 15.5



		PUBLIC	COLLEGES	N	ON-SECTA	R PRIVA RIAN CO Vity Leve	DLLEGES	SECTA	EAR OTI RIAN COI Isclivity L	LLEGES		4-YEAR LIC COL lectivity Le		ALL PRIVATE 4-YEAR
	Low	Mediu	n High	Low	<u>Medium</u>	High	<u>Verv High</u>	Low	Medium	<u>High</u>	LOW	Medium	High	COLLEGES
Political Views far left	2.8 20.8 56.8 18.0 1.5	1.8 21.6 56.5 18.8 1.3	1.4 21.0 48.7 26.9 2.0	3.1 25.4 48.2 21.4 1.9	2.4 23.5 49.4 23.0 1.7	2.3 29.7 44.0 22.1 1.9	3.3 38.0 37.6 19.7	2.7 21.1 47.8 26.5 1.9	1.5 20.2 48.5 27.8 1.9	2.1 27.2 43.8 25.2 1.8	2.4 22.5 55.9 18.1 1.1	1.2 21.6 56.2 19.6 1.5	1.4 20.8 51.2 25.0 1.6	2.4 24.7 47.9 23.1 1.7
Agrees Strongly or Somewhat abolish death penalty	21.9 54.8 55.89 74.8 73.0 81.9 67.8 28.8 48.7 83.3 18.0 54.5 54.5 54.8 69.7 28.0	22.01.20 552.12.09 671.09 671.60 671.	20697.4555.7959.3653.259 0097.45555.7959.3653.259 2009.6555.7959.7559.3653.259	24.4 59.2 56.2 54.7 70.1 67.6 71.7 67.5 59.2 82.3 21.9 50.8 55.0 51.3 50.8 68.2 28.2	23.1 58.64.7 551.7 655.3 657.3 667.3 69.3 51.5 661.5 84.6 61.8 54.3 28.3 49.1 24.7 24.7	27955338.2.8.4.6.6.2.5.4.6.6.5.6.0.3.3.0 265555556879.4.8.2.5.4.6.5.5.0.3.3.0 265648.3.5.5.0.0.3.3.0	37.4 77.6 60.0 53.6 37.3 47.2 58.8 75.1 63.0 59.3 27.4 62.7 58.3 19.5 57.4 57.4 57.4 57.4	2444551475624570.897699488 664445555555555555555555555555555555	21.4.9.8.6.8.5.0.0.3.3.0.8.5.4.8.7.7.1.6.2.6.2.0.8.5.4.8.7.7.1.6.2.6.2.0.8.5.4.8.6.3.3.0.8.5.4.8.6.8.2.0.8.5.4.8.6.8.2.0.8.5.4.8.6.8.2.0.8.5.4.8.6.8.2.0.8.5.4.8.6.8.2.0.8.5.4.8.6.8.2.0.8.5.4.8.6.8.2.0.8.5.4.8.6.8.2.0.8.5.4.8.6.8.2.0.8.5.4.8.6.8.2.0.8.5.4.8.6.8.2.0.8.5.4.8.6.8.2.0.8.2.0.8.5.4.8.6.8.2.0.8.2.0.8.5.4.8.6.8.2.0.8.2.0.8.2.0.8.5.4.8.2.0.0.8.2.0.0.8.2.0.0.8.2.0.0.8.2.0.0.0.0	7225634082241306545952 655556034082241306545952 78665755634082241306545952	27.7 551.6 551.6 67.7 682.6 673.8 707.3 673.8 848.1 53.3 495.8 495.8 495.8 495.8 495.8 495.8 495.8 495.8 495.8 495.8	245546633482866326583957 864446733482866326583957 866694964964534545473	29.6 46.3 556.4 61.3 63.4 68.2 68.2 20.3 84.7 84.8 50.7 51.5 243.9 67.2 20.3	255.995.2135.1095.651.705.776.65.13.510.956.51.705.776.63.65.65.170.5776.23.665.65.170.5776.23.665.65.170.5776.23.665.65.170.5776.23.665.65.170.5776.23.665.65.170.5776.23.665.24663.246600.246600.246600.246600.246600.2466000.2466000.2466000.2466000.2466000.2466000.2466000.24660000.24660000000000
Permission to Use Student 1.D.														
yes no	78.3 21.7	79.2 20.8	85.0 15.0	76.2 23.8	79.3 20.7	75.3 24.7	75.6 24.4	82.4 17.6	77.1 22.9	78.6 21.4	69.0 31.0	70.2 29.8	74.6 25.4	77.0 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 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.
- 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 recommended due to change in item order.



# Appendix A Research Methodology



#### 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). (For the most recent follow-up report, see Astin et. al., 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-year college, four-year college, university), control (public, private-nonsectarian, 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 of 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 assignment of all institutions that have participated in the CIRP freshman survey since 1966.

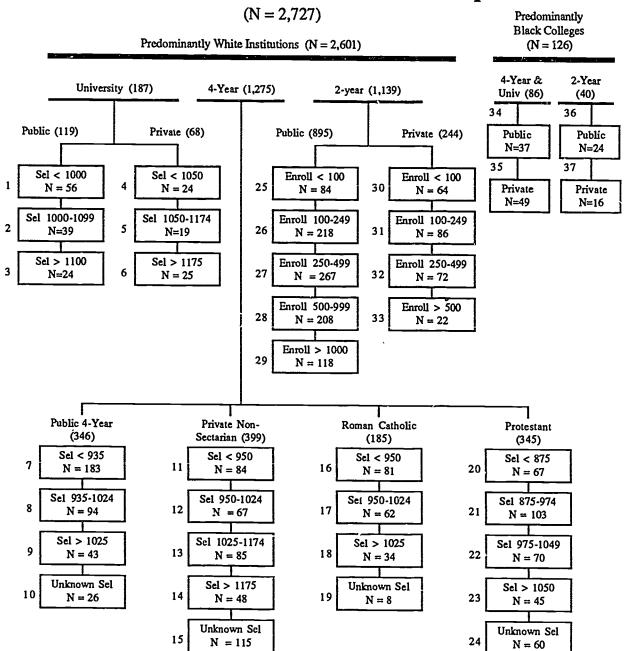
#### The 1988 Data

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 judged to be representative. This judgment is based on the percentage of first-time, full-time 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 total number of first-time, 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.<sup>1</sup>

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 arrangements, 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 freshmen at all higher educational institutions in the United States.<sup>2</sup>

Part-time students 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 attended college. Since that time, all students who did not identify themselves as part-time were included in the national norms if they either graduated from high school in the year of the survey or had never attended any postsecondary 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 population included all eligible institutions 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 institutions participating in the 1987 freshman survey, 488 (87.0 percent) 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.



<sup>1</sup> 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 with caution.

<sup>&</sup>lt;sup>2</sup> 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 weighted because of disproportionate sampling of institutions within each stratification cell and because rot 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-time, 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 completed 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 students entering institutions of higher 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 research-oriented items that may have been modified from previous years (e.g., see the list 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 self-administration 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 Advisory 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



<sup>&</sup>lt;sup>3</sup>The cell weight in Table A-1 is a sex-specific constant for each sample institution in a given cell, whereas the within-institution weight is a sex-specific constant for a given institution but varies from one institution to another, depending on how adequately the institution "covered" its entering class.

## Table A-1 Institutional Sample and Population Weights Used to Compute the 1988 National Freshman Norms

Number of Institutions Cell Weights (1) Applied to Data Participants \_\_\_\_\_ Collected From Used in Stratification Cell for Sampling (2) Total Population Norms Men Women Public Universities 1. Less than 1,000 2. 1,000 - 1,099 3. 1,100 or more 56 10 6 6.93 7.10 39 14 9 5.33 4.77 18 Private Universities 4. Less than 1,050 5. 1,050 - 1,174 6. 1,175 or more 24 8 12 2.37 2.48 19 13 10 2.16 2.21 1.86 Four-Year Public Colleges 7,10. Less than 935 or unknown 8. 935 - 1,024 9. 1,025 or more 209 15 14.97 16.37 7.34 5.37 94 21 13 8.20 43 Four-Year Private Nonsectarian Colleges 11,15. Less than 950 or unknown 12, 950 - 1,024 13, 1,025 - 1,174 14, 1,175 or more 202 6.28 6.42 22 25 2.93 19 67 2.83 85 34 3.09 48 29 39 1.60 Four-Year Catholic Colleges 16,19. Less than 950 or unknown 17. 950 - 1,024 18. 1,025 or more 29 3.97 62 27 3.70 6.40 Four-Year Protestant Colleges 20,24. Less than 875 or unknown 7.72 3.99 13 8.85 127 21. 875 - 974 22. 975 - 1,049 23. 1,050 or more 103 33 25 4.02 29 2.31 70 33 2.28 45 20 31 2.33 2.25 Two-Year Public Colleges 25,26. Lest than 249 27. 250 - 499 28. 500 - 999 29. 1,000 or more 20.58 16.24 302 29.83 14 5 2 15 24.58 267 36.97 41.10 9 208 5 118 77.75 69.06 Two-Year Private Colleges 30. Less than 100 (3) 31. 100 - 249 32,33. 250 or more 64 9.03 3 2 0.00 7.05 86 12 12 8.03 9.10 21.59 Predominantly Black Colleges 34,36. Public 4-year and 2-year 60 14.30 14.73 35,37. Private 4-year and 2-year 4.47 66 17



101 173

<sup>(1)</sup> 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.

<sup>(2)</sup> Categories within 4-year college and university types are based on selectivity, while categories within 2-year college types are based on freshman enrollment.

<sup>(3)</sup> No men's weighting 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<sup>a</sup>

No.	ltera	1988	'87	186	125	184	183	182	'81	.80	179	•78	177	176	175	174	173	.72	171	170	169	168	•67	'66
1	Sea	x	x	x	x	x	x	x	x	x	х	x	x	×	х	x	x	x	x	x	х	x	x	×
2	Age	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
3	Twin status	x	x	x	x	x	x	x	x		-		x									x	x	x
4	Year graduated from high school	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x				
5	Borollment status	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x						
6	Miles from some to college	x	x	x	x	x	x	x	x	x	x	x	x	x	x		x	×	x	x	x			•
7	Scores on the SAT and/or ACT	x	x		•						•			•		•		.,						x
	High school bosons or advanced placement courses	x											•	•	•				:					
9	High school grade average	x	x	x	x	x	x	×	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
10	High school subjects	x	x	x	x	x	x	x		•							•		•					
11	Prior enrollment at this college	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
12	Transfer status	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	
13	Dogree aspirations	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
14	Residence during fall term	x	x	x	x	x	x	x	x	x	x	x	×	x	x	x	x							
15	Rank of college choir.	x	x	x	x	x	x	×	x	x	x	x	x	x	x	x								
16	Admissions data (no. of applications)	x	x	x	x	x	x	x	x	x	x	x	x	x	x	•	x	x			x	x	x	
17	Acceptance data (no. of acceptances)	x	x	x	x	x	x	x	x	x	x	x	×	x	x		x	x			x	x	x	
12	English native language	x	x	•			•													•				
19	Sources of financial support	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
20	U.S. citizen	x	x	x	x	x	x	x		•	•	•		•	•		x	x		x	x		•	
21	Racial/othnic background	x	x	×	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
22	Racial composition of high school and neighborhood	x		•			x							•										
23	Percets' marital status	x	x	x	•	-	٠		•		•	•		•				x		x	•	•		
23b	Siblings	x	x	x	x	x	x	x	x	x	x	x	x			•					•	•		
24	Activates in past year	x	x	x	x	x	x	x	x		x	x		•		•		x	x	x	x	x	x	x
25	Self-rating of shilates	x	x	x	x		x	•	-	x	•		•	x	•	x			x		•	•		x
26	Ressons for amending college	x	x	x	x	x	x	x	x	x	x	x	x	x	•	•			x		•			
27	Concern shout finances	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
28	Polsical views	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	•			
29	Parental/family income	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
30	Parental education	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
31	Student's career choice & and parents' occupation	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x•
32	Attitudes on polatical and social issue	×		•	•		•				•	•		•										
33	Time diary (year prior to college)	x	x	x		•			•		•	•				•		•						
34	Religious preference of student and parents	x	x	x	x	x	x	x	x	x	x	x	x	х	×	x	x	x	x	x	x	x	x	x
35	Bom-again Christian	x	•	•	x		•		x	x		x	•	•		•	•		•				•	•
36	Reasons for attending this college	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	•	•	x	x	x
37	Disability	x	x	x	x	x	x	x	x	x	x	x	•			•	•							
38	Probably undergraduate major	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
39	Values and life goals	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x
40	Chances certain events will occur during college	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	x	

<sup>&</sup>lt;sup>a</sup>The content of many of the items has varied somewhat over the past 23 years. For the exact content and wording of the item in any given year, check the appropriate Student Information 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 indiagrams student data and to protect against misuse of the name-and-address file (Astin & Boruch, 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 medium high	1, 4, 7, 10, 11, 15, 16, 19, 20, 21, 24 2, 5, 8, 12, 17, 22 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:

	<i>Un</i>	<u>iversities</u>		Four-Year Institution	ns
Dividing	Private	Public	Public Public	Nonsectarian Catholic	Protestant
Line	SAT	SAT	SAT	SAT SAT	SAT
Between	V+M ACI	Y+M ACT	Y+M ACT	V+M ACT V+M ACT	V+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		<del>-</del> -		1175 27 — —	

These 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 note 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 percentages 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

Number of 1988 Entering Freshmen (1)

	Number of Institutions in	Unweighted	W	leighted	
Norm Group	the 1988 Norms			% Men	% Women
All Institutions	402	222,296	1 ((0 010	46.27	53.73
All Universities All 4-year Colleges All 2-year Colleges All Black Colleges (2)	57	97,273	416,529	50.38	49.62
	289	109,176	643,796	45.37	54.63
	56	15,847	579,887	44.31	55.69
	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	132,276	47.86	52.14
medi\m select	9	18,876	115,194	51.94	48.06
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
4yr Public Colleges	42	32,506	365,767	45.37	54.63
low select (3)	19	11,844	208,212	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	13,096	51,641	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 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

<sup>(1)</sup> First-time, full-time students

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



Black Colleges are also included in the appropriate 4-year College or University Norms Group according to their types Includes those institutions with unknown selectivity

It is impractical to report statistical indicators of precision for every categorical percentage in every norms group. However, some idea of the reliability of the reported data is important for comparisions across related norm categories, and e.e. with data from earlier norm reports). Appendix E presents some guidelines for judgir every categories of the remarks and their comparisons.

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## Appendix B The 1988 Student Information Form

PLEASE PRINT (one letter or number per box)							
M FIRST I LAST When were you born?							
NAME:							
ADDRESS:		Month Day Year (01-12) (01-31)					
CITY:	STATE: ZIP: PHO	NE:					
	1000 CTUDENT INCODARATION CODE						
DIRECTIONS	1988 STUDENT INFORMATION FORM	Control of the Contro					
Your responses will be read by an optical	The information in this form is being collected as part of a continuing study of higher.						
mark reader. Your careful observance of	education conducted jointly by the American Council of Education and the University of California at Los Angeles. Your voluntary participation in this research is being solicities in						
these few simple rules will be most appreciated.	order to achieve a better understanding of how students are affected by their college						
Use only black lead pencil (No 2 is ideal)     Make heavy black marks that fill the circle	experiences. Detailed information on the goals and design of this second program are currently in research reports available from the Higher Education Research historials at UCLA.						
• Erase cleanly any answer you wish to change	Identifying information has been requested in order to make subsequent mell follow-up						
Make no stray markings of any kind.	studies possible. Your response will be held in						
EXAMPLE: Will marks made with ballpoint or felt-tip marker	Since	1001. Clerander Waster =					
be properly read? Yes O No	PLEASE USE # 2 PENCIL	Alexander W. Astin, Director Higher Education Research Institute					
PLEASE PROVIDE YOUR If directed	7. What were your scores on the SAT and/or ACT?	13. What is the highest academic because that you intend to					
SOCIAL SECURITY NO. GRP. GRP. CODE CODE	SAT VERBAL	obtain?					
2 0000000000000000000000000000000000000	MATH	(Mark one in each column)					
	ACT Composite	None					
000000000000000000000000000000000000000		Vocational certificate					
0000000000000	8. How many of the following did you	Bachelor's degree (BA, BS, etc.)					
00000000000000000000000000000000000000	take in high school? (Mark one in each row)	Master's degree (MA, MS, etc.)					
	Honors courses	Ph D. or Ed D					
5 999999999999	A.P. (Advanced Placement) courses (0 (1) (2)	LLB. or JD. (Law)					
	9. What was your average grade in high	B.D. or M.DIV. (Divinity)					
1. Your sex: MaleO FemaleO	school? (Mark one) A or A+O B O CO	Other					
2. How old will you be on December 31 of this year? (Mark one)	A-O B-O DO	14. Where do you plan to live during the fall term? If you had a choice, where would					
16 or younger	B+O C+O	you prefer to live? Plan Prefer					
18O 30–39O	10. During high school (grades 9-12) how many years did you study each of the	(Mark one in each column) To Live To Live With parents or relatives					
19	following subjects?	Other private home, apt. or m					
20 55 or older	(Mark one for each item)	College dormitory					
3. Are you a twin? (Mark one)	Mathematics	Other campus student housing					
No	Foreign Language@ 19 1 2 3 4 5	Other					
Yes, fraternalO	Physical Science       0 <td>15. Is this college your: (Mark one)</td>	15. Is this college your: (Mark one)					
4. In what year did you graduate from high school? (Mark one)	History/Am. Govt@ 13 3 4 5	First choice? Less than third					
1988 O Did not graduate but	Computer Science @ 19 1 2 3 4 5	Second choice?					
1987 passed G.E.D. test 0	Art and/or Music	Third choice?O					
1985 or earlier. O Never completed high school	11. Prior to this term, have you ever taken courses for credit at this institution?	16. To how many colleges other than this one did you apply for admission this year?					
5. Are you enrolled (or enrolling) as a:	Yes	No other 1 0 3 0 5 0					
(Mark one) Full-time student?	12. Since leaving high school, have you ever taken course; at any other institution?	O 2O 4O 6 or moreO					
6. How many miles is this college from	(Mark all that apply For Not for in each column) Credit Credit	Note: If you applied to no other college, skip to item 18					
your permanent home? (Mark one) 5 or less () 11–50 () 101–500 ()	NoOO	17. How many other acceptances did you					
6-10 51-100 More than 500	Yes, at a junior or comty college	receive this year? (Mark one)  None					
	Yes, at a four-year college or university	2 4 6 or more 0					
(NCTE: Please check that your pencil markings are completely darkening the circles. DO	Yes, at some other postsecondary	19 le English your native language?					
NOT USE PEN OR MAKE \( \sigma' \)'s OR x's. Thank you.)	school (For ex., technical, vocational, business)	18. Is English your native language? Yes No O					



- '	penses (room, board, tuition, and fees) do you expect to cover from each of the sources	ones you did during the past year. If you engaged in an activity frequently, mark	important to you was each of the following reasons?
	listed below? (Mark one answer	(F). If you angaged in an activity one or	the following reasons:
	for each possible source)	more times, but not frequently, mark (0) (occasionally). Mark (N) (Not at all)	Ser Andrews
<b>—</b> a	listed below? (Mark one answer for each possible source)  My Own or Family Resources	if you have not performed the	(Mark one answer for each possible reason)
	Resources	if you have not performed the activity during the past year.	each possible reason)
	erents, other relatives or friends ODOO	(Mark one for each item) ょっとき	To be able to get a better job (§ (§)
		Used a personal computer	To gain a general education and
<b>—</b> 5	avings from summer workOOOOOOOOOOOOOOOOOOOOOOOOOOOOOOO	Attended a religious service	appreciation of ideas
	art-time on campus job		To improve my reading and study skills
		Participated in organized demonstrations	There was nothing better to do (V (S) (N)
	ther part-time job while in college	Won a varsity letter for sports	To make me a more cultured
	#-time job while in college	Failed to complete a homework	person
200 b.	Aid Which Need Not Be Repaid	assignment on time	To be able to make more money. (V) (S) (N)
P P	ell GrantOOOOO	Tutored another student	To learn more about things
<b>—</b> s	upplemental Educational	Discussed religion	that interest meVSR
	Opportunity Grant	Did extra (unassigned) work/	To prepare myself for graduate
<b>-</b> S	tate Scholarship or Grant	reading for a course	or professional school
	ollege Work-Study Grant	Copied homework from another	My parents wanted me to go ③ ⑤ ⑩
	ollege Grant/Scholarship (other than above)	student	Vanted to get away from home. VSN
	ther private grant	Was a guest in a teacher's home	Walled to get away Holl home.
	ther Government Aid (ROTC.	Smoked cigarettes	27. Do you have any concern about your ability to finance your college
_	BIA. Gl/military benefits, etc.).	Discussed sex	education? (Mark one)
	. Aid Which Must Be Repaid	Cheated on a test in schoolFON	None (I am confident that I will
<b>—</b> F	ederal Guaranteed Student	Drank beer	have sufficient funds)
	Loan	Drank wine or liquor	Some concern (but I will probably
	ational Direct Student Loan	Discussed politics	have enough funds)
	ther College Loan	Stayed up all night	Major concern (not sure I will have
	ther Loan	Spoke a language wher than	enough funds to complete college)C
- <b>-</b> d	Other Than Above	English at home	28. How would you characterize your political views? (Mark one)
_ ,	0. Are you a U.S. citizen? Yes No	Felt overwhelmed by all I had to do	Far left
	Permanent Resident (Green Card)	Felt depressed	Liberal
2	1. Are you: (Mark all that apply)	Discussed sports	Middle-of-the-road
_	White/Caucasian	Worked in a local, state, or	Conservative
	Black/Negro/Afro-American	national political compaign	Far night
	American Indian	25. Rate yourself on each of the following	
	Asian-American/Oriental	traits as compared with the	29. What is your best estimate of your parents' to ncome last year?
	Mexican-American/Chicano	average person your age. 8	Consider income from all sources
	Puerto Rican-American	accurate estimate of	before taxes. (Mark one)
= .	Other	accurate estimate of how you see yourself. (Mark one in each row)	O Less than \$6,000
_ 2	2. How would you describe the racial composition of the	Academic ability	O\$10,000-14.999 O\$50.000-59,999
	high school you last	Artistic ability	O\$15,000-19,999 O\$60,000-74,999
	Other	Competitiveness	O\$20,000-24,999 O\$75,000-99,999
_	you grew up? క్రోహ్మ్ క్రో	Drive to achieve	O\$25,000-29,999 O\$100,000-149,99
	High school I last attended	Emotional health	○\$30,000-34,999 ○\$150,000 or more
	Neighborhood where I grew up	Ability to learn a	30. What is the highest level of formal
		foreign language	education obtained by your parents?
	23a. Are your parents: (Mark one)	Leadership ability	(Mark one in each column) Father Mother
=	Both alive and living with each other?O  Both alive, divorced or separated?	Mathematical ability	Some high school
_	One or both deceased?	Popularity	High school graduate
		Popularity with the	Postsecondary school
MRM 2	23b. How many brothers and sisters on the sixters of si	opposite sex	other than college
	now living do you have? త్ల్గ్రీ	Public speaking ability	Some college
	Number of older brothers	Self-confidence	College degree
***	Number of older sisters	(intellectual)OOOO	Some graduate school
	Number of younger brothers	Self-confidence (social)	Graduate degree
<del></del>	Number of younger sisters	Writing ability	
		110	
		<del>-</del>	



one in each column.		Disagree Strongly— Disagree Somewhat
M Your mother's occupation	32. Mark one in each row:	Agree Strongly
F Your father's occupation	The Federal government is not doing enough to p	protect the
Y Your probable career occupation	consumer from faulty goods and services	······································
NOTE: If your father or mother	The Federal government is not doing enough to p	promote disarmament
is deceased, please indicate his or her last occupation.	The Federal government is not doing enough to d	control environmental pollution
Accountant or actuary() (F) (M)	There is too much assess in the second factor the	p reduce the deficit
Actor or entertainer	Federal military spending should be increased	right of Imminals
Architect or urban planner(Y) F) M	Nuclear disagnament is attainable	
Artist	Abortion should be legalized	
Business (clerical)	The death penalty should be abolished	······································
Business executive	If two people really like each other, it's all right f	
(management, administrator)(Y) (F) (M)	known each other for only a very short time	
Business owner or proprietor	The activities of married women are best confine	d to the home and family
Business salesperson or buyer (*) (F) (M)	A couple should live together for some time before	re deciding to get mamed
Clergy (minister. priest)() (F) (M)	Students might appreciate the value of college m	
Clergy (other religious)	share of the costs	
Cfinical psychologist	Manjuana should be legalized	·······•••••••••••••••••••••••••••••••
College teacher	Busing is O.K. if it helps to achieve racial balance	in the schools
Computer programmer or analyst(Y) (F) (M)	It is important to have laws prohibiting homosexu	al relationships
Conservationist or forester	Colleges should not invest funds in companies the	nt do business with South Africa 4 3 2 0
Dentist (including orthodontist)() (F) (M)	The chief benefit of a college education is that it	increases one's earning power
Dietician or home economist	Employers should be allowed to require drug testi	ng of employees or job applicants
Farmer or rancher		ead, mandatory testing
Foreign service worker	Just because a man thinks that a woman has "le	d him or does not entitle him to
(including diplomat)	Only volunteers should serve in the armed forces	
Homemaker (full-time) ① F M		35. Do you consider yourself a born-again
Interior decorator	much time did you spend during a typical	Christian?
(including designer) (Y F M	week doing the following activities?	Yes O No O
Interpreter (translator)	Hours per week:	
Lab techniciar or hygienist		36. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)
Law enforcement officer	Studying/homework O O O O O O	have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)
Lawyer (attriney) or judge	Socializing with finends	attend this particular college. How important was each reason in your & F
Military service (career)	outside of class	have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)
Musician (performer, composer)	Exercising/sportsOOOOOO	answer for each possible reason)
Nurse         • (F) (M)           Optometrist         • (F) (M)		iviy relatives wanted me to come here. (V) (S) (N)
Pharmacist		My teacher advised me
Physician	Volunteer workOOOOOO	This college has a very good
School counselor	Student clubs/groups.	academic reputation
School principal or superintendent	Watching TV	This college has a good reputation
Scientific researcher		for its social activities
Social, welfare or recreation worker (Y F M)	(Mark and in each action)	was offered financial assistance (v) (s) (h)
Statistician	Baptist	This college offers special educational programs
Therapist (physical, occupational,		This college has low tuition
speech)		My guidance counselor advised me(V) (S) (N)
Teacher or administrator	7.7.2	wanted to live near home
(elementary)	(	A friend suggested attending(V) (S) (N)
Teacher or administrator		A college rep. recruited me
(secondary)	Jewish	The athletic dept. recruited me(VSN)
Veterinarian	LDS (Momon)	This college's graduates got good jobs (VS) (N)
Writer or journalist	Lutheran	Not offered financial aid by first
Skilled trades	Methodist(Y) (F) (M)	choice coilege
Other	Presbyterian	
Laborer (unskilled)	Quaker	37. Do you have a disability? (Mark all that apply)
Semi-skilled worker	Roman Catholic	None
Other occupation	Seventh Day Adventist	Hearing Health-related
Unemployed	Other Religion	Speech Partially sighted or blind. O
	None	Statepoulos

_	38. Below is a list of different unfields grouped into general cone circle to indicate your parts.	ategories. Mark only	39, Indicate the importance to you personally of each of the following: (Mark one for each item)	(N) Not important— (S) Somewhat important— (V) Very important (E) Essential	
_	inmo AND III III I	DUVOIOAL COIPLOR	Becoming accomplished in one of the		
	ARTS AND HUMANITIES Art, fine and applied	PHYSICAL SCIENCE Astronomy	performing arts (acting, dancing, etc.)  Becoming an authority in my field		
	English (language and	Atmosphenc Science	Obtaining recognition from my colleagues		
_	literature)	(incl. Meteorology)	to my special field		
	History	Chemistry	Influencing the political structure		
_	Journalism	Earth Science	Influencing social values		
	Language and Literature (except English)	Marine Science (incl. Oceanography)	Raising a family		9 (A)
_	Music	Mathematics	Having administrative responsibility for th		
_	Philosophy	Physics	Being very well off financially		
	Speech	Statistics	Helping others who are in difficulty		
_	Theater or Drama	Other Physical Science	Participating in an organization like the Pe		
	Theology or Religion	PROFESSIONAL	Making a theoretical contribution to scien		
_	Other Arts and Humanities O	Architecture or Urban	Writing original works (poems, novels, shi	ort stones, etc.)	90
-	BIOLOGICAL SCIENCE	Planning	Creating artistic work (painting, sculpture,	, decorating, etc.)(E) (V) (§	90
	Biology (general)	Home Economics	Keeping up to date with political affairs		
	Biochemistry or	Health Technology (medi-	Being successful in a business of my own		
	Biophysics	cal, dental, laboratory)	Developing a meaningful philosophy of life		
	Botany	Library or Archival Science O	Participating in a community actior, progr		
	Marine (Life) Science	Nursing	Helping to promote racial understanding.		
	Microbiology or	Pharmacy	Getting married	N No Chance	<u> </u>
=	Bacteriology	Predental, Premedicine,	40. What is your best guess as to the chances that you will:	(L) Very Little Chance	
_	ZoologyO Other Biological Science	Preveterinary		S Some Chance  Very Good Chance	
=	BUSINESS	Therapy (occupational, physical, speech)	Change major field?	1 1	6
_	Accounting	Other Professional	Change career choice?		
_	Business Admin. (general)()	SOCIAL SCIENCE	Fail one or more courses?		
_	Finance	Anthropology	Graduate with honors?		
	Marketing	Economics	Be elected to a student office?		
_	Management	Ethnic Studies	Get a job to help pay for college expense		
_	Secretarial Studies	Geography	Work full time while attending college?		
_	Other Business	Political Science (gov't.	Join a social fratemity, sorority, or club?		90
	EDUCATION	international relations)	Play varsity/intercollegiate atnletics?		
_	Eusiness Education	Psychology	Be elected to an academic honor society?		
_	Elementary Education	Social Work	Make at least a "B" average?		
_	Music or Art Education	Sociology	Need extra time to complete your degree		
	Physical Education or	Women's Studies	Get tutoring help in specific courses?		
_	Recreation	Other Social Science	Have to work at an outside job during col		
_	Secondary Education	TECHNICAL Building Trades	Seek vocational counseling?		
	Special EducationO		Get a bachelor's degree (B.A., B.S., etc.)?		
_	ENGINEERING	Data Processing or Computer Programming O	Participate in student protests or demonst	trations?	90
	Aeronautical or	Drafting or Design	Drop out of this college temporanty (exclu		
_	Astronautical Eng	Electronics	Drop out permanently (exclude transferring		
	Civil Engineering	Mechanics	Transfer to another college before gradua		
	Chemical Engineering	Other Technical	Be satisfied with your college?	®®@	90
	Electrical or Electronic	OTHER FIELDS	Find a job after college in the field for wh	nich you were trained?(V) (S) ((	00
	Engineering	Agriculture	Get married while in colleger (skip if marri		
	Industrial Engineering	Communications	Get married within a year after college? (s		<u> </u>
	Mechanical Engineering	(radio, TV,)	The Higher Education Research Institute at	The remaining cr. 41. 08 0	<b>6</b> 2
	Other Engineering	Computer Science	UCLA actively encourages the colleges that participate in this survey to conduct local studies of their students. If these studies	cles are provided 42. A B C C	() () () () () () () () () () () () () (
_		Forestry	studies of their students. If these studies involve collecting follow-up data, it is necessary	cally designed by 43. ABC ( your college, rather than by the Higher 44. ABC (	
		Law Enforcement	for the institution to know the students' ID numbers so that follow-up data can be linked	Education Research	୬ ଓ ଜଳ କ
		Military ScienceO  Other Field	with the data from this survey. If your college	Institute If your 45. ABC (college has chosen to use the circles, 46. ACC	୬ତ <sup>କ</sup> ୁ
_		Underided	asks for a tape copy of the data and signs an agreement to use it only for research pur-	observe carefully the supplemental 47. A B C	
_			poses, do we have your permission to include your ID number in such a tape?	drections given 48. A B C	) (a)
_		tion Research Institute, University	Yes O No O		96 %
	of California, Los Angeles, Cal	itomia 50024.		YOU! 50. A B C	(E) \(\frac{y}{2}\)
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## Appendix C Coding Scheme for Collapsed Items

- 1. Father's Occupation
- 2. Mother's Occupation



## Father'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 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.
Health Professional	Dietitian or home economist; Lab technician or hygienist; Optometrist; Pharmacist; Therapist (physical, occupational, or speech); Veterinarian.
Lawyer	Lawyer (attorney) or judge.
Military Career	Military service (career).
Research Scientist	Scientific researcher.
Skilled Worker	Skilled trades.
Semiskilled Worker	Semiskilled worker.
Laborer	Laborer (unskilled).
Unemployed	Unemployed.
Other	Architect or urban planner; Business (clerical); Clinical psychologist; Computer programmer or analys; Foreign service worker (including diplomat); Homemaker (full-time); Interpretor (translator); Law enforcement officer; Nurse; Social, welfare, or recreation worker; Statistician; Other occupation not listed above.



## 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.
Health Professional	Dietitian or home economist; Lab technician or hygienist; Optometrist; Pharmacist; Therapist (physical, occupational, or speech); Veterinarian.
Homemaker (full-time)	Homemaker (full-time).
Lawyer	Lawyer (attorney) or judge.
Nurse	Nurse.
Military Career	Military service (career).
Research Scientist	Scientific researcher.
Social, Welfare, or Recreation Worker	Social, welfare, or recreation worker.
Skilled 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); repretor (translator); Law enforcement officer; Statistician; Other occupation not listed above.



## Appendix D Institutions Participating in the ACE-UCLA Freshman Survey



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

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<sup>&</sup>lt;sup>a</sup>Participation in the ACE-UCLA Cooperative Institutional Research Program (CIRP) for a given year is indicated by an "@" or an "X." Institutions providing data judged to be representative of their first-time, full-time freshman class and included in the national norms report are indicated by an "@." Campuses that participated in the survey but whose data were not included 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 included in this publication.



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Howard Community College Howard University Humphreys College	26 35 30	2 20 18	~	×	×	X	@	×	<b>e</b> :	× ;	< >	< €	@	@	×	×	×	×	×	×		×		×
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Villa Maria College Villa Maria College of Buffalo Villanova University Vincennes University Vincennes University	16 31 05 29	15 9 5			6	6	@ @	0 (	8 8 6	<b>:</b>	8		6	0	0	9 6	9 6	) <b>Q</b>	8	0	6	8	
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Yale University Yankton College Yeshiva University Yuba College	06 11 06 28	3 8 1 13				3 ×	<b>'</b>				×					×	×	× @	×	×	@	@	e



## Appendix E Precision of the Normative Data and Their Comparisons

## Appendix E

## The Precision of the Normative Data and 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 institutions. 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:

- 1. 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 percent), comparability is reduced somewhat by (a) non-repeat participation, and (b) year-to-year 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 Sizes<sup>a</sup>

Number of Actual Participants	<del></del>	Standar	d Error	
in a Norms Group <sup>b</sup>	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

<sup>&</sup>lt;sup>a</sup>Assumes simple random sampling of students from an infinite population.



 $<sup>^{\</sup>rm b}{\rm To}$  determine 1988 population counts, please refer to Table A-3, column 2.

# Appendix F Sample Profile Report Provided to Participating Campuses



### Cooperative Institutional Research Program

### conducted jointly by the

American Council on Education and the University of California, Los Angeles

ACME COLLEGE

SUMMARY OF DATA ON ENTERING FRESHMEN FOR FALL ( 1988) TOTAL FIRST-TIME FULL-TIME Poge 1 of 17 ITER NUMBER OF TOTAL FIRST-TIME FULL-TIME 2YR PUBLIC COLLEGES DE SCRIPTION ALL 2-YEAR COLLEGES RESPOND ENTS HALE FERALE TOTAL MALE FEMALE TOTAL HALE FEMALE TOTAL --- (PERCENTAGES)------- (PERCENTAGES)---NUMBER OF STUDENTS (4) --- (PERCENTAGES)---50,2 49.8 100,0 55.0 100.0 44.3 55.7 100.G YEAR GRADUATED FROM HIGH SCHOOL 227. 1988...... 85.1 90.3 87.7 86.8 85.3 85.9 87.3 86.5 86.8 9.6 7.1 8.4 4.6 3.0 3.7 4.6 3.0 3.7 0.9 0.0 0.4 1985 OR EARLIER..... 1.5 1.5 1.5 1.5 1.4 1.4 2.6 0.9 H.S. EQUIVALENCY (G.E.D. TEST) .. 1.8 3.9 5.3 4.6 3.6 4.7 4.2 0.9 0.9 0.9 WEVER COMPLETED HIGH SCHOOL.... 3.1 4,5 3.8 2.9 4.0 3.5 0. 9 0.9 0.3 0.5 0.4 0.2 0.5 0.4 AGE ON DECEMBER 31, 1986 227. 16 OR YOUNGER ........ 0.0 0.9 0.4 0.1 17..... 0.2 0.2 0.1 0.2 0.1 3.5 2.6 3.1 2.4 3.3 18...... 2.9 2.3 3.2 2.8 66.4 73.7 70.0 65.6 68.7 67.3 65.2 69.1 67.4 20.2 23.0 21.6 20.6 15.3 17.7 21.6 16.1 3.5404766 18.5 3.7 2.4 3.0 3.8 2.4 3.0 0.5 F 0.0 0.4 4.5 25-29........................ 3,4 3.9 4.2 3.1 3.6 0.0 0.9 39-39 ....... 1.4 2.5 2.0 1.3 2.2 0.0 1.8 20.0 0.41. 40-54...... 1.1 3.3 2.3 1.0 ~ 0.0 · 2.9 2.1 0.9 -.0.4× 55 OR OLDER.... 0.4 0.8 0.6 0.4 0.7 0.6 0.0 0.0 0.1 0.1 0.1 0.0 0.1 0.1 RACIAL MACKEROUM (1)(2) 230. IIII, (S) WHITE/CAUCASIAN ......... 187.0 64.3 35.7 85.6 BLACK/NEG RO/A FR Q-AMERICAN ..... 8.08 83.0 85.6 81.7 83.4 0.0 1157 10:9, AMERICAN INDI AN ....... 5.3 8.4 7.0 5.9 8.1 7.1 0.0 . O. O ASIAN-A MERICAN/OR IENTAL...... ₹ 0.7 0.7 0.7 0.7 0.7 0.7 2.6 3.7 2.2. HEXICAH-AHERICAN/CHICAND..... 2.2 1.8 1.9 2-1 1.7 1.9 61 0.7 -11:3 10.0 PUERTO RICAN-AMERICAN...... 1.7 2.7 2.2 1.6 2.6 2. 1 0.0 0.4 0.9 2.5 DTHER ..... 3.5 3.1 2.3 3.2 2.8 3:0. 3.2 3.3 3.2 3.1 3. 1 3.1 AVERAGE HIGH SCHOOL GRADES 230. ... <u>.</u>. . . A DR At..... 2.6 1.7" 3.8 5.8 4.9 3.6 5.5 4.7 4.3 . 7.8 6. 1 6.0 8.7 7.5 5.8 8.2 7.1 13.9 4.22.6 18.3 ••••••••••• 14.3 19.0 16.9 13.6 18.0 16.1 25.2 27.0 . 26.1 25.6 30.0 •••••• 28.0 25.0 29.1 27.3 21.7 17:4 19.6 19.0 16.0 17.3 18.8 16.1 17.3 10.3 12.2 15.2 17.8 13.1 15.2 18.4 14.2 16.0 13.9 9.6 11.7 12.7 7.0 9.5 13.8 8.4 10.8 0.9 1.3 0.9 0.5 0.6 1.1 0.6 0.8 NAVE NET OR EXCEEDED RECONNENDED TEARS OF STUDY 34 (3) EMGLISH (4 YE ARS)..... 229. 81.6 87.0 84.3 NATHENATICS (3 YEARS)...... 92.2 91.9 92.0 92.4 92.3 92.3 229 . 87.7 74.8 81.2 88.3 FOREIGN LANGUAGE (2 YEARS)..... 63.9 85.9 28.4 84.3 86.2 2 27 -79.5 73.9 76.7 PHYSICAL SCIENCE (2 YEARS) ..... 71.5 72.0 71 .8 70.4 71.8 71.2 228. 50.0 39.5 44.7 50.2 BIOLOGICAL SCIENCE (2 YEARS).... 36.4 43.7 37. 8 49.7 226. 43.0 32.7 33.6 4 ISTORY/AMERICAN GOUTT (1 YEAR). 33.2 29.3 32.4 31.0 29.4 32.2 30.9 225. 98.2 98.2 COMPUTER SCIENCE (1/2 YEAR).... 98.2 98.8 98.4 98. 6 98. 8 98.4 98.6 222. 59.3 49.1 54.1 62.1 ART OR MUSIC (1 YEAR)..... 51.0 56.0



63.1

63.2

63.1

65.5

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68 .4

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64.9

50.3

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55.1

68.1

### Cooperative Institutional Research Program

conducted jointly by the

American Council on Education and the University of California, Los Angeles

SUMMARY OF DATA ON ENTERING FRESHMEN FOR FALL (1988)

Page 2 of 17

TOTAL FIRST-TIME FULL-TIME					, , , , , , , , , , , , , , , , , , , ,	•		. cgc _		
I TEN	NUMBER OF	TOTAL FIR	ST-TIME	FULL-TIME	2YR PU	BLIC COL	LEGES	ALL 2-	YEAR COL	I EG ES
DESCRIPTION	RESPONDENTS		FEMALE		MALE	FEHALE	TOTAL	MALE	FEMALE	TOTAL
		(P	ERC ENTAG	5 ES )	{P	ERCENTA	GES}	(P	ERCENTAC	JES }
ESTINATED PARENTAL INCOME	214.									J
LESS THAN \$6,000		1.8	2.9	2.3	4.7	6.9	5.9	4.6	6.4	5.6
\$6,000 - \$9,999		0.0	1.9	0.9	2 • 9	4.7	3.9	2.8	4.6	3.8
\$10,000 - \$16,999 \$15,000 - \$19,999		0.0	6.7	3.3	5.3	7 •9	6.7	5.3	7.8	6.7
\$20,000 - \$24,999		3.6	4 • 8	4.2	5.7	7.3	6.6	5.7	7.3	6.6
\$25,000 - \$29,959		2.7	1.9	2.3	7.5	8.7	8.3	7.5	8.6	8.1
\$30,000 - \$34,999		4.5	2.9	3.7	8 • 2	8.6	8 .4	8 .1	8.5	8.3
\$35,000 - \$39,959		4.5	8•7	6.5	11.1	10.0	10.5	10.8	9• 9	10.3
\$40,000 - \$49,999		7•3	3.8	5.6	10.7	9.6	10.1	10.5	9.4	9.9
\$50,000 - \$59,999		15.5	11.5	13.6	13.4	12.1	12.7	13.2	11.9	12.5
\$60,000 - 74,999		16•4 15•5	14.4 16.3	15.4 15.9	12.0	10.1	10.9	11.7	10.0	10.8
\$75,000 - 99,999		12.7	10.6		8.4	7.1	7.7	8.6	7.3	7.9
\$100,000 - 149,999		10.9	7.7	11•7 9•3	5 • 5	3 .8	4 • 6	5 • 8	4.1	4.9
\$150,000 OR MORE		4.5	/•/ 5•8	9.3 5.1	2 •8	1.9	2.4	3.1	2, 4	2.7
		~ • • • • • • • • • • • • • • • • • • •	<u> </u>	3 • 1	1.7	1 • 4	1.6	2.1	2.0	2.1
STATUS OF PARENTS	229.	: -		~. ~.						7
LIVING WITH EACH OTHER		75.9	68.1	72.1.	74.9	67.4	70.7	74.5	67.9	70.8
DIVORCED OR SEPARATED	,	21.6	24.8	23.Î	19.6	24.2	22.1	20.0	24.0	22.2
ONE OR BOTH DECEASED		/2.6		~ .4.8'.	5.5	8.4	7.1	5.5	8.0	6.9
		نبر تناسيو واسخ	2 mg 12 mg 20 mg 2		,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,,	~	, er		0 • U	0.9
NUMBER OF OLDER BROTHERS	186.			ai∰ili i ii	' हि			, <b></b>		
NONE.	t	50.5	44.0	4723	52.5	45.1	48.5	52.3	45.3	48.4
DNE	* = * <sub>\$4</sub>	36.8	28.6	32.8	31 • 1	34 .5	33.0	31 • 1	34.6	33.1
TWO	1 -	2.2	18.7	731.7	. 11 - 10.0	12.0	11.1	10.1	12.0	11.2
THREE DR MORE	1	8.4.	8.8	8.6	6.4	8.4	7.5	6.5	8.1	7.4
					<del></del>					
NUMBER OF OLDER SISTERS	179.,.	ر سند سند سند خری	후통하는 그	•••						
NDNE	٠.	54.4	~~3\$£~~	54.7	52 • 4	49 • 4	50.7	52.1	49.6	50.7
QNE	1	28.9	34-8	31.8	31 • 5	32.1	31.9	31.6	32.1	31.9
THO	*	15.6	· 6.7	11.62	9.6	11.4	10.6	9.8	11.3	10.7
THREE OR MORE		2.1	3.4	2.2	6. 5	7.0	6.8	6.5	7.0	6.7
***************************************		، سَبِي فِي هُوْ سَبَّ	فيجوب سيفية	ے قدد کند خیر	<u></u>					
NUMBER OF YOUNGER BROTHERS	175•									-
NONE.		60.2	62.2	61.1	55.0	50.7	52.6	55 • 1	51 • 5	53.1
DNE		25.8	28.0	26.9	32.9	36 • 0	34.6	33.0	35.8	34.6
THOSE OF MODE		7.5	9.8	8.6	8 • 4	10 • 2	9 • 4	8.4	9.8	9.2
THREE OR MORE		6.5	C.0	3.4	3.7	3.1	3.4	3.5	3.0	3₀ 2
NUMBER OF YOUNGER SISTERS										
NONE YOUNGER SISTERS	177.	<b>57.</b> A								
O NE.		53 • 6	56.0	54.8	54 .7	53.6	54 • 1	55 •0	54.3	54.6
THE		35.5	33.3	34.5	35 • 2	34.5	34.8	35.1	34.0	34.5
THREE OR MORE.		7.5 3.2	8.3	7.9	7 • 8	8.4	8.2	7.7	8 • 2	8.0
		J•∠ 	2 • 4	2.8	2.3	3.5	3.0	2.3	3.4	2, 9
THIN STATUS	226•				,					
NO	2207	97.3	99.1	98•2	98•2	98•1		00.0		
YES - IDENTICAL		1.8	0.9	1.3	98.2	0.9	98 • 1 0 • 9	98 • 2	98.1	98-1
YES - FRATERNAL		0.9	0.0	0.4	1.0	1.0	1.0	0.8	0.9	0. 9
						1.0	1.0	1.0	1.0	1.0



ACME COLLEGE

Cooperative Institutional Research Program conducted jointly by the American Council on Education and the University of California, Los Angeles SUMMARY OF DATA ON ENTERING FRESHMEN FOR FALL (1988)

TOTAL FIRST-TIME FULL-TIME ITEN

ACME COLLEGE

Page 3 of 17 NUMBER OF TOTAL FIRST-TIME FULL-TIME 2YR PUBLIC COLLEGES

OESCRIPTION	RESPONDENTS			FULL-IIME		N8FIC CO		ALL 2	YEAR CO	LLEGES
		MALE	PEMALE	TOTAL	MALE	FEMALE	TOTAL			
ACTIVITIES ENGAGED IN BY STUBENT		(	PERCENTA	GES)	(1	PERCENTA	GES)	(;	PERCENTA	GES }
BURING THE PAST YEAR							-	•••		<b>U</b> L J ,
ATTENDED A RELIGIOUS SERVICE										
CUEATED ON A ELIGIOUS SERVICE	229.	68 •4	75.7	72.1	76.0	82.2	79.4			
CHEATED ON A TEST IN SCHOOL	229 •	41.2		42.4	37.7	33.9	-	76.5	82.7	80.0
COPIED HOMEWORK FROM OTHER STONT	230 •	59• I	52.2	55.7		-	35.6	38 •2	34.0	35 • 9
OID EXTRA CLASS WORK/READING (4)	228.	6.2		-	56.6	52 •8	54 •5	56 •9	53,2	54.8
OION'T COMPLETE HOMEWORK ON TIME	228.	-	13.0	9.6	7.2	-	9.5	7.2	11.4	9. 6
DISCUSSED POLITICS (4)	229•	81.4	73.9	77•6	71.5	61.2	65.8	72.4	62.4	66.8
DISCUSSED RELIGION (4)		32.5	27.0	29.7	14.9	10 .5	12.5	15.0	10.8	12.6
DISCUSSED SEX (4)	2 27 •	23. 2	17.4	20.3	13.5	17.7	15.8	13.8	18.6	16.5
OTSCHISSED COOPE 445	229.	37.7	24.3	31.0	31 .8	24 .0	27.5	32.2	24.1	-
DISCUSSED SPORTS (4)	228.	60.5	31.6	46.1	53.3	25.4	37.8			27.7
ORANK BEER	228.	70.8	53.9	62.3	72.6	60.6	-	54.3	26.2	36.5
DRANK WINE OR LIQUOR	228.	54.4	62.3	58•3			66.0	72 • 5	60.4	65 <b>.7</b>
FELT DEPRESSED (4)	230.	11.3	20.0	15.7	60.7	68.5	65.0	60.8	68.3	65.0
FELT OVERWHELMED (4)	2 29	20 • 2		-	7.3	I 2 • 4	10.1	7.3	12.9	10.5
PARTICIPATED IN DEMONSTRATIONS.	2 28 •	-	36.5	28•4	12.3	19.4	16.2	12 . 7	20.7	17.2
SMOKED CIGARETTES (4)	229•	26.3	28.9	27.6	31.0	35.9	33.7	31.7	37.2	34 . 8
SPOKE OTHER LANGUAGE AT HOME (4)		12.3	10.4	11.4	11.1	16.2	14.0	11.I	16.5	14.1
STAYED UP ALL NIGHT.	229.	4.4	₹•0.	5.7	7.5	8.4	8.0	7.5	8.1	7.9
STUDIED WITH OTHER CTURE	229•	74.6	80.9	77•7	80.0	78.5	79.2	80.3	79.0	
STUDIED WITH OTHER STUDENTS	2 27 •	81.4	85.1	83.3	80.9	83.3	82.2			79 • 6
TUTOREO A NOTHER STUDENT	229.	40.4	32.2	36.2	35 .4	-		81.3	84.1	82• 9
USED A PERSONAL COMPUTER (4)	230.	27.8	25.2	26.5		37 • 3	36 • 5	34.8	36.1	35,6
MAS A GUEST IN TEACHER'S HOME	230.	15.7			25.6	21.3	23.2	25.2	21.4	23.1
WAS BORED IN CLASS	229.	_	15.7		25.3	25.7	2 <b>5 .</b> 5	26.3	26.9	26.6
NON VARSITY LETTER IN SPORTS	-	96.5	95.7	96.1	88.7	88.3	88.5	89.1	89.0	89.0
HORKED IN POLITICAL CAMPAIGN	227•	43.4	33.3	38.3	43.1	31.2	36.6	45.0	32.6	38.0
TOTAL CAMPAIGNOSOS	228 •	8.0	3.5	5.7	5.6	5.6	5.6	5.7	5.9	-
RACIAL COMP. OF HIGH SCHOOL								J.,	3.9	5.8
KWEINE COM- OF HIGH SCHOOL	231 •		•	•	*					
COMPLETELY WHITE		2.6	1.7	2.2	17.2	15 2				
I MUSTLY WHITE		69.0	7.7.4	73.2		15.2	16.1	17.0	15.2	16.0
HALF WHITE		23.3	13.9	•	59.7	56.6	58.0	59•8	56.5	57.9
NOSTLY NON-WHITE				18.6	16.1	20.0	18.3	16.4	20.3	18.6
COMPLETELY NON-MHITE		5.2	7.0	6. 1	4.7	6.I	5.5	4 .7	6.0	5.4
		0.0	0.0	0.0	2.3	2 .1	2.2	2.2	2.0	2,1
RACIAL COMP. OF NEIGHBORHOOD										
COMPLETE OF METERSURING	220.									7
COMPLETELY WHITE		31.2	26.1	28.6	43.6	42.9	4			. 1
MOSTLY WHITE		54.1	68, 5	61.4		-	43 .2	43.5	43.5	43.5
HALF WHITE		11.0	3.6		41.5	39 •3	40.3	41 .4	39.2	40-1
MOSTLY NON-MITE.			-	7.3	6.2	5.5	5 • 8	6.3	5.6	5.9
COMPLETELY NON-WHITE		3.7	0.9	2.3	4.8	7.3	6.2	4.8	6.9	6.0
		0.0	0.9	0.5	3.9	4.9	4.5	4.0	4.8	4.5
NUMBER OF MONORS COURSES TAXEM									·	
IN HIGH SCHOOL										<b></b> 7
11401 361106	216.									ł
NONE		61.8	63.2	62.5	64.8	<b>6</b> E •				l
UNE		16.4	17.9	17.1	-	65.1	65.0	65.3	65.8	65.6
THO OR MOPE		21.8	18.9		11.3	11.1	11.2	11.5	11.2	11.3
		~1.00	1803	20.4	23.9	23.8	23.9	23.2	23.0	23.1
NUMBER OF ADVANCES PLACEMENT										
COURSES TAKEN IN HS	1.00									ł
NONE	194.									- 1
ONF.		61.5	78.6	70.1	73.1	77.2	75.3	77.7	77 /	1
ONE		24.0	12.2	18.0	14.4	11.7	-	73 • 3	77.4	75.6
THO OR MORE		14.6	9.2	11.9	12.5		12.9	14.4	11.7	12.9
					12.3	11.1	11.7	12.4	10.9	11.6



## Cooperative Institutional Research Program

### conducted jointly by the

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American Council on Education and the University of California, Los Angeles
SUMMARY OF DATA ON ENTERING FRESHMEN FOR FALL ( 1988)

TOTAL FIRST-TIME FULL-TIME

ACME COLLEGE

ITER NUMBER OF TOTAL FIRST-TIME FULL-TIME 2YR PUBLIC COLLEGES ALL 2-YEAR COLLEGES DESCRIPT ION RE SPONDEN TS MALE FEMALE TOTAL MALE FEMALE TOTAL MALE FEMALE TOTAL STUBERT RATED SELF ABOVE AVERAGE DR HIGHEST 10% IN A CADEMIC ABILITY...... 230. 55.7 44.3 50.0 43.7 33.3 37.9 42.7 37.0 32.6 ARTISTIC ABILITY ......... 2 29 . 35.1 23.5 29.3 25.0 18.1 21.2 25.2 18.6 21.5 COMPETITIVENESS ........ 230. 73.9 42.6 59.8 58.3 59.5 34.1 45.4 34 .4 45.6 DRIVE TO ACHIEVE. ...... 229. 97.0 58.3 57 . 6 57.2 50.5 53.5 57.5 50.5 EMOTIONAL HEALTH..... 53.6 228. 6C.2 56.5 58.3 56.9 43.2 49.3 57.1 43.5 49.5 LEARN FOREIGN LANGUAGES...... 229. 26.3 30.4 28.4 20.3 26.8 23.9 19.8 25.9 23.2 LEADERSHIP ABILITY ..... 2 28 . 58.8 43.9 51.3 49.0 36.8 42.2 49.1 37.3 42.5 MATHEMATICAL ABILITY ..... 2 29. 39.5 24.3 31.9 39.0 23.3 30.3 38 .3 22.7 29.6 PHYSICAL HEALTH ...... 228. 64.6 47.8 56.1 64.6 42.8 52.5 65.1 43.3 52.9 POPULARITY..... 228. 47.8 38.3 43.0 45.1 30.1 36.8 45.4 30.7 37.2 POPULARITY HITH OPPOSITE SEX.... 229. 48.2 43.9 45.2 46.7 30.7 36.6 44.4 31.2 37.0 PUBLIC SPEAKING ABILITY.... 228. 31.0 24.3 27.6 23.8 19.6 21.4 23.8 19.9 21.6 SELF-CONFIDENCE (INTELLECTUAL) .. 2 28. 59.6 42.1 50.9 48.5 30.9 38.8 48.4 30.9 38.6 SELF-CONFIDENCE (SOCIAL)..... 228-60.5 44.7 52 . 6 43.5 33.7 38.1 44.1 34.0 38.4 MRITING ABILITY ..... 228. 38.3 42.7 28.5 30.1 29.4 28.3 30.3 29.4 PRIOR CREDIT AT THIS INSTITUTION 230. 88.8- 89.5 96.3 95.4 95.8 96.4 95.3 95.8 YES..... 3.7 4.6 4.2 3.6 4.7 4.2 THIS COLLEGE IS STUDENT'S FIRST CHOICE.... 55.0 70.2 70.3 70.4 69.6 69.5 69.5 SECOND CHOICE.... 25.7 19.9 20.9 20.4 20 .4 21.1 21.6 T HIRD CHOICE.... 5.3 4 .B 5.0 5.5 5.1 5.3 LESS THAN THIRD CHOICE..... 4 -6 3.9 4.2 4.6 3.7 4. 1 NUMBER OF DTHER COLLEGES APPLIED TO FOR ADMISSION THIS YEAR 220. 44.1 46.8 45.6 42.4 44.7 43.7 14.6 16.5 15.7 14.7 16.6 15.8 18.2 15.7 14.3 14.9 15.9 14.9 15.3 6.81 11.6 12.3 11.1 13.1 11.8 12.4 F OUR 8 87 7.0 5.6 6.2 7.4 5. 9 6.5 FIVE...... 3.0 3.0 3.0 3.2 3.2 3.2 SIX OR MORE ............ 3.3 2.8 3.0 3.3 3.0 3.1 NUMBER OF OTHER COLLEGE ACCEPTANCES THIS YEAR (5) 47.6 33.3 40.5 27.9 26.5 27.2 26.8 25.6 26.1 31.0 26.2 30.2 28.6 32.7 31.5 30.3 32.7 31.6 T HO.... 9.5 21.4 15.5 23.2 21.6 22.3 23.5 21.8 22.6 T HREE...... 9.5 19.0 14.3 11.8 12.2 12.0 12.2 1 2. 7 1 2, 4 2.4 0.0 1.2 4.3 4.6 4.5 4.4 4.6 4. 5 FIVE..... 0.0 0.0 0.0 1.6 1.5 1.5 1.6 1.6 1.6 SIX OR MORE.... 0.0 0.0 0.9 0.0 1.1 1.0 1.2 0.9 1.1 STUBENT NATIVE ENGLISH SPEAKERP 219. 98.2 96.3 97.3 93.1 92.5 92.8 93.3 92.8 93.0 1.8 3.7 2.7 6.9 7.5 7.2 6.7 7.2 7.0

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Cooperative Institutional Research Program conducted jointly by the American Council on Education and the University of California, Los Angeles ACME COLLEGE SUMMARY OF DATA ON ENTERING FRESHMEN FOR FALL ( 1988)

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	SI	O ATAO 70 YRAMMUS	JN ENTERING	3 FRESHMEN FOR	X FALL ( 1988	4)		Page 5	5 of 17	
TOTAL FIRST-TIME FULL-TIME	*********						<del></del>	<del></del>		
ITEM DESCRIPTION	NUMBER OF			FULL-TIME		DBLIC COL			-YEAR COL	
OE SCHIFT I AUG	RESPONDENTS	MALE {P	FEMALE			FEMALE			FEMALE DEDCEMAG	
NOURS PER MEEK IN THE LAST YEAR SPENT ON			EKUEMIN	6E3,	·,	EKUEMING	,E31	,	ERUERIAS	(83)
NONE										1
STUDYING OR DOING HONEMAK	225•	3.6	0.9	2.2	2.8	1.1	1.9	2.8	1. 1	1.9
SOCIALIZING WITH FRIENDS	217.	1.9	0.9	1.4	0.2		0.5	0.3		0.5
TALKING W/TEACHER BUTSIDE CLASS.	209•	15.7	15.0	15.3	11.9	8.5	10.0	11.7		9.7
EXERCISING OR SPORTS	221.	4.6	4.5	4.5	3.4	6.3	5.0	3.4	6.3	5.0
PARTYING	224.	17.3	22.8	20.1	11.6		13.1	11.6	14.4	13.2
WORKING (FOR PAY)	223.	21.1	18.4	19.7	18.8		21.9	18.9		21.9
VOLUNTEER WORK	222•	71.8	67.9	69.8	60.4		60.3	60 . 2		60.0
STUDENT CLUBS AND GROUPS	223.	71.8	48.7	60 • 1	47.9		40.2	47.6		39.4
HATCHING TU	225.	3.6	7.0	5.3	4.3	-	3.9	4.4		4.1
HOBBIES	2 25 •	9.0	1 2.3	10.7	7.3		10.0	7.5		9.8
		, altra	- Cartiffee							Î
SIX OR MORE HOURS	***	2 · Si • 5.	-	27-1	71 1	~~ 0	767	<b>70.0</b>	70.7	75.6
STUDYING OR DOING HOMEWORK	225 •	20.6	32.5	75.1	31.1		35.3	30 •9	39•3	35.6
SOCIALIZING WITH FRIENDS	217• 209•	*	70.6	J : 73al.	76.4	73.7	7\$ •9 9-0	76 •8	74.2	75.3 9.3
TALKING W/TEACHER DUTSIDE CLASS.				~, •••• ,	8 • 3	9.2	9•0	8.9 56.6		-
EXERCISING OR SPORTS	221. ; 224. ;	37.3	1200	37.6	55.6		43.7	56.6 38.3	34.7 35.8	36.9
PARTYING	224.	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		31.3	37.6 70.1		36.6			
UOLUNTEER MORK	223.	21.6		69.5	70.1 5.3		67•1 5•3	69•8 5•3		67.0 5.3
STUDENT CLUSS AND GROUPS	227 6		9,7	5.4	5.3 9.5		5.3 11.9	5.3 9.4		12.0
NATCHING TU.	223• % (**) 225• (**)	4 , 4,63 · • • • • •		33.8	9 • 5 36 • 5		11.9 33.4	9 • 4 36 • 5	14.0 31.0	12.0 33.4
HOBBIES	225	3976	29.3	29.3	36 • 5 33 • 7		33,4 27.4	36.5 34.1	31.0 23.1	27.9
HUBOAES			: ".=\.,2\"		,	CC 0 7	<b>∠</b> /•▼	340-	EJ# .	
SIXTEEN OR HORE HOURS	<u>₹</u> •	(三) 对第一"			٠					Į.
STUDYING OR DOING HOMEHORK	225. 🤻 🕽	2.8	5,3	3,6	3.7	5.7	4.8	3.6	5. 6	4.8
SOCIALIZING WITH FRIENDS	2 17	29.6	·	27.2	36.1	33.0	34.4	36.5		34.8
TALKING W/TEACHER OUTSIDE CLASS.	209	2.0.0	1.9	1.0	1.5		1.8	1.6		1.9
EXERCISING OR SPORTS	221.	22.0	6.3	14.0	21.1		14.2	21.9	9.0	14.7
PARTY ING	224.	15.5		8.9	12.0		10.0	12.2		10.1
MORKING (FOR PAY)	223.	55.0	50.0	, 0 • <del>9</del> 5 2 • 5	12.0 48.3		44.9	48.1		44.7
VOLUNTEER HORK	223.	048		0.5	1.6		1.4	1.6		1.4
STUDENT CLUBS AND GROUPS	222.	0.0		0.4	2.4		2.9	2.4	3.3	2.9
AATCHING TV	225• 225•	9.0	. 6.1	7.6	9.0		7.8	9.1	6.8	7.8
HOBBIES	225•	16.4	5.3	9.8	9.5		7.3	9.7		7.4
***************************************										
DISABILITIES	231 •		_					_		
NONE		85,3	95.7	90.5	78 • 7		80.6	79 • 2		81.1
HEARING		0.9	0.9	0.9	1.0		0.9	1.1	-	0.9
SPEECH		0.0	0.0	0.0	0.3	0.4	0 •4	0.4	0.3	0.4
ORTHOPEDIC		0.9	0.0	0.4	0.9	1.3	1.1	1.0	1.3	1.1
LEARNING DISABILITY		0.0	0.0	0.0	1.4		1.0	1.7		1.4
HEALTH-RELATED		0.9	1.7	1.3	1.2		1.4	1.2	_	1.4
PARTIALLY SIGHTED OR BLIND		4.3	0.9	2.6	1.9		1.7	1.9		1.7
OTHER		1.7	0.0	0.9	1.4	1.6	1.5	1.4	1.7 	1.6
U.S. CITIZEN?	225.				) <del>(10.00 th m)                                  </del>		,	,	, <b>***</b>	
YES	==	98•2	99.1	98•7	96.7	96.0	96.3	96.7	96.2	96.4
PERMANENT RESIDENT		1.8	0.0	0.9	1.1	2.0	1.6	1.0		1.5
NO		0.0	0.9	0.4	2.2		2.1	2.2		2.1
			·							
1										1



Cooperative Institutional Research Program conducted jointly by the American Council on Education and the University of California, Los Angeles SUMMARY OF DATA ON ENTERING FRESHMEN FOR FALL ( 1988 )

TOTAL CONNECTS		on carcano	ii diid ille i	OTHER STRAIN OF CO	liitornia, Los A	ngeles				
TOTAL FIRST-TIME FULL-TIME	SU	IMMARY OF DATA	ON ENTERIN	G FRESHMEN FOR	FALL ( 1986	3)		Pone é	5 of 17	
ITEH	NUMBER OF	TOTAL EVE						90	3 01 17	
DESCRIPTION	RESPONDENTS	MAI E	51-11ME	FULL-TIME		UBLIC CO	LLEGES	ALL 2-	-YEAR CO	LLEGES
			FD C ENTA	CEEL	MALE	FEHALE	TOTAL			
MIGHEST BEGREE PLANNED ANYMMERE	213.	• • • • • • • • • • • • • • • • • • • •	LACERIA	GES)	( }	PERCENTA	\GES)	(1	PERCENTA	GES)
MONE		1.8	2.9	2.3						
VOCATIONAL CERTIFICATE		0.0	0.0	0.0	2.6 0.8	2.9	2.8	2.7	2. 9	2.8
ASSOCIATE (A.A. OR EQUIVALENT)		0.9	5.8	3.3	8.7	1.6 10.9	1.3	0.8	1.5	1.2
BACHELDR'S (8.A., B.S.)		28.4	32.7	30.5	45.5	41.3	9.9 43.2	8.4	10.6	9•6
PH.O. OR ED.O.		46.8	33.7	40.4	28 .9	29 • 1	29.0	45 • 4	41.0	43.0
M.D., D.O., O.O.S., D.U.R.		12.6	8.7	10.8	6.4	5.8	6.1	29.3 6.5	29.6	29, 5
LL.B. OR J.D. (LAM)		2.8	3.8	3.3	2.6	3.4	3.0	2.5	6.0	6.2
8.0. OR M.DIV. (DIVINITY)		3.7	7.7	5.6	2.4	2.9	2.7	2.4	3.3 2.8	2.9
OTHER		0.9	1.0	0.9	0.4	0.3	0.3	0.5	0.3	2.6 0.4
		1.8	3.8	<b>2.</b> 8	1.7	1.8	1.7	1,7	1.9	1.8
NIGHEST DEGREE PLACHED AT									* * * * * * * * * * * * * * * * * * *	
FRESHMAN COLLEGE	146.									
NONE.		12.8	10.7		_					- 1
J VOCALIUNAL CERTIFICATE		2-696	10.3 V75.0	11.6	6.2	7.2	6.7	6.0	6.8	6.5
ASSOCIATE (A.A. OR EQUIUM FAT)		49 CY3-T	75.0	- GA- 0	1.7	2.1	1.9	1.7	2.0	1.9
BACHELOR'S (B.A., B.S.)		49.0	Y & C	200	39.5	44.2	42.1	40.5	46.8	44.0
MASTER®S (M.A., M.S.)		8/200		A	40.4	34.5	37.2	39.5	33.0	35.9
PH.D. OR ED.O.	<b>5</b> 50	1000	507	-/~0//2	8.2	7.2	7.7	8.2	6.7	7.4
M.D., D.O., O.O.S., O.V.M.	<i>5</i> /	40.00 M			3 1.0 8 0.3	1.0	1.0	1.0	0.9	1.0
LL.B. OR J.D. (LAW)	\$ / 3	1 / NRO. T.	3000		0.7	0.4 0.6	0.3	0.3	0.3	0.3
B.D. OR M.DIV. (OIVINITY)	3 Aug		3050		0.1	0.0	0.7	0.7	0.6	0.6
	3/>	1 2	35.5	3116.742	1.9	2.8	0.1 2.4	0.2	0.1	0.1
STUDENT'S RELIGIBUS PREFERENCE		* - / HIII	-	بمليكي أأألت	4 10			2.0	2.8	2.4
BAPTIST	214.8 5			- (((()))						
BUUNISTAAAAAAAAAAAAA	8		3.00	MARKET	9.1	10.9	10.1	10.5	12.4	ا ا
CUNGREGATIONAL	8\	<b>Y</b> // // // // /	= 30-0::	TO SECOND	7 / g C.5	0.1	0.3	0.5	0.2	11.6
ENSIERN ORTHODOX	8/1iJ			- Move	7 0.9	0.9	0.9	1.0	1.0	1.0
EPISCOPAL	8 / 2			12/6/2	§ 0.8	0.5	0.6	0.8	0.5	0.6
I SLAMIC OF THE REAL PROPERTY.	£ / 5		Contraction of the second	Tanana Para	§ 1.3	1.9	1.6	1.5	2.2	1.9
JENISH	3/		CDF CV	9.02	a 0.4	0.3	0.3	0.4	0.3	0.3
LDS (MORMON)	To the second	1. 3.2.	~~~~(6	t. 3/2	3.2	2.5	2.8	3.1	2.6	2.8
LUITEKANARARARARARARARARARARARARARARARARARARA	•	San The		11 . 45 9	0.2	0.2	0.2	0.2	0.2	0.2
TEL HUUIS LAARAA AAAAAAAAAAAAAAAAAAAAAAAAAAAAAAA		Part of C	368	2,3	5.4	5.6	5.5	5.6	6.1	5.9
PRESERIERIAN.		Carried Street	4.6	005	7.7 3.9	9 •2	8.5	7.8	9 .5	8.7
QUAKER		0.0	A60.00	0.0	0.1	2.9	3.3	3.9	3. 2	3,5
ROMAN CATHOLIC.		27.4	33.3	30.4	45.0	0.1	0.1	0.2	0.2	0.2
SEVENTH-DAY ADVENTIST	NI THE STATE OF TH	0.9	2.8	1.9	0.4	46.3 0.6	45.8	43.3	43.6	43.5
OTHER PROTESTANT		7.5	13.9	10.7	5.4	3.8	0.5	0.4	0.5	0.5
OTHER RELIGION		5.7	8.3	7.0	4.3	6.9	4.5	5.2	3.7	4.4
		25.5	12.0	18.7	11.4	7.3	5•8 9•1	4.6 11.1	6.9	₹-9
STUBERT BORN-AGAIN CHRISTIANT							7 8 1 ~~~~~~	11 • 1	7.1	8.8
NO	218.									
YES		69.4	63.6	66.5	81.9	78.0	79.8	80.5	76.3	70 2
	******	30.6	36.4	33.5	18.1	22.0	20.2	19.5	23.7	78.2 21.8
										2100

Cooperative Institutional Research Program canducted jointly by the American Cauncil on Education and the University of California, Los Angules SUMMARY OF DATA ON ENTERING FRESHMEN FOR FALL (1988)

TOTAL FIRST-TIME FULL-TIME	รข	UMMARY OF DATA ON	4 ENTERING	FRESHMEN FOR FA	તા ( 1988	)		Page 7	of 17	
ITEM	NUMBER OF	TOTAL FIRS				BLIC COL		ALL 2-	-YEAR COL	LLEGES
DESCRIPTION	RE SPONDENTS		FEHALE			FEMALE		MA LE	FEMALE	TOTAL
PROBABLE HAJOR FIELD OF STUDY		PE	RC ENTAG	ES )	(Pf	ER CE NTA G	£5)	(P	ERCENTAG	;ES)
ARTS AND NUMBER TIES	210•									
ARTS	2100	3.8	1.9	2.9	1.7	0				
ENGLISH		0.0	1.0	0.5	1.3 0.4	1.0 0.7	1.1 0.6	1 • 5 0 • 4	1.7	1.6
HISTORY		248	0.0	1.4	0.4	0.7	0.0		0.7	0.6
JOURNALISM		2 6 5 3 • 8	1.9	2.9	0.5	1.1	0.2	0.3	0.2	0.2
LANGUAGE OR LITERATURE		3.8 0.9	1.0	1.0	0.5	1 • I 0 • 5	0.4	0.5 0.1	1 • 2 0 • S	0.9
MUSIC		0.9	1.9	1.0	0.5	0.3	0.4	0.8	0.5	0.3 0.7
PHILOSOPHY		0.0	0.0	0.0	0.1	0.1	0.1	0.5	0.0	0.7
SPEECH		0.0	1.9	1.0	<b>0.1</b>	0.1	0.1	0.0	0.1	
THEAT ER OR TRANA		G- 9	1.9	1.4	0.4	0.5	0 • 4	0.4	0.1	0.1
THEDLOGY OR RELIGION		0.0	0.0	0.0	0.0	0.0	0.0	0.1	0•S	0.4
DTHER HUMANITIES		0.0	1.0	0.5	0.5	1.5	1.0	0.1	1.4	0.1
· · · · · · · · · · · · · · · · · · ·		•••	100	0.5	000	1.5	1.00	17.05	1.4	1.0
BIOLOGICAL SCIENCES		, Se	•-							
GENERAL BIOLOGY		0.9	1.0	1.0	1.0	0.9	0.9	1.0	0.8	0.9
BIOCHEMISTRY OR BIOPHYSICS		0.0	0.0	Ð∙Ó	0.4	0.2	0.3	0.3	0.2	0.2
BOTANY		, S.O.	0.0	0 • Ò-,	0.1	0.0	0.1	0.1	0.0	0.1
MARINE (LIFE) SCIENCE	ميل. ''	1,90	0,0	1.0	0 .4	0.3	0.3	0.4	0. 2	0, 3
RICROBIOLOGY OR BACTERIOLOGY	<b>,                                    </b>	0.9	0.10	0.5	0.3	0.2	0.2	0.2	0.2	0.2
ZOOL DGY	¥ /.	1069.	45.0	: (1)-5	0.3	0.3	0.3	0.3	0.3	0.3
OTHER BIOLOGICAL SCIENCES	₩ / . `		15.0	" - L.A" 1	* <u>€</u> 0•6	0.5	0.5	0.6	0.5	0.5
PUSINESS	M	アス間注意	- SE	三维。 1.						į
	3 (2)	リノ川間に	€£	THE WE		~ ~				
NCCOUNTING	\$ 5		- Paris -	1 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	5.8	7.9	6.9	5.4	7.2	6.4
FINANCE	\$ .	. K	A.A.	5.7	8.7	8.7	8.7	8.9	8.3	8.6
MARKETING	\$1	Y MULTINE	0.0	3.8	2.2	0.7	1.4	2.1	0.7	1.3
HAN A GENEXT	\$ 155	11// 0%至	<b>=32%</b> 7			1.9	2.0	2.2	2.2	2.2
SECRETARIAL STJ DIES	ž//-	<b>之,公园</b>		18.8.6.	6.1	4.6	5.3	6.1	4.8	5.4
OTHER BUSINESS	\$\\ <u>`</u>	インシー	Carried L	0.0	<i>(</i> ) 0.0	3.6	2.1	0.0	3.6	2.1
UIRE BUJINESSOCOCCOCCOCCOCCOCCOCCOCCOCCOCCOCCOCCOCC	<b>%</b> ,`		EDE RU	1 32 3	3 1.4	1.7	1.6	1.5	1.9	1.7
ERUCATION	**************************************	1/2 - 1/2	THE WAY	10 13						
BUSINESS EDUCATION		4	1.00	0.5	0.3	0.3	0.3	0.3	0.4	0.3
ELEMENTARY EDUCATION		W. O. C. O. C.	3.6.8	5.2	0.5	10.1	6.0	0.3	10.0	0.3
NUSIC OR ART EDUCATION		OB OF	3.6.8°	ave 0.5	0.0	0.1	0.1	0.6	0.2	6.0 0.1
PHYSICAL EDUCATION OR RECREATION		0.00	eeks kom	0.0	1.1	0.1	0.1	0 • I 1 • S		
SECONDARY EDUCATION		0.0	1.0	0.5	1.1	2.0	1.6		0.9	1.1
SPECIAL EDUCATION		0.0	0-0	0.5	1 • I 0 • 2	1.0	0.7	1 • 1 0 • 2	2.0	1.6
OTHER EDUCATION		0.0	1.0	0.5	0.2	1.7	1.0	0.2	1.0 1.6	0.6 1.0
		<b>~</b> € =	••-	· • •	· · ·	• • •	100	•••	1.0	1.0
ENGINEERING										
AERONAUTICAL/ASTRONAUTICAL ENG		2.8	0.0	1.4	3.1	0.6	1.7	3.0	0.5	1.6
CIVIL ENGINEERING		1.9	1.0	1.4	2.5	0.2	1.2	2.5	0.2	1.2
CHEMICAL ENGINEERING		0.0	0.0	0.0	0.8	0.3	0.5	0.7	0.2	0.4
ELECTRICAL ENGINEERING		1.9	0.0	1.0	7.8	0.6	3.7	7.4	0.6	3.5
INDUSTRIAL ENGINEERING		0.9	0.0	0.5	0.4	0.1	0.2	0.5	0.1	0.2
RECHANICAL ENGINEERING		2.8	0.0	1.4	4.5	0.1	2.0	4.3	0.1	1.9
OTHER ENGINEERING		1.9	0.0	1.0	3.3	0.5	1.7	3.2	0.5	1.7
			-		=	- •				



Cooperative Institutional Research Program conducted jointly by the American Council on Education and the University of Colifornia, Los Angeles SUMMARY OF DATA ON ENTERING FRESHMEN FOR FALL (1988)

TOTAL FIRST-TIME FIRST	St	JAMARY OF DATA C	ON ENTERIN	G FRESHMEN FOR FA	All ( 1988	r ) udetez		Page -		
TOTAL FIRST-TIME FULL-TIME								Page 8	of 17	
DESCRIPTION	NUMBER OF RESPONDENTS	TOTAL FIR	ST-TIME	FULL-TIME	2YR PU	BLIC CO	LLEGES	ALL 2-	YEAR CO	LLEGE
		MALE	FEMALE	TOTAL				MALE	FEMALE	TOI
PROBABLE MAJOR FIELD OF STUDY		(p;	ERCENTA	GES}	{P	ERCENTA	G ES }	{ P	ERCENTA	GES)-
PHYSICAL SCIENCES				•						
ASTRONOMY										
AT MOSPHER IC SCIENCE		0.0	1.0	0 • S	0.1	0.1	0.1	0.1	0.1	6
CHEMISTRY		0.0	0.0	0.0	0.4	C .1	0.2	0.3	0.1	č
EARTH SCIENCE		0.9	0.0	0 •S	0.5	0.3	0.4	0. 4	0. 2	ì
MARINE SCIENCE		0,0	0.0	0• C	0.3	0.1	0.2	0.3	0.1	Ò
TATHEMATICS		0.0	1.0	0.5	0.0	0.2	0.1	0.0	0.2	Ò
'NY SI CS		0.0	0.0	0.0	0.2	0.4	0.3	0.2	0.4	Ì
TATISTICS		0.0	0.0	0.0	0.3	0.0	0.1	0.3	0.0	
THER PHYSICAL SCIENCES		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0. 0	
		0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.2	C
ROFESSIONAL										_
RCHITECTURE		• •								
IDME ECONOMICS.		1.9	U e U a ruerrana	1.0	2.2	0.6	1.3	3.1	0.8	1
EALTH TECHNOLOGY		San early and		1.0	0.4	0.9	0.7	0.3	0.8	i
IBRARY SCIENCE		The state of the s	A 10 3/2	14.9	0.7	2 • 1	1 •5	0.7	2.0	1
URSING		500		1000 and	0.0	0.0	0.0	0.0	0.0	
HAR MACY	A <sup>Q</sup>			1.00	0.6	7.2	4.3	0.5	6.8	
REMED, PRECENT, PREVET	,5 <sup>5</sup>	45/200/		16018	0.6	0 •9	0.7	0.6	0.9	
HEKAPY	1	1 000			1.0	1.6	1.4	1.0	1.6	
THER PRDFESSIONAL	\$ ( <u>*</u>		V568		0.9	2.5	1.8	0.9	2.6	1
	\$ 12		<b>327</b>		0.9	1 .6	1.3	0.9	1.6	1
OCTAL SCIENCES	<b>\$/</b> Z				13					
NTHROPOLOGY			**	に一般の間に	30					
	المراج			1200	\$ 0.0	0.1	0.1	0.0	0.1	(
THNIC STUDIES	Ž   •			出版ペンと	7 0.2	0.1	0.1	0.2	0.1	•
EUG RAPHY	<b>₹\.</b> •	\ / / / / / / / / / / / / / / / / / / /	3	12777	2 0.0	0.0	0.0	0.0	0.0	(
LITICAL SCIENCE	8/61	V	<b>333.</b> 1		3 0.0	0.0	0.0	0.0	0.0	•
YCHOLOGY.	<b>3 \</b> ✓	<b>く.((Y型2)/ /</b> )	<b>37</b> 7 276	IGRTY >	§ 1.3	1.3	1.3	1.3	1.3	1
JULIAL MURK ee ee ee ee ee ee ee	<b>3</b> \ ,	とくだけがん	C 37	T-4.7.	1.3	3.8	2.7	1 .4	4.1	
CI OLOGY	Re Res	N NOW N	DE ON	1 220 15	0.4	1.7	1 • 1	0.3	1.7	1
PHEN'S STUDIES			0.00	0.0	0.1	0.5	0.3	0.1	0.5	(
HER SOCIAL SCIENCES	•	* No.			0.0	0.0	0.0	0.0	0.0	(
		210) Cales	368	A STATE OF THE STA	0.2	0.2	0 • 2	0.1	0.2	0
CHNICAL.		Separation of the second		0000						
ILOING TRADES		0.0	<del>იიგიგა</del> დ	0.0						
TA PROCESSI NG		3.8	1.0	2.4	0 • 3 2 • 1	0.1	0.1	0.6	0.1	0
APILNG OR DESIGNADADA		0.9	0.0	0.5	2. 1 0. 9	1.8	1.9	2.0	1.6	1
EU I RUNI CS		0. 0	0.0	0.0	1.2	0.2 0.0	0 • 5	0.9	0.3	0
CHANICS		0.0	0.0	0.0	0.4	0.0	0 •5	1.2	G• 0	0
HER TECHNICAL		1.9	/ D	1.0	0.5	0.6	0•2 0•6	0.4	0.0	0
HER FIELDS			-	= = =		J.0	0.0	0.6	0.6	0
RICULTURE										
MMUNI CATIONS		0.0	0.0	0.0	3.3	2.1	2.6	3.1	1.9	•
MPUTER SCIENCE		1.9	3.8	2.9	2.5	2.2	2.3	2.4	2.2	2
RESTRY.		1.9	1.9	1.9	3.0	1.1	2.0	2.9	1.1	2
M ENFORCERENT		0.9	0.0	0 • S	2.4	0.2	1.2	2.3	0.2	1 1
LITARY SCIENCE		2.8	2.9	2.9	4.0	1.5	2.6	3.8	1.5	2
HER FIELDS		0.0	1.0	0.5	0.3	0 • 1	0.2	0.3	0.1	0
		0.9	2.9	1.9	2.0	1.8	1.9	2.0	2.0	2,
DECIDED		6.6	<b>K</b> ^		_					_
			5. 8	6.2	5.0	5.5	5.3	5.0	6.0	5.
			227							-~
			~~~							



Cooperative Institutional Research Program conducted jointly by the American Council on Education and the University of California, Los Angeles SUMMARY OF DATA ON ENTERING FRESHMEN FOR FALL (1988)

TOTAL FIRST-TIME FULL-TIME

ACME COLLEGE

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1	TTEM POLL-TIME	<del></del>							_		
-1	TEM DESCRIPTION	NUMBER OF	TOTAL FIR	ST-TIME	FULL-TIME	2 YR PI	UBLIC COL	IFGES	<u> </u>	-YEAR COL	
L	DE SCRIPTION	RE SPONO ENTS	MAI E	EE MALE	TATAL						
	PROBABLE CAREER OCCUPATION		(P	ERCENTA	GES}	(F	FRENTA	GF 91		PERMUE PERMUE	101AL
١.	PROBABLE CAREER OCCUPATION	206.				-		/L 3, =	,,	EKLENIM	3 ES 1
1.	ACCOUNTANT OR ACTUARY		4.6	7.1	S. 8	S.4	b.C	6.9	S.3	7.4	
'	ACTOR OR ENTERTAINER		1.9	4.1	2.9	0.8	0.5	0.6			6.5
"	ARCHITECT		1.9	0.0	1.0	3.6	1.0		0 .8	-	0.7
18	ARTIST		4.6	0.0	2.4	1.3	1 .0 0 . 8	2.2	4.7		2.7
18	BUSINESS (CLERICAL)		0.0	0.0	0.0	0.4		1.1	1.5		1.4
·   3	BUSINESS (MANAGEMENT)		16.7	7.1	12.1	•	3.6	2,2	0.4	3.5	2.1
8	BUSINESS OWNER OR PROPRIETOR.		4.6	3.1	3,9	12.0 6.1	11.7	11.9	12.0	11.6	11.8
8	BUSINESS SALESPERSON OR BUYER		0.9	2.0	3.9 1.5	6.1	2.9	4.3	6.3	3.1	4.5
C	CLERGY (MINISTER, PRIEST)		0.9	0.0	1.5 0.5	1.5	1.3	1.4	1.6		1.5
I C	CLERGY (OTHER RELIGIOUS)		0.9	0.0		0.1	0.0	0.0	0.1	0.0	0.1
10	CLINICAL PSYCHOLOGIST		0.9 1.9		0.5	0.1	0.0	0.1	0.2		0, 1
C	COLLEGE TEACHER			7.1	4.4	0.3	1.9	1.2	0.3	1.9	1.2
C	COMPUTER PROGRAMMER OR ANALYST.		0.0 2.8	2.0	1.0	0.2	0.2	0 • 2	0.2	0.2	0.2
C	CONSERVATIONIST OR FORESTERA		2.8	1.0	1.9	S.4	2.5	3.8	S.1	2.3	3. S
0	OENTIST (INCL ORTHOGONTIST)		0•9	0.0	0.S	3.1	0.4	1.6	2.9	0.3	1.5
ם ן	DIETITIAN OR HOME ECONOMISTA		2.8	3.1	2.9	0.2	0.4	0.3	0.2	0.4	0.3
ļΕ	ENGINEER		0.0	1.0	0.s	0.0	0.3	0.2	0.0	0.3	0.2
F	FARMER OR RANCHER		10.2	1.0	5.8	20,0	2.3	10.2	19.2	2.1	9.6
1,	FOREIGN SERVICE WORKER		0.0	0.0	0.0	1.5	0.6	1.0	1.4	0.6	0.9
10	HOMEMAKER (FULL -TIME)		0.0	1.0	0.5	0.3	0.6	0.5	0.3	0.6	0.4
١,	INTERIOR DECORATOR		0.0	0.0	0.0	0.0	0.2	0.1	0.0	0.2	0.1
1,	INTERPETER (TRANSLATOR)		0.0	3.1	1.5	0.0	0.5	0.3	0.1	1.0	0.6
1,	LAB TECHNICIAN OR HYGIENIST		0.0	0.0	0.0	0.1	0.2	0.1	0.1	0.2	C. 1
1,	'AN ENCOUGEMENT OCCIOED		0.0	0.0	0.0	0.4	0.9	0.7	0.1	0.2	0.7
1,	LAW ENFORCEMENT OFFICER		4.6	0.0	2.4	3.4	0.7	1.9	3.2	0.9	
1;	LAMYER (ATTORNEY) OR JUDGE		7.4	9.2	8.3	3.2	3.5	3.4	3.2 3.0	0.7 3.4	1.8
;	MILITARY SERVICE (CAREER)		1.9	. I.O	1.5	. 1.6	3.5 0.1	0.8	3.0 1.5		3.3
1,"	MUSICIAN (PERFORMER, COMPOSER)		1.9	1.0	1.5	0.8	0.4	0.6	-	0.1 0.6	0.7
"	NURSE		0.0	2.0	1.0	0.5	7.2	4.2	1.0	0.6	0.8
1 0	OPTOMETRIST.		0.0	0.0	0.0	0.5 0.2	7.2 0.2	4 • 2 0 • 2	0.5	6.7	4.0
J. P.	PHARMACIST		0.0	0.0	0.0	0.6	0•2 0•9	0.2 0.8	0.2	0.2	0.2
I PI	PHYSICIAN		1.9	2.0	1.9	1.4			0.6	0.8	0.7
S	SCHOOL COUNSELOR.		0.0	2.0	1.0	0.0	1 •S	I.S	1.4	1.5	1.4
50	SCHOOL PRINCIPAL/SUPERINTENDENT.		0.0	0.0	0.0	-	0.3	0.2	0.0	0.3	0.2
S	SCIENTIFIC RESEARCHER		2.8	1.0		0.0	0.0	0.0	0.0	0.0	0.0
S	SOCIAL/WELFARE/RECREATION WORKED		2.8 0.0	-	1.9	1.8	0.9	1.3	1.7	0.8	1.2
S	STATISTICIAN		0.0	2•0 0•0	1.0	0.4	2.6	1.6	0.4	2.6	1.6
T:	THERAPIST (PHYS,OCCUP,SPEECH)		-	0.0	0.0	0.1	0.1	0.1	0.1	0.1	0.1
T	TEACHER (ELEHEN TARY)		2.8	5.1	3.9	0.9	3.2	2.2	1.0	3.2	2.2
T	TEACHER (SECONOARY)		0.0	13.3	6.3	0.9	11.8	7.0	1.0	11.6	6.9
10	JETER INAR IAN.		3.7	1.0	2.4	1.7	3.4	2.6	1.9	3, 3	2.7
يز ا	HRITER OR JOURNALIST		0.9	1.0	1.0	0.7	1.2	1.0	0.6	1.2	0.9
s	SKILLED TRADES.		2.8	2.0	2.4	0. 9	1.4	1.2	0.9	1.4	1.2
1.	AILLED INHUED		0.0	1.0	0. S	1.6	0.4	0.9	1.7	0.4	1.0
1	THEK CAREER		6.S	8.2	7.3	7.1	8.3	7.7	7.2	8.6	8.0
1	NDECIOED		7.4	S. 1	6.3	8.9	11.2	10.1	8.8	11.3	10.2
	TIES SHOW COLLECT TO MOVE	·	·					~~~~~		1100	1002
1 2	ILES FROM COLLEGE TO HOME	2 28 •							<b>^</b>		
1 >	OR LESS		30.7	34.2	32.S	17.3	17.5	17.4	16 1		1
10-	-10		33.3	36.0	32.5 34.6	18.0	17.5 18.0		16.1	16.1	16.1
11	1-S0		33.3	28.9	31.1	18.0 36.5	-	18.0	16.8	16.5	16.6
51	1-100		0.9	0.9	0.9		38 • 1 10 • 0	37.4	35.2	36.2	35.8
110	01-500		0.9	0.9		9.4	10.0	9.7	9.9	10.6	10.3
( 87	IORE THAN SOO		0.9		0.4	16.2	14.4	15.2	17.7	16. I	16.8
				0.0	0.4	2.7	2.0	2.3	4.3	4.5	4.4
<u></u>				^						,	
		_									



# Cooperative Institutional Research Program conducted jointly by the American Council on Education and the University of Colifornio, Los Angeles SUMMARY OF DATA ON ENTERING FRESHMEN FOR FALL (1988)

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COTAL FIRST-TIME FULL-TIME	<u> </u>							•		
ITEM	NUMBER OF	TOTAL FIF	ST-TIME	FULL-TIME	2YR PI	UBLIC CO	LLEGES		-YEAR CO	IL ECES
DE SCRIPTION	RES POND ENTS	MALE	FEMALE	TOTAL	HAIF	FFMALF	TOTAL	MALE	CE441 C	TOTAL
		( F	ER CENTA	GES}	(F	PERCENTA	r.FS )		PERMET.	
I . WINCH . 2 EMBCHIEUM	2.28 •					-	JEG ,	,,	ENC DELM	CES ,
GRAMMAR SCHOOL OR LESS		1.7	3.5	2.6	5.1	7.6	6.5	5.1	7.3	6.3
SOME HIGH SCHOOL		1.7	8.0	4.8	9.7		10.9			-
I IGH SCHOOL GRADUATE		10.4	23.0	16.7	34.9		36.3	9.6	-	10.6
> OSTS ECONO ARY OTHER THAN COLLEGE		4.3	2.7	3.5	5.3	4.4	-	34.3	36.1	35.3
SOME COLLEGE		29.6	24.8	27.2	13.6	-	4.8	5.2	-	4.9
COLLEGE DEGREE		20.9	15.0	18.0		13.7	13.7	13.7		13.8
SONE GRADUATE SCHOOL		7.0	3.5		19.5	15.0	17.0	19.8	15.6	17. S
GRADUATE DEGREE		24.3		S•3	1.5	1.4	1.5	1.5		1.5
			1 9.5	21.9	10.3	8.6	9 •4	10.8	9.5	10.1
FATHER'S OCCUPATION (6)	214.		~		·					
ARTIST (INCLUDING PERFORMER)	£ 170	1.0		- 4		• •				
BUSINESSMAN		1.8	1.0	1.4	0.7	0.8	0.8	0.8		0.8
CLERGY OR RELIGIOUS WORKER		36.4	31.7	34.1	27.3	22.7	24 • 8	28.1	24.3	26.0
COLLEGE TEACHER OR ADMINISTRATOR		0.9	0.0	0.5	0.4	0.5	0.4	0.5	0.7	0.6
DOCTOR OR DENTIST		0.0	1.0	0.5	0.3	0.4	0.3	0.3		0. 4
EOUCATION (SECONDARY)		0.9	1.0	0.9	0.7	0.6	0 • 6	0 • 8	8.0	0.8
		6-4	<b>2∙9</b> `	4.7	3.5	3.0	3.2	3.4	2.9	3.1
EDUCATION (ELEMENTARY)		0, 9	0.0	0.5	1.1	0.5	0.8	1.0	0.6	0.8
ENGINEER		14.5	15.4	15.0	8 • 5	7.5	7.9	8.4	7.3	7.8
FARMER OR FORES TER		1.8	J 60°	1.4	2.5	4.5	3.6	2.6	4.5	3.7
HEALTH PROFESSIONAL (NON-M.D.)		0.0	1.9	Ò. 9	1.1	1.2	1.1	1.2	1.1	1.1
- AHYER		4.5	0.0	2.3	0.8	0.5	0.6	0.8	0.6	0.7
MILITARY (CAREER)		1.5.	2.9	243	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
SKILLED WORKER		3.6	4.8	4.2	14.4	12.2	13.2	14.0	11.8	12.8
SEMI-SKILLED HORKER		.0. 9	4.8	2. B	6.0	5.1	5.5	5.7		5.2
LABORER (UNSKILLED)		0.9	1.0	0.9	3.7	4.4	4 .1	3.6	4.2	4.0
JNEMPLOYED		0.0	2.9	1.4	2.4	3.6	3.0	2.3		-
OTHER		24.5	26.7	25.7	25.2	31.3	28.6		3.3	2.9
				~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~ ~		2103	20.0	25.0	30 • 5	28 • 1
FATHER'S RELIGIOUS PREFERENCE	211.	A 3 '					·			
BAPTIST		1463	10.4	12.3	9.1	10.5	9.9	10.6	12.1	11.4
8UDD HIST		1.0	0.0	0.5	0.5	0.2	0.3	0.5	0.3	0.4
CONGRESATIONAL		0.0	0.9	0.5	0.9	0.9	0.9	1.0	1.0	
EASTERN ORTHODOX		1.0	0.0	0.5	1.2	0.6	-			1.0
EPISCOPAL		3.8	2.8	3.3	1.5		0.9	1 •1	0.6	0, 8
I SLAMIC		0.0	0.0	0.0		1.7	1.6	1.6	2.0	1.8
JENISH		4.8	0.9		0.4	0.3	0.3	0 • 4	0.3	0.3
LDS (MORMON)		1.9	1.9	2.8	3.9	2 • 6	3.2	3.7	2.8	3, 2
LUTHE RAN.		1•9 2•9		1.9	0.2	0.2	0.2	0.2	0,2	0, 2
4 ETHODIST			1.9	2.4	5.9	5.7	5.8	6.1	6.2	6.2
PRESBYT ERIAN		2.9	2.8	2. 8	8- 1	9.5	8.9	8 •2	9.7	9 • 1
2 UAK ER		5,7	5•7	5. 7	4.7	3.6	4 .1	4 .7	3.9	4.2
ROMAN CATHOLIC		0.0	0.0	0.0	0.2	0.1	0 •1	0.2	0.1	0.2
		29.5	32.1	30.8	44.6	45.4	45.1	42.9	42.6	42.7
SEVENTH-DAY ADVENTIST		1.0	2.8	1.9	0.5	0.3	0.4	0.5	0.3	0.4
OTHER PROTEST ANT		6.7	11.3	9.0	6.0	4.4	5.1	5 • 9	4.3	5.0
OTHER RELIGION		4. 8	5.7	5.2	4 • 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 American Council on Education and the University of California, Los Angeles SUMMARY OF DATA ON ENTERING FRESHMEN FOR FALL (1988)

I TE M	NUMBER OF	TOTAL FIR	ST-TIME	FULL-T THE	- 2VD N	BLIC CO				
DE SCRIPTION	RES POND ENTS		FEMALE						YEAR CO	
		(P	FOCENTA	GES}	7A 45	FEMALE	TOTAL	MALE	FEMALE	. TO
BTHER'S EDUCATION	229 •		CKCCHI	GC 3 /		ERCENTA	GES }	( P	PER CENT A	GES I
RAMMAR SCHOOL OR LESS		1.8	3.5	2.6	7.0					
OME HIGH SCHOOL		4.4	7.0	5.7	3.8	5.9	5.0	3.8	5.7	
IGH SCHOOL GRADUATE		28 • 9	27.2		8.4	10.8	9.7	8.2	10.5	
DSTSECONOARY OTHER THAN COLLEGE		6.1		28 • 1	44.3	43,7	44.0	43.3	42.5	
OME COLLEGE		26.3	2.6	4.4	8.2	8.2	8.2	8.1	8.3	
OLLEGE OEGREE			26.3	26.3	12.9	14 .0	13,5	13.1	14.6	
DME GRADUATE SCHOOL		18.4	20.2	19.3	15.2	11.1	12.9	15.7	11.8	
RADUAT E DEGREE		3.5	3.5	3.5	1.5	1.	1.3	1.6	1.3	
		10.5	9.6	10.1	5.7	5 • '	5.3	6.0	5.5	
THER'S OCCUPATION (6)	221.							*****		
RTIST (INCLUDING PERFORMER)	2210									
USI NESSHOM AN		0.9	1.8	1.4	0.8	0.8	0.8	0.9	0.9	
USINESS (CLERICAL)		17.9	22.9	20.4	13.2	13.0	13.1	13.6	13.5	
LERGY OR RELIGIOUS WORKER		. 11.6	15.6	13.6	11.3	13.3	12 .4	11.1	12.8	1
DLLEGE TEACHER OR ADMINISTRATOR		0.0	0.0	0.0	0.1	0.0	0.0	0 -1	0.0	
OCTOR OR DENTIST		0.0	0.0	0.0	0.2	0.1	0.1	0.2	0. 1	
DUCATION (SECONDARY)		0.0	0.0	0.0	0.3	0.2	0.2	0.3	0 . /2	
OUCATION (ELEMENTARY)		4.5	2.8	3.6	2.7	1.8	2.2	2.7	2.0	
NOTHERD CECUENIAKTIONS		10.7	11.0	10.9	4.5	4.4	4.5	4.8	4.6	
NGINEER		1.8	0.9	1.4	0.3	0.1	0.2	0.3	0.1	
EALTH DOORS OF THE ANDRESS OF THE AN		0.0	0.0	0.0	0.4	0.6	0.5	0.4	0.5	
EALTH PROFESSIONAL (NON.M.O.)		0.9	0.9	0.9	1.7	1.5	1.6	1.8	1.6	
OMEMAKER (FULL-TIME)		19.6	14.7	17.2	19.0	21 - 1	20.2	18.7	20.7	
AWER		0.0	0.0	0.0	0.2	0.0	0.1	0.2	0.1	
URS E		8.9	5.5	7.2	8.3	7.5	7.9	8.3	7.3	
ESEARCH SCIENTIST		0 • D	0.0	0.0	0.1	0.0	0.0	0.1	0.0	
OCIAL/WELFARE/RECREATION WORKER		1.8	.1.8	1.8	1,3	1.0	1.1	1.3		
KILLED WORKER		0.0	0.9	0.5	2.8	1.9	2.3		1.0	
EMI-SKILLED MORKER		0.0	2.0	1.4	3.8	3.1		2 • B	2.0	
ABORER (UNSKILLEO)		0.9	0.0	0.5	2.3	2.1	3.4	3.7	3.0	
NEMPLOYED		4.5	I <sub>c</sub> B	3.2	7.9		2.Z	2.2	2.0	
THER		16.1	16.5	16.3	18.7	7.1	7.5	7.7	7.1	
					19.7	20.3	19 .6	18.7	20.4	1
OTHER'S RELIGIOUS PREFERENCE	214.									
APTIST	_	14.2	13.9	14.0						
UDB HIST		1.9	0.0	0.9	9.7	11.0	10.4	11.1	12.6	1
NGREGAT IONAL		0.0	1. 9	-	0.6	0.3	0 +4	0 • 6	0.3	
ASTERN ORTHODOX		1.9	0.0	0.9	8.0	1 . I	1.0	1.0	1.1	
PISCOPAL		3.8		0.9	0.8	0.6	0.7	0.8	0.6	
SLAMIC			1.9	2.8	1.7	2.1	1.9	1.8	2.3	
WI SH t		0.0	0.0	0.0	0.3	0.2	0.2	0.3	0.2	
S (MORMON)		5.7	1.9	3.7	3.8	2.9	3.3	3.6	3.0	
THERAN		1,9	3.7	2.8	0.2	C.2	0.2	0.2	0.2	
THODIST		1.9	2.8	2.3	6.3	5.8	6.0	6.4	6.3	
ESBYTER IAN.		1.9	1.9	1.9	8.6	9.7	9.2	8.7	10.1	
AYED		5.7	8.3	7.0	4.6	3.8	4 - 1	4.5	4.1	
AKER.		0.0	0.0	0.0	0.3	0.2	0.2	0.3	0.2	
MAY CATHOLIC		33.0	31,5	32.2	45.7	46.7	46.7	44.9	43.9	4
UENTH-DAY & DU ENTIST	,	0.9	2.8	1.9	0 .4	0.4	2.4	0.4	0.3	•
HER PROTEST AN T.		7.5	12.0	9.8	6.0	4.5	5.2	5.8	4.4	
HER RELIGION		5.7	6.5	6. 1	4.3	6.5	5.5	4 • 6	6.5	
NE		14.2	11.1	12.6	5.0	4.2	4.5	4.8	3.9	



ACME COLLEGE

# Cooperative Institutional Research Program conducted jointly by the American Council on Education and the University of California, Los Angeles SUMMARY OF DATA ON ENTERING FRESHMEN FOR FALL (1988)

TOTAL FIRST-TIME FULL-TIME	30	MUNICITY DATA	OH ENTERIN	2 LKESHWEN FOR F	ALL ( 1986	3)		Page 12	2 of 17	
ITEM	NUMBER OF	TOTAL FIR	ST-TIME	FULL-TIME	2YR PL	BLIC CO	LLEGES	A11 2	VEAR CO	LLEGES
DESCRIPTION	re spondents	HALE	FEM ALE	TOTAL	MAI F	ECHA! E	TOTAL			
DYACEME METER AS ASSAULT TO THE TAXABLE METERS		F	ERC ENTA	G ES )	( P	ER CF. NTA	GE S}	(p	ERCENTA	GES 1
								•••		
IN BECYBING TO GO TO COLLEGE										
BECOME A MORE CULTURED PERSON	229•	22.4	31.9	27.1	25.3	35.9	31.2	25 • 7	36.4	31.7
COULD NOT FIND A JOB	2 27 •	2.6	3.6	3.1	4.3	5.6	5.0	4.4	5.2	4.8
GAIN GENERAL ED LC ATION	2 29 •	50.9	61.9	56.3	51.5	63.6	58.2	52 • 0	63.7	53.6
GET A BETTER JOB.	230•	85•3	84.2	84.8	86.2	86.1	86.1	86 • 0	85.7	85.8
IMPROVE READING AND STUDY SKILLS	230.	29.3	43.0	36.1	37.2	45.5	41.8	37.9	45.9	42.4
LEARN MORE ABOUT THINGS	230.	62.9	75.4	69.1	67.8	75.8	72.2	68•2	76.1	-
MAKE MORE MONEY	2 26 •	74.6	75.9	75.2	80.5	75.2	77.5	80 •5	74.7	72.6
NOTHING BETTER TO DO	223.	3.6	1.8	2.7	4.3	3.4	3.8	4 • 2	_	77•2
PARENTS WANTED NE TO GO	229.	19.8	21.2	20.5	17.7	18.7	18.2		3.3	3.7
PREPARE FOR GRADUATE SCHOOL	2 29 •	55.7	71.9	63.8	41.2	50.7	46.5	17.9	1 % 2	18.6
MANTED TO GET ANAY FROM HORE	2 25 •	3.5	9.8	6.7	8.1	8.1	8.1	42 • 2 8 • 6	51.7	47.5
					·		0 • 1	0.0	8.7	8.6
REASONS NOTED AS VERY IMPORTANT										
IN SELECTING THIS COLLEGE										
ADVICE OF GUIDANCE COUNSELOR	217.	3.7	10.1	6.9	7.7	8.9	8.3	8 • 1	9.2	
ADVICE OF TEACHER	221.	1.6	2.7	2.3	4.1	4.5	4.3	4.3	4.7	ñ.7
FRIEND SUGGESTED ATTENDING	217.	4.6	9. 2	6.9	8.1	8.8	8.5	8 •4	9.2	4.5
SOOD ACADEMIC REPUTATION	219.	13.0	21.6	17.4	47.5	49.3	48.5	47.3	49.3	8.9 48.5
GOOD SOCIAL REPUTATION	220.	Ś "5"	4.5	5.0	18.6	18.8	18.7	18.6	19.3	
SRADUATES GET GOOD JOBS (7)	216.	13.1	11.0	12.0	34.7	33.0	33.7	34 ,6	32.4	19.0
LOW TUITION	218.	54.6	46.4	50.5	26.8	29.7	28 • 4	25.0	27.1	33.4
NOT OFFERED AID BY FIRST CHOICE.	218.	2.8	5.5	4-1	3.9	3.9	3.9	4.0	3.8	26.1
OFFERED FINANCIAL ASSISTANCE	217.	2,8	2.8	2.8	12.1	19.7	16.4	13.3	20.8	3.9
OFFERS SPECIAL ROGAMS	221 •	4.5	2.7	3.6	17.1	23.5	20.7	17.8	24.2	17.5
RECRUITED BY ATHLETIC DEPARTMENT	218.	6.4	0.9	3.7	2.7	2.1	2.4	3.7	2.4	21.4
RECRUITED BY COLLEGE REP	219.	2.8	0.9	1.8	2.7	2.4	2,5	3.2	J. 1	3. 0
RELATIVES WANTED ME TO COME	222.	5.4	10.5	8.1	6.7	8.9	7.9	6.8		3. 2
WANTED TO LIVE NEAR HOME	220.	28.4	40.5	34.5	23.1	31.2	27.6	21 •9	8.8 29.7	7.9 26.3
		<del></del>		,						20.5
RESIDENCE PREFERRED DURING FALL										
TERM	177.									I
WITH PARENTS OR RELATIVES		22•a	22.1	22.0	29.8	27.2	28.4	28.0	25.3	26.5
OTHER PRIVATE HOME, APT, ROOM		53.8	53.5	53.7	35.3	38.7	37.1	35.1	37.8	36.6
COLLEGE O DRMI TO RY		9.9	18.6	14.1	22.1	23.1	22.6	23.3	25.4	24.4
FRATERNITY OR SORORITY HOUSE		9.9	2.3	6.2	5.9	4.3	5.0	6.4	4.7	5.5
OTHER CAMPUS HOUSING		3.3	1.2	2.3	4.0	4.1	4.0	4.2	4.2	4.2
THER		1.1	2.3	1.7	2.9	2.7	2.8	2.9	2.6	2. 8
**************************************						•=====				
RESIDENCE PLANNED DURING FALL TERM										
	211.									i
WITH PARENTS OR RELATIVES		86.8	86.7	86.7	62 • 1	60.5	61,2	58 •4	55.3	56.7
OTHER PRIVATE HOME, APT, ROOM		6•6	10.5	8 • 5	14.2	13.8	14.0	13.1	12,4	12.7
COLLEGE DORNITORY		2.8	1.0	1.9	19.7	22.5	21.3	24.6	29.2	27.2
FRATERNITY OR SCRORITY HOUSE		1.9	1.0	1.4	0.4	0.1	0.2	0.4	0.1	0.3
OTHER CAMPUS HOUSING		0.9	1.0	0.9	2.6	1.8	2.2	2.6	1.8	2.1
OTHER		0.9	0.0	0.5	1.0	1.3	1.2	0.9	1.2	1.1



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American Council on Education and the University of California, Los Angeles SUMMARY OF DATA ON ENTERING FRESHMEN FOR FALL ( 1988)

ACME COLLEGE

Page 13 of 17 TOTAL FIRST-TIME FULL-TIME ITEM NUMBER OF TOTAL FIRST-TIME FULL-TIME 2YR PUBLIC COLLEGES ALL 2-YEAR COLLEGES DESCRIPTION RESPONDENTS MALE FEMALE TOTAL MALE FEMALE TOTAL MALE FEMALE TOTAL ----(PERCENTA GES) -----(PERCENTAGES)-----(PERCENTAGES)----SOURCES FOR EDUCATI NAL EXPENSES RECEIVED ANY AIR FROM PARENTS OR FAMILY..... 231 . 73.3 74.8 74.0 67.4 65.2 66.2 **43.9** 67.4 68.0 S PGU SE.... 231. 1.7 0.9 1.3 1.4 1.9 SAVINGS FROM SUMMER MORK..... 2.3 1.4 2. 2 1.8 231. 49.1 41.7 45.5 50.4 42.8 46.2 50.7 43.4 OTHER SAVINGS .... 46.6 231 . 25.9 28.7 27.3 24.2 22.9 23.5 24 .3 23.2 23.7 PART-TIME JOB ON CAMPUS...... 231 -7.8 10.1 5.2 6.5 10.8 11.3 11.2 12.9 OTHER PART-TIME JOB WHILE AT COL 12.2 231. 50.0 58.3 54.1 29.4 29.9 29.7 28 . 8 28.8 FULL-TIME JOB WHILE AT COLLEGE.. 28.8 231. 9.5 8.7 7.8 3.1 3.0 3.0 3.0 PELL GRANT..... 2.8 2.9 231. 4.3 3.5 3.9 13.0 17.4 15.4 SUPP EDUCATIONAL OPPTY GRANT.... 13.7 17.9 16.0 231. 0.9 0.0 0.4 2.7 2.4 2.5 STATE SCHOLARSHIP OR GRANT ..... 2.9 2.8 2.8 231. 3.4 1.7 2.6 5.8 5.5 5.6 6.6 COLLEGE WORK-STEDY GRANT..... 6.9 6.8 231 . 0.9 0.9 0.9 3.2 3.4 3.3 3.5 THER COLLEGE GRANT..... 4.1 3.8 231 . 5.2 7.8 6.5 8.5 11.2 13.1 OTHER PRIVATE GRANT..... 10.0 9.8 11.7 231. 4.3 6.1 5.2 5.7 5.5 5.3 6.2 5.9 6.0 OTHER GOVT AID (ROTC, BIA, GI, ETC) . 231. 2.6 0.0 1.3 3.3 1.3 2.2 3.1 1.3 FEDERAL GUARANTEEO STUDENT LOAN. 2.1 231 . 5.2 1.7 3.5 17.6 18.3 18.0 18.4 19.2 NATIONAL DIRECT STUDENT LOAN.... 18.8 231. 0.9 0.0 0.4 1.9 1.4 1.6 2.0 OTHER COLLEGE L CAN..... 1.6 1.8 231. 0.9 1.7 1.3 5.3 3.5 4.3 5.6 4.0 4.7 OTHER LOAN.... 231, 0.0 0.0 0.0 4.6 4.5 4.5 4.8 4.9 4.8 OTHER...... 231. 0.9 0.9 0.9 2.5 2.5 2.6 2 .5 2.6 2.6 RECEIVED \$1,500 DR MORE FROM PARENTS OR FAMILY.... 231 . 12.9 13.0 13.0 37.0 31.2 33.8 39.2 34.8 36.8 S POUSE..... 231. 0.9 0.0 0.4 0.3 0.4 0.4 0.4 0.4 SAVINGS FROM SUMMER WORK...... 0.4 231. 3.4 0.9 2.2 6.6 2.9 4.6 7.1 3.1 4.9 THER SAVINGS..... 231. 5.2 2.5 3.9 4.1 2.7 3.3 4.3 2.7 3.4 PART-TIME JOB ON CAMPUS...... 231 . 0.0 0.0 0,0 0.3 0.2 0.3 0.4 OTHER PART-TIME JOB WHILE AT COL 0.3 0.3 231. 6.0 2.6 4.3 2.0 1.3 1 .6 2.0 1.3 FULL-TIME JOB WHILE AT COLLEGE.. 1.6 231. 3.4 0.9 2.2 0.9 0.5 0.7 0.9 0.4 0.6 PELL GRANT.... 231. 0.9 0.0 0.4 1.6 1.9 1.7 SUPP EDUCATIONAL OPPTY GRANT .... 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 STATE SCHOLARSHIP OR GRANT..... 231. 0.9 0.0 0.4 0.5 0.4 0.4 C.7 0.5 COLLEGE WORK-STUDY GRANT..... 0.6 231. 0.0 0.0 0.0 0.2 0.2 0.2 0.2 0.2 0.2 OTHER COLLEGE GRANT ....... 231 . 1.7 1.7 1.7 1.4 1.4 1.4 1.9 THER PRIVATE GRANT...... 2.2 2.1 231. 0.0 0.9 0.4 1.2 0.7 0.9 1.3 0.9 OTHER GOUT AID (ROTC, BYA, GI, ETC) 1.0 231. 0.9 0.0 0.4 1.5 0.5 1.0 1.5 0.5 0.9 FECERAL GUARANTEED STUDENT LOAN. 231. 2.6 0.0 1 - 3 6.0 6.1 6.1 6.5 6.3 NATIONAL DIRECT STUDENT LOAN.... 6.3 231. 0.0 0.0 0.0 0.5 0.3 0.2 0.5 OTHER COLLEGE L CAN...... 0.2 0.4 231. 0.0 0.9 0.4 2.0 1.0 1.4 2.0 1.3 1.6 OTHER LOAN ..... 231. 0.0 0.0 0.0 2.1 1.5 1.7 1.7 2.2 2.0 OTHER...... 231 . 0. 0 0.9 0.7 0.8 1.0 0 .B 0.9 CONCERN ABOUT FINANCING COLLEGE 228. NO CONCERN.... 44.0 47.3 45.6 41.2 31.0 35.5 SOME CONCERM. .......... 41.5 32.1 36.2 44.0 33.9 39.0 47.0 52.5 50 . 0 46.6 51.6 49.4 MAJOR CONCERNATION



18.8

15.4

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Cooperative Institutional Research Program conducted jointly by the American Council on Education and the University of California, Los Angeles SUMMARY OF DATA ON ENTERING FRESHMEN FOR FALL (1988)

TOTAL FIRST-TIME FULL-TIME		O. DAIA	DIV CIVIERING	A LKESTIMEN FOR P	ALL ( 1988	<i>11</i>		Page 14	4 of 17	
ITER	NUMBER OF	TOTAL FIR	ST-TIME	FULL-TIME	2 VP DI	JBLIC CO	ILECE		W2 4 5	<del> </del>
DESCRIPTION	R ES PONO EN TS	MALE	FE MALE	TOTAL	MAIF	FEMALE	TOTAL		YEAR CO	
STUDENTS ESTINATE CHANCES ARE		(P	'ERCENTA!	GES }	(p	ERCENTA	GES }	( f	FEMALE	(227)
VERY GOOD THAT THEY MILL							- 40 .		THOUSE H	uc 3; =
BE ELECTED TO AN HONOR SOCIETY.										
BE ELECTED TO STUDENT OFFICE	217.	3.7	6.4	5.1	5.3	4.3	4.8	5.2	4.5	4.8
BE SATISFIED WITH COLLEGE		2.8	2.7	2.8	3.2	2.7	2.9	3.2	2.9	
CHANGE CAREER CHOICE	212.	25.7	43.9	34 •9	40.9	51.2	46.6	40.9	51.4	3.0
CHANGE MAJOR FIELO	220 •	11.0	18.0	14.5	8.7	10.3	9.6	8.6		46,8
OROP OUT PERMANENTLY	2 20 •	11.9	14.4	13.2	11.5	11 .4	11.4	11.2	10.6	9.8
DOOD OUT TEMPORARY W	214.	1.9	1.9	1.9	1.5	1.0	1.2	1.4	11.6	11.4
DRGP OUT TEMPOR ARILY	217.	0.9	1.8	1.4	1.4	1.2	1.3		1.0	1.2
FAIL ONE OR MORE COURSES	220•	1.8	4.5	3.2	1.8	1.5	1.6	1.4	1.2	1.3
FINO JOB IN OWN FIELD	2 13 •	63.8	71.3	67.6	65.8	73.6	70.2	1.7	1.4	1.6
GET BACHELOR'S DEGREE	218.	69 •4	75.5	72.5	59.4	59.4	59.4	65 • 7	73.0	69.8
SET JOB TO PAY COLLEGE EXPENSES.	218 •	42.6	48.2	45.4	31.8	38.0		58.9	58.9	58.9
GET TUTORING IN SOME COURSES	215.	6.7	27.3	17.2	8,8		35.2	30 .9	36.5	34.1
GRADUATE WITH HONORS	218.	7.4	7.3	7.3	10.5	13 • 1	11.2	9.3	14.1	1 2. 0
JOIN SOCIAL FRAT OR SORORITY	217.	12.1	* T2:7	- 12.4	10.3	8.3	9.3	10.5	8.3	9. 2
MAKE AT LEAST "B" AVERAGE	218.	"39.8 <u>"</u>	A3.6~	41.7	37.2	12.2	11.4	10.4	12.9	11.8
MARRY WHILE IN COLLEGE	213.	5.8	10.0	8.0	3,1	38.8	38 • 1	36 . 2	37.9	37.1
MARRY WITHIN A YEAR AFTER COLL.	رُ	21.0	21.8	21.43		6,7	5.1	3.1	6.5	5.0
NEED EXTRA TIME FOR DEGREE	215. 🖋 /	1 1/27:00	18.3	18.1	11.1	15.4	15.7	11.2	19.5	15.9
PARTICIPATE IN STUDENT PROTESTS.	217.		7.6	7.4	5, 9	7 • 1	6.6	5.9	7.4	6.B
PLAY UARSITY ATHLETICS	215.	111.0	9.3	***	3.3	3.8	3.5	3.3	3.9	3.6
SEEK INDIVIOUAL COUNSELING	213.		6.6	11.6	14.9	8.7	11.4	16 • 4	9.6	12.6
SEEK VOCATIONAL COUNSELING	217		-10.0	4.7	2.7	4.2	3,6	2.8	4.4	3.7
TRANSFER TO ANOTHER COLLEGE	216.	52.8	47.3	7.4	3,4	4.4	3.9	3.4	4.4	3.9
WORK AT OUTSIDE JOB.	214.	4 5		50.0	16.5	18.5	17.6	16.6	18.6	17.7
WORK FULL-TIME WHILE ATTENDING	216.		15.6	47,2	21.1	29 • 3	25 •6	20.3	27.7	24. 4
		<u></u>	13.0.	15.3	, 5 <b>∙</b> 5	5.5	5.5	5.1	5. I	5. 1
DBJECTIVES CONSIDERED TO BE	** · · **	***ファルステ			,					
ESSENTIAL OR VERY IMPORTANT (7)		後1. 法产生	Bible 1	The will be						
ACHIEVE IN A PERFORMING ART	219.	9.3		i die						
BE AUTHORITY IN MY FIELD.	219		968	9.6	8.2	9. 1	8.7	8.4	9.5	9.0
BE EXPERT ON FINANCE/COMMERCE	218.	78.5	68.9	73.5	71.3	67 • 3	69 •1	71 .6	67.5	69.3
BE SUCCESSFUL IN OWN BUSINESS	217.	39.3	23.4		30 • 7	22.9	26 • 3	30 • 8	22.6	26.2
BE VERY WELL OFF FINANCIALLY	220.		. 44.5	51.6	58• 1	51.2	54.2	59 • 1	51.9	55.0
CREATE ARTISTIC WORK	-		7,0,5	₹5•5	80.0	73.5	76.3	79.8	73.3	76.1
DEVELOP PHILOSOPHY OF LIFE	217.	15,3	9.0	10.6	11.3	11.3	11.3	11.7	12.5	12.2
GET MARRIED	216.	4961,	51.8	50.5	42.4	46.1	44 .4	43.3	46.7	45.2
HAVE ADMIN RESPONSIBILITY	220.	70•4	69.6	70.0	63.3	66.1	64.9	63.6	66.5	65.2
HELP OTHERS IN DIFFICULTY	215.	45.7	30.9	38 • 1	41.5	38.4	39.8	41.5	38.0	39.5
INFLUENCE POLITICAL STRUCTURE	215.	56.6	67.0	61.9	42.0	62.9	53 . 7	42.7	63.4	54.4
INFLUENCE SOCIAL VALUES	219.	28.0	13.4	20.5	16.0	11.2	13.3	16.0	11.4	13.4
JOIN ORG LIKE PEACE CORPS/VISTA.	217.	41.1	40.9	41.0	27.7	36.6	32.7	28.6	37.4	33. 6
KEEP UP TO DATE WITH POLITICS	217.	5.7	3.6	4.6	5.7	6.4	6.1	6.0	6.7	6.4
DBTAIN RECOG FROM COLLEAGUES	217.	49.1	36.9	42.9	29.5	20.2	24.3	29.3	20.7	24.5
PARTICIPATE IN COMMUNITY ACTION.	2 19•	61.7	49.1	55.3	53.6	50.7	52.0	53.9	50.5	52.0
PROMOTE DACTAL INCOMENTAL ACTION.	216.	12.4	21 •6	17.1	16.3	19.3	18.0	16.7	20.1	
PRONOTE RACIAL UNDERSTANDING	218.	28 • 0	31.5	29.8	23.9	28.4	26.4	24.7	28.8	18.6
RAISE A FAMILY	218.	72.6	66.1	6 9. 3	64.2	67.6	66.1	64 .6		27.0
THEORETICAL CONTRIB TO SCIENCE.	217.	14.2	3.6	8.8	14.9	7.5	10.8	14.5	67.4	66.2
WRITE ORIGINAL WORKS	2 17 •	14.0	11.8	12.9	10.2	10.8	10.5		7.3	10.4
	· <del></del>						10.5	10.3	11.0	10.7

# Cooperative Institutional Research Program conducted jointly by the American Council on Education and the University of California, Los Angeles SUMMARY OF DATA ON ENTERING FRESHOOD FOR FALL (1988)

Page 15 of 17 TOTAL ELOCATING CHIL TIME

_					-		Lada To		
NUMBER OF	TOTAL FIR	ST-TIME	FULL-TIME	2 YR PU	BLIC CO	LEGES	AII 2-	VEAD COL	LECES
RESPOND ENTS	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTAL	MALE	FEMALE	TOTA
	(P	ERCENTA	GES)	(P	ERCENTA	GES 1	(5	PERCENTAC	SES 1-
221 •						•	•••	CK C CITA	,
	1.8	0.0	0.9	2.7	2.7	2.7	2.7	2.6	2.
	17.7	13.0	15.4	17.6					18.
	42.5	51.9	47.1	56.1	62 • 6	-			59.
	34.5	33.3	33.9	20.8	14 . 6	_			17.
	3.5	1.9	2.7	2.8	0.9				1.
	1 3.8	13.0	1 3.4	18, 5	24.1	21.6	18.8	24.5	22.
	66.7	63,6	6 5• 1	51.9	53 .2	52.6	52 .4		5 2 •
-	46.2	38.9	42.5	53.7	55.9	54.9			55.
- · ·	45.8	40.9	43.3	55 • 2	48.8	51.7	55 • 5		52.
· ·		67.0	71 • 9	79.2	72.3	75.4	79.0	-	74 •
		6 2•0	62.6	73.1	73 .2	73 .2	73.0	73.1	73.
	70.8	71.3	71.0	71.5	73 .1	72.4	71.0	73.0	72.
			88•3	82.6	84.4	83.6	82.5	84.3	83.
-		, ,	4844	56.2	73.9	65.9	56.6	73.5	66.
			60.3	65.3	72.0	69.0	65 .1	71.7	68.8
			37.7	36.7	24 .8	30 . 2	36 . 4	25.1	30.
			•	58.0	49.2	53.1	58 • 0	48.3	52.
· ·			86.5	72.0	87 • 1	80.4	72.0	87.3	80.7
				21.0	15.6	18.0	21 .4	15.8	18.
				48.3	36 • 3	41.7	48.1	36.1	4124
				60•2	58 • 8	59 • 5	60.5	58.7	59 • 5
- # 1			- 140 f. i . f	25.0	53 • 6	53.0	52 .4	53.6	53.1
				-	44 <sub>6</sub> 9	53.9	65 • 4	45.5	54.3
· · · · · · · · · · · · · · · · · · ·			2 417.225	28.0	20.0	23.6	28.0	19.9	23. 5
- 4. 1				66.5	38.6	51.0	66.1	38.0	50.3
	76.2	7.0.4		73.3	67 • 6	71.1	74.9	66.9	70.4
21/0 \$ \*		20:0	25,6	37.7	24.7	30.5	37.9	24 • 6	30.5
106									
103.	3.0° "N.73 ("2" E.N. 9	76 x ~ ~ ~ *		•					
						-	73.3	73.4	73.3
	5 A	West All	40.0	27.3	27.0	27.2	26 . 7	26.6	26.7
177.	1. 5-1.	*****							
* / 5•									
		and the second second	-						
			-						
		-							
			U • U						
172.									
- · - <del>-</del>	77.6	77.0	77.3						
	12.9	11.5	12.2						
		5.7	5.2						
	<b>6.7</b>								
	4.7								
	4•7 1•2 3•5	3.4 2.3	2.3 2.9						
	217. 215. 212. 217. 215. 212. 217. 210. 214. 214. 216. 213. 219. 212. 213. 215. 219. 207. 208. 214. 216. 217. 216. 217. 216. 217. 216. 217. 216. 217. 216. 217.	RESPONDENTS MALE  221.  1.8 17.7 42.5 34.5 3.5  217. 215. 66.7 212. 45.8 210. 76.9 214. 70.8 216. 89.7 213. 39.6 219. 58.3 212. 39.6 219. 58.3 215. 219. 207. 213. 39.6 219. 58.3 215. 219. 217. 208. 216. 219. 207. 208. 216. 217. 208. 216. 217. 208. 216. 217. 208. 218. 219. 218. 219. 218. 219. 219. 219. 219. 219. 219. 210. 210. 210. 210. 210. 210. 210. 210	RESPONDENTS  #ALE FEMALE  (PERCENTA  1.8 0.0 17.7 13.0 42.5 51.9 34.5 33.3 3.5 1.9  217. 13.8 13.0 215. 66.7 63.6 212. 46.2 38.9 217. 45.8 40.9 210. 76.9 67.0 214. 63.2 62.0 214. 70.8 71.3 216. 89.7 88.1 213. 39.5 57.0 219. 58.3 62.2 212. 43.9 18.5 219. 58.3 62.2 212. 33.9 5 57.0 219. 58.3 62.2 212. 33.9 5 57.0 219. 58.3 62.2 212. 33.9 5 57.0 219. 58.3 62.2 212. 33.9 5 57.0 219. 58.3 62.2 210. 76.5 77.0 218. 77.5 216. 77.5 216. 77.6 77.0	RESPONDENTS  #ALE FEMALE TOTAL  (PERCENTAGES)	RESPONDENTS  MALE FEMALE TOTAL  (PERCENTAGES)  1.8 0.0 0.9 2.7 17.7 13.0 15.4 17.6 42.5 51.9 47.1 56.1 34.5 33.3 33.9 20.8 3.5 1.9 2.7 2.8  217. 13.8 13.0 13.4 18.5 215. 66.7 63.6 65.1 51.9 212. 46.2 38.9 42.5 53.7 217. 45.8 40.9 43.3 55.2 210. 76.9 67.0 71.9 79.2 214. 63.2 62.0 62.6 73.1 214. 70.8 71.3 71.0 77.5 216. 89.7 88.1 88.9 82.6 213. 39.5 57.0 48.4 56.2 219. 58.3 62.2 60.3 65.3 212. 43.9 31.4 37.7 36.7 213. 58.3 62.2 60.3 65.3 212. 53.9 31.4 37.7 36.7 213. 58.3 66.5 52.1 58.0 219. 227. 24.1 16.2 20.1 21.0 207. 24.1 16.2 20.1 21.0 207. 24.1 16.2 20.1 21.0 215. 83.2 59.8 86.5 72.0 216. 57.3 47.5 52.4 60.2 217. 31.8 20.0 25.2 30.1 218. 58.3 60.0 72.7 36.6 41.7 40.0 27.3  173. 70.9 65.5 68.2 1.2 2.3 1.7 27.9 32.2 30.1 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0 0.0	RESPONDENTS    MALE FEMALE TOTAL   HALE FEMALE	RESPONDENTS  MALE FEMALE TOTAL  (PERCENTAGES)	RESPONDENTS MALE FEMALE TOTAL MALE FEMALE TOTAL MALE    1.8	RESPONDENTS HALE FEMALE TOTAL PERCENTAGES)



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TOTAL FIRST-TIME FULL-TIME	31	UMMAKT OF BAIA	ON ENTERIN	G FRESHMEN FOR FA	ML ( 1988)	Page 16 of 17
( ITEM	NUMBER OF	TOTAL FIR	ST-TIME	FULL-TIME	2YR PUBLIC COLLEGES	
DESCRIPTION	R ES POND ENTS	KALE	FEMALE	TOTAL	MALE FEMALE	ALL 2-YEAR COLLEGES
QUESTION #43		{ P	ERCENTA	GES)	(PERCENTAGES)	MALE FEMALE TOTAL
A	172.					(PERC ERI AGES)
Beereeseeseeseeseeseeseeseeseeseeseeseese		1.2	1.2	1.2		
C		0.D	0.0	0.0		
D		4.7	5.8	5.2		
E		39.5	3 1.4	35.5		
		54.7	61.6	58.1		
QUESTION #44	172.					
A		74.1	74.7	74.4		
8		17.6	10.3	14.0		
C		4.7	10.3	7.6		
D		2.4	3.4	2.9		
E		1.2	1.1	1.2		
QUESTICH #45						
A	173.		_			
3		9.3	9.2	9.2		
C		68.6	54.0	61.3		
D		22.1	26.4	24.3		
E		0. Q 0. D	8.0	4.0		-
~~~~~~			2.3	1.2		
QUESTION #46	173.		•			
A		17.4	11.5	14.5		
0		57.0	51.7	54.3		
D		22.1	25.3	23.7		
D		3, 5	11.5	7.5		
~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~~		\$ <b>•</b> 0	0.0	0.0		
QUESTION #47	169.	~~ <del>-</del>				
A	-	22.4	19.0	20.7		
8		2944	72.1	30.8		
C		31.8	36.9	34.3		i
D		12.9	8.3	10.7		
E		3.5	3.6	3.6		
QUESTION #48	1 70.					
A	1 70.	¥ ā				į.
B		'5•9 37•6	3.5	4.7		İ
C		43.5	31.8 41.2	34.7		
D		11.8	20.0	42.4 15.9		
E		1.2	3.5	2.4		
QUESTION #49						
A	170.					
B			18.8	18.2		i
C		48.2	35.3	41.8		j
D		32.9	36.5	34.7		į
E		1.2	7.1	4.1		j
		0.0	2.4	1.2		l
	<b></b>					



### Cooperative Institutional Research Program

### conducted jointly by the

ACME COLLEGE

American Council on Education and the University of California, Los Angeles SUMMARY OF DATA ON ENTERING FRESHMEN FOR FALL ( 1988)

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	TOTAL FIRST-TIME FULL-TIME		SUMMART OF BAIA C	W ENIEKING	G FRESHMEN FOR FALL	( 1988)	Page 17 of 17
	ITEM DESCRIPTION	NUMBER OF RESPONDENTS	S MALE	FEMALE		2YR PUBLIC COLLEGES MALE FEMALE TOTAL	ALL 2-YEAR COLLEGES MALE FEMALE TOTAL
	QUESTION ESP	1 70.	(P	ERCENTAC	JES]	(PERCENT AG ES )	( PERC ENTAGES )
J	A		16.5	4.7	10.6		
. 1	3		35.3	30.6	32.9		
. !	C		42.4	40.0	41.2		
1	D		5. 9	17.6	11.8		
	E		C. O	7.1	3.5		
. 1	,						

- (\*) TOTAL NUMBER OF VALIO FORMS RECEIVED IS INDICATED BY THE FIRST NUMBER IN THIS ROM. PLEASE NOTE THAT COMPARISONS BETWEEN YOUR CONSORTIUM DATA AND NATIONAL NORMS SHOULD BE MADE WITH CAUTION, UNLESS ALL INSITUTIONS IN THE CONSORTIUM ARE IN THE SAME NORMS GROUP AND HAVE REPRESENTATIVE SAMPLES.
- (\*\*) THIS ITEM IS REPORTED FOR THE FIRST TIME IN 1988. ITEMS NOT INDICATED WITH \*\*\* ARE REPEATED OR MODIFIED QUESTIONS FROM ONE OR MORE OF THE EARLIER SURVEYS.
- (1) PERCENTAGES WILL SUM TO MORE THAN 100 TE ANY STUDENTS CHECKED MORE THAN ONE CATEGORY.
- (2) BECAUSE NO BLACK THO-YEAR COLLEGES PARTICIPATED IN 1985, THE ASSOCIATED BLACK ENROLLMENT IS DE-FLATED IN THO-YEAR COLLEGE NORMS AND THELATED IN FOUR-YEAR COLLEGE NORMS.
- (3) BA SEO ON THE CURRICULUM RECOMMENDATIONS OF THE NATIONAL COMMISSION ON EXCELLENCE IN EQUICATION.
- (4) FREQUENTLY ONLY, ALL OTHER ITEMS FREQUENTLY PLUS OCCASIONALLY.
- (S) STUDENTS WHO APPLIED TO NO OTHER COLLEGE ARE NOT INCLUSED IN THIS ITEM.
- (6) RECATEGORIZATION OF THIS ITEM FROM A LONGER LIST IS SHOWN IN APPENDIX C OF THE AMERICAN FRESHMAN
- (7) COMPARISONS WITH PREVIOUS YEARS NOT RECOMMENDED DUE TO CHANGE IN ITEM ORDER. SEE APPENDIX G UF THE AMERICAN FRESHMAN FOR MORE DETAILS

# 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 years [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 discrepancy 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.



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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 virtually 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

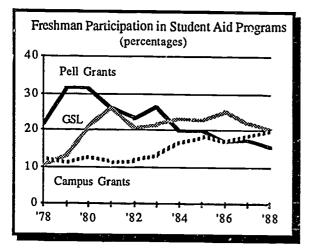


1988 Freshman Survey Results

# 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 Education 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.

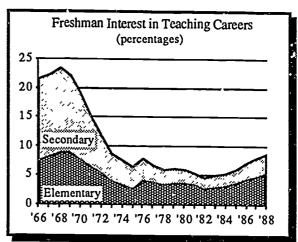
The declining freshman participation in the Pell Grant program has been accompanied by falling participation in other federal student aid programs. Freshman reliance on Supplemental Educational Opportunity Grants (SEOGs) and College Work-Study funds reached all-time lows in 1988. Only 3.7 percent of 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 ceclined, 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 costs, 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 sains, 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



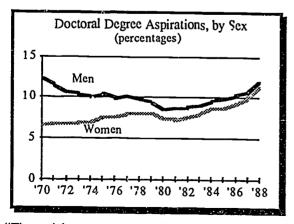
pursue nursing careers. In 1988, 4.4 percent of the freshman women expressed interest in nursing careers, up from 4.0 percent in 1987, but well-below the 8.4 percent recorded in 1983. "This year's increase may mark the beginning of some change in the pipeline in nursing, as more women respond to better 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 careers, in steady decline since 1983, did not drop again in 1988. This past fall, freshman interest in engineering careers 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 careers (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 early to determine if the results reflect a real turnaround or just a leveling-off.

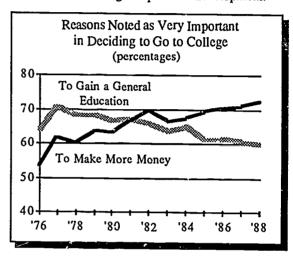
Freshman aspirations for advanced degrees hit all-time highs in 1988. The proportion interested in obtaining a doctoral degree rose to 11.7 percent, up from 10.4 percent in 1987 and 7.9 percent in 1980. Interest in law degrees also reached an all-time high of 5.0 percent, up from 4.2 percent in 1987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

Although these gains are notable, they mask the dramatic rise in degree aspirations along women over the past 20 years. Between 1970 and 1985, the 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 ebband-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.



"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. In 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 to view the college years as a time for learning and personal development."



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.

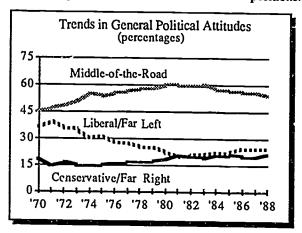
The 1988 survey suggests some decline in the overall emotional health of college freshmen. A record number of freshmen reported frequently "feeling depressed" during the past year (10.5 percent, up from 8.3 percent in 1987 and 8.2 percent in 1985) and feeling "overwhelmed by all I have to do" (21.5 percent 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 three-fifths (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:

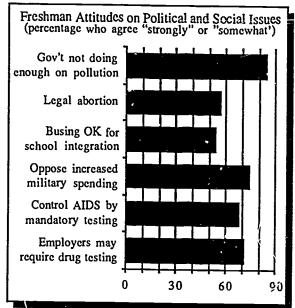
- over four-fifths (83.9 percent) of the freshmen agreed that "the federal government is not doing enough to control environmental pollution;"
- more than half (57.0 percent) agreed that abortion should be legal;
- a majority (53.7 percent) agreed that busing is "OK if it helps to achieve racial balance 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 much 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 'b 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 completed by 308,007 freshmen entering 585 two- and four-year 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: National Norms for Fall 1988*, are available for \$17.00 (postpaid) from the Higher Education Research Institute at UCLA's Graduate School of Education, 405 Hilgard Avenue, Los Angeles, CA 90024-1521.

The Cooperative Institutional Research Program

The Cooperative Institutional Research 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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### THE CIRP SURVEYS

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

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 attitudinal issues. The questionnaire also covers degree aspirations, major and career plans, and expectations about college. Participating institutions receive 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 research, planning efforts, and accreditation studies. Follow-Up Survey

Designed specifically for institutions participating in the annual 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 careers, expectations of college, attitudes 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 Alexander 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 essay 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.

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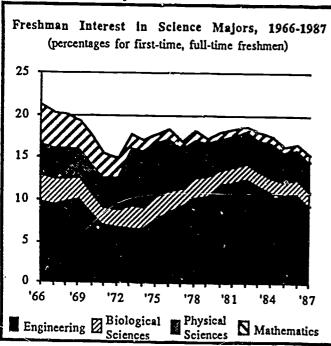
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# CIRP DATA SHOW DRAMATIC DECLINE IN FRESHMAN INTEREST IN SCIENCE MAJORS AND TECHNOLOGY CAREERS

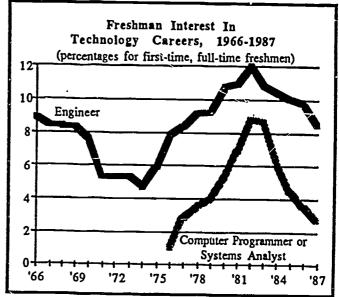
Freshman interest in science majors has dropped one-third over the past two decades according to data from the American Council on Education-UCLA Cooperative Institutional Research Program (CIRP). The CIRP data show that the proportion of entering freshmen planning to major in biological sciences, engineering,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

percent in 1966 to 15.4 percent 1987.



Hardest hit by the freshman movement out of the sciences has been mathematics, 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 careers. 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 supply 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 CIRP effort.



The CIRP data also 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 overall freshman interest in science majors and related careers has dropped in recent years, the CIRP data indicate that scientific fields attract 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 CIRP 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 level 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 careers such as teaching and social work and a significant increase in he proportion of freshmen — and especially freshman women — planning business majors and careers.

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 1970s, 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 concerned about an economic future that they view as unstable. Students view the traditional middle-class goals of home ownership, some level of comfort and leisure, and college for one's children to require real wealth and to be increasing 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 concern 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 200,000 freshmen at nearly 400 two- 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 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 reports 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 presented 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.

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