

**TRENDS IN BUSINESS INTEREST  
AMONG U.S. COLLEGE STUDENTS**

An early exploration of data available from the  
Cooperative Institutional Research Program

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## TRENDS IN BUSINESS INTEREST AMONG U.S. COLLEGE STUDENTS<sup>1</sup>

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Actually acting upon one's propensity toward entrepreneurship, if "entrepreneurship" is defined to include the formation of a new business enterprise or becoming a business owner, most commonly occurs among people who are more than ten years out of college with more than ten years of work experience.<sup>2</sup> The relevant data indicate that the entrepreneur who starts a business while in college or shortly after college is the exception. Yet, the topic of young people's interest in entrepreneurship is something that is of constant interest and examination. Some of this interest is likely due to the expansion over the last decade of entrepreneurship courses on college campuses.<sup>3</sup> But additionally, popular culture is littered with many stories of college-age entrepreneurs and the incredibly successful companies they have founded (e.g., Bill Gates, Mark Zuckerberg, and Sergei Brin).

In this paper, we analyze existing data about interest in business careers that are available through the Cooperative Institutional Research Program (CIRP). Because CIRP was not a program put in place to collect data on entrepreneurship, the data it has collected over time only touches on entrepreneurship tangentially in several places. We believe it is best interpreted within the larger lens of student interest in business. However, CIRP has the advantage of being the most ubiquitous survey of college freshmen in the United States for more than forty years. As such, we are able to look at broad trends in the data across time and demographic groups.

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<sup>1</sup> The authors would like to thank Dane Stangler, John Courtin, William Greene, Karen Wilson, and Alicia Robb for their comments.

<sup>2</sup> See Stangler, Daniel, *The Coming Entrepreneurship Boom* (June 1, 2009). Available at SSRN: <http://ssrn.com/abstract=1456428> or Paul D. Reynolds and Richard T. Curtin. "Business Creation in the United States: Panel Study of Entrepreneurial Dynamics II Initial Assessment." *Foundations and Trends in Entrepreneurship*. Vol. 4, No. 3 (2008) 155–307  
[http://www.psed.isr.umich.edu/psed/download\\_document/25](http://www.psed.isr.umich.edu/psed/download_document/25)

<sup>3</sup> See <http://www.kauffman.org/entrepreneurship/entrepreneurship-in-higher-education.aspx>. There remains little systematic collection of data on the outcomes of entrepreneurship efforts, a problem common to most collegiate education, not just entrepreneurship. This paper is not an attempt to resolve this issue and, indeed, we strongly believe in the merits of other efforts to improve knowledge here. See "Toward Effective Education of Innovative Entrepreneurs in Small Business: Initial Results from a Survey of College Students and Graduates," at <http://www.sba.gov/advo/research/rs353tot.pdf> as an example of current research in this area.

## INTRODUCTION

For many years, interest in entrepreneurship on college campuses in the United States and internationally has increased. The Kauffman Foundation has been at the heart of some of this accelerating interest through programs such as Kauffman Campuses Initiative, which invested nearly \$50 million in Foundation dollars. Leveraged by nearly \$150 million in additional matching dollars provided by Kauffman's grantees, the program seeks to transform cultures on American campuses by infusing entrepreneurship—both in formal curricula as well as in related co-curricular affairs. But, for the large part, *measurement* of entrepreneurship education on college campuses has not followed a similar accelerating pathway.<sup>4</sup>

This paper does not attempt to measure entrepreneurship education. We are not able to draw conclusions about what students are taught in school or their exposure to different aspects of entrepreneurship on college campuses. Instead, we take advantage of existing data on career interests expressed by college students in the United States to examine how trends have shifted over time in expressed interest related to business. About a year ago, Kauffman and CIRP began talking about what data the program historically has collected that might be applicable to entrepreneurship and how the data could be improved.<sup>5</sup> Most of the data for this report come from the CIRP Freshman Survey, which is part of a larger effort at CIRP to measure the college experience. We hope that in sharing more detail on the survey and some additional tabulations we will spur future research in this area.<sup>6</sup> While the survey program is not specifically geared toward measuring entrepreneurship, we can use some of the findings to address such issues. Such questions ask students to report the careers they think they will eventually have, some of their values and beliefs, and abilities they possess.

## DATA SOURCE

The CIRP longitudinal survey program is administered by the Higher Education Research Institute at UCLA, and is made available to all public and private colleges and universities in the United States. CIRP consists of three student surveys and one faculty survey. Although participation varies from year to year, for the last over forty years between 500 and 700 schools have administered the

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<sup>4</sup> Wilson, Karen E., Shai Vyakarnam, Christine Volkmann, Steve Mariotti, and Daniel Rabuzzi, *Educating the Next Wave of Entrepreneurs: Unlocking Entrepreneurial Capabilities to Meet the Global Challenges of the 21st Century* (April 29, 2009). World Economic Forum: A Report of the Global Education Initiative, April 2009. Available at SSRN: <http://ssrn.com/abstract=1396704>

<sup>5</sup> See conference paper on the subject, <http://www.kauffman.org/uploadedFiles/ResearchAndPolicy/EntrepreneurshipData/2008data/cooperative-institutional-research-program.pdf>, and blog posting, <http://www.kauffman.org/Blogs/DataMaven/August-2009/Data-on-College-Age-Entrepreneurial-Interests.aspx>.

<sup>6</sup> In particular, this dataset would be a great source of data for doctoral research, as CIRP is open to research proposals and very little has been done with these data examining career choice.

various surveys each year. The most well-known is the CIRP Freshman Survey, coming up on its forty-fifth year. This survey is administered to incoming, first-time, full-time college students, usually at orientation, although the method and time of administration is controlled by the participating school. The data then are statistically weighted to approximate the set of incoming first-time, full-time students in the entire country. For the purpose of this report, we are looking only at the responses of students from four-year colleges. This particular data set contains more than 8 million students. CIRP also has a survey for students at the end of the freshman year (Your First College Year Survey) and another at the end of the senior year for graduates (College Senior Survey). This report also examines longitudinal data from students who completed the CIRP Freshman Survey as incoming students, as well as the College Senior Survey four years later for a limited sample of the population.

## CAREERS

One long-standing question on the CIRP Freshman Survey asks incoming freshmen what they expect their eventual career fields will be, allowing them to choose from approximately fifty potential careers listed on the questionnaire. Although the categories change over time, there typically have been four business-related careers on this list since 1976:<sup>7</sup> 1) Accountant or actuary, 2) Business executive (management, administrator), 3) Business owner or proprietor, and 4) Business salesperson or buyer.

**Table 1: 2008 Freshmen Business Career Aspirations**

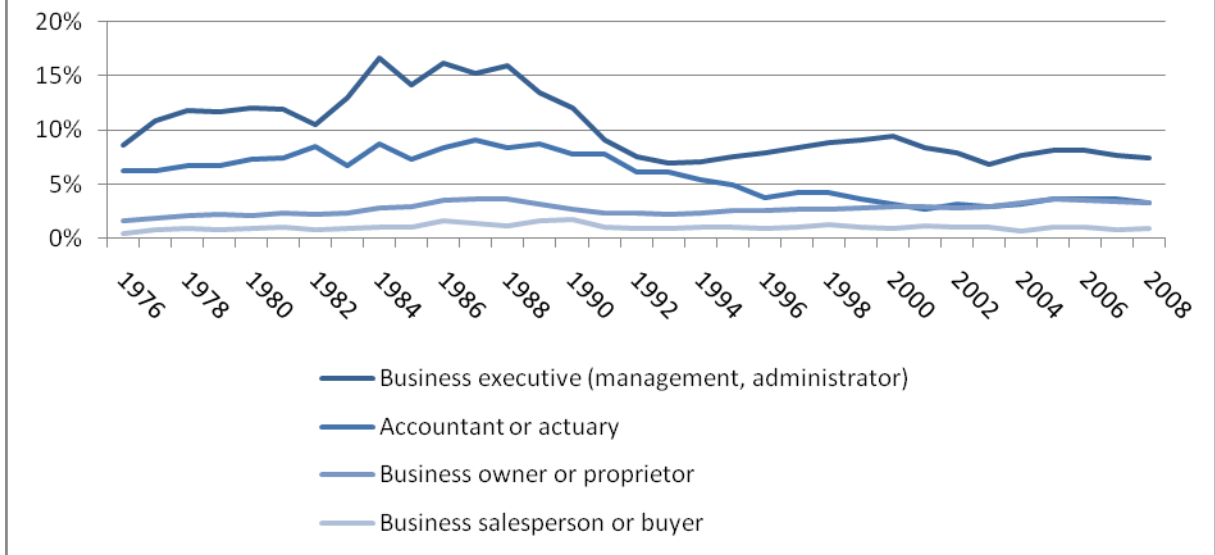
7.5%	Business executive (management, administrator)
3.3%	Business owner or proprietor
0.9%	Business salesperson or buyer
2.4%	Accountant or actuary
14.1%	Total Business

In 2008, the largest percentage of students reported that they wanted a career in a business field, with 14.1 percent of all freshmen at four-year institutions choosing one of the four business categories.<sup>8</sup> This is a 38 percent increase over the 10.2 percent who wanted to have a business career in 1976.

<sup>7</sup> Although career aspirations were included on the questionnaire earlier, the list of items was not stable enough for reporting purposes until 1976.

<sup>8</sup> For further details, see J.H. Pryor, S. Hurtado, L. DeAngelo, J. Sharkness, L.C. Romero, W.S. Korn, and S. Tran (2009). *The American Freshman: National Norms for Fall 2008*. Los Angeles: Higher Education Research Institute, UCLA.

**Figure 1: Business Career Aspirations, 1976-2008**



The most prevalent business aspiration of incoming freshmen has been that of business executive for the last thirty-three years, although the spike it saw in the late 1970s and 1980s has returned to a relatively steady state of 8 percent. Until 2000, easily the second most highly sought career by this group had been accountant or actuary. But a steady decline of interest in the accounting field has brought it into tandem with or slightly behind business owner or proprietor since then.<sup>9</sup>

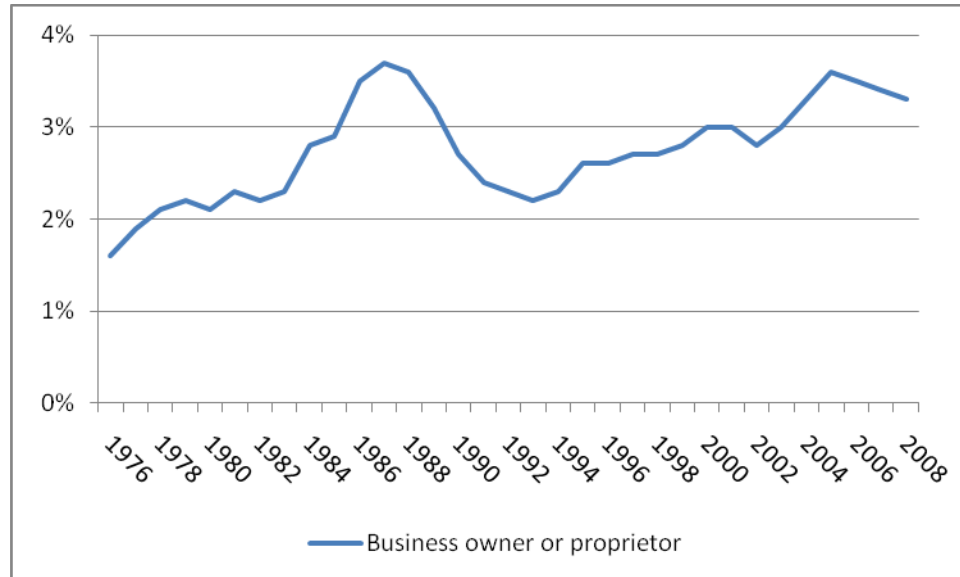
The most relevant career aspiration in the CIRP categories that relates to entrepreneurship, however, is the “business owner or proprietor” category, which ranked second in 2008 business categories. There is no doubt that the concepts of entrepreneurship or business ownership have changed in the popular psyche over the time period covered, but this particular category’s wording has remained consistent. From other research, we know the term “entrepreneur” didn’t really become popular until the 1990s.<sup>10</sup> The following graph isolates the changes over time in freshmen responses to this item. The trend through the 1970s and early to mid-1980s was upward, peaking in 1987 at 3.7 percent. The late 1980s saw a drop to levels last seen a decade previous, to a low of 2.2 percent in 1993. The

<sup>9</sup> There were no changes to the occupation categories in the 1980s. In 1988, the question was asked, but the other categories in that same bank of questions were altered. This change affected the rest of the items in that bank, so CIRP does not report.

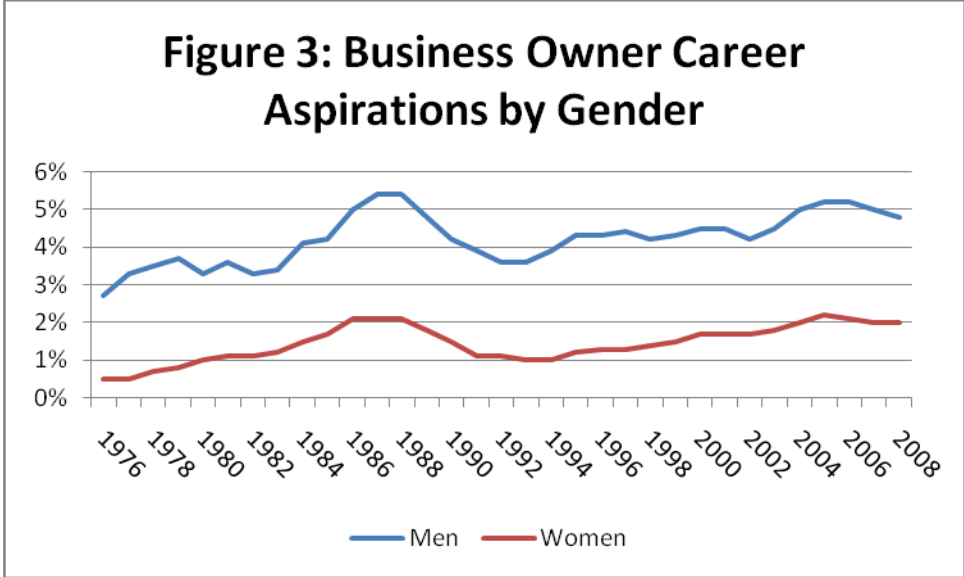
<sup>10</sup> There is some concern that the wording used in the CIRP survey might have a connotation more toward “small business” rather than growth business, but the wording of the CIRP survey remains relatively consistent with most surveys of similar scale. Indeed, it is the opinion of the authors that the wording chosen by CIRP remains superior to questions asked in other similar surveys which focus only on self-employment. For example, see the Entrepreneurship Flash Eurobarometer carried out by the European Union.

cyclical pattern then continues up to 3.6 percent in 2005 before starting a downward trend toward current values of 3.3 percent.

**Figure 2: Business Owner or Proprietor Career Aspirations, 1976-2008**



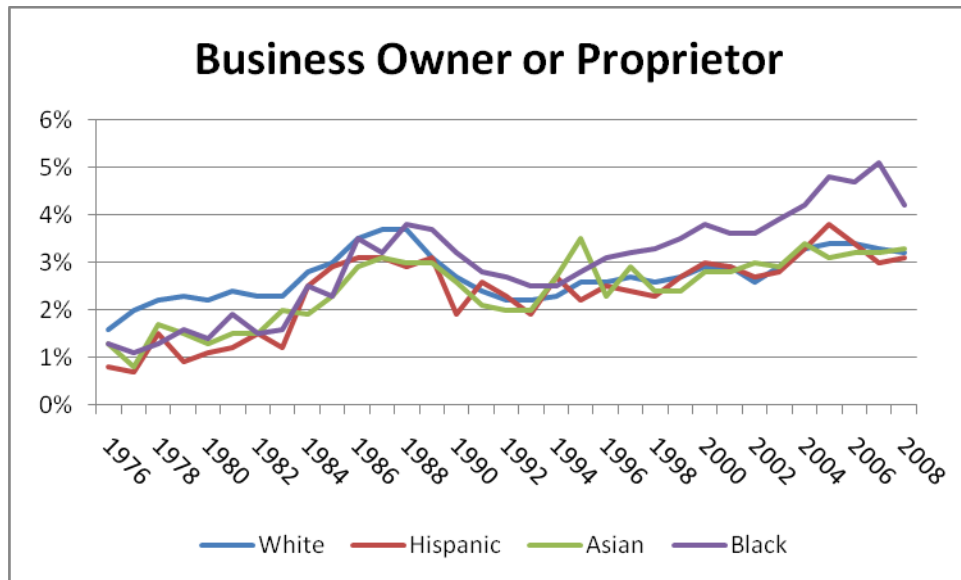
The trends have moved in similar ways when examined by gender. Women with aspirations of being business owners or proprietors were fairly rare in 1976 at 0.5 percent, but rose to 2.0 percent in 2008. While the increasing female interest is significant, quadrupling when examined as a level, the differential interest by gender is actually larger at the end of the period (2.8 percent) than at the beginning (2.2 percent). Both male and female rates tended to rise until the late 1980s before dropping until 1993, and have been on the rise since then. This pattern is similar to what happens with “business executive.” For business careers in accounting, the proportions of men and women are almost identical from 1979 on.



Other examinations of women’s entrepreneurship have shown a significant increase over time in the number of female-owned businesses, but with significant gaps remaining.<sup>11</sup> So it is interesting to see the increase in female interest but, in examining business statistics, we might have expected a further equalization of these particular interests.

As we turn to an examination of the trends by race, all groups have shown increases in expressed interest in becoming business owners or proprietors since 1976. In the late 1980s, black freshmen started to become the predominant group (proportionally) with an interest in becoming business owners, overtaking white students, who previously were the largest category. This lead has widened since the mid-1990s and persists into the present, although the drop for black students from 2007 to 2008 was also much more pronounced than for other students. Students from the other three racial groups have moved fairly consistently together in this category.

<sup>11</sup> See “Women in Business: A Demographic Review of Women’s Business Ownership” or “Women in Business” from the Small Business Administration for discussion over time periods discussed in this paper.



Although not presented here, for comparative purposes we examined other aspirational occupation groups in the business category and found slightly different trends. Black students are the predominant group in the “business executive” category until the early 1980s, when Asian students became the largest percentage. Accountants also are more likely to be an aspirational group of black students until the mid 1990s, when the prevalence drops to become similar to the other students. For the fourth business category of sales, the numbers are really too small to establish meaningful patterns.

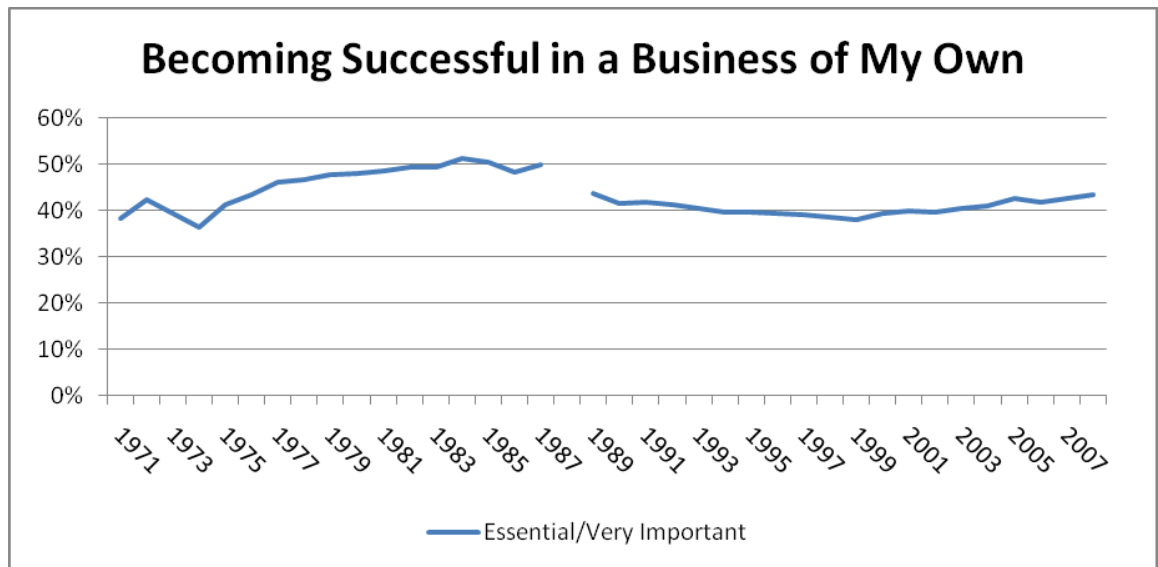
Taken together, the most interesting trend by race appears in the black freshman population, which shows higher overall interest in a business career, generally, and increasing interest in becoming a business owner or proprietor. This is an interesting finding, as most rates of entrepreneurship by race have found lagging rates of business ownership by blacks.<sup>12</sup> A notable exception is in two national studies of people who report to be in the process of starting a business—nascent entrepreneurs. In these studies, black males were significantly more likely to be nascent entrepreneurs.<sup>13</sup>

<sup>12</sup> Fairlie, Robert W., and Alicia M. Robb. *Race and entrepreneurial success: Black-, Asian-, and white-owned businesses*. 2008. MIT Press.

<sup>13</sup> See Figure 3.3 of Paul D. Reynolds and Richard T. Curtin. “Business Creation in the United States: Panel Study of Entrepreneurial Dynamics II Initial Assessment.” *Foundations and Trends in Entrepreneurship*. Vol. 4, No. 3 (2008) 155–307  
[http://www.psed.isr.umich.edu/psed/download\\_document/25](http://www.psed.isr.umich.edu/psed/download_document/25)

## Values

Although relatively few incoming, first-year students reported career aspirations as business owners or proprietors, many more reported that being successful in a business of their own was essential or very important to them. The most recent data available, for 2008, shows that, while 3.3 percent reported wanting to be business owners or proprietors, 43.3 percent reported that it was essential or very important to them to be successful in a business of their own. This is down from about 51.2 percent of students in 1984, when the importance of this item peaked.<sup>14</sup>

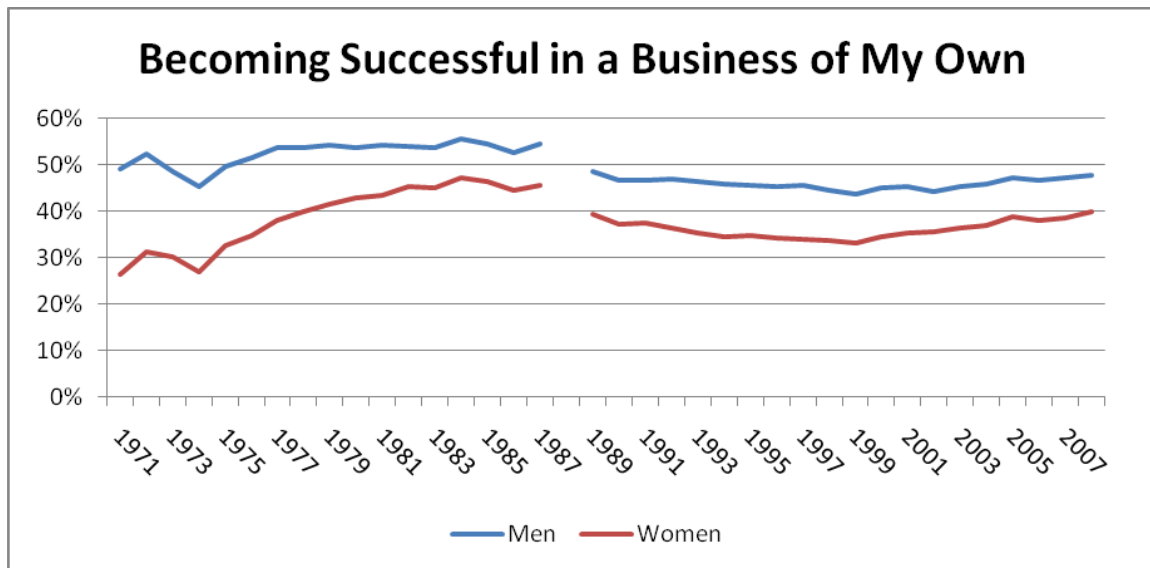


Obviously, given this large discrepancy, students are seeing these items as very different, with many more professing the personal importance of “being successful in a business of my own” than choosing a career as a “business owner or proprietor” (or any business career). We know that this points to some of the limits of the CIRP data for research in this area and that it is likely that ideal entrepreneurial interests would be asked differently than either set of questions. We know many people will choose careers (such as lawyer or doctor) that are tightly associated with a disciplinary-study perspective, but business owners can exist among populations such as lawyers, doctors, or scientists, just to name a few. We can speculate that the first captures general interest and/or overall tendencies toward seeking success in business while the narrower career choice option could capture those who see themselves more narrowly focused on being business owners. Additionally, it is possible students are reacting to the term “success” in the statement, as well. The two questions are so different in their format and intentions that, without a longitudinal follow-up of these students several years out of college, we cannot know for sure which might be a better

<sup>14</sup> In 1988, the same question was asked, but the other categories in that same bank of questions were altered. This change affected the rest of the items in that bank, so CIRP does not report.

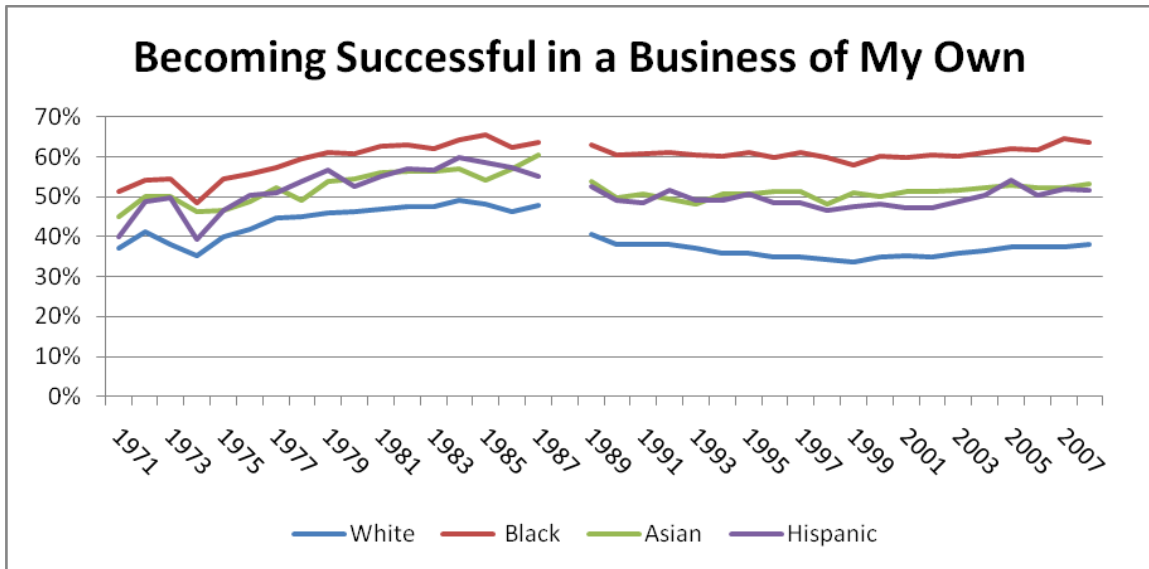
predictor of future activities.<sup>15</sup> “Being successful in a business of my own” tracks more closely with the percentage of the general adult population that responds in surveys to have an interest in starting a business someday (approximately 50 percent depending on the year and format of the question).

Over the last thirty-eight years, men have consistently been more likely than women to view being successful in a business of their own as an essential or very important goal, although the gap has been narrowing since the mid-1980s.



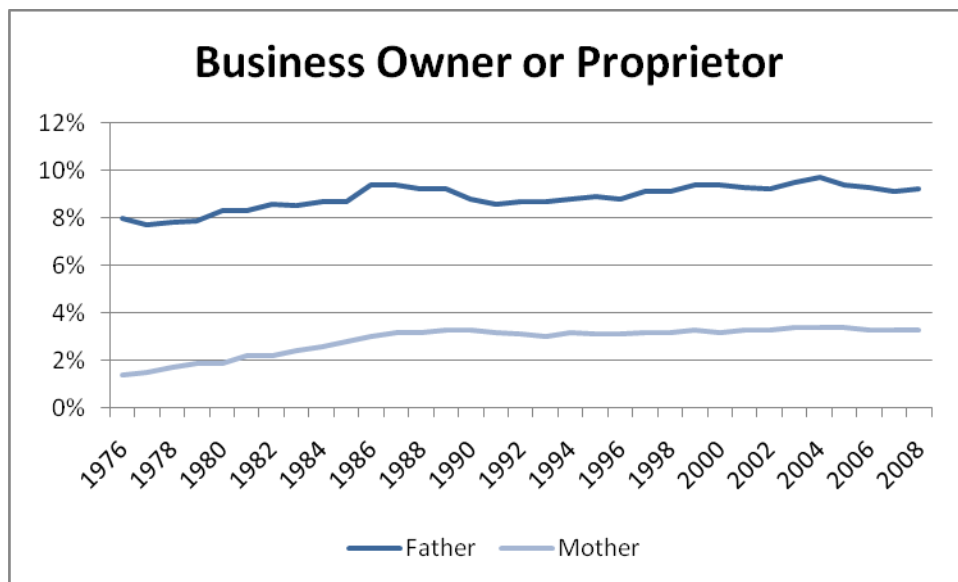
Black students have been more likely to report that being successful in a business of their own was essential or very important throughout the past thirty-seven years. Asian and Hispanic students show comparable values, and the lowest consistently for thirty-seven years has been white students.

<sup>15</sup> The Freshman Survey also asks if the students worked as high school seniors and if they plan to work in college.



### Careers of Parents

In the Freshman Survey, students also report their parents' current careers. It is much more likely that a student will come from a family with a father as a business owner than a mother. This is what we expected, given the time period covered. However, beyond the scope of this paper, this could prove to be an interesting expansion of the previous research on parent/child career patterns, given the earlier point in time the survey covers, relative to data used in other analyses.<sup>16</sup>

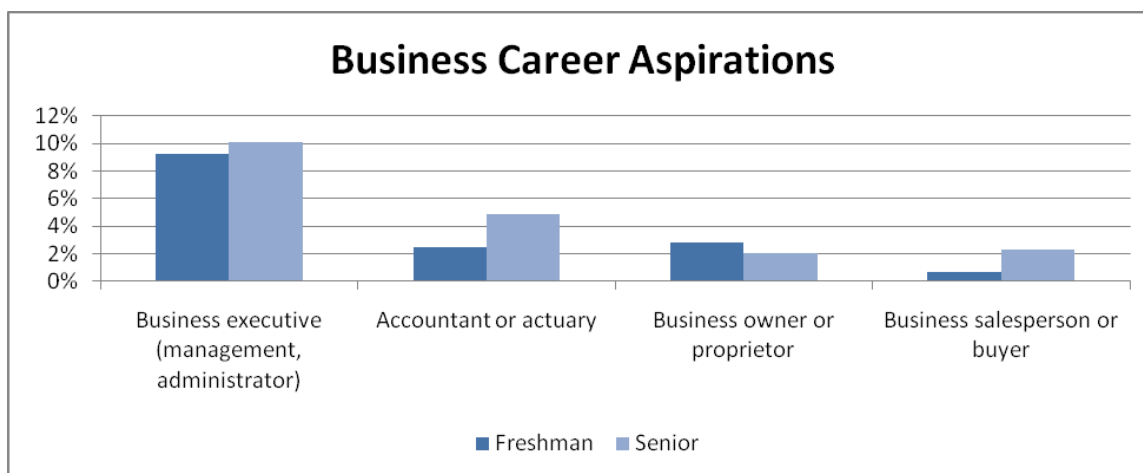


<sup>16</sup> Much work has been done on this topic. For a good recent review, see Fairlie, Robert W., and Alicia M. Robb. *Race and entrepreneurial success: Black-, Asian-, and white-owned businesses*. 2008. MIT Press.

## Freshman to Senior Year

The CIRP College Senior Survey (CSS) is given to students graduating from college. In 2009, 111 four-year colleges used the CSS and returned 27,611 completed questionnaires. Of these, we were able to match 14,134 seniors back to their CIRP Freshman Surveys in 2005. This matched data set will be used in the next set of findings. The CSS school population is skewed toward private school participation, with 88 percent of the schools being private.<sup>17</sup> Since the population is skewed, HERI does not attempt to weight these results as the freshman surveys are weighted. Both questions examined in the first part of this report related to career aspirations and “becoming successful in a business of my own” also are asked of graduating seniors four year later. Since the population of students answering both instruments is skewed toward private colleges and universities, the initial figures we report for freshmen in 2005 might not exactly correspond to those in the larger pool described earlier.

From the freshman to senior year, the matched students in our sample shifted their career aspirations toward business categories, from 15.2 percent to 19.1 percent, a 25 percent increase. Breaking this down further, we see that the only category that actually loses ground from freshman to senior is that of business owner or proprietor.

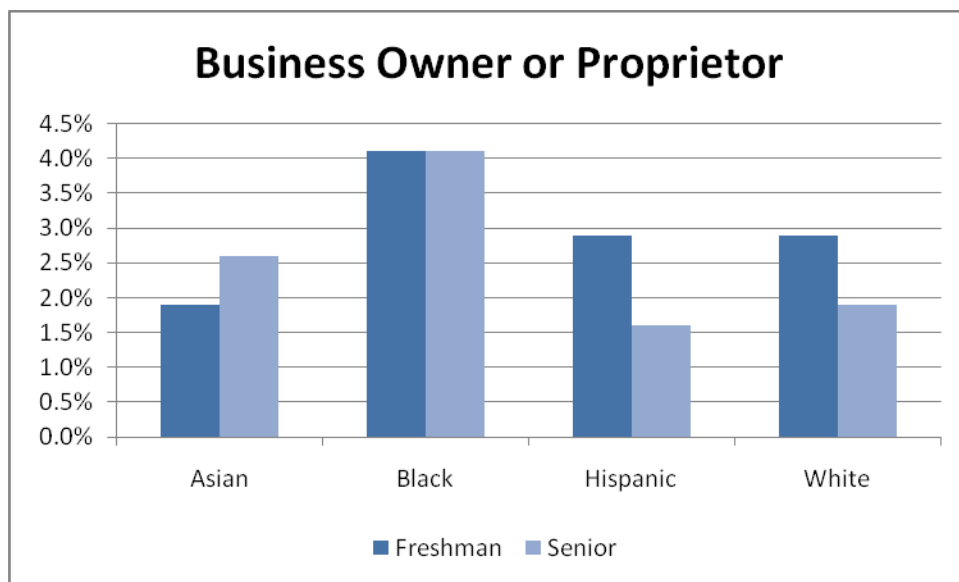


Statistics on business ownership show few business owners found their business in their twenties. The most likely time period for becoming a business owner comes later in life. Thus, it appears that the college years are a time when students become attenuated to job opportunities in business, particularly big business. In other words, reality sets in that at some point school will end and

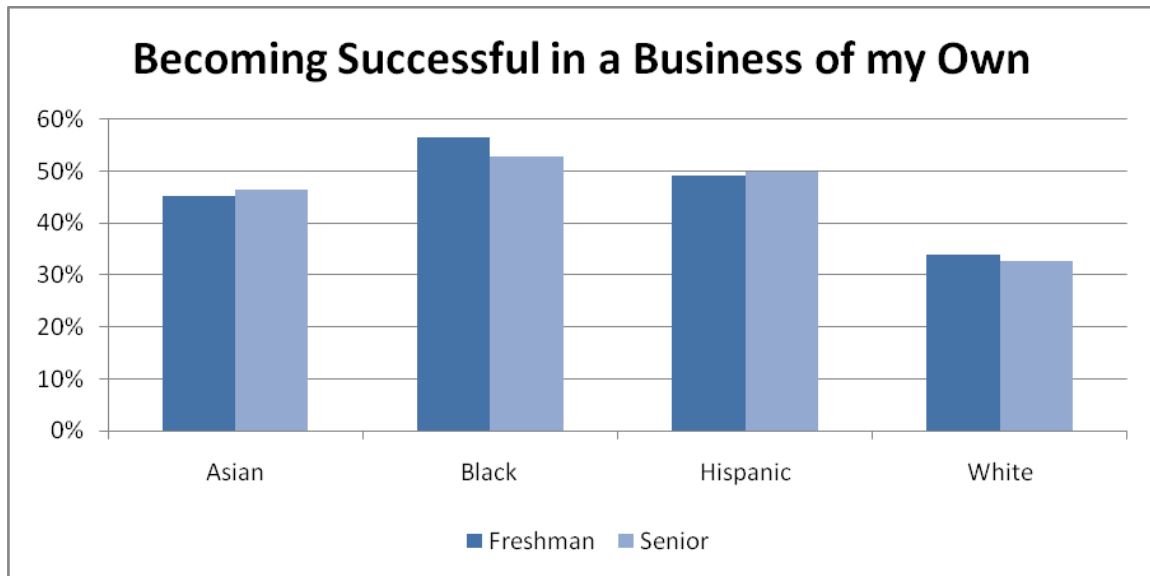
<sup>17</sup> There does seem to be a difference in business owner career aspirations between schools based on type. In the 2008 CIRP Freshman Survey, the highest proportion of students with this intended career came from nonsectarian private colleges of low selectivity (5.2 percent). In this group of nonsectarian private colleges, there seems to also be a difference by selectivity, with students from medium selectivity at 3.7 percent and high selectivity at 3.9 percent, then very high selectivity at 2.7 percent.

work will need to begin (if it hasn't already). As such, we interpret this downward shift during college years in becoming a business owner and upward shift in other business career aspirations as possibly related, but further research is necessary here. Breaking this out by sex, we see that both men and women show decreases in career aspirations of being a business owner or proprietor, as men move from 4.2 percent to 3.3 percent and women move from 1.9 percent to 1.1 percent over the course of their college careers.

Black students, whom as we have seen previously have the highest rate of aspiration toward a career as a business owner or proprietor, stayed at the same level from freshman to senior year. While Asian students showed an increase, both Hispanic and white students showed significant decreases.



The overall percentage of students who reported that being successful in their own businesses was either essential or very important stayed fairly stable from freshman to senior year, moving from 36.2 percent to 35.3 percent. While women dropped slightly, moving from 32.3 percent to 30.6 percent, men remained stable at 42.5 percent as freshmen and 42.8 percent as seniors.



Breaking out results by race shows us that fewer black students as seniors feel that it is important for them to be successful in their own businesses, while the proportions of students from the other racial groups are fairly similar from freshman to senior year.

As one might expect, those students with aspirations to be business owners as seniors are also very likely to rate being successful in businesses of their own very highly. In this matched data set, 68 percent of those who wanted to become business owners reported that becoming successful in their own businesses was essential. “Business owner” was the highest category showing such importance, with the next highest being 48 percent of dentists (interestingly, only 8 percent of aspirational physicians answered in the same way).

## Summary

Career aspirations among freshmen toward business ownership or proprietorship have risen since the 1970s, peaking most recently in 2005. Men are most likely to aspire toward business ownership, as are blacks. Looking more broadly, currently about 14 percent of incoming college freshmen in the United States believe that they will have business careers, down from the 1980s, when these values peaked. Many more students claim that being successful in their own businesses is either very important or essential and, again, black students are more likely to answer in this way.

While more students overall want to pursue business careers when they graduate than when they entered college, fewer students aspire to become business owners. The importance of being successful in their own businesses actually stays fairly stable from freshman to senior year.

While the CIRP surveys give some indication of college students' entrepreneurial intents, this paper only scratches the surface of what might be done with a larger longitudinal project that could identify actual entrepreneurs ten or more years out of college. With such data, which could be tied back to the CIRP Freshman and Senior surveys, one might be able to examine the characteristics of the successful entrepreneur when in college. We know very little about the pathways to entrepreneurship among students and young people, more generally. We have pointed out a few areas of possible interest, such as the family ties to entrepreneurship, and see opportunities for inquiry on the impact of student debt, socio-economic background, actual college majors and classes, and other types of learning behaviors on eventual entrepreneurship activities. In the current downturn, anecdotes have pointed to increasing appeal of entrepreneurship among college students and, given the trends toward outsourcing and unemployment among youth, we would expect to see more young people starting businesses. Whether these entrepreneurs are seeking big opportunities or are creating businesses only out of necessity will take some time to understand. We hope future expansions of this research can help to inform the question of what experiences and backgrounds are helpful for students to achieve growth when they do start businesses.



22. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

(Mark one answer for each possible source)

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

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

<input type="radio"/> Less than \$10,000	<input type="radio"/> \$50,000-59,999
<input type="radio"/> \$10,000-14,999	<input type="radio"/> \$60,000-74,999
<input type="radio"/> \$15,000-19,999	<input type="radio"/> \$75,000-99,999
<input type="radio"/> \$20,000-24,999	<input type="radio"/> \$100,000-149,999
<input type="radio"/> \$25,000-29,999	<input type="radio"/> \$150,000-199,999
<input type="radio"/> \$30,000-39,999	<input type="radio"/> \$200,000-249,999
<input type="radio"/> \$40,000-49,999	<input type="radio"/> \$250,000 or more

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

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

Some (but I probably will have enough funds). . . . .

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

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

	Yours	Father's	Mother's
Baptist . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddhist . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Church of Christ . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eastern Orthodox . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Episcopalian . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hindu . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LDS (Mormon) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lutheran . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodist . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muslim . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presbyterian . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quaker . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roman Catholic . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seventh Day Adventist . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
United Church of Christ/Congregational . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Christian . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Religion . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Frequently	Occasionally	Not at All
Attended a religious service . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in political demonstrations . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet:			
For research or homework . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To read news sites . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To read blogs . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To blog . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as a part of a class . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Ability to see the world from someone else's perspective . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance of others with different beliefs . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness to having my own views challenged . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to discuss and negotiate controversial issues . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work cooperatively with diverse people . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

	Frequently	Occasionally	Not at All
Ask questions in class . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support your opinions with a logical argument . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek solutions to problems and explain them to others . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revise your papers to improve your writing . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate the quality or reliability of information you received . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a risk because you feel you have more to gain . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek alternative solutions to a problem . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Look up scientific research articles and resources . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore topics on your own, even though it was not required for a class . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accept mistakes as part of the learning process . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek feedback on your academic work . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take notes during class . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- (M)** Your mother's occupation
- (F)** Your father's occupation
- (Y)** Your probable career occupation

Accountant or actuary . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Actor or entertainer . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Architect or urban planner . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artist . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business (clerical) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business executive (management, administrator) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business owner or proprietor . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Business salesperson or buyer . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clergy (minister, priest) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clergy (other religious) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clinical psychologist . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College administrator/staff . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College teacher . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer programmer or analyst . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Conservationist or forester . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dentist (including orthodontist) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dietitian or nutritionist . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Engineer . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Farmer or rancher . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign service worker (including diplomat) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Homemaker (full-time) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interior decorator (including designer) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lab technician or hygienist . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Law enforcement officer . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lawyer (attorney) or judge . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Military service (career) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Musician (performer, composer) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Nurse . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Optometrist . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Pharmacist . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physician . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Policymaker/Government . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School counselor . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
School principal or superintendent . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientific researcher . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social, welfare, or recreation worker . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Therapist (physical, occupational, speech) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher or administrator (elementary) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Teacher or administrator (secondary) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Veterinarian . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writer or journalist . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Skilled trades . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laborer (unskilled) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Semi-skilled worker . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unemployed . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undecided . . . . .	<input type="radio"/>		

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

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

33. Mark one in each row:

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

There is too much concern in the courts for the rights of criminals . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abortion should be legal . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The death penalty should be abolished . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijuana should be legalized . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to have laws prohibiting homosexual relationships . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial discrimination is no longer a major problem in America . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Realistically, an individual can do little to bring about changes in our society . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wealthy people should pay a larger share of taxes than they do now . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Same-sex couples should have the right to legal marital status . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Affirmative action in college admissions should be abolished . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Federal military spending should be increased . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The federal government should do more to control the sale of handguns . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Only volunteers should serve in the armed forces . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The federal government is not doing enough to control environmental pollution . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A national health care plan is needed to cover everybody's medical costs . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Undocumented immigrants should be denied access to public education . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Through hard work, everybody can succeed in American society . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Dissent is a critical component of the political process . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges have the right to ban extreme speakers from campus . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The federal government should raise taxes to reduce the deficit . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Addressing global warming should be a federal priority . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

34. During your last year in high school, how much time did you spend during a typical week doing the following activities?

Hours per week:	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with teachers outside of class . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercise or sports . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student clubs/groups . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Household/childcare duties . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for pleasure . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing video/computer games . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online social networks (MySpace, Facebook, etc.) . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Are you: (Mark all that apply)

- White/Caucasian . . . . .
- African American/Black . . . . .
- American Indian/Alaska Native . . . . .
- Asian American/Asian . . . . .
- Native Hawaiian/Pacific Islander . . . . .
- Mexican American/Chicano . . . . .
- Puerto Rican . . . . .
- Other Latino . . . . .
- Other . . . . .

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)

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

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

**ARTS AND HUMANITIES**

- Art, fine and applied ..... ①
- English (language and literature) ..... ②
- History ..... ③
- Journalism ..... ④
- Language and Literature (except English) ..... ⑤
- Music ..... ⑥
- Philosophy ..... ⑦
- Speech ..... ⑧
- Theater or Drama ..... ⑨
- Theology or Religion ..... ⑩
- Other Arts and Humanities ..... ⑪

**BIOLOGICAL SCIENCE**

- Biology (general) ..... ⑫
- Biochemistry or Biophysics ..... ⑬
- Botany ..... ⑭
- Environmental Science ..... ⑮
- Marine (Life) Science ..... ⑯
- Microbiology or Bacteriology ..... ⑰
- Zoology ..... ⑱
- Other Biological Science ..... ⑲

**BUSINESS**

- Accounting ..... ⑳
- Business Admin. (general) ..... ㉑
- Finance ..... ㉒
- International Business ..... ㉓
- Marketing ..... ㉔
- Management ..... ㉕
- Secretarial Studies ..... ㉖
- Other Business ..... ㉗

**EDUCATION**

- Business Education ..... ㉘
- Elementary Education ..... ㉙
- Music or Art Education ..... ㉚
- Physical Education or Recreation ..... ㉛
- Secondary Education ..... ㉜
- Special Education ..... ㉝
- Other Education ..... ㉞

**ENGINEERING**

- Aeronautical or Astronautical Eng. .... ㉟
- Civil Engineering ..... ㊱
- Chemical Engineering ..... ㊲
- Computer Engineering ..... ㊳
- Electrical or Electronic Engineering ..... ㊴
- Industrial Engineering ..... ㊵
- Mechanical Engineering ..... ㊶
- Other Engineering ..... ㊷

**PHYSICAL SCIENCE**

- Astronomy ..... ㊸
- Atmospheric Science (incl. Meteorology) ..... ㊹
- Chemistry ..... ㊺
- Earth Science ..... ㊻
- Marine Science (incl. Oceanography) ..... ㊼
- Mathematics ..... ㊽
- Physics ..... ㊾
- Other Physical Science ..... ㊿

**PROFESSIONAL**

- Architecture or Urban Planning ..... ①
- Family & Consumer Sciences ..... ②
- Health Technology (medical, dental, laboratory) ..... ③
- Library or Archival Science ..... ④
- Medicine, Dentistry, Veterinary Medicine ..... ⑤
- Nursing ..... ⑥
- Pharmacy ..... ⑦
- Therapy (occupational, physical, speech) ..... ⑧
- Other Professional ..... ⑨

**SOCIAL SCIENCE**

- Anthropology ..... ⑩
- Economics ..... ⑪
- Ethnic Studies ..... ⑫
- Geography ..... ⑬
- Political Science (gov't, international relations) ..... ⑭
- Psychology ..... ⑮
- Public Policy ..... ⑯
- Social Work ..... ⑰
- Sociology ..... ⑱
- Women's Studies ..... ⑲
- Other Social Science ..... ㉑

**TECHNICAL**

- Building Trades ..... ㉒
- Data Processing or Computer Programming ..... ㉓
- Drafting or Design ..... ㉔
- Electronics ..... ㉕
- Mechanics ..... ㉖
- Other Technical ..... ㉗

**OTHER FIELDS**

- Agriculture ..... ㉘
- Communications ..... ㉙
- Computer Science ..... ㉚
- Forestry ..... ㉛
- Kinesiology ..... ㉜
- Law Enforcement ..... ㉝
- Military Science ..... ㉞
- Other Field ..... ㉟
- Undecided ..... ㊱

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

- Not Important  
 Somewhat Important  
 Very Important  
 Essential
- Becoming accomplished in one of the performing arts (acting, dancing, etc.) .....  E  V  S  N
  - Becoming an authority in my field .....  E  V  S  N
  - Obtaining recognition from my colleagues for contributions to my special field .....  E  V  S  N
  - Influencing the political structure .....  E  V  S  N
  - Influencing social values .....  E  V  S  N
  - Raising a family .....  E  V  S  N
  - Being very well off financially .....  E  V  S  N
  - Helping others who are in difficulty .....  E  V  S  N
  - Making a theoretical contribution to science .....  E  V  S  N
  - Writing original works (poems, novels, short stories, etc.) .....  E  V  S  N
  - Creating artistic works (painting, sculpture, decorating, etc.) .....  E  V  S  N
  - Becoming successful in a business of my own .....  E  V  S  N
  - Becoming involved in programs to clean up the environment .....  E  V  S  N
  - Developing a meaningful philosophy of life .....  E  V  S  N
  - Participating in a community action program .....  E  V  S  N
  - Helping to promote racial understanding .....  E  V  S  N
  - Keeping up to date with political affairs .....  E  V  S  N
  - Becoming a community leader .....  E  V  S  N
  - Improving my understanding of other countries and cultures .....  E  V  S  N
  - Adopting "green" practices to protect the environment .....  E  V  S  N

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

- No Chance  
 Very Little Chance  
 Some Chance  
 Very Good Chance
- Change major field? .....  V  S  L  N
  - Change career choice? .....  V  S  L  N
  - Participate in student government? .....  V  S  L  N
  - Get a job to help pay for college expenses? .....  V  S  L  N
  - Work full-time while attending college? .....  V  S  L  N
  - Join a social fraternity or sorority? .....  V  S  L  N
  - Play varsity/intercollegiate athletics? .....  V  S  L  N
  - Make at least a "B" average? .....  V  S  L  N
  - Need extra time to complete your degree requirements? .....  V  S  L  N
  - Participate in student protests or demonstrations? .....  V  S  L  N
  - Transfer to another college before graduating? .....  V  S  L  N
  - Be satisfied with your college? .....  V  S  L  N
  - Participate in volunteer or community service work? .....  V  S  L  N
  - Seek personal counseling? .....  V  S  L  N
  - Communicate regularly with your professors? .....  V  S  L  N
  - Socialize with someone of another racial/ethnic group? .....  V  S  L  N
  - Participate in student clubs/groups? .....  V  S  L  N
  - Participate in a study abroad program? .....  V  S  L  N
  - Have a roommate of a different race/ethnicity? .....  V  S  L  N
  - Discuss course content with students outside of class? .....  V  S  L  N
  - Work on a professor's research project? .....  V  S  L  N
  - Get tutoring help in specific courses? .....  V  S  L  N

40. Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses? HERI maintains strict standards of confidentiality and would require your college to sign a pledge of confidentiality.

Yes  No

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

- 41. A B C D E
- 42. A B C D E
- 43. A B C D E
- 44. A B C D E
- 45. A B C D E
- 46. A B C D E
- 47. A B C D E
- 48. A B C D E
- 49. A B C D E
- 50. A B C D E
- 51. A B C D E
- 52. A B C D E
- 53. A B C D E
- 54. A B C D E
- 55. A B C D E
- 56. A B C D E
- 57. A B C D E
- 58. A B C D E
- 59. A B C D E
- 60. A B C D E

THANK YOU!

155940

PLEASE PRINT: YOUR NAME \_\_\_\_\_  
 First Middle or Maiden Last

HOME STREET ADDRESS \_\_\_\_\_  
 ( )

CITY \_\_\_\_\_ STATE \_\_\_\_\_ ZIP CODE \_\_\_\_\_ Area Code Home Phone No. \_\_\_\_\_

When were you born?

<input type="text"/>	<input type="text"/>	<input type="text"/>
Month	Day	Year
(01-12)	(01-31)	

### 1976 STUDENT INFORMATION FORM

#### DIRECTIONS

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

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

#### EXAMPLE:

Will marks made with ball pen or fountain pen be properly read? Yes  No

Dear Student:

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

Sincerely,

*Alexander W. Astin*  
 Alexander W. Astin, Director  
 Cooperative Institutional Research Program

DO NOT MARK IN THIS AREA											
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	
MARK IN THIS AREA ONLY IF DIRECTED										GRP. CODE	
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

1. Your sex: Male  Female
2. Are you a veteran?  
 (Mark one) No  Yes
3. How old will you be on December 31 of this year? (Mark one)
- |                                     |                                   |
|-------------------------------------|-----------------------------------|
| 16 or younger <input type="radio"/> | 21 <input type="radio"/>          |
| 17 <input type="radio"/>            | 22 <input type="radio"/>          |
| 18 <input type="radio"/>            | 23-25 <input type="radio"/>       |
| 19 <input type="radio"/>            | 26-29 <input type="radio"/>       |
| 20 <input type="radio"/>            | 30 or older <input type="radio"/> |
4. In what year did you graduate from high school? (Mark one)
- |                                       |   |
|---------------------------------------|---|
| 1976 <input type="radio"/>            | Did not graduate but passed G.E.D. test <input type="radio"/> |
| 1975 <input type="radio"/>            | Never completed high school <input type="radio"/>             |
| 1974 <input type="radio"/>            |   |
| 1973 or earlier <input type="radio"/> |   |

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

5. Was your high school program: (Mark one)
- College preparatory?
- Other? (For ex., vocational)

6. What was your average grade in high school? (Mark one)
- |                               |                          |
|-------------------------------|--------------------------|
| B+ <input type="radio"/>      | C+ <input type="radio"/> |
| A or A+ <input type="radio"/> | B <input type="radio"/>  |
| A- <input type="radio"/>      | D <input type="radio"/>  |

7. How well do you feel that your high school prepared you in the following areas:
- (Mark one in each row)
- |                             | Very Well <input type="radio"/> | Fairly Well <input type="radio"/> | Poorly <input type="radio"/> |
|-----------------------------|---------------------------------|-----------------------------------|------------------------------|
| Mathematical skills         | <input type="radio"/>           | <input type="radio"/>             | <input type="radio"/>        |
| Reading and composition     | <input type="radio"/>           | <input type="radio"/>             | <input type="radio"/>        |
| Foreign languages           | <input type="radio"/>           | <input type="radio"/>             | <input type="radio"/>        |
| Science                     | <input type="radio"/>           | <input type="radio"/>             | <input type="radio"/>        |
| History, social sciences    | <input type="radio"/>           | <input type="radio"/>             | <input type="radio"/>        |
| Vocational skills           | <input type="radio"/>           | <input type="radio"/>             | <input type="radio"/>        |
| Musical and artistic skills | <input type="radio"/>           | <input type="radio"/>             | <input type="radio"/>        |
| Study habits                | <input type="radio"/>           | <input type="radio"/>             | <input type="radio"/>        |

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

9. Prior to this term, have you ever taken courses for credit at this institution?
- Yes  No

10. Since leaving high school, have you ever taken courses at any other institution?
- (Mark all that apply in each column)
- |  | For Credit <input type="radio"/> | Not for Credit <input type="radio"/> |
|--|----------------------------------|--------------------------------------|
| No   | <input type="radio"/>            | <input type="radio"/>                |
| Yes, at a junior or cmt. college   | <input type="radio"/>            | <input type="radio"/>                |
| Yes, at a four-year college or university  | <input type="radio"/>            | <input type="radio"/>                |
| Yes, at some other postsecondary school (For ex., technical, vocational, business) | <input type="radio"/>            | <input type="radio"/>                |

11. How many miles is this college from your parents' home? (Mark one)
- |                                 |                                     |
|---------------------------------|-------------------------------------|
| 5 or less <input type="radio"/> | 51-100 <input type="radio"/>        |
| 6-10 <input type="radio"/>      | 101-500 <input type="radio"/>       |
| 11-50 <input type="radio"/>     | More than 500 <input type="radio"/> |

12. How much aid has this college agreed to provide (or assist you in obtaining from other sources) for this academic year.
- |                                 |                                       |
|---------------------------------|---------------------------------------|
| None <input type="radio"/>      | \$1,000-1,499 <input type="radio"/>   |
| \$1-249 <input type="radio"/>   | \$1,500-1,999 <input type="radio"/>   |
| \$250-499 <input type="radio"/> | \$2,000-2,999 <input type="radio"/>   |
| \$500-749 <input type="radio"/> | \$3,000-3,999 <input type="radio"/>   |
| \$750-999 <input type="radio"/> | \$4,000 or more <input type="radio"/> |

13. If you are receiving financial aid from this institution, what is your understanding as to the basis on which your aid was awarded? (Mark one in each row)
- |                      | Major Reason <input type="radio"/> | Minor Reason <input type="radio"/> | Not a Reason <input type="radio"/> |
|----------------------|------------------------------------|------------------------------------|------------------------------------|
| Financial need       | <input type="radio"/>              | <input type="radio"/>              | <input type="radio"/>              |
| Academic talent      | <input type="radio"/>              | <input type="radio"/>              | <input type="radio"/>              |
| Athletic talent      | <input type="radio"/>              | <input type="radio"/>              | <input type="radio"/>              |
| Other special talent | <input type="radio"/>              | <input type="radio"/>              | <input type="radio"/>              |

14. Is this college your: (Mark one)
- |                                      |   |
|--------------------------------------|---|
| First choice? <input type="radio"/>  | Less than third choice? <input type="radio"/> |
| Second choice? <input type="radio"/> |   |
| Third choice? <input type="radio"/>  |   |

15. To how many colleges other than this one did you apply for admission this year?
- |                                |                         |                         |                                 |
|--------------------------------|-------------------------|-------------------------|---------------------------------|
| No other <input type="radio"/> | 1 <input type="radio"/> | 3 <input type="radio"/> | 5 <input type="radio"/>         |
|                                | 2 <input type="radio"/> | 4 <input type="radio"/> | 6 or more <input type="radio"/> |
- Note: If you applied to no other college, skip to item 17 on the next page.

16. How many other acceptances did you receive this year? (Mark one)
- |                            |                         |                         |                                 |
|----------------------------|-------------------------|-------------------------|---------------------------------|
| None <input type="radio"/> | 1 <input type="radio"/> | 3 <input type="radio"/> | 5 <input type="radio"/>         |
|                            | 2 <input type="radio"/> | 4 <input type="radio"/> | 6 or more <input type="radio"/> |

17. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below?

(Mark one answer for each possible source) None \$1-\$499 \$500-\$999 \$1,000-\$1,999 \$2,000-\$4,000 Over \$4,000
Parental, or family aid, or gifts.
Grants or Scholarships:
Basic Educational
Opportunity Grant
Supplemental Educational
Opportunity Grant
College Work-Study grant.
State scholarship or grant.
College grant (other than above).
Other private grant
Loans:
Fed. guaranteed student loan.
Nat'l direct student loan
Loan from the college
Other loan
Full-time work.
Part-time or summer work (other than above)
Savings
Spouse
Your G.I. benefits
Your parent's G.I. benefits
Social secur. dependent's benefits
Other

18. How many children do you expect to have?
None 1 2 3 4 5 or more
19. How many children do you have now?
None 1 2 3 4 5 or more

20. Do you feel that you will need any special tutoring or remedial work in any of the following subjects? (Mark all that apply)
English Social studies
Reading Science
Mathematics Foreign language

21. Are you: (Mark all that apply)
White/Caucasian
Black/Negro/Afro-American
American Indian
Asian-American/Oriental
Mexican-American/Chicano
Puerto Rican-American
Other

22. Are you: (Mark one)
Not presently married
Married, living with spouse
Married, not living with spouse

23. Have you taken any of the following tests? (Mark one for each) Yes No Don't Remember
SAT
ACT
PSAT (11th grade)

24. Rate yourself on each of the following traits as you really think you are when compared with the average student of your own age. We want the most accurate estimate of how you see yourself.

(Mark one for each trait)

Trait
Academic ability.
Athletic ability.
Artistic ability.
Cheerfulness.
Defensiveness.
Drive to achieve.
Leadership ability.
Mathematical ability.
Mechanical ability.
Originality.
Physical attractiveness.
Political conservatism.
Political liberalism.
Popularity.
Popularity with the opposite sex.
Public speaking ability.
Self-confidence (intellectual).
Self-confidence (social).
Sensitivity to criticism.
Stubbornness.
Understanding of others.
Writing ability.

Highest 10 Percent
Above Average
Average
Below Average
Lowest 10 Percent

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

(Mark one in each column) ▶

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

Highest Planned
Highest Planned at this college

26. Where do you plan to live during the fall term? If you had a choice, where would you have preferred to live?

(Mark one in each column) ▶ Plan To Live Prefer To Live

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

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

(Mark one answer for each possible reason)

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

Very important
Somewhat important
Not important

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

None (I am confident that I will have sufficient funds).
Some concern (but I will probably have enough funds).
Major concern (not sure I will have enough funds to complete college).

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

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

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

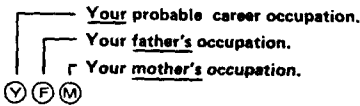
Less than \$3,000
\$3,000-3,999
\$4,000-5,999
\$6,000-7,999
\$8,000-9,999
\$10,000-12,499
\$12,500-14,999
\$15,000-19,999
\$20,000-24,999
\$25,000-29,999
\$30,000-34,999
\$35,000-39,999
\$40,000-49,999
\$50,000 or more

31. What is the highest level of formal education obtained by your parents?

(Mark one in each column) Father Mother

Grammar school or less
Some high school
High school graduate
Postsecondary school other than college
Some college
College degree
Some graduate school
Graduate degree

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



NOTE: If your father (or mother) is deceased, please indicate his (her) last occupation.

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

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

- My relatives wanted me to come here (V) (S) (N)
- My teacher advised me . . . . . (V) (S) (N)
- This college has a very good academic reputation . . . . . (V) (S) (N)
- I was offered financial assistance . . . . . (V) (S) (N)
- I was not accepted anywhere else . . . . . (V) (S) (N)
- Someone who had been here before advised me to go . . . . . (V) (S) (N)
- This college offers special educational programs . . . . . (V) (S) (N)
- This college has low tuition . . . . . (V) (S) (N)
- My guidance counselor advised me . . . . . (V) (S) (N)
- I wanted to live at home . . . . . (V) (S) (N)
- A friend suggested attending . . . . . (V) (S) (N)
- A college representative recruited me (V) (S) (N)

Very Important  
Somewhat Important  
Not Important

BE SURE TO ANSWER QUESTION 34.

35. Mark one in each row:

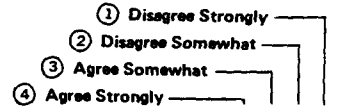
- The Federal government is not doing enough to control environmental pollution . . . . . (4) (3) (2) (1)
- The Federal government is not doing enough to protect the consumer from faulty goods and services . . . . . (4) (3) (2) (1)
- State and Fed. governments should provide more money for private colleges and universities . . . . . (4) (3) (2) (1)
- The Federal government should do more to discourage energy consumption . . . . . (4) (3) (2) (1)
- There is too much concern in the courts for the rights of criminals . . . . . (4) (3) (2) (1)
- People should not obey laws which violate their personal values . . . . . (4) (3) (2) (1)
- As long as they work hard, people should be paid equally regardless of ability or quality of work . . . . . (4) (3) (2) (1)
- Grading in the high schools has become too easy . . . . . (4) (3) (2) (1)
- The activities of married women are best confined to the home and family . . . . . (4) (3) (2) (1)
- A couple should live together for some time before deciding to get married . . . . . (4) (3) (2) (1)
- Parents should be discouraged from having large families . . . . . (4) (3) (2) (1)
- If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time . . . . . (4) (3) (2) (1)
- Women should receive the same salary and opportunities for advancement as men in comparable positions . . . . . (4) (3) (2) (1)
- Wealthy people should pay a larger share of taxes than they do now . . . . . (4) (3) (2) (1)
- Marijuana should be legalized . . . . . (4) (3) (2) (1)
- Busing is O.K. if it helps to achieve racial balance in the schools . . . . . (4) (3) (2) (1)
- Realistically, an individual can do little to bring about changes in our society . . . . . (4) (3) (2) (1)
- It is important to have laws prohibiting homosexual relationships . . . . . (4) (3) (2) (1)
- College officials have the right to regulate student behavior off campus . . . . . (4) (3) (2) (1)
- Students might appreciate the value of college more if they had to pay a greater share of the costs . . . . . (4) (3) (2) (1)
- Faculty promotions should be based in part on student evaluations . . . . . (4) (3) (2) (1)
- College grades should be abolished . . . . . (4) (3) (2) (1)
- Colleges would be improved if organized sports were de-emphasized . . . . . (4) (3) (2) (1)
- Student publications should be cleared by college officials . . . . . (4) (3) (2) (1)
- College officials have the right to ban persons with extreme views from speaking on campus . . . . . (4) (3) (2) (1)
- Students from disadvantaged social backgrounds should be given preferential treatment in college admissions . . . . . (4) (3) (2) (1)
- Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges . . . . . (4) (3) (2) (1)
- Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students . . . . . (4) (3) (2) (1)
- Students have the right to demonstrate to prohibit speakers from coming to campus . . . . . (4) (3) (2) (1)

34. Current religious preference:

(Mark one in each column)

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

Your Father's Mother's



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

ARTS AND HUMANITIES

- Art, fine and applied
English (language and literature)
History
Journalism
Language and Literature (except English)
Music
Philosophy
Speech and Drama
Theology or Religion
Other Arts and Humanities

PHYSICAL SCIENCE

- Astronomy
Atmospheric Science (incl. Meteorology)
Chemistry
Earth Science
Marine Science (incl. Oceanography)
Mathematics
Physics
Statistics
Other Physical Science

BIOLOGICAL SCIENCE

- Biology (general)
Biochemistry or Biophysics
Botany
Marine (Life) Science
Microbiology or Bacteriology
Zoology
Other Biological Science

PROFESSIONAL

- Architecture or Urban Planning
Home Economics
Health Technology (medical, dental, laboratory)
Library or Archival Science
Nursing
Pharmacy
Therapy (occupational, physical, speech)
Other Professional

BUSINESS

- Accounting
Business Admin. (general)
Finance
Marketing
Management
Secretarial Studies
Other Business

SOCIAL SCIENCE

- Anthropology
Economics
Geography
Political Science (govt., international relations)
Psychology
Social Work
Sociology
Other Social Science

EDUCATION

- Business Education
Elementary Education
Music or Art Education
Physical Education or Recreation
Secondary Education
Special Education
Other Education

TECHNICAL

- Building Trades
Data Processing or Computer Programming
Drafting or Design
Electronics
Mechanics
Other Technical

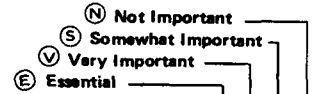
ENGINEERING

- Aeronautical or Astronautical Eng.
Civil Engineering
Chemical Engineering
Electrical or Electronic Engineering
Industrial Engineering
Mechanical Engineering
Other Engineering

OTHER FIELDS

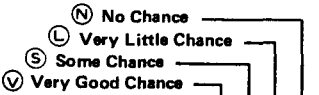
- Agriculture
Communications (radio, T.V., etc.)
Computer Science
Forestry
Law Enforcement
Military Science
Other Field
Undecided

37. Indicate the importance to you personally of each of the following: (Mark one for each item)



- Becoming accomplished in one of the performing arts (acting, dancing, etc.)
Becoming an authority in my field
Obtaining recognition from my colleagues for contributions to my special field
Influencing the political structure
Influencing social values
Raising a family
Having administrative responsibility for the work of others
Being very well off financially
Helping others who are in difficulty
Making a theoretical contribution to science
Writing original works (poems, novels, short stories, etc.)
Creating artistic work (painting, sculpture, decorating, etc.)
Being successful in a business of my own
Becoming involved in programs to clean up the environment
Developing a meaningful philosophy of life
Participating in a community action program
Keeping up to date with political affairs

38. What is your best guess as to the chances that you will:



- Vote in the November presidential election?
Change major field?
Change career choice?
Fail one or more courses?
Graduate with honors?
Be elected to a student office?
Get a job to help pay for college expenses?
Join a social fraternity, sorority, or club?
Live in a coeducational dorm?
Be elected to an academic honor society?
Make at least a "B" average?
Need extra time to complete your degree requirements?
Need tutoring in some courses?
Have to work at an outside job during college?
Seek vocational counseling?
Seek individual counseling on personal problems?
Get a bachelor's degree (B.A., B.S., etc.)?
Drop out of this college temporarily (exclude transferring)?
Drop out permanently (exclude transferring)?
Transfer to another college before graduating?
Be satisfied with your college?
Find a job after graduation in the field for which you were trained?
Get married while in college? (skip if married)
Get married within a year after college? (skip if married)

The Laboratory for Research on Higher Education at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their student bodies. If these studies involve collecting follow-up data, it is necessary for the institution to know the students' ID numbers so that follow-up data can be linked with the data from this survey. If your college asks for a tape copy of the data and signs an agreement to use it only for research purposes, do we have your permission to include your ID number in such a tape? Yes No

- 39. A B C D E
40. A B C D E
41. A B C D E
42. A B C D E
43. A B C D E
44. A B C D E
45. A B C D E
46. A B C D E
47. A B C D E
48. A B C D E

THANK YOU!



**9. During the past year, how much time did you spend during a typical week doing the following activities?**

(Mark one in each row)

**Hours Per Week**

	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending classes/labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with faculty during office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with faculty outside of class or office hours	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercising/sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay) <u>on</u> campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay) <u>off</u> campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student clubs/groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housework/childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for pleasure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prayer/meditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career planning (job searches, internships, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing video/computer games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Surfing the Internet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online social networks (MySpace, Facebook, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. Compared with when you first entered this college, how would you now describe your:**

(Mark one in each row)

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
General knowledge	5	4	3	2	1
Analytical and problem-solving skills	5	4	3	2	1
Knowledge of a particular field or discipline	5	4	3	2	1
Ability to think critically	5	4	3	2	1
Knowledge of people from different races/cultures	5	4	3	2	1
Leadership abilities	5	4	3	2	1
Interpersonal skills	5	4	3	2	1
Ability to get along with people of different races/cultures	5	4	3	2	1
Understanding of the problems facing your community	5	4	3	2	1
Understanding of social problems facing our nation	5	4	3	2	1
Preparedness for employment after college	5	4	3	2	1
Preparedness for graduate or advanced education	5	4	3	2	1
Ability to manage your time effectively	5	4	3	2	1
Understanding of global issues	5	4	3	2	1
Foreign language ability	5	4	3	2	1

**11. Please indicate the extent to which you agree or disagree with the following statements:**

(Mark one in each row)

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have been singled out because of my race/ethnicity, gender, religious affiliation, or sexual orientation	4	3	2	1
I see myself as part of the campus community	4	3	2	1
I have heard faculty express stereotypes about racial/ethnic groups in class	4	3	2	1
I feel I am a member of this college	4	3	2	1
Faculty here are interested in students' personal problems.	4	3	2	1
There is a lot of racial tension on this campus	4	3	2	1

**11. Cont.**

**Please indicate the extent to which you agree or disagree with the following statements:**

(Mark one in each row)

	Strongly Agree	Agree	Disagree	Strongly Disagree
There is strong competition among most of the students for high grades	4	3	2	1
Faculty here are interested in students' academic problems	4	3	2	1
I feel I have a sense of belonging to this campus	4	3	2	1
Faculty feel that most students here are well-prepared academically	4	3	2	1

**12. Please rate your satisfaction with your college in each area.**

(Mark one in each row)

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Courses in your major field	5	4	3	2	1
Amount of contact with faculty	5	4	3	2	1
Class size	5	4	3	2	1
Interaction with other students	5	4	3	2	1
Relevance of coursework to everyday life	5	4	3	2	1
Relevance of coursework to future career plans	5	4	3	2	1
Overall quality of instruction	5	4	3	2	1
Overall sense of community among students	5	4	3	2	1
Availability of campus social activities	5	4	3	2	1
Overall college experience	5	4	3	2	1
Respect for the expression of diverse beliefs	5	4	3	2	1
Ability to find a faculty or staff mentor	5	4	3	2	1
Size of student population	5	4	3	2	1
Racial/ethnic diversity of the student body	5	4	3	2	1

**13. For the activities listed below, please indicate how often you engaged in each during the past year.**

(Mark one in each row)

	Frequently	Occasionally	Not At All
Smoked cigarettes	F	O	N
Felt lonely or homesick	F	O	N
Socialized with someone of another racial/ethnic group	F	O	N
Felt depressed	F	O	N
Felt overwhelmed by all I had to do	F	O	N
Attended a religious service	F	O	N
Drank beer	F	O	N
Drank wine or liquor	F	O	N
Participated in volunteer or community service work	F	O	N
Participated in student protests or demonstrations	F	O	N
Discussed politics:			
In class	F	O	N
With friends	F	O	N
With family	F	O	N
Sought personal counseling	F	O	N
Discussed religion	F	O	N
Worked on a local, state, or national political campaign	F	O	N
Contributed money to help support my family	F	O	N
Contributed money to a political campaign	F	O	N

**14. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.**

(Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	5	4	3	2	1
Artistic ability	5	4	3	2	1
Computer skills	5	4	3	2	1
Cooperativeness	5	4	3	2	1
Creativity	5	4	3	2	1

14. Cont.

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

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Drive to achieve	5	4	3	2	1
Emotional health	5	4	3	2	1
Leadership ability	5	4	3	2	1
Mathematical ability	5	4	3	2	1
Persistence	5	4	3	2	1
Physical health	5	4	3	2	1
Public speaking ability	5	4	3	2	1
Risk-taking	5	4	3	2	1
Self-confidence (intellectual)	5	4	3	2	1
Self-confidence (social)	5	4	3	2	1
Self-understanding	5	4	3	2	1
Understanding of others	5	4	3	2	1
Writing ability	5	4	3	2	1

15. Please indicate the highest degree you (A) will have earned as of June 2009 and (B) plan to complete eventually at any institution. (Mark one in each column)

	Highest Earned	Highest Planned
None	<input type="radio"/>	<input type="radio"/>
Vocational certificate	<input type="radio"/>	<input type="radio"/>
Associate (A.A. or equiv.)	<input type="radio"/>	<input type="radio"/>
Bachelor's (B.A., B.S., etc.)	<input type="radio"/>	<input type="radio"/>
Master's (M.A., M.S., etc.)	<input type="radio"/>	<input type="radio"/>
Ph.D. or Ed.D.	<input type="radio"/>	<input type="radio"/>
M.D., D.O., D.D.S., or D.V.M.	<input type="radio"/>	<input type="radio"/>
LL.B. or J.D. (Law)	<input type="radio"/>	<input type="radio"/>
B.D. or M.Div. (Divinity)	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

16. Indicate the importance to you personally of each of the following: (Mark one in each row)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority in my field	E	V	S	N
Obtaining recognition from my colleagues for contributions to my special field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Having administrative responsibilities for the work of others	E	V	S	N
Being very well off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, etc.)	E	V	S	N
Creating artistic work (painting, sculpture, etc.)	E	V	S	N
Becoming successful in a business of my own	E	V	S	N
Becoming involved in programs to clean up the environment	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Participating in a community action program	E	V	S	N
Helping to promote racial understanding	E	V	S	N
Keeping up to date with political affairs	E	V	S	N
Becoming a community leader	E	V	S	N
Integrating spirituality into my life	E	V	S	N
Improving my understanding of other countries and cultures	E	V	S	N
Adopting "green" practices to protect the environment	E	V	S	N

17. To what extent have you experienced the following with students from a racial/ethnic group other than your own? (Mark one in each row)

	Very Often	Often	Sometimes	Seldom	Never
Dined or shared a meal	5	4	3	2	1
Had meaningful and honest discussions about race/ethnic relations outside of class	5	4	3	2	1
Had guarded interactions	5	4	3	2	1
Shared personal feelings and problems	5	4	3	2	1
Had tense, somewhat hostile interactions	5	4	3	2	1
Had intellectual discussions outside of class	5	4	3	2	1
Felt insulted or threatened because of your race/ethnicity	5	4	3	2	1
Studied or prepared for class	5	4	3	2	1
Attended events sponsored by other racial/ethnic groups	5	4	3	2	1

18. How often have professors at your college provided you with: (Mark one in each row)

	Frequently	Occasionally	Not At All
Encouragement to pursue graduate/professional study	F	O	N
An opportunity to work on a research project	F	O	N
Advice and guidance about your educational program	F	O	N
Emotional support and encouragement	F	O	N
A letter of recommendation	F	O	N
Help to improve your study skills	F	O	N
Feedback on your academic work (outside of grades)	F	O	N
Intellectual challenge and stimulation	F	O	N
An opportunity to discuss coursework outside of class	F	O	N
Help in achieving your professional goals	F	O	N
An opportunity to apply classroom learning to "real-life" issues	F	O	N
Respect (treated you like a colleague/peer)	F	O	N
An opportunity to publish	F	O	N
Honest feedback about your skills and abilities	F	O	N
Negative feedback about your academic work	F	O	N

19. Please indicate your agreement with each of the following statements. (Mark one in each row)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Abortion should be legal	4	3	2	1
The death penalty should be abolished	4	3	2	1
Marijuana should be legalized	4	3	2	1
It is important to have laws prohibiting homosexual relationships	4	3	2	1
Racial discrimination is no longer a major problem in America	4	3	2	1
Realistically, an individual can do little to bring about changes in our society	4	3	2	1
Wealthy people should pay a larger share of taxes than they do now	4	3	2	1
Colleges should prohibit racist/sexist speech on campus	4	3	2	1
Same sex couples should have the right to legal marital status	4	3	2	1
Affirmative action in college admissions should be abolished	4	3	2	1
Federal military spending should be increased	4	3	2	1
The federal government is not doing enough to control environmental pollution	4	3	2	1
A national health care plan is needed to cover everybody's medical costs	4	3	2	1
Undocumented immigrants should be denied access to public education	4	3	2	1
Through hard work, everybody can succeed in American society	4	3	2	1
Dissent is a critical component of the political process	4	3	2	1
Addressing global warming should be a federal priority	4	3	2	1

20. If you borrowed money to help pay for college expenses, estimate how much you will owe as of June 30, 2009: \$ 

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21. How much of the past year's educational expenses (room, board, tuition, and fees) were covered from each of the following sources? (Mark one answer for each possible source)

	None	Less than \$1,000	\$1,000 to 2,999	\$3,000 to 5,999	\$6,000 to 9,999	\$10,000 or more
Family resources (parents, relatives, spouse, etc.)	6	5	4	3	2	1
My own resources (income from work, work-study, etc.)	6	5	4	3	2	1
Aid which need not be repaid (grants, scholarships, military, etc.)	6	5	4	3	2	1
Aid which must be repaid (loans, etc.)	6	5	4	3	2	1
Other sources	6	5	4	3	2	1

22. When thinking about your career path after college, how important are the following considerations: (Mark one in each row)

	Essential	Very Important	Somewhat Important	Not Important
Working for social change	E	V	S	N
High income potential	E	V	S	N
Social recognition or status	E	V	S	N
Stable, secure future	E	V	S	N
Creativity and initiative	E	V	S	N
Expression of personal values	E	V	S	N
Availability of jobs	E	V	S	N
Limited working hours	E	V	S	N
Leadership potential	E	V	S	N
Discovery/advancement of knowledge	E	V	S	N

23. What do you plan to be doing in fall 2009? (Mark all that apply)

- Attending undergraduate college full-time
- Attending undergraduate college part-time
- Attending graduate/professional school
- Working full-time
- Working part-time
- Working in a science/math/technology related job
- Working in a humanities/social science related job
- Participating in a post-baccalaureate program
- Participating in a community service organization
- Serving in the Armed Forces
- Attending a vocational training program
- Traveling
- Doing volunteer work
- Staying at home to be with or start a family
- No current plans

24. If you are planning on being employed after graduation, which best describes the current state of your employment plans? (Mark one response only)

- Not actively looking for a position
- Looking, but no offers yet
- Received an offer for a position, but declined
- Currently considering an offer
- Accepted an offer of employment
- Not planning on employment this fall

25. If you are planning to attend graduate or professional school, which of the following best estimates the current state of your educational plans? (Mark one response only)

- Accepted and will be attending in the fall
- Accepted and deferred admission until a later date
- Placed on waiting list, no acceptances
- Still awaiting responses, no acceptances
- Will be applying this coming fall
- Not applying this fall, but might apply at a future date
- No plans to apply to school now or in the future

26. Think back over the past two weeks. How many times in the past two weeks, if any, have you had five or more alcoholic drinks in a row? (A drink can be a 12-ounce beer or wine cooler, a 4-ounce glass of wine, or a shot of liquor either straight or in a mixed drink.)

- None
- Once
- Twice
- 3-5 times
- 6-9 times
- 10 or more times

27. If you could make your college choice over, would you still choose to enroll at your current college?

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

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

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

29. What is the average grade you received during your college career, both overall and in your major? (Mark ONE circle in each row)

	A or A+	A-	B+	B	B-	C+	C	D
Overall GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primary Major GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Your current religious preference: (Mark one)

- Baptist  LDS (Mormon)  Seventh Day Adventist
- Buddhist  Lutheran  United Church of Christ/  
Church of Christ  Methodist  Congregational
- Eastern Orthodox  Muslim  Other Christian
- Episcopalian  Presbyterian  Other Religion
- Hindu  Quaker  None
- Jewish  Roman Catholic

31. Please indicate your racial/ethnic background.

(Mark all that apply)

- White/Caucasian
- African American/Black
- American Indian/Alaska Native
- Asian American/Asian
- Native Hawaiian/Pacific Islander
- Mexican American/Chicano
- Puerto Rican
- Other Latino
- Other

32. Your sex:  Female  Male

33. Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses? HERI maintains strict standards of confidentiality and would require your college to sign a pledge of confidentiality.

- Yes
- No

ADDITIONAL QUESTIONS: If you received an additional page of questions, please mark your answers below:

- |   |   |   |
|---|---|---|
| 34. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 41. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 48. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 35. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 42. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 49. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 36. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 43. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 50. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 37. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 44. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 51. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 38. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 45. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 52. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 39. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 46. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 53. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 40. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 47. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |   |

THANK YOU!

**COLLEGE SENIOR SURVEY  
STUDENT INFORMATION SHEET**

**PURPOSE OF THE STUDY**

You are asked to complete this survey as part of a national study of higher education conducted by the Higher Education Research Institute (HERI) at the University of California, Los Angeles. One major goal of this research is to determine what happens to students when they attend college. The data gathered are used in studies designed to better understand student learning and development and to help improve the quality of college education. Your decision to participate (or not to participate) will not affect your relationship with your college nor your grades.

**PROCEDURES**

If you volunteer to participate in this study, we would ask you to complete the attached survey and return it to the designated person at your campus. Most respondents can complete this questionnaire in about 25 minutes, although individual progress will vary by how quickly you move through the questions.

If you volunteer to complete this survey, you may decide not to complete the survey for any reason at any time without consequence of any kind. The Higher Education Research Institute does not offer payment for participation. Your completion and return of the enclosed questionnaire indicate your consent to participate in the study.

**POTENTIAL BENEFITS TO SUBJECTS AND/OR SOCIETY**

You may have the opportunity to reflect on your prior academic experiences and your expectations for college as you complete the survey, which may enhance self-understanding. Results of your participation also will be directly beneficial to your college or university, and may benefit future generations of college students as well.

**POTENTIAL RISKS AND DISCOMFORTS**

There could be survey items that you are uncomfortable answering or to which you would simply prefer not to respond. Your participation in this study is strictly voluntary, and you will be under no obligation whatsoever to answer any questions that you are not inclined to answer. You may choose not to answer any specific questions you do not want to answer and still remain in the study.

**CONFIDENTIALITY**

Please note that your responses will be used for research purposes only and will be strictly confidential. Any information that is obtained in connection with this study and that can be identified with you will remain confidential and we will release your survey data back to your institution with identifying information only if we have your explicit permission to do so (survey question #33). Further, all colleges receiving such information are required to certify in advance that the data will only be used for research purposes and will not be used to investigate specific individuals. If you do not give us your permission to release your survey data with identifying information, we will provide your college with non-identifiable data.

**IDENTIFICATION OF INVESTIGATORS**

If you have any questions or concerns about the research, please contact Mr. John Pryor at this address:

Higher Education Research Institute  
UCLA Graduate School of Education and Information Studies  
Box 951521  
Los Angeles, CA 90095-1521  
Email: [heri@ucla.edu](mailto:heri@ucla.edu)  
Phone: 310-825-1925

**RIGHTS OF RESEARCH SUBJECTS**

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact the Office for Protection of Research Subjects, 1401 Ueberroth Building, UCLA, Box 951694, Los Angeles, CA 90095-1694, (310) 825-8714.

7. Below is a list of different MAJOR fields for undergraduate and graduate study. (Fill in appropriate two-digit code on your survey) Undergraduate major (final or most recent) & Graduate major (omit if you do not plan to go to graduate school) .

ARTS AND HUMANITIES	ENGINEERING	SOCIAL SCIENCE
01 Art, fine and applied	35 Aeronautical or astronomical eng	62 Anthropology
02 English (language and literature)	36 Civil Engineering	63 Economics
03 History	37 Chemical Engineering	64 Ethnic Studies
04 Journalism	38 Computer Engineering	65 Geography
05 Language and Literature (except English)	39 Electrical or Electronic Engineering	66 Political Science (gov't. international relations)
06 Music	40 Industrial Engineering	67 Psychology
07 Philosophy	41 Mechanical Engineering	68 Social Work
08 Speech	42 Other Engineering	69 Sociology
09 Theater or Drama	PHYSICAL SCIENCE	70 Women's Studies
10 Theology or Religion (incl. Meteorology)	43 Astronomy	71 Other Social Science
11 Other Arts and Humanities	44 Atmospheric Science	TECHNICAL
BIOLOGICAL SCIENCE	45 Chemistry	72 Building Trades
12 Biology (general)	46 Earth Science	73 Data Processing or Computer Programming
13 Biochemistry or Biophysics	47 Marine Science (incl. Oceanography)	74 Drafting or Design
14 Botany	48 Mathematics	75 Electronics
15 Environmental Science	49 Physics	76 Mechanics
16 Marine (Life) Science	50 Statistics	77 Other Technical
17 Microbiology or Bacteriology	51 Other Physical Science	PROFESSIONAL
18 Zoology	52 Architecture or Urban Planning	OTHER FIELDS
19 Other Biological Science	53 Home Economics	78 Agriculture
BUSINESS	54 Health Technology (medical, dental, laboratory)	79 Communications
20 Accounting	55 Law	80 Computer Science
21 Business Admin. (general)	56 Library/Archival Science	81 Forestry
22 Finance	57 Medicine, Dentistry, Veterinary	82 Kinesiology
23 International Business	58 Nursing	83 Law Enforcement
24 Marketing	59 Pharmacy	84 Military Science
25 Management	60 Therapy (occupational, physical, speech)	85 Other Field
26 Secretarial Studies	61 Other Professional	86 Undecided
27 Other Business		
EDUCATION		
28 Business Education		
29 Elementary Education		
30 Music or Art Education		
31 Physical Education or Recreation		
32 Secondary Education		
33 Special Education		
34 Other Education		

8. Please mark your probable CAREER/OCCUPATION below: (Fill in appropriate two-digit code on your survey)

01 Accountant or actuary	23 Lab technician or hygienist
02 Actor or entertainer	24 Law enforcement officer
03 Architect or urban planner	25 Lawyer (attorney) or judge
04 Artist	26 Military service (career)
05 Business (clerical)	27 Musician (performer, composer)
06 Business executive (management, administrator)	28 Nurse
07 Business owner or proprietor	29 Optometrist
08 Business sales person or buyer	30 Pharmacist
09 Clergy (minister or priest)	31 Physician
10 Clergy (other religious)	32 Policymaker/government
11 Clinical psychologist	33 School counselor
12 College administrator/staff	34 School principal or superintendent
13 College teacher	35 Scientific researcher
14 Computer programmer/analyst	36 Social, welfare or recreation worker
15 Conservationist or forester	37 Therapist (physical, occupational, speech)
16 Dentist (including orthodontist)	38 Teacher or administrator (elementary)
17 Dietitian or home economist	39 Teacher or administrator (secondary)
18 Engineer	40 Veterinarian
19 Farmer or rancher	41 Writer or journalist
20 Foreign service worker (including diplomat)	42 Skilled trades
21 Homemaker (full-time)	43 Other
22 Interior decorator (including designer)	44 Undecided

Carefully detach this section after answering Questions 7 and 8.