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USMA-OIR- 83-001

UNITED STATES MILITARY ACADEMY

WEST POINT, NEW YORK

NEW CADETS
AND
OTHER COLLEGE FRESHMEN:
CLASS OF 1986

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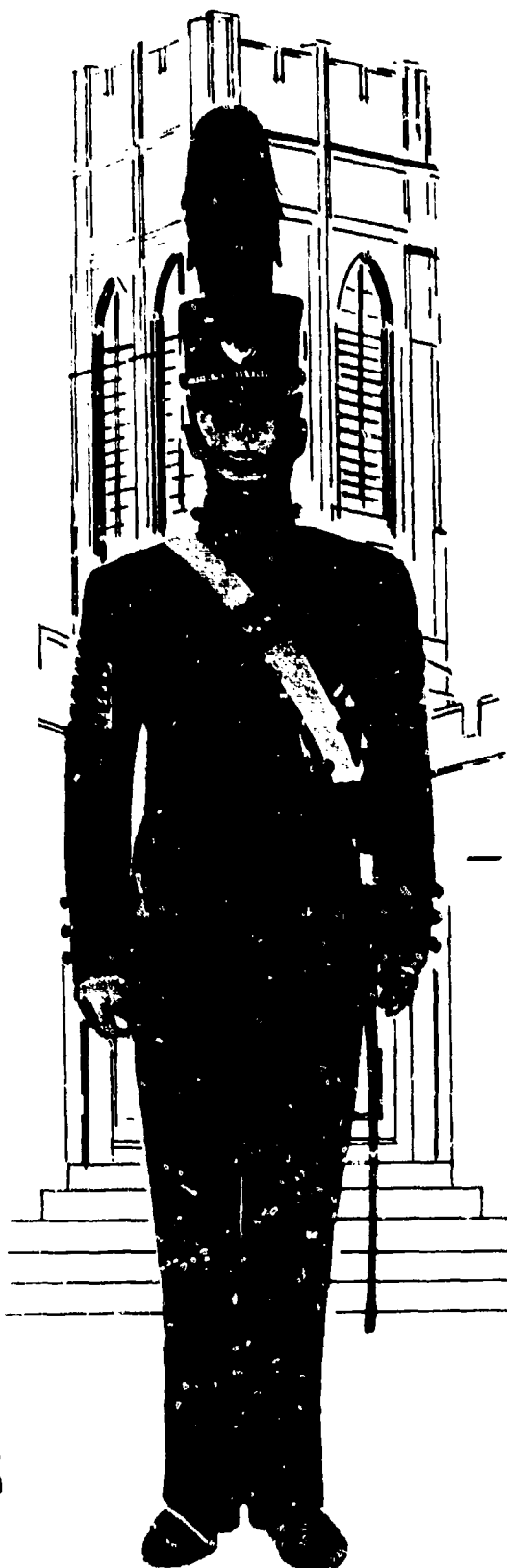
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NEW CADETS AND OTHER COLLEGE FRESHMEN:
CLASS OF 1986

Report Number: USMA-OIR-83-001
Project Number: 475
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April 1983

ABSTRACT

↓ This report compares new cadets at USMA in the Class of 1986 with entering freshmen at institutions in the following norm groups: all four-year colleges, highly selective public four-year colleges, and very highly selective four-year private colleges. Data are presented on secondary school and socioeconomic backgrounds, values, interests, and activity patterns, and are based on the American Council on Education's yearly survey. ↑

NOTE: Any conclusions in this report are not to be construed as official U. S. Military Academy or Department of the Army positions unless so designated by other authorized documents.

OFFICE OF INSTITUTIONAL RESEARCH
UNITED STATES MILITARY ACADEMY
WEST POINT, NEW YORK 10996

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EXECUTIVE SUMMARY

A. **PURPOSE.** This report contains information, for rapid reference, on the U.S. Military Academy Class of 1986 and on four norm groups of freshmen at other colleges.

B. **METHODOLOGY.** The United States Military Academy participates in the Cooperative Institutional Research Program (CIRP) of the American Council on Education (ACE) and the University of California at Los Angeles. On 1 July 1982, the Military Academy Class of 1986 entered West Point; and on the second or third day of Cadet Basic Training, 99% of this class completed the ACE survey on secondary school and socioeconomic backgrounds, values, interests, and activity patterns. The results of all colleges participating in the survey are compiled at UCLA. This report compares new cadets at USMA in the Class of 1986 with entering freshmen in the following norm groups: all four-year colleges, highly selective public four-year colleges, and very highly selective four-year private colleges. The responses to all questions in the survey are given in Tables 1-32 of the report, but a summary impression of the new cadets is given below.

C. **RESULTS:** A Summary Impression of the New Cadets.

1. Most new cadets in the Class of 1986 were 18 years old in 1982, and graduated from high school in June just before coming to West Point. They had fathers who were college graduates and mothers with some additional schooling after graduating from high school. The most probable occupations of their fathers were businessman (26%) or military careerist (12%). Nearly three quarters of their mothers worked outside the home. The median parental income was over \$33,500. Two-thirds of cadet families had no other dependents attending college in 1982.

2. The new cadets had an average grade of "A-" in secondary school, and were in the top fifth in academic rank there (86%). Nearly half of the new cadets had written a computer program in high school (46%), and close to a quarter had taken a computer-assisted course (23%).

3. On average, new cadets applied to two other colleges and were accepted by one other. The USMA was the first choice of most (86%). Cadets in the Class of '86 selected the Academy because of its academic reputation (87%), special education programs (46%), and financial assistance (45%).

4. Cadet political identification remained largely conservative among the Class of 1986, although the number identifying themselves with the far right continued a decline which began in 1981. The majority of cadets were divided almost evenly between middle-of-the-roads (44%) and conservatives (42%).

5. Cadets in the Class of 1986 continue to view energy and the environment as major national issues. Three out of every four (75%) new cadets feel the government should discourage energy use and 69% agree the federal government is not doing enough to control environmental pollution. Most agree that the federal government should increase military spending (80%). Many feel that too many rights are given to criminals (86%), and that the wealthy should be required to pay more taxes (70%). Cadets also favor job equality for women (93%). Regarding academic issues, the new cadets feel that colleges should require a minimum competence for graduation (96%), and that students should help evaluate faculty members (68%). Two-thirds think that the grading in high school was too easy.

6. The majority of new cadets considered it to be essential or very important that they become authorities in their chosen fields (81%), raise a family (72%),* help others in difficulty (61%), develop a philosophy of life (57%), be very well off financially (57%), obtain recognition from colleagues (56%), and have administrative responsibility (56%).

*There is a significant difference between female and male cadets on this objective, with 74% of the males planning to raise a family, while only 51% of the female cadets indicate that this is a long-run objective.

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I. INTRODUCTION

The United States Military Academy participates in the Cooperative Institutional Research Program (CIRP) of the American Council on Education (ACE) and the University of California at Los Angeles. Since it began in 1966, the CIRP has provided data which make it possible to compare new cadets at USMA with students entering a wide variety of colleges. It has been the only systematic source of data available to USMA for making such objective comparisons. Each year the Office of Institutional Research has published a report describing the characteristics of the new cadets in comparison to students at other colleges which participate in the survey (see Houston, 1982,¹ for the most recent report). Over the last fifteen years, there have been changes in the kinds of male students who have entered West Point. Further changes were initiated with the admission of the first female students in 1976. In some characteristics, West Point's entering class has changed because society is changing; in other attributes, West Point's entering class has not changed to the same degree as students entering other colleges.² The current report continues OIR's practice of publishing results of the ACE survey, and presents data obtained from members of the Class of 1986.

II. METHOD

A. On 1 July 1982, 1,271 men and 148 women entered West Point as the Class of 1986. Of this entering group, 1,414 completed the ACE survey during the second or third day of Cadet Basic Training. Of the group that was tested, 202 reported prior college experience. Since the national norms published by the American Council on Education³ deal exclusively with first-time, full-time freshmen, this report presents the opinions and characteristics of 1,078 male and 131 female cadets without prior college experience.⁴

B. The ACE annual national norms survey collects data on secondary school and socioeconomic backgrounds, values, interests, and activity patterns.⁵ The comparison of West Point cadets and norms for various types of undergraduate institutions that is made in this report highlights the similarities and differences between West Point and other groups of schools.

C. Since the Federal Service Academies have a unique role in higher education, there are no exactly parallel reference groups available for comparison purposes. However, four reference groups of freshmen with certain similarities are considered in this report: (1) all four-year colleges (male freshmen), (2) all four-year colleges (female freshmen), (3) four-year public colleges with high selectivity (all freshmen), and (4) four-year private nonsectarian colleges with very high selectivity (all freshmen). These reference groups included over one-hundred fourteen thousand participants from 281 institutions.

¹Houston, J. W. New Cadets and Other College Freshmen, Class of 1985. West Point: Office of Institutional Research, April 1982. Report #82-004.

²Priest, R. F. "Who are the West Point Cadets?" Paper delivered at the 1976 Regional Meeting of the Inter-University Seminar on Armed Forces and Society, Air Command and Staff College, Maxwell AFB, Alabama, 22-23 October 1976.

³The American Freshman: National Norms for Fall 1982. Cooperative Institutional Research Program of the American Council on Education and the University of California, Los Angeles.

⁴In addition to those reporting prior college experience, three students incorrectly identifying themselves as part-time students were also excluded from the survey of first-time freshmen entering USMA.

⁵The questionnaire is included as Appendix A.

The four-year colleges are those institutions which primarily grant a bachelor's degree only. The four-year public colleges with high selectivity are those institutions with mean SAT-Verbal plus SAT-Math scores of 1,025 or more. Four service academies, as well as five other colleges, are included in this norm group. The four-year private nonsectarian colleges with very high selectivity are those institutions with mean SAT-Verbal plus SAT-Math scores of 1175 or more. All freshmen of both sexes are included in the last two groups.

D. All of the questions in the original ACE 1982 Student Information Form, which were reported to participating institutions on the Data Summary printout, are included in this report with the following exceptions: (1) residence planned during fall term; (2) highest degree planned here; (3) marital status; (4) concern about financing college; (5) sources of financial support; and (6) living with parents last year.

III. RESULTS

A. General. The results are presented in Tables 1 through 32. As an aid in interpreting the data, the items in Tables 17, 22, 23, 27, 28, 30, 31 and 32 have been rearranged in descending order of frequency of selection by male cadets. Results of selected items are described below under the headings of "Institutional Effects" and "Differences by Sex." Institutional Effects are the special characteristics of cadets at the Military Academy when compared to students at the institutions of the norm groups.

B. Institutional Effects.

1. More new cadets (85%) list their current religious preference as either Protestant or Roman Catholic (Table 3), compared to all four-year college students (71%) or those entering private colleges of very high selectivity (58%). Due to the requirement of candidates to obtain a nomination, cadets come from a wider geographical distribution than do students at other four-year colleges (Table 9). Fifty-two percent of the fathers of cadets had college or graduate degrees, while only 39% of the students in all four-year colleges and 47% of the students in the public college group had fathers with this level of education (Table 10a). Sixty-five percent of the mothers of cadets had some education beyond high school, while 50% of the mothers of all four-year college students and 85% of the mothers of students in private colleges with very high selectivity had this education (Table 10b).

2. The median parental income of cadets in the Class of 1986 was significantly higher than the parental income of students in four-year colleges, but lower than parental income of the private college students (Table 13a). Sixty-two percent of the cadets received an average grade of "A-" or above in secondary school, a proportion significantly higher than that in any of the norm groups used for comparison (Table 18). Cadets applied to, and were accepted by, more colleges than students in all four-year colleges; but students at the very highly selective four-year private colleges applied to, and were accepted by, more colleges than cadets (Tables 25 and 26).

3. A large majority (87%) of the USMA Class of 1986 cited "this college's" good academic reputation as being important to them in selecting the Academy, whereas only 56% of students at all four-year colleges and 72% of students at public colleges of high selectivity cited this as an important factor in their selection of a college. The concern of the members of the Class of 1986 with their college's academic reputation matches most closely with students entering private, very highly selective colleges, as does their interest in pursuing graduate degrees in their chosen fields (Table 21). Eighty-eight percent of cadets plan to pursue a degree beyond their bachelor's, compared with 17% of students in all four-year colleges, 68% of those in public, highly selective colleges, and 92% of students in private, very highly selective colleges. Finally, the proportion of cadets identifying themselves as politically liberal or far left in 1982 continued a decline begun in 1979, while the proportion of students in those norm groups used for comparison who placed themselves in these two categories increased in 1982 (Table 29).

C. Differences by Sex.

1. Overall, there is greater similarity between male and female cadets in the Class of 1986 than between female cadets and women entering other colleges in 1982. However, some differences which do exist between male and female cadets are of interest.

2. More cadet women had average secondary school grades of "A-" or above (72%) than did men (60%) (Table 18). In regard to reasons very important in deciding to go to college, USMA women listed four significantly more often than male cadets: gain general education, learn more about things, meet new and interesting people, and become a more cultured person (Table 27).

3. Only 9% of the female cadets agreed that "women's activities are best confined to the home," while 36% of male cadets felt this was true. Over two-thirds of female cadets (67%) agreed that abortion should be legalized, while only 50% of male cadets agreed with this (Table 30).

4. More female than male cadets felt they would need remedial work in Math (22% vs. 14%) and Science (15% vs. 9%), but significantly fewer USMA women indicated they would need remedial work in English (7% vs. 13%) (Table 20). The proportion of female cadets planning to pursue an M.D., D.D.S. or D.V.M. (22%) was significantly higher than all other groups except freshmen entering private, very highly selective colleges (19%). The average of the other four groups compared was 6% (Table 21).

5. Regarding college expectations (Table 31), significantly more male cadets than female cadets thought they "would marry within a year after college," while students in the norm groups had the opposite pattern.

6. In order to highlight differences in all tables of the report, an "a" indicates over a 10-point difference when USMA males are compared to all four-year college males, or when USMA females are compared to all four-year college females. This report has made no systematic attempt to explain the differences noted.

SECTION 1: BIOGRAPHICAL AND SOCIOECONOMIC CHARACTERISTICS

1. Age in Years as of 31 December 1982*

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
16 or Younger	0.0%	0.0%	0.0%	0.1%	0.0%	0.2%
17	1.4	5.8	1.8	3.0	2.8	5.5
18	76.5	81.5	72.2	79.1	77.9	79.6
19	20.2	13.8	21.3	15.5	17.5	14.0
20	1.2	0.0	1.1	1.0	0.9	0.6
21 or Over	0.7	0.8	0.8	1.2	0.8	0.1
(18 or Less)	(77.9)	(85.3)	(74.0)	(82.2)	(80.7)	(85.1)

2. Racial Background

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Caucasian/White	87.8%	73.6%	83.6%	81.5%	90.0%	39.3%
Negro/Black	7.2	15.5	12.5	14.6	4.8	4.5
American Indian	0.7	0.8	1.3	1.2	0.9	0.8
Oriental	2.0	3.9	1.6	1.5	3.3	4.4
Mexican-American/ Chicano	1.6	3.1	0.9	0.7	0.9	0.4
Puerto Rican- American	0.5	3.1	1.3	1.5	0.8	0.7
Other	1.7	7.0	1.7	1.6	1.6	2.2

*All columns on each table of this report are for first-time freshmen.

3. Current Religious Preference

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Protestant	43.5%	43.0%	34.2%	35.1%	37.7%	31.7%
Roman Catholic	41.5	38.3	36.3	36.0	41.0	26.3
Jewish	1.3	0.8	2.7	2.6	4.2	12.7
Other*	7.7	9.4	18.9	20.4	8.5	10.3
None	5.9	8.6	8.0	5.9	8.7	19.1

*Other consists of Eastern Orthodox, Muslim, and "Other Religion."

4. Concern About Financing College

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
No concern	94.2% ^a	95.4% ^a	34.4%	24.6%	45.7%	33.7%
Some concern	4.6 ^a	3.8 ^a	49.1	53.3	41.5	51.7
Major concern	1.2 ^a	0.8 ^a	16.5	22.1	12.8	14.6

5. Residence Preferred During Fall Term

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
With parents or relatives	18.4%	23.9%	17.7%	15.4%	15.3%	3.5%
Other private home or apartment	22.6	26.1	25.5	21.3	21.2	7.0
College dormitory	32.0 ^a	39.8 ^a	44.5	53.0	52.7	79.9
Fraternity or Sorority house	13.0	6.8	5.0	4.4	5.2	3.3
Other campus housing	2.6	1.1	4.6	4.3	3.1	5.6
Other	11.3	2.3	2.7	1.6	2.4	0.7

^aUSMA males over 10 percentage points different from all 4-year college males. In all tables of this report, an "a" indicates over a 10-point difference when USMA males are compared to all 4-year college males or when USMA females are compared to 4-year college females.

6. Veteran of the Armed Services

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Yes	1.6%	0.0%	1.5%	0.8%	0.9%	0.5%

7. Permission Given to Use this Data

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Yes	98.5% ^a	96.8% ^a	80.4%	82.8%	85.4%	75.9%

8. Year Graduated from High School

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
1982	95.3%	96.2%	94.5%	96.6%	96.9%	97.8%
1981	3.4	3.1	2.7	1.0	1.9	1.8
1980	0.5	0.0	0.8	0.4	0.4	0.1
1979 or Earlier	0.8	0.8	1.2	0.7	0.5	0.0
H.S. Equivalency (GED)	0.0	0.0	0.7	0.4	0.1	0.0
Never Completed High School	0.1	0.0	0.1	0.2	0.2	0.3

9. Distance from Home to College

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
10 Miles or Less	0					
10 Miles or Less	0.8% ^a	0.0% ^a	16.9%	16.4%	9.6%	3.3%
11-50 Miles	2.9 ^a	4.8 ^a	23.0	24.6	16.2	7.3
51-100 Miles	6.9	7.9	16.0	17.8	11.5	9.9
101-500 Miles	27.8	16.7 ^a	31.4	30.2	33.3	49.2
More than 500 Miles	61.7 ^a	70.6 ^a	12.7	10.9	29.5	30.3

10. Parents' Highest Level of Education

a. Father's Education

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Grammar school or less	1.8%	3.9%	4.5%	5.8%	2.8%	1.4%
Some high school	5.4	3.1	9.6	10.0	6.0	2.0
High school graduate	19.2	16.3 ^a	27.9	27.3	23.5	6.8
Post-secondary other than college	3.8	3.1	4.4	4.5	4.7	2.0
Some college	17.7	16.3	13.9	14.2	15.5	6.9
College degree	21.6	23.3	20.4	19.4	22.8	23.2
Some graduate school	4.5	3.9	2.6	2.6	3.9	5.9
Graduate degree	26.0	30.2 ^a	16.8	16.2	20.8	51.8
(High school grad or less)	(26.4) ^a	(23.3) ^a	(42.0)	(43.1)	(32.3)	(10.2)

b. Mother's Education

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Grammar school or less	1.4%	0.8%	3.0%	3.5%	1.8%	1.2%
Some high school	6.2	3.1	7.8	8.3	4.8	1.5
High school graduate	28.5 ^a	23.6 ^a	39.5	37.8	34.8	12.8
Post-secondary other than college	8.8	4.7	7.0	7.5	8.4	5.9
Some college	21.2	21.3	15.1	16.9	17.9	13.2
College degree	20.6	32.3 ^a	18.0	17.3	20.5	34.4
Some graduate school	3.2	3.1	2.3	2.3	3.6	7.7
Graduate degree	10.1	11.0	7.2	7.3	8.3	23.4
(High school grad or less)	(36.1) ^a	(27.5) ^a	(50.3)	(49.6)	(41.4)	(15.5)

11. Parents' Occupations

a. Father's Occupation

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Artist (incl performer)	0.3%	0.0%	1.0%	1.0%	0.9%	2.3%
Businessman	25.4	26.6	30.4	28.8	28.8	34.8
Clergy or religious worker	0.6	0.0	1.6	1.3	0.8	1.3
Educator (college teacher or administrator)	1.6	1.6	1.1	1.2	1.3	5.4
Doctor or Dentist	2.3	1.6	2.5	2.4	2.1	11.4
Educator (secondary)	8.1	10.2	4.3	3.6	5.7	4.6
Educator (elementary)	0.8	1.6	0.7	0.7	0.8	0.8
Engineer	7.8	9.4	7.8	7.9	10.8	7.3
Farmer or Forester	1.7	1.6	3.3	4.2	3.9	0.5
Health professional (non-MD)	0.8	4.7	1.3	1.3	1.5	0.9
Lawyer	1.7	0.8	1.7	1.7	1.3	8.0
Military Careerist	11.3	13.3 ^a	2.2	1.8	4.3	0.8
Research Scientist	0.6	0.8	0.6	0.5	0.7	2.2
Skilled worker	9.8	6.3	11.2	9.4	9.2	3.0
Semi-skilled worker	4.2	1.6	5.3	4.3	4.4	1.1
Laborer (unskilled)	2.4	3.1	3.3	3.3	2.7	0.6
Unemployed	1.3	2.3	1.9	2.6	1.5	1.0
Other Occupation	19.3	14.8	19.8	24.2	19.2	13.8

b. Mother's Occupation

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Artist (incl performer)	0.8%	2.3%	1.4%	1.6%	1.4%	5.3%
Businesswoman	8.3	10.2	9.9	9.9	9.1	10.3
Business (clerical)	10.6	7.0	10.6	11.7	11.9	6.3
Clergy or religious worker	0.0	0.0	0.1	0.1	0.1	0.2
Educator (college teacher or administrator)	0.2	0.0	0.4	0.4	0.4	2.2
Doctor or Dentist	0.0	0.0	0.3	0.2	0.2	1.3
Educator (secondary)	7.4	5.5	4.0	3.2	4.6	6.8
Educator (elementary)	8.8	10.2	6.8	6.4	8.0	8.7
Engineer	0.1	0.0	0.1	0.1	0.2	0.1
Farmer or Forester	0.1	0.8	0.3	0.2	0.3	0.2
Health profession (non-MD)	1.3	2.3	1.7	1.8	1.7	2.5
Homemaker (full-time)	22.5	20.3	22.2	22.2	23.5	22.9
Lawyer	0.4	0.0	0.2	0.1	0.1	1.0
Nurse	10.1	13.3	7.4	7.6	8.3	6.0
Research Scientist	0.3	0.0	0.1	0.1	0.2	0.6
Social, Welfare, Rec. worker	1.2	1.6	1.3	1.2	1.2	2.9
Skilled worker	2.5	0.8	2.2	1.9	1.9	1.0
Semi-skilled worker	3.2	1.6	3.7	2.7	3.2	1.1
Laborer (unskilled)	1.0	0.8	2.4	2.1	1.7	0.5
Unemployed	5.6	5.5	8.0	7.5	5.7	5.2
Other Occupation	15.7	18.0	16.9	18.7	16.3	14.8

12. Parents' Religious Preference

a. Father's Religious Preference

	<u>USMA</u> <u>(Male)</u>	<u>USMA</u> <u>(Female)</u>	<u>4-Year</u> <u>College</u> <u>(Male)</u>	<u>4-Year</u> <u>College</u> <u>(Female)</u>	<u>4-Year</u> <u>Public</u> <u>College</u> <u>High</u> <u>Selectivity</u>	<u>4-Year</u> <u>Private</u> <u>College</u> <u>Very High</u> <u>Selectivity</u>
Protestant	44.0%	43.9%	36.2%	35.9%	39.6%	35.5%
Roman Catholic	40.2	35.0	35.6	34.8	40.0	26.7
Jewish	1.7	0.0	3.2	3.1	4.8	15.0
Other	8.2	8.9	18.4	19.3	8.2	9.2
None	5.9	12.2	6.6	6.9	7.3	13.6

b. Mother's Religious Preference

	<u>USMA</u> <u>(Male)</u>	<u>USMA</u> <u>(Female)</u>	<u>4-Year</u> <u>College</u> <u>(Male)</u>	<u>4-Year</u> <u>College</u> <u>(Female)</u>	<u>4-Year</u> <u>Public</u> <u>College</u> <u>High</u> <u>Selectivity</u>	<u>4-Year</u> <u>Private</u> <u>College</u> <u>Very High</u> <u>Selectivity</u>
Protestant	44.7%	45.2%	37.0%	36.9%	40.8%	38.1%
Roman Catholic	42.5	39.7	37.2	36.1	42.0	28.2
Jewish	1.6	0.0	3.0	2.9	4.6	14.3
Other	8.3	10.3	19.1	20.6	8.7	10.0
None	2.8	4.8	3.7	3.4	3.8	9.4

13a. Estimated Total Parental Income Last Year

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Less than \$4,000	0.8%	0.0%	2.9%	3.8%	1.9%	1.0%
\$4,000-\$5,999	0.3	0.0	1.9	3.0	1.1	0.6
\$6,000-\$7,999	0.6	2.4	2.3	2.9	1.6	0.5
\$8,000-\$9,999	1.2	2.4	2.9	3.5	1.9	1.1
\$10,000-\$12,499	3.1	3.2	4.8	6.0	3.6	1.9
\$12,500-\$14,999	3.4	3.2	4.8	5.3	3.5	2.4
\$15,000-\$19,999	6.1	5.6	8.7	9.2	7.7	4.0
\$20,000-\$24,999	12.2	10.3	13.4	12.7	12.1	6.5
\$25,000-\$29,999	12.1	9.5	11.7	10.5	12.3	6.6
\$30,000-\$34,999	14.4	17.5	11.7	11.3	14.4	9.1
\$35,000-\$39,999	12.4	11.9	8.4	8.3	10.5	7.6
\$40,000-\$49,999	16.0	20.6	10.9	9.8	14.5	13.5
\$50,000-\$99,999	15.9	12.7	11.9	10.6	13.3	29.5
\$100,000 or more	1.6	0.8	3.6	3.3	1.7	15.6
(Less than \$20,000)	(15.5) ^a	(16.8) ^a	(28.3)	(33.7)	(21.3)	(11.5)
Median	= \$33,516	\$33,827	\$28,546	\$26,714	\$31,493	\$43,222

13b. Persons Currently Dependent on Parents for Support

One	6.5%	4.0%	6.3%	4.7%	5.0%	2.7%
Two	14.8	7.1	11.5	9.9	9.5	8.9
Three	19.5	28.6	12.2	20.7	19.4	17.8
Four	24.5	25.4	26.9	27.5	27.7	30.2
Five	18.2	17.5	20.1	21.4	22.1	24.8
Six or More	16.4	17.5	14.0	15.8	16.3	15.2

13c. Number of Other Dependents Currently Attending College

None	66.3%	63.7%	64.9%	63.9%	62.3%	56.5%
One	25.0	29.8	25.0	25.9	27.8	31.2
Two	7.3	5.6	7.2	7.1	7.2	8.6
Three or More	1.4	0.8	2.9	3.1	2.7	3.7

13d. Listed as Exemption on Parental Federal Income Tax Return

Yes:	92.5%	95.1%	88.6%	90.6%	89.7%	95.1%
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14a. Considers Self Physically Handicapped

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Yes:	4.7%	3.9%	5.2%	5.0%	4.3%	5.2%

14b. <u>Type of Handicap*</u>	(N=49)	(N=9)				
Hearing	2.0%	0.0%	9.2%	7.8%	7.4%	6.7%
Speech	0.0	0.0	2.7	1.4	2.8	1.9
Visual	79.6 ^a	100.0 ^a	48.7	47.3	59.2	56.2
Orthopedic	4.1	0.0 ^a	12.0	12.5	8.9	12.8
Learning Disability	0.0	0.0	6.0	5.8	2.7	6.2
Health-related	0.0 ^a	0.0 ^a	10.6	12.6	7.8	8.5
Other	0.0	0.0	7.9	6.2	3.3	4.1

*Percentages are only of those who consider themselves physically handicapped (from 14a).

15. Twin Status

Identical twin	0.4%	0.0%	0.6%	0.6%	0.6%	0.4%
Fraternal twin	1.0	1.5	1.2	1.2	1.2	1.1

16. Family Background

a. Parents Lived Together:

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
All of the time	83.5%	86.2%	83.4%	81.3%	84.2%	83.3%
Most of the time	10.4	8.5	7.7	8.4	8.5	8.3
Occasionally	3.9	3.8	4.6	5.1	4.2	5.0
Never	2.2	1.5	4.4	5.2	3.1	3.4

b. Father Worked Full Time:

All of the time	88.5%	85.3%	89.3%	87.9%	89.9%	91.2%
Most of the time	9.7	12.4	7.8	8.4	8.1	6.9
Occasionally	1.2	1.6	1.7	2.3	1.2	1.4
Never	0.6	0.8	1.2	1.5	0.8	0.5

c. Mother Worked Full Time:

All of the time	16.0%	22.5%	23.5%	24.4%	17.8%	14.9%
Most of the time	25.7	26.4	20.5	21.0	22.2	21.0
Occasionally	25.3	17.8	21.5	18.1	22.1	21.1
Never	33.1	33.3	34.5	36.4	37.9	43.0

d. Mother Held Part Time Job:

All of the time	2.8%	1.6%	5.3%	5.2%	4.7%	4.7%
Most of the time	10.9	9.7	11.6	12.2	13.5	12.4
Occasionally	44.2	46.0 ^a	37.1	35.8	39.6	40.8
Never	42.1	42.7	46.0	46.9	42.2	42.1

e. Spoke English in the Home:

All of the time	94.9%	86.9%	93.4%	93.7%	93.1%	88.6%
Most of the time	4.4	11.5	3.3	3.5	3.7	6.8
Occasionally	0.6	1.5	1.9	1.8	1.9	2.8
Never	0.2	0.0	1.4	1.0	1.3	1.8

17. Activities Engaged in By Students During the Past Year

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Attended religious service	91.0%	86.2%	85.3%	90.2%	89.1%	79.1%
Drank beer	78.6	63.3	77.2	72.6	74.9	78.5
Attended public recital-concert	77.2	83.8	75.2	85.8	81.5	90.3
Took vitamins	70.0	73.6	63.7	72.2	67.3	69.0
Stayed up all night	68.8	71.5	72.0	75.5	70.7	73.0
Jogged*	67.6 ^a	76.9 ^a	34.5	22.8	38.7	33.3
Wrote a computer program	47.2 ^a	39.2 ^a	34.2	23.2	44.6	38.2
Wore glasses or contact lenses	43.4	54.6	37.3	49.9	43.7	48.5
Played musical instrument	39.8	62.3	41.9	52.3	49.7	57.2
Took a computer-assisted course	23.8	19.2	20.9	16.6	26.2	18.7
Participated in demonstrations	15.1	12.3	21.0	21.1	17.4	24.5
Worked in political campaign	10.3	9.4	8.8	10.6	8.2	14.6
Took tranquilizing pill	2.1	3.1	4.8	4.8	3.3	4.4
Took a course on TV	1.5	1.6	4.0	2.8	2.5	1.5
Took sleeping pills	1.1	2.3	2.8	2.8	1.9	2.7
Smoked cigarettes*	0.7	3.1	7.1	10.2	5.1	5.1

*Frequently only; all other items frequently plus occasionally.

SECTION II: SECONDARY SCHOOL PERFORMANCE

18. Average Grade in Secondary School

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
A or A+	33.3% ^a	44.6% ^a	2.1%	11.7%	27.0%	27.4%
A-	27.0% ^a	26.9% ^a	10.3	14.6	24.0	28.9
B+	22.0	15.4	18.1	22.1	24.3	25.6
B	12.9% ^a	11.5% ^a	24.4	27.0	16.1	13.3
B-	3.5% ^a	1.5	15.8	11.4	5.0	3.8
C+	1.3% ^a	0.0	14.4	8.9	2.7	0.8
C	0.1	0.0	8.5	4.2	0.8	0.2
D	0.0	0.0	0.4	0.1	0.0	0.0
(A-, A or A+)	(60.3)% ^a	(71.5)% ^a	(18.4)	(26.3)	(51.0)	(56.3)

19. Academic Rank in High School

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Top Fifth	85.2% ^a	90.6% ^a	37.9%	47.3%	73.5%	81.9%
Second Fifth	11.3% ^a	8.6% ^a	25.0	23.0	16.9	13.0
Third Fifth	3.0% ^a	0.8% ^a	29.8	25.2	8.3	4.5
Fourth Fifth	0.5	0.0	6.2	4.0	1.2	0.4
Lowest Fifth	0.1	0.0	1.0	0.5	0.2	0.1

20. Academic Preparation

a. Need Remedial Work in:

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
English	12.7%	6.9%	13.0%	9.2%	7.5%	2.7%
Reading	3.5	0.8	5.1	3.8	3.2	1.9
Mathematics	14.3	21.5	20.3	24.7	14.3	6.3
Social Studies	1.6	4.6	2.6	3.1	2.1	1.0
Science	9.0	15.4	8.3	11.9	8.4	2.0
Foreign Language	17.1	12.3	11.1	8.3	8.6	2.3

b. Have had Remedial
Work in:

English	3.3%	2.3%	6.8%	4.8%	3.4%	6.1%
Reading	3.2	2.3	6.7	4.7	3.3	2.5
Mathematics	5.3	3.8	8.6	8.5	4.4	13.1
Social Studies	2.2	1.5	5.2	3.7	2.7	0.7
Science	2.9	1.5	5.0	3.9	2.8	6.1
Foreign Language	2.2	3.1	4.3	3.5	2.3	5.5

SECTION III: EDUCATIONAL AND CAREER ASPIRATIONS

21. Highest Degree Planned Anywhere

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
None	0.5%	0.8%	1.8%	1.5%	0.6%	0.4%
Associate (or equivalent)	0.0	0.0	2.2	2.3	0.3	0.0
Bachelor's Degree (BA, BS)	12.0 ^a	5.8 ^a	35.8	39.2	31.2	7.7
Master's Degree (MA, MS)	51.3 ^a	45.0	34.6	35.3	43.7	33.2
Ph.D. or Ed.D.	21.9 ^a	17.5	10.6	9.4	14.7	22.5
MD, DDS, or DVM	7.3	21.7 ^a	6.6	5.6	5.1	13.6
LLB or JD	5.2	7.5	5.3	4.4	3.3	16.1
BD or M.DIV.	0.5	0.0	0.9	0.4	0.2	0.3
Other	1.3	1.7	2.1	1.9	0.9	1.2
(Bachelor's Degree or Less)	(12.5) ^a	(6.6) ^a	(39.8)	(43.0)	(32.1)	(8.2)

22. Major Fields of Study*

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Aeronautical Engineering	12.6% ^a	8.5%	2.4%	0.3%	13.2%	0.4%
Electrical Engineering	12.5	2.3	6.2	0.7	9.5	1.6
Political Science	10.2	10.9	2.9	2.1	2.9	9.8
Civil Engineering	8.7	7.0	1.4	0.2	2.3	0.4
Mechanical Engineering	8.5	5.4	3.2	0.4	4.6	0.9
Other Engineering	7.0	7.3	3.1	0.8	5.3	1.2
Computer Science	5.2	4.7	6.1	4.6	7.9	1.2
Military Science	5.1	1.6	0.2	0.0	0.8	0.0
Data Processing	2.9	1.6	4.6	2.8	4.3	0.8

23. Probable Career Occupation*

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Military Service (career)	37.1% ^a	27.3% ^a	2.8%	0.4%	11.3%	0.2%
Engineer	31.2 ^a	28.9 ^a	16.7	3.1	29.0	5.1
Physician	4.4	14.1	4.4	3.4	2.9	14.3
Computer Programmer/Analyst	4.4	3.9	11.3	7.6	10.5	2.1
Business Executive	4.4	3.1	11.8	9.3	5.4	9.3
Lawyer	3.8	3.9	5.5	4.7	2.7	14.5
Foreign Service	1.5	5.5	0.5	0.8	0.5	3.3
Scientific Researcher	1.1	0.8	1.8	1.1	1.5	4.7
Accountant or Actuary	0.6	0.0	6.0	6.6	3.9	0.6

*Nine most frequently mentioned by USMA male first time college students.

24. Choice of College (this college is:)

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
First Choice	86.0% ^a	87.6% ^a	70.7%	72.4%	77.9%	68.4%
Second Choice	11.4 ^a	10.1 ^a	21.8	21.6	16.6	21.6
Third Choice	2.1	1.6	5.2	4.5	3.8	6.9
Less than Third Choice	0.5	0.8	2.3	1.5	1.6	3.2

25. Number of College Applications

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
This College Only	14.8% ^a	20.9% ^a	29.7%	31.7%	21.8%	17.0%
One Other	14.0	14.7	16.4	18.5	18.2	4.7
Two Others	17.4	15.5	18.1	19.0	18.4	8.8
Three Others	18.4	18.6	16.4	14.7	17.1	12.9
Four Others	11.1	15.5	8.9	7.5	10.2	15.2
Five Others	9.0	7.0	5.1	4.3	6.2	15.3
Six or More	15.3	7.8	5.5	4.4	8.0	26.0
(None or One Other)	(28.8) ^a	(35.6) ^a	(46.1)	(50.2)	(40.0)	(21.7)
Median # of Others	2.21	1.93	1.21	.98	1.54	3.42

26. Number of College Acceptances

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
This College Only	21.4% ^a	27.1% ^a	37.0%	37.3%	26.1%	20.7%
One Other	23.6	20.9	20.8	22.4	22.7	13.0
Two Others	21.9	20.2	18.9	18.8	21.0	18.0
Three Others	15.9	17.1	13.1	12.3	15.3	19.3
Four Others	7.6	7.8	5.7	5.3	7.7	13.4
Five Others	3.8	3.9	2.5	2.2	3.5	7.8
Six or More	5.8	3.1	2.0	1.6	3.6	7.8
(None or One Other)	(45.0) ^a	(48.0) ^a	(57.8)	(59.7)	(48.8)	(33.7)
Median # of Others	1.23	1.10	.62	.56	1.06	1.91

27. Reasons Noted as Very Important in Deciding to Go to College

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Gain general education	66.9%	82.3%	62.3%	75.7%	68.3%	87.2%
Learn more about things	63.1	76.9	68.4	79.3	73.6	87.5
Able to get a better job	61.1	62.0 ^a	75.0	76.3	73.2	60.3
Able to make more money	50.5 ^a	42.3 ^a	70.1	63.8	62.6	48.0
Prepare for graduate school	44.2	49.2	44.0	48.1	43.4	67.4
Meet new and interesting people	38.3 ^a	55.8 ^a	48.9	66.7	53.5	74.8
Become a more cultured person	36.2	50.4	31.3	43.3	33.4	52.4
Improve reading-study skills	33.0	36.9	39.5	45.4	34.4	44.2
Parents wanted me to go	30.3	30.8	32.7	37.4	28.2	29.8
Wanted to get away from home	7.2	7.7	10.4	11.6	10.2	13.8
Could not find a job	2.3	3.9	6.6	7.2	4.4	1.4
Nothing better to do	1.7	3.1	2.7	2.1	1.9	3.0

28. Reasons Noted as Very Important in Selecting this College

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
College has a good academic reputation	86.7% ^a	87.6% ^a	53.0%	58.5%	72.0%	87.6%
Offered financial assistance	45.6 ^a	42.2 ^a	21.5	22.5	22.8	23.7
Special educational program offered	45.0 ^a	54.3 ^a	22.4	30.6	34.8	24.1
Has low tuition	27.3 ^a	19.2	16.7	18.2	27.9	1.1
Advice of someone attended	14.7	11.7	14.7	16.3	11.7	13.8
College representative recruited me	14.2	9.6	9.0	5.2	4.1	4.8
Relative wanted me to go	13.7	11.6	5.9	7.4	6.0	4.9
Advice of guidance counselor	7.2	8.5	7.0	7.7	6.1	9.4
A friend suggested attending	4.7	1.6	7.5	7.8	4.8	4.8
Teacher advised me	4.0	2.3	4.2	4.4	3.8	5.5
Not accepted anywhere else	1.0	0.0	2.9	2.1	1.5	2.2
Wanted to live at home	0.4	0.8	8.0	8.7	4.7	0.3

SECTION IV: ATTITUDES, OPINIONS, AND OBJECTIVES

29. Current Political Preference

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Far Left	0.4%	0.0%	2.3%	1.6%	0.9%	2.8%
Liberal	12.0	15.6	19.2	20.3	18.7	35.5
Middle-of-the-Road	42.4 ^a	52.3	53.8	61.6	56.9	40.8
Conservative	43.9 ^a	30.5 ^a	23.2	15.9	22.6	20.1
Far Right	1.2	1.6	1.6	0.7	0.9	0.8
(Liberal or Far Left)	(12.4)	(15.6)	(21.5)	(21.9)	(19.6)	(38.3)

30. Freshmen Views--"Proportions Agreeing Strongly or Somewhat"

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Minimum competence for college graduation	95.8%	97.7%	91.1%	92.1%	95.6%	96.1%
Women should get job equality	92.1	96.9	88.8	96.7	95.3	96.8
Too many rights for criminals	87.7 ^a	75.8 ^a	74.0	64.4	75.0	59.9
Federal military spending increased	80.8 ^a	71.8 ^a	46.9	28.5	45.8	19.6
Federal Gov't should discourage energy use	73.7	75.4	75.5	81.4	80.4	85.2
Wealthy should pay more taxes	68.8	75.0	73.8	71.9	74.6	64.2
Gov't not controlling pollution	68.0	73.8	75.9	83.0	77.7	86.6
Students should help evaluate faculty	67.8	73.2	70.1	70.0	75.1	77.1
Inflation biggest domestic problem	67.5	64.0 ^a	75.2	81.3	75.6	59.7
Grading in high school too easy	65.1	69.0 ^a	55.3	54.4	60.2	64.7
Prohibit homosexual relations	54.7	27.0	56.4	37.0	42.2	16.8
Abortion should be legalized	49.8	67.2 ^a	52.5	55.0	57.2	77.0
Gov't not protecting consumer	47.7 ^a	49.2 ^a	65.2	73.7	60.9	62.9

30. Freshmen Views--"Proportions Agreeing Strongly or Somewhat" (Continued)

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Sex OK if people like each other	46.3% ^a	24.0%	61.6%	29.9%	44.7%	55.8%
Should discourage large families	40.5	35.7	40.8	31.7	40.1	44.9
Regulate student publications	37.7	39.5	40.0	42.1	33.7	18.7
Women's activities best in home	35.7	9.4	32.8	17.4	21.7	13.0
Need National Health Care Plan	35.5 ^a	39.7 ^a	54.9	60.6	49.7	50.5
College has right to ban speaker	34.0	27.2	26.5	22.1	23.0	10.4
Busing OK to achieve balance	33.8 ^a	38.1 ^a	44.3	49.8	41.1	48.8
Should liberalize divorce laws	31.3 ^a	35.2	44.8	39.7	38.7	42.6
Live together before marriage	29.6 ^a	32.0	45.7	34.6	38.2	55.1
Give disadvantaged preferential treatment	23.4 ^a	27.6	37.1	35.2	26.7	27.6
College officials have the right to regulate student behavior off campus	19.4	15.9	16.8	13.7	12.6	9.8
Should abolish death penalty	13.4 ^c	21.7 ^a	24.1	35.4	26.5	39.3
College grades be abolished	12.2	11.1	16.3	12.2	10.7	12.7
Should legalize marijuana	12.1 ^a	13.3 ^a	30.0	24.6	23.0	34.6

31. College Expectations--"Proportion of Students Estimating the Chances as Very Good They Will":

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Get a bachelor's degree	92.3% ^a	92.0% ^a	72.7%	78.2%	86.7%	90.7%
Find a job in own field after graduation	86.6 ^a	92.9 ^a	28.8	26.0	51.8	69.2
Be satisfied with college	66.1 ^a	65.6	49.9	60.5	58.5	73.5
Live in a coeducational dorm	62.8 ^a	92.9 ^a	28.8	26.0	51.8	69.2
Make at least a "B" average	37.7	36.0	40.1	42.9	47.5	52.6
Marry within a year after college	23.6	11.9	14.8	19.2	17.0	7.6
Need tutoring in some courses	17.0	17.3	8.9	10.8	8.2	8.0
Join social fraternity	16.5	23.8	14.5	20.9	15.3	25.5
Change major field	15.4	13.2	12.0	14.3	12.5	27.9
Play football or basketball	14.4	11.0	11.0	2.5	5.7	6.4
Change career choice	13.2	14.1	10.6	13.8	11.8	30.3
Graduate with honors	11.1	16.4	13.6	11.9	15.0	16.2
Work full time while attending college	10.1	3.9	3.7	3.0	4.7	0.7
Get a job to pay college expenses	9.6 ^a	5.5 ^a	38.1	42.3	33.3	47.7
Seek individual counseling	9.5	11.3	4.1	4.6	5.0	5.7
Be elected to an honor society	8.1	12.6	7.2	7.9	10.6	11.3
Seek vocational counseling	5.6	5.6	5.6	7.1	7.7	15.5
Be elected to a student office	5.1	3.9	3.6	3.4	2.8	4.5
Need extra time to get a degree	3.6	0.8	4.9	5.0	4.1	3.0

31. College Expectations--"Proportion of Students Estimating the Chances as Very Good They Will": (Continued)

	<u>USMA</u> <u>(Male)</u>	<u>USMA</u> <u>(Female)</u>	<u>4-Year</u> <u>College</u> <u>(Male)</u>	<u>4-Year</u> <u>College</u> <u>(Female)</u>	<u>4-Year</u> <u>Public</u> <u>College</u> <u>High</u> <u>Selectivity</u>	<u>4-Year</u> <u>Private</u> <u>College</u> <u>Very High</u> <u>Selectivity</u>
Transfer to another college	3.0%	2.4%	10.4%	10.7%	6.8%	4.0%
Fail one or more courses	2.2	0.8	1.9	1.4	1.6	1.3
Drop out permanently	1.9	0.0	1.0	0.9	0.7	0.4
Work at outside job	1.2 ^a	0.8 ^a	18.3	21.7	14.7	12.0
Drop out temporarily	1.1	0.8	1.2	1.1	0.8	1.7
Participate in student protests	1.0	2.4	4.7	4.7	3.7	14.2
Get married in college	0.3	0.8	3.7	6.2	2.7	1.4

Within the framework of a 4-year undergraduate education, students were asked to estimate the likelihood of occurrence of the items listed above, and on the previous page, according to the following estimates of occurrence: very good, some, very little, no chance. Proportions shown for these items represent only those individuals estimating chances of occurrences as very good for each item.

32. Long-run Objectives--"Proportion of Students Considering it Essential or Very Important to":

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Be an authority in my field	81.3%	78.9%	75.9%	73.3%	76.5%	73.9%
Raise a family	74.1	51.2 ^a	68.0	67.6	70.0	65.4
Keep up with political affairs	72.2 ^a	66.7 ^a	47.2	36.1	49.3	65.4
Help others in difficulty	60.1	65.9	56.8	72.3	55.0	66.8
Be very well off financially	58.1 ^a	47.7 ^a	71.7	62.6	64.0	55.2
Have administrative responsibility	57.1 ^a	49.6 ^a	42.9	38.5	43.0	29.9
Obtain recognition from colleagues	57.0	50.8	58.2	55.2	57.5	56.1
Develop a philosophy of life	56.5	60.9 ^a	48.7	50.8	50.7	65.5
Promote racial understanding	38.8	47.7 ^a	33.8	37.1	33.2	49.9
Influence social values	33.7	37.5	30.8	36.3	28.7	34.0
Succeed in my own business	32.4 ^a	31.3 ^a	53.4	44.7	38.4	40.2
Influence political structure	29.2	26.4 ^a	19.5	13.2	15.9	25.5
Participate in community action	23.3	20.2	23.1	27.5	21.1	30.7
Help clean up environment	18.0	18.1	26.0	21.4	21.5	29.7
Make a theoretical contribution to science	17.3	21.7 ^a	17.5	10.5	20.4	18.5
Write original works	8.6	12.4	12.0	13.5	10.8	25.4
Achieve in a performing art	6.1	8.5	12.0	15.3	12.6	20.7
Create artistic work	4.0	5.5	11.2	14.9	10.8	17.6

When were you born?

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

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

18. 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)

Parental or family aid, or gifts	<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"/>
Grants or Scholarships:									
Pell Grant	<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"/>
Supplemental Educational Opportunity Grant	<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"/>
State scholarship or grant	<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"/>
College grant (other than above)	<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"/>
Other private grant	<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"/>
Loans:									
Fed. guaranteed student loan	<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"/>
Nat'l direct student loan	<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"/>
Other college loan	<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"/>
Other loan	<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"/>
Work and Savings:									
College Work-Study grant	<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"/>
Other part-time work while attending	<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"/>
Full-time work while attending	<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"/>
Savings from summer 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"/>	<input type="radio"/>
Other savings	<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"/>
Spouse	<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"/>
Your G.I. benefits	<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"/>
Your parent's G.I. benefits	<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"/>
Social secur. dependent's benefits	<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"/>
Other	<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"/>

19. If you have been able to obtain more financial aid, would you have attended a different college?

Yes ☐
 Maybe ☐
 No ☐

20. Please answer the following questions regarding the Pell Grant and GSL (Guaranteed Student Loan) financial aid programs. (Mark all that apply in each column)

	Pell Grants	GSL Loans
I have heard of this program	<input type="checkbox"/>	<input type="checkbox"/>
I applied for aid from this program	<input type="checkbox"/>	<input type="checkbox"/>
I qualified for aid in this program (whether or not I applied)	<input type="checkbox"/>	<input type="checkbox"/>

21. Were you last year, or will you be this year:

Living with your parents (for more than five consecutive weeks)	Yes	No
Listed as a dependent on your parents' Federal Income Tax Return	<input type="checkbox"/>	<input type="checkbox"/>
Receiving assistance worth \$800 or more from your parents	<input type="checkbox"/>	<input type="checkbox"/>

22. Are you: (Mark all that apply)

White/Caucasian ☐
 Black/Negro/Afro-American ☐
 American Indian ☐
 Asian-American/Oriental ☐
 Mexican-American/Chicano ☐
 Puerto Rican-American ☐
 Other ☐

23. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark ☐. If you engaged in an activity one or more times, but not frequently, mark ☐ (occasionally). Mark ☐ (not at all) if you have not performed the activity during the past year.

(Mark one for each item)

Wrote a computer program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took vitamins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in organized demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took a tranquilizing pill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wore glasses or contact lenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took a course on TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took a computer-assisted course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a public racial or concert	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took sleeping pills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jogged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stayed up all night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked in a local, state, or national political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Are you a U.S. citizen? ☐ Yes ☐ No

25. Are you a twin? No ☐
 (Mark one) Yes, identical ☐
 Yes, fraternal ☐

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

27. Please answer the following as they apply to the time when you were growing up. (Mark one for each item)
- | | | | | |
|--------------------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| My parents lived together | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My father worked full-time | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My mother worked full-time | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| My mother held a part-time job | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| We spoke English in our home | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

28. 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 ☐

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

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

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

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

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

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

Less than \$4,000 ☐ \$20,000-24,999 ☐
 \$4,000-5,999 ☐ \$25,000-29,999 ☐
 \$6,000-7,999 ☐ \$30,000-34,999 ☐
 \$8,000-9,999 ☐ \$35,000-39,999 ☐
 \$10,000-12,499 ☐ \$40,000-49,999 ☐
 \$12,500-14,999 ☐ \$50,000-59,999 ☐
 \$15,000-19,999 ☐ \$100,000 or more ☐

33. 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"/>

Mark only three responses, one in each column.

- ① Your mother's occupation.
② Your father's occupation.
③ Your probable career occupation

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

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

35. 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	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
My teacher advised me	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
This college has a very good academic reputation	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I was offered financial assistance	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I was not accepted anywhere else	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Someone who had been here before advised me to go	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
This college offers special educational programs	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
This college has low tuition	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
My guidance counselor advised me	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
I wanted to live at home	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
A friend suggested attending	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
A college representative recruited me	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

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

Protestant	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Roman Catholic	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Jewish	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
None	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>

BE SURE TO ANSWER QUESTIONS 37 AND 38.

39. Mark one in each row:

The Federal government is not doing enough to protect the consumer from faulty goods and services	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Federal government is not doing enough to control environmental pollution	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Federal government should do more to discourage energy consumption	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Federal military spending should be increased	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is too much concern in the courts for the rights of criminals	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inflation is our biggest domestic problem	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The death penalty should be abolished	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abortion should be legalized	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grading in the high schools has become too easy	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities of married women are best confined to the home and family	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
A couple should live together for some time before deciding to get married	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents should be discouraged from having large families	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Divorce laws should be liberalized	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
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	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women should receive the same salary and opportunities for advancement as men in comparable positions	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijuana should be legalized	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bluing is O.K. if it helps to achieve racial balance in the schools	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to have laws prohibiting homosexual relationships	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
College officials have the right to regulate student behavior off campus	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty promotions should be based in part on student evaluations	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
College grades should be abolished	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student publications should be cleared by college officials	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
College officials have the right to ban persons with extreme views from speaking on campus	<input type="radio"/>	<input checked="" 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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
All college graduates should be able to demonstrate some minimal competency in written English and mathematics	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

37. During high school, how many years did you study each of the following subjects? (Mark one for each item)

English	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign language	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical science	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Biological science	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Civics	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social studies	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

38a. Do you have a disability?

No. ☐ (Go to Question 39)
Yes ☐

38b. If yes, what is your disability? (Mark all that apply)

Hearing	<input type="radio"/>	Orthopedic	<input type="radio"/>
Speech	<input type="radio"/>	Learning disability	<input type="radio"/>
Visual	<input type="radio"/>	Health-related	<input type="radio"/>
		Other	<input type="radio"/>

38c. Does your disability require architectural accommodations (wheelchair ramps, elevators, etc.)? Yes ☐ No ☐

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

40. 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
 Theater or Drama
 Theology or Religion
 Other Arts and Humanities

BIOLOGICAL SCIENCE

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

BUSINESS

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

EDUCATION

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

ENGINEERING

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

PHYSICAL SCIENCE

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

PROFESSIONAL

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

SOCIAL SCIENCE

Anthropology
 Economics
 Ethnic Studies
 Geography
 Political Science (gov't., international relations)
 Psychology
 Social Work
 Sociology
 Women's Studies
 Other Social Science

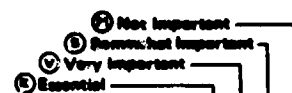
TECHNICAL

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

OTHER FIELDS

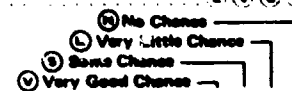
Agriculture
 Communications (radio, T.V., etc.)
 Computer Science
 Forestry
 Law Enforcement
 Military Science
 Other Field
 Undecided

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

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



Change major field? (V) (S) (L) (N)
 Change career choice? (V) (S) (L) (N)
 Fail one or more courses? (V) (S) (L) (N)
 Graduate with honors? (V) (S) (L) (N)
 Be elected to a student office? (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, sorority, or club? (V) (S) (L) (N)
 Live in a coeducational dorm? (V) (S) (L) (N)
 Play varsity football or basketball? (V) (S) (L) (N)
 Be elected to an academic honor society? (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)
 Get tutoring help in specific courses? (V) (S) (L) (N)
 Have to work at an outside job during college? (V) (S) (L) (N)
 Seek vocational counseling? (V) (S) (L) (N)
 Seek individual counseling on personal problems? (V) (S) (L) (N)
 Get a bachelor's degree (B.A., B.S., etc.)? (V) (S) (L) (N)
 Participate in student protests or demonstrations? (V) (S) (L) (N)
 Drop out of this college temporarily (exclude transferring)? (V) (S) (L) (N)
 Drop out permanently (exclude transferring)? (V) (S) (L) (N)
 Transfer to another college before graduating? (V) (S) (L) (N)
 Be satisfied with your college? (V) (S) (L) (N)
 Find a job after college in the field for which you were trained? (V) (S) (L) (N)
 Get married while in college? (skip if married) (V) (S) (L) (N)
 Get married within a year after college? (skip if married) (V) (S) (L) (N)

The Laboratory for Research on Higher Education at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their students' 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 on such a tape? Yes No

43. A B C D E The remaining circles are provided for items specifically designed by your college, rather than by the Laboratory for Research on Higher Education. If your college has chosen to use the circles, observe carefully the supplemental directions given you.
 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

THANK YOU!

APPENDIX B

LIST OF COLLEGES INCLUDED IN ACE NORM GROUPS FOR PUBLIC (HIGH SELECTIVITY), AND PRIVATE (VERY HIGH SELECTIVITY), COLLEGES

Public Four-year Colleges High Selectivity (1,025 or more on SAT-V + SAT-M)

- | | |
|---------------------------|------------------------------------|
| 1. SUNY at Buffalo | 6. US Military Academy |
| 2. SUNY at Purchase | 7. US Naval Academy |
| 3. SUNY at Potsdam | 8. University of Northern Iowa |
| 4. US Air Force Academy | 9. Georgia Institute of Technology |
| 5. US Coast Guard Academy | |

Private Four-year Colleges Very High Selectivity (1,175 or more on SAT-V + SAT-M)

- | | |
|---------------------------------|--|
| 1. Amherst College | 14. Harvey Mudd College |
| 2. Barnard College | 15. Mount Holyoke College |
| 3. Bates College | 16. Oberlin College |
| 4. Bowdoin College | 17. Smith College |
| 5. Bryn Mawr College | 18. Swarthmore College |
| 6. Carleton College | 19. Trinity College (CT) |
| 7. Colby College | 20. Union College |
| 8. Connecticut College | 21. Washington & Lee University |
| 9. Dartmouth College | 22. Webb Institute of Naval Architecture |
| 10. Dickinson College | 23. Wellesley College |
| 11. Franklin & Marshall College | 24. Wesleyan University |
| 12. Grinnell College | 25. Williams College |
| 13. Hamilton College | |

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REPORT DOCUMENTATION PAGE		READ INSTRUCTIONS BEFORE COMPLETING FORM	
1. REPORT NUMBER USMA-0000-83-001	2. GOVT ACCESSION NO. A129298	3. RECIPIENT'S CATALOG NUMBER	
4. TITLE (and Subtitle) NEW CADETS AND OTHER COLLEGE FRESHMEN: CLASS OF 1986	5. TYPE OF REPORT & PERIOD COVERED		
7. AUTHOR(s) Mrs. Mary H. Saunders	6. PERFORMING ORG. REPORT NUMBER 83-001		
9. PERFORMING ORGANIZATION NAME AND ADDRESS Office of Institutional Research United States Military Academy West Point, New York 10996	8. CONTRACT OR GRANT NUMBER(s)		
11. CONTROLLING OFFICE NAME AND ADDRESS Same as #9 above	10. PROGRAM ELEMENT, PROJECT, TASK AREA & WORK UNIT NUMBERS Project No. 475		
14. MONITORING AGENCY NAME & ADDRESS (if different from Controlling Office) United States Military Academy West Point, New York 10996	12. REPORT DATE April 1983		
	13. NUMBER OF PAGES 32 + iv		
	15. SECURITY CLASS. (of this report) Unclassified		
16. DISTRIBUTION STATEMENT (of this Report) Approved for public release; distribution unlimited.			
17. DISTRIBUTION STATEMENT (of the abstract entered in Block 20, if different from Report)			
18. SUPPLEMENTARY NOTES			
19. KEY WORDS (Continue on reverse side if necessary and identify by block number) ACE Admissions Characteristics Class of 1986 Freshmen			
20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This report compares new cadets at USMA in the Class of 1986 with entering freshmen at institutions in the following norm groups: all four-year colleges, highly selective public four-year colleges, and very highly selective four-year private colleges. Data are presented on secondary school and socioeconomic backgrounds, values, interests, and activity patterns, and are based on the American Council on Education's yearly survey.			

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