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NEW CADETS AND OTHER COLLEGE FRESHMEN: CLASS OF 1987

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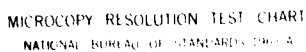
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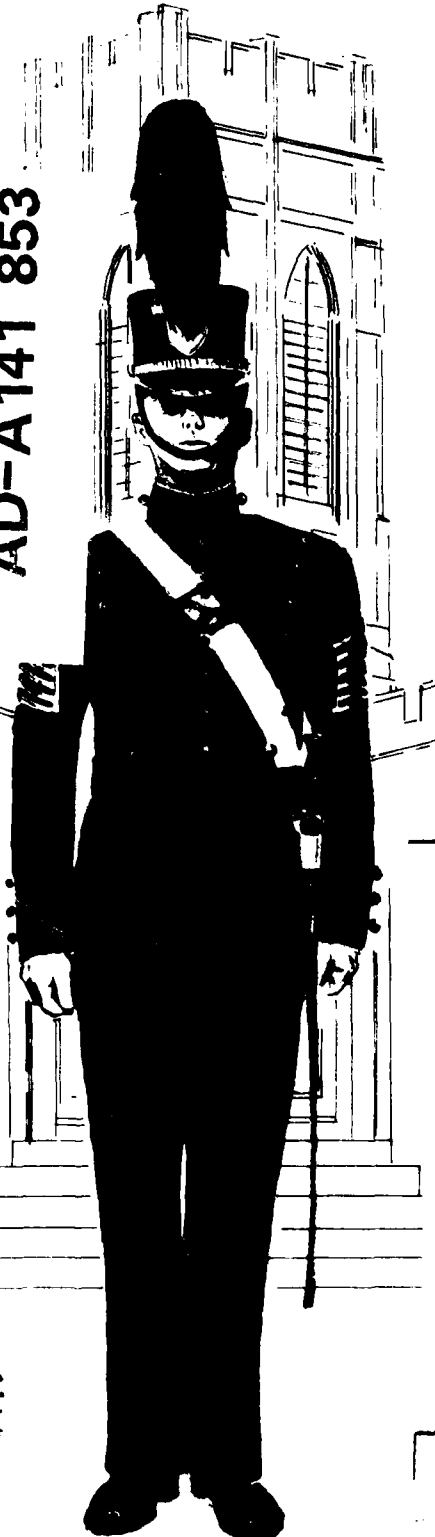
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CLASS OF 1987

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NEW CADETS AND OTHER COLLEGE FRESHMEN:
CLASS OF 1987

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ABSTRACT

This report compares new cadets at USMA in the Class of 1987 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 1987 and on three norm groups of freshmen at other colleges. To highlight longitudinal changes, student responses to selected items are compared with data reported for the Class of 1977.

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 1983, the Military Academy Class of 1987 entered West Point; and on the second 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 1987 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. Where differences of 10 percentage points or more exist in the responses of students entering with the 1987 year group when compared with students who entered with the 1977 year group, these items are summarized below and on the following pages.

C. RESULTS.

1. Over the last ten years there have been changes in the kinds of students entering West Point and in those entering other four-year colleges. Some of these changes have made cadets more similar to other four-year college students, while others have made them more unique.

2. West Point now admits fewer Protestants than it did ten years ago, while the percentage of Roman Catholics in entering classes has increased in nearly a linear fashion. Protestantism has declined in predominance among all college-bound students as well, but the number of Roman Catholics has risen only slightly. The average education level attained by fathers of cadets has increased over ten years, but has not changed significantly among fathers of students in the four-year college norm group.

3. West Point has increased the proportion of cadets who were in the top fifth of their high school class. This proportion has declined slightly among all college-bound students in recent years. When asked to rate the importance of various reasons for selecting a college, West Point cadets continue to consider the college's "academic reputation" as very important. This is of much less importance to four-year college students. Graduate degree aspirations are of increasing importance to cadets, but of less and decreasing importance to four-year college students.

4. West Point cadets continue to be more conservative than students at other four-year colleges. Both at USMA and other colleges, the proportion of students who consider themselves to be politically liberal is declining, while the proportion of conservatives is increasing. Despite these changes, the proportion of conservatives in entering cadet classes has remained approximately twice that of students in the four-year college norm group.

5. Although the admission of women to USMA has changed the Corps somewhat, overall, female cadets are more similar to male cadets in their attitudes and achievements than they are to women entering other colleges. Female cadets differ most from male cadets in their attitudes toward social and family issues. In general, women entering USMA hold less conservative views than male cadets, and are less interested in early marriage and in raising a family.

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 Saunders, 1983,¹ 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 1987 at USMA and elsewhere. Results of selected items are described in the narrative portion of this report. To highlight longitudinal changes, comparisons are made with data reported for the Class of 1977.

II. METHOD

A. On 1 July 1983, 1,258 men and 176 women entered West Point as the Class of 1987. Of this entering group, 1,430 completed the ACE survey during the second day of Cadet Basic Training. Of the group that was tested, 211 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 1,075 male and 144 female cadets without prior college experience.

B. The ACE annual national norms survey collects data on secondary school and socioeconomic backgrounds, values, interests, and activity patterns.⁴ This report compares responses of West Point cadets with those of students in various types of undergraduate institutions, highlighting 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). In 1983, these reference groups included over one-hundred thousand participants from 287 institutions. The four-year colleges are those institutions which primarily grant a bachelor's degree

¹ Saunders, M. H. New Cadets and Other College Freshmen, Class of 1986. West Point: Office of Institutional Research, April 1983. Report #83-001.

² Priest, 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.

³ The American Freshman: National Norms for Fall 1983. Cooperative Institutional Research Program of the American Council on Education and the University of California, Los Angeles.

⁴ The questionnaire is included as Appendix A.

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 1983 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; (6) living with parents last year; and (7) type of high school attended.

III. RESULTS

A. General.

1. The results are presented in Tables 1 through 32. As an aid in interpreting the data, the items in Tables 16, 21, 22, 26, 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. Historical data are presented in this section where notable changes have taken place in cadets and other college students over the last 10 years.

2. An "a" superscript for an item 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. A "b" indicates over a 10-point difference between male and female cadets. This report has made no systematic attempt to explain the differences noted.

B. Institutional Effects.

1. More cadets (46%) in the Class of 1987 list their current religious preference as Roman Catholic, compared to students (35%) in the national norm of four-year colleges (Table 3). This compares with 36% Catholics in the USMA Class of 1977, and represents a steady increase over the last ten years. In contrast, the proportion of Catholics among four-year college students has risen only slightly from 32% in the 1977 year group.

2. Due to the requirement of candidates to obtain a nomination, cadets come from a wider geographical distribution than do students at other 4-year colleges (Table 7). Fathers of cadets in the Class of 1987 are more highly educated than fathers of cadets ten years ago, while the average level of education among fathers of students in the norm group has not changed significantly. Fifty-three percent of the fathers of cadets in the Class of 1987 had college or graduate degrees, while only 39% of the students in the norm group had fathers with this education (Table 8a). Comparable figures for 1977 were 39% and 36%, respectively. Sixty-one percent of the mothers of entering cadets had some education beyond high school, while 51% of the mothers of students in the norm group had this education (Table 8b). This difference has remained fairly constant over a ten-year period.

3. The median parental income of cadets in the Class of 1987 was significantly higher than the parental income of students in the norm group (Table 11a). Sixty-seven percent of the cadets received an average grade of "A-" or above in secondary school, a proportion substantially higher than that in any of the norm groups used for comparison (Table 17). Most cadets (89%) were in the top fifth of their high school class, again a larger proportion than in any other group (Table 18). Over the past ten years USMA has attracted increasing numbers of cadets who maintained "A" averages in high school. The proportion of students in the four-year college norm group who maintained comparable average grades

has remained stable at around 22-23%. The proportion ranking in the top fifth of their high school class has declined slightly in recent years, from 43% in year group 1984 to 40% in the current year group. Comparable figures for USMA classes are 83% and 89%, respectively. Significantly more new cadets had met or exceeded the recommended years of study in mathematics, physical science, and foreign languages than had students in the four-year college norm group in 1983 (Table 19). 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 24 and 25).

4. As in previous classes, a large majority (89%) of the USMA Class of 1987 cited "this college's" good academic reputation as being important to them in selecting the Academy, whereas only 55% of students at all four-year colleges cited this as an important factor in their selection of a college (Table 27). The concern of members of the Class of 1987 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 20). In the USMA Class of 1977, only 10% of cadets expected to attain only a B.A.; in the Class of 1987, only 11%. In contrast, over ten years, the proportion of students entering 4-year colleges who do not plan to continue their education past the B.A. level has risen from 31% to 40%.

5. New cadets have more conservative political preferences than students in four-year colleges (Table 29). Both at USMA and at other colleges, the proportion of students who consider themselves to be politically conservative has increased over the past ten years. However, the proportion of conservatives in USMA classes has remained approximately twice that of students in the four-year college norm group. There is no evidence for change in the relative conservatism of cadets.

6. In some dimensions, new cadets in the Class of 1987 are much the same as cadets ten years ago, while other four-year college students have changed. For example, male cadets still consider raising a family and becoming authorities in their field to be important long-run objectives. Both of these objectives have become more important to students in the four-year college norm group over the past ten years. Few West Point cadets consider it important to be successful in their own business; this has not changed over a ten-year period. In contrast, this goal has increased significantly in importance to four-year college students.

C. Differences by Sex.

1. Overall, there is greater similarity between male and female cadets in the Class of 1987 than between female cadets and women entering other colleges in 1983. However, some differences which do exist between male and female cadets are of interest.

2. More female than male cadets had mothers who had education beyond high school (Table 8b). More cadet women had average secondary school grades of A- or above (Table 17). In regard to reasons very important in deciding to go to college, USMA women listed three significantly more often than male cadets: gain a general education, meet new and interesting people, and become a more cultured person (Table 26).

3. Male cadets tended to be more conservative in their attitudes than female cadets (Table 29). Male cadets agreed more frequently that: (1) there are too many rights for criminals; (2) there should be laws prohibiting homosexual relations; (3) women's activities are best in the home; and (4) college has the right to ban speakers. Female cadets more frequently favored greater government efforts to discourage energy use, and to protect consumers and the environment. More women cadets favored instituting a national health care plan and abolishing the death penalty (Table 30).

4. Of particular interest are those instances where sex differences and institutional effects interact to enlarge differences between West Point cadets and students in the four-year college norm group. Male cadets are more confident that they will find a job in

their chosen field after graduation than are female cadets, while women in the norm group are more confident of this than males. Fewer female cadets feel they are likely to marry within a year after college than male cadets, while students in the norm group had the opposite pattern.

5. Concerning long-run objectives (Table 32), women cadets consider it more important to "be an authority in my field" than do male cadets, but less important to "raise a family." Students in the norm group reverse these patterns. On self ratings of personal traits (Table 28), USMA women rated themselves above average more often than male cadets on academic ability, while female students rated themselves above average less often than male students in the norm group.

SECTION I: BIOGRAPHICAL AND SOCIOECONOMIC CHARACTERISTICS

1. Age in Years as of December 1983*

	<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	2.1	2.1	1.8	3.8	2.9	5.1
18	73.3	83.1	70.8	79.9	80.1	79.4
19	21.5	14.8	23.3	15.2	15.0	14.7
20	2.3	0.0	1.9	0.5	1.1	0.6
21 or Over	0.9	0.0	2.1	0.5	0.8	0.1
(18 or Less)	(75.4)	(85.1)	(72.6)	(83.8)	(83.0)	(84.7)

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>
Causasian/White	87.2%	78.3%	84.0%	82.0%	90.3%	89.5%
Negro/Black	6.1	16.1	12.5	14.8	5.3	4.1
American Indian	1.2	2.1	1.6	1.5	1.1	0.8
Oriental	2.6	2.8	1.3	1.2	2.3	4.7
Mexican-American/ Chicano	1.5	2.8	0.7	0.7	0.9	0.5
Puerto Rican- American	1.9	0.0	0.5	0.5	0.9	0.7
Other	1.3	0.7	1.4	1.1	1.5	2.0

*All columns of 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	40.4%	36.3%	34.6%	35.0%	34.6%	31.3%
Roman Catholic	46.1	44.4	35.1	34.9	44.9	27.7
Jewish	0.7	0.7	2.1	1.9	3.0	11.6
Other*	8.0	13.3	19.5	22.0	8.9	9.9
None	4.8	5.2	8.7	6.1	8.6	19.5

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

4. 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	21.5%	20.7%	15.4%	14.8%	15.3%	3.3%
Other private home or apartment	24.7	29.3	26.1	22.8	22.2	8.8
College Dormitory	23.4 ^a	32.8 ^a	44.9	51.2	49.4	78.5
Fraternity or Sorority house	14.6	6.0	5.8	4.4	6.0	3.6
Other campus housing	4.2	2.6	5.2	5.1	3.1	4.9
Other	11.6	8.6	2.5	1.6	4.0	1.0

^a USMA 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.

A "b" indicates over a 10-point difference between male and female cadets.

5. 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	86.0%	77.8%	85.4%	85.4%	82.3%	79.3%

6. 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>
1983	94.0%	97.9%	94.7%	96.2%	96.1%	98.3%
1982	3.8	2.1	2.7	2.0	2.5	1.3
1981	1.3	0.0	0.7	0.4	0.5	0.1
1980 or Earlier	0.9	0.0	1.4	0.9	0.6	0.1
H.S. Equivalency (GED)	0.0	0.0	0.4	0.5	0.2	0.0
Never Completed High School	0.0	0.0	0.1	0.1	0.1	0.2

7. 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	0.3% ^a	0.0% ^a	14.4%	15.6%	8.0%	2.8%
11-50 Miles	3.5 ^a	4.2 ^a	23.6	26.3	19.5	8.2
51-100 Miles	7.2 ^a	3.5 ^a	18.3	18.6	10.3	11.7
101-500 Miles	29.9	30.6	30.0	28.9	28.7	46.5
More than 500 Miles	59.2 ^a	61.8 ^a	13.7	10.6	33.4	30.8

8. 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	2.1%	2.1%	4.2%	5.6%	2.0%	1.3%
Some high school	5.1	4.9	9.3	10.0	6.1	2.2
High school graduate	18.7	21.1	27.4	27.1	20.6	7.6
Post-secondary other than college	3.9	5.6	4.6	4.7	4.7	2.0
Some college	15.7	20.4	14.3	14.3	15.7	7.4
College degree	23.8	19.7	20.6	19.7	25.2	23.6
Some graduate school	5.5	4.2	2.7	2.5	4.4	5.8
Graduate degree	25.2	21.8	16.9	16.2	21.4	50.0
(High school grad or less)	(25.9)	(28.1)	(40.9)	(42.7)	(28.7)	(11.1)

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	1.1%	0.0%	2.9%	3.3%	1.4%	1.1%
Some high school	3.9	5.6	7.3	8.1	4.7	1.7
High school graduate	32.1 ^b	20.8	38.4	37.3	32.7	13.1
Post-secondary other than college	9.3	11.1	7.6	7.9	8.6	6.2
Some college	18.8	24.3	15.7	16.2	18.0	13.9
College degree	21.3	25.7	18.0	16.9	20.7	33.5
Some graduate school	3.6	5.6	2.5	2.4	4.0	7.3
Graduate degree	10.0	6.9	7.5	8.0	10.0	23.2
(High school grad or less)	(37.1) ^{a,b}	(26.4) ^a	(48.6)	(48.7)	(38.8)	(15.9)

9. Parents' Occupations

a. Father'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)	0.5%	0.0%	1.0%	0.9%	1.1%	2.2%
Businessman	27.3	22.3	30.8	28.7	29.1	35.2
Clergy or religious worker	1.3	0.7	1.4	1.4	0.6	1.3
Educator (college teacher or administrator)	1.3	1.4	1.0	1.0	1.6	4.8
Doctor or Dentist	2.7	0.7	2.5	2.3	1.9	10.8
Educator (secondary)	6.6	4.3	4.2	3.7	5.2	4.9
Educator (elementary)	1.5	0.7	0.7	0.7	1.3	0.7
Engineer	9.9	15.1	7.6	7.5	11.4	7.9
Farmer or Forester	1.6	2.2	3.5	3.9	1.6	0.6
Health professional (non-MD)	0.7	1.4	1.2	1.1	1.3	1.0
Lawyer	1.8	1.4	1.5	1.6	1.5	7.6
Military Careerist	10.6	9.4	2.6	2.1	4.8	0.9
Research Scientist	0.6	0.0	0.7	0.6	1.0	2.2
Skilled worker	9.1	9.4	10.7	8.8	8.9	3.2
Semi-skilled worker	3.3	5.8	5.1	4.7	3.9	1.3
Laborer (unskilled)	2.1	0.7	2.9	3.1	2.1	0.7
Unemployed	1.0	2.2	2.5	3.5	2.3	1.2
Other Occupation	18.1	22.3	19.9	24.3	20.5	13.6

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)	1.3%	1.4%	1.5%	1.6%	1.7%	4.9%
Businesswoman	10.5	15.6	10.4	10.8	10.5	11.8
Business (clerical)	10.4	8.5	10.5	11.2	11.0	6.4
Clergy or religious worker	0.2	0.0	0.1	0.2	0.1	0.3
Educator (college teacher or administrator)	0.7	0.7	0.4	0.4	0.7	2.1
Doctor or Dentist	0.1	0.0	0.2	0.2	0.2	1.2
Educator (secondary)	4.6	4.3	3.6	3.2	4.6	6.3
Educator (elementary)	9.3	5.7	6.4	6.1	7.3	7.9
Engineer	0.1	0.0	0.1	0.1	0.1	0.2
Farmer or Forester	0.1	0.7	0.3	0.2	0.1	0.1
Health profession (non-MD)	1.8	3.5	1.7	1.9	2.3	2.3
Homemaker (full-time)	26.7	27.0	24.9	24.4	25.3	25.4
Lawyer	0.2	0.0	0.2	0.1	0.2	0.9
Nurse	8.8	8.5	7.6	7.0	8.0	5.7
Research Scientist	0.1	0.0	0.2	0.1	0.2	0.5
Social, Welfare, Rec. worker	1.4	1.4	1.4	1.2	1.4	2.6
Skilled worker	1.2	2.1	2.2	1.6	1.8	1.0
Semi-skilled worker	2.9	2.1	3.5	2.9	2.6	1.1
Laborer (unskilled)	1.3	0.0	2.1	1.9	1.4	0.5
Unemployed	4.1	5.0	7.0	6.7	5.0	4.5
Other Occupation	14.2	13.5	15.6	18.0	15.5	14.4

10. 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	40.2%	35.8%	37.2%	35.9%	36.4%	34.4%
Roman Catholic	43.0	39.6	34.5	33.6	42.5	28.1
Jewish	0.9	0.0	2.5	2.4	3.7	13.6
Other	8.2	15.7	18.9	20.5	9.1	9.0
None	7.6	9.0	6.9	7.5	8.2	15.0

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	42.4%	37.8%	37.6%	36.9%	37.1%	37.3%
Roman Catholic	44.6	47.4 ^a	36.2	35.1	45.5	29.6
Jewish	0.8	1.5	2.3	2.2	3.5	12.8
Other	8.6 ^a	11.1 ^a	19.9	22.1	9.3	10.0
None	3.6	2.2	4.0	3.6	4.5	10.2

11a. 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	0.4%	1.5%	2.7%	3.8%	2.0%	1.0%
\$4,000-\$5,999	0.8	1.5	2.0	2.9	1.1	0.7
\$6,000-\$7,999	0.7	1.5	2.0	2.6	1.5	0.7
\$8,000-\$9,999	1.2	1.5	2.6	3.1	1.7	0.8
\$10,000-\$12,499	2.1	3.7	5.1	6.2	3.2	2.1
\$12,500-\$14,999	2.6	2.2	4.5	5.3	3.8	1.8
\$15,000-\$19,999	6.6	9.7	8.5	8.7	6.7	4.0
\$20,000-\$24,999	12.9	9.7	11.9	12.0	11.7	6.2
\$25,000-\$29,999	9.3	10.4	10.7	9.8	11.4	6.3
\$30,000-\$34,999	15.3	17.2	11.6	10.7	12.7	8.3
\$35,000-\$39,999	11.4	13.4	8.8	8.5	10.6	7.4
\$40,000-\$49,999	15.3	14.2	12.1	10.8	15.2	13.3
\$50,000-\$99,999	19.0	11.9	13.7	12.0	16.3	30.6
\$100,000 or more	2.5	1.5	3.9	3.5	2.1	16.7
(Less than \$20,000)	(14.4)	(21.6)	(27.4)	(32.6)	(20.0)	(11.1)
Median =	\$35,087	\$32,412	\$29,999	\$27,755	\$32,716	\$44,022

11b. Persons Currently Dependent on Parents for Support

One	10.0%	7.8%	6.6%	5.3%	5.7%	3.0%
Two	17.5	17.0	12.8	11.1	11.6	9.9
Three	26.6	22.7	24.0	23.1	22.4	20.6
Four	24.2	27.0	28.7	29.4	29.3	32.5
Five	14.3	12.8	15.9	19.1	19.7	22.7
Six or More	7.3	12.8	10.0	11.9	11.4	11.2

11c. Number of Other Dependents Currently Attending College

	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
None	64.9%	67.6%	65.6%	65.3%	61.9%	57.0%
One	27.4	24.5	25.2	25.3	28.2	30.9
Two	6.3	7.2	6.5	6.6	7.3	8.2
Three or More	1.4	0.7	2.8	2.8	2.6	3.8

11d. Listed as Exemption on Parental Federal Income Tax Return

Yes:	91.1%	94.4%	87.3%	89.2%	86.2%	94.4%
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12. Disabilities

	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
Hearing	0.0%	0.7%	0.8%	0.7%	0.5%	0.6%
Speech	0.1	0.0	0.3	0.2	0.2	0.2
Visual	2.9	8.3	2.4	2.4	2.4	3.3
Orthopedic	0.0	0.0	0.9	1.0	0.8	0.8
Learning Disability	0.1	0.0	0.9	0.5	0.2	0.5
Health-related	0.2	0.7	0.9	1.0	0.5	0.9
Other	1.0	4.2	1.3	1.1	1.1	1.5

13. Twin Status

	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
Identical twin	0.7%	1.4%	0.7%	0.5%	0.7%	0.5%
Fraternal twin	1.0	2.1	1.2	1.1	1.1	1.1

14. Racial Composition of Neighborhood

	<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>
Completely white	40.6%	39.4%	44.5%	45.9%	42.5%	40.9%
Mostly white	46.6	43.8	38.9	36.2	46.7	48.5
Roughly half-white	6.8	7.3	5.8	5.8	5.2	5.1
Mostly non-white	3.7	5.8	6.5	7.2	4.0	3.8
Completely non-white	2.3	3.6	4.4	4.9	1.7	1.7

15. Racial Composition of 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>
Completely white	17.0%	14.6%	18.4%	18.0%	16.3%	13.4%
Mostly white	64.9	62.5	59.7	57.7	65.7	72.8
Roughly half-white	13.0	13.2	15.4	17.3	13.6	10.2
Mostly non-white	4.5	9.7	5.0	5.4	3.9	3.0
Completely non-white	0.7	0.0	1.5	1.6	0.5	0.6

16. Activities Engaged in by Students During the Past 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
Attended religious service	90.4%	89.5%	85.3%	90.4%	87.2%	78.6%
Drank beer	75.1	65.3	75.3	65.4	74.0	78.0
Attended public recital/concert	75.3 ^b	91.7 ^a	73.7	81.5	81.8	88.7
Took vitamins	71.1	68.5	63.4	69.6	70.3	69.2
Stayed up all night	67.7	72.7	71.2	72.4	71.8	72.4
Jogged*	71.8 ^a	77.1 ^a	34.7	20.8	41.6	31.4
Didn't complete homework on time	66.4	58.7	66.8	60.6	65.5	68.2
Wrote a computer program	58.2 ^{a,b}	45.8 ^a	44.5	32.1	54.1	49.2
Wore glasses or contact lenses	47.4 ^{a,b}	57.6	35.9	48.8	41.9	47.5
Played musical instrument	36.9 ^b	56.3	39.8	49.7	46.9	54.9
Took a computer-assisted course	31.3	24.1	28.9	24.1	32.3	26.7
Overslept and missed class/appointment	19.3	21.0	24.9	26.2	25.0	31.5
Participated in demonstrations	13.4	21.0	20.9	24.3	19.6	21.3
Worked in political campaign	11.9	14.0	8.6	9.4	8.8	13.0
Took tranquilizing pill	1.9	3.5	4.3	4.6	3.1	4.4
Took a course on TV	1.0	2.8	2.9	2.6	3.2	1.5
Took sleeping pills	0.9	2.1	2.6	3.0	1.6	3.0
Smoked cigarettes*	0.7	0.0 ^a	6.2	11.3	6.2	5.2

*Frequently only; all other items frequently plus occasionally.

SECTION II: SECONDARY SCHOOL PERFORMANCE

17. 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+	36.2% ^{a,b}	49.7% ^a	8.1%	12.4%	27.4%	24.7%
A-	28.8 ^a	29.4 ^a	9.6	13.5	22.8	27.5
B+	20.3	16.1	17.4	21.7	24.3	26.7
B	11.2 ^a	3.5 ^a	24.2	26.3	16.9	15.1
B-	2.5 ^a	0.7 ^a	16.4	11.4	5.5	4.6
C+	0.5 ^a	0.7	15.0	9.4	2.2	1.1
C	0.5	0.0	9.0	5.2	0.8	0.2
D	0.0	0.0	0.4	0.2	0.1	0.0
(A-, A or A+)	(65.0) ^b	(79.1)	(17.7)	(25.9)	(50.7)	(52.2)

18. 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	88.4% ^a	95.8% ^a	36.9%	47.5%	71.7%	80.1%
Second Fifth	9.3 ^a	3.5 ^a	25.8	22.1	15.2	13.9
Third Fifth	1.7 ^a	0.7 ^a	30.0	25.8	11.4	5.3
Fourth Fifth	0.6	0.0	6.4	4.2	1.6	0.6
Lowest Fifth	0.1	0.0	1.0	0.4	0.2	0.1

19. Academic Preparation

Have Met or Exceeded Recommended Years of Study in:

	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
English (4 years)	95.9%	93.5%	90.7%	90.9%	95.8%	97.2%
Mathematics (3 yrs)	99.8 ^a	100.0 ^a	88.4	82.5	95.0	98.6
Foreign Language (2 yrs)	82.8 ^a	87.8 ^a	63.8	69.6	80.0	97.1
Physical Science (2 yrs)	79.6 ^a	77.0 ^a	61.8	49.5	71.5	73.9
Biological Science (2 yrs)	30.8	40.6	35.5	38.1	29.0	39.2
Civics (1 yr)	54.8	50.7	55.9	51.3	44.8	49.6
Social Studies (3 yrs)	65.2	67.4	61.9	59.1	78.5	72.3

SECTION III: EDUCATIONAL AND CAREER ASPIRATIONS

20. Highest Degree Planned Anywhere

	<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>
None	0.3%	0.8%	2.0%	1.6%	0.6%	0.4%
Associate (or equivalent)	0.0	0.0	1.2	1.6	0.3	0.1
Bachelor's Degree (BA, BS)	10.8 ^a	12.8 ^a	35.7	36.8	25.7	9.4
Master's Degree (MA, MS)	49.8 ^a	44.4	33.8	36.0	46.0	35.2
Ph.D. or Ed.D.	24.9 ^a	24.8 ^a	10.7	9.9	17.5	21.9
MD, DDS, or DVM	7.5	14.3	7.0	5.8	4.9	17.1
LLB or JD	5.3	3.0	5.2	4.3	3.3	14.2
BD or M.DIV.	0.2	0.0	0.9	0.7	0.3	0.3
Other	1.2	0.0	2.9	2.7	1.3	1.3
(Bachelor's Degree or Less)	(11.1)	(13.6)	(38.9)	(40.0)	(26.6)	(9.9)

21. 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>
Electrical Engineering	14.2%	5.7%	5.9%	0.7%	9.7%	3.5%
Aeronautical Engineering	13.2 ^a	6.4	2.4	0.4	12.4	0.6
Political Science	10.6	15.0 ^a	2.7	2.3	3.6	9.4
Civil Engineering	7.5	2.9	1.3	0.2	2.1	0.6
Other Engineering	6.8	9.3	2.6	0.8	4.3	1.7
Mechanical Engineering	6.7	2.9	2.8	0.3	3.9	1.5
Computer Science	4.8	6.4	6.5	4.4	6.1	1.6
Military Science	4.5	1.4	0.4	0.0	0.9	0.0
Undecided	3.2	9.3	4.6	6.4	5.3	10.5

22. 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)	48.9% ^{a, b}	35.5% ^a	4.0%	0.5%	18.9%	0.3%
Engineer	24.8 ^a	18.8 ^a	13.9	2.5	23.4	8.9
Business Executive	3.9	2.9	13.2	9.8	5.0	10.5
Computer Programmer/Analyst	3.7	2.9	10.7	6.8	7.8	2.3
Lawyer	3.5	3.6	5.1	4.0	2.9	12.6
Physician	2.7	8.7	4.7	3.7	2.6	13.1
Foreign Service	1.7	6.5	0.5	0.8	0.7	3.6
Other	1.4	4.3	4.4	6.0	4.5	3.4
Undecided	5.4	11.6	9.7	12.1	9.0	21.2

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

23. 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	88.5% ^a	88.1% ^a	70.1%	72.4%	79.7%	68.1%
Second Choice	9.9 ^a	10.5 ^a	22.8	22.1	16.0	22.2
Third Choice	0.9	1.4	5.0	4.2	3.2	6.7
Less than Third Choice	0.7	0.0	2.1	1.3	1.1	3.0

24. Number of College Applications

This College Only	18.2% ^a	18.9% ^a	28.3%	30.2%	16.1%	14.9%
One Other	14.0	18.2	16.4	20.0	18.0	5.4
Two Others	18.0	18.2	18.8	19.9	21.1	9.1
Three Others	16.7	13.3	17.3	14.7	18.5	13.6
Four Others	12.9	12.6	8.9	7.5	11.5	16.2
Five Others	7.2	7.0	5.0	3.8	6.4	15.6
Six or More	13.0	11.9	5.2	3.8	8.5	25.1
(None or One Other)	(32.2) ^a	(37.1) ^a	(44.7)	(50.2)	(34.1)	(20.3)
Median # of Others	1.99	1.71	1.28	.99	1.75	3.43

25. Number of College Acceptances

This College Only	11.6%	9.2%	14.3%	12.0%	7.7%	4.8%
One Other	26.2	28.6	27.6	32.0	27.8	14.3
Two Others	24.1	21.8	25.6	26.5	26.6	21.6
Three Others	16.6	14.3	18.1	17.0	18.7	23.8
Four Others	9.8	14.3	8.0	7.2	10.2	16.2
Five Others	5.4	3.4	3.3	2.9	4.3	9.2
Six or More	6.3	8.4	3.1	2.4	4.7	10.0
(None or One Other)	(37.8)	(37.8)	(41.9)	(44.0)	(35.5)	(19.1)
Median # of Others	1.51	1.56	1.32	1.23	1.4	2.39

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

	<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>
Gain general education	66.1 ^b	78.5%	58.5%	72.9%	68.7%	82.7%
Learn more about things	66.1	74.3	66.0	77.7	74.9	84.2
Able to get a better job	61.2 ^a	64.1 ^a	72.9	74.5	69.7	58.9
Able to make more money	52.5 ^a	46.8 ^a	68.9	60.7	57.8	48.3
Prepare for graduate school	46.0	54.2	44.8	50.0	46.7	65.8
Meet new and interesting people	39.7 ^b	65.3	49.4	64.9	55.6	72.3
Improve reading/study skills	38.5	43.8	40.4	47.4	37.0	45.8
Become a more cultured person	37.0 ^b	47.2	28.6	40.2	35.5	48.5
Parents wanted me to go	26.4	30.6	30.7	36.9	28.2	29.6
Wanted to get away from home	5.1	5.6	11.3	12.5	11.0	15.0
Nothing better to do	3.0	0.7	2.5	2.1	2.0	2.9
Could not find a job	1.7	3.5	5.4	5.8	3.8	1.3

27. Reasons Noted as Very Important in Selecting this College

	<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>
College has a good academic reputation	88.4% ^a	92.4% ^a	50.0%	59.1%	75.4%	86.8%
Graduates get good jobs	84.1 ^a	84.0 ^a	45.4	48.4	66.7	54.3
Graduates go to top grad schools	53.2 ^a	58.3 ^a	24.6	27.7	36.1	53.6
Offered financial assistance	46.8 ^a	46.2 ^a	26.3	28.4	27.9	25.5
Offered special education programs	42.9 ^{a,b}	56.9 ^a	18.0	26.8	35.7	25.2
Has low tuition	33.2 ^a	32.6 ^a	17.2	20.1	29.4	1.5
Has a good social reputation	14.9	8.4 ^a	20.0	22.1	19.7	24.7
Recruited by Athletic Dept	14.6	18.8 ^a	10.2	2.6	6.5	4.5
Relatives wanted me to go	10.8	10.4	6.0	7.6	6.4	4.8
Advice of guidance counselor	6.8	9.7	7.6	8.1	7.3	9.1
Recruited by college rep	5.1	7.0	4.9	4.1	2.5	3.3
Teacher advised me	3.9	5.6	4.3	4.5	4.5	5.7
Friend suggested attending	3.5	4.2	7.3	7.7	5.2	5.4
Wanted to live near home	1.6	0.7	14.7	20.2	9.7	5.1

SECTION IV: ATTITUDES, OPINIONS, AND OBJECTIVES

28. Personal Traits (student rated self above average in:)

	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
Drive to achieve	96.3% ^a	95.8% ^a	70.7%	68.1%	81.2%	84.6%
Academic ability	94.6 ^a	96.5 ^a	62.1	59.1	82.2	93.2
Leadership ability	91.5 ^a	85.3 ^a	58.9	48.3	68.1	67.3
Mathematical ability	84.9 ^a	78.2 ^a	47.5	33.3	66.2	63.1
Self-confidence (intellectual)	84.7 ^a	83.8 ^a	60.8	47.7	68.8	72.9
Popularity	69.2 ^a	60.8 ^a	50.6	33.7	52.0	53.0
Self-confidence (social)	66.6 ^a	63.2 ^a	52.0	43.6	53.8	52.7
Popularity with the opposite sex	62.4 ^{a,b}	46.5 ^a	48.9	35.3	47.0	47.2
Writing ability	61.6 ^a	71.5 ^a	39.0	41.3	55.9	67.8
Public speaking ability	55.5 ^a	48.6 ^a	31.3	26.0	39.9	43.3
Artistic ability	22.9	25.9	25.5	24.4	29.6	37.4

29. Current Political Preference

	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
Far Left	0.6%	1.5%	2.2%	1.6%	1.3%	2.4%
Liberal	11.8	16.3	19.7	20.8	19.4	35.1
Middle-of-the-Road	44.9	53.3	54.5	61.6	54.0	40.6
Conservative	40.7 ^{a,b}	28.1 ^a	22.1	15.3	24.1	20.7
Far right	2.0	0.7	1.6	0.7	1.2	1.1
(Liberal or Far Left)	(12.4)	(17.8)	(21.9)	(22.4)	(20.7)	(37.5)

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

	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
Minimum competence for college graduation	97.2%	98.6%	90.8%	92.4%	96.2%	96.3%
Women should get job equality	94.4	98.6	88.7	96.8	95.6	96.2
Too many rights for criminals	84.0 ^a	78.9 ^a	72.8	64.3	73.1	58.0
Federal military spending increased	82.9 ^{a,b}	63.4 ^a	47.6	28.2	48.8	21.6
High school grading too easy	70.6 ^a	70.6 ^a	58.0	58.7	65.9	67.0
Federal gov't should discourage energy use	70.1	77.9	72.2	79.2	78.1	81.2
Gov't not protecting environment	69.8	77.9	78.0	82.8	79.3	87.6
Wealthy should pay more taxes	68.2	69.5	70.1	70.2	72.4	59.7
Students should help evaluate faculty	64.7	67.4	69.8	69.5	73.6	75.6
Prohibit homosexual relations	57.5 ^b	44.4	58.7	40.0	42.1	19.6
Inflation biggest domestic problem	54.4	55.3 ^a	63.4	72.3	60.8	45.3
Abortion should be legalized	50.2	53.1	53.5	53.8	57.3	76.0
Sex OK if people like each other	44.6 ^{a,b}	24.8	62.1	31.0	44.5	58.4
Gov't not protecting consumer	41.1 ^a	50.4 ^a	61.5	69.7	56.6	60.4
Should discourage large families	40.7	36.4	39.8	29.9	37.4	40.5
Regulate student publications	39.0	39.9	40.7	42.5	33.8	19.9
Need national health care plan	37.8 ^a	42.1 ^a	56.7	62.2	51.3	52.9
College has right to ban speakers	34.6 ^b	21.6	27.4	22.6	22.7	11.2
Busing OK to achieve balance	33.2 ^a	42.0 ^a	48.7	53.7	43.2	51.8

30. Freshman 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>
Women's activities best in home	30.7% ^b	14.1%	31.5%	16.9%	20.5%	12.4%
Should liberalize divorce laws	29.6 ^a	30.0 ^a	44.9	40.9	40.1	43.4
Live together before marriage	28.9 ^a	33.6	46.6	36.5	41.5	57.2
Give disadvantaged preferential treatment	24.1 ^a	24.6 ^a	38.5	35.6	29.8	28.5
College officials have the right to regulate student behavior off campus	20.9	19.4	17.8	13.5	14.2	10.1
Should abolish death penalty	16.1 ^b	26.2	25.0	34.6	27.1	38.7
Should legalize marijuana	10.6 ^a	13.4	26.5	21.5	20.3	30.4
Abolish college grades	9.0	6.3	16.8	11.8	10.1	13.3

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	93.4% ^a	92.1% ^a	72.4%	78.3%	88.6%	88.8%
Find a job in own field after graduation	87.3 ^a	82.0	66.7	72.2	78.1	60.6
Live in a coeducational dorm	70.9 ^{a,b}	93.6 ^a	28.7	25.4	55.8	72.3
Be satisfied with college	67.3 ^a	60.9	49.5	60.9	64.2	72.0
Make at least a "B" average	42.3	34.3	38.7	43.3	48.5	51.0
Play varsity athletics	42.0 ^a	43.3 ^a	27.4	12.3	26.2	31.0
Marry within a year after college	25.1 ^{a,b}	15.0	14.6	18.9	17.2	8.0

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

	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
Join a social fraternity or sorority	17.4%	17.3%	15.5%	21.9%	20.0%	25.7%
Get tutoring in some courses	17.2	12.1	9.9	11.2	10.3	11.0
Change major field	16.1	19.9	12.6	14.1	14.1	26.4
Work full time while attending college	13.8 ^a	10.7	3.6	2.9	6.7	1.0
Graduate with honors	13.4	9.4	13.2	12.2	14.5	15.9
Change career choice	12.1	19.1	11.1	13.8	11.8	28.8
Be elected to an honor society	11.2	7.9	7.7	8.6	10.3	11.7
Get job to pay college expenses	10.7 ^a	12.2 ^a	34.2	40.4	29.7	43.7
Seek individual counseling	9.7	7.2	4.5	4.9	5.7	5.8
Seek vocational counseling	5.9	7.9	5.7	7.4	7.6	14.8
Be elected to a student office	4.7	3.6	3.7	3.4	3.5	4.2
Need extra time to get a degree	4.2	5.7	5.1	5.0	4.9	3.2
Transfer to another college	2.6	3.6	10.9	10.7	6.9	4.0
Fail one or more courses	2.1	0.0	1.7	1.1	1.5	2.1
Drop out permanently	1.4	1.4	1.1	0.8	0.8	0.6
Work at outside job	1.1	1.4	16.1	21.1	13.0	11.5
Participate in student protests	1.0	2.1	4.1	4.3	3.4	12.2
Drop out temporarily	0.5	2.2	1.4	1.2	1.0	1.5
Get married in college	0.2	0.0	3.6	6.2	2.6	1.5

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":

	<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>
Be an authority in my field	83.8%	85.2% ^a	74.8%	73.1%	77.2%	73.2%
Raise a family	74.3 ^b	57.7 ^a	67.0	68.0	70.4	66.4
Keep up with political affairs	70.2 ^a	63.1 ^a	44.5	33.0	50.2	63.7
Help others in difficulty	66.0	69.7	57.0	72.2	65.5	65.8
Be very well off financially	62.1 ^a	57.0	72.3	63.7	62.9	60.1
Have administrative responsibility	61.3 ^a	58.5 ^a	42.8	38.6	44.9	33.5
Obtain recognition from colleagues	60.0	56.0	57.9	55.2	59.1	58.1
Develop a philosophy of life	54.0	58.5 ^a	46.1	48.0	49.9	61.8
Promote racial understanding	39.7	41.8	33.1	35.7	34.5	46.7
Influence social values	34.0	37.6	30.7	35.1	30.5	33.5
Succeed in my own business	31.4 ^a	32.4 ^a	54.5	45.5	36.1	43.0
Influence political structure	28.5	25.4 ^a	18.8	12.3	17.6	24.4
Participate in community action	22.2	28.4	22.9	26.7	24.6	28.8
Help clean up environment	18.6	26.1	24.3	19.4	21.5	26.7
Make a theoretical contribution to science	16.5	21.1 ^a	17.1	10.9	19.1	18.5
Write original works	7.6	14.1	11.8	13.1	12.5	22.6
Achieve in a performing art	5.5	7.1	11.8	15.1	13.1	20.0
Create artistic work	3.6	6.3	11.6	13.5	11.3	16.1

APPENDIX A

283635

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?

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

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 is ideal).
- 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 ballpoint or felt-tip marker 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 Higher Education Research Institute 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
 Higher Education Research Institute

DO NOT MARK IN THIS AREA	
MARK IN THIS AREA ONLY IF DIRECTED	GRP CODE

1. Your sex: Male ☐ Female ☐

2. How old will you be on December 31 of this year? (Mark one)

- 16 or younger ☐ 21-24 ☐
 17 ☐ 25-29 ☐
 18 ☐ 30-39 ☐
 19 ☐ 40-54 ☐
 20 ☐ 55 or older ☐

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

- 1983 ☐ Did not graduate but
 1982 ☐ passed GED test ☐
 1981 ☐ Never completed
 1980 or earlier ☐ high school ☐

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

- (Mark one) Full time student? ☐
 Part time student? ☐

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. Where did you get the money to pay for college this year? (Write in actual dollar amounts, write 0 if none)

Grants and scholarships \$ _____
 All loans \$ _____
 Work or savings \$ _____
 Parents and/or spouse \$ _____
 Other sources \$ _____

6a. How many persons are currently dependent on your parents for support (include yourself and your parents, if applicable)?
 1 ☐ 2 ☐ 3 ☐ 4 ☐ 5 ☐ 6 or more ☐6b. How many of these dependents other than yourself are currently attending college?
 None ☐ 1 ☐ 2 ☐ 3 or more ☐

7. What was your average grade in high school?

(Mark one) A or A+ ☐ B ☐ C ☐
 A ☐ B ☐ D ☐
 B+ ☐ C+ ☐

8. Where did you rank academically in your high school graduating class? (Mark one)

Top 20% ☐ Fourth 20% ☐
 Second 20% ☐ Lowest 20% ☐
 Middle 20% ☐

9. Are you: (Mark one)

Not presently married ☐
 Married, living with spouse ☐
 Married, not living with spouse ☐

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

Yes ☐ No ☐

11. Since leaving high school, have you ever taken courses at any other institution?

(Mark all that apply in each column)

	For Credit	Not for Credit
No	<input type="radio"/>	<input type="radio"/>

Yes at a junior or comity college ☐Yes at a four year college or university ☐Yes at some other postsecondary school (For ex. technical vocational business) ☐

12. From what kind of secondary school did you graduate? (Mark one)

Public ☐
 Private (denominational) ☐
 Private (nondenominational) ☐
 Other ☐

13. How would you describe the racial composition of the high school you last attended and the neighborhood where you grew up?

High school I last attended ☐
 Neighborhood where I grew up ☐

Completely non White
 Mostly non White
 Roughly half non White
 Mostly White
 Completely White

14. 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	<input type="radio"/>	<input type="radio"/>
Other private home apt or rm	<input type="radio"/>	<input type="radio"/>
College dormitory	<input type="radio"/>	<input type="radio"/>
Fraternity or sorority house	<input type="radio"/>	<input type="radio"/>
Other campus student housing	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

15. Is this college your: (Mark one)

First choice? ☐ Less than third
 Second choice? ☐ choice? ☐
 Third choice? ☐

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

No other ☐ 1 ☐ 3 ☐ 5 ☐
 2 ☐ 4 ☐ 6 or more ☐

Note: If you applied to no other college skip to item 18 on the next page

17. How many other acceptances did you receive this year? (Mark one)

None ☐ 1 ☐ 3 ☐ 5 ☐
 2 ☐ 4 ☐ 6 or more ☐

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"/>
Other government aid or grant (ROTC, Soc. Sec. BIA, 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"/>	<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 had not received financial aid, what would you be doing this year?

Attend the same college
Attend a less expensive college
Join the military service
Look for work
Other

20. 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="radio"/>	<input type="radio"/>
Receiving assistance worth \$600 or more from your parents	<input type="radio"/>	<input type="radio"/>

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 a U.S. citizen? Yes No

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

24. 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)

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 recital 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"/>
Other vigorous exercise	<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"/>
Over slept and missed class or appointment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failed to complete a homework assignment on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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"/>
Drive to achieve	<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"/>
Popularity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity with the opposite sex	<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"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

(Mark one in each column)

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

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	<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"/>

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 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 - 99,999
\$15,000 - 19,999	\$100,000 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	<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"/>

32 Mark only three responses, one in each column.

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

NOTE: If your father or mother is deceased, please indicate his or 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)
This college has a good reputation for its social activities	(V) (S) (N)
I was offered financial assistance	(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 near home	(V) (S) (N)
A friend suggested attending	(V) (S) (N)
A college rep. recruited me	(V) (S) (N)
The athletic dept. recruited me	(V) (S) (N)
This college's graduates gain admission to top graduate, professional schools	(V) (S) (N)
This college's graduates get good jobs	(V) (S) (N)

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

5 or less () 11-50 () 101-500 ()
6-10 () 51-100 () More than 500 ()

38 Mark one in each row:

The Federal government is not doing enough to protect the consumer from faulty goods and services	4 3 2 1
The Federal government is not doing enough to control environmental pollution	4 3 2 1
The Federal government should do more to discourage energy consumption	4 3 2 1
Federal military spending should be increased	4 3 2 1
There is too much concern in the courts for the rights of criminals	4 3 2 1
Inflation is our biggest domestic problem	4 3 2 1
The death penalty should be abolished	4 3 2 1
A national health care plan is needed to cover everybody's medical costs	4 3 2 1
Abortion should be legalized	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
Divorce laws should be liberalized	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
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
Faculty promotions should be based in part on student evaluations	4 3 2 1
College grades should be abolished	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
All college graduates should be able to demonstrate some minimal competency in written English and mathematics	4 3 2 1

35 Current religious preference (Mark one in each column)

Protestant	Y (F) (M)
Roman Catholic	Y (F) (M)
Jewish	Y (F) (M)
Other	Y (F) (M)
None	Y (F) (M)

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

	None	1	2	3	4	5 or more
English	0 ()	1 ()	2 ()	3 ()	4 ()	5 ()
Mathematics	0 ()	1 ()	2 ()	3 ()	4 ()	5 ()
Foreign language	0 ()	1 ()	2 ()	3 ()	4 ()	5 ()
Physical science	0 ()	1 ()	2 ()	3 ()	4 ()	5 ()
Biological science	0 ()	1 ()	2 ()	3 ()	4 ()	5 ()
Civics	0 ()	1 ()	2 ()	3 ()	4 ()	5 ()
Social studies	0 ()	1 ()	2 ()	3 ()	4 ()	5 ()

37 Do you have a disability? (Mark all that apply)

None	Learning disability	()
Hearing	Health related	()
Speech	Partially sighted or blind	()
Orthopedic	Other	()

BE SURE TO ANSWER QUESTIONS 35, 36, AND 37.

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

39. 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 ☐
 Pre dental, Pre medicine, Pre veterinary ☐
 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 ☐

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

- (N) Not Important
 (S) Somewhat Important
 (V) Very Important
 (E) Essential

- Becoming accomplished in one of the performing arts (acting, dancing, etc.) ☐ (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 responsibility 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, short stories, etc.) ☐ (E) (V) (S) (N)
 Creating artistic work (painting, sculpture, decorating, etc.) ☐ (E) (V) (S) (N)
 Being 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)

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

- (N) No Chance
 (L) Very Little Chance
 (S) Some Chance
 (V) Very Good Chance

- Change major field? ☐ (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/intercollegiate athletics? ☐ (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 Higher Education Research Institute at UCLA actively encourages the colleges that participate in this survey to conduct local studies of their students. 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 ☐

42. (A) (B) (C) (D) (E) ☐ The remaining circles are provided for items specifically designed by your college rather than by the Higher Education Research Institute. If your college has chosen to use the circles observe carefully the supplemental directions given you.
 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) ☐

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 Coast Guard Academy |
| 2. SUNY at Geneseo | 7. US Military Academy |
| 3. SUNY at Potsdam | 8. US Naval Academy |
| 4. SUNY at Purchase | 9. Georgia Institute of Technology |
| 5. US Air Force Academy | |

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

- | | |
|---------------------------------|------------------------------------------|
| 1. Amherst College | 15. Gettysburg College |
| 2. Barnard College | 16. Grinnell College |
| 3. Bates College | 17. Harvey Mudd College |
| 4. Bowdoin College | 18. Oberlin College |
| 5. Bryn Mawr College | 19. Smith College |
| 6. Carleton College | 20. Swarthmore College |
| 7. Claremont Men's College | 21. Trinity College (CT) |
| 8. Colby College | 22. Union College |
| 9. Colgate University | 23. Washington & Lee University |
| 10. Colorado College | 24. Webb Institute of Naval Architecture |
| 11. Connecticut College | 25. Wellesley College |
| 12. Dartmouth College | 26. Wesleyan University |
| 13. Dickinson College | 27. Williams College |
| 14. Franklin & Marshall College | 28. Worcester Polytechnic Institute |

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20. ABSTRACT (Continue on reverse side if necessary and identify by block number) This report compares new cadets at USMA in the Class of 1987 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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