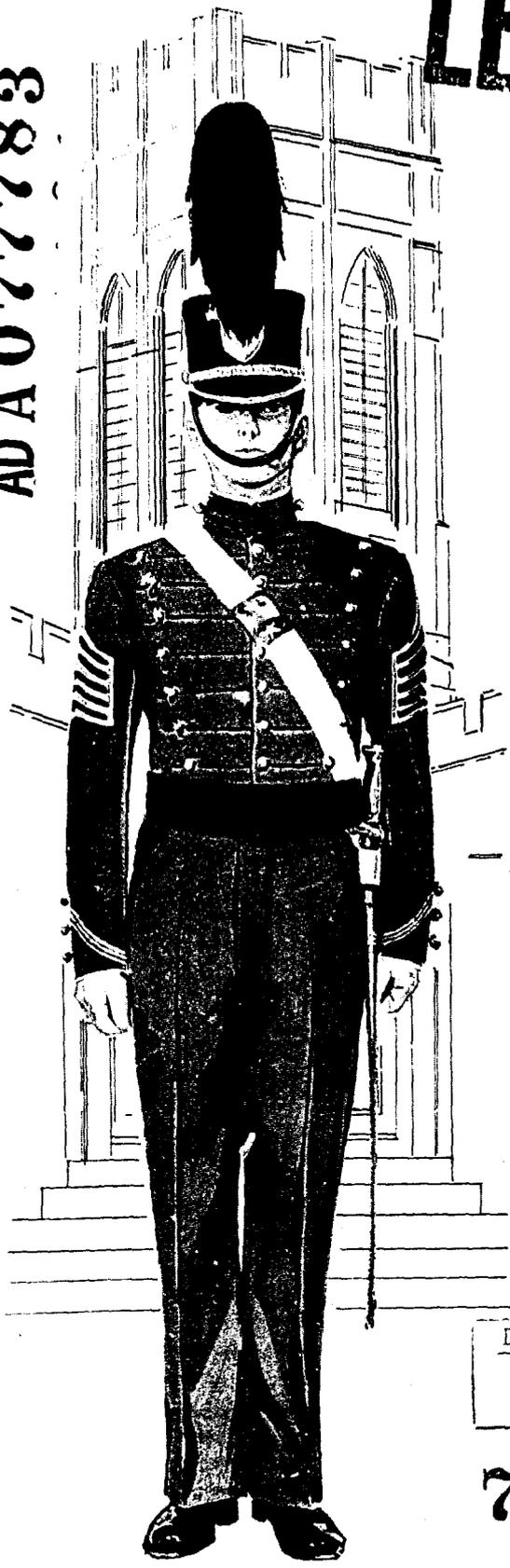


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NEW CADETS
AND
OTHER COLLEGE FRESHMEN
CLASS OF 1977

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APRIL 1974

NEW CADETS AND OTHER COLLEGE FRESHMEN,
CLASS OF 1977

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ABSTRACT

This report compares new cadets at USMA in the Class of 1977 with other entering freshmen at institutions in the following norm groups: all 4-year colleges, highly selective 4-year colleges, private universities, and public universities. The American Council on Education's survey, which is the basis for this report investigates data on secondary school and socioeconomic backgrounds, values, interests, and activity patterns.

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.

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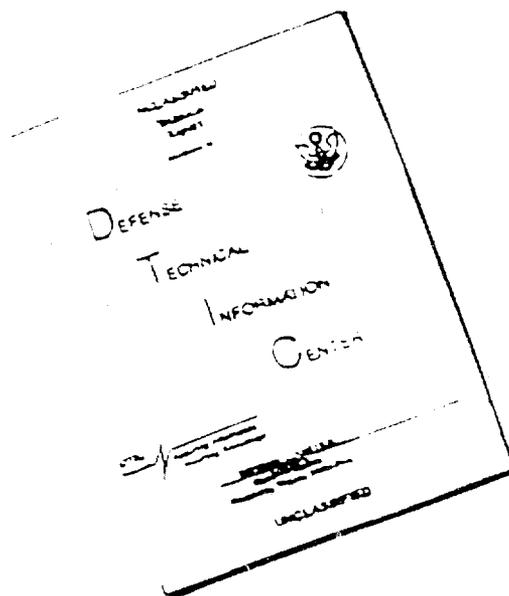
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Typist: Susan M. Quimby

THE NEW CADET: A SUMMARY IMPRESSION

The typical new cadet in the Class of 1977 is 18 years old, and his home is over 500 miles from West Point. He has one or more brothers or sisters under 21. His father has had some college, and his mother has had either some college or other post secondary education. He earned between \$500 and \$1000 last year independent of his parents. His father is employed full-time, but his mother is not; and the total family income last year was between \$15,000 and \$20,000.

The new cadet made application at two other colleges and was accepted by them. He plans to earn a master's degree. His reasons noted as very important for his long-term career choice are: intrinsic interest in the field, chance for steady progress, and contribution to society. His reasons for selecting the United States Military Academy were the good academic reputation and the financial assistance offered.

His current political preference is between "Middle-of-the-Road" and "Conservative." He feels the government is not doing enough in protecting the consumer or controlling pollution; there is too much concern in the courts for the rights of criminals; colleges are too lax on student protests; parents should be discouraged from having large families; women should get job equality; the wealthy should pay more taxes; students should help evaluate the faculty; and the same degree standards should be used for all.

As long-run objectives he hopes to be an authority in his field, develop a philosophy of life and keep up with political affairs. Raising a family, helping others in difficulty, and being well-off financially are also important to him. These dimensions represent a partial picture of the typical new cadet in the Class of 1977.

PREFACE

The United States Military Academy, in July 1973, participated for the eighth time in the American Council on Education's (ACE) annual survey of the characteristics of students entering college as first-time, full-time freshmen. The major purpose of this ACE survey is to determine how students are affected by the college they attend; at the same time, it provides valuable comparative data about various subgroups in the population of American college freshmen. West Point's participation in the survey permits a comparison of entering Plebes with norms for other freshmen male students and with norms for groups of schools with specific institutional characteristics.

On 2 July 1973, 1376 young men entered West Point as the Class of 1977. Of this entering group 1365 completed the ACE survey during the second week of New Cadet Barracks. Out of the group that was tested, 261 reported prior college experience. Since the national norms as published by the American Council on Education¹ deal exclusively with first-time, full-time freshmen, this report presents the opinions and characteristics of 1104 Plebes without prior college experience.

The ACE annual national norms survey collects data on secondary school and socioeconomic backgrounds, values, interests and activity patterns.² A comparison of West Point cadets with norms for various types of undergraduate institutions highlights the unique aspects of the U. S. Military Academy student body and, as well, reveals similarities and differences between West Point and other groups of schools.³

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 or comparison norms of freshmen are used in this report: (1) all four-year colleges, (2) four-year public colleges with high selectivity, (3) private universities, and (4) public universities. The four-year colleges are those public and private institutions which primarily grant a bachelor's degree only. The four-year public colleges with high selectivity are those institutions with an ACT Composite of entering students in the approximate range of 25 to 28, and SAT Verbal plus SAT Math scores in the range of 1,150 to 1,249. All service academies, as well as six other colleges, are included in this norm group. All freshmen of both sexes are included in this norm group, while the other three norms shown are for male freshmen only. The private university-related colleges are those colleges under private control which are parts of universities, while the public university-related colleges fall under direct state and local government control. Universities are defined as institutions which give considerable stress to graduate instruction, which confer advanced degrees as well as bachelors' degrees in a variety of liberal arts fields, and which have at least two professional schools that are not exclusively technological.

The choice of a relevant comparison group for USMA is a judgment which should be based upon one's purposes for drawing comparisons. Four-year colleges provide a broad base for comparison, since they include all types of students. Highly selective four-year colleges and private universities provide a more selective base for comparison because of

¹The American Freshmen: National Norms for Fall 1973. Cooperative Institutional Research Program of the American Council on Education and the University of California, Los Angeles.

²The questionnaire is included as Appendix A.

³All of the questions in the original ACE 1973 Student Information Form, which in turn were reported to participant institutions on the Data Summary print-out, are included in this report with the following exceptions: (1) source of finance for first year of undergraduate education; (2) highest degree planned here; (3) prior military service; (4) spouse's education; and (5) residence during Fall term.

their generally more selective admissions policy and because they probably draw on the same population of high school graduates as USMA. Public universities are presented because cadets often indicate that their alternative choices for college come from this group. The ACE sample was selected to represent the national population of colleges in each category.⁴

Another factor which must be recognized is that all data are self-reported and in some instances are not entirely compatible, even with other self-reported information obtained during the same general period of time. No attempt has been made to independently verify any of the data in this report. Conclusions drawn from the report must be tempered accordingly.

The reader is referred also to a report on the biographical characteristics and achievements of the cadets who entered the Class of 1977.⁵

⁴ A list of colleges incorporated in each of these norm groups is given in Appendix B.

⁵ Houston, John W., Characteristics of the Class of 1977, Office of the Director of Institutional Research, November 1973.

I. BIOGRAPHICAL AND SOCIOECONOMIC CHARACTERISTICS

1. Age in Years as of 31 December 1973:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
16 or younger	0.0%	0.1%	0.0%	0.1%	0.2%
17	2.7	3.4	4.4	3.1	7.0
18	81.2	75.9	81.9	78.7	79.8
19	13.7	17.3	12.0	16.2	11.8
20	1.6	1.7	1.0	1.0	0.7
21 or over	0.8	1.7	0.7	0.9	0.5

The age distribution of new cadets is narrower than for the other categories of institutions, except highly selective 4-year colleges, being predominately centered in the 18-19 year old interval.

2. Racial Background:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Caucasian/White	90.2%	87.8%	93.3%	96.5%	92.9%
Negro/Black	5.8	9.6	3.8	1.9	3.6
American Indian	1.9	1.0	0.7	0.9	0.5
Oriental	1.7	0.8	0.7	0.8	1.6
Mexican-American/ Chicano	1.3	0.6	0.3	0.4	0.7
Puerto Rican- American	0.2	0.4	1.2	0.2	0.5
Other	0.6	1.1	1.0	0.9	1.8

Minority group representation in the Class of 1977 is greater than the norms for public universities, private universities, and highly selective 4-year colleges, and lower than the levels in all 4-year colleges. Percents add to more than 100 since some students indicated they were from more than one racial background.

3. Current Religious Preference:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Baptist	12.8%	13.9%	10.1%	11.9%	4.9%
Congregational (U.C.C.)	2.5	1.7	1.9	2.5	1.5
Eastern Orthodox	0.3	0.6	0.5	0.4	1.0
Episcopal	4.3	3.3	5.8	3.6	3.3
Jewish	0.8	4.1	3.8	4.0	15.0
Latter Day Saints (Mormon)	0.8	0.2	0.4	0.3	0
Lutheran	7.7	5.5	5.1	8.4	2.5
Methodist	14.2	10.6	11.9	13.4	4.9
Muslim	0	0.1	0	0.1	0.1
Presbyterian	6.1	6.3	6.9	7.8	4.0
Quaker (Society of Friends)	0.2	0.3	0.1	0.1	0.2
Roman Catholic	35.7	32.6	38.1	25.5	43.1
Seventh Day Adventist	0.1	0.5	0.1	0.1	0.1
Unitarian-Universalist	0.3	0.4	0.3	0.5	0.6
Other Protestant	8.4	5.8	4.2	4.3	2.3
Other Religion	1.5	3.5	2.3	3.3	2.6
None	4.5	10.6	8.5	13.7	14.0

More cadets give their religious preference as Methodist than do any of the norm groups, while Roman Catholic is given as a preference by more cadets than norms for all 4-year colleges and public universities. There are fewer Jewish cadets than in any of the norm groups, and fewer cadets have no religious preference than do other students.

4. Distance from Home to College:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
10 or less miles	1.5%	16.5%	4.6%	12.2%	13.0%
11-50 miles	4.2	19.3	13.8	17.8	18.4
51-100 miles	8.2	14.8	18.2	20.6	7.5
101-500 miles	25.9	34.5	39.7	43.4	31.1
More than 500 miles	60.2	14.9	23.6	6.0	30.0

The more diverse geographical representation at the U.S. Military Academy than at other institutions is borne out by the above figures. There is an inverse relationship between the closeness of West Point and home for cadets, while the norms indicate that other schools draw heavily from nearby communities and states.

5. Citizenship:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Native born					
U. S. Citizen	96.7%	96.4%	97.1%	97.7%	95.2%
Naturalized					
U. S. Citizen	3.1	2.1	2.1	1.5	2.0
Not a U. S. Citizen	0.2	1.5	0.8	0.7	2.8

There were slightly more native born U. S. Citizens entering USMA than at 4-year colleges and private universities, while there were slightly less than at public universities and highly selective 4-year colleges.

6. Status of Siblings:

a. Brothers/sisters under 21.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	12.1%	20.4%	17.5%	20.3%	21.0%
One	24.9	29.5	29.1	31.2	30.4
Two	24.6	22.6	23.9	23.3	22.0
Three	18.4	13.8	15.4	13.6	13.0
Four or more	20.1	13.7	14.0	11.6	13.6

b. Brothers/sisters 21 or older.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	56.9%	46.1%	50.5%	44.8%	49.8%
One	22.9	26.9	26.6	28.3	26.3
Two	12.8	16.2	14.4	17.1	15.0
Three	4.6	6.3	5.7	6.2	5.6
Four or more	2.8	4.6	2.9	3.7	3.4

c. Brothers/sisters in college.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	60.9%	62.1%	59.7%	57.9%	57.8%
One	31.4	30.1	31.8	33.4	33.1
Two	6.6	6.3	6.9	7.1	7.5
Three	0.8	1.2	1.4	1.1	1.3
Four or more	0.2	0.3	0.2	0.4	0.4

Military Academy Cadets had more brothers and sisters under 21 than any of the norm groups, while cadets had fewer brothers and sisters over 21.

7. Parents' Highest Level of Education:

a. Father's education.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Grammar school or less	3.8%	6.6%	3.6%	3.8%	3.3%
Some high school	8.4	12.7	11.2	8.2	6.8
High school graduate	23.0	26.9	24.8	24.5	17.9
Post-secondary other than college	2.6	4.5	4.9	4.3	3.4
Some college	20.6	15.2	16.4	15.5	14.0
College degree	19.0	17.8	20.0	24.2	24.0
Some graduate school	5.7	2.6	3.7	3.1	4.4
Post-graduate degree	16.9	13.7	15.5	16.3	26.1

b. Mother's education.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Grammar school or less	2.6%	3.9%	2.6%	2.0%	2.4%
Some high school	7.0	10.9	8.1	6.5	5.6
High school graduate	36.4	42.3	41.0	39.8	32.6
Post-secondary other than college	4.5	6.6	9.2	7.6	7.4
Some college	24.5	15.1	15.7	17.5	18.4
College degree	16.8	14.1	15.7	19.0	20.9
Some graduate school	3.8	2.4	2.7	2.7	3.6
Post-graduate degree	4.6	4.7	5.0	4.8	9.0

Approximately 42 percent of cadet fathers had received college degrees (graduate and/or undergraduate), while another 21 percent had taken at least some college work. The median level of education for cadets' mothers is some post-secondary education, as it is for public universities; the median level for all 4-year colleges and highly selective 4-year colleges is a high school graduate, while for private universities the median level of mother's education is some college.

8. Personal Finances:

a. Total income last year independent of parents.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	11.4%	11.4%	19.6%	7.8%	11.2%
Less than \$500	37.1	27.1	37.4	23.1	25.9
\$500-\$999	23.3	27.1	22.6	29.0	29.1
\$1000-\$1999	17.9	22.4	14.5	27.1	23.8
\$2000-\$2999	6.6	7.3	3.7	8.7	6.8
\$3000-\$4999	2.6	3.0	1.4	3.1	2.3
\$5000-\$9999	0.4	1.2	0.5	0.9	0.6
\$10,000 or more	0.3	0.5	0.2	0.3	0.3

b. Concern about financing college.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
No concern	83.3%	37.5%	47.8%	36.5%	37.0%
Some concern	12.7	45.9	39.4	49.2	47.8
Major concern	4.0	16.6	12.7	14.4	15.2

c. Financially independent this year.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Yes	72.0%	21.8%	28.7%	13.4%	8.2%
No	28.0	78.2	71.3	86.6	91.8

d. Financially independent last year.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Yes	7.6%	10.3%	6.7%	7.4%	4.9%
No	92.4	89.7	93.3	92.6	95.1

The income of cadets last year, independent of parents, has a pattern very similar to the four national norms.

9. Parents' Employment History:

a. Father currently employed.

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Yes, full-time	90.8%	91.4%	92.5%	94.0%	93.7%
Yes, part-time	1.2	1.4	1.2	1.1	0.8
No	8.0	7.2	6.3	4.9	5.4

b. Father employed when you entered high school.

Yes, full-time	95.1	95.0	96.3	97.0	96.7
Yes, part-time	0.8	1.1	0.8	0.8	0.7
No	4.0	3.8	2.9	2.2	2.6

c. Mother currently employed.

Yes, full-time	33.6	35.4	34.0	33.9	29.1
Yes, part-time	16.0	17.0	17.8	17.2	16.7
No	50.4	47.6	48.2	48.9	54.2

d. Mother employed when you entered high school.

Yes, full-time	29.6	32.3	29.5	29.7	24.5
Yes, part-time	13.0	15.6	13.9	15.7	14.5
No	57.5	52.2	53.6	54.6	61.0

A smaller proportion of fathers of cadets are employed full-time than are fathers of students of any of the norm groups. A smaller proportion of mothers of cadets are employed full-time than for any of the norm groups except private universities.

10. Estimated Total Parental Income Last Year:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Less than \$3,000	0.4%	3.0%	1.4%	1.3%	1.5%
\$3,000-\$3,999	1.1	2.4	1.4	1.0	1.0
\$4,000-\$5,999	2.8	4.0	2.7	2.4	2.3
\$6,000-\$7,999	3.8	5.8	5.1	4.0	3.3
\$8,000-\$9,999	7.5	8.5	7.0	6.8	5.3
\$10,000-\$12,499	17.2	15.4	14.4	14.2	10.2
\$12,500-\$14,999	15.3	14.2	15.1	14.3	10.6
\$15,000-\$19,999	21.5	18.1	20.9	19.7	17.2
\$20,000-\$24,999	14.2	11.4	15.2	14.5	13.6
\$25,000-\$29,999	7.5	5.6	6.7	7.2	8.2
\$30,000-\$34,999	4.4	3.7	4.3	4.9	6.1
\$35,000 or more	4.3	8.0	5.9	9.7	20.6

In the norm for all 4-year colleges the median family income lies in the \$12,500-\$14,999 range, while for USMA as well as the three other norm groups the median is \$15,000-\$19,999.

II. SECONDARY SCHOOL GRADES

11. Average Grade in Secondary School:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
A or A+	23.6%	7.1%	13.2%	9.0%	21.8%
A-	19.9	9.3	15.4	12.3	18.8
B+	31.7	20.2	29.9	24.0	24.5
B	15.9	25.6	26.0	26.7	18.9
B-	5.8	17.3	9.8	14.9	9.2
C+	2.1	11.5	3.9	8.3	4.4
C	0.9	8.6	1.8	4.7	2.3
D	0	0.3	0	0.2	0.1

A larger proportion of Plebes reported average grades of "A" than did male freshmen for any of the norm groups.

III. EDUCATIONAL AND CAREER ASPIRATIONS

12. Number of College Applications:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
This college only	19.0**	36.4%	19.0%	49.9%	17.7%
One other	21.3	20.5	19.6	19.7	15.7
Two others	20.9	17.9	21.3	14.4	19.0
Three others	16.5	11.6	17.0	8.0	16.4
Four others	9.4	6.6	10.8	4.2	12.9
Five others	5.8	3.6	6.3	2.0	8.5
More than five others	7.1	3.4	6.0	1.8	9.7

Cadets in the Class of 1977 submitted applications to more colleges than did students at any of the norm groups except the students at private universities.

**The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

13. Number of College Acceptances:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
This college only	21.4%**	32.8%	17.8%	44.1%	16.8%
One other	26.7	27.0	25.7	26.3	23.0
Two others	24.0	20.5	24.5	16.7	24.1
Three others	15.0	11.2	16.7	7.9	18.0
Four others	5.9	4.9	8.5	3.0	9.6
Five others	2.6	1.9	3.7	1.1	4.1
More than five others	4.5	1.7	3.2	0.9	4.5

Plebes were accepted at more institutions than were students at 4-year colleges and public universities, at about the same number as students at highly selective 4-year colleges and at fewer than students at private universities.

14. Highest Degree Planned:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	0.9%	2.2%	1.2%	1.5%	0.9%
Associate (or equivalent)	0	1.0	0.4	0.3	0.1
Bachelor's Degree (BA, BS)	9.5**	23.4	22.0	25.4	11.1
Master's Degree (MA, MS)	42.9**	34.0	46.8	30.1	23.2
Ph.D. or Ed. D.	24.9	15.2	16.6	15.3	21.9
MD, DDS, or DVM	11.4**	12.4	6.5	15.7	24.6
LLB or JD	8.5	8.9	5.3	9.8	16.4
BD	0.7	0.8	0.3	0.5	0.5
Other	1.1	2.2	1.0	1.3	1.3

The aspirations of cadets for graduate education are quite high; a larger proportion of new cadets desire a graduate degree at the master's level or above than freshmen in any of the norm groups. A surprisingly large number of cadets aspire to earn a doctorate, continuing a trend established by earlier classes. In addition to rising educational aspirations in general, the percentage of new cadets interested in professional degrees (medicine, law, divinity) is significant (20.6%).

**The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

15. Major Fields of Study:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year College High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Agriculture (incl forestry)	0.1%	2.5%	0.2%	5.4%	0.1%
Arts (fine and performing)	0.5	4.9	5.0	4.9	5.6
Biological Science	5.1	9.8	7.3	11.4	14.5
Business	4.1**	19.3	3.8	19.1	15.1
Education	1.3**	6.6	17.6	3.4	1.8
Engineering	28.1**	10.1	12.0	17.4	13.5
English	1.4	1.3	2.1	1.0	2.1
Health Professions (non-MD)	3.6	4.7	8.8	5.1	6.7
History and Geography	3.3	2.8	2.5	1.9	2.9
Humanities (other)	1.4	2.5	3.3	1.6	2.4
Mathematics or Statistics	5.5	2.6	3.7	2.2	2.9
Physics and Chemistry	4.7	3.2	2.6	3.8	6.2
Physical Sciences (other)	1.0	1.9	2.5	1.7	1.4
Psychology	0.6	2.9	3.7	2.4	2.7
Social Sciences (other)	10.3	7.9	6.6	6.1	9.8
Social Work	0.1	0.6	2.3	0.4	0.2
Technical Fields	1.4	4.8	2.7	3.2	2.1
Other Fields	21.1**	6.3	7.7	5.1	6.1
Undecided	6.1	5.3	4.8	4.0	4.0

The number of cadets marking "other fields" (21.1%) is explained by the fact that "military science" was a sub-category of this area.

**The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

16. Probable Career Occupation:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Artist	0.1%	2.4%	2.7%	2.0%	2.6%
Business Manager	2.4	10.0	1.7	8.8	7.2
Business (other)	0.6	7.8	1.8	7.2	5.5
Clergyman or Religious Worker	0.4	1.7	0.4	0.4	0.8
College Teacher	0.3	1.2	0.8	0.8	1.5
Doctor (MD or DDS)	5.3	9.4	3.7	12.0	22.3
Educator (secondary)	0.7	5.0	5.8	2.7	1.4
Elementary Teacher	0.1	0.8	7.1	0.3	0.2
Educator (specialist)	0.2	1.3	7.4	0.7	0.5
Engineer	11.3	7.3	5.4	16.0	11.7
Farmer or Forester	0.1	2.8	0.7	5.6	0.5
Health Professions (non-MD)	0.8	5.4	8.2	6.5	4.0
Lawyer	4.9	7.9	4.5	9.0	14.6
Nurse	0.2	0.1	2.5	0.1	0
Research Scientist	2.0	4.5	4.1	5.3	7.0
Other choice	64.7	20.4	33.2	12.0	10.6
Undecided	6.2	11.9	9.9	10.3	9.8

"Other choice" includes military career as a sub-category, thereby accounting for the large percentage in this category. A surprisingly large number of cadets nonetheless indicated engineering as their most probable occupation.

17. Reasons Checked as Very Important for Long-term Career Choice:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Job openings available	42.5%	46.6%	48.4%	48.1%	40.4%
Rapid advancement	53.1**	40.1	31.2	37.1	34.0
High anticipated earnings	44.6**	46.6	31.3	46.5	42.3
Respected occupation	56.6**	33.8	30.9	30.4	33.4
Independence	26.9**	42.0	32.3	45.1	49.9
Chance for steady progress	60.7**	51.7	45.5	48.5	47.4
Contribution to society	57.3**	45.6	55.1	42.3	52.1
Avoid pressure	8.0	16.0	13.7	15.7	13.1
Work with ideas	41.2**	47.0	49.4	47.5	54.7
Be helpful to others	50.5**	55.3	66.0	49.6	57.3
Work with people	48.5**	53.5	64.0	46.4	53.1
Intrinsic interest in field	64.2	66.9	74.1	67.7	73.2

The two reasons checked most frequently as very important for long-term career choice were "Intrinsic interest in field" and "Chance for steady progress."

18. Credit Hours to be Taken During Fall Term:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
More than 18 hours	99.6%**	9.7%	16.1%	2.8%	5.7%
16-18 hours	0.4**	41.4	52.3	56.1	58.2
12-15 hours	0**	44.2	29.6	38.7	33.8
9-11 hours	0	2.9	1.1	1.8	1.3
6-8 hours	0	0.9	0.7	0.6	0.7
Less than 6 hours	0	0.9	0.2	0.1	0.3

Practically all of the USMA cadets expected to take more than 18 credit hours during the Fall term, while most of the students from the norm groups expected to take between 12 and 18 hours.

**The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

19. Reasons Noted as Very Important in Selecting this College:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Parents wanted me to go	18.7%**	7.9%	9.2%	5.2%	6.4%
Wanted to live away from home	5.1**	15.3	23.3	18.4	20.0
College has a good academic reputation	80.4**	53.0	63.8	54.3	76.2
Teacher advised me	3.1	5.6	4.5	3.6	5.3
Offered financial assistance	47.3**	23.9	21.6	10.1	22.8
Low tuition	32.8**	19.0	27.9	24.5	2.5
Advice of someone who attended	15.5	20.2	16.1	19.0	17.5
Special educational program offered	44.3**	26.2	43.7	20.7	26.8
Could not get a job	0.9	* 1.7	0.9	1.0	0.7
Advice of guidance counselor	6.6	9.7	8.7	6.2	7.6
Wanted to live at home	0.8	8.6	2.3	6.8	4.9

The good academic reputation of the Military Academy was listed most frequently as very important in selecting it. Parental pressure and the offer of financial assistance were reasons given more than twice as often by Military Academy Cadets as compared to freshmen in any of the norm groups.

IV. ATTITUDES, OPINIONS, AND OBJECTIVES

20. Current Political Preference:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Far left	0.3%	2.6%	1.1%	2.3%	3.3%
Liberal	16.5**	33.8	28.9	35.5	41.7
Middle-of-the-Road	47.7	46.5	50.2	46.8	39.9
Conservative	34.1**	16.3	19.3	14.7	14.3
Far Right	1.4	0.8	0.5	0.6	0.8

USMA Cadets as a group indicate a more conservative current political preference than do any of the norm groups shown.

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21. Freshmen Views--"Proportion Agreeing Strongly or Somewhat"

	USMA	4-Year Colleges (Male)	4-Year Colleges High Selectivity	Pub U (Male)	Pvt U (Male)
Gov't not controlling pollution	83.1%	87.0%	88.5%	87.4%	88.3%
Gov't not protecting consumer	68.5	74.6	75.1	74.5	76.9
Gov't not desegregating quickly	33.8**	45.1	43.4	43.2	49.7
Too many rights for criminals	66.0**	55.0	49.1	54.7	47.8
People should be paid equally	17.5	25.5	20.8	22.9	22.6
Women's activities best in home	46.3**	39.9	26.7	34.6	30.3
Wealthy should pay more taxes	77.8	76.0	76.3	74.9	72.4
Should legalize marijuana	23.3**	48.8	43.1	53.0	57.4
Should discourage large families	66.6	67.6	69.0	74.7	69.9
Women should get job equality	86.1	89.1	94.3	90.2	92.4
Can do little to change society	39.5	43.3	37.7	43.6	41.3
College officials have the right to regulate student behavior off campus	14.8	12.5	11.6	9.6	10.0
Benefit of college is monetary	59.4**	57.2	48.5	55.2	41.6
Students should help evaluate faculty	71.8	75.2	76.0	77.3	75.5
College grades be abolished	21.4**	34.4	27.5	32.3	29.9
De-emphasize organized sports	20.5**	25.0	20.4	25.6	30.5
Regulate student publications	35.9**	30.2	27.2	23.5	20.2
College has right to ban speakers	44.9**	26.3	25.1	20.2	21.1
Give disadvantaged preferential treatment	29.9	38.3	33.4	34.6	29.6
Colleges too lax on student protests	65.4**	40.4	39.7	34.5	30.9
Adopt open admissions at public colleges	24.5	30.3	23.0	22.5	22.7
Use same degree standard for all	82.7	78.8	79.7	78.2	80.0

The views of new cadets on women's rights, college policies, and the role of the government differ quite extensively from the views of freshmen in the norm groups. A smaller proportion of cadets than other freshmen think: the federal government is not doing enough to promote school desegregation; college grades should be abolished; and marijuana should be legalized. On the other hand, Plebes, more than other freshmen, felt: women's activities are best in the home; there is too much concern in the courts for the rights of criminals; colleges should regulate student publications, have the right to ban speakers, and are too lax on student protests.

**The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

22. Marital or Dating Status:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Presently married	0	0.8%	0.3%	0.6%	0.2%
Presently engaged	1.9	1.8	2.1	1.4	0.8
Seeing one person exclusively	43.5**	33.1	37.9	31.1	29.6
Dating, but no one steadily	37.1**	46.3	44.2	47.6	48.2
Not dating in recent months	17.5	17.9	15.5	19.3	21.2

23. Number of Children Expected:

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
None	10.3%	17.2%	11.6%	18.8%	15.9%
One	1.7	2.5	2.0	2.8	2.2
Two	41.3	45.1	43.6	48.6	45.9
Three	23.6	21.1	23.8	18.9	21.2
Four	12.7	8.4	12.0	6.2	8.5
Five or more	10.3	5.7	7.0	4.7	6.2

USMA cadets expect to have more children than did the freshmen in any of the norm groups.

**The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

24. College Expectations--"Proportion of Students Estimating the Chances as Very Good they will:"

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Get married while in college	1.5%	5.7%	4.1%	6.6%	4.2%
Marry within a year after college	38.2**	17.6	23.2	16.1	12.8
Change major field	17.0	15.7	16.0	18.2	15.7
Change career choice	14.3	14.5	13.9	16.7	16.0
Fail one or more courses	3.3	2.9	2.2	2.4	1.6
Graduate with honors	15.4	11.2	10.3	10.6	19.2
Be elected to a student office	6.0	3.1	2.6	2.0	3.4
Join social fraternity	18.4	16.3	18.2	15.9	18.3
Be elected to an Honor Society	8.6	5.3	6.0	5.9	11.8
Drop out temporarily	2.8	1.9	1.8	1.5	1.4
Drop out permanently	3.2	1.2	1.5	0.7	0.6
Transfer to another college	6.7	11.8	13.9	8.1	5.0
Be satisfied with college	56.4	53.1	60.0	52.1	63.7
Enlist in Armed Services before graduation	17.4**	3.5	8.1	1.0	1.0
Make at least a "B" average	38.0**	35.5	39.0	39.2	55.6
Need extra time to get a degree	8.0	4.4	3.7	4.6	3.3
Work at outside job	3.2**	27.3	16.1	23.5	24.7
Seek vocational counseling	8.3	10.5	11.7	9.8	10.9
Seek personal counseling	13.7	7.3	7.2	5.2	6.5
Enroll in Honors Course	15.4	8.5	9.3	10.5	21.4
Get a bachelor's degree	89.6**	72.8	84.2	76.7	84.6
Be more successful than most after graduation	26.4	22.1	17.1	23.3	24.5
Find job in own field after graduation	82.1**	59.0	61.0	57.4	60.3

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

Cadets are not allowed to be married while attending the Academy; but the percentage of cadets who expect to marry within one year after graduation is much greater than for the norm groups.

**The absolute difference between USMA and one or more of the other categories of schools is 10 percent or greater.

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

	<u>USMA</u>	<u>4-Year Colleges (Male)</u>	<u>4-Year Colleges High Selectivity</u>	<u>Pub U (Male)</u>	<u>Pvt U (Male)</u>
Be an authority in my field	81.5%**	68.2%	64.4%	66.6%	67.9%
Develop a philosophy of life	73.0	68.0	72.5	66.5	72.9
Raise a family	67.7**	55.7	60.3	49.8	54.7
Keep up with political affairs	57.6**	47.0	48.9	47.1	54.1
Achieve in a performing art	11.6	16.9	20.0	15.9	21.0
Be very well-off financially	66.5**	61.6	50.1	61.1	59.0
Be administratively responsible	46.7**	31.9	26.2	28.5	27.6
Help clean up environment	30.2	34.6	33.5	34.4	31.5
Succeed in my own business	39.0**	48.0	30.2	49.7	46.8
Become a community leader	27.2	29.2	32.6	26.1	27.7
Influence social values	34.4	30.8	31.2	27.0	32.4
Influence political structures	27.5**	19.3	15.5	18.1	23.2
Help others in difficulty	58.9	58.8	67.1	53.3	61.4

Survey respondents were asked to indicate the importance to them personally of a number of life-long objectives. A larger proportion of cadets than freshmen at norm institutions consider very important or essential: getting married and raising a family, being an authority in "my" field, keeping abreast of political affairs, and being administratively responsible.

V. SUMMARY

This comparison of new cadets with other college freshmen reveals a number of characteristics which are similar for both groups, as well as some attributes which differ markedly.

There are several salient aspects of the biographical and socioeconomic characteristics of the USMA Class of 1977. First, minority group representation is greater than for the public university, private university, and highly selective college norms, while it is lower than the norms for 4-year colleges. The geographical dispersion of cadets is more widespread than for freshmen at other types of institutions because of the role of Congressional nominations in the admission's procedure.

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The educational level of both the cadet's mother and father is higher than all 4-year colleges and highly selective 4-year colleges, approximately equal to the public university norms, and lower than the norms for private universities.

The secondary school grades of USMA cadets are, for the most part, better than those representing the norm groups of other institutions.

In the area of educational aspirations, a larger proportion of new cadets desire a graduate degree than do freshmen in any of the norm groups. The number of cadets interested in professional degrees continues to climb.

The reasons checked most frequently for long-term career choice are: "intrinsic interest in field," "chance for steady progress," "contribution to society," and "rapid advancement."

The current political preference of Plebes is more conservative than other freshmen students.

"The good academic reputation of the college" was noted as a reason for selection of USMA by eighty percent of the cadets. This was a higher percentage than given by any of the norm groups for selecting their colleges.

The cadet typically views his role in shaping educational policies as less active than do freshmen nationally. However, even among the cadets, two-thirds view the student as having a proper, substantial voice in helping evaluate faculty. The long-run or career objectives of cadets reflect their desire to raise a family, keep abreast of political affairs, and be administratively responsible. Conversely, they have less desire to succeed in business or achieve in the performing arts.

In comparison with entering cadets of the Class of 1976, the new cadet in the Class of 1977 is somewhat more conservative in attitude. The percentage of entering cadets interested in the professions (medicine, law, divinity) increased from 17% to 21% since last year.

13. How many credit hours will you be taking during the fall term?

(Mark one)

- More than 18 hrs
- 16-18 hrs
- 12-15 hrs
- 9-11 hrs
- 6-8 hrs
- Less than 6 hrs

14. Are you a veteran? (Mark one)

- No
- Yes, I served in Southeast Asia
- Yes, but I did not serve in Southeast Asia

15. Are you: (Mark all that apply)

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

16. Current religious preference:

(Mark one in each column)

Yours
Father's
Mother's

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

17. Which applies to you? (Mark one)

- Presently married
- Presently engaged
- Have been seeing one person exclusively
- Have been dating, but no one steadily
- Have not been dating in recent months

18. How many children do you have now?

- None
- 1
- 2
- 3
- 4
- 5 or more

19. What is the total number of children you expect to have?

- None
- 1
- 2
- 3
- 4
- 5 or more

20. What is the highest level of formal education obtained by your parents and (if married) by your spouse?

(Mark one in each column)

Father
Mother
Spouse

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

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

- Less than \$3,000 \$15,000-\$19,999
- \$3,000-\$3,999 \$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 or more

22. How many brothers and/or sisters do you have under 21? 21 or older? in college? (Do not include yourself.)

(Mark one in each row)

None 1 2 3 4 or more

- Under 21
- 21 or older
- In college

23. Are your parents currently employed? Were they employed when you entered high school?

Currently Employed
Employed When You Entered High School

(Mark one in each column)

Father
Mother
Father
Mother

- Yes, full time
- Yes, part-time
- No

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

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

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

(Mark one answer for each possible source)

None
\$1,499
\$200-999
\$1,000-1,999
\$2,000-4,000
Over \$4,000

- Part-time or summer work
- Full-time work
- Savings
- Spouse
- Parental, family aid, or gifts
- Federal benefits from parent's military service
- Parents' social security benefits
- G.I. benefits from your military service
- Scholarships and grants
- Federally insured loans, or college loans (For ex., NDEA)
- Other repayable loans
- Other

26. Where do you plan to live during the fall term? (Mark one)

- With parents or relatives
- Other private home, apartment or room
- College dormitory
- Fraternity or sorority house
- Other campus student housing
- Other

27. Are you financially independent of your parents this year? Were you financially independent last year?

(Mark one for each year) Yes No

- This year
- Last year

28. What was your total income last year independent of your parents? Consider annual income from all sources before taxes. (If married, include spouse's income.) (Mark one)

- None
- Less than \$500
- \$500-\$999
- \$1,000-\$1,999
- \$2,000-\$2,999
- \$3,000-\$4,999
- \$5,000-\$9,999
- \$10,000 or more

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

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

30. What is:

(Mark one in each column)

Accountant or auditor	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Architect or urban planner	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Artist (painting, sculpture, etc.)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Business: banker or financier	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Business: buyer or purchasing agent	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Business: manager or administrator	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Business: owner or proprietor	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Business: public relations or advertising	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Business: sales worker	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Carpenter	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Clergy or religious worker	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Clerical worker: secretary, stenographer, typist, or bookkeeper	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Clerical worker: other	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Commercial artist (incl. designer, decorator)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Computer programmer or analyst	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Construction craftsman, n.e.c.*	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Counselor: guidance, family or school	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Dentist (incl. orthodontist)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Draftsman	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Driver: truck, taxi or bus	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Electrician	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Engineer	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Factory worker, n.e.c.*	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Farm or ranch laborer	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Farm or ranch owner or manager	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Foreman, n.e.c.*	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Forester, conservationist, fish or wildlife specialist	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Government official, administrator or politician	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Home economist or dietitian	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Homemaker (full-time)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Lawyer or judge	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Librarian or archivist	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Laborer (unskilled or semi-skilled)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Law enforcement officer	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Mathematician, statistician or actuary	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Mechanic, machinist or repairman	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Military (career)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Nurse	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Optometrist	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Performing artist, musician or entertainer	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Pharmacist or pharmacologist	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Physician or surgeon	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Plumber	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Psychologist (clinician or therapist only)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Scientific researcher	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Service worker: private household (maid, cook, etc.)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S

Continued in next column

*Not elsewhere classified

Your probable future occupation?
 Your father's current occupation?
 Your mother's current occupation?
 Your spouse's current occupation, if married?

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

Service worker: protective (other than law enforcement)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Service worker: other	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Skilled tradesman, n.e.c.*	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Social, welfare or recreation worker	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Teacher, professor or administrator: college, university	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Teacher or administrator: secondary	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Teacher or administrator: elementary	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Teacher or education specialist: other than above	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Technician or technologist (health)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Technician or technologist (other)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Therapist (physical, occupational, speech)	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Veterinarian	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Writer, journalist, interpreter	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Other occupation, n.e.c.*	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Unemployed	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S
Undecided	<input type="radio"/> Y	<input type="radio"/> F	<input type="radio"/> M	<input type="radio"/> S

*Not elsewhere classified

32. Mark one in each row:

Agree Strongly
 Agree Somewhat
 Disagree Somewhat
 Disagree Strongly

The Federal government is not doing enough to control environmental pollution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Federal government is not doing enough to protect the consumer from faulty goods and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Federal government is not doing enough to promote school desegregation.	<input type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>
As long as they work hard, people should be paid equally regardless of ability or quality of work	<input type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wealthy people should pay a larger share of taxes than they do now	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Marijuana should be legalized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents should be discouraged from having large families	<input type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>
Realistically, an individual can do little to bring about changes in our society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College officials have the right to regulate student behavior off campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chief benefit of a college education is that it increases one's earning power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty promotions should be based in part on student evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College grades should be abolished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges would be improved if organized sports were de-emphasized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student publications should be cleared by college officials	<input type="radio"/>	<input 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 type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most college officials have been too lax in dealing with student protests on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Open admissions (admitting anyone who applies) should be adopted by all publicly supported colleges	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Even if it employs open admissions, a college should use the same performance standards in awarding degrees to all students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

31. Which of the following are important to you in your long-term choice of career occupation?

(Mark one in each row)

Job openings generally available	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Rapid career advancement possible	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
High anticipated earnings	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Well-respected or prestigious occupation	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Great deal of independence	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Chance for steady progress	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Can make an important contribution to society	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Can avoid pressure	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Can work with ideas	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Can be helpful to others	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Able to work with people	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Intrinsic interest in the field	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N

Very Important
 Somewhat Important
 Not Important

Agree Strongly
 Agree Somewhat
 Disagree Somewhat
 Disagree Strongly

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

ARTS AND HUMANITIES

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

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 Ed.
- Elementary Ed.
- Music or Art Ed.
- Physical Ed. or Recreation
- Secondary Ed.
- Special Ed.
- Other Education

ENGINEERING

- Aeronautical or Astronautical Eng.
- Civil Eng.
- Chemical Eng.
- Electrical or Electronic Eng.
- Industrial Eng.
- Mechanical Eng.
- 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
- Therapy (occupational, physical, speech)
- Other Professional

SOCIAL SCIENCE

- Anthropology
- Economics
- Geography
- Political Science (government, international relations)
- Psychology
- Social Work
- Sociology
- 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

34. 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.) or creating artistic work Essential Very Important Somewhat Important Not Important
- Becoming an authority in my field Essential Very Important Somewhat Important Not Important
- Influencing the political structure Essential Very Important Somewhat Important Not Important
- Influencing social values Essential Very Important Somewhat Important Not Important
- Raising a family Essential Very Important Somewhat Important Not Important
- Having administrative responsibility for the work of others Essential Very Important Somewhat Important Not Important
- Being financially well off Essential Very Important Somewhat Important Not Important
- Helping others who are in difficulty Essential Very Important Somewhat Important Not Important
- Being successful in a business of my own Essential Very Important Somewhat Important Not Important
- Becoming involved in programs to clean up the environment Essential Very Important Somewhat Important Not Important
- Developing a meaningful philosophy of life Essential Very Important Somewhat Important Not Important
- Participating in a community action program Essential Very Important Somewhat Important Not Important
- Keeping up to date with political affairs Essential Very Important Somewhat Important Not Important

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

- Change major field? Very Good Chance Some Chance Very Little Chance No Chance
- Change career choice? Very Good Chance Some Chance Very Little Chance No Chance
- Fail one or more courses? Very Good Chance Some Chance Very Little Chance No Chance
- Graduate with honors? Very Good Chance Some Chance Very Little Chance No Chance
- Be elected to a student office? Very Good Chance Some Chance Very Little Chance No Chance
- Join a social fraternity, sorority, or club? Very Good Chance Some Chance Very Little Chance No Chance
- Live in a coeducational dorm? Very Good Chance Some Chance Very Little Chance No Chance
- Live in a commune while in college? Very Good Chance Some Chance Very Little Chance No Chance
- Be elected to an academic honor society? Very Good Chance Some Chance Very Little Chance No Chance
- Make at least a "B" average? Very Good Chance Some Chance Very Little Chance No Chance
- Need extra time to complete your degree requirements? Very Good Chance Some Chance Very Little Chance No Chance
- Have to work at an outside job during college? Very Good Chance Some Chance Very Little Chance No Chance
- Seek vocational counseling? Very Good Chance Some Chance Very Little Chance No Chance
- Seek individual counseling on personal problems? Very Good Chance Some Chance Very Little Chance No Chance
- Enroll in honors courses? Very Good Chance Some Chance Very Little Chance No Chance
- Get a bachelor's degree (B.A., B.S., etc.)? Very Good Chance Some Chance Very Little Chance No Chance
- Drop out of this college temporarily (exclude transferring)? Very Good Chance Some Chance Very Little Chance No Chance
- Drop out permanently (exclude transferring)? Very Good Chance Some Chance Very Little Chance No Chance
- Transfer to another college before graduating? Very Good Chance Some Chance Very Little Chance No Chance
- Enter active duty in the armed services before completing college? Very Good Chance Some Chance Very Little Chance No Chance
- Be satisfied with your college? Very Good Chance Some Chance Very Little Chance No Chance
- Be more successful after graduation than most students attending this college? Very Good Chance Some Chance Very Little Chance No Chance
- Find a job after graduation in the field for which you were trained? Very Good Chance Some Chance Very Little Chance No Chance
- Get married while in college? (skip if married) Very Good Chance Some Chance Very Little Chance No Chance
- Get married within a year after college? (skip if married) Very Good Chance Some Chance Very Little Chance No Chance

- 36. A B C D E
- 37. A B C D E
- 38. A B C D E
- 39. A B C D E
- 40. A B C D E

DIRECTIONS

The remaining circles are provided for items specifically designed by your college rather than by the American Council on Education. If your college has chosen to use the circles, please consult the appropriate instructions.

- 41. A B C D E
- 42. A B C D E
- 43. A B C D E
- 44. A B C D E
- 45. A B C D E

APPENDIX B

LIST OF COLLEGES INCLUDED IN ACE NORM GROUPS:

All Four Year Colleges

Four Year Colleges, Public, High Selectivity

Public University-related Colleges

Private University-related Colleges

FOUR YEAR COLLEGES (238)

Abilene Christian College
Adrian College
Alabama A&M College
Alabama State University
Allegheny College
Allentown College of St. Francis De Sales
Amherst College
Andrews University
Appalachian State University
Aquinas College (MI)
Augustana College (IL)
Augustana College (SD)
Austin College
Baptist Bible Seminary
Beaver College
Beloit College
Benedictine College
Bennington College
Berea College
Bowdoin College
Bradford College
Bryant College of Business Administration
Buena Vista College
California Institute of Technology
California State College, Fullerton
Calvin College
Carleton College
Carroll College
Cedar Crest College
Centre College of Kentucky
Chaminade College of Honolulu
Chatham College
Chicago State University
Claremont Men's College
Clark College (GA)
Clarkson College of Technology
Colgate University
College of Mount St. Vincent
College of St. Benedict
College of St. Catherine
College of St. Francis
College of St. Rose
College of Wooster
Cornell College (IO)
CUNY, John Jay College
CUNY-York College
Dartmouth College
Davidson College
Davis and Elkins College
Delaware Valley College of Science and Agriculture
Depauw University
Dickinson College
Dillard University
Doane College
Dominican College of Blauvelt
Dominican College of San Rafael
D'Youville College
Earlham College
Eastern College
Eastern Mennonite College
Eckerd College
Elizabethtown College
Emory and Henry College
Erskine College
Eureka College
Fairleigh Dickinson University
Findlay College
Fisk University
Florida Technological University
Framingham State College
Franklin and Marshall College
Frostburg State College
Furman University
General Motors College
Geneva College
Georgia Southwestern College
Gettysburg College
Gonzaga University
Goshen College
Guilford College
Hamilton College
Hamline University
Hampden-Sydney College
Harding College
Harvey Mudd College
Haverford College
Hiram College
Hobart and William Smith College
Hofstra University
Hope College
Huntington College
Huron College
Iowa Wesleyan College
Johnson C. Smith University
Kirkland College
Lafayette College
Lake Erie College
Lake Forest College
Lebanon Valley College
LeMoyne College
Lenoir-Rhyne College
Lewis and Clark College
Linfield College
Lock Haven State College
Longwood College
Loretto Heights College
Los Angeles Baptist College
Luther College
Macalester College
MacMurray College
Madonna College
Manchester College
Mansfield State College
Marian College of Fond du Lac
Marietta College
Marist College
Marlboro College
Mary Washington College

FOUR YEAR COLLEGES (Continued)

Marywood College
McPherson College
Medaille College
Mercyhurst College
Merrimack College
Mid-America Nazarene College
Middlebury College
Milligan College
Monmouth College
Morgan State College
Morris Brown College
Mount Holyoke College
Mount St. Mary's College (MD)
Mount St. Mary College (NY)
Mount Union College
National College of Education
Nazareth College of Rochester
New College
New Hampshire College
North Carolina A&T State College
North Carolina Wesleyan College
Northeastern State College
Oberlin College
Occidental College
Ohio Dominican College
Ohio Technical College
Ohio Wesleyan University
Old Dominion University
Ottawa University
Otterbein College
Pacific University
Pepperdine College
Pfeiffer College
Philadelphia College of Pharmacy & Science
Philander Smith College
Phillips College
Polytechnic Institute of Brooklyn
Prescott College
Randolph Macon College
Reed College
Regis College
Rhode Island College
Rider College
Rockford College
Rockhurst College
Rosary College
Russell Sage College
St. Andrews Presbyterian College
St. Edwards University
St. John College of Cleveland
St. John's University (MN)
St. Joseph's College (IN)
St. Joseph's College (PA)
St. Mary College (KS)
St. Mary's College of California
St. Mary's College (IN)
St. Mary's Dominican College
St. Meinrad College
Salen College
Sam Houston State University
Sarah Lawrence College
Simmons College
Simpson College
Southern University (LA)
Spelman College
Spring Hill College
Stephens College
SUNY at Cortland
SUNY at Geneseo
SUNY at Oswego
Susquehanna University
Swarthmore College
Sweet Briar College
Talladega College
Trinity College
Trinity University
Union College
U. S. Air Force Academy
U. S. Coast Guard Academy
U. S. Merchant Marine Academy
U. S. Military Academy
U. S. Naval Academy
University of Maryland, Baltimore
County
University of Michigan (Dearborn)
University of Michigan (Flint)
University of Missouri (St. Louis)
University of Redlands
University of Scranton
University of South Dakota
Upsala College
Valparaiso University
Vassar College
Villa Maria College of Buffalo
Virginia Military Institute
Virginia State College
Viterbo College
Wabash College
Walsh College
Warren Wilson College
Washington and Lee University
Waynesburg College
Webster College
Wesleyan College (GA)
Wesleyan University (CT)
Western Carolina University
Western Illinois University
Westmar College
Westminister College
Wheaton College
Wheeling College
Whitman College
Whittier College
Willamette University
Williams College
Winston-Salem State College
Wittenburg University
Wofford College
Xavier University

4-YEAR COLLEGES, PUBLIC (HIGH SELECTIVITY) (11)

CUNY - John Jay College, NY
Longwood College, VA.
Mary Washington College, VA.
SUNY at Geneseo, NY
SUNY at Oswego, NY

U. S. Air Force Academy
U. S. Coast Guard Academy
U. S. Merchant Marine Academy, NY
U. S. Military Academy
U. S. Naval Academy
Virginia Military Institute

PUBLIC UNIVERSITIES (19)

Bowling Green State University
Iowa State University of Science and
Technology
Miami University (OH)
Montana State University
Oklahoma State University
University of Alabama (Huntsville)
University of California (Irvine)
University of Delaware
University of Georgia
Univeristy of Illinois

University of Massachusetts
University of Missouri (Kansas City)
University of North Carolina (Chapel
Hill)
University of North Dakota
University of South Carolina (Main
Campus)
University of Tennessee (Knoxville)
University of Virginia (Charlottesville)
University of Wisconsin (Milwaukee)
Virginia Polytechnic Institute

PRIVATE UNIVERSITIES (17)

Baylor University
Boston University
Brandeis University
Drake University
Emory University
Johns Hopkins University
Loyola University (Illinois)
Northeastern University

Northwestern University
Princeton University
Rice University
St. Johns University (NY)
Texas Christian University
University of Miami (FL)
University of Notre Dame
University of Rochester
Villanova University

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