

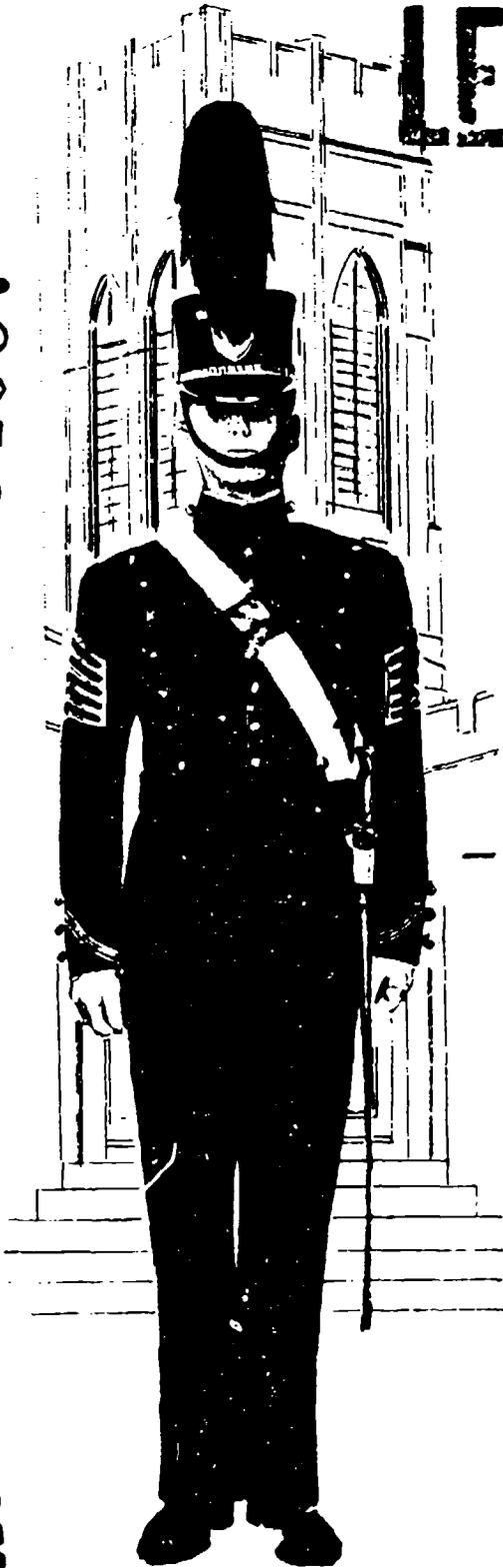
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NEW CADETS  
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OTHER COLLEGE FRESHMEN:  
CLASS OF 1983

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6 NEW CADETS AND OTHER COLLEGE FRESHMEN:  
CLASS OF 1983

Report No. 80-005  
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ABSTRACT

This report compares new cadets at USMA in the Class of 1983 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.

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## EXECUTIVE SUMMARY

I. PURPOSE. This report contains information, for rapid reference, on the U.S. Military Academy Class of 1983 and on four norm groups of freshmen at other colleges.

II. 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 2 July 1979, the Military Academy Class of 1983 entered West Point; and on the second or third day of Cadet Basic Training, 99% of this class completed the ACE survey on secondary school and socioeconomic backgrounds, values, interests, and activity patterns. The results of all colleges participating in the survey are compiled at UCLA. This report compares new cadets at USMA in the Class of 1983 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 1-31 of the report, but a summary impression of the new cadet is given below.

III. RESULTS: A Summary Impression of the New Cadet.

A. The typical new cadets in the Class of 1983 are 18 years old, and graduated from high school in June just before coming to West Point; they had fathers who were college graduates and mothers who had some additional schooling after graduating from high school. The most probable occupations of their fathers were businessman (27%), or military careerist (14%). Their mothers were typically full-time homemakers (38%), or in clerical positions (12%). The median parental income last year was over \$24,000.

B. The new cadets had an average grade of "A-" in secondary school; took a college preparatory course; and were in the top fifth in Academic Rank in high school (88%).

C. The typical new cadet applied to and was accepted by two other colleges, and planned to earn at least a master's degree. Reasons very important for selecting the United States Military Academy were the good academic reputation (90%), the special educational programs (56%), and the financial assistance (48%).

D. The 1979 survey found that cadets continue to view energy and the environment as major national issues. More than four of every five new cadets (84%) think the government should do more to discourage energy consumption, that the energy shortage could cause a depression (94%), and seventy-three percent (73%) agree that the federal government is not doing enough to control environmental pollution. The new cadets also feel there are too many rights for criminals (76%); grading in high school is too easy (69%); parents should be discouraged from having large families (54%); women should get job equality (94%); wealthy should pay more taxes (73%); and colleges should use the same degree standards for all (87%).

E. Cadet self-identification showed some movement to the right from the 1978 to the 1979 survey, with the number of liberals remaining approximately the same, while the number of conservatives increased from 35% to 38%.

F. As long-run objectives, the new cadet hopes to be an authority in a chosen field (84%), raise a family (70%), help others in difficulty (63%), develop a philosophy of life (62%), and keep up with political affairs (71%).

## 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 the Director of Institutional Research has published a report describing the characteristics of the new cadets in comparison to students at other colleges which participate in the survey (see Houston, 1979,<sup>1</sup> for the most recent report). Over the last thirteen years, there have been changes in the kinds of men students who have entered West Point. 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.<sup>2</sup> The current report continues ODIR's practice of publishing results of the ACE survey, and presents data obtained from members of the Class of 1983.

## II. METHOD

A. On 2 July 1979, 1,268 men and 130 women entered West Point as the Class of 1983. Of this entering group, 1,370 completed the ACE survey during the second or third day of Cadet Basic Training. Of the group that was tested, 288 reported prior college experience. Since the national norms published by the American Council on Education<sup>3</sup> deal exclusively with first-time, full-time freshmen, this report presents the opinions and characteristics of 981 male and 101 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.<sup>4</sup> The comparison of West Point cadets and norms for various types of undergraduate institutions that is made in this report highlights the unique aspects of the U.S. Military Academy student body, and 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 used 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). The four-year colleges are those institutions which primarily grant a bachelor's degree only. Ninety-four thousand participants from both sexes from 241 four-year colleges were used. The four-year public colleges with high selectivity are those institutions with mean SAT-Verbal plus SAT-Math scores of 1,025 or more. The five service academies, as well as three other colleges, are included in this norm group. The four-year private nonsectarian colleges

<sup>1</sup>Houston, J. W. New Cadets and Other College Freshmen, Class of 1982. West Point: Office of the Director of Institutional Research, March 1979. Report #79-007.

<sup>2</sup>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.

<sup>3</sup>The American Freshmen: National Norms for Fall 1979. Cooperative Institutional Research Program of the American Council on Education and the University of California, Los Angeles.

<sup>4</sup>The questionnaire is included as Appendix A.

with very high selectivity are those institutions with mean SAT-Verbal plus SAT-Math scores of 1,175 or more. All freshmen of both sexes are included in the last two groups.<sup>5</sup>

D. All of the questions in the original ACE 1979 Student Information Form, which were reported to participating institutions on the Data Summary printout, are included in this report with the following exceptions: (1) residence planned during fall term; (2) highest degree planned here; (3) marital status; (4) concern about financing college; (5) sources of financial support; and (6) living with parents last year.

### III. RESULTS

A. General. The results are presented in Tables 1 through 31. As an aid in interpreting the data, the items in Tables 15, 25, 26, 28, 29, and 30 have been rearranged in descending order of frequency of selection by male cadets. Results of selected items are described below under the headings of "Institutional Effects" and "Differences by Sex." Institutional Effects are the special characteristics of cadets at the Military Academy when compared to students at the institutions of the norm groups.

#### B. Institutional Effects.

1. More cadets (43%) list their current religious preference as Roman Catholic, compared to all four-year college students (34%) or private colleges of very high selectivity (29%) (Table 3a). Due to the requirement for candidates to obtain a nomination, cadets come from a wider geographical distribution than do students at other four-year colleges (Table 9). Seventy-four percent of the fathers of cadets had some education beyond high school, while only 56% of students in all four-year colleges and 61% of students in the public college norm group had fathers with this education. Eighty-seven percent of students in colleges with very high selectivity had fathers with this level (Table 10a). Fifty-nine percent of the mothers of cadets had some education beyond high school, while 48% of the mothers of all four-year college students and 81% of the mothers of students in private colleges with very high selectivity had this education (Table 10b).

2. The median parental income of cadets in the Class of 1983 was significantly higher than the parental income of students in all four-year colleges but lower than parental income of the private college students (Table 13a). Sixty-three percent of the cadets received an average grade of "A-" or above in secondary school. Of the norm groups shown in this report, the percentages receiving "A-" or above were: all four-year college students--22%, students of four-year public colleges of high selectivity--44%, and students at four-year private colleges of very high selectivity--60% (Table 16). Cadets applied to more colleges and were accepted by more colleges than were 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 23 and 24).

3. In noting reasons that were very important in selecting "this college," 90% of the cadets in the Class of 1983 gave as a reason: "College has a good academic reputation." Of the norm groups, 55% of students at all four-year colleges, 71% of students at public colleges of high selectivity, and 87% of students at private colleges of very high selectivity gave this reason (Table 26). Cadets have a more conservative political preference than students in any of the norm groups (Table 27).

#### C. Differences by Sex.

1. Some differences between USMA male and female cadets are of interest. More women cadets had average secondary school grades of A- or above (76%) than did men (61%) (Table 16).

<sup>5</sup>A list of colleges incorporated in the last two norm groups is given in Appendix B.

2. In regard to reasons very important in deciding to go to college, USMA women listed six significantly more often than male cadets: learn more about things, prepare for graduate school, meet new and interesting people, become a more cultured person, gain general education, and improve reading and study skills (Table 25).

3. Regarding freshmen views (Table 28) on the statement "Women's activities are best confined to the home," the percent of male cadets agreeing with this (35%) was the same as men in all four-year colleges, while only 8% of female cadets agreed, compared to 21% of the women at four-year colleges.

4. On college expectations (Table 29), more male cadets than female cadets thought they "would marry within a year after college," while students in the norm groups had the opposite pattern. "Being very well-off financially" was listed as essential or very important by 67% of the men and 54% of the women at all four-year colleges but by only 57% of the men and 52% of the women at the Military Academy.

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

SECTION I: BIOGRAPHICAL AND SOCIOECONOMIC CHARACTERISTICS

1. Age in Years as of 31 December 1979\*

	<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%	0.1%	0.1%	0.2%	0.1%
17	1.7	3.0	2.1	3.6	4.0	5.0
18	77.8	87.1	71.9	78.5	74.2	82.6
19	18.2	9.9	21.5	15.2	16.6	11.7
20	1.1	0.0	2.2	1.2	2.4	0.5
21 or Over	1.1	0.0	2.3	1.3	2.8	0.1
(18 or Less)	(79.5)	(90.1)	(74.1)	(82.2)	(78.4)	(87.7)

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>
Caucasian/White	90.9%	90.1%	82.6%	81.0%	71.8%	91.9%
Negro/Black	4.2	7.9	12.5	14.0	13.4	3.8
American Indian	0.8	0.0	1.0	0.9	1.2	0.7
Oriental	2.4	2.0	1.5	1.2	4.6	2.8
Mexican-American/ Chicano	1.3	0.0	1.1	1.2	1.1	0.3
Puerto Rican- American	0.7	0.0	1.6	1.5	4.8	0.6
Other	1.1	1.0	2.1	2.1	6.6	1.9

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

3a. Current Religious 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
Protestant	46.0%	34.3%	36.4%	37.4%	32.2%	31.7%
Roman Catholic	42.4	52.5 <sup>a</sup>	34.2	34.3	46.0	28.7
Jewish	1.0	1.0	3.0	2.8	2.6	11.9
Other*	6.2 <sup>a</sup>	5.1 <sup>a</sup>	17.3	18.9	10.4	8.8
None	4.5	7.1	9.0	6.4	8.7	18.9

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

3b. Are You a Reborn Christian?

Yes:	29.2%	28.4%	31.0%	34.5%	24.3%	9.3%
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4. Concern About Financing 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
No concern	94.8% <sup>a</sup>	86.0% <sup>a</sup>	37.7%	27.7%	53.5%	36.5%
Some concern	4.4 <sup>a</sup>	14.0 <sup>a</sup>	48.6	54.5	31.5	52.4
Major concern	0.8 <sup>a</sup>	0.0 <sup>a</sup>	13.7	17.8	15.0	11.1

5. Residence Preferred During Fall Term

	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
With parents or relatives	20.9%	14.1%	18.5%	15.3%	23.2%	3.2%
Other private home or apartment	24.3	39.1 <sup>a</sup>	24.3	19.9	19.6	7.7
College dormitory	39.6	32.8 <sup>a</sup>	44.9	55.3	47.3	79.0
Fraternity or Sorority house	6.3	4.7	5.2	3.3	4.0	3.3
Other campus housing	1.8	3.1	4.4	4.4	2.9	5.7
Other	7.1	6.3	2.6	1.9	3.1	1.0

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

6. Veteran of the Armed Services

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
	2.5%	0.0%	1.7%	0.8%	1.5%	0.4%

7. Permission Given to Use this Data

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
	99.4% <sup>a</sup>	100% <sup>a</sup>	82.5%	84.4%	85.6%	81.2%

8. Year Graduated from High School

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
1979	95.8%	98.0%	93.6%	96.0%	94.8%	98.1%
1978	2.6	2.0	3.4	2.2	2.5	1.6
1977	0.7	0.0	0.8	0.5	0.7	0.1
1976 or Earlier	0.9	0.0	1.3	0.8	1.0	0.1
H.S. Equivalency (GED)	0.0	0.0	0.7	0.4	0.7	0.0
Never Completed High School	0.0	0.0	0.2	0.2	0.4	0.1

9. Distance from Home to College

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
10 Miles or Less	2.0% <sup>a</sup>	4.0% <sup>a</sup>	16.7%	16.4%	13.8%	3.3%
11-50 Miles	3.4 <sup>a</sup>	5.9 <sup>a</sup>	20.7	21.3	18.4	7.3
51-100 Miles	6.1	4.0 <sup>a</sup>	15.1	17.9	10.2	12.5
101-500 Miles	27.6	39.6	32.9	30.0	24.1	52.1
More than 500 Miles	61.0 <sup>a</sup>	46.5 <sup>a</sup>	14.6	11.5	33.6	24.8

10. Parents' Highest Level of Education

a. Father's Education

	<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>
Grammar school or less	1.9%	2.0%	5.7%	6.8%	7.7%	1.6%
Some high school	4.6	5.0	10.7	11.6	9.8	2.7
High school graduate	20.2	15.0 <sup>a</sup>	27.1	26.1	21.5	8.3
Post-secondary/ other than college	4.2	8.0	4.1	4.7	4.7	2.5
Some college	16.1	15.0	13.7	13.8	14.3	7.9
College degree	23.4	21.0	19.8	19.1	20.9	24.2
Some graduate school	4.2	5.0	2.7	2.7	3.6	6.7
Graduate degree	25.4	29.0 <sup>a</sup>	16.1	15.3	17.4	46.1
(High school grad or less)	(26.7) <sup>a</sup>	(22.0) <sup>a</sup>	(43.5)	(44.5)	(39.0)	(12.6)

b. Mother's Education

	<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>
Grammar school or less	1.0%	0.0%	3.9%	4.5%	7.8%	1.2%
Some high school	5.5	3.0	9.4	10.1	10.0	2.0
High school graduate	35.0	33.7	39.8	37.2	33.6	15.8
Post-secondary other than college	10.2	8.9	6.6	7.3	7.4	6.8
Some college	15.4	21.8	14.9	15.7	15.3	14.9
College degree	21.7	14.9	16.5	16.2	15.5	32.8
Some graduate school	3.4	3.0	2.4	2.5	2.9	7.3
Graduate degree	7.7	14.9	6.6	6.4	7.5	19.1
(High school grad or less)	(41.5) <sup>a</sup>	(36.7) <sup>a</sup>	(53.1)	(51.8)	(51.4)	(19.0)

11. Parents' Occupations

a. Father's Occupation

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Artist (incl performer)	0.6%	1.0%	0.8%	0.9%	0.8%	1.9%
Businessman	27.1	21.0	29.9	28.2	24.5	36.0
Clergy or religious worker	1.2	1.0	1.7	1.7	0.7	1.3
Educator (college teacher)	1.5	2.0	1.0	1.1	1.4	4.2
Doctor or Dentist	2.2	1.0	2.7	2.5	1.5	10.3
Educator (secondary)	6.4	6.0	4.0	3.4	4.9	4.8
Educator (elementary)	0.7	0.0	0.7	0.6	0.9	0.7
Engineer	8.5	17.0	7.5	7.4	10.1	8.7
Farmer or Forester	1.8	1.0	2.8	3.5	1.3	0.7
Health profession (non-MD)	0.8	0.0	1.4	1.2	1.3	1.1
Lawyer	1.8	3.0	1.7	1.8	1.2	7.7
Military Career	13.6 <sup>a</sup>	9.0	2.5	1.8	6.6	1.0
Research Scientist	0.1	1.0	0.5	0.5	0.4	1.9
Skilled worker	8.7	4.0	11.0	9.3	9.8	3.9
Semi-skilled worker	3.4	1.0	5.9	4.8	5.0	1.4
Laborer (unskilled)	0.9	4.0	3.4	3.7	3.1	0.8
Unemployed	1.4	3.0	2.2	2.9	3.2	1.0
Other Occupation	19.2	25.0	20.2	24.5	23.2	12.6

b. Mother's Occupation

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Artist (incl performer)	1.1%	1.0%	1.2%	1.4%	0.8%	4.1%
Businesswoman	9.3	8.9	8.1	7.8	6.4	8.9
Business (clerical)	11.5	15.8	9.5	11.0	10.4	7.0
Clergy or religious worker	0.0	0.0	0.1	0.1	0.2	0.2
Educator (college teacher)	0.5	3.0	0.3	0.3	0.4	1.4
Doctor or Dentist	0.2	0.0	0.2	0.2	0.2	1.0
Educator (secondary)	5.0	5.0	3.5	2.8	3.4	5.3
Educator (elementary)	6.3	5.0	5.1	6.3	5.7	8.7
Engineer	0.1	1.0	0.1	0.1	0.2	0.1
Farmer or Forester	0.2	0.0	0.2	0.2	0.1	0.1
Health profession (non-MD)	1.5	1.0	1.6	1.6	1.5	2.3
Homemaker (full-time)	37.9	33.7	29.2	28.2	29.6	31.7
Lawyer	0.0	0.0	0.1	0.1	0.1	0.8
Nurse	7.5	9.9	6.9	6.6	7.5	5.4
Research Scientist	0.0	0.0	0.1	0.1	0.1	0.4
Social, Welfare, Rec. worker	1.1	1.0	1.4	1.4	1.4	2.4
Skilled worker	0.7	0.0	2.0	1.6	2.2	0.9
Semi-skilled worker	1.7	2.0	3.7	2.6	3.6	1.2
Laborer (unskilled)	0.9	1.0	2.2	2.2	2.3	0.8
Unemployed	4.8	2.0	9.0	8.4	8.5	5.3
Other Occupation	9.7	9.9	14.8	17.1	15.7	12.1

12. Parents' Religious Preference

a. Father's 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	47.4%	33.0%	38.8%	38.5%	33.6%	36.2%
Roman Catholic	39.3	48.0 <sup>a</sup>	34.4	33.3	44.3	28.9
Jewish	1.0	1.0	3.6	3.3	2.9	14.0
Other	6.7 <sup>a</sup>	10.0	16.9	17.8	10.7	8.2
None	5.7	8.0	6.3	7.2	8.4	12.7

b. Mother's 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	47.5%	37.0%	39.6%	39.6%	34.6%	38.9%
Roman Catholic	41.2	52.0 <sup>a</sup>	35.8	34.7	46.9	30.6
Jewish	1.1	1.0	3.3	3.1	2.7	13.3
Other	7.2 <sup>a</sup>	5.0 <sup>a</sup>	17.6	19.1	11.0	8.6
None	3.1	5.0	3.7	3.5	4.8	8.7

13a. Estimated Total Parental Income Last Year

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
Less than \$4,000	1.3%	1.0%	3.6%	4.7%	4.9%	1.4%
\$4,000-\$5,999	0.7	2.0	3.2	4.2	5.0	1.0
\$6,000-\$7,999	1.4	2.0	3.5	4.3	5.3	1.1
\$8,000-\$9,999	1.3	0.0	3.9	4.8	4.1	1.6
\$10,000-\$12,499	6.2	6.1	7.0	8.5	7.4	3.4
\$12,500-\$14,999	4.7	3.0	7.1	7.2	5.5	3.5
\$15,000-\$19,999	13.7	13.1	13.7	13.2	13.4	8.1
\$20,000-\$24,999	21.9	18.2	17.0	15.3	16.3	11.3
\$25,000-\$29,999	13.2	14.1	10.9	9.6	11.0	8.6
\$30,000-\$34,999	12.7	13.1	8.8	7.8	9.6	9.7
\$35,000-\$39,999	7.6	11.1	5.5	5.5	6.0	7.3
\$40,000-\$49,999	8.5	11.1	6.3	6.1	6.5	12.4
\$50,000-\$99,999	5.5	3.0	7.1	6.5	4.1	21.4
\$100,000 or more	1.4	2.0	2.4	2.3	0.8	9.2
(Less than \$20,000)	(29.3) <sup>a</sup>	(27.2) <sup>a</sup>	(42.0)	(46.9)	(45.6)	(20.1)
Median	\$24,728	\$26,632	\$22,352	\$21,013	\$21,349	\$35,205

13b. Persons Currently Dependent on Parents for Support

One	6.4%	3.0%	6.7%	4.4%	4.6%	2.6%
Two	12.5	7.0	10.5	8.4	10.5	7.2
Three	19.2	18.0	20.0	19.6	17.7	16.1
Four	23.6	24.0	24.8	25.7	23.3	27.6
Five	20.3	26.0	21.5	22.1	21.8	26.5
Six or More	18.0	22.0	16.6	19.7	22.2	19.9

13c. Number of Other Dependents Currently Attending College

None	64.8%	62.6%	65.7%	64.9%	62.6%	55.1%
One	25.7	34.3	24.8	25.5	27.5	31.8
Two	7.7	3.0	6.6	6.8	7.3	8.6
Three or More	1.9	0.0	2.9	2.8	2.7	3.5

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

Yes:	86.1%	88.8%	86.2%	88.6%	84.1%	94.3%
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14a. Considers Self Physically Handicapped

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Yes:	2.3%	1.0%	3.0%	2.7%	2.3%	2.7%
14b. <u>Type of Handicap*</u>	(N=22)	(N=1)				
Hearing	0.0%	0.0%	9.7%	8.7%	3.5%	10.3%
Speech	0.0	0.0	3.5	2.8	2.1	1.9
Visual	63.6 <sup>a</sup>	100.0 <sup>a</sup>	38.1	39.7	46.4	50.0
Orthopedic	9.1	0.0	15.4	15.7	11.7	17.9
Learning Disability	0.0	0.0	5.6	4.0	2.3	6.4
Other	0.0	0.0	14.0	12.1	15.2	8.3

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

15. Activities Engaged in During the Past Year

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Attended religious service	91.6%	91.1%	84.9%	89.6%	83.7%	79.7%
Attended public recital-concert	84.9	91.1	78.8	84.1	79.9	91.6
Drank beer	76.7	65.3	76.8	62.7	66.3	81.0
Jogged*	69.1 <sup>a</sup>	65.3 <sup>a</sup>	36.4	22.4	43.7	34.6
Stayed up all night	66.5	66.3	67.7	69.0	64.5	69.9
Took vitamins	65.5	68.0	57.9	64.2	65.6	61.9
Wore glasses or contact lenses	45.5	48.0	37.2	51.3	40.2	49.3
Played musical instrument	36.2	54.5	39.1	50.0	43.2	55.1
Participated in demonstrations	16.5	11.9	17.7	20.1	18.1	17.4
Worked in political campaign	14.5	13.9	9.3	9.4	9.2	14.5
Took tranquilizing pills	2.0	5.0	4.8	5.5	2.7	4.6
Smoked cigarettes*	1.2	2.0	8.1	13.9	5.9	6.1
Took sleeping pills	1.1	4.0	2.7	3.0	1.9	2.6

\*Frequently only; all other items frequently plus occasionally.

SECTION II: SECONDARY SCHOOL PERFORMANCE

16. Average Grade in Secondary School

	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
A or A+	30.3% <sup>a</sup>	46.5% <sup>a</sup>	8.0%	11.5%	23.4%	28.2%
A-	30.7 <sup>a</sup>	29.7 <sup>a</sup>	10.4	14.6	20.6	31.9
B+	23.1	15.8	17.2	23.1	23.7	23.7
B	12.6 <sup>a</sup>	6.9 <sup>a</sup>	25.3	27.5	20.3	11.9
B-	2.5 <sup>a</sup>	1.0 <sup>a</sup>	15.4	10.8	7.3	3.3
C+	0.9 <sup>a</sup>	0.0	14.9	8.1	3.6	0.8
C	0.0	0.0	8.4	4.3	1.2	0.2
D	0.0	0.0	0.5	0.1	0.1	0.0
(A-, A or A+)	(61.0) <sup>a</sup>	(76.2) <sup>a</sup>	(18.4)	(26.1)	(44.0)	(60.1)

17a. High School Program

	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
College Preparatory	97.7%	97.0%	90.7%	89.5%	89.6%	98.8%

17b. Type of High School

	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
Public	87.3%	93.1%	83.2%	83.9%	88.6%	69.1%
Private nondenomi- national	2.5	0.0	4.4	3.9	1.9	20.8
Private Roman Catholic	9.6	6.9	10.7	10.8	8.7	7.2
Private Jewish	0.0	0.0	0.1	0.1	0.2	0.1
Private Other Religious	0.6	0.0	1.6	1.4	0.5	2.9

17c. 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	87.9% <sup>a</sup>	90.1% <sup>a</sup>	36.6%	46.6%	65.2%	83.1%
Second Fifth	8.7 <sup>a</sup>	8.9 <sup>a</sup>	25.5	23.5	18.4	11.9
Third Fifth	3.1 <sup>a</sup>	1.0 <sup>a</sup>	31.2	25.8	13.9	4.4
Fourth Fifth	0.2	0.0	5.8	3.7	3	0.5
Lowest Fifth	0.1	0.0	0.9	0.4	0.3	0.1

18. Academic Preparation

a. Need Remedial Work in:

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
English	15.9%	13.9%	14.0%	10.4%	11.5%	6.9%
Reading	4.9	3.0	6.7	5.2	6.1	3.4
Mathematics	16.2	32.7	20.9	26.3	23.7	12.0
Social Studies	2.8	3.0	2.4	3.4	3.2	0.9
Science	8.1	20.8	8.5	13.2	13.1	5.7
Foreign Language	22.1 <sup>a</sup>	11.9	11.7	9.6	11.4	5.1

b. Have had Remedial Work in:

English	4.2%	6.9%	7.6%	5.4%	6.5%	3.0%
Reading	4.0	5.9	7.7	5.8	6.5	2.7
Mathematics	6.0	5.0	8.9	7.9	7.8	5.8
Social Studies	3.6	5.0	6.3	4.6	5.6	1.5
Science	3.8	4.0	5.9	4.4	5.5	2.1
Foreign Language	3.3	5.0	4.7	4.0	4.9	2.2

SECTION III: EDUCATIONAL AND CAREER ASPIRATIONS

19. Highest Degree Planned Anywhere

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
None	0.2%	0.0%	1.5%	1.2%	0.6%	0.3%
Associate (or equivalent)	0.0	0.0	1.9	2.5	0.4	0.1
Bachelor's Degree (BA, BS)	11.2 <sup>a</sup>	8.6 <sup>a</sup>	33.0	36.3	19.8	10.0
Master's Degree (MA, MS)	47.1 <sup>a</sup>	47.3 <sup>a</sup>	34.5	37.3	48.1	36.1
Ph.D. or Ed.D.	26.9 <sup>a</sup>	25.8 <sup>a</sup>	11.4	10.0	18.7	20.3
MD, DDS, or DVM	6.8	8.6	8.2	6.0	6.8	17.2
LLB or JD	7.4	8.6	6.2	4.3	3.5	14.6
BD or M.DIV.	0.0	0.0	0.9	0.4	0.6	0.3
Other	0.4	1.1	2.4	2.0	1.6	1.2
(Bachelor's Degree or Less)	(11.4) <sup>a</sup>	(8.6) <sup>a</sup>	(36.4)	(40.0)	(20.8)	(10.4)

20. Major Fields of Study\*

	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
Civil Engineering	12.8% <sup>a</sup>	5.2%	1.9%	0.3%	3.6%	1.1%
Military Science	10.4 <sup>a</sup>	5.2	0.4	0.0	1.6	0.0
Electrical Engineering	9.0	1.0	5.4	0.5	8.1	2.6
Political Science	8.0	20.8 <sup>a</sup>	3.2	2.4	3.5	8.8
Aeronautical Engineering	7.7	9.4	2.3	0.3	9.9	0.5
Mechanical Engineering	7.5	2.1	2.9	0.3	5.8	2.0
Other Engineering	6.4	4.2	2.0	0.5	5.4	1.8
Chemical Engineering	3.5	2.1	1.0	0.4	2.6	1.3
History	2.7	0.0	1.2	0.6	0.8	4.0
Undecided	5.2	8.3	4.7	6.5	4.4	9.1

21. Probable Career 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
Military Service (career)	56.5% <sup>a</sup>	41.4% <sup>a</sup>	3.9%	0.6%	23.2%	0.2%
Engineer	20.6	13.1 <sup>a</sup>	13.3	2.2	22.4	9.3
Lawyer	4.1	7.1	6.1	4.1	2.7	13.3
Business Executive	2.8	2.0	12.1	7.6	3.2	8.9
Physician	2.7	4.0	5.0	3.8	4.1	13.1
Computer Programmer	1.6	1.0	4.2	2.8	2.9	1.9
Scientific Researcher	0.8	2.0	2.5	1.5	2.3	5.4
Foreign Service Worker	0.7	8.1	0.4	0.8	0.7	2.5
Architect or Urban Planner	0.5	1.0	1.6	0.5	3.2	0.8
Undecided	4.5	12.1	10.6	12.4	7.0	19.6

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

22. 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	87.9% <sup>a</sup>	86.1% <sup>a</sup>	73.1%	75.0%	80.5%	70.1%
Second Choice	9.6 <sup>a</sup>	7.9 <sup>a</sup>	20.1	19.8	14.2	21.0
Third Choice	1.8	4.0	4.7	3.8	3.5	6.0
Less than Third Choice	0.6	2.0	2.2	1.5	1.9	2.8

23. Number of College Applications

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
This College Only	13.4% <sup>a</sup>	13.1% <sup>a</sup>	30.3%	32.8%	12.3%	16.7%
One Other	18.0	17.2	16.6	19.3	14.8	6.5
Two Others	17.6	23.2	18.0	18.8	19.4	10.7
Three Others	18.6	16.2	16.7	14.2	19.7	14.9
Four Others	13.0	9.1	8.3	6.7	13.6	16.2
Five Others	7.4	12.1	5.1	4.3	9.6	14.0
Six or More	12.0	9.1	5.0	3.9	10.5	21.0
(None or One Other)	(31.4) <sup>-</sup>	(30.3) <sup>a</sup>	(46.9)	(52.1)	(27.1)	(23.2)
Median # of Others	2.05	1.85	1.17	.89	2.18	3.07

24. Number of College Acceptances

	USMA (Male)	USMA (Female)	4-Year College (Male)	4-Year College (Female)	4-Year Public College High Selectivity	4-Year Private College Very High Selectivity
This College Only	9.5%	4.6% <sup>a</sup>	17.9%	15.8%	14.6%	5.9%
One Other	28.2	27.6	28.7	32.3	23.8	18.0
Two Others	24.1	31.0	24.3	23.5	22.4	23.8
Three Others	17.6	14.9	16.4	15.9	18.3	22.5
Four Others	10.7	18.4 <sup>a</sup>	7.1	6.4	10.3	15.2
Five Others	5.5	3.4	3.0	2.6	4.5	7.4
Six or More	4.4	0.0	2.6	1.8	4.0	7.3
(None or One Other)	(37.7)	(32.2) <sup>a</sup>	(46.6)	(48.1)	(40.4)	(23.9)
Median # of Others	1.51	1.57	1.14	1.08	1.44	2.10

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

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Gain general education	75.4 <sup>a</sup>	90.1 <sup>a</sup>	65.3%	77.1%	74.8%	86.5%
Able to get a better job	68.1	69.3	76.0	75.7	77.0	64.2
Learn more about things	68.0	83.2	70.1	80.1	78.3	86.7
Prepare for graduate school	54.5	67.3 <sup>a</sup>	45.4	47.1	55.7	62.4
Able to make more money	52.0 <sup>a</sup>	52.5	67.1	55.6	59.3	45.3
Meet new and interesting people	33.9 <sup>a</sup>	65.3	51.3	67.5	54.4	72.7
Improve reading-study skills	38.4	52.5	39.6	44.3	42.2	40.8
Become a more cultured person	38.1	53.5 <sup>a</sup>	32.0	42.9	42.6	46.3
Parents wanted me to go	23.4	25.7	30.1	33.6	30.8	28.5
Wanted to get away from home	6.7	8.9	8.5	9.1	7.2	11.2
Nothing better to do	2.3	2.0	2.1	2.1	2.7	2.0
Could not find a job	1.8	2.0	4.4	5.1	5.2	1.4

26. 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	89.6 <sup>a</sup>	93.1 <sup>a</sup>	49.7%	56.4%	71.0%	86.7%
Special educational program offered	54.9 <sup>a</sup>	69.7 <sup>a</sup>	24.4	33.3	52.5	25.8
Offered financial assistance	48.5 <sup>a</sup>	41.0 <sup>a</sup>	20.4	20.4	31.2	21.9
Has low tuition	25.0 <sup>a</sup>	23.0	12.5	13.6	25.1	0.8
College representative recruited me	11.1	5.0	8.7	4.9	5.0	4.8
Advice of someone who attended	6.9	5.9 <sup>a</sup>	14.6	16.4	12.8	12.8
Relative wanted me to go	6.5	2.0	5.7	7.0	7.0	4.4
Advice of guidance counselor	4.4	5.9	6.9	7.5	8.3	8.3
A friend suggested attending	3.2	1.0	7.1	7.6	4.6	4.1
Teacher advised me	1.8	3.0	4.3	4.1	4.3	5.0
Not accepted anywhere else	1.6	1.0	2.8	2.1	2.5	2.6
Wanted to live at home	0.3	0.0	7.3	8.0	8.1	0.4

## SECTION IV: ATTITUDES, OPINIONS, AND OBJECTIVES

27. 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	0.5%	0.0%	2.2%	1.7%	1.8%	2.1%
Liberal	15.9	16.0	23.8	22.4	21.8	35.8
Middle-of-the-Road	44.0	53.0	51.8	60.5	55.1	42.9
Conservative	38.3 <sup>a</sup>	31.0 <sup>a</sup>	20.9	14.7	20.0	18.4
Far Right	1.2	0.0	1.2	0.7	1.3	0.8
(Liberal or Far Left)	(16.4)	(16.0)	(26.0)	(24.1)	(23.6)	(37.9)

28. 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
Women should get job equality	94.1%	97.0%	89.2%	96.4%	94.8%	96.9%
Energy shortage could cause a depression	93.5	94.1	87.0	88.4	89.9	88.0
Use same degree standards for all	87.4	81.0	78.9	75.6	81.9	81.6
Federal Gov't should discourage energy use	83.9	88.1	81.6	85.4	85.2	89.2
Too many rights for criminals	76.4	67.0 <sup>a</sup>	67.2	56.5	63.4	50.7
Wealthy should pay more taxes	73.5	71.3	71.8	68.9	74.7	63.1
Inflation biggest domestic problem	73.4	77.0	78.2	80.5	78.3	70.2
Gov't not controlling pollution	72.4	83.2	77.2	84.2	80.6	84.3
Students should help evaluate faculty	71.2	74.0	71.2	71.4	75.0	77.6
Grading in high school too easy	68.4	81.0 <sup>a</sup>	60.4	60.2	63.7	68.8
Prohibit homosexual relations	60.6	43.0	56.7	39.9	44.3	20.2
Gov't not protecting consumer	59.0 <sup>a</sup>	68.3	70.8	76.3	68.8	69.2
Should discourage large families	54.8	52.5 <sup>a</sup>	50.8	40.5	47.6	57.2

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

	<u>USMA (Male)</u>	<u>USMA (Female)</u>	<u>4-Year College (Male)</u>	<u>4-Year College (Female)</u>	<u>4-Year Public College High Selectivity</u>	<u>4-Year Private College Very High Selectivity</u>
Abortion should be legalized	51.7%	54.0%	52.3%	52.0%	56.0%	74.6%
Sex OK if people like each other	50.4 <sup>a</sup>	22.8	63.3	30.9	44.6	57.7
Need National Health Care Plan	46.5 <sup>a</sup>	35.7 <sup>a</sup>	58.9	62.4	61.2	54.2
Regulate student publications	41.5	34.0	40.5	42.2	38.1	17.7
Should liberalize divorce laws	40.3	29.6 <sup>a</sup>	50.0	43.8	45.7	50.1
Need money to solve urban problems	38.9 <sup>a</sup>	33.7 <sup>a</sup>	50.3	48.2	49.1	45.6
Women's activities best in the home	34.6	7.9 <sup>a</sup>	36.2	20.7	24.1	14.5
Busing OK to achieve balance	34.6	35.6 <sup>a</sup>	42.4	46.8	42.3	44.7
College has right to ban speaker	31.6	27.3	28.4	23.8	24.7	12.6
Live together before marriage	30.8 <sup>a</sup>	21.8 <sup>a</sup>	47.9	35.5	42.4	55.1
Not obey laws against own views	25.6	26.3	35.3	31.1	28.9	34.4
Give disadvantaged preferential treatment	24.1 <sup>a</sup>	30.7	40.0	37.5	36.5	29.3
Adopt open admissions at public colleges	23.3 <sup>a</sup>	16.8 <sup>a</sup>	33.7	30.3	27.6	19.7
Should legalize marijuana	23.0 <sup>a</sup>	33.7	45.5	40.0	35.3	55.1
College officials have the right to regulate student behavior off campus	18.0	12.9	18.3	15.1	17.8	11.0
Should abolish death penalty	15.8 <sup>a</sup>	31.0 <sup>a</sup>	29.5	42.5	31.9	44.8
College grades be abolished	9.0	5.9	18.1	13.8	11.1	15.5

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

	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
Get a bachelor's degree	92.4% <sup>a</sup>	84.1% <sup>a</sup>	71.5%	75.3%	87.6%	89.5%
Find a job in own field after graduation	83.2 <sup>a</sup>	75.8	67.3	69.4	77.1	59.4
Be satisfied with college	63.3 <sup>a</sup>	55.4	50.3	60.3	61.6	70.7
Live in a coeducational dorm	62.3 <sup>a</sup>	93.1 <sup>a</sup>	28.2	24.4	52.4	68.9
Make at least a "B" average	38.4	43.6	39.0	41.1	46.4	50.5
Marry within a year after college	23.6	13.9	15.0	18.2	16.5	7.8
Join social fraternity	23.5	31.7	16.7	21.9	20.6	27.6
Need tutoring in some courses	18.2	20.8	10.0	11.2	13.4	7.6
Graduate with honors	12.8	13.9	13.7	11.1	16.0	15.0
Change major field	11.2	19.8	12.7	14.6	10.8	26.7
Be elected to an Honor Society	9.4	11.9	8.2	8.2	12.3	13.0
Change career choice	9.0	16.8	11.5	14.5	9.5	29.4
Seek individual coun- seling	8.8	7.9	5.4	5.3	7.0	6.0
Get a job to pay college expenses	7.8 <sup>a</sup>	6.9 <sup>a</sup>	37.8	41.8	22.1	48.8
Be elected to a student office	5.0	4.0	3.9	2.9	4.2	3.9
Need extra time to get a degree	5.0	5.9	4.9	5.1	5.3	2.9
Seek vocational counseling	4.3	4.0	6.4	8.5	7.5	15.8
Transfer to another college	2.9	4.0	11.8	12.5	6.6	4.6
Fail one or more courses	1.6	1.0	2.0	1.5	1.6	2.1

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

	<u>USMA</u> <u>(Male)</u>	<u>USMA</u> <u>(Female)</u>	<u>4-Year</u> <u>College</u> <u>(Male)</u>	<u>4-Year</u> <u>College</u> <u>(Female)</u>	<u>4-Year</u> <u>Public</u> <u>College</u> <u>High</u> <u>Selectivity</u>	<u>4-Year</u> <u>Private</u> <u>College</u> <u>Very High</u> <u>Selectivity</u>
Drop out permanently	1.1%	2.0%	1.3%	1.0%	1.3%	0.6%
Drop out temporarily	1.0	1.0	1.5	1.4	1.4	2.1
Work at outside job	0.8 <sup>a</sup>	2.0 <sup>a</sup>	18.5	20.3	11.6	12.1
Participate in student protests	0.4	1.0	4.2	4.1	3.1	9.7
Get married in college	0.3	0.0	4.3	6.7	3.5	1.4

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

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

	<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>
Be an authority in my field	83.7%	83.2% <sup>a</sup>	76.0%	71.2%	76.2%	72.9%
Raise a family	72.2	45.5 <sup>a</sup>	66.2	65.2	67.2	60.3
Keep up with political affairs	71.3 <sup>a</sup>	73.3 <sup>a</sup>	46.1	35.8	49.2	61.3
Help others in difficulty	62.3	70.3	60.3	74.9	68.7	67.3
Develop a philosophy of life	61.0	69.3 <sup>a</sup>	54.6	58.1	57.5	68.0
Obtain recognition from colleagues	57.5	60.4	55.1	50.7	55.2	51.9
Be very well-off financially	56.6 <sup>a</sup>	52.5	67.0	53.6	59.9	51.6
Have administrative responsibility	55.6 <sup>a</sup>	55.4 <sup>a</sup>	40.4	33.3	41.7	29.3
Succeed in my own business	34.0 <sup>a</sup>	24.8 <sup>a</sup>	54.5	41.1	38.0	39.9
Influence social values	33.6	44.6	32.7	36.9	31.6	34.4
Promote racial understanding	32.1	50.5 <sup>a</sup>	33.6	40.2	39.8	45.4
Influence political structure	30.7	28.7 <sup>a</sup>	20.9	13.4	17.8	23.6
Participate in community action	24.3	39.6	26.4	32.1	29.5	31.8
Help clean up environment	20.1	31.7	28.4	26.0	29.2	32.8
Make a theoretical contribution to science	15.9	24.8 <sup>a</sup>	18.1	11.6	23.9	19.5
Write original works	8.2	14.9	11.8	15.4	11.5	22.7
Achieve in a performing art	6.4	7.9	12.1	15.4	10.7	19.1
Create artistic work	4.4	5.9 <sup>a</sup>	11.8	17.2	11.4	18.5

31. Life Patterns Preferred in Ten to Fifteen Years

a. Marital Status:

	<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>
Single	5.4%	13.9%	9.8%	7.1%	8.0%	7.2%
Married	91.6 <sup>a</sup>	85.1	81.1	88.3	86.6	82.1
Cohabitation, no marriage	2.7	0.0	8.0	3.4	4.4	9.3
Other	0.3	1.0	1.1	1.2	1.0	1.5

b. Children Desired:

None	12.7%	27.8% <sup>a</sup>	19.5%	15.8%	15.8%	22.8%
One	5.8	9.3	9.6	10.4	8.2	8.5
Two	51.6	33.0 <sup>a</sup>	49.5	45.6	49.6	46.1
Three or more	29.6	22.7	20.4	25.1	24.5	19.3
Adopt one or more	0.4	7.2	1.1	3.2	1.9	3.2

c. Career Plans:

Full-time	98.0%	75.5% <sup>a</sup>	97.2%	60.9%	86.2%	82.0%
Part-time	1.9	23.5 <sup>a</sup>	2.2	35.7	12.7	16.7
Not employed	0.1	1.0	0.6	3.4	1.0	1.3

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APPENDIX A

PLEASE PRINT: YOUR NAME \_\_\_\_\_  
 First Middle or Maiden Last  
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1979 STUDENT INFORMATION FORM

DIRECTIONS

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

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

EXAMPLE:

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

Dear Student:

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

Sincerely,

*Alexander W. Astin*

Alexander W. Astin, Director  
 Cooperative Institutional Research Program

DO NOT MARK IN THIS AREA									
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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 . . .  None  \$1-\$499  \$500-\$999  \$1,000-\$1,499  \$1,500-\$2,000  Over \$2,000

Grants or Scholarships:

Basic Educational

Opportunity Grant . . .

Supplemental Educational

Opportunity Grant . . .

State scholarship or grant . . .

College grant (other than above) . . .

Other private grant . . .

Loans:

Fed. guaranteed student loan . . .

Nat'l direct student loan . . .

Other college loan . . .

Other loan . . .

Work and Savings:

College Work-Study grant . . .

Other part-time work while attending . . .

Full-time work while attending . . .

Savings from summer work . . .

Other savings . . .

Spouse . . .

Your G.I. benefits . . .

Your parent's G.I. benefits . . .

Social secur. dependent's benefits . . .

Other . . .

19. Please answer the following questions regarding BEOG (Basic Educational Opportunity Grant) and GSL (Guaranteed Student Loan) financial aid programs. (Mark all that apply in each column)

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

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

	Yes	No
Living with your parents (for more than five consecutive weeks) . . .	<input type="checkbox"/>	<input type="checkbox"/>
Listed as a dependent on your parents' Federal Income Tax Return . . .	<input type="checkbox"/>	<input type="checkbox"/>
Receiving assistance worth \$600 or more from your parents . . .	<input type="checkbox"/>	<input type="checkbox"/>

21. Are you: (Mark one)

Not presently married . . .

Married, living with spouse . . .

Married, not living with spouse . . .

22. Are you: (Mark all that apply)

White/Caucasian . . .

Black/Negro/Afro-American . . .

American Indian . . .

Asian-American/Oriental . . .

Mexican American/Chicano . . .

Puerto Rican-American . . .

Other . . .

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

(Mark one for each item)

	Frequently	Occasionally	Not at all
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"/>
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"/>
Stayed up all night . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked in a local, state, or national political campaign . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Which of the following life patterns would you prefer ten to fifteen years from now? (Please indicate one answer in each group)

a. single . . .

married . . .

living with a person of the opposite sex but not married . . .

other . . .

b. no children . . .

one child . . .

two children . . .

three or more children . . .

adopt one or more children . . .

c. full-time career . . .

part-time career . . .

not employed . . .

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

(Mark one in each column)

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

26a. 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

26b. How many of these dependents other than yourself are currently attending college?

None  1  2  3 or more

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

(Mark one answer for each possible reason)

	Very important	Somewhat important	Not important
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 annual income from all sources before taxes. (Mark one)

Less than \$4,000  \$20,000-24,999

\$4,000-5,999  \$25,000-29,999

\$6,000-7,999  \$30,000-34,999

\$8,000-9,999  \$35,000-39,999

\$10,000-12,499  \$40,000-49,999

\$12,500-14,999  \$50,000-99,999

\$15,000-19,999  \$100,000 or more

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

	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"/>

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

- Your mother's occupation
- Your father's occupation
- Your probable career occupation

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

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

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

BE SURE TO ANSWER QUESTIONS 34 AND 35.

36. Mark one in each row:

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 should do more to discourage energy consumption	<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"/>
Urban problems cannot be solved without huge investments of Federal money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
People should not obey laws which violate their personal values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Inflation is our biggest domestic problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The death penalty should be abolished	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
A national health care plan is needed to cover everybody's medical costs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Energy shortages could cause a major depression or even wars in my lifetime if action is not taken now to prevent them	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Abortion should be legalized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grading in the high schools has become too easy	<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"/>
A couple should live together for some time before deciding to get married	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents should be encouraged from having large families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Diverse laws should be liberalized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	<input type="radio"/>	<input 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"/>
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"/>
Buying a D.K. of help to a foreign country in their hands	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
It is important to have laws prohibiting homosexual relationships	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College officials have the right to suspend students without all charges	<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"/>
Student publications should be closed 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"/>
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"/>

37a. Current religious preference: (Mark one in each column)

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

37b. Do you consider yourself a reborn Christian? Yes  No

37c. Do you consider yourself physically handicapped? No  Yes  (Go to Question Number 38)

37d. If yes, what type of handicap do you have? (Mark all that apply)

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

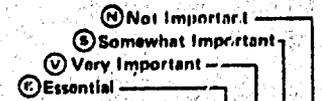
37e. Does your handicap require architectural accommodations (wheelchair ramps, elevators, etc.)? Yes  No

- Disagree Strongly
- Disagree Somewhat
- Agree Somewhat
- Agree Strongly

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

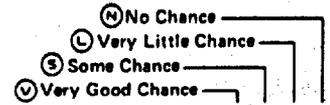
- |  |   |
|--|---|
| <b>ARTS AND HUMANITIES</b>   | <b>PHYSICAL SCIENCE</b>   |
| Art, fine and applied . . . . . <input type="radio"/>                    | Astronomy . . . . . <input type="radio"/>   |
| English (language and literature) . . . . . <input type="radio"/>        | Atmospheric Science (incl. Meteorology) . . . . . <input type="radio"/>             |
| History . . . . . <input type="radio"/>                                  | Chemistry . . . . . <input type="radio"/>   |
| Journalism . . . . . <input type="radio"/>                               | Earth Science . . . . . <input type="radio"/>                                       |
| Language and Literature (except English) . . . . . <input type="radio"/> | Marine Science (incl. Oceanography) . . . . . <input type="radio"/>                 |
| Music . . . . . <input type="radio"/>                                    | Mathematics . . . . . <input type="radio"/>   |
| Philosophy . . . . . <input type="radio"/>                               | Physics . . . . . <input type="radio"/>   |
| Speech . . . . . <input type="radio"/>                                   | Statistics . . . . . <input type="radio"/>  |
| Theater or Drama . . . . . <input type="radio"/>                         | Other Physical Science . . . . . <input type="radio"/>                              |
| Theology or Religion . . . . . <input type="radio"/>                     |   |
| Other Arts and Humanities . . . . . <input type="radio"/>                | <b>PROFESSIONAL</b>   |
|  | Architecture or Urban Planning . . . . . <input type="radio"/>                      |
| <b>BIOLOGICAL SCIENCE</b>  | Home Economics . . . . . <input type="radio"/>                                      |
| Biology (general) . . . . . <input type="radio"/>                        | Health Technology (medical, dental, laboratory) . . . . . <input type="radio"/>     |
| Biochemistry or Biophysics . . . . . <input type="radio"/>               | Library or Archival Science . . . . . <input type="radio"/>                         |
| Botany . . . . . <input type="radio"/>                                   | Nursing . . . . . <input type="radio"/>   |
| Marine (Life) Science . . . . . <input type="radio"/>                    | Pharmacy . . . . . <input type="radio"/>  |
| Microbiology or Bacteriology . . . . . <input type="radio"/>             | Pre dental, Pre medicine, Pre veterinary . . . . . <input type="radio"/>            |
| Zoology . . . . . <input type="radio"/>                                  | Therapy (occupational, physical, speech) . . . . . <input type="radio"/>            |
| Other Biological Science . . . . . <input type="radio"/>                 | Other Professional . . . . . <input type="radio"/>                                  |
|  | <b>SOCIAL SCIENCE</b>   |
| <b>BUSINESS</b>  | Accounting . . . . . <input type="radio"/>  |
| Accounting . . . . . <input type="radio"/>                               | Anthropology . . . . . <input type="radio"/>  |
| Business Admin. (general) . . . . . <input type="radio"/>                | Economics . . . . . <input type="radio"/>   |
| Finance . . . . . <input type="radio"/>                                  | Geography . . . . . <input type="radio"/>   |
| Marketing . . . . . <input type="radio"/>                                | Political Science (gov't., international relations) . . . . . <input type="radio"/> |
| Management . . . . . <input type="radio"/>                               | Psychology . . . . . <input type="radio"/>  |
| Secretarial Studies . . . . . <input type="radio"/>                      | Social Work . . . . . <input type="radio"/>   |
| Other Business . . . . . <input type="radio"/>                           | Sociology . . . . . <input type="radio"/>   |
|  | Other Social Science . . . . . <input type="radio"/>                                |
| <b>EDUCATION</b>   | <b>TECHNICAL</b>  |
| Business Education . . . . . <input type="radio"/>                       | Building Trades . . . . . <input type="radio"/>                                     |
| Elementary Education . . . . . <input type="radio"/>                     | Data Processing or Computer Programming . . . . . <input type="radio"/>             |
| Music or Art Education . . . . . <input type="radio"/>                   | Drafting or Design . . . . . <input type="radio"/>                                  |
| Physical Education or Recreation . . . . . <input type="radio"/>         | Electronics . . . . . <input type="radio"/>   |
| Secondary Education . . . . . <input type="radio"/>                      | Mechanics . . . . . <input type="radio"/>   |
| Special Education . . . . . <input type="radio"/>                        | Other Technical . . . . . <input type="radio"/>                                     |
| Other Education . . . . . <input type="radio"/>                          | <b>OTHER FIELDS</b>   |
|  | Apiculture . . . . . <input type="radio"/>  |
| <b>ENGINEERING</b>   | Communications (radio, T.V., etc.) . . . . . <input type="radio"/>                  |
| Aeronautical or Astronautical Eng. . . . . <input type="radio"/>         | Computer Science . . . . . <input type="radio"/>                                    |
| Civil Engineering . . . . . <input type="radio"/>                        | Forestry . . . . . <input type="radio"/>  |
| Chemical Engineering . . . . . <input type="radio"/>                     | Law Enforcement . . . . . <input type="radio"/>                                     |
| Electrical or Electronic Engineering . . . . . <input type="radio"/>     | Military Science . . . . . <input type="radio"/>                                    |
| Industrial Engineering . . . . . <input type="radio"/>                   | Other Field . . . . . <input type="radio"/>   |
| Mechanical Engineering . . . . . <input type="radio"/>                   | Un decided . . . . . <input type="radio"/>  |
| Other Engineering . . . . . <input type="radio"/>                        |   |

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

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



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

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

- |   |   |   |
|---|---|---|
| 40. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | The remaining circles are provided for items specifically designed by your college, rather than by the Laboratory for Research on Higher Education. If your college has chosen to use the circles, observe carefully the supplemental directions given you. | 45. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 41. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |   | 46. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 42. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |   | 47. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 43. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |   | 48. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |
| 44. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |   | 49. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> 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. CUNY--City College            | 5. US Coast Guard Academy     |
| 2. Newark College of Engineering | 6. US Merchant Marine Academy |
| 3. SUNY at Geneseo               | 7. US Military Academy        |
| 4. US Air Force Academy          | 8. US Naval Academy           |

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

- |                                |  |
|--------------------------------|--|
| 1. Amherst College             | 12. Harvey Mudd College                  |
| 2. Bates College               | 13. Mount Holyoke College                |
| 3. Bowdoin College             | 14. Smith College                        |
| 4. Carleton College            | 15. Trinity College (CT)                 |
| 5. Claremont College           | 16. Union College                        |
| 6. Colgate University          | 17. Washington & Lee University          |
| 7. Connecticut College         | 18. Webb Institute of Naval Architecture |
| 8. Dartmouth College           | 19. Wesleyan University                  |
| 9. Franklin & Marshall College | 20. Williams College                     |
| 10. Grinnell College           | 21. Worcester Polytechnic Institute      |
| 11. Hamilton College           |  |

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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 1983 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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