The American Freshman: National Norms Fall 2019

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The American Freshman: National Norms Fall 2019

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THE AMERICAN FRESHMAN: NATIONAL NORMS FALL 2019

Introduction

In this report of the 54th administration of the Freshman Survey, we recognize the increasing diversity of incoming college students, along with two new items addressing reasons students choose their particular institution: academic reputation of their intended major and communication with a professor. This monograph covers a number of financial concerns, such as students' likelihood of getting a job to help pay for college and how time spent exercising or playing sports varies by family income. We also highlight recent trends in students' emotional and physical health and academic behaviors. Further, we discuss the misalignment between degree and career aspirations for subgroups of students and students' self-rated ability to manage their time effectively. Finally, we address students' social and political engagement, including past and forthcoming behaviors and their future goals.

Although 126,642 respondents at 178 four-year colleges and universities submitted their surveys in time for their data to be included in the 2019 norms, the normative data presented here are based on responses from 95,505 first-time, full-time (FTFT) freshmen entering 148 baccalaureate institutions. Weights have been applied to these data to reflect the more than 1.5 million FTFT undergraduate students who began college at 1,427 four-year colleges and universities across the U.S. in the fall of 2019. This means that differences of one percentage point in the results published here reflect the characteristics, behaviors, and attitudes of approximately 15,000 first-year students nationally. We describe the full methodology of the 2019 Freshman Survey administration, stratification scheme, and weight approach in Appendix A.

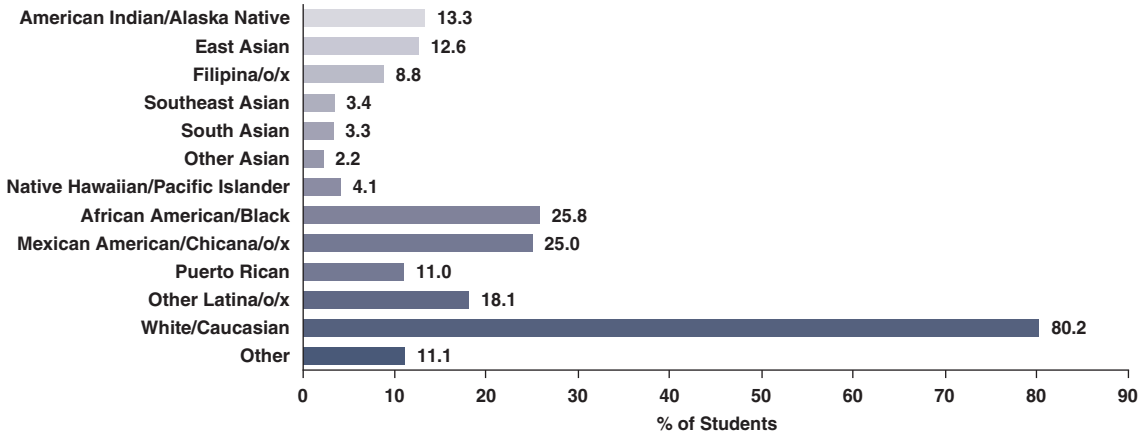
Demographic and Personal Characteristics

As the country becomes increasingly diverse, America's colleges and universities continue to enroll greater numbers of students from a broader range of racial, ethnic, linguistic, and socioeconomic backgrounds. While half (50.0%) of college students identify as White, more than one in ten each identify as Asian (11.7%), Black (10.1%), or Latina/o/x (11.3%), and 0.3% as Native American. Interestingly, 15.8% of students identified with at least two racial or ethnic backgrounds, making this the second-most common of the aggregated race/ethnic groups. Looking exclusively at this group of multiracial students reveals the richness of cultural heritage these students bring to college (see Figure 1). Although four in five (80.2%) multiracial students cite White/Caucasian as part of their racial background, one quarter of multiracial students also report Mexican American/Chicana/o/x (25.0%) or African American/Black (25.8%) heritage. Additionally, 13.3% of multiracial students reported being American Indian/Alaska Native, 12.6% identified as East Asian, and 8.8% stated they were Filipina/o/x.

In addition to racial and ethnic diversity, institutions of higher education are enrolling greater numbers of students from a variety of linguistic backgrounds. While only 3.2% of survey respondents identified as international students (F-1, J-1, or M-1 visa), nearly ten percent (9.4%) of students reported that English is not their primary language. Of the latter group of students, 27.1% were international students, 14.1% were permanent residents, and, surprisingly, more than half (53.9%) said they were United States citizens. Breaking down this group of students whose primary language is not English by race and ethnic group reveals an unexpected level of diversity. Over one third of non-primary English speakers identified as Asian (36.5%) or Latina/o/x (34.9%). Furthermore, 12.1% identified as White, 8.9% as Two or more races, 4.9% as Black, and 2.6% as another race or ethnic group. These figures demonstrate the broad range of diverse backgrounds and experiences students bring to college.

Survey responses also show greater diversity with respect to students' sexual orientation. Although 87.3% of students identified as heterosexual/

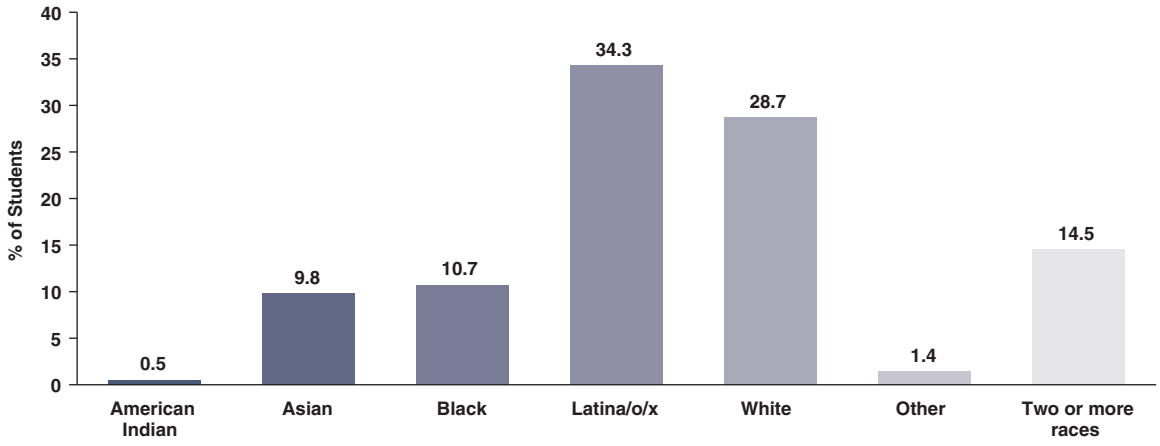
Figure 1. Multiracial Students, by Race/Ethnicity (check all that apply)



straight, 1.7% selected gay, 1.0% said lesbian, and an additional 1.2% chose pansexual. At 7.2%, bisexual represented the second-most common response for sexual orientation while queer (.6%), asexual (.5%), and not listed (.6%) each represented less than one percent of incoming freshmen. The willingness of students to specifically identify their sexual orientation reflects increasing support for Lesbian, Gay, Bisexual, and Queer (LGBQ+) individuals nationwide. For example, more than nine in ten students (90.6%) strongly agree or agree somewhat that gays and lesbians should have the legal right to adopt a child. Examining this support by political views further exemplifies the growing support for LGBQ+ individuals. More than a quarter (27.5%) of self-described politically far-right students would agree somewhat and 36.4% would strongly agree that gays and lesbians should have the right to adopt. This sizable backing among the most conservative students exemplifies the increasing support for LGBQ+ individuals, which provides students greater comfort in self-identifying their sexual orientation.

Students who are first-generation are also on the rise. Nearly one in five (19.4%) students indicated that their parents/guardians had not attended college. Of those who identified as first-generation, 34.3% are Latina/o/x, 28.7% are White, 14.5% are multiracial, 10.7% are Black, and 9.8% are Asian. Native American (0.5%) and other race or ethnic group (1.4%) round out the remaining first-generation students (see Figure 2). One of the major challenges first-generation college students face is how they will pay for college. Most first-generation students (61.4%) said they had some concern about funding college and an additional 22.0% indicated they had major concerns about paying for college. On the other hand, only 54.5% students whose parents had at least some college had some concern and 9.8% had major concerns about funding college. Despite the financial and emotional hardships caused by concerns about paying for college, first-generation students are committed to having a positive impact on society. When asked to indicate the importance of helping others who are in difficulty, 83.4% of first-generation college

Figure 2. First-generation* Students, by Race/Ethnic Group



*HERI defines first-generation as neither parent/guardian having any college experience.

students reported this was very important or essential, compared to 79.2% of their peers with college-educated parents. Similarly, half of first-generation college students (51.3%) said it was very important or essential to influence social values while their non-first-generation peers said so at a rate of 47.4%.

New Items: Reasons for Choosing Current Institution

The CIRP Freshman Survey has been asking students about reasons why they selected their particular institution since the 1970s. Items such as rankings, academic reputation, and finances are popular in the mainstream media, as well as of relevance to institutions when considering how to appeal to incoming students. In 2019, we added "the academic reputation *of my intended major*" and "communication with a professor" as reasons that might have influenced their decision to attend their particular institution in an effort to analyze how more explicit reasons might differ from some of the general reasons in this set of survey items. Differences emerged by gender,[1] with 57.2% of women citing the academic reputation of their major as a very important reason, which was nearly ten percentage points greater than it was for men (49.4%). This difference between men and women aligns overall with women being more likely than men to rate a variety of reasons in selecting their current institution as very important while men tend to be more neutral (Stolzenberg, et al., 2019). Communication with a professor was not as salient overall but still showed some variation.

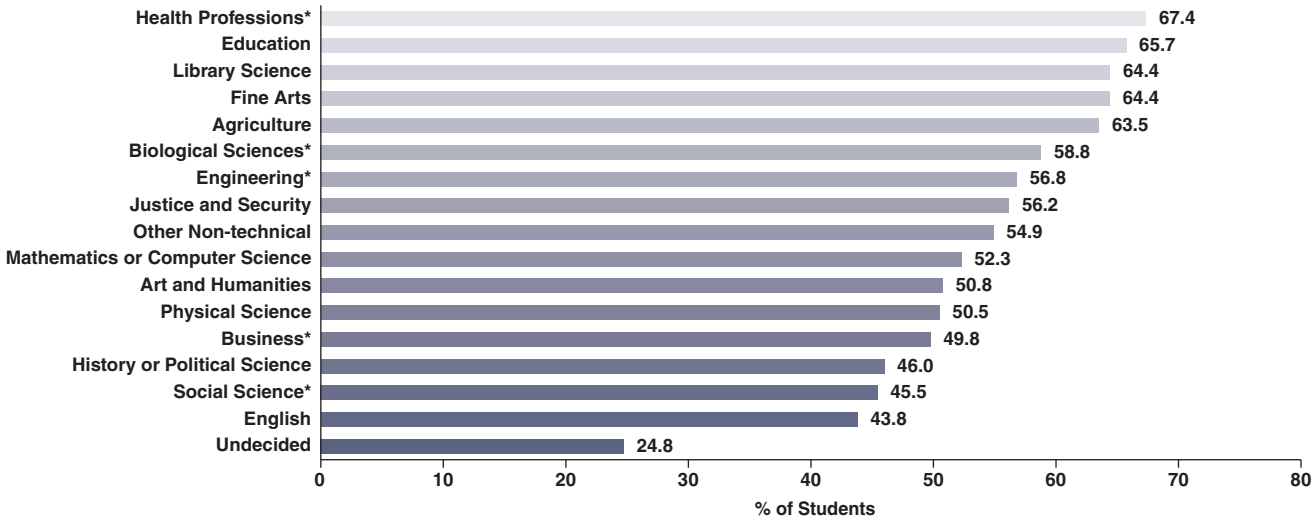
Academic reputation of intended major most important for students in health professions, particularly nursing; those aspiring to graduate/professional degrees

The academic reputation of the intended major as a very important reason in selecting their current institution varied by students' probable field of study (see Figure 3). Amongst the five most popular major fields (biological sciences, business, health professions, engineering, and social science), students interested in the health professions were the most likely to consider the academic reputation of their major as a very important reason in selecting their current institution (67.4%), nearly a full ten percentage points higher than students planning on majoring in biological sciences (58.8%) or engineering (56.8%). Less than half of students planning to major in business or social sciences considered the academic reputation of their major as a very important reason in selecting their current institution (49.8% and 45.5%, respectively).

Looking more closely, we see a lot of variation by major within academic fields. For example, in the Health Professions, students interested in majoring in Nursing (75.3%), Pharmacy (72.8%), and Health Technology (71.2%) were most likely to consider the academic reputation of the major as a very important factor in their choice of institution. In fact, of all the largest individual majors, Nursing had the

[1] In 2015, HERI added a gender identity question that continues to evolve. Throughout this monograph, we use the term "men" to refer to those who selected "Man/Trans Man" on the survey and "women" for those who selected "Woman/Trans Woman." The weighted data used in the monograph are created using enrollment data broken out by sex (reported by either the institution or by IPEDS). This sex data is only reported for men and women. Therefore, students who selected "Genderqueer/Gender non-conforming" or "Identity not listed above" are not included in these analyses.

Figure 3. Importance of Academic Reputation of Intended Major in College Choice, by Major Field (% Very important)



*Most common fields for incoming freshmen

highest proportion of students who considered the academic reputation of the major as very important in their college choice. The other fields showed variation as well. Within the Biological Sciences, students selecting Other Biological Science (70.0%); Molecular, Cellular, & Developmental Biology (68.8%); Neurobiology/Neuroscience (60.4%); or Microbiology (60.2%) were most likely to consider the academic reputation of the major as a very important factor in their college choice. By contrast, in Engineering, those in Biomedical Engineering were most likely (62.9%), followed by Aerospace/Aeronautical/Astronautical Engineering (62.5%), and Biological/Agricultural Engineering (58.2%) to feel the same. Within Business fields, those in Finance (56.5%), Other Business (53.3%), Marketing (52.6%), or Accounting (51.5%) were most likely to consider the major's academic reputation very important, but none higher than sixty percent. It should be noted that other popular individual majors in which at least two-thirds of students considered the academic reputation of the major as a very important factor in their college choice include Music (72.2%) and Elementary Education (68.6%).

Nearly three-quarters of first-time full-time students aspire to eventually earn a graduate or professional degree (70.0%). These students are more likely than those whose goal is a bachelor's degree to consider the academic reputation of their major as a very important reason for choosing their institution, perhaps indicating that entering students who aspire to a post-baccalaureate degree are already considering how their current institution might help prepare them for graduate school admission and success. While both are more likely than those who aspire to a bachelor's degree (48.4%), students who intend to pursue a master's degree are less likely to consider the academic reputation of their major as a very important reason in choosing their current institution (54.6%) compared to students aspiring to doctoral-level graduate degrees (58.0%).

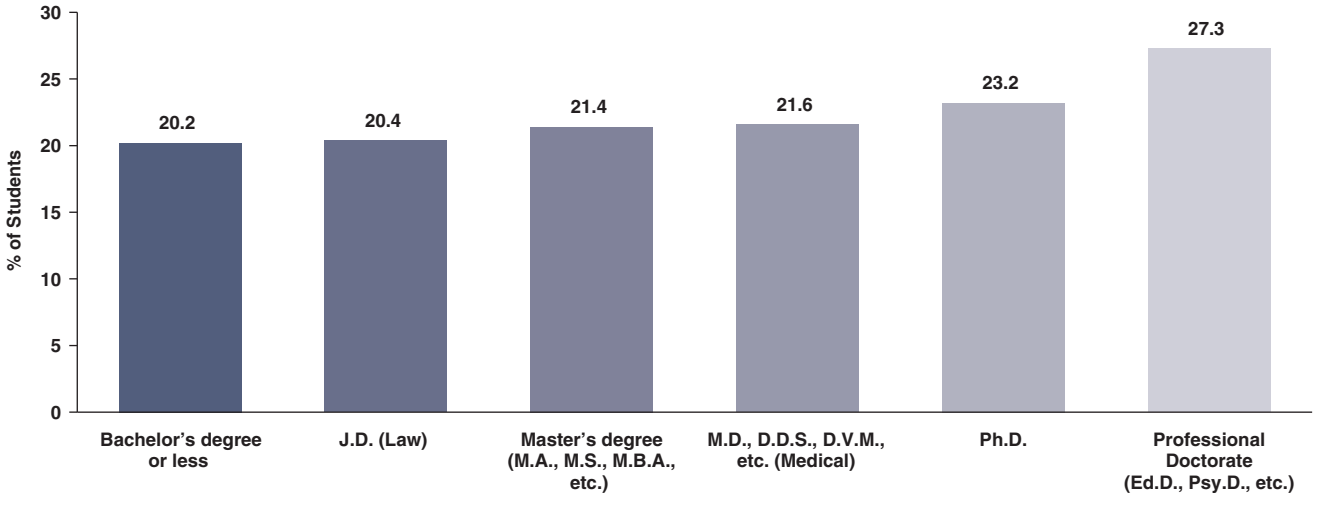
Communication with a professor less salient overall but varies by first-generation status, race/ethnicity, and ultimate degree objective

Another item introduced on the 2019 CIRP Freshman Survey for this set of questions, "communication with a professor," was not quite as pertinent to students, with fewer than a quarter (21.5%) identifying this as a very important reason in choosing to attend their current institution. While not as influential as some of the other reasons students choose their institution, there was variation by demographics and personal characteristics, such as first-generation status, race/ethnicity, and ultimate degree objective.

Communication with a professor was more important for students whose parents/guardians did not attend college at all (first-generation college students) than for those whose parents/guardians have at least some college (24.1% and 20.7% very important, respectively). Perhaps reaching out to a faculty member or having a faculty member initiate contact during the application and decision-making process provided necessary information or even a sense of belonging for students who may be the first in their family to go to college. Further, students of different racial/ethnic backgrounds had a range of responses for this item. Native American (27.0%), Black (26.6%), Other race (25.8%), and Latina/o/x (24.1%) students were most likely to consider communication with a professor as a very important factor in their choice to attend their current institution. By contrast, Asian (18.4%), White (20.9%), and multiracial (20.5%) students were least likely to feel the same.

Only one in five (20.2%) students who aspire to at most a bachelor's degree considered communication with a professor a very important factor in their college choice. Amongst first-time full-time students aspiring to a post-baccalaureate degree, those who plan on obtaining a professional doctorate (Ed.D., Psy.D., etc.) are the most likely to consider communication with a professor a very important reason in selecting

Figure 4. Importance of Communication with a Professor in College Choice, by Ultimate Degree Objective (% Very important)



their current institution (27.3%) compared to Ph.D. (23.2%), medical degree (21.6%), master's degree (21.4%), and law degree (20.4%) aspirants (see Figure 4).

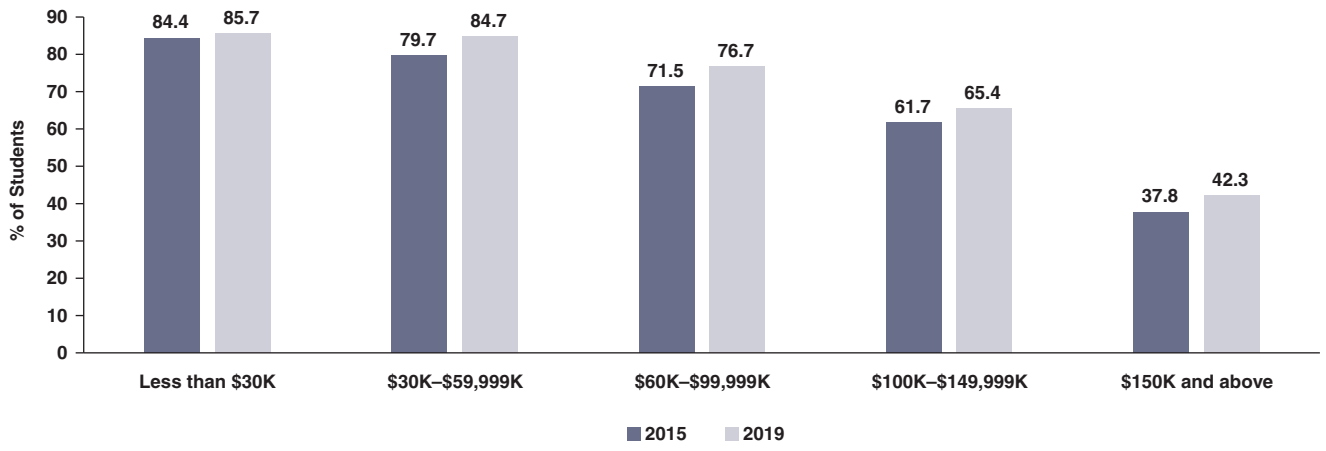
Greater Financial Concerns and Increased Likelihood to Get a Job Across All Income Levels

Financial concerns have increased amongst incoming first-year students in the last several years. In 2015, 12.0% of students reported they had major concerns and were not sure they would have enough funds to complete college. This figure went up slightly for students in 2019, with 12.5% reporting major financial concerns. There is a similar increase amongst students who say they have some concerns but will probably have enough funds, with 52.5% reporting this perspective in 2015 compared to 55.8% in 2019. Accordingly, the proportion of students who say they have no concerns and are confident that they will have sufficient funds has decreased from 35.3% in 2015 to 31.6% in 2019. With these increasing financial concerns in mind, it is essential to examine how these themes relate to income and job intentions.

In 2015, 15.1% of incoming freshmen had a family income less than $30,000, and the vast majority (84.4%) of these students had some concerns or major concerns about their ability to finance college. A slightly larger proportion of students reported their income as less than $30,000 in 2019 (17.2%) than in 2015, but the proportion with some or major financial concern remained similar (85.7%). One-fifth (19.3%) of incoming students in 2015 reported income between $30,000–$59,999, and 79.7% of these students had some/major financial concerns. In 2019, a smaller proportion of students (15.4%) have family income in this range, yet an even larger proportion of them (84.7%) have these same financial concerns. Amongst students with household income of $60,000–$99,999 (21.6%) entering in 2015, 71.5% reported financial concerns. Five years later, the proportion of students in this income bracket has held consistent (22.0%), yet now more than three-quarters (76.7%) of freshmen express some or major concerns. In 2015, 18.4% of incoming first-year students came from households with an income in the $100,000–$149,999 range. Of those, 61.7% had some/major financial concerns. A slightly higher proportion (21.1%) of students fall in this income range in 2019, with 65.4% reporting financial concerns. Finally, in 2015, amongst the one-quarter (25.5%) of students who come from families who had an income of $150,000 and above, 37.8% had at least some financial concerns. About the same proportion (24.3%) of students are from households in this bracket in 2019, yet a greater proportion (42.3%) of these students have this level of financial concern. Overall, income levels have remained relatively constant from 2015 to 2019. That said, there have been slight increases in financial concern between 2015 and 2019 across all income levels (Figure 5).

Along with greater financial concern, students entering college in 2019 report an increased likelihood of getting a job to help pay for college expenses compared to their 2015 counterparts. In 2015, 46.3% of incoming students said there was a very good chance they would get a job. This figure increased by nine percentage points for 2019 students, with over half (55.3%) reporting a very good chance they would get a job. Similarly, 10.2% of students starting college in 2015 said there was no chance they would get a job. This figure is cut in half this year, with only 5.3% reporting no chance of getting a job

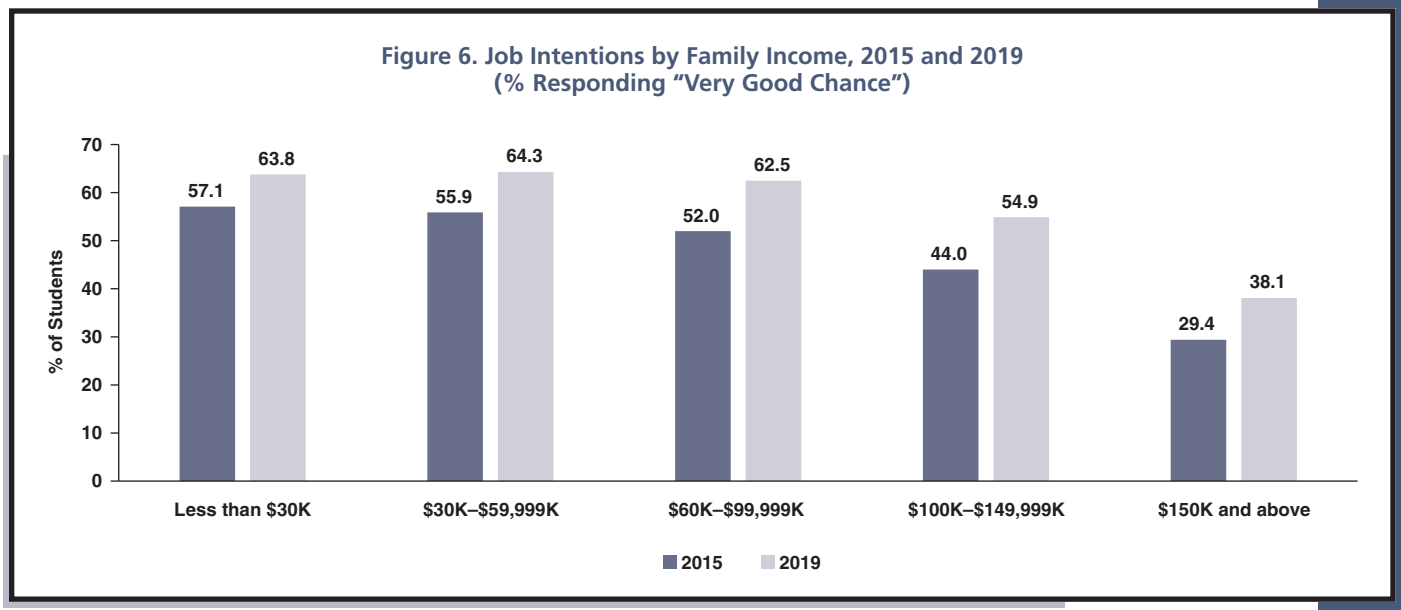
Figure 5. Financial Concern by Family Income, 2015 and 2019
(% Responding "Some" or "Major" Concern)



to help pay for college expenses. With this trend established, notable patterns also emerge when comparing job intentions across income levels.

It is not surprising that the greater a student's family income level, the lower the likelihood that they plan to get a job to pay for college expenses. Even so, students across all income levels report greater job intentions in 2019 than they did in 2015 (see Figure 6). Yet as more students report that they plan to get a job to help pay for college expenses across all income levels, it is important to note that students are differentially impacted by the decision to work. Working students from low-income backgrounds experience challenges that their higher-income peers do not, such as working longer hours and working in positions that are not related to their field of study (Georgetown University Center on Education and the Workforce, 2018).

In 2015, 57.1% of students from households that made $30,000 or less said there was a very good chance they would get a job. This figure increased to 63.8% in 2019, an increase of nearly seven percentage points. Amongst students from households that made between $30,000–$59,999 in 2015, 55.9% anticipated a very good chance they would get a job. In 2019, this proportion jumps to 64.3%, an increase of more than eight percentage points. Over half (52.0%) of students entering college in 2015 in the $60,000–$99,9999 income bracket said there was a very good chance they would get a job. This figure increased by over ten percentage points (62.5%) for students in 2019. Meanwhile, 44.0% of students from households that made $100,000–$149,999 entering in 2015 anticipated a very good chance they would get a job. There was another substantial increase in 2019, with 54.9% of students at this income level reporting a very good chance of job attainment. Finally, in 2015, less than one-third (29.4%) of students from households that make $150,000 and above believed there was a very good chance they would get a job. Despite their high family income, there was also a notable jump amongst students entering college in 2019, with 38.1% of students in this bracket saying there is a very good chance they will get a job.

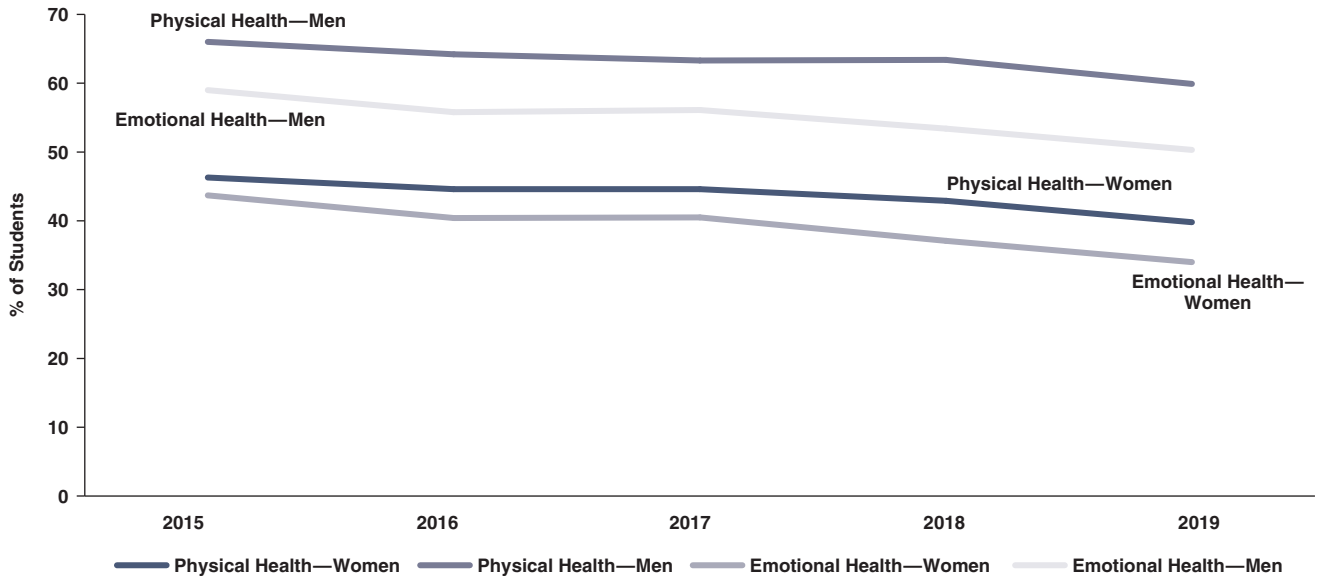


Physical and Emotional Health on Downward Trend Regardless of Gender

Understanding students' health can help us establish ways to better support them in finding a balance between their school workload, social life, and other various responsibilities, while remaining healthy both physically and emotionally. The CIRP Freshman Survey historical trends (Eagan, Stolzenberg, Ramirez, Aragon, Suchard, & Rios-Aguilar, 2016) show that from 1985 to the present, incoming college students' self-reported physical and emotional health have continued to decline. For example, Figure 7 shows that both men and women's physical and emotional health have been on a consistent decline since 2015. In 2015, 66.0% of men and 46.3% of women reported their physical health as above average, while in 2019, 60.8% of men and 43.5% of women reported such. Additionally, in 2015, 59.0% of men and 43.7% of women reported their emotional health as above average, while in 2019, 50.4% of men and 34.0% of women reported such. Possible reasons for this consistent decline include: an increasingly competitive market in accessing and persisting in college, the influx of technology and social media, etc. Furthermore, the percent of students who reported above average physical health decreased when considering emotional and physical health together. For example, while a total of 48.8% of students reported above average physical health, only 28.2% of students reported above average physical and emotional health. Examining the reasons behind the continual downward trend in students' physical and emotional health, as well as the effects of emotional health on physical health, and vice versa, could help institutional leaders in implementing programming and resources to promote better habits to improve physical and emotional health.

In addition to the downward trend of students' self-reported physical and emotional health, we also see how physical health is related to students' physical activity. Surprisingly, a larger proportion of students who rated their physical health as above average exercised six to ten hours a week than those who exercised over twenty hours. For example, while 19.3% of students who rated their physical health as above average exercised six to ten hours a week, 17.1% of students who rated their physical health as above average exercised over twenty hours a week. Interestingly, 16.5% of students

Figure 7. Self-rated Physical and Emotional Health, by Gender, 2015–2019 (% Above Average or Highest 10%)

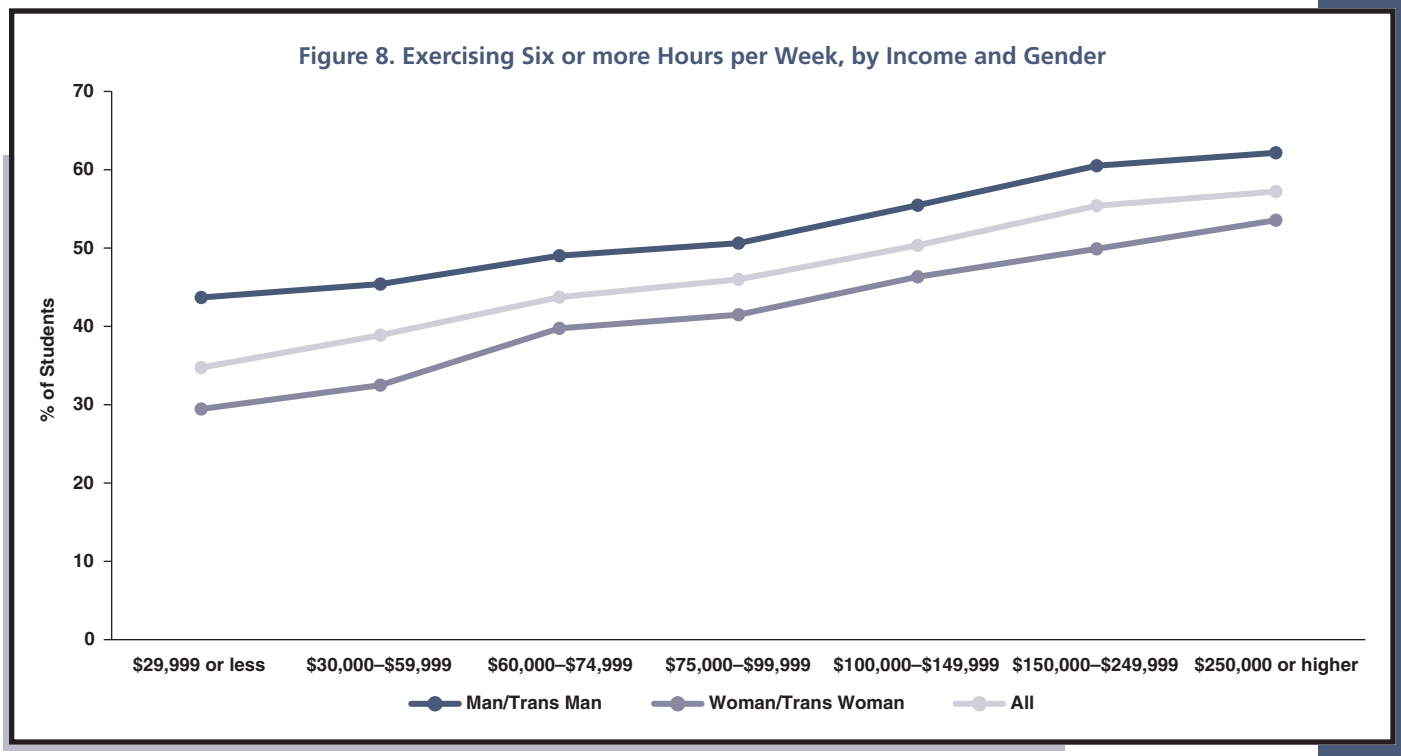


who rated their physical health as above average reported exercising three to five hours a week while another 16.5% of students who rated their physical health as above average reported exercising eleven to fifteen hours a week. Because the largest proportion of students who rated their physical health as above average exercised in the mid-range of six to ten hours a week, these results indicate the importance of finding a healthy balance in exercising or playing sports to improve physical health.

Time Spent Exercising/Playing Sports Varies by Socioeconomic Status

The strong relationship between physical activity and self-rated physical health was covered in HERI's analysis of 50-year trends after the 2015 administration of the Freshman Survey (Eagan, Stolzenberg, Ramirez, Aragon, Suchard, & Rios-Aguilar, 2016). The trend continues in 2019. Incoming students who rated their physical health as below average or in the lowest 10% compared to their peers were least likely to have reported exercising at least six hours per week during their last year in high school. In fact, only 16.6% who rated their physical health in the lowest two categories reported exercising six or more hours per week. Roughly one-third (31.4%) of those who rated their physical health as average relative to their peers exercised or played sports at least six hours per week. By contrast, nearly two-thirds (64.6%) of incoming students who rated their physical health as above average or in the highest 10% reported that they exercised or played sports for at least six hours per week during their final year in high school.

The positive relationship between healthier behaviors, such as exercising, and socioeconomic status has also been established (Pampel, Krueger, & Denney, 2010). The 2019 CIRP Freshman Survey data confirms these findings. Figure 8 shows that there is a clear relationship between hours per week spent exercising and parental/guardian income. As income increased, the proportion of students who reported exercising/playing sports at least six hours per week increased as well. Just over one-third (34.7%) of incoming students who reported

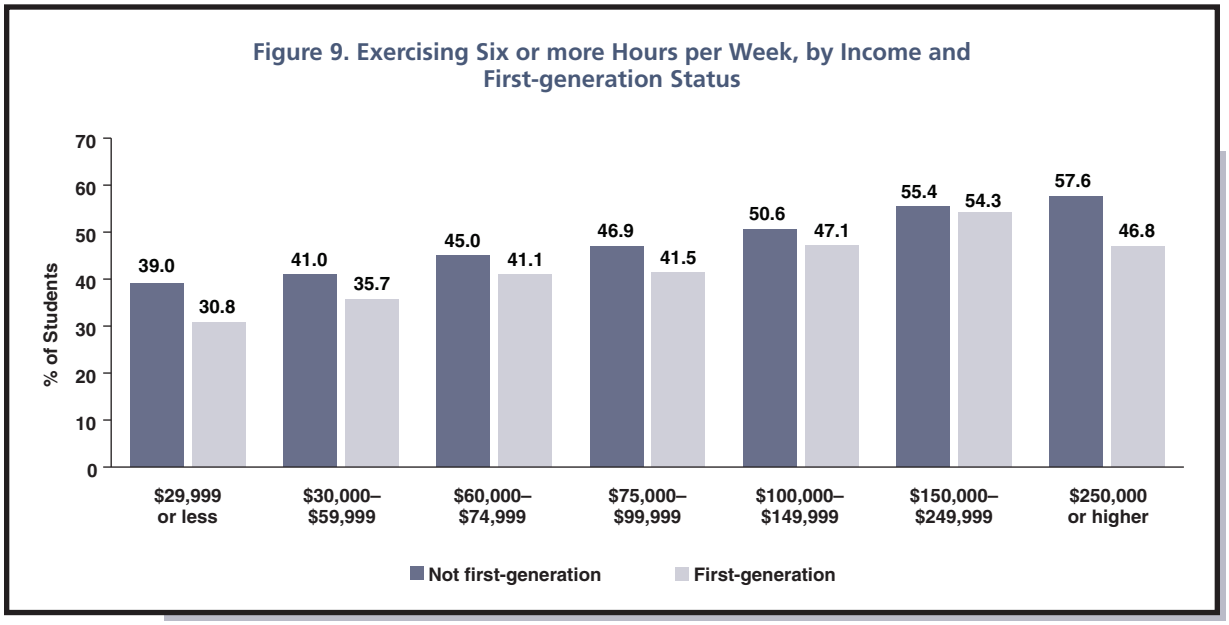


their family income as less than $30,000 exercised at least six hours per week during their last year in high school. This figure steadily increased at each income level up to the highest income ($250,000 or more), of which nearly three in five (57.2%) students exercised or played sports at least six hours per week, a range of nearly 23 percentage points.

Overall, women are less likely to spend at least six hours per week or more exercising than men are during their last year in high school. Nearly two of five (39.7%) women reported exercising six or more hours per week, compared to more than half (53.4%) of their male peers, a difference of 13.7 percentage points. The gap between men and women is even more pronounced at lower income levels. Figure 8 also shows that at the lowest income level (less than $30,000), the gap between men and women reporting six or more hours per week exercising widens to 14.2 percentage points, with 29.5% of women and 43.7% of men exercising or playing sports at least six hours per week. At the highest income level ($250,000 or higher), the gap between men (62.2%) and women (53.6%) decreases to just 8.6 percentage points.

Put another way, receiving a Pell Grant is considered a measure of financial need. Having financial need seems to have a greater impact on women than men in terms of their physical activity. More than half (55.1%) of men without financial need reported exercising at least six hours per week compared to 46.2% of male Pell Grant recipients, a difference of 8.9 percentage points. By contrast, the difference between women who did not receive Pell Grants (45.4%) and those that did (31.1%) is 14.3 percentage points. Further, the difference between men and women who received Pell Grants (15.1 percentage points) is wider for this measure than any of the income measures.

Socioeconomic status is often comprised of income and parents' education. Adding to the discussion of variation by income above, similar patterns emerge with respect to parents'/guardians' education. HERI defines a first-generation student as one whose parents/guardians have not attended college at all. Using



that definition, we see that just over one-third of first-generation students (36.6%) reported exercising or playing sports at least six hours per week during their last year in high school, compared to nearly half (48.8%) of continuing-generation students. Further, Figure 9 shows that at every income level, first-generation students were less likely to report exercising for at least six hours per week than their continuing-generation peers. For example, in the lowest income category (less than $30,000), 30.8% of first-generation students and 39.0% of continuing-generation students exercised for at least six hours per week. Finally, in the highest income category ($250,000 or more), 46.8% of first-generation and 57.6% of continuing-generation students reported the same level of physical activity.

Academic Behaviors

Focus on physics

Academic preparation is critically important for student success in college. While not all students may need to take physics to be successful in college, it remains a crucial subject for those in Science, Technology, Engineering, and Mathematics (STEM) disciplines and a potent predictor of student success. Overall, 60.4% of students surveyed took at least one physics course during high school, with 32.7% of students taking a physics course during their junior year. Examining high school physics enrollment by gender identity reveals that men (67.2%) were more likely than women (54.8%) to take these courses. This pattern is consistent with students' expressed major, as men are more likely than women to opt for engineering (16.5% to 4.1%), mathematics or computer science (10.4% to 2.9%), and physical science (2.5% to 1.6%) disciplines. Taking a physics course was also related to students' career interests. More than a third (37.0%) of students who took a physics course expressed a definite or probable interest in pursuing a science-related research career, compared to only 28.8% of their peers who did not take a physics class.

Taking a physics course appears to be associated with students' confidence in their academic abilities. More than one-fifth (21.6%) of students who took a physics course in high school rated their academic ability in the top 10% (compared to their peers) while only 13.6% of their peers who did not take physics rated themselves as

such. Similarly, those who took physics rated their mathematical ability as being in the top 10% at a higher rate than their peers who did not take these courses (16.1% to 6.9%). For both men and women, taking a physics course in high school is associated with higher confidence in academic abilities (see Figure 10). Notably, men who take physics in high school rate their academic abilities much higher than their female peers. A quarter of men (25.1%) who took physics rated themselves in the top 10% while only 15.1% of those who didn't rated themselves as such. Equally, women who took physics rated themselves in the top 10% at a rate of 18.0% while only 12.7% of their peers did so.

Habits of mind on the decline

While college presents an excellent opportunity for students to challenge themselves in the pursuit of knowledge, survey data indicates that lifelong learning behaviors associated with academic success are declining among entering college freshmen (Eagan, Stolzenberg, Ramirez, Aragon, Suchard, & Rios-Aguilar, 2016). During the past year, only about a third of students frequently took on challenges that scared them and frequently took risks because they had more to gain (34.6% and 34.8%, respectively). Moreover, less than half (45.5%) of entering college students frequently asked questions in class during the past year and about half of students (49.1%) occasionally did so.

The extent to which students asked questions in class during the past year was found to vary by student demographics and personal characteristics. First-generation college students were less likely (41.8%) to frequently ask questions in class than their peers whose parents had at least some college (46.2%). Additionally, frequently asking questions varied greatly by race and ethnic group. Black (50.2%), White (48.3%), and multiracial students (46.2%) were the most likely to frequently ask questions during the past year. Students of another race or ethnic group (45.7%), Native American (38.3%), Latina/o/x (38.2%), and Asian students (35.8%) were less likely to do so. Curiously, for some race and ethnic groups being first-generation meant they were less likely to frequently ask questions

Figure 10. Self-rated Academic Ability, by High School Physics Participation and Gender (% rating their academic ability in the highest 10%)

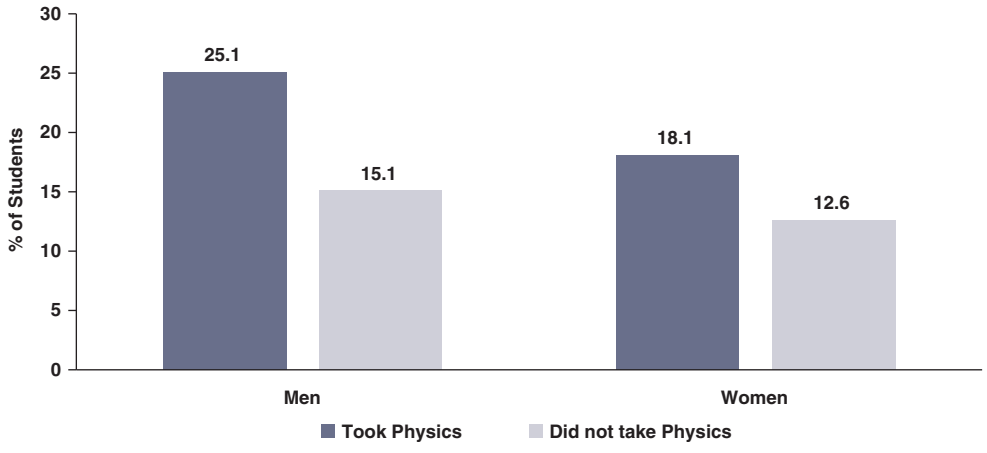
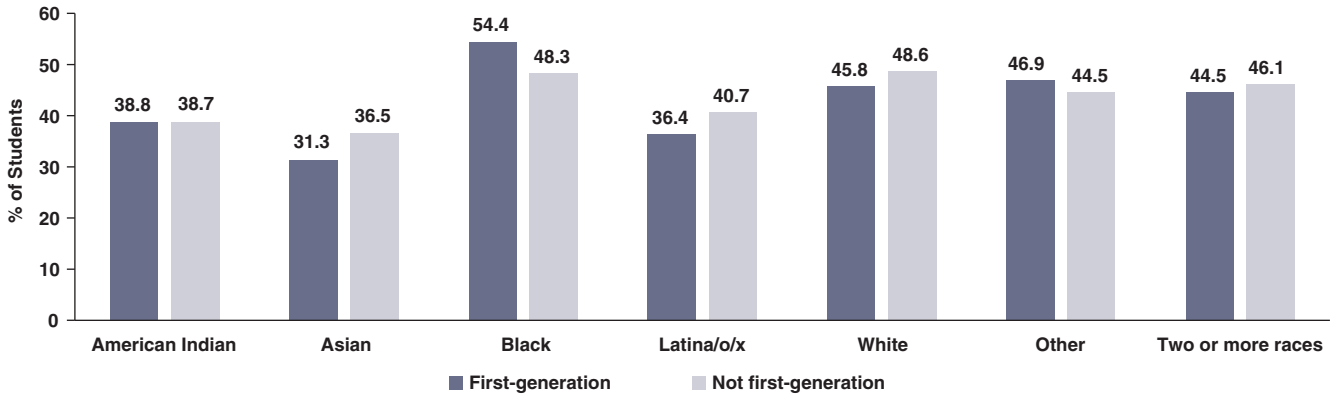


Figure 11. Frequently Asked Questions in Class, by First-generation Status and Race/Ethnic Group



during the past year, while for other groups this was not the case (see Figure 11). For Asian (31.3%), Latina/o/x (36.4%), White (45.8%), and multiracial students (44.5%), being first-generation was associated with a lower likelihood of having frequently asked questions during the past year. First-generation Native American (38.8%), Black (54.4%), and other race or ethnic group (46.9%) were more likely than their non-first-generation peers to frequently ask questions during the past year. In view of the powerful impact academic engagement can have on student learning, it is important that colleges help students feel comfortable asking questions.

Misalignment Between Degree and Career Aspirations Varies by Race/Ethnicity and Socioeconomic Status

This section illustrates the misalignment between students' academic preparation, degree aspirations, and career goals for those interested in becoming medical doctors/surgeons or dentists/orthodontists. The 2019 CIRP Freshman Survey findings noticeably demonstrate that some students are not aware of what is required to achieve their goals. Previous research on younger students found that this mismatch between educational and career goals can lead to lower levels of college readiness and educational achievement and could result in longer-term disparities in education and employment (Perry, Martinez, Morris, Link, & Leukefeld, 2016). This study of middle school students revealed that the misalignment varies by race, ethnicity, and socioeconomic status. The 2019 CIRP Freshman Survey reveals that differences clearly persist for college-going students. It is interesting to note that students attending four-year public colleges are most likely to have a degree objective that is misaligned with their career goals.

Of all students who selected medical doctor/surgeon or dentist/orthodontist as their intended career, only two-thirds (66.0%) selected the medical degree option (M.D., D.D.S., D.V.M., etc.) as their highest degree planned. An additional 16.4% selected the Ph.D., which wouldn't necessarily be considered misalignment if they consider the Ph.D. higher than the medical degree and were planning on dual doctorates. The same could be said for the professional doctorate (11.1%). The focus of this section consists of the 6.5% of prospective medical doctors/surgeons and dentists/orthodontists who selected a bachelor's (2.6%) or master's (3.9%) as their highest planned degree.

Roughly three-quarters (76.2%) of aspiring doctors/surgeons with a bachelor's degree

objective and 79.6% of those with a master's objective consider themselves pre-med. By contrast, 94.3% of those aspiring to a professional doctorate and 95.9% of those aspiring to a medical doctorate feel the same. Pre-professional advising or student organizations that engage or help students through the pre-med curriculum and later the medical school testing and application process may help close this gap in knowledge.

The proportion of students whose degree aspirations do not correspond with their chosen career also varies by race/ethnicity. Figure 12 compares the relative proportion of students from different racial/ethnic backgrounds who aspire to a career as a doctor/surgeon or dentist/orthodontist overall to their proportion within both an aligned degree objective (medical degree) and misaligned degree objectives (bachelor's and master's). Black and Latina/o/x students were most likely to underestimate the degree necessary to pursue a medical career. Black students comprised 11.8% of all students who aspired to a career as a doctor/surgeon or dentist/orthodontist. However, they made up 21.2% of those aspiring to a medical career who select a bachelor's degree as their highest degree objective. Similarly, Latina/o/x students are overrepresented in both the bachelor's and master's degree objective groups for those desiring a medical career. For example, Latina/o/x students make up 11.9% of medical career aspirants overall, but comprise 20.4% of those with a bachelor's degree objective and 23.1% of those with a master's objective. Correspondingly, these two groups are underrepresented in the medical degree category (9.9% for Black students and 10.4% for Latina/o/x students). Due to their extremely small proportions, Native American and Other race students are not included in the figure.

Figure 12. Distribution of Doctor/Surgeon/Dentist Aspirants, by Race/Ethnic Group and Highest Planned Degree Objective

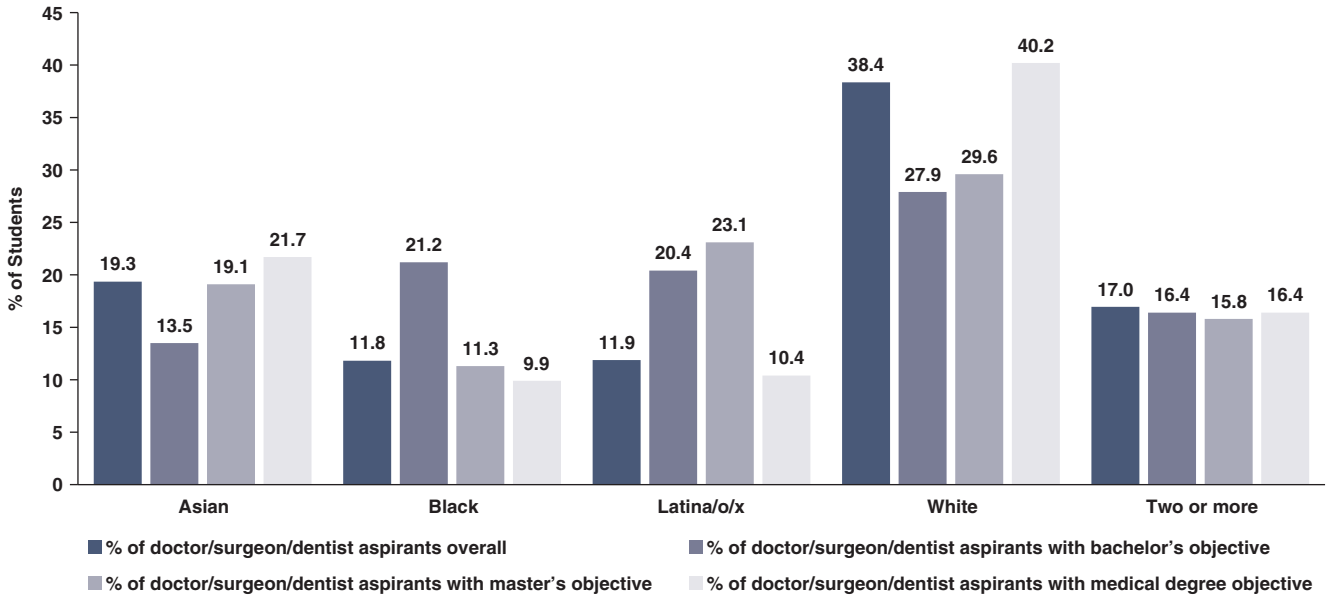
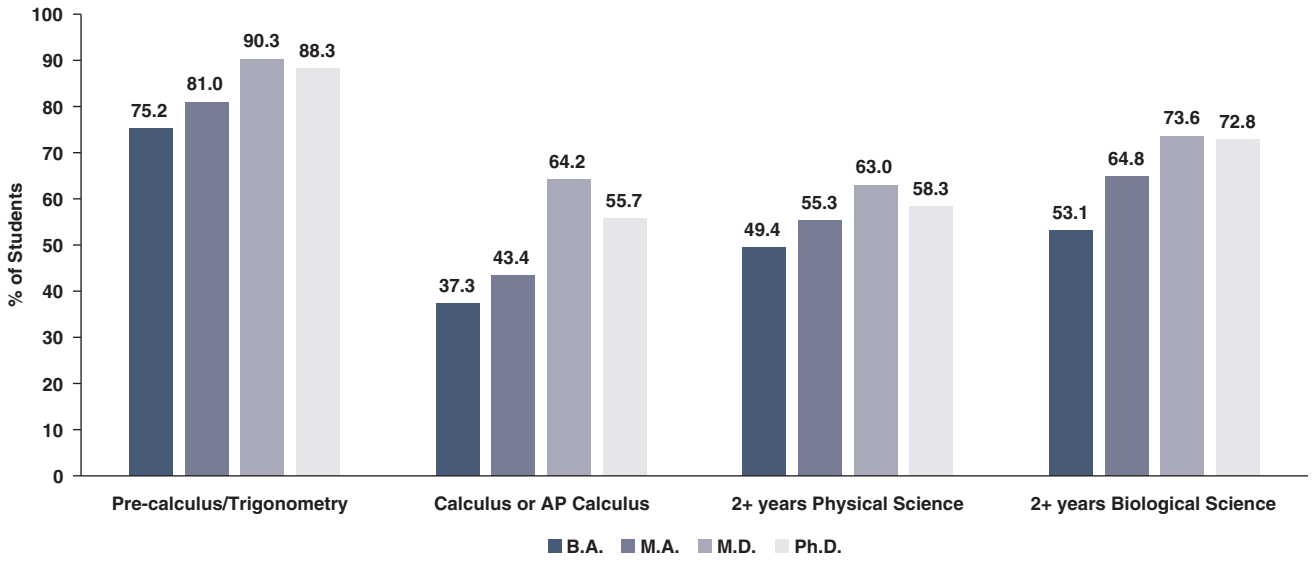


Figure 13. Doctor/Surgeon/Dentist Aspirants' Academic Preparation, by Highest Planned Degree Objective



In addition to degree aspirations, academic preparation before college is important as are academic experiences during college. Math and science courses taken in high school can set students on the right path to medical/dental school on the way to a career as a medical doctor/surgeon or dentist/orthodontist. Figure 13 displays the high school math and science course completion by highest degree planned for those interested in a career as a doctor/dentist. Students whose degree objective does not match their intended career are consistently less likely to report having completed math and science courses. For example, three-quarters (75.2%) of those with a bachelor's (or less) objective completed pre-calculus, compared to 81.0% with a master's objective, 88.3% with a Ph.D. objective, and 90.3% with a medical degree objective. Since they are less likely to take pre-calculus, it is not surprising that those with a bachelor's or master's objective are less likely to have taken either calculus or AP Calculus, but the gap is much wider. Only 37.3% with a bachelor's objective and 43.4% with a master's objective took calculus, compared to 55.7% with a Ph.D. objective and nearly two-thirds (64.2%) of those with a medical degree objective. A variety of science courses are also required for medical careers. Just under half (49.4%) of those planning a bachelor's degree and 55.3% planning a master's took at least two years of physical science in high school. By contrast, 58.3% of those aspiring to a Ph.D. and 63.0% of those aspiring to a medical degree took at least two years of physical science in high school. Similarly, while nearly three-quarters of those aiming for a medical degree (73.6%) or a Ph.D. (72.8%) took at least two years of biological science in high school, only 53.1% of those with a bachelor's as their highest planned degree and 64.8% of those with a master's objective.

Perhaps further demonstrating a lack of understanding what is necessary to achieve their career goals, 17.4% of those with a bachelor's (or less) objective and 21.9% of those with a master's degree objective report a very good chance that they will work on a professor's research project. By contrast, 45.3% with a Ph.D. objective and 47.3% with a medical degree objective reported the same.

Self-rated Ability to Manage Their Time Effectively

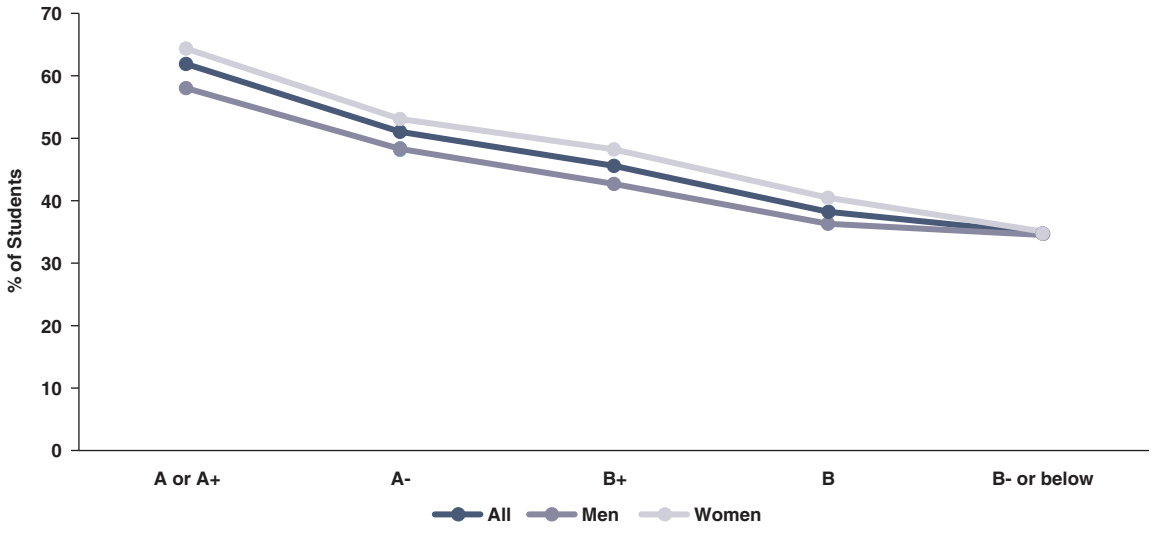
Higher self-rated ability to manage time effectively positively related to academic performance and negatively related to academic disengagement

Overall, roughly half of all incoming students (50.3%) consider themselves at least somewhat strong in managing their time effectively. Students' belief in their ability to manage their time effectively is related to their high school academic performance, as students entering college with higher grades are more likely to believe that time management is a strength. For example, just over one-third of students entering college with a B- or below (34.8%) or a B (38.2%) high school GPA consider their ability to manage their time effectively as at least somewhat strong. By contrast, more than half (51.0%) entering college with an A- high school GPA and more than three in five (61.9%) of those with a high school GPA of A or A+ believe the same (see Figure 14).

Students who consider their ability to manage their time effectively as a weakness also showed higher levels of academic disengagement during their last year in high school. These students were more than twice as likely (74.1%) than their peers who consider time management a strength (36.5%) to fail to complete homework on time at least occasionally. Further, two-thirds of students who struggle with their time were late to class at least occasionally (66.3%), compared to 45.1% of those who considered this ability a strength.

In general, men tend to rate themselves higher than women do on skills and abilities, but this is *not* the case for time management. While 55.5% of women consider their ability to manage their time effectively at least somewhat strong, only 47.8% of men do the same. As high school grades increase, this gap in time management is more pronounced. Figure 14 also shows that there is less than a one percentage-point difference between men (34.5%) and women (35.1%)

Figure 14. Ability to Manage Time Effectively, by High School GPA and Gender (% Somewhat Strong or a Major Strength)



with a high school GPA of B- or below. For students entering college with an A or A+ high school GPA, 58.0% of men consider their ability to manage their time effectively as at least somewhat strong, compared to 64.4% of women, a difference of more than six percentage points.

Not surprisingly, there also appears to be a relationship between how students spend their time and how much of a strength they consider their ability to manage their time effectively. Working during high school adds another component for students to manage when negotiating how they spend their time. An added benefit for those who are working is the potential to build their time management skills. For example, less than half of students who didn't work at all during their last year in high school (47.3%) consider time management at least somewhat of a strength. By contrast, for students who worked six or more hours per week 52.7% felt the same about their ability to manage their time effectively. An even wider gap emerges (nearly 12 percentage points) with students' time spent studying/doing homework. While very few students report not studying at all, as time spent studying increases, so does their belief in their time management ability with 43.2% who report not studying at all, 45.1% who study less than one hour to two hours per week, 48.8% who study three to five hours, and 54.9% of those who study six or more hours per week.

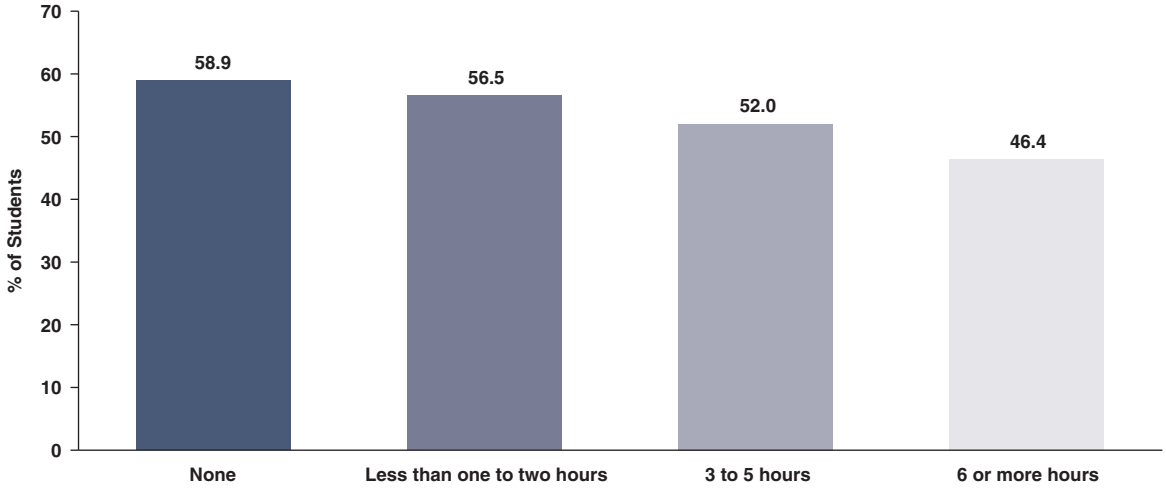
The monograph highlighting findings from the 2018 CIRP Freshman Survey (Stolzenberg, Eagan, Romo, Tamargo, Aragon, Luedke, & Kang, 2019) included a story on social media, self-confidence, and well-being which revealed that students who are struggling with emotional well-being may withdraw and not use social media at all. This plays out here as well in that the small proportion of students who report not using social media at all are least likely to consider time management a strength (44.4%; see section below on emotional health for more information). However, when analyzing the responses of students who do use social media, we see that increased use is associated with being less likely to consider time management at least somewhat of a strength, reinforcing the need for structure and balance in students' use of social media. For example, 54.2% of students who report using social media for less than one hour up to two hours consider their ability to manage their time effectively as a strength. By contrast, of those who use social media at least six hours per week, only 48.6% feel the same.

Watching TV/online video content can also take up a substantial amount of time (see Figure 15). Nearly three in five (58.9%) of those who do not watch TV/online content at all consider the ability to manage their time effectively as somewhat strong or a major strength. As time spent watching TV increases, their belief in the ability to manage their time decreases. For example, 56.5% of those spending less than one hour to two hours watching TV/online video content believe their ability to manage their time is at least somewhat strong, compared to 52.0% of those who do so three–five hours per week, and just 46.4% of those who do so six or more hours per week.

Lower self-rated ability to manage time effectively associated with struggles with emotional well-being

Students who rated their emotional health below average or lowest 10% compared to their peers were also least likely to consider their ability to manage time effectively as somewhat strong or a major strength (35.1%). By contrast, 47.0%

Figure 15. Ability to Manage Time Effectively, by Hours Per Week Watching TV/Online Video Content (% Somewhat Strong/A Major Strength)

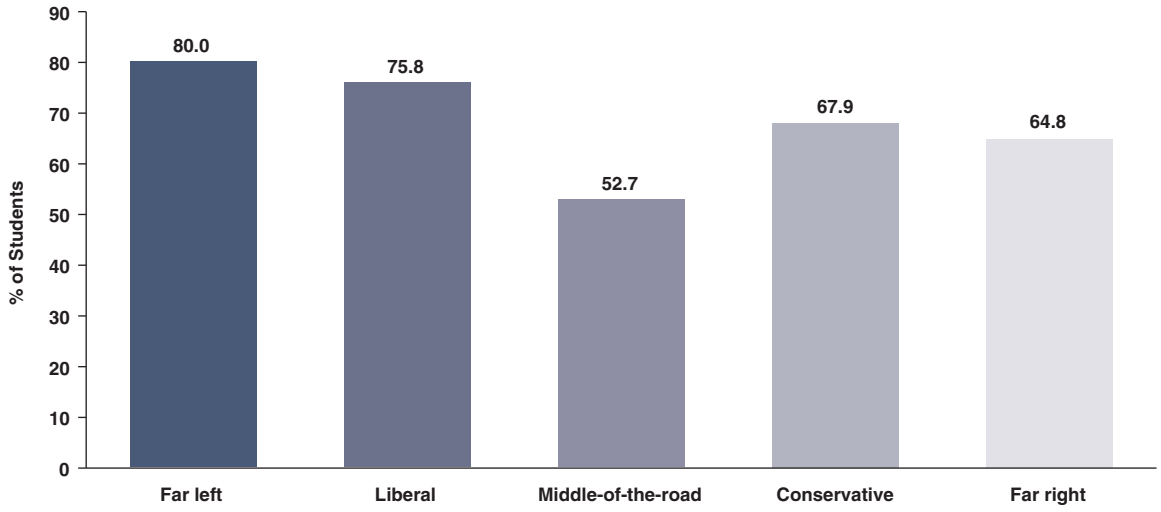


of those who rated their emotional health average and 60.8% of those who consider their emotional health above average or in the highest 10% did the same. Looking a bit more closely at some of the feelings associated with emotional well-being reveals a similar pattern for those feeling anxious and overwhelmed. Roughly three in five of those who *didn't* feel anxious (59.7%) or overwhelmed (59.9%) considered their time management ability as at least somewhat strong. Smaller proportions of those who occasionally (52.2% of those who occasionally felt anxious; 53.5% of those who occasionally felt overwhelmed) or frequently (44.1% of those who frequently felt anxious; 44.8% of those who frequently felt overwhelmed) felt this way believed in their ability to manage their time effectively. Belief in time management ability was slightly lower for those who feel depressed. Nearly two in five (39.3%) of those who frequently felt depressed believed their time management to be a strength, compared to 47.4% of those who occasionally felt depressed and 57.8% of those who didn't feel depressed at all.

Social and Political Engagement: Past Behavior, Future Behavior, and Goals

Gearing up for the 2020 presidential campaign season, just over two in five (43.6%) students entering college in 2019 identified as politically middle-of-the-road. Left of center, nearly one-third (32.2%) identified as liberal and 4.5% as far left. Finally, 17.8% identify as conservative while the remaining 1.9% identify as far right. When asked about their likelihood of voting in a future local, state, or national election, students politically on the left are most likely to anticipate a very good chance of doing so (see Figure 16). For example, students who identify as far left politically are most likely (80.0% responding very good chance), followed by those who are liberal (75.8%). It is interesting to note that students on the far right (64.8%) are less likely to believe there is a very good chance that they will vote than those who identify as conservative (67.9%), the reverse relationship as those on the left. Incoming students who identify as being politically in the middle are least likely to anticipate a very good chance that they will vote (52.7%).

Figure 16. Likelihood of Voting in a Local, State, or National Election, by Political Views (% Very good chance)

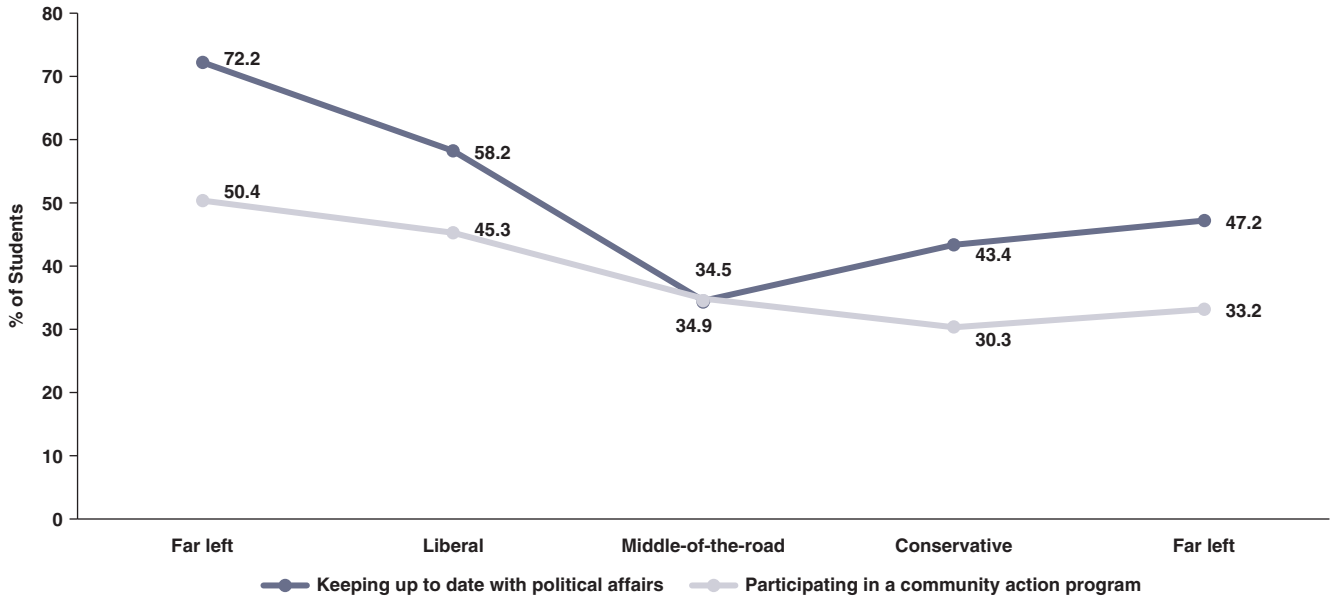


Students on the left politically are more than three times as likely as those on the right to have demonstrated for a cause (e.g. boycott, rally, protest) at least occasionally during their last year in high school. For example, only 14.3% of conservative students and 17.6% of far-right students demonstrated for a cause, compared to 47.3% of students who identify as liberal and 59.4% of those on the far left.

Incoming students are asked about the importance of a series of political and social goals, including keeping up to date with political affairs and participating in a community action program. Analyzing these goals by students' political views revealed significant differences across the political spectrum (see Figure 17). When asked about the importance of the goal of keeping up to date with political affairs, there was a 25 percentage-point difference between the far left (72.2% considering the goal very important or essential) and the far right (47.2%). Though consistent differences emerge between the left and right, the extremes were each higher than their respective option one step toward the middle, though the difference between conservative (43.4%) and far right (47.2%) is less than four percentage points. By contrast, the difference between liberals (58.2%) and those on the far left (72.2%) is 14 percentage points. Students who identify as politically in the center (34.5%) were least likely to consider keeping up to date with political affairs a very important or essential goal compared with those on the left and right.

Finally, a slightly different pattern emerges with respect to the importance of the goal of participating in a community action program. Students on the far left (50.4%) and liberals (45.3%) are more likely than conservatives (least likely overall at 30.3%) or those identifying as far right (33.2%) to consider participating in a community action program very important or essential. However, with this goal, students who identify as middle-of-the-road (34.9%) are slightly more likely to consider it important than those on the right.

Figure 17. Goals: Keeping up to Date with Political Affairs and Participating in a Community Action Program, by Political Views (% Very important or Essential)

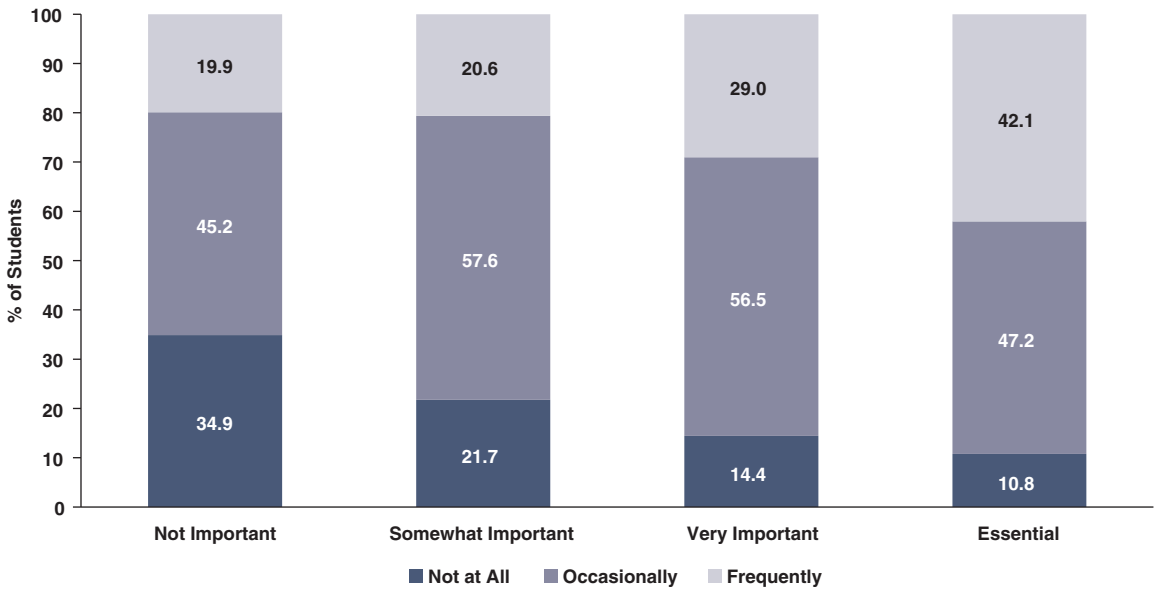


Goal of helping others in difficulty linked to past and future volunteer/community service work

While the majority of students across the political spectrum consider helping others in difficulty important, students who enter college identifying as politically on the far left (85.7%) or liberal (84.3%) are more likely than their middle-of-the-road (78.4%), conservative (75.2%), and far-right (72.5%) peers to consider this a very important or essential goal. Comparing the goal of helping others in difficulty to past helping behavior (performing volunteer work during the last year of high school) reveals that as the importance of the goal decreases, past volunteer work also decreases (see Figure 18). Of those who consider helping others in difficulty to be an essential goal, 42.1% frequently performed volunteer work and nearly nine out of 10 (89.2%) did so at least occasionally. By contrast, only 65.1% of those who consider helping others in difficulty as not important at all frequently (19.9%) or occasionally (45.2%) performed volunteer work during their last year in high school.

Similar patterns emerge when comparing the importance of the goal of helping others in difficulty and likelihood of participating in volunteer or community service while in college. Incoming students who consider helping others in difficulty to be an essential goal are more than three times as likely (51.2%) to believe there is a very good chance they will participate in volunteer or community service work while in college than those who do not consider it an important goal at all (16.1%). Further, less than one-third (29.6%) who consider helping others very important predict a very good chance they will volunteer during college, a difference of nearly 22 percentage points between the top two importance response options.

Figure 18. Performed Volunteer Work, by Importance of the Goal of Helping Others in Difficulty



Students with goals of community leadership more likely to demonstrate for a cause and vote in the future

Students who identify as politically in the middle are least likely to consider becoming a community leader as a very important or somewhat important goal (39.7%) compared with students on either end of the political spectrum. Next likely to give importance to the goal of becoming a community leader are students on either side of middle-of-the-road (43.8% of conservatives and 46.1% of liberals). Finally, 46.5% of students who identify as far right and just over half (50.2%) of those who identify as far left are most likely to consider becoming a community leader a very important or essential goal. It is interesting to note that although far-right voters are much less likely to vote in the future than liberals or those on the far left, they have similar goals with respect to having the goal of becoming a community leader as those who identify as politically left of center.

As the importance of the goal of being a community leader increased, students were more likely to have demonstrated for a cause during their last year in high school. Just 17.5% of students who consider this goal not important at all demonstrated for a cause during their last year in high school. By contrast, nearly half (44.0%) of those who consider becoming a community leader an essential goal did the same. A similar pattern, though with much higher values, emerges with respect to students' likelihood of voting in future local, state, or national election. More than three-quarters (77.2%) of incoming students who consider becoming a community leader an essential goal believe there is a very good chance they will vote in an election during college, followed by those who consider the goal very important (67.1%), somewhat important (59.8%), and not important at all (55.2%).

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2019 National Norms

All First-Time, Full-Time Freshmen by Institutional Type

2019 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
First-time, Full-time Freshmen	95,505	49,968	45,537	15,199	34,769	17,397	9,526	7,846	29,911	15,626	2,253	929	1,324
Is English your primary language?													
Yes	90.6	92.4	88.2	91.7	93.3	92.7	91.6	94.8	88.4	87.1	97.9	98.0	97.5
No	9.4	7.6	11.8	8.3	6.7	7.3	8.4	5.2	11.6	12.9	2.1	2.0	2.5
In what year did you graduate from high school?													
2019	97.8	97.2	98.5	98.2	95.9	95.0	96.8	96.6	98.6	97.7	95.5	96.3	94.0
2018	1.6	1.9	1.2	1.3	2.6	3.0	2.2	2.3	1.0	2.0	3.1	2.7	4.1
2017 or earlier	0.6	0.8	0.3	0.4	1.3	1.8	0.8	0.9	0.3	0.3	1.2	0.9	1.8
Passed GED / Never completed high school	0.1	0.1	0.1	0.1	0.2	0.2	0.2	0.1	0.1	0.1	0.2	0.2	0.1
Are you enrolled (or enrolling) as a:													
Full-time student	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Part-time student	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
How many miles is this college from your permanent home?													
5 or less	6.0	6.6	5.2	6.3	7.0	7.1	10.9	5.0	5.5	3.9	5.9	6.3	5.1
6 to 10	8.0	8.3	7.7	8.8	7.8	8.8	12.3	4.4	8.2	4.9	5.0	5.4	4.0
11 to 50	27.8	28.4	27.2	34.1	21.6	21.2	26.8	19.4	29.0	18.7	19.9	25.0	10.0
51 to 100	14.3	17.6	10.4	18.5	16.6	18.5	12.7	16.0	10.9	7.9	15.8	17.4	12.5
101 to 500	28.1	26.2	30.4	25.4	27.1	24.8	22.1	32.5	31.8	24.0	32.5	31.8	33.8
Over 500	15.7	12.9	19.0	6.9	19.9	19.6	15.3	22.6	14.6	40.6	21.0	14.1	34.6
What was your average grade in high school?													
A or A+	30.9	25.5	37.2	22.1	29.6	26.8	28.7	33.5	35.5	45.8	13.5	9.9	20.8
A-	28.4	26.3	30.9	26.5	26.1	25.9	29.8	24.5	30.4	33.2	14.0	12.4	17.0
B+	19.2	21.6	16.4	23.5	19.3	20.1	21.5	17.1	17.1	13.1	18.9	18.1	20.6
B	14.5	17.3	11.1	19.2	15.1	16.1	13.5	14.7	12.0	6.3	24.3	26.1	20.6
B-	4.5	5.9	2.8	6.1	5.8	6.5	3.8	5.8	3.1	1.2	15.9	18.7	10.4
C+	1.7	2.4	1.0	1.9	2.9	3.3	2.1	2.9	1.1	0.2	8.7	9.6	6.8
C	0.8	1.0	0.6	0.9	1.2	1.3	0.6	1.5	0.7	0.2	4.7	5.2	3.7
D	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.1
Prior to this term, have you ever taken courses for credit at this institution?													
Yes	6.3	6.8	5.7	6.8	6.9	5.6	7.3	8.3	6.0	4.3	6.6	5.9	8.0
No	93.7	93.2	94.3	93.2	93.1	94.4	92.7	91.7	94.0	95.7	93.4	94.1	92.0
Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution?													
Yes	15.3	16.2	14.3	17.2	14.9	14.1	13.3	16.7	14.5	13.2	16.4	16.5	16.2
No	84.7	83.8	85.7	82.8	85.1	85.9	86.7	83.3	85.5	86.8	83.6	83.5	83.8
To how many colleges other than this one did you apply for admission this year?													
None	10.9	12.1	9.6	11.5	12.8	12.5	9.2	14.9	10.3	6.2	7.2	6.8	8.0
1	7.3	8.2	6.3	9.2	7.0	6.1	5.4	9.0	6.8	3.6	3.3	2.4	5.0
2	9.7	10.6	8.5	11.6	9.4	7.4	8.3	12.5	9.3	4.8	7.3	6.1	9.8
3	12.6	14.4	10.6	15.9	12.5	10.4	11.6	15.8	11.3	7.2	13.3	12.9	14.1
4	11.0	12.2	9.7	13.2	11.0	10.4	11.3	11.6	10.0	8.1	11.7	10.6	13.9
5	9.5	9.9	9.1	9.7	10.2	10.8	11.4	9.0	9.2	8.5	12.1	13.1	10.2
6	7.3	7.3	7.3	7.2	7.5	8.1	8.7	6.1	7.0	8.7	9.2	10.3	7.2
7 to 8	13.5	12.1	15.1	11.6	12.8	14.5	14.2	9.8	14.5	18.2	13.2	14.2	11.0
9 to 10	8.4	6.6	10.5	5.6	7.9	9.2	9.9	5.2	9.7	14.5	9.9	10.7	8.2
11 or more	9.6	6.5	13.3	4.6	8.9	10.7	10.0	6.0	11.9	20.3	12.8	13.0	12.6

2019 CIRP Freshman Survey

Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Were you accepted by your first choice college?													
Yes	73.0	78.7	66.3	76.6	81.2	78.3	80.5	85.3	66.8	64.0	76.1	75.3	77.5
No	27.0	21.3	33.7	23.4	18.8	21.7	19.5	14.7	33.2	36.0	23.9	24.7	22.5
Is this college your:													
First choice	55.1	57.4	52.3	55.5	59.6	58.2	56.5	63.0	51.8	54.6	35.5	32.6	41.3
Second choice	27.6	27.6	27.6	29.5	25.4	26.3	27.0	23.3	28.1	25.3	31.1	31.6	29.9
Third choice	10.6	9.7	11.7	10.0	9.3	9.8	10.4	8.2	11.7	11.6	20.5	22.1	17.3
Less than third choice	6.7	5.3	8.4	5.0	5.7	5.7	6.1	5.5	8.4	8.5	12.9	13.6	11.5
Citizenship status:													
U.S. citizen	94.1	95.8	92.2	96.7	94.7	93.7	94.8	96.0	93.0	88.0	95.7	96.5	94.0
Permanent resident (green card)	2.0	1.5	2.5	1.9	1.1	1.2	1.7	0.7	2.5	2.2	1.0	1.2	0.6
International student (i.e., F-1, J-1, or M-1 visa)	3.2	1.9	4.7	0.5	3.6	4.9	2.0	2.8	3.7	9.6	3.2	2.2	5.1
None of the above	0.7	0.7	0.7	0.9	0.6	0.3	1.5	0.4	0.8	0.2	0.2	0.1	0.3
Please mark the sex of your parent(s) or guardian(s).													
Parent/Guardian 1													
Female	43.8	46.6	40.6	47.3	45.7	48.7	46.3	41.6	41.2	37.4	69.8	69.0	71.4
Male	56.2	53.4	59.4	52.7	54.3	51.3	53.7	58.4	58.8	62.6	30.2	31.0	28.6
Parent/Guardian 2													
Female	59.5	57.1	62.3	56.8	57.4	54.1	56.3	62.3	61.9	64.4	38.3	40.2	34.8
Male	40.5	42.9	37.7	43.2	42.6	45.9	43.7	37.7	38.1	35.6	61.7	59.8	65.2
Please mark which of the following courses you have completed:													
Pre-calculus/Trigonometry	78.6	72.2	86.0	70.2	74.5	75.9	80.8	69.2	84.8	91.9	65.5	68.0	60.5
Probability & Statistics	31.6	29.4	34.3	26.8	32.5	32.3	28.4	34.9	33.5	37.8	30.0	31.2	27.8
Calculus	31.4	23.1	41.3	19.4	27.3	29.8	29.7	22.5	38.1	55.6	15.1	14.8	15.5
AP Probability & Statistics	19.3	13.1	26.7	12.0	14.5	14.8	14.2	14.1	26.4	28.2	8.0	8.0	8.0
AP Calculus	31.1	18.5	45.7	17.0	20.4	21.4	21.8	18.3	44.7	50.3	8.9	8.0	10.6
Did you participate in a bridge program at this institution this summer?													
No	95.5	96.0	95.0	95.9	96.0	95.6	96.3	96.3	94.4	97.8	89.6	86.0	96.6
Yes	4.5	4.0	5.0	4.1	4.0	4.4	3.7	3.7	5.6	2.2	10.4	14.0	3.4
During high school (grades 9-12) how many years did you study each of the following subjects?													
Mathematics (3 years)	1.4	1.9	0.8	1.8	1.9	2.1	1.4	2.0	0.8	0.7	2.9	2.4	3.7
Foreign Language (2 years)	9.2	10.4	7.8	9.8	11.2	10.4	7.4	14.0	8.5	3.9	17.0	16.6	17.8
Physical Science (2 years)	41.0	44.5	36.9	43.5	45.7	40.3	43.2	53.9	38.3	30.0	54.9	51.4	61.8
Biological Science (2 years)	50.2	53.0	46.9	54.6	51.2	48.9	48.6	55.5	47.2	45.3	59.7	59.7	59.7
History/American Government (2 years)	6.0	6.2	5.9	5.4	7.1	5.8	5.8	9.3	5.9	5.7	14.0	11.6	18.9
Computer Science (1/2 year)	60.0	61.2	58.5	61.9	60.5	59.5	62.5	60.8	58.1	60.7	56.8	54.0	62.4
Arts and/or Music (1/2 year)	44.2	42.5	46.1	43.8	41.1	39.6	44.5	41.3	47.7	38.2	44.7	45.2	43.7
Do you consider yourself:													
Pre-Med	20.8	17.2	25.0	15.2	19.5	19.4	23.4	17.7	26.1	19.5	28.6	26.8	32.1
Pre-Law	7.1	6.6	7.8	5.5	7.8	9.4	8.3	5.4	7.5	9.6	10.8	10.0	12.2

2019 CIRP Freshman Survey
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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your intended major:													
Arts and Humanities													
Art, fine and applied	1.6	2.1	1.0	3.1	0.9	0.6	0.9	1.2	1.0	1.2	1.0	1.0	0.9
English (language and literature)	0.1	0.1	0.1	0.1	0.2	0.2	0.0	0.2	0.1	0.2	0.0	0.0	0.0
History	1.1	1.2	0.9	1.1	1.4	1.4	0.9	1.6	0.9	1.1	0.6	0.6	0.5
Journalism/Communication	0.9	1.1	0.8	1.1	1.0	1.1	0.6	1.1	0.8	0.9	0.7	0.7	0.7
Classical and Modern Languages and Literature	1.8	2.1	1.3	2.1	2.2	2.5	1.6	2.2	1.1	2.3	1.4	1.3	1.6
Media/Film Studies	1.7	2.2	1.1	2.7	1.6	1.5	0.5	2.3	0.9	2.4	1.6	1.8	1.1
Music	1.5	1.8	1.1	1.8	1.8	0.8	0.3	3.9	1.0	1.5	1.6	1.1	2.6
Philosophy	0.2	0.1	0.3	0.1	0.2	0.3	0.2	0.1	0.3	0.6	0.0	0.0	0.0
Theatre/Drama	1.3	1.7	0.9	2.4	0.9	1.2	0.4	0.7	0.7	2.1	0.6	0.6	0.5
Theology/Religion	0.2	0.3	0.0	0.0	0.6	0.1	0.2	1.6	0.0	0.2	0.0	0.0	0.0
Other Arts and Humanities	1.0	1.1	0.9	1.4	0.8	0.7	0.4	1.2	0.9	1.1	0.4	0.5	0.3
Biological & Life Sciences													
Agriculture/Natural Resources	0.3	0.5	0.2	0.8	0.1	0.1	0.0	0.1	0.2	0.0	0.0	0.0	0.0
Animal Biology (zoology)	0.6	0.8	0.4	0.8	0.8	0.8	0.2	1.0	0.5	0.1	0.6	0.6	0.5
Biochemistry/Biophysics	2.0	1.3	2.8	1.2	1.5	1.2	2.0	1.7	3.0	2.1	0.4	0.2	0.8
Biology (general)	7.6	6.3	9.2	5.5	7.2	7.3	10.4	5.3	9.6	7.0	11.5	10.6	13.3
Ecology & Evolutionary Biology	0.2	0.1	0.3	0.1	0.2	0.2	0.1	0.2	0.3	0.2	0.4	0.5	0.1
Environmental Science	1.0	1.0	1.0	0.8	1.2	1.7	0.5	0.9	1.0	0.9	0.4	0.3	0.6
Neurobiology/Neuroscience	0.3	0.3	0.3	0.4	0.1	0.1	0.1	0.1	0.3	0.1	0.0	0.0	0.1
Microbiology	0.2	0.1	0.4	0.1	0.1	0.1	0.1	0.0	0.5	0.1	0.0	0.0	0.1
Molecular, Cellular, & Developmental Biology	0.6	0.1	1.2	0.1	0.2	0.2	0.1	0.1	1.3	0.8	0.2	0.2	0.1
Neurobiology/Neuroscience	1.3	0.3	2.4	0.0	0.7	0.9	0.9	0.3	2.4	2.7	0.2	0.1	0.4
Plant Biology (botany)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.0
Other Biological Science	1.3	0.7	1.9	0.7	0.8	1.0	0.7	0.7	2.3	0.4	0.5	0.4	0.7
Business													
Accounting	1.6	1.9	1.3	1.6	2.2	1.9	3.2	2.3	1.3	1.2	0.7	0.6	0.9
Business Administration (general)	2.7	3.2	2.2	2.7	3.7	2.2	3.9	5.5	2.1	2.7	3.2	2.6	4.4
Computer/Management Information Systems	0.4	0.4	0.4	0.5	0.4	0.3	0.5	0.4	0.4	0.3	0.3	0.1	0.5
Entrepreneurship	0.5	0.5	0.5	0.4	0.7	0.7	0.5	0.8	0.4	0.8	1.4	1.3	1.6
Finance	2.2	1.6	2.9	1.3	2.0	1.6	3.8	1.4	2.2	6.0	0.6	0.4	1.0
Hospitality/Tourism	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.2	0.4	0.3	0.5
Human Resources Management	0.1	0.1	0.1	0.2	0.1	0.0	0.1	0.0	0.1	0.1	0.0	0.0	0.1
International Business	0.6	0.5	0.7	0.3	0.7	0.5	1.0	0.7	0.6	1.1	0.3	0.4	0.2
Management	2.2	2.7	1.5	1.9	3.7	4.7	3.1	2.8	1.5	1.4	1.9	1.3	3.0
Marketing	2.0	2.2	1.9	2.0	2.3	2.0	3.9	2.0	1.8	2.1	1.2	1.2	1.1
Real Estate	0.2	0.1	0.2	0.2	0.1	0.1	0.1	0.2	0.2	0.2	0.1	0.1	0.2
Other Business	0.8	0.9	0.6	0.5	1.4	1.3	1.7	1.3	0.5	1.2	0.3	0.2	0.4
Education													
Elementary Education	1.9	2.9	0.6	2.7	3.1	3.1	2.3	3.6	0.6	0.9	1.7	1.3	2.5
Music/Art Education	0.5	0.6	0.3	0.6	0.7	0.3	0.2	1.4	0.4	0.2	0.9	0.3	2.1
Physical Education/Recreation	0.2	0.4	0.1	0.4	0.4	0.2	0.3	0.7	0.1	0.0	0.6	0.7	0.6
Secondary Education	0.8	1.1	0.5	1.1	1.2	1.0	1.0	1.4	0.5	0.5	0.4	0.4	0.2
Special Education	0.3	0.5	0.1	0.5	0.5	0.5	0.4	0.7	0.1	0.2	0.2	0.3	0.1
Other Education	0.5	0.7	0.2	1.0	0.4	0.3	0.3	0.5	0.2	0.2	0.2	0.2	0.3

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Your intended major (continued):													
Engineering													
Aerospace/Aeronautical/Astronautical Engineering	0.5	0.3	0.7	0.6	0.1	0.1	0.1	0.1	0.8	0.1	0.1	0.0	0.3
Biological/Agricultural Engineering	0.1	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.0	0.1
Biomedical Engineering	0.8	0.3	1.4	0.2	0.4	0.5	0.4	0.2	1.3	1.8	0.3	0.2	0.6
Chemical Engineering	0.5	0.1	1.1	0.0	0.1	0.1	0.1	0.1	1.1	0.9	0.1	0.0	0.3
Civil Engineering	1.0	0.8	1.2	1.3	0.3	0.3	0.5	0.3	1.3	0.6	3.2	4.6	0.3
Computer Engineering	1.4	1.1	1.7	1.6	0.5	0.3	0.7	0.5	1.9	1.0	1.6	1.5	1.7
Electrical/Electronic/Communications Engineering	1.3	0.9	1.8	1.3	0.5	0.4	0.5	0.6	2.0	0.6	5.0	6.4	2.3
Engineering Science/Engineering Physics	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.3	0.0	0.0	0.1
Environmental/Environmental Health Engineering	0.3	0.1	0.5	0.1	0.2	0.3	0.1	0.1	0.5	0.2	0.4	0.6	0.1
Industrial/Manufacturing Engineering	0.2	0.2	0.3	0.3	0.1	0.1	0.1	0.0	0.4	0.1	2.6	3.8	0.1
Materials Engineering	0.1	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.0	0.0	0.0
Mechanical Engineering	2.7	2.1	3.4	2.8	1.3	1.4	1.5	1.1	3.6	2.3	0.1	0.1	0.2
Other Engineering	0.7	0.8	0.7	1.1	0.3	0.3	0.4	0.4	0.6	0.8	0.4	0.4	0.3
Health Professions													
Clinical Laboratory Science	0.1	0.2	0.1	0.2	0.1	0.2	0.1	0.1	0.2	0.0	0.1	0.1	0.0
Health Care Administration/Studies	0.4	0.4	0.4	0.4	0.5	0.5	0.4	0.4	0.4	0.2	0.3	0.1	0.8
Health Technology	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.0	0.0	0.0	0.0
Kinesiology	1.3	1.8	0.7	2.4	1.0	0.4	0.6	1.9	0.7	0.4	0.5	0.5	0.5
Nursing	6.0	7.5	4.1	7.4	7.7	5.2	13.4	8.0	4.2	3.4	9.4	11.1	6.0
Pharmacy	0.5	0.5	0.6	0.2	0.9	1.3	1.0	0.4	0.5	0.8	1.1	0.0	3.3
Therapy (occupational, physical, speech)	1.8	2.6	1.0	1.6	3.7	4.6	2.5	3.2	1.0	0.8	2.1	2.1	2.0
Other Health Profession	1.7	1.8	1.6	1.3	2.3	2.3	2.2	2.5	1.7	1.6	1.5	1.1	2.5
Math and Computer Science													
Computer Science	4.3	3.4	5.4	4.3	2.3	2.3	2.5	2.1	5.5	4.7	4.0	4.0	4.1
Mathematics/Statistics	1.2	0.9	1.6	0.8	1.0	1.0	0.8	1.0	1.5	1.9	0.2	0.3	0.1
Other Math and Computer Science	0.8	0.6	1.0	0.9	0.3	0.2	0.4	0.4	1.0	0.7	0.0	0.0	0.1
Physical Science													
Astronomy & Astrophysics	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.0	0.2	0.2	0.1	0.1	0.1
Atmospheric Sciences	0.1	0.0	0.1	0.0	0.1	0.0	0.0	0.2	0.2	0.0	0.0	0.0	0.0
Chemistry	1.1	0.8	1.3	0.8	0.9	1.0	1.0	0.6	1.4	1.0	1.8	1.7	2.0
Earth & Planetary Sciences	0.1	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.1	0.1	0.0	0.0	0.0
Marine Sciences	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Physics	0.5	0.3	0.8	0.2	0.4	0.5	0.2	0.4	0.7	1.0	0.1	0.1	0.2
Other Physical Science	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.0	0.0	0.0
Social Science													
Anthropology	0.2	0.2	0.3	0.2	0.2	0.3	0.1	0.2	0.3	0.3	0.0	0.0	0.0
Economics	1.2	0.5	1.9	0.3	0.9	1.4	0.7	0.3	1.7	2.9	0.4	0.3	0.8
Ethnic/Cultural Studies	0.1	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.0	0.1	0.0	0.0	0.0
Geography	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0
Political Science (gov't., international relations)	2.9	2.4	3.6	1.8	3.1	3.9	2.8	2.2	3.2	5.1	2.3	2.0	2.8
Psychology	5.6	5.9	5.2	5.4	6.4	7.3	4.9	6.1	5.3	4.7	9.6	10.1	8.6
Public Policy	0.1	0.1	0.2	0.0	0.1	0.1	0.0	0.0	0.2	0.3	0.1	0.2	0.0
Social Work	0.6	0.7	0.6	0.9	0.4	0.4	0.3	0.4	0.6	0.3	1.6	1.9	1.0
Sociology	0.6	0.6	0.7	0.7	0.5	0.5	0.5	0.5	0.8	0.5	0.6	0.4	0.9
Women's/Gender Studies	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Social Science	0.4	0.3	0.5	0.4	0.3	0.3	0.3	0.2	0.5	0.5	0.1	0.1	0.1

2019 CIRP Freshman Survey

Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your intended major (continued):													
Other Majors													
Architecture/Urban Planning	0.4	0.2	0.6	0.2	0.2	0.1	0.3	0.2	0.6	0.8	2.9	4.2	0.2
Criminal Justice	3.0	4.1	1.7	4.5	3.6	4.1	3.5	2.9	1.9	0.7	4.6	3.1	7.7
Library Science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Security & Protective Services	0.1	0.1	0.0	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Military Sciences/Technology/Operations	0.1	0.1	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other	3.0	3.4	2.5	3.7	3.1	2.9	2.7	3.5	2.4	2.5	2.1	2.0	2.3
Undecided	7.0	7.0	7.0	6.5	7.7	9.3	6.9	6.0	6.7	8.5	3.8	4.6	2.2
Your intended career occupation													
Actor or Entertainer	1.5	1.9	1.1	2.5	1.1	1.3	0.9	1.1	0.8	2.4	0.9	0.7	1.4
Artist	1.0	1.4	0.7	2.0	0.6	0.3	0.6	0.9	0.6	0.9	0.8	0.8	0.7
Graphic Designer	1.0	1.3	0.7	1.6	0.8	0.5	0.6	1.4	0.7	0.6	1.0	1.3	0.4
Musician	1.4	1.8	1.0	1.8	1.7	0.7	0.3	3.7	1.0	1.3	1.7	1.3	2.5
Writer/Producer/Director	2.5	3.1	1.8	3.6	2.6	2.5	0.7	3.5	1.5	3.1	1.9	1.7	2.4
Farmer or Forester	0.2	0.2	0.1	0.2	0.2	0.1	0.1	0.3	0.1	0.1	0.2	0.2	0.0
Natural Resources Specialist/Environmentalist	0.7	0.7	0.7	0.7	0.7	0.9	0.4	0.6	0.8	0.4	0.4	0.3	0.5
Accountant	1.6	1.9	1.3	1.7	2.1	1.6	3.0	2.2	1.3	1.2	0.6	0.5	0.8
Administrative Assistant	0.2	0.2	0.1	0.2	0.2	0.1	0.2	0.4	0.1	0.1	0.3	0.2	0.4
Business Manager/Executive	3.0	3.1	2.8	2.2	4.1	4.3	4.0	3.9	2.5	4.3	1.6	1.4	1.9
Business Owner/Entrepreneur	3.0	2.9	3.2	2.6	3.2	2.7	3.5	3.6	3.0	4.3	4.0	3.6	4.9
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	2.3	1.7	3.0	1.3	2.1	2.0	3.5	1.5	2.4	5.9	0.7	0.5	1.0
Human Resources	0.3	0.4	0.3	0.5	0.3	0.2	0.3	0.3	0.2	0.3	0.1	0.0	0.4
Management Consultant	0.4	0.4	0.4	0.4	0.4	0.5	0.3	0.3	0.3	0.7	0.1	0.1	0.1
Real Estate Agent/Realtor/Appraiser/Developer	0.4	0.4	0.4	0.4	0.4	0.3	0.3	0.5	0.5	0.3	0.4	0.4	0.5
Retail Sales	0.1	0.1	0.1	0.1	0.1	0.0	0.1	0.2	0.1	0.1	0.1	0.0	0.4
Sales/Marketing	1.8	2.0	1.7	1.9	2.2	1.9	3.2	2.0	1.6	1.9	1.0	0.9	1.1
Sports Management	1.2	1.6	0.7	0.6	2.7	3.0	2.0	2.6	0.7	0.9	1.2	0.3	2.9
Advertising	0.3	0.3	0.2	0.3	0.4	0.5	0.2	0.4	0.2	0.4	0.0	0.0	0.1
Journalist	0.8	1.0	0.6	0.9	1.0	1.4	0.5	0.8	0.6	1.0	0.9	0.8	1.1
Public Relations/Media Relations	1.0	1.2	0.7	1.1	1.2	1.2	0.8	1.6	0.6	1.3	1.2	1.2	1.2
College Administrator/Staff	0.2	0.2	0.2	0.1	0.2	0.1	0.1	0.3	0.2	0.1	0.1	0.0	0.2
College Faculty	0.4	0.3	0.5	0.2	0.5	0.6	0.1	0.6	0.4	0.7	0.0	0.0	0.1
Early Childcare Provider	0.2	0.4	0.0	0.4	0.3	0.2	0.3	0.3	0.0	0.1	0.7	0.8	0.7
Elementary School Teacher	2.2	3.3	0.8	3.3	3.4	3.6	2.6	3.7	0.8	1.1	1.3	1.1	1.7
K-12 Administrator	0.2	0.3	0.1	0.5	0.2	0.1	0.2	0.3	0.1	0.1	0.4	0.3	0.6
Librarian	0.0	0.1	0.0	0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.1
Secondary School Teacher in a non-STEM subject	1.5	1.9	1.0	2.0	1.7	1.5	1.3	2.2	1.0	0.8	0.9	1.1	0.6
Secondary School Teacher in Science, Technology, Engineering, or Math (STEM)	0.7	0.9	0.5	1.0	0.8	0.7	0.7	1.0	0.5	0.2	0.4	0.5	0.3
Teacher's Assistant/Paraprofessional	0.1	0.1	0.1	0.2	0.1	0.0	0.1	0.1	0.1	0.0	0.2	0.2	0.1
Other K-12 Professional	0.6	0.9	0.2	1.0	0.8	0.5	0.3	1.5	0.3	0.2	0.2	0.0	0.7
Federal/State/Local Government Official	1.7	1.6	1.8	1.4	1.8	2.3	1.5	1.2	1.7	2.1	1.0	0.8	1.3
Military	1.3	2.1	0.4	3.5	0.4	0.5	0.3	0.4	0.4	0.3	0.7	0.6	0.9
Postal Worker	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1	0.0
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	1.8	2.3	1.1	2.8	1.7	1.9	1.7	1.4	1.2	0.5	1.6	1.2	2.4
Clinical Psychologist	2.1	2.2	2.0	2.0	2.4	2.4	1.8	2.6	2.0	1.7	4.0	4.0	4.0
Dentist/Orthodontist	1.0	0.8	1.4	0.7	0.9	0.5	1.8	0.9	1.4	1.1	1.1	1.4	0.6
Dietician/Nutritionist	0.3	0.3	0.2	0.3	0.3	0.3	0.2	0.2	0.2	0.2	0.3	0.4	0.3
Home Health Care Worker	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0

2019 CIRP Freshman Survey

Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Your intended career occupation (continued)													
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	0.7	0.8	0.6	0.9	0.8	0.5	1.1	0.9	0.7	0.2	1.5	1.4	1.8
Medical Doctor/Surgeon	9.4	5.5	14.0	4.4	6.9	6.6	9.9	5.6	14.5	11.6	10.9	9.4	14.1
Mental Health Professional	0.8	0.7	0.8	0.5	1.0	1.1	0.6	1.0	0.9	0.6	0.7	0.7	0.6
Optometrist	0.2	0.1	0.3	0.1	0.1	0.1	0.2	0.1	0.3	0.2	0.0	0.0	0.1
Pharmacist	1.1	0.9	1.3	0.6	1.2	1.5	1.4	0.8	1.3	1.1	2.0	1.1	4.1
Physician Assistant	1.7	1.7	1.6	1.4	2.0	2.0	2.5	1.8	1.7	1.1	1.1	0.8	1.8
Registered Nurse	5.4	6.9	3.6	7.1	6.6	4.5	11.8	6.7	3.7	3.2	8.0	9.6	4.6
Social Worker	1.0	1.3	0.7	1.5	1.0	1.1	0.8	0.9	0.8	0.4	2.0	2.6	0.8
Therapist (e.g., Physical, Occupational, Speech)	4.0	5.4	2.4	4.6	6.3	7.4	4.6	5.8	2.6	1.8	4.7	5.1	4.1
Veterinarian	1.2	1.4	1.0	1.4	1.4	1.8	0.7	1.4	1.1	0.5	0.9	0.9	0.7
Computer Programmer/Developer	3.9	3.0	4.9	3.8	1.9	1.7	2.3	2.0	5.2	3.7	2.8	2.9	2.7
Computer/Systems Analyst	1.0	0.8	1.1	1.2	0.4	0.3	0.8	0.5	1.2	0.7	1.3	1.1	1.6
Web Designer	0.1	0.1	0.1	0.1	0.0	0.1	0.1	0.0	0.1	0.1	0.2	0.1	0.3
Lawyer/Judge	3.7	2.8	4.6	2.0	3.8	4.5	4.4	2.8	4.5	5.5	4.6	4.0	5.7
Paralegal	0.2	0.2	0.1	0.2	0.3	0.3	0.1	0.2	0.1	0.1	0.3	0.3	0.3
Engineer	7.5	5.2	10.2	6.7	3.4	3.6	3.9	2.9	11.0	6.5	11.0	14.0	4.6
Research Scientist (e.g., Biologist, Chemist, Physicist)	3.3	2.1	4.8	1.7	2.5	3.1	2.0	1.9	5.1	3.5	1.8	1.6	2.2
Urban Planner/Architect	0.5	0.2	0.7	0.3	0.2	0.2	0.2	0.1	0.7	0.8	2.0	2.9	0.1
Custodian/Janitor/Housekeeper	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Food Service (e.g., Chef/Cook, Server)	0.1	0.1	0.1	0.1	0.0	0.1	0.0	0.0	0.1	0.0	0.1	0.1	0.1
Hair Stylist/Aesthetician/Manicurist	0.1	0.1	0.1	0.1	0.0	0.0	0.0	0.1	0.1	0.0	0.3	0.4	0.0
Interior Designer	0.3	0.3	0.2	0.4	0.2	0.2	0.1	0.3	0.3	0.2	0.6	0.8	0.3
Skilled Trades (e.g., Plumber, Electrician, Construction)	0.1	0.1	0.1	0.2	0.1	0.0	0.1	0.2	0.1	0.0	0.2	0.2	0.2
Social/Non-Profit Services	0.2	0.2	0.3	0.1	0.3	0.2	0.2	0.4	0.2	0.4	0.2	0.3	0.1
Clergy	0.2	0.2	0.1	0.1	0.4	0.0	0.1	1.1	0.1	0.2	0.1	0.1	0.0
Homemaker/Stay at Home Parent	0.1	0.0	0.1	0.1	0.0	0.1	0.0	0.0	0.1	0.1	0.1	0.1	0.0
Other	4.7	5.7	3.4	6.3	5.0	5.1	4.2	5.3	3.5	3.1	5.7	6.0	5.0
Undecided	9.8	9.2	10.7	8.0	10.5	12.4	9.3	8.6	10.0	13.8	4.6	4.8	4.2
Parent/Guardian 1 occupation													
Actor or Entertainer	0.2	0.2	0.2	0.3	0.2	0.2	0.0	0.2	0.2	0.3	0.4	0.6	0.1
Artist	0.3	0.3	0.3	0.3	0.3	0.3	0.2	0.4	0.3	0.3	0.2	0.1	0.4
Graphic Designer	0.4	0.5	0.3	0.6	0.4	0.4	0.3	0.3	0.3	0.4	0.1	0.1	0.1
Musician	0.3	0.3	0.2	0.4	0.3	0.3	0.2	0.4	0.2	0.3	0.3	0.3	0.3
Writer/Producer/Director	0.3	0.3	0.2	0.3	0.3	0.4	0.2	0.3	0.2	0.5	0.3	0.1	0.5
Farmer or Forester	0.5	0.6	0.4	0.8	0.4	0.3	0.2	0.7	0.4	0.3	0.1	0.1	0.1
Natural Resources Specialist/Environmentalist	0.2	0.2	0.2	0.3	0.2	0.2	0.2	0.2	0.2	0.1	0.0	0.0	0.2
Accountant	3.1	3.1	3.2	3.0	3.2	2.8	3.7	3.4	3.1	3.2	2.3	2.1	2.8
Administrative Assistant	1.5	1.7	1.2	1.6	1.8	2.1	1.5	1.6	1.2	1.2	1.9	2.0	1.6
Business Manager/Executive	5.8	5.3	6.4	4.6	6.2	6.4	6.3	5.8	5.5	10.2	2.7	2.6	2.9
Business Owner/Entrepreneur	5.0	4.3	5.9	3.6	5.0	4.5	5.0	5.7	5.4	8.4	2.8	2.7	2.9
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	2.8	2.6	3.1	2.2	3.0	3.1	3.5	2.7	2.7	4.9	1.7	2.1	0.9
Human Resources	1.3	1.5	1.0	1.6	1.4	1.3	1.5	1.5	1.1	0.9	2.7	2.4	3.3
Management Consultant	0.9	0.8	0.9	0.7	0.9	1.0	1.1	0.7	0.8	1.5	0.7	0.8	0.3
Real Estate Agent/Realtor/Appraiser/Developer	1.4	1.2	1.7	1.2	1.2	1.0	1.4	1.5	1.7	1.6	0.8	0.7	1.0
Retail Sales	1.0	1.1	0.9	1.2	0.9	0.8	0.8	1.1	0.9	0.7	0.3	0.1	0.6
Sales/Marketing	3.5	3.6	3.5	3.3	3.9	3.6	4.8	3.8	3.4	4.1	1.2	0.7	2.2
Sports Management	0.1	0.1	0.1	0.2	0.1	0.2	0.1	0.1	0.1	0.1	0.0	0.0	0.2
Advertising	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.1	0.0	0.3
Journalist	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.2	0.3	0.2	0.2	0.1

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All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Parent/Guardian 1 occupation (continued)													
Public Relations/Media Relations	0.4	0.5	0.4	0.4	0.6	0.6	0.5	0.6	0.3	0.5	0.9	1.1	0.2
College Administrator/Staff	0.6	0.6	0.6	0.5	0.8	0.9	0.7	0.7	0.5	0.9	0.7	0.8	0.5
College Faculty	0.9	0.8	1.0	0.6	1.0	1.2	0.8	0.9	0.9	1.5	0.3	0.2	0.4
Early Childcare Provider	0.7	0.7	0.6	0.7	0.7	0.8	0.7	0.7	0.7	0.4	1.1	1.2	1.0
Elementary School Teacher	2.2	2.5	1.9	2.7	2.3	2.4	2.1	2.3	1.9	1.8	2.3	2.1	2.7
K-12 Administrator	1.2	1.2	1.1	1.2	1.3	1.3	1.4	1.4	1.1	1.0	1.9	1.4	3.1
Librarian	0.2	0.2	0.2	0.2	0.2	0.3	0.1	0.2	0.2	0.2	0.0	0.0	0.1
Secondary School Teacher in a non-STEM subject	1.2	1.4	0.9	1.4	1.3	1.3	1.2	1.4	0.9	0.9	1.4	1.6	1.0
Secondary School Teacher in Science, Technology, Engineering, or Math (STEM)	0.8	0.9	0.7	0.7	1.1	1.3	0.8	1.0	0.7	0.7	0.9	0.5	1.6
Teacher's Assistant/Paraprofessional	0.6	0.8	0.4	0.8	0.8	1.0	0.9	0.5	0.5	0.4	0.8	0.7	1.1
Other K-12 Professional	1.4	1.6	1.2	1.5	1.7	1.6	1.3	2.1	1.2	0.9	1.2	0.9	1.9
Federal/State/Local Government Official	1.6	1.6	1.7	1.7	1.6	1.4	1.8	1.7	1.7	1.3	4.9	6.0	2.6
Military	1.1	1.2	0.9	1.5	0.8	0.6	0.7	1.2	1.0	0.7	1.6	1.0	2.8
Postal Worker	0.4	0.4	0.4	0.5	0.3	0.4	0.4	0.2	0.4	0.1	1.4	1.4	1.2
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	1.7	1.8	1.6	1.9	1.7	1.7	2.0	1.5	1.8	0.8	2.6	2.9	2.0
Clinical Psychologist	0.2	0.2	0.3	0.2	0.2	0.2	0.1	0.2	0.3	0.3	0.3	0.4	0.2
Dentist/Orthodontist	0.5	0.4	0.6	0.3	0.5	0.4	0.5	0.6	0.6	0.5	0.1	0.1	0.2
Dietician/Nutritionist	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.1	0.1	0.0
Home Health Care Worker	0.8	1.1	0.5	1.1	1.1	1.1	0.8	1.1	0.6	0.3	3.0	3.5	2.2
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	1.5	1.7	1.2	1.8	1.6	1.5	1.4	1.8	1.4	0.5	4.3	4.9	3.1
Medical Doctor/Surgeon	2.0	1.3	2.8	0.7	2.0	2.0	2.1	2.0	2.3	4.8	0.9	0.5	1.8
Mental Health Professional	0.3	0.3	0.3	0.3	0.3	0.2	0.2	0.5	0.3	0.2	0.3	0.0	1.0
Optometrist	0.1	0.1	0.2	0.2	0.1	0.1	0.1	0.2	0.2	0.1	0.0	0.0	0.0
Pharmacist	0.6	0.5	0.6	0.6	0.5	0.5	0.6	0.4	0.6	0.6	0.7	0.8	0.4
Physician Assistant	0.2	0.3	0.2	0.2	0.4	0.4	0.5	0.3	0.2	0.2	0.5	0.5	0.5
Registered Nurse	3.2	3.5	2.7	3.7	3.3	3.1	3.3	3.5	2.8	2.0	5.5	5.7	5.0
Social Worker	0.9	1.0	0.8	0.9	1.0	1.2	0.8	0.8	0.8	0.7	2.5	2.8	1.9
Therapist (e.g., Physical, Occupational, Speech)	1.0	1.0	0.9	0.8	1.2	1.4	0.8	1.1	1.0	0.7	0.6	0.6	0.8
Veterinarian	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.2	0.1	0.1	0.0	0.0	0.0
Computer Programmer/Developer	2.0	1.4	2.7	1.4	1.4	1.6	1.1	1.4	2.8	2.6	0.8	1.0	0.3
Computer/Systems Analyst	1.7	1.4	2.1	1.3	1.5	1.2	1.1	2.0	2.2	2.0	1.3	1.7	0.7
Web Designer	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.2	0.1	0.2	0.3	0.0
Lawyer/Judge	1.8	1.4	2.3	0.9	2.0	2.5	2.2	1.4	1.9	4.2	0.6	0.4	1.0
Paralegal	0.4	0.5	0.4	0.4	0.5	0.5	0.5	0.4	0.4	0.5	0.7	0.8	0.4
Engineer	4.9	3.7	6.4	3.9	3.5	3.2	3.7	3.7	6.7	5.1	3.0	3.5	2.0
Research Scientist (e.g., Biologist, Chemist, Physicist)	0.9	0.7	1.1	0.6	0.8	0.9	0.7	0.6	1.1	1.2	0.5	0.3	0.9
Urban Planner/Architect	0.4	0.3	0.5	0.3	0.2	0.3	0.2	0.2	0.5	0.5	0.2	0.3	0.1
Custodian/Janitor/Housekeeper	0.8	0.9	0.8	1.0	0.7	0.8	1.0	0.5	0.9	0.6	1.3	1.4	1.1
Food Service (e.g., Chef/Cook, Server)	1.6	1.5	1.8	1.7	1.2	1.2	1.6	1.1	1.9	1.1	2.6	2.7	2.3
Hair Stylist/Aesthetician/Manicurist	0.7	0.8	0.7	0.8	0.8	0.8	0.8	0.8	0.7	0.5	1.2	1.2	1.0
Interior Designer	0.2	0.2	0.2	0.2	0.2	0.1	0.1	0.3	0.2	0.2	0.4	0.4	0.4
Skilled Trades (e.g., Plumber, Electrician, Construction)	4.0	4.3	3.5	4.5	4.2	3.9	4.2	4.6	3.8	2.2	2.6	2.7	2.3
Social/Non-Profit Services	0.3	0.3	0.3	0.3	0.4	0.4	0.2	0.4	0.3	0.4	0.6	0.7	0.5
Clergy	0.5	0.7	0.4	0.4	1.0	0.5	0.3	2.1	0.4	0.4	0.5	0.4	0.7
Homemaker/Stay at Home Parent	4.8	4.6	5.1	5.0	4.1	4.0	4.5	4.2	5.2	4.5	3.2	3.1	3.3
Other	17.9	19.7	15.7	22.0	17.1	18.2	17.7	15.4	16.8	10.6	18.5	17.7	20.1
Undecided	1.3	1.6	1.0	1.7	1.4	1.5	1.9	1.0	1.1	0.5	2.1	1.8	2.8

2019 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Parent/Guardian 2 occupation													
Actor or Entertainer	0.2	0.3	0.2	0.4	0.2	0.3	0.1	0.1	0.1	0.3	0.2	0.1	0.2
Artist	0.4	0.4	0.5	0.4	0.4	0.4	0.3	0.4	0.4	0.7	0.1	0.2	0.1
Graphic Designer	0.3	0.3	0.3	0.3	0.3	0.3	0.4	0.4	0.3	0.4	0.2	0.1	0.3
Musician	0.3	0.4	0.3	0.4	0.3	0.3	0.1	0.5	0.2	0.4	0.6	0.3	1.1
Writer/Producer/Director	0.3	0.3	0.3	0.3	0.3	0.3	0.3	0.4	0.2	0.5	0.5	0.4	0.6
Farmer or Forester	0.5	0.5	0.4	0.6	0.5	0.4	0.3	0.7	0.4	0.2	0.5	0.6	0.4
Natural Resources Specialist/Environmentalist	0.2	0.3	0.2	0.3	0.2	0.2	0.1	0.2	0.2	0.1	0.3	0.3	0.4
Accountant	2.6	2.3	3.0	2.2	2.3	2.2	2.5	2.4	3.0	3.2	1.5	1.3	1.8
Administrative Assistant	1.2	1.3	1.1	1.2	1.3	1.0	1.5	1.7	1.0	1.4	0.5	0.6	0.3
Business Manager/Executive	4.2	3.8	4.6	3.5	4.2	4.7	4.3	3.5	4.2	6.5	3.0	3.0	3.0
Business Owner/Entrepreneur	4.2	3.7	4.7	3.4	4.1	4.0	4.2	4.0	4.5	5.9	3.5	3.0	4.4
Finance (e.g., Actuary, Banking, Loan Officer, Planner)	2.2	2.0	2.4	1.8	2.3	2.4	2.4	2.2	2.1	3.6	1.4	1.7	0.9
Human Resources	1.0	0.9	1.0	0.8	1.1	1.2	1.0	1.0	1.0	1.0	1.6	1.3	2.0
Management Consultant	0.7	0.7	0.7	0.6	0.8	1.0	0.8	0.7	0.6	1.1	0.4	0.2	0.9
Real Estate Agent/Realtor/Appraiser/Developer	1.3	1.0	1.5	0.9	1.2	1.2	1.0	1.4	1.5	1.6	0.5	0.5	0.5
Retail Sales	0.9	1.0	0.9	1.1	0.9	0.8	0.9	1.0	0.9	0.7	1.2	0.9	1.8
Sales/Marketing	3.3	3.3	3.2	3.2	3.4	3.2	4.0	3.5	3.1	3.6	1.6	0.8	3.2
Sports Management	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Advertising	0.2	0.2	0.2	0.1	0.2	0.3	0.2	0.2	0.2	0.3	0.2	0.4	0.0
Journalist	0.2	0.2	0.2	0.2	0.1	0.1	0.1	0.2	0.2	0.4	0.1	0.2	0.0
Public Relations/Media Relations	0.4	0.4	0.4	0.3	0.6	0.5	0.6	0.7	0.4	0.5	0.3	0.3	0.4
College Administrator/Staff	0.6	0.5	0.6	0.4	0.6	0.6	0.5	0.5	0.6	0.7	0.4	0.4	0.5
College Faculty	0.7	0.7	0.8	0.5	0.8	1.0	0.4	0.8	0.7	1.2	0.1	0.0	0.3
Early Childcare Provider	0.7	0.8	0.7	0.6	1.0	0.9	0.9	1.0	0.8	0.6	0.9	1.0	0.6
Elementary School Teacher	2.7	2.8	2.6	2.5	3.1	2.4	2.9	4.1	2.6	2.4	0.9	0.9	0.8
K-12 Administrator	1.2	1.3	1.0	1.3	1.3	1.2	1.2	1.5	1.1	0.9	1.5	1.6	1.4
Librarian	0.2	0.3	0.2	0.3	0.4	0.3	0.3	0.5	0.2	0.3	0.1	0.0	0.4
Secondary School Teacher in a non-STEM subject	1.1	1.2	0.9	1.1	1.3	1.4	1.1	1.2	0.9	1.1	0.6	0.7	0.4
Secondary School Teacher in Science, Technology, Engineering, or Math (STEM)	0.7	0.6	0.7	0.6	0.7	0.7	0.5	0.8	0.7	0.6	0.4	0.5	0.4
Teacher's Assistant/Paraprofessional	0.9	1.0	0.7	0.9	1.1	1.2	0.8	1.0	0.7	0.8	0.4	0.2	0.7
Other K-12 Professional	1.4	1.5	1.3	1.6	1.3	1.1	1.2	1.8	1.3	1.2	1.2	1.4	0.8
Federal/State/Local Government Official	1.2	1.2	1.3	1.2	1.2	1.2	1.2	1.1	1.3	1.1	2.9	3.0	2.6
Military	0.9	1.0	0.7	1.2	0.7	0.7	0.6	0.8	0.8	0.3	2.3	2.0	2.9
Postal Worker	0.4	0.4	0.4	0.4	0.3	0.3	0.4	0.2	0.4	0.1	0.4	0.5	0.3
Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)	1.4	1.5	1.3	1.6	1.4	1.4	1.4	1.3	1.5	0.6	2.7	2.9	2.3
Clinical Psychologist	0.2	0.2	0.3	0.1	0.2	0.3	0.2	0.3	0.3	0.4	0.1	0.2	0.1
Dentist/Orthodontist	0.4	0.2	0.5	0.2	0.3	0.2	0.6	0.3	0.5	0.5	0.2	0.0	0.5
Dietician/Nutritionist	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.2	0.1	0.3	0.5	0.0
Home Health Care Worker	0.5	0.6	0.5	0.6	0.6	0.7	0.6	0.5	0.5	0.3	1.2	1.4	0.7
Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)	1.3	1.3	1.2	1.2	1.4	1.1	1.3	1.8	1.3	0.7	1.8	2.1	1.2
Medical Doctor/Surgeon	1.4	0.9	2.1	0.6	1.2	1.2	1.2	1.3	1.8	3.3	0.6	0.6	0.6
Mental Health Professional	0.3	0.3	0.2	0.3	0.4	0.5	0.1	0.4	0.2	0.2	0.3	0.4	0.1
Optometrist	0.1	0.1	0.2	0.1	0.1	0.1	0.0	0.0	0.2	0.2	0.1	0.2	0.0
Pharmacist	0.6	0.5	0.6	0.5	0.5	0.5	0.6	0.5	0.6	0.6	0.4	0.2	0.8
Physician Assistant	0.3	0.3	0.2	0.3	0.3	0.3	0.2	0.2	0.3	0.2	0.8	1.2	0.2
Registered Nurse	3.1	3.2	3.0	3.3	3.2	2.4	3.6	4.0	3.0	2.6	4.3	5.5	2.0
Social Worker	0.7	0.8	0.7	0.9	0.7	0.6	0.8	0.8	0.7	0.6	2.1	2.6	1.1
Therapist (e.g., Physical, Occupational, Speech)	1.1	1.1	0.9	1.0	1.3	1.3	0.9	1.4	0.9	1.2	0.4	0.5	0.1

2019 CIRP Freshman Survey

Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Parent/Guardian 2 occupation (continued)													
Veterinarian	0.2	0.2	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.1	0.3	0.5	0.0
Computer Programmer/Developer	1.2	0.8	1.5	0.8	0.9	1.2	0.9	0.6	1.5	1.6	0.4	0.3	0.7
Computer/Systems Analyst	1.3	1.2	1.5	1.1	1.3	1.4	1.2	1.2	1.5	1.4	1.6	2.1	0.6
Web Designer	0.1	0.1	0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.2	0.4	0.0
Lawyer/Judge	1.3	1.1	1.6	0.8	1.4	1.9	1.4	0.9	1.2	3.3	0.9	0.8	1.1
Paralegal	0.4	0.4	0.4	0.3	0.4	0.4	0.5	0.3	0.5	0.3	0.2	0.1	0.2
Engineer	3.1	2.6	3.7	2.4	2.7	2.7	2.9	2.6	3.8	3.4	3.4	3.9	2.6
Research Scientist (e.g., Biologist, Chemist, Physicist)	0.6	0.5	0.9	0.5	0.5	0.5	0.4	0.5	0.8	0.9	0.0	0.0	0.1
Urban Planner/Architect	0.3	0.3	0.4	0.3	0.3	0.3	0.2	0.3	0.4	0.4	0.1	0.1	0.0
Custodian/Janitor/Housekeeper	0.9	0.9	0.9	1.1	0.8	0.9	1.0	0.7	1.0	0.6	1.1	1.3	0.8
Food Service (e.g., Chef/Cook, Server)	1.7	1.5	1.9	1.7	1.2	1.3	1.5	1.0	2.1	1.2	1.4	1.3	1.6
Hair Stylist/Aesthetician/Manicurist	0.9	0.9	1.0	1.0	0.7	0.8	0.6	0.7	1.1	0.5	1.7	1.6	1.9
Interior Designer	0.2	0.2	0.2	0.2	0.2	0.2	0.3	0.2	0.2	0.3	0.8	1.0	0.3
Skilled Trades (e.g., Plumber, Electrician, Construction)	4.8	5.6	3.9	6.1	5.0	5.1	4.9	5.0	4.3	2.3	5.1	4.9	5.5
Social/Non-Profit Services	0.4	0.3	0.4	0.2	0.5	0.5	0.3	0.5	0.4	0.5	0.4	0.3	0.5
Clergy	0.3	0.4	0.2	0.3	0.5	0.4	0.2	1.0	0.2	0.3	0.3	0.2	0.5
Homemaker/Stay at Home Parent	10.4	9.0	12.1	9.3	8.6	6.9	9.5	10.3	12.1	12.3	3.7	3.4	4.2
Other	20.7	23.5	17.2	25.3	21.5	23.3	22.7	18.3	18.1	13.3	27.4	25.4	31.3
Undecided	2.3	2.8	1.7	3.1	2.5	3.0	2.6	1.8	1.8	1.4	4.9	5.2	4.3
Current employment status:													
Parent/Guardian 1													
Employed	86.3	86.7	85.9	86.5	86.9	86.2	87.2	87.7	85.9	86.2	88.2	88.8	87.1
Seasonally employed	2.3	2.2	2.4	2.0	2.4	2.7	2.2	2.0	2.4	2.5	1.7	1.7	1.8
Unemployed	7.7	7.7	7.8	8.2	7.0	7.1	6.7	7.1	8.0	7.0	7.5	7.1	8.3
Retired	3.6	3.4	3.9	3.2	3.7	4.0	3.9	3.2	3.8	4.2	2.6	2.4	2.8
Parent/Guardian 2													
Employed	75.0	76.1	73.7	75.5	76.9	78.3	75.1	76.0	74.0	72.3	76.4	76.9	75.6
Seasonally employed	4.3	4.4	4.2	4.2	4.7	4.3	4.5	5.2	4.1	4.6	3.4	3.4	3.3
Unemployed	16.1	15.2	17.1	16.6	13.6	12.6	14.9	14.2	17.2	16.2	15.1	15.3	14.7
Retired	4.6	4.3	5.1	3.7	4.9	4.9	5.5	4.5	4.7	7.0	5.1	4.4	6.4
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?													
Family resources (parents, relatives, spouse, etc.)													
None	28.9	30.3	27.3	33.9	26.0	26.2	23.3	27.0	29.5	16.1	40.3	37.0	47.0
$1 to $2,999	18.5	20.4	16.3	23.1	17.1	15.5	17.3	19.1	18.0	7.9	27.5	30.3	22.0
$3,000 to $5,999	12.0	13.2	10.7	13.9	12.3	11.6	11.3	13.7	11.6	6.2	12.3	13.6	9.8
$6,000 to $9,999	9.0	9.5	8.4	9.5	9.5	9.5	8.2	10.1	8.9	5.9	6.8	7.2	6.1
$10,000 to $14,999	8.9	9.0	8.9	8.1	10.0	9.8	10.3	10.0	9.0	8.6	6.1	6.5	5.3
$15,000 or more	22.6	17.7	28.4	11.4	25.1	27.4	29.5	20.1	22.9	55.3	6.9	5.5	9.8
My own resources (savings from work, work-study, other income)													
None	42.3	41.1	43.6	41.6	40.6	40.3	38.2	42.1	43.2	45.8	56.9	55.3	60.2
$1 to $2,999	38.2	38.8	37.6	40.6	36.7	36.2	38.6	36.4	38.4	33.4	31.7	33.2	28.6
$3,000 to $5,999	11.6	11.7	11.5	10.8	12.7	12.8	13.2	12.2	11.5	11.4	6.9	7.2	6.2
$6,000 to $9,999	4.0	4.2	3.7	3.7	4.7	4.8	4.8	4.7	3.7	3.7	2.7	3.0	2.1
$10,000 to $14,999	1.9	2.1	1.7	1.7	2.5	2.7	2.4	2.3	1.6	2.3	0.7	0.3	1.6
$15,000 or more	2.0	2.1	1.9	1.6	2.7	3.2	2.7	2.2	1.6	3.4	1.1	1.0	1.4

2019 CIRP Freshman Survey

Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
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?													
Aid which need not be repaid (grants, scholarships, military funding, etc.)													
None	29.5	26.4	33.2	31.2	20.8	23.3	18.0	19.1	33.3	32.5	28.6	28.9	27.9
$1 to $2,999	12.8	13.7	11.8	18.3	8.3	8.8	7.3	8.2	12.9	6.0	15.1	18.0	9.3
$3,000 to $5,999	12.8	14.0	11.5	18.6	8.5	8.4	7.3	9.2	12.8	4.8	16.6	19.9	10.2
$6,000 to $9,999	10.8	10.9	10.8	13.1	8.2	7.2	7.3	10.0	12.2	3.9	13.1	13.2	13.1
$10,000 to $14,999	11.4	11.3	11.5	10.0	12.8	11.8	12.0	14.5	12.3	7.7	11.0	9.3	14.4
$15,000 or more	22.6	23.7	21.3	8.8	41.4	40.6	48.2	39.0	16.4	45.3	15.5	10.8	25.0
Aid which must be repaid (loans, etc.)													
None	55.0	49.3	61.8	51.5	46.7	46.5	45.2	47.7	62.7	57.5	42.4	38.1	51.0
$1 to $2,999	9.3	10.5	8.0	11.3	9.5	8.9	9.4	10.2	8.5	5.6	12.6	13.5	10.9
$3,000 to $5,999	15.1	17.0	12.8	16.9	17.1	16.6	19.5	16.6	12.6	14.1	16.7	19.4	11.4
$6,000 to $9,999	7.3	8.2	6.4	8.1	8.3	7.4	8.2	9.4	6.6	4.9	10.1	10.9	8.4
$10,000 to $14,999	5.7	6.8	4.4	6.2	7.5	7.9	7.0	7.3	4.3	4.8	8.7	9.0	7.9
$15,000 or more	7.5	8.3	6.6	6.1	10.9	12.7	10.8	8.8	5.3	13.1	9.5	9.0	10.4
Did you receive any of the following forms of financial aid?													
Military grants													
Yes	3.9	5.0	2.6	7.3	2.3	2.3	1.5	2.5	2.8	1.6	4.3	4.3	4.3
No	96.1	95.0	97.4	92.7	97.7	97.7	98.5	97.5	97.2	98.4	95.7	95.7	95.7
Work-study													
Yes	19.5	20.7	18.1	13.6	28.9	34.5	27.3	22.6	16.0	27.9	14.9	17.6	9.1
No	80.5	79.3	81.9	86.4	71.1	65.5	72.7	77.4	84.0	72.1	85.1	82.4	90.9
Pell Grant													
Yes	31.0	33.0	28.6	35.8	29.7	27.8	28.6	32.6	30.9	18.1	55.0	53.6	57.8
No	69.0	67.0	71.4	64.2	70.3	72.2	71.4	67.4	69.1	81.9	45.0	46.4	42.2
Need-based grants or scholarships													
Yes	37.6	40.3	34.4	35.0	46.5	49.7	44.2	43.6	33.4	39.0	42.6	40.7	46.5
No	62.4	59.7	65.6	65.0	53.5	50.3	55.8	56.4	66.6	61.0	57.4	59.3	53.5
Merit-based grants or scholarships													
Yes	55.9	57.1	54.4	41.5	75.1	74.2	79.3	74.1	52.4	63.6	45.8	39.7	58.3
No	44.1	42.9	45.6	58.5	24.9	25.8	20.7	25.9	47.6	36.4	54.2	60.3	41.7
What is your best estimate of your parents'/ guardians' total income last year?													
Less than $15,000	5.8	6.9	4.6	7.9	5.7	5.5	5.3	6.1	4.9	2.9	15.1	14.5	16.4
$15,000 to $24,999	6.6	7.3	5.8	8.6	5.9	5.9	6.2	5.9	6.3	3.3	11.5	10.9	12.6
$25,000 to $29,999	4.7	5.2	4.2	6.0	4.3	4.3	4.1	4.2	4.5	2.5	9.7	10.0	9.1
$30,000 to $59,999	15.4	16.5	14.0	17.8	14.9	15.3	13.4	15.2	15.0	9.4	19.7	18.5	22.1
$60,000 to $74,999	10.1	10.9	9.1	11.2	10.5	9.5	10.0	11.9	9.6	6.6	11.4	11.7	10.7
$75,000 to $99,999	11.9	12.1	11.7	12.0	12.2	11.9	10.9	13.3	12.3	8.6	10.9	11.8	9.3
$100,000 to $124,999	14.0	14.0	14.0	14.0	14.1	14.0	12.7	14.9	14.1	13.5	9.3	10.3	7.2
$125,000 to $149,999	7.1	7.0	7.2	6.7	7.4	7.3	7.5	7.4	7.1	7.6	4.2	4.5	3.4
$150,000 to $199,999	8.3	7.6	9.2	7.0	8.4	9.0	10.0	6.8	8.9	10.6	4.1	4.5	3.4
$200,000 to $249,999	6.2	5.2	7.5	4.3	6.3	6.8	7.0	5.3	6.9	10.3	2.0	1.9	2.3
$250,000 to $499,999	6.4	4.9	8.2	3.5	6.6	6.7	8.0	5.7	7.0	13.9	1.6	1.1	2.7
$500,000 or higher	3.4	2.4	4.7	1.1	3.8	3.8	4.9	3.3	3.4	10.8	0.6	0.4	0.9

2019 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Do you have any concern about your ability to finance your college education?													
None (I am confident that I will have sufficient funds)	31.6	30.7	32.8	27.3	34.6	34.7	34.0	34.8	31.5	38.8	27.0	24.1	33.1
Some (but I probably will have enough funds)	55.8	56.2	55.4	58.1	53.9	53.7	54.8	53.8	56.2	51.6	51.9	53.1	49.4
Major (not sure I will have enough funds to complete college)	12.5	13.1	11.8	14.6	11.4	11.6	11.2	11.4	12.3	9.6	21.1	22.8	17.6
Your current religious preference													
Agnostic	9.4	7.0	12.4	7.5	6.4	8.8	4.6	4.3	12.3	12.9	2.5	2.5	2.4
Atheist	7.7	6.2	9.6	6.8	5.5	8.5	3.3	2.9	9.5	9.9	1.5	1.7	1.1
Baptist	6.7	8.8	4.2	7.9	9.9	5.0	4.6	18.5	4.6	2.5	28.9	26.3	34.2
Buddhist	1.3	0.8	1.8	0.9	0.7	0.9	0.5	0.6	1.8	1.4	0.5	0.5	0.4
Church of Christ	6.3	7.7	4.6	8.1	7.2	7.2	5.6	8.2	5.0	2.6	18.6	19.5	16.5
Eastern Orthodox	0.9	0.7	1.2	0.6	0.8	1.0	0.9	0.5	1.1	1.2	0.1	0.1	0.1
Episcopalian	0.7	0.7	0.7	0.7	0.7	0.9	0.8	0.5	0.6	1.0	0.5	0.5	0.4
Hindu	1.1	0.5	1.9	0.5	0.4	0.6	0.4	0.2	1.9	2.1	0.1	0.0	0.2
Jewish	2.0	1.7	2.5	1.0	2.5	4.5	0.5	0.9	2.0	4.9	0.2	0.4	0.0
LDS (Mormon)	0.3	0.2	0.4	0.3	0.1	0.1	0.1	0.2	0.4	0.1	0.1	0.1	0.1
Lutheran	1.8	1.9	1.7	1.6	2.2	1.5	2.2	3.1	1.7	1.4	0.4	0.6	0.2
Methodist	2.0	2.2	1.7	2.1	2.4	2.0	1.6	3.3	1.7	1.4	2.8	2.6	3.3
Muslim	2.6	1.4	4.2	1.6	1.1	1.4	1.9	0.5	4.4	3.2	2.2	2.3	1.8
Presbyterian	1.6	1.5	1.7	1.2	1.7	1.3	1.2	2.4	1.6	2.5	0.4	0.4	0.3
Quaker	0.1	0.2	0.1	0.1	0.2	0.2	0.1	0.3	0.0	0.1	0.0	0.0	0.0
Roman Catholic	20.8	22.5	18.8	23.6	21.1	20.7	46.7	8.8	17.4	25.4	3.7	3.6	4.1
Seventh-day Adventist	0.9	1.3	0.3	0.5	2.2	0.3	0.2	5.7	0.4	0.2	0.5	0.5	0.5
United Church of Christ/Congregational	0.5	0.6	0.3	0.4	0.8	1.0	0.5	0.7	0.3	0.5	0.9	1.1	0.7
Other Christian	13.8	16.3	10.8	15.1	17.6	12.1	11.6	27.5	11.1	9.6	17.4	17.1	18.2
Other religion(s)/belief(s)	3.0	3.1	2.9	3.5	2.7	3.3	2.3	2.2	3.0	2.3	3.5	3.4	3.9
None	16.5	14.9	18.4	16.0	13.6	18.7	10.4	8.8	19.1	15.0	15.1	16.9	11.4
Parent/Guardian 1's current religious preference													
Agnostic	3.5	2.7	4.6	2.6	2.7	3.8	1.5	2.0	4.5	5.0	0.3	0.4	0.2
Atheist	4.0	3.0	5.2	3.2	2.9	4.5	1.8	1.5	5.1	5.8	0.4	0.4	0.5
Baptist	7.7	9.7	5.4	8.7	10.9	6.2	5.5	19.6	5.8	3.2	33.3	31.3	37.3
Buddhist	2.1	1.2	3.1	1.4	0.9	1.2	0.8	0.8	3.3	2.5	0.9	1.0	0.6
Church of Christ	8.1	9.3	6.7	10.2	8.2	8.8	6.2	8.6	7.3	3.8	20.0	20.7	18.3
Eastern Orthodox	1.1	0.7	1.5	0.6	0.9	1.1	1.0	0.5	1.5	1.5	0.1	0.1	0.1
Episcopalian	0.9	0.9	1.0	0.7	1.0	1.3	1.0	0.7	0.9	1.5	0.5	0.5	0.5
Hindu	1.5	0.6	2.7	0.6	0.6	0.7	0.7	0.3	2.7	2.9	0.1	0.0	0.2
Jewish	2.6	2.1	3.2	1.4	2.9	5.3	0.8	1.1	2.6	5.8	0.2	0.3	0.0
LDS (Mormon)	0.4	0.3	0.6	0.5	0.1	0.1	0.1	0.2	0.7	0.2	0.1	0.1	0.2
Lutheran	2.3	2.3	2.2	2.0	2.7	2.1	2.7	3.5	2.3	2.2	0.5	0.5	0.4
Methodist	2.5	2.8	2.2	2.8	2.8	2.5	2.0	3.5	2.2	2.4	3.2	3.2	3.3
Muslim	2.9	1.6	4.6	1.8	1.3	1.7	1.9	0.5	4.8	3.6	3.0	3.3	2.3
Presbyterian	2.0	1.8	2.2	1.6	2.2	1.9	1.6	2.8	2.0	3.2	0.3	0.3	0.5
Quaker	0.1	0.2	0.1	0.2	0.2	0.1	0.1	0.2	0.1	0.1	0.0	0.0	0.0
Roman Catholic	26.1	27.2	24.7	29.2	24.8	25.8	49.8	10.8	23.3	31.4	4.4	4.0	5.1
Seventh-day Adventist	1.0	1.4	0.5	0.6	2.3	0.4	0.2	5.8	0.5	0.3	0.6	0.6	0.5
United Church of Christ/Congregational	0.6	0.8	0.4	0.6	1.1	1.6	0.5	0.8	0.4	0.6	1.1	1.2	1.0
Other Christian	16.1	18.2	13.6	17.5	19.0	14.8	12.6	27.6	14.1	11.1	17.9	17.9	18.0
Other religion(s)/belief(s)	2.6	2.7	2.5	3.1	2.2	2.5	2.0	2.0	2.6	1.9	2.9	2.4	3.9
None	11.7	10.6	13.0	10.9	10.3	13.7	7.3	7.5	13.4	11.1	10.3	11.9	7.0

2019 CIRP Freshman Survey

Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Parent/Guardian 2's current religious preference													
Agnostic	3.5	2.5	4.6	2.5	2.6	3.7	1.4	1.8	4.6	4.6	0.4	0.5	0.3
Atheist	3.9	2.9	5.1	2.9	3.0	4.4	1.8	1.7	5.0	5.3	1.0	1.2	0.6
Baptist	7.2	9.1	4.9	8.4	10.0	5.7	5.0	18.1	5.3	3.0	30.9	29.1	34.4
Buddhist	2.2	1.2	3.5	1.4	1.0	1.3	0.7	0.8	3.7	2.6	0.7	0.7	0.7
Church of Christ	7.8	9.0	6.4	9.9	8.0	8.6	6.2	8.1	6.9	3.7	18.7	20.1	15.9
Eastern Orthodox	1.1	0.8	1.5	0.6	1.0	1.3	1.0	0.6	1.4	1.6	0.3	0.3	0.1
Episcopalian	1.0	0.9	1.0	0.8	1.0	1.2	0.8	0.7	0.9	1.5	0.2	0.2	0.3
Hindu	1.6	0.6	2.8	0.6	0.6	0.7	0.7	0.3	2.8	2.9	0.0	0.0	0.1
Jewish	2.3	1.9	2.9	1.2	2.7	4.8	0.7	1.0	2.3	5.5	0.0	0.0	0.1
LDS (Mormon)	0.5	0.3	0.6	0.4	0.2	0.1	0.1	0.2	0.7	0.2	0.1	0.1	0.0
Lutheran	2.3	2.3	2.2	2.0	2.7	2.1	2.7	3.5	2.2	2.0	0.7	0.8	0.3
Methodist	2.5	2.8	2.1	2.7	2.8	2.4	1.9	3.6	2.1	2.3	2.7	2.6	2.9
Muslim	3.1	1.8	4.8	2.0	1.5	1.9	2.1	0.8	5.0	3.8	4.7	5.3	3.6
Presbyterian	2.0	1.8	2.2	1.4	2.3	2.1	1.6	2.8	2.0	3.2	0.5	0.6	0.2
Quaker	0.1	0.2	0.1	0.1	0.2	0.2	0.1	0.3	0.1	0.1	0.0	0.0	0.0
Roman Catholic	25.9	26.9	24.7	29.1	24.4	25.1	48.9	10.8	23.2	31.4	4.0	3.6	4.7
Seventh-day Adventist	0.9	1.3	0.4	0.5	2.2	0.3	0.2	5.8	0.4	0.2	0.3	0.2	0.5
United Church of Christ/Congregational	0.6	0.8	0.4	0.6	1.0	1.5	0.4	0.6	0.4	0.6	1.2	1.5	0.7
Other Christian	15.8	17.8	13.4	16.8	18.9	14.4	12.3	28.0	13.8	11.7	17.4	15.8	20.4
Other religion(s)/belief(s)	2.7	2.8	2.7	3.4	2.2	2.3	2.1	2.0	2.8	2.0	3.7	3.5	4.0
None	12.9	12.3	13.6	12.6	11.9	15.8	9.0	8.5	14.1	11.8	12.6	13.8	10.2
What is the highest academic degree that you intend to obtain?													
Highest academic degree planned													
None	0.7	0.9	0.3	0.8	1.0	1.3	0.6	1.0	0.3	0.4	2.1	2.0	2.2
Vocational certificate	0.1	0.2	0.1	0.2	0.1	0.1	0.2	0.2	0.1	0.1	0.2	0.2	0.1
Associate (A.A. or equivalent)	0.6	0.9	0.3	0.8	1.0	1.0	0.8	1.0	0.3	0.2	1.5	1.5	1.4
Bachelor's degree (B.A., B.S., B.D., etc.)	27.9	33.3	21.4	37.1	28.7	24.8	25.2	35.4	22.0	18.2	21.9	21.7	22.3
Master's degree (M.A., M.S., M.B.A., etc.)	39.1	39.4	38.7	40.3	38.4	39.0	42.3	35.7	37.8	42.7	33.7	36.3	28.4
J.D. (Law)	4.2	3.2	5.4	2.2	4.5	5.5	4.9	3.0	5.0	7.3	5.1	5.1	5.2
M.D., D.D.S., D.V.M., etc. (Medical)	10.6	7.5	14.3	5.9	9.4	9.6	12.5	7.6	14.6	13.0	9.6	7.4	14.3
Ph.D.	10.7	8.3	13.6	7.3	9.5	10.4	7.2	9.4	13.7	13.3	14.3	14.5	14.0
Professional Doctorate (Ed.D., Psy.D., etc.)	5.5	5.5	5.4	4.8	6.4	7.2	5.7	5.8	5.6	4.2	10.7	10.4	11.3
Other	0.7	0.8	0.5	0.7	1.0	1.2	0.6	0.8	0.5	0.6	0.8	0.9	0.7
Highest academic degree planned at this institution													
None	1.1	1.3	0.7	1.4	1.3	1.6	0.8	1.1	0.7	0.6	2.6	2.7	2.3
Vocational certificate	0.1	0.2	0.1	0.2	0.2	0.1	0.2	0.2	0.1	0.1	0.3	0.4	0.2
Associate (A.A. or equivalent)	1.6	2.0	1.2	1.9	2.1	2.1	1.4	2.4	1.3	0.6	3.8	3.8	3.7
Bachelor's degree (B.A., B.S., B.D., etc.)	69.8	71.7	67.4	72.2	71.2	70.4	66.5	74.7	66.5	71.2	65.3	63.1	69.9
Master's degree (M.A., M.S., M.B.A., etc.)	20.0	19.6	20.5	20.0	19.1	18.5	23.4	17.5	20.8	19.6	19.0	21.8	13.4
J.D. (Law)	0.8	0.6	1.2	0.3	0.8	0.9	1.2	0.5	1.1	1.5	1.6	1.7	1.3
M.D., D.D.S., D.V.M., etc. (Medical)	2.5	1.1	4.3	0.8	1.6	1.7	2.7	0.7	4.6	2.7	0.9	0.3	2.2
Ph.D.	1.8	1.2	2.5	1.2	1.2	1.4	1.5	0.9	2.7	2.0	2.4	2.5	2.1
Professional Doctorate (Ed.D., Psy.D., etc.)	1.4	1.4	1.5	1.2	1.7	2.2	1.5	1.1	1.6	1.0	3.1	2.7	3.8
Other	0.7	0.8	0.6	0.8	0.9	1.0	0.7	0.8	0.6	0.7	1.0	0.8	1.3

2019 CIRP Freshman Survey
Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
For the activities below, indicate which ones you "Frequently" or "Occasionally" did during the past year:													
Attended a religious service	65.7	68.6	62.0	65.8	72.0	60.6	77.7	83.0	61.1	66.6	76.7	73.9	82.6
Demonstrated for a cause (e.g. boycott, rally, protest)	30.3	26.9	34.4	25.1	29.1	34.9	29.0	22.1	33.2	40.2	31.2	29.7	34.3
Tutored another student	58.6	52.0	66.9	52.5	51.3	49.9	56.8	50.1	66.5	68.9	52.1	50.4	55.5
Studied with other students	88.3	86.5	90.6	85.3	87.8	87.1	89.9	87.5	90.2	92.4	86.0	86.1	85.8
Performed volunteer work	85.6	84.0	87.7	81.6	86.7	85.2	88.9	87.5	86.7	92.3	80.0	78.1	84.0
Asked a teacher for advice after class	86.0	86.1	85.8	85.0	87.5	88.2	88.3	86.3	84.9	90.2	81.2	79.3	85.2
Socialized with someone of another racial/ethnic group	96.6	96.3	97.1	96.3	96.2	95.9	96.8	96.1	97.1	97.0	92.0	92.7	90.6
Discussed politics	77.5	73.3	82.6	72.3	74.5	75.3	73.7	73.9	81.9	85.9	65.7	65.7	65.7
Publicly communicated my opinion about a cause (e.g., blog, email, petition)	48.5	47.0	50.3	46.7	47.3	49.5	46.2	45.1	49.5	54.0	58.9	60.0	56.5
Helped raise money for a cause or campaign	50.4	51.5	49.0	49.6	53.7	55.4	55.6	50.7	47.3	57.0	48.7	44.5	57.9
Written computer code	21.1	17.3	25.8	18.9	15.5	17.0	15.6	13.6	26.1	24.7	20.9	21.7	19.2
Been bored in class*	38.2	38.9	37.3	39.4	38.2	38.6	34.2	39.7	37.7	35.5	46.9	49.9	40.6
Consumed beer*	3.6	3.8	3.5	3.6	4.0	5.3	4.3	2.2	3.0	5.7	2.1	2.8	0.6
Consumed wine or liquor*	4.0	4.1	3.9	3.9	4.3	5.4	4.7	2.7	3.3	6.7	3.1	3.4	2.5
Felt overwhelmed by all I had to do*	42.7	43.9	41.2	44.3	43.4	43.6	41.0	44.4	41.3	40.8	48.0	49.8	44.1
Felt depressed*	16.6	17.0	16.0	18.0	15.9	16.2	12.6	17.1	16.3	14.7	21.4	22.1	19.7
Been late to class*	7.8	7.2	8.5	7.9	6.4	6.4	5.6	6.9	8.7	7.8	9.7	10.2	8.7
Skipped school/class*	2.7	2.5	2.9	2.7	2.3	2.2	1.7	2.8	3.0	2.7	3.7	3.5	4.1
Fallen asleep in class*	5.6	5.7	5.4	6.3	5.0	4.2	3.9	6.5	5.7	4.0	8.6	8.8	8.2
Failed to complete homework on time*	4.8	5.0	4.6	5.3	4.6	4.6	3.1	5.4	4.7	4.0	6.2	6.3	6.0
Felt anxious*	37.6	38.2	36.9	38.0	38.4	39.2	33.5	39.8	36.9	36.9	36.1	37.0	34.2
Felt hungry but did not eat because I didn't have enough money for food*	5.5	6.5	4.2	7.4	5.4	5.5	4.7	5.7	4.6	2.6	15.5	17.1	12.0
*responses for "Frequently" only													
Students rated as "A Major Strength" or "Somewhat Strong" as compared with the average person their age:													
Ability to see the world from someone else's perspective	77.6	74.9	81.0	74.7	75.0	74.3	76.7	75.1	80.7	82.8	74.8	74.9	74.5
Tolerance of others with different beliefs	80.8	77.9	84.5	78.1	77.8	78.7	79.5	75.8	84.3	85.7	73.1	72.3	74.9
Openness to having my own views challenged	67.2	64.8	70.1	65.1	64.5	66.7	66.1	61.1	69.9	71.0	69.3	67.9	72.4
Ability to discuss and negotiate controversial issues	68.9	66.1	72.4	65.8	66.4	67.8	67.0	64.4	72.1	74.0	71.1	70.1	73.2
Ability to work cooperatively with diverse people	87.4	85.5	89.8	85.3	85.7	86.1	88.0	84.0	89.7	90.2	83.8	83.8	83.7
Critical thinking skills	76.5	73.2	80.7	72.3	74.1	74.5	77.6	71.9	79.9	84.2	74.8	74.7	75.0
Ability to manage your time effectively	50.3	49.9	50.9	49.4	50.5	49.4	54.3	50.0	50.5	52.7	50.4	48.9	53.5
What is the highest level of formal education obtained by Parent/Guardian 1?													
Junior high/Middle school or less	5.2	5.6	4.7	7.0	3.9	4.1	4.1	3.5	5.3	2.0	4.3	4.1	4.9
Some high school	4.6	4.9	4.1	6.3	3.3	2.7	4.8	3.4	4.5	2.4	5.4	5.3	5.6
High school graduate/GED	16.0	17.9	13.5	20.1	15.2	14.5	15.2	16.2	14.9	7.4	23.0	23.0	23.0
Postsecondary school other than college	2.6	2.8	2.4	2.7	2.9	2.8	2.7	3.1	2.5	1.7	3.3	3.4	3.1
Some college	14.1	14.9	13.1	16.2	13.5	13.7	12.1	14.0	14.1	8.5	19.0	19.9	17.1
College degree	31.6	31.8	31.4	30.1	33.7	33.0	34.4	34.0	30.9	33.7	25.9	27.1	23.2
Some graduate school	2.0	1.7	2.3	1.4	2.2	2.1	2.0	2.3	2.1	2.9	2.3	2.5	1.9
Graduate degree	23.9	20.4	28.4	16.2	25.3	27.1	24.7	23.5	25.5	41.4	16.9	14.9	21.1

2019 CIRP Freshman Survey

Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
What is the highest level of formal education obtained by Parent/Guardian 2?													
Junior high/Middle school or less	5.5	5.9	5.1	7.5	4.0	3.9	4.7	3.7	5.7	2.4	5.0	5.0	4.9
Some high school	5.6	5.9	5.1	7.5	4.1	3.8	5.5	3.7	5.7	2.8	7.8	7.3	8.9
High school graduate/GED	18.4	21.0	15.2	22.8	18.8	19.0	18.5	18.8	16.7	8.7	30.6	31.0	29.7
Postsecondary school other than college	3.0	3.3	2.6	3.4	3.2	3.2	3.3	3.2	2.7	2.1	3.6	3.1	4.8
Some college	14.5	15.0	14.0	16.2	13.6	12.8	12.9	14.8	14.9	9.9	17.4	18.2	15.8
College degree	31.1	30.3	32.2	28.0	33.1	32.8	32.4	33.8	31.2	36.5	19.1	18.8	19.5
Some graduate school	1.9	1.8	2.2	1.3	2.3	2.2	2.0	2.5	2.1	2.6	1.5	1.6	1.3
Graduate degree	19.9	16.9	23.7	13.3	21.0	22.3	20.6	19.6	21.1	35.0	15.0	15.0	15.1
First generation in college													
Yes	19.4	21.2	17.1	25.5	16.3	15.1	18.9	16.6	19.1	8.5	25.3	24.8	26.4
No	80.6	78.8	82.9	74.5	83.7	84.9	81.1	83.4	80.9	91.5	74.7	75.2	73.6
During the past year, did you "Frequently":													
Ask questions in class	45.5	44.5	46.8	42.8	46.5	47.7	49.0	43.6	44.6	56.4	49.0	48.8	49.5
Support your opinions with a logical argument	60.4	55.1	67.2	53.5	57.1	59.5	58.3	53.6	65.8	73.8	55.6	56.1	54.4
Seek solutions to problems and explain them to others	55.9	51.4	61.6	50.6	52.4	53.1	54.2	50.5	60.5	66.7	55.0	55.4	54.1
Evaluate the quality or reliability of information you received	48.7	44.5	54.1	43.8	45.4	46.2	46.7	43.6	53.3	58.0	46.2	45.8	47.0
Take a risk because you feel you have more to gain	34.8	34.3	35.4	34.2	34.4	35.7	33.5	33.2	34.8	38.1	41.6	42.0	40.6
Seek alternative solutions to a problem	46.1	44.1	48.6	44.6	43.6	44.6	44.5	41.8	48.1	50.9	49.7	50.6	47.8
Look up scientific research articles and resources	28.1	24.9	32.2	24.9	24.9	26.3	26.5	22.5	31.9	33.7	23.8	23.0	25.5
Explore topics on your own, even though it is not required for a class	39.6	36.1	44.1	36.4	35.7	37.2	34.2	34.5	43.4	47.2	37.1	38.7	33.6
Accept mistakes as part of the learning process	56.7	55.4	58.4	56.9	53.6	53.8	55.5	52.4	58.8	56.7	64.0	66.1	59.4
Analyze multiple sources of information before coming to a conclusion	46.5	42.5	51.7	41.8	43.3	44.7	45.0	40.6	51.0	54.9	48.1	47.2	50.0
Take on a challenge that scares you	34.6	34.4	34.9	34.3	34.5	34.5	34.3	34.5	34.2	38.3	38.5	38.9	37.6
Students who are "Absolutely" or "Very" confident:													
Use technical science skills (use of tools, instruments, and/or techniques)	45.5	41.6	50.5	42.4	40.7	41.4	42.9	38.9	50.6	50.1	45.0	45.1	44.9
Generate an answerable research question	47.8	43.7	53.0	42.1	45.6	46.7	48.3	42.8	52.1	56.9	48.9	48.7	49.6
Determine how to collect appropriate data	50.3	46.3	55.6	45.2	47.6	49.0	51.2	44.1	55.1	57.5	50.7	50.4	51.2
Explain the results of a study	56.6	51.7	63.0	49.6	54.2	55.7	58.0	50.3	62.2	66.2	55.7	55.8	55.6
Use scientific literature to guide research	37.4	32.6	43.6	31.2	34.3	36.4	36.9	30.4	42.8	46.9	35.6	34.5	37.8
Integrate results from multiple studies	48.3	43.1	55.2	41.0	45.5	47.8	48.0	41.4	54.4	58.8	43.5	42.9	44.9
Ask relevant questions	70.2	67.7	73.4	66.2	69.5	69.9	72.6	67.3	72.4	77.4	71.4	72.0	70.0
Identify what is known and not known about a problem	63.4	59.6	68.4	58.7	60.6	61.9	64.3	57.0	67.6	72.0	60.9	60.7	61.3
Understand scientific concepts	50.6	44.9	58.0	43.7	46.2	48.6	49.4	41.6	57.6	59.9	43.8	42.6	46.3
See connections between different areas of science and mathematics	50.8	45.7	57.5	45.0	46.5	48.0	50.9	42.3	57.0	59.9	48.1	47.7	49.0

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Race/Ethnicity - mark all that apply (total may add to more than 100%)													
White/Caucasian	62.6	64.7	60.2	60.4	69.8	70.5	66.8	70.5	59.1	65.2	4.4	4.3	4.7
African American/Black	14.1	15.6	12.4	14.7	16.7	14.2	15.6	20.4	13.3	7.8	95.9	97.0	93.6
American Indian/Alaska Native	2.4	2.5	2.2	3.0	2.0	1.5	1.5	3.0	2.4	1.0	3.7	4.4	2.4
East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)	7.8	3.9	12.4	3.7	4.2	4.7	3.2	4.0	11.6	15.9	0.9	1.0	0.6
Filipina/o/x	2.8	2.3	3.4	3.0	1.4	1.0	2.0	1.6	3.7	2.1	0.5	0.6	0.3
Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)	2.6	1.8	3.5	2.3	1.2	1.1	1.3	1.2	3.7	2.4	0.4	0.3	0.6
South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan)	3.2	1.5	5.1	1.5	1.6	2.0	1.8	1.1	4.8	6.2	0.3	0.4	0.3
Other Asian	0.7	0.6	0.9	0.6	0.5	0.5	0.5	0.5	0.9	1.0	0.1	0.1	0.2
Native Hawaiian/Pacific Islander	0.8	0.8	0.8	1.0	0.7	0.4	0.9	0.9	0.9	0.5	0.6	0.7	0.5
Mexican American/Chicana/o/x	11.3	12.9	9.4	18.7	6.0	4.3	8.7	6.7	10.4	4.7	0.7	0.7	0.6
Puerto Rican	2.8	3.6	1.9	3.4	3.9	5.3	3.5	2.4	1.8	2.2	3.8	4.2	3.2
South American	1.7	1.4	2.0	1.8	0.9	0.8	0.9	1.1	2.2	1.2	1.1	1.2	0.9
Other Latina/o/x	6.1	6.7	5.5	7.6	5.6	7.0	7.6	2.9	5.5	5.2	1.9	2.0	1.8
Other	2.7	2.7	2.8	3.0	2.4	2.2	2.8	2.4	2.9	2.2	3.1	2.9	3.5
Students "Agree Strongly" or "Agree Somewhat":													
Racial discrimination is no longer a major problem in America	17.8	19.5	15.7	19.8	19.1	18.4	17.8	20.6	15.8	14.9	8.8	7.5	11.7
Abortion should be legal	73.1	68.0	80.0	70.4	65.1	76.7	66.7	49.9	80.3	78.9	76.1	77.5	72.9
Colleges have the right to ban extreme speakers from campus	51.0	50.2	52.1	49.6	50.9	51.8	50.8	49.8	51.7	53.6	36.0	32.1	44.8
Wealthy people should pay a larger share of taxes than they do now	67.9	65.9	70.7	67.5	64.0	70.1	64.9	56.0	71.3	68.1	72.0	72.0	71.9
Addressing global climate change should be a federal priority	85.8	82.5	90.1	83.7	81.1	86.4	84.6	72.7	90.0	90.4	81.7	81.3	82.7
The federal government should have stricter gun control laws	76.3	73.1	80.7	71.7	74.7	81.2	79.8	63.8	79.5	85.4	87.3	87.4	87.3
Affirmative action in college admissions should be abolished	50.2	49.7	50.8	50.3	49.0	49.3	53.8	46.2	51.2	49.3	48.8	49.1	48.0
The federal government should raise taxes to reduce the deficit	36.2	33.3	40.1	33.5	32.9	36.4	31.8	29.2	39.6	42.2	30.8	28.9	35.2
Gays and lesbians should have the legal right to adopt a child	90.5	88.2	93.7	90.1	86.0	92.6	90.3	75.3	93.8	93.4	86.8	88.3	83.3
The U.S. government should create a clear path to citizenship for undocumented immigrants	85.9	84.0	88.6	84.4	83.4	85.4	84.8	80.1	88.8	88.0	88.9	89.4	87.8
My political views closely resemble those of my parent(s)/guardian(s)	65.6	67.0	63.8	64.7	69.7	69.4	72.5	68.7	62.6	68.5	67.5	66.2	70.5
How would you characterize your political views?													
Far left	4.5	4.1	5.0	4.1	4.1	5.4	3.0	3.1	4.9	5.2	7.2	7.2	7.4
Liberal	32.2	27.3	38.6	27.9	26.7	32.5	26.8	19.4	38.0	41.3	33.5	33.2	33.9
Middle-of-the-road	43.6	45.0	41.9	46.0	43.8	43.9	46.5	42.4	42.9	37.5	42.7	42.2	43.7
Conservative	17.8	21.1	13.4	19.7	22.8	15.9	21.7	31.9	13.0	15.1	12.8	13.4	11.7
Far right	1.9	2.5	1.1	2.4	2.6	2.3	2.0	3.2	1.2	0.9	3.8	4.0	3.2

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The following reasons were "Very Important" in deciding to go to college:													
To be able to get a better job	83.5	83.9	83.1	84.5	83.1	83.8	87.9	79.8	83.1	82.8	87.9	87.7	88.3
To gain a general education and appreciation of ideas	75.4	75.8	74.9	75.9	75.6	77.9	78.5	71.4	73.8	79.8	80.1	79.6	81.4
To make me a more cultured person	50.3	49.6	51.2	48.1	51.4	53.1	50.9	49.6	49.1	60.1	59.4	57.5	63.7
To be able to make more money	73.2	74.1	72.0	76.2	71.6	72.7	75.7	68.0	73.0	67.5	87.7	88.1	86.8
To learn more about things that interest me	83.4	83.2	83.8	83.2	83.1	84.2	82.7	81.8	83.1	86.5	83.5	83.3	84.1
To get training for a specific career	78.6	80.7	75.8	82.8	78.4	75.4	81.6	80.4	77.0	70.6	85.8	86.0	85.4
To prepare myself for graduate or professional school	60.4	59.2	61.9	58.7	59.9	62.6	65.2	53.8	62.4	59.8	74.0	72.0	78.6
To please my family	37.1	40.2	33.0	43.4	36.6	36.8	39.6	34.8	33.5	30.6	54.1	53.1	56.2
During your last year in high school, how much time did you spend during a typical week:													
Studying/homework													
None	1.9	2.5	1.1	2.5	2.6	2.9	1.4	2.7	1.1	1.0	3.0	2.4	4.2
Less than one hour	7.4	9.2	5.0	10.9	7.1	6.7	6.2	8.2	5.3	3.4	10.0	10.3	9.3
1 to 2 hours	19.5	22.8	15.1	25.3	19.9	19.2	16.8	22.3	16.2	10.4	28.3	29.4	26.0
3 to 5 hours	27.9	29.4	25.8	30.8	27.9	28.1	28.4	27.4	26.7	21.9	30.4	31.8	27.0
6 to 10 hours	21.4	19.7	23.8	17.7	22.0	22.2	24.0	20.8	23.4	25.3	16.4	15.7	18.1
11 to 15 hours	11.4	9.0	14.5	7.3	11.1	11.0	13.1	10.2	13.7	17.9	7.2	6.4	9.0
16 to 20 hours	6.0	4.3	8.2	3.2	5.6	6.0	6.3	4.8	7.5	11.2	2.4	1.9	3.4
Over 20 hours	4.5	3.0	6.6	2.3	3.8	4.0	3.9	3.6	6.1	8.8	2.3	2.0	3.1
Socializing with friends in person													
None	0.9	1.1	0.7	1.2	1.0	1.1	1.0	0.8	0.8	0.5	1.5	1.4	1.8
Less than one hour	2.8	2.9	2.7	3.1	2.6	2.6	2.4	2.6	2.9	1.6	4.1	4.3	3.7
1 to 2 hours	10.6	10.4	10.9	10.6	10.1	9.4	9.3	11.4	11.6	8.2	14.1	14.6	12.9
3 to 5 hours	25.6	25.3	25.9	25.7	24.9	23.9	25.2	26.1	26.3	24.4	27.6	28.0	26.7
6 to 10 hours	26.6	26.0	27.3	25.8	26.3	26.0	26.7	26.6	26.9	28.7	21.3	19.7	24.8
11 to 15 hours	14.9	14.7	15.2	14.1	15.4	15.9	16.0	14.6	14.6	17.4	10.5	9.8	12.1
16 to 20 hours	8.3	8.3	8.3	7.8	8.9	9.6	8.7	8.2	8.2	9.0	6.2	6.6	5.5
Over 20 hours	10.3	11.3	9.0	11.6	10.8	11.6	10.7	9.8	8.7	10.3	14.5	15.5	12.3
Using social media													
None	2.1	2.0	2.4	1.9	2.1	2.1	1.7	2.3	2.5	1.8	1.4	1.3	1.8
Less than one hour	4.4	4.3	4.5	4.4	4.2	4.0	4.0	4.6	4.6	3.7	4.1	4.0	4.4
1 to 2 hours	13.3	13.2	13.5	13.2	13.2	12.3	12.9	14.6	14.1	11.3	13.3	13.9	11.9
3 to 5 hours	25.0	24.6	25.5	24.1	25.2	24.2	25.5	26.2	25.4	25.8	21.1	20.8	21.6
6 to 10 hours	23.9	23.4	24.6	22.9	24.0	24.4	24.9	23.1	24.2	26.2	20.9	20.4	22.0
11 to 15 hours	13.6	13.5	13.7	13.2	13.7	14.8	13.9	12.4	13.4	15.0	12.9	12.8	13.2
16 to 20 hours	7.8	7.9	7.5	8.3	7.5	8.1	7.8	6.7	7.3	8.2	7.9	8.1	7.4
Over 20 hours	10.0	11.1	8.4	12.1	10.0	10.2	9.4	10.1	8.5	8.0	18.4	18.7	17.8
Watching TV/online video content (e.g., Amazon, Hulu, Netflix, YouTube)													
None	2.3	2.2	2.3	2.0	2.5	2.2	2.0	3.1	2.4	1.9	4.0	4.0	4.1
Less than one hour	5.8	6.1	5.4	5.9	6.4	6.5	5.8	6.6	5.4	5.4	9.0	9.9	6.8
1 to 2 hours	15.7	15.7	15.7	15.1	16.3	15.4	16.5	17.3	16.0	14.2	17.5	18.3	15.7
3 to 5 hours	26.1	25.5	26.8	25.2	25.9	25.5	27.2	25.7	26.7	27.2	22.6	21.3	25.5
6 to 10 hours	22.7	21.9	23.7	21.1	22.9	23.0	22.9	22.6	23.4	25.3	17.9	17.4	19.1
11 to 15 hours	12.9	12.9	12.7	13.5	12.4	13.1	12.6	11.3	12.5	13.8	11.6	12.1	10.6
16 to 20 hours	6.7	6.8	6.6	7.2	6.3	6.7	6.4	5.9	6.6	6.3	5.1	4.8	6.0
Over 20 hours	7.9	8.8	6.7	10.0	7.4	7.6	6.6	7.6	6.9	6.0	12.2	12.3	12.1

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		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
During your last year in high school, how much time did you spend during a typical week:													
Partying													
None	44.8	44.5	45.3	44.0	45.0	40.7	39.3	53.3	47.2	37.2	34.5	33.5	36.8
Less than one hour	18.6	17.9	19.7	18.7	17.0	17.6	17.7	15.9	19.8	19.3	17.5	19.2	13.7
1 to 2 hours	16.1	15.7	16.6	16.0	15.3	15.4	17.3	14.2	16.4	17.7	22.9	23.2	22.3
3 to 5 hours	12.4	12.8	11.8	12.4	13.2	15.2	15.7	9.4	10.7	16.1	16.0	15.2	17.9
6 to 10 hours	4.9	5.4	4.2	5.2	5.6	6.6	6.3	4.0	3.7	6.3	5.7	5.7	5.6
11 to 15 hours	1.7	2.0	1.4	2.0	2.0	2.5	1.9	1.6	1.2	2.2	1.9	1.6	2.4
16 to 20 hours	0.7	0.8	0.5	0.8	0.8	0.9	0.8	0.6	0.5	0.6	0.6	0.5	0.9
Over 20 hours	0.7	0.9	0.5	0.9	1.0	1.0	0.9	0.9	0.4	0.6	1.0	1.2	0.6
Participating in student clubs/groups													
None	18.6	20.0	16.8	20.3	19.6	18.6	16.4	22.6	18.7	9.0	26.9	30.9	17.8
Less than one hour	10.8	11.1	10.3	11.1	11.2	11.5	10.3	11.4	10.8	8.3	9.9	10.8	7.6
1 to 2 hours	21.7	21.0	22.5	21.0	21.1	21.1	23.5	19.8	22.6	22.1	19.4	18.9	20.5
3 to 5 hours	21.3	20.3	22.8	19.1	21.6	22.2	22.6	20.4	21.7	27.2	18.1	17.0	20.6
6 to 10 hours	12.9	12.4	13.5	12.2	12.7	12.9	13.3	12.3	12.6	17.0	11.6	9.9	15.3
11 to 15 hours	6.6	6.5	6.7	6.6	6.3	6.2	6.5	6.3	6.4	8.4	5.5	4.5	7.7
16 to 20 hours	3.5	3.4	3.5	3.5	3.3	3.7	3.5	2.8	3.4	4.0	3.9	3.9	3.7
Over 20 hours	4.7	5.2	3.9	6.2	4.1	3.8	3.9	4.6	3.9	4.1	4.8	3.9	6.9
Exercising/sports													
None	11.1	11.6	10.4	12.8	10.2	9.9	8.7	11.3	11.1	7.5	18.3	20.2	13.8
Less than one hour	9.7	9.4	10.2	10.5	8.1	7.9	7.4	8.7	10.8	7.9	12.7	14.2	9.3
1 to 2 hours	15.3	14.7	16.1	16.8	12.4	11.1	13.2	13.5	16.6	14.3	15.6	15.7	15.3
3 to 5 hours	18.0	16.7	19.9	16.6	16.8	16.4	17.0	17.2	19.8	20.3	16.2	15.6	17.6
6 to 10 hours	17.4	16.3	18.8	15.8	17.0	17.4	17.8	15.9	18.4	20.2	13.2	12.3	15.5
11 to 15 hours	12.3	12.6	11.9	11.8	13.5	14.0	14.6	12.3	11.6	13.2	8.6	8.0	9.9
16 to 20 hours	6.9	7.4	6.1	6.1	8.9	9.9	8.9	7.7	5.7	8.1	5.1	5.2	4.9
Over 20 hours	9.3	11.3	6.6	9.6	13.2	13.5	12.4	13.3	6.1	8.5	10.3	8.8	13.6
Working (for pay)													
None	40.5	36.0	46.5	36.0	36.0	35.8	36.1	36.1	46.6	46.1	43.3	44.3	41.1
Less than one hour	3.3	3.3	3.4	2.9	3.7	3.4	3.8	4.1	3.1	4.5	2.5	2.5	2.6
1 to 2 hours	4.9	5.0	4.6	4.6	5.5	5.4	4.9	5.9	4.3	6.1	4.3	3.5	6.2
3 to 5 hours	8.4	9.0	7.6	8.5	9.6	9.5	9.4	9.9	6.9	10.3	7.6	7.4	8.1
6 to 10 hours	12.1	13.3	10.6	12.4	14.3	15.1	13.5	13.7	10.4	11.6	11.6	11.4	11.9
11 to 15 hours	10.0	10.5	9.3	10.5	10.5	10.7	11.3	10.0	9.3	9.3	7.1	6.7	8.0
16 to 20 hours	9.3	9.8	8.7	10.5	8.9	8.6	10.2	8.6	9.3	6.2	7.7	7.7	7.7
Over 20 hours	11.5	13.1	9.3	14.4	11.5	11.6	10.9	11.8	10.2	5.9	15.8	16.4	14.3
Performing household/childcare duties													
None	18.6	18.5	18.8	16.6	20.6	20.6	16.2	23.0	18.4	20.4	31.3	34.6	23.6
Less than one hour	14.6	14.4	15.0	14.0	14.8	14.3	13.9	15.9	14.4	17.3	12.9	13.9	10.5
1 to 2 hours	27.3	26.5	28.2	26.0	27.2	26.8	28.4	27.1	27.9	29.6	19.4	18.6	21.4
3 to 5 hours	21.4	21.1	21.7	21.7	20.5	21.7	21.9	18.3	22.1	19.8	15.5	14.2	18.4
6 to 10 hours	9.3	9.6	8.7	10.6	8.5	8.3	10.5	7.7	9.1	7.2	8.7	7.5	11.6
11 to 15 hours	3.8	4.2	3.4	4.6	3.7	3.8	3.8	3.4	3.5	2.8	4.0	3.7	4.7
16 to 20 hours	2.1	2.2	2.0	2.4	1.9	2.0	2.1	1.7	2.1	1.4	2.7	2.5	3.2
Over 20 hours	2.9	3.5	2.2	4.0	2.8	2.4	3.3	2.9	2.4	1.5	5.5	5.0	6.7

2019 CIRP Freshman Survey

Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
The following reasons were "Very Important" in deciding to go to this particular college:													
My parents/relatives wanted me to come here	17.1	17.7	16.4	17.9	17.5	16.2	19.2	18.2	16.6	15.2	22.8	22.6	23.1
My teacher advised me	8.2	9.4	6.7	10.6	8.0	8.4	7.9	7.7	6.7	6.6	11.4	10.8	12.7
This college has a very good academic reputation	63.2	60.2	67.3	56.1	64.8	65.9	71.8	59.8	65.3	75.7	50.9	47.8	58.3
This college has a good reputation for its social and extracurricular activities	47.8	51.0	43.5	48.9	53.3	53.9	52.4	53.1	41.2	53.3	48.4	47.6	50.0
I was offered financial assistance	48.9	52.3	44.5	42.9	62.9	62.0	65.5	62.7	43.5	48.4	53.2	48.9	62.9
The cost of attending this college	50.5	52.8	47.4	59.3	45.3	47.5	48.7	40.8	51.0	32.4	60.1	62.3	54.9
High school counselor advised me	11.2	12.4	9.5	13.2	11.6	13.5	12.0	8.9	9.3	10.6	15.2	14.7	16.5
Private college counselor advised me	4.9	5.7	4.0	4.3	7.2	7.3	7.1	7.2	3.3	7.0	7.7	6.9	9.6
I wanted to live near home	25.4	27.3	22.7	31.0	23.1	22.7	28.0	20.9	24.9	13.8	24.2	26.4	19.1
Not offered aid by first choice	10.8	11.3	10.2	10.8	11.9	12.3	13.5	10.6	10.5	8.7	19.5	19.1	20.4
Could not afford first choice	14.7	15.7	13.4	17.6	13.6	14.3	15.5	11.7	14.5	8.7	24.8	25.2	23.8
This college's graduates gain admission to top graduate/professional schools	30.7	28.6	33.6	24.7	33.1	37.2	39.0	24.9	32.0	40.4	29.9	23.6	44.4
This college's graduates get good jobs	54.8	54.2	55.5	50.6	58.3	60.4	67.3	51.0	52.7	66.7	50.0	46.7	57.8
I was attracted by the religious affiliation/orientation of this college	9.1	12.1	4.9	5.6	19.5	7.0	18.1	35.8	3.1	12.4	14.3	12.3	18.7
I wanted to go to a school about the size of this college	35.5	41.1	27.8	33.1	50.3	51.7	49.7	48.9	24.4	41.7	35.6	36.1	34.4
Rankings in national magazines	15.2	11.8	19.8	9.9	14.0	14.7	17.7	11.4	18.3	26.0	13.3	8.2	25.0
I was admitted through an Early Action or Early Decision program	15.0	15.0	14.9	10.8	19.9	23.7	22.2	13.8	10.2	34.5	15.7	15.4	16.3
A visit to this campus	46.2	50.7	40.2	45.2	57.0	58.4	54.7	56.4	36.2	56.6	45.9	47.1	43.3
This college's graduates make a difference in the world	33.5	34.6	32.1	31.0	38.8	40.0	39.6	36.9	28.6	46.3	38.2	35.1	45.2
Communication with a professor	21.5	26.0	15.6	23.4	28.9	28.9	30.3	28.1	14.3	21.0	26.6	25.1	30.2
The academic reputation of my intended major	53.7	53.4	54.0	53.6	53.1	52.9	59.0	50.3	53.5	56.2	54.5	55.0	53.4
Students rated as "Highest 10%" or "Above Average" as compared with the average person their age:													
Academic ability	68.9	62.3	77.6	59.8	65.1	63.1	67.8	66.2	76.3	83.1	62.3	60.6	66.1
Artistic ability	31.6	31.1	32.2	32.2	29.7	28.8	26.8	32.3	31.3	36.2	35.4	35.1	36.1
Compassion	70.7	70.8	70.6	70.1	71.5	70.2	75.2	71.3	69.7	74.7	69.5	68.1	72.7
Computer programming skills	11.6	10.1	13.6	10.9	9.2	9.4	9.0	9.1	13.8	12.9	14.7	13.9	16.7
Creativity	53.5	53.7	53.2	54.8	52.4	52.3	51.6	53.1	52.2	57.3	64.5	65.4	62.5
Drive to achieve	75.1	73.5	77.2	72.0	75.2	74.0	79.0	74.8	76.5	80.0	81.1	80.0	83.8
Emotional health	41.4	40.6	42.4	39.7	41.6	38.6	44.4	43.8	41.9	44.8	46.8	46.2	48.1
Leadership ability	61.8	61.4	62.4	59.8	63.2	61.1	65.6	64.4	61.0	68.5	70.8	70.6	71.3
Mathematical ability	44.3	38.1	52.5	37.7	38.6	37.5	42.0	38.3	51.9	54.9	37.9	37.6	38.6
Physical health	48.8	48.4	49.4	45.2	52.2	52.1	53.8	51.7	48.5	53.1	52.7	53.4	50.9
Public speaking ability	38.7	36.8	41.3	36.1	37.8	36.7	37.4	39.2	39.6	48.3	41.1	40.2	43.2
Risk-taking	42.5	42.5	42.6	42.7	42.2	42.7	42.9	41.3	41.9	45.2	53.2	53.6	52.4
Self-confidence (intellectual)	54.0	51.0	58.0	49.0	53.2	52.1	53.2	54.7	57.4	60.7	63.4	63.5	63.4
Self-confidence (social)	41.8	41.8	41.8	40.7	43.1	41.8	45.6	43.4	41.5	43.5	56.3	56.6	55.6
Spirituality	35.0	37.0	32.3	35.3	39.1	31.3	38.5	49.1	31.9	34.2	54.0	53.3	55.6
Understanding of others	73.9	72.9	75.2	72.4	73.5	72.5	76.3	73.3	74.6	77.9	73.5	73.1	74.4
Writing ability	46.6	43.9	50.2	41.4	46.8	45.9	46.8	48.0	48.5	57.2	53.3	53.9	52.0

2019 CIRP Freshman Survey

Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
Military Status:													
None	97.6	96.6	98.9	94.6	98.9	98.9	99.0	98.8	98.9	99.1	96.0	95.4	97.5
ROTC, cadet, or midshipman at a service academy	2.0	2.9	0.7	4.8	0.8	0.6	0.7	1.0	0.7	0.8	3.3	3.8	2.1
In the Reserves or National Guard	0.2	0.2	0.2	0.3	0.2	0.1	0.2	0.2	0.3	0.1	0.5	0.7	0.0
On Active Duty	0.1	0.1	0.0	0.1	0.1	0.2	0.0	0.1	0.0	0.0	0.1	0.0	0.3
A discharged veteran **NOT** serving in Active Duty, Reserves, or in National Guard	0.1	0.2	0.1	0.2	0.1	0.2	0.0	0.1	0.1	0.1	0.1	0.1	0.1
How many years do you expect it will take you to graduate from this college?													
1	0.1	0.1	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.0	0.2	0.2	0.1
2	0.9	0.8	1.0	0.9	0.8	0.8	0.8	0.8	1.2	0.3	0.5	0.4	0.8
3	4.5	3.8	5.3	4.1	3.6	2.6	2.4	5.5	5.8	3.2	3.3	2.6	4.8
4	84.4	85.0	83.6	84.2	85.9	85.6	86.6	85.8	82.7	87.2	84.6	84.3	85.2
5	6.2	6.3	6.1	7.3	5.1	4.6	6.2	5.2	5.8	7.5	6.0	7.5	2.7
6+	2.4	2.3	2.7	1.5	3.1	4.6	3.0	1.3	3.0	1.4	2.2	1.2	4.6
I do not plan to graduate from this college	1.5	1.8	1.2	2.0	1.4	1.8	0.8	1.3	1.4	0.4	3.2	3.9	1.7
What is your sexual orientation?													
Heterosexual/Straight	87.3	87.6	86.9	86.8	88.5	84.8	91.5	91.8	87.0	86.7	87.1	87.5	86.3
Gay	1.7	1.6	1.8	1.9	1.2	1.4	0.7	1.3	1.7	2.0	1.8	1.6	2.4
Lesbian	1.0	1.0	0.9	0.9	1.0	1.4	0.6	0.7	1.0	0.9	2.1	2.2	1.7
Bisexual	7.2	6.9	7.5	7.2	6.5	8.6	5.3	4.4	7.5	7.7	6.7	6.4	7.2
Queer	0.6	0.5	0.6	0.5	0.6	0.9	0.3	0.3	0.6	0.9	0.4	0.4	0.4
Pansexual	1.2	1.2	1.3	1.3	1.1	1.7	0.8	0.5	1.3	0.9	0.9	1.0	0.6
Asexual	0.5	0.5	0.6	0.6	0.4	0.6	0.2	0.3	0.6	0.5	0.3	0.2	0.5
Not listed above	0.6	0.7	0.4	0.8	0.6	0.6	0.6	0.7	0.4	0.4	0.8	0.7	1.0
Will you pursue a science-related research career?													
Definitely yes	15.4	12.8	19.0	12.4	13.3	14.4	15.5	10.9	20.5	12.8	17.8	16.3	21.1
Probably yes	18.3	15.2	22.7	15.3	15.0	15.3	16.0	14.0	23.9	17.4	18.5	19.7	15.9
Uncertain	21.4	21.4	21.2	22.2	20.5	21.3	22.5	18.6	21.2	21.4	21.8	22.1	21.1
Probably no	23.9	25.5	21.9	25.1	25.8	26.3	23.7	26.3	20.9	26.0	20.2	20.9	18.7
Definitely no	20.9	25.1	15.3	24.9	25.3	22.7	22.3	30.1	13.5	22.4	21.7	21.1	23.3
Students who "Strongly Agree" or "Agree Somewhat"													
I have a strong sense of belonging to a community of scientists	24.1	20.0	29.7	19.5	20.5	22.3	24.1	16.4	30.7	25.8	25.8	25.2	27.3
I derive great personal satisfaction from working on a team that is doing important research	51.2	45.9	58.6	46.2	45.4	47.7	51.9	39.2	59.0	56.9	45.3	43.8	48.9
I think of myself as a scientist	18.8	14.4	24.8	13.7	15.3	17.0	17.8	11.8	25.6	21.9	20.8	20.1	22.5
I feel like I belong in the field of science	34.8	28.7	43.1	27.6	29.9	31.5	35.7	24.8	44.9	35.9	32.1	30.7	35.5

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Objectives considered to be "Essential" or "Very Important":													
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	18.3	19.8	16.3	20.1	19.5	19.3	14.8	22.2	15.3	20.1	27.5	25.8	31.7
Becoming an authority in my field	55.0	54.6	55.5	54.7	54.4	55.4	56.3	52.3	54.4	60.2	70.6	70.5	70.7
Obtaining recognition from my colleagues for contributions to my special field	55.5	55.2	55.9	56.0	54.1	56.9	56.4	49.5	54.9	59.9	65.5	66.5	63.2
Influencing the political structure	27.4	26.8	28.2	26.3	27.4	29.5	26.9	24.9	27.2	32.0	39.6	39.3	40.4
Influencing social values	48.3	48.6	47.8	47.9	49.4	50.6	51.2	47.1	46.2	54.5	60.9	60.6	61.7
Raising a family	71.0	73.7	67.2	72.8	74.8	72.2	79.5	75.6	66.5	69.8	76.1	76.9	74.3
Being very well off financially	84.3	84.0	84.7	86.1	81.6	82.3	87.2	77.9	85.8	80.3	90.0	90.8	88.3
Helping others who are in difficulty	80.0	80.3	79.6	79.3	81.4	81.8	84.0	79.6	79.1	81.8	81.8	80.9	84.0
Making a theoretical contribution to science	26.1	22.9	30.7	22.2	23.6	26.2	26.4	18.9	31.7	26.7	34.5	32.8	38.5
Writing original works (poems, novels, etc.)	18.8	19.5	17.8	19.2	19.8	21.0	15.2	20.6	17.0	20.9	28.2	27.7	29.4
Creating artistic works (painting, sculpture, etc.)	19.0	19.9	17.8	21.0	18.7	18.9	16.4	19.6	17.3	19.8	28.6	29.0	27.5
Becoming successful in a business of my own	43.1	44.1	41.7	44.7	43.4	43.9	46.3	41.3	41.3	43.4	69.5	69.2	70.3
Becoming involved in programs to clean up the environment	44.8	43.4	46.7	44.4	42.3	47.2	43.0	35.7	46.6	47.2	54.0	53.9	54.2
Developing a meaningful philosophy of life	49.8	47.7	52.6	46.3	49.4	51.1	48.7	47.7	51.1	58.4	56.2	54.9	59.3
Participating in a community action program	38.2	37.6	39.0	35.6	39.7	41.3	42.1	36.5	37.5	44.9	55.0	53.1	59.6
Helping to promote racial understanding	52.1	51.1	53.5	50.7	51.4	54.4	53.0	46.8	53.1	55.1	70.8	70.5	71.3
Keeping up to date with political affairs	45.2	42.5	49.0	41.8	43.3	46.5	44.8	38.6	47.1	56.4	48.5	47.4	51.2
Becoming a community leader	43.1	43.5	42.5	41.6	45.8	45.9	46.3	45.3	40.7	49.8	58.8	57.8	61.2
Improving my understanding of other countries and cultures	62.1	59.3	65.8	58.0	60.9	62.7	62.0	58.0	64.2	72.2	68.9	68.1	71.0
Integrating spirituality into my life	43.1	46.5	38.4	43.8	49.5	38.9	50.8	62.2	37.1	43.1	69.0	68.1	71.2

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Student estimates "Very Good Chance" that they will:													
Change major field	10.9	9.5	12.9	8.9	10.2	10.8	8.7	10.4	12.7	13.5	8.6	8.9	7.8
Change career choice	11.6	10.0	14.0	8.6	11.5	13.2	9.5	10.6	13.3	16.9	7.8	7.9	7.5
Participate in student government	7.2	6.8	7.8	6.3	7.3	7.8	8.1	6.3	7.4	9.4	13.2	12.9	14.1
Get a job to help pay for college expenses	55.3	54.8	55.8	57.6	51.7	51.5	53.8	50.9	57.9	47.6	52.6	55.8	45.1
Join a social fraternity or sorority	9.1	9.1	9.1	9.4	8.8	7.4	9.9	9.9	8.8	10.4	28.3	28.0	28.9
Participate in student protests or demonstrations	11.1	9.5	13.4	8.6	10.6	13.3	9.5	7.6	12.6	16.3	17.8	17.3	19.1
Transfer to another college before graduating	4.5	4.8	4.0	5.3	4.3	5.0	2.8	4.3	4.4	2.5	9.3	10.1	7.4
Participate in volunteer or community service work	35.5	33.8	37.9	28.7	39.6	37.9	43.9	39.4	35.3	48.2	40.9	38.0	47.6
Seek personal counseling	19.2	18.4	20.3	18.4	18.4	19.9	17.5	17.1	20.1	21.1	25.7	27.1	22.2
Communicate regularly with your professors	47.8	44.8	52.0	43.4	46.4	48.6	51.1	41.2	48.6	65.2	45.9	44.5	49.3
Participate in student clubs/groups	28.5	26.2	31.7	20.4	32.8	33.9	34.6	30.6	27.7	47.7	30.3	29.9	31.2
Participate in a study abroad program	21.6	17.5	27.3	16.2	19.0	21.7	21.2	14.3	26.6	29.9	26.7	26.1	28.2
Work on a professor's research project	35.5	35.8	35.2	38.0	33.2	35.1	38.4	28.1	35.9	32.2	48.2	48.3	48.0
Take courses from more than one college simultaneously	5.2	5.2	5.2	5.2	5.1	5.8	4.4	4.7	5.0	6.1	11.0	10.9	11.0
Take a leave of absence from this college temporarily	1.6	1.9	1.2	1.8	2.0	2.1	1.3	2.2	1.2	1.2	5.1	5.4	4.4
Take a course exclusively online	6.8	6.8	6.9	7.3	6.2	5.3	5.8	7.6	7.7	4.1	11.4	12.1	9.6
Vote in a local, state, or national election	63.6	60.4	68.1	59.9	61.0	60.2	63.4	60.7	67.5	70.4	58.1	58.6	56.9
Race/Ethnicity Group (with multiple race category)													
American Indian	0.3	0.3	0.2	0.4	0.2	0.1	0.1	0.4	0.3	0.1	0.2	0.2	0.1
Asian	11.7	6.0	18.4	6.5	5.4	6.0	5.4	4.5	17.8	21.6	0.3	0.1	0.8
Black	10.1	11.2	8.7	10.0	12.6	10.2	11.9	16.0	9.4	5.1	83.4	82.9	84.6
Hispanic	11.3	13.6	8.6	17.7	8.7	10.0	11.9	5.4	9.2	5.3	1.1	0.6	2.1
White	50.0	52.9	46.5	46.8	60.2	61.8	57.0	59.8	45.0	53.8	1.2	1.0	1.7
Other	1.0	0.8	1.1	0.9	0.8	0.7	1.2	0.6	1.2	0.7	1.0	0.9	1.2
Two or more races/ethnicities	15.8	15.1	16.5	17.6	12.2	11.2	12.6	13.3	17.2	13.4	12.7	14.3	9.5

2019 CIRP Freshman Survey

Weighted National Norms—All Respondents

All Respondents	All Bacc Institutions	Baccalaureate Institutions		4-year Colleges					Universities		Black Colleges and Universities		
		4-yr Coll	Universities	Public	Private	Nonsec	Catholic	Oth Relig	Public	Private	All HBCU	Public	Private
CIRP Construct: Habits of Mind													
High	18.7	22.1	14.3	22.6	21.6	20.7	19.5	23.8	15.0	11.6	20.1	18.5	23.4
Average	44.9	44.8	44.9	44.9	44.7	43.5	45.2	46.0	45.9	40.7	44.1	45.6	40.6
Low	36.4	33.0	40.7	32.5	33.6	35.7	35.3	30.2	39.2	47.7	35.9	35.8	36.0
Mean	52.33	51.58	53.29	51.44	51.75	52.20	52.09	51.02	52.99	54.63	52.09	52.24	51.74
CIRP Construct: Academic Self-Concept													
High	30.1	36.2	22.1	38.5	33.4	35.3	30.8	32.4	23.3	17.0	33.4	35.0	29.6
Average	48.4	46.8	50.5	46.0	47.8	47.4	49.5	47.4	50.7	49.4	43.1	41.5	46.6
Low	21.5	17.0	27.4	15.5	18.8	17.3	19.7	20.2	26.0	33.6	23.6	23.5	23.7
Mean	49.55	48.25	51.27	47.82	48.74	48.31	49.36	48.95	50.96	52.59	49.77	49.56	50.25
CIRP Construct: Social Self-Concept													
High	33.8	34.8	32.4	36.5	32.9	34.6	30.3	32.1	33.7	26.9	25.0	24.9	25.3
Average	42.4	41.7	43.3	40.8	42.8	42.8	43.9	42.3	42.9	45.3	37.9	37.5	38.8
Low	23.8	23.5	24.3	22.7	24.3	22.6	25.8	25.6	23.4	27.9	37.1	37.6	35.9
Mean	49.62	49.45	49.84	49.16	49.78	49.42	50.26	49.98	49.56	51.04	52.20	52.16	52.29
CIRP Construct: Pluralistic Orientation													
High	25.6	28.9	21.5	29.1	28.6	26.6	27.2	31.8	21.8	20.3	26.6	27.0	25.7
Average	43.9	42.5	45.6	41.3	43.9	45.1	44.0	42.3	45.5	46.5	36.9	36.0	38.7
Low	30.5	28.6	32.8	29.6	27.5	28.3	28.8	25.9	32.8	33.2	36.5	36.9	35.6
Mean	50.26	49.59	51.10	49.66	49.52	49.79	49.94	48.98	51.06	51.27	50.84	50.85	50.82
CIRP Construct: Social Agency													
High	33.7	34.6	32.4	36.1	33.0	31.5	29.7	36.5	33.9	26.5	22.0	22.6	20.6
Average	39.7	39.9	39.5	39.1	40.8	40.8	42.6	39.9	39.3	40.0	38.4	37.8	39.7
Low	26.6	25.5	28.1	24.8	26.2	27.7	27.7	23.6	26.8	33.5	39.6	39.6	39.7
Mean	49.35	49.10	49.69	48.74	49.51	49.94	50.10	48.66	49.29	51.28	52.99	52.90	53.21
CIRP Construct: Civic Engagement													
High	34.9	36.2	33.4	38.5	33.4	31.6	31.1	36.8	35.3	24.2	30.5	32.0	27.3
Average	37.3	38.3	36.1	37.4	39.3	37.7	40.0	40.9	35.9	37.0	38.7	39.1	37.8
Low	27.8	25.5	30.5	24.0	27.3	30.8	28.9	22.3	28.8	38.7	30.8	28.9	34.8
Mean	49.09	48.54	49.76	47.93	49.26	49.99	49.68	48.15	49.27	52.08	50.10	49.54	51.27
CIRP Construct: College Reputation Orientation													
High	33.4	35.0	31.3	38.8	30.6	27.8	22.8	38.1	33.7	21.2	40.2	42.9	34.0
Average	38.6	39.1	38.0	39.1	39.1	38.3	40.6	39.5	37.3	40.9	33.7	37.0	26.2
Low	28.0	25.9	30.7	22.1	30.3	33.9	36.6	22.5	29.0	37.9	26.1	20.1	39.8
Mean	49.59	49.25	50.04	48.39	50.23	50.85	51.92	48.57	49.54	52.12	48.46	47.54	50.58
CIRP Construct: Likelihood of College Involvement													
High	37.4	40.6	33.0	45.2	35.3	32.8	31.4	40.6	36.0	21.0	32.5	34.5	27.9
Average	40.4	39.6	41.5	38.0	41.4	42.1	41.5	40.3	40.7	44.7	36.7	35.9	38.7
Low	22.2	19.8	25.5	16.8	23.3	25.1	27.0	19.1	23.3	34.3	30.8	29.7	33.5
Mean	48.42	47.75	49.35	46.71	48.94	49.54	49.81	47.74	48.65	52.15	50.51	50.04	51.61
CIRP Construct: Science Self-Efficacy													
High	30.3	35.8	23.2	37.3	33.9	32.5	29.4	37.9	23.7	21.3	34.4	35.2	32.6
Average	44.1	42.6	46.1	41.4	44.1	44.6	45.8	42.4	46.3	45.2	38.6	37.8	40.3
Low	25.6	21.6	30.7	21.3	22.0	22.8	24.8	19.6	30.0	33.5	27.0	26.9	27.1
Mean	50.01	48.77	51.63	48.50	49.09	49.56	50.08	48.02	51.47	52.36	49.78	49.66	50.05
CIRP Construct: Science Identity													
High	30.7	36.1	23.2	36.0	36.2	33.1	29.6	43.6	21.6	29.7	32.0	32.2	31.6
Average	39.8	40.3	39.2	41.1	39.4	40.1	41.3	37.5	39.2	38.9	39.3	40.2	37.0
Low	29.5	23.6	37.6	22.9	24.4	26.7	29.2	18.9	39.2	31.4	28.7	27.6	31.4
Mean	49.73	48.34	51.63	48.30	48.39	49.07	49.79	46.80	52.01	50.08	50.05	49.98	50.22

APPENDIX A

Research Methodology

RESEARCH METHODOLOGY

The data reported here have been weighted to provide a normative picture of the American college first-year student population for persons engaged in policy analysis, human resource planning, campus administration, educational research, and guidance and counseling, as well as for the general community of students and parents. This Appendix provides a brief overview of the CIRP methodology and describes the procedures used to weight the annual freshman survey results to produce the national normative estimates.

Historical Overview

From 1966 to 1970, approximately 15 percent of the nation's institutions of higher education were selected by sampling procedures and invited to participate in the program. As the academic community became aware of the value of program participation, additional institutions asked to participate. Beginning in 1971, all institutions that have entering first-year classes and that respond to the U.S. Department of Education's Higher Education General Information Survey were invited to participate.
A minimal charge plus a unit rate based on the number of forms processed helps to defray the direct costs of the survey.

The National Population for 2019

For the purposes of the 2019 CIRP Freshman Survey, the population has been defined as all institutions of higher education admitting first-time first-year students and granting a baccalaureate-level degree or higher listed in the U.S. Department of Education's Integrated Postsecondary Education Data System (IPEDS). An institution is considered eligible if it was operating at the time of the IPEDS survey and had a first-time, full-time freshman class of at least 25 students. In addition, a small number of institutions or their branches are included even though their separate enrollments were not available from the IPEDS files. In 2019, the national population included about 1,500 institutions. It should be noted that the population reflects institutions of "higher education," rather than "postsecondary education." Most proprietary, special vocational, or semiprofessional institutions are not currently included in the population.

Institutional Stratification Design

The institutions identified as part of the national population are divided into 26 stratification groups based on type (four-year college, university), control (public, private nonsectarian, Roman Catholic, other religious), institutional race (predominantly non-Black, predominantly Black), and the "selectivity level" of the institution. Selectivity, defined as the median SAT

Verbal and Math scores of the entering class (or ACT composite score), was made an integral part of the stratification design in 1968. Table A1 shows the distribution of institutions across the stratification cells. The dividing lines between low, medium and high selectivity levels are different for different types of institutions and should not be used as a measure of institutional or program quality.

A comprehensive restratification of the national population was undertaken in 2008 and is updated every few years, reviewing not only institutions' selectivity scores but also their control and religious affiliation (if any) as reported to IPEDS. In 2019, "university" is defined by 2010 Basic Carnegie Classification as "research universities" or "doctoral/research universities." Appendix C lists the current stratification cell assignment of institutions that participated in the 2019 CIRP Freshman Survey.

Having defined the population in terms of the stratification cell scheme, the IPEDS file is used to compute the male and female first-time, full-time (FTFT) population in each cell. These population counts form the target counts of the weighting procedure.

Identifying the Norms Sample

Generally speaking, an institution is included in the national norms sample if it provided a representative sample of its FTFT population. The minimum percentage required of a sample is 65 percent. Institutions whose sample proportions were less than but close to these cutoffs are included if the method used to administer the survey showed no systematic biases in first-year class coverage.

Information about the FTFT population and the method of survey administration is obtained from participating institutions at the time they return their completed surveys. In the event an institution did not return FTFT information, HERI uses counts from the most recently published IPEDS survey at the time the norms sample is designated. This procedure, although not optimal, is adequate unless the institution experienced a substantial change in its FTFT population since the last IPEDS survey.

The 2019 Data

Although 126,642 respondents at 178 two- and four-year colleges and universities returned their forms in time for their data to be included in the 2019 norms, the normative data presented here are based on responses from 95,505 FTFT freshmen entering 148 baccalaureate institutions.

The normative data presented here were collected by administering the 2019 CIRP Freshman Survey during registration, freshman orientation, or the first few weeks of classes (i.e., before the students have had any substantial experience with college life). The survey is designed to elicit a wide range of biographic and demographic data, as well as data on the students' high school background, career plans, educational aspirations, financial arrangements, high school activities, and current attitudes. In addition to standard biographic and demographic items that have been administered annually to each entering class, the survey also contains other research-oriented items that may have been modified from previous years.

Table A1. 2019 CIRP Freshman Survey National Norms Sample and Population

Institution Type	Strat Cell	Selectivity		Institutions			First-time, Full-time Freshmen				Cell Weights	
								Weighted				
		Level	Average Score	Population	Survey	Norms Sample	Unweighted Number	Number	Men	Women	Men	Women
Public Universities	1	low	600–1050	29	7	5	5,987	207,514	89,575	117,939	34.56	34.74
	2	medium	1051–1220	99	7	3	6,999	176,338	86,934	89,404	31.51	21.09
	3	high	1221–1600	26	6	5	16,386	141,884	71,295	70,589	9.24	8.14
Private Universities	4	medium	600–1179	14	3	3	666	8,951	3,673	5,278	10.90	16.04
	5	high	1180–1339	27	5	4	4,123	27,789	10,849	16,940	7.70	6.24
	6	very high	1340–1600	45	10	9	10,837	73,972	35,200	38,772	7.68	6.20
Public 4-year Colleges	7,10	low	800–974	157	2	2	146	5,704	2,522	3,182	44.24	35.76
	8	medium	975–1034	110	10	6	9,222	208,335	90,212	118,123	25.50	20.78
	9	high	1035–1600	116	11	8	5,441	197,196	95,049	102,147	39.18	33.88
Private Nonsectarian 4-year Colleges	12	medium	1021–1090	25	6	6	1,135	62,896	27,545	35,351	51.01	59.41
	13	high	1091–1189	60	10	8	2,551	36,364	18,084	18,280	16.61	12.50
	14	very high	1190–1600	76	40	36	13,248	58,932	24,485	34,447	4.57	4.37
Catholic 4-year Colleges	16,19	low	825–994	58	4	4	465	6,831	2,463	4,368	16.31	13.91
	17	medium	995–1095	38	5	5	1,507	17,258	6,762	10,496	12.48	10.88
	18	high	1096–1600	58	16	14	7,391	37,630	15,442	22,188	5.20	5.02
Other Religious 4-year Colleges	20,24	very low	800–999	124	2	2	399	6,531	4,335	2,196	17.34	14.74
	21	low	1000–1050	57	5	4	555	15,042	7,608	7,434	30.55	24.29
	22	medium	1051–1100	99	7	6	1,527	33,946	17,251	16,695	26.02	19.32
	23	high	1111–1600	100	11	10	4,667	63,602	25,087	38,515	14.65	13.04
Predominantly Black Colleges	34,40	public	—	53	4	2	929	33,194	12,653	20,541	37.32	34.82
	35,38 39,41	private	—	56	7	6	1,324	16,500	6,554	9,946	18.15	10.33
All Institutions				**1,427**	**178**	**148**	**95,505**	**1,436,409**				

Note:
–The broad categories of Institution Control (i.e., public, private, and religious affiliation) are defined by data submitted to Integrated Postsecondary Educational Data System (IPEDS).
–Universities are those institutions defined by 2010 Basic Carnegie Classification as "Research Universities" or "Doctoral/Research Universities."
–Selectivity is based on median SAT Verbal + Math scores and/or ACT composite scores of the entering class as reported to IPEDS. Other comparable sources (e.g., Common Data Set) are used for institutions not reporting SAT/ACT scores to IPEDS. Institutions with unknown selectivity are grouped with the low-selectivity institutions when computing National Norms. The stratification design presented here is used to group schools to develop population weights and should not be used as a measure of institutional or program quality.
–Cell Weights are the ratio between the number of first-time, full-time freshmen enrolled in all colleges and the number of first-time, full-time freshmen enrolled in the norms sample colleges.
–Two-year colleges are not included in the norms sample.

The inclusion of modified items permits a more thorough coverage of student characteristics but also represents a compromise between two mutually exclusive objectives: (1) comparability of information from year to year which is required for assessing trends; and (2) flexibility in item content to meet changing information and research needs.

The survey, reproduced as Appendix B, has been developed in collaboration with students, professional associations, participating institutions, government agencies, educational researchers, administrators, and policy makers. The survey content is reviewed annually by the research directors at the Higher Education Research Institute (HERI) at UCLA as well as others interested in the annual freshman survey program.

First-time, full-time freshmen enrolled at institutions meeting minimal quality requirements for inclusion in the norms are differentially weighted to represent the national FTFT population. Part-time students and those who are not first-time college students (i.e., transfers and former enrollees) are excluded from the normative sample.

Weighting the Sample

Those institutions identified as being part of the norms sample are weighted by a two-step procedure. The first weight is designed to adjust for response bias within institutions. Counts of the male and female FTFT population for each institution are divided by that institution's male and female FTFT respondent count. The resulting weights, when applied to each respondent, bring the male and female respondent counts up to the corresponding counts for the population at that institution.

The second weight is designed to compensate for nonparticipating institutions within each stratification cell. The weighted male and female counts for all participating institutions in each stratification cell are first summed and then are divided into the national male and female FTFT counts for all institutions in that stratification cell, producing a second set of cell weights.

To bring the racial composition of the weighted sample more in line with the data reported by IPEDS, we applied an adjusted second weight to several stratification cells for two racial/ethnic groups. For these stratification cells, we computed separate second weights for Asian/Pacific Islander students (compared to non-Asian/Pacific Islander students) and for Hispanic students (compared to those who did not identify as Hispanic). These separate second weights were combined with the first weight (weighting within institutions) as described in the next paragraph.

The final weight is simply the product of the first and second weights. Weighting each response in the norms sample using the final weight brings the male and female counts up to the national number of first-time full-time freshmen in each stratification cell (see Table A1).

The weighted data are combined separately to form various comparison groups. Comparison groups are hierarchically organized, allowing participating institutions to compare their results by type (four-year college versus university), control (public, private nonsectarian, Roman Catholic, other religious), race (Historically Black Colleges and Universities versus non-HBCUs), and selectivity level.

CIRP Constructs

CIRP Constructs represent sets of related survey items that measure an underlying trait or aspect of a student's life. Item Response Theory (IRT), a modern psychometric method that has several advantages over methods used in more traditional factor analysis, is used to create a construct score for each respondent. Computing an individual's construct score in IRT involves deriving a maximum likelihood score estimate based on the pattern of the person's responses to the entire set of survey items for that construct (or to a sub-set of the items that were answered). Items that tap into the trait more effectively are given greater weight in the estimation process (see Table A2). A respondent's construct score is thus not a simple arithmetic mean or weighted sum, but rather the estimated score that is most likely, given how the student answered the set of items. CIRP Constructs are scored on a Z-score metric and rescaled for a mean of approximately fifty and standard deviation of ten.

The low, average, and high construct score group percentages and the mean for the construct are reported here. Low scores represent students who are one-half standard deviation below the mean or lower. Average scores represent students whose scores are within one-half standard deviation of the mean. High scores represent students who are one-half standard deviation or more above the mean. Please visit HERI's website for more detailed information about CIRP Constructs.

Table A2. List of CIRP Freshman Survey Constructs

(including survey items and estimation 'weights')

Habits of Mind is a unified measure of the behaviors and traits associated with academic success. These learning behaviors are seen as the foundation for lifelong learning.

How often in the past year did you:

- Ask questions in class (2.09)
- Support your opinions with a logical argument (2.86)
- Seek solutions to problems and explain them to others (3.07)
- Evaluate the quality or reliability of information you received (2.98)
- Take a risk because you feel you have more to gain (2.41)
- Seek alternative solutions to a problem (2.84)
- Look up scientific research articles and resources (2.29)
- Explore topics on your own, even though it was not required for a class (2.57)
- Accept mistakes as part of the learning process (1.97)
- Analyze multiple sources of information before coming to a conclusion (2.81)
- Take on a challenge that scares you (2.39)

Academic Self-Concept is a unified measure of students' beliefs about their abilities and confidence in academic environments.

Rate yourself on each of the following traits as compared with the average person your age:

- Academic ability (2.23)
- Mathematical ability (1.32)
- Self-confidence—intellectual (3.65)
- Drive to achieve (1.95)

Social Self-Concept is a unified measure of students' beliefs about their abilities and confidence in social situations.

Rate yourself on each of the following traits as compared with the average person your age:

- Self-confidence—social (4.65)
- Leadership ability (2.06)
- Public speaking ability (0.32)

Pluralistic Orientation measures skills and dispositions appropriate for living and working in a diverse society.

Rate yourself on each of the following traits as compared with the average person your age:

- Ability to see the world from someone else's perspective (2.69)
- Tolerance of others with different beliefs (2.74)
- Openness to having my own views challenged (2.86)
- Ability to discuss and negotiate controversial issues (2.99)
- Ability to work cooperatively with diverse people (2.94)
- Critical thinking skills (2.44)

Social Agency measures the extent to which students' value political and social involvement as a personal goal.

Indicate the importance to you personally of each of the following:

- Participating in a community action program (2.62)
- Helping to promote racial understanding (2.64)
- Becoming a community leader (2.57)
- Influencing social values (2.41)
- Helping others who are in difficulty (1.86)
- Keeping up to date with political affairs (2.22)

Civic Engagement measures the extent to which students are motivated and involved in civic, electoral, and political activities.

Indicate activities you did in the past year:

- Demonstrated for a cause (e.g., boycott, rally, protest) (3.79)
- Publicly communicated my opinion about a cause (e.g., blog, email, petition) (4.11)
- Helped raise money for a cause or campaign (2.91)
- Performed volunteer work (2.26)

Indicate the importance to you personally of each of the following:

- Influencing social values (3.54)
- Keeping up to date with political affairs (3.65)

Table A2 (continued)

College Reputation Orientation measures the degree to which students value academic reputation and future career potential as a reason for choosing this college. How important was each reason in your decision to come here? • This college's graduates get good jobs (7.64) • This college's graduates gain admission to top graduate/professional schools (5.92) • This college has a very good academic reputation (4.89)
Likelihood of College Involvement is a unified measure of students' expectations about their involvement in college life generally. What is your best guess as to the chances that you will: • Participate in student clubs/groups (4.97) • Participate in volunteer or community service work (4.25) • Participate in a study abroad program (3.74) • Participate in student government (2.78)
Science Self-Efficacy measures students' sense of confidence to engage with the scientific method. How confident are you that you can: • Use technical science skills (use of tools, instruments, and/or techniques) (1.09) • Generate an answerable research question (1.36) • Determine how to collect appropriate data (1.45) • Explain the results of a study (1.45) • Use scientific literature to guide research (1.43) • Integrate results from multiple studies (1.44) • Ask relevant questions (1.17) • Identify what is known and not known about a problem (1.27) • Understand scientific concepts (1.39) • See connections between different areas of science and mathematics (1.26)
Science Identity represents the extent to which students conceive of themselves as scientists. Rate your agreement with each of the following statements: • I have a strong sense of belonging to the community of scientists (2.34) • I derive great personal satisfaction from working on a team that is doing important research (1.68) • I think of myself as a scientist (2.45) • I feel like I belong in the field of science (2.36)

APPENDIX B

The 2019 CIRP Freshman Survey Instrument

2019 CIRP Freshman Survey

PLEASE PRINT IN ALL CAPS YOUR NAME AND PERMANENT/HOME ADDRESS (one letter or number per box).

NAME: FIRST | MI | LAST

ADDRESS:

CITY: | STATE: | ZIP: | COUNTRY, if NOT USA:

STUDENT ID# *(as instructed)*: | EMAIL *(print letters carefully)*:

When were you born? Month (01-12) | Day (01-31) | Year

SERIAL #

MARKING DIRECTIONS

- Use a black or blue pen.
- Fill in your response completely. Mark out any answer you wish to change with an "X".

CORRECT MARK | INCORRECT MARKS

Group Code A B

1. Do you identify as transgender?
- ○ Yes
- ○ No

2. What is your current gender identity?
- ○ Man/Trans Man
- ○ Woman/Trans Woman
- ○ Gender queer/Gender non-conforming
- ○ Identity not listed above

3. What is your sexual orientation?
- ○ Heterosexual/Straight
- ○ Gay
- ○ Lesbian
- ○ Bisexual
- ○ Queer
- ○ Pansexual
- ○ Asexual
- ○ Not listed above

4. In what year did you graduate from high school? (Mark one)
- ○ 2019
- ○ 2018
- ○ 2017
- ○ 2016 or earlier
- ○ Did not graduate but passed G.E.D. test
- ○ Never completed high school

5. Are you enrolling: (Mark one)
- ○ Full-time
- ○ Part-time

6. How many miles is this college from your permanent home? (Mark one)
- ○ 5 or less
- ○ 6-10
- ○ 11-50
- ○ 51-100
- ○ 101-500
- ○ Over 500

7. What was your average grade in high school? (Mark one)
- ○ A or A+
- ○ A–
- ○ B+
- ○ B
- ○ B–
- ○ C+
- ○ C
- ○ D

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

9. Since leaving high school, have you ever taken courses, whether for credit or not for credit, at any other institution?
- ○ Yes
- ○ No

10. What were your scores on the SAT and/or ACT?

SAT Critical Reading .....

SAT Mathematics .....

ACT Composite .....

11. From what kind of high school did you graduate? (Mark one)
- ○ Public school (not charter or magnet)
- ○ Public charter school
- ○ Public magnet school
- ○ Private religious/parochial school
- ○ Private independent college-prep school
- ○ Home school

12. Are you: (Mark all that apply)
- ○ White/Caucasian
- ○ African American/Black
- ○ American Indian/Alaska Native
- ○ East Asian (e.g., Chinese, Japanese, Korean, Taiwanese)
- ○ Filipina/o/x
- ○ Southeast Asian (e.g., Cambodian, Vietnamese, Hmong)
- ○ South Asian (e.g., Indian, Pakistani, Nepalese, Sri Lankan)
- ○ Other Asian
- ○ Native Hawaiian/Pacific Islander
- ○ Mexican American/Chicana/o/x
- ○ Puerto Rican
- ○ South American
- ○ Other Latina/o/x
- ○ Other

13. Did you participate in a bridge program at this institution this summer?
- ○ Yes
- ○ No

14. To how many colleges other than this one did you apply for admission this year?
- ○ None
- ○ 1
- ○ 2
- ○ 3
- ○ 4
- ○ 5
- ○ 6
- ○ 7-8
- ○ 9-10
- ○ 11 or more

15. Were you accepted by your first choice college?
- ○ Yes
- ○ No

16. Is this college your: (Mark one)
- ○ First choice
- ○ Second choice
- ○ Third choice
- ○ Less than third choice

17. Citizenship status: (Mark one)
- ○ U.S. citizen
- ○ Permanent resident (green card)
- ○ International student (i.e., F-1, J-1, or M-1 visa)
- ○ None of the above

18. Please mark which of the following courses you have completed:
- (Y) (N) Pre-calculus/Trigonometry
- (Y) (N) Probability & Statistics
- (Y) (N) Calculus
- (Y) (N) AP Probability & Statistics
- (Y) (N) AP Calculus

19. During high school (grades 9-12) how many years did you study each of the following subjects? (Mark one for each item)

	None	1/2	1	2	3	4	5 or more
Mathematics	○	○	○	○	○	○	○
Foreign Language	○	○	○	○	○	○	○
Physical Science	○	○	○	○	○	○	○
Biological Science	○	○	○	○	○	○	○
History/Am. Gov't	○	○	○	○	○	○	○
Computer Science	○	○	○	○	○	○	○
Arts and/or Music	○	○	○	○	○	○	○

20. On how many AP exams did you score a 3 or higher?
- ○ None
- ○ 1-2
- ○ 3-4
- ○ 5-6
- ○ 7-8
- ○ 9 or more

21. Which years did you take physics in high school? (Mark all that apply)
- ○ 9th
- ○ 10th
- ○ 11th
- ○ 12th
- ○ Did not take physics

22. Please refer to the same Parent/Guardian throughout this survey. Please mark the sex of your parent(s) or guardian(s).

	Male	Female
Parent/Guardian 1	○	○
Parent/Guardian 2	○	○

23. Do you consider yourself: (Mark Yes or No for each item)

	Yes	No
Pre-Med	○	○
Pre-Law	○	○

24. Please indicate your intended major using the codes provided on the attached fold out.

25. Please indicate your intended career as well as the careers of your parents/guardians, using the codes provided on the attached fold out. (Your intended career, Parent/Guardian 1 career, Parent/Guardian 2 career)

Your intended career ☐☐

Parent/Guardian 1 career ☐☐

Parent/Guardian 2 career ☐☐

26. Current employment status: (Mark one in each row)

	Employed	Seasonally Employed	Unemployed	Retired
Parent/Guardian 1	○	○	○	○
Parent/Guardian 2	○	○	○	○

27. 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-$2,999	$3,000-$5,999	$6,000-$9,999	$10,000-$14,999	$15,000+
Family resources (parents, relatives, spouse, etc.)	○	○	○	○	○	○
My own resources (savings from work, work-study, other income)	○	○	○	○	○	○
Aid which need not be repaid (grants, scholarships, military funding, etc.)	○	○	○	○	○	○
Aid which must be repaid (loans, etc.)	○	○	○	○	○	○

28. Did you receive any of the following forms of financial aid? (Mark Yes or No for each item)

	Yes	No
Military grants	○	○
Work-study	○	○
Pell Grant	○	○
Need-based grants or scholarships	○	○
Merit-based grants or scholarships	○	○

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

- ○ Less than $15,000
- ○ $15,000-$24,999
- ○ $25,000-$29,999
- ○ $30,000-$59,999
- ○ $60,000-$74,999
- ○ $75,000-$99,999
- ○ $100,000-$124,999
- ○ $125,000-$149,999
- ○ $150,000-$199,999
- ○ $200,000-$249,999
- ○ $250,000-$499,999
- ○ $500,000 or higher

30. In your lifetime, have you been homeless for at least one month?

- ○ Yes
- ○ No

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

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

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

	Yours	Parent/Guardian 1	Parent/Guardian 2
Agnostic	Ⓨ	①	②
Atheist	Ⓨ	①	②
Baptist	Ⓨ	①	②
Buddhist	Ⓨ	①	②
Church of Christ	Ⓨ	①	②
Eastern Orthodox	Ⓨ	①	②
Episcopalian	Ⓨ	①	②
Hindu	Ⓨ	①	②
Jewish	Ⓨ	①	②
LDS (Mormon)	Ⓨ	①	②
Lutheran	Ⓨ	①	②
Methodist	Ⓨ	①	②
Muslim	Ⓨ	①	②
Presbyterian	Ⓨ	①	②
Quaker	Ⓨ	①	②
Roman Catholic	Ⓨ	①	②
Seventh-day Adventist	Ⓨ	①	②
United Church of Christ/Congregational	Ⓨ	①	②
Other Christian	Ⓨ	①	②
Other religion(s)/belief(s)	Ⓨ	①	②
None	Ⓨ	①	②

33. What is the highest academic degree that you intend to obtain? (Mark one in each column)

	Highest Planned		Highest Planned at This College
None	○	...	○
Vocational certificate	○	...	○
Associate (A.A. or equivalent)	○	...	○
Bachelor's (B.A., B.S., B.D., etc.)	○	...	○
Master's (M.A., M.S., M.B.A., etc.)	○	...	○
J.D. (Law)	○	...	○
M.D., D.D.S., D.V.M., etc. (Medical)	○	...	○
Ph.D.	○	...	○
Professional Doctorate (Ed.D., Psy.D., etc.)	○	...	○
Other	○	...	○

34. In the past year, how often have you: (Mark one for each item)

	Frequently	Occasionally	Not at All
Attended a religious service	Ⓕ	Ⓞ	Ⓝ
Been bored in class	Ⓕ	Ⓞ	Ⓝ
Demonstrated for a cause (e.g., boycott, rally, protest)	Ⓕ	Ⓞ	Ⓝ
Tutored another student	Ⓕ	Ⓞ	Ⓝ
Studied with other students	Ⓕ	Ⓞ	Ⓝ
Consumed beer	Ⓕ	Ⓞ	Ⓝ
Consumed wine or liquor	Ⓕ	Ⓞ	Ⓝ

34. Continued. In the past year, how often have you: (Mark one for each item)

	Frequently	Occasionally	Not at All
Felt overwhelmed by all I had to do	Ⓕ	Ⓞ	Ⓝ
Felt depressed	Ⓕ	Ⓞ	Ⓝ
Performed volunteer work	Ⓕ	Ⓞ	Ⓝ
Asked a teacher for advice after class	Ⓕ	Ⓞ	Ⓝ
Socialized with someone of another racial/ethnic group	Ⓕ	Ⓞ	Ⓝ
Been late to class	Ⓕ	Ⓞ	Ⓝ
Discussed politics	Ⓕ	Ⓞ	Ⓝ
Skipped school/class	Ⓕ	Ⓞ	Ⓝ
Publicly communicated my opinion about a cause (e.g., blog, email, petition)	Ⓕ	Ⓞ	Ⓝ
Helped raise money for a cause or campaign	Ⓕ	Ⓞ	Ⓝ
Fallen asleep in class	Ⓕ	Ⓞ	Ⓝ
Failed to complete homework on time	Ⓕ	Ⓞ	Ⓝ
Felt anxious	Ⓕ	Ⓞ	Ⓝ
Written computer code	Ⓕ	Ⓞ	Ⓝ
Felt hungry but did not eat because I didn't have enough money for food	Ⓕ	Ⓞ	Ⓝ

35. How would you rate yourself in the following areas: (Mark one for each item)

	A Major Strength	Somewhat Strong	Average	Somewhat Weak	A Major Weakness
Ability to see the world from someone else's perspective	○	○	○	○	○
Tolerance of others with different beliefs	○	○	○	○	○
Openness to having my own views challenged	○	○	○	○	○
Ability to discuss and negotiate controversial issues	○	○	○	○	○
Ability to work cooperatively with diverse people	○	○	○	○	○
Critical thinking skills	○	○	○	○	○
Ability to manage your time effectively	○	○	○	○	○

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

	Parent/Guardian 1		Parent/Guardian 2
Junior high/Middle school or less	○	...	○
Some high school	○	...	○
High school graduate/GED	○	...	○
Postsecondary school other than college	○	...	○
Some college	○	...	○
College degree	○	...	○
Some graduate school	○	...	○
Graduate degree	○	...	○

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

	Frequently	Occasionally	Not at All
Ask questions in class	F	O	N
Support your opinions with a logical argument	F	O	N
Seek solutions to problems and explain them to others	F	O	N
Evaluate the quality or reliability of information you received	F	O	N
Take a risk because you feel you have more to gain	F	O	N
Seek alternative solutions to a problem	F	O	N
Look up scientific research articles and resources	F	O	N
Explore topics on your own, even though it was not required for a class	F	O	N
Accept mistakes as part of the learning process	F	O	N
Analyze multiple sources of information before coming to a conclusion	F	O	N
Take on a challenge that scares you	F	O	N

38. How confident are you that you can: (Mark one in each row)

	Absolutely	Very	Moderately	Somewhat	Not at All
Use technical science skills (use of tools, instruments, and/or techniques)	A	V	M	S	N
Generate an answerable research question	A	V	M	S	N
Determine how to collect appropriate data	A	V	M	S	N
Explain the results of a study	A	V	M	S	N
Use scientific literature to guide research	A	V	M	S	N
Integrate results from multiple studies	A	V	M	S	N
Ask relevant questions	A	V	M	S	N
Identify what is known and not known about a problem	A	V	M	S	N
Understand scientific concepts	A	V	M	S	N
See connections between different areas of science and mathematics.	A	V	M	S	N

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

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

40. 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
To be able to get a better job	V	S	N
To gain a general education and appreciation of ideas	V	S	N
To make me a more cultured person	V	S	N
To be able to make more money	V	S	N
To learn more about things that interest me	V	S	N
To get training for a specific career	V	S	N
To prepare myself for graduate or professional school	V	S	N
To please my family	V	S	N

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

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability					
Artistic ability					
Compassion					
Computer programming skills					
Creativity					
Drive to achieve					
Emotional health					
Leadership ability					
Mathematical ability					
Physical health					
Public speaking ability					
Risk-taking					
Self-confidence (intellectual)					
Self-confidence (social)					
Spirituality					
Understanding of others					
Writing ability					

42. Mark one in each row:

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

Racial discrimination is no longer a major problem in America	4	3	2	1
Abortion should be legal	4	3	2	1
Colleges have the right to ban extreme speakers from campus	4	3	2	1
Wealthy people should pay a larger share of taxes than they do now	4	3	2	1
Addressing global climate change should be a federal priority	4	3	2	1
The federal government should have stricter gun control laws	4	3	2	1
Affirmative action in college admissions should be abolished	4	3	2	1
The federal government should raise taxes to reduce the deficit	4	3	2	1
Gays and lesbians should have the legal right to adopt a child	4	3	2	1
The U.S. government should create a clear path to citizenship for undocumented immigrants	4	3	2	1
My political views closely resemble those of my parent(s)/guardian(s)	4	3	2	1

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

	Very Important	Somewhat Important	Not Important
My parents/relatives wanted me to come here	V	S	N
My teacher advised me	V	S	N
This college has a very good academic reputation	V	S	N
This college has a good reputation for its social and extracurricular activities	V	S	N
I was offered financial assistance	V	S	N
The cost of attending this college	V	S	N
High school counselor advised me	V	S	N
Private college counselor advised me	V	S	N
I wanted to live near home	V	S	N
Not offered aid by first choice	V	S	N
Could not afford first choice	V	S	N
This college's graduates gain admission to top graduate/professional schools	V	S	N
This college's graduates get good jobs	V	S	N
I was attracted by the religious affiliation/orientation of this college	V	S	N
I wanted to go to a school about the size of this college	V	S	N
Rankings in national magazines	V	S	N
I was admitted through an Early Action or Early Decision program	V	S	N
A visit to this campus	V	S	N
This college's graduates make a difference in the world	V	S	N
Communication with a professor	V	S	N
The academic reputation of my intended major	V	S	N

44. During your last year in high school, how much time did you spend during a typical week:

Hours per week:	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework	○	○	○	○	○	○	○	○
Socializing with friends in person	○	○	○	○	○	○	○	○
Using social media	○	○	○	○	○	○	○	○
Watching TV/online video content (e.g., Amazon, Hulu, Netflix, YouTube)	○	○	○	○	○	○	○	○
Partying	○	○	○	○	○	○	○	○
Participating in student clubs/ groups	○	○	○	○	○	○	○	○
Exercising/sports	○	○	○	○	○	○	○	○
Working (for pay)	○	○	○	○	○	○	○	○
Performing household/childcare duties	○	○	○	○	○	○	○	○

45. Military Status: (Mark one)

- ○ None
- ○ ROTC, cadet, or midshipman at a service academy
- ○ In the Reserves or National Guard
- ○ On Active Duty
- ○ A discharged veteran **NOT** serving on Active Duty, in Reserves, or in National Guard

46. How many years do you expect it will take you to graduate from this college?

○ 1 ○ 2 ○ 3 ○ 4 ○ 5 ○ 6+

○ I do not plan to graduate from this college.

47. Will you pursue a science-related research career? (Mark one)

- ○ Definitely yes
- ○ Probably yes
- ○ Uncertain
- ○ Probably no
- ○ Definitely no

48. Is English your primary language?

○ Yes ○ No

49. Do you have any of the following disabilities or medical conditions? (Mark Yes or No for each item)

	Yes	No
Learning disability (dyslexia, etc.)	○	○
Attention deficit hyperactivity disorder (ADHD)	○	○
Autism spectrum disorder	○	○
Physical disability (speech, sight, mobility, hearing, etc.)	○	○
Chronic illness (cancer, diabetes, autoimmune disorders, etc.)	○	○
Psychological disorder (depression, etc.)	○	○
Other	○	○

50. To what extent are the following statements true of you: (Mark one in each row)

① Strongly Disagree ② Disagree Somewhat ③ Neutral ④ Agree Somewhat ⑤ Strongly Agree

I have a strong sense of belonging to a community of scientists	⑤ ④ ③ ② ①
I derive great personal satisfaction from working on a team that is doing important research	⑤ ④ ③ ② ①
I think of myself as a scientist	⑤ ④ ③ ② ①
I feel like I belong in the field of science	⑤ ④ ③ ② ①

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

N Not Important S Somewhat Important V Very Important E Essential

Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E V S N
Becoming an authority in my field	E V S N
Obtaining recognition from my colleagues for contributions to my special field	E V S N
Influencing the political structure	E V S N
Influencing social values	E V S N
Raising a family	E V S N
Being very well off financially	E V S N
Helping others who are in difficulty	E V S N
Making a theoretical contribution to science	E V S N
Writing original works (poems, novels, etc.)	E V S N
Creating artistic works (painting, sculpture, etc.)	E V S N
Becoming successful in a business of my own	E V S N
Becoming involved in programs to clean up the environment	E V S N
Developing a meaningful philosophy of life	E V S N
Participating in a community action program	E V S N
Helping to promote racial understanding	E V S N
Keeping up to date with political affairs	E V S N
Becoming a community leader	E V S N
Improving my understanding of other countries and cultures	E V S N
Integrating spirituality into my life	E V S N

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

N No Chance L Very Little Chance S Some Chance V Very Good Chance

Change major field	V S L N
Change career choice	V S L N
Participate in student government	V S L N
Get a job to help pay for college expenses	V S L N
Join a fraternity or sorority	V S L N
Participate in student protests or demonstrations	V S L N
Transfer to another college before graduating	V S L N
Participate in volunteer or community service work	V S L N
Seek personal counseling	V S L N
Participate in student clubs/groups	V S L N
Participate in a study abroad program	V S L N
Work on a professor's research project	V S L N
Get tutoring help in specific courses	V S L N
Take courses from more than one college simultaneously	V S L N
Take a leave of absence from this college temporarily	V S L N
Take a course exclusively online	V S L N
Vote in a local, state, or national election	V S L N

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

53. A B C D E	57. A B C D E	61. A B C D E	65. A B C D E	69. A B C D E
54. A B C D E	58. A B C D E	62. A B C D E	66. A B C D E	70. A B C D E
55. A B C D E	59. A B C D E	63. A B C D E	67. A B C D E	71. A B C D E
56. A B C D E	60. A B C D E	64. A B C D E	68. A B C D E	72. A B C D E

THANK YOU!

24. Below is a list of different undergraduate major fields grouped into general categories. ***(Fill in appropriate three-digit code on your survey)***

ARTS AND HUMANITIES
001 Art, fine and applied
002 Classical and Modern Languages and Literature
003 English (language and literature)
004 History
005 Journalism/Communication
006 Media/Film Studies
007 Music
008 Philosophy
009 Theatre/Drama
010 Theology/Religion
011 Other Arts and Humanities

BIOLOGICAL & LIFE SCIENCES
112 Agriculture/Natural Resources
113 Animal Biology (zoology)
114 Biochemistry/Biophysics
115 Biology (general)
116 Ecology & Evolutionary Biology
117 Environmental Science
118 Marine Biology
119 Microbiology
120 Molecular, Cellular, & Developmental Biology
121 Neurobiology/Neuroscience
122 Plant Biology (botany)
123 Other Biological Science

BUSINESS
224 Accounting
225 Business Admin. (general)
226 Computer/Management Information Systems
227 Entrepreneurship
228 Finance
229 Hospitality/Tourism
230 Human Resources Management
231 International Business
232 Management
233 Marketing
234 Real Estate
235 Other Business

EDUCATION
336 Elementary Education
337 Music/Art Education
338 Physical Education/Recreation
339 Secondary Education
340 Special Education
341 Other Education

ENGINEERING
442 Aerospace/Aeronautical/Astronautical Engineering
443 Biological/Agricultural Engineering
444 Biomedical Engineering
445 Chemical Engineering
446 Civil Engineering
447 Computer Engineering
448 Electrical/Electronic/Communications Engineering
449 Engineering Science/Engineering Physics
450 Environmental/Environmental Health Engineering
451 Industrial/Manufacturing Engineering
452 Materials Engineering
453 Mechanical Engineering
454 Other Engineering

HEALTH PROFESSIONS
555 Clinical Laboratory Science
556 Health Care Administration/Studies
557 Health Technology
558 Kinesiology
559 Nursing
560 Pharmacy
561 Therapy (occupational, physical, speech)
562 Other Health Profession

MATH AND COMPUTER SCIENCE
663 Computer Science
664 Mathematics/Statistics
665 Other Math and Computer Science

PHYSICAL SCIENCE
766 Astronomy & Astrophysics
767 Atmospheric Sciences
768 Chemistry
769 Earth & Planetary Sciences
770 Marine Sciences
771 Physics
772 Other Physical Science

SOCIAL SCIENCE
873 Anthropology
874 Economics
875 Ethnic/Cultural Studies
876 Geography
877 Political Science (gov't., international relations)
878 Psychology
879 Public Policy
880 Social Work
881 Sociology
882 Women's/Gender Studies
883 Other Social Science

OTHER MAJORS
984 Architecture/Urban Planning
985 Criminal Justice
986 Library Science
987 Security & Protective Services
988 Military Sciences/Technology/Operations

989 OTHER

990 UNDECIDED

Turn over for Question 25

25. Below is a list of different careers grouped into general categories. ***(Fill in appropriate two-digit codes on your survey)***

ARTS
01 Actor or Entertainer
02 Artist
03 Graphic Designer
04 Musician
05 Writer/Producer/Director

AGRICULTURE
06 Farmer or Forester
07 Natural Resource Specialist/Environmentalist

BUSINESS
08 Accountant
09 Administrative Assistant
10 Business Manager/Executive
11 Business Owner/Entrepreneur
12 Finance (e.g., Actuary, Banking, Loan Officer, Planner)
13 Human Resources
14 Management Consultant
15 Real Estate Agent/Realtor/Appraiser/Developer
16 Retail Sales
17 Sales/Marketing
18 Sports Management

COMMUNICATIONS
19 Advertising
20 Journalist
21 Public Relations/Media Relations

EDUCATION
22 College Administrator/Staff
23 College Faculty
24 Early Childcare Provider
25 Elementary School Teacher
26 K-12 Administrator
27 Librarian
28 Secondary School Teacher in a non-STEM subject
29 Secondary School Teacher in Science, Technology, Engineering, or Math (STEM)
30 Teacher's Assistant/Paraprofessional
31 Other K-12 Professional

GOVERNMENT
32 Federal/State/Local Government Official
33 Military
34 Postal Worker
35 Protective Services (e.g., Homeland Security, Law Enforcement, Firefighter)

HEALTHCARE/MEDICINE
36 Clinical Psychologist
37 Dentist/Orthodontist
38 Dietician/Nutritionist
39 Home Health Care Worker
40 Medical/Dental Assistant (e.g., Hygienist, Lab Tech, Nursing Asst.)
41 Medical Doctor/Surgeon
42 Mental Health Professional
43 Optometrist
44 Pharmacist
45 Physician Assistant
46 Registered Nurse
47 Social Worker
48 Therapist (e.g., Physical, Occupational, Speech)
49 Veterinarian

INFORMATION TECHNOLOGY
50 Computer Programmer/Developer
51 Computer/Systems Analyst
52 Web Designer

LAW
53 Lawyer/Judge
54 Paralegal

SCIENCE AND ENGINEERING
55 Engineer
56 Research Scientist (e.g., Biologist, Chemist, Physicist)
57 Urban Planner/Architect

SERVICE INDUSTRY
58 Custodian/Janitor/Housekeeper
59 Food Service (e.g., Chef/Cook, Server)
60 Hair Stylist/Aesthetician/Manicurist
61 Interior Designer
62 Skilled Trades (e.g., Plumber, Electrician, Construction)
63 Social/Non-Profit Services

64 CLERGY

65 HOMEMAKER/STAY AT HOME PARENT

66 OTHER

67 UNDECIDED

Carefully detach this section after answering Questions 24 and 25

APPENDIX C

Institutions Participating in the 2019 CIRP Freshman Survey

Institutions Participating in the 2019 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
1243	Adrian College	Adrian	MI	22	Yes
354	Albertus Magnus College	New Haven	CT	16	Yes
1135	Amherst College	Amherst	MA	14	Yes
1042	Bates College	Lewiston	ME	14	Yes
2519	Belmont University	Nashville	TN	23	Yes
2433	Benedict College	Columbia	SC	38	Yes
7072	Benedictine College	Atchison	KS	18	Yes
692	Benedictine University	Lisle	IL	4	Yes
1934	Bennett College	Greensboro	NC	38	No
503	Berry College	Mount Berry	GA	14	Yes
455	Bethune-Cookman University	Daytona Beach	FL	38	Yes
5753	Biola University	La Mirada	CA	5	Yes
1142	Boston College	Chestnut Hill	MA	6	Yes
1193	Bridgewater State University	Bridgewater	MA	8	Yes
2404	Brown University	Providence	RI	6	Yes
2236	Bryn Mawr College	Bryn Mawr	PA	14	No
131	California Baptist University	Riverside	CA	22	Yes
5010	California State University-Long Beach	Long Beach	CA	9	Yes
230	California State University-Northridge	Northridge	CA	8	No
5751	California State University-San Bernardino	San Bernardino	CA	8	Yes
4851	California State University-San Marcos	San Marcos	CA	8	Yes
1327	Carleton College	Northfield	MN	14	Yes
416	Catholic University of America	Washington	DC	5	Yes
2054	Central State University	Wilberforce	OH	34	Yes
141	Chapman University	Orange	CA	23	Yes
1941	Chowan University	Murfreesboro	NC	20	Yes
2435	Citadel Military College of South Carolina	Charleston	SC	9	Yes
1151	Clark University	Worcester	MA	6	Yes
318	Colorado State University-Fort Collins	Fort Collins	CO	2	No
1573	Creighton University	Omaha	NE	18	Yes
2244	Delaware Valley University	Doylestown	PA	13	Yes
2247	Dickinson College	Carlisle	PA	14	Yes
687	Dominican University	River Forest	IL	17	Yes
1943	Duke University	Durham	NC	6	No
753	Earlham College	Richmond	IN	23	Yes
1947	Elon University	Elon	NC	14	Yes
1157	Emerson College	Boston	MA	14	Yes
362	Fairfield University	Fairfield	CT	18	Yes
6500	Fairleigh Dickinson University-Metropolitan Campus	Teaneck	NJ	13	No
463	Florida State University	Tallahassee	FL	2	Yes
1773	Fordham University	Bronx	NY	6	Yes
5414	Franklin Pierce University	Rindge	NH	12	Yes
212	Fresno Pacific University	Fresno	CA	22	Yes
2446	Furman University	Greenville	SC	14	Yes
515	Georgia Institute of Technology-Main Campus	Atlanta	GA	3	Yes
2263	Gettysburg College	Gettysburg	PA	14	Yes
2847	Gonzaga University	Spokane	WA	18	Yes
5199	Grace College and Theological Seminary	Winona Lake	IN	22	Yes

Institutions Participating in the 2019 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
834	Grinnell College	Grinnell	IA	14	Yes
1953	Guilford College	Greensboro	NC	21	Yes
1338	Gustavus Adolphus College	Saint Peter	MN	23	Yes
1776	Hamilton College	Clinton	NY	14	Yes
180	Harvey Mudd College	Claremont	CA	14	Yes
2267	Haverford College	Haverford	PA	14	Yes
2072	Hiram College	Hiram	OH	12	Yes
1755	Hobart William Smith Colleges	Geneva	NY	14	Yes
2266	Holy Family University	Philadelphia	PA	17	Yes
152	Holy Names University	Oakland	CA	16	Yes
642	Illinois College	Jacksonville	IL	22	Yes
646	Illinois Wesleyan University	Bloomington	IL	14	Yes
7813	Institute of American Indian and Alaska Native Culture and Arts Development	Santa Fe	NM	10	Yes
1956	Johnson C. Smith University	Charlotte	NC	35	Yes
1272	Kalamazoo College	Kalamazoo	MI	14	Yes
652	Knox College	Galesburg	IL	14	Yes
2947	Lawrence University	Appleton	WI	14	Yes
2537	Lee University	Cleveland	TN	23	Yes
2194	Lewis & Clark College	Portland	OR	14	Yes
2539	Lincoln Memorial University	Harrogate	TN	12	Yes
2279	Lincoln University	Lincoln University	PA	34	No
657	Loyola University Chicago	Chicago	IL	5	Yes
2283	Lycoming College	Williamsport	PA	22	No
1796	Manhattan College	Riverdale	NY	18	No
525	Mercer University	Macon	GA	14	Yes
199	Mills College	Oakland	CA	14	Yes
1412	Millsaps College	Jackson	MS	23	Yes
5475	Molloy College	Rockville Centre	NY	18	Yes
1662	Montclair State University	Montclair	NJ	8	Yes
1094	Morgan State University	Baltimore	MD	40	Yes
1096	Mount St. Mary's University	Emmitsburg	MD	18	Yes
6542	Mount Vernon Nazarene University	Mount Vernon	OH	21	No
1809	Nazareth College	Rochester	NY	13	Yes
471	New College of Florida	Sarasota	FL	9	Yes
1815	New York University	New York	NY	6	Yes
1184	Northeastern University	Boston	MA	6	Yes
2754	Northern Vermont University	Johnson	VT	7	Yes
207	Occidental College	Los Angeles	CA	14	Yes
2163	Oklahoma City University	Oklahoma City	OK	23	No
5566	Oklahoma Wesleyan University	Bartlesville	OK	21	Yes
2210	Portland State University	Portland	OR	1	Yes
1827	Pratt Institute-Main	Brooklyn	NY	13	No
683	Principia College	Elsah	IL	13	Yes
2409	Providence College	Providence	RI	18	Yes

Institutions Participating in the 2019 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
2209	Reed College	Portland	OR	14	Yes
1187	Regis College	Weston	MA	17	Yes
2413	Rhode Island School of Design	Providence	RI	14	No
685	Rockford University	Rockford	IL	12	Yes
468	Rollins College	Winter Park	FL	14	No
1672	Rutgers University-Camden	Camden	NJ	9	No
1673	Rutgers University-Newark	Newark	NJ	1	Yes
5082	Sacred Heart University	Fairfield	CT	18	No
2313	Saint Francis University	Loretto	PA	18	Yes
2314	Saint Joseph's University	Philadelphia	PA	18	Yes
781	Saint Mary's College	Notre Dame	IN	18	Yes
1354	Saint Mary's University of Minnesota	Winona	MN	4	Yes
2974	Saint Norbert College	De Pere	WI	18	Yes
1675	Saint Peter's University	Jersey City	NJ	17	Yes
236	San Francisco State University	San Francisco	CA	8	No
267	Santa Clara University	Santa Clara	CA	18	Yes
246	Scripps College	Claremont	CA	14	Yes
2857	Seattle Pacific University	Seattle	WA	23	Yes
1188	Simmons University	Boston	MA	14	Yes
1849	Skidmore College	Saratoga Springs	NY	14	Yes
1189	Smith College	Northampton	MA	14	Yes
2553	Southern Adventist University	Collegedale	TN	23	Yes
2144	Southern Nazarene University	Bethany	OK	22	Yes
502	Spelman College	Atlanta	GA	35	Yes
1191	Springfield College	Springfield	MA	13	Yes
1839	St. Francis College	Brooklyn Heights	NY	12	Yes
1846	St. Lawrence University	Canton	NY	14	Yes
1949	St. Andrews University	Laurinburg	NC	20	Yes
2648	St. Mary's University	San Antonio	TX	18	Yes
5498	St. Thomas Aquinas College	Sparkill	NY	12	Yes
1204	Suffolk University	Boston	MA	13	Yes
7028	SUNY at Purchase College	Purchase	NY	9	Yes
4894	SUNY Polytechnic Institute	Utica	NY	9	Yes
2336	Swarthmore College	Swarthmore	PA	14	Yes
2674	Tarleton State University	Stephenville	TX	8	Yes
2675	Texas Christian University	Fort Worth	TX	5	No
2659	Texas State University	San Marcos	TX	9	Yes
2063	The College of Wooster	Wooster	OH	14	Yes
2692	The University of Texas at El Paso	El Paso	TX	1	No
7256	Touro College	New York	NY	14	Yes
379	Trinity College	Hartford	CT	14	No
435	Trinity Washington University	Washington	DC	19	Yes
1024	Tulane University of Louisiana	New Orleans	LA	6	Yes
380	United States Coast Guard Academy	New London	CT	9	Yes
48	University of Alaska Fairbanks	Fairbanks	AK	1	Yes
257	University of California-Los Angeles	Los Angeles	CA	3	Yes
262	University of California-Riverside	Riverside	CA	2	Yes
260	University of California-San Diego	La Jolla	CA	3	Yes
1456	University of Central Missouri	Warrensburg	MO	8	Yes
2147	University of Central Oklahoma	Edmond	OK	8	No
1276	University of Detroit Mercy	Detroit	MI	18	Yes

Institutions Participating in the 2019 CIRP Freshman Survey

ACE	Institution	City	State	Stratification Cell	Included in National Norms
9113	University of Idaho	Moscow	ID	2	No
6086	University of Maryland-Baltimore County	Baltimore	MD	2	Yes
5773	University of Massachusetts-Dartmouth	North Dartmouth	MA	9	Yes
1294	University of Michigan-Ann Arbor	Ann Arbor	MI	3	Yes
6400	University of Michigan-Flint	Flint	MI	8	No
1584	University of Nebraska at Omaha	Omaha	NE	1	No
1609	University of Nevada-Reno	Reno	NV	1	Yes
1984	University of North Carolina at Chapel Hill	Chapel Hill	NC	3	No
785	University of Notre Dame	Notre Dame	IN	6	Yes
1889	University of Rochester	Rochester	NY	6	Yes
2458	University of South Carolina-Columbia	Columbia	SC	2	No
9119	University of South Florida-Sarasota-Manatee	Sarasota	FL	9	Yes
157	University of the Pacific	Stockton	CA	5	Yes
9129	University of Utah - David Eccles School of Business	Salt Lake City	UT	2	No
2819	University of Virginia-Main Campus	Charlottesville	VA	3	Yes
787	Valparaiso University	Valparaiso	IN	23	Yes
1891	Vassar College	Poughkeepsie	NY	14	Yes
5517	Villa Maria College	Buffalo	NY	16	Yes
2459	Voorhees College	Denmark	SC	38	Yes
789	Wabash College	Crawfordsville	IN	14	Yes
5562	Walsh University	North Canton	OH	17	Yes
2214	Warner Pacific University	Portland	OR	21	Yes
1588	Wayne State College	Wayne	NE	9	Yes
1295	Wayne State University	Detroit	MI	1	Yes
1895	Wells College	Aurora	NY	13	Yes
384	Wesleyan University	Middletown	CT	14	Yes
5035	Western New England University	Springfield	MA	13	Yes
707	Wheaton College	Wheaton	IL	23	Yes
2867	Whitman College	Walla Walla	WA	14	Yes
2297	Widener University	Chester	PA	4	Yes
2354	Wilkes University	Wilkes-Barre	PA	13	Yes
2215	Willamette University	Salem	OR	14	Yes
2355	Wilson College	Chambersburg	PA	21	Yes
1993	Winston-Salem State University	Winston-Salem	NC	34	No
1026	Xavier University of Louisiana	New Orleans	LA	39	Yes

APPENDIX D

The Precision of the Normative Data and Their Comparisons

THE PRECISION OF THE NORMATIVE DATA AND THEIR COMPARISONS

A common question asked about sample surveys relates to the precision of the data, which is typically reported as the accuracy of a percentage "plus or minus x percentage points." This figure, which is known as a confidence interval, can be estimated for items of interest if one knows the response percentage and its standard error.

Given the CIRP's large normative sample, the calculated standard error associated with any particular response percentage will be small (as will its confidence interval). It is important to note, however, that traditional methods of calculating standard error assume conditions which, (as is the case with most real sample survey data), do not apply here. Moreover, there are other possible sources of error which should be considered in comparing data across normative groups, across related item categories, and over time. In reference to the precision of the CIRP data, these concerns include:

1) Traditional methods of calculating standard error assume that the *individuals* were selected through simple random sampling. Given the complex stratified design of the CIRP, where whole institutions participate, it is likely that the actual standard errors will be somewhat larger than the standard error estimates produced through traditional computational methods. In addition, while every effort has been made to maximize the comparability of the institutional sample from year to year (repeat participation runs about 90 percent), comparability is reduced by non-repeat participation and year-to-year variation in the quality of data collected by continuing institutional participants. While the CIRP stratification and weighting procedures are designed to minimize this institutional form of "response bias," an unknown amount of non-random variation is introduced into the results.

2) The wording of some questions in the survey instrument, the text and number of response options, and their order of presentation have changed over the years. We have found that even small changes can produce large order and context effects. Given this, the *exact* wording and order of items on the survey instrument (see Appendix B) should be examined carefully prior to making comparisons across survey years.

3) Substantial changes in the institutional stratification scheme were made in 1968, 1971, 1975, 2001, and 2009. These changes resulted in a revision of the weights applied to individual institutions. Stratification cell assignments of a few institutions may also change from time to time, but the scale of these changes and their effect on the national normative results are likely to be small in comparison to other sources of bias.

Since it is impractical to report statistical indicators for every percentage in every CIRP comparison group, it is important for those who

are interested to be able to estimate the precision of the data. Toward this end, Table D1 provides estimates of standard errors for comparison groups of various sizes and for different percentages[1] which can be used to derive confidence interval estimates.

For example, suppose the item we are interested in has a response percentage of 15.7 percent among students at all nonsectarian four-year colleges (a normative group that is 28,272 in size). First, we choose the column that is closest to the observed percentage 15.7—in this case "15%."[2] Next, we select the row closest to the unweighted sample size of 28,272—in this case "20,000." Consulting Table D1, we find the estimated standard error would be .252.

To calculate the confidence interval at the 95% probability level, we multiply the estimated standard error by the critical value of t for the unweighted sample size (which, for all CIRP comparison groups, will be equal to 1.96 at the .05 level of probability).[3] In this example, we would multiply the estimated standard error of .252 by 1.96, which yields .494. If we round this figure to a single decimal point we would then estimate our confidence interval to be 15.7 ± .5. In practical terms, this confidence interval means that if we were to replicate this survey using the same size sample, we would expect that the resulting percentage would fall between 15.2 percent and 16.1 percent 95 times out of 100.

Table D1. Estimated Standard Errors of Percentages for Comparison Groups of Various Sizes

Unweighted size of comparison groups	Percentage										
	1%	5%	10%	15%	20%	25%	30%	35%	40%	45%	50%
500	.445	.975	1.342	1.597	1.789	1.936	2.049	2.133	2.191	2.225	2.236
1,000	.315	.689	.949	1.129	1.265	1.369	1.449	1.508	1.549	1.573	1.581
5,000	.141	.308	.424	.505	.566	.612	.648	.675	.693	.704	.707
10,000	.099	.218	.300	.357	.400	.433	.458	.477	.490	.497	.500
20,000	.070	.154	.212	.252	.283	.306	.324	.337	.346	.352	.354
40,000	.050	.109	.150	.179	.200	.217	.229	.238	.245	.249	.250
55,000	.042	.093	.128	.152	.171	.185	.195	.203	.209	.212	.213
70,000	.038	.082	.113	.135	.151	.164	.173	.180	.185	.188	.189
90,000	.033	.073	.100	.119	.133	.144	.153	.159	.163	.166	.167
110,000	.030	.066	.090	.108	.121	.131	.138	.144	.148	.150	.151
130,000	.028	.060	.083	.099	.111	.120	.127	.132	.136	.138	.139
240,000	.020	.044	.061	.073	.082	.088	.094	.097	.100	.102	.102

Note: Assumes simple random sampling.

[1] Calculated by $\sqrt{\frac{x\%(100-x\%)}{N}}$ where x is the percentage of interest and N is the population count from Table A1.

[2] Since the distribution of the standard errors is symmetrical around the 50 percent mid-point, for percentages over 50 simply subtract the percentage from 100 and use the result to select the appropriate column. For example, if the percentage we were interested in was 59, 100 – 59 percent yields 41, so we would use the column labeled '40%.'

[3] To calculate the confidence interval at the 99% probability level the critical t value is 2.56.

ABOUT THE AUTHORS

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HERI HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA
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PUBLICATIONS

Completing College: Assessing Graduation Rates at Four-Year Institutions
November, 2011/55 pages

Provides latest information on four-, five-, and six-year degree attainment rates collected longitudinally from 356 baccalaureate-granting institutions. Differences by institutional type, gender, first-generation status and race/ethnicity are examined. The study highlights main predictors of degree completion and provides several formulas for calculating expected institutional completion rates.

The American Freshman: National Norms for Fall 2019*
2019/77 pages

E-book with expanded tables 173 pages

Provides national normative data on the characteristics of students attending American colleges and universities as first-time, full-time freshmen. In 2019, data from 101,549 entering first-year students are statistically adjusted to reflect the 1.5 million students entering college. The annual report covers: demographic characteristics; expectations of college; degree goals and career plans; college finances; and attitudes, values and life goals.

*Note: Publications from earlier years are also available.

The American Freshman: Fifty-Year Trends, 1966–2015
June, 2016/155 pages

E-book with expanded tables/343 pages

Summarizes trends data in the Cooperative Institutional Research Program (CIRP) Freshman Survey between 1966 and 2015. The report examines changes in the diversity of students entering college; emotional well-being and drive to achieve; students' financial concerns and sources of financial aid; and the role of early admissions in college choice. Trends in students' political and social attitudes are also covered.

Undergraduate Teaching Faculty: The 2016–2017 HERI Faculty Survey*
February 2018/111 pages

E-book with expanded tables/207 pages

Provides an informative profile of teaching faculty at American colleges and universities. The 2016–2017 report covers discrimination as a source of stress; satisfaction with salary and job benefits; faculty role in promoting critical thinking amongst students; and overrepresentation of lecturers and instructors teaching remedial/development courses. Results are reported by institutional type for all faculty, male faculty, and female faculty.

*Note: Publications from earlier years are also available: 2013–2014, 2010–2011, 2004–2005, 2001–2002, 1998–1999, 1995–1996, 1992–1993.

Advancing in Higher Education: A Portrait of Latina/o College Freshmen at Four-Year Institutions, 1975–2006
October, 2008/90 pages

The purpose of this report is to provide a portrait of Latina/o students entering four-year colleges and universities from 1975–2006. It is intended as a data resource for higher education in understanding the unique characteristics of the increasing numbers of Latina/o first-time, full-time freshmen. The national data come from the Cooperative Institutional Research Program (CIRP) Freshman Survey. For the first time, CIRP trends are disaggregated by specific Latina/o ethnic origin group and by gender, to highlight the heterogeneity in the population unavailable in other national reports on Hispanic college students.

Beyond Myths: The Growth and Diversity of Asian American College Freshmen: 1971–2005
September, 2007/63 pages

The first-year student trends examined in this report help to address some common characterizations of Asian American students, particularly with respect to their educational success, that are often overstated and taken out of context. The findings suggest that Asian Americans still have to overcome a number of obstacles, such as levels of family income and financial aid, to earn a coveted spot in higher education. This report features data collected from Cooperative Institutional Research Program (CIRP) Freshman Survey. It is based on the 361,271 Asian/Asian American first-time full-time college students from 1971–2005, representing the largest compilation and analysis of data on Asian American college students ever undertaken.

First in My Family: A Profile of First-Generation College Students at Four-Year Institutions Since 1971
February, 2007/62 pages

First-generation college students are receiving increasing attention from researchers, practitioners, and policymakers with the aim of better understanding their college decision-making process and supporting their progress in higher education. This report explores the changing dynamic between first-generation college students and their non first-generation peers by utilizing longitudinal trends data collected through the CIRP Freshman Survey (1971–2005).

Black Undergraduates from *Bakke* to *Grutter*: Freshman Status, Trends, and Prospects, 1971–2004
November, 2005/41 pages

Summarizes the status, trends and prospects of Black college freshmen using data collected from 1971 to 2004 through the Cooperative Institutional Research Program (CIRP). Based on more than half a million Black freshman students, the report examines gender differences; socioeconomic status; academic preparation and aspirations; and civic engagement.

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