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The First Year of College: A Follow-up Normative Report

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The First Year of College: A Follow-up Normative Report¹

For the past four years, the American Council on Education has, through its Cooperative Institutional Research Program, conducted a large-scale annual survey of entering college freshmen. Following a 1961 prototype study of 127,000 entering freshmen and a 1965 pilot study of 42,000 entering freshmen, full-scale surveys of more than a quarter million entering students have been undertaken each year since 1966. These surveys have resulted in annual normative reports (Astin, Panos, and Creager, 1967a, 1967b; Panos, Astin, and Creager, 1967; Creager, Astin, Boruch, and Bayer, 1968; and Creager, Astin, Boruch, Bayer, and Drew, 1969).

The major purpose of this ongoing research program is to determine how students are affected by the colleges they attend (Astin, Panos, and Creager, 1966). Consequently, subsamples of the original groups of participating students have been periodically followed up. These follow-up surveys consist in part of post-tests on selected items administered previously in the Freshman Information Form and in part of items that cover the student's experiences and achievements at his institution, his aspirations and plans for the future, his perceptions and evaluations of the college environment, and his educational outcomes and academic standing.²

A series of analytical studies, based on one-year and four-year follow-ups of the cohort from the 1961 pilot study, have already been completed (Astin, 1965; Astin, 1968; Astin and Panos, 1969). In addition, a normative description, based on the data from the 1965 follow-up of the 1961 freshmen, has been reported (Panos and Astin, 1967). This report is another in the series, which aims at making available the results of these follow-ups through normative

¹This research was supported in part by Grant GR-57 from the National Science Foundation.

²A copy of the 1967 follow-up form is reproduced in Appendix A.

reports and through individual institutional reports furnished to student and administrative representatives at the participating colleges and universities. (A copy of an actual institutional follow-up report is shown in Appendix B).³ In addition to providing normative summaries and institutional reports, current research efforts are directed toward completing a number of analytical studies, based on the results of the follow-up surveys, which are designed to assess the impact of various college environments and experiences on student development.

Sampling Design and Weighting Procedures

A total of 254,430 students at 307 institutions participated in the survey of freshmen entering college in the Fall of 1966. The entering classes at 56 of the institutions were excluded from the national norms tabulations, however, because the data were regarded as unrepresentative or because the institution was not randomly selected to be among those included in the original stratified sampling design. Consequently, the weighted national norms for entering freshmen in 1966 were based on data from 206,865 students from 251 institutions (29 junior colleges, 158 four-year colleges, and 64 universities).⁴

³In the Fall of 1969 these reports were provided to the president of the school, the institutional representative for the Cooperative Institutional Research Program, and the president of the student government as the appropriate representative of the undergraduates. As the sample in the appendix indicates, these reports included a description of the procedures and measures, a tabular presentation of summary data on students from the institution, and normative data for all institutions of similar type. In addition, environmental dimensions based on these items were presented in profile form. For a description of the theoretical implications and development of these environmental factors, see Astin, 1968.

⁴For further details regarding the original sampling design, see Astin, Panos, and Creager, 1967a.

A subsample of the students included in the national norms was drawn for an August 1967 follow-up mailing to the students' homes. The follow-up sample included all the students who had entered institutions enrolling fewer than 300 first-time freshmen in 1966, and samples of between 250 and 275 students (every Nth case on file) from the larger institutions. The resultant sample consisted of 60,017 students, to whom the follow-up questionnaire was mailed.⁵ A reminder postcard was sent approximately one week after the initial mailing to 55 percent of these students. Full questionnaires were received from 58 percent of the total follow-up sample.

Multiple regression procedures were used to calculate weights for normalizing the data from respondents. The use of these weights correct the data for respondent bias, biases within institutions, and differential sampling of institutions and students within stratification cells of the population.⁶ The tabulations based on weighted distributions from the follow-up therefore represent what the expected results would be if a complete one-year follow-up were undertaken and returns were received from the total population of approximately 1.3 million entering college freshmen in 1966. The normalized number of subjects used in the following tabulations, and the number of students in the population that they are weighted (normalized) to estimate, by type of institution, is shown in Table 1.

⁵Due to a processing error, 5 of the 251 institutions in the national norms were lost. Consequently, 246 institutions, rather than 251, are represented by the 60,017 students selected for the follow-up survey.

⁶The regression equations and complete documentation of the weighting procedure are presented in Astin, 1970.

TABLE 1

Number of Institutions and Students Used in Computing Follow-up Norms

| | Number of Institutions in Sample | Number of Respondents to 1967 Follow-up (Normalized Count) | | | Estimated Population Total of 1966 Entering Freshmen ^a |
|--|---|---|--------------|--------------|---|
| | | <u>Men</u> | <u>Women</u> | <u>Total</u> | |
| All Institutions | 246 | 16,767 | 18,013 | 34,780 | 1,360,000 |
| Two-Year Colleges | 29 | 1,823 | 1,829 | 3,652 | 420,000 |
| Four-Year Colleges | 153 | 9,307 | 11,673 | 20,980 | 583,000 |
| Universities | 64 | 5,637 | 4,511 | 10,148 | 357,000 |
| Four-Year Public Colleges ^b | 26 | 2,268 | 2,121 | 4,389 | 213,000 |
| Four-Year Private Nonsectarian Colleges ^b | 48 | 3,750 | 3,915 | 7,665 | 100,000 |
| Four-Year Roman Catholic Colleges | 36 | 1,146 | 2,741 | 3,887 | 95,000 |
| Four-Year Protestant Colleges | 35 | 1,768 | 2,423 | 4,191 | 159,000 |
| Predominantly Negro Colleges | 8 | 375 | 473 | 848 | 16,000 |

^aWeighted number of first-time, full-time 1966 entering freshmen, as derived from the U.S. Office of Education's Education Directory and reported in Panos, Astin, and Creager, 1967, p. 8.

^bIncludes technological institutions; excludes predominantly Negro colleges.

National Norms

There are two series of national normative data. The first (pp.19 - 30) shows the weighted percentage item distribution for students, by sex and for both sexes combined; these tabulations are further subdivided by basic type of institution in which the students enrolled for their first college year -- two year colleges, four-year colleges, universities -- plus the total for all institutions combined. The second series (pp.31 -42) provides the follow-up normative data, by sex, for students enrolled in four-year colleges; these institutions are subdivided into five types: public colleges, private non-sectarian colleges, Roman Catholic colleges, Protestant colleges, and predominantly Negro institutions.

A number of the follow-up items reported in these norms are questions which had appeared in the survey of 1966 entering freshmen. Such items are indicated by an asterisk. To get some idea of how students changed during the first college year, the interested reader should compare these data with students' earlier responses to similar items (Astin, Panos, and Creager, 1967a, 1967b).

Given the large number of possible comparisons, any comprehensive descriptive summary of the normative data would be impossible here. Consequently, the summary below is based only on some of the highlights from the first series of normative data. The items are grouped for discussion into the following four categories: (1) first-year performance and outcomes, (2) plans and aspirations, (3) freshman-year experiences, and (4) evaluation of the first year of college.

First-Year Performance and Outcomes

Grade Point Average. Almost two-fifths (38 percent) of the students

reported that they had received a first-year grade point average of C or below. Only 5 percent reported an average grade of A- or higher. Proportionately more students in universities received high grades; proportionately fewer junior college students reported high grades.

In all types of institutions, men reported receiving lower grade point averages than did women. Conversely, in all types of institutions, women were more likely than were men to report GPA's of B or higher grade levels.

Educational Status. Women were more likely than were men to complete a full academic year of college within a year after matriculation. Twelve percent of the women and 16 percent of the men had not completed a full year of college work, and the failure to do so was most common among students in two-year colleges (23 percent).

Overall, 14 percent of the students reported that they had dropped out during the first year of college. An additional 10 percent had stayed through the first year but did not plan to return to the same college. Students enrolled in two-year colleges were most likely to drop out, those in universities least likely.

Plans and Aspirations

Educational Plans. Eighty-six percent of the students (87 percent of the men, 84 percent of the women) were planning to re-enroll full-time for a second year of college. There were distinct differences between types of colleges on this point: 90 percent of those who entered four-year colleges or universities, but only three-fourths of those who entered junior colleges, planned to return full-time for a second year. The most common reasons given by students who did not plan to return were limited finances, poor academic performance, and, for girls, marriage.

Degree-level aspirations, in total, changed little during the first year

of college. Only 5 percent of the students expected to receive no degree, and 6 percent planned only an associate degree -- figures very close to those reported upon college entrance. Only a slightly lower proportion expected to obtain a doctorate, and somewhat more expected to receive a master's degree.

Occupational Plans. The proportion of students selecting all the listed occupations, with the exception of teaching, had decreased over the year. The number of students choosing "other" occupations (than the ones listed) had increased, and the proportion who said they were "undecided" had doubled. However, the relative popularity of various fields remained the same at the end of the year: business and engineering were the most common occupational choices for men, and elementary and secondary teaching the most common for women.

Freshman-Year Experiences

Financial Support. Relatively few students worked to finance their first year of college. Overall, less than 10 percent of the freshman men and less than 5 percent of the freshman women reported that employment during college was a major source of income. One in ten students, however, earned \$800 or more during the academic year. Students enrolled in junior colleges were especially likely to take jobs in order to finance their education.

Students in junior colleges were least likely, and those in universities most likely, to draw on family resources to finance their first college year. Substantially fewer men than women depended on this source. Overall, less than half of the men (46 percent) but almost two-thirds of the women (64 percent) depended on their families for major financial support.

Only about one in ten students drew their major support from scholarships or gifts from governmental, private, or college sources. Seven percent depended on repayable loans. Men were more likely than were women to hold scholarships;

women were more likely to take out loans. Students in four-year colleges were more likely to have scholarships or loans than were those in either junior colleges or universities.

Residence. About one-third of the students lived at home during their first year of college; more than half (55 percent) lived in a college dormitory. Men were more likely than were women to live either at home or in a private apartment or room. Women were more likely to live in college dormitories. Freshmen in junior colleges were twice as likely as their peers in other institutions to commute from home.

Activities. Both the freshman survey and the follow-up contained a checklist of more than 50 behaviors or activities; students were asked to indicate whether they engaged in these activities "never," "occasionally," or "frequently." During the freshman year, more than two-thirds of the men reported they frequently or occasionally discussed how to make money, took a nap or rest, drank beer, and came late to class. Among the women, more than two-thirds reported they took a nap or rest, tried on clothes without buying them, discussed how to make money, and attended a public concert. Few men or women (less than 5 percent) said they played in a school band or orchestra or participated in a demonstration involving racial or war-related issues.

More than two-thirds of the students (68 percent) reported that they had received no professional vocational counseling since entering college. Less than 4 percent had received more than five hours of counseling. Students in junior colleges are somewhat more likely than other students to have received some counseling; university students are most likely to have received little or none.

Responses to items on other first-year college experiences indicated that one-third had changed their career plans and more than one-fourth had changed

their major field or failed a course. Men were more likely to have failed a course; women were more likely to have altered their career plans or major field of study.

While few students had joined choirs, glee clubs, or honorary societies, about 17 percent (18 percent of the men, 15 percent of the women) had joined a social fraternity or sorority. Organized sports were also popular with the freshmen. More than one-fourth of the men and 10 percent of the women participated on an intramural athletic team.

Trait Self-Ratings. As entering freshmen, students were asked to rate themselves on 21 traits, in comparison with the average student of their own age. This item was repeated in the follow-up survey and, in practically all cases, the proportion of students rating themselves above average either stayed the same or increased slightly. At both times, over half the students rated themselves above average on their understanding of others, their cheerfulness, their academic ability, and their drive to achieve.

Self-ratings on several negative traits, as well as a number of positive ones, rose substantially over one year. There were sizable increases in above-average self-ratings on artistic ability, writing ability, popularity, understanding of others, sensitivity to criticism, defensiveness, and stubbornness.

Evaluation of the First Year of College

Course Evaluation. Students were asked to evaluate the freshman course they had taken in their primary field of interest; both sexes were inclined to give similar evaluations. University students were more likely than were students at other types of institutions to rate their course as impersonal, in

that the instructor did not call students by their first name. Moreover, they were more inclined to report that classes met only on a regularly scheduled basis, to rate their instructors as dull, and not to express open disagreement with their instructors. Students in two-year colleges were more likely than were others to say that lectures followed the text and that seating was assigned. The instructor in two-year colleges was more likely to call students by their first name, to encourage discussion, and to have a sense of humor. The institutional differences may be partly attributable to differences in class size and in emphasis on teaching vs. research.

The College Environment. More than half the students in universities, particularly the men, reported that the academic calibre of the students was high, that there was great pressure for high grades, and that there was keen competition for grades among students. Students in junior colleges were substantially less likely to characterize their institution as "academic" in these ways. University students were also more likely than students in two-year or four-year colleges to say that they felt "lost" during their first year on campus and that students were treated like "numbers in a book." Students in two-year colleges were more likely than were others to report that students were apathetic and that there was not much to do but study.

Students in universities were more likely to rate their institution low with respect to personal contacts, advice and guidance, and opportunity for exercise, rest, and sleep. Students in four-year colleges rated their institutions unfavorably in terms of freedom in course selection, social life, and outlets for creative activity.

Women were slightly more likely than were men to report there was not enough personal contact with peers or faculty and that they lacked outlets for creative activity and opportunity for exercise and sleep.

Institutional Discipline. Students in all types of institutions, but particularly in the junior colleges, agreed that the most severe institutional disciplinary action would be taken in the case of drug use or of cheating. On these issues, women saw the institutions as being more lenient than did men.

On all other issues, men were more inclined to perceive the institutions as lenient. Occurrences least likely to spark major institutional action were incidents involving water fights or "panty raids," participation in organized demonstrations, publication of off-color stories, and getting drunk. Generally, students enrolled in junior colleges were more apt to feel that the disciplinary action taken against these infractions would be severe, whereas those in universities were least likely to anticipate severe action.

Evaluation of the College. Students were asked to rate their college on eight adjectives that might possibly describe it. Overall, only 8 percent rated their college as "snobbish" or "Victorian," but the percentages for these adjectives were the only ones that increased over the group response of a year earlier. Proportionately fewer students than in the previous year thought that "intellectual," "social," "practical-minded," "warm," "realistic," or "liberal" were very apt terms to describe the atmosphere of their institution.

Students in universities were more likely than those in other types of institutions to say that "snobbish," "intellectual," "liberal," and "social" were very descriptive of their institution. Students in four-year colleges were more likely to describe their institutions as "warm," "realistic," or "Victorian." Two-year students were more likely than others to characterize the college atmosphere as "practical-minded."

Somewhat larger proportions of women than of men felt that the institution was "social," "realistic," or "warm." Men, on the other hand, were somewhat

more likely to say that "practical-minded" was very descriptive of the college atmosphere.

Almost three-fourths of the students (72 percent of the men, 74 percent of the women) were inclined to say they were quite satisfied with the institution overall during their first year. Only 12 percent of the men and 11 percent of the women were either dissatisfied or very dissatisfied with their institution. The remainder, about 16 percent, stated they were "on the fence" in regard to their general evaluation of the first-year college experience.

While proportionate differences were slight, students in universities were more likely than students in other types of institutions to report they were very satisfied with their college. Students in two-year colleges were somewhat more likely than others to report they were very dissatisfied.

Summary

The extensive descriptive data presented in this report do not allow a detailed overview. They do, however, permit the interested reader to compare the sexes, and students at different types of institutions, with respect to their first-year experiences, aspirations, and evaluations. Used in conjunction with national normative data on entering students, they provide insights into how students change as a result of first-year college experiences. Moreover, individual institutional reports based on these data have been prepared in order that students, faculty, and administrators may make relevant personal and policy decisions that will improve their educational experiences and enrich the educational process at each participating institution.

The longitudinal information described in this report is also available to the general community of educational researchers through the ACE data

accessing system (Bayer, Astin, Boruch, and Creager, 1969). The statistics presented here will allow the researcher to familiarize himself with the kinds of data available to him and the marginal distributions on particular variables with which he might be working.

Many persons connected with higher education have indicated that the ACE normative data published previously in this series have been highly useful. The data presented here should also be valuable both to students and administrators concerned with establishing policies to improve the educational system and to researchers interested in exploring and testing theoretical and practical formulations to meet the same objectives.

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NORMS FOR THE FIRST YEAR OF COLLEGE:
1966-1967

1966-1967
Norms for the First Year of College for Basic
Types of Institutions: Male and Female

| ITEM | 2-Yr. Colleges | | 4-Yr. Colleges | | Universities | | All Institutions | |
|---|----------------|--------|----------------|--------|--------------|--------|------------------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| <u>FIRST YEAR GRADE POINT AVERAGES</u> | | | | | | | | |
| A or A+ | 1.0 | 0.9 | 1.2 | 1.4 | 1.8 | 2.0 | 1.3 | 1.5 |
| A- | 1.5 | 3.4 | 2.5 | 3.7 | 3.9 | 4.8 | 2.6 | 3.9 |
| B+ | 5.0 | 7.4 | 5.4 | 8.5 | 7.7 | 9.8 | 6.0 | 8.6 |
| B | 9.1 | 14.4 | 8.7 | 15.1 | 10.2 | 14.1 | 9.7 | 14.6 |
| B- | 13.2 | 14.9 | 13.9 | 17.2 | 14.7 | 17.0 | 14.0 | 16.5 |
| C+ | 24.3 | 22.5 | 22.2 | 22.8 | 20.0 | 20.3 | 22.1 | 22.0 |
| C | 37.3 | 32.5 | 34.5 | 26.0 | 31.4 | 25.7 | 34.3 | 27.6 |
| D | 8.5 | 4.0 | 10.6 | 5.3 | 10.3 | 6.2 | 9.9 | 5.2 |
| <u>REPORTED MAJOR SOURCES OF FINANCIAL SUPPORT FOR FIRST COLLEGE YEAR</u> | | | | | | | | |
| Family | 35.7 | 60.6 | 47.2 | 61.7 | 54.0 | 69.0 | 46.1 | 63.5 |
| Employment During College | 19.6 | 11.2 | 5.7 | 2.3 | 3.5 | 2.4 | 9.0 | 4.6 |
| Employment During Summer | 24.6 | 12.7 | 15.6 | 4.9 | 15.0 | 4.6 | 18.0 | 6.8 |
| Scholarship or gift from: | | | | | | | | |
| State or Local Government | 1.8 | 1.4 | 3.4 | 3.4 | 1.8 | 1.8 | 2.4 | 2.5 |
| Federal Government | 6.2 | 1.7 | 5.2 | 1.8 | 2.8 | 2.3 | 4.7 | 1.9 |
| Private Source | 1.4 | 3.2 | 2.1 | 2.7 | 2.1 | 2.8 | 1.9 | 2.8 |
| College | 1.1 | 1.5 | 2.9 | 2.4 | 3.9 | 2.9 | 2.7 | 2.3 |
| Repayable loans from: | | | | | | | | |
| College | 0.3 | 0.4 | 0.6 | 1.3 | 0.3 | 0.4 | 0.5 | 0.8 |
| State or Local Government | 0.6 | 0.5 | 2.1 | 2.1 | 0.6 | 0.5 | 1.2 | 1.3 |
| Federal Government | 2.5 | 1.7 | 2.7 | 5.2 | 1.9 | 2.4 | 2.4 | 3.5 |
| Bank or Commercial Organization | 1.2 | 1.5 | 2.8 | 2.6 | 1.6 | 2.5 | 1.9 | 2.3 |
| Other | 0.2 | 0.8 | 0.7 | 0.6 | 0.5 | 0.5 | 0.5 | 0.6 |
| Other Sources | 6.3 | 7.4 | 4.6 | 3.8 | 4.8 | 4.0 | 5.1 | 4.7 |
| <u>AMOUNT EARNED DURING ACADEMIC YEAR</u> | | | | | | | | |
| None | 27.5 | 40.7 | 40.8 | 54.6 | 46.9 | 56.9 | 30.9 | 51.7 |
| Under \$200 | 15.0 | 25.0 | 25.1 | 26.4 | 23.5 | 24.8 | 21.7 | 25.6 |
| \$200 - 399 | 13.3 | 13.4 | 11.8 | 9.1 | 10.4 | 8.0 | 11.8 | 9.9 |
| \$400 - 599 | 9.3 | 7.4 | 6.7 | 4.4 | 6.1 | 4.0 | 7.2 | 5.0 |
| \$600 - 799 | 6.8 | 4.5 | 3.8 | 2.5 | 4.0 | 2.3 | 4.7 | 3.0 |
| \$800 - 999 | 5.3 | 2.2 | 2.8 | 1.5 | 2.6 | 1.5 | 3.5 | 1.7 |
| \$1,000 or more | 22.9 | 6.7 | 9.0 | 1.5 | 6.5 | 2.5 | 12.2 | 3.1 |
| <u>AMOUNT OF EDUCATION COMPLETED</u> | | | | | | | | |
| Less than one term | 10.6 | 8.5 | 4.8 | 3.3 | 2.9 | 3.0 | 5.9 | 4.6 |
| More than one term but less than academic year | 14.7 | 11.7 | 8.3 | 5.6 | 7.1 | 7.2 | 9.7 | 7.6 |
| One academic year | 59.2 | 65.9 | 76.7 | 77.1 | 77.2 | 71.3 | 71.9 | 72.6 |
| More than one academic year | 15.4 | 13.9 | 10.2 | 14.0 | 12.8 | 18.5 | 12.5 | 15.2 |
| <u>DROP-OUT/TRANSFER STATUS</u> | | | | | | | | |
| Did not leave, plan to return to same college | 67.5 | 67.1 | 76.8 | 78.5 | 82.3 | 78.5 | 75.9 | 75.6 |
| Did not leave, do not plan to return to same college | 12.6 | 14.9 | 8.7 | 10.0 | 6.0 | 9.4 | 9.0 | 11.1 |
| Left, unsatisfactory academic work | 3.9 | 1.4 | 5.1 | 2.5 | 4.5 | 2.4 | 4.6 | 2.2 |
| Left, disciplinary reasons | 0.3 | 0.4 | 0.5 | 0.1 | 0.1 | 0.1 | 0.3 | 0.2 |
| Left, voluntary reasons | 15.8 | 16.2 | 8.8 | 8.9 | 7.0 | 9.6 | 10.3 | 10.9 |

1966-1967
Norms for the First Year of College for Basic
Types of Institutions: Male and Female

| ITEM | 2-Yr. Colleges | | 4-Yr. Colleges | | Universities | | All Institutions | |
|--|----------------|--------|----------------|--------|--------------|--------|------------------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| SECOND YEAR PLANS | | | | | | | | |
| Will enroll full-time | 76.3 | 72.4 | 91.5 | 88.8 | 92.3 | 87.8 | 87.4 | 84.4 |
| Will not enroll full-time because: | | | | | | | | |
| Change in interests/goals | 2.8 | 5.5 | 1.0 | 2.4 | 1.0 | 2.2 | 1.5 | 3.1 |
| Dissatisfaction with college | 1.5 | 2.1 | 0.9 | 0.8 | 0.6 | 1.3 | 1.0 | 1.2 |
| Limited finances | 4.5 | 5.1 | 1.7 | 2.0 | 1.2 | 2.7 | 2.3 | 3.0 |
| Marriage | 1.1 | 5.1 | 0.3 | 2.5 | 0.2 | 2.4 | 0.5 | 3.1 |
| Poor academic performance | 2.5 | 1.3 | 2.1 | 1.6 | 2.3 | 1.4 | 2.3 | 1.5 |
| The draft | 3.5 | 0.0 | 0.9 | 0.0 | 0.7 | 0.0 | 1.6 | 0.0 |
| Illness/accident | 0.8 | 0.7 | 0.2 | 0.4 | 0.1 | 0.3 | 0.4 | 0.5 |
| Other reason | 7.0 | 7.8 | 1.4 | 1.6 | 1.6 | 1.8 | 3.1 | 3.2 |
| HIGHEST ACADEMIC DEGREE PLANNED* | | | | | | | | |
| None | 6.8 | 12.0 | 2.9 | 4.7 | 2.4 | 4.4 | 3.8 | 6.5 |
| Associate (or equivalent) | 11.1 | 24.5 | 1.2 | 2.1 | 1.1 | 2.1 | 4.0 | 7.8 |
| Bachelor's degree (B.A., B.S.) | 37.9 | 37.6 | 30.4 | 42.4 | 29.1 | 49.9 | 32.1 | 43.3 |
| Master's degree (M.A., M.S.) | 29.4 | 19.8 | 37.7 | 42.2 | 34.0 | 32.7 | 34.2 | 33.8 |
| Ph.D. or Ed.D. | 7.2 | 2.1 | 16.2 | 5.9 | 15.6 | 6.7 | 13.4 | 5.1 |
| M.D., D.D.S., D.V.M. | 2.4 | 0.5 | 6.0 | 1.0 | 10.7 | 2.0 | 6.4 | 1.1 |
| LL.B. or J.D. | 1.7 | 0.1 | 3.9 | 0.3 | 5.8 | 0.4 | 3.8 | 0.3 |
| B.D. | 0.5 | 0.1 | 0.5 | 0.1 | 0.2 | 0.1 | 0.4 | 0.1 |
| Other | 3.0 | 3.4 | 1.3 | 1.2 | 1.1 | 1.7 | 1.8 | 1.9 |
| PROBABLE CAREER OCCUPATION* | | | | | | | | |
| Artist (including performer) | 4.1 | 6.3 | 3.8 | 6.8 | 4.8 | 10.3 | 4.2 | 7.7 |
| Businessman | 15.1 | 4.6 | 16.3 | 2.4 | 15.6 | 3.6 | 15.8 | 3.3 |
| Clergyman | 1.2 | 1.3 | 1.6 | 0.4 | 0.8 | 0.3 | 1.2 | 0.6 |
| College professor | 2.3 | 1.4 | 3.9 | 2.2 | 2.8 | 1.8 | 3.1 | 1.9 |
| Doctor (M.D.) | 1.7 | 0.5 | 4.8 | 0.7 | 9.2 | 1.4 | 5.3 | 0.8 |
| Educator (secondary) | 8.0 | 11.5 | 13.0 | 20.9 | 6.0 | 16.8 | 9.3 | 17.3 |
| Elementary teacher | 0.8 | 14.2 | 1.3 | 22.0 | 0.4 | 14.0 | 0.9 | 17.8 |
| Engineer | 18.7 | 0.4 | 9.5 | 0.1 | 14.8 | 0.2 | 13.8 | 0.2 |
| Farmer | 3.8 | 0.1 | 2.6 | 0.1 | 2.4 | 0.1 | 2.9 | 0.1 |
| Health Professional (non-M.D.) | 2.5 | 4.7 | 2.0 | 4.9 | 2.4 | 8.2 | 2.2 | 5.8 |
| Lawyer | 3.4 | 0.3 | 6.1 | 0.4 | 8.0 | 0.6 | 5.9 | 0.4 |
| Nurse | 0.9 | 8.8 | 0.1 | 3.1 | 0.0 | 6.2 | 0.3 | 5.4 |
| Research scientist | 1.4 | 0.7 | 4.4 | 1.4 | 5.0 | 2.1 | 3.7 | 1.4 |
| Other choice | 28.5 | 38.9 | 21.9 | 25.1 | 18.1 | 24.7 | 22.6 | 28.7 |
| Undecided | 7.6 | 6.6 | 9.2 | 8.5 | 9.4 | 9.7 | 8.8 | 8.3 |
| COLLEGE RESIDENCE DURING WINTER-SPRING TERM | | | | | | | | |
| With Parents | 58.3 | 56.9 | 24.5 | 23.3 | 23.8 | 21.5 | 33.9 | 31.3 |
| Other Private Home, Apartment, or Room | 19.1 | 12.5 | 7.2 | 3.4 | 5.1 | 3.2 | 9.9 | 5.6 |
| College Dormitory | 14.8 | 22.6 | 63.9 | 70.9 | 64.4 | 70.8 | 50.0 | 58.7 |
| Fraternity or Sorority House | 0.1 | 0.3 | 1.1 | 0.3 | 4.5 | 1.7 | 1.9 | 0.7 |
| Other Campus Housing | 1.7 | 1.3 | 1.7 | 0.8 | 1.0 | 1.7 | 1.5 | 1.2 |
| Other | 6.1 | 6.4 | 1.7 | 1.3 | 1.2 | 1.0 | 2.8 | 2.5 |

1966-1967
Norms for the First Year of College for Basic
Types of Institutions: Male and Female

| ITEM | 2-Yr. Colleges | | 4-Yr. Colleges | | Universities | | All Institutions | |
|--|----------------|--------|----------------|--------|--------------|--------|------------------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| PERCENTAGE REPORTING THAT DURING FIRST YEAR THEY:* | | | | | | | | |
| Voted in student election (1) | 39.6 | 46.8 | 45.2 | 54.1 | 43.8 | 48.0 | 43.2 | 50.5 |
| Came late to class | 63.7 | 59.8 | 65.8 | 65.1 | 73.2 | 70.9 | 67.5 | 65.5 |
| Listened to dixieland jazz | 34.7 | 28.8 | 32.1 | 27.6 | 33.2 | 30.7 | 33.2 | 28.7 |
| Gambled with cards or dice | 40.0 | 12.0 | 43.4 | 10.7 | 45.9 | 12.2 | 43.2 | 11.5 |
| Played a musical instrument | 30.6 | 41.0 | 33.5 | 47.8 | 36.2 | 50.2 | 33.5 | 46.8 |
| Took a nap or rest | 73.7 | 77.5 | 88.1 | 90.5 | 89.5 | 91.9 | 84.4 | 87.6 |
| Drove a car (1) | 78.8 | 62.5 | 40.9 | 29.8 | 41.7 | 31.1 | 52.0 | 38.4 |
| Stayed up all night | 55.9 | 50.7 | 62.9 | 61.3 | 67.0 | 64.8 | 62.2 | 59.6 |
| Studied in the library (1) | 32.3 | 41.7 | 31.1 | 40.9 | 30.8 | 39.1 | 31.4 | 40.6 |
| Attended a ballet performance | 5.8 | 10.3 | 7.2 | 17.3 | 6.0 | 16.1 | 6.4 | 15.2 |
| Participated on speech team | 10.1 | 9.2 | 6.8 | 8.6 | 4.2 | 4.7 | 6.9 | 7.6 |
| Acted in plays | 5.5 | 9.0 | 6.5 | 7.8 | 3.7 | 5.3 | 5.3 | 7.5 |
| Sang in a choir or glee club | 7.7 | 21.7 | 9.6 | 17.8 | 6.9 | 12.9 | 8.2 | 17.4 |
| Argued with other students (1) | 10.2 | 7.7 | 19.4 | 13.3 | 22.9 | 13.5 | 17.9 | 11.9 |
| Called a teacher by first name | 18.2 | 11.0 | 18.0 | 12.8 | 20.2 | 15.4 | 18.7 | 13.1 |
| Wrote article for school paper | 7.4 | 10.0 | 8.0 | 9.3 | 5.8 | 6.0 | 7.1 | 8.6 |
| Had a blind date | 33.5 | 39.2 | 44.5 | 55.7 | 54.3 | 68.9 | 44.4 | 55.1 |
| Wrote a short story or poem | 26.2 | 37.3 | 27.2 | 39.5 | 28.6 | 37.8 | 27.3 | 38.4 |
| Played in a school band | 3.4 | 2.9 | 4.8 | 3.3 | 3.3 | 2.7 | 4.0 | 3.0 |
| Played in a school orchestra | 1.1 | 2.1 | 2.2 | 2.2 | 1.5 | 1.6 | 1.7 | 2.0 |
| Smoked cigarettes (1) | 29.5 | 20.1 | 24.8 | 23.1 | 25.2 | 24.2 | 26.3 | 22.6 |
| Attended Sunday school | 35.0 | 43.6 | 29.4 | 31.8 | 23.2 | 30.1 | 29.0 | 34.3 |
| Checked out a library book (1) | 32.7 | 51.6 | 34.5 | 51.5 | 27.4 | 38.3 | 31.8 | 47.8 |
| Went to the movies (1) | 28.1 | 37.7 | 28.6 | 31.3 | 28.4 | 36.6 | 28.4 | 34.4 |
| Discussed how to make money | 85.6 | 78.5 | 85.8 | 79.2 | 84.6 | 77.6 | 85.4 | 78.6 |
| Said grace before meals (1) | 23.1 | 42.6 | 19.7 | 27.4 | 14.8 | 20.3 | 19.1 | 29.3 |
| Prayed (1) | 27.0 | 58.7 | 30.9 | 53.3 | 25.7 | 47.9 | 28.1 | 53.2 |
| Listened to folk music (1) | 20.4 | 28.5 | 21.8 | 35.4 | 23.4 | 36.6 | 21.9 | 34.0 |
| Attended a public concert | 46.0 | 64.0 | 66.5 | 83.3 | 61.0 | 76.8 | 58.8 | 76.6 |
| Made wisecracks in class | 49.8 | 35.3 | 48.8 | 36.1 | 49.9 | 34.9 | 49.4 | 35.6 |
| Arranged date for other student | 37.8 | 44.3 | 45.2 | 55.2 | 48.6 | 66.5 | 44.2 | 55.6 |
| Went to an over-night party | 35.3 | 28.1 | 33.1 | 32.2 | 35.7 | 33.9 | 34.5 | 31.6 |
| Took dietary formula | 5.0 | 26.2 | 5.1 | 23.3 | 4.4 | 26.4 | 4.8 | 24.9 |
| Drank beer | 72.8 | 46.8 | 75.4 | 60.0 | 78.5 | 64.9 | 75.7 | 58.0 |
| Overslept and missed a class | 38.8 | 32.1 | 56.1 | 50.2 | 60.7 | 53.3 | 52.7 | 46.5 |
| Typed a homework assignment (1) | 21.0 | 38.6 | 24.7 | 39.9 | 25.6 | 39.6 | 23.9 | 39.5 |
| Participated in informal sing | 35.9 | 56.8 | 49.5 | 70.9 | 47.3 | 68.2 | 44.9 | 66.5 |
| Drank wine | 33.8 | 37.3 | 36.8 | 44.6 | 41.7 | 50.9 | 37.4 | 44.5 |
| Cribbed on an examination | 19.8 | 13.7 | 17.7 | 11.5 | 15.2 | 9.2 | 17.5 | 11.4 |
| Turned in a paper late | 43.6 | 39.0 | 38.9 | 36.5 | 41.6 | 36.8 | 41.0 | 37.2 |
| Tried on clothes without buying | 36.6 | 81.4 | 36.6 | 81.8 | 38.0 | 83.4 | 37.0 | 82.1 |
| Asked questions in class (1) | 38.0 | 31.9 | 35.1 | 32.8 | 31.1 | 26.9 | 34.7 | 30.9 |
| Attended church (1) | 39.5 | 58.2 | 42.1 | 55.0 | 32.8 | 45.4 | 38.4 | 53.1 |
| Participated in racial demon- stration | 3.3 | 1.6 | 3.7 | 4.0 | 3.7 | 3.5 | 3.6 | 3.3 |
| Participated in administrative policy demonstration | 6.6 | 5.5 | 18.2 | 16.5 | 11.0 | 10.4 | 12.6 | 12.0 |
| Participated in war demonstration | 3.3 | 1.2 | 4.5 | 4.0 | 5.1 | 4.2 | 4.4 | 3.3 |
| Had psychotherapy or counseling | 12.7 | 15.5 | 13.0 | 15.2 | 12.2 | 13.8 | 12.7 | 14.8 |
| Tried changing grade | 28.8 | 23.3 | 36.4 | 25.6 | 39.2 | 26.0 | 35.1 | 25.1 |
| Slept or dozed in class | 41.9 | 32.3 | 52.4 | 41.6 | 56.8 | 46.1 | 50.7 | 40.5 |
| Got traffic ticket | 32.7 | 11.2 | 20.1 | 6.3 | 23.3 | 9.9 | 24.7 | 8.5 |
| Tutored another student | 49.5 | 40.5 | 54.9 | 52.1 | 57.7 | 52.3 | 54.2 | 49.2 |

1966-1967
Norms for the First Year of College for Basic
Types of Institutions: Male and Female

| ITEM | 2-Yr. Colleges | | 4-Yr. Colleges | | Universities | | All Institutions | |
|--|----------------|--------|----------------|--------|--------------|--------|------------------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| <u>FIRST YEAR COLLEGE EXPERIENCES</u> | | | | | | | | |
| Elected to student office | 7.2 | 12.8 | 8.9 | 13.3 | 7.3 | 11.9 | 7.9 | 12.8 |
| Played on varsity athletic team | 12.8 | 2.6 | 18.1 | 5.0 | 9.1 | 2.5 | 13.8 | 3.7 |
| Changed career plans | 31.6 | 35.5 | 30.4 | 32.4 | 31.5 | 36.7 | 31.1 | 34.4 |
| Failed a course | 31.7 | 18.2 | 31.7 | 18.5 | 32.1 | 20.1 | 31.9 | 18.9 |
| Changed major field | 23.1 | 26.2 | 25.8 | 29.5 | 28.6 | 32.9 | 25.9 | 29.6 |
| Fell in love | 19.5 | 31.3 | 19.3 | 30.9 | 18.5 | 34.6 | 19.1 | 32.0 |
| Got married | 3.8 | 4.8 | 2.0 | 2.9 | 1.7 | 3.0 | 2.4 | 3.4 |
| Had lead in play | 1.4 | 3.0 | 2.0 | 2.1 | 1.1 | 1.1 | 1.5 | 2.0 |
| Wrote an article | 5.5 | 7.6 | 6.9 | 8.0 | 5.0 | 5.4 | 5.9 | 7.1 |
| Received health center care | 9.9 | 13.8 | 40.5 | 42.9 | 44.4 | 52.2 | 33.0 | 38.2 |
| Participated in honors program | 6.2 | 9.4 | 7.8 | 9.2 | 11.6 | 13.6 | 8.5 | 10.5 |
| <u>PERCENTAGE REPORTING ORGANIZATION</u> | | | | | | | | |
| <u>MEMBERSHIP IN:</u> | | | | | | | | |
| Nat'l social frat. or sorority | 5.2 | 5.8 | 16.4 | 9.6 | 23.8 | 18.5 | 15.5 | 11.1 |
| Local social frat. or sorority | 2.1 | 4.8 | 3.7 | 5.0 | 1.9 | 1.7 | 2.7 | 4.0 |
| Intramural athletic team | 15.3 | 9.3 | 32.2 | 11.5 | 30.5 | 8.8 | 26.8 | 10.2 |
| College athletic team | 11.8 | 2.1 | 19.5 | 4.8 | 12.0 | 2.4 | 15.0 | 3.5 |
| Choir or glee club | 3.9 | 12.8 | 5.4 | 10.1 | 2.7 | 6.3 | 4.1 | 9.7 |
| Marching band | 1.7 | 1.6 | 2.8 | 1.9 | 2.2 | 1.5 | 2.3 | 1.7 |
| Honorary fraternity | 2.9 | 2.7 | 2.2 | 2.3 | 3.4 | 3.7 | 2.7 | 2.8 |
| <u>TOTAL FIRST YEAR COUNSELING</u> | | | | | | | | |
| <u>RECEIVED</u> | | | | | | | | |
| None | 66.1 | 50.1 | 71.5 | 68.5 | 71.4 | 68.4 | 69.9 | 66.3 |
| One hour or less | 17.4 | 22.5 | 12.4 | 17.0 | 14.3 | 16.5 | 14.4 | 18.2 |
| 2 - 3 hours | 10.4 | 11.2 | 9.0 | 8.9 | 9.0 | 9.8 | 9.4 | 9.7 |
| 4 - 5 hours | 2.1 | 2.6 | 1.8 | 2.4 | 1.8 | 2.2 | 1.9 | 2.4 |
| More than 5 hours | 4.1 | 3.6 | 5.4 | 3.2 | 3.5 | 3.1 | 4.4 | 3.3 |
| <u>PERCENTAGE REPORTING TRAIT SELF-</u> | | | | | | | | |
| <u>RATINGS ABOVE AVERAGE*</u> | | | | | | | | |
| Academic ability | 45.7 | 46.2 | 58.0 | 58.1 | 68.2 | 65.3 | 57.7 | 57.1 |
| Athletic ability | 42.4 | 24.7 | 46.4 | 26.1 | 45.4 | 26.6 | 44.9 | 25.8 |
| Artistic ability | 19.0 | 26.3 | 18.1 | 26.7 | 21.2 | 30.5 | 19.3 | 27.6 |
| Cheerfulness | 52.7 | 61.8 | 52.4 | 60.7 | 53.3 | 62.0 | 52.8 | 61.3 |
| Defensiveness | 31.1 | 31.1 | 31.8 | 32.8 | 33.2 | 35.3 | 32.1 | 33.0 |
| Drive to achieve | 52.3 | 48.3 | 56.3 | 55.0 | 58.5 | 59.0 | 55.9 | 54.4 |
| Leadership ability | 39.7 | 30.5 | 46.4 | 37.3 | 50.2 | 43.2 | 45.6 | 37.2 |
| Mathematical ability | 37.2 | 21.0 | 42.1 | 28.5 | 51.5 | 32.3 | 43.7 | 27.7 |
| Mechanical ability | 45.5 | 14.2 | 36.3 | 14.2 | 40.4 | 16.0 | 40.2 | 14.7 |
| Originality | 36.7 | 35.7 | 39.4 | 39.5 | 45.9 | 45.6 | 40.7 | 40.3 |
| Political conservatism | 17.3 | 10.6 | 18.9 | 11.3 | 21.9 | 15.1 | 19.4 | 12.3 |
| Political liberalism | 18.7 | 17.1 | 26.5 | 23.4 | 30.3 | 24.7 | 25.5 | 22.2 |
| Popularity (general) | 34.1 | 30.8 | 38.9 | 35.8 | 38.3 | 37.9 | 37.4 | 35.2 |
| Popularity (with opposite sex) | 34.3 | 31.8 | 34.2 | 34.0 | 33.9 | 37.3 | 34.2 | 34.4 |
| Public speaking ability | 21.6 | 19.1 | 27.6 | 24.4 | 30.3 | 25.8 | 26.7 | 23.5 |
| Self-confidence (intellectual) | 38.3 | 29.0 | 43.4 | 34.5 | 50.5 | 41.0 | 44.1 | 34.9 |
| Self-confidence (social) | 35.0 | 30.4 | 33.7 | 29.7 | 34.1 | 32.6 | 34.2 | 30.7 |
| Sensitivity to criticism | 27.9 | 33.7 | 33.7 | 39.3 | 36.2 | 43.7 | 32.8 | 39.2 |
| Stubbornness | 40.1 | 42.2 | 41.4 | 43.0 | 45.0 | 48.7 | 42.1 | 44.4 |
| Understanding of others | 59.3 | 71.6 | 63.6 | 73.5 | 64.7 | 75.2 | 62.7 | 73.4 |
| Writing ability | 24.4 | 29.9 | 30.9 | 35.8 | 37.0 | 38.2 | 31.0 | 35.0 |

1966-1967
Norms for the First Year of College for Basic
Types of Institutions: Male and Female

| ITEM | 2-Yr. Colleges | | 4-Yr. Colleges | | Universities | | All Institutions | |
|--|----------------|--------|----------------|--------|--------------|--------|------------------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| <u>PERCENTAGE REPORTING THAT STATEMENT APPLIES TO PRIMARY CLASS:</u> | | | | | | | | |
| Met only as scheduled | 86.7 | 88.6 | 90.4 | 88.7 | 91.1 | 91.1 | 89.6 | 89.3 |
| Had assigned seating | 44.6 | 46.5 | 36.9 | 31.4 | 37.3 | 33.1 | 39.2 | 35.7 |
| Lectures followed text | 49.5 | 44.2 | 44.1 | 34.6 | 40.6 | 34.8 | 44.5 | 37.1 |
| Instructor called students by first name | 48.0 | 59.2 | 37.1 | 49.3 | 23.1 | 30.7 | 35.8 | 46.6 |
| Instructor encouraged discussion | 65.0 | 63.7 | 59.4 | 63.7 | 50.3 | 55.5 | 58.1 | 61.4 |
| Individual knew instructor's first name | 54.5 | 55.1 | 58.4 | 57.6 | 49.7 | 48.0 | 54.6 | 54.3 |
| Individual went to instructor's office | 55.4 | 53.7 | 62.7 | 60.5 | 56.4 | 53.5 | 58.6 | 56.8 |
| Instructor was enthusiastic | 68.8 | 76.2 | 71.8 | 75.7 | 71.4 | 73.9 | 70.8 | 75.3 |
| Instructor had sense of humor | 76.7 | 77.0 | 73.9 | 74.8 | 73.9 | 73.4 | 74.7 | 74.9 |
| Instructor was dull | 17.1 | 18.2 | 21.7 | 19.9 | 23.2 | 21.7 | 20.9 | 20.0 |
| Instructor knew individual by name | 79.2 | 83.9 | 73.0 | 78.9 | 53.4 | 61.8 | 68.6 | 75.4 |
| Individual argued with instructor | 29.0 | 18.8 | 25.4 | 23.1 | 21.8 | 19.0 | 25.3 | 20.8 |
| Individual typed assignments | 20.0 | 32.7 | 22.2 | 33.0 | 21.4 | 33.1 | 21.3 | 33.0 |
| Individual visited instructor's home | 5.1 | 3.9 | 6.3 | 7.2 | 3.7 | 4.6 | 5.1 | 5.6 |
| <u>PERCENTAGE REPORTING THAT STATEMENT APPLIES TO THIS COLLEGE*</u> | | | | | | | | |
| Great pressure for high grades | 29.3 | 21.7 | 49.5 | 40.3 | 58.6 | 50.7 | 46.6 | 38.5 |
| Little school spirit | 55.5 | 52.2 | 47.7 | 50.0 | 43.4 | 43.4 | 48.6 | 48.7 |
| Student academic calibre high | 20.1 | 19.4 | 49.5 | 50.0 | 55.1 | 52.9 | 42.8 | 43.1 |
| Keen competition for grades | 33.8 | 27.9 | 52.3 | 42.0 | 57.6 | 49.8 | 48.7 | 40.6 |
| Freshman take orders | 14.7 | 20.9 | 41.5 | 37.8 | 11.7 | 14.2 | 24.5 | 26.9 |
| Not much to do except study | 43.2 | 40.3 | 37.7 | 31.9 | 21.9 | 17.0 | 34.3 | 29.8 |
| Student felt lost on campus | 30.8 | 32.3 | 36.6 | 33.3 | 42.2 | 40.4 | 36.7 | 35.1 |
| College builds poise | 55.8 | 61.9 | 73.3 | 73.6 | 76.7 | 78.7 | 69.4 | 72.1 |
| Athletics overemphasized | 8.6 | 7.4 | 10.7 | 7.8 | 13.0 | 11.9 | 10.8 | 8.8 |
| Classes usually informal | 60.7 | 64.1 | 60.9 | 65.4 | 62.9 | 61.3 | 61.5 | 63.9 |
| Students are like numbers | 23.9 | 17.6 | 22.5 | 19.7 | 46.8 | 43.5 | 30.5 | 25.9 |
| <u>PERCENTAGE REPORTING THAT DURING THE FIRST YEAR THERE WAS NOT ENOUGH:</u> | | | | | | | | |
| Freedom in course selection | 18.8 | 15.8 | 29.0 | 26.7 | 22.7 | 23.5 | 24.1 | 23.1 |
| Social life | 27.8 | 24.8 | 31.8 | 25.0 | 27.3 | 18.4 | 29.2 | 23.1 |
| Personal contact with peers | 20.7 | 21.2 | 17.2 | 18.7 | 27.8 | 29.8 | 21.5 | 22.5 |
| Course work required | 12.5 | 10.1 | 12.5 | 9.9 | 11.3 | 9.5 | 12.1 | 9.8 |
| Outlets for creative activity | 44.6 | 49.7 | 47.9 | 48.5 | 42.6 | 46.1 | 45.3 | 48.1 |
| Sleep | 40.9 | 42.1 | 45.9 | 53.2 | 49.6 | 61.3 | 45.7 | 52.7 |
| Exercise | 31.5 | 38.4 | 31.6 | 41.5 | 39.4 | 39.6 | 34.0 | 40.2 |
| Personal contact with faculty | 34.1 | 34.4 | 42.7 | 47.2 | 58.7 | 61.0 | 45.3 | 47.8 |
| Personal contact with family | 15.7 | 14.0 | 19.1 | 14.1 | 17.1 | 14.7 | 17.5 | 14.2 |
| Advice and guidance | 37.0 | 32.9 | 44.6 | 44.7 | 51.2 | 51.2 | 44.5 | 43.6 |

1966-1967
Norms for the First Year of College for Basic
Types of Institutions: Male and Female

| ITEM | 2-Yr. Colleges | | 4-Yr. Colleges | | Universities | | All Institutions | |
|--|----------------|--------|----------------|--------|--------------|--------|------------------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female |
| <u>PERCENTAGE REPORTING MINOR OR NO</u> | | | | | | | | |
| <u>COLLEGE DISCIPLINARY ACTION IF</u> | | | | | | | | |
| <u>STUDENT WERE TO:</u> | | | | | | | | |
| Come in two hours late | 98.7 | 87.2 | 94.4 | 73.0 | 98.7 | 73.6 | 97.0 | 76.8 |
| Cheat on exams | 6.7 | 6.1 | 10.6 | 12.6 | 8.2 | 10.5 | 8.7 | 10.4 |
| Drink in living quarters | 10.4 | 4.6 | 19.5 | 11.3 | 36.3 | 19.8 | 22.2 | 11.9 |
| Get drunk | 79.2 | 73.2 | 68.1 | 66.2 | 85.6 | 78.1 | 76.8 | 71.3 |
| Bring date in room (day) | 13.7 | 10.0 | 19.4 | 13.2 | 27.2 | 21.1 | 20.2 | 14.7 |
| Bring date in room (night) | 6.9 | 6.1 | 12.6 | 7.2 | 20.9 | 14.3 | 14.5 | 8.9 |
| Stay off campus without permis- sion | 25.7 | 8.1 | 60.4 | 15.0 | 69.6 | 21.8 | 53.4 | 15.1 |
| Organize demonstration | 89.7 | 84.3 | 78.3 | 82.0 | 88.0 | 84.2 | 84.7 | 83.2 |
| Publish off-color story | 87.6 | 84.9 | 80.3 | 80.5 | 87.7 | 83.9 | 84.7 | 82.6 |
| Participate in water fight or raid | 92.4 | 93.0 | 87.6 | 86.5 | 88.9 | 85.5 | 89.4 | 87.9 |
| Use LSD | 4.6 | 3.4 | 7.8 | 10.5 | 10.8 | 15.0 | 7.9 | 10.0 |
| Use marijuana | 4.5 | 3.9 | 7.7 | 11.0 | 10.8 | 15.1 | 7.7 | 10.4 |
| <u>PERCENTAGE REPORTING VERY DESCRIPTIVE OF ATMOSPHERE OF THE COLLEGE*</u> | | | | | | | | |
| Intellectual | 9.9 | 11.4 | 23.5 | 24.1 | 27.7 | 25.8 | 20.9 | 21.4 |
| Snobbish | 7.0 | 9.5 | 7.0 | 5.8 | 9.6 | 9.5 | 7.8 | 7.8 |
| Social | 25.3 | 31.0 | 25.6 | 31.0 | 40.9 | 46.7 | 30.3 | 35.4 |
| Victorian | 6.0 | 7.9 | 10.3 | 9.0 | 7.0 | 5.4 | 8.0 | 7.7 |
| Practical-minded | 33.3 | 32.2 | 33.8 | 31.8 | 29.8 | 27.3 | 32.4 | 30.6 |
| Warm | 29.7 | 39.4 | 35.0 | 50.5 | 26.5 | 35.7 | 30.8 | 43.5 |
| Realistic | 33.7 | 36.8 | 36.9 | 39.1 | 37.1 | 38.3 | 36.1 | 38.3 |
| Liberal | 25.9 | 25.4 | 28.5 | 28.2 | 25.1 | 34.6 | 29.8 | 29.2 |
| <u>OVER-ALL EVALUATION OF THE COLLEGE</u> | | | | | | | | |
| Very satisfied | 21.4 | 25.2 | 29.0 | 31.8 | 33.8 | 38.4 | 28.3 | 32.0 |
| Satisfied | 47.5 | 46.1 | 42.0 | 41.2 | 41.6 | 38.2 | 43.5 | 41.6 |
| On the fence | 18.0 | 16.9 | 15.7 | 15.7 | 14.3 | 13.5 | 15.9 | 15.4 |
| Dissatisfied | 8.3 | 8.1 | 8.8 | 7.7 | 7.1 | 7.3 | 8.1 | 7.7 |
| Very dissatisfied | 4.9 | 3.7 | 4.4 | 3.5 | 3.2 | 2.5 | 4.2 | 3.3 |

*Item repeated in follow-up from entering freshman information form.

- (1) Frequently only, all other items in this group are reported for frequently plus occasionally.

1966-1967
Norms for the First Year of College for Basic
Types of Institutions: Both Sexes

| ITEM | Two Year Colleges | Four Year Colleges | Univer- sities | All Institu- tions |
|---|----------------------|-----------------------|-------------------|-----------------------|
| <u>FIRST YEAR GRADE POINT AVERAGES</u> | | | | |
| A or A+ | 1.0 | 1.3 | 1.9 | 1.4 |
| A- | 2.4 | 3.1 | 4.3 | 3.3 |
| B+ | 6.2 | 7.1 | 8.7 | 7.3 |
| B | 11.7 | 12.7 | 12.1 | 12.3 |
| B- | 14.0 | 15.7 | 15.8 | 15.3 |
| C+ | 23.4 | 22.6 | 20.2 | 22.1 |
| C | 35.0 | 29.8 | 28.6 | 30.8 |
| D | 6.3 | 7.6 | 8.3 | 7.5 |
| <u>REPORTED MAJOR SOURCES OF FINAN- CIAL SUPPORT FOR FIRST COLLEGE YEAR</u> | | | | |
| Family | 47.8 | 55.2 | 61.3 | 55.0 |
| Employment During College | 15.5 | 3.8 | 3.0 | 6.7 |
| Employment During Summer | 18.8 | 9.7 | 9.9 | 12.2 |
| Scholarship or gift from: | | | | |
| State or Local Government | 1.6 | 3.4 | 1.8 | 2.4 |
| Federal Government | 4.0 | 3.3 | 2.6 | 3.3 |
| Private Source | 2.3 | 2.4 | 2.4 | 2.4 |
| College | 1.3 | 2.6 | 3.4 | 2.5 |
| Repayable loans from: | | | | |
| College | 0.4 | 1.0 | 0.4 | 0.6 |
| State or Local Government | 0.5 | 2.1 | 0.5 | 1.2 |
| Federal Government | 2.1 | 4.1 | 2.1 | 3.0 |
| Bank or Commercial Organ- ization | 1.3 | 2.7 | 2.0 | 2.1 |
| Other | 0.5 | 0.6 | 0.5 | 0.5 |
| Other Sources | 6.8 | 4.2 | 4.4 | 4.9 |
| <u>AMOUNT EARNED DURING ACADEMIC YEAR</u> | | | | |
| None | 33.9 | 48.4 | 51.8 | 45.5 |
| Under \$200 | 19.9 | 25.8 | 24.1 | 23.7 |
| \$200 - 399 | 13.4 | 10.3 | 9.2 | 10.8 |
| \$400 - 599 | 8.4 | 5.4 | 5.1 | 6.1 |
| \$600 - 799 | 5.7 | 3.1 | 3.1 | 3.8 |
| \$800 - 999 | 3.8 | 2.1 | 2.0 | 2.5 |
| \$1,000 or more | 15.0 | 4.9 | 4.6 | 7.5 |
| <u>AMOUNT OF EDUCATION COMPLETED</u> | | | | |
| Less than one term | 9.6 | 4.0 | 3.0 | 5.2 |
| More than one term but less than academic year | 13.3 | 6.8 | 7.2 | 8.6 |
| One academic year | 62.4 | 76.9 | 74.3 | 72.3 |
| More than one academic year | 14.7 | 12.3 | 15.6 | 13.9 |
| <u>DROP-OUT/TRANSFER STATUS</u> | | | | |
| Did not leave, plan to return to same college | 67.3 | 77.8 | 80.4 | 75.8 |
| Did not leave, do not plan to return to same college | 13.7 | 9.4 | 7.7 | 10.1 |
| Left, unsatisfactory academic work | 2.7 | 3.6 | 3.5 | 3.3 |
| Left, disciplinary reasons | 0.4 | 0.3 | 0.1 | 0.3 |
| Left, voluntary reasons | 16.0 | 8.9 | 8.3 | 10.6 |

1966-1967
Norms for the First Year of College for Basic
Types of Institutions: Both Sexes

| ITEM | Two Year Colleges | Four Year Colleges | Univer- sities | All Institu- tions |
|---|----------------------|-----------------------|-------------------|-----------------------|
| <u>SECOND YEAR PLANS</u> | | | | |
| Will enroll full-time | 74.4 | 90.0 | 90.1 | 85.8 |
| Will not enroll full-time be- cause: | | | | |
| Change in interests/goals | 4.1 | 1.8 | 1.6 | 2.3 |
| Dissatisfaction with col- lege | 1.8 | 0.8 | 0.9 | 1.1 |
| Limited finances | 4.8 | 1.9 | 1.9 | 2.7 |
| Marriage | 3.0 | 1.5 | 1.3 | 1.9 |
| Poor academic performance | 1.9 | 1.8 | 1.9 | 1.9 |
| The draft | 1.8 | 0.4 | 0.4 | 0.8 |
| Illness/accident | 0.7 | 0.3 | 0.2 | 0.4 |
| Other reason | 7.4 | 1.5 | 1.7 | 3.2 |
| <u>HIGHEST ACADEMIC DEGREE PLANNED*</u> | | | | |
| None | 9.3 | 3.9 | 3.4 | 5.2 |
| Associate (or equivalent) | 17.6 | 1.7 | 1.6 | 6.0 |
| Bachelor's degree (B.A., B.S.) | 37.7 | 37.1 | 39.3 | 37.9 |
| Master's degree (M.A., M.S.) | 24.7 | 40.2 | 33.3 | 34.0 |
| Ph.D. or Ed.D. | 4.7 | 10.5 | 11.3 | 9.2 |
| M.D., D.D.S., D.V.M. | 1.5 | 3.2 | 6.4 | 3.7 |
| LL.B. or J.D. | 0.9 | 1.9 | 3.2 | 2.0 |
| B.D. | 0.3 | 0.3 | 0.1 | 0.2 |
| Other | 3.2 | 1.3 | 1.4 | 1.8 |
| <u>PROBABLE CAREER OCCUPATION*</u> | | | | |
| Artist (including performer) | 5.1 | 5.5 | 7.5 | 6.0 |
| Businessman | 10.0 | 8.5 | 9.8 | 9.3 |
| Clergyman | 1.2 | 0.9 | 0.5 | 0.9 |
| College professor | 1.9 | 2.9 | 2.3 | 2.5 |
| Doctor (M.D.) | 1.0 | 2.9 | 5.4 | 3.0 |
| Educator (secondary) | 9.7 | 17.3 | 11.2 | 13.4 |
| Elementary teacher | 7.3 | 12.8 | 7.0 | 9.6 |
| Engineer | 9.8 | 4.3 | 7.7 | 6.8 |
| Farmer | 2.0 | 1.3 | 1.3 | 1.5 |
| Health Professional (non-M.D.) | 3.5 | 3.6 | 5.3 | 4.1 |
| Lawyer | 1.9 | 3.0 | 4.4 | 3.1 |
| Nurse | 4.8 | 1.7 | 3.1 | 2.9 |
| Research scientist | 1.1 | 2.7 | 3.6 | 2.6 |
| Other choice | 33.6 | 24.0 | 21.3 | 25.8 |
| Undecided | 7.1 | 8.8 | 9.5 | 8.6 |
| <u>COLLEGE RESIDENCE DURING WINTER- SPRING TERM</u> | | | | |
| With Parents | 57.6 | 23.8 | 22.6 | 32.6 |
| Other Private Home, Apartment, or Room | 15.9 | 5.1 | 4.2 | 7.7 |
| College Dormitory | 18.6 | 67.8 | 67.5 | 54.5 |
| Fraternity or Sorority House | 0.2 | 0.7 | 3.1 | 1.3 |
| Other Campus Housing | 1.5 | 1.2 | 1.4 | 1.3 |
| Other | 6.2 | 1.5 | 1.1 | 2.7 |

1966-1967
Norms for the First Year of College for Basic
Types of Institutions: Both Sexes

| ITEM | Two Year Colleges | Four Year Colleges | Univer- sities | All Institu- tions |
|--|----------------------|-----------------------|-------------------|-----------------------|
| <u>PERCENTAGE REPORTING THAT DURING</u> | | | | |
| <u>FIRST YEAR THEY:*</u> | | | | |
| Voted in student election (1) | 43.1 | 50.1 | 45.9 | 47.0 |
| Came late to class | 61.8 | 65.4 | 72.2 | 66.5 |
| Listened to dixieland jazz | 31.8 | 29.6 | 32.0 | 31.0 |
| Gambled with cards or dice | 26.4 | 25.3 | 29.5 | 26.8 |
| Played a musical instrument | 35.6 | 41.4 | 43.0 | 40.3 |
| Took a nap or rest | 75.6 | 89.5 | 90.7 | 86.1 |
| Drove a car (1) | 70.9 | 34.7 | 36.5 | 45.0 |
| Stayed up all night | 53.4 | 62.0 | 65.9 | 60.9 |
| Studied in the library (1) | 36.9 | 36.5 | 34.8 | 36.1 |
| Attended a ballet performance | 8.0 | 12.8 | 11.0 | 11.0 |
| Participated on speech team | 9.6 | 7.8 | 4.4 | 7.2 |
| Acted in plays | 7.3 | 7.3 | 4.5 | 6.5 |
| Sang in a choir or glee club | 14.4 | 14.2 | 9.8 | 12.9 |
| Argued with other students (1) | 9.0 | 16.0 | 18.3 | 14.8 |
| Called a teacher by first name | 14.6 | 15.2 | 17.8 | 15.9 |
| Wrote article for school paper | 8.6 | 8.7 | 5.9 | 7.9 |
| Had a blind date | 36.2 | 50.7 | 61.4 | 49.9 |
| Wrote a short story or poem | 31.6 | 34.0 | 33.1 | 33.1 |
| Played in a school band | 3.1 | 3.9 | 3.1 | 3.5 |
| Played in a school orchestra | 1.6 | 2.2 | 1.6 | 1.8 |
| Smoked cigarettes (1) | 24.9 | 23.8 | 24.7 | 24.4 |
| Attended Sunday school | 39.1 | 30.7 | 26.5 | 31.7 |
| Checked out a library book (1) | 41.9 | 43.9 | 32.7 | 40.0 |
| Went to the movies (1) | 32.8 | 30.1 | 32.4 | 31.5 |
| Discussed how to make money | 82.1 | 82.2 | 81.1 | 81.9 |
| Said grace before meals (1) | 32.6 | 24.0 | 17.5 | 24.4 |
| Prayed (1) | 42.4 | 43.3 | 36.5 | 41.1 |
| Listened to folk music (1) | 24.3 | 29.3 | 29.9 | 28.1 |
| Attended a public concert | 54.8 | 75.8 | 68.7 | 68.0 |
| Made wisecracks in class | 42.7 | 41.7 | 42.6 | 42.3 |
| Arranged date for other student | 41.0 | 50.7 | 57.3 | 50.1 |
| Went to an over-night party | 31.8 | 32.6 | 34.8 | 33.1 |
| Took dietary formula | 15.3 | 15.2 | 15.1 | 15.2 |
| Drank beer | 60.2 | 66.8 | 71.9 | 66.6 |
| Overslept and missed a class | 35.6 | 52.8 | 57.1 | 49.4 |
| Typed a homework assignment (1) | 29.6 | 33.1 | 32.4 | 32.0 |
| Participated in informal sing | 46.1 | 61.4 | 57.5 | 56.1 |
| Drank wine | 35.5 | 41.2 | 46.3 | 41.1 |
| Cribbed on an examination | 16.8 | 14.3 | 12.3 | 14.3 |
| Turned in a paper late | 41.4 | 37.5 | 39.2 | 39.1 |
| Tried on clothes without buying | 58.3 | 61.7 | 60.1 | 60.3 |
| Asked questions in class (1) | 35.0 | 33.8 | 29.1 | 32.7 |
| Attended church (1) | 48.6 | 49.2 | 39.0 | 46.0 |
| Participated in racial demon- stration | 2.5 | 3.8 | 3.6 | 3.5 |
| Participated in administrative policy demonstration | 6.0 | 17.2 | 10.7 | 12.3 |
| Participated in war demonstration | 2.3 | 4.1 | 4.6 | 3.8 |
| Had psychotherapy or counseling | 14.1 | 14.2 | 13.0 | 13.8 |
| Tried changing grade | 26.2 | 30.4 | 32.8 | 29.9 |
| Slept or dozed in class | 37.3 | 46.4 | 51.6 | 45.5 |
| Got traffic ticket | 22.2 | 12.4 | 16.8 | 16.4 |
| Tutored another student | 45.1 | 53.4 | 55.0 | 51.6 |

1966-1967
Norms for the First Year of College for Basic
Types of Institutions: Both Sexes

| ITEM | Two Year Colleges | Four Year Colleges | Univer- sities | All Institu- tions |
|--|----------------------|-----------------------|-------------------|-----------------------|
| <u>FIRST YEAR COLLEGE EXPERIENCES</u> | | | | |
| Elected to student office | 9.9 | 11.3 | 9.5 | 10.4 |
| Played on varsity athletic team | 7.8 | 10.8 | 5.9 | 8.6 |
| Changed career plans | 33.5 | 31.5 | 34.0 | 32.8 |
| Failed a course | 25.2 | 24.4 | 26.3 | 25.2 |
| Changed major field | 24.6 | 27.8 | 30.7 | 27.8 |
| Fell in love | 25.2 | 25.8 | 26.3 | 25.8 |
| Got married | 4.3 | 2.5 | 2.3 | 2.9 |
| Had lead in play | 2.2 | 2.0 | 1.1 | 1.8 |
| Wrote an article | 6.5 | 7.5 | 5.2 | 6.5 |
| Received health center care | 11.8 | 41.8 | 48.2 | 35.7 |
| Participated in honors program | 7.8 | 8.6 | 12.5 | 9.5 |
| <u>PERCENTAGE REPORTING ORGANIZATION</u> | | | | |
| <u>MEMBERSHIP IN:</u> | | | | |
| Nat'l social frat. or sorority | 5.5 | 12.7 | 21.2 | 13.3 |
| Local social frat. or sorority | 3.4 | 4.4 | 1.8 | 3.4 |
| Intramural athletic team | 12.4 | 20.7 | 19.9 | 18.2 |
| College athletic team | 7.1 | 11.4 | 7.4 | 9.0 |
| Choir or glee club | 8.2 | 8.0 | 4.4 | 7.0 |
| Marching band | 1.7 | 2.3 | 1.9 | 2.0 |
| Honorary fraternity | 2.8 | 2.3 | 3.5 | 2.8 |
| <u>TOTAL FIRST YEAR COUNSELING</u> | | | | |
| <u>RECEIVED</u> | | | | |
| None | 63.2 | 69.8 | 69.9 | 68.1 |
| One hour or less | 19.9 | 14.9 | 15.4 | 16.4 |
| 2 - 3 hours | 10.8 | 9.0 | 9.4 | 9.6 |
| 4 - 5 hours | 2.3 | 2.1 | 2.0 | 2.1 |
| More than 5 hours | 3.8 | 4.2 | 3.3 | 3.8 |
| <u>PERCENTAGE REPORTING TRAIT SELF-</u> | | | | |
| <u>RATINGS ABOVE AVERAGE*</u> | | | | |
| Academic ability | 45.9 | 58.0 | 66.8 | 57.3 |
| Athletic ability | 33.8 | 35.1 | 36.3 | 35.0 |
| Artistic ability | 22.6 | 22.9 | 25.7 | 23.6 |
| Cheerfulness | 57.1 | 57.0 | 57.5 | 57.2 |
| Defensiveness | 31.1 | 32.3 | 34.2 | 32.5 |
| Drive to achieve | 50.3 | 55.6 | 58.7 | 55.2 |
| Leadership ability | 35.2 | 41.3 | 46.7 | 41.3 |
| Mathematical ability | 29.4 | 34.7 | 42.2 | 35.5 |
| Mechanical ability | 30.3 | 24.0 | 28.5 | 27.0 |
| Originality | 36.3 | 39.4 | 45.8 | 40.5 |
| Political conservatism | 14.0 | 14.8 | 18.7 | 15.7 |
| Political liberalism | 17.9 | 24.7 | 27.6 | 23.8 |
| Popularity (general) | 32.6 | 37.2 | 38.1 | 36.2 |
| Popularity (with opposite sex) | 33.1 | 34.1 | 35.5 | 34.2 |
| Public speaking ability | 20.3 | 25.9 | 28.1 | 25.1 |
| Self-confidence (intellectual) | 33.8 | 38.4 | 45.9 | 39.4 |
| Self-confidence (social) | 32.7 | 31.4 | 33.4 | 32.4 |
| Sensitivity to criticism | 30.7 | 36.8 | 39.8 | 36.1 |
| Stubbornness | 41.1 | 42.3 | 46.8 | 43.3 |
| Understanding of others | 65.3 | 69.2 | 69.8 | 68.3 |
| Writing ability | 27.1 | 33.7 | 37.6 | 33.1 |

1966-1967
Norms for the First Year of College for Basic
Types of Institutions: Both Sexes

| ITEM | Two Year Colleges | Four Year Colleges | Univer- sities | All Institu- tions |
|---|----------------------|-----------------------|-------------------|-----------------------|
| <u>PERCENTAGE REPORTING THAT STATEMENT</u> | | | | |
| <u>APPLIES TO PRIMARY CLASS:</u> | | | | |
| Met only as scheduled | 87.6 | 89.4 | 91.1 | 89.4 |
| Had assigned seating | 45.5 | 33.8 | 35.3 | 37.4 |
| Lectures followed text | 46.9 | 38.8 | 37.8 | 40.7 |
| Instructor called students by first name | 53.4 | 43.9 | 26.8 | 41.4 |
| Instructor encouraged discussion | 64.4 | 61.8 | 52.8 | 59.8 |
| Individual knew instructor's first name | 54.8 | 58.0 | 48.9 | 54.4 |
| Individual went to instructor's office | 54.6 | 61.5 | 55.0 | 57.7 |
| Instructor was enthusiastic | 72.4 | 74.0 | 72.6 | 73.2 |
| Instructor had sense of humor | 76.8 | 74.4 | 73.6 | 74.8 |
| Instructor was dull | 17.6 | 20.7 | 22.5 | 20.4 |
| Instructor knew individual by name | 81.5 | 76.3 | 57.5 | 72.1 |
| Individual argued with instruc- tor | 24.1 | 24.1 | 20.5 | 23.0 |
| Individual typed assignments | 26.2 | 28.2 | 27.1 | 27.3 |
| Individual visited instructor's home | 4.5 | 6.8 | 4.2 | 5.4 |
| <u>PERCENTAGE REPORTING THAT STATE-</u> | | | | |
| <u>MENT APPLIES TO THIS COLLEGE*</u> | | | | |
| Great pressure for high grades | 25.6 | 44.4 | 54.8 | 42.4 |
| Little school spirit | 53.9 | 49.0 | 43.4 | 48.7 |
| Student academic calibre high | 19.8 | 49.8 | 54.0 | 43.0 |
| Keen competition for grades | 31.0 | 46.6 | 53.8 | 44.5 |
| Freshman take orders | 17.7 | 39.4 | 12.9 | 25.7 |
| Not much to do except study | 41.8 | 34.4 | 19.5 | 32.0 |
| Student felt lost on campus | 31.5 | 34.8 | 41.3 | 35.8 |
| College builds poise | 58.8 | 73.5 | 77.7 | 70.8 |
| Athletics overemphasized | 8.0 | 9.1 | 12.4 | 9.8 |
| Classes usually informal | 62.3 | 63.4 | 62.1 | 62.7 |
| Students are like numbers | 20.9 | 21.0 | 45.2 | 28.1 |
| <u>PERCENTAGE REPORTING THAT DURING</u> | | | | |
| <u>THE FIRST YEAR THERE WAS NOT</u> | | | | |
| <u>ENOUGH:</u> | | | | |
| Freedom in course selection | 17.4 | 27.7 | 23.1 | 23.6 |
| Social life | 26.4 | 28.0 | 22.9 | 26.1 |
| Personal contact with peers | 20.9 | 18.0 | 28.8 | 22.0 |
| Course work required | 11.3 | 11.0 | 10.4 | 10.9 |
| Outlets for creative activity | 47.1 | 48.2 | 44.3 | 46.8 |
| Sleep | 41.5 | 50.0 | 55.3 | 49.3 |
| Exercise | 34.8 | 37.1 | 39.5 | 37.2 |
| Personal contact with faculty | 34.3 | 45.2 | 59.8 | 46.6 |
| Personal contact with family | 14.9 | 16.3 | 15.9 | 15.8 |
| Advice and guidance | 35.0 | 44.7 | 51.2 | 44.0 |

1966-1967
Norms for the First Year of College for Basic
Types of Institutions: Both Sexes

| ITEM | Two Year Colleges | Four Year Colleges | Univer- sities | All Institu- tions |
|---|----------------------|-----------------------|-------------------|-----------------------|
| <u>PERCENTAGE REPORTING MINOR OR NO COLLEGE DISCIPLINARY ACTION IF STUDENT WERE TO:</u> | | | | |
| Come in two hours late | 93.1 | 82.5 | 86.5 | 86.5 |
| Cheat on exams | 6.4 | 11.7 | 9.3 | 9.6 |
| Drink in living quarters | 7.6 | 15.0 | 28.2 | 16.9 |
| Get drunk | 76.2 | 67.1 | 81.9 | 73.9 |
| Bring date in room (day) | 11.8 | 16.0 | 24.2 | 17.3 |
| Bring date in room (night) | 8.0 | 9.7 | 17.7 | 11.6 |
| Stay off campus without permis- sion | 17.1 | 35.2 | 46.3 | 33.7 |
| Organize demonstration | 87.0 | 80.4 | 86.2 | 83.9 |
| Publish off-color story | 86.3 | 80.4 | 85.8 | 83.6 |
| Participate in water fight or raid | 92.6 | 87.0 | 87.2 | 88.6 |
| Use LSD | 4.1 | 9.3 | 12.9 | 9.0 |
| Use marijuana | 4.2 | 9.4 | 12.9 | 9.0 |
| <u>PERCENTAGE REPORTING VERY DESCRIPTIVE OF ATMOSPHERE OF THE COLLEGE*</u> | | | | |
| Intellectual | 10.6 | 23.8 | 26.8 | 21.2 |
| Snobbish | 8.2 | 6.3 | 9.5 | 7.8 |
| Social | 28.1 | 28.6 | 43.7 | 32.9 |
| Victorian | 6.9 | 9.6 | 6.2 | 7.9 |
| Practical-minded | 32.8 | 32.7 | 28.6 | 31.5 |
| Warm | 34.4 | 43.6 | 31.0 | 37.4 |
| Realistic | 35.2 | 38.2 | 37.7 | 37.2 |
| Liberal | 25.6 | 28.3 | 34.8 | 29.5 |
| <u>OVER-ALL EVALUATION OF THE COLLEGE</u> | | | | |
| Very satisfied | 23.2 | 30.6 | 36.0 | 30.2 |
| Satisfied | 46.8 | 41.6 | 40.0 | 42.5 |
| On the fence | 17.5 | 15.7 | 13.9 | 15.6 |
| Dissatisfied | 8.2 | 8.2 | 7.2 | 7.9 |
| Very dissatisfied | 4.3 | 3.9 | 2.9 | 3.7 |

*Item repeated in follow-up from entering freshman information form.

- (1) Frequently only, all other items in this group are reported for frequently plus occasionally.

1966-1967
Norms for the First Year of College for Types
of Four-Year Colleges: Male and Female

| ITEM | Public Colleges | | Private Nonsectarian Colleges | | Roman Catholic Colleges | | Protestant Denominational Colleges | | Predominantly Negro Colleges | |
|---|-----------------|--------|-------------------------------|--------|-------------------------|--------|------------------------------------|--------|------------------------------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| <u>FIRST YEAR GRADE POINT AVERAGES</u> | | | | | | | | | | |
| A or A+ | 1.0 | 1.4 | 1.4 | 1.4 | 2.6 | 2.0 | 1.2 | 1.7 | 0.0 | 0.2 |
| A- | 2.2 | 3.6 | 2.6 | 3.4 | 5.0 | 5.2 | 1.8 | 5.0 | 1.1 | 0.4 |
| B+ | 4.8 | 8.2 | 6.7 | 9.0 | 5.8 | 11.4 | 5.1 | 8.8 | 4.5 | 3.9 |
| B | 9.4 | 14.7 | 11.8 | 16.0 | 9.3 | 18.3 | 8.1 | 16.3 | 8.4 | 8.9 |
| B- | 12.4 | 17.2 | 16.1 | 20.1 | 15.7 | 18.6 | 13.6 | 15.5 | 15.1 | 11.3 |
| C+ | 22.3 | 22.6 | 20.7 | 23.3 | 21.4 | 21.6 | 22.7 | 22.0 | 28.9 | 26.8 |
| C | 35.5 | 25.9 | 32.2 | 23.3 | 33.1 | 20.0 | 36.4 | 25.9 | 34.3 | 41.6 |
| D | 12.4 | 6.4 | 8.6 | 3.5 | 7.1 | 2.9 | 11.2 | 4.9 | 7.8 | 7.0 |
| <u>REPORTED MAJOR SOURCES OF FINANCIAL SUPPORT FOR FIRST COLLEGE YEAR</u> | | | | | | | | | | |
| Family | 40.7 | 60.6 | 56.9 | 69.6 | 47.8 | 59.2 | 56.0 | 65.6 | 34.6 | 45.9 |
| Employment During College | 9.3 | 2.9 | 2.3 | 1.4 | 3.6 | 2.2 | 1.4 | 1.2 | 6.5 | 3.4 |
| Employment During Summer | 21.6 | 6.8 | 8.7 | 1.7 | 14.9 | 4.4 | 10.8 | 3.5 | 9.7 | 4.7 |
| Scholarship or gift from: | | | | | | | | | | |
| State or Local Government | 3.0 | 4.2 | 4.1 | 2.7 | 5.0 | 4.5 | 1.9 | 1.5 | 4.2 | 2.6 |
| Federal Government | 7.5 | 1.5 | 2.9 | 1.7 | 2.2 | 1.9 | 3.1 | 1.3 | 7.4 | 4.5 |
| Private Source | 1.7 | 2.3 | 2.7 | 3.3 | 1.3 | 3.7 | 2.3 | 2.0 | 3.4 | 3.0 |
| College | 1.6 | 0.8 | 4.0 | 4.5 | 2.5 | 3.8 | 3.2 | 3.2 | 9.9 | 4.1 |
| Repayable loans from: | | | | | | | | | | |
| College | 0.2 | 0.5 | 0.7 | 0.7 | 0.5 | 0.9 | 0.4 | 0.5 | 4.4 | 9.5 |
| State or Local Government | 1.6 | 3.1 | 2.9 | 0.8 | 2.5 | 1.9 | 1.9 | 1.4 | 2.3 | 1.3 |
| Federal Government | 2.5 | 5.2 | 2.3 | 2.5 | 2.9 | 5.0 | 2.8 | 4.4 | 6.3 | 12.9 |
| Bank or Commercial Organization | 2.2 | 1.8 | 3.4 | 3.6 | 3.6 | 3.3 | 3.4 | 4.0 | 1.9 | 1.7 |
| Other | 0.5 | 0.6 | 0.6 | 0.3 | 1.4 | 0.8 | 0.7 | 0.6 | 1.3 | 1.1 |
| Other Sources | 5.6 | 4.3 | 3.7 | 2.3 | 4.4 | 3.8 | 4.0 | 2.9 | 2.2 | 5.4 |
| <u>AMOUNT EARNED DURING ACADEMIC YEAR</u> | | | | | | | | | | |
| None | 38.4 | 55.0 | 41.2 | 52.0 | 41.6 | 50.4 | 41.7 | 49.8 | 55.3 | 73.5 |
| Under \$200 | 21.2 | 24.5 | 31.0 | 31.3 | 24.8 | 27.8 | 31.5 | 33.3 | 15.5 | 11.6 |
| \$200 - 399 | 10.5 | 8.6 | 13.8 | 9.7 | 13.3 | 10.8 | 12.6 | 9.9 | 8.4 | 6.7 |
| \$400 - 599 | 7.8 | 4.5 | 4.7 | 3.6 | 7.3 | 5.0 | 4.8 | 4.0 | 9.4 | 4.8 |
| \$600 - 799 | 4.4 | 3.2 | 3.0 | 1.7 | 3.5 | 2.6 | 3.0 | 1.9 | 5.2 | 1.2 |
| \$800 - 999 | 3.6 | 2.0 | 2.0 | 0.7 | 3.4 | 1.7 | 1.7 | 0.4 | 2.3 | 1.7 |
| \$1,000 or more | 14.1 | 2.3 | 4.2 | 0.8 | 6.1 | 1.6 | 4.8 | 0.6 | 3.8 | 0.5 |
| <u>AMOUNT OF EDUCATION COMPLETED</u> | | | | | | | | | | |
| Less than one term | 6.1 | 4.0 | 3.6 | 2.1 | 2.4 | 2.2 | 3.4 | 1.7 | 8.0 | 7.1 |
| More than one term but less than academic year | 10.6 | 6.7 | 6.3 | 3.5 | 6.5 | 4.1 | 5.3 | 3.8 | 8.1 | 8.9 |
| One academic year | 72.8 | 76.0 | 81.1 | 81.3 | 81.9 | 77.1 | 79.5 | 78.9 | 74.3 | 70.6 |
| More than one academic year | 10.6 | 13.4 | 9.0 | 13.1 | 9.2 | 16.5 | 11.8 | 15.5 | 9.6 | 13.4 |
| <u>DROP-OUT/TRANSFER STATUS</u> | | | | | | | | | | |
| Did not leave, plan to return to same college | 75.9 | 79.1 | 80.4 | 80.4 | 75.0 | 75.0 | 74.0 | 75.6 | 78.9 | 81.6 |
| Did not leave, do not plan to return to same college | 7.5 | 8.3 | 7.8 | 9.9 | 11.2 | 14.1 | 13.3 | 14.9 | 6.4 | 5.6 |
| Left, unsatisfactory academic work | 5.7 | 2.8 | 3.9 | 2.2 | 5.1 | 1.5 | 4.8 | 1.5 | 5.2 | 4.4 |
| Left, disciplinary reasons | 0.4 | 0.1 | 0.9 | 0.2 | 0.2 | 0.0 | 0.6 | 0.1 | 0.9 | 0.3 |
| Left, voluntary reasons | 10.4 | 9.8 | 7.0 | 7.4 | 8.4 | 9.4 | 7.3 | 8.0 | 8.7 | 8.1 |

1966-1967
Norms for the First Year of College for Types
of Four-Year Colleges: Male and Female

| ITEM | Public Colleges | | Private Nonsectarian Colleges | | Roman Catholic Colleges | | Protestant Denominational Colleges | | Predominantly Negro Colleges | |
|--|-----------------|--------|-------------------------------|--------|-------------------------|--------|------------------------------------|--------|------------------------------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| SECOND YEAR PLANS | | | | | | | | | | |
| Will enroll full-time | 89.6 | 86.7 | 93.8 | 92.3 | 95.0 | 90.9 | 92.5 | 91.7 | 87.5 | 84.1 |
| Will not enroll full-time because: | | | | | | | | | | |
| Change in interests/goals | 1.0 | 3.1 | 1.0 | 1.8 | 0.7 | 1.5 | 1.4 | 1.9 | 0.8 | 1.6 |
| Dissatisfaction with college | 1.0 | 0.8 | 0.8 | 0.8 | 0.2 | 0.7 | 1.3 | 0.7 | 0.5 | 0.7 |
| Limited finances | 2.2 | 2.1 | 1.0 | 1.0 | 0.8 | 1.8 | 0.9 | 1.0 | 5.0 | 5.7 |
| Marriage | 0.2 | 3.5 | 0.2 | 1.3 | 0.3 | 1.6 | 0.6 | 1.8 | 0.9 | 1.4 |
| Poor academic performance | 2.8 | 1.9 | 1.2 | 1.2 | 1.0 | 1.1 | 1.8 | 1.2 | 2.8 | 2.1 |
| The draft | 1.3 | 0.0 | 0.6 | 0.0 | 0.2 | 0.0 | 0.9 | 0.0 | 0.3 | 0.0 |
| Illness/accident | 0.3 | 0.3 | 0.2 | 0.4 | 0.2 | 0.4 | 0.0 | 0.4 | 0.0 | 0.9 |
| Other reason | 1.5 | 1.6 | 1.1 | 1.2 | 1.6 | 1.9 | 0.7 | 1.2 | 2.2 | 3.5 |
| HIGHEST ACADEMIC DEGREE PLANNED* | | | | | | | | | | |
| None | 2.9 | 5.9 | 2.9 | 3.0 | 1.7 | 3.9 | 3.3 | 4.5 | 3.3 | 2.7 |
| Associate (or equivalent) | 1.8 | 2.5 | 0.6 | 2.9 | 0.7 | 0.9 | 0.8 | 1.5 | 0.6 | 1.4 |
| Bachelor's degree (B.A., B.S.) | 33.6 | 39.7 | 26.4 | 43.7 | 32.4 | 50.6 | 30.7 | 51.6 | 16.4 | 27.1 |
| Master's degree (M.A., M.S.) | 39.6 | 45.3 | 36.8 | 39.8 | 34.0 | 35.4 | 35.2 | 34.3 | 38.8 | 53.9 |
| Ph.D. or Ed.D. | 13.1 | 4.3 | 21.2 | 7.4 | 15.4 | 6.0 | 14.5 | 5.1 | 25.4 | 12.8 |
| M.D., D.D.S., D.V.M. | 4.5 | 0.6 | 6.6 | 2.0 | 7.8 | 1.3 | 8.0 | 0.9 | 6.4 | 1.1 |
| LL.B. or J.D. | 2.7 | 0.2 | 4.4 | 0.7 | 7.3 | 0.4 | 4.0 | 0.3 | 5.1 | 0.3 |
| B.D. | 0.4 | 0.2 | 0.1 | 0.1 | 0.1 | 0.0 | 2.2 | 0.2 | 0.5 | 0.0 |
| Other | 1.4 | 1.4 | 0.9 | 0.5 | 0.8 | 1.5 | 1.3 | 1.8 | 3.4 | 0.7 |
| PROBABLE CAREER OCCUPATION* | | | | | | | | | | |
| Artist (including performer) | 2.7 | 4.9 | 5.4 | 11.8 | 4.0 | 7.2 | 3.9 | 7.4 | 4.1 | 4.6 |
| Businessman | 14.9 | 2.4 | 14.4 | 2.3 | 23.7 | 2.2 | 19.0 | 1.4 | 16.0 | 4.8 |
| Clergyman | 0.6 | 0.2 | 0.4 | 0.4 | 4.8 | 1.0 | 4.9 | 1.2 | 0.8 | 0.0 |
| College professor | 4.2 | 2.0 | 4.0 | 2.6 | 3.5 | 2.1 | 3.3 | 2.1 | 2.4 | 2.4 |
| Doctor (M.D.) | 3.2 | 0.4 | 5.5 | 1.4 | 7.1 | 1.1 | 7.4 | 0.6 | 5.5 | 0.2 |
| Educator (secondary) | 15.4 | 26.1 | 10.8 | 15.1 | 7.9 | 14.2 | 11.6 | 20.8 | 13.5 | 13.5 |
| Elementary teacher | 1.6 | 27.0 | 1.0 | 14.3 | 0.1 | 18.5 | 1.3 | 20.7 | 2.5 | 17.5 |
| Engineer | 13.2 | 0.1 | 8.1 | 0.1 | 5.1 | 0.1 | 3.9 | 0.1 | 5.9 | 0.0 |
| Farmer or Forester | 3.0 | 0.1 | 2.9 | 0.2 | 0.4 | 0.0 | 3.4 | 0.1 | 1.2 | 0.0 |
| Health Professional (non-M.D.) | 1.7 | 5.1 | 1.9 | 3.3 | 1.1 | 7.4 | 1.6 | 4.2 | 3.5 | 6.7 |
| Lawyer | 4.7 | 0.3 | 6.1 | 0.7 | 10.8 | 0.7 | 6.6 | 0.2 | 8.9 | 0.5 |
| Nurse | 0.1 | 1.8 | 0.0 | 2.9 | 0.0 | 8.6 | 0.0 | 4.0 | 0.0 | 1.5 |
| Research scientist | 3.6 | 1.0 | 6.7 | 2.3 | 3.6 | 2.5 | 3.9 | 1.3 | 2.7 | 1.0 |
| Other choice | 22.3 | 21.4 | 21.7 | 29.9 | 20.2 | 26.6 | 18.6 | 26.1 | 28.6 | 43.1 |
| Undecided | 8.6 | 7.4 | 11.1 | 12.8 | 7.9 | 7.8 | 10.4 | 9.7 | 4.4 | 3.9 |
| COLLEGE RESIDENCE DURING WINTER-SPRING TERM | | | | | | | | | | |
| With Parents | 33.0 | 32.2 | 15.4 | 10.3 | 24.8 | 27.1 | 12.7 | 8.8 | 22.5 | 22.6 |
| Other Private Home, Apartment, or Room | 11.5 | 4.6 | 2.6 | 1.6 | 3.1 | 2.8 | 3.9 | 1.7 | 6.7 | 4.0 |
| College Dormitory | 49.7 | 60.3 | 78.9 | 87.1 | 69.3 | 67.2 | 79.5 | 87.7 | 66.0 | 69.5 |
| Fraternity or Sorority House | 1.6 | 0.5 | 1.0 | 0.2 | 0.4 | 0.1 | 0.9 | 0.2 | 0.0 | 0.2 |
| Other Campus Housing | 1.2 | 0.7 | 1.2 | 0.2 | 1.1 | 0.8 | 1.8 | 0.9 | 3.8 | 2.0 |
| Other | 2.4 | 1.6 | 1.0 | 0.6 | 1.4 | 1.9 | 1.3 | 0.7 | 1.1 | 1.6 |

1966-1967
Norms for the First Year of College for Types
of Four-Year Colleges: Male and Female

| ITEM | Public Colleges | | Private Nonsectarian Colleges | | Roman Catholic Colleges | | Protestant Denominational Colleges | | Predominantly Negro Colleges | |
|---|-----------------|--------|-------------------------------|--------|-------------------------|--------|------------------------------------|--------|------------------------------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| <u>PERCENTAGE REPORTING THAT DURING FIRST YEAR THEY:*</u> | | | | | | | | | | |
| Voted in student election (1) | 38.8 | 44.9 | 45.3 | 63.7 | 57.6 | 65.9 | 52.4 | 61.9 | 58.5 | 55.3 |
| Came late to class | 61.2 | 63.9 | 71.5 | 69.7 | 66.1 | 65.7 | 67.4 | 61.4 | 76.1 | 67.7 |
| Listened to dixieland jazz | 31.9 | 26.6 | 28.7 | 29.9 | 38.9 | 32.9 | 34.7 | 30.1 | 30.0 | 15.6 |
| Gambled with cards or dice | 44.9 | 11.1 | 41.7 | 10.2 | 50.6 | 14.8 | 45.0 | 8.4 | 20.9 | 8.2 |
| Played a musical instrument | 31.8 | 45.2 | 34.3 | 53.8 | 32.4 | 51.8 | 37.4 | 57.9 | 37.0 | 24.0 |
| Took a nap or rest | 83.9 | 88.4 | 90.7 | 92.6 | 90.4 | 89.8 | 93.1 | 94.8 | 95.5 | 90.7 |
| Drove a car (1) | 52.0 | 38.8 | 30.6 | 19.1 | 36.9 | 31.9 | 30.5 | 20.0 | 25.8 | 16.7 |
| Stayed up all night | 59.3 | 58.7 | 65.8 | 68.2 | 63.8 | 62.5 | 66.5 | 60.4 | 70.2 | 61.0 |
| Studied in the library (1) | 31.5 | 40.0 | 29.1 | 38.1 | 28.7 | 43.9 | 30.5 | 41.8 | 43.4 | 47.1 |
| Attended a ballet performance | 6.7 | 15.1 | 6.3 | 23.5 | 5.4 | 20.7 | 4.4 | 8.7 | 27.5 | 27.8 |
| Participated on speech team | 4.5 | 8.2 | 8.2 | 6.2 | 9.4 | 9.8 | 7.7 | 6.5 | 13.0 | 18.2 |
| Acted in plays | 5.0 | 5.2 | 8.1 | 10.8 | 6.8 | 12.0 | 8.2 | 10.8 | 8.0 | 5.7 |
| Sang in a choir or glee club | 8.7 | 13.7 | 8.3 | 19.4 | 9.8 | 24.1 | 12.1 | 22.8 | 16.2 | 20.7 |
| Argued with other students (1) | 17.6 | 11.8 | 22.5 | 19.8 | 21.9 | 14.9 | 18.5 | 11.0 | 18.8 | 9.0 |
| Called a teacher by first name | 16.3 | 11.4 | 19.9 | 15.3 | 20.6 | 14.0 | 21.2 | 16.0 | 11.2 | 8.4 |
| Wrote article for school paper | 5.4 | 6.9 | 11.1 | 10.9 | 9.2 | 11.9 | 9.8 | 13.1 | 8.8 | 8.0 |
| Had a blind date | 45.8 | 55.7 | 46.0 | 68.0 | 40.0 | 65.3 | 46.7 | 50.8 | 28.0 | 22.7 |
| Wrote a short story or poem | 23.4 | 36.5 | 28.5 | 47.0 | 31.1 | 41.8 | 32.0 | 41.2 | 32.9 | 33.5 |
| Played in a school band | 3.8 | 3.3 | 4.4 | 2.1 | 2.1 | 0.7 | 7.5 | 6.4 | 13.0 | 3.1 |
| Played in a school orchestra | 1.7 | 1.8 | 1.8 | 2.4 | 1.4 | 1.3 | 3.2 | 3.4 | 7.3 | 2.1 |
| Smoked cigarettes (1) | 23.5 | 21.4 | 25.7 | 30.8 | 27.9 | 25.6 | 26.2 | 19.8 | 21.9 | 17.8 |
| Attended Sunday school | 32.6 | 29.5 | 17.9 | 22.6 | 18.2 | 19.1 | 34.2 | 44.8 | 62.0 | 59.5 |
| Checked out a library book (1) | 30.4 | 47.1 | 35.8 | 56.6 | 39.9 | 61.3 | 38.5 | 50.7 | 44.5 | 52.9 |
| Went to the movies (1) | 28.5 | 32.3 | 29.8 | 35.3 | 31.5 | 26.9 | 25.0 | 29.1 | 28.1 | 26.9 |
| Discussed how to make money | 85.9 | 79.9 | 84.6 | 77.8 | 87.8 | 79.4 | 85.3 | 80.6 | 88.4 | 75.1 |
| Said grace before meals (1) | 21.1 | 14.2 | 9.0 | 23.6 | 19.8 | 45.5 | 21.3 | 40.2 | 53.9 | 65.2 |
| Prayed (1) | 29.2 | 50.1 | 23.8 | 40.3 | 46.5 | 74.2 | 31.4 | 54.1 | 48.7 | 71.6 |
| Listened to folk music (1) | 21.6 | 35.0 | 23.3 | 42.0 | 26.7 | 44.0 | 21.9 | 37.7 | 6.5 | 5.3 |
| Attended a public concert | 63.8 | 82.1 | 65.7 | 85.1 | 64.0 | 78.9 | 71.3 | 88.3 | 84.7 | 82.8 |
| Made wisecracks in class | 47.8 | 34.7 | 52.6 | 40.3 | 55.1 | 47.9 | 45.3 | 33.8 | 36.4 | 22.9 |
| Arranged date for other student | 44.9 | 53.2 | 43.9 | 65.4 | 43.5 | 57.4 | 48.3 | 56.0 | 49.1 | 39.0 |
| Went to an over-night party | 30.1 | 29.8 | 37.4 | 44.7 | 29.4 | 31.3 | 36.7 | 33.5 | 35.5 | 16.8 |
| Took dietary formula | 5.1 | 22.7 | 5.4 | 27.0 | 5.2 | 28.6 | 4.4 | 21.9 | 5.1 | 13.0 |
| Drank beer | 74.4 | 61.3 | 77.5 | 68.0 | 85.7 | 70.3 | 71.5 | 47.3 | 65.0 | 42.8 |
| Overslept and missed a class | 50.8 | 47.3 | 62.5 | 58.0 | 56.2 | 47.5 | 63.0 | 52.5 | 52.9 | 48.4 |
| Typed a homework assignment (1) | 20.3 | 38.4 | 28.2 | 49.6 | 37.2 | 42.3 | 26.1 | 38.8 | 20.6 | 24.6 |
| Participated in informal sing | 45.7 | 67.1 | 47.3 | 72.8 | 62.4 | 82.2 | 55.3 | 80.3 | 53.6 | 54.1 |
| Drank wine | 34.3 | 45.5 | 43.6 | 58.7 | 42.1 | 55.9 | 34.3 | 34.8 | 22.0 | 10.0 |
| Cribbed on an examination | 16.4 | 11.5 | 15.9 | 9.0 | 24.9 | 11.3 | 13.2 | 6.5 | 36.0 | 27.5 |
| Turned in a paper late | 38.0 | 35.5 | 38.8 | 38.9 | 36.9 | 37.8 | 39.4 | 36.0 | 50.2 | 35.4 |
| Tried on clothes without buying | 37.1 | 83.9 | 34.5 | 82.6 | 36.6 | 82.0 | 38.0 | 80.6 | 39.7 | 69.1 |
| Asked questions in class (1) | 33.6 | 27.4 | 35.2 | 39.2 | 34.2 | 39.2 | 34.9 | 33.4 | 50.5 | 39.5 |
| Attended church (1) | 43.2 | 52.6 | 29.3 | 36.5 | 77.7 | 89.3 | 34.0 | 55.2 | 47.7 | 62.3 |
| Participated in racial demon- stration | 1.7 | 2.5 | 4.2 | 5.0 | 2.9 | 5.2 | 3.0 | 3.4 | 21.7 | 9.6 |
| Participated in administrative policy demonstration | 13.1 | 12.9 | 20.3 | 19.0 | 23.4 | 11.8 | 21.3 | 19.9 | 34.3 | 32.5 |
| Participated in war demonstration | 7.9 | 3.4 | 7.6 | 7.7 | 3.8 | 3.7 | 3.4 | 2.3 | 7.4 | 2.0 |
| Had psychotherapy or counseling | 10.7 | 12.6 | 13.3 | 16.5 | 22.4 | 20.7 | 11.4 | 14.3 | 18.1 | 21.1 |
| Tried changing grade | 35.2 | 26.2 | 39.0 | 25.0 | 39.2 | 25.6 | 36.9 | 25.6 | 28.2 | 22.2 |
| Slept or dozed in class | 51.6 | 38.8 | 52.7 | 42.2 | 53.1 | 46.9 | 52.9 | 42.1 | 54.3 | 48.0 |
| Got traffic ticket | 23.7 | 7.7 | 16.5 | 5.8 | 20.4 | 8.0 | 16.9 | 3.0 | 13.7 | 2.1 |
| Tutored another student | 54.2 | 49.0 | 55.5 | 51.7 | 58.9 | 62.5 | 51.2 | 51.5 | 60.6 | 58.8 |

1966-1967
Norms for the First Year of College for Types
of Four-Year Colleges: Male and Female

| ITEM | Public Colleges | | Private Nonsectarian Colleges | | Roman Catholic Colleges | | Protestant Denominational Colleges | | Predomin- antly Negro Colleges | |
|--|--------------------|--------|-------------------------------------|--------|-------------------------------|--------|--|--------|--------------------------------------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| <u>FIRST YEAR COLLEGE EXPERIENCES</u> | | | | | | | | | | |
| Elected to student office | 6.6 | 10.0 | 11.1 | 18.4 | 8.9 | 13.6 | 10.8 | 18.6 | 13.4 | 10.9 |
| Played on varsity athletic team | 13.9 | 3.2 | 22.4 | 9.1 | 12.7 | 4.3 | 26.2 | 6.3 | 23.5 | 4.4 |
| Changed career plans | 29.9 | 30.2 | 29.4 | 34.7 | 34.3 | 33.3 | 31.6 | 37.1 | 28.3 | 30.1 |
| Failed a course | 33.9 | 19.3 | 28.3 | 14.7 | 27.9 | 11.6 | 32.0 | 17.7 | 34.9 | 34.3 |
| Changed major field | 25.4 | 27.0 | 24.4 | 32.2 | 29.9 | 29.6 | 27.1 | 34.1 | 24.8 | 29.0 |
| Fell in love | 18.9 | 30.9 | 18.7 | 32.6 | 21.9 | 29.1 | 19.5 | 32.6 | 21.0 | 26.7 |
| Got married | 2.4 | 4.0 | 1.1 | 1.8 | 1.2 | 1.3 | 2.0 | 2.1 | 3.1 | 2.4 |
| Had lead in play | 1.0 | 1.1 | 2.6 | 3.1 | 2.6 | 2.6 | 3.4 | 3.7 | 2.2 | 1.3 |
| Wrote an article | 4.8 | 5.9 | 9.5 | 9.0 | 9.0 | 10.4 | 8.4 | 11.5 | 6.0 | 7.7 |
| Received health center care | 40.1 | 40.3 | 45.9 | 52.2 | 30.9 | 31.1 | 41.6 | 48.7 | 34.4 | 42.7 |
| Participated in honors program | 6.3 | 6.7 | 7.9 | 9.7 | 8.6 | 13.6 | 8.6 | 12.5 | 15.9 | 10.4 |
| <u>PERCENTAGE REPORTING ORGANIZATION</u> | | | | | | | | | | |
| <u>MEMBERSHIP IN:</u> | | | | | | | | | | |
| Nat'l social frat. or sorority | 14.0 | 7.6 | 21.0 | 13.1 | 10.5 | 6.7 | 21.7 | 14.3 | 14.1 | 8.9 |
| Local social frat. or sorority | 3.8 | 5.6 | 3.9 | 4.7 | 2.0 | 4.2 | 5.2 | 6.1 | 0.7 | 0.7 |
| Intramural athletic team | 26.7 | 8.4 | 36.6 | 16.6 | 41.4 | 10.3 | 39.3 | 17.7 | 23.7 | 8.6 |
| College athletic team | 15.7 | 4.0 | 26.4 | 7.5 | 13.4 | 3.7 | 24.9 | 5.8 | 18.1 | 2.8 |
| Choir or glee club | 4.8 | 7.4 | 4.9 | 12.1 | 4.8 | 14.3 | 7.5 | 13.5 | 8.0 | 9.6 |
| Marching band | 2.4 | 2.1 | 2.4 | 0.9 | 1.3 | 0.5 | 3.9 | 3.0 | 7.5 | 2.9 |
| Honorary fraternity | 2.3 | 2.4 | 1.7 | 2.1 | 2.2 | 2.6 | 2.8 | 2.9 | 1.3 | 1.3 |
| <u>TOTAL FIRST YEAR COUNSELING</u> | | | | | | | | | | |
| <u>RECEIVED</u> | | | | | | | | | | |
| None | 72.3 | 71.3 | 75.3 | 74.8 | 58.4 | 57.0 | 75.4 | 68.3 | 60.3 | 53.8 |
| One hour or less | 10.4 | 16.5 | 13.0 | 11.6 | 18.0 | 21.8 | 11.2 | 15.3 | 18.3 | 28.4 |
| 2 - 3 hours | 9.4 | 7.8 | 6.7 | 7.5 | 12.7 | 12.9 | 8.7 | 11.3 | 11.3 | 8.7 |
| 4 - 5 hours | 1.7 | 2.4 | 1.4 | 2.0 | 2.1 | 3.6 | 1.9 | 2.1 | 3.0 | 2.3 |
| More than 5 hours | 6.2 | 2.0 | 3.6 | 4.1 | 8.8 | 4.7 | 2.7 | 3.0 | 7.1 | 6.7 |
| <u>PERCENTAGE REPORTING TRAIT SELF-</u> | | | | | | | | | | |
| <u>RATINGS ABOVE AVERAGE*</u> | | | | | | | | | | |
| Academic ability | 57.7 | 59.2 | 63.1 | 66.7 | 59.4 | 60.8 | 57.1 | 59.2 | 37.8 | 24.4 |
| Athletic ability | 46.0 | 24.9 | 48.4 | 32.1 | 44.0 | 23.7 | 47.5 | 29.2 | 40.0 | 16.5 |
| Artistic ability | 17.4 | 26.0 | 20.1 | 34.7 | 17.6 | 25.8 | 18.7 | 28.3 | 14.5 | 10.8 |
| Cheerfulness | 50.5 | 58.1 | 51.4 | 61.9 | 55.8 | 61.7 | 54.0 | 66.1 | 63.5 | 61.1 |
| Defensiveness | 31.1 | 32.9 | 34.4 | 35.1 | 30.1 | 33.4 | 31.3 | 31.1 | 30.6 | 29.0 |
| Drive to achieve | 55.5 | 53.4 | 57.4 | 57.4 | 53.9 | 56.3 | 53.6 | 56.8 | 68.9 | 53.7 |
| Leadership ability | 46.1 | 35.4 | 47.9 | 45.8 | 42.9 | 37.6 | 47.6 | 38.6 | 45.6 | 26.1 |
| Mathematical ability | 44.5 | 29.1 | 46.1 | 32.4 | 37.0 | 30.1 | 37.4 | 26.7 | 25.6 | 17.5 |
| Mechanical ability | 39.2 | 15.0 | 37.1 | 16.3 | 26.4 | 13.8 | 36.9 | 14.0 | 22.7 | 5.4 |
| Originality | 37.0 | 36.0 | 43.7 | 49.8 | 38.4 | 40.7 | 42.3 | 42.8 | 34.1 | 28.4 |
| Political conservatism | 19.0 | 9.3 | 18.4 | 15.4 | 18.9 | 11.4 | 21.8 | 16.3 | 12.8 | 4.7 |
| Political liberalism | 24.3 | 23.1 | 29.8 | 30.3 | 30.9 | 26.0 | 25.1 | 19.4 | 26.1 | 13.1 |
| Popularity (general) | 36.6 | 33.0 | 40.1 | 41.8 | 40.7 | 36.5 | 40.0 | 38.6 | 47.1 | 32.6 |
| Popularity (with opposite sex) | 32.0 | 30.8 | 35.1 | 41.1 | 33.8 | 31.7 | 35.8 | 34.6 | 46.7 | 38.0 |
| Public speaking ability | 24.3 | 24.1 | 30.8 | 26.5 | 29.9 | 25.5 | 30.6 | 25.8 | 29.5 | 17.3 |
| Self-confidence (intellectual) | 41.0 | 31.9 | 46.8 | 41.8 | 46.2 | 36.9 | 42.2 | 34.8 | 46.6 | 29.5 |
| Self-confidence (social) | 31.3 | 27.1 | 34.4 | 35.7 | 36.0 | 30.9 | 35.2 | 29.3 | 42.3 | 30.1 |
| Sensitivity to criticism | 32.4 | 40.9 | 36.4 | 44.6 | 35.4 | 39.9 | 34.9 | 39.6 | 26.4 | 16.9 |
| Stubbornness | 41.6 | 43.9 | 44.5 | 47.2 | 43.2 | 46.7 | 40.9 | 43.3 | 22.4 | 21.9 |
| Understanding of others | 60.0 | 71.9 | 66.4 | 76.7 | 69.8 | 76.1 | 64.6 | 75.0 | 68.7 | 69.0 |
| Writing ability | 26.9 | 34.1 | 37.2 | 42.7 | 34.7 | 34.4 | 31.5 | 36.9 | 28.2 | 30.3 |

1966-1967
Norms for the First Year of College for Types
of Four-Year Colleges: Male and Female

| ITEM | Public Colleges | | Private Nonsectarian Colleges | | Roman Catholic Colleges | | Protestant Denominational Colleges | | Predominantly Negro Colleges | |
|--|-----------------|--------|-------------------------------|--------|-------------------------|--------|------------------------------------|--------|------------------------------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| <u>PERCENTAGE REPORTING THAT STATEMENT APPLIES TO PRIMARY CLASS:</u> | | | | | | | | | | |
| Met only as scheduled | 91.3 | 90.8 | 89.2 | 86.9 | 91.7 | 86.6 | 90.6 | 88.7 | 84.8 | 82.8 |
| Had assigned seating | 39.8 | 33.8 | 30.6 | 23.7 | 43.4 | 34.0 | 35.9 | 30.2 | 30.8 | 33.2 |
| Lectures followed text | 48.2 | 35.3 | 35.2 | 24.9 | 46.2 | 38.9 | 42.6 | 33.1 | 49.2 | 50.0 |
| Instructor called students by first name | 33.2 | 47.1 | 38.5 | 55.8 | 45.9 | 66.8 | 51.1 | 53.9 | 12.1 | 13.5 |
| Instructor encouraged discussion | 56.2 | 61.6 | 60.2 | 67.0 | 65.5 | 65.9 | 59.8 | 62.3 | 72.2 | 68.1 |
| Individual knew instructor's first name | 50.5 | 51.8 | 63.9 | 65.2 | 67.8 | 58.3 | 69.3 | 67.8 | 56.8 | 54.0 |
| Individual went to instructor's office | 57.3 | 57.0 | 64.6 | 67.0 | 66.7 | 56.9 | 74.9 | 71.3 | 62.4 | 50.8 |
| Instructor was enthusiastic | 70.7 | 74.6 | 72.4 | 79.8 | 73.6 | 79.7 | 75.0 | 77.4 | 67.2 | 64.2 |
| Instructor had sense of humor | 73.2 | 73.3 | 73.4 | 76.7 | 75.6 | 77.2 | 77.2 | 77.8 | 71.5 | 69.7 |
| Instructor was dull | 21.8 | 22.0 | 22.7 | 17.9 | 23.0 | 16.9 | 20.4 | 18.7 | 16.9 | 18.6 |
| Instructor knew individual by name | 68.1 | 73.4 | 73.0 | 84.5 | 77.5 | 85.3 | 84.3 | 87.3 | 79.1 | 74.1 |
| Individual argued with instructor | 22.4 | 20.3 | 29.7 | 33.1 | 28.0 | 25.2 | 27.1 | 22.3 | 22.0 | 14.3 |
| Individual typed assignments | 16.5 | 30.7 | 27.8 | 44.9 | 34.1 | 35.7 | 23.6 | 31.6 | 19.1 | 18.2 |
| Individual visited instructor's home | 3.5 | 4.2 | 9.6 | 13.1 | 5.7 | 4.8 | 10.5 | 13.5 | 4.7 | 2.9 |
| <u>PERCENTAGE REPORTING THAT STATEMENT APPLIES TO THIS COLLEGE*</u> | | | | | | | | | | |
| Great pressure for high grades | 53.2 | 41.3 | 43.2 | 32.1 | 49.5 | 40.6 | 46.1 | 40.3 | 55.1 | 52.5 |
| Little school spirit | 45.3 | 53.3 | 54.4 | 54.2 | 44.8 | 43.4 | 55.0 | 53.3 | 24.2 | 23.8 |
| Student academic calibre high | 47.1 | 45.7 | 51.2 | 58.8 | 53.3 | 62.0 | 51.0 | 51.1 | 51.1 | 36.3 |
| Keen competition for grades | 52.5 | 41.9 | 47.4 | 34.3 | 55.4 | 43.8 | 51.3 | 41.4 | 70.9 | 59.8 |
| Freshman take orders | 32.5 | 38.4 | 47.5 | 29.5 | 45.8 | 23.1 | 51.8 | 51.0 | 57.1 | 49.3 |
| Not much to do except study | 37.7 | 29.1 | 36.0 | 29.8 | 36.3 | 30.6 | 45.4 | 40.8 | 26.9 | 37.9 |
| Student felt lost on campus | 43.5 | 39.1 | 28.4 | 23.7 | 29.8 | 25.0 | 30.1 | 23.5 | 43.2 | 52.0 |
| College builds poise | 72.5 | 70.8 | 71.1 | 75.0 | 78.5 | 78.9 | 71.3 | 74.2 | 86.4 | 78.9 |
| Athletics overemphasized | 11.7 | 8.8 | 12.6 | 5.4 | 3.9 | 1.9 | 7.9 | 6.0 | 12.7 | 18.7 |
| Classes usually informal | 55.6 | 65.8 | 71.1 | 73.9 | 56.8 | 55.3 | 65.9 | 70.3 | 54.6 | 48.1 |
| Students are like numbers | 36.5 | 32.0 | 13.1 | 6.6 | 6.6 | 3.6 | 5.2 | 3.1 | 18.8 | 31.3 |
| <u>PERCENTAGE REPORTING THAT DURING THE FIRST YEAR THERE WAS NOT ENOUGH:</u> | | | | | | | | | | |
| Freedom in course selection | 30.0 | 27.2 | 32.2 | 24.1 | 29.1 | 40.9 | 21.8 | 21.7 | 23.9 | 19.2 |
| Social life | 29.9 | 24.0 | 35.0 | 24.0 | 36.9 | 29.0 | 34.4 | 28.8 | 16.5 | 20.0 |
| Personal contact with peers | 22.7 | 24.2 | 12.0 | 15.5 | 12.5 | 13.6 | 14.0 | 11.8 | 11.6 | 13.8 |
| Course work required | 12.7 | 8.0 | 12.5 | 11.2 | 12.0 | 9.5 | 10.9 | 11.7 | 16.0 | 14.9 |
| Outlets for creative activity | 49.0 | 48.4 | 44.7 | 45.8 | 51.0 | 48.8 | 47.9 | 51.8 | 47.7 | 48.1 |
| Sleep | 47.4 | 54.0 | 43.8 | 55.2 | 39.4 | 51.7 | 47.4 | 54.1 | 51.6 | 44.3 |
| Exercise | 30.4 | 41.3 | 31.3 | 43.4 | 40.0 | 51.1 | 33.4 | 40.6 | 23.8 | 26.0 |
| Personal contact with faculty | 49.9 | 56.6 | 37.6 | 40.9 | 36.6 | 33.4 | 30.3 | 30.4 | 48.7 | 57.8 |
| Personal contact with family | 18.7 | 11.9 | 20.0 | 17.6 | 21.3 | 15.2 | 18.0 | 15.5 | 18.3 | 14.4 |
| Advice and guidance | 51.0 | 53.7 | 40.1 | 35.6 | 35.0 | 32.3 | 35.7 | 31.1 | 51.8 | 55.3 |

1966-1967
Norms for the First Year of College for Types
of Four-Year Colleges: Male and Female

| ITEM | Public Colleges | | Private Nonsectarian Colleges | | Roman Catholic Colleges | | Protestant Denominational Colleges | | Predominantly Negro Colleges | |
|---|-----------------|--------|-------------------------------|--------|-------------------------|--------|------------------------------------|--------|------------------------------|--------|
| | Male | Female | Male | Female | Male | Female | Male | Female | Male | Female |
| <u>PERCENTAGE REPORTING MINOR OR NO COLLEGE DISCIPLINARY ACTION IF STUDENT WERE TO:</u> | | | | | | | | | | |
| Come in two hours late | 91.5 | 78.8 | 98.5 | 71.4 | 95.2 | 69.0 | 97.0 | 63.2 | 92.3 | 66.1 |
| Cheat on exams | 9.2 | 10.3 | 11.5 | 12.1 | 9.0 | 13.1 | 12.6 | 13.6 | 17.0 | 24.7 |
| Drink in living quarters | 15.1 | 12.1 | 32.4 | 15.0 | 18.3 | 4.4 | 9.4 | 6.3 | 27.0 | 16.5 |
| Get drunk | 73.9 | 81.7 | 72.3 | 66.0 | 65.6 | 58.4 | 48.7 | 37.8 | 53.9 | 38.4 |
| Bring date in room (day) | 16.5 | 13.3 | 31.3 | 21.9 | 16.1 | 7.0 | 14.6 | 11.6 | 7.9 | 4.2 |
| Bring date in room (night) | 11.1 | 8.3 | 22.4 | 11.7 | 7.4 | 2.9 | 7.1 | 5.1 | 4.2 | 1.3 |
| Stay off campus without permission | 48.8 | 17.5 | 77.9 | 17.9 | 51.6 | 5.9 | 73.9 | 15.0 | 61.0 | 5.8 |
| Organize demonstration | 73.4 | 84.1 | 84.9 | 87.1 | 82.1 | 79.3 | 81.2 | 79.1 | 76.7 | 66.6 |
| Publish off-color story | 79.2 | 83.0 | 85.9 | 85.5 | 71.8 | 74.8 | 78.1 | 74.5 | 85.5 | 73.5 |
| Participate in water fight or raid | 85.8 | 88.6 | 92.0 | 90.9 | 91.8 | 89.8 | 89.5 | 87.2 | 70.4 | 57.5 |
| Use LSD | 6.6 | 10.8 | 11.3 | 11.8 | 6.8 | 10.6 | 8.3 | 11.5 | 3.9 | 4.3 |
| Use marijuana | 6.1 | 11.3 | 11.8 | 12.6 | 6.6 | 10.6 | 7.6 | 11.5 | 3.5 | 4.1 |
| <u>PERCENTAGE REPORTING VERY DESCRIPTIVE OF ATMOSPHERE OF THE COLLEGE*</u> | | | | | | | | | | |
| Intellectual | 21.2 | 19.6 | 25.7 | 28.8 | 24.1 | 33.5 | 20.9 | 21.0 | 38.6 | 32.9 |
| Snobbish | 5.7 | 3.5 | 9.2 | 11.3 | 4.7 | 8.2 | 8.0 | 4.3 | 9.4 | 6.1 |
| Social | 25.9 | 32.0 | 23.3 | 35.5 | 25.4 | 27.2 | 21.6 | 19.3 | 45.3 | 41.6 |
| Victorian | 10.2 | 5.7 | 8.4 | 9.1 | 8.0 | 11.4 | 13.5 | 14.6 | 15.4 | 14.8 |
| Practical-minded | 36.5 | 34.6 | 32.0 | 26.6 | 35.4 | 32.1 | 28.8 | 31.4 | 29.2 | 27.7 |
| Warm | 27.2 | 44.8 | 36.0 | 52.0 | 50.9 | 60.2 | 46.7 | 64.6 | 37.6 | 40.0 |
| Realistic | 39.0 | 43.0 | 34.1 | 32.6 | 42.0 | 37.8 | 31.9 | 35.5 | 35.6 | 39.8 |
| Liberal | 27.8 | 31.5 | 29.8 | 30.6 | 33.6 | 24.9 | 24.1 | 17.0 | 30.3 | 28.5 |
| <u>OVER-ALL EVALUATION OF THE COLLEGE</u> | | | | | | | | | | |
| Very satisfied | 27.9 | 31.6 | 31.6 | 36.8 | 31.7 | 31.7 | 26.8 | 32.1 | 27.1 | 21.4 |
| Satisfied | 44.6 | 43.1 | 37.4 | 33.5 | 40.7 | 38.8 | 39.7 | 39.2 | 50.3 | 55.9 |
| On the fence | 15.4 | 15.1 | 16.3 | 16.6 | 13.4 | 16.1 | 18.0 | 16.3 | 14.1 | 15.2 |
| Dissatisfied | 8.2 | 7.0 | 9.9 | 9.0 | 9.5 | 10.1 | 9.2 | 8.1 | 6.5 | 5.1 |
| Very dissatisfied | 3.8 | 3.2 | 4.8 | 4.1 | 4.7 | 3.3 | 6.3 | 4.3 | 2.1 | 2.4 |

*Item repeated in follow-up from entering freshman information form.

- (1) Frequently only, all other items in this group are reported for frequently plus occasionally.

1966-1967
Norms for the First Year of College for Types
of Four-Year Colleges: Both Sexes

| ITEM | Public Colleges | Private Nonsectarian Colleges | Roman Catholic Colleges | Protestant Denominational Colleges | Predominant- ly Negro Colleges |
|---|--------------------|-------------------------------------|-------------------------------|--|--------------------------------------|
| <u>FIRST YEAR GRADE POINT AVERAGES</u> | | | | | |
| A or A+ | 1.3 | 1.4 | 2.2 | 1.5 | 0.1 |
| A- | 3.0 | 3.0 | 5.1 | 3.6 | 0.6 |
| B+ | 6.7 | 7.8 | 9.1 | 7.3 | 4.1 |
| B | 12.3 | 13.8 | 14.6 | 12.8 | 8.7 |
| B- | 15.1 | 18.0 | 17.4 | 14.6 | 12.6 |
| C+ | 22.4 | 22.0 | 21.5 | 22.3 | 27.5 |
| C | 30.1 | 27.9 | 25.4 | 30.3 | 39.0 |
| D | 9.0 | 6.1 | 4.6 | 7.6 | 7.3 |
| <u>REPORTED MAJOR SOURCES OF FINANCIAL SUPPORT FOR FIRST COLLEGE YEAR</u> | | | | | |
| Family | 51.9 | 63.0 | 54.5 | 61.5 | 42.0 |
| Employment During College | 5.7 | 1.9 | 2.8 | 1.3 | 4.5 |
| Employment During Summer | 13.3 | 5.4 | 8.8 | 6.6 | 6.4 |
| Scholarship or gift from: | | | | | |
| State or Local Government | 3.7 | 3.4 | 4.7 | 1.7 | 3.2 |
| Federal Government | 4.1 | 2.3 | 2.0 | 2.1 | 5.5 |
| Private Source | 2.0 | 3.0 | 2.7 | 2.1 | 3.2 |
| College | 1.1 | 4.2 | 3.2 | 3.2 | 6.2 |
| Repayable loans from: | | | | | |
| College | 0.4 | 0.7 | 0.7 | 0.5 | 7.7 |
| State or Local Government | 2.4 | 1.9 | 2.2 | 1.6 | 1.6 |
| Federal Government | 4.0 | 2.4 | 4.1 | 3.7 | 10.6 |
| Bank or Commercial Organization | 2.0 | 3.5 | 3.4 | 3.8 | 1.8 |
| Other | 0.5 | 0.4 | 1.0 | 0.6 | 1.2 |
| Other Sources | 4.9 | 3.0 | 4.0 | 3.3 | 4.3 |
| <u>AMOUNT EARNED DURING ACADEMIC YEAR</u> | | | | | |
| None | 47.7 | 46.4 | 46.8 | 46.4 | 67.1 |
| Under \$200 | 23.0 | 31.2 | 26.5 | 32.5 | 12.9 |
| \$200 - 399 | 9.4 | 11.9 | 11.9 | 11.0 | 7.3 |
| \$400 - 599 | 6.0 | 4.2 | 5.9 | 4.3 | 6.4 |
| \$600 - 799 | 3.7 | 2.4 | 3.0 | 2.4 | 2.6 |
| \$800 - 999 | 2.7 | 1.4 | 2.4 | 0.9 | 1.9 |
| \$1,000 or more | 7.5 | 2.6 | 3.5 | 2.4 | 1.7 |
| <u>AMOUNT OF EDUCATION COMPLETED</u> | | | | | |
| Less than one term | 4.9 | 2.9 | 2.3 | 2.4 | 7.4 |
| More than one term but less than academic year | 8.4 | 5.0 | 5.1 | 4.5 | 8.6 |
| One academic year | 74.6 | 81.2 | 79.1 | 79.2 | 71.9 |
| More than one academic year | 12.1 | 11.0 | 13.5 | 13.9 | 12.1 |
| <u>DROP-OUT/TRANSFER STATUS</u> | | | | | |
| Did not leave, plan to return to same college | 77.7 | 80.4 | 75.0 | 74.9 | 80.6 |
| Did not leave, do not plan to return to same college | 8.0 | 8.8 | 12.9 | 14.2 | 5.9 |
| Left, unsatisfactory academic work | 4.1 | 3.1 | 3.0 | 2.9 | 4.7 |
| Left, disciplinary reasons | 0.2 | 0.5 | 0.1 | 0.3 | 0.5 |
| Left, voluntary reasons | 10.0 | 7.2 | 9.0 | 7.7 | 8.3 |

1966-1967
Norms for the First Year of College for Types
of Four-Year Colleges: Both Sexes

| ITEM | Public Colleges | Private Nonsectarian Colleges | Roman Catholic Colleges | Protestant Denominational Colleges | Predominant- ly Negro Colleges |
|---|--------------------|-------------------------------------|-------------------------------|--|--------------------------------------|
| <u>SECOND YEAR PLANS</u> | | | | | |
| Will enroll full-time | 88.0 | 93.1 | 92.6 | 92.1 | 85.3 |
| Will not enroll full-time be- cause: | | | | | |
| Change in interests/goals | 2.1 | 1.4 | 1.2 | 1.7 | 1.3 |
| Dissatisfaction with col- lege | 0.9 | 0.8 | 0.5 | 1.0 | 0.6 |
| Limited finances | 2.2 | 1.0 | 1.4 | 1.0 | 5.4 |
| Marriage | 2.1 | 0.7 | 1.1 | 1.3 | 1.2 |
| Poor academic performance | 2.3 | 1.2 | 1.1 | 1.4 | 2.4 |
| The draft | 0.6 | 0.3 | 0.1 | 0.4 | 0.1 |
| Illness/accident | 0.3 | 0.3 | 0.3 | 0.3 | 0.6 |
| Other reason | 1.6 | 1.1 | 1.8 | 1.0 | 3.0 |
| <u>HIGHEST ACADEMIC DEGREE PLANNED*</u> | | | | | |
| None | 4.6 | 3.0 | 3.0 | 4.0 | 2.9 |
| Associate (or equivalent) | 2.2 | 1.7 | 0.8 | 1.2 | 1.1 |
| Bachelor's degree (B.A., B.S.) | 37.0 | 34.7 | 43.1 | 42.7 | 23.4 |
| Master's degree (M.A., M.S.) | 42.8 | 38.2 | 34.8 | 34.7 | 48.6 |
| Ph.D. or Ed.D. | 8.2 | 14.6 | 9.9 | 9.1 | 17.2 |
| M.D., D.D.S., D.V.M. | 2.3 | 4.4 | 3.9 | 3.9 | 3.0 |
| LL.B. or J.D. | 1.3 | 2.6 | 3.2 | 1.8 | 2.0 |
| B.D. | 0.3 | 0.1 | 0.0 | 1.0 | 0.2 |
| Other | 1.4 | 0.7 | 1.2 | 1.6 | 1.6 |
| <u>PROBABLE CAREER OCCUPATION*</u> | | | | | |
| Artist (including performer) | 3.9 | 8.5 | 5.9 | 5.9 | 4.5 |
| Businessman | 7.8 | 8.4 | 11.0 | 9.0 | 8.8 |
| Clergyman | 0.4 | 0.4 | 2.6 | 2.7 | 0.3 |
| College professor | 3.0 | 3.3 | 2.7 | 2.6 | 2.4 |
| Doctor (M.D.) | 1.7 | 3.5 | 3.5 | 3.5 | 2.1 |
| Educator (secondary) | 21.4 | 12.8 | 11.6 | 16.8 | 13.5 |
| Elementary teacher | 15.8 | 7.4 | 10.9 | 12.5 | 12.3 |
| Engineer | 5.9 | 4.2 | 2.2 | 1.7 | 2.1 |
| Farmer | 1.4 | 1.6 | 0.2 | 1.4 | 0.4 |
| Health Professional (non-M.D.) | 3.7 | 2.6 | 4.9 | 3.1 | 5.6 |
| Lawyer | 2.2 | 3.5 | 4.9 | 2.9 | 3.4 |
| Nurse | 1.1 | 1.4 | 5.1 | 2.3 | 1.0 |
| Research scientist | 2.1 | 4.6 | 2.9 | 2.4 | 1.6 |
| Other choice | 21.8 | 25.5 | 23.9 | 23.0 | 38.1 |
| Undecided | 7.9 | 11.9 | 7.9 | 10.0 | 4.0 |
| <u>COLLEGE RESIDENCE DURING WINTER- SPRING TERM</u> | | | | | |
| With Parents | 32.6 | 12.9 | 26.2 | 10.4 | 22.6 |
| Other Private Home, Apartment, or Room | 7.6 | 2.1 | 2.9 | 2.7 | 4.9 |
| College Dormitory | 55.7 | 82.8 | 68.1 | 84.2 | 68.3 |
| Fraternity or Sorority House | 1.0 | 0.6 | 0.2 | 0.5 | 0.1 |
| Other Campus Housing | 1.2 | 0.7 | 0.9 | 1.3 | 2.6 |
| Other | 2.0 | 0.8 | 1.7 | 0.9 | 1.4 |

1966-1967
Norms for the First Year of College for Types
of Four-Year Colleges: Both Sexes

| ITEM | Public Colleges | Private Nonsectarian Colleges | Roman Catholic Colleges | Protestant Denominational Colleges | Predominant- ly Negro Colleges |
|--|--------------------|-------------------------------------|-------------------------------|--|--------------------------------------|
| PERCENTAGE REPORTING THAT DURING FIRST YEAR THEY:* | | | | | |
| Voted in student election (1) | 42.2 | 54.2 | 62.5 | 57.8 | 56.4 |
| Came late to class | 62.7 | 70.6 | 65.9 | 63.9 | 70.7 |
| Listened to dixieland jazz | 28.9 | 29.3 | 35.4 | 32.1 | 20.6 |
| Gambled with cards or dice | 26.0 | 26.5 | 29.6 | 23.9 | 12.7 |
| Played a musical instrument | 39.3 | 43.7 | 43.8 | 49.2 | 28.5 |
| Took a nap or rest | 86.4 | 91.6 | 90.0 | 94.1 | 92.3 |
| Drove a car (1) | 44.6 | 25.1 | 33.9 | 24.5 | 19.9 |
| Stayed up all night | 58.9 | 66.9 | 63.0 | 63.0 | 64.3 |
| Studied in the library (1) | 36.3 | 33.4 | 37.6 | 37.0 | 45.8 |
| Attended a ballet performance | 11.4 | 14.6 | 14.4 | 6.8 | 27.6 |
| Participated on speech team | 6.5 | 7.3 | 9.6 | 7.0 | 16.4 |
| Acted in plays | 5.1 | 9.4 | 9.8 | 9.7 | 6.4 |
| Sang in a choir or glee club | 11.5 | 13.6 | 18.2 | 18.2 | 19.1 |
| Argued with other students (1) | 14.3 | 21.2 | 17.8 | 14.2 | 12.4 |
| Called a teacher by first name | 13.5 | 17.7 | 16.7 | 18.2 | 9.3 |
| Wrote article for school paper | 6.3 | 11.0 | 10.8 | 11.7 | 8.3 |
| Had a blind date | 51.3 | 56.5 | 54.8 | 49.1 | 24.5 |
| Wrote a short story or poem | 30.7 | 37.5 | 37.5 | 37.3 | 33.3 |
| Played in a school band | 3.6 | 3.3 | 1.3 | 6.8 | 6.5 |
| Played in a school orchestra | 1.7 | 2.0 | 1.3 | 3.3 | 3.9 |
| Smoked cigarettes (1) | 22.3 | 28.2 | 26.5 | 22.5 | 19.3 |
| Attended Sunday school | 30.9 | 20.1 | 18.7 | 40.4 | 60.4 |
| Checked out a library book (1) | 39.8 | 45.8 | 52.5 | 45.5 | 50.0 |
| Went to the movies (1) | 30.6 | 32.4 | 28.8 | 27.4 | 27.4 |
| Discussed how to make money | 82.6 | 81.4 | 82.9 | 82.6 | 79.8 |
| Said grace before meals (1) | 17.2 | 16.0 | 34.9 | 32.1 | 61.2 |
| Prayed (1) | 40.9 | 31.7 | 62.8 | 44.4 | 63.6 |
| Listened to folk music (1) | 29.1 | 32.3 | 36.9 | 31.0 | 5.7 |
| Attended a public concert | 74.1 | 75.0 | 72.8 | 81.1 | 83.4 |
| Made wisecracks in class | 40.4 | 46.7 | 50.9 | 38.7 | 27.7 |
| Arranged date for other student | 49.5 | 54.2 | 51.7 | 52.7 | 42.6 |
| Went to an over-night party | 29.8 | 40.9 | 30.5 | 34.9 | 23.4 |
| Took dietary formula | 15.0 | 15.8 | 18.9 | 14.5 | 10.2 |
| Drank beer | 67.0 | 72.9 | 76.6 | 57.6 | 50.5 |
| Overslept and missed a class | 48.9 | 60.3 | 51.1 | 56.9 | 50.0 |
| Typed a homework assignment (1) | 30.5 | 38.5 | 40.2 | 33.4 | 23.2 |
| Participated in informal sing | 57.7 | 59.6 | 74.0 | 69.6 | 54.0 |
| Drank wine | 40.6 | 50.9 | 50.2 | 34.6 | 14.2 |
| Cribbed on an examination | 13.6 | 12.6 | 16.9 | 9.4 | 30.5 |
| Turned in a paper late | 36.5 | 38.8 | 37.4 | 37.5 | 40.6 |
| Tried on clothes without buying | 63.4 | 57.6 | 63.3 | 62.6 | 58.8 |
| Asked questions in class (1) | 30.1 | 37.1 | 37.1 | 34.0 | 43.4 |
| Attended church (1) | 48.5 | 32.8 | 84.5 | 46.2 | 57.2 |
| Participated in racial demon- stration | 2.2 | 4.6 | 4.3 | 3.3 | 13.8 |
| Participated in administrative policy demonstration | 13.0 | 19.6 | 16.6 | 20.5 | 33.2 |
| Participated in war demonstration | 3.2 | 7.7 | 3.7 | 2.8 | 3.9 |
| Had psychotherapy or counseling | 11.8 | 14.9 | 21.4 | 13.0 | 20.0 |
| Tried changing grade | 30.2 | 32.3 | 31.2 | 30.4 | 24.4 |
| Slept or dozed in class | 44.4 | 47.7 | 49.5 | 46.7 | 50.1 |
| Got traffic ticket | 14.7 | 11.4 | 13.0 | 8.9 | 6.2 |
| Tutored another student | 51.3 | 53.7 | 61.0 | 51.3 | 59.4 |

1966-1967
Norms for the First Year of College for Types
of Four-Year Colleges: Both Sexes

| ITEM | Public Colleges | Private Nonsectarian Colleges | Roman Catholic Colleges | Protestant Denominational Colleges | Predominant- ly Negro Colleges |
|--|--------------------|-------------------------------------|-------------------------------|--|--------------------------------------|
| <u>FIRST YEAR COLLEGE EXPERIENCES</u> | | | | | |
| Elected to student office | 8.5 | 14.6 | 11.7 | 15.3 | 11.7 |
| Played on varsity athletic team | 7.9 | 16.0 | 7.8 | 14.8 | 11.1 |
| Changed career plans | 30.1 | 32.0 | 33.7 | 34.8 | 29.5 |
| Failed a course | 25.7 | 21.8 | 18.3 | 23.8 | 34.5 |
| Changed major field | 26.3 | 28.1 | 29.7 | 31.1 | 27.5 |
| Fell in love | 25.6 | 25.4 | 26.1 | 27.0 | 24.7 |
| Got married | 3.3 | 1.5 | 1.2 | 2.0 | 2.6 |
| Had lead in play | 1.1 | 2.9 | 2.6 | 3.6 | 1.6 |
| Wrote an article | 5.4 | 9.2 | 9.8 | 10.2 | 7.1 |
| Received health center care | 40.2 | 48.9 | 31.0 | 45.7 | 39.8 |
| Participated in honors program | 6.5 | 8.8 | 11.5 | 10.9 | 12.3 |
| <u>PERCENTAGE REPORTING ORGANIZATION</u> | | | | | |
| <u>MEMBERSHIP IN:</u> | | | | | |
| Nat'l social frat. or sorority | 10.4 | 17.2 | 8.3 | 17.5 | 10.7 |
| Local social frat. or sorority | 4.8 | 4.3 | 3.3 | 5.7 | 0.7 |
| Intramural athletic team | 16.4 | 27.0 | 23.1 | 26.9 | 13.9 |
| College athletic team | 9.1 | 17.3 | 7.7 | 13.9 | 8.2 |
| Choir or glee club | 6.3 | 8.4 | 10.4 | 11.0 | 9.0 |
| Marching band | 2.3 | 1.7 | 0.8 | 3.4 | 4.5 |
| Honorary fraternity | 2.3 | 1.9 | 2.4 | 2.9 | 1.3 |
| <u>TOTAL FIRST YEAR COUNSELING</u> | | | | | |
| <u>RECEIVED</u> | | | | | |
| None | 71.7 | 75.0 | 57.5 | 71.3 | 56.1 |
| One hour or less | 13.9 | 12.3 | 20.2 | 13.6 | 24.9 |
| 2 - 3 hours | 8.5 | 7.1 | 12.8 | 10.2 | 9.6 |
| 4 - 5 hours | 2.1 | 1.7 | 3.0 | 2.1 | 2.6 |
| More than 5 hours | 3.8 | 3.8 | 6.4 | 2.9 | 6.9 |
| <u>PERCENTAGE REPORTING TRAIT SELF-</u> | | | | | |
| <u>RATINGS ABOVE AVERAGE*</u> | | | | | |
| Academic ability | 58.5 | 64.8 | 60.3 | 58.3 | 29.1 |
| Athletic ability | 34.2 | 40.7 | 32.1 | 36.9 | 24.7 |
| Artistic ability | 22.2 | 27.1 | 22.4 | 24.3 | 12.1 |
| Cheerfulness | 54.8 | 56.5 | 59.3 | 60.9 | 62.0 |
| Defensiveness | 32.0 | 34.8 | 32.0 | 31.1 | 29.5 |
| Drive to achieve | 54.4 | 57.5 | 55.3 | 55.5 | 59.0 |
| Leadership ability | 40.1 | 46.9 | 39.8 | 42.3 | 32.9 |
| Mathematical ability | 35.9 | 39.5 | 32.9 | 31.2 | 20.4 |
| Mechanical ability | 25.6 | 27.1 | 19.0 | 23.7 | 11.5 |
| Originality | 36.5 | 46.6 | 39.8 | 42.6 | 30.3 |
| Political conservatism | 13.6 | 16.9 | 14.5 | 18.7 | 7.6 |
| Political liberalism | 23.7 | 30.1 | 29.0 | 21.8 | 17.6 |
| Popularity (general) | 34.6 | 41.0 | 38.2 | 39.2 | 37.6 |
| Popularity (with opposite sex) | 31.4 | 37.9 | 32.6 | 35.1 | 41.0 |
| Public speaking ability | 24.1 | 28.8 | 27.3 | 27.9 | 21.5 |
| Self-confidence (intellectual) | 35.9 | 44.4 | 40.7 | 37.9 | 35.5 |
| Self-confidence (social) | 29.0 | 35.0 | 32.9 | 31.8 | 34.4 |
| Sensitivity to criticism | 37.1 | 40.4 | 38.1 | 37.6 | 20.2 |
| Stubbornness | 42.9 | 45.9 | 45.2 | 42.3 | 22.1 |
| Understanding of others | 66.7 | 71.4 | 73.5 | 70.6 | 68.9 |
| Writing ability | 30.9 | 39.8 | 34.5 | 34.6 | 29.6 |

1966-1967
Norms for the First Year of College for Types
of Four-Year Colleges: Both Sexes

| ITEM | Public Colleges | Private Nonsectarian Colleges | Roman Catholic Colleges | Protestant Denominational Colleges | Predominant- ly Negro Colleges |
|--|--------------------|-------------------------------------|-------------------------------|--|--------------------------------------|
| <u>PERCENTAGE REPORTING THAT STATEMENT APPLIES TO PRIMARY CLASS:</u> | | | | | |
| Met only as scheduled | 91.0 | 88.1 | 88.7 | 89.5 | 83.5 |
| Had assigned seating | 36.5 | 27.3 | 37.9 | 32.6 | 32.4 |
| Lectures followed text | 41.0 | 30.2 | 41.9 | 37.1 | 49.7 |
| Instructor called students by first name | 41.0 | 46.8 | 58.1 | 52.7 | 13.0 |
| Instructor encouraged discussion | 59.2 | 63.5 | 65.7 | 61.2 | 69.5 |
| Individual knew instructor's first name | 51.2 | 64.5 | 62.2 | 68.4 | 55.0 |
| Individual went to instructor's office | 57.1 | 65.8 | 60.9 | 72.8 | 54.8 |
| Instructor was enthusiastic | 72.9 | 76.0 | 77.2 | 76.4 | 65.2 |
| Instructor had sense of humor | 73.3 | 75.0 | 76.5 | 77.5 | 70.4 |
| Instructor was dull | 21.9 | 20.4 | 19.4 | 19.4 | 18.0 |
| Instructor knew individual by name | 71.0 | 78.5 | 82.1 | 86.0 | 75.8 |
| Individual argued with instruc- tor | 21.3 | 31.3 | 26.3 | 24.4 | 17.0 |
| Individual typed assignments | 24.5 | 36.0 | 35.1 | 28.2 | 18.5 |
| Individual visited instructor's home | 3.9 | 11.3 | 5.1 | 12.3 | 3.5 |
| <u>PERCENTAGE REPORTING THAT STATE- MENT APPLIES TO THIS COLLEGE*</u> | | | | | |
| Great pressure for high grades | 46.5 | 37.8 | 44.3 | 42.8 | 53.4 |
| Little school spirit | 49.8 | 54.3 | 44.0 | 54.0 | 24.0 |
| Student academic calibre high | 46.3 | 54.9 | 58.4 | 51.1 | 41.4 |
| Keen competition for grades | 46.5 | 41.1 | 48.6 | 45.6 | 63.7 |
| Freshman take orders | 35.8 | 38.8 | 32.4 | 51.3 | 52.0 |
| Not much to do except study | 32.9 | 33.0 | 33.0 | 42.8 | 34.0 |
| Student felt lost on campus | 41.0 | 26.1 | 27.0 | 26.3 | 48.9 |
| College builds poise | 71.6 | 73.0 | 78.7 | 73.0 | 81.5 |
| Athletics overemphasized | 10.1 | 9.1 | 2.7 | 6.8 | 16.6 |
| Classes usually informal | 61.3 | 72.4 | 55.9 | 68.4 | 50.4 |
| Students are like numbers | 34.0 | 10.0 | 4.8 | 4.0 | 26.9 |
| <u>PERCENTAGE REPORTING THAT DURING THE FIRST YEAR THERE WAS NOT ENOUGH:</u> | | | | | |
| Freedom in course selection | 28.4 | 28.3 | 36.0 | 21.8 | 20.9 |
| Social life | 26.6 | 29.7 | 32.2 | 31.2 | 18.8 |
| Personal contact with peers | 23.5 | 13.7 | 13.2 | 12.7 | 13.0 |
| Course work required | 10.0 | 11.9 | 10.5 | 11.4 | 15.3 |
| Outlets for creative activity | 48.7 | 45.2 | 49.7 | 50.1 | 48.0 |
| Sleep | 51.1 | 49.3 | 46.6 | 51.3 | 46.9 |
| Exercise | 36.5 | 37.1 | 46.5 | 37.5 | 25.3 |
| Personal contact with faculty | 53.6 | 39.2 | 34.7 | 30.3 | 54.6 |
| Personal contact with family | 14.9 | 18.8 | 17.7 | 16.5 | 15.8 |
| Advice and guidance | 52.5 | 37.9 | 33.4 | 33.1 | 54.1 |

1966-1967
Norms for the First Year of College for Types
of Four-Year Colleges: Both Sexes

| ITEM | Public Colleges | Private Nonsectarian Colleges | Roman Catholic Colleges | Protestant Denominational Colleges | Predominant- ly Negro Colleges |
|---|--------------------|-------------------------------------|-------------------------------|--|--------------------------------------|
| <u>PERCENTAGE REPORTING MINOR OR NO COLLEGE DISCIPLINARY ACTION IF STUDENT WERE TO:</u> | | | | | |
| Come in two hours late | 84.4 | 85.5 | 79.8 | 77.5 | 75.3 |
| Cheat on exams | 9.8 | 11.7 | 11.4 | 13.2 | 22.1 |
| Drink in living quarters | 13.4 | 24.1 | 10.1 | 7.7 | 20.2 |
| Get drunk | 78.3 | 69.3 | 61.4 | 42.4 | 43.8 |
| Bring date in room (day) | 14.6 | 26.7 | 10.8 | 12.9 | 5.5 |
| Bring date in room (night) | 9.6 | 17.2 | 4.8 | 5.9 | 2.3 |
| Stay off campus without permis- sion | 31.3 | 49.0 | 24.7 | 40.0 | 25.1 |
| Organize demonstration | 79.4 | 85.9 | 80.4 | 80.0 | 70.1 |
| Publish off-color story | 81.3 | 85.8 | 73.6 | 76.0 | 77.7 |
| Participate in water fight or raid | 87.4 | 91.5 | 90.6 | 88.1 | 62.0 |
| Use LSD | 9.0 | 11.5 | 9.0 | 10.1 | 4.2 |
| Use marijuana | 9.0 | 12.2 | 9.0 | 9.8 | 3.9 |
| <u>PERCENTAGE REPORTING VERY DESCRIPTIVE OF ATMOSPHERE OF THE COLLEGE*</u> | | | | | |
| Intellectual | 20.3 | 27.2 | 29.6 | 21.0 | 34.9 |
| Snobbish | 4.5 | 10.2 | 6.7 | 5.9 | 7.3 |
| Social | 29.3 | 29.2 | 26.5 | 20.3 | 42.9 |
| Victorian | 7.7 | 8.7 | 10.0 | 14.1 | 15.0 |
| Practical-minded | 35.4 | 29.4 | 33.4 | 30.3 | 28.2 |
| Warm | 37.1 | 43.7 | 56.4 | 57.0 | 39.2 |
| Realistic | 41.3 | 33.4 | 39.5 | 34.0 | 38.3 |
| Liberal | 29.9 | 30.2 | 28.5 | 20.0 | 29.1 |
| <u>OVER-ALL EVALUATION OF THE COLLEGE</u> | | | | | |
| Very satisfied | 30.0 | 34.1 | 31.7 | 29.8 | 23.4 |
| Satisfied | 43.7 | 35.5 | 39.6 | 39.4 | 53.9 |
| On the fence | 15.3 | 16.5 | 15.0 | 17.1 | 14.8 |
| Dissatisfied | 7.5 | 9.5 | 9.8 | 8.5 | 5.6 |
| Very dissatisfied | 3.5 | 4.4 | 3.9 | 5.2 | 2.3 |

*Item repeated in follow-up from entering freshman information form.

- (1) Frequently only, all other items in this group are reported for frequently plus occasionally.

You may remember that when you first entered college in 1966 you completed a brief information form in which you indicated your educational and career plans. Our research staff is now engaged in several studies that are intended to contribute to an understanding of how students are affected by their college experiences. Such studies will yield useful information for re-examining educational policy and practice.

We should greatly appreciate your completing this brief questionnaire and returning it to us in the enclosed envelope. All of the information is to be coded and used in group comparisons for research purposes only, so your responses will be held in the strictest professional confidence.

Since we are following up only a limited sample of students, it is important to secure as complete a response as possible. We hope that you will be able to participate.

Thank you for your consideration.

Sincerely yours,

Logan Wilson

Logan Wilson, President

| | |
|--------------------------|--------------------------|
| <input type="checkbox"/> | <input type="checkbox"/> |
| <input type="checkbox"/> | <input type="checkbox"/> |

DIRECTIONS: Your responses will be read by an automatic scanning device. Your careful observance of these few simple rules will be most appreciated.

Use only black lead pencil (No. 2½ or softer).
Make heavy black marks that fill the circle.
Erase cleanly any answer you wish to change.
Make no stray markings of any kind.

Example: Will marks made with ball pen or fountain pen be properly read? ☐ Yes ☒ No

1. Your Sex: Male ☐ Female ☐

2. Please estimate your average grade so far in college.

A or A+ ☐ B ☐ C ☐
A- ☐ B- ☐ D ☐
B+ ☐ C+ ☐

3. What is the highest academic degree that you intend to obtain? (Mark one)

None ☐

Associate (or equivalent) ☐

Bachelor's degree (B.A., B.S., etc.) ☐

Master's degree (M.A., M.S., etc.) ☐

Ph.D. or Ed. D. ☐

M.D., D.D.S., or D.V.M. ☐

LL.B. or J.D. ☐

B.D. ☐

Other ☐

4. Since entering college in 1966, how much undergraduate education have you completed? (Convert part-time attendance into full-time equivalents):

Less than one term (quarter, semester, trimester) ☐

More than one term but less than one academic year ☐

One academic year ☐

More than one academic year ☐

5. Since entering college in the fall of 1966 have you changed institutions or dropped out of college for any period of time? (Mark only one)

No { and I plan to attend the same college this fall ☐
but I do not plan to return to the same college this fall ☐

Yes { I was asked to leave because of unsatisfactory academic work ☐
I was asked to leave for disciplinary reasons ☐
I left college voluntarily ☐

6. Will you be a full-time student this fall (1967)? (Mark one)

Yes ☐

No, primarily because of (mark the one most important reason):

a change in my interests and/or career goals ☐

dissatisfaction with college ☐

limited finances ☐

recent or impending marriage ☐

my poor academic record ☐

the draft ☐

illness or accident ☐

other reason ☐

7. How much money have you earned since entering college in 1966?

[illegible]

8. Where did you live for most of the time while you were growing up?
- On a farm ☐
- In a small town ☐
- In a moderate size town or city ☐
- In the suburb of a large city ☐
- In a large city ☐

9. Where have you lived since entering college in 1966? (If you lived in several places mark the one place you lived the majority of the time.) Mark one in each column:

| | Fall 1966 | Winter- Spring 1966-67 | Summer 1967 |
|--|-----------------------|------------------------------|-----------------------|
| With parents | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other private home, apartment or room | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| College dormitory | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Fraternity or sorority house | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other campus student housing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. Indicate below the source(s) you used to finance your college and living expenses last year. (Mark one in each row)

| | Not a Source | Minor Source (1% - 25%) | Major Source (26% - 50%) | Major Source (more than 50%) |
|--|-----------------------|----------------------------|-----------------------------|---------------------------------|
| Support from family (excluding repayable loans) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Employment during college year | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Summer employment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Scholarship or gift from: | | | | |
| State or local government | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Federal government | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Private source (individual, Foundation, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Your college (other than above) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Repayable loans from: | | | | |
| Your college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| State or local government | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Federal Government | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| A bank or other commercial organization | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other repayable loan | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Other sources (personal savings, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. All in all, in terms of your own needs and desires, how much of the following did you receive during the past year at college? (Mark one in each row)

| | Too much or Too many | Just about the right amount | Not enough |
|--|----------------------------|-----------------------------------|-----------------------|
| Freedom in course selection | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social life | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal contacts with classmates | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Work required of you in courses | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Outlets for creative activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sleep | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Exercise | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal contacts with faculty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Personal contacts with family | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Advice and guidance from faculty and staff | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12. To what extent do you think each of the following describes the psychological climate or atmosphere at your college?

(Mark one answer for each item)

| | Very Descriptive | In Between | Not at all Descriptive |
|------------------------|-----------------------|-----------------------|------------------------|
| Intellectual | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Snobbish | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Social | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Victorian | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Practical-minded | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Warm | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Realistic | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Liberal | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

13. Answer each of the following as you think it applies to your college:

| | Yes | No |
|--|-----------------------|-----------------------|
| The students are under a great deal of pressure to get high grades | <input type="radio"/> | <input type="radio"/> |
| The student body is apathetic and has little "school spirit" | <input type="radio"/> | <input type="radio"/> |
| Most of the students are of a very high calibre academically | <input type="radio"/> | <input type="radio"/> |
| There is a keen competition among most of the students for high grades | <input type="radio"/> | <input type="radio"/> |
| Freshmen have to take orders from upper-classmen for a period of time | <input type="radio"/> | <input type="radio"/> |
| There isn't much to do except to go to class and study | <input type="radio"/> | <input type="radio"/> |
| I felt "lost" when I first came to the campus. | <input type="radio"/> | <input type="radio"/> |
| Being in this college builds poise and maturity | <input type="radio"/> | <input type="radio"/> |
| Athletics are overemphasized | <input type="radio"/> | <input type="radio"/> |
| The classes are usually run in a very informal manner | <input type="radio"/> | <input type="radio"/> |
| Most students are more like "numbers in a book" | <input type="radio"/> | <input type="radio"/> |

14. Which of the following experiences applies you during the past year?

(Mark all that apply)

| | |
|---|--------------------------|
| Elected to a student office | <input type="checkbox"/> |
| Played on a varsity athletic team | <input type="checkbox"/> |
| Changed your long-term career plans | <input type="checkbox"/> |
| Flunked a course | <input type="checkbox"/> |
| Changed your major field | <input type="checkbox"/> |
| Fell in love | <input type="checkbox"/> |
| Got married | <input type="checkbox"/> |
| Had a lead in a college play | <input type="checkbox"/> |
| Wrote an article for the school paper or magazine | <input type="checkbox"/> |
| Received treatment in the Student Health Center | <input type="checkbox"/> |
| Participated in an honors program | <input type="checkbox"/> |

Mark only three responses,
one in each column.

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

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

| | |
|--|-------------|
| Accountant or actuary | (Y) (F) (M) |
| Actor or entertainer | (Y) (F) (M) |
| Architect | (Y) (F) (M) |
| Artist | (Y) (F) (M) |
| Business (clerical) | (Y) (F) (M) |
| Business executive | |
| Business (management, administrator) | (Y) (F) (M) |
| Business owner or proprietor | (Y) (F) (M) |
| Business salesman or buyer | (Y) (F) (M) |
| Clergyman (minister, priest) | (Y) (F) (M) |
| Clergy (other religious) | (Y) (F) (M) |
| Clinical psychologist | (Y) (F) (M) |
| College teacher | (Y) (F) (M) |
| Computer programmer | (Y) (F) (M) |
| Conservationist or forester | (Y) (F) (M) |
| Dentist (including orthodontist) | (Y) (F) (M) |
| Dietitian or home economist | (Y) (F) (M) |
| Engineer | (Y) (F) (M) |
| Farmer or rancher | (Y) (F) (M) |
| Foreign service worker | |
| Government (including diplomat) | (Y) (F) (M) |
| Housewife | (Y) (F) (M) |
| Interior decorator | |
| Interior (including designer) | (Y) (F) (M) |
| Interpreter (translator) | (Y) (F) (M) |
| Lab technician or hygienist | (Y) (F) (M) |
| Law enforcement officer | (Y) (F) (M) |
| Lawyer (attorney) | (Y) (F) (M) |
| Military service (career) | (Y) (F) (M) |
| Musician (performer, composer) | (Y) (F) (M) |
| Nurse | (Y) (F) (M) |
| Photometrist | (Y) (F) (M) |
| Pharmacist | (Y) (F) (M) |
| Physician | (Y) (F) (M) |
| Public school counselor | (Y) (F) (M) |
| Public school principal or superintendent .. | (Y) (F) (M) |
| Scientific researcher | (Y) (F) (M) |
| Seamstress | (Y) (F) (M) |
| Statistician | (Y) (F) (M) |
| Therapist (physical, occupational, speech) | (Y) (F) (M) |
| Teacher (elementary) | (Y) (F) (M) |
| Teacher (secondary) | (Y) (F) (M) |
| Veterinarian | (Y) (F) (M) |
| Writer or journalist | (Y) (F) (M) |
| Unskilled trades | (Y) (F) (M) |
| Unemployed | (Y) |
| Unemployed (decided) | (Y) |
| Unemployed (unskilled) | (F) (M) |
| Unemployed (semi-skilled worker) | (F) (M) |
| Unemployed (other occupation) | (F) (M) |
| Unemployed (employed) | (F) |

16. What action would be taken by the administration at your college if a student in your living quarters were known to have done the following? (Mark one response for each item)

NOTE: If you lived only at home, skip this question.

| | No policy against this | Reprimand or minor disci- plinary action | Major dis- ciplinary action (pos- sible expul- sion from college) | Sure expul- sion from college |
|---|---------------------------|--|--|-------------------------------------|
| Coming in from a date two hours late | (O) | (O) | (O) | (O) |
| Cheating on exams | (O) | (O) | (O) | (O) |
| Drinking in living quarters | (O) | (O) | (O) | (O) |
| Being drunk | (O) | (O) | (O) | (O) |
| Being alone with a date in your room during the day ... | (O) | (O) | (O) | (O) |
| Being alone with a date in your room at night | (O) | (O) | (O) | (O) |
| Staying off campus overnight without permission | (O) | (O) | (O) | (O) |
| Organizing a student demon- stration against some administrative policy | (O) | (O) | (O) | (O) |
| Writing off-color stories in a student publication ... | (O) | (O) | (O) | (O) |
| Participating in a water fight or dormitory raid | (O) | (O) | (O) | (O) |
| Using LSD | (O) | (O) | (O) | (O) |
| Using marijuana | (O) | (O) | (O) | (O) |

17. Think about the course you took this past year which was most closely related to your primary field of interest. Please mark "yes" for all the following statements which apply to this course. (If the course had a lab portion, mark "yes" only for those items which apply to the lecture portion.)

| | Yes |
|--|-----|
| The class met only at a regularly scheduled time and place | (O) |
| Students had assigned seating | (O) |
| The lectures followed the textbook closely | (O) |
| The instructor called students by their first names | (O) |
| The instructor encouraged a lot of class discussion | (O) |
| I knew the instructor's first name | (O) |
| I was in the instructor's office one or more times | (O) |
| The instructor was enthusiastic | (O) |
| The instructor had a good sense of humor | (O) |
| The instructor was often dull and uninteresting | (O) |
| The instructor knew me by name | (O) |
| I sometimes argued openly with the instructor | (O) |
| I usually typed my written assignments | (O) |
| I was a guest in the instructor's home one or more times | (O) |

18. Of which of the following college organiza-
tions were you a member during the past
year? (Mark all that apply)

| | Yes |
|--|-----|
| National Social Fraternity or Sorority | (O) |
| Local Social Fraternity or Sorority | (O) |
| Intramural athletic team | (O) |
| College athletic team | (O) |
| Choir or glee club | (O) |
| Marching band | (O) |
| Honorary (subject matter) Fraternity | (O) |

19. Since entering college have you
received any professional
vocational counseling?

| | |
|-----------------------------|-----|
| No | (O) |
| Yes: one hour or less | (O) |
| 2-3 hours | (O) |
| 4-5 hours | (O) |
| more than 5 hours | (O) |

20. Below is a general list of things that students sometimes do.

Indicate which of these things you did during the past year.

If you engaged in an activity frequently, mark "F."

If you engaged in an activity one or more times, but not frequently, mark "O" (occasionally). Mark "N" (not at all) if you have not performed the activity

during the past year. (Mark one for each item)

| | Frequently | Occasionally | Not at all |
|---|-----------------------|-----------------------|-----------------------|
| Voted in a student election | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Came late to class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Listened to New Orleans's (Dixieland) jazz | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Gambled with cards or dice | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Played a musical instrument | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Took a nap or rest during the day | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drove a car | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Stayed up all night | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Studied in the library | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Attended a ballet performance | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participated on the speech or debate team | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Acted in plays | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sang in a choir or glee club | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Argued with other students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Called a teacher by his or her first name | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wrote an article for the college paper or literary magazine | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Had a blind date | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Wrote a short story or poem (not for class) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Played in the college band | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Played in the college orchestra | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Smoked cigarettes | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Attended Sunday school | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Checked out a book or journal from the college library | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Went to the movies | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discussed how to make money with other students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Said grace before meals | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Prayed (not including grace before meals) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Listened to folk music | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Attended a public recital or concert | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Made wisecracks in class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Arranged a date for another student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Went to an over-night or week-end party | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Took weight-reducing or dietary formula | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drank beer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overslept and missed a class or appointment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Typed a homework assignment | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participated in an informal group sing | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drank wine | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cribbed on an examination | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Turned in a paper or theme late | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tried on clothes in a store without buying anything | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Asked questions in class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Attended church | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participated in a demonstration against racial discrimination | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participated in a demonstration against some administrative policy of the college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participated in a demonstration against the war in Viet Nam | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Had psychotherapy or personal counseling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tried to get an instructor to change a test or course grade | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Slept or dozed in class | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Got a traffic ticket | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Tutored another student | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

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

| | Essential | Very Important |
|--|-----------------------|-----------------------|
| Becoming accomplished in one of the performing arts (acting, dancing, etc.) | <input type="radio"/> | <input type="radio"/> |
| Becoming an authority on a special subject in my subject field | <input type="radio"/> | <input type="radio"/> |
| Obtaining recognition from my colleagues for contributions in my special field | <input type="radio"/> | <input type="radio"/> |
| Becoming an accomplished musician (performer or composer) | <input type="radio"/> | <input type="radio"/> |
| Becoming an expert in finance and commerce | <input type="radio"/> | <input type="radio"/> |
| Having administrative responsibility for the work of others | <input type="radio"/> | <input type="radio"/> |
| Being very well-off financially | <input type="radio"/> | <input type="radio"/> |
| Helping others who are in difficulty | <input type="radio"/> | <input type="radio"/> |
| Participating in an organization like the Peace Corps or Vista | <input type="radio"/> | <input type="radio"/> |
| Becoming an outstanding athlete | <input type="radio"/> | <input type="radio"/> |
| Becoming a community leader | <input type="radio"/> | <input type="radio"/> |
| Making a theoretical contribution to science | <input type="radio"/> | <input type="radio"/> |
| Writing original works (poems, short stories, etc.) | <input type="radio"/> | <input type="radio"/> |
| Never being obligated to people | <input type="radio"/> | <input type="radio"/> |
| Creating artistic work (painting, sculpture, decorating, etc.) | <input type="radio"/> | <input type="radio"/> |
| Keeping up to date with political affairs | <input type="radio"/> | <input type="radio"/> |
| Being successful in a business of my own | <input type="radio"/> | <input type="radio"/> |

22. Rate yourself on each of the following traits as you really think you are when compared with the average student of your own age. We want the most accurate estimate of how you see yourself. (Mark one for each item)

| Trait | Highest 10 Percent | Above Average | Average | Below Average | Lowest 10 Percent |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Academic ability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Athletic ability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Artistic ability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Cheerfulness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Defensiveness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drive to achieve | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Leadership ability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mathematical ability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mechanical ability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Originality | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Political conservatism | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Political liberalism | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Popularity | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Popularity with the opposite sex | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Public speaking ability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Self-confidence (intellectual) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Self-confidence (social) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sensitivity to criticism | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Stubbornness | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding of others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Writing ability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

23. What is your over-all evaluation of your college? (Mark one)

| | |
|---|-----------------------|
| Very satisfied with my college | <input type="radio"/> |
| Satisfied with my college | <input type="radio"/> |
| On the fence | <input type="radio"/> |
| Dissatisfied with my college | <input type="radio"/> |
| Very dissatisfied with my college | <input type="radio"/> |

A REPORT ON THE COLLEGE ENVIRONMENT

The Office of Research of the American Council on Education has been engaged for several years in a massive longitudinal research project. Data is collected each year from entering freshmen in a number of schools, including yours. In addition, follow-up investigations have been sent at periodic intervals to large samples of these students after they have been transferred to the university environment for each year. The major purpose of this follow-up investigation is to ascertain how the college environment affects the student.

The goal of this component of the Council's research project has been stated in a recent Council publication:

While the college environment affects greatly a student's ability and character, administration, faculty, students, and others concerned with such factors should also be as well-informed by the data as possible concerning the data. This is the purpose of this follow-up study.

APPENDIX B

Sample Follow-Up Report to Cooperating Institutions

Although there is considerable interest in the college environment, the information on which decisions are made is largely of an anecdotal nature. This report, therefore, presents a summary of the data collected from the follow-up study of the college environment. The data is presented in a form which is designed to be useful to the college environment. The data is presented in a form which is designed to be useful to the college environment. The data is presented in a form which is designed to be useful to the college environment.

The data presented here is presented with the hope that it will be useful to the college environment. The data is presented in a form which is designed to be useful to the college environment. The data is presented in a form which is designed to be useful to the college environment. The data is presented in a form which is designed to be useful to the college environment.

A REPORT ON THE COLLEGE ENVIRONMENT

The Office of Research of the American Council on Education has been engaged for several years in a massive longitudinal research program. Data is collected each year from entering freshmen in a number of schools, including yours. In addition, follow-up questionnaires have been sent at periodic intervals to large samples of these students after they have been immersed in the university environment for some time. One major purpose of this follow-up questionnaire is to characterize and describe the college environment.

The goal of this component of the Council's research program has been stated in a recent Council publication:*

While ... college environments differ greatly in their quality and character, administrators, faculty, students, and others concerned with such institutional differences are handicapped by the dearth of accurate comparative data. Much of the available descriptive information about the college environment -- as presented in college catalogues, for example -- tends to be vague and highly subjective. The information contained in the several commercially published "guides," although more systematic and comparable across colleges than is the information in college catalogues, consists largely of superficial data about costs, admission requirements, course offerings, and the like. For the most part, meaningful information about the intellectual and social climate of the institution is missing from these sources. This lack of comparative information has been in part responsible for the current interest among educational researchers in studying the college environment.

The study reported here is concerned with describing and measuring some of the important differences among the environments of undergraduate institutions. It is hoped that both the findings and the measurement techniques developed in this research will be useful to teachers, to administrators, to prospective college students, and to researchers who may be interested in measuring institutional differences and assessing their impact on student development.

* A. W. Astin, The College Environment (American Council on Education, 1968).

To meet this challenge, the Inventory of College Activities was developed. Each of the items comprising this Inventory is included in the tables below. While a subset of these items deals with the student's subjective impressions of the college image, most were developed to measure the frequency of an extensive variety of student behaviors. Some examples of items in this Inventory are:

| | <u>Frequently</u> | <u>Occasionally</u> | <u>Not at all</u> |
|-----------------------------|-------------------|---------------------|-------------------|
| Voted in a Student Election | | | |
| Drove a Car | | | |
| Went to the Movies | | | |

Thus, the attached table indicates the percentage of students from your school (as measured in August, 1967) who had engaged in the activity involved. Most of these items originally could be answered in terms of three options. In the data analysis procedure, these were reduced to a dichotomy. Typically, this involved combining the "frequently" and "occasionally" options into one category. Any item for which this was not the case, i.e., one on which "occasionally" plus "not at all" were combined, is indicated in a footnote on the table. Several of the items dealt with administrative practices. Here, four alternatives were given for each item, indicating a range of administrative policies from least to most severe. For each of these items, a mean score between 1 and 4 is given on the attached table.

It is suggested that the reader note the indication (at the top of this table) of the number of respondents upon which this information was based. In some cases the percentages are based on relatively small samples because of the small size of the college itself.

An additional parallel table indicates the national percentage of students engaging in these activities for various normative groups. Thus, if yours is a four-year college, and you wish to compare the percentage of students in your school who engage in an activity with the national percentage for four-year colleges, you can turn to the second table. These norms are based upon a stratified, representative sample of colleges and universities. The responses have been weighted systematically to account for nonresponse bias, differential sampling within institutions and school selection bias in order to approximate more precisely the national student population distribution.

Finally, the items were analyzed and combined statistically into 33 salient dimensions of the undergraduate environment. The theoretical implications and research methodology of this work have been described in detail in The College Environment. The dimensions, in turn, can be seen as dealing with several key areas of undergraduate life:

the peer environment - interpersonal behavior

the peer environment - noninterpersonal behavior

the classroom environment

the administrative environment

the college image.

The dimensions are statistically weighted summaries of the items listed for each. In the case of some of these dimensions a low score on one of the items was found empirically to be related to high scores on the others in the set, i.e., that item received a negative weight in the construction of the composite summary score. Scores on the scales are plotted on the attached profile. This profile has been done in terms of T-Scores based on the norms for the national population as established in our research program. (You may wish to refer to the corresponding percentiles which also are indicated on the chart.) Thus, if your school receives a score of 500 on any scale, it precisely matches the norm for that scale. To the degree it exceeds 500, your school exceeds the norms; similar reasoning applies to scores below the norm. Also included on the profile is a line indicating the mean scores obtained by all schools similar to yours, e.g., two-year colleges, etc.

Following this profile is a set of descriptions, one for each of the 33 summary dimensions. This description includes an indication of some of the major correlates of the dimension in addition to the implications of the component items.

The reader should note that the profile was based on information from the same number of respondents as was the first table containing the item percentages.

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COLLEGE ENVIRONMENT CHARACTERISTICS

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181 RESPONDENTS

| ----- (NAME OF INSTITUTION) ----- | |
|--|---------|
| ITEM DESCRIPTION | PERCENT |
| ----- | |
| THE PEER ENVIRONMENT-INTERPERSONAL BEHAVIOR (ACTIVITIES REPORTED BY STUDENTS) | |
| DIMENSION 1 | |
| I GAMBLER WITH CARDS OR DICE(1) | 31.1 |
| I PARTICIPATED IN AN INFORMAL GROUP SING(1) | 69.9 |
| I VOTED IN A STUDENT ELECTION(2) | 57.6 |
| DIMENSION 2 | |
| I ARRANGED A DATE FOR ANOTHER STUDENT(1) | 47.8 |
| I HAD A BLIND DATE(1) | 48.2 |
| I WENT TO AN OVER-NIGHT OR WEEK-END PARTY(1) | 29.8 |
| DIMENSION 3 | |
| I ARGUED WITH OTHER STUDENTS(2) | 39.0 |
| I WAS A MEMBER OF A COLLEGE ATHLETIC TEAM(3) | 26.4 |
| I ENGAGED IN A DEMONSTRATION AGAINST AN ADMINISTRATIVE POLICY OF THE COLLEGE(1) | 41.0 |
| DIMENSION 4 | |
| I DISCUSSED HOW TO MAKE MONEY WITH OTHER STUDENTS(2) | 9.4 |
| FRESHMEN HAVE TO TAKE ORDERS FROM UPPER-CLASSMEN FOR A PERIOD OF TIME(3) | 1.0 |
| DIMENSION 5 | |
| I FELL IN LOVE(3) | 27.5 |
| ----- | |
| (1) PERCENT REPORTING THAT THEY ENGAGED IN THE ACTIVITY FREQUENTLY OR OCCASIONALLY DURING THE SCHOOL YEAR. | |
| (2) PERCENT REPORTING THAT THEY ENGAGED IN THE ACTIVITY FREQUENTLY ONLY. | |
| (3) PERCENT REPORTING YES. | |

181 RESPONDENTS

(NAME OF INSTITUTION)

| ITEM DESCRIPTION | PERCENT |
|--|---------|
| THE PEER ENVIRONMENT-NONINTERPERSONAL BEHAVIOR (ACTIVITIES REPORTED BY STUDENTS) | |
| DIMENSION 6 | |
| I TRIED ON CLOTHES IN A STORE WITHOUT BUYING ANYTHING(1) | 52.7 |
| I TOOK WEIGHT-REDUCING OR DIETARY FORMULA(1) | 11.9 |
| I ATTENDED A BALLET PERFORMANCE(1) | 18.7 |
| DIMENSION 7 | |
| I DRANK BEER(2) | 15.9 |
| I DRANK WINE(1) | 49.9 |
| I PRAYED(NOT INCLUDED GRACE BEFORE MEALS) (2) | 25.9 |
| DIMENSION 8 | |
| I ATTENDED A PUBLIC RECITAL OR CONCERT(1) | 90.1 |
| I PLAYED A MUSICAL INSTRUMENT(1) | 56.4 |
| I LISTENED TO FOLK MUSIC(2) | 41.6 |
| DIMENSION 9 | |
| I WENT TO THE MOVIES(2) | 20.8 |
| DIMENSION 10 | |
| I CHANGED MY MAJOR FIELD(3) | 32.1 |
| I CHANGED MY LONG-TERM CAREER PLANS(3) | 33.6 |
| I HAD VOCATIONAL COUNSELING(3) | 9.5 |
| DIMENSION 11 | |
| I STAYED UP ALL NIGHT(1) | 63.0 |
| DIMENSION 12 | |
| I CHECKED OUT A BOOK OR JOURNAL FROM THE COLLEGE LIBRARY(2) | 40.6 |
| I STUDIED IN THE LIBRARY(2) | 34.8 |
| DIMENSION 13 | |
| I ATTENDED CHURCH(2) | 30.2 |
| I DRANK BEER(2) | 15.9 |
| DIMENSION 14 | |
| I WAS EMPLOYED DURING THE SCHOOL YEAR(3) | 43.4 |
| DIMENSION 15 | |
| I DROVE A CAR(2) | 32.8 |

- (1) PERCENT REPORTING THAT THEY ENGAGED IN THE ACTIVITY FREQUENTLY OR OCCASIONALLY DURING THE SCHOOL YEAR.
(2) PERCENT REPORTING THAT THEY ENGAGED IN THE ACTIVITY FREQUENTLY ONLY.
(3) PERCENT REPORTING YES.

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181 RESPONDENTS

| (NAME OF INSTITUTION) | PERCENT |
|---|---------|
| ITEM DESCRIPTION | |
| THE CLASSROOM ENVIRONMENT (AS DESCRIBED BY STUDENTS) | |
| DIMENSION 16 | 81.2 |
| THE INSTRUCTOR ENCOURAGED A LOT OF CLASS DISCUSSION(3) | 85.3 |
| THE INSTRUCTOR KNEW ME BY NAME(3) | 73.3 |
| I OVERSLEPT AND MISSED A CLASS OR APPOINTMENT(1) | |
| DIMENSION 17 | 33.1 |
| I SOMETIMES ARGUED OPENLY WITH THE INSTRUCTOR(3) | 33.3 |
| I ASKED QUESTIONS IN CLASS(2) | 54.3 |
| I MADE WISECRACKS IN CLASS(1) | |
| DIMENSION 18 | 89.4 |
| THE INSTRUCTOR WAS ENTHUSIASTIC(3) | 79.6 |
| THE INSTRUCTOR HAD A GOOD SENSE OF HUMOR(3) | 11.0 |
| THE INSTRUCTOR WAS OFTEN DULL AND UNINTERESTING(3) | |
| DIMENSION 19 | 74.1 |
| I KNEW THE FIRST NAME OF THE INSTRUCTOR(3) | 10.5 |
| I WAS A GUEST IN THE HOME OF THE INSTRUCTOR ONE OR MORE TIMES(3) | 78.0 |
| I WAS IN THE OFFICE OF THE INSTRUCTOR ONE OR MORE TIMES(3) | |
| DIMENSION 20 | 17.3 |
| THE STUDENTS HAD ASSIGNED SEATING(3) | 77.9 |
| THE CLASS MET ONLY AT A REGULARLY SCHEDULED TIME AND PLACE(3) | 84.9 |
| I CAME LATE TO CLASS(1) | |
| DIMENSION 21 | 9.2 |
| I FLUNKED A COURSE(3) | |
| ----- (1) PERCENT REPORTING THAT THEY ENGAGED IN THE ACTIVITY FREQUENTLY OR OCCASIONALLY DURING THE SCHOOL YEAR. (2) PERCENT REPORTING THAT THEY ENGAGED IN THE ACTIVITY FREQUENTLY ONLY. (3) PERCENT REPORTING YES. | |

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181 RESPONDENTS

(NAME OF INSTITUTION)

| ITEM DESCRIPTION | AVERAGE DISCIPLINARY SCORE(1) |
|---|--|
| THE ADMINISTRATIVE ENVIRONMENT (AS REPORTED BY STUDENTS) | |
| DIMENSION 22 | |
| ADMINISTRATIVE POLICY AGAINST BEING DRUNK | 1.898 |
| ADMINISTRATIVE POLICY AGAINST DRINKING IN LIVING QUARTERS | 2.274 |
| DIMENSION 23 | |
| ADMINISTRATIVE POLICY AGAINST ORGANIZING A STUDENT DEMONSTRATION(2) | 1.146 |
| ADMINISTRATIVE POLICY AGAINST PARTICIPATING IN WATER FIGHT OR DORMITORY RAID | 1.417 |
| DIMENSION 24 | |
| ADMINISTRATIVE POLICY AGAINST BEING ALONE WITH A DATE IN YOUR ROOM IN THE DAY | 1.858 |
| ADMINISTRATIVE POLICY AGAINST BEING ALONE WITH A DATE IN YOUR ROOM AT NIGHT | 1.724 |
| DIMENSION 25 | |
| ADMINISTRATIVE POLICY AGAINST CHEATING ON EXAMS | 2.854 |
| (1) | 1=NO POLICY AGAINST THIS 2=REPRIMAND OR MINOR DISCIPLINARY ACTION 3=MAJOR DISCIPLINARY ACTION (POSSIBLE EXPULSION FROM COLLEGE) 4=SURE EXPULSION FROM COLLEGE |
| (2) | THIS ITEM REFERS TO A DEMONSTRATION AGAINST ADMINISTRATIVE POLICY ONLY. |

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AMERICAN COUNCIL ON EDUCATION OFFICE OF RESEARCH
COLLEGE ENVIRONMENT CHARACTERISTICS

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181 RESPONDENTS

| (NAME OF INSTITUTION) | |
|---|---------|
| ITEM DESCRIPTION | PERCENT |
| THE COLLEGE IMAGE (STUDENT IMPRESSIONS OF THE COLLEGE ENVIRONMENT) | |
| DIMENSION 26 | |
| THE STUDENTS ARE UNDER A GREAT DEAL OF PRESSURE TO GET HIGH GRADES(3) | 59.1 |
| THERE IS A KEEN COMPETITION AMONG MOST OF THE STUDENTS FOR HIGH GRADES(3) | 71.9 |
| MOST OF THE STUDENTS ARE OF A VERY HIGH CALIBRE ACADEMICALLY(3) | 97.8 |
| DIMENSION 27 | |
| THE ATMOSPHERE OF THE COLLEGE WAS RATED AS WARM(4) | 48.9 |
| MOST STUDENTS ARE MORE LIKE NUMBERS IN A BOOK(3) | 2.5 |
| I FELT LOST WHEN I FIRST CAME TO THE CAMPUS(3) | 17.6 |
| DIMENSION 28 | |
| BEING IN THIS COLLEGE BUILDS POISE AND MATURITY(3) | 79.0 |
| THE STUDENT BODY IS APATHETIC AND HAS LITTLE SCHOOL SPIRIT(3) | 71.6 |
| THERE IS NOT MUCH TO DO EXCEPT TO GO TO CLASS AND STUDY(3) | 22.9 |
| DIMENSION 29 | |
| THE ATMOSPHERE OF THE COLLEGE WAS RATED AS LIBERAL(4) | 41.9 |
| THE CLASSES ARE USUALLY RUN IN A VERY INFORMAL MANNER(3) | 85.6 |
| THE ATMOSPHERE OF THE COLLEGE WAS RATED AS VICTORIAN(5) | 21.9 |
| DIMENSION 30 | |
| THE ATMOSPHERE OF THE COLLEGE WAS RATED AS SNobbISH(5) | 44.7 |
| THE ATMOSPHERE OF THE COLLEGE WAS RATED AS PRACTICAL-MINDED(4) | 29.0 |
| THE ATMOSPHERE OF THE COLLEGE WAS RATED AS REALISTIC(4) | 42.8 |
| DIMENSION 31 | |
| ATHLETICS ARE OVEREMPHASIZED(3) | 2.8 |
| DIMENSION 32 | |
| OUTLETS FOR CREATIVE ACTIVITIES(1) | 61.6 |
| FREEDOM IN COURSE SELECTION(1) | 75.2 |
| WORK REQUIRED OF YOU IN COURSES(2) | 15.2 |
| DIMENSION 33 | |
| THE ATMOSPHERE OF THE COLLEGE WAS RATED AS SOCIAL(4) | 14.0 |
| SOCIAL LIFE(1) | 71.1 |
| PERSONAL CONTACTS WITH CLASSMATES(1) | 88.9 |

- (1) PERCENT REPORTING TOO MUCH/TOO MANY OR JUST ABOUT THE RIGHT AMOUNT.
 (2) PERCENT REPORTING TOO MUCH/TOO MANY.
 (3) PERCENT REPORTING YES.
 (4) PERCENT REPORTING VERY DESCRIPTIVE OF THE COLLEGE ATMOSPHERE.
 (5) PERCENT REPORTING VERY DESCRIPTIVE OR IN BETWEEN AS OPPOSED TO NOT AT ALL DESCRIPTIVE OF THE COLLEGE ATMOSPHERE.

American Council on Education - Office of Research
NATIONAL NORMS FOR COLLEGE ENVIRONMENT CHARACTERISTICS
 1967 Follow-up of 1966 Entering Freshmen

THE PEER ENVIRONMENT - INTERPERSONAL BEHAVIOR
 (ACTIVITIES REPORTED BY STUDENTS)

| Item Description | National Norms [Percentages] | | | |
|--|------------------------------|----------------------|-----------------------|--------------|
| | All Institutions | Two-Year Colleges | Four-Year Colleges | Universities |
| Dimension 1 | | | | |
| I gambled with cards or dice (1) | 26.8 | 26.4 | 25.3 | 29.5 |
| I participated in an informal group sing (1) | 56.1 | 46.1 | 61.4 | 57.5 |
| I voted in a student election (2) | 47.0 | 43.1 | 50.1 | 45.9 |
| Dimension 2 | | | | |
| I arranged a date for another student (1) | 50.1 | 41.0 | 50.7 | 57.3 |
| I had a blind date (1) | 49.9 | 36.2 | 50.7 | 61.4 |
| I went to an over-night or week-end party (1) | 33.1 | 31.8 | 32.6 | 34.8 |
| Dimension 3 | | | | |
| I argued with other students (2) | 14.8 | 9.0 | 16.0 | 18.3 |
| I was a member of a college athletic team (3) | 9.0 | 7.1 | 11.4 | 7.4 |
| I engaged in a demonstration against an administrative policy of the college (1) | 12.3 | 6.0 | 17.2 | 10.7 |
| Dimension 4 | | | | |
| I discussed how to make money with other students (2) | 17.6 | 19.6 | 16.8 | 16.9 |
| Freshmen have to take orders from upper-classmen for a period of time (3) | 25.7 | 17.7 | 39.4 | 12.9 |
| Dimension 5 | | | | |
| I fell in love (3) | 25.8 | 25.2 | 25.8 | 26.3 |
| (1) Percent reporting that they engaged in the activity frequently or occasionally during the school year. | | | | |
| (2) Percent reporting that they engaged in the activity frequently only. | | | | |
| (3) Percent reporting yes. | | | | |

American Council on Education - Office of Research
NATIONAL NORMS FOR COLLEGE ENVIRONMENT CHARACTERISTICS
 1967 Follow-up of 1966 Entering Freshmen

THE PEER ENVIRONMENT - NONINTERPERSONAL BEHAVIOR
 (ACTIVITIES REPORTED BY STUDENTS)

| Item Description | National Norms [Percentages] | | | |
|---|------------------------------|----------------------|-----------------------|--------------|
| | All Institutions | Two-Year Colleges | Four-Year Colleges | Universities |
| Dimension 6 | | | | |
| I tried on clothes in a store without buying anything (1) | 60.3 | 58.3 | 61.7 | 60.1 |
| I took weight-reducing or dietary formula (1) | 15.2 | 15.3 | 15.2 | 15.1 |
| I attended a ballet performance (1) | 11.0 | 8.0 | 12.8 | 11.0 |
| Dimension 7 | | | | |
| I drank beer (2) | 21.3 | 16.5 | 21.7 | 24.9 |
| I drank wine (1) | 41.1 | 35.5 | 41.2 | 46.3 |
| I prayed (not including grace before meals) (2) | 41.1 | 42.4 | 43.3 | 36.5 |
| Dimension 8 | | | | |
| I attended a public recital or concert (1) | 68.0 | 54.8 | 75.8 | 68.7 |
| I played a musical instrument (1) | 40.3 | 35.6 | 41.4 | 43.0 |
| I listened to folk music (2) | 28.1 | 24.3 | 29.3 | 29.9 |
| Dimension 9 | | | | |
| I went to the movies (2) | 31.5 | 32.8 | 30.1 | 32.4 |
| Dimension 10 | | | | |
| I changed my major field (3) | 27.8 | 24.6 | 27.8 | 30.7 |
| I changed my long-term career plans (3) | 32.8 | 33.5 | 31.5 | 34.0 |
| I had vocational counseling (3) | 31.9 | 36.8 | 30.2 | 30.1 |
| Dimension 11 | | | | |
| I stayed up all night (1) | 60.9 | 53.4 | 62.0 | 65.9 |
| Dimension 12 | | | | |
| I checked out a book or journal from the college library(2) | 40.0 | 41.9 | 43.9 | 32.7 |
| I studied in the library (2) | 36.1 | 36.9 | 36.5 | 34.8 |
| Dimension 13 | | | | |
| I attended church (2) | 46.0 | 48.6 | 49.2 | 39.0 |
| I drank beer (2) | 21.3 | 16.5 | 21.7 | 24.9 |
| Dimension 14 | | | | |
| I was employed during the school year (3) | 37.3 | 51.1 | 33.5 | 30.5 |
| Dimension 15 | | | | |
| I drove a car (2) | 45.0 | 70.9 | 34.7 | 36.5 |

(1) Percent reporting that they engaged in the activity frequently or occasionally during the school year.
 (2) Percent reporting that they engaged in the activity frequently only.
 (3) Percent reporting that they engaged in the activity frequently or occasionally during the school year.

American Council on Education - Office of Research
NATIONAL NORMS FOR COLLEGE ENVIRONMENT CHARACTERISTICS

1967 Follow-up of 1966 Entering Freshmen

THE CLASSROOM ENVIRONMENT
(AS DESCRIBED BY STUDENTS)

| Item Description | National Norms [Percentages] | | | |
|--|------------------------------|----------------------|-----------------------|--------------|
| | All Institutions | Two-Year Colleges | Four-Year Colleges | Universities |
| Dimension 16 | | | | |
| The instructor encouraged a lot of class discussion (3) | 59.8 | 64.4 | 61.8 | 52.8 |
| The instructor knew me by name (3) | 72.1 | 81.5 | 76.3 | 57.5 |
| I overslept and missed a class or appointment (1) | 49.4 | 35.6 | 52.8 | 57.1 |
| Dimension 17 | | | | |
| I sometimes argued openly with the instructor (3) | 23.0 | 24.1 | 24.1 | 20.5 |
| I asked questions in class (2) | 32.7 | 35.0 | 33.8 | 29.1 |
| I made wisecracks in class (1) | 42.3 | 42.7 | 41.7 | 42.6 |
| Dimension 18 | | | | |
| The instructor was enthusiastic (3) | 73.2 | 72.4 | 74.0 | 72.6 |
| The instructor had a good sense of humor (3) | 74.8 | 76.8 | 74.4 | 73.6 |
| The instructor was often dull and uninteresting (3) | 20.4 | 17.6 | 20.7 | 22.5 |
| Dimension 19 | | | | |
| I knew the first name of the instructor (3) | 54.4 | 54.8 | 58.0 | 48.9 |
| I was a guest in the home of the instructor one or more times (3) | 5.4 | 4.5 | 6.8 | 4.2 |
| I was in the office of the instructor one or more times (3) | 57.7 | 54.6 | 61.5 | 55.0 |
| Dimension 20 | | | | |
| The students had assigned seating (3) | 37.4 | 45.5 | 33.8 | 35.3 |
| The class met only at a regularly scheduled time and place (3) | 89.4 | 87.6 | 89.4 | 91.1 |
| I came late to class (1) | 66.5 | 61.8 | 65.4 | 72.2 |
| Dimension 21 | | | | |
| I flunked a course (3) | 25.2 | 25.2 | 24.4 | 26.3 |
| (1) Percent reporting that they engaged in the activity frequently or occasionally during the school year. | | | | |
| (2) Percent reporting that they engaged in the activity frequently only. | | | | |
| (3) Percent reporting yes. | | | | |

American Council on Education - Office of Research
NATIONAL NORMS FOR COLLEGE ENVIRONMENT CHARACTERISTICS
 1967 Follow-up of 1966 Entering Freshmen

THE ADMINISTRATIVE ENVIRONMENT
 (AS REPORTED BY STUDENTS)

| Item Description | National Norms [Averages] (1) | | | |
|---|-------------------------------|----------------------|-----------------------|--------------|
| | All Institutions | Two-Year Colleges | Four-Year Colleges | Universities |
| Dimension 22 | | | | |
| Administrative policy against being drunk | 2.152 | 2.300 | 2.218 | 1.921 |
| Administrative policy against drinking in living quarters | 2.945 | 3.035 | 3.038 | 2.725 |
| Dimension 23 | | | | |
| Administrative policy against organizing a student demonstration (2) | 1.499 | 1.378 | 1.607 | 1.451 |
| Administrative policy against participating in water fight or dormitory raid | 1.989 | 2.018 | 1.979 | 1.976 |
| Dimension 24 | | | | |
| Administrative policy against being alone with a date in your room in the day | 2.951 | 2.929 | 3.048 | 2.829 |
| Administrative policy against being alone with a date in your room at night | 3.089 | 3.017 | 3.212 | 2.975 |
| Dimension 25 | | | | |
| Administrative policy against cheating on exams | 3.048 | 3.025 | 3.048 | 3.068 |

(1) 1 = No policy against this

2 = Reprimand or minor disciplinary action

3 = Major disciplinary action (possible expulsion from college)

4 = Sure expulsion from college

(2) This item refers to a demonstration against administrative policy only.

THE COLLEGE IMAGE
(STUDENT IMPRESSIONS OF THE COLLEGE ENVIRONMENT)

| Item Description | National Norms [Percentages] | | | |
|--|------------------------------|----------------------|-----------------------|--------------|
| | All Institutions | Two-Year Colleges | Four-Year Colleges | Universities |
| Dimension 26 | | | | |
| The students are under great pressure to get high grades(3) | 42.4 | 25.6 | 44.4 | 54.8 |
| There is keen competition among most students for grades(3) | 44.5 | 31.0 | 46.6 | 53.8 |
| Most students are of a very high calibre academically (3) | 43.0 | 19.8 | 49.8 | 54.0 |
| Dimension 27 | | | | |
| The atmosphere of the college was rated as warm (4) | 37.4 | 34.4 | 43.6 | 31.0 |
| Most students are more like numbers in a book (3) | 28.1 | 20.9 | 21.0 | 45.2 |
| I felt lost when I first came to the campus (3) | 35.8 | 31.5 | 34.8 | 41.3 |
| Dimension 28 | | | | |
| Being in this college builds poise and maturity (3) | 70.0 | 58.8 | 73.5 | 77.7 |
| The student body is apathetic and has little school spirit(3) | 48.7 | 53.9 | 49.0 | 43.4 |
| There is not much to do except to go to class and study (3) | 32.0 | 41.8 | 34.4 | 19.5 |
| Dimension 29 | | | | |
| The atmosphere of the college was rated as liberal (4) | 29.5 | 25.6 | 28.3 | 34.8 |
| The classes are usually run in a very informal manner (3) | 62.7 | 62.3 | 63.4 | 62.1 |
| The atmosphere of the college was rated as victorian (5) | 36.7 | 39.0 | 39.7 | 30.4 |
| Dimension 30 | | | | |
| The atmosphere of the college was rated as snobbish (5) | 39.5 | 38.6 | 35.7 | 45.8 |
| The atmosphere of the college was rated as practical-minded(4) | 31.5 | 32.8 | 32.7 | 28.6 |
| The atmosphere of the college was rated as realistic (4) | 37.2 | 35.2 | 38.2 | 37.7 |
| Dimension 31 | | | | |
| Athletics are overemphasized (3) | 9.8 | 8.0 | 9.1 | 12.4 |
| Dimension 32 | | | | |
| Outlets for creative activities (1) | 53.3 | 52.9 | 51.8 | 55.6 |
| Freedom in course selection (1) | 76.4 | 82.6 | 72.3 | 76.9 |
| Work required of you in courses (2) | 13.2 | 10.8 | 13.4 | 15.2 |
| Dimension 33 | | | | |
| The atmosphere of the college was rated as social (4) | 32.9 | 28.1 | 28.6 | 43.7 |
| Social life (1) | 73.9 | 73.6 | 72.0 | 77.1 |
| Personal contacts with classmates (1) | 78.0 | 79.1 | 82.0 | 71.3 |

(1) Percent reporting too much/too many or just about the right amount.

(2) Percent reporting too much/too many. (3) Percent reporting yes.

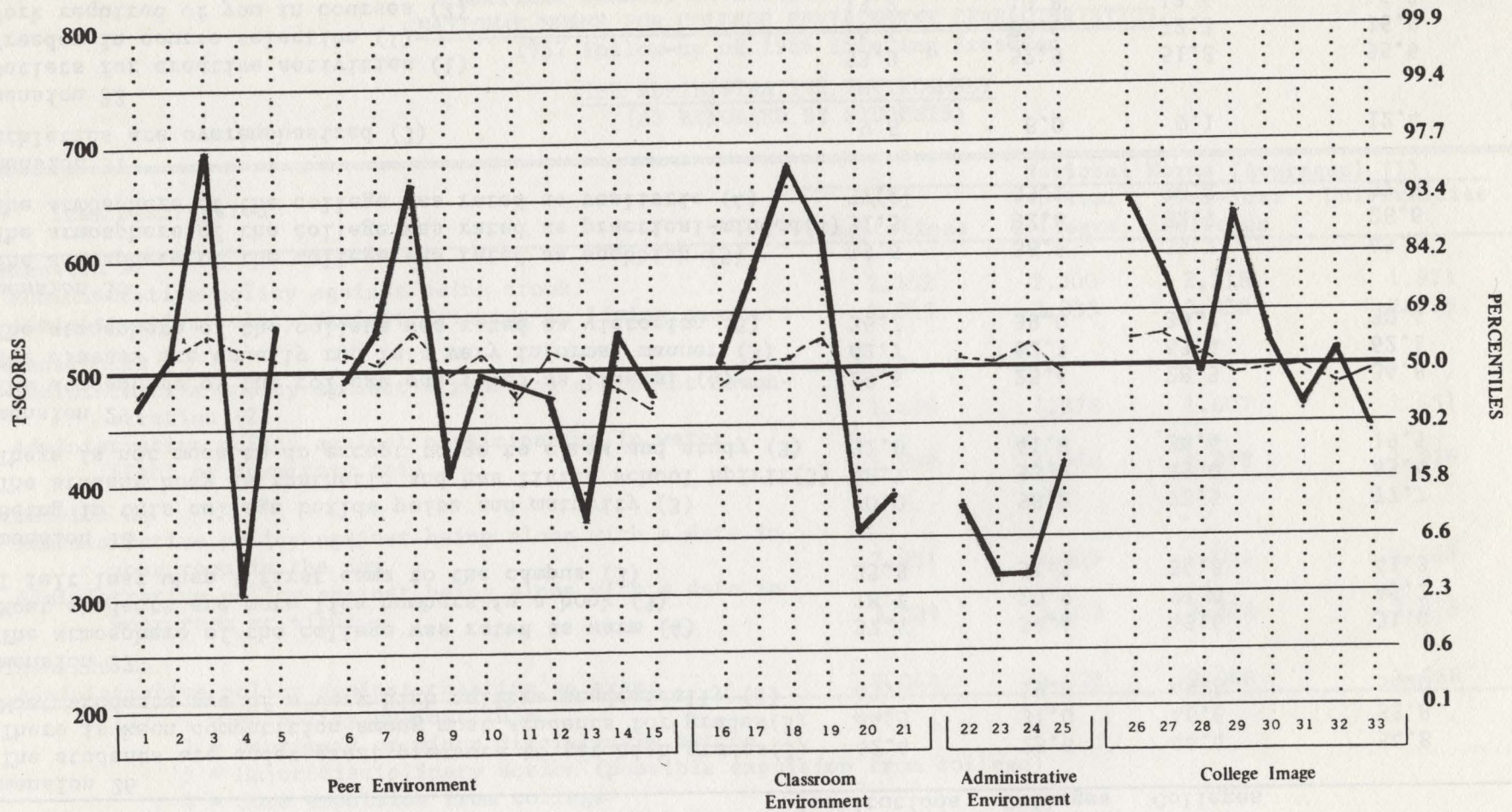
(4) Percent reporting very descriptive of the college atmosphere.

(5) Percent reporting very descriptive or in between as opposed to not at all descriptive of the college atmosphere.

ACE COLLEGE ENVIRONMENT PROFILE

181 RESPONDENTS

INSTITUTION: (NAME OF INSTITUTION)



— Institution's Score
 - - - - - Mean for Four-Year Colleges

INVENTORY OF COLLEGE ACTIVITIES DIMENSIONS

THE ICA DIMENSIONS

The Peer Environment

A. Interpersonal Behavior

Dimension 1. Students at high-scoring, competitive institutions show a style of interaction that is characterized by risk-taking, adventurousness, and an aggressive desire to defeat or overcome an opponent. There is also some tendency toward impulsiveness and irresponsible behavior. Students at these institutions tend to see their college as impersonal and as treating students like "numbers in a book." Colleges for men and large universities tend to be highly competitive. Students at institutions with low scores show a pattern of interpersonal interaction which is characterized by cooperation, participation in organized student activities, strong religious interests, and sensitivity to and concern for the needs of others. They tend to see the college as being warm and as having high morale, and to view the faculty as going out of its way to help the student. Colleges for women and liberal arts colleges tend to have highly cooperative environments.

Dimension 2. High-scoring institutions have student bodies that engage frequently in prearranged or organized dates, often have blind dates, and have frequent parties and dances. Students tend to see their college as "sophisticated."

Dimension 3. Student interaction at high-scoring institutions tend to be characterized by contentiousness, argumentativeness, frequent demonstrations against administrative policies, and frequent participation in athletics. The rate of drinking is also relatively high as is the rate of studying. Faculty in this independent environment tend to prefer essay exams over objective exams and are likely to be perceived by their students as emphasizing theoretical rather than practical concerns in their teaching. Students in high-scoring schools are strongly motivated by graduate training and show a high rate of interest in careers either as scientists or as entrepreneurs. They tend to be highly able academically and to have highly educated parents. Colleges for men, technological institutions, and private, nonsectarian institutions tend to obtain high scores on this dimension.

Dimension 4. Students in the high-scoring institutions typically have several close friends among their fellow students. A relatively high percentage of students tend to come from farm or rural backgrounds and to value getting along with people. The students also show a high degree of interest in watching athletic

events. Hazing of freshmen is common in these highly cohesive institutions. Students in these institutions tend to regard their college environment as more practical-minded than theory-oriented. By contrast, students in low-scoring colleges are likely to come from the suburbs of large cities, to be highly able academically, and to see their college environment as "intense." They also tend to rate themselves as unconventional and as valuing originality. Typically, colleges that score low on this dimension tend to be highly selective. Nonsectarian liberal arts colleges and universities tend to have very low scores. Although most Protestant colleges tend to have highly cohesive environments, a few colleges in this group obtain average or even below-average scores.

Dimension 5. Students at high-scoring colleges frequently engage in dating of an informal or casual type (coke, coffee, or study dates). In addition, these undergraduates will frequently report falling in love, or breaking up with girlfriends or boyfriends during the college year. Coeducational colleges and colleges located in the West and Southwest tend to score relatively high. Students at low-scoring institutions frequently complain about not having enough dates. These institutions tend to be noncoeducational (colleges for men, in particular) and to be located in the Northeast.

B. Noninterpersonal Behavior

Dimension 6. Students in high-scoring institutions frequently engage in these behaviors: trying on clothes in stores, taking dietary formulas, crying, and attending fashion shows and ballet performances. Majors in artistic or social fields of study are common and students express a preference for working with people rather than with things. The high-scoring institutions on this factor are colleges for women. Students at the lowest-scoring institutions (typically, colleges for men) show an interest in sports, gambling, and playing chess. They are frequently majoring in some area of science and technology and also planning careers in these fields.

Dimension 7. Students at high-scoring institutions frequently engage in social drinking. They also tend to be argumentative, independent, competitive, and above average in academic ability. They feel that their institution grants them a good deal of independence and that its policies are liberal. Students in low-scoring institutions frequently participate in formal religious activities: attending church and Sunday school, praying, saying grace, and reading the Bible. They frequently see their college as Victorian, practical-minded, warm, and as having high morale. They also report that the campus paper

and humor magazine tend to be censored by the administration. Protestant institutions tend to score low on this factor, whereas private nonsectarian institutions tend to obtain high scores.

Dimension 8. Students at high-scoring institutions are frequently involved in musical activities, both as performers and as listeners, and often attend cultural events such as lectures, stage plays, and art exhibits. The environment at high-scoring institutions tends to be more friendly and intimate than the average college environment. Low-scoring institutions manifest a high degree of competitiveness and relatively severe grading practices. Universities and, in particular, technological institutions tend to obtain very low scores.

Dimension 9. Students at high-scoring institutions spend a large percent of their time going to the movies and playing games (cards, etc.). They tend to place a high value on having a good time and getting along with people.

Dimension 10. Students at high-scoring institutions frequently change their major fields and long-term career plans. Engaging in vocational counseling also is fairly frequent at high-scoring institutions.

Dimension 11. Students at high-scoring institutions tend to sleep a lot, frequently go to church, and often commute. Many high-scoring institutions enroll high proportions of Roman Catholic students. Students at low-scoring institutions have their sleeping habits characterized by staying up all night, oversleeping and missing classes, taking a nap or rest during the day, and taking stay-awake pills. They typically live away from home at college. Many low-scoring institutions tend to enroll high percentages of students who come from highly educated and well-to-do families of the Protestant faith. Many low-scoring institutions are private and nonsectarian.

Dimension 12. Students in high-scoring institutions frequently study in the library and check out books or journals.

Dimension 13. Students at high-scoring institutions frequently lose privileges for infractions of college rules. They also attend church frequently and tend to be of the Roman Catholic faith. Most Roman Catholic institutions obtain high scores on this dimension, in contrast to most Protestant institutions.

Dimension 14. This dimension is defined simply in terms of the percentage of students who work for pay during the school year.

Dimension 15. This dimension is defined in terms of the percentage of students who drive cars during the school year. Predominantly black colleges tend to obtain low scores.

The Classroom Environment

Dimension 16. In high-scoring institutions, both instructors and students show a high degree of personal interest and involvement in the activities of the classroom. Instructors typically know their students' names, encourage class discussion, and call students by their first names. They frequently prepare "pop" quizzes and take attendance. Students at high-scoring institutions are likely to be religious, to select major fields in education and social science, to like teaching and working with people, and to see their college environment as "warm." Teachers colleges typically obtain very high scores on this factor. Classrooms in low-scoring institutions tend to be large and the instructors frequently are engaged in research. The students often oversleep and miss their classes; many do not speak out in class unless called upon. They tend to prefer vocations in the sciences, to be academically bright, and to value being original. They often feel that the administration is not really very concerned about them as individuals and that they do not have enough contact with faculty or enough personal direction in their studies and courses. They do, however, typically report that the curricular offerings and facilities for research are of high quality. Nearly all the universities score low on this dimension.

Dimension 17. Students in high-scoring institutions frequently argue with each other and with the instructor during the class. They tend to ask questions frequently, make wisecracks in class and speak out without waiting to be called on. Their instructors are more inclined to give essay (rather than objective) examinations. A high percentage of students in high-scoring institutions plan to go on to graduate training.

Dimension 18. Instructors in high-scoring colleges tend to be rated by their students as enthusiastic, as having a good sense of humor, and as being exceptionally well-grounded in the course subject matter. Instructors in low-scoring institutions tend to be rated dull, uninteresting and as speaking in a monotone.

Dimension 19. In high-scoring colleges there tends to be a close personal relationship between students and instructors. High-scoring colleges also tend to be small and to have a high percentage of their students living on campus. Protestant institutions tend to obtain high scores on this dimension, whereas public institutions tend to obtain low scores.

Dimension 20. Instructors in high-scoring institutions frequently use assigned seating, take attendance, and hold their classes at a regularly scheduled time and place. The percentage of students who come late to class in such institutions is low.

Dimension 21. This dimension is defined simply as the proportion of students who receive at least one failing grade during the freshman year. The average grade in high-scoring institutions tends to be low, and the instructors' lectures typically follow the textbook closely. Students in low-scoring institutions tend to have artistic and literary interests and to be above average in academic ability.

The Administrative Environment

Dimension 22. High-scoring institutions tend to have relatively severe policies against student drinking. Students at such institutions tend to engage frequently in religious activities and to rate their college as high in morale but Victorian. High-scoring institutions are most likely to be sectarian. Students in low-scoring institutions tend to drink frequently, to be above average in academic ability, and to be highly motivated to go on for graduate training. Instructors in low-scoring institutions run their classes permissively and tend to be engaged in research. The environments of low-scoring institutions tend to be graded as "liberal" and the students are inclined to feel that they are granted a great deal of independence. Low-scoring institutions are most likely to be private and nonsectarian.

Dimension 23. High-scoring institutions have relatively severe policies against organizing demonstrations against administrative policy, participating in water fights or dormitory raids, and other forms of student aggression. In the typical classroom of high-scoring institutions, lectures tend to follow the textbook closely, and "objective" examinations are preferred over essay exams. Students in these institutions typically believe that the campus paper and humor magazine are censored by the administration and that their fellow students seem very conforming. Students in low-scoring institutions tend to be highly able academically and to come from affluent socioeconomic backgrounds. They tend to rate the intellectual atmosphere as being more on the theoretical than on the practical side.

Dimension 24. This dimension reflects the severity of administrative regulations against such actions as being alone with a date in the dormitory room and coming in late from dates (the latter regulation usually not applicable in the case of colleges for men). High-scoring institutions tend to have students that engage frequently in religious activities. These students report that the campus paper and humor magazine are censored by the administration and that the environment is "Victorian." Students in low-scoring institutions tend to be highly able academically, to rate their colleges as "liberal,"

and to feel that they are granted a great deal of independence by the college.

Dimension 25. This dimension reflects the severity of administrative policy against cheating. The highest-scoring institutions typically expel students who are found cheating on examinations. In such institutions there is generally less cheating on examinations.

The College Image

Dimension 26. In high-scoring institutions there is a high degree of perceived pressure for high grades and competitiveness among the students. Students at such colleges are likely to see their fellow students as being very able academically and as feeling that their college is superior to other colleges. These students also feel that their college has an outstanding reputation nationally and that its environment is both tense and enterprising. They tend to be highly able academically, and to spend many hours per week studying. In the low-scoring institutions, the students are inclined to feel that the amount of intellectual activity is small, that not enough work is required in class, and that the environment is "carefree." Almost all technological institutions tend to score high on this dimension, whereas most teachers colleges tend to obtain low scores.

Dimension 27. Students in high-scoring institutions see the faculty and the upperclassmen as going out of their way to help students. The environment tends to be rated as warm, friendly, and as high in morale. Students spend a relatively large amount of time participating in musical, dramatic, and artistic activities, and they tend to be cooperative rather than competitive in their interpersonal relations. Instructors in high-scoring institutions are more likely to know their students by name than instructors in low-scoring colleges. Students in low-scoring colleges frequently report that they feel like "numbers in a book," that they felt lost when they first came to the institution, that the faculty is more interested in research than teaching, that athletes are given special privileges, and that the campus is too big. They also feel that they have not had enough personal direction in their studies and course selection and that their personal contact with faculty members has been insufficient. Liberal arts colleges tend to obtain high scores on this dimension whereas the scores for universities are almost all very low.

Dimension 28. Environments in the high-scoring institutions tend to be seen as high in morale and school spirit and as fostering poise and maturity in the students. Students at such

institutions also report that they are relatively well satisfied with their over-all experience during their freshman year. Low-scoring institutions have student bodies that are rated as apathetic and not well rounded. Students at such institutions are also inclined to feel that there is little to do except go to class and study. Institutions located in large cities and, in particular, commuter colleges tend to obtain low scores on this dimension.

Dimension 29. High-scoring institutions are rated by their students as "liberal." The students feel that they are allowed a good deal of independence and that the faculty is liberal in interpreting regulations. Classes are described as being very informal, and the intellectual atmosphere is rated as more theoretical than practical. Students at these highly permissive institutions are seen by their fellows as tending to be avant-garde and to be relatively unconcerned with their personal appearance. They also drink relatively frequently. Students in low-scoring institutions engage frequently in religious activities and rate themselves as religious. They are inclined to feel that the college paper and humor magazine are censored, that the campus is pervaded by a narrow political point of view, and that the environment is "Victorian."

Dimension 30. High-scoring institutions tend to be rated both as snobbish and as sophisticated by their students. The students are also inclined to feel that the intellectual atmosphere is more theoretical than practical and that there is a large group of avant-garde students on the campus. Students at high-scoring institutions tend to come from the upper socioeconomic levels and frequently attend foreign movies. The environments of low-scoring institutions are likely to be rated as practical-minded and realistic.

Dimension 31. Students at high-scoring institutions feel that athletics are overemphasized and that athletes are given special privileges. They also spend a high proportion of their time watching sports events. Students at low-scoring institutions are likely to be highly able academically and to feel that they do not get enough exercise.

Dimension 32. Low-scoring institutions are seen by their students as requiring too much work in courses, as not offering enough in the way of outlets for creative activity, as allowing too little freedom in course selection, and too little time for extracurricular activities.

Dimension 33. High-scoring institutions are rated by their students as social and carefree and as overemphasizing the students'

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social life. Students are likely to feel it is important to belong to the right club or group, that fraternity and sorority life is overemphasized, that there is a great deal of conformity among the students, and that the amount of intellectual activity on the campus is too low. Most universities and the teachers colleges obtain relatively high scores on this dimension. Students in low-scoring institutions are likely to complain that they do not have enough dates, enough time for social life or social activities, and that there is not much to do except go to class and study. Nearly all technological institutions obtained low scores on this dimension.