

2008 CIRP FRESHMAN SURVEY RESULTS

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Director, Analysis, Assessment, and Accreditation

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INTRODUCTION

The Cooperative Institutional Research Program (CIRP) conducts national studies of American higher education and is administered by the Higher Education Research Institute at UCLA. An important component of this program is the CIRP Freshman Survey which has been in use since 1966. This survey covers a broad array of topics relating to first-year students including:

Demographic characteristics	College Finances
Expectations of college	Attitudes, values, and life goals
Secondary school experience	Reasons for attending college
Degree goals and career plans	

A copy of the 2008 CIRP Freshman Survey Instrument is provided as Appendix I.

USU has participated in the CIRP Freshman Survey ten times during the last fourteen years, with the last time being 2006. At USU, the survey is administered during the summer as part of the Student Orientation, Advising, and Registration (SOAR) program. Students receive a copy of the survey at the beginning of SOAR and must return it to successfully complete the program.

The 2008 CIRP Freshman Survey was completed by 2,166 USU full-time, first-time students which represents 85% of the main campus freshman class. About 60% of the respondents were women, which compares to 57% of the total group, indicating that women are slightly over-represented in the survey data.

Responses to all CIRP survey questions are included as Appendix II. The appendix also provides responses by students from two peer groups. One group is all public universities that participated in the CIRP Freshman Survey in 2008. The other group is a narrower set of public universities that were designated as “medium selective.” These are institutions with average SAT scores (if ACT scores are used by the school, they are converted to their SAT equivalent) between 1,085 and 1,139. USU fits into this category.

Responses to all survey questions will not be discussed in the body of this report. Rather, the primary focus will be on a subset of items that reflects how responses by USU freshman students differ from those of their peers at comparable institutions—those at the “medium selective” public universities.

The remainder of this report is organized as follows. First, some basic demographics of USU’s freshman class will be reviewed. Second, their choice to go to college is considered. Why did they select USU? What is their intended degree? How will they pay for their college expenses? The third section focuses on their high school experience. What preparation did they have? How did they spend their time? Section Four considers lifestyle and religion. Survey responses indicate that USU freshman students are quite different from their peers in these areas. In section Five, the goals and viewpoints of USU vs. peer freshman are analyzed. Finally, selected responses by USU students to the 2008 CIRP Freshman Survey are compared to 2006, 2004 and 2001 responses. In discussing specific questions, the page number on which the 2008 data are found in Appendix II is provided in parentheses, e.g., (AII-5).

I. DEMOGRAPHICS

- USU freshmen are somewhat older than those from the peer institutions. (AII-1). The prevalence of older students reflects the number of young men who serve LDS missions prior to starting college.
- USU freshmen report higher high school grades (AII-1)—64% said their average grade was A- or better, vs. 52% for students at institutions of comparable selectivity.
- USU students tend to be closer to home (AII-1)—66% are 100 miles or less from their permanent residence vs. 47% for peers.
- Fathers of USU freshman are more likely to have a college degree (AII-7)—65% vs. 60%, but mothers are less likely—47% vs. 58%.
- USU students are more likely to come from homes where both parents are alive and living together (AII-2)—85% vs. 76%.
- Nearly 17% of USU freshmen plan on living with their family or relatives while at college (AII-1). About 45% intended to live in a university residence hall. In contrast, only 5% of those at peer institutions expected to live at home and more than 86% planned to live in campus housing.
- 96% of USU students are white/Caucasian vs. 83% of those at peer schools. (AII-13)
- 85% of USU freshmen stated that their religious preference is LDS. (AII-5)

II. COLLEGE CHOICE AND FINANCE

- About 62% of USU freshman indicated that they intended to obtain a graduate degree, compared to over 71% of students at the other schools (AII-2).
- 86% of freshman said that USU was their first choice for a college or university (AII-2). The percentage for peer institutions was 66%. USU was the second choice for 13% of students.
- 42% of freshmen reported that USU was the only college or university to which they applied (AII-2). Twenty-two percent applied to one other place and 17% to two other places. Students at peer institutions were more likely than those at USU to have applied to three or more other colleges or universities.
- Among reasons given for selecting USU, those with the highest percentage of students choosing “very important” were (1) very good academic reputation, (2) offered financial aid, (3) good reputation for social activities, (4) graduates get good jobs, and (5) cost. The five top ranked reasons for peer institutions were (1) academic reputation (2) good jobs, (3) social activities, (4) cost, and (5) financial aid. The importance of financial aid at USU stands out. Nearly 50% of USU students rated this reason “very important”, but only 32% of those at peer schools. (AII-14)
- Over one-fourth of USU freshman had previously taken courses for credit from USU (AII-1), but only 6% of respondents at peer institutions had taken such courses from their school.
- Only about 5% of new USU students reported that the chances are “very good” that they will transfer to another college before graduating (AII-18). Clearly, this is not consistent with actual practice, as a much higher proportion of students do end up transferring to another institution.

- Respondents were asked how much of their first year expenses they expected to be provided by parents, relatives, or spouses. The proportion of USU students who said none or less than \$1,000 was 44%, while only 27% of those at peer schools said none or less than \$1,000. (AII-3)
- Respondents were asked how much of their first year expenses they expected to be provided from their own resources (savings and other income). The proportion who said none or less than \$1,000 was 39%, while 54% of those at peer schools said none or less than \$1,000. (AII-4)
- 27% of USU freshman were confident that they will have sufficient funds to complete their college education; a proportion less than the 35% of students at peer institutions (AII-4).

III. HIGH SCHOOL PREPARATION/TIMEUSE

- The survey data provide the proportion of students who reported that they met or exceeded the recommended years of high school study in the following areas (AII-2):

English (4 years)	97% USU	98% Peer Schools
Mathematics (3 years)	95% USU	99% Peer Schools
Foreign Language (2 years)	63% USU	93% Peer Schools
Physical Science (2 years)	62% USU	67% Peer Schools
Biological Science (2 years)	50% USU	50% Peer Schools
History/American Government (1 year)	99% USU	99% Peer Schools
Computer Science (1/2 year)	91% USU	64% Peer Schools
Arts and/or Music (1 year)	93% USU	87% Peer Schools

Percentages are comparable, except that students at peer schools are much more likely to have studied a foreign language and much less likely to have taken computer science.

- Respondents were asked during their last year in high school, how much time they spent in a typical week engaged in various activities (AII-11, 12, 13). Percentages of students spending more than five hours are as follows:

Studying/Homework	39% USU	38% Peer Schools
Exercise or Sports	47% USU	52% Peer Schools
Partying	7% USU	17% Peer Schools
Working for Pay	60% USU	57% Peer Schools
Reading for Pleasure	15% USU	12% Peer Schools
Playing Video/Computer Games	7% USU	12% Peer Schools
Participating in Online Social Networks	5% USU	16% Peer Schools

USU students party less and spend less time at online social networks such as Facebook.

IV. LIFESTYLE AND RELIGION

Most USU freshmen come from Utah and the surrounding states and, according to the survey, LDS is the religious preference for 85% of them, while only 7% indicated no religious preference (vs. 23% stating no preference at peer schools. (AII-5). As a result, it is not surprising that aggregate responses of USU freshmen tend to reflect those of the LDS life-style. For example,

- Less than 0.5% of USU students “occasionally” or frequently” smoked cigarettes during the last year compared with 4% of peers (AII-6).
- About 3% of USU freshmen “occasionally” or” “frequently” drank beer during the last year vs. 38% of those at peer schools (AII-6). The proportions for wine or liquor were 4% and 42%.

- 94% of USU students “occasionally” or “frequently” attended a religious service during the last year compared to 76% of peer school respondents (AII-6).
- 63% of USU freshmen “occasionally” or “frequently” discussed religion vs. about one-third of those at peer schools. (AII-6).
- During their last year in high school, the proportion of USU students who spent more than five hours during a typical week partying was 7% vs. 17% for those at peer schools (AII-11).

V. LIFE OBJECTIVES AND SOCIAL/POLITICAL VIEWPOINTS

- CIRP participants were provided with a long list of life objectives (AII-17). The four objectives most likely to be considered “essential” or “very important” by USU freshmen are listed below. They are the same “top four” as students at peer institutions, although the percentages differ.

1. Raising a Family	90% USU	77% Peer Schools
2. Being Very Well Off Financially	71% USU	76% Peer Schools
3. Helping Others Who Are in Difficulty	74% USU	67% Peer Schools
4. Becoming an Authority in My Field	53% USU	57% Peer Schools

- USU and peer group students differ significantly on some life objectives. Percentages rating the following objectives as “essential” or “very important” are as follows: (AII-17)

Adopting “green” practices to protect the environment	28% USU	46% Peer Schools
Becoming a community leader	21% USU	32% Peer Schools
Making a theoretical contribution to science	12% USU	24% Peer Schools
Becoming successful in a business of my own	33% USU	40% Peer Schools
Obtaining recognition from colleagues for contributions to my special field	39% USU	56% Peer Schools

- Students were asked how they would characterize their political views (AII-9). Only 10% of USU freshmen said far left or liberal, compared to 34% from the peer group. Forty-seven percent of those at USU classified themselves as conservative or far right vs. 24% at the other schools.

- When asked about their views on social and political issues, the proportion of USU students who said they “strongly” or “somewhat” agree with the survey statements differed by ten percentage points or more from those at the peer institutions on eight of the twenty-one items (AII-10).

Abortion should be legal.	21% USU	58% Peer Schools
Marijuana should be legalized.	12% USU	40% Peer Schools
It is important to have laws prohibiting homosexual relationships.	55% USU	24% Peer Schools

Same-sex couples should have the right to legal marital status.	27% USU	65% Peer Schools
Colleges have the right to ban extreme speakers.	63% USU	42% Peer Schools
An individual can do little to change society.	18% USU	26% Peer Schools
Only volunteers should serve in the armed forces.	60% USU	68% Peer Schools
The federal government is not doing enough to control environmental pollution.	62% USU	77% Peer Schools
Addressing global warming should be a federal government priority.	50% USU	72% Peer Schools

VI. 2006 VS. 2004 AND 2001 RESPONSES

The complete set of responses to the 2001, 2004, and 2006 CIRP Freshman Surveys can be found on the USU Facts and Figures Website at <http://www.usu.edu/FactsFigures/surveys.asp>. A comparison of responses to selected items is provided here.

● LDS religious preference:	2008 85%	2006 87%	2004 86%	2001 87%
● USU first choice for college:	2008 86%	2006 87%	2004 87%	2001 86%
● Only applied to USU:	2008 42%	2006 39%	2004 41%	2001 45%
● Drank alcohol during last year in high school	2008 4%	2006 4%	2004 5%	2001 9%
● Studied more than five hours a week during senior year:	2008 39%	2006 33%	2004 34%	2001 31%
● Confident will have sufficient funds to finance college:	2008 27%	2006 28%	2004 26%	2001 26%
● With respect to social and political viewpoints, the proportions of students who “agreed” or “ somewhat agreed” with the following statements were as follows:				
Abortion should be legal.	2008 21%	2006 21%	2004 18%	2001 18%
Marijuana should be legalized.	2008 12%	2006 11%	2004 12%	2001 13%
There should be laws prohibiting homosexual relationships.	2008 55%	2006 57%	2004 60%	2001 56%
Same-sex couples should have the right to marry.	2008 27%	2006 23%	2004 21%	2001 20%
The federal government should do more to control the sale of handguns	2008 62%	2006 64%	2004 70%	2001 73%

There is too much concern for the rights of criminals. 2008 61% 2006 61% 2004 69% 2001 59%

VII. SUMMARY AND CONCLUSIONS

Responses to the CIRP Freshman Survey provide interesting and useful insights regarding the USU freshman class and how it differs from the incoming class at comparable institutions. Synthesizing the results, the following conclusions may be drawn:

- The permanent residence of nearly 66% of freshmen is within 100 miles of USU, 85% come from homes where the parents are alive and living together, and less than half the students will be living in university housing. These factors tend to make it more difficult to establish a sense of community among new students at USU. Home is close and the draw of family may be quite strong.
- Based on information collected when taking the ACT, it has been assumed that USU was not the first choice of a college or university for freshmen. The CIRP data contradict this view. 86% of respondents reported that USU was their first choice and over 40% said that they did not apply to any other institution. More than one-fourth of first-year students had already taken for-credit courses from USU.
- USU freshmen seem to come to the university with the intent of graduating, only 5% reported that the chance is “very good” that they will transfer to another institution. USU’s relatively low retention and graduation rates suggest that something happens later to change that intention.
- Finances are a concern. Only 27% of USU first-year students are confident that they will have sufficient funds to complete their college education, compared to 35% of those at peer schools. USU students are less likely than the comparison group to rely on family resources to finance their educations and are more likely use their own earnings and savings than at the peer institutions.
- Considered as a group, USU freshmen have a somewhat different lifestyle than new students at other schools. They are less likely to smoke and consume alcohol and more likely to attend religious services.
- Freshmen at USU are more conservative in their social and political views than their peers. They are much less likely to support abortion, legalizing marijuana, and same-sex marriage rights. The views of USU freshmen on these matters have changed little since the 2001, 2004, and 2006 surveys.

APPENDIX I

2008 CIRP FRESHMAN SURVEY INSTRUMENT

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

(Mark one answer for each possible source)

	None	Less than \$1,000	\$1,000 to 2,999	\$3,000 to 5,999	\$6,000 to 9,999	\$10,000+
Family resources (parents, relatives, spouse, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own resources (savings from work, work-study, other income)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which <u>must</u> be repaid (loans, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other than above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

<input type="radio"/> Less than \$10,000	<input type="radio"/> \$50,000-59,999
<input type="radio"/> \$10,000-14,999	<input type="radio"/> \$60,000-74,999
<input type="radio"/> \$15,000-19,999	<input type="radio"/> \$75,000-99,999
<input type="radio"/> \$20,000-24,999	<input type="radio"/> \$100,000-149,999
<input type="radio"/> \$25,000-29,999	<input type="radio"/> \$150,000-199,999
<input type="radio"/> \$30,000-39,999	<input type="radio"/> \$200,000-249,999
<input type="radio"/> \$40,000-49,999	<input type="radio"/> \$250,000 or more

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

None (I am confident that I will have sufficient funds)

Some (but I probably will have enough funds)

Major (not sure I will have enough funds to complete college)

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

	Yours	Father's	Mother's
Baptist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddhist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Church of Christ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eastern Orthodox	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Episcopalian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hindu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LDS (Mormon)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lutheran	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Muslim	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presbyterian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roman Catholic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seventh Day Adventist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
United Church of Christ/Congregational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Christian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Frequently	Occasionally	Not at All
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in political demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet:			
For research or homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To read news sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To read blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To blog	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as a part of a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<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"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<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"/>
Emotional health	<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"/>
Physical health	<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"/>
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"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<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"/>

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

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Ability to see the world from someone else's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance of others with different beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness to having my own views challenged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to discuss and negotiate controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work cooperatively with diverse people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Father	Mother
Grammar school or less	<input type="radio"/>	<input type="radio"/>
Some high school	<input type="radio"/>	<input type="radio"/>
High school graduate	<input type="radio"/>	<input type="radio"/>
Postsecondary school other than college	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
College degree	<input type="radio"/>	<input type="radio"/>
Some graduate school	<input type="radio"/>	<input type="radio"/>
Graduate degree	<input type="radio"/>	<input type="radio"/>

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

	Frequently	Occasionally	Not at All
Ask questions in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support your opinions with a logical argument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek solutions to problems and explain them to others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revise your papers to improve your writing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate the quality or reliability of information you received	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a risk because you feel you have more to gain	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek alternative solutions to a problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Look up scientific research articles and resources	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore topics on your own, even though it was not required for a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accept mistakes as part of the learning process	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek feedback on your academic work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take notes during class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

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

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

33. Mark one in each row:

		1 Disagree Strongly	2 Disagree Somewhat	3 Agree Somewhat	4 Agree Strongly
There is too much concern in the courts for the rights of criminals	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Abortion should be legal	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
The death penalty should be abolished	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Marijuana should be legalized	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
It is important to have laws prohibiting homosexual relationships	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Racial discrimination is no longer a major problem in America	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Realistically, an individual can do little to bring about changes in our society	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Wealthy people should pay a larger share of taxes than they do now	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Same-sex couples should have the right to legal marital status	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Affirmative action in college admissions should be abolished	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Federal military spending should be increased	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
The federal government should do more to control the sale of handguns	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Only volunteers should serve in the armed forces	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
The federal government is not doing enough to control environmental pollution	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
A national health care plan is needed to cover everybody's medical costs	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Undocumented immigrants should be denied access to public education	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Through hard work, everybody can succeed in American society	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Dissent is a critical component of the political process	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Colleges have the right to ban extreme speakers from campus	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
The federal government should raise taxes to reduce the deficit	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	
Addressing global warming should be a federal priority	<input type="radio"/> 4	<input type="radio"/> 3	<input type="radio"/> 2	<input type="radio"/> 1	

34. During your last year in high school, how much time did you spend during a typical week doing the following activities?

Hours per week:	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Talking with teachers outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercise or sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student clubs/groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Household/childcare duties	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for pleasure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing video/computer games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Online social networks (MySpace, Facebook, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

35. Are you: (Mark all that apply)

- White/Caucasian
- African American/Black
- American Indian/Alaska Native
- Asian American/Asian
- Native Hawaiian/Pacific Islander
- Mexican American/Chicano
- Puerto Rican
- Other Latino
- Other

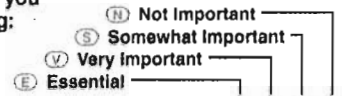
36. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)

		Very Important	Somewhat Important	Not Important
My parents wanted me to come here	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
My relatives wanted me to come here	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
My teacher advised me	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
This college has a very good academic reputation	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
This college has a good reputation for its social activities	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
I was offered financial assistance	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
The cost of attending this college	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
High school counselor advised me	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
Private college counselor advised me	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
I wanted to live near home	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
Not offered aid by first choice	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
Could not afford first choice	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
This college's graduates gain admission to top graduate/professional schools	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
This college's graduates get good jobs	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
I was attracted by the religious affiliation/orientation of the college	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
I wanted to go to a school about the size of this college	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
Rankings in national magazines	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
Information from a website	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
I was admitted through an Early Action or Early Decision program	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
The athletic department recruited me	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	
A visit to the campus	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N	

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

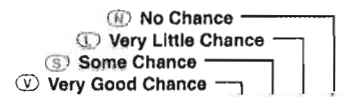
- | | |
|--|--|
| ARTS AND HUMANITIES | PHYSICAL SCIENCE |
| Art, fine and applied 1 | Astronomy 43 |
| English (language and literature) 2 | Atmospheric Science (incl. Meteorology) 44 |
| History 3 | Chemistry 45 |
| Journalism 4 | Earth Science 46 |
| Language and Literature (except English) 5 | Marine Science (incl. Oceanography) 47 |
| Music 6 | Mathematics 48 |
| Philosophy 7 | Physics 49 |
| Speech 8 | Other Physical Science 50 |
| Theater or Drama 9 | PROFESSIONAL |
| Theology or Religion 10 | Architecture or Urban Planning 51 |
| Other Arts and Humanities 11 | Family & Consumer Sciences 52 |
| BIOLOGICAL SCIENCE | Health Technology (medical, dental, laboratory) 53 |
| Biology (general) 12 | Library or Archival Science 54 |
| Biochemistry or Biophysics 13 | Medicine, Dentistry, Veterinary Medicine 55 |
| Botany 14 | Nursing 56 |
| Environmental Science 15 | Pharmacy 57 |
| Marine (Life) Science 16 | Therapy (occupational, physical, speech) 58 |
| Microbiology or Bacteriology 17 | Other Professional 59 |
| Zoology 18 | SOCIAL SCIENCE |
| Other Biological Science 19 | Anthropology 60 |
| BUSINESS | Economics 61 |
| Accounting 20 | Ethnic Studies 62 |
| Business Admin. (general) 21 | Geography 63 |
| Finance 22 | Political Science (gov't., international relations) 64 |
| International Business 23 | Psychology 65 |
| Marketing 24 | Public Policy 66 |
| Management 25 | Social Work 67 |
| Secretarial Studies 26 | Sociology 68 |
| Other Business 27 | Women's Studies 69 |
| EDUCATION | Other Social Science 70 |
| Business Education 28 | TECHNICAL |
| Elementary Education 29 | Building Trades 71 |
| Music or Art Education 30 | Data Processing or Computer Programming 72 |
| Physical Education or Recreation 31 | Drafting or Design 73 |
| Secondary Education 32 | Electronics 74 |
| Special Education 33 | Mechanics 75 |
| Other Education 34 | Other Technical 76 |
| ENGINEERING | OTHER FIELDS |
| Aeronautical or Astronautical Eng. 35 | Agriculture 77 |
| Civil Engineering 36 | Communications 78 |
| Chemical Engineering 37 | Computer Science 79 |
| Computer Engineering 38 | Forestry 80 |
| Electrical or Electronic Engineering 39 | Kinesiology 81 |
| Industrial Engineering 40 | Law Enforcement 82 |
| Mechanical Engineering 41 | Military Science 83 |
| Other Engineering 42 | Other Field 84 |
| | Undecided 85 |

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



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

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



- Change major field? V S L N
- Change career choice? V S L N
- Participate in student government? V S L N
- Get a job to help pay for college expenses? V S L N
- Work full-time while attending college? V S L N
- Join a social fraternity or sorority? V S L N
- Play varsity/intercollegiate athletics? V S L N
- Make at least a "B" average? V S L N
- Need extra time to complete your degree requirements? V S L N
- Participate in student protests or demonstrations? V S L N
- Transfer to another college before graduating? V S L N
- Be satisfied with your college? V S L N
- Participate in volunteer or community service work? V S L N
- Seek personal counseling? V S L N
- Communicate regularly with your professors? V S L N
- Socialize with someone of another racial/ethnic group? V S L N
- Participate in student clubs/groups? V S L N
- Participate in a study abroad program? V S L N
- Have a roommate of a different race/ethnicity? V S L N
- Discuss course content with students outside of class? V S L N
- Work on a professor's research project? V S L N
- Get tutoring help in specific courses? V S L N

40. Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses? HERI maintains strict standards of confidentiality and would require your college to sign a pledge of confidentiality.

Yes No

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

- | | | | | |
|---------------|---------------|---------------|---------------|---------------|
| 41. A B C D E | 45. A B C D E | 49. A B C D E | 53. A B C D E | 57. A B C D E |
| 42. A B C D E | 46. A B C D E | 50. A B C D E | 54. A B C D E | 58. A B C D E |
| 43. A B C D E | 47. A B C D E | 51. A B C D E | 55. A B C D E | 59. A B C D E |
| 44. A B C D E | 48. A B C D E | 52. A B C D E | 56. A B C D E | 60. A B C D E |

THANK YOU!

APPENDIX II

USU STUDENT RESPONSES TO 2008 CIRP FRESHMAN SURVEY

2008 COMPARATIVE CIRP RESULTS

Respondents Are First-time Full-Time Students	Utah State University Students			Medium Selective Public Universities			All Public Universities			
	#	Men	Women	Total	Men	Women	Total	Men	Women	Total
Number of Respondents	857	1,309	2,166	9,333	10,109	19,442	31,321	36,444	67,765	
In what year did you graduate from high school?	2,162									
2008		85.2	97.8	92.8	97.7	99.1	98.4	98.6	99.3	98.9
2007		2.2	1.2	1.6	0.9	0.7	0.8	0.7	0.5	0.6
2006		1.9	0.2	0.8	0.3	0.1	0.2	0.2	0.1	0.1
2005 or earlier		10.2	0.5	4.3	1.0	0.1	0.5	0.4	0.1	0.2
Did not graduate but passed G.E.D. test		0.4	0.3	0.3	0.1	0.0	0.0	0.1	0.0	0.1
Never completed high school		0.1	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0
How many miles is this college from your permanent home?	2,003									
5 or less		10.9	8.7	9.6	3.2	2.8	3.0	2.8	2.6	2.7
6 to 10		6.5	7.7	7.2	2.1	2.4	2.2	2.6	2.8	2.7
11 to 50		16.4	13.1	14.5	16.4	15.8	16.1	19.1	17.7	18.3
51 to 100		34.7	34.6	34.6	24.8	25.7	25.3	19.5	20.3	19.9
101 to 500		26.6	30.1	28.7	45.3	45.2	45.2	45.7	45.5	45.6
Over 500		4.8	5.8	5.4	8.3	8.0	8.2	10.3	11.1	10.7
What was your average grade in high school?	2,120									
A or A+		26.6	38.4	33.8	19.0	25.8	22.5	24.7	30.1	27.5
A-		28.3	31.6	30.3	27.5	30.5	29.1	29.0	31.4	30.3
B+		19.7	15.4	17.1	26.4	23.4	24.8	21.7	20.1	20.9
B		16.5	11.5	13.5	20.9	16.9	18.8	17.8	14.3	16.0
B-		4.8	1.6	2.9	4.5	2.6	3.5	4.4	2.9	3.6
C+		2.3	1.0	1.5	1.2	0.6	0.9	1.6	0.9	1.2
C		1.6	0.4	0.8	0.5	0.2	0.4	0.7	0.3	0.5
D		0.2	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
From what kind of high school did you graduate?	2,151									
Public school (<u>not</u> charter or magnet)		97.2	98.2	97.8	85.8	87.6	86.7	81.4	82.8	82.1
Public charter school		1.1	0.8	0.9	1.2	1.3	1.2	1.6	1.6	1.6
Public magnet school		0.2	0.2	0.2	1.5	1.8	1.7	3.3	3.9	3.6
Private religious/parochial school		0.8	0.4	0.6	7.6	6.8	7.2	8.8	7.8	8.2
Private independent college-prep school		0.0	0.2	0.1	3.5	2.2	2.8	4.7	3.6	4.1
Home school		0.7	0.3	0.5	0.4	0.3	0.4	0.3	0.3	0.3
Prior to this term, have you ever taken courses for credit at <u>this</u> institution?	2,117									
No		76.7	71.8	73.7	94.3	94.5	94.4	95.4	96.1	95.8
Yes		23.3	28.2	26.3	5.7	5.5	5.6	4.6	3.9	4.2
Since leaving high school, have you ever taken courses, whether for credit or not for credit, at <u>any other</u> institution (university, 4- or 2-year college, technical, vocational, or business school)?	2,110									
No		91.5	87.1	88.8	88.3	85.5	86.9	88.7	86.5	87.5
Yes		8.5	12.9	11.2	11.7	14.5	13.1	11.3	13.5	12.5
Where do you plan to live during the fall term?	2,107									
With my family or other relatives		18.3	15.5	16.7	4.9	4.5	4.7	5.7	5.4	5.6
Other private home, apartment, or room		23.2	24.8	24.2	4.1	4.2	4.1	4.1	4.2	4.2
College residence hall		45.8	44.0	44.8	85.7	86.6	86.2	85.8	86.2	86.0
Fraternity or sorority house		0.0	0.0	0.0	1.2	0.2	0.7	1.4	0.9	1.1
Other campus student housing		11.9	15.1	13.8	3.8	4.3	4.0	2.7	3.1	2.9
Other		0.7	0.6	0.6	0.3	0.2	0.3	0.3	0.2	0.2

2008 COMPARATIVE CIRP RESULTS

Respondents Are First-time Full-Time Students	Utah State University Students			Medium Selective Public Universities			All Public Universities			
	#	Men	Women	Total	Men	Women	Total	Men	Women	Total
To how many colleges other than this one did you apply for admission this year?										
None	2,153	44.9	40.8	42.4	23.2	20.8	21.9	15.7	13.4	14.5
One		19.9	23.1	21.8	13.3	13.7	13.5	10.9	10.6	10.7
Two		16.7	17.1	16.9	14.4	13.8	14.1	13.1	12.6	12.9
Three		11.9	12.1	12.0	14.2	13.5	13.8	14.7	13.9	14.3
Four		4.1	4.4	4.3	10.5	10.8	10.7	12.0	12.3	12.2
Five		1.9	1.0	1.3	7.8	7.7	7.7	9.7	9.8	9.8
Six		0.4	0.8	0.7	5.4	6.4	5.9	7.6	8.2	7.9
Seven to ten		0.4	0.5	0.5	9.7	11.2	10.5	13.4	15.8	14.7
Eleven or more		0.0	0.2	0.1	1.6	2.0	1.8	2.7	3.4	3.0
Were you accepted by your first choice college?										
Yes	2,147	94.7	96.2	95.6	78.4	81.2	79.8	72.1	75.7	74.0
No		5.3	3.8	4.4	21.6	18.8	20.2	27.9	24.3	26.0
Is this college your:										
First choice?	2,157	85.3	86.7	86.1	66.4	65.6	66.0	61.2	60.4	60.8
Second choice?		13.3	12.2	12.6	22.0	22.3	22.2	24.0	25.1	24.6
Third choice?		1.3	1.0	1.1	7.0	7.1	7.0	9.0	8.7	8.9
Less than third choice?		0.1	0.2	0.1	4.6	5.0	4.8	5.7	5.7	5.7
Citizenship status										
U.S. citizen	2,164	99.6	99.7	99.7	96.3	97.1	96.7	95.5	96.3	95.9
Permanent resident (green card)		0.1	0.2	0.1	1.7	1.7	1.7	2.9	2.6	2.8
Neither		0.2	0.2	0.2	2.0	1.2	1.5	1.6	1.1	1.3
Are your parents:										
Both alive and living with each other?	2,160	84.8	85.3	85.1	77.6	74.5	76.0	76.9	72.3	74.5
Both alive, divorced or living apart?		12.5	12.6	12.5	19.6	22.6	21.2	20.1	24.4	22.3
One or both deceased?		2.7	2.1	2.4	2.8	2.8	2.8	3.1	3.3	3.2
During high school (grades 9-12) how many years did you study each of the following subjects? [1]										
English (4 years)	2,119	95.8	97.3	96.7	97.5	98.0	97.7	98.3	98.6	98.5
Mathematics (3 years)	2,105	96.1	94.8	95.3	98.9	98.4	98.6	99.1	98.9	99.0
Foreign Language (2 years)	2,114	56.7	66.4	62.5	93.0	93.8	93.4	94.5	95.7	95.2
Physical Science (2 years)	1,947	67.5	57.7	61.6	71.4	62.4	66.8	71.2	62.5	66.7
Biological Science (2 years)	1,957	47.3	51.5	49.8	45.9	53.4	49.8	49.7	55.1	52.5
History/Am. Govt. (1 year)	2,026	99.3	99.6	99.5	99.2	99.1	99.1	99.2	99.0	99.1
Computer Science (1/2 year)	1,972	91.0	90.6	90.8	68.8	60.3	64.4	62.1	51.9	56.8
Arts and/or Music (1 year)	2,027	91.4	94.3	93.1	82.3	90.6	86.6	79.4	87.5	83.7
WHAT IS THE HIGHEST ACADEMIC DEGREE THAT YOU INTEND TO OBTAIN?										
Highest planned										
None	1,987	0.5	0.4	0.5	0.6	0.6	0.6	0.6	0.6	0.6
Vocational certificate		0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1	0.1
Associate (A.A. or equivalent)		0.6	1.3	1.0	0.4	0.4	0.4	0.3	0.3	0.3
Bachelor's degree (B.A., B.S., etc.)		23.0	45.5	36.5	28.7	26.4	27.6	20.9	18.4	19.6
Master's degree (M.A., M.S., etc.)		44.7	37.4	40.3	42.4	41.7	42.1	42.4	40.9	41.6
Ph.D. or Ed.D.		17.3	8.9	12.2	18.1	16.3	17.2	19.6	20.0	19.8
M.D., D.O., D.D.S., D.V.M.		9.5	4.8	6.6	6.0	10.0	8.0	10.4	14.0	12.3
J.D. (Law)		3.3	1.1	2.0	2.7	2.9	2.8	4.5	4.3	4.4
B.D. or M.Div. (Divinity)		0.0	0.0	0.0	0.1	0.1	0.1	0.2	0.2	0.2
Other		1.0	0.6	0.8	1.0	1.4	1.2	1.0	1.3	1.2

2008 COMPARATIVE CIRP RESULTS

Respondents Are First-time Full-Time Students	Utah State University Students			Medium Selective Public Universities			All Public Universities			
	#	Men	Women	Total	Men	Women	Total	Men	Women	Total
Highest planned at this college	1,587									
None		1.3	0.3	0.8	1.3	1.0	1.1	0.9	0.8	0.8
Vocational certificate		0.1	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1
Associate (A.A. or equivalent)		3.0	5.6	4.5	0.9	1.6	1.3	0.9	1.2	1.1
Bachelor's degree (B.A., B.S., etc.)		62.5	71.6	67.7	68.0	72.3	70.2	65.2	68.3	66.8
Master's degree (M.A., M.S., etc.)		28.1	20.2	23.5	22.8	18.0	20.3	23.4	19.9	21.6
Ph.D. or Ed.D.		3.6	1.2	2.2	4.7	3.4	4.0	4.9	4.4	4.7
M.D., D.O., D.D.S., D.V.M.		0.6	0.5	0.6	1.0	2.3	1.6	2.9	3.7	3.3
J.D. (Law)		0.1	0.0	0.1	0.1	0.1	0.1	0.7	0.6	0.7
B.D. or M.DIV. (Divinity)		0.0	0.2	0.1	0.0	0.1	0.0	0.1	0.1	0.1
Other		0.6	0.2	0.4	1.0	1.2	1.1	0.8	0.9	0.8
HOW WOULD YOU DESCRIBE THE RACIAL COMPOSITION OF THE:										
High school I last attended	2,155									
Completely non-White		0.0	0.2	0.1	2.0	2.0	2.0	2.6	3.3	3.0
Mostly non-White		1.6	2.2	2.0	7.8	9.1	8.5	13.9	15.3	14.6
Roughly half non-White		11.5	14.8	13.5	19.5	22.6	21.1	23.8	26.2	25.1
Mostly White		79.8	78.1	78.8	60.0	57.3	58.6	52.1	48.6	50.2
Completely White		7.1	4.7	5.6	10.8	9.1	9.9	7.6	6.6	7.1
Neighborhood where I grew up	2,103									
Completely non-White		0.6	0.4	0.5	3.1	3.4	3.2	4.3	5.3	4.9
Mostly non-White		2.3	2.0	2.1	6.9	7.4	7.1	11.4	12.1	11.8
Roughly half non-White		6.6	5.1	5.7	10.2	10.8	10.5	13.8	14.1	14.0
Mostly White		67.0	69.6	68.6	53.7	53.8	53.7	51.1	50.3	50.7
Completely White		23.4	22.8	23.1	26.1	24.7	25.4	19.3	18.1	18.7
Do you have a disability?										
Hearing	2,166	0.9	0.2	0.5	0.6	0.5	0.5	0.5	0.4	0.5
Speech	2,166	0.1	0.1	0.1	0.2	0.1	0.2	0.3	0.1	0.2
Orthopedic	2,166	0.2	0.3	0.3	0.4	0.4	0.4	0.3	0.4	0.4
Learning disability	2,166	1.4	1.4	1.4	2.7	2.1	2.4	2.1	1.7	1.9
Partially sighted or blind	2,166	1.8	1.5	1.6	1.4	1.0	1.2	1.6	1.3	1.4
Health-related	2,166	0.4	1.4	1.0	1.1	1.3	1.2	1.1	1.3	1.2
Other	2,166	0.9	0.5	0.7	1.4	1.0	1.2	1.2	0.9	1.0
HOW MUCH OF YOUR FIRST YEAR'S EDUCATIONAL EXPENSES (ROOM, BOARD TUITION, AND FEES) DO YOU EXPECT TO COVER FROM:										
Family resources (parents, relatives, spouse, etc.)	2,166									
None		28.1	23.2	25.2	16.4	16.8	16.6	16.0	16.9	16.5
Less than \$1,000		17.5	19.3	18.6	10.0	11.0	10.5	8.8	10.4	9.6
\$1,000 to 2,999		26.5	25.4	25.9	12.4	13.3	12.9	11.8	13.1	12.5
\$3,000 to 5,999		14.6	18.7	17.1	13.0	13.8	13.4	12.4	13.2	12.8
\$6,000 to 9,999		7.7	7.5	7.6	13.1	13.0	13.0	11.9	11.5	11.7
\$10,000 +		5.6	5.8	5.7	35.1	32.3	33.6	39.1	34.9	36.9

2008 COMPARATIVE CIRP RESULTS

Respondents Are First-time Full-Time Students	Utah State University Students			Medium Selective Public Universities			All Public Universities			
	#	Men	Women	Total	Men	Women	Total	Men	Women	Total
My own resources (savings from work, work-study, other income)	2,166									
None		14.1	15.8	15.1	28.4	27.2	27.7	33.1	31.9	32.4
Less than \$1,000		21.1	25.5	23.8	23.8	28.5	26.3	24.4	28.4	26.5
\$1,000 to 2,999		40.5	36.7	38.2	28.9	28.0	28.4	26.4	25.9	26.1
\$3,000 to 5,999		16.7	16.5	16.6	12.1	11.1	11.6	10.5	9.4	9.9
\$6,000 to 9,999		5.4	3.9	4.5	4.0	3.0	3.5	3.2	2.5	2.8
\$10,000 +		2.2	1.5	1.8	2.9	2.3	2.6	2.4	2.0	2.2
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)	2,166									
None		31.6	26.4	28.5	36.6	33.2	34.8	37.0	31.7	34.2
Less than \$1,000		8.9	11.2	10.3	10.7	11.3	11.1	8.2	8.6	8.4
\$1,000 to 2,999		20.3	21.2	20.8	16.2	17.0	16.6	14.3	15.0	14.7
\$3,000 to 5,999		22.4	21.9	22.1	13.0	14.1	13.6	12.7	14.3	13.5
\$6,000 to 9,999		9.5	12.1	11.0	9.9	10.4	10.2	10.3	11.2	10.8
\$10,000 +		7.4	7.2	7.2	13.5	14.1	13.8	17.6	19.2	18.4
Aid which <u>must</u> be repaid (loans, etc.)	2,166									
None		75.3	75.5	75.4	51.7	49.7	50.6	55.8	53.2	54.4
Less than \$1,000		5.4	4.4	4.8	3.1	3.4	3.2	3.2	3.8	3.5
\$1,000 to 2,999		7.0	6.0	6.4	7.9	9.0	8.5	7.9	8.4	8.2
\$3,000 to 5,999		7.6	9.2	8.5	14.7	15.8	15.3	13.8	14.8	14.3
\$6,000 to 9,999		2.3	3.4	3.0	9.9	9.3	9.6	8.2	8.3	8.3
\$10,000 +		2.5	1.6	1.9	12.7	12.8	12.8	11.1	11.5	11.3
Other than above	2,166									
None		97.0	96.6	96.8	93.8	94.5	94.1	93.9	94.4	94.1
Less than \$1,000		1.9	2.3	2.1	2.6	2.1	2.4	2.6	2.2	2.4
\$1,000 to 2,999		0.5	0.8	0.6	1.6	1.5	1.5	1.5	1.5	1.5
\$3,000 to 5,999		0.6	0.2	0.3	0.9	0.7	0.8	0.8	0.7	0.8
\$6,000 to 9,999		0.0	0.2	0.1	0.4	0.4	0.4	0.5	0.5	0.5
\$10,000 +		0.1	0.0	0.0	0.7	0.8	0.7	0.8	0.8	0.8
What is your <u>best estimate</u> of your parents' total income last year? Consider income from all sources before taxes	1,929									
Less than \$10,000		1.3	1.2	1.2	1.7	2.3	2.0	2.2	3.2	2.7
\$10,000 to 14,999		1.0	1.6	1.3	1.3	2.1	1.7	1.7	2.7	2.2
\$15,000 to 19,999		0.9	0.7	0.8	1.4	1.7	1.6	1.9	2.4	2.1
\$20,000 to 24,999		1.3	1.8	1.6	2.4	2.8	2.6	2.6	3.4	3.0
\$25,000 to 29,999		2.9	1.6	2.1	2.1	3.1	2.6	2.4	3.2	2.8
\$30,000 to 39,999		5.6	5.4	5.5	4.6	5.9	5.3	4.8	6.3	5.6
\$40,000 to 49,999		8.2	7.2	7.6	5.9	6.7	6.3	5.5	7.0	6.3
\$50,000 to 59,999		10.7	11.6	11.2	8.1	9.1	8.6	7.0	8.0	7.5
\$60,000 to 74,999		12.5	15.7	14.4	10.6	12.3	11.5	9.5	10.8	10.2
\$75,000 to 99,999		24.3	21.5	22.7	17.2	16.6	16.9	15.5	14.4	14.9
\$100,000 to 149,999		20.6	19.6	20.0	23.8	18.8	21.3	22.9	18.1	20.4
\$150,000 to 199,999		4.9	6.1	5.6	9.5	8.2	8.9	10.0	8.6	9.3
\$200,000 to 249,999		2.1	2.4	2.3	4.6	4.1	4.4	5.5	4.5	5.0
\$250,000 or more		3.7	3.5	3.6	6.7	6.2	6.5	8.6	7.4	8.0
Do you have any concern about your ability to finance your college education?	2,122									
None (I am confident that I will have sufficient funds)		31.4	23.8	26.8	40.2	28.8	34.3	41.3	30.2	35.4
Some (but I probably will have enough funds)		58.9	59.9	59.5	52.1	59.1	55.8	50.6	57.1	54.0
Major (not sure I will have enough funds to complete college)		9.7	16.4	13.7	7.7	12.1	10.0	8.2	12.7	10.6

2008 COMPARATIVE CIRP RESULTS

Respondents Are First-time Full-Time Students	Utah State University Students			Medium Selective Public Universities			All Public Universities			
	#	Men	Women	Total	Men	Women	Total	Men	Women	Total
Your current religious preference	2,140									
Baptist		0.8	0.6	0.7	5.5	5.7	5.6	5.7	6.4	6.1
Buddhist		0.0	0.1	0.0	1.4	1.3	1.4	2.2	2.0	2.1
Church of Christ		0.8	0.2	0.5	3.8	3.0	3.4	4.1	3.2	3.6
Eastern Orthodox		0.2	0.0	0.1	0.6	0.5	0.6	0.7	0.7	0.7
Episcopalian		0.1	0.1	0.1	0.6	1.0	0.8	1.1	1.3	1.2
Hindu		0.0	0.1	0.0	1.3	0.7	1.0	1.6	1.3	1.4
Jewish		0.2	0.1	0.1	2.0	2.3	2.2	3.6	3.4	3.5
LDS (Mormon)		81.6	87.2	85.0	6.7	9.6	8.2	2.5	3.6	3.1
Lutheran		0.5	0.7	0.6	7.6	7.9	7.8	4.4	4.7	4.5
Methodist		0.1	0.6	0.4	4.8	5.6	5.2	4.2	4.6	4.4
Muslim		0.0	0.0	0.0	0.7	0.5	0.6	1.2	0.9	1.0
Presbyterian		0.7	0.2	0.4	2.3	2.1	2.2	3.6	3.8	3.7
Quaker		0.0	0.1	0.0	0.2	0.2	0.2	0.2	0.1	0.2
Roman Catholic		3.5	1.9	2.6	22.8	23.8	23.3	23.7	25.2	24.5
Seventh Day Adventist		0.0	0.0	0.0	0.1	0.2	0.2	0.2	0.4	0.3
United Church of Christ/Congregational		0.0	0.0	0.0	0.7	0.8	0.7	0.5	0.6	0.6
Other Christian		1.7	2.0	1.9	10.5	11.4	11.0	10.8	12.4	11.7
Other Religion		0.6	0.7	0.7	2.8	2.9	2.9	2.9	2.9	2.9
None		9.1	5.3	6.8	25.6	20.5	23.0	26.8	22.6	24.6
Father's current religious preference	2,093									
Baptist		0.7	1.0	0.9	5.9	6.1	6.0	6.0	6.6	6.3
Buddhist		0.2	0.2	0.2	1.9	1.9	1.9	3.1	3.0	3.1
Church of Christ		0.7	0.2	0.4	4.5	3.2	3.8	4.5	3.1	3.8
Eastern Orthodox		0.4	0.1	0.2	0.6	0.6	0.6	0.8	0.8	0.8
Episcopalian		0.1	0.2	0.2	0.9	1.1	1.0	1.5	1.6	1.5
Hindu		0.0	0.0	0.0	1.6	0.8	1.2	2.0	1.4	1.7
Jewish		0.1	0.1	0.1	2.6	3.0	2.8	4.5	4.1	4.2
LDS (Mormon)		82.8	85.4	84.3	7.0	9.6	8.4	2.7	3.7	3.2
Lutheran		0.5	1.0	0.8	9.1	8.9	9.0	5.5	5.4	5.4
Methodist		0.2	0.7	0.5	6.1	5.8	6.0	5.1	4.8	4.9
Muslim		0.0	0.2	0.1	1.0	0.9	0.9	1.5	1.3	1.4
Presbyterian		0.6	0.4	0.5	2.5	2.7	2.6	4.1	4.2	4.1
Quaker		0.0	0.1	0.0	0.2	0.1	0.2	0.2	0.2	0.2
Roman Catholic		4.0	2.6	3.2	26.5	26.6	26.5	27.0	28.0	27.5
Seventh Day Adventist		0.0	0.0	0.0	0.2	0.3	0.3	0.3	0.5	0.4
United Church of Christ/Congregational		0.0	0.2	0.1	0.9	0.9	0.9	0.7	0.7	0.7
Other Christian		1.6	1.3	1.4	10.6	10.2	10.4	10.8	11.0	10.9
Other Religion		0.6	0.5	0.5	1.6	2.0	1.8	2.0	2.2	2.1
None		7.5	5.9	6.5	16.1	15.3	15.7	17.8	17.4	17.6
Mother's current religious preference	2,098									
Baptist		1.1	0.6	0.8	6.6	6.3	6.4	6.5	6.9	6.7
Buddhist		0.2	0.2	0.2	2.0	2.0	2.0	3.4	3.2	3.3
Church of Christ		0.5	0.4	0.4	4.7	3.4	4.0	4.9	3.6	4.2
Eastern Orthodox		0.2	0.0	0.1	0.8	0.7	0.7	0.9	0.9	0.9
Episcopalian		0.4	0.2	0.2	1.1	1.5	1.3	1.7	1.9	1.8
Hindu		0.0	0.0	0.0	1.5	0.7	1.1	1.9	1.4	1.6
Jewish		0.2	0.1	0.1	2.8	2.7	2.7	4.3	3.9	4.1
LDS (Mormon)		84.3	87.9	86.5	7.1	9.8	8.5	2.8	3.7	3.3
Lutheran		0.5	0.9	0.8	9.2	9.0	9.1	5.6	5.5	5.5
Methodist		0.5	0.9	0.7	6.4	6.7	6.5	5.4	5.6	5.5
Muslim		0.0	0.1	0.0	0.8	0.7	0.7	1.3	1.1	1.2
Presbyterian		1.1	0.3	0.6	2.9	2.7	2.8	4.5	4.5	4.5
Quaker		0.0	0.1	0.0	0.2	0.3	0.2	0.2	0.2	0.2
Roman Catholic		4.2	2.4	3.1	28.0	28.3	28.1	29.0	30.1	29.6
Seventh Day Adventist		0.0	0.0	0.0	0.3	0.3	0.3	0.3	0.5	0.4
United Church of Christ/Congregational		0.0	0.1	0.0	0.9	1.0	0.9	0.7	0.8	0.8
Other Christian		1.9	1.9	1.9	11.3	11.6	11.4	11.8	12.4	12.1
Other Religion		0.5	0.5	0.5	2.0	2.2	2.1	2.1	2.4	2.2
None		4.4	3.6	3.9	11.5	10.4	10.9	12.6	11.6	12.1

2008 COMPARATIVE CIRP RESULTS

Respondents Are First-time Full-Time Students	Utah State University Students				Medium Selective Public Universities			All Public Universities		
	#			Total			Total			Total
		Men	Women		Men	Women		Men	Women	
During the past year, student "frequently" or "occasionally":										
Attended a religious service	2,145	91.4	96.2	94.3	73.5	78.5	76.1	71.7	76.0	73.9
Was bored in class [2]	2,141	26.4	23.4	24.6	44.2	40.3	42.1	42.6	38.9	40.6
Participated in political demonstrations	2,122	23.6	25.7	24.9	25.9	27.3	26.7	25.1	26.7	26.0
Tutored another student	2,129	55.3	60.0	58.1	54.9	57.4	56.2	61.0	64.3	62.7
Studied with other students	2,137	82.4	93.4	89.1	86.2	91.9	89.2	87.4	92.4	90.0
Was a guest in a teacher's home	2,138	19.9	20.5	20.3	22.3	21.5	21.8	20.3	20.4	20.3
Smoked cigarettes [2]	2,144	0.5	0.3	0.4	4.2	3.8	4.0	3.9	3.0	3.4
Drank beer	2,145	4.7	1.7	2.9	42.6	33.6	37.9	43.4	33.4	38.1
Drank wine or liquor	2,140	5.3	3.0	3.9	41.7	42.7	42.2	43.5	42.9	43.2
Felt overwhelmed by all I had to do [2]	2,140	12.2	31.1	23.6	15.9	39.0	28.0	16.0	36.6	26.9
Felt depressed [2]	2,139	2.8	4.2	3.6	5.2	7.7	6.5	4.6	6.7	5.7
Performed volunteer work	2,141	90.2	93.6	92.2	80.7	89.2	85.2	83.5	90.7	87.3
Played a musical instrument	2,140	65.0	71.0	68.6	52.6	46.3	49.3	51.0	44.2	47.4
Asked a teacher for advice after class [2]	2,138	23.5	27.6	26.0	25.1	31.9	28.6	25.0	31.3	28.3
Voted in a student election [2]	2,129	26.8	31.8	29.8	19.4	22.4	20.9	20.6	24.6	22.8
Socialized with someone of another racial/ethnic group [2]	2,143	64.5	66.2	65.6	62.5	65.6	64.1	70.1	72.1	71.2
Came late to class	2,128	66.4	72.7	70.2	60.5	59.0	59.7	62.4	59.9	61.1
Used the Internet: [2]										
For research or homework	2,147	69.5	85.0	78.9	70.9	82.5	77.0	74.2	84.0	79.4
To read news sites	2,139	31.3	31.9	31.7	46.2	38.6	42.2	48.8	41.4	44.9
To read blogs	2,139	9.8	20.1	16.0	21.8	27.3	24.7	23.7	27.5	25.7
To blog	2,132	4.7	13.5	10.0	11.3	17.5	14.5	11.7	16.8	14.4
Performed community service as part of a class	2,132	49.6	70.3	62.1	53.0	62.9	58.2	54.6	62.4	58.7
Discussed religion [2]	2,145	57.3	66.8	63.0	30.7	34.3	32.6	29.6	32.6	31.2
Discussed politics [2]	2,132	39.3	39.2	39.3	37.3	35.0	36.1	40.0	37.2	38.5
Worked on a local, state or national political campaign	2,135	9.3	8.1	8.6	12.3	11.7	12.0	12.4	12.6	12.5
Student rated self "above average" or "highest 10%" as compared with the average person of his/her age in:										
Academic ability	2,141	79.9	74.7	76.8	80.3	70.7	75.3	83.0	75.7	79.2
Artistic ability	2,147	32.2	36.9	35.1	29.3	32.9	31.1	28.3	32.2	30.4
Computer skills	2,145	50.8	28.5	37.3	51.5	27.5	39.0	52.6	29.9	40.6
Cooperativeness	2,138	78.3	81.3	80.1	73.4	75.1	74.3	74.6	76.9	75.8
Creativity	2,145	59.1	61.4	60.5	56.8	56.2	56.5	56.5	56.7	56.6
Drive to achieve	2,146	76.7	79.6	78.5	71.3	77.7	74.6	74.7	81.5	78.3
Emotional health	2,145	64.7	58.5	60.9	61.8	50.4	55.9	64.8	53.1	58.6
Leadership ability	2,143	69.3	65.9	67.2	63.7	60.2	61.8	65.5	62.6	64.0
Mathematical ability	2,142	58.0	39.0	46.5	63.2	37.8	50.0	65.4	42.8	53.5
Physical health	2,147	72.6	48.4	58.0	66.9	47.2	56.6	68.5	49.8	58.6
Popularity	2,137	41.4	29.3	34.1	43.6	31.3	37.2	46.1	34.3	39.8
Public speaking ability	2,143	45.8	38.9	41.7	40.0	34.4	37.1	42.1	37.0	39.4
Self-confidence (intellectual)	2,142	70.7	59.5	63.9	69.4	52.7	60.7	72.6	57.1	64.4
Self-confidence (social)	2,142	59.6	51.2	54.5	54.1	47.9	50.9	57.0	50.6	53.6
Self-understanding	2,132	64.3	60.5	62.0	62.3	54.4	58.2	64.9	57.4	60.9
Spirituality	2,143	61.8	71.7	67.8	38.4	41.8	40.2	37.7	40.4	39.1
Understanding of others	2,146	66.7	76.7	72.8	64.9	69.6	67.3	66.0	71.0	68.7
Writing ability	2,144	44.5	52.7	49.5	43.6	50.0	46.9	47.1	52.5	50.0
Note: Table shows percentage responding "frequently."										

2008 COMPARATIVE CIRP RESULTS

Respondents Are First-time Full-Time Students	Utah State University Students			Medium Selective Public Universities			All Public Universities			
	#	Men	Women	Total	Men	Women	Total	Men	Women	Total
Student rated self "above average" or "highest 10%" as compared with the average person of his/her age in:										
Ability to see the world from someone else's perspective	2,141	66.2	65.7	65.9	67.3	66.7	67.0	69.1	69.2	69.1
Tolerance of others with different beliefs	2,142	79.7	79.5	79.6	74.8	76.8	75.8	76.6	78.6	77.7
Openness to having my own views challenged	2,142	57.3	47.2	51.2	60.6	55.6	58.0	62.7	58.7	60.6
Ability to discuss and negotiate controversial issues	2,142	63.8	48.4	54.5	69.7	57.8	63.5	72.0	61.9	66.7
Ability to work cooperatively with diverse people	2,142	75.8	76.2	76.0	78.3	79.4	78.9	81.0	82.0	81.5
WHAT IS THE HIGHEST LEVEL OF FORMAL EDUCATION OBTAINED BY YOUR PARENTS?										
Father	2,124									
Grammar school or less		1.4	1.4	1.4	2.2	3.3	2.8	3.1	4.5	3.8
Some high school		1.8	1.4	1.6	2.7	3.0	2.9	3.4	4.4	3.9
High school graduate		12.5	10.8	11.5	15.1	16.7	15.9	13.9	16.2	15.1
Postsecondary school other than college		1.7	3.3	2.6	3.5	4.2	3.8	2.7	3.3	3.0
Some college		15.4	19.0	17.6	14.0	15.6	14.8	13.2	14.7	14.0
College degree		38.7	35.7	36.9	34.9	31.7	33.2	31.8	28.7	30.2
Some graduate school		2.4	2.3	2.4	2.3	2.3	2.3	2.6	2.4	2.5
Graduate degree		26.1	26.0	26.0	25.4	23.2	24.3	29.3	25.8	27.4
Mother	2,127									
Grammar school or less		1.4	1.2	1.3	2.0	2.9	2.5	2.9	4.2	3.6
Some high school		1.4	1.6	1.5	2.0	2.8	2.4	2.8	3.8	3.3
High school graduate		15.1	13.7	14.2	15.3	15.3	15.3	14.6	15.3	15.0
Postsecondary school other than college		2.0	3.6	3.0	3.5	3.6	3.6	2.9	3.3	3.1
Some college		29.2	35.7	33.1	15.9	19.9	18.0	15.3	17.8	16.6
College degree		36.9	34.4	35.4	39.3	35.5	37.3	37.3	33.6	35.3
Some graduate school		2.3	1.2	1.6	2.7	2.7	2.7	3.1	3.0	3.1
Graduate degree		11.7	8.6	9.8	19.3	17.3	18.3	21.1	18.9	19.9
During the past year, did you "frequently":										
Ask questions in class	2,141	46.2	57.1	52.8	49.1	56.7	53.1	50.2	57.8	54.3
Support your opinions with a logical argument	2,140	60.6	52.6	55.8	62.7	55.5	58.9	64.8	58.5	61.4
Seek solutions to problems and explain them to others	2,132	54.1	53.4	53.7	52.7	51.6	52.1	55.0	54.9	54.9
Revise your papers to improve your writing	2,138	40.9	63.4	54.5	36.9	56.5	47.1	37.7	55.7	47.2
Evaluate the quality or reliability of information you received	2,133	38.6	38.5	38.5	37.5	36.7	37.0	39.6	39.0	39.3
Take a risk because you feel you have more to gain	2,131	35.2	27.2	30.4	41.8	35.4	38.4	42.8	36.3	39.4
Seek alternative solutions to a problem	2,127	47.5	44.5	45.7	46.9	41.4	44.0	47.2	43.6	45.3
Look up scientific research articles and resources	2,129	21.7	15.5	17.9	25.7	20.4	22.9	26.6	21.5	23.9
Explore topics on your own, even though it was not required for a class	2,133	36.9	26.6	30.7	36.1	27.8	31.8	36.6	28.9	32.6
Accept mistakes as part of the learning process	2,132	53.2	58.2	56.2	50.4	51.9	51.2	51.6	53.5	52.6
Seek feedback on your academic work	2,132	39.4	59.6	51.6	39.1	52.3	46.0	41.6	54.4	48.3
Take notes during class	2,129	47.2	77.9	65.8	49.7	76.7	63.8	50.6	78.3	65.2

2008 COMPARATIVE CIRP RESULTS

Respondents Are First-time Full-Time Students	Utah State University Students			Medium Selective Public Universities			All Public Universities			
	#	Men	Women	Total	Men	Women	Total	Men	Women	Total
Your probable career occupation	2,046									
Accountant or actuary		2.1	1.3	1.6	2.4	2.0	2.2	2.7	2.0	2.3
Actor or entertainer		0.2	0.6	0.4	0.8	1.0	0.9	0.7	0.9	0.8
Architect or urban planner		1.7	0.5	1.0	1.1	0.8	0.9	1.5	1.1	1.3
Artist		1.0	2.7	2.0	1.5	2.8	2.2	1.1	1.9	1.5
Business (clerical)		0.2	0.8	0.6	0.6	0.7	0.6	0.7	0.7	0.7
Business executive (management, administrator)		5.4	2.8	3.8	8.4	5.8	7.0	9.7	6.4	8.0
Business owner or proprietor		4.2	2.3	3.0	3.6	1.8	2.6	3.9	2.0	2.9
Business salesperson or buyer		0.5	0.2	0.3	1.1	1.1	1.1	0.9	0.9	0.9
Clergy (minister, priest)		0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.1
Clergy (other religious)		0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0	0.0
Clinical psychologist		0.9	1.2	1.1	0.5	1.8	1.2	0.6	1.8	1.2
College administrator/staff		0.0	0.1	0.0	0.1	0.0	0.1	0.0	0.1	0.0
College teacher		1.0	0.2	0.5	0.5	0.3	0.4	0.5	0.4	0.4
Computer programmer or analyst		2.6	0.2	1.1	4.7	0.5	2.5	3.8	0.4	2.0
Conservationist or forester		0.5	0.5	0.5	0.5	0.4	0.5	0.5	0.4	0.4
Dentist (including orthodontist)		2.6	1.2	1.8	0.9	1.2	1.0	1.3	1.5	1.4
Dietitian or nutritionist		0.1	2.8	1.7	0.2	2.0	1.1	0.2	1.2	0.7
Engineer		23.3	3.8	11.5	27.2	5.8	16.1	21.8	4.6	12.7
Farmer or rancher		1.1	0.3	0.6	1.0	0.3	0.7	0.5	0.2	0.4
Foreign service worker (including diplomat)		0.5	0.6	0.6	0.3	0.9	0.6	0.5	1.1	0.8
Homemaker (full-time)		0.0	1.9	1.1	0.0	0.3	0.1	0.0	0.2	0.1
Interior decorator (including designer)		0.2	3.2	2.0	0.0	1.5	0.8	0.0	0.8	0.4
Lab technician or hygienist		0.2	0.3	0.3	0.1	0.2	0.2	0.1	0.2	0.2
Law enforcement officer		0.4	0.2	0.2	0.7	0.2	0.4	0.8	0.3	0.5
Lawyer (attorney) or judge		3.3	1.2	2.1	2.1	2.6	2.4	3.4	3.9	3.7
Military service (career)		0.6	0.1	0.3	0.8	0.1	0.4	1.0	0.1	0.6
Musician (performer, composer)		2.1	2.3	2.2	1.9	1.2	1.5	1.6	1.0	1.3
Nurse		0.4	5.3	3.3	0.3	3.6	2.0	0.4	4.2	2.4
Optometrist		0.5	0.2	0.3	0.2	0.3	0.2	0.3	0.5	0.4
Pharmacist		0.7	0.7	0.7	2.1	2.8	2.5	2.2	2.9	2.6
Physician		6.8	2.6	4.3	4.1	5.3	4.7	7.5	9.3	8.4
Policymaker/Government		0.6	0.6	0.6	0.9	0.5	0.7	1.1	0.8	1.0
School counselor		0.1	0.5	0.3	0.1	0.4	0.2	0.0	0.4	0.2
School principal or superintendent		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Scientific researcher		1.7	1.3	1.5	3.0	2.7	2.8	2.8	2.3	2.6
Social, welfare, or recreation worker		0.5	2.4	1.7	0.3	1.3	0.8	0.2	1.3	0.8
Therapist (physical, occupational, speech)		2.3	4.6	3.7	1.3	3.8	2.6	1.2	3.5	2.4
Teacher or administrator (elementary)		0.2	13.5	8.3	0.4	5.5	3.0	0.4	3.9	2.2
Teacher or administrator (secondary)		3.3	6.9	5.5	2.3	3.5	2.9	2.2	3.2	2.7
Veterinarian		1.0	2.6	2.0	0.7	3.7	2.3	0.6	2.5	1.6
Writer or journalist		1.5	2.5	2.1	1.7	3.3	2.5	1.5	3.6	2.6
Skilled trades		0.5	0.2	0.3	0.4	0.1	0.3	0.3	0.1	0.2
Laborer (unskilled)		0.4	0.1	0.2	0.5	0.2	0.3	0.5	0.2	0.3
Semi-skilled worker		0.1	0.4	0.3	0.3	0.1	0.2	0.3	0.1	0.2
Unemployed		0.1	0.0	0.0	0.8	0.9	0.8	1.2	1.3	1.2
Other		5.4	6.6	6.2	6.9	11.1	9.1	6.0	9.5	7.9
Undecided		18.9	17.9	18.3	12.7	15.5	14.2	13.3	16.3	14.9

2008 COMPARATIVE CIRP RESULTS

Respondents Are First-time Full-Time Students	Utah State University Students			Medium Selective Public Universities			All Public Universities			
	#	Men	Women	Total	Men	Women	Total	Men	Women	Total
Your father's occupation	2,044									
Artist		0.9	1.5	1.2	1.2	1.2	1.2	1.2	1.1	1.1
Business		30.6	32.6	31.8	28.7	28.5	28.6	29.5	27.6	28.5
Business (clerical)		0.9	1.1	1.0	1.3	1.3	1.3	1.4	1.2	1.3
Clergy		0.1	0.2	0.1	0.6	0.3	0.5	0.6	0.5	0.6
College teacher		1.2	0.8	1.0	0.7	0.6	0.7	0.8	0.6	0.7
Doctor (MD or DDS)		2.6	2.3	2.4	2.6	1.9	2.2	3.8	3.1	3.4
Education (secondary)		5.2	3.1	3.9	2.6	2.2	2.4	2.2	1.9	2.0
Education (elementary)		0.9	0.6	0.7	0.6	0.7	0.6	0.7	0.6	0.7
Engineer		11.6	10.3	10.9	12.4	11.1	11.7	11.7	10.6	11.1
Farmer or forester		3.8	2.9	3.3	3.5	3.4	3.5	1.7	1.8	1.7
Health professional		1.9	2.4	2.2	1.7	1.6	1.6	1.7	1.5	1.6
Homemaker (full-time)		0.2	0.1	0.1	0.3	0.2	0.2	0.3	0.2	0.3
Lawyer		1.9	1.7	1.8	2.0	2.0	2.0	2.8	2.6	2.7
Military (career)		1.2	1.2	1.2	0.9	1.0	1.0	1.2	1.3	1.3
Nurse		0.5	0.2	0.3	0.5	0.4	0.4	0.5	0.4	0.5
Research scientist		0.9	0.8	0.8	1.1	1.0	1.0	1.1	1.0	1.1
Social/welfare/rec worker		0.4	0.3	0.3	0.6	0.4	0.5	0.6	0.4	0.5
Skilled worker		8.1	7.6	7.8	7.8	6.4	7.0	6.4	5.7	6.0
Semi-skilled worker		2.0	1.6	1.8	2.9	2.6	2.8	2.8	2.7	2.8
Unskilled worker		2.1	2.3	2.2	2.3	2.7	2.5	2.7	3.0	2.9
Unemployed		1.0	1.5	1.3	2.2	2.8	2.5	2.3	3.5	2.9
Other		22.1	25.0	23.8	23.6	27.8	25.7	24.0	28.3	26.2
Your mother's occupation	2,064									
Artist		2.1	1.8	1.9	2.2	2.0	2.1	2.1	1.9	2.0
Business		10.3	11.5	11.0	16.2	16.5	16.4	16.7	16.8	16.8
Business (clerical)		5.0	5.8	5.5	4.6	4.5	4.5	4.2	4.1	4.1
Clergy		0.0	0.0	0.0	0.3	0.2	0.2	0.2	0.2	0.2
College teacher		0.7	0.6	0.7	0.6	0.5	0.5	0.5	0.4	0.5
Doctor (MD or DDS)		0.5	0.4	0.4	1.5	0.9	1.2	1.7	1.3	1.5
Education (secondary)		4.0	3.8	3.9	5.1	5.0	5.1	4.7	4.3	4.5
Education (elementary)		9.7	9.6	9.6	9.4	8.9	9.2	8.6	7.7	8.1
Engineer		0.4	0.5	0.4	1.1	1.1	1.1	1.3	1.2	1.3
Farmer or forester		0.1	0.6	0.4	0.3	0.4	0.4	0.3	0.3	0.3
Health professional		2.5	1.8	2.1	4.2	3.8	4.0	3.9	3.8	3.9
Homemaker (full-time)		25.2	29.8	28.0	8.8	10.7	9.8	9.0	10.8	9.9
Lawyer		0.2	0.3	0.3	0.9	0.7	0.8	1.3	1.0	1.1
Military (career)		0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2
Nurse		5.9	5.0	5.3	8.1	7.7	7.9	7.7	7.4	7.6
Research scientist		0.1	0.2	0.1	0.6	0.6	0.6	0.6	0.6	0.6
Social/welfare/rec worker		1.3	1.3	1.3	1.7	1.5	1.6	1.6	1.6	1.6
Skilled worker		1.5	1.0	1.2	1.8	1.2	1.5	1.6	1.4	1.5
Semi-skilled worker		1.8	1.5	1.6	2.1	1.7	1.9	2.1	1.7	1.9
Unskilled worker		1.8	1.1	1.4	1.7	1.5	1.6	1.8	1.8	1.8
Unemployed		8.2	4.2	5.8	6.1	5.2	5.6	7.0	6.5	6.7
Other		18.3	19.1	18.8	22.6	25.2	24.0	22.7	25.1	24.0
How would you characterize your political views?	2,101									
Far left		1.2	0.3	0.7	3.7	2.9	3.3	3.6	2.7	3.1
Liberal		10.0	9.1	9.4	27.2	34.7	31.1	29.8	38.0	34.1
Middle-of-the-road		44.0	43.1	43.5	43.5	40.5	42.0	42.6	39.9	41.2
Conservative		42.6	46.4	44.9	23.2	20.9	22.0	21.9	18.4	20.1
Far right		2.2	1.2	1.6	2.3	1.0	1.6	2.1	0.9	1.5

2008 COMPARATIVE CIRP RESULTS

Respondents Are First-time Full-Time Students	Utah State University Students			Medium Selective Public Universities			All Public Universities			
	#	Men	Women	Total	Men	Women	Total	Men	Women	Total
Student agrees "strongly" or "somewhat:"										
There is too much concern in the courts for the rights of criminals	2,074	63.6	59.2	61.0	60.6	54.8	57.6	58.6	53.6	56.0
Abortion should be legal	2,123	24.5	19.1	21.2	58.6	56.8	57.6	62.9	61.9	62.4
The death penalty should be abolished	2,112	18.6	25.7	22.9	30.7	37.5	34.2	31.5	38.3	35.1
Marijuana should be legalized	2,118	15.0	9.4	11.6	45.9	35.2	40.3	47.5	37.0	41.9
It is important to have laws prohibiting homosexual relationships	2,113	59.0	52.1	54.9	29.9	18.2	23.8	26.2	15.9	20.7
Racial discrimination is no longer a major problem in America	2,120	32.6	21.0	25.6	25.8	16.2	20.8	23.8	15.2	19.3
Realistically, an individual can do little to bring about changes in our society	2,108	20.1	15.7	17.5	30.9	22.1	26.4	29.5	21.6	25.3
Wealthy people should pay a larger share of taxes than they do now	2,107	50.6	50.7	50.7	59.1	61.3	60.3	59.1	60.1	59.6
Same-sex couples should have the right to legal marital status	2,109	25.6	28.2	27.2	59.0	71.2	65.4	63.0	74.7	69.2
Affirmative action in college admissions should be abolished	1,979	55.2	45.3	49.3	56.3	45.3	50.7	57.4	47.3	52.1
Federal military spending should be increased	2,079	39.0	30.2	33.8	29.5	22.7	26.0	27.5	20.6	23.9
The federal government should do more to control the sale of handguns	2,099	52.4	68.1	61.8	60.5	77.8	69.5	64.1	79.5	72.2
Only volunteers should serve in the armed forces	2,102	57.4	61.0	59.6	66.2	69.2	67.8	66.8	68.9	67.9
The federal government is not doing enough to control environmental pollution	2,097	57.4	64.5	61.7	73.5	80.8	77.3	77.0	83.4	80.4
A national health care plan is needed to cover everybody's medical costs	2,093	42.3	53.4	49.0	62.3	72.0	67.3	63.0	71.9	67.7
Undocumented immigrants should be denied access to public education	2,095	53.9	45.0	48.5	55.5	44.6	49.8	51.2	41.5	46.1
Through hard work, everybody can succeed in American society	2,101	90.6	88.3	89.2	79.6	78.0	78.8	79.5	78.5	79.0
Dissent is a critical component of the political process	1,949	63.8	64.3	64.1	66.5	57.8	62.1	68.8	61.5	65.1
Colleges have the right to ban extreme speakers from campus	2,082	62.1	63.4	62.9	43.7	39.4	41.5	41.1	35.6	38.2
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	2,076	38.0	37.2	37.5	37.6	36.2	36.9	38.6	36.2	37.3
The federal government should raise taxes to reduce the deficit	2,067	28.6	18.6	22.6	35.6	25.9	30.6	36.4	27.4	31.7
Addressing global warming should be a federal priority	2,092	46.0	52.4	49.9	67.5	75.5	71.7	71.6	79.0	75.5

2008 COMPARATIVE CIRP RESULTS

Respondents Are First-time Full-Time Students	Utah State University Students			Medium Selective Public Universities			All Public Universities			
	#	Men	Women	Total	Men	Women	Total	Men	Women	Total
DURING YOUR LAST YEAR IN HIGH SCHOOL, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING?										
Studying/homework	2,103									
None		2.1	0.3	1.0	3.1	0.7	1.8	2.5	0.6	1.5
Less than one hour		8.6	5.1	6.5	13.1	7.1	10.0	11.7	5.9	8.6
1 to 2 hours		22.2	16.5	18.7	23.4	18.0	20.6	22.1	16.2	19.0
3 to 5 hours		32.6	31.7	32.0	28.7	30.4	29.6	29.1	29.7	29.4
6 to 10 hours		22.0	27.8	25.5	18.7	24.0	21.4	19.6	24.5	22.2
11 to 15 hours		8.6	10.7	9.9	7.7	11.4	9.6	8.4	12.5	10.6
16 to 20 hours		2.2	4.1	3.3	3.1	5.1	4.1	3.7	6.3	5.1
Over 20 hours		1.8	3.8	3.0	2.3	3.3	2.8	2.9	4.4	3.7
Socializing with friends	2,100									
None		0.6	0.2	0.3	0.4	0.2	0.3	0.4	0.2	0.3
Less than one hour		1.3	1.8	1.6	1.2	0.9	1.0	1.2	1.3	1.2
1 to 2 hours		8.0	9.6	9.0	5.3	5.5	5.4	5.9	6.8	6.4
3 to 5 hours		22.6	24.2	23.6	18.1	19.3	18.7	18.9	20.9	19.9
6 to 10 hours		29.5	29.9	29.8	27.1	28.3	27.7	27.6	28.6	28.1
11 to 15 hours		16.2	18.1	17.4	19.7	20.3	20.0	19.2	19.1	19.2
16 to 20 hours		10.4	6.5	8.0	11.3	12.5	11.9	11.0	11.0	11.0
Over 20 hours		11.4	9.7	10.3	17.0	13.1	14.9	15.7	12.2	13.8
Talking with teachers outside of class	2,107									
None		8.6	6.3	7.2	11.2	6.9	8.9	11.3	7.0	9.0
Less than one hour		50.2	50.8	50.6	44.9	42.4	43.6	45.5	42.3	43.8
1 to 2 hours		29.4	31.9	30.9	30.2	33.7	32.0	30.3	33.5	32.0
3 to 5 hours		9.2	7.8	8.4	10.0	12.6	11.4	9.4	12.4	11.0
6 to 10 hours		1.9	1.8	1.9	2.4	3.0	2.7	2.3	3.1	2.7
11 to 15 hours		0.4	0.9	0.7	0.8	1.0	0.9	0.7	1.0	0.8
16 to 20 hours		0.0	0.4	0.2	0.2	0.3	0.2	0.2	0.4	0.3
Over 20 hours		0.4	0.2	0.2	0.4	0.3	0.3	0.4	0.3	0.3
Exercise or sports	2,106									
None		2.9	2.4	2.6	2.8	4.1	3.5	2.8	4.8	3.9
Less than one hour		6.5	11.1	9.3	6.6	10.2	8.5	6.4	10.7	8.7
1 to 2 hours		15.1	21.5	19.0	13.3	17.4	15.5	13.3	17.3	15.4
3 to 5 hours		21.2	23.0	22.3	19.4	20.8	20.2	19.7	21.1	20.4
6 to 10 hours		23.0	20.1	21.2	21.5	19.8	20.6	21.7	19.5	20.5
11 to 15 hours		14.9	10.1	12.0	15.8	13.4	14.5	15.7	13.1	14.3
16 to 20 hours		7.7	6.4	6.9	9.3	7.4	8.3	9.1	7.1	8.0
Over 20 hours		8.7	5.4	6.7	11.2	6.9	9.0	11.4	6.4	8.7
Partying	2,081									
None		28.8	44.8	38.4	27.0	34.3	30.8	25.9	32.7	29.5
Less than one hour		21.5	17.6	19.2	16.0	15.5	15.7	16.3	15.8	16.1
1 to 2 hours		23.1	19.2	20.7	19.1	17.8	18.4	19.7	18.7	19.2
3 to 5 hours		18.3	11.7	14.3	18.9	17.6	18.2	19.4	18.5	18.9
6 to 10 hours		5.3	4.8	5.0	11.0	9.5	10.2	10.6	9.3	9.9
11 to 15 hours		1.1	1.2	1.2	4.2	3.4	3.8	4.3	3.0	3.6
16 to 20 hours		1.1	0.3	0.6	1.8	1.1	1.4	1.7	1.1	1.4
Over 20 hours		0.7	0.5	0.6	2.0	0.8	1.4	2.1	0.8	1.4

2008 COMPARATIVE CIRP RESULTS

Respondents Are First-time Full-Time Students	Utah State University Students			Medium Selective Public Universities			All Public Universities			
	#	Men	Women	Total	Men	Women	Total	Men	Women	Total
DURING YOUR LAST YEAR IN HIGH SCHOOL, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING?										
Working (for pay)	2,102									
None		21.9	21.4	21.6	31.3	26.5	28.8	38.4	34.1	36.1
Less than one hour		4.5	4.5	4.5	3.7	2.5	3.0	3.7	2.5	3.1
1 to 2 hours		5.4	4.5	4.9	4.3	3.7	4.0	4.8	4.1	4.4
3 to 5 hours		9.1	8.5	8.7	7.0	7.6	7.3	7.7	8.0	7.8
6 to 10 hours		14.5	19.1	17.3	12.1	15.4	13.8	11.1	13.7	12.5
11 to 15 hours		16.4	18.7	17.8	13.0	17.3	15.2	11.1	14.3	12.8
16 to 20 hours		14.8	14.8	14.8	13.5	15.0	14.3	11.1	12.8	12.0
Over 20 hours		13.4	8.5	10.4	15.2	12.1	13.5	12.1	10.4	11.2
Volunteer work	2,092									
None		21.3	14.1	16.9	32.7	20.9	26.6	30.5	19.3	24.6
Less than one hour		32.6	29.5	30.7	27.8	24.6	26.1	24.8	21.7	23.1
1 to 2 hours		35.1	33.5	34.2	23.3	28.3	25.9	24.7	29.1	27.0
3 to 5 hours		7.4	14.8	11.9	9.5	16.0	12.9	11.7	17.9	15.0
6 to 10 hours		2.2	5.1	4.0	4.0	5.7	4.9	4.8	6.8	5.9
11 to 15 hours		1.0	1.5	1.3	1.2	2.2	1.7	1.5	2.4	2.0
16 to 20 hours		0.2	0.8	0.6	0.5	1.2	0.9	0.7	1.2	1.0
Over 20 hours		0.2	0.6	0.5	0.9	1.2	1.1	1.3	1.6	1.5
Student clubs/groups	2,104									
None		32.5	19.7	24.8	34.9	20.3	27.3	30.9	18.1	24.1
Less than one hour		19.4	15.9	17.3	15.6	14.4	15.0	15.9	13.8	14.8
1 to 2 hours		22.7	23.7	23.3	22.9	26.9	25.0	25.5	28.9	27.3
3 to 5 hours		13.0	18.0	16.1	14.4	20.0	17.3	15.5	21.2	18.5
6 to 10 hours		6.9	11.9	9.9	6.4	9.6	8.0	6.5	9.8	8.3
11 to 15 hours		2.4	4.8	3.8	2.6	4.5	3.6	2.6	4.1	3.4
16 to 20 hours		1.4	3.4	2.6	1.3	2.0	1.7	1.2	2.0	1.6
Over 20 hours		1.6	2.6	2.2	2.0	2.3	2.1	1.9	2.2	2.1
Watching TV	2,105									
None		9.1	8.5	8.7	6.8	6.6	6.7	7.1	6.9	7.0
Less than one hour		18.4	23.8	21.7	13.3	16.2	14.8	13.3	16.4	15.0
1 to 2 hours		28.4	30.5	29.6	23.3	26.9	25.2	23.7	27.0	25.4
3 to 5 hours		26.9	24.5	25.5	27.8	28.4	28.1	27.5	28.4	28.0
6 to 10 hours		10.6	9.2	9.8	16.4	14.1	15.2	16.5	13.7	15.0
11 to 15 hours		4.1	1.7	2.7	6.5	4.5	5.5	6.4	4.3	5.2
16 to 20 hours		1.1	0.6	0.8	2.4	1.6	2.0	2.5	1.5	2.0
Over 20 hours		1.4	1.1	1.2	3.5	1.7	2.5	3.1	1.7	2.4
Household/childcare duties	2,099									
None		13.1	3.6	7.3	23.9	12.2	17.8	22.6	12.3	17.2
Less than one hour		20.3	14.5	16.8	22.1	20.4	21.2	21.7	20.7	21.2
1 to 2 hours		39.1	37.4	38.1	30.3	33.8	32.1	31.3	33.9	32.6
3 to 5 hours		20.4	30.0	26.3	16.5	21.9	19.3	16.8	21.4	19.2
6 to 10 hours		5.6	8.9	7.6	4.7	7.2	6.0	4.9	7.0	6.0
11 to 15 hours		1.1	2.8	2.1	1.2	2.2	1.8	1.3	2.2	1.8
16 to 20 hours		0.2	1.3	0.9	0.4	1.1	0.8	0.5	1.1	0.8
Over 20 hours		0.2	1.5	1.0	0.8	1.2	1.0	0.9	1.4	1.2

2008 COMPARATIVE CIRP RESULTS

Respondents Are First-time Full-Time Students	Utah State University Students			Medium Selective Public Universities			All Public Universities			
	#	Men	Women	Total	Men	Women	Total	Men	Women	Total
DURING YOUR LAST YEAR IN HIGH SCHOOL, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING?										
Reading for pleasure	2,094									
None		17.7	9.0	12.4	30.0	16.8	23.1	28.4	16.8	22.3
Less than one hour		26.1	23.7	24.6	24.9	23.5	24.2	26.4	24.1	25.2
1 to 2 hours		25.8	26.6	26.3	22.3	26.0	24.2	23.4	27.3	25.5
3 to 5 hours		20.1	22.3	21.4	13.9	19.3	16.7	13.4	18.7	16.2
6 to 10 hours		6.2	11.2	9.2	5.6	8.6	7.1	5.3	8.0	6.7
11 to 15 hours		2.4	4.6	3.7	1.8	3.5	2.7	1.8	2.9	2.4
16 to 20 hours		1.1	0.8	0.9	0.7	1.0	0.9	0.6	1.0	0.8
Over 20 hours		0.6	1.9	1.4	0.7	1.3	1.0	0.8	1.1	0.9
Playing video/computer games	2,104									
None		16.6	58.4	41.9	14.1	58.3	37.1	15.7	60.3	39.4
Less than one hour		24.8	26.3	25.7	17.7	22.4	20.2	18.2	21.0	19.7
1 to 2 hours		22.0	9.6	14.5	21.4	10.6	15.8	21.7	10.4	15.7
3 to 5 hours		21.2	3.7	10.6	21.4	5.3	13.0	20.9	5.0	12.5
6 to 10 hours		8.7	1.2	4.1	12.5	2.0	7.1	12.0	1.9	6.6
11 to 15 hours		3.4	0.5	1.7	6.3	0.9	3.5	5.6	0.7	3.0
16 to 20 hours		1.1	0.2	0.6	2.7	0.3	1.5	2.4	0.3	1.3
Over 20 hours		2.2	0.1	0.9	3.8	0.3	2.0	3.5	0.4	1.9
Online social networks (MySpace, Facebook, etc.)	2,105									
None		42.2	32.0	36.0	14.6	9.2	11.8	14.0	8.8	11.2
Less than one hour		26.7	27.2	27.0	21.7	16.5	19.0	21.6	17.5	19.4
1 to 2 hours		19.1	23.3	21.6	27.8	27.7	27.8	28.1	28.5	28.3
3 to 5 hours		7.6	11.7	10.1	20.8	26.4	23.7	21.0	26.4	23.9
6 to 10 hours		3.4	3.8	3.6	8.7	11.7	10.3	8.7	11.1	9.9
11 to 15 hours		0.2	1.3	0.9	3.1	4.4	3.8	3.3	4.0	3.6
16 to 20 hours		0.5	0.4	0.4	1.3	2.0	1.7	1.3	1.7	1.5
Over 20 hours		0.4	0.5	0.4	2.0	2.1	2.0	2.1	2.1	2.1
Are you: [4]	2,115									
White/Caucasian		95.4	95.6	95.5	83.1	82.3	82.7	72.0	69.7	70.8
African American/Black		0.7	0.8	0.8	3.4	4.4	3.9	4.9	7.1	6.1
American Indian/Alaska Native		0.8	1.1	1.0	1.6	1.9	1.7	1.7	2.2	2.0
Asian American/Asian		2.5	1.9	2.2	9.7	8.2	8.9	15.9	13.9	14.9
Native Hawaiian/Pacific Islander		0.7	0.4	0.5	0.9	0.9	0.9	1.5	1.5	1.5
Mexican American/Chicano		2.5	2.7	2.6	3.7	5.6	4.7	5.8	8.1	7.0
Puerto Rican		0.1	0.2	0.1	0.6	0.7	0.6	0.8	0.9	0.9
Other Latino		1.4	1.6	1.5	1.9	2.5	2.2	3.3	4.4	3.9
Other		2.2	1.0	1.5	2.9	3.0	3.0	3.7	3.7	3.7

Note: Percentages will add to more than 100.0 if any student marked more than one category.

2008 COMPARATIVE CIRP RESULTS

Respondents Are First-time Full-Time Students	Utah State University Students			Medium Selective Public Universities			All Public Universities			
	#	Men	Women	Total	Men	Women	Total	Men	Women	Total
Reasons noted as "very important" in influencing student's decision to attend this particular college										
My parents wanted me to come here	2,110	8.5	10.6	9.8	9.9	12.6	11.3	11.2	14.7	13.0
My relatives wanted me to come here	2,109	4.4	3.5	3.9	4.2	4.7	4.4	4.6	5.1	4.9
My teacher advised me	2,091	2.9	2.9	2.9	5.0	4.9	4.9	5.3	6.0	5.7
This college has a very good academic reputation	2,117	53.3	68.0	62.2	62.1	66.1	64.2	63.5	70.1	67.0
This college has a good reputation for its social activities	2,111	35.2	45.5	41.4	37.6	42.6	40.2	40.4	43.3	41.9
I was offered financial assistance	2,105	42.3	52.1	48.2	27.4	36.9	32.3	28.8	38.1	33.7
The cost of attending this college	2,100	33.9	40.2	37.7	32.5	39.9	36.3	33.1	40.6	37.1
High school counselor advised me	2,091	3.1	4.6	4.0	6.3	7.0	6.7	7.4	8.6	8.0
Private college counselor advised me	2,085	0.7	1.5	1.2	2.0	1.7	1.9	2.3	2.3	2.3
I wanted to live near home	2,100	18.8	24.3	22.1	11.7	17.6	14.8	12.2	17.5	15.0
Not offered aid by first choice	2,080	4.0	4.3	4.2	6.8	8.3	7.6	7.0	8.9	8.0
Could not afford first choice	2,080	4.6	6.1	5.5	9.6	12.8	11.2	9.2	12.5	11.0
This college's graduates gain admission to top graduate/professional schools	2,080	21.7	21.6	21.6	26.9	33.3	30.2	32.6	41.3	37.2
This college's graduates get good jobs	2,073	41.0	41.6	41.3	51.4	54.9	53.2	51.2	57.3	54.5
I was attracted by the religious affiliation/orientation of the college	2,089	13.8	24.8	20.4	3.1	5.4	4.3	2.6	3.7	3.2
I wanted to go to a school about the size of this college	2,102	20.6	34.4	28.9	26.3	36.4	31.6	26.4	34.8	30.9
Rankings in national magazines	2,085	6.5	7.6	7.2	18.3	16.9	17.6	22.6	23.1	22.9
Information from a website	2,078	6.1	11.1	9.1	12.7	18.0	15.5	15.0	20.9	18.2
I was admitted through an Early Action or Early Decision program	2,072	2.4	2.7	2.6	6.0	7.9	7.0	9.0	11.1	10.1
The athletic department recruited me	2,076	2.3	1.8	2.0	3.3	2.5	2.9	3.7	2.7	3.2
A visit to campus	2,095	19.5	34.5	28.6	30.0	43.4	37.0	31.4	42.7	37.4

2008 COMPARATIVE CIRP RESULTS

Respondents Are First-time Full-Time Students	Utah State University Students			Medium Selective Public Universities			All Public Universities			
	#	Men	Women	Total	Men	Women	Total	Men	Women	Total
YOUR PROBABLE MAJOR										
Arts and Humanities	2,046									
Art, fine and applied		1.1	3.9	2.8	1.7	4.2	3.0	1.2	2.8	2.0
English (language & literature)		1.1	2.4	1.9	1.1	2.1	1.6	1.1	2.5	1.8
History		1.5	1.0	1.2	1.2	0.9	1.0	1.4	1.0	1.2
Journalism		0.7	1.8	1.4	0.9	2.2	1.6	0.9	2.4	1.7
Language and Literature (except English)		0.5	0.4	0.4	0.5	0.9	0.7	0.4	0.9	0.7
Music		2.6	3.5	3.1	1.6	1.4	1.5	1.3	1.0	1.2
Philosophy		0.1	0.0	0.0	0.4	0.2	0.3	0.4	0.2	0.3
Speech		0.1	0.0	0.0	0.1	0.1	0.1	0.0	0.1	0.1
Theater or Drama		0.5	1.3	1.0	0.5	1.1	0.8	0.5	1.0	0.8
Theology or Religion		0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Arts and Humanities		0.1	2.4	1.5	0.9	1.9	1.4	0.7	1.5	1.1
Biological Science										
Biology (general)		2.7	1.4	1.9	2.9	5.0	4.0	5.2	7.1	6.2
Biochemistry or Biophysics		1.3	0.5	0.8	1.4	1.5	1.5	2.2	2.3	2.3
Botany		0.0	0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Environmental Science		0.2	0.7	0.5	0.9	1.1	1.0	0.9	1.2	1.0
Marine (Life) Science		0.1	0.3	0.2	0.3	0.8	0.6	0.2	0.5	0.4
Microbiology or Bacteriology		0.2	0.0	0.1	0.2	0.3	0.3	0.6	0.7	0.7
Zoology		0.5	0.7	0.6	0.2	0.6	0.4	0.3	0.7	0.5
Other Biological Science		0.6	0.8	0.7	0.7	1.2	1.0	1.1	1.5	1.3
Business										
Accounting		2.4	1.3	1.8	2.2	1.7	2.0	2.7	1.9	2.3
Business Admin. (general)		4.9	1.7	3.0	2.8	1.7	2.2	4.4	2.7	3.5
Finance		1.7	0.3	0.9	2.7	0.7	1.7	3.2	1.0	2.0
International Business		1.2	0.7	0.9	1.0	1.0	1.0	1.4	1.7	1.6
Marketing		2.1	1.8	1.9	2.0	2.9	2.4	2.4	2.7	2.5
Management		2.0	0.9	1.3	4.9	3.5	4.2	3.9	2.6	3.2
Secretarial Studies		0.0	0.2	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Other Business		0.6	0.7	0.7	1.1	0.8	1.0	1.1	0.7	0.9
Education										
Business Education		0.1	0.1	0.1	0.1	0.0	0.0	0.1	0.1	0.1
Elementary Education		0.4	12.6	7.7	0.2	5.0	2.7	0.2	3.4	1.9
Music or Art Education		0.2	0.8	0.6	0.4	0.5	0.5	0.3	0.5	0.4
Physical Education or Recreation		0.5	1.4	1.0	0.3	0.4	0.4	0.4	0.3	0.3
Secondary Education		1.6	4.4	3.3	0.9	1.6	1.3	0.8	1.5	1.2
Special Education		0.2	2.2	1.4	0.0	0.7	0.4	0.0	0.4	0.2
Other Education		0.1	0.7	0.4	0.1	0.3	0.2	0.1	0.3	0.2
Engineering										
Aeronautical or Astronautical Engineering		5.5	0.9	2.7	4.3	0.7	2.4	2.8	0.5	1.6
Civil Engineering		4.5	1.1	2.4	3.9	0.7	2.2	3.0	0.7	1.8
Chemical Engineering		0.2	0.1	0.1	2.9	1.3	2.1	2.5	0.9	1.7
Computer Engineering		2.4	0.1	1.0	3.8	0.3	2.0	3.5	0.4	1.8
Electrical or Electronic Engineering		3.5	0.6	1.8	3.5	0.3	1.8	3.0	0.3	1.6
Industrial Engineering		0.1	0.0	0.0	0.7	0.4	0.5	0.5	0.2	0.4
Mechanical Engineering		8.9	0.6	3.9	8.3	0.8	4.4	7.3	0.8	3.8
Other Engineering		1.7	1.0	1.3	4.7	1.9	3.2	4.0	1.7	2.8

2008 COMPARATIVE CIRP RESULTS

Respondents Are First-time Full-Time Students	Utah State University Students			Medium Selective Public Universities			All Public Universities			
	#	Men	Women	Total	Men	Women	Total	Men	Women	Total
YOUR PROBABLE MAJOR										
Physical Science										
Astronomy		0.1	0.0	0.0	0.3	0.1	0.2	0.3	0.1	0.2
Atmospheric Science (incl. Meteorology)		0.1	0.0	0.0	0.3	0.2	0.3	0.2	0.1	0.1
Chemistry		1.1	0.5	0.7	1.3	1.2	1.3	1.4	1.3	1.4
Earth Science		0.1	0.0	0.0	0.2	0.2	0.2	0.2	0.1	0.2
Marine Science (incl. Oceanography)		0.0	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1
Mathematics		1.0	0.9	0.9	0.8	0.7	0.8	1.1	0.9	1.0
Physics		1.1	0.3	0.6	1.3	0.2	0.7	1.2	0.2	0.7
Other Physical Science		0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.2	0.2
Professional										
Architecture or Urban Planning		1.6	0.2	0.7	0.9	0.5	0.7	1.2	0.9	1.0
Family & Consumer Sciences		0.0	0.7	0.4	0.1	1.5	0.8	0.0	0.7	0.4
Health Technology (medical, dental, laboratory)		1.2	1.5	1.4	0.4	0.7	0.5	0.4	0.7	0.5
Library or Archival Science		0.0	0.1	0.0	0.0	0.1	0.1	0.1	0.1	0.1
Medicine, Dentistry, Veterinary Medicine		5.4	4.2	4.6	2.5	5.4	4.0	3.3	5.6	4.5
Nursing		0.4	4.6	2.9	0.2	3.4	1.8	0.4	4.1	2.3
Pharmacy		0.4	0.6	0.5	1.7	2.3	2.0	1.4	2.1	1.8
Therapy (occupational, physical, speech)		2.0	3.5	2.9	0.9	2.3	1.6	0.9	2.3	1.6
Other Professional		1.2	1.5	1.4	0.6	0.9	0.7	0.4	0.8	0.6
Social Science										
Anthropology		0.0	0.6	0.3	0.4	0.8	0.6	0.4	0.8	0.6
Economics		0.2	0.0	0.1	0.7	0.4	0.5	1.2	0.5	0.9
Ethnic Studies		0.0	0.1	0.0	0.1	0.1	0.1	0.1	0.1	0.1
Geography		0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1
Political Science (gov't., international relations)		2.2	1.2	1.6	1.8	2.0	1.9	2.9	3.4	3.2
Psychology		2.8	4.2	3.7	2.3	6.5	4.5	2.4	7.0	4.9
Public Policy		0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.1
Social Work		0.4	1.6	1.1	0.1	0.6	0.4	0.1	0.6	0.3
Sociology		0.1	0.4	0.3	0.4	1.0	0.7	0.5	1.1	0.8
Women's Studies		0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Other Social Science		0.0	0.4	0.2	0.1	0.4	0.3	0.2	0.5	0.4
Technical										
Building Trades		0.0	0.0	0.0	0.3	0.0	0.2	0.1	0.0	0.1
Data Processing or Computer Programming		0.7	0.0	0.3	1.4	0.1	0.7	1.0	0.1	0.5
Drafting or Design		0.2	0.6	0.4	0.3	0.3	0.3	0.2	0.2	0.2
Electronics		0.0	0.0	0.0	0.2	0.0	0.1	0.1	0.0	0.1
Mechanics		0.0	0.0	0.0	0.3	0.0	0.1	0.1	0.0	0.1
Other Technical		0.1	0.0	0.0	0.4	0.1	0.2	0.2	0.0	0.1
Other Fields										
Agriculture		1.8	1.2	1.5	1.8	1.5	1.7	0.8	0.8	0.8
Communications		0.5	0.7	0.6	0.8	1.8	1.3	0.7	2.1	1.4
Computer Science		1.6	0.2	0.8	2.5	0.3	1.4	1.9	0.3	1.1
Forestry		0.5	0.2	0.3	0.2	0.0	0.1	0.3	0.1	0.2
Kinesiology		0.1	0.1	0.1	0.8	1.2	1.0	0.6	0.8	0.7
Law Enforcement		0.2	0.0	0.1	0.6	0.3	0.4	0.6	0.3	0.4
Military Science		0.1	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0
Other Field		1.1	2.3	1.8	1.1	2.2	1.7	0.9	1.4	1.2
Undecided		11.9	12.2	12.1	5.1	7.1	6.2	5.1	6.9	6.0

2008 COMPARATIVE CIRP RESULTS

Respondents Are First-time Full-Time Students	Utah State University Students			Medium Selective Public Universities			All Public Universities			
	#	Men	Women	Total	Men	Women	Total	Men	Women	Total
Objectives considered to be "essential" or "very important":										
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	2,095	12.1	20.9	17.4	13.5	15.3	14.4	13.3	15.2	14.3
Becoming an authority in my field	2,087	63.4	45.6	52.7	58.7	55.3	56.9	60.9	59.0	59.9
Obtaining recognition from my colleagues for contributions to my special field	2,085	45.6	34.7	39.0	56.4	56.2	56.3	58.4	58.2	58.3
Influencing the political structure	2,086	17.8	11.2	13.9	21.1	17.7	19.3	23.1	20.0	21.5
Influencing social values	2,084	39.2	46.3	43.5	35.7	44.5	40.3	37.8	45.9	42.1
Raising a family	2,093	88.0	91.0	89.8	76.4	77.2	76.8	75.7	74.9	75.3
Being very well off financially	2,089	77.9	65.7	70.6	77.6	74.6	76.0	79.2	76.2	77.6
Helping others who are in difficulty	2,093	65.5	80.3	74.4	57.9	74.3	66.5	60.8	76.2	69.0
Making a theoretical contribution to science	2,081	17.6	8.2	12.0	28.0	19.6	23.6	28.9	21.7	25.1
Writing original works (poems, novels, short stories, etc.)	2,087	10.7	14.3	12.9	13.9	14.9	14.4	13.8	15.3	14.6
Creating artistic works (painting, sculpture, decorating, etc.)	2,082	10.4	20.1	16.2	13.1	19.2	16.3	12.7	16.7	14.8
Becoming successful in a business of my own	2,083	41.2	28.1	33.3	42.7	37.9	40.2	46.3	40.5	43.3
Becoming involved in programs to clean up the environment	2,082	15.1	20.6	18.4	25.4	31.5	28.6	27.9	34.7	31.5
Developing a meaningful philosophy of life	2,084	51.4	49.2	50.0	50.0	51.7	50.9	51.9	53.0	52.5
Participating in a community action program	2,083	18.3	24.0	21.7	21.1	32.0	26.8	23.5	36.0	30.1
Helping to promote racial understanding	2,081	26.1	31.0	29.1	28.3	36.3	32.5	32.2	40.8	36.8
Keeping up to date with political affairs	2,081	39.2	35.8	37.2	39.4	37.8	38.6	42.7	41.6	42.1
Becoming a community leader	2,083	21.8	20.0	20.7	30.0	33.5	31.8	33.2	37.7	35.5
Improving my understanding of other countries and cultures	2,080	44.9	52.4	49.4	43.4	56.0	50.0	48.2	61.0	55.0
Adopting "green" practices to protect the environment	2,080	25.2	30.0	28.1	40.0	50.8	45.6	43.0	54.5	49.1

2008 COMPARATIVE CIRP RESULTS

Respondents Are First-time Full-Time Students	Utah State University Students			Medium Selective Public Universities			All Public Universities			
	#	Men	Women	Total	Men	Women	Total	Men	Women	Total
Student estimates chances are "very good" that he/she will:										
Change major field	2,086	16.8	18.0	17.5	12.4	14.8	13.7	13.3	16.6	15.1
Change career choice	2,083	15.8	17.4	16.8	11.3	15.3	13.4	12.6	16.6	14.7
Participate in student government	2,079	4.3	6.0	5.3	4.4	6.3	5.4	5.1	8.3	6.8
Get a job to help pay for college expenses	2,082	70.2	80.1	76.2	45.4	59.3	52.6	43.0	56.2	50.0
Work full-time while attending college	2,079	13.7	15.1	14.5	4.6	6.8	5.7	4.4	6.7	5.6
Join a social fraternity or sorority	2,074	2.6	2.9	2.7	6.5	11.7	9.2	8.0	14.0	11.2
Play varsity/intercollegiate athletics	2,077	6.9	3.8	5.1	10.4	7.7	9.0	12.0	8.8	10.3
Make at least a "B" average	2,080	73.1	71.4	72.1	63.6	64.1	63.8	64.6	64.4	64.5
Need extra time to complete your degree requirements	2,073	4.6	3.5	4.0	5.5	6.6	6.1	5.7	6.2	6.0
Participate in student protests or demonstrations	2,077	2.3	2.3	2.3	4.6	6.0	5.4	5.3	7.0	6.2
Transfer to another college before graduating	2,075	4.6	5.7	5.3	4.8	5.9	5.4	4.9	5.4	5.2
Be satisfied with your college	2,074	61.3	73.0	68.4	52.1	59.9	56.2	54.9	62.1	58.7
Participate in volunteer or community service work	2,079	21.4	41.1	33.3	14.2	33.4	24.3	17.7	38.7	28.9
Seek personal counseling	2,070	7.1	6.0	6.4	6.3	9.1	7.7	7.7	11.5	9.7
Communicate regularly with your professors	2,069	28.2	35.7	32.7	27.6	34.3	31.1	30.5	38.7	34.8
Socialize with someone of another racial/ethnic group	2,075	58.9	72.2	66.9	57.3	67.0	62.4	63.5	73.0	68.5
Participate in student clubs/groups	2,073	27.9	45.6	38.5	37.3	53.5	45.8	40.6	57.8	49.7
Participate in a study abroad program	2,071	7.0	18.9	14.2	18.2	36.8	27.9	20.9	41.0	31.6
Have a roommate of different race/ethnicity	2,072	17.0	21.8	19.9	22.6	29.7	26.3	27.5	35.9	32.0
Discuss course content with students outside of class	2,073	44.6	57.8	52.5	43.4	55.9	49.9	46.1	58.1	52.5
Work on a professor's research project	2,073	20.4	20.6	20.5	22.0	25.4	23.8	25.2	28.8	27.1
Get tutoring help in specific courses	2,070	16.5	28.0	23.5	22.8	37.2	30.3	24.4	39.1	32.3