

2004 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 longitudinal 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
- Expectations of college
- Secondary school experience
- Degree goals and career plans
- College Finances
- Attitudes, values, and life goals
- Reasons for attending college

A copy of the 2004 CIRP Freshman Survey is provided as Appendix I.

USU has participated in the CIRP Freshman Survey seven times during the last ten years, with the last time being 2001. 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 2004 CIRP Freshman Survey was completed by 1,604 USU full-time, first-time students which represents 79% of the main campus freshman class. Nearly 63% 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. The first group is all public universities that participated in the CIRP Freshman Survey in 2004. The second 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. What are their reasons for going to college? 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 2004 CIRP freshman survey are compared to 2001 responses. In discussing specific questions, the page number on which the 2004 data are found in Appendix II is provided in parentheses, e.g., (AII-5).

I. DEMOGRAPHICS

- The age distribution of USU freshman differs from the peer group (AII-1). A higher proportion are 18, but there are also relatively more who are 21 or older. The prevalence of older students reflects the number of young men who serve LDS missions prior to starting college.
- USU freshman report higher high school grades (AII-1)—68.5% said their average grade was A- or better, vs. 56.2% for students at institutions of comparable selectivity.
- USU students tend to be closer to home (AII-1)—68.1% are 100 miles or less from their permanent residence vs. 42.8% for peers.
- Fathers of USU freshman are more likely to have a college degree (AII-2)—64.2% vs. 59.4%, but mothers are less likely—46.2% vs. 54.6%.
- USU students are more likely to come from homes where both parents are alive and living together (AII-2)—84.7% vs. 77.2%.
- Nearly 20% of USU freshman plan on living with their family or with relatives while at college (AII-11). About 45% intended to live in university housing. In contrast, only 8% of those at peer institutions expected to live at home and more than 75% plan to live in campus housing.

II. COLLEGE CHOICE AND FINANCE

- Students were asked why they decided to go to college (AII-9). The highest rated reasons were (1) learn more about things that interest them and (2) be able to get a better job. Responses by USU students were similar to those of the peer group.
- Over 60% of USU freshman indicated that they intended to obtain a graduate degree, compared to nearly 70% of students at the other schools (AII-9).
- 87.3% of freshman said that USU was their first choice for a college or university (AII-10). The percentage for peer institutions was 82.2%.
- 41.3% of freshmen reported that USU was the only college or university to which they applied (AII-10). Twenty percent applied to one other place and 19% 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) offered financial aid, (2) very good academic reputation, (3) graduates get good jobs, (4) good reputation for social activities, and (5) cost (AII-10). The five top ranked reasons for peer institutions were (1) academic reputation (2) good jobs, (3) visit to campus, (4) financial aid, and (5) social activities. The importance of financial aid at USU stands out. Nearly 50% of USU students rated this reason “very important”, but only 30% of those at peer schools.
- More than one-fifth of USU freshman had taken courses for credit from USU (AII-10). Only 6.5% 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-17). Clearly, this is not consistent with actual practice as a much higher proportion of students do end up transferring to another institution.

- Students were asked how much of their first year expenses they expected to cover from various sources (AII-16). Percentages reporting “none” or “less than \$1,000” were:

Family Resources (parents, relatives, spouse)	48.1% USU	32.7% Peer Schools
Student’s Resources	46.5% USU	61.8% Peer Schools
Grants and Scholarships	41.0% USU	48.9% Peer Schools
Loans	84.1% USU	63.7% Peer Schools

The data suggest that USU students are less likely to rely on their families, more likely to support themselves from their own resources, and less likely to rely on loans than students at peer schools.

- About one-fourth 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-16).
- Nearly two-thirds of USU students said the chances are “very good” that they will get a job to help pay for colleges expenses vs. 46% of those at peer schools. (AII-17). Nearly 14% of USU freshman expect to work full time while attending college vs. less than 6% at peer schools.

III. HIGH SCHOOL PREPARATION/TIME USE

- 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-9):

English (4 years)	95.8% USU	97.6% Peer Schools
Mathematics (3 years)	94.9% USU	97.8% Peer Schools
Foreign Language (2 years)	63.9% USU	85.6% Peer Schools
Physical Science (2 years)	62.5% USU	59.5% Peer Schools
Biological Science (2 years)	43.1% USU	44.3% Peer Schools
History/American Government (1 year)	99.2% USU	98.8% Peer Schools
Computer Science (1/2 year)	80.4% USU	68.0% Peer Schools
Arts and/or Music (1 year)	92.5% USU	83.7% Peer Schools

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

- Respondents were asked during their last year in high school, how much time did they spend in a typical week engaged in various activities (AII-6,7,8). Percentages of students spending more than five hours are as follows:

Studying/Homework	33.8% USU	34.7% Peer Schools
Exercise or Sports	49.4% USU	53.8% Peer Schools
Partying	12.4% USU	19.9% Peer Schools
Working for Pay	60.0% USU	58.4% Peer Schools
Reading for Pleasure	13.6% USU	10.5% Peer Schools

IV. LIFESTYLE AND RELIGION

Most USU freshman come from Utah and the surrounding states and, according to the survey, LDS is the religious preference for 85.9% of them, while only 6.2% indicated no religious preference (AII-4). As a result, it is not surprising that aggregate responses of USU freshman tend to reflect those of the LDS lifestyle. For example,

- Less than 1% of USU students smoked cigarettes during the last year compared with 5% of peers (AII-5).
- About 5% of USU freshman drank alcohol during the last year vs. over 40% of those at peer schools (AII-5).
- Over 95% of USU students attended a religious service during the last year compared to 86% of peer school respondents (AII-5).
- Fifty-five percent of USU freshman discussed religion/spirituality with friends and two-thirds with family during the last year vs. about one-third with friends and family for peer schools (AII-5).
- During their last year in high school, the proportion of USU students who spent more than five hours during a typical week partying was 12.4% vs. nearly 20% for those at peer schools (AII-6).
- Nearly 30% of students in the peer group did not pray or meditate during a typical week of their last year in high school, while only about 10% of USU students did not engage in these activities. (AII-8)
- Nearly 70% of USU freshman consider that integrating spirituality into their life is essential vs. 46% of those at the peer institutions (AII-11).

V. LIFE OBJECTIVES AND SOCIAL/POLITICAL VIEWPOINTS

- CIRP participants were provided with a long list of life objectives (AII-11). The five objectives most likely to be considered “essential” or “very important” by USU freshmen are listed below. They are the same “top five” as students at peer institutions, although the order and the percents differ.

1. Raising a Family	85.7% USU	78.2% Peer Schools
2. Integrating Spirituality Into My Life	69.0% USU	45.6% Peer Schools
3. Being Very Well Off Financially	67.2% USU	73.2% Peer Schools
4. Helping Others Who Are in Difficulty	60.7% USU	57.7% Peer Schools
5. Becoming an Authority in My Field	49.4% USU	54.2% Peer Schools

- Students were asked how they would characterize their political views (AII-17). Only 10.5% of USU freshman said far left or liberal, compared to 20.8% from the peer group. Forty-two percent classified themselves as conservative or far right vs. 32.9% at the other schools.
- Asked about their views on social and political issues, the proportion of USU students who said that they “strongly” or “somewhat” agree with the survey statements differed by ten percentage points or more from those at the peer institutions on seven of the sixteen items (AII-18).

Abortion should be legal	18.3% USU	42.0% Peer Schools
Marijuana Should be Legalized	12.3% USU	29.2% Peer Schools
It is important to have laws prohibiting homosexual relationships	60.1% USU	39.9% Peer Schools
Same-sex couples should have the right to legal marital status	21.0% USU	44.4% Peer Schools
Activities of married women are best confined to home and family	34.7% USU	22.8% Peer Schools
Colleges have the right to ban extreme speakers	62.5% USU	49.7% Peer Schools
If two people really like each other, it’s all right for them to have sex even if they have only known each other for a short time.	13.3% USU	36.2% Peer Schools

- On some issues, USU and peer group students had very similar views. About 70% of those in both groups believe that the federal government should do more to control handguns. About half believe that wealthy people should pay a larger share of taxes than they do now and about 40% agreed that military spending should be increased.

VI. 2004 VS. 2001 RESPONSES

The complete set of responses to the 2001 CIRP Freshman Survey can be found on the USU Facts and Figures Website at <http://www.usu.edu/asmnt/files/CIRP2001.pdf>. A comparison of responses to items of special interest is provided here. As before, the numbers in parentheses refer to the page in Appendix II where the 2004 data can be found.

- The proportion of freshman who reported LDS as their religious preference declined slightly from 87.2% in 2001 to 85.9% in 2004. (AII-4).
- In 2001, 85.9% of freshman said that USU was their first choice for college vs. 87.3% in 2004.
- In 2001, 44.7% of new students applied only to USU vs. 41.3% in 2004.
- About 9% of 2001 freshman drank alcohol during their last year in high school. By 2004, the proportion had dropped to slightly over 5%.
- 33.8% of 2004 freshman studied more than five hours a week during their last year in high school vs. 30.9% in 2001.
- The proportion of USU freshman who were confident that they will have sufficient funds to finance their college education remained essentially the same at 26%.
- With respect to social and political viewpoints, the proportions of students who “agree” or “somewhat agree” with the statements varied little on the following issues (AII-18):

Abortion should be legal.	17.8% 2001	18.3% 2004
Marijuana should be legalized	13.1% 2001	12.3% 2004
If two people really like each other, it’s all right for them to have sex even if they have only known each other for a short time.	12.2% 2001	13.3% 2004
It is important to have laws prohibiting homosexual relationships.	56.2% 2001	60.1% 2004
Same-sex couples should have the right to legal marital status.	19.6% 2001	21.0% 2004
The federal government should do more to control the sale of handguns.	72.7% 2001	69.5% 2004
- On a few social/political issues, there were significant changes in attitudes over the three year period (AII-18):

Activities of married women are best confined to the home and family.	42.8% 2001	34.7% 2004
There is too much concern in the courts for the rights of criminals.	59.2% 2001	69.1% 2004

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 70% of freshman 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. Over 87% of respondents reported that USU was their first choice and over 40% said that they did not apply to any other institution. More than a fifth of first-year students had already taken a for-credit course from USU.
- USU freshman 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 one-fourth 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 and loans to finance their education and more likely to depend on their own resources, including working significant numbers of hours while at school.
- Considered as a group, USU freshman have a somewhat different lifestyle than new students at other schools. They are less likely to smoke and consume alcohol and more likely to pray or meditate, attend religious services, and desire to integrate spirituality into their lives.
- Freshman at USU are more conservative in their social and political views than their peers. They are much less likely to support abortion, legalizing marijuana, rights of homosexuals, and pre-marital sex. Regarding these topics, the views of the freshman class of 2004 have changed little from those of freshman class of 2001. Somewhat surprisingly for such a conservative group, nearly 70% of USU freshman believe that the federal government should do more to control the sale of handguns.

APPENDIX I

2004 CIRP FRESHMAN SURVEY INSTRUMENT

NAME: FIRST MI LAST
 ADDRESS:
 CITY: STATE: ZIP: PHONE: - -
 When were you born?
 Month (01-12) Day (01-31) Year

2004 STUDENT INFORMATION FORM

MARKING DIRECTIONS

Your responses will be read by an optical mark reader. Please,

- Use a pencil or black or blue pen.
- Fill in the oval completely.
- Erase cleanly any marks you wish to change or "X" out mark if in pen.

CORRECT MARK INCORRECT MARKS

PLEASE PROVIDE YOUR ID NUMBER (as instructed)										Mark here if directed	
										GROUP CODE A	GROUP CODE B
0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9

8. From what kind of secondary school did you graduate? (Mark one)

- Public school (not charter or magnet)
- Public charter school
- Public magnet school
- Private religious/parochial school
- Private independent college-prep school
- Home school

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

SAT VERBAL

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 SAT MATH

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 ACT Composite

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10. Citizenship status:

- U.S. citizen
- Permanent resident (green card)
- Neither

11. Prior to this term, have you ever taken courses for credit at this institution?

- Yes
- No

12. Since leaving high school, have you ever taken courses at any other institution? (Mark all that apply in each column)

	For Credit	Not for Credit
Yes, at a community/junior college	<input type="radio"/>	<input type="radio"/>
Yes, at a 4-yr. college or university	<input type="radio"/>	<input type="radio"/>
Yes, at some other postsecondary school (For example, technical, vocational, business)	<input type="radio"/>	<input type="radio"/>

13. During your last year of high school what proportion of the time did you live with: (Mark one in each row)

	All	Most	Some	None
Mother	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Father	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stepmother	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stepfather	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Grandparent	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Legal guardian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other adult(s)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

- With my family or other relatives
- Other private home, apartment or room
- College residence hall
- Fraternity or sorority house
- Other campus student housing
- Other

15. Is this college your: (Mark one)

- First choice?
- Second choice?
- Third choice?
- Less than third choice?

16. To how many colleges other than this one did you apply for admission this year?

- None
- 1
- 2
- 3
- 4
- 5
- 6
- 7-10
- 11 or more

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

	None	1/2	1	2	3	4	5 or more
English	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Foreign Language	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Biological Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
History/Am. Govt.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer Science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts and/or Music	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. Do you have a disability? (Mark all that apply)

- None
- Hearing
- Speech
- Orthopedic
- Learning disability
- Health-related
- Partially sighted or blind
- Other

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

	Highest Planned	Highest Planned At This College
None	<input type="radio"/>	<input type="radio"/>
Vocational certificate	<input type="radio"/>	<input type="radio"/>
Associate (A.A. or equivalent)	<input type="radio"/>	<input type="radio"/>
Bachelor's degree (B.A., B.S., etc.)	<input type="radio"/>	<input type="radio"/>
Master's degree (M.A., M.S., etc.)	<input type="radio"/>	<input type="radio"/>
Ph.D. or Ed.D.	<input type="radio"/>	<input type="radio"/>
M.D., D.O., D.D.S., or D.V.M.	<input type="radio"/>	<input type="radio"/>
J.D. (Law)	<input type="radio"/>	<input type="radio"/>
B.D. or M.DIV. (Divinity)	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

20. Are your parents: (Mark one)

- Both alive and living with each other?
- Both alive, divorced or living apart?
- One or both deceased?

21. 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	\$1,000-2,999	\$3,000-5,999	\$6,000-9,999	\$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"/>

22. 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

23. Current religious preference:

(Mark one in each column)

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

24. Do you consider yourself a Born-Again Christian?

Yes No

25. Please indicate your ethnic background.

(Mark all that apply)

White/Caucasian	<input type="checkbox"/>
African American/Black	<input type="checkbox"/>
American Indian/Alaska Native	<input type="checkbox"/>
Asian American/Asian	<input type="checkbox"/>
Native Hawaiian/Pacific Islander	<input type="checkbox"/>
Mexican American/Chicano	<input type="checkbox"/>
Puerto Rican	<input type="checkbox"/>
Other Latino	<input type="checkbox"/>
Other	<input type="checkbox"/>

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 checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in organized demonstrations	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet for research or homework	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as part of a class	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a personal computer	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion/spirituality:			
In class	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
With friends	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
With family	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintained a healthy diet	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stayed up all night	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Missed school because of illness	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. For each item, please mark Yes or No:

Did your high school require community service for graduation?	Yes	No
	<input checked="" type="radio"/>	<input type="radio"/>
Have you participated in:		
A summer research program?	<input checked="" type="radio"/>	<input type="radio"/>
A health science research program sponsored by a university?	<input checked="" type="radio"/>	<input type="radio"/>

28. 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"/>

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

(Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My parents wanted me to go	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could not find a job	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wanted to get away from home	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to get a better job	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain a general education and appreciation of ideas	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was nothing better to do	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To make me a more cultured person	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to make more money	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn more about things that interest me	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To prepare myself for graduate or professional school	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get training for a specific career	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>
To find my purpose in life	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

31. 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.

	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"/>
Compassion	<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"/>
Courage	<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"/>
Forgiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generosity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindness	<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"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religiousness	<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"/>
Time management	<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"/>

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

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

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

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

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	4	3	2	1
Abortion should be legal	4	3	2	1
The death penalty should be abolished	4	3	2	1
Marijuana should be legalized	4	3	2	1
It is important to have laws prohibiting homosexual relationships	4	3	2	1
Racial discrimination is no longer a major problem in America	4	3	2	1
Realistically, an individual can do little to bring about changes in our society	4	3	2	1
Wealthy people should pay a larger share of taxes than they do now	4	3	2	1
Colleges should prohibit racist/sexist speech on campus	4	3	2	1
Same-sex couples should have the right to legal marital status	4	3	2	1
Affirmative action in college admissions should be abolished	4	3	2	1
The activities of married women are best confined to the home and family	4	3	2	1
Federal military spending should be increased	4	3	2	1
Colleges have the right to ban extreme speakers	4	3	2	1
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	4	3	2	1
The federal government should do more to control the sale of handguns	4	3	2	1

34. Below is a list of community service/volunteer activities. Indicate which of these you participated in during high school. (Mark all that apply)

None	<input type="checkbox"/>	Elder care	<input type="checkbox"/>	Community improvement/construction	<input type="checkbox"/>
Tutoring/teaching	<input type="checkbox"/>	Hospital work	<input type="checkbox"/>	Conflict mediation	<input type="checkbox"/>
Counseling/mentoring	<input type="checkbox"/>	Substance abuse education	<input type="checkbox"/>	Service to my religious community	<input type="checkbox"/>
Environmental activities	<input type="checkbox"/>	Other health education	<input type="checkbox"/>	Other community service	<input type="checkbox"/>
Child care	<input type="checkbox"/>	Services to the homeless	<input type="checkbox"/>		

35. 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="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socializing with friends	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking with teachers outside of class	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercise or sports	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working (for pay)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteer work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student clubs/groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching TV	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Household/childcare duties	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading for pleasure	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing video/computer games	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prayer/meditation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

36. 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)	<input type="checkbox"/>
Some (but I probably will have enough funds)	<input type="checkbox"/>
Major (not sure I will have enough funds to complete college)	<input type="checkbox"/>

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

APPENDIX II

USU STUDENT RESPONSES TO 2004 CIRP FRESHMAN SURVEY

2004 CIRP INSTITUTIONAL SUMMARY

273200

Utah State University First-time Full-time	# Res- pondents	Your Institution			Public Univ-med			All Public Univs		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Number of Respondents		603	1,001	1,604	5,769	5,484	11,253	30,340	32,499	62,839
In what year did you graduate from high school?	1,593									
2004		88.1	98.5	94.6	96.7	98.6	97.7	97.7	98.6	98.2
2003		1.5	0.6	0.9	1.1	0.7	0.9	1.1	0.9	1.0
2002		0.5	0.3	0.4	0.3	0.2	0.2	0.2	0.2	0.2
2001 or earlier		9.2	0.4	3.7	1.7	0.3	1.0	0.8	0.2	0.5
Did not graduate but passed G.E.D. test		0.5	0.2	0.3	0.2	0.2	0.2	0.1	0.1	0.1
Never completed high school		0.2	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0
How old will you be on December 31 of this year?	1,595									
16 or younger		0.3	0.2	0.3	0.1	0.1	0.1	0.1	0.1	0.1
17		0.8	0.6	0.7	1.1	1.0	1.0	1.3	1.8	1.6
18		66.3	64.9	65.5	52.6	61.4	57.2	62.1	69.7	66.1
19		21.3	32.9	28.5	43.1	36.5	39.6	34.3	27.2	30.6
20		0.8	0.6	0.7	1.2	0.5	0.8	1.1	0.7	0.9
21 to 24		9.5	0.4	3.8	1.8	0.3	1.0	0.9	0.4	0.6
25 to 29		0.7	0.2	0.4	0.2	0.1	0.1	0.1	0.0	0.1
30 to 39		0.2	0.2	0.2	0.1	0.1	0.1	0.0	0.0	0.0
40 to 54		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
55 or older		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Your ethnic background [1]	1,592									
White/Caucasian		93.7	95.8	95.0	88.9	91.7	90.4	76.0	73.5	74.6
African American/Black		1.0	0.4	0.6	2.7	2.8	2.7	3.9	5.9	5.0
American Indian/Alaska Native		1.3	0.9	1.1	1.9	1.9	1.9	1.5	1.9	1.7
Asian American/Asian		2.7	1.7	2.1	5.6	3.9	4.7	14.6	13.3	13.9
Native Hawaiian/Pacific Islander		0.2	0.3	0.3	0.3	0.4	0.3	1.1	1.2	1.2
Mexican American/Chicano		3.3	2.6	2.9	2.0	1.7	1.8	2.7	4.2	3.5
Puerto Rican		0.3	0.1	0.2	0.5	0.3	0.4	1.0	0.9	1.0
Other Latino		0.7	1.0	0.9	0.8	0.8	0.8	2.2	2.8	2.5
Other		1.5	1.0	1.2	2.1	1.7	1.9	3.0	3.4	3.2
What was your average grade in high school?	1,589									
A or A+		31.4	39.3	36.3	23.6	33.5	28.7	23.6	31.4	27.7
A-		29.4	33.8	32.2	25.7	29.2	27.5	25.1	28.3	26.8
B+		20.6	17.0	18.3	21.8	18.3	20.0	21.1	19.6	20.3
B		13.2	7.9	9.9	20.1	14.9	17.4	20.3	15.6	17.8
B-		3.5	1.4	2.2	5.5	2.8	4.1	6.0	3.6	4.7
C+		1.2	0.5	0.8	2.2	1.0	1.6	2.3	1.1	1.7
C		0.7	0.1	0.3	1.1	0.3	0.7	1.4	0.4	0.9
D		0.0	0.1	0.1	0.1	0.0	0.0	0.1	0.0	0.1
How many miles is this college from your permanent home?	1,585									
5 or less		12.0	8.0	9.5	6.2	5.9	6.0	5.0	4.7	4.8
6 to 10		5.5	4.8	5.0	2.7	4.5	3.7	4.2	5.4	4.8
11 to 50		16.2	15.9	16.0	9.6	11.0	10.3	22.2	22.6	22.4
51 to 100		35.6	38.7	37.5	21.5	23.9	22.8	19.6	21.3	20.5
101 to 500		27.6	28.9	28.4	49.8	45.2	47.4	40.1	37.7	38.8
Over 500		3.0	3.7	3.5	10.2	9.5	9.8	8.9	8.3	8.6
Is English your native language?	1,585									
Yes		98.3	98.5	98.4	95.4	97.1	96.3	88.8	87.7	88.3
No		1.7	1.5	1.6	4.6	2.9	3.7	11.2	12.3	11.7

[1] Percentages will add to more than 100.0 if any student marked more than one category.

2004 CIRP INSTITUTIONAL SUMMARY

273200

Utah State University First-time Full-time	# Res- pondents	Your Institution			Public Univ-med			All Public Univs		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
What is your best estimate of your parents' total income last year? Consider income from all sources before taxes	1,477									
Less than \$10,000		1.6	1.5	1.6	1.7	2.4	2.1	2.2	3.1	2.7
\$10,000 to \$14,999		1.4	2.0	1.8	1.7	2.4	2.1	2.1	3.1	2.6
\$15,000 to \$19,999		1.4	1.2	1.3	1.6	1.8	1.7	1.9	2.7	2.3
\$20,000 to \$24,999		3.7	3.4	3.5	2.5	3.0	2.7	2.9	4.2	3.6
\$25,000 to \$29,999		3.3	3.1	3.2	2.7	3.4	3.1	2.9	3.5	3.2
\$30,000 to \$39,999		6.8	8.3	7.7	5.6	6.3	6.0	5.5	7.0	6.3
\$40,000 to \$49,999		9.3	13.3	11.7	7.3	9.3	8.3	7.0	8.3	7.7
\$50,000 to \$59,999		11.5	11.9	11.8	10.2	10.7	10.5	9.0	9.4	9.2
\$60,000 to \$74,999		18.7	17.2	17.8	13.6	13.7	13.7	12.3	12.5	12.4
\$75,000 to \$99,999		17.8	18.9	18.5	17.0	16.6	16.8	16.9	14.8	15.8
\$100,000 to \$149,999		15.0	11.7	13.0	19.3	15.8	17.5	20.3	16.4	18.3
\$150,000 to \$199,999		4.0	2.9	3.3	7.8	6.3	7.0	7.6	6.6	7.1
\$200,000 to \$249,999		1.7	1.2	1.4	2.6	2.8	2.7	3.4	3.1	3.2
\$250,000 or more		3.7	3.3	3.5	6.4	5.4	5.9	6.1	5.2	5.7
WHAT IS THE HIGHEST LEVEL OF FORMAL EDUCATION OBTAINED BY YOUR PARENTS?										
Father	1,574									
Grammar school or less		1.9	1.8	1.8	1.5	1.5	1.5	2.5	3.6	3.1
Some high school		1.9	1.4	1.6	2.3	2.7	2.5	3.1	4.1	3.6
High school graduate		12.4	12.6	12.5	16.4	19.1	17.8	15.3	18.2	16.9
Postsecondary school other than college		1.9	3.4	2.8	4.2	4.0	4.1	3.6	3.8	3.7
Some college		15.9	17.7	17.0	13.4	15.8	14.6	13.0	14.7	13.9
College degree		37.1	34.2	35.3	35.6	32.4	33.9	32.5	29.0	30.6
Some graduate school		2.4	2.5	2.5	2.1	1.7	1.9	2.5	2.3	2.4
Graduate degree		26.6	26.3	26.4	24.5	22.7	23.6	27.5	24.3	25.8
Mother	1,578									
Grammar school or less		2.0	1.9	2.0	1.3	1.4	1.3	2.4	3.5	3.0
Some high school		1.4	1.4	1.4	1.5	2.1	1.8	2.5	3.5	3.0
High school graduate		16.0	13.5	14.4	18.7	17.5	18.0	17.2	18.1	17.7
Postsecondary school other than college		3.2	2.7	2.9	4.1	4.6	4.4	3.9	4.4	4.2
Some college		28.6	35.8	33.1	17.7	21.5	19.7	16.0	17.9	17.0
College degree		37.8	33.6	35.2	38.0	35.5	36.7	36.0	32.7	34.2
Some graduate school		2.6	1.7	2.0	2.4	2.1	2.2	2.8	2.8	2.8
Graduate degree		8.5	9.3	9.0	16.4	15.2	15.7	19.2	17.1	18.1
Are your parents	1,587									
Both alive and living with each other		84.3	84.9	84.7	78.4	76.2	77.2	77.6	73.5	75.4
Both alive, divorced or living apart		13.1	13.2	13.2	18.7	20.9	19.9	19.4	23.1	21.4
One or both deceased		2.7	1.8	2.1	2.9	2.9	2.9	3.0	3.5	3.3
Student reports spending "most" or "all" of the time during the last year of high school living with his/her: [2]										
Mother	1,582	95.6	97.3	96.6	93.1	94.2	93.7	93.6	94.4	94.0
Father	1,539	91.5	90.5	90.9	83.8	82.3	83.0	83.5	80.5	81.9
Stepmother	902	4.5	2.1	3.0	3.0	2.3	2.6	2.7	2.4	2.6
Stepfather	899	6.1	7.3	6.9	8.4	9.7	9.1	7.7	9.9	8.9
Grandparent	909	2.4	2.1	2.2	3.1	2.9	3.0	5.2	5.2	5.2
Legal guardian	888	11.0	11.0	11.0	8.7	8.1	8.4	8.4	7.5	7.9
Other adult(s)	892	4.0	1.9	2.7	3.2	2.4	2.8	4.3	4.4	4.4

[2] This item included for the first time in 2004.

2004 CIRP INSTITUTIONAL SUMMARY

273200

Utah State University First-time Full-time	# Res- pondents	Your Institution			Public Univ-med			All Public Univs		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
PARENTS' CURRENT RELIGIOUS PREFERENCE										
Father	1,481									
Baptist		1.1	0.7	0.8	8.6	8.5	8.6	6.9	7.1	7.0
Buddhist		0.5	0.2	0.3	0.8	0.6	0.7	2.6	2.7	2.6
Church of Christ		0.2	0.2	0.2	3.5	2.4	2.9	3.5	2.5	3.0
Eastern Orthodox		0.0	0.0	0.0	0.4	0.3	0.4	0.9	0.9	0.9
Episcopalian		0.2	0.4	0.3	1.3	1.2	1.3	1.6	1.6	1.6
Hindu		0.0	0.0	0.0	1.2	0.5	0.8	2.1	1.7	1.9
Islamic		0.2	0.0	0.1	1.0	0.4	0.7	1.7	1.4	1.5
Jewish		0.5	0.1	0.3	0.9	0.6	0.8	4.1	3.4	3.7
LDS (Mormon)		82.9	87.7	85.9	12.5	18.7	15.8	3.8	5.5	4.7
Lutheran		0.5	0.3	0.4	10.0	9.8	9.9	8.7	8.5	8.6
Methodist		0.7	0.7	0.7	7.9	8.1	8.0	5.7	6.1	6.0
Presbyterian		1.1	0.4	0.7	4.0	3.3	3.7	4.5	4.1	4.3
Quaker		0.2	0.0	0.1	0.3	0.2	0.2	0.2	0.2	0.2
Roman Catholic		2.0	1.8	1.9	22.8	21.3	22.0	27.5	27.8	27.7
Seventh Day Adventist		0.0	0.0	0.0	0.2	0.2	0.2	0.3	0.3	0.3
Unitarian/Universalist		0.0	0.0	0.0	0.2	0.2	0.2	0.3	0.3	0.3
United Church of Christ/Congregational		0.2	0.0	0.1	0.6	0.6	0.6	0.8	0.8	0.8
Other Christian		1.6	1.5	1.6	10.3	9.8	10.0	8.8	8.9	8.8
Other Religion		1.1	0.2	0.5	1.1	1.3	1.2	1.6	1.8	1.7
None		7.1	5.6	6.2	12.3	12.0	12.1	14.5	14.4	14.4
Mother	1,494									
Baptist		0.9	0.8	0.8	9.0	8.9	8.9	7.3	7.7	7.5
Buddhist		0.5	0.2	0.3	0.8	0.7	0.8	2.9	2.9	2.9
Church of Christ		0.2	0.2	0.2	3.8	2.6	3.1	3.9	2.9	3.4
Eastern Orthodox		0.0	0.0	0.0	0.3	0.2	0.3	0.8	0.9	0.8
Episcopalian		0.0	0.3	0.2	1.4	1.5	1.4	1.8	1.7	1.8
Hindu		0.0	0.0	0.0	1.1	0.4	0.8	2.0	1.7	1.8
Islamic		0.0	0.0	0.0	0.8	0.3	0.6	1.5	1.2	1.4
Jewish		0.2	0.0	0.1	0.8	0.5	0.6	4.0	3.2	3.6
LDS (Mormon)		84.5	88.9	87.2	12.8	18.9	16.0	3.9	5.5	4.7
Lutheran		0.7	0.5	0.6	10.2	9.9	10.0	8.8	8.5	8.6
Methodist		0.7	1.0	0.9	8.4	8.8	8.6	6.2	6.7	6.5
Presbyterian		1.2	0.3	0.7	4.5	3.6	4.0	4.9	4.4	4.6
Quaker		0.4	0.0	0.1	0.3	0.2	0.2	0.2	0.2	0.2
Roman Catholic		2.7	2.4	2.5	24.1	23.0	23.5	28.9	29.7	29.3
Seventh Day Adventist		0.0	0.0	0.0	0.2	0.3	0.2	0.3	0.3	0.3
Unitarian/Universalist		0.0	0.1	0.1	0.3	0.2	0.2	0.4	0.4	0.4
United Church of Christ/Congregational		0.2	0.0	0.1	0.7	0.6	0.7	0.9	1.0	0.9
Other Christian		1.9	1.5	1.7	11.1	10.9	11.0	9.6	9.9	9.7
Other Religion		0.5	0.0	0.2	0.9	1.3	1.1	1.6	1.8	1.7
None		5.5	3.8	4.4	8.5	7.3	7.9	10.2	9.4	9.8
From what kind of secondary school did you graduate?	1,590									
Public school (not charter or magnet)		97.0	98.3	97.8	85.5	88.5	87.1	82.5	85.0	83.8
Public charter school		0.3	0.1	0.2	0.8	0.5	0.6	0.9	0.8	0.8
Public magnet school		0.2	0.5	0.4	0.8	1.1	1.0	2.5	2.7	2.6
Private religious/parochial school		0.7	0.1	0.3	8.9	7.0	7.9	9.7	8.2	8.9
Private independent college-prep school		0.7	0.4	0.5	3.5	2.5	3.0	4.1	3.0	3.5
Home school		1.2	0.6	0.8	0.4	0.5	0.4	0.3	0.3	0.3

2004 CIRP INSTITUTIONAL SUMMARY

273200

Utah State University First-time Full-time	# Res- pondents	Your Institution			Public Univ-med			All Public Univs		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Your current religious preference	1,592									
Baptist		0.8	0.7	0.8	8.6	9.2	8.9	6.9	7.9	7.4
Buddhist		0.7	0.3	0.4	0.9	0.5	0.7	1.7	1.6	1.7
Church of Christ		0.2	0.3	0.3	3.6	2.6	3.1	3.4	2.9	3.1
Eastern Orthodox		0.2	0.0	0.1	0.3	0.3	0.3	0.8	0.8	0.8
Episcopalian		0.0	0.4	0.3	1.1	1.3	1.2	1.2	1.4	1.3
Hindu		0.0	0.0	0.0	1.0	0.4	0.7	1.7	1.5	1.6
Islamic		0.2	0.0	0.1	0.8	0.3	0.5	1.4	1.2	1.3
Jewish		0.2	0.0	0.1	0.7	0.4	0.6	3.2	2.9	3.0
LDS (Mormon)		80.7	89.1	85.9	11.8	18.8	15.5	3.6	5.4	4.5
Lutheran		0.8	0.2	0.4	9.4	9.1	9.2	7.8	7.6	7.7
Methodist		0.7	0.9	0.8	6.7	8.1	7.4	5.0	5.9	5.5
Presbyterian		1.2	0.3	0.6	3.5	2.8	3.1	4.0	3.7	3.8
Quaker		0.0	0.0	0.0	0.2	0.1	0.2	0.2	0.2	0.2
Roman Catholic		1.5	2.0	1.8	20.9	20.9	20.9	24.6	26.5	25.6
Seventh Day Adventist		0.0	0.0	0.0	0.1	0.2	0.1	0.3	0.3	0.3
Unitarian/Universalist		0.2	0.0	0.1	0.3	0.1	0.2	0.3	0.3	0.3
United Church of Christ/Congregational		0.2	0.0	0.1	0.7	0.6	0.7	0.7	0.8	0.8
Other Christian		2.0	1.4	1.6	11.2	11.9	11.5	9.4	10.5	10.0
Other Religion		1.2	0.2	0.6	1.8	1.6	1.7	2.2	2.3	2.3
None		9.4	4.2	6.2	16.6	10.7	13.5	21.7	16.5	18.9
Do you consider yourself a Born-Again Christian?	1,527									
No		92.0	95.6	94.2	76.4	75.1	75.7	81.5	79.8	80.6
Yes		8.0	4.4	5.8	23.6	24.9	24.3	18.5	20.2	19.4
Student rated self "above average" or "highest 10%" as compared with the average person of his/her age in: [3]										
Academic ability	1,588	82.2	77.7	79.3	79.9	72.5	76.0	80.3	72.2	76.0
Artistic ability	1,590	31.3	33.2	32.5	28.3	30.3	29.3	29.3	31.2	30.3
Compassion [2]	1,586	54.2	72.3	65.5	57.5	73.0	65.6	59.2	73.4	66.7
Computer skills	1,591	50.9	25.7	35.1	51.8	25.2	37.9	53.2	26.2	38.9
Cooperativeness	1,584	65.8	69.4	68.1	67.5	69.0	68.3	68.2	70.5	69.4
Courage [2]	1,583	68.5	43.0	52.6	63.3	44.4	53.4	62.0	46.0	53.5
Creativity	1,590	57.0	54.1	55.2	54.1	54.1	54.1	55.4	54.5	55.0
Drive to achieve	1,585	72.0	73.8	73.1	67.7	75.1	71.6	67.9	75.9	72.1
Emotional health	1,586	61.4	53.8	56.7	58.2	49.3	53.5	58.3	47.9	52.8
Forgiveness [2]	1,586	58.9	61.9	60.8	58.6	58.5	58.5	58.2	56.6	57.3
Generosity [2]	1,587	60.7	63.9	62.7	62.6	67.6	65.2	63.6	68.7	66.3
Kindness [2]	1,585	67.8	73.7	71.5	71.8	76.8	74.4	72.3	77.4	75.0
Leadership ability	1,587	66.1	57.0	60.4	62.2	58.1	60.1	61.6	57.9	59.6
Mathematical ability	1,587	65.0	37.7	47.9	63.5	41.2	51.9	62.9	41.6	51.6
Physical health	1,585	68.8	42.9	52.6	65.0	44.9	54.5	64.0	44.5	53.7
Public speaking ability	1,582	40.0	37.2	38.2	35.9	33.2	34.5	37.1	33.1	35.0
Religiousness	1,585	62.4	75.4	70.5	36.0	45.2	40.8	28.6	33.9	31.4
Self-confidence (intellectual)	1,587	72.2	60.0	64.5	68.2	53.3	60.4	67.9	52.2	59.6
Self-confidence (social)	1,582	54.1	50.0	51.5	50.4	46.4	48.3	52.2	46.7	49.3
Self-understanding	1,581	55.7	53.4	54.3	54.3	47.5	50.7	55.1	48.6	51.7
Spirituality	1,582	62.4	73.1	69.1	40.5	47.3	44.1	33.9	37.9	36.0
Time management [2]	1,585	34.7	36.8	36.0	34.2	41.3	37.9	32.9	39.4	36.3
Understanding of others	1,588	57.9	61.8	60.3	57.3	65.2	61.4	58.5	67.1	63.1
Writing ability	1,588	43.6	50.2	47.7	41.6	48.3	45.1	44.4	48.0	46.4

[2] This item asked for the first time in 2004.

[3] Comparisons of these results with those from earlier years should be made with caution due to changes in wording or presentation order of the items.

2004 CIRP INSTITUTIONAL SUMMARY

273200

Utah State University First-time Full-time	# Res- pondents	Your Institution			Public Univ-med			All Public Univs		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Indicate which activities you did during the past year										
Attended a religious service	1,596	91.5	97.8	95.4	83.5	89.0	86.3	76.6	82.2	79.6
Was bored in class [4]	1,592	36.4	34.6	35.3	42.9	40.5	41.6	43.8	40.8	42.2
Participated in organized demonstrations	1,577	46.9	50.4	49.1	46.6	51.2	49.0	44.0	48.4	46.3
Tutored another student	1,590	52.5	61.5	58.1	54.8	61.5	58.3	56.0	62.3	59.3
Studied with other students	1,593	81.1	91.9	87.8	85.4	91.9	88.8	85.2	91.4	88.5
Was a guest in a teacher's home	1,589	22.7	22.8	22.8	27.1	26.3	26.7	22.5	22.5	22.5
Smoked cigarettes [4]	1,594	1.2	0.4	0.7	5.6	4.4	5.0	5.6	5.1	5.3
Drank beer	1,592	8.6	3.4	5.3	45.8	36.4	40.9	48.7	39.9	44.0
Drank wine or liquor	1,592	7.9	4.4	5.7	45.9	44.4	45.1	49.4	49.4	49.4
Felt overwhelmed by all I had to do [4]	1,591	13.5	31.4	24.7	14.4	35.3	25.3	14.9	34.6	25.4
Felt depressed [4]	1,590	3.2	5.7	4.8	5.1	7.8	6.5	4.9	7.9	6.5
Performed volunteer work	1,590	88.4	93.6	91.6	78.1	87.6	83.0	79.0	87.8	83.7
Played a musical instrument	1,587	61.8	70.1	67.0	50.0	48.8	49.4	48.1	44.8	46.3
Asked teacher for advice after class [4]	1,588	20.9	27.0	24.7	21.1	28.2	24.8	20.5	27.2	24.0
Discussed politics [4]	1,588	23.5	18.2	20.2	27.0	19.6	23.1	29.5	22.5	25.8
Voted in a student election [4]	1,577	23.5	30.2	27.7	20.7	24.4	22.6	19.7	22.4	21.1
Socialized with someone of another racial/ethnic group [4]	1,588	60.5	62.8	61.9	55.1	59.7	57.5	65.0	69.1	67.2
Came late to class	1,580	70.3	78.3	75.3	59.5	61.2	60.4	63.5	62.1	62.8
Used the Internet for research or homework [3,4]	1,592	60.6	72.1	67.8	71.3	79.2	75.4	75.3	82.6	79.2
Performed community service as part of a class	1,588	52.1	67.9	62.0	47.7	58.4	53.3	48.9	56.5	52.9
Used a personal computer [4]	1,558	82.8	82.3	82.5	87.3	85.4	86.3	88.5	86.8	87.6
Discussed religion/spirituality: [2,4]										
In class	1,582	26.5	32.3	30.1	18.3	22.7	20.6	17.5	19.5	18.6
With friends	1,590	46.2	61.0	55.5	27.0	38.8	33.2	23.4	29.7	26.8
With family	1,591	57.7	72.8	67.1	26.8	39.9	33.7	21.6	30.1	26.1
Worked on a local, state, or national political campaign	1,588	12.1	10.0	10.8	10.3	9.5	9.9	9.6	9.2	9.4
Maintained a healthy diet [2,4]	1,584	48.5	41.6	44.2	40.5	37.1	38.7	38.9	35.3	37.0
Stayed up all night	1,587	76.6	73.1	74.4	78.3	74.3	76.3	78.6	75.9	77.2
Missed school because of illness [4]	1,581	1.4	3.9	3.0	1.8	4.6	3.2	2.8	5.2	4.1
Which of these community service/volunteer activities did you participate in during high school? [2]										
	1,604									
None		11.8	3.1	6.4	14.6	4.9	9.6	11.8	4.3	7.8
Tutoring/teaching		31.5	48.4	42.0	37.3	50.1	43.9	41.4	52.9	47.4
Counseling/mentoring		9.8	15.1	13.1	13.6	21.3	17.6	13.7	20.0	17.0
Environmental activities		25.4	24.4	24.8	24.3	26.9	25.7	24.8	27.6	26.3
Child care		12.3	49.5	35.5	14.0	47.4	31.4	15.6	43.8	30.5
Elder care		16.9	26.0	22.6	13.4	23.2	18.5	13.8	22.4	18.4
Hospital work		4.1	14.3	10.5	5.3	12.7	9.2	8.5	15.2	12.0
Substance abuse education		5.5	5.4	5.4	4.0	6.2	5.2	3.4	5.2	4.4
Other health education		3.2	8.5	6.5	2.5	5.7	4.1	2.9	4.9	4.0
Services to the homeless		15.6	22.5	19.9	14.4	24.2	19.5	17.0	24.6	21.0
Community improvement/construction		35.3	26.0	29.5	30.4	28.8	29.6	27.2	25.3	26.2
Conflict mediation		3.2	3.6	3.4	3.9	4.3	4.1	3.6	4.5	4.1
Service to my religious community		63.7	76.5	71.7	36.8	48.5	42.9	30.9	39.3	35.3
Other community service		42.6	46.9	45.3	38.4	48.5	43.6	39.6	48.0	44.1

[2] This item asked for the first time in 2004.

[3] Comparisons of these results with those from earlier years should be made with caution due to changes in wording or presentation order of the items.

[4] Percentage responding "frequently" only. Results for other items in this group represent the percentage responding "frequently" or "occasionally".

2004 CIRP INSTITUTIONAL SUMMARY

273200

Utah State University First-time Full-time	# Resp- ondents	Your Institution			Public Univ-med			All Public Univs		
		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	1,569									
None		3.9	0.7	1.9	3.8	0.8	2.3	3.3	0.8	2.0
Less than one hour		15.8	6.9	10.2	15.2	6.7	10.7	14.3	7.2	10.5
1 to 2 hours		21.6	18.9	19.9	23.3	19.6	21.4	23.4	17.6	20.3
3 to 5 hours		33.9	34.4	34.2	29.7	32.0	30.9	28.3	30.7	29.6
6 to 10 hours		16.4	25.3	22.0	17.0	24.9	21.1	17.8	23.3	20.7
11 to 15 hours		5.7	7.5	6.8	6.7	9.3	8.1	7.3	11.0	9.3
16 to 20 hours		1.5	3.2	2.6	2.5	4.0	3.3	3.2	5.7	4.5
Over 20 hours		1.2	3.0	2.4	1.8	2.6	2.2	2.3	3.8	3.1
Socializing with friends	1,562									
None		0.9	0.1	0.4	0.5	0.1	0.3	0.4	0.2	0.3
Less than one hour		1.7	2.2	2.0	1.2	1.3	1.3	1.2	1.3	1.2
1 to 2 hours		5.7	7.2	6.7	4.9	5.5	5.2	5.3	5.9	5.6
3 to 5 hours		20.6	22.0	21.5	15.9	18.5	17.3	17.3	18.7	18.0
6 to 10 hours		29.0	29.9	29.6	26.5	27.6	27.0	25.7	27.7	26.8
11 to 15 hours		20.3	18.4	19.1	21.6	21.0	21.3	19.8	19.7	19.8
16 to 20 hours		10.1	10.1	10.1	12.9	12.2	12.5	12.5	12.3	12.4
Over 20 hours		11.7	10.0	10.6	16.4	13.8	15.1	17.8	14.3	15.9
Talking with teachers outside of class	1,565									
None		11.2	6.7	8.4	11.8	6.7	9.2	13.1	7.1	9.9
Less than one hour		51.5	48.9	49.9	46.3	44.1	45.2	47.1	45.0	46.0
1 to 2 hours		26.3	32.5	30.2	29.6	33.6	31.7	28.1	32.3	30.3
3 to 5 hours		8.4	8.5	8.5	8.9	11.9	10.5	8.6	11.6	10.2
6 to 10 hours		1.7	1.8	1.8	2.3	2.3	2.3	2.2	2.7	2.4
11 to 15 hours		0.5	1.0	0.8	0.6	0.7	0.7	0.6	0.8	0.7
16 to 20 hours		0.0	0.2	0.1	0.1	0.2	0.2	0.2	0.3	0.3
Over 20 hours		0.3	0.3	0.3	0.3	0.4	0.3	0.3	0.2	0.2
Exercise or sports	1,565									
None		2.1	2.1	2.1	2.9	3.4	3.2	2.8	5.0	4.0
Less than one hour		6.7	9.9	8.8	6.3	9.5	8.0	6.7	11.6	9.3
1 to 2 hours		14.7	21.2	18.8	12.3	17.6	15.1	13.6	18.0	15.9
3 to 5 hours		19.8	26.4	24.0	19.6	21.0	20.4	20.6	20.8	20.7
6 to 10 hours		22.8	18.4	20.0	20.5	19.1	19.8	20.4	18.4	19.4
11 to 15 hours		16.7	10.1	12.5	16.7	14.2	15.4	15.6	13.1	14.3
16 to 20 hours		7.4	5.5	6.2	9.5	8.2	8.8	9.1	6.9	7.9
Over 20 hours		9.8	6.4	7.7	12.1	7.0	9.4	11.2	6.3	8.6
Partying	1,555									
None		22.8	31.2	28.1	23.3	30.9	27.3	20.6	26.4	23.7
Less than one hour		21.6	20.3	20.8	16.1	16.8	16.5	16.1	16.2	16.2
1 to 2 hours		20.2	22.5	21.7	18.9	17.5	18.1	19.0	18.8	18.9
3 to 5 hours		18.5	16.2	17.0	19.0	17.9	18.4	19.8	19.7	19.7
6 to 10 hours		10.6	6.0	7.7	12.5	10.5	11.5	13.2	11.7	12.4
11 to 15 hours		2.6	2.0	2.3	5.1	3.8	4.4	5.9	4.3	5.1
16 to 20 hours		1.4	1.1	1.2	2.5	1.7	2.1	2.6	1.7	2.2
Over 20 hours		2.2	0.6	1.2	2.7	1.0	1.8	2.8	1.2	2.0

2004 CIRP INSTITUTIONAL SUMMARY

273200

Utah State University First-time Full-time	# Resp- ondents	Your Institution			Public Univ-med			All Public Univs		
		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)	1,562									
None		21.5	21.6	21.6	28.6	24.9	26.7	32.6	29.9	31.2
Less than one hour		4.6	3.3	3.8	3.4	2.8	3.1	3.3	2.4	2.9
1 to 2 hours		7.1	5.1	5.8	5.0	3.9	4.4	4.4	3.7	4.0
3 to 5 hours		9.1	8.8	8.9	6.8	8.0	7.4	7.2	7.5	7.4
6 to 10 hours		12.0	15.6	14.3	10.9	14.7	12.9	11.1	13.6	12.4
11 to 15 hours		12.2	19.1	16.5	12.0	17.0	14.6	11.9	15.6	13.9
16 to 20 hours		16.0	15.0	15.4	14.6	16.2	15.4	13.7	14.8	14.3
Over 20 hours		17.4	11.6	13.8	18.8	12.5	15.5	15.7	12.4	14.0
Volunteer work	1,553									
None		23.0	12.6	16.5	34.0	18.2	25.7	33.2	18.9	25.6
Less than one hour		34.2	30.5	31.9	28.4	26.8	27.6	26.7	24.2	25.4
1 to 2 hours		30.9	31.1	31.0	23.4	29.7	26.7	23.2	29.0	26.3
3 to 5 hours		9.0	15.3	12.9	9.4	15.9	12.8	10.8	17.5	14.4
6 to 10 hours		2.1	5.7	4.4	3.1	5.3	4.3	3.6	6.0	4.9
11 to 15 hours		0.3	2.4	1.6	0.9	2.0	1.5	1.2	2.2	1.7
16 to 20 hours		0.2	1.0	0.7	0.4	0.8	0.6	0.4	0.9	0.7
Over 20 hours		0.3	1.3	1.0	0.4	1.2	0.8	0.8	1.3	1.1
Student clubs/groups	1,554									
None		33.8	16.3	22.8	35.3	18.4	26.5	34.4	19.4	26.5
Less than one hour		19.6	19.4	19.5	16.4	15.5	16.0	17.3	15.3	16.2
1 to 2 hours		20.6	24.3	22.9	24.2	28.5	26.4	24.6	29.1	27.0
3 to 5 hours		12.5	18.6	16.3	13.9	20.2	17.2	14.1	20.4	17.4
6 to 10 hours		8.1	11.0	9.9	5.5	9.7	7.7	5.2	9.1	7.3
11 to 15 hours		3.6	4.2	4.0	2.5	3.7	3.1	2.2	3.4	2.9
16 to 20 hours		0.5	2.0	1.5	1.0	1.8	1.4	1.0	1.5	1.3
Over 20 hours		1.2	4.2	3.1	1.1	2.1	1.6	1.2	1.8	1.5
Watching TV	1,557									
None		9.5	10.4	10.1	5.6	6.3	6.0	5.4	5.7	5.6
Less than one hour		17.1	24.0	21.5	13.2	18.9	16.2	12.7	17.5	15.2
1 to 2 hours		30.2	32.0	31.3	23.8	28.1	26.0	23.0	26.9	25.1
3 to 5 hours		25.2	21.6	22.9	28.1	26.7	27.4	28.1	28.1	28.1
6 to 10 hours		10.5	8.9	9.5	17.0	13.5	15.2	17.4	14.0	15.6
11 to 15 hours		5.0	2.0	3.1	7.0	3.7	5.3	6.9	4.3	5.5
16 to 20 hours		1.4	0.2	0.6	2.4	1.5	1.9	2.8	1.8	2.3
Over 20 hours		1.0	0.8	0.9	3.0	1.3	2.1	3.6	1.7	2.6
Household/childcare duties	1,551									
None		18.8	4.6	9.9	27.5	11.4	19.1	26.8	13.0	19.4
Less than one hour		24.1	16.7	19.5	21.7	20.2	20.9	22.5	21.2	21.8
1 to 2 hours		35.9	35.4	35.6	30.5	35.2	33.0	29.3	33.5	31.6
3 to 5 hours		16.7	27.8	23.7	14.6	21.9	18.4	15.0	21.2	18.3
6 to 10 hours		3.3	10.7	7.9	3.6	7.0	5.4	4.0	6.7	5.4
11 to 15 hours		1.2	3.0	2.3	1.4	2.2	1.8	1.3	2.1	1.8
16 to 20 hours		0.0	1.2	0.8	0.4	1.1	0.7	0.4	0.9	0.7
Over 20 hours		0.0	0.6	0.4	0.4	0.9	0.6	0.6	1.4	1.0

2004 CIRP INSTITUTIONAL SUMMARY

273200

Utah State University First-time Full-time	# Res- pondents	Your Institution			Public Univ-med			All Public Univs		
		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	1,550									
None		16.6	6.9	10.5	28.8	16.2	22.2	28.4	17.0	22.4
Less than one hour		30.1	26.0	27.5	26.4	26.6	26.5	26.8	27.8	27.3
1 to 2 hours		26.2	31.3	29.4	21.5	27.5	24.6	23.0	27.3	25.3
3 to 5 hours		16.8	20.4	19.1	14.0	18.2	16.2	13.4	17.4	15.5
6 to 10 hours		7.0	9.4	8.5	6.0	7.0	6.6	5.4	6.5	6.0
11 to 15 hours		1.4	3.9	3.0	2.0	2.6	2.3	1.7	2.4	2.1
16 to 20 hours		1.0	0.8	0.9	0.8	1.0	0.9	0.6	0.9	0.8
Over 20 hours		0.9	1.3	1.2	0.6	0.8	0.7	0.7	0.8	0.8
Playing video/computer games	1,552									
None		21.0	60.2	45.6	16.1	58.9	38.5	15.9	60.0	39.3
Less than one hour		22.7	25.7	24.6	18.8	24.2	21.6	19.2	23.0	21.2
1 to 2 hours		25.0	9.4	15.2	21.7	10.5	15.8	22.8	10.0	16.0
3 to 5 hours		16.8	2.7	7.9	21.6	4.2	12.5	20.8	4.5	12.1
6 to 10 hours		8.3	1.5	4.1	11.5	1.4	6.2	11.1	1.5	6.0
11 to 15 hours		3.8	0.3	1.6	5.2	0.5	2.7	5.0	0.6	2.7
16 to 20 hours		0.7	0.0	0.3	1.7	0.2	0.9	2.1	0.2	1.1
Over 20 hours		1.7	0.1	0.7	3.5	0.2	1.8	3.2	0.2	1.6
Prayer/meditation	1,550									
None		16.3	7.2	10.6	33.7	23.3	28.3	43.2	35.3	39.0
Less than one hour		37.2	40.0	39.0	35.3	37.5	36.5	32.4	34.8	33.7
1 to 2 hours		32.7	34.6	33.9	21.5	26.5	24.2	16.7	20.3	18.6
3 to 5 hours		10.3	14.6	13.0	6.5	9.0	7.8	5.0	6.7	5.9
6 to 10 hours		2.4	2.2	2.3	1.9	2.3	2.1	1.6	1.9	1.7
11 to 15 hours		0.2	0.9	0.6	0.4	0.6	0.5	0.4	0.5	0.5
16 to 20 hours		0.3	0.4	0.4	0.2	0.3	0.2	0.2	0.2	0.2
Over 20 hours		0.5	0.2	0.3	0.4	0.4	0.4	0.4	0.4	0.4
Did your high school require community service for graduation?	1,590									
No		84.4	83.4	83.8	81.8	83.3	82.6	73.9	75.3	74.7
Yes		15.6	16.6	16.2	18.2	16.7	17.4	26.1	24.7	25.3
Have you participated in:										
A summer research program?	1,587	5.7	2.6	3.8	5.3	4.0	4.6	6.4	5.6	6.0
A health science research program sponsored by a university?	1,582	1.7	2.8	2.4	1.8	2.3	2.1	2.2	2.9	2.6
Do you have a disability?	1,604									
Hearing		0.2	0.6	0.4	0.5	0.6	0.6	0.5	0.4	0.5
Speech		0.2	0.2	0.2	0.3	0.1	0.2	0.3	0.1	0.2
Orthopedic		0.0	0.8	0.5	0.4	0.6	0.5	0.4	0.4	0.4
Learning disability		1.3	0.3	0.7	2.1	1.4	1.8	2.0	1.3	1.6
Health-related		0.8	1.5	1.2	0.9	1.1	1.0	0.9	1.0	0.9
Partially sighted or blind		2.0	1.2	1.5	1.3	1.1	1.2	1.1	1.0	1.0
Other		1.0	0.6	0.7	1.1	0.8	1.0	1.0	0.8	0.9
Citizenship status	1,597									
U.S. citizen		99.2	99.4	99.3	96.6	98.6	97.7	94.6	95.2	94.9
Permanent resident (green card)		0.7	0.4	0.5	1.2	0.8	1.0	3.9	3.7	3.8
Neither		0.2	0.2	0.2	2.1	0.6	1.3	1.6	1.1	1.3

2004 CIRP INSTITUTIONAL SUMMARY

273200

Utah State University First-time Full-time	# Res- pondents	Your Institution			Public Univ-med			All Public Univs		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Student met or exceeded recommended years of high school study in: [5]										
English (4 years)	1,586	95.0	96.4	95.8	97.3	98.0	97.6	97.8	98.3	98.1
Mathematics (3 years)	1,579	96.0	94.2	94.9	98.1	97.5	97.8	98.6	98.4	98.5
Foreign Language (2 years)	1,576	61.6	65.3	63.9	84.6	86.6	85.6	90.7	92.8	91.8
Physical Science (2 years)	1,539	69.9	58.0	62.5	64.9	54.6	59.5	66.8	57.9	62.1
Biological Science (2 years)	1,538	42.0	43.8	43.1	40.6	47.7	44.3	42.6	48.7	45.8
History/Am. Govt. (1 year)	1,550	98.6	99.5	99.2	98.7	98.8	98.8	98.9	98.9	98.9
Computer Science (1/2 year)	1,513	84.4	78.1	80.4	73.3	63.2	68.0	66.5	54.6	60.2
Arts and/or Music (1 year)	1,547	89.3	94.4	92.5	78.2	88.8	83.7	76.5	86.4	81.7
WHAT IS THE HIGHEST ACADEMIC DEGREE THAT YOU INTEND TO OBTAIN:										
At any college	1,408									
None		0.0	0.5	0.3	0.7	0.6	0.6	1.0	0.8	0.9
Vocational certificate		0.2	0.1	0.1	0.2	0.1	0.2	0.1	0.1	0.1
Associate (A.A. or equivalent)		0.4	2.1	1.4	0.5	0.7	0.6	0.4	0.4	0.4
Bachelor's degree (B.A., B.S., etc.)		22.8	45.6	36.9	29.0	30.9	30.0	23.9	21.5	22.7
Master's degree (M.A., M.S., etc.)		41.8	33.1	36.4	40.7	35.8	38.2	40.6	37.8	39.1
Ph.D. or Ed.D.		21.5	10.7	14.8	17.7	15.6	16.6	18.5	18.7	18.6
M.D., D.O., D.D.S., or D.V.M.		7.6	4.8	5.9	6.3	10.4	8.4	9.2	14.0	11.7
J.D. (Law)		4.7	2.1	3.1	3.5	3.4	3.4	4.7	4.8	4.7
B.D. or M.Div. (Divinity)		0.2	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.2
Other		0.9	0.9	0.9	1.3	2.3	1.8	1.4	1.8	1.6
At this college	901									
None		1.6	0.9	1.2	1.0	1.0	1.0	1.5	1.1	1.3
Vocational certificate		0.0	0.2	0.1	0.2	0.2	0.2	0.2	0.2	0.2
Associate (A.A. or equivalent)		4.1	7.1	5.9	1.4	2.7	2.1	1.1	1.5	1.3
Bachelor's degree (B.A., B.S., etc.)		57.0	69.4	64.4	61.0	65.6	63.4	62.8	64.8	63.9
Master's degree (M.A., M.S., etc.)		31.0	18.7	23.6	27.5	20.2	23.7	24.4	21.0	22.6
Ph.D. or Ed.D.		5.5	1.7	3.2	6.0	4.5	5.2	5.2	5.1	5.1
M.D., D.O., D.D.S., or D.V.M.		0.5	0.6	0.6	1.1	3.2	2.2	2.4	3.9	3.2
J.D. (Law)		0.0	0.0	0.0	0.5	0.8	0.7	0.7	0.9	0.8
B.D. or M.Div. (Divinity)		0.0	0.2	0.1	0.2	0.2	0.2	0.1	0.1	0.1
Other		0.3	1.3	0.9	1.2	1.7	1.5	1.4	1.3	1.4
Reasons noted as "very important" in deciding to go to college										
My parents wanted me to go	1,590	27.6	37.5	33.8	35.6	43.8	39.9	37.6	44.4	41.2
I could not find a job	1,579	4.7	6.6	5.9	5.1	5.7	5.4	5.3	6.2	5.8
Wanted to get away from home	1,581	19.7	22.7	21.6	20.8	22.5	21.7	20.2	21.2	20.7
To be able to get a better job	1,581	74.2	65.6	68.8	76.1	73.1	74.5	73.8	72.3	73.0
To gain a general education and appreciation of ideas	1,588	55.4	74.2	67.1	53.7	67.9	61.1	57.7	70.9	64.7
There was nothing better to do	1,573	4.7	3.4	3.9	3.9	2.8	3.3	5.0	2.9	3.9
To make me a more cultured person	1,586	26.4	40.4	35.2	28.1	41.3	35.0	32.4	46.8	40.0
To be able to make more money	1,579	75.5	62.6	67.4	75.8	69.2	72.4	74.0	68.9	71.3
To learn more about things that interest me	1,587	76.7	84.3	81.4	72.6	81.1	77.0	72.9	81.8	77.6
To prepare myself for graduate or professional school	1,580	51.1	44.7	47.1	45.8	55.2	50.7	52.1	65.2	59.1
To get training for a specific career	1,586	74.0	80.6	78.1	72.1	80.2	76.3	70.0	77.9	74.2
To find my purpose in life [2]	1,578	27.7	45.4	38.8	38.9	53.1	46.3	42.1	56.9	50.0

[2] This item included for the first time in 2004.

[5] Based on curriculum recommendations of the National Committee on Excellence in Education.

2004 CIRP INSTITUTIONAL SUMMARY

273200

Utah State University First-time Full-time	# Res- pondents	Your Institution			Public Univ-med			All Public Univs		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Is this college your	1,596									
First choice		87.8	87.1	87.3	81.6	82.8	82.2	70.5	70.1	70.3
Second choice		10.5	11.4	11.1	14.2	13.1	13.6	19.1	20.0	19.6
Third choice		1.7	1.3	1.4	2.6	2.6	2.6	6.2	6.1	6.2
Less than third choice		0.0	0.2	0.1	1.6	1.5	1.5	4.2	3.7	4.0
To how many colleges other than this one did you apply for admission this year?	1,587									
None		42.6	40.6	41.3	35.6	35.6	35.6	22.0	20.6	21.2
One		18.0	21.0	19.9	17.1	17.6	17.3	13.1	13.0	13.0
Two		18.2	19.1	18.8	16.7	17.6	17.2	15.2	14.6	14.8
Three		12.6	12.7	12.7	14.0	13.6	13.8	15.0	15.1	15.1
Four		6.2	4.9	5.4	7.3	7.3	7.3	11.0	11.1	11.0
Five		1.9	1.0	1.3	4.5	4.1	4.3	7.9	8.2	8.1
Six		0.2	0.1	0.1	1.9	2.0	2.0	5.6	6.3	6.0
Seven to ten		0.3	0.5	0.4	2.3	2.0	2.1	8.5	9.5	9.0
Eleven or more		0.0	0.0	0.0	0.5	0.3	0.4	1.7	1.8	1.7
Reasons noted as "very important" in influencing student's decision to attend this particular college										
My relatives wanted me to come here	1,563	6.4	8.4	7.6	8.1	9.9	9.0	8.1	10.0	9.1
My teacher advised me	1,556	2.1	2.6	2.4	3.5	3.5	3.5	3.7	4.1	3.9
This college has a very good academic reputation	1,567	38.4	50.3	45.9	58.9	60.4	59.7	55.5	61.7	58.8
This college has a good reputation for its social activities	1,563	25.0	35.1	31.3	26.2	32.0	29.2	28.9	32.1	30.6
I was offered financial assistance	1,560	42.1	51.6	48.1	23.9	34.2	29.3	20.6	28.6	24.9
The cost of attending this college	1,559	21.6	29.3	26.4	24.7	31.1	28.0	27.7	33.9	31.0
High school counselor advised me	1,556	2.8	3.4	3.1	4.7	4.6	4.6	5.8	6.7	6.3
Private college counselor advised me	1,553	1.0	0.8	0.9	1.5	1.1	1.3	1.6	1.4	1.5
I wanted to live near home	1,559	11.7	18.7	16.1	8.8	15.6	12.4	11.3	17.7	14.7
Not offered aid by first choice	1,551	4.0	3.3	3.5	4.3	4.9	4.6	4.9	6.6	5.8
This college's graduates gain admission to top graduate/professional schools	1,556	14.6	17.6	16.5	23.5	28.5	26.1	25.1	34.9	30.3
This college's graduates get good jobs	1,545	31.0	35.2	33.7	51.3	51.1	51.2	46.7	52.1	49.6
I was attracted by the religious affiliation/orientation of the college	1,550	10.2	19.3	15.9	3.1	6.2	4.8	2.1	3.4	2.8
I wanted to go to a school about the size of this college	1,554	16.0	26.0	22.3	21.7	31.0	26.6	20.6	29.5	25.4
Rankings in national magazines	1,548	4.0	4.2	4.1	17.6	15.1	16.3	16.9	17.5	17.2
Information from a website	1,540	4.2	5.4	4.9	9.1	12.1	10.7	9.9	14.5	12.3
I was admitted through an Early Action or Early Decision program	1,545	2.1	1.7	1.8	4.3	5.3	4.8	5.7	6.7	6.2
A visit to the campus	1,553	15.7	25.6	21.9	24.4	35.9	30.5	26.4	37.0	32.1
Prior to this term, have you ever taken courses for credit at this institution?	1,576									
No		80.1	78.2	78.9	93.9	93.1	93.5	96.0	96.1	96.0
Yes		19.9	21.8	21.1	6.1	6.9	6.5	4.0	3.9	4.0

2004 CIRP INSTITUTIONAL SUMMARY

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Utah State University First-time Full-time	# Res- pondents	Your Institution			Public Univ-med			All Public Univs		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Where do you plan to live during the fall term?	1,594									
With my family or other relatives		20.4	16.8	18.1	7.9	8.8	8.4	12.5	12.6	12.6
Other private home, apartment or room		25.1	23.4	24.0	7.1	7.5	7.3	5.2	5.2	5.2
College residence hall		43.4	46.3	45.2	77.7	76.2	76.9	77.4	77.5	77.5
Fraternity or sorority house		0.3	0.3	0.3	3.7	3.2	3.4	1.8	1.0	1.4
Other campus student housing		9.2	12.2	11.1	3.0	4.1	3.6	2.7	3.3	3.0
Other		1.5	1.0	1.2	0.6	0.3	0.4	0.4	0.3	0.3
Objectives considered to be "essential" or "very important"										
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	1,546	10.6	18.7	15.7	9.9	13.1	11.6	11.3	13.7	12.5
Becoming an authority in my field	1,545	59.4	43.6	49.4	56.4	52.1	54.2	57.9	57.2	57.5
Obtaining recognition from my colleagues for contributions to my special field	1,548	40.6	30.1	34.0	48.6	45.5	47.0	51.7	51.8	51.7
Influencing the political structure	1,548	17.2	11.7	13.8	17.8	12.9	15.2	19.9	16.2	17.9
Influencing social values	1,547	31.3	40.2	36.8	28.7	37.3	33.2	30.6	39.1	35.1
Raising a family	1,547	81.4	88.3	85.7	74.9	81.3	78.2	73.4	76.5	75.0
Having administrative responsibility for the work of others	1,541	33.9	25.0	28.3	39.1	34.8	36.9	40.2	37.5	38.8
Being very well off financially	1,548	75.6	62.3	67.2	76.4	70.2	73.2	77.1	74.0	75.5
Helping others who are in difficulty	1,544	49.1	67.5	60.7	48.2	66.3	57.7	50.8	69.3	60.6
Making a theoretical contribution to science	1,541	21.4	9.1	13.7	23.3	15.3	19.1	23.4	17.6	20.3
Writing original works (poems, novels, short stories, etc.)	1,547	11.1	12.7	12.1	11.1	10.8	10.9	13.2	12.6	12.9
Creating artistic work (painting, sculpture, decorating, etc)	1,544	10.5	18.9	15.8	11.1	16.7	14.0	12.0	16.4	14.3
Becoming successful in a business of my own	1,547	42.8	27.8	33.4	44.2	35.2	39.5	45.7	37.5	41.3
Becoming involved in programs to clean up the environment	1,546	11.7	13.8	13.0	14.8	15.5	15.2	16.1	17.7	16.9
Developing a meaningful philosophy of life	1,545	38.8	39.1	39.0	37.9	38.9	38.4	40.7	42.0	41.4
Participating in a community action program	1,545	13.4	19.7	17.3	14.6	21.0	18.0	15.7	23.9	20.0
Helping to promote racial understanding	1,543	18.8	24.7	22.5	21.6	25.4	23.6	25.4	31.1	28.4
Keeping up to date with political affairs	1,546	31.5	27.2	28.8	33.2	28.3	30.7	36.8	32.5	34.5
Becoming a community leader	1,544	24.6	20.9	22.3	27.8	27.3	27.6	28.8	29.8	29.3
Integrating spirituality into my life	1,547	60.9	73.9	69.0	39.7	50.8	45.6	33.0	41.7	37.6
Improving my understanding of other countries and cultures	1,543	36.0	48.6	43.9	34.1	43.4	39.0	37.1	48.6	43.2
Working to find a cure to a health problem [2]	1,545	13.9	17.0	15.9	17.9	23.5	20.8	22.0	28.4	25.4

[2] This item included for the first time in 2004.

2004 CIRP INSTITUTIONAL SUMMARY

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Utah State University First-time Full-time	# Res- pondents	Your Institution			Public Univ-med			All Public Univs		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
STUDENT'S PROBABLE MAJOR	1,510									
Arts and Humanities										
Art, fine and applied		1.3	3.2	2.5	0.7	2.5	1.6	1.0	2.4	1.7
English (language & literature)		0.9	2.4	1.9	0.5	1.7	1.2	1.1	2.1	1.6
History		0.5	1.4	1.1	0.7	0.7	0.7	1.2	0.9	1.0
Journalism		1.6	3.6	2.8	1.0	2.2	1.7	1.2	2.1	1.7
Language and Literature (except English)		0.0	0.3	0.2	0.1	0.7	0.4	0.3	0.9	0.6
Music		1.6	3.8	3.0	0.8	1.3	1.0	0.9	0.9	0.9
Philosophy		0.0	0.0	0.0	0.3	0.1	0.2	0.4	0.2	0.3
Speech		0.0	0.3	0.2	0.0	0.2	0.1	0.0	0.2	0.1
Theater or Drama		0.0	0.6	0.4	0.3	0.5	0.4	0.5	0.7	0.6
Theology or Religion		0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1
Other Arts and Humanities		0.9	2.1	1.7	0.5	1.5	1.0	0.7	1.3	1.1
Biological Science										
Biology (general)		3.1	2.8	2.9	2.3	3.7	3.0	4.1	6.2	5.2
Biochemistry or Biophysics		0.7	0.4	0.5	0.7	0.9	0.8	1.6	1.7	1.7
Botany		0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Environmental Science		0.4	0.4	0.4	0.4	0.4	0.4	0.5	0.5	0.5
Marine (Life) Science		0.2	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.2
Microbiology or Bacteriology		0.2	0.2	0.2	0.4	0.4	0.4	0.4	0.6	0.5
Zoology		0.9	0.4	0.6	0.4	0.6	0.5	0.4	0.6	0.5
Other Biological Science		0.9	0.5	0.7	0.6	1.0	0.8	0.9	1.3	1.1
Business										
Accounting		1.1	2.5	2.0	2.0	1.9	2.0	2.2	1.8	2.0
Business Administration (general)		5.4	2.5	3.6	3.0	1.7	2.3	4.9	2.7	3.7
Finance		1.3	0.2	0.6	1.7	0.8	1.2	2.3	0.9	1.5
International Business		0.9	0.3	0.5	1.1	1.0	1.0	1.2	1.4	1.3
Marketing		2.4	1.6	1.9	1.8	2.8	2.3	2.4	3.0	2.7
Management		2.7	1.1	1.7	4.7	3.3	4.0	4.4	2.5	3.4
Secretarial Studies		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Business		0.5	0.5	0.5	0.9	0.5	0.7	1.0	0.6	0.8
Education										
Business Education		0.2	0.2	0.2	0.1	0.1	0.1	0.2	0.1	0.1
Elementary Education		0.4	11.0	7.1	0.5	6.0	3.4	0.3	3.8	2.2
Music or Art Education		0.7	0.3	0.5	0.3	0.3	0.3	0.2	0.3	0.3
Physical Education or Recreation		0.2	1.8	1.2	0.3	0.6	0.5	0.3	0.3	0.3
Secondary Education		1.8	3.9	3.1	1.1	2.1	1.7	1.0	1.7	1.4
Special Education		0.0	2.5	1.6	0.0	0.9	0.5	0.0	0.5	0.3
Other Education		0.4	1.0	0.8	0.3	0.5	0.4	0.2	0.3	0.3
Engineering										
Aeronautical or Astronautical Eng.		5.4	0.2	2.1	4.1	1.0	2.4	3.0	0.5	1.7
Civil Engineering		4.7	0.2	1.9	4.1	0.7	2.3	2.6	0.5	1.5
Chemical Engineering		0.9	0.0	0.3	1.9	1.2	1.5	1.6	0.8	1.2
Computer Engineering		2.7	0.3	1.2	3.7	0.3	1.9	3.8	0.3	2.0
Electrical or Electronic Engineering		3.8	0.1	1.5	5.1	0.4	2.6	3.7	0.3	1.9
Industrial Engineering		0.2	0.0	0.1	1.3	0.4	0.8	0.7	0.3	0.5
Mechanical Engineering		11.2	0.5	4.4	10.1	1.0	5.3	7.6	0.7	3.9
Other Engineering		2.7	0.9	1.6	4.2	1.5	2.7	3.1	1.3	2.2

2004 CIRP INSTITUTIONAL SUMMARY

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Utah State University First-time Full-time	# Res- pondents	Your Institution			Public Univ-med			All Public Univs		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
STUDENT'S PROBABLE MAJOR										
Physical Science										
Astronomy		0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.0	0.1
Atmospheric Science (incl. Meteorology)		0.0	0.0	0.0	0.4	0.2	0.3	0.4	0.2	0.3
Chemistry		1.6	0.9	1.2	1.0	1.0	1.0	1.2	1.1	1.1
Earth Science		0.0	0.0	0.0	0.3	0.1	0.2	0.2	0.1	0.1
Marine Science (incl. Oceanography)		0.0	0.3	0.2	0.0	0.1	0.1	0.0	0.1	0.1
Mathematics		0.4	0.7	0.6	0.5	0.5	0.5	0.8	0.6	0.7
Physics		2.2	0.3	1.0	1.1	0.3	0.7	1.0	0.2	0.6
Statistics		0.4	0.0	0.1	0.2	0.1	0.1	0.1	0.1	0.1
Other Physical Science		0.2	0.2	0.2	0.3	0.2	0.2	0.2	0.2	0.2
Professional										
Architecture or Urban Planning		0.5	0.5	0.5	3.2	2.1	2.6	2.6	1.7	2.1
Home Economics		0.0	0.1	0.1	0.0	0.2	0.1	0.0	0.1	0.0
Health Technology (medical, dental, laboratory)		0.9	1.3	1.1	0.4	1.1	0.7	0.4	0.9	0.7
Library or Archival Science		0.0	0.1	0.1	0.0	0.0	0.0	0.0	0.0	0.0
Medicine, Dentistry, Veterinary Medicine		4.2	4.0	4.0	3.1	6.3	4.8	3.7	6.8	5.4
Nursing		0.2	7.9	5.1	0.4	6.6	3.7	0.5	6.2	3.5
Pharmacy		0.0	0.3	0.2	3.8	5.9	4.9	2.7	3.5	3.1
Therapy (occupational, physical, speech)		1.4	2.5	2.1	0.8	2.6	1.7	0.9	2.9	2.0
Other Professional		0.4	0.7	0.6	0.6	1.1	0.9	0.7	0.9	0.8
Social Science										
Anthropology		0.0	0.4	0.3	0.1	0.3	0.2	0.2	0.4	0.3
Economics		0.7	0.0	0.3	0.4	0.0	0.2	0.7	0.3	0.5
Ethnic Studies		0.0	0.1	0.1	0.0	0.1	0.0	0.0	0.1	0.0
Geography		0.7	0.1	0.3	0.2	0.0	0.1	0.1	0.0	0.0
Political Science (gov't, international relations)		2.9	1.7	2.1	1.6	1.7	1.6	2.9	3.1	3.0
Psychology		2.2	4.1	3.4	1.4	4.6	3.1	2.2	6.1	4.2
Social Work		0.0	2.2	1.4	0.0	0.9	0.5	0.1	0.8	0.4
Sociology		0.0	0.5	0.3	0.2	0.5	0.4	0.3	0.7	0.5
Women's Studies		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Social Science		0.0	0.2	0.1	0.1	0.3	0.2	0.1	0.4	0.3
Technical										
Building Trades		0.0	0.0	0.0	0.5	0.0	0.2	0.2	0.0	0.1
Data Processing or Computer Programming		0.9	0.0	0.3	1.8	0.1	0.9	1.2	0.1	0.6
Drafting or Design		0.2	0.3	0.3	0.7	0.6	0.7	0.3	0.3	0.3
Electronics		0.2	0.2	0.2	0.4	0.0	0.2	0.2	0.1	0.1
Mechanics		0.2	0.2	0.2	0.7	0.1	0.4	0.3	0.1	0.2
Other Technical		0.0	0.1	0.1	0.8	0.3	0.5	0.3	0.1	0.2
Other Fields										
Agriculture		2.0	1.8	1.9	2.5	2.5	2.5	1.1	0.9	1.0
Communications		0.2	0.7	0.5	0.4	1.3	0.9	0.6	1.6	1.1
Computer Science		2.0	0.2	0.9	3.2	0.3	1.7	2.7	0.3	1.4
Forestry		0.2	0.3	0.3	0.5	0.1	0.3	0.2	0.0	0.1
Kinesiology		0.0	0.1	0.1	0.4	0.9	0.7	0.3	0.7	0.5
Law Enforcement		0.5	0.3	0.4	0.5	0.2	0.4	0.7	0.5	0.6
Military Science		0.4	0.0	0.1	0.2	0.0	0.1	0.1	0.0	0.1
Other Field		0.2	1.1	0.8	1.0	2.0	1.5	1.3	1.5	1.4
Undecided		11.6	11.0	11.2	4.3	7.2	5.8	6.1	9.1	7.7

2004 CIRP INSTITUTIONAL SUMMARY

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Utah State University First-time Full-time	# Res- pondents	Your Institution			Public Univ-med			All Public Univs		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Student's probable career	1,507									
Accountant or actuary		0.9	2.0	1.6	2.0	2.1	2.0	2.2	1.8	2.0
Actor or entertainer		0.4	0.3	0.3	0.5	0.5	0.5	0.8	0.9	0.9
Architect or urban planner		2.1	0.7	1.3	3.8	2.1	2.9	2.9	1.6	2.2
Artist		0.9	1.5	1.3	0.8	1.3	1.1	0.9	1.6	1.2
Business (clerical)		1.1	0.6	0.8	0.4	0.5	0.4	0.4	0.5	0.5
Business executive (management, administrator)		6.9	3.7	4.9	7.2	5.5	6.3	9.0	6.4	7.6
Business owner or proprietor		3.0	0.3	1.3	3.9	1.5	2.7	4.5	1.9	3.1
Business salesperson or buyer		0.7	0.4	0.5	0.8	1.3	1.1	0.9	0.9	0.9
Clergy (minister, priest)		0.0	0.1	0.1	0.1	0.0	0.1	0.1	0.0	0.1
Clergy (other religious)		0.2	0.0	0.1	0.1	0.1	0.1	0.0	0.0	0.0
Clinical psychologist		0.2	1.1	0.7	0.3	1.7	1.0	0.5	2.0	1.3
College administrator/staff		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
College teacher		0.2	0.4	0.3	0.5	0.4	0.4	0.5	0.5	0.5
Computer programmer or analyst		4.1	0.3	1.7	5.4	0.4	2.8	4.4	0.4	2.3
Conservationist or forester		0.4	0.4	0.4	0.6	0.4	0.5	0.4	0.2	0.3
Dentist (including orthodontist)		3.4	1.7	2.3	1.2	1.7	1.5	1.5	1.6	1.5
Dietitian or nutritionist		0.2	2.5	1.7	0.1	1.6	0.9	0.2	1.0	0.6
Engineer		25.2	1.9	10.6	29.3	5.6	16.9	20.8	3.9	11.9
Farmer or rancher		1.1	0.2	0.5	1.4	0.2	0.8	0.6	0.1	0.3
Foreign service worker (including diplomat)		0.5	0.6	0.6	0.3	0.7	0.5	0.3	0.8	0.6
Homemaker (full-time)		0.0	1.3	0.8	0.0	0.5	0.3	0.0	0.2	0.1
Interior decorator (including designer)		0.0	2.7	1.7	0.1	2.4	1.3	0.0	1.2	0.6
Lab technician or hygienist		0.0	0.2	0.1	0.1	0.4	0.3	0.2	0.4	0.3
Law enforcement officer		0.5	0.4	0.5	0.7	0.4	0.5	0.9	0.3	0.6
Lawyer (attorney) or judge		2.7	2.3	2.5	2.5	2.7	2.6	3.6	4.3	4.0
Military service (career)		1.2	0.0	0.5	1.7	0.1	0.9	1.2	0.2	0.6
Musician (performer, composer)		2.0	2.4	2.3	0.9	0.8	0.9	1.2	0.6	0.9
Nurse		0.2	8.0	5.0	0.4	6.6	3.6	0.5	6.0	3.5
Optometrist		0.5	0.1	0.3	0.3	0.4	0.3	0.3	0.5	0.4
Pharmacist		0.5	0.6	0.6	4.1	6.1	5.1	3.3	4.4	3.9
Physician		4.3	2.7	3.3	3.8	4.7	4.3	6.4	9.0	7.8
Policymaker/Government		1.1	0.3	0.6	0.6	0.6	0.6	1.1	0.9	1.0
School counselor		0.0	0.3	0.2	0.0	0.3	0.2	0.0	0.4	0.2
School principal or superintendent		0.2	0.1	0.1	0.1	0.0	0.0	0.0	0.1	0.0
Scientific researcher		2.7	1.9	2.2	2.6	2.3	2.5	2.3	2.1	2.2
Social, welfare or recreation worker		0.4	2.2	1.5	0.1	1.0	0.6	0.2	1.2	0.7
Therapist (physical, occupational, speech)		1.2	4.2	3.1	0.9	3.4	2.2	1.1	3.8	2.5
Teacher or administrator (elementary)		0.4	12.0	7.6	0.5	6.4	3.6	0.4	4.2	2.4
Teacher or administrator (secondary)		3.4	8.0	6.2	2.0	3.8	3.0	2.1	3.2	2.7
Veterinarian		1.2	1.6	1.5	1.0	4.2	2.7	0.7	2.5	1.7
Writer or journalist		2.3	4.5	3.6	1.1	2.7	2.0	1.6	2.8	2.2
Skilled trades		1.2	0.3	0.7	0.6	0.2	0.4	0.6	0.1	0.3
Laborer (unskilled)		0.4	0.4	0.4	0.5	0.2	0.3	0.6	0.2	0.4
Semi-skilled worker		0.7	0.1	0.3	0.5	0.1	0.3	0.4	0.2	0.3
Unemployed		0.4	0.3	0.3	0.7	0.6	0.7	0.9	0.9	0.9
Other		5.5	7.1	6.5	5.9	8.6	7.3	6.5	7.9	7.3
Undecided		16.0	17.0	16.6	9.4	12.8	11.2	12.9	16.2	14.7

2004 CIRP INSTITUTIONAL SUMMARY

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Utah State University First-time Full-time	# Res- pondents	Your Institution			Public Univ-med			All Public Univs		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Father's occupation [6]	1,538									
Artist		0.9	1.1	1.0	0.6	0.8	0.7	0.9	0.8	0.9
Business		31.2	31.9	31.7	32.3	32.0	32.1	31.3	29.9	30.6
Business (clerical)		0.9	1.5	1.2	1.0	1.0	1.0	1.2	1.1	1.1
Clergy		0.0	0.0	0.0	0.6	0.5	0.5	0.7	0.6	0.6
College teacher		0.5	1.0	0.8	0.6	1.1	0.8	0.8	0.9	0.8
Doctor (MD or DDS)		2.9	2.7	2.8	3.0	2.7	2.8	3.8	3.1	3.5
Education (secondary)		2.8	4.9	4.1	3.0	3.0	3.0	2.6	2.5	2.6
Education (elementary)		1.2	1.4	1.3	1.0	0.7	0.8	0.9	0.7	0.8
Engineer		12.8	8.7	10.3	11.5	9.3	10.4	11.1	9.4	10.2
Farmer or forester		3.1	4.3	3.8	5.4	5.6	5.5	2.6	2.7	2.7
Health professional		2.3	2.7	2.5	1.9	2.0	1.9	1.7	1.7	1.7
Homemaker (full-time)		0.2	0.0	0.1	0.1	0.1	0.1	0.2	0.1	0.2
Lawyer		2.1	2.7	2.5	2.2	2.2	2.2	2.4	2.2	2.3
Military (career)		0.9	1.1	1.0	1.2	1.3	1.3	1.1	1.3	1.2
Nurse		0.2	0.3	0.3	0.4	0.4	0.4	0.5	0.5	0.5
Research scientist		1.2	0.5	0.8	1.0	0.6	0.8	1.0	0.9	0.9
Social/welfare/rec worker		0.3	0.7	0.6	0.3	0.3	0.3	0.5	0.5	0.5
Skilled worker		8.8	6.6	7.4	9.3	6.9	8.0	7.7	6.8	7.2
Semi-skilled worker		1.6	1.6	1.6	3.3	2.5	2.9	3.3	2.8	3.0
Unskilled worker		1.7	1.1	1.4	2.1	2.3	2.2	2.6	3.1	2.9
Unemployed		1.4	0.9	1.1	1.2	1.6	1.4	1.8	2.6	2.2
Other		23.1	24.1	23.7	18.2	23.0	20.7	21.3	25.7	23.6
Mother's occupation [6]	1,533									
Artist		1.7	1.7	1.7	2.0	2.0	2.0	1.9	1.8	1.8
Business		10.1	10.9	10.6	17.2	15.8	16.5	17.3	16.7	17.0
Business (clerical)		4.5	5.3	5.0	4.9	5.8	5.4	4.9	5.5	5.2
Clergy		0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.1	0.2
College teacher		0.2	0.0	0.1	0.7	0.5	0.6	0.6	0.5	0.5
Doctor (MD or DDS)		0.9	0.5	0.7	1.3	1.0	1.1	1.6	1.3	1.4
Education (secondary)		5.8	4.4	4.9	6.0	5.7	5.8	5.3	4.7	5.0
Education (elementary)		10.1	10.2	10.2	9.4	9.6	9.5	9.1	8.1	8.6
Engineer		0.3	0.2	0.3	0.7	0.6	0.6	0.9	0.9	0.9
Farmer or forester		0.3	0.3	0.3	0.9	0.7	0.7	0.5	0.4	0.4
Health professional		2.3	1.8	2.0	3.9	3.5	3.7	3.8	3.5	3.6
Homemaker (full-time)		23.9	28.6	26.9	12.0	14.6	13.4	10.4	11.6	11.0
Lawyer		0.5	0.1	0.3	0.7	0.5	0.6	0.8	0.7	0.7
Military (career)		0.2	0.1	0.1	0.1	0.1	0.1	0.1	0.1	0.1
Nurse		5.8	7.2	6.7	8.9	8.8	8.9	9.1	8.7	8.9
Research scientist		0.3	0.0	0.1	0.4	0.3	0.3	0.5	0.4	0.5
Social/welfare/rec worker		1.2	0.6	0.8	1.3	1.0	1.2	1.7	1.5	1.6
Skilled worker		1.6	1.6	1.6	1.8	1.3	1.5	1.8	1.5	1.6
Semi-skilled worker		2.3	1.6	1.8	2.4	1.5	1.9	2.4	1.9	2.2
Unskilled worker		0.9	0.4	0.6	1.5	1.1	1.3	1.9	2.0	2.0
Unemployed		7.3	4.6	5.6	4.7	3.5	4.1	4.9	4.8	4.8
Other		19.7	19.9	19.8	19.0	22.0	20.6	20.3	23.1	21.8

[6] Recategorization of this item from a longer list is shown in Appendix C of "The American Freshman: National Norms for Fall, 2004".

