

UNIVERSITY OF MINNESOTA

1999 Cooperative Institutional Research Program (CIRP) Report

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When classes began on the Twin Cities campus on September 7, 1999, there were 5,088 new first-time full-time entering freshmen enrolled in the freshman admitting colleges across campus. As part of the evaluation of *University 2000*, a set of institutional level critical measures has been developed to monitor the University's progress in achieving its goals. One of those critical measures focuses on the changing composition of the entering class of new first-year students.

A much broader set of characteristics informs the University community of the changing nature of the entering class of first-year students. One principle of effective instruction suggests that knowing more about the ability level, interests and prior experiences of students is helpful in "tailoring" instruction and campus student services to meet the needs of students new to the University of Minnesota --Twin Cities campus. Faculty members have suggested that initiatives be undertaken to provide them with more information about the characteristics of students enrolled in their classes.

The CIRP Freshman Survey (Cooperative Institutional Research Program) is distributed each fall to over 500,000 new freshmen in colleges and universities across the United States. Beginning in 1991, we have participated in this national study on an every-other-year basis. The survey was completed during the fall semester 1999 orientation process by 1,960 new first-year students, or 39 percent of the entering class on the Twin Cities campus. The Office of Institutional Research and Reporting received campus results, as well as the results for a comparison group of similar institutions.

Since its inception in 1972, the annual CIRP freshman survey has been completed by more than 9 million entering freshmen at more than 1,500 accredited colleges and universities across the United States. The article "The Changing American College Student: Thirty-Year Trends, 1966-1996" by Alexander W. Astin appeared in the Winter 1998 volume of *The Review of Higher Education* (Volume 21, No.2, pp.115-135), and "provides an interesting and informative portrait of the changing character of American college students".

Demographics and Academic Preparedness

Unless otherwise noted, all data are from the 1999 Cooperative Institutional Research Program (CIRP) Student Information Form. A total of 1,960 first-time full-time (FTFT) freshmen responded to the CIRP. This was approximately 39% of the 1999 FTFT cohort. The data were judged to be not representative of the entering freshmen class and were not included in the norm groups. All numbers reported are percentages of the total.

Virtually all (98.3%) of the FTFT freshmen on the University of Minnesota-Twin Cities campus come directly from high school.

Almost all (97.5%) are either 18 or 19 years old.

The racial/ethnic distribution of our entering first-year students is similar to other public universities with medium selectivity; one difference from other similar schools is our large Asian population.

Nearly a third of first-year students estimated their parents' income to be less than \$50,000. The majority of students (61%) reported income levels between \$50,000 to \$150,000.

Nearly two-thirds (66%) of the students indicated that that one or both parents had a college degree (bachelors or higher).

Average ACT assessment composite scores ranged from 20.2 to 27.6 across freshmen admitting colleges. The overall Twin Cities campus average composite was 24.5 for the 1999 FTFT freshmen cohort (note that these data are from the IRR student record files).

Nearly 94% of students reported that they earned high school grades of 'B' or higher. Nearly one-in-three reported an A/A+ average, a much higher proportion than the other public universities with similar average ACT composite scores.

The majority of entering students (60%) spent less than 5 hours in a typical week doing homework during their last year of high school. There appeared to be little relationship between hours reported studying and self-reported GPA: 50% of the students reporting an A/A+ average reported studying less than 5 hrs/week.

Over one-fourth (n=521) indicated they would need some remedial work in one or more of the following areas: English, social science, reading, science, mathematics, and foreign language. Mathematics was by far the area of most concern for these students, as 75% (n=392/521) thought they would need additional help in this area.

Nearly three-fourths of the students in the study worked more than five hours a week at a paid job during their last year of high school. Of those students who worked, five in ten worked more than 15 hours per week. Over 78% of our FTFT entering students expect to work for pay during the academic year.

1999 CIRP Results

Year Graduated from High School	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
1999	97.7	98.7	98.3	97.9	98.7	98.3
1998	1.4	0.8	1.1	1.5	1.0	1.2
1997	0.3	0.1	0.2	0.2	0.1	0.2
1996 or earlier	0.3	0.2	0.3	0.3	0.1	0.2
Did not graduate but passed G.E.D	0.2	0.1	0.2	0.1	0.1	0.1
Never completed High School	0.0	0.1	0.1	0.0	0.0	0.0

Age as of December 31 of 1999	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
16 or younger	0.0	0.1	0.1	0.0	0.0	0.0
17	1.1	0.9	1.0	1.2	1.9	1.6
18	55.9	62.3	59.4	60.9	71.0	66.1
19	41.1	35.5	38.1	36.1	26.4	31.1
20	1.0	0.8	0.9	1.2	0.5	0.9
21 to 24	0.6	0.4	0.5	0.4	0.2	0.3
25 to 29	0.1	0.0	0.1	0.1	0.0	0.0
30 to 39	0.1	0.0	0.1	0.0	0.0	0.0
40 to 54	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

Racial/Ethnic Background [1]	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
White/Caucasian	88.3	84.9	86.4	90.8	89.3	90.0
African American/Black	1.6	5.4	3.7	3.9	6.2	5.1
American Indian	1.0	1.8	1.4	1.7	2.1	1.9
Asian American/Asian	8.7	9.5	9.1	3.5	3.0	3.2
Mexican						
American/Chicano	0.7	0.9	0.8	0.8	0.9	0.9
Puerto Rican	0.1	0.1	0.1	0.4	0.4	0.4
Other Latino	0.8	0.7	0.7	0.8	0.6	0.7
Other	1.9	1.3	1.6	1.7	1.6	1.6

[1] Percentages will sum to more than 100.0 if any respondent marked more than one ethnic group

Estimated Parental Income	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Less than \$6,000	1.5	1.7	1.6	1.2	1.6	1.4
\$6,000 to \$9,999	0.8	1.2	1.0	0.7	1.3	1.0
\$10,000 to \$14,999	1.5	2.1	1.8	1.9	2.3	2.1
\$15,000 to \$19,999	1.7	1.6	1.6	1.8	2.6	2.2
\$20,000 to \$24,999	3.1	4.8	4.0	3.1	4.3	3.7
\$25,000 to \$29,999	2.8	5.3	4.2	3.9	4.9	4.4
\$30,000 to \$39,999	7.9	7.8	7.9	7.8	9.1	8.5
\$40,000 to \$49,999	8.5	11.0	9.8	10.7	10.5	10.6
\$50,000 to \$59,999	10.0	13.4	11.8	11.3	11.6	11.4
\$60,000 to \$74,999	15.9	18.3	17.2	15.8	15.3	15.6
\$75,000 to \$99,999	19.3	14.4	16.6	17.6	15.1	16.4
\$100,000 to \$149,999	18.2	13.0	15.3	14.2	12.3	13.2
\$150,000 to \$199,999	5.5	2.9	4.1	4.8	4.8	4.8
\$200,000 or more	3.2	2.7	2.9	5.3	4.4	4.8

Father's education	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Grammar or less	1.7	2.9	2.4	1.4	1.6	1.5
Some HS	2.3	3.0	2.7	2.4	2.9	2.7
HS graduate	15.7	20.7	18.4	17.6	21.0	19.3
Postsecondary	6.7	9.7	8.3	4.8	4.9	4.8
Some college	14.2	13.6	13.9	14.6	15.8	15.2
College grad	33.7	31.5	32.5	33.8	31.0	32.4
Some grad school	3.4	2.9	3.1	2.4	2.4	2.4
Grad degree	22.2	15.6	18.6	23.0	20.6	21.7

Mother's education	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Grammar or less	2.7	3.6	3.2	1.2	1.2	1.2
Some HS	2.1	2.7	2.4	1.7	2.2	1.9
HS graduate	19.7	21.1	20.5	21.1	22.6	21.9
Postsecondary	7.7	10.7	9.4	5.5	5.7	5.6
Some college	15.7	16.2	16.0	15.6	18.3	17.0
College grad	35.0	31.6	33.1	35.9	32.2	34.0
Some grad school	3.6	2.7	3.1	2.8	2.9	2.9
Grad degree	13.6	11.4	12.4	16.2	14.8	15.5

**Average ACT Composite Score and High School
Percentile Rank by College [2]**

College	Mean High School Rank Percentile	Mean Composite Scores
Twin Cities campus	76.5	24.5
CSOM	90.1	26.4
IOT	88.5	27.6
CBS	92.3	27.6
CLA	79.3	24.6
GC	47.9	20.2
AFES	79.5	24.3
CNR	74.9	23.5
CHE	79.7	24.7

[2] Data source: IRR

Average High School Grade	University of Minnesota			Other Med. Selective Public		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
A or A+	31.6	31.9	31.7	18.6	23.7	21.2
A-	28.0	27.6	27.8	20.4	23.7	22.1
B+	19.2	20.1	19.7	23.2	23.5	23.3
B	14.4	14.6	14.5	23.7	20.6	22.1
B-	4.8	4.2	4.5	8.9	5.5	7.1
C+	1.4	1.2	1.3	3.7	2.4	3.0
C	0.6	0.4	0.5	1.5	0.7	1.1
D	0.0	0.0	0.0	0.1	0.0	0.1

Hours in the Last Year Spent on Studying or Doing Homework	University of Minnesota			Other Med. Selective Public		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	2.1	0.8	1.4	4.1	0.9	2.4
Less than one	12.2	5.9	8.7	16.3	8.3	12.1
1 to 2	21.1	18.8	19.8	24.8	19.0	21.8
3 to 5	29.7	29.4	29.5	27.4	31.5	29.5
6 to 10	20.1	24.8	22.7	17.1	23.5	20.4
11 to 15	7.8	11.4	9.8	6.4	10.0	8.3
16 to 20	4.6	6.0	5.4	2.4	4.0	3.2
Over 20	2.4	3.0	2.7	1.5	2.8	2.2

University of MinnesotaOther Med. Selective Public

Had Remedial Work in:	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
English	5.5	3.8	4.6	5.4	3.8	4.6
Reading	5.1	4.3	4.7	4.9	3.6	4.2
Mathematics	5.4	6.2	5.8	8.3	11.3	9.8
Social studies	4.2	3.4	3.8	3.7	2.7	3.2
Science	4.1	3.8	3.9	4.1	3.9	4.0
Foreign language	4.9	3.5	4.1	4.8	4.0	4.4

University of MinnesotaOther Med. Selective Public

Will Need Remedial Work in:	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
English	5.8	5.8	5.8	8.7	5.7	7.2
Reading	4.2	2.3	3.2	3.5	2.7	3.1
Mathematics	13.0	25.6	19.9	16.5	25.5	21.1
Social studies	2.1	2.4	2.3	1.7	2.2	1.9
Science	6.6	13.2	10.2	6.4	11.3	8.9
Foreign language	7.9	8.2	8.0	8.1	8.4	8.2

University of MinnesotaOther Med. Selective Public

Hours Per Week in the Last Year Spent on Working (for pay)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	19.8	16.1	17.7	24.4	21.5	22.9
Less than one	1.5	1.4	1.5	2.8	1.8	2.3
1 to 2	2.1	2.8	2.5	3.5	3.1	3.3
3 to 5	4.5	4.4	4.5	6.0	6.3	6.1
6 to 10	14.7	13.7	14.1	11.1	13.5	12.3
11 to 15	16.9	20.6	19.0	13.2	17.9	15.7
16 to 20	19.4	23.2	21.5	16.1	18.3	17.2
over 20	21.0	17.8	19.2	22.9	17.5	20.1

College Choice and Educational/Career Plans

Becoming a student at the University of Minnesota --Twin Cities was the first choice of 83.3% of first-year students. This percentage is up from the 76.5% reported in 1997.

The majority of students (76%) applied to two or fewer other colleges.

These students' reasons for attending college do not differ much from those of students attending other public universities. The most common reasons noted were: to learn more about things that interested them; to get a better job; to get training for a specific career; to make more money; to gain a general education; and to prepare for graduate/professional school. Students chose the University of Minnesota because of: good academic reputation (59.1%); graduates get good jobs (52.8%); graduates go to top grad schools (31.8%); and our low tuition (29.3%).

Most students (72.9%) expect to earn advanced degrees beyond a bachelor's degree.

Students' probable major field of study varies greatly. Nearly half can be accounted for by the general areas of business, engineering and the professional fields. Only 7.5% chose "undecided" at this point in their academic careers.

Students' expected careers mirror their probable choice of majors: 15.3% hope to be engineers; 11.4% hope to be business executives; 7.2% physicians; and 10.9% are undecided.

This college was student's	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
First choice	84.2	82.5	83.3	79.9	77.1	78.5
Second choice	13.0	13.4	13.2	15.5	17.0	16.3
Third choice	1.9	3.2	2.6	2.9	3.9	3.4
Less than third choice	0.8	0.9	0.9	1.7	2.0	1.8

Number of other than this one did you apply for admission this year	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	37.4	35.3	36.2	30.6	30.0	30.3
One	19.9	20.4	20.2	15.2	14.9	15.1
Two	18.4	20.7	19.7	16.7	16.4	16.6
Three	14.4	11.5	12.8	16.4	15.0	15.7
Four	5.7	6.3	6.0	9.4	9.8	9.6
Five	2.5	3.6	3.1	5.4	6.4	5.9
Six	1.1	1.4	1.3	2.8	3.4	3.1
Seven to ten	0.3	0.6	0.5	3.0	3.6	3.3
Eleven or more	0.1	0.3	0.2	0.4	0.4	0.4

Reasons noted as very important in deciding to attend college	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Parents wanted me to go	28.4	33.7	31.3	28.3	32.4	30.5
Could not find a job	3.9	3.9	3.9	3.6	4.0	3.8
Wanted to get away from home	17.4	23.3	20.7	20.2	20.7	20.4
Get a better job	74.7	71.4	72.9	75.0	73.3	74.1
Gain general education	55.5	66.4	61.5	53.1	67.8	60.7
Improve reading & study skills	31.8	37.0	34.7	30.1	39.7	35.1
Nothing better to do	2.7	1.2	1.9	3.6	2.0	2.7
Become a more cultured person	31.8	47.8	40.6	29.8	41.9	36.1
Make more money	73.2	64.8	68.5	76.5	68.5	72.4
Learn more about things that interest me	75.2	81.4	78.6	71.4	78.1	74.9
Prepare for graduate or professional school	47.9	62.5	55.9	42.8	59.1	51.3
Mentor/role model encourage me to go	8.5	10.6	9.6	9.8	11.7	10.7
Get training for a specific career	68.3	73.7	71.3	71.0	77.0	74.1

Reasons noted as very important in selecting this particular college	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Relatives wanted me to come	4.9	5.6	5.3	4.9	6.3	5.6
Teacher advised me	1.8	1.9	1.8	2.5	2.3	2.4
Good academic reputation	56.9	60.9	59.1	52.3	56.4	54.4
Good social reputation	23.7	29.6	27.0	28.1	32.8	30.6
Offered financial assistance	17.6	23.4	20.8	19.6	26.8	23.4
Offers special programs	14.7	23.7	19.7	14.8	23.0	19.0
Low tuition	27.9	30.4	29.3	18.8	22.9	20.9
Advice of HS guidance counselor	2.7	3.3	3.1	4.6	4.4	4.5
Advice of private college counselor	0.6	0.1	0.3	1.1	1.1	1.1
Wanted to live near home	17.2	19.7	18.6	8.7	14.9	11.9
Not offered aid by first choice	4.2	4.0	4.1	4.6	5.7	5.2
Graduates go to top grad schools	25.6	36.7	31.8	20.6	28.9	24.9
Graduates get good jobs	52.2	53.2	52.8	51.2	52.3	51.8
Attracted by the religious affiliation/orientation	0.5	1.3	1.0	1.4	1.7	1.6
Size of college	15.2	26.0	21.2	20.6	28.9	24.9
Not accepted anywhere else	2.0	1.6	1.8	2.1	1.7	1.9
Rankings in national magazines	10.3	11.8	11.1	7.3	6.4	6.8
Information in a multicollge guidebook	3.0	5.1	4.1	4.2	5.4	4.8
Admitted through an early action or early decision program	3.7	3.9	3.8	6.0	7.0	6.5

Highest degree planned anywhere	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	0.3	0.3	0.3	0.3	0.4	0.4
Vocational certificate	0.0	0.1	0.1	0.1	0.1	0.1
Associate (A.A. or equivalent)	0.0	0.4	0.2	0.7	0.6	0.7
Bachelor's (B.A., B.S.)	28.8	23.3	25.8	32.6	26.0	29.3
Master's (M.A., M.S.)	42.2	42.4	42.3	42.2	41.1	41.6
Ph.D. or Ed.D.	18.9	19.1	19.0	14.3	15.4	14.9
M.D., D.O., D.D.S., D.V.M.	7.1	10.2	8.8	5.3	11.5	8.4
LL.B. or J.D. (Law)	2.1	3.2	2.7	3.0	3.2	3.1
B.D. or M.DIV (Divinity)	0.3	0.0	0.1	0.2	0.2	0.2
Other	0.4	1.0	0.7	1.2	1.5	1.4

Probable major field of study	University of Minnesota			Other Med. Selective Public		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Arts and Humanities						
Art, fine and applied	0.4	1.3	0.9	1.3	2.4	1.9
English	0.4	1.3	0.9	0.7	1.8	1.3
History	1.0	0.4	0.6	1.0	0.7	0.8
Journalism	1.0	2.8	2.0	1.0	2.2	1.6
Language/literature (except English)	0.2	1.1	0.7	0.1	0.6	0.4
Music	0.6	0.9	0.7	1.3	1.1	1.2
Philosophy	0.1	0.1	0.1	0.2	0.1	0.1
Speech	0.0	0.2	0.1	0.0	0.1	0.1
Theater or drama	0.7	1.4	1.1	0.3	0.6	0.5
Theology or religion	0.0	0.0	0.0	0.1	0.0	0.0
Other arts and humanities	0.6	1.4	1.1	0.4	1.1	0.7
Biological Science						
Biology (general)	1.3	3.8	2.7	2.0	4.3	3.2
Biochemistry or biophysics	1.4	0.8	1.1	0.6	0.7	0.7
Botany	0.1	0.2	0.2	0.1	0.1	0.1
Environmental science	0.8	0.5	0.6	1.1	1.2	1.1
Marine (life) science	0.4	0.5	0.4	0.3	0.8	0.5
Microbiology or bacteriology	1.1	0.6	0.8	0.3	0.6	0.5
Zoology	0.2	0.8	0.5	0.3	1.0	0.7
Other biological science	1.4	1.7	1.6	0.6	0.8	0.7
Business						
Accounting	1.3	2.8	2.1	2.2	2.9	2.5
Business administration	3.2	2.7	2.9	4.6	3.0	3.8
Finance	3.0	1.1	1.9	2.6	0.8	1.7
International business	1.5	3.6	2.7	0.9	1.2	1.0
Marketing	3.4	3.1	3.2	2.5	2.9	2.7
Management	3.7	3.3	3.5	4.1	2.2	3.1
Secretarial studies	0.0	0.0	0.0	0.0	0.0	0.0
Other business	1.8	1.6	1.7	1.9	1.0	1.4
Education						
Business education	0.2	0.1	0.2	0.1	0.1	0.1
Elementary education	0.6	5.2	3.1	0.6	5.2	3.0
Music or art education	0.4	0.5	0.4	0.4	0.6	0.5
Physical education or recreation	0.4	0.1	0.2	0.6	0.7	0.6
Secondary education	1.1	2.2	1.7	1.0	1.1	1.0
Special education	0.1	0.3	0.2	0.0	0.6	0.3
Other education	0.0	0.1	0.1	0.1	0.6	0.4
Engineering						
Aeronautical or astronautical eng.	3.1	0.5	1.6	2.9	0.5	1.7
Civil engineering	2.6	0.7	1.5	3.7	0.9	2.3
Chemical engineering	6.1	2.4	4.0	2.4	1.5	2.0
Electrical or electronic engineering	5.6	0.5	2.8	6.6	0.6	3.5
Industrial engineering	0.2	0.0	0.1	1.0	0.5	0.7
Mechanical engineering	7.5	0.8	3.8	7.7	0.8	4.1
Other engineering	4.5	1.1	2.6	6.3	1.4	3.8

Physical Science

Astronomy	0.5	0.4	0.4	0.1	0.0	0.1
Atmospheric science	0.0	0.0	0.0	0.6	0.3	0.4
Chemistry	0.6	0.5	0.5	0.6	0.6	0.6
Earth science	0.1	0.1	0.1	0.2	0.2	0.2
Marine science (incl. Oceanography)	0.0	0.1	0.1	0.0	0.1	0.1
Mathematics	1.0	0.5	0.7	0.5	0.6	0.5
Physics	1.5	0.2	0.8	0.6	0.2	0.4
Statistics	0.0	0.0	0.0	0.0	0.0	0.0
Other physical science	0.1	0.1	0.1	0.1	0.2	0.1

Professional

Architecture or urban planning	4.3	2.9	3.5	2.9	1.7	2.3
Home economics	0.0	0.0	0.0	0.0	0.3	0.1
Health technology	0.4	0.8	0.6	0.2	0.8	0.5
Library or archival science	0.0	0.0	0.0	0.0	0.0	0.0
Medicine	4.0	7.4	5.9	2.7	6.7	4.8
Nursing	0.1	0.2	1.2	0.2	4.5	2.4
Pharmacy	0.8	1.0	0.9	0.5	1.0	0.8
Therapy (occupational, physical, speech)	0.8	2.5	1.8	0.9	3.9	2.4
Other professional	0.1	1.0	0.6	0.6	1.1	0.9

Social Science

Anthropology	0.2	0.9	0.6	0.2	0.4	0.3
Economics	1.0	0.2	0.5	0.2	0.1	0.1
Ethnic studies	0.1	0.0	0.1	0.0	0.0	0.0
Geography	0.1	0.0	0.1	0.1	0.0	0.0
Political science	1.4	1.9	1.7	1.5	1.8	1.6
Psychology	1.7	7.0	4.6	1.3	4.9	3.2
Social work	0.1	0.7	0.4	0.0	1.1	0.6
Sociology	0.1	0.9	0.5	0.3	0.7	0.5
Women's studies	0.0	0.0	0.0	0.0	0.0	0.0
Other social science	0.5	0.5	0.5	0.1	0.2	0.1

Technical

Building trades	0.0	0.0	0.0	0.1	0.0	0.1
Data processing or computer programming	2.4	0.4	1.3	2.5	0.3	1.3
Drafting or design	0.0	0.8	0.4	0.3	0.5	0.4
Electronics	0.2	0.0	0.1	0.1	0.0	0.1
Mechanics	0.0	0.0	0.0	0.1	0.0	0.0
Other technical	0.0	0.0	0.0	0.1	0.0	0.1

Other fields

Agriculture	0.8	1.4	1.2	3.3	2.3	2.8
Communications (radio, TV, etc.)	0.4	0.8	0.6	1.1	3.1	2.1
Computer science	8.0	0.7	3.9	6.7	1.3	3.9
Forestry	0.5	0.3	0.4	0.5	0.2	0.3
Kinesiology	0.0	1.1	0.6	0.3	0.8	0.6
Law enforcement	0.6	0.4	0.5	0.5	0.2	0.3
Military science	0.1	0.0	0.1	0.0	0.0	0.0
Other field	0.8	1.0	0.9	1.2	1.8	1.5
Undecided	4.6	9.8	7.5	5.1	8.8	7.0

Student's expected career	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Accountant	1.7	2.3	2.0	2.1	2.8	2.5
Actor	1.2	1.8	1.5	0.7	1.1	0.9
Architect	3.9	3.1	3.5	3.2	1.8	2.5
Artist	0.7	1.7	1.2	1.1	1.6	1.4
Business (clerical)	0.2	0.6	0.4	0.5	0.7	0.6
Business executive	12.3	10.6	11.4	9.3	6.7	8.0
Business owner	2.6	1.8	2.2	3.8	1.7	2.7
Business sales	0.8	1.0	0.9	1.1	1.3	1.2
Clergy (minister, priest)	0.1	0.0	0.1	0.2	0.0	0.1
Other religious	0.0	0.1	0.1	0.1	0.1	0.1
Clinical psychologist	0.6	3.1	1.9	0.4	2.0	1.2
College administrator/staff	0.0	0.0	0.0	0.0	0.0	0.0
College teacher	0.2	0.6	0.4	0.3	0.3	0.3
Computer programmer	9.9	1.2	5.1	10.0	1.4	5.6
Conservationist or forester	0.6	1.1	0.9	1.0	0.9	0.9
Dentist	0.7	0.6	0.6	0.6	0.6	0.6
Dietitian	0.2	0.7	0.5	0.0	1.0	0.6
Engineer	27.0	5.5	15.3	27.1	5.7	16.0
Farmer/Rancher	0.5	0.2	0.3	1.6	0.3	0.9
Foreign service	0.2	0.8	0.5	0.3	0.6	0.4
Interior decorator	0.1	1.2	0.7	0.1	1.6	0.8
Lab technician	0.0	0.2	0.1	0.1	0.4	0.2
Law enforcement	1.0	0.2	0.5	0.8	0.3	0.5
Lawyer	1.8	2.9	2.4	2.7	3.0	2.9
Military service (career)	0.5	0.1	0.3	1.0	0.2	0.6
Musician	0.8	0.9	0.9	1.4	0.9	1.1
Nurse	0.1	2.1	1.2	0.2	4.2	2.3
Optometrist	0.0	0.0	0.0	0.2	0.3	0.3
Pharmacist	0.7	1.3	1.0	0.5	1.2	0.9
Physician	5.5	8.7	7.2	3.2	5.5	4.4
Policymaker/govt	1.4	1.0	1.2	0.6	0.6	0.6
School counselor	0.0	0.3	0.2	0.1	0.3	0.2
School principal	0.0	0.0	0.0	0.0	0.0	0.0
Scientific researcher	3.3	2.5	2.9	2.1	2.5	2.3
Social worker	0.2	0.9	0.6	0.2	1.6	0.9
Therapist (physical, occupational, speech)	0.7	3.5	2.2	1.1	4.9	3.1
Teacher-elem	0.5	6.1	3.6	0.8	5.9	3.4
Teacher-second	2.0	3.3	2.7	2.0	3.1	2.6
Veterinarian	0.8	2.0	1.5	1.3	5.0	3.2
Writer	1.1	2.7	1.9	1.4	2.8	2.1
Skilled trades	0.8	0.0	0.4	0.9	0.2	0.5
Other occupation	6.5	10.9	8.9	7.2	11.4	9.3
Undecided	8.3	13.0	10.9	8.6	13.6	11.2

Values, Political Views, and Lifestyle

The CIRP survey provides unique information regarding our students' lifestyles, activities and views before they actually begin their academic careers.

During their last year of high school students spent little time reading for pleasure (77.3% reported two hours or less per week) and watched less TV than one would expect (73.5% viewed five hours or less per week). Men spent a higher percentage of their time playing computer games than did women (78.4% vs. 21.6%). Most have occasionally and or frequently used the Internet for doing research/homework (96.5%), and most have used email (82.9%). A fairly large percentage (41%) spend at least more than one hour per week doing voluntary activities.

Students' views of various political issues vary across the political spectrum. Most new entering freshmen feel the federal government should do more to control the sales of handguns (84.7%), are comfortable with requiring drug testing at work (79.7%) and feel that same-sex couples should have the right to legal marital status. But only 30.6% agreed that the death penalty should be abolished, and 72.8% feel there is too much concern for the rights of criminals.

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

Student clubs/groups	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	38.8	25.9	31.7	34.2	18.5	26.1
Less than one	15.9	14.4	15.1	18.5	14.9	16.7
1 to 2	23.4	25.1	24.4	23.9	30.1	27.1
3 to 5	12.4	18.7	15.9	13.3	20.7	17.2
6 to 10	4.9	8.6	6.9	5.6	9.3	7.5
11 to 15	2.2	3.6	2.9	2.1	3.4	2.8
16 to 20	1.6	1.9	1.8	0.9	1.4	1.2
Over 20	0.8	1.8	1.4	1.4	1.8	1.6

Watching TV	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	4.5	7.6	6.2	4.5	7.2	5.9
Less than one	13.8	20.7	17.6	12.7	19.0	16.0
1 to 2	21.0	26.2	23.9	22.5	27.7	25.2
3 to 5	27.7	24.3	25.8	26.9	26.3	26.6
6 to 10	19.1	13.7	16.1	18.5	12.3	15.3
11 to 15	7.8	3.5	5.4	7.7	3.9	5.7
16 to 20	3.0	1.6	2.2	3.1	1.8	2.4
Over 20	3.0	2.4	2.7	4.1	1.9	3.0

Housework/childcare	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	28.3	13.6	20.2	30.7	13.5	21.8
Less than one	29.8	28.0	28.8	27.2	23.1	25.1
1 to 2	27.9	33.2	30.8	25.8	34.4	30.3
3 to 5	10.6	16.4	13.8	11.4	18.7	15.2
6 to 10	2.0	5.9	4.2	3.1	6.3	4.8
11 to 15	0.5	1.1	0.8	0.9	1.9	1.4
16 to 20	0.6	0.5	0.5	0.5	0.9	0.7
Over 20	0.2	1.4	0.9	0.4	1.1	0.8

Reading for pleasure	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	27.0	17.5	21.7	31.3	20.2	25.5
Less than one	30.4	31.4	31.0	28.1	31.2	29.7
1 to 2	22.4	26.3	24.6	21.4	25.7	23.7
3 to 5	12.5	15.6	14.2	11.9	14.6	13.3
6 to 10	5.1	6.6	5.9	4.4	5.2	4.8
11 to 15	1.3	1.4	1.3	1.6	1.8	1.7
16 to 20	0.7	0.8	0.7	0.6	0.6	0.6
Over 20	0.5	0.6	0.5	0.6	0.7	0.6

Playing video games	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	21.6	78.4	53.0	23.9	76.3	51.0
Less than one	27.8	15.2	20.8	25.9	16.0	20.8
1 to 2	25.0	4.2	13.5	22.5	5.2	13.5
3 to 5	14.8	1.4	7.4	15.9	1.5	8.5
6 to 10	6.7	0.4	3.2	6.5	0.5	3.4
11 to 15	2.1	0.0	1.0	2.5	0.3	1.4
16 to 20	1.3	0.3	0.7	1.1	0.1	0.6
Over 20	0.7	0.2	0.4	1.6	0.1	0.8

Prayer/meditation	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	40.5	37.5	38.8	37.1	32.1	34.5
Less than one	39.9	37.6	38.6	36.9	35.9	36.4
1 to 2	14.3	17.5	16.1	18.2	21.8	20.1
3 to 5	2.9	5.1	4.1	4.9	6.5	5.7
6 to 10	1.6	1.1	1.3	1.6	2.2	1.9
11 to 15	0.4	0.1	0.2	0.6	0.6	0.6
16 to 20	0.2	0.5	0.4	0.2	0.2	0.2
Over 20	0.4	0.7	0.5	0.6	0.7	0.6

Hours Per Week in the Last Year Spent on Volunteer Work	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	37.0	26.3	31.1	37.9	24.9	31.2
Less than one	29.8	26.2	27.8	27.7	24.7	26.1
1 to 2	20.8	23.8	22.5	20.1	26.0	23.1
3 to 5	7.7	14.5	11.5	8.9	14.8	11.9
6 to 10	3.1	5.9	4.6	2.7	5.7	4.3
11 to 15	0.8	1.9	1.4	1.2	1.9	1.6
16 to 20	0.5	0.6	0.5	0.6	1.0	0.8
over 20	0.2	0.8	0.5	1.0	1.1	1.0

Activities Engaged in During Past Year	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Attended religious services	82.0	83.6	82.9	83.4	86.6	85.1
Was bored in class (3)	40.8	40.2	40.5	44.8	40.1	42.4
Participated in demonstrations	30.0	36.5	33.6	40.9	46.8	44.0
Tutored another student	54.4	52.7	53.5	50.9	54.9	53.0
Studied with other students	88.9	92.1	90.7	84.9	91.6	88.4
Was guest in teacher's home	22.3	24.3	23.5	30.0	31.2	30.6
Smoked cigarettes (3)	7.4	11.2	9.5	11.0	11.7	11.4
Drank beer	41.8	44.6	43.4	57.2	52.4	54.7
Drank wine or liquor	44.9	54.2	50.0	54.7	59.4	57.2
Felt overwhelmed (3)	16.3	36.1	27.2	18.9	38.2	28.9
Felt depressed (3)	4.3	7.7	6.1	4.8	8.3	6.6
Performed volunteer work	74.7	83.7	79.5	75.9	85.4	80.8
Played a musical instrument	44.6	50.1	47.7	42.7	44.5	43.6
Asked teacher for advice after class (3)	21.3	28.5	25.3	20.4	28.4	24.5
Overslept and missed class/appt	28.2	30.5	29.5	32.5	31.1	31.8
Discussed politics (3)	24.8	16.1	20.0	20.8	14.1	17.3
Voted in student election (3)	17.5	16.6	17.0	21.6	22.9	22.3
Socialized with different racial/ethnic group (3)	53.0	62.1	58.0	55.6	60.0	57.9
Took prescribed anti-depressant	3.2	5.2	4.3	3.4	5.1	4.3
Came late to class	61.2	63.6	62.5	61.4	61.9	61.7
Attended public recital/concert	74.3	83.8	79.5	76.8	85.7	81.4
Visited art gallery or museum	55.8	65.6	61.2	52.1	61.1	56.8
Discussed religion (3)	23.5	26.3	25.1	24.9	27.8	26.4
Read editorial page in newspaper	66.3	67.5	67.0	64.2	66.3	65.3
Checked out book from school library (3)	19.1	27.3	23.7	14.8	23.5	19.3
Communicated via E-mail (3)	57.3	57.3	57.3	54.3	60.2	57.3
Used internet for research/homework (3)	67.1	63.2	64.9	60.9	62.5	61.8
Participated in internet chat rooms (3)	20.6	13.1	16.5	22.3	16.6	19.3
Played computer games (3)	34.0	14.8	23.4	34.7	17.9	26.0
Other internet use (3)	50.1	34.2	41.3	46.8	35.5	40.9
Did community service as part of class	47.4	55.7	52.0	48.2	59.2	53.9
Used a personal computer (3)	77.3	67.0	71.6	71.3	67.6	69.4
Played chess	60.8	24.3	40.7	54.7	19.8	36.6

(3) Percentage responding "frequently" only. Results for other items in this group represent the percentage responding "frequently" OR "occasionally"

Student's Religious Preferences	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Baptist	2.4	3.2	2.9	12.1	13.9	13.0
Buddhist	1.9	1.3	1.6	0.6	0.4	0.5
Eastern Orthodox	0.0	0.2	0.1	0.4	0.3	0.4
Episcopal	0.3	0.8	0.6	2.2	2.3	2.3
Islamic	0.7	0.3	0.5	0.5	0.2	0.4
Jewish	1.7	1.3	1.5	1.2	1.3	1.3
LDS (Mormon)	0.2	0.3	0.3	0.3	0.3	0.3
Lutheran	25.3	23.9	24.5	12.3	12.3	12.3
Methodist	3.6	4.6	4.2	9.5	9.7	9.6
Presbyterian	2.2	1.3	1.7	4.2	4.4	4.3
Catholic	29.7	33.2	31.6	27.1	27.4	27.3
Seventh Day Adventist	0.2	0.1	0.2	0.1	0.2	0.2
United Church of Christ	1.5	0.7	1.0	1.5	1.8	1.7
Other Christian	9.6	9.9	9.8	9.4	9.8	9.6
Other Religion	3.3	4.6	4.0	2.8	3.1	3.0
None	17.2	14.3	15.6	15.5	12.5	13.9

Student agrees strongly or somewhat	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Too much concern for rights of criminals	76.6	69.8	72.8	74.8	71.6	73.1
Abortion should be legal	56.6	58.3	57.6	54.4	55.7	55.1
Abolish death penalty	25.9	34.4	30.6	20.2	28.5	24.5
Sex OK if people really like each other	40.8	27.8	33.6	50.9	31.3	40.7
Marijuana should be legalized	32.5	31.1	31.7	37.0	29.2	33.0
Prohibit homosexual relations	25.6	13.5	18.9	38.1	19.5	28.5
Employers can require drug testing	78.4	80.7	79.7	76.0	80.5	78.3
Man not entitled to sex on date	88.9	94.3	91.9	85.6	94.3	90.1
Fed gov't do more to control handguns	74.4	93.0	84.7	68.9	91.0	80.4
Racial discrimination not a problem	18.8	12.3	15.2	26.2	19.9	23.0
Individual can do little to change society	32.7	22.3	27.0	32.7	24.2	28.3
Wealthy people should pay more taxes	57.7	58.9	58.4	56.4	54.6	55.5
Colleges should prohibit racist/sexist speech	57.4	62.2	60.0	55.8	65.7	60.9
Legal marital status for same sex couples	56.0	75.4	66.7	43.5	63.0	53.6
Fed gov't regulate material on internet	31.7	49.2	41.4	31.8	53.3	42.9
Activities of married women best confined to the home	20.6	13.4	16.6	29.9	20.2	24.9
Abolish affirmative action in college admissions	60.1	43.0	50.7	59.1	44.3	51.5
People have the right to know about lives of public figures	24.7	21.6	23.0	28.1	24.6	26.3

Political Orientation	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Far left	2.2	2.6	2.4	2.2	1.5	1.9
Liberal	26.3	32.3	29.6	20.8	24.1	22.5
Middle of the road	46.2	53.0	50.0	51.8	58.0	55.0
Conservative	22.8	11.7	16.7	23.4	15.7	19.5
Far right	2.5	0.3	1.3	1.8	0.7	1.2

Student Expectations

While the University of Minnesota was the first choice of 83% of these students, less than half thought their chances were very good that they would be satisfied with this college. This relationship was also observed in the 1997 CIRP data. Do students already have preconceived notions about what their college experience(s) at the University of Minnesota will be like? Are they accurate?

Over 77% of the students surveyed expect that their chances are very good to earn a bachelor's degree in four years or less. 82% expect to register/complete 15 or more credits per semester, and make at least a 'B' average (60.8%). 78.3% expect to work at a paid job their first year. These optimistic projections did not, however, occur: only 61% of the 1999 FTFT entering freshmen registered for 15 or more credits, and based on the 1995 entering FTFT cohort, only 24.1% had graduated in four years. The chances that 77% will graduate in four years are not good.

Student's estimate: Chances are very good that he/she will	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Change major field	13.4	17.6	15.7	11.9	17.0	14.5
Change career choice	13.8	17.8	16.0	11.2	16.8	14.1
Fail one or more courses	0.5	0.3	0.4	1.3	0.6	0.9
Graduate with honors	22.0	19.8	20.8	17.4	18.0	17.7
Be elected to student office	1.9	1.8	1.8	2.4	2.5	2.5
Get job to pay college expenses	49.9	63.2	57.2	34.1	43.3	38.9
Work full-time while attending college	3.3	3.9	3.6	2.4	3.0	2.7
Join a social fraternity or sorority, or club	9.2	15.1	12.4	13.4	22.2	17.9
Play varsity/intercollegiate athletics	7.6	7.8	7.7	12.3	9.7	10.9
Be Elected to academic honor society	7.8	7.5	7.7	8.3	10.6	9.5
Make at least a "B" average	64.3	58.0	60.8	49.8	51.9	50.9
Need extra time for degree	6.0	7.4	6.8	7.5	7.2	7.3
Get bachelor's degree	81.4	76.6	78.8	73.7	76.5	75.2
Take part in student protests	2.8	6.6	4.9	3.4	4.0	3.7
Drop out temporarily	0.1	0.6	0.4	0.7	0.4	0.5
Drop out permanently	0.0	0.2	0.1	0.5	0.3	0.4
Transfer to another college	3.5	5.0	4.3	2.9	4.4	3.7
Be satisfied with this college	45.4	49.8	47.8	48.4	54.8	51.7
Marry while in college	1.9	5.1	3.6	3.0	4.6	3.8
Participate in volunteer/community service work	12.6	28.4	21.3	10.3	25.7	18.3
Seek personal counseling	2.1	6.0	4.3	2.8	4.4	3.6

Selected University of Minnesota institutional specific items

How many years do you expect it to take to get your bachelor's degree from the University of Minnesota?	<u>University of Minnesota</u>		
	Men (%)	Women (%)	Total (%)
Less than four years	5.0	6.1	5.6
Four years	72.3	71.7	72.0
Five years	20.6	20.6	20.6
Six or seven years	1.6	1.4	1.5
Eight or more years	0.5	0.2	0.3

1995 FT/FT freshmen cohort UM TC
 0.8% graduated in less than 4 years
 23.3% graduated in 4 years
 20.5% graduated in 5 years
 6.3% graduated in 6 years
 Source: IRR Graduation/Retention Report 2002

Approximately how many credits do you expect to register for/complete during each semester?	<u>University of Minnesota</u>		
	Men (%)	Women (%)	Total (%)
15 credits or more	85.1	80.2	82.3
12-14 credits	14.2	18.8	16.8
9-11 credits	0.4	0.9	0.7
Less than 9 credits	0.2	0.1	0.2

Fall 1999 Stix credit hours all NHS students

Men (%)	Women (%)	Total (%)
63.2	59.1	60.9
34.8	38.4	36.8
1.3	1.4	1.4
0.7	1.0	0.9

Source: IRR Fall 1999 Stix file

Approximately how many hours per week do you expect to work at a paid job your first year at the University of Minnesota?	<u>University of Minnesota</u>		
	Men (%)	Women (%)	Total (%)
I do not expect to work at all	24.9	19.0	21.7
10 hours or less	33.6	33.5	33.5
11-20 hours	36.6	43.0	40.1
More than 20 hours	4.9	4.5	4.7

Major Sources of Financial Aid

Students entering the University of Minnesota appear to differ significantly on major sources of financial aid (\$1500 or more) from other students attending public universities with similar selectivity. Our students indicate that a larger percentage are funding their education through savings and part-time work and a smaller percentage through Stafford loans, but there is more reliance at the University of Minnesota on "Other college loans".

How much of your first year's educational expenses do you expect to cover from:	<u>University of Minnesota</u>			<u>Other Med. Selective Public</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
\$1500 or more						
Parents or family	66.4	61.7	63.8	66.4	66.4	66.4
Spouse	0.1	0.3	0.2	0.2	0.2	0.2
Savings from summer work	30.6	22.3	26.0	18.4	11.4	14.8
Other savings	21.4	17.8	19.4	12.9	10.9	11.9
Part-time work on campus	6.6	9.8	8.4	3.1	3.9	3.5
Part-time work off campus	4.4	3.7	4.0	3.0	2.3	2.6
Full-time work	1.6	1.6	1.6	1.0	0.8	0.9
Pell grant	4.7	5.2	5.0	4.8	5.2	5.0
Supplemental ed opp grant	1.6	1.9	1.7	0.9	1.0	1.0
State scholarship/grant	5.9	6.3	6.1	4.5	5.3	4.9
College work study grant	4.2	4.0	4.1	1.7	2.8	2.3
Other college grant	17.2	18.3	17.8	14.6	17.4	16.0
Vocational rehabilitation funds	0.2	0.4	0.3	0.3	0.2	0.2
Other private grant	5.2	4.7	5.0	3.6	3.3	3.4
Other government aid	1.8	1.1	1.4	2.0	1.2	1.5
Stafford/FGSL	6.5	5.3	5.8	12.7	12.9	12.8
Perkins loan	3.0	2.3	2.6	3.6	3.9	3.7
Other college loan	12.8	13.3	13.0	9.2	8.5	8.8
Other loan	5.7	7.7	6.8	5.6	5.6	5.6
Other source	3.3	4.2	3.8	2.6	3.0	2.8