

UNIVERSITY OF MINNESOTA

2001 Cooperative Institutional Research Program (CIRP) Report

**Office of Institutional Research and Reporting
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Introduction

As of the second week of fall 2001, there were 5,259 new first-time full-time entering freshmen enrolled in the freshman admitting colleges across the Twin Cities campus. As part of the ongoing evaluation of the University of Minnesota, 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 2001 summer orientation process by 4,715 new first-time full-time students, or approximately 90% 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.

The data were judged to be representative of the entering freshmen class. All numbers reported are based on CIRP data and are percentages of the total, unless otherwise noted.

Demographics and Academic Background

Nearly all University of Minnesota first-time freshmen come directly from high school and are 18 or 19 years old.

The racial/ethnic distribution of the entering class is different from other public universities, given the smaller percentage of minority students.

Over half (51%) of our first-year students come from within a 50 mile radius of campus, a much higher percentage than either public university norm group.

Nearly a quarter of our first-year students come from families with annual incomes of less than \$50,000. Almost half of our students reported family incomes between \$50,000 and \$100,000. Compared to other public universities with similar average ACT scores (i.e., high selectivity), the percentage of UM students coming from families with annual incomes greater than \$100,000 per year is smaller (28.9% vs. 36.2%).

Average ACT Assessment Composite scores ranged from 20.1 to 27.5 across freshmen admitting colleges. The overall composite average was 24.6 for the Twin Cities campus.

Nearly 94% of students reported they had earned an average high school grade point average of 'B' or higher. Nearly 30% reported an A or A+ average, slightly lower than highly selective public universities and slightly above public universities in general.

About two-thirds of first-year students reported they spent approximately, on average, 5 hours or less per day in a typical week studying or doing homework during their last year of high school. Of those reporting A/A+ averages 62% reported studying 5 hours or less.

Nearly two-thirds (66%) of those responding to the remedial questions selected mathematics as a potential area of concern. Nearly 90% of the students who felt they would need special tutoring or remedial work in mathematics did not indicate any previous special tutoring or remedial math work. Of those who had previous remedial work in mathematics only one-third indicated they felt they would need additional help. Significant differences by gender were apparent: women were much more likely to express a need for remedial work in mathematics ($p < .05$) and science

($p < .05$) than men. When students were asked to rate their mathematical ability in relation to an average person, nearly a quarter of all females reported that their mathematical ability was below average or in the lowest 10%, while only 11.5% of the males responded similarly. Over two-thirds of our incoming freshmen reported (68.3%) that one or both parents were college grads and 37.1% indicated that at least one member of their immediate family had attended the University of Minnesota.

Racial/Ethnic background [1,2]	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
White/Caucasian	85.5	84.6	85.0	79.4	77.5	78.4	78.5	75.7	77.1
African American/Black	3.5	3.7	3.6	4.6	5.8	5.2	5.5	8.5	7.1
American Indian	0.9	1.9	1.4	0.8	1.0	0.9	0.9	1.3	1.1
Asian American/Asian	9.4	9.7	9.6	11.5	11.7	11.6	10.1	9.4	9.7
Native Hawaiian/Pacific Islander	0.4	0.3	0.4	0.5	0.6	0.5	0.5	0.6	0.5
Mexican American/Chicano	0.8	1.3	1.0	1.3	1.7	1.5	2.1	2.8	2.5
Puerto Rican	0.2	0.3	0.3	0.6	0.7	0.7	0.5	0.7	0.6
Other Latino	0.7	0.9	0.8	1.4	1.8	1.6	1.4	1.7	1.6
Other	1.6	2.1	1.8	2.5	3.0	2.8	2.8	3.0	2.9

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

[2] Results may not compare to those of previous years due to changes in response options

How many miles is this college from your home?	<u>University of Minnesota</u>			<u>Public University-Highly selective</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
5 or less	4.5	4.5	4.5	2.7	2.5	2.6	4.1	4.2	4.1
6 to 10	9.6	8.7	9.1	3.2	3.4	3.3	4.5	5.2	4.9
11 to 50	40.8	34.1	37.4	21.3	20.4	20.9	23.0	22.6	22.8
51 to 100	9.6	9.9	9.7	14.1	15.4	14.8	18.6	19.9	19.3
101 to 500	31.4	37.1	34.3	48.1	47.1	47.6	41.3	39.8	40.5
Over 500	4.1	5.8	5.0	10.5	11.1	10.8	8.4	8.3	8.4

Estimated parental income	University of Minnesota			Public University-High selectivity			Public Universities		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Less than \$6,000	1.4	1.4	1.4	1.0	1.0	1.0	1.3	1.5	1.4
\$6,000 to \$9,999	0.9	1.4	1.1	0.7	1.1	0.9	0.9	1.5	1.2
\$10,000 to \$14,999	0.8	1.4	1.1	1.3	2.1	1.7	1.7	2.6	2.2
\$15,000 to \$19,999	1.5	1.8	1.7	1.6	2.0	1.8	1.9	2.6	2.3
\$20,000 to \$24,999	1.6	3.3	2.5	2.3	3.0	2.7	2.7	3.9	3.3
\$25,000 to \$29,999	3.4	3.2	3.3	2.3	3.1	2.7	2.9	3.8	3.4
\$30,000 to \$39,999	5.1	7.3	6.2	5.1	6.7	5.9	6.2	8.3	7.3
\$40,000 to \$49,999	6.7	8.0	7.4	6.4	7.1	6.7	7.8	8.4	8.1
\$50,000 to \$59,999	11.2	12.1	11.7	8.4	8.8	8.6	9.6	10.0	9.8
\$60,000 to \$74,999	16.6	15.9	16.2	13.4	13.0	13.2	14.0	13.7	13.9
\$75,000 to \$99,999	20.2	16.8	18.5	18.1	15.8	16.9	18.2	15.4	16.8
\$100,000 to \$149,999	19.5	16.0	17.7	22.3	19.7	20.9	19.6	16.0	17.7
\$150,000 to \$199,999	5.6	6.3	5.9	7.7	7.7	7.7	6.1	5.8	6.0
\$200,000 or more	5.6	5.0	5.3	9.4	8.8	9.1	7.2	6.3	6.7

[Click to view family income chart](#)

**ACT Composite & high school rank by college for first-time/full-time freshmen fall 2001
(source IRR 2002)**

College	Valid n High School Rank	Mean High School Rank Percentile	Valid n ACT Composite	Mean ACT Composite Scores
Twin Cities campus	4845	77.2	5017	24.6
CSOM	356	92.0	360	27.0
IOT	768	86.8	785	27.5
CBS	254	90.0	260	26.7
CLA	2325	79.9	2405	24.6
GC	780	48.4	818	20.1
COAFES	198	76.0	214	23.9
CNR	35	72.5	40	23.5
CHE	129	82.5	135	24.5

Average high school grade	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
A or A+	26.4	32.8	29.8	31.6	36.1	34.0	23.9	29.5	26.9
A-	30.3	30.8	30.5	29.6	31.6	30.7	24.5	27.3	26.0
B+	21.5	19.3	20.4	19.7	18.6	19.1	21.0	20.3	20.6
B	14.4	12.9	13.7	13.6	10.8	12.1	19.2	16.3	17.7
B-	4.3	2.8	3.5	3.8	2.1	2.9	6.9	4.2	5.4
C+	2.0	1.0	1.5	1.2	0.7	0.9	3.2	1.8	2.4
C	1.0	0.3	0.6	0.5	0.1	0.3	1.3	0.6	0.9
D	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0

Hours in the last year spent on studying or doing homework	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
none	4.4	0.8	2.5	3.0	0.6	1.7	3.6	0.7	2.1
less than one	17.5	9.2	13.2	13.8	6.3	9.8	15.2	7.8	11.3
1 to 2	24.2	18.3	21.1	21.2	15.0	17.9	23.5	18.1	20.6
3 to 5	26.1	33.2	29.8	27.8	29.3	28.6	28.1	31.1	29.7
6 to 10	16.6	22.5	19.7	19.6	25.2	22.6	17.6	23.5	20.8
11 to 15	7.0	9.5	8.3	8.3	12.8	10.7	7.0	10.6	8.9
16 to 20	2.2	4.4	3.4	3.9	6.6	5.4	3.0	5.0	4.1
Over 20	2.0	2.1	2.0	2.3	4.2	3.3	2.0	3.1	2.6

	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
Had remedial work in:	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
English	6.1	3.9	5.0	5.4	3.5	4.4	5.8	4.1	4.9
reading	5.6	3.6	4.6	4.4	2.9	3.6	4.7	3.6	4.1
mathematics	5.8	6.1	6.0	7.5	10.4	9.0	8.3	11.3	9.9
social studies	4.8	2.4	3.6	3.3	2.1	2.7	3.6	2.7	3.1
science	4.7	2.7	3.7	4.0	3.8	3.9	4.1	3.9	4.0
foreign language	4.9	3.0	3.9	4.5	3.6	4.0	4.8	3.8	4.3
writing	5.3	2.9	4.1	4.7	2.7	3.6	4.7	3.3	4.0

	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
Will need remedial work in:	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
English	7.3	4.5	5.9	7.3	5.8	6.5	8.8	7.0	7.8
reading	4.8	2.8	3.8	3.6	2.7	3.1	4.1	3.0	3.6
mathematics	13.5	23.6	18.7	12.1	20.2	16.3	16.1	25.0	20.8
social studies	2.1	2.5	2.3	2.1	2.8	2.4	2.3	3.2	2.8
science	6.7	10.4	8.7	6.2	10.5	8.4	6.8	11.5	9.3
foreign language	8.8	8.5	8.6	8.1	7.8	7.9	8.9	9.5	9.2
writing	7.8	8.4	8.1	8.4	8.4	8.4	9.3	9.5	9.4

	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
Prior to this term, have you ever taken courses for credit at this institution?	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
No	91.1	89.0	90.0	95.8	96.2	96.0	95.8	96.0	95.9
Yes	8.9	11.0	10.0	4.2	3.8	4.0	4.2	4.0	4.1

Father's education	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Grammar or less	1.3	2.0	1.6	1.3	2.0	1.7	1.5	2.3	1.9
Some HS	1.8	2.8	2.3	2.3	2.9	2.6	3.1	3.8	3.4
HS graduate	14.6	17.8	16.2	13.1	14.5	13.8	16.4	19.1	17.8
Postsecondary	6.5	7.9	7.2	3.2	3.7	3.5	3.8	4.0	3.9
Some college	12.8	13.6	13.2	11.2	11.8	11.5	13.7	14.7	14.2
College grad	37.3	31.7	34.4	33.1	30.8	31.9	32.0	29.2	30.5
Some grad schl	1.9	2.7	2.3	2.6	3.0	2.8	2.3	2.4	2.3
Grad degree	23.8	21.6	22.6	33.2	31.3	32.2	27.2	24.6	25.8

Mother's education	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Grammar or less	1.8	2.9	2.4	1.4	2.1	1.8	1.5	2.2	1.9
Some HS	1.7	2.0	1.9	2.0	2.2	2.1	2.5	3.0	2.8
HS graduate	18.0	19.1	18.6	15.5	15.9	15.7	19.5	20.2	19.9
Postsecondary	7.3	7.6	7.5	4.5	4.9	4.7	4.7	5.2	4.9
Some college	16.1	16.2	16.2	13.6	14.3	14.0	16.2	17.4	16.9
College grad	37.2	32.8	35.0	36.8	34.7	35.7	34.0	31.4	32.6
Some grad schl	2.8	2.8	2.8	3.8	3.8	3.8	3.1	2.9	3.0
Grad degree	15.1	16.4	15.8	22.5	22.0	22.2	18.5	17.6	18.0

Optional item (n=3,839)

University of Minnesota

Has at least one member of your immediate family attended the

University of Minnesota?	Men (%)	Women (%)	Total (%)
Yes	39.5	34.9	37.1
No	60.4	64.9	62.8

College Choice and Educational/Career Plans

Being a student at the University of Minnesota-Twin Cities was the first choice of 80% of entering freshmen. Compared to other institutions, a much larger percentage of UM students did not apply or only applied to one or two other schools. Their reasons for attending college do not differ much from other students attending other public universities. The top five reasons noted were: to learn more about things that interested them; get a better job; make more money; get training for a specific career; and gain a general education. Students chose the University of Minnesota primarily because of its good academic reputation, because graduates get good jobs, and because of good social reputation.

Students' reasons for selecting the University of Minnesota differed depending on whether or not the school was their first choice. The results of a one-way ANOVA with students grouped by choice (first, second, and third choice or less) found that students for whom the U was their first or second choice were more likely to rate the following reasons for selecting the University as more important, as compared to those for whom the U was a third or lower choice: good academic reputation; the belief that graduates get good jobs; U's social reputation; and the fact that graduates go to top grad schools. This is not to say that students for whom the U is a third or lower choice did not also find these reasons to be important, but on average, they did not rate them as important as did the other groups. For students for whom the U was not a first choice, low tuition and "not offered aid by first choice" were rated as more important reasons for attending the University, as compared to first-choice students.

Most students (74.7%) expect to earn advanced degrees beyond a bachelor's degree.

Students' probable major field of study varies greatly; the general areas of arts & humanities, business, engineering and the professional fields account for 60% of the expected majors. Only 7.1% chose "undecided" at this point in their academic careers. Students' expected careers mirror their probable choice of majors.

This college was student's	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
First choice	80.5	80.0	80.3	72.8	70.1	71.4	72.5	71.0	71.7
Second choice	15.1	15.5	15.3	19.0	21.1	20.1	19.2	20.4	19.8
Third choice	2.8	2.8	2.8	5.1	5.6	5.4	5.2	5.4	5.3
Less than third choice	1.6	1.7	1.6	3.1	3.2	3.2	3.1	3.2	3.1

To how many colleges other than this one did you apply for admission this year?	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	34.3	32.6	33.4	18.4	16.0	17.1	24.1	21.8	22.9
One	17.9	17.5	17.7	12.3	11.1	11.6	13.5	13.6	13.5
Two	19.3	18.4	18.9	14.7	13.8	14.2	15.9	16.1	16.0
Three	15.0	16.3	15.7	16.0	15.8	15.9	16.7	16.3	16.5
Four	7.4	8.7	8.0	13.1	13.2	13.1	11.5	11.2	11.3
Five	2.9	3.5	3.2	9.3	10.0	9.7	7.2	7.9	7.6
Six	1.9	1.6	1.8	6.3	7.3	6.9	4.6	5.3	4.9
Seven to ten	1.1	1.2	1.2	8.4	10.9	9.7	5.5	6.8	6.2
Eleven or more	0.3	0.2	0.2	1.6	1.9	1.8	1.1	1.1	1.1

Reasons noted as very important in deciding to attend college	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Parents wanted me to go	28.4	30.0	29.3	27.0	30.9	29.1	29.5	33.7	31.7
Could not find a job	4.1	5.2	4.7	3.5	3.8	3.7	4.5	4.9	4.7
Wanted to get away from home	23.6	27.2	25.5	21.8	23.1	22.5	20.3	21.8	21.1
Get a better job	73.1	72.6	72.8	71.8	69.7	70.7	72.7	70.6	71.6
Gain general education	60.0	67.3	63.8	62.6	73.2	68.2	59.0	70.0	64.8
Improve reading & study skills	31.7	37.6	34.8	33.7	41.1	37.6	34.7	41.9	38.6
Nothing better to do	4.7	2.8	3.7	4.5	2.4	3.4	4.4	2.7	3.5
Become a more cultured person	36.4	51.8	44.4	38.6	53.6	46.6	34.6	47.7	41.6
Make more money	75.1	69.8	72.3	74.0	65.2	69.4	75.6	67.7	71.4
Learn more about things that interest me	77.0	84.5	80.9	78.2	84.6	81.6	75.1	81.7	78.6
Prepare for graduate or professional school	47.6	62.2	55.2	54.3	67.0	61.0	51.6	64.5	58.4
Mentor/role model encourage me to go	9.8	10.5	10.2	9.2	9.9	9.6	10.4	11.7	11.1
Get training for a specific career	67.7	73.0	70.5	64.5	68.1	66.4	69.1	73.3	71.3

Reasons noted as <u>very important</u> in selecting this particular college	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Relatives wanted me to come	4.7	4.6	4.7	5.5	6.6	6.1	6.1	7.5	6.9
Teacher advised me	2.0	1.8	1.9	2.7	2.6	2.6	3.0	2.9	2.9
Good academic reputation	53.6	58.5	56.2	68.6	71.8	70.3	57.7	62.4	60.2
Good social reputation	29.4	34.3	32.0	34.8	35.8	35.3	29.9	32.3	31.2
Offered financial assistance	14.6	19.5	17.2	18.3	22.4	20.4	20.0	26.4	23.4
Offers special programs	12.7	21.8	17.5	14.4	21.9	18.4	15.4	23.9	19.9
Low tuition	26.7	25.8	26.2	25.1	26.9	26.0	23.4	26.5	25.1
Advice of HS guidance counselor	3.6	4.2	3.9	5.6	5.0	5.2	5.4	5.3	5.3
Advice of priv college counselor	1.1	0.6	0.9	1.3	1.1	1.2	1.4	1.2	1.3
Wanted to live near home	17.6	17.7	17.7	8.5	11.6	10.1	12.0	16.8	14.6
Not offered aid by first choice	4.4	4.5	4.4	5.5	7.1	6.3	5.2	6.5	5.9
Graduates go to top grad schools	22.3	31.6	27.2	36.0	44.5	40.5	28.0	36.5	32.5
Graduates get good jobs	46.0	50.8	48.5	60.0	62.0	61.1	53.2	55.0	54.2
Attracted by the religious affiliation/orientation	1.1	1.0	1.0	1.4	2.0	1.7	1.9	3.0	2.5
Size of college	21.6	30.8	26.5	21.8	30.2	26.2	20.6	28.8	25.0
Not accepted anywhere else	3.3	1.7	2.4	3.5	1.9	2.7	4.0	2.5	3.2
Rankings in national magazines	13.2	12.8	13.0	20.7	19.3	19.9	14.9	13.4	14.1
Information in a multicollge guidebook	5.8	7.8	6.8	8.9	9.5	9.2	7.5	8.8	8.2
Admitted through an early action or early decision program	5.2	4.0	4.6	7.3	9.1	8.2	5.0	6.4	5.7
My friends are attending	7.6	4.6	6.0	6.2	3.4	4.7	7.9	5.3	6.5
I was offered:									
an athletic scholarship	2.1	1.3	1.7	2.4	2.0	2.1	3.1	2.4	2.7
a merit-based scholarship	10.4	13.8	12.2	12.5	15.0	13.8	13.0	16.2	14.7
a need-based scholarship	4.0	6.0	5.1	5.9	8.8	7.4	5.6	9.1	7.5

Highest degree planned anywhere	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	0.5	0.2	0.3	0.4	0.3	0.4	0.5	0.5	0.5
Vocational certificate	0.0	0.1	0.1	0.1	0.0	0.1	0.1	0.1	0.1
Associate (A.A. or equivalent)	0.3	0.2	0.2	0.3	0.2	0.2	0.3	0.3	0.3
Bachelor's (B.A., B.S.)	25.2	21.9	23.5	19.9	15.2	17.4	25.2	20.6	22.8
Master's (M.A., M.S.)	42.3	41.4	41.8	44.2	41.8	43.0	42.2	40.6	41.4
Ph.D. or Ed.D.	21.1	19.5	20.3	20.1	20.2	20.2	18.3	18.3	18.3
M.D., D.O., D.D.S., D.V.M.	6.0	11.5	8.8	8.5	15.0	11.9	7.7	13.4	10.7
LL.B. or J.D. (Law)	3.4	3.6	3.5	5.7	6.2	5.9	4.5	4.8	4.6
B.D. or M.DIV (Divinity)	0.4	0.2	0.3	0.3	0.2	0.2	0.2	0.2	0.2
Other	0.9	1.6	1.2	0.8	0.9	0.8	1.0	1.1	1.1

Probable major field of study	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Arts and Humanities									
Art, fine and applied	1.4	3.2	2.3	1.2	2.7	2.0	1.4	2.8	2.1
English	1.3	1.0	1.1	1.2	2.3	1.8	0.9	1.8	1.4
History	1.1	0.6	0.8	1.3	1.0	1.1	1.2	0.8	1.0
Journalism	2.5	4.8	3.7	0.8	2.0	1.5	0.9	2.0	1.5
Language/literature (except English)	0.2	1.8	1.1	0.3	1.1	0.7	0.2	0.8	0.5
Music	1.3	2.0	1.6	0.9	0.9	0.9	1.2	1.1	1.2
Philosophy	0.5	0.1	0.3	0.5	0.2	0.4	0.3	0.2	0.2
Speech	0.1	0.2	0.1	0.0	0.2	0.2	0.0	0.3	0.2
Theater or drama	1.2	1.6	1.4	0.6	0.9	0.8	0.7	1.0	0.8
Theology or religion	0.1	0.3	0.2	0.1	0.1	0.1	0.1	0.1	0.1
Other arts and humanities	0.4	2.1	1.3	0.5	1.3	1.0	0.5	1.6	1.1
Biological Science									
Biology (general)	2.4	4.0	3.2	3.0	6.0	4.6	2.8	5.3	4.1
Biochemistry or biophysics	1.1	0.7	0.9	1.2	1.2	1.2	0.9	0.9	0.9
Botany	0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1
Environmental science	0.7	0.5	0.6	0.7	0.8	0.7	0.6	0.6	0.6
Marine (life) science	0.1	0.4	0.3	0.1	0.2	0.2	0.3	0.4	0.4
Microbiology or bacteriology	0.4	0.6	0.5	0.6	0.7	0.7	0.4	0.5	0.5
Zoology	0.2	0.8	0.5	0.5	1.0	0.8	0.4	0.7	0.5
Other biological science	1.0	1.8	1.4	0.7	1.1	0.9	0.7	1.0	0.9
Business									
Accounting	1.4	1.5	1.5	1.4	1.5	1.5	1.8	2.0	1.9
Business administration	2.9	1.3	2.1	3.9	2.6	3.2	4.2	2.8	3.5
Finance	3.0	1.3	2.1	3.6	1.4	2.4	2.8	1.1	1.9
International business	1.9	3.5	2.7	1.5	2.3	1.9	1.1	1.7	1.4
Marketing	2.9	4.1	3.5	2.3	3.3	2.8	2.3	2.9	2.6
Management	5.2	2.4	3.7	4.0	2.3	3.1	4.4	2.3	3.3
Secretarial studies	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other business	1.6	1.0	1.3	1.3	0.7	1.0	1.3	0.8	1.1

Education

Business education	0.2	0.0	0.1	0.2	0.1	0.1	0.2	0.1	0.1
Elementary education	0.5	3.4	2.0	0.2	2.9	1.6	0.3	4.2	2.4
Music or art education	0.1	0.7	0.5	0.1	0.3	0.2	0.2	0.5	0.4
Physical education or recreation	0.3	0.0	0.2	0.2	0.2	0.2	0.4	0.3	0.4
Secondary education	1.2	1.5	1.4	0.7	1.5	1.1	1.1	1.6	1.4
Special education	0.0	0.3	0.2	0.0	0.2	0.1	0.0	0.6	0.3
Other education	0.2	0.3	0.3	0.1	0.4	0.2	0.1	0.4	0.2

Engineering

Aeronautical or astronautical eng.	2.7	0.4	1.5	3.1	0.7	1.9	3.3	0.6	1.9
Civil engineering	2.6	0.2	1.3	2.4	0.7	1.5	2.3	0.5	1.3
Chemical engineering	2.9	1.3	2.1	2.1	1.2	1.6	1.8	0.9	1.3
Electrical or electronic engineering	5.7	0.3	2.8	6.9	0.7	3.7	6.6	0.7	3.5
Industrial engineering	0.0	0.0	0.0	0.8	0.5	0.6	0.7	0.4	0.5
Mechanical engineering	5.2	0.3	2.7	6.5	1.0	3.6	6.6	0.8	3.5
Other engineering	4.6	1.7	3.1	6.7	2.4	4.4	5.5	1.7	3.5

Physical Science

Astronomy	0.6	0.3	0.5	0.2	0.2	0.2	0.2	0.1	0.2
Atmospheric science	0.1	0.0	0.1	0.2	0.1	0.2	0.3	0.2	0.3
Chemistry	1.0	0.5	0.7	0.8	0.9	0.9	0.7	0.8	0.7
Earth science	0.1	0.2	0.2	0.1	0.1	0.1	0.1	0.1	0.1
Marine science (incl. Oceanography)	0.0	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1
Mathematics	1.0	0.3	0.6	0.9	0.8	0.9	0.6	0.7	0.7
Physics	1.3	0.1	0.7	1.0	0.2	0.6	0.8	0.2	0.5
Statistics	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Other physical science	0.1	0.1	0.1	0.1	0.1	0.1	0.2	0.1	0.2

Professional

Architecture or urban planning	4.2	2.7	3.4	2.8	2.0	2.3	1.8	1.2	1.5
Home economics	0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.2	0.1
Health technology	0.3	0.5	0.4	0.3	0.4	0.4	0.3	0.6	0.5
Library or archival science	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Medicine	3.2	8.4	6.0	3.3	7.4	5.5	3.7	7.3	5.6
Nursing	0.1	3.3	1.8	0.1	2.0	1.1	0.2	4.3	2.4
Pharmacy	0.6	1.4	1.0	0.6	1.4	1.0	1.1	2.0	1.6
Therapy (occup., physical, speech)	0.4	1.5	1.0	0.5	1.5	1.0	0.8	2.4	1.7
Other professional	0.2	0.8	0.5	0.4	0.8	0.6	0.7	1.1	0.9

Social Science

Anthropology	0.0	0.6	0.3	0.2	0.4	0.3	0.2	0.4	0.3
Economics	0.6	0.4	0.5	1.0	0.5	0.7	0.6	0.3	0.4
Ethnic studies	0.0	0.1	0.1	0.1	0.1	0.1	0.0	0.0	0.0
Geography	0.1	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Political science	2.5	2.5	2.5	3.6	3.9	3.8	2.7	3.0	2.8
Psychology	2.0	6.7	4.5	1.6	6.5	4.2	1.7	6.2	4.1
Social work	0.1	1.1	0.6	0.0	0.6	0.3	0.0	0.8	0.4
Sociology	0.3	0.6	0.5	0.3	0.5	0.4	0.3	0.6	0.5
Women's studies	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.0	0.0
Other social science	0.1	0.6	0.4	0.1	0.4	0.3	0.1	0.4	0.3

Technical

Building trades	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1
Data processing or computer prog	2.9	0.3	1.5	2.1	0.2	1.1	2.5	0.3	1.3
Drafting or design	0.6	0.9	0.7	0.3	0.3	0.3	0.4	0.3	0.4
Electronics	0.5	0.0	0.3	0.1	0.0	0.1	0.2	0.0	0.1
Mechanics	0.1	0.0	0.1	0.0	0.0	0.0	0.1	0.0	0.1
Other technical	0.1	0.0	0.1	0.1	0.0	0.1	0.4	0.1	0.2

Other fields

Agriculture	0.9	1.0	1.0	1.0	0.8	0.9	1.4	1.0	1.2
Communications (radio, TV, etc.)	0.9	1.3	1.1	1.0	2.7	1.9	1.1	2.6	1.9
Computer science	6.5	0.6	3.4	6.5	1.0	3.6	6.5	1.2	3.7
Forestry	0.5	0.1	0.3	0.2	0.1	0.1	0.3	0.1	0.2
Kinesiology	0.2	0.3	0.3	0.3	0.4	0.4	0.2	0.4	0.3
Law enforcement	0.2	0.3	0.3	0.2	0.1	0.2	0.6	0.4	0.5
Military science	0.1	0.0	0.1	0.1	0.0	0.0	0.1	0.0	0.1
Other field	0.6	1.2	0.9	0.6	1.0	0.8	1.2	1.4	1.3
Undecided	5.1	8.8	7.1	6.5	11.4	9.1	6.4	10.3	8.5

Student's expected career [3]	University of Minnesota			Public University-High selectivity			Public Universities		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Accountant or actuary	1.6	1.6	1.6	1.4	1.6	1.5	1.8	2.0	1.9
Actor or entertainer	1.9	2.0	2.0	1.0	1.3	1.2	1.0	1.3	1.2
Architect	4.3	3.0	3.6	2.7	2.0	2.4	1.9	1.3	1.6
Artist	1.2	2.4	1.9	1.1	1.8	1.4	1.2	1.8	1.5
Business clerk	0.5	0.7	0.6	0.5	0.5	0.5	0.6	0.7	0.6
Business executive	10.0	8.3	9.2	11.0	8.2	9.5	9.6	7.2	8.3
Business owner	3.5	1.6	2.5	3.4	1.6	2.5	3.5	1.6	2.5
Business sales	0.9	1.2	1.1	0.9	1.1	1.0	1.0	1.2	1.1
Clergy	0.1	0.0	0.0	0.1	0.0	0.1	0.1	0.0	0.1
Other religious	0.0	0.1	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Clinical psychologist	0.9	2.1	1.5	0.5	2.2	1.4	0.5	2.1	1.4
College administrator/staff	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
College teacher	0.9	0.6	0.7	0.5	0.5	0.5	0.4	0.4	0.4
Computer programmer or analyst	8.9	0.9	4.7	8.8	1.1	4.7	9.1	1.5	5.1
Conservationist or forester	0.9	0.5	0.7	0.5	0.4	0.4	0.6	0.3	0.4
Dentist	1.0	1.2	1.1	0.6	0.8	0.7	0.7	0.8	0.8
Dietitian or home economist	0.0	0.7	0.4	0.0	0.6	0.3	0.0	0.6	0.3
Engineer	20.1	3.6	11.5	23.4	6.2	14.3	21.5	4.7	12.6
Farmer or Rancher	0.4	0.1	0.3	0.4	0.1	0.3	0.7	0.2	0.4
Foreign service	0.6	0.8	0.7	0.4	1.0	0.7	0.3	0.7	0.5
Homemaker (full-time)	0.0	0.1	0.0	0.0	0.1	0.0	0.0	0.1	0.1
Interior decorator	0.1	1.9	1.1	0.0	0.9	0.5	0.0	1.1	0.6
Lab technician	0.1	0.1	0.1	0.1	0.2	0.1	0.1	0.2	0.2
Law enforcement officer	0.4	0.3	0.3	0.4	0.1	0.2	0.7	0.3	0.5
Lawyer (attorney) or judge	3.5	3.1	3.3	4.6	5.2	4.9	3.8	4.3	4.1
Military service (career)	0.4	0.2	0.3	0.9	0.2	0.5	1.0	0.2	0.6
Musician	1.4	1.5	1.5	1.1	0.7	0.9	1.4	0.9	1.1
Nurse	0.2	2.8	1.6	0.1	2.0	1.1	0.2	4.0	2.2
Optometrist	0.1	0.1	0.1	0.1	0.3	0.2	0.2	0.4	0.3
Pharmacist	0.9	1.5	1.2	0.7	1.6	1.2	1.2	2.2	1.7
Physician	4.3	8.1	6.3	6.2	10.0	8.2	5.5	8.7	7.2
Policymaker/Government	0.8	0.8	0.8	1.2	0.9	1.0	0.9	0.8	0.8
School counselor	0.0	0.5	0.3	0.0	0.3	0.2	0.1	0.3	0.2
School principal or superintendent	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Scientific researcher	2.9	2.2	2.5	2.6	2.5	2.6	2.2	2.3	2.3
Social, welfare or recreation worker	0.1	1.9	1.0	0.1	0.9	0.5	0.1	1.1	0.6
Therapist (physical, occup., speech)	0.5	1.9	1.2	0.5	2.3	1.5	0.9	3.1	2.1
Teacher or administrator (elementary)	0.4	3.6	2.1	0.3	3.3	1.9	0.4	4.8	2.7
Teacher or administrator (secondary)	2.1	2.3	2.2	1.7	2.8	2.2	2.2	3.2	2.8
Veterinarian	0.7	3.4	2.1	0.6	2.8	1.7	0.7	2.7	1.8
Writer or journalist	2.9	4.5	3.8	1.5	3.2	2.4	1.4	2.6	2.0
Skilled trades	0.6	0.0	0.3	0.3	0.1	0.2	0.7	0.1	0.4
Laborer (unskilled)	0.9	0.2	0.5	0.8	0.2	0.5	1.0	0.3	0.6
Semi-skilled worker	0.5	0.5	0.5	0.6	0.3	0.4	0.7	0.3	0.5
Unemployed	0.8	0.3	0.5	0.9	0.9	0.9	1.1	1.1	1.1
Other occupation	4.8	8.6	6.8	4.4	7.2	5.9	6.9	9.0	8.0
Undecided	12.5	18.2	15.5	13.0	19.9	16.6	12.0	17.2	14.8

[3] Please note that three categories (laborer, semi-skilled worker, unemployed) have been added in 2001 to make this item consistent with father's and mother's occupation.

Values, Political Views, and Lifestyle

The CIRP survey provides us with a unique insight into 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 (77.6% reported two hours or less per week) and watched less TV than one would expect (77.8% viewed five hours or less per week). Men spent a much higher percentage of their time (1 hour or more per week) playing computer games compared to women (59.9% vs. 17.0%). Over twice as many women as men reported frequently feeling overwhelmed by all they had to do. A fairly large segment of our entering students indicated spending at least an hour or more per week doing volunteer work (41.4%).

Technology plays a big part in these students' lives. Most reported using the Internet for doing research/homework at least occasionally or frequently (98.6%). Nearly 93% of students indicated that they use email at least occasionally or frequently to communicate. Most students (82%) reported using a personal computer (PC) frequently, compared to 1991 when 46.3% reported they used a PC frequently.

Most students describe their political orientation as "middle of the road" (43.4%) or liberal (34.9%). Their 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 (79.7%), are comfortable with requiring drug testing at work (71.5%) and many feel that same-sex couples should have the right to legal marital status (65.9%). But, only 38.9% agreed the death penalty should be abolished and 63.6% feel there is too much concern for the rights of criminals. Slightly more than half of entering freshmen believe that cheating was a moderate to severe problem in their high schools and most believe that it should be treated very seriously by the University.

Activities noted in past year	University of Minnesota			Public University-High selectivity			Public Universities		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Attended religious services	79.1	82.6	81.0	78.7	82.8	80.9	80.3	84.8	82.7
Was bored in class (4)	47.8	44.3	46.0	46.8	42.2	44.4	44.1	40.4	42.1
Participated in organized demonstrations	35.6	41.2	38.6	38.2	39.7	39.0	41.9	45.6	43.9
Tutored another student	50.4	53.3	51.9	60.7	65.3	63.1	57.2	62.2	59.9
Studied with other students	82.7	89.7	86.3	85.7	92.2	89.2	85.0	91.3	88.4
Was guest in teacher's home	25.5	24.7	25.1	27.6	27.9	27.8	27.2	27.2	27.2
Smoked cigarettes (4)	9.0	12.5	10.8	6.7	8.5	7.6	7.5	8.5	8.0
Drank beer	52.3	50.7	51.5	54.6	49.7	52.0	52.0	44.6	48.0
Drank wine or liquor	54.7	63.0	59.0	56.1	60.1	58.2	52.6	54.9	53.8
Felt overwhelmed by all that I had to do(4)	18.0	38.7	28.8	16.4	37.7	27.7	16.1	36.1	26.7
Felt depressed (4)	5.8	9.9	7.9	5.2	8.5	6.9	5.3	8.7	7.1
Performed volunteer work	73.3	83.7	78.7	82.0	90.3	86.4	78.8	87.8	83.6
Played a musical instrument	49.9	49.8	49.9	47.1	45.5	46.3	45.6	44.9	45.2
Asked teacher for advice after class (4)	18.6	24.6	21.7	19.9	27.5	23.9	19.9	27.3	23.8
Overslept & missed class/appt	39.4	38.9	39.2	35.2	33.7	34.4	34.9	34.2	34.5
Discussed politics (4)	27.1	17.7	22.2	29.3	20.9	24.9	26.1	18.2	21.9
Voted in student election (4)	17.0	14.8	15.9	23.7	24.5	24.2	22.7	24.6	23.7
Socialized w/diff racial/ethnic group (4)	55.9	58.7	57.4	66.8	70.2	68.6	64.9	69.3	67.3
Came late to class	68.5	68.6	68.5	67.0	67.4	67.2	65.1	65.1	65.1
Attended public recital/concert	76.4	84.0	80.3	78.8	86.4	82.8	76.8	85.0	81.2
Visited art gallery or museum	56.8	64.7	60.9	59.5	68.8	64.4	56.9	64.9	61.1
Discussed religion (4)	26.0	26.0	26.0	27.7	28.8	28.3	27.4	31.1	29.4
Communicated via e-mail (4)	62.1	69.2	65.8	71.3	79.9	75.8	67.6	75.5	71.8
Used internet for research/homework (4)	75.0	77.7	76.4	78.2	82.6	80.5	74.8	79.2	77.2
Participated in internet chat rooms (4)	19.0	10.0	14.3	21.2	12.0	16.4	21.7	13.9	17.5
Other internet use (4)	63.3	51.9	57.4	69.6	58.9	64.0	65.9	55.6	60.4
Did community service as part of class	48.4	53.3	50.9	54.9	61.4	58.3	53.1	61.1	57.4
Used a personal computer (4)	84.7	79.5	82.0	89.5	87.2	88.3	86.1	83.1	84.8

(4) 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>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Baptist	2.3	3.0	2.7	6.2	5.7	5.9	8.3	9.7	9.0
Buddhist	1.8	1.4	1.6	1.5	1.5	1.5	1.4	1.2	1.3
E Orthodox	0.4	0.4	0.4	0.7	0.8	0.8	0.8	0.7	0.8
Epsicopal	0.6	0.8	0.7	1.8	2.3	2.1	1.4	1.8	1.6
Islamic	1.4	0.9	1.1	1.1	0.8	1.0	1.4	1.2	1.3
Jewish	2.2	1.3	1.7	6.0	5.9	6.0	3.4	3.3	3.4
LDS (Mormon)	0.3	0.3	0.3	0.3	0.3	0.3	2.2	3.2	2.7
Lutheran	23.8	24.8	24.4	7.1	7.0	7.0	8.2	7.6	7.9
Methodist	3.6	3.6	3.6	6.2	6.6	6.4	6.4	6.9	6.7
Presbyterian	2.1	1.9	2.0	4.6	5.1	4.9	3.9	4.0	4.0
Quaker	0.1	0.1	0.1	0.2	0.2	0.2	0.2	0.1	0.2
Catholic	24.7	29.2	27.0	27.5	30.5	29.1	27.0	28.5	27.8
7th Day Adv	0.0	0.1	0.1	0.2	0.2	0.2	0.2	0.2	0.2
United Church of Christ	0.8	1.3	1.1	1.1	1.3	1.2	1.2	1.4	1.3
Other Christian	9.3	10.4	9.9	9.6	9.9	9.8	10.7	11.0	10.9
Other Religion	4.5	4.3	4.4	4.2	3.9	4.0	4.0	3.9	4.0
None	22.0	16.2	19.0	21.8	18.0	19.8	19.2	15.0	17.0

Student agrees strongly or somewhat	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Too much concern for rights of criminals	63.5	63.6	63.6	61.9	60.4	61.1	65.5	63.1	64.3
Abortion should be legal	61.7	60.6	61.2	62.6	65.0	63.9	57.3	56.9	57.1
Abolish death penalty	34.8	42.6	38.9	32.5	41.1	37.1	28.0	35.7	32.1
Sex OK if people really like each other	57.2	37.1	46.7	58.1	36.1	46.4	54.2	31.7	42.2
Marijuana should be legalized	48.2	39.3	43.6	46.2	36.4	41.0	42.2	31.5	36.5
Prohibit homosexual relations	26.3	13.3	19.5	24.8	12.2	18.1	31.7	17.3	24.0
Employers can require drug testing	68.1	74.6	71.5	68.8	74.2	71.7	72.2	77.7	75.1
Fed Gov't do more to control handguns	70.1	88.6	79.7	73.5	89.5	82.0	69.7	87.4	79.1
Racial discrimination not a problem	22.6	12.9	17.6	21.4	13.7	17.3	24.1	16.3	19.9
Individual can do little to change society	28.3	21.0	24.5	27.8	20.4	23.9	29.6	22.3	25.7
Wealthy people should pay more taxes	55.4	58.0	56.8	51.6	52.7	52.2	51.0	51.5	51.2
Colleges should prohibit racist/sexist speech	49.8	60.7	55.5	51.1	61.9	56.8	52.8	63.4	58.5
Same-sex couples should have the right to legal marital status	57.2	73.9	65.9	57.5	73.5	66.0	50.6	66.3	59.0
Abolish affirm action in college admissions	55.5	42.0	48.5	60.9	50.1	55.2	57.7	46.0	51.5
Activities of married women best confined to the home	17.9	11.3	14.5	22.0	11.7	16.5	26.0	14.7	20.0

Political orientation	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Far left	4.2	3.2	3.7	3.7	2.3	3.0	3.4	2.1	2.7
Liberal	31.6	37.8	34.9	30.2	36.0	33.3	25.7	29.4	27.6
Middle of the road	41.8	44.9	43.4	42.2	45.9	44.2	46.4	51.1	48.9
Conservative	20.4	13.5	16.8	21.8	15.1	18.3	22.2	16.6	19.3
Far right	2.0	0.6	1.2	2.1	0.6	1.3	2.3	0.9	1.6

Hours per week in the last year spent on volunteer work	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
none	39.7	26.1	32.6	32.4	19.3	25.4	35.4	22.1	28.3
less than one	27.3	24.9	26.0	27.5	23.9	25.6	26.8	23.8	25.2
1 to 2	19.4	25.9	22.8	22.9	29.8	26.5	21.3	28.1	24.9
3 to 5	9.5	14.8	12.3	11.4	17.4	14.6	10.6	16.1	13.5
6 to 10	2.1	5.5	3.9	3.4	6.1	4.8	3.4	5.9	4.7
11 to 15	0.7	1.6	1.2	1.1	1.9	1.5	1.1	1.9	1.5
16 to 20	0.6	0.5	0.5	0.5	0.7	0.6	0.5	0.8	0.7
over 20	0.7	0.7	0.7	0.9	1.0	1.0	0.9	1.3	1.1

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

Socializing with friends	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	0.3	0.2	0.2	0.3	0.1	0.2	0.3	0.2	0.2
Less than one	0.7	1.3	1.0	1.1	0.8	0.9	1.2	1.1	1.1
1 to 2	4.9	4.4	4.7	4.7	4.3	4.5	4.8	5.1	5.0
3 to 5	18.0	16.6	17.3	15.7	17.4	16.6	15.9	17.9	16.9
6 to 10	27.3	27.9	27.6	26.1	28.9	27.6	25.2	27.6	26.5
11 to 15	19.4	22.9	21.2	19.7	21.4	20.6	19.5	20.4	20.0
16 to 20	11.6	13.2	12.5	13.3	13.3	13.3	12.9	12.7	12.8
Over 20	17.7	13.6	15.5	19.1	13.8	16.3	20.2	15.0	17.4

Talking with teachers outside of class	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	17.2	10.1	13.5	11.5	6.7	8.9	11.6	7.3	9.3
Less than one	47.7	48.8	48.3	46.8	44.0	45.3	45.7	43.4	44.4
1 to 2	26.8	30.5	28.7	30.3	34.1	32.3	30.2	33.1	31.8
3 to 5	6.3	8.7	7.6	8.7	11.9	10.4	9.2	12.2	10.8
6 to 10	1.3	1.3	1.3	1.8	2.4	2.2	2.2	2.8	2.5
11 to 15	0.6	0.3	0.4	0.4	0.6	0.5	0.6	0.8	0.7
16 to 20	0.1	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Over 20	0.0	0.0	0.0	0.2	0.1	0.1	0.3	0.2	0.2

Exercise or Sports	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	3.5	4.3	3.9	2.6	3.8	3.2	2.9	5.0	4.0
Less than one	8.5	10.3	9.5	6.7	10.3	8.6	6.9	11.8	9.5
1 to 2	14.3	19.5	17.1	13.2	17.9	15.7	13.9	18.6	16.4
3 to 5	20.2	22.9	21.6	20.1	20.9	20.6	19.8	21.1	20.5
6 to 10	20.6	19.4	19.9	21.6	19.6	20.6	20.6	18.0	19.2
11 to 15	15.2	12.8	13.9	16.3	14.6	15.4	15.6	13.1	14.3
16 to 20	7.9	6.3	7.1	8.8	7.1	7.9	8.8	6.5	7.6
Over 20	9.8	4.5	7.0	10.6	5.8	8.0	11.5	6.0	8.6

Partying	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	14.4	15.0	14.7	15.7	17.6	16.7	16.3	19.4	18.0
Less than one	14.8	14.4	14.6	15.0	14.8	14.9	14.5	14.8	14.7
1 to 2	19.3	19.6	19.4	19.1	19.7	19.4	19.2	19.5	19.3
3 to 5	22.0	24.2	23.2	21.8	24.1	23.0	21.5	23.0	22.3
6 to 10	15.5	16.4	16.0	15.1	15.1	15.1	14.6	14.1	14.4
11 to 15	7.3	6.7	7.0	7.0	5.3	6.1	7.0	5.3	6.1
16 to 20	3.4	2.3	2.8	3.3	2.2	2.7	3.4	2.2	2.8
Over 20	3.2	1.4	2.3	2.9	1.1	2.0	3.5	1.6	2.5

Student clubs/groups	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	42.4	30.6	36.2	28.3	16.3	21.9	32.9	19.0	25.5
Less than one	16.2	13.6	14.8	17.9	15.1	16.4	17.2	15.0	16.0
1 to 2	18.4	26.7	22.8	26.5	30.7	28.7	24.7	29.0	27.0
3 to 5	12.4	16.1	14.4	16.0	22.2	19.3	14.5	21.3	18.1
6 to 10	5.6	6.8	6.2	6.1	9.4	7.9	5.7	9.0	7.5
11 to 15	2.0	3.4	2.7	2.5	3.4	3.0	2.3	3.4	2.9
16 to 20	1.3	1.3	1.3	1.2	1.5	1.3	1.0	1.5	1.3
Over 20	1.7	1.6	1.6	1.4	1.5	1.5	1.5	1.9	1.7

Watching TV	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	6.0	8.4	7.3	5.2	7.8	6.6	5.0	7.0	6.0
Less than one	14.8	21.9	18.6	13.1	19.3	16.4	12.8	19.3	16.2
1 to 2	23.7	28.2	26.1	22.4	26.5	24.6	22.7	26.7	24.8
3 to 5	26.5	25.2	25.8	27.4	27.1	27.2	27.6	26.6	27.1
6 to 10	16.6	11.3	13.8	18.1	12.7	15.3	17.5	12.9	15.0
11 to 15	6.5	2.7	4.5	7.2	3.8	5.4	7.4	4.0	5.6
16 to 20	3.4	1.2	2.2	2.9	1.5	2.2	3.1	1.7	2.4
Over 20	2.4	1.1	1.7	3.5	1.3	2.3	3.9	1.9	2.9

Household/childcare duties	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	32.1	16.0	23.6	26.9	13.6	19.9	27.7	13.1	19.9
Less than one	24.7	26.4	25.6	24.4	25.5	25.0	23.1	22.6	22.9
1 to 2	27.6	36.5	32.3	29.8	35.3	32.7	28.7	34.6	31.8
3 to 5	11.2	14.6	13.0	14.1	18.1	16.2	14.5	19.8	17.3
6 to 10	2.9	4.2	3.6	3.4	4.9	4.2	3.9	5.9	5.0
11 to 15	0.8	1.1	1.0	0.8	1.3	1.1	1.1	2.0	1.6
16 to 20	0.2	0.7	0.5	0.3	0.6	0.4	0.4	0.7	0.6
Over 20	0.4	0.6	0.5	0.3	0.7	0.5	0.6	1.3	1.0

Reading for pleasure	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	27.4	19.9	23.5	26.5	18.6	22.3	29.1	19.8	24.1
Less than one	26.9	29.2	28.1	28.0	30.5	29.3	27.4	29.4	28.4
1 to 2	23.6	28.3	26.0	24.1	27.9	26.1	23.1	26.9	25.1
3 to 5	13.7	15.7	14.8	13.6	15.3	14.5	12.8	15.3	14.1
6 to 10	5.2	4.9	5.1	5.2	5.2	5.2	4.9	5.4	5.2
11 to 15	1.7	1.1	1.4	1.5	1.5	1.5	1.5	1.8	1.7
16 to 20	0.8	0.3	0.6	0.6	0.5	0.5	0.6	0.7	0.6
Over 20	0.6	0.5	0.6	0.5	0.5	0.5	0.6	0.7	0.7

Playing video/computer games	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	18.3	57.9	39.1	17.5	53.4	36.5	17.0	51.0	35.1
Less than one	21.8	25.1	23.5	23.0	26.4	24.8	22.7	26.9	24.9
1 to 2	24.0	10.8	17.1	23.9	12.2	17.7	23.9	12.8	18.0
3 to 5	17.2	4.0	10.2	18.3	5.2	11.4	18.5	5.8	11.7
6 to 10	9.2	1.5	5.1	9.3	1.9	5.4	9.4	2.2	5.5
11 to 15	4.7	0.5	2.5	4.0	0.6	2.2	4.3	0.7	2.4
16 to 20	2.1	0.1	1.0	1.7	0.2	0.9	1.7	0.3	1.0
Over 20	2.7	0.2	1.4	2.3	0.2	1.2	2.6	0.3	1.4

Prayer/meditation	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	46.5	39.5	42.8	43.9	38.2	40.9	40.1	32.8	36.2
Less than one	34.6	37.9	36.3	33.9	35.7	34.9	34.7	36.1	35.5
1 to 2	13.7	17.2	15.5	15.7	18.7	17.3	17.0	20.9	19.1
3 to 5	3.6	3.7	3.6	4.4	5.4	4.9	5.1	6.9	6.1
6 to 10	1.0	1.1	1.0	1.3	1.4	1.3	1.8	1.9	1.8
11 to 15	0.3	0.3	0.3	0.3	0.3	0.3	0.5	0.6	0.5
16 to 20	0.1	0.1	0.1	0.1	0.2	0.1	0.2	0.3	0.3
Over 20	0.2	0.3	0.2	0.3	0.2	0.3	0.5	0.6	0.5

Average hours per week in the last year of high school working (for pay)	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None	19.6	14.4	16.9	31.0	27.1	28.9	28.2	25.2	26.6
Less than one	2.8	1.3	2.0	3.1	2.2	2.6	2.9	2.0	2.4
1 to 2	3.1	2.1	2.5	4.0	3.6	3.8	3.8	3.2	3.5
3 to 5	6.9	6.2	6.5	6.5	7.6	7.1	6.4	6.8	6.6
6 to 10	12.0	16.9	14.6	11.7	15.3	13.6	11.1	13.7	12.5
11 to 15	18.2	21.7	20.1	13.9	17.6	15.8	13.2	16.9	15.2
16 to 20	18.6	21.1	19.9	14.6	15.8	15.3	15.4	17.7	16.6
over 20	18.8	16.4	17.5	15.2	10.9	12.9	19.1	14.6	16.7

Optional item (n=3,531)

To what extent did you believe cheating was a problem in your high school?	<u>University of Minnesota</u>		
	Men (%)	Women (%)	Total (%)
Not at all	15.7	11.8	13.6
Slightly	35.0	31.4	33.1
Moderately	29.2	33.9	31.7
Much	13.1	16.9	15.1
Very much	6.9	6.0	6.4

Optional item (n=3,484)

How important is it for the University to take firm action to protect academic integrity and hold those who cheat accountable?	<u>University of Minnesota</u>		
	Men (%)	Women (%)	Total (%)
Very important	35.4	39.3	37.5
Somewhat important	33.0	35.9	34.5
Moderately important	19.0	17.2	18.1
Slightly important	9.0	6.3	7.6
Not at all important	3.6	1.2	2.3

Student Expectations

While the University of Minnesota was the first choice of 80% of these students, only 43% of the first-choice students thought their chances were very good that they would be satisfied with this college. This relationship has been observed in our CIRP data since 1991. Do students have preconceived notions about what their college experience(s) at the University of Minnesota will be like before they arrive at the U? Are they accurate?

Nearly 80% of the students surveyed expect their chances to be very good to earn a bachelor's degree in four years or less, and 85% expect to register/complete 15 or more credits per semester. Unfortunately, these optimistic projections will most likely not match reality. On average, one needs to complete 15 credits a semester in order to have the minimum of 120 semester credits to graduate in four years. Again, 85% of the students expected to register for this amount, but only 65.9% actually registered for the 15 or more credits needed to begin the road to graduation in four years. Historical evidence also suggests that an 80% four-year graduation rate may also be optimistic, given that only 24.1% of the 1995 entering FTFT cohort had graduated in four years and 50.9% in six years.

Since two-thirds of the students reported studying less than 5 hours per week during their last year of high school, the expectation that the number of study hours needs to increase during college is encouraging. Most students (83.6%) indicate that they will work at least some hours for pay during their first-year. These percentages are fairly consistent with past work behavior as indicated by the reported hours working for pay during their last year of high school.

The vast majority of entering freshmen plan to live in the University residence halls. Most students who chose to live in the residence halls indicated they did so because of the convenience of living near campus and for the opportunity to meet people and get involved.

Optional item (n=3,810)

How many years do you expect it to take to get your bachelor's degree from the University of Minnesota?

University of Minnesota

	Men (%)	Women (%)	Total (%)
Less than four years	6.2	6.4	6.3
Four years	74.3	72.3	73.3
Five years	16.7	18.1	17.5
Six or seven years	1.9	2.4	2.2
I do not expect to graduate from the UM	0.8	0.8	0.8

University of Minnesota 1995
Entering freshmen cohort
Graduation Rates by Gender*

Men (%)	Women (%)	Total (%)
0.5	1.1	0.8
20.4	26.1	23.3
18.1	19.8	20.5
10.6	5.2	6.3

* noncumulative rates, source IRR 2001 Graduation/Retention Report

Optional item (n=3,793)

Approximately how many credits do you expect to register for/complete during each semester?

University of Minnesota

	Men (%)	Women (%)	Total (%)
17 credits or more	6.7	7.1	6.9
15-16 credits	77.3	78.1	77.7
12-14 credits	15.7	14.5	15.1
less than 12 credits	0.3	0.3	0.3

Fall 2001 Credits Registered*

Men (%)	Women (%)	Total (%)
12.7	11.2	11.9
53.3	54.6	54.0
33.9	34.2	34.1
0.0	0.0	0.0

*source IRR: Fall 2001 Stix File

Optional item (n=3,394)

Approximately how many hours a week do you expect study?

University of Minnesota

	Men (%)	Women (%)	Total (%)
More than 30 hours	9.9	9.7	9.8
20-30 hours	29.4	33.4	31.5
15-20 hours	34.1	36.4	35.3
10-15 hours	21.8	18.2	19.9
Less than 10 hours	4.8	2.4	3.5

	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Student's estimates: Chances are very good that he/she will									
Change major field	22.0	26.7	24.5	16.0	22.4	19.4	13.6	18.4	16.1
Change career choice	20.4	27.2	24.0	14.6	21.9	18.5	11.8	17.7	15.0
Graduate with honors	20.4	20.8	20.6	24.2	23.4	23.8	21.3	21.9	21.6
Be elected to student office	4.5	5.8	5.2	5.4	7.9	6.8	5.2	7.6	6.5
Get job to pay college expenses	51.8	64.1	58.3	38.2	48.6	43.7	39.1	50.4	45.1
Work full-time while attending college	5.4	7.4	6.5	2.5	3.5	3.0	4.1	5.7	4.9
Join a social fraternity or sorority, or club	6.0	7.5	6.8	8.6	12.6	10.7	9.3	13.4	11.5
Play varsity/intercollegiate athletics	8.9	7.1	7.9	11.2	8.9	10.0	11.2	8.5	9.7
Make at least a "B" average	63.2	61.0	62.0	63.8	62.3	63.0	59.8	59.3	59.5
Need extra time for degree	7.3	9.3	8.3	6.1	6.0	6.0	6.8	6.9	6.9
Get bachelor's degree	73.3	74.3	73.8	78.9	80.9	80.0	76.3	78.7	77.6
Take part in student protests	6.1	7.2	6.7	4.9	5.8	5.4	4.6	4.9	4.7
Drop out temporarily	0.8	0.7	0.7	0.7	0.3	0.5	1.2	0.5	0.8
Drop out permanently	0.6	0.5	0.5	0.4	0.3	0.3	0.7	0.4	0.5
Transfer to another college	5.2	6.3	5.8	2.7	3.5	3.1	4.6	5.4	5.0
Be satisfied with your college	36.4	43.5	40.2	50.9	55.4	53.3	46.0	51.7	49.1
Participate in volunteer/cmtty svc work	10.1	25.3	18.2	14.8	33.1	24.5	12.8	28.4	21.1
Seek personal counseling	3.4	6.1	4.8	4.6	7.9	6.4	4.5	7.6	6.2
Develop close friendships with other students	65.4	77.8	72.0	72.7	83.4	78.4	67.7	77.8	73.0
Communicate regularly with other your professors	21.7	28.3	25.2	29.2	37.4	33.5	27.2	35.4	31.6
Socialize with someone of another racial/ethnic group	51.7	68.9	60.8	65.0	77.0	71.4	60.8	73.1	67.3
Participate in student clubs/groups	36.1	48.2	42.5	43.7	58.4	51.5	36.6	51.1	44.3

Optional item (n=3,498)

University of Minnesota

Approximately how many hours per week do you expect to work at a paid job your first year at the University of Minnesota?

	Men (%)	Women (%)	Total (%)
I do not expect to work at all	17.0	15.5	16.2
10 hours or less	36.2	41.2	38.8
11-20 hours	41.6	38.8	40.1
More than 20 hours	5.0	4.3	4.7

Optional item (n=3,750)

University of Minnesota

Where do you plan to live this fall?

	Men (%)	Women (%)	Total (%)
U residence hall	79.2	82.5	80.9
w/ parents	14.0	11.3	12.6
apartment with friends	4.5	4.6	4.5
apartment by myself	1.4	1.3	1.4
sorority/fraternity house	0.9	0.3	0.6

Financial Aid

Students from the University of Minnesota are expecting to fund a much larger proportion of their education from their own resources as compared to their peers from other public universities. 57.1% of our students are expecting to provide over \$1,000 towards their first-year educational expenses vs. 36% of their peers from other public universities. Our students also appear to be less confident in their ability to finance their college education compared to other students from public institutions.

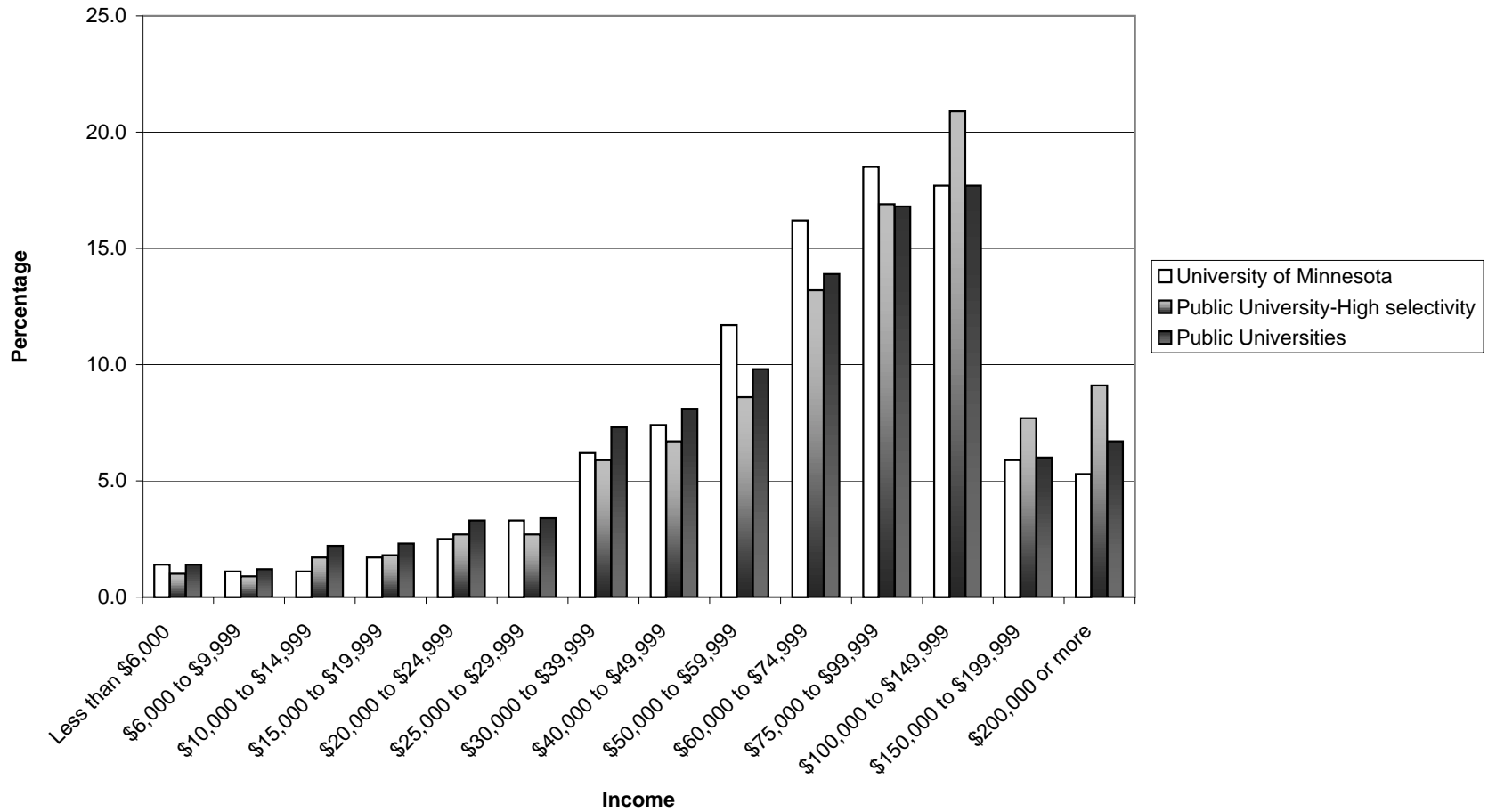
	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
How much of your first year's educational expenses do you expect to cover from: [5]	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
Family resources (parents, relatives, spouse, etc.)									
None	17.5	16.5	17.0	14.4	13.9	14.2	17.4	17.8	17.6
Less than \$1,000	11.6	11.5	11.5	8.0	9.0	8.5	10.9	12.3	11.6
\$1,000 - 2,999	17.2	17.9	17.6	12.1	12.3	12.2	14.3	15.0	14.6
\$3,000 - 5,999	21.5	21.0	21.2	15.7	14.7	15.2	16.1	15.5	15.8
\$6,000 - 9,999	16.4	16.3	16.3	15.5	14.8	15.2	14.3	13.3	13.8
\$10,000 +	15.9	16.8	16.4	34.2	35.3	34.8	27.1	26.1	26.6
My own resources (savings from work, work-study, other income)									
None	21.3	20.6	21.0	36.2	36.3	36.2	35.9	36.1	36.0
Less than \$1,000	19.6	24.0	21.9	24.0	27.2	25.7	25.5	29.3	27.5
\$1,000 - 2,999	33.5	33.0	33.2	24.6	25.6	26.1	25.9	24.5	25.1
\$3,000 - 5,999	17.7	16.7	17.2	9.3	7.9	8.6	9.1	7.4	8.2
\$6,000 - 9,999	5.1	4.0	4.5	2.4	1.8	2.1	2.2	1.7	2.0
\$10,000 +	2.7	1.7	2.2	1.6	1.2	1.4	1.4	1.1	1.2
Aid which need not be repaid (grants, scholarships, military funding, etc.)									
None	44.3	38.9	41.5	42.4	39.0	40.6	44.1	38.9	41.3
Less than \$1,000	14.1	14.7	14.4	9.9	10.6	10.3	10.4	10.9	10.7
\$1,000 - 2,999	17.4	19.5	18.5	19.0	20.3	19.7	18.7	20.5	19.7
\$3,000 - 5,999	12.8	15.0	14.0	13.9	14.1	14.0	13.5	14.7	14.2
\$6,000 - 9,999	6.6	6.9	6.8	7.8	8.6	8.2	7.1	8.0	7.6
\$10,000 +	4.8	4.9	4.9	7.0	7.5	7.2	6.1	7.0	6.6
Aid which much be repaid (loans, etc.)									
None	55.3	52.5	53.8	59.2	56.3	57.7	59.9	56.9	58.3
Less than \$1,000	5.6	5.4	5.5	3.6	3.8	3.7	3.9	4.2	4.1
\$1,000 - 2,999	14.2	14.1	14.1	13.7	14.8	14.3	14.4	15.5	15.0
\$3,000 - 5,999	14.1	15.9	15.0	11.5	12.7	12.1	10.9	12.1	11.6
\$6,000 - 9,999	7.3	7.6	7.5	6.8	7.2	7.0	6.1	6.5	6.4
\$10,000 +	3.4	4.5	4.0	5.1	5.3	5.2	4.7	4.7	4.7
Other than above									
None	93.3	94.4	93.9	95.5	96.1	95.8	95.1	95.9	95.5
Less than \$1,000	3.1	3.0	3.1	2.2	1.6	1.9	2.4	1.8	2.1
\$1,000 - 2,999	2.0	1.1	1.5	1.1	1.0	1.1	1.2	1.1	1.2
\$3,000 - 5,999	0.9	0.9	0.9	0.6	0.5	0.5	0.6	0.5	0.6
\$6,000 - 9,999	0.4	0.3	0.4	0.3	0.3	0.3	0.3	0.2	0.3
\$10,000 +	0.2	0.3	0.3	0.3	0.5	0.4	0.3	0.4	0.4

[5] Starting in 2001, HERI dropped the list of 20 individual sources of college funding in favor of this condensed list

Do you have any concern about your ability to finance your college education?	<u>University of Minnesota</u>			<u>Public University-High selectivity</u>			<u>Public Universities</u>		
	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)	Men (%)	Women (%)	Total (%)
None (I am confident that I will have sufficient funds)	32.7	24.0	28.1	44.1	33.4	38.4	41.4	30.7	35.7
Some (but I will probably have enough funds)	55.9	58.9	57.5	48.5	55.6	52.3	49.4	55.6	52.7
Major (not sure I will have enough funds to complete college)	11.4	17.1	14.4	7.4	11.1	9.3	9.1	13.7	11.6

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Estimated family income CIRP 2001



Public Universities used for CIRP Fall 2001

Norms*

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Public Universities

George Mason University
Northern Illinois University
Ohio State University
Purdue University
South Dakota State University
SUNY-Stony Brook
Texas A&M Corpus Christi
U of Alabama-Birmingham
U of Alabama
U of Arkansas-Fayetteville
U of California-Riverside
U of Idaho
U of New Hampshire
U of North Dakota
Utah State University
Wayne State University
Iowa State [1]
Georgia Inst of Tech [1]
Miami U [1]
SUNY-Binghamton [1]
SUNY-Buffalo [1]
U of California-Los Angeles [1]
U of Mass-Amherst [1]
U of Michigan [1]
U of Minnesota-Twin Cities [1]
U of Pittsburgh [1]
U of Vermont [1]
Virginia Polytechnic Inst [1]

*Sax, L.J., Lindholm, J.A., Astin, A.W., Korn, W.S., Mahoney, K.M. (2001). The American Freshmen: National Norms for Fall 2001. Los Angeles: Higher Education Research Institute, UCLA.

Norm groups formed by public universities who participated in the 2001 CIRP and whose data was judged to be representative of their first-time full-time freshmen class.

[1] Public Universities-categorized as having high selectivity levels. These institutions were used to develop separate norms, but were also included in the overall public universities norms. High selectivity is determined by the average ACT composite of entering freshmen class being greater than or equal to 24.3.