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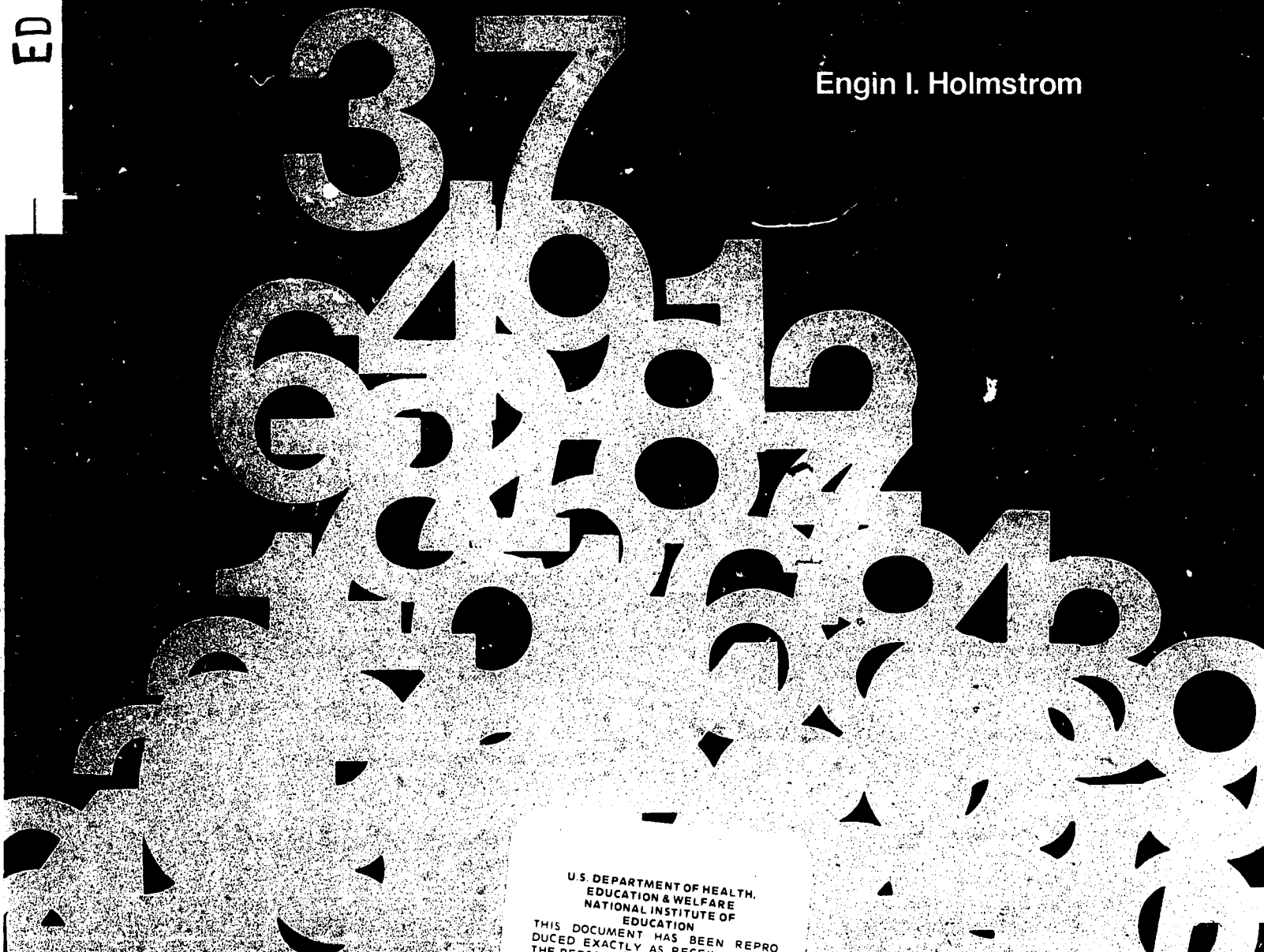
**ABSTRACT**

This report examines the educational experiences and progress of freshmen who are 20 years of age or older at the time of matriculation. Data were obtained from questionnaire responses of a sample consisting of 18,848 first-time full-time freshmen in fall 1967 and a subsample of 63,510 students in 1971. Data indicated: (1) Only 5% of the entering freshmen in 1967 were 20 years or older. (2) Older students tended to enroll in public rather than private institutions. (3) Nearly three out of four older students were men. (4) Older students made slightly lower high school grades than did average-age students. (5) Older students differed from average-age students in their undergraduate activities, aspirations, achievements, and in some of their attitudes. (6) Older students made lower college undergraduate grade-point averages than did average-age students, except in two-year colleges. (7) A greater proportion of older students planned to get no more than the baccalaureate. (8) Among older students, men enrolled in universities were more likely to attain the baccalaureate in four years than were women. (9) Older students in highly selective institutions or in four-year colleges were more likely to complete the B.A. than were older students enrolled in other types of institutions. (Author)

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# "Older" Freshmen: Do They Differ From "Typical" Undergraduates?

Engin I. Holmstrom



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"Older" Freshmen: Do They Differ from "Typical" Undergraduates?

Engin I. Holmstrom

ACE RESEARCH REPORTS

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## HIGHLIGHTS

- Only 5 percent of the entering freshmen in 1967 were 20 years or older; over three-fifths of these students enrolled in two-year colleges, one-fourth in four-year colleges, and 14 percent in universities.
- Older students tended to enroll in public rather than private institutions; in liberal arts colleges rather than technical institutes or teachers colleges; and in smaller or less selective institutions.
- Nearly three out of four older students were men. Older students usually came from socioeconomically disadvantaged backgrounds.
- Older students made slightly lower high school grades than did average-age students.
- Older students differed from average-age students in their undergraduate activities, aspirations, achievements, and in some of their attitudes.
- Older students made lower college undergraduate grade-point averages than did average-age students, except in two-year colleges, where they made slightly better grades than did their younger classmates.
- A greater proportion of older students planned to get no more than the baccalaureate. At the end of four years, more of the older than of the average-age students had either no degree or only the Associate of Arts degree. But, even so, 38 percent of the older students in universities, 44 percent of those in four-year colleges, and 13 percent of those initially enrolled in two-year colleges attained the baccalaureate in four years.
- Among older students, men enrolled in universities were more likely to attain the baccalaureate in four years than were women, while the reverse was true for older students attending four-year colleges.
- Older students in highly selective institutions or in four-year colleges were more likely to complete the B.A. than were older students enrolled in other types of institutions.

## ACKNOWLEDGEMENTS

This report is the third and last in a series, supported by RANN (NSF Grant GI-34394), investigating the educational progress of atypical students. Indeed, it may be close to the last of the ACE Research Reports series that came into being in 1966. As of fall of this year, the Cooperative Institutional Research Program moved its headquarters to the Graduate School of Education at the University of California, Los Angeles. The CIRP will continue to be funded by the American Council on Education until 1977; but the fate and form of future publications is as yet undetermined.

It seems an appropriate opportunity, then, for me to thank my friends and colleagues who have made the last eleven months at the Office of Research such an exciting and gratifying experience.

As the research program has gradually shifted its base of operations, many of my co-workers have gone their separate ways: Alan E. Bayer, former Associate Director, is now Director of the Center for the Study of Education, Institute of Social Research, Florida State University; David E. Drew is currently with the National Board of Graduate Education, National Research Council, here in Washington; Linda Molm has resumed her graduate studies at the University of North Carolina in Chapel Hill. To all of them, and to my colleagues who are still with the American Council on Education--John A. Creager, Carol Van Alstyne, and Marsha Brown--go my warmest thanks for their patience in reading endless drafts and for their valuable suggestions and contributions.

Barbara Toner, the computer programmer for the project, Cathy Henderson, my assistant in earlier stages of the work, and Evelyn Ridley, who typed the manuscripts, also merit mention and praise.

My special gratitude goes to Jeannie T. Royer, who was responsible for the final production of all the ACE Research Reports and who helped me in many other

ways, and to Laura Kent, whose editorial review added much to the clarity and coherence of these reports.

Finally, I must single out Alexander W. Astin, who created this dynamic research program and who directed it for seven years. We send best wishes to him and to Lena Astin (who worked on many of the ACE projects through the University Research Corporation) in their new positions at UCLA. To both of them, we are all indebted.

E.I.H.

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## "Older" Freshmen: Do They Differ from "Typical" Undergraduates?

Engin I. Holmstrom

This is the third and final report in a series investigating the educational experiences and progress of students who differ in important ways from the "typical" freshman, who is an 18-year-old, white, Christian male (Astin, 1973). The previous reports dealt with the educational progress of low-income students (Holmstrom, 1973a) and of low achievers: i.e., students whose academic performance in high school was poor (Holmstrom, 1973b). In this report, we will describe the educational progress of freshmen who are 20 years of age or older at the time of matriculation.

The median age of students entering colleges has remained stable at 18 over the years, chiefly because most of the high school graduates who go on to college enroll immediately after graduation. According to a 1971 Carnegie Commission study, however, out of the population of 18-to-21-year-olds the proportion who enrolled in college rose from 11 percent in 1940 to 34 percent in 1970. This proportion is projected to increase to about 54 percent by the year 2000 (Carnegie Commission on Higher Education, 1971, p.13). Thus, the proportion of students who delay college entry seems to be steadily increasing. Although we do not have any information on why students do so, we do have ample data that show how these students fare in an environment where most of their classmates are younger than themselves and how they cope with possible difficulties imposed by the marital and family responsibilities which they often bear-- obligations not usually incurred by the typical undergraduate.

In this report, students who were 20 years of age or older at the time of matriculation are referred to as older students. The term older is relative and indicates simply that these students differ from the majority of entering freshmen, who are only 18 years of age. It should be made clear at the outset that this report has nothing to do with adult or continuing education; indeed, the data pertain only to full-time freshmen entering college for the first time. Since many older students return to college after having dropped out earlier, and since many enroll only part-time, a large portion of the group is not considered.

Educational progress is narrowly defined as completion of the baccalaureate within the traditional four years, even for students who transfer from two-year institutions and may thereby have difficulty getting academic credit for previous work. This limitation was imposed because the data were drawn from a cohort of first-time, full-time freshmen, followed up four years after college entry.

In this study, the following questions were asked: How do older students differ from average-age students in background characteristics, academic preparation, and aspirations? What experiences do they have during the college years? At the end of four years, are their attitudes and life goals different from those of other students? What factors are related to their completing the degree within four years? And, finally, what kind of policy decisions will facilitate the degree completion of older students in institutions of higher education?

### Design of the Study

The data for this study came from ACE's Cooperative Institutional Research Program (CIRP), which, since 1966, has been gathering longitudinal data on students at a national sample of colleges and universities. The main objective of the CIRP is to assess the impact of different college environments on student development. To carry out this objective, ACE uses three main mechanisms. First, large-scale annual surveys of entering freshman classes at each of the participating institutions are conducted; these surveys provide information on student characteristics at the time of college entry, or input data. Second, samples of the original participants are followed up periodically (e.g., at the end of the freshman year and four years after college entry); these followup surveys provide longitudinal information on student characteristics after exposure to the college environment, or output data. Third, information is obtained on administrative policies, faculty, physical plant, social climate, and other characteristics of institutions (see Creager and Sell, 1969); this information on the college environment comprises the intervening variables.

### Sample and Weighting Procedures

The original sample for this study consisted of 185,848 first-time, full-time freshmen entering 252 institutions (46 two-year colleges, 155 four-year colleges, and 51 universities) in fall 1967. These students were asked to respond to the Student Information Form (SIF), a self-administered questionnaire filled out during the freshman registration or orientation periods (i.e., before the respondents have been exposed to the college environment). Data derived from their responses

were weighted to represent the total U.S. population of entering freshmen in 1967. Panos, Astin, and Creager (1967) discuss both the sampling design of this survey and the weighting procedures used to compensate for disproportionate sampling of institutions, for institutional nonresponse, for variation in sampling of individuals within institutions, and for individual nonresponse.

In July 1971, followup questionnaires were mailed to a randomly selected subsample of 63,510 students. After correcting for nondeliverable questionnaires, a response rate of 59 percent was obtained, yielding a total of 34,346 cases (Table 1). To develop population estimates for the 63,510 students selected for the followup survey, and to expand the weighted followup sample to the initial freshman group of 185,848 students, a complex set of weights was applied, based on regression analyses of respondents and nonrespondents. (See Bayer, Royer, and Webb, 1973, for a detailed description of sampling and weighting procedures for followup information on each freshman who participated in the 1967 survey.)

### The Variables

The only output variable considered in the study was degree completion within four years after college entry.

The input variables (student characteristics) were obtained from both the SIF administered in fall 1967 and the followup questionnaire completed in July 1971 (when, presumably, the respondents would have graduated from college). The SIF included items on demographic characteristics, high school background and achievements, educational and occupational aspirations, self-ratings, life goals, and attitudes. Obviously, on many of these items (e.g., demographic characteristics), there will be little or no change over the four-year period. On others (e.g., educational and occupational

Table 1

Numbers of Students Used in Weighting Followup Data

Type of Institution in Which Originally Enrolled	Unweighted N's		Weighted N's	
	Men	Women	Men	Women
Two-year college	2,806	2,507	244,712	157,017
Four-year college	9,577	11,005	287,716	265,326
University	4,790	3,661	228,556	157,000
Total	17,173	17,173	760,984	579,343

Source: Alan E. Bayer, Jeannie T. Royer, and Richard M. Webb, Four Years After College Entry, ACE Research Reports, Vol. 8, No. 1 (Washington: American Council on Education, 1973), p. 7.

aspirations), students may well change. Thus, the followup questionnaire repeated some of the items from the SIF to assess such changes; it also contained new items designed to elicit information on the students' experiences since college entry and on their plans for the immediate future.

(For copies of the two questionnaires, see Appendix A.)

The institutional variables used in this study included size, type, control, region, and selectivity level (as measured by the entering freshmen's average scores on academic ability tests).

### Statistical Groups and Analyses

Table 2 shows the ages of first-time, full-time freshmen as of 31 December 1967. Older students are defined as those who were 20 years or older at the time of matriculation (N = 60,588), while the remainder are referred to as average-age students (N = 1,277,727). Older students constituted only 5 percent of entering freshmen in 1967. Those freshmen for whom no information on age was available (N = 2,012) were excluded from the analyses.

In order to describe older students and to compare them with average-age students, we obtained marginal distributions by type of institution. In addition, multiple regression analyses were run separately for the two groups to isolate those institutional characteristics related to baccalaureate attainment within four years.

### Results

The results of these two types of analyses are presented in the following sections. The first three subsections compare older and average-age students on the basis of their distribution among institutions; their backgrounds; and their college experiences, plans, and achievements. The

Table 2

Age in Years As of 31 December 1967

(In Percentages)

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	Men	Women	Total
16 or younger	0.2	0.2	0.2
17	3.9	5.4	4.6
18	73.4	81.3	76.9
19	16.4	10.0	13.6
20	2.2	1.0	1.7
21	0.8	0.3	0.6
Older than 21	3.2	1.8	2.6

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Source: Robert J. Panos, Alexander W. Astin, and John A. Creager, National Norms for Entering College Freshmen--Fall 1967, ACE Research Reports, Vol. 2, No. 7 (Washington: American Council on Education, 1967), pp. 13, 21, and 29.



final part of this section discusses the personal and institutional characteristics related to degree completion within four years after college entry.

#### Distribution of Older and of Average-Age Students

As was true both of low-income students (Holmstrom, 1973a) and of low achievers (Holmstrom, 1973b), older students were not distributed randomly among institutions (Table 3). Over three-fifths of the older students were in two-year colleges, one-fourth were in four-year colleges, and only 14 percent were in universities. The corresponding figures for average-age students were 28 percent, 42 percent, and 29 percent, respectively.

Older students tended to enroll in public rather than private institutions, and in liberal arts colleges rather than technical institutes or teachers colleges. As was the case with other groups of atypical students, older students tended to go to smaller and to less selective institutions. Nearly half the average-age students, but only 35 percent of the older students, were in institutions enrolling 5,000 students or more; 44 percent of the average-age, but only 13 percent of the older, students were in relatively selective institutions: i.e., those where the average ACT, NMSQT, and SAT Composite score of the entering freshmen was above 104.

#### Demographic Characteristics and Educational Achievement

Since the distribution of older students varied by type of institution, the cross-tabulations were run separately for two-year colleges, four-year colleges, and universities. Results are presented in two sets of tables in Appendix B. Table B1 shows responses to selected items from the freshman questionnaire, including information on demographic characteristics and educational background. Table B2 shows responses

Table 3

Distribution of Older and Average-Age Students,  
by Sex and Institutional Characteristics  
(In Percentages)

Institutional Characteristics	Older Students <sup>a</sup>			Average-Age Students <sup>b</sup>		
	Men	Women	Total	Men	Women	Total
<b>Type:</b>						
University	14.7	13.4	14.3	31.0	27.5	29.4
4-year college	23.6	23.5	23.6	38.7	46.4	42.1
2-year college	61.7	63.1	62.1	30.3	26.1	28.4
<b>Control:</b>						
Public	73.5	77.3	74.6	69.7	67.2	68.6
Private	26.5	22.7	25.4	30.3	32.8	31.4
<b>Sex:</b>						
Men's	7.4	.0	5.4	8.8	.1	5.0
Women's	.6	7.8	2.6	.0	11.2	5.0
Coeducational	92.0	92.0	92.0	91.1	88.7	90.0
<b>Race:</b>						
Predominantly white	97.4	96.6	97.2	97.6	96.5	97.1
Predominantly black	2.6	3.4	2.8	2.4	3.5	2.9
<b>Curricular emphasis:<sup>c</sup></b>						
Teachers college	20.8	19.2	20.4	23.2	34.3	28.5
Technical institution	3.5	.0	2.6	12.4	2.2	7.5
Liberal arts college	75.7	80.8	77.0	64.4	63.5	64.0
<b>Geographic region:</b>						
Northeast	37.3	30.8	35.5	27.8	30.2	28.9
Midwest	22.8	31.3	25.2	31.4	31.3	31.4
Southeast	13.0	12.7	12.9	16.5	15.2	15.9
West-Southwest	26.8	25.2	26.4	24.2	23.4	23.8
<b>Size:<sup>d</sup></b>						
Below 200	.7	2.5	1.2	.5	.3	.4
200-499	2.0	4.4	2.7	.9	4.1	2.3
500-999	15.3	21.1	16.9	8.8	10.3	9.4
1000-2499	19.5	7.3	16.1	18.1	16.6	17.5
2500-4999	27.3	31.3	28.4	21.8	22.1	22.0
5000-9999	14.8	13.6	14.5	19.1	19.8	19.4
10,000-19,999	15.7	16.3	15.8	19.7	15.6	17.9
20,000 or more	4.7	3.6	4.4	11.0	11.1	11.1
<b>Selectivity<sup>e</sup></b>						
Under 89	21.9	16.1	20.3	10.1	10.6	10.3
89-96	15.0	21.8	16.9	9.0	9.2	9.1
97-104	14.5	20.8	16.2	19.7	20.9	20.2
105-112	9.1	9.3	9.2	20.4	24.6	22.2
113-120	1.9	2.0	1.9	8.6	10.3	9.4
121-128	1.1	.5	.9	9.5	6.7	8.3
Over 128	1.6	.5	1.3	4.7	3.8	4.3
Unknown	34.9	29.0	33.3	18.0	13.8	16.2

<sup>a</sup> Students 20 years of age or older at college entry

<sup>b</sup> Students younger than 20 years of age at college entry

<sup>c</sup> Among colleges, excluding universities

<sup>d</sup> The total, full-time enrollment

<sup>e</sup> The median scores of entering freshmen on the ACT, the NMSQT, and the SAT Composites

to selected followup items dealing with college activities and experiences, academic achievements, career plans, attitudes and life goals.

Men were overrepresented among older students. The sex distribution for average-age students was 56 percent men and 44 percent women, whereas nearly three out of four older students were men. The proportion of blacks was considerably higher among older students than among average-age students, particularly in two-year and four-year colleges.

Older students tended to come from socioeconomically disadvantaged backgrounds. Much larger proportions of older than of average-age students had parents whose annual income was less than \$6,000; 27 percent of the older students as compared with 9 percent of the average-age students in universities, 30 percent of the older students as compared with 14 percent of the average-age students in four-year colleges, and 29 percent of the older students as compared with 16 percent of the average-age students in two-year colleges were in this income category. About one-half of the fathers of older students were farmers and skilled, semi-skilled, or unskilled workers, compared with 26 percent of the fathers of average-age students in universities, 30 percent of the fathers of those in four-year colleges, and 39 percent of the fathers of those in two-year colleges; fewer than one in five of the fathers of older students was a businessman, the most frequent occupational category for the fathers of average-age students. Both the fathers and the mothers of average-age students were better educated than were the parents of older students.

Older students made slightly lower high school grades than did average-age students: Over half the older students in universities and four-year colleges and 70 percent of those in two-year colleges attained a grade-point average of C+ or lower while in high school, as compared with 19

percent of average-age students in universities, 26 percent in four-year colleges, and 51 percent in two-year colleges.

Older and average-age students differed somewhat in their major reasons for deciding to attend the college in which they were enrolled. For instance, although parents or relatives were the most influential group of persons affecting students' college choice, older freshmen were less likely to be influenced by parents or relatives than were average-age students. Moreover, fewer older than average-age students were attracted by the academic reputation of the college or by the chance to live away from home. Counselors or placement officers appeared to be slightly more influential with older students. In all types of institutions, but particularly in universities, fewer of the older students than of the average-age students said that one of their major reasons for selecting their particular institution was that it enrolled students like themselves--perhaps an indication that they were aware of being unlike the typical student.

#### College Experiences, Plans, and Achievement

Older freshmen were almost twice as likely as were those of average-age to express major concern about their ability to finance their undergraduate education. Table 4 shows, first, what both groups of freshmen expected to be the major sources of finance for their first college year and, second, what the actual sources of finance for their undergraduate education were, as reported in 1971.

At the beginning of the freshman year, over half the older students in universities and two-year colleges and 36 percent of those in four-year colleges expected to draw on personal savings or earnings from employment to finance their education. The comparable figures for average-age students

Table 4

Differences Between Expected and Actual Sources of College Finance, by Sex, Age, and Type of Institution in Which Originally Enrolled

	Universities <sup>a</sup>				Four-Year Colleges				Two-Year Colleges									
	Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>		Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>		Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>							
	Men	Women	Total	Average	Men	Women	Total	Average	Men	Women	Total	Average						
<b>Freshman expectations about major sources of financing freshman year:</b>																		
Personal savings or employment	50.2	61.0	53.0	29.6	14.1	23.2	32.6	43.3	35.6	29.6	15.0	22.5	49.7	53.9	50.9	44.8	25.7	37.1
Parental or family aid	16.0	25.4	18.4	58.3	73.7	64.6	21.2	20.7	21.0	50.3	63.3	56.6	12.9	25.7	16.4	43.0	60.0	49.9
Repayable loan	11.1	9.5	10.7	9.9	11.9	10.7	14.1	24.0	16.8	15.6	17.9	16.7	8.0	9.3	8.4	8.7	12.2	10.1
Scholarship, grant, or other gift	28.0	10.5	23.5	16.3	14.9	15.8	29.9	22.7	28.0	19.4	21.5	20.4	27.7	13.3	23.7	7.6	12.6	9.6
<b>Actual sources of financing college education:</b>																		
Parents	22.1	27.3	23.4	70.8	83.3	76.0	32.3	33.8	32.7	66.9	79.3	72.9	25.5	11.9	21.7	49.1	63.2	54.8
Spouse	27.8	31.7	28.8	7.9	11.1	9.2	12.2	29.5	16.9	5.8	9.7	7.7	22.9	38.0	27.1	6.7	9.9	8.0
Federal scholarship, fellowship, or grant	18.6	4.2	14.9	11.9	9.6	11.0	13.6	13.5	13.6	12.1	11.1	11.6	16.8	7.3	14.2	6.4	5.9	6.2
State scholarship, fellowship, or grant	9.4	15.3	10.9	10.8	12.2	11.4	24.0	19.2	22.7	18.9	24.3	21.5	13.7	13.0	13.5	9.9	12.1	10.8
Other scholarship, fellowship, or grant	12.7	17.1	13.8	19.0	18.8	18.9	16.1	10.6	14.6	18.4	19.1	18.8	7.3	12.8	8.8	9.8	13.0	11.1
Federal loan	15.7	9.9	14.2	19.5	20.5	19.9	26.9	34.0	28.8	20.6	22.0	21.3	16.9	13.3	15.9	15.5	13.6	14.7
Other loan	10.2	2.2	8.1	9.7	9.2	9.5	19.7	12.7	17.8	15.8	16.5	16.1	13.6	11.9	13.1	12.0	12.1	12.0
College work-study program	7.1	3.3	6.1	10.6	12.3	11.3	14.4	10.3	13.2	15.2	17.2	16.2	6.8	13.7	8.7	7.7	11.1	9.0
Research assistantship	.3	.0	.2	1.2	.6	.9	.3	.2	.3	.6	.3	.4	.0	.0	.0	.1	.1	.1
Teaching assistantship	2.2	.0	1.6	1.0	.5	.8	1.9	1.3	1.7	.9	.9	.9	2.6	.9	2.1	.6	.5	.5
Employment	62.7	52.8	60.2	64.3	52.4	59.4	51.3	36.3	47.2	59.0	49.0	54.2	61.6	35.8	54.4	61.8	47.8	56.2
Other sources	51.6	30.6	46.2	36.9	30.9	34.4	39.4	24.6	35.4	33.6	29.3	31.5	39.5	32.1	37.5	34.8	30.6	33.1

<sup>a</sup> Students 20 years of age or older at college entry

<sup>b</sup> Students younger than 20 years of age at college entry

were over one-fifth in universities and four-year colleges and 37 percent in two-year colleges. Average-age students expected to rely on support from their parents more frequently than did older students.

As it turned out, considerable numbers of average-age students did indeed receive support from their parents: Over 70 percent of average-age students in universities and four-year colleges and 55 percent of those in two-year colleges received such support. The comparable figures for older students were 23 percent, 33 percent and 22 percent, respectively. Older students were more likely to rely on their spouses for support than were average-age students. A great many of the students supported themselves through employment: Nearly three-fifths of both groups of students in universities, over half of those in two-year colleges, and 54 percent of average-age, but 47 percent of older, students in four-year colleges supported themselves through employment--more than had expected to as freshmen, although 1967 and 1971 questionnaire items on sources of financial support are not directly comparable.

Older students were somewhat different from average-age students in their attitudes and life goals, but some of the differences were not consistent and varied by type of institution in which older and average-age students were initially enrolled. Generally, more of the older than average-age students agreed that the major benefit of a college education is monetary. Further, older students were more favorable to open admissions than were average-age students, agreeing that such a policy equalizes opportunity and should be adopted by all public colleges and disagreeing that open admissions lowers the value of a degree or the academic reputation of a college; but the differences in the attitudes of the two groups toward open admissions were least marked at the two-year colleges.

Older students differed from average-age students in their activities and experiences while in college. For instance, fewer of the older students were elected to student offices and to academic honor societies, joined fraternities or sororities, or participated in student demonstrations. In some ways, older students seemed more stable than average-age students: Fewer changed majors or career plans, or transferred to another college. More of them, however, dropped out of college temporarily.

Four years after matriculation, more of the average-age than of the older students were enrolled in college on a full-time basis. Three out of ten older students initially enrolled in universities and four-year colleges were employed full time as compared with only 17 percent of average-age students. In two-year colleges, 49 percent of the older and 36 percent of the average-age students were employed full time.

Generally, more of the older than of the average-age students had failed at least one course, the exception being older students of both sexes in two-year colleges and older women students in four-year colleges. Consistent with this finding, except for those in two-year colleges, older students attained lower grade-point averages in their major fields than did average-age students: 43 percent of older students, but 49 percent of average-age students, in universities; and 39 percent of older students, but 45 percent of others, in four-year colleges made grade-point averages of B or more. In two-year colleges, 38 percent of the older, but only 31 percent of the average-age, students attained such grade-point averages.

As freshmen, older students differed from average-age students in their degree aspirations: More planned to stop at the baccalaureate level. At the end of four years, more of the older than of the average-age

students had either no degree or only the Associate of Arts degree. Only 38 percent of the older students in universities, 44 percent of those in four-year colleges, and 13 percent of those in two-year colleges had attained the baccalaureate. The corresponding figures for average-age students were 54 percent, 60 percent and 19 percent. Moreover, fewer older students than average-age students planned to attend graduate school the following year.

### Factors Related to Degree Completion

What college characteristics are related to completion of the baccalaureate within four years after college entry? To answer this question, multistage stepwise regression analyses were run separately for older and for average-age students. Unweighted data, based on all older students (N = 844) and on a 5 percent random sample of average-age students (N = 1,675), were used. The following variables were forced into the regression step by step: sex, race, father's education, mother's education, parent's income, student's marital status at the time of the followup, and high school grade-point average. The following variables relating to the student's college experience were then allowed to enter freely: major sources of support during college (12 variables), control (public, private), type of institution (two-year, four-year, university), region (Northeast, Midwest, Southeast, West-Southwest), size, and selectivity. College GPA was not included in the analyses since this variable correlates highly with degree attainment. The results are shown in Table 5.



Table 5  
Variables Affecting Baccalaureate Attainment  
in Four Years  
for Older and for Average-Age Students

	OLDER STUDENTS <sup>a</sup>			AVERAGE-AGE STUDENTS <sup>b</sup>		
	Final Equation			Final Equation		
	Sign of Coefficient	F Value	Zero Order Correlation	Sign of Coefficient	F Value	Zero Order Correlation
<b>A. FIRST-STAGE FORCED IN VARIABLES</b>						
Sex (female)	-	3.941 <sup>c</sup>	.001	-	.001	.048
Race (Nonblack)	+	1.815	.031	+	5.492 <sup>c</sup>	-.012
Father's education	+	1.362	.038	+	2.207	.125 <sup>c</sup>
Mother's education	-	3.035	-.068 <sup>c</sup>	-	.640	.103 <sup>c</sup>
Parent's income	+	.077	.001	+	5.995 <sup>c</sup>	.078 <sup>c</sup>
Marriage	-	3.433	-.036	-	1.827	-.123 <sup>c</sup>
High school grade-point average	+	10.445 <sup>c</sup>	.114 <sup>c</sup>	+	42.754 <sup>c</sup>	.275 <sup>c</sup>
<b>B. SECOND-STAGE VARIABLES COMMON TO BOTH GROUPS</b>						
Selectivity	+	8.178 <sup>c</sup>	.120 <sup>c</sup>	+	13.027 <sup>c</sup>	.299 <sup>c</sup>
Major support: Spouse	+	6.553 <sup>c</sup>	.051	-	8.826 <sup>c</sup>	-.122 <sup>c</sup>
Major support: Parenta	+	3.950 <sup>c</sup>	.096 <sup>c</sup>	+	50.168 <sup>c</sup>	.233 <sup>c</sup>
<b>C. SECOND-STAGE VARIABLES SIGNIFICANT FOR OLDER STUDENTS ONLY</b>						
Four-year college	+	53.937 <sup>c</sup>	.318 <sup>c</sup>			
Major support: Federal loan	+	10.106 <sup>c</sup>	.191 <sup>c</sup>			
Major support: Work-study program	+	5.021 <sup>c</sup>	.127 <sup>c</sup>			
Major support: Federal scholarship	+	4.698 <sup>c</sup>	.127 <sup>c</sup>			
Region: Southeast	+	3.920 <sup>c</sup>	.121 <sup>c</sup>			
<b>D. SECOND STAGE VARIABLES SIGNIFICANT FOR AVERAGE-AGE STUDENTS ONLY</b>						
Size				-	31.460 <sup>c</sup>	-.121 <sup>c</sup>
Two-year college				-	12.036 <sup>c</sup>	-.246 <sup>c</sup>
Major support: Other scholarship				+	9.643 <sup>c</sup>	.131 <sup>c</sup>
Major support: State scholarship				+	8.092 <sup>c</sup>	.087 <sup>c</sup>
Region: Northeast				+	4.026 <sup>c</sup>	.158 <sup>c</sup>
Region: West-Southwest				-	3.940 <sup>c</sup>	-.122 <sup>c</sup>

<sup>a</sup>Students 20 years of age or older at college entry (Multiple R = .4289, N = 844 students)

<sup>b</sup>Students younger than 20 years of age at college entry (Multiple R = .4589, N = 1,675 students)

<sup>c</sup>Significant at .05 level

Among the background variables that were forced into the regression equation, only academic performance in high school was positively related to the degree completion of students in both groups. That is, the higher the student's high school grade-point average, the more likely that he or she would complete the baccalaureate in the traditional four years. Sex was an important variable only for older students: Women were less likely to obtain the degree than men. Parent's income and race were important variables only for average-age students. The higher the parent's income, the greater the chances that the average-age student would attain the baccalaureate within four years. Further, among the average-age students, whites were more likely to attain the degree than were blacks.

For both groups of students, students who received major financial support from spouse or parents were more likely to attain the degree than those who did not. Moreover, those in highly selective institutions were more likely to succeed than those in less selective institutions even after differences in high school academic achievement were controlled for.

Older students who received major financial support from Federal loans and scholarships or from work-study programs were more likely to complete the baccalaureate in four years than were those who did not receive such financial support. Attendance at a four-year college increased the older student's chances of completing the degree, whereas attendance at a two-year college or a large institution lowered the chances of the average-age student.

The finding that older women were less likely to attain the degree than were older men is surprising in that it reverses the common

pattern. Women are generally more likely to receive the degree in four years than are men (Holmstrom, 1973a; 1973b). A closer look at the data shows that only in the universities did older women make relatively poor educational progress, with only 21 percent of the women, but 44 percent of the men, receiving the baccalaureate in four years. In two-year colleges, similar proportions of older men and women (about 13 percent) received the degree, while in four-year colleges, more older women (53 percent) than older men (41 percent) completed the baccalaureate.

This sex difference becomes even more of an anomaly when we examine the cross-tabulations. Among older students enrolled in universities, women were more academically able than men: 73 percent made B or better grade-point averages in high school, compared with 18 percent of the men. The differences between the sexes were less dramatic in four-year colleges, where 54 percent of the older women and 24 percent of the older men had obtained such grade-point average in high school. Further, in universities, 56 percent of the older women, but only 39 percent of the older men, made a grade-point average of B or above in their undergraduate major fields; the corresponding figures for older students in four-year colleges were 49 percent of the women and 35 percent of the men. In addition, the cross-tabulations show that older women in universities made better grades in high school than did older women in four-year and two-year colleges. Given the academic superiority of older women enrolled in universities--vis-a-vis both their male counterparts and their female age peers enrolled in other types of institutions--what accounts for their less satisfactory academic progress?

One reason may be that older women in universities take advantage of the greater flexibility that a university system permits and pace themselves according to their needs. Some of the evidence supports this hypothesis: For instance, of all types of students, the older women in universities had the highest temporary dropout rate (60 percent); all the other groups had rates below 40 percent. At the time of the followup, the great majority (95 percent) of the older women in universities were enrolled in the same institution that they had entered in 1967, and 62 percent were enrolled as full-time students during the last semester of the 1970-71 academic year. Older women in universities may tend to drop out temporarily and thus delay attainment of their degrees. Five- and ten-year follow-up data will make it possible to determine whether their degree completion rates eventually reach the level of other women students. If they remain lower, then further research will be required to determine why older women in universities do not perform as well as older women in four-year colleges.

### Conclusion

Older students differed from average-age students in their demographic and academic backgrounds; in their reasons for college attendance; in their undergraduate activities, aspirations, and achievements; and in some of their attitudes.

As freshmen, older students had lower degree aspirations, more of them planning to go no further than the bachelor's or the associate degree. Their degree completion rates reflect this lower level of aspiration: Fewer of the older than of the average-age students received the B.A. within four years after entering college. After controlling for differences in ability (i.e., high school grade-point averages), both the selectivity and type of institution were found to be related to the degree completion of older students: Older students in highly selective institutions or in four year colleges were more likely to complete the

degree than were older students enrolled in other institutions. Older women in universities were less likely to attain the degree than were older men; the reverse was true for older students attending four-year colleges, although the degree completion rates of four-year college students were generally higher than those enrolled in universities and two-year colleges.

Thus, like low-income students and low achievers, older students--particularly older women--should attend highly selective four-year colleges if they are interested in getting their baccalaureate within the traditional four-year period.

One difficulty arises in implementing such a policy. If, indeed, more atypical students enroll in very selective institutions, then their selectivity (i.e., the average academic ability of their entering freshmen) could be reduced; thus, the recommendation would be self-defeating, but this conclusion fails to take account of other institutional characteristics that may be related to selectivity. More research is needed to identify and assess the impact that such related variables have on degree completion. As a first step, we have begun to investigate interaction effects between size, selectivity, and type of institution. It is hoped that this line of research will shed more light on how such college characteristics influence the academic progress of various types of students.

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APPENDIX A

1967 Student Information Form

1971 Followup Questionnaire

STUDENT INFORMATION FORM

292370

YOUR NAME (please print) \_\_\_\_\_  
First Middle or Maiden Last

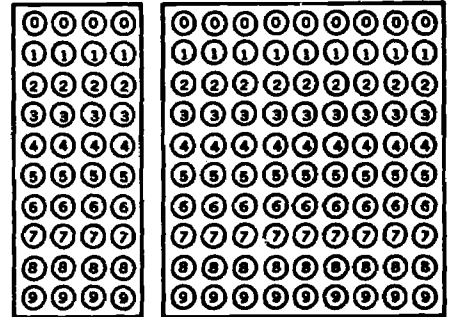
HOME STREET ADDRESS \_\_\_\_\_

City \_\_\_\_\_ State \_\_\_\_\_ Zip Code (if known) \_\_\_\_\_

When were you born?     
Month Day Year (01-12) (01-31)

Your Social Security Number (please copy carefully)

NOTE: The information in this report is being collected for the American Council on Education as part of a continuing study of higher education. Your cooperation in this research will contribute to an understanding of how students are affected by their college experiences. Identifying information has been requested by the Council in order to make subsequent mail follow-up studies possible. Your responses will be held in the strictest professional confidence, and will be used only in group summaries for research purposes.



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

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

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

1. Your Sex: Male  Female

2. How old will you be on December 31 of this year? (Mark one)

16 or younger	<input type="radio"/>	20	<input type="radio"/>
17	<input type="radio"/>	21	<input type="radio"/>
18	<input type="radio"/>	Older than 21	<input type="radio"/>
19	<input type="radio"/>		

3. What was your average grade in secondary school? (Mark one)

A or A+	<input type="radio"/>	B-	<input type="radio"/>
A-	<input type="radio"/>	C+	<input type="radio"/>
B+	<input type="radio"/>	C	<input type="radio"/>
B	<input type="radio"/>	D	<input type="radio"/>

4. To how many colleges other than this one did you actually apply for admission? From how many did you receive acceptances? (Mark one in each column)

	Applications	Acceptances
No other	<input type="radio"/>	<input type="radio"/>
One	<input type="radio"/>	<input type="radio"/>
Two	<input type="radio"/>	<input type="radio"/>
Three	<input type="radio"/>	<input type="radio"/>
Four	<input type="radio"/>	<input type="radio"/>
Five	<input type="radio"/>	<input type="radio"/>
Six or more	<input type="radio"/>	<input type="radio"/>

5. Mark one:

This is the first time I have enrolled in college as a freshman.

I came to this college from a junior college.

I came to this college from a four-year college or university.

6. The following questions deal with accomplishments that might possibly apply to your high school years. Do not be discouraged by this list; it covers many areas of interest and few students will be able to say "yes" to many items. (Mark all that apply)

Was elected president of one or more student organizations (recognized by the school).  **Yes**

Received a high rating (Good, Excellent) in a state or regional music contest.

Participated in a state or regional speech or debate contest.

Had a major part in a play.

Won a varsity letter (sports).

Won a prize or award in an art competition.

Edited the school paper, yearbook, or literary magazine.

Had poems, stories, essays, or articles published.

Participated in a National Science Foundation summer program.

Placed (first, second, or third) in a state or regional science contest.

Was a member of a scholastic honor society.

Won a Certificate of Merit or Letter of Commendation in the National Merit Program.

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

None

Associate (or equivalent)

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

Master's degree (M.A., M.S., etc.)

Ph.D. or Ed.D.

M.D., D.D.S., or D.V.M.

LL.B. or J.D.

B.D.

Other

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

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

Some concern (but I will probably have enough funds)

Major concern (not sure I will be able to complete college)

9. Are you a twin? (Mark one)

No

Yes, identical

Yes, fraternal same sex

Yes, fraternal opposite sex



10. Through what source do you intend to finance the first year of your undergraduate education? (Mark one in each row)

	Major Source	Minor Source	Not a Source
Personal savings and/or employment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parental or other family aid.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Repayable loan.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scholarship, grant, or other gift.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. 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"/>
Some college.....	<input type="radio"/>	<input type="radio"/>
College degree.....	<input type="radio"/>	<input type="radio"/>
Postgraduate degree.....	<input type="radio"/>	<input type="radio"/>

12. What is your best estimate of the total income last year of your parental family (not your own family if you are married)? Consider annual income from all sources before taxes. (Mark one)

Less than \$4,000 <input type="radio"/>	\$15,000-\$19,999 <input type="radio"/>
\$4,000-\$5,999 <input type="radio"/>	\$20,000-\$24,999 <input type="radio"/>
\$6,000-\$7,999 <input type="radio"/>	\$25,000-\$29,999 <input type="radio"/>
\$8,000-\$9,999 <input type="radio"/>	\$30,000 or more <input type="radio"/>
\$10,000-\$14,999 <input type="radio"/>	I have no idea..... <input type="radio"/>

13. What is your racial background? (Mark one)

Caucasian.....	<input type="radio"/>
Negro.....	<input type="radio"/>
American Indian.....	<input type="radio"/>
Oriental.....	<input type="radio"/>
Other.....	<input type="radio"/>

14. Mark one in each column below:

	Religion in Which You Were Reared	Your Present Religious Preference
Protestant.....	<input type="radio"/>	<input type="radio"/>
Roman Catholic.....	<input type="radio"/>	<input type="radio"/>
Jewish.....	<input type="radio"/>	<input type="radio"/>
Other.....	<input type="radio"/>	<input type="radio"/>
None.....	<input type="radio"/>	<input type="radio"/>

15. While attending high school, did you: (Mark one)

Date one steady girl friend (boy friend).....	<input type="radio"/>
Have a series of steady girl friends (boy friends).....	<input type="radio"/>
Date a few different girls (boys), but none steadily.....	<input type="radio"/>
Pretty much play the field.....	<input type="radio"/>
Seldom or never date.....	<input type="radio"/>

16. How many students in high school did you know by their first names or nicknames? (Mark one)

5 or less	6-10	11-20	21-50	51-100	101-200	more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

How many of these students did you consider close friends? (Mark one)

5 or less	6-10	11-20	21-50	51-100	101-200	more
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. For each of the following activities, indicate if you presently can perform the activity competently. (Mark one in each row)

	Yes, I can presently do this well	No, but I would like to be able to do this well	No, and I have no desire to be able to do this well
Type 40 words or more per minute.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sketch people so that they can be recognized.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Speak a second language fluently.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Break 100 in golf.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Water-ski.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ski on snow.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sight-read piano music.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Read music (singing).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify at least fifteen species of birds on sight.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Re/eree one or more sporting events.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recite long passages from plays or poems without notes.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify or describe examples from several architectural styles.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sail a boat.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify most of the major constellations of stars.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a sewing machine.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use Robert's <u>Rules of Order</u> .....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mix a dry Martini.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Set a table for a formal party.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name the starting players for a professional athletic team.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Score a tennis match.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Identify many classical musical compositions.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
by title and composer.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Program a computer.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Use a slide rule.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Swim a mile without stopping.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Name the animal phyla.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe the difference between stocks and bonds.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop and print photographs (darkroom work).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Bake a cake from scratch (no mixes).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Describe the personal freedoms guaranteed by the Bill of Rights.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Do at least 15 push-ups.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

18. What is your best guess as to the chances that you will: (Mark one in each row)

	Very Good Chance	Some Chance	Very Little Chance	No Chance
Get married while in college?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get married within a year after college?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtain an A- or better over-all grade point average?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change major field?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change career choice?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fail one or more courses?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate with honors?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be elected to a student office?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Join a social fraternity, sorority, or club?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Author or co-author a published article?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be elected to an academic honor society?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in student protests or demonstrations?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drop out of this college temporarily (exclude transferring)?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drop out permanently (exclude transferring)?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer to another college before graduating?.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



22. Below is a general list of things that students sometimes do. Indicate which of these things you did during the past year in school. If you engaged in an activity frequently, mark "F." If you engaged in an activity one or more times, but not frequently, mark "O" (occasionally). Mark "N" (not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at all
Voted in a student election	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied in the library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Checked out a book or journal from the school library	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arranged a date for another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overslept and missed a class or appointment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Typed a homework assignment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in organized demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failed to complete a homework assignment on time	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Argued with a teacher in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Rode on a motorcycle	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slept or dozed in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Did extra (unassigned) reading for a course	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took sleeping pills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played chess	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Saw a foreign movie	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took a tranquilizing pill	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took vitamins	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visited an art gallery or museum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Took a trip of more than 500 miles	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Got a traffic ticket	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Missed school because of illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played tennis	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played bridge	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had vocational counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stayed up all night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

23. Indicate the importance to you personally of the following persons or events in your decision to enroll in this college. (Mark one for each item)

	Major Influence	Minor Influence	Not Relevant
Parent or other relative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school teacher or counselor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends attending this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate or other representative from this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Professional counseling or college placement service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Athletic program of the college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social life of the college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunity to live away from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Low cost	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic reputation of the college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most of the students are like me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religious affiliation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an authority on a special subject in my subject field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining recognition from my colleagues for contributions in my special field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an accomplished musician (performer or composer)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an expert in finance and commerce	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having administrative responsibility for the work of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being very well-off financially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping others who are in difficulty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in an organization like the Peace Corps or Vista	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an outstanding athlete	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming a community leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a theoretical contribution to science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing original works (poems, novels, short stories, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Never being obligated to people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating artistic work (painting, sculpture, decorating, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up to date with political affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being successful in a business of my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a meaningful philosophy of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

25. Mark one in each row:

- Agree strongly
- Agree somewhat
- Disagree somewhat
- Disagree strongly

	Agree strongly	Agree somewhat	Disagree somewhat	Disagree strongly
College faculty are more competent than are students to specify the curriculum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The activities of married women are best confined to the home and family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Parents should be discouraged from having large families	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Colleges would be improved if organized sports were de-emphasized	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Scientists should publish their findings regardless of the possible consequences	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Realistically, an individual person can do little to bring about changes in our society	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The chief benefit of a college education is that it increases one's earning power	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My beliefs and attitudes are similar to those of most other college students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty promotions should be based in part on student evaluations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student publications should be cleared by college officials	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women should be subject to the draft	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The voting age should be lowered to 18	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College officials have the right to ban persons with extreme views from speaking on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Students from disadvantaged social backgrounds should be given preferential treatment in college admissions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most college officials have been too lax in dealing with student protests on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

ONE DUPONT CIRCLE  
WASHINGTON, D. C. 20036

AMERICAN COUNCIL ON EDUCATION

JULY, 1971

If there are any errors in the address label to the left, mark this circle  and enter your correct name and address in the spaces below.

Your Last Name															First Name					Init.				
Street Address																								
City & State															Zip Code									

Dear Member of Our Survey Panel:

When you first entered college in 1967, you completed a brief information form indicating your educational and career plans. That was the first part of a nationwide survey of what happens to people after they enter college. Now that you have had some college experience, we should greatly appreciate your completing this brief questionnaire and returning it to us in the enclosed envelope. We are interested in your responses even if you attended college for only a very short time. The information you provide will be coded so that you will remain anonymous, and will be used for research purposes only, with your responses held in strict professional confidence. Since we are following up only a limited sample, your participation is very important. Thank you.

Sincerely yours,

*Logan Wilson*  
Logan Wilson, President

MAKE NO MARKS HERE									
0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9

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

Use only black lead pencil (No. 2½ or softer).

Erase cleanly any answer you wish to change.

Make heavy black marks that fill the circle completely.

Make no stray markings of any kind.

EXAMPLE: Will marks made with ball point pen or fountain pen be properly read?

Yes No

1. Please indicate which of the following applied to you during the period, Jan.—June, 1971, and which you expect to apply during the period, Sept.—Dec., 1971. (Mark as many as apply)

	Jan.- June	Sep.- Dec.
Attending college, full time (undergraduate) . . . . .	<input type="radio"/>	<input type="radio"/>
Attending college, part time (undergraduate) . . . . .	<input type="radio"/>	<input type="radio"/>
Attending graduate school . . . . .	<input type="radio"/>	<input type="radio"/>
Having a temporary college interruption (illness, etc.) . . . . .	<input type="radio"/>	<input type="radio"/>
Attending night school, adult education . . . . .	<input type="radio"/>	<input type="radio"/>
Attending a school other than a college or university . . . . .	<input type="radio"/>	<input type="radio"/>
Working part time . . . . .	<input type="radio"/>	<input type="radio"/>
Working full time . . . . .	<input type="radio"/>	<input type="radio"/>
In military service, active duty . . . . .	<input type="radio"/>	<input type="radio"/>
Being a housewife . . . . .	<input type="radio"/>	<input type="radio"/>
Being unemployed, looking for a job . . . . .	<input type="radio"/>	<input type="radio"/>
Being unemployed, not looking for a job . . . . .	<input type="radio"/>	<input type="radio"/>

2. Who will be your employer this fall? Whom do you expect to be your long-run career employer? (Mark as many as apply)

	During Fall, 1971	Long-run Career Employer
<b>Government:</b>		
Federal (incl. military) . . . . .	<input type="radio"/>	<input type="radio"/>
State and local . . . . .	<input type="radio"/>	<input type="radio"/>
<b>Education:</b>		
Preschool and/or kindergarten . . . . .	<input type="radio"/>	<input type="radio"/>
Elementary school . . . . .	<input type="radio"/>	<input type="radio"/>
Junior high school . . . . .	<input type="radio"/>	<input type="radio"/>
Senior high school . . . . .	<input type="radio"/>	<input type="radio"/>
Junior or community college . . . . .	<input type="radio"/>	<input type="radio"/>
Four-year college or university . . . . .	<input type="radio"/>	<input type="radio"/>
<b>Other non-profit organizations:</b>		
Hospital, clinic . . . . .	<input type="radio"/>	<input type="radio"/>
Social welfare or community agency . . . . .	<input type="radio"/>	<input type="radio"/>
Church . . . . .	<input type="radio"/>	<input type="radio"/>
Other non-profit organization . . . . .	<input type="radio"/>	<input type="radio"/>
<b>Business, Industry and services:</b>		
Self-employed . . . . .	<input type="radio"/>	<input type="radio"/>
Small company (up to 1000 employees) . . . . .	<input type="radio"/>	<input type="radio"/>
Large company (more than 1000 employees) . . . . .	<input type="radio"/>	<input type="radio"/>
<b>Other (incl. student, housewife) . . . . .</b>	<input type="radio"/>	<input type="radio"/>
None (do not plan to work) . . . . .	<input type="radio"/>	<input type="radio"/>

3. Which of the following job activities do you expect to be doing:

A. in the fall of 1971?  
B. in your long-run career?

(Mark as many as apply)

	Fall, 1971	Long-run Career
Teaching . . . . .	<input checked="" type="radio"/> (A)	<input type="radio"/> (B)
Research . . . . .	<input checked="" type="radio"/> (A)	<input type="radio"/> (B)
Administration . . . . .	<input checked="" type="radio"/> (A)	<input type="radio"/> (B)
Sales . . . . .	<input checked="" type="radio"/> (A)	<input type="radio"/> (B)
Service to clients or patients . . . . .	<input checked="" type="radio"/> (A)	<input type="radio"/> (B)
None of the above (e.g., studying, homemaking) . . . . .	<input checked="" type="radio"/> (A)	<input type="radio"/> (B)

4. What is your probable career occupation? (Mark one)

- Accountant or actuary
- Actor or entertainer
- Architect
- Artist
- Business (clerical)
- Business executive
- Business owner or proprietor
- Business salesman or buyer
- Clergyman (minister, priest)
- Clergy (other religious)
- Clinical psychologist
- College teacher
- Computer programmer
- Conservationist or forester
- Dentist (including orthodontist)
- Dietitian or home economist
- Engineer
- Farmer or rancher
- Foreign Service worker (including diplomat)
- Housewife
- Interior decorator/designer
- Interpreter (translator)
- Lab technician or hygienist
- Law enforcement officer
- Lawyer (attorney)
- Military service (career)
- Musician (performer, composer)
- Nurse
- Optometrist
- Pharmacist
- Physician
- School counselor
- School principal/superintendent
- Scientific researcher
- Social worker
- Statistician
- Therapist (physical, occupational, speech)
- Teacher (elementary)
- Teacher (secondary)
- Veterinarian
- Writer or journalist
- Skilled trades
- Other
- Undecided

5. Where will you most likely be living and working in the fall of 1971? (Mark one in each column)

- |  |                       |
|--|-----------------------|
|  | <i>Working Living</i> |
| On a farm . . . . .                                | (L) (W)               |
| In a small town . . . . .                          | (L) (W)               |
| In a moderate or large size town or city . . . . . | (L) (W)               |
| In a metropolitan area, central city . . . . .     | (L) (W)               |
| metropolitan area, urb . . . . .                   | (L) (W)               |

6. How important are each of the following reasons for your career choice? (Mark one in each row)

- |   |                       |                           |                      |
|---|-----------------------|---------------------------|----------------------|
|   | <i>Very important</i> | <i>Somewhat important</i> | <i>Not important</i> |
| Job openings are generally available . . . . .                                | (V) (S) (N)           |                           |                      |
| I enjoy working with the kind of people involved . . . . .                    | (V) (S) (N)           |                           |                      |
| This is a well-paying career . . . . .  | (V) (S) (N)           |                           |                      |
| Persons in this career are less vulnerable to military service . . . . .      | (V) (S) (N)           |                           |                      |
| This choice satisfies my parents' hopes . . . . .                             | (V) (S) (N)           |                           |                      |
| I feel this enables me to make an important contribution to society . . . . . | (V) (S) (N)           |                           |                      |
| There are opportunities for rapid career advancement . . . . .                | (V) (S) (N)           |                           |                      |
| There are opportunities for freedom of action . . . . .                       | (V) (S) (N)           |                           |                      |

7. How have you financed your college and living expenses as an undergraduate? If you plan to attend graduate school, how do you expect to finance it? (Mark as many as apply)

- |   |                      |                 |
|---|----------------------|-----------------|
|   | <i>Undergraduate</i> | <i>Graduate</i> |
| <b>Sources</b>                                      |                      |                 |
| Support from your parents . . . . .                 | (U) (G)              |                 |
| Support from your spouse . . . . .                  | (U) (G)              |                 |
| Federal scholarship, fellowship, or grant . . . . . | (U) (G)              |                 |
| State scholarship, fellowship, or grant . . . . .   | (U) (G)              |                 |
| Other scholarship, fellowship, or grant . . . . .   | (U) (G)              |                 |
| Federal loan . . . . .                              | (U) (G)              |                 |
| Other loan . . . . .                                | (U) (G)              |                 |
| College work-study program . . . . .                | (U) (G)              |                 |
| Research assistantship . . . . .                    | (U) (G)              |                 |
| Teaching assistantship . . . . .                    | (U) (G)              |                 |
| Employment . . . . .                                | (U) (G)              |                 |
| Other sources (savings, etc.) . . . . .             | (U) (G)              |                 |

8. Which of the following have you done since entering college in 1967? (Mark as many as apply)

- Got married . . . . .
- Changed major field . . . . .
- Changed career choice . . . . .
- Failed one or more courses . . . . .
- Graduated with honors . . . . .
- Was elected to a student office . . . . .
- Joined a social fraternity, sorority, or club . . . . .
- Authored or co-authored a published article . . . . .
- Was elected to an academic honor society . . . . .
- Participated in student protests or demonstrations . . . . .
- Dropped out of college temporarily (exclude transferring) . . . . .
- Dropped out of college permanently . . . . .
- Transferred to another college before graduating . . . . .

9. What is the highest degree you now hold and what are your future degree plans? (Mark one in each column)

- |  |                 |                                |                                    |                               |
|--|-----------------|--------------------------------|------------------------------------|-------------------------------|
|  | <i>Now hold</i> | <i>Plan to get before 1973</i> | <i>Plan to get after 1973-1975</i> | <i>Plan to get after 1975</i> |
| None . . . . .   | (A) (B) (C) (D) |                                |                                    |                               |
| Associate (or equivalent) (A.A., A.S., etc.) . . . . . | (A) (B) (C) (D) |                                |                                    |                               |
| Bachelor's Degree (A.B., B.A., B.S., etc.) . . . . .   | (A) (B) (C) (D) |                                |                                    |                               |
| Master's Degree (M.A., M.S., etc.) . . . . .           | (A) (B) (C) (D) |                                |                                    |                               |
| Ph.D. or Ed.D. . . . .                                 | (A) (B) (C) (D) |                                |                                    |                               |
| M.D., D.D.S., D.V.M. or D.O. . . . .                   | (A) (B) (C) (D) |                                |                                    |                               |
| LL.B. or J.D. (Law) . . . . .                          | (A) (B) (C) (D) |                                |                                    |                               |
| B.D. (Divinity) . . . . .                              | (A) (B) (C) (D) |                                |                                    |                               |
| Other . . . . .  | (A) (B) (C) (D) |                                |                                    |                               |

10. How often have you discussed vocational and career plans or a possible change in major field with each of the following persons? (Mark one in each row)

- |  |                   |                     |              |
|--|-------------------|---------------------|--------------|
|  | <i>Frequently</i> | <i>Occasionally</i> | <i>Never</i> |
| College advisor . . . . .                      | (F) (O) (N)       |                     |              |
| Academic dean . . . . .                        | (F) (O) (N)       |                     |              |
| Residence hall counselor . . . . .             | (F) (O) (N)       |                     |              |
| Guidance counselor . . . . .                   | (F) (O) (N)       |                     |              |
| Friend . . . . .                               | (F) (O) (N)       |                     |              |
| Professor or instructor . . . . .              | (F) (O) (N)       |                     |              |
| Placement counselor or director . . . . .      | (F) (O) (N)       |                     |              |
| Family member or spouse . . . . .              | (F) (O) (N)       |                     |              |
| Dean of men or women . . . . .                 | (F) (O) (N)       |                     |              |
| Counselor in non-university agency . . . . .   | (F) (O) (N)       |                     |              |
| Person employed in my intended field . . . . . | (F) (O) (N)       |                     |              |
| Other . . . . .                                | (F) (O) (N)       |                     |              |

11. What was your undergraduate grade-point average for the entire time you attended college? (Mark one in each column)

- |                                      |                |                         |
|--------------------------------------|----------------|-------------------------|
|                                      | <i>Overall</i> | <i>In major subject</i> |
| 3.75-4.00 (A or A+) . . . . .        | (A) (B)        |                         |
| 3.25-3.74 (A- or B+) . . . . .       | (A) (B)        |                         |
| 2.75-3.24 (B) . . . . .              | (A) (B)        |                         |
| 2.25-2.74 (B- or C+) . . . . .       | (A) (B)        |                         |
| 1.75-2.24 (C) . . . . .              | (A) (B)        |                         |
| 1.25-1.74 (C- or D+) . . . . .       | (A) (B)        |                         |
| Less than 1.25 (D or less) . . . . . | (A) (B)        |                         |

12. Below is a list of 66 different academic fields grouped into general categories. Mark only three of the 66 fields as follows:

- ① Current or last undergraduate major field of study
- ② Current or last undergraduate minor field of study
- ③ Graduate major field (complete if you are enrolled, or plan to enroll, in graduate studies; otherwise, omit)

**Arts and Humanities**

- ① ② ③ Architecture
- ① ② ③ English (literature)
- ① ② ③ Fine arts
- ① ② ③ History
- ① ② ③ Journalism (writing)
- ① ② ③ Language (modern)
- ① ② ③ Language (other)
- ① ② ③ Music
- ① ② ③ Philosophy
- ① ② ③ Speech and drama
- ① ② ③ Theology
- ① ② ③ Other

**Biological Science**

- ① ② ③ Biology (general)
- ① ② ③ Biochemistry
- ① ② ③ Biophysics
- ① ② ③ Botany
- ① ② ③ Zoology
- ① ② ③ Other

**Business**

- ① ② ③ Accounting
- ① ② ③ Business Admin.
- ① ② ③ Electronic Data Processing
- ① ② ③ Secretarial studies
- ① ② ③ Other

**Engineering**

- ① ② ③ Aeronautical
- ① ② ③ Civil
- ① ② ③ Chemical
- ① ② ③ Electrical
- ① ② ③ Industrial
- ① ② ③ Mechanical
- ① ② ③ Other

**Physical Science**

- ① ② ③ Chemistry
- ① ② ③ Earth Science
- ① ② ③ Mathematics
- ① ② ③ Physics
- ① ② ③ Statistics
- ① ② ③ Other

**Professional**

- ① ② ③ Health Technology (medical, dental, laboratory)
- ① ② ③ Nursing
- ① ② ③ Pharmacy
- ① ② ③ Podiatry
- ① ② ③ Prelaw
- ① ② ③ Premedical
- ① ② ③ Preveterinary
- ① ② ③ Therapy (occupat., physical, speech)
- ① ② ③ Other

**Social Science**

- ① ② ③ Anthropology
- ① ② ③ Economics
- ① ② ③ Education
- ① ② ③ History
- ① ② ③ Political science (government, int. relations)

① ② ③ Psychology

- ① ② ③ Social work
- ① ② ③ Sociology
- ① ② ③ Other

**Other Fields**

- ① ② ③ Agriculture
- ① ② ③ Communications (radio, T.V., etc.)
- ① ② ③ Electronics (technology)
- ① ② ③ Forestry
- ① ② ③ Home economics
- ① ② ③ Industrial arts
- ① ② ③ Library science
- ① ② ③ Military science
- ① ② ③ Physical education and recreation
- ① ② ③ Other (technical)
- ① ② ③ Other (nontechnical)
- ① ② ③ Undecided

13. Mark one in each row:

- Agree strongly
- Agree somewhat
- Disagree somewhat
- Disagree strongly

Disagree strongly  
Disagree somewhat  
Agree somewhat  
Agree strongly

- College faculty are more competent than are students to specify the curriculum . . . . . ○ ○ ○ ○ ○
- The activities of married women are best confined to the home and family . . . . . ○ ○ ○ ○ ○
- Parents should be discouraged from having large families . . . . . ○ ○ ○ ○ ○
- Colleges would be improved if organized sports were de-emphasized . . . . . ○ ○ ○ ○ ○
- Scientists should publish their findings regardless of the possible consequences . . . . . ○ ○ ○ ○ ○
- Realistically, an individual person can do little to bring about changes in our society . . . . . ○ ○ ○ ○ ○
- The chief benefit of a college education is that it increases one's earning power . . . . . ○ ○ ○ ○ ○
- My beliefs and attitudes are similar to those of most other people my age . . . . . ○ ○ ○ ○ ○
- Faculty promotions should be based in part on student evaluations . . . . . ○ ○ ○ ○ ○
- Student publications should be cleared by college officials . . . . . ○ ○ ○ ○ ○
- Women should be subject to the draft . . . . . ○ ○ ○ ○ ○
- College officials have the right to ban persons with extreme views from speaking on campus . . . . . ○ ○ ○ ○ ○
- Students from disadvantaged social backgrounds should be given preferential treatment in college admissions . . . . . ○ ○ ○ ○ ○
- Most college officials have been too lax in dealing with student protests on campus . . . . . ○ ○ ○ ○ ○
- Open admissions (admitting anyone who applies) should be adopted by all publicly-supported colleges . . . . . ○ ○ ○ ○ ○
- Even if it employs open admissions, a college should award degrees based on the same performance standards for all students . . . . . ○ ○ ○ ○ ○
- Open admissions is a good idea because it equalizes opportunities for higher education . . . . . ○ ○ ○ ○ ○
- Open admissions is okay, but the students who have high school deficiencies or poor marks should attend separate colleges . . . . . ○ ○ ○ ○ ○
- Open admissions is a good idea because it offers many students a chance . . . . . ○ ○ ○ ○ ○
- Open admissions lowers the value of a degree . . . . . ○ ○ ○ ○ ○
- Open admissions lowers the reputation of a college . . . . . ○ ○ ○ ○ ○
- Open admissions discourages applications from outstanding high school graduates . . . . . ○ ○ ○ ○ ○
- A student's grades should not be revealed to anyone off campus without his consent . . . . . ○ ○ ○ ○ ○
- Students should be more militant in defending their interests . . . . . ○ ○ ○ ○ ○
- Students who disrupt the functioning of a college should be expelled or suspended . . . . . ○ ○ ○ ○ ○
- Much of what is taught at college is irrelevant to what is going on in the outside world . . . . . ○ ○ ○ ○ ○
- Most faculty are strongly interested in the academic problems of undergraduates . . . . . ○ ○ ○ ○ ○
- Colleges should be actively engaged in solving social problems . . . . . ○ ○ ○ ○ ○
- Most rules governing student behavior at college are sensible . . . . . ○ ○ ○ ○ ○
- Most professors don't do much to earn their pay . . . . . ○ ○ ○ ○ ○

Please be sure that only three circles have been marked in the above list.

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

Somewhat Important  
Very Important  
Not Important

- Becoming accomplished in one of the performing arts (acting, dancing, etc.) . . . . .  E  V  S  N
- Becoming an authority on a special subject in my subject field . . . . .  E  V  S  N
- Obtaining recognition from my colleagues for contributions in my special field . . . . .  E  V  S  N
- Becoming an accomplished musician (performer or composer). . . . .  E  V  S  N
- Becoming an expert in finance and commerce . . . . .  E  V  S  N
- Having administrative responsibility for the work of others . . . . .  E  V  S  N
- Being very well-off financially. . . . .  E  V  S  N
- Helping others who are in difficulty . . . . .  E  V  S  N
- Participating in an organization like the Peace Corps or Vista . . . . .  E  V  S  N
- Becoming an outstanding athlete . . . . .  E  V  S  N
- Becoming a community leader . . . . .  E  V  S  N
- Making a theoretical contribution to science . . . . .  E  V  S  N
- Writing original works (poems, novels, short stories, etc.) . . . . .  E  V  S  N
- Never being obligated to people . . . . .  E  V  S  N
- Creating artistic work (painting, sculpture, decorating, etc.) . . . . .  E  V  S  N
- Keeping up to date with political affairs . . . . .  E  V  S  N
- Being successful in a business of my own . . . . .  E  V  S  N
- Developing a meaningful philosophy of life . . . . .  E  V  S  N
- Having opportunities to be original and creative . . . . .  E  V  S  N
- Having a stable, secure future . . . . .  E  V  S  N
- Being free from supervision in my work . . . . .  E  V  S  N
- Having opportunities to be useful to society . . . . .  E  V  S  N
- Having a chance to exercise leadership. . . . .  E  V  S  N
- Living and working in the world of ideas . . . . .  E  V  S  N
- Working with people rather than things . . . . .  E  V  S  N
- Avoiding a high-pressure job. . . . .  E  V  S  N

15. How many college credit hours of work have you had in the following subjects? (Mark one in each row)

	None	1-4	5-8	9-15	16-27	More Than 27
Physical sciences . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Biological sciences . . . . .	<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"/>
Social sciences . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Arts and humanities. . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Education . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Elementary school practice teaching . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Secondary school practice teaching . . . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Undergraduate education in America would be improved if: (Mark as many as apply)

- All courses were elective . . . . .
- Grades were abolished . . . . .
- Course work were more relevant to contemporary life and problems . . . . .
- More attention were paid to the emotional growth of students . . . . .
- Students were required to spend a year in community service in the U. S. or abroad . . . . .
- The college were governed completely by its faculty and students . . . . .
- There were less emphasis on specialized training and more on liberal education . . . . .

**NOTE: IF YOU ARE (OR PLAN TO BE AT ANY TIME) AN ELEMENTARY OR SECONDARY SCHOOL TEACHER, PLEASE ANSWER THE FOLLOWING ITEMS. (Otherwise, you have finished; please return your questionnaire in the envelope provided. Thank you.)**

17A. When do you plan (or hope) to start teaching? (Mark one)

- I have already started on a full-time job (skip to item 18) . . . . .
- I have already started on a part-time job (skip to item 18) . . . . .
- This year, on a full-time basis . . . . .
- This year, on a part-time basis . . . . .
- In one to three years . . . . .
- Some time later . . . . .

B. Have you applied for a teaching position? (Mark one)

- Yes, to one school system and received a contract . . . . .
- Yes, to more than one school system and received a contract . . . . .
- Yes, to one school system, but received no contract . . . . .
- Yes, to more than one school system, but received no contract . . . . .
- No, because I am not yet qualified . . . . .
- No, because I know that teaching jobs are scarce . . . . .
- No, for other reasons . . . . .

18. How long a teaching career do you anticipate? (Mark one)

- Less than two years . . . . .
- Two to five years . . . . .
- More than five years, but not the rest of my working life. . . . .
- Most of my working life . . . . .

19. Which of the following kinds of pupils do you expect to be in the majority of those you teach on your first job? Which would you most prefer to teach? (Mark one in each column)

	Expect To Teach	Prefer To Teach
White/Caucasian . . . . .	<input type="radio"/> E	<input type="radio"/> P
Black/Negro/Afro-American . . . . .	<input type="radio"/> E	<input type="radio"/> P
American Indian . . . . .	<input type="radio"/> E	<input type="radio"/> P
Oriental . . . . .	<input type="radio"/> E	<input type="radio"/> P
Mexican-American/Chicano . . . . .	<input type="radio"/> E	<input type="radio"/> P
Puerto Rican . . . . .	<input type="radio"/> E	<input type="radio"/> P
Other . . . . .	<input type="radio"/> E	<input type="radio"/> P
Don't know . . . . .	<input type="radio"/> E	<input type="radio"/> P

20. Which of the following kinds of pupils are you trained to teach, expect to teach, prefer to teach, and feel prepared to teach? (Mark as many as apply)

Trained	Expect	Prefer	Feel Prepared
<input type="radio"/> T	<input type="radio"/> E	<input type="radio"/> P	<input type="radio"/> F Mentally retarded children
<input type="radio"/> T	<input type="radio"/> E	<input type="radio"/> P	<input type="radio"/> F Physically handicapped children
<input type="radio"/> T	<input type="radio"/> E	<input type="radio"/> P	<input type="radio"/> F Emotionally disturbed children
<input type="radio"/> T	<input type="radio"/> E	<input type="radio"/> P	<input type="radio"/> F Exceptionally bright children
<input type="radio"/> T	<input type="radio"/> E	<input type="radio"/> P	<input type="radio"/> F Highly creative children
<input type="radio"/> T	<input type="radio"/> E	<input type="radio"/> P	<input type="radio"/> F Socially/economically disadvantaged children
<input type="radio"/> T	<input type="radio"/> E	<input type="radio"/> P	<input type="radio"/> F Bilingual children
<input type="radio"/> T	<input type="radio"/> E	<input type="radio"/> P	<input type="radio"/> F Preschool children
<input type="radio"/> T	<input type="radio"/> E	<input type="radio"/> P	<input type="radio"/> F Adults
<input type="radio"/> T	<input type="radio"/> E	<input type="radio"/> P	<input type="radio"/> F None of the above

APPENDIX B  
Selected Responses of 1967 Freshmen to the  
Freshman Questionnaire,  
by Sex, Age, and Type of Institution  
in Which Originally Enrolled



Table B1

Selected Responses of 1967 Freshmen to the Freshman Questionnaire,  
by Sex, Age, and Type of Institution  
in Which Originally Enrolled

	Universities				Four-Year Colleges				Two-Year Colleges										
	Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>		Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>		Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>								
	Men	Women	Total	Average	Men	Women	Total	Average	Men	Women	Total	Average							
<b>SEX:</b>	74.3	25.7	100.0	58.9	41.1	100.0	72.6	27.4	100.0	51.5	48.5	100.0	72.1	27.9	100.0	59.7	40.3	100.0	
<b>RACE:</b>																			
Caucasian	90.1	89.2	89.9	94.0	92.7	93.5	77.8	66.0	74.6	88.0	87.1	87.5	87.7	78.3	85.0	88.5	88.5	88.5	88.5
Negro	2.6	.0	2.0	1.3	1.9	1.5	13.2	18.2	14.5	7.0	8.8	7.9	5.5	16.1	8.5	1.5	3.3	2.2	2.2
American Indian	.0	5.3	1.4	.2	.6	.4	3.4	.6	2.6	.4	.4	.4	.0	.0	.0	.6	1.2	.8	.8
Oriental	2.0	.0	1.5	1.2	.9	1.1	.8	2.8	1.3	1.0	.8	.9	1.3	1.1	1.2	1.5	.3	1.0	1.0
Other	5.2	5.5	5.3	3.3	3.9	3.6	4.9	12.4	6.9	3.6	2.9	3.3	5.5	4.5	5.2	7.9	6.8	7.5	7.5
<b>Religion reared:</b>																			
Protestant	51.6	61.0	54.0	57.4	63.2	59.8	55.1	54.4	54.9	51.2	55.4	53.2	46.8	55.0	49.0	45.2	46.3	45.6	45.6
Roman Catholic	34.8	20.2	31.1	26.1	22.3	24.5	26.3	30.7	27.5	35.1	32.4	33.8	40.5	34.4	38.8	37.8	40.8	39.0	39.0
Jewish	.7	.0	.5	8.5	8.8	8.6	3.5	1.5	3.0	6.5	6.0	6.2	4.0	.0	2.9	3.5	1.7	2.8	2.8
Other	10.5	2.8	8.6	5.8	3.8	5.0	10.7	10.9	10.7	5.6	4.5	5.0	6.4	10.0	7.4	11.2	10.1	10.7	10.7
None	2.3	16.0	5.8	2.2	1.9	2.0	4.4	2.4	3.9	1.7	1.8	1.8	2.4	.7	1.9	2.3	1.2	1.8	1.8
<b>Parent's Annual Income</b>																			
Less than \$4,000	13.2	20.7	15.0	2.9	2.2	2.6	15.4	18.5	16.3	4.8	4.6	4.7	12.2	15.3	13.0	3.9	5.1	4.4	4.4
\$4,000-\$5,999	11.7	11.4	11.6	6.9	6.6	6.8	14.5	11.9	13.8	9.8	9.4	9.6	15.3	19.2	16.3	11.6	10.3	11.1	11.1
\$6,000-\$7,999	25.8	25.0	25.6	12.6	9.6	11.4	15.9	13.2	15.2	14.8	12.1	13.5	17.8	11.7	16.2	17.5	13.7	16.0	16.0
\$8,000-\$9,999	20.9	10.8	18.4	15.7	12.5	14.4	17.6	11.2	15.9	16.7	12.7	14.7	13.0	12.1	12.8	17.9	13.3	16.0	16.0
\$10,000-\$14,999	12.1	7.7	11.0	25.4	19.7	23.0	13.4	6.8	11.6	24.9	19.4	22.3	19.6	9.9	17.1	22.8	16.7	20.3	20.3
\$15,000-\$19,999	4.8	10.3	6.2	9.7	9.9	9.8	4.1	4.6	4.3	8.8	8.1	8.4	4.0	2.8	3.7	7.3	4.9	6.3	6.3
\$20,000-\$24,999	.0	2.2	.6	5.5	4.9	5.3	1.2	.4	.9	3.8	3.4	3.6	1.6	.9	1.4	2.6	2.3	2.5	2.5
\$25,000-\$29,999	.0	.0	.0	3.1	2.5	2.8	.5	.0	.3	1.6	1.8	1.7	.3	.3	.3	.8	.8	.8	.8
\$30,000 or more	.9	2.4	1.3	6.1	4.2	5.3	2.1	4.2	2.6	3.3	3.1	3.2	2.7	.4	2.1	1.5	1.2	1.4	1.4
I have no idea	10.6	9.5	10.4	12.1	27.9	18.6	15.4	29.3	19.2	11.4	25.4	18.1	13.5	27.5	17.2	14.1	31.7	21.2	21.2

<sup>a</sup> Students 20 years of age at college entry.

<sup>b</sup> Students younger than 20 years of age at college entry.

Table B1 - Continued

	Universities																	
	Older Students <sup>a</sup>			Average-Age Students <sup>b</sup>			Four-Year Colleges			Two-Year Colleges								
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total						
<b>Father's education:</b>																		
Grammar school or less	12.1	37.2	18.5	6.4	5.7	6.1	31.6	36.6	33.0	9.9	8.9	9.4	28.3	33.7	28.3	13.1	12.7	12.9
Some high school	25.7	13.0	22.4	11.6	10.3	11.1	19.2	24.8	20.7	16.2	15.2	15.7	23.0	33.3	25.8	23.1	21.6	22.5
High school graduate	24.3	28.6	25.4	29.0	25.8	27.7	21.0	17.3	20.0	31.2	28.9	30.1	27.9	16.1	24.7	35.7	32.8	34.5
Some college	25.3	9.5	21.3	20.8	21.0	20.9	12.3	11.1	12.0	17.3	18.3	17.8	12.4	8.8	11.4	15.5	18.2	16.6
College degree	8.8	10.5	9.2	20.0	22.9	21.2	12.6	5.4	10.6	16.0	17.2	16.6	5.6	4.7	5.4	9.5	11.3	10.2
Postgraduate degree	3.8	1.2	3.1	12.2	14.4	13.1	3.2	4.8	3.7	9.5	11.4	10.5	4.8	3.4	4.4	3.1	3.5	3.3
<b>Mother's education:</b>																		
Grammar school or less	5.9	31.8	12.5	3.0	3.2	3.1	13.8	20.2	15.5	6.2	5.1	5.6	17.3	35.4	22.4	7.9	7.8	7.9
Some high school	21.0	15.5	19.6	9.4	8.6	9.1	28.7	37.3	31.1	13.7	12.0	12.9	25.2	29.3	26.4	18.1	21.0	19.3
High school graduate	50.6	30.6	45.5	43.4	38.7	41.4	36.9	25.4	33.8	45.9	42.5	44.2	40.7	20.6	35.0	48.2	41.2	45.4
Some college	16.0	13.9	15.4	23.2	27.1	24.8	12.2	10.2	11.7	17.8	19.5	18.6	10.7	9.3	10.3	16.4	18.6	17.3
College degree	5.7	5.3	5.6	17.9	18.9	18.3	6.9	5.5	6.6	13.8	16.9	15.3	6.0	5.6	5.9	8.0	9.8	8.8
Postgraduate degree	9.0	2.8	1.4	3.2	3.5	3.4	1.4	1.3	1.4	2.7	4.0	3.3	.0	.0	.0	1.3	1.6	1.4

<sup>a</sup> Students 20 years of age at college entry.

<sup>b</sup> Students younger than 20 years of age at college entry.

Table B1 - Continued

Father's occupation	Universities				Four-Year Colleges				Two-Year Colleges									
	Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>		Older Students <sup>b</sup>		Average-Age Students <sup>b</sup>		Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>							
	Men	Women	Total	Average	Men	Women	Total	Average	Men	Women	Total	Average						
Artist (incl. performer)	3.0	.0	2.2	.6	1.2	.9	1.4	.2	1.1	.9	1.0	.9	1.2	.7	1.1	1.1	.2	.7
Businessman	19.8	12.7	18.0	36.7	35.3	36.1	15.8	16.9	16.1	31.3	31.1	31.2	21.4	10.3	18.3	24.8	26.1	25.3
Clergyman	.0	.0	.0	.5	.9	.7	.4	.0	.3	.9	1.1	1.0	1.1	.5	1.0	.7	.5	.7
College teacher	.0	.0	.0	.8	1.3	1.0	.6	.2	.5	.8	.8	.8	.3	.6	.4	.1	.3	.2
Doctor (M.D. or D.D.S.)	.3	.7	.4	3.0	3.6	3.3	.7	2.1	1.0	1.9	2.5	2.2	.7	.0	.5	.5	.8	.6
Educator (secondary)	3.2	.0	2.4	2.4	2.2	2.3	1.7	.0	1.3	2.2	2.8	2.5	1.3	1.4	1.3	1.3	1.1	1.2
Elementary teacher	.0	.0	.0	.3	.4	.3	.0	.0	.0	.5	.4	.4	.5	.0	.3	.1	.2	.1
Engineer	8.7	.0	6.5	7.7	8.7	8.1	1.2	6.0	2.5	6.8	6.6	6.7	5.3	8.1	6.1	5.8	6.5	6.1
Farmer or Forester	10.8	25.4	14.5	7.6	7.1	7.4	7.9	11.5	8.8	5.3	5.4	5.4	8.2	7.6	8.0	8.2	6.4	7.4
Health professional (non-M.D.)	.0	.0	.0	.9	1.5	1.1	1.7	1.6	1.7	1.3	.9	1.1	.4	.5	.4	1.1	1.1	1.1
Lawyer	.0	.0	.0	1.6	1.7	1.7	1.0	.9	1.0	1.3	1.7	1.5	.0	.6	.2	.2	.4	.3
Military career	2.9	8.4	4.3	2.1	1.8	2.0	1.1	2.4	1.4	1.2	1.5	1.3	.5	.4	1.1	1.1	1.5	1.3
Research scientist	.9	.0	.7	.5	1.1	.8	.2	.0	.2	.5	.5	.5	.8	.0	.6	.7	.3	.5
Skilled worker	14.4	16.6	15.0	10.9	10.3	10.7	18.8	11.2	16.8	13.0	11.3	12.1	20.7	25.1	21.9	16.1	16.0	16.1
Semi-skilled worker	11.8	15.5	12.8	6.0	4.4	5.4	12.8	13.9	13.1	10.0	7.3	8.7	12.0	14.6	12.7	12.4	10.6	11.7
Unskilled worker	7.1	5.9	6.8	2.5	1.7	2.1	8.6	18.4	11.1	4.1	4.1	4.1	12.3	10.9	11.9	4.6	3.7	4.2
Unemployed	.0	.0	.0	.6	.6	.6	6.4	.3	4.9	.9	.6	.8	.2	2.1	.7	.8	.8	.8
Other	16.9	14.8	16.4	15.3	16.2	15.7	19.0	14.7	17.9	17.3	20.3	18.8	13.2	17.1	14.3	20.2	23.5	21.6

<sup>a</sup> Students 20 years of age at college entry.

<sup>b</sup> Students younger than 20 years of age at college entry.



Table B1 - Continued

	Universities				Four-Year Colleges				Two-Year Colleges									
	Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>		Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>		Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>							
	Men	Women	Total	Men	Women	Total	Men	Women	Total	Men	Women	Total						
<b>ACADEMIC BACKGROUND</b>																		
<u>Average Grade in high school:</u>																		
A or A+	.9	7.5	2.7	6.3	10.6	8.1	.7	6.3	2.3	3.7	7.0	5.3	.0	1.5	.4	.5	1.5	.9
A-	1.1	14.0	4.5	11.2	16.0	13.2	1.1	11.6	4.0	7.1	11.8	9.4	.4	.7	.5	1.2	4.2	2.4
B+	6.0	15.4	8.5	17.5	25.2	20.7	6.8	13.1	8.5	14.9	22.3	18.5	3.9	6.5	4.7	4.7	11.7	7.5
B	9.8	35.9	16.7	23.6	25.8	24.5	15.9	23.1	17.9	23.1	28.2	25.6	9.4	27.7	14.4	14.4	26.5	19.3
B-	15.2	8.6	13.4	16.6	11.4	14.4	12.0	13.9	12.5	16.9	13.9	15.4	8.0	14.2	9.7	17.8	20.5	18.9
C+	24.6	8.3	20.3	13.9	7.1	11.1	26.9	19.5	24.8	19.3	10.5	15.0	25.1	19.1	23.5	29.0	20.8	25.7
C	38.7	10.3	31.1	10.3	3.8	7.6	36.1	12.5	29.5	14.3	6.2	10.4	47.0	24.1	40.7	30.8	14.7	24.3
D	3.8	.0	2.8	.5	.1	.3	.6	.0	.4	.7	.1	.4	6.2	6.1	6.2	1.7	.1	1.0
<u>Major Reasons for deciding to attend this college:</u>																		
Parent or other relative	20.4	29.4	22.7	40.9	47.7	43.7	34.6	38.8	35.8	43.3	47.6	45.4	32.1	30.6	31.7	47.1	51.3	48.8
High school teacher or counselor	10.1	16.5	11.8	18.7	18.3	18.5	29.1	18.4	26.2	26.3	22.5	24.4	7.4	8.6	7.7	25.2	22.1	24.0
Friends attending this college	19.4	12.5	17.6	16.7	19.6	17.9	18.1	12.5	16.5	14.9	17.3	16.1	12.4	5.8	10.6	14.6	15.5	15.0
Graduate or college representative	7.0	11.7	8.2	11.3	11.8	11.5	17.8	18.4	18.0	15.7	15.7	15.7	7.0	5.5	6.6	8.1	11.0	9.3
Counseling or placement service	6.2	13.2	8.0	3.3	2.8	3.1	12.0	9.7	11.3	3.9	3.5	3.7	4.2	12.3	6.5	4.6	5.2	4.8
Athletic program of the college	5.3	.0	3.9	8.1	1.9	5.6	13.3	.8	9.9	11.1	3.7	7.5	2.8	.7	2.2	6.2	1.3	4.2
Other extracurricular activities	.9	.6	.8	6.6	6.0	6.3	2.2	2.7	2.3	5.1	4.4	4.8	1.2	.5	1.0	2.2	2.8	2.4
Social life of the college	4.8	.0	3.6	11.3	10.9	11.1	7.5	7.6	7.5	7.4	7.8	7.6	2.4	2.6	2.5	5.3	4.7	5.0
Chance to live away from home	7.1	2.1	5.8	19.4	24.8	21.6	7.1	9.4	7.8	15.4	21.0	18.1	3.5	3.2	3.4	4.5	8.7	6.2
Low cost	17.0	9.9	15.2	18.2	18.3	18.2	24.8	21.3	23.9	19.6	21.4	20.4	30.3	32.3	30.8	33.6	33.4	33.5
Academic reputation of the college	35.6	46.8	38.5	56.2	57.9	56.9	41.8	34.2	39.7	50.0	55.9	52.9	21.7	26.7	23.1	22.5	31.7	26.2
Most students are like me	1.4	1.8	1.5	8.4	7.0	7.8	8.3	3.6	7.0	9.6	11.0	10.3	5.9	5.0	5.7	9.3	8.2	8.9
Religious affiliation	.3	.7	.4	2.3	4.0	3.0	14.3	15.9	14.7	7.5	11.5	9.4	3.3	10.2	5.2	4.7	9.3	6.5

<sup>a</sup> Students 20 years of age at college entry.

<sup>b</sup> Students younger than 20 years of age at college entry.

Table B1 - Continued

	Universities				Four-Year Colleges				Two-Year Colleges									
	Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>		Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>		Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>							
	Men	Women	Total	Average	Men	Women	Total	Average	Men	Women	Total	Average						
<b>Number of college applications:</b>																		
This college only	69.0	81.3	72.2	46.3	53.6	49.3	69.5	77.2	71.6	38.9	45.1	41.9	74.7	87.0	78.2	62.1	57.9	60.4
<b>Number of college acceptances:</b>																		
This college only	55.1	73.4	59.3	42.8	48.4	45.1	57.6	66.4	59.9	36.7	39.5	38.1	67.7	71.1	68.5	61.2	58.3	60.0
<b>Freshman degree plans:</b>																		
None	5.0	1.7	4.2	1.7	2.9	2.2	5.1	6.2	5.4	2.3	2.0	2.1	8.0	6.6	7.6	6.0	6.5	6.2
Associate (or equivalent)	5.6	8.8	6.5	1.1	3.3	2.0	1.4	.5	1.2	1.3	1.7	11.4	31.0	16.8	13.7	31.6	20.9	
Bachelors degree (B.A., B.S.)	41.1	62.1	46.5	29.3	49.3	37.5	45.4	45.5	45.4	29.9	43.8	47.4	37.6	44.7	40.6	35.6	38.6	
Masters degree (M.A., M.S.)	34.7	21.8	31.4	33.2	32.7	33.0	29.1	46.4	33.9	39.0	42.1	40.5	23.6	15.0	21.2	26.2	20.2	23.8
Ph.d. or Ed.D.	9.2	4.9	8.1	18.3	6.9	13.6	12.4	.9	9.3	17.2	7.5	12.4	5.4	2.0	4.5	6.3	1.9	4.6
M.D., D.D.S., or D.V.M.	1.2	.6	1.1	10.7	3.1	7.6	5.5	.0	4.0	6.9	1.7	4.4	3.1	.1	2.3	3.3	.5	2.2
LL.B. or J.D.	1.5	.0	1.1	4.1	.3	2.5	.4	.0	.3	2.1	.3	1.2	.0	.0	.0	.7	.2	.5
B.D.	1.7	.0	1.3	.3	.1	.2	.0	.0	.0	.5	.1	.3	.6	.0	.5	.4	.3	.3
Other	.0	.0	.0	1.2	1.4	1.3	.6	.5	.6	.9	.9	.9	.5	7.5	2.5	2.9	3.1	2.9
<b>FINANCIAL</b>																		
<b>Concern about financing education:</b>																		
None	24.0	44.4	29.3	34.9	36.0	35.4	31.6	22.5	29.1	32.7	32.2	32.5	26.4	46.9	32.2	33.3	37.1	34.8
Some concern	59.5	39.4	54.3	57.7	55.1	56.6	53.2	60.6	55.2	60.4	58.8	59.6	58.6	46.1	55.1	59.3	54.7	57.5
Major concern	16.5	16.3	16.4	7.4	8.9	8.0	15.3	16.9	15.7	6.9	8.9	7.9	15.0	7.0	12.8	7.4	8.1	7.7

<sup>a</sup> Students 20 years of age at college entry.

<sup>b</sup> Students younger than 20 years of age at college entry.

Table B2

Selected Responses of 1967 Freshmen to the 1971 Followup Questionnaire,  
by Sex, Age, and Type of Institution  
in Which Originally Enrolled

1

	Universities				Four-Year Colleges				Two-Year Colleges									
	Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>		Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>		Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>							
	Men	Women	Total	Average	Men	Women	Total	Average	Men	Women	Total	Average						
<b>PLANS AND STATUS FOUR YEARS LATER</b>																		
<b>Student status in Jan.-June 1971:</b>																		
Full-time student	45.6	61.6	56.2	74.1	62.5	69.3	49.7	49.8	49.7	72.2	66.4	69.4	30.1	22.9	28.1	40.6	34.2	38.0
Part-time student	9.8	7.1	9.1	3.2	4.7	3.8	6.8	8.1	7.2	3.1	3.7	3.4	13.3	10.5	12.5	6.6	6.0	6.4
Working full-time	30.5	29.8	30.3	13.7	21.5	16.9	35.2	23.8	32.1	15.0	19.1	17.0	54.0	37.5	49.4	33.2	39.9	35.9
<b>Activities since entering college:</b>																		
Got married	37.1	24.5	33.8	24.6	37.7	30.0	41.5	25.8	37.2	24.6	33.4	28.9	36.3	10.8	29.2	29.5	41.9	34.5
Changed major field	18.0	33.1	21.9	49.6	44.5	47.5	43.8	31.3	40.4	44.6	38.4	41.6	37.0	14.7	30.8	40.9	28.6	36.0
Changed career choice	27.1	26.2	26.9	46.9	43.9	45.5	44.6	18.3	37.4	44.6	38.2	41.5	37.2	21.9	32.9	40.6	34.6	38.1
Failed one or more courses	50.3	38.3	47.2	44.6	27.6	37.6	46.7	17.9	38.8	44.8	24.8	35.1	38.1	12.2	30.9	40.0	21.6	32.6
Graduated with honors	7.1	13.5	8.8	12.3	17.2	14.3	8.1	8.7	8.3	10.7	14.6	12.6	9.5	15.6	11.2	5.2	9.5	6.9
Was elected to student office	11.4	6.5	10.2	13.0	14.8	13.7	18.1	11.2	16.2	17.7	20.5	14.1	8.1	2.1	6.4	8.8	13.1	10.5
Joined a fraternity, sorority, or club	23.2	14.1	20.8	38.1	35.4	37.0	36.9	24.6	33.5	39.5	37.6	38.5	21.2	18.1	20.3	21.2	26.1	23.2
Authored or co-authored a published article	1.2	5.7	2.3	7.0	5.1	6.2	10.8	5.5	9.4	8.6	6.2	7.5	3.7	4.1	3.8	4.6	3.4	4.1
Was elected to an academic honor society	8.8	5.0	7.8	14.5	19.1	16.4	8.5	19.1	11.4	11.7	16.0	13.8	6.5	9.1	7.3	5.2	9.2	6.8
Participated in student protests or demonstrations	6.8	10.5	7.7	30.9	24.7	28.3	13.0	7.5	11.5	29.2	27.3	28.3	10.5	4.3	8.7	14.8	9.4	12.6
Dropped out of college temporarily	35.3	60.2	41.7	24.6	25.2	24.9	35.8	21.3	31.8	23.4	20.3	21.9	41.3	36.7	40.0	40.4	29.4	36.0
Dropped out of college permanently	7.6	7.1	7.4	4.5	8.7	6.2	15.4	15.7	15.5	4.1	8.8	6.4	10.9	5.7	9.4	10.9	16.5	13.2
Transferred to another college before graduating	11.4	5.0	9.7	18.2	19.8	18.8	16.8	11.1	15.2	21.5	22.7	22.1	35.3	22.2	31.6	40.7	35.3	38.5

<sup>a</sup> Students 20 years of age at college entry.

<sup>b</sup> Students younger than 20 years of age at college entry.

Table B2 - Continued

	Universities				Four-Year Colleges				Two-Year Colleges									
	Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>		Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>		Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>							
	Men	Women	Total	Average	Men	Women	Total	Average	Men	Women	Total	Average						
<b>Grade-Point average in major field:</b>																		
A or A+	1.9	7.2	3.2	2.1	3.3	2.6	.2	6.4	1.9	1.5	2.6	2.0	2.0	2.7	2.2	.6	1.5	1.0
A- or B+	13.5	19.1	14.9	12.7	20.2	15.8	7.6	14.2	9.4	10.0	17.0	13.4	7.0	21.1	10.6	5.1	10.1	7.1
B	23.3	29.3	24.8	28.2	33.6	30.4	27.0	27.9	27.3	25.5	34.2	29.7	24.3	28.8	25.5	19.1	28.4	22.8
B- or C+	19.2	27.3	21.3	32.2	27.2	30.1	27.7	36.7	30.1	35.6	30.9	33.3	34.4	29.8	33.3	34.4	33.2	33.9
C	30.9	13.7	26.5	17.9	11.7	15.3	19.8	13.3	18.1	21.5	12.0	16.8	25.4	10.8	21.7	30.1	21.4	26.5
C- or D+	8.1	3.4	6.9	4.8	3.0	4.0	8.7	1.5	6.8	4.4	2.7	3.6	3.1	1.5	2.7	8.2	4.4	6.6
D or less	3.1	.0	2.3	2.1	1.0	1.7	8.9	.0	6.5	1.5	.6	1.1	3.7	5.3	4.1	2.6	1.0	1.9
<b>Major field as senior:</b>																		
Agriculture	1.9	.0	1.4	4.3	.2	2.6	1.3	.0	1.0	2.9	.0	1.5	5.5	.0	4.1	4.5	.5	2.9
Biological Sciences	5.8	.6	4.4	6.2	3.3	5.0	5.2	5.0	5.1	6.4	3.1	4.8	3.0	3.9	3.2	4.7	1.5	3.4
Business	17.9	12.1	16.4	21.1	7.2	15.3	20.8	16.3	19.6	16.6	5.7	11.3	22.7	11.0	19.8	24.3	25.7	24.9
Education	.6	22.5	6.3	3.5	18.5	9.7	12.1	28.8	16.6	8.2	26.1	17.0	1.8	14.2	4.9	6.4	17.9	11.1
Engineering	35.1	.0	25.9	12.8	.4	7.7	7.1	.0	5.2	11.5	.1	5.9	17.9	.0	13.5	14.6	.1	8.7
English	3.2	12.4	5.6	3.9	9.2	6.1	6.2	11.0	7.5	4.7	11.1	7.8	2.1	2.0	2.0	1.6	6.4	3.6
Health Professions (non-M.D.)	.0	13.4	3.5	1.3	11.3	5.5	.7	1.8	1.0	.5	5.1	2.8	6.4	30.9	12.5	1.6	11.6	5.7
History, Political Science	3.3	3.3	3.3	10.3	6.0	8.5	6.8	5.5	6.5	12.4	6.5	9.5	5.3	2.8	4.7	7.5	4.7	6.4

<sup>a</sup> Students 20 years of age at college entry.

<sup>b</sup> Students younger than 20 years of age at college entry.

Table B2 - Continued

	Universities		Four-Year Colleges		Two-Year Colleges														
	Average-Age Students <sup>b</sup>		Average-Age Students <sup>b</sup>		Average-Age Students <sup>b</sup>														
	Older Students <sup>a</sup>	Men Women Total	Older Students <sup>a</sup>	Men Women Total	Older Students <sup>a</sup>	Men Women Total													
Humanities	1.8	10.1	4.0	3.0	5.8	4.1	4.4	5.6	4.7	3.0	6.6	4.8	1.6	6.5	2.8	1.6	3.5	2.4	
Fine Arts	8.0	8.2	8.1	6.8	9.8	8.0	2.2	4.2	2.8	5.6	9.9	7.7	3.7	3.1	3.6	7.8	7.7	7.8	
Mathematics or Statistics	.0	.0	.0	3.0	3.2	3.1	3.0	3.2	3.0	4.2	3.7	4.0	.9	1.5	1.0	2.3	1.4	1.9	
Physical sciences	7.4	.0	5.5	4.9	.9	3.3	3.7	2.1	3.3	5.0	1.0	3.0	.2	.0	.1	2.5	.5	1.7	
Pre-professional	.0	.0	.0	2.6	.4	1.7	2.8	.0	2.1	1.5	.3	.9	1.5	.0	1.1	1.5	.7	1.1	
Social sciences	2.6	13.2	5.4	12.1	13.2	12.6	17.3	11.4	15.7	13.3	14.2	13.7	10.6	16.7	12.1	9.0	10.1	9.5	
Other fields (technical)	10.9	.7	8.2	3.5	2.5	3.1	5.1	.6	3.9	3.2	1.2	2.2	15.2	1.1	11.7	8.5	3.0	6.2	
Other fields (non-technical)	1.5	3.5	2.1	.3	7.3	3.2	.7	4.4	1.7	.6	4.7	2.6	.8	4.7	1.8	.7	4.3	2.2	
Undecided	.0	.0	.0	.3	.8	.5	.5	.0	.3	.5	.5	.5	.7	1.5	.9	.9	.5	.7	
<b>Highest degree now held:</b>																			
None	47.0	62.7	51.2	44.0	35.3	40.3	46.2	39.1	44.4	39.0	29.1	34.1	40.3	35.0	38.9	39.6	35.8	38.0	
Associate (or equivalent)	8.8	16.2	10.8	4.6	5.4	4.9	9.1	3.2	7.6	5.3	5.0	5.2	44.5	50.1	46.0	41.3	40.2	40.8	
Bachelors degree (B.A., B.S.)	44.3	21.0	38.0	50.8	57.3	53.6	41.3	52.9	44.2	55.0	64.3	59.6	12.4	13.0	12.6	17.4	21.2	18.9	
Master's degree (M.A., M.S.)	.0	.0	.0	.1	.1	.1	.0	.0	.0	.0	.1	.1	.0	1.0	.3	.0	.0	.0	
Ph.D. or Ed.D.	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	
M.D., D.D.S., or D.O.	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	
LL.B. or J.D.	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	.0	
B.D.	.0	.0	.0	.1	.0	.0	.0	.9	.2	.0	.0	.0	.1	.0	.1	.1	.0	.0	
Other	.0	.0	.0	.5	1.9	1.1	3.4	3.9	3.5	.6	1.5	1.0	2.7	1.0	2.2	1.5	2.9	2.1	
Will attend graduate school in Sept.-Dec. 1971	12.2	8.8	11.3	18.4	11.8	15.7	11.4	11.5	11.4	16.7	12.5	14.7	2.6	.8	2.1	3.8	3.5	3.7	

<sup>a</sup> Students 20 years of age at college entry.

<sup>b</sup> Students younger than 20 years of age at college entry.



Table B2 - Continued

Career plans as senior:	Universities				Four-Year Colleges				Two-Year Colleges									
	Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>		Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>		Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>							
	Men	Women	Total	Average	Men	Women	Total	Average	Men	Women	Total	Average						
Artist	3.2	3.9	3.4	4.7	6.7	5.5	2.8	2.4	2.7	4.1	5.4	4.7	2.9	.0	2.1	3.7	3.9	3.8
Businessman	17.7	5.2	14.5	21.4	4.3	14.4	23.0	6.4	18.4	20.4	3.3	12.1	25.1	9.8	21.1	20.7	4.7	14.2
Clergyman	.0	.0	.0	1.0	.4	.8	1.7	.8	1.4	1.6	.3	.9	.7	3.2	1.3	.7	.5	.6
College teacher	.2	.0	.2	4.2	3.1	3.8	3.6	5.5	4.1	4.7	3.4	4.0	1.9	.9	1.6	2.6	.6	1.8
Doctor (M.D. or D.D.S.)	1.5	.0	1.1	6.1	1.1	4.1	2.9	.0	2.1	4.2	.6	2.4	1.3	.0	.9	1.2	.2	.8
Educator (secondary)	5.8	12.4	7.5	7.4	16.5	11.2	13.0	18.7	14.6	13.5	18.3	15.9	7.9	7.3	7.8	9.8	11.2	10.4
Elementary teacher	.0	15.1	3.9	.9	16.5	7.3	.5	29.6	8.6	2.3	24.5	13.1	.5	12.3	3.6	1.9	17.5	8.2
Engineer	22.7	.0	16.9	9.0	.3	5.4	2.2	.0	1.6	8.5	.1	4.4	11.0	.0	8.2	8.9	.0	5.3
Farmer or Forester	.0	2.3	.6	4.1	.3	2.6	5.1	.0	3.7	2.5	.3	1.4	2.4	.0	1.7	4.8	.3	3.0
Health professional (non-M.D.)	.0	.7	.2	2.0	6.7	3.9	4.1	2.7	3.7	1.9	4.2	3.0	3	.0	2.6	2.4	4.9	3.4
Lawyer	.5	3.4	1.2	9.0	1.6	6.0	1.4	.0	1.0	6.7	.8	3.8	2.0	.0	2.1	2.7	.0	1.6
Nurse	.0	13.8	3.5	.1	5.8	2.4	.5	2.1	1.0	.1	3.4	1.7	2.4	27.3	8.9	.2	6.5	2.8
Research scientist	1.2	.0	.9	3.0	1.6	2.4	1.2	.0	.9	3.2	1.1	2.2	.3	.0	.2	1.9	.3	1.2
Other	44.3	36.4	42.3	17.8	19.7	18.6	30.5	17.5	26.9	18.7	18.3	18.5	32.7	25.6	30.9	30.2	26.5	28.7
Housewife	.0	4.2	1.1	.0	9.2	3.8	.0	7.5	2.1	.1	9.8	4.8	.0	8.0	2.1	.0	17.7	7.2
Undecided	2.8	2.7	2.8	9.1	6.3	8.0	7.4	7.0	7.3	7.6	6.4	7.0	4.8	5.5	5.0	8.3	5.2	7.1

<sup>a</sup> Students 20 years of age at college entry.

<sup>b</sup> Students younger than 20 years of age at college entry.

Table B2 - Continued

	Universities				Four-Year Colleges				Two-Year Colleges									
	Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>		Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>		Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>							
	Men	Women	Total		Men	Women	Total		Men	Women	Total							
"Never" or "occasionally" discussed career plans with other person:																		
College advisor	98.9	92.7	97.3	92.9	89.9	91.7	94.0	86.0	91.9	91.9	88.4	90.2	95.4	90.3	94.2	92.5	92.7	92.6
Academic dean	100.0	98.2	99.5	99.0	98.9	99.0	99.6	98.9	99.4	98.7	99.1	98.9	98.8	99.4	98.9	99.4	99.2	99.3
Resident hall counselor	100.0	100.0	100.0	98.1	97.9	98.0	99.0	98.8	98.9	97.9	97.4	97.6	99.7	100.0	99.7	98.9	98.5	98.7
Guidance counselor	98.2	88.9	95.7	98.3	97.0	97.5	97.1	96.1	96.8	97.0	96.9	96.8	94.1	89.4	92.9	95.3	93.6	94.6
Friend	67.6	48.8	62.8	44.5	36.5	41.2	52.6	55.7	53.3	43.2	32.8	38.1	63.0	56.3	61.3	52.6	47.2	50.4
Professor or instructor	95.7	77.6	91.1	85.1	83.9	84.6	83.7	81.0	83.0	79.8	77.2	78.6	84.6	87.9	85.3	86.2	85.2	85.7
Placement counselor	100.0	98.2	99.5	98.4	98.1	98.3	96.2	93.9	95.6	97.4	96.5	97.0	99.2	95.3	98.3	96.4	97.6	96.9
Family member or spouse	64.5	58.4	62.9	57.6	43.5	51.8	58.1	54.6	57.1	56.1	43.5	49.9	60.5	54.2	58.7	59.6	49.8	55.5
Dean of men or women	100.0	98.0	99.5	99.5	99.5	99.5	98.8	100.0	99.1	98.1	98.7	98.4	99.2	100.0	99.4	99.7	98.9	99.3
Counselor in nonuniversity agency	98.7	89.1	96.1	98.9	98.7	98.8	97.1	97.1	97.1	98.5	98.7	98.6	99.8	100.0	99.8	97.9	98.8	98.3
Person employed in intended field	87.6	69.6	83.0	80.9	77.4	79.5	81.1	84.7	82.1	78.2	77.2	77.7	77.6	75.1	76.9	80.1	79.2	79.7
Other	98.0	91.0	96.1	92.8	92.8	92.9	88.8	94.9	90.3	92.7	92.5	92.6	93.1	93.7	93.3	91.5	92.8	92.0
Senior attitudes (agree "somewhat" or "strongly"):																		
Benefit of college is monetary	46.1	26.2	40.6	33.7	26.3	30.6	41.9	36.6	40.5	37.7	28.9	33.4	53.4	45.3	51.1	50.8	40.0	46.3
Students from disadvantaged backgrounds should get preferential treatment in college admissions	41.0	33.1	38.8	40.2	35.3	38.2	54.7	47.9	52.8	38.6	34.5	36.5	37.6	36.6	37.3	35.6	30.8	33.7
Open admissions should be adopted by all public colleges	38.6	53.4	42.7	33.7	35.7	34.6	44.9	57.2	48.3	36.7	38.8	37.7	44.6	51.8	46.6	46.0	45.6	45.8
A college should award degrees based on the same performance	87.6	78.8	85.2	85.2	82.6	84.2	82.9	82.9	88.3	84.3	81.8	83.1	85.4	91.3	87.0	83.4	82.3	83.0
Open admissions equalizes opportunities	52.9	61.0	55.0	51.4	54.4	52.7	63.3	58.6	62.0	54.0	57.4	55.7	61.1	70.8	63.7	61.8	64.6	63.0

<sup>a</sup> Students 20 years of age at college entry.

<sup>b</sup> Students younger than 20 years of age at college entry.

Table B2 - Continued

	Universities		Four-Year Colleges		Two-Year Colleges							
	Average-Age Students <sup>b</sup>		Average-Age Students <sup>b</sup>		Average-Age Students <sup>b</sup>							
	Older Students <sup>a</sup>	Men Women Total	Older Students <sup>a</sup>	Men Women Total	Older Students <sup>a</sup>	Men Women Total						
Students with poor marks should attend separate colleges	34.1	44.0 36.8	32.6	31.1 32.0	29.0	27.8 28.7	33.5	30.4 32.0	40.5	25.3 36.3	33.9	31.5 33.0
Open admissions offers many students a chance	74.2	84.1 76.9	69.7	73.4 71.3	77.7	73.0 76.4	70.8	74.2 72.5	78.1	85.4 80.0	77.8	79.9 78.7
Open admissions lowers the value of a degree	42.3	45.8 43.3	44.8	42.9 44.0	35.5	36.8 35.9	47.0	44.2 46.0	47.6	26.4 41.7	38.2	39.9 38.9
Open admissions lowers the reputation of a college	40.8	39.9 40.5	49.4	47.3 48.6	35.0	41.2 36.7	49.8	49.1 49.4	45.2	35.4 42.5	40.7	42.3 41.3
Open admissions discourages applications from outstanding high school graduates	44.9	49.0 46.1	47.4	45.7 46.7	46.4	46.3 46.4	48.8	48.3 48.5	47.9	41.5 46.2	44.3	46.4 45.2
<b>Senior goals ("essential" or "very important"):</b>												
Achieve in a performing art	2.9	14.5 6.0	7.6	9.6 8.5	8.3	4.8 7.4	7.7	10.1 8.9	5.3	2.8 4.7	7.6	9.5 8.4
Be an authority in my field	58.5	60.9 59.1	56.2	42.5 50.5	59.2	46.2 55.6	57.4	44.7 51.2	59.7	45.8 55.9	57.6	39.7 50.4
Obtain recognition from peers	50.3	25.0 36.0	38.4	25.3 33.0	35.9	16.0 30.5	39.6	23.9 31.9	35.3	20.7 31.2	36.8	23.4 31.2
Become an accomplished musician	.9	5.6 2.2	7.0	4.8 6.1	9.6	4.0 8.0	6.6	5.7 6.2	4.8	6.1 5.1	6.5	4.4 5.7
Be an expert in finance	4.0	7.2 4.9	17.5	2.8 11.3	22.9	6.8 18.5	15.4	3.8 9.7	16.7	8.3 14.4	15.0	3.8 10.5
Be administratively responsible	28.3	30.8 29.0	34.4	16.3 26.9	33.4	14.6 28.3	35.3	15.1 25.4	34.6	19.0 30.3	32.1	17.8 26.4
Be very well-off financially	34.8	15.8 29.6	34.3	21.9 29.2	37.3	27.0 34.5	35.2	21.4 28.4	46.8	20.0 39.4	36.4	24.0 31.4
Help others in difficulty	60.3	81.9 66.2	62.4	73.8 67.1	67.2	75.6 69.5	66.7	77.6 72.0	64.1	73.0 66.6	60.1	75.0 66.2
Participate in Peace Corps/Vista	4.4	15.7 7.5	8.7	11.2 9.7	16.0	10.8 14.6	10.1	13.4 11.7	13.2	12.8 13.2	10.4	13.4 11.7
Be an outstanding athlete	4.8	1.2 3.8	8.1	2.0 5.5	9.1	9.7 9.3	10.6	2.7 6.8	8.9	1.4 6.8	10.1	2.9 7.2

<sup>a</sup> Students 20 years of age at college entry.

<sup>b</sup> Students younger than 20 years of age at college entry.

Table B2 - Continued

	Universities																	
	Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>		Four-Year Colleges		Two-Year Colleges		Older Students <sup>a</sup>		Average-Age Students <sup>b</sup>							
	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women	Men	Women						
Be a community leader	15.9	12.6	15.0	23.0	12.5	18.6	24.7	13.0	21.6	25.5	13.5	19.6	18.3	12.6	16.7	17.6	10.0	14.5
Contribute to scientific theory	10.3	6.6	9.3	10.5	4.1	7.9	12.8	5.5	10.9	11.2	4.0	7.7	9.8	12.7	10.6	8.7	2.8	6.3
Write original works	12.8	18.4	14.3	14.3	16.3	15.1	16.8	23.9	18.3	14.3	15.4	14.8	8.4	6.5	7.9	11.0	11.2	11.1
Never be obligated to people	31.5	21.8	28.8	24.8	22.9	24.0	23.5	19.7	22.5	27.2	25.1	26.2	32.4	31.3	32.1	28.6	27.9	28.3
Create works of art	17.6	42.9	24.5	14.7	30.6	21.3	7.4	26.0	12.5	13.1	29.2	21.0	16.2	26.3	19.0	12.9	25.8	18.2
Keep up with political affairs	49.3	51.5	49.9	55.8	54.3	55.2	53.6	55.8	54.2	56.2	54.3	55.3	50.0	33.0	45.3	48.4	46.7	47.7
Succeed in my own business	42.3	34.2	40.1	40.1	12.9	28.8	42.9	17.4	36.0	37.2	14.5	26.1	42.5	18.8	36.2	45.9	16.1	33.8
Develop a philosophy of life	78.5	82.7	79.7	80.8	85.6	82.7	81.5	83.8	82.2	81.7	86.1	83.9	75.1	87.4	75.8	76.9	81.2	78.7

<sup>a</sup> Students 20 years of age at college entry.

<sup>b</sup> Students younger than 20 years of age at college entry.

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