



4-21-2004

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### Recommended Citation

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The Effect of an  
Illinois Wesleyan University Education  
On Political Ideology

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April 21, 2004

Political commentators often label American students not as liberals or conservatives, but simply as apathetic citizens unconcerned with political issues. The number of students venturing to the polls continues to be depressing to any advocate of a democratic form of government. Outside of political science classrooms, few students seem to be knowledgeable of simple political events and personalities.

Has this apathy always plagued universities in the United States? There existed in the 1960s a movement in American students that awakened a generation of political activists. The rise of the student movement in opposition to the Vietnam War gained national attention as teach-ins and other forms of protest became a daily occurrence on campuses. The beginning of the student-based civil rights movement only fueled this activism. As the media looked on, the students of America gained a reputation as a radical, left-wing population.

The nation has seen a rebirth of many of the Vietnam-era values in today's students. Protests, mostly in opposition to the war in Iraq, have become frequent events on college campuses. Student organizations advocating equal rights for women, racial minorities and the gay community have made their voice heard in state and federal legislatures. Perhaps there is some truth to the view that college students are a very liberal group that tends to become more liberal as they approach graduation.

Many scholars feel that the university environment nurtures this liberalization in the student body. There seems to be a general acceptance of social and economic liberal ideas both in and out of the classroom. Some feel that professors have a large effect on students' political development. Others speculate that the material studied by students awakens new views that tend to push them to the left. Still others believe that it is the

effect of peers and the general college environment that has the biggest impact. Whatever the source, it seems as if college students tend to cross the graduation platform more liberal than they arrive. This research will look at the political views of students at Illinois Wesleyan University to see if a liberalizing trend exists within the campus. The source of this liberalization (or lack thereof) will be construed from data provided by several hundred students at the institution.

### **Literature Review**

Between the fall of 1935 and the spring of 1939, Theodore M. Newcomb (1943) completed what has been called the benchmark in the study of political socialization in college. The Bennington Study, published in 1943, made use of questionnaires, written reports and personal interviews with the students of Bennington College, a small women's college located in Vermont. The main finding of the study was that "Bennington students show a significant change in social attitudes... between freshman and senior years in college" and that "the change may be described as being from more to less conservatism" (146). In addition, Newcomb discovered that this attitude change is only slightly related to courses of study pursued in college. Newcomb did, however, find that the attitudes of seniors often persist after graduation, publishing continuing results of the political attitudes of the Bennington women twenty-five and fifty years after their graduation (1991).

There are many reasons why this liberalizing effect is so strong during the college years. Philip Altbach (1967) contends that "the student days are one of the few times in the life of an individual when he is not burdened by financial or social responsibilities or



subject to outside control” (76). These years of undergraduate education serve as a transitional period between youth and adulthood when a student is exposed to politics and how political issues might affect his or her life. This phenomenon naturally fosters increased awareness of political issues and, occasionally, a drastic shift in a student’s views and beliefs. In addition, students are dealing with ideas and intellectual concepts in their studies, making them “better able to understand abstract ideology systems than are persons who regularly work in concrete ‘non-intellectual’ situations” (77).

One of the leading criticisms of Newcomb’s findings came in a study conducted by Philip E. Jacob (1957). Jacob considers the results of an extensive survey conducted at several institutions to determine whether general education in the social sciences brought about changes in students’ beliefs and values. Jacob concludes that college liberalism is a myth, stating that “the value changes which seem to occur in college and set the college alumnus apart from others are not very great... and do not support the widely held assumption that a college education has an important, general, almost certain ‘liberalizing’ effect” (50). Jacob claims that the results of Newcomb’s study were partly due to the drastic reorientation of public beliefs occurring during the 1930s and were not influenced by exposure to academics.

There are many other scholars that tend to support Jacob’s views over Newcomb’s. Lipset, Lazarsfeld, Barton and Linz (1954) explained the development of political orientations through a succession of clearly identifiable life stages. They concluded that the family had a great influence on the political development of children and adolescents and that these attitudes tend to persist into adulthood. Many other scholars have suggested this strong familial influence. Hyman (1959) concluded that “the

individual's political orientation is a product of socialization essentially within the family" (85). Campbell, Converse, Miller, and Stokes speak of this in The American Voter (1960). They find a strong resemblance between the party identification of respondents and the party identification that respondents report for their parents, suggesting that "party identification has its origin in the early family years" (48).

Lipset, Lazarsfeld, Barton and Linz state, however, that these political orientations could be "upset by fundamentally different sets of experiences and social relations" (1144). If it is true that family is the greatest influence in the development of political orientation in children, it is possible that the fundamentally different experiences and social relations existing within the college environment might be enough to change these orientations. The work of Robert Weissberg (1974) supports this conclusion. Weissberg states that although political loyalties originated within the family are strong, many political attitudes and behaviors are not totally determined by the family, so adolescents are "available for persuasion toward new positions and actions in a number of areas" (172). Manipulation of the socialization process can occur in schools as the political and social environments at many universities seem to spark political attitude change.

Although Newcomb found that course of study was only slightly related to political change in college, many scholars have speculated that there exists a dramatic difference in a student's ideology based on his or her major course of study. Lipset and Altbach (1967) note that "students in humanistic and social science courses are exposed to more liberalizing and politically activating experiences than those in other fields" (221). Their research from the 1960s included data reporting that 70 to 90 per cent of

students in business, engineering or the sciences were in favor of the Vietnam conflict, as opposed to only 47 per cent of students studying education and the social sciences (222).

The liberal ideological shift of students in the Bennington study is especially surprising after considering the work of Sniderman, Brody and Tetlock (1991). The authors showed that there exists an asymmetry in persuasibility between liberal and conservative ideologies. It is easier, they claim, to talk liberals out of their opinions than it is to convince conservatives to adhere to liberal ideas (225). This trend may be explained by the work of Fibert and Ressler (1998). Their work shows that liberals are more likely to be tolerant of ambiguity, or more likely to be comfortable with uncertainty, than conservatives (37). The literature suggests that liberal students should be more accepting of uncertainty and more likely to experience a shift in political ideology than conservatives. The data suggest, however, the shift most students experience in the university setting is in the liberal, not the conservative, direction.

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### **Hypotheses**

The previous literature on the topic of political socialization in the college setting is mixed. This research seeks to determine whether there is a significant change in the political ideologies of Illinois Wesleyan students as Newcomb suggests or whether Jacob is correct and the student body will experience no major change in political values. When informal discussions with students and personal experiences are considered, it seems as if the findings of the Bennington Study conducted by Newcomb hold true to this day. In short, it seems as if IWU students are influenced by the college environment as

they shift their political views to the left during their four years of undergraduate education.

***Hypothesis 1:** Obtaining an undergraduate education from Illinois Wesleyan University will have a liberalizing effect on students, shifting the political ideology of the student body to a more liberal view.*

The findings of Lipset and Altbach regarding the correlation between a student's major and his or her political ideology will also be tested. The data presented in previous literature seems to support a conclusion that can be drawn from personal experience. There is a difference, however, between the major that a student selects based on his or her ideology and the effect that pursuing that major may have on the student's political views. Even though a student may choose a major based on his or her placement on the liberal-conservative scale, it seems that studies within the humanities and social sciences will push the student to become more liberal.

***Hypothesis 2:** Students pursuing a major in the social sciences or humanities will undergo a stronger liberal shift than students in other departments.*

### **Data Measurement**

The data for this study were drawn from the Cooperative Institutional Research Program (CIRP) prepared by the Higher Education Research Institute at the University of California, Los Angeles. The CIRP, which was established in 1966, is the nation's largest and oldest empirical study of higher education, involving data on some 1,800 institutions and over 11 million students. Two surveys conducted by the CIRP were used in this study: the CIRP Freshman Survey and the College Student Survey (CSS).

The Freshman Survey<sup>1</sup> is administered to freshman students and provides participating institutions with a detailed profile of the entering freshman class, including the students' expectations of the college experience, demographic information, degree and career plans, attitudes, values and life goals. At IWU, the survey is mandatory for all freshman students during the university's fall orientation week. Around ninety percent of freshman students complete the CIRP Freshman Survey each year.

The College Student Survey<sup>2</sup> is very similar to the freshman survey and is used to measure a broad range of student outcomes, including satisfaction with the college experience, student involvement, cognitive development, and student values and attitudes. The CSS was initiated in 1993 to allow institutions to conduct follow-up studies of their student body. Since 1999, IWU seniors have received a copy of the CSS through the mail during their final semester before graduation. Completion of the survey is encouraged but not mandatory and about 145 seniors complete the survey each year.

Since the senior survey has been distributed at IWU only since 1999, complete information is available only for the classes of 1999 through 2002. Both freshman and senior survey information is available for each of these classes. The total number of students in these four classes that completed both surveys exceeded 600; however, many students failed to respond with their political orientation, particularly during their freshman year. After eliminating students that failed to respond to this crucial question, 450 respondents remained.

The data collected from these surveys involved the students' political views and came from two specific questions. On each survey, students are asked to characterize

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<sup>1</sup> The CIRP Survey can be found in Appendix A.

<sup>2</sup> The College Student Survey can be found in Appendix B.

their political orientation as far left, liberal, middle-of-the-road, conservative or far right.<sup>3</sup> The question has remained the same on both the freshman and senior surveys since IWU began distributing the survey instruments in 1991.

The second question used in this study involves a several questions measuring the political views of the student.<sup>4</sup> Respondents are given a variety of questions regarding social issues. For each statement, the student is asked whether he or she agrees strongly, agrees somewhat, disagrees somewhat or disagrees strongly. There were eight questions that were asked on both the freshman and senior surveys of all 450 respondents. One of the questions dealing with the individual's ability to bring about changes in our society was omitted, as it did not seem to fall upon the traditional liberal-conservative scale. The remaining seven questions, shown in Figure 1, deal with abortion, the death penalty, attitudes on sex, marijuana, homosexual relationships, racial discrimination and taxes.

**Figure 1**

<u>Political Views Questions and Liberal Responses</u>	
1. Abortion should be legal.	<b>(agree)</b>
2. The death penalty should be abolished.	<b>(agree)</b>
3. If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time.	<b>(agree)</b>
4. Marijuana should be legalized.	<b>(agree)</b>
5. It is important to have laws prohibiting homosexual relationships.	<b>(disagree)</b>
6. Racial discrimination is no longer a major problem in America.	<b>(disagree)</b>
7. Wealthy people should pay a larger share of taxes than they do now.	<b>(agree)</b>

<sup>3</sup> The self-identification question can be is question #28 on the CIRP survey and #12 on the CSS.

<sup>4</sup> The list of political views questions make up question #32 on the CIRP survey and #26 on the CSS.

It is important for reasons of external validity to clarify that the students at Illinois Wesleyan University are quite similar to those in other private four year colleges. There are a few differences that should be mentioned. First of all, the grade point average of IWU students tends to be higher than the national average, although the difference is not major. Second, IWU has a higher number of business and natural sciences majors than most other four year colleges. Finally, the political views of IWU students tend to be more liberal than the national average. According to the 2002 College Student Survey, 36.4% of IWU students characterize themselves as liberal or far left as opposed to the national average of 26.9%.

### **Data Analysis**

The results of the CIRP surveys clearly support Hypothesis 1. A simple glance at the students' responses to the self-identification question suggests that a clear liberalizing trend is occurring at IWU. The results of the surveys are found in Table 1. In each cell, the number of respondents is noted, followed by the percent within the class year. The students identifying themselves as liberal or far left increase from 24% as freshmen to 39.4% as seniors. Likewise, the number of students claiming to be conservative or far right drops from 22.7% to 17.1% and the number of students identifying themselves as "middle of the road" drops by over 10%. These numbers clearly show a much more liberal student body at graduation than during freshman orientation, supporting the idea of the university as a liberalizing agent.

These results are shown more clearly in Table 2. Political change was measured by subtracting the political ideology as freshmen from the ideology as seniors. If the

result was zero, there was no change in ideology. If the result was positive, there was a liberal shift. A change of one degree (such as middle of the road to liberal) was classified as a liberal shift. Changes of two and three degrees were classified as strong liberal shifts and extreme liberal shifts, respectively. A negative result signified a conservative shift. Again, a change of one degree was classified as a conservative shift and a change of two degrees was classified as a strong conservative shift. Out of 450 students included in this study, 140 became more liberal (31.2%), 255 remained constant (56.7%) and 55 became more conservative (12.2%). Although the number of students changing their political ideology is slightly less than a majority, it is still a very large percent of students. Of the 195 students that experienced a change in ideology, 71.8% became more liberal. There was also a much greater tendency for students to undergo a strong or extreme liberal shift than a strong conservative shift. Both of these tables support the first hypothesis and suggest that obtaining an IWU education will cause students to shift their political views to the left, becoming more liberal.

**Table 1**

<b>Political Orientation by Class Year</b>										
	<b>Class of 1999</b>		<b>Class of 2000</b>		<b>Class of 2001</b>		<b>Class of 2002</b>		<b>Fresh. Total</b>	<b>Senior Total</b>
	Fresh.	Sen.	Fresh.	Sen.	Fresh.	Sen.	Fresh.	Sen.		
Far Right	1 1.4%	0 0.0%	1 0.8%	0 0.0%	1 0.8%	1 0.8%	1 0.7%	0 0.0%	4 0.9%	1 0.2%
Conservative	17 24.6%	9 13.0%	28 23.0%	18 14.8%	25 20.0%	26 20.8%	28 20.9%	25 17.2%	98 21.8%	76 16.9%
Middle of the Road	30 43.5%	35 50.7%	63 51.6%	59 48.4%	72 57.6%	43 34.4%	75 56.0%	59 44.0%	240 53.3%	196 43.6%
Liberal	21 30.4%	23 33.3%	28 23.0%	43 35.2%	25 20.0%	51 40.8%	29 21.6%	48 35.8%	103 22.9%	165 36.7%
Far Left	0 0.0%	2 2.9%	2 1.6%	2 1.6%	2 1.6%	4 3.2%	1 0.7%	4 3.0%	5 1.1%	12 2.7%
<b>Total</b>	<b>69</b>		<b>122</b>		<b>125</b>		<b>134</b>		<b>450</b>	



**Table 2**

<b>Political Change by Class Year</b>					
	1999	2000	2001	2002	Total
Strong Conservative Shift	0 0.0%	1 0.8%	1 0.8%	2 1.5%	4 0.9%
Conservative Shift	12 17.4%	14 11.5%	16 12.8%	9 6.7%	51 11.3%
No Change	33 47.8%	70 57.4%	68 54.4%	84 62.7%	255 56.7%
Liberal Shift	21 30.4%	31 25.4%	34 27.2%	34 25.4%	120 26.7%
Strong Liberal Shift	2 2.9%	6 4.9%	5 4.0%	4 3.0%	17 3.8%
Extreme Liberal Shift	1 1.4%	0 0.0%	1 0.8%	1 0.7%	3 0.7%
<b>Total</b>	<b>69</b>	<b>122</b>	<b>125</b>	<b>134</b>	<b>450</b>

The results of the political views questions for freshmen and seniors can be found in Table 3. The liberalism scale is measured from zero to seven, with one point being added for each question that was answered with the liberal response; thus, higher scores are more liberal. As a whole, the responses to the political view questions on the senior survey gained a higher score than those on the freshman survey. For example, 215 seniors (48.8%) answered four or more questions with the traditionally liberal answer, compared to only 137 freshmen (31.9%). The change in this liberalism scale that students display over four years is also shown. Again, a positive number indicates a shift to more liberal responses. A majority of students responded to more questions with the liberal answer on the senior survey, as compared to 19.1% that responded to more questions with the conservative answer.

Table 3

Freshman Liberalism Scale			Senior Liberalism Scale			Change in Liberalism Scale		
Scale	Frequency	Percent	Scale	Frequency	Percent	Scale	Frequency	Percent
0	15	3.3%	0	1	0.2%	-4	1	0.2%
1	45	10.0%	1	28	6.2%	-3	2	0.4%
2	103	22.9%	2	86	19.1%	-2	17	3.8%
3	129	28.7%	3	111	24.7%	-1	61	13.6%
4	94	20.9%	4	107	23.8%	0	126	28.0%
5	33	7.3%	5	81	18.0%	1	116	25.8%
6	10	2.2%	6	26	5.8%	2	68	15.1%
7	0	0.0%	7	1	0.2%	3	29	6.4%
						4	1	0.2%
						5	2	0.4%

It is interesting to note that the responses of students on five of the seven political views questions were more liberal in the senior survey.<sup>5</sup> All five of these questions had to do with social issues: abortion, the death penalty, sex, marijuana and homosexuality. Responses to the question on whether discrimination is still a major problem in America showed little change, but 9.6% of respondents (43 students) displayed a conservative shift as compared to 4.9% (22 students) that displayed a liberal shift. The question for which the highest number of students changed their answers stated that wealthy people should pay a larger share of taxes than they do now. One-third of students changed their answers on this question between the two surveys, with 17.8% shifting to the conservative answer and 13.3% shifting to the liberal alternative.

The results of comparing the change in responses to political views questions of the students with self-reported political change can be seen in Table 4. The students with a self-identified liberal shift undergo a fairly obvious liberal change in political views. Students reporting no political change have vastly different changes in their responses to

<sup>5</sup> The change in responses for each of the political views questions can be found in Appendix C.

political views questions, although 45.3% become more liberal in their views as compared to only 21.8% that become more conservative.

**Table 4 – Political change by shift in responses to political views questions**

			Political Change					Total
			Strong conservative shift	Conservative shift	No change	Liberal shift	Strong liberal shift	
Change in liberalism scale (no ind.)	-4	Count			1			1
		% within Political Change			.4%			.2%
	-3	Count			1	1		2
		% within Political Change			.4%	.9%		.5%
	-2	Count	1	6	6	4		17
		% within Political Change	25.0%	12.5%	2.5%	3.5%		4.0%
	-1	Count		6	44	11		61
		% within Political Change		12.5%	18.5%	9.6%		14.4%
	0	Count	1	13	78	29	5	126
		% within Political Change	25.0%	27.1%	32.8%	25.4%	31.3%	29.8%
	1	Count	2	16	63	27	6	116
		% within Political Change	50.0%	33.3%	26.5%	23.7%	37.5%	27.4%
	2	Count		6	32	25	4	68
		% within Political Change		12.5%	13.4%	21.9%	25.0%	16.1%
	3	Count		1	11	16	1	29
		% within Political Change		2.1%	4.6%	14.0%	6.3%	6.9%
	4	Count			1			1
		% within Political Change			.4%			.2%
	5	Count			1	1		2
		% within Political Change			.4%	.9%		.5%
Total		Count	4	48	238	114	16	423
		% within Political Change	100.0%	100.0%	100.0%	100.0%	100.0%	100.0%

The students that claim to be more conservative as seniors present an interesting case. Only 25% of those students reporting a conservative shift in their ideology actually give more conservative answers to the political views questions as seniors, compared to 47.9% that give more liberal answers. What seems to be happening is that all students, regardless of their self-reported political change, are becoming more liberal in their political views. Those reporting a liberal change are having the stronger liberal shift in the views, but even those claiming to have undergone a conservative shift are actually becoming more liberal on the political views questions.

The political views questions that were included in the survey may provide the answer for this puzzling phenomenon. Of the seven political views questions included in the surveys, only one question had anything to do with fiscal as opposed to social

ideology. It is also interesting that more students shifted to the liberal answer on five of the six questions concerning social issues but the single question on economic issues resulted in more students shifting to the conservative response. This brings us to an interesting dilemma. A majority of students consider themselves as becoming more liberal. This trend is supported by data on the political views of students on social issues but not on the single fiscal issue measured by the survey. The self-identification question simply asks students to characterize their general political views without asking for specifically social or fiscal views. It seems that students may be becoming more conservative on fiscal issues, but equate the term “political ideology” with social issues.

The reasoning for this disparity between social and fiscal liberalism has not been explicitly covered in recent literature. Many IWU faculty members were able to speculate on the difference between the two kinds of liberalism. While the college experience may foster and even promote a change in social issues (as discussed later), little is done to influence students’ economic beliefs. In addition, the diversity of the student body regarding socio-economic backgrounds is very minimal. Finally, seniors are “getting closer to making their own money and are exposed to worries about taxes, student loans and debt” (Ernst). Over the four years of study, economic concerns escalate in students, many of whom are not influenced with respect to economic matters as they are with social issues. It is understandable, therefore, that the liberal shift in ideology with respect to social issues is not accompanied by a shift with respect to fiscal issues.

\* \* \*

It is clear at this point that the first hypothesis is supported by the data regarding students’ self-declared political ideology and their responses to political views questions.

We now turn to different data from the surveys to discover what factors are causing this change to take place.

The gender of the student respondents was first tested to see if it accounted for any variation in the political change of the student body. The results, shown in Table 5, do not seem to account for a majority of the change. Slightly more males than females tend to become more liberal over the four years of their undergraduate education (33% of males and 30.5% of females), however many more males also tend to become more conservative than females (17.4% of males are more conservative compared to 10.6% of females). It seems that males are more likely to undergo some form of political change, although these changes are similar to those experienced by females. The gender of the student does not seem to have any influence on that student's ideological views.

**Table 5**

<b><u>Political Change by Students' Gender</u></b>			
	<b>Male</b>	<b>Female</b>	<b>Total</b>
Strong conservative shift	1 0.9%	3 0.9%	4 0.9%
Conservative shift	18 16.5%	33 9.7%	51 11.3%
No change	54 49.5%	201 58.9%	255 56.7%
Liberal shift	30 27.5%	90 26.4%	120 26.7%
Strong liberal shift	4 3.7%	13 3.8%	17 3.8%
Extreme liberal shift	2 1.8%	1 0.3%	3 0.7%
<b>Total</b>	<b>109</b>	<b>341</b>	<b>450</b>

The cumulative grade point averages of the students after seven semesters were then tested. The results of the comparison are shown in Table 6. Interestingly, 36.8% of

students with an A average became more liberal while only 6.6% of these students became more conservative. This trend of liberalization is similar for students with an A-minus or B-plus average, with 30.9% shifting to the left and 10.2% shifting to the right. In total, 75% of students that became more liberal during their undergraduate study earned a B-plus average or above, a figure much higher than the aggregate. Only a slight majority of students shifting to the right earned a B-plus average or higher. Surprisingly, it seems that a correlation exists between a student's grade point average and his or her political change. Specifically, a higher grade point average causes students to shift their ideological views to the left. The reasons for this causal relationship are discussed later.

The findings of Lipset and Altbach regarding the difference in a student's ideology based on his or her major course of study were tested from the data set of IWU students. The 34 majors reported by students were grouped into eight categories: fine

**Table 6**

<b>Political Change by Students' GPA</b>							
	Cumulative GPA						
	C- or less	C	B-/C+	B	A-/B+	A	Total
Strong conservative shift	0	0	1 6.3%	0	3 1.4%	0	4 0.9%
Conservative shift	0	1 100.0%	1 6.3%	24 21.6%	18 8.4%	7 6.6%	51 11.4%
No change	1 100.0%	0	10 62.5%	56 50.5%	127 59.3%	60 56.6%	254 56.6%
Liberal shift	0	0	4 25.0%	26 23.4%	53 24.8%	37 34.9%	120 26.7%
Strong liberal shift	0	0	0	5 4.5%	10 4.7%	2 1.9%	17 3.8%
Extreme liberal shift	0	0	0	0	3 1.4%	0	3 0.7%
<b>Total</b>	<b>1</b>	<b>1</b>	<b>16</b>	<b>111</b>	<b>214</b>	<b>106</b>	<b>449</b>

arts, humanities, social sciences, nursing, education, business, natural sciences and mathematics.<sup>6</sup> The self-reported political change within each major can be seen in Table 7. It is interesting to note that the humanities and social sciences show two of the largest liberal shifts with 37.8% and 37.6% of the students within those areas of study becoming more liberal, respectively. The weakest liberal shift and, likewise, one of the strongest conservative shifts occurred in business students with only 21.1% of students becoming more liberal. The overall results of the table, however, do not show any great difference between the areas of study. In fact, five of the eight majors had liberal shifts ranging from 33% and 40%, suggesting that most majors do tend to push students in a liberal direction. It is clear, however, that business seems to be the outlying major with a conservative shift that rivals the liberal shift. There does not seem to be a significant causal relationship between a student's major and his or her ideological change and, therefore, the second hypothesis is not supported by the data.

**Table 7**

<b>Political Change by Students' Major Course of Study</b>										
	Category of Student's Major									
	Fine Arts	Human.	Social Sciences	Nursing	Education	Business	Natural Sciences	Math	Other	Total
Conservative shift	2 7.1%	5 11.1%	8 10.0%	2 8.3%	2 5.6%	16 17.8%	9 14.5%	5 25.0%	1 33.3%	47 12.1%
No change	18 64.3%	23 51.1%	42 52.5%	16 66.7%	22 61.1%	55 61.1%	28 45.2%	10 50.0%	2 66.7%	216 55.7%
Liberal shift	8 28.6%	17 37.8%	30 37.6%	6 25.0%	12 33.3%	19 21.1%	25 40.3%	5 25.0%	0 0.0%	104 26.8%
<b>Total</b>	<b>28</b>	<b>45</b>	<b>80</b>	<b>24</b>	<b>36</b>	<b>90</b>	<b>62</b>	<b>20</b>	<b>3</b>	<b>388</b>

<sup>6</sup> A list of reported majors and each major's corresponding category can be found in Appendix D. It should be noted that the students' majors are determined during their senior year, so any possible change in major is not included in this data. In addition, there may be many students completing multiple majors. In each of these cases, the student is only able to identify one major.

It is interesting to note that the category of majors with the highest liberal shift was actually the natural sciences, with over 40% of students becoming more liberal in their political ideology. The reason for the high amount of natural science students shifting to liberal views was discussed with IWU faculty members. The main reasoning postulated by faculty members was that the natural sciences had a strong commitment to democratic values. The department allows students individual autonomy, no hierarchical class structure and agreement without coercion (Jaggi). All of these qualities led to a liberal shift that was much higher than expected.

The students' gender and college grade point average were then tested for correlations with both the self-described change in ideology of the students and the change in the responses given to the political views questions. The results are displayed in a correlation matrix in Table 8. We can see that a significant correlation exists between the political change of the students and the change in the liberalism scale based

**Table 8**

**Correlations**

		Political Change	Change in liberalism scale (no ind.)	STUDENT'S GENDER	AVERAGE COLLEGE GRADE
Political Change	Pearson Correlation	1	.195**	.008	.119*
	Sig. (2-tailed)	.	.000	.863	.012
	N	450	423	450	449
Change in liberalism scale (no ind.)	Pearson Correlation	.195**	1	-.004	-.039
	Sig. (2-tailed)	.000	.	.934	.420
	N	423	423	423	423
STUDENT'S GENDER	Pearson Correlation	.008	-.004	1	.154**
	Sig. (2-tailed)	.863	.934	.	.001
	N	450	423	450	449
AVERAGE COLLEGE GRADE	Pearson Correlation	.119*	-.039	.154**	1
	Sig. (2-tailed)	.012	.420	.001	.
	N	449	423	449	449

\*\* . Correlation is significant at the 0.01 level (2-tailed).

\* . Correlation is significant at the 0.05 level (2-tailed).



on the responses to the political views questions. This should not come as a surprise. However, the relationship between political change and grade point average is also significant at the .05 level. It can be reasonably assumed, therefore, that a high GPA will lead to an increased liberal shift in a student's ideology. It is interesting to note that there does not seem to be a correlation between the gender of the students and political change, although gender is significantly correlated to students' grades.

Regressions were then calculated for a variety of information available from the CSS surveys. The surveys have eight lengthy questions with multiple responses. These question areas cover general college activities, academic activities, student satisfaction, non-academic actions, time management, perceived change in abilities, objectives after graduation and self-rating for various traits.<sup>7</sup> These groups of 11 to 28 questions were each correlated with the change in self-declared political ideology for each student. The regression coefficient ( $r^2$ ) values can be found in Figure 2. These sections range from explaining just 3.4% to 13.4% of the change in political ideology. While the regression coefficients vary, the various questions from the College Student Survey do not seem to account for much of the change in political ideology of students.

**Figure 2**

<u>Regression coefficient (<math>r^2</math>) values</u>
• Academics: 0.134
• Change in abilities: 0.104
• Objective: 0.099
• Actions: 0.097
• Activities: 0.077
• Satisfaction: 0.067
• Self-rating: 0.037
• Time spent on activities: 0.034

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<sup>7</sup> See questions 6, 7, 9, 15, 16, 18, 19 and 23 of the College Student Survey in Appendix B, respectively.

A correlation was then calculated using the self-identified political change of students as the dependent variable. The change in political values questions as well as students' gender and grade point average were input as independent variables. The results are shown in Figure 3. The regression coefficient shows that the model only accounts for 6.2% of the variation in the political change of the students. Both the change in the liberalism scale and the grade point average of the students are statistically significant, suggesting that there exists a causal relationship between students' grade point averages and both their self-identified political change and change in responses to political views questions. Overall, these variables fail to account for a major portion of the political change.

**Figure 3**

<i>Correlation between self-perceived political change and change in liberalism scale, gender and GPA.</i>			
	<b>R</b>	<b>R<sup>2</sup></b>	<b>Std. Error</b>
<b>Model</b>	0.248	0.062	0.742
	<b>Beta</b>	<b>t</b>	<b>Sig.</b>
<b>Change in liberalism scale</b>	0.201	4.253	<b>0.000</b>
Gender	0.030	0.623	0.533
<b>GPA</b>	0.155	3.225	<b>0.000</b>

### **Quantitative Conclusions**

This research has sought to discover whether students at Illinois Wesleyan University tend to become more liberal in their political views during their years on campus. The research paralleled Newcomb's study conducted at Bennington College in the 1930s which found that students at Bennington showed a significant change in social attitudes from more to less conservative as they progressed towards graduation. While

Newcomb did not find a relationship between change in political attitudes and the course of study pursued by a student, many other researchers have found that students studying the humanities or social sciences tend to be especially susceptible to the liberalizing function of a college education (Lipset and Altbach 1967).

While the first hypothesis was supported by the data, the results did not support the second hypothesis. A simple glance at the data would confirm the general trend that students tend to shift their political ideologies to the left as they progress from freshman to senior year. Although slightly less than a majority of students display a change in ideology, 71.8% of the students that display a change in their self-reported political views become more liberal in their views. Interestingly, many students that claim to have become more conservative actually answer political views questions on social issues with more liberal responses.

The question remains why this liberalization is occurring. It is indeed surprising, especially after considering the literature concerning tolerance of ambiguity and persuasibility. Although a correlation exists between students' grades and the political change of the student body, this explains very little of the self-reported political change of students. These low regression values could possibly be explained in several ways. There seems to be some confusion about the meaning of the terms liberal and conservative. Students tend to shift in a liberal direction with respect to social issues and become more conservative with fiscal and economic matters. Respondents seemed to align the term "political ideology" with social issues rather than fiscal ones.

It is important to note that a majority of students did not undergo a shift in their political ideology. While most students who display a shift in ideologies moved to the

left, these students were usually outnumbered by those students that did not shift at all. Therefore, while there may be a larger tendency for students to shift in the liberal rather than the conservative direction, it should be noted that many students will experience no shift in their ideology.

Finally, there may be problems with the representativeness of the data, specifically with regard to senior students completing the CSS. While the CIRP survey is mandatory for freshman and usually has a very high response rate, just under one-third of seniors complete the College Student Survey. The representativeness of the sample completing the CSS, however, seems to be very similar to the aggregate.

While there are many possibilities to continue research into the political socialization process that occurs in the university setting, it is clear from this research that students at IWU do tend to undergo a process of liberalization. The grade point average of students seems to be the strongest variable in causing this ideological shift.

### **Qualitative Analysis**

While the data suggest the movement of students' political ideologies over their undergraduate career, it fails to present a reason for why this movement is taking place. To answer this question, the research shifted from a quantitative to a qualitative approach. The question was brought before ten faculty members and administrators at Illinois Wesleyan through a series of personal interviews. The faculty members represented various departments, teaching political science, economics, sociology, English, music, education, physics and psychology.

In each interview, the faculty member or administrator was briefly introduced to the findings of the quantitative research. The interviewee was then asked to contemplate their own ideological beliefs, the perceived beliefs of their students, their teaching or administrative style and any ties between their field of study and a possible shift in the political views of students. They were then asked to consider four main forces that could be influencing students' ideological beliefs: peers, faculty, the "college environment" and academic material. No faculty member seemed surprised by the findings; indeed, most found the liberal shift in the student body to be a measure of success for a liberal arts institution such as IWU. While there was a general agreement that the results were not surprising, the faculty members offered vastly different approaches to deducing an answer to the question of why students undergo a shift in their ideological beliefs.

### *Peer Interaction*

Several professors and administrators acknowledged the strong power of peer interaction in facilitating ideological change within students. As one administrator stated, faculty may be promoting ideas or suggesting appropriate values, but "ultimately students are having the discussions" (Damschroder).

There is a definite self-selection of peer groups when students arrive on campus. Given the wide variety of student organizations on campus, incoming freshmen are able to align themselves with students holding similar values. The numbers clearly show, however, that there is a great deal of diversity in social values within the campus. One professor suggested that many students "take the safe path and don't allow other passions to disrupt them," but the students that invite this diversity into their peer groups will be

very susceptible to a change in their value system (O’Gorman). It seems that while peers may play a large role in influencing social values, students self-select their peer groups and have the choice of whether to allow their peers to change them.

### *College Environment*

The “college environment” is one that seems to nurture a feeling of acceptance as well as a liberal shift in social values. Twenty years ago, some administrators felt that liberal students found themselves in the minority on the IWU campus (Greder). Over time, the numbers have shifted and liberal students now enjoy strength in numbers. No matter who boasts the largest numbers, however, it is the view of many administrators that the university is a microcosm of society that invites discussion on important questions.

Faculty and administrators encourage the collisions between diverse views to take place on campus. In fact, the mission statement of the university clearly states that IWU is committed to diversity, social justice and environmental sustainability, all of which are arguably liberal social ideals. One administrator reflected on his undergraduate education: “Questions that I couldn’t ask in my home town were suddenly part of the dialogue on campus” (Damschroder). Indeed, many students on the IWU campus have lived their entire life in the same community, many in conservative Midwest towns. Faculty agree that “college is the first big exposure to liberal values for most students” (Ernst). Many students get their first experience living and interacting with students and faculty of different races, religions and sexual orientations. Instead of just reading about different social issues, students find themselves face to face with gay students,

international students or students that have had abortions. Discussion and debate over these issues seems to be natural and, while the university is committed to creating an atmosphere where all students are comfortable, faculty agree that they like to see students “itchy” (Magee). There is evidence of this open discussion nearly every evening on campus with discussions, meetings and speakers fostering an environment where multiple sides of nearly every issue are available for students that choose to open their eyes and ears.

Finally, many faculty mentioned the strong presence of a campus figurehead known to many only as “Minor”. Minor Myers jr., the former president of IWU, passed away in the summer of 2003. His name came up in most interviews as a strong “liberalizing presence” in the university due to his celebration of the liberal arts education and strong commitment to liberal social values (Prendergast). President Myers presents an interesting case as he was a politically conservative Republican, placing him in the minority of IWU faculty members. Despite his conservative political affiliation, many professors acknowledged his speeches to students as a clear influence in their liberalization. For example, at the conclusion of every commencement ceremony over which he presided, he offered the same concluding remark: “go forth and do well, but more importantly, go forth and do good.” These words showed commitment to more than just learning facts and figures but learning what is truly good at every level of Illinois Wesleyan. President Myers’ commitment to tolerance and support of many liberal social values were accompanied by a conservative political affiliation. This demonstrates the disconnect between overall political views and social political views.

People can consider themselves strong conservatives in regard to their political views but still adhere to liberal social values.

### *Academic Material*

Many faculty members believe that the academic material that students were studying had some effect on their ideologies. As one professor stated, “enlightenment always leads to liberal social views” (Magee). This philosophy seems to have steered the development of the general education program at IWU. The general education requirements were mentioned by many professors as a way to challenge (or to force, according to some) students to open their minds to different and opposing viewpoints. Requirements include class material covering categories such as analysis of values, cultural and historical change, contemporary social institutions, global diversity and others. All students must fulfill every general education requirement before reaching the commencement stage. Many of these classes not only challenge students to consider a certain topic, but also attempt to change the views of students. In fact, a sociology course entitled “Race and Ethnic Relations” was mentioned as it was designed in an effort to persuade students to open their minds to issues of race relations and “change students with values ambivalent to diversity” (Prendergast). Between the general education requirements and design of courses within majors, it seems that the design of the academic sequences for most majors force students to research, consider, debate and write about multiple viewpoints to different social issues.

The data suggested that students with better grades tended to become more liberal. Many professors suggested that students who actually understood the material



were persuaded to adopt the liberal views as their own. One faculty member elaborated on a self persuasion model to explain the correlation between students' grade point averages and the liberal shift based on the work of Elliott Aronson (Ernst). His theory involves a class of conservative students charged with the task of writing a "liberal" paper. The smarter students would develop stronger arguments for the liberal case, earning better grades. As students develop and internalize these strong arguments for the liberal cause, they often realize that the liberal argument outweighs the conservative argument to which they aligned themselves. Thus, the process of self persuasion often leads to an attitude change in the liberal direction for students able to understand and critically analyze both conservative and liberal arguments.

Some faculty felt that their particular field of study nurtured a liberal ideology. This was the same reasoning used by Lipset and Altbach that led to the second hypothesis. If a student is pursuing a course of study that challenges the student to open his or her eyes and consider various issues and viewpoints, the student is more likely to adhere to one or more of these liberal viewpoints. This seems to be the case in majors such as the social sciences and humanities.

One professor of music stated that "you have to be open-minded and be in touch with your emotional self to be in the arts" (Cook). To be in touch with their emotions, people have to constantly challenge themselves and remain open to their surroundings. This opening of one's self often leads students to shed what they have been taught in their past, in many cases conservative social values. In addition, music professors serve as studio teachers, putting them in constant contact with a student through an entire four-year undergraduate career and creating a nearly parental relationship.

A similar argument was proposed by a professor of English who stated that “English is looking at ethical and moral worlds” (O’Gorman). By presenting the material in a literary work, there is a disconnect from reality and students are not as threatened by the material. This disconnect allows students to engage in these ideas and thoroughly consider them. Eventually, however, the human dimension of individual characters becomes evident and this disconnect between literature and reality dissolves. After this step, there is a re-integration with reality.

While most faculty members acknowledge that the shift of students’ social values was a strategy of a liberal arts education, some felt that the university should go farther. One professor feels that “our campus is too occupied with a narrow definition of academic success” and that the general education program should be expanded, stating that “we do not pay enough attention to inculcating values” (Jaggi). Indeed, some faculty members agreed that true understanding of intellectual material led to very liberal social views and that the role of the university has been and should be to foster this liberalism. Most felt that this would happen naturally by forcing students to take “giant intellectual leaps” and expand their world views (Magee).

### *Faculty Interaction*

While it is clear that academic material can trigger a change in the ideology and views of students, most faculty members believed that the strongest shifts in the belief structures of students occur as a result of a remarkable professor. One faculty member explained the important effect that a truly interesting professor can have on his or her students, noting that “there are professors whose passions communicate” (O’Gorman).

Simply studying an idea may have an effect on a small number of students, but a passionate professor can actually change students. Most professors stated that their goal was not necessarily to change the values or opinions of their students but to get them to open their eyes. Many admit, however, that their own views are often apparent to students.

Nearly all faculty members and administrators that were interviewed agreed on one thing: the IWU faculty is, as a whole, a very liberal group of people. In addition, most professors are not very shy about their views, especially outside of the classroom setting. It is not uncommon to see posters in faculty offices opposing the war in Iraq or celebrating the role that diversity plays in education and society. One professor noted that “the basic ideology of the faculty is skepticism” and the criticisms of many institutions held by the faculty often come through in their teaching (Mendez-Carbajo). For many students, this is the first time that their leaders and role models actually support challenging things like textbooks, religion or the government. Most students, particularly students with high grade point averages, are aware of these liberal views and often adjust their thinking to match professors. “Students are singing the song that instructors want to hear” (Mendez-Carbajo). This helps to explain the strong correlation between the liberal shift in social values and students’ grade point averages. As students mesh their ideas with the ideology of instructors, these ideas remain with the students long after class is dismissed. Other professors spoke of a halo effect influencing the grades distributed by professors. The halo effect occurs when one’s objectivity in making judgments is undermined because one characteristic or quality overrides others (Gall). Some faculty members admitted that they are more interested in (and sometimes appreciative of) paper

topics with which they agree. Thus, some professors may be encouraging a liberal shift in students through a halo effect coupled with the self persuasion model defined above.

It is possible that students choosing to present a certain ideology in order to parallel their professors' views may succeed in convincing the professor of their ideology without actually committing themselves to the set of beliefs. For example, a conservative student may present liberal views in a paper in order to impress a professor, even though the student never truly accepts those views. Conversations with current IWU students suggest that this is often the case. It seems that temporarily aligning one's self to an ideology in order to impress a professor (or to complete a paper assigned by a professor) may persuade the student to adopt that ideology. This will only take place, however, if the student can actually convince himself that the arguments for the new ideology are stronger than those for the old. A student motivated to explore a new ideology without being prompted by a professor, however, seems much more likely to firmly adopt the new ideology.

Many professors were quick to offer "successful" examples of their teaching style when the social views or ideology of a student was actually changed. One faculty member noted her "teach to reach" style, questioning whether it was possible to separate the academic from the political or the personal (Magee). Another stated that she didn't know "how you can help but become more liberal as you open your world view" (Montgomery). This professor recounted her experience teaching a class entitled "The Politics of Motherhood". During the class, there was a marked change in the views of many students, particularly males. As the class progressed and students were given more academic material to read and debate, many students shifted from using terms like "I'll

let my wife work if she wants” to considering dual parenting when they had children. This is one of many specific examples provided by faculty in which the material that they offered to the class led to changes in opinions and social values.

It seems, however, that it doesn’t even take a passionate professor to have an effect on the ideology of students. In many classes, politics and social problems are rarely discussed. One music professor stated that his students never discuss politics in class and are rarely asked to explore new topics outside of music performance. Even though there seems to be lacking a critical analysis that most professors believed led to the liberal shift in students’ social views, he felt that there was a “subtle influence” both in and out of the classroom (Cook). Even though a professor may not offer fiery lectures on the importance of liberal social values from behind the lectern, many faculty members develop an almost parental relationship with their students. As students find themselves somewhat free from the influences of their family and friends from home, professors often fill this void. Both the academic and personal life of the professor can often influence his or her students.

### *A Personal View*

While it is rare for researchers to use experiences from their own lives in their writing, it seems appropriate to include the author as an example in this research. While conducting research on this topic, I consulted dozens of literary sources and spoke to several professors and administrators in formal interviews. What could not be easily condensed to paper, however, were the multitudes of students that I have spoken and interacted with in the past four years. I submit my own undergraduate experience at

Illinois Wesleyan as I believe it sheds much light on the liberalizing effect that the institution has on its students.

I grew up in Pekin, a small Illinois town not far from IWU. The town has a very homogenous population with very little diversity with respect to race, religion or sexual orientation. Traditional social values in were taught and reinforced throughout my education. As a result, I graduated from high school with very conservative values with respect to most social issues.

Although many believe that the diversity on the IWU campus is lacking, leaving a 99% white population instantly opened my eyes. In addition, I quickly befriended students with a wide variety of experiences and backgrounds. While I held on to my conservative tendencies and found friendships with very conservative peers, I felt myself intrigued by the diversity around me and interested in discovering what different students could teach me. The influence that peers had on my belief system was immediate and made it comfortable for me to continue exploring different viewpoints. The effect of the college environment, in my opinion, was almost inseparable from the influence of my peers. While the college environment made it possible to discuss issues that were taboo in high school, it was ultimately my peers that engaged me in those discussions. I do not believe, however, that my views changed solely by talking about them with my peers.

While the influence of a diverse peer group allowed me to feel comfortable pursuing different viewpoints, the academic material that I studied opened my eyes to ways of thinking vastly different from my own. A major in political science, and presumably with most social sciences, forced me to analyze the political and social problems plaguing our society. The breadth of my education with the liberal arts focus

and general education requirements challenged me to study and discover numerous other subjects and ultimately allowed me to put the pieces of my newfound knowledge together to create a new and exciting world view.

There is truth in the statement that good teachers can communicate passions. While many professors opened my eyes to issues, a few professors truly led me to the discovery of the liberal ideology that I have adopted. Before I arrived at IWU, diversity, specifically with respect to sexual orientation, made me uncomfortable. Now I am active in the community lobbying for gay rights. When I was a freshman, I would have never seriously considered a candidate's commitment to the environment. Now I value environmental issues more than many others. In four short years, my views on the death penalty, abortion and defense have also shifted from traditionally conservative to liberal positions. These changes would not have been possible without the strong influence of my professors and the intelligent debate of my peers.

I did not realize the massive change that my value system has undergone until I filled out the CSS survey while conducting my research. I was given the opportunity to gather my personal data from my freshman and senior surveys. The results were shocking. In four short years my ideology has swung far to the left. In my experience, the shift from a conservative to a liberal ideology was never formally explained. At no point did a professor state that a liberal view of social issues was the correct view. The shift happened slowly and naturally. While I believe that peers, professors, the university setting and academic materials do nurture this change in ideology, I firmly believe that it is up to each student to decide whether to allow this shift to take place. The university can only go so far in inculcating values in its students. If the minds of students are

opened through this process, however, I believe that many students will choose to adhere to a value system that they never would have considered without educated peers and a passionate faculty. In talking with many peers while completing this research, I feel that my experience is not unusual and many students share my thoughts on their ideological change.

### **Conclusions**

When all of the interviews are considered, it seems that Illinois Wesleyan University faculty members and administrators believe that ideological change on social issues occur for a variety of reasons. Peer influence does play a large part, as does the general environment of the university. Most, however, believe that the intellectual growth of the students will make it much easier to adopt liberal social views. While the academic growth may be the biggest factor, it often takes a passionate member of the faculty to connect with their students and force them to open their eyes and consider views different than their own. When taken together, quality teaching and intellectual growth seem to play the largest part in influencing the liberalization of students at IWU.

The causal relationship between college grade point average and liberal shifts in students can be explained by this emphasis on intellectual growth. The second hypothesis, which predicted a causal relationship between the major course of study and ideology, was originally intended to measure the effect of intellectual growth. Grade point average turned out to be the significant variable, suggesting that perhaps all students are likely to undergo similar intellectual development, regardless of their major. If it is true that the ascent to intellectualism causes a student to open his or her eyes to



liberal viewpoints, especially with respect to social issues, it is reasonable that students with higher grades are more able to grasp the concepts being presented to them. By showing a true understanding of the concepts, they are more likely to persuade themselves to actually adhere to liberal social values.

The disconnect between shifts in social and fiscal liberalism is a logical one. The goals of a liberal arts university do not seem to place much emphasis on the economic or fiscal viewpoints of students. There is instead a commitment to diversity, social justice and environmental sustainability, meaning that the effects of peers, the college environment, academic growth and faculty are often restricted to social, not fiscal, ideas.

It seems that the members of the university understand that the liberal shift that students undergo is a process that happens naturally and should be nurtured. This commitment to liberal values is one that many faculty members are very proud of. In a 2003 admissions video, Minor Myers jr. stated that an education at this institution will aid both the student and the faculty in answering four important questions: what do we know, what should we know, what is good and what is right. This vision is shared with many members of the IWU community, including administrators, faculty and students. “The great goal,” stated one administrator, “is not that we should always agree. The goal is that we all learn, absorb, express and synthesize ideas. Sometimes we throw down a value and pick up another. Sometimes a value is challenged and we reaffirm it. The university is not intended to be a place of like mind, but a place where ideas collide” (Greder). This goal is inherent in the academic and social focus of the university. The results of this research suggest that the university has been successful in the goals outlined by Minor Myers jr. and the current faculty and administration.

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## **Appendices**

### Appendix A

Cooperative Institutional Research Program Freshman Survey

### Appendix B

Cooperative Institutional Research Program College Student Survey

### Appendix C

Frequency in response changes for political values questions

### Appendix D

Categorization of student majors

## 2004 STUDENT INFORMATION FORM

Both alive and living with each other? .. ☐

Both alive, divorced or living apart? .... ☐

One or both deceased?..... ☐

21. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? (Mark one answer for each possible source)

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

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

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

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

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

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

☐ Yes ☐ No

25. Please indicate your ethnic background. (Mark all that apply)

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

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

	Frequently	Occasionally	Not at all
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in organized demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet for research or homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as part of a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a personal computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion/spirituality:			
In class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintained a healthy diet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stayed up all night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Missed school because of illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

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

29. In deciding to go to college, how important to you was each of the following reasons? (Mark one answer for each possible reason)

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

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

☐ Far left

☐ Liberal

☐ Middle-of-the-road

☐ Conservative

☐ Far right

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

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compassion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forgiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generosity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religiousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

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

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

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

33. Mark one in each row:

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

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

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

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

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

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

None (I am confident that I will have sufficient funds) ☐  
 Some (but I probably will have enough funds) ☐  
 Major (not sure I will have enough funds to complete college) ☐

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

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



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

### ARTS AND HUMANITIES

- Art, fine and applied ..... ①  
English (language and literature) ..... ②  
History ..... ③  
Journalism ..... ④  
Language and Literature (except English) ..... ⑤  
Music ..... ⑥  
Philosophy ..... ⑦  
Speech ..... ⑧  
Theater or Drama ..... ⑨  
Theology or Religion ..... ⑩  
Other Arts and Humanities ..... ⑪

### BIOLOGICAL SCIENCE

- Biology (general) ..... ⑫  
Biochemistry or Biophysics ..... ⑬  
Botany ..... ⑭  
Environmental Science ..... ⑮  
Marine (Life) Science ..... ⑯  
Microbiology or Bacteriology ..... ⑰  
Zoology ..... ⑱  
Other Biological Science ..... ⑲

### BUSINESS

- Accounting ..... ⑳  
Business Admin. (general) ..... ㉑  
Finance ..... ㉒  
International Business ..... ㉓  
Marketing ..... ㉔  
Management ..... ㉕  
Secretarial Studies ..... ㉖  
Other Business ..... ㉗

### EDUCATION

- Business Education ..... ㉘  
Elementary Education ..... ㉙  
Music or Art Education ..... ㉚  
Physical Education or Recreation ..... ㉛  
Secondary Education ..... ㉜  
Special Education ..... ㉝  
Other Education ..... ㉞

### ENGINEERING

- Aeronautical or Astronautical Eng. .... ㉟  
Civil Engineering ..... ㊱  
Chemical Engineering ..... ㊲  
Computer Engineering ..... ㊳  
Electrical or Electronic Engineering ..... ㊴  
Industrial Engineering ..... ㊵  
Mechanical Engineering ..... ㊶  
Other Engineering ..... ㊷

### PHYSICAL SCIENCE

- Astronomy ..... ㊸  
Atmospheric Science (incl. Meteorology) ..... ㊹  
Chemistry ..... ㊺  
Earth Science ..... ㊻  
Marine Science (incl. Oceanography) ..... ㊼  
Mathematics ..... ㊽  
Physics ..... ㊾  
Statistics ..... ㊿  
Other Physical Science ..... ①

### PROFESSIONAL

- Architecture or Urban Planning ..... ②  
Home Economics ..... ③  
Health Technology (medical, dental, laboratory) ..... ④  
Library or Archival Science ..... ⑤  
Medicine, Dentistry, Veterinary Medicine ..... ⑥  
Nursing ..... ⑦  
Pharmacy ..... ⑧  
Therapy (occupational, physical, speech) ..... ⑨  
Other Professional ..... ⑩

### SOCIAL SCIENCE

- Anthropology ..... ⑪  
Economics ..... ⑫  
Ethnic Studies ..... ⑬  
Geography ..... ⑭  
Political Science (gov't, international relations) ..... ⑮  
Psychology ..... ⑯  
Social Work ..... ⑰  
Sociology ..... ⑱  
Women's Studies ..... ⑲  
Other Social Science ..... ⑳

### TECHNICAL

- Building Trades ..... ㉑  
Data Processing or Computer Programming ..... ㉒  
Drafting or Design ..... ㉓  
Electronics ..... ㉔  
Mechanics ..... ㉕  
Other Technical ..... ㉖

### OTHER FIELDS

- Agriculture ..... ㉗  
Communications ..... ㉘  
Computer Science ..... ㉙  
Forestry ..... ㉚  
Kinesiology ..... ㉛  
Law Enforcement ..... ㉜  
Military Science ..... ㉝  
Other Field ..... ㉞  
Undecided ..... ㉟

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

- Legend: **E** Essential, **V** Very Important, **S** Somewhat Important, **N** Not Important
- Becoming accomplished in one of the performing arts (acting, dancing, etc.) ..... E V S N  
Becoming an authority in my field ..... E V S N  
Obtaining recognition from my colleagues for contributions to my special field ..... E V S N  
Influencing the political structure ..... E V S N  
Influencing social values ..... E V S N  
Raising a family ..... E V S N  
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  
Making a theoretical contribution to science ..... E V S N  
Writing original works (poems, novels, short stories, etc.) ..... E V S N  
Creating artistic work (painting, sculpture, decorating, etc.) ..... E V S N  
Becoming successful in a business of my own ..... E V S N  
Becoming involved in programs to clean up the environment ..... E V S N  
Developing a meaningful philosophy of life ..... E V S N  
Participating in a community action program ..... E V S N  
Helping to promote racial understanding ..... E V S N  
Keeping up to date with political affairs ..... E V S N  
Becoming a community leader ..... E V S N  
Integrating spirituality into my life ..... E V S N  
Improving my understanding of other countries and cultures ..... E V S N  
Working to find a cure to a health problem ..... E V S N

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

- Legend: **V** Very Good Chance, **S** Some Chance, **L** Very Little Chance, **N** No Chance
- Change major field? ..... V S L N  
Change career choice? ..... V S L N  
Participate in student government? ..... V S L N  
Get a job to help pay for college expenses? ..... V S L N  
Work full-time while attending college? ..... V S L N  
Join a social fraternity or sorority? ..... V S L N  
Play varsity/intercollegiate athletics? ..... V S L N  
Make at least a "B" average? ..... V S L N  
Participate in student protests or demonstrations? ..... V S L N  
Transfer to another college before graduating? ..... V S L N  
Be satisfied with your college? ..... V S L N  
Participate in volunteer or community service work? ..... V S L N  
Seek personal counseling? ..... V S L N  
Communicate regularly with your professors? ..... V S L N  
Socialize with someone of another racial/ethnic group? ..... V S L N  
Participate in student clubs/groups? ..... V S L N  
Strengthen your religious beliefs/convictions? ..... V S L N  
Participate in a study abroad program? ..... V S L N

41. Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses? ☐ Yes ☐ No

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

42. A B C D E      49. A B C D E      56. A B C D E  
43. A B C D E      50. A B C D E      57. A B C D E  
44. A B C D E      51. A B C D E      58. A B C D E  
45. A B C D E      52. A B C D E      59. A B C D E  
46. A B C D E      53. A B C D E      60. A B C D E  
47. A B C D E      54. A B C D E      61. A B C D E  
48. A B C D E      55. A B C D E      62. A B C D E

DO NOT WRITE IN THIS AREA





**9. Please rate your satisfaction with your current (or most recent) college in each area:**  
(Mark one in each row)

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Can't Rate/No Experience
General education or core curriculum courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Science and mathematics courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Humanities courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Social science courses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courses in your major field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Relevance of coursework to everyday life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall quality of instruction	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Laboratory facilities and equipment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of computer training/assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of Internet access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sense of community on campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring or other academic assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Career counseling and advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student housing	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Amount of contact with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Job placement services for students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Campus health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Class size	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Interaction with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to find a faculty or staff mentor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overall college experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**10. Please indicate your enrollment status below:**  
(Mark one)

☐ Full-time undergraduate ☐ Graduate student

☐ Part-time undergraduate ☐ Not enrolled

**11. Mark the one oval that best describes your undergraduate grade average.**

☐ A (3.75 - 4.0) ☐ B-, C+ (2.25 - 2.74)

☐ A-, B+ (3.25 - 3.74) ☐ C (1.75 - 2.24)

☐ B (2.75 - 3.24) ☐ C- or less (below 1.75)

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

☐ Far left ☐

☐ Liberal ☐

☐ Middle-of-the-road ☐

☐ Conservative ☐

☐ Far right ☐

**13. Please indicate your ethnic background.**  
(Mark all that apply)

☐ White/Caucasian ☐

☐ African American/Black ☐

☐ American Indian/Alaska Native ☐

☐ Asian American/Asian ☐

☐ Native Hawaiian/Pacific Islander ☐

☐ Mexican American/Chicano ☐

☐ Puerto Rican ☐

☐ Other Latino ☐

☐ Other ☐

**14. Please mark your probable career/occupation below:**  
(Mark one)

Accountant or actuary ☐

Actor or entertainer ☐

Architect or urban planner ☐

Artist ☐

Business (clerical) ☐

Business executive (management, administrator) ☐

Business owner or proprietor ☐

Business salesperson or buyer ☐

Clergy (minister, priest) ☐

Clergy (other religious) ☐

Clinical psychologist ☐

College administrator/staff ☐

College teacher ☐

Computer programmer or analyst ☐

Conservationist or forester ☐

Dentist (including orthodontist) ☐

Dietitian or home economist ☐

Engineer ☐

Farmer or rancher ☐

Foreign service worker (including diplomat) ☐

Homemaker (full-time) ☐

Interior decorator (including designer) ☐

Lab technician or hygienist ☐

Law enforcement officer ☐

Lawyer (attorney) or judge ☐

Military service (career) ☐

Musician (performer, composer) ☐

Nurse ☐

Optometrist ☐

Pharmacist ☐

Physician ☐

Policymaker/government ☐

School counselor ☐

School principal or superintendent ☐

Scientific researcher ☐

Social, welfare or recreation worker ☐

Therapist (physical, occupational, speech) ☐

Teacher or administrator (elementary) ☐

Teacher or administrator (secondary) ☐

Veterinarian ☐

Writer or journalist ☐

Skilled trades ☐

Other ☐

Undecided ☐

**15. For the activities listed below, please indicate how often (Frequently, Occasionally, or Not at all) you engaged in each during the past year.**  
(Mark one in each row)

	Frequently	Occasionally	Not at all
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt lonely or homesick	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in organized demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Overslept and missed class or appointment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sought personal counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Visited an art gallery or museum	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**16. During the past year, how much time did you spend during a typical week doing the following activities?**  
(Mark one in each row)

	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attending classes/labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socializing with friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Exercising/sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Partying	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working (for pay)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student clubs/groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Watching TV	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Housework/childcare	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading for pleasure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Using a personal computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Commuting	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Playing video/computer games	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Prayer/meditation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**17. What do you plan to be doing six months from now?** (Mark all that apply)

☐ Attending undergraduate college full-time

☐ Attending undergraduate college part-time

☐ Attending graduate/professional school

☐ Working full-time

☐ Working part-time

☐ Participating in a community service organization

☐ Serving in the Armed Forces

☐ Attending a vocational training program

☐ Traveling, hosting, or backpacking

☐ Doing volunteer work

☐ Staying at home to be with or start a family

☐ No current plans

**18. Compared with when you first started college, how would you now describe your:**

(Mark one for each item)

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
General knowledge	5	4	3	2	1
Analytical and problem-solving skills	5	4	3	2	1
Knowledge of a particular field or discipline	5	4	3	2	1
Ability to think critically	5	4	3	2	1
Foreign language ability	5	4	3	2	1
Knowledge of people from different races/cultures	5	4	3	2	1
Religious beliefs and convictions	5	4	3	2	1
Leadership abilities	5	4	3	2	1
Interpersonal skills	5	4	3	2	1
Ability to get along with people of different races/cultures	5	4	3	2	1
Understanding of the problems facing your community	5	4	3	2	1
Understanding of social problems facing our nation	5	4	3	2	1
Understanding of global issues	5	4	3	2	1
Writing skills	5	4	3	2	1
Public speaking ability	5	4	3	2	1
Mathematical skills	5	4	3	2	1
Computer skills	5	4	3	2	1

**19. 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.)	5	4	3	1
Becoming an authority in my field	5	4	3	1
Obtaining recognition from my colleagues for contributions to my special field	5	4	3	1
Influencing the political structure	5	4	3	1
Influencing social values	5	4	3	1
Raising a family	5	4	3	1
Having administrative responsibility for the work of others	5	4	3	1
Being very well off financially	5	4	3	1
Helping others who are in difficulty	5	4	3	1
Making a theoretical contribution to science	5	4	3	1
Writing original works (poems, novels, short stories, etc.)	5	4	3	1
Creating artistic work (painting, sculpture, decorating, etc.)	5	4	3	1
Becoming successful in a business of my own	5	4	3	1
Becoming involved in programs to clean up the environment	5	4	3	1
Developing a meaningful philosophy of life	5	4	3	1
Participating in a community action program	5	4	3	1
Helping to promote racial understanding	5	4	3	1
Keeping up to date with political affairs	5	4	3	1
Becoming a community leader	5	4	3	1
Integrating spirituality into my life	5	4	3	1

**20. Your current religious preference: (Mark one)**

Baptist	<input type="radio"/>	Methodist	<input type="radio"/>
Buddhist	<input type="radio"/>	Presbyterian	<input type="radio"/>
Eastern Orthodox	<input type="radio"/>	Quaker	<input type="radio"/>
Episcopal	<input type="radio"/>	Roman Catholic	<input type="radio"/>
Hindu	<input type="radio"/>	Seventh Day Adventist	<input type="radio"/>
Islamic	<input type="radio"/>	United Church of Christ	<input type="radio"/>
Jewish	<input type="radio"/>	Other Christian	<input type="radio"/>
LDS (Mormon)	<input type="radio"/>	Other Religion	<input type="radio"/>
Lutheran	<input type="radio"/>	None	<input type="radio"/>

**21. Since entering college, how successful have you been in:**

(Mark one for each item)

	Very Successful	Somewhat Successful	Not Successful
Utilizing campus services available to students	3	2	1
Understanding what your professors expect of you academically	3	2	1
Developing effective study skills	3	2	1
Adjusting to the academic demands of college	3	2	1
Managing your time effectively	3	2	1
Getting to know faculty	3	2	1
Developing close friendships with other students	3	2	1

**22. Do you own a personal computer? ☐ Yes ☐ No**

**23. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.**

(Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competitiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Initiative	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Popularity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**24. How often have professors at your current (or most recent) college provided you with:**

(Mark one for each item)

	Frequently	Occasionally	Not at all
Encouragement to pursue graduate/professional study	F	O	N
An opportunity to work on a research project	F	O	N
Advice and guidance about your educational program	F	O	N
Respect (treated you like a colleague/peer)	F	O	N
An opportunity to publish	F	O	N
Emotional support and encouragement	F	O	N
A letter of recommendation	F	O	N
Assistance to improve your study skills	F	O	N
Negative feedback about your academic work	F	O	N
Intellectual challenge and stimulation	F	O	N
An opportunity to discuss coursework outside of class	F	O	N
Help in achieving your professional goals	F	O	N
An opportunity to apply classroom learning to "real-life" issues	F	O	N

25. Below is a list of different major fields.

(Mark only one in each column)

☐ Undergraduate major (final or most recent)

☐ Graduate major (omit if you do not plan to go to graduate school)

**ARTS AND HUMANITIES**

Art, fine and applied. . . . ☐ ☐

English (language and literature) . . . . ☐ ☐

History . . . . ☐ ☐

Journalism . . . . ☐ ☐

Language and Literature (except English) . . . . ☐ ☐

Music . . . . ☐ ☐

Philosophy . . . . ☐ ☐

Speech . . . . ☐ ☐

Theater or Drama . . . . ☐ ☐

Theology or Religion . . . . ☐ ☐

Other Arts and Humanities. . . . ☐ ☐

**BIOLOGICAL SCIENCE**

Biology (general) . . . . ☐ ☐

Biochemistry or Biophysics . . . . ☐ ☐

Botany . . . . ☐ ☐

Environmental Science . . . . ☐ ☐

Marine (Life) Science . . . . ☐ ☐

Microbiology or Bacteriology . . . . ☐ ☐

Zoology . . . . ☐ ☐

Other Biological Science . . . . ☐ ☐

**BUSINESS**

Accounting . . . . ☐ ☐

Business Admin. (general) . . . . ☐ ☐

Finance . . . . ☐ ☐

International Business . . . . ☐ ☐

Marketing . . . . ☐ ☐

Management . . . . ☐ ☐

Secretarial Studies . . . . ☐ ☐

Other Business . . . . ☐ ☐

**EDUCATION**

Business Education . . . . ☐ ☐

Elementary Education . . . . ☐ ☐

Music or Art Education . . . . ☐ ☐

Physical Education or Recreation . . . . ☐ ☐

Secondary Education . . . . ☐ ☐

Special Education . . . . ☐ ☐

Other Education . . . . ☐ ☐

**ENGINEERING**

Aero-/Astronautical Engineering . . . . ☐ ☐

Civil Engineering . . . . ☐ ☐

Chemical Engineering . . . . ☐ ☐

Electrical or Electronic Engineering . . . . ☐ ☐

Industrial Engineering . . . . ☐ ☐

Mechanical Engineering . . . . ☐ ☐

Other Engineering . . . . ☐ ☐

**PHYSICAL SCIENCE**

Astronomy . . . . ☐ ☐

Atmospheric Science (incl. Meteorology) . . . . ☐ ☐

Chemistry . . . . ☐ ☐

Earth Science . . . . ☐ ☐

Marine Science (incl. Oceanography) . . . . ☐ ☐

Mathematics . . . . ☐ ☐

Physics . . . . ☐ ☐

Statistics . . . . ☐ ☐

Other Physical Science . . . . ☐ ☐

**PROFESSIONAL**

Architecture or Urban Planning . . . . ☐ ☐

Home Economics . . . . ☐ ☐

Health Technology (medical, dental, laboratory) . . . . ☐ ☐

Law . . . . ☐ ☐

Library/Archival Science . . . . ☐ ☐

Medicine, Dentistry, Veterinarian . . . . ☐ ☐

Nursing . . . . ☐ ☐

Pharmacy . . . . ☐ ☐

Therapy (occupational, physical, speech) . . . . ☐ ☐

Other Professional . . . . ☐ ☐

**SOCIAL SCIENCE**

Anthropology . . . . ☐ ☐

Economics . . . . ☐ ☐

Ethnic Studies . . . . ☐ ☐

Geography . . . . ☐ ☐

Political Science (gov't, international relations) . . . . ☐ ☐

Psychology . . . . ☐ ☐

Social Work . . . . ☐ ☐

Sociology . . . . ☐ ☐

Women's Studies . . . . ☐ ☐

Other Social Science . . . . ☐ ☐

**TECHNICAL**

Building Trades . . . . ☐ ☐

Data Processing or Computer Programming . . . . ☐ ☐

Drafting or Design . . . . ☐ ☐

Electronics . . . . ☐ ☐

Mechanics . . . . ☐ ☐

Other Technical . . . . ☐ ☐

**OTHER FIELDS**

Agriculture . . . . ☐ ☐

Communications . . . . ☐ ☐

Computer Science . . . . ☐ ☐

Forestry . . . . ☐ ☐

Kinesiology . . . . ☐ ☐

Law Enforcement . . . . ☐ ☐

Military Science . . . . ☐ ☐

Other Field . . . . ☐ ☐

Undecided . . . . ☐ ☐

26. Please indicate your agreement with each of the following statements.

(Mark one for each item)

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

27. Is English your native language? ☐ Yes ☐ No

28. Since entering college, how many of your courses have included community service/service learning?

☐ None (skip to question 31) ☐ One ☐ Two or more

29. In which type(s) of course(s) did you participate in community service? (Mark all that apply)

- ☐ First-year seminar  
☐ General education/core curriculum  
☐ Required course in my major  
☐ Optional course in my major  
☐ Senior project (capstone, thesis)

30. In your most recent course involving community service, was the community service:

☐ Required ☐ Optional

31. Do you give the Higher Education Research Institute at UCLA permission to include your ID number should your college request the data for additional research analyses? ☐ Yes ☐ No

ADDITIONAL QUESTIONS: If you received an additional page of questions, please mark your answers below:

32. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	42. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	52. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
33. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	43. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	53. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
34. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	44. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	54. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
35. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	45. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	55. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
36. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	46. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	56. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
37. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	47. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	57. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
38. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	48. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	58. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
39. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	49. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	59. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
40. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	50. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	60. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>
41. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	51. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>	61. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/>

THANK YOU!

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# Frequency Table

## Change in abortion

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Conservative shift	31	6.9	7.1	7.1
	No change	324	72.0	74.1	81.2
	Liberal shift	82	18.2	18.8	100.0
	Total	437	97.1	100.0	
Missing	System	13	2.9		
Total		450	100.0		

## Change in death penalty

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Conservative shift	28	6.2	6.4	6.4
	No change	327	72.7	74.8	81.2
	Liberal shift	82	18.2	18.8	100.0
	Total	437	97.1	100.0	
Missing	System	13	2.9		
Total		450	100.0		

## Change in sex OK

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Conservative shift	27	6.0	6.1	6.1
	No change	312	69.3	70.7	76.9
	Liberal shift	102	22.7	23.1	100.0
	Total	441	98.0	100.0	
Missing	System	9	2.0		
Total		450	100.0		

## Change in marijuana

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Conservative shift	26	5.8	5.9	5.9
	No change	314	69.8	71.7	77.6
	Liberal shift	98	21.8	22.4	100.0
	Total	438	97.3	100.0	
Missing	System	12	2.7		
Total		450	100.0		



### Change in homosexuality

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Conservative shift	20	4.4	4.6	4.6
	No change	358	79.6	81.5	86.1
	Liberal shift	61	13.6	13.9	100.0
	Total	439	97.6	100.0	
Missing	System	11	2.4		
Total		450	100.0		

### Change in discrimination

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Conservative shift	43	9.6	9.8	9.8
	No change	376	83.6	85.3	95.0
	Liberal shift	22	4.9	5.0	100.0
	Total	441	98.0	100.0	
Missing	System	9	2.0		
Total		450	100.0		

### Change in taxes

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	Conservative shift	80	17.8	18.3	18.3
	No change	297	66.0	68.0	86.3
	Liberal shift	60	13.3	13.7	100.0
	Total	437	97.1	100.0	
Missing	System	13	2.9		
Total		450	100.0		

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## Major Categories

### **Fine Arts**

Arts  
Music  
Theater/Drama

### **Humanities**

English  
History  
Language/Literature  
Philosophy

### **Social Sciences**

Anthropology  
Economics  
Political Science  
Psychology  
Sociology  
Women's Studies  
Other, Social Science

### **Nursing**

Nursing

### **Education**

Business Education  
Elementary Education  
Music/Art Education

### **Business**

Accounting  
Business Administration  
Finance  
International Business  
Marketing  
Other, Business

### **Natural Sciences**

General Biology  
Other, Biological Science  
Chemistry  
Physics

### **Mathematics**

Mathematics  
Data Processing  
Computer Science

### **Other**

Other, Professional  
Other Fields  
Undecided