

**A Profile of the First Time Full-Time Freshmen Entering Cal State Northridge  
in Fall 2013: Key Findings From the CIRP Freshman Survey**

by

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## **A Profile of the First Time Full-Time Freshmen Entering Cal State Northridge in Fall 2013: Key Findings From the CIRP Freshman Survey**

During the Summer 2013 orientation sessions held for incoming freshmen at California State University, Northridge, an hour was set aside for the entering students to complete the comprehensive Freshman Survey distributed annually by the Higher Education Research Institute (HERI) at UCLA. Of the 5,818 freshmen entering CSUN in Fall 2013, 4,895 completed the survey, almost all of whom claimed to be attempting full-time course loads. They represent 84% of the first time freshmen entering in that term and are the focus of the discussion here.<sup>1</sup> Preliminary analysis suggests that, in most respects, the response sample is representative of the larger group from which it is drawn. Appendix A discusses the representativeness of the sample in more detail and outlines the data collection procedures used.<sup>2</sup>

Following a brief overview of major findings, the text below summarizes the two sets of data shown in Tables 1 - 4: the survey responses of the new CSUN freshmen and the responses of just over 36,500 students at the 47 other public four-year colleges participating in the 2013 Freshman Survey administration.<sup>3</sup> This group of comparison institutions includes a geographically diverse array of public universities, of which three were other CSU campuses (i.e., Long Beach, San Bernardino, and San Marcos).

In addition to comparisons with other institutions, findings emerging from several analyses focusing exclusively on aspects of the CSUN data are summarized below. These include longitudinal changes in

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<sup>1</sup> Whether respondents were classified as first time, full-time freshmen was determined from their survey responses. Thus, this classification may not always correspond to CSU definitions of their status. Only 73 respondents indicated that they would be less than full-time; thus, they were excluded from Tables 1-4. The 68 respondents who said they were transfer students were excluded as well.

<sup>2</sup> The analyses summarized in Appendix A revealed that the response sample is not representative of the Fall 2013 freshmen entrants in one respect: international students, who tend not to attend the August Orientation sessions, are under-represented. This flaw in the sample should be borne in mind when reviewing the findings summarized in the following pages.

<sup>3</sup> Such colleges are defined as institutions that offer an array of bachelor's degree programs and may offer post-baccalaureate programs, but few, if any, doctoral programs.

the CSUN responses since 2007 (see Figures 1-10, Tables 5-8, and Appendix B) and one set of subgroup comparisons: the responses of the CSUN respondents who are first-generation college students (Tables 9 - 15).

### **Distinctive Characteristics of the Fall 2013 CSUN Respondents**

When compared to students at other public four-year colleges participating in the Fall 2013 administration of the Freshman Survey, the first time full-time CSUN freshmen are distinctive in several respects. They are more likely than other students to be members of traditionally underserved racial and ethnic groups, with Latina/o respondents accounting for the majority of them. In keeping with this difference, the CSUN respondents are more likely than their counterparts elsewhere, to have grown up in largely non-white neighborhoods and to have attended largely non-white schools. In addition, the newly enrolled CSUN freshmen are more likely than students at other institutions to have learned English as a second language and to have parents with no more than a high school education, with the result that they are more likely to be first-generation college students.

The CSUN freshmen are more likely than those elsewhere to report coming from households in which the annual income does not exceed \$50,000. Perhaps because of this, the CSUN freshmen are somewhat more likely than those at the comparison institutions to express at least some concern about their ability to finance their college educations. They are also more likely than others to have attended non-traditional public schools (i.e., magnet or charter schools) and considerably more likely to be commuter students (i.e., planning to reside with parents or relatives who live within 50 miles of the campus). Finally, they are less likely to be more than 18 years of age and to belong to traditional Protestant denominations.

Close to two-fifths of the Fall 2013 freshman respondents at CSUN (38%) said that this campus was their first choice, a percentage that is noticeably lower than at the comparison institutions. In addition, the CSUN respondents are more likely than others to have applied to five or more institutions. This last

difference may well reflect the ease with which prospective CSU students can apply to multiple campuses.

Respondents' reasons for attending CSUN are typical of those espoused by students elsewhere, though they are less likely to consider campus size and campus visits important factors in their college choices. Similarly, their attitudes and activities are quite similar to those of freshmen at the comparison institutions. Their activities during their last year of high school, for example, differ from those of their counterparts elsewhere in only three respects: the CSUN respondents are less likely than others to have spent more than five hours per week socializing with friends, engaging in exercise or sports, and/or working for pay.

Respondents' high school coursework is also largely similar to that of students at the comparison institutions, though they are more likely to report having taken Advanced Placement courses and examinations in high school. While the CSUN respondents are not more likely than those other four-year public institutions to have needed special tutoring in high school, they are more likely to expect to need it in three subjects once they enter college: mathematics, English, and writing. It is possible that their greater uncertainty about the adequacy of their preparation in these subjects reflects the CSU's atypical use of separate entrance examinations in both English and mathematics.

In most other respects, the CSUN freshmen are similar to their counterparts at the comparison institutions. They are equally likely to be recent high school graduates and to have frequently engaged in a range of critical thinking exercises during the year prior to the survey (e.g., seeking alternate solutions to problems, revising papers, evaluating the quality of information). Although the CSUN respondents are less likely than freshmen elsewhere to consider themselves "A" students, they performed well in high school, with most receiving "B"s in their courses.

Other than the exceptions noted above, the life objectives and expectations about college articulated by the CSUN respondents are much like those of students at the other public four-year colleges

participating in the 2013 administration of the Freshman Survey. Similarly, when articulating diverse views of their abilities in areas such as creativity, academic ability, computer skills, and cooperativeness, the CSUN freshmen are as likely as others to see themselves as exceptional.

### **Longitudinal Changes Among CSUN Freshmen Entering During the 2007-13 Period**

Late in 2008, in an effort to hold down Fall 2009-10 enrollment, the California State University system declared all its campuses “impacted” at the freshman level. As a result, Cal State Northridge introduced additional admission requirements for applicants from outside its local area (i.e., most of Los Angeles and all of Ventura counties). In addition to meeting the usual CSU admission criteria, out-of-area applicants are now required to meet somewhat higher requirements, which vary from year to year, to be admitted to the university.

Given this change in admission standards, there was some interest in determining whether the new entry cohort differed from its predecessors. The Freshman Survey data gathered for the Fall 2007 and 2008 entry cohorts has provided the basis for identifying distinctive features of the Fall 2009 and succeeding entry cohorts. Most of the meaningful longitudinal changes that have emerged from the longitudinal analyses appear to reflect ongoing demographic changes in the San Fernando Valley rather than the superior academic qualifications of the more recent entry cohorts. It is also likely that the sharp economic downturn in late 2008 has helped drive the shift in the character of CSUN’s freshmen, as suddenly straightened economic circumstances made the CSU the most affordable choice.

Only a few of the meaningful longitudinal changes evident in the seven years of data appear to reflect distinctive academic characteristics of the more recent entry cohorts. The percentage of students considering it likely that they will attain a “B” average in college increased during the 2007-09 period, then held steady until the entry of the 2013 freshman cohort, when it rose again. In addition, the Fall 2013 entrants are more likely than the Fall 2007 entrants to expect to remain at CSUN and to participate in both community-service and campus clubs while in college. Although the 2009 changes in admissions

criteria may have played a role in fostering these changes, broader socio-economic forces are likely to have played the more dominant role.

The key such force is the ongoing shift in the racial and ethnic composition of successive cohorts of entering freshmen. More specifically, the percentage of incoming first-year students stemming from Latina/o backgrounds has grown fairly steadily throughout the period, going from 42% for the Fall 2007 entry cohort to 62% for the Fall 2013 cohort, an increase of almost half within a seven-year period. Coupled with this change in composition has been equally steady increases in the percentage of new freshmen reporting that they grew up in largely non-white neighborhoods and attended largely non-white schools.<sup>4</sup> Further, the percentage reporting that both of their parents have no more than a high school education increased from three in ten to almost five in ten during the seven-year period. Interestingly, the growth in the number of incoming freshmen for whom English is a second language has been far more modest, suggesting that the incoming Latina/o freshmen are increasingly native English-speakers.

Given the modest financial circumstances of the Latino population in southern California, and the changes in ethnic composition just reviewed, it is not surprising that there has been a steady increase in the percentage of incoming CSUN freshmen living in families with no more than \$50,000 in annual income. During the 2007-11 period, this percentage rose from one half to almost two-thirds. The downturn in family income has been accompanied by a sharp increase in the percentage of students reporting that one of their parents is unemployed.

In keeping with incoming students' changed socio-economic circumstances, the percentage expressing at least some concern about their ability to finance their college educations has increased throughout the five-year period, as has the percentage expecting to rely on grants and scholarships to help defray their first-year expenses. Further, progressively more respondents have been reporting that cost

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<sup>4</sup> The increase in the percentage of new freshmen attending charter high schools is also notable, increasing from 5% to 16% during the seven-year period.

factors were very important in their decisions to attend CSUN (e.g., the availability of financial aid, the cost of attendance). Finally, the percentage of students working for pay during their last year of high school declined sharply throughout the period, going from three in seven for the Fall 2007 entrants to one in five for the Fall 2011 entrants.<sup>5</sup>

In the two cohorts entering since Fall 2011, the proportion of entrants working for pay during the last year of high school has held steady. Taken together with similar stabilization in reported parental income and unemployment, the stability in student employment may signal that the regional economy is on the mend after the prolonged slump that followed the sudden economic downturn in late 2008.

### **Distinctive Characteristics of the First-Generation Freshmen Entering CSUN**

Although the parents of many incoming CSUN freshmen have considerable formal education, more than two-fifths of the Freshman Survey respondents are first-generation college students in the narrow sense (i.e., coming from families in which neither parent has more than a high school education). The percentage of such students among the freshman entrants increased steadily during the 2007-13 period, growing from 31% to 45%.

Analysis revealed that among the Fall 2013 entrants, these first-generation students are disproportionately likely to come from Latino families of modest means in which a language other than English is spoken, to have grown up in largely non-white neighborhoods, and to have attended largely non-white high schools. They are more likely than CSUN freshmen with college-graduate parents to have decided to attend this university for financial reasons, with offers of financial aid particularly important. The importance of the latter stems, in part, from the first-generation students' heavy reliance on grants and scholarships to pay for their first-year expenses.

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<sup>5</sup> The decline in the proportion of students working for pay has been accompanied by a more modest decline in the percentage of students reporting that they spent more than five hours per week socializing with friends during their last high school year.

Even though the self-reported high school records of the first-generation students are similar to those of other entering freshmen, as are their aspirations for college, they are somewhat less likely than students with college-graduate parents to believe that they excel in various intellectual areas (e.g., writing ability and creativity) and somewhat more likely to expect to need special tutoring at entry. This pattern of findings suggests that first-generation college students at CSUN differ more strongly from their classmates in their perceptions of their abilities than in their high school achievements or activities.

## *Overview of Findings*

### **Background and Demographic Characteristics**

- More than nine in ten of the Fall 2013 freshman respondents at Cal State Northridge were 18 or 19 years of age at the end of 2013 and are U.S. citizens (see sections 1 and 4 of Table 1). The CSUN freshmen respondents are less likely than those at other four-year public colleges to be 19 or older (17% vs. 29%).

- Almost three-fifths of the CSUN respondents are women (58%) and seven-tenths are native English-speakers (see sections 2 and 5 of Table 1).

- Just over three-fifths of the CSUN respondents stem from Latina/o backgrounds (62%), while 13% stem from Asian backgrounds, and 10% from African American backgrounds. This leaves less than a fourth who are white (23%) and a relatively small group with a range of other backgrounds (see section 3 of Table 1).<sup>6</sup>

- Because respondents could say they belonged to more than one racial or ethnic group, the degree to which the sum of the subgroup percentages in section 3 of Table 1 exceeds 100% indicates the extent to which students consider themselves multi-racial. The total for the CSUN respondents is 119%, which suggests that close to one in five respondents consider themselves multi-racial.

- When compared to students at other public four-year colleges, Latina/o and Asian students are overrepresented among the CSUN respondents (22% vs. 62% and 7% vs. 13%). White and African American students, in contrast, are underrepresented (62% vs. 23% and 16% vs. 10%).

- In keeping with the predominance of students from Latina/o backgrounds, the CSUN respondents are more likely than those at the comparison institutions to have learned English as a second language (30% vs. 11%).

- The current religious preferences of the CSUN freshmen are varied, with Catholic students the most numerous (see section 6 of Table 1). The CSUN students cluster less heavily in the traditional Protestant denominations than students at the comparison institutions (7% vs. 22%), a difference that may be attributable to the relative absence of White students among the CSUN respondents.

- Just over three-fifths of the CSUN freshman respondents (64%) come from families with annual incomes of less than \$50,000, while another 14 % come from families in which both parents jointly earn \$50,000-\$75,000 per year. The CSUN respondents are less likely than those at the comparison institutions to have parents whose joint annual income exceeds \$75,000 (22% vs. 43%).

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<sup>6</sup> As is evident from Table B-1 in Appendix B (see section 3), the percentage of Latina/o students among incoming freshmen cohorts has been growing steadily since Fall 2007, when it was only 42%. This longitudinal shift is discussed in more detail below.

- According to the reports of the CSUN respondents (see sections 8 and 9 of Table 1), most of their parents are employed. A fair number appear to be unemployed, however, with 15% reporting that this is the case for their fathers and 33% reporting the same thing about their mothers.<sup>7</sup> The percentage of respondents whose mothers are unemployed is higher at CSUN than is the case for respondents at the comparison institutions (33% vs. 23%).

- According to the 10<sup>th</sup> and 11<sup>th</sup> sections of Table 1, three-fifths of the CSUN freshman respondents grew up in largely non-white neighborhoods (61%) and attended mostly or all non-white high schools (59%). In addition, nine in ten attended public high schools (see section 12 of Table 1).

- The CSUN respondents are less likely than those at the comparison institutions to have grown up in largely white neighborhoods (20% vs. 56%) and to have attended largely white schools (15% vs. 47%). In contrast, the CSUN respondents are more likely than others to have attended charter or magnet public schools (27% vs. 8%), perhaps because such schools are more prevalent in California than elsewhere.

- Approximately three-fifths of the Fall 2013 freshman respondents from CSUN report that their fathers have no more than a high school education (59%); the same applies to the mothers of 54% (see sections 13-14 of Table 1). Compared to students at other public four-year colleges, the CSUN respondents are less likely to have fathers or mothers with four-year college degrees (41% vs. 25% for fathers and 46% vs. 27% for mothers).

- Close to half of the CSUN freshman respondents characterize their political views as "middle-of-the-road" (48%), with another 39% calling themselves "liberal" (see section 15 of Table 1). The percentage of CSUN students characterizing themselves as left of center is higher than at the comparison institutions (39% vs. 28%).

- Three-quarters of the Fall 2013 CSUN respondents report that their permanent homes are within 50 miles of campus. Thus, it is not surprising that 57% expect to live with parents or relatives during the Fall term (see sections 16-17 of Table 1). In contrast, only 27% of the students at the comparison institutions expect to live with parents or relatives, in part because just over half say their permanent homes are located more than 50 miles from campus (51%). As a result, seven-tenths report planning to live in some type of campus housing compared to only 32% of the CSUN freshmen.

### **Adequacy of High School Preparation and Degree Plans**

- Virtually all of the freshman respondents from Cal State Northridge graduated from high school in 2013 and just over four-fifths (81%) reported that, on average, they had grades of B or better in high school (see section 1-2 of Table 2). Compared to the freshmen at other public four-year colleges, the

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<sup>7</sup> The proportion of Fall 2013 respondents reporting unemployed parents is significantly higher than in previous years (see sections 8 and 9 of Table B-1 in Appendix B). In large part this expansion is a consequence of a change in the format of the survey questions about parental employment.

CSUN students are less likely to report generally receiving A grades in high school (36% vs. 21%), but equally likely to report receiving A or B grades of any kind (95% vs. 93%).<sup>8</sup>

- Three-fifths of the freshman respondents from CSUN attempted between one and four Advanced Placement courses during their high school years, with 12% taking five or more. More than three-fifths also reported taking one or more Advanced Placement exams (see sections 3-4 of Table 2). They are more likely than respondents at the comparison institutions to attempt either the courses (72% vs. 62%) or the exams (66% vs. 54%).

- Between 8% and 23% of the CSUN respondents reported needing special tutoring in at least one subject in high school, with mathematics topping the list. It was followed by English, for which half as many (12%) reported needing tutoring (see section 5 of Table 2).<sup>9</sup> The percentages of CSUN respondents needing special tutoring in high school are much like those at the comparison institutions.

- Given students' modest tutoring needs in high school, it is unexpected that so many of the CSUN respondents anticipate needing special tutoring in several college subjects (see section 6 of Table 2). Thus, 48% expect to need special tutoring in mathematics, 26% expect to need it in writing, and 22% expect to need it in English and/or science. No more than one in ten respondents expects to need special tutoring in the other subjects considered.

- With one exception, the CSUN respondents are at least slightly more likely than those at other four-year public institutions to expect to need special tutoring in college, with the greatest difference apparent for mathematics (48% vs. 34%). More modest differences are evident for writing and English as well. It is possible that the CSUN students' greater uncertainty about the adequacy of their preparation in mathematics and English reflects the CSU's atypical use of separate proficiency examinations in these two subjects well before entry.

- According to section 7 of Table 2, the majority of the CSUN respondents frequently accepted mistakes as part of the learning process (61%) during their last year in high school, worked with other students on class assignments (53%), and/or integrated skills and knowledge from differing sources (51%). In addition, 44%-48% frequently engaged in six other intellectual activities: seeking solutions to problems and explaining them to others (48%), supporting one's opinions with logical arguments (48%), seeking alternative solutions to problems (48%), asking questions in class (48%); seeking feedback on one's academic work (46%), and revising papers to improve one's writing (44%).

- With two exceptions, the CSUN responses are typical of those at other public four-year institutions. The exceptions are supporting one's opinions with a logical argument and asking questions in class, both of which CSUN respondents are somewhat less likely than others to report frequently doing during their last year of high school (48% vs. 54% and 48% vs. 53%).

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<sup>8</sup> The percentage of CSUN freshmen reporting that they received mostly A grades in high school has increased by 6% during the 2007-2013 period, rising fairly consistently from 15% to 21% (see section 2 of Table B-2 in Appendix B).

<sup>9</sup> The Fall 2013 CSUN respondents are more likely than those in the 2009 and 2011 entry cohorts to have needed special tutoring in mathematics in high school (23% vs. 15%-18%). It is impossible to say, at present, whether this is an anomaly or the beginning of a shift.

- The eighth section of Table 2 indicates that, during respondents' last year of high school, close to four-fifths of the CSUN students frequently used the Internet for research or homework (79%). In addition, just over three-quarters reported frequently socializing with someone of another racial or ethnic group (77%). Far fewer frequently asked teachers for advice after class (32%) or voted in student elections (23%). The CSUN respondents are somewhat more likely than others to report frequently engaging in one of these activities: socializing with someone of another racial or ethnic group (77% vs. 72%).

- Four-fifths or more of the CSUN respondents reported at least occasionally studying with other students (89%) or performing volunteer work (83%) during their last year of high school. According to section 8 of Table 2, the majority also reported frequently or occasionally tutoring other students (60%) and/or performing community service as part of a class (59%). The CSUN respondents are somewhat more likely than those at the comparison institutions to report tutoring other students (60% vs. 54%) and somewhat less likely to be guests at a teacher's house (12% vs. 17%).

- Respondents' estimates of the activities on which they spent more than five hours per week during their last year of high school are shown in section 9 of Table 2. Half of the Fall 2013 CSUN freshmen reported spending at least six hours per week socializing with friends, while 20%-40% reported spending more than five hours per week on four other activities: exercise or sports (37%), studying/doing homework (31%), using online social networks (27%), or working for pay (23%).

- The CSUN respondents are considerably less likely than those elsewhere to report having spent five or more hours per week during their last year of high school working for pay (23% vs. 45%), a difference that may be attributable to peculiarities in the Los Angeles job market. In addition, the CSUN respondents are less likely than others to report spending significant time on two of the other activities listed in section 9 of Table 2: socializing with friends (50% vs. 62%), and exercise or sports (37% vs. 48%).

- Close to half of the Fall 2013 CSUN freshman respondents (47%) expect to earn a Master's degree or its equivalent (e.g., LL.B), while approximately three in ten expect to pursue doctoral study (see section 10 of Table 2). The CSUN respondents' aspirations for post-baccalaureate study are much like those of respondents at the comparison institutions. Their aspirations have risen since 2007, however: in that year, 22% of the entering freshmen planned to obtain a doctoral degree (e.g., PhD, MD, etc.); by Fall 2013, the percentage of entrants aspiring to such study had climbed to 29% (see section 10 of Table B-2 in Appendix B).

- According to section 11 of Table 2, 15%-16% of the CSUN freshman respondents expect to specialize in a field in either the Social and Behavioral Sciences or Health and Human Development. In addition 12%-13% expect to major in one of four other broad disciplinary fields: Business and Economics, Engineering and Computer Science, Arts, Media, and Communication, or Science and Mathematics. This pattern of planned majors is much like that found at the comparison institutions, though the CSUN freshmen are somewhat more likely than others to be planning majors in Arts, Media, and Communication (12% vs. 8%) and somewhat less likely to be planning Humanities majors (5% vs. 9%).

## Factors Entering into College Choice and Plans for Financing College Expenses

- Two-thirds of the CSUN freshman respondents (69%) applied to five or more colleges, with Northridge serving as respondents' first or second choice approximately three-quarters of the time (76%).<sup>10</sup>
- According to sections 1 and 2 of Table 3, the Fall 2013 freshmen entrants at the comparison institutions are more likely than the CSUN respondents to say that they are attending their first choice institution (56% vs. 38%) and less likely to have applied to as many as five colleges (51% vs. 69%). This last difference may be due, at least in part, to the ease of applying to multiple CSU campuses.
- Approximately one in five CSUN respondents (18%) report no concern about their ability to finance their college educations (see section 3 of Table 3). Another 65%, however, report some concerns, with the remainder reporting major concerns. This means that four in five respondents expressed at least some concern about financing their college educations. Compared to respondents at other public four-year institutions, those at CSUN are more likely to express such a sentiment (70% vs. 82%).
- Almost three-quarters of the CSUN freshman respondents (73%) expect to rely on family resources, as well as their own resources in most cases, to meet at least some of the expenses associated with attending college (i.e., fees, room, and board). Approximately two-thirds (68%) also plan to rely on non-repayable aid (e.g., federal grants) to cover some of their expenses, while 37% expect to rely on loans (see section 4 of Table 3). The percentage of respondents at the comparison institutions expecting to rely on this last is higher than it is for the CSUN respondents (49% vs. 37%).
- Since 2010, the Freshman Survey has included a question that deals directly with the impact of the 2008 economic downturn on college choices. Respondents are asked about the degree to which they agree or disagree with the following statement: "The current economic situation significantly affected my college choices." Three-quarters of the CSUN respondents (75%) said that they agreed with the statement, at least somewhat (see section 5 of Table 3). Responses at the comparison institutions were similar, with 73% agreeing with the statement.
- Respondents' reasons for deciding to attend CSUN in particular are varied (see section 6 of Table 3). Financial considerations appear to be paramount, however, with 54% of the respondents citing cost of attendance as a very important factor in their decisions and 47% citing offers of financial aid. In addition, approximately half of the respondents named the fact that CSUN "has a very good academic reputation" as a very important factor in their decisions to attend the university (49%), while 42% pointed to the good jobs obtained by CSUN graduates and/or the campus's good reputation for social activities. No more than three in ten respondents named the other factors listed in Table 3 as very important in their decisions to enroll at CSUN.

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<sup>10</sup> The proportion of incoming freshmen applying to five or more colleges is considerably higher within the Fall 2013 cohort than it was within the Fall 2012 cohort (68% vs. 62%). Nonetheless, the proportion had been growing since Fall 2009. During the 2007-09 period, only 53%-54% applied to such a large number of schools; by the time the 2012 cohort entered, the proportion had grown to 62% (see section 2 of Table B-3 in Appendix B). Note that the discussion in the text about number of colleges applied to assumes that CSUN is one of the colleges applied to, while the figures shown in section 2 of Table 3 exclude it.

- When compared to the responses of students at other four-year public institutions, campus size is clearly less important in the CSUN students' decisions to come here (33% vs. 21%), as are campus visits (39% vs. 27%). In addition, the university's academic reputation is somewhat less important to the CSUN entrants than to those attending the other institutions considered (49% vs. 55%). The desire to live near home, in contrast, plays a somewhat greater role in the college choices of the CSUN students than in the choices of students enrolling elsewhere (29% vs. 24%). The importance to college-going decisions of the other factors listed in Table 3 is much the same for the students at both CSUN and the other public four-year colleges considered.

## **Students' Self Perceptions**

- The Freshmen Survey includes a question that asks students to assess the chances that they, while in college, will make certain personal decisions or engage in a range of academic and extra-curricular activities (see section 1 of Table 4). Approximately three-fifths of the CSUN freshman respondents consider the chances very good that they make at least a "B" average (63%) or will socialize with someone of a different racial/ethnic group (65%). Further, 56% of the respondents are confident that they will get a job to help pay for college expenses. Another 30%-49% consider it likely that they will participate in student clubs or groups (49%), be satisfied at CSUN (47%), communicate regularly with professors (36%), work on a professor's research project (36%), or have a roommate with a different racial or ethnic background (33%). No more than 29% of the CSUN respondents think it very likely that they will do any of the other things considered.

- The expectations of the Fall 2013 CSUN respondents differ from their counterparts elsewhere in several respects, but the differences are modest. They are somewhat less likely than others to consider the chances very good that they will be satisfied with their college choice (47% vs. 53%) or play intramural or recreational sports (23% vs. 28%). In contrast, the CSUN respondents are somewhat more likely than respondents at the comparison institutions to consider the chances very good that they will do the following: socialize with someone of another racial or ethnic group (65% vs. 59%), get a job to help pay for college expenses (56% vs. 49%), participate in student clubs or groups (49% vs. 44%), have a roommate from a different racial or ethnic group (33% vs. 27%), seek personal counseling (18% vs. 11%), or take fully online courses at their own institution (15% vs. 8%).

- Another question on the Freshman Survey asks respondents to indicate whether they are above average or outstanding (i.e., among the top 10% in their age group) on a series of intellectual and personality traits (see section 2 of Table 4). Just over half of the Fall 2013 CSUN freshmen (54%-56%) see themselves as above average or outstanding on four intellectual traits (i.e., academic ability, intellectual self-confidence, creativity, and leadership ability), while 37%-39% see themselves as exceptional in their writing ability and computer skills. They are somewhat less likely than others to see themselves as outstanding on two of these: academic ability (56% vs. 61%) and leadership ability (54% vs. 60%). In addition, they are somewhat less likely than respondents at the comparison institutions to consider their mathematical ability outstanding (34% vs. 39%).

- Close to four in five of the CSUN respondents, much like students elsewhere, consider themselves exceptional in their ability to work cooperatively with people from diverse backgrounds (86%) and in their tolerance of those with beliefs different from their own (79%). Close to seven in ten also say that they are well above-average in their ability to see things from someone else's point of view (74%) and to

discuss and negotiate controversial issues (67%). Finally, approximately three in five say they are exceptional in their openness to having their own views challenged (63%).<sup>11</sup>

- Close to three-fourths of the CSUN freshman respondents see themselves as above-average or outstanding on three personality traits: the drive to achieve (74%), understanding of others (73%), and cooperativeness (72%).<sup>12</sup> Close to half also feel that they stand out from their peers in their understanding of themselves (56%), competitiveness (54%), and self-confidence in social situations (47%). As the second section of Table 4 indicates, such self-perceptions are quite typical of students at the comparison institutions as well.

- Exceptional physical and/or emotional health is claimed by 44%-46% of the CSUN respondents. They are somewhat less likely than respondents at other public four-year colleges to consider their physical health outstanding (44% vs. 53%).

- Asked to rate the importance of a series of diverse life objectives (see section 3 of Table 4), a sizeable percentage of the CSUN freshman respondents identified two personal objectives and one societal contribution as essential or very important to them: being well off financially (88%), helping others who are in difficulty (74%), and raising a family (68%). In addition, 50%-60% think it is essential or very important to obtain recognition from colleagues for their specialized intellectual contributions (60%), to become an authority in their fields (57%), to become successful in their own businesses (50%), and to improve their understanding of other countries and cultures (50%). Finally, 40%-50% of the CSUN respondents think it essential or very important to attain four other objectives: influencing social values (46%), promoting racial understanding (43%), adopting “green” practices (42%), and developing a meaningful philosophy of life (41%).

- In most respects, the personal, intellectual, and career objectives considered essential or very important by the CSUN respondents are quite similar to those valued by the respondents at the comparison institutions. Only three small differences emerged, with CSUN respondents somewhat more likely than others to be committed to becoming successful in their own businesses (50% vs. 42%), to promoting racial understanding (43% vs. 36%) and to adopting “green” practices to protect the environment (42% vs. 36%).

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<sup>11</sup> The proportion of respondents saying that they are above-average in their Openness to Other Viewpoints is strikingly higher for the Fall 2013 respondents than for the Fall 2012 and earlier cohorts. The 2012-13 percentage gain for any one of the five items in this grouping ranges from 6.5% to 12% (see section 2 in Table B-4 in Appendix B). Whether this disjunction is just an anomaly or a sign of the emergence of a distinctly different set of attitudes remains to be seen.

<sup>12</sup> It should be noted that Table B-4 in Appendix B (see section 2) in indicates that the proportion of respondents considering themselves above-average in their understanding of others is 5% higher than was the case for earlier cohorts (73% in Fall 2013 vs. 68% in Fall 2012). This change may well be a one-year anomaly, since there is no ready explanation for it.

## **Changes in Freshman Background and Characteristics During the 2007-13 Period**

Late in 2008, in an effort to hold down Fall 2009-10 enrollment, the California State University system declared all its campuses “impacted” at the freshman level. As a result, Cal State Northridge introduced additional admission requirements for applicants from outside its local area (i.e., most of Los Angeles and all of Ventura counties). In addition to meeting the usual CSU admission criteria, out-of-area applicants are now required to meet somewhat higher requirements, which may vary from year to year, to be admitted to the university.

Given this change in admission standards, there was some interest in determining whether the new entry cohort differed from its predecessors. The Freshman Survey data gathered for the Fall 2007 and 2008 entry cohorts provided the basis for identifying distinctive features of the Fall 2009 cohort. Most of the meaningful longitudinal changes that emerged, however, reflected a shift in students’ racial and ethnic backgrounds rather than academic differences in the three cohorts. Similar findings have emerged from longitudinal analyses of subsequent entry cohorts and the Fall 2013 freshman cohort generally extends the observed patterns. Meaningful trends emerging from the seven years of data are summarized below and in Figures 1-10, as well as Tables 5-8.<sup>13</sup> Appendix B summarizes the full set of responses for the 2007-13 period.

### ***Changes in Background***

The discussion below highlights the links between the multiple demographic differences among CSUN’s entering freshmen and the consistent year-to-year changes in their racial and ethnic background. These linked trends, in turn, are in keeping with the changing socio-economic character of the San Fernando Valley.

- Since the arrival of the Fall 2007 entry cohort, there has been a fairly steady increase in the percentage of freshmen stemming from Latina/o backgrounds (see Figure 1 and section 1 of Table 5). After increasing by 4% between Fall 2007 and Fall 2008, the percentage of Latina/o freshmen increased from 46% to 52% between Fall 2008 and Fall 2009. It jumped once more between Fall 2010 and Fall 2012, rising from 52% to 61%. These changes have been accompanied by an 13% decline in the percentage of white freshmen entering CSUN between Fall 2007 and Fall 2013 (from 36% to 23%).<sup>14</sup>

- Although the percentage of African American students among CSUN’s freshman cohorts has fluctuated during the 2007-13 period, it has declined overall, going from 14.5% in Fall 2007 to 9.5% in

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<sup>13</sup> Meaningful differences were defined as those reflecting a consistent gain or decline of at least 6 percentage points between the beginning and end of the seven-year period. More limited, but related, trends are sometimes commented on as well.

<sup>14</sup> Although the percentage of incoming freshmen for whom English is a second language increased modestly during the Fall 2007-11 period (from 26% to 30%), it has held steady for the three most recent entry cohorts. Further, the increase observed in the earlier years of the period under study pales in comparison to the jump in Latina/o student numbers, suggesting that most of the newly enrolling Latina/o students are native English speakers (see section 2 of Table 5).

Fall 2013 (see Figure 1 and section 1 of Table 5)<sup>15</sup>. The representation of freshmen stemming from Asian backgrounds, in contrast, grew modestly during the 2007-09 period (from 11% to 13%) and has held fairly steady since then.

- According to Figure 2 and section 3 of Table 5, the percentage of incoming freshmen stemming from families with no more than \$50,000 in combined parental income increased by 13 percentage points between 2007 and 2011 (from 50% to 63%), while the percentage with family incomes of \$75,000 or higher decreased by 10 percentage points during the five-year period (from 32% to 23%). The parental income distribution of the three cohorts entering since Fall 2011 have been quite similar, despite continuing changes in the racial and ethnic background of entering freshmen, perhaps because the adverse effects of the late-2008 recession may be wearing off.

- The percentage of freshman respondents reporting an unemployed parent increased steadily during the 2007-11 period (see Figure 3 and section 4 of Table 5). During this period, the percentage with unemployed fathers more than doubled (increasing from 3% to 8%), while the percentage reporting unemployed mothers, though significantly higher, merely doubled during the five-year period (from 8% to 16%). As noted at the bottom of Figure 3, the sudden rise in the percentage of unemployed parents among the Fall 2013 freshman entrants is due largely to a change in question format (see the bottom of Table 5 for an explanation of the change).

- The percentage of incoming freshmen growing up in largely non-white neighborhoods or attending largely non-white high schools increased by 12%-13% during the 2007-11 period (see sections 5-6 of Table 5). The percentage rose from 46% to 59% for neighborhoods and from 45% to 57% for high schools. This shift, which has been less evident for the two most recent entry cohorts, is in keeping with the increase in the percentage of freshmen stemming from Latina/o backgrounds.

- The percentage of incoming freshmen graduating from all types of public high schools increased modestly throughout the period under study, going from 82% for the Fall 2007 entry cohort to 90% for the Fall 2013 entry cohort. Much of this shift can be attributed to a strong increase in the percentage of freshmen graduating from charter schools (see section 7 of Table 5). The percentage attending these specialized schools has more than tripled, increasing from 5% in the Fall 2007 entry cohort to 16% in the Fall 2013 entry cohort.

- Although incoming students' political views changed relatively little during the period under study, the direction of the change is interesting. Section 8 of Table 5 indicates that the percentage of freshman characterizing their political views as "middle-of-the-road" increased fairly steadily from 45% for the Fall 2007 entry cohort to 50% for the Fall 2011 entry cohort. At the same time, the percentage characterizing themselves as any variant of liberal or conservative tended to decline during this period. Among the Fall 2013 entrants a small shift to the liberal side of the political spectrum is evident, but it is too early to say whether the change is permanent or transitory.

- The percentage of freshmen whose fathers have no more than a high school education increased throughout the seven-year period under consideration (from 45% to 59%). A similar change was evident

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<sup>15</sup> The proportion of African American students in the Fall 2013 freshman cohort is somewhat higher than it was within the Fall 2012 cohort (9.5% vs. 8.2%), but the significance of the one-year gain in representation is impossible to assess at this time.

among the mothers of the incoming students considered, with the percentage increasing from 41% to 54% (see Figure 4 and sections 9-10 of Table 5). In keeping with these shifts, the percentage of first generation college students (i.e., those whose parents have no more than a high school education) rose from 31% among the Fall 2007 freshman entrants to 45% among the Fall 2013 entrants (see section 11 of Table 5).<sup>16</sup> These changes are in keeping with the increase in the percentage of students stemming from Latina/o backgrounds.

### ***Changes in High School Activities, and Anticipated Major***

- During the 2007-11 period, entering students' reported need for special tutoring during high school appeared to be declining in all subjects considered (see section 1 of Table 6). The large Fall 2013 freshman cohort has upended this trend, however, with a 2007-2013 comparison showing small gains across the board in the percentage needing remediation. The greatest gains are evident for mathematics (20% vs. 23%) and reading (7% vs. 10%). Whether the Fall 2013 figures are anomalous will not be evident until the data for the Fall 2015 entry cohort are in hand.

- The trend in the proportion of incoming freshmen expecting to need special tutoring or remedial work in college is more consistent than the trend for previously needed remedial work. As section 2 of Table 6 indicates, there was a noticeable, and fairly steady, increase during the 2007-13 period in the proportion of students expecting to need special tutoring in most of the subjects considered. Clear gains in the proportion expecting to need remediation are evident when the Fall 2013 entrants are compared to the Fall 2007 entrants in the following subjects: mathematics (48% vs. 42%), writing (26% vs. 19%), and science (22% vs. 15%). The longitudinal changes in this last are erratic rather than steady, as is the case for the proportion expecting to need tutoring in foreign languages.

- During the last seven years, CSUN's entering freshmen have become considerably more likely to report frequently using the Internet for research or homework (see section 3 of Table 6). The change in the percentage doing so during the last year of high school has been abrupt, however, rather than gradual. During the 2007-09 period, 72%-74% of the entering freshman respondents reported relying on the internet, while within the 2010-13 entry cohorts the percentage had shifted upward to 78%-79%. This pattern undoubtedly reflects the last decade's rapid expansion in reliance on electronic capabilities.

- In addition to the changing pattern of internet use, a number of more gradual changes are evident in the behavior of recent freshman entry cohorts (see section 3 of Table 6). During the 2007-13 period, respondents have become gradually more likely to report frequently doing the following : accepting mistakes as part of the learning process (55% vs. 61%),<sup>17</sup> seeking alternative solutions to problems (41% vs. 48%), evaluating the quality of information received (32% vs. 38%), exploring topics independent of required class work (29% vs. 35%), and looking up scientific research articles (19% vs. 25%).

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<sup>16</sup> If one relies on the more inclusive federal definition of first-generation college student (i.e., neither parent has earned a four-year college degree), the percentage first-generation has climbed from 55% for the Fall 2007 entry cohort to 65% for the Fall 2013 entry cohort.

<sup>17</sup> Since the percentage accepting mistakes as part of the learning process is so much lower for the Fall 2007 entry cohort than for any subsequent cohort, it has been ignored in tracing longitudinal gains.

- The CSUN freshman entering in Fall 2007 most frequently reported spending at least five hours per week during their last year of high school on three activities: socializing with friends, working for pay, and exercise or sports. By Fall 2013, working for pay had dropped out of the top three, thanks to a marked decline in the relative number of freshmen spending significant time on such employment (see Figure 5 and section 4 of Table 6). During the 2007-11 period, the percentage declined steadily from 45% to 22%. In consequence, the percentage of incoming students spending significant time working for pay had become smaller than the percentage spending significant time studying, a figure that had remained largely unchanged during the period under consideration. The marked drop-off in the percentage of students working for pay is most likely a reflection of the sharp decline in jobs for high school students that has characterized the post-recession period, a point that is made in the 2009 CIRP summary report.<sup>18</sup>

- Since Fall 2011, the proportion of incoming freshmen spending significant time working for pay during the last year of high school has stabilized again, albeit at a much lower level, while the proportion spending similar amounts of time studying or doing homework has risen modestly (from 26% to 31%). The recent stabilization in the proportion working for pay is in keeping with the similar pattern observed for parental income and unemployment (see Figures 2 and 3). Taken together, they provide evidence that the regional economy has stabilized after the sharp 2008 downturn.

- Entering freshmen became progressively less likely to spend at least 5 hours per week socializing with friends during the 2007-13 period, (see Figure 5 and section 4 of Table 6), with the percentage declining from 61% to 50% between the beginning and end of the period. In contrast, the percentage spending significant time engaging in exercise or sports during the last year of high school has remained relatively unchanged.

- The percentage of incoming freshmen planning to major in Business and Economics declined fairly steadily between 2007 and 2012, according to section 5 of Table 6 (from 21% to 11%). The percentage planning such majors appears to have bounced back among the Fall 2013 freshman entrants, but it is too early to tell whether the change marks the beginning of renewed growth in the number of business majors. In contrast to Business and Economics, the proportion of incoming freshmen planning majors in Health and Human Development has grown fairly steadily throughout the 2007-13 period, rising from 8% to 15%.

- Among more recent entry cohorts, there has been a noticeable increase in the proportion of incoming freshmen declaring no major at entry; the figure has risen from 6% for the 2010 and 2011 cohorts to 12% for the 2013 entry cohort. This shift has been accompanied by a relatively sharp drop in the percentage of incoming freshmen planning Humanities majors, with the proportion dropping from 9% within the 2010-11 cohorts to 5% for the Fall 2013 entry cohort.<sup>19</sup>

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<sup>18</sup> See p. 6 in Pryor, J.H., Hurtado, S., DeAngelo, L., Palucki Blake, L., and Tran, S. (2009). *The American Freshman: National Norms Fall 2009*. Los Angeles: Higher Education Research Institute, UCLA.

<sup>19</sup> The recent drop in the proportion of expected Humanities majors follows a more modest downturn during the 2007-10 period (from 12.5% to 10%).

### ***Changes in College Choice and Financing***

- The percentage of entering students saying that CSUN was their first choice has declined steadily during the 2007-13 period, as Figure 6 and the first section of Table 7 indicate (from 52% to 38%). Coupled with this shift, is a fairly steady increase in the percentage of incoming freshmen applying to four or more colleges, with the percentage growing from 54% in Fall 2007 to 69% in Fall 2013 (see section 2 in Table 7). Why either change should have occurred is not immediately clear. It is possible that recent financial constraints have increasingly forced incoming students to opt for an inexpensive CSU alternative rather than the more costly private or UC options that they might have preferred.

- In keeping with the economic difficulties many families have faced during the last decade, the percentage of freshman voicing at least some concern about their ability to finance their college educations has increased fairly steadily, going from 69% in 2007 to 82% in 2013 (see Figure 7 and section 3 of Table 7). At the same time, the increased level of concern about college affordability is likely to also reflect the changing socio-economic character of CSUN's entering freshman cohorts.

- Marked changes are also evident in the sources that the Fall 2013 freshmen expect to rely on to cover their first year's college expenses (see Figure 8 and section 4 of Table 7). Although most still expect to use their own and their family's resources for needed college financing, the percentage expecting to rely on grants and scholarships has increased fairly steadily throughout the seven-year period (from 52% to 68%). The percentage planning to rely on loans (i.e., repayable aid), something CSUN students are historically loath to do, also increased steadily, if modestly, during the 2007-11 period (from 32% to 39%). Since then, the percentage planning to rely on loans has dropped off somewhat, ranging from 36%-37% for the Fall 2012 and 2013 entry cohorts. This last shift may well reflect the return to economic stability evident elsewhere in the longitudinal data set.

- According to Figure 9 and the last section of Table 7, there has been a steady increase, during the 2007-13 period, in the percentage of entering freshman citing financial reasons as very important in their decision to attend CSUN. In particular, the offer of financial assistance has become increasingly important, with the percentage citing it as a key factor in their college decisions rising from 29% to 47%. The cost of attending college also remains an important consideration, with the percentage saying cost was a key factor rising somewhat disjointedly from 39% in 2007 to 54% in 2013. Finally, there were also notable gains in the percentage of respondents reporting that they could not afford their first-choice college or were not offered financial aid there (it rose from 20% to 35% during the period under study). At least in part, these changes in decision-making stem from the Fall 2008 economic downturn. It is likely, however, that these changes also reflect the recent transformation in the racial and ethnic composition of CSUN's entering freshman cohorts.

### ***Changes in Self Perceptions***

- The blue trend line in Figure 10 and the figures in the first section of Table 8 indicate that incoming freshmen's expectations about their college grades moved sharply upwards between the entry of the Fall 2007 and Fall 2009 entry cohorts. Thus, the percentage considering the chances very good that they will make at least a "B" average increased from 51% to 61% during the three-year period. Thereafter, the percentage held fairly constant until the entry of the Fall 2013 cohort, when it rose again to 63%. There is no way of knowing, as yet, whether this newly elevated level of expectations will persist. Nonetheless, it seems likely that the progressive change in expectations is, at least in part, a consequence of the more rigorous admission requirements introduced in 2009.

- Changes in expectations about participation in organized groups are also evident, with the percentage of freshmen considering it very likely that they will engage in volunteer and community service work during college rising from 17% to 29% during the seven-year period. The gain in expectations about participating in student clubs or groups is more recent, but rose from 38% to 49% during the 2010-13 period (see section 1 of Table 8).

- Although the percentage of incoming freshmen considering it very likely that they will work full-time while attending college has fluctuated during the period under consideration (see section 1 of Table 8), it is generally lower for cohorts entering during the 2011-13 period than it was for those entering during the 2007-08 period (10%-11% vs. 13%-15%). Which is not to say that students do not expect to get a job to help pay for college expenses; over half of the freshmen entering during the 2011-13 period consider it very likely that they will do so.

- The proportion of freshman respondents thinking that there is a very good chance that they will be satisfied at CSUN rose sharply between Fall 2007 and Fall 2008 (from 36% to 43%). Thereafter it has held fairly steady, rising slowly from 43% to 47% during the 2008-13 period (see the red line in Figure 10 and section 1 of Table 8). In keeping with this trend, the percentage expecting to transfer to another college has remained quite low throughout the seven-year period, ranging from 10% to 12%. The modest gains in expected satisfaction with CSUN are significant, given the continuing drop in the percentage of respondents reporting that CSUN was their first choice (see Figure 6 and section 1 of Table 7).

- According to the second section of Table 8, there has been a progressive decline during the 2007-11 period in the percentage of incoming freshmen who consider themselves outstanding on several intellectual and personality traits. The most marked declines were in the percentage of respondents considering themselves above-average in their computer skills (from 43% to 37%), followed by more modest declines in the proportion considering themselves above-average in artistic ability (from 35% to 29%) and creativity (from 57% to 50%). In the two years since then, the relevant proportions have either held steady or increased somewhat. Given this pattern, it is noteworthy that the proportion of incoming freshmen rating their intellectual self-confidence above-average has tended to hover around 50% throughout the period considered.

- The most marked decline in self-confidence concerns social matters, with the percentage of freshman respondents considering themselves above average in social self-confidence dropping gradually from 55% to 46% during the 2007-12 period, with a minor rebound for the Fall 2013 cohort (see section 2 of Table 8). This decline has been accompanied by a more modest decline in incoming students' views of their emotional health. During the 2007-10 period, the proportion of incoming freshmen saying that their emotional health was above-average dropped from 50% to 44%. The proportion has held fairly steady since then.

- According to the third section of Table 8, the Fall 2013 freshman entrants are as likely as their predecessors to consider one objective essential: being well-off financially. In fact, they are somewhat more likely to express it than most earlier cohorts, with 88% doing so compared to 84% of the Fall 2007 entrants. In contrast, a modest decline is evident in students' other key life objective: the percentage expecting to raise a family, which has dropped from 73% in Fall 2007 to 68% in Fall 2010, but has held steady since then. The decline has been accompanied by a longer-term decline in the proportion of incoming freshmen considering it very important to develop a meaningful philosophy of life: it has declined from 49% among the Fall 2007 entrants to 41% for the Fall 2013 entrants.

- Modest declines in respondents' views of the importance of two intellectual and career objectives are also evident (see section 3 of Table 8). The proportion considering it essential to become successful in their own businesses has declined during the 2007-13 period (going from 57% to 50%), as has the proportion considering artistic achievement important (declining from 24% to 18%). The decline in the proportion hoping to succeed in their own businesses is surprising, given the ongoing emphasis on financial well-being, but may reflect the lingering after-effects of the Great Recession.

## **Distinguishing Characteristics of First-Generation College Students**

The first time freshmen responding to the Freshman Survey in August 2013 provided enough information about their parents' education to permit identification of three groups (see sections 1 and 2 of Table 9): freshmen whose parents have no more than a high school education (45%), students whose parents have at least some college education but no four-year college degree (20%), and freshmen with at least one parent who has a four-year baccalaureate degree (35 %). As noted above, the percentage of incoming freshmen in the first group (i.e., parents with no more than a high school education) has increased fairly steadily since 2007, rising from 31% to 45% for the most current cohort.

Although the federal definition of “first-generation college student” includes the first two groups identified above, accounting for 65% of the freshmen entering CSUN in Fall 2013, a narrow definition includes only the first group. Moreover, insofar as the three groups differ on items considered in the Freshman Survey, it is consistently because the first group is clearly distinct from the third, with the students whose parents have some college education usually falling between the two extremes. Consequently, the discussion below focuses on the narrowly defined “first-generation” group. Of the Fall 2013 freshmen within it, 63% have parents who have not completed high school and 37% have at least one parent who has.

When compared to the freshman respondents with “college-graduate” parents (i.e., at least one parent has a four-year degree), the first-generation students differ in background, but not in many other respects. This is evident from the statistically, as well as substantively, significant inter-group differences summarized below.

### ***Background and Demographic Differences***

- More than four-fifths of the first-generation students (83%) are of Latina/o descent compared to 56% and 27% of the respondents in the other two groups (see section 3 of Table 9). In contrast, only 7% of the first-generation students are white, compared to 24% of the respondents with parents who have completed some college and close to half (45%) of those with college-graduate parents. Put somewhat differently, almost two-thirds (65%) of the Latina/o freshman respondents are first-generation college students in the narrow sense, with only 16% coming from families with college-graduate parents.

- In keeping with their Latina/o origins, 45% of the first-generation students report that English is their second language (see section 4 of Table 9). Only 18% of the other respondents are not native English-speakers.

- Approximately three-fifths of the first-generation respondents (62%) report having parents whose combined annual income is less than \$30,000 per year, while 85% have parents who earn less than \$50,000 per year (see section 5 of Table 9). In contrast, only 34% of the respondents with college-

graduate parents report living in homes where the annual family income does not exceed \$50,000. Further, 47% of them come from families with annual incomes of \$75,000 or more, compared to 6% of the first generation students.

- More than three-quarters of the first generation students (77%) grew up in entirely or mostly non-white neighborhoods, with 74% attending largely non-white high schools (see sections 6 and 7 of Table 9). In contrast, only 38%-41% of the students with college-graduate parents grew up in entirely or mostly non-white neighborhoods or attended such high schools.

- Although at least four in five respondents attended public high schools, regardless of their parents' educational background (see section 8 of Table 9), freshmen with college-graduate parents are four times as likely as first generation students to have attended private schools (18% vs. 4%).

### ***Differences in Resources, Preparation, and Attitudes***

- According to Table 10, first-generation respondents are significantly less likely than students with college-graduate parents to have spent at least five hours per week during the last year of high school socializing with friends (43% vs. 60%). The proportions spending at least five hours per week working for pay or studying and doing homework, in contrast, are quite similar.<sup>20</sup>

- Close to two-fifths of the first-generation respondents (38%), like the CSUN freshmen with more highly educated parents, say that CSUN was the college that they most wanted to attend (see section 1 of Table 10). In contrast, as the second section of Table 10 indicates, first-generation students are somewhat more likely than those with college-graduate parents to report applying to four or more colleges, a count that includes CSUN (72% vs. 63%).

- According to the third section of Table 10, first generation respondents are somewhat more likely than those with college-graduate parents to express at least some concern about their ability to finance their college educations (88% vs. 72%).

- First-generation students tend to rely on different sources than do students with college-graduate parents to finance their college educations (see section 4 of Table 10). In keeping with their more modest financial means, first-generation students are less likely than those with college-graduate parents to be able to rely on family resources to finance their first-year expenses (70% vs. 86%). Thus, they are more likely to expect to rely on non-repayable aid, such as grants and scholarships (84% vs. 53%). Both groups, however, are relatively unlikely to say that they expect to rely on repayable aid (e.g., loans) to finance their college educations.

- Table 12 lists a number of factors that respondents considered very important to their decision to attend CSUN. The top section of the table indicates that students in all three groups shown mention the outstanding institutional qualities that drew them to CSUN (e.g., a good academic reputation, graduates' ability to get good jobs) in roughly equal proportions.

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<sup>20</sup> First-generation students are also somewhat less likely than those with college-graduate parents to have spent significant time each week on exercise or sports (33% vs. 43%). The observed difference is not sufficient to be substantively significant, however.

- First-generation freshmen are more likely than others to point to financial considerations as key factors in their decision to attend CSUN (see bottom section of Table 12). In keeping with their modest financial circumstances and dependence on grants and scholarships, these students are more likely than respondents with college-graduate parents to mention offers of financial aid as an important reason for choosing to attend CSUN (58% vs. 38%). First-generation students are also slightly more likely than those with college-graduate parents to mention the cost of attendance as a reason for deciding to come to CSUN (57% vs. 49%). This second difference is not substantively significant, however.

- Table 13 indicates that first-generation freshmen are consistently less likely than students with college-graduate parents to see themselves as outstanding on selected intellectual traits. These differences in perception are clearest for two of the traits shown: creativity (47% vs. 61%) and artistic ability. (25% vs. 38%). More modest, but perceptible, differences are also evident for academic ability, writing ability, computer skills, and public speaking ability.

- In keeping with these differences in self-perception, first-generation respondents are at least somewhat more likely than those with college-graduate parents to expect to need special tutoring or remedial work in four fields while in college (see Table 14). The differing expectations are clear-cut in the case of the perceived need for special help in mathematics (56% vs. 38%) and writing (33% vs. 16%).

- Given these differences in expectations, it is worth noting that the first-generation respondents are only somewhat less likely than others to think that the chances are very good that they will earn a “B” average at CSUN (see bottom section of Table 14). Further the respondents in the first-generation and college-graduate groups are equally likely to expect that they will persist at CSUN.

- Finally, the self-reported high school grades of first-generation CSUN freshmen are remarkably similar to those reported by other respondents, with 70%-73% in each subgroup reporting that they generally received B grades (see Table 15). First-generation students are slightly less likely than others to report being A students, but the difference is relatively small.

## **Appendix A: Data Collection Procedures and Sample Representativeness**

The survey data discussed in the main body of this report were collected during the Orientation sessions for incoming freshmen that Cal State Northridge offers every August. The Freshman Survey students completed at that time is distributed annually by the Higher Education Research Institute at UCLA. It is part of a national study of higher education that has been in progress for almost 50 years; one of the study's major goals is to identify what happens to students as they enter college. The comprehensive survey questionnaire enquires into incoming students' recent activities and achievements, their aspirations for the future, their plans for getting through college, their self-perceptions, and their attitudes about a range of issues.

### **Data Collection Procedures**

During the first weeks of August 2013, CSUN sponsored seven Orientation sessions for first time freshman intending to enter the university in the upcoming Fall term. During these daylong sessions, an hour was set aside for participants to complete the scannable Freshman Survey forms. Survey administration took place within the context of multiple small group meetings, which permitted ready response to students' questions about individual survey items. At the end of each Orientation session, the completed survey forms were assembled by staff in Student Development and International Programs and forwarded to the Office of Institutional Research. Once all Orientation sessions had taken place, the full set of completed survey forms was shipped to the Minnesota vendor responsible for scanning the forms.

Early in 2014, CSUN's Office of Institutional Research received a data file from the Higher Education Research Institute containing the responses of 4,754 full-time first-time freshmen from CSUN, along with an Excel file containing summary data for the 36,533 freshmen attending the 47 other four-

year, public colleges participating in the preceding Fall's Freshman Survey administration.<sup>21</sup> The CSUN respondents account for 84% of the first time freshmen entering the university in Fall 2013.

### **Representativeness of the Response Sample**

With the aid of information in the student databases maintained by CSUN's Office of Institutional Research, it was possible to compare most of the Freshman Survey respondents with all first time freshmen enrolling in Fall 2013.<sup>22</sup> The resulting comparisons appear in Table A-1. They suggest that, in most respects, the response sample is fully representative of the larger group from which it is drawn.

The first two columns of Table A-1 show selected characteristics of the incoming students completing the Freshman Survey, along with figures for all freshmen enrolling in Fall 2013. The percentages in the first column of the table indicate that almost all freshman respondents are no more than 19 years of age and that close to three-fifths are women or belong to traditionally underserved groups. Two-thirds entered CSUN with a high school GPA of 3.00 or higher, with close to three-fifths needing at least some remediation in mathematics and/or English at entry. Of those who arrived proficient in one of these subjects, between 42% and 47% earned this status thanks to their performance on college admission or high school exit tests (e.g., SAT, EAP); relatively few received passing scores on the CSU-offered ELM or EPT tests (9%-14%). Finally, almost three-quarters of the freshman respondents (74%) attempted 12-14 units during their first semester at CSUN, while one fifth had no declared major at entry (see section 4 of Table A-1. Of the remainder, seven-tenths were planning majors in one of four

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<sup>21</sup> Such colleges are defined as institutions that offer an array of bachelor's degree programs and may offer post-baccalaureate programs, but few, if any, doctoral programs. Those included in this comparison group for the 2013 CIRP administration include three other CSU campuses (i.e., Long Beach, San Bernardino, and San Marcos), as well as a geographically-diverse group of institutions elsewhere in the country.

<sup>22</sup> Not all respondents provided CSUN IDs and not all IDs provided could be matched to those in our student data files. Thus, the number of respondents shown in Table A-1 is 5.5% lower than the number of respondents included in Tables 1-4 in the main body of this report (4,492 vs. 4,754).

areas: Social and Behavioral Sciences, Health and Human Services, Business and Economics, or Arts, Media, and Communication.

On each of the characteristics examined, the CIRP respondents are typical of all freshmen entering CSUN in Fall 2013, as a comparison of the first two columns in Table A-1 reveals. The limited differences that are evident tend to be statistically significant, but are almost never substantively significant. None of these comparative differences in representation, therefore, are great enough to bias the response sample.

The figures in the third column of the table show the percentage of all students in a given sub-group that the CIRP respondents represent. Thus, for example, freshman respondents who declared no major at entry represent 75% of all freshmen in that subgroup who entered CSUN in Fall 2013. Whether this figure, and the others shown, is high or low can be assessed by comparing it to the percentage of identifiable freshmen included in the entire response sample: 77%.

Using this percentage as a benchmark indicates that freshmen in the Undeclared subgroup, for example, are well-represented in the sample, as are virtually all of the other reasonably-sized subgroups identified.<sup>23</sup> There are three exceptions: the freshmen planning to major in one of the disciplines housed in the College of Engineering and Computer Science, students needing to complete two remedial courses in mathematics at entry, and international students. Only the last is consequential, however, presumably because international students are the last to register and generally do not attend the August Orientation sessions. Despite this flaw, which should be kept in mind during data analysis, it can be concluded that the freshmen response sample is largely representative of the larger group from which it is drawn.

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<sup>23</sup> Four freshman subgroups are under-represented, but too small to bias the response sample: students who are 20 or older, stem from American Indian or Pacific Islander backgrounds, and are attempting 11 or fewer units in the first college term.

**Table A-1. Representativeness of the CIRP Freshman Survey Respondents to All First-Time Freshmen, Fall 2013**

Characteristic	First Time Freshmen Completing Survey *	All First Time Freshmen	Percentage of Respondents Among All First Time Freshmen	(No. of freshmen on which percentage based)
<b>All Respondents</b>	4,492	5,818	77.2	(5,818)
<b>1. Gender (Percentages)</b>				
Women	59.6	56.8	81.0	(3,304)
Men	40.4	43.2	72.3	(2,514)
Total (No. of first time freshmen)	100.0 (4,492)	100.0 (5,818)		
<b>2. Age at Entry to CSUN</b>				
19 or younger	98.4	96.6	78.7	(5,621)
20 or older	1.6	3.4	35.5	(197)
Total (No. of first time freshmen)	100.0 (4,492)	100.0 (5,818)		
Mean	18.2	18.3		
Median	18.0	18.0		
<b>3. Racial and Ethnic Background (Percentages)</b>				
Traditionally Underserved students	63.3	60.5	80.6	(3,708)
<i>American Indian</i>	0.1	0.1	57.1	(7)
<i>Pacific Islander</i>	0.1	0.2	44.4	(9)
<i>African American</i>	6.8	7.5	70.3	(434)
<i>Latino/a</i>	56.3	52.7	82.4	(3,067)
<i>Multi-race</i>	3.3	3.3	77.5	(191)
Asian	11.6	10.8	83.1	(628)
White/Caucasian	15.8	15.6	78.4	(907)
Decline to state	2.2	2.4	73.2	(138)
International	3.8	7.5	38.9	(437)
Total (No. of first time freshmen)	100.0 (4,492)	100.0 (5,818)		
<b>4. College (Percentages)</b>				
Arts, Media, and Communication	12.4	12.0	79.9	(698)
Business and Economics	12.4	12.8	74.4	(746)
Education (Deaf Studies only)	1.0	0.8	87.8	(49)
Engineering and Computer Science	9.9	11.1	68.4	(648)
Health and Human Development	15.4	14.6	81.5	(847)
Humanities	3.1	2.8	85.2	(162)
Science and Mathematics	10.8	10.9	76.3	(634)
Social and Behavioral Science	15.3	14.6	81.3	(847)
Undeclared	19.9	20.4	75.1	(1,187)
Total (No. of first time freshmen)	100.0 (4,492)	100.0 (5,818)		

Chi-square= 61.23 (.000); df=1  
Cramer's V= .103

t-test=-9.94 (.000)  
Eta=.179

Chi-square= .046 (NS); df=1  
Cramer's V= .003

Chi-square = 64.17 (.000); df= 8  
Cramer's V= .105

Table A-1 cont'd. - 2

Characteristic	First Time Freshmen Completing Survey *	All First Time Freshmen	Percentage of Respondents Among All First Time Freshmen	(No. of freshmen on which percentage based)
<b>5. High School GPA</b>				
2.49 or less	2.8	3.1	69.7	(178)
2.50 to 2.99	28.7	28.8	77.5	(1,666)
3.00 to 3.49	46.2	45.8	78.5	(2,644)
3.50 to 4.0	22.3	22.3	77.6	(1,290)
Total (No. of first time freshmen)	100.0 (4,491)	100.0 (5,778)		
Mean	3.19	3.18		
Median	3.16	3.15		
Interquartile range	2.9 - 3.5	2.9 - 3.5		
<b>6. Proficiency at Entry</b>				
Fully Proficient	42.0	39.2	82.7	(2,278)
Needs remediation in:	58.1	60.8	73.6	(3,540)
<i>English only</i>	15.1	15.3	76.0	(893)
<i>Mathematics only</i>	14.0	13.9	77.7	(807)
<i>Both subjects</i>	29.0	31.6	70.7	(1,840)
Total (No. of first time freshmen)	100.0 (4,492)	100.0 (5,818)		
<b>7. English Proficiency Status at Entry</b>				
Needs to complete:				
two remedial courses	28.6	31.8	69.4	(1,851)
one remedial course	15.5	15.1	79.0	(881)
Passed EPT examination	9.4	9.0	80.2	(526)
Exempt (e.g., SAT, EAP perform.)	46.5	44.0	81.7	(2,559)
Total (No. of first time freshmen)	100.0 (4,492)	100.0 (5,817)		
<b>8. Mathematics Proficiency Status at Entry</b>				
Needs to complete:				
two remedial courses	15.2	17.7	66.2	(1,031)
one remedial course	27.7	27.8	77.0	(1,616)
Passed ELM examination	14.2	14.6	75.6	(847)
Exempt (e.g., SAT, EAP perform.)	42.8	39.9	82.8	(2,324)
Total (No. of first time freshmen)	100.0 (4,492)	100.0 (5,818)		

t-test=3.73 (.000)  
Eta=.050

Chi-square =65.28 (.001); df=1  
Cramer's V=.106

Chi-square =66.53 (.001); df=2  
Cramer's V=.107

Chi-square =71.17 (.001); df=2  
Cramer's V=.111

Table A-1 cont'd. - 3

Characteristic	First Time Freshmen Completing Survey *	All First Time Freshmen	Percentage of Respondents Among All First Time Freshmen	(No. of freshmen on which percentage based)
<b>9. Number of Units Attempted in Fall 2013</b>				
11 or fewer units	0.8	1.0	62.1	(58)
12 units	20.8	21.1	76.2	(1,225)
13-14 units	53.6	53.4	77.6	(3,105)
15 or more units	24.8	24.6	77.9	(1,430)
Total (No. of first time freshmen)	100.0 (4,492)	100.0 (5,818)		
Mean	13.7	13.7		
Median	14.0	13.0		
Interquartile range	13 - 14	13 - 14		

t-test=1.31 (.075)  
Eta=.019

\* Not all freshman respondents provided their CSUN IDs and a number of those provided could not be matched to our student data files. Thus, the number of respondents shown in this table is 5.5% lower than the number of respondents included in Tables 1-4 in the main body of the report (4,492 vs. 4,754).

**Appendix B:**  
**Longitudinal Survey Data on Cal State Northridge's Entering Time Freshman Cohorts**  
**(2007-13)**

**Table B-1. Background and Demographic Characteristics of the First Time Full-Time Freshmen Responding to the Freshman Survey by Fall Entry Term (Percentages)**

Characteristic	Fall 2007 (No. of Percent resp)	Fall 2008 (No. of Percent resp)	Fall 2009 (No. of Percent resp)	Fall 2010 (No. of Percent resp)	Fall 2011 (No. of Percent resp)	Fall 2012 (No. of Percent resp)	Fall 2013 (No. of Percent resp)
<b>1. How old will you be on 31 December of entry year?</b>							
16 or younger	0.0	0.1	0.0	0.0	0.0	0.0	0.0
17	2.5	2.5	2.4	2.1	2.1	2.0	2.0
18	81.8	82.3	81.7	82.1	80.2	78.9	81.0
19	14.8	14.8	15.1	14.9	16.5	17.6	15.9
20	0.4	0.3	0.6	0.6	0.8	1.0	0.8
21 and over	0.3	0.1	0.1	0.2	0.0	0.4	0.2
Total	100.0 (2,924)	100.0 (3,565)	100.0 (3,370)	100.0 (4,362)	100.0 (4,408)	100.0 (3,513)	100.0 (4,742)
<b>2. Respondents' gender</b>							
Men	42.2	42.5	41.3	42.4	43.5	45.4	42.7
Women	57.8	57.5	58.6	57.6	56.5	54.6	57.3
Total	100.0 (2,924)	100.0 (3,573)	100.0 (3,381)	100.0 (4,362)	100.0 (4,262)	100.0 (3,516)	100.0 (4,754)
<b>3. Racial and ethnic identity: ^</b>							
Traditionally Underserved							
<i>American Indian/Alaskan Native</i>	2.2	2.1	1.9	1.9	2.1	1.6	1.5
<i>Native Hawaiian/Pacific Islander</i>	3.9	4.5	3.4	3.3	3.1	3.0	3.5
<i>African American/Black</i>	14.5	13.7	11.6	13.3	10.6	8.2	9.5
<i>Latina/o</i>	41.9	46.3	51.8	51.8	57.8	60.5	61.9
Mexican American/Chicano	25.8	28.4	33.0	34.3	38.6	40.8	41.3
Puerto Rican	0.9	1.2	1.0	0.9	0.9	0.7	0.8
Other Latino	15.2	16.7	17.8	16.6	18.3	19.0	19.8
Asian American/Asian	11.0	12.2	13.2	13.1	13.7	13.4	13.4
White/Caucasian	36.3	30.4	29.6	29.3	24.7	25.1	22.8
Other	9.1	9.7	7.4	7.1	6.6	6.5	6.1
Total	118.9 (2,841)	118.9 (3,489)	118.9 (3,326)	119.8 (4,326)	118.6 (4,365)	118.3 (3,485)	118.7 (4,704)
<b>4. Citizenship status</b>							
U.S. citizen	92.9	94.1	95.5	94.9	95.0	94.7	92.5
Permanent resident (green card)	4.8	4.2	3.1	4.0	3.7	3.5	4.4
Neither	2.3	1.7	1.5	1.1	1.3	1.8	3.0
Total	100.0 (2,915)	100.0 (3,549)	100.0 (3,362)	100.0 (4,354)	100.0 (4,392)	100.0 (3,490)	100.0 (4,691)

^ These percentages sum to more than 100.0 because respondents could mark multiple categories.

Table B-1 cont'd. - 2

Characteristic	Fall 2007 (No. of Percent resp)	Fall 2008 (No. of Percent resp)	Fall 2009 (No. of Percent resp)	Fall 2010 (No. of Percent resp)	Fall 2011 (No. of Percent resp)	Fall 2012 (No. of Percent resp)	Fall 2013 (No. of Percent resp)
<b>5. Is English your native language?</b>							
Yes	73.6	71.5	71.2	71.1	69.7	69.2	69.8
No	26.4	28.5	28.8	28.9	30.3	30.8	30.2
Total	100.0 (2,909)	100.0 (3,539)	100.0 (3,328)	100.0 (4,304)	100.0 (4,336)	100.0 (3,457)	100.0 (4,670)
<b>6. Student's current religious preference</b>							
Catholic	32.6	33.4	34.4	33.5	36.0	36.7	39.4
<i>Roman Catholic</i>	31.5	32.2	33.4	32.1	34.9	35.4	38.0
<i>Eastern Orthodox</i>	1.1	1.2	1.0	1.4	1.1	1.3	1.4
Protestant	11.9	18.5	9.2	17.8	7.7	6.2	7.3
<i>Baptist</i>	6.1	5.2	4.5	4.8	3.8	3.3	3.8
<i>Episcopal</i>	0.4	0.2	0.2	0.3	0.2	0.0	0.3
<i>LDS (Mormon)</i>	0.5	0.2	0.3	0.3	0.3	0.1	0.2
<i>Lutheran</i>	1.2	1.0	0.8	0.7	0.6	0.4	0.5
<i>Methodist</i>	1.0	0.9	0.7	0.8	0.5	0.5	0.5
<i>Presbyterian</i>	1.6	1.9	2.0	1.8	1.3	1.1	0.9
<i>Quaker</i>	0.2	0.2	0.1	0.2	0.2	0.3	0.2
<i>Seventh Day Adventist</i>	0.7	0.6	0.4	0.6	0.6	0.3	0.7
<i>United Church of Christ</i>	0.2	8.3	0.2	8.3	0.2	0.2	0.2
Other Christian	16.4	15.5	16.1	14.6	21.9	20.2	21.4
Jewish	3.8	3.7	2.6	2.9	3.1	2.9	2.0
Buddhist	2.0	1.9	1.7	2.1	2.1	2.2	1.9
Islamic	1.4	1.4	1.0	1.2	1.3	1.3	1.0
Other Religion	4.0	4.2	3.3	3.8	3.8	4.4	3.9
None	21.3	21.5	23.1	23.9	23.9	25.9	23.0
Total	100.0 (2,795)	100.0 (3,414)	100.0 (3,174)	100.0 (4,150)	100.0 (4,202)	100.0 (3,297)	100.0 (4,577)
<b>7. Best estimate of parents' total income in preceding year</b> (includes income from all sources before taxes)							
Less than \$30,000	31.2	33.7	38.2	41.6	44.6	44.1	44.4
\$30,000 to \$49,999	19.0	18.6	17.9	19.1	19.1	19.4	19.1
\$50,000 to \$74,999	17.7	18.0	15.2	14.2	13.8	15.2	14.1
\$75,000 to \$149,999	21.5	20.5	19.8	17.2	16.4	15.5	15.6
\$150,000 or more	10.8	9.2	9.0	7.6	6.1	5.9	6.6
Total	100.0 (2,582)	100.0 (3,221)	100.0 (2,955)	100.0 (3,994)	100.0 (4,034)	100.0 (3,269)	100.0 (4,446)

Table B-1 cont'd. - 3

Characteristic	Fall 2007 (No. of Percent resp)	Fall 2008 (No. of Percent resp)	Fall 2009 (No. of Percent resp)	Fall 2010 (No. of Percent resp)	Fall 2011 (No. of Percent resp)	Fall 2012 (No. of Percent resp)	Fall 2013 (No. of Percent resp)
<b>8. Father's employment status *</b>							
Employed	97.1	95.6	94.0	92.2	92.4	92.7	81.6
Unemployed	2.9	4.4	6.0	7.8	7.6	7.3	15.2
Retired	--	--	--	--	--	--	3.2
Total	100.0 (2,559)	100.0 (3,165)	100.0 (2,974)	100.0 (3,862)	100.0 (3,872)	100.0 (3,139)	100.0 (4,369)
<b>9. Mother's employment status *</b>							
Employed (includes full-time homemaker)	91.6	89.9	87.6	86.6	84.0	84.3	65.1
Unemployed	8.4	10.1	12.4	14.4	15.9	15.7	33.4
Retired	--	--	--	--	--	--	1.4
Total	100.0 (2,657)	100.0 (3,282)	100.0 (3,087)	100.0 (3,987)	100.0 (4,040)	100.0 (3,252)	100.0 (4,649)
<b>10. Racial composition of neighborhood in which respondent grew up</b>							
Completely non-White	18.5	21.2	21.6	22.0	25.0	26.3	24.8
Mostly non-White	27.4	30.3	29.5	30.8	33.7	32.6	35.8
Roughly half non-White	22.7	21.3	21.8	21.8	20.7	20.1	19.5
Mostly White	27.3	24.2	24.5	22.4	18.6	18.7	17.9
Completely White	4.1	3.0	2.6	3.0	2.0	2.3	2.1
Total	100.0 (2,733)	100.0 (3,297)	100.0 (3,156)	100.0 (4,108)	100.0 (4,209)	100.0 (3,323)	100.0 (4,205)
<b>11. Racial composition of high school from which graduated</b>							
Completely non-White	11.2	14.7	14.1	15.0	17.6	18.8	19.9
Mostly non-White	33.9	33.8	34.9	35.0	39.8	39.4	39.5
Roughly half non-White	29.2	29.5	29.7	28.5	25.9	24.9	25.6
Mostly White	23.3	19.9	19.6	19.8	15.2	15.4	13.3
Completely White	2.4	2.2	1.7	1.7	1.5	1.5	1.8
Total	100.0 (2,880)	100.0 (3,528)	100.0 (3,308)	100.0 (4,268)	100.0 (4,368)	100.0 (3,412)	100.0 (4,369)

\* The format of the question on which these responses are based was changed in 2013. Prior to that year, the survey included a single question about each parents' occupation, which included an Unemployed category. From 2013 forwards, a two-question format was adopted. A brief question about about the employment status of each parent, while another question asked about the occupation of each employed parent. This change is likely to account for much of the sudden rise in the percent Unemployed.

Table B-1 cont'd. - 4

Characteristic	Fall 2007 (No. of Percent resp)	Fall 2008 (No. of Percent resp)	Fall 2009 (No. of Percent resp)	Fall 2010 (No. of Percent resp)	Fall 2011 (No. of Percent resp)	Fall 2012 (No. of Percent resp)	Fall 2013 (No. of Percent resp)
<b>12. Type of high school attended</b>							
Public	82.1	84.4	84.5	86.2	86.2	87.8	89.7
<i>Charter school</i>	4.8	7.7	8.8	9.5	12.8	16.4	16.1
<i>Magnet school</i>	10.6	11.7	10.3	10.4	9.9	10.3	10.4
<i>Other</i>	66.7	65.0	65.4	66.3	65.1	61.1	63.2
Private	17.8	15.3	15.2	13.6	12.2	11.8	10.1
<i>Religious/parochial school</i>	13.7	11.5	11.6	10.2	9.6	8.7	7.8
<i>Independent college-preparatory</i>	4.0	3.8	3.6	3.4	2.6	3.1	2.3
Home school	0.1	0.3	0.2	0.2	0.1	0.3	0.2
Total	100.0 (2,906)	100.0 (3,553)	100.0 (3,359)	100.0 (4,353)	100.0 (4,399)	100.0 (3,505)	100.0 (4,740)
<b>13. How would you characterize your political views?</b>							
Far right	1.5	1.3	1.5	1.3	1.0	1.2	1.1
Conservative	15.3	12.1	13.7	12.9	12.8	12.7	12.1
Middle-of-the-road	45.0	47.0	46.6	48.7	50.1	50.0	47.6
Liberal	34.0	36.4	35.0	33.0	33.0	33.0	35.7
Far left	4.2	3.2	3.2	4.0	3.1	3.1	3.5
Total	100.0 (2,655)	100.0 (3,346)	100.0 (3,085)	100.0 (4,024)	100.0 (4,093)	100.0 (3,226)	100.0 (4,471)
<b>14. Father's education</b>							
High school graduate or less	44.7	48.9	51.4	53.5	56.5	57.5	58.8
Some postsecondary education	22.3	20.3	18.0	18.2	17.3	18.3	16.8
College degree (includes graduate study)	33.1	30.8	30.7	28.3	26.1	24.1	24.5
Total	100.0 (2,746)	100.0 (3,370)	100.0 (3,195)	100.0 (4,153)	100.0 (4,188)	100.0 (3,383)	100.0 (4,507)
<b>15. Mother's education</b>							
High school graduate or less	41.0	45.3	48.6	48.6	52.9	53.3	53.9
Some postsecondary education	24.8	23.2	20.9	20.9	19.7	20.0	19.4
College degree (includes graduate study)	34.1	31.4	30.5	30.5	27.3	26.6	26.7
Total	100.0 (2,808)	100.0 (3,453)	100.0 (3,274)	100.0 (4,258)	100.0 (4,315)	100.0 (3,445)	100.0 (4,643)

Table B-1 cont'd. - 5

Characteristic	Fall 2007 (No. of Percent resp)	Fall 2008 (No. of Percent resp)	Fall 2009 (No. of Percent resp)	Fall 2010 (No. of Percent resp)	Fall 2011 (No. of Percent resp)	Fall 2012 (No. of Percent resp)	Fall 2013 (No. of Percent resp)
<b>16. Where do you plan to live during the fall term?</b>							
With parents or relatives	55.7	56.6	58.5	55.1	58.7	62.6	56.9
Other private home, apartment, or room	11.0	13.4	6.0	11.0	9.5	6.8	9.9
College dormitory, residence hall	27.1	25.8	28.8	25.0	24.8	23.0	26.2
Other campus student housing	5.2	3.2	6.3	7.8	6.2	6.7	6.0
Other	0.9	1.0	0.5	1.0	0.8	0.9	0.9
Total	100.0 (2,897)	100.0 (3,527)	100.0 (3,346)	100.0 (4,336)	100.0 (4,371)	100.0 (3,482)	100.0 (4,722)
<b>17. How many miles is this college from your permanent home?</b>							
5 or less	14.5	16.9	16.7	14.7	15.5	16.0	14.6
6 to 10	14.5	15.9	17.2	14.6	17.2	19.6	14.9
11 to 50	46.8	44.5	44.2	46.7	47.0	49.8	46.6
51 to 100	10.5	9.7	10.7	11.1	10.9	9.1	11.5
101 to 500	11.3	10.2	8.6	10.9	7.8	4.0	10.6
More than 500	2.5	2.7	2.5	2.0	1.6	1.6	1.8
Total	100.0 (2,860)	100.0 (3,477)	100.0 (3,256)	100.0 (4,212)	100.0 (4,262)	100.0 (3,406)	100.0 (4,601)

**Table B-2. Adequacy of High School Preparation and Degree Plans of the CSUN First Time Full-Time Freshmen Responding to the Freshman Survey by Fall Entry Term (Percentages)**

	<u>Fall 2007</u> (No. of Percent resp)	<u>Fall 2008</u> (No. of Percent resp)	<u>Fall 2009</u> (No. of Percent resp)	<u>Fall 2010</u> (No. of Percent resp)	<u>Fall 2011</u> (No. of Percent resp)	<u>Fall 2012</u> (No. of Percent resp)	<u>Fall 2013</u> (No. of Percent resp)
<b>1. In what year did you graduate from high school?</b>							
2013	--	--	--	--	98.4	97.8	98.3
2012	--	--	--	98.7	1.3	1.5	1.5
2011	--	--	100.0	1.0	0.1	0.3	0.1
2010	--	99.5	0.0	0.1	0.2	0.4	0.2
2009	98.9	0.4	0.0	0.0	0.0	0.0	0.0
2008	0.8	0.0	0.0	0.0	0.0	0.0	0.0
2007	0.1	0.0	0.0	0.0	0.0	0.0	0.0
At least three years ago (or passed G.E.D test)	0.2	0.1	0.0	0.2	0.0	0.0	0.0
Total	100.0 (2,923)	100.0 (3,565)	100.0 (3,283)	100.0 (4,356)	100.0 (4,406)	100.0 (3,506)	100.0 (4,746)
<b>2. What was your average grade in high school?</b>							
A- or better	15.4	17.0	18.3	18.7	19.2	21.3	20.6
B+	28.5	23.0	23.7	24.8	24.7	22.7	24.8
B	23.3	35.6	35.6	35.7	35.0	34.3	35.4
B-	21.4	13.5	13.0	12.2	10.9	12.1	11.7
C+	6.2	8.1	7.1	7.0	8.0	6.9	5.7
C or D	5.3	2.8	2.3	1.5	2.2	2.7	1.8
Total	100.0 (2,902)	100.0 (3,544)	100.0 (3,344)	100.0 (4,328)	100.0 (4,376)	100.0 (3,487)	100.0 (4,718)
<b>3. Number of Advanced Placement courses taken in high school</b>							
None	31.9	--	28.4	--	26.9	--	24.9
1 to 4	56.1	--	59.2	--	59.9	--	59.8
5 or more	9.1	--	9.4	--	10.4	--	11.7
Not offered at my high school	2.9	--	3.0	--	2.8	--	3.4
Total	100.0 (2,757)		100.0 (2,926)		100.0 (4,189)	--	100.0 (4,599)
<b>4. Respondent needed special tutoring or remedial work in: *</b>							
Mathematics	19.8 (2,927)	--	17.7 (3,381)	--	15.2 (4,413)	--	23.2 (4,754)
English	9.9 (2,927)	--	9.6 (3,381)	--	8.2 (4,413)	--	12.3 (4,754)
Writing	7.3 (2,927)	--	7.5 (3,381)	--	5.7 (4,413)	--	8.9 (4,754)
Reading	6.7 (2,927)	--	7.7 (3,381)	--	5.8 (4,413)	--	9.8 (4,754)
Foreign Language	7.9 (2,927)	--	7.3 (3,381)	--	5.8 (4,413)	--	8.6 (4,754)
Science	6.8 (2,927)	--	7.3 (3,381)	--	5.7 (4,413)	--	8.5 (4,754)
Social Studies	5.7 (2,927)	--	5.7 (3,381)	--	4.5 (4,413)	--	7.6 (4,754)

Table B-2 cont'd. - 2

	<u>Fall 2007</u> (No. of Percent resp)	<u>Fall 2008</u> (No. of Percent resp)	<u>Fall 2009</u> (No. of Percent resp)	<u>Fall 2010</u> (No. of Percent resp)	<u>Fall 2011</u> (No. of Percent resp)	<u>Fall 2012</u> (No. of Percent resp)	<u>Fall 2013</u> (No. of Percent resp)
<b>5. Respondent expects to need special tutoring or remedial work in: *</b>							
Mathematics	41.8 (2,927)	--	38.9 (3,381)	--	46.6 (4,413)	--	48.3 (4,754)
English	19.5 (2,927)	--	20.6 (3,381)	--	21.3 (4,413)	--	21.8 (4,754)
Writing	19.1 (2,927)	--	21.1 (3,381)	--	21.1 (4,413)	--	25.7 (4,754)
Reading	8.1 (2,927)	--	9.8 (3,381)	--	9.2 (4,413)	--	10.8 (4,754)
Science	15.3 (2,927)	--	10.6 (3,381)	--	18.2 (4,413)	--	22.1 (4,754)
Foreign Language	11.5 (2,927)	--	16.0 (3,381)	--	10.3 (4,413)	--	11.0 (4,754)
Social Studies	7.4 (2,927)	--	8.4 (3,381)	--	7.9 (4,413)	--	9.4 (4,754)
<b>6. Number of years taken in the following subjects in high school: *</b>							
<u>English</u>							
4 or more years	--	99.3 (3,540)	--	99.0 (4,336)	--	1.2 (3,478)	--
3 or fewer years	--	0.7 (3,540)	--	1.0 (4,336)	--	98.8 (3,478)	--
<u>Mathematics</u>	--						
4 or more years	--	62.5 (3,526)	--	65.8 (4,336)	--	68.0 (3,470)	--
3 or fewer years	--	37.5 (3,526)	--	34.1 (4,336)	--	32.0 (3,470)	--
<u>Foreign Language</u>	--						
4 or more years	--	11.3 (3,519)	--	11.5 (4,328)	--	11.5 (3,456)	--
3 years	--	43.1 (3,519)	--	42.0 (4,328)	--	43.3 (3,456)	--
2 or fewer years	--	45.6 (3,519)	--	46.6 (4,328)	--	45.3 (3,456)	--
<u>History/American Government</u>	--						
4 or more years	--	34.9 (3,488)	--	34.1 (4,254)	--	34.2 (3,413)	--
3 years	--	46.5 (3,488)	--	46.8 (4,254)	--	49.1 (3,413)	--
2 or fewer years	--	18.6 (3,488)	--	19.1 (4,254)	--	16.8 (3,413)	--
<u>Arts and/or Music</u>	--						
3 or more years	--	24.9 (3,487)	--	24.4 (4,259)	--	22.6 (3,424)	--
2 years	--	25.5 (3,487)	--	25.0 (4,259)	--	25.5 (3,424)	--
1 or fewer years	--	49.6 (3,487)	--	50.7 (4,259)	--	51.9 (3,424)	--
<u>Physical Science</u>	--						
3 or more years	--	24.3 (3,411)	--	23.0 (4,328)	--	24.3 (3,368)	--
2 years	--	40.2 (3,411)	--	39.2 (4,328)	--	39.6 (3,368)	--
1 or fewer years	--	35.5 (3,411)	--	37.8 (4,328)	--	36.0 (3,368)	--

Table B-2 cont'd. - 3

	<u>Fall 2007</u> (No. of Percent resp)	<u>Fall 2008</u> (No. of Percent resp)	<u>Fall 2009</u> (No. of Percent resp)	<u>Fall 2010</u> (No. of Percent resp)	<u>Fall 2011</u> (No. of Percent resp)	<u>Fall 2012</u> (No. of Percent resp)	<u>Fall 2013</u> (No. of Percent resp)
<b>6. Number of years taken in the following subjects in high school: (cont'd)</b>							
<i>Biological Science</i>							
3 or more years	--	14.8 (3,450)	--	16.0 (4,328)	--	16.8 (3,379)	--
2 years	--	31.0 (3,450)	--	32.7 (4,328)	--	31.0 (3,379)	--
1 or fewer years	--	54.2 (3,450)	--	51.4 (4,328)	--	52.3 (3,379)	--
<i>Computer Science</i>							
3 or more years	--	3.9 (3,344)	--	3.3 (4,085)	--	3.0 (3,296)	--
2 years	--	11.4 (3,344)	--	9.2 (4,085)	--	8.7 (3,296)	--
No more than 1 year	--	53.6 (3,344)	--	51.8 (4,085)	--	47.9 (3,296)	--
None	--	31.2 (3,344)	--	35.8 (4,085)	--	40.4 (3,296)	--
<b>7. During the past year, respondents frequently: *</b>							
Took notes during class	-- --	60.8 (3,611)	61.9 (3,313)	63.1 (4,304)	64.7 (4,350)	--	--
Worked with other students on class assignments	-- --	-- --	57.9 (3,067)	53.7 (4,324)	55.9 (4,372)	52.4 (3,479)	52.8 (4,677)
Intergrate skills, knowledge from different sources & exp.	-- --	-- --	-- --	-- --	49.1 (4,367)	50.1 (3,482)	50.5 (4,679)
Asked questions in class	48.9 (2,895)	48.9 (3,535)	46.6 (3,339)	47.8 (4,339)	45.9 (4,380)	47.4 (3,490)	47.6 (4,703)
Supported their opinions with a logical argument	48.1 (2,884)	47.6 (3,535)	46.0 (3,328)	45.0 (4,331)	44.9 (4,375)	47.5 (3,484)	48.1 (4,694)
Sought solutions to problems & explained them to others	45.5 (2,875)	47.3 (3,522)	45.0 (3,316)	46.2 (4,321)	46.6 (4,365)	47.4 (3,487)	48.3 (4,689)
Revised their papers to improve their writing	40.9 (2,884)	40.7 (3,526)	41.8 (3,319)	40.6 (4,332)	40.4 (4,372)	45.0 (3,482)	43.7 (4,694)
Sought alternative solutions to a problem	40.8 (2,853)	43.2 (3,501)	44.5 (3,302)	46.5 (4,306)	44.4 (4,354)	47.2 (3,474)	47.7 (4,664)
Sought feedback on their academic work	40.7 (2,877)	42.8 (3,509)	45.4 (3,316)	44.4 (4,326)	45.4 (4,357)	46.0 (3,473)	45.9 (4,668)
Took a risk because they felt they had more to gain	37.9 (2,877)	39.4 (3,524)	37.9 (3,317)	39.6 (4,322)	38.1 (4,365)	38.8 (3,476)	39.2 (4,686)
Evaluated the quality/reliability of information received	31.6 (2,882)	33.5 (3,517)	33.9 (3,314)	33.2 (4,324)	34.5 (4,369)	38.5 (3,481)	37.7 (4,688)
Explored topics on own that not required for class	28.8 (2,874)	30.5 (3,518)	30.2 (3,312)	31.3 (4,325)	32.7 (4,368)	33.9 (3,478)	35.0 (4,683)
Accepted mistakes as part of the learning process	23.1 (2,873)	54.5 (3,515)	53.8 (3,313)	54.6 (4,316)	56.1 (4,359)	58.9 (3,482)	60.7 (4,661)
Looked up scientific research articles and resources	18.9 (2,869)	19.7 (3,510)	20.8 (3,313)	22.4 (4,318)	22.9 (4,360)	25.8 (3,473)	25.4 (4,679)
<b>8. During the past year, respondents *</b>							
<i>Frequently used the Internet:</i>							
for research or homework	72.2 (2,893)	73.1 (3,529)	73.8 (3,306)	78.6 (4,311)	79.0 (4,355)	78.2 (3,489)	79.4 (4,727)
to read news sites	39.7 (2,877)	41.0 (3,512)	43.7 (3,278)	--	--	--	--
to read blogs	31.7 (2,875)	24.5 (3,503)	26.4 (3,274)	--	--	--	--
to blog	--	15.7 (3,476)	16.4 (3,257)	--	--	--	--

Table B-2 cont'd. - 4

	<u>Fall 2007</u> (No. of Percent resp)	<u>Fall 2008</u> (No. of Percent resp)	<u>Fall 2009</u> (No. of Percent resp)	<u>Fall 2010</u> (No. of Percent resp)	<u>Fall 2011</u> (No. of Percent resp)	<u>Fall 2012</u> (No. of Percent resp)	<u>Fall 2013</u> (No. of Percent resp)
<b>8. During the past year, respondents (cont'd.) *</b>							
<i>Frequently</i>							
Socialized with someone of another racial/ethnic group	77.7 (2,875)	77.1 (3,514)	75.7 (3,284)	72.7 (4,321)	72.1 (4,347)	74.6 (3,486)	76.9 (4,731)
Asked a teacher for advice after class	28.6 (2,885)	31.5 (3,516)	31.8 (3,287)	32.8 (4,332)	33.3 (4,363)	30.3 (3,491)	31.8 (4,732)
Voted in a student election	23.4 (2,852)	24.4 (3,467)	22.4 (3,249)	22.4 (4,290)	23.1 (4,297)	20.7 (3,465)	22.9 (4,700)
<i>Frequently or occasionally</i>							
Studied with other students	89.6 (2,891)	88.7 (3,519)	88.5 (3,300)	88.3 (4,328)	88.7 (4,359)	88.7 (3,490)	89.4 (4,734)
Performed volunteer work	77.0 (2,882)	77.7 (3,518)	78.5 (3,294)	80.4 (4,319)	81.1 (4,335)	79.0 (3,479)	83.3 (4,718)
Performed community service as part of a class	59.6 (2,879)	62.5 (3,513)	59.8 (3,276)	61.7 (4,332)	61.7 (4,349)	60.1 (3,480)	59.4 (4,721)
Demonstrated for/against a cause	--	--	--	60.8 (4,292)	29.0 (4,338)	27.2 (3,472)	24.8 (4,722)
Tutored another student	54.2 (2,882)	56.2 (3,507)	54.5 (3,288)	57.1 (4,332)	56.8 (4,349)	60.4 (3,489)	60.4 (3,489)
Played a musical instrument	42.4 (2,875)	43.9 (3,510)	42.3 (3,288)	--	--	--	--
Were guests in a teacher's home	15.9 (2,884)	14.6 (3,514)	13.6 (3,285)	13.6 (4,324)	13.3 (4,350)	10.1 (3,489)	11.7 (4,726)
Worked on a political campaign (local, state or national)	13.7 (2,854)	15.0 (3,511)	--	10.3 (4,324)	--	--	--
<b>9. During last year of high school, respondent spent more than five hours per week: *</b>							
Socializing with friends	61.3 (2,831)	59.3 (3,465)	55.4 (3,206)	56.6 (4,188)	53.7 (4,254)	51.7 (3,385)	50.3 (4,415)
Working (for pay)	45.1 (2,830)	40.5 (3,450)	30.3 (3,202)	25.2 (4,183)	21.6 (4,262)	21.3 (3,387)	23.1 (4,409)
On exercise or sports	39.2 (2,837)	37.7 (3,465)	38.1 (3,217)	39.3 (4,190)	37.4 (4,262)	39.2 (3,393)	37.3 (4,409)
Watching TV	26.4 (2,824)	25.6 (3,443)	25.0 (3,208)	23.3 (4,180)	21.9 (4,256)	19.8 (3,382)	19.4 (4,382)
Studying/doing homework	24.7 (2,853)	26.4 (3,475)	23.3 (3,223)	26.2 (4,196)	26.0 (4,270)	27.0 (3,402)	30.5 (4,429)
Online social networks (MySpace, Facebook, etc.)	-- --	-- --	20.5 (3,209)	23.6 (4,184)	24.8 (4,265)	22.5 (3,395)	26.7 (4,369)
Partying	20.5 (2,828)	19.7 (3,449)	18.7 (3,204)	17.9 (4,172)	14.2 (4,243)	13.0 (3,382)	10.2 (4,403)
Involved with student clubs/groups	15.9 (2,816)	14.6 (3,437)	14.6 (3,192)	15.6 (4,167)	15.7 (4,239)	15.8 (3,375)	15.9 (4,376)
On household/childcare	14.1 (2,830)	14.7 (3,440)	16.1 (3,199)	15.0 (4,180)	14.4 (4,248)	14.8 (3,382)	14.6 (4,380)
Doing volunteer work	13.5 (2,819)	12.8 (3,441)	14.0 (3,199)	15.0 (4,169)	14.9 (4,249)	15.6 (3,384)	15.5 (4,382)
Playing video games	9.2 (2,825)	12.6 (3,446)	11.9 (3,204)	11.4 (4,180)	12.3 (4,261)	13.1 (3,393)	12.4 (4,366)
Reading for pleasure	8.2 (2,829)	10.9 (3,446)	12.3 (3,199)	9.7 (4,169)	9.3 (4,244)	8.3 (3,377)	8.9 (4,374)
Talking with teachers outside of class	5.9 (2,845)	6.2 (3,463)	5.6 (3,215)	5.7 (4,195)	6.9 (4,260)	6.0 (3,392)	7.1 (4,415)

Table B-2 cont'd. - 5

	<u>Fall 2007</u> (No. of Percent resp)	<u>Fall 2008</u> (No. of Percent resp)	<u>Fall 2009</u> (No. of Percent resp)	<u>Fall 2010</u> (No. of Percent resp)	<u>Fall 2011</u> (No. of Percent resp)	<u>Fall 2012</u> (No. of Percent resp)	<u>Fall 2013</u> (No. of Percent resp)
<b>10. Highest degree planned anywhere</b>							
None	0.9	1.4	1.3	1.2	1.5	0.8	0.3
Bachelor's (B.A., B.S.)	23.8	23.7	22.5	20.0	22.2	22.1	21.6
Master's (M.A., M.S.)	48.3	45.4	46.6	46.6	44.8	44.5	44.1
LL.B. or J.D. (Law)	2.7	3.4	3.0	2.5	2.5	2.7	3.2
M.D., D.O., D.D.S., D.V.M.	4.4	4.9	5.3	5.5	5.6	5.9	6.2
Ph.D. or Ed.D.	17.6	19.2	19.3	20.2	21.9	22.0	23.2
Other (e.g., AA degree)	2.3	1.9	2.0	3.7	1.5	2.0	1.5
Total	100.0 (2,426)	100.0 (2,917)	100.0 (2,817)	100.0 (3,625)	100.0 (3,687)	100.0 (3,198)	100.0 (4,423)
<b>11. Colleges housing respondents' probable majors</b>							
Arts, Media, and Communication	15.9	14.9	14.6	14.6	12.8	15.5	12.2
Business and Economics	21.0	19.4	15.9	15.2	14.8	11.0	12.8
Engineering and Computer Science	8.4	8.6	9.9	10.0	10.1	11.7	12.3
Health and Human Development	8.4	10.0	10.3	12.3	11.8	14.3	15.2
Humanities	12.5	12.1	10.4	9.7	8.9	5.5	5.1
Science and Mathematics	9.1	11.0	11.9	12.3	13.6	12.0	12.1
Social and Behavioral Science	17.0	16.2	18.6	17.7	17.6	18.3	15.9
Undeclared	6.4	6.1	6.8	6.3	5.9	9.3	12.3
Other (not offered at CSUN)	1.2	1.7	1.6	1.5	3.5	2.4	2.1
Total	100.0 (2,718)	100.0 (3,365)	100.0 (3,124)	100.0 (4,025)	100.0 (4,111)	100.0 (3,324)	100.0 (4,743)

\* The numbers in parentheses in this section represent the number of responses on which each of the percentages is based.

**Table B-3. Factors Entering Into the College Choices and College Financing Plans of the CSUN First Time Full-Time Freshmen Responding to the Freshman Survey by Fall Entry Term (Percentages)**

	Fall 2007 (No. of Percent resp)	Fall 2008 (No. of Percent resp)	Fall 2009 (No. of Percent resp)	Fall 2010 (No. of Percent resp)	Fall 2011 (No. of Percent resp)	Fall 2012 (No. of Percent resp)	Fall 2013 (No. of Percent resp)
<b>1. The college I am attending this Fall was my</b>							
First choice	51.6	48.2	44.9	41.6	41.2	40.5	37.9
Second choice	31.8	34.0	34.7	36.1	37.3	35.6	38.0
Third choice	11.4	11.9	14.3	14.9	14.4	15.6	15.1
Fourth or lower choice	5.3	5.9	6.1	7.4	7.1	8.3	9.0
Total	100.0 (2,912)	100.0 (3,550)	100.0 (3,349)	100.0 (4,349)	100.0 (4,375)	100.0 (3,498)	100.0 (4,734)
<b>2. To how many colleges, other than this one, did you apply this year?</b>							
None	14.0	12.7	11.8	9.7	8.4	8.7	5.5
One	7.6	6.9	7.2	5.9	5.3	5.8	4.1
Two	10.4	10.8	10.1	8.1	7.8	7.5	6.2
Three	14.3	15.1	18.0	16.2	16.5	15.9	15.4
Four	15.3	16.4	20.0	22.1	20.4	21.2	20.7
Five	13.6	14.1	11.5	12.1	13.1	12.0	11.9
Six or more	24.7	24.0	21.5	26.0	28.7	28.9	36.2
Total	100.0 (2,906)	100.0 (3,559)	100.0 (3,363)	100.0 (4,340)	100.0 (4,383)	100.0 (3,498)	100.0 (4,730)
<b>3. Respondents saying their parents were insufficiently involved in their *</b>							
Decision to go to college	10.3 (2,861)	--	--	--	--	--	--
Application(s) to college	25.6 (2,850)	--	--	--	--	--	--
Decision to go to <u>this</u> college	20.4 (2,827)	--	--	--	--	--	--
Dealings with officials at your college	34.8 (2,834)	--	--	--	--	--	--
Choosing college courses	44.4 (2,817)	--	--	--	--	--	--
Choosing college activities	47.1 (2,819)	--	--	--	--	--	--
<b>4. Do you have any concern about your ability to finance your college education?</b>							
None (I am confident that I will have the funds)	31.1	26.6	25.6	22.7	20.6	20.9	18.0
Some (but I probably will have enough funds)	56.2	59.8	59.8	63.0	64.8	64.2	64.6
Major (not sure I will have enough funds)	12.8	13.6	14.6	14.3	14.6	14.9	17.4
Total	100.0 (2,862)	100.0 (3,528)	100.0 (3,316)	100.0 (4,314)	100.0 (4,378)	100.0 (3,466)	100.0 (4,696)
<b>5. Sources respondents expect to use to cover their first year's educational expenses (i.e., room, board, tuition &amp; fees) *</b>							
Family resources	74.0 (2,927)	77.7 (3,573)	70.9 (3,381)	72.3 (4,366)	72.4 (4,413)	73.2 (3,516)	73.0 (4,754)
Own resources	64.3 (2,927)	66.3 (3,573)	58.3 (3,381)	64.2 (4,366)	59.6 (4,413)	59.5 (3,516)	62.0 (4,754)
Non-repayable aid (e.g., grants & scholarships)	51.9 (2,927)	57.2 (3,573)	56.8 (3,381)	63.5 (4,366)	64.8 (4,413)	65.1 (3,516)	67.8 (4,754)
Repayable aid (e.g., loans)	30.6 (2,927)	31.9 (3,573)	34.5 (3,381)	38.4 (4,366)	39.0 (4,413)	36.4 (3,516)	37.4 (4,754)
Other	6.8 (2,927)	6.1 (3,573)	6.2 (3,381)	6.6 (4,366)	5.7 (4,413)	6.1 (3,516)	6.4 (4,754)

Table B-3 cont'd. - 2

	Fall 2007 (No. of Percent resp)	Fall 2008 (No. of Percent resp)	Fall 2009 (No. of Percent resp)	Fall 2010 (No. of Percent resp)	Fall 2011 (No. of Percent resp)	Fall 2012 (No. of Percent resp)	Fall 2013 (No. of Percent resp)
<b>6. The current economic situation significantly affected my college choice.</b>							
Strongly agree with statement	--	--	--	28.5	31.6	32.8	29.0
Agree somewhat with statement	--	--	--	46.8	47.6	46.4	46.1
Disagree somewhat with statement	--	--	--	16.6	14.3	13.9	16.3
Strongly disagree with statement	--	--	--	8.2	6.5	6.9	8.6
Total				100.0 (4,226)	100.0 (4,328)	100.0 (3,484)	100.0 (4,709)
<b>7. Reasons noted as very important in influencing student's decision to attend this particular college *</b>							
<i><u>Institutional Characteristics</u></i>							
This college has a very good academic reputation	50.2 (2,829)	54.3 (3,447)	53.1 (3,256)	48.1 (4,258)	49.6 (4,345)	46.7 (3,445)	48.8 (4,537)
This college's graduates get good jobs	42.0 (2,760)	42.4 (3,364)	46.3 (3,158)	40.3 (4,130)	42.9 (4,193)	43.0 (3,370)	41.8 (4,468)
College has a good reputation for social activities	32.3 (2,818)	35.0 (3,436)	35.0 (3,158)	32.0 (4,245)	35.2 (4,313)	36.2 (3,440)	42.4 (4,535)
College's grads gain admission to top grad./prof. schools	27.8 (2,771)	28.6 (3,369)	28.9 (3,154)	25.3 (4,177)	27.4 (4,250)	25.1 (3,400)	27.6 (4,455)
graduate/professional schools							
Ability to take online courses	-- --	-- --	5.3 (2,941)	5.6 (4,185)	5.8 (4,265)	9.8 (3,410)	-- --
<i><u>Financial Considerations</u></i>							
The cost of attending this college	39.1 (2,821)	44.0 (3,436)	49.2 (3,241)	45.5 (4,249)	52.4 (4,236)	57.7 (3,443)	53.5 (4,525)
I was offered financial assistance	29.3 (2,814)	33.9 (3,411)	33.9 (3,225)	38.4 (4,233)	45.0 (4,309)	46.2 (3,439)	46.9 (4,521)
Could not afford first choice	12.6 (2,778)	15.4 (3,388)	16.6 (3,168)	16.0 (4,193)	18.5 (4,267)	20.7 (3,401)	21.3 (4,444)
Not offered aid by first choice	7.8 (2,767)	9.2 (3,387)	10.5 (3,167)	10.1 (4,180)	12.2 (4,266)	12.4 (3,399)	13.4 (4,465)
<i><u>Recommended by Others</u></i>							
My parents wanted me to come here	18.2 (2,844)	21.4 (3,469)	27.7 (3,270)	20.3 (4,266)	20.5 (4,343)	23.2 (3,454)	23.0 (4,553)
High school counselor advised me	14.7 (2,809)	17.8 (3,409)	18.2 (3,234)	16.5 (4,235)	17.5 (4,304)	16.9 (3,434)	16.2 (4,512)
My teacher advised me	10.0 (2,810)	11.5 (3,413)	13.7 (3,247)	11.3 (4,238)	11.6 (4,311)	11.2 (3,434)	11.1 (4,545)
My relatives wanted me to come here	7.1 (2,835)	8.2 (3,441)	11.8 (3,254)	9.7 (4,260)	9.5 (4,329)	10.3 (3,447)	12.0 (4,549)
Private college counselor advised me	5.2 (2,792)	5.7 (3,397)	6.1 (3,194)	4.9 (4,204)	5.8 (4,286)	4.4 (3,413)	5.7 (4,491)
<i><u>Personal Preferences</u></i>							
I wanted to live near home	29.9 (2,827)	30.0 (3,446)	34.3 (3,238)	30.6 (4,239)	32.8 (4,327)	34.3 (3,447)	29.2 (4,489)
I wanted to go to a school about this size	19.4 (2,793)	19.6 (3,398)	20.3 (3,193)	20.8 (4,201)	19.9 (4,287)	19.8 (3,420)	20.8 (4,462)
<i><u>Promotional Materials</u></i>							
A visit to campus	27.0 (2,786)	27.5 (3,392)	25.4 (3,203)	23.1 (4,200)	26.6 (4,287)	24.5 (3,411)	26.5 (4,446)
Information in a website (formerly guidebook)	14.3 (2,751)	16.1 (3,354)	16.7 (3,165)	14.8 (4,169)	17.6 (4,227)	14.6 (3,380)	15.7 (4,450)
Rankings in national magazines	8.7 (2,774)	9.1 (3,369)	9.9 (3,162)	6.8 (4,180)	7.9 (4,249)	6.9 (3,406)	8.5 (4,456)
<i><u>Other Considerations</u></i>							
Admitted through an Early Action/Decision program	5.9 (2,768)	7.3 (3,375)	6.5 (3,156)	7.7 (4,177)	5.0 (4,256)	7.1 (3,403)	5.5 (4,436)
I was attracted by the religious affiliation/orientation	3.5 (2,777)	4.4 (3,381)	4.5 (3,167)	4.4 (4,176)	4.1 (4,261)	4.3 (3,389)	4.7 (4,454)
The athletic department recruited me	3.9 (2,772)	4.2 (3,371)	4.4 (3,157)	3.8 (4,166)	3.6 (4,239)	3.5 (3,392)	3.6 (4,432)

Table B-3 cont'd. - 3

	<u>Fall 2007</u> (No. of Percent resp)	<u>Fall 2008</u> (No. of Percent resp)	<u>Fall 2009</u> (No. of Percent resp)	<u>Fall 2010</u> (No. of Percent resp)	<u>Fall 2011</u> (No. of Percent resp)	<u>Fall 2012</u> (No. of Percent resp)	<u>Fall 2013</u> (No. of Percent resp)
<b>8. One or both parents attended CSUN:</b>							
No	89.4	--	--	--	--	--	--
Yes	10.6	--	--	--	--	--	--
Total	100.0 (2,903)						

\* The numbers in parentheses in this section represent the number of responses on which each of the percentages is based.

**Table B-4. Self Perceptions of the CSUN First Time Full-Time Freshmen Responding to the Freshman Survey by Fall Entry Term (Percentages)**

	Fall 2007 (No. of Percent resp)	Fall 2008 (No. of Percent resp)	Fall 2009 (No. of Percent resp)	Fall 2010 (No. of Percent resp)	Fall 2011 (No. of Percent resp)	Fall 2012 (No. of Percent resp)	Fall 2013 (No. of Percent resp)
<b>1. Chances are very good that respondent will</b>							
<i><u>Do the following academically:</u></i>							
Make at least a "B" average	51.0 (2,804)	55.3 (3,408)	61.1 (3,193)	59.4 (4,114)	59.4 (4,277)	60.7 (3,372)	62.6 (4,101)
Get tutoring help in specific courses	-- --	40.1 (3,381)	-- --	37.6 (4,114)	37.6 (4,114)	38.4 (3,355)	-- --
Discuss course content with students outside of class	-- --	-- --	38.9 (3,177)	36.0 (4,099)	35.7 (4,270)	37.0 (3,358)	-- --
Work on a professor's research project	-- --	-- --	36.3 (3,166)	31.0 (4,099)	32.0 (4,275)	33.0 (3,359)	35.8 (4,037)
Communicate regularly with professors	30.5 (2,780)	32.0 (3,378)	33.1 (3,180)	32.4 (4,102)	34.4 (4,279)	31.9 (3,354)	35.7 (4,071)
Participate in a study abroad program	22.7 (2,790)	24.9 (3,366)	22.8 (3,178)	24.0 (4,108)	24.6 (4,279)	25.2 (3,366)	27.1 (4,061)
Change major field	12.6 (2,821)	12.8 (3,427)	14.3 (3,224)	13.9 (4,155)	13.8 (4,322)	13.3 (3,397)	13.2 (4,172)
Take a course exclusively online at this institution	-- --	-- --	-- --	-- --	-- --	-- --	14.9 (4,020)
Take a course exclusively online at a different institution	-- --	-- --	-- --	-- --	-- --	-- --	3.8 (3,949)
<i><u>Make the following personal decisions:</u></i>							
Socialize with someone of another racial/ethnic group	62.9 (2,788)	62.0 (3,374)	60.5 (3,165)	58.3 (4,110)	58.4 (4,271)	60.0 (3,358)	64.6 (4,067)
Get a job to help pay for college expenses	50.0 (2,799)	51.9 (3,397)	48.8 (3,195)	49.6 (4,119)	51.0 (4,275)	54.1 (3,380)	55.8 (4,136)
Have a roommate of different race/ethnicity	-- --	-- --	-- --	33.2 (4,097)	29.8 (4,261)	29.0 (3,349)	32.6 (4,035)
Seek personal counseling	14.8 (2,779)	14.8 (3,374)	15.1 (3,176)	14.9 (4,117)	16.1 (4,278)	14.5 (3,364)	17.5 (4,085)
Work full-time while attending college	13.3 (2,806)	14.9 (3,400)	11.3 (3,181)	11.5 (4,122)	10.2 (4,289)	10.4 (3,378)	11.2 (4,121)
Change career choice	10.7 (2,822)	10.7 (3,417)	11.3 (3,211)	11.8 (4,150)	10.0 (4,315)	10.3 (3,397)	11.0 (4,160)
<i><u>Persist or not persist in one of the following ways:</u></i>							
Stay at this college (i.e., be satisfied with it)	35.9 (2,791)	43.2 (3,374)	43.9 (3,165)	43.7 (4,105)	44.7 (4,274)	45.8 (3,364)	46.9 (4,080)
Transfer to another college before graduating	11.0 (2,789)	12.3 (3,378)	10.6 (3,177)	12.2 (4,110)	11.6 (4,277)	10.8 (3,364)	9.6 (4,082)
Take courses from more than one college simultaneously	-- --	-- --	-- --	13.7 (4,106)	13.1 (4,275)	12.1 (3,359)	10.7 (4,037)
Need extra time to complete your degree requirements	-- --	-- --	10.3 (3,170)	10.9 (4,108)	10.9 (4,285)	10.1 (3,371)	11.8 (4,103)
<i><u>Engage in the following extra-curricular activities:</u></i>							
Participate in student clubs/groups	38.4 (2,797)	36.5 (3,373)	36.3 (3,184)	37.6 (4,114)	40.6 (4,285)	43.6 (3,374)	48.6 (4,069)
Participate in volunteer/community service work	16.9 (2,789)	17.8 (3,370)	20.7 (3,177)	22.8 (4,126)	24.3 (4,268)	25.9 (3,369)	28.5 (4,089)
Play club, intramural, or recreational sports	-- --	-- --	18.1 (2,967)	19.4 (4,119)	19.6 (4,282)	21.0 (3,377)	22.6 (4,111)
Join a social fraternity or sorority	13.7 (2,798)	12.3 (3,388)	12.3 (3,188)	12.6 (4,126)	12.6 (4,285)	13.0 (3,384)	13.7 (4,125)
Play varsity/intercollegiate athletics	10.6 (2,781)	11.3 (3,378)	9.3 (3,119)	9.2 (4,093)	8.8 (4,246)	10.3 (3,351)	9.6 (4,080)
Participate in student protests or demonstrations	7.6 (2,780)	7.3 (3,369)	6.9 (3,160)	9.1 (4,098)	8.1 (4,276)	7.6 (3,352)	7.8 (4,092)
Participate in student government	6.9 (2,796)	7.1 (3,383)	7.0 (3,187)	7.7 (4,138)	7.6 (4,279)	7.2 (3,378)	9.3 (4,139)

Table B-4 cont'd. - 2

	<u>Fall 2007</u> (No. of Percent resp)	<u>Fall 2008</u> (No. of Percent resp)	<u>Fall 2009</u> (No. of Percent resp)	<u>Fall 2010</u> (No. of Percent resp)	<u>Fall 2011</u> (No. of Percent resp)	<u>Fall 2012</u> (No. of Percent resp)	<u>Fall 2013</u> (No. of Percent resp)
<b>2. Traits on which respondents rated themselves above average or in the highest 10% of people their age</b>							
<i><u>Intellectual traits</u></i>							
Creativity	57.4 (2,883)	56.7 (3,541)	52.6 (3,317)	52.6 (4,328)	50.1 (4,387)	52.9 (3,420)	53.4 (4,658)
Self-confidence (intellectual)	54.9 (2,860)	54.9 (3,525)	52.8 (3,312)	50.6 (4,324)	50.4 (4,379)	49.3 (3,411)	52.0 (4,642)
Leadership ability	52.9 (2,870)	53.5 (3,526)	51.3 (3,320)	50.5 (4,320)	49.4 (4,379)	50.6 (3,413)	53.9 (4,645)
Academic ability	52.2 (2,884)	52.1 (3,533)	53.4 (3,326)	53.9 (4,326)	54.1 (4,387)	55.4 (3,421)	55.9 (4,658)
Computer skills	42.5 (2,875)	40.1 (3,532)	40.0 (3,333)	38.1 (4,329)	36.7 (4,383)	36.0 (3,419)	36.8 (4,661)
Writing ability	40.2 (2,851)	39.4 (3,509)	38.4 (3,303)	36.9 (4,334)	36.7 (4,383)	40.5 (3,414)	39.1 (4,641)
Public speaking ability	32.0 (2,865)	33.7 (3,521)	31.6 (3,316)	31.1 (4,316)	29.5 (4,375)	30.1 (3,413)	32.4 (4,644)
Artistic ability	34.9 (2,888)	32.2 (3,529)	29.6 (3,323)	32.0 (4,328)	29.4 (4,379)	32.1 (3,418)	30.1 (4,663)
Mathematical ability	30.2 (2,872)	31.0 (3,525)	31.5 (3,317)	30.8 (4,327)	30.3 (4,378)	33.2 (3,411)	33.5 (4,655)
<i><u>Openness to other viewpoints</u></i>							
Ability to work cooperatively with diverse people	--	79.1 (3,521)	77.8 (3,319)	75.1 (4,329)	76.9 (4,373)	79.0 (3,473)	85.5 (4,698)
Tolerance of others with different beliefs	--	71.8 (3,519)	70.2 (3,327)	68.7 (4,326)	71.8 (4,376)	69.2 (3,472)	77.8 (4,694)
Ability to see the world from someone else's perspective	--	63.4 (3,521)	64.2 (3,329)	64.0 (4,335)	65.0 (4,382)	61.2 (3,480)	73.6 (4,704)
Openness to having my own views challenged	--	62.0 (3,518)	61.1 (3,323)	58.2 (4,323)	61.2 (4,374)	55.7 (3,472)	63.2 (4,695)
Ability to discuss and negotiate controversial issues	--	61.0 (3,523)	59.9 (3,311)	57.9 (4,329)	59.5 (4,375)	58.0 (3,475)	66.6 (4,696)
<i><u>Personality traits</u></i>							
Drive to achieve	70.9 (2,870)	69.9 (3,534)	72.1 (3,322)	70.6 (4,324)	72.7 (4,384)	73.4 (3,414)	74.4 (4,653)
Cooperativeness	68.4 (2,867)	68.1 (3,524)	67.4 (3,314)	65.6 (4,323)	67.2 (4,370)	66.6 (3,417)	71.5 (4,654)
Understanding of others	65.2 (2,840)	65.5 (3,503)	66.3 (3,318)	65.0 (4,327)	66.0 (4,385)	67.7 (3,418)	73.0 (4,634)
Competitiveness	--	--	--	50.7 (4,325)	50.9 (4,378)	51.0 (3,418)	53.8 (4,649)
Self-understanding	55.8 (2,856)	55.9 (3,498)	55.8 (3,299)	51.5 (4,324)	52.4 (4,381)	52.9 (3,413)	55.6 (4,633)
Self-confidence (social)	54.8 (2,861)	53.1 (3,521)	51.6 (3,309)	48.3 (4,328)	47.0 (4,385)	45.6 (3,418)	46.5 (4,647)
Spirituality	37.4 (2,820)	40.2 (3,471)	36.9 (3,267)	33.4 (4,316)	34.2 (4,361)	34.4 (3,406)	36.5 (4,627)
<i><u>Other</u></i>							
Emotional health	49.7 (2,863)	49.2 (3,517)	48.5 (3,309)	43.9 (4,317)	44.4 (4,377)	44.8 (3,405)	44.2 (4,645)
Physical health	47.7 (2,869)	46.5 (3,524)	47.3 (3,315)	44.6 (4,325)	43.7 (4,368)	46.2 (3,409)	45.7 (4,652)

Table B-4 cont'd. - 3

	Fall 2007 (No. of Percent resp)	Fall 2008 (No. of Percent resp)	Fall 2009 (No. of Percent resp)	Fall 2010 (No. of Percent resp)	Fall 2011 (No. of Percent resp)	Fall 2012 (No. of Percent resp)	Fall 2013 (No. of Percent resp)
<b>3. Objectives respondents consider essential or very important</b>							
<i>Personal objectives</i>							
Being very well off financially	83.9 (2,803)	85.6 (3,426)	85.5 (3,214)	84.3 (4,172)	86.0 (4,308)	87.7 (3,397)	88.0 (4,231)
Raising a family	73.0 (2,805)	71.2 (3,423)	70.8 (3,208)	68.0 (4,179)	68.7 (4,310)	70.2 (3,393)	67.9 (4,230)
Improving my understanding of other countries/cultures	53.8 (2,779)	51.9 (3,398)	50.0 (3,180)	47.6 (4,141)	48.3 (4,298)	51.3 (3,367)	49.8 (4,161)
Developing a meaningful philosophy of life	48.6 (2,782)	48.0 (3,403)	47.2 (3,187)	44.9 (4,142)	44.8 (4,302)	44.4 (3,383)	40.9 (4,192)
Keeping up to date with political affairs	33.7 (2,776)	35.3 (3,406)	33.5 (3,176)	29.5 (4,153)	28.3 (4,296)	30.4 (3,378)	29.9 (4,182)
<i>Making a contribution to society</i>							
Helping others who are in difficulty	70.0 (2,805)	69.9 (3,414)	72.4 (3,212)	69.0 (4,177)	71.7 (4,306)	73.3 (3,388)	74.3 (4,218)
Influencing social values	47.6 (2,786)	48.0 (3,404)	47.0 (3,178)	46.7 (4,167)	45.5 (4,293)	45.8 (3,375)	46.1 (4,234)
Helping to promote racial understanding	44.4 (2,776)	44.0 (3,403)	42.0 (3,180)	41.2 (4,148)	39.6 (4,295)	42.9 (3,382)	42.6 (4,182)
Becoming a community leader	32.5 (2,779)	34.1 (3,399)	33.7 (3,183)	34.0 (4,148)	35.0 (4,290)	33.7 (3,376)	34.0 (4,174)
Helping to clean up the environment	32.1 (2,788)	32.7 (3,396)	30.9 (3,190)	30.9 (4,149)	30.9 (4,294)	30.9 (3,381)	--
Participating in a community action program	30.6 (2,770)	30.7 (3,394)	32.0 (3,182)	30.4 (4,150)	29.4 (4,301)	31.6 (3,381)	30.7 (4,191)
Influencing the political structure	26.4 (2,784)	26.1 (3,408)	25.6 (3,178)	24.6 (4,169)	24.1 (4,292)	24.2 (3,388)	24.5 (4,234)
Adopting "green" practices to protect the environment	--	45.2 (3,398)	44.3 (3,190)	42.1 (4,148)	40.7 (4,299)	43.1 (3,376)	41.5 (4,177)
<i>Intellectual and career objectives</i>							
Obtaining recognition from my colleagues for contributions to my special field	58.7 (2,809)	59.1 (3,414)	58.9 (3,188)	57.2 (4,171)	57.0 (4,305)	58.8 (3,395)	59.9 (3,395)
Becoming an authority in my field	58.3 (2,810)	60.7 (3,413)	57.6 (3,203)	58.1 (4,176)	57.6 (4,297)	55.8 (3,395)	56.5 (3,395)
Becoming successful in a business of my own	57.1 (2,805)	56.6 (3,415)	54.4 (3,195)	52.4 (4,162)	52.7 (4,300)	52.3 (3,385)	49.7 (3,385)
Having administrative responsibility for work of others	45.6 (2,789)	--	--	--	--	--	--
Creating artistic work (e.g., painting, sculpture)	24.4 (2,799)	23.0 (3,405)	22.4 (3,189)	20.8 (4,151)	19.8 (4,295)	21.7 (3,383)	17.9 (4,205)
Becoming accomplished in a performing art	24.6 (2,821)	23.6 (3,423)	23.1 (3,207)	23.7 (4,184)	23.2 (4,315)	23.5 (3,398)	20.2 (4,269)
Writing original works (e.g., poems, novels)	22.8 (2,798)	22.0 (3,415)	21.0 (3,195)	20.1 (4,159)	18.6 (4,302)	19.5 (3,382)	17.2 (4,211)
Making a theoretical contribution to science	--	21.8 (3,399)	22.3 (3,188)	22.4 (4,156)	22.3 (4,297)	23.5 (3,385)	22.4 (4,217)

\* The numbers in parentheses in this section represent the number of responses on which each of the percentages is based.

**Appendix C:  
Fall 2013 Version of the Freshman Survey**



**25. Current employment status:**  
(Mark one in each row)

Your mother.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your father.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**26. 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 to 2,999	\$3,000 to 5,999	\$6,000 to 9,999	\$10,000+
Family resources (parents, relatives, spouse, etc.).....	<input type="radio"/>					
My own resources (savings from work, work-study, other income).....	<input type="radio"/>					
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.).....	<input type="radio"/>					
Aid which <u>must</u> be repaid (loans, etc.).....	<input type="radio"/>					
Other than above.....	<input type="radio"/>					

**27. 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

**28. 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).....

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

	Yours	Father's	Mother's
Baptist.....	<input 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"/>
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"/>
Muslim.....	<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"/>
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"/>

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

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

**31. 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)**

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"/>
Demonstrated for a cause (e.g., boycott, rally, protest).....	<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"/>
Asked a teacher for advice after class.....	<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 a part of a class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics.....	<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"/>
Skipped school/class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Publicly communicated my opinion about a cause (e.g., blog, email, petition).....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helped raise money for a cause or campaign.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Fell asleep in class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Failed to complete homework on time.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used an online instructional website (e.g., Khan Academy, Coursera)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
As assigned for a class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn something on your own.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**32. 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 for each item)

Ability to see the world from someone else's perspective.....	<input type="radio"/>				
Tolerance of others with different beliefs.....	<input type="radio"/>				
Openness to having my own views challenged.....	<input type="radio"/>				
Ability to discuss and negotiate controversial issues.....	<input type="radio"/>				
Ability to work cooperatively with diverse people.....	<input type="radio"/>				

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

Junior high/Middle school or less.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some high school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
High school graduate.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Postsecondary school other than college.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some college.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
College degree.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Some graduate school.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Graduate degree.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**34. How often in the past year did you? (Mark one for each item)**

Ask questions in class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Support your opinions with a logical argument.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek solutions to problems and explain them to others..	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Revise your papers to improve your writing.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Evaluate the quality or reliability of information you received.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a risk because you feel you have more to gain.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek alternative solutions to a problem.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Look up scientific research articles and resources.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Explore topics on your own, even though it was not required for a class.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Accept mistakes as part of the learning process.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek feedback on your academic work.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work with other students on group projects.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrate skills and knowledge from different sources and experiences.....	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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35. Are you: (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.....

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

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

37. 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           |
| To be able to get a better job.....                         | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| To gain a general education and appreciation of ideas.....  | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| To make me a more cultured person .....                     | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| To be able to make more money.....                          | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| To learn more about things that interest me .....           | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| To get training for a specific career .                     | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| To prepare myself for graduate or professional school ..... | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |

38. 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="checkbox"/> |
| Artistic ability .....              | <input type="checkbox"/> |
| Competitiveness.....                | <input type="checkbox"/> |
| Computer skills.....                | <input type="checkbox"/> |
| Cooperativeness.....                | <input type="checkbox"/> |
| Creativity.....                     | <input type="checkbox"/> |
| Drive to achieve.....               | <input type="checkbox"/> |
| Emotional health.....               | <input type="checkbox"/> |
| Leadership ability .....            | <input type="checkbox"/> |
| Mathematical ability.....           | <input type="checkbox"/> |
| Physical health .....               | <input type="checkbox"/> |
| Popularity.....                     | <input type="checkbox"/> |
| Public speaking ability.....        | <input type="checkbox"/> |
| Risk-taking .....                   | <input type="checkbox"/> |
| Self-confidence (intellectual)..... | <input type="checkbox"/> |
| Self-confidence (social).....       | <input type="checkbox"/> |
| Self-understanding .....            | <input type="checkbox"/> |
| Spirituality.....                   | <input type="checkbox"/> |
| Understanding of others.....        | <input type="checkbox"/> |
| Writing ability.....                | <input type="checkbox"/> |

39. Think about your current abilities and tell us how strong or weak you believe you are in each of the following areas: (Mark one for each item)

- |   |                          |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|
|   | A Major Strength         | Somewhat Strong          | Average                  | Somewhat Weak            | A Major Weakness         |
| General knowledge .....   | <input type="checkbox"/> |
| Knowledge of a particular field or discipline.....                | <input type="checkbox"/> |
| Knowledge of people from different races/cultures.....            | <input type="checkbox"/> |
| Understanding of the problems facing your community.....          | <input type="checkbox"/> |
| Understanding of national issues .....                            | <input type="checkbox"/> |
| Understanding of global issues.....                               | <input type="checkbox"/> |
| Critical thinking skills .....                                    | <input type="checkbox"/> |
| Problem-solving skills.....                                       | <input type="checkbox"/> |
| Leadership abilities.....   | <input type="checkbox"/> |
| Ability to get along with people of different races/cultures..... | <input type="checkbox"/> |
| Ability to manage your time effectively.....                      | <input type="checkbox"/> |
| Foreign language ability .....                                    | <input type="checkbox"/> |
| Interpersonal skills.....   | <input type="checkbox"/> |

40. Mark one in each row:

- |   |                          |                          |                          |                          |
|---|--------------------------|--------------------------|--------------------------|--------------------------|
|   | 1 Disagree Strongly      | 2 Disagree Somewhat      | 3 Agree Somewhat         | 4 Agree Strongly         |
| Wealthy people should pay a larger share of taxes than they do now.....               | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Affirmative action in college admissions should be abolished.....                     | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The federal government should do more to control the sale of handguns .....           | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| A national health care plan is needed to cover everybody's medical costs .....        | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The federal government should raise taxes to reduce the deficit.....                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Addressing global warming should be a federal priority .....                          | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| The chief benefit of a college education is that it increases one's earning power ... | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Gays and lesbians should have the legal right to adopt a child .....                  | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |
| Undocumented immigrants should be denied access to public education .....             | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> |

41. 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 parents wanted me to come here.....   | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| 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 |
| Could not afford 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 this 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 |
| The athletic department recruited me .....                                       | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| A visit to this campus .....   | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Ability to take online courses.....  | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| The percentage of students that graduate from this college.....                  | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |

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42. 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	11-16	16-20	Over 20
Studying/homework	<input type="radio"/>							
Socializing with friends	<input type="radio"/>							
Talking with teachers outside of class	<input type="radio"/>							
Exercise or sports	<input type="radio"/>							
Partying	<input type="radio"/>							
Working (for pay)	<input type="radio"/>							
Volunteer work	<input type="radio"/>							
Student clubs/groups	<input type="radio"/>							
Watching TV	<input type="radio"/>							
Household/childcare duties	<input type="radio"/>							
Reading for pleasure	<input type="radio"/>							
Playing video/computer games	<input type="radio"/>							
Online social networks (Facebook, Twitter, etc.)	<input type="radio"/>							

43. Military Status: (Mark one)

- None
- ROTC, cadet, or midshipman at a service academy
- In Active Duty, Reserves, or National Guard
- A discharged veteran **NOT** serving in Active Duty, Reserves, or National Guard

44. How would you describe the racial composition of the high school you last attended and the neighborhood where you grew up? (Mark one in each row)

	Completely non-White	Mostly non-White	Roughly half non-White	Mostly White	Completely White
High school I last attended	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighborhood where I grew up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

45. How many years do you expect it will take you to graduate from this college?

- 1
- 2
- 3
- 4
- 5
- 6+
- Do not plan to graduate from this college

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

	(E) Essential	(V) Very Important	(S) Somewhat Important	(N) Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an authority in my field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining recognition from my colleagues for contributions to my special field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing the political structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing social values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raising a family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being very well off financially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping others who are in difficulty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a theoretical contribution to science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing original works (poems, novels, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating artistic works (painting, sculpture, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming successful in a business of my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming involved in programs to clean up the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a meaningful philosophy of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a community action program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping to promote racial understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up to date with political affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming a community leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving my understanding of other countries and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adopting "green" practices to protect the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

47. What is your best guess as to the chances that you will:

	(V) Very Good Chance	(S) Some Chance	(L) Very Little Chance	(N) No Chance
Change major field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Change career choice	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in student government	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get a job to help pay for college expenses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work full-time while attending college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Join a social fraternity or sorority	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play club, intramural, or recreational sports	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Play intercollegiate athletics (e.g., NCAA or NAIA-sponsored)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Make at least a "B" average	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Need extra time to complete your degree requirements	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in student protests or demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Transfer to another college before graduating	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Be satisfied with your college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in volunteer or community service work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seek personal counseling	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Communicate regularly with your professors	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialize with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in student clubs/groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participate in a study abroad program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Have a roommate of a different race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discuss course content with students outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Work on a professor's research project	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take courses from more than one college simultaneously	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a leave of absence from this college temporarily	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Take a course exclusively online:				
At this institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At a different institution	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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.

- |                         |                         |                         |                         |                         |
|-------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| 48. (A) (B) (C) (D) (E) | 52. (A) (B) (C) (D) (E) | 56. (A) (B) (C) (D) (E) | 60. (A) (B) (C) (D) (E) | 64. (A) (B) (C) (D) (E) |
| 49. (A) (B) (C) (D) (E) | 53. (A) (B) (C) (D) (E) | 57. (A) (B) (C) (D) (E) | 61. (A) (B) (C) (D) (E) | 65. (A) (B) (C) (D) (E) |
| 50. (A) (B) (C) (D) (E) | 54. (A) (B) (C) (D) (E) | 58. (A) (B) (C) (D) (E) | 62. (A) (B) (C) (D) (E) | 66. (A) (B) (C) (D) (E) |
| 51. (A) (B) (C) (D) (E) | 55. (A) (B) (C) (D) (E) | 59. (A) (B) (C) (D) (E) | 63. (A) (B) (C) (D) (E) | 67. (A) (B) (C) (D) (E) |

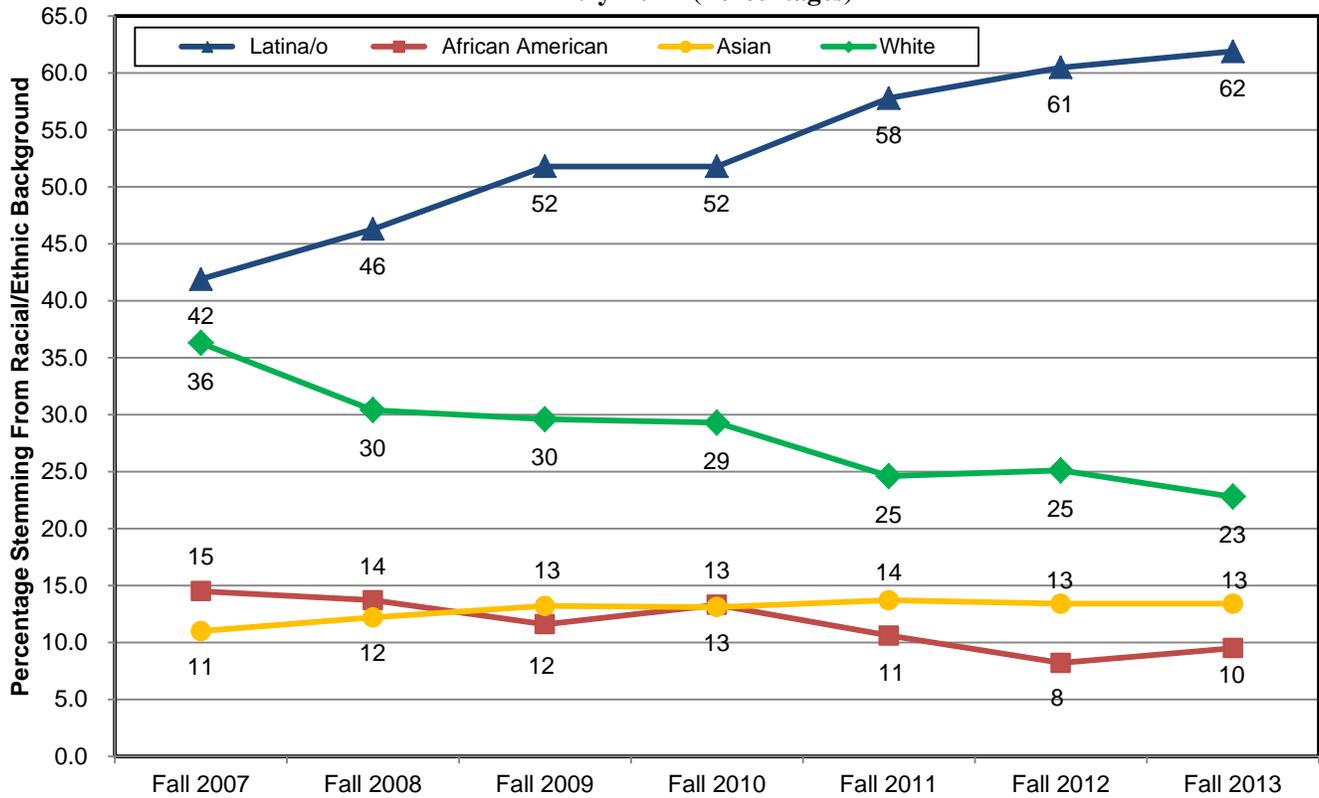
THANK YOU!

**Figures 1 — 10**

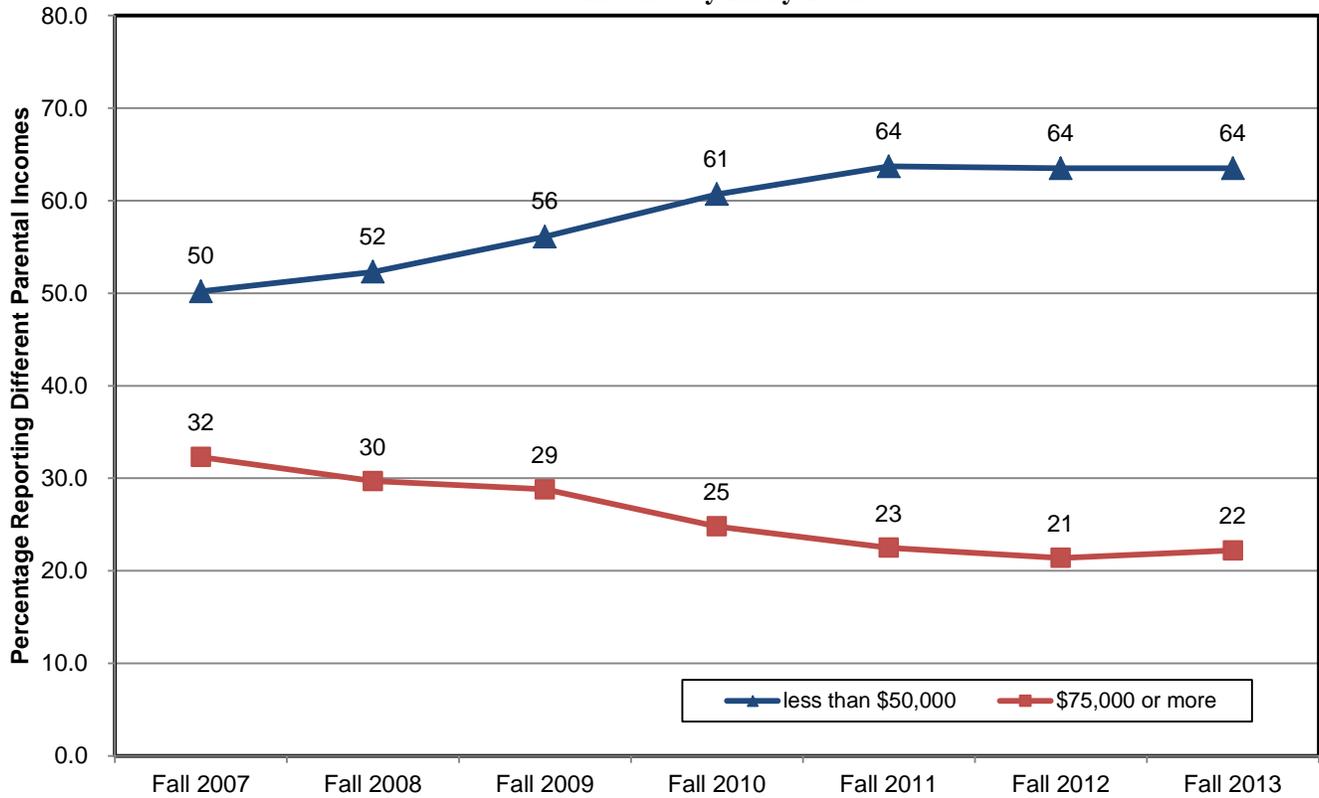
**and**

**Tables 1 — 15**

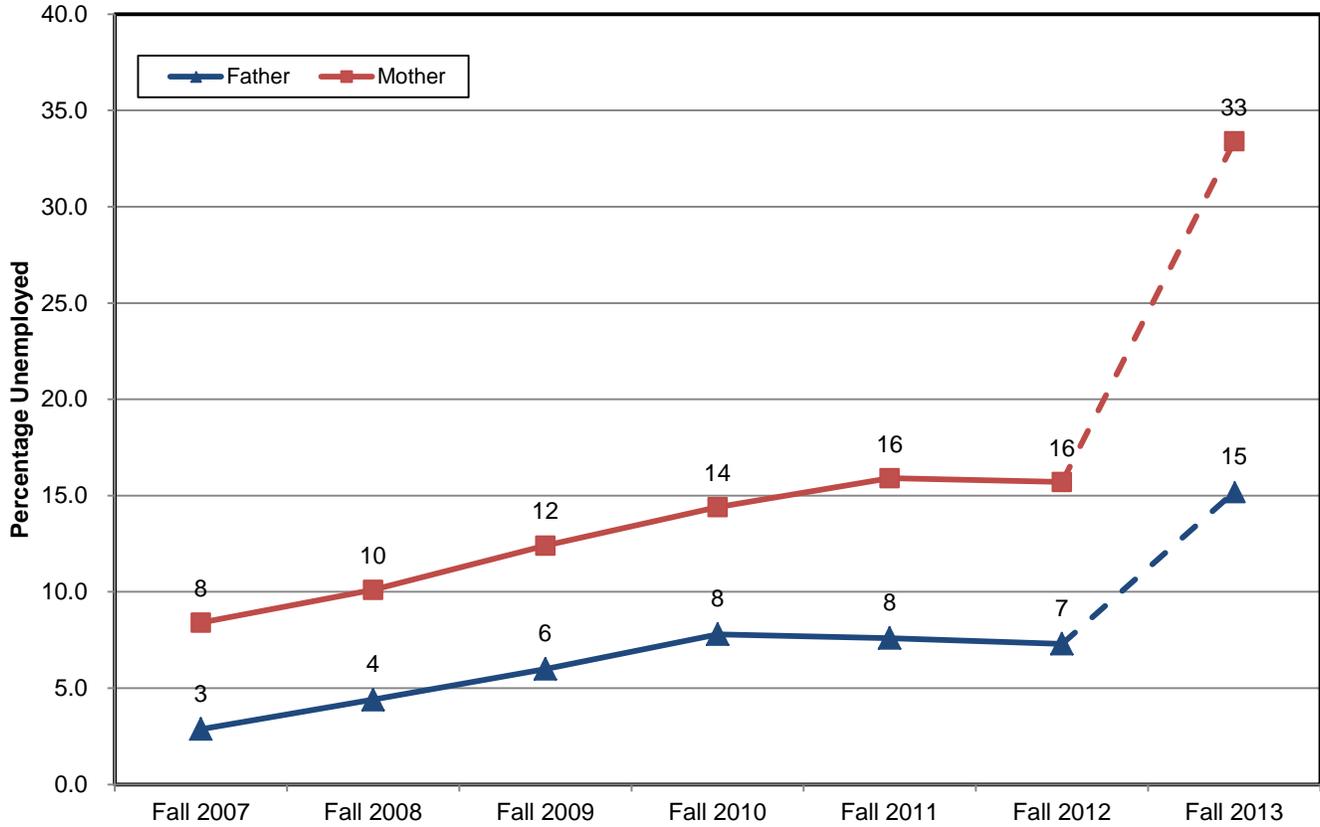
**Figure 1. Racial and Ethnic Backgrounds of CSUN's First Time Freshmen Entrants by Entry Term (Percentages)**



**Figure 2. Percentage of CSUN's First Time Freshmen Entrants Reporting Selected Parental Incomes by Entry Term**

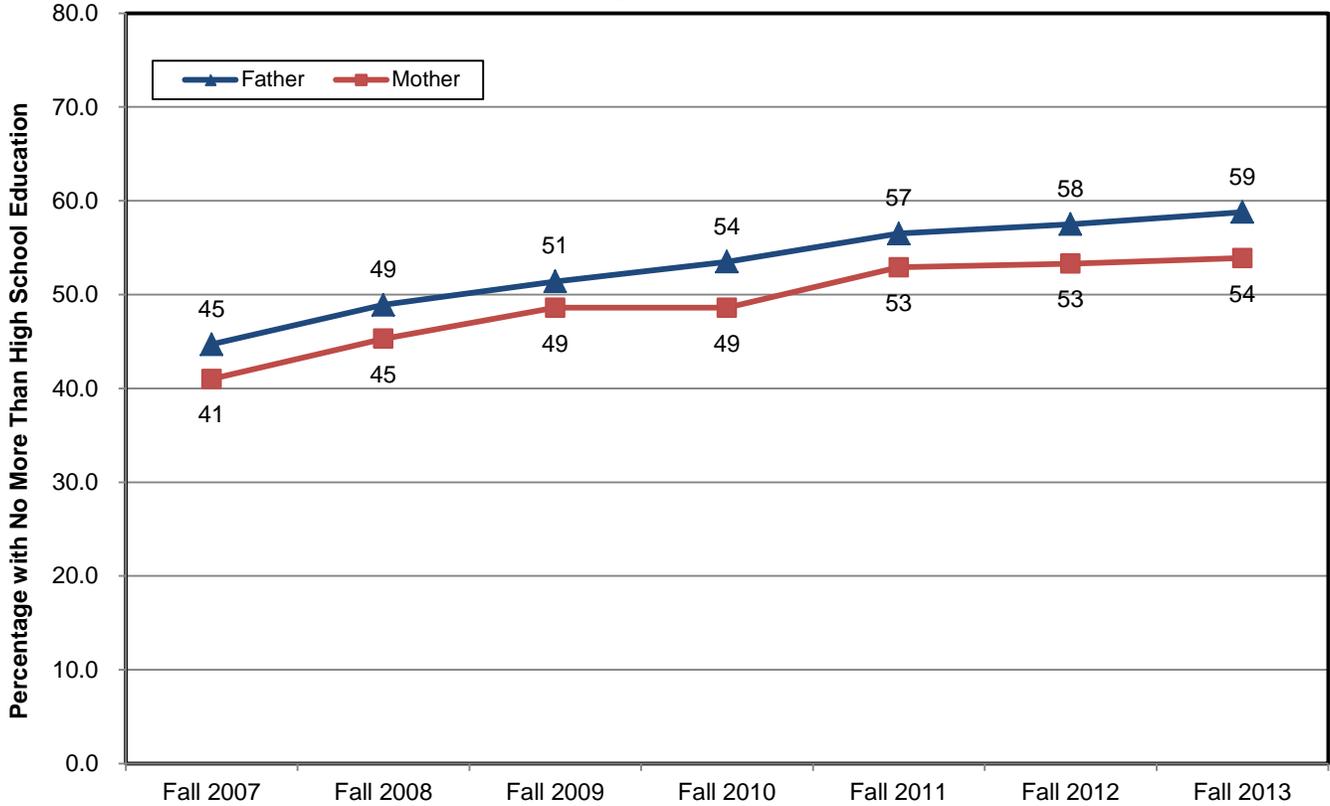


**Figure 3. Percentage of CSUN's First Time Freshman Entrants Reporting Unemployed Parents by Entry Term \***

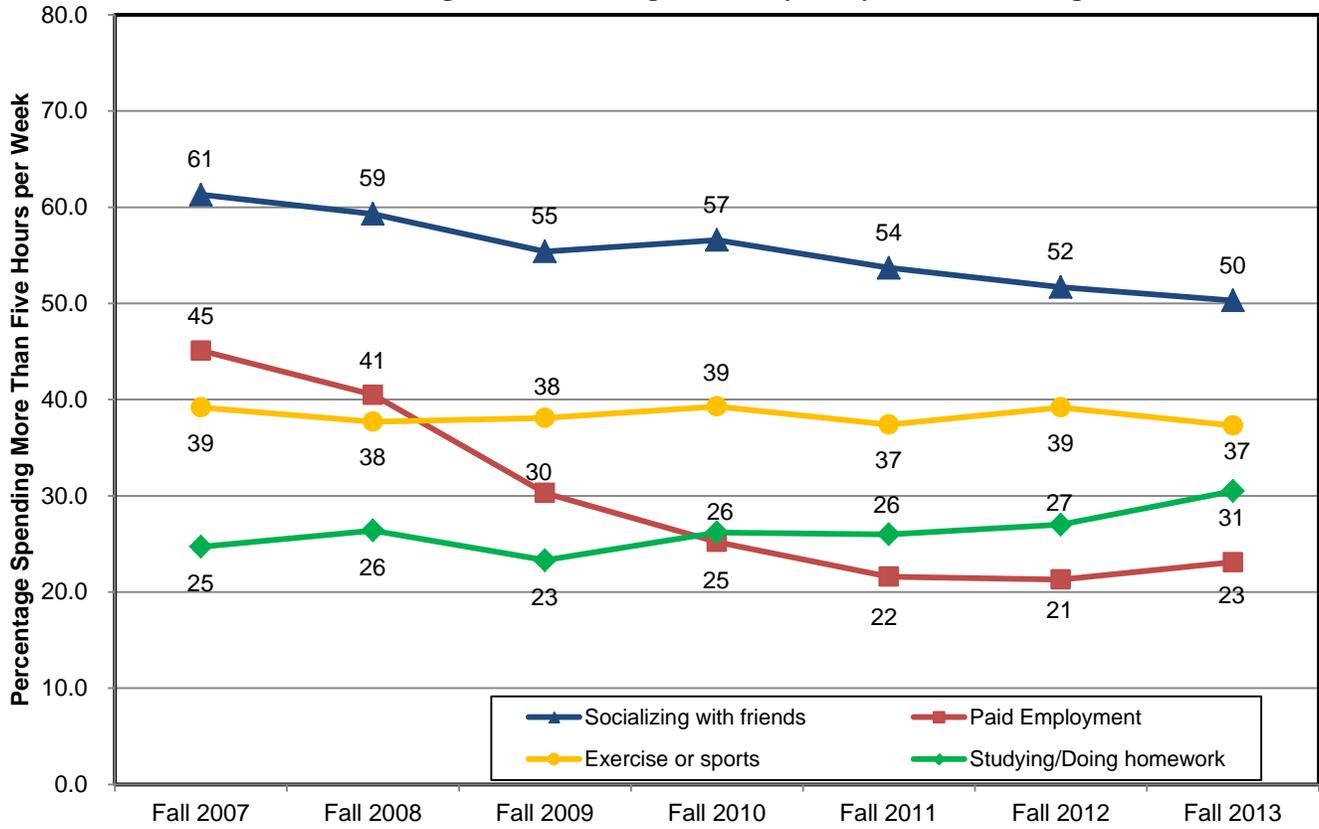


\* The sudden rise in percent unemployed between 2012 and 2013 is likely due to a change in question format.

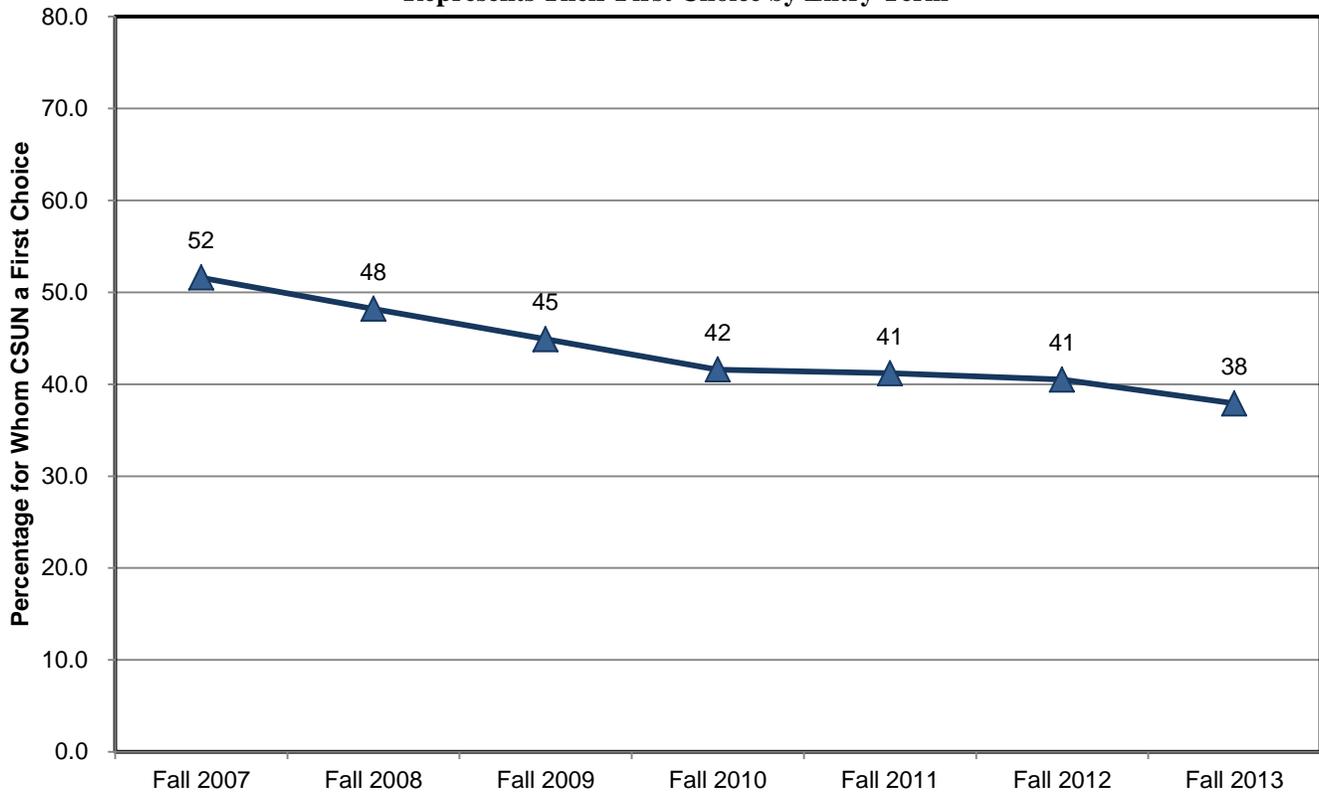
**Figure 4. Percentage of CSUN's First Time Freshman Entrants Reporting Parents with No More Than a High School Education by Entry Term**



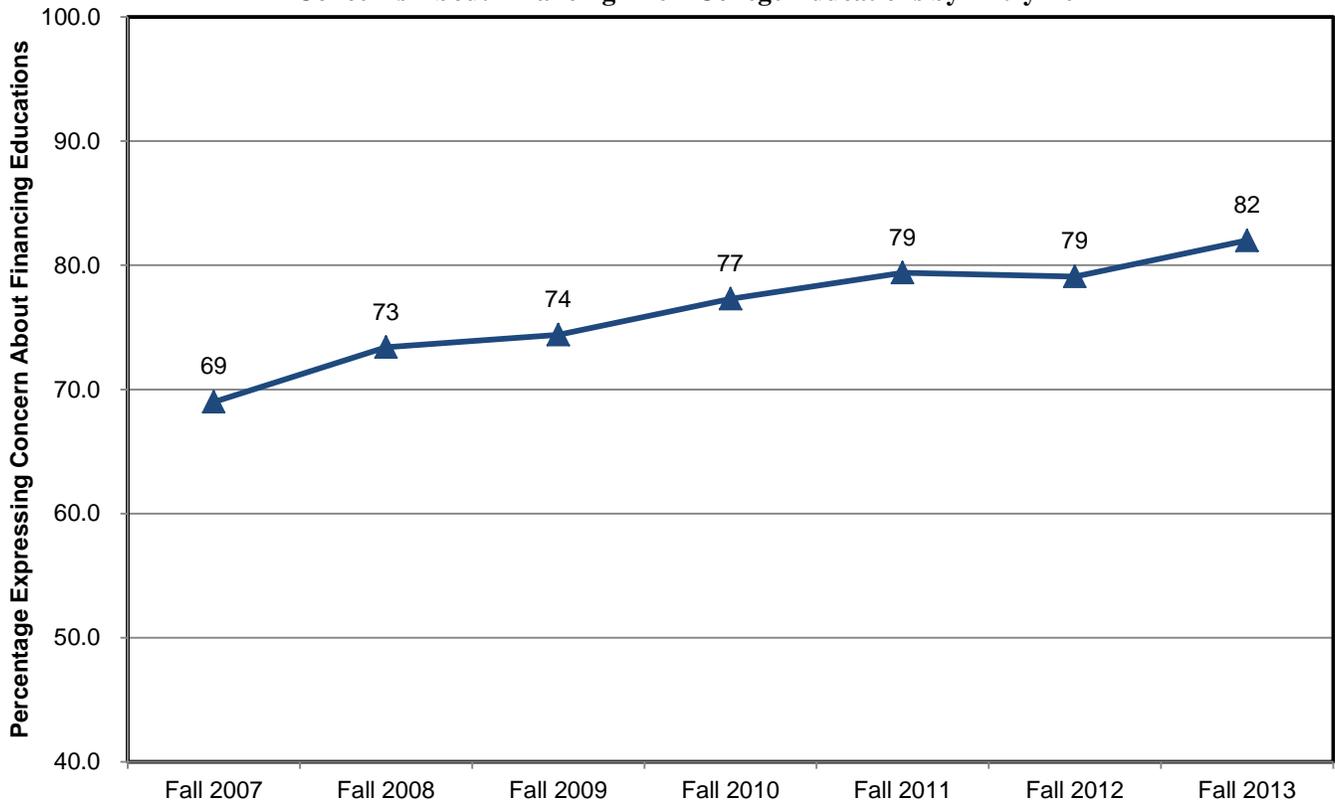
**Figure 5. Activities to Which CSUN's First Time Freshmen Entrants Devoted Significant Time During Last Year of High School by Entry Term (Percentages)**



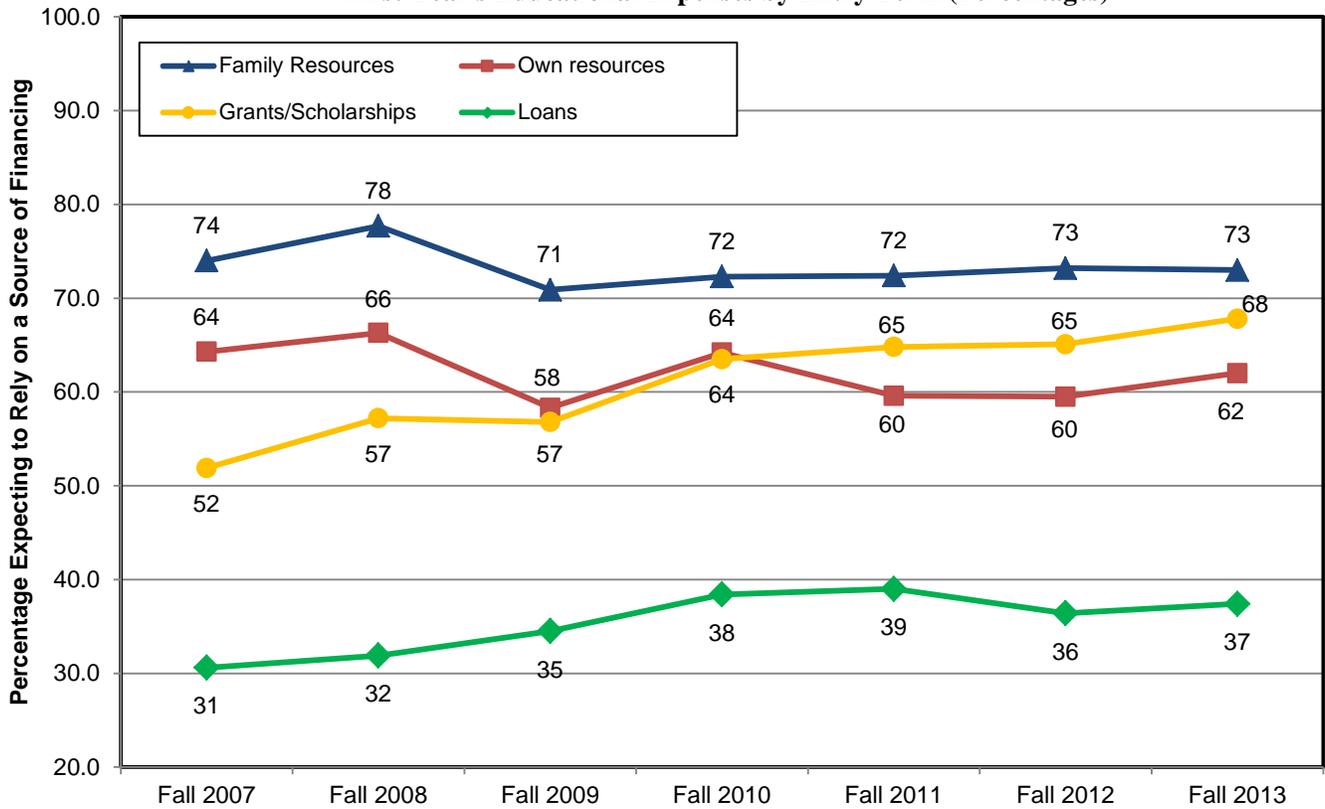
**Figure 6. Percentage of First Time Freshman Entrants for Whom Attending CSUN Represents Their First Choice by Entry Term**



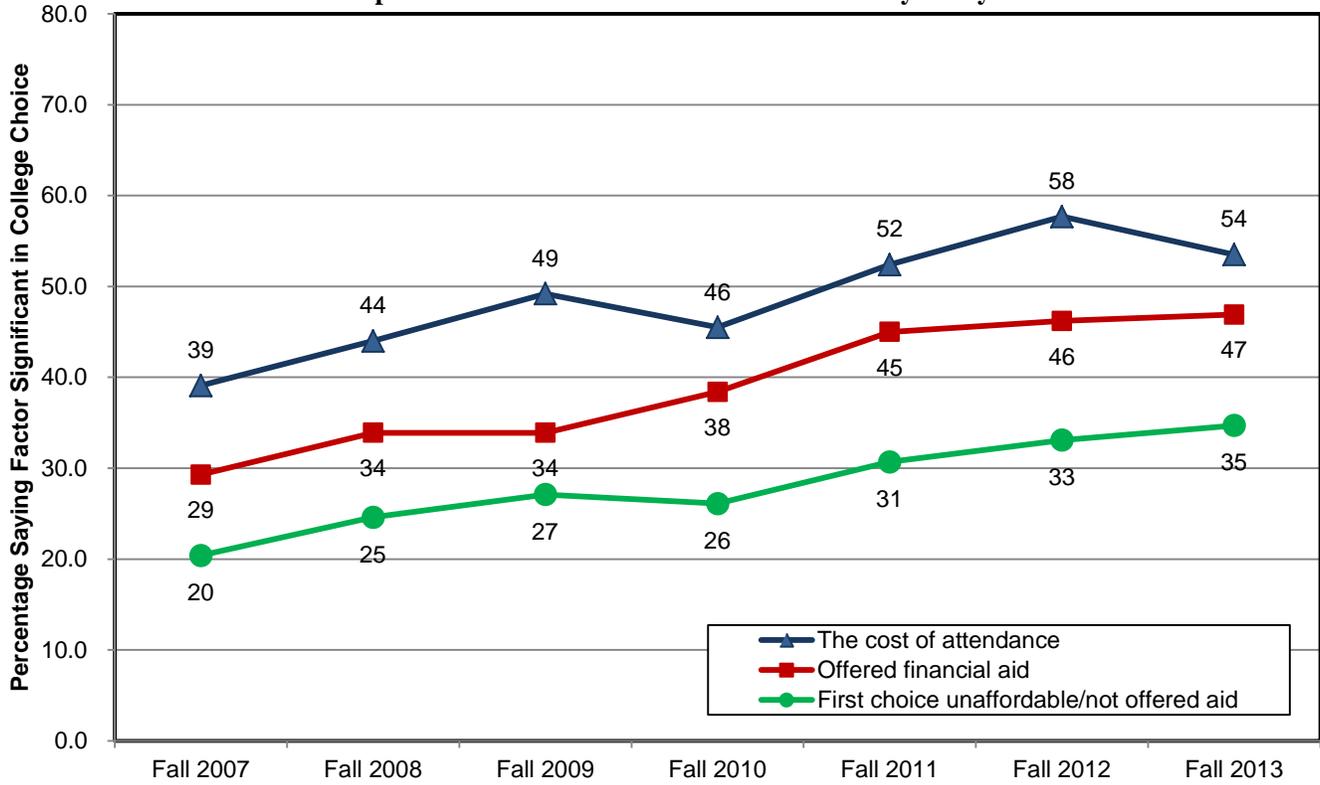
**Figure 7. Percentage of First Time Freshman Entrants Who Expressed at Least Some Concerns About Financing Their College Educations by Entry Term**



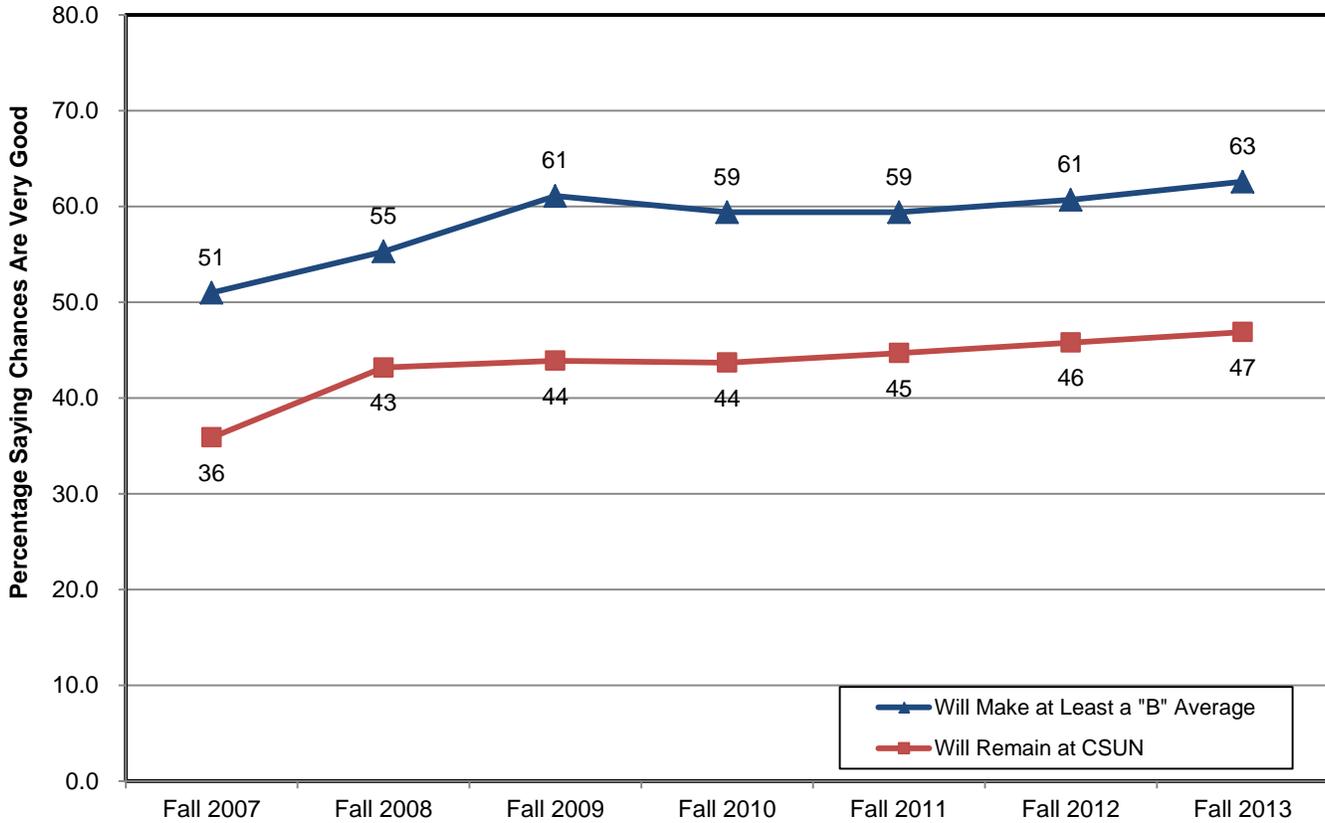
**Figure 8. Sources CSUN's First Time Freshmen Entrants Expect to Rely on to Cover Their First Year's Educational Expenses by Entry Term (Percentages)**



**Figure 9. Percentage of First Time Freshman Entrants Citing Financial Factors as Very Important in Their Decision to Attend CSUN by Entry Term**



**Figure 10. Percentage of First Time Freshman Entrants Reporting That Chances Are Very Good That They Will Do Well at CSUN and Remain at University by Entry Term**



**Table 1. Background and Demographic Characteristics of First Time Full-Time Freshmen Enrolling at CSUN and Other Public Four-Year Colleges in Fall 2013 (Percentages)**

Characteristic	CSUN Responses	Public Four-Year Colleges
<b>1. How old will you be on 31 December 2012?</b>		
17 or younger	2.0	2.1
18	81.0	69.3
19	15.9	26.4
20 and over	1.0	2.2
Total (Number of responses)	100.0 (4,742)	100.0 (33,564)
<b>2. Respondents' gender</b>		
Men	41.6	42.7
Women	58.4	57.3
Total (Number of responses)	100.0 (4,754)	100.0 (33,635)
<b>3. Racial and ethnic identity: ^</b>		
Traditionally Underserved		
American Indian/Alaskan Native	1.5	3.4
Native Hawaiian/Pacific Islander	3.5	1.6
African American/Black	9.5	16.4
Latina/o	61.9	22.2
<i>Mexican American/Chicano</i>	41.3	11.8
<i>Puerto Rican</i>	0.8	2.5
<i>Other Latino</i>	19.8	7.9
Asian American/Asian	13.4	6.7
White/Caucasian	22.8	61.6
Other	6.1	3.8
Total (Number of responses)	118.7 (4,704)	115.7 (32,964)
<b>4. Citizenship status</b>		
U.S. citizen	92.5	96.5
Permanent resident (green card)	4.4	2.4
Neither	3.0	1.1
Total (Number of responses)	100.0 (4,691)	100.0 (33,305)
<b>5. Is English your native language?</b>		
Yes	69.8	88.8
No	30.2	11.2
Total (Number of responses)	100.0 (4,670)	100.0 (33,289)

^ These percentages sum to more than 100.0 because respondents could mark multiple categories.

Table 1 cont'd. - 2

Characteristic	CSUN Responses	Public Four-Year Colleges
<b>6. Student's current religious preference</b>		
Catholic	39.4	26.7
<i>Roman Catholic</i>	38.0	26.1
<i>Eastern Orthodox</i>	1.4	0.6
Protestant	7.3	22.2
<i>Baptist</i>	3.8	12.9
<i>Episcopal</i>	0.3	1.1
<i>LDS (Mormon)</i>	0.2	0.2
<i>Lutheran</i>	0.5	1.7
<i>Methodist</i>	0.5	3.3
<i>Presbyterian</i>	0.9	1.9
<i>Quaker</i>	0.2	0.1
<i>Seventh Day Adventist</i>	0.7	0.4
<i>United Church of Christ</i>	0.2	0.6
Other Christian	21.4	21.5
Jewish	2.0	1.4
Buddhist	1.9	1.1
Islamic	1.0	1.0
Other Religion	3.9	3.2
None	23.0	22.7
Total (Number of responses)	100.0 (4,577)	100.0 (31,660)
<b>7. Best estimate of parents' total income in preceding year</b> (includes income from all sources before taxes)		
Less than \$30,000	44.4	23.3
\$30,000 to \$49,999	19.1	15.4
\$50,000 to \$74,999	14.1	18.6
\$75,000 to \$149,999	15.8	28.3
\$150,000 or more	6.6	14.4
Total (Number of responses)	100.0 (4,446)	100.0 (29,233)
<b>8. Father's employment status</b>		
Employed	81.6	85.7
Unemployed	15.2	14.3
Retired	3.2	3.9
Total (Number of responses)	100.0 (4,369)	100.0 (31,371)
<b>9. Mother's employment status</b>		
Employed (includes full-time homemaker)	65.1	76.8
Unemployed	33.4	23.1
Retired	1.4	2.0
Total (Number of responses)	100.0 (4,649)	100.0 (32,713)

Table 1 cont'd. - 3

Characteristic	CSUN Responses	Public Four-Year Colleges
<b>10. Racial composition of neighborhood in which respondent grew up</b>		
Completely non-White	24.8	9.7
Mostly non-White	35.8	18.1
Roughly half non-White	19.5	15.8
Mostly White	17.9	42.4
Completely White	2.1	14.0
Total (Number of responses)	100.0 (4,205)	100.0 (30,241)
<b>11. Racial composition of high school you last attended</b>		
Completely non-White	19.9	6.3
Mostly non-White	39.5	20.4
Roughly half non-White	25.6	26.8
Mostly White	13.3	41.0
Completely White	1.8	5.5
Total (Number of responses)	100.0 (4,369)	100.0 (31,197)
<b>12. Type of high school attended</b>		
Public	89.7	89.9
<i>Charter school</i>	16.1	4.3
<i>Magnet school</i>	10.4	3.3
<i>Other</i>	63.2	82.3
Private	10.1	9.7
<i>Religious/parochial school</i>	7.8	6.6
<i>Independent college-preparatory</i>	2.3	3.1
Home school	0.2	0.4
Total (Number of responses)	100.0 (4,740)	100.0 (33,378)
<b>13. Father's education</b>		
High school graduate or less	58.8	38.9
Some postsecondary education	16.8	19.9
College degree (includes graduate study)	24.5	41.2
Total (Number of responses)	100.0 (4,507)	100.0 (31,683)
<b>14. Mother's education</b>		
High school graduate or less	53.9	31.6
Some postsecondary education	19.4	22.1
College degree (includes graduate study)	26.7	46.3
Total (Number of responses)	100.0 (4,643)	100.0 (32,348)

Table 1 cont'd. - 4

Characteristic	CSUN Responses	Public Four-Year Colleges
<b>15. How would you characterize your political views?</b>		
Far right	1.1	2.1
Conservative	12.1	19.7
Middle-of-the-road	47.6	50.0
Liberal	35.7	25.2
Far left	3.5	3.0
Total (Number of responses)	100.0 (4,471)	100.0 (30,457)
<b>16. Where do you plan to live during the fall term?</b>		
With parents or relatives	56.9	27.0
Other private home, apartment, or room	9.9	2.9
College dormitory/Residence Hall	26.2	65.7
Other campus student housing	6.0	3.8
Other	0.9	0.5
Total (Number of responses)	100.0 (4,722)	100.0 (33,338)
<b>17. How many miles is this college from your permanent home?</b>		
5 or less	14.6	7.8
6 to 10	14.9	9.9
11 to 50	46.6	30.8
51 to 100	11.5	16.3
101 to 500	10.6	23.6
More than 500	1.8	11.5
Total (Number of responses)	100.0 (4,601)	100.0 (32,550)

**Table 2. Adequacy of High School Preparation and Degree Plans of First Time Full-Time Freshmen Enrolling at CSUN and Other Public Four-Year Colleges in Fall 2013 (Percentages)**

	CSUN Responses	Public Four-Year Colleges
<b>1. In what year did you graduate from high school?</b>		
2013	98.3	97.1
2012	1.5	2.0
2011 or earlier or passed G.E.D. test	0.3	0.9
Total (Number of responses)	100.0 (4,746)	100.0 (33,555)
<b>2. What was your average grade in high school?</b>		
A- or better	20.6	36.2
B+	24.8	24.8
B	35.4	25.6
B-	11.7	8.4
C+	5.7	3.8
C or D	1.8	1.1
Total (Number of responses)	100.0 (4,718)	100.0 (33,245)
<b>3. Number of Advanced Placement courses taken in high school</b>		
None	24.9	32.1
1 to 4	59.8	49.1
5 or more	11.7	12.9
Not offered at my high school	3.4	5.8
Total (Number of responses)	100.0 (4,599)	100.0 (32,249)
<b>4. Number of Advanced Placement exams taken during high school</b>		
None	30.7	40.1
1 to 4	56.4	43.6
5 or more	9.2	9.7
Not offered at my high school	3.7	6.6
Total (Number of responses)	100.0 (4,420)	100.0 (30,606)
<b>5. Respondent needed special tutoring or remedial work in: *</b>		
Mathematics	23.2 (4,754)	19.4
English	12.3 (4,754)	11.1
Writing	9.8 (4,754)	9.6
Reading	8.9 (4,754)	8.5
Foreign Language	8.6 (4,754)	8.5
Science	8.5 (4,754)	9.0
Social Studies	7.6 (4,754)	7.3
<b>6. Respondent expects to need special tutoring or remedial work in: *</b>		
Mathematics	48.3 (4,754)	34.0
Writing	25.7 (4,754)	16.8
Science	22.1 (4,754)	16.7
English	21.8 (4,754)	12.9
Foreign Language	11.0 (4,754)	15.9
Reading	10.8 (4,754)	7.5
Social Studies	9.4 (4,754)	6.1

Table 2 cont'd. - 2

	CSUN Responses		Public Four-Year Colleges
<b>7. During the past year, respondents frequently: *</b>			
Accepted mistakes as part of the learning process	60.7	(4,661)	56.3
Worked with other students on class assignments	52.8	(4,677)	49.4
Intergrate skills, knowledge from different sources & exp.	50.5	(4,679)	50.0
Sought solutions to problems & explained them to others	48.3	(4,689)	50.4
Supported their opinions with a logical argument	48.1	(4,694)	54.2
Sought alternative solutions to a problem	47.7	(4,664)	45.8
Asked questions in class	47.6	(4,703)	52.7
Sought feedback on their academic work	45.9	(4,668)	46.3
Revised their papers to improve their writing	43.7	(4,694)	45.1
Took a risk because they felt they had more to gain	39.2	(4,686)	39.4
Evaluated the quality/reliability of information received	37.7	(4,688)	38.7
Explored topics on own that not required for class	35.0	(4,683)	33.3
Looked up scientific research articles and resources	25.4	(4,679)	24.8
<b>8. During the past year, respondents *</b>			
<i>Frequently</i>			
Used the Internet for research or homework	79.4	(4,727)	78.4
Socialized with someone of another racial/ethnic group	76.9	(4,731)	71.9
Asked a teacher for advice after class	31.8	(4,732)	28.8
Voted in a student election	22.9	(4,700)	19.5
<i>Frequently or occasionally</i>			
Studied with other students	89.4	(4,734)	86.1
Performed volunteer work	83.3	(4,718)	84.5
Tutored another student	60.4	(4,722)	53.7
Performed community service as part of a class	59.4	(4,721)	55.9
Demonstrated for/against a cause	24.8	(4,707)	22.3
Were guests in a teacher's home	11.7	(4,726)	16.7
<b>9. During last year of high school, respondent spent more than five hours per week: *</b>			
Socializing with friends	50.3	(4,415)	62.1
On exercise or sports	37.3	(4,409)	48.2
Studying/doing homework	30.5	(4,429)	29.9
Online social networks (MySpace, Facebook, etc.)	26.7	(4,369)	29.2
Working (for pay)	23.1	(4,409)	44.7
Watching TV	19.4	(4,382)	22.1
Involved with student clubs/groups	15.9	(4,376)	15.3
Doing volunteer work	15.5	(4,382)	13.7
On household/childcare	14.6	(4,380)	12.4
Playing video games	12.4	(4,366)	14.3
Partying	10.2	(4,403)	14.3
Reading for pleasure	8.9	(4,374)	9.6
Talking with teachers outside of class	7.1	(4,415)	6.3

Table 2 cont'd. - 3

	CSUN Responses	Public Four-Year Colleges
<b>10. Highest degree planned anywhere</b>		
None	0.3	0.6
Bachelor's (B.A., B.S.)	21.6	25.3
Master's (M.A., M.S.)	44.1	44.7
LL.B. or J.D. (Law)	3.2	2.7
M.D., D.O., D.D.S., D.V.M.	6.2	6.5
Ph.D. or Ed.D.	23.2	18.2
Other (e.g., AA degree)	1.5	2.5
Total (Number of responses)	100.0 (4,423)	100.0 (30,622)
<b>11. Colleges housing respondents' probable majors</b>		
Arts, Media, and Communication	12.2	8.0
Business and Economics	12.8	13.0
Engineering and Computer Science	12.3	13.2
Health and Human Development	15.2	14.1
Humanities	5.1	9.3
Science and Mathematics	12.1	14.4
Social and Behavioral Sciences	15.9	14.1
Undeclared	12.3	10.5
Other (not offered at CSUN)	2.1	2.9
Total (Number of responses)	100.0 (4,743)	100.0 (31,900)

\* The numbers in parentheses in this section represent the number of responses on which each of the percentages is based.

**Table 3. Factors Entering Into the College Choices and College Financing Plans of First Time Full-Time Freshmen Enrolling at CSUN and Other Public Four-Year Colleges in Fall 2013 (Percentages)**

	CSUN Responses	Public Four-Year Colleges
<b>1. The college I am attending this Fall was my</b>		
First choice	37.9	55.5
Second choice	38.0	29.0
Third choice	15.1	9.9
Fourth or lower choice	9.0	5.5
Total (Number of responses)	100.0      (4,734) (4,734)	100.0 (33,337)
<b>2. To how many colleges, other than this one, did you apply this year?</b>		
None	5.5	12.1
One	4.1	9.1
Two	6.2	12.2
Three	15.4	16.0
Four	20.7	14.7
Five	11.9	10.7
Six or more	36.2	25.2
Total (Number of responses)	100.0      (4,730) (4,730)	100.0 (33,417)
<b>3. Do you have any concern about your ability to finance your college education?</b>		
None (I am confident that I will have the funds)	18.0	29.7
Some (but I probably will have enough funds)	64.6	56.8
Major (not sure I will have enough funds)	17.4	13.5
Total (Number of responses)	100.0      (4,696) (4,696)	100.0 (32,604)
<b>4. Sources respondents expect to use to cover their first year's educational expenses (i.e., room, board, tuition &amp; fees) *</b>		
Family resources	73.0      (4,754)	69.2
Own resources	62.0      (4,754)	58.3
Non-repayable aid (e.g., grants & scholarships)	67.8      (4,754)	67.8
Repayable aid (e.g., loans)	37.4      (4,754)	49.2
Other	6.4      (4,754)	7.6
<b>5. The current economic situation significantly affected my college choices.</b>		
Strongly agree with statement	29.0	28.8
Agree somewhat with statement	46.1	44.2
Disagree somewhat with statement	16.3	16.5
Strongly disagree with statement	8.6	10.6
Total (Number of responses)	100.0      (4,709) (4,709)	100.0 (33,105)

Table 3 cont'd. - 2

	CSUN Responses		Public Four-Year Colleges
<b>6. Reasons noted as very important in influencing student's decision to attend this particular college *</b>			
<i>Institutional Characteristics</i>			
This college has a very good academic reputation	48.8	(4,537)	54.6
College has a good reputation for social activities	42.4	(4,535)	41.4
This college's graduates get good jobs	41.8	(4,468)	46.0
The percentage of students graduating	29.1	(4,457)	27.0
This college's grads gain admission to top grad./prof. schools	27.6	(4,455)	25.6
Ability to take online courses	9.8	(4,450)	5.5
<i>Financial Considerations</i>			
The cost of attending this college	53.5	(4,525)	53.5
I was offered financial assistance	46.9	(4,521)	42.0
Could not afford first choice	21.3	(4,444)	17.5
Not offered aid by first choice	13.4	(4,465)	11.6
<i>Recommended by Others</i>			
My parents wanted me to come here	23.0	(4,553)	18.5
High school counselor advised me	16.2	(4,512)	12.4
My teacher advised me	11.1	(4,545)	8.9
My relatives wanted me to come here	12.0	(4,549)	9.5
Private college counselor advised me	5.7	(4,491)	4.4
<i>Personal Preferences</i>			
I wanted to live near home	29.2	(4,489)	24.0
I wanted to go to a school about this size	20.8	(4,462)	32.7
<i>Promotional Materials</i>			
A visit to campus	26.5	(4,446)	38.5
Information in a website (formerly guidebook)	15.7	(4,450)	16.8
Rankings in national magazines	8.5	(4,456)	11.3
<i>Other Considerations</i>			
Admitted through an Early Action/Decision program	5.5	(4,436)	10.4
I was attracted by the religious affiliation/orientation	4.7	(4,454)	5.2
The athletic department recruited me	3.6	(4,432)	8.5

\* The numbers in parentheses in this section represent the number of responses on which each of the percentages is based.

**Table 4. Self Perceptions of First Time Full-Time Freshmen Enrolling at CSUN and Other Public Four-Year Colleges in Fall 2013 (Percentages)**

	CSUN Responses		Public Four-Year Colleges
<b>1. Chances are very good that respondent will</b>			
<i>Do the following academically:</i>			
Make at least a "B" average	62.6	(4,101)	62.4
Communicate regularly with professors	35.7	(4,071)	35.0
Work on a professor's research project	35.8	(4,037)	31.5
Participate in a study abroad program	27.1	(4,061)	27.1
Take a course exclusively online at this institution	14.9	(4,020)	8.0
Change major field	13.2	(4,172)	12.2
Take a course exclusively online at a different institution	3.8	(3,949)	3.3
<i>Make the following personal decisions:</i>			
Socialize with someone of another racial/ethnic group	64.6	(4,067)	58.7
Get a job to help pay for college expenses	55.8	(4,136)	49.4
Have a roommate of different race/ethnicity	32.6	(4,035)	26.5
Seek personal counseling	17.5	(4,085)	11.4
Work full-time while attending college	11.2	(4,121)	10.4
Change career choice	11.0	(4,160)	11.1
<i>Persist or not persist in one of the following ways:</i>			
Stay at this college (i.e., be satisfied with it)	46.9	(4,080)	52.6
Transfer to another college before graduating	9.6	(4,082)	7.7
Need extra time to complete your degree requirements	11.8	(4,103)	7.9
Take courses from more than one college simultaneously	10.7	(4,037)	6.6
Take a leave of absence from this college temporarily	3.6	(4,023)	3.3
<i>Engage in the following extra-curricular activities:</i>			
Participate in student clubs/groups	48.6	(4,069)	43.5
Participate in volunteer/community service work	28.5	(4,089)	27.0
Play club, intramural, or recreational sports	22.6	(4,111)	27.6
Join a social fraternity or sorority	13.7	(4,125)	12.4
Play varsity/intercollegiate athletics	9.6	(4,080)	14.3
Participate in student government	9.3	(4,139)	7.3
Participate in student protests or demonstrations	7.8	(4,092)	6.2
<b>2. Traits on which respondents rated themselves above average or in the highest 10% of people their age</b>			
<i>Intellectual traits</i>			
Academic ability	55.9	(4,658)	61.0
Leadership ability	53.9	(4,645)	59.8
Creativity	53.4	(4,658)	53.8
Self-confidence (intellectual)	52.0	(4,642)	56.5
Writing ability	39.1	(4,641)	41.9
Computer skills	36.8	(4,661)	36.5
Mathematical ability	33.5	(4,655)	39.1
Public speaking ability	32.4	(4,644)	34.5
Artistic ability	30.1	(4,663)	28.5
<i>Openness to other viewpoints</i>			
Ability to work cooperatively with diverse people	85.5	(4,698)	83.8
Tolerance of others with different beliefs	77.8	(4,694)	76.7
Ability to see the world from someone else's perspective	73.6	(4,704)	74.0
Ability to discuss and negotiate controversial issues	66.6	(4,696)	67.8
Openness to having my own views challenged	63.2	(4,695)	62.0

Table 4 cont'd. - 2

	CSUN Responses		Public Four-Year Colleges
<b>2. Respondents' outstanding traits (cont'd.)</b>			
<i>Personality traits</i>			
Drive to achieve	74.4	(4,653)	74.6
Understanding of others	73.0	(4,634)	68.4
Cooperativeness	71.5	(4,654)	70.3
Self-understanding	55.6	(4,633)	56.3
Competitiveness	53.8	(4,649)	56.9
Self-confidence (social)	46.5	(4,647)	48.3
Spirituality	36.5	(4,627)	37.5
<i>Other</i>			
Physical health	44.2	(4,645)	53.1
Emotional health	45.7	(4,652)	50.2
<b>3. Objectives respondents consider essential or very important</b>			
<i>Personal objectives</i>			
Being very well off financially	88.0	(4,231)	83.3
Raising a family	67.9	(4,230)	71.6
Improving my understanding of other countries/cultures	49.8	(4,161)	45.0
Developing a meaningful philosophy of life	40.9	(4,192)	41.9
Keeping up to date with political affairs	29.9	(4,182)	32.2
<i>Making a contribution to society</i>			
Helping others who are in difficulty	74.3	(4,218)	70.3
Influencing social values	46.1	(4,234)	43.0
Helping to promote racial understanding	42.6	(4,182)	35.5
Adopting "green" practices to protect the environment	41.5	(4,177)	36.2
Becoming a community leader	34.0	(4,174)	34.9
Participating in a community action program	30.7	(4,191)	28.0
Becoming involved in a program to clean the environment	28.5	(4,194)	25.6
Influencing the political structure	24.5	(4,234)	22.3
<i>Intellectual and career objectives</i>			
Obtaining recognition from my colleagues for contributions to my special field	59.9	(4,241)	57.2
Becoming an authority in my field	56.5	(4,242)	58.7
Becoming successful in a business of my own	49.7	(4,203)	42.2
Making a theoretical contribution to science	22.4	(4,217)	23.3
Becoming accomplished in a performing art	20.2	(4,269)	17.9
Creating artistic work (e.g., painting, sculpture)	17.9	(4,205)	17.2
Writing original works (e.g., poems, novels)	17.2	(4,211)	16.9
Obtaining recognition from my colleagues for			

**NOTE:** the numbers in parentheses in this section represent the number of responses on which each of the percentages is based.

**Table 5. Background and Demographic Characteristics of the First Time Full-Time Freshmen Responding to the Freshman Survey by Fall Entry Term  
(Percentages)**

Characteristic	Fall 2007 (No. of Percent responses)	Fall 2008 (No. of Percent responses)	Fall 2009 (No. of Percent responses)	Fall 2010 (No. of Percent responses)	Fall 2011 (No. of Percent responses)	Fall 2012 (No. of Percent responses)	Fall 2013 (No. of Percent responses)
<b>1. Racial and ethnic identity: ^</b>							
Traditionally Underserved							
<i>American Indian/Alaskan Native</i>	2.2	2.1	1.9	1.9	2.1	1.6	1.5
<i>Native Hawaiian/Pacific Islander</i>	3.9	4.5	3.4	3.3	3.1	3.0	3.5
<i>African American/Black</i>	14.5	13.7	11.6	13.3	10.6	8.2	9.5
<i>Latina/o</i>	41.9	46.3	51.8	51.8	57.8	60.5	61.9
Mexican American/Chicano	25.8	28.4	33.0	34.3	38.6	40.8	41.3
Puerto Rican	0.9	1.2	1.0	0.9	0.9	0.7	0.8
Other Latino	15.2	16.7	17.8	16.6	18.3	19.0	19.8
Asian American/Asian	11.0	12.2	13.2	13.1	13.7	13.4	13.4
White/Caucasian	36.3	30.4	29.6	29.3	24.7	25.1	22.8
Other	9.1	9.7	7.4	7.1	6.6	6.5	6.1
Total	118.9 (2,841)	118.9 (3,489)	118.9 (3,326)	119.8 (4,326)	118.6 (4,365)	118.3 (3,485)	118.7 (4,704)
<b>2. Is English your native language?</b>							
Yes	73.6	71.5	71.2	71.1	69.7	69.2	69.8
No	26.4	28.5	28.8	28.9	30.3	30.8	30.2
Total	100.0 (2,909)	100.0 (3,539)	100.0 (3,328)	100.0 (4,304)	100.0 (4,336)	100.0 (3,457)	100.0 (4,670)
<b>3. Best estimate of parents' total income in preceding year</b> (includes income from all sources before taxes)							
Less than \$30,000	31.2	33.7	38.2	41.6	44.6	44.1	44.4
\$30,000 to \$49,999	19.0	18.6	17.9	19.1	19.1	19.4	19.1
\$50,000 to \$74,999	17.7	18.0	15.2	14.2	13.8	15.2	14.1
\$75,000 to \$149,999	21.5	20.5	19.8	17.2	16.4	15.5	15.6
\$150,000 or more	10.8	9.2	9.0	7.6	6.1	5.9	6.6
Total	100.0 (2,582)	100.0 (3,221)	100.0 (2,955)	100.0 (3,994)	100.0 (4,034)	100.0 (3,269)	100.0 (4,446)
<b>4. Parental Unemployment *</b>							
Father Unemployed	2.9 (2,559)	4.4 (3,165)	6.0 (2,974)	7.8 (3,862)	7.6 (3,872)	7.3 (3,139)	15.2 (4,369)
Mother Unemployed	8.4 (2,657)	10.1 (3,282)	12.4 (3,087)	14.4 (3,987)	15.9 (4,040)	15.7 (3,252)	33.4 (4,649)

^ These percentages sum to more than 100.0 because respondents could mark multiple categories.

\* The format of the question on which these responses are based was changed in 2013. Prior to that year, the survey included a single question about each parents' occupation, which included an Unemployed category. From 2013 forwards, a two-question format was adopted. A brief question about about the employment status of each parent, while another question asked about the occupation of each employed parent. This change is likely to account for much of the sudden rise in the percent Unemployed.

Table 5 cont'd. - 2

Characteristic	Fall 2007 (No. of Percent responses)	Fall 2008 (No. of Percent responses)	Fall 2009 (No. of Percent responses)	Fall 2010 (No. of Percent responses)	Fall 2011 (No. of Percent responses)	Fall 2012 (No. of Percent responses)	Fall 2013 (No. of Percent responses)
<b>5. Racial composition of neighborhood in which respondent grew up</b>							
Completely non-White	18.5	21.2	21.6	22.0	25.0	26.3	24.8
Mostly non-White	27.4	30.3	29.5	30.8	33.7	32.6	35.8
Roughly half non-White	22.7	21.3	21.8	21.8	20.7	20.1	19.5
Mostly White	27.3	24.2	24.5	22.4	18.6	18.7	17.9
Completely White	4.1	3.0	2.6	3.0	2.0	2.3	2.1
Total	100.0 (2,733)	100.0 (3,297)	100.0 (3,156)	100.0 (4,108)	100.0 (4,209)	100.0 (3,323)	100.0 (4,205)
<b>6. Racial composition of high school from which graduated</b>							
Completely non-White	11.2	14.7	14.1	15.0	17.6	18.8	19.9
Mostly non-White	33.9	33.8	34.9	35.0	39.8	39.4	39.5
Roughly half non-White	29.2	29.5	29.7	28.5	25.9	24.9	25.6
Mostly White	23.3	19.9	19.6	19.8	15.2	15.4	13.3
Completely White	2.4	2.2	1.7	1.7	1.5	1.5	1.8
Total	100.0 (2,880)	100.0 (3,528)	100.0 (3,308)	100.0 (4,268)	100.0 (4,368)	100.0 (3,412)	100.0 (4,369)
<b>7. Type of high school attended</b>							
Public	82.1	84.4	84.5	86.2	86.2	87.8	89.7
<i>Charter school</i>	4.8	7.7	8.8	9.5	12.8	16.4	16.1
<i>Magnet school</i>	10.6	11.7	10.3	10.4	9.9	10.3	10.4
<i>Other</i>	66.7	65.0	65.4	66.3	65.1	61.1	63.2
Private	17.8	15.3	15.2	13.6	12.2	11.8	10.1
<i>Religious/parochial school</i>	13.7	11.5	11.6	10.2	9.6	8.7	7.8
<i>Independent college-preparatory</i>	4.0	3.8	3.6	3.4	2.6	3.1	2.3
Home school	0.1	0.3	0.2	0.2	0.1	0.3	0.2
Total	100.0 (2,906)	100.0 (3,553)	100.0 (3,359)	100.0 (4,353)	100.0 (4,399)	100.0 (3,505)	100.0 (4,740)
<b>8. How would you characterize your political views?</b>							
Far right	1.5	1.3	1.5	1.3	1.0	1.2	1.1
Conservative	15.3	12.1	13.7	12.9	12.8	12.7	12.1
Middle-of-the-road	45.0	47.0	46.6	48.7	50.1	50.0	47.6
Liberal	34.0	36.4	35.0	33.0	33.0	33.0	35.7
Far left	4.2	3.2	3.2	4.0	3.1	3.1	3.5
Total	100.0 (2,655)	100.0 (3,346)	100.0 (3,085)	100.0 (4,024)	100.0 (4,093)	100.0 (3,226)	100.0 (4,471)

Table 5 cont'd. - 3

Characteristic	Fall 2007 (No. of Percent responses)	Fall 2008 (No. of Percent responses)	Fall 2009 (No. of Percent responses)	Fall 2010 (No. of Percent responses)	Fall 2011 (No. of Percent responses)	Fall 2012 (No. of Percent responses)	Fall 2013 (No. of Percent responses)
<b>9. Father's education</b>							
High school graduate or less	44.7	48.9	51.4	53.5	56.5	57.5	58.8
Some postsecondary education	22.3	20.3	18.0	18.2	17.3	18.3	16.8
College degree (includes graduate study)	33.1	30.8	30.7	28.3	26.1	24.1	24.5
Total	100.0 (2,746)	100.0 (3,370)	100.0 (3,195)	100.0 (4,153)	100.0 (4,188)	100.0 (3,383)	100.0 (4,507)
<b>10. Mother's education</b>							
High school graduate or less	41.0	45.3	48.6	48.6	52.9	53.3	53.9
Some postsecondary education	24.8	23.2	20.9	20.9	19.7	20.0	19.4
College degree (includes graduate study)	34.1	31.4	30.5	30.5	27.3	26.6	26.7
Total	100.0 (2,808)	100.0 (3,453)	100.0 (3,274)	100.0 (4,258)	100.0 (4,315)	100.0 (3,445)	100.0 (4,643)
<b>11. First Generation Status</b>							
Both parents: no more than high school	31.4	35.6	38.6	40.2	44.8	44.6	45.1
One/both parents: some college	23.9	22.5	19.9	20.9	28.7	20.3	19.8
One/both parents: four-year degree	44.8	41.9	41.5	38.8	26.5	35.1	35.1
Total	100.0 (2,830)	100.0 3,546	100.0 (3,327)	100.0 (4,226)	100.0 (4,306)	100.0 (3,629)	100.0 (4,918)

**Table 6. Adequacy of High School Preparation and Degree Plans of the CSUN First Time Full-Time Freshmen Responding to the Freshman Survey by Fall Entry Term (Percentages)**

	<u>Fall 2007</u> (No. of Percent responses)	<u>Fall 2008</u> (No. of Percent responses)	<u>Fall 2009</u> (No. of Percent responses)	<u>Fall 2010</u> (No. of Percent responses)	<u>Fall 2011</u> (No. of Percent responses)	<u>Fall 2012</u> (No. of Percent responses)	<u>Fall 2013</u> (No. of Percent responses)
<b>1. Respondent needed special tutoring or remedial work in: *</b>							
Mathematics	19.8 (2,927)	--	17.7 (3,381)	--	15.2 (4,413)	--	23.2 (4,754)
English	9.9 (2,927)	--	9.6 (3,381)	--	8.2 (4,413)	--	12.3 (4,754)
Writing	7.3 (2,927)	--	7.5 (3,381)	--	5.7 (4,413)	--	8.9 (4,754)
Reading	6.7 (2,927)	--	7.7 (3,381)	--	5.8 (4,413)	--	9.8 (4,754)
Foreign Language	7.9 (2,927)	--	7.3 (3,381)	--	5.8 (4,413)	--	8.6 (4,754)
Science	6.8 (2,927)	--	7.3 (3,381)	--	5.7 (4,413)	--	8.5 (4,754)
Social Studies	5.7 (2,927)	--	5.7 (3,381)	--	4.5 (4,413)	--	7.6 (4,754)
<b>2. Respondent expects to need special tutoring or remedial work in: *</b>							
Mathematics	41.8 (2,927)	--	38.9 (3,381)	--	46.6 (4,413)	--	48.3 (4,754)
English	19.5 (2,927)	--	20.6 (3,381)	--	21.3 (4,413)	--	21.8 (4,754)
Writing	19.1 (2,927)	--	21.1 (3,381)	--	21.1 (4,413)	--	25.7 (4,754)
Reading	8.1 (2,927)	--	9.8 (3,381)	--	9.2 (4,413)	--	10.8 (4,754)
Science	15.3 (2,927)	--	10.6 (3,381)	--	10.3 (4,413)	--	22.1 (4,754)
Foreign Language	11.5 (2,927)	--	16.0 (3,381)	--	18.2 (4,413)	--	11.0 (4,754)
Social Studies	7.4 (2,927)	--	8.4 (3,381)	--	7.9 (4,413)	--	9.4 (4,754)
<b>3. During the past year, respondents frequently *</b>							
Used Internet for research or homework	72.2 (2,893)	73.1 (3,529)	73.8 (3,306)	78.6 (4,311)	79.0 (4,355)	78.2 (3,489)	79.4 (4,727)
Accepted mistakes as part of learning process	23.1 (2,873)	54.5 (3,515)	53.8 (3,313)	54.6 (4,316)	56.1 (4,359)	58.9 (3,482)	60.7 (4,661)
Sought alternative solutions to a problem	40.8 (2,853)	43.2 (3,501)	44.5 (3,302)	46.5 (4,306)	44.4 (4,354)	47.2 (3,474)	47.7 (4,664)
Evaluated the quality/reliability of information	31.6 (2,882)	33.5 (3,517)	33.9 (3,314)	33.2 (4,324)	34.5 (4,369)	38.5 (3,481)	37.7 (4,688)
Explored topics on own (not required for class)	28.8 (2,874)	30.5 (3,518)	30.2 (3,312)	31.3 (4,325)	32.7 (4,368)	33.9 (3,478)	35.0 (4,683)
Looked up scientific research articles	18.9 (2,869)	19.7 (3,510)	20.8 (3,313)	22.4 (4,318)	22.9 (4,360)	25.8 (3,473)	25.4 (4,679)
<b>4. During last year of high school, respondent spent more than five hours per week: *</b>							
Socializing with friends	61.3 (2,831)	59.3 (3,465)	55.4 (3,206)	56.6 (4,188)	53.7 (4,254)	51.7 (3,385)	50.3 (4,415)
Working (for pay)	45.1 (2,830)	40.5 (3,450)	30.3 (3,202)	25.2 (4,183)	21.6 (4,262)	21.3 (3,387)	23.1 (4,409)
On exercise or sports	39.2 (2,837)	37.7 (3,465)	38.1 (3,217)	39.3 (4,190)	37.4 (4,262)	39.2 (3,393)	37.3 (4,409)
Watching TV	26.4 (2,824)	25.6 (3,443)	25.0 (3,208)	23.3 (4,180)	21.9 (4,256)	19.8 (3,382)	19.4 (4,382)
Studying/doing homework	24.7 (2,853)	26.4 (3,475)	23.3 (3,223)	26.2 (4,196)	26.0 (4,270)	27.0 (3,402)	30.5 (4,429)
Online social networks (MySpace, Facebook, etc.)	-- --	-- --	20.5 (3,209)	23.6 (4,184)	24.8 (4,265)	22.5 (3,395)	26.7 (4,369)
Partying	20.5 (2,828)	19.7 (3,449)	18.7 (3,204)	17.9 (4,172)	14.2 (4,243)	13.0 (3,382)	10.2 (4,403)

Table 6 cont'd. - 2

	<u>Fall 2007</u> (No. of Percent responses)	<u>Fall 2008</u> (No. of Percent responses)	<u>Fall 2009</u> (No. of Percent responses)	<u>Fall 2010</u> (No. of Percent responses)	<u>Fall 2011</u> (No. of Percent responses)	<u>Fall 2012</u> (No. of Percent responses)	<u>Fall 2013</u> (No. of Percent responses)
<b>5. Colleges housing respondents' probable majors</b>							
Arts, Media, and Communication	15.9	14.9	14.6	14.6	12.8	15.5	12.2
Business and Economics	21.0	19.4	15.9	15.2	14.8	11.0	12.8
Engineering and Computer Science	8.4	8.6	9.9	10.0	10.1	11.7	12.3
Health and Human Development	8.4	10.0	10.3	12.3	11.8	14.3	15.2
Humanities	12.5	12.1	10.4	9.7	8.9	5.5	5.1
Science and Mathematics	9.1	11.0	11.9	12.3	13.6	12.0	12.1
Social and Behavioral Science	17.0	16.2	18.6	17.7	17.6	18.3	15.9
Undeclared	6.4	6.1	6.8	6.3	5.9	9.3	12.3
Other (not offered at CSUN)	1.2	1.7	1.6	1.5	3.5	2.4	2.1
Total	100.0 (2,718)	100.0 (3,365)	100.0 (3,124)	100.0 (4,025)	100.0 (4,111)	100.0 (3,324)	100.0 (4,743)

\* The numbers in parentheses in this section represent the number of responses on which each of the percentages is based.

**Table 7. Factors Entering Into the College Choices and College Financing Plans of the CSUN First Time Full-Time Freshmen Responding to the Freshman Survey by Fall Entry Term (Percentages)**

	Fall 2007 (No. of Percent responses)	Fall 2008 (No. of Percent responses)	Fall 2009 (No. of Percent responses)	Fall 2010 (No. of Percent responses)	Fall 2011 (No. of Percent responses)	Fall 2012 (No. of Percent responses)	Fall 2013 (No. of Percent responses)
<b>1. The college I am attending this Fall was my</b>							
First choice	51.6	48.2	44.9	41.6	41.2	40.5	37.9
Second choice	31.8	34.0	34.7	36.1	37.3	35.6	38.0
Third choice	11.4	11.9	14.3	14.9	14.4	15.6	15.1
Fourth or lower choice	5.3	5.9	6.1	7.4	7.1	8.3	9.0
Total	100.0 (2,912)	100.0 (3,550)	100.0 (3,349)	100.0 (4,349)	100.0 (4,375)	100.0 (3,498)	100.0 (4,734)
<b>2. To how many colleges, other than this one, did you apply this year?</b>							
One to three	46.3	45.5	47.1	39.9	38.0	37.9	31.2
Four or more	53.6	54.5	53.0	60.2	62.2	62.1	68.8
Total	100.0 (2,906)	100.0 (3,559)	100.0 (3,363)	100.0 (4,340)	100.0 (4,383)	100.0 (3,498)	100.0 (4,730)
<b>3. Do you have any concern about your ability to finance your college education?</b>							
None (I am confident that I will have the funds)	31.1	26.6	25.6	22.7	20.6	20.9	18.0
Some (but I probably will have enough funds)	56.2	59.8	59.8	63.0	64.8	64.2	64.6
Major (not sure I will have enough funds)	12.8	13.6	14.6	14.3	14.6	14.9	17.4
Total	100.0 (2,862)	100.0 (3,528)	100.0 (3,316)	100.0 (4,314)	100.0 (4,378)	100.0 (3,466)	100.0 (4,696)
<b>4. Sources respondents expect to use to cover their first year's educational expenses (i.e., room, board, tuition &amp; fees) *</b>							
Family resources	74.0 (2,927)	77.7 (3,573)	70.9 (3,381)	72.3 (4,366)	72.4 (4,413)	73.2 (3,516)	73.0 (4,754)
Own resources	64.3 (2,927)	66.3 (3,573)	58.3 (3,381)	64.2 (4,366)	59.6 (4,413)	59.5 (3,516)	62.0 (4,754)
Non-repayable aid (e.g., grants & scholarships)	51.9 (2,927)	57.2 (3,573)	56.8 (3,381)	63.5 (4,366)	64.8 (4,413)	65.1 (3,516)	67.8 (4,754)
Repayable aid (e.g., loans)	30.6 (2,927)	31.9 (3,573)	34.5 (3,381)	38.4 (4,366)	39.0 (4,413)	36.4 (3,516)	37.4 (4,754)
Other	6.8 (2,927)	6.1 (3,573)	6.2 (3,381)	6.6 (4,366)	5.7 (4,413)	6.1 (3,516)	6.4 (4,754)
<b>5. Reasons noted as very important in influencing student's decision to attend this particular college *</b>							
<i>Financial Considerations</i>							
The cost of attending this college	39.1 (2,821)	44.0 (3,436)	49.2 (3,241)	45.5 (4,249)	52.4 (4,236)	57.7 (3,443)	53.5 (4,525)
I was offered financial assistance	29.3 (2,814)	33.9 (3,411)	33.9 (3,225)	38.4 (4,233)	45.0 (4,309)	46.2 (3,439)	46.9 (4,521)
Could not afford first choice	12.6 (2,778)	15.4 (3,388)	16.6 (3,168)	16.0 (4,193)	18.5 (4,267)	20.7 (3,401)	21.3 (4,444)
Not offered aid by first choice	7.8 (2,767)	9.2 (3,387)	10.5 (3,167)	10.1 (4,180)	12.2 (4,266)	12.4 (3,399)	13.4 (4,465)

\* The numbers in parentheses in this section represent the number of responses on which each of the percentages is based.

**Table 8. Self Perceptions of the CSUN First Time Full-Time Freshmen Responding to the Freshman Survey by Fall Entry Term (Percentages)**

	<u>Fall 2007</u> (No. of Percent responses)	<u>Fall 2008</u> (No. of Percent responses)	<u>Fall 2009</u> (No. of Percent responses)	<u>Fall 2010</u> (No. of Percent responses)	<u>Fall 2011</u> (No. of Percent responses)	<u>Fall 2012</u> (No. of Percent responses)	<u>Fall 2013</u> (No. of Percent responses)
<b>1. Chances are very good that respondent will</b>							
Make at least a "B" average	51.0 (2,804)	55.3 (3,408)	61.1 (3,193)	59.4 (4,114)	59.4 (4,277)	60.7 (3,372)	62.6 (4,101)
Partic. in volunteer/commun. serv. work	16.9 (2,789)	17.8 (3,370)	20.7 (3,177)	22.8 (4,126)	24.3 (4,268)	25.9 (3,369)	28.5 (4,089)
Participate in student clubs/groups	38.4 (2,797)	36.5 (3,373)	36.3 (3,184)	37.6 (4,114)	40.6 (4,285)	43.6 (3,374)	48.6 (4,069)
Work full-time while attending college	13.3 (2,806)	14.9 (3,400)	11.3 (3,181)	11.5 (4,122)	10.2 (4,289)	10.4 (3,378)	11.2 (4,121)
Get a job to help pay for college expenses	50.0 (2,799)	51.9 (3,397)	48.8 (3,195)	49.6 (4,119)	51.0 (4,275)	54.1 (3,380)	55.8 (4,136)
Stay at this college (i.e., be satisfied with it)	35.9 (2,791)	43.2 (3,374)	43.9 (3,165)	43.7 (4,105)	44.7 (4,274)	45.8 (3,364)	46.9 (4,080)
Transfer elsewhere before graduating	11.0 (2,789)	12.3 (3,378)	10.6 (3,177)	12.2 (4,110)	11.6 (4,277)	10.8 (3,364)	9.6 (4,082)
<b>2. Traits on which respondents rated themselves above average or in the highest 10% of people their age</b>							
<i>Intellectual traits</i>							
Computer skills	42.5 (2,875)	40.1 (3,532)	40.0 (3,333)	38.1 (4,329)	36.7 (4,383)	36.0 (3,419)	36.8 (4,661)
Artistic ability	34.9 (2,888)	32.2 (3,529)	29.6 (3,323)	32.0 (4,328)	29.4 (4,379)	32.1 (3,418)	30.1 (4,663)
Creativity	57.4 (2,883)	56.7 (3,541)	52.6 (3,317)	52.6 (4,328)	50.1 (4,387)	52.9 (3,420)	53.4 (4,658)
Self-confidence (intellectual)	54.9 (2,860)	54.9 (3,525)	52.8 (3,312)	50.6 (4,324)	50.4 (4,379)	49.3 (3,411)	52.0 (4,642)
<i>Other Traits</i>							
Self-confidence (social)	54.8 (2,861)	53.1 (3,521)	51.6 (3,309)	48.3 (4,328)	47.0 (4,385)	45.6 (3,418)	46.5 (4,647)
Emotional health	49.7 (2,863)	49.2 (3,517)	48.5 (3,309)	43.9 (4,317)	44.4 (4,377)	44.8 (3,405)	45.7 (4,652)
<b>3. Objectives respondents consider essential or very important</b>							
<i>Personal objectives</i>							
Being very well off financially	83.9 (2,803)	85.6 (3,426)	85.5 (3,214)	84.3 (4,172)	86.0 (4,308)	87.7 (3,397)	88.0 (4,231)
Raising a family	73.0 (2,805)	71.2 (3,423)	70.8 (3,208)	68.0 (4,179)	68.7 (4,310)	70.2 (3,393)	67.9 (4,230)
Developing a meaningful philosophy of life	48.6 (2,782)	48.0 (3,403)	47.2 (3,187)	44.9 (4,142)	44.8 (4,302)	44.4 (3,383)	40.9 (4,192)
<i>Intellectual and career objectives</i>							
Becoming successful in business of own	57.1 (2,805)	56.6 (3,415)	54.4 (3,195)	52.4 (4,162)	52.7 (4,300)	52.3 (3,385)	49.7 (4,203)
Creating artistic work (e.g., painting, sculpture)	24.4 (2,799)	23.0 (3,405)	22.4 (3,189)	20.8 (4,151)	19.8 (4,295)	21.7 (3,383)	17.9 (4,205)

\* The numbers in parentheses in this section represent the number of responses on which each of the percentages is based.

**Table 9. Background and Demographic Characteristics of CSUN's Fall 2013 First Time Freshman by First-Generation Status (Percentages)**

Characteristic	Both parents:	One or both parents with:	
	high school or less	some college	a four-year college degree (college-grad)
<b>Overall percentages</b>	45.1	19.8	35.1
<b>1. Father's education</b>			
Some high school or less	74.7	18.2	5.4
High school graduate	25.3	19.7	10.5
Some postsecondary education	0.0	62.1	12.5
Four-year college degree	0.0	0.0	43.2
Graduate education	0.0	0.0	28.5
Total (Number of responses)	100.0 (2,103)	100.0 (923)	100.0 (1,606)
<b>2. Mother's education</b>			
Some high school or less	70.4	11.9	2.6
High school graduate	29.6	12.8	6.0
Some postsecondary education	0.0	75.3	11.8
Four-year college degree	0.0	0.0	48.9
Graduate education	0.0	0.0	30.7
Total (Number of responses)	100.0 (2,103)	100.0 (923)	100.0 (1,623)
<b>3. Racial and ethnic identity: ^</b>			
Traditionally Underserved			
American Indian/Alaskan Native	0.7	1.6	2.6
Native Hawaiian/Pacific Islander	1.0	3.8	6.6
African American/Black	4.3	15.4	11.9
Latina/o	83.4	55.7	26.5
<i>Mexican American/Chicano</i>	59.9	39.5	16.4
<i>Puerto Rican</i>	0.3	1.7	0.8
<i>Other Latino</i>	25.8	18.1	11.4
Asian American/Asian	5.9	11.2	24.6
White/Caucasian	6.7	23.9	44.9
Other	4.8	8.2	8.7
Total (Number of responses)	106.8 (2,103)	119.8 (923)	125.8 (1,635)
<b>4. Is English your native language?</b>			
Yes	55.4	81.8	82.7
No	44.6	18.2	17.3
Total (Number of responses)	100.0 (2,052)	100.0 (912)	100.0 (1,622)

Chi square = 5022.536 (.000); df=8  
Cramer's V=.736

Chi square = 6061.54 (.000); df=8  
Cramer's V=.807

Chi square = 1240.93 (.000); df=2  
Cramer's V=.518

Chi square = 397.27 (.000); df=2  
Cramer's V=.294

^ These percentages sum to more than 100.0 because respondents could mark multiple categories. Also, the summary statistics for this section are restricted to the Latina/o dichotomy.

Table 9 cont'd. - 2

Characteristic	Both parents:	One or both parents with:	
	high school or less	some college	a four-year college degree (college-grad)
<b>5. Best estimate of parents' total income in preceding year</b>			
(includes income from all sources before taxes)			
Less than \$30,000	62.0	36.9	21.0
\$30,000 to \$49,999	22.5	22.1	13.3
\$50,000 to \$74,999	9.6	18.3	18.9
\$75,000 to \$149,999	4.8	18.2	31.0
\$150,000 or more	1.0	4.4	15.8
Total (Number of responses)	100.0 (2,011)	100.0 (856)	100.0 (1,502)
<b>6. Racial composition of neighborhood in which respondent grew up</b>			
Completely non-White	36.3	20.2	10.7
Mostly non-White	41.0	37.1	27.5
Roughly half non-White	15.5	21.3	24.2
Mostly White	6.8	19.9	32.8
Completely White	0.5	1.4	4.9
Total (Number of responses)	100.0 (1,851)	100.0 (830)	100.0 (1,456)
<b>7. Racial composition of high school from which graduated</b>			
Completely non-White	30.2	16.4	7.5
Mostly non-White	43.3	38.8	33.8
Roughly half non-White	19.7	28.0	32.9
Mostly White	6.1	15.2	22.4
Completely White	0.7	1.6	3.4
Total (Number of responses)	100.0 (1,919)	100.0 (855)	100.0 (1,523)
<b>8. Type of high school attended</b>			
Public	95.6	88.3	82.0
<i>Charter school</i>	16.8	16.4	15.1
<i>Magnet school</i>	11.3	9.4	10.0
<i>Other</i>	67.5	62.5	56.9
Private	4.3	11.5	17.7
<i>Religious/parochial school</i>	3.4	9.2	13.3
<i>Independent college-preparatory</i>	0.9	2.3	4.4
Home school	0.1	0.2	0.2
Total (Number of responses)	100.0 (2,098)	100.0 (918)	100.0 (1,633)

Chi square = 1095.55 (.000); df=8  
Cramer's V=.354

Chi square = 672.37 (.000); df=8  
Cramer's V=.285

Chi square = 508.10 (.000); df=8  
Cramer's V=.243

Chi square = 184.97 (.000); df=10  
Cramer's V=.141

**Table 10. Major Activities of Fall 2013 First Time Full-Time CSUN Freshmen During Their Last Year of High School by First-Generation Status (Percentages)**

	<u>Both parents:</u> high school or less	<u>One or both parents with:</u> a four-year college degree (college-grad)	
		some college	
<b>During the last year of high school, respondents spent more than five hours per week:</b>			
<u>Socializing with friends</u> (no. of responses on which percentages based)	42.7 (1,944)	52.7 (858)	59.6 (1,539)
<u>On exercise or sports</u> (no. of responses on which percentages based)	32.8 (1,938)	37.8 (859)	43.0 (1,536)
<u>Working (for pay)</u> (no. of responses on which percentages based)	21.6 (1,937)	24.8 (859)	23.9 (1,537)
<u>Studying/doing homework</u> (no. of responses on which percentages based)	27.2 (1,947)	31.2 (860)	34.6 (1,545)

Chi square = 99.77 (.000); df=2  
Cramer's V=.152

**Table 11. The Views of Fall 2013 First Time CSUN Freshmen About College Finances and Choices by First-Generation Status (Percentages)**

	Both parents: high school or less	One or both parents with: some college	a four-year college degree (college-grad)
<b>1. The college I am attending this Fall was my</b>			
First choice	37.8	37.0	40.0
Second choice	39.2	38.9	34.0
Third choice	15.3	15.4	14.9
Fourth or lower choice	7.7	8.6	11.1
Total (Number of responses)	100.0 (2,096)	100.0 (915)	100.0 (1,628)
<b>2. Number of Colleges, Other Than CSUN, That Applied to:</b>			
Two or fewer	11.0	17.6	23.4
Three	16.9	14.0	13.7
Four	24.9	18.9	16.2
Five	9.4	13.1	14.2
Six or more	38.0	36.4	32.5
Total (Number of responses)	100.0 (2,092)	100.0 (919)	100.0 (1,630)
<b>3. Do you have any concern about your ability to finance your college education?</b>			
None (I am confident that I will have the funds)	11.8	17.2	27.6
Some (but I probably will have enough funds)	66.9	65.4	60.5
Major (not sure I will have enough funds)	21.3	17.4	11.9
Total (Number of responses)	100.0 (2,082)	100.0 (914)	100.0 (1,616)
<b>4. Sources expected to cover some of the first year's educational expenses*</b>			
Family resources (no. of responses on which percentages based)	69.7 (2,019)	79.3 (886)	86.2 (1,557)
Own resources (no. of responses on which percentages based)	66.5 (2,019)	69.0 (886)	61.7 (1,557)
Non-repayable aid (no. of responses on which percentages based)	83.6 (2,019)	70.8 (886)	52.8 (1,557)
Repayable aid (no. of responses on which percentages based)	36.7 (2,019)	45.3 (886)	38.0 (1,557)
Other aid (no. of responses on which percentages based)	7.0 (2,019)	7.6 (886)	5.6 (1,557)

Chi-square =72.82 9(.000); df=10  
Cramer's V=.136

Chi square =177.43 (.000); df=4  
Cramer's V=.139

Chi-square=138.42 (.000); df=2  
Cramer's V=.176

Chi-square =398.42 (.000); df=2  
Cramer's V=.299

\* Educational expenses cover room, board, tuition (when applicable), and fees.

**Table 12. Selected Reasons Cited by Fall 2013 First Time Freshmen as Very Important in Their Decision to Attend CSUN by First-Generation Status (Percentages)**

	<u>Both parents:</u> high school or less	<u>One or both parents with:</u> a four-year college degree (college-grad)	
		some college	
<i><u>Institutional Characteristics</u></i>			
College has a very good academic reputation (no. of responses on which percentages based)	51.4 (2,008)	47.8 (881)	47.3 (1,572)
College has good reputation for social activities (no. of responses on which percentages based)	46.7 (2,004)	41.7 (880)	37.3 (1,573)
This college's graduates get good jobs (no. of responses on which percentages based)	41.2 (1,966)	40.7 (873)	43.8 (1,557)
The percentage of students graduating (no. of responses on which percentages based)	31.4 (1,966)	30.8 (869)	24.7 (1,550)
Grads admitted to top graduate/prof. schools (no. of responses on which percentages based)	28.1 (1,959)	27.0 (868)	27.7 (1,557)
<i><u>Financial Considerations</u></i>			
The cost of attending this college (no. of responses on which percentages based)	56.6 (2,002)	52.2 (875)	49.4 (1,573)
I was offered financial assistance (no. of responses on which percentages based)	58.3 (1,994)	43.6 (879)	32.8 (1,571)
Could not afford first choice (no. of responses on which percentages based)	21.0 (1,952)	20.2 (862)	21.4 (1,558)
Not offered aid by first choice (no. of responses on which percentages based)	13.2 (1,970)	12.4 (868)	13.4 (1,557)

Chi-square=234.0 (.000); df=2  
Cramer's V=.229

**Table 13. Percentage of Fall 2013 First Time CSUN Freshman Rating Themselves as Above Average or in the Highest 10% of People Their Age on Selected Intellectual Traits by First-Generation Status (Percentages)**

	<u>Both parents:</u> high school or less	<u>One or both parents with:</u> a four-year college degree (college-grad)	
		some college	
<b>Creativity</b> (no. of responses on which percentages based)	47.2 (2,061)	54.5 (903)	61.3 (1,615)
<b>Artistic ability</b> (no. of responses on which percentages based)	24.6 (2,062)	30.3 (905)	37.6 (1,618)
<b>Academic ability</b> (no. of responses on which percentages based)	51.1 (2,062)	57.6 (901)	61.5 (1,617)
<b>Leadership ability</b> (no. of responses on which percentages based)	49.7 (2,055)	54.7 (899)	58.1 (1,610)
<b>Writing ability</b> (no. of responses on which percentages based)	33.3 (2,054)	41.9 (895)	46.2 (1,614)
<b>Computer skills</b> (no. of responses on which percentages based)	32.7 (2,063)	36.6 (904)	43.6 (1,616)
<b>Mathematical ability</b> (no. of responses on which percentages based)	32.4 (2,062)	30.9 (902)	37.0 (1,612)
<b>Public speaking ability</b> (no. of responses on which percentages based)	27.4 (2,054)	34.4 (900)	37.8 (1,612)

Chi-square=72.63 (.000); df=2  
Cramer's V=.126

Chi-square=71.87 (.000); df=2  
Cramer's V=.125

**Table 14. Fall 2013 First Time CSUN Freshmen Views of the Challenges They May Face in College by First-Generation Status (Percentages)**

	<u>Both parents:</u> high school or less	<u>One or both parents with:</u> a four-year college degree (college-grad)	
		some college	
<b>Respondent Expects to Need Special Tutoring or Remedial Work in:</b>			
<b>Mathematics</b> (no. of responses on which percentages based)	55.7 (2,103)	48.4 (923)	37.5 (1,635)
<b>Writing</b> (no. of responses on which percentages based)	33.3 (2,103)	22.0 (923)	16.1 (1,635)
<b>Reading</b> (no. of responses on which percentages based)	14.2 (2,103)	8.6 (923)	6.8 (1,635)
<b>Science</b> (no. of responses on which percentages based)	27.0 (2,103)	20.7 (923)	16.1 (1,635)
<b>Chances Are Very Good That Respondent Will</b>			
<b>Make at least a "B" average</b> (no. of responses on which percentages based)	58.2 (1,798)	64.7 (802)	67.3 (1,443)
<b>Be satisfied with CSUN</b> (no. of responses on which percentages based)	46.6 (1,780)	50.0 (802)	46.0 (1,434)
<b>Transfer to another college before graduating</b> (no. of responses on which percentages based)	8.4 (1,783)	10.3 (805)	10.2 (1,430)

Chi-square= 122.118 (.000); df= 2  
Cramer's V= .162

Chi-square= 150.44 (.000); df= 2  
Cramer's V= .180

**Table 15. Average Grades Received in High School by Fall 2013 First Time CSUN**

	<u>Both parents:</u> high school or less	<u>One or both parents with:</u> a four-year college degree (college-grad)	
		some college	
<b>What was your average grade in high school?</b>			
A+, A, or A-	17.9	19.5	24.8
B+	24.3	25.5	25.7
B	36.9	35.3	33.5
B-	12.0	12.4	10.4
C or D	8.9	7.2	5.6
<b>Total</b> (Number of responses)	100.0 (2,090)	100.0 (917)	100.0 (1,622)