

Calvin College
Freshman Cooperative Institutional Research Program (CIRP)
Survey Report,
First-Time Full-Time Students,
Fall 2002

Introduction

The CIRP survey, which is administered by the Higher Education Research Institute (HERI) at UCLA, was completed by 564 incoming first-year students at Calvin College during summer 2002 Passport sessions. The survey asks these students about their goals, abilities, social and political views, family backgrounds, how they spend their time, and more. This report summarizes the Calvin student data as presented in the attached data tables. Comparison data is also shown for incoming first-year students at four-year, private, “other religious” schools, as well as a group of schools belonging to the Council for Christian Colleges and Universities (CCCU). This report also highlights selected trends over the past 10, 20, or 30 years based on Calvin CIRP survey data. More detailed information about this data, as well as complete survey results, are available from Tom Van Eck in the Department of Institutional and Enrollment Research.

Terminology

Four year, private, other religious schools: This term denotes a sector of four-year colleges with ties to a specific religious denomination or group other than Catholic. Some of the schools in this group have relatively close ties to their denominations and heritage, like Calvin, Cornerstone, and Dordt. Others have more distant, historical ties, like, for example, Adrian, Alma, and Albion. HERI provides us with comparative CIRP data on schools in this sector, which throughout the majority of the report will be called, simply, “other religious.”

Incoming first-year students: This term denotes students who are attending their first year of college, comparable to those we at Calvin call FTIACs, as distinct from incoming transfer students.

Highlights

- **Calvin’s academic reputation continues to be a strong draw for students choosing to attend Calvin.** This was the reason selected most often by incoming first-year students. Seventy-five percent of Calvin incoming first-year students said this reason was very important in their decision to attend this college, compared to 55 percent of incoming first-year students at four-year, private, other religious colleges and 53 percent of those attending Council for Christian Colleges and Universities (CCCU) schools.
- **Incoming first-year students at Calvin come from wealthier and more highly-educated families than students attending four-year, private, other religious schools and CCCU institutions.** Calvin incoming first-year students, however, have roughly the same concerns about financing their college educations as the same student group at comparison institutions. In fact, a higher percentage (64 percent) of Calvin incoming first-year students believe they will get a job to help pay for college expenses, when compared to incoming students at four-year, private, other religious schools (48 percent) and those at CCCU colleges and universities (57 percent).
- **Making money is an increasingly important reason why Calvin’s incoming first-year students — and incoming first-year students nationwide — are choosing to attend college.** In 1977, for instance, only 26 percent of Calvin incoming first-year students selected making money as a very important motivation for getting a college education, while in 2002 it was a very important reason for nearly twice as many (51 percent) of the same Calvin student group. Calvin incoming first-year students place less emphasis on this reason than incoming first-year students at four-year, private, other religious colleges, but more so than incoming first-year students at CCCU schools.
- **Increasingly, incoming first-year Calvin students have plans to pursue education beyond the bachelor’s degree.** Nearly three-quarters (73 percent) of incoming first-year Calvin students plan to go on for study after earning a bachelor’s degree, compared to 55 percent of incoming first-year students in the class of 1977. Calvin incoming first-year students’ aspirations are similar to those of the same student group at four-year, private, other religious colleges, but higher than those at the average CCCU school.
- **Compared to their peers at comparison institutions, Calvin incoming first-year students rate themselves more highly in terms of their academic ability and mathematical ability.** However, Calvin incoming first-year students rate themselves lower than the same student group at comparison schools in terms of social self-confidence and popularity. Comparing Calvin incoming first-year students this year with those ten and fifteen years ago, the survey results show that today’s students perceive themselves to be less physically and emotionally healthy and less popular, but more academically strong, more creative, and more capable in terms of public speaking and leadership abilities.
- **Calvin incoming first-year students are spending fewer hours studying during their last year in high school than did the same student group at Calvin ten and fifteen years ago.** Yet, Calvin first-year students’ average high school GPAs are higher than ever. These trends mirror the findings of the Higher Education Research Institute (HERI) in their study of incoming first-year college students nationwide (See “The American Freshman: National Norms for Fall 2002”). Also, similar to incoming first-year students nationwide, Calvin incoming first-year students continue to show decreases in behaviors such as smoking, drinking, and partying.

Student Family Background

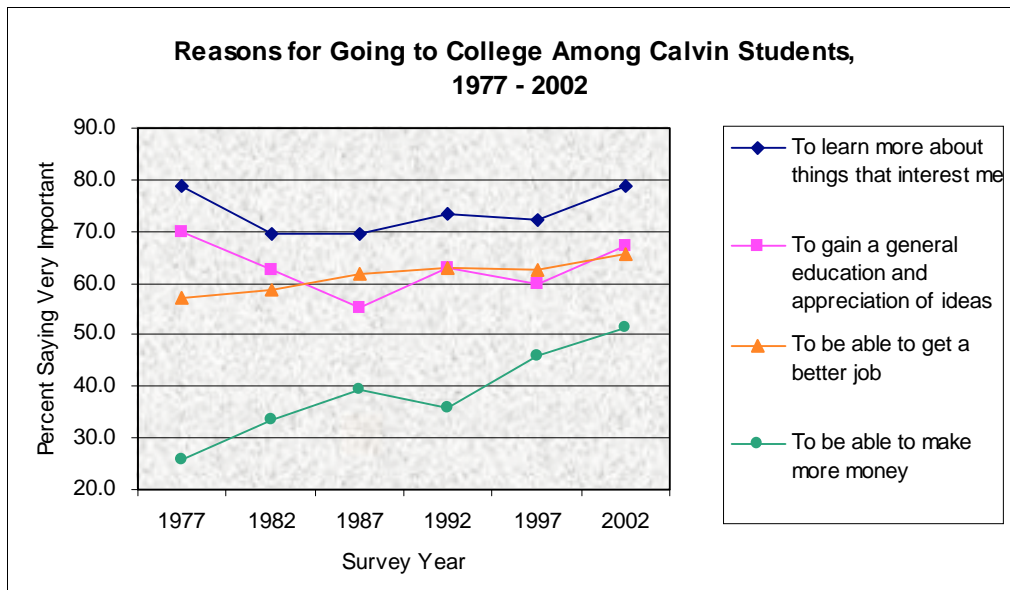
The parents of Calvin incoming first-year students appear to be more highly-educated and wealthier than those of the same student group from comparison schools. For instance, the fathers of Calvin incoming first-year students are more likely to have graduate degrees (38 percent) than fathers of incoming first-year students at other religious schools (21 percent) and the same student group at CCCU schools (24 percent). Similarly, mothers of Calvin incoming first-year students are more likely to have a college degree or higher (68 percent) than mothers of incoming first-year students at other religious schools (49 percent) and those at CCCU schools (52 percent).

Calvin incoming first-year students also report coming from wealthier families. When asked to estimate parental income, 30 percent of Calvin incoming first-year students estimate it at over \$100,000 per year, while 25 percent at other religious schools and 21 percent at CCCU schools report the same. In addition, only nine percent of incoming first-year students at Calvin — compared to 17 percent at other religious schools and 16 percent at CCCU schools — estimate that their parents make less than \$30,000 per year. Calvin incoming first-year students, however, have roughly the same concerns about financing their college educations as do their peer groups at these other schools.

Reasons for Attending College

The top reasons Calvin incoming first-year students give for attending college are “to learn more about things that interest me” (79 percent), “to get training for a specific career” (69 percent), “to gain a general education and appreciation of ideas” (67 percent), and “to be able to get a better job” (66 percent). Roughly half (51 percent) of incoming first-year Calvin students report “to be able to make more money” as a very important reason for attending college. This is lower than the same student group at other religious schools (61 percent), but higher than incoming first-year students at CCCU schools (44

percent). Of all the reasons asked in the survey, the one that has changed the most over the years is this one: “To be able to make more money.” In the late '70s, for instance, this was selected as a very important reason by only 25-30 percent of incoming first-year Calvin students, compared to 51 percent of this year’s Calvin incoming first-year students. The chart below depicts this 25-year trend. Also, this is the reason that shows the biggest difference between male and female response on the survey, with 60 percent of males saying this was a very important reason compared to 45 percent of females.



The Choice of Which College to Attend

Incoming first-year students were asked to rate the importance of each of 21 reasons why they chose to attend their college. The reasons considered most important by Calvin first-time students were “good academic reputation” (75 percent), “religious affiliation/orientation” (67 percent), and “size of this college” (52 percent).

The school’s academic reputation was chosen as a very important reason to attend Calvin by a much higher percentage of its incoming first-year students (75 percent) than by the same student group at other religious colleges (55 percent) and CCCU colleges (53 percent). Calvin incoming first-year students also differ from those at comparison schools in the percentage who chose Calvin because they were “offered financial assistance,” with 37 percent saying this was very important compared to 53 percent at other religious schools and 45 percent at CCCU institutions. Calvin incoming first-year students also listed “religious affiliation/orientation of the college”

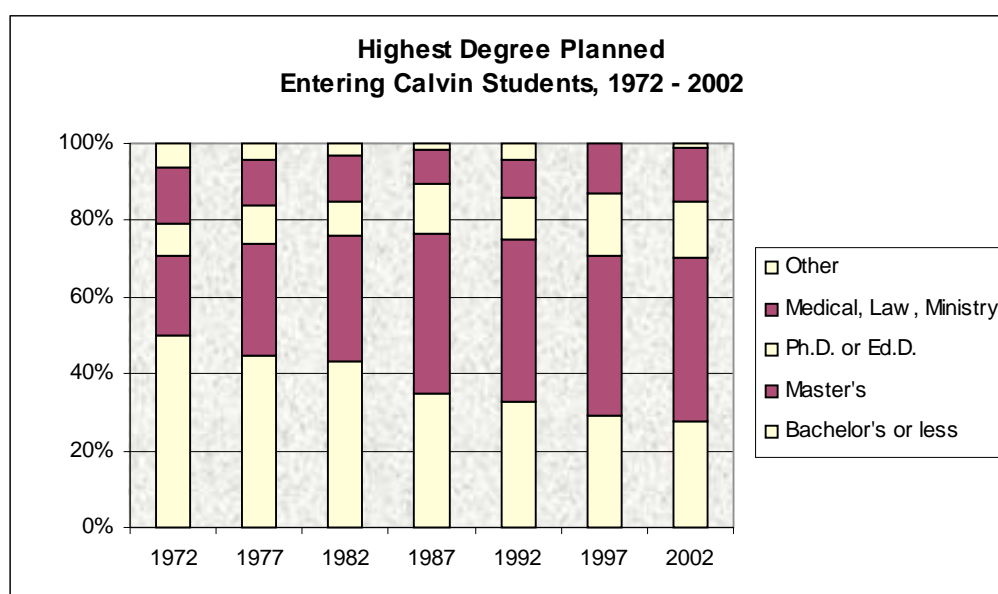
as a “very important factor” in choosing Calvin (67 percent), over twice as often as students at other religious schools (29 percent). Students attending CCCU schools chose this slightly more often (72 percent) than Calvin incoming first-year students.

Calvin incoming first-year students apply to fewer schools than do students attending four-year, private other religious institutions, but roughly the same number of schools as students going to CCCU colleges. Just under one half (47 percent) of Calvin incoming first-year students reported applying to only one other or no other schools, while only one-third (35 percent) of students at other religious schools and 50 percent of those at CCCU schools report the same. Over the past fifteen years, the number of Calvin incoming first-year students that apply to no other or one other school has shown a general decrease, while there has been an increase in the number applying to four or more other schools.

Educational Plans of Calvin First-Time Students

Nearly three-quarters (73 percent) of Calvin incoming first-year students plan to get a degree beyond the bachelor’s degree. Calvin incoming first-year students are not very different in this regard from students at comparison colleges, but they are different than the college students coming to Calvin 25 to 30 years ago. In the 1970s, between eight and

10 percent of incoming first-year Calvin students weren’t planning to get a degree of any kind, and less than 50 percent planned to go beyond the bachelor’s degree. The percentage saying they planned to pursue a Ph.D. has increased substantially over these years, from roughly 8 to 10 percent during the 1970s and early 1980s to roughly 16 percent today.



The top four probable careers selected by incoming first-year Calvin students are teacher (17 percent), engineer (9 percent), physician (6 percent) and nurse (6 percent). Twenty percent of students are “undecided” about their careers. When asked about probable majors, the top areas chosen are education, (19 percent), arts and humanities, (13 percent), professional, (17 percent), and social sciences, (10 percent). Calvin first-time students are more likely to be pursuing careers in engineering and are more likely to be undecided about their probable careers than students at other schools. Students at Calvin are also much less likely than students at either other religious schools or CCCU schools to be planning on a business-related major (four percent versus 12 to 16 percent).

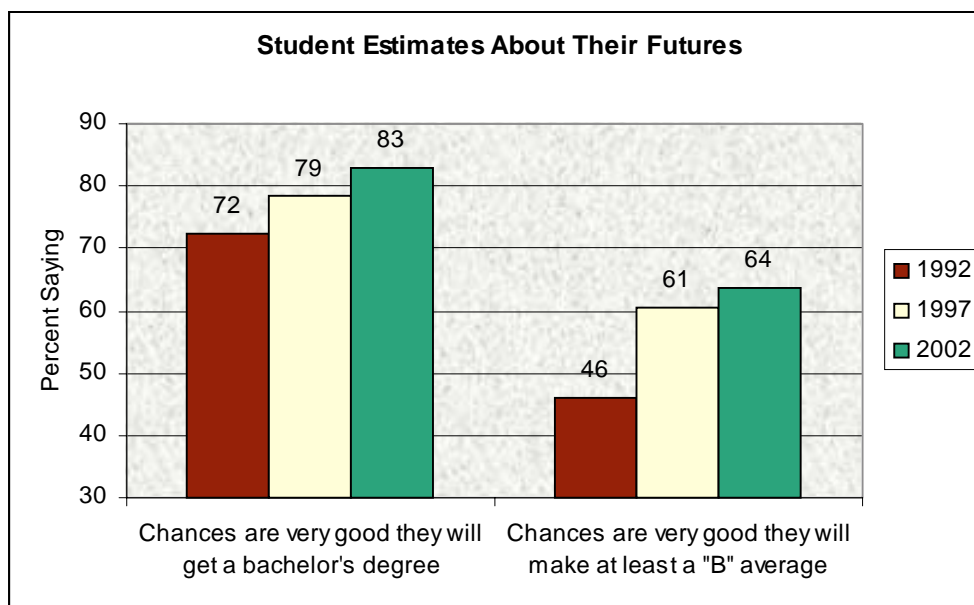
Gender differences are prominent in selected career fields. For instance, 18 percent of males aspire to be engineers, while only 2 percent of females do. On the other hand, 10 percent of females plan on a nursing career, compared to less than 1 percent of males. Females also are more likely than males to be interested in pursuing a teaching career (23 percent vs. 8 percent). Additionally, females are more likely than males to be setting their sights on careers in social work, speech therapy, and writing or journalism, while males are more likely to pursue business, computer science, and clergy careers. Males and females at Calvin are equally interested in being physicians (6 percent).

Students' Predictions about their Futures

Calvin incoming first-year students are becoming more confident in their academic performance. Among Calvin incoming first-year students in 2002, 83 percent say chances are very good they will “get a bachelor's degree,” compared to 72 percent in 1992. Also, 46 percent in 1992 said chances were very good that they would “make at least a ‘B’ average.” This number has fluctuated somewhat since then, but overall has shown a general increase, rising to 64 percent in 2002 (see chart below).

Nearly two-thirds of incoming first-year Calvin students (64 percent) report that chances are very good that they will “get a job to help pay for college

expenses,” slightly higher than students at other religious schools (48 percent) and those at CCCU schools (57 percent). Among incoming first-year Calvin students, 35 percent say that chances are very good that they will “participate in volunteer or community service work,” about the same number as other religious schools (35 percent), but slightly lower than students at CCCU schools overall (42 percent). Compared with students at these schools, Calvin incoming first-year students also feel there is less chance they will socialize with someone of another racial or ethnic group, but they are more confident they will develop close friendships here.

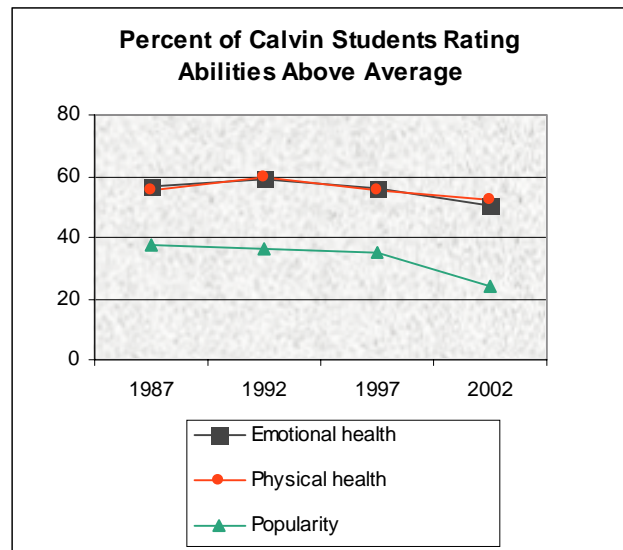
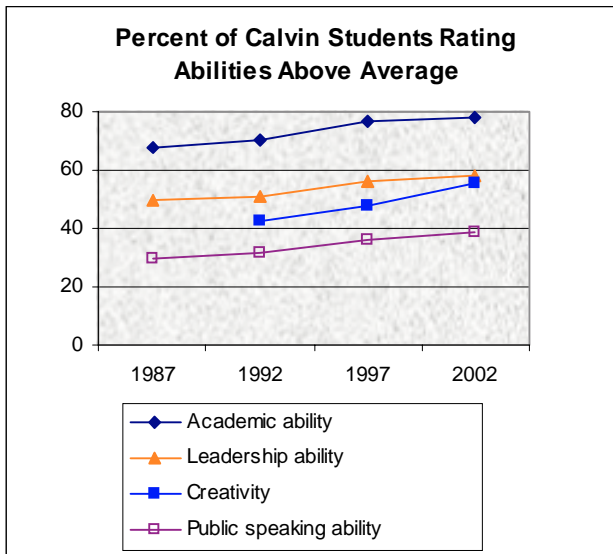


How Students Rate Themselves

The survey asks students to rate themselves on about 20 attributes, with the report giving us the percentage of students saying they were either above average or in the top 10 percent compared with the average person their age. Calvin’s incoming first-year students rate themselves highest in “academic ability” (78 percent) and “drive to achieve” (70 percent); and they rate themselves lowest in “artistic ability” (29 percent), “computer skills” (32 percent), and “popularity” (24 percent).

Compared to students at other institutions, Calvin incoming first-year students rate themselves higher in “academic ability” and “mathematical ability.” However, Calvin incoming first-year students are less likely than students at comparison schools to rate

themselves highly in terms of social self-confidence and “popularity.” In terms of “spirituality,” 65 percent of Calvin incoming first-year students say they are above average or in the top 10 percent, compared to only 52 percent of students at other religious schools, but 71 percent of students at CCCU schools. Comparing Calvin incoming first-year students this year with those 10 and 15 years ago, the survey results show that today’s students perceive themselves to be less physically and emotionally healthy and less popular, but more academically strong, more creative, artistic, and more capable in terms of public speaking and leadership (see charts below).



Objectives Considered to be Essential or Very Important

Based on their ratings of 20 goals or objectives, Calvin incoming first-year students listed “integrating spirituality into my life” as the most important objective, with 87 percent saying it was essential or very important. Calvin incoming students’ rating of “integrating spirituality” is roughly the same as students at CCCU schools (89 percent), but much higher than ratings of students at other religious schools (62 percent). The next most important items Calvin incoming first-year students rated as important were “raising a family” (83 percent), and “helping others who are in difficulty” (69 percent).

The results from questions on career and financial objectives show Calvin incoming first-year students giving less importance to these goals than students from other religious institutions. In terms of “becoming an authority in my field” 45 percent of incoming first-year Calvin students rated this essential or very important compared to 57 percent at other religious institutions. In the same vein, “obtaining recognition from my colleagues” was rated essential or very important by only 33 percent at Calvin, compared to 46 percent at other religious schools. Students at CCCU schools are similar to

Calvin incoming first-year students on these measures. Only 36 percent of Calvin incoming first-year students reported “being very well-off financially” as essential or very important, compared to 62 percent at other religious schools and 41 percent of students at CCCU schools. In terms of “becoming successful in my own business” 36 percent at other religious institutions reported this as essential or very important compared to 17 percent at Calvin and 25 percent at CCCU institutions.

Calvin incoming first-year students differ from those at other religious institutions in some areas that may raise concern. For example, Calvin and CCCU students are less concerned with the following objectives: “influencing the political structure,” “becoming involved in programs to clean up the environment” and “helping to promote racial understanding.”

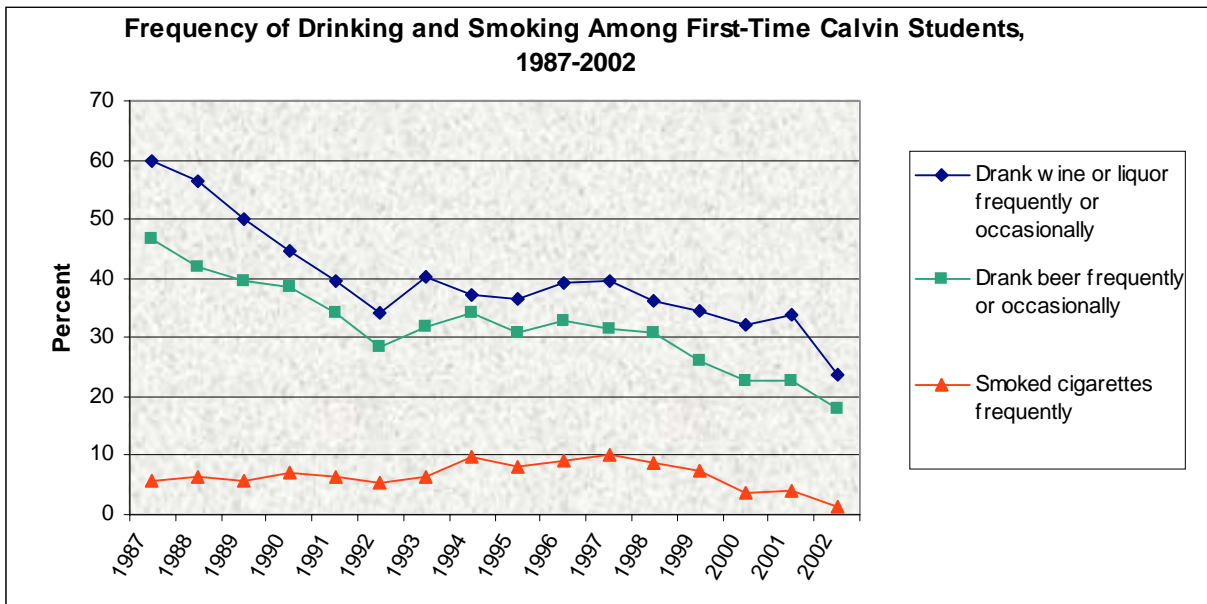
Activities in the Past Year

Almost all (99 percent) of incoming first-year Calvin students reported attending a religious service frequently or occasionally in the past year, as did students at CCCU schools. Students at other religious schools were slightly lower (91 percent) on this activity. When asked about smoking cigarettes, only 1.4 percent of Calvin incoming first-year students noted this as a frequent activity, compared to 1.7 percent at CCCU schools and 6.6 percent at other religious schools. When asked about drinking beer, 18 percent of Calvin incoming first-year students noted this as a frequent or occasional activity, compared to 33 percent at other religious schools and 13 percent of students at CCCU schools. The prevalence of drinking among Calvin incoming first-year students dropped off rather substantially between 1987 and 1993, and leveled off during the mid-1990s. Both drinking and smoking appear to be

on the decline again over the past five years, as shown in the chart below.

Substantially more Calvin incoming first-year students and CCCU students — 61 percent of incoming first-year Calvin students and 67 percent of CCCU students — reported discussing religion frequently in the past year than peer students at other religious institutions (44 percent).

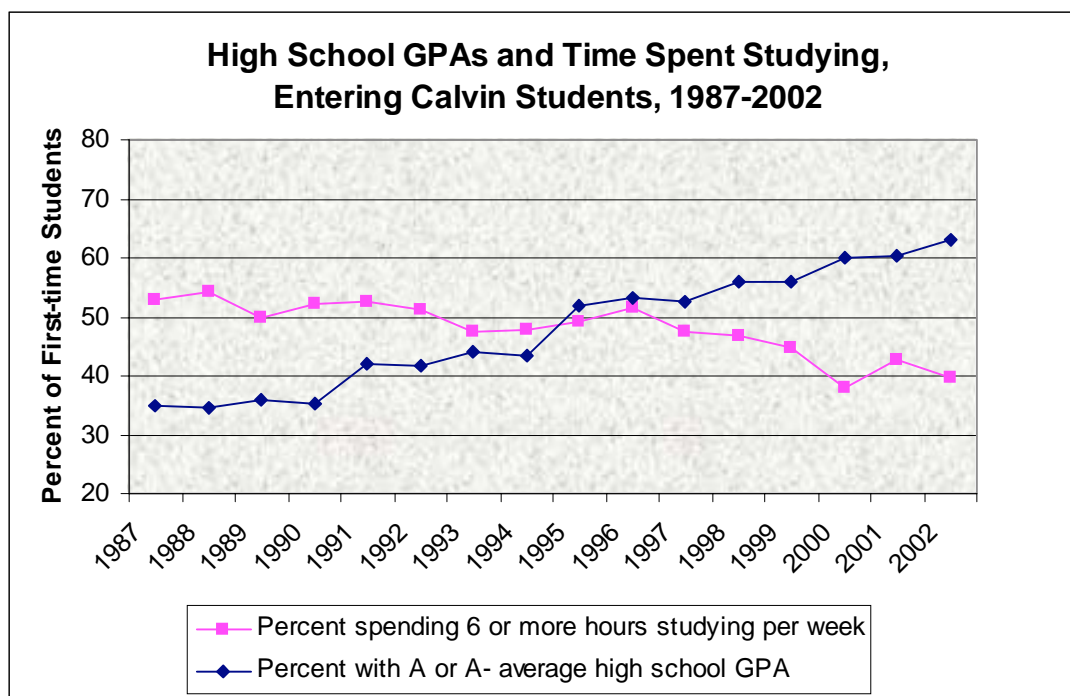
Calvin incoming first-year students were somewhat more likely to have performed volunteer work frequently or occasionally in the past year, with 93 percent reporting this, compared to 86 percent at other religious schools and 90 percent at CCCU schools. Finally, 67 percent of Calvin incoming first-year students report playing a musical instrument frequently or occasionally in the past year, compared to 47 percent at other religious institutions and 59 percent at CCCU institutions.



Amount of Time Spent in Various Activities

The survey also asks how many hours incoming first-year students spent on various activities in a typical week during their senior year in high school (attending school and sleeping are not included). Of all the activities listed, “socializing with friends” takes up the largest share of the Calvin incoming first-year student’s time (10.5 hours per week). “Working for pay” (8.8 hours) and “exercise or sports” (7.2 hours) consume more of the average Calvin student’s week than does “studying/homework” (6.1 hours). One of the major shifts mentioned by the Higher Education Research Institute in their study of incoming first-year college

students nationwide (“The American Freshman: National Norms for Fall 2002”), is the continuing decline in the amount of time spent studying among high school seniors, while at the same time the average high school seniors’ GPAs are increasingly getting higher. The chart below shows this trend for Calvin first-time students over the past 20 years. The percentage of Calvin incoming first-year students studying 6 or more hours per week has decreased from 53% in 1987 to 40% in 2002, while the percentage with an A or A- average high school GPA increased from 35% in 1987 to 63% in 2002.



Political Identification, Interest, and Involvement

Calvin has fewer self-reported politically liberal students (11 percent) than other religious schools (19 percent), but slightly more than CCCU schools (7 percent). The largest group of Calvin incoming first-year students report being conservative politically (51 percent). Only 30 percent at four-year, private other religious schools report themselves as conservative.

Keeping up-to-date with political affairs appears to be on the rise over the past few years. Thirty percent of this year’s incoming first-year class said it

was essential or important to them, compared with 27 percent in 2001 and 20 percent in 2000. In addition, the importance of influencing the political structure has risen as well, from a low of 9 percent saying this was important in 2000 to 14 percent in this year’s class. There are indications, however, that Calvin incoming first-year students are less politically active than their counterparts at other institutions. For instance, when asked whether they had participated in organized demonstrations during the past year, 34

percent of Calvin incoming first-year students compared with 50 percent of those at other religious colleges and 46 percent of those at CCCU institutions had done so either frequently or occasionally. In addition, when asked whether they voted in a student election, only 15 percent of Calvin incoming first-year students had done so frequently in the past year

compared with 24 percent from other religious schools and 23 percent from CCCU schools. When asked what the chances are that they would “participate in student protests or demonstrations” or “participate in student government,” fewer Calvin incoming first-year students said they were likely to do so than those at peer institutions.

Student Views on Social/Political Issues

Incoming first-year Calvin students also differ from students at other religious schools in their views on a number of social and political issues. For example, only 11 percent of Calvin incoming first-year students believe that abortion should be legal while 38 percent at four-year private, other religious schools believe abortion should be legal. Calvin incoming first-year students mirror their peers at CCCU institutions on this question (also 11 percent). Considerably more Calvin incoming first-year students (41 percent) than students at either other religious schools (30 percent) or CCCU schools (26 percent) believe that the death penalty should be abolished. Fourteen percent of Calvin incoming first-year students agreed that same sex couples should have the right to legal marriage. This was considerably less than those at other religious schools

(42 percent) but roughly comparable to students at CCCU institutions (11 percent). Calvin incoming first-year students are more likely than students at other institutions to believe affirmative action in college admissions should be abolished. Sixty percent of Calvin’s incoming first-year class agreed it should be abolished, compared to 45 percent of those at other religious institutions and 46 percent of those at CCCU schools. Calvin incoming first-year students have more liberal views toward married women working outside the home. Only 18 percent of Calvin incoming first-year students agreed that the activities of married women are best confined to the home and family, compared to 24 percent of those at other religious schools and 26 percent of those at CCCU schools.

Race and Diversity Issues

Calvin first-time students appear to have fewer interactions with people of another racial or ethnic group than those at other religious institutions, and expectations for that to improve here at Calvin are not very positive. In one area of the questionnaire, 58 percent of incoming first-year Calvin students reported that they socialized with someone of another racial or ethnic group frequently in the last year while 69 percent at other religious schools and 67 percent of students at CCCU schools reported this. A slightly lower percentage (25 percent) of Calvin incoming first-year students rated “helping to promote racial understanding” as essential or very important, compared to students at other religious schools (32

percent). Sixty-three percent of Calvin incoming first-year students say that chances are very good that they will socialize with someone of another racial or ethnic group compared with 67 percent of students at other religious schools and 70 percent of those at CCCU schools. Their lower predictions in this regard are likely to come true, given that Calvin’s campus is racially and ethnically more homogeneous than the average comparison institution. When asked about their “ethnic background,” 94 percent of Calvin’s incoming first-year class said they are white compared to 81 percent at other religious institutions and 90 percent at other CCCU schools.

Gender Differences

Responses to CIRP questions are broken down by gender, and differences not noted earlier are highlighted below:

Self-ratings: Men are more likely than women to rank themselves as above average or in the top ten

percent for “computer skills” (46 percent vs. 21 percent), “emotional health” (58 percent vs. 45 percent), “mathematical ability” (60 percent vs. 41 percent), “physical health” (66 percent vs. 42 percent), “intellectual self-confidence” (71 percent vs. 55

percent), “social self-confidence” (45 percent vs. 37 percent), “popularity” (29 percent vs. 21 percent) and “risk-taking” (42 percent vs. 31 percent). Women, on the other hand, are more likely than men to rank themselves as above average or in the top ten percent for their “understanding of others” (69 percent vs. 57 percent) and “religiousness” (74 percent vs. 64 percent). The majority of these gender differences also exist among students at comparison schools.

Activities in the past year: Men and women also report some differences in their activities in the past year. Women reported feeling frequently overwhelmed in the past year (35 percent) more than men did (13 percent). Women were also more likely than men to have “tutored another student” (51 percent vs. 40 percent), to have frequently “asked a teacher for advice after class” (27 percent vs. 18 percent) and to have attended a public recital or concert (89 percent vs. 78 percent).

While women and men were equally likely to have used the internet for research or homework, men were more likely to be using it for other reasons, including Internet chat rooms. Women spent more time studying (47 percent of women studied six or more hours per week compared with 30 percent of men) and are more likely than men to have an A or A- high school GPA (70 percent vs. 53 percent). Men spend more of their time exercising or in sports and playing video/computer games, while women spend more of their time doing volunteer work, and household duties and participating in student clubs.

Goals: There are also some interesting differences between men and women in terms of important life goals. Women at Calvin (48 percent) are more concerned with “influencing social values” than men (39 percent). More women than men place value on “helping others who are in difficulty” (73 percent vs. 63 percent) and on “improving one’s understanding of other countries and cultures” (52 percent vs. 41 percent). In terms of “being very well off financially,” 48 percent of men rate this as essential or very important compared to 28 percent of women. Men are more concerned with “keeping up to date with political affairs” (38 percent vs. 24 percent)

and with becoming successful in business (26 percent vs. 11 percent).

Reasons for attending Calvin: Men and women also differ in their reasons for choosing to attend Calvin. Three out of four women (74 percent) report “the religious affiliation/orientation of the college” as a very important influence on their decision to choose Calvin while 58 percent of men selected this reason as important. The size of Calvin College was also more influential on women's decisions (59 percent) than on men's decisions (42 percent).

Predictions about their future: There are also some noteworthy differences between men and women in the predictions they make about their college careers. One of the largest gender discrepancies exists in the percentage saying they are likely to study abroad, with 41 percent of women and only 18 percent of men saying so. When asked if they will “participate in volunteer or community service work,” 44 percent of women said chances were very good, while only 24 percent of men said the same. About half of women (45 percent) say chances are very good they will “participate in student clubs/groups,” while only 31 percent of men say the same. More women (69 percent) than men (56 percent) say that chances are very good that they will “get a job to help pay for college expenses,” and more women (67 percent) than men (57 percent) report that chances are very good they will “socialize with someone of another racial/ethnic group.”

Social/Political Views: Finally, men and women differ in their opinions about various social and political issues. Women are more concerned for the rights of criminals, are more likely to want to see the death penalty abolished, and are more likely to want the federal government to do more to control the sale of handguns. Men, on the other hand, are more likely to want affirmative action in college admissions abolished, to have marijuana legalized, and to confine the activities of married women to the home and family. In general, these gender differences on social and political issues are present among students at other religious and CCCU colleges, as well.

Student Views and Development

Educational Plans and Reasons for Selecting College Attended

	2002 Survey			1997 Survey		1992 Survey	
	Calvin College (N=563)	Private Other Religion ¹	CCCU Schools	Calvin College (N=839)	4 yr Private Protestant	Calvin College (N=839)	4 yr Private Protestant
Highest Degree Planned Anywhere							
None	0%	1%	1%	0%	1%	2%	2%
Bachelor's	27%	26%	34%	29%	24%	33%	31%
Master's	43%	40%	40%	42%	40%	42%	36%
Ph.D. or Ed.D.	15%	17%	13%	16%	18%	11%	14%
M.D., D.O., D.D.S., D.V.M.	8%	9%	6%	9%	11%	6%	9%
LL.B. or J.D.	4%	5%	2%	3%	4%	3%	5%
B.D. or M.Div.	2%	1%	1%	1%	1%	0%	1%
Other	1%	2%	2%	1%	2%	3%	2%
Student's Probable Career							
Business Executive	4%	7%	5%	6%	8%	5%	7%
Clergy	2%	3%	6%	2%	3%	1%	2%
Computer Programmer	2%	3%	3%	1%	3%	1%	2%
Engineer	9%	2%	3%	8%	3%	9%	3%
Lawyer or Judge	3%	4%	2%	3%	4%	3%	5%
Nurse	6%	3%	4%	5%	2%	6%	3%
Physician	6%	6%	4%	8%	8%	5%	7%
Scientific researcher	2%	1%	1%	4%	2%	1%	2%
Social welfare, recreation worker	3%	1%	2%	3%	2%	4%	2%
Teacher	17%	14%	18%	15%	15%	19%	15%
Writer or journalist	2%	3%	2%	2%	3%	2%	2%
Undecided	20%	14%	15%	16%	12%	16%	13%
Other	27%	39%	39%	28%	37%	27%	37%
Student's Probable Major							
Arts and Humanities	13%	17%	20%	12%	14%	10%	12%
Biological Sciences	6%	7%	4%	7%	8%	4%	7%
Business	7%	16%	12%	11%	16%	11%	15%
Education	19%	15%	20%	15%	16%	20%	16%
Engineering	9%	3%	3%	9%	3%	9%	3%
Physical Sciences	2%	3%	2%	3%	3%	3%	3%
Professional	17%	12%	11%	15%	13%	17%	16%
Social Sciences	10%	12%	10%	9%	11%	11%	12%
Undecided	12%	8%	9%	13%	7%	9%	8%
Other	5%	9%	8%	7%	10%	5%	8%
Reasons for selecting college*							
Relatives wanted me to come	10%	10%	11%	10%	9%	11%	10%
Good academic reputation	75%	55%	53%	66%	60%	72%	60%
Good social reputation	31%	29%	30%	28%	28%	32%	27%
Offered financial assistance	37%	53%	45%	37%	56%	32%	51%
Low tuition	3%	8%	7%	9%	9%	6%	9%
Wanted to live near home	9%	15%	14%	6%	15%	9%	15%
Religious affiliation/orientation	67%	29%	72%	61%	26%	54%	24%
Size of college	52%	51%	52%	49%	57%	49%	60%

*Percentages are of students who chose "very important" to each line item

¹Includes same schools as 4 Year Private Protestant stratification

Student Views and Development

Family Background, Reason for Attending College, Religious Preference

	2002 Survey			1997 Survey		1992 Survey	
	Calvin College (N=563)	Private Other Religion ¹	CCCU Schools	Calvin College (N=839)	4 yr Private Protestant	Calvin College (N=839)	4 yr Private Protestant
Father's Education							
HS graduate or less	11%	28%	22%	15%	28%	19%	30%
Some College or Postsecondary Educ	14%	21%	21%	14%	21%	17%	22%
College Graduate	34%	28%	31%	32%	27%	25%	24%
Some Graduate School	3%	2%	3%	5%	3%	6%	3%
Graduate Degree	38%	21%	24%	34%	21%	33%	21%
Mother's Education							
HS graduate or less	14%	26%	22%	18%	29%	23%	33%
Some College or Postsecondary Educ	18%	25%	26%	20%	25%	26%	27%
College Graduate	46%	31%	36%	45%	28%	33%	24%
Some Graduate School	5%	3%	3%	5%	3%	6%	4%
Graduate Degree	17%	15%	13%	13%	14%	13%	12%
Estimated Parental Income							
Less than \$30,000	9%	17%	16%	11%	21%	17%	30%
\$30,000 - \$59,999	30%	30%	32%	38%	36%	49%	39%
\$60,000 - \$99,999	32%	28%	30%	31%	26%	23%	20%
\$100,000 - \$149,999	16%	13%	12%	11%	9%	7%	6%
\$150,000 or more	14%	12%	9%	10%	8%	5%	6%
Average grade in high school?							
A or A+	31%	24%	30%	26%	21%	16%	16%
A-	32%	22%	26%	27%	20%	26%	16%
B+	21%	19%	18%	21%	20%	25%	20%
B or below	16%	35%	27%	26%	40%	33%	48%
Concern about financing college							
None	27%	32%	29%	26%	29%	28%	27%
Some	56%	54%	55%	57%	55%	60%	56%
Major	17%	15%	16%	17%	17%	13%	18%
Reason for attending college*							
Become a more cultured person	40%	41%	36%	33%	40%	33%	44%
Get a better job	66%	66%	58%	63%	69%	63%	74%
Make more money	51%	61%	44%	46%	63%	36%	64%
Gain general education	67%	64%	60%	60%	62%	63%	65%
Parents wanted me to go	27%	34%	33%	26%	35%	29%	36%
Learn more about things that interest me	79%	75%	76%	72%	74%	73%	73%
Prepare for grad/prof. school	40%	53%	43%	na	na	42%	55%
Get training for a specific career	69%	71%	75%	na	na	na	na
Student's Religious Preference							
Baptist	7%	21%	25%	8%	21%	7%	25%
Lutheran	3%	7%	2%	3%	7%	2%	7%
Methodist	2%	8%	4%	3%	10%	2%	11%
Presbyterian	14%	5%	5%	12%	6%	10%	7%
Roman Catholic	0%	14%	2%	1%	15%	1%	15%
Other Christian	72%	32%	56%	70%	22%	63%	14%
Other religions	1%	5%	3%	3%	10%	12%	13%
None	2%	9%	2%	0%	9%	2%	9%

*Percentages are of students who chose "very important" to each line item

¹Includes same schools as 4 Year Private Protestant stratification

Student Views and Development

Student Self-Ratings, Important Objectives, and Political Views

	2002 Survey			1997 Survey		1992 Survey	
	Calvin College (N=563)	Private Other Religion¹	CCCU Schools	Calvin College (N=839)	4 yr Private Protestant	Calvin College (N=839)	4 yr Private Protestant
Student Rated Self Above Average or Highest 10%							
Academic ability	78%	64%	68%	77%	65%	71%	60%
Artistic ability	29%	29%	30%	27%	26%	27%	26%
Computer skills	32%	31%	29%	na	na	na	na
Competitiveness	na	na	na	53%	57%	55%	57%
Cooperativeness	70%	74%	76%	71%	75%	74%	74%
Creativity	56%	57%	55%	48%	52%	na	na
Drive to achieve	70%	71%	69%	66%	72%	68%	72%
Emotional health	50%	55%	59%	56%	58%	59%	59%
Leadership ability	58%	63%	63%	56%	61%	51%	56%
Mathematical ability	49%	38%	40%	51%	40%	45%	37%
Physical health	52%	56%	54%	56%	58%	59%	58%
Popularity	24%	37%	32%	35%	40%	37%	40%
Public speaking ability	39%	38%	39%	36%	36%	31%	34%
Self-confidence (intellectual)	62%	58%	56%	62%	59%	59%	55%
Self-confidence (social)	40%	50%	48%	45%	50%	45%	47%
Self-understanding	52%	55%	55%	54%	59%	na	na
Spirituality	65%	52%	71%	64%	52%	na	na
Understanding of others	64%	67%	70%	65%	67%	67%	70%
Writing ability	51%	45%	48%	50%	46%	46%	44%
Objectives Considered to be Essential or Very Important							
Becoming accomplished in performing arts	12%	19%	18%	15%	16%	9%	14%
Becoming an authority in my field	45%	57%	49%	51%	61%	52%	67%
Obtaining recognition from my colleagues	33%	46%	31%	38%	49%	36%	52%
Influencing the political structure	14%	19%	15%	10%	17%	14%	22%
Influencing social values	44%	45%	53%	40%	45%	50%	51%
Raising a family	83%	77%	85%	81%	77%	80%	75%
Being very well off financially	36%	62%	41%	36%	64%	36%	63%
Helping others who are in difficulty	69%	69%	76%	66%	68%	69%	70%
Making a theoretical contribution to science	10%	13%	9%	12%	15%	9%	16%
Writing original works (poems, novels, etc.)	13%	16%	14%	13%	15%	10%	14%
Creating artistic work	11%	15%	14%	11%	13%	9%	11%
Becoming successful in my own business	17%	36%	25%	21%	36%	21%	38%
Cleaning up the environment	11%	16%	9%	10%	18%	23%	33%
Developing a meaningful philosophy of life	46%	42%	42%	48%	45%	45%	49%
Helping to promote racial understanding	25%	32%	26%	23%	34%	40%	47%
Keeping up to date with political affairs	30%	31%	28%	23%	28%	39%	42%
Becoming a community leader	24%	35%	34%	24%	38%	26%	37%
Integrating spirituality into my life	87%	62%	89%	na	na	na	na
Political Views							
Far left	1%	2%	1%	1%	2%	1%	2%
Liberal	11%	19%	7%	10%	19%	17%	24%
Middle-of-the-road	36%	47%	35%	38%	47%	39%	46%
Conservative	51%	30%	54%	49%	30%	42%	26%
Far right	1%	2%	3%	3%	2%	1%	2%

¹Includes same schools as 4 Year Private Protestant stratification

Student Views and Development

Past Activities, Predictions of Future Activity, and Social/Political Views

	2002 Survey			1997 Survey		1992 Survey	
	Calvin College (N=563)	Private Other Religion¹	CCCU Schools	Calvin College (N=839)	4 yr Private Protestant	Calvin College (N=839)	4 yr Private Protestant
Activities Noted as Frequent in the Past Year							
Smoked cigarettes	1%	5%	2%	10%	8%	5%	7%
Felt overwhelmed by all I had to do	26%	29%	29%	32%	30%	23%	25%
Discussed politics	19%	18%	17%	16%	17%	27%	29%
Discussed religion	61%	44%	67%	na	na	na	na
Communicated via e-mail	75%	71%	76%	na	na	na	na
Socialized with another racial/ethnic group	58%	69%	67%	56%	64%	44%	56%
Activities Noted as Frequent or Occasional in the Past Year							
Attended a religious service	99%	91%	99%	100%	91%	99%	91%
Participated in organized demonstrations	34%	50%	46%	33%	46%	32%	44%
Drank beer	18%	33%	13%	31%	40%	28%	42%
Performed volunteer work	93%	86%	90%	92%	82%	80%	74%
Played a musical instrument	67%	47%	59%	63%	45%	57%	45%
Studied with other students	85%	87%	87%	92%	89%	93%	89%
Tutored another student	46%	53%	51%	52%	52%	48%	53%
Student Spent 6 or More Hours Per Week During Senior Year:							
Studying/homework	40%	33%	35%	47%	38%	51%	43%
Socializing with friends	77%	75%	74%	79%	78%	82%	79%
Exercise or sports	47%	53%	48%	49%	55%	50%	52%
Partying	9%	19%	9%	12%	24%	11%	24%
Working (for pay)	59%	56%	56%	62%	58%	59%	52%
Volunteer Work	7%	11%	10%	7%	10%	4%	8%
Watching TV	23%	26%	21%	20%	29%	23%	34%
Student's Estimates: Chances are Very Good that he/she Will:							
Change major field	18%	13%	14%	17%	13%	19%	13%
Get a job to help pay for college expenses	64%	48%	57%	57%	42%	57%	38%
Make at least a "B" average	64%	61%	63%	61%	55%	46%	47%
Get a bachelor's degree	83%	79%	82%	79%	77%	72%	74%
Be satisfied with this college	64%	56%	66%	56%	56%	53%	56%
Do volunteer or community service work	35%	35%	42%	35%	31%	30%	25%
Socialize with another racial/ethnic group	63%	67%	70%	na	na	na	na
Participate in student clubs/groups	39%	45%	41%	na	na	na	na
Play varsity/intercollegiate athletics	13%	26%	26%	13%	28%	14%	26%
Develop close friendships w/other students	86%	74%	74%	na	na	na	na
Student Agrees Strongly or Somewhat							
Abortion should be legal	11%	38%	11%	11%	43%	13%	55%
The death penalty should be abolished	41%	30%	26%	31%	25%	27%	23%
Marijuana should be legalized	19%	29%	13%	17%	27%	12%	20%
No affirmative action in college admissions	59%	45%	46%	66%	53%	na	na
Married women best at home	18%	24%	26%	22%	25%	20%	25%
Right to legal marriage for same sex couples	14%	42%	11%	13%	39%	na	na

¹Includes same schools as 4 Year Private Protestant stratification

Student Views and Development Selected Gender Differences

	2002 Survey					
	Calvin College		4 Yr Private Other Rel		CCCU Schools	
	Men	Women	Men	Women	Men	Women
Student Rated Self Above Average or Highest 10%						
Computer skills	46%	21%	42%	23%	43%	20%
Emotional health	58%	45%	62%	49%	66%	54%
Leadership ability	62%	56%	68%	59%	69%	60%
Mathematical ability	60%	41%	45%	33%	49%	34%
Physical health	66%	42%	70%	46%	67%	45%
Public speaking ability	41%	37%	42%	36%	44%	35%
Self-confidence (intellectual)	71%	55%	67%	51%	67%	49%
Self-confidence (social)	45%	37%	56%	45%	55%	43%
Understanding of others	57%	69%	64%	70%	66%	73%
Objectives Considered to be Essential or Very Important						
Becoming an authority in my field	51%	40%	60%	56%	56%	44%
Obtaining recognition from my colleagues	37%	31%	48%	45%	37%	28%
Influencing social values	39%	48%	42%	47%	50%	54%
Being very well off financially	48%	28%	66%	59%	47%	37%
Helping others who are in difficulty	63%	73%	61%	74%	70%	80%
Becoming successful in a business of my own	26%	11%	42%	32%	32%	20%
Keeping up to date with political affairs	38%	24%	35%	27%	35%	24%
Reason for Attending College*						
To be a more cultured person	33%	45%	34%	46%	29%	40%
Make more money	60%	45%	66%	58%	50%	41%
Gain general education	63%	71%	57%	70%	52%	65%
Student's Estimates: Chances are Very Good that he/she Will:						
Get a job to help pay for college expenses	56%	69%	39%	54%	49%	62%
Do volunteer or community service work	24%	44%	23%	44%	29%	51%
Socialize with another racial/ethnic group	57%	67%	60%	73%	62%	75%
Be satisfied with your college	63%	65%	49%	61%	59%	70%
Develop close friendships	82%	89%	67%	80%	75%	87%
Seek personal counseling	4%	6%	6%	8%	5%	7%
Participate in student clubs/groups	31%	45%	31%	54%	30%	49%
Participate in a study abroad program	18%	41%	17%	29%	16%	28%
Student Agrees Strongly or Somewhat						
Colleges should prohibit racist/sexist speech	67%	67%	61%	69%	68%	77%
No affirmative action in college admissions	64%	57%	50%	41%	53%	42%
Marijuana should be legalized	25%	15%	36%	25%	17%	10%
Married women best at home	25%	14%	33%	18%	35%	21%
The death penalty should be abolished	35%	46%	27%	33%	22%	28%
Reasons for Selecting College Attended*						
Religious affiliation/orientation	58%	74%	24%	33%	62%	78%
Size of college	42%	59%	41%	59%	40%	59%

*Percentages are of students who chose "very important" to each item