

ASSESSMENT OF THE STATUS OF MINORITIES IN EDUCATION



ASME

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CODEBOOK

UNDERGRADUATE STUDENT SURVEY

(SPRING 1990)

**A RESEARCH PROJECT AFFILIATED WITH
THE
CENTER FOR HIGHER EDUCATION
ILLINOIS STATE UNIVERSITY**

ASME Publications include:

1. *Perceptions of an Undergraduate Student:
Assessing the Status of Minorities in Education Vol. 1, No. 1 (1991)*
2. *Perceptions: Campus Racial Climate Vol. 1, No. 2 (1990)*
3. *Perceptions of Academic Climate Vol. 2, No. 1 (1992)*
4. *Perceptions of Institutional Attractiveness Vol. 2, No. 3 (1992)*

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August 1992

Bibliographic Citation and Data Disclaimer

All manuscripts utilizing data made available by the Assessment of the Status of Minorities in Education (ASME) project should acknowledge the support of ASME, the Center for Higher Education at Illinois State University, the Illinois Board of Regents and the Illinois Board of Higher Education. In addition, each such manuscript should include the following or an equivalent statement:

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Background For The 1990 Survey

The survey instruments consist of inventories for students, faculty, administrators, and for assessment of institutional services and programs. In conjunction with a workshop, the original inventories were piloted at Danville Area Community College in August, 1988.

Initially, funds were allocated only for the development of the inventories. A pilot study conducted in six private institutions in Spring, 1989, was a further effort made possible by resources and assistance provided by the participating universities, Illinois State University, the Federation of Illinois Independent Colleges and Universities, the United Campus Christian Foundation of Normal, Illinois, and the Illinois United Ministries in Higher Education.

In the Fall of 1989, the Illinois Board of Higher Education endorsed the assessment project and committed additional funds for: 1) refining and administering survey instruments on post-secondary campuses statewide, and 2) developing studies and reports. During Spring, 1990, approximately 40,000 undergraduate student surveys were disseminated for administration on 11 post-secondary campuses across the State of Illinois. Presently, a data collection effort is underway in the Illinois community college sector and should be completed by August 1992.

The instrument used in this study consisted of 164 items divided into the six sections described as follows:

Demographic Characteristics--contains questions regarding gender, race, student status, grade point average, employment, residence, and financial aid, as well as other demographic information.

Institutional Attractiveness--consists of statements about the culture and structure of the institution.

Racial Climate--consist of items to be rated on semantic-differential scaling systems. Opposite-pair adjectives with a 7-point scale are used for the purpose of evaluating campus racial climate.

Relationships and Interactions--consists of statements about relationships between minorities and whites.

Academic Climate--consists of statements about the level and nature of interaction between faculty and students and about student awareness of requirements for academic success.

Faculty and Classroom Behavior--consists of statements about academic endeavors and faculty interaction with students in the classroom.

Assessment of the Status of Minorities in Education

Undergraduate Student Survey

Spring 1990

UNIVERSE

The population selected for this study consisted of the students enrolled at eleven baccalaureate degree-granting institutions in the State of Illinois. The total number of inventories returned was 10,615.

SAMPLING

This survey utilized a stratified, random sample technique where 35% of the majority students were sampled for participation in the study. All minority students were sampled.

RESTRICTIONS

Individual respondents are not identified. A brief description of the participating institutions is provided in this document with limited information for comparative studies purposes only, and not for identification purposes. ASME requires of users that individual institutional data contained in this compilation be used solely for statistical research. The following table provides some descriptive demographic information.

SUMMARY

The undergraduate student inventory was developed by the Assessment of the Status of Minorities in Education research project team in collaboration with faculty and campus administrators across the State of Illinois. This instrument consists of 54 demographic items (DG1-DG54); 42 statements to measure institutional attractiveness (IA1-IA42); 11 indicators of racial climate (RC1-RC11); 13 statements to measure relationships and interactions (RI1A-RI13); 14 statements to measure academic climate (AC1-AC14B); 14 statements related to faculty and classroom behavior (FCB1-FCB14); and a section for comments and recommendations.

PROFILES OF THE PARTICIPATING INSTITUTIONS

Institution Sample

Descriptions

1 4,502

This public, coeducational university serves approximately 23,000 students within a large community. Serving undergraduate and graduate students, this institution offers bachelor's, master's, and doctoral degrees in a variety of subjects. The mission of the institution is to expand the horizons of knowledge and culture among its students, colleagues, and the general citizenry through teaching and research. In following this mission, this institution provides opportunities for students to increase their capacities for inquiry, logical thinking, critical analysis, synthesis, and independent learning.

2 114

This multipurpose, private college serves approximately 1,000 students in a small town, with easy access to a major metropolitan area. While committed to offering a student centered, liberal education, this undergraduate institution offers bachelor's degrees in a variety of subjects. Emphasizing christian ideals and democratic values, this college defined its mission as preparing purposeful, effective adults whose intellectual, career and social skills will enable them to make contributions in the workplace and society.

3 597

This public university serves 11,000 students within a mid-sized town offering access via highway networks to larger cities. The institution serves undergraduate and graduate students in liberal arts and professional programs. Bachelor's and master's degrees are offered in pursuit of its mission of producing broadly educated, responsible citizens who are prepared to serve and lead in a free society.

4 324

This public, upper-division university serves 5,000 students within a major metropolitan area. Serving undergraduate and graduate students, this institution offers both bachelor's and master's degrees in a variety of subjects. This university gives special emphasis to serving adult, minority, female, and economically disadvantaged students --providing a liberal education to insure that its graduates are broadly educated and prepared for continual learning.

5 280

This medium-sized, multipurpose, private university serves 5,000 students within an urban environment. While the institution primarily serves undergraduates, both bachelor's and master's degrees are offered. Its mission is to offer an alternative between large universities and small, liberal arts colleges in its aim to aid students in their personal and professional lives.

6 419

This small, private university, affiliated with a protestant church, serves approximately 1700 students within a small metropolitan area. The institution serves solely undergraduates, offering bachelor's degrees in the areas of liberal arts, fine arts, and science. Its mission is to provide a quality program of undergraduate education with an emphasis on both liberal and specialized learning. As part of the liberal education offered, an investigation of religion -- and its role in the determination of contemporary values as students search for personal identity -- is also emphasized.

7 1,971

This public, coeducational university serves 24,000 students in a medium-sized town. Serving undergraduate and graduate students, this institution offers bachelor's, master's, professional and doctoral degrees in a variety of areas. It sees its mission as the transmission, expansion, and application of knowledge through teaching, research, and public service. It attempts to provide students with the opportunity to become more capable in thought, judgement, communication, appreciation, and action.

8 777

This public university serves 13,000 students within a mid-sized town, offering access via highway networks to larger cities. This institution serves undergraduates and approximately 2200 graduate students offering both bachelor's and master's degrees. Its mission is to serve students and citizens and organizations within its region of the state through instruction, research, and service programs.

9 1,014

This public, commuter university serves 10,000 students within a residential area in an urban environment. Serving undergraduate and graduate students, bachelor's and master's degrees may be earned on a part-time or full-time basis. While offering traditional programs in the arts, science, business, and education, this institution also includes in its mission a commitment to innovative, non-traditional education and the development of special programs for adult learners. It strives to serve its students by assisting them in reaching their educational, personal, and career goals.

10 362

This medium-sized, public, commuter university serves 7,000 students within a residential area in an urban environment. Serving undergraduate and graduate students, bachelor's and master's degrees are offered. Its mission is to provide an environment in which students are enabled to advance intellectually, socially, and economically. As a multi-purpose institution, it strives to serve its diversified student body and the needs of the urban community.

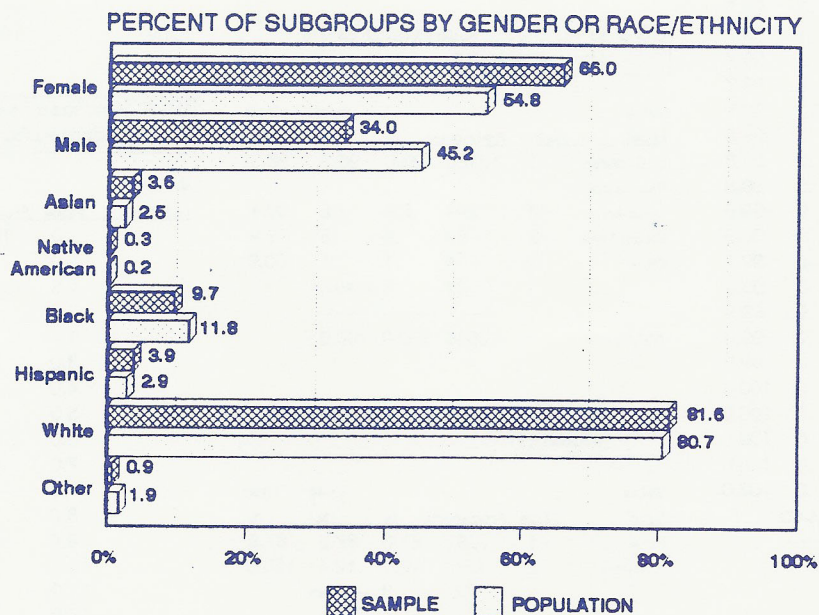
11 256

This public, upper-division university serves approximately 3,500 students, primarily commuters within a small metropolitan area. Serving undergraduate and graduate students, both bachelor's and master's degrees are offered. The university coordinates closely with community colleges so that those with associate degrees can enter the baccalaureate program without loss of time or credit. This institution sees its mission as addressing public affairs within the framework of a liberal arts curriculum and stressing practical experience and professional development among its students.

**CHARACTERISTICS OF THE SAMPLE COMPARED TO THE
TOTAL UNDERGRADUATE POPULATIONS OF (A) THE PARTICIPATING
INSTITUTIONS AND (B) THE GROUP OF SIMILAR ILLINOIS INSTITUTIONS***

	(1)	(2)	(3)	(4)	(5)	(6)
Total	10,592		83,768		249,924	
Gender						
Female	6,983	66.0	45,889	54.8	130,852	52.4
Male	3,609	34.0	37,879	45.2	119,072	47.6
Race/Ethnicity						
Asian/Pacific Islander	377	3.6	2,116	2.5	11,684	4.7
Native American	35	0.3	162	0.2	729	0.3
Black (Non-Hispanic)	1,031	9.7	9,851	11.8	26,468	10.6
Hispanic	412	3.9	2,413	2.9	10,800	4.3
White (Non-Hispanic)	8,623	81.6	67,629	80.7	194,158	77.7
Other	94	0.9	1,597	1.9	6,085	2.4

Note: Race/Ethnicity counts do not include non-resident aliens or unknowns. Percentages in charts are based on the total number of persons responding. (1) = Number of respondents; (2) = Percent of the total number of respondents; (3) = Total undergraduate enrollments at the eight public and three non-public multi-purpose institutions that participated in the survey; (4) = Percent of the total undergraduate enrollment at the participating institutions; *(5) = Total undergraduate enrollment at all Illinois public universities and non-public multi-purpose institutions; (6) = Percent of the undergraduate enrollment at institutions in (5).



Demographic Variables

DG 1 Age

Value	Value	Frequency	%	Valid %	Cum %
Label	Value	Frequency	%	%	%
0	1	.0	.0	.0	.0
10	1	.0	.0	.0	.0
15	1	.0	.0	.0	.0
16	3	.0	.0	.1	.1
17	24	.2	.2	.3	.3
18	1712	16.1	16.2	16.5	16.5
19	2399	22.6	22.7	39.3	39.3
20	1875	17.7	17.8	57.0	57.0
21	1475	13.9	14.0	71.0	71.0
22	747	7.0	7.1	78.1	78.1
23	365	3.4	3.5	81.6	81.6
24	183	1.7	1.7	83.3	83.3
25	139	1.3	1.3	84.6	84.6
26	118	1.1	1.1	85.7	85.7
27	116	1.1	1.1	86.8	86.8
28	94	.9	.9	87.7	87.7
29	80	.8	.8	88.5	88.5
30	82	.8	.8	89.3	89.3
31	78	.7	.7	90.0	90.0
32	70	.7	.7	90.7	90.7
33	62	.6	.6	91.3	91.3
34	89	.8	.8	92.1	92.1
35	71	.7	.7	92.8	92.8
36	85	.8	.8	93.6	93.6
37	76	.7	.7	94.3	94.3
38	66	.6	.6	94.9	94.9
39	59	.6	.6	95.5	95.5
40	58	.5	.5	96.0	96.0
41	57	.5	.5	96.6	96.6
42	55	.5	.5	97.1	97.1
43	46	.4	.4	97.5	97.5
44	42	.4	.4	97.9	97.9
45	30	.3	.3	98.2	98.2
46	33	.3	.3	98.5	98.5
47	35	.3	.3	98.9	98.9
48	15	.1	.1	99.0	99.0
49	11	.1	.1	99.1	99.1
50	19	.2	.2	99.3	99.3
51	6	.1	.1	99.4	99.4
52	9	.1	.1	99.4	99.4
53	13	.1	.1	99.6	99.6
54	11	.1	.1	99.7	99.7
55	3	.0	.0	99.7	99.7
56	4	.0	.0	99.7	99.7
57	3	.0	.0	99.8	99.8
58	3	.0	.0	99.8	99.8
59	2	.0	.0	99.8	99.8
60	4	.0	.0	99.8	99.8
61	1	.0	.0	99.9	99.9
62	1	.0	.0	99.9	99.9
63	2	.0	.0	99.9	99.9
64	2	.0	.0	99.9	99.9
65	1	.0	.0	99.9	99.9
66	2	.0	.0	99.9	99.9
67	1	.0	.0	99.9	99.9
68	2	.0	.0	100.0	100.0
69	1	.0	.0	100.0	100.0
71	1	.0	.0	100.0	100.0
73	1	.0	.0	100.0	100.0
77	1	.0	.0	100.0	100.0
.	69	.7	MISSING		
TOTAL		10615	100.0	100.0	

DG 2 Gender

Value	Value	Frequency	%	Valid %	Cum %
Label	Value	Frequency	%	%	%
Male	1	3609	34.0	34.1	34.1
Female	2	6983	65.8	65.9	100.0
.		23	.2	MISSING	
TOTAL		10615	100.0	100.0	

DG 3 Are you presently married?

Value	Value	Frequency	%	Valid %	Cum %
Label	Value	Frequency	%	%	%
Yes	1	1120	10.6	10.7	10.7
No	2	9362	88.2	89.3	100.0
.		133	1.3	MISSING	
TOTAL		10615	100.0	100.0	

DG 4 Racial origin or ethnic group:

Value	Value	Frequency	%	Valid %	Cum %
Label	Value	Frequency	%	%	%
Asian/Pacific Islander	1	377	3.6	3.6	3.6
American Indian/Alas	2	35	.3	.3	3.9
Black (Non-Hispanic)	3	1031	9.7	9.8	13.6
Hispanic	4	154	1.5	1.5	15.1
Mexican Am.	5	120	1.1	1.1	16.2
Puerto Rican	6	95	.9	.9	17.1
Other Latin/Central	7	43	.4	.4	17.5
White (Non-Hispanic)	8	8623	81.2	81.6	99.1
Other	9	94	.9	.9	100.0
.		43	.4	MISSING	
TOTAL		10615	100.0	100.0	

DG 5 What is your legal status in the United States?

Value	Value	Frequency	%	Valid %	Cum %
Label	Value	Frequency	%	%	%
U. S. citizen	1	10188	96.0	96.3	96.3
Permanent resident	2	294	2.8	2.8	99.1
Student visa	3	82	.8	.8	99.9
Other	4	14	.1	.1	100.0
.		37	.3	MISSING	
TOTAL		10615	100.0	100.0	

DG 6 Are you a full-time or part-time student?

Value	Value	Frequency	%	Valid %	Cum %
Label	Value	Frequency	%	%	%
Full-time	1	9296	87.6	87.9	87.9
Part-time	2	1283	12.1	12.1	100.0
.		36	.3	MISSING	
TOTAL		10615	100.0	100.0	

DG 7 Please indicate if you have a disability of any of the following types:

Value	Value	Frequency	%	Valid %	Cum %
Label	Value	Frequency	%	%	%
Learning	1	71	.7	.7	.7
Hearing	2	86	.8	.9	1.6
Speech	3	17	.2	.2	1.7
Partially sighted or blind	4	141	1.1	1.1	2.9
Orthopedic	5	62	.6	.6	3.5
Other	6	113	1.1	1.1	4.6
None	7	9631	90.7	95.4	100.0
.		521	4.9	MISSING	
TOTAL		10615	100.0	100.0	

DG 8 Type of institution where you received your most recent educational experience prior to enrolling at your current institution?

Value	Value	Frequency	%	Valid %	Cum %
Label	Value	Frequency	%	%	%
Alternative high sch/night sch	1	60	.6	.6	.6
High sch	2	6646	62.6	63.3	63.9
Vocational/Technical	3	150	1.4	1.4	65.3
2-year public postsec	4	2435	22.9	23.2	88.5
2-year private postsec	5	110	1.0	1.0	89.6
4-year public postsec	6	690	6.5	6.6	96.1
4-year private postsec	7	323	3.0	3.1	99.2
Other	8	81	.8	.8	100.0
.		119	1.1	MISSING	
TOTAL		10615	100.0	100.0	

DG 9 How many semester hours were accepted for transfer credit?

Value	Value	Frequency	%	Valid %	Cum %
Label	Value	Frequency	%	%	%
.0	1953	18.4	29.6	29.6	29.6
1.0	29	.3	.4	30.0	30.0
1.5	1	.0	.0	30.0	30.0
2.0	29	.3	.4	30.5	30.5
2.7	2	.0	.0	30.5	30.5
3.0	334	3.1	5.1	35.6	35.6
4.0	84	.8	1.3	36.8	36.8
5.0	21	.2	.3	37.1	37.1
6.0	255	2.4	3.9	41.0	41.0
7.0	60	.6	.9	41.9	41.9
7.3	1	.0	.0	41.9	41.9
8.0	43	.4	.7	42.6	42.6
9.0	110	1.0	1.7	44.3	44.3
10.0	43	.4	.7	44.9	44.9
11.0	17	.2	.3	45.2	45.2
12.0	118	1.1	1.8	46.9	46.9

DG 9 (cont'd)

Value Label	Value	Frequency	%	Valid %	Cum %
13.0	43	.4	.7	47.6	
14.0	37	.3	.6	48.2	
15.0	78	.7	1.2	49.3	
16.0	42	.4	.6	50.0	
17.0	26	.2	.4	50.4	
18.0	35	.3	.5	50.9	
19.0	18	.2	.3	51.2	
20.0	39	.4	.6	51.8	
21.0	28	.3	.4	52.2	
22.0	17	.2	.3	52.4	
23.0	16	.2	.2	52.7	
24.0	30	.3	.5	53.1	
25.0	29	.3	.4	53.6	
26.0	18	.2	.3	53.9	
27.0	25	.2	.4	54.2	
28.0	23	.2	.3	54.6	
29.0	22	.2	.3	54.9	
30.0	140	1.3	2.1	57.0	
31.0	38	.4	.6	57.6	
32.0	47	.4	.7	58.3	
33.0	37	.3	.6	58.9	
34.0	20	.2	.3	59.2	
35.0	14	.1	.2	59.4	
36.0	29	.3	.4	59.8	
37.0	14	.1	.2	60.0	
38.0	19	.2	.3	60.3	
39.0	18	.2	.3	60.6	
40.0	55	.5	.8	61.4	
41.0	10	.1	.2	61.6	
42.0	28	.3	.4	62.0	
43.0	17	.2	.3	62.3	
44.0	21	.2	.3	62.6	
45.0	42	.4	.6	63.2	
46.0	19	.2	.3	63.5	
47.0	13	.1	.2	63.7	
48.0	34	.3	.5	64.2	
49.0	27	.3	.4	64.6	
50.0	32	.3	.5	65.1	
51.0	15	.1	.2	65.3	
52.0	22	.2	.3	65.7	
53.0	22	.2	.3	66.0	
54.0	41	.4	.6	66.6	
55.0	22	.2	.3	67.0	
56.0	41	.4	.6	67.6	
57.0	44	.4	.7	68.3	
58.0	29	.3	.4	68.7	
59.0	36	.3	.5	69.2	
60.0	557	5.2	8.4	77.7	
61.0	68	.6	1.0	78.7	
62.0	117	1.1	1.8	80.5	
63.0	95	.9	1.4	81.9	
64.0	206	1.9	3.1	85.0	
65.0	97	.9	1.5	86.5	
66.0	229	2.2	3.5	90.0	
67.0	63	.6	1.0	90.9	
68.0	46	.4	.7	91.6	
69.0	32	.3	.5	92.1	
70.0	61	.6	.9	93.0	
71.0	21	.2	.3	93.4	
72.0	42	.4	.6	94.0	
73.0	19	.2	.3	94.3	
74.0	16	.2	.2	94.5	
75.0	23	.2	.3	94.9	
76.0	18	.2	.3	95.1	

Value Label	Value	Frequency	%	Valid %	Cum %
77.0	8	.1	.1	95.3	
78.0	15	.1	.2	95.5	
79.0	11	.1	.2	95.7	
80.0	28	.3	.4	96.1	
81.0	8	.1	.1	96.2	
82.0	11	.1	.2	96.4	
83.0	14	.1	.2	96.6	
84.0	10	.1	.2	96.7	
85.0	8	.1	.1	96.8	
86.0	9	.1	.1	97.0	
87.0	4	.0	.1	97.0	
88.0	4	.0	.1	97.1	
89.0	5	.0	.1	97.2	
90.0	61	.6	.9	98.1	
91.0	6	.1	.1	98.2	
92.0	8	.1	.1	98.3	
93.0	7	.1	.1	98.4	
94.0	1	.0	.0	98.4	
95.0	3	.0	.0	98.5	
96.0	9	.1	.1	98.6	
97.0	1	.0	.0	98.6	
98.0	1	.0	.0	98.7	
99.0	3	.0	.0	98.7	
100.0	8	.1	.1	98.8	
101.0	1	.0	.0	98.8	
102.0	4	.0	.1	98.9	
103.0	1	.0	.0	98.9	
104.0	3	.0	.0	99.0	
105.0	4	.0	.1	99.0	
106.0	1	.0	.0	99.0	
107.0	1	.0	.0	99.0	
109.0	1	.0	.0	99.1	
110.0	4	.0	.1	99.1	
111.0	1	.0	.0	99.1	
112.0	4	.0	.1	99.2	
114.0	1	.0	.0	99.2	
115.0	2	.0	.0	99.2	
116.0	1	.0	.0	99.3	
117.0	1	.0	.0	99.3	
119.0	3	.0	.0	99.3	
120.0	13	.1	.2	99.5	
121.0	1	.0	.0	99.5	
122.0	2	.0	.0	99.6	
124.0	6	.1	.1	99.7	
125.0	1	.0	.0	99.7	
128.0	3	.0	.0	99.7	
129.0	1	.0	.0	99.7	
130.0	4	.0	.1	99.8	
131.0	1	.0	.0	99.8	
132.0	1	.0	.0	99.8	
133.0	1	.0	.0	99.8	
134.0	1	.0	.0	99.8	
136.0	1	.0	.0	99.9	
139.0	1	.0	.0	99.9	
140.0	1	.0	.0	99.9	
150.0	3	.0	.0	99.9	
153.0	1	.0	.0	100.0	
154.0	1	.0	.0	100.0	
162.0	1	.0	.0	100.0	
180.0	1	.0	.0	100.0	
		4012	37.8	MISSING	
TOTAL		10615	100.0	100.0	

DG 10 What is your current class attendance status?

Value Label	Value	Frequency	%	Valid %	Cum %
Day classes	1	6759	63.7	64.0	64.0
Evening classes	2	868	8.2	8.2	72.3
Both day and evening	3	2929	27.6	27.7	100.0
		59	.6	MISSING	
Total		10615	100.0	100.0	

DG 11 What is your class level?

Value Label	Value	Frequency	%	Valid %	Cum %
Freshman	1	2888	27.2	27.4	27.4
Sophomore	2	2515	23.7	23.8	51.2
Junior	3	2622	24.7	24.8	76.0
Senior	4	2425	22.8	23.0	99.0
Unclassified student	5	103	1.0	1.0	100.0
		62	.6	MISSING	
Total		10615	100.0	100.0	

DG 12A Have you been accepted in a major?

Value Label	Value	Frequency	%	Valid %	Cum %
Yes	1	7228	68.1	69.0	69.0
No	2	3254	30.7	31.0	100.0
		133	1.3	MISSING	
Total		10615	100.0	100.0	

DG 12B If yes, indicate major:

Value Label	Value	Frequency	%	Valid %	Cum %
Accounting	1	351	3.3	3.8	3.8
Adult Learner Program	2	13	.1	.1	3.9
Agribusiness	3	40	.4	.4	4.4
Agriculture	4	29	.3	.3	4.7
Anthropology	5	19	.2	.2	4.9
Applied Computer Science	6	229	2.2	2.5	7.4
Art	7	198	1.9	2.1	9.5
Biological Sciences	8	353	3.3	3.8	13.3
Business Admin	9	314	3.0	3.4	16.7
Business Admin (MBA)	10	31	.3	.3	17.1
Business Education	11	10	.1	.1	17.2
Chemistry	12	98	.9	1.1	18.2
Counselor Education	13	2	.0	.0	18.2

DG 12B (cont'd)

Value Label	Value	Frequency	%	Valid %	Cum %
Criminal Justice					
Science	14	121	1.1	1.3	19.5
Dance	15	3	.0	.0	19.6
Early Childhood	16	68	.6	.7	20.3
Economics	17	137	1.3	1.5	21.8
Educational Admin	18	63	.6	.7	22.5
Elementary Education	19	610	5.7	6.6	29.1
English	20	250	2.4	2.7	31.8
Environmental Health	21	29	.3	.3	32.1
Finance	22	191	1.8	2.1	34.2
Foreign Languages	23	110	1.0	1.2	35.3
General Student	24	48	.5	.5	35.9
Geography-Geology	25	34	.3	.4	36.2
Health Education	26	58	.5	.6	36.9
History	27	127	1.2	1.4	38.2
Home Economics	28	162	1.5	1.8	40.0
Industrial Technology	29	166	1.6	1.8	41.8
Instructional Media	30	3	.0	.0	41.8
Junior High Education	31	17	.2	.2	42.0
Management	32	213	2.0	2.3	44.3
Marketing	33	211	2.0	2.3	46.6
Mass Communication	34	303	2.9	3.3	49.9
Mathematics	35	150	1.4	1.6	51.5
Medical Records	36	60	.6	.6	52.1
Medical Technology	37	65	.6	.7	52.8
Music	38	105	1.0	1.1	54.0
Office Admin.	39	11	.1	.1	54.1
Philosophy	40	18	.2	.2	54.3
Physical Education	41	113	1.1	1.2	55.5
Physics	42	85	.8	.9	56.4
Political Science	43	224	2.1	2.4	58.8
Pre-Business	44	109	1.0	1.2	60.0
Psychology	45	404	3.8	4.4	64.4
Public Relations	46	88	.8	1.0	65.3
Reading	47	2	.0	.0	65.4
Rec. & Park Admin.	48	45	.4	.5	65.8
Safety	49	3	.0	.0	65.9
Social Sciences	50	40	.4	.4	66.3
Social Work	51	78	.7	.8	67.2
Sociology	52	166	1.6	1.8	68.9
Special Education	53	256	2.4	2.8	71.7

Value Label	Value	Frequency	%	Valid %	Cum %
Speech Communication	54	93	.9	1.0	72.7
Speech Path./Audiology	55	64	.6	.7	73.4
Theatre	56	76	.7	.8	74.2
Unclassified	57	2383	22.4	25.8	100.0
		1366	12.9	MISSING	
TOTAL		10615	100.0	100.0	

DG 13A Have you been accepted in an academic program?

Value Label	Value	Frequency	%	Valid %	Cum %
Yes	1	2977	28.0	33.0	33.0
No	2	6036	56.9	67.0	100.0
		1602	15.1	MISSING	
TOTAL		10615	100.0	100.0	

DG 13B If yes, indicate department of program **:

Value Label	Value	Frequency	%	Valid %	Cum %
Accounting	1	96	.9	1.4	1.4
Agriculture	2	14	.1	.2	1.6
Agriculture	3	17	.2	.2	1.9
Socio.-Anthrop.- Soc. Work	4	6	.1	.1	2.0
Applied Computer Science	5	50	.5	.7	2.7
Art	6	49	.5	.7	3.4
Biological Sciences	7	99	.9	1.5	4.9
Finance & Law	8	45	.4	.7	5.5
College of Bus.	9	201	1.9	2.9	8.5
Bus. Educ. & Admin.	10	21	.2	.3	8.8
Chemistry	11	19	.2	.3	9.1
Specialized Educ. Dev.	12	5	.0	.1	9.1
Corrections	13	21	.2	.3	9.4
PE, Rec. & Dance	14	4	.0	.1	9.5
Curriculum & Instruction	15	35	.3	.5	10.0
Economics	16	24	.2	.4	10.4
Educ. Admin. & Foundations	17	43	.4	.6	11.0
Curriculum & Instruction	18	217	2.0	3.2	14.2
English	19	45	.4	.7	14.8
Health Science	20	8	.1	.1	15.0
Finance & Law	21	46	.4	.7	15.6
Foreign Languages	22	27	.3	.4	16.0
Academic Advisement Center	23	25	.2	.4	16.4
Geography-Geology	24	7	.1	.1	16.5

DG 13B (cont'd)

Value Label	Value	Frequency	%	Valid %	Cum %
Health Science	25	18	.2	.3	16.8
History	26	17	.2	.2	17.0
Home Economics	27	42	.4	.6	17.6
Industrial Tech.	28	45	.4	.7	18.3
Communication	29	8	.1	.1	18.4
Curriculum & Instruction	30	6	.1	.1	18.5
Management & Quantitative Methods	31	55	.5	.8	19.3
Marketing	32	51	.5	.7	20.0
Communication	33	70	.7	1.0	21.1
Mathematics	34	40	.4	.6	21.7
Health Science	35	26	.2	.4	22.0
Health Science	36	19	.2	.3	22.3
Music	37	40	.4	.6	22.9
Bus. Educ. & Admin.	38	6	.1	.1	23.0
Philosophy	39	4	.0	.1	23.1
PE, Rec. & Dance	40	36	.3	.5	23.6
Physics	41	34	.3	.5	24.1
Political Science	42	45	.4	.7	24.7
Academic Advisement	43	45	.4	.7	25.4
Psychology	44	93	.9	1.4	26.8
Communication	45	18	.2	.3	27.0
Specialized Educational Development	46	1	.0	.0	27.0
PE, Rec & Dance	47	10	.1	.1	27.2
Industrial Technology	48	3	.0	.0	27.2
Social Science	49	12	.1	.2	27.4
Socio.-Anthrop.- Soc. Work	50	21	.2	.3	27.7
Socio.-Anthrop.- Soc. Work	51	18	.2	.3	28.0
Specialized Educational Development	52	85	.8	1.2	29.2
Communication	53	20	.2	.3	29.5
Speech Path./Audio.	54	21	.2	.3	29.8
Theatre	55	13	.1	.2	30.0
Academic Advisement	56	4756	44.8	69.8	99.8
Unclassified	57	12	.1	.2	100.0
		3801	35.8	MISSING	
TOTAL		10615	100.0	100.0	

** The values for DG 13B correspond with the majors identified in DG 12B. Beginning with Agribusiness (value 3) in DG 12B and Agriculture (value 2) in DG 13B, all following values correspond. The Adult Learner Program (value 2) in DG 12B is not related to an academic program of a department.

DG 14 Is your academic program part of a transfer/articulation agreement with another institution?

Value	Value	Frequency	%	Valid %	Cum %
Yes	1	673	6.3	8.7	8.7
Don't know	2	2459	23.2	31.8	40.5
No	3	4603	43.4	59.5	100.0
		2880	27.1	MISSING	
TOTAL		10615	100.0	100.0	

DG 15 What is your current grade point average?

Value	Value	Frequency	%	Valid %	Cum %
3.5 to 4.0	1	1907	18.0	18.1	18.1
3.0 to 3.49	2	3077	29.0	29.3	47.4
2.5 to 2.99	3	3124	29.4	29.7	77.2
2.0 to 2.49	4	1861	17.5	17.7	94.9
1.5 to 1.99	5	420	4.0	4.0	98.9
below 1.5	6	119	1.1	1.1	100.0
		107	1.0	MISSING	
TOTAL		10615	100.0	100.0	

DG 16 The last time that you applied for admission to a postsecondary institution, to how many did you apply?

Value	Value	Frequency	%	Valid %	Cum %
1	1	4301	40.5	42.1	42.1
2	2	2134	20.1	20.9	63.0
3	3	2290	21.6	22.4	85.4
4	4	860	8.1	8.4	93.8
5 or more	5	631	5.9	6.2	100.0
		399	3.8	MISSING	
TOTAL		10615	100.0	100.0	

DG 17 How many postsecondary institutions sent recruiters of any type to your high school?

Value	Value	Frequency	%	Valid %	Cum %
0	1	853	8.0	8.2	8.2
1-5	2	1716	16.2	16.5	24.7
6-10	3	883	8.3	8.5	33.2
11-15	4	583	5.5	5.6	38.8
16-20	5	645	6.1	6.2	45.0
21-25	6	373	3.5	3.6	48.6
more than 25	7	1840	17.3	17.7	66.3
Do not know	8	3499	33.0	33.7	100.0
		223	2.1	MISSING	
TOTAL		10615	100.0	100.0	

DG 18 Were you personally or directly contacted by institutions to encourage you to apply?

Value	Value	Frequency	%	Valid %	Cum %
Yes	1	7323	69.0	69.8	69.8
No	2	3169	29.9	30.2	100.0
		123	1.2	MISSING	
TOTAL		10615	100.0	100.0	

DG 19 How many postsecondary institutions contacted you?

Value	Value	Frequency	%	Valid %	Cum %
1-2	1	3057	28.8	32.7	32.7
3-4	2	2305	21.7	24.6	57.3
5-6	3	1105	10.4	11.8	69.2
7-8	4	508	4.8	5.4	74.6
9-10	5	293	2.8	3.1	77.7
more than 10	6	2084	19.6	22.3	100.0
		1263	11.9	MISSING	
TOTAL		10615	100.0	100.0	

DG 20 Please rank the persons listed below in the order of their importance in encouraging you to seek a postsecondary education.

Value	Value	Frequency	%	Valid %	Cum %
Parents	1	499	4.7	5.0	5.0
Other relatives	2	59	.6	.6	5.6
Teachers	3	48	.5	.5	6.1
Guidance counselor(s)	4	24	.2	.2	6.3
College recruiters	5	12	.1	.1	6.4
Others	6	158	1.5	1.6	8.0
Two or more of the above		9191	86.5	92.0	100.0
		624	5.9	MISSING	
TOTAL		10615	100.0	100.0	

DG 21 How did you learn about the postsecondary institution where you are currently enrolled? Please check all that apply.

Value	Value	Frequency	%	Valid %	Cum %
High school teacher	1	172	1.6	1.6	1.6
High school counselor	2	388	3.7	3.7	5.4
Recruiter from the institution	3	244	2.3	2.3	7.7
Faculty from the institution	4	56	.5	.5	8.2
Mailings sent to your home from institution	5	431	4.1	4.1	12.4

DG 21 (cont'd)

Value	Value	Frequency	%	Valid %	Cum %
Recruitment fair	6	143	1.3	1.4	13.7
Parents or other relatives	7	1111	10.5	10.6	24.3
Students from the institution	8	384	3.6	3.7	28.0
Recruitment ads sponsored by the institution	9	121	1.1	1.2	29.2
Campus visit	10	648	6.1	6.2	35.4
Other	11	1402	13.2	13.4	48.8
Two or more of the above		5352	50.5	51.3	100.0
		163	1.5	MISSING	
TOTAL		10615	100.0	100.0	

DG 22 What is the highest degree/diploma you have earned?

Value	Value	Frequency	%	Valid %	Cum %
High school diploma/GED	1	8007	75.4	76.2	76.2
Occupational Certificate	2	126	1.2	1.2	77.4
Associate's	3	1897	17.9	18.1	95.5
Bachelor's	4	364	3.4	3.5	98.9
Master's	5	24	.2	.2	99.1
Specialist (C.A.S.)	6	5	.0	.0	99.2
Professional	7	22	.2	.2	99.4
Doctorate	8	11	.1	.1	99.5
Other	9	52	.5	.5	100.0
		107	1.0	MISSING	
TOTAL		10615	100.0	100.0	

DG 23 What is the highest degree/diploma you expect to earn?

Value	Value	Frequency	%	Valid %	Cum %
High school diploma/GED	1	61	.6	.6	.6
Occupational Certificate	2	29	.3	.3	.9
Associate's	3	72	.7	.7	1.6
Bachelor's	4	4204	39.6	40.4	42.0
Master's	5	4547	42.8	43.7	85.7
Specialist (C.A.S.)	6	107	1.0	1.0	86.7
Professional	7	352	3.3	3.4	90.1
Doctorate	8	944	8.9	9.1	99.1
Other	9	89	.8	.9	100.0
		210	2.0	MISSING	
TOTAL		10615	100.0	100.0	

DG 24 When school is in session, estimate the number of hours a week you spend (outside of class) on activities related to your school work.

Value Label	Value	Frequency	%	Valid %	Cum %
Less than 20 hours a week	1	4745	44.7	44.9	44.9
20-29 hours a week	2	3729	35.1	35.3	80.2
30-39 hours a week	3	1469	13.8	13.9	94.1
40-49 hours a week	4	435	4.1	4.1	98.2
50 hours or more	5	185	1.7	1.8	100.0
	.	52	.5	MISSING	
TOTAL		10615	100.0	100.0	

DG 25 Do you work during the academic year?

Value Label	Value	Frequency	%	Valid %	Cum %
Yes, I work off campus (not in a work study program)	1	3277	30.9	31.2	31.2
Yes, I work on campus in a work study program	2	719	6.8	6.8	38.0
Yes, I work on campus but not in a work study program	3	1831	17.2	17.4	55.4
Yes, I work on and off campus	4	386	3.6	3.7	59.1
No, I do not work during the academic year	5	4301	40.5	40.9	100.0
	.	101	1.0	MISSING	
TOTAL		10615	100.0	100.0	

DG 26 Estimate the number of hours per week you work during the school year.

Value Label	Value	Frequency	%	Valid %	Cum %
None	1	4076	38.4	39.2	39.2
Less than 10 hours a week	2	1363	12.8	13.1	52.3
10-14 hours a week	3	1535	14.5	14.8	67.0
15-19 hours a week	4	924	8.7	8.9	75.9
20-24 hours a week	5	758	7.1	7.3	83.2
25-29 hours a week	6	350	3.3	3.4	86.6
30 hours or more	7	1398	13.2	13.4	100.0
	.	211	2.0	MISSING	
TOTAL		10615	100.0	100.0	

DG 27 Which of the following are sources of financial assistance for you?

Value Label	Value	Frequency	%	Valid %	Cum %
	0	2	.0	.0	.0
Federal aid	1	152	1.4	1.4	1.5
State aid	2	90	.8	.9	2.3
Grants or scholarship (not Fed. or State)	3	251	2.4	2.4	4.7
Loans (not Fed. or State)	4	132	1.2	1.3	6.0
Family/Parents/Spouse	5	2099	19.8	20.0	25.9
Self	6	829	7.8	7.9	33.8
Other	7	226	2.1	2.2	36.0
Two or more of the above	.	6728	63.5	63.9	100.0
	.	106	1.0	Missing	
TOTAL		10615	100.0	100.0	

DG 28 Please estimate your parent's total yearly income before taxes last year.

Value Label	Value	Frequency	%	Valid %	Cum %
< \$10,000	1	638	6.0	7.0	7.0
\$10,000-\$19,999	2	857	8.1	9.4	16.4
\$20,000-\$29,999	3	1256	11.8	13.7	30.1
\$30,000-\$39,999	4	1603	15.1	17.5	47.6
\$40,000-\$49,999	5	1486	14.0	16.3	63.9
\$50,000-\$59,999	6	1260	11.9	13.8	77.7
> \$60,000	7	2039	19.2	22.3	100.0
	.	1476	13.9	MISSING	
TOTAL		10615	100.0	100.0	

DG 29 Where will you be living this semester/term?

Value Label	Value	Frequency	%	Valid %	Cum %
Campus housing	1	5741	54.1	54.4	54.4
Fraternity/Sorority	2	393	3.7	3.7	58.2
At home with parent(s)/spouse	3	1871	17.6	17.7	75.9
Off-campus but not with parent(s)/spouse	4	2254	21.2	21.4	97.3
Other	5	286	2.7	2.7	100.0
	.	70	.7	MISSING	
TOTAL		10615	100.0	100.0	

DG 30 Have you taken any postsecondary courses taught by minority faculty?

Value Label	Value	Frequency	%	Valid %	Cum %
Yes	1	7044	66.4	66.9	66.9
No	2	3492	32.9	33.1	100.0
	.	79	.7	MISSING	
TOTAL		10615	100.0	100.0	

DG 31 Have you taken any postsecondary courses taught by women faculty?

Value Label	Value	Frequency	%	Valid %	Cum %
Yes	1	9771	92.0	92.6	92.6
No	2	783	7.4	7.4	100.0
	.	61	.6	MISSING	
TOTAL		10615	100.0	100.0	

DG 32 Have you taken any postsecondary courses taught by disabled faculty?

Value Label	Value	Frequency	%	Valid %	Cum %
Yes	1	1167	11.0	11.1	11.1
No	2	9341	88.0	88.9	100.0
	.	107	1.0	MISSING	
TOTAL		10615	100.0	100.0	

DG 33 Indicate the type of high school you last attended.

Value Label	Value	Frequency	%	Valid %	Cum %
Public	1	8871	83.6	84.4	84.4
Private	2	764	7.2	7.3	91.7
Parochial	3	871	8.2	8.3	100.0
	.	109	1.0	MISSING	
TOTAL		10615	100.0	100.0	

DG 34 Please indicate the racial composition (white/minority) of the high school you last attended.

Value Label	Value	Frequency	%	Valid %	Cum %
75-100% minority	1	858	8.1	8.2	8.2
50-74% minority	2	885	8.3	8.5	16.7
25-49% minority	3	1849	17.4	17.7	34.3
< 25% minority	4	6874	64.8	65.7	100.0
	.	149	1.4	MISSING	
TOTAL		10615	100.0	100.0	

DG 35 How many of the high school teachers who taught you were members of minority groups?

Value Label	Value	Frequency	%	Valid %	Cum %
0	1	4974	46.9	47.6	47.6
1-2	2	3160	29.8	30.2	77.9
3-4	3	1202	11.3	11.5	89.4
5-6	4	481	4.5	4.6	94.0
7 or more	5	630	5.9	6.0	100.0
	.	168	1.6	MISSING	
TOTAL		10615	100.0	100.0	

DG 36 Did you take a college preparatory curriculum in high school?

Value	Value	Frequency	%	Valid %	Cum %
Yes	1	7722	72.7	73.6	73.6
No	2	2764	26.0	26.4	100.0
	.	129	1.2	MISSING	
TOTAL		10615	100.0	100.0	

DG 37 How many years of English did you take in high school?

Value	Value	Frequency	%	Valid %	Cum %
1	1	115	1.1	1.1	1.1
2	2	458	4.3	4.4	5.4
3	3	1194	11.2	11.3	16.8
4	4	8761	82.5	83.2	100.0
	.	87	.8	MISSING	
TOTAL		10615	100.0	100.0	

DG 38 How many years of social studies did you take in high school?

Value	Value	Frequency	%	Valid %	Cum %
1	1	881	8.3	8.4	8.4
2	2	4319	40.7	41.1	49.5
3	3	3571	33.6	34.0	83.5
4 or more	4	1727	16.3	16.5	100.0
	.	117	1.1	MISSING	
TOTAL		10615	100.0	100.0	

DG 39 How many years of mathematics did you take in high school?

Value	Value	Frequency	%	Valid %	Cum %
1	1	345	3.3	3.3	3.3
2	2	1794	16.9	17.0	20.3
3	3	3229	30.4	30.6	50.9
4 or more	4	5186	48.9	49.1	100.0
	.	61	.6	MISSING	
TOTAL		10615	100.0	100.0	

* (see table)

DG 40 How many years of science did you take in high school?

Value	Value	Frequency	%	Valid %	Cum %
1	1	907	8.5	8.6	8.6
2	2	3457	32.6	32.8	41.4
3	3	3413	32.2	32.4	73.7
4 or more	4	2772	26.1	26.3	100.0
	.	66	.6	MISSING	
TOTAL		10615	100.0	100.0	

DG 41 Did you study a foreign language in high school?

Value	Value	Frequency	%	Valid %	Cum %
Yes	1	9062	85.4	85.9	85.9
No	2	1488	14.0	14.1	100.0
	3	1	.0	.0	100.0
	4	1	.0	.0	100.0
	.	63	.6	MISSING	
TOTAL		10615	100.0	100.0	

DG 42 If the answer to questions #41 is yes, how many years did you study a language?

Value	Value	Frequency	%	Valid %	Cum %
	0	3	.0	.0	.0
1	1	1246	11.7	13.7	13.7
2	2	4658	43.9	51.1	64.8
3	3	1323	12.5	14.5	79.3
4 or more	4	1881	17.7	20.6	100.0
	.	1504	14.2	MISSING	
TOTAL		10615	100.0	100.0	

DG 43 What was your final high school grade point average?

Value	Value	Frequency	%	Valid %	Cum %
3.5-4.0	1	2902	27.3	27.7	27.7
3.0-3.49	2	3959	37.3	37.8	65.6
2.5-2.99	3	2398	22.6	22.9	88.5
2.0-2.49	4	1054	9.9	10.1	98.6
1.5-1.99	5	119	1.1	1.1	99.7
Below 1.5	6	29	.3	.3	100.0
	.	154	1.5	MISSING	
TOTAL		10615	100.0	100.0	

DG 44 Which of the following best describes your father's highest formal educational attainment?

Value	Value	Frequency	%	Valid %	Cum %
Did not graduate from high schl.	1	1328	12.5	12.8	12.8
Graduated from high school	2	2864	27.0	27.6	40.5
Some college	3	1877	17.7	18.1	58.6
Holds a junior college degree	4	507	4.8	4.9	63.5
Holds a 4-year college degree	5	2011	18.9	19.4	82.9
Holds a Master's, Ph.D., or other advanced degree	6	1422	13.4	13.7	96.6
Other	7	352	3.3	3.4	100.0
	.	254	2.4	MISSING	
TOTAL		10615	100.0	100.0	

DG 45 Which of the following best describes your mother's highest formal educational attainment?

Value	Value	Frequency	%	Valid %	Cum %
Did not graduate from high schl.	1	1002	9.4	9.6	9.6
Graduated from high school	2	3798	35.8	36.4	46.1
Some college	3	2135	20.1	20.5	66.5
Holds a junior college degree	4	762	7.2	7.3	73.8
Holds a 4-year college degree	5	1599	15.1	15.3	89.2
Holds a Master's, Ph.D., or other advanced degree	6	744	7.0	7.1	96.3
Other	7	383	3.6	3.7	100.0
	.	192	1.8	MISSING	
TOTAL		10615	100.0	100.0	

DG 46 How many brothers and sisters do you have?

Value	Value	Frequency	%	Valid %	Cum %
0	1	647	6.1	6.1	6.1
1-2	2	6166	58.1	58.4	64.5
3-4	3	2523	23.8	23.9	88.4
5-6	4	734	6.9	6.9	95.3
7-8	5	322	3.0	3.0	98.3
more than 8	6	175	1.6	1.7	100.0
	.	48	.5	MISSING	
TOTAL		10615	100.0	100.0	

DG 47 Do you have any college age brothers and/or sisters?

Value	Value	Frequency	%	Valid %	Cum %
Yes	1	5632	53.1	53.5	53.5
No	2	4900	46.2	46.5	100.0
	.	83	.8	MISSING	
TOTAL		10615	100.0	100.0	

DG 48 If the answer to question #47 is yes, how many are attending or have attended a postsecondary institution?

Value	Value	Frequency	%	Valid %	Cum %
	0	564	5.3	10.1	10.1
1	1	2815	26.5	50.2	60.3
2	2	1263	11.9	22.5	82.8
3	3	543	5.1	9.7	92.5
4	4	215	2.0	3.8	96.3
5	5	101	1.0	1.8	98.1
6	6	49	.5	.9	99.0
7	7	29	.3	.5	99.5
8	8	12	.1	.2	99.8
9	9	5	.0	.1	99.8
10	10	5	.0	.1	99.9

DG 48 (cont'd)

Value Label	Value	Frequency	%	Valid %	Cum %
	11	2	.0	.0	100.0
	12	1	.0	.0	100.0
	22	1	.0	.0	100.0
	.	5010	47.2	MISSING	
TOTAL		10615	100.0	100.0	

DG 49: Do you have any children?

Value Label	Value	Frequency	%	Valid %	Cum %
Yes	1	1172	11.0	11.2	11.2
No	2	9310	87.7	88.8	100.0
	.	133	1.3	MISSING	
TOTAL		10615	100.0	100.0	

DG 50: During your senior year of high school, with whom did you live?

Value Label	Value	Frequency	%	Valid %	Cum %
Mother & father	1	7837	73.8	74.9	74.9
Mother and stepfather	2	649	6.1	6.2	81.1
Father and stepmother	3	171	1.6	1.6	82.7
Mother	4	1280	12.1	12.2	94.9
Father	5	203	1.9	1.9	96.9
Stepmother	6	10	.1	.1	97.0
Stepfather	7	4	.0	.0	97.0
Grandparents	8	60	.6	.6	97.6
Guardian	9	81	.8	.8	98.4
Other	10	172	1.6	1.6	100.0
	.	148	1.4	MISSING	
TOTAL		10615	100.0	100.0	

DG 51 Which of the following best describes your mother's employment classification? Check all that apply.

Value Label	Value	Frequency	%	Valid %	Cum %
Skilled employee (formal training in a craft and/or trade)	1	2642	24.9	25.3	25.3
Unskilled employee (no formal training in a craft and/or trade)	2	1216	11.5	11.6	36.9
Professional (post-secondary educ., training, and experience in a specific field)	3	2990	28.2	28.6	65.5
Self employed	4	781	7.4	7.5	73.0
Unemployed	5	1211	11.4	11.6	84.5
Do not know	6	325	3.1	3.1	87.6
Other	7	578	5.4	5.5	93.2
Two or more of the above	.	714	6.6	6.8	100.0
	.	158	1.5	MISSING	
TOTAL		10615	100.0	100.0	

DG 52 Which of the following best describes your father's employment classification? Check all that apply.

Value Label	Value	Frequency	%	Valid %	Cum %
Skilled employee (formal training in a craft and/or trade)	1	3268	30.8	31.4	31.4
Unskilled employee (no formal training in a craft and/or trade)	2	1013	9.5	9.7	41.2
Professional (post-secondary educ., training, and experience in a specific field)	3	3000	28.3	28.9	70.1

DG 52 (cont'd)

Value Label	Value	Frequency	%	Valid %	Cum %
Self employed	4	1041	9.8	10.0	80.1
Unemployed	5	177	1.7	1.7	81.8
Do not know	6	346	3.3	3.3	85.1
Other
Two or more of the above	.	962	14.5	15.0	100.0
	.	222	2.1	MISSING	
TOTAL		10615	100.0	100.0	

DG 53 If you took the SAT, indicate your composite score.

Value Label	Value	Frequency	%	Valid %	Cum %
below 400	1	61	.6	2.3	2.3
401-600	2	118	1.1	4.5	6.9
601-800	3	341	3.2	13.1	20.0
801-1000	4	851	8.0	32.8	52.8
1001-1200	5	793	7.5	30.5	83.3
1201-1400	6	370	3.5	14.2	97.5
above 1401	7	64	.6	2.5	100.0
	.	8017	75.5	MISSING	
TOTAL		10615	100.0	100.0	

DG 54 If you took the ACT, indicate your composite score.

Value Label	Value	Frequency	%	Valid %	Cum %
1-5	1	25	.2	.3	.3
6-10	2	82	.8	.9	1.2
11-15	3	705	6.6	7.7	8.8
16-20	4	2897	27.3	31.5	40.4
21-25	5	3741	35.2	40.7	81.1
26-30	6	1614	15.2	17.6	98.7
31-35	7	122	1.1	1.3	100.0
	.	1429	13.5	MISSING	
TOTAL		10615	100.0	100.0	

Institutional Attractiveness Variables

IA 1 Recruitment/admission programs for students of my race/nationality

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	807	7.6	7.7	7.7
Disagree	2	1754	16.5	16.8	24.5
Agree	3	5751	54.2	55.1	79.7
Strongly agree	4	2122	20.0	20.3	100.0
.		181	1.7	Missing	
Total		10615	100.0	100.0	

IA 5 Availability of social/cultural life for members of my race/nationality in the community

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	501	4.7	4.8	4.8
Disagree	2	1459	13.7	14.0	18.8
Agree	3	5982	56.4	57.3	76.1
Strongly agree	4	2491	23.5	23.9	100.0
.		182	1.7	Missing	
Total		10615	100.0	100.0	

IA 9 Opportunity to participate in intramural athletics

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	1228	11.6	11.8	11.8
Disagree	2	2278	21.5	21.8	33.6
Agree	3	4713	44.4	45.1	78.7
Strongly agree	4	2227	21.0	21.3	100.0
.		169	1.6	Missing	
Total		10615	100.0	100.0	

IA 2 Presence of an ethnically diverse faculty and staff

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	672	6.3	6.4	6.4
Disagree	2	2093	19.7	20.0	26.4
Agree	3	5703	53.7	54.5	80.9
Strongly agree	4	2000	18.8	19.1	100.0
.		147	1.4	Missing	
Total		10615	100.0	100.0	

IA 6 Availability of social/cultural life for members of my race/nationality on campus

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	469	4.4	4.5	4.5
Disagree	2	1412	13.3	13.6	18.1
Agree	3	5942	56.0	57.2	75.3
Strongly agree	4	2565	24.2	24.7	100.0
.		227	2.1	Missing	
Total		10615	100.0	100.0	

IA 10 Quality of preferred major/program

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	143	1.3	1.4	1.4
Disagree	2	361	3.4	3.4	4.8
Agree	3	3190	30.1	30.4	35.2
Strongly agree	4	6791	64.0	64.8	100.0
.		130	1.2	Missing	
Total		10615	100.0	100.0	

IA 3 Presence of women faculty and staff

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	312	2.9	3.0	3.0
Disagree	2	1062	10.0	10.1	13.1
Agree	3	5476	51.6	52.3	65.4
Strongly agree	4	3629	34.2	34.6	100.0
.		136	1.3	Missing	
Total		10615	100.0	100.0	

IA 7 Financial support

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	513	4.8	4.9	4.9
Disagree	2	983	9.3	9.4	14.3
Agree	3	3480	32.8	33.2	47.5
Strongly agree	4	5493	51.7	52.5	100.0
.		146	1.4	Missing	
Total		10615	100.0	100.0	

IA 11 Ethnic/minority studies or programs

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	956	9.0	9.2	9.2
Disagree	2	2870	27.0	27.6	36.8
Agree	3	5108	48.1	49.1	85.8
Strongly agree	4	1473	13.9	14.2	100.0
.		208	2.0	Missing	
Total		10615	100.0	100.0	

IA 4 Presence of an ethnically diverse student body

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	491	4.6	4.7	4.7
Disagree	2	1736	16.4	16.6	21.3
Agree	3	5728	54.0	54.7	76.0
Strongly agree	4	2512	23.7	24.0	100.0
.		148	1.4	Missing	
Total		10615	100.0	100.0	

IA 8 Proximity to home

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	528	5.0	5.1	5.1
Disagree	2	1777	16.7	17.0	22.1
Agree	3	5070	47.8	48.6	70.7
Strongly agree	4	3058	28.8	29.3	100.0
.		182	1.7	Missing	
Total		10615	100.0	100.0	

IA 12 Availability of academic support services

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	270	2.5	2.6	2.6
Disagree	2	912	8.6	8.7	11.3
Agree	3	5124	48.3	48.9	60.2
Strongly agree	4	4166	39.2	39.8	100.0
.		143	1.3	Missing	
Total		10615	100.0	100.0	

IA 13 Women's studies program

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	738	7.0	7.1	7.1
Disagree	2	2513	23.7	24.2	31.3
Agree	3	5404	50.9	52.0	83.2
Strongly agree	4	1743	16.4	16.8	100.0
.		217	2.0	Missing	
Total		10615	100.0	100.0	

IA 17 Accessibility of religious services

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	1098	10.3	10.5	10.5
Disagree	2	2421	22.8	23.2	33.8
Agree	3	4949	46.6	47.5	81.3
Strongly agree	4	1949	18.4	18.7	100.0
.		198	1.9	Missing	
Total		10615	100.0	100.0	

IA 21 Placement/career services

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	229	2.2	2.2	2.2
Disagree	2	614	5.8	5.9	8.1
Agree	3	4007	37.7	38.4	46.5
Strongly agree	4	5576	52.5	53.5	100.0
.		189	1.8	Missing	
Total		10615	100.0	100.0	

IA 14 Counseling and other personal support services

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	300	2.8	2.9	2.9
Disagree	2	1001	9.4	9.6	12.4
Agree	3	5093	48.0	48.7	61.1
Strongly agree	4	4074	38.4	38.9	100.0
.		147	1.4	Missing	
Total		10615	100.0	100.0	

IA 18 Campus ministry

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	1366	12.9	13.2	13.2
Disagree	2	3133	29.5	30.2	43.4
Agree	3	4598	43.3	44.4	87.7
Strongly agree	4	1270	12.0	12.3	100.0
.		248	2.3	Missing	
Total		10615	100.0	100.0	

IA 22 Participation of students of all races/nationalities in judiciary/disciplinary program(s)

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	571	5.4	5.5	5.5
Disagree	2	1765	16.6	17.0	22.5
Agree	3	5275	49.7	50.8	73.3
Strongly agree	4	2775	26.1	26.7	100.0
.		229	2.2	Missing	
Total		10615	100.0	100.0	

IA 15 Opportunity for frequent contact with faculty

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	146	1.4	1.4	1.4
Disagree	2	621	5.9	5.9	7.3
Agree	3	4455	42.0	42.5	49.9
Strongly agree	4	5251	49.5	50.1	100.0
.		142	1.3	Missing	
Total		10615	100.0	100.0	

IA 19 Availability of child care services

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	1899	17.9	18.4	18.4
Disagree	2	2862	27.0	27.8	46.2
Agree	3	4027	37.9	39.1	85.2
Strongly agree	4	1521	14.3	14.8	100.0
.		306	2.9	Missing	
Total		10615	100.0	100.0	

IA 23 Opportunity to participate in intercollegiate athletics

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	1364	12.8	13.1	13.1
Disagree	2	2584	24.3	24.8	38.0
Agree	3	4442	41.8	42.7	80.6
Strongly agree	4	2013	19.0	19.4	100.0
.		212	2.0	Missing	
Total		10615	100.0	100.0	

IA 16 Acquaintance with students who attend(ed) the institution

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	269	2.5	2.6	2.6
Disagree	2	1080	10.2	10.3	12.9
Agree	3	5066	47.7	48.4	61.3
Strongly agree	4	4050	38.2	38.7	100.0
.		150	1.4	Missing	
Total		10615	100.0	100.0	

IA 20 Residence halls/apartments

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	791	7.5	7.6	7.6
Disagree	2	1189	11.2	11.5	19.1
Agree	3	4361	41.1	42.0	61.1
Strongly agree	4	4043	38.1	38.9	100.0
.		231	2.2	Missing	
Total		10615	100.0	100.0	

IA 24 Participation of students of my race/nationality in campus activities, programs, and governance

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	548	5.2	5.3	5.3
Disagree	2	1616	15.2	15.5	20.8
Agree	3	5754	54.2	55.4	76.2
Strongly agree	4	2477	23.3	23.8	100.0
.		220	2.1	Missing	
Total		10615	100.0	100.0	

IA 25 Leadership roles of students of all races/nationalities in student government organizations

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	452	4.3	4.3	4.3
Disagree	2	1433	13.5	13.8	18.1
Agree	3	5506	51.9	52.9	71.0
Strongly agree	4	3024	28.5	29.0	100.0
.	.	200	1.9	Missing	
Total		10615	100.0	100.0	

IA 29 Majority students participation in events sponsored by minority students

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	872	8.2	8.4	8.4
Disagree	2	2696	25.4	26.0	34.5
Agree	3	5066	47.7	48.9	83.4
Strongly agree	4	1719	16.2	16.6	100.0
.	.	262	2.5	Missing	
Total		10615	100.0	100.0	

IA 32 "If I could start over, I would attend this institution"

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	914	8.6	8.7	8.7
Disagree	2	1891	17.8	18.1	26.8
Agree	3	4661	43.9	44.6	71.4
Strongly agree	4	2989	28.2	28.6	100.0
.	.	160	1.5	Missing	
Total		10615	100.0	100.0	

IA 26 Leadership roles of female students of all races/nationalities in student government organizations

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	434	4.1	4.2	4.2
Disagree	2	1433	13.5	13.7	17.9
Agree	3	5368	50.6	51.5	69.4
Strongly agree	4	3189	30.0	30.6	100.0
.	.	191	1.8	Missing	
Total		10615	100.0	100.0	

IA 30 Allocation of financial aid based on financial need

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	604	5.7	5.8	5.8
Disagree	2	1036	9.8	9.9	15.7
Agree	3	3563	33.6	34.1	49.8
Strongly agree	4	5236	49.3	50.2	100.0
.	.	176	1.7	Missing	
Total		10615	100.0	100.0	

IA 33 "If I could start over, I would change my major/program"

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	4244	40.0	40.6	40.6
Disagree	2	3481	32.8	33.3	73.9
Agree	3	1731	16.3	16.6	90.4
Strongly agree	4	1001	9.4	9.6	100.0
.	.	158	1.5	Missing	
Total		10615	100.0	100.0	

IA 27 Equitable funding for student organizations of all races/nationalities

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	510	4.8	4.9	4.9
Disagree	2	1259	11.9	12.1	17.0
Agree	3	4927	46.4	47.4	64.4
Strongly agree	4	3704	34.9	35.6	100.0
.	.	215	2.0	Missing	
Total		10615	100.0	100.0	

IA 31A Accessibility for the disabled to buildings

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	334	3.1	3.3	3.3
Disagree	2	749	7.1	7.4	10.7
Agree	3	3230	30.4	31.8	42.5
Strongly agree	4	5836	55.0	57.5	100.0
.	.	466	4.4	Missing	
Total		10615	100.0	100.0	

IA 34 "This institution is sensitive to the needs of students of all races/nationalities"

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	1075	10.1	10.4	10.4
Disagree	2	2765	26.0	26.6	37.0
Agree	3	5546	52.2	53.4	90.4
Strongly agree	4	1000	9.4	9.6	100.0
.	.	229	2.2	Missing	
Total		10615	100.0	100.0	

IA 28 Residence hall room assignments for the purpose of promoting cultural diversity

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	1505	14.2	14.6	14.6
Disagree	2	3103	29.2	30.0	44.6
Agree	3	4245	40.0	41.1	85.7
Strongly agree	4	1478	13.9	14.3	100.0
.	.	284	2.7	Missing	
Total		10615	100.0	100.0	

IA 31B Accessibility for the disabled to programs/activities

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	306	2.9	3.1	3.1
Disagree	2	809	7.6	8.2	11.2
Agree	3	3215	30.3	32.4	43.7
Strongly agree	4	5584	52.6	56.3	100.0
.	.	701	6.6	Missing	
Total		10615	100.0	100.0	

IA 35 "This institution is sensitive to the needs of female students"

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	497	4.7	4.8	4.8
Disagree	2	1954	18.4	18.9	23.7
Agree	3	6756	63.6	65.2	88.9
Strongly agree	4	1150	10.8	11.1	100.0
.	.	258	2.4	Missing	
Total		10615	100.0	100.0	

IA 36 "This institution is sensitive to the needs of disabled persons"

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	736	6.9	7.1	7.1
Disagree	2	2182	20.6	21.1	28.3
Agree	3	6035	56.9	58.5	86.7
Strongly agree	4	1371	12.9	13.3	100.0
.		291	2.7	Missing	
Total		10615	100.0	100.0	

IA 37 "Campus police/security officers treat students of all races/nationalities in a fair and equitable manner"

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	808	7.6	8.0	8.0
Disagree	2	1680	15.8	16.6	24.6
Agree	3	6350	59.8	62.8	87.4
Strongly agree	4	1273	12.0	12.6	100.0
.		504	4.7	Missing	
Total		10615	100.0	100.0	

IA 38 "I feel comfortable at my current institution and have a sense of belonging"

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	545	5.1	5.2	5.2
Disagree	2	1478	13.9	14.1	19.4
Agree	3	5817	54.8	55.7	75.0
Strongly agree	4	2612	24.6	25.0	100.0
.		163	1.5	Missing	
Total		10615	100.0	100.0	

IA 39 "Students of all races/nationalities are treated in a fair and equitable manner through the processes of the student judicial system"

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	647	6.1	6.4	6.4
Disagree	2	1679	15.8	16.7	23.1
Agree	3	6359	59.9	63.3	86.4
Strongly agree	4	1366	12.9	13.6	100.0
.		564	5.3	Missing	
Total		10615	100.0	100.0	

IA 40 Please indicate the number of incidents of racial discrimination you have personally experienced on your campus.

Value Label	Value	Frequency	%	Valid %	Cum %
0	1	6169	58.1	58.9	58.9
1-2	2	2715	25.6	25.9	84.8
3-4	3	858	8.1	8.2	93.0
5-6	4	241	2.3	2.3	95.3
7 or more	5	491	4.6	4.7	100.0
.		141	1.3	Missing	
Total		10615	100.0	100.0	

IA 41 Please indicate the number of incidents of sexual harassment you have personally experienced on your campus.

Value Label	Value	Frequency	%	Valid %	Cum %
0	1	7855	74.0	74.8	74.8
1-2	2	1854	17.5	17.7	92.5
3-4	3	432	4.1	4.1	96.6
5-6	4	137	1.3	1.3	97.9
7 or more	5	219	2.1	2.1	100.0
.		118	1.1	Missing	
Total		10615	100.0	100.0	

IA 42 Please indicate the number of incidents of physical violence you have personally experienced on your campus.

Value Label	Value	Frequency	%	Valid %	Cum %
0	1	8114	76.4	77.4	77.4
1-2	2	1605	15.1	15.3	92.7
3-4	3	418	3.9	4.0	96.7
5-6	4	136	1.3	1.3	98.0
7 or more	5	212	2.0	2.0	100.0
.		130	1.2	Missing	
Total		10615	100.0	100.0	

Racial Climate Variables

RC 1 Tense to Relaxed

Value				Valid	Cum
Label	Value	Frequency	%	%	%
Tense	1	530	5.0	5.1	5.1
	2	989	9.3	9.5	14.6
	3	2008	18.9	19.3	33.8
	4	2394	22.6	23.0	56.8
	5	1971	18.6	18.9	75.7
	6	1672	15.8	16.0	91.8
Relaxed	7	859	8.1	8.2	100.0
	.	192	1.8	MISSING	
TOTAL		10615	100.0	100.0	

RC 5 Reserved to Communicative

Value				Valid	Cum
Label	Value	Frequency	%	%	%
Reserved	1	412	3.9	4.0	4.0
	2	878	8.3	8.4	12.4
	3	1871	17.6	18.0	30.4
	4	2975	28.0	28.6	59.0
	5	2342	22.1	22.5	81.5
	6	1443	13.6	13.9	95.4
Communicative	7	478	4.5	4.6	100.0
	.	216	2.0	MISSING	
TOTAL		10615	100.0	100.0	

RC 9 Liberal to Conservative

Value				Valid	Cum
Label	Value	Frequency	%	%	%
Liberal	1	536	5.0	5.2	5.2
	2	954	9.0	9.2	14.4
	3	1809	17.0	17.5	31.8
	4	3871	36.5	37.4	69.2
	5	1616	15.2	15.6	84.8
	6	1095	10.3	10.6	95.4
Conservative	7	480	4.5	4.6	100.0
	.	254	2.4	MISSING	
TOTAL		10615	100.0	100.0	

RC 2 Friendly to Hostile

Value				Valid	Cum
Label	Value	Frequency	%	%	%
Friendly	1	964	9.1	9.3	9.3
	2	1902	17.9	18.3	27.5
	3	2273	21.4	21.8	49.3
	4	2610	24.6	25.1	74.4
	5	1680	15.8	16.1	90.5
	6	745	7.0	7.2	97.6
Hostile	7	245	2.3	2.4	100.0
	.	196	1.8	MISSING	
TOTAL		10615	100.0	100.0	

RC 6 Concerned to Indifferent

Value				Valid	Cum
Label	Value	Frequency	%	%	%
Concerned	1	585	5.5	5.6	5.6
	2	1175	11.1	11.3	16.9
	3	1877	17.7	18.0	35.0
	4	3170	29.9	30.5	65.5
	5	1663	15.7	16.0	81.5
	6	1315	12.4	12.6	94.1
Indifferent	7	614	5.8	5.9	100.0
	.	216	2.0	MISSING	
TOTAL		10615	100.0	100.0	

RC 10 Improving to Worsening

Value				Valid	Cum
Label	Value	Frequency	%	%	%
Improving	1	585	5.5	5.6	5.6
	2	1285	12.1	12.4	18.0
	3	2440	23.0	23.5	41.5
	4	3595	33.9	34.6	76.2
	5	1282	12.1	12.4	88.5
	6	759	7.2	7.3	95.9
Worsening	7	430	4.1	4.1	100.0
	.	239	2.3	MISSING	
TOTAL		10615	100.0	100.0	

RC 3 Competitive to Cooperative

Value				Valid	Cum
Label	Value	Frequency	%	%	%
Competitive	1	598	5.6	5.8	5.8
	2	1081	10.2	10.4	16.2
	3	1924	18.1	18.5	34.7
	4	3482	32.8	33.5	68.2
	5	1731	16.3	16.7	84.8
	6	1107	10.4	10.6	95.5
Cooperative	7	472	4.4	4.5	100.0
	.	220	2.1	MISSING	
TOTAL		10615	100.0	100.0	

RC 7 Inclusive to Exclusive

Value				Valid	Cum
Label	Value	Frequency	%	%	%
Inclusive	1	406	3.8	3.9	3.9
	2	729	6.9	7.1	11.0
	3	1473	13.9	14.3	25.3
	4	3985	37.5	38.6	63.9
	5	1745	16.4	16.9	80.8
	6	1377	13.0	13.3	94.1
Exclusive	7	606	5.7	5.9	100.0
	.	294	2.8	MISSING	
TOTAL		10615	100.0	100.0	

RC 11 Racist to Equalitarian

Value				Valid	Cum
Label	Value	Frequency	%	%	%
Racist	1	597	5.6	5.7	5.7
	2	825	7.8	7.9	13.7
	3	1957	18.4	18.8	32.5
	4	2956	27.8	28.5	61.0
	5	1795	16.9	17.3	78.3
	6	1625	15.3	15.6	93.9
Equalitarian	7	633	6.0	6.1	100.0
	.	227	2.1	MISSING	
TOTAL		10615	100.0	100.0	

RC 4 Socially Integrated to Socially Separated

Value				Valid	Cum
Label	Value	Frequency	%	%	%
Socially integrated	1	518	4.9	5.0	5.0
	2	872	8.2	8.4	13.3
	3	1293	12.2	12.4	25.7
	4	2148	20.2	20.6	46.4
	5	1827	17.2	17.5	63.9
	6	2347	22.1	22.5	86.4
Socially separated	7	1416	13.3	13.6	100.0
	.	194	1.8	MISSING	
TOTAL		10615	100.0	100.0	

RC 8 Insensitive to Sensitive

Value				Valid	Cum
Label	Value	Frequency	%	%	%
Insensitive	1	453	4.3	4.4	4.4
	2	788	7.4	7.6	11.9
	3	1622	15.3	15.6	27.5
	4	3201	30.2	30.8	58.3
	5	2391	22.5	23.0	81.3
	6	1487	14.0	14.3	95.7
Sensitive	7	452	4.3	4.3	100.0
	.	221	2.1	MISSING	
TOTAL		10615	100.0	100.0	

Relationships and Interactions Variables

RI 1A Positive interaction between minority students and white students

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	659	6.2	6.3	6.3
Disagree	2	2114	19.9	20.3	26.6
Neutral	3	2120	20.0	20.3	46.9
Agree	4	4747	44.7	45.5	92.4
Strongly agree	5	794	7.5	7.6	100.0
	.	181	1.7	MISSING	
TOTAL		10615	100.0	100.0	

RI 1E Positive interaction between white students and white faculty

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	77	.7	.7	.7
Disagree	2	187	1.8	1.8	2.5
Neutral	3	1216	11.5	11.7	14.2
Agree	4	5481	51.6	52.6	66.8
Strongly agree	5	3454	32.5	33.2	100.0
	.	200	1.9	MISSING	
TOTAL		10615	100.0	100.0	

RI 4 Incidents due to racial conflict

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	115	1.1	4.6	4.6
Disagree	2	399	3.8	16.0	20.6
Neutral	3	1145	10.8	45.9	66.5
Agree	4	684	6.4	27.4	93.9
Strongly agree	5	153	1.4	6.1	100.0
	.	8119	76.5	MISSING	
TOTAL		10615	100.0	100.0	

RI 1B Positive interaction between minority students and white faculty

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	220	2.1	2.1	2.1
Disagree	2	763	7.2	7.3	9.4
Neutral	3	4098	38.6	39.3	48.7
Agree	4	4363	41.1	41.8	90.6
Strongly agree	5	982	9.3	9.4	100.0
	.	189	1.8	MISSING	
TOTAL		10615	100.0	100.0	

RI 1F Positive interaction between white students and minority faculty

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	272	2.6	2.6	2.6
Disagree	2	878	8.3	8.5	11.1
Neutral	3	3151	29.7	30.3	41.4
Agree	4	4811	45.3	46.3	87.7
Strongly agree	5	1274	12.0	12.3	100.0
	.	229	2.2	MISSING	
TOTAL		10615	100.0	100.0	

RI 5 Acceptance of interracial dating among students

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	1038	9.8	10.0	10.0
Disagree	2	2204	20.8	21.2	31.2
Neutral	3	3818	36.0	36.8	68.0
Agree	4	2839	26.7	27.3	95.3
Strongly agree	5	489	4.6	4.7	100.0
	.	227	2.1	MISSING	
TOTAL		10615	100.0	100.0	

RI 1C Positive interaction between minority students and minority faculty

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	104	1.0	1.0	1.0
Disagree	2	236	2.2	2.3	3.3
Neutral	3	3923	37.0	37.7	41.0
Agree	4	3930	37.0	37.8	78.7
Strongly agree	5	2215	20.9	21.3	100.0
	.	207	2.0	MISSING	
TOTAL		10615	100.0	100.0	

RI 2 Participation of students of all races/nationalities in institution-wide activities

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	314	3.0	3.1	3.1
Disagree	2	1151	10.8	11.2	14.3
Neutral	3	3918	36.9	38.1	52.4
Agree	4	3916	36.9	38.1	90.5
Strongly agree	5	976	9.2	9.5	100.0
	.	340	3.2	MISSING	
TOTAL		10615	100.0	100.0	

RI 6 Tension as a result of interracial living arrangement

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	664	6.3	6.4	6.4
Disagree	2	1774	16.7	17.1	23.5
Neutral	3	5224	49.2	50.3	73.8
Agree	4	1996	18.8	19.2	93.0
Strongly agree	5	723	6.8	7.0	100.0
	.	234	2.2	MISSING	
TOTAL		10615	100.0	100.0	

RI 1D Positive interaction between minority students and students of a different minority group

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	234	2.2	2.3	2.3
Disagree	2	905	8.5	8.7	11.0
Neutral	3	4524	42.6	43.5	54.5
Agree	4	3804	35.8	36.6	91.1
Strongly agree	5	929	8.8	8.9	100.0
	.	219	2.1	MISSING	
TOTAL		10615	100.0	100.0	

RI 3 Open discussions of racial issues and concerns

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	430	4.1	4.1	4.1
Disagree	2	1494	14.1	14.4	18.5
Neutral	3	2848	26.8	27.4	46.0
Agree	4	4358	41.1	42.0	88.0
Strongly agree	5	1249	11.8	12.0	100.0
	.	236	2.2	MISSING	
TOTAL		10615	100.0	100.0	

RI 7 Separate seating patterns by racial groups in dining facilities

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	1345	12.7	12.9	12.9
Disagree	2	1581	14.9	15.2	28.1
Neutral	3	2138	20.1	20.6	48.7
Agree	4	2699	25.4	26.0	74.6
Strongly agree	5	2637	24.8	25.4	100.0
	.	215	2.0	MISSING	
TOTAL		10615	100.0	100.0	

RI 8 Interracial conflicts over facilities for social activities

Value				Valid	Cum
Label	Value	Frequency	%	%	%
Strongly disagree	1	860	8.1	8.3	8.3
Disagree	2	2096	19.7	20.2	28.5
Neutral	3	5596	52.7	54.0	82.5
Agree	4	1403	13.2	13.5	96.0
Strongly agree	5	415	3.9	4.0	100.0
	.	245	2.3	MISSING	
TOTAL		10615	100.0	100.0	

RI 9 Student employment discrimination

Value				Valid	Cum
Label	Value	Frequency	%	%	%
Strongly disagree	1	1514	14.3	14.6	14.6
Disagree	2	2402	22.6	23.1	37.7
Neutral	3	5307	50.0	51.1	88.8
Agree	4	814	7.7	7.8	96.6
Strongly agree	5	354	3.3	3.4	100.0
	.	224	2.1	MISSING	
TOTAL		10615	100.0	100.0	

RI 10 Racial discrimination

Value				Valid	Cum
Label	Value	Frequency	%	%	%
Strongly disagree	1	1096	10.3	10.6	10.6
Disagree	2	2563	24.1	24.7	35.3
Neutral	3	3485	32.8	33.6	69.0
Agree	4	2525	23.8	24.4	93.4
Strongly agree	5	688	6.5	6.6	100.0
	.	258	2.4	MISSING	
TOTAL		10615	100.0	100.0	

RI 11 Discrimination against females

Value				Valid	Cum
Label	Value	Frequency	%	%	%
Strongly disagree	1	1290	12.2	12.4	12.4
Disagree	2	3312	31.2	31.9	44.3
Neutral	3	3689	34.8	35.5	79.9
Agree	4	1784	16.8	17.2	97.0
Strongly agree	5	308	2.9	3.0	100.0
	.	232	2.2	MISSING	
TOTAL		10615	100.0	100.0	

RI 12 Discrimination against the disabled

Value				Valid	Cum
Label	Value	Frequency	%	%	%
Strongly disagree	1	1482	14.0	14.3	14.3
Disagree	2	2848	26.8	27.4	41.7
Neutral	3	4115	38.8	39.6	81.3
Agree	4	1527	14.4	14.7	96.0
Strongly agree	5	417	3.9	4.0	100.0
	.	226	2.1	MISSING	
TOTAL		10615	100.0	100.0	

RI 13 Discrimination against other groups (specify)

Value				Valid	Cum
Label	Value	Frequency	%	%	%
Strongly disagree	1	1006	9.5	10.7	10.7
Disagree	2	1570	14.8	16.7	27.3
Neutral	3	5536	52.2	58.8	86.1
Agree	4	844	8.0	9.0	95.1
Strongly agree	5	464	4.4	4.9	100.0
	.	1195	11.3	MISSING	
TOTAL		10615	100.0	100.0	

Academic Climate Variables

AC 1 Opportunities for mentor relationships with faculty

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	393	3.7	3.8	3.8
Disagree	2	1224	11.5	11.8	15.6
Neutral	3	2873	27.1	27.7	43.3
Agree	4	4727	44.5	45.6	88.9
Strongly agree	5	1149	10.8	11.1	100.0
	.	249	2.3	MISSING	
TOTAL		10615	100.0	100.0	

AC 2 Opportunities for mentor relationships with female faculty

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	299	2.8	2.9	2.9
Disagree	2	1005	9.5	9.7	12.6
Neutral	3	3517	33.1	34.0	46.6
Agree	4	4482	42.2	43.3	89.9
Strongly agree	5	1048	9.9	10.1	100.0
	.	264	2.5	MISSING	
TOTAL		10615	100.0	100.0	

AC 3 Opportunities for mentor relationships with faculty of all races/nationalities

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	351	3.3	3.4	3.4
Disagree	2	1123	10.6	10.9	14.2
Neutral	3	3947	37.2	38.1	52.4
Agree	4	4095	38.6	39.6	92.0
Strongly agree	5	833	7.8	8.0	100.0
	.	266	2.5	MISSING	
TOTAL		10615	100.0	100.0	

AC 4 Opportunities as a student to participate in professional activities

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	208	2.0	2.0	2.0
Disagree	2	755	7.1	7.3	9.2
Neutral	3	2399	22.6	23.0	32.3
Agree	4	5170	48.7	49.6	81.9
Strongly agree	5	1881	17.7	18.1	100.0
	.	202	1.9	MISSING	
TOTAL		10615	100.0	100.0	

AC 5 Departmental encouragement of students regardless of race/nationality to become majors in their disciplines

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	234	2.2	2.3	2.3
Disagree	2	610	5.7	5.9	8.1
Neutral	3	2307	21.7	22.2	30.3
Agree	4	5194	48.9	50.0	80.3
Strongly agree	5	2053	19.3	19.7	100.0
	.	217	2.0	MISSING	
TOTAL		10615	100.0	100.0	

AC 6 Opportunities to become part of a support organization among peers

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	165	1.6	1.6	1.6
Disagree	2	586	5.5	5.6	7.2
Neutral	3	2653	25.0	25.6	32.8
Agree	4	5397	50.8	52.0	84.8
Strongly agree	5	1574	14.8	15.2	100.0
	.	240	2.3	MISSING	
TOTAL		10615	100.0	100.0	

AC 7A Individuals of all races/nationalities hold management or leadership positions in the student body

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	229	2.2	2.2	2.2
Disagree	2	830	7.8	8.1	10.3
Neutral	3	3382	31.9	33.0	43.4
Agree	4	4526	42.6	44.2	87.6
Strongly agree	5	1273	12.0	12.4	100.0
	.	375	3.5	MISSING	
TOTAL		10615	100.0	100.0	

AC 7B Individuals of all races/nationalities hold management or leadership positions on the faculty

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	288	2.7	2.8	2.8
Disagree	2	851	8.0	8.3	11.1
Neutral	3	3757	35.4	36.7	47.8
Agree	4	4237	39.9	41.4	89.2
Strongly agree	5	1103	10.4	10.8	100.0
	.	379	3.6	MISSING	
TOTAL		10615	100.0	100.0	

AC 7C Individuals of all races/nationalities hold management or leadership positions in the administration

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	423	4.0	4.1	4.1
Disagree	2	913	8.6	8.9	13.1
Neutral	3	4404	41.5	43.0	56.1
Agree	4	3547	33.4	34.7	90.8
Strongly agree	5	945	8.9	9.2	100.0
	.	383	3.6	MISSING	
TOTAL		10615	100.0	100.0	

AC 8 Course content and forums which attempt to reflect contributions of all races/nationalities

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	264	2.5	2.6	2.6
Disagree	2	947	8.9	9.3	11.8
Neutral	3	3627	34.2	35.4	47.3
Agree	4	4452	41.9	43.5	90.8
Strongly agree	5	945	8.9	9.2	100.0
	.	380	3.6	MISSING	
TOTAL		10615	100.0	100.0	

AC 9A Racial sensitivity and tolerance in the classroom by minority students

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	443	4.2	4.3	4.3
Disagree	2	1411	13.3	13.7	18.0
Neutral	3	2824	26.6	27.3	45.3
Agree	4	4816	45.4	46.6	91.9
Strongly agree	5	833	7.8	8.1	100.0
	.	288	2.7	MISSING	
TOTAL		10615	100.0	100.0	

AC 9B Racial sensitivity and tolerance in the classroom by white students

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	263	2.5	2.6	2.6
Disagree	2	1257	11.8	12.2	14.8
Neutral	3	2608	24.6	25.4	40.2
Agree	4	5249	49.4	51.1	91.2
Strongly agree	5	903	8.5	8.8	100.0
	.	335	3.2	MISSING	
TOTAL		10615	100.0	100.0	

AC 9C Racial sensitivity and tolerance in the classroom by minority faculty

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	229	2.2	2.2	2.2
Disagree	2	733	6.9	7.1	9.4
Neutral	3	3596	33.9	35.0	44.4
Agree	4	4847	45.7	47.2	91.6
Strongly agree	5	865	8.1	8.4	100.0
		345	3.3	MISSING	
TOTAL		10615	100.0	100.0	

AC 9D Racial sensitivity and tolerance in the classroom by white faculty

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	215	2.0	2.1	2.1
Disagree	2	756	7.1	7.4	9.4
Neutral	3	3030	28.5	29.5	38.9
Agree	4	5259	49.5	51.2	90.1
Strongly agree	5	1017	9.6	9.9	100.0
		338	3.2	MISSING	
TOTAL		10615	100.0	100.0	

AC 10 Admission of students of all races/nationalities to academic majors on an equal basis

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	408	3.8	3.9	3.9
Disagree	2	727	6.8	7.0	11.0
Neutral	3	2758	26.0	26.7	37.6
Agree	4	4435	41.8	42.9	80.5
Strongly agree	5	2018	19.0	19.5	100.0
		269	2.5	MISSING	
TOTAL		10615	100.0	100.0	

AC 11 Sufficient new student orientation to help me adjust to college life

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	628	5.9	6.1	6.1
Disagree	2	1660	15.6	16.0	22.1
Neutral	3	1886	17.8	18.2	40.3
Agree	4	4649	43.8	44.9	85.2
Strongly agree	5	1536	14.5	14.8	100.0
		256	2.4	MISSING	
TOTAL		10615	100.0	100.0	

AC 12A Racial sensitivity and tolerance by clerical or support staff in university offices who are white

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	247	2.3	2.4	2.4
Disagree	2	704	6.6	6.8	9.2
Neutral	3	4357	41.0	42.2	51.4
Agree	4	3999	37.7	38.7	90.2
Strongly agree	5	1014	9.6	9.8	100.0
		294	2.8	MISSING	
TOTAL		10615	100.0	100.0	

AC 12B Racial sensitivity and tolerance by clerical or support staff in university offices who are minority

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	290	2.7	2.8	2.8
Disagree	2	704	6.6	6.9	9.7
Neutral	3	4684	44.1	45.7	55.5
Agree	4	3638	34.3	35.5	91.0
Strongly agree	5	923	8.7	9.0	100.0
		376	3.5	MISSING	
TOTAL		10615	100.0	100.0	

AC 13A Racial sensitivity and tolerance by staff in businesses located on university property who are white

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	215	2.0	2.1	2.1
Disagree	2	619	5.8	6.0	8.1
Neutral	3	4773	45.0	46.3	54.4
Agree	4	3848	36.3	37.4	91.8
Strongly agree	5	845	8.0	8.2	100.0
		315	3.0	MISSING	
TOTAL		10615	100.0	100.0	

AC 13B Racial sensitivity and tolerance by staff in businesses located on university property who are minority

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	192	1.8	1.9	1.9
Disagree	2	608	5.7	5.9	7.8
Neutral	3	5091	48.0	49.8	57.6
Agree	4	3550	33.4	34.7	92.4
Strongly agree	5	779	7.3	7.6	100.0
		395	3.7	MISSING	
TOTAL		10615	100.0	100.0	

AC 14A Racial sensitivity and tolerance by staff in businesses located off-campus who are white

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	285	2.7	2.8	2.8
Disagree	2	745	7.0	7.2	10.0
Neutral	3	5256	49.5	51.1	61.1
Agree	4	3267	30.8	31.7	92.8
Strongly agree	5	742	7.0	7.2	100.0
		320	3.0	MISSING	
TOTAL		10615	100.0	100.0	

AC 14B Racial sensitivity and tolerance by staff in businesses located off-campus who are minority

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	187	1.8	1.8	1.8
Disagree	2	629	5.9	6.2	8.0
Neutral	3	5642	53.2	55.2	63.2
Agree	4	3088	29.1	30.2	93.4
Strongly agree	5	671	6.3	6.6	100.0
		398	3.7	MISSING	
TOTAL		10615	100.0	100.0	

Faculty and Classroom Behavior Variables

FCB 1 Extended deadlines

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	616	5.8	5.9	5.9
Disagree	2	2271	21.4	21.9	27.8
Neutral	3	1835	17.3	17.7	45.4
Agree	4	4907	46.2	47.2	92.7
Strongly agree	5	762	7.2	7.3	100.0
	.	224	2.1	MISSING	
TOTAL		10615	100.0	100.0	

FCB 2 Refer students for counseling or tutorial services

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	419	3.9	4.0	4.0
Disagree	2	1544	14.5	14.8	18.9
Neutral	3	2112	19.9	20.3	39.2
Agree	4	5023	47.3	48.3	87.4
Strongly agree	5	1309	12.3	12.6	100.0
	.	208	2.0	MISSING	
TOTAL		10615	100.0	100.0	

FCB 3 Accept suggestions for changes in course content of teaching style from all students

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	787	7.4	7.6	7.6
Disagree	2	2181	20.5	21.0	28.5
Neutral	3	1994	18.8	19.2	47.7
Agree	4	4247	40.0	40.8	88.5
Strongly agree	5	1192	11.2	11.5	100.0
	.	214	2.0	MISSING	
TOTAL		10615	100.0	100.0	

FCB 4 Interact well with students of all races/nationalities

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	198	1.9	1.9	1.9
Disagree	2	720	6.8	6.9	8.8
Neutral	3	1835	17.3	17.7	26.5
Agree	4	5889	55.5	56.7	83.2
Strongly agree	5	1747	16.5	16.8	100.0
	.	226	2.1	MISSING	
TOTAL		10615	100.0	100.0	

FCB 5 Use objective evaluations

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	226	2.1	2.2	2.2
Disagree	2	934	8.8	9.0	11.2
Neutral	3	1958	18.4	18.8	30.0
Agree	4	5938	55.9	57.2	87.2
Strongly agree	5	1333	12.6	12.8	100.0
	.	226	2.1	MISSING	
TOTAL		10615	100.0	100.0	

FCB 6 Use subjective evaluations

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	372	3.5	3.6	3.6
Disagree	2	1703	16.0	16.5	20.1
Neutral	3	3277	30.9	31.7	51.7
Agree	4	4205	39.6	40.6	92.3
Strongly agree	5	792	7.5	7.7	100.0
	.	266	2.5	MISSING	
TOTAL		10615	100.0	100.0	

FCB 7 Show personal interest

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	303	2.9	2.9	2.9
Disagree	2	1194	11.2	11.5	14.4
Neutral	3	1407	13.3	13.5	27.9
Agree	4	5686	53.6	54.7	82.7
Strongly agree	5	1803	17.0	17.3	100.0
	.	222	2.1	MISSING	
TOTAL		10615	100.0	100.0	

FCB 8 In class, call on students of all races/nationalities

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	158	1.5	1.5	1.5
Disagree	2	422	4.0	4.1	5.6
Neutral	3	1434	13.5	13.8	19.3
Agree	4	5862	55.2	56.3	75.7
Strongly agree	5	2533	23.9	24.3	100.0
	.	206	1.9	MISSING	
TOTAL		10615	100.0	100.0	

FCB 9 Single out students of all races/nationalities for praise

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	982	9.3	9.5	9.5
Disagree	2	2104	19.8	20.3	29.7
Neutral	3	2865	27.0	27.6	57.3
Agree	4	3254	30.7	31.3	88.6
Strongly agree	5	1182	11.1	11.4	100.0
	.	228	2.1	MISSING	
TOTAL		10615	100.0	100.0	

FCB 10 Single out students of all races/nationalities for censure

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	1026	9.7	9.9	9.9
Disagree	2	2195	20.7	21.2	31.1
Neutral	3	4158	39.2	40.1	71.2
Agree	4	2293	21.6	22.1	93.3
Strongly agree	5	696	6.6	6.7	100.0
	.	247	2.3	MISSING	
TOTAL		10615	100.0	100.0	

FCB 11 Provide a clear understanding of what is required to be successful in course work to all students

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	292	2.8	2.8	2.8
Disagree	2	994	9.4	9.6	12.4
Neutral	3	1211	11.4	11.6	24.0
Agree	4	5491	51.7	52.8	76.8
Strongly agree	5	2413	22.7	23.2	100.0
	.	214	2.0	MISSING	
TOTAL		10615	100.0	100.0	

FCB 12 Have lower performance expectations for students of my race/nationality

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	3247	30.6	31.2	31.2
Disagree	2	3609	34.0	34.7	66.0
Neutral	3	2496	23.5	24.0	90.0
Agree	4	722	6.8	6.9	96.9
Strongly agree	5	321	3.0	3.1	100.0
	.	220	2.1	MISSING	
TOTAL		10615	100.0	100.0	

FCB 13 Have higher performance expectations for students of my race/nationality

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	1815	17.1	17.8	17.8
Disagree	2	3370	31.7	33.0	50.8
Neutral	3	3126	29.4	30.7	81.5
Agree	4	1413	13.3	13.9	95.4
Strongly agree	5	474	4.5	4.6	100.0
		417	3.9	MISSING	
TOTAL		10615	100.0	100.0	

FCB 14 Advise students without regard to race/nationality

Value Label	Value	Frequency	%	Valid %	Cum %
Strongly disagree	1	205	1.9	2.0	2.0
Disagree	2	501	4.7	4.9	6.9
Neutral	3	1974	18.6	19.3	26.3
Agree	4	4811	45.3	47.1	73.4
Strongly agree	5	2713	25.6	26.6	100.0
		411	3.9	MISSING	
TOTAL		10615	100.0	100.0	

**QUALITATIVE SECTION:
SAMPLE COMMENTS**

What recommendations would you make to improve the relationships among college students of different races/nationalities at the institution you are currently attending?

1) If the people of Illinois would quit handing everything to minorities. Minorities complain at my institution over everything. They want more. What about the average white kid who is trying to pay his own way through school. I cannot get any federal money because my parents "earn too much." but they do not pay, I do. Why do I get punished? I am a minority. I'm left-handed. Try and go write in a desk. But us left-handers don't cry discrimination everytime there are no left-handed desks provided. [Junior, male, White (non-Hispanic)]

2) For one thing, a multi-ethnic course should be required for all majors. Not just in the Education and Health Sciences Area. Educators aren't the only people who deal with a multi-ethnic environment. We all do every day. [Junior, female, White (non-Hispanic)]

3) A. Create a center "Chapel" for religious studies. Ministers should hold healing services and teach students tolerance toward all races. Students need a place where they can go and pray. Change of heart and mind comes when there is a healthy spiritual atmosphere. B. Provide classroom where typewriters should be available to students to write term papers. Purchase new typewriters--it's so important! C. Access to the swimming pool in new physical ed building. D. Accountability of money spent of mandatory student fees. A copy of expenses should be given to each student. Fees are mandatory--accountability should be mandatory. (Senior, male, Hispanic)

4) I would suggest the college offer a few courses on race-relations (et al) in the major areas of employment, and like that. Realistic, objective courses on what the real world is like and what can be done to continue the trend of true equality based on one's own capabilities and desires regardless of their ethnicity, race, or other differentiating features from one another. Maybe there are some and I don't know them, but what I have seen offered doesn't seem to deal with what equality really means, nor does it give suggestions on what has succeeded to cause it so it can be practiced further and improved. I've noted a lot of insensitivity (without malice) to this subject. Students either don't bother to understand the needs, or have mythical notions that need enlightenment. They do seem very receptive and interested when such information gets on the agenda of a class. [Sophomore, female, White (non-Hispanic)]

5) I believe that in order to improve the relationships among people of different races is education. In order to respect people of different races/nationalities it is important that you know something about them. Racism and prejudices stem from ignorance. By learning things about one another we can wipe out many of our biased beliefs. [Junior, female, Black (non-Hispanic)]

6) Get new personnel into the College of Education. It is a disaster and offers no guidance to students. The staff contradicts itself and appears bored with the whole system. The Spanish staff is not available. They take too much time off and are not equipped to guide the students. The administration is very poorly run in this university but a lot of the staff is very good and very caring. (Junior, female, Hispanic)

7) At one point in time, minorities were not given the same consideration as were whites. Now, I feel we have moved to the other extreme. Everywhere we look, minorities are given a greater number of

incentives. We certainly needed to correct the inequalities which existed during the past 200 years with all deliberate speed. However, we are now bordering on what has been termed "reverse discrimination." By continuing in our current paths, the great American "melting pot" will cease to melt in the very near future, and the results could very well be more devastating than the results of doing nothing would have been. Equality or fairness is important and essential. Over-reacting, however, is detrimental. It is better to hesitate and miss a golden opportunity than to react quickly and make a decision which may implant feeling in some individuals that are nearly opposite those feelings for which we strive. [Senior, male, White (non-Hispanic)]

8) I feel the problem cannot be addressed in college, students by now have strong opinions. The concept of racial equality must be brought up at lower levels of schooling and only reinforced at this level. [Junior, male, White (non-Hispanic)]

9) They should hire more minority Hispanic staff, not to be so strong on English requirements make more active recruitment in Hispanic neighborhood's and schools, offer more local university sponsor scholarships. (Junior, male, Puerto Rican)

10) There should be less of them accepted into the colleges because the white Americans are having a harder time finding employment in their fields of major. These minorities come to this country to obtain a higher education and then claim they will go back to their country to help their people, but when they learn of all the luxuries they have available and their freedom, they don't leave. This causes a decrease in the opportunity for the white Americans to find employment. The minorities then try to change our present government to become like theirs. If their government is so great in their own country, why don't they simply stay there and not interfere in our business. [Freshman, female, White (non-Hispanic)]

11) I think that the whole racial discrimination problem is being blown out of proportion by the media. The racial problems will slowly disappear without violence and demonstration if minorities (black, hispanics, etc.) could quit complaining about their social status and start working to improve it. I think racial problems at the university and every other university will decrease if the minorities quietly and peacefully work to improve the social status and help to solve problems concerning their races. The media, universities, and other institutions should encourage people of all races to help poor,

uneducated and underprivileged people of all races to better themselves in all areas of life. Then, people of different races at universities will have something to do instead of fighting among each other. [Junior, male, White (non-Hispanic)]

12) I feel that there should be more group activities oriented towards minority students and white students. Many times I've been in a class where there was a group assignment given and the white students would make me feel unwanted, or that I didn't belong with "their" group. [Junior, female, Black (non-Hispanic)]

13) The classes I attend are geared toward students who work more than they attend school. Thus, many of my classmates are in

the 30-50 year old range. I have found that older students and the faculty of my chosen institution frequently discriminate against younger students. The faculty prefers to teach directly to these older students and the older students, amazingly enough, are not above harassing or insulting younger students in and out of class. As a college student I feel that I have as many contributions to make toward classroom discussions as a 40 year old dog catcher and should not have to put up with remarks from other students during class such as, "Well, you're only 20 years old so you don't understand what we're talking about." [Junior, male, White (non-Hispanic)]

14) No matter how many questionnaires you have people fill out either by mailings

(individual) or in the classroom, all minorities want is to be favored. I'm not prejudiced, but "minorities" are not minorities in any way, shape or form. In general, blacks want to out-rule whites and whites want to out-rule the blacks. No one will admit it. It's sad, but true. As long as blacks and whites interact this way in a political manner, the children and teenagers will act this way, too. I wish we all could work together and not have to worry about anything, but that's not reality. College students imitate what they see in the political world. It is inevitable. Whites are becoming the minority in the real world. It doesn't matter what the colleges make available. [Sophomore, female, White (non-Hispanic)]

Course-specific admissions requirements have been the subject of intense interest by policy makers and educators in Illinois for several years. After considerable debate and amendments to legislation initially sponsored in 1989, Public Act 86-0954, which specifies certain minimal requirements for students entering Illinois community colleges and public universities, becomes effective in the fall of 1993. As an example of the kind of issue that can be examined using the codebook, information from DG39 (page 11) is depicted in the following table:

DG39

FRESHMAN RESPONSES SPRING 1990		NUMBER OF HIGH SCHOOL YEARS OF MATHEMATICS								No./% Meeting 1993 Requirement	
		1		2		3		4			
Racial Group	Total No.	No.	%	No.	%	No.	%	No.	%	No.	%
A Females	73	1	1.4	9	12.3	14	19.2	49	67.1	63	86.3
A Males	38	1	2.6	1	2.6	5	13.2	31	81.6	36	94.7
NA Females	4	0	0	1	25.0	2	50.0	1	25.0	3	75.0
NA Males	4	0	0	0	0	2	50.0	2	50.0	4	100.0
B Females	195	3	1.5	42	21.6	69	35.6	80	41.2	149	76.8
B Males	54	0	0	5	9.1	18	33.3	32	59.3	50	92.6
H Females	77	1	1.3	21	27.3	23	29.9	32	41.6	55	71.5
H Males	31	1	3.2	5	16.1	6	19.4	19	61.3	25	80.7
W Females	1574	12	0.8	164	10.4	553	35.2	844	53.7	1397	88.9
W Males	781	7	0.9	57	7.3	190	24.3	528	67.5	718	91.8
Other Females	12	0	0	2	16.7	4	33.3	6	50.0	10	83.3
Other Males	12	0	0	0	0	4	33.3	8	66.7	12	100.0
TOTALS	2856	26	0.9	307	10.7	890	31.2	1632	57.1	2522	88.3

1990 Survey by ASME
Center for Higher Education - Illinois State University - Illinois Board of Regents

Appendix A

A BRIEF HISTORY OF THE PROJECT

ASSESSMENT OF THE STATUS OF MINORITIES IN EDUCATION

During the Spring of 1984, the Subcommittee on Minority Concerns of the Illinois Senate Committee on Higher Education was established to assess the educational progress of historically disadvantaged groups in Illinois. Both committees were chaired by Senator Richard Newhouse. An early conclusion of the Subcommittee was that a concerted effort would be required on the part of all segments of the educational community, as well as the legislative and executive branches of the state government and the business community, to bridge gaps caused by barriers which have limited educational access and success for racial minorities.

One of the recommendations of the Subcommittee was that Illinois colleges and universities should facilitate and sponsor research activities which focus on:

- (1) identifying causes for the disproportionate representation of minorities in postsecondary education; and
- (2) identifying successful strategies and programs throughout the educational system which foster and enhance the participation and status of minorities.

Subsequently, legislation was enacted by the Illinois General Assembly and signed by the Governor--notably, Public Acts 84-726, 84-785, and 85-283, and various resolutions--which set in motion statewide, multidimensional and collaborative efforts to enhance minority participation in education. Regrettably, the pace of progress was slow, prompting the creation of the Joint Committee on Minority Student Access by Illinois Senate Joint Resolution No. 72 in June, 1987, and its continuation by Senate Joint Resolution No. 130 on July 1, 1988. Both resolutions were sponsored by Senator Miguel del Valle. Other statewide committees, including the Joint Committee on Minority Student Achievement and Task Force on Minority Concerns of the Illinois Community Colleges Trustees Association, were also formed to focus on the same issues.

During the 1991 session of the General Assembly, a Subcommittee on Minority Concerns in Education of the House Higher Education Committee was established by Committee Chair Representative Wyvetter Younge. The Subcommittee, Chaired by Representative Arthur Turner, held hearings during the Summer and Fall of 1991 to review and to assess the progress since 1984 of legislative initiatives to enhance educational opportunity for underrepresented groups.

Since the late 1960s, various strategies have been initiated and intensified to address the adverse conditions that have characterized the experience of members of underrepresented groups in education. Still, many of the conditions persisted, with little progress, in Illinois and nationwide. Tensions between racial groups have reignited and heightened in recent

years to cause problems of growing magnitude in educational settings and to inhibit progress toward creating campus climates which are necessary for underrepresented groups to enjoy full educational benefits.

In December, 1987, the Illinois Board of Higher Education (IBHE) approved a proposal, submitted by Dr. Charles E. Morris, and a grant for the development of a process and survey instruments (inventories) which could be used for assessing the educational status of minorities in Illinois. The project "Assessment of the Status of Minorities in Education (ASME), is housed in the Center for Higher Education at Illinois State University. A primary objective of this initiative is to provide balanced information to policy- and decision-makers, administrators and the public, thereby assisting efforts to facilitate the goals of quality and equality in postsecondary education. The initial work of the project was accomplished by a group consisting of members of the Illinois Committee on Black Concerns in Higher Education, a grassroots educational advocacy organization formed in 1982. The persons involved (and their roles/responsibilities at the time--January through July, 1988) in developing the survey instruments were:

Dr. Seymour Bryson, Dean of the College of Human Resources, Southern Illinois University at Carbondale

Ms. Francine Clark-Jones, Graduate Assistant, Department of Educational Policy, University of Illinois, Champaign-Urbana

Dr. Stafford Hood, Program Evaluator, Illinois State Board of Education

Dr. Charles E. Morris, Vice President for Administrative Services, Illinois State University

Dr. William Mosley, Chairman, Department of Special Education, Western Illinois University

Mr. Ira Neal, Graduate Assistant, Department of Educational Administration, Illinois State University

Mr. Silas Purnell, Director, Ada S. McKinley Recruitment Center, Chicago

Dr. Alvin Townsel, Educational Consultant, Illinois State Board of Education

Dr. William Trent, Associate Professor of Educational Policy, University of Illinois, Champaign-Urbana

Others, including Ms. Clara Fitzpatrick, a member of the Illinois Board of Regents, and Dr. Rudolfo Garcia, Associate Vice President for Research, Chicago City-Wide College, provided valuable assistance. Drs. Morris and Trent served as Co-Directors of the program.

The survey instruments consist of separate inventories for undergraduate students, graduate students, faculty, and administrators, and for assessing institutional services and programs. The first use of the inventories was in conjunction with a workshop conducted by Dr. Morris at Danville Area Community College in August 1988. Since that time, supported in part by additional grants from the IBHE to the Center for Higher Education at Illinois State University in fiscal years 1989-90, 1990-91, and 1991-92, the inventories have been continuously revised and augmented to 1) assess the educational status of all underrepresented groups--minorities, women, and people with disabilities, 2) be more inclusive of questions regarding services provided by institutions, 3) present questions in a more neutral and unbiased fashion, and 4) communicate more clearly and consistently to institutions, agencies and individuals participating in the surveys.

The initial grant was sufficient only for the developmental stage of the project. Consequently, a pilot study conducted in six private Illinois baccalaureate institutions in the Spring of 1989 was a subsequent, but independent, effort made possible by resources and assistance provided by Illinois State University (ISU), the participating institutions, the Federation of Illinois Independent Colleges and Universities (FIICU), the United Campus Christian Foundation (UCCF) of Normal, Illinois, and the Illinois United Ministries in Higher Education. Mr. Donald Fouts, President of FIICU, and Rev. James Pruyne, Director of UCCF, played instrumental roles in the acquisition of these additional and sustaining resources. They, along with UCCF interns; students, faculty, and staff from ISU; and others provided essential support at this stage of the initiative. Additional support from two institutions that cooperated for the purpose of obtaining the IBHE grants--Western Illinois University and Illinois Wesleyan University--was also crucial for project's survival during the period. Dr. William Mosley of Western Illinois University, Dr. Ellen Hurwitz of Illinois Wesleyan University, Dr. Alvin Townsel of the Illinois State Board of Education, and Dr. Edward Hines of Illinois State University, have provided ongoing support to the ASME initiative, as have Dr. David A. Strand, Provost of ISU and Director of the Center for Higher Education, and Mr. James Alexander, ISU Vice President for Business and Finance. Dr. John McCarthy, Dr. Kenneth Strand, Dr. Sally Pancrazio and other members of the Department of Educational Administration and Foundations have encouraged the use of the ASME data base for research, theses and dissertations.

Important contributions to the ASME initiative are being made by persons who serve in the role of Research Coordinator. To date, these include Dr. Noreen Michael, Assistant Professor of Educational Administrations and Foundations (ISU), who served during the period 1989-1991, and Dr. Maria Canabal, Assistant Professor of Home Economics (ISU) who has been Research Coordinator since September, 1991.

Significant assistance to the 1989 pilot study was accomplished with the help of LeAnne Slack as partial fulfillment of her Honor's Program Project under the supervision of Dr. Mildred Boaz, Professor of English and Director of the Honor's Program at Millikin University in Decatur, Illinois. Her paper, "Status of Minorities in Higher Education: A Study of Selected Independent Illinois Institutions," was the basis for the first report arising from the Assessment Project. ISU students who have made exceptional contributions are Richard Hunter, Laura Knollenberg, and Tricia Seams.

During the Spring of 1990 and after further revisions, ASME inventories were administered in eight public and three private baccalaureate degree-granting Illinois institutions. Enabling assistance for this phase of the Project was provided by the Illinois Board of Regents, the Illinois Board of Governors and the participating institutions. Responses from approximately 10,700 students are being analyzed in numerous studies and reports, including Master's theses and doctoral dissertations.

Procedures were developed for the administration of ASME inventories in the Illinois Community College System in the Spring of 1992. The Illinois Community College Board, the Illinois Community Colleges Trustees Association and the Council of Illinois Community College Presidents have encouraged and supported this initiative.

Members of the ASME Advisory Council and special advisory committees have been instrumental in the accomplishments of ASME surveys, studies, and reports. Since September, 1989, Dr. Charles E. Morris has served as Director and Dr. Ira L. Neal has been Assistant Director.

Appendix B

ASME DATABASE AGREEMENT FORM

NAME: _____ HOME PHONE: _____

ADDRESS: _____

CITY, STATE, ZIP: _____

OCCUPATION: _____ WORK PHONE: _____

PLACE OF EMPLOYMENT: _____

EMPLOYMENT STATUS: FULL TIME: _____ PART-TIME: _____

HIGHEST DEGREE HELD: BACHELOR'S: _____ MASTER'S: _____ CAS: _____

DOCTORATE: _____ PROFESSIONAL: _____

INSTITUTIONAL AFFILIATION: _____

ACADEMIC DEPARTMENT: _____

ACADEMIC SUPERVISOR: _____ PHONE: _____

PURPOSE OF THE
REQUEST: _____

IF FOR THESIS OR DISSERTATION, PLEASE STATE THE
TITLE: _____

NAMES OF INDIVIDUALS WHO WILL HAVE ACCESS TO THE DATA:

NAME	TITLE/ADDRESS	PHONE
_____	_____	_____
_____	_____	_____
_____	_____	_____

DATA REQUESTED: _____

DESCRIPTION OF DATABASE USAGE ENVIRONMENT: _____

I understand that usage of the ASME data is limited to those exact purposes specified in my statement. I further understand that the names of the institutions which participated in the ASME research project should not be identified in any publication originating from use of the ASME database. Any unauthorized access to usage of the ASME data will constitute a breach of promise and void further access to and usage of said materials. I agree to the stipulations specified on this form. I accept full responsibility and liability for any violation of this agreement.

SIGNATURE _____

DATE _____

Codebook, 1990

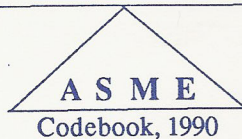
FOR INFORMATION ABOUT THE ASME PROJECT
CONTACT:

ASME
**CENTER FOR HIGHER EDUCATION
ILLINOIS STATE UNIVERSITY
NORMAL, IL 61761-6901
(309) 438-8627**

ASSESSMENT OF THE STATUS OF MINORITIES IN EDUCATION

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Project Director

Senior Associate
Center for Higher Education
Illinois State University



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Assistant Project Director

Associate
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