

Evergreen State College
1999 CIRP (Freshmen Survey) Report
Total n = 174

KEY:

Shaded areas indicate that differences between Evergreen students and comparison group are **not** statistically significant.

Bolded areas indicate that group differences show an especially strong effect ($p < .01$)

All other areas indicate that differences are significant at the .05 level.

Compared with the 4-yr public college norms, Evergreen has a **higher** percentage of Native American freshmen and a **lower** percentage of African American freshmen.

Are you: (1)	TESC number	TESC percent	4-yr public college norms	difference	Z-score
White/Caucasian	168	88.1%	72.8%	15.3%	4.46
Other	168	8.9%	3.8%	5.1%	3.46
Native American	168	6.0%	2.6%	3.4%	2.77
Asian American/Asian	168	7.7%	6.7%	1.0%	0.52
Other Latino (other than Puerto Rican and Mexican Am.)	168	2.4%	2.0%	0.4%	0.37
Puerto Rican	168	0.6%	0.9%	-0.3%	-0.41
Mexican American/Chicano	168	3.6%	5.4%	-1.8%	-1.03
African American/Black	168	3.0%	12.7%	-9.7%	-3.78

Overall, Evergreen students report similar high school grades as the comparison group.

Average grade in high school

A or A+	169	10.7%	13.8%	-3.1%	-1.17
A-	169	24.3%	18.2%	6.1%	2.06
B+	169	23.7%	21.3%	2.4%	0.76
B	169	24.3%	25.9%	-1.6%	-0.47
B-	169	8.9%	11.4%	-2.5%	-1.02
C+	169	5.3%	6.6%	-1.3%	-0.68
C	169	2.4%	2.7%	-0.3%	-0.24
D	169	0.6%	0.1%	0.5%	2.06

Evergreen students tend to live further from "home" than their peers. More Evergreen students (67.7%) have permanent homes more than 100 miles from college, compared with the comparison group (41.2%).

Miles from college to your permanent home:

5 or less	167	2.4%	6.8%	-4.4%	-2.26
6 to 10	167	1.8%	7.2%	-5.4%	-2.70
11 to 50	167	8.4%	28.4%	-20.0%	-5.73
51 to 100	167	19.8%	16.4%	3.4%	1.19
101 to 500	167	22.8%	34.3%	-11.5%	-3.13
More than 500	167	44.9%	6.9%	38.0%	19.38

(1) Percentages will sum to more than 100.0 if any respondent marked more than one category.

Self-ratings: Above average or highest 10% compared with average person your age

Evergreen students gave themselves significantly **higher** ratings in artistic ability, creativity, writing, self-understanding, spirituality, and understanding of others than their 4-year public college peers.

They gave themselves significantly **lower** ratings in emotional health, drive to achieve, mathematical ability, computer skills, social self-confidence, and popularity.

Differences in ratings for other items (shaded) were not statistically significant.

	TESC number	TESC percent	4-yr public college norms	difference	Z-score
<u>TESC students significantly higher:</u>					
Artistic ability	169	56.2%	26.4%	29.8%	8.79
Creativity	169	79.9%	54.0%	25.9%	6.76
Writing ability	168	60.7%	42.5%	18.2%	4.77
Self-understanding	168	69.0%	55.5%	13.5%	3.52
Spirituality	167	53.3%	44.6%	8.7%	2.26
Understanding of others	167	72.5%	64.3%	8.2%	2.21
Academic ability	168	66.1%	58.9%	7.2%	1.90
Public speaking ability	167	37.7%	33.4%	4.3%	1.18
Self-confidence (intellectual)	168	57.7%	57.1%	0.6%	0.16
Initiative	168	45.2%	49.2%	-4.0%	-1.04
Leadership ability	168	51.8%	57.4%	-5.6%	-1.47
Cooperativeness	168	65.5%	72.1%	-6.6%	-1.91
<u>TESC students significantly lower:</u>					
Emotional health	168	45.2%	53.3%	-8.1%	-2.10
Drive to achieve	169	59.2%	67.7%	-8.5%	-2.36
Mathematical ability	168	28.6%	38.4%	-9.8%	-2.61
Computer skills	169	20.7%	31.7%	-11.0%	-3.07
Self-confidence (social)	168	40.5%	52.2%	-11.7%	-3.04
Popularity	166	22.3%	38.5%	-16.2%	-4.29
Physical health	167	35.3%	55.2%	-19.9%	-5.17
Competitiveness	169	29.0%	54.9%	-25.9%	-6.77

Activities noted in the past year (during high school)

Evergreen freshmen were more likely to have visited an art gallery or museum, discussed politics, played a musical instrument, had wine, beer, or liquor, checked out a library book, played chess, discussed religion, smoked cigarettes, overslept and missed class, felt depressed, come to class late, attended a recital or concert, taken a prescribed anti-depressant, visited a teacher's home, used e-mail, and socialized with someone of another racial or ethnic group than their peers.

They were less likely to have played computer games, used an Internet chat room, or attend a religious service.

Differences in ratings for other items (shaded) were not statistically significant.

	TESC number	TESC percent	4-yr public college norms	difference	Z-score
<u>TESC students significantly higher:</u>					
Visited an art gallery or museum	170	89.4%	51.8%	37.6%	9.81
Discussed politics (3)	168	41.7%	13.7%	28.0%	10.55
Played a musical instrument	170	61.8%	36.9%	24.9%	6.73
Drank wine or liquor	169	76.3%	51.5%	24.8%	6.45
Checked out a book or journal from school library (3)	170	37.1%	18.5%	18.6%	6.25
Played chess	170	51.8%	33.7%	18.1%	4.99
Discussed religion (3)	170	43.5%	26.5%	17.0%	5.02
Drank beer	169	63.3%	46.9%	16.4%	4.27
Smoked cigarettes (3)	170	28.2%	11.9%	16.3%	6.56
Overslept and missed class or appointment	169	50.9%	35.7%	15.2%	4.12
Felt depressed (3)	169	20.7%	8.9%	11.8%	5.39
Came late to class	170	75.9%	64.2%	11.7%	3.18
Attended a public recital or concert	170	86.5%	75.0%	11.5%	3.46
Took a prescribed anti-depressant	170	15.3%	4.9%	10.4%	6.28
Was a guest in a teacher's home	169	37.3%	26.9%	10.4%	3.05
Communicated via e-mail (3)	169	59.2%	50.3%	8.9%	2.31
Socialized w/someone of other race/ethnic group (3)	168	73.2%	65.8%	7.4%	2.02
Read the editorial page in daily newspaper	170	67.6%	60.6%	7.0%	1.87
Felt overwhelmed by all I had to do (3)	170	35.3%	30.1%	5.2%	1.48
Used a personal computer (3)	170	67.1%	62.9%	4.2%	1.13
Performed volunteer work	170	80.0%	76.6%	3.4%	1.05
Was bored in class (3)	170	42.9%	40.3%	2.6%	0.69
Performed community service as part of class	170	53.5%	51.7%	1.8%	0.47
Asked a teacher for advice after class (3)	169	24.3%	22.9%	1.4%	0.43
Other Internet use (3)	170	38.8%	38.4%	0.4%	0.11
Tutored another student	170	50.0%	49.7%	0.3%	0.08
Used the Internet for research or homework (3)	170	52.4%	55.6%	-3.2%	-0.84
Studied with other students	169	81.7%	85.6%	-3.9%	-1.44
Voted in a student election (3)	168	16.1%	21.6%	-5.5%	-1.73
Participated in organized demonstrations	170	44.7%	50.6%	-5.9%	-1.54
<u>TESC students significantly lower:</u>					
Participated in Internet chat rooms (3)	170	13.5%	23.2%	-9.7%	-3.00
Played computer games (3)	170	16.5%	27.8%	-11.3%	-3.29
Attended a religious service	169	46.2%	82.5%	-36.3%	-12.42

(3) Percentage responding "frequently" only. Results for other items in this group represent the percentage responding "frequently" OR "occasionally."

DURING YOUR LAST YEAR IN HIGH SCHOOL HOW MUCH TIME DID YOU SPEND IN A TYPICAL WEEK:

Compared with their peers, TESC students reported spending more time studying and reading for pleasure, and less time in sports, watching television, and in prayer/mediation. Overall, they spent about the same amount of time on other activities as their peers.

	TESC number	TESC percent	4-yr public college norms	difference	Z-score
Studying/homework					
None	167	2.4%	2.6%	-0.2%	-0.16
Less than 1 hour	167	15.0%	14.1%	0.9%	0.33
1 to 2	167	14.4%	23.4%	-9.0%	-2.75
3 to 5	167	28.7%	29.4%	-0.7%	-0.20
6 to 10	167	16.8%	18.1%	-1.3%	-0.44
11 to 15	167	15.0%	7.3%	7.7%	3.83
16 to 20	167	2.4%	3.1%	-0.7%	-0.52
Over 20	167	5.4%	2.0%	3.4%	3.14

Socializing with friends

None	166	1.2%	0.3%	0.9%	2.12
Less than 1 hour	166	0.6%	1.3%	-0.7%	-0.80
1 to 2	166	6.6%	5.4%	1.2%	0.68
3 to 5	166	11.4%	15.6%	-4.2%	-1.49
6 to 10	166	22.3%	23.0%	-0.7%	-0.21
11 to 15	166	18.7%	18.1%	0.6%	0.20
16 to 20	166	12.0%	13.0%	-1.0%	-0.38
Over 20	166	27.1%	23.3%	3.8%	1.16

Talking with teachers outside of class

None	165	9.1%	10.2%	-1.1%	-0.47
Less than 1 hour	165	38.8%	42.3%	-3.5%	-0.91
1 to 2	165	27.9%	30.3%	-2.4%	-0.67
3 to 5	165	15.2%	11.6%	3.6%	1.44
6 to 10	165	4.8%	3.4%	1.4%	0.99
11 to 15	165	2.4%	1.2%	1.2%	1.42
16 to 20	165	1.2%	0.5%	0.7%	1.27
Over 20	165	0.6%	0.5%	0.1%	0.18

Exercise or sports

None	167	9.6%	5.4%	4.2%	2.40
Less than 1 hour	167	22.2%	10.2%	12.0%	5.12
1 to 2	167	15.6%	15.8%	-0.2%	-0.07
3 to 5	167	22.2%	18.7%	3.5%	1.16
6 to 10	167	15.0%	17.1%	-2.1%	-0.72
11 to 15	167	9.0%	13.9%	-4.9%	-1.83
16 to 20	167	2.4%	7.8%	-5.4%	-2.60
Over 20	167	4.2%	11.1%	-6.9%	-2.84

Partying

None	167	18.6%	19.0%	-0.4%	-0.13
Less than 1 hour	167	15.6%	13.2%	2.4%	0.92
1 to 2	167	15.0%	17.6%	-2.6%	-0.88
3 to 5	167	21.0%	21.4%	-0.4%	-0.13
6 to 10	167	12.0%	14.8%	-2.8%	-1.02
11 to 15	167	9.0%	6.8%	2.2%	1.13
16 to 20	167	4.2%	3.4%	0.8%	0.57
Over 20	167	4.8%	3.9%	0.9%	0.60

Working (for pay)	TESC number	TESC percent	4-yr public college norms	difference	Z-score
None	167	29.9%	24.4%	5.5%	1.65
Less than 1 hour	167	3.0%	1.9%	1.1%	1.04
1 to 2	167	1.8%	2.6%	-0.8%	-0.65
3 to 5	167	6.6%	5.6%	1.0%	0.56
6 to 10	167	14.4%	10.5%	3.9%	1.64
11 to 15	167	13.2%	13.6%	-0.4%	-0.15
16 to 20	167	10.8%	18.4%	-7.6%	-2.53
Over 20	167	20.4%	23.0%	-2.6%	-0.80

Volunteer work

None	166	28.3%	36.1%	-7.8%	-2.09
Less than 1 hour	166	21.7%	21.5%	0.2%	0.06
1 to 2	166	26.5%	21.4%	5.1%	1.60
3 to 5	166	12.7%	11.9%	0.8%	0.32
6 to 10	166	5.4%	4.8%	0.6%	0.36
11 to 15	166	1.8%	1.8%	0.0%	0.00
16 to 20	166	0.6%	1.0%	-0.4%	-0.52
Over 20	166	3.0%	1.6%	1.4%	1.44

Student clubs/groups

None	165	32.7%	30.5%	2.2%	0.61
Less than 1 hour	165	10.9%	14.9%	-4.0%	-1.44
1 to 2	165	21.2%	23.9%	-2.7%	-0.81
3 to 5	165	15.2%	16.6%	-1.4%	-0.48
6 to 10	165	9.1%	7.7%	1.4%	0.67
11 to 15	165	4.8%	3.1%	1.7%	1.26
16 to 20	165	2.4%	1.4%	1.0%	1.09
Over 20	165	3.6%	1.9%	1.7%	1.60

Watching TV

None	165	13.3%	5.1%	8.2%	4.79
Less than 1 hour	165	25.5%	14.9%	10.6%	3.82
1 to 2	165	16.4%	24.1%	-7.7%	-2.31
3 to 5	165	24.8%	26.7%	-1.9%	-0.55
6 to 10	165	9.7%	15.7%	-6.0%	-2.12
11 to 15	165	3.6%	6.6%	-3.0%	-1.55
16 to 20	165	2.4%	2.9%	-0.5%	-0.38
Over 20	165	4.2%	4.1%	0.1%	0.06

Housework/childcare	TESC number	TESC percent	4-yr public college norms	difference	Z-score
None	166	15.7%	19.2%	-3.5%	-1.14
Less than 1 hour	166	25.9%	21.3%	4.6%	1.45
1 to 2	166	32.5%	29.7%	2.8%	0.79
3 to 5	166	13.9%	18.5%	-4.6%	-1.53
6 to 10	166	6.0%	6.5%	-0.5%	-0.26
11 to 15	166	3.0%	2.2%	0.8%	0.70
16 to 20	166	0.6%	1.0%	-0.4%	-0.52
Over 20	166	2.4%	1.7%	0.7%	0.70

Reading for pleasure

None	165	6.1%	27.3%	-21.2%	-6.11
Less than 1 hour	165	12.7%	27.3%	-14.6%	-4.21
1 to 2	165	26.1%	24.0%	2.1%	0.63
3 to 5	165	24.2%	12.8%	11.4%	4.38
6 to 10	165	15.8%	5.1%	10.7%	6.25
11 to 15	165	4.8%	1.8%	3.0%	2.90
16 to 20	165	4.2%	0.7%	3.5%	5.39
Over 20	165	6.1%	0.8%	5.3%	7.64

Playing video games

None	166	60.8%	51.4%	9.4%	2.42
Less than 1 hour	166	18.7%	20.1%	-1.4%	-0.45
1 to 2	166	7.2%	13.4%	-6.2%	-2.34
3 to 5	166	3.6%	8.2%	-4.6%	-2.16
6 to 10	166	4.8%	3.8%	1.0%	0.67
11 to 15	166	1.8%	1.5%	0.3%	0.32
16 to 20	166	0.0%	0.6%	-0.6%	-1.00
Over 20	166	3.0%	1.0%	2.0%	2.59

Prayer/meditation

None	165	46.1%	33.4%	12.7%	3.46
Less than 1 hour	165	23.0%	34.4%	-11.4%	-3.08
1 to 2	165	16.4%	20.4%	-4.0%	-1.28
3 to 5	165	8.5%	7.3%	1.2%	0.59
6 to 10	165	2.4%	2.4%	0.0%	0.00
11 to 15	165	1.8%	0.8%	1.0%	1.44
16 to 20	165	0.6%	0.4%	0.2%	0.41
Over 20	165	1.2%	1.0%	0.2%	0.26

"Please indicate the importance to you personally of each of the following:"

Evergreen students gave significantly higher ratings to creating artistic work, writing original work, developing a meaningful philosophy of life, cleaning up the environment, helping to promote racial understanding, becoming accomplished in the performing arts, participating in community action, keeping up to date with political affairs, influencing the political structure, influencing social values, and integrating spirituality into their lives.

They gave significantly lower ratings to the importance of becoming an authority in their field, becoming successful in their own business, being responsible for the work of others, raising a family, and being well off financially.

Differences in ratings for other items (shaded) were not statistically significant.

	TESC number	TESC percent	4-yr public college norms	difference	Z-score
<u>TESC students significantly higher than norm</u>					
Creating artistic works (painting, sculpture, etc.)	166	50.6%	14.0%	36.6%	13.59
Writing original works (poems, novels, stories, etc.)	165	46.7%	13.6%	33.1%	12.40
Developing a meaningful philosophy of life	166	69.3%	38.6%	30.7%	8.12
Cleaning up the environment	168	45.2%	17.9%	27.3%	9.23
Helping to promote racial understanding	166	51.2%	28.7%	22.5%	6.41
Becoming accomplished in the performing arts	168	35.1%	12.9%	22.2%	8.58
Participating in a community action program	166	41.0%	20.8%	20.2%	6.41
Keeping up to date with political affairs	167	44.3%	24.2%	20.1%	6.06
Influencing the political structure	166	34.3%	16.2%	18.1%	6.33
Influencing social values	167	53.3%	36.1%	17.2%	4.63
Integrating spirituality into my life	167	51.5%	42.1%	9.4%	2.46
Helping others who are in difficulty	165	63.6%	60.2%	3.4%	0.89
Becoming a community leader	166	28.9%	28.6%	0.3%	0.09
Making a theoretical contribution to science	165	10.9%	15.3%	-4.4%	-1.57
Obtaining recognition from my colleagues	167	44.3%	51.0%	-6.7%	-1.73
<u>TESC students significantly lower than norm</u>					
Becoming an authority in my field	167	50.3%	59.1%	-8.8%	-2.31
Becoming successful in a business of my own	167	26.9%	38.4%	-11.5%	-3.06
Being responsible for the work of others	165	10.3%	37.1%	-26.8%	-7.13
Raising a family	167	44.9%	72.3%	-27.4%	-7.91
Being very well off financially	165	30.3%	75.0%	-44.7%	-13.26

Evergreen students were more likely to report that their college was their first choice:

First choice	170	86.5%	69.1%	17.4%	4.91
Second choice	170	11.2%	22.7%	-11.5%	-3.58
Third choice	170	1.2%	5.6%	-4.4%	-2.50
Less than third choice	170	1.2%	2.7%	-1.5%	-1.21

Reason noted as very important in deciding to go to college

In their decision to go to college, Evergreen students gave more importance to becoming a cultured person, gaining general education, learning about things that interested them, and getting away from home than their peers. They were somewhat more likely to indicate "there was nothing better to do" than their peers, but this was a very small percent.

Evergreen students were less concerned with preparation for graduate/professional school, parents' wishes, getting a better job, training for a specific career, and being able to make money.

Differences in ratings for other items (shaded) were not statistically significant.

	TESC number	TESC percent	4-yr public college norms	difference	Z-score
TESC students significantly higher than norm					
To make me a more cultured person	171	65.5%	34.5%	31.0%	8.53
To gain a general education / appreciation of ideas	171	84.2%	59.2%	25.0%	6.65
To learn more about things that interest me	171	91.8%	72.0%	19.8%	5.77
Wanted to get away from home	170	32.4%	19.3%	13.1%	4.33
To improve my reading and study skills	171	46.2%	40.3%	5.9%	1.57
There was nothing better to do	169	5.9%	3.2%	2.7%	1.99
A mentor/role model encouraged me to go	170	15.3%	14.0%	1.3%	0.49
I could not find a job	171	2.3%	5.2%	-2.9%	-1.71
TESC students significantly lower than norm					
To prepare for graduate/professional school	170	41.2%	52.3%	-11.1%	-2.90
My parents wanted me to go	171	20.5%	35.6%	-15.1%	-4.12
To be able to get a better job	170	46.5%	74.0%	-27.5%	-8.17
To be able to make more money	170	32.9%	72.8%	-39.9%	-11.69
To get training for a specific career	170	35.3%	75.7%	-40.4%	-12.28

Reasons for deciding to attend this particular college

Evergreen students more frequently noted special educational programs, information in a multicollege guidebook, college size, social reputation of college, and rankings in national magazines as reasons to attend this college.

They were less influenced by relatives wanting them to come to the college, proximity of college to home, low tuition, financial assistance, and college's graduates getting good jobs.

Differences in ratings for other items (shaded) were not statistically significant.

TESC students significantly higher than norm

College offers special educational programs	165	47.3%	21.1%	26.2%	8.25
Information in a multicollege guidebook	167	17.4%	4.9%	12.5%	7.48
Size of this college	167	44.9%	34.6%	10.3%	2.80
This college has a good social reputation	169	30.8%	21.9%	8.9%	2.80
Rankings in national magazines	167	12.6%	6.5%	6.1%	3.20
I was admitted through an Early Action/Decision	164	7.9%	5.2%	2.7%	1.56
Religious affiliation of college	166	3.6%	2.3%	1.3%	1.12
H.S. guidance counselor advised me	167	7.8%	7.2%	0.6%	0.30
Not accepted anywhere else	165	3.0%	3.3%	-0.3%	-0.22
Private college counselor advised me	166	1.2%	1.6%	-0.4%	-0.41
My teacher advised me	168	1.8%	3.8%	-2.0%	-1.36
Not offered aid by first choice	164	2.4%	5.2%	-2.8%	-1.62
This college's grads. are admitted to top grad/prof schools	167	16.8%	22.1%	-5.3%	-1.65
My relatives wanted me to come here	168	1.2%	7.6%	-6.4%	-3.13
College has a very good academic reputation	168	39.3%	45.8%	-6.5%	-1.69
TESC students significantly lower than norm					
I wanted to live near home	168	6.5%	20.4%	-13.9%	-4.47
This college has low tuition	167	16.8%	33.2%	-16.4%	-4.50
I was offered financial assistance	165	10.9%	27.5%	-16.6%	-4.78
This college's graduates get good jobs	168	20.8%	44.0%	-23.2%	-6.06

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

Compared with their peers, Evergreen students are more likely to predict that they will participate in student protests or demonstrations, participate in volunteer or community work, be satisfied with their college, change their career choice, get a job to help pay for college, seek personal counseling, get a bachelor's degree, change major field, and drop out temporarily (very small percentage).

They are **less** likely to join a fraternity, sorority, or club than their counterparts.

Differences in ratings for other items (shaded) were not statistically significant.

	TESC number	TESC percent	4-yr public college norms	difference	Z-score
TESC students significantly higher than norm.					
Participate in student protests / demonstrations	165	30.3%	4.2%	26.1%	16.71
Participate in volunteer or community work	164	34.1%	17.3%	16.8%	5.69
Be satisfied with your college	165	59.4%	43.3%	16.1%	4.17
Change career choice	166	26.5%	11.5%	15.0%	6.06
Get a job to help pay for college expenses	165	50.3%	39.3%	11.0%	2.89
Seek personal counseling	166	15.1%	4.6%	10.5%	6.46
Get a bachelor's degree (B.A.,B.S., etc.)	165	84.2%	73.8%	10.4%	3.04
Change major field	166	20.5%	13.1%	7.4%	2.83
Drop out of this college temporarily (exclude transferring)	164	3.0%	0.9%	2.1%	2.85
Graduate with honors	165	15.8%	15.2%	0.6%	0.21
Fail one or more courses	166	1.2%	1.2%	0.0%	0.00
Work full-time while attending college	166	6.0%	6.0%	0.0%	0.00
Make at least "B" average	164	45.7%	45.8%	-0.1%	-0.03
Drop out permanently (exclude transferring)	165	0.0%	0.7%	-0.7%	-1.08
Get married while in college	159	4.4%	5.2%	-0.8%	-0.45
Be elected to a student office	166	2.4%	3.3%	-0.9%	-0.65
Be elected to an academic honor society	164	6.1%	7.7%	-1.6%	-0.77
Transfer to another college before graduating	165	7.9%	9.6%	-1.7%	-0.74
Need extra time to complete your degree	167	5.4%	7.5%	-2.1%	-1.03
Play varsity/intercollegiate athletics	166	9.6%	14.7%	-5.1%	-1.86
TESC students significantly lower than norm.					
Join a social fraternity, sorority, or club	165	9.1%	16.7%	-7.6%	-2.62

"How would you characterize your political views?"

Evergreen students are more likely to describe their political views as far left or liberal, and less likely to describe their views as middle-of-the-road or conservative than their peers. The majority of Evergreen freshmen describe themselves as "liberal," while the majority of the comparison group describes itself as "middle-of-the-road."

	TESC number	TESC percent	4-yr public college norms	difference	Z-score
Political views					
Far left	160	15.0%	2.5%	12.5%	10.13
Liberal	160	63.8%	21.4%	42.4%	13.08
Middle-of-the-road	160	16.9%	57.8%	-40.9%	-10.48
Conservative	160	3.8%	17.0%	-13.2%	-4.44
Far right	160	0.6%	1.2%	-0.6%	-0.70

Views on political issues

Evergreen students are more likely than their peers to agree with the following statements: marijuana should be legalized, same sex couples should have the right to legal marital status, abortion should be legal, the death penalty should be abolished, if two people really like each other then it is OK to have sex even if they have known each other a short time, wealthy people should pay a larger share of taxes, and the federal government should do more to control sale of firearms.

They are less likely to agree that: the public has the right to know about the personal lives of public figures, colleges should prohibit racist/sexist speech on campus, racial discrimination is no longer a problem in America, the activities of married women are best confined to the home and family, there should be laws prohibiting homosexual relationships, the government should regulate the Internet, there is too much concern in courts for the rights of criminals, and employers should be allowed to require drug testing of employees or job applicants.

Differences in ratings for other items (shaded) were not statistically significant.

Student AGREES strongly or somewhat	TESC number	TESC percent	4-yr public college norms	difference	Z-score
<u>TESC students significantly higher than norm</u>					
Marijuana should be legalized.	168	76.2%	32.4%	43.8%	12.13
Same sex couples should have right to legal marital status.	168	92.9%	53.9%	39.0%	10.14
Abortion should be legal.	167	86.8%	52.5%	34.3%	8.88
The death penalty should be abolished.	164	58.5%	24.5%	34.0%	10.12
If two people really like each other, it's all right for them to have sex even if they have known each other a short time.	168	69.0%	40.0%	29.0%	7.67
Wealthy people should pay a larger share of taxes.	169	76.9%	56.0%	20.9%	5.47
Federal government should do more to curb handgun sales.	167	89.8%	83.7%	6.1%	2.13
Just because a man thinks a woman has "led him on" does not entitle him to sex with her.	167	89.8%	87.5%	2.3%	0.90
Affirmative action in college admissions should be abolished.	162	43.2%	47.1%	-3.9%	-0.99
Realistically, an individual can do little to change our society.	167	26.3%	31.5%	-5.2%	-1.45
<u>TESC students significantly lower than norm</u>					
People have right to know...personal lives of public figures.	169	17.8%	25.7%	-7.9%	-2.35
Colleges should prohibit racist/sexist speech on campus.	166	53.6%	63.8%	-10.2%	-2.73
Racial discrimination no longer major problem in America	168	7.7%	22.6%	-14.9%	-4.62
Activities of married women best confined to home/family	168	5.4%	28.6%	-23.2%	-6.65
Important that laws prohibit homosexual relationships	168	3.0%	29.1%	-26.1%	-7.45
Material on the Internet should be regulated by government	168	18.5%	45.2%	-26.7%	-6.95
Too much concern in courts for rights of criminals	165	40.6%	72.6%	-32.0%	-9.22
Drug testing of employees or job applicants OK	169	47.3%	79.3%	-32.0%	-10.27