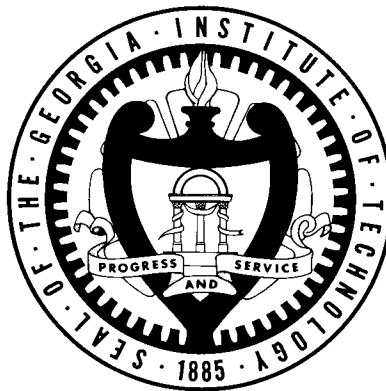




# **Georgia Institute** **of Technology**

## **Cooperative Institutional Research Program (CIRP)** **2004 Freshman Survey Report**



**Office of Assessment**  
**Office of Institutional Research and Planning**

**February, 2005**

## **Cooperative Institutional Research Program (CIRP) 2004 Freshman Survey Report**

### **Summary**

The Georgia Institute of Technology (Georgia Tech) has participated in the Higher Education Research Institute's (HERI) Cooperative Institutional Research Program (CIRP) since 1966. Each year incoming freshmen at participating institutions complete the Student Information Form, and the results are used by HERI as part of a longitudinal study. Incoming 2004 Georgia Tech freshmen were asked to complete the CIRP student survey during their summer or fall FASET orientation program. This report is based on the 1,946 responses of first-time, full-time students (76% of the incoming class) and is generally representative of the 2004 Freshman class. Georgia Tech is classified as a public high-selectivity (SAT scores of 1,140 or more) institution and is compared to both public and private high-selectivity universities ("Public" and "Private" peers). This report presents selected results from the 2004 survey, and can be found along with tables of the full results on the Internet at <http://www.assessment.gatech.edu>.

In general, Georgia Tech (GT) survey respondents tended to resemble their public university peers demographically, but were more like their private university peers academically. GT respondents and peer respondents agreed that the top reason to attend college is "learning more about things that interest me", and that the number one reason they chose their institution is because of its academic reputation. Female GT respondents placed more emphasis than males on getting prepared for graduate/professional school and were more concerned with the cost of attending college, while males were more interested in going to college to be able to make more money and in GT's institutional rankings.

In high school, GT respondents were less likely than their peers to have interacted with their teachers outside of class. Fewer GT respondents than private peer respondents felt there was a very good chance they would communicate regularly with their college professors. GT respondents (particularly males) were more likely than their peers to have felt bored in high school classes. While the number of hours spent studying by high school students in general has been declining for a number of years, GT respondents again reported studying less in high school (34.7% reported studying six or more hours a week) than their peers. However, GT students anticipated studying more hours during their first year in college, with GT females planning to study slightly more hours than males.

Although responding GT students were again less likely than their peers to have felt overwhelmed by all they had to do in the past year, GT females were still nearly three times as likely as GT males to have felt overwhelmed (female peers were only twice as likely). This trend has held since at least 1998. 42.5% of GT students rated themselves highly on their time management skills, which was somewhat higher than public peers but slightly lower than private peers. Almost 90% of GT respondents felt they would be at least somewhat effective in managing their time during their first year in college (females slightly more so than males), with nearly one-fourth predicting that they would be very effective. More GT females than males responded that they very often/often worked harder than they thought they could in order to meet a high school teacher's expectations, and GT females reported a higher drive to achieve than males.

Responding GT students again felt they had higher computer and mathematical abilities than their peers, with GT men indicating higher self-ratings than GT women. GT respondents reported spending less time the past year socializing with friends, participating in student clubs/groups, doing volunteer work, or partying, but more time playing video/computer games, than did their peers. GT students were more likely than their peers to have discussed religion/spirituality during the past year with their friends or family.

Approximately 90% of all survey respondents had performed volunteer work during the past year, while about half had performed community service as part of a class. Both public and private peer students responded that they would participate in volunteer or community service work their first year in college at a higher rate than GT students. GT females were almost three times more likely to plan to participate than males.

Nationally, the percentage of students defining themselves as ‘middle of the road’ politically has reached its lowest point in over thirty years. GT respondents continue to be more conservative politically than their peer groups. 34.9% of GT respondents characterize themselves as conservative/far right, as compared to 21.0% of public peers and 20.8% of private peers. Responding GT students were less likely than their private or public peers to think keeping up to date with political affairs was an essential or very important objective.

## **Methodology**

The Georgia Institute of Technology (Georgia Tech) has participated in the Higher Education Research Institute’s (HERI) Cooperative Institutional Research Program (CIRP) since 1966. Each year incoming freshmen at participating institutions complete the Student Information Form, and the results are used by HERI as part of a longitudinal study.

Incoming Georgia Tech freshmen were asked to complete the survey during their summer or fall FASET orientation program. Of the 2,576 students in the incoming 2004 class, 2,470 attended an orientation session and 1,957 completed the survey. This report is based on the 1,946 responses of first-time, full-time students (75.6% of the incoming first-time, full-time class). Chi-square tests for sample representativeness ( $p \leq 0.01$ ) revealed that there were no significant differences in proportion between the 2004 Freshman class and the obtained response in terms of self-reported gender or entering college. There were significant differences by ethnicity: White/Caucasian students responded at a higher rate than expected. However, because the obtained sample meets HERI standards for being considered a representative sample of the institution’s entering class (at least 75% of the class and no systematic biases in the method of survey administration), and GT was included in their national norms, the results presented in this report are considered generally representative of the 2004 Freshman class.

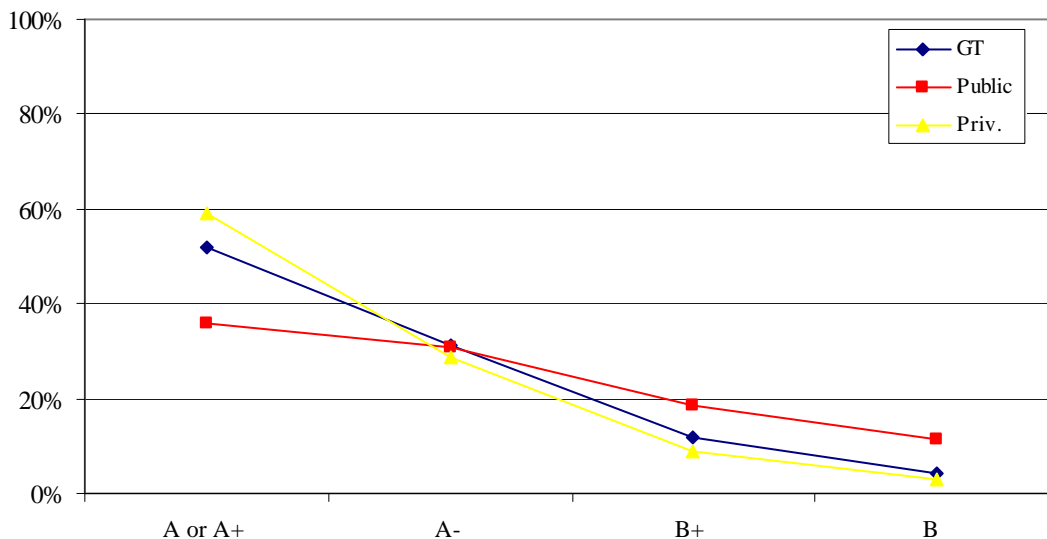
Georgia Tech is classified as a public high-selectivity (SAT scores of 1,140 or more) institution. Fifteen universities are included in the public high-selectivity comparison norms (“Public” peers), including Georgia Tech, UCLA, Michigan, and Virginia Tech. This report also provides comparison norms for fifteen private very high-selectivity (SAT scores of 1,310 or more) universities (“Private” peers), including California Institute of Technology, Carnegie-Mellon, Cornell, Johns Hopkins, Northwestern, and MIT.

This report presents selected results from the 2004 administration of the CIRP survey. In most cases, a response difference of +/- 5% between Georgia Tech and either comparison group (Public or Private peers) was used to highlight the results. Results for GT males and females are presented for select items. Demographic information on the respondents is presented first, followed by results concerning college decision, high school involvement, predictions about the first year of college, and respondent self-ratings of abilities and life objectives. This report and tables of the full results can be found on the Internet at <http://www.assessment.gatech.edu>.

## Demographics

In this section, Georgia Tech (GT) respondents are compared to respondents from peer public and private universities on several background characteristics. In general, GT survey respondents tended to resemble their public university peers demographically.

- GT respondents: 69.3% Male, 30.7% Female.
- GT respondents: 76.7% White/Caucasian, 16.7% Asian American/Asian, 4.4% African-American/Black.
- U.S. Citizen: GT 93.6%, Public 94.9%, Private 92.4%.
- Native language is English: GT 89.9%, Public 87.9%, Private 87.4%.
- The self-reported average grade in high school for GT respondents was 52.1% “A or A+” and 31.4% “A-“. In comparison, 50.5% of 1998 GT respondents and 60.9% of 2001 GT respondents indicated their average grade was A or A+, while peers’ self-reports stayed relatively stable since 2001.



- 70.5% of GT respondents graduated from a public high school (not charter or magnet), as opposed to 81.6% of public peers and 59.1% of private peers. More GT students than peers graduated from public charter or magnet schools, while more private peers graduated from private high schools. 21.8% of GT respondents’ high schools required community service for graduation (as compared to 17.7% in 1998), while 31.8% of public and 42.1% of private peers’ schools required service.

- GT students were asked about their high school class ranking. Of those students indicating their ranking, 65.6% reported that they were in the top 10% of their class (including 7.9% that were first in their class).
- Parents of responding GT students have income and education levels between those of public and private peer respondents (note that self-reports by students may not be accurate).

| <u>Parent's Pre-tax Income</u> | <u>GT</u> | <u>Public</u> | <u>Priv.</u> |
|--------------------------------|-----------|---------------|--------------|
| under \$20,000                 | 3.0%      | 6.8%          | 4.2%         |
| \$20,000 to \$39,999           | 3.4%      | 5.8%          | 3.6%         |
| \$40,000 to \$59,999           | 11.4%     | 13.8%         | 10.3%        |
| \$60,000 to \$99,999           | 29.1%     | 26.8%         | 21.9%        |
| \$100,000 or more              | 48.9%     | 41.8%         | 57.1%        |

| <u>Parent's Education Level</u>         | <u>Father</u> |               |              | <u>Mother</u> |               |              |
|---|---------------|---------------|--------------|---------------|---------------|--------------|
|   | <u>GT</u>     | <u>Public</u> | <u>Priv.</u> | <u>GT</u>     | <u>Public</u> | <u>Priv.</u> |
| Grammar school or less                  | 1.0%          | 2.3%          | 1.1%         | 0.8%          | 2.3%          | 1.0%         |
| Some high school                        | 1.4%          | 3.1%          | 1.5%         | 0.9%          | 2.5%          | 1.3%         |
| High school graduate                    | 7.0%          | 13.3%         | 6.1%         | 8.9%          | 14.5%         | 6.9%         |
| Postsecondary school other than college | 2.7%          | 2.8%          | 1.7%         | 3.6%          | 3.5%          | 2.5%         |
| Some college                            | 10.7%         | 12.2%         | 6.7%         | 14.2%         | 14.2%         | 8.4%         |
| College degree                          | 37.3%         | 30.7%         | 25.1%        | 43.5%         | 36.2%         | 36.4%        |
| Some graduate school                    | 3.7%          | 3.1%          | 3.6%         | 3.9%          | 3.6%          | 5.1%         |
| Graduate degree                         | 36.3%         | 32.6%         | 54.3%        | 24.1%         | 23.2%         | 38.4%        |

- Over 40% of GT respondents planned to stay at GT for an advanced degree. Since 1998, approximately one-fourth of GT respondents plan to pursue a Ph.D. at some point, and the percentage planning medical degrees has risen from 6.2% to 8.6%. Half of GT respondents plan a career in Engineering (more males than females).

| <u>Highest Degree Planned</u> | <u>At Current Institution</u> |               |              | <u>At Any Institution</u> |               |              |
|-------------------------------|-------------------------------|---------------|--------------|---------------------------|---------------|--------------|
|                               | <u>GT</u>                     | <u>Public</u> | <u>Priv.</u> | <u>GT</u>                 | <u>Public</u> | <u>Priv.</u> |
| Bachelor's (B.A., B.S.)       | 55.8%                         | 64.1%         | 74.1%        | 15.1%                     | 15.3%         | 6.8%         |
| Master's (M.A., M.S.)         | 34.8%                         | 22.8%         | 15.0%        | 46.7%                     | 40.3%         | 31.8%        |
| Ph.D. or Ed.D.                | 6.9%                          | 5.4%          | 4.9%         | 25.9%                     | 21.2%         | 30.1%        |
| M.D., D.O., D.D.S., D.V.M.    | 0.7%                          | 4.1%          | 3.8%         | 8.6%                      | 14.8%         | 19.9%        |
| J.D. (Law)                    | 0.1%                          | 0.8%          | 1.0%         | 2.4%                      | 6.2%          | 9.8%         |

| <u>Probable Career</u>            | <u>GT Males</u> | <u>GT Females</u> | <u>GT</u> | <u>Public</u> | <u>Priv.</u> |
|-----------------------------------|-----------------|-------------------|-----------|---------------|--------------|
| Engineer                          | 58.0%           | 31.6%             | 50.0%     | 12.0%         | 12.5%        |
| Computer programmer or analyst    | 7.7%            | 1.6%              | 5.9%      | 2.1%          | 2.1%         |
| Business executive (mgt., admin.) | 3.9%            | 6.4%              | 4.7%      | 8.3%          | 8.3%         |
| Architect or Urban Planner        | 4.3%            | 11.3%             | 6.4%      | 1.8%          | 1.5%         |
| Physician                         | 3.5%            | 13.9%             | 6.7%      | 10.4%         | 16.8%        |
| Scientific Researcher             | 2.8%            | 4.5%              | 3.3%      | 2.7%          | 5.9%         |
| Undecided                         | 7.1%            | 10.9%             | 8.3%      | 16.7%         | 17.6%        |

## College Decision

The top reason Georgia Tech respondents (and their peers) decided to attend college was “to learn more about things that interest me”. GT and public peer respondents also listed getting a better job as a top reason, while public peers were more interested in gaining a general education and appreciation of ideas. For all three groups, the top two reasons respondents chose their school was because of its academic reputation and the belief that the college’s graduates get good jobs. Responding GT students were more likely than their peers to have chosen each of these reasons.

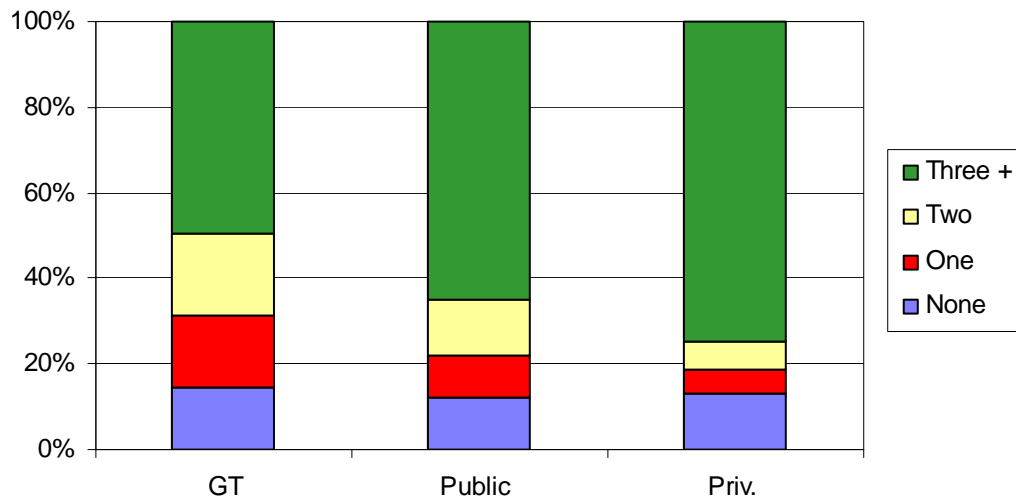
- “Very Important” reasons for deciding to go to college (top six GT responses):

|   | <u>GT Males</u> | <u>GT Females</u> | <u>GT</u> | <u>Public</u> | <u>Priv.</u> |
|---|-----------------|-------------------|-----------|---------------|--------------|
| To learn more about things that interest me           | 77.2%           | 80.7%             | 78.3%     | 78.9%         | 85.7%        |
| To be able to get a better job                        | 76.2%           | 75.1%             | 75.9%     | 71.1%         | 65.9%        |
| To be able to make more money                         | 74.6%           | 70.0%             | 73.2%     | 68.8%         | 59.9%        |
| To get training for a specific career                 | 70.6%           | 76.5%             | 72.4%     | 70.0%         | 55.4%        |
| To gain a general education and appreciation of ideas | 62.6%           | 71.9%             | 65.5%     | 67.6%         | 77.9%        |
| To prepare myself for graduate or professional school | 56.4%           | 68.9%             | 60.3%     | 64.5%         | 70.0%        |

- “Very Important” reasons for attending your college (top four GT responses):

|  | <u>GT Males</u> | <u>GT Females</u> | <u>GT</u> | <u>Public</u> | <u>Priv.</u> |
|--|-----------------|-------------------|-----------|---------------|--------------|
| This college has a very good academic reputation                             | 88.0%           | 89.0%             | 88.3%     | 68.9%         | 85.1%        |
| This college’s graduates get good jobs                                       | 75.3%           | 79.1%             | 76.4%     | 54.4%         | 65.6%        |
| This college’s graduates gain admission to top graduate/professional schools | 42.2%           | 54.0%             | 45.9%     | 37.6%         | 56.5%        |
| Rankings in national magazines   | 43.3%           | 38.5%             | 41.8%     | 23.3%         | 37.1%        |

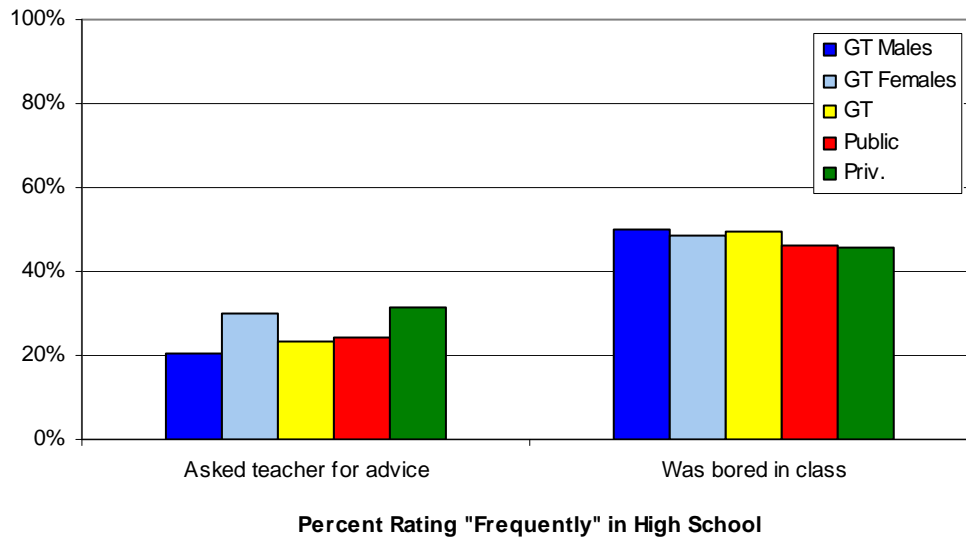
- 78.2% of GT respondents said Tech was their first college choice (compared to 73.7% of 2001 GT respondents), which was a higher percentage than public (68.2%) or private (69.7%) peers.
- Public and private peer respondents applied for admission to more colleges than did Tech respondents.



## High School Involvement

Students were asked if they had engaged in a number of activities during the past year. The following tendencies were noted:

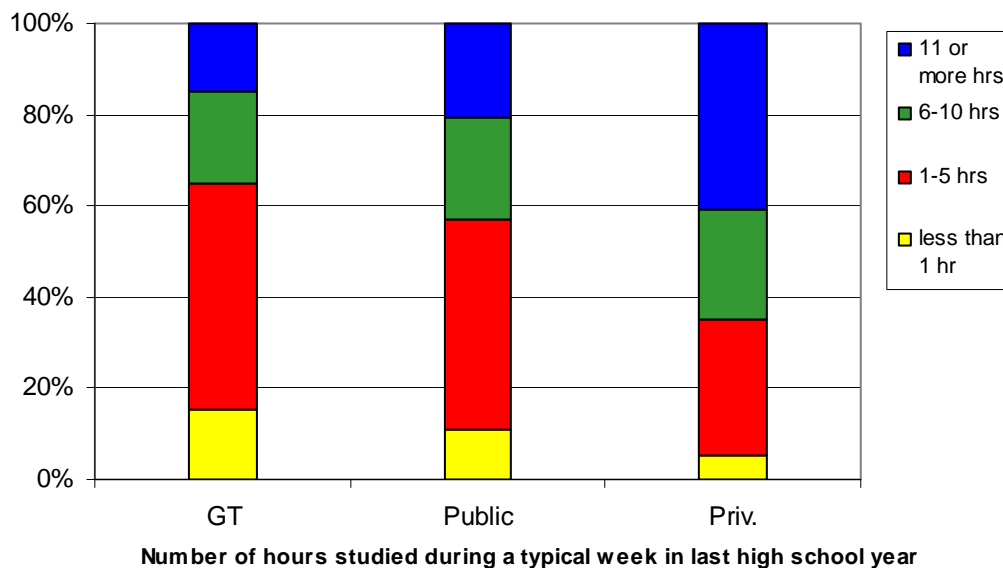
- GT respondents were less likely than their private peers to have asked a teacher for advice after class, although the percentage of GT students frequently asking for advice rose from 19.3% in 2001 to 23.3% in 2004. In general, female students were more likely to have asked for advice than were male students. Private peer respondents were more likely to have been a guest in a teacher's home.
- Nationally, the percent of students who were frequently bored in class during their last year in high school reached a record high of 42.8%. GT respondents (49.5%) were again more likely than their peers to have been bored in class (although this represents a decrease from 52.1% in 2001), with slightly more males than females indicating boredom.



- Responding GT students (15.1%) were again less likely than their public (26.4%) or private (28.1%) peers to have felt overwhelmed by all they had to do in the past year. GT females were still three times as likely as males to have felt this way (whereas females at public and private peer institutions were only approximately twice as likely to have felt overwhelmed). This trend has held since at least 1998, when 18.1% of GT students frequently "felt overwhelmed" during the past year (12.8% of males and 31.6% of females).
- Approximately 90% of all survey respondents had performed volunteer work during the past year, while about half had performed community service as part of a class. When asked about a list of twelve community service / volunteer activities, the top choices by all survey respondents were counseling/mentoring, service to religious community, and other types not listed.
- GT respondents (36.2%) frequently discussed politics more than their public peers (30.1%), but less than their private peers (41.4%). GT respondents were less likely than their peers to have worked on a political campaign. GT students were more likely than their peers to have discussed religion/spirituality during the past year with their friends or family, but private respondents were the most likely to have discussed this in class.

- GT students reported having frequently consumed beer (31.5%) and wine/liquor (37.5%) less often during the past year than did their responding peers. The percentage of college students stating that they have indulged in this behavior has declined for several years, including for GT students (in 1998, the percentages were 40.6% and 49.6% respectively).

Students were asked how they spent a typical week during their last year in high school. GT respondents reported studying less in high school than their peers, with 34.7% saying they studied six or more hours compared to 43.1% of public peers and 64.8% of private peers. Nationally, the percentage of time spent studying in high school has been declining for a number of years (41.2% of 1998 GT students reported studying six or more hours a week). GT respondents also reported spending less time talking with teachers outside of class, socializing with friends, participating in student clubs/groups, doing volunteer work, or partying, but more time playing video/computer games than did their peers.

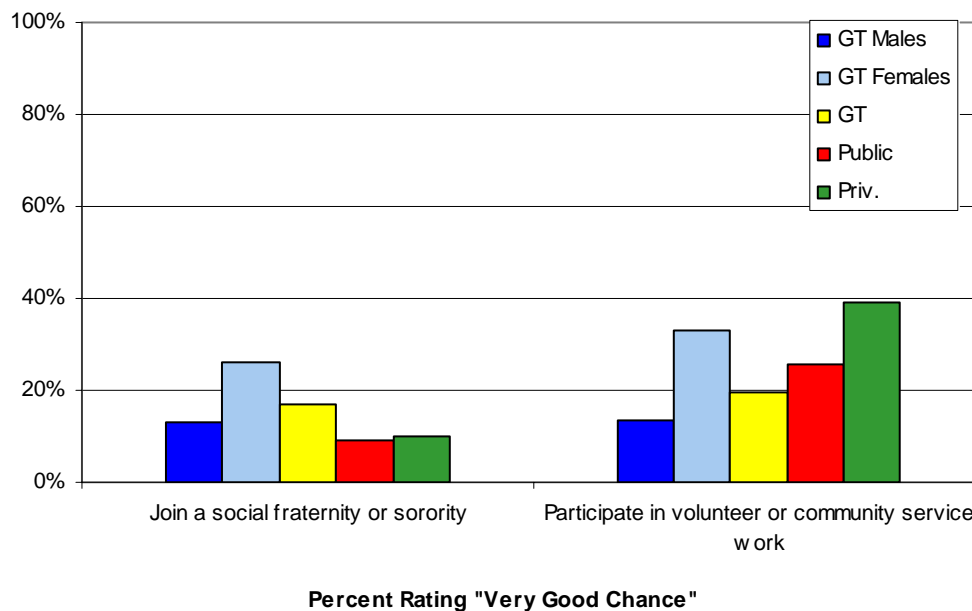


Georgia Tech students were asked several additional questions about academic activities during their senior year in high school. GT respondents indicated they were very involved in their classes (asking questions, contributing to discussions, and making presentations). Almost all respondents had worked at least occasionally with other students on homework and in study groups, with females collaborating with other students more often than males. More females (45.1%) than males (34.6%) responded that they very often/often worked harder than they thought they could in order to meet a teacher's standards/expectations (both increased since 2001), while more males said they very often/often came to class unprepared (16.5% males vs. 11.6% females).

### Predictions About First Year of College

Students were asked to predict the occurrence of a number of events during their first year in college. Of those who responded that there was a "very good chance" of the listed events occurring during their first year, the following items are of note:

- Responding GT students felt they were *less* likely than their peers to have a very good chance of changing their career choice (10.8%), getting a job to help pay for college expenses (32.3%), making at least a 'B' average (57.7%), or participating in a study abroad program (26.2%). GT females felt they had a higher chance of changing their career/major or getting a job to help pay for college expenses than did GT males.
- More GT respondents (43.5%) than public (37.7%) or private (41.3%) peers did not have any concern about their ability to finance their college education. Females had more concern than males. Nearly half (49.3%) of GT respondents did *not* expect to have to cover their first-year expenses from their own resources, as opposed to 42.3% of public and 41.1% of private peer respondents.
- Fewer GT respondents than private peer respondents felt there was a very good chance they would communicate regularly with their college professors (29.3% vs. 41.4%) or participate in student clubs/groups (48.7% vs. 62.7%).
- GT respondents (17.1%) were more likely than public (9.3%) or private (9.9%) peer respondents to indicate that there was a very good chance they would join a social fraternity or sorority. GT females were twice as likely as males to plan to join.
- Both public (25.7%) and private (39.1%) peer students responded that they would participate in volunteer or community service work at a higher rate than GT students (19.6%). GT females were almost three times more likely to plan to participate than males.



- Nationally, the percentage of students reporting that the chances were very good that they would socialize with someone of another racial/ethnic group in the coming year has decreased to its lowest point since the question was first asked in 2000. 67.1% of GT respondents said that the chances were very good that they would socialize with someone of another racial/ethnic group (a decrease from 73.1% in 2001), as compared to 69.2% of public peers and 78.7% of private peers. GT females were more likely than males to anticipate such interaction.
- Responding GT students felt they would be more satisfied with college overall (57.8%) than their public peers (55.8%) but less satisfied than their private peers (65.7%).

Georgia Tech students were asked several additional questions about expectations of their first year. Nearly half (48.0%) of GT respondents anticipated making an overall GPA between 3.0 and 3.4 their *first year*, while 47.4% anticipated making between 3.5 and 4.0 (up from 43.9% in 2001). Males had slightly higher expectations than females. 56.8% of GT students anticipated studying 6-15 hours a week, while 26.2% anticipated 16-20 hours (with GT females planning to study slightly more hours than males). Almost 90% of GT respondents felt they would be at least somewhat effective in managing their time during their first year (females slightly more so than males), with nearly one-fourth (22.3%) predicting that they would be very effective.

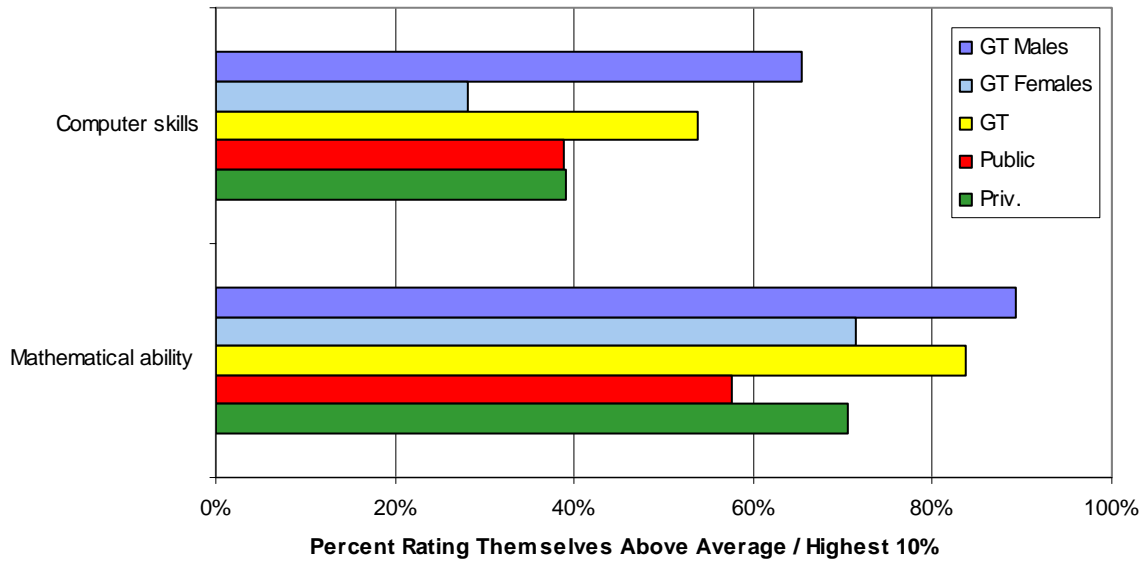
Two-thirds of GT respondents felt there was at least some chance they would participate in formal leadership programs or activities while at Tech, with 23.8% indicating there was a very good chance (females twice as likely as males). Nearly half (47.2%) of GT respondents said they would confront the offending student if they witnessed cheating by one of their peers, but 14.6% said they would ignore the situation. Three-fourths (74.2%) of GT respondents thought it was very or extremely important to be able to function in culturally and ethnically diverse environments (more females than males thought this was extremely important).

### Self-Ratings of Abilities and Life Objectives

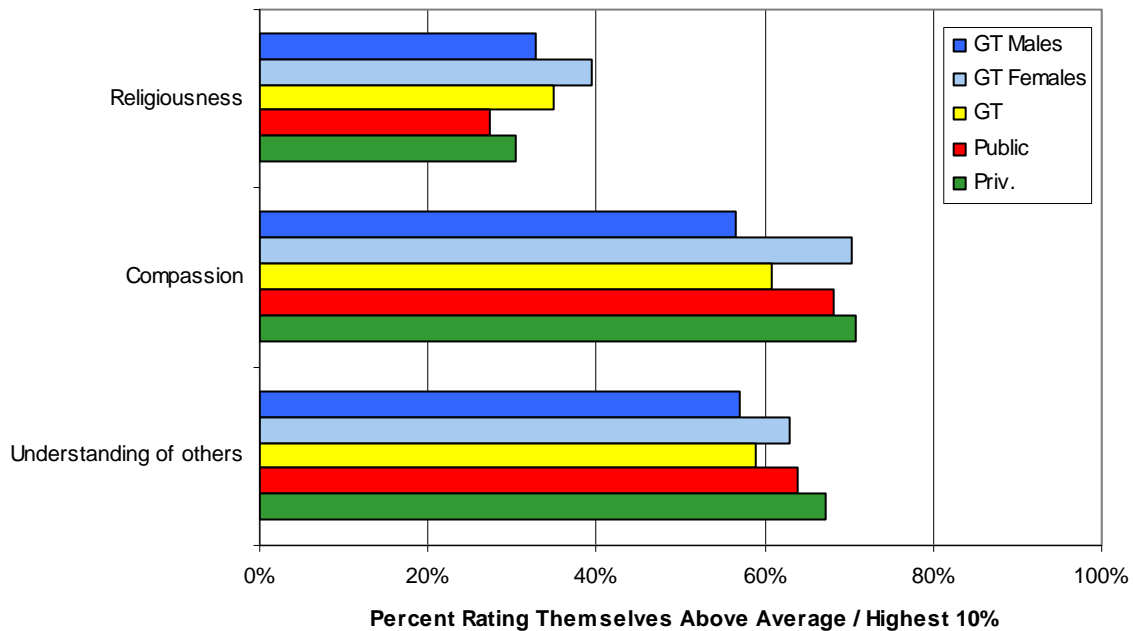
Students were asked to rate themselves compared with the average person their age in a number of abilities. The percentages of students rating themselves “above average” or “in the highest 10%” of all twenty-four abilities are shown in the table below. GT respondents rated themselves higher than their public peers but lower than private peer respondents in many areas.

|                                | <b>GT</b> | <b>Public</b> | <b>Priv.</b> |
|--------------------------------|-----------|---------------|--------------|
| Academic ability               | 95.3%     | 83.5%         | 93.6%        |
| Mathematical ability           | 83.7%     | 57.7%         | 70.5%        |
| Drive to achieve               | 77.8%     | 75.1%         | 84.4%        |
| Self-confidence (intellectual) | 72.1%     | 61.8%         | 72.8%        |
| Kindness                       | 70.3%     | 74.6%         | 73.6%        |
| Cooperativeness                | 65.8%     | 69.6%         | 68.2%        |
| Leadership ability             | 63.2%     | 60.5%         | 66.3%        |
| Compassion                     | 60.8%     | 68.2%         | 70.7%        |
| Generosity                     | 60.5%     | 65.8%         | 63.2%        |
| Physical health                | 60.1%     | 55.1%         | 58.3%        |
| Emotional health               | 59.7%     | 54.0%         | 56.8%        |
| Understanding of others        | 58.9%     | 63.9%         | 67.2%        |
| Forgiveness                    | 58.5%     | 56.2%         | 56.6%        |
| Creativity                     | 58.2%     | 55.2%         | 59.1%        |
| Self-understanding             | 57.6%     | 52.6%         | 59.2%        |
| Computer skills                | 53.8%     | 38.8%         | 39.0%        |
| Courage                        | 53.8%     | 51.8%         | 50.4%        |
| Self-confidence (social)       | 49.1%     | 49.1%         | 48.5%        |
| Writing ability                | 48.9%     | 49.9%         | 62.6%        |
| Time management                | 42.5%     | 37.4%         | 46.0%        |
| Spirituality                   | 39.1%     | 32.8%         | 37.8%        |
| Public speaking ability        | 37.7%     | 37.1%         | 47.9%        |
| Religiousness                  | 34.8%     | 27.4%         | 30.5%        |
| Artistic ability               | 33.6%     | 30.5%         | 36.0%        |

- Responding GT students (particularly females) again felt they had higher computer and mathematical abilities than their peers.



- While GT students (77.8%) again rated themselves lower than private peer respondents (84.4%) on their drive to achieve, GT females still reported a higher drive than GT males.
- GT respondents rated themselves higher than their peers on religiousness and spirituality, but lower on compassion and understanding of others. In other areas, among GT respondents, men reported higher intellectual self-confidence, courage, self-understanding, and emotional and physical health than did GT women. GT females rated themselves higher on time management, religiousness, artistic ability, understanding others, compassion, generosity, and kindness.

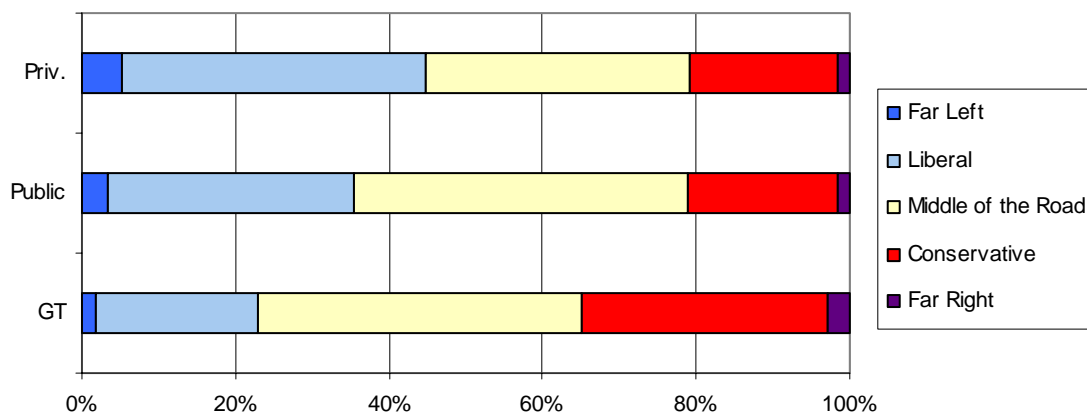


Students were asked to rate the personal importance of twenty-two life objectives. Of those who rated each objective as “essential” or “very important” in life:

- All three groups rated “being very well off financially” highly, with responding GT students (73.3%) and public peers (74.0%) more likely than private (64.1%) peers to think it is essential or very important.
- At least two-thirds of all survey respondents indicated that raising a family is essential or very important, and approximately 60% rated “becoming an authority in my field” highly.
- Responding GT students were less likely than their private or public peers to think helping others who are in difficulty, developing a meaningful philosophy of life, or keeping up to date with political affairs were essential or very important objectives.

| <u>“Essential” / “Very Important”</u>                      | <u>GT Males</u> | <u>GT Females</u> | <u>GT</u> | <u>Public</u> | <u>Priv.</u> |
|--|-----------------|-------------------|-----------|---------------|--------------|
| Helping others who are in difficulty                       | 44.5%           | 59.3%             | 49.0%     | 61.0%         | 64.6%        |
| Developing a meaningful philosophy of life                 | 39.8%           | 42.0%             | 40.5%     | 43.8%         | 55.0%        |
| Improving my understanding of other countries and cultures | 34.2%           | 50.7%             | 39.3%     | 46.9%         | 58.2%        |
| Keeping up to date with political affairs                  | 38.1%           | 37.8%             | 38.0%     | 39.5%         | 49.6%        |
| Influencing social values                                  | 24.6%           | 33.4%             | 27.3%     | 35.0%         | 37.6%        |
| Helping to promote racial understanding                    | 20.6%           | 29.6%             | 23.4%     | 29.6%         | 34.8%        |
| Participating in a community action program                | 15.1%           | 24.9%             | 18.1%     | 21.6%         | 28.6%        |

34.9% of GT respondents characterized themselves as conservative/far right, as compared to 21.0% of public peers and 20.8% of private peers. Nationally, students have become increasingly polarized in their political orientation. The percentage choosing “middle of the road” has reached its lowest point in over thirty years. However, for GT respondents a shift from “liberal” or “far left” to “middle of the road” was observed in 2004.



There were many areas in which GT respondent agreed more with the conservative point of view than their peers. 32.2% of GT respondents agreed with the statement “racial discrimination is no longer a major problem in America”, up from 28.5% in 2001, and higher than their peers.

| <u>“Strongly” / “Somewhat Important”</u>                            | <u>GT</u> | <u>Public</u> | <u>Priv.</u> |
|---|-----------|---------------|--------------|
| Racial discrimination is no longer a major problem in America       | 33.2%     | 21.1%         | 18.5%        |
| Federal military spending should be increased                       | 42.2%     | 30.9%         | 25.8%        |
| There is too much concern in the courts for the rights of criminals | 61.9%     | 55.1%         | 43.9%        |
| Same-sex couples should have the right to legal marital status      | 51.5%     | 64.3%         | 70.3%        |
| Abortion should be legal  | 54.0%     | 64.0%         | 68.2%        |