

**FIRST-YEAR and SENIOR SURVEY
LONGITUDINAL REPORT
SENIOR CLASS of 2006**

Introduction

Westmont periodically surveys incoming freshmen using the Cooperative Institutional Research Program (CIRP) questionnaire developed by the Higher Education Research Institute at the University of California, Los Angeles. It is administered widely among private and public 4-year institutions and thus provides good comparative data. Westmont also regularly surveys senior students using the College Student Survey (CSS), which is also a survey instrument developed by the Higher Education Research Institute. Although the surveys are not identical, there are a number of similar questions which therefore allows close comparison to the student's changing attitudes, beliefs, plans and perceived competencies over the four year period.

In August 2002, 245 first-year students completed the CIRP. During the spring of 2006, 124 seniors completed the CSS. Students are not required to provide personal identifying information on the survey form so it is not possible to match all survey responders. (Perhaps because of publicized concerns regarding identity theft, I have observed that the number of students willing to put their SSN on the survey form has declined in recent years.) The data presented for the Class of 2006 is derived from 59 students for whom we had both first-year and senior-year survey responses.

A few notes of explanation about the following report will be helpful:

1. Data reported on the following pages are the percentage (%) of students making a particular response relative to the number of sampled students. In each case the "sample" is the number of students in the specified graduating class for whom both first-year and senior survey results are available. Therefore, the results presented will vary from previous first-year and senior survey reports that you have received that have summarized the data from a cross-sectional perspective rather than the longitudinal perspective reported here.
2. The format of the report allows comparisons to be made between the same students as they entered Westmont and as they graduate. This allows the data to be examined for changes that occur during the college years.
3. The report includes the following components:
 - a. Westmont longitudinal data spanning 10 years (Class of 1996, 2000, and 2006) which allow not only examination of how students change during the college years but also permits looking for generational differences between Westmont students.

- b. "10-Yr Average Change." This is the difference between the mean of the three freshmen year scores subtracted from the mean of the three senior year scores.
- c. "Change in Class of 2006." This is the difference between the freshmen year score subtracted from the mean of the senior year score for matched pairs of 2006 graduates.
- d. "Private 4-Year Colleges." The 2006 Westmont data is contrasted with data obtained from over 10,000 college seniors in 2006 from both religious and secular private colleges. The freshmen vs. senior contrasts were also derived from longitudinal studies at these institutions.

Caution must be exercised in attributing observed changes (or stability) to Westmont as the causative agent. The only available national norms for this survey are for college students. There are no norms for individuals 18 to 22 years old that did not enroll in college. It is reasonable to assume that at least some of the change that takes place in our students during the college years would have occurred whether or not they were enrolled at Westmont (or any college).

Education and Career Goals

In the Class of 2006, Westmont seniors were more likely to indicate that the baccalaureate degree was their final educational objective compared with their stated degree aspirations as freshmen. This finding was reported by both graduating men and women in 2006. As a result, there was a decline in the number of students planning on pursuing masters, doctoral, and medical degrees. It was only in the area of law that seniors expressed a greater interest in pursuing graduate studies than they had as freshmen. These results are in contrast to the Class of 2000 where interest in post-baccalaureate education increased during the time of study at Westmont.

Graduating Class of:		1996	2000	2006	Mean	Change During College	
Degree Aspirations						10-Yr Average Change	Change in Class of 2006
B.A., B.S.	Fr	20%	17%	15%	17.3%	1.6%	6.5%
	Sr	28%	8%	22%	18.9%		
M.A., M.S.	Fr	42%	47%	59%	49.5%	-2.1%	-10.9%
	Sr	42%	53%	48%	47.4%		
Ph.D., Ed.D.	Fr	18%	18%	11%	15.5%	-0.6%	-4.4%
	Sr	18%	20%	7%	15.0%		
Medical degree	Fr	16%	12%	11%	12.7%	-5.7%	-2.2%
	Sr	4%	8%	9%	7.1%		
Law degree	Fr	3%	5%	0%	2.5%	1.0%	4.3%
	Sr	2%	4%	4%	3.5%		
Divinity degree	Fr	1%	1%	2%	1.4%	0.7%	0.0%
	Sr	1%	3%	2%	2.1%		

The Class of 2006, both as freshmen and seniors, appear less interested in pursuing a doctoral degree than students in previous years. As can be seen in the next table, this

group also indicated significantly less interest in doctoral studies than did the peer group from private 4-year colleges. The 4-year decline in aspirations for a doctoral degree among Westmont seniors occurred because of a decreased interest from the women but it should also be noted the male students were expressing lower interest in doctoral studies beginning in the freshmen year.

Class of 2006:		Westmont				Private 4-Year Colleges			
Degree Aspirations		Men	Women	Change with men	Change with women	Men	Women	Change with men	Change with women
B.A., B.S.	Fr	13%	17%			19%	19%		
	Sr	19%	23%	6%	7%	18%	13%	-1%	-6%
M.A., M.S.	Fr	75%	50%			41%	46%		
	Sr	56%	43%	-19%	-7%	42%	50%	0%	4%
Ph.D., Ed.D.	Fr	6%	13%			19%	19%		
	Sr	6%	7%	0%	-7%	21%	21%	2%	3%
Medical degree	Fr	0%	17%			9%	10%		
	Sr	6%	10%	6%	-7%	6%	5%	-2%	-4%
Law degree	Fr	0%	0%			9%	5%		
	Sr	6%	3%	6%	3%	9%	7%	1%	2%
Divinity degree	Fr	6%	0%			2%	0%		
	Sr	3%	3%	-3%	3%	2%	1%	0%	1%

The next two tables summarize students' expressed career aspirations. Stated career goals change very little between the freshmen and senior years. There has also been relatively little change in career plans by Westmont students over the past 10 years. The greatest decline is found in students interested in medicine but this is consistent with the national trend of students shifting away from a "pre-med" course of study during the college years.

Graduating Class of:		1996	2000	2006	Mean	Change During College	
Career Aspirations						10-Yr Average Change	Change in Class of 2006
Artist	Fr	13%	7%	7%	9.1%		
	Sr	12%	14%	7%	11.0%	1.9%	0.0%
Business	Fr	9%	13%	11%	10.8%		
	Sr	9%	9%	12%	10.2%	-0.6%	1.8%
Clergy	Fr	1%	4%	4%	2.8%		
	Sr	3%	6%	4%	4.2%	1.4%	0.0%
College professor	Fr	1%	1%	0%	0.8%		
	Sr	6%	2%	2%	3.4%	2.6%	1.8%
Doctor (MD,DDS)	Fr	12%	15%	9%	12.1%		
	Sr	3%	6%	5%	4.8%	-7.3%	-3.5%
Education, elem.	Fr	9%	7%	12%	9.6%		
	Sr	8%	8%	11%	8.7%	-0.9%	-1.8%
Education,secdy.	Fr	7%	7%	5%	6.5%		
	Sr	8%	9%	4%	6.8%	0.3%	-1.8%
Engineer	Fr	2%	2%	2%	1.8%		
	Sr	1%	1%	0%	0.5%	-1.4%	-1.8%
Health profession	Fr	5%	7%	2%	4.5%		
	Sr	5%	1%	4%	3.3%	-1.2%	1.8%
Lawyer	Fr	2%	4%	0%	2.2%		
	Sr	3%	1%	4%	2.8%	0.5%	3.5%
Research scient.	Fr	3%	2%	0%	1.6%		
	Sr	1%	4%	2%	2.5%	0.9%	1.8%
Social worker	Fr	4%	2%	0%	1.9%		
	Sr	6%	5%	5%	5.3%	3.4%	5.3%
Other	Fr	20%	10%	26%	18.8%		
	Sr	21%	20%	25%	21.8%	3.0%	-1.8%
Undecided	Fr	15%	16%	21%	17.2%		
	Sr	12%	10%	18%	13.1%	-4.2%	-3.6%

There are several interesting gender differences in the data related to careers in education. A greater percentage of Westmont women are interested in careers in elementary education than found in the national sample. Also, interest in elementary education increases during the college years among Westmont women but markedly decreases in Westmont men. Finally, whereas a greater percentage of Westmont women are interested in elementary education than found in the national group, Westmont women indicated less interest in secondary education careers than women at private 4-year colleges. These differences may reflect how “education majors” are structured at Westmont. Students interested in elementary education will typically major in Liberal Studies. Although this is not an education major, it is clearly identified as the route that should be followed by perspective elementary school teachers. On the other hand, majors in “secondary education” are embedded in major departments and tend not be emphasized (or perhaps even deemphasized) by academic advisors.

Class of 2006:		Westmont				Private 4-Year Colleges			
Career Aspirations		Men	Women	Change with men	Change with women	Men	Women	Change with men	Change with women
Artist	Fr	0%	11%			7%	9%		
	Sr	5%	8%	5%	-3%	7%	9%	0%	-1%
Business	Fr	21%	5%			18%	9%		
	Sr	21%	8%	0%	3%	25%	14%	8%	4%
Clergy	Fr	5%	3%			3%	1%		
	Sr	5%	3%	0%	0%	4%	1%	0%	0%
College professor	Fr	0%	0%			1%	1%		
	Sr	0%	3%	0%	3%	3%	2%	2%	1%
Doctor (MD,DDS)	Fr	5%	11%			7%	7%		
	Sr	5%	5%	0%	-5%	5%	4%	-2%	-4%
Education, elem.	Fr	11%	13%			7%	7%		
	Sr	0%	16%	-11%	3%	7%	7%	0%	1%
Education,secdy.	Fr	0%	8%			2%	11%		
	Sr	0%	5%	0%	-3%	1%	12%	-1%	1%
Engineer	Fr	5%	0%			7%	1%		
	Sr	0%	0%	-5%	0%	4%	1%	-3%	-1%
Health profession	Fr	0%	3%			3%	10%		
	Sr	0%	5%	0%	3%	2%	10%	-1%	0%
Lawyer	Fr	0%	0%			6%	4%		
	Sr	5%	3%	5%	3%	6%	4%	0%	0%
Research scientist	Fr	0%	0%			3%	2%		
	Sr	0%	3%	0%	3%	3%	2%	0%	1%
Social worker	Fr	0%	0%			0%	2%		
	Sr	0%	8%	0%	8%	1%	4%	1%	3%
Other	Fr	32%	21%			18%	16%		
	Sr	32%	18%	0%	-3%	20%	20%	2%	4%
Undecided	Fr	16%	24%			16%	18%		
	Sr	21%	16%	5%	-8%	7%	8%	-9%	-10%

Finally, it is interesting to compare Westmont with the national sample for the career, “undecided.” In the senior class, the undecided group at Westmont (17.5%) is more than twice as large as the undecided comparative group (7.5%). And whereas the number of undecided declines during the college years nationally, the group of undecided men at Westmont increases in size.

Self Ratings

Students were asked to compare themselves with an average person of his or her age. The data that follows is the percentage of students who rated themselves “above average” or in the “top 10%.” You will want to compare the two tables that follow carefully since there are large gender differences that account for much of the change noted in the Class of 2006. For instance, the overall decline in self ratings from the freshmen to senior year on the items “drive to achieve” and “physical health” results entirely from the Westmont women lowering their self appraisal. Conversely, the large increases in positive self rating observed with items “artistic ability,” “computer skills,”

“self confidence (social)” and “writing ability” are to a large extent or fully the result of increased self ratings in the Westmont women.

Graduating Class of:		1996	2000	2006	Mean	Change During College	
Student Rating Self in "Highest 10% or "Above Average" Compared to Peers						10-Yr Average Change	Change in Class of 2006
Academic ability	Fr	84%	85%	98%	89.1%	-7.2%	-6.9%
	Sr	73%	81%	91%	81.9%		
Artistic ability	Fr	38%	28%	21%	29.2%	3.7%	12.2%
	Sr	34%	32%	33%	32.9%		
Computer skills	Fr	Note	Note	26%	25.9%	12.0%	12.0%
	Sr	Note	Note	38%	37.9%		
Drive to achieve	Fr	79%	82%	81%	80.5%	-8.2%	-6.9%
	Sr	71%	72%	74%	72.3%		
Emotional health	Fr	73%	69%	66%	69.0%	-9.3%	-15.5%
	Sr	67%	62%	50%	59.7%		
Leadership ability	Fr	66%	71%	68%	68.6%	-1.0%	0.0%
	Sr	68%	67%	68%	67.6%		
Mathematical ability	Fr	47%	46%	60%	51.0%	-19.2%	-29.8%
	Sr	35%	30%	30%	31.8%		
Physical health	Fr	69%	68%	67%	67.6%	-12.5%	-12.3%
	Sr	59%	52%	54%	55.1%		
Public speaking ability	Fr	45%	47%	44%	45.3%	-0.2%	1.7%
	Sr	47%	42%	46%	45.1%		
Self confidence (intellectual)	Fr	67%	69%	70%	68.9%	-4.0%	-5.3%
	Sr	64%	66%	65%	64.9%		
Self confidence (social)	Fr	53%	59%	42%	51.3%	7.8%	8.8%
	Sr	66%	61%	51%	59.1%		
Self understanding	Fr	Note	78%	54%	66.2%	8.6%	17.5%
	Sr	Note	78%	72%	74.8%		
Spirituality	Fr	Note	75%	83%	78.9%	-2.5%	-5.3%
	Sr	Note	76%	77%	76.4%		
Understanding of others	Fr	Note	77%	74%	75.3%	5.4%	3.5%
	Sr	84%	81%	77%	80.7%		
Writing ability	Fr	Note	59%	58%	58.4%	4.7%	7.0%
	Sr	63%	62%	65%	63.1%		

Note: Item not on survey that year.

Westmont men and women both reported increased self ratings for “self understanding” and decreased self evaluations for “mathematical ability.”

One survey item that has attracted attention in the past is the item “emotional health.” A modest decline of 6% was observed in the Westmont men. However, there was a decline of 20% in the women reporting themselves above average for emotional health. This is seen in contrast to the stability of responses on this item in the national sample with both men and women students. Consistent with this finding is the data summarized later (pp.12-13) reporting a greater percentage of Westmont women than

men (and with both men and women in the national group) who indicated they had “felt depressed” and “felt overwhelmed by all I had to do.”

Class of 2006:		Westmont				Private 4-Year Colleges			
Student Rating Self in "Highest 10% or "Above Average" Compared to		Men	Women	Change with men	Change with women	Men	Women	Change with men	Change with women
Academic ability	Fr	94%	100%			79%	74%		
	Sr	89%	93%	-5%	-8%	80%	76%	2%	3%
Artistic ability	Fr	24%	20%			26%	29%		
	Sr	29%	35%	6%	15%	29%	31%	4%	2%
Computer skills	Fr	44%	18%			45%	21%		
	Sr	44%	35%	0%	18%	55%	34%	10%	13%
Drive to achieve	Fr	61%	90%			72%	77%		
	Sr	67%	78%	6%	-13%	74%	77%	2%	0%
Emotional health	Fr	78%	60%			64%	51%		
	Sr	72%	40%	-6%	-20%	64%	53%	0%	1%
Leadership ability	Fr	65%	70%			69%	60%		
	Sr	77%	65%	12%	-5%	74%	62%	5%	2%
Mathematical ability	Fr	53%	63%			55%	39%		
	Sr	29%	30%	-24%	-33%	45%	28%	-11%	-11%
Physical health	Fr	77%	63%			71%	49%		
	Sr	77%	45%	0%	-18%	62%	45%	-9%	-4%
Public speaking ability	Fr	47%	43%			44%	36%		
	Sr	53%	43%	6%	0%	58%	45%	14%	9%
Self confidence (intellectual)	Fr	88%	63%			71%	53%		
	Sr	71%	63%	-18%	0%	77%	64%	6%	11%
Self confidence (social)	Fr	71%	30%			53%	43%		
	Sr	65%	45%	-6%	15%	64%	55%	10%	12%
Self understanding	Fr	59%	53%			61%	51%		
	Sr	82%	68%	24%	15%	73%	66%	12%	15%
Spirituality	Fr	82%	83%			48%	49%		
	Sr	77%	78%	-6%	-5%	45%	45%	-3%	-3%
Understanding of others	Fr	71%	75%			65%	70%		
	Sr	77%	78%	6%	3%	71%	75%	5%	6%
Writing ability	Fr	59%	58%			48%	52%		
	Sr	59%	68%	0%	10%	61%	60%	13%	9%

Goals in Life

Earlier it was noted that career goals appear relatively stable during college. Much greater change was noted in areas of personal values and life goals. Westmont men and women as seniors are more likely to express interest in “achieving in the performing arts,” “create artistic work” and “write original works” than they did as freshmen. Increased interest in these areas can’t, however, be taken as evidence of a general motivation for greater success since on a number of similar items, less of an orientation towards achievement was indicated. Westmont students’ desire to succeed financially, make contributions in the fields of science, and to gain recognition from colleagues all declined during college.

Graduating Class of:		1996	2000	2006	Mean	Change During College	
Goals Noted As Essential or Very Important						10-Yr Average Change	Change in Class of 2006
Achieve in performing arts	Fr	17%	15%	14%	13.2%	2.3%	10.3%
	Sr	11%	16%	24%	15.5%		
Be well off financially	Fr	34%	34%	32%	33.5%	-14.0%	-15.3%
	Sr	25%	16%	17%	19.5%		
Become authority in field	Fr	61%	46%	49%	51.2%	-3.9%	-5.1%
	Sr	50%	48%	44%	47.3%		
Create artistic work	Fr	15%	12%	9%	11.6%	8.1%	8.4%
	Sr	24%	22%	17%	19.6%		
Develop philosophy of life	Fr	63%	58%	41%	54.6%	15.9%	22.0%
	Sr	72%	74%	63%	70.5%		
Have administrative job	Fr	27%	26%	19%	25.1%	0.7%	6.8%
	Sr	34%	20%	25%	25.8%		
Help others in difficulty	Fr	84%	83%	73%	77.5%	7.3%	18.6%
	Sr	78%	85%	92%	84.7%		
Influence political system	Fr	20%	14%	10%	16.2%	1.6%	10.1%
	Sr	15%	21%	20%	17.9%		
Influence social values	Fr	69%	65%	44%	59.0%	6.1%	22.0%
	Sr	62%	68%	66%	65.1%		
Involved in environ. issues	Fr	23%	11%	6%	13.7%	5.8%	17.4%
	Sr	17%	23%	24%	19.5%		
Part. in community action	Fr	38%	30%	26%	31.6%	4.8%	22.4%
	Sr	30%	35%	48%	36.3%		
Promote racial understanding	Fr	41%	29%	25%	32.1%	10.7%	22.1%
	Sr	46%	37%	48%	42.7%		
Raise a family	Fr	85%	86%	81%	83.9%	-2.0%	6.7%
	Sr	75%	82%	88%	82.0%		
Recognition from colleagues	Fr	36%	33%	31%	34.6%	-9.1%	-6.8%
	Sr	34%	26%	24%	25.5%		
Success in own business	Fr	27%	24%	15%	24.1%	-5.7%	1.6%
	Sr	21%	17%	17%	18.4%		
Theoretical contrib. to science	Fr	14%	10%	7%	10.3%	-3.8%	-3.4%
	Sr	9%	6%	3%	6.5%		
Write original works	Fr	14%	16%	12%	13.6%	8.2%	8.4%
	Sr	25%	22%	20%	21.8%		

A number of values related to the community appear to develop and strengthen during the college years with some of the largest increases in the past 10 years occurring in the Class of 2006. Westmont seniors in 2006 stated they had much greater interest in helping others in need, influencing political and social values, becoming involved in environmental issues, and promoting racial understanding than they had as freshmen. Many of these differences are in contrast to the changes in the opposite direction during college with the Class of 1996.

Comparing Westmont seniors to seniors in the national sample, the largest differences are seen on those items of professional success where Westmont seniors have become less success oriented as previously mentioned (financial success, authority in field of work, recognition from colleagues and contributions to science).

Class of 2006:		Westmont				Private 4-Year Colleges			
Goals Noted As Essential or Very Important		Men	Women	Change with men	Change with women	Men	Women	Change with men	Change with women
Achieve in performing arts	Fr	6%	18%			14%	17%		
	Sr	22%	25%	17%	8%	16%	18%	2%	1%
Be well off financially	Fr	42%	28%			65%	58%		
	Sr	16%	18%	-26%	-10%	55%	51%	-10%	-6%
Become authority in field	Fr	63%	43%			60%	54%		
	Sr	47%	43%	-16%	0%	62%	60%	2%	6%
Create artistic work	Fr	11%	8%			11%	16%		
	Sr	21%	15%	11%	8%	16%	18%	5%	3%
Develop philosophy of life	Fr	37%	43%			46%	41%		
	Sr	68%	60%	32%	18%	59%	55%	13%	13%
Help others in difficulty	Fr	68%	75%			62%	74%		
	Sr	84%	95%	16%	20%	72%	81%	10%	7%
Influence political system	Fr	16%	8%			22%	15%		
	Sr	21%	20%	5%	13%	29%	20%	8%	5%
Influence social values	Fr	53%	40%			41%	44%		
	Sr	63%	68%	11%	28%	49%	52%	8%	7%
Involved in environ. issues	Fr	16%	3%			15%	15%		
	Sr	32%	20%	16%	18%	24%	23%	9%	9%
Part. in community action	Fr	21%	28%			21%	28%		
	Sr	47%	49%	26%	21%	29%	35%	7%	7%
Promote racial understanding	Fr	26%	25%			28%	29%		
	Sr	37%	53%	11%	28%	34%	40%	5%	11%
Raise a family	Fr	95%	75%			81%	79%		
	Sr	90%	88%	-5%	13%	81%	80%	-1%	1%
Recognition from colleagues	Fr	37%	28%			48%	45%		
	Sr	21%	25%	-16%	-3%	51%	52%	3%	6%
Success in own business	Fr	16%	15%			37%	27%		
	Sr	21%	15%	5%	0%	39%	26%	2%	-1%
Theoretical contrib. to science	Fr	5%	8%			17%	12%		
	Sr	0%	5%	-5%	-3%	19%	14%	2%	2%
Write original works	Fr	5%	15%			16%	15%		
	Sr	21%	20%	16%	5%	21%	18%	5%	3%

The small percentage of Westmont seniors interested in making contributions in scientific disciplines is consistent with the previous observation that fewer students in the Class of 2006 aspired to complete a doctoral degree.

Political and Social Views

A significant number of Westmont students shift from a conservative to a middle of the road political orientation during their years in college. However, with 40% still classifying themselves as conservatives, they differ markedly from their peers at private 4-year colleges that have much greater numbers classifying themselves as liberals (31% versus Westmont at 16%).

Graduating Class of:		1996	2000	2006	Mean	Change During College	
Political Orientation						10-Yr Average Change	Change in Class of 2006
Far left	Fr	0%	0%	0%	0.0%	0.0%	0.0%
	Sr	0%	0%	0%	0.0%		
Liberal	Fr	10%	5%	12%	9.0%	5.3%	4.0%
	Sr	12%	15%	16%	14.3%		
Middle of the road	Fr	35%	23%	22%	26.7%	16.3%	23.0%
	Sr	45%	39%	45%	43.0%		
Conservative	Fr	51%	68%	66%	61.7%	-18.7%	-26.0%
	Sr	43%	46%	40%	43.0%		
Far right	Fr	3%	4%	0%	2.3%	-2.0%	0.0%
	Sr	0%	1%	0%	0.3%		

It is interesting to note that with 2006 seniors at Westmont, the women were much more likely to move towards the center from a previously held conservative position than were the men.

Class of 2006:		Westmont				Private 4-Year Colleges			
Political Orientation		Men	Women	Change with men	Change with women	Men	Women	Change with men	Change with women
Far left	Fr	0%	0%	0%	0%	2%	2%	1%	2%
	Sr	0%	0%			4%	3%		
Liberal	Fr	16%	10%	5%	3%	21%	23%	5%	11%
	Sr	21%	13%			26%	34%		
Middle of the road	Fr	21%	23%	5%	31%	43%	48%	-8%	-12%
	Sr	26%	54%			35%	36%		
Conservative	Fr	63%	67%	-10%	-33%	32%	27%	1%	0%
	Sr	53%	33%			33%	27%		
Far right	Fr	0%	0%	0%	0%	2%	1%	0%	0%
	Sr	0%	0%			2%	1%		

Some liberalizing of views on social issues also seems to have taken place. A greater percentage of students believe abortion and marijuana should be legalized. (Even with the large change noted with Westmont students, the private 4-year college percentages are markedly higher in these two categories.) Students registered a major decline in their belief that homosexual relationships ought to be prohibited. Westmont seniors in greater numbers believe that the death penalty should be abolished.

Graduating Class of:		1996	2000	2006	Mean	Change During College	
Attitudes Towards Social Issues						10-Yr Average Change	Change in Class of 2006
Abortion should be legal	Fr	21%	8%	7%	12.2%	8.3%	15.5%
	Sr	24%	15%	22%	20.5%		
Death penalty eliminated	Fr	25%	23%	33%	27.1%	15.8%	15.8%
	Sr	43%	37%	49%	42.9%		
Individual can't change society	Fr	20%	12%	14%	15.2%	-1.6%	-1.7%
	Sr	17%	12%	12%	13.6%		
Marijuana should be legalized	Fr	9%	6%	3%	6.0%	13.8%	25.9%
	Sr	11%	19%	29%	19.8%		
Married women best at home	Fr	23%	24%	23%	23.1%	-12.6%	-17.5%
	Sr	14%	12%	5%	10.4%		
Prohibit homosexual relations	Fr	55%	63%	63%	60.0%	-20.2%	-30.4%
	Sr	34%	53%	32%	39.9%		
Racial discrim. not a problem	Fr	11%	13%	35%	19.7%	-9.8%	-24.2%
	Sr	6%	14%	10%	9.9%		
Wealthy should pay more taxes	Fr	25%	43%	45%	37.7%	6.0%	14.3%
	Sr	26%	47%	59%	43.7%		

Contrary to historical Christian stereotypes, Westmont seniors (both male and female) were less likely to state that they believed “the activity of married women are best confined to the home and family” than the attitudes expressed by the national sample.

Class of 2006:		Westmont				Private 4-Year Colleges			
Attitudes Towards Social Issues		Men	Women	Change with men	Change with women	Men	Women	Change with men	Change with women
Abortion should be legal	Fr	11%	5%			42%	43%		
	Sr	28%	20%	17%	15%	53%	56%	11%	13%
Death penalty should be eliminated	Fr	35%	33%			30%	38%		
	Sr	47%	50%	12%	18%	39%	42%	9%	5%
Individual can't change society	Fr	17%	13%			25%	20%		
	Sr	11%	13%	-6%	0%	31%	22%	6%	1%
Marijuana should be legalized	Fr	11%	0%			36%	27%		
	Sr	39%	25%	28%	25%	44%	38%	9%	11%
Married women best at home	Fr	22%	23%			27%	16%		
	Sr	11%	3%	-11%	-21%	21%	10%	-5%	-6%
Laws should prohibit homosexual relations	Fr	67%	61%			37%	26%		
	Sr	28%	34%	-39%	-26%	30%	22%	-6%	-5%
Racial discrim. not a problem	Fr	33%	35%			23%	17%		
	Sr	22%	5%	-11%	-30%	23%	11%	-1%	-6%
Wealthy should pay more taxes	Fr	44%	45%			50%	52%		
	Sr	56%	61%	11%	16%	58%	61%	8%	9%

In the Class of 2006, Westmont students as freshmen were more likely to express the opinion that “racial discrimination is no longer a major problem in America” than their

peers at other colleges but by the senior year, Westmont students were less likely to have this opinion than students in the comparison group.

General Activities and Emotional States

Westmont students displayed changes in lifestyle choices regarding the use of alcohol. As entering freshmen, less than 20% reported alcohol consumption compared to nearly one-half of the freshmen entering private colleges (all of which is prior to the California legal age for drinking). In the senior year, two-thirds of Westmont students and nearly 80% of their college peers indicated use of alcohol. (Also in the tables below can be found the data previously mentioned regarding feelings of depression and feeling overwhelmed.)

Graduating Class of:		1996	2000	2006	Mean	Change During College	
						10-Yr Average Change	Change in Class of 2006
General Activities							
Drank beer	Fr	18%	12%	14%	14.5%	38.8%	40.6%
	Sr	45%	61%	54%	53.2%		
Drank wine or liquor	Fr	21%	21%	14%	18.6%	51.3%	50.8%
	Sr	66%	79%	64%	69.8%		
Felt depressed	Fr	6%	5%	7%	5.9%	1.6%	1.7%
	Sr	7%	7%	9%	7.5%		
Felt overwhelmed	Fr	30%	35%	32%	32.4%	9.9%	10.2%
	Sr	42%	43%	42%	42.3%		
Particip. in demonstration	Fr	43%	30%	35%	35.8%	-27.1%	-24.2%
	Sr	7%	8%	10%	8.6%		
Performed volunteer work	Fr	87%	88%	95%	89.9%	-5.9%	-8.5%
	Sr	81%	84%	86%	84.0%		
Smoked cigarettes	Fr	2%	1%	0%	0.8%	2.0%	3.4%
	Sr	4%	1%	3%	2.8%		

Class of 2006:		Westmont				Private 4-Year Colleges			
		Men	Women	Change with men	Change with women	Men	Women	Change with men	Change with women
General Activities									
Drank beer	Fr	16%	13%			47%	38%		
	Sr	58%	53%	42%	40%	76%	61%	29%	23%
Drank wine or liquor	Fr	16%	13%			48%	47%		
	Sr	53%	70%	37%	58%	75%	79%	28%	32%
Felt depressed	Fr	0%	10%			5%	8%		
	Sr	6%	10%	6%	0%	5%	7%	1%	-1%
Felt overwhelmed	Fr	5%	45%			16%	38%		
	Sr	32%	48%	26%	3%	23%	45%	6%	7%
Particip. in demonstration	Fr	37%	33%			42%	43%		
	Sr	11%	10%	-26%	-23%	21%	22%	-21%	-21%
Performed volunteer work	Fr	90%	98%			87%	92%		
	Sr	79%	90%	-11%	-8%	65%	76%	-22%	-17%
Smoked cigarettes	Fr	0%	0%			3%	4%		
	Sr	0%	5%	0%	5%	6%	6%	3%	2%

Choice of Church Attendance

During college, Westmont women shift their church attendance away from main-line denominations (Baptist and Presbyterian) to “other” Christian churches and to the Episcopal Church. Westmont men also shift away from Baptist churches but their attendance at Presbyterian churches increases.

Graduating Class of:		1996	2000	2006	Mean	Change During College	
Choice of Church Attendance						10-Yr Average Change	Change in Class of 2006
Baptist	Fr	20%	19%	17%	18.7%	-7.2%	-6.7%
	Sr	13%	11%	10%	11.5%		
Episcopal	Fr	1%	1%	0%	0.6%	3.5%	3.4%
	Sr	4%	4%	3%	4.0%		
Lutheran	Fr	4%	1%	0%	1.7%	-0.1%	0.0%
	Sr	4%	1%	0%	1.7%		
Methodist	Fr	2%	1%	0%	1.0%	-0.2%	0.0%
	Sr	1%	1%	0%	0.8%		
Presbyterian	Fr	20%	21%	22%	21.2%	-6.5%	-6.7%
	Sr	12%	17%	15%	14.7%		
Roman Catholic	Fr	3%	1%	0%	1.4%	0.1%	0.0%
	Sr	3%	1%	0%	1.5%		
Other (Protestant)	Fr	34%	54%	61%	49.5%	13.7%	8.5%
	Sr	57%	63%	70%	63.2%		

Denominational preference in the national sample did not change as much as it did with Westmont students.

Class of 2006:		Westmont				Private 4-Year Colleges			
Church Attendance		Men	Women	Change with men	Change with women	Men	Women	Change with men	Change with women
Baptist	Fr	21%	15%	-5%	-8%	9%	9%	-1%	-1%
	Sr	16%	8%			8%	8%		
Episcopal	Fr	0%	0%	0%	5%	2%	2%	0%	0%
	Sr	0%	5%			2%	2%		
Presbyterian	Fr	21%	23%	11%	-15%	5%	6%	0%	0%
	Sr	32%	8%			5%	5%		
Roman Catholic	Fr	0%	0%	0%	0%	34%	34%	-8%	-2%
	Sr	0%	0%			26%	33%		
Other (Christian)	Fr	58%	63%	-5%	15%	32%	33%	-2%	1%
	Sr	53%	78%			30%	35%		

Summary and Conclusions

By self-report, the Class of 2006 is engaged with people and the community. The results from a number of survey items describe a pattern of values consistent with an outward directed life view. A much smaller percentage of Westmont seniors responded

pessimistically to the item, “individual can’t change society” than do their peers at other colleges. Seniors are interested in the needs of people and with promoting racial understanding. They intend to be involved in community action, hope to influence social values and are more concerned about environmental issues than previous Westmont students. Conversely, they report being less concerned about themselves, at least in regards to the acquisition of personal wealth.

Within and across church denominations, what is proper moral behavior is debated on topics such as a woman’s right to an abortion and gay marriages. Westmont seniors appear to demonstrate the same divisions in belief as are found in many churches. Although only 22% of 2006 seniors stated they believed abortions should be legalized, as freshmen only 7% held this opinion. On the subject of gay marriages, 40% of Westmont’s seniors agreed “strongly” or “somewhat” that same-sex couples should have the right to legal marital status (compared to 60% of seniors at private 4-year colleges). Likewise, only 32% of the senior class believes that it is the role of government to pass laws prohibiting homosexual relations. At first glance it might appear that a significant number of students hold to a view of human sexuality and marriage at odds with Westmont’s *Community Life Statement*, but additional research is required to determine if this is the case. What can not be determine from the responses to these two survey questions is whether students are accepting homosexual practice on theological grounds or whether they are simply affirming a political position that it is not appropriate for government to legislate sexual conduct. It would not be logically inconsistent for a person to have a moral or theological conviction that homosexual behavior is wrong and yet still believe that government should remain uninvolved on the matter.

If longitudinal survey data generated from national studies like these is important, Westmont will need to consider how to encourage more students to identify themselves on the survey forms. As previously stated, there has been a trend away from students placing any personal identifiers on surveys. Even though 124 seniors completed the survey in 2006 and 245 freshmen took the survey in 2002, there were only 59 matched sets of data. If this tendency continues, it will probably not be possible in the future to combine multiple data-sets into a single report.