

**FIRST-YEAR STUDENT SURVEY REPORT
2004-05**

Introduction

The survey was administered to first-time, full-time students entering Westmont in the Fall of 2004, during first-year student orientation sessions. Although completion of the survey is voluntary, 75.3% of the freshmen class completed it. The instrument (CIRP Survey), developed by the Higher Education Research Institute at UCLA, has been used at Westmont periodically over the past 30 years.

Student Profile

Of the 271 Westmont respondents, 100 (36.9%) were men and 171 (63.1%) were women. This closely reflects the gender distribution in the first-year class, which was 36.6% male and 63.3% female.

A larger percentage of Westmont students reported being Caucasian than in the national comparison sample (A sample of 151,661 freshmen at 127 private 4-year colleges). Since students are asked to check all categories that applied, the Total columns sum to more than 100%.

Table 1

Ethnicity	Westmont			Nonsectarian 4yr. College		
	Men	Women	Total	Men	Women	Total
White/Caucasian	85%	86%	86%	80%	76%	77%
African American/Black	5%	5%	5%	13%	14%	14%
American Indian/Alaska Native	5%	2%	3%	2%	3%	2%
Asian American/Asian	8%	7%	7%	5%	6%	6%
Native Hawaiian/Pacific Islander	0%	4%	2%	1%	0%	0%
Hispanic	9%	9%	9%	5%	6%	6%

Westmont students self-reported higher academic performance than students in the nonsectarian school sample.

Table 2

Average Grade in High School	Westmont			Nonsectarian 4yr. College		
	Men	Women	Total	Men	Women	Total
A or A+	25%	39%	34%	16%	25%	21%
A-	30%	37%	35%	19%	25%	22%
B+	23%	18%	20%	20%	21%	20%
B	16%	6%	10%	24%	19%	21%
B-	4%	1%	2%	11%	6%	9%
C+/C/D	1%	0%	0%	11%	5%	8%

The distance traveled from the student's home to Westmont has remained quite stable during the past 15 years. On the average, Westmont students go to college further away from home than the typical student attending private colleges.

Table 3

Miles from Home	Westmont			Nonsectarian 4yr. College		
	Men	Women	Total	Men	Women	Total
less to 50	5%	10%	8%	31%	28%	29%
51 to 100	13%	11%	12%	15%	15%	15%
101 to 500	44%	47%	46%	33%	33%	33%
Over 500	37%	33%	35%	21%	24%	22%

Westmont students estimate that they come from homes with greater family annual income than the national sample. One might speculate regarding the accuracy of this estimate. Since students are involved with their parents at completing financial aid forms (FAFSA), students' estimates may be fairly reliable.

Table 4

Estimate of Parent's Income	Westmont	Nonsectarian 4yr. College
Under \$50,000	20%	30%
\$50,000 to \$59,000	9%	9%
\$60,000 to \$74,999	11%	12%
\$75,000 to \$99,000	16%	14%
\$100,000 to \$149,000	14%	16%
\$150,000 to \$199,000	8%	7%
\$200,000 to \$249,999	7%	4%
\$250,000 or more	15%	9%

Freshmen entering Westmont are less likely to have attended a public high school than students entering other private colleges. Of those students coming from private high schools, Westmont students were more likely to have attended religious-oriented private high schools.

Table 5

Secondary School Attended	Westmont			Nonsectarian 4yr. College		
	Men	Women	Total	Men	Women	Total
Public school	67%	64%	65%	71%	73%	72%
Public "charter" school	0%	1%	1%	1%	1%	1%
Public "magnet" school	1%	2%	2%	3%	4%	3%
Private religious	20%	26%	24%	13%	11%	12%
Private indep. prep school	9%	6%	7%	12%	10%	11%
Home schooled	3%	1%	2%	1%	1%	1%

Family Background

The majority of our students come from college-educated parents and the fathers of Westmont students are more likely to have earned a graduate degree, compared to the 4-year non-sectarian college students (Table 6).

Westmont students are also more likely to be living with both parents than the national sample (Table 6). What is particularly interesting to note is how this data has changed in the past decade. The percentage of students enrolling at Westmont from homes affected by divorce has actually been declining since 1992. Previous data for this item (“living with both parents”) is as follows: 1992 – 79%; 1996 – 80%; 2000 – 83%; 2002 – 83%; and 2004 – 84%). A similar change was noted with the national sample from 1992 to 2004.

Table 6

Parents Level of Education	Westmont		Nonsectarian 4yr. College	
	Father	Mother	Father	Mother
Grammar school or less	1%	1%	2%	2%
Some high school	1%	1%	4%	3%
High school graduate	7%	7%	21%	20%
Postsecondary other than college	1%	2%	4%	5%
Some college	14%	23%	14%	15%
College degree	32%	40%	28%	31%
Some graduate school	7%	5%	2%	3%
Graduate degree	38%	23%	26%	22%

Table 7

Are Your Parents?	Westmont	Nonsectarian 4yr. College
Both alive and living together	84%	70%
Both alive, divorced or living apart	13%	26%
One or both deceased	3%	4%

Religious and Lifestyle Choices

Not surprisingly, Westmont students described themselves as being “born again” Christians in far greater numbers than the sample group. Westmont women were more likely to use this label than the male students.

Table 8

Do you consider yourself a "born again" Christian?	Westmont			Nonsectarian 4yr. College		
	Men	Women	Total	Men	Women	Total
No	25%	15%	18%	82%	80%	81%
Yes	76%	85%	82%	19%	20%	19%

In the 1990's, we began to observe the shift in preference from traditional protestant churches to non-denominational churches. This trend continued in 2004 with nearly one-half of the freshmen class coming from non-denominational churches and non-traditional denominational churches.

Table 9

Religious Preference	Westmont	Nonsectarian 4yr. College
Other Christian	47%	10%
Presbyterian	18%	4%
Baptist	17%	10%
Roman Catholic	5%	28%
Church of Christ	3%	3%
Lutheran	3%	3%
None	3%	23%
Episcopalian	2%	2%
Methodist	1%	5%
Other Religion	1%	3%
Jewish	0%	4%

The survey asked students to report on a variety of activities that they were involved in during the previous year. Westmont entering freshmen were active in a variety of religious and volunteer activities (Table 10). Westmont students were less likely to have smoked cigarettes or drunk alcohol than other high schoolers and they report greater success at maintaining a healthy diet.

Table 10

During the Past Year:	Westmont			Nonsectarian 4yr. College		
	Men	Women	Total	Men	Women	Total
Attended a religious service	100%	99%	99%	72%	77%	75%
Performed volunteer work	88%	98%	94%	78%	87%	83%
Socialized w/other racial/ethnic group	80%	83%	83%	67%	71%	69%
Tutored another student	64%	74%	70%	47%	55%	52%
Discuss religion/spirituality w/friend	52%	66%	61%	22%	28%	25%
Discuss religion/spirituality w/family	54%	64%	60%	21%	28%	25%
Played a musical instrument	68%	51%	57%	44%	41%	42%
Maintained a healthy diet	51%	45%	47%	39%	36%	37%
Discussed politics	43%	34%	37%	32%	28%	30%
Felt overwhelmed	21%	36%	31%	18%	38%	29%
Drank wine or liquor	32%	29%	30%	58%	57%	58%
Drank beer	29%	15%	20%	56%	45%	50%
Felt depressed	5%	5%	5%	7%	11%	9%
Smoked cigarettes	3%	2%	2%	8%	7%	7%

For a number of years the survey has found a significant number of students reporting “feeling overwhelmed” while in high school. This trend has continued and once again, this self-

description is particularly noted in the women students (Table 10). Reflecting on the national data, the UCLA researchers state,

“...they (women) are also twice as likely as men to indicate that they felt overwhelmed by all they have to do (36% of women vs. 16% of men). In part, the greater tendency for women to feel overwhelmed may be a reflection of how they spend their time. Men, for example, were comparatively more inclined than women to spend more than 10 hours per week during their last year in high school engaged in recreational activities such as socializing with friends, exercising or playing sports, watching television, and partying. By comparison, women were more likely than men to spend more than 10 hours per week in non-recreational activities such as working for pay, studying and doing homework, and engaging in housework and childcare.” (from Sax, Hurtado, Lindholm, Astin, Korn & Maloney. (2004). The American Freshman: National Norms for Fall 2004. Los Angeles: Higher Education Research Institute, UCLA.)

Although gender differences were not observed with Westmont students on all of the variables where they were noted in the national sample, a number of gender differences were present (Table 11). This data can not be taken as establishing a causal relationship but it is interesting to speculate that more women than men are feeling overwhelmed because more of them are spending a significant amount of time each week at tasks demanding greater accountability and responsibility.

Table 11

During the past year in High School:	Westmont	
	Men	Women
Socialized with friends 16 or more hrs/wk	36%	27%
Exercised or played sports more than 10 hrs/wk	43%	38%
Worked for pay more than 3 hrs/wk	40%	46%
Household and childcare duties 6 or more hrs/wk	3%	11%
Studying/homework more than 10 hrs/wk	19%	36%

Westmont freshmen were active in a variety of community service activities while in high school. Service to their religious community is the most frequently cited type of volunteerism, but by no means the only activity (Table 12). In many cases, the number of hours worked each week is significant. During the senior year, 31% indicated they worked between 1 and 2 hours/week, 20% indicated they worked between 3 and 5 hours/week, and 9% reported volunteering more than 6 hour/week.

Table 12

Community Service Activities while in H.S.:	Westmont			Nonsectarian 4yr. College		
	Men	Women	Total	Men	Women	Total
Service to religious community	68%	77%	73%	24%	32%	28%
Other	46%	54%	51%	40%	50%	45%
Child care	26%	57%	45%	18%	46%	33%
Service to homeless	36%	40%	38%	17%	26%	22%
Community improvements	31%	37%	35%	26%	25%	25%
Tutoring/teaching	29%	32%	31%	16%	22%	29%
Environmental activities	28%	25%	26%	25%	28%	27%
Elder care	19%	16%	17%	14%	21%	18%
Hospital work	8%	11%	10%	7%	13%	10%
None	2%	1%	1%	13%	5%	8%

Political, Social and Personal Views

As in past years, Westmont students report a conservative political orientation. They are more conservative than the comparison group entering private colleges and they are more conservative than Westmont’s faculty (see the 2004-05 Faculty Survey Report).

Table 13

Political Orientation	Westmont			Nonsectarian 4yr. College		
	Men	Women	Total	Men	Women	Total
Far left	0%	1%	1%	6%	4%	5%
Liberal	13%	12%	12%	28%	36%	32%
Middle-of-the-road	29%	29%	29%	44%	43%	44%
Conservative	53%	56%	55%	20%	15%	17%
Far right	5%	2%	3%	3%	1%	2%

As can be seen in Table 14, on most social issues Westmont students express a more conservative position than their peers. One-third of Westmont freshmen men believe that a married women’s place is in the home. 10% of the freshmen men describe a rather permissive attitude towards casual sex.

Table 14

Social Issues (agree "strongly" or "somewhat")	Westmont			Nonsect. 4yr. College		
	Men	Women	Total	Men	Women	Total
Colleges should prohibit racist/sexist speech	64%	79%	73%	54%	62%	58%
The Fed Gov. should do more to control handguns	68%	75%	73%	75%	88%	82%
Abolish affirmative action in college admissions	65%	61%	62%	52%	44%	48%
Too much concern in courts for rights of criminals	61%	57%	58%	56%	51%	53%
Laws should prohibit homosexual relationships	54%	58%	56%	32%	18%	24%
Colleges have the right to ban extreme speakers	53%	56%	55%	44%	38%	41%
Wealthy people should pay more taxes than now	43%	44%	44%	58%	60%	59%
Military spending should be increased	31%	36%	34%	36%	28%	32%
Death penalty should be abolished	30%	34%	32%	34%	43%	38%
Racial discrimination is no longer a problem	31%	18%	22%	25%	16%	20%
Individuals can do little to change society	28%	13%	19%	32%	23%	27%
Same-sex couples should have legal/marital status	20%	18%	19%	56%	71%	64%
Married women's activities should be in the home	33%	12%	19%	26%	14%	20%
Marijuana should be legalized	18%	16%	17%	49%	40%	44%
Abortion should be legal	19%	10%	14%	62%	64%	63%
Sex between people ok, even if they've just met	10%	2%	5%	67%	42%	54%

Once again, Westmont students express positive self-appraisals. Since Westmont is rated by HERI/UCLA as a “high-selective” private institution, it should not be surprising that our students rank themselves more positively than the entire population of freshmen entering private colleges. There are several pronounced gender differences on these items, some of which are similar to the national sample results (ex. physical health) but some of which are not seen in the national sample (ex. creativity).

Table 15

Self-Rating "Above Average" or Highest 10% Compared to Peers	Westmont			Nonsect. 4yr. College		
	Men	Women	Total	Men	Women	Total
Academic ability	86%	86%	86%	68%	66%	67%
Drive to achieve	72%	84%	80%	68%	74%	71%
Competitiveness	71%	77%	75%	68%	69%	69%
Emotional health	72%	63%	68%	56%	44%	50%
Leadership ability	71%	66%	68%	64%	57%	60%
Self-confidence (intellectual)	72%	63%	66%	65%	50%	57%
Writing ability	57%	70%	65%	46%	50%	48%
Physical health	74%	50%	59%	63%	43%	52%
Creativity	44%	63%	56%	61%	60%	60%
Self-confidence (social)	56%	51%	53%	54%	45%	49%
Mathematical ability	60%	44%	50%	47%	34%	40%
Public speaking ability	55%	42%	47%	39%	34%	36%
Artistic ability	38%	39%	39%	34%	36%	35%
Computer skills	51%	17%	30%	47%	25%	35%

College Selection

For 81% of our entering students, Westmont was their first choice college. They chose Westmont for several significant reasons including its academic reputation, religious orientation, size, and having visited the campus. Almost half of our students were offered financial assistance (see Tables 16 and 17). Despite all of the publicity associated with college rankings in national magazines, few students consider that this was influential in their college decision.

Table 16

This College is your:	Westmont			Nonsect. 4yr. College		
	Men	Women	Total	Men	Women	Total
First Choice	73%	85%	81%	69%	69%	69%
Second Choice	18%	11%	14%	21%	22%	22%
Third Choice	6%	2%	3%	6%	6%	6%
Less than third choice	2%	2%	2%	4%	3%	3%

Table 17

Important Reasons for Choosing the School You Are Now Attending	Westmont			Nonsect. 4yr. College		
	Men	Women	Total	Men	Women	Total
Attracted by religious orientation of college	66%	86%	79%	5%	7%	6%
Good academic reputation	60%	72%	68%	57%	65%	62%
A visit to campus	56%	65%	62%	43%	56%	50%
Wanted this size college	46%	61%	56%	37%	52%	45%
Offered financial assistance	43%	50%	49%	39%	47%	43%
The college's graduates get good jobs	42%	44%	43%	51%	58%	55%
Westmont grads gain admission to top schools	32%	34%	33%	29%	38%	34%
Admitted through early action	23%	28%	27%	13%	14%	14%
Good reputation for social activities	32%	22%	26%	27%	28%	28%
The cost of attending this college	14%	15%	14%	18%	24%	21%
Rankings in national magazines	12%	12%	12%	15%	17%	16%
Information from a website	13%	9%	11%	13%	19%	17%

Education and Career Goals

Being “undecided” is prevalent when students are asked about their future educational and vocational plans. Undecided is the largest major (Table 18), the most frequent career choice (Table 20), and students also expect to change their majors during the college years (Table 21). Westmont freshmen are less likely to see themselves declaring a major or pursuing a career in business or the arts than are students from other private colleges in the study.

Table 18

Probable College Major	Westmont			Nonsect. 4yr. College		
	Men	Women	Total	Men	Women	Total
Undecided	11%	16%	14%	6%	8%	7%
Biological Science	11%	9%	10%	6%	8%	8%
Business	18%	6%	10%	24%	13%	18%
Education	1%	13%	9%	4%	9%	7%
Political Science & History	9%	8%	9%	6%	6%	6%
English/Journalism/Language & Literature	5%	9%	8%	3%	8%	6%
Psychology	5%	8%	7%	2%	7%	5%
Fine arts	6%	5%	5%	10%	11%	11%
Engineering & Physics	6%	1%	3%	11%	2%	7%
Theology, Religion, Philosophy	6%	1%	3%	1%	2%	1%
Communications	1%	4%	3%	3%	3%	3%
Chemistry	3%	1%	2%	1%	1%	1%
Sociology	1%	3%	2%	1%	1%	1%
Mathematics & CS	3%	2%	2%	4%	1%	2%

An incredible 84% of the freshmen class expects to pursue a post-baccalaureate degree after graduating from Westmont.

Table 19

Ultimate Educational Goal:	Westmont			Nonsect. 4yr. College		
	Men	Women	Total	Men	Women	Total
Associate (A.A.)	0%	0%	0%	2%	2%	22%
Bachelor's degree	14%	17%	16%	24%	20%	22%
Master's degree	39%	48%	45%	42%	42%	42%
Ph.D	22%	21%	22%	17%	19%	18%
M.D., D.O, D.D.S., or D.V.M.	17%	9%	12%	17%	19%	18%
J.D.(Law)	5%	4%	4%	6%	6%	6%
Divinity	2%	0%	1%	0%	0%	0%

Table 20

Probable Career (top 10)	Westmont			Nonsect. 4yr. College		
	Men	Women	Total	Men	Women	Total
Undecided	23%	29%	27%	14%	16%	15%
Business career	12%	9%	11%	23%	11%	17%
Education	3%	14%	10%	5%	10%	8%
Physician or dentist	11%	8%	10%	5%	7%	6%
Therapist (speech, physical, occupational)	1%	5%	4%	2%	3%	3%
Engineer	5%	1%	3%	8%	2%	5%
Scientific researcher	5%	1%	3%	2%	2%	2%
Artist, musician	6%	2%	3%	8%	6%	7%
Law	2%	3%	3%	4%	5%	5%
Clergy	5%	1%	2%	1%	0%	0%

Westmont students' outlook and expectations for the future were also interesting in their contrast to the national non-sectarian college population. Westmont students expect to be satisfied with their college choice by 74% versus 54% from other colleges and 72% of Westmont freshmen expect to make a "B" average. A larger percentage expects to study abroad. 49% will volunteer or do community service and 87% expect to strengthen their faith while in college (Table 21).

Table 21

Student Estimates This Will Happen in College:	Westmont			Nonsect. 4yr. College		
	Men	Women	Total	Men	Women	Total
Strengthen your religious beliefs	77%	93%	87%	17%	25%	21%
Socialize with someone of another racial group	68%	86%	80%	58%	70%	65%
Be satisfied with your college	68%	78%	74%	50%	58%	54%
Make a "B" average	71%	72%	72%	59%	63%	61%
Participate in study abroad program	46%	72%	62%	22%	41%	32%
Communicate regularly with professors	43%	60%	54%	32%	43%	38%
Get a job to help pay for college	46%	58%	53%	39%	52%	46%
Volunteer /community service	32%	58%	48%	16%	35%	27%
Change career choice	21%	20%	21%	11%	15%	14%
Play varsity sports	25%	15%	19%	27%	17%	22%
Change major field	15%	19%	18%	11%	14%	13%

Personal Goals

Students' reasons for attending college, a combination of pragmatic and idealistic, are similar to the students from non-sectarian colleges. However, there are some differences. A much lower percentage of Westmont students indicate they chose to go to college to "make more money" or to "get a better job". In higher percentages they want to "find a purpose in life."

Table 22

Reasons for Attending College	Westmont			Nonsect. 4yr. College		
	Men	Women	Total	Men	Women	Total
Learn more about things that interest me	82%	85%	84%	75%	84%	80%
General education and appreciate ideas	66%	73%	70%	63%	74%	69%
Training for a specific career	62%	62%	68%	68%	73%	70%
Find purpose in life	54%	63%	63%	45%	58%	52%
Prepare for grad or professional school	62%	59%	60%	50%	61%	56%
Get a better job	53%	47%	49%	70%	69%	69%
More cultured person	37%	54%	47%	38%	53%	46%
Make more money	51%	38%	43%	70%	70%	66%
Parents wanted me to go	26%	35%	32%	38%	40%	39%
Wanted to get away	20%	18%	19%	22%	22%	22%

Westmont students also differ markedly from the national sample of students when defining life objectives they consider "essential". They are less concerned with being "well off financially." Rather, a majority consider "helping others in difficulty" to be a priority. They want to

“integrate spirituality into their lives,” “develop a meaningful philosophy of life,” and “improve their understanding of other countries.”

Table 23

Objective in Life Considered Essential	Westmont			Nonsect. 4yr. College		
	Men	Women	Total	Men	Women	Total
Integrating spirituality into my life	89%	93%	92%	32%	38%	36%
Raising a family	87%	86%	87%	71%	71%	71%
Helping others in difficulty	65%	78%	73%	54%	68%	62%
Improving understanding of other countries/cultures	61%	67%	65%	41%	53%	48%
Developing a meaningful philosophy of life	66%	63%	64%	45%	45%	45%
Influencing social values	51%	53%	53%	37%	43%	40%
Becoming an authority in my field	53%	43%	47%	60%	57%	60%
Being well off financially	60%	35%	44%	73%	69%	70%
Keep up-to-date with politics	49%	37%	42%	40%	37%	38%
Becoming a community leader	52%	36%	42%	33%	32%	32%
Obtaining recognition from colleagues	42%	27%	32%	54%	53%	53%
Becoming successful in my own business	36%	22%	27%	48%	39%	43%
Making a theoretical contribution to science	18%	8%	12%	19%	15%	16%

College Expenses

Despite the cost of a Westmont education, only 13% of Westmont’s first-year students have “major” concern regarding financing their education. This percentage is one-half as large as it was in 1992 (27%) and 1996 (29%).

Table 24

Concern about your ability to finance your college education:	Westmont			Nonsect. 4yr. College		
	Men	Women	Total	Men	Women	Total
None - confident of resources	36%	33%	34%	42%	29%	35%
Some - probably have enough	49%	56%	53%	48%	55%	52%
Major - not sure I will have enough	15%	11%	13%	11%	16%	14%

Westmont Questions Regarding the Admissions Process

Westmont added a number of supplemental questions to the survey to assess students’ perceptions and experiences with the admissions process (Table 25). The results indicate students value Westmont’s Christian emphasis, the admissions staff and programs, the financial aid offer, the campus visit is important, and the freshmen are confident they have made the right decision to enroll at Westmont.

Table 25

Most important reason for choosing Westmont	Men	Women	Total
Opportunity to grow as a Christian	37%	61%	52%
Academic quality	28%	16%	20%
Campus and S.B.setting	24%	14%	17%
Financial aid offer	5%	5%	5%
Athletic program	6%	4%	5%
Other reasons for choosing Westmont	Men	Women	Total
Visit to Westmont	36%	46%	42%
Conversations with parents, friends, alums or faculty	43%	39%	41%
Contact with W's admissions staff, or students etc.	17%	8%	11%
Various printed materials like view-book	2%	6%	5%
Westmont's web site	1%	1%	1%
Would have liked more contact with Admissions	Men	Women	Total
No additional contact was desired	64%	63%	63%
Telephone call from student, faculty or counselor	9%	13%	12%
Interview with Admissions Counselor	11%	8%	9%
More personalized information or brochures	9%	9%	9%
E-mail correspondence	7%	6%	7%
Best description of experience with Preview Day	Men	Women	Total
Had already applied when I attended Preview Day	48%	53%	51%
Attending strongly influenced my decision to apply	22%	20%	21%
Positive experience but did not influence my application	17%	12%	14%
Confirmed admission without seeing campus	14%	14%	14%
Not a positive experience, applied anyway	0%	1%	1%
Best description of experience with Admitted Students' Day	Men	Women	Total
Did not attend	61%	65%	64%
Attending strongly influenced decision to enroll	21%	15%	17%
Attending was positive but not influential in decision	11%	14%	13%
Not a positive experience but enrolled anyway	3%	1%	1%
Compare W's financial aid award to others you received	Men	Women	Total
Westmont's was larger	43%	46%	45%
About the same	19%	25%	22%
Westmont's was smaller	19%	18%	18%
No aid from Westmont but from other schools	6%	3%	4%
I did not receive any financial aid award	14%	8%	10%

Table 25 (cont.)

While applying, I would have liked more information on the following:	Men	Women	Total
Academic programs	43%	36%	39%
Santa Barbara location	15%	10%	12%
Opportunities for Christian ministry	21%	28%	25%
Financial aid	19%	22%	21%
Selecting a college	3%	4%	3%
What was your perception of the degree of difficulty in being admitted to Westmont?	Men	Women	Total
Very difficult	20%	14%	16%
Somewhat difficult	37%	49%	44%
Average difficult	21%	23%	22%
Not very difficult	19%	13%	16%
No opinion	4%	1%	2%
Was your contact with Admissions staff influential?	Men	Women	Total
Very influential	23%	20%	21%
Somewhat influential	47%	43%	44%
Of little influence	22%	26%	24%
Not Influential	6%	9%	8%
I had no contact with Admissions	3%	3%	3%
Regarding admissions materials on the Web:	Men	Women	Total
Materials were helpful	56%	54%	54%
I looked at the web but it wasn't helpful	10%	3%	6%
Prefer printed materials	25%	35%	31%
Didn't know admissions materials were on the web	0%	1%	1%
Method for submitting admissions application	Men	Women	Total
On-line	62%	68%	66%
I knew I could do it on-line but the procedure was difficult	4%	6%	5%
I knew I could do it on-line but I submitted paper	31%	26%	28%
Didn't know I could submit on-line	0%	0%	0%
The Westmont application (compared to other schools) was:	Men	Women	Total
The more difficult and time consuming	8%	10%	9%
Average time and difficulty	66%	71%	69%
Less difficult and time-consuming	18%	8%	12%
Don't know; only applied to Westmont	9%	12%	11
Enrolling at Westmont has been a good decision	Men	Women	Total
Extremely confident	55%	55%	55%
Very confident	37%	34%	35%
Somewhat confident	9%	9%	9%
Not confident	0%	2%	1%

Summary and Conclusions

Compared to first-year students enrolling in private colleges across the United States, Westmont students tend to be:

- more conservative politically
- more conservative in life style choices
- more religious, interested in spiritual development and pursuing meaning in life
- less motivated to achieve wealth
- more self-confident in their intellectual capabilities
- more White
- more satisfied that they have chosen the right college to attend
- less decided about college major and career directions
- highly goal directed to pursue graduate education

The freshmen entering Westmont have been significantly involved in volunteer activities while in high school, state they desire an education that includes a focus on general education, ideas, and world understanding, are seeking to become more cultured persons and they desire an education that will strengthen their religious beliefs. In many ways, these aspirations are closely aligned with the stated vision and objectives of the new general education program initiated in 2004. As these students move through Westmont, it will be significant to assess how these student goals and Westmont's educational mission combine into an educational experience that enriches their lives and meets their expectations.