

The American Freshmen Survey of the Cooperative Research Program

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Introduction

The American Freshman survey of the Cooperative Institutional Research Program (CIRP), sponsored by the American Council on Education, has been conducted annually on the University of Nevada, Reno (UNR) campus since 1991. The main purpose of the CIRP is to develop a profile of the incoming freshmen class. First instituted in 1966, this survey provides national normative data¹ about the characteristics of first-time, full-time freshmen.

In order to be included in the CIRP, an institution must meet the following criteria:

- Listing in the opening fall enrollment of the U.S. Department of Education's Higher Education General Information Survey (HEGIS), now known as the Integrated Post Secondary Education Data System (IPEDS)
- First-time, full-time freshmen class of at least twenty-five (25) students
- Regional accreditation

Method

Instrument: The normative data presented was collected by administering the Student Information Form (SIF). The SIF is annually revised in order to reflect the changing concerns of the academic community and is designed to elicit student information in the following areas:

- Biographic and demographic data
- High school background
- Career plans
- Educational aspirations
- Financial arrangements
- High school activities
- Current attitudes

Procedure: During the summer of 2002, a New Student Orientation (NSO) session was held for first-time freshmen and transfer students. This session was conducted in two, one-day periods. As a component of orientation, all first-time, full-time freshmen were asked to complete the SIF during a time designated specifically for completing surveys, and then return it to their group leader. Freshmen enrollment for the fall 2002 was 2,185. One thousand two hundred seventy-one (1,271) first-time, full-time freshmen completed the survey resulting in a response rate of 58%.²

¹ The norms for 2000 were based on the response of over 404,000 students at 717 participating institutions.

² Throughout the study, percentages will add to more than 100 if a student checked more than one category.

Demographics

Age/Gender: The majority (97%) of respondents fell in the traditional age category of 18 to 19 years of age. The sample consisted of 43% male and 57% female participants, indicating a two percent (2%) decrease in women and a two percent (2%) increase in men as compared to 2000 results (see Table 1).

**Table 1
Age Categories by Gender**

Age	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
16 or younger	0.0	0.0	0.0	0.0	0.0	0.0
	*0.0	*0.3	*0.2	*0.0	*0.0	*0.0
17	1.5	1.7	1.6	1.4	2.0	1.7
	*0.9	*3.0	*2.2	*1.4	*2.1	*1.8
18	63.5	73.9	69.3	62.2	71.5	67.1
	*65.3	*73.1	*69.9	*69.8	*73.5	*68.9
19	32.7	23.9	27.7	35.1	25.9	30.2
	*32.7	*22.8	*26.9	*33.0	*23.7	*28.0
20	1.8	0.6	1.1	0.8	0.4	0.6
	*0.7	*0.5	*0.5	*1.0	*0.4	*0.7
21-24	0.4	0.0	0.2	0.4	0.1	0.3
	*0.2	*0.2	*0.2	*0.7	*0.2	*0.5
25-29	0.2	0.0	0.1	0.1	0.0	0.0
	*0.0	*0.2	*0.1	*0.1	*0.0	*0.0
* Indicates results for the 2000 CIRP survey						

Ethnicity/Race: The majority (82%) of the sample stated their ethnicity as Caucasian. Seven percent (7%) of respondents indicated their ethnicity as Asian American. Seven percent (7%) indicated they were of Hispanic or Latino heritage (including the categories of Mexican-American/Chicano, Puerto Rican, or Latino). Three percent (3%) of respondents identified themselves as African American. Two percent (2%) of the sample stated their ethnicity as American Indian. Compared to national norms, the University of Nevada, Reno sample was slightly lower in its representation of Asian Americans and African Americans/Blacks, but higher in its representation of Native Americans/Alaskan Natives. In general there was a decrease or a minimal increase in enrollment across all ethnicities (see Table 2).

**Table 2
Ethnicity/Race by Gender**

Ethnicity/Race	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
White/Caucasian	82.7	80.9	81.7	79.8	76.6	78.1
	*82.2	*84.7	*83.7	*80.4	*77.1	*78.6
African American/Black	1.5	4.2	3.0	4.9	7.9	6.5
	*2.2	*3.6	*3.1	*5.5	*8.6	*7.2
American Indian	1.6	2.7	2.2	1.0	1.3	1.2
	*2.2	*3.5	*3.0	*1.6	*1.9	*1.8
Asian American/Asian	8.2	6.2	7.1	10.0	9.5	9.7
	*8.1	*9.2	*8.8	*10.2	*9.7	*10.0
Mexican American/Chicano	4.0	4.6	4.4	2.3	3.0	2.7
	*5.7	*3.9	*4.7	*1.8	*2.5	*2.2
Puerto Rican	0.4	0.4	0.4	0.6	0.6	0.6
	*0.2	*0.5	*0.4	*0.7	*0.8	*0.7
Other Latino	1.1	2.5	1.9	1.2	1.6	1.4
	*2.2	*2.1	*2.2	*1.5	*1.7	*1.6
Other	3.1	4.5	3.9	2.4	2.7	2.6
	*6.4	*4.5	*5.3	*3.0	*3.1	*3.0
* Indicates results for the 2000 CIRP survey						

High School Graduation Date: Ninety-nine percent (99%) of the sample graduated from high school in 2002. The remaining one percent graduated in 2001 or earlier.

Native English Speakers: The majority (94%) of students who responded to the survey stated that English was their first language.

Anticipated Living Arrangements: Fifty percent (50%) of respondents planned to live on campus for the fall 2002 semester. Thirty-two (32%) percent planned to live with parents or relatives and 17% planned to live in another private home, apartment, or room. Two percent (2%) of the students that responded planned some other living arrangement (including fraternities, sororities, or other campus student housing). These figures indicate that 50% plan to live off-campus, a figure substantially higher than the national norm (18%). These data show a decrease in the more traditional on-campus living from 2000 to 2002.

Parents' Level of Education:

Father

Thirty-three percent (33%) of respondents indicated that their father had no college experience. Twenty-three percent (23%) of the respondents’ fathers had some college experience, while 25% indicated that their father had obtained a college degree. One percent of the respondents’ fathers had some graduate school experience, and eighteen percent had obtained a graduate degree.

Compared to national norms, UNR respondents more frequently stated that their father had some college (22% UNR, 15% national norm). In addition, more UNR respondents stated that their father was a high school graduate (23% UNR, 18% national norm) (see Table 3).

**Table 3
Father’s Level of Formal Education**

Education Level	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
Grammar school or less	2.1 *2.0	1.4 *1.8	1.7 *1.9	1.6 *1.7	2.5 *2.5	2.1 *2.1
Some high school	4.3 *2.0	4.7 *4.9	4.5 *3.7	2.9 *2.9	3.8 *3.7	3.4 *3.3
High school graduate	19.0 *19.7	25.7 *21.8	22.8 *21.0	16.6 *16.3	19.1 *18.7	17.9 *17.6
Post secondary school other than college	3.6 *4.2	3.9 *4.9	3.7 *4.6	3.6 *4.0	3.8 *4.0	3.7 *4.0
Some college	20.7 *21.9	24.6 *22.9	22.9 *22.5	14.0 *14.3	14.9 *14.9	14.5 *14.6
College degree	28.4 *29.2	22.7 *24.6	25.2 *26.5	32.0 *31.8	29.6 *29.3	30.8 *30.5
Some graduate school	1.5 *0.9	1.3 *2.3	1.4 *1.7	2.4 *2.4	2.3 *2.3	2.4 *2.4
Graduate degree	20.5 *20.1	15.7 *16.6	17.8 *18.1	26.8 *26.6	24.0 *24.6	25.3 *25.6

*** Indicates results for the 2000 CIRP survey**

Mother

Thirty-two percent (32%) of respondents indicated that their mother had no college experience. Twenty-four percent (24%) of respondents’ mothers had some college experience and 29% obtained a college degree. Furthermore, 1% of the respondents’ mothers had some graduate school experience, and 13% had obtained a graduate degree.

More UNR respondents’ mothers (23%) were high school graduates compared to national norms (20%). Similarly, more respondents stated that their mother had some college

experience (24% UNR, 17% national norms). The respondents' mothers less frequently obtained graduate degrees (13%) than the respondents' fathers (18%), (See Table 4).

When considering both parents' educational level, these data suggested that almost one in three new freshmen were first generation college-bound. This trend was consistent with 2000 survey results.

Table 4
Mother's Level of Formal Education

Education Level	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
Grammar school or less	1.7	1.6	1.6	1.5	2.3	1.9
	*2.0	*1.7	*1.8	*1.7	*2.5	*2.1
Some high school	4.1	3.7	3.9	2.3	2.7	2.5
	*2.4	*3.5	*3.1	*2.3	*3.0	*2.7
High school graduate	20.6	24.2	22.6	19.3	19.9	19.6
	*22.2	*24.2	*23.4	*20.1	*20.9	*20.5
Postsecondary school other than college	3.9	4.2	4.1	4.1	4.7	4.4
	*3.5	*5.4	*4.6	*4.8	*5.0	*4.9
Some college	23.4	25.0	24.3	15.9	17.6	16.8
	*26.2	*26.1	*26.1	*16.6	*17.6	*17.1
College degree	30.7	27.3	28.7	35.2	32.5	33.8
	*28.8	*23.3	*25.6	*33.2	*30.4	*31.7
Some graduate school	1.1	1.6	1.4	3.2	3.0	3.1
	*0.4	*2.8	*1.8	*3.2	*3.2	*3.2
Graduate degree	14.6	12.4	13.4	18.5	17.2	17.8
	*14.4	*13.0	*13.6	*18.0	*17.5	*17.7
* Indicates results for the 2000 CIRP survey						

FINANCIAL CONSIDERATIONS

The financial situation of the student and the family were important factors when deciding to attend college. Parental income, number of dependents, and resources available for educational expenses were all factors that influence a student's ability to pursue a college degree and achieve academic success.

Estimated Parental Income: Estimated parental income for the UNR sample was consistent with the national norms, and evenly distributed across five categories. The majority of the respondents' (74%) estimated parental income as \$50,000 or more per year, compared with 73% of the national norm (see Table 5). For the UNR sample, 12% estimated their parents' income as under \$29,999 per year, 15% estimated it as between \$30,000 and \$49,999 per year, 47% estimated an income between \$50,000 and \$99,999 per year, and 27% estimated \$100,000 or above per year.

**Table 5
Estimated Parental Income**

Estimated Income	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
Less than \$10,000	1.6	2.1	1.8	1.8	2.8	2.3
\$10,000 to \$14,999	1.2	1.8	1.5	1.6	2.8	2.2
	*1.0	*2.0	*1.6	*1.7	*2.7	*2.3
\$15,000 to \$19,999	0.8	2.4	1.7	1.7	2.8	2.2
	*2.0	*2.0	*2.0	*1.8	*2.7	*2.3
\$20,000 to \$24,999	2.5	2.9	2.7	2.6	3.7	3.2
	*3.2	*2.7	*2.9	*3.2	*3.9	*3.6
\$25,000 to \$29,999	4.5	3.5	3.9	3.0	3.6	3.3
	*3.2	*4.1	*3.7	*3.4	*3.9	*3.7
\$30,000 to \$39,999	5.3	6.4	5.9	5.5	7.1	6.3
	*5.9	*7.7	*7.0	*6.8	*8.3	*7.6
\$40,000 to \$49,999	8.0	9.3	8.7	7.3	8.4	7.8
	*10.9	*10.2	*10.5	*8.5	*9.0	*8.8
\$50,000 to \$59,999	11.3	9.7	10.4	9.6	10.0	9.8
	*10.6	*11.3	*11.0	*10.3	*10.4	*10.4
\$60,000 to \$74,999	18.9	19.3	19.1	13.4	12.8	13.1
	*17.3	*17.4	*17.3	*14.3	*14.0	*14.1
\$75,000 to \$99,999	17.7	16.9	17.3	18.2	15.7	16.9
	*21.7	*18.1	*19.6	*17.5	*14.6	*16.0
\$100,000 to \$149,999	16.4	14.4	15.3	19.8	16.5	18.1
	*13.3	*12.2	*12.7	*17.7	*15.2	*16.4
\$150,000 to \$199,999	6.6	5.7	6.1	7.1	6.2	6.7
	*5.9	*5.4	*5.6	*5.9	*5.8	*5.9
\$200,000 to \$249,999	2.3	2.6	2.5	3.2	2.9	3.0
\$250,000 or more	2.9	3.2	3.1	5.3	4.6	4.9
* Indicates results for the 2000 CIRP survey						
Note: Some categories have changed and results were not available for cross referencing						

Sources for Educational Expenses: Respondents were asked to identify sources available for first year college expenses, specifically three sources: (1) student's resources, family resources, or resources from friends; (2) resources that must be repaid; and (3) resources that would not have to be repaid. In addition, respondents were asked to consider the amount of aid they expected to receive from each of these resources.

Own or Family Resources

Overall, respondents expected their financial needs would be met by their parents, other relatives/friends, personal savings, or from part-time jobs. The majority of students

(80%) expected to receive financial assistance from their parents, family, or friends. Of this 80%, 30% expected to receive more than \$3,000 from these sources, a figure significantly lower from the national norm of 56%.

Sixty-seven percent (67%) of respondents expected to use savings, income, or work study to finance some of their freshmen year, a figure slightly higher than the national norm (59%). Students who expected these sources to exceed \$3,000 comprised 10% a figure close to the national norm.

Table 6
Family or Student Resources for Educational Expenses
(Some Amount of Aid)

Source of Aid	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
Parents, other relatives or friends	78.8	81.2	80.2	81.2	81.2	81.2
Savings from work, work study, or other income	69.0	65.1	66.8	59.9	58.7	59.3

Table 7
Family or Student Resources for Educational Expenses
(\$3,000 Or More in Aid)

Source of Aid	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
Parents, other relatives or friends	31.2	30.3	30.6	57.4	55.5	56.3
Savings from work, work study, or other income	11.2	9.9	10.4	11.3	8.4	9.8

Aid That Need Not Be Repaid

Seventy-eight percent (78%) of the respondents expected to receive some gift aid from a variety of sources, a rate much higher than the national norm (58%), (see Table 8). Of the 78% who expected to receive gift aid, 39% planned to obtain \$3,000 or more from these sources (see Table 9).

Table 8
Gift Aid for Educational Expenses
(Amount of Aid, Need Not Be Repaid)

Amount	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
None	22.5	19.3	22.0	43.8	39.4	41.5
Less than \$1,000	5.8	7.0	6.5	9.4	10.3	9.9
\$1,000-\$2,999	31.3	33.9	32.8	17.9	19.1	18.5
\$3,000-\$5,999	16.3	17.2	16.8	13.8	14.9	14.4
\$6,000-\$9,999	8.2	5.7	6.8	7.7	8.6	8.2
\$10,000+	12.9	16.8	15.1	7.3	7.8	7.6

Aid that Must Be Repaid

Slightly less than one-fifth of respondents (19%) expected to obtain aid that must be repaid. Compared to the national norms, fewer UNR freshmen expected to receive loans. Six percent (6%) of respondents expected to receive \$3,000 or more in aid that must be repaid (see Table 9).

Table 9
Aid for Educational Expenses That Must Be Repaid
(Amount of Aid)

Amount	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
None	81.2	80.5	80.8	61.7	58.5	60.0
Less than \$1,000	2.7	2.6	2.7	4.0	4.3	4.2
\$1,000-\$2,999	10.3	11.1	10.8	13.9	15.3	14.6
\$3,000-\$5,999	3.8	2.9	3.3	9.7	10.7	10.2
\$6,000-\$9,999	0.7	1.9	1.4	5.8	6.3	6.0
\$10,000+	1.3	0.8	1.0	5.0	4.9	4.9

Concern About Ability To Finance A College Education: About one-third (34%) of the students surveyed expressed no concern about their ability to finance college. Fifty-

four percent (54%) expressed some concern, and 12% expressed major concern. The concern expressed by UNR students (54%) was comparable within 1% to the national norms. Overall, there was a rise in the percentage of students expressing some concern over financial ability as compared to the 2000 survey results. This trend was consistent with national norms.

In summary, respondents expected to receive the bulk of the financial assistance to complete their freshmen year from family or parental support, state scholarship/grant, other private grants, or from Stafford/Guaranteed Student Loans. Sixty-six percent (66%) of students had some or major concern about financing college, with only 12% of those expressing major concern.

EDUCATIONAL HISTORY AND INTENTIONS **Student Educational Needs**

Academic History and Expectations: Forty-nine percent (49%) of students surveyed maintained an A+ through A- grade average during high school. Thirty-seven percent (37%) were enrolled in between one to three AP classes, though a surprising 55% did not take an AP test. Of the respondents, 59% expected to maintain at least a B average during their college career.

Intended Degree Attainment: Ninety-nine percent (99%) of respondents planned to obtain at least a bachelor's degree. Twenty-three percent (23%) planned to obtain only a bachelor's degree. Fifty-nine percent (59%) of the respondents planned to obtain their bachelor's degree from UNR. Seventy-six percent (76%) of respondents planned to pursue some type of advanced degree; however, only 37% planned to obtain their advanced degree from UNR, (see Tables 10 and 11).

Table 10
Intended Highest Degree at Any Institution

Degree	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
Bachelor's (B.A., B.S., etc.)	26.7 *16.1	19.6 *11.1	22.7 *13.1	25.4 *12.8	20.6 *10.3	22.9 *11.5
Master's (M.A., M.S., etc)	37.6 *43.1	41.9 *42.2	40.0 *42.6	40.3 *45.6	39.7 *44.2	40.0 *44.8
Ph.D or Ed.D	18.4 *18.7	17.3 *21.7	17.8 *20.5	18.4 *19.4	18.3 *19.4	18.3 *19.4
M.D., D.O., D.D.S., D.V.M.	11.1 *11.4	16.2 *15.2	14.0 *13.6	8.8 *9.2	13.7 *14.0	11.3 *11.7
LL.B or J.D. (Law)	3.6 *5.7	2.8 *4.8	3.2 *5.2	4.8 *5.4	5.1 *5.4	5.0 *5.4
Other	0.6 *1.3	1.0 *2.1	0.8 *1.8	1.0 *1.3	1.2 *1.1	1.1 *1.2

* Indicates results for the 2000 CIRP survey

Table 11
Intended Highest Degree at UNR

Degree	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
Bachelor's (B.A., B.S., etc.)	59.0	58.5	58.7	63.0	63.5	63.3
	*68.0	*58.9	*62.7	*63.1	*60.3	*61.6
Master's (M.A., M.S., etc)	24.4	27.8	26.2	24.3	22.3	23.2
	*20.5	*25.4	*23.3	*24.9	*25.0	*25.0
Ph.D or Ed.D	5.1	3.2	4.1	4.9	5.2	5.1
	*4.4	*4.9	*4.7	*4.0	*5.3	*4.7
M.D., D.O., D.D.S., D.V.M.	5.1	5.4	5.3	2.9	4.3	3.6
	*3.0	*6.2	*4.8	*2.9	*4.8	*3.9
LL.B or J.D. (Law)	0.3	0.0	0.1	1.1	1.1	1.1
	*0.0	*0.5	*0.3	*1.1	*1.2	*1.2
Other	1.6	0.8	1.2	1.1	1.1	1.1
	*0.0	*0.7	*0.4	*0.7	*0.7	*0.7

* Indicates results for the 2000 CIRP survey

EDUCATIONAL PLANNING

Choice of College and Number of Institutions Applied To: Ninety-one percent (91%) of respondents indicated that UNR had been their first or second college choice (73% first choice and 18% second choice). Five percent (5%) indicated that UNR had been their third choice and 4% indicated that UNR was not one of their top three choices. More than one half stated that they had not applied to any university or college other than UNR a percentage substantially higher than the national norm (52% UNR, 24% national norm) (see Table 12).

Table 12
Number of Other Institutions Applied to for Admission

Number of Other Colleges	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
None	49.4	53.4	51.7	25.4	23.1	24.2
	*43.7	*51.2	*48.2	*23.9	*22.9	*23.4
One	13.7	15.1	14.5	13.8	13.4	13.6
	*13.0	*13.1	*13.0	*13.9	*14.5	*14.2
Two	15.8	12.5	13.9	16.0	15.4	15.7
	*17.2	*11.7	*14.0	*16.5	*15.9	*16.2
Three	8.9	10.1	9.6	16.0	15.7	15.9
	*15.0	*14.1	*14.5	*17.0	*16.3	*16.6
Four	5.6	4.3	4.9	10.9	11.8	11.4
	*5.7	*5.2	*5.4	*11.2	*11.0	*11.1
Five	2.9	1.7	2.2	7.0	7.8	7.4
	*2.8	*2.4	*2.6	*6.8	*7.1	*7.0
Six	1.8	1.1	1.4	4.6	5.1	4.8
	*1.1	*0.9	*1.0	*4.5	*4.8	*4.7
Seven or More	1.9	1.7	1.7	6.3	7.8	7.1
	*1.5	*1.4	*1.5	*6.1	*7.5	*6.8

*** Indicates results for the 2000 CIRP survey**

MOTIVATION FOR ATTENDING COLLEGE

Reasons for Attending College: Respondents were asked to rate on a 3-point scale (V= very important, S= somewhat important, and N= not important) reasons for deciding to attend college. Consistent with national norms, UNR respondents most frequently rated the following as *very important* in their decision to attend college:

- | | | |
|---|-------------|---------------------|
| | 2002 | 2000 Results |
| • To learn more about things that interest me | (79%) | (74%) |
| • To be able to get a better job | (71%) | (72%) |
| • To be able to make more money | (75%) | (72%) |

In addition, more than one-third of respondents rated the following as *somewhat important*:

- | | | |
|---|-------------|---------------------|
| | 2002 | 2000 Results |
| • To get training for a specific career | (71%) | (69%) |

- To gain a general education and appreciation of ideas (66%) (57%)
- To prepare myself for graduate or professional school (57%) (56%)

Reasons for Selecting University of Nevada, Reno: Respondents were also asked to rate on a 3-point scale (V= very important, S= somewhat important, and N= not important) reasons for specifically deciding to attend the University of Nevada, Reno. Approximately two-thirds of respondents (62%) stated that being offered financial assistance was the most important reason for deciding to attend UNR, a substantially higher percentage than national norms (26%). A significant change is noted in comparison to the 2000 survey where low tuition was the most important reason cited for attending UNR. Compared to national norms, UNR freshmen less frequently gave good academic reputation as the most important reason for selecting their current institution (32% UNR, 56% national norm). A breakdown of the top most important reasons given by UNR freshmen and national norms of comparable institutions is provided (see Table 13).

Table 13
Reasons Ranked as *Very Important* in Selecting Current Institution

Reasons Important to Selecting UNR	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
Good academic reputation	25.5	37.3	32.1	53.4	59.2	56.4
	*20.4	*32.7	*27.8	*52.8	*59.6	*56.4
Financial assistance	56.6	66.3	62.1	23.2	28.6	26.0
	*57.0	*65.6	*62.2	*19.5	*25.0	*22.4
Low tuition	38.4	42.7	40.8	23.4	26.9	25.2
	*39.9	*43.6	*42.1	*21.1	*24.4	*22.9
Wanted to live near home	22.0	27.1	24.9	11.2	16.6	14.1
	*18.9	*23.1	*21.4	*11.6	*16.1	*14.0
* Indicates results for the 2000 CIRP survey						

BEHAVIORS AND ACTIVITIES

Respondents were asked to rate on a 3-point scale (F= frequently, O= occasionally, and N= not at all) the frequency over the last year that they engaged in various activities.

Activities that at least 50% of respondents engaged in *frequently* or *occasionally* were:

- | | 2002 | 2000 Results |
|-------------------------------------|-------------|---------------------|
| • Studied with other students | (89%) | (88%) |
| • Used a personal computer | (86%) | (80%) |
| • Attended a public recital/concert | (78%) | (77%) |

- Performed volunteer work (76%) (76%)
- Socialized with a different ethnic group (73%) (75%)
- Attended a religious service (69%) (68%)
- Came late to class (66%) (67%)
- Used the internet for research or homework (79%) (66%)
- Communicated via e-mail (63%) (61%)
- Drank wine or liquor (56%) (57%)
- Visited art gallery or museum (56%) (53%)
- Drank beer (51%) (52%)
- Performed community service as part of a class (55%) (51%)

Respondents were also asked to estimate on a 8-point scale (1= none, 2= less than one hour, 3= 1-2 hours, 4= 3-5 hours, 5= 6-10 hours, 6= 11-15 hours, 7= 16-20 hours, 8= over 20 hours) how much time they spent participating in activities during a typical week in the last year. The activities respondents most frequently stated they spent *no time* engaging in over the last year were:

- | | 2002 | 2000 Results |
|----------------------------|-------------|---------------------|
| • Prayer/meditation | (48%) | (45%) |
| • Playing video games | (43%) | (42%) |
| • Student clubs and groups | (40%) | (37%) |
| • Volunteer work | (32%) | (34%) |

The activities respondents most frequently indicated they spent *more than twenty hours* per week engaged in were:

- | | 2002 | 2000 Results |
|----------------------------|-------------|---------------------|
| • Working (for pay) | (25%) | (23%) |
| • Socializing with friends | (20%) | (22%) |
| • Exercise or sport | (11%) | (12%) |

A complete breakdown of all reported activities per week is listed (see Table 14).

Table 14
Frequency of Activities Per Week for UNR Freshmen

Activity	0	Less than 1 hour	1-2 hours	3-5 hours	6-10 hours	11-15 hours	16-20 hours	Over 20 hours
Studying/homework	1.6	10.6	21.2	30.6	22.9	8.2	3.0	1.8
	*1.0	*8.5	*19.6	*32.2	*23.1	*9.1	*4.1	*2.3
Socializing with friends	0.1	0.9	5.9	17.1	24.7	17.6	13.7	20.0
	*0.0	*1.0	*6.9	*15.9	*22.8	*17.8	*13.4	*22.1
Talking with teachers outside class	8.0	41.4	32.5	14.1	2.5	0.8	0.5	0.2
	*10.4	*42.1	*33.0	*11.0	*2.1	*0.6	*0.3	*0.5
Exercise or sports	4.2	9.2	13.5	21.1	18.7	14.3	7.7	11.3
	*3.7	*7.6	*13.8	*20.2	*19.8	*15.6	*6.9	*12.3
Partying	25.1	14.9	17.2	18.5	13.6	4.8	3.1	2.7
	*21.5	*13.5	*17.2	*20.6	*14.3	*6.6	*3.0	*3.3
Working (for pay)	26.6	2.0	1.6	4.5	9.9	11.4	19.0	25.0
	*27.0	*0.9	*3.4	*5.6	*8.0	*13.0	*19.1	*22.9
Volunteer work	32.4	23.7	20.4	13.8	4.4	2.4	1.1	1.8
	*33.7	*20.6	*23.7	*13.4	*4.3	*2.0	*0.9	*1.4
Student groups/clubs	39.7	13.2	19.1	14.8	6.6	3.1	1.1	2.4
	*36.7	*12.8	*20.2	*15.7	*8.0	*2.5	*1.9	*2.3
Watching TV	5.2	16.9	25.7	26.9	15.3	5.1	2.3	2.7
	*7.0	*15.2	*25.8	*26.9	*15.5	*3.9	*3.2	*2.6
Household/childcare duties	20.8	19.7	28.9	21.3	5.5	1.8	0.5	1.4
	*25.2	*17.7	*28.5	*20.1	*5.9	*1.3	*0.2	*1.0
Reading for pleasure	23.0	24.9	24.1	16.4	7.1	2.9	0.4	1.1
	*23.2	*26.1	*24.4	*16.3	*5.4	*2.3	*1.0	*1.2
Playing video games	42.5	22.0	13.4	10.3	5.3	3.3	0.9	2.2
	*42.4	*24.0	*17.3	*8.0	*5.1	*1.8	*0.5	*0.9
Prayer/meditation	47.9	29.6	14.8	5.2	1.1	0.4	0.3	0.8
	*45.4	*28.7	*17.8	*5.1	*2.1	*0.4	*0.1	*0.4
* Indicates results for the 2000 CIRP survey								

SELF PERCEPTIONS, ATTITUDES, AND EXPECTATIONS

Perceived Strengths: Respondents were asked to compare themselves to the average person their age and rate themselves on a 5-point scale (1= highest 10%, 2= above average, 3= average, 4= below average, 5= lowest 10%) for a number of personal traits. At least 50% of the freshmen in the sample rated themselves as either in the *highest 10%* or *above average* in the following areas:

	2002	2000 Results
• Cooperativeness	(74%)	(73%)
• Drive to achieve	(73%)	(71%)
• Academic ability	(74%)	(70%)
• Understanding of others	(67%)	(65%)
• Self-confidence (intellectual)	(62%)	(61%)
• Creativity	(60%)	(60%)
• Emotional health	(57%)	(59%)
• Leadership ability	(58%)	(57%)
• Self-understanding	(56%)	(56%)
• Physical health	(58%)	(56%)

A complete breakdown by gender, in order of areas in which UNR respondents, indicated they perceived themselves as in the top 10% or better than average is listed and compared with national norms (see Table 15).

Table 15
Ratings of Perceived Strengths by Gender*

Personal Trait	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
Cooperativeness	70.5	76.6	74.0	70.4	74.5	72.6
	*67.6	*76.1	*72.6	*71.0	*75.4	*73.3
Drive to achieve	64.8	79.3	73.1	67.3	75.7	71.7
	*66.8	*74.3	*71.3	*70.2	*74.0	*72.2
Academic ability	79.8	70.1	74.3	80.6	72.8	76.5
	*76.6	*64.8	*69.5	*78.1	*71.4	*74.5
Understanding of others	62.5	69.5	66.5	62.9	68.8	66.0
	*58.6	*68.8	*64.6	*62.3	*68.4	*65.6
Self-confidence (intellectual)	71.2	54.6	61.7	71.5	55.0	62.8
	*68.9	*55.2	*60.8	*71.2	*55.7	*62.9
Creativity	60.5	59.3	59.8	58.1	55.6	56.8
	*61.4	*59.3	*60.1	*59.6	*55.5	*57.4
Emotional health	62.2	53.3	57.1	61.5	51.4	56.2
	*65.9	*53.5	*58.6	*61.5	*52.0	*56.4
Leadership ability	58.0	57.4	57.7	63.0	59.5	61.2
	*57.8	*57.2	*57.4	*63.5	*60.5	61.9*
Self-understanding	56.7	55.1	55.8	60.9	53.0	56.8
	*58.0	*55.2	*56.3	*62.1	*54.8	*58.2
Physical health	67.4	51.6	58.3	67.4	50.4	58.5
	*68.3	*47.5	*55.9	*68.0	*49.3	*58.1
Self-confidence (social)	50.8	47.4	48.8	53.9	48.2	50.9
	*54.9	*50.5	*52.3	*56.7	*49.9	*53.0

Writing ability	48.7	50.4	49.6	45.5	47.9	46.8
	*44.0	*49.9	*47.5	*45.2	*48.8	*47.1
Mathematical ability	55.3	36.9	44.7	63.2	42.4	52.3
	*55.2	*31.5	*41.1	*64.4	*42.2	*51.2
Spirituality	32.8	40.1	37.0	36.3	39.9	38.2
	*36.4	*43.4	*40.5	*42.3	*46.2	*44.4
Public speaking ability	36.7	36.5	36.6	38.9	35.3	37.0
	*37.9	*34.7	*36.0	*40.5	*36.9	*38.6
Popularity	33.6	30.0	31.6	44.8	36.3	40.3
	*36.6	*25.5	*30.1	*48.4	*37.5	*42.6
Computer skills	52.1	27.8	38.2	54.6	27.0	40.1
	*43.2	*21.1	*30.1	*51.1	*24.0	*36.7
Artistic ability	27.7	26.2	26.8	28.9	29.7	29.3
	*29.4	*29.4	*29.4	*30.4	*30.2	*30.3

* **Indicates results for the 2000 CIRP survey**

** Percentage of respondents who indicated they were above average or highest 10% compared with the average person his or her age.

Political and Social Attitudes: Respondents were asked to rate on a 4-point scale (1= disagree strongly, 2= disagree somewhat, 3= agree somewhat, 4= agree strongly) the degree to which they agreed with statements regarding their political and social attitudes. Responses could not be compared to 2000 results due to a variation in question wording and new question categories. The responses of UNR freshmen were comparable to national norms, with several notable exceptions. UNR respondents were more likely to agree (see Table 18):

- Abortion should be legal
- Marijuana should be legalized
- Same sex couples should have the right to legal marital status

UNR respondents were less likely to agree (see Table 16):

- The death penalty should be abolished.
- The federal government should do more to control the sale of handguns.
- Wealthy people should pay a larger share of taxes than they do now.
- It's important to have laws prohibiting homosexual relations.

Table 16
Percent of Agreement with Political Statement
(Either Strongly or Somewhat Agree)

Political/Social Statement	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
The federal government should do more to control the sale of handguns.	57.3 *64.4	80.8 *81.9	70.7 *74.7	66.3 *70.0	83.9 *88.9	75.6 *80.1
There is too much concern in the courts for the rights of criminals.	68.8 *71.1	65.7 *69.1	67.1 *69.9	66.9 *68.4	62.8 *66.6	64.8 *67.4
Abortion should be legal.	66.1 *68.9	66.9 *66.8	66.5 *67.7	54.9 *55.6	53.7 *55.1	54.3 *55.4
Colleges should prohibit racist/sexist speech on campus.	51.6 *62.4	60.2 *65.4	56.5 *64.2	51.5 *53.7	62.5 *63.2	57.2 *58.8
Same sex couples should have the right to legal marital status.	53.2 *51.5	71.2 *68.5	63.4 *61.5	50.7 *46.8	66.2 *62.5	58.8 *55.2
Affirmative action in college admissions should be abolished.	56.7 *56.8	46.4 *44.1	50.9 *49.4	57.7 *58.7	45.3 *46.7	51.3 *52.4
Wealthy people should pay a larger share of taxes than they do now	41.2 *51.9	43.6 *43.5	42.6 *47.0	48.7 *52.0	48.8 *49.7	48.7 *50.8
Marijuana should be legalized.	57.0 *49.9	44.2 *36.2	49.7 *41.8	46.5 *39.3	34.5 *28.6	40.2 *33.6
**People should not obey laws, which violate their personal values.	33.7	26.8	29.8	39.2	30.5	34.7
Realistically, an individual can do little to bring about changes in our society.	32.0 *28.7	25.2 *22.9	28.1 *25.3	31.9 *30.6	23.7 *23.0	27.6 *26.5
It is important to have laws prohibiting homosexual relationships.	32.4 *35.5	15.4 *16.5	22.7 *24.3	32.5 *36.2	18.3 *20.4	25.0 *27.8
The activities of married women are best confined to home and family.	24.0 *28.2	14.6 *18.9	18.7 *22.7	26.4 *27.9	15.5 *16.1	20.7 *21.6
The death penalty should be abolished.	20.9 *16.8	21.9 *24.8	21.5 *21.5	27.1 *25.7	34.5 *32.9	31.0 *29.6
Racial discrimination is no longer a problem in America.	30.6 *26.9	19.3 *17.5	24.2 *21.3	27.4 *25.6	19.0 *18.4	23.0 *21.8
* Indicates results for the 2000 CIRP survey						
**Item included for the first time in 2002						

Personal Objectives: Respondents were asked to rate on a 4-point scale (E= essential, V= very important, S= somewhat important, and N= not important) the importance of several personal objectives.

The personal objectives rated most highly by the respondents were:

- | | 2002 | 2000 Results |
|---|-------------|---------------------|
| • Being very well off financially | (77%) | (73%) |
| • Raising a family | (70%) | (65%) |
| • Becoming an authority in my own field | (62%) | (58%) |
| • Helping others who are in difficulty | (62%) | (54%) |

The personal objectives rated least important were:

- | | 2002 | 2000 Results |
|---|-------------|---------------------|
| • Writing original works (poems, novels, short stories, etc) | (13%) | (15%) |
| • Creating artistic work (painting, sculpture, decorating, etc.) | (14%) | (14%) |
| • Becoming accomplished in one of the performing arts (acting, dancing, etc.) | (12%) | (12%) |

The objectives rated most and least important were comparable to 2000 UNR results and the national norms (see Tables 17 and 18).

Table 17
Personal Objectives Rated Most Important

Personal Objective	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
Being very well off financially	79.1	75.7	77.2	77.4	74.0	75.6
	*74.5	*71.2	*72.5	*78.1	*73.2	*75.5
Raising a family	65.8	72.8	69.8	72.5	74.6	73.6
	*66.7	*63.5	*64.8	*72.4	*72.7	*72.6
Becoming an authority in a field	63.9	60.6	62.1	61.5	60.0	60.7
	*57.8	*58.0	*57.9	*61.6	*59.0	*60.2
Helping others who are in difficulty	48.5	71.4	61.5	52.3	69.4	61.3
	*42.6	*62.1	*54.2	*50.2	*66.8	*59.0
* Indicates results for the 2000 CIRP survey						

Table 18
Personal Objectives Rated Least Important

Personal Objective	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
Writing original works	11.9	14.5	13.4	14.2	13.3	13.7
	*14.4	*15.0	*14.8	*13.4	*13.1	*13.2
Creating artistic work	10.7	17.0	14.3	12.5	16.3	14.5
	*12.2	*15.1	*13.9	*12.5	*15.9	*14.3
Becoming accomplished in one of the performing arts	10.3	13.8	12.3	12.2	14.6	13.5
	*9.2	*14.2	*12.2	*11.5	*13.5	*12.6
* Indicates results for the 2000 CIRP survey						

Probable Career: Considerable variability in probable career choices was evident, however the most frequently cited career choices were: medicine, education, business, and engineering. Thirteen percent (13%) of the respondents planned to pursue a career in medicine (nursing, pharmacist, or physician). Eight percent (8%) planned a career in education (elementary, secondary, or administration). Ten percent (10%) planned a career in business (clerical, owner/proprietor, management, and sales/buying). Eleven percent (11%) planned to pursue a career in engineering (see table 19).

Table 19
Probable Career Choices

Probable Career	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
Engineering	21.0	3.0	10.7	20.5	4.1	11.9
	*19.4	*4.0	*10.2	*19.1	*4.4	*11.3
Medicine						
Physician	6.9	9.1	8.1	6.1	9.0	7.6
	*8.2	*9.8	*9.2	*6.0	*9.0	*7.6
Nursing	0.8	6.1	3.8	0.3	4.6	2.6
	*0.0	*4.5	*2.7	*0.2	*3.3	*1.8
Pharmacy	1.4	1.2	1.3	1.8	3.3	2.6
	*0.7	*0.7	*0.7	*1.0	*2.1	*1.6
Business						
Management	6.3	2.8	4.3	9.4	6.6	7.9
	*6.1	*5.8	*5.9	*10.8	*7.6	*9.1

Owner/Proprietor	3.8	2.5	3.1	3.7	1.5	2.5
	*5.3	*2.2	*3.4	*3.9	*1.6	*2.7
Sales/Buying	0.4	0.6	0.5	1.0	1.2	1.1
	*0.7	*0.5	*0.6	*1.0	*1.2	*1.1
Clerical	0.6	1.6	1.2	0.5	0.6	0.5
	*0.7	*0.2	*0.4	*0.6	*0.7	*0.7
Education						
Teacher/Administrator (Elementary)	0.8	7.9	4.8	0.5	5.1	2.9
	*1.5	*9.1	*6.0	*0.6	*5.3	*3.1
Teacher/Administrator (Secondary)	1.8	3.6	2.8	2.5	3.5	3.0
	*5.6	*4.6	*5.0	*2.3	*3.3	*2.8
**Percentages may add up to more than 100% if any students checked more than one category.						
* Indicates results for the 2000 CIRP survey						

Expectations and Activities

Respondents were asked to rate on a 4-point scale (V= very good chance, S= some chance, L= very little chance, and N= no chance) the probability of engaging in certain activities or achieving certain ends. While these activities and goals are interrelated, they are considered in terms of two categories: academic and personal.

Academic: The majority (79%) of freshmen were coming to UNR with the full intent of earning a bachelor's degree. Forty-two percent (42%) expected to be satisfied with their college experience.

The respondents had high expectations of themselves. Fifty-nine percent (59%) expected to maintain at least a "B" average. Seventeen 17% expected to change their major and 13% expected to change their career choice over the course of their college career. Of the students sampled, 12% expected to transfer to another institution (see Table 20).

Table 20
Academic Expectations and Activities

Academic Expectations/Activities	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
Change major field	15.3	17.7	16.7	13.9	17.6	15.8
	*17.6	*21.0	*19.6	*13.2	*18.4	*15.9
Change career choice	10.0	15.8	13.3	12.2	16.7	14.6
	*16.4	*17.1	*16.9	*11.6	*17.3	*14.6
Participate in student government	3.7	8.2	6.2	5.5	8.5	7.1
	*4.1	*5.5	*4.9	*5.2	*8.0	*6.7
Make at least a "B" average	57.2	59.8	58.7	60.4	60.8	60.6

	*58.1	*61.5	*60.1	*58.5	*59.3	*58.9
Get a bachelor's degree (B.A., B.S., etc.)	73.8	82.4	78.7	77.9	81.5	79.8
	*74.6	*74.5	*74.5	*75.4	*79.6	*77.6
Transfer to another college before graduating	9.4	14.2	12.1	5.0	5.9	5.5
	*9.2	*12.2	*11.0	*4.7	*5.5	*5.1
Be satisfied with your college	39.6	44.3	42.3	48.3	55.7	52.2
	*29.8	*39.7	*35.7	*45.5	*52.4	*49.2
Communicate regularly with your professors	33.8	40.7	37.7	26.9	36.1	31.8
	*18.0	*30.9	*25.7	*25.9	*34.1	*30.2
* Indicates results for the 2000 CIRP survey						

Personal: More than one-half of the students (55%) surveyed expected to get a job to help pay for college expenses, but only 10% expected to work full-time while attending college. Thirty-seven percent (37%) of respondents expected to participate in student clubs or groups, a distinct rise in comparison to the 2000 survey results where only 28% of students anticipated joining a student club or group. Twenty-one percent (21%) expected to participate in volunteer or community service work. Eight percent (8%) expected to join a social fraternity or sorority and 7% expected to be involved in varsity or intercollegiate athletics (see Table 21).

**Table 21
Personal Expectations and Activities**

Personal Expectations/Activities	University of Nevada, Reno			National Norms		
	Male	Female	Total	Male	Female	Total
**Get a job to help pay for college expenses	50.5	59.2	55.4	39.0	50.3	44.9
Join a social fraternity or sorority	5.2	10.5	8.2	10.0	16.1	13.2
	*5.9	*8.6	*7.5	*10.6	*16.3	*13.6
Play varsity/intercollegiate athletics	6.1	6.9	6.5	10.5	8.2	9.3
	*9.5	*10.0	*9.8	*11.4	*8.1	*9.6
Participate in student protests or demonstrations	3.5	4.9	4.3	4.8	5.4	5.1
	*2.8	*4.7	*3.9	*4.4	*4.9	*4.6
Participate in volunteer work or community service work	11.8	27.3	20.6	13.7	31.2	22.9
	*6.7	*21.1	*15.2	*12.6	*28.3	*21.0
Seek personal counseling	5.1	6.5	5.9	4.9	8.6	6.9
	*2.8	*5.1	*4.2	*4.5	*7.2	*5.9
Develop close friendships with other students	62.1	74.9	69.4	67.8	79.6	74.0
	*56.7	*70.0	*64.6	*67.2	*78.5	*73.2
Socialize with someone of another racial/ethnic group	62.0	80.4	72.4	58.8	71.8	65.6
	*56.7	*73.8	*66.9	*58.4	*70.8	*65.0

Participate in student clubs or groups	25.2	45.6	36.8	33.6	50.9	42.7
	*18.7	*34.2	*27.9	*35.6	*52.2	*44.4
* Indicates results for the 2000 CIRP survey						
** Comparable results not available						

2002 RESULTS COMPARED TO NATIONAL NORMS

Academic disengagement continued to be an issue with new incoming freshmen. Students indicated that during their last year of high school they frequently “felt bored in class” (39% UNR, 43% national norm). Thirty-five percent (34%) of students both at UNR and nationally “overslept and missed class,” while two thirds were late to class frequently or occasionally (66% UNR, 62% national norms). Results remained relatively stable in comparison to the 2000 survey with only slight variances.

The volunteerism trend continued to rise nationally with 46% of freshmen donating their time one hour or more per week (44% UNR). Although some students’ level of volunteerism was due to a service requirement for class, many who engaged in volunteer work did so of their own volition. Unfortunately, although the survey showed that these students had experience as volunteers, only 23% nationally (21% UNR) planned to continue participating in community service work while in college.

Nationally, the study found that college freshmen continue to embrace the Internet as an educational tool. Eighty-six percent (86%) of the students’ surveyed nationally have used a personal computer; an identical number compared to UNR. Nationally, eighty percent (80%) of new freshmen (79% UNR) used the Internet for research or homework. This is an increase of about ten percent both nationally and at UNR since the 2000 survey. Sixty-nine percent (69%) of freshmen nationally (63% UNR) communicated via e-mail, but only 17% (12% UNR) participated in chat rooms.

Consistent with national norms, the top reasons UNR freshmen gave for attending college are “being very well off financially” (77% UNR, 76% national norms) and “raising a family” (70% UNR, 74% national norms). The indication is that more freshmen are viewing higher education as a means to an end, rather than simply an opportunity for intrinsic learning. The survey also indicated that while financial security was a factor in the overall career decision-making process, students treated college as a practical ground to explore new interests. Seventy-eight percent (78% nationally) stated that they attended college to learn about things that interest them.

UNR freshmen tended to be more likely to support legal abortion, encourage legalization of marijuana, and advocate the legal status of same sex couples. Nationally, freshmen that started college in the fall of 2000 maintained levels of beer drinking from the previous year. Just under half (49%) stated that they drank beer frequently or occasionally during the last year compared to 51% of UNR freshmen. Overall, students

surveyed appeared to be slightly more liberal in their political beliefs than the national norms.

Sixty-six percent (66%) of the freshmen surveyed at UNR claimed to have at least some amount of worry over the ability to fund their college education, which is almost equal to the national norms of 65%. Nationally, freshmen expected some financial support from their parents, while UNR freshmen expected to receive slightly less support (80% UNR, 81% national norm). Of those students that expected financial support from their parents, 44% of UNR and 50% of nationally surveyed students claimed that parents made \$75,000 or more per year.

SUMMARY

Fifty percent (50%) of incoming freshmen planned to live off-campus, a figure substantially higher than national norms (18%). These data suggest that the UNR respondents were mostly “commuter students”, a trend that has increased slightly in the past two years. When considering both parents’ educational level, the data suggests that almost one in three new freshmen were first generation college-bound, a trend that remained consistent with past survey results.

The University of Nevada, Reno was top choice for many students, 91% of respondents indicated that UNR had been either their first or second choice and 52% stated they had not applied to any university or college other than UNR. Sixty-two percent (62%) of respondents stated that financial assistance was the most important reason in their decision to attend UNR, a percentage substantially higher than the national norms (26%).

Incoming freshmen had high expectations for earning bachelor’s and master’s degrees. Seventy-nine percent (79%) of students surveyed planned to obtain a bachelor’s degree and 76% of respondents planned to pursue some type of advanced degree. In spite of known academic disengagement, students indicated they thought highly of their personal and academic success. A majority of respondents felt they were either *in the top 10%* or *above average* in the following areas: cooperativeness (74%), drive to achieve (73%), and academic ability (74%).

Consistent with national norms, UNR freshmen most frequently rated the following reasons as very important in their decision to attend college: to learn more about interests (79%), to make more money (75%), and to get a better job (71%). Personal objectives rated the highest by respondents were: to be very well off financially (77%), to raise a family (70%), to become an authority in a field (62%), and to help others who are in difficulty (62%). Considerable variability in probable career choices was evident among the incoming freshmen, however the most frequently cited career choices fell into four categories: medicine, education, business, and engineering.