

# *ADELPHI UNIVERSITY*



## *Results of the Cooperative Institutional Research Program (CIRP) Survey Fall 1991 to Fall 2004*

*Office of Research, Assessment and Planning  
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(CIRP) Survey  
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# Table of Contents

<b>INTRODUCTION</b> .....	<b>2</b>
<b>HIGHLIGHTS</b> .....	<b>2</b>
I.    DEMOGRAPHIC AND SOCIOECONOMIC CHARACTERISTICS .....	4
II.   HIGH SCHOOL BACKGROUND .....	5
III.  COLLEGE CHOICE .....	6
IV.  FUTURE ASPIRATIONS.....	8
V.   FINANCIAL AID—SOURCES AND CONCERNS .....	10
VI.  STUDENTS’ ABILITIES AND TRAITS .....	10
VII. ACTIVITIES DURING LAST YEAR OF HIGH SCHOOL .....	11
VIII. POLITICAL OPINIONS AND BELIEFS .....	12
<b>SELECTED CHARTS</b> .....	<b>15</b>
I.    DEMOGRAPHIC AND SOCIOECONOMIC CHARACTERISTICS .....	15
II.   STUDENT QUALITY .....	17
III.  COLLEGE CHOICE .....	19
IV.  FUTURE ASPIRATIONS.....	21
<b>DATA TABLES</b> .....	<b>22</b>
I.    DEMOGRAPHIC AND SOCIOECONOMIC CHARACTERISTICS .....	22
II.   HIGH SCHOOL BACKGROUND .....	26
III.  COLLEGE CHOICE .....	27
IV.  FUTURE ASPIRATIONS.....	29
V.   FINANCIAL AID—SOURCES AND CONCERNS .....	33
VI.  STUDENTS’ ABILITIES AND TRAITS .....	35
VII. ACTIVITIES DURING LAST YEAR OF HIGH SCHOOL .....	36
VIII. POLITICAL OPINIONS AND BELIEFS .....	40

## Introduction

Each fall the Cooperative Institutional Research Program (CIRP) survey (also called the Student Information Form or SIF) is administered nation-wide to incoming college freshmen. The survey is designed to obtain a wide range of demographic data as well as data on students' high school background, career plans, educational aspirations, financial concerns and attitudes on social issues. While many items are kept constant throughout the years, the survey is revised annually to reflect the needs of the academic community and of others who use the information.

Results for participating colleges are analyzed and reported by the Higher Education Research Institute (HERI) at UCLA. Individual college reports compare the responses of each college's freshmen to nationally normed responses from freshmen at similar institutions. In 2004, freshman norms were based on the weighted responses of 289,452 students at 440 of the nation's baccalaureate colleges and universities. The data have been statistically adjusted to reflect the 1.3 million first-time full-time freshmen who entered baccalaureate colleges and universities this year.

Adelphi University has participated in the CIRP survey since 1966. The following report presents a summary of the last fourteen years (1991 to 2004) of responses by Adelphi first-time full-time freshmen (excluding ABLE students). Adelphi's response rate for the summarized years has remained consistent at approximately three-quarters of the entering full-time freshmen. Adelphi's 2004 results are compared with normed results from private institutions nationally. The normed results are based on institutions with acceptable response rates, resulting in the inclusion of 41 of the 48 private universities and 310 of the 467 private colleges that participated in the 2004 survey (*The American Freshman*, p. 124<sup>1</sup>).

Following the introduction, this report is organized into three sections. First, a highlights section focuses on significant trends and comparisons. Second, selected highlights are presented in chart form. Finally, all of the findings are presented in the form of data tables.

## Highlights

Adelphi freshmen were slightly less ethnically diverse in 2004 than they had been in 2003, although more so than in previous years. A larger proportion was white in 2004 (70%) compared to 2003 (64%); white students comprised 76 percent of freshmen in 2001. The proportion of Hispanic freshmen increased notably through the years, reaching its highest point to date (14%) in 2004. Consistent with previous years, about 60 percent of freshmen's parents had at least some college experience, with 15 percent of mothers and 16 percent of fathers attaining graduate degrees. Most Adelphi entrants reported their household income in

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<sup>1</sup>Sax, L.J., J.A. Lindholm, A.W. Astin, W.S. Korn, V.B. Saenz & K.M. Mahoney. (December 2004). *The American Freshman: National Norms for Fall 2004*. Higher Education Research Institute (HERI), Graduate School of Education and Information Studies, University of California, Los Angeles.

the middle ranges. Compared with their national peers, Adelphi freshmen were more ethnically diverse, a smaller proportion of their parents had a college education (especially graduate education), and they had a lower household income. In addition, a larger proportion of Adelphi freshmen had a permanent residence 10 or fewer miles from the University and a much smaller proportion lived on campus compared with their national counterparts.

The academic skills of Adelphi freshmen upon entering college showed steady improvement, with the Fall 2004 cohort the most academically qualified in over a decade. Almost half of Adelphi entrants were “A” students in high school – a proportion comparable to all private colleges (but lower than private universities). Two-thirds of Adelphi freshmen rated their academic ability in the top 10% of their high school class, a dramatic improvement compared with past years and comparable to all private colleges. There was also a significant increase in the proportion of Adelphi entrants who decided to attend college to gain a general education and to become a more cultured person – a higher proportion than in private colleges and only slightly lower than in private universities. Despite the increases, however, Adelphi freshmen ranked themselves consistently lower on both academic and personal abilities than private university peers. Most notably, their self-ranking was lower on mathematical, academic and writing abilities, intellectual self-confidence, leadership qualities, and time management.

Most significantly, there was a substantial improvement in the proportion of freshmen choosing Adelphi because of its academic reputation, showing an increase of 10 percent compared to last year (53% versus 43%). Additionally, comparable to 2003, the largest proportion of freshmen in more than a decade indicated that Adelphi was the college of their first choice (67%) and a large proportion thought they would be satisfied with college (46%). Still, while the proportion of Adelphi freshmen attending the college of their first choice approached that of their national peers, the proportion choosing their college because of its academic reputation remained markedly lower than among peers (53% at Adelphi, 60% at private colleges, and 76% at private universities). Furthermore, the proportion of Adelphi freshmen expecting to be satisfied with college was considerably lower than entrants to private universities (63%) and slightly lower than private college freshmen (54%).

A large number of Adelphi freshmen have financial concerns. Financial assistance was the most frequently cited reason for choosing Adelphi; the proportion of freshmen indicating this response steadily increased to 57 percent in 2004. Increasingly higher proportions of Adelphi freshmen also indicated that they would likely get a job to pay for college expenses (52%), and that they had worked over 20 hours per week while in high school. Compared with their national peers, especially private university freshmen, a considerably larger proportion of Adelphi freshmen chose their school because of financial assistance, worked for pay while in high school, and thought they would have to work while attending college. A much smaller proportion of Adelphi freshmen expected to pay their first year expenses from family resources.

More Adelphi freshmen than in the past few years indicated that they were involved in social and community-related activities while in high school, and that they planned to continue this

participation in college. However, Adelphi freshmen remained much less likely to indicate an interest in student clubs/groups and participation in volunteer/community service activities as compared to private university entrants. Additionally, Adelphi students were considerably less involved in religious activities and held somewhat more liberal/progressive beliefs and values than their national counterparts, especially private college respondents.

#### I. Demographic and Socioeconomic Characteristics

- *Gender:* Just over half of the fall 2004 respondents from national private schools were female (56% for all private colleges and 54% for private universities) compared with 71 percent at Adelphi.
- *Age:* The proportion of students who were 18 or younger when they matriculated at Adelphi increased over the past decade. More Adelphi freshmen were 18 years of age or younger than respondents from all private colleges and private universities (90%, 68% and 72% respectively), but almost all respondents at all institutions were 19 or younger.
- *Race:* There were slightly fewer white respondents at Adelphi than at private colleges and universities (70%, 80% and 75% respectively). The proportion of African-American respondents at Adelphi was similar to all private colleges and higher than at all private universities (12%, 11% and 6% respectively), while the proportion of Hispanics at Adelphi was higher than the two comparison groups (14%, 6% and 9% respectively). In contrast, the proportion of Asian/Pacific Islander respondents at Adelphi (8%) was notably lower than private universities (14%) while slightly higher than at all private colleges (5%).
- *Foreign Status:* The proportion of non-U.S. citizens at Adelphi was similar to that of all private colleges while lower than private universities (5%, 3% and 13% respectively). Even so, at 9 percent the proportion of non-native English speakers at Adelphi was the same as at private universities while higher than at all private colleges (5%).
- *Religious Affiliation:* Similar to previous years, about half of Adelphi respondents were Roman Catholic. While pluralities of the comparison groups also identified with this religion, the proportions were notably smaller (only about a third for both groups). All private colleges had more Baptist and Methodist and slightly fewer Jewish incoming freshmen than Adelphi. A new question revealed that the national comparison groups included more Born-Again Christians than this institution (only 10% of Adelphi freshmen, compared to 29% at all private colleges and 16% at private universities).
- *Distance from Home:* For its sixth year, Adelphi increased the new freshmen enrollment from the local region (50 mile radius) to its present three-quarters proportion. In contrast, the comparison groups drew most new freshmen from greater distances (two-thirds for all private colleges and three-quarters for private universities).

- *Residential Status:* Up until 2001, there were slightly more Adelphi freshmen living in the dorms than with parents or relatives, both hovering around the halfway point. In the four years since 2001 these proportions have shifted, so that slightly more freshmen live off-campus than in dormitories. A considerably smaller proportion of Adelphi freshmen live in college dormitories as compared with their national counterparts (45% at Adelphi, 84% at private colleges and 91% at private universities).
- *Parental Income:* Most Adelphi freshmen consistently estimated their parents' income at \$30,000-\$100,000 per year, with less than 10 percent estimating that figure as either less than \$20,000 or more than \$150,000. Adelphi freshmen income estimates were lower than at private colleges and universities across the nation, with 23 percent estimating parental income of more than \$100,000, compared with 52 percent at private universities and 31 percent at all private colleges.
- *Family Status:* A similar proportion of freshmen at Adelphi and all private colleges (70% and 71%) came from households where their parents were living with each other while the proportion was slightly higher at private universities (79%).
- *Parents' Educational Background:* Consistently, just under two-thirds of freshmen at Adelphi stated that both parents had at least some college education, with 15 percent of mothers and 16 percent of fathers holding graduate degrees in fall 2004. Nationally, private college entrants reported higher figures, with closer to three-quarters of their parents having had at least some college education (and 18% of mothers and 23% of fathers holding graduate degrees). Private universities exceeded both these proportions, with around 85 percent of parents having at least some college experience (and 29% of mothers and 41% of fathers holding graduate degrees).
- *Parents' Employment Background:* Fathers' occupations of incoming freshmen at Adelphi remained relatively constant throughout the past decade, with pluralities in "other" and business professions (just under a third for each). These results were comparable to all private colleges, but private universities reported slightly more doctors and lawyers, and slightly fewer skilled workers and "other" professions for new freshmen's fathers' professions. Mothers' occupations of Adelphi freshmen changed over the years; fewer mothers of respondents were homemakers or clerical workers, and more were nurses or held "other" occupations. More mothers of freshmen in the comparison groups were in a business field or were full-time homemakers, and fewer were nurses or had "other" occupations.

## II. High School Background

- *High School:* Three-quarters of Adelphi entering freshmen came from public high schools with the remainder coming from denominational high schools or other private non-religious schools (19% and 3% respectively). A considerably smaller proportion of freshmen at private universities attended public schools (62%) while a notably larger proportion attended private non-religious schools (14%). More freshmen from

private colleges attended private non-religious schools (8%) and slightly fewer attended public (72%) or denominational schools (15%). Almost all Adelphi respondents graduated in the same year as they entered this institution as first-time full-time freshmen; this was comparable to the national groups.

- *High School Grades:* Adelphi entrants reported earning “A or A+” or “A-” grades at consistently higher rates than over the past decade, reaching their highest proportion (44%) in 2004. This percentage was similar to that of freshmen at all private colleges, but lagged substantially behind “A” respondents at private universities (73%).
- *College Credits:* The proportion of Adelphi entrants who received college credit during high school from Adelphi consistently declined over the past decade. Still, this proportion was considerably higher than for freshmen at private colleges and universities who reported receiving college credits from the institutions in which they later enrolled (11% at Adelphi versus 3% at the national comparison institutions).
- *Recommended Years of High School Study:* Compared to private college and university respondents, a notably smaller proportion of Adelphi freshmen had prior coursework in biological sciences (45%, 48% and 38% respectively) and computer sciences (63%, 55% and 50% respectively). Additionally, while slightly more than half of Adelphi (55%) and private college respondents (59%) took physical science in high school, 70 percent of private university respondents did so. On the other hand, more entrants into Adelphi met or exceeded art and/or music requirements than at private colleges and universities (92%, 81% and 84% respectively).
- *Community Service:* The proportion of entrants into Adelphi who had no community service requirements for high school graduation consistently declined over the years, but still community service was not required of most (60%). This proportion was similar to private universities and slightly higher than private colleges.

In 2004, questions regarding the types of community service activities that incoming freshmen had engaged in during high school were asked for the first time. The most popular activities at Adelphi and the comparison groups (although not necessarily in the same order) were tutoring, child care, service to a religious community and other community service activities. The service involvement of freshmen at private universities exceeded Adelphi’s by at least 10 percent in several areas, including tutoring/teaching, environmental activities, elder care, services to the homeless, community improvement/construction and service to a religious community. The latter three were also reported at higher rates at all private colleges as compared to Adelphi.

### III. College Choice

- *First Choice:* There was a steady increase in the proportion of Adelphi entrants who selected this institution as their first choice, with 67 percent selecting it in 2004. This

figure was slightly lower than that reported for private colleges (71%) and universities (69%).

- *Number of College Choices:* Trends over the years show Adelphi entrants applying to more schools. More entrants at peer institutions applied only to their college (7% at Adelphi, 16% at private colleges, and 11% at private universities). However, a larger proportion of private university freshmen and a smaller proportion of private college freshmen applied to six or more schools (28% at Adelphi, 19% at private colleges and 37% at private universities).
- *Reasons for Choosing to Attend College:* Compared with previous years, there was a considerable increase in the proportion of Adelphi freshmen who chose to attend college to gain general education, become a more cultured person, get training for a specific career and because their parents wanted them to go.

Adelphi freshmen noted their most important reason for attending college was to get training for a specific career, whereas this was ranked second for all private colleges and tied for fourth (with preparing for graduate school) at private universities (84%, 73% and 66% respectively). Adelphi's respondents' second most important factor, learning more about things that interest me, was actually the first factor for private college and university respondents (79%, 78% and 83% respectively). The third most important reason in choosing to attend college for Adelphi respondents was to earn more money (72%) – not one of the top choices of their national peers, although chosen by about two-thirds (66% at private colleges and 64% at private universities). Gaining general education was the fourth most important reason for Adelphi and private college freshmen (71% and 66% respectively), while it was the second most important deciding factor for private university respondents (74%).

- *Reasons for Choosing to Attend Their College:* The proportion of Adelphi respondents indicating they chose Adelphi because of its academic reputation increased by 10 percent compared to last year and was at its highest level of the past decade. Continuous improvement was also evident in the vast majority of other items: good social reputation; ranking in national magazines; graduates go to top graduate schools; relative wanted me to come; advice of high school counselor; admitted through early action; the proximity to home; information on the website and a visit to campus. There was also an increase in the proportion of freshmen who chose Adelphi because it offered financial assistance.

The majority of respondents in Adelphi's 2004 incoming freshman class had two top priorities in selecting this as their college of attendance: that Adelphi offered financial aid and that Adelphi has a good academic reputation (57% and 53% respectively). Academic reputation was also the most important reason that freshmen in the comparison groups gave for choosing their colleges (76% at private universities and 60% at private colleges). That graduates get good jobs, which was the third most important reason at Adelphi (45%), was the second most important reason for their national peers (64% at private universities and 53% at private colleges). Financial

assistance was the third most important reason for private college entrants (50%), but not one of the top reasons for private university freshmen (41%). Finally, a campus visit was very important for all CIRP participants –the third most important reason for private university entrants (51%) and fourth for Adelphi and all private college freshmen (44% and 49% respectively).

#### IV. Future Aspirations

- *Highest Degree Planned:* About half of Adelphi entrants concurred (increasingly over the years) that the highest degree they planned on achieving was a master's degree. This figure was higher than for newcomers at private colleges and universities across the nation (at 41% and 38% respectively). However, private university respondents were more likely to aspire earning doctoral or professional degrees than freshmen at Adelphi and at all private colleges.
- *Highest Degree at Initial College:* In the 1990's, only about a quarter to a third of Adelphi respondents were interested in obtaining master's degrees at Adelphi. Since 2000, about 40 percent of entrants reported plans to pursue a graduate degree at Adelphi. A smaller proportion of respondents in the comparison groups planned on pursuing their graduate degrees at the same institutions. Consequently, the national comparison groups included more incoming freshmen with the aim of achieving bachelor's degrees at the institutions they currently attended.
- *Choice of Major:* The most probable majors for incoming freshmen at Adelphi were arts & humanities and education (21% and 18% respectively). Over the decade, generally fewer Adelphi respondents were interested in majoring in business, which held at about 13 percent for each of the past four years. A considerably lower proportion of freshmen at private colleges and universities expressed interest in education (10% and 3% respectively) and arts & humanities (17% and 14% respectively), while more expressed interest in business (18% and 16% respectively).
- *Career Plans:* Reflective of the trend in majors, future careers in business decreased in popularity among entrants to Adelphi, with the proportion of respondents interested in this area decreasing by half from 1991 to 2004. In 2004, the most probable careers at Adelphi were health professions (combined fields accounting for 22%) and elementary and secondary education (21%) following by arts (12%) and business (10%).

A large proportion of respondents at all surveyed institutions were undecided on future careers (12% at Adelphi, 15% at private colleges, and 16% at private universities). At private colleges, the most popular careers were business, education and art (15% and 11% for the latter two). At private universities, the most probable careers were business and M.D./D.D.S. health professions (15% and 13% respectively). Both comparison groups showed considerably less interest in careers in education (11% in private colleges, 3% in private universities) than freshmen at Adelphi.

- *Personal Objectives:* Adelphi freshmen ratings of the importance of various personal objectives were relatively unchanged over the years. The only area that decreased in importance from last year was achieving in performing arts (from 24% to 19%). Goals that most students defined as very important in 2004 included raising a family, which had risen in importance over the years (from two-thirds of respondents to over three-quarters), being very well off financially (79%), and helping others in difficulty (65%). Over half of the Adelphi respondents also rated professional objectives as very important – obtaining recognition from colleagues (57%) and becoming an authority in their field (55%).

While the most important objective for Adelphi respondents was to be very well off financially, this goal was not valued as highly at other institutions (79% at Adelphi versus 69% at private colleges and universities nationally). The importance of raising a family and helping others in difficulty received similar rankings at Adelphi and its comparison institutions. The professional objectives were also ranked highly by Adelphi's national counterparts, with freshmen from private universities considering becoming an authority in their field as more important than at the other groups (63% versus 55% for Adelphi and 58% for private colleges). The objective of obtaining colleagues' recognition was higher at Adelphi and private universities than at private colleges (57%, 55% and 51% respectively).

- *Future Behaviors:* Over the years, Adelphi entrants held generally similar perspectives in response to a list of anticipated behaviors. There were, however, increases on the following items in the past few years: getting a job to pay for college expenses, working full-time while attending, playing varsity or intercollegiate athletics, participating in college clubs and being satisfied with college. Majorities of Adelphi respondents in 2004 estimated that it was very likely they would make at least a "B" average, socialize with someone of another ethnic group and get jobs to pay for college expenses (66% for the first two items and 52% for the last item).

Interestingly, a markedly larger proportion of freshmen at peer institutions estimated they would likely change their majors or career choices than at Adelphi (15% at Adelphi, 25% at private colleges and 34% at private universities). Compared to their national peers, a considerably lower proportion of freshmen at Adelphi estimated they would be satisfied with college (46% at Adelphi, 54% at private colleges and 63% at private universities). A higher proportion of private university respondents thought they would socialize with someone from another ethnic group (66% at Adelphi, 64% at private colleges and 74% at private universities), and more freshmen at the peer institutions estimated they would likely participate in volunteer or community service, communicate regularly with professors, strengthen their religious beliefs and study abroad than at Adelphi. Private university respondents also indicated they were more likely to join social fraternities/sororities and participate in student clubs/groups. Finally, considerably more Adelphi freshmen expected to get a job to pay for college expenses (52% at Adelphi, 47% at private colleges and 43% at private universities) and to work full-time while attending college (11% at Adelphi, 5% at private colleges and 3% at private universities).

## V. Financial Aid—Sources and Concerns

- *Concern:* The majority of new freshmen at Adelphi had some concern regarding their ability to finance their college educations (58%), a slight increase from about a decade ago. Comparatively, over half the respondents at private colleges and universities expressed some financial concern, yet the proportions were smaller than at Adelphi (53% and 51% respectively). Additionally, national peers, especially at private universities, have proportionately more entrants with no concern over financial issues (29% at Adelphi, 33% at private colleges, and 38% at private universities).
- *Aid Sources:* Around three-quarters of Adelphi respondents said their college education was funded through family resources and aid which need not be repaid. Half of all Adelphi respondents also said they used their own resources and aid which must be repaid. Due to wording changes, trend data can only be examined from 2001 to the present, where no clear patterns are shown.

Nationally, the vast majority (between 82-89%) of respondents stated that educational funding came from family resources, with 58 percent of private university respondents reporting their families pay more than \$10,000 (compared to 25% of Adelphi's respondents and 34% of private colleges respondents). While fewer private university respondents received aid that need not be repaid (67% compared with 74% at Adelphi and 75% at private colleges), a larger proportion also received more than \$10,000 (37% compared with 30% at Adelphi and private colleges). In addition, about half of Adelphi and private university respondents (51% and 49% respectively) reported aid which must be repaid compared with 59 percent of private college respondents. Finally, close to sixty percent of all groups used their own resources for funding.

## VI. Students' Abilities and Traits

- *Self-rating of Abilities:* Freshmen entering Adelphi in 2004 generally held similar views of their abilities as students from previous years, with a few exceptions. The highest proportion of respondents in over a decade felt they were in the top 10 percent of their high school class in terms of academic ability and their drive to achieve (66% and 74% respectively, in 2004). However, fewer respondents rated themselves in the top 10 percent for computer skills (31% in 2004 versus 37% in 2003). Respondents' rating of their comparative level of spirituality, at about 30 percent over the past four years, was at about 40 percent earlier. The majority of Adelphi freshmen in 2004 (about three-quarters) rated themselves in the top 10 percent of their high school class in terms of their kindness, drive to achieve, cooperativeness and compassion.

Participants from private colleges ranked themselves similarly to Adelphi respondents, but private university respondents ranked themselves higher on many of the items. A considerably higher proportion ranked themselves in the top 10 percent of their class in academic ability, leadership, mathematic abilities, intellectual self-confidence, public speaking ability, writing ability, drive to achieve, time

management, emotional and physical health, self-understanding, religiousness and spirituality. Additionally, proportionately more private college respondents ranked themselves higher than Adelphi respondents on spirituality and religiousness (similar to private universities) and intellectual self-confidence (lagging behind private universities).

## VII. Activities during Last Year of High School

- *Activities Prior to College:* Not many activities that Adelphi entrants engaged in changed from previous years. Positively, fewer respondents claimed they were bored in class and more had political discussions. A larger proportion in the past few years also tutored another student and performed volunteer work compared with earlier years. Trend data on respondents' past year activities also showed an overall decrease in the proportion of students who smoked cigarettes and drank beer, wine or liquor. Less positively, after a steady increase, fewer 2004 freshmen stated they used the Internet for research or homework compared with 2003 (74% versus 83%).

Again, there were clear differences between Adelphi and its national comparison groups. Proportionately more private college and university respondents attended religious services, were bored in class, studied with other students, were guests in a teacher's home, and had discussions on politics (with anyone) or religion (with family and friends). Furthermore, private universities had substantially more respondents who claimed they volunteered, played musical instruments, asked a teacher for advice, voted in a student election, used the Internet for research or homework, used a personal computer and maintained a healthy diet. A lower proportion of private university respondents participated in organized demonstrations than reported by Adelphi freshmen. In addition, slightly fewer private college respondents tutored another student or socialized with a different ethnic group than Adelphi entrants.

- *Hours per Week:* Freshmen enrolling at Adelphi in 2004 reported more time spent on academics than did past cohorts. Half of the 2004 respondents claimed to have spent between 3 and 10 hours per week on their homework or studies prior to attending Adelphi, compared to an average of 40 percent over the past five years. Still, Adelphi entrants spent fewer hours studying than their national peers. Adelphi entrants' reports of interactions with teachers outside of class remained relatively constant throughout the past few years, but also remained slightly lower than that reported by the national comparison groups. Moreover, Adelphi respondents were almost twice as likely as their counterparts at private universities to state that they never spoke with their teachers outside of class (12% and 7% respectively).

Although the proportion of Adelphi freshmen working over 10 hours per week steadily decreased over the past few years (aside from a slight increase from 2003), that proportion remained higher than at private colleges and universities nationally in 2004 (48%, 42% and 28% respectively). Only a quarter of incoming Adelphi freshmen stated they did not work for pay in the year prior to attending college, whereas almost double this proportion of private university and close to a third of private college respondents said the same. Adelphi freshmen in 2004 also reported

less time spent on housework/childcare than in past years, but again, this figure was higher than that of the comparison groups.

Positively, there was a slight overall increase in the proportion of Adelphi respondents who participated in 3-10 clubs or groups before college matriculation. However, about a quarter of freshmen did not participate in any student clubs or groups in the year prior to Adelphi enrollment. Nationally, this proportionate lack of involvement was comparable to private colleges, but higher than that at private universities (28% and 16% respectively).

Adelphi freshmen slightly decreased their time spent socializing over the years. The current (2004) 39 percent of respondents who reported socializing between 3-10 hours each week was slightly lower than at private colleges and universities (42% and 44% respectively). Time spent partying prior to college enrollment also continued to decrease for Adelphi freshmen. While about a quarter of their national peers claim to have spent no time at all partying in the year before college, however, the comparable figure at Adelphi was 17 percent.

About three-quarters of respondents from Adelphi indicated they read for pleasure 2 or less hours each week (including not reading at all). This proportion remained similar to that of past years, including in comparison to national respondents. However, a smaller proportion of private university respondents reported not reading at all (18% compared with 23% at Adelphi and 25% at private colleges). In addition, while Adelphi freshmen watched less television than in previous years, especially at the top ranges (more than 11 hours), their national counterparts reported even fewer hours spent in this activity.

While Adelphi respondents spent slightly more time on exercise or sports over the years, their involvement was somewhat less than their national counterparts, especially at the moderate ranges. Adelphi respondents spent more time on volunteer work over the years, and at higher rates than respondents from private colleges in 2004. Finally, Adelphi respondents reported spending considerably less time on video games than in the past few years, and 45 percent reported not playing at all; this proportion was comparable to that of freshmen at private universities and higher than at private colleges.

Similar to previous years, close to half of Adelphi respondents reported spending no time on prayer or meditation. This proportion was considerably higher than that reported by national peers (47% at Adelphi, 35% at private colleges, and 37% at private universities).

### VIII. Political Opinions and Beliefs

- *Political view:* Although half of Adelphi respondents characterized their political beliefs as “middle of the road,” there were more self-reported liberals than conservatives (33% versus 14%). This was a consistent trend over the past 5 years. More self-professed conservatives were present at private colleges and universities

nationally (23% for both groups). Private university freshmen had the same proportion of liberals as Adelphi and notably fewer with “middle of the road” views (39%), while fewer freshmen viewed themselves as liberals (27%) or “middle of the road” (44%) in private colleges.

- *Political Opinions and Beliefs:* Several of Adelphi respondents’ political opinions moved in a slight but steadily progressive direction over the years. Fewer respondents agreed, for example, (either strongly or somewhat) that “racial discrimination is no longer a problem,” “affirmative action should be abolished,” “federal military spending should be increased,” or “activities of married women are best confined to the home.” Larger proportions agreed that “the federal government should do more to control handguns” and “the wealthy should pay more taxes.”

Most views expressed by the majority of Adelphi respondents in 2004 were liberal/progressive: more gun control (89%), legal status for same sex couples (73%), the wealthy should pay more taxes (64%), abortion should be legal (62%), racist/sexist speech should be prohibited (59%) and premarital sex is acceptable (54%). They disagreed that racial discrimination is no longer a problem (86%), with prohibiting homosexual relations (83%), and that married women should be at home (81%).

Adelphi freshmen reported somewhat different political views as compared to their national peers, especially freshmen from private colleges. Considerably more respondents from both comparison groups felt that racial discrimination is no longer a problem. Fewer respondents from the comparison groups found premarital sex acceptable, believed the federal government should do more to control handgun sales, thought the wealthy should pay more taxes, or believed legal status should be granted to same sex couples. Private college respondents were also less likely than Adelphi freshmen to support legalized abortion and allow homosexual relations, and more likely than Adelphi freshmen to support increased military spending. Fewer private university respondents than at Adelphi felt colleges have the right to ban extreme speakers and supported affirmative action, but more thought the death penalty should be abolished.

## Charts and Data Tables

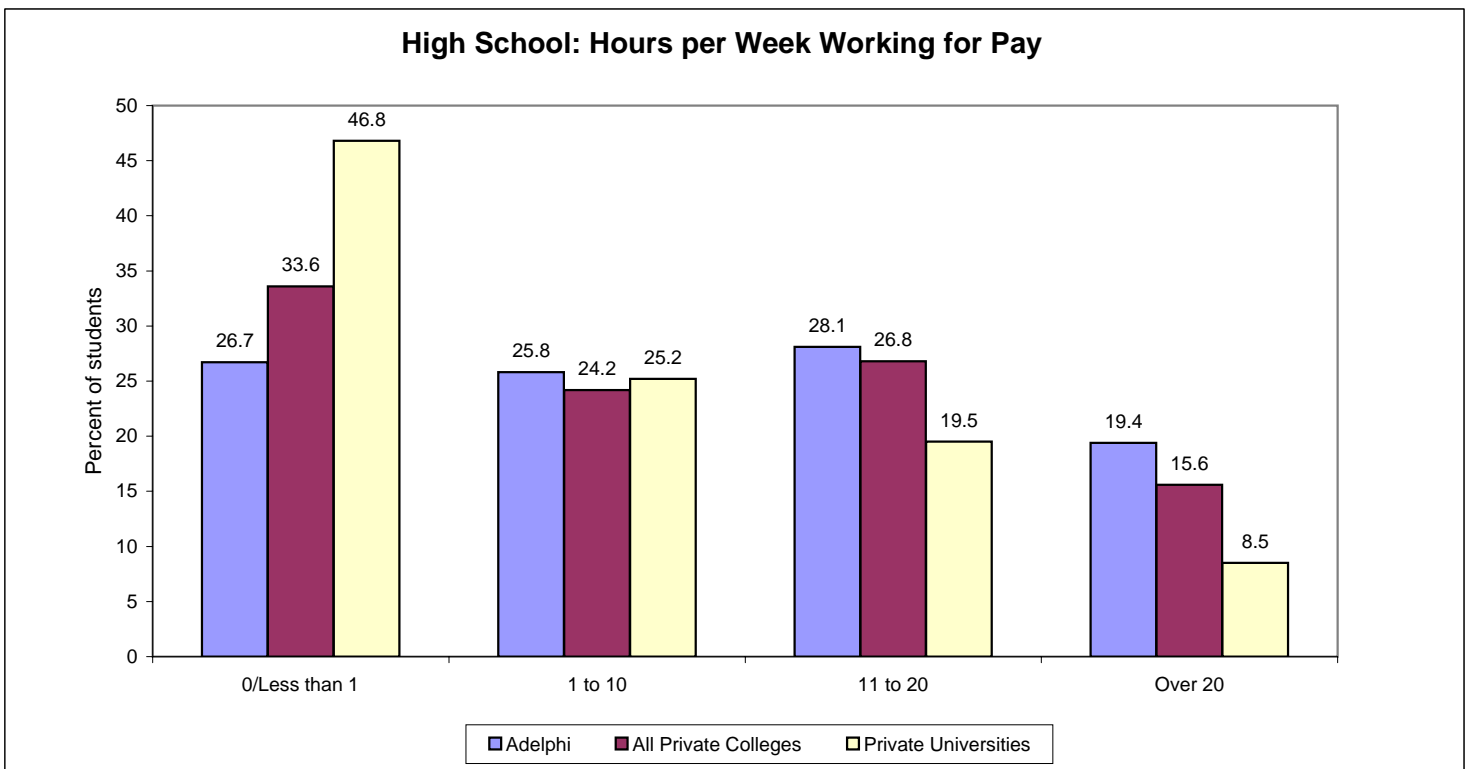
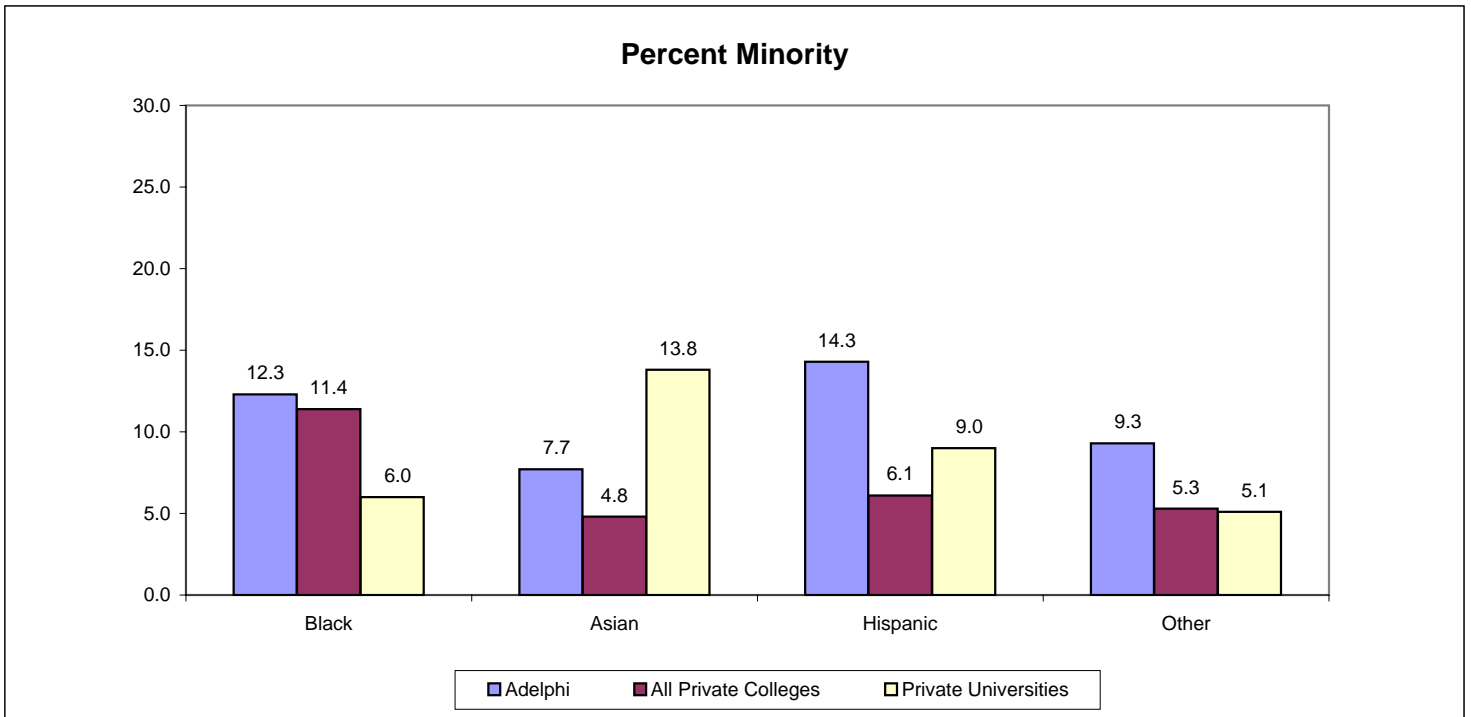
### Charts

- Demographic and Socioeconomic Characteristics: National Comparisons – Fall 2004
  - Percent Minority
  - High School: Hours per Week Working for Pay
  - Estimated Parental Income
  - Parent’s Level of Education: Percent with a Graduate Degree
- Student Quality
  - Student Abilities: Rated Self Above Avg. or Highest 10%: Trend at Adelphi
  - Student Abilities: Rated Self Above Avg. or Highest 10%: National Comparisons – Fall 2004
  - Student Performance and Aspirations: Trend at Adelphi
  - Student Performance and Aspirations: National Comparisons – Fall 2004
- College Choice
  - College Choice and Student Expectations: Trend at Adelphi
  - College Choice and Student Expectations: National Comparisons – Fall 2004
  - Top Reasons Noted as Very Important in Selecting This College: Trend at Adelphi
  - Top Reasons Noted as Very Important in Selecting This College: National Comparisons – Fall 2004
- Future Aspirations: National Comparisons – Fall 2004
  - Citizenship: Objectives Considered to be Essential or Very Important
  - Future Behaviors: Planned Social Activities

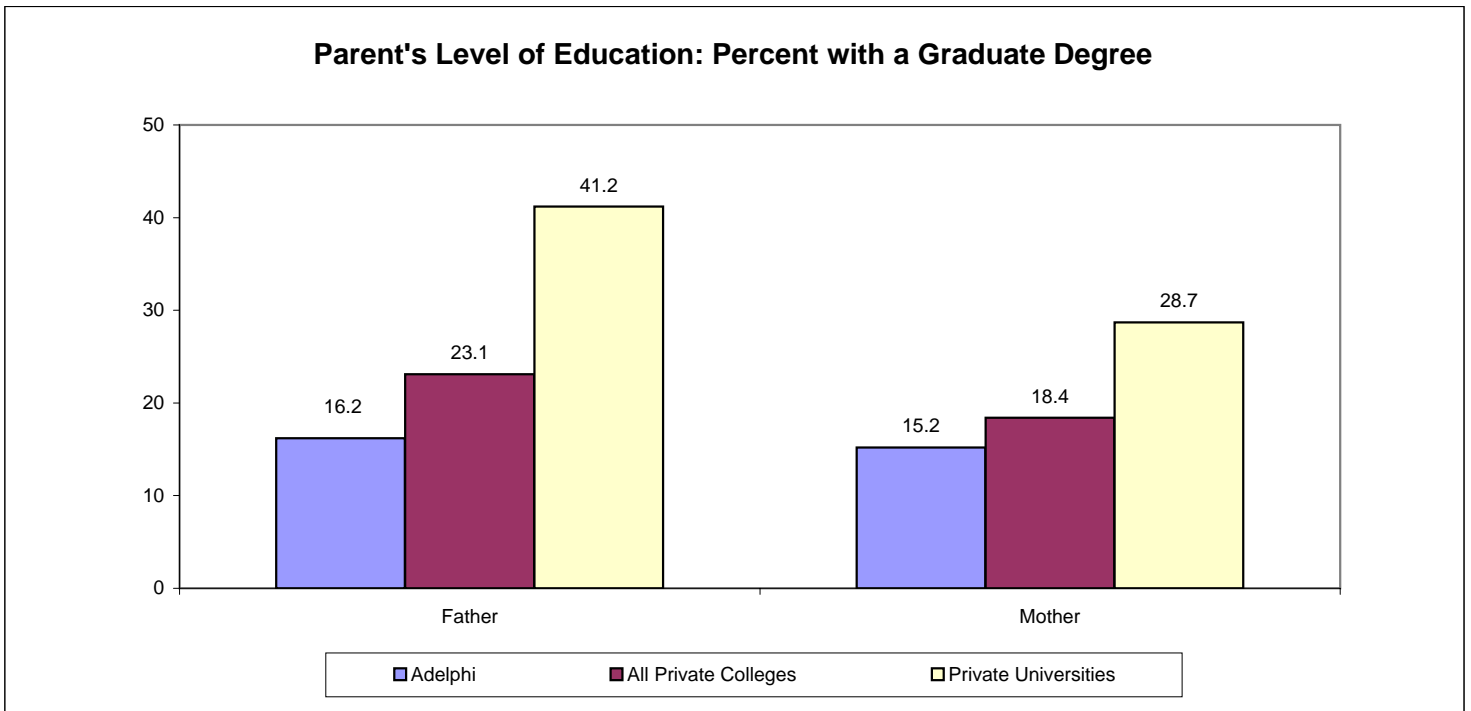
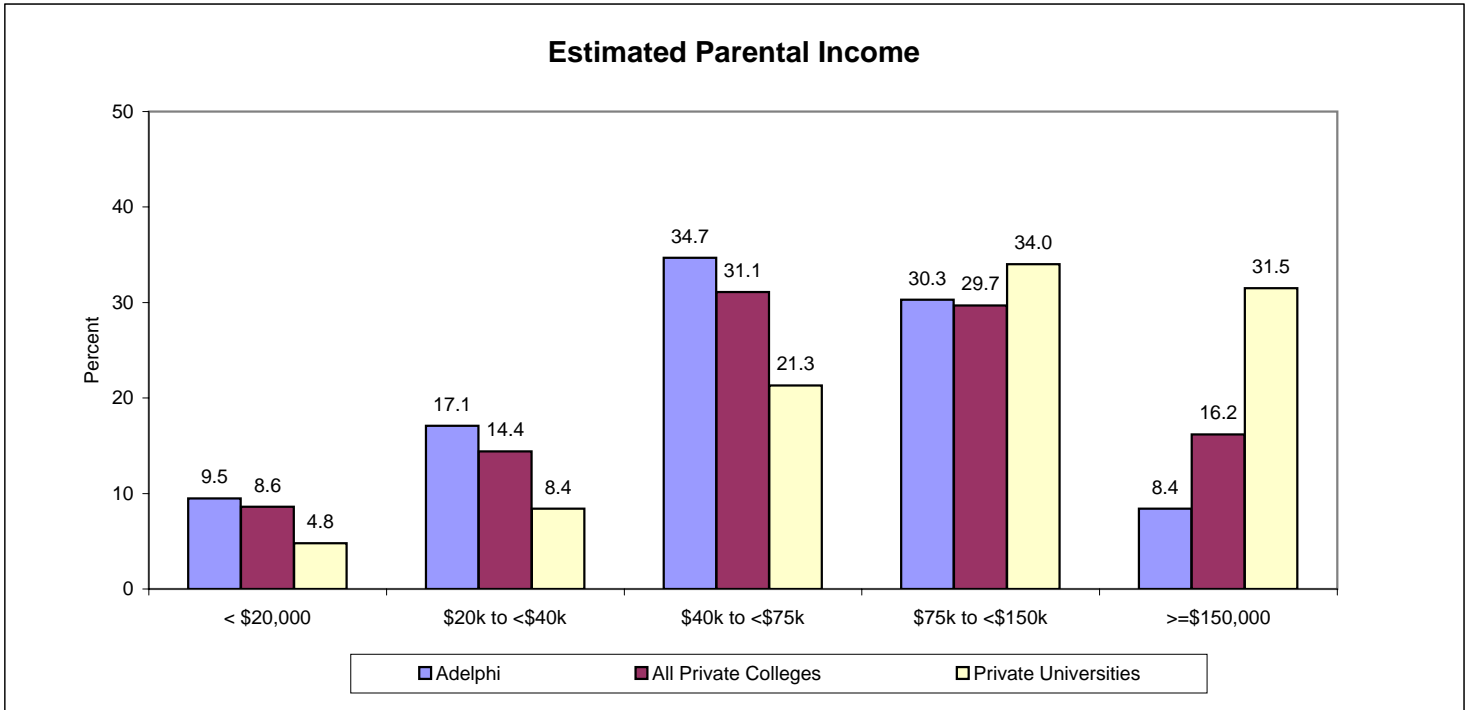
### Data Tables

- Demographics and Socioeconomic Characteristics
- High School Background
- College Choice
- Future Aspirations
- Financial Aid – Sources and Concerns
- Students’ Abilities and Traits
- Activities during Last Year of High School
- Political Opinions and Beliefs

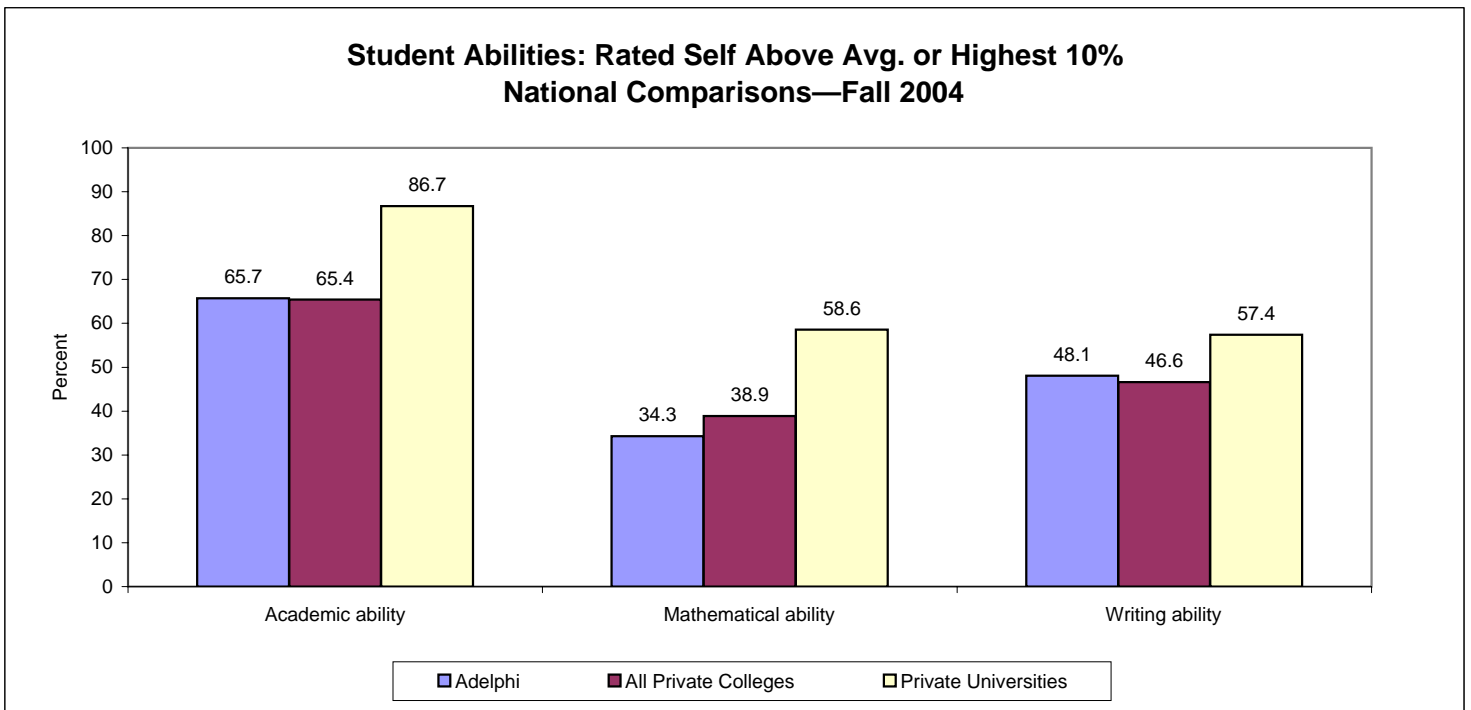
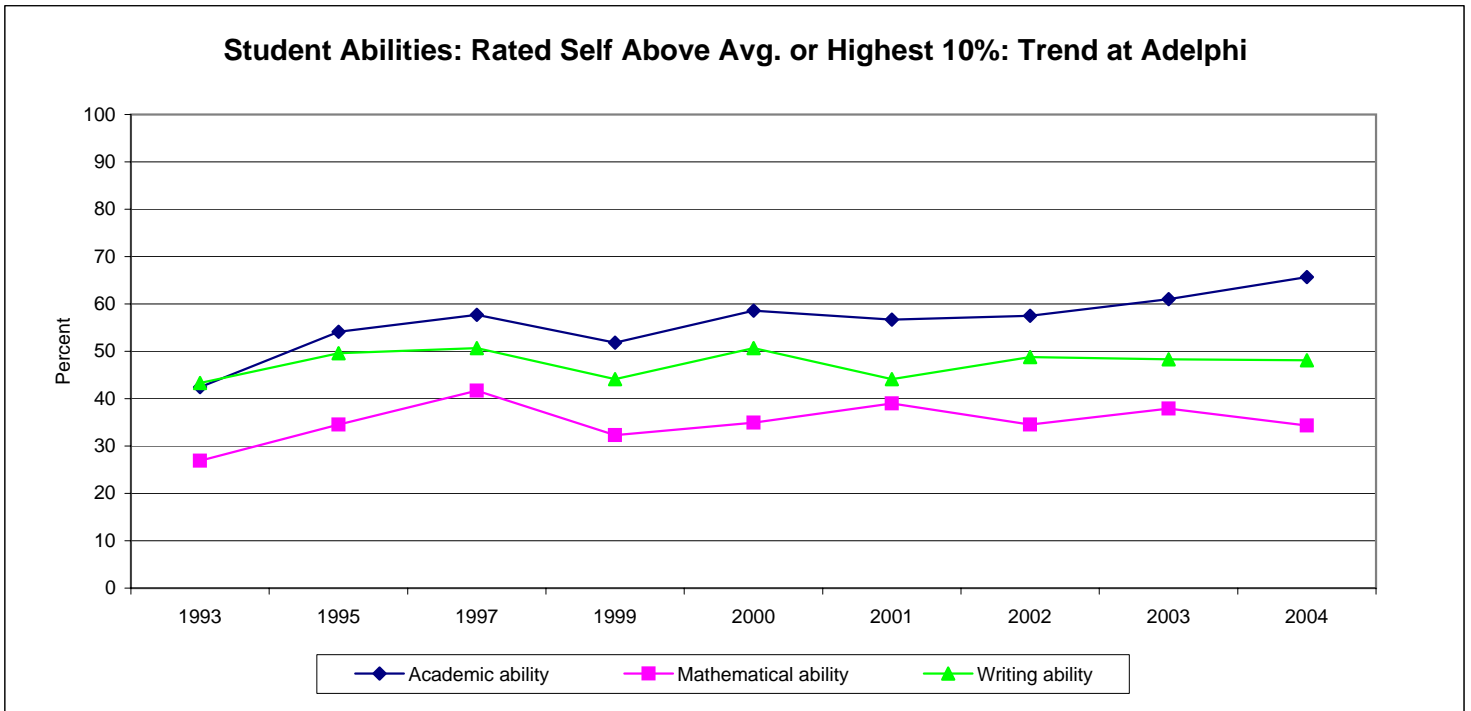
## Demographic and Socioeconomic Characteristics National Comparisons—Fall 2004



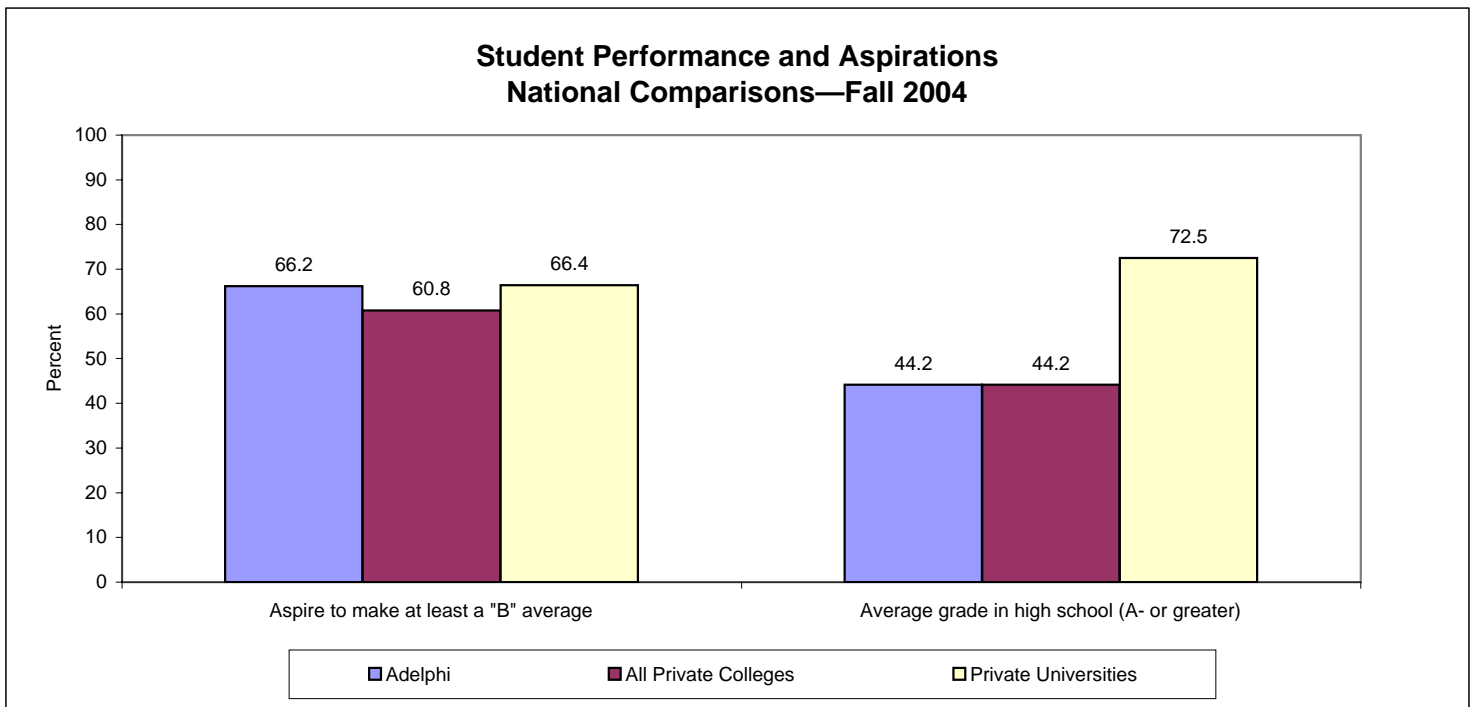
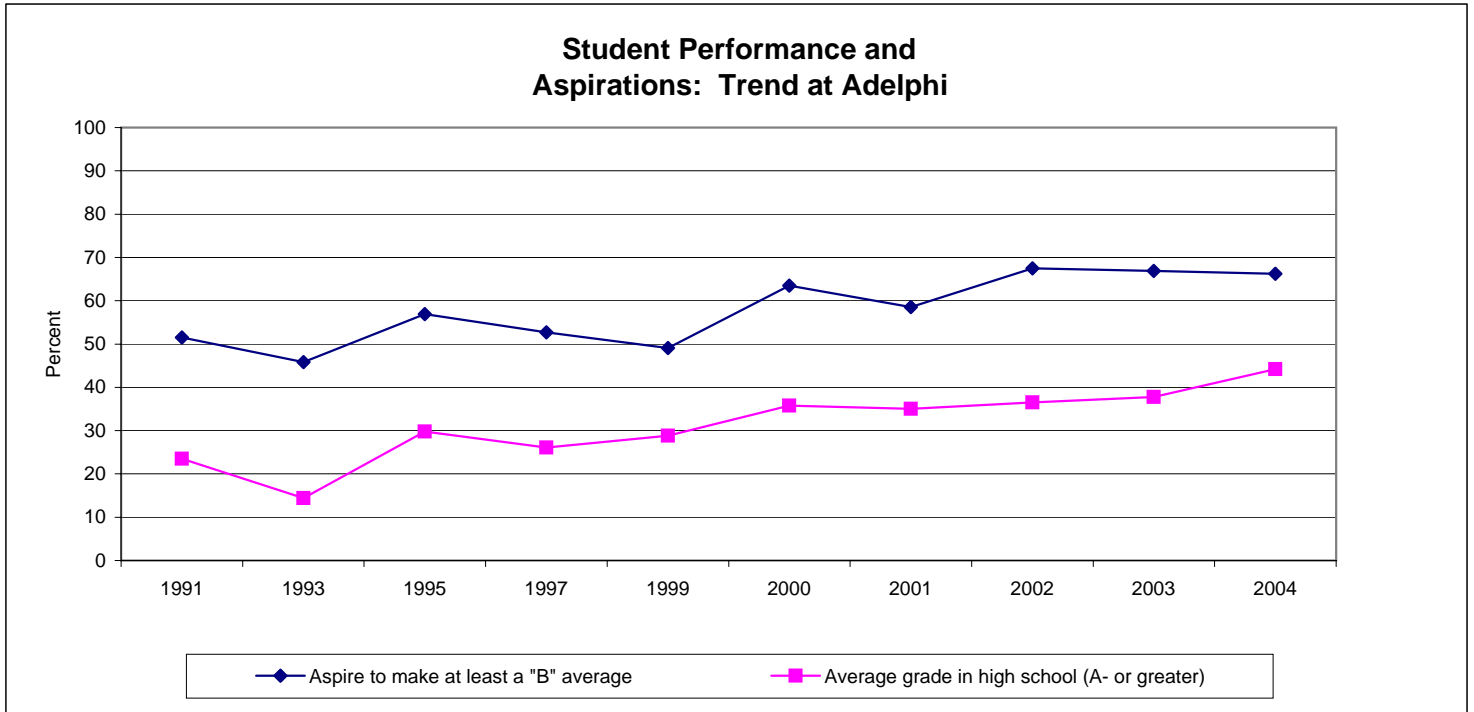
## Demographic and Socioeconomic Characteristics (continued)



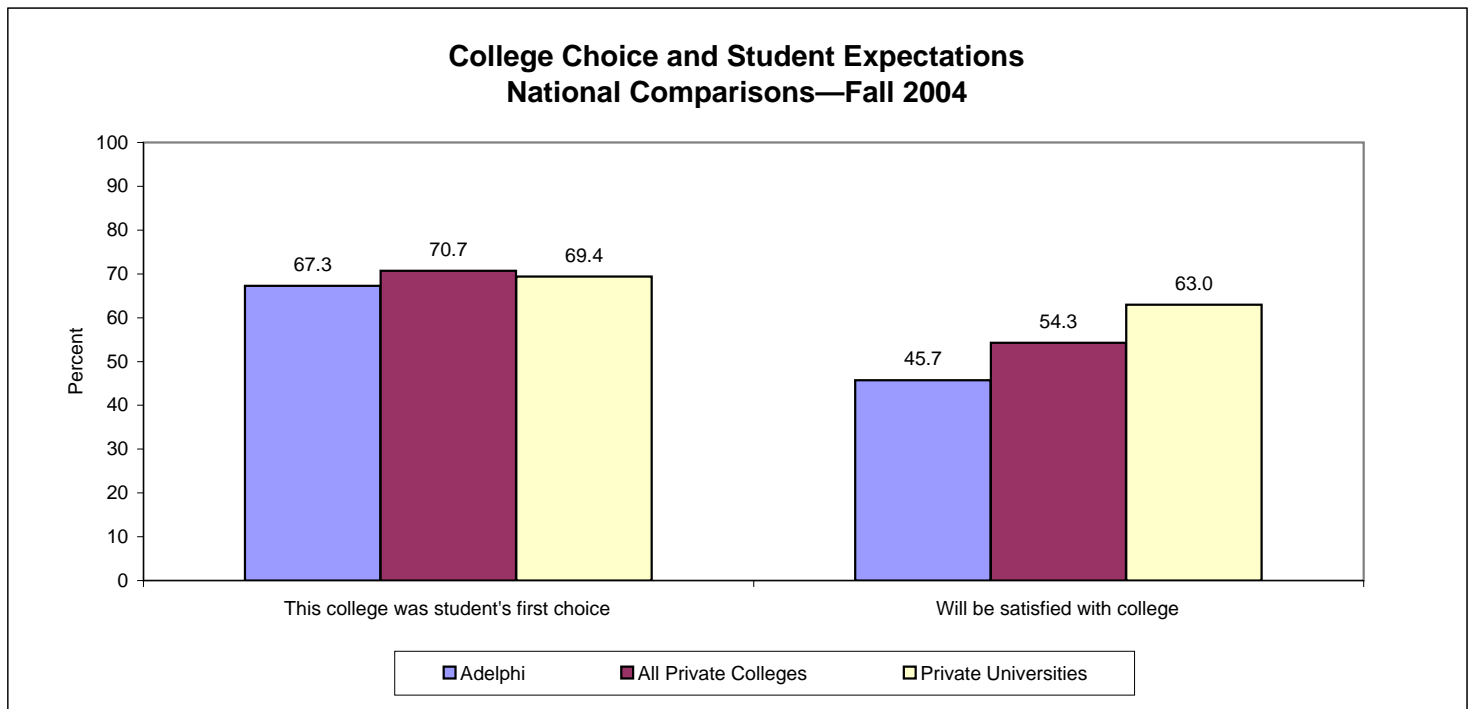
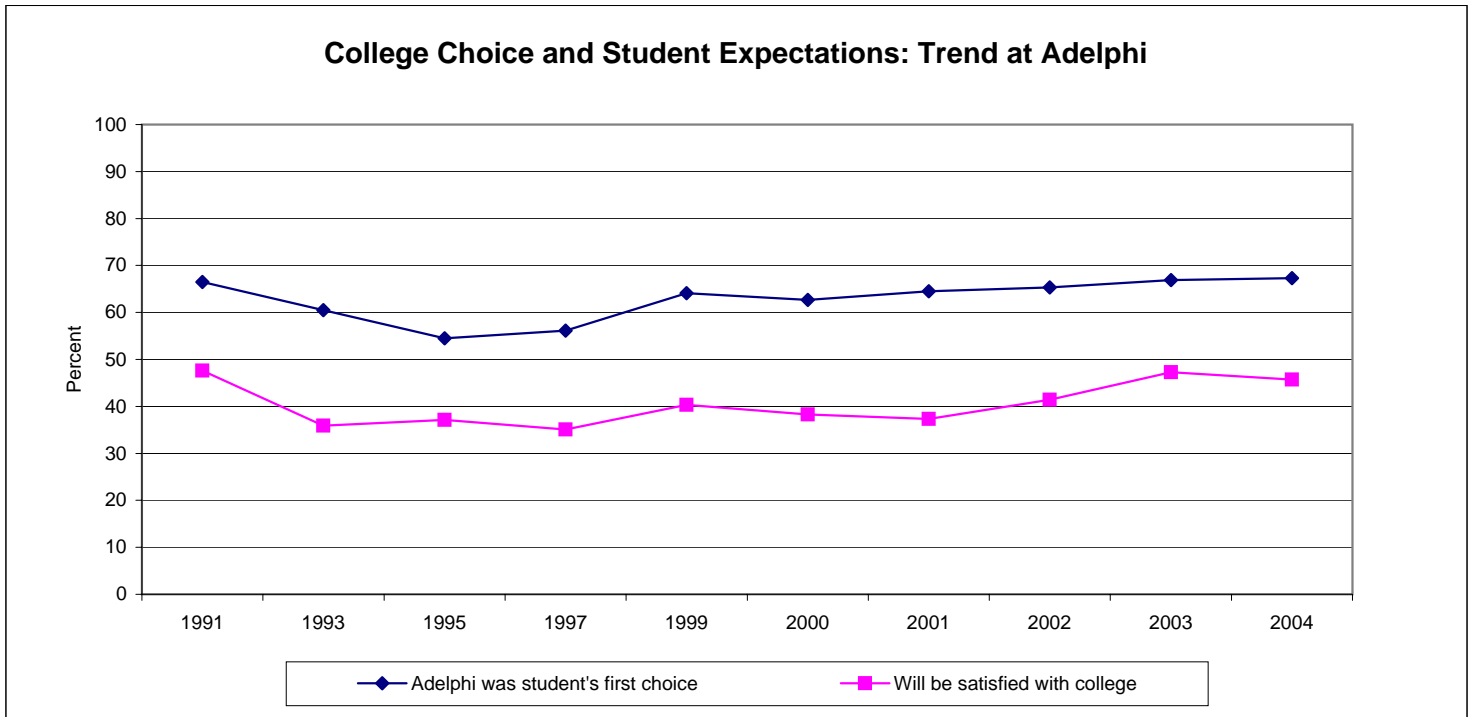
## Student Quality



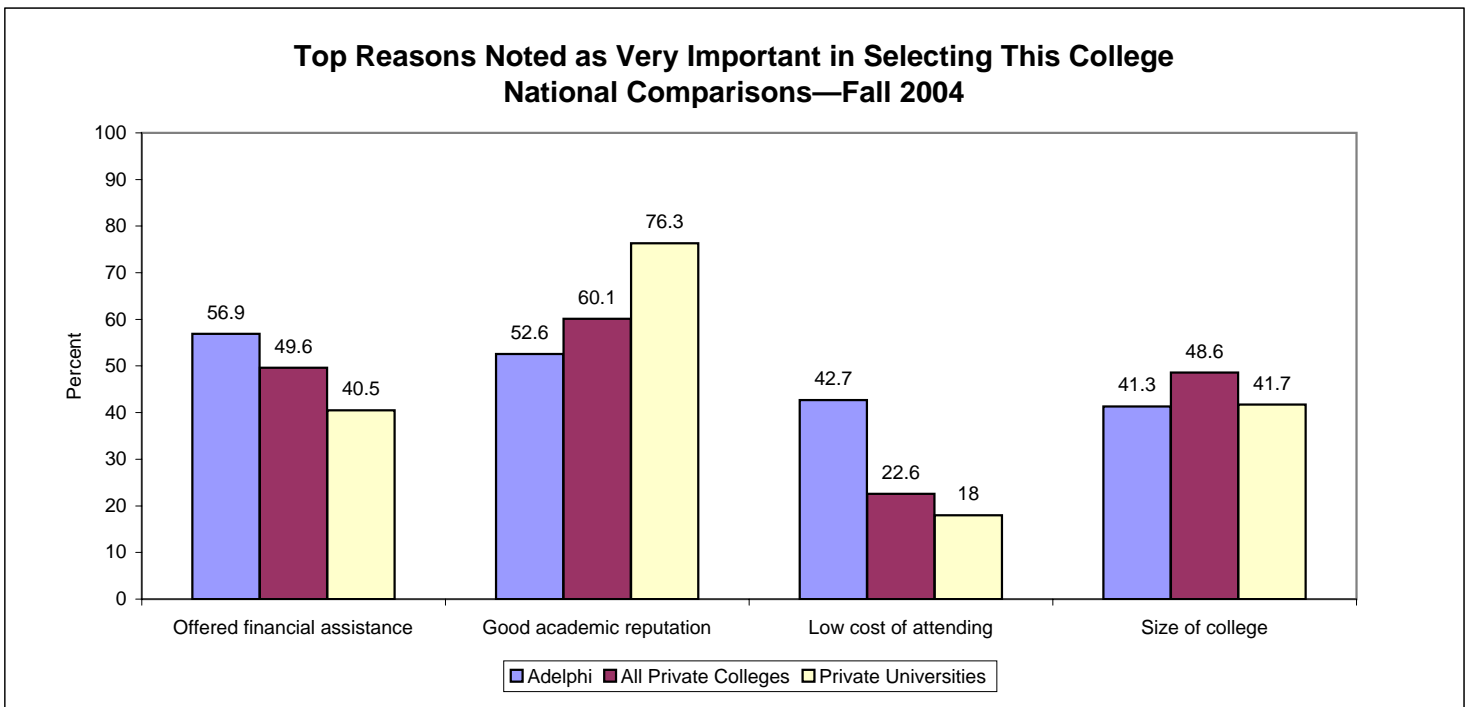
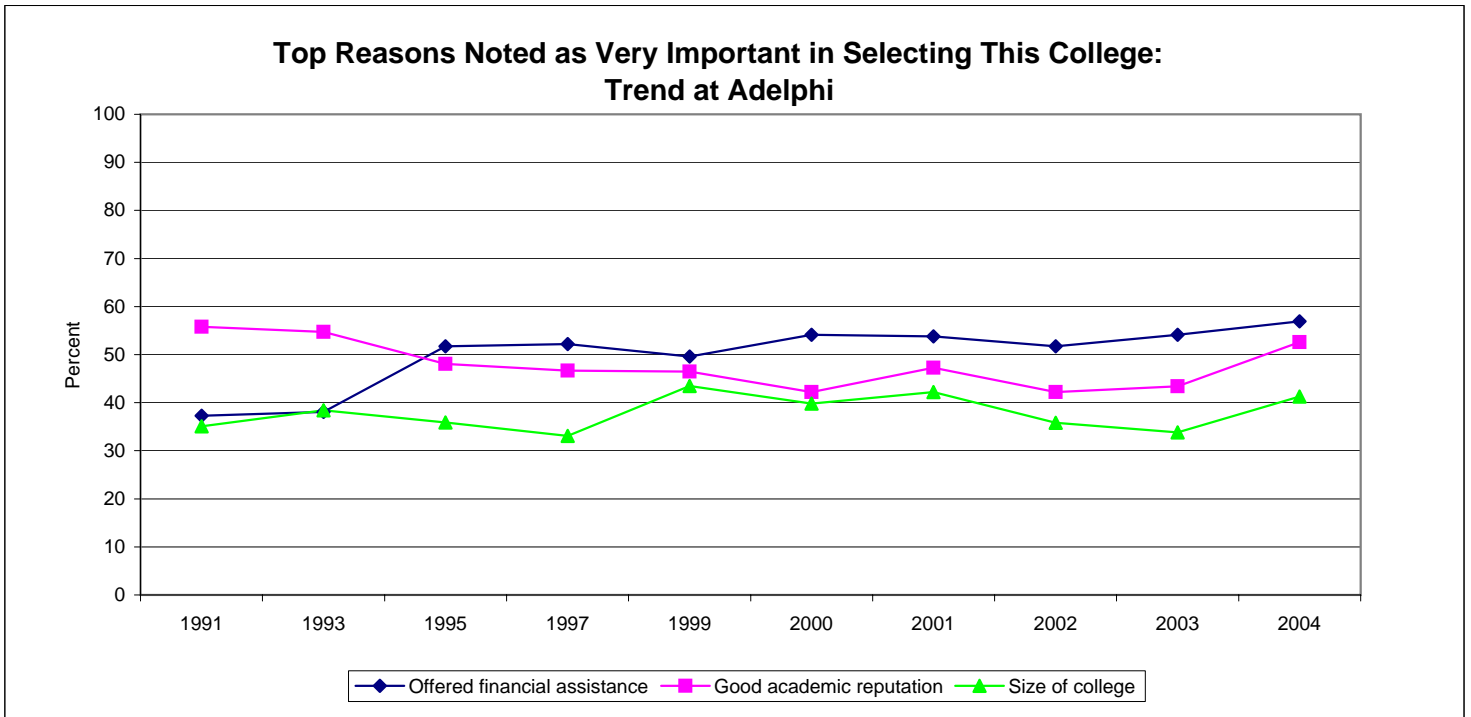
## Student Quality (continued)



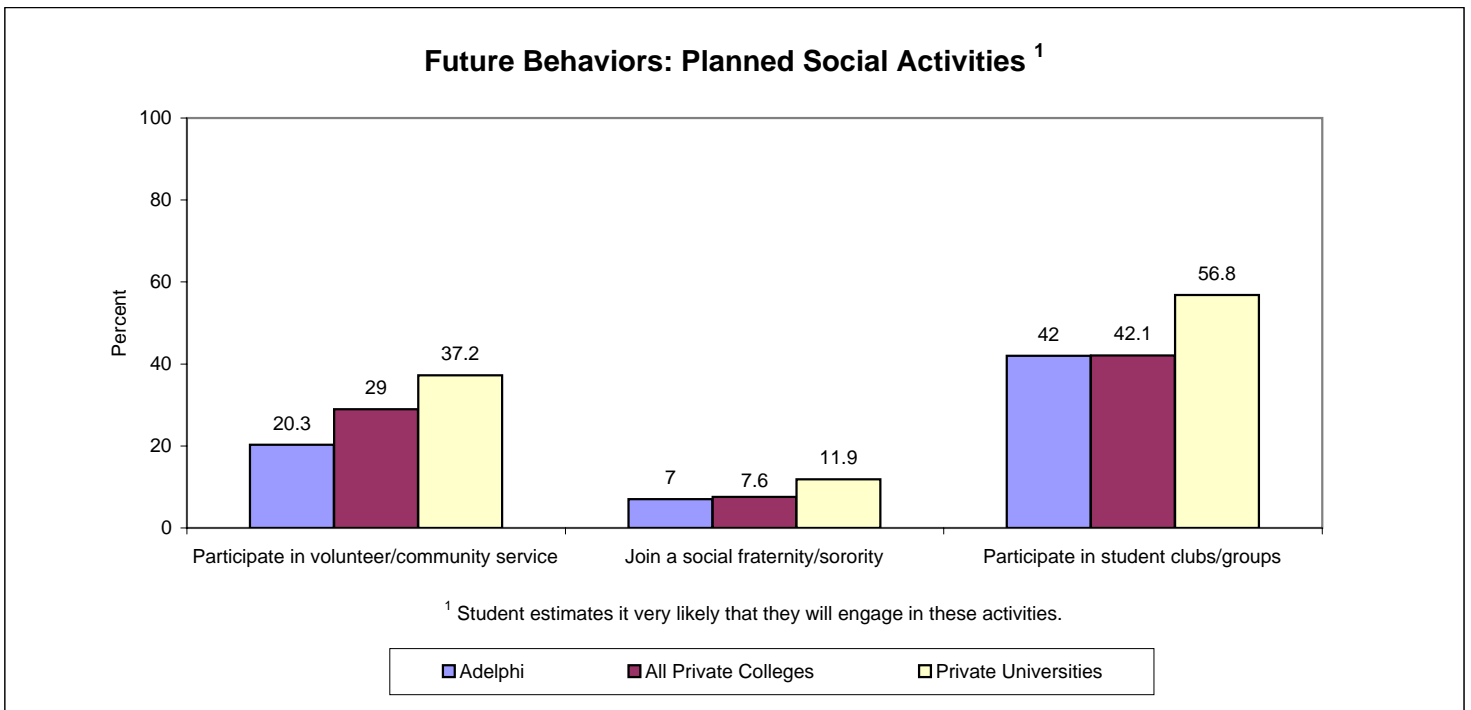
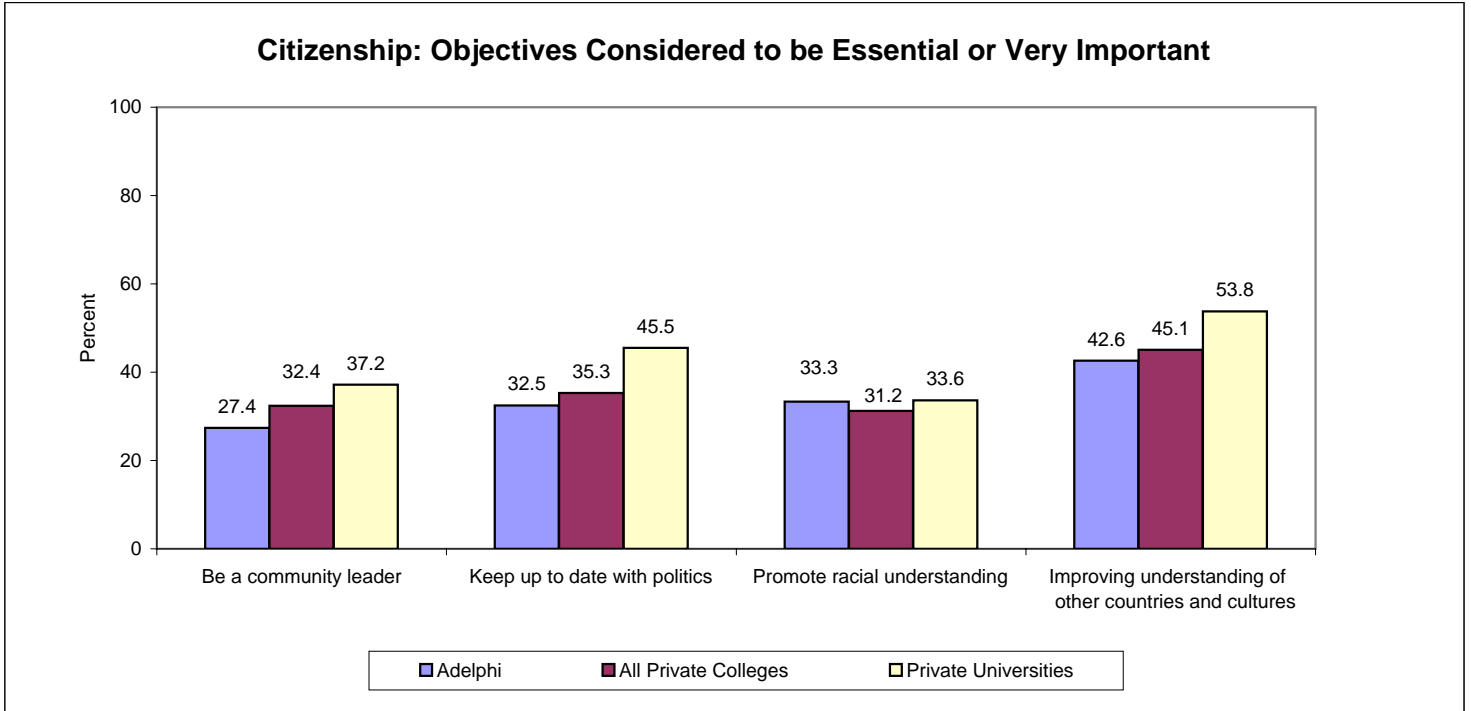
## College Choice



## College Choice (continued)



## Future Aspirations National Comparisons—Fall 2004



## Demographics and Socioeconomic Characteristics

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2004	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>Number of Respondents</b>	<b>493</b>	<b>339</b>	<b>272</b>	<b>217</b>	<b>410</b>	<b>468</b>	<b>504</b>	<b>481</b>	<b>533</b>	<b>570</b>	<b>103,615</b>	<b>49,746</b>
<b>Sex</b>												
Male	32.5	40.4	40.4	41.0	30.2	32.3	26.8	32.0	33.4	28.8	43.7	46.2
Female	67.5	59.6	59.6	59.0	69.8	67.7	73.2	68.0	66.6	71.2	56.4	53.8
<b>Age On December 31<sup>st</sup> Of Freshman Year</b>												
18 or younger	81.6	84.7	82.3	86.0	87.6	85.8	88.0	85.9	87.8	90.4	67.6	71.8
19	14.6	13.2	14.3	13.0	11.6	13.1	10.6	13.8	10.4	9.2	30.6	27.4
20	1.8	0.9	1.8	0.5	0.5	1.1	1.0	0.0	1.3	0.4	1.2	0.6
21 to 24	2.0	1.2	1.1	0.5	0.2	0.0	0.4	0.2	0.4	0.0	0.5	0.2
25 to 29	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0
30 or older	0.0	0.0	0.4	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
<b>Ethnicity</b>												
White/Caucasian	69.5	70.8	71.7	68.9	72.4	71.5	76.1	71.4	63.9	70.2	79.7	75.0
Black/African-American	13.9	15.5	11.3	16.5	16.3	12.2	11.4	11.8	16.2	12.3	11.4	6.0
American Indian	0.4	0.9	1.9	2.8	1.8	1.3	1.8	1.1	1.0	2.0	2.1	1.5
Asian/Pacific Islander	5.5	4.0	5.7	5.8	4.8	7.0	4.8	5.9	9.7	7.7	4.8	13.8
Hispanic	3.6	5.9	8.7	10.4	9.5	8.0	8.6	6.7	11.3	14.3	6.1	9.0
Other	9.7	5.9	7.5	11.3	6.0	7.0	5.6	7.4	5.5	7.3	3.2	3.6
<b>Citizenship Status</b>												
U.S. citizen	91.4	87.7	89.8	86.9	92.9	92.5	95.6	94.9	93.4	95.2	96.9	87.3
Permanent resident	5.3	9.2	7.2	5.6	4.9	3.5	2.8	3.6	4.5	4.2	1.5	10.3
Neither	3.3	3.1	3.0	7.5	2.2	4.0	1.6	1.5	2.1	0.5	1.7	2.4
<b>Native English Speaker</b>												
Yes	84.7	85.9	85.8	86.7	90.8	89.2	91.9	92.4	86.7	90.9	94.7	90.5
No	15.3	14.1	14.2	13.3	9.2	10.8	8.1	7.6	13.3	9.1	5.3	9.5
<b>Current Religious Preference</b>												
Baptist	3.8	3.5	2.8	5.1	5.0	3.0	2.7	2.0	3.6	3.2	13.3	6.8
Buddhist	0.2	0.3	0.8	0.0	0.3	1.1	1.2	0.4	0.6	0.6	0.7	1.1
Church of God	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	2.2	3.7	1.6
Eastern Orthodox	3.4	5.0	4.4	6.1	2.1	2.3	1.9	1.5	1.6	1.5	0.7	1.1
Episcopal	1.3	2.2	1.2	3.0	1.8	0.9	0.8	1.3	1.2	0.7	2.0	2.5
Hindu	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.6	0.4	1.6
Islamic	0.9	1.6	1.2	2.0	0.5	3.2	1.7	1.7	1.2	1.5	0.6	1.2
Jewish	9.4	12.9	8.0	7.1	7.6	6.8	7.1	3.9	5.8	6.5	2.3	6.3
LDS	0.2	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.2	0.0	0.2	0.2
Lutheran	1.9	1.6	2.8	2.0	2.1	3.2	2.5	3.7	2.2	1.5	4.6	2.6
Methodist	1.9	1.9	0.0	1.5	1.8	1.4	1.5	0.9	2.2	1.3	5.8	4.2
Presbyterian	1.9	1.6	1.2	1.0	0.8	1.8	1.7	2.0	0.6	1.9	3.9	4.3
Quaker	0.2	0.0	0.0	0.0	0.8	0.0	0.2	0.2	0.0	0.6	0.4	0.2
Roman Catholic	57.9	46.2	51.4	38.9	49.5	49.5	53.7	53.9	47.4	49.3	29.0	34.2
Seventh Day Adventist	0.2	1.3	1.2	0.0	0.5	0.5	0.4	0.7	0.2	0.6	0.3	0.2
Unitarian/Universalist	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.5	0.5
United Church of Christ	1.3	0.9	0.8	0.5	0.5	0.7	0.2	0.2	0.6	0.6	1.1	0.8
Other Christian	0.0	0.0	6.4	9.6	10.0	9.1	8.7	9.8	10.7	8.9	12.1	8.4
Other religion	3.0	7.2	4.0	5.6	3.4	3.9	3.3	4.8	6.0	2.8	2.6	2.1
None	9.8	11.3	13.7	17.7	12.9	12.6	12.4	12.9	15.9	15.5	16.0	20.2
<b>Do you consider yourself to be a Born-Again Christian?</b>												
No	...	...	...	...	...	...	...	...	...	90.4	71.5	84.3
Yes	...	...	...	...	...	...	...	...	...	9.6	28.5	15.7

**Demographics and Socioeconomic Characteristics (continued)**

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2004	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>How Many Miles Is This College From Your Permanent Home?</b>												
5 or less	***	***	***	***	12.2	10.1	14.9	17.1	15.8	15.2	4.8	3.1
6 to 10	***	***	***	***	12.2	17.8	12.6	19.5	16.0	15.6	5.2	4.1
11 to 50	***	***	***	***	41.0	38.8	40.5	34.8	43.3	46.9	22.3	16.1
51 to 100	***	***	***	***	11.5	14.3	12.0	11.6	7.6	9.3	16.4	8.9
101 to 500	***	***	***	***	14.8	9.0	13.2	11.2	9.0	9.5	33.1	34.7
More than 500	***	***	***	***	8.4	10.1	6.8	5.9	8.4	3.5	18.2	33.2
<b>Planned Residence For The Fall Term</b>												
With parents or relatives	42.7	43.5	48.5	44.4	41.0	44.7	50.2	53.3	50.1	52.4	11.9	6.5
Other private home, apartment or room	1.4	1.2	1.1	0.9	1.2	1.1	1.0	0.6	0.9	0.5	1.8	0.4
College dormitory	54.5	55.1	49.3	53.7	57.3	53.8	48.6	45.4	48.4	45.3	84.3	90.9
Fraternity or sorority house	0.4	0.0	0.4	0.0	0.2	0.0	0.0	0.0	0.0	0.4	0.2	0.1
Other campus housing	0.4	0.3	0.7	0.9	0.2	0.4	0.0	0.4	0.6	1.2	1.4	2.0
Other	0.6	0.0	0.0	0.0	0.0	0.0	0.2	0.2	0.0	0.2	0.3	0.1
<b>Estimated Parental Income</b>												
Less than \$10,000	6.6	7.9	4.6	11.4	6.2	6.4	3.0	3.5	4.9	2.6	3.6	1.8
\$10,000 to \$14,999	5.4	2.9	3.7	4.4	3.3	2.1	3.0	2.8	2.9	3.7	2.6	1.6
\$15,000 to \$19,999	5.4	3.6	5.1	4.4	4.9	2.6	4.0	2.3	4.2	3.2	2.4	1.4
\$20,000 to \$24,999	5.1	5.1	4.1	3.8	7.2	4.1	6.3	4.5	3.7	4.8	3.7	2.1
\$25,000 to \$29,999	7.1	4.3	6.0	8.2	5.2	4.1	4.0	5.0	4.4	4.1	3.8	2.1
\$30,000 to \$39,999	11.7	11.2	8.3	10.8	8.8	9.3	8.4	7.0	9.5	8.2	6.9	4.2
\$40,000 to \$49,999	9.5	11.6	13.4	7.0	12.4	8.5	8.4	12.8	10.3	11.4	8.6	5.4
\$50,000 to \$59,999	12.9	8.7	14.7	11.4	9.2	12.1	10.3	11.0	10.8	9.9	9.9	6.6
\$60,000 to \$74,999	13.7	10.9	12.0	10.1	14.7	14.4	13.8	10.8	11.2	13.4	12.6	9.3
\$75,000 to \$99,999	6.1	10.5	12.9	16.5	12.1	14.9	17.0	15.0	17.1	15.6	14.6	13.7
\$100,000 to \$149,999	6.1	9.1	8.8	4.4	8.8	9.3	13.1	13.3	13.0	14.7	15.1	20.3
\$150,000 or more	10.5	14.1	6.4	7.6	7.2	12.2	8.9	12.3	8.1	8.4	16.2	31.5
<b>Are Your Parents:</b>												
Living with each other	72.7	73.9	68.8	67.9	64.9	71.7	75.4	70.1	70.3	70.2	71.4	78.9
Divorced or separated	20.9	21.7	25.7	26.4	29.1	23.3	19.8	24.8	23.2	25.0	24.6	18.2
One or both deceased	6.4	4.5	5.6	5.7	5.9	5.0	4.8	5.1	6.5	4.8	4.0	2.9

**Demographics and Socioeconomic Characteristics (continued)**

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2004	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>Father's Education</b>												
Grammar school or less	8.5	4.2	7.0	8.0	6.8	4.7	4.4	4.4	5.4	3.9	2.4	1.9
Some high school	6.7	10.2	6.6	7.5	7.3	6.2	8.1	10.3	8.5	6.1	4.2	2.3
High school graduate	24.1	19.2	20.6	23.9	28.4	29.2	24.9	25.5	20.6	27.4	21.9	10.0
Postsecondary school other than college	3.3	4.8	6.6	2.0	2.9	3.3	4.0	1.3	5.0	3.1	4.2	2.2
Some college	15.4	14.4	16.3	17.4	14.1	16.7	18.1	16.6	13.9	14.2	14.6	10.3
College degree	21.7	22.4	19.8	20.4	22.9	20.3	21.0	26.9	28.0	27.6	27.4	28.8
Some graduate school	4.1	1.9	2.3	2.5	2.1	1.1	1.9	1.3	1.0	1.7	2.2	3.2
Graduate degree	16.3	23.0	20.6	18.4	15.6	18.5	17.7	13.8	17.7	16.2	23.1	41.2
<b>Father's Occupation</b>												
Artist	0.9	1.4	1.8	1.2	1.2	0.7	1.1	1.1	1.3	1.4	1.2	1.3
Business	37.0	34.2	32.4	22.9	30.6	30.8	32.4	30.7	26.9	27.2	29.3	34.8
Business (clerical)	0.0	1.4	0.9	3.5	1.5	1.7	1.8	1.6	1.3	2.4	1.1	0.9
Clergy	1.2	0.0	0.9	1.8	0.0	0.7	0.0	0.5	0.0	0.8	1.7	0.9
Education (college)	0.2	0.7	0.4	0.6	0.3	0.2	0.4	0.9	0.4	0.6	0.9	1.5
Education (secondary)	2.8	3.4	4.0	4.1	1.2	1.0	1.8	1.4	1.7	1.0	2.7	2.2
Education (elementary)	0.7	0.7	0.9	0.0	1.2	0.0	0.2	0.0	1.9	0.4	0.9	0.6
Engineer	6.0	6.8	9.3	8.2	6.4	8.1	8.4	8.2	6.3	7.2	6.9	8.8
Farmer or forester	0.2	0.3	0.4	0.6	0.3	0.2	0.2	0.0	0.2	1.2	1.5	0.8
Health—doctor (M.D. or D.D.S.)	4.0	5.5	1.8	4.7	1.8	1.5	2.4	1.1	2.2	2.6	3.0	7.6
Health—nurse	0.0	0.7	0.9	1.2	0.6	1.0	0.4	0.9	0.9	0.4	0.5	0.3
Health—professional (non-M.D./D.D.S.)	0.9	2.1	0.9	1.8	1.5	1.2	2.0	1.1	1.1	2.2	1.3	1.6
Lawyer	2.3	1.7	0.0	1.2	2.1	1.2	0.7	0.7	2.2	0.6	2.7	5.8
Military career	0.5	0.0	0.0	0.6	0.6	1.0	0.7	0.5	0.9	0.6	1.3	0.8
Research scientist	0.0	1.4	0.4	1.2	0.0	0.2	0.0	0.7	0.4	0.0	0.6	1.4
Social/welfare/rec. worker	0.0	0.7	1.3	0.6	0.0	1.5	1.5	0.7	0.9	0.6	0.6	0.4
Skilled worker	9.1	7.2	11.6	4.1	6.4	8.6	5.5	10.5	7.8	10.9	7.9	4.7
Semi-skilled worker	2.6	1.4	2.2	2.9	2.7	2.0	1.5	2.0	1.7	2.0	2.7	1.7
Unskilled worker	2.6	2.1	1.8	2.4	4.2	3.2	2.9	3.2	2.2	3.0	2.9	1.5
Other occupations	26.0	26.0	24.4	33.5	32.7	32.0	33.3	32.0	37.1	31.8	27.3	20.2
Homemaker (full-time)	0.0	0.0	0.0	0.6	0.3	0.0	0.2	0.2	0.0	0.0	0.2	0.2
Unemployed	3.0	2.4	3.6	2.4	4.2	3.0	2.6	2.0	2.8	3.2	2.6	1.8

**Demographics and Socioeconomic Characteristics (continued)**

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2004	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>Mother's Education</b>												
Grammar school or less	5.7	5.2	5.6	7.2	5.1	3.8	3.2	3.0	2.7	3.4	2.0	1.6
Some high school	6.7	7.1	5.6	10.6	4.6	5.1	4.5	7.2	6.5	4.5	2.8	1.8
High school graduate	32.5	23.8	30.8	25.6	28.1	30.1	31.0	28.7	24.7	26.4	21.1	10.9
Postsecondary school other than college	6.3	7.7	5.3	2.4	5.9	7.3	6.1	5.3	4.7	4.2	4.9	3.1
Some college	13.6	15.1	13.2	18.4	17.3	15.5	18.7	16.2	15.1	17.5	16.9	12.6
College degree	21.8	21.6	22.6	19.3	24.2	21.2	22.5	25.3	26.7	27.3	31.2	36.9
Some graduate school	3.4	3.4	1.9	3.9	3.1	2.0	2.4	1.5	2.0	1.6	2.8	4.3
Graduate degree	10.1	16.0	15.0	12.6	11.7	15.0	11.6	12.8	17.6	15.2	18.4	28.7
<b>Mother's Occupation</b>												
Artist	1.3	2.3	2.6	2.2	1.1	1.9	1.5	1.1	0.4	0.8	2.0	2.7
Business	12.5	16.4	16.9	15.8	13.5	12.5	15.8	16.2	11.3	12.4	15.8	16.8
Business (clerical)	10.1	7.9	10.8	5.5	7.3	10.1	7.7	7.1	6.6	6.3	5.1	4.1
Clergy	0.0	0.0	0.0	0.0	0.3	0.0	0.0	0.0	0.2	0.2	0.4	0.3
Education (college)	1.6	1.0	1.7	0.5	0.6	0.7	0.4	0.0	0.4	0.0	0.7	1.1
Education (secondary)	3.1	2.3	4.3	4.4	4.2	4.3	3.2	4.2	5.1	4.8	5.2	5.1
Education (elementary)	4.9	6.6	6.5	7.1	7.3	8.6	10.5	7.7	12.3	8.2	9.5	9.0
Engineer	0.0	0.0	0.4	1.1	0.0	0.2	0.4	0.4	0.2	0.8	0.5	0.9
Farmer or forester	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.2
Health—doctor (M.D. or D.D.S.)	0.4	0.7	0.4	1.1	2.0	0.7	1.3	1.1	0.8	1.1	1.3	2.7
Health—nurse	11.4	12.2	10.8	9.3	8.7	8.4	8.8	11.3	8.9	13.0	8.8	7.5
Health—professional (non-M.D./D.D.S)	1.1	2.0	2.2	4.4	2.5	3.4	2.6	1.5	1.9	2.9	3.2	3.8
Lawyer	0.4	0.7	0.0	0.0	0.3	0.0	0.0	0.2	0.8	0.4	0.9	2.0
Military career	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.1
Research scientist	0.0	0.3	1.3	0.0	0.3	0.0	0.0	0.0	0.0	0.0	0.3	0.7
Social/welfare/rec. worker	2.5	2.0	1.3	4.4	2.8	1.7	2.1	1.8	1.9	1.7	1.9	1.6
Skilled worker	1.6	2.0	2.2	1.1	2.8	2.2	1.7	1.8	0.4	0.8	1.5	1.1
Semi-skilled worker	1.6	1.3	1.7	1.1	2.2	0.5	1.5	1.5	1.9	1.0	1.7	1.3
Unskilled worker	0.7	1.0	0.9	0.5	1.4	0.5	1.9	0.9	2.5	1.0	1.4	0.9
Other occupations	20.1	15.8	14.7	21.9	27.8	27.3	23.5	25.0	29.3	31.2	24.4	18.7
Homemaker (full-time)	16.8	18.1	10.8	9.3	8.4	10.8	11.8	13.3	9.1	7.2	10.1	14.6
Unemployed	9.8	7.2	10.4	9.8	6.5	6.2	5.3	4.9	5.7	6.5	5.0	4.8

## High School Background

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2004	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>Type Of High School</b>												
Public school	69.5	74.5	***	***	***	***	72.6	***	***	75.4	72.4	62.2
Public charter school	***	***	***	***	***	***	***	***	***	0.9	1.0	0.7
Public magnet school	***	***	***	***	***	***	***	***	***	1.4	3.0	4.0
Private (Denominational)	24.1	19.8	***	***	***	***	23.1	***	***	19.0	14.5	18.8
Private (Non-religious)	5.9	5.4	***	***	***	***	2.6	***	***	3.0	8.1	14.1
Other	0.4	0.3	***	***	***	***	1.6	***	***	0.2	0.9	0.3
<b>Year Graduated From High School</b>												
Current year	97.4	97.0	96.3	97.2	97.8	97.9	98.2	97.9	99.2	98.9	97.7	99.0
Prior years	2.6	3.0	3.7	2.8	1.7	2.1	1.6	2.1	0.8	0.9	2.0	0.9
H.S. equivalency (G.E.D.)	0.0	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.0	0.2	0.2	0.0
<b>Average Grade In High School</b>												
A or A+	10.0	6.0	13.4	9.8	12.4	17.7	17.5	17.6	18.8	22.6	21.7	41.9
A-	13.5	8.4	16.4	16.3	16.4	18.1	17.5	18.9	19.0	21.6	22.5	30.6
B+	18.2	19.9	18.7	27.9	23.6	23.9	26.4	26.5	22.6	25.7	20.3	15.9
B	24.1	25.9	29.5	21.4	27.5	22.0	22.5	22.9	25.9	21.9	20.7	9.0
B-	14.3	17.2	10.1	11.2	11.4	10.1	10.5	8.3	9.8	5.9	8.0	1.9
C+	14.3	15.7	7.8	9.8	6.7	7.1	4.6	5.1	2.1	2.0	4.1	0.5
C	4.9	6.6	4.1	3.3	1.7	1.1	1.0	0.8	1.5	0.4	2.5	0.2
D	0.6	0.3	0.0	0.5	0.2	0.0	0.0	0.0	0.2	0.0	0.1	0.0
<b>Received Credits From Current College During High School</b>												
No	85.1	81.4	76.0	85.0	78.5	81.3	83.7	85.5	88.0	88.6	96.6	96.9
Yes	14.9	18.6	24.0	15.0	21.5	18.7	16.3	14.5	12.0	11.4	3.4	3.1
<b>Met Or Exceeded Recommended Years Of High School Study In:</b>												
English (4 years)	***	***	***	***	***	***	97.8	***	***	97.3	97.4	98.6
Mathematics (3 years)	***	***	***	***	***	***	98.0	***	***	98.0	97.8	99.2
Foreign language (2 years)	***	***	***	***	***	***	92.9	***	***	95.4	92.7	97.8
Physical science (2 years)	***	***	***	***	***	***	54.0	***	***	55.3	58.6	69.5
Biological science (2 years)	***	***	***	***	***	***	39.4	***	***	38.2	45.3	48.1
History/American government (1 year)	***	***	***	***	***	***	99.0	***	***	99.5	98.7	99.0
Computer science (1/2 year)	***	***	***	***	***	***	52.0	***	***	49.8	62.7	54.7
Art and/or music (1 year)	***	***	***	***	***	***	90.4	***	***	92.4	80.7	84.0
<b>Did Your High School Require Community Service For Graduation</b>												
No	***	***	***	***	66.6	66.1	63.5	66.8	61.6	60.5	64.9	58.5
Yes	***	***	***	***	33.4	33.9	36.5	33.2	38.4	39.5	35.1	41.5
<b>High School Community Service Activities</b>												
None	***	***	***	***	***	***	***	***	***	7.9	7.8	3.8
Tutoring/teaching	***	***	***	***	***	***	***	***	***	48.6	43.2	60.6
Counseling/mentoring	***	***	***	***	***	***	***	***	***	16.3	20.1	23.1
Environmental activities	***	***	***	***	***	***	***	***	***	16.3	26.6	29.2
Child care	***	***	***	***	***	***	***	***	***	35.1	35.7	34.4
Elder care	***	***	***	***	***	***	***	***	***	14.9	18.9	21.4
Hospital work	***	***	***	***	***	***	***	***	***	11.6	10.4	16.3
Substance abuse education	***	***	***	***	***	***	***	***	***	4.6	4.9	5.3
Other health education	***	***	***	***	***	***	***	***	***	2.8	4.2	4.5
Services to the homeless	***	***	***	***	***	***	***	***	***	13.2	23.1	29.6
Community improvement/construction	***	***	***	***	***	***	***	***	***	11.9	26.9	32.1
Conflict mediation	***	***	***	***	***	***	***	***	***	4.9	5.0	5.3
Service to my religious community	***	***	***	***	***	***	***	***	***	22.8	35.3	36.3
Other community service	***	***	***	***	***	***	***	***	***	47.2	45.2	48.1

## College Choice

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2004	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>This College Was Student's:</b>												
First choice	66.5	60.5	54.5	56.1	64.1	62.7	64.5	65.3	66.9	67.3	70.7	69.4
Second choice	25.1	27.0	33.8	30.7	26.5	25.9	25.9	24.0	22.5	24.0	20.8	20.5
Third choice	6.3	8.6	6.4	9.0	6.2	5.2	5.6	5.8	6.4	6.4	5.5	6.2
Less than third choice	2.0	3.9	5.3	4.2	3.2	6.3	4.0	4.8	4.2	2.3	3.0	3.9
<b>Number Of Other Colleges Applied To This Year</b>												
None	6.1	5.7	4.9	5.2	5.0	7.1	7.3	6.1	6.2	7.3	15.8	10.9
One	8.0	6.0	7.9	7.0	6.2	7.8	5.8	6.4	6.6	5.5	10.6	6.3
Two	15.7	12.3	16.2	9.4	12.9	12.5	10.1	12.7	9.0	11.5	14.7	9.0
Three	21.6	19.5	15.0	16.4	21.1	18.1	20.8	19.7	14.7	16.2	17.1	12.2
Four	17.3	22.2	20.7	17.8	18.7	20.3	21.4	18.9	17.7	15.5	13.7	12.5
Five	14.7	17.1	15.0	15.0	13.7	12.5	14.1	11.9	16.2	16.0	9.5	11.6
Six or more	16.5	17.4	20.3	29.1	22.4	21.8	20.6	24.4	29.7	28.1	18.5	37.4
<b>Reasons Noted As Very Important In Deciding To Attend College:</b>												
Parents wanted me to go	39.0	35.3	41.4	37.2	33.5	36.2	32.3	33.9	34.4	45.5	40.5	38.0
Could not find a job	3.3	5.7	6.2	7.4	7.1	5.5	5.7	7.6	7.8	6.9	5.6	4.2
Getting away from home	15.1	19.0	17.6	17.7	20.7	12.9	15.7	16.9	18.9	16.9	21.1	21.2
Get a better job	65.1	68.5	65.0	52.5	60.7	64.9	61.5	65.5	56.8	64.3	69.1	68.0
Gain general education	68.5	67.4	67.4	62.4	60.3	65.7	61.1	67.5	59.6	70.8	66.1	73.7
There was nothing better to do	***	***	***	***	4.3	3.3	3.3	4.0	3.9	2.6	3.7	4.3
Become a more cultured person	49.5	51.2	51.9	45.4	39.1	42.9	31.0	39.1	37.3	47.1	42.8	52.8
Make more money	68.6	70.6	72.9	67.2	69.8	69.6	67.3	69.9	68.8	71.5	65.5	64.2
To learn more about things that interest me	***	***	***	***	73.5	77.0	72.2	78.8	71.2	79.4	77.5	83.0
Prepare for graduate/professional school	66.9	68.4	***	***	65.2	59.2	57.6	65.5	68.2	68.3	55.7	65.9
To get training for a specific career	***	***	***	***	75.9	79.3	77.4	74.9	73.7	84.3	72.8	65.6
To find my purpose in life	***	***	***	***	***	***	***	***	***	58.1	53.2	50.2

**College Choice (continued)**

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2004	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>Reasons Noted as Very Important in Selecting This College:</b>												
Relatives wanted me to come	10.7	10.3	12.0	13.2	7.3	8.7	7.1	6.6	9.6	12.1	9.3	9.0
Teacher advised me	4.9	5.6	4.2	8.3	4.6	5.5	1.0	3.4	6.3	6.3	5.4	5.3
Good academic reputation	55.8	54.7	48.1	46.7	46.5	42.2	47.3	42.8	43.4	52.6	60.1	76.3
Good social reputation	23.7	25.7	15.2	23.0	21.5	20.6	18.9	24.4	23.2	27.3	28.0	32.4
Offered financial assistance	37.3	38.1	51.7	52.2	49.6	54.1	53.8	51.7	54.1	56.9	49.6	40.5
Cost of attending	***	***	***	***	***	***	***	***	***	42.7	22.6	18.0
Advice of HS guidance counselor	10.6	12.8	7.1	15.5	8.8	11.8	8.3	10.7	10.1	13.1	8.0	8.1
Advice of private college counselor	***	5.0	6.1	5.2	6.1	4.2	5.6	2.4	4.0	3.2	4.0	3.2
Wanted to live near home	30.0	27.4	28.6	32.4	28.5	38.0	33.9	34.5	31.8	38.2	16.5	10.8
Not offered aid by first choice	***	***	***	11.8	8.7	10.2	9.6	9.4	10.3	9.8	6.3	5.5
Graduates go to top graduate schools	20.7	21.5	30.9	20.7	30.1	24.5	23.3	***	***	29.8	31.6	47.3
Graduates get good jobs	37.6	37.0	41.6	35.0	48.5	44.7	41.3	***	***	44.7	52.7	63.6
Religious affiliation/orientation	1.8	3.3	1.7	6.4	2.2	2.8	1.6	1.5	0.1	2.6	14.8	11.7
Size of college	35.1	38.4	35.9	33.1	43.5	39.8	42.2	35.8	33.8	41.3	48.6	41.7
Rankings in national magazine	***	***	5.7	6.6	5.4	3.5	4.1	4.1	4.8	8.8	13.9	27.5
Information from a web site	***	***	***	***	***	8.0	8.8	13.2	10.4	15.3	14.6	17.9
I was admitted through an Early Action or Early Decision program	***	***	***	***	6.1	8.4	9.0	9.3	11.3	12.9	11.4	17.0
A visit to the campus	***	***	***	***	***	***	***	***	38.0	44.0	48.5	50.5

## Future Aspirations

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2004	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>Highest Degree Planned Anywhere</b>												
None	1.9	0.8	1.0	0.6	0.6	7.9	0.8	1.9	0.8	0.9	1.3	0.5
Vocational Certificate	0.0	0.0	0.0	0.0	0.0	0.8	0.5	0.0	0.3	0.2	0.2	0.1
Associate (A.A. or equivalent)	0.3	0.4	0.5	0.6	0.0	0.0	0.0	0.8	0.0	0.5	0.6	0.1
Bachelor's (B.A., B.S.)	27.3	26.7	14.3	15.5	17.0	12.3	16.6	19.3	17.4	16.9	23.1	12.6
Master's (M.A., M.S.)	34.2	36.9	45.8	45.3	46.4	44.8	56.8	46.5	46.9	47.6	40.9	37.6
Ph.D. or Ed.D.	16.1	14.9	16.7	18.0	22.4	19.4	13.3	17.4	16.1	15.1	17.3	22.6
M.D., D.O., D.D.S., D.V.M.	12.0	15.3	14.8	11.2	8.2	7.1	7.4	9.0	12.1	10.2	8.8	15.2
LL.B. or J.D. (law)	5.7	4.3	4.9	6.2	3.0	5.2	2.6	2.2	4.0	7.0	5.4	9.7
B.D. or M.DIV. (divinity)	0.3	0.4	0.0	0.0	0.6	0.0	0.5	0.3	0.5	0.5	0.5	0.3
Other	2.2	0.4	2.0	2.5	1.8	2.4	1.5	2.7	2.0	1.1	1.9	1.3
<b>Highest Degree Planned At Present Institution</b>												
None	0.8	1.1	1.4	0.0	1.1	3.0	0.4	1.6	0.0	0.7	1.3	0.5
Vocational Certificate	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.8	1.1	0.0	0.2	0.1
Associate (A.A. or equivalent)	1.2	0.0	0.0	0.0	1.6	0.7	1.2	0.8	0.4	0.7	1.9	0.4
Bachelor's (B.A., B.S.)	62.2	67.8	60.4	67.0	56.3	46.1	51.0	53.4	52.0	50.7	75.9	69.6
Master's (M.A., M.S.)	24.8	24.0	28.8	24.7	34.7	41.4	41.6	37.5	39.6	38.7	15.4	18.8
Ph.D. or Ed.D.	5.3	3.3	2.2	5.2	1.6	4.3	2.4	3.6	3.6	3.9	2.2	4.6
M.D., D.O., D.D.S., D.V.M.	0.8	1.1	2.9	3.1	1.1	2.0	0.8	0.8	2.2	1.1	0.8	3.1
LL.B. or J.D. (law)	1.2	1.1	0.0	0.0	0.5	0.7	1.2	0.8	0.4	1.1	0.6	1.8
B.D. or M.DIV. (divinity)	0.8	0.0	0.0	0.0	0.5	0.0	0.0	0.0	0.0	0.0	0.2	0.1
Other	2.8	1.6	4.3	0.0	2.6	2.0	1.2	0.8	0.7	3.2	1.5	1.0
<b>Student's Probable Major</b>												
Arts and humanities	13.0	17.2	16.5	19.8	23.0	22.7	19.1	19.0	19.1	21.2	16.7	14.2
Biological sciences	6.7	9.2	9.6	8.4	6.4	3.9	5.6	3.6	7.6	8.1	7.4	9.9
Business	23.4	18.1	16.6	11.4	14.9	9.9	13.8	12.5	13.9	12.3	17.5	15.9
Education	8.4	8.2	14.4	17.6	20.6	22.2	23.3	24.8	15.6	18.3	10.4	2.9
Engineering	0.0	0.3	1.3	2.3	0.3	1.3	0.4	0.4	1.9	0.4	3.9	12.2
Physical sciences	1.6	1.2	3.4	1.2	0.9	1.9	0.4	3.9	1.6	3.2	2.9	4.7
Professional	14.9	13.1	19.2	14.8	10.3	7.8	10.1	11.4	11.4	12.4	13.6	12.6
Social sciences	17.8	16.6	8.4	14.2	9.5	12.3	10.0	11.4	13.7	12.1	11.6	14.4
Technical	0.0	0.7	0.4	1.7	1.4	0.9	1.9	0.9	0.6	0.8	1.4	0.8
Other fields	7.2	6.3	4.7	5.6	5.6	8.4	5.6	3.9	4.7	4.5	7.2	5.3
Undecided	7.0	8.3	4.8	3.4	7.5	7.5	9.3	8.0	9.3	6.9	7.2	7.3

**Future Aspirations (continued)**

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2004	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>Student's Probable Career</b>												
Artist	11.0	16.6	10.7	19.1	20.4	19.8	17.6	15.8	12.6	12.0	10.8	8.2
Business	21.2	16.9	19.9	13.9	12.5	9.5	11.6	12.0	11.5	10.3	14.9	14.8
Business (clerical)	0.9	0.7	0.4	0.0	0.9	0.5	1.1	0.5	1.1	0.4	0.5	0.3
Clergy or religious worker	0.0	0.0	0.0	0.6	0.0	0.0	0.2	0.0	0.0	0.0	1.1	0.3
Education (college)	0.0	0.7	0.4	0.6	1.2	0.0	0.9	0.5	0.9	0.6	0.7	1.0
Education (secondary)	1.1	3.9	8.0	1.7	7.6	4.8	7.9	10.7	8.4	11.8	5.1	1.9
Education (elementary)	6.1	5.3	5.8	12.1	9.8	14.9	12.0	12.5	7.9	9.0	5.7	1.4
Computer programmer or analyst	1.2	1.1	1.3	2.9	0.9	4.2	3.5	2.3	2.0	1.4	1.7	1.6
Engineer	0.5	0.7	1.8	0.6	0.6	1.7	0.9	0.9	1.1	0.2	3.3	9.2
Farmer or forester	0.0	0.4	0.9	0.0	0.0	0.0	0.6	0.0	0.0	0.2	0.4	0.2
Health professional (M.D./D.D.S.)	10.0	8.5	11.9	11.0	8.8	5.1	5.9	4.6	8.2	7.8	6.9	13.2
Health professional (clinical psychologist)	4.0	5.6	2.7	1.7	2.7	2.4	1.5	2.0	1.8	2.5	1.7	1.1
Health professional (non-M.D./D.D.S.)	5.8	2.9	8.4	4.7	4.6	2.3	4.6	4.3	4.1	5.3	6.5	4.7
Health professional (nurse)	6.6	7.0	5.3	4.0	5.8	2.9	3.7	3.9	6.4	6.7	4.0	1.6
Lawyer (attorney or judge)	7.8	4.6	4.0	4.6	3.7	4.2	2.4	3.2	4.0	4.9	4.4	7.3
Military service (career)	0.2	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.2	0.4	0.5
Scientific researcher	0.5	1.1	0.9	1.7	0.3	0.7	0.4	0.5	0.9	1.0	1.7	2.7
Social, welfare, rec. worker	2.4	3.5	2.2	3.5	2.1	3.7	2.2	2.3	1.5	2.0	1.0	0.5
Skilled trades	0.5	0.4	0.0	0.6	0.0	0.7	0.2	0.2	0.0	0.4	0.3	0.1
Other occupation	9.6	9.2	9.7	6.9	10.3	11.4	8.4	9.0	9.9	10.2	12.7	11.1
Homemaker (full-time)	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.1
Undecided	10.2	11.6	5.8	9.8	7.6	10.8	11.8	14.3	15.7	11.7	14.5	16.3

**Future Aspirations (continued)**

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2004	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>Objectives Considered To Be Essential Or Very Important</b>												
Achieve in performing art	18.3	22.8	19.0	29.4	22.6	25.8	21.7	21.0	23.6	18.9	17.2	16.6
Become authority in my own field	67.6	67.2	68.8	66.5	61.4	66.3	53.5	59.7	59.3	55.2	57.8	62.7
Obtain recognition from colleagues	60.7	60.5	62.8	61.8	61.5	62.2	54.4	56.6	54.4	57.1	50.8	54.6
Influence political structure	24.3	25.0	19.9	29.1	21.7	23.6	19.5	17.9	21.1	20.6	20.7	23.7
Influence social values	44.7	47.6	38.1	46.2	45.7	41.4	39.9	40.0	39.3	45.0	41.5	40.8
Raise a family	68.1	70.5	67.4	70.2	68.1	70.7	71.1	74.5	68.6	76.9	75.0	74.7
Have administrative responsibility	47.3	42.5	42.3	40.4	43.0	42.1	36.8	41.4	38.7	40.7	36.3	37.6
Be very well off financially	76.7	79.1	77.0	80.1	80.2	76.9	78.2	77.5	78.5	78.5	69.1	69.2
Help others in difficulty	65.2	66.3	62.4	60.3	59.1	65.1	58.8	62.8	59.1	65.0	64.6	65.2
Theoretical contribution to science	23.6	20.3	24.0	31.8	19.6	18.3	14.9	15.3	18.3	17.5	15.9	21.1
Write original works	19.6	15.5	19.7	29.8	22.4	22.4	19.5	19.1	21.2	21.4	16.8	16.3
Create artistic work	12.4	18.0	20.7	35.5	23.9	20.3	21.4	19.8	22.7	21.6	17.4	14.9
Become successful in own business	50.6	52.9	43.2	52.0	45.3	39.9	42.0	39.4	43.6	42.1	40.5	40.6
Be involved in environmental clean-up	34.8	26.2	20.3	25.3	22.9	19.4	15.5	17.4	18.5	18.8	17.8	18.7
Develop philosophy of life	50.9	44.1	41.6	44.1	40.1	41.6	33.0	34.9	33.0	42.2	43.9	50.9
Participate in community action	28.8	31.0	24.4	33.1	25.9	26.5	19.5	24.7	24.4	23.1	23.6	27.5
Promote racial understanding	46.7	48.3	39.0	45.6	35.0	38.2	30.5	31.5	34.5	33.3	31.2	33.6
Keep up to date with politics	42.1	43.3	32.7	38.2	24.9	28.7	23.7	24.7	28.2	32.5	35.3	45.5
Be a community leader	***	***	29.1	39.5	28.8	30.7	24.7	28.3	27.6	27.4	32.4	37.2
Integrating spirituality into my life	***	***	***	***	31.7	37.1	31.6	28.3	27.9	28.2	43.9	42.8
Improving my understanding of other countries and cultures	***	***	***	***	***	***	***	36.0	38.1	42.6	45.1	53.8
Working to find a cure to a health problem	***	***	***	***	***	***	***	***	***	27.1	22.9	27.0

**Future Aspirations (continued)**

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2004	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>Estimated Very Likely Student Will:</b>												
Change major field	12.6	14.1	12.1	14.9	9.6	9.3	12.3	8.5	10.3	8.0	12.5	16.3
Change career choice	10.6	10.3	11.5	9.2	8.2	10.1	9.4	7.1	9.3	7.0	12.7	17.6
Participate in student government	***	***	***	***	***	8.0	6.5	6.5	9.5	9.7	8.1	9.4
Get job to pay college expenses	31.6	29.7	39.5	34.1	43.9	41.3	45.1	50.2	46.5	51.8	47.2	43.3
Work full-time while attending	5.7	6.6	5.9	10.7	7.4	5.1	9.8	11.2	11.0	10.7	5.1	3.4
Join social fraternity/sorority <sup>1</sup>	***	***	***	***	***	8.7	10.8	10.9	8.5	7.0	7.6	11.9
Play varsity/intercollegiate athletics	12.9	17.6	15.1	17.9	14.4	13.6	15.3	14.1	12.1	16.8	24.4	13.8
Make at least "B" average	51.5	45.8	56.9	52.7	49.1	63.5	58.5	67.5	66.9	66.2	60.8	66.4
Participate in student protests	10.4	7.1	8.6	11.5	5.5	6.5	5.7	6.7	6.1	5.6	7.0	8.4
Transfer to another college	6.7	10.3	8.8	11.4	8.2	6.5	5.5	8.2	7.2	4.1	6.1	2.8
Be satisfied with college	47.6	35.9	37.1	35.1	40.3	38.3	37.3	41.4	47.3	45.7	54.3	63.0
Participate in volunteer/community service	16.6	15.7	15.6	13.6	16.9	17.6	15.6	20.6	23.4	20.3	29.0	37.2
Seek personal counseling	5.0	0.0	0.0	13.7	6.4	7.6	6.5	6.5	7.2	7.3	7.3	8.0
Communicate regularly with your professors	***	***	***	***	***	32.5	29.6	30.1	28.7	28.6	36.5	40.3
Socialize with someone of another ethnic group	***	***	***	***	***	61.5	78.0	58.9	55.4	65.7	63.9	74.1
Participate in student clubs/groups	***	***	***	***	***	39.3	37.3	36.9	40.3	42.0	42.1	56.8
Strengthen religious beliefs/convictions	***	***	***	***	***	***	***	15.3	15.3	15.4	30.1	29.8
Participate in a study abroad program	***	***	***	***	***	***	***	17.7	16.9	18.4	28.8	38.0

<sup>1</sup> Wording change in 2000.

## Financial Aid—Sources and Concerns

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2004	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>FIRST YEAR EDUCATIONAL EXPENSES EXPECTED TO COVER FROM</b>												
<b>Family resources (parents, relatives, spouse)</b>												
None	***	***	***	***	***	***	24.0	20.4	26.3	22.1	18.2	11.1
Less than \$1,000	***	***	***	***	***	***	6.9	10.8	9.9	9.1	9.9	5.2
\$1,000-\$2,999	***	***	***	***	***	***	12.5	12.7	12.8	14.6	12.5	7.1
\$3,000-\$5,999	***	***	***	***	***	***	14.9	13.5	20.3	14.7	13.2	8.8
\$6,000-\$9,999	***	***	***	***	***	***	16.5	15.4	11.6	14.7	11.8	9.5
\$10,000+	***	***	***	***	***	***	25.2	27.2	19.1	24.7	34.4	58.4
<b>My own resources (savings from work, work-study, other income)</b>												
None	***	***	***	***	***	***	47.4	43.7	52.9	44.9	39.3	42.2
Less than \$1,000	***	***	***	***	***	***	22.6	22.9	22.5	24.0	25.4	21.0
\$1,000-\$2,999	***	***	***	***	***	***	19.6	22.7	16.7	20.4	23.3	24.1
\$3,000-\$5,999	***	***	***	***	***	***	6.5	5.8	4.5	6.5	7.4	7.8
\$6,000-\$9,999	***	***	***	***	***	***	1.0	2.3	1.5	2.5	2.5	2.5
\$10,000+	***	***	***	***	***	***	2.8	2.7	1.9	1.8	2.2	2.5
<b>Aid which need not be repaid (grants,scholarships, military funding, etc.)</b>												
None	***	***	***	***	***	***	28.2	31.0	35.1	25.8	25.0	32.7
Less than \$1,000	***	***	***	***	***	***	4.8	4.0	4.1	4.9	4.2	3.5
\$1,000-\$2,999	***	***	***	***	***	***	8.7	9.6	6.9	7.5	10.8	8.0
\$3,000-\$5,999	***	***	***	***	***	***	17.3	13.3	9.9	10.0	13.9	8.3
\$6,000-\$9,999	***	***	***	***	***	***	22.4	21.6	17.3	21.4	16.0	10.7
\$10,000 +	***	***	***	***	***	***	18.7	20.6	26.6	30.4	30.1	36.8
<b>Aid which must be repaid (loans, etc.)</b>												
None	***	***	***	***	***	***	48.0	46.6	52.0	49.1	40.9	51.6
Less than \$1,000	***	***	***	***	***	***	3.8	6.2	2.4	4.9	3.2	1.8
\$1,000-\$2,999	***	***	***	***	***	***	18.1	16.2	16.7	15.4	15.8	11.2
\$3,000-\$5,999	***	***	***	***	***	***	14.9	13.9	13.5	13.2	14.9	11.3
\$6,000-\$9,999	***	***	***	***	***	***	7.9	8.7	6.0	8.9	11.5	8.6
\$10,000 +	***	***	***	***	***	***	7.3	8.3	9.4	8.4	13.7	15.4
<b>Other than above</b>												
None	***	***	***	***	***	***	93.5	94.2	94.6	95.6	94.1	95.3
Less than \$1,000	***	***	***	***	***	***	1.6	2.3	1.9	0.5	2.1	1.4
\$1,000-\$2999	***	***	***	***	***	***	1.2	1.2	1.3	0.9	1.4	1.1
\$3,000-\$5,999	***	***	***	***	***	***	1.0	0.2	0.6	0.7	0.9	0.6
\$6,000-\$9,999	***	***	***	***	***	***	1.0	0.0	0.6	0.4	0.5	0.4
\$10,000 +	***	***	***	***	***	***	1.8	2.1	1.1	1.9	1.0	1.2

**Financial Aid—Sources and Concerns (continued)**

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2003	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>Do you have any concern about your ability to finance you college education?</b>												
None ( I am confident that I will have sufficient funds)	***	***	28.0	35.4	23.9	33.3	33.1	32.5	32.4	28.5	33.3	37.7
Some ( but I probably will have enough funds)	***	***	51.0	50.3	56.8	52.4	51.8	52.9	52.2	57.7	52.8	50.8
Major ( not sure I will have enough funds to complete college)	***	***	20.9	14.4	19.3	14.3	15.2	14.5	15.5	13.9	13.9	11.5

## Students' Abilities and Traits

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2004	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>Student Rated Self Above Average Or Highest 10% in:</b>												
Academic ability	46.0	42.4	54.1	57.7	51.8	58.6	56.7	57.5	61.0	65.7	65.4	86.7
Artistic ability	27.6	29.6	31.0	35.3	32.3	36.5	33.4	34.2	31.7	31.1	31.1	33.2
Compassion <sup>1</sup>	...	...	...	...	...	...	...	...	...	70.7	68.9	71.6
Computer skills	...	...	...	...	20.8	30.9	28.5	32.6	37.2	31.4	33.5	37.4
Cooperativeness	70.9	68.8	70.6	67.6	68.0	65.4	69.7	67.2	66.9	70.7	68.8	69.9
Courage <sup>1</sup>	...	...	...	...	...	...	...	...	...	48.4	54.2	52.5
Creativity	...	59.0	55.8	58.9	54.9	62.1	57.3	54.9	53.8	57.9	57.0	58.6
Drive to achieve	67.8	62.4	72.3	64.1	64.6	65.1	64.4	67.2	63.4	73.9	71.2	80.5
Emotional health	53.0	50.6	55.1	51.5	44.6	44.6	45.7	47.3	44.6	48.5	50.1	56.4
Forgiveness <sup>1</sup>	...	...	...	...	...	...	...	...	...	54.9	56.9	57.4
Generosity <sup>1</sup>	...	...	...	...	...	...	...	...	...	69.5	67.7	66.2
Kindness <sup>1</sup>	...	...	...	...	...	...	...	...	...	75.1	75.9	75.9
Leadership ability	47.4	47.1	53.7	54.4	54.9	52.6	49.4	52.4	50.3	54.3	60.4	65.8
Mathematical ability	33.4	26.9	34.5	41.7	32.3	34.9	39.0	34.5	37.9	34.3	38.9	58.6
Physical health	52.6	54.8	49.4	54.6	46.2	47.4	44.5	47.3	46.2	49.9	52.0	57.1
Public speaking ability	32.2	29.1	31.6	35.6	37.1	36.0	30.2	32.1	33.3	37.3	35.6	44.1
Religiousness	...	...	...	...	...	...	20.1	20.0	22.9	23.0	32.9	32.7
Self-confidence—intellectual	50.0	52.6	52.6	56.3	52.7	50.1	48.9	53.3	52.2	48.6	56.2	66.7
Self-confidence—social	44.9	48.6	47.7	51.9	47.6	46.6	42.4	45.0	44.9	47.1	49.0	50.5
Self-understanding	...	...	...	55.3	52.0	53.9	49.3	47.2	53.8	49.4	51.4	56.7
Spirituality	...	...	...	41.9	39.2	38.7	30.8	29.6	30.9	29.0	38.4	38.8
Time management <sup>1</sup>	...	...	...	...	...	...	...	...	...	33.5	33.8	42.2
Understanding of others	72.4	69.8	68.0	70.5	62.2	63.8	63.3	61.2	63.8	64.3	63.4	67.3
Writing ability	44.4	43.3	49.6	50.7	44.1	50.7	44.1	48.8	48.3	48.1	46.6	57.4

<sup>1</sup>Asked for the first time in 2004.

## Activities during Last Year of High School

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2004	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>Activities Engaged In During The Past Year</b>												
Attended a religious service	80.5	78.8	81.6	74.3	78.7	75.1	78.2	75.8	71.5	73.1	81.7	80.5
Was bored in class <sup>1</sup>	28.7	30.3	34.8	40.7	44.5	38.6	47.1	37.2	37.5	32.4	40.3	42.9
Participated in organized demonstrations	43.7	41.2	36.0	40.1	47.7	46.5	46.8	43.2	46.4	48.6	50.8	39.3
Tutored another student	46.4	46.3	52.6	49.3	49.4	51.4	47.4	56.0	56.0	56.5	52.3	69.0
Studied with other students	84.6	82.3	83.1	78.1	82.0	84.0	84.9	82.2	81.8	81.4	86.2	90.2
Was a guest in a teacher's home	19.8	17.2	16.9	18.8	22.0	20.8	22.3	16.7	13.0	15.6	26.7	27.0
Smoked cigarettes <sup>1</sup>	14.9	16.4	13.9	18.0	18.3	14.4	16.1	8.6	7.5	5.7	6.3	3.8
Drank beer	57.6	55.0	52.1	55.2	54.3	50.7	60.4	48.6	47.1	47.3	45.3	47.9
Drank wine or liquor	61.2	59.2	55.7	55.5	63.6	58.5	67.0	56.0	53.9	53.7	52.2	55.1
Felt overwhelmed <sup>1</sup>	20.9	20.2	25.6	34.0	33.1	30.0	34.3	25.2	29.2	26.6	29.1	27.8
Felt depressed <sup>1</sup>	9.7	8.5	9.8	11.4	12.8	8.7	9.9	7.2	10.8	9.2	8.2	6.5
Performed volunteer work	67.9	69.1	72.8	75.7	72.5	79.6	75.5	79.3	79.7	81.4	84.4	90.2
Played musical instrument	47.0	40.4	37.5	37.5	36.3	40.6	38.6	41.5	45.2	43.2	42.8	48.6
Asked teacher for advice <sup>1</sup>	19.5	15.1	23.7	26.2	22.1	23.1	21.9	22.0	21.6	23.2	26.8	30.2
Discussed politics <sup>1</sup>	21.0	17.6	13.5	16.0	11.8	15.1	13.0	12.9	17.3	22.6	26.5	35.5
Voted in student election <sup>1</sup>	79.5	0.0	18.8	20.3	20.5	20.0	17.3	17.3	20.5	20.6	23.0	27.5
Socialized with a different ethnic group <sup>1</sup>	***	***	74.1	73.9	73.9	73.8	72.7	69.8	73.9	76.2	67.7	74.3
Came late to class	58.7	58.4	***	***	69.9	66.9	71.9	63.6	65.4	61.0	62.2	64.6
Discussed religion in class <sup>1</sup>	***	***	***	***	***	***	***	***	***	23.6	23.0	27.9
Discussed religion with friends <sup>1</sup>	***	***	***	***	***	***	***	***	***	18.8	28.5	29.8
Discussed religion with family <sup>1</sup>	***	***	***	***	***	***	***	***	***	23.1	29.4	27.3
Used internet for research or homework <sup>1</sup>	***	***	***	***	53.3	67.0	75.5	79.2	82.5	74.2	77.4	83.0
Performed community service as part of a class	***	***	***	***	54.8	62.4	56.1	57.1	57.2	57.1	55.9	57.1
Used a personal computer <sup>1</sup>	***	***	***	***	61.4	78.7	81.1	87.0	87.4	84.6	84.8	91.5
Worked on a political campaign	***	***	***	***	***	***	***	***	***	8.1	9.1	11.7
Maintained a healthy diet <sup>1</sup>	***	***	***	***	***	***	***	***	***	36.1	36.8	44.7
Stayed up all night	***	***	***	***	***	***	***	***	***	78.1	77.2	74.7
Missed school because ill <sup>1</sup>	***	***	***	***	***	***	***	***	***	6.4	5.7	4.7

<sup>1</sup>Percentage responding "frequently" only. Results for other items in this group represent the percentage responding "frequently" OR "occasionally."

**Activities during Last Year of High School (continued)**

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2004	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>Hours Per Week In The Last Year Spent On:</b>												
<b>Studying or Doing Homework</b>												
None	***	***	2.4	5.9	2.6	2.5	3.3	1.9	2.6	1.3	2.0	1.2
Less than one	***	***	9.3	13.3	14.7	16.2	18.0	15.7	18.9	15.3	10.9	6.5
1 to 2	***	***	24.3	20.7	24.2	20.7	24.6	25.7	23.9	21.0	21.0	13.8
3 to 5	***	***	25.5	28.7	25.5	26.4	25.9	26.0	27.1	32.7	29.0	24.9
6 to 10	***	***	19.4	17.0	16.6	17.6	16.5	16.8	15.3	17.9	20.2	24.1
11 to 15	***	***	10.5	8.0	11.1	8.6	6.1	9.4	6.2	5.3	9.3	14.4
16 to 20	***	***	6.5	4.3	2.9	3.6	3.3	2.1	3.0	3.1	4.5	8.7
Over 20	***	***	2.0	2.1	2.4	4.5	2.3	2.3	3.0	3.5	3.1	6.5
<b>Talking with a teacher outside of class</b>												
None	***	***	7.3	11.6	8.8	8.8	8.3	10.8	9.4	11.5	8.5	6.6
Less than one	***	***	40.7	35.3	37.9	37.6	38.8	41.0	42.9	42.4	40.0	39.3
1 to 2	***	***	28.5	33.2	31.8	29.7	35.1	27.2	26.5	26.6	32.6	35.6
3 to 5	***	***	15.0	12.6	14.1	15.3	11.2	13.2	12.6	12.4	13.1	13.8
6 to 10	***	***	5.7	4.7	4.2	3.8	4.1	6.6	5.8	4.7	3.7	3.1
11 to 15	***	***	0.8	0.5	1.6	2.5	1.9	0.8	1.6	1.3	1.1	0.9
16 to 20	***	***	1.2	1.6	1.1	0.9	0.4	0.2	0.6	0.4	0.5	0.4
Over 20	***	***	0.8	0.5	0.5	1.4	0.2	0.2	0.6	0.7	0.5	0.3
<b>Working for pay</b>												
None	***	***	28.7	28.7	22.9	19.8	22.2	25.2	28.5	24.3	30.9	43.2
Less than one	***	***	3.7	2.7	2.4	2.5	1.5	2.3	2.8	2.4	2.7	3.6
1 to 2	***	***	5.3	4.3	3.2	2.5	2.9	2.8	5.2	3.3	4.0	5.2
3 to 5	***	***	4.9	11.7	6.9	8.8	7.3	5.3	8.0	8.8	7.6	8.5
6 to 10	***	***	13.9	13.8	12.5	11.3	12.2	13.4	14.1	13.7	12.6	11.5
11 to 15	***	***	10.7	9.6	11.5	17.6	14.0	14.3	9.2	14.8	13.2	10.5
16 to 20	***	***	12.3	11.2	14.7	19.1	19.7	17.5	14.5	13.3	13.6	9.0
Over 20	***	***	20.5	18.1	25.9	18.5	20.1	19.2	17.7	19.4	15.6	8.5
<b>Student clubs or groups</b>												
None	***	***	25.6	25.1	26.9	27.2	27.0	25.1	25.5	24.2	27.5	15.9
Less than one	***	***	15.5	11.8	9.8	12.5	12.7	12.6	12.1	13.8	14.1	13.3
1 to 2	***	***	21.0	24.1	25.1	24.9	26.2	24.4	21.9	24.0	25.6	29.0
3 to 5	***	***	23.5	18.2	17.4	16.3	18.4	19.7	19.8	21.0	18.3	22.6
6 to 10	***	***	6.3	10.2	9.8	8.4	7.0	8.6	9.3	7.8	7.9	10.7
11 to 15	***	***	3.4	4.3	4.2	4.3	4.0	5.6	4.3	4.1	3.3	4.3
16 to 20	***	***	2.1	2.1	2.9	2.5	2.5	2.6	2.6	1.9	1.5	1.9
Over 20	***	***	2.5	4.3	4.0	3.9	2.3	1.5	4.5	3.2	1.9	2.3

**Activities during Last Year of High School (continued)**

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2004	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>Hours Per Week In The Last Year Spent On:</b>												
<b>Socializing</b>												
None	***	***	0.4	1.6	0.5	0.2	0.4	0.2	1.0	0.6	0.3	0.2
Less than one	***	***	3.7	2.7	1.6	1.6	0.8	0.4	2.0	0.9	1.3	0.9
1 to 2	***	***	9.1	9.6	8.6	6.8	7.5	6.8	6.6	8.1	5.3	4.6
3 to 5	***	***	16.0	18.6	16.3	18.8	15.6	17.3	25.3	18.2	17.0	16.6
6 to 10	***	***	18.9	22.3	19.0	21.5	21.2	24.6	21.3	20.6	24.7	27.3
11 to 15	***	***	14.8	16.5	17.9	18.1	18.8	18.4	15.5	21.2	19.4	21.1
16 to 20	***	***	16.9	9.0	14.2	11.8	12.1	13.5	7.4	12.7	13.0	13.3
Over 20	***	***	20.2	19.7	21.9	21.1	23.5	18.8	20.9	17.7	18.9	16.1
<b>Partying</b>												
None	***	***	12.1	10.3	13.8	12.6	9.0	16.4	16.1	17.3	25.5	22.6
Less than one	***	***	14.6	11.4	8.8	11.9	10.6	11.1	17.7	14.0	14.8	16.0
1 to 2	***	***	14.2	19.6	18.1	19.1	19.2	14.7	18.5	19.7	17.0	18.9
3 to 5	***	***	25.4	21.7	23.1	21.3	24.0	26.4	20.5	22.7	19.4	21.0
6 to 10	***	***	14.6	16.3	13.8	18.0	17.1	17.2	11.7	14.0	12.5	12.6
11 to 15	***	***	10.8	6.5	10.9	9.0	9.8	7.2	6.4	6.3	5.5	4.9
16 to 20	***	***	3.8	3.3	4.5	3.4	3.3	4.5	3.0	3.1	2.6	2.1
Over 20	***	***	4.6	10.9	6.9	4.7	7.1	2.6	6.0	2.9	2.7	1.9
<b>Pleasure reading</b>												
None	***	***	18.6	20.3	28.6	23.9	29.1	24.6	26.2	23.0	24.7	18.4
Less than one	***	***	24.0	21.4	22.5	27.5	23.2	24.8	23.7	27.0	25.1	26.0
1 to 2	***	***	22.7	28.3	22.3	23.6	22.9	26.1	25.2	23.3	23.9	27.4
3 to 5	***	***	19.8	14.4	15.4	12.0	13.5	12.8	13.3	14.9	15.3	17.6
6 to 10	***	***	9.5	9.1	4.8	7.7	6.9	7.1	5.6	5.7	6.6	6.9
11 to 15	***	***	2.5	3.2	3.2	2.7	2.7	3.0	4.2	3.1	2.3	2.2
16 to 20	***	***	2.1	1.1	1.6	0.7	1.1	0.4	0.8	1.7	1.0	0.8
Over 20	***	***	0.8	2.1	1.6	1.8	0.6	1.1	1.0	1.3	1.0	0.8
<b>Watching TV</b>												
None	***	***	3.3	5.8	8.7	6.5	6.3	4.7	6.9	6.6	5.5	6.9
Less than one	***	***	16.3	15.3	12.9	14.4	11.1	11.7	12.5	11.2	14.3	14.4
1 to 2	***	***	23.8	21.7	21.6	20.7	21.3	21.7	25.2	20.5	23.8	23.3
3 to 5	***	***	26.8	24.3	24.5	26.4	29.3	29.4	26.6	29.5	27.7	28.5
6 to 10	***	***	14.6	16.9	15.8	17.6	16.5	15.8	14.9	19.6	16.2	16.0
11 to 15	***	***	7.9	7.4	7.1	7.4	7.5	7.5	5.2	5.9	6.3	5.9
16 to 20	***	***	2.1	3.2	3.7	2.7	2.7	2.8	2.4	3.1	2.7	2.4
Over 20	***	***	5.0	5.3	5.5	4.3	5.2	6.4	6.3	3.7	3.3	2.5

**Activities during Last Year of High School (continued)**

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2004	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>Hours Per Week In The Last Year Spent On:</b>												
<b>Exercise or sport</b>												
None	***	***	***	***	9.6	6.1	5.6	5.7	9.0	6.2	4.8	3.2
Less than one	***	***	***	***	14.7	14.2	13.9	10.9	14.4	8.9	8.9	7.9
1 to 2	***	***	***	***	16.5	17.3	18.7	21.3	17.6	20.9	14.2	14.2
3 to 5	***	***	***	***	20.0	21.8	19.8	21.3	20.0	20.4	17.8	20.9
6 to 10	***	***	***	***	13.1	14.9	14.3	14.7	14.6	16.4	17.7	20.1
11 to 15	***	***	***	***	7.7	8.8	10.0	9.1	9.6	9.8	14.9	15.1
16 to 20	***	***	***	***	6.9	6.1	8.3	7.7	6.4	6.9	9.4	8.7
Over 20	***	***	***	***	11.5	10.8	9.4	9.4	8.6	10.4	12.4	9.8
<b>Volunteer work</b>												
None	***	***	***	***	34.7	32.4	36.0	31.4	27.2	24.5	25.4	17.8
Less than one	***	***	***	***	17.5	17.0	14.4	17.6	16.9	17.2	22.6	22.0
1 to 2	***	***	***	***	18.0	21.3	22.2	27.7	24.0	26.6	25.9	30.6
3 to 5	***	***	***	***	14.6	15.4	13.6	11.6	15.3	16.6	15.3	18.8
6 to 10	***	***	***	***	6.6	6.8	6.7	7.3	8.1	7.2	5.9	6.5
11 to 15	***	***	***	***	3.7	3.9	2.7	1.7	2.4	3.1	2.2	2.1
16 to 20	***	***	***	***	2.1	0.5	2.3	0.4	2.2	1.5	1.1	1.0
Over 20	***	***	***	***	2.9	2.7	2.1	2.2	3.8	3.3	1.6	1.3
<b>Housework/Childcare</b>												
None	***	***	***	***	25.7	25.7	21.2	22.8	22.0	16.4	21.2	21.8
Less than one	***	***	***	***	21.5	19.4	18.9	19.0	20.6	18.2	19.7	22.7
1 to 2	***	***	***	***	22.8	25.2	30.6	29.0	27.2	29.8	29.8	31.4
3 to 5	***	***	***	***	16.4	17.8	19.7	17.7	17.3	23.8	18.5	16.5
6 to 10	***	***	***	***	7.4	5.6	4.6	6.8	7.3	5.7	6.2	4.7
11 to 15	***	***	***	***	3.2	3.8	2.1	1.7	3.4	3.7	2.2	1.4
16 to 20	***	***	***	***	1.6	0.9	2.1	1.1	0.4	0.7	0.9	0.5
Over 20	***	***	***	***	1.3	1.6	0.8	1.9	1.8	1.7	1.4	0.8
<b>Playing video games</b>												
None	***	***	***	***	56.2	38.6	34.6	38.1	35.9	44.6	40.5	44.4
Less than one	***	***	***	***	17.0	21.9	22.9	20.9	23.5	20.8	20.7	19.9
1 to 2	***	***	***	***	13.0	17.4	16.7	19.4	18.1	13.5	15.9	14.8
3 to 5	***	***	***	***	8.5	9.7	14.8	9.1	10.2	10.2	11.4	11.1
6 to 10	***	***	***	***	2.4	6.8	5.4	6.5	5.4	5.7	6.0	5.4
11 to 15	***	***	***	***	1.1	2.9	2.7	3.7	3.2	2.7	2.6	2.2
16 to 20	***	***	***	***	1.1	0.7	1.9	0.6	1.6	0.7	1.3	0.9
Over 20	***	***	***	***	0.8	2.0	1.0	1.7	2.0	1.6	1.6	1.2
<b>Prayer/Meditation</b>												
None	***	***	***	***	46.2	41.8	47.7	43.9	45.2	47.0	34.6	37.2
Less than one	***	***	***	***	27.9	31.1	28.2	30.1	30.4	29.7	32.0	31.8
1 to 2	***	***	***	***	15.4	16.8	15.9	14.6	13.9	14.2	20.2	20.6
3 to 5	***	***	***	***	7.2	5.7	4.6	5.6	3.6	5.2	8.1	6.9
6 to 10	***	***	***	***	1.3	1.6	1.5	2.6	2.8	2.2	2.8	2.1
11 to 15	***	***	***	***	0.8	1.1	1.3	0.6	1.8	1.3	0.9	0.6
16 to 20	***	***	***	***	0.3	0.7	0.6	0.4	0.4	0.0	0.5	0.3
Over 20	***	***	***	***	1.1	1.1	0.2	2.2	1.8	0.4	0.9	0.6

## Political Opinions and Beliefs

	Adelphi University CIRP Freshman Survey										National Comparisons Fall 2004	
	1991	1993	1995	1997	1999	2000	2001	2002	2003	2004	All Private Colleges	Private Universities
<b>Student Agrees Strongly or Somewhat</b>												
Too much concern for criminals	59.0	61.5	70.5	65.1	68.0	63.6	61.9	64.6	61.2	54.0	56.8	50.4
Abortion should be legal	72.3	68.0	62.6	64.9	63.7	62.8	64.5	59.0	62.7	62.2	52.3	61.1
Abolish death penalty	29.9	29.7	29.3	31.9	32.3	38.5	36.4	32.8	38.5	36.9	35.2	42.5
Sex OK if people like each other	54.6	50.5	54.2	55.1	50.8	45.2	50.2	•••	•••	54.3	44.7	47.9
Marijuana should be legalized	23.8	38.2	32.5	43.4	38.6	33.7	40.3	40.0	37.8	33.4	36.7	39.9
Prohibit homosexual relations	30.5	26.8	21.5	25.7	17.6	18.2	16.4	14.7	17.8	16.5	31.2	22.3
Fed govt do more to control handguns	84.6	87.7	88.8	83.4	87.9	87.8	85.0	86.4	79.7	89.2	79.9	82.4
Racial discrimination no longer problem	16.6	16.5	18.3	29.7	20.8	17.3	17.3	18.5	23.1	13.9	21.7	19.6
Individual can do little to change society	28.9	37.6	33.5	43.2	35.4	29.8	29.0	31.6	32.5	24.8	25.9	22.5
Wealthy should pay more taxes	•••	68.2	63.9	58.2	59.8	55.9	61.5	58.9	62.5	63.8	56.7	53.0
Prohibit racist/sexist speech	•••	66.1	69.4	63.9	62.5	65.6	64.1	62.6	58.4	59.2	60.7	57.7
Legal status for same sex couple	•••	•••	•••	61.1	71.0	70.3	72.1	71.4	70.7	73.0	55.2	64.1
Affirmative action should be abolished	•••	•••	49.8	52.6	44.2	43.8	48.4	47.1	51.2	46.5	47.7	56.7
Activities of a married woman are best confined to the home	•••	•••	17.8	29.5	33.6	23.0	24.4	25.2	22.7	19.1	21.1	15.8
Federal military spending should be increased	•••	•••	•••	•••	•••	•••	•••	44.1	35.7	26.6	35.4	30.5
Colleges have the right to ban extreme speakers	•••	•••	•••	•••	•••	•••	•••	•••	•••	46.9	44.2	41.7
<b>Political View</b>												
Far left	2.1	4.5	4.4	5.6	2.7	3.2	3.5	2.1	3.2	2.8	3.8	3.7
Liberal	32.9	26.4	26.0	29.2	27.5	33.6	31.0	28.4	27.0	32.7	26.6	32.9
Middle of the road	49.7	53.7	54.2	49.7	60.1	52.3	53.8	53.7	53.4	50.1	44.4	38.9
Conservative	14.5	13.8	14.5	13.7	8.6	9.6	10.4	14.9	15.2	13.8	22.8	22.7
Far right	0.9	1.6	0.9	1.9	1.2	1.2	1.3	0.9	1.3	0.6	2.4	1.8

NAME: FIRST MI LAST When were you born?  
 ADDRESS: Month (01-12) Day (01-31) Year  
 CITY: STATE: ZIP: PHONE: - -

2004 STUDENT INFORMATION FORM

MARKING DIRECTIONS

Your responses will be read by an optical mark reader. Please,

- Use a pencil or black or blue pen.
- Fill in the oval completely.
- Erase cleanly any marks you wish to change or "X" out mark if in pen.

CORRECT MARK INCORRECT MARKS

PLEASE PROVIDE YOUR ID NUMBER (as instructed)										Mark here if directed		
										GROUP CODE A	GROUP CODE B	
0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9

1. Your sex:  Male  Female
2. How old will you be on December 31 of this year? (Mark one)
- 16 or younger...  21-24 .....
- 17 .....  25-29 .....
- 18 .....  30-39 .....
- 19 .....  40-54 .....
- 20 .....  55 or older ..
3. Is English your native language?  
 Yes  No
4. In what year did you graduate from high school? (Mark one)
- 2004 .....  Did not graduate but passed G.E.D. test.
- 2003 .....
- 2002 .....  Never completed high school .....
- 2001 or earlier.
5. Are you enrolled (or enrolling) as a: (Mark one) Full-time student? ..
- Part-time student? ..
6. How many miles is this college from your permanent home? (Mark one)
- 5 or less  11-50  101-500
- 6-10  51-100  Over 500
7. What was your average grade in high school? (Mark one)
- A or A+  B  C
- A-  B-  D
- B+  C+

8. From what kind of secondary school did you graduate? (Mark one)
- Public school (not charter or magnet)
- Public charter school
- Public magnet school
- Private religious/parochial school
- Private independent college-prep school
- Home school
9. What were your scores on the SAT I and/or ACT?
- SAT VERBAL ..... 

- SAT MATH ..... 

- ACT Composite ..... 


10. Citizenship status:
- U.S. citizen
- Permanent resident (green card)
- Neither
11. Prior to this term, have you ever taken courses for credit at this institution?  
 Yes  No
12. Since leaving high school, have you ever taken courses at any other institution? (Mark all that apply in each column)
- |   |                       |                       |                       |
|---|-----------------------|-----------------------|-----------------------|
|   |                       | For Credit            | Not for Credit        |
| Yes, at a community/junior college ..   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Yes, at a 4-yr. college or university ..  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Yes, at some other postsecondary school (For example, technical, vocational, business) .. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

13. During the last year of high school what proportion of the time did you live with: (Mark one in each row)
- |                      |                         |                         |                         |                         |
|----------------------|-------------------------|-------------------------|-------------------------|-------------------------|
|                      | All                     | Most                    | Some                    | None                    |
| Mother .....         | <input type="radio"/> A | <input type="radio"/> M | <input type="radio"/> S | <input type="radio"/> N |
| Father .....         | <input type="radio"/> A | <input type="radio"/> M | <input type="radio"/> S | <input type="radio"/> N |
| Stepmother .....     | <input type="radio"/> A | <input type="radio"/> M | <input type="radio"/> S | <input type="radio"/> N |
| Stepfather .....     | <input type="radio"/> A | <input type="radio"/> M | <input type="radio"/> S | <input type="radio"/> N |
| Grandparent .....    | <input type="radio"/> A | <input type="radio"/> M | <input type="radio"/> S | <input type="radio"/> N |
| Legal guardian ..... | <input type="radio"/> A | <input type="radio"/> M | <input type="radio"/> S | <input type="radio"/> N |
| Other adult(s) ..... | <input type="radio"/> A | <input type="radio"/> M | <input type="radio"/> S | <input type="radio"/> N |

14. Where do you plan to live during the fall term? (Mark one)
- With my family or other relatives .....
- Other private home, apartment or room ....
- College residence hall .....
- Fraternity or sorority house .....
- Other campus student housing .....
- Other .....

15. Is this college your: (Mark one)
- First choice? .....  Less than third choice? .....
- Second choice? ...  Third choice? .....
16. To how many colleges other than this one did you apply for admission this year?
- None  1  4  7-10
- 2  5  11 or more
- 3  6

17. During high school (grades 9-12) how many years did you study each of the following subjects? (Mark one for each item)
- |                       |                       |                       |                       |                       |                       |                       |                       |
|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
|                       | None                  | 1/2                   | 1                     | 2                     | 3                     | 4                     | 5 or more             |
| English .....         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Mathematics .....     | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Foreign Language ..   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Physical Science ..   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Biological Science .. | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| History/Am. Govt. ..  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Computer Science ..   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Arts and/or Music ..  | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

18. Do you have a disability? (Mark all that apply)
- None .....
- Hearing .....
- Speech .....
- Orthopedic .....
- Learning disability ..
- Health-related .....
- Partially sighted or blind .....
- Other .....

19. What is the highest academic degree that you intend to obtain? (Mark one in each column)
- |  |                       |                       |                                 |
|--|-----------------------|-----------------------|---------------------------------|
|  | None                  | Highest Planned       | Highest Planned At This College |
| None .....                                 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>           |
| Vocational certificate .....               | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>           |
| Associate (A.A. or equivalent) .....       | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>           |
| Bachelor's degree (B.A., B.S., etc.) ..... | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>           |
| Master's degree (M.A., M.S., etc.) .....   | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>           |
| Ph.D. or Ed.D. ....                        | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>           |
| M.D., D.O., D.D.S., or D.V.M. ....         | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>           |
| J.D. (Law) .....                           | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>           |
| B.D. or M.DIV. (Divinity) .....            | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>           |
| Other .....                                | <input type="radio"/> | <input type="radio"/> | <input type="radio"/>           |

20. Are your parents: (Mark one)
- Both alive and living with each other? ..
- Both alive, divorced or living apart? ....
- One or both deceased? .....

21. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from each of the sources listed below? (Mark one answer for each possible source)

	None	Less than \$1,000	\$1,000-2,999	\$3,000-5,999	\$6,000-9,999	\$10,000+
Family resources (parents, relatives, spouse, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My own resources (savings from work, work-study, other income)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which need <u>not</u> be repaid (grants, scholarships, military funding, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Aid which <u>must</u> be repaid (loans, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other than above	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

22. What is your best estimate of your parents' total income last year? Consider income from all sources before taxes. (Mark one)

<input type="radio"/> Less than \$10,000	<input type="radio"/> \$50,000-59,999
<input type="radio"/> \$10,000-14,999	<input type="radio"/> \$60,000-74,999
<input type="radio"/> \$15,000-19,999	<input type="radio"/> \$75,000-99,999
<input type="radio"/> \$20,000-24,999	<input type="radio"/> \$100,000-149,999
<input type="radio"/> \$25,000-29,999	<input type="radio"/> \$150,000-199,999
<input type="radio"/> \$30,000-39,999	<input type="radio"/> \$200,000-249,999
<input type="radio"/> \$40,000-49,999	<input type="radio"/> \$250,000 or more

23. Current religious preference: (Mark one in each column)

	Yours	Father's	Mother's
Baptist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Buddhist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Church of Christ	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Eastern Orthodox	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Episcopalian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Hindu	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Islamic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Jewish	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
LDS (Mormon)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Lutheran	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Methodist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Presbyterian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quaker	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Roman Catholic	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Seventh Day Adventist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Unitarian/Universalist	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
United Church of Christ/Congregational	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Christian	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Other Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
None	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

24. Do you consider yourself a Born-Again Christian?

Yes  No

25. Please indicate your ethnic background. (Mark all that apply)

White/Caucasian	<input type="checkbox"/>
African American/Black	<input type="checkbox"/>
American Indian/Alaska Native	<input type="checkbox"/>
Asian American/Asian	<input type="checkbox"/>
Native Hawaiian/Pacific Islander	<input type="checkbox"/>
Mexican American/Chicano	<input type="checkbox"/>
Puerto Rican	<input type="checkbox"/>
Other Latino	<input type="checkbox"/>
Other	<input type="checkbox"/>

26. For the activities below, indicate which ones you did during the past year. If you engaged in an activity frequently, mark (F). If you engaged in an activity one or more times, but not frequently, mark (O) (Occasionally). Mark (N) (Not at all) if you have not performed the activity during the past year. (Mark one for each item)

	Frequently	Occasionally	Not at all
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was bored in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in organized demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Was a guest in a teacher's home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all I had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Asked a teacher for advice after class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Voted in a student election	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Came late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet for research or homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as part of a class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a personal computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion/spirituality:			
In class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With friends	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
With family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintained a healthy diet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Stayed up all night	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Missed school because of illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

27. For each item, please mark Yes or No:

Did your high school require community service for graduation?	Yes	No
	<input type="radio"/>	<input type="radio"/>
Have you participated in:		
A summer research program?	<input type="radio"/>	<input type="radio"/>
A health science research program sponsored by a university?	<input type="radio"/>	<input type="radio"/>

28. What is the highest level of formal education obtained by your parents? (Mark one in each column)

	Father	Mother
Grammar school or less	<input type="radio"/>	<input type="radio"/>
Some high school	<input type="radio"/>	<input type="radio"/>
High school graduate	<input type="radio"/>	<input type="radio"/>
Postsecondary school other than college	<input type="radio"/>	<input type="radio"/>
Some college	<input type="radio"/>	<input type="radio"/>
College degree	<input type="radio"/>	<input type="radio"/>
Some graduate school	<input type="radio"/>	<input type="radio"/>
Graduate degree	<input type="radio"/>	<input type="radio"/>

29. In deciding to go to college, how important to you was each of the following reasons?

(Mark one answer for each possible reason)

	Very Important	Somewhat Important	Not Important
My parents wanted me to go	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I could not find a job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Wanted to get away from home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to get a better job	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To gain a general education and appreciation of ideas	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There was nothing better to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To make me a more cultured person	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To be able to make more money	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To learn more about things that interest me	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To prepare myself for graduate or professional school	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To get training for a specific career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To find my purpose in life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. How would you characterize your political views? (Mark one)

Far left  
 Liberal  
 Middle-of-the-road  
 Conservative  
 Far right

31. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compassion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Courage	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forgiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generosity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Kindness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religiousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Time management	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**32. Mark only three responses, one in each column.**

- (M) Your mother's occupation  
(F) Your father's occupation  
(Y) Your probable career occupation
- NOTE: If your father or mother is deceased, please indicate his or her last occupation.**
- Accountant or actuary ..... (Y) (F) (M)
  - Actor or entertainer ..... (Y) (F) (M)
  - Architect or urban planner ..... (Y) (F) (M)
  - Artist ..... (Y) (F) (M)
  - Business (clerical) ..... (Y) (F) (M)
  - Business executive (management, administrator) ... (Y) (F) (M)
  - Business owner or proprietor ..... (Y) (F) (M)
  - Business salesperson or buyer ... (Y) (F) (M)
  - Clergy (minister, priest) ..... (Y) (F) (M)
  - Clergy (other religious) ..... (Y) (F) (M)
  - Clinical psychologist ..... (Y) (F) (M)
  - College administrator/staff ..... (Y) (F) (M)
  - College teacher ..... (Y) (F) (M)
  - Computer programmer or analyst ..... (Y) (F) (M)
  - Conservationist or forester ..... (Y) (F) (M)
  - Dentist (including orthodontist) ... (Y) (F) (M)
  - Dietitian or nutritionist ..... (Y) (F) (M)
  - Engineer ..... (Y) (F) (M)
  - Farmer or rancher ..... (Y) (F) (M)
  - Foreign service worker (including diplomat) ..... (Y) (F) (M)
  - Homemaker (full-time) ..... (Y) (F) (M)
  - Interior decorator (including designer) ... (Y) (F) (M)
  - Lab technician or hygienist ..... (Y) (F) (M)
  - Law enforcement officer ..... (Y) (F) (M)
  - Lawyer (attorney) or judge ..... (Y) (F) (M)
  - Military service (career) ..... (Y) (F) (M)
  - Musician (performer, composer) ... (Y) (F) (M)
  - Nurse ..... (Y) (F) (M)
  - Optometrist ..... (Y) (F) (M)
  - Pharmacist ..... (Y) (F) (M)
  - Physician ..... (Y) (F) (M)
  - Policymaker/Government ..... (Y) (F) (M)
  - School counselor ..... (Y) (F) (M)
  - School principal or superintendent ... (Y) (F) (M)
  - Scientific researcher ..... (Y) (F) (M)
  - Social, welfare or recreation worker ... (Y) (F) (M)
  - Therapist (physical, occupational, speech) ..... (Y) (F) (M)
  - Teacher or administrator (elementary) ..... (Y) (F) (M)
  - Teacher or administrator (secondary) ..... (Y) (F) (M)
  - Veterinarian ..... (Y) (F) (M)
  - Writer or journalist ..... (Y) (F) (M)
  - Skilled trades ..... (Y) (F) (M)
  - Laborer (unskilled) ..... (Y) (F) (M)
  - Semi-skilled worker ..... (Y) (F) (M)
  - Unemployed ..... (Y) (F) (M)
  - Other ..... (Y) (F) (M)
  - Undecided ..... (Y)

**33. Mark one in each row:**

- 1 Disagree Strongly  
2 Disagree Somewhat  
3 Agree Somewhat  
4 Agree Strongly
- There is too much concern in the courts for the rights of criminals ..... (4) (3) (2) (1)
  - Abortion should be legal ..... (4) (3) (2) (1)
  - The death penalty should be abolished ..... (4) (3) (2) (1)
  - Marijuana should be legalized ..... (4) (3) (2) (1)
  - It is important to have laws prohibiting homosexual relationships ..... (4) (3) (2) (1)
  - Racial discrimination is no longer a major problem in America ..... (4) (3) (2) (1)
  - Realistically, an individual can do little to bring about changes in our society ..... (4) (3) (2) (1)
  - Wealthy people should pay a larger share of taxes than they do now ..... (4) (3) (2) (1)
  - Colleges should prohibit racist/sexist speech on campus ..... (4) (3) (2) (1)
  - Same-sex couples should have the right to legal marital status ..... (4) (3) (2) (1)
  - Affirmative action in college admissions should be abolished ..... (4) (3) (2) (1)
  - The activities of married women are best confined to the home and family ..... (4) (3) (2) (1)
  - Federal military spending should be increased ..... (4) (3) (2) (1)
  - Colleges have the right to ban extreme speakers ..... (4) (3) (2) (1)
  - If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time ..... (4) (3) (2) (1)
  - The federal government should do more to control the sale of handguns ..... (4) (3) (2) (1)

**34. Below is a list of community service/volunteer activities. Indicate which of these you participated in during high school. (Mark all that apply)**

- |   |  |   |
|---|--|---|
| None ..... <input type="checkbox"/>                     | Elder care ..... <input type="checkbox"/>                | Community improvement/construction ..... <input type="checkbox"/> |
| Tutoring/teaching ..... <input type="checkbox"/>        | Hospital work ..... <input type="checkbox"/>             | Conflict mediation ..... <input type="checkbox"/>                 |
| Counseling/mentoring ..... <input type="checkbox"/>     | Substance abuse education ..... <input type="checkbox"/> | Service to my religious community ..... <input type="checkbox"/>  |
| Environmental activities ..... <input type="checkbox"/> | Other health education ..... <input type="checkbox"/>    | Other community service ..... <input type="checkbox"/>            |
| Child care ..... <input type="checkbox"/>               | Services to the homeless ..... <input type="checkbox"/>  |   |

**35. During your last year in high school, how much time did you spend during a typical week doing the following activities?**

Hours per week:	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Socializing with friends ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Talking with teachers outside of class ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Exercise or sports ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Partying ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Working (for pay) ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Volunteer work ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Student clubs/groups ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Watching TV ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Household/childcare duties ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Reading for pleasure ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Playing video/computer games ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Prayer/meditation ...	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**36. Do you have any concern about your ability to finance your college education? (Mark one)**

- None (I am confident that I will have sufficient funds) .....
- Some (but I probably will have enough funds) ...
- Major (not sure I will have enough funds to complete college) .....

**37. Below are some reasons that might have influenced your decision to attend this particular college. How important was each reason in your decision to come here? (Mark one answer for each possible reason)**

- |  | Very Important | Somewhat Important | Not Important |
|--|----------------|--------------------|---------------|
| My relatives wanted me to come here ...  | (V)            | (S)                | (N)           |
| My teacher advised me ...  | (V)            | (S)                | (N)           |
| This college has a very good academic reputation ...                             | (V)            | (S)                | (N)           |
| This college has a good reputation for its social activities ...                 | (V)            | (S)                | (N)           |
| I was offered financial assistance ...   | (V)            | (S)                | (N)           |
| The cost of attending this college ...   | (V)            | (S)                | (N)           |
| High school counselor advised me ...   | (V)            | (S)                | (N)           |
| Private college counselor advised me ...   | (V)            | (S)                | (N)           |
| I wanted to live near home ...   | (V)            | (S)                | (N)           |
| Not offered aid by first choice ...  | (V)            | (S)                | (N)           |
| This college's graduates gain admission to top graduate/professional schools ... | (V)            | (S)                | (N)           |
| This college's graduates get good jobs ...                                       | (V)            | (S)                | (N)           |
| I was attracted by the religious affiliation/orientation of the college ...      | (V)            | (S)                | (N)           |
| I wanted to go to a school about the size of this college ...                    | (V)            | (S)                | (N)           |
| Rankings in national magazines ...   | (V)            | (S)                | (N)           |
| Information from a website ...   | (V)            | (S)                | (N)           |
| I was admitted through an Early Action or Early Decision program ...             | (V)            | (S)                | (N)           |
| A visit to the campus ...  | (V)            | (S)                | (N)           |

38. Below is a list of different undergraduate major fields grouped into general categories. Mark only one oval to indicate your probable field of study.

**ARTS AND HUMANITIES**

- Art, fine and applied ..... ①
- English (language and literature) ..... ②
- History ..... ③
- Journalism ..... ④
- Language and Literature (except English) ..... ⑤
- Music ..... ⑥
- Philosophy ..... ⑦
- Speech ..... ⑧
- Theater or Drama ..... ⑨
- Theology or Religion ..... ⑩
- Other Arts and Humanities ..... ⑪

**BIOLOGICAL SCIENCE**

- Biology (general) ..... ⑫
- Biochemistry or Biophysics ..... ⑬
- Botany ..... ⑭
- Environmental Science ..... ⑮
- Marine (Life) Science ..... ⑯
- Microbiology or Bacteriology ..... ⑰
- Zoology ..... ⑱
- Other Biological Science ..... ⑲

**BUSINESS**

- Accounting ..... ⑳
- Business Admin. (general) ..... ㉑
- Finance ..... ㉒
- International Business ..... ㉓
- Marketing ..... ㉔
- Management ..... ㉕
- Secretarial Studies ..... ㉖
- Other Business ..... ㉗

**EDUCATION**

- Business Education ..... ㉘
- Elementary Education ..... ㉙
- Music or Art Education ..... ㉚
- Physical Education or Recreation ..... ㉛
- Secondary Education ..... ㉜
- Special Education ..... ㉝
- Other Education ..... ㉞

**ENGINEERING**

- Aeronautical or Astronautical Eng. .... ㉟
- Civil Engineering ..... ㊱
- Chemical Engineering ..... ㊲
- Computer Engineering ..... ㊳
- Electrical or Electronic Engineering ..... ㊴
- Industrial Engineering ..... ㊵
- Mechanical Engineering ..... ㊶
- Other Engineering ..... ㊷

**PHYSICAL SCIENCE**

- Astronomy ..... ㊸
- Atmospheric Science (incl. Meteorology) ..... ㊹
- Chemistry ..... ㊺
- Earth Science ..... ㊻
- Marine Science (incl. Oceanography) ..... ㊼
- Mathematics ..... ㊽
- Physics ..... ㊾
- Statistics ..... ㊿
- Other Physical Science ..... ①

**PROFESSIONAL**

- Architecture or Urban Planning ..... ②
- Home Economics ..... ③
- Health Technology (medical, dental, laboratory) ..... ④
- Library or Archival Science ..... ⑤
- Medicine, Dentistry, Veterinary Medicine ..... ⑥
- Nursing ..... ⑦
- Pharmacy ..... ⑧
- Therapy (occupational, physical, speech) ..... ⑨
- Other Professional ..... ⑩

**SOCIAL SCIENCE**

- Anthropology ..... ⑪
- Economics ..... ⑫
- Ethnic Studies ..... ⑬
- Geography ..... ⑭
- Political Science (gov't., international relations) ..... ⑮
- Psychology ..... ⑯
- Social Work ..... ⑰
- Sociology ..... ⑱
- Women's Studies ..... ⑲
- Other Social Science ..... ⑳

**TECHNICAL**

- Building Trades ..... ㉑
- Data Processing or Computer Programming ..... ㉒
- Drafting or Design ..... ㉓
- Electronics ..... ㉔
- Mechanics ..... ㉕
- Other Technical ..... ㉖

**OTHER FIELDS**

- Agriculture ..... ㉗
- Communications ..... ㉘
- Computer Science ..... ㉙
- Forestry ..... ㉚
- Kinesiology ..... ㉛
- Law Enforcement ..... ㉜
- Military Science ..... ㉝
- Other Field ..... ㉞
- Undecided ..... ㉟

39. Please indicate the importance to you personally of each of the following: (Mark one for each item)

N Not Important  
 S Somewhat Important  
 V Very Important  
 E Essential

Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority in my field	E	V	S	N
Obtaining recognition from my colleagues for contributions to my special field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Becoming successful in a business of my own	E	V	S	N
Becoming involved in programs to clean up the environment	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Participating in a community action program	E	V	S	N
Helping to promote racial understanding	E	V	S	N
Keeping up to date with political affairs	E	V	S	N
Becoming a community leader	E	V	S	N
Integrating spirituality into my life	E	V	S	N
Improving my understanding of other countries and cultures	E	V	S	N
Working to find a cure to a health problem	E	V	S	N

40. What is your best guess as to the chances that you will: (Mark one for each item)

N No Chance  
 L Very Little Chance  
 S Some Chance  
 V Very Good Chance

Change major field?	V	S	L	N
Change career choice?	V	S	L	N
Participate in student government?	V	S	L	N
Get a job to help pay for college expenses?	V	S	L	N
Work full-time while attending college?	V	S	L	N
Join a social fraternity or sorority?	V	S	L	N
Play varsity/intercollegiate athletics?	V	S	L	N
Make at least a "B" average?	V	S	L	N
Participate in student protests or demonstrations?	V	S	L	N
Transfer to another college before graduating?	V	S	L	N
Be satisfied with your college?	V	S	L	N
Participate in volunteer or community service work?	V	S	L	N
Seek personal counseling?	V	S	L	N
Communicate regularly with your professors?	V	S	L	N
Socialize with someone of another racial/ethnic group?	V	S	L	N
Participate in student clubs/groups?	V	S	L	N
Strengthen your religious beliefs/convictions?	V	S	L	N
Participate in a study abroad program?	V	S	L	N

41. How important is it to you that this college: (Mark one for each item)

N Not Important  
 S Somewhat Important  
 V Very Important  
 E Essential

Helps you develop your ability to think critically	E	V	S	N
Prepares you for employment after college	E	V	S	N
Prepares you for graduate or advanced education	E	V	S	N
Provides for your emotional development	E	V	S	N
Helps you develop your personal values	E	V	S	N
Enhances your self-understanding	E	V	S	N
Prepares you for responsible citizenship	E	V	S	N
Encourages personal expression of spirituality	E	V	S	N
Respects diverse perspectives	E	V	S	N