

ADELPHI UNIVERSITY



Results of the Your First College Year (YFCY) Survey - Spring 2006

*Office of Research, Assessment and Planning
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The 2006 Your First College Year (YFCY) Survey

Introduction

In the spring of 2006, Adelphi participated in the Your First College Year (YFCY) survey, administered to incoming freshmen by the Higher Education Research Institute (HERI) at UCLA. HERI also administers the Cooperative Institutional Research Program (CIRP) survey in which Adelphi has participated for many years. The YFCY survey is designed to help institutions evaluate and improve the experiences of first-year students. Moreover, when the YFCY is used in conjunction with the CIRP, a comparative longitudinal assessment of first-year students at both the beginning and end of their freshman year can be undertaken.

The 2006¹ YFCY survey utilized a combination of online and paper administrations; paper surveys were mailed to all online non-respondents. Almost 33,000 students representing 117 four-year institutions responded to the survey. At Adelphi, 72 of the 616 fall 2005 Adelphi freshmen who were still enrolled in spring 2006 (excluding ABLE) responded, representing a 12% response rate².

The responses of Adelphi freshmen were compared to those of first-year students from all private universities, as well as from freshmen at all of the institutions that participated in the survey. Subsequently, the results from the 51 Adelphi freshmen who were identified³ as participants in both the CIRP and the YFCY surveys were analyzed to ascertain how their responses changed over the course of the students' first year in college.

The results of this study should be viewed cautiously, because the small number of respondents may not be representative of Adelphi freshmen. A comparison of the YFCY survey respondents' self-identified characteristics on the survey with the spring 2006 freshmen data on Adelphi's administrative system⁴ indicates that women, commuters, and Honors students were probably overrepresented in the respondents group (Table 1).

Highlights

I. Spring 2006 responses (Table 2)

Demographics

- Overall, Adelphi respondents were more ethnically diverse than those of the comparative institutions, in that almost one-third of Adelphi's freshmen are minority students compared to about one-fifth of the national comparison groups.
- A considerably larger proportion of Adelphi respondents were women (79%) compared to the respondents nationally (57% at private universities and 60% of all participants).

¹ Adelphi also participated in the survey in spring 2003, sending it to students' emails. The 2003 results, however, were not used because the response rate was too low (33 out of the 578 students surveyed responded, a response rate of 6 percent), probably because many students at that time did not use Adelphi email.

² While this response rate is low, it is only slightly lower than the response rates of the other participating institutions (ranging from 14% to 21%).

³ Some respondents did not provide their ID as requested in the survey.

⁴ Because of missing IDs, most YFCY respondents could not be identified on Adelphi's administrative system.

- A higher proportion of Adelphi's freshmen (13%) reported that their native language is not English compared to those at private universities and all colleges (6% at each).
- Less than half (47%) of Adelphi's freshmen lived in a residence hall/special interest housing. In comparison, 90 percent of private university respondents and 81 percent of all respondents lived in a residence hall.

Student Satisfaction in the First Year

- About three-quarters of Adelphi respondents were satisfied with their overall college (73%) and academic experiences (75%) – slightly lower proportions than their peers nationally (77% of the comparison groups were satisfied with their college experience; 81% at private universities and 77% overall were satisfied with their academic experiences). Similarly, more private university and all college freshmen indicated they would definitely or probably choose their college again (82% and 78%, respectively) compared to just over two-thirds (68%) of Adelphi respondents. Nonetheless, a solid 90 percent of Adelphi freshmen thought that they would attend Adelphi the following fall semester (compared to 91% overall and 94% at private universities).
- Similar proportions of students in all groups agreed that faculty were interested in their academic problems (90% at Adelphi, 88% at private universities and 86% overall) and their personal problems (60% for all groups). However, while 66 percent of private university respondents and 62 percent of all participants agreed that the staff was interested in their personal problems, only 39 percent of Adelphi freshmen felt the same. Similarly, a smaller proportion of Adelphi respondents agreed that staff was interested in their academic problems (60% at Adelphi, 76% at the other groups). However, it cannot be determined from the wording of the survey question whether “staff” comprises office staff or administrators, or both.
- In regard to campus services and facilities, Adelphi students felt most satisfied with their internet access, computer and library facilities. They were least satisfied with their recreational facilities, psychological counseling services, and financial aid services.
- For most of the relevant items, Adelphi's freshmen responses were comparable to those of their peers. However, there were several exceptions. Most notably, whereas only 38 percent of Adelphi freshmen reported being satisfied or very satisfied with the recreational facilities, 73 percent of private university freshmen and 67 percent of all college freshmen indicated satisfaction. Adelphi students were also considerably less satisfied with their housing facilities (44% at Adelphi, at 59% at private universities and 53% overall) and their classroom facilities (67% at Adelphi, 78% at private universities and 74% overall).
- Adelphi freshmen were more satisfied with their internet access (82% compared to 72% at private universities and 74% overall) and the quality of their computer training (63%, 54% at private universities and 55% overall). Adelphi's freshmen were also satisfied with campus security and were far less likely to feel unsafe on campus (8%) than those in the comparison groups (15% and 19%, respectively).

Academic Experience

- Overall, Adelphi respondents were satisfied with the quality of their faculty and courses. Encouragingly, more Adelphi students reported that their courses inspired them to think in new ways (94% compared to 88% at private universities and 87% overall); were satisfied with their class size (85% compared to 78% at private universities and 77% overall), and the relevance of their courses to everyday life (60% compared to 54% in the other two groups) and to career plans (70% compared to 60% at private universities and 62% overall). Furthermore, they communicated more regularly with their professors (53% compared to 41% in private universities and 43% overall) and received less negative feedback from them about their academic work (30% compared to 47% at private universities and 44% overall).
- For the most part, Adelphi freshmen have better study habits than their peers. A smaller proportion turned course assignments in late (23% compared to 33% at private universities and 38% overall), or turned in course assignments that did not reflect their best work (69% at Adelphi, 80% in the comparison groups). Moreover, about half (54%) of Adelphi freshmen skipped class, compared to 74 percent at private universities and 71 percent at all colleges. Additionally, 37 percent witnessed academic cheating compared to almost half of their national peers (48 % at private universities and 45% overall).
- Adelphi freshmen were also considerably less likely to be tutored (21%) than freshmen at private universities (42%) and all participants (39%), and more likely to enroll in Honors courses (25% at Adelphi, 13% at the comparison groups). Adelphi respondents also received higher grades: 65 percent reported a current average of A, A-, or B+ compared to 59 percent and 50 percent of the comparison groups. Interestingly, competition among students for high grades is less intense at Adelphi (47%, compared to 61% at private universities and 50% overall). These results may be attributable to the overrepresentation of Honors students in the Adelphi sample.
- Somewhat surprisingly, in light of the previously mentioned findings, Adelphi freshmen spent less time studying or doing homework: 21 percent of Adelphi freshmen and 28 percent colleges allocated more than 10 hours a week for these tasks compared to 42 percent of private university freshmen.
- Adelphi freshmen were less satisfied with opportunities for community service (46%, 67% at private universities and 56% overall), and fewer of them reported that community service was part of class (19% compared to 25% at private universities and 32% overall).

Student Adjustment to College

- The vast majority of freshmen (over 80%) at all participating institutions found it relatively easy to understand their professors; adjust to the academic demands of college, and utilize campus services. They found it slightly harder, though, to develop effective study skills and manage their time effectively (60-70% found it easy).
- As a result of the large number of commuters, Adelphi freshmen were less likely to feel homesick (56% at Adelphi, 68% at private universities, 64% overall); on the other hand, they reported feeling more isolated from campus life (69% at Adelphi, 46% at private universities and 44% overall).
- Adelphi students also reported adjusting more easily to the academic demands of college (75% at Adelphi, 61% at private universities, 64% overall). Additionally, a considerably higher proportion of them had taken a freshmen course designed to help students adjust to college (74% at Adelphi, 40% at private universities and 48% overall).

Job and Family Responsibilities

- Adelphi freshmen spent significantly more time working than their national peers. Almost half (45%) of Adelphi's freshmen worked 6 or more hours a week off campus compared to only 10 percent of private university respondents and 20 percent of all participants. Moreover, 11 percent reported working full-time while attending college compared to 3 percent of private university freshmen and 6 percent overall.
- Adelphi's freshmen dedicated much more time to household/childcare than their peers: Only one-third (32%) had no household/childcare duties compared to 70 percent at private universities and 64 percent overall. It is possible, however, that because a considerable number of Adelphi respondents live at home, they may be referring to household chores they are expected to do.
- It is clear that the larger magnitude of the off campus responsibilities of Adelphi freshmen interfered with their schoolwork and on campus social activities – 58 percent of Adelphi's freshmen felt that their job responsibilities interfered with their schoolwork and 43 percent indicated that family responsibilities interfered with their schoolwork compared to about a third of their national counterparts.

Diversity

One of the most notable differences between Adelphi's respondents and their national counterparts concerns reporting a campus atmosphere which encourages and promotes diversity. These results are strengthened by similar findings in the NSSE surveys which also compare the experiences of Adelphi freshmen to their peers nationally.

- Adelphi freshmen are far more satisfied with the level of respect for the expression of diverse beliefs (81%) than freshmen at private universities and all colleges (67% and 66%, respectively). Furthermore, while about a fifth of their national counterparts indicate that there is a lot of racial tension on their campuses, only a tenth of Adelphi freshmen feel this way (10% at Adelphi, 23% at private universities, 20% overall).
- Only 4 percent of Adelphi respondents reported being singled out in class because of their race/ethnicity or sex compared to about 10 percent nationally (national responses ranged from 9% to 13%). Also, fewer Adelphi freshmen indicated that faculty expressed racial or sexual stereotyping.
- Adelphi freshmen also frequently socialized with diverse ethnic groups at a higher rate than their counterparts (78% compared to 69% at private universities and 61% overall), and more often had meaningful and honest conversations (41% at Adelphi, 39% at private universities and 31% overall) and shared personal feelings with students from a different racial/ethnic group (50%) than at private universities and all participants (47% and 38%, respectively).

Personal Challenges and Social Interaction

- Adelphi freshmen and their national peers spent a similar amount of time on reading for pleasure and playing video/computer games. However, Adelphi freshmen were far less likely to party than their peers – 65 percent of Adelphi freshmen spent 2 or fewer hours per week (combination of none, less than 1 hour, and 1-2 hours) partying compared to 44 percent at private universities and 51 percent of all participants.
- Furthermore, while only 19 percent of Adelphi respondents reported having had five or more alcoholic drinks in a row during the past two weeks, rates among the comparison groups were considerably higher (46% at private universities and 44% overall).

- Adelphi freshmen also reported substantially less involvement in physical activities, as evidenced by their lower participation in intramural sports (20% compared to 49% in private universities and 39% overall); also, one-third spent less than one hour a week exercising or engaging in sports, as compared to 15 percent of private university freshmen and 18 percent overall. Moreover, only a third of Adelphi freshmen reported their physical health as being at least above average compared to about half of their national peers.

II. Change Over the First Year of College (Table 3)

Students' responses when entering college as freshmen in fall 2005 were compared with their responses in spring 2006, after having been enrolled in college for more than a semester. Even though the sample is small (n=51) and might not be representative of all Adelphi's freshmen, the results remain important indicators of changes in initial expectations and attitudes students undergo in their first year of college.

- All spring 2006 respondents (Adelphi's and peers) reported less intensity in their drive to achieve, and fewer reported receiving A and B+ grades than they had anticipated in the fall. The spring results also denote declines regarding the tutoring of other students, volunteer work, and engaging in community service as part of class and involvement in religious activities. The frequencies of political discussions in class and with family also dropped.
- On the personal level, all respondents reported declines since the previous fall in physical health as well as the amount time spent exercising, reading for pleasure, playing musical instruments, and participating in student clubs and groups. All respondents also reported increased feelings of being overwhelmed.
- Adelphi students' drinking habits were notably (and positively) different from those of their peers, showing declines in alcohol consumption (a drop of 8% for beer and 4% for liquor) while their national counterparts reported increased drinking (18% for beer and 16% for liquor at private universities; 14% for beer and 13% for liquor for all participants).
- Respondents at Adelphi exhibited more engagement in their academic and social environments compared to the comparison groups: In contrast to their national peers who reported feeling more bored in class (4-6% increase) and coming late to class (4-8% increase), fewer Adelphi respondents felt bored in class (6% decrease) or reported coming late to class (8% decrease).
- Adelphi respondents spent less time socializing with friends (over 20 hours per week decreased by 16% at Adelphi while increasing 4-7% among the comparison groups), which is probably attributable to the heavier load of personal responsibilities of Adelphi students. Further, while the proportion of comparison group respondents who partied less than one hour a week decreased (by 15% at private universities and 9% overall), this proportion increased 22% among Adelphi students.
- A larger share of Adelphi students considered becoming successful in a business of their own important (12% increase) than private university freshmen and all participants (5% and 2%, respectively), thereby expanding the initial gap between these groups (57% Adelphi, 40-42% of its national peers).
- Initially the proportion of Adelphi freshmen who considered promoting racial understanding important was larger than those of the comparison groups, but it dropped by 4 percent while increasing 11% among the comparison groups. However, this finding may result from the greater campus racial tension reported by the comparison groups than by Adelphi freshmen.

Strategic Planning Goals

Despite its low response rate, YFCY outcomes may be useful for gauging Adelphi's success in reaching its strategic planning goals. The goals related to YFCY findings are listed below; each is briefly addressed with the relevant survey results.

Improve quality of education

- Adelphi freshmen are satisfied with their academic experience, frequently at higher rates than their peers nationally. Also, more Adelphi students reported that their courses inspired them to think in new ways than their national counterparts.
- Still, freshmen evaluation of their overall academic experience was slightly lower than that of their national counterparts.

Build global and participatory citizenship

- The YFCY findings revealed a significant level of dissatisfaction among Adelphi freshmen regarding opportunities for community service, thereby indicating a strong need for the university to increase community service opportunities.

Enhance students overall experience

- Adelphi freshmen expressed far more positive feelings than those of students nationally on diversity issues. Specifically, they are more satisfied with the level of respect at Adelphi for the expression of diverse beliefs; socialized more frequently with diverse ethnic groups, and often had more meaningful and honest conversations with students from a different racial/ethnic group than their national counterparts.
- Overall, Adelphi freshmen are satisfied with faculty teaching, as well as faculty concern for their academic and personal well-being.
- However, they are considerably less satisfied with the staff's concern for their academic and personal problems. This is an issue that should be examined further.
- Adelphi freshmen expressed strong dissatisfaction with recreational facilities. These facilities, however, will benefit from the extensive reconstruction efforts currently underway.
- Adelphi students (and their peers nationally) were also very dissatisfied with the psychological counseling available on campus and with the housing facilities (possibly owing to overcrowding).

Improve retention and graduation

- Encouragingly, three-quarters of spring 2006 YFCY respondents reported satisfaction with college, a proportion comparable to that of its national counterparts. This represents a marked improvement over the sizable discrepancy in the fall 2005 CIRP survey between the expectations of the same entering freshmen and their peers nationally of being satisfied with college. Moreover, the vast majority of Adelphi's YFCY respondents indicated they intend to remain at Adelphi. Still, of some concern is the finding (similar to that in NSSE) that just over two-thirds of Adelphi's respondents indicated they would choose their college again, compared to about 80 percent of the comparison groups.

Assist students in career and life planning

- Adelphi students reported higher levels of satisfaction with both the relevance of their courses to everyday life and to their career plans than did their national counterparts.

Upgrade classrooms and library

- Adelphi students were satisfied with Adelphi's library facilities and services. Compared to students nationally, though, Adelphi students were less satisfied with the classroom facilities.

Upgrade computer and facilities

- Adelphi's considerable investment in its computer facilities and labs has paid off, in that Adelphi students are very satisfied with them. Also, Adelphi students have more favorable feelings concerning the quality of computer training and assistance offered by the college than the comparison groups.

Upgrade residential and recreational facilities

- The current campus renovations are quite timely, as a significant proportion of Adelphi's YFCY students expressed dissatisfaction with the recreational facilities, considerably more than the comparison groups.

**Table 1: Representativeness of Respondents:
Comparison of YFCY Respondents to Adelphi Students**

	<u>Student Population</u> ¹ N=616	<u>Respondents</u> N=72
Gender		
Male	35.6%	20.5%
Female	64.4%	79.5%
Minority		
No	67.2%	68.5%
Yes	32.8%	31.5%
Residence Hall		
No	51.5%	58.0%
Yes	48.5%	42.0%
College		
Arts & Sciences	56.5%	58.8%
Business	9.3%	15.7%
Nursing	7.0%	9.8%
Social Work	1.5%	3.9%
Psychology	6.5%	5.9%
General Studies (GS) ²	13.0%	2.0%
Education	6.3%	3.9%
Honor ³		
No	89.6%	82.2%
Yes	10.4%	17.8% ³
Home County & State		
Nassau	42.4%	46.0%
Suffolk	12.6%	10.0%
Queens	13.4%	14.0%
Other NYC Boroughs	12.3%	8.0%
Other New York State	6.3%	4.0%
Other Tri State Areas	5.7%	2.0%
Other US	7.1%	16.0%

¹ All Fall 2005 first-time and full-time freshmen (excluding ABLE) who were enrolled in spring 2006.

² In recent cohorts, more than a quarter of General Studies students retained after one year chose business as their major. It is likely that many General studies respondents chose business as their “college”.

³ Based on students who indicated they were honor students. However, the actual percentage of honor students might be even higher, because 25% of the respondents reported taking honor courses.

Table 2: YFCY Spring 2006 Responses

	# Respondents	Adelphi University			Private Univs			All Univs/4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Number of Respondents		15	57	72	2,255	2,961	5,216	13,063	19,572	32,635
Are you currently a full-time or part-time student?	72									
Full-time		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
Part-time		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Not enrolled		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
WHAT YEAR DID YOU FIRST ENTER:										
This college	65									
2005 or 2006		100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0	100.0
2004		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2003		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2002		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
2001 or earlier		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Your 1st college	59									
2005 or 2006		100.0	100.0	100.0	99.5	99.3	99.4	95.4	96.5	96.1
2004		0.0	0.0	0.0	0.4	0.5	0.4	2.3	1.9	2.0
2003		0.0	0.0	0.0	0.0	0.1	0.1	0.9	0.8	0.8
2002		0.0	0.0	0.0	0.1	0.1	0.1	0.4	0.3	0.4
2001 or earlier		0.0	0.0	0.0	0.1	0.1	0.1	1.0	0.5	0.7
Is English your native language?	72									
Yes		86.7	87.7	87.5	93.9	93.3	93.6	93.6	93.9	93.8
No		13.3	12.3	12.5	6.1	6.7	6.4	6.4	6.1	6.2
Where did you primarily live while attending college this past year?	68									
On Campus										
<u>Special interest housing</u>										
First-year student housing		0.0	5.7	4.4	18.8	18.0	18.4	23.9	22.6	23.1
Cultural or minority student housing		0.0	0.0	0.0	0.1	0.2	0.1	0.2	0.2	0.2
Single-sex housing		0.0	0.0	0.0	1.1	3.2	2.3	0.6	2.0	1.5
Special academic program		0.0	0.0	0.0	1.2	3.6	2.6	1.2	2.0	1.7
Other special interest housing		6.7	0.0	1.5	0.8	1.3	1.1	1.1	1.4	1.3
<u>Regular college housing</u>										
Residence hall		20.0	49.1	42.6	74.5	69.5	71.7	59.2	57.1	57.9
Apartment		0.0	0.0	0.0	0.3	0.2	0.2	1.0	1.3	1.2
Fraternity or sorority housing		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other residential housing		0.0	0.0	0.0	0.0	0.0	0.0	0.3	0.3	0.3
Off Campus										
At home with family		60.0	45.3	48.5	2.8	3.8	3.4	9.3	10.8	10.2
Fraternity or sorority		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Rented apartment or house		13.3	0.0	2.9	0.3	0.2	0.2	2.6	2.0	2.3
Other		0.0	0.0	0.0	0.1	0.0	0.0	0.5	0.3	0.3
SINCE ENTERING THIS COLLEGE, HOW OFTEN HAVE YOU INTERACTED WITH THE FOLLOWING PEOPLE (E.G., BY PHONE, E-MAIL, INSTANT MESSENGER, OR IN PERSON)										
Faculty <u>during</u> office hours	72									
Never		0.0	12.3	9.7	8.9	6.2	7.4	10.0	7.6	8.6
1 or 2 times per term		46.7	38.6	40.3	35.1	38.1	36.9	34.6	38.9	37.2
1 or 2 times per month		13.3	28.1	25.0	29.4	31.4	30.6	25.2	27.4	26.5
Once a week		13.3	10.5	11.1	14.9	14.7	14.8	15.1	13.5	14.1
2 or 3 times per week		20.0	7.0	9.7	7.9	7.1	7.5	8.7	7.8	8.2
Daily		6.7	3.5	4.2	3.8	2.4	3.0	6.4	4.8	5.4

Table 2: YFCY Spring 2006 Responses

	# Respondents	Adelphi University			Private Univs			All Univs/4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
SINCE ENTERING THIS COLLEGE, HOW OFTEN HAVE YOU INTERACTED WITH THE FOLLOWING PEOPLE (E.G., BY PHONE, E-MAIL, INSTANT MESSENGER, OR IN PERSON)										
Faculty <u>outside</u> of class or office hours										
	71									
Never		26.7	28.6	28.2	25.3	27.6	26.6	26.7	27.2	27.0
1 or 2 times per term		26.7	25.0	25.4	35.3	34.1	34.6	30.7	33.0	32.1
1 or 2 times per month		33.3	26.8	28.2	20.6	22.2	21.5	19.1	19.8	19.5
Once a week		0.0	12.5	9.9	10.3	10.6	10.5	12.8	11.4	11.9
2 or 3 times per week		0.0	7.1	5.6	5.8	4.2	4.9	7.0	6.3	6.6
Daily		13.3	0.0	2.8	2.6	1.3	1.8	3.6	2.4	2.9
Academic advisors/counselors										
	71									
Never		6.7	3.6	4.2	6.1	5.0	5.5	11.4	8.6	9.7
1 or 2 times per term		46.7	73.2	67.6	60.1	64.2	62.5	55.9	62.8	60.1
1 or 2 times per month		40.0	14.3	19.7	24.4	24.9	24.7	21.6	21.0	21.2
Once a week		0.0	8.9	7.0	5.8	3.9	4.7	6.7	4.7	5.5
2 or 3 times per week		6.7	0.0	1.4	2.3	1.6	1.9	2.8	2.1	2.4
Daily		0.0	0.0	0.0	1.3	0.4	0.8	1.6	0.8	1.1
Other college personnel										
	72									
Never		20.0	21.1	20.8	22.8	28.0	25.7	24.7	26.9	26.0
1 or 2 times per term		40.0	47.4	45.8	35.4	36.8	36.2	32.3	36.2	34.7
1 or 2 times per month		20.0	10.5	12.5	17.5	16.8	17.1	17.0	16.3	16.6
Once a week		6.7	7.0	6.9	11.4	7.8	9.3	11.2	8.8	9.7
2 or 3 times per week		6.7	7.0	6.9	5.9	4.4	5.0	6.3	5.0	5.5
Daily		6.7	7.0	6.9	7.0	6.3	6.6	8.5	6.8	7.5
Close friends at this institution										
	72									
Never		6.7	1.8	2.8	2.1	1.2	1.6	2.8	1.8	2.2
1 or 2 times per term		0.0	3.5	2.8	1.7	0.8	1.2	2.4	1.3	1.7
1 or 2 times per month		0.0	5.3	4.2	1.7	1.3	1.4	2.3	1.7	1.9
Once a week		0.0	3.5	2.8	3.9	2.2	2.9	4.8	3.5	4.0
2 or 3 times per week		26.7	12.3	15.3	7.0	5.3	6.1	10.2	8.2	9.0
Daily		66.7	73.7	72.2	83.5	89.2	86.8	77.5	83.5	81.1
Close friends <u>not</u> at this institution										
	72									
Never		6.7	1.8	2.8	3.9	2.0	2.8	4.1	2.3	3.0
1 or 2 times per term		6.7	0.0	1.4	11.6	8.9	10.1	10.4	7.8	8.8
1 or 2 times per month		6.7	12.3	11.1	15.5	12.5	13.8	15.8	12.5	13.8
Once a week		20.0	17.5	18.1	16.7	14.2	15.3	16.2	14.1	15.0
2 or 3 times per week		6.7	33.3	27.8	22.7	26.0	24.6	22.8	25.1	24.2
Daily		53.3	35.1	38.9	29.4	36.3	33.4	30.6	38.2	35.2
Your family										
	72									
Never		0.0	1.8	1.4	2.1	0.9	1.4	1.9	0.7	1.2
1 or 2 times per term		0.0	3.5	2.8	11.6	7.6	9.3	9.5	5.9	7.3
1 or 2 times per month		0.0	5.3	4.2	11.6	8.7	10.0	13.7	9.0	10.9
Once a week		20.0	12.3	13.9	22.7	14.2	17.8	21.5	13.5	16.7
2 or 3 times per week		6.7	15.8	13.9	30.7	28.9	29.6	27.6	25.7	26.5
Daily		73.3	61.4	63.9	21.3	39.8	31.8	25.9	45.1	37.4
Graduate students/teaching assistants										
	72									
Never		33.3	45.6	43.1	27.9	33.6	31.1	43.5	48.4	46.5
1 or 2 times per term		13.3	19.3	18.1	20.6	20.3	20.4	19.8	19.4	19.6
1 or 2 times per month		33.3	14.0	18.1	16.5	13.2	14.6	12.5	10.3	11.2
Once a week		20.0	7.0	9.7	20.5	18.6	19.4	12.9	11.7	12.2
2 or 3 times per week		0.0	10.5	8.3	11.4	11.3	11.3	7.6	7.3	7.4
Daily		0.0	3.5	2.8	3.1	3.0	3.0	3.7	2.9	3.2

Table 2: YFCY Spring 2006 Responses

	# Respondents	Adelphi University			Private Univs			All Univs/4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
SINCE ENTERING THIS COLLEGE, HOW OFTEN HAVE YOU INTERACTED WITH THE FOLLOWING PEOPLE (E.G., BY PHONE, E-MAIL, INSTANT MESSENGER, OR IN PERSON)										
Close friends from your high school										
Never	72	6.7	1.8	2.8	4.8	3.9	4.3	6.5	5.0	5.6
1 or 2 times per term		20.0	7.0	9.7	15.1	11.9	13.2	14.1	11.3	12.4
1 or 2 times per month		6.7	26.3	22.2	17.0	16.3	16.6	17.3	16.4	16.8
Once a week		6.7	8.8	8.3	16.9	13.9	15.2	15.5	14.1	14.6
2 or 3 times per week		20.0	33.3	30.6	22.1	26.5	24.6	21.6	24.6	23.4
Daily		40.0	22.8	26.4	24.1	27.6	26.1	25.0	28.6	27.1
Are you: [1]										
White/Caucasian	72	66.7	68.4	68.1	81.8	77.3	79.3	82.0	81.8	81.9
African American/Black		13.3	8.8	9.7	4.1	5.0	4.6	7.3	7.4	7.3
American Indian/Alaska Native		0.0	0.0	0.0	1.5	1.4	1.4	1.5	1.6	1.5
Asian American/Asian		13.3	8.8	9.7	8.3	9.6	9.0	5.4	5.1	5.2
Native Hawaiian/Pacific Islander		0.0	0.0	0.0	2.3	1.6	1.9	1.2	0.9	1.0
Mexican American/Chicano		0.0	1.8	1.4	4.4	5.2	4.8	2.6	3.1	2.9
Puerto Rican		0.0	10.5	8.3	1.7	1.8	1.8	1.6	1.5	1.5
Other Latino		13.3	10.5	11.1	4.2	4.6	4.4	3.0	3.0	3.0
Other		0.0	7.0	5.6	3.6	4.4	4.0	3.5	3.1	3.3
What is your current grade average (as of your most recently completed academic term)?										
A (3.75 - 4.0)	72	20.0	24.6	23.6	17.2	21.2	19.5	13.3	19.4	17.0
A-,B+ (3.25 - 3.74)		26.7	45.6	41.7	38.1	40.9	39.6	29.6	35.1	32.9
B (2.75 - 3.24)		46.7	21.1	26.4	28.4	26.8	27.5	29.3	26.6	27.6
B-,C+ (2.25 - 2.74)		6.7	7.0	6.9	10.5	7.6	8.8	16.3	11.4	13.3
C (1.75 - 2.24)		0.0	1.8	1.4	3.7	2.3	2.9	8.1	5.2	6.4
C- or less (below 1.75)		0.0	0.0	0.0	2.0	0.9	1.4	3.1	1.9	2.4
I do not receive grades in my courses		0.0	0.0	0.0	0.0	0.2	0.2	0.3	0.4	0.4
Students indicating that since entering this college, they felt: [2]										
Lonely or homesick	72	26.7	63.2	55.6	55.1	77.8	68.0	50.2	72.3	63.5
Isolated from campus life	71	53.3	73.2	69.0	42.0	48.7	45.8	40.3	47.2	44.4
Unsafe on this campus	72	0.0	10.5	8.3	9.2	19.0	14.8	12.2	23.9	19.2
Worried about your health	72	26.7	42.1	38.9	35.4	53.6	45.8	33.2	49.3	42.9
That your courses inspired you to think in new ways	72	93.3	94.7	94.4	85.4	90.8	88.4	83.1	88.9	86.6
That your job responsibilities interfered with your schoolwork	72	73.3	54.4	58.3	31.1	38.5	35.3	33.1	38.4	36.3
That your family responsibilities interfered with your schoolwork	72	46.7	42.1	43.1	24.8	30.3	27.9	29.3	33.7	32.0
That your social life interfered with your schoolwork	72	53.3	71.9	68.1	69.7	70.8	70.4	69.7	69.2	69.4
Family support to succeed	71	78.6	94.7	91.5	87.2	92.4	90.2	86.0	91.8	89.5
How would you characterize your political views?										
Far left	69	7.7	1.8	2.9	4.1	3.3	3.7	3.8	3.2	3.5
Liberal		7.7	44.6	37.7	24.7	34.1	30.1	24.1	32.0	28.8
Middle-of-the-road		69.2	44.6	49.3	38.6	37.7	38.1	41.4	39.8	40.4
Conservative		15.4	7.1	8.7	29.3	24.1	26.3	27.7	24.0	25.5
Far right		0.0	1.8	1.4	3.2	0.9	1.9	3.1	1.0	1.8

[1] Percentages will sum to more than 100.0 if any respondents marked more than one ethnic group.

[2] Percentage marking "Frequently" or "Occasionally".

Table 2: YFCY Spring 2006 Responses

	# Respondents	Adelphi University			Private Univs			All Univs/4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Students rating themselves "above average" or "highest 10%" compared with the average person their age in:										
Academic ability	72	80.0	71.9	73.6	78.2	73.1	75.3	65.4	62.0	63.4
Artistic ability	72	6.7	42.1	34.7	32.4	31.2	31.7	29.0	29.0	29.0
Computer skills	72	46.7	42.1	43.1	49.6	29.4	38.1	48.0	30.6	37.5
Cooperativeness	72	93.3	80.7	83.3	72.4	75.2	74.0	69.5	72.8	71.5
Creativity	72	46.7	66.7	62.5	58.4	56.2	57.1	57.1	54.0	55.3
Drive to achieve	72	73.3	75.4	75.0	69.5	75.9	73.1	62.6	68.9	66.4
Emotional health	72	80.0	35.1	44.4	61.6	49.2	54.5	56.3	44.0	48.9
Leadership ability	72	66.7	56.1	58.3	69.1	60.8	64.4	63.7	54.0	57.9
Mathematical ability	71	60.0	39.3	43.7	57.6	41.9	48.7	48.5	33.9	39.8
Physical health	72	66.7	26.3	34.7	61.0	42.0	50.2	60.1	39.2	47.6
Public speaking ability	72	26.7	40.4	37.5	52.2	40.1	45.3	42.9	32.9	36.9
Religiousness	72	46.7	19.3	25.0	37.9	36.2	37.0	30.2	31.3	30.9
Self-confidence (intellectual)	72	73.3	45.6	51.4	71.5	55.4	62.3	64.6	49.6	55.6
Self-confidence (social)	72	40.0	40.4	40.3	55.6	45.7	50.0	55.2	45.4	49.3
Self-understanding	71	42.9	54.4	52.1	66.5	56.4	60.7	60.6	52.0	55.4
Spirituality	72	33.3	36.8	36.1	44.0	42.7	43.2	36.8	37.0	37.0
Understanding of others	72	66.7	71.9	70.8	66.0	69.1	67.8	62.7	67.0	65.3
Writing ability	72	46.7	59.6	56.9	59.1	59.1	59.1	48.9	51.0	50.2
Since entering this college, how often have you:										
Attended a religious service	72	60.0	43.9	47.2	68.2	70.7	69.6	50.4	57.0	54.4
Felt bored in class [3]	72	26.7	33.3	31.9	44.7	42.9	43.7	43.2	42.1	42.5
Participated in organized demonstrations	71	26.7	35.7	33.8	33.7	38.0	36.1	40.1	43.0	41.9
Tutored another student	72	33.3	35.1	34.7	51.4	42.3	46.2	43.3	38.4	40.4
Studied with other students	72	80.0	80.7	80.6	92.1	94.8	93.6	87.3	91.3	89.7
Been a guest in a professor's home	72	26.7	21.1	22.2	16.3	13.5	14.7	17.1	15.1	15.9
Smoked cigarettes [3]	72	0.0	7.0	5.6	6.9	4.6	5.6	9.1	7.0	7.9
Drank beer	72	40.0	36.8	37.5	70.6	59.0	64.0	67.2	54.7	59.7
Drank wine or liquor	72	46.7	56.1	54.2	68.8	68.5	68.6	66.5	64.7	65.4
Felt overwhelmed by all you had to do[3]	72	26.7	40.4	37.5	28.5	47.9	39.6	27.7	46.8	39.1
Felt depressed [3]	72	0.0	21.1	16.7	8.3	11.3	10.0	8.1	12.7	10.8
Performed volunteer work	72	53.3	64.9	62.5	60.5	72.1	67.1	54.9	64.1	60.4
Discussed politics: [3]										
In class	72	40.0	21.1	25.0	18.3	21.5	20.1	17.7	18.2	18.0
With friends	72	26.7	15.8	18.1	25.6	20.9	22.9	21.2	16.6	18.4
With family	72	13.3	8.8	9.7	17.5	17.9	17.7	16.2	15.0	15.5
Played a musical instrument	72	33.3	35.1	34.7	42.0	30.8	35.7	39.8	28.8	33.2
Worked on a local, state, or national political campaign	72	20.0	10.5	12.5	12.4	7.8	9.8	10.7	6.2	8.0
Socialized with someone of another racial/ethnic group [3]	72	73.3	78.9	77.8	64.7	71.9	68.8	57.8	63.6	61.3
Came late to class	72	73.3	57.9	61.1	69.8	65.6	67.4	67.7	59.6	62.8
Discussed religion [3]	72	13.3	21.1	19.4	24.8	31.7	28.7	19.2	24.1	22.1
Used the Internet for research/homework [3]	72	80.0	84.2	83.3	82.2	89.6	86.4	81.3	90.0	86.5
Performed community service as part of class	72	6.7	22.8	19.4	24.6	25.8	25.3	31.2	32.0	31.7
Used a personal computer [3]	72	80.0	94.7	91.7	89.5	94.5	92.4	86.5	91.7	89.6
Maintained a healthy diet [3]	72	26.7	24.6	25.0	39.2	36.5	37.7	34.4	31.8	32.8
Missed school because of illness [3]	72	0.0	7.0	5.6	5.4	6.0	5.7	5.4	6.7	6.2
Slept 8 or more hours a day [3]	72	20.0	19.3	19.4	23.7	19.3	21.2	24.8	22.4	23.4

[3] Percentage marking "Frequently" only. All other results represent the percent marking "Frequently" or "Occasionally".

Table 2: YFCY Spring 2006 Responses

	# Respondents	Adelphi University			Private Univs			All Univs/4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Students reporting they were satisfied or "very satisfied" with each of the following at this institution: [4]										
Your overall academic experience	71	93.3	69.6	74.6	80.7	81.7	81.3	73.8	78.4	76.6
Classroom facilities	72	93.3	59.6	66.7	79.6	77.3	78.3	72.9	75.5	74.4
Computer facilities/labs	71	100.0	71.9	77.5	75.5	74.5	74.9	73.9	76.8	75.7
Library facilities and services	71	80.0	69.6	71.8	75.8	74.4	75.0	73.4	75.9	74.9
Quality of computer training/assistance	60	72.7	61.2	63.3	54.9	52.4	53.5	54.6	55.1	54.9
Availability of Internet access	72	73.3	84.2	81.9	73.4	70.3	71.6	72.4	75.7	74.4
Academic advising	69	71.4	56.4	59.4	61.5	59.2	60.2	59.4	62.2	61.1
Tutoring or other academic assistance	54	50.0	54.8	53.7	55.5	56.3	55.9	52.6	56.2	54.7
Student housing facilities	52	55.6	41.9	44.2	59.0	58.2	58.6	50.5	54.7	53.0
Student housing office/services	51	44.4	47.6	47.1	46.6	47.6	47.1	43.5	46.6	45.4
Financial aid office	58	30.8	46.7	43.1	45.7	44.7	45.1	47.2	48.5	48.0
Student health services	47	50.0	51.3	51.1	52.9	46.2	49.0	51.6	50.9	51.2
Psychological counseling services	23	25.0	42.1	39.1	39.9	39.2	39.5	38.2	41.1	39.9
Recreational facilities	58	27.3	40.4	37.9	74.7	72.3	73.3	66.1	67.9	67.2
Orientation for new students	68	50.0	64.8	61.8	60.3	61.0	60.7	56.9	61.3	59.6
Leadership opportunities	53	54.5	50.0	50.9	57.7	57.7	57.7	51.6	55.0	53.7
Opportunities for community service	50	50.0	45.0	46.0	65.7	67.4	66.7	52.6	58.8	56.4
SINCE ENTERING THIS COLLEGE, HOW HAS IT BEEN TO:										
Understand what your professors expect of you academically										
	72									
Very easy		46.7	26.3	30.6	21.6	23.1	22.5	24.4	27.2	26.1
Somewhat easy		40.0	61.4	56.9	57.2	57.4	57.3	57.0	56.6	56.7
Somewhat difficult		13.3	10.5	11.1	19.1	18.4	18.7	16.9	15.2	15.9
Very difficult		0.0	1.8	1.4	2.1	1.2	1.6	1.6	1.0	1.3
Develop effective study skills										
	72									
Very easy		20.0	8.8	11.1	13.4	14.3	13.9	13.6	15.2	14.6
Somewhat easy		46.7	61.4	58.3	47.6	47.7	47.7	49.9	50.2	50.1
Somewhat difficult		33.3	26.3	27.8	33.2	33.1	33.2	31.2	30.3	30.7
Very difficult		0.0	3.5	2.8	5.8	4.9	5.3	5.2	4.3	4.7
Adjust to the academic demands of college										
	72									
Very easy		20.0	12.3	13.9	17.6	15.6	16.5	18.8	18.2	18.4
Somewhat easy		53.3	63.2	61.1	44.0	44.3	44.2	45.9	46.0	45.9
Somewhat difficult		26.7	21.1	22.2	33.8	35.2	34.6	30.7	31.8	31.4
Very difficult		0.0	3.5	2.8	4.6	4.9	4.8	4.6	4.1	4.3
Manage your time effectively										
	72									
Very easy		13.3	7.0	8.3	11.6	10.3	10.9	12.6	11.7	12.0
Somewhat easy		53.3	40.4	43.1	36.7	36.6	36.7	39.4	39.2	39.3
Somewhat difficult		20.0	38.6	34.7	42.5	43.5	43.0	38.5	40.3	39.6
Very difficult		13.3	14.0	13.9	9.2	9.6	9.4	9.5	8.8	9.1
Get to know faculty										
	71									
Very easy		20.0	17.9	18.3	13.9	11.4	12.5	19.3	17.5	18.2
Somewhat easy		53.3	46.4	47.9	47.4	47.4	47.4	51.0	50.7	50.8
Somewhat difficult		26.7	28.6	28.2	33.5	36.3	35.1	25.7	27.7	26.9
Very difficult		0.0	7.1	5.6	5.2	4.9	5.0	4.0	4.1	4.1

[4] Respondents marking "Can't rate/No experience" were not included in these results.

Table 2: YFCY Spring 2006 Responses

	# Respondents	Adelphi University			Private Univs			All Univs/4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
SINCE ENTERING THIS COLLEGE, HOW HAS IT BEEN TO:										
Develop close friendships with:										
Male students										
	71									
Very easy		33.3	30.4	31.0	48.2	31.7	38.8	43.5	35.4	38.6
Somewhat easy		46.7	42.9	43.7	39.6	36.3	37.7	43.5	38.3	40.4
Somewhat difficult		20.0	17.9	18.3	10.2	23.7	17.9	10.6	17.7	14.9
Very difficult		0.0	8.9	7.0	2.0	8.3	5.6	2.3	8.6	6.1
Female students										
	71									
Very easy		46.7	37.5	39.4	32.9	47.7	41.3	38.1	46.7	43.3
Somewhat easy		40.0	39.3	39.4	40.8	39.2	39.9	42.4	39.2	40.5
Somewhat difficult		6.7	17.9	15.5	19.7	10.8	14.6	15.0	11.6	12.9
Very difficult		6.7	5.4	5.6	6.7	2.3	4.2	4.5	2.6	3.3
Students of a different racial/ethnic group										
	71									
Very easy		50.0	43.9	45.1	38.1	42.3	40.5	36.5	39.9	38.6
Somewhat easy		50.0	40.4	42.3	42.5	40.6	41.4	45.3	42.3	43.5
Somewhat difficult		0.0	10.5	8.5	15.3	14.7	15.0	14.5	14.8	14.7
Very difficult		0.0	5.3	4.2	4.0	2.5	3.1	3.7	3.0	3.3
Utilize campus services available to students										
	71									
Very easy		26.7	30.4	29.6	31.3	32.1	31.8	27.2	32.0	30.1
Somewhat easy		66.7	57.1	59.2	56.2	56.3	56.3	58.1	56.6	57.2
Somewhat difficult		6.7	8.9	8.5	10.9	10.3	10.6	12.8	10.2	11.3
Very difficult		0.0	3.6	2.8	1.5	1.3	1.4	1.9	1.2	1.5
Objectives considered to be "very important" or "essential":										
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	71	6.7	23.2	19.7	20.8	25.0	23.2	21.1	22.1	21.7
Becoming an authority in my field	72	66.7	63.2	63.9	63.7	63.3	63.4	64.7	60.9	62.4
Obtaining recognition from my colleagues for contributions to my special field	71	66.7	67.9	67.6	55.4	57.6	56.7	58.0	56.7	57.2
Influencing the political structure	72	26.7	19.3	20.8	30.7	23.7	26.7	28.2	19.7	23.1
Influencing social values	72	46.7	52.6	51.4	48.0	53.7	51.2	46.9	50.5	49.1
Raising a family	72	80.0	84.2	83.3	77.8	77.7	77.8	74.7	77.6	76.4
Having administrative responsibility for the work of others	70	42.9	50.0	48.6	47.3	41.1	43.8	46.8	39.9	42.7
Being very well off financially	72	73.3	68.4	69.4	64.5	62.3	63.2	69.5	67.2	68.1
Helping others who are in difficulty	72	73.3	71.9	72.2	70.6	81.0	76.6	67.1	78.3	73.9
Making a theoretical contribution to science	72	20.0	15.8	16.7	25.0	17.0	20.4	24.0	16.5	19.5
Writing original works (poems, novels, short stories, etc.)	72	33.3	29.8	30.6	23.9	21.8	22.7	24.0	20.4	21.8
Creating artistic work (painting, sculpture, decorating, etc.)	72	13.3	35.1	30.6	21.3	24.0	22.8	22.5	23.0	22.8
Becoming successful in a business of my own	72	60.0	61.4	61.1	48.5	38.1	42.6	52.1	39.5	44.5
Becoming involved in programs to clean up the environment	72	40.0	29.8	31.9	27.8	28.2	28.0	29.4	27.8	28.4

Table 2: YFCY Spring 2006 Responses

	# Respondents	Adelphi University			Private Univs			All Univs/4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Objectives considered to be "very important" or "essential":										
Developing a meaningful philosophy of life	72	60.0	52.6	54.2	60.2	57.3	58.6	55.0	50.5	52.3
Participating in a community action program	72	26.7	36.8	34.7	33.6	45.4	40.4	29.8	35.0	32.9
Helping to promote racial understanding	72	33.3	47.4	44.4	43.8	50.8	47.8	40.6	45.0	43.3
Keeping up to date with political affairs	72	40.0	33.3	34.7	51.2	49.1	50.0	45.1	37.8	40.7
Becoming a community leader	72	46.7	38.6	40.3	44.6	45.8	45.3	40.2	36.3	37.8
Integrating spirituality into my life	71	40.0	37.5	38.0	56.1	61.1	58.9	46.8	51.9	49.9
Improving my understanding of other countries and cultures	72	46.7	64.9	61.1	57.5	69.5	64.4	51.1	58.5	55.6
Students indicating they "agree" or "strongly agree" with the following:										
In class, I have been singled out because of my:										
Race/ethnicity	70	7.1	3.6	4.3	12.9	10.3	11.4	10.9	7.5	8.9
Sex	71	0.0	5.3	4.2	12.1	12.9	12.6	11.9	10.2	10.9
In class, I have heard faculty express stereotypes about:										
Racial/ethnic groups	70	0.0	21.4	17.1	20.0	22.8	21.6	18.9	20.5	19.8
Women	70	7.1	19.6	17.1	21.3	27.9	25.1	20.6	25.5	23.5
Men	70	7.1	17.9	15.7	22.7	23.1	22.9	21.8	21.6	21.7
The admission/recruitment materials portrayed this campus accurately	68	84.6	67.3	70.6	76.1	75.5	75.8	73.1	77.1	75.5
I see myself as part of the campus community	71	85.7	75.4	77.5	82.3	83.9	83.2	76.4	80.4	78.8
Faculty here is interested in students':										
Academic problems	70	92.3	89.5	90.0	85.3	89.5	87.7	82.8	87.9	85.8
Personal problems	70	69.2	57.9	60.0	60.3	59.5	59.8	59.4	59.8	59.6
Staff here is interested in students':										
Academic problems	70	84.6	54.4	60.0	75.9	76.1	76.0	74.8	77.6	76.5
Personal problems	70	46.2	36.8	38.6	67.8	65.3	66.4	62.2	62.1	62.2
There is a lot of racial tension on this campus	71	7.1	10.5	9.9	24.3	22.5	23.3	22.1	18.7	20.1
I feel like I am just another number on this campus	70	28.6	30.4	30.0	30.1	26.3	28.0	35.5	31.0	32.8
There is strong competition among most of the students for high grades	71	50.0	45.6	46.5	60.0	60.9	60.5	51.4	49.0	50.0
I feel a sense of belonging with this college	71	85.7	78.9	80.3	80.4	81.3	80.9	75.0	78.7	77.2

Table 2: YFCY Spring 2006 Responses

	# Respondents	Adelphi University			Private Univs			All Univs/4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Students indicating they "very often" or "often" experienced the following with students from a racial/ethnic group other than their own:										
Dined or shared a meal	71	42.9	56.1	53.5	60.3	61.8	61.1	51.1	50.3	50.6
Had meaningful and honest discussions about racial/ethnic relations outside of class	71	35.7	42.1	40.8	36.7	40.6	38.9	31.5	31.1	31.3
Had guarded, cautious interactions	71	7.1	7.0	7.0	15.8	10.7	12.9	14.3	9.6	11.5
Shared personal feelings and problems	71	50.0	50.9	50.7	39.3	51.9	46.5	31.9	42.4	38.2
Had tense, somewhat hostile interactions	70	7.1	0.0	1.4	11.3	6.6	8.6	11.0	6.3	8.2
Had intellectual discussions outside of class	70	42.9	51.8	50.0	43.4	48.2	46.1	35.6	37.7	36.9
Felt insulted or threatened because of race/ethnicity	71	0.0	1.8	1.4	10.5	5.6	7.7	9.2	4.9	6.6
Studied or prepared for class	71	64.3	42.1	46.5	42.0	48.2	45.6	35.5	39.0	37.6
Socialized or partied	71	50.0	54.4	53.5	57.3	59.0	58.3	48.9	49.8	49.5
Attended events sponsored by other racial/ethnic groups	70	28.6	17.9	20.0	22.0	24.2	23.2	19.8	20.3	20.1
Students noting they are "satisfied" or "very satisfied" with": [4]										
Amount of contact with faculty	70	85.7	58.9	64.3	65.0	65.7	65.4	61.7	65.7	64.1
Class size	71	85.7	84.2	84.5	73.5	80.8	77.7	72.5	79.7	76.9
Interaction with other students	70	71.4	78.6	77.1	76.5	78.9	77.9	73.9	77.5	76.1
Relevance of coursework to everyday life	70	64.3	58.9	60.0	52.4	55.5	54.2	52.1	55.7	54.3
Relevance of coursework to future career plans	70	64.3	71.4	70.0	59.5	60.9	60.3	59.6	63.0	61.6
Overall quality of instruction	71	92.9	71.9	76.1	74.9	76.7	75.9	69.2	73.8	72.0
Respect for the expression of diverse beliefs	68	92.3	78.2	80.9	64.1	68.6	66.7	62.0	68.9	66.2
Availability of campus social activities	67	76.9	53.7	58.2	65.0	67.2	66.3	60.3	65.5	63.4
Your social life	68	57.1	70.4	67.6	68.8	73.5	71.5	68.1	72.3	70.6
Overall sense of community among students	70	71.4	58.9	61.4	67.9	67.9	67.9	61.9	65.2	63.9
Overall college experience	71	92.9	68.4	73.2	75.4	77.7	76.7	70.1	75.4	73.3
Students indicating that since entering this college, they:										
Turned in course assignment(s) late	70	28.6	21.4	22.9	38.5	29.2	33.1	45.2	33.8	38.3
Spoke up in class [3]	70	35.7	39.3	38.6	37.4	40.2	39.0	34.4	35.1	34.8
Discussed course content with students outside of class [3]	71	42.9	57.9	54.9	45.2	52.3	49.3	40.0	48.1	44.9
Skipped class	70	42.9	57.1	54.3	73.2	73.8	73.5	71.6	70.5	70.9
Received tutoring	70	28.6	19.6	21.4	40.5	42.9	41.9	38.9	39.3	39.1
Worked on a professor's research project	71	28.6	26.3	26.8	20.9	15.8	18.0	37.6	29.1	32.5
Turned in course assignments that did not reflect your best work	71	71.4	68.4	69.0	81.2	79.2	80.1	81.7	78.8	79.9
Participated in intramural sports	70	35.7	16.1	20.0	64.3	38.0	49.2	55.3	28.9	39.4
Had difficulty getting along with your roommate(s)/housemate(s)	70	21.4	39.3	35.7	49.5	54.0	52.1	45.9	50.8	48.9
Received from professor: Advice or guidance about your educational program	70	78.6	62.5	65.7	70.5	70.4	70.5	72.1	71.6	71.8

[3] Percentage marking "Frequently" only. All other results represent the percentage marking "Frequently" or "Occasionally".

[4] Respondents marking "Can't rate/No experience" were not included in these results.

Table 2: YFCY Spring 2006 Responses

	# Res- pondents	Adelphi University			Private Univs			All Univs/4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Students indicating that since entering this college, they:										
Received from professor: Emotional support or encouragement	70	71.4	51.8	55.7	48.8	52.6	51.0	53.2	55.5	54.6
Received from professor: Negative feedback about your academic work	70	21.4	32.1	30.0	52.5	42.0	46.5	51.2	39.8	44.3
Witnessed academic dishonesty/cheating	70	42.9	35.7	37.1	51.8	45.7	48.3	50.6	41.4	45.1
Went home for the weekend	69	64.3	80.0	76.8	55.3	60.9	58.5	72.7	75.3	74.3
Worked with an academic advisor to select your courses	70	92.9	83.9	85.7	78.5	81.4	80.2	77.7	81.1	79.8
Received advice/counseling from another student	70	64.3	75.0	72.9	78.7	82.0	80.6	71.9	76.7	74.8
Fell asleep in class	71	50.0	40.4	42.3	60.9	47.4	53.1	53.8	39.9	45.4
Had difficulty enrolling in the courses you need	71	64.3	75.4	73.2	59.9	63.2	61.8	59.2	60.5	60.0
Since entering this college have you:	72									
Decided to pursue a different major		20.0	31.6	29.2	29.7	35.5	33.0	28.1	33.7	31.4
Changed your career choice		0.0	24.6	19.4	21.4	28.9	25.7	21.8	28.7	26.0
Participated in student government		13.3	8.8	9.7	8.6	6.9	7.6	5.8	5.0	5.3
Worked full-time while attending school		13.3	10.5	11.1	2.9	3.6	3.3	6.3	6.8	6.6
Joined a social fraternity or sorority		20.0	7.0	9.7	10.0	12.8	11.6	9.4	9.2	9.3
Played varsity/intercollegiate athletics		20.0	8.8	11.1	16.9	14.0	15.3	23.9	15.3	18.8
Participated in student protests or demonstrations		6.7	7.0	6.9	7.4	10.3	9.0	4.8	6.3	5.7
Participated in volunteer or community service work		40.0	42.1	41.7	41.6	59.1	51.5	33.2	49.2	42.8
Participated in student clubs/groups		60.0	56.1	56.9	57.8	66.8	62.9	42.7	54.1	49.5
Sought personal counseling		0.0	0.0	0.0	9.7	13.3	11.8	8.5	12.0	10.6
Strengthened your religious beliefs/convictions		20.0	19.3	19.4	29.3	35.1	32.6	20.3	25.7	23.6
Failed one or more courses		6.7	0.0	1.4	5.9	4.1	4.9	11.0	8.3	9.4
Participated in leadership training		0.0	5.3	4.2	11.6	13.6	12.8	10.4	11.6	11.1
Communicated regularly with your professors		60.0	50.9	52.8	34.1	45.7	40.7	35.8	47.8	43.0
Enrolled in an honors or advanced course		33.3	22.8	25.0	12.2	13.3	12.8	11.7	13.5	12.8
Enrolled in a remedial or developmental course		0.0	1.8	1.4	2.4	2.6	2.5	3.8	4.7	4.3
Transferred from another institution		0.0	1.8	1.4	1.4	1.6	1.5	3.9	3.2	3.5
Been satisfied with this college		86.7	80.7	81.9	75.1	77.4	76.4	69.0	76.5	73.5
Enrolled in a formal program where a group of students takes two or more courses together (e.g., FIG, learning cluster, learning community, linked courses)		0.0	1.8	1.4	4.5	6.2	5.4	6.5	7.4	7.0
Taken a college course or freshman seminar designed to help first-year students adjust to college		66.7	75.4	73.6	36.5	43.4	40.4	43.0	50.5	47.5
Joined a pre-professional or departmental club		20.0	8.8	11.1	11.5	15.1	13.5	7.7	10.8	9.6
Participated in an academic enrichment/support program		0.0	0.0	0.0	7.3	8.9	8.2	6.0	6.8	6.5

Table 2: YFCY Spring 2006 Responses

	# Respondents	Adelphi University			Private Univs			All Univs/4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Students noting "much stronger" skills compared with college entry in:										
General knowledge	72	26.7	19.3	20.8	18.9	16.6	17.6	16.3	14.6	15.3
Knowledge of a particular field or discipline	72	40.0	24.6	27.8	24.9	22.8	23.7	23.3	22.6	22.9
Knowledge of people from different races/cultures	72	26.7	17.5	19.4	9.8	11.7	10.9	9.9	10.8	10.4
Understanding of the problems facing your community	72	20.0	3.5	6.9	8.8	8.2	8.5	7.5	7.2	7.3
Understanding of national issues	72	20.0	3.5	6.9	9.0	8.5	8.7	8.2	7.3	7.7
Ability to conduct research	72	20.0	5.3	8.3	9.0	7.0	7.9	9.6	8.3	8.8
Ability to work as part of a team	72	20.0	7.0	9.7	8.4	6.1	7.0	9.6	7.9	8.5
Critical thinking skills	72	26.7	14.0	16.7	14.4	11.1	12.5	13.1	10.9	11.8
Analytical/problem-solving skills	72	26.7	8.8	12.5	15.6	10.3	12.6	13.3	9.8	11.2
Do you have any concern about your ability to finance your college education?										
None (I am confident that I will have sufficient funds)	71									
Some (but I probably will have enough funds)		28.6	22.8	23.9	37.8	30.3	33.5	35.0	27.5	30.4
Major (not sure I will have enough funds to complete college)		57.1	57.9	57.7	49.0	53.4	51.5	50.5	54.7	53.1
		14.3	19.3	18.3	13.2	16.3	15.0	14.5	17.8	16.6
SINCE ENTERING THIS COLLEGE, HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?										
Attending classes/labs										
None	72	0.0	3.5	2.8	2.0	0.9	1.4	2.0	0.7	1.2
Less than 1 hour		0.0	0.0	0.0	0.9	0.4	0.6	0.9	0.3	0.6
1 to 2 hours		0.0	1.8	1.4	3.1	1.8	2.4	3.4	1.9	2.4
3 to 5 hours		13.3	5.3	6.9	5.4	3.7	4.4	6.8	5.1	5.8
6 to 10 hours		0.0	15.8	12.5	11.8	11.5	11.7	13.9	14.0	14.0
11 to 15 hours		46.7	38.6	40.3	31.4	33.3	32.5	33.2	34.2	33.8
16 to 20 hours		26.7	21.1	22.2	33.1	37.4	35.6	27.1	32.7	30.5
Over 20 hours		13.3	14.0	13.9	12.3	10.9	11.5	12.8	11.1	11.8
Studying/homework										
None	72	0.0	1.8	1.4	0.7	0.1	0.4	1.2	0.2	0.6
Less than 1 hour		0.0	1.8	1.4	1.0	0.4	0.6	2.8	1.0	1.7
1 to 2 hours		6.7	12.3	11.1	6.5	2.9	4.4	13.5	7.4	9.8
3 to 5 hours		53.3	35.1	38.9	21.6	17.9	19.5	31.0	27.7	29.0
6 to 10 hours		20.0	28.1	26.4	31.3	34.0	32.9	28.0	32.9	31.0
11 to 15 hours		13.3	10.5	11.1	17.7	19.8	18.9	12.1	15.5	14.1
16 to 20 hours		0.0	7.0	5.6	10.4	12.6	11.7	6.2	8.7	7.7
Over 20 hours		6.7	3.5	4.2	10.8	12.2	11.6	5.3	6.6	6.1
Socializing with friends										
None	72	0.0	0.0	0.0	0.9	0.2	0.5	1.2	0.5	0.8
Less than 1 hour		13.3	3.5	5.6	1.3	1.0	1.1	1.5	1.4	1.4
1 to 2 hours		13.3	8.8	9.7	4.4	3.3	3.8	5.8	5.5	5.6
3 to 5 hours		6.7	29.8	25.0	14.1	14.7	14.5	15.0	17.1	16.3
6 to 10 hours		46.7	22.8	27.8	27.5	30.0	28.9	24.9	28.1	26.8
11 to 15 hours		6.7	17.5	15.3	19.0	21.3	20.3	17.6	17.5	17.5
16 to 20 hours		0.0	8.8	6.9	11.7	11.8	11.7	11.3	11.2	11.2
Over 20 hours		13.3	8.8	9.7	21.1	17.8	19.2	22.8	18.7	20.3

Table 2: YFCY Spring 2006 Responses

	# Respondents	Adelphi University			Private Univs			All Univs/4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
SINCE ENTERING THIS COLLEGE, HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?										
Exercising or sports										
	72									
None		20.0	19.3	19.4	4.8	6.4	5.7	5.7	8.0	7.1
Less than 1 hour		6.7	15.8	13.9	6.8	11.3	9.4	8.3	12.8	11.0
1 to 2 hours		6.7	22.8	19.4	17.1	19.8	18.6	17.3	22.6	20.5
3 to 5 hours		13.3	33.3	29.2	30.8	31.2	31.0	25.9	28.3	27.4
6 to 10 hours		40.0	5.3	12.5	23.2	20.0	21.4	21.5	17.5	19.1
11 to 15 hours		13.3	1.8	4.2	9.0	5.7	7.1	10.0	5.9	7.5
16 to 20 hours		0.0	0.0	0.0	3.9	3.0	3.4	5.1	2.8	3.7
Over 20 hours		0.0	1.8	1.4	4.5	2.6	3.4	6.1	2.2	3.8
Partying										
	72									
None		33.3	33.3	33.3	15.4	18.6	17.2	19.0	25.9	23.2
Less than 1 hour		0.0	19.3	15.3	7.9	10.8	9.6	10.5	12.0	11.4
1 to 2 hours		20.0	15.8	16.7	16.6	17.3	17.0	15.7	16.0	15.9
3 to 5 hours		33.3	19.3	22.2	27.3	27.7	27.5	23.3	23.2	23.2
6 to 10 hours		6.7	10.5	9.7	19.5	18.9	19.1	17.2	15.0	15.9
11 to 15 hours		0.0	0.0	0.0	6.9	4.6	5.6	7.0	4.6	5.6
16 to 20 hours		0.0	1.8	1.4	2.9	1.3	2.0	3.3	1.8	2.4
Over 20 hours		6.7	0.0	1.4	3.5	0.7	1.9	4.0	1.4	2.4
Working (for pay) on campus										
	71									
None		66.7	67.9	67.6	64.6	65.2	65.0	71.8	70.9	71.2
Less than 1 hour		0.0	0.0	0.0	1.6	1.3	1.4	1.9	1.1	1.4
1 to 2 hours		0.0	5.4	4.2	3.7	2.5	3.0	3.2	2.5	2.7
3 to 5 hours		13.3	5.4	7.0	7.7	6.3	6.9	6.3	6.1	6.2
6 to 10 hours		6.7	12.5	11.3	13.7	14.4	14.1	9.6	11.8	10.9
11 to 15 hours		6.7	3.6	4.2	6.2	8.3	7.4	4.2	5.2	4.8
16 to 20 hours		6.7	3.6	4.2	1.3	1.6	1.5	1.7	1.7	1.7
Over 20 hours		0.0	1.8	1.4	1.3	0.4	0.8	1.4	0.8	1.0
Working (for pay) off campus										
	72									
None		60.0	54.4	55.6	83.5	81.2	82.2	71.9	71.8	71.8
Less than 1 hour		0.0	0.0	0.0	1.3	1.3	1.3	2.0	1.4	1.7
1 to 2 hours		0.0	0.0	0.0	3.1	2.3	2.7	3.1	2.3	2.6
3 to 5 hours		0.0	0.0	0.0	3.6	3.4	3.5	4.5	3.7	4.0
6 to 10 hours		13.3	14.0	13.9	4.0	5.0	4.6	4.9	5.4	5.2
11 to 15 hours		6.7	21.1	18.1	1.6	3.1	2.4	3.2	4.4	3.9
16 to 20 hours		6.7	3.5	4.2	1.4	1.6	1.5	3.7	4.4	4.1
Over 20 hours		13.3	7.0	8.3	1.6	2.0	1.8	6.7	6.5	6.6
Student clubs and groups										
	71									
None		26.7	42.9	39.4	33.2	29.2	30.9	47.5	43.0	44.8
Less than 1 hour		20.0	5.4	8.5	14.3	13.4	13.8	11.0	12.9	12.2
1 to 2 hours		26.7	30.4	29.6	23.0	25.6	24.5	17.9	21.3	19.9
3 to 5 hours		13.3	12.5	12.7	16.6	20.5	18.9	13.1	14.4	13.9
6 to 10 hours		13.3	7.1	8.5	8.8	7.9	8.3	6.0	5.6	5.8
11 to 15 hours		0.0	1.8	1.4	1.7	2.3	2.1	2.0	1.5	1.7
16 to 20 hours		0.0	0.0	0.0	0.9	0.5	0.6	0.9	0.6	0.7
Over 20 hours		0.0	0.0	0.0	1.5	0.5	1.0	1.6	0.6	1.0

Table 2: YFCY Spring 2006 Responses

	# Respondents	Adelphi University			Private Univs			All Univs/4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
SINCE ENTERING THIS COLLEGE, HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?										
Watching TV										
	72									
None		13.3	12.3	12.5	14.0	16.2	15.3	11.4	11.9	11.7
Less than 1 hour		13.3	15.8	15.3	18.4	19.3	18.9	14.9	16.2	15.7
1 to 2 hours		26.7	28.1	27.8	26.3	27.7	27.1	23.1	27.9	26.0
3 to 5 hours		6.7	26.3	22.2	21.6	23.9	22.9	24.0	26.1	25.3
6 to 10 hours		26.7	8.8	12.5	12.2	9.0	10.4	14.9	11.5	12.8
11 to 15 hours		6.7	5.3	5.6	4.1	2.2	3.0	5.4	3.5	4.2
16 to 20 hours		0.0	1.8	1.4	1.6	1.1	1.3	2.6	1.5	1.9
Over 20 hours		6.7	1.8	2.8	1.7	0.6	1.1	3.7	1.5	2.4
Household/childcare duties										
	72									
None		33.3	31.6	31.9	73.9	67.3	70.1	69.5	60.6	64.1
Less than 1 hour		6.7	24.6	20.8	9.0	14.1	11.9	10.0	14.7	12.9
1 to 2 hours		33.3	31.6	31.9	8.4	12.2	10.6	9.8	14.8	12.8
3 to 5 hours		26.7	7.0	11.1	4.2	4.6	4.4	5.5	6.0	5.8
6 to 10 hours		0.0	5.3	4.2	2.4	1.3	1.7	2.5	2.1	2.2
11 to 15 hours		0.0	0.0	0.0	1.1	0.3	0.6	1.3	0.7	0.9
16 to 20 hours		0.0	0.0	0.0	0.3	0.1	0.2	0.4	0.3	0.4
Over 20 hours		0.0	0.0	0.0	0.6	0.2	0.4	1.0	0.7	0.8
Reading for pleasure										
	72									
None		33.3	31.6	31.9	43.8	44.2	44.0	45.9	43.3	44.3
Less than 1 hour		13.3	22.8	20.8	21.2	25.7	23.8	20.5	25.1	23.3
1 to 2 hours		33.3	26.3	27.8	19.2	19.5	19.4	17.5	19.5	18.7
3 to 5 hours		13.3	14.0	13.9	8.8	7.8	8.2	9.2	8.3	8.7
6 to 10 hours		0.0	3.5	2.8	4.9	2.0	3.3	4.1	2.6	3.2
11 to 15 hours		6.7	1.8	2.8	0.7	0.6	0.7	1.3	0.7	1.0
16 to 20 hours		0.0	0.0	0.0	0.7	0.1	0.4	0.6	0.2	0.4
Over 20 hours		0.0	0.0	0.0	0.6	0.1	0.3	0.8	0.3	0.5
Playing video/computer games										
	72									
None		20.0	59.6	51.4	25.0	72.5	52.3	22.8	66.8	49.4
Less than 1 hour		13.3	17.5	16.7	18.7	13.1	15.5	16.5	15.5	15.9
1 to 2 hours		20.0	8.8	11.1	22.0	8.1	14.0	21.6	10.1	14.6
3 to 5 hours		0.0	12.3	9.7	18.4	4.6	10.5	19.7	4.9	10.8
6 to 10 hours		33.3	1.8	8.3	9.3	1.2	4.7	10.3	1.6	5.1
11 to 15 hours		6.7	0.0	1.4	3.3	0.2	1.6	3.8	0.6	1.9
16 to 20 hours		0.0	0.0	0.0	1.1	0.1	0.5	2.0	0.2	0.9
Over 20 hours		6.7	0.0	1.4	2.2	0.2	1.0	3.2	0.3	1.4
Prayer/meditation										
	72									
None		40.0	63.2	58.3	36.6	36.9	36.8	47.4	46.3	46.8
Less than 1 hour		40.0	26.3	29.2	27.3	31.2	29.5	25.2	28.1	26.9
1 to 2 hours		20.0	5.3	8.3	23.9	23.2	23.5	15.8	16.9	16.4
3 to 5 hours		0.0	5.3	4.2	7.0	6.3	6.6	6.2	5.7	5.9
6 to 10 hours		0.0	0.0	0.0	3.1	1.5	2.2	2.8	1.7	2.1
11 to 15 hours		0.0	0.0	0.0	0.9	0.5	0.7	1.1	0.6	0.8
16 to 20 hours		0.0	0.0	0.0	0.4	0.1	0.2	0.5	0.2	0.3
Over 20 hours		0.0	0.0	0.0	0.9	0.3	0.5	1.1	0.5	0.7

Table 2: YFCY Spring 2006 Responses

	# Respondents	Adelphi University			Private Univs			All Univs/4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
SINCE ENTERING THIS COLLEGE, HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?										
Commuting										
None	72	26.7	35.1	33.3	66.3	73.3	70.3	58.5	65.5	62.7
Less than 1 hour		0.0	14.0	11.1	11.7	9.3	10.3	12.3	10.3	11.1
1 to 2 hours		13.3	15.8	15.3	11.1	8.1	9.4	12.3	10.2	11.0
3 to 5 hours		40.0	22.8	26.4	6.4	5.8	6.1	9.0	8.0	8.4
6 to 10 hours		13.3	5.3	6.9	2.6	2.6	2.6	4.1	3.7	3.9
11 to 15 hours		6.7	3.5	4.2	0.8	0.4	0.5	1.5	1.0	1.2
16 to 20 hours		0.0	0.0	0.0	0.2	0.1	0.2	0.7	0.4	0.5
Over 20 hours		0.0	3.5	2.8	0.8	0.4	0.6	1.5	0.8	1.1
If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?										
Definitely yes	72	46.7	28.1	31.9	48.9	46.0	47.2	39.1	40.8	40.1
Probably yes		26.7	38.6	36.1	34.7	34.8	34.8	37.9	37.4	37.6
Not sure yet		6.7	10.5	9.7	4.5	4.3	4.4	5.8	4.7	5.1
Probably no		13.3	12.3	12.5	8.2	9.7	9.0	11.0	11.1	11.1
Definitely no		6.7	10.5	9.7	3.7	5.2	4.5	6.3	5.9	6.1
What do you think you will be doing in Fall 2006?										
Attending your current (or most recent) institution	72	100.0	87.7	90.3	94.5	92.8	93.5	90.5	91.2	90.9
Attending another institution		0.0	10.5	8.3	4.4	6.8	5.8	8.1	8.4	8.3
Not attending any institution		0.0	1.8	1.4	1.1	0.4	0.7	1.4	0.5	0.8
How many times in the past two weeks, if any, have you had five or more alcoholic drinks in a row?										
None	72	60.0	86.0	80.6	45.9	60.7	54.4	47.7	60.8	55.6
Once		6.7	5.3	5.6	14.8	13.6	14.1	12.3	13.1	12.8
Twice		6.7	5.3	5.6	13.3	11.9	12.5	13.0	11.2	11.9
3 to 5 times		13.3	1.8	4.2	18.0	11.0	14.0	16.6	10.9	13.2
6 to 9 times		13.3	1.8	4.2	5.0	2.1	3.3	5.9	2.9	4.1
10 or more times		0.0	0.0	0.0	2.9	0.6	1.6	4.5	1.1	2.5
During the past year did you participate in or receive any of the following?										
A discussion with a parent or guardian about alcohol before attending college	72	40.0	24.6	27.8	46.8	48.4	47.7	39.0	40.4	39.8
An on-line alcohol education program sponsored by your college		0.0	10.5	8.3	16.9	23.5	20.6	15.4	16.7	16.2
A live presentation about alcohol by college officials		33.3	29.8	30.6	45.2	50.2	48.0	29.9	30.1	30.0
A live presentation about alcohol by college students		33.3	36.8	36.1	44.5	48.4	46.7	23.0	25.3	24.4
Small group discussions about alcohol		6.7	22.8	19.4	31.9	32.0	32.0	20.5	21.1	20.8
Written material about alcohol from your college		20.0	35.1	31.9	38.8	45.6	42.7	27.6	29.8	28.9
Other alcohol education program		13.3	7.0	8.3	15.5	16.1	15.8	14.1	12.2	13.0
No alcohol education program		46.7	35.1	37.5	13.7	9.6	11.4	22.5	23.4	23.0

Table 3: Changes Over the First Year of College

	Adelphi University			Private Univs			All Univs/4yr Colls		
	2005	2006	Diff	2005	2006	Diff	2005	2006	Diff
Number of Respondents	51	51	---	3,831	3,831	---	21,644	21,644	---
Students rating themselves "above average" or "highest 10%" compared with the average person their age in:									
Academic ability	68.6	74.5	5.9	88.3	76.6	-11.7	72.3	65.3	-7.0
Artistic ability	49.0	41.2	-7.8	29.6	30.6	1.0	28.0	28.9	0.9
Computer skills	39.2	43.1	3.9	38.5	37.1	-1.4	35.8	37.0	1.2
Cooperativeness	78.4	82.4	4.0	77.6	74.5	-3.1	75.4	72.5	-2.9
Creativity	68.6	66.7	-1.9	58.8	56.2	-2.6	56.6	54.9	-1.7
Drive to achieve	86.3	74.5	-11.8	84.0	74.3	-9.7	75.0	67.6	-7.4
Emotional health	42.0	38.0	-4.0	61.6	55.2	-6.4	55.1	49.3	-5.8
Leadership ability	54.9	51.0	-3.9	72.0	64.8	-7.2	62.2	57.8	-4.4
Mathematical ability	50.0	50.0	0.0	59.3	50.7	-8.6	44.7	41.2	-3.5
Physical health	45.1	33.3	-11.8	59.9	50.5	-9.4	55.8	47.3	-8.5
Public speaking ability	33.3	35.3	2.0	47.2	44.2	-3.0	36.8	36.7	-0.1
Religiousness	25.5	23.5	-2.0	42.2	38.0	-4.2	32.8	31.1	-1.7
Self-confidence (intellectual)	51.0	47.1	-3.9	70.1	63.0	-7.1	58.7	55.5	-3.2
Self-confidence (social)	43.1	39.2	-3.9	51.0	49.3	-1.7	49.7	48.4	-1.3
Self-understanding	52.0	58.0	6.0	59.6	61.1	1.5	55.4	55.3	-0.1
Spirituality	33.3	37.3	4.0	46.2	43.6	-2.6	38.3	37.1	-1.2
Understanding of others	68.6	72.5	3.9	69.1	68.2	-0.9	67.4	65.7	-1.7
Writing ability	64.7	60.8	-3.9	61.3	59.5	-1.8	49.2	51.0	1.8
Students reporting that in the last year they:									
Attended a religious service	74.5	51.0	-23.5	89.4	72.7	-16.7	82.2	56.1	-26.1
Felt bored in class [*]	39.2	33.3	-5.9	36.2	42.4	6.2	37.5	41.9	4.4
Participated in organized demonstrations	52.0	36.0	-16.0	38.2	33.9	-4.3	47.8	41.3	-6.5
Tutored another student	58.8	37.3	-21.5	68.7	47.6	-21.1	55.1	41.7	-13.4
Studied with other students	82.4	84.3	1.9	91.5	94.5	3.0	87.8	91.2	3.4
Been a guest in a professor's home	11.8	21.6	9.8	24.6	14.9	-9.7	25.4	16.8	-8.6
Smoked cigarettes [*]	5.9	7.8	1.9	2.9	4.9	2.0	4.6	7.1	2.5
Drank beer	47.1	39.2	-7.9	45.3	63.4	18.1	45.3	59.6	14.3
Drank wine or liquor	60.8	56.9	-3.9	51.0	67.2	16.2	52.1	65.5	13.4
Felt overwhelmed by all you had to do [*]	35.3	43.1	7.8	26.2	39.0	12.8	27.8	39.5	11.7
Felt depressed [*]	9.8	15.7	5.9	4.4	8.9	4.5	6.6	10.5	3.9
Performed volunteer work	92.2	72.5	-19.7	93.9	69.0	-24.9	86.9	62.5	-24.4
Discussed politics: [*]									
In class	51.0	23.5	-27.5	56.6	19.4	-37.2	46.6	18.1	-28.5
With friends	25.5	21.6	-3.9	35.6	22.7	-12.9	28.1	18.4	-9.7
With family	25.5	9.8	-15.7	35.4	17.4	-18.0	28.3	15.0	-13.3
Played a musical instrument	51.0	35.3	-15.7	47.8	36.1	-11.7	43.8	33.4	-10.4
Worked on a local, state, or national political campaign	8.2	12.2	4.0	15.4	8.5	-6.9	11.9	7.4	-4.5
Socialized with someone of another racial/ethnic group [*]	74.5	74.5	0.0	72.3	68.7	-3.6	69.0	62.1	-6.9
Came late to class	64.0	56.0	-8.0	57.0	65.1	8.1	57.4	61.6	4.2
Discussed religion [*]	25.5	17.6	-7.9	48.7	30.0	-18.7	37.3	23.0	-14.3
Used the Internet for research/homework homework [*]	82.4	82.4	0.0	86.3	86.8	0.5	82.3	87.2	4.9
Performed community service as part of class	51.0	23.5	-27.5	61.0	24.5	-36.5	56.5	32.2	-24.3
Used a personal computer [*]	84.3	90.2	5.9	92.2	93.8	1.6	87.4	91.0	3.6

[*] Percentage responding "Frequently" only. All other percentages represent percentage marking "Frequently" or "Occasionally"

Table 3: Changes Over the First Year of College

	Adelphi University			Private Univs			All Univs/4yr Colls		
	2005	2006	Diff	2005	2006	Diff	2005	2006	Diff
Objectives considered to be "very important" or "essential":									
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	25.0	22.9	-2.1	14.6	21.6	7.0	14.4	21.0	6.6
Becoming an authority in my field	61.2	63.3	2.1	60.2	63.5	3.3	57.4	62.1	4.7
Obtaining recognition from my colleagues for contributions to my special field	65.3	69.4	4.1	53.0	56.0	3.0	52.4	56.8	4.4
Influencing the political structure	20.4	22.4	2.0	23.5	25.5	2.0	19.5	22.2	2.7
Influencing social values	44.9	55.1	10.2	44.1	50.9	6.8	41.2	48.3	7.1
Raising a family	81.6	87.8	6.2	79.0	79.7	0.7	77.7	77.4	-0.3
Having administrative responsibility for the work of others	46.8	51.1	4.3	36.9	42.6	5.7	37.7	41.5	3.8
Being very well off financially	77.6	69.4	-8.2	66.6	62.4	-4.2	70.7	66.7	-4.0
Helping others who are in difficulty	77.6	71.4	-6.2	70.7	77.1	6.4	67.5	74.4	6.9
Making a theoretical contribution to science	24.5	18.4	-6.1	17.3	19.3	2.0	15.5	18.7	3.2
Writing original works (poems, novels, short stories, etc.)	30.6	32.7	2.1	15.3	20.4	5.1	14.6	20.7	6.1
Creating artistic work (painting, sculpture, decorating, etc.)	32.7	34.7	2.0	15.0	20.7	5.7	15.0	21.7	6.7
Becoming successful in a business of my own	44.9	57.1	12.2	35.6	40.2	4.6	39.6	41.9	2.3
Becoming involved in programs to clean up the environment	28.6	34.7	6.1	18.7	26.2	7.5	19.0	27.6	8.6
Developing a meaningful philosophy of life	46.9	49.0	2.1	52.5	58.6	6.1	45.0	52.1	7.1
Participating in a community action program	34.7	32.7	-2.0	32.7	39.1	6.4	26.0	32.4	6.4
Helping to promote racial understanding	49.0	44.9	-4.1	35.4	45.9	10.5	31.5	42.5	11.0
Keeping up to date with political affairs	36.7	36.7	0.0	50.1	50.2	0.1	37.6	41.0	3.4
Becoming a community leader	28.6	34.7	6.1	40.0	44.9	4.9	33.6	37.3	3.7
Integrating spirituality into my life	34.7	38.8	4.1	53.6	60.3	6.7	41.8	50.0	8.2
Improving my understanding of other countries and cultures:	61.2	65.3	4.1	60.8	63.6	2.8	51.4	56.0	4.6
SINCE ENTERING THIS COLLEGE, HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?									
Studying/homework									
None	2.0	2.0	0.0	0.8	0.2	-0.6	1.8	0.5	-1.3
Less than 1 hour	14.0	0.0	-14.0	5.5	0.5	-5.0	10.8	1.4	-9.4
1 to 2 hours	18.0	12.0	-6.0	13.8	4.0	-9.8	20.3	8.7	-11.6
3 to 5 hours	36.0	38.0	2.0	24.8	17.6	-7.2	28.1	27.5	-0.6
6 to 10 hours	18.0	28.0	10.0	25.3	32.2	6.9	20.8	31.7	10.9
11 to 15 hours	2.0	10.0	8.0	15.6	20.2	4.6	10.1	15.2	5.1
16 to 20 hours	8.0	6.0	-2.0	8.6	12.7	4.1	4.9	8.5	3.6
Over 20 hours	2.0	4.0	2.0	5.7	12.6	6.9	3.3	6.5	3.2

Table 3: Changes Over the First Year of College

	Adelphi University			Private Univs			All Univs/4yr Colls		
	2005	2006	Diff	2005	2006	Diff	2005	2006	Diff
SINCE ENTERING THIS COLLEGE, HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?									
Socializing with friends									
None	0.0	0.0	0.0	0.1	0.4	0.3	0.3	0.6	0.3
Less than 1 hour	0.0	4.0	4.0	0.8	1.0	0.2	1.1	1.1	0.0
1 to 2 hours	4.0	6.0	2.0	4.5	3.4	-1.1	5.4	5.0	-0.4
3 to 5 hours	16.0	24.0	8.0	18.8	14.0	-4.8	18.3	15.6	-2.7
6 to 10 hours	24.0	28.0	4.0	30.9	28.8	-2.1	27.6	27.5	-0.1
11 to 15 hours	24.0	18.0	-6.0	20.6	21.2	0.6	19.3	18.4	-0.9
16 to 20 hours	4.0	8.0	4.0	11.5	11.7	0.2	12.1	11.5	-0.6
Over 20 hours	28.0	12.0	-16.0	12.8	19.6	6.8	15.9	20.3	4.4
Exercising or sports									
None	8.0	14.0	6.0	3.3	5.1	1.8	4.1	6.5	2.4
Less than 1 hour	8.0	12.0	4.0	6.9	9.0	2.1	8.8	10.7	1.9
1 to 2 hours	22.0	22.0	0.0	13.5	18.2	4.7	14.7	20.6	5.9
3 to 5 hours	24.0	36.0	12.0	18.5	32.4	13.9	18.7	27.8	9.1
6 to 10 hours	20.0	8.0	-12.0	20.9	22.3	1.4	18.8	19.7	0.9
11 to 15 hours	10.0	4.0	-6.0	17.7	6.8	-10.9	15.8	7.4	-8.4
16 to 20 hours	4.0	2.0	-2.0	9.8	3.3	-6.5	8.7	3.7	-5.0
Over 20 hours	4.0	2.0	-2.0	9.4	2.8	-6.6	10.5	3.5	-7.0
Partying									
None	24.0	28.0	4.0	26.1	17.5	-8.6	27.2	22.9	-4.3
Less than 1 hour	4.0	22.0	18.0	15.8	9.7	-6.1	15.9	11.7	-4.2
1 to 2 hours	34.0	18.0	-16.0	19.4	17.3	-2.1	17.3	16.1	-1.2
3 to 5 hours	24.0	16.0	-8.0	21.8	27.8	6.0	19.7	23.4	3.7
6 to 10 hours	4.0	14.0	10.0	11.2	18.8	7.6	11.6	16.2	4.6
11 to 15 hours	4.0	0.0	-4.0	3.3	5.4	2.1	4.4	5.4	1.0
16 to 20 hours	6.0	2.0	-4.0	1.3	1.9	0.6	2.1	2.3	0.2
Over 20 hours	0.0	0.0	0.0	1.1	1.7	0.6	1.9	2.2	0.3
Student clubs and groups									
None	12.5	39.6	27.1	11.3	28.8	17.5	22.4	41.2	18.8
Less than 1 hour	10.4	4.2	-6.2	14.3	14.0	-0.3	15.4	12.7	-2.7
1 to 2 hours	29.2	33.3	4.1	31.2	26.0	-5.2	27.5	21.7	-5.8
3 to 5 hours	33.3	10.4	-22.9	24.3	19.4	-4.9	19.3	14.8	-4.5
6 to 10 hours	6.3	10.4	4.1	10.7	8.4	-2.3	8.5	6.1	-2.4
11 to 15 hours	4.2	2.1	-2.1	4.3	2.1	-2.2	3.4	1.8	-1.6
16 to 20 hours	2.1	0.0	-2.1	2.1	0.6	-1.5	1.7	0.8	-0.9
Over 20 hours	2.1	0.0	-2.1	1.7	0.8	-0.9	1.8	0.8	-1.0
Watching TV									
None	4.0	12.0	8.0	6.0	15.2	9.2	5.4	12.2	6.8
Less than 1 hour	18.0	14.0	-4.0	14.5	19.7	5.2	14.3	16.3	2.0
1 to 2 hours	30.0	26.0	-4.0	25.0	27.2	2.2	24.7	26.3	1.6
3 to 5 hours	30.0	28.0	-2.0	29.8	23.5	-6.3	29.3	25.0	-4.3
6 to 10 hours	10.0	8.0	-2.0	15.4	9.7	-5.7	15.7	12.5	-3.2
11 to 15 hours	0.0	8.0	8.0	5.0	2.7	-2.3	5.5	3.8	-1.7
16 to 20 hours	2.0	2.0	0.0	2.4	1.1	-1.3	2.4	1.7	-0.7
Over 20 hours	6.0	2.0	-4.0	2.0	1.1	-0.9	2.6	2.1	-0.5

Table 3: Changes Over the First Year of College

	Adelphi University			Private Univs			All Univs/4yr Colls		
	2005	2006	Diff	2005	2006	Diff	2005	2006	Diff
SINCE ENTERING THIS COLLEGE, HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?									
Household/childcare duties									
None	12.0	18.0	6.0	17.9	71.7	53.8	19.0	66.1	47.1
Less than 1 hour	22.0	26.0	4.0	24.7	11.8	-12.9	22.6	13.1	-9.5
1 to 2 hours	28.0	38.0	10.0	34.4	10.3	-24.1	32.2	12.4	-19.8
3 to 5 hours	26.0	12.0	-14.0	16.5	4.1	-12.4	17.5	5.1	-12.4
6 to 10 hours	6.0	6.0	0.0	4.1	1.4	-2.7	5.2	1.9	-3.3
11 to 15 hours	2.0	0.0	-2.0	1.0	0.4	-0.6	1.7	0.7	-1.0
16 to 20 hours	2.0	0.0	-2.0	0.6	0.1	-0.5	0.7	0.2	-0.5
Over 20 hours	2.0	0.0	-2.0	0.7	0.2	-0.5	1.0	0.5	-0.5
Reading for pleasure									
None	12.0	30.0	18.0	16.1	44.7	28.6	22.1	44.8	22.7
Less than 1 hour	22.0	24.0	2.0	28.2	24.5	-3.7	26.8	23.8	-3.0
1 to 2 hours	32.0	28.0	-4.0	27.6	19.6	-8.0	24.8	18.7	-6.1
3 to 5 hours	20.0	16.0	-4.0	18.3	7.8	-10.5	16.0	8.2	-7.8
6 to 10 hours	8.0	2.0	-6.0	6.2	2.8	-3.4	6.2	2.9	-3.3
11 to 15 hours	4.0	0.0	-4.0	2.0	0.4	-1.6	2.2	0.8	-1.4
16 to 20 hours	2.0	0.0	-2.0	0.8	0.2	-0.6	0.9	0.3	-0.6
Over 20 hours	0.0	0.0	0.0	0.7	0.2	-0.5	1.0	0.4	-0.6
Playing video/computer games									
None	44.0	56.0	12.0	46.4	52.1	5.7	43.7	50.2	6.5
Less than 1 hour	24.0	14.0	-10.0	21.3	16.1	-5.2	21.8	16.0	-5.8
1 to 2 hours	12.0	10.0	-2.0	14.0	14.1	0.1	14.8	14.6	-0.2
3 to 5 hours	10.0	14.0	4.0	10.0	10.8	0.8	10.1	10.6	0.5
6 to 10 hours	4.0	2.0	-2.0	4.7	4.4	-0.3	5.2	4.7	-0.5
11 to 15 hours	4.0	2.0	-2.0	1.6	1.2	-0.4	2.1	1.7	-0.4
16 to 20 hours	0.0	0.0	0.0	0.9	0.4	-0.5	1.0	0.9	-0.1
Over 20 hours	2.0	2.0	0.0	1.0	0.9	-0.1	1.4	1.2	-0.2
Prayer/meditation									
None	44.0	58.0	14.0	24.5	35.1	10.6	35.1	46.5	11.4
Less than 1 hour	26.0	28.0	2.0	36.3	30.0	-6.3	34.5	27.6	-6.9
1 to 2 hours	14.0	8.0	-6.0	28.5	25.2	-3.3	20.9	16.8	-4.1
3 to 5 hours	12.0	6.0	-6.0	7.9	6.6	-1.3	6.4	5.7	-0.7
6 to 10 hours	2.0	0.0	-2.0	1.8	2.0	0.2	1.8	1.9	0.1
11 to 15 hours	2.0	0.0	-2.0	0.4	0.5	0.1	0.6	0.7	0.1
16 to 20 hours	0.0	0.0	0.0	0.2	0.1	-0.1	0.3	0.2	-0.1
Over 20 hours	0.0	0.0	0.0	0.3	0.4	0.1	0.5	0.6	0.1
What is your current grade average (as of your most recently completed academic term)?									
A (3.75 - 4.0)	36.0	24.0	-12.0	48.5	20.9	-27.6	28.1	17.5	-10.6
A-,B+ (3.25 - 3.74)	54.0	42.0	-12.0	43.2	40.4	-2.8	46.7	34.4	-12.3
B (2.75 - 3.24)	8.0	24.0	16.0	6.7	26.3	19.6	16.4	27.7	11.3
B-,C+ (2.25 - 2.74)	2.0	8.0	6.0	1.5	8.6	7.1	7.7	12.7	5.0
C (1.75 - 2.24)	0.0	2.0	2.0	0.1	2.5	2.4	1.0	5.6	4.6
C- or less (below 1.75)	0.0	0.0	0.0	0.0	1.4	1.4	0.0	2.1	2.1

Table 3: Changes Over the First Year of College

	Adelphi University			Private Univs			All Univs/4yr Colls		
	2005	2006	Diff	2005	2006	Diff	2005	2006	Diff
Do you have any concern about your ability to finance your college education?									
None (I am confident that I will have sufficient funds)	20.8	16.7	-4.1	37.2	34.2	-3.0	33.0	30.5	-2.5
Some (but I probably will have enough funds)	56.2	66.7	10.5	53.2	52.6	-0.6	55.3	54.1	-1.2
Major (not sure I will have enough funds to complete college)	22.9	16.7	-6.2	9.6	13.2	3.6	11.7	15.4	3.7
How would you characterize your political views?									
Far left	4.3	4.3	0.0	2.4	3.1	0.7	3.0	3.3	0.3
Liberal	42.6	46.8	4.2	26.6	28.8	2.2	26.4	29.1	2.7
Middle-of-the-road	40.4	42.6	2.2	39.3	37.7	-1.6	43.3	39.9	-3.4
Conservative	12.8	6.4	-6.4	29.9	28.5	-1.4	25.4	25.9	0.5
Far right	0.0	0.0	0.0	1.8	1.9	0.1	1.8	1.7	-0.1
Do you give the Higher Education Research Institute at UCLA permission to include your ID number should your college request the data for additional research analyses?									
Yes	32.6	30.2	-2.4	69.7	52.2	-17.5	68.7	46.3	-22.4
No	67.4	69.8	2.4	30.3	47.8	17.5	31.3	53.7	22.4

11. 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 for each item)

	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"/>
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"/>
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"/>
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"/>
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"/>

12. Since entering this college, how often have you:
(Mark one for each item)

	Frequently	Occasionally	Not at all
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt 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"/>
Been a guest in a professor'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 you 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"/>
Discussed politics:			
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"/>
Played a musical instrument	<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"/>
Socialized with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet for research/homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as part of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used a personal computer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintained a healthy diet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Missed school because of illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slept 8 or more hours a day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Please rate your satisfaction with this institution on each of the aspects of college life listed below.
(Mark one for each item)

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Can't Rate/No Experience
Your overall academic experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Classroom facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer facilities/labs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Library facilities and services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Quality of computer training/assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Availability of Internet access	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Academic advising	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutoring or other academic assistance	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student housing facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student housing office/services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Financial aid office	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Student health services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Psychological counseling services	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Recreational facilities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Orientation for new students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership opportunities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Opportunities for community service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Since entering this college, how has it been to:
(Mark one for each item)

	Very Easy	Somewhat Easy	Somewhat Difficult	Very Difficult
Understand what your professors expect of you academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop effective study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjust to the academic demands of college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage your time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get to know faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop close friendships with male students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop close friendships with female students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop close friendships with students of a different racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize campus services available to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

15. Indicate the importance to you personally of each of the following:
(Mark one for each item)

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an authority in my field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining recognition from my colleagues for contributions to my special field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing the political structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing social values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raising a family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having administrative responsibility for the work of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being very well off financially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping others who are in difficulty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a theoretical contribution to science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing original works (poems, novels, short stories, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating artistic work (painting, sculpture, decorating, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming successful in a business of my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming involved in programs to clean up the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a meaningful philosophy of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a community action program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping to promote racial understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up to date with political affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming a community leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating spirituality into my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving my understanding of other countries and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. Please indicate the extent to which you agree or disagree with the following statements: (Mark one for each item)

Strongly Agree
Agree
Disagree
Strongly Disagree

In class, I have been singled out because of my:

Race/ethnicity

Sex

In class, I have heard faculty express stereotypes about:

Racial/ethnic groups

Women

Men

The admission/recruitment materials portrayed this campus accurately

I see myself as part of the campus community

Faculty here is interested in students' academic problems

Faculty here is interested in students' personal problems

Staff here is interested in students' academic problems

Staff here is interested in students' personal problems

There is a lot of racial tension on this campus

I feel like I am just another number on this campus

There is strong competition among most of the students for high grades

I feel a sense of belonging with this college

17. To what extent have you experienced the following with students from a racial/ethnic group other than your own? (Mark one for each item)

Very Often
Often
Sometimes
Seldom
Never

Dined or shared a meal

Had meaningful and honest discussions about race/ethnic relations outside of class

Had guarded, cautious interactions

Shared personal feelings and problems

Had tense, somewhat hostile interactions

Had intellectual discussions outside of class

Felt insulted or threatened because of race/ethnicity

Studied or prepared for class

Socialized or partied

Attended events sponsored by other racial/ethnic groups ..

18. Please rate your satisfaction with this institution on each of the aspects of college life listed below. (Mark one for each item)

Very Satisfied
Satisfied
Neutral
Dissatisfied
Very Dissatisfied
Can't Rate/
No Experience

Amount of contact with faculty

Class size

Interaction with other students

Relevance of coursework to everyday life

Relevance of coursework to future career plans

Overall quality of instruction

Respect for the expression of diverse beliefs

Availability of campus social activities

Your social life

Overall sense of community among students

Overall college experience

19. Since entering this college have you: (Mark all that apply)

Decided to pursue a different major

Changed your career choice

Participated in student government

Worked full-time while attending school

Joined a social fraternity or sorority

Played varsity/intercollegiate athletics

Participated in student protests or demonstrations

Participated in volunteer or community service work

Participated in student clubs/groups

Sought personal counseling

Strengthened your religious beliefs/convictions

Failed one or more courses

Participated in leadership training

Communicated regularly with your professors

Enrolled in an honors or advanced course

Enrolled in a remedial or developmental course

Transferred from another institution

Been satisfied with this college

Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning cluster, learning community, linked courses)

Taken a college course or freshman seminar designed to help first-year students adjust to college

Joined a pre-professional or departmental club

Participated in an academic enrichment/support program

20. Since entering this college, indicate how often you: (Mark one for each item)

Frequently
Occasionally
Not at all

Turned in course assignment(s) late

Spoke up in class

Discussed course content with students outside of class

Skipped class

Received tutoring

Worked on a professor's research project ...

Turned in course assignments that did not reflect your best work

Participated in intramural sports

Had difficulty getting along with your roommate(s)/housemate(s)

Received from professor:

Advice or guidance about your educational program

Emotional support or encouragement

Negative feedback about your academic work

Witnessed academic dishonesty/cheating ...

Went home for the weekend

Worked with an academic advisor to select your courses

Received advice/counseling from another student

Fell asleep in class

Had difficulty enrolling in the courses you need.

