

Xavier University of Louisiana
OFFICE OF PLANNING AND INSTITUTIONAL RESEARCH

Report on the
2002 FRESHMAN SURVEY

from the
**UNIVERSITY OF CALIFORNIA – LOS ANGELES: HIGHER EDUCATION RESEARCH INSTITUTE (HERI)
COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM (CIRP)**

Executive Summary

Each fall semester, Xavier University's Office of Institutional Research administers the annual CIRP survey of college freshmen to gather information regarding its entering freshman class. During the fall 2002 semester, 758 of Xavier's 974 first-time full-time freshmen (77.8%) participated in the survey; 22.8% of respondents were male, and 77.2% were female (Xavier's first-time full-time freshmen are 23.2% male and 76.8% female). The national norms, compiled by the Higher Education Research Institute (HERI) at UCLA, are based on 282,549 freshmen at 437 baccalaureate institutions, 3,040 of whom attended six (6) *Private Black Colleges* (including Xavier University).

It should also be noted that this was the first CIRP survey conducted after 9/11—HERI noted measurable attitudinal differences, nationally and locally, as well as a shift toward conservative political orientation.

According to HERI, other national trends include increased computer usage, decreased time spent studying, possible grade inflation, and decreased alcohol and cigarette use.

What follows is a glimpse of responses given by respondents from Xavier's Class of 2006. The results of the CIRP survey indicate that in many of the categories presented, responses of Xavier freshmen are similar to responses of their peers at *Private Black Colleges* and at *All Institutions*. This report gives an overview of several areas, including academic background, college and career choices, finances, technology, activities engaged in during high school senior year, weekly activities, probable major, values considered important, level of agreement with various societal issues, and political orientation.

The majority of the Xavier freshmen who participated in the survey reported being 18 or 19 years old. Xavier freshmen "attend religious services," "study with other students," "perform volunteer work," and "socialize with someone of another race" more than their peers at *Private Black Colleges* and *All Institutions*. Mirroring the nationwide trend of "academic disengagement," an increased percentage of Fall 2002 respondents at Xavier reported less time spent studying. On a positive note, this freshman class reflects a high level of self-confidence. Freshmen rate themselves higher than their peers at *All Institutions* and at other *Private Black Colleges* as "above average" or "in the top 10%" in "drive to achieve," "intellectual self-confidence," "cooperativeness," "academic ability," and "persistence."

Xavier freshmen rely on grants and loans (rather than family or personal savings) to finance their education more than freshmen at *All Institutions*, but in similar proportion to peers at *Private Black Colleges*.

A high percentage of Xavier freshmen report frequent computer usage; however, there were gender disparities in level of confidence with computer skills—more males (50.6%) than females (37.2%) rated themselves as either above average or in the top 10% of their peers with respect to computer skills. This follows the national trend.

Politically, more than half of Xavier freshmen classified themselves as "middle of the road," as was the case last year. This year, however, an increasing percentage of freshmen, both at Xavier and nationally, classified themselves as "conservative," and a smaller percentage classified themselves as "liberal."

BACKGROUND OF CIRP SURVEY

Each fall semester, Xavier University's Office of Institutional Research conducts the annual Cooperative Institutional Research Program (CIRP) *Freshman Survey* to gather information regarding its entering freshman class. This past year, 2002, marked the thirty-seventh CIRP survey administered nationally by UCLA's Higher Education Research Institute, and was the twenty-ninth year in which Xavier University participated in the survey.

During Xavier University's Fall 2002 Freshman Orientation, surveys were distributed to incoming first-time full-time freshmen. Of Xavier's 974 incoming freshmen, 758 completed surveys were received (77.8% response rate). National norms at *All Institutions* are based on 282,549 freshmen at 437 baccalaureate institutions. The other benchmark group used was *Private Black Colleges*, which included 3,040 freshmen at six (6) schools¹ (including Xavier University).

The attached report, with charts and tables, focuses on the responses of these Xavier freshmen, with comparisons made to Xavier freshmen of 2001 and 1997, and to freshmen at *Private Black Colleges* and at *All Institutions* for the years of 2002 and 2001.

The CIRP Freshman Survey is lengthy; only a sampling of questions and responses are given here. For some areas, percentages are given for the top five and bottom five response percentages (so noted in the report's tables and charts). The entire report, along with *The American Freshman: National Norms for Fall 2002* is available in the Office of Planning & Institutional Research, located in Room 100 of the Administration Annex. If you wish to see the full report, please call extension 7566.

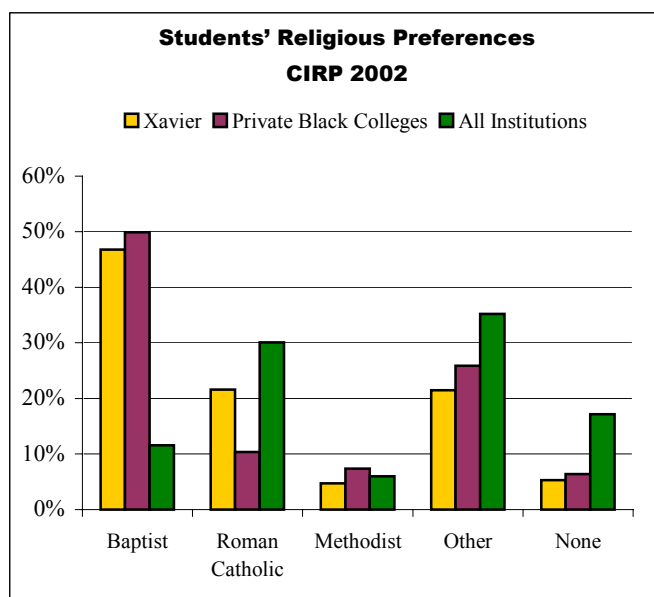
RESPONDENT DEMOGRAPHICS

- ▶ Just over 77% of Xavier respondents are female; 76.8% of Xavier's freshmen are female
- ▶ Almost 95% of Xavier respondents are African American; 93.2% of Xavier's freshmen (who specified ethnicity) are African American
- ▶ Nearly half of the freshmen surveyed (44%) lived more than 500 miles away from home
- ▶ 78% of the freshmen surveyed were 18 years old by December 31, 2002

Religious preference. (See grid on page 10) Freshmen indicating Baptist as their religious preference increased to 46.8% at Xavier, up from 45.2% in 2001. The majority of freshmen at Xavier belong to this denomination; which is also the case at *Private Black Colleges* (49.9% Baptist). The percentage of Baptist freshmen at *All Institutions* is 11.6%.

The percentage of freshmen reporting Roman Catholic as their religious preference (21.6%) remained the same at Xavier as in 2001. This was double the proportion of Catholic freshmen at *Private Black Colleges* (10.4%), but less than at *All Institutions* (30.1%).

Only five percent of Xavier's incoming freshmen surveyed indicated "None" for religious preference, compared to 6.4% at *Private Black Colleges*. At *All Institutions*, 17.2% (over three times Xavier's percentage) indicated "None" for religious preference. Over the period reviewed, the percentage indicating "None" for religious preference at Xavier has remained relatively stable.



¹ Clark Atlanta University; Dillard University; Morehouse College; Spelman College; Voorhees College (SC); Xavier University (LA)

ACADEMIC BACKGROUND

(See grid on page 10)

Ninety-three percent (93.0%) of Xavier freshmen surveyed reported an A or B average in high school. This mirrors percentages at both *Private Black Colleges* (90.4%) and at *All Institutions* (94.7%). According to *The American Freshman: National Norms for Fall 2002*, 45.7% of freshmen at *All Institutions* reported an average grade of A– or higher in high school.² At Xavier, 44.0% reported an average high school grade of A– or higher, an increase from last year’s 42.5%, but down somewhat from 1997’s percentage of 46.4%.

The authors of *The American Freshman* expressed concern over a nationwide trend of “grade inflation”: “Despite the continued decline in time devoted to schoolwork, students’ high school grade point averages continue to climb. Today, 45.7 percent of freshmen report earning ‘A’ averages in high school, compared to the previous record of 44.1 percent last year and a low of 17.6 percent in 1968.... the phenomenon known as ‘grade inflation’ among incoming freshmen is a trend witnessed across all institutional types.”³

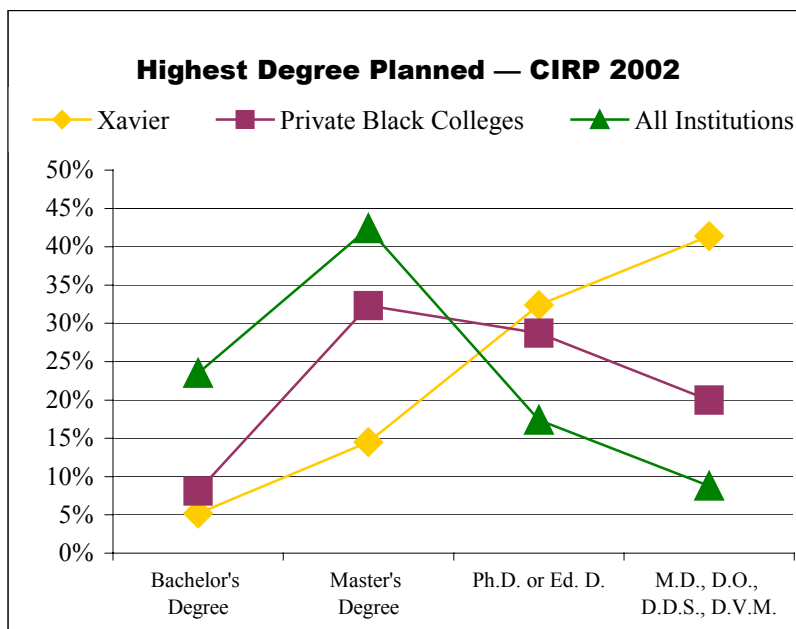
Academic disengagement. Time spent studying while in high school continued to decrease, both nationally and locally (see grid on page 14). Incoming freshmen at Xavier who reported spending five or less hours per week on studying or homework increased to 55.9% in 2002, up from 54.3% in 2001, and 47.9% in 1997. This is lower than the percentages of freshmen reporting same at *Private Black Colleges* (63.4%) or at *All Institutions* (66.5%). An increase since 2001 of freshmen reporting this is noted in both benchmark groups as well.

Highest degree planned anywhere.

The chart to the right illustrates comparisons between Xavier, *Private Black Colleges*, and *All Institutions* with regard to the highest degree planned by respondents (see grid on page 10).

A high percentage of Xavier’s freshmen (90.8%) stated they plan to receive an advanced degree. At *All Institutions*, the largest group (42.4%) of freshmen planned to pursue a Master’s Degree as their highest degree. At Xavier, 76.3% of freshmen plan to receive a Ph.D., Ed.D, medical or law degree; 14.5% planned to obtain a Master’s degree.

Xavier respondents are nearly five times as likely to pursue a medical degree (41.4%) than their peers at *All Institutions* (8.8%), and more than twice as likely to pursue a medical degree than their peers at other *Private Black Colleges* (20.0%).



² Sax, L.J., Lindholm; J.A., Astin, A.W., Korn, W.S., Mahoney, K.M. (2002). *The American Freshman: National Norms for Fall 2002*, Los Angeles: Higher Education Research Institute, UCLA, 3–4.

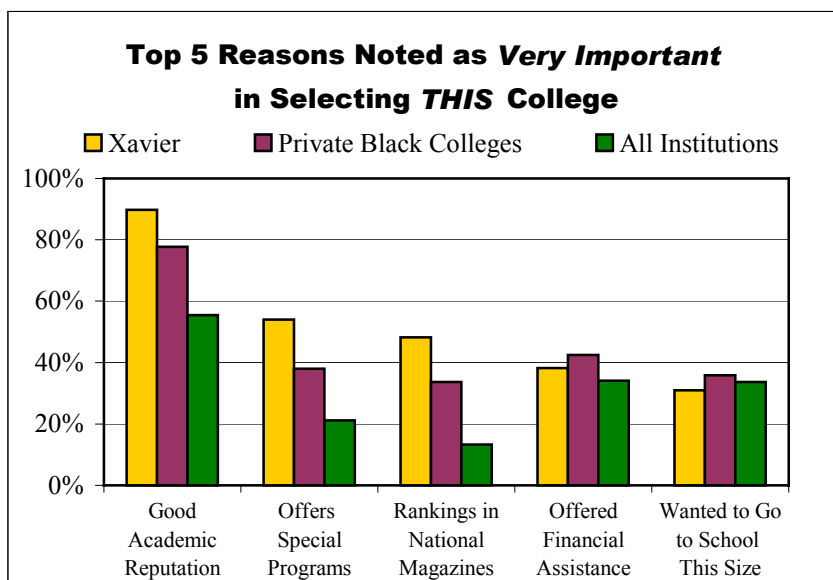
³ Sax, 3–4.

COLLEGE & CAREER

(See grid on page 11)

A higher percentage of Xavier freshmen (79.3%) indicated that Xavier was their first college choice, compared to *Private Black Colleges* (65.2%) and *All Institutions* (69.2%).

The top five reasons cited for selecting *Xavier* include: good academic reputation (89.7%); offering of special programs (54.0%); rankings in national magazines (48.2%); financial assistance offered (38.2%); and wanting to go to a school of this size (31.0%). The most agreed-with statement for both comparison groups was also good academic reputation.



Among *Xavier* respondents, the top five reasons cited for deciding to go to college are: preparing for graduate or professional school (90.6%); training for a specific career (87.6%); learning more about things of interest to the student (79.3%); general education and appreciation of ideas (76.3%); and making more money (76.2%).

Major concern over ability to finance education. Incoming freshmen at *Xavier* continue to have a major concern about their ability to finance college; nearly a quarter (23.2%) of the freshmen surveyed here had this concern. At *Private Black Colleges*, freshmen express this concern in roughly the same proportion (23.8%); however, fewer freshmen feel this at *All Institutions* (12.6%).

FINANCES

Unless otherwise indicated, responses are similar for benchmark groups.

Family resources.

Nearly a quarter of freshmen (23.7%) surveyed at *Xavier* reported that they will not be using any family resources to fund their education. Nearly a fifth (18.9%) reported that they will receive less than \$1000 from family. Almost a third (32.9%) will receive more than \$1000 but less than \$6000. About a quarter (24.5%) will receive \$6000 or more from family. Responses are similar to *Private Black Colleges*.

How much of your first year's educational expenses (room, board, tuition & fees) do you expect to cover from:					
Dollar Amount	% Family Resources	% Own Resources	% Grants/Sch'ships	% Loans	% Other
\$None					
<i>Xavier</i>	23.7%	49.1%	22.6%	34.8%	93.0%
Black Private Colleges	25.4%	49.5%	23.2%	34.8%	93.3%
All Institutions	20.6%	40.6%	36.1%	55.0%	95.5%
Less than \$1000					
<i>Xavier</i>	18.9%	31.0%	5.9%	3.0%	3.4%
Black Private Colleges	17.8%	28.8%	5.8%	3.7%	3.0%
All Institutions	12.1%	27.4%	8.3%	4.3%	1.9%
\$1000 – \$5999					
<i>Xavier</i>	32.9%	18.4%	43.1%	33.8%	2.2%
Black Private Colleges	30.3%	20.1%	37.5%	28.7%	2.3%
All Institutions	29.0%	28.9%	30.9%	27.9%	1.6%
\$6000 or more					
<i>Xavier</i>	24.5%	1.6%	28.4%	28.4%	1.4%
Black Private Colleges	26.6%	1.7%	33.4%	32.9%	1.4%
All Institutions	38.3%	3.1%	24.8%	12.7%	0.9%

Table 1: Financial Resources for College

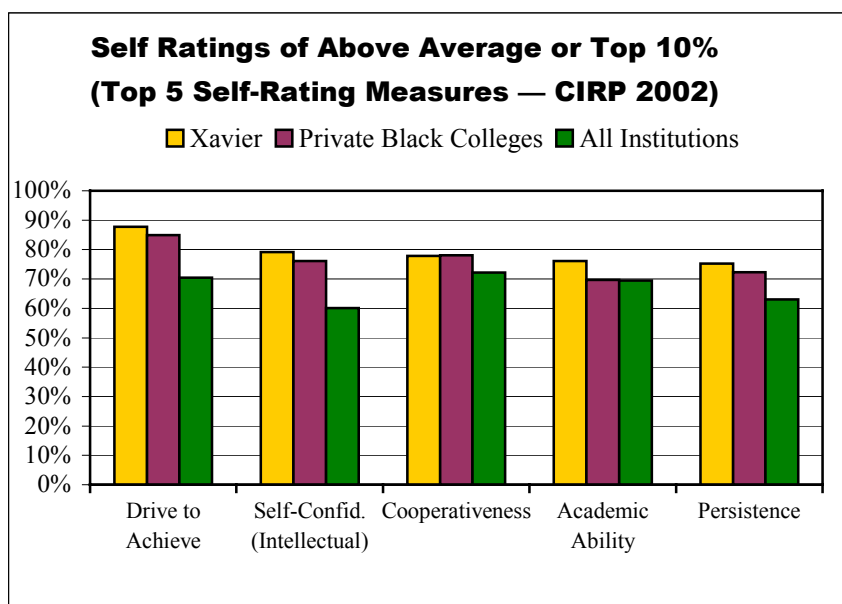
At *All Institutions*, a greater proportion (38.3%) expects to receive \$6000 or more from family resources.

Own resources. Almost half of freshmen (49.1%) surveyed locally reported that they will not use any of their own resources to fund their education. About a third (31.0%) plan to use less than \$1000 of their own resources; nearly a fifth (18.4%) plan to use more than \$1000 but less than \$6000. At *All Institutions*, a greater proportion (28.9%) expects to use more than \$1000 but less than \$6000 of their own resources.

Grants, scholarships, military funding. Just under a quarter of the freshmen (22.6%) surveyed at Xavier do not expect to receive this type of resource. Over two-fifths (43.1%) expect to receive more than \$1000 but less than \$6000. Over a quarter (28.4%) expect to receive \$6000 or more. At *All Institutions*, more than a third (36.1%) do not expect to receive this type of resource.

Loans. Over a third of freshmen (34.8%) surveyed locally do not expect to obtain this type of resource. Over a third (33.8%) expect to obtain more than \$1000 but less than \$6000. Over a quarter (28.4%) expect to obtain over \$6000. At *All Institutions*, over half (55.0%) do not expect to obtain this type of resource; only 12.7% expect to obtain \$6000 or more.

Other sources. The overwhelming majority (93.0%) of freshmen surveyed at Xavier do not expect to receive any source of funding other than those mentioned above.



SELF-RATINGS MEASURES

(See grid on page 13)

Xavier freshman rated themselves either above average or in the top 10% of their peers in the following categories: drive to achieve (87.8%); intellectual self-confidence (79.2%); cooperativeness (77.9%); academic ability (76.1%); and persistence (75.2%). Levels are consistent with last year's responses, and higher than incoming freshmen both at *All Institutions* and at *Private Black Colleges*.

Qualities which Xavier

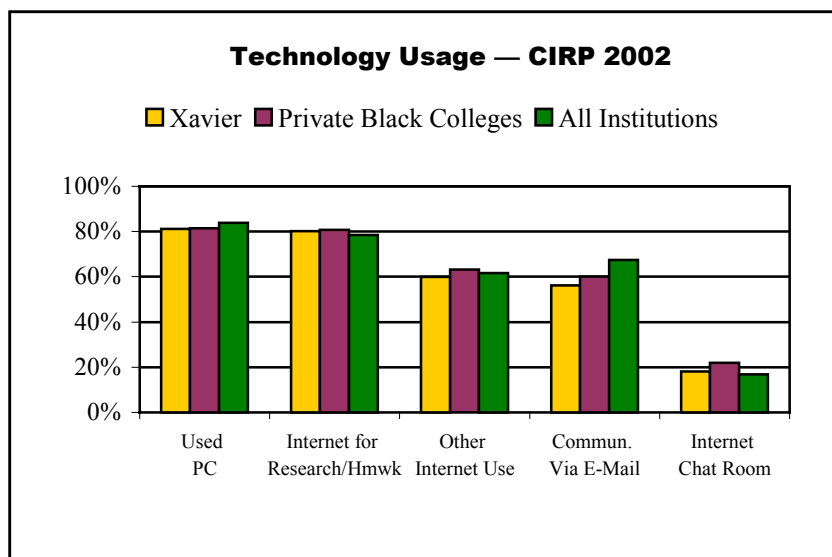
freshmen *least* identified themselves as being either above average or in the top 10% were as follows, in inverse order: artistic ability (25.3%); computer skills (40.3%); risk-taking (45.0% [2002 was the first year this was rated]); public speaking (46.0%); popularity (47.4%).

Tutoring or remedial work needed. Incoming freshmen were asked which subjects they felt they needed help with. Mathematics received the highest percentage rating at Xavier, with 34.5% of incoming freshmen indicating that they felt that they would need help with mathematics. This was also the subject with the highest percentage, but in a larger proportion, at *Private Black Colleges* (41.5%), and a smaller proportion at *All Institutions* (23.2%). Other areas that students responded that they would need tutoring or remedial help include the following: foreign language skills (16.4%); writing skills (15.0%).

TECHNOLOGY

(See grid on page 11)

As stated previously, less than half (40.3%) of Xavier's incoming freshmen rated themselves either above average or in the top 10% of their peers with respect to computer skills. Confidence level with computers still shows the gender differentiation noted in last year's report on Xavier's incoming freshmen: 50.6% of males, as opposed to 37.2% of females, placed themselves in this range with respect to computer usage. However, over four-fifths of all incoming freshmen at Xavier (81.2%) stated they have used a personal computer within the last year; gender difference is slim with respect to computer usage.



And computer use is on the rise—in 1997, only 68% of Xavier's incoming freshmen stated that they had used a computer the previous year.

There is some speculation that time spent on homework (see next section) decreases as time spent on the computer increases. The authors of *The American Freshman* expressed concern over how much time students are spending on the computer: "...the percent of students studying less than one hour per week has nearly doubled (from 8.5 to 15.9 percent) over the past 15 years. One factor that may contribute to these marked declines in homework and study time is the increasing use of computers, and the Internet in particular.... It is unclear from these data whether computer and Internet use have enabled students to complete their homework in less time, or whether the time students spend using the computer simply takes away from the time that they could be spending on their studies. For example, 'other' Internet use is up from 52.2 percent in 2000 to 61.6 percent today."⁴

Now, let's take a look at how Xavier's incoming freshmen report that they use Internet technology.

Internet use. Xavier's incoming freshmen most frequently cited using the Internet for homework research (80.1%). This was also the top-cited use of the Internet at *Private Black Colleges* (80.8%) and at *All Institutions* (78.4%). Next comes "other" Internet use (59.9%), followed by e-mail communication (56.2%). The least-cited use among incoming Xavier freshmen was participation in chat rooms (18.1%). These percentages are similar to those of incoming freshmen at both benchmark groups, although using the Internet for e-mail correspondence is somewhat higher among freshmen at *All Institutions* (67.4%).

ACTIVITIES ENGAGED IN DURING SENIOR YEAR OF HIGH SCHOOL

Freshmen were asked to report on activities engaged in occasionally or frequently during the past year (see grid on page 12).

The most frequently cited activities are as follows: attended a religious service (96.7%); studied with other students (93.6%); performed volunteer work (91.7%); socialized with someone of other race (84.8%); and attended a public recital/concert (79.9%).

The least frequently cited activities are as follows, in inverse order: frequently smoked cigarettes (0.4%); felt depressed (4.2%); drank beer (7.6%); felt overwhelmed by things to do (15.6%); discussed politics (16.1%).

⁴ Sax, 3.

WEEKLY ACTIVITIES

Xavier's incoming freshmen were asked the average amount of time spent weekly on various activities (see grid on page 14).

Studying or homework. Incoming Xavier freshmen report less time spent studying than in previous years. More than half (55.9%) of Xavier's incoming freshmen reported spending five or less hours per week on this activity; this is an increase from 54.3% in 2001 and 47.9% in 1997. This mirrors the trends toward less time spent studying within both comparison groups.

Socializing with friends. Incoming Xavier freshmen report less time spent socializing with friends. Sixty-two percent (61.8%) of Xavier's respondents report spending ten or less hours on this activity, compared with 52.7% of respondents at *Private Black Colleges* and 49.5% of respondents at *All Institutions*.

Partying. The largest percentage of incoming freshmen at Xavier (32.9%) report spending none or less than one hour per week spent on this activity, compared with 29.5% of respondents at *Private Black Colleges* and 35.8% of respondents at *All Institutions*. About a quarter (24.7%) of incoming freshmen at Xavier reported spending one to two hours per week involved in this activity, roughly the same percentage as those who reported spending three to five hours (25.0%).

Exercise or sports. Incoming Xavier freshmen, particularly females, report less time spent on exercise or sports than in previous years, and less than their peers at benchmark institutions. Over a quarter (27.3%) of Xavier respondents reported spending none/less than one hour per week at these activities, an increase from 21.5% in 2001 and 20.4% in 1997. There are gender differences as well—within all comparison groups, percentage of females was greater than percentage of males who reported spending none/less than one hour per week. While 11.6% of Xavier's male respondents (compared to 11.3% of males at *Private Black Colleges* and 11.0% of males at *All Institutions*) reported spending none/less than one hour per week at these activities, 31.8% of Xavier's female respondents (compared to 30.0% of females at *Private Black Colleges* and 19.2% of females at *All Institutions*) reported the same. It is also of note that the percentage of freshmen reporting none/less than one hour per week of exercise or sports is increasing for *both* genders within both benchmark groups, as well.

The largest percentage of Xavier's incoming freshmen (37.2%) reported spending between one and five hours per week on exercise or sports, a decrease from 40.7% in 2001; this is comparable with both comparison groups.

The next largest group of Xavier respondents (35.5%) reported spending six or more hours per week on these activities, a decrease from 37.8% in 2001; at benchmark institutions, 42.4% of respondents at *Private Black Colleges* and 49.9% of respondents at *All Institutions* fell within this group.

Working for pay. Almost a third (31.5%) of Xavier's incoming freshmen reported working sixteen or more hours per week, less than their peers at *Private Black Colleges* (37.4%), but comparable to *All Institutions* (32.4%).

PROBABLE MAJOR FIELD OF STUDY

(See Table 2, on page 8)

Contrasting the nationwide trend in which there is less interest in the medical and health careers, over two-thirds (69.7%) of first-time full-time freshmen at Xavier selected majors within the health fields and biological sciences; this has been the trend over the last decade or more. Only 33.4% of freshmen at other *Private Black Colleges* and 19.5% at *All Institutions* selected from these areas as their major field of study.

Probable Major Field of Study	Xavier			Private Black Colleges		All Institutions	
	2002	2001	1997	2002	2001	2002	2001
Arts & Humanities	2.0%	4.3%	1.8%	8.0%	7.9%	12.6%	12.6%
Biological Sciences	27.3%	26.5%	25.5%	14.0%	16.1%	7.2%	6.9%
Business	6.2%	5.7%	6.7%	18.7%	14.5%	16.2%	16.6%
Education	1.0%	0.5%	1.6%	3.3%	2.5%	10.6%	10.1%
Engineering <i>(does not include Computer Engineering)</i>	2.1%	2.7%	3.7%	4.3%	6.6%	7.5%	9.1%
Physical Sciences	4.0%	3.2%	4.6%	2.7%	3.0%	2.7%	2.6%
Professional <i>(includes Pharmacy & Pre-Med)</i>	42.4%	42.6%	41.7%	19.4%	22.9%	12.3%	12.0%
Social Sciences	8.7%	8.0%	7.6%	14.8%	14.6%	10.4%	10.3%
Communications	1.1%	2.2%	1.1%	3.2%	1.5%	2.5%	2.6%
Computer Science ⁵ <i>(includes Computer Programming & Computer Engineering)</i>	3.3%	2.6%	4.3%	6.8%	6.2%	5.1%	4.7%
Undecided	1.1%	1.0%	1.1%	2.5%	2.8%	8.4%	8.5%

Table 2: Probable Major

Only 6.2% of Xavier’s first-time full-time freshmen selected business as their probable major, compared to 18.7% at other *Private Black Colleges* and 16.2% at *All Institutions*.

Another noticeable disparity is the percentage of probable education majors: only 1% of Xavier’s freshmen selected this discipline as their probable major, compared to 3.3% at other *Private Black Colleges* and 10.6% at *All Institutions*.

VALUES

(See grid on page 12)

Freshmen were asked to indicate objectives considered essential or very important. Responses given by Xavier’s freshmen were similar to their peers at other *Private Black Colleges* and at *All Institutions*. The top five percentage responses are as follows: Xavier freshmen felt that it was most essential or very important to “be very well off financially” (87.3%); this statement had the highest agreement percentage at *Private Black Colleges* as well (90.0%), and was among the most agreed-with statements at *All Institutions* (73.2%). Xavier freshmen also considered “helping others who are in difficulty” (81.3%), “becoming an authority in their field” (76.9%), “integrating spirituality into their life” (72.9%), and “raising a family” (71.4%) as being essential or very important. It is interesting to note that these responses were ranked in the same order at Xavier University for the past two years, as well.

The least frequently-cited objectives are as follows, in inverse order: creating artistic work (12.7%); writing original works (17.4%); becoming involved in programs to clean up the environment (26.3%); influencing the political structure (26.6%); keeping up to date with political affairs (37.4%).

⁵ Computer engineering is included for the first time in 2002.

POLITICAL VIEWS/ORIENTATION

Nationally and at Xavier, in the wake of 9/11, incoming freshmen’s political views/orientation have shifted slightly toward the right. “Following five consecutive years in which students gravitated toward more liberal political labels, 2002 signals a shift back towards more moderate and conservative political orientations.”⁶

At Xavier, the percent of freshmen considering themselves “middle of the road” remained the largest group, with an increase to 51.6% from 49.5% in 2001. Freshmen considering themselves as “liberal,” while still the second–largest segment, decreased to 30.9% from 36.1% in 2001. Freshmen considering themselves “far left” decreased to 2.0% from 3.5% in 2001. Freshmen considering themselves as “conservative” increased to 14.8% from 10.2% in 2001. Freshmen considering themselves as “far right” remained stable at 0.7%.

At *Private Black Colleges*, shifts in political orientation mirrored those at Xavier, although there was a slight increase, to 1.2% from 0.8% in 2001, in freshmen considering themselves as “far right.” At *All Institutions*, shifts were in the same direction as Xavier, but with less pronounced differences, except for freshmen considering themselves as “far right,” which showed a slight decrease to 1.3% from 1.6% in 2001.

Political Views/Orientation	Xavier			Private Black Colleges		All Institutions	
	2002	2001	1997	2002	2001	2002	2001
<i>Far left</i>	2.0%	3.5%	3.3%	3.5%	3.8%	2.5%	3.0%
<i>Liberal</i>	30.9%	36.1%	36.1%	35.0%	38.1%	25.3%	26.9%
<i>Middle of the road</i>	51.6%	49.5%	50.4%	48.2%	47.0%	50.8%	49.5%
<i>Conservative</i>	14.8%	10.2%	9.1%	12.1%	10.4%	20.0%	19.1%
<i>Far right</i>	0.7%	0.7%	1.1%	1.2%	0.8%	1.3%	1.6%

Table 3: Political Views/Orientation

⁶ Sax, 7.

COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM (CIRP)

2002 FRESHMAN SURVEY

	Xavier			Private Black Colleges		All Institutions	
	2002	2001	1997	2002	2001	2002	2001
Number of Respondents	758	612	536	3,040	2,156	282,549	281,064
Number of Institutions				6	5	437	421
Percent Of Respondents Who Are African American	94.8%	93.9%	98.1%	97.0%	96.4%	10.1%	10.6%
Student's Religious Preference							
Baptist	46.8%	45.2%	41.0%	49.9%	49.1%	11.6%	12.1%
Roman Catholic	21.6%	21.6%	24.2%	10.4%	12.7%	30.1%	30.3%
Methodist	4.7%	4.4%	7.6%	7.4%	7.5%	6.0%	6.1%
Other	21.5%	22.7%	20.9%	25.9%	24.5%	35.2%	35.8%
None	5.3%	6.0%	6.3%	6.4%	6.1%	17.2%	15.8%
Over 500 Miles Away From Home	44.1%	46.8%	39.5%	48.4%	49.2%	12.4%	12.4%
Academic Background							
Average High School Grade							
A+, A, A-	44.0%	42.5%	46.4%	33.3%	37.7%	45.7%	44.1%
B+, B, B-	49.0%	51.0%	48.1%	57.1%	54.9%	49.0%	49.5%
C+, C	7.0%	6.5%	5.4%	9.6%	7.4%	5.2%	6.2%
D	0.0%	0.0%	0.0%	0.1%	0.0%	0.1%	0.1%
Highest Degree Planned Anywhere							
Bachelor's degree (B.A., B.S., etc.)	5.2%	6.1%	3.8%	8.1%	6.5%	23.5%	23.3%
Master's degree (M.A., M.S., etc.)	14.5%	15.5%	13.8%	32.3%	25.5%	42.4%	43.1%
Ph.D. or Ed. D.	32.4%	29.2%	26.8%	28.7%	32.4%	17.4%	17.3%
M.D., D.O., D.D.S., or D.V.M.	41.4%	42.8%	50.2%	20.0%	24.5%	8.8%	8.8%
LL.B. or J.D. (Law)	2.5%	2.9%	3.6%	7.6%	8.2%	4.9%	4.7%

Xavier			Private Black Colleges		All Institutions	
2002	2001	1997	2002	2001	2002	2001

COLLEGE & CAREER

This College Is Student's First Choice

Major Concern About Ability To Finance College

Top Five Reasons Noted as Very Important in Deciding to Go to College

- To prepare myself for graduate or professional school
- To get training for a specific career
- To learn more about things that interest me
- To gain a general education and appreciation of ideas
- To be able to make more money

Top Five Reasons Noted as Very Important in Selecting XAVIER

- This college has a very good academic reputation
- This college offers special educational programs
- Rankings in national magazines
- I was offered financial assistance
- I wanted to go to a school about the size of this college

Do You Feel You Will Need Any Special Tutoring or Remedial Work in:

- Mathematics
- Foreign Language
- Writing
- Science
- English
- Reading
- Social Studies

TECHNOLOGY⁷

- Used a personal computer
- Used the Internet for research or homework
- Other Internet use
- Communicated via e-mail
- Participated in Internet chat rooms

79.3%	80.0%	69.9%	65.2%	69.6%	69.2%	69.7%
23.2%	24.9%	19.8%	23.8%	21.6%	12.6%	12.4%
90.6%	89.7%	Not Asked	81.8%	84.4%	57.8%	57.4%
87.6%	87.0%	Not Asked	81.8%	80.5%	71.1%	71.3%
79.3%	82.2%	81.6%	82.0%	82.8%	77.5%	77.8%
76.3%	76.2%	69.6%	76.4%	75.9%	66.0%	65.8%
76.2%	73.5%	79.9%	80.7%	77.4%	70.5%	69.8%
89.7%	90.7%	92.4%	77.7%	82.6%	55.4%	56.2%
54.0%	51.4%	60.7%	38.0%	39.1%	21.1%	21.6%
48.2%	42.8%	44.5%	33.7%	35.7%	13.3%	11.1%
38.2%	39.4%	55.1%	42.5%	39.9%	34.1%	33.2%
31.0%	29.1%	40.3%	35.9%	38.6%	33.7%	35.2%
34.8%	37.6%	34.5%	41.5%	38.0%	23.2%	24.4%
16.4%	16.5%	20.0%	25.9%	22.5%	11.2%	11.0%
15.0%	12.7%	Not Asked	18.9%	15.0%	11.1%	11.3%
14.2%	16.2%	17.0%	19.9%	19.5%	10.3%	10.3%
12.3%	8.3%	14.2%	14.0%	10.5%	8.8%	9.3%
5.9%	4.4%	5.6%	6.8%	4.5%	4.1%	4.5%
5.4%	3.6%	2.8%	6.2%	4.4%	3.0%	3.3%
81.2%	82.1%	68.0%	81.5%	83.5%	83.9%	82.0%
80.1%	79.8%	Not Asked	80.8%	77.9%	78.4%	74.5%
59.9%	63.3%	Not Asked	63.2%	61.3%	61.6%	58.1%
56.2%	63.0%	Not Asked	60.1%	67.0%	67.4%	69.3%
18.1%	28.5%	Not Asked	22.0%	27.2%	16.8%	18.6%

⁷ Items in this group represent the percentage responding "Frequently."

ACTIVITIES AND VALUES

(The top five in each category are italicized and the bottom five are in normal text)

	Xavier			Private Black Colleges		All Institutions	
	2002	2001	1997	2002	2001	2002	2001
Activities Engaged In During The Past Year Frequently or Occasionally							
<i>Attended a religious service</i>	96.7%	96.4%	97.0%	95.2%	96.7%	81.9%	83.1%
<i>Studied with other students</i>	93.6%	92.0%	89.0%	89.1%	89.8%	87.1%	87.2%
<i>Performed volunteer work</i>	91.7%	91.3%	90.0%	88.3%	89.5%	82.6%	82.6%
<i>Socialized with someone of another racial/ethnic group</i> ⁸	84.8%	85.1%	76.5%	81.5%	80.7%	69.9%	70.0%
<i>Attended a public recital or concert</i>	79.9%	80.6%	Not Asked	78.4%	79.3%	79.9%	79.8%
Discussed politics ⁸	16.1%	21.1%	18.6%	21.5%	24.7%	19.4%	20.9%
Felt overwhelmed by all I had to do ⁸	15.6%	21.6%	25.8%	23.6%	25.1%	26.8%	28.0%
Drank beer	7.6%	12.9%	15.0%	13.1%	15.4%	46.5%	47.1%
Felt depressed ⁸	4.2%	4.6%	6.7%	8.0%	6.7%	7.5%	7.8%
Smoked cigarettes ⁸	0.4%	0.8%	0.9%	1.8%	1.5%	7.4%	8.6%
Objectives Considered To Be Essential Or Very Important:							
<i>Being very well off financially</i>	87.3%	90.8%	87.8%	90.0%	89.7%	73.2%	73.6%
<i>Helping others who are in difficulty</i>	81.3%	81.2%	84.4%	79.7%	81.5%	63.2%	61.4%
<i>Become an authority in my field</i>	76.9%	72.9%	76.6%	78.5%	75.9%	60.2%	59.9%
<i>Integrating spirituality into my life</i>	72.9%	70.5%	Not Asked	76.0%	76.5%	41.5%	42.6%
<i>Raising a family</i>	71.4%	68.7%	77.2%	74.8%	76.0%	73.6%	72.3%
Keeping up to date with political affairs	37.4%	35.5%	38.2%	45.2%	45.6%	32.9%	31.4%
Influencing the political structure	26.6%	26.0%	25.5%	34.5%	31.9%	19.6%	19.0%
Becoming involved in programs to clean up the environment	26.3%	17.5%	25.3%	28.2%	22.6%	17.1%	17.0%
Writing original works (poems, novels, short stories, etc.)	17.4%	16.7%	12.7%	22.2%	19.6%	15.4%	14.7%
Creating artistic work (painting, sculpture, decorating, etc.)	12.7%	11.3%	8.3%	14.7%	12.8%	16.1%	15.4%

⁸ Percentage reporting "Frequently" only. Results for other items in group represent percentage reporting "Frequently" or "Occasionally."

ACTIVITIES AND VALUES (continued)

(The top five in each category are italicized and the bottom five are in normal text)

	Xavier			Private Black Colleges		All Institutions	
	2002	2001	1997	2002	2001	2002	2001
Students Rated Self Above Average or Highest 10% as Compared With Average Person Of His/Her Age In:							
<i>Drive to achieve</i>	87.8%	88.0%	89.3%	84.9%	85.6%	70.5%	70.9%
<i>Self-confidence (intellectual)</i>	79.2%	81.0%	80.5%	76.1%	77.8%	60.1%	58.9%
<i>Cooperativeness</i>	77.9%	78.7%	78.7%	78.1%	78.6%	72.2%	72.2%
<i>Academic ability</i>	76.1%	76.3%	81.5%	69.7%	74.7%	69.5%	67.9%
<i>Persistence</i>	75.2%	72.3%	Not Asked	72.3%	71.1%	63.0%	61.6%
Popularity	47.4%	49.4%	46.7%	50.1%	49.2%	38.8%	39.0%
Public speaking ability	46.0%	43.7%	42.9%	48.4%	48.3%	36.7%	36.5%
Risk-taking	45.0%	Not Asked	Not Asked	44.0%	Not Asked	43.0%	Not Asked
Computer skills	40.3%	39.7%	Not Asked	41.3%	40.4%	37.6%	34.2%
Artistic ability	25.3%	29.8%	25.0%	30.9%	30.4%	29.7%	30.6%
Student Agrees Strongly or Somewhat							
<i>The federal government should do more to control the sale of handguns</i>	87.2%	91.2%	91.7%	88.4%	91.9%	77.8%	80.8%
<i>The federal government should do more to discourage energy consumption</i>	69.2%	Not Asked	Not Asked	72.6%	Not Asked	75.1%	Not Asked
<i>Colleges should prohibit racist/sexist speech on campus</i>	61.2%	67.9%	70.3%	63.0%	63.5%	60.0%	60.4%
<i>There is too much concern in the courts for the rights of criminals</i>	58.8%	53.5%	67.3%	53.8%	53.0%	64.0%	64.4%
<i>Same-sex couples should have the right to legal marital status</i>	48.4%	47.2%	46.6%	50.4%	45.4%	59.3%	57.9%
Marijuana should be legalized	27.3%	28.3%	31.6%	35.4%	31.5%	39.7%	36.5%
It is important to have laws prohibiting homosexual relationships	27.0%	29.1%	28.2%	29.4%	33.0%	24.8%	24.9%
Realistically, an individual can do little to bring about changes in our society	25.9%	23.3%	23.0%	23.8%	20.3%	27.5%	26.2%
Affirmative action in college admissions should be abolished	24.2%	20.8%	20.3%	22.2%	19.9%	49.0%	49.0%
Racial discrimination is no longer a major problem in America	12.5%	6.9%	6.0%	8.7%	5.9%	21.8%	19.5%

Students were asked about various activities, and how much time per week is spent doing these activities:

	Xavier			Private Black Colleges		All Institutions	
	2002	2001	1997	2002	2001	2002	2001
Studying or Homework							
5 or less hours per week	55.9%	54.3%	47.9%	63.4%	58.4%	66.5%	65.0%
6 or more hours per week	44.1%	45.8%	52.1%	36.6%	41.4%	33.4%	34.9%
Socializing With Friends							
10 or less hours per week	61.8%	56.5%	54.6%	52.7%	53.4%	49.5%	48.6%
11 or more hours per week	38.3%	43.5%	45.4%	47.2%	46.7%	50.6%	51.4%
Talking With Teachers Outside Of Class							
3 – 5 hours per week	16.8%	16.6%	17.2%	17.7%	17.9%	11.6%	12.3%
6 – 10 hours per week	6.3%	7.4%	5.5%	5.6%	6.5%	3.0%	3.2%
Partying							
“None” or “Less Than One” hour per week	32.9%	33.9%	27.8%	29.5%	31.1%	35.8%	32.9%
1 – 2 hours per week	24.7%	20.9%	21.2%	21.7%	20.9%	18.1%	18.6%
3 – 5 hours per week	25.0%	24.8%	27.2%	26.8%	28.4%	21.0%	21.7%
Exercise or Sports							
“None” or “Less Than One” hour per week	27.3%	21.5%	20.4%	22.4%	19.1%	15.5%	14.5%
5 or less hours per week	37.2%	40.7%	36.6%	35.3%	37.2%	34.6%	35.3%
6 or more hours per week	35.5%	37.8%	42.9%	42.4%	43.6%	49.9%	50.2%
Working for Pay							
16 or more hours per week	31.5%	35.4%	33.3%	37.4%	34.8%	32.4%	34.4%