



U N I V E R S I T Y O F
SOUTH CAROLINA®
A I K E N

USCA Cooperative Institutional Research
Program (CIRP) Survey Results and Analysis
Conducted in Fall 2003

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October 2003

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Executive Summary

This report contains an analysis of results from the Cooperative Institutional Research Program (CIRP) administered to freshmen at USCA in August 2003 by the Student Life and Services Division. Raw data and national comparison groups were compiled by the Higher Education Research Institute (HERI) at UCLA. Analysis, specific tabulations, and highlights have been produced by the Office of Institutional Effectiveness at USCA. Major findings include:

Demographically, the Fall 2003 freshman cohort does not represent a major departure from recent previous years. The 557 respondents represent practically the entire freshman class; 95% are South Carolina residents; 67% are female; 24% are African American.

Reasons reported for choosing to attend USCA are complex, although most prominent reasons include academic reputation, institutional size, low tuition, the offer of financial assistance, and location. USCA was the first choice of 58% of the class, which is 10% lower than freshman nationally at all public four-year institutions; it is 4.5% lower than students at public four-year colleges with low selectivity. For their educational plans, 37% of USCA's entering class intend to obtain a bachelor's as their highest degree; 35% intend a master's. *Before they even begin taking classes, one quarter of USCA freshmen think it is likely they will transfer to another institution.*

Entering freshmen at USCA report they are better off financially than students at other institutions assess their own financial situations. Freshmen at USCA in Fall 2003 plan to take on less debt than do their peers at all public four-year college to pay for their first year of college and fewer of them expect they will work for pay while in school.

Regarding their own academic talents and social abilities, USCA students assess themselves at lower levels than do their national peers, except in areas of religiousness, spirituality, and popularity.

Almost four fifths of the class (78.4%) spent less than 5 hours a week studying or doing homework in high school; this was true for 73.4% of entering freshmen nationally. More than half of USCA freshmen (55%) expect to spend less than 10 hours a week studying in college, and fewer than 10% expect to spend 16 hours or more per week studying.

Religion figures prominently into the lives of USCA freshmen. Just over half (52%) are Baptist, 12% are Methodist; 58% attend religious services frequently. Entering freshmen at USCA are more religious and spiritual than their national peers; they are twice as likely as freshmen nationally to believe they will grow spiritually throughout college.

In terms of political attitudes, USCA freshmen are more conservative than entering students at other public four-year institutions, although specific issues don't bear out strict conservative thinking. For instance, a firm majority of respondents does not support legalized abortion or gay marriages but does favor gun control and women working outside the home (both are likely gender-effects); a majority also favors speech codes on campus banning racist or sexist speech.

Reported use of tobacco and alcohol in high school was higher among entering freshmen at USCA than among their peers at public four-year institutions.

Methodology

The USCA Office of Student Life and Services administered the Cooperative Institutional Research Program (CIRP) Survey to all incoming freshmen before the start of the Fall 2003 semester. The CIRP is a continuing longitudinal study of the American higher education system sponsored by the American Council on Education and the Graduate School of Education and Information Studies and run by the Higher Education Research Institute (HERI) at UCLA.

A total of 557 first-year students at USCA completed this survey. Results were tabulated by HERI and then returned to USCA as a flat text file. Data were extracted and analyzed by the Office of Institutional Effectiveness. The complete tabulated 2003 CIRP results appear in Appendix 1. Appendix 2 consists of results of full-time entering freshmen at USCA (N=549) cross-tabulated with national comparison groups of students at all public four-year colleges and those with low-selectivity.

Findings

Demographics

The overwhelming majority of students (95%) reported that their home state was South Carolina. Three percent indicated that Georgia was their home state with another 3% noting “other.” Two thirds (67%) are women and one-third are men; in the national sample, women account for 56.4% of enrollment at all public 4-year institutions and 62.7% of enrollment at public 4-year institutions in the low-selectivity category. The vast majority of the incoming class (96%) was also 18 or 19 years old. All most three quarters (72.6%) reported their race or ethnicity as White or Caucasian (Non-Hispanic) and 24.5% indicated they were African American or Black (Non-Hispanic); another 6.7% indicated another race or more than one race. Only nine students (less than 2% of the class) indicated that they had one or more children. More than half of the class (55%) indicated a religious preference of Baptist; 13% indicated they were Methodist, and 7% indicated they were Catholic. All other denominations of Christian faiths accounted for 19% of entering freshmen. Unsurprisingly, the religious preference of entering students very closely mirrored the religious affiliations of one or both parents.

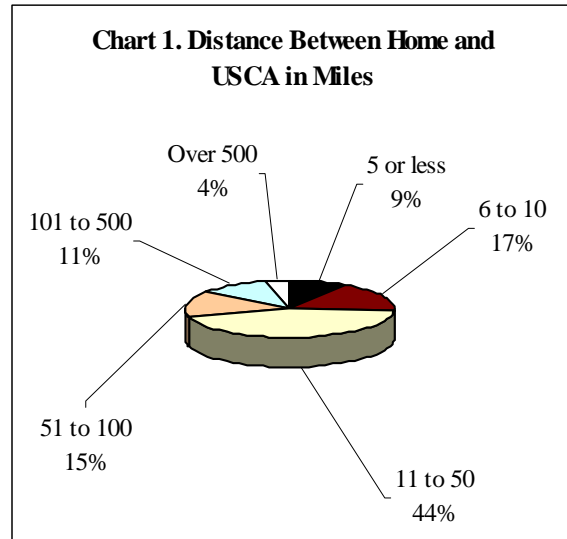
<u>Home State</u>	N=547	Valid %	<u>Age</u>	N=551	Valid %
<i>Georgia</i>	14	3%	<i>16 or younger</i>	1	0%
<i>South Carolina</i>	517	95%	<i>17</i>	9	2%
<i>Other</i>	16	3%	<i>18</i>	403	73%
			<i>19</i>	128	23%
			<i>20</i>	6	1%
<u>Gender</u>	N=557	Valid %	<i>21 to 24</i>	2	0%
<i>Male</i>	182	33%	<i>30 to 39</i>	2	0%
<i>Female</i>	375	67%			
<u>Religious Preference</u>	N=504	Valid %	<u>Race/Ethnicity*</u>	N=557	Valid %
<i>Baptist</i>	278	55%	<i>White, Non-Hispanic</i>	400	72.6%
<i>Methodist</i>	63	13%	<i>Black or African American</i>	157	24.5%
<i>Catholic</i>	37	7%	<i>All others</i>	41	7.3%
<i>All Other Christian</i>	98	19%			

* Percentages exceed 100% because students could mark all that apply

Home and School Residence

Almost three-fourths (71%) of students reported their permanent residence is located within 50 miles of the university. These might be considered “local” students or students who could reasonably commute from their permanent residence to USCA. Indeed, of these 387 local students, only 38 of them (10%) indicated they planned to live in a college dormitory. Another 15% indicated their home residence was between from 51 and 100 miles away from campus. During their time spent at school, 54% planned on living with family or other relatives during the fall 2003 term. Of the entire freshman class, 160 students (29%) planned on living in Pacer Downs; most of these (76%) indicate that their permanent residence is more than 50 miles from USCA.

<u>Distance Between Home and USCA</u>		
Miles	N=548	Valid %
5 or less	47	9%
6 to 10	93	17%
11 to 50	246	45%
51 to 100	83	15%
101 to 500	59	11%
Over 500	20	4%
<u>Planned Fall Term Residence</u>		
	N=556	Valid %
With family or other relatives	301	54%
Other private home, apartment or room	76	14%
College dormitory	160	29%
Other campus student housing	15	3%
Other	4	1%



Compared to the national comparison groups, USCA students are typically more from the local area than those at all other public four-year institutions and those with low-selectivity. These types of institutions enrolled two to three times the number of freshmen whose permanent residence is located between 100 and 500 miles away from campus.

	USCA	Public 4yr Colleges (low-selectivity)	All Public 4-year Colleges
Number of Respondents	N=549	N=12,252	N=56,230
5 miles or less	8.0%	9.1%	6.4%
6 to 10 miles	17.2%	12.3%	8.9%
11 to 50 miles	44.8%	35.8%	32.2%
51 to 100 miles	15.4%	17.4%	17.7%
101 to 500 miles	10.9%	21.8%	28.5%
Over 500 miles	3.7%	3.6%	6.2%

College Choice and Reasons for Attending USCA

When asked about their decision to attend college, a large majority of incoming students (80%) responded that getting training for a specific career was very important in opting to go to college. Other reasons rated by about three-fourths (73-75%) of the class as very important included the ability to make more money, the ability to get a better job, and to learn more about things that interest them.

	<i>Not important</i>	<i>Somewhat important</i>	<i>Very important</i>
<i>To get training for a specific career</i>	5%	16%	80%
<i>To be able to make more money</i>	6%	19%	75%
<i>To be able to get a better job</i>	14%	13%	73%
<i>To learn more about things that interest me</i>	3%	25%	73%
<i>To gain a general education and appreciation of ideas</i>	4%	37%	59%
<i>To prepare myself for graduate or professional school</i>	18%	32%	51%
<i>My parents wanted me to go</i>	19%	39%	42%
<i>To improve my reading and study skills</i>	15%	47%	38%
<i>To make me a more cultured person</i>	22%	45%	33%
<i>Wanted to get away from home</i>	48%	31%	20%
<i>A mentor/role model encouraged me to go</i>	52%	34%	14%
<i>I could not find a job</i>	74%	18%	8%
<i>There was nothing better to do</i>	83%	13%	4%

When asked about applying to colleges, most students (58%) indicated that USCA was their first choice; 29% noted it was their second choice. Almost a third (30%) reported that they applied to no colleges other than USCA, and 64% applied to three or fewer colleges. Almost one half (48%) of the freshman class indicated they visited campus before they applied; more than one quarter of the class (27%) did not visit USCA until after they decided to attend. The top reasons the students decided to come to USCA were the university's academic reputation (53%), size (43%), low tuition (39%), the offer of financial assistance (38%), and the desire to live near home (36%).

While the value of national rankings in mass media publications, such as *U.S. News & World Report*, may at times be approached with caution in the world of higher education, one-quarter (24.6%) of the freshman class indicated that USCA's ranking in national publications was very important in making their decision to attend. Significantly, only 7.8% of freshmen nation-wide entering public four-year institutions reported rankings in national magazines was very important in making their decision. This level of importance is likely reflective not only of the raw rankings as they appear in publications but also of how these rankings are presented to the public, including how they are presented through USCA's own marketing initiatives.

Only 23% indicated they chose USCA because "This college's graduates get good jobs." Given the focus that freshmen placed upon career training and the economic rewards of college, the magnitude of these responses likely represents the relative availability and ease of use of national rankings versus employment statistics for potential colleges, and USCA in particular.

In much the same vein as national rankings, incoming freshmen to USCA selected their college based on its academic reputation at a higher rate than did their national peers; 52.3% of USCA freshmen chose to attend USCA because of its academic reputation, while 46.2% of freshmen at public-year colleges chose their institution for this reason. USCA's size was also substantially more influential among freshmen, than other public four-year institutions (43.4% at USCA vs. 28.7% nation-wide). The offer of financial assistance, low tuition, and location were also more important to USCA freshmen than to their national peers.

Table 5. Reasons noted as "very important" in influencing student's decision to attend this particular college

	N	USCA			All Public 4-year Colleges		
		Men	Women	Total	Men	Women	Total
	N	181	368	549	24,504	31,726	56,230
This college has a very good academic reputation	539	41.2%	59.1%	53.2%	41.7%	49.6%	46.2%
I wanted to go to a school about the size of this college	539	29.4%	50.3%	43.4%	22.6%	33.4%	28.7%
This college has low tuition	539	32.2%	42.3%	39.0%	29.3%	34.4%	32.2%
I was offered financial assistance	535	33.9%	40.2%	38.1%	23.8%	28.5%	26.5%
I wanted to live near home	539	24.9%	40.1%	35.1%	17.4%	25.6%	22.0%
This college has a good reputation for its social activities	540	25.6%	36.0%	32.6%	22.6%	25.4%	24.2%
Rankings in national magazines	537	18.2%	27.7%	24.6%	8.9%	7.1%	7.8%
This college offers special educational programs	538	15.3%	27.1%	23.2%	16.5%	24.9%	21.2%
A visit to the campus	539	16.5%	24.8%	22.1%	27.7%	34.7%	31.7%
Information from a website	533	9.3%	16.3%	14.1%	8.9%	11.6%	10.5%
My relatives wanted me to come here	541	9.6%	12.9%	11.8%	8.6%	9.8%	9.3%
High school guidance counselor advised me	534	9.2%	8.3%	8.6%	7.1%	7.5%	7.3%
Not offered aid by first choice	526	7.6%	7.1%	7.2%	5.0%	6.0%	5.6%
I was admitted through an Early Action/Early Decision program	534	5.7%	4.4%	4.9%	5.8%	5.7%	5.8%
My teacher advised me	540	4.5%	3.35	3.7%	4.7%	4.5%	4.6%
I was attracted by the college's religious affiliation/orientation	535	1.7%	2.8%	2.4%	1.9%	2.2%	2.1%
Private college counselor advised me	536	1.1%	1.7%	1.5%	2.0%	1.5%	1.7%

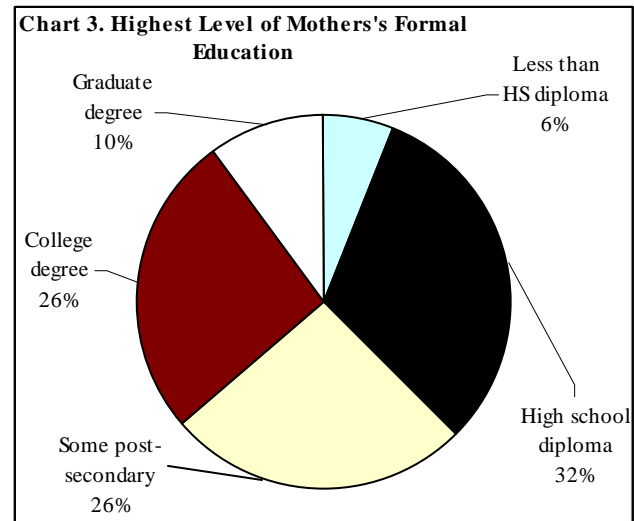
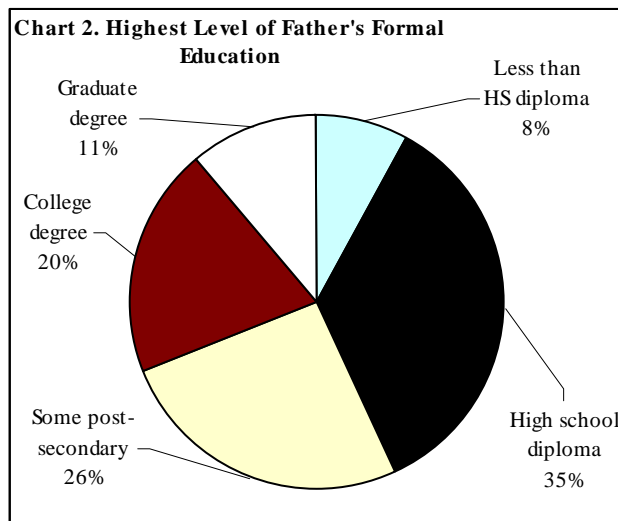
While the aggregate responses of men in the entering USCA freshmen class were by and large in line with those at other institutions when answering questions about why they chose their college, responses of USCA women were substantially higher in a number of categories. The reasons for these differences are not immediately clear, although it does indicate that women (both at USCA and nationally) deem more factors to be "very important" in selecting a college.

Parents' Educational Attainment

Just under a quarter (23.7%) of students entering as freshmen in 2003 were literally first-generation college students, meaning that neither parent attended any form of schooling beyond high school. However, only just under one half (47.2%) of the entering class reported that one parent had *completed* a college degree. For the remaining quarter of the freshman class, one parent had either completed "some college" or "post-secondary school other than college." Because of the way HERI reports results, it is not possible to compare these numbers exactly, but educational attainment for fathers and mothers of USCA students is below national norms for all public four-year institutions and those with low-selectivity. These three categories of students – students whose parents completed 1) no college, 2) some college, 3) an earned college degree -- may have different needs and face different challenges in the college environment and when they interact with their families.

Compared to similar questions asked of the student body as a whole in Spring 2003, these results suggest that having a parent who *completed* a college degree is a more significant predictor of persistence than having parents who simply *attended* college. Responses from USCA students on the student opinion survey forms A and B in spring of 2003 indicate that their parents, of those who attended college, had a 76% graduation rate, while responses of entering students indicate that their parents had a 62% graduation rate. The inference, then, is that students whose parents did not complete their degrees may be less likely to persist than students whose parents did complete their baccalaureate degrees. This differential in graduation rates may result from both increased educational capital as well as economic capital (completion of a college degree can serve as a proxy for a family's affluence). The older ages of students and their parents in the student population at-large may account for the larger proportion of parents who did not pursue postsecondary education.

	Spring 2003 Entire Student Body (Opinion Surveys) N=691	Fall 2003 FY Class (CIRP 2003) N=557
Parents did not attend college/postsecondary school	30.4%	23.7%
One or both parents attended college/postsecondary school	69.6%	76.3%
One or both parents graduated from college	53.1%	47.2%



Financial Profile

Students in the entering class reported a substantial reliance on scholarships and grants, and a perhaps surprising number of students indicated that in financing their first year of college, they are not borrowing money that they will later have to repay. More than a half (57%) reported they would receive \$3,000 or more in scholarships or grants to cover educational expenses. Another quarter of the class replied that they would receive between \$1,000 and \$3,000 in financial aid that they would not have to repay. These funds likely represent HOPE and LIFE Scholarships, which have requirements for academic performance in college. The same proportion of the class (57%) reported that they would not have to take on any debt at all to finance their first year of college. About a third (31%) indicated they would borrow less than \$3,000 for the 2003-04 academic year. If this level of borrowing were to continue over the course of four years, even assuming a 10% increase each year in the amount borrowed, the maximum debt burden for nearly 80% of the class would not exceed \$14,000, well under the national average for an undergraduate education.

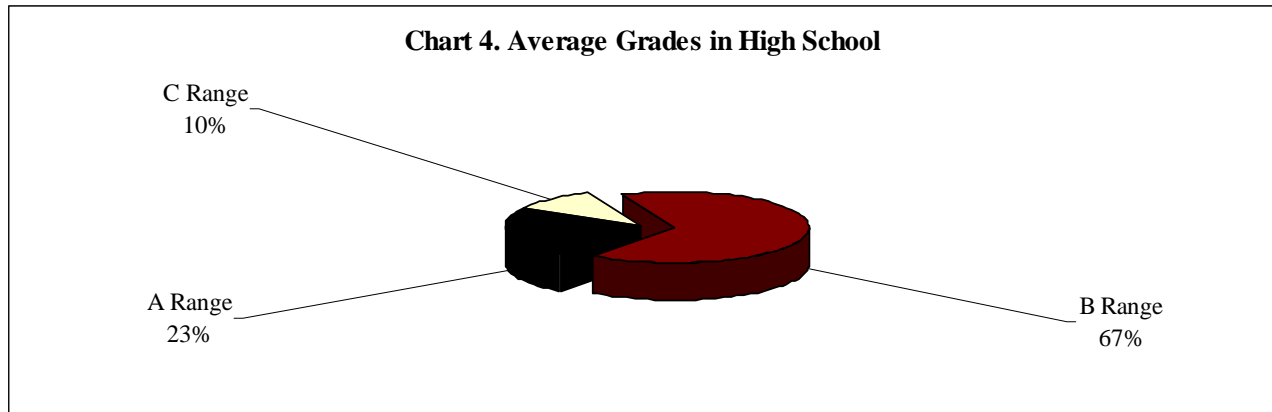
	None	Less than \$1,000	\$1,000 - 2,999	\$3,000 - 5,999	\$6,000 - 9,999	\$10,000+
Family resources (parents, relatives, spouse, etc.)	20%	39%	19%	13%	5%	5%
My own resources (savings from work, work-study, other income)	36%	47%	14%	2%	1%	0%
Aid which need not be repaid (grants, scholarships, military funding, etc.)	12%	6%	25%	41%	12%	4%
Aid which must be repaid (loans, etc.)	57%	8%	22%	9%	3%	1%
Other than above	93%	3%	2%	2%	0%	0%

The relatively encouraging financial picture emerging from the sources for educational expenses reported by students may in part be due to their parents' financial status. More than half of the respondents (59%) reported that their parents' annual income exceeded \$50,000; this level of income is substantially above reported parental income over the \$50,000 threshold at public 4-year institutions with low-selectivity (52.5%). Students at all public 4-year institutions reported a slightly higher level of affluence, with 61.9% indicating that their parents earned more than \$50,000 annually.

Another factor that may be indicative of relative affluence among the entering cohort of full-time freshmen is the number of students planning to get a job to pay for college. About half (49.4%) of students at all public 4-year institutions reported that "chances are very good" that they will get a job to help pay for college expenses; this figure was slightly higher (52.0%) at institutions with low-selectivity. By contrast, only 40.9% of entering freshmen at USCA thought that it was this likely they would get a job to pay for college expenses.

Academic Profile

Two-thirds of the incoming class reported that they primarily received grades of “B” in high school; almost another quarter (23%) indicated they were “A” students. The mean combined SAT score for the incoming class was 991 (499 Math and 492 Verbal); less than half (44%) of the class reported their scores on the CIRP survey. The mean score of those who responded was 1054 (530 Math and 524 Verbal), indicating that students with lower scores chose not to report them on the survey instrument.



Expected Majors and Educational Plans

Distribution patterns for expected majors fall heavily into the professional fields, likely reflecting the importance students placed elsewhere in the survey on college serving as training for a specific career. These majors also often require a commitment from students early in their academic careers in order to stay “on track” and complete the range of required courses in four years. Health professions accounted for just over a quarter (27%) of students’ intended majors, although only 18% of these students indicated nursing as a probable major. The remaining nine percent of those interested in health professions were distributed among physical therapy (4%), medicine (3%), and pharmacy (2%). A complete breakdown of intended majors can be found in Appendix 1 (question 37a).

Table 8. Student's Probable Major (aggregated)		
	N=539	Valid %
Health Professional	145	27%
Business	75	14%
Education	72	13%
Social Science	40	7%
Undecided	38	7%
Engineering	37	7%
Other Non-technical	32	6%
Fine Arts	26	5%
Biological Science	21	4%
Other Technical	18	3%
History or Political Science	14	3%
Physical Science	8	1%
English	6	1%
Humanities	5	1%
Mathematics or Statistics	2	0%

Responses to questions about degree plans in general indicate that about 60% of students intend to pursue a graduate degree beyond their baccalaureate, while 37% of students do not have degree plans beyond the bachelor's degree. For almost two out of three entering students, then, USCA represents a first-step in the post-secondary educational process, not the final destination.

	<i>Highest degree planned</i>		<i>Highest degree planned at USCA</i>	
	N=440*	Valid %	N=249*	Valid %
None	5	1%	13	5%
Vocational certificate	1	0%	3	1%
Associate's degree	8	2%	10	4%
Bachelor's degree	164	37%	181	73%
Master's degree	153	35%	25	10%
PhD or EdD	64	15%	6	2%
MD, DO, DDS, DVM	26	6%	2	1%
LLB or JD	13	3%	1	0%
BD or MDiv	0	0%	0	0%
Other	6	1%	8	3%
* Did not respond/omitted (not counted in N)	117		308	

Of the students who answered the question about the highest degree they plan to obtain at USCA, more than four-fifths plan to finish their bachelor's (73%) or continue to complete a master's (10%) at USCA, but the very low response rate for this question (only 249 students or 45% of the class responded) should qualify these proportions substantially. Indeed, in raw numbers, only 181 students or 32.4% of the freshman class indicated on the CIRP Survey they plan to receive their bachelor's degree from USCA (this figure increases to 206 students or 36.9% of the freshman class when including those who also intend to earn a master's degree from USCA). In terms of retention and persistence, these numbers approximate USCA's 6-year graduation rate, which was 34.1% for the cohort beginning in 1996 and 39.3% for the cohort beginning in 1997.¹ Of course, it is not without peril to draw firm conclusions from a low response rate on specific questions, but given that the response rate was high on surrounding questions, the substantially lower response rate to this particular question about continuation at USCA might indicate an unwillingness to signify that they are indeed going to finish a degree at USCA. In this respect, their decision not to answer this question could seem to suggest that while most entering students have charted a long-term trajectory for their education following high school, they may not have fully conceptualized their immediate educational plans and are unwilling to commit themselves to USCA, even on an entry survey.

Perhaps more telling is the number of freshmen who plan to transfer even before they had taken a single class at USCA. About one quarter of the entering class (24.6%) indicated that "chances are very good" that they will transfer to another institution. Another quarter (26%) reported there was "some chance" they would transfer. Men were significantly more likely to report that they were considering a transfer (33.9%), while only about one-fifth of women (20.2%) thought that chances they might transfer were very good. As a point of comparison, results from the USCA Student Opinion Survey (Forms A and B) conducted in Spring 2003 indicate that 41% of the Fall 2002 Freshman cohort planned not to complete their degree at USCA. Given that about 11% of the entering class in 2002 did not return for Spring 2003, the 2002 and 2003 rates are comparable.

¹ The retention and graduation rates for the 1997 freshman cohort are high perhaps in part because the size of the entering class was 20% smaller than the previous year.

Remediation and Special Tutoring

A substantial proportion of entering students did indicate that they felt they would need remedial work in one or more academic areas. While only twelve percent noted they had special tutoring or remedial work in math during high school, more than a third (36%) percent indicated they felt they would need special tutoring or remedial work in mathematics. Similar, though less pronounced needs were apparent in other subject areas, with about a fifth indicating they would need special tutoring or remedial work in writing (22%), foreign language (22%), and English (17%). The distinctions that entering students make between English and writing, however, may not mirror those of faculty, and the relatively low number of students (6%) who reported they would need remedial work in reading, also may not take into account the level at which college students are expected to read critically and synthesize information. In addition, it is important to observe that student perception of remediation and “special tutoring” may differ substantially from how faculty and staff conceptualize remedial work.

Table 10. Remediation and Special Tutoring

	<i>Had remedial work in HS</i>		<i>Will need remedial work in college</i>	
	N=557	Valid %	N=557	Valid %
Mathematics	67	12%	200	36%
Writing	29	5%	122	22%
Foreign Language	38	7%	121	22%
English	39	7%	96	17%
Science	30	5%	75	13%
Reading	34	6%	31	6%
Social Studies	27	5%	26	5%

Study habits

Almost four-fifths (78%) of the entering class spent fewer than 5 hours a week studying or doing homework in high school; 8% spent 16 hours or more a week studying in high school. Compared to national averages, these numbers are somewhat low. For instance, the 1999 National Assessment of Educational Progress, for instance, found that 65% of all 17-year olds, including those who are not bound for college, complete less than one hour of homework each weeknight, whereas 12% spend two hours or more a night.² This finding may also be reflective of the state of secondary education in South Carolina, which with at 57% high school graduation rate ranks 49th nationally.³ A study commissioned by the South Carolina Commission on Higher Education places this figure even lower, indicating that more than 50% of ninth graders graduate within four years (the lowest rate in the nation).⁴

² *The Brown Center Report on Education* (Washington, DC: The Brookings Institute, 2003), 21. Available online <http://www.brookings.org/dybdocroot/gb/brown/20031001.pdf>.

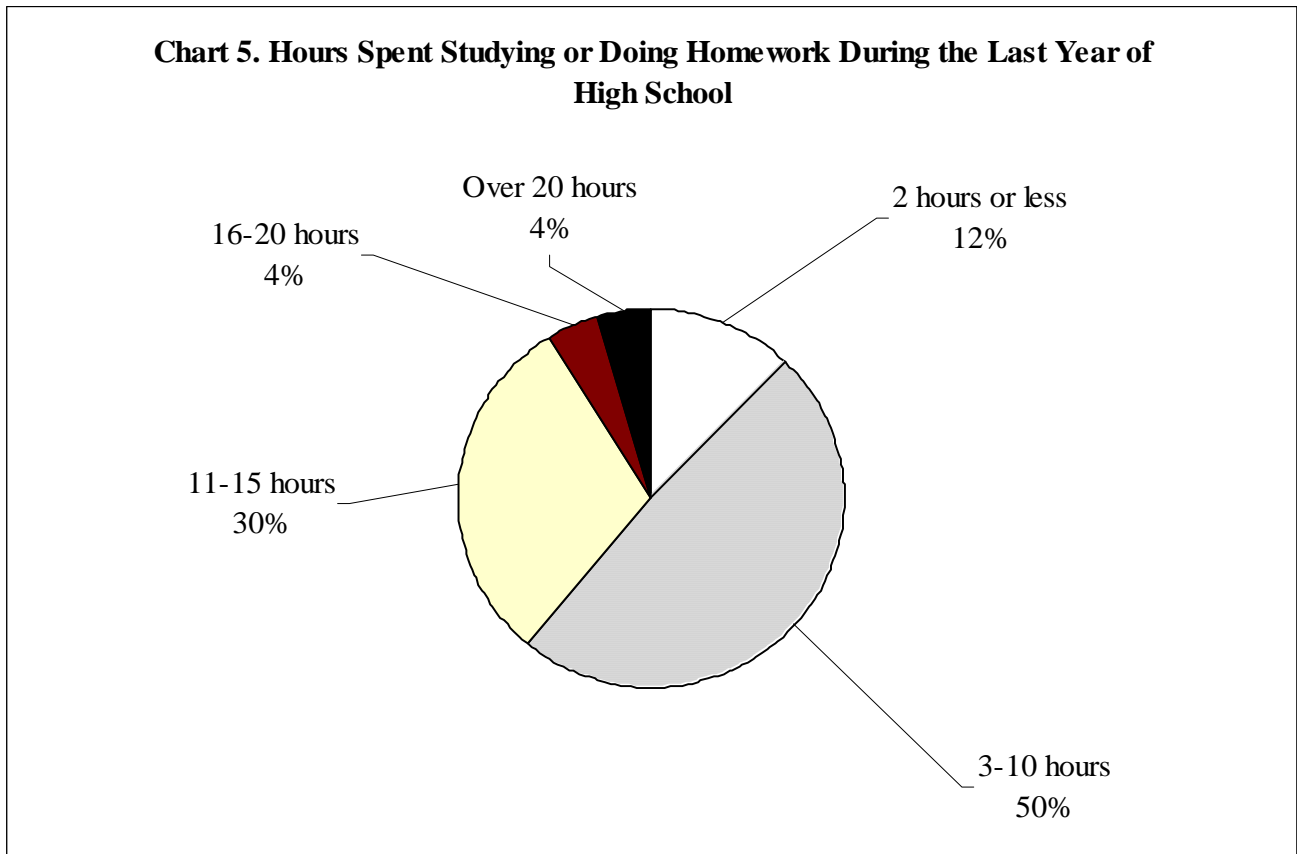
³ Jay P. Greene and Greg Forster, “Public High School Graduation and College Readiness Rates in the United States,” *Education Working Paper, no. 3* (New York: The Manhattan Institute, 2003), 18. Available online: http://www.manhattan-institute.org/ewp_03.pdf.

⁴ “Foundations for the Future: Higher Education in South Carolina: A Report to the South Carolina Commission on Higher Education” (Columbia, SC: National Center for Higher Education Management Systems and the Center for Public Trusteeship and Governance of the Association of Governing Boards of Universities and Colleges, 2003), 5. Available online: <http://www.che400.state.sc.us/InfoCntr/Foundations.pdf>.

While entering freshmen expected their studying to increase as college students, the amount of time they planned to spend studying does not realistically reflect the work outside of class needed to be successful academically. More than half of the freshmen (55%) reported that they expect to spend less than 10 hours a week studying in college. Fewer than 10% expect to spend 16 hours or more per week studying. By contrast, more students expected to spend more time working (for pay) and socializing with friends than studying.

Table 11. Expected Time Allocation During a Typical Week in College

	2 hours or less	3-10 hours	11-15 hours	16-20 hours	Over 20 hours
Working (for pay)	22%	21%	26%	11%	11%
Socializing with friends	6%	36%	34%	10%	10%
Exercise or sports	29%	42%	14%	6%	6%
Using the computer for fun (IM, surfing net, games)	36%	36%	18%	5%	5%
Studying/homework	11%	44%	27%	4%	4%
Partying	47%	34%	12%	3%	3%
Student clubs/organizations	46%	40%	11%	1%	1%
Talking with teachers outside of class	59%	33%	5%	0%	0%
Volunteer work	66%	27%	6%	0%	0%



Self Assessments of Abilities and Traits

In self-assessment of their own abilities, traits, and talents, USCA students viewed themselves less positively in most categories than did students in all public four-year colleges as well as those colleges with low-selectivity. Among those areas exhibiting the largest gaps in students rating themselves as “above average” or “highest 10%” were Creativity, Leadership Ability, Physical Health, and Writing Ability. Only in three areas did responses of USCA students exceed the benchmarks for institutions with low selectivity: Popularity (0.3%), Religiousness (13.2%), and Spirituality (8.7%). USCA’s students also rated themselves more positively in risk-taking (0.3%) and social self-confidence (0.9%) than did their peers at all public four-year colleges, although differences of these levels are not statistically significant.

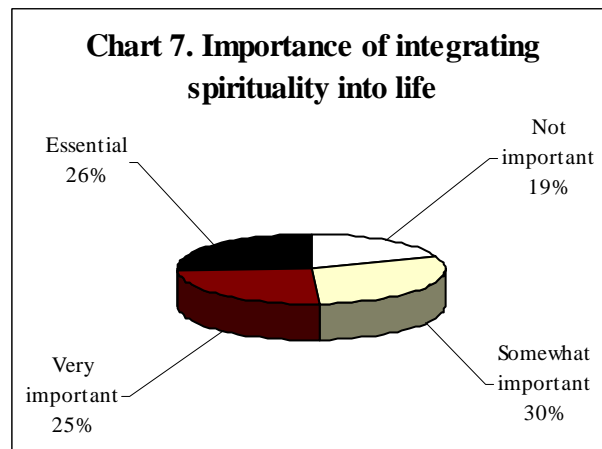
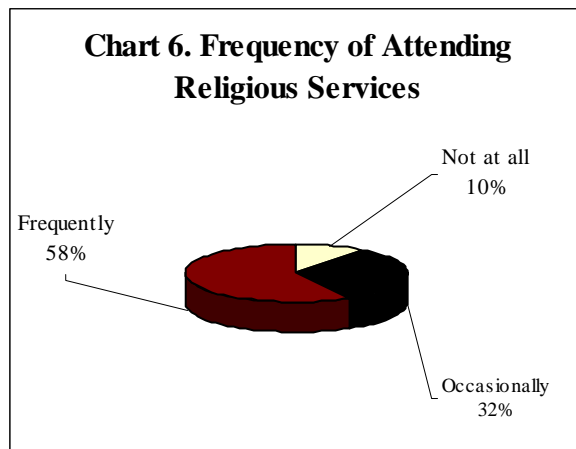
Table 12. Percentage of student rating of self "above average" or "highest 10%" compared with the average person of his/her age

	N	USCA	Public 4yr Colleges (low- selectivity)	Difference between low- sel. public 4yr colleges & USCA	Public 4yr Colleges	Difference between all public 4yr colleges & USCA
Religiousness	546	41.0	27.8	13.2	29.5	11.5
Spirituality	543	45.3	36.6	8.7	36.9	8.4
Popularity	545	38.3	38.0	0.3	37.3	1.0
Risk-taking	544	43.9	44.2	-0.3	43.6	0.3
Drive to achieve	543	67.2	67.8	-0.6	68.1	-0.9
Academic ability	543	56.4	57.0	-0.6	62.6	-6.2
Self-confidence (intellectual)	546	55.7	57.3	-1.6	57.0	-1.3
Persistence	542	55.7	57.7	-2.0	59.6	-3.9
Self-confidence (social)	543	51.4	53.4	-2.0	50.5	0.9
Self-understanding	544	53.7	55.7	-2.0	54.2	-0.5
Emotional health	544	49.3	51.7	-2.4	52.7	-3.4
Mathematical ability	545	32.5	35.0	-2.5	40.3	-7.8
Public speaking ability	546	29.9	32.9	-3.0	33.8	-3.9
Artistic ability	544	25.9	29.0	-3.1	28.4	-2.5
Computer skills	545	34.9	38.8	-3.9	39.6	-4.7
Understanding of others	544	60.8	64.8	-4.0	64.6	-3.8
Cooperativeness	543	66.3	71.7	-5.4	72.2	-5.9
Writing ability	545	34.5	40.2	-5.7	43.4	-8.9
Leadership ability	546	50.9	58.0	-7.1	58.6	-7.7
Physical health	546	46.2	54.2	-8.0	55.2	-9.0
Creativity	545	48.8	57.5	-8.7	56.7	-7.9

While only 10.5% of USCA incoming students (13.5% of women) indicated that they frequently or occasionally felt depressed during the past year, this figure is 40% higher than the national average at all public four-year colleges where the reported rate among all students was 7.5%. Additionally, 30.3% of USCA students reported that they frequently or occasionally “felt overwhelmed by all I had to do,” a rate higher than the 25.6% of students nation-wide at public four-year colleges who also reported this sentiment.

Religion and Spirituality

Fifty-two percent of the students who responded stated their religious preference was Baptist, 12% noted Methodist and 7% Roman Catholic. Various other denominations comprise another 23%, and about 6% listed “none” as their religious preference. Fifty-eight percent of the incoming class indicated that they frequently attend a religious service, but only 29% report that they discuss religion frequently. About half of the respondents characterized themselves as average in religiousness and spirituality, with one quarter considering themselves above average. Additionally, just over one half of the respondents (51%) reported that integrating spirituality into their lives was essential or very important.



While more USCA students consider themselves very religious than do their national peers, they do not spend substantially more time discussing religion. Despite this reported level of spirituality, only 28.8% of USCA students reported only discussing religion frequently during the past year, compared with 26.7% of students at other four-year public colleges, even though the national comparison group reported significantly lower levels of spirituality and religiousness.

Despite these findings, only 2.4% of the incoming class indicated that USCA’s religious orientation/affiliation was very important in choosing to attend the university. Given that USCA is a public, non-affiliated institution, this result is not surprising. It may suggest that students maintain their religious and educational lives as firmly circumscribed and separated experiences, although providing for more formal connections between religion/spirituality and the educational experience through curricular or co-curricular avenues may cater toward the entering USCA students’ focus on spirituality.

Civic Engagement

Political Engagement

Political attitudes of USCA freshmen lean conservative, especially in reference to national comparison groups. Half of the entering students at USCA characterized their political views as middle-of-the-road, 18% said their political views were liberal and 26.8% considered themselves conservative. At all public four-year colleges, only a fifth (19.9%) of entering freshmen consider themselves conservative; at institutions with low-selectivity, 17.5% consider themselves conservative (likely an effect of affluence). Specific issues don't bear out strict conservative thinking among USCA students, however. Indeed, a firm majority of respondents does not support legalized abortion or gay marriages but does favor gun control and women working outside the home (both are in-part gender-effects) as well as speech codes on campus prohibiting sexist or racist statements.

More than two-thirds (68%) disagreed strongly or disagreed somewhat with the statement, "Realistically, an individual can do little to bring about changes in our society," suggesting that entering students are not completely disaffected or have feelings of powerlessness. Eighty-three percent felt it somewhat or not important to personally influence the political structure, while 39% felt it very important or essential to personally influence social values.

Despite these sentiments, seventy-eight percent felt it is not important or only somewhat important to keep up to date with political affairs, with about three-quarters finding it not or somewhat important to become a community leader. About one-third stated there was some chance or very good chance they would participate in student government, with over three-quarters saying there was very little or no chance they would participate in student protests or demonstrations, despite a set of earlier responses in which 56.1% reported that they had frequently or occasionally participated in political demonstration in the past year. This level is actually *higher* than the level in the national comparison group of students attending all public four-year colleges among which 49.9% indicated these levels of participation.

Community Service

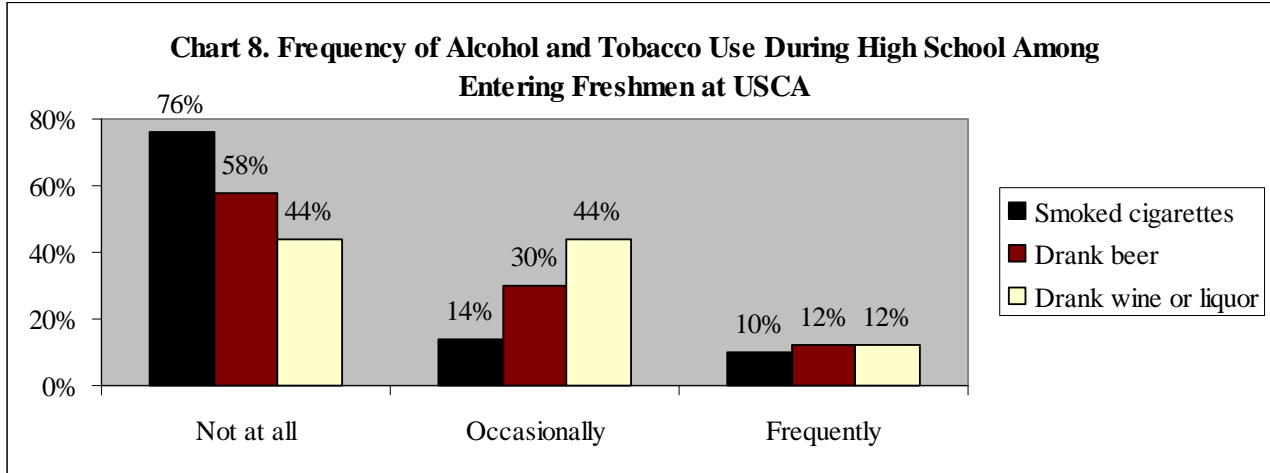
Responses from the freshmen indicate that ninety percent of the students' high schools did not require community service for graduation. Nevertheless, almost half (42%) noted they had occasionally or frequently performed community service as part of a class.

More than three-quarters of the respondents' indicated they spend two hours or less on volunteer work in a typical week, with only 12% saying they spend 3-5 hours volunteering. Seventeen percent stated they performed volunteer work frequently and half stated they occasionally performed volunteer work. This level of reported volunteer work is slightly less than that in the national comparison group, among which 79.1% of entering students reported performing volunteer work frequently or occasionally during the past year.

Close to 80% felt it was somewhat important or not important to participate in a community action program. But almost half stated there was some chance they would participate in volunteer or community service work. When asked their best guess about the amount of time they would spend during a typical week doing volunteer work, two-thirds (66%), marked two hours or less.

Alcohol and Tobacco Use

Data from national comparison groups suggests that entering USCA students used tobacco and alcohol in high school at higher rates than did freshmen nation-wide. At first glance, the level at which students entering USCA use alcohol and tobacco may appear low. More than three quarters (76%) of the class reported not using tobacco products at all in the past year; 58% reported not drinking beer; and 44% reported drinking no wine or liquor. Further, the percentages of students who reported engaging in these activities frequently was in the 10-12% range.

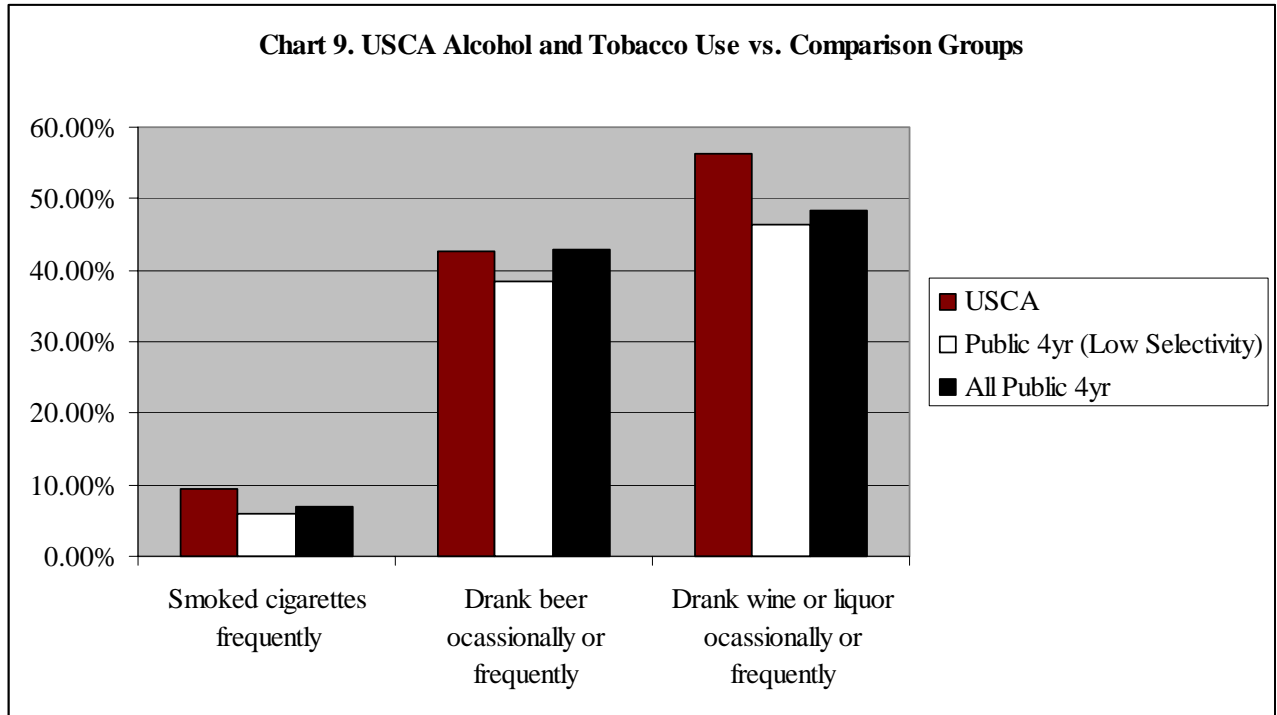


These levels of alcohol use are consistent with later responses to questions about drinking habits (these questions were added by USCA for its students only); however, some of these responses suggest that students' interpretations of drinking "occasionally" may still rise to levels that promote health risks. For instance, while 58% of students indicated that during an average week they do not drink at all, almost a fifth of the class (17.8%) responded that they regularly consume six or more drinks a week. On a subsequent question aimed at binge drinking that asked, "How many times over the last 2 weeks have you had five or more drinks at a sitting?" almost three fourths of the class (72.8%) indicated that they had not done so. But of the remaining 27.2% who had engaged in what might be termed binge drinking, 9.8% reported having five or more drinks at a sitting on two to three occasions in the past two weeks, and an additional 9.8% indicated that they had consumed five or more drinks per sitting in the past two weeks on four or more occasions.

Table 13. Occasional and frequent tobacco and alcohol use during the past year⁵

	USCA				Public 4-year Colleges (Low Selectivity)			All Public 4-year Colleges		
	Men	Women	Total		Men	Women	Total	Men	Women	Total
Smoked cigarettes	542	9.1%	9.6%	9.4%	6.0%	6.0%	6.0%	6.9%	6.9%	6.9%
Drank beer	541	50.0%	39.2%	42.7%	44.7%	33.5%	38.4%	47.7%	38.9%	42.8%
Drank wine or liquor	538	54.0%	57.4%	56.3%	46.4%	46.4%	46.4%	47.7%	49.1%	48.4%

⁵ HERI provides data about tobacco use among national comparison groups only for respondents indicating "frequently"; alcohol use includes responses of both "frequently" and occasionally."



Perhaps most importantly, however, these results suggest that the level at which entering students at USCA report smoking frequently is 36% higher than the same level at all public four-year colleges. While the frequency with which USCA students drink beer is about in line with that of their peers at other institutions, the level at which they report drinking wine or liquor frequently or occasionally is 16% higher than at all public four-year colleges and 21.3% higher than those with low-selectivity.

While some skepticism may be harbored about self-reported results of students engaged in alcohol and tobacco use, since the behaviors are either illegal because of age restrictions or socially stigmatized, the comparisons with the larger national samples suggests that USCA students engage in these activities more often than other college students or are more honest about their use of alcohol and tobacco.

Conclusions

The results of the CIRP Survey have provided a number of useful findings. The Office of Institutional Effectiveness recommends the administration of this instrument every year or every other year in order to collect longitudinal data. Additionally, about two-thirds of students provided Social Security numbers, so from the perspective of enrollment management and fostering academic success, it will be useful to track retention and persistence of this cohort based on entering attitudes reported in this study. Seven tentative conclusions are provided below, although it is important to note that these conclusions are not comprehensive. Specific offices and areas inside the institution are encouraged to review the tabulated results in the appendices for data most germane to their areas. The Office of Institutional Effectiveness can help provide more in-depth analyses of specific items upon request.

1. The financial profile of the entering class indicates less reported reliance on loans and more reported reliance on scholarships to pay for the first year of college than do freshmen at comparable institutions nationally. This picture, in conjunction with students citing the offer of financial assistance and low tuition when deciding to attend USCA, should be taken into account when planning for tuition increases and budgetary adjustments.
2. Entering students at USCA also rated the institution's academic reputation, the institution's size, and its rankings in national publications as significant factors that influenced their decision to attend USCA. Marketing and public relations efforts will likely benefit from continued emphasis of these factors.
3. Study habits in high school and plans for studying in college suggest that entering students have not internalized how much additional time college will demand of them to spend studying and doing homework. Efforts should continue to promote a better understanding of the time commitment necessary to be academically successful.
4. Results suggest that reported levels of alcohol and tobacco use among entering freshmen at USCA are above the levels of national comparison groups. Prevention and education programs should be informed of these levels and make any adjustments as necessary.
5. Reported attitudes towards politics and community service indicate that the entering student body is not inimical to volunteering or service learning, nor are they particularly disaffected from politics. While it would be desirable if these attitudes were more positive upon entry, the curriculum and co-curriculum could certainly capitalize on current levels of civic engagement and improve upon them.
6. USCA freshmen indicate a history of remedial work or special tutoring and a fifth to a third believe they will require more of it, especially in mathematics and writing. In conjunction with the self-assessments of abilities (which are low compared to national benchmarks), it is clear that USCA students have a lower self-perception of their abilities and skills than do their peers nation-wide. It will be important to complete intensive course- and program-level assessments of learning outcomes to identify specific areas that may need to be addressed.
7. Religion and spirituality appear to be areas of interest and strength among the entering class. While these students do not indicate that USCA's religious affiliation was important in making their decision to attend the university, there may be ways that the curriculum or co-curriculum could capitalize on this interest to promote student retention and active engagement both in and out of the classroom.

Appendix 1: Tabulated 2003 CIRP Results for USC Aiken

Demographic Profile

Home State		
	N=547	Valid %
Georgia	14	3%
South Carolina	517	95%
Other	16	3%

1. Your sex		
	N=556	Valid %
Male	182	33%
Female	374	67%

2. How old will you be on December 31 of this year?		
	N=551	Valid %
16 or younger	1	0%
17	9	2%
18	403	73%
19	128	23%
20	6	1%
21 to 24	2	0%
25 to 29	0	0%
30 to 39	2	0%
40 to 54	0	0%
55 or older	0	0%

3. Is English your native language?		
	N=551	Valid %
No	8	1%
Yes	543	99%

4. In what year did you graduate from high school?		
	N=554	Valid %
2003	538	97%
2002	9	2%
2001	1	0%
2000 or earlier	5	1%
G.E.D.	0	0%
Never completed HS	1	0%

5. Are you enrolled (or enrolling) as:		
	N=548	Valid %
Part-time student	3	1%
Full-time student	545	99%

6. How many miles is this college from your permanent home?		
	N=548	Valid %
5 or less	47	9%
6 to 10	93	17%
11 to 50	246	45%
51 to 100	83	15%
101 to 500	59	11%
Over 500	20	4%

7. What was your average grade in high school?		
	N=548	Valid %
D	0	0%
C	18	3%
C+	39	7%
B-	68	12%
B	147	27%
B+	149	27%
A-	72	13%
A or A+	55	10%

8. SAT / ACT		
	CIRP Respondents N=245, 156	Fall 2003 Incoming Class N=559
SAT Verbal	524	492
SAT Math	530	499
ACT Composite	20.5	20

9. Citizenship status		
	N=552	Valid %
Neither	4	1%
Permanent resident (green card)	5	1%
U.S. citizen	543	98%

10. Which of your parents were born in the U.S.?		
	N=556	Valid %
Neither	15	3%
Mother only	12	2%
Father only	14	3%
Both	515	93%

11. Which of the following statements applies to you?		
	N=551	Valid %
I was born in the U.S.	535	97%
I came to the U.S. before age 6	7	1%
I came to the U.S. betw ages 6-12	4	1%
I came to the U.S. after age 12	5	1%

12. Prior to this term, have you ever taken courses for credit at this institution?		
	N=551	Valid %
<i>No</i>	504	91%
<i>Yes</i>	47	9%

13a. Since leaving high school, have you ever taken courses for credit at any other institution?		
	N=557	Valid %
<i>Yes, at a community/junior college</i>	13	2%
<i>Yes, at a 4-yr college or university</i>	5	1%
<i>Yes, at some other postsecondary school (For example, technical, vocational, business)</i>	19	3%

13b. Since leaving high school, have you ever taken courses not for credit at any other institution?		
	N=557	Valid %
<i>Yes, at a community/junior college</i>	84	15%
<i>Yes, at a 4-yr college or university</i>	81	15%
<i>Yes, at some other postsecondary school (For example, technical, vocational, business)</i>	86	15%

14. Where do you plan to live during the fall term?		
	N=556	Valid %
<i>With my family or other relatives</i>	301	54%
<i>Other private home, apartment or room</i>	76	14%
<i>College dormitory</i>	160	29%
<i>Fraternity or sorority house</i>	0	0%
<i>Other campus student housing</i>	15	3%
<i>Other</i>	4	1%

15. Is this college your		
	N=556	Valid %
<i>Less than third choice</i>	34	6%
<i>Third choice</i>	40	7%
<i>Second choice</i>	159	29%
<i>First choice</i>	322	58%

16. To how many colleges other than this one did you apply for admission this year?		
	N=556	Valid %
<i>None</i>	165	30%
<i>One</i>	98	18%
<i>Two</i>	87	16%
<i>Three</i>	91	16%
<i>Four</i>	61	11%
<i>Five</i>	23	4%
<i>Six</i>	14	3%
<i>Seven to ten</i>	15	3%
<i>Eleven or more</i>	2	0%

17a. Have you had any special tutoring or remedial work in:		
	N=557	Valid %
<i>English</i>	39	7%
<i>Reading</i>	34	6%
<i>Mathematics</i>	67	12%
<i>Social Studies</i>	27	5%
<i>Science</i>	30	5%
<i>Foreign Language</i>	38	7%
<i>Writing</i>	29	5%

17a. Do you feel you will need any special tutoring or remedial work in:		
	N=557	Valid %
<i>English</i>	96	17%
<i>Reading</i>	31	6%
<i>Mathematics</i>	200	36%
<i>Social Studies</i>	26	5%
<i>Science</i>	75	13%
<i>Foreign Language</i>	121	22%
<i>Writing</i>	122	22%

18a. What is the highest academic degree that you intend to obtain?		
	N=440*	Valid %
<i>None</i>	5	1%
<i>Vocational certificate</i>	1	0%
<i>Associate's degree</i>	8	2%
<i>Bachelor's degree</i>	164	37%
<i>Master's degree</i>	153	35%
<i>PhD or EdD</i>	64	15%
<i>MD, DO, DDS, DVM</i>	26	6%
<i>LLB or JD</i>	13	3%
<i>BD or MDiv</i>	0	0%
<i>Other</i>	6	1%
<i>Omitted(excluded from N)</i>	117	

18b. What is the highest academic degree that you intend to obtain at USCA?		
	N=249*	Valid %
<i>None</i>	13	5%
<i>Vocational certific.</i>	3	1%
<i>Associate's degree</i>	10	4%
<i>Bachelor's degree</i>	181	73%
<i>Master's degree</i>	25	10%
<i>PhD or EdD</i>	6	2%
<i>MD, DO, DDS, DVM</i>	2	1%
<i>LLB or JD</i>	1	0%
<i>BD or MDiv</i>	0	0%
<i>Other</i>	8	3%
<i>Omitted(excluded from N)</i>	308	

19. Are your parents		
	N=557	Valid %
<i>One or both deceased</i>	24	4%
<i>Both alive, divorced or living apart</i>	167	30%
<i>Both alive and living with each other</i>	360	65%

20. How much of your first year's educational expenses (room, board, tuition, and fees) do you expect to cover from:							
		<i>None</i>	<i>Less than \$1,000</i>	<i>\$1,000 - 2,999</i>	<i>\$3,000 - 5,999</i>	<i>\$6,000 - 9,999</i>	<i>\$10,000+</i>
<i>Family resources (parents, relatives, spouse, etc.)</i>	N=463	20%	39%	19%	13%	5%	5%
<i>My own resources (savings from work, work-study, other income)</i>	N=396	36%	47%	14%	2%	1%	0%
<i>Aid which need not be repaid (grants, scholarships, military funding, etc.)</i>	N=469	12%	6%	25%	41%	12%	4%
<i>Aid which must be repaid (loans, etc.)</i>	N=387	57%	8%	22%	9%	3%	1%
<i>Other than above</i>	N=257	93%	3%	2%	2%	0%	0%

21. What is your best estimate of your parent's total income last year? Consider income from all sources before taxes		
	N=455	Valid %
<i>Less than \$10,000</i>	19	4%
<i>\$10,000 to \$14,999</i>	18	4%
<i>\$15,000 to \$19,999</i>	20	4%
<i>\$20,000 to \$24,999</i>	21	5%
<i>\$25,000 to \$29,999</i>	20	4%
<i>\$30,000 to \$39,999</i>	35	8%
<i>\$40,000 to \$49,999</i>	57	13%
<i>\$50,000 to \$59,999</i>	40	9%
<i>\$60,000 to \$74,999</i>	70	15%
<i>\$75,000 to \$99,999</i>	65	14%
<i>\$100,000 to \$149,999</i>	58	13%
<i>\$150,000 to \$199,999</i>	7	2%
<i>\$200,000 to \$249,999</i>	8	2%
<i>\$250,000 or more</i>	17	4%

22. Current religious preference			
	<i>Student's</i>	<i>Father's</i>	<i>Mother's</i>
	<i>N=504</i>	<i>N=434</i>	<i>N=469</i>
<i>Baptist</i>	52%	54%	51%
<i>Buddhist</i>	0%	0%	0%
<i>Eastern Orthodox</i>	0%	0%	0%
<i>Episcopal</i>	2%	2%	2%
<i>Hindu</i>	0%	0%	0%
<i>Islamic</i>	0%	0%	0%
<i>Jewish</i>	0%	0%	0%
<i>LDS (Mormon)</i>	1%	1%	1%
<i>Lutheran</i>	2%	3%	3%
<i>Methodist</i>	12%	10%	12%
<i>Presbyterian</i>	3%	2%	3%
<i>Quaker</i>	0%	0%	0%
<i>Roman Catholic</i>	7%	7%	9%
<i>Seventh Day Adventist</i>	0%	0%	0%
<i>Unitarian/Universalist</i>	0%	0%	0%
<i>United Church of Christ</i>	0%	1%	0%
<i>Other Christian</i>	10%	8%	10%
<i>Other Religion</i>	4%	2%	3%
<i>None</i>	6%	9%	4%

23. Did your high school require community service for graduation?		
	<i>N=549</i>	<i>Valid %</i>
<i>No</i>	494	90%
<i>Yes</i>	55	10%

24. Ethnic background (mark all that apply)*			
	<i>Student's</i>	<i>Father's</i>	<i>Mother's</i>
	<i>N=557</i>	<i>N=557</i>	<i>N=557</i>
<i>White/Caucasian</i>	72%	70%	70%
<i>African American/Black</i>	24%	24%	24%
<i>American Indian/Alaska Native</i>	2%	2%	2%
<i>Asian American/Asian</i>	1%	1%	1%
<i>Native Hawaiian/Pacific Islander</i>	0%	0%	0%
<i>Mexican American/Chicano</i>	1%	0%	1%
<i>Puerto Rican</i>	1%	1%	0%
<i>Other Latino</i>	1%	1%	1%
<i>Other</i>	1%	1%	1%

* Percentages may not add up to 100%

25. Indicate which activities you did during the past year			
	<i>Not at all</i>	<i>Occasionally</i>	<i>Frequently</i>
<i>Attended a religious service</i>	10%	32%	58%
<i>Was bored in class</i>	3%	56%	40%
<i>Participated in organized demonstrations</i>	44%	44%	12%
<i>Tutored another student</i>	53%	40%	7%
<i>Studied with other students</i>	20%	62%	18%
<i>Was a guest in a teacher's home</i>	77%	18%	5%
<i>Smoked cigarettes</i>	76%	14%	10%
<i>Drank beer</i>	58%	30%	12%
<i>Drank wine or liquor</i>	44%	44%	12%
<i>Felt overwhelmed by all I had to do</i>	12%	57%	30%
<i>Felt depressed</i>	41%	49%	11%
<i>Performed volunteer work</i>	26%	56%	17%
<i>Played a musical instrument</i>	63%	19%	19%
<i>Asked a teacher for advice after class</i>	18%	59%	23%
<i>Overslept and missed class or appointment</i>	66%	30%	3%
<i>Discussed politics</i>	42%	45%	13%
<i>Voted in a student election</i>	22%	57%	21%
<i>Socialized with someone of another racial/ethnic group</i>	2%	26%	73%
<i>Came late to class</i>	35%	54%	11%
<i>Visited an art gallery or museum</i>	61%	35%	4%
<i>Discussed religion</i>	18%	53%	29%
<i>Communicated via e-mail</i>	19%	35%	47%
<i>Used the Internet for research or homework</i>	2%	29%	69%
<i>Communicated via Instant Messaging</i>	24%	24%	52%
<i>Other Internet use</i>	10%	34%	56%
<i>Performed community service as part of a class</i>	58%	31%	11%
<i>Used a personal computer</i>	6%	16%	78%

26. When did you first visit this college?		
	N=554	Valid %
<i>Before I applied</i>	266	48%
<i>After I applied but before I was accepted</i>	65	12%
<i>After I was accepted but before I decided to attend</i>	73	13%
<i>After I decided to attend</i>	150	27%

27. What is the highest level of formal education obtained by your parents?			
		<i>Father</i>	<i>Mother</i>
		N=531	N=541
<i>Grammar school or less</i>		1%	1%
<i>Some high school</i>		7%	5%
<i>High school graduate</i>		35%	31%
<i>Postsecondary school other than college</i>		4%	5%
<i>Some college</i>		22%	21%
<i>College degree</i>		20%	25%
<i>Some graduate school</i>		0%	1%
<i>Graduate degree</i>		11%	10%

28. How would you characterize your political views?		
	N	Valid %
<i>Far right</i>	9	2%
<i>Conservative</i>	129	27%
<i>Middle-of-the-road</i>	233	48%
<i>Liberal</i>	86	18%
<i>Far left</i>	25	5%

29. In deciding to go to college, how important to you was each of the following reasons?			
	<i>Not important</i>	<i>Somewhat important</i>	<i>Very important</i>
<i>My parents wanted me to go</i>	19%	39%	42%
<i>I could not find a job</i>	74%	18%	8%
<i>Wanted to get away from home</i>	48%	31%	20%
<i>To be able to get a better job</i>	14%	13%	73%
<i>To gain a general education and appreciation of ideas</i>	4%	37%	59%
<i>To improve my reading and study skills</i>	15%	47%	38%
<i>There was nothing better to do</i>	83%	13%	4%
<i>To make me a more cultured person</i>	22%	45%	33%
<i>To be able to make more money</i>	6%	19%	75%
<i>To learn more about things that interest me</i>	3%	25%	73%
<i>To prepare myself for graduate or professional school</i>	18%	32%	51%
<i>A mentor/role model encouraged me to go</i>	52%	34%	14%
<i>To get training for a specific career</i>	5%	16%	80%

30. 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.					
	<i>Lowest 10%</i>	<i>Below average</i>	<i>Average</i>	<i>Above average</i>	<i>Highest 10%</i>
<i>Academic ability</i>	0%	1%	42%	46%	10%
<i>Artistic ability</i>	13%	28%	32%	21%	6%
<i>Computer skills</i>	1%	9%	56%	29%	6%
<i>Cooperativeness</i>	1%	3%	30%	42%	25%
<i>Creativity</i>	1%	10%	40%	32%	17%
<i>Drive to achieve</i>	1%	4%	28%	39%	28%
<i>Emotional health</i>	1%	7%	43%	33%	17%
<i>Leadership ability</i>	2%	10%	36%	32%	19%
<i>Mathematical ability</i>	5%	17%	46%	23%	9%
<i>Physical health</i>	1%	7%	46%	28%	18%
<i>Persistence</i>	0%	3%	40%	40%	16%
<i>Popularity</i>	3%	11%	48%	28%	11%
<i>Public speaking ability</i>	8%	27%	35%	19%	11%
<i>Religiousness</i>	7%	11%	40%	25%	16%
<i>Risk-taking</i>	3%	13%	39%	31%	13%
<i>Self-confidence (intellectual)</i>	2%	7%	36%	35%	20%
<i>Self-confidence (social)</i>	2%	13%	33%	30%	22%
<i>Self-understanding</i>	1%	5%	40%	36%	18%
<i>Spirituality</i>	3%	9%	43%	26%	19%
<i>Understanding of others</i>	0%	1%	37%	42%	19%
<i>Writing ability</i>	2%	14%	49%	25%	10%

31. Career or Occupation of			
	<i>Student (Anticipated)</i>	<i>Father</i>	<i>Mother</i>
<i>Accountant or actuary</i>	2%	2%	5%
<i>Actor or entertainer</i>	2%	0%	0%
<i>Architect or urban planner</i>	1%	1%	0%
<i>Artist</i>	2%	0%	0%
<i>Business (clerical)</i>	0%	1%	8%
<i>Business executive (management, administrator)</i>	6%	9%	5%
<i>Business owner or proprietor</i>	2%	9%	2%
<i>Business salesperson or buyer</i>	2%	4%	2%
<i>Clergy (minister, priest)</i>	0%	2%	0%
<i>Clergy (other religious)</i>	0%	0%	0%
<i>Clinical psychologist</i>	2%	0%	0%
<i>College administrator/staff</i>	0%	0%	1%
<i>College teacher</i>	0%	1%	0%
<i>Computer programmer or analyst</i>	2%	2%	1%
<i>Conservationist or forester</i>	0%	0%	0%
<i>Dentist (including orthodontist)</i>	1%	1%	1%
<i>Dietitian or home economist</i>	0%	0%	0%
<i>Engineer</i>	5%	13%	1%
<i>Farmer or rancher</i>	0%	1%	0%
<i>Foreign service worker (including diplomat)</i>	0%	0%	0%
<i>Homemaker (full-time)</i>	0%	0%	7%
<i>Interior decorator (including designer)</i>	0%	0%	1%
<i>Lab technician or hygienist</i>	1%	1%	2%
<i>Law enforcement officer</i>	1%	2%	0%
<i>Lawyer (attorney) or judge</i>	2%	0%	0%
<i>Military service (career)</i>	0%	3%	0%
<i>Musician (performer, composer)</i>	2%	0%	0%
<i>Nurse</i>	17%	0%	10%
<i>Optometrist</i>	0%	0%	0%
<i>Pharmacist</i>	3%	1%	0%
<i>Physician</i>	3%	1%	0%
<i>Policymaker/Government</i>	0%	1%	0%
<i>School counselor</i>	0%	0%	0%
<i>School principal or superintendent</i>	0%	0%	0%
<i>Scientific researcher</i>	0%	0%	0%
<i>Social, welfare or recreation worker</i>	1%	0%	1%
<i>Therapist (physical, occupational, speech)</i>	5%	1%	1%
<i>Teacher or administrator (elementary)</i>	7%	1%	8%
<i>Teacher or administrator (secondary)</i>	4%	1%	3%
<i>Veterinarian</i>	1%	0%	0%
<i>Writer or journalist</i>	2%	0%	0%
<i>Skilled trades</i>	0%	10%	2%
<i>Laborer (unskilled)</i>	0%	3%	2%
<i>Semi-skilled worker</i>	0%	5%	3%
<i>Unemployed</i>	3%	3%	8%
<i>Other</i>	8%	23%	24%
<i>Undecided [student only]</i>	12%	---	---

32. Student Opinions				
	<i>Disagree strongly</i>	<i>Disagree somewhat</i>	<i>Agree somewhat</i>	<i>Agree strongly</i>
<i>There is too much concern in the courts for rights of criminals</i>	8%	27%	49%	16%
<i>Abortion should be legal</i>	41%	21%	26%	13%
<i>The death penalty should be abolished</i>	45%	34%	13%	8%
<i>Marijuana should be legalized</i>	44%	23%	20%	13%
<i>It is important to have laws prohibiting homosexual relationships</i>	30%	31%	16%	24%
<i>The federal government should do more to control the sale of handguns</i>	8%	17%	41%	34%
<i>Racial discrimination no longer a major problem in America</i>	33%	39%	23%	5%
<i>Realistically, an individual can do little to bring about changes in our society.</i>	24%	44%	25%	7%
<i>Wealthy people should pay a larger share of taxes than they do now</i>	15%	31%	36%	18%
<i>Colleges should prohibit racist/sexist speech on campus</i>	10%	24%	32%	33%
<i>Same-sex couples should have the right to legal marital status</i>	38%	24%	20%	18%
<i>Affirmative action in college admissions should be abolished</i>	14%	45%	28%	13%
<i>The activities of married women are best confined to the home and family</i>	46%	24%	22%	8%
<i>People should not obey laws which violate their personal values</i>	28%	40%	25%	7%
<i>Federal military spending should be increased</i>	12%	37%	41%	10%

33. Indicate the extent to which each of the following describes you			
	<i>Not at all</i>	<i>To some extent</i>	<i>To a great extent</i>
<i>Searching for meaning/purpose in life</i>	12%	49%	40%
<i>Engaging in self-reflection</i>	14%	65%	21%
<i>Appreciating the interconnectedness of everything</i>	17%	62%	22%
<i>Believing in the sacredness of life</i>	13%	51%	36%
<i>Being honest in my relationships with others</i>	2%	20%	78%

34. During your last year in high school, how much time did you spend during a typical week doing:								
	<i>None</i>	<i>Less than one hour</i>	<i>1 to 2 hours</i>	<i>3 to 5 hours</i>	<i>6 to 10 hours</i>	<i>11 to 15 hours</i>	<i>16 to 20 hours</i>	<i>Over 20 hours</i>
<i>Studying/homework</i>	4%	19%	25%	30%	14%	4%	3%	1%
<i>Socializing with friends</i>	0%	3%	9%	17%	19%	19%	12%	21%
<i>Talking with teachers outside of class</i>	12%	47%	27%	8%	4%	1%	1%	1%
<i>Exercise or sports</i>	10%	15%	17%	17%	14%	11%	7%	10%
<i>Partying</i>	31%	12%	13%	19%	11%	6%	3%	4%
<i>Working (for pay)</i>	26%	4%	2%	5%	10%	13%	16%	24%
<i>Volunteer work</i>	39%	18%	21%	12%	7%	1%	1%	1%
<i>HPW0308: Student clubs/groups</i>	37%	18%	22%	13%	5%	2%	2%	1%
<i>Watching TV</i>	4%	12%	23%	28%	17%	5%	6%	5%
<i>Household/childcare duties</i>	17%	19%	27%	19%	8%	5%	2%	2%
<i>Reading for pleasure</i>	37%	27%	18%	8%	5%	1%	1%	2%
<i>Playing video/computer games</i>	45%	20%	13%	9%	6%	3%	2%	2%
<i>Prayer/meditation</i>	18%	41%	22%	10%	3%	2%	1%	2%

35. Do you have any concern about your ability to finance your college education?		
	<i>N</i>	<i>Valid %</i>
<i>None (I am confident that I will have sufficient funds)</i>	188	34%
<i>Some (but I probably will have enough funds)</i>	288	53%
<i>Major (not sure I will have enough funds to complete college)</i>	69	13%

36. Reasons for choosing to attend this particular college			
	<i>Not important</i>	<i>Somewhat important</i>	<i>Very important</i>
<i>My relatives wanted me to come here</i>	49%	39%	12%
<i>My teacher advised me</i>	70%	26%	4%
<i>This college has a very good academic reputation</i>	10%	37%	53%
<i>This college has a good reputation for its social activities</i>	28%	40%	32%
<i>I was offered financial assistance</i>	32%	29%	38%
<i>This college offers special educational programs</i>	42%	35%	23%
<i>This college has low tuition</i>	18%	43%	39%
<i>High school guidance counselor advised me</i>	66%	25%	8%
<i>Private college counselor advised me</i>	91%	8%	2%
<i>I wanted to live near home</i>	32%	32%	36%
<i>Not offered aid by first choice</i>	78%	15%	7%
<i>I was attracted by the religious affiliation/orientation of the college</i>	84%	14%	2%
<i>I wanted to go to a school about the size of this college</i>	22%	34%	43%
<i>Rankings in national magazines</i>	43%	32%	25%
<i>Information from a website</i>	56%	30%	14%
<i>I was admitted through an Early Action or Early Decision program</i>	85%	10%	5%
<i>A visit to campus</i>	42%	36%	22%
<i>This college's graduates get good jobs</i>	38%	41%	21%

37a. Student's Probable Major (aggregated)		
	<i>N=539</i>	<i>Valid %</i>
<i>Agriculture</i>	0	0%
<i>Biological Science</i>	21	4%
<i>Business</i>	75	14%
<i>Education</i>	72	13%
<i>Engineering</i>	37	7%
<i>English</i>	6	1%
<i>Health Professional</i>	145	27%
<i>History or Political Science</i>	14	3%
<i>Humanities</i>	5	1%
<i>Fine Arts</i>	26	5%
<i>Mathematics or Statistics</i>	2	0%
<i>Physical Science</i>	8	1%
<i>Social Science</i>	40	7%
<i>Other Technical</i>	18	3%
<i>Other Non-technical</i>	32	6%
<i>Undecided</i>	38	7%

37b. Student's Probable Major		
	<i>N</i>	%
Art, fine and applied	18	3%
English (language & literature)	6	1%
History	4	1%
Journalism	3	1%
Language and Literature (except English)	1	0%
Music	6	1%
Philosophy	0	0%
Speech	0	0%
Theater or Drama	2	0%
Theology or Religion	1	0%
Other Arts and Humanities	1	0%
Biology (general)	15	3%
Biochemistry or Biophysics	0	0%
Botany	0	0%
Environmental Science	0	0%
Marine (Life) Science	2	0%
Microbiology or Bacteriology	1	0%
Zoology	1	0%
Other Biological Science	2	0%
Accounting	15	3%
Business Administration (general)	14	3%
Finance	7	1%
International Business	3	1%
Marketing	13	2%
Management	20	4%
Secretarial Studies	1	0%
Other Business	2	0%
Business Education	1	0%
Elementary Education	30	6%
Music or Art Education	2	0%
Physical Education or Recreation	3	1%
Secondary Education	23	4%
Special Education	1	0%
Other Education	12	2%
Aeronautical or Astronautical Engineering	0	0%
Civil Engineering	4	1%
Chemical Engineering	2	0%
Computer Engineering	6	1%
Electrical or Electronic Engineering	6	1%
Industrial Engineering	1	0%
Mechanical Engineering	15	3%
Other Engineering	3	1%
Astronomy	1	0%

Atmospheric Science (incl. Meteorology)	0	0%
Chemistry	5	1%
Earth Science	0	0%
Marine Science (incl. Oceanography)	0	0%
Mathematics	2	0%
Physics	0	0%
Statistics	0	0%
Other Physical Science	2	0%
Architecture or Urban Planning	2	0%
Home Economics	0	0%
Health Technology (medical, dental, laboratory)	6	1%
Library or Archival Science	0	0%
Medicine, Dentistry, Veterinarian	15	3%
Nursing	95	18%
Pharmacy	12	2%
Therapy (occupational, physical, speech)	23	4%
Other Professional	4	1%
Anthropology	0	0%
Economics	0	0%
Ethnic Studies	0	0%
Geography	0	0%
Political Science (gov't, int. relations)	10	2%
Psychology	28	5%
Social Work	1	0%
Sociology	11	2%
Women's Studies	0	0%
Other Social Science	0	0%
Building Trades	0	0%
Data Processing or Computer Programming	3	1%
Drafting or Design	2	0%
Electronics	0	0%
Mechanics	0	0%
Other Technical	0	0%
Agriculture	0	0%
Communications	16	3%
Computer Science	7	1%
Forestry	0	0%
Kinesiology	0	0%
Law Enforcement	5	1%
Military Science	0	0%
Other Field	4	1%
Undecided	38	7%

38. Indicate the importance to you personally of:				
	<i>Not important</i>	<i>Somewhat important</i>	<i>Very important</i>	<i>Essential</i>
<i>Becoming accomplished in one of the performing arts (acting, dancing, etc.)</i>	66%	23%	5%	6%
<i>Becoming an authority in my field</i>	11%	37%	34%	19%
<i>Obtaining recognition from my colleagues for contributions to my special field</i>	12%	39%	35%	14%
<i>Influencing the political structure</i>	45%	38%	11%	6%
<i>Influencing social values</i>	21%	40%	27%	12%
<i>Raising a family</i>	8%	15%	28%	49%
<i>Having administrative responsibility for the work of others</i>	19%	42%	26%	13%
<i>Being very well off financially</i>	3%	18%	33%	47%
<i>Helping others who are in difficulty</i>	4%	33%	36%	27%
<i>Making a theoretical contribution to science</i>	56%	31%	8%	4%
<i>Writing original works (poems, novels, short stories, etc.)</i>	68%	19%	7%	6%
<i>Creating artistic work (painting, sculpture, decorating, etc)</i>	63%	21%	11%	6%
<i>Becoming successful in a business of my own</i>	32%	29%	21%	18%
<i>Becoming involved in programs to clean up the environment</i>	38%	46%	11%	4%
<i>Developing a meaningful philosophy of life</i>	30%	37%	21%	12%
<i>Participating in a community action program</i>	34%	45%	15%	6%
<i>Helping to promote racial understanding</i>	34%	40%	18%	8%
<i>Keeping up to date with political affairs</i>	37%	41%	15%	6%
<i>Becoming a community leader</i>	36%	38%	16%	11%
<i>Integrating spirituality into my life</i>	19%	30%	25%	26%
<i>Improving my understanding of other countries and cultures</i>	28%	42%	21%	10%

39. What is your best guess as to the chances that you will				
	<i>No chance</i>	<i>Very little chance</i>	<i>Some chance</i>	<i>Very good chance</i>
<i>Change major field</i>	17%	40%	28%	14%
<i>Change career choice</i>	17%	38%	32%	12%
<i>Participate in student government</i>	33%	37%	23%	7%
<i>Get a job to help pay for college expenses</i>	10%	16%	34%	41%
<i>Work full-time while attending college</i>	42%	32%	19%	7%
<i>Join a social fraternity or sorority</i>	25%	26%	31%	17%
<i>Play varsity/intercollegiate athletics</i>	44%	25%	18%	14%
<i>Make at least "B" average</i>	0%	4%	36%	60%
<i>Get a bachelor's degree (B.A., B.S., etc.)</i>	1%	4%	18%	77%
<i>Participate in student protests or demonstrations</i>	35%	41%	19%	5%
<i>Transfer to another college before graduating</i>	25%	25%	26%	24%
<i>Be satisfied with your college</i>	2%	5%	44%	48%
<i>Participate in volunteer or community service work</i>	12%	30%	40%	18%
<i>Seek personal counseling</i>	26%	44%	23%	7%
<i>Develop close friendships with other students</i>	1%	6%	32%	60%
<i>Communicate regularly with your professors</i>	2%	12%	53%	34%
<i>Socialize with someone of another racial/ethnic group</i>	2%	7%	31%	60%
<i>Participate in student clubs/groups</i>	8%	21%	38%	33%
<i>Strengthen religious beliefs/convictions</i>	11%	22%	37%	30%
<i>Participate in a study abroad program</i>	29%	36%	22%	13%
<i>Drop out of college</i>	88%	9%	2%	2%

Optional Questions

41-49. During this next year, what is your best guess about the amount of time you will spend during a typical week doing the following activities?	<i>2 or less</i>	<i>3-10</i>	<i>11-15</i>	<i>16-20</i>	<i>Over 20</i>
<i>41. Studying/homework</i>	11%	44%	27%	4%	4%
<i>42. Socializing with friends</i>	6%	36%	34%	10%	10%
<i>43. Talking with teachers outside of class</i>	59%	33%	5%	0%	0%
<i>44. Exercise or sports</i>	29%	42%	14%	6%	6%
<i>45. Partying</i>	47%	34%	12%	3%	3%
<i>46. Working (for pay)</i>	22%	21%	26%	11%	11%
<i>47. Volunteer work</i>	66%	27%	6%	0%	0%
<i>48. Student clubs/organizations</i>	46%	40%	11%	1%	1%
<i>49. Using the computer for fun (IM, surfing net, games)</i>	36%	36%	18%	5%	5%

50. What is the average number of drinks you consume a week (a drink is defined as a bottle of beer, a glass of wine, a wine cooler, a shot glass of liquor, or a mixed drink)?		
	N = 542	Valid %
<i>None</i>	321	59%
<i>1-2</i>	95	18%
<i>3-4</i>	44	8%
<i>5-6</i>	22	4%
<i>More than 6</i>	60	11%

53. Do you have health insurance?		
	N=542	Valid %
<i>No</i>	45	8%
<i>Yes, I have insurance through my parents or spouse</i>	455	84%
<i>Yes, I have insurance through my employer</i>	4	1%
<i>Yes, I have my own insurance policy</i>	14	3%
<i>I don't know</i>	24	4%

51. How many times over the past 2 weeks have you had five or more drinks at a sitting?		
	N=541	Valid %
<i>None</i>	421	78%
<i>One</i>	41	8%
<i>Two</i>	27	5%
<i>Three</i>	22	4%
<i>Four</i>	30	6%

54. Do you currently use any tobacco products?		
	N=529	Valid %
<i>No</i>	438	83%
<i>Yes, I smoke either cigarettes, cigars, or pipes</i>	75	14%
<i>Yes, I use chewing tobacco, snuff, etc.</i>	9	2%
<i>Both b and c</i>	7	1%

52. Do you have any children?		
	N= 541	Valid %
<i>No</i>	532	98%
<i>Yes, I have 1 child</i>	6	1%
<i>Yes, I have two children</i>	2	0%
<i>Yes, I have 3 or more children</i>	1	0%

55. What was the racial makeup of your high school student body?		
	N=527	Valid %
<i>All students were Caucasian</i>	27	5%
<i>Most students were Caucasian</i>	152	29%
<i>Approx half were Caucasian and half were African-American</i>	253	48%
<i>Most students were African-American</i>	90	17%
<i>All students were African-American</i>	5	1%

56-60. Your comfort level in interacting with individuals who are different from you. Please answer the questions using the following rating scale.					
	<i>Very comfortable</i>	<i>Somewhat comfortable</i>	<i>No feeling one way or the other</i>	<i>Somewhat uncomfortable</i>	<i>Very uncomfortable</i>
<i>56. How do you feel about being in classes with students of a different race than you?</i>	68%	14%	13%	2%	2%
<i>57. How do you feel about socializing with students of a different race than you?</i>	68%	16%	12%	2%	2%
<i>58. How would you feel about sharing an apartment with students of a different race than you?</i>	43%	20%	14%	5%	5%
<i>59. How do you feel about being in classes with students from a different country?</i>	62%	17%	16%	1%	1%
<i>60. How do you feel about socializing with students from a different country?</i>	60%	20%	17%	1%	1%

APPENDIX 2: 2003 CIRP INSTITUTIONAL SUMMARY

613800

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U of South Carolina-Aiken First-time Full-time	# Res- pondents	Your Institution			Public 4yr Colls-low			All Pub 4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Number of Respondents		181	368	549	4,559	7,693	12,252	24,504	31,726	56,230
In what year did you graduate from high school?	546									
2003		96.1	99.2	98.2	97.0	97.7	97.4	97.3	98.4	97.9
2002		2.8	0.5	1.3	1.7	1.3	1.5	1.5	0.9	1.2
2001		0.0	0.0	0.0	0.3	0.1	0.2	0.3	0.1	0.2
2000 or earlier		1.1	0.3	0.5	0.6	0.7	0.7	0.6	0.4	0.5
Did not graduate but passed G.E.D. test		0.0	0.0	0.0	0.3	0.1	0.2	0.3	0.1	0.2
Never completed high school		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
How old will you be on December 31 of this year?	543									
16 or younger		0.0	0.0	0.0	0.0	0.1	0.1	0.0	0.0	0.0
17		0.6	2.2	1.7	1.7	2.1	1.9	1.5	1.9	1.7
18		73.9	73.8	73.8	67.3	77.0	72.7	64.4	74.2	69.9
19		22.8	23.7	23.4	28.2	19.3	23.2	31.7	22.7	26.7
20		1.7	0.3	0.7	1.7	0.7	1.1	1.4	0.5	0.9
21 to 24		0.6	0.0	0.2	0.9	0.5	0.7	0.8	0.4	0.5
25 to 29		0.0	0.0	0.0	0.1	0.2	0.2	0.1	0.1	0.1
30 to 39		0.6	0.0	0.2	0.1	0.1	0.1	0.1	0.1	0.1
40 to 54		0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.0	0.0
55 or older		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Your ethnic background [1]	543									
White/Caucasian		75.6	71.1	72.6	59.1	54.1	56.3	73.7	72.2	72.9
African American/Black		20.6	26.4	24.5	22.1	26.0	24.3	10.6	13.1	12.0
American Indian/Alaska Native		1.1	2.8	2.2	1.5	2.0	1.8	1.2	1.5	1.4
Asian American/Asian		1.7	1.4	1.5	6.7	6.8	6.8	6.1	5.2	5.6
Native Hawaiian/Pacific Islander		0.0	0.0	0.0	1.7	2.1	1.9	1.2	1.1	1.1
Mexican American/Chicano		0.6	0.6	0.6	7.7	9.4	8.6	5.8	6.5	6.2
Puerto Rican		0.6	0.6	0.6	0.6	1.2	0.9	0.9	0.9	0.9
Other Latino		0.6	1.1	0.9	2.6	3.5	3.1	2.0	2.3	2.2
Other		1.1	1.7	1.5	3.8	4.1	4.0	3.0	3.3	3.1
What was your average grade in high school?	540									
A or A+		5.1	12.4	10.0	5.7	10.4	8.4	13.8	17.5	15.9
A-		10.7	14.6	13.3	11.1	16.3	14.0	17.5	22.6	20.4
B+		21.9	29.3	26.9	20.1	26.1	23.5	20.3	23.7	22.2
B		33.1	24.3	27.2	31.6	29.0	30.2	26.7	23.8	25.1
B-		15.7	11.0	12.6	15.2	10.4	12.5	11.6	7.5	9.3
C+		7.9	6.6	7.0	9.9	5.6	7.5	6.4	3.5	4.8
C		5.6	1.7	3.0	5.9	2.1	3.8	3.7	1.3	2.3
D		0.0	0.0	0.0	0.3	0.1	0.2	0.2	0.0	0.1
How many miles is this college from your permanent home?	540									
5 or less		10.1	6.9	8.0	8.5	9.5	9.1	6.4	6.4	6.4
6 to 10		15.7	18.0	17.2	11.0	13.4	12.3	8.1	9.6	8.9
11 to 50		46.6	43.9	44.8	36.4	35.3	35.8	31.8	32.6	32.2
51 to 100		13.5	16.3	15.4	17.9	17.0	17.4	17.4	17.9	17.7
101 to 500		11.2	10.8	10.9	22.9	20.9	21.8	27.9	29.0	28.5
Over 500		2.8	4.1	3.7	3.2	3.9	3.6	8.4	4.5	6.2

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U of South Carolina-Aiken First-time Full-time	# Res- pondents	Your Institution			Public 4yr Colls-low			All Pub 4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
What is your best estimate of your parents' total income last year? Consider income from all sources before taxes	451									
Less than \$10,000		0.6	5.7	4.0	4.5	7.5	6.2	2.9	4.5	3.8
\$10,000 to \$14,999		1.3	5.4	4.0	3.7	5.8	4.8	2.6	4.0	3.3
\$15,000 to \$19,999		2.6	5.4	4.4	4.3	5.2	4.8	2.9	3.6	3.3
\$20,000 to \$24,999		5.2	4.4	4.7	5.1	6.1	5.6	3.6	4.7	4.2
\$25,000 to \$29,999		2.6	5.4	4.4	4.6	5.9	5.3	3.4	4.5	4.0
\$30,000 to \$39,999		4.5	9.1	7.5	8.3	9.4	8.9	6.9	8.2	7.6
\$40,000 to \$49,999		11.0	13.5	12.6	8.7	10.2	9.6	8.2	9.8	9.1
\$50,000 to \$59,999		11.0	7.7	8.9	10.5	9.9	10.2	10.6	10.6	10.6
\$60,000 to \$74,999		16.2	15.2	15.5	13.4	11.6	12.4	14.0	13.9	13.9
\$75,000 to \$99,999		18.2	12.5	14.4	15.2	12.1	13.5	17.2	15.1	16.0
\$100,000 to \$149,999		18.8	9.4	12.6	13.0	9.8	11.2	16.5	12.9	14.6
\$150,000 to \$199,999		0.0	2.4	1.6	4.3	3.2	3.7	5.7	4.2	4.9
\$200,000 to \$249,999		2.6	1.3	1.8	1.7	1.4	1.5	2.2	1.7	1.9
\$250,000 or more		5.2	2.7	3.5	2.6	1.9	2.2	3.3	2.4	2.8
What is the highest level of formal education obtained by your parents?										
Father	524									
Grammar school or less		1.7	0.9	1.1	4.6	6.3	5.6	3.0	3.7	3.4
Some high school		6.3	7.8	7.3	6.2	7.8	7.1	4.5	5.8	5.2
High school graduate		31.8	36.5	34.9	26.7	28.3	27.6	23.6	26.8	25.4
Postsecondary school other than college		4.0	3.7	3.8	4.2	4.6	4.5	4.1	4.6	4.4
Some college		18.2	23.9	21.9	17.2	19.7	18.6	16.6	18.4	17.6
College degree		22.2	19.3	20.2	25.6	20.5	22.8	28.6	24.6	26.4
Some graduate school		0.0	0.0	0.0	1.3	1.3	1.3	1.7	1.6	1.6
Graduate degree		15.9	8.0	10.7	14.1	11.5	12.6	18.0	14.4	16.0
Mother	534									
Grammar school or less		0.6	0.8	0.7	4.2	5.9	5.1	2.6	3.3	3.0
Some high school		3.4	5.9	5.1	4.5	6.4	5.6	3.2	4.3	3.8
High school graduate		30.7	31.3	31.1	26.0	25.1	25.5	24.3	26.1	25.3
Postsecondary school other than college		5.1	5.3	5.2	5.3	5.4	5.3	5.1	5.2	5.1
Some college		21.0	21.2	21.2	19.0	22.7	21.1	18.5	21.2	20.0
College degree		26.1	24.6	25.1	27.0	22.2	24.3	29.4	25.7	27.4
Some graduate school		1.7	1.4	1.5	1.9	1.8	1.9	2.4	2.1	2.3
Graduate degree		11.4	9.5	10.1	12.1	10.5	11.2	14.4	12.0	13.1
Are your parents	543									
Both alive and living with each other		73.0	61.9	65.6	67.0	60.4	63.3	72.5	67.4	69.7
Both alive, divorced or living apart		23.0	33.7	30.2	28.8	34.6	32.1	24.0	28.6	26.6
One or both deceased		3.9	4.4	4.2	4.3	5.0	4.7	3.5	4.0	3.7
Your father's ethnic background [1]	533									
White/Caucasian		75.4	70.9	72.4	59.3	53.4	56.0	74.1	72.0	72.9
African American/Black		20.7	26.3	24.4	21.6	25.1	23.6	10.4	12.7	11.7
American Indian/Alaska Native		1.1	2.3	1.9	1.2	1.7	1.5	0.9	1.2	1.1
Asian American/Asian		1.1	0.6	0.8	5.8	6.0	5.9	5.3	4.4	4.8
Native Hawaiian/Pacific Islander		0.6	0.0	0.2	1.5	1.8	1.7	1.0	1.0	1.0
Mexican American/Chicano		0.6	0.3	0.4	6.6	7.6	7.1	5.0	5.3	5.2
Puerto Rican		0.6	0.6	0.6	0.6	0.9	0.8	0.7	0.8	0.7
Other Latino		1.1	0.3	0.6	2.4	3.1	2.8	1.8	2.1	1.9
Other		0.6	2.0	1.5	3.3	4.2	3.8	2.5	3.1	2.8

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U of South Carolina-Aiken First-time Full-time	# Resp- ondents	Your Institution			Public 4yr Colls-low			All Pub 4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Your mother's ethnic background [1]	538									
White/Caucasian		72.6	71.0	71.6	58.6	53.7	55.8	73.7	72.3	72.9
African American/Black		21.8	26.2	24.7	21.4	24.8	23.3	10.1	12.4	11.4
American Indian/Alaska Native		1.7	1.9	1.9	1.4	1.6	1.5	1.0	1.2	1.1
Asian American/Asian		1.7	0.8	1.1	6.4	6.6	6.5	5.7	4.8	5.2
Native Hawaiian/Pacific Islander		0.0	0.0	0.0	1.7	1.9	1.8	1.1	1.0	1.1
Mexican American/Chicano		0.6	0.6	0.6	6.7	7.9	7.4	5.0	5.5	5.3
Puerto Rican		0.0	0.3	0.2	0.5	0.9	0.7	0.7	0.7	0.7
Other Latino		1.7	0.8	1.1	2.9	3.5	3.3	2.1	2.3	2.2
Other		0.0	1.1	0.7	3.2	3.7	3.5	2.4	2.8	2.7
Current religious preference										
Father's	469									
Baptist		54.3	54.1	54.2	15.3	15.8	15.6	11.2	11.8	11.6
Buddhist		0.0	0.0	0.0	1.9	1.9	1.9	1.4	1.3	1.3
Eastern Orthodox		0.0	0.0	0.0	0.6	0.4	0.5	0.7	0.5	0.6
Episcopal		3.3	1.9	2.3	1.6	1.6	1.6	1.6	1.5	1.5
Hindu		0.0	0.3	0.2	0.3	0.3	0.3	0.4	0.3	0.4
Islamic		0.0	0.3	0.2	1.0	0.9	0.9	1.0	0.8	0.9
Jewish		0.0	0.3	0.2	1.3	1.3	1.3	1.8	1.7	1.7
LDS (Mormon)		1.3	0.6	0.9	0.5	0.6	0.5	1.2	1.4	1.3
Lutheran		2.6	3.5	3.2	2.7	2.9	2.8	4.9	5.1	5.1
Methodist		13.2	8.5	10.0	5.1	4.1	4.5	5.9	5.9	5.9
Presbyterian		2.0	2.5	2.3	3.6	3.1	3.3	4.1	3.8	3.9
Quaker		0.7	0.0	0.2	0.2	0.3	0.2	0.2	0.2	0.2
Roman Catholic		6.0	7.5	7.0	31.7	32.1	32.0	34.0	33.6	33.8
Seventh Day Adventist		0.7	0.0	0.2	0.6	0.5	0.5	0.4	0.3	0.3
Unitarian/Universalist		0.0	0.0	0.0	0.1	0.1	0.1	0.2	0.1	0.2
United Church of Christ		0.7	0.6	0.6	1.6	1.4	1.5	1.7	1.6	1.6
Other Christian		6.6	8.2	7.7	14.1	13.7	13.9	13.5	12.8	13.1
Other Religion		0.7	2.5	1.9	2.9	3.3	3.1	2.3	2.5	2.4
None		7.9	9.1	8.7	15.0	15.9	15.5	13.6	14.7	14.2
Mother's	485									
Baptist		51.3	51.1	51.1	16.2	17.0	16.6	11.8	12.7	12.3
Buddhist		0.0	0.0	0.0	1.9	1.9	1.9	1.5	1.4	1.4
Eastern Orthodox		0.0	0.0	0.0	0.5	0.4	0.4	0.6	0.5	0.5
Episcopal		2.0	2.1	2.1	1.7	2.0	1.9	1.7	1.7	1.7
Hindu		0.0	0.3	0.2	0.2	0.2	0.2	0.4	0.3	0.3
Islamic		0.0	0.0	0.0	0.8	0.5	0.6	0.8	0.6	0.6
Jewish		0.0	0.0	0.0	0.9	1.3	1.1	1.7	1.6	1.6
LDS (Mormon)		1.3	0.6	0.8	0.5	0.5	0.5	1.2	1.5	1.4
Lutheran		2.6	3.6	3.3	2.9	3.0	3.0	5.1	5.3	5.2
Methodist		13.2	12.0	12.4	5.4	4.8	5.0	6.3	6.7	6.5
Presbyterian		3.3	2.7	2.9	3.9	3.9	3.9	4.4	4.2	4.3
Quaker		0.7	0.0	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Roman Catholic		7.9	9.9	9.3	34.0	33.1	33.5	35.6	34.9	35.2
Seventh Day Adventist		0.7	0.0	0.2	0.6	0.5	0.6	0.4	0.4	0.4
Unitarian/Universalist		0.7	0.0	0.2	0.1	0.2	0.2	0.2	0.2	0.2
United Church of Christ		0.7	0.0	0.2	1.9	1.6	1.7	2.0	1.8	1.9
Other Christian		7.9	10.5	9.7	15.0	15.4	15.2	14.3	14.3	14.3
Other Religion		1.3	3.6	2.9	3.3	3.8	3.6	2.4	2.8	2.6
None		6.6	3.6	4.5	10.1	9.7	9.9	9.4	9.1	9.2

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U of South Carolina-Aiken First-time Full-time	# Res- pondents	Your Institution			Public 4yr Colls-low			All Pub 4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Which of your parents were born in the U.S.?	548									
Both		89.5	94.3	92.7	77.4	75.0	76.0	81.8	82.4	82.1
Father only		4.4	1.6	2.6	3.5	3.3	3.4	3.3	2.9	3.1
Mother only		2.2	1.9	2.0	3.0	4.0	3.6	3.0	3.3	3.1
Neither		3.9	2.2	2.7	16.1	17.7	17.0	12.0	11.4	11.7
Which of the following statements applies to you?	543									
I was born in the United States		96.6	97.3	97.1	93.3	93.4	93.3	94.3	94.9	94.6
I came to the U.S. before age 6		0.6	1.6	1.3	3.1	3.4	3.2	2.7	2.6	2.7
I came to the U.S. between ages 6-12		1.7	0.3	0.7	1.8	1.8	1.8	1.6	1.4	1.5
I came to the U.S. after age 12		1.1	0.8	0.9	1.9	1.4	1.6	1.4	1.1	1.3
Citizenship status	544									
U.S. citizen		98.3	98.4	98.3	96.6	96.4	96.5	97.3	97.5	97.4
Permanent resident (green card)		0.6	1.1	0.9	2.6	2.8	2.7	1.9	1.9	1.9
Neither		1.1	0.5	0.7	0.9	0.8	0.9	0.7	0.6	0.7
Is English your native language?	543									
Yes		97.2	99.2	98.5	90.2	88.4	89.2	93.1	92.9	93.0
No		2.8	0.8	1.5	9.8	11.6	10.8	6.9	7.1	7.0
Your current religious preference	530									
Baptist		49.7	53.3	52.1	16.0	17.5	16.9	11.4	12.8	12.2
Buddhist		0.0	0.0	0.0	1.4	1.4	1.4	1.3	0.9	1.1
Eastern Orthodox		0.0	0.0	0.0	0.4	0.4	0.4	0.5	0.5	0.5
Episcopal		2.3	2.0	2.1	1.3	1.6	1.5	1.3	1.4	1.4
Hindu		0.0	0.3	0.2	0.1	0.2	0.2	0.3	0.3	0.3
Islamic		0.0	0.0	0.0	0.9	0.4	0.6	0.8	0.5	0.6
Jewish		0.6	0.0	0.2	0.7	0.9	0.8	1.3	1.2	1.2
LDS (Mormon)		0.6	0.6	0.6	0.4	0.4	0.4	1.1	1.4	1.3
Lutheran		2.3	2.5	2.5	2.6	2.7	2.6	4.3	4.7	4.5
Methodist		12.4	11.6	11.9	4.6	4.4	4.5	5.2	5.9	5.6
Presbyterian		3.4	2.3	2.6	3.1	3.1	3.1	3.6	3.5	3.5
Quaker		0.6	0.0	0.2	0.1	0.2	0.2	0.1	0.2	0.2
Roman Catholic		5.6	7.6	7.0	28.0	28.9	28.5	30.4	31.1	30.8
Seventh Day Adventist		0.6	0.0	0.2	0.5	0.5	0.5	0.3	0.3	0.3
Unitarian/Universalist		0.0	0.0	0.0	0.1	0.3	0.2	0.2	0.2	0.2
United Church of Christ		0.6	0.3	0.4	2.1	1.7	1.8	1.9	1.8	1.8
Other Christian		11.3	9.9	10.4	14.3	16.4	15.5	13.8	15.1	14.5
Other Religion		1.7	4.2	3.4	3.3	4.1	3.8	2.8	3.2	3.0
None		8.5	5.4	6.4	20.0	15.1	17.2	19.4	15.1	17.0
Traits that describe student to a "great extent"										
Searching for meaning/purpose in life	541	33.1	41.8	39.0	35.0	39.2	37.4	32.8	35.0	34.0
Engaging in self-reflection	538	20.9	20.5	20.6	23.5	27.5	25.8	23.5	24.5	24.1
Appreciating the interconnectedness of everything	538	27.3	18.0	21.0	24.5	25.0	24.8	23.4	22.3	22.8
Believing in the sacredness of life	538	38.7	34.2	35.7	29.1	32.2	30.9	29.0	31.3	30.3
Being honest in my relationships with others	541	73.1	79.8	77.6	67.8	77.7	73.4	66.7	77.0	72.5

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Note: this set of data from HERI includes only first-time, full-time freshmen. In some instances, findings will vary with USCA results because of methodological differences. For instance, for questions about financial aid on p. 16 HERI assumes a missing response indicates a student received no aid from these sources; in USCA tabulations in Appendix 1, missing responses were considered invalid and not included in the tabulations.

U of South Carolina-Aiken First-time Full-time	# Res- pondents	Your Institution			Public 4yr Colls-low			All Pub 4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Student rated self "above average" or "highest 10%" as compared with the average person of his/her age in:										
Academic ability	543	59.7	54.8	56.4	60.8	54.1	57.0	67.0	59.2	62.6
Artistic ability	544	31.1	23.4	25.9	32.5	26.3	29.0	29.8	27.2	28.4
Computer skills	545	50.0	27.5	34.9	50.6	29.7	38.8	52.5	29.4	39.6
Cooperativeness	543	65.1	66.8	66.3	69.7	73.2	71.7	70.1	73.9	72.2
Creativity	545	53.7	46.5	48.8	60.8	55.0	57.5	58.6	55.2	56.7
Drive to achieve	543	68.4	66.7	67.2	64.9	70.1	67.8	65.3	70.2	68.1
Emotional health	544	60.2	44.0	49.3	59.1	46.1	51.7	59.8	47.2	52.7
Leadership ability	546	58.4	47.3	50.9	61.9	54.9	58.0	62.7	55.4	58.6
Mathematical ability	545	44.4	26.7	32.5	43.6	28.4	35.0	50.5	32.4	40.3
Physical health	546	62.4	38.3	46.2	67.2	44.1	54.2	67.5	45.6	55.2
Persistence	542	64.4	51.5	55.7	60.6	55.4	57.7	63.2	56.8	59.6
Popularity	545	43.8	35.7	38.3	45.3	32.3	38.0	44.6	31.6	37.3
Public speaking ability	546	34.8	27.4	29.9	36.0	30.5	32.9	37.5	30.9	33.8
Religiousness	546	43.3	39.9	41.0	25.3	29.6	27.8	28.0	30.7	29.5
Risk-taking	544	53.4	39.3	43.9	52.9	37.4	44.2	52.3	36.9	43.6
Self-confidence (intellectual)	546	66.3	50.5	55.7	66.6	50.0	57.3	67.1	49.2	57.0
Self-confidence (social)	543	57.3	48.5	51.4	57.8	50.0	53.4	55.3	46.7	50.5
Self-understanding	544	63.6	48.9	53.7	60.2	52.3	55.7	59.2	50.3	54.2
Spirituality	543	46.3	44.8	45.3	34.1	38.6	36.6	35.8	37.8	36.9
Understanding of others	544	56.3	63.0	60.8	62.4	66.6	64.8	61.9	66.7	64.6
Writing ability	545	32.8	35.3	34.5	39.9	40.5	40.2	42.7	44.0	43.4
Indicate which activities you did during the past year										
Attended a religious service	545	85.3	92.7	90.3	75.0	81.0	78.4	76.8	82.0	79.7
Was bored in class [2]	544	41.5	40.2	40.6	37.7	33.6	35.4	42.2	37.5	39.5
Participated in organized demonstrations	538	52.9	57.7	56.1	51.3	53.7	52.7	47.0	52.1	49.9
Tutored another student	542	46.3	47.7	47.2	45.3	52.0	49.1	47.4	52.3	50.2
Studied with other students	544	75.7	82.6	80.3	81.8	89.5	86.1	80.8	88.9	85.4
Was a guest in a teacher's home	542	22.7	22.7	22.7	21.5	19.3	20.2	22.9	21.3	22.0
Smoked cigarettes [2]	542	9.1	9.6	9.4	6.0	6.0	6.0	6.9	6.9	6.9
Drank beer	541	50.0	39.2	42.7	44.7	33.5	38.4	47.7	38.9	42.8
Drank wine or liquor	538	54.0	57.4	56.3	46.4	46.4	46.4	47.7	49.1	48.4
Felt overwhelmed by all I had to do [2]	542	17.1	36.5	30.3	15.9	31.9	24.9	15.9	33.2	25.6
Felt depressed [2]	542	5.1	13.1	10.5	5.6	9.5	7.8	5.8	8.8	7.5
Performed volunteer work	543	72.2	74.4	73.7	72.5	81.5	77.6	74.1	83.0	79.1
Played a musical instrument	544	41.0	35.8	37.5	42.3	33.3	37.2	42.5	36.6	39.2
Asked teacher for advice after class [2]	540	20.8	23.7	22.8	20.3	24.3	22.5	19.9	24.4	22.4
Overslept and missed class or appointment	542	35.8	32.5	33.6	36.3	33.7	34.8	34.1	32.0	32.9
Discussed politics [2]	541	18.1	10.2	12.8	20.1	13.2	16.3	24.1	14.6	18.8
Voted in a student election [2]	542	23.3	20.2	21.2	18.6	19.7	19.2	19.0	19.5	19.3
Socialized with someone of another racial/ethnic group [2]	545	71.9	73.0	72.7	68.9	73.9	71.7	66.9	70.1	68.7
Came late to class	544	65.0	65.7	65.4	65.7	63.8	64.7	63.9	62.2	63.0
Visited an art gallery or museum	545	36.7	38.9	38.2	47.9	51.9	50.1	49.3	53.9	51.9
Discussed religion [2]	545	26.0	30.2	28.8	23.0	26.2	24.8	25.7	27.5	26.7

[2] Percentage responding "frequently" only. Results for other items in this group represent the percentage responding "frequently or "occasionally".

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U of South Carolina-Aiken First-time Full-time	# Res- pondents	Your Institution			Public 4yr Colls-low			All Pub 4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Indicate which activities you did during the past year										
Communicated via e-mail [2]	540	40.6	49.6	46.7	46.8	56.0	52.0	51.5	61.3	57.0
Used the Internet for research or homework [2]	546	66.3	70.1	68.9	74.5	79.5	77.3	75.3	81.6	78.8
Communicated via Instant Messaging [2]	545	53.7	51.1	51.9	60.5	59.8	60.1	65.4	65.0	65.2
Other Internet use [2]	538	60.9	53.6	55.9	64.4	58.9	61.3	67.2	61.5	64.0
Performed community service as part of a class	541	42.3	42.6	42.5	44.9	52.5	49.2	46.0	53.6	50.3
Used a personal computer [2]	542	80.7	77.0	78.2	78.8	76.3	77.4	82.2	79.5	80.7
DURING YOUR LAST YEAR IN HIGH SCHOOL HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING?										
Studying/homework										
None	538	8.7	1.1	3.5	4.6	1.3	2.7	5.7	1.5	3.3
Less than one hour		18.5	20.3	19.7	19.4	12.4	15.5	20.2	13.1	16.2
1 to 2 hours		27.7	23.3	24.7	28.2	23.7	25.7	26.6	23.8	25.0
3 to 5 hours		28.9	31.2	30.5	27.4	31.7	29.8	25.9	31.3	28.9
6 to 10 hours		9.2	16.2	13.9	13.1	18.8	16.4	13.4	18.3	16.1
11 to 15 hours		4.0	4.4	4.3	4.4	7.0	5.8	4.8	7.1	6.1
16 to 20 hours		1.7	3.0	2.6	1.6	3.1	2.5	2.0	3.2	2.7
Over 20 hours		1.2	0.5	0.7	1.3	2.0	1.7	1.4	1.8	1.6
Socializing with friends										
None	538	0.0	0.3	0.2	0.4	0.3	0.3	0.4	0.2	0.3
Less than one hour		2.9	2.5	2.6	1.6	1.9	1.8	1.5	1.5	1.5
1 to 2 hours		6.9	10.2	9.1	6.5	7.4	7.0	5.4	6.2	5.9
3 to 5 hours		18.4	15.1	16.2	17.2	19.2	18.4	16.0	18.1	17.2
6 to 10 hours		17.2	19.8	19.0	22.6	24.9	23.9	22.8	25.6	24.4
11 to 15 hours		14.4	21.7	19.3	16.9	17.3	17.1	17.5	18.4	18.0
16 to 20 hours		13.8	11.5	12.3	11.6	11.6	11.6	12.5	12.1	12.3
Over 20 hours		26.4	19.0	21.4	23.3	17.4	19.9	23.8	17.8	20.5
Talking with teachers outside of class										
None	538	16.1	9.9	11.9	13.2	9.0	10.9	13.5	9.0	11.0
Less than one hour		48.9	45.6	46.7	44.4	42.5	43.4	45.4	44.3	44.8
1 to 2 hours		24.1	27.7	26.6	28.2	29.6	29.0	27.5	30.0	28.9
3 to 5 hours		6.3	9.3	8.4	9.3	13.5	11.7	9.1	12.0	10.7
6 to 10 hours		3.4	4.1	3.9	3.0	3.0	3.0	2.8	2.9	2.9
11 to 15 hours		0.6	1.6	1.3	1.0	1.3	1.2	0.8	1.0	0.9
16 to 20 hours		0.0	1.1	0.7	0.3	0.6	0.5	0.3	0.5	0.4
Over 20 hours		0.6	0.5	0.6	0.6	0.4	0.5	0.6	0.3	0.4
Exercise or sports										
None	538	5.2	11.0	9.1	4.4	10.0	7.6	4.3	7.5	6.1
Less than one hour		6.4	20.0	15.6	6.9	14.3	11.1	7.1	13.2	10.5
1 to 2 hours		15.6	17.8	17.1	13.8	18.8	16.6	12.6	18.1	15.7
3 to 5 hours		16.2	16.7	16.5	18.2	18.8	18.5	17.9	19.3	18.7
6 to 10 hours		18.5	11.5	13.8	16.6	15.3	15.8	18.2	16.4	17.2
11 to 15 hours		9.8	11.8	11.2	13.5	10.9	12.0	14.5	12.0	13.1
16 to 20 hours		10.4	4.9	6.7	9.4	5.8	7.4	9.8	6.5	7.9
Over 20 hours		17.9	6.3	10.0	17.1	6.2	11.0	15.7	6.9	10.8

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		Men	Women	Total	Men	Women	Total	Men	Women	Total
DURING YOUR LAST YEAR IN HIGH SCHOOL HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING?										
Partying	535									
None		29.5	30.9	30.5	19.1	24.4	22.1	20.0	24.6	22.6
Less than one hour		15.0	10.8	12.1	13.1	14.0	13.6	14.3	15.0	14.7
1 to 2 hours		9.2	14.6	12.9	19.5	19.1	19.2	18.0	18.1	18.0
3 to 5 hours		17.3	20.7	19.6	21.0	21.9	21.5	19.9	20.6	20.3
6 to 10 hours		13.9	9.7	11.0	13.2	12.5	12.8	13.5	12.6	13.0
11 to 15 hours		7.5	5.8	6.4	6.1	4.2	5.0	6.4	4.9	5.6
16 to 20 hours		2.9	3.6	3.4	3.4	1.9	2.5	3.3	2.3	2.7
Over 20 hours		4.6	3.9	4.1	4.7	2.1	3.2	4.6	2.0	3.1
Working (for pay)	539									
None		23.6	27.1	26.0	29.7	27.6	28.5	29.2	24.6	26.6
Less than one hour		3.4	3.8	3.7	2.4	1.8	2.1	2.8	1.9	2.3
1 to 2 hours		2.3	1.9	2.0	3.4	2.2	2.8	3.7	2.5	3.0
3 to 5 hours		4.0	6.3	5.6	5.8	6.0	5.9	6.4	6.1	6.2
6 to 10 hours		10.3	9.3	9.6	10.8	11.1	10.9	10.8	12.3	11.6
11 to 15 hours		10.3	13.7	12.6	11.1	14.0	12.7	12.0	16.4	14.4
16 to 20 hours		17.2	16.4	16.7	15.4	18.2	17.0	14.8	18.3	16.8
Over 20 hours		28.7	21.4	23.7	21.3	19.1	20.0	20.2	17.9	18.9
Volunteer work	535									
None		44.3	36.8	39.3	43.7	30.1	36.1	41.1	28.7	34.1
Less than one hour		16.7	18.6	17.9	21.2	19.8	20.4	23.6	22.2	22.8
1 to 2 hours		18.4	21.9	20.7	17.8	22.2	20.3	18.4	23.5	21.3
3 to 5 hours		12.6	11.6	12.0	9.4	15.0	12.5	9.5	14.3	12.2
6 to 10 hours		5.2	7.2	6.5	3.8	6.6	5.4	3.7	6.0	5.0
11 to 15 hours		2.3	1.1	1.5	1.4	2.4	2.0	1.4	2.2	1.8
16 to 20 hours		0.0	1.7	1.1	0.8	1.5	1.2	0.7	1.3	1.0
Over 20 hours		0.6	1.1	0.9	1.9	2.3	2.1	1.7	1.8	1.8
Student clubs/groups	533									
None		50.6	30.2	36.8	47.4	29.9	37.6	42.4	26.6	33.5
Less than one hour		15.1	19.4	18.0	14.9	15.3	15.1	16.0	15.7	15.8
1 to 2 hours		14.0	26.3	22.3	18.1	24.0	21.5	20.0	25.1	22.9
3 to 5 hours		15.7	11.9	13.1	10.7	16.5	14.0	12.1	17.7	15.3
6 to 10 hours		2.9	5.8	4.9	4.2	7.3	5.9	4.9	7.8	6.5
11 to 15 hours		0.6	3.3	2.4	2.1	3.3	2.8	2.1	3.3	2.8
16 to 20 hours		1.2	1.9	1.7	0.9	1.6	1.3	0.9	1.6	1.3
Over 20 hours		0.0	1.1	0.8	1.6	2.1	1.9	1.7	2.1	1.9
Watching TV	537									
None		3.5	4.4	4.1	3.7	5.3	4.6	4.4	5.4	5.0
Less than one hour		9.2	12.4	11.4	12.2	16.3	14.5	12.7	17.7	15.5
1 to 2 hours		20.8	24.5	23.3	22.3	25.6	24.2	22.6	26.1	24.5
3 to 5 hours		28.9	27.5	27.9	27.4	27.1	27.2	26.5	27.3	26.9
6 to 10 hours		19.7	15.9	17.1	16.8	14.4	15.5	17.4	14.0	15.5
11 to 15 hours		8.7	3.6	5.2	8.1	5.4	6.5	7.7	4.7	6.0
16 to 20 hours		5.2	5.8	5.6	3.6	2.6	3.1	3.6	2.2	2.8
Over 20 hours		4.0	6.0	5.4	6.0	3.2	4.4	5.3	2.6	3.8

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		Men	Women	Total	Men	Women	Total	Men	Women	Total
DURING YOUR LAST YEAR IN HIGH SCHOOL HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING?										
Household/childcare duties										
	536									
None		32.0	10.4	17.4	28.4	13.0	19.8	29.3	13.0	20.1
Less than one hour		22.1	18.1	19.4	20.3	18.7	19.4	21.5	20.9	21.2
1 to 2 hours		22.1	29.1	26.9	27.3	30.1	28.9	27.3	31.9	29.9
3 to 5 hours		12.8	22.3	19.2	14.5	23.0	19.3	14.3	21.5	18.3
6 to 10 hours		5.8	9.1	8.0	5.5	8.3	7.1	4.5	7.2	6.0
11 to 15 hours		1.7	6.9	5.2	1.7	3.3	2.6	1.4	2.6	2.1
16 to 20 hours		2.3	1.9	2.1	0.7	1.2	1.0	0.6	1.1	0.8
Over 20 hours		1.2	2.2	1.9	1.5	2.4	2.0	1.1	1.8	1.5
Reading for pleasure										
	535									
None		43.9	34.3	37.4	35.3	21.6	27.6	34.0	22.4	27.5
Less than one hour		26.0	27.9	27.3	27.6	27.3	27.4	26.7	27.7	27.3
1 to 2 hours		18.5	18.0	18.1	20.2	24.8	22.8	20.1	24.2	22.4
3 to 5 hours		5.2	9.7	8.2	9.8	15.5	13.0	11.3	15.3	13.6
6 to 10 hours		2.3	5.8	4.7	4.1	6.4	5.4	4.7	6.2	5.6
11 to 15 hours		1.7	1.1	1.3	1.5	2.1	1.9	1.7	2.1	2.0
16 to 20 hours		1.7	0.6	0.9	0.6	1.0	0.8	0.6	0.9	0.8
Over 20 hours		0.6	2.8	2.1	0.8	1.3	1.1	0.9	1.1	1.0
Playing video/computer games										
	538									
None		13.8	59.1	44.4	16.2	54.8	37.9	16.1	54.5	37.7
Less than one hour		20.1	20.6	20.4	21.6	24.6	23.3	20.6	25.3	23.3
1 to 2 hours		20.1	9.6	13.0	22.6	12.0	16.6	22.7	11.8	16.6
3 to 5 hours		18.4	4.7	9.1	18.7	5.4	11.2	19.2	5.3	11.4
6 to 10 hours		12.1	3.0	5.9	9.6	1.9	5.3	10.5	1.8	5.6
11 to 15 hours		6.9	1.6	3.3	4.7	0.7	2.5	4.7	0.7	2.4
16 to 20 hours		2.3	1.1	1.5	2.4	0.3	1.2	2.3	0.3	1.2
Over 20 hours		6.3	0.3	2.2	4.2	0.4	2.1	3.9	0.3	1.9
Prayer/meditation										
	538									
None		23.0	15.9	18.2	40.4	34.5	37.1	39.9	35.2	37.3
Less than one hour		36.2	43.7	41.3	34.6	34.9	34.8	33.8	35.2	34.6
1 to 2 hours		20.7	23.4	22.5	15.1	18.5	17.0	16.7	18.8	17.9
3 to 5 hours		10.9	8.8	9.5	5.9	7.0	6.5	5.9	6.6	6.3
6 to 10 hours		2.9	3.6	3.3	1.7	2.3	2.1	1.9	2.1	2.0
11 to 15 hours		2.9	1.6	2.0	0.6	0.7	0.7	0.6	0.7	0.6
16 to 20 hours		1.7	0.3	0.7	0.6	0.6	0.6	0.4	0.5	0.4
Over 20 hours		1.7	2.7	2.4	1.1	1.3	1.3	0.8	0.9	0.9
Did your high school require community service for graduation?										
	541									
No		89.3	90.1	89.8	69.4	68.9	69.1	69.5	70.8	70.2
Yes		10.7	9.9	10.2	30.6	31.1	30.9	30.5	29.2	29.8
Have you had any special tutoring or remedial work in:										
	549									
English		8.3	6.5	7.1	7.6	6.1	6.7	6.5	4.7	5.5
Reading		6.1	6.3	6.2	6.8	5.9	6.3	5.5	4.5	4.9
Mathematics		10.5	13.0	12.2	12.0	14.0	13.1	10.7	12.7	11.8
Social Studies		5.5	4.6	4.9	5.0	3.9	4.4	4.2	3.0	3.5
Science		6.1	5.2	5.5	5.6	4.9	5.2	5.0	4.3	4.6
Foreign Language		6.1	7.3	6.9	5.6	5.4	5.5	5.0	4.4	4.6
Writing		4.4	5.7	5.3	5.7	5.0	5.3	4.9	3.7	4.2

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U of South Carolina-Aiken First-time Full-time	# Res- pondents	Your Institution			Public 4yr Colls-low			All Pub 4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Do you feel you will need any special tutoring or remedial work in:	549									
English		18.8	16.6	17.3	15.1	14.9	15.0	12.8	10.8	11.7
Reading		6.6	5.2	5.6	6.8	5.8	6.2	5.9	4.5	5.1
Mathematics		24.9	41.0	35.7	26.5	38.7	33.4	22.3	31.6	27.5
Social Studies		3.3	5.4	4.7	4.8	6.7	5.8	3.4	4.9	4.2
Science		12.7	13.9	13.5	11.4	17.6	14.8	9.5	14.2	12.1
Foreign Language		24.3	20.7	21.9	14.8	13.7	14.2	12.2	11.3	11.7
Writing		19.3	23.1	21.9	14.9	17.7	16.5	12.1	12.7	12.4
WHAT IS THE HIGHEST ACADEMIC DEGREE THAT YOU INTEND TO OBTAIN At any college?	434									
None		1.3	1.1	1.2	1.2	0.9	1.1	1.1	0.8	0.9
Vocational certificate		0.7	0.0	0.2	0.4	0.2	0.3	0.2	0.1	0.2
Associate (A.A. or equivalent)		1.3	2.1	1.8	0.7	0.6	0.6	0.6	0.5	0.5
Bachelor's degree (B.A., B.S., etc.)		37.7	37.1	37.3	34.6	27.6	30.7	32.0	28.1	29.8
Master's degree (M.A., M.S., etc.)		37.1	33.6	34.8	41.5	43.8	42.8	43.5	45.1	44.4
Ph.D. or Ed.D.		11.9	16.3	14.7	14.2	16.3	15.3	14.0	14.5	14.3
M.D., D.O., D.D.S., D.V.M.		5.3	6.0	5.8	3.4	5.8	4.7	4.0	6.3	5.3
LL.B. or J.D. (Law)		4.0	2.1	2.8	2.4	2.9	2.7	2.9	2.9	2.9
B.D. or M.Div. (Divinity)		0.0	0.0	0.0	0.5	0.4	0.4	0.4	0.2	0.3
Other		0.7	1.8	1.4	1.2	1.5	1.4	1.3	1.4	1.3
At this college	245									
None		10.7	2.5	5.3	2.2	1.6	1.8	2.5	2.0	2.2
Vocational certificate		2.4	0.6	1.2	0.8	0.3	0.5	0.6	0.3	0.4
Associate (A.A. or equivalent)		7.1	2.5	4.1	2.5	2.8	2.6	2.1	2.7	2.4
Bachelor's degree (B.A., B.S., etc.)		63.1	77.6	72.7	69.4	69.4	69.4	72.9	69.9	71.2
Master's degree (M.A., M.S., etc.)		8.3	11.2	10.2	19.2	20.3	19.8	17.5	20.3	19.1
Ph.D. or Ed.D.		3.6	1.9	2.4	2.7	3.0	2.9	2.0	2.5	2.2
M.D., D.O., D.D.S., D.V.M.		0.0	1.2	0.8	0.4	0.7	0.6	0.5	0.7	0.6
LL.B. or J.D. (Law)		1.2	0.0	0.4	0.5	0.4	0.5	0.4	0.3	0.4
B.D. or M.Div. (Divinity)		0.0	0.0	0.0	0.4	0.3	0.3	0.3	0.2	0.2
Other		3.6	2.5	2.9	2.0	1.1	1.5	1.4	1.1	1.2
Reasons noted as "very important" in deciding to go to college										
My parents wanted me to go	543	38.6	43.3	41.8	40.7	44.4	42.8	35.4	39.5	37.7
I could not find a job	540	4.6	8.7	7.4	7.2	8.8	8.1	6.3	7.4	6.9
Wanted to get away from home	539	19.2	21.3	20.6	21.5	21.3	21.4	20.2	21.2	20.8
To be able to get a better job	543	73.3	72.8	72.9	75.1	74.4	74.7	72.1	72.3	72.2
To gain a general education and appreciation of ideas	542	52.6	61.0	58.3	59.9	68.5	64.7	56.3	66.9	62.3
To improve my reading and study skills	538	35.3	38.9	37.7	42.7	50.8	47.2	37.2	44.4	41.2
There was nothing better to do	534	4.7	3.6	3.9	6.1	3.2	4.5	5.5	2.7	3.9
To make me a more cultured person	539	31.6	33.4	32.8	32.2	41.1	37.2	30.4	39.1	35.3
To be able to make more money	537	77.3	73.7	74.9	79.6	74.2	76.5	74.7	70.5	72.3
To learn more about things that interest me	542	66.3	75.5	72.5	73.2	79.1	76.5	71.1	77.7	74.8
To prepare myself for graduate or professional school	539	38.7	56.3	50.6	48.4	64.2	57.3	45.4	59.8	53.5
A mentor/role model encouraged me to go	540	13.3	14.4	14.1	16.0	17.3	16.7	13.9	14.7	14.3
To get training for a specific career	541	66.7	85.8	79.7	71.4	79.5	76.0	70.2	77.9	74.5

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U of South Carolina-Aiken First-time Full-time	# Res- pondents	Your Institution			Public 4yr Colls-low			All Pub 4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Is this college your	547									
First choice		55.6	58.9	57.8	61.4	61.2	61.3	68.5	67.1	67.7
Second choice		29.4	28.6	28.9	27.3	28.2	27.8	23.2	24.5	24.0
Third choice		8.9	6.5	7.3	7.2	6.9	7.0	5.3	5.6	5.5
Less than third choice		6.1	6.0	6.0	4.1	3.7	3.9	2.9	2.7	2.8
To how many colleges other than this one did you apply for admission this year?	548									
None		35.0	26.4	29.2	18.8	17.7	18.2	20.4	20.3	20.4
One		15.0	18.5	17.3	13.9	13.4	13.6	13.9	14.7	14.3
Two		15.0	16.3	15.9	18.0	18.2	18.1	17.7	18.4	18.1
Three		18.3	15.8	16.6	18.5	18.5	18.5	18.6	17.9	18.2
Four		10.6	11.4	11.1	13.2	13.2	13.2	12.5	12.2	12.3
Five		2.8	4.9	4.2	8.1	8.1	8.1	7.6	7.2	7.4
Six		1.1	3.3	2.6	4.0	5.1	4.6	4.0	4.2	4.1
Seven to ten		1.7	3.3	2.7	4.6	4.8	4.7	4.5	4.3	4.4
Eleven or more		0.6	0.3	0.4	1.0	1.0	1.0	0.9	0.7	0.8
Reasons noted as "very important" in influencing student's decision to attend this particular college [3]										
My relatives wanted me to come here	541	9.6	12.9	11.8	10.1	11.2	10.7	8.6	9.8	9.3
My teacher advised me	540	4.5	3.3	3.7	5.5	5.4	5.5	4.7	4.5	4.6
This college has a very good academic reputation	539	41.2	59.1	53.2	34.0	47.3	41.5	41.7	49.6	46.2
This college has a good reputation for its social activities	540	25.6	36.0	32.6	23.9	27.0	25.6	22.6	25.4	24.2
I was offered financial assistance	535	33.9	40.2	38.1	25.2	31.8	28.9	23.8	28.5	26.5
This college offers special educational programs	538	15.3	27.1	23.2	16.3	27.8	22.8	16.5	24.9	21.2
This college has low tuition	539	32.2	42.3	39.0	30.2	36.1	33.6	29.3	34.4	32.2
High school guidance counselor advised me	534	9.2	8.3	8.6	8.0	9.0	8.6	7.1	7.5	7.3
Private college counselor advised me	536	1.1	1.7	1.5	2.3	1.9	2.1	2.0	1.5	1.7
I wanted to live near home	539	24.9	40.1	35.1	20.8	28.7	25.2	17.4	25.6	22.0
Not offered aid by first choice	526	7.6	7.1	7.2	6.0	6.8	6.4	5.0	6.0	5.6
I was attracted by the religious affiliation/orientation of the college	535	1.7	2.8	2.4	1.9	2.5	2.2	1.9	2.2	2.1
I wanted to go to a school about the size of this college	539	29.4	50.3	43.4	23.3	30.7	27.5	22.6	33.4	28.7
Rankings in national magazines	537	18.2	27.7	24.6	5.3	6.5	6.0	8.9	7.1	7.8
Information from a website	533	9.3	16.3	14.1	8.3	12.1	10.4	8.9	11.6	10.5
I was admitted through an Early Action or Early Decision program	534	5.7	4.4	4.9	4.3	4.4	4.4	5.8	5.7	5.8
A visit to the campus [4]	539	16.5	24.8	22.1	25.2	30.7	28.3	27.7	34.7	31.7
Prior to this term, have you ever taken courses for credit at this institution?	543									
No		95.5	89.8	91.7	96.3	95.8	96.0	96.7	96.3	96.5
Yes		4.5	10.2	8.3	3.7	4.2	4.0	3.3	3.7	3.5

[3] The item "This college's graduates get good jobs" is not reported. Results were not comparable to earlier years due to suspected order effects.

[4] This item included for the first time in 2003.

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		Men	Women	Total	Men	Women	Total	Men	Women	Total
When did you first visit this college? [4]	546									
Before I applied		50.8	46.0	47.6	50.6	49.0	49.7	53.0	53.0	53.0
After I applied but before I was accepted		11.2	12.0	11.7	15.2	14.9	15.0	14.7	13.3	13.9
After I was accepted but before I decided to attend		9.5	15.3	13.4	14.3	14.7	14.6	14.1	15.2	14.7
After I decided to attend		28.5	26.7	27.3	19.9	21.3	20.7	18.2	18.4	18.4
Where do you plan to live during the fall term?	548									
With my family or other relatives		58.3	51.4	53.6	34.0	37.4	35.9	26.7	28.0	27.4
Other private home, apartment or room		13.9	13.6	13.7	7.2	7.4	7.3	5.5	5.8	5.7
College dormitory		24.4	31.5	29.2	54.4	51.0	52.5	64.3	62.7	63.4
Fraternity or sorority house		0.0	0.0	0.0	0.0	0.1	0.1	0.1	0.0	0.1
Other campus student housing		2.8	2.7	2.7	3.5	3.7	3.6	2.8	3.0	2.9
Other		0.6	0.8	0.7	0.9	0.5	0.7	0.6	0.4	0.5
Objectives considered to be "essential" or "very important"										
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	536	10.5	11.2	11.0	18.7	18.4	18.5	15.3	16.3	15.9
Becoming an authority in my field	534	57.3	50.4	52.6	61.7	59.2	60.3	60.6	57.2	58.7
Obtaining recognition from my colleagues for contributions to my special field	535	48.3	48.5	48.4	52.6	53.0	52.8	51.6	51.5	51.5
Influencing the political structure	532	20.5	14.7	16.5	22.7	17.3	19.7	22.6	15.8	18.7
Influencing social values	532	40.4	38.2	38.9	36.6	41.9	39.6	35.1	40.0	37.9
Raising a family	533	74.9	78.5	77.3	72.5	74.7	73.7	72.7	75.9	74.5
Having administrative responsibility for the work of others	531	38.0	38.3	38.2	41.0	41.8	41.5	41.8	38.7	40.0
Being very well off financially	536	79.7	80.2	80.0	80.8	80.9	80.8	76.4	76.0	76.2
Helping others who are in difficulty	533	50.3	68.5	62.7	55.6	71.6	64.6	53.5	69.4	62.4
Making a theoretical contribution to science	532	16.3	10.3	12.2	16.9	13.7	15.1	17.8	12.7	14.9
Writing original works (poems, novels, short stories, etc.)	533	18.6	10.0	12.8	18.2	15.5	16.7	16.4	14.2	15.2
Creating artistic work (painting, sculpture, decorating, etc)	535	17.4	14.9	15.7	17.9	16.8	17.3	15.8	16.9	16.4
Becoming successful in a business of my own	533	47.7	33.8	38.3	49.8	41.7	45.3	44.7	36.4	40.0
Becoming involved in programs to clean up the environment	532	16.4	14.4	15.0	19.5	16.8	18.0	17.1	16.3	16.6
Developing a meaningful philosophy of life	533	31.4	33.2	32.6	38.9	36.5	37.6	38.1	34.7	36.2
Participating in a community action program	532	18.7	21.3	20.5	19.8	24.3	22.3	17.9	22.3	20.4
Helping to promote racial understanding	533	24.7	26.2	25.7	30.9	32.8	32.0	27.4	29.9	28.8
Keeping up to date with political affairs	534	27.3	18.8	21.5	32.0	24.7	27.9	35.6	25.1	29.7
Becoming a community leader	533	29.2	24.6	26.1	30.5	29.4	29.9	31.2	28.1	29.5
Integrating spirituality into my life	533	42.4	53.7	50.1	35.1	42.1	39.0	35.3	39.3	37.6
Improving my understanding of other countries and cultures	533	31.0	29.6	30.0	37.7	42.2	40.2	37.6	40.9	39.5

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		Men	Women	Total	Men	Women	Total	Men	Women	Total
STUDENT'S PROBABLE MAJOR	531									
Arts and Humanities										
Art, fine and applied		4.7	2.5	3.2	3.0	2.9	2.9	2.5	3.0	2.8
English (language & literature)		1.2	0.8	0.9	1.1	1.3	1.2	0.9	1.4	1.2
History		1.2	0.6	0.8	1.7	0.5	1.0	1.9	0.7	1.2
Journalism		0.6	0.6	0.6	1.0	1.6	1.3	1.0	1.7	1.4
Language and Literature (except English)		0.0	0.3	0.2	0.1	0.4	0.3	0.2	0.5	0.3
Music		1.8	0.6	0.9	2.8	1.2	1.9	2.0	1.2	1.6
Philosophy		0.0	0.0	0.0	0.2	0.1	0.1	0.3	0.1	0.2
Speech		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.3	0.2
Theater or Drama		0.0	0.6	0.4	1.0	1.2	1.1	0.9	1.1	1.0
Theology or Religion		0.6	0.0	0.2	0.1	0.0	0.0	0.1	0.0	0.1
Other Arts and Humanities		0.0	0.3	0.2	1.2	1.1	1.1	0.8	0.9	0.8
Biological Science										
Biology (general)		2.9	2.8	2.8	2.5	3.8	3.2	2.2	3.6	3.0
Biochemistry or Biophysics		0.0	0.0	0.0	0.4	0.6	0.5	0.6	0.5	0.5
Botany		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.0	0.0
Environmental Science		0.0	0.0	0.0	0.8	0.2	0.5	0.6	0.3	0.4
Marine (Life) Science		0.0	0.6	0.4	0.3	0.4	0.4	0.3	0.4	0.3
Microbiology or Bacteriology		0.0	0.3	0.2	0.2	0.1	0.2	0.2	0.2	0.2
Zoology		0.0	0.3	0.2	0.1	0.2	0.2	0.2	0.5	0.4
Other Biological Science		0.6	0.3	0.4	0.3	0.4	0.4	0.3	0.5	0.4
Business										
Accounting		2.9	2.8	2.8	2.2	2.2	2.2	2.5	2.3	2.4
Business Administration (general)		4.1	1.9	2.6	6.1	2.9	4.3	5.1	2.6	3.7
Finance		1.8	0.8	1.1	0.9	0.5	0.7	1.4	0.6	1.0
International Business		0.6	0.6	0.6	0.8	0.8	0.8	0.9	0.8	0.9
Marketing		2.9	2.2	2.4	2.5	2.4	2.5	2.8	2.7	2.7
Management		7.6	1.7	3.6	6.5	3.0	4.5	5.4	2.8	3.9
Secretarial Studies		0.0	0.3	0.2	0.0	0.1	0.0	0.0	0.1	0.0
Other Business		0.6	0.3	0.4	1.0	0.5	0.7	1.1	0.6	0.8
Education										
Business Education		0.0	0.3	0.2	0.2	0.2	0.2	0.2	0.2	0.2
Elementary Education		0.0	8.0	5.5	2.2	12.6	8.1	1.8	12.5	7.9
Music or Art Education		0.0	0.6	0.4	0.9	0.9	0.9	0.9	1.2	1.1
Physical Education or Recreation		0.6	0.6	0.6	4.0	0.9	2.2	2.2	0.8	1.4
Secondary Education		7.6	2.8	4.3	3.8	3.9	3.8	3.8	4.1	3.9
Special Education		0.0	0.3	0.2	0.2	1.2	0.7	0.3	1.5	1.0
Other Education		0.0	3.3	2.3	0.3	0.7	0.5	0.2	0.6	0.4
Engineering										
Aeronautical or Astronautical Engineering		0.0	0.0	0.0	0.6	0.1	0.3	2.1	0.3	1.1
Civil Engineering		1.8	0.3	0.8	1.0	0.1	0.5	2.0	0.3	1.0
Chemical Engineering		0.6	0.3	0.4	0.4	0.1	0.2	0.4	0.1	0.2
Computer Engineering		3.5	0.0	1.1	3.6	0.5	1.8	3.4	0.4	1.7
Electrical or Electronic Engineering		3.5	0.0	1.1	1.4	0.1	0.7	2.1	0.1	1.0
Industrial Engineering		0.6	0.0	0.2	0.1	0.0	0.1	0.3	0.1	0.1
Mechanical Engineering		8.8	0.0	2.8	2.3	0.1	1.1	4.4	0.3	2.1
Other Engineering		1.8	0.0	0.6	0.9	0.1	0.4	1.8	0.4	1.0

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STUDENT'S PROBABLE MAJOR										
Physical Science										
Astronomy		0.6	0.0	0.2	0.2	0.0	0.1	0.1	0.0	0.1
Atmospheric Science (incl. Meteorology)		0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1
Chemistry		0.0	1.4	0.9	0.6	0.5	0.5	0.9	0.7	0.8
Earth Science		0.0	0.0	0.0	0.1	0.1	0.1	0.2	0.1	0.1
Marine Science (incl. Oceanography)		0.0	0.0	0.0	0.1	0.2	0.1	0.2	0.2	0.2
Mathematics		0.6	0.3	0.4	0.7	0.6	0.7	0.8	0.6	0.7
Physics		0.0	0.0	0.0	0.3	0.1	0.2	0.7	0.1	0.4
Statistics		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Physical Science		0.6	0.3	0.4	0.1	0.2	0.2	0.2	0.2	0.2
Professional										
Architecture or Urban Planning		0.0	0.6	0.4	0.6	0.3	0.4	1.1	0.7	0.9
Home Economics		0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0
Health Technology (medical, dental, laboratory)		0.6	1.4	1.1	0.5	0.6	0.6	0.4	0.8	0.6
Library or Archival Science		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Medicine, Dentistry, Veterinarian		2.4	3.0	2.8	1.3	2.6	2.0	2.0	3.7	2.9
Nursing		2.4	24.9	17.7	1.2	10.6	6.5	0.7	7.4	4.5
Pharmacy		2.4	2.2	2.3	0.9	0.7	0.8	0.8	0.9	0.9
Therapy (occupational, physical, speech)		2.4	5.3	4.3	3.0	4.1	3.6	1.8	3.5	2.7
Other Professional		0.6	0.8	0.8	0.5	0.6	0.6	0.5	0.7	0.6
Social Science										
Anthropology		0.0	0.0	0.0	0.2	0.2	0.2	0.2	0.3	0.3
Economics		0.0	0.0	0.0	0.2	0.0	0.1	0.4	0.1	0.2
Ethnic Studies		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Geography		0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.1
Political Science (gov't, int. relations)		1.2	1.9	1.7	1.8	1.9	1.9	2.8	2.0	2.3
Psychology		2.9	6.4	5.3	2.7	7.6	5.5	2.4	6.8	4.8
Social Work		0.0	0.3	0.2	0.4	1.6	1.1	0.2	1.4	0.9
Sociology		1.2	2.5	2.1	0.4	0.9	0.7	0.4	0.6	0.5
Women's Studies		0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0	0.0
Other Social Science		0.0	0.0	0.0	0.2	0.4	0.3	0.4	0.4	0.4
Technical										
Building Trades		0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0
Data Processing or Computer Programming		1.2	0.3	0.6	1.5	0.2	0.8	1.8	0.2	0.9
Drafting or Design		0.6	0.3	0.4	0.6	0.3	0.4	0.4	0.3	0.3
Electronics		0.0	0.0	0.0	0.1	0.0	0.1	0.2	0.0	0.1
Mechanics		0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.0	0.0
Other Technical		0.0	0.0	0.0	0.3	0.0	0.2	0.3	0.1	0.2
Other fields										
Agriculture		0.0	0.0	0.0	0.0	0.0	0.0	0.4	0.5	0.5
Communications		2.4	3.3	3.0	2.8	2.4	2.6	2.1	2.7	2.4
Computer Science		2.9	0.6	1.3	4.5	0.7	2.4	4.0	0.6	2.1
Forestry		0.0	0.0	0.0	0.3	0.0	0.1	0.2	0.0	0.1
Kinesiology		0.0	0.0	0.0	0.7	0.7	0.7	0.5	0.6	0.6
Law Enforcement		1.2	0.8	0.9	3.5	1.5	2.4	3.1	1.3	2.1
Military Science		0.0	0.0	0.0	0.1	0.0	0.1	0.4	0.0	0.2
Other Field		1.8	0.3	0.8	1.5	1.7	1.6	1.3	1.5	1.4
Undecided		9.4	6.1	7.2	9.0	8.4	8.7	7.5	8.8	8.3

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U of South Carolina-Aiken First-time Full-time	# Res- pondents	Your Institution			Public 4yr Colls-low			All Pub 4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Student's probable career	510									
Accountant or actuary		2.4	2.0	2.2	1.7	2.2	1.9	2.1	2.2	2.2
Actor or entertainer		1.2	1.8	1.6	2.5	2.2	2.3	1.7	1.6	1.7
Architect or urban planner		1.2	0.6	0.8	1.0	0.3	0.6	1.3	0.7	1.0
Artist		2.4	1.5	1.8	2.1	2.0	2.0	1.9	2.2	2.1
Business (clerical)		0.0	0.3	0.2	0.7	0.6	0.6	0.7	0.7	0.7
Business executive (management, administrator)		9.5	4.4	6.1	8.4	5.7	6.9	8.2	5.5	6.7
Business owner or proprietor		3.6	0.6	1.6	5.2	2.2	3.5	4.5	1.9	3.0
Business salesperson or buyer		0.6	2.3	1.8	1.2	1.2	1.2	1.1	1.2	1.2
Clergy (minister, priest)		0.6	0.0	0.2	0.2	0.0	0.1	0.2	0.0	0.1
Clergy (other religious)		0.0	0.0	0.0	0.0	0.0	0.0	0.1	0.0	0.0
Clinical psychologist		0.6	2.9	2.2	0.9	2.7	1.9	0.7	2.4	1.7
College administrator/staff		0.0	0.0	0.0	0.1	0.0	0.1	0.0	0.0	0.0
College teacher		0.6	0.0	0.2	0.5	0.3	0.4	0.5	0.3	0.4
Computer programmer or analyst		6.0	0.3	2.2	6.9	1.1	3.6	6.4	0.7	3.2
Conservationist or forester		0.0	0.0	0.0	0.5	0.1	0.3	0.5	0.2	0.3
Dentist (including orthodontist)		1.2	1.2	1.2	0.5	0.8	0.6	0.6	0.9	0.8
Dietitian or home economist		0.0	0.3	0.2	0.0	0.2	0.1	0.0	0.3	0.2
Engineer		14.3	0.6	5.1	6.9	0.7	3.4	10.6	1.5	5.4
Farmer or rancher		0.0	0.0	0.0	0.1	0.0	0.0	0.3	0.1	0.2
Foreign service worker (including diplomat)		0.0	0.3	0.2	0.2	0.3	0.2	0.3	0.4	0.3
Homemaker (full-time)		0.0	0.0	0.0	0.0	0.1	0.0	0.0	0.1	0.1
Interior decorator (including designer)		0.0	0.0	0.0	0.1	0.7	0.4	0.0	0.8	0.5
Lab technician or hygienist		0.6	0.6	0.6	0.1	0.3	0.2	0.1	0.3	0.2
Law enforcement officer		0.6	0.9	0.8	3.1	0.9	1.8	3.0	0.8	1.7
Lawyer (attorney) or judge		0.6	2.9	2.2	2.0	3.1	2.6	2.5	2.9	2.7
Military service (career)		0.0	0.0	0.0	0.7	0.1	0.4	5.4	0.7	2.7
Musician (performer, composer)		3.0	1.5	2.0	3.4	1.3	2.2	2.4	1.1	1.7
Nurse		2.4	24.9	17.5	1.2	9.7	6.0	0.7	7.1	4.3
Optometrist		0.0	0.0	0.0	0.1	0.3	0.2	0.2	0.3	0.2
Pharmacist		3.0	2.3	2.5	1.5	1.1	1.3	1.3	1.2	1.2
Physician		4.2	2.6	3.1	2.2	3.3	2.8	2.5	3.4	3.0
Policymaker/Government		1.2	0.0	0.4	0.6	0.5	0.5	0.9	0.5	0.7
School counselor		0.0	0.0	0.0	0.1	0.6	0.4	0.1	0.7	0.4
School principal or superintendent		0.0	0.0	0.0	0.1	0.1	0.1	0.1	0.0	0.1
Scientific researcher		1.2	0.0	0.4	1.0	0.8	0.9	1.3	1.1	1.2
Social, welfare or recreation worker		0.0	1.2	0.8	0.4	1.9	1.3	0.2	1.7	1.0
Therapist (physical, occupational, speech)		1.8	6.1	4.7	3.5	5.1	4.4	2.1	4.4	3.4
Teacher or administrator (elementary)		0.0	10.8	7.3	2.6	13.2	8.6	2.1	13.4	8.5
Teacher or administrator (secondary)		7.1	2.9	4.3	8.0	5.9	6.8	6.8	6.4	6.5
Veterinarian		0.0	1.5	1.0	0.1	0.7	0.5	0.3	1.5	1.0
Writer or journalist		2.4	1.5	1.8	1.8	2.2	2.0	1.6	2.4	2.1
Skilled trades		1.2	0.0	0.4	0.8	0.1	0.4	0.6	0.1	0.4
Laborer (unskilled)		0.0	0.0	0.0	0.9	0.2	0.5	0.9	0.3	0.6
Semi-skilled worker		1.2	0.0	0.4	0.6	0.3	0.4	0.7	0.3	0.5
Unemployed		4.2	2.3	2.9	2.7	2.4	2.5	1.8	2.0	1.9
Other		8.3	8.2	8.2	9.3	9.3	9.3	8.0	9.9	9.0
Undecided		13.1	10.8	11.6	13.7	13.1	13.4	12.8	14.0	13.5

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U of South Carolina-Aiken First-time Full-time	# Res- pondents	Your Institution			Public 4yr Colls-low			All Pub 4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Father's occupation [5]	509									
Artist		1.2	0.0	0.4	1.0	1.0	1.0	1.0	0.8	0.9
Business		20.8	24.6	23.4	23.9	22.8	23.3	26.7	25.8	26.2
Business (clerical)		0.0	0.9	0.6	1.1	1.0	1.1	1.2	1.1	1.1
Clergy		3.6	0.9	1.8	1.0	0.5	0.7	0.9	0.6	0.7
College teacher		1.8	0.0	0.6	0.4	0.3	0.3	0.4	0.4	0.4
Doctor (MD or DDS)		1.8	0.9	1.2	1.0	0.7	0.8	1.7	1.0	1.3
Education (secondary)		1.8	0.9	1.2	2.9	2.2	2.5	3.2	2.6	2.8
Education (elementary)		0.6	0.6	0.6	0.9	0.6	0.7	1.1	0.8	0.9
Engineer		12.5	13.2	13.0	8.4	7.4	7.8	8.8	8.4	8.6
Farmer or forester		0.0	1.2	0.8	0.7	1.0	0.9	1.4	1.6	1.5
Health professional		2.4	2.1	2.2	1.3	1.2	1.2	1.5	1.2	1.3
Homemaker (full-time)		0.0	0.0	0.0	0.3	0.2	0.2	0.3	0.2	0.2
Lawyer		1.2	0.0	0.4	1.1	0.7	0.9	1.5	1.0	1.2
Military (career)		3.0	3.8	3.5	2.5	2.8	2.7	2.3	2.1	2.2
Nurse		0.0	0.6	0.4	0.8	0.5	0.6	0.7	0.5	0.6
Research scientist		0.6	0.3	0.4	0.6	0.3	0.4	0.6	0.4	0.5
Social/welfare/rec worker		0.0	0.0	0.0	0.6	0.5	0.6	0.6	0.5	0.6
Skilled worker		13.7	7.9	9.8	10.9	8.0	9.2	10.0	8.6	9.2
Semi-skilled worker		4.8	4.7	4.7	4.7	3.4	3.9	3.9	3.3	3.5
Unskilled worker		3.0	3.2	3.1	4.0	4.6	4.4	3.5	3.9	3.8
Unemployed		3.6	3.5	3.5	3.6	5.1	4.5	2.4	3.5	3.0
Other		23.8	30.8	28.5	28.3	35.1	32.1	26.3	31.9	29.5
Mother's occupation [5]	519									
Artist		0.6	1.1	1.0	1.2	0.9	1.1	1.5	1.0	1.2
Business		15.9	13.0	13.9	17.0	15.9	16.4	15.9	15.9	15.9
Business (clerical)		7.9	7.9	7.9	5.4	6.1	5.8	5.7	7.0	6.5
Clergy		0.0	0.3	0.2	0.4	0.1	0.2	0.3	0.2	0.2
College teacher		0.0	0.3	0.2	0.4	0.2	0.3	0.4	0.3	0.3
Doctor (MD or DDS)		0.6	0.8	0.8	0.7	0.6	0.6	1.0	0.7	0.8
Education (secondary)		4.9	2.3	3.1	4.2	3.2	3.7	5.2	4.1	4.6
Education (elementary)		6.7	8.5	7.9	9.1	7.7	8.3	9.8	8.6	9.2
Engineer		0.0	2.0	1.3	0.5	0.5	0.5	0.6	0.5	0.5
Farmer or forester		0.0	0.3	0.2	0.1	0.1	0.1	0.2	0.2	0.2
Health professional		1.8	3.4	2.9	2.7	2.8	2.8	2.9	2.9	2.9
Homemaker (full-time)		5.5	7.9	7.1	7.7	8.6	8.2	8.9	9.2	9.1
Lawyer		0.0	0.0	0.0	0.4	0.2	0.3	0.5	0.2	0.4
Military (career)		0.0	0.6	0.4	0.2	0.3	0.2	0.2	0.2	0.2
Nurse		9.8	9.9	9.8	9.8	8.6	9.1	9.7	8.7	9.1
Research scientist		0.0	0.6	0.4	0.2	0.1	0.1	0.2	0.1	0.2
Social/welfare/rec worker		3.7	0.3	1.3	2.3	2.0	2.1	1.8	1.7	1.7
Skilled worker		1.2	2.5	2.1	1.7	1.9	1.8	1.9	1.6	1.7
Semi-skilled worker		4.3	2.5	3.1	2.8	2.2	2.4	2.5	2.1	2.3
Unskilled worker		3.0	1.1	1.7	2.8	2.3	2.5	2.1	2.1	2.1
Unemployed		7.9	7.6	7.7	5.1	6.7	6.0	5.0	5.4	5.2
Other		26.2	27.3	27.0	25.2	29.0	27.3	23.6	27.0	25.5

[5] Recategorization of this item from a longer list is shown in Appendix C of "The American Freshman: National Norms for Fall, 2003"

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U of South Carolina-Aiken First-time Full-time	# Res- pondents	Your Institution			Public 4yr Colls-low			All Pub 4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
HOW MUCH OF YOUR FIRST YEAR'S EDUCATIONAL EXPENSES (ROOM, BOARD, TUITION AND FEES) DO YOU EXPECT TO COVER FROM:										
Family resources (parents, relatives, spouse, etc.)	549									
None		35.4	32.6	33.5	26.5	25.4	25.9	26.9	22.5	24.5
Less than \$1,000		30.4	32.9	32.1	15.7	19.0	17.5	13.2	15.3	14.4
\$1,000 - 2,999		14.4	15.8	15.3	18.2	18.5	18.4	16.8	17.9	17.4
\$3,000 - 5,999		13.3	9.2	10.6	15.1	13.9	14.4	15.7	15.6	15.6
\$6,000 - 9,999		4.4	4.1	4.2	9.8	9.6	9.7	11.0	11.7	11.4
\$10,000 +		2.2	5.4	4.4	14.8	13.6	14.1	16.4	17.0	16.8
My own resources (savings from work, work-study, other income)	549									
None		54.7	54.6	54.6	41.4	38.4	39.7	44.3	39.1	41.4
Less than \$1,000		32.0	33.7	33.2	30.8	35.3	33.3	26.7	33.3	30.4
\$1,000 - 2,999		11.6	9.8	10.4	20.5	19.4	19.9	20.2	19.9	20.0
\$3,000 - 5,999		1.1	1.6	1.5	5.2	5.0	5.1	6.1	5.4	5.7
\$6,000 - 9,999		0.6	0.3	0.4	1.1	1.1	1.1	1.3	1.4	1.4
\$10,000 +		0.0	0.0	0.0	1.0	0.7	0.8	1.3	0.9	1.1
Aid which need not be repaid (grants, scholarships, military funding, etc.)	549									
None		32.0	21.5	25.0	42.4	35.8	38.7	44.4	38.5	41.1
Less than \$1,000		3.3	5.7	4.9	9.3	11.2	10.4	9.3	11.6	10.6
\$1,000 - 2,999		21.0	20.7	20.8	21.3	22.6	22.1	19.1	22.6	21.1
\$3,000 - 5,999		32.0	36.7	35.2	15.2	18.1	16.8	12.5	15.7	14.3
\$6,000 - 9,999		8.3	11.7	10.6	7.0	8.1	7.6	5.7	7.0	6.4
\$10,000 +		3.3	3.8	3.6	4.8	4.1	4.4	9.0	4.6	6.5
Aid which must be repaid (loans, etc.)	549									
None		72.4	69.0	70.1	57.8	54.8	56.1	60.4	54.0	56.8
Less than \$1,000		5.0	6.0	5.6	6.9	7.5	7.2	5.6	6.1	5.9
\$1,000 - 2,999		15.5	15.8	15.7	18.1	20.1	19.2	16.0	19.1	17.7
\$3,000 - 5,999		2.8	7.1	5.6	9.7	10.1	10.0	9.5	11.3	10.5
\$6,000 - 9,999		3.3	1.4	2.0	4.5	4.7	4.6	4.9	5.7	5.4
\$10,000 +		1.1	0.8	0.9	3.0	2.8	2.9	3.5	3.9	3.7
Other than above	549									
None		96.1	97.6	97.1	94.3	95.3	94.8	94.4	95.6	95.1
Less than \$1,000		1.7	1.4	1.5	2.7	2.4	2.6	2.5	2.1	2.3
\$1,000 - 2,999		0.6	0.5	0.5	1.7	1.1	1.4	1.3	1.1	1.2
\$3,000 - 5,999		1.1	0.5	0.7	0.5	0.7	0.6	0.5	0.6	0.6
\$6,000 - 9,999		0.0	0.0	0.0	0.3	0.2	0.3	0.3	0.3	0.3
\$10,000 +		0.6	0.0	0.2	0.4	0.2	0.3	0.9	0.4	0.6
Do you have any concern about your ability to finance your college education?	537									
None (I am confident that I will have sufficient funds)		42.8	30.5	34.5	37.6	25.0	30.5	44.0	27.9	35.0
Some (but I probably will have enough funds)		46.2	56.6	53.3	50.2	57.4	54.3	45.9	56.8	52.0
Major (not sure I will have enough funds to complete college)		11.0	12.9	12.3	12.1	17.6	15.2	10.1	15.3	13.0

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U of South Carolina-Aiken First-time Full-time	# Res- pondents	Your Institution			Public 4yr Colls-low			All Pub 4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Student's estimates: chances are "very good" that he/she will										
Change major field	538	16.0	14.0	14.7	13.5	13.6	13.6	12.6	14.0	13.4
Change career choice	534	11.1	13.2	12.5	10.7	11.6	11.2	10.3	12.6	11.6
Participate in student government	535	8.7	6.4	7.1	5.0	9.1	7.3	5.2	7.6	6.6
Get a job to help pay for college expenses	535	39.0	41.9	40.9	45.2	57.4	52.0	40.9	56.1	49.4
Work full-time while attending college	534	7.0	7.2	7.1	8.5	11.2	10.0	7.8	9.6	8.8
Join a social fraternity or sorority	534	10.4	20.8	17.4	8.1	14.9	11.9	6.8	11.2	9.3
Play varsity/intercollegiate athletics	533	17.3	12.2	13.9	23.3	12.3	17.1	20.3	11.4	15.3
Make at least "B" average	533	50.9	65.0	60.4	51.8	58.4	55.5	51.7	57.5	55.0
Get a bachelor's degree (B.A., B.S., etc.)	529	71.3	79.9	77.1	74.1	82.4	78.8	74.3	80.9	78.0
Participate in student protests or demonstrations	535	7.0	4.1	5.0	5.6	6.2	6.0	5.0	5.3	5.1
Transfer to another college before graduating	533	33.9	20.2	24.6	10.7	12.2	11.6	9.8	10.7	10.3
Be satisfied with your college	533	39.9	52.5	48.4	41.6	50.5	46.6	42.9	51.1	47.5
Participate in volunteer or community service work	534	14.5	20.2	18.4	12.2	26.5	20.3	11.4	25.0	19.1
Seek personal counseling	535	5.8	6.9	6.5	6.7	11.2	9.2	6.0	9.0	7.7
Develop close friendships with other students	534	50.0	65.5	60.5	59.2	68.4	64.4	60.5	71.4	66.6
Communicate regularly with your professors	537	27.7	36.5	33.7	25.2	34.7	30.6	26.9	33.9	30.8
Socialize with someone of another racial/ethnic group	532	56.1	62.0	60.2	57.5	69.9	64.4	57.3	68.7	63.7
Participate in student clubs/groups	535	22.5	38.4	33.3	24.9	42.2	34.7	27.2	41.6	35.3
Strengthen religious beliefs/convictions	533	26.2	32.1	30.2	16.5	24.7	21.1	18.3	24.0	21.5
Participate in a study abroad program	535	8.0	14.7	12.5	10.1	18.7	15.0	9.6	18.2	14.4
Drop out of college	537	1.7	1.4	1.5	1.2	0.6	0.9	1.2	0.6	0.9
Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses?										
Yes	455	60.6	70.3	67.3	75.1	75.2	75.2	67.3	68.9	68.2
No		39.4	29.7	32.7	24.9	24.8	24.8	32.7	31.1	31.8
How would you characterize your political views?										
Far left	477	7.2	4.2	5.2	4.8	2.8	3.7	3.5	2.1	2.7
Liberal		14.5	19.9	18.0	22.0	23.9	23.1	20.3	22.4	21.4
Middle-of-the-road		47.0	48.6	48.0	51.6	56.2	54.2	50.3	57.4	54.3
Conservative		29.5	25.4	26.8	19.7	15.8	17.5	23.6	17.0	19.9
Far right		1.8	1.9	1.9	1.9	1.3	1.6	2.4	1.1	1.7

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U of South Carolina-Aiken First-time Full-time	# Res- pondents	Your Institution			Public 4yr Colls-low			All Pub 4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Student agrees "strongly" or "somewhat":										
There is too much concern in the courts for the rights of criminals	531	63.6	65.6	65.0	63.4	60.7	61.9	65.7	61.8	63.6
Abortion should be legal	535	41.3	36.9	38.3	55.2	53.1	54.0	53.7	51.9	52.7
The death penalty should be abolished	533	18.8	21.5	20.6	28.7	33.0	31.1	26.0	31.4	29.0
Marijuana should be legalized	535	40.1	29.2	32.7	46.2	35.9	40.4	43.2	33.3	37.7
It is important to have laws prohibiting homosexual relationships	532	54.9	32.6	39.8	38.4	20.1	28.1	36.6	18.7	26.6
The federal government should do more to control the sale of handguns	533	61.3	81.9	75.2	71.5	85.8	79.6	66.1	83.2	75.7
Racial discrimination is no longer a major problem in America	534	33.3	26.2	28.5	25.3	18.8	21.6	28.7	19.7	23.6
Realistically, an individual can do little to bring about changes in our society	532	35.1	29.9	31.6	35.5	29.4	32.1	34.2	26.9	30.1
Wealthy people should pay a larger share of taxes than they do now	531	57.0	52.4	53.9	54.9	53.9	54.4	53.6	53.4	53.5
Colleges should prohibit racist/sexist speech on campus	529	65.1	65.5	65.4	55.9	61.2	58.9	55.2	61.8	58.9
Same-sex couples should have the right to legal marital status	530	25.9	44.4	38.5	48.1	65.9	58.1	48.4	67.1	58.9
Affirmative action in college admissions should be abolished	507	47.2	37.8	40.8	48.8	39.0	43.3	56.3	44.8	49.9
The activities of married women are best confined to the home and family	531	43.9	23.6	30.1	32.3	22.6	26.9	30.6	19.5	24.3
People should not obey laws which violate their personal values	520	34.9	29.3	31.2	39.7	30.4	34.5	38.8	30.1	33.9
Federal military spending should be increased	519	59.6	46.8	51.1	41.3	36.2	38.4	46.7	37.0	41.3
Hours/week studying or doing homework	533									
2 hours or less		13.9	10.0	11.3						
3 - 10 hours		49.7	41.7	44.3						
11 - 15 hours		22.5	28.9	26.8						
16 - 20 hours		10.4	15.6	13.9						
Over 20 hours		3.5	3.9	3.8						
Hours/week socializing w/ friends	533									
2 hours or less		5.2	6.1	5.8						
3 - 10 hours		34.7	36.4	35.8						
11 - 15 hours		32.4	35.3	34.3						
16 - 20 hours		15.6	12.5	13.5						
Over 20 hours		12.1	9.7	10.5						
Hours/week talking to teachers outside class	532									
2 hours or less		59.0	59.3	59.2						
3 - 10 hours		32.4	34.0	33.5						
11 - 15 hours		6.9	4.7	5.5						
16 - 20 hours		1.2	1.7	1.5						
Over 20 hours		0.6	0.3	0.4						
Hours/week doing exercise or sports	531									
2 hours or less		16.9	35.1	29.2						
3 - 10 hours		37.8	44.0	42.0						
11 - 15 hours		22.7	10.6	14.5						
16 - 20 hours		12.2	5.8	7.9						
Over 20 hours		10.5	4.5	6.4						

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U of South Carolina-Aiken First-time Full-time	# Res- pondents	Your Institution			Public 4yr Colls-low			All Pub 4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Hours/week partying	532									
2 hours or less		42.2	48.5	46.4						
3 - 10 hours		35.3	34.5	34.8						
11 - 15 hours		13.9	10.9	11.8						
16 - 20 hours		4.6	3.9	4.1						
Over 20 hours		4.0	2.2	2.8						
Hours/week working (for pay)	532									
2 hours or less		24.9	20.1	21.6						
3 - 10 hours		20.2	20.9	20.7						
11 - 15 hours		19.7	29.0	25.9						
16 - 20 hours		19.7	21.2	20.7						
Over 20 hours		15.6	8.9	11.1						
Hours/week volunteer work	532									
2 hours or less		70.9	62.8	65.4						
3 - 10 hours		21.5	29.7	27.1						
11 - 15 hours		5.8	5.8	5.8						
16 - 20 hours		1.7	1.1	1.3						
Over 20 hours		0.0	0.6	0.4						
Hours/week student clubs/organizations	531									
2 hours or less		51.2	42.6	45.4						
3 - 10 hours		35.5	42.9	40.5						
11 - 15 hours		9.3	11.1	10.5						
16 - 20 hours		3.5	2.5	2.8						
Over 20 hours		0.6	0.8	0.8						
Hours/week using computer for fun	533									
2 hours or less		25.4	41.7	36.4						
3 - 10 hours		37.6	35.3	36.0						
11 - 15 hours		21.4	16.1	17.8						
16 - 20 hours		5.2	4.4	4.7						
Over 20 hours		10.4	2.5	5.1						
Average number of drinks consumed/week	534									
None		58.0	59.2	58.8						
1 - 2 drinks		12.6	20.3	17.8						
3 - 4 drinks		8.0	8.3	8.2						
5 - 6 drinks		3.4	4.2	3.9						
More than 6 drinks		17.8	8.1	11.2						
# of times had 5+ drinks in past 2 weeks	533									
None		72.8	80.0	77.7						
One		7.5	7.8	7.7						
Two		4.0	5.6	5.1						
Three		5.8	3.1	3.9						
Four or more		9.8	3.6	5.6						
Number of children	534									
None		98.3	98.6	98.5						
One		0.6	1.1	0.9						
Two		0.6	0.0	0.2						
Three or more		0.6	0.0	0.2						
		0.0	0.3	0.2						
Source of health insurance	534									
None		5.8	9.1	8.1						
Insured through parents or spouse		82.1	85.6	84.5						
Insured through employer		1.2	0.3	0.6						
Have own insurance policy		3.5	1.9	2.4						
Unknown		7.5	3.0	4.5						

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U of South Carolina-Aiken First-time Full-time	# Res- pondents	Your Institution			Public 4yr Colls-low			All Pub 4yr Colls		
		Men	Women	Total	Men	Women	Total	Men	Women	Total
Use of tobacco products	522									
Do not use		76.0	85.6	82.6						
Smoke cigarettes, pipe or cigars		15.0	13.8	14.2						
Use chewing tobacco, snuff, etc.		4.8	0.3	1.7						
Smoke and use other tobacco products		4.2	0.0	1.3						
		0.0	0.3	0.2						
Racial composition of high school	519									
All students were white or Caucasian		6.0	4.5	5.0						
Most students were white or Caucasian		29.5	28.0	28.5						
Half were white, half were black		49.4	47.9	48.4						
Most were black or African American		15.1	18.4	17.3						
All students were black or African American		0.0	1.1	0.8						
Feeling about having class w/ other races	519									
Very comfortable		66.5	68.8	68.0						
Somewhat comfortable		17.4	13.1	14.5						
No feeling one way or the other		12.6	13.1	12.9						
Somewhat uncomfortable		1.8	3.7	3.1						
Very uncomfortable		1.8	1.4	1.5						
Feeling about socializing w/ other races	520									
Very comfortable		66.1	69.0	68.1						
Somewhat comfortable		17.3	16.5	16.7						
No feeling one way or the other		11.9	11.1	11.3						
Somewhat uncomfortable		3.0	2.0	2.3						
Very uncomfortable		1.8	1.4	1.5						
Feeling about sharing apt. w/ other races	520									
Very comfortable		50.0	39.5	42.9						
Somewhat comfortable		17.9	21.6	20.4						
No feeling one way or the other		14.9	14.2	14.4						
Somewhat uncomfortable		13.7	19.0	17.3						
Very uncomfortable		3.6	5.7	5.0						
Feeling about havin class w/ international	512									
Very comfortable		55.5	64.7	61.7						
Somewhat comfortable		22.6	14.9	17.4						
No feeling one way or the other		19.5	14.9	16.4						
Somewhat uncomfortable		2.4	3.7	3.3						
Very uncomfortable		0.0	1.7	1.2						
Feeling about socializing w/ international	517									
Very comfortable		54.2	62.4	59.8						
Somewhat comfortable		22.3	18.5	19.7						
No feeling one way or the other		21.7	15.4	17.4						
Somewhat uncomfortable		1.8	2.3	2.1						
Very uncomfortable		0.0	1.4	1.0						