



CORNELL

Cornell University

2001 CIRP FRESHMAN SURVEY ANALYSIS

Prepared by:
Martha Dillman
Senior Research and Planning Associate

Office of Institutional Research and Planning
May 2003

Table of Contents

	Page
Executive Summary	i
Introduction	iii
Socio-Economic Background	
Parental Level of Education.....	1
Parental Income	1
First Year Financial Sources and Amounts	2
Concern About Financing Education.....	3
Work Expectations During College	3
High School Experience	
Hours Per Week Allocated to Select Activities in the Past Year.....	4
Frequency of Participation for Select Activities in the Past Year	5
Community Service/Volunteer Work	6
Self-Rating of Abilities	7
The College Attendance Decision	
Rank of College Choice	11
Number of Colleges Applied for Admissions.....	11
Distance of College From Home	12
Expectations of College and Beyond	
Education Objectives	13
Career and Life Objectives	13
Academic Expectation	16
Seeking Personal Counseling.....	17
Faculty Interaction and Academic Advising.....	17
Sense of Community/ Residential Life	18
Interest in Extracurricular Activities.....	19
Political and Social View	
Viewpoint on Political and Social Issues.....	20
Views on Race	22
Data Tables - Fall 2001	
Appendix A – Intra-Institutional Comparisons	
Appendix B – Inter-Institutional Comparisons	

EXECUTIVE SUMMARY

This report presents findings of the 2001 CIRP Freshman Survey¹. Results of the survey are based on the responses of 2,394 first-time, full-time freshmen entering Cornell University in Fall 2001, who completed the survey prior to the opening of classes for the Fall 2001 semester. Where applicable, this report compares the responses of Cornell incoming freshmen with those of groups of other universities comparable to Cornell. The report provides a summary focusing on overall Cornell findings, as well as comparisons by gender, race, college affiliation and norm group. Key findings from the survey include:

1. Most freshmen (73%) expect Cornell to place “a great deal” of emphasis on teaching undergraduates. Similarly, most incoming freshmen (65%) believe that accessibility to faculty members is “very important” to the outcomes of their undergraduate experience at Cornell. However, when asked to rate the chances of communicating regularly with professors, only 37% of Cornell freshmen indicated a “very good chance.”
2. Females were more likely than males to place a high level of importance on accessibility to faculty members (70% vs. 60%) and academic advising (60% vs. 43%). Similarly, females were more likely than males to indicate a “very good chance” of communicating regularly with professors (40% vs. 35% for males).
3. Most Cornell incoming freshmen (87%) reported that a sense of community on campus is “very” or “moderately” important to the outcomes of their undergraduate education. When asked how much emphasis should Cornell place on quality of residential life, 66% of incoming freshmen reported “a great deal.”
4. Race-associated differences were found in students’ self-ratings. Under-represented minorities (URM) students rated themselves less frequently as being in the “highest 10%” in mathematical ability (14% vs. 31% for white, 34% for Asian American, 35% for multiracial, and 34% for international students); and academic ability (22% vs. 48% for white, 41% for Asian American, 54% for multiracial, and 43% for international students). On the other hand, URM students, along with multiracial students, were more likely to indicate a “very good” chance of anticipating at least a “B” average (59% and 62% respectively vs. 55% for white, Asian American and international students), and being satisfied with Cornell overall (62% vs. 56% for white, 50% for Asian American, 50% for multiracial and 39% for international students).
5. Compared to their peers at other institutions, Cornell freshmen were less likely to indicate a “very good chance” of the following activities occurring during their undergraduate years:

¹ The Freshman Survey, developed by the Cooperative Institutional Research Program (CIRP), is a national longitudinal study of the American higher education system involving data on some 1,800 institutions and over 11 million first-time, full-time students. Established in 1966 at the American Council on Education, the CIRP is administered by the Higher Education Research Institute (HERI) under the direction of Dr. Linda Sax.

- Participating in volunteer or community service work while in college (31% for Cornell, 46% for Norm Group 2 and 40% for Norm Group 3).
 - Making at least a “B” average (56% for Cornell, 68% for Norm Group 2 and 70% for Norm Group 3).
 - Being satisfied with their respective college overall (54% for Cornell, 70% for Norm Group 2 and 64% for Norm Group 3).
 - Communicating regularly with professors (37% for Cornell, 47% for Norm Group 2 and 46% for Norm Group 3).
6. About 92% of 2001 Cornell incoming freshmen reported they plan to earn a master’s degree or higher. Approximately 29% of respondents indicated that their highest degree planned would be obtained at Cornell. Engineering students were more likely (40%) than their peers to indicate they plan to earn a master’s degree or higher at Cornell, while students enrolled in Industrial and Labor Relations were less likely (10%) to indicate the same.
 7. The majority of Cornell incoming freshmen indicated “some” (51%) or “major” (11%) concern about their ability to finance their college education, correspondingly, most Cornell incoming freshmen (71%) indicated interest in getting a job to help pay for college expenses.
 8. For most freshmen (72%) Cornell was the “first choice” institution in their admission decision. Asian American (55%) and international students (51%) were less likely than students from other races to report that Cornell was their college of first choice. This is also true for students enrolled in Arts and Sciences (64%) and Engineering (63%).
 9. Cornell parents were more likely than parents of freshmen from Norm Groups 2 and 3 to have incomes less than \$49,999 (20% vs. 16% for both Norm Groups 2 and 3). In addition, 29% of entering Cornell freshmen reported family incomes ranging from \$50,000 to \$99,999 compared to 25% and 31% for Norm Group 2 and 3 respectively, while Norm Group 2 parents were more likely to have incomes greater than \$150,000 (28% vs. 20% for Cornell and Norm Group 3).

INTRODUCTION

The Cooperative Institutional Research Program (CIRP) Freshman Survey consists of questions that cover a wide range of student characteristics: demographics; financial aid; secondary school achievement and activities; educational and career plans; and values, attitudes, beliefs and self-concept. The results of this survey provide a portrait of entering Cornell freshmen. In addition the findings provide a picture of how Cornell freshmen differ from first-time freshmen entering other comparable institutions.

This report highlights selected findings from the 2001 CIRP survey. Readers who are interested in more detailed information should refer to Appendix A – Intra-Institutional Comparisons, which contains percentage tabulations of responses of Cornell freshmen by gender, race and college to most survey questions,² and Appendix B – Inter-Institutional Comparisons, which contains detailed tables comparing the responses of Cornell students to those of students at a set of highly selective private research universities.

Cornell University administered the CIRP survey to first-time freshmen in their residence halls during their first evening on campus in August 2001. Out of 2,988 incoming freshmen, 2,394 (80%) completed the survey. This report summarizes findings for Cornell freshmen, presenting results by gender, race, and college affiliation when appropriate. In addition, selected responses of Cornell's first-year students are compared to the responses of first-time, full-time freshmen enrolled at nine other highly selective private institutions which have been divided into two peer comparison groups: Norm Group 2 and Norm Group 3³. As in previous reports on survey research, these "norm groups," each including three or more institutions, were identified, based on the following criteria:

- Norm Group 2 includes universities with which Cornell competes on a relatively even basis for commonly admitted undergraduates.
- Norm Group 3 includes universities that most often "lose" when in direct competition with Cornell for commonly admitted undergraduates.

The report is divided into five sections. The first section addresses socio-economic information of first-time freshmen, such as parental education and income, and financial assistance. The second section presents students' responses regarding various high school experiences. The third section focuses on factors associated with the decision to attend college. The next section summarizes students' expectations, and the goals they expect to accomplish while in college and beyond. The last section addresses students' views on selected social issues.

² Because of the relatively small numbers of African American, Hispanic American and Native American students who completed the survey, these groups were combined into an underrepresented minority (URM) category whenever comparisons were made in the report based on race/ethnicity.

³ Norm Group 1 results are excluded since not enough of our competitors from this group participated in the 2001 CIRP survey.

The following abbreviations for Cornell's seven undergraduate colleges are used in the report:

Agriculture and Life Sciences	ALS
Architecture, Art and Planning	AAP
Arts and Sciences	A&S
Engineering	ENG
Human Ecology	HE
Hotel Administration	HO
Industrial and Labor Relations	ILR

SOCIO-ECONOMIC BACKGROUND

This section describes information about first-time freshmen matriculating in Fall 2001 with respect to parental education and income, students' concern about financing their education, and students' work expectations during college.

Parental Level of Education

Approximately 82% of fathers and 79% of mothers of Cornell freshmen held either a college degree (see Appendix A Table 3a). This finding is consistent for both male and female freshmen; however, there were significant differences in parental education by students' race and college affiliation (see Appendix A Table 3a and 3b). College-educated parents were more often reported by whites (86% for fathers and 85% for mothers), and by Asian Americans (82% for fathers and 75% for mothers). Under-represented minority (URM) freshmen were less likely to have parents with college degrees (60% for fathers and 60% for mothers).

ILR students reported the highest levels of education for father (90%), while AAP students reported the highest levels of education for mother (88%). On the other hand, ALS students were less likely to report fathers with college degrees (75%), while ALS, ENG, and ILR were less likely to report mothers with college degrees (76%).

A norm group comparison reveals small differences in parental level of education (see Appendix B Table 3). Cornell freshmen were slightly less likely to report fathers with college degrees (82% for Cornell vs. 85% for Norm Group 2, 84% for Norm Group 3). There were no major differences in the proportion of mothers with college degrees (79% for Cornell, 80% for Norm Group 2 and 3).

Parental Income

Incoming freshmen survey participants were asked to estimate their parents' annual income from the previous year. One out of five Cornell incoming freshmen reported parental income under \$49,999, while one out of three students reported parental income over \$150,000. These findings were consistent across gender; however, there are significant differences by race and college (see Appendix A Table 4a and 4b). A larger proportion of URM (38%) and international students (49%) reported parental income under \$49,999, than whites (10%) and Asian American students (28%). On the other hand, parental income over \$150,000 was more often reported by white students (39% vs. 20% for Asian American, 14% for URM, and 16% for international students).

Parental income under \$49,999 was more often reported by ENG students (23% vs. 20% for ALS, 17% for AAP, 17% for HE, and 9% for ILR). In contrast, a larger proportion of ILR (53%) and HO students (45%) reported parental income over \$150,000, compared to 24% for both ALS and ENG.

Compared to incoming freshmen attending peer institutions, Cornell parents were significantly more likely than parents of freshmen from Norm Groups 2 and 3 to have incomes

less than \$50,000 (20% vs. 16% for both Norm Groups 2 and 3) (see Appendix B Table 4). In addition, 29% of entering Cornell freshmen reported family incomes ranging from \$50,000 to \$99,999 compared to 25% and 31% for Norm Group 2 and 3 respectively. Norm Group 2 parents were more likely to have incomes greater than \$200,000 (28% vs. 20% for Cornell and Norm Group 3).

First Year Financial Sources and Amounts

Respondents were asked to indicate how much of their first year's educational expenses they expect to cover from each of the following potential financing sources:

- Family resources (parents, relatives, spouse).
- Own resources (savings from work, work-study).
- Aid that does not need to be repaid (grants and scholarships).
- Aid that must be repaid (loans).

Over two-thirds (69%) of all Cornell respondents reported that they expect to rely on family resources of over \$10,000 to cover educational expenses. Five out of six students (83%) indicated that they expect to use personal resources of less than \$3,000 to do the same. One quarter of Cornell freshmen reported that they did not expect to receive any grants or scholarships ("aid which need not be repaid") during their first year of college. Lastly, 40% of Cornell respondents indicated that they do not expect to rely on any loans ("aid which must be repaid") to help pay their first year's educational expenses (see Appendix A Table 5a).

There were no major differences in the proportion of first year financial aid sources and amounts across gender. However, significant differences were observed across race and college affiliation, particularly in the areas of family resources, and grants and scholarships. URM students were less likely than any other group to expect to rely on family resources to cover educational expenses. In addition, URM and international students were more likely than white and Asian American students to anticipate grants and scholarships of more than \$10,000 as a way to cover educational expenses.

HO (78%) and ILR (78%) respondents were more likely than their counterparts to indicate the need for family resources of over \$10,000 to cover educational expenses, while ALS students were least likely to indicate the same (59%). AAP students, on the other hand, were more likely (50%) to anticipate grants and scholarships of more than \$10,000 as a way to cover educational expenses, while ILR students (12%) were less likely to anticipate the same (see Appendix A Table 5b).

Norm group comparisons reveal that although reliance on personal funds for financial support does not differ very much across institutions, there were greater differences in the dependence on family resources, aid which needs not to be repaid (grants and scholarships), and aid which must be repaid (loans). Norm group 2 freshmen were more likely than Cornell and Norm group 3 respondents to anticipate family resources of more than \$10,000 to cover educational expenses. In terms of aid that needs not to be repaid, Cornell respondents were less likely to indicate that grants and scholarships of more than \$10,000 would be a source of their

academic financial support in their first year of college. Lastly, Cornell respondents were more likely than respondents from Norm Groups 2 and 3 to expect to rely on loans of more than \$6,000 to cover educational expenses (see Appendix B Table 5).

Concern About Financing Education

The majority of Cornell incoming freshmen indicated “some” (51%) or “major” (11%) concern about their ability to finance their college education. There were significant differences by gender, race, and college in this area (see Appendix A Table 6a and 6b). Female Cornell students were more likely than males to indicate “some” (54% vs. 49%) and “major” (12% vs. 9%) concern with their ability to finance their college education. Similarly, Asian American students were more likely to indicate “some” concern (60%), while URM students (25%) were more likely than their counterparts to indicate “major” concern (8% for white and international students, and 13% for Asian American students).

Findings by college affiliation show that ILR students (47%) were more likely than their peers to indicate no concern about financing their education. In contrast, ALS students (61%) were more likely to indicate “some,” while HE students were more likely to indicate “major” concern (13%).

Norm Group 2 freshmen were less likely to indicate “some” concern about finances for school (47% vs. 51% for Cornell and Norm Group 3). Cornell incoming freshmen were slightly more likely to indicate “major concern” with their ability to finance their college education (11% vs. 9% for Group Norm 2 and Group Norm 3) (see Appendix B Table 6).

Work Expectations During College

About 40% of 2001 Cornell incoming freshmen indicated a “very good” chance of getting a job to help pay for college expenses. Differences were found across gender, race, and college in the percentage of students selecting this response. A significantly larger percentage of female students (44%) indicated interest in getting a job compared to their male counterparts (33%). Similarly, URM and multiracial students were more likely than their peers of other races to report such intent (55% and 54% respectively vs. 36% for white, 42% for Asian American, and 25% for international students). Students enrolled in ALS were also more likely to indicate a “very good” chance of getting a job to help pay for college expenses (46%), while ILR students were least likely to report the same (28%) (see Appendix A Table 20a and 20b).

When asked about their chances of working full-time while attending college, only 2% of Cornell survey respondents indicated a “very good” chance. Significant differences were found by race only. Compared to students of other races, a larger percentage of URM reported a desire to work-full time while attending college (5% vs. 2% for whites, 3% for Asian American and multiracial, and 1% for international students).

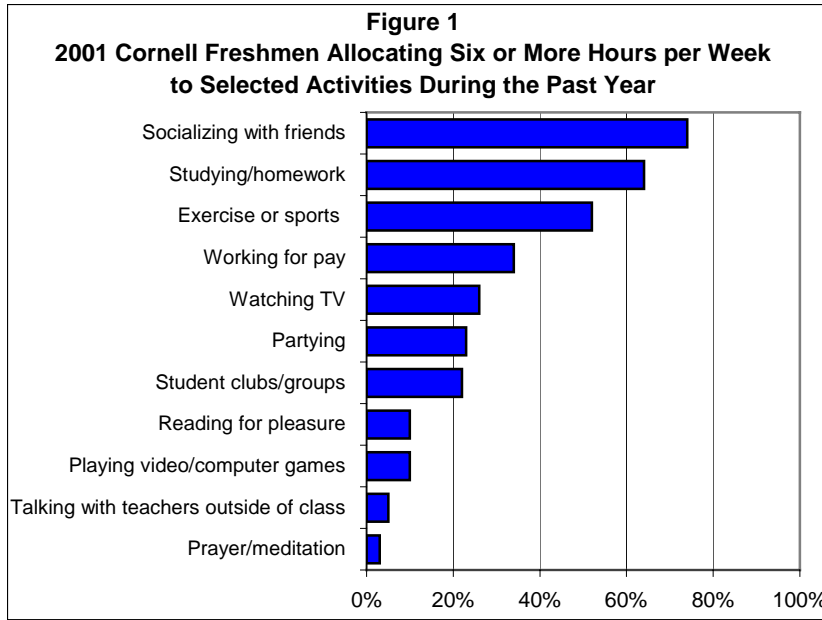
Comparisons across peer institutions show similar results in the proportion of students indicating a “very good” chance of getting a job to help pay for college expenses, and working full-time while attending college (see Appendix B Table 19).

HIGH SCHOOL EXPERIENCE

Hours Per Week Allocated to Selected Activities Prior to College

The CIRP freshmen survey gathers information about how incoming freshmen spent their time during the year prior to matriculating in college. Students indicated how many hours in a typical week they spent on a selected set of activities (see Appendix A Table 10a and 10b).

As seen in Figure 1, 74% of Cornell freshmen indicated spending six hours or more a week during the past year socializing with friends, while 64% of freshmen reported studying or doing homework at least six hours per week.



There were significant differences when analyzing responses by gender. Females were more likely than males to report studying and doing homework (70% vs. 58%), participating in student clubs (25% vs. 20%), and reading for pleasure (11% vs. 9%). On the other hand, males were more likely than females to have spent six hours or more a week during their senior year watching TV (29% vs. 23%), and playing video games (16% vs. 4%).

The diversity of the 2001 Cornell freshmen in this regard is illustrated as well when viewed by race/ethnicity (Appendix A Table 10a). White students were significantly more likely than students of other racial/ethnic groups to indicate spending six or more hours a week socializing with friends, exercising or doing sports, partying, and working for pay. They were also less likely than their peers to spend six hours or more a week during their senior year studying and doing homework. Asian American students were more likely than their peers to spend six hours or more a week during the previous year playing video and computer games; and less likely to indicate socializing with friends and participating in sports. URM students were more likely to indicate spending six or more hours a week watching TV, participating in student clubs, performing volunteer work, performing household/childcare chores, and praying. On the

other hand, international students were more likely to indicate spending six or more hours a week studying or doing homework, and less likely to indicate partying, working for pay, and having household/childcare duties (see Appendix A Table 10a).

Some differences were also seen across colleges (see Appendix A Table 10b). Activities with the largest differences include the following: Students enrolled in ILR were most likely to indicate partying, while students enrolled in ENG were least likely to indicate the same (41% vs. 13%). Freshmen enrolled in ILR were also more likely than their AAP counterparts to indicate participating in student clubs or groups during their senior year in high school for at least six hours per week (35% vs. 10%).

Norm group comparisons show that Norm Group 2 respondents were more likely to indicate spending six hours or more a week socializing with friends, as well as studying and doing homework. On the other hand, Cornell freshmen were more likely than their counterparts in Norm Groups 2 and 3 to indicate spending six hours or more a week exercising or participating in sports (52% vs. 58% for Norm Group 2, 50% for Norm Group 3), and working for pay (34% vs. 27% for Norm Group 2, 31% for Norm Group 3) (see Appendix B Table 9).

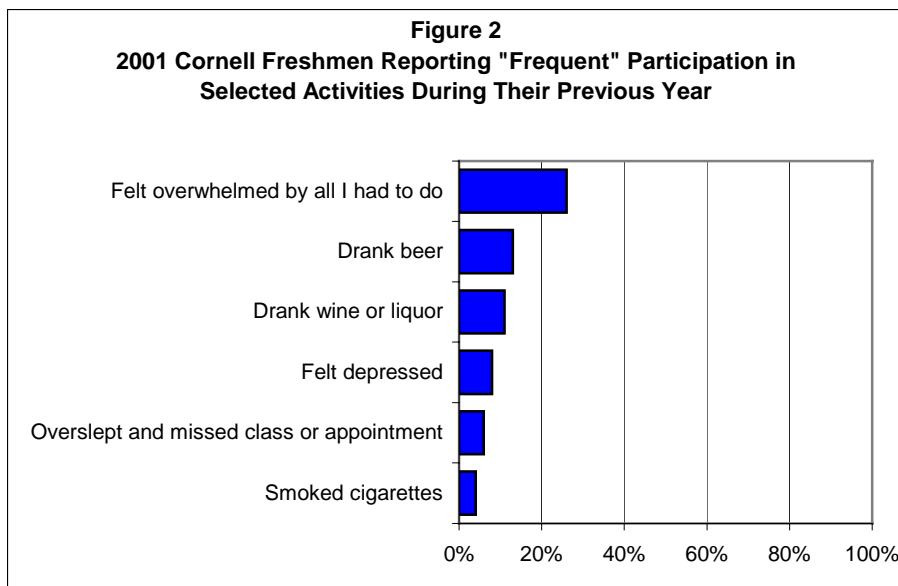
The following are activities in which a large percentage of incoming freshmen indicated that they spent less than one hour a week during their last year in high-school:

- Prayer or meditation (78% for Cornell, 70% for Norm Group 2 and 73% for Norm Group 3).
- Playing video or computer games (63% for Cornell, 67% for Norm Group 2 and 63% for Norm Group 3).
- Working for pay (51% for Cornell, 57% for Norm Group 2 and 54% for Norm Group 3).
- Reading for pleasure (46% for Cornell, 49% for Norm Group 2 and 39% for Norm Group 3).
- Talking with teachers outside of class (45% for Cornell, 38% for Norm Group 2 and 45% for Norm Group 3).

Frequency of Participation for Selected Activities in the Previous Year

Students were asked to indicate the frequency of their participation in selected activities during the year prior to matriculating as first-time freshmen. Figure 2 depicts “frequent” participation responses for these activities.

About one in four 2001 Cornell incoming freshmen



(26%) reported feeling overwhelmed by all they had to do. However, this proportion changes significantly when viewing responses by gender.

Cornell females were more likely than males to report feeling overwhelmed by all they had to do (35% vs. 16%). From the group of activities depicted in Figure 2, “felt overwhelmed by all I had to do” was also the most frequently reported behavior when considering differences by race (35% for multiracial, 28% for URM, 26% for Asian American, 25% for whites, and 20% for international students). Drinking beer and drinking wine or liquor were activities most often reported by white students and least often reported by Asian American students. Feeling depressed, on the other hand, was reported most often by multiracial students, and reported least often by international students (see Appendix A Table 9a).

Significant differences were also found by college affiliation. ENG students reported the lowest frequency for all activities depicted in Figure 2. In contrast, ILR students were more likely to report frequent beer consumption, and along with HE and AAP students, they were more likely to indicate frequent wine or liquor consumption. AAP students were also more likely to report frequently feeling depressed, missing class/appointments, and smoking cigarettes (see Appendix A Table 9b).

When comparing findings across norm groups, Norm Group 2 showed significantly larger proportions than those of Cornell and Norm Group 3 for all activities in Figure 2, with the exception of “overslept and missed class or appointments” (see Appendix B Table 8).

Community Service and Volunteer Work

When asked how frequently students performed volunteer work during their last year of high school, 37% of Cornell freshmen indicated “frequent” participation. There were significant differences by gender, race and college in this area. Females were more likely (45%) than males (28%) to indicate “frequent” participation in volunteer work. Similarly, URM and Asian American students were more likely (49% and 47% respectively) than their peers to indicate this response (40% for multiracial; 34% for white; 20% for international students). Students enrolled in HO (50%) were more likely to indicate “frequent” participation in volunteer work, while students enrolled in ENG (29%) and AAP (29%) were less likely to indicate the same (see Appendix A Tables 9a and 9b).

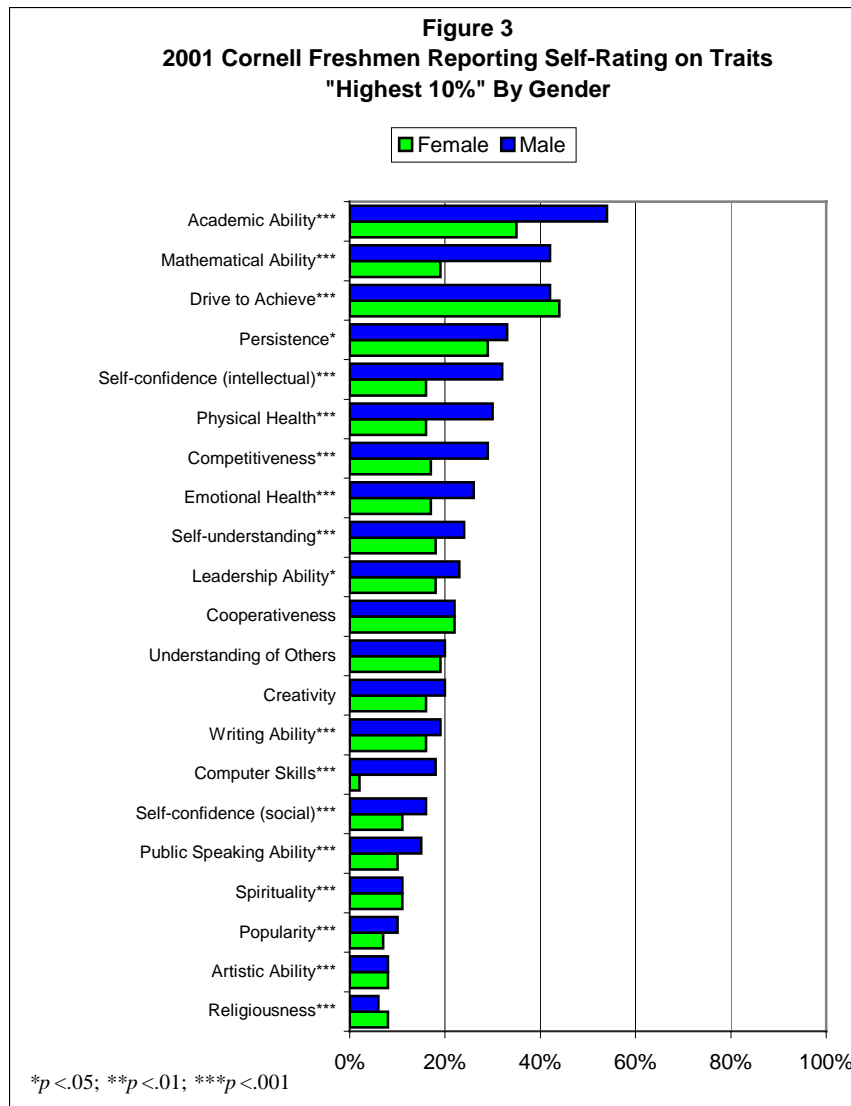
Incoming freshmen were asked to indicate their best guess of participating in volunteer or community service work while in college. Approximately one out of three Cornell freshmen (31%) indicated a “very good chance.” Significant differences exist across gender, race and college. Cornell females were more likely than their male counterparts to indicate a “very good chance” of participating in volunteer or community service work (40% vs. 21%). Similarly, URM students were more likely to indicate this response (44% vs. 29% for whites, 31% for Asian American, 39% for multiracial and 20% for international students). Likewise, HO students (49%) were most likely to indicate a “very good chance” of participating in volunteer or community service work while in college, while ENG students were least likely (22%) to indicate the same (see Appendix A Table 20a and 20b).

A comparison of norm group results shows that Cornell freshmen were less likely to indicate “frequent” participation in volunteer work during their last year of high school, and less likely than their peers to indicate a “very good chance” of participating in volunteer or community service work while in college (see Appendix B Tables 8 and 19).

Self-Rating of Abilities

Incoming freshmen were asked to rate themselves on each of the traits listed in Figure 3 as compared with the average college bound person their age. For each trait, respondents rated their notion of being in the “highest 10%,” “above average,” “average,” “below average,” or in the “lowest 10%.”

The top three traits in which Cornell freshmen rated themselves more frequently as being in the “highest 10%” include the areas of academic ability (44%), drive to achieve (43%), and persistence (31%) (see Appendix A Table 12a).



There were significant differences by gender in incoming freshmen's self-ratings in the highest 10%. Cornell females rated themselves less frequently in the highest 10% in 18 of the 21 areas listed on Figure 3, the exceptions being drive to achieve (44% vs. 42%), artistic ability (9% vs. 8%), and religiousness (8% vs. 6%).

Traits in which there were substantially higher differences between males and females (at least 10 percentage points difference) include: academic ability (54% for males and 35% for females), mathematical ability (42% for males and 19% for females), intellectual self-confidence (32% for males and 16% for females), physical health (31% for males and 16% for females), competitiveness (29% for males and 17% for females), and computer skills (18% for males and 2% for females).

Race-associated differences in freshmen self-ratings in the highest 10% were also observed, specifically for URM and international students who tended to rate themselves lower compared to their peers within Cornell. Traits in which there were substantially greater differences between URM students and other race groups (at least 10 percentage points difference) include: mathematical ability (14% vs. 31% for white, 34% for Asian American and 34% for international students); and academic ability (22% vs. 48% for white, 41% for Asian American and 43% for international students) (see Appendix A Table 12a).

Traits in which there were substantially greater differences between international students and other race groups (at least 10 percentage points difference) include: drive to achieve (34% vs. 44% for white, 41% for Asian American and 48% for URM); cooperativeness (16% vs. 21% for white, 24% for Asian American and 27% for URM); physical health (14% vs. 26% for white, 17% for Asian American and 21% for URM); intellectual self-confidence (13% vs. 26% for white, 18% for Asian American and 26% for URM); leadership ability (11% vs. 24% for white, 12% for Asian American and 23% for URM); understanding of others (9% vs. 20% for white, 23% for Asian American and 23% for URM); writing ability (7% vs. 20% for white, 11% for Asian American and 14% for URM); and spirituality (6% vs. 10% for white, 13% for Asian American and 18% for URM).

There were also statistically significant differences across colleges (see Appendix A Table 12b). An interesting pattern emerges when analyzing differences by college. ILR students rated themselves more frequently as being in the “highest 10%” in 11 out of the 21 areas listed below (see Table 1). These areas pertain to traits such as leadership, competitiveness, persistence, drive to achieve, social self-confidence, and popularity.

On the other hand, AAP students rated themselves more frequently as being in the “highest 10%” in areas such as self-understanding, spirituality, creativity and artistic ability. HO students rated themselves more frequently in the “highest 10%” in the areas of understanding of others, and cooperativeness. ENG students rated themselves more frequently in the “highest 10%” in academic, mathematical, and computer ability.

Table 1: Percentage of Incoming Freshmen Rating Self “Highest 10%” by College

Activity	ALS	AAP	A&S	ENG	HE	HO	ILR
Academic ability ***	38%	41%	49%	56%	26%	39%	43%
Drive to achieve	43%	38%	45%	38%	46%	40%	56%
Persistence	31%	29%	30%	29%	27%	28%	42%
Mathematical ability ***	22%	18%	25%	57%	15%	19%	22%
Leadership ability ***	17%	7%	19%	17%	26%	22%	42%
Self-confidence (intellectual) *	18%	25%	27%	25%	22%	17%	29%
Competitiveness	17%	22%	23%	23%	24%	19%	30%
Physical health	22%	26%	20%	23%	21%	19%	29%
Cooperativeness	23%	16%	22%	20%	23%	27%	22%
Emotional health	21%	19%	20%	21%	23%	24%	28%
Self-understanding	18%	29%	22%	19%	22%	22%	23%
Understanding of others	20%	20%	21%	16%	22%	26%	24%
Creativity ***	15%	42%	20%	14%	23%	18%	4%
Writing ability ***	13%	19%	24%	10%	12%	16%	34%
Public speaking ability ***	13%	4%	13%	9%	14%	12%	25%
Self-confidence (social) ***	12%	16%	12%	9%	23%	14%	23%
Spirituality	13%	19%	10%	11%	8%	10%	11%
Computer skills ***	4%	6%	10%	23%	3%	5%	5%
Popularity ***	6%	3%	8%	6%	11%	12%	22%
Artistic ability ***	5%	55%	9%	4%	4%	11%	3%
Religiousness ***	9%	12%	7%	7%	5%	8%	10%

Note: Shading indicates areas where Cornell freshmen rated themselves more frequently as being in the “highest 10%” when making a comparison by college. * $p < .05$; ** $p < .01$; *** $p < .001$.

When compared to both Norm Group 2 and 3 respondents, Cornell freshmen rated themselves as being in the “highest 10%” less frequently in 16 out of the 21 selected areas, while students from Norm Group 2 tended to rate themselves most highly in 16 out of the 21 areas (see Table 2, Appendix B Table 11).

Table 2: Percentage of Incoming Freshmen Rating Self “Highest 10%” - Norm Group Comparison

Activity	Cornell	Norm Group 2	Norm Group 3
Academic ability ***	44%	55%	54%
Drive to achieve ***	43%	50%	56%
Persistence ***	31%	34%	31%
Mathematical ability *	30%	30%	31%
Leadership ability ***	24%	30%	26%
Self-confidence (intellectual) ***	24%	32%	29%
Competitiveness ***	23%	29%	25%
Physical health ***	23%	25%	21%
Cooperativeness ***	22%	26%	26%
Emotional health ***	21%	26%	23%
Self-understanding ***	21%	26%	25%
Understanding of others ***	20%	25%	22%
Creativity **	18%	19%	21%
Writing ability ***	17%	24%	22%
Public speaking ability ***	13%	20%	18%
Self-confidence (social) ***	13%	19%	15%
Spirituality ***	11%	15%	14%
Computer skills ***	9%	9%	10%
Popularity ***	8%	12%	8%
Artistic ability ***	8%	9%	11%
Religiousness ***	7%	11%	10%

Note: Shading indicates areas rated more frequently when making a comparison by Norm Groups. ** $p < .01$; *** $p < .001$

Cornell incoming freshmen were asked an additional set of supplemental questions (see Appendix A Table 12c). Freshmen self-ratings for “acquire new skills and knowledge on my own,” and “think analytically and logically” showed gender differences. Males were more likely than females to indicate self-ratings of “excellent” in these two areas. On the other hand, females were more likely to indicate self-ratings of “excellent” in “identify moral and ethical issues.”

Differences by race show that white students were more likely than their counterparts to indicate self-ratings of “excellent” in “acquire new skills and knowledge on my own.” URM students were more likely than their peers to indicate self-ratings of “excellent” in “relate to people of diverse background,” “identify moral and ethical issues,” and “function effectively as a member of a team.”

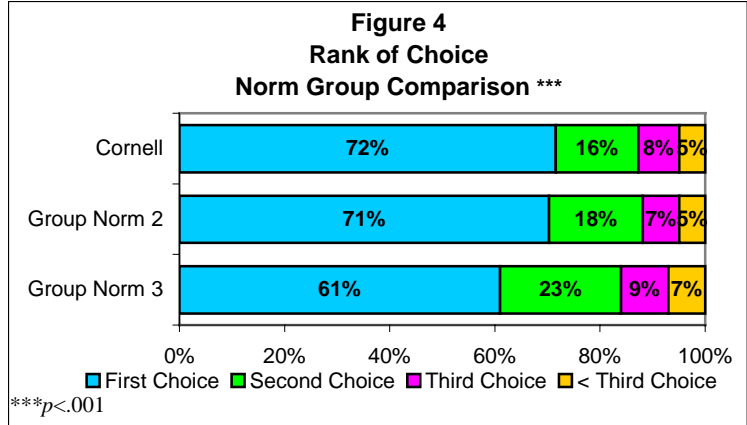
Significant differences by college affiliation were evident as well. ENG students were more likely than their counterparts to indicate self-ratings of “excellent” in “think analytically and logically.” They were also less likely to indicate “excellent” self-ratings in “relate to people of diverse background,” “identify moral and ethical issues,” and “function effectively as a member of a team” (see Appendix A Table 12d).

THE COLLEGE ATTENDANCE DECISION

Rank of College Choice

Almost three-quarters of Cornell respondents are attending their school of first choice (see Figure 4).

Significant differences by gender and race are apparent in this area (see Appendix A Table 13a). Females were more likely than males to indicate that Cornell was their school of first choice (73% vs. 71%). Similarly, whites were more likely than students from other races to indicate the same (79% vs. 55% for Asian American, 74% for URM, 68% for multiracial, and 51% for international students).



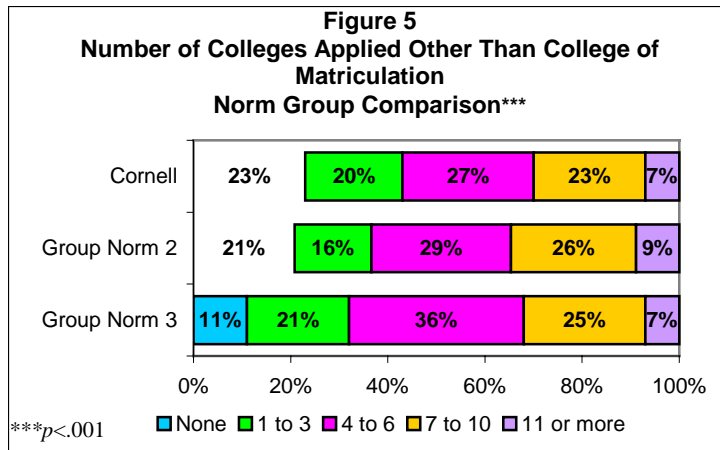
Differences exist across colleges as well. ALS, HE and HO students were more likely than students at other colleges to report that Cornell was their college of first choice (85%, 85% and 87% respectively), while A&S and ENG were less likely to indicate the same (64% and 63% respectively) (see Appendix A Table 13b).

In 2001 Cornell and Norm Group 2 institutions attracted a larger share of first-time freshmen who are attending their school of first choice (72% and 71% respectively) than institutions in Norm Group 3 (61%) (see Figure 4) (see Appendix B Table 12).

Number of Colleges Applied for Admissions

Survey respondents were asked to indicate the number of colleges to which they applied for admission for 2001. Nearly one out of four Cornell freshmen (23%) reported that Cornell was the only institution to which they applied.

There were no significant gender differences; however, there were race and college differences in this area. White students were more likely (28%) than any other group to report that Cornell was the only institution to which they applied; while international students were less likely to indicate the



same (11%). On the other hand, Asian American (42%) and multiracial students (40%) were more likely than their peers to indicate that they applied to seven or more institutions (see Appendix A Table 14a).

Results by college show that HO students were more likely to indicate that Cornell was the only institution to which they applied (38%), while ENG and ILR were the least likely to indicate the same (17%) (see Appendix A Table 14b).

When compared with their peers at other institutions, Norm Group 3 freshmen were less likely than Cornell and Norm Group 2 respondents to indicate that their respective institution was the only college to which they applied (11% vs. 23% and 21% respectively) (see Figure 5 and Appendix B Table 13).

Distance of College from Home

Most Cornell survey respondents come from permanent homes that are between 100 and 500 miles from campus (60%). There are no significant differences by gender; however, differences exist by race and college affiliation. White students were more likely to indicate that their permanent homes are between 100 and 500 miles from campus (65% vs. 60% for Asian Americans, 54% for URM, 48% for multiracial, and 21% for international students). Understandably, most international students indicated that their permanent home is more than 500 miles away (80% vs. 25% for white, 34% for Asian American, 43% for URM students and 42% for multiracial students) (see Appendix A Table 15a).

As would be expected, results by college show that students enrolled in ALS, HO and ILR were more likely to indicate that their permanent homes are between 100 and 500 miles from campus (64%, 69%, and 67% respectively). On the other hand, students enrolled in AAP, A&S, ENG and HE were more likely to indicate that their permanent home is more than 500 miles away (45%, 36%, 39%, and 38% respectively) (see Appendix A Table 15b).

The proportion of Cornell incoming freshmen coming from permanent homes that are between 100 and 500 miles from campus is significantly different than those for Norm Group 2 and 3 (60% vs. 33% and 37% respectively). Only 32% of Cornell freshmen indicated that their permanent home is more than 500 miles away, contrasting with those of Norm Group 2 and 3 (49% and 41% respectively) (see Appendix B Table 14).

EXPECTATIONS OF COLLEGE AND BEYOND

Education Objectives

When asked what is the highest academic degree they intend to obtain from any institution, over 92% of 2001 Cornell incoming freshmen reported they plan to earn a master's degree or higher. There were differences by type of degree: 34% of Cornell incoming freshmen intend to obtain a master's degree; 29% intend to obtain a Ph.D or Ed.D degree, 19% plan to obtain a medical degree, and 8% intend to obtain a law degree.

There were significant differences when analyzing Cornell freshmen responses by gender, race/ethnicity and college affiliation (see Appendix A Tables 18a and 18b). Females (25%) were more likely than males (13%) to report they plan to earn a medical degree, while males were more likely to report they plan to obtain a master's degree (38% vs. 30% for females), or Ph.D. or Ed.D. degree (31% vs. 28% for females).

International students were more likely than their peers to report they plan to earn a master's degree, and less likely to indicate a medical degree. On the other hand, URM students were more likely to report they plan to obtain a medical degree. Results by college affiliation show that AAP and HE students were more likely than their counterparts to indicate they plan to earn a master's degree (56% and 58% respectively). ENG students were more likely than their peers to report they plan to obtain a Ph.D. or Ed.D. degree (39%). ILR students were more likely than their peers to report they plan to obtain a law degree (52%).

Approximately 29% of Cornell respondents indicated that their highest degree planned would be obtained at Cornell. Females (31%) were more likely than males (26%) to report they plan to earn a master's degree or higher at Cornell. Similarly, URM students were more likely to report the same (36%), while international students were less likely (25%). Results by college affiliation show that ENG students were more likely (40%) than their peers to indicate they plan to earn a master's degree or higher at Cornell, while ILR students were less likely (10%) to indicate the same.

Norm group comparisons show that incoming freshmen from Norm Group 3 were more likely to report they plan to earn a master's degree or higher (94% vs. 92% for Cornell and 93% for Norm Group 2). Similarly, Norm Group 3 freshmen (30%) were more likely than Cornell (29%), and Norm Group 2 students (23%) to report they plan to earn a master's degree or higher at their respective institution (see Appendix A Table 16 and 17).

Career and Life Objectives

The CIRP freshmen survey gathers information about the importance respondents place on several career and life objectives (see Appendix A Table 19a). The top three objectives ranked "essential or "very important" by 2001 Cornell incoming freshmen were "raising a family" (68%), "being well off financially" (66%), and "becoming an authority in my field" (63%). Less than 20% of students gave a high level of importance to "writing original works," "creating artistic work" and "achieving in performing arts."

Significant differences were found when analyzing results by gender (see Appendix A Table 19a). Career and life objectives reported “essential or “very important” in which there were at least five percentage points difference include:

- Helping others in difficulty (67% for females and 55% for males).
- Integrating spirituality into life (38% for females and 31% for males).
- Participating in a community action program (30% for females and 22% for males).
- Achieving in performing arts (17% for females and 12% for males).
- Being well off financially (68% for males and 63% for females).
- Keeping up to date with political affairs (43% for males and 37% for females).
- Having administrative responsibility for the work of others (41% for males and 34% for females).
- Making a theoretical contribution to science (35% for males and 28% for females).
- Influencing the political structure (25% for males and 19% for females).
- Be successful in own business (41% for males and 36% for females).

There were also significant differences across race in the importance students placed on career and life objectives. When compared to students of other races, URM students were more likely to indicate “essential or “very important” in most career/life objectives presented in Appendix A Table 19a.

As presented in Table 3, significant differences were also evident when examining life/career objectives by college (see Appendix A Table 19b). Responses by college reveal a match between personal interests and choice of undergraduate college. This may indicate that freshmen had opportunities to explore their personality, values, skills and career interests prior to matriculating in college, and use these preferences in their choice of college decision-making process. To illustrate this point, the following are career and life objectives where a larger proportion of freshmen (by college affiliation) indicated a goal was “very important” or “essential.”

- ALS students were more likely to believe that becoming involved in programs to clean up the environment was “very important” or “essential” to them.
- AAP students believed that becoming an authority in their field and creating artistic work was “very important” or “essential” to them.
- A&S students were more likely to indicate that writing original works was “very important” or “essential” to them.
- ENG students were more likely to indicate that making a theoretical contribution to science was “very important” or “essential” to them.
- HE students were more likely to report that raising a family was “very important” or “essential” to them.
- HO students believed that helping others in difficulty was “very important” or “essential” to them.
- ILR students were more likely to indicate that being well off financially, and becoming a community leader was “very important” or “essential” to them.

Table 3: Percent of Freshmen Indicating Objective as “Very Important” or “Essential” by College

Life/Career Objective	ALS	AAP	A&S	ENG	HE	HO	ILR
Becoming an authority in my field **	57%	75%	64%	59%	70%	62%	63%
Helping others in difficulty ***	64%	54%	61%	53%	66%	77%	66%
Obtain recognition from colleagues **	47%	62%	56%	54%	66%	55%	61%
Raising a family *	65%	63%	66%	67%	79%	78%	69%
Being well off financially ***	61%	57%	60%	69%	79%	66%	80%
Keeping up to date with political affairs ***	33%	34%	48%	31%	35%	43%	61%
Developing a meaningful philosophy of life ***	49%	58%	61%	48%	38%	56%	54%
Having administrative responsibilities for the work of others ***	30%	28%	30%	36%	68%	45%	66%
Becoming a community leader ***	32%	32%	33%	26%	48%	43%	54%
Influencing social values ***	33%	32%	34%	21%	34%	45%	51%
Making a theoretical contribution to science ***	35%	4%	32%	46%	7%	20%	8%
Becoming successful in own business ***	36%	56%	29%	37%	73%	35%	46%
Helping to promote racial understanding **	29%	30%	34%	27%	36%	40%	39%
Participating in a community action program ***	27%	22%	26%	17%	28%	36%	33%
Integrating spirituality into my life *	36%	33%	35%	31%	31%	40%	38%
Influencing the political structure ***	17%	24%	26%	15%	19%	25%	41%
Becoming involved in programs to clean up the environment ***	34%	27%	19%	17%	20%	16%	15%
Writing original works ***	16%	17%	24%	11%	5%	13%	17%
Creating artistic work ***	13%	62%	17%	7%	11%	19%	10%

Note: Shading indicates life/career objective where a larger proportion of freshmen indicated “very important” or “essential.”

** $p < .01$; *** $p < .001$.

Norm group comparisons reveal that raising a family was the top life objective indicated by the largest concentration of Cornell and Norm Group 2 and 3 respondents (see Table 4). Cornell and Norm Group 2 freshmen were more likely than freshmen from Norm Group 3 to indicate that being well off financially was “very important” or “essential” to them personally. Cornell respondents were also more likely than freshmen from Norm Groups 2 and 3 to indicate that being successful in own business, and making a theoretical contribution to science was “very important” or “essential” to them personally (see Appendix B Table 18).

Table 4: Percent of Freshmen Indicating Objective as “Very Important” or “Essential”- Norm Group Comparison

Career/Life Objective	Cornell	Norm Group 2	Norm Group 3
Raising a family ***	68%	73%	69%
Being well off financially ***	66%	66%	61%
Helping others in difficulty ***	61%	68%	64%
Being successful in own business ***	38%	36%	29%
Becoming a community leader ***	34%	44%	36%
Making theoretical contribution to science ***	31%	21%	27%

Note: Shading indicates life/career objective where a larger proportion of freshmen indicated “very important” or “essential.” *** $p < .001$.

Academic Expectations

When asked to rate the likelihood of experiencing certain academic situations at Cornell, most freshmen indicated the following: expect to get a bachelor’s degree (82%), make at least a “B” average (56%), and be satisfied with Cornell (54%). There were not major differences by gender in these areas; however, differences were evident across race. International students were more likely than their counterparts to indicate a “very good” chance of getting a bachelor’s degree, while white students were least likely to indicate the same. Multiracial and URM students were more likely to indicate a “very good” chance of make a “B” average. URM students were more likely to expect to be satisfied with Cornell, while international students were less likely to expect the same (see Appendix A Table 20a).

There were significant differences across colleges as well (see Table 5 and Appendix A Table 20b). AAP students were more likely than their peers to indicate a “very good chance” of getting a bachelor’s degree and graduating with honors. A&S students were more likely than their peers to report a “very good chance” of making a “B” average, and changing major field or career choice. On the other hand, HE students were less likely than their peers to expect to get a bachelor’s degree, make a “B” average, graduate with honors, and change major field or career choice. Similarly, HO students were less likely to expect to be satisfied with this college, and graduate with honors.

Table 5: Percent of Freshmen Rating Chances of Academic Situation Occurring as “Very Good” by College

Academic Situation	ALS	AAP	A&S	ENG	HE	HO	ILR
Get a bachelor’s degree *	82%	89%	85%	80%	74%	75%	79%
Make at least a “B” average	57%	57%	59%	57%	45%	54%	56%
Be satisfied with this college	55%	56%	56%	53%	54%	49%	56%
Graduate with honors ***	24%	28%	26%	21%	16%	16%	18%
Change major field ***	14%	12%	29%	9%	6%	10%	13%
Change career choice ***	16%	12%	29%	10%	7%	17%	14%

Note: Lighter shading indicates areas where Cornell freshmen rated corresponding academic situation more frequently. Darker shading indicates areas where Cornell freshmen rated corresponding academic situation less frequently.

* $p < .05$; *** $p < .001$.

Norm group comparisons show that 2001 Cornell incoming freshmen were significantly less likely to indicate a “very good chance” for any of the academic situations presented in Table 6 (see Appendix B Table 19).

Table 6: Freshmen Rating Chances of Academic Situation Occurring as “Very Good”- Norm Group Comparison

Academic Situation	Cornell	Norm Group 2	Norm Group 3
Get a bachelor’s degree ***	81%	85%	86%
Make at least a “B” average ***	56%	68%	70%
Be satisfied with this college ***	54%	70%	64%
Communicate regularly with professors ***	37%	47%	46%
Graduate with honors ***	23%	27%	31%
Change major field ***	18%	22%	18%
Change career choice ***	18%	24%	20%

Note: Lighter shading indicates areas where freshmen rated corresponding academic situation more frequently. Darker shading indicates areas where freshmen rated corresponding academic situation less frequently.

*** $p < .001$.

Seeking Personal Counseling

About six percent of Cornell freshmen indicated a “very good chance” and 24% indicated “some chance” of seeking personal counseling while in college. Gender and race differences were apparent in this area. Females were more likely than males to anticipate seeking personal counseling while in college. Similarly, URM students were more likely than their peers to indicate the same. There were no significant differences by college in this area. (see Appendix A Tables 20a and 20b).

Norm group comparisons show that the proportion of Cornell students indicating a “very good chance” of seeking personal counseling is similar to the percentage for Norm Groups 2 and 3 (6% vs. 7% for Norm Group 2; 6% for Norm Group 3) (see Appendix B Table 19).

In attempting to determine the relationship between seeking personal counseling while in college and all six activities depicted in Figure 2 (see page 5), correlations were computed between these variables. The hypothesis was that if frequent participation in these activities during the last year of high school was exhibited, higher chances of seeking personal counseling while in college would also be exhibited. Only one significant correlation was evident from among these variables. A Pearson correlation indicated a strong relationship between feeling overwhelmed during the last year of high school and seeking personal counseling while in college. Approximately 42% of incoming Cornell freshmen who indicated frequently feeling overwhelmed by all they had to do during the last year of high school reported “some” or “very good chance” of seeking counseling while in college, compared with 19% of those who reported “not feeling overwhelmed at all.” Findings are similar for Norm Group 2 and 3.

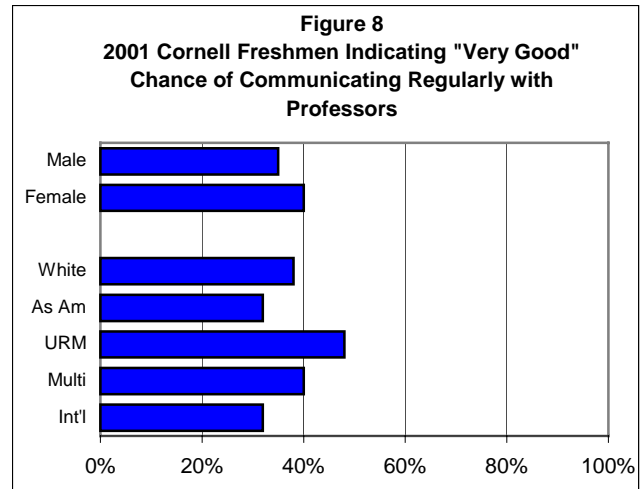
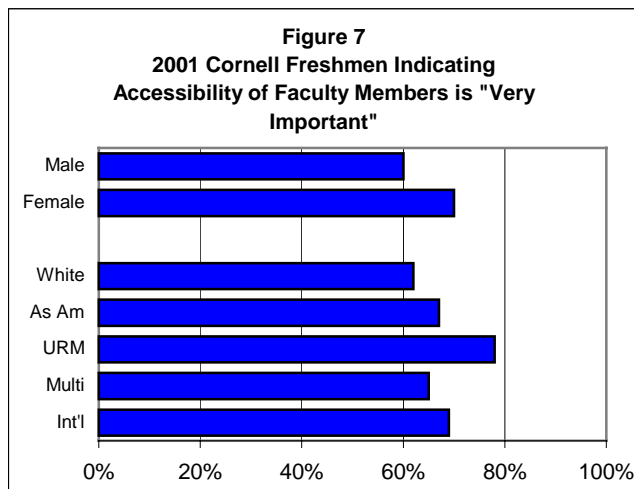
Faculty Interaction and Academic Advising

Cornell asked a set of supplemental questions regarding teaching and advising, for which there are no norm group comparisons (Appendix A Table 24a). Findings indicate that most freshmen (73%) believe Cornell should place “a great deal” of emphasis on teaching undergraduates. Similarly, most incoming freshmen (65%) believe that accessibility to faculty members will be “very important” to the outcomes of their undergraduate experience at Cornell (Appendix A Table 23a). However, when asked to rate the chances of communicating regularly with professors, only 37% of Cornell freshmen indicated a “very good chance” (Appendix A Table 20a).

Females were more likely to believe accessibility to faculty members will be “very important” to the outcomes of their undergraduate experience at Cornell (70% vs. 60% for males). Similarly, URM students were more likely (78%); while white students were less likely (62%) to believe the same (see Figure 7). There were not significant differences by college affiliation in this area.

Females were more likely than males to indicate a “very good chance” of communicating regularly with professors (40% vs. 35% for males). URM students were more likely (48%), while international students were less likely (32%) to note the same (see Figure 8).

There were differences by college affiliation as well. ILR students were more likely (46%) to indicate a “very good chance” of communicating regularly with professors, while HE students were less likely (32%) to report the same.



Academic advising is another area of high expectation for incoming freshmen. When asked how important students believe academic advising will be to the outcomes of their undergraduate education, the majority of Cornell incoming freshmen (52%) indicated “very important.” Correspondingly, 61% of respondents indicated that Cornell should place “a great deal” of emphasis on this area.

There were significant differences across gender, race and college affiliation in the level of importance placed on academic advising. Females were more likely than males to place a high level of importance on academic advising (60% vs. 43%). Likewise, URM students were more likely (68%) than whites (47%) to indicate the same. HO students (57%) were more likely to place a high level of importance on academic advising, and AAP students were less likely to indicate the same (46%) (see Appendix A Table 23a and 23b).

Sense of Community and Residential Life

Almost half of Cornell incoming freshmen (46%) reported that a sense of community on campus will be “very” important to the outcomes of their undergraduate education. Females gave higher importance than males to this area (53% vs. 39%). There were no significant differences by race; however, there were differences by college affiliation. HO students were more likely (59%) to express this belief; while ENG students were less likely to express the same (38%) (see Appendix A Tables 23a and 21b).

When asked how much emphasis should Cornell place on quality of residential life, 66% of incoming freshmen reported “a great deal.” Females were more likely to indicate this response (72% vs. 61% for males). Similarly, URM students were more likely than their counterparts to report high rankings in this area (77%), while international students were less likely to do the same (61%). There were not significant differences by college affiliation (see Appendix A Table 24a and 24b).

Interest in Extracurricular Activities

Approximately 11% of first-time Cornell incoming freshmen indicated there was a “very good chance” of joining a social fraternity or sorority. There were no difference by gender; however, race differences were evident. White, multiracial, and URM students were more likely to express this intent (14%, 13% and 10% respectively); while Asian American and international students were less likely (3%). Significant differences were evident as well across colleges. ILR and HE students were more likely to expect to join a fraternity or sorority (21% and 18% respectively); while AAP and ENG students were less likely to indicate the same (3% and 7% respectively) (see Appendix A Tables 20a and 20b).

Approximately 6% of Cornell incoming freshmen indicated a “very good chance” of participating in student government. There were no significant differences by gender or race; however, there were differences by college affiliation. ILR students were most likely than their peers to expect participation in student government, while AAP was least likely.

When compared to their peers at other institutions, Cornell freshmen were more likely to indicate a “very good chance” of joining a social fraternity or sorority (11% vs. 9% for Norm Group 2 and 8% for Norm Group 3). On the other hand, Cornell freshmen were less likely to indicate a “very good chance” of participating in student government (6% vs. 9% for Norm Group 2 and 10% for Norm Group 3) (see Appendix B Table 19).

POLITICAL AND SOCIAL VIEWS

Viewpoint on Political and Social Issues

The CIRP survey gathers information about how incoming freshmen view several political and social issues (see Appendix A Table 22a). Selected findings are presented below.

Approximately 86% of Cornell incoming freshmen “agree” or “strongly agree” that the federal government should do more to control the sale of guns. Females were more likely to indicate this response (90% vs. 80% for males). Similarly, HO students were more likely (96%), while ENG students were less likely (82%) than their peers to indicate the same.

Only 43% of Cornell freshmen “agree” or “strongly agree” that the death penalty should be abolished. Males were less likely than females to hold this belief (40% vs. 46%). URM students were also more likely than their peers to believe the same (51%), while Asian American students were less likely (33%). A&S students were more likely (51%) than their counterparts to believe that the death penalty should be abolished, while students in HE were less likely (28%) to report the same.

Approximately two out of three Cornell freshmen (63%) believe that employers should be allowed to require drug testing of employees or job applicants. Females were more likely to agree with this statement (66% vs. 61%). Similarly, international students were less inclined to believe the same (52%). There were not significant differences by college affiliation in this area.

When asked their views on the legalization of marijuana, 44% of Cornell freshmen “strongly agree” or “agree” with this view. Females were less likely to agree (40% vs. 48% for males). Likewise, international students were less likely to agree with the idea of legalization of marijuana (29%), while whites were more likely to agree (50%). Findings by college affiliation in this area reveal that HE students were most likely to agree with the view of legalization of marijuana (59%), while ENG students were least likely (36%).

Only 11% of Cornell freshmen agree with the statement, “it is important to have laws prohibiting homosexual relationships.” In the same way, at least three out of four of Cornell freshmen (76%) believe that same-sex couples should have the right to legal marital status. Females were more likely than males to hold these beliefs. Similarly, white students were more likely to agree with these views. College differences show that HO students were more likely to agree with this idea (82%), while AAP students were less likely to agree (69%).

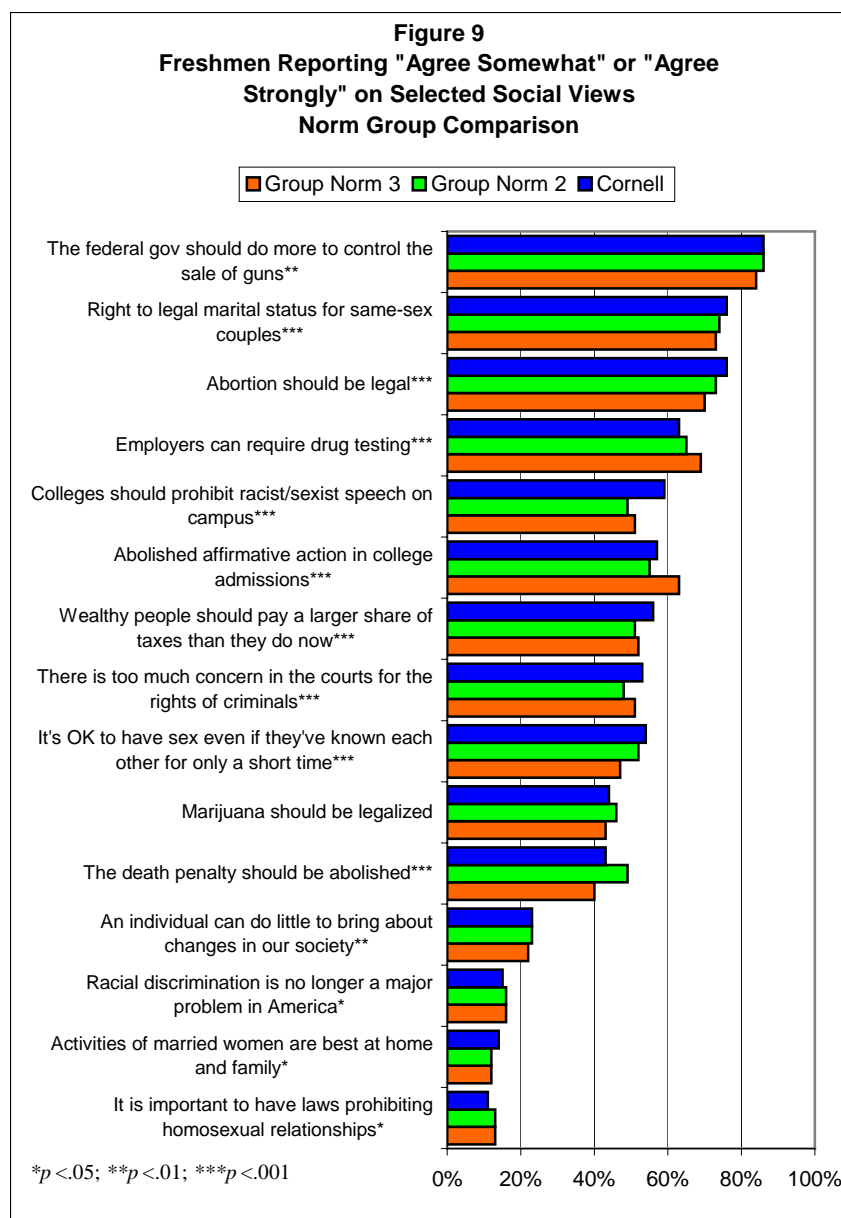
Norm group comparisons reveal that Cornell incoming freshmen were more likely than their peers at other institutions to “agree” or “strongly agree” with the following views (see Figure 9 and Appendix B Table 21):

- There is too much concern in the courts for the rights of criminals.
- Same-sex couples should have the right to legal marital status.
- Abortion should be legal.

- If two people really like each other, it is all right to have sex even if they've known each other for only a short time.
- Wealthy people should pay a larger share of taxes than they do now.
- Colleges should prohibit racist/sexist speech.
- Activities of married women are best confined to the home.

Cornell freshmen were less likely than their peers at other institutions to “agree” or “strongly agree” with the following views:

- Employers should be allowed to require drug testing of employees or job applicants.
- It is important to have laws prohibiting homosexual relationships.
- Death penalty should be abolished.



Views on Race

Only 15% of 2001 Cornell incoming freshmen agreed or strongly agreed with the notion, “racial discrimination is no longer a major problem in America.” Females were less likely than males to agree with this statement (13% vs. 18%). Similarly, when compared to students of other races, URM, multiracial and Asian American students were less likely to agree (10 % for URM, 11% for multiracial, and 13% for Asian American students, compared to 16% for white and 19% for international students). There were significant differences by college affiliation as well. HO students were less likely to agree (8%), while HE students were more likely to agree with this notion (24%) (see Appendix A Tables 22a and 22b).

This racial awareness however, is not reflected in the percentage of entering Cornell freshmen who are committed to helping promote racial understanding. When asked how important it is to the student personally to help promote racial understanding, only 33% of incoming freshmen indicated “essential” or “very important.” URM students were more likely to report a greater level of commitment (53%), while white students were less likely (27%). Similarly, when asked their views on colleges prohibiting racist/sexist speech on campus, only 59% of Cornell freshmen agreed with this concept. Females were more likely than males to hold this view (64% vs. 54% for males). Likewise, international students were more likely (77%), while white students were less likely (55%) to believe the same (see Appendix A Tables 19a and 22a).

When asked how much emphasis Cornell should place on a racially/ethnically diverse student body, 51% reported a “great deal.” However, only 40% of Cornell freshmen strongly agreed that the “Cornell experience should include gaining a better understanding of the role of race and racism in American life.” Moreover, only 22% of incoming Cornell freshmen strongly agreed with the statement, “Before graduating every Cornell student should complete a course about diversity in the U.S.” (see Appendix A Tables 24a and 25a).

Females were more likely than males to believe that Cornell should place a “great deal” of emphasis on a racially/ethnically diverse student body, and more likely to agree with the statements, “The Cornell experience should include gaining a better understanding of the role of race and racism in American life,” and “Before graduating every Cornell student should complete a course about diversity in the U.S.” Similarly, URM students were more likely than their peers of other races to believe the same (see Appendix A Tables 24a and 25a).

A comparison of norm group results shows that Norm Group 2 freshmen were slightly more likely to agree with the notion, “racial discrimination is no longer a major problem in America” (16% for Norm Group 2 vs. 15% for Cornell and Norm Group 3). When asked how important it is to the student personally to help promote racial understanding, Cornell freshmen were less likely to indicate “very important” or “essential” (33% vs. 41% for Norm Group 2 and 37% for Norm Group 3). Despite this lower commitment to help promote racial understanding, Cornell freshmen were more likely to agree with the concept of colleges prohibiting racist/sexist speech on campus (59% vs. 49% for Norm Group 2 and 51% for Norm Group 3) (see Appendix B Tables 18 and 21).