

Executive Summary

2000 Cooperative Institutional Research Program (CIRP) Freshman Survey

For nearly three decades, Potsdam College has participated in the Cooperative Institutional Research Program (CIRP) Freshman Survey. In 2000, Potsdam freshmen completed the survey during the summer orientation sessions in July. A total of 574 freshmen completed the survey representing a response rate of 80.3%.

Summaries of the student responses to the survey items are provided in Tables 1 through 9 (attached). Each table provides responses for the past five years (1996-2000). In addition, a summary of the responses to a series of local items included in the 1998, 1999, and 2000 versions of the CIRP Survey are shown in Tables 10 and 11.

Using the data provided by the survey responses, the following description represents a composite profile of the “typical” 2000 Potsdam College freshman.

The typical 2000 Potsdam freshman is an eighteen year old female. She comes from a rural community or small town (population less than 20, 000) located about 250 miles from Potsdam. Her family has a median annual income of approximately \$60,000. It is unlikely that other members of her immediate family (parents or siblings) have attended SUNY-Potsdam.

The typical freshman earned a “B+” average in high school. She studied about three to five hours per week during her last year in high school. She expects to devote approximately 13 hours per week to studying during her freshman year. She also anticipates working six to ten hours per week as a freshman. She believes she will obtain at least a Bachelor’s degree and will likely attend graduate school.

Factors that were very important in her decision to attend college include: learning more about the things that interest her; training for a specific career, and the ability to get a better job. Potsdam is her first choice of college. Reasons of great importance to her in choosing Potsdam include: the academic reputation of the College, the ability of graduates to get good jobs, the low tuition, and the size of the College. Although she has already made a career choice, she is as likely to change that choice as not.

She has frequently used a personal computer to communicate via e-mail and to do research or homework on the Internet

When examining the responses to the survey items over the last five years, the Potsdam freshman has, in general, changed very little. However, there are a number of areas in which change is noted. With respect to self-reported high school grades, the percentage of students in the “B” grade range increased for fall 2000 (Table 1).

After showing a gradual increase from 1996-1999, the level of freshman self-confidence (both intellectual and social) decreased rather significantly (Table 4). Freshman self-ratings of their writing and public speaking abilities also decreased this year after slight increases in 1998 and 1999 (Table 4). Students self-ratings of physical health show a decrease this year as well (Table 4).

As shown in Table 6, personal computer use by incoming freshmen has increased substantially since 1996. The percentage of students using e-mail and the Internet has also increased considerably compared to last year.

Interesting differences between our freshman cohort and our peer institutions are also present. Most notably, the distance from home for our students is significantly higher than that of their peers.

Potsdam freshmen rate themselves lower on their drive to achieve, physical health, popularity, and intellectual and social self-confidence than students at our peer institutions. Typically, females students rate themselves lower than their male counterparts in these categories, but Potsdam female students rank themselves much lower than their female peers at other institutions.

The percentage of students who drank beer, wine or liquor during their senior year is higher than that of both our peer institutions and other four-year colleges.

Potsdam freshmen rate themselves higher than their peers on artistic ability and creativity. They also perform more volunteer work than their counterparts.

Cooperative Institutional Research Project (CIRP)
Freshman Survey
1996-2000

Table 1
Profile of Entering Freshmen

	Survey Year				
	1996	1997	1998	1999	2000
Number of Respondents	531	214	279	597	574
% of Freshmen Completing Survey	66.5	29.6	43.5	79.0	80.3
Gender of Respondents (%)					
Female	56.9	68.7	59.5	61.5	59.1
Male	43.1	31.3	40.5	38.5	40.9
Self-Reported Average Grade in High School					
A- to A+	23.5%	27.9%	28.9%	31.4%	30.5%
B- to B+	68.6%	65.5%	64.2%	59.5%	65.4%
C to C+	7.9%	6.6%	6.5%	9.0%	4.0%
Less than C	0.0%	0.0%	0.4%	0.0%	0.0%
Miles from Home to College					
5 or less	1.0%	1.4%	1.8%	3.0%	2.1%
6 to 10	1.0%	2.4%	2.5%	3.7%	3.0%
11 to 50	11.5%	12.0%	14.5%	15.9%	13.1%
51-100	8.8%	11.5%	12.0%	11.8%	10.8%
101-500	72.5%	67.5%	62.5%	60.3%	66.9%
More than 500	5.4%	5.3%	6.5%	5.2%	4.1%
Is Potsdam College Your:					
First choice	67.5%	64.3%	69.2%	69.6%	72.5%
Second choice	25.5%	25.7%	23.9%	25.0%	21.1%
Third choice	4.0%	8.1%	4.7%	3.2%	4.2%
Less than third choice	3.0%	1.9%	2.2%	2.2%	2.3%

Table 2
Parental Profile

	Survey Year				
	1996	1997	1998	1999	2000
Parental Status					
Both alive and living with each other	70.1%	68.9%	67.8%	73.1%	69.2%
Both alive, divorced or living apart	25.1%	25.5%	28.3%	22.2%	27.8%
One or both deceased	4.7%	5.7%	4.0%	4.7%	3.0%
Estimated Parental Income Last Year					
Less than \$20,000	14.6%	12.3%	14.4%	10.0%	8.2%
\$20,000-\$39,999	26.3%	29.4%	23.9%	20.0%	20.2%
\$40,000-\$59,999	22.9%	27.3%	25.0%	25.9%	23.2%
\$60,000-\$99,999	24.9%	24.7%	27.3%	31.0%	31.4%
\$100,000 or more	11.0%	6.1%	9.5%	13.0%	16.9%
Father's Educational Background					
Less than high school graduate	6.5%	3.4%	6.6%	6.8%	6.0%
High school graduate	26.8%	27.3%	34.5%	31.3%	31.3%
Some college or postsecondary other than college	18.8%	19.2%	14.2%	17.3%	16.4%
College degree	28.5%	33.5%	26.9%	24.8%	29.5%
Some graduate school or graduate degree	19.5%	16.8%	17.8%	19.7%	16.9%
Mother's Educational Background					
Less than high school graduate	3.0%	3.4%	4.7%	4.7%	2.7%
High school graduate	27.3%	33.2%	30.4%	32.1%	29.8%
Some college or postsecondary other than college	20.1%	25.5%	20.6%	17.7%	22.6%
College degree	31.9%	24.0%	27.9%	27.1%	28.6%
Some graduate school or graduate degree	17.7%	14.0%	16.3%	18.3%	16.3%

Table 3
Factors Very Important in Deciding to Attend College and Selecting Potsdam College

	Survey Year				
	1996	1997	1998	1999	2000
Factors Very Important in Deciding to Attend College					
Parents wanted me to go	29.5%	37.1%	30.0%	23.8%	22.1%
Wanted to get away from home	23.6%	24.9%	21.7%	23.7%	30.4%
To be able to get better job	77.9%	75.2%	67.4%	74.0%	73.4%
To gain a general education and appreciation of ideas	61.6%	61.4%	68.1%	63.2%	62.6%
To improve reading and study skills	39.7%	40.7%	44.6%	40.2%	38.5%
To make me a more cultured person	38.4%	43.8%	57.0%	42.0%	43.2%
To be able to make more money	67.0%	65.7%	61.8%	67.4%	69.5%
To learn about things that interest me	78.4%	79.9%	--	78.1%	82.2%
To prepare for graduate or professional school	--	--	48.9%	53.8%	55.1%
Mentor or role model encouraged me	12.2%	21.1%	15.2%	17.0%	12.6%
To get training for specific career ##	--	--	--	75.6%	78.8%
Very Important Reasons in Selecting Potsdam College					
College has very good academic reputation	49.3%	47.1%	49.8%	48.4%	51.7%
College has good reputation for social activities	22.2%	23.8%	20.2%	27.4%	28.6%
I was offered financial assistance	21.6%	30.0%	25.0%	23.4%	29.4%
The College offers special educational programs	28.4%	31.1%	27.9%	31.7%	29.6%
The College has low tuition	47.0%	41.5%	40.2%	35.6%	37.6%
I wanted to live near home	9.1%	11.3%	9.1%	11.9%	8.4%
Not offered aid by first choice	9.1%	9.4%	7.0%	6.9%	5.8%
Graduates gain admission to top graduate and professional schools	23.4%	19.3%	20.7%	23.2%	24.8%
College's graduates get good jobs	46.3%	43.4%	44.0%	44.8%	49.4%
Wanted to go to college about this size	34.9%	41.7%	32.2%	37.6%	35.5%
Rankings in national magazines	4.6%	3.5%	4.0%	3.6%	2.9%

- Question asked for first time in 1999

Table 4
Student Self-Ratings of Traits as Above Average or Top 10%

Trait	Survey Year				
	1996	1997	1998	1999	2000
Academic ability	47.6%	44.5%	52.7%	52.6%	51.1%
Artistic ability	40.1%	37.0%	38.8%	35.7%	36.4%
Computer skills ##	--	--	--	27.4%	30.3%
Competitiveness	40.9%	35.5%	43.0%	45.0%	46.7%
Cooperativeness	68.9%	68.2%	71.4%	70.9%	67.9%
Creativity	55.8%	57.6%	63.2%	66.0%	61.0%
Drive to achieve	56.2%	58.3%	59.8%	58.1%	55.7%
Emotional health	43.3%	48.3%	50.2%	47.1%	41.4%
Initiative	--	--	--	44.8%	42.1%
Leadership ability	48.4%	47.4%	50.2%	54.8%	54.1%
Mathematical ability	29.5%	29.5%	36.1%	30.5%	33.3%
Physical health	40.1%	38.4%	41.9%	49.2%	39.8%
Popularity	26.7%	26.1%	29.2%	40.6%	31.6%
Public speaking ability	30.4%	27.5%	32.5%	38.1%	35.1%
Self-confidence (intellectual)	41.9%	43.6%	52.3%	53.8%	45.5%
Self-confidence (social)	36.4%	35.1%	43.7%	49.7%	41.6%
Self-understanding	45.5%	47.4%	55.5%	54.4%	44.5%
Spirituality	34.7%	37.8%	38.0%	36.2%	35.8%
Understanding of others	64.0%	65.9%	65.0%	64.5%	65.3%
Writing ability	39.1%	41.7%	39.4%	47.1%	41.4%

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- Question asked for the first time in 1999.

Table 5
Objectives Considered Essential or Very Important

	Survey Year				
	1996	1997	1998	1999	2000
Becoming accomplished in one of the performing arts	38.6%	36.8%	35.4%	29.8%	29.8%
Becoming an authority in my field	59.2%	55.2%	54.2%	54.2%	56.0%
Obtaining recognition from my colleagues for contributions to my special field	52.1%	49.0%	49.6%	50.5%	52.3%
Influencing the political structure	14.6%	12.6%	12.8%	15.4%	14.6%
Influencing social values	40.0%	33.8%	29.6%	36.5%	35.8%
Raising a family	64.4%	68.7%	62.2%	65.1%	60.2%
Having administrative responsibility for the work of others	26.5%	25.5%	21.9%	30.3%	26.3%
Being very well off financially	69.5%	65.8%	65.5%	69.0%	66.0%
Helping others who are in difficulty	62.1%	66.8%	58.6%	59.2%	59.4%
Making a theoretical contribution to science	7.6%	9.0%	8.8%	11.5%	11.0%
Writing original works (poems, novels, short stories)	17.2%	20.0%	18.6%	17.5%	21.0%
Creating artistic work (painting, sculpture, etc.)	19.1%	19.5%	15.7%	18.9%	20.0%
Becoming successful in a business of my own	24.0%	23.4%	19.8%	25.3%	26.3%
Becoming involved in programs to clean up the environment	19.6%	20.6%	18.7%	17.2%	17.1%
Developing a meaningful philosophy of life	40.9%	45.2%	42.9%	40.2%	40.6%
Participating in a community action program	21.4%	20.6%	20.5%	20.2%	16.5%
Helping to promote racial understanding	38.1%	38.2%	31.8%	31.4%	31.4%
Keeping up to date with political affairs	29.0%	23.5%	23.4%	23.5%	23.7%
Becoming a community leader	27.5%	28.4%	24.5%	28.1%	23.4%

Integrating spirituality into life	--	--	--	28.7%	33.0%
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Table 6
Activities Engaged in During Past Year

Activity	Survey Year				
	1996	1997	1998	1999	2000
Was bored in class ##	33.8%	38.9%	28.1%	46.5%	40.2%
Studied with other students	84.2%	82.9%	86.0%	83.7%	78.1%
Smoked cigarettes ##	15.7%	12.4%	15.5%	16.4%	12.4%
Drank beer	58.9%	59.2%	55.4%	62.0%	60.5%
Drank wine or liquor	62.3%	66.5%	57.8%	64.6%	67.3%
Felt overwhelmed by all I had to do ##	30.0%	35.4%	31.3%	29.8%	26.6%
Felt depressed ##	10.6%	12.0%	8.3%	9.5%	12.2%
Performed volunteer work	79.2%	81.4%	83.8%	83.6%	83.6%
Asked teacher for advice after class ##	26.3%	31.1%	28.3%	29.0%	32.3%
Overslept and missed class or appointment	36.0%	29.0%	32.1%	36.3%	35.8%
Came late to class	--	--	58.0%	66.4%	64.2%
Checked out a book or journal from the school library ##	--	--	22.0%	22.0%	--
Communicated via e-mail	--	--	49.6%	59.2%	69.9%
Used the Internet for research or homework	--	--	44.0%	61.1%	72.1%
Used a personal computer ##	--	56.0%	--	67.7%	78.7%

- Percentage of students answering frequently; all other items represent percentage answering frequently or occasionally

Table 7
Educational Plans

	Survey Year				
	1996	1997	1998	1999	2000
Highest Degree Planned Anywhere					
Bachelor's	15.8%	11.5%	17.0%	17.6%	11.1%
Master's	56.1%	53.8%	56.0%	55.7%	58.1%
Ph.D. or Ed.D.	19.9%	27.5%	19.9%	19.5%	20.6%
Professional degree (M.D., J.D., D.D.S., etc.)	6.4%	4.9%	4.2%	4.1%	5.5%
Other	1.9%	2.2%	2.8%	3.1%	1.0%
Highest Degree Planned at This Institution					
Bachelor's	72.7%	65.7%	66.9%	65.6%	60.9%
Master's	21.7%	24.8%	25.6%	27.9%	33.8%
Ph.D. or Ed.D.	2.4%	0.7%	2.3%	1.4%	1.3%
Professional degree (M.D., J.D., D.D.S., etc.)	0.6%	0.0%	0.0%	0.6%	0.3%
Other	2.7%	8.7%	3.2%	4.5%	0.5%

Table 8
Student Estimates of Events Occurring While Attending College

Chances Are Very Good That I Will:	Survey Year				
	1996	1997	1998	1999	2000
Change major field	12.5%	9.5%	12.4%	9.9%	12.2%
Change career choice	11.2%	10.5%	11.0%	9.8%	11.0%
Graduate with honors	16.3%	18.7%	20.1%	17.9%	19.7%
Get a job to help pay for college expenses	41.1%	38.3%	44.3%	41.6%	47.4%
Join a social fraternity, sorority, or club	8.7%	8.0%	11.3%	11.3%	3.8%
Play varsity/intercollegiate athletics	12.5%	8.0%	11.4%	15.5%	15.4%
Make at least "B" average	54.3%	49.0%	57.1%	53.1%	60.0%
Need extra time to complete degree requirements	4.9%	7.1%	5.1%	6.4%	3.7%
Get a bachelor's degree	79.9%	66.0%	77.9%	73.5%	75.7%
Transfer to another college before graduating	13.3%	9.0%	12.0%	8.8%	8.4%
Be satisfied with this college	43.3%	40.8%	42.9%	46.2%	45.6%
Participate in volunteer or community service	16.6%	13.1%	15.1%	15.4%	19.4%

Table 9
Weekly Activities During Last Year in High School

Hours/Week Spent On:	Survey Year				
	1996	1997	1998	1999	2000
Studying/Homework					
0-2 hours	33.5%	36.0%	27.6%	44.2%	35.5%
3-10 hours	57.9%	47.8%	58.9%	44.4%	52.4%
11-15 hours	6.4%	9.3%	8.1%	6.6%	7.8%
16-20 hours	1.6%	2.9%	3.7%	2.9%	2.5%
Over 20 hours	0.8%	3.9%	1.8%	2.1%	1.4%
Socializing with Friends					
0-2 hours	5.5%	10.8%	3.7%	7.8%	5.4%
3-10 hours	36.7%	45.8%	38.8%	35.9%	39.5%
11-15 hours	21.0%	12.7%	22.7%	20.8%	17.7%
16-20 hours	14.3%	12.2%	15.4%	14.1%	16.8%
Over 20 hours	22.5%	18.5%	19.4%	21.3%	20.6%
Partying					
0-2 hours	51.7%	62.6%	58.9%	44.4%	47.9%
3-10 hours	35.1%	29.6%	32.3%	35.4%	34.8%
11-15 hours	7.0%	5.8%	3.3%	8.9%	8.0%
16-20 hours	2.7%	1.9%	2.2%	5.2%	3.6%
Over 20 hours	3.5%	0.0%	3.3%	6.2%	
Working for Pay					
0-2 hours	27.2%	34.9%	30.0%	27.5%	24.0%
3-10 hours	21.3%	17.5%	21.7%	16.6%	21.2%
11-15 hours	13.8%	14.1%	12.1%	15.7%	13.0%
16-20 hours	20.2%	16.5%	15.4%	20.7%	18.6%
Over 20 hours	17.5%	17.0%	20.9%	19.5%	23.2%

Table 9 (Con't)
Weekly Activities During Last Year in High School

Hours/Week Spent On:	Survey Year				
	1996	1997	1998	1999	2000
Student Clubs/Groups					
0-2 hours	57.7%	58.5%	60.3%	62.9%	64.5%
3-10 hours	30.8%	32.2%	32.4%	27.9%	27.1%
11-15 hours	5.1%	4.9%	2.9%	4.9%	4.4%
16-20 hours	2.9%	0.5%	2.9%	1.9%	1.6%
Over 20 hours	3.5%	3.9%	1.5%	2.4%	2.4%
Watching TV					
0-2 hours	44.7%	48.0%	40.3%	49.4%	53.5%
3-10 hours	43.3%	42.2%	47.2%	40.6%	38.9%
11-15 hours	7.2%	4.9%	8.1%	5.9%	4.8%
16-20 hours	2.5%	2.9%	1.8%	1.7%	2.0%
Over 20 hours	2.3%	2.0%	2.6%	2.4%	0.9%
Reading for Pleasure					
0-2 hours	68.3%	74.5%	65.4%	74.6%	70.1%
3-10 hours	26.3%	21.1%	29.1%	20.5%	22.7%
11-15 hours	3.1%	2.5%	2.9%	2.2%	3.5%
16-20 hours	1.4%	0.5%	1.8%	1.0%	2.2%
Over 20 hours	1.0%	1.5%	0.7%	1.6%	1.5%
Playing Video Games					
0-2 hours	92.8%	92.7%	86.5%	88.1%	81.5%
3-10 hours	5.7%	5.8%	11.0%	9.5%	14.2%
11-15 hours	0.4%	1.0%	1.1%	0.7%	2.4%
16-20 hours	1.0%	0.0%	1.1%	1.0%	0.7%
Over 20 hours	0.2%	0.5%	0.4%	0.7%	1.3%

Table 10
SUNY- Potsdam Supplemental Questions

How difficult do you expect the transition from high school to college will be for you?			
	1998	1999	2000
Very Easy	5.9%	7.8%	7.3%
Easy	30.0%	25.8%	29.0%
Somewhat difficult	48.0%	51.7%	46.7%
Difficult	11.4%	11.4%	13.4%
Very difficult	4.8%	3.3%	3.6%

How difficult do you expect it will be for you to make new friends at college?			
	1998	1999	2000
Very easy	17.5%	21.7%	24.3%
Easy	58.0%	57.0%	53.9%
Somewhat difficult	21.5%	18.8%	18.2%
Difficult	2.6%	1.4%	3.4%
Very difficult	0.4%	1.0%	0.2%

In comparison to other college freshmen, how would you rate your study skills?			
	1998	1999	2000
Top 10%	4.4%	3.8%	4.8%
Above average	25.9%	24.4%	23.3%
Average	58.8%	59.6%	60.9%
Below average	10.2%	11.1%	10.1%
Lowest 10%	0.7%	1.0%	0.9%

In comparison to other college freshmen, how would you rate your time management skills?			
	1998	1999	2000
Top 10%	4.4%	5.9%	4.1%
Above average	30.0%	22.6%	25.1%
Average	53.8%	59.7%	57.5%
Below average	10.6%	11.5%	13.1%
Lowest 10%	1.1%	0.3%	0.2%

Table 10 (Con't)
SUNY-Potsdam Supplemental Questions

On average, how many hours per week do you expect to devote to studying/homework outside of class during your freshman year?			
	1998	1999	2000
0-5 hours	7.4%	8.4%	6.7%
6-10 hours	34.1%	34.3%	36.7%
11-15 hours	37.0%	37.1%	37.4%
16-20 hours	15.2%	14.0%	14.1%
More than 20 hours	6.3%	6.1%	5.1%

Which of the following best describes your career plans?			
	1998	1999	2000
I have not made a career choice and I am not concerned about making a choice soon.	8.4%	9.6%	6.4%
I have not made a career choice yet and I am concerned about making a choice soon.	9.9%	12.1%	12.7%
I have made a career choice but I am not completely certain I have made the right choice.	33.3%	38.4%	35.5%
I have made a definite career choice and I do not anticipate making a change.	48.4%	39.6%	45.2%

How often do you expect to participate in campus student organizations?			
	1998	1999	2000
Very often	14.3%	14.4%	15.9%
Often	39.6%	37.1%	37.1%
Occasionally	44.3%	45.0%	43.2%
Never	1.8%	3.2%	3.8%

How often do you expect to attend campus cultural events (e.g., concerts, plays, etc.)?			
	1998	1999	2000
Very often	28.1%	29.5%	33.5%
Often	32.8%	31.6%	33.3%
Occasionally	36.1%	32.3%	28.5%

Never	2.9%	6.1%	4.8%
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Table 10 (Con't)
SUNY-Potsdam Supplemental Questions

How often do you expect to use campus athletic facilities for individual or group recreational activities?			
	1998	1999	2000
Very often	25.3%	26.0%	31.4%
Often	35.5%	38.3%	32.4%
Occasionally	33.7%	31.8%	32.9%
Never	5.1%	3.3%	3.4%

How often do you expect to talk with faculty or College staff members on an informal basis?			
	1998	1999	2000
Very often	9.5%	13.2%	13.8%
Often	40.3%	39.1%	48.2%
Occasionally	48.0%	45.6%	36.8%
Never	2.2%	1.4%	1.2%

Compared to your high school grades, do you expect your college grades to be:			
	1998	1999	2000
Higher	45.7%	40.4%	42.8%
About the same	47.6%	53.6%	51.7%
Lower	6.7%	5.3%	5.4%

Table 11
SUNY-Potsdam Supplemental Questions

Which of the following best describes the area in which you lived during high school?		
	1999	2000
Rural area	22.8%	23.9%
Small town (less than 20,000 people)	46.4%	44.4%
Moderate size city (20,000-60,000 people)	21.9%	23.9%
Large city (60,000-100,000 people)	5.6%	5.1%
Urban area (more than 100,000 people)	3.4%	2.8%

If I am having difficulty in a college course, the course instructor will tell me.		
	1999	2000
Strongly agree	13.3%	12.0%
Agree	29.6%	27.6%
Unsure	44.6%	43.0%
Disagree	9.2%	14.8%
Strongly disagree	3.4%	2.6%

My college instructors will teach me the study skills I need to be successful in their courses.		
	1999	2000
Strongly agree	17.1%	13.4%
Agree	29.0%	28.9%
Unsure	34.5%	36.4%
Disagree	16.2%	17.8%
Strongly disagree	3.4%	3.4%

I will have to take more responsibility for my own learning in college than I did in high school.		
	1999	2000
Strongly agree	58.9%	62.0%
Agree	33.0%	29.5%
Unsure	5.1%	5.4%
Disagree	2.5%	2.6%

Strongly disagree	0.5%	0.5%
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Table 11 (Con't)
SUNY-Potsdam Supplemental Questions

My college instructors will be very concerned about how I am doing in their courses.		
	1999	2000
Strongly agree	7.4%	10.5%
Agree	27.5%	26.2%
Unsure	39.4%	37.2%
Disagree	20.4%	19.4%
Strongly disagree	5.3%	6.8%

Have other members of your immediate family (mother, father, sisters, brothers) attended SUNY-Potsdam?		
	1999	2000
Yes	15.5%	16.4%
No	81.1%	80.9%

Do you anticipate working during your freshman year?		
	1999	2000
Yes	65.0%	64.8%
No	32.3%	32.3%

If you plan on working during your freshman year, about how many hours per week do you anticipate working?		
	1999	2000
1-5 hours	16.3%	14.8%
6-10 hours	40.9%	32.7%
11-15 hours	22.9%	30.9%
16-20 hours	15.0%	14.3%
More than 20 hours	5.2%	7.2%