

National Research Study

Addendum by Race/Ethnicity

2010 National Freshman Attitudes Report

Included in this addendum are the findings for the Noel-Levitz 2010 National Freshman Attitudes Report by race/ethnicity for incoming students. These data show the percentage of students within each group that agreed with each item.

The superscript codes (a, b, c, d, and e) indicate greater contrasts between particular groups. For example, the superscript code "a" beside a figure indicates a notable contrast with students who described themselves as Black/African-American.

For a detailed explanation of the statistical processes used to produce these data, please see the end of this document.

For a demographic breakdown of the respondents, please see pages 7 and 8.

To access the main 2010 National Freshman Attitudes Report, visit www.noellevitz.com/freshmanreport.



Noel-Levitz®

All survey items	Black/ African- American	Hispanic or Latino	Asian or Pacific Islander	American Indian or Alaskan Native	White/ Caucasian	OVERALL national percentages
	a	b	c	d	e	
Desire to finish college						
I have a very strong desire to continue my education, and I am quite determined to finish a degree.	95.4% ^d	95.3% ^d	93.9%	91.5% ^{abe}	94.9% ^d	94.9%
I am very strongly dedicated to finishing college—no matter what obstacles get in my way.	95.7% ^d	95.3% ^d	93.7%	90.9% ^{ab}	94.2%	94.5%
I am deeply committed to my educational goals, and I'm fully prepared to make the effort and sacrifices that will be needed to attain them.	92.8% ^{cd}	92.2% ^{cd}	87.8% ^{ab}	87.4% ^{ab}	89.4%	90.4%
Of all the things I could do at this point in my life, going to college is definitely the most satisfying.	91.5% ^{cde}	90.1% ^{cde}	84.1% ^{ab}	83.4% ^{ab}	83.5% ^{ab}	85.9%
I often wonder if a college education is really worth all the time, money, and effort that I'm being asked to spend on it.	19.6% ^e	19.2%	24.8% ^e	19.0%	14.0% ^{ac}	16.5%
I can think of many things I would rather do than go to college.	9.8% ^c	11.8%	16.6% ^{ae}	13.2%	11.4% ^c	11.5%
I wish that society did not put so much pressure on people to go to college, as I'd really rather be doing other things at this point in my life.	10.4% ^c	10.7% ^c	17.9% ^{abde}	11.4% ^c	9.3% ^c	10.3%
I dread the thought of going to school for several more years, and there is a part of me that would like to give the whole thing up.	9.3%	11.0%	13.1% ^e	9.2%	8.1% ^c	9.0%
Attitude toward educators						
The teachers I had in school respected me as a person and treated me fairly.	81.9%	83.8% ^d	83.2%	77.5% ^b	81.9%	81.8%
Most of my teachers have been very caring and dedicated.	78.1%	82.0%	76.5%	77.0%	81.0%	79.9%
I liked my teachers, and I feel they did a good job.	73.7%	78.4%	76.5%	72.9%	77.3%	76.2%
Most teachers have a superior attitude that I find very annoying.	19.7%	17.3%	17.8%	18.9%	15.5%	17.0%
Most of the teachers I had in school were too opinionated and inflexible.	18.2%	18.8%	19.2% ^e	17.8%	14.0% ^c	15.9%
In my opinion, many teachers are more concerned about themselves than they are about their students.	16.5%	13.7%	16.3%	15.0%	12.4%	13.8%

About the racial/ethnic classifications in this addendum

To report their racial/ethnic background, students responded to this item:

I would describe my racial/ethnic origin as:

- Black/African-American Hispanic or Latino
 American Indian or Alaskan Native Multi-ethnic or other ethnic origin
 Asian or Pacific Islander Prefer not to respond
 White/Caucasian

A total of 5,954 students from the overall set of 96,641 students preferred not to respond or reported their ethnicity as "multi-ethnic or other." These students have not been included in the percentages of racial/ethnic groups reported in this addendum.

All survey items	Black/ African- American	Hispanic or Latino	Asian or Pacific Islander	American Indian or Alaskan Native	White/ Caucasian	OVERALL national percentages
	a	b	c	d	e	
Intellectual interests						
Over the years, books have broadened my horizons and stimulated my imagination.	57.3%	54.4%	58.4%	51.9%	56.6%	57.0%
I get a great deal of satisfaction from reading.	48.8%	49.4%	49.5%	47.3%	46.2%	47.8%
I don't enjoy reading serious books and articles, and I only do it when I have to.	44.9%	43.6%	45.7%	39.8%	42.1%	42.7%
Books have never gotten me very excited.	40.6%	41.9%	38.0%	36.6%	39.4%	39.5%
Study habits						
I take very careful notes during class, and I review them thoroughly before a test.	68.2% ^{de}	63.9% ^d	66.8% ^{de}	55.5% ^{abc}	57.4% ^{ac}	60.9%
I study very hard for all my courses, even those I don't like.	61.4%	64.7% ^{de}	64.5% ^{de}	56.1% ^{bc}	56.8% ^{bc}	58.9%
I have developed a solid system of self-discipline, which helps me keep up with my schoolwork.	62.8% ^d	57.4%	57.9%	52.4% ^a	55.8%	57.3%
My studying is very irregular and unpredictable.	35.0%	34.5%	34.1%	31.4%	31.2%	32.7%
When I try to study, I usually get bored and quit after a few minutes.	33.1%	29.5%	30.3%	27.8%	26.6%	28.5%
I have great difficulty concentrating on schoolwork, and I often get behind.	22.5%	26.0%	25.7%	25.7%	20.1%	21.7%
Math and science confidence						
I have a very good grasp of the scientific ideas I've studied in school.	44.1%	43.2%	49.6%	42.5%	47.0%	46.2%
I have a hard time understanding and solving complex math problems.	48.9%	49.0%	41.6% ^d	49.2% ^c	45.1%	46.4%
Math has always been a challenge for me.	47.8% ^c	48.7% ^c	39.7% ^{abd}	47.6% ^c	43.1%	44.8%
I have always enjoyed the challenge of trying to solve complex math problems.	41.2%	41.6% ^a	46.6% ^{de}	36.8% ^c	34.4% ^{bc}	37.2%
I have a very good understanding of general biology (e.g., cell structure, metabolism, genetics, and the circulatory system).	35.9%	35.8%	39.2%	37.0%	35.6%	36.0%
My understanding of the physical sciences is very weak.	29.9%	32.7%	28.9%	30.3%	26.3%	27.8%
Verbal confidence						
I am capable of writing a very clear and well-organized paper.	63.9% ^{cd}	57.3%	54.3% ^{ae}	53.6% ^{ae}	64.1% ^{cd}	63.0%
I pick up new vocabulary words quickly, and I find it easy to use them in my speech and writing.	62.3% ^{bcd}	54.8% ^a	49.9% ^a	51.1% ^a	54.1% ^a	56.4%
I am very good at figuring out the deeper meaning of a short story or novel.	59.6% ^{cd}	53.9%	51.7% ^a	50.9% ^a	52.2%	54.6%
I have difficulty organizing my ideas in a paper, and I tend to make a lot of punctuation and grammar mistakes.	35.9%	40.1% ^a	38.8% ^a	41.4% ^a	30.8% ^{bcd}	33.3%
In English classes, I've had difficulty analyzing an author's style and theme.	27.1%	31.3%	33.6%	30.9%	28.5%	28.4%
Learning new vocabulary words is a slow and difficult process for me.	16.1% ^c	21.6%	26.8% ^{ade}	20.1% ^c	16.8% ^c	17.4%

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	a	b	c	d	e	
Career closure						
I have found a potential career that strongly attracts me.	82.6% ^{cd}	82.9% ^{cd}	73.3% ^{abe}	76.0% ^{ab}	79.5% ^c	80.3%
I have made a firm decision to enter a certain occupation and have begun planning my life around that decision.	69.7% ^{de}	67.1%	63.8%	62.2% ^a	60.2% ^a	63.3%
I become very confused when I try to choose an occupation.	19.5% ^c	24.7% ^c	32.4% ^{abde}	23.5% ^c	21.2% ^c	21.8%
I am very confused about what occupation to pursue.	17.3% ^c	20.3% ^c	27.4% ^{abde}	20.5% ^c	19.6% ^c	19.6%
Family emotional support						
When I was a child, my parents usually understood me, respected my judgment, and treated me in ways that helped me grow.	74.1% ^c	71.6% ^e	67.0% ^{ae}	70.0% ^e	79.1% ^{bcd}	76.0%
My family and I communicated very well when I was young, and we had a good understanding of each other's point of view.	64.8%	63.6%	59.6% ^e	61.4% ^e	68.9% ^{cd}	66.4%
My family had one way of looking at me when I was a child, and they didn't understand my feelings very well.	19.4% ^e	20.4% ^e	24.8% ^e	18.9% ^e	12.7% ^{abcd}	16.0%
When I was a child, the other members of my family often said hurtful things that caused unpleasant feelings.	16.2% ^e	16.2% ^e	18.5% ^e	17.1% ^e	11.1% ^{abcd}	13.5%
Sense of financial security						
I have the financial resources that I need to finish college.	40.6% ^e	39.6% ^e	46.8% ^d	38.9% ^{ce}	49.0% ^{abd}	45.5%
I don't have any financial problems that will interfere with my schoolwork.	34.8%	28.2% ^e	32.9%	28.9% ^e	40.0% ^{bd}	36.8%
I have financial problems that are very distracting and troublesome.	34.8% ^e	40.8% ^e	38.6% ^e	36.1% ^e	26.3% ^{abcd}	30.8%
I am in a bad financial position, and the pressure to earn extra money will probably interfere with my studies.	21.2% ^e	25.3% ^e	25.3% ^e	21.8% ^e	15.5% ^{abcd}	18.6%
Sociability						
I greatly enjoy getting together with a crowd of people and having fun.	80.1%	81.4%	77.4%	76.1%	79.3%	79.4%
I am very adventurous and outgoing at social gatherings.	63.2%	62.3%	58.4%	56.9%	56.4%	58.7%
Participating in large social gatherings is of little interest to me.	26.7%	26.9%	29.0%	25.5%	24.1%	25.3%
It is hard for me to relax and just have fun with a group of people.	12.7%	13.1%	15.2%	16.1%	12.1%	12.6%

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	a	b	c	d	e	
Opinion tolerance						
I get along well with people who disagree with my opinion openly.	67.6%	67.4%	61.6%	62.1%	62.3%	64.2%
I can feel comfortable with someone who thinks quite differently than I do on major social issues.	63.8%	66.7% ^d	62.2%	59.3% ^b	63.5%	64.1%
I find it easy to be friends with people whose political ideas differ sharply from my own.	56.3%	61.1% ^c	50.4% ^{be}	54.1%	58.0% ^c	57.8%
When someone's opinions strongly disagree with my own, I tend to develop unfriendly feelings and to avoid close contact with the person.	12.1%	11.9%	13.4%	14.7%	13.2%	12.9%
I feel uneasy and distrustful toward people whose way of thinking is quite dissimilar to my own.	11.2%	9.8%	12.6% ^e	9.9%	8.3% ^c	9.4%
Because they irritate me, I tend to stay away from people whose ideas are quite different from my own.	10.8%	9.1%	12.8% ^e	10.5%	8.2% ^c	9.1%
Receptivity to academic assistance						
I would like to receive some instruction in the most effective ways to take college exams.	84.9% ^{bcde}	78.9% ^{ade}	78.2% ^{ade}	71.5% ^{abc}	70.0% ^{abc}	74.6%
I would like to receive some help in improving my study habits.	74.6% ^{bcde}	66.5% ^{ae}	65.6% ^{ae}	59.7% ^{ae}	47.9% ^{abcd}	56.8%
I would like to receive some individual help in improving my math skills.	64.9% ^{bcde}	56.9% ^{ace}	49.0% ^{abe}	53.7% ^{ae}	39.9% ^{abcd}	48.1%
I would like to receive some individual help in improving my writing skills.	60.2% ^{de}	55.8% ^{de}	61.1% ^{de}	45.2% ^{abce}	35.7% ^{abcd}	44.7%
I would like to receive tutoring in one or more of my courses.	60.0% ^{bcde}	48.3% ^{ae}	49.5% ^{ae}	45.5% ^{ae}	33.1% ^{abcd}	41.8%
I would like to receive some training to improve my reading skills.	40.3% ^{de}	40.3% ^{de}	46.9% ^{de}	29.7% ^{abce}	20.4% ^{abcd}	28.2%
Receptivity to career counseling						
I would like some help selecting an educational plan that will prepare me to get a good job.	78.3% ^{de}	74.4% ^{de}	77.9% ^{de}	60.5% ^{abc}	61.3% ^{abc}	67.2%
I would like to talk with someone about the qualifications needed for certain occupations.	76.0% ^{bde}	68.7% ^{ade}	74.7% ^{de}	58.0% ^{abc}	55.9% ^{abc}	62.7%
I would like to talk with someone about the salaries and future outlook for various occupations.	68.6% ^{de}	62.9% ^{de}	62.7% ^{de}	49.7% ^{abc}	47.8% ^{abc}	54.9%
I would like to talk with someone about the advantages and disadvantages of various occupations.	59.9% ^{de}	54.2% ^{de}	60.1% ^{de}	41.9% ^{abc}	41.2% ^{abc}	47.7%
I would like some help selecting an occupation that is well-suited to my interests and abilities.	55.1% ^{de}	55.7% ^{de}	61.2% ^{de}	43.8% ^{abc}	42.1% ^{abc}	47.4%

All survey items	Black/ African- American	Hispanic or Latino	Asian or Pacific Islander	American Indian or Alaskan Native	White/ Caucasian	OVERALL national percentages
	a	b	c	d	e	
Receptivity to financial guidance						
I would like to talk to someone about getting a scholarship.	79.9% ^{bde}	71.4% ^{ade}	74.1% ^{de}	63.3% ^{abc}	55.9% ^{abc}	64.1%
I would like to talk to someone about getting a part-time job during the regular school year.	60.6% ^{de}	54.3% ^e	58.9% ^{de}	49.4% ^{ac}	45.4% ^{abc}	50.6%
I would like to talk to someone about the opportunities available for summer employment.	65.2% ^{bde}	57.1% ^{ade}	60.2% ^{de}	46.5% ^{abc}	39.5% ^{abc}	48.5%
I would like to talk with someone about getting a loan to help me through school.	37.8% ^e	36.2% ^e	37.1% ^e	31.6%	27.1% ^{abc}	31.1%
Receptivity to personal counseling						
I would like to talk with a counselor about my general attitude toward school.	29.5% ^{de}	25.8% ^{cde}	35.3% ^{bde}	15.6% ^{abc}	11.6% ^{abc}	18.4%
I would like to talk with a counselor about some difficulties in my personal relationships or social life.	14.9% ^e	13.7% ^e	16.4% ^e	12.2% ^e	7.7% ^{abcd}	10.6%
I would like to talk with a counselor about eliminating an unwanted habit (involving food, drugs, cigarettes, or alcohol, etc.).	13.4% ^e	11.7% ^e	14.4% ^e	10.0% ^e	6.3% ^{abcd}	9.0%
I would like to talk with a counselor about some emotional tensions that are bothering me.	11.6% ^e	10.3%	13.3% ^e	10.9% ^e	6.8% ^{acd}	8.8%
I would like to talk with a counselor about some feelings of discouragement or unhappy thoughts that keep bothering me.	12.0% ^e	10.7% ^e	15.3% ^{de}	7.5% ^c	6.1% ^{abc}	8.5%
I would like to talk with a counselor about some family problems.	9.5% ^e	8.4% ^e	9.6% ^e	10.0% ^e	4.8% ^{abcd}	6.6%
Receptivity to social enrichment						
I would like to attend an informal gathering where I can meet some new friends.	66.4% ^{bde}	55.4% ^a	60.9% ^e	54.4% ^a	53.0% ^{ac}	56.6%
I would like to find out more about the clubs and social organizations at my college.	68.8% ^{bcde}	56.7% ^a	59.8% ^{ad}	50.3% ^{ac}	52.9% ^a	57.2%
I would like to find out more about student government and the various student activities on campus.	63.8% ^{bcde}	49.5% ^{ae}	52.8% ^{ade}	43.9% ^{ac}	39.2% ^{abc}	46.6%
I would like to meet an experienced student who can show me around and give me some advice.	64.7% ^{bde}	50.4% ^{acde}	60.1% ^{bde}	41.0% ^{abc}	38.7% ^{abc}	46.7%
Desire to transfer						
I have no desire to transfer to another school before finishing a degree at this college or university.	60.1% ^c	60.2% ^c	49.5% ^{abe}	55.9% ^e	66.3% ^{cd}	63.1%
I plan to transfer to another school before completing a degree at this college or university.	15.3% ^c	15.6% ^{ce}	24.3% ^{abde}	17.1% ^{ce}	10.5% ^{bcd}	12.9%
Total number of students	20,814	10,081	3,551	859	55,382	96,641*
Average age of students	21.2	21.1	20.4	20.9	20.2	20.6

* 5,954 students from the overall set of 96,641 students did not report their ethnicity or reported their ethnicity as “multi-ethnic or other. These students have not been included in the percentages of racial/ethnic groups reported in this addendum.

Respondent demographics by race/ethnicity (Fall 2009)

All survey items	Black/ African- American	Hispanic or Latino	Asian or Pacific Islander	American Indian or Alaskan Native	White/ Caucasian
Number of respondents*	20,814	10,081	3,551	859	55,382
Representation by institution type	21.5%	10.4%	3.7%	0.9%	57.3%
Percent male	41.9%	49.6%	51.8%	47.5%	47.9%
Percent female	58.1%	50.4%	48.2%	52.5%	52.1%
Representation by institution type					
Four-year public	43.2%	18.6%	25.5%	33.5%	33.3%
Four-year private	29.5%	33.1%	37.6%	21.4%	34.0%
Two-year	27.3%	48.3%	36.9%	45.0%	32.7%
Highest education level of mother					
8 years or less	2.5%	21.4%	12.8%	4.1%	0.8%
Some high school	9.5%	17.7%	11.9%	9.0%	4.2%
High school diploma	30.2%	27.0%	22.1%	30.2%	29.8%
1 to 3 years of college	33.5%	19.8%	20.1%	33.1%	28.3%
Bachelor's degree	15.0%	8.6%	22.0%	14.6%	24.1%
Master's degree	6.9%	3.3%	6.1%	7.3%	9.7%
Professional degree	1.9%	1.7%	3.8%	1.4%	2.5%
Highest education level of father					
8 years or less	3.8%	23.8%	9.2%	4.5%	1.5%
Some high school	12.9%	19.8%	11.9%	10.8%	6.2%
High school diploma	41.3%	27.7%	21.7%	34.8%	32.0%
1 to 3 years of college	21.8%	14.8%	18.3%	26.7%	23.3%
Bachelor's degree	12.0%	7.4%	21.3%	13.4%	21.9%
Master's degree	4.6%	3.2%	9.2%	5.9%	9.6%
Professional degree	2.0%	2.1%	6.6%	2.8%	4.6%
Highest degree planned by respondent					
None	0.2%	0.2%	0.3%	0.7%	0.1%
1-year certificate	0.8%	2.3%	0.5%	1.7%	1.3%
2-year associate's degree	7.0%	14.7%	5.4%	13.5%	11.5%
4-year bachelor's degree	31.3%	36.3%	34.1%	39.8%	40.7%
Master's degree	34.9%	29.8%	35.7%	24.7%	30.6%
Professional degree	25.8%	16.6%	23.7%	19.3%	15.6%

* 5,954 students did not report their ethnicity or reported their ethnicity as multi-ethnic or other and were eliminated from the analysis.

Respondent demographics continued

All survey items	Black/ African- American	Hispanic or Latino	Asian or Pacific Islander	American Indian or Alaskan Native	White/ Caucasian
Time expecting to spend at work					
0 (I have no plans to work)	24.0%	17.3%	22.5%	26.0%	25.0%
1 to 10 hours per week	15.9%	14.8%	23.1%	19.4%	24.1%
11 to 20 hours per week	27.3%	28.4%	30.2%	27.6%	29.2%
21 to 30 hours per week	16.3%	19.1%	13.5%	16.4%	12.6%
31 to 40 hours per week	12.8%	15.0%	7.3%	7.8%	6.8%
Over 40 hours per week	3.6%	5.4%	3.3%	2.8%	2.3%
Average grades as senior in high school					
A	7.2%	8.4%	15.5%	13.5%	21.0%
A to B	29.1%	31.1%	36.3%	30.5%	33.5%
B	20.3%	20.5%	20.5%	18.6%	20.2%
B to C	31.5%	29.2%	19.4%	26.0%	17.3%
C	8.0%	7.1%	5.3%	7.5%	5.5%
C to D	3.4%	3.1%	2.4%	3.5%	2.2%
D	0.4%	0.4%	0.5%	0.5%	0.4%
Respondent's self-assessment of academic knowledge					
Highest 20%	10.2%	9.8%	16.5%	12.5%	19.2%
Next to highest 20%	27.5%	28.2%	32.0%	24.8%	33.7%
Middle 20%	58.4%	56.8%	47.1%	52.2%	43.8%
Next to lowest 20%	3.2%	4.3%	3.6%	8.5%	2.8%
Lowest 20%	0.5%	0.7%	0.6%	1.3%	0.5%
Respondent's self-assessment of academic ability					
Considerably below average	0.7%	0.6%	0.9%	1.6%	0.3%
Slightly below average	4.9%	5.2%	4.8%	8.0%	4.0%
Average	37.4%	42.3%	36.2%	38.9%	30.0%
Slightly above average	32.8%	32.3%	31.5%	31.1%	36.0%
Considerably above average (top 20%)	21.5%	17.9%	23.5%	18.3%	27.0%
Extremely high (top 5%)	2.7%	1.8%	3.1%	2.0%	2.6%
Timing of decision to attend chosen college/university					
Decision made few days before	3.9%	5.3%	5.0%	3.3%	2.0%
Decision made weeks before	17.2%	23.5%	22.1%	17.5%	13.5%
Decision made many months before	78.6%	71.0%	72.2%	77.5%	84.3%

About the statistical processes

Due to the large sample sizes, virtually all differences in the means shown in this report proved to be statistically significant based on either a t-test or ANOVA analysis. To identify greater contrasts (the items identified by superscript codes a, b, c, d, and e), Cohen's d was used to identify items with small or medium effect sizes. Virtually all other items, although statistically significant, registered negligible effect sizes.