



**Findings from the
2005 Administration of
Your First College Year
(YFCY):
National Aggregates**

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February 2007**

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Your First College Year (YFCY): A Brief History

The story of YFCY is one of a prolific partnership between two organizations with a shared mission: to enhance local and national assessment of the first college year. Early in 1999, the Higher Education Research Institute (HERI) at UCLA joined forces with the Policy Center on the First Year of College at Brevard College to develop a national survey of first-year students. This new survey was designed to measure students' curricular and co-curricular experiences since entering college, and to be administered at the end of the first year. To encourage longitudinal assessment of first-year students, this survey was also designed to post-test several items from the Cooperative Institutional Research Program (CIRP) Freshman Survey, which is administered annually to over 400,000 incoming college freshmen at more than 700 colleges and universities around the country. The CIRP Freshman Survey provides institutions with baseline data about their students (i.e., a profile of students at time of college entry). By contrast, this new survey was designed to provide institutions with information about college environments and student outcomes during the first college year. Using these two surveys in tandem, therefore, would allow schools to assess how and why their first-year students change over time.

With financial support from the Atlantic Philanthropies and the Pew Charitable Trusts, HERI and the Policy Center designed and pilot-tested this new survey over a two-year period (1999-2001). Within the first few weeks of survey development, the project team titled the instrument "Your First College Year," which seemed to best articulate its spirit and purpose. However, the survey soon assumed its more succinct and memorable moniker: YFCY. The YFCY is the first national survey specifically designed to measure student development in the first college year.

The 2005 Administration of the YFCY Survey

After successful nationwide administrations in 2002, 2003, and 2004, Your First College Year (YFCY) was again administered nationally in spring 2005. Similar to previous national administrations, registration in the 2005 YFCY was available to all colleges and universities regardless of institutional participation in the 2004 CIRP Freshman Survey. In other words, enrollment in the 2005 YFCY was open to institutions that planned to use the survey as a stand-alone assessment tool as well as to those that intended to utilize it as a follow-up instrument. An



invitation to participate was mailed in September 2004 to all regionally-accredited two-year and four-year institutions across the country. These invitations were mailed to various campus personnel, including Institutional Researchers, Vice Presidents of Academic Affairs, Student Affairs Officers, Presidents, Directors of First-Year Programs, and Deans of Students.

In the end, 144 institutions participated in the 2005 administration. Table 1.1 provides a breakdown of the participating institutions according to institutional type (see Appendix A for a complete institutional list). Over ninety percent of these institutions (134 colleges and universities) had also participated in the 2004 CIRP Freshman Survey. All institutional types were represented in the pool of registrants. An additional 59 institutions were also followed up with the YFCY survey for a special NIH-funded study, bringing the total number of YFCY institutions to 203. For the purpose of this report, NIH-funded schools were excluded from the national aggregates. The results reported here reflect national aggregated (i.e., unweighted) results but are not purported to reflect national normative results. The mean institutional response rate for the 2005 YFCY was 48.2 percent based on administration information obtained from representatives at each participating institution.

Table 1.1 Participation in the 2005 YFCY by Institutional Type

Institutional Type	Number	Percent of Total Institutional Participation
Public Universities	23	16.0
Private Universities	15	10.4
Public Four-Year Colleges	16	11.1
Nonsectarian Four-Year Colleges	36	25.0
Catholic Four-Year Colleges	19	13.2
Other Religious Four-Year Colleges	32	22.2
Two-Year Colleges	3	2.1
Total	144	100.0



A Snapshot of the First-Year Experience

This report begins with a descriptive look at responses to the survey among the 38,538 first-time, full-time students at 144 colleges and universities that submitted responses by the cut-off date for the 2005 administration of YFCY. Table 1.2 offers a demographic overview of the respondents within the 2005 YFCY data. As is common with many of our college student surveys, the samples tend to be biased towards women and towards white students.

Table 1.2 *Demographic Characteristics*

	Percent
<i>Total Respondents = 38,538</i>	
Men	37.5
Women	62.5
White/Caucasian	76.0
African American/Black	10.5
American Indian/Alaska Native	1.8
Asian American/Asian	8.3
Native Hawaiian/Pacific Islander	1.0
Mexican American/Chicano	3.1
Puerto Rican	1.4
Other Latino	3.2
Other	3.7

Note: Percentages will sum to more than 100.0 if any respondents marked more than one ethnic group.

The findings within this report are organized thematically, beginning with students' academic and social adjustment to college as measured by feelings of satisfaction and self-rated success with various aspects of the first college year. This is followed by a discussion of students' academic experiences, including issues of academic engagement, and interaction with faculty and staff. Social networks and support systems during the first year are discussed next, and finally, the report concludes with findings related to students' social awareness and issues of spirituality and religion.

Student Adjustment to College

The YFCY instrument includes several measures of adjustment during the first year of college, such as students' level of satisfaction with various aspects of campus life and their feelings of success at the end of the first year.



Satisfaction with College

Table 2 summarizes students’ level of satisfaction with their first-year experiences. Most first-year students indicated a high degree of satisfaction with their overall college experience: 72.0 percent reported that they were “satisfied” or “very satisfied” on this item. Likewise, a majority of respondents indicated that they were “satisfied” or “very satisfied” with the overall quality of instruction (71.8 percent), relevance of coursework to future career plans (62.7 percent), and amount of contact with faculty (61.7 percent). Over 50 percent of the students in the sample reported that they were similarly pleased with the overall sense of community among students, campus social activities, and relevance of coursework to everyday life.

Table 2. Student Satisfaction with Campus Life

Measure	Percent of students responding...			
	Very Satisfied	Satisfied	Neutral	Dissatisfied/ Very Dissatisfied
Overall college experience	25.1	46.9	20.0	8.0
Overall quality of instruction	16.4	55.4	22.8	5.4
Amount of contact with faculty	15.1	46.5	30.5	7.8
Relevance of coursework to future career plans	15.1	47.6	27.8	9.5
Overall sense of community among students	14.2	44.3	29.3	12.2
Campus social activities	12.2	43.5	31.5	12.8
Opportunities for community service	11.8	38.0	42.7	7.5
Relevance of coursework to everyday life	8.0	43.2	37.1	11.8

On average, students in this sample also felt satisfied with various institutional facilities and services that were available to them (Table 3). Specifically, students felt most satisfied with library, classroom, computer, and recreational facilities on campus: Over 69 percent of students responded that they were “satisfied” or “very satisfied” with these facilities. When we pooled the respondents in the two highest categories (“satisfied” or “very satisfied”) some of the lowest levels of satisfaction were noted with respect to the registrar’s office, student housing facilities, career center services, and financial aid services. The lowest percentage who were “satisfied” or “very satisfied” (42.6 percent) was reported among students who used psychological counseling services on campus, however, it should be noted that a full 64.2 percent of all students reported



that they had “no experience” with the psychological services on campus, or that these services were “not available” to them. A significant percentage of students in the sample also indicated that they did not have access to or experience with other facilities and services, including career center services (41.2 percent reported that they had “no experience” or it was “not available”), tutoring and other academic assistance (30.3 percent), and student health services (29.3 percent).

Table 3. Student Satisfaction with Institutional Facilities and Services

Measure	Percent of students responding...			
	Very Satisfied	Satisfied	Neutral	Dissatisfied/ Very Dissatisfied
Library facilities and services (N=37,167)	27.1	50.1	17.0	5.8
Recreational facilities (N=33,529)	24.7	44.7	19.8	10.7
Computer facilities (N=36,681)	23.4	52.1	17.8	6.6
Orientation for new students (N=36,445)	18.9	43.5	27.3	10.3
Academic advising (N=36,512)	18.8	41.9	26.1	13.2
Classroom facilities (N=38,149)	17.6	58.7	19.8	3.8
Tutoring or other academic assistance (N=26,709)	16.7	41.2	34.5	7.5
Student health center/ services (N=27,077)	16.2	40.2	29.3	14.3
Psychological counseling services (N=13,690)	13.7	28.9	50.4	7.0
Career center/ services (N=22,523)	13.1	38.2	41.9	6.8
Financial aid services (N=31,201)	13.1	37.4	33.0	16.6
Registrar's office (N=32,179)	11.5	41.8	37.3	9.4
Student housing facilities (N=34,032)	11.2	40.7	27.5	20.6

Note: Percentages are calculated only for those students who reported access to and/or experience with each facility or service on their campus.

Feelings of Success among First-Year Students

Question 10 on the YFCY instrument asks students to assess how successful they feel in adjusting to the first year of college, both academically and socially (Table 4). Students felt most successful developing close friendships with other students during the first year of college, with over half of the respondents reporting that they felt “completely” successful in this respect. These students also reported high levels of success in understanding the academic expectations of their professors and adjusting to the academic demands of college. Developing study skills,



time management, and building relationships with faculty were more problematic for these students, the latter being the most challenging of all—only 21.3 percent of the respondents indicated that they felt “very successful” on this item and the same percentage of this sample felt “unsuccessful” in getting to know faculty as first-year undergraduates. Given the host of cognitive and affective benefits associated with faculty-student interaction (Astin, 1993; Pascarella & Terenzini, 1991) this feedback points to an aspect of the first-year experience that may be in need of improvement.

Table 4
Student Self-Ratings of Success During the First Year

Measure of Student Success	Percent of students responding...		
	Completely Successful	Somewhat Successful	Unsuccessful
Developing close friendships with other students	59.6	33.9	6.5
Understanding what your professors expect of you academically	42.1	55.1	2.8
Adjusting to the demands of college	40.5	53.6	5.9
Utilizing campus services available to students	31.5	59.5	9.0
Developing effective study skills	28.6	60.7	10.7
Managing your time effectively	27.2	57.9	14.9
Getting to know faculty	21.3	57.4	21.3



Academic Experiences in the First Year

A number of questions on YFCY measure aspects of the academic experiences of first-year students, including experiences in the classroom, academic practices outside of the classroom, and interactions with faculty. This section provides an overview of students' responses to these items.

Academic Activities and Engagement

Looking at students' academic experiences in the first year (Table 5), we see that a majority of students are spending 11 or more hours per week attending classes or labs (78.3 percent). This finding makes sense given that full-time students typically carry at least 12 credit hours. However, slightly less than one-third of students in the sample report that they spend a similar amount of time studying or doing homework during the first college year.

Students appear to be engaging in collaborative practices with respect to their academics. A good majority of survey respondents studied with other students and discussed their courses with other students outside of class on a "frequent" or "occasional" basis in the first year of college (88.1 percent and 85.8 percent, respectively). Students also report engagement in the classroom as 76.1 percent of respondents reported speaking up in class. Conversely, there are also indications of academic disengagement in that respondents also indicated that they "frequently" or "occasionally" came late to class (63.1 percent), turned in course assignments that did not reflect their best work (42.5 percent), and skipped class (32.7 percent) in the first year. A full 43.5 percent of respondents "frequently" felt bored in class. Fewer students "frequently" or "occasionally" received tutoring (22.7 percent) or turned in course assignments late (15.7 percent) as first-year students. Further, only 24.1 percent "frequently" felt that their courses inspired them to think in new ways. These data yield a mixed picture of students' academic involvement. On one hand, students appear to be involved in some aspects of their courses and seem to study with their peers on a frequent basis, but findings also suggest that students are disengaged academically, especially with respect to their attendance patterns and the quality of their completed assignments.

Table 5. Academic Activities During the First Year of College

Percentage of students reporting that they:	Percent
<i>Studied or did homework:</i>	
Less than 6 hours per week	39.0
6 to 10 hours per week	30.8
11 or more hours per week	30.2
<i>Attended class/labs:</i>	
Less than 6 hours per week	9.2
6 to 10 hours per week	12.6
11 or more hours per week	78.3
<i>"Frequently" or "Occasionally":</i>	
Studied with other students	88.1
Discussed course content with students outside of class	85.8
Spoke up in class	76.1
Came late to class	63.1
Turned in course assignments that did not reflect your best work	42.5
Skipped class	32.7
Received tutoring	22.7
Turned in course assignments late	15.7
<i>"Frequently" felt:</i>	
Bored in class	43.5
That your courses inspired you to think in new ways	24.1

In terms of participation in more formal academic programs during the first college year, 40.7 percent of these students enrolled in a college course or seminar designed expressly to help first-year undergraduates adjust to college including first-year seminars, student success seminars, and University 101 courses (Table 6). Far fewer students enrolled in an honors course (12.3 percent), a learning cluster of some type (7.7 percent), or a remedial course (4.5 percent). It appears that while these curricular innovations and interventions are gaining a foothold in American higher education, most notably first-year seminars, only a minority of students is actually taking part in these courses.



Table 6. Involvement in Curricular Programs

Percent of students reporting that they have:	Percent
Taken a college course or seminar specifically designed to help first-year students adjust to college (e.g., first-year seminar, student success seminar, University 101)	40.7
Enrolled in an honors course	12.3
Enrolled in a formal program where a group of students takes two or more courses together (e.g., FIG, learning cluster, learning community, linked courses)	7.7
Enrolled in a remedial/developmental course	4.5

Faculty and Staff Contact with First-Year Students

Turning to students' interactions with faculty and staff during the first year (Table 7), over three-fourths of respondents (78.7 percent) felt "fairly successful" or "completely successful" in getting to know faculty over the course of the first year, and nearly two-thirds (61.7 percent) were at least "satisfied" with their amount of faculty contact. A smaller percentage of students (28.4 percent) "frequently" or "occasionally" felt intimidated by their professors. Regular (i.e., at least weekly) contact with teaching assistants, faculty, academic advisors or counselors, and/or other college personnel was uncommon, although the majority of these students met with an academic advisor/counselor (90.3 percent) or faculty member during office hours (89.9 percent) at least once or twice per academic term. Only 20.8 percent of the survey respondents "frequently" or "occasionally" worked on a professor's research project during their first college year.

Table 7. Interactions with Faculty and Staff in the First Year

Percent of students reporting that they:	Percent
Felt "somewhat successful" or "completely successful" getting to know faculty	78.7
Felt "satisfied" or "very satisfied" with their amount of contact with faculty	61.7
<i>"Frequently" or "occasionally":</i>	
Felt intimidated by their professors	28.4



Worked on a professor's research project	20.8
Table 7 (continued)	
<i>Interacted with faculty during office hours:</i>	
Never	10.2
1 to 2 times per term	39.0
1 to 2 times per month	25.8
Once a week	12.9
More than once a week	12.1
<i>Interacted with faculty outside of class or office hours:</i>	
Never	29.5
1 to 2 times per term	32.2
1 to 2 times per month	18.8
Once a week	10.9
More than once a week	8.6
<i>Interacted with teaching assistants during office hours:</i>	
Never	41.9
1 to 2 times per term	19.4
1 to 2 times per month	11.7
Once a week	13.7
More than once a week	13.4
<i>Interacted with other college personnel:</i>	
Never	26.7
1 to 2 times per term	33.7
1 to 2 times per month	16.8
Once a week	9.5
More than once a week	13.3
<i>Interacted with academic advisors/counselors:</i>	
Never	9.7
1 to 2 times per term	59.4
1 to 2 times per month	21.2
Once a week	6.2
More than once a week	3.6



Personal Challenges and Social Networks in the First Year

This section examines the personal challenges faced by these students during their first year of college, as well as aspects of their interpersonal relationships and social networks.

Financial Concerns and Personal Challenges among First-Year Students

Table 8 summarizes the findings that relate to one important concern for students during the first year: finances. The majority (69.4 percent) reported “some” or “major” concerns about their ability to pay for their college expenses, although less than one-third of the students in this sample worked for pay on- or off-campus during their first year. Among those who did work, one-fourth felt that their job responsibilities interfered with their coursework on an “occasional” or “frequent” basis.

Table 8. *Financial Concerns in the First Year*

<u>Percent of students reporting that they:</u>	<u>Percent</u>
Had "some" or "major" concerns about financing their college education	69.4
Worked for pay <u>on</u> campus	28.0
Worked for pay <u>off</u> campus	27.4
Job responsibilities "frequently" or "occasionally" interfered with coursework	25.0

As one might expect, students experience different personal challenges during the first year of college (Table 9). YFCY data reveal that feeling lonely, homesick, and/or concerned about meeting new people are particularly salient issues for first-year students. About one-third or less of the respondents also reported that they “frequently” or “occasionally” felt isolated from campus life, had difficulty getting along with their roommates or housemates, felt intimidated by their professors, or worried about their health. Only 11.4 percent of respondents felt unsafe on their campus. These challenges may partly contribute to the 39.4 percent of the survey respondents who “frequently” felt overwhelmed by all they had to do in the first year, and the 13.1 percent who “frequently” felt depressed.



Table 9. Personal Challenges During the First College Year

Percent indicating that they:	Percent
<i>"Frequently" felt:</i>	
Overwhelmed by all they had to do	39.4
Depressed	13.1
<i>"Frequently" or "occasionally" felt:</i>	
Lonely or homesick	48.8
Worried about meeting new people	41.9
Isolated from campus life	35.2
Had difficulty getting along with roommate(s)/housemate(s)	30.5
Intimidated by professors	28.4
Worried about their health	28.1
Unsafe on this campus	11.4

Social Networks and Peer Interactions

As shown in Table 10, most of the undergraduates in this sample reported positive interactions with their peers in the first year. Almost 60 percent of the survey respondents were “satisfied” or “very satisfied” with the overall sense of community among students at their school, and the same percentage also felt “completely successful” in developing close friendships with other students since arriving on campus. These students also spent a lot of time with their friends—nearly 80 percent interacted “daily” with their friends on campus. Likewise, 77.8 percent socialized with their friends six or more hours per week. Some students were also successful in maintaining ties to off-campus friends during their first year: 34.5 percent of the survey respondents interacted “daily” with close friends who did not attend their college or university. These data on peer interaction contrast starkly with the frequency of interaction between students and faculty (see above). Moreover, these high levels of interaction with friends may come at the expense of their studies—47.5 percent of these students “frequently” or “occasionally” felt that their social life interfered with their schoolwork.

YFCY collects information about several out-of-class experiences that provide opportunities for students to interact and form relationships with their peers, including extra-curricular activities, involvement in student organizations, and residential life. For example, survey data suggests that “partying” was a common activity among these students (26.2 percent



reported that they spent six or more hours per week “partying” since entering college), but that joining a social fraternity or sorority was less common (only 9.3 percent indicated that they became a member of such an organization as first-year college students). In addition, 16.4 percent of students were on an intercollegiate athletic team and 27.4 percent of the sample at least “occasionally” participated in intramural sports. While a new living situation (nearly 90 percent of the sample were residential students) can often lead to new and challenging interpersonal relationships, less than one-third (30.5 percent) of the sample reported “frequent” or even “occasional” conflict with roommates or housemates.

Table 10. Friendships and Social Networks in the First College Year

Percent of students reporting that they:	Percent
Interacted "daily" with close friends at this institution	79.6
Socialized with friends six or more hours per week	77.8
Were "satisfied" or "very satisfied" with the overall sense of community among students	58.5
Felt "completely successful" developing close friendships with other students	59.6
"Frequently" or "occasionally" felt that their social life interfered with their schoolwork	47.5
Interacted "daily" with close friends <u>not</u> at this institution	34.5
"Frequently" or "occasionally" had difficulty getting along with their roommate(s)/housemate(s)	30.5
"Frequently" or "occasionally" participated in intramural sports	27.4
"Partied" six or more hours per week	26.2
Participated in intercollegiate athletics	16.4
Joined a social fraternity or sorority	9.3

Interactions with Family

Table 11 highlights the findings regarding students’ familial obligations and interactions. The vast majority of respondents are receiving encouragement from home, as 78.6 percent “frequently” or “occasionally” felt family support to succeed. More than one-third of the survey respondents (36.5 percent) interacted with their family on a “daily” basis. Close to 21 percent of these students felt that their family responsibilities interfered with their schoolwork in the first college year at least “occasionally,” but only 11.2 percent devoted three or more hours per week



to household or childcare duties. These data suggest that for a minority of respondents, balancing familial ties and obligations with their new status as college students is a significant challenge for their adjustment.

Table 11. *Family Issues in the First College Year*

Percent of students reporting that they:	Percent
"Frequently" or "occasionally" felt family support to succeed	78.6
Interacted "daily" with family	36.5
"Frequently" or "occasionally" had family responsibilities that interfered with their schoolwork	20.9
Spent three or more hours per week on household/childcare duties	11.2



Religious and Spiritual Issues in the First Year

The items on spirituality and religion yielded a very interesting set of findings. As Table 12 indicates, just over a third of the students in this sample felt that their religious beliefs or convictions were “stronger” or “much stronger” since time of college entry, and just over a quarter reported that they devoted one or more hours per week to prayer or meditation as first-year students. Similarly, 22.6 percent attended a religious service “frequently” during the first year, and 21.7 percent discussed religion “frequently” over the same time. However, this picture shifts when students are asked about the importance of spirituality. The goal of “developing a meaningful philosophy of life” was “very important” or “essential” to most students (52.4 percent); likewise, nearly half reported that “integrating spirituality into my life” was a “very important” or “essential” goal. Thus, these findings suggest that first-year students may be less engaged in religious practice relative to their interest in spirituality and commitment to developing a sense of meaning about their lives. Perhaps, time constraints in the first college year impede traditional forms of religious involvement, yet do not altogether detract from students’ spiritual seeking.

Table 12. *Religion and Spirituality in the First College Year*

Percent of students reporting that:	Percent
Their religious beliefs/convictions are "stronger" or "much stronger" compared to when they entered college	34.7
They prayed or meditated one or more hours per week	27.1
<i>Felt that the following goals are "very important" or "essential":</i>	
Developing a meaningful philosophy of life	52.4
Integrating spirituality into my life	49.4
<i>"Frequently":</i>	
Attended a religious service	22.6
Discussed religion	21.7



Social Awareness and Racially Diverse Interactions among First-Year Students

Table 13 provides results for YFCY items that reflect students' political, cultural, and social vantage points. In regards to interactions with students of another racial or ethnic group, the most common experiences reported were of a social nature, as 48 percent of the students in this sample reported that they "often" or "very often" dined, shared a meal, socialized, or partied with someone of another racial/ethnic group as first-year college students. Approximately one-third of students reported having interpersonal interactions and conversations regarding personal, racial and/or academic issues. Overall, 53.6 percent of these students felt that their knowledge of

Table 13. *Social Awareness & Racially Diverse Interactions in the First Year*

Percent of students reporting that:	Percent
Helping to promote racial understanding is "essential" or "very important"	43.9
<i>They "very often" or "often" experienced the following with someone of another racial/ethnic group:</i>	
Dined or shared a meal	48.4
Socialized or partied	48.2
Shared personal feelings and problems	38.1
Had intellectual discussions outside of class	36.5
Studied or prepared for class	35.5
Had meaningful and honest discussions about racial/ethnic issues outside of class	29.9
Attended events sponsored by other racial/ethnic groups	19.4
Had guarded/cautious interactions	9.8
Had tense, somewhat hostile interactions	6.8
Felt insulted or threatened because of race/ethnicity	5.5
<i>Compared to when they entered college, students feel "stronger or "much stronger" in the following areas:</i>	
Understanding of national issues	54.6
Understanding of global issues	53.9
Knowledge of people from different races/cultures	53.6
Understanding of the problems facing their community	46.8



people from different races or cultures was “stronger” or “much stronger” since time of college entry. In addition, just under half of respondents felt that “helping to promote racial understanding” was “very important” or “essential” by the end of the first year. Over half of the students in the sample reported that their understanding of national and global issues was “stronger” or “much stronger” since entering college (55.2 percent and 53.7 percent respectively). Similarly, 40 percent of these students noted improvement in their understanding of the problems facing their communities since they entered college. A relatively small percentage of students (5-10 percent) reported interactions of a guarded, cautious, hostile, insulting, or threatening nature, though students of color were significantly more likely than White/Caucasian students to report such interactions ($p < .0001$).



A Longitudinal Perspective on the First Year of College

Because the YFCY was designed in part as a follow-up instrument to the annual CIRP Freshman Survey, almost one-third of the items on the 2005 YFCY questionnaire directly posttest items on the CIRP Freshman Survey. With these longitudinal data, institutions that participate in both surveys can create a valuable data set to assess how much their students change over the course of the first college year. One of the most valuable aspects of longitudinal data collection is the ability to move beyond just a “snapshot” of the student experience toward a more effective measure of change and development over time.

Of the 38,538 first-time, full-time students at 144 four-year institutions who completed and returned the 2005 YFCY survey instrument, 22,480 first-time, full-time respondents at 134 institutions also completed the 2004 CIRP Freshman Survey. These students comprise the sample for the following longitudinal analyses.

Expectation vs. Reality

The 2004 CIRP Freshman Survey includes a series of items that ask incoming students to assess the chances that they will have certain experiences in college and engage in various student activities. Thirteen of these measures are directly post-tested on the 2005 YFCY, thereby allowing us to examine the differences between students’ pre-college expectations and their first-year experiences. It is important to note that the CIRP question is worded such that it asks students about their expectations of the entire college experience (not just the first year), so these comparisons are tenuous. However, they do offer the opportunity to assess the degree to which students fulfill their expectations about college during the first year.

As seen in Table 14, nearly every comparison shows considerable disparity between the students’ expectations and the reality of their first year. In fact, students’ expectations exceed reality on all but two items, with differences that range from 16.8 percentage points to 28.2 percentage points. For example, the overwhelming majority of the sample predicted that there was “some chance” or a “very good chance” that they would earn at least a “B” average (96.9 percent), be satisfied with their college (96.3 percent), socialize with someone of a different racial or ethnic group (95.3 percent), participate in student clubs and groups (86.1 percent), get a job to help pay for college expenses (81.3 percent), and participate in volunteer/community service work (74.6 percent). However, students’ first-year experiences met their high



expectations on only one of these measures: 96.8 percent socialized with someone of a different racial or ethnic group as first-year students. The two comparisons that yielded the largest negative disparity among these measures were participation in student clubs and groups (a 28.2 percentage point drop from expectation to actual experience) and getting a job (a 27.3 percentage point difference).

Overall, these findings suggest that students' expectations generally exceed the reality of their experience during the first year of college. However, it should be noted that students' first-year experiences actually exceeded pre-college expectations by a significant margin on one measure: Students are more likely to participate in organized demonstrations than they had anticipated at college entry.

Table 14. Expectations vs. Reality Among First-Year Students

Expectation*	Percent of students responding...		Difference
	"Some chance" or "very good chance" that they will	That they engaged in this activity in the first year	
Participate in organized demonstrations	31.6	39.0	+7.4
Socialize with someone of another racial/ethnic group	95.3	96.8	+1.5
Participate in volunteer/community service work	74.6	61.5	-13.1
Play varsity athletics	34.3	17.5	-16.8
Make at least a "B" average	96.9	79.8	-17.1
Seek personal counseling	36.7	18.6	-18.1
Change major field	49.0	30.4	-18.6
Transfer to another college	20.1	1.1	-19.0
Join a fraternity or sorority	30.8	9.6	-21.2
Be satisfied with this college	96.3	74.3	-22.0
Change career choice	54.7	29.3	-25.4
Get a job to help pay for college expenses	81.3	54.0	-27.3
Participate in student clubs or groups	86.1	57.9	-28.2

*Expectation measures refer to all of college and are not limited to just the first year.

Change Over the First-Year of College

Table 15 summarizes the changes in students' time allocation from the point of college entry to the end of the first college year. Students in this sample devoted more time to studying



and homework in college than they did in high school; they also allotted more hours to partying and socializing with friends during their first year. In contrast, we noted a drop in the number of hours that students dedicate to student organizations and leisure activities. For example, we saw notable declines in the number of hours that students spent exercising or playing sports, reading for pleasure, participating in student clubs or groups, and watching television. A decline was also noted with respect to time spent attending to household or childcare duties. More subtle declines were noted in time spent playing video or computer games, and praying or meditating.

Table 15. *Change in First-Year Students' Time Allocation*

Percent reporting that they spent:	During last year of high school	At the end of first college year	Change
<i>6 or more hours per week:</i>			
Studying/doing homework	44.9	64.9	+20.0
Partying	18.7	24.1	+5.4
Socializing with friends	75.3	78.3	+3.0
Watching TV	28.2	22.8	-5.4
Participating in student clubs or groups	16.5	10.0	-6.5
Exercising or sports	50.5	32.7	-17.8
<i>3 or more hours per week:</i>			
Prayer/meditation	10.7	10.1	-0.6
Playing video/computer games	19.0	17.7	-1.3
Reading for pleasure	27.0	15.0	-12.0
Attending to household/childcare duties	29.0	9.9	-19.1

The increase in time students devote to “partying” during the first year may partially account for the 12.9 percentage point gain in the proportion of students who drink beer, and the 11.6 point gain in drinking wine or liquor, on a “frequent” or “occasional” basis over the course of one year (Table 16). A 10.2 percent point gain in students reporting that they “frequently” felt overwhelmed since entering college, resulted in 40 percent of first-year college students frequently feeling overwhelmed. Slight increases are also reported in “frequently” feeling depressed and smoking cigarettes.



The data also show noticeable declines in certain behaviors. Students in this sample were less likely to discuss politics, discuss religion, and participate in an organized demonstration in the first college year. The largest changes in students' behavior were observed with respect to attending religious services or performing volunteer work during the first year. There is approximately a 25 percentage point drop in the proportion of students who engaged in these activities during the first year of college as compared to their last year of high school.

Table 16. Change in Student Behaviors Over One Year

Percent indicating that they:	At college entry	At the end of the first college year	Change
<i>"Frequently" or "occasionally":</i>			
Drink beer	41.6	54.5	+12.9
Drink wine or liquor	50.4	62.0	+11.6
Participate in organized demonstrations	45.1	39.0	-6.1
Attend a religious service	81.2	56.4	-24.8
Perform volunteer work	87.3	61.5	-25.8
<i>"Frequently":</i>			
Feel overwhelmed	29.7	39.9	+10.2
Feel depressed	7.3	12.4	+5.1
Smoke cigarettes	4.1	6.6	+2.5
Discuss religion/spirituality	26.1*	22.7	-3.4
Discuss politics	28.2	20.7	-7.5
Socialize with someone of other ethnic group	69.9	57.2	-12.7

*Average of 3 items: discussed religion/spirituality in class, with friends, and with family

On both the CIRP Freshman Survey and the YFCY survey, students are asked to rate themselves along several measures of self-concept “relative to the average person” their age. Table 17 summarizes changes in self-concept and reveals that students have higher self-perceptions at the end of their first college year. On most measures, more students rated themselves “above average” or in the “highest ten percent” at the end of the first year as compared to the beginning. Note, for example, that 40.9 percent of these students rated their computer skills as “above average” or “highest ten percent” at the end of the year, versus 34.2



percent at time of college entry. Likewise, the percent of students who rated their self-understanding as “above average” or “highest ten percent” increased by 4.4 percentage points. In contrast, slight declines were noted with regard to students’ self-rated physical health, intellectual self-confidence, mathematical ability, drive to achieve, and academic ability.

Table 17. *Change in First-Year Students' Self-Concept*

Percent rating themselves "above average" or "highest 10%" relative to their peers on the following measures of self-concept:	At college entry	At the end of the first college year	Change
Computer skills	34.2	40.9	+6.7
Self-understanding	52.3	56.7	+4.4
Spirituality	37.4	41.1	+3.7
Public speaking ability	36.2	39.6	+3.4
Writing ability	50.8	54.1	+3.3
Forgiveness	56.6	59.8	+3.2
Cooperativeness	70.4	73.3	+2.9
Creativity	55.4	58.0	+2.6
Emotional health	51.6	53.9	+2.3
Artistic ability	30.6	32.1	+1.5
Social self-confidence	46.9	48.4	+1.5
Understanding of others	65.2	66.5	+1.3
Leadership ability	60.5	61.1	+0.6
Physical health	51.4	50.8	-0.6
Intellectual self-confidence	59.2	58.5	-0.7
Mathematical ability	48.2	44.9	-3.3
Drive to achieve	76.1	71.3	-4.8
Academic ability	76.5	68.4	-8.1

As Table 18 suggests, financial concerns do not noticeably change over the first college year for these students. There is a 3.0 percentage point gain in the proportion of students who report no concerns about their ability to finance their undergraduate education from college entry to the end of the first year. Still, the majority of students (over seventy percent combined) had some or no concern about financing college at either time point.



Table 18. *Change in First-Year Students' Concern About Financing College*

Percent marking:	At college entry	At the end of the first college year	Change
Major	31.8	30.6	-1.2
Some	54.8	53.0	-1.8
None	13.4	16.4	+3.0

The CIRP Freshman Survey and YFCY data also assess changes in students' commitment to various life goals (Table 19). A greater percentage of students claimed that these personal and social goals were "very important" or "essential" to them after one year in college, with the exception of the goal to be well-off financially, which decreased by 2.2 percentage points. The percentage gain of the remaining goals ranged from 2.0 percentage points to 11.6 percentage points. The items with the largest gains were noted among the following items: "helping to promote racial understanding" (an 11.6 percentage point gain from the start of the year to the end), "helping others who are in difficulty" (a 9.7 percentage point gain), and "influencing social values" (a 9.2 percentage point gain). The smallest increases were noted for the following goals: influencing the political structure, making a theoretical contribution to science, and raising a family.



Table 19. Change in First-Year Students' Life Goals

Percent indicating that the following goals are "very important" or "essential":	At college entry	At the end of the first college year	Change
Helping to promote racial understanding	31.7	43.3	+11.6
Helping others who are in difficulty	65.3	75.0	+9.7
Influencing social values	40.2	49.4	+9.2
Integrating spirituality into my life	41.7	49.7	+8.0
Becoming involved in programs to clean up the environment	18.6	26.5	+7.9
Participating in a community action program	24.7	32.4	+7.7
Developing a meaningful philosophy of life	45.4	52.6	+7.2
Creating artistic work (painting, sculpture, decorating, etc.)	15.4	22.1	+6.7
Obtaining recognition from my colleagues	51.8	58.4	+6.6
Becoming an authority in my field	58.8	65.3	+6.5
Having administrative responsibility for the work of others	36.1	42.2	+6.1
Improving my understanding of other countries and cultures	48.4	54.3	+5.9
Writing original works (poems, novels, short stories, etc.)	15.5	21.3	+5.8
Becoming accomplished in one of the performing arts	15.9	21.4	+5.5
Keeping up to date with political affairs	37.3	41.5	+4.2
Becoming successful in a business of my own	38.6	42.6	+4.0
Becoming a community leader	32.4	36.4	+4.0
Working to find a cure for a health problem	24.7	27.9	+3.2
Raising a family	75.3	77.8	+2.5
Making a theoretical contribution to science	17.2	19.5	+2.3
Influencing the political structure	19.5	21.5	+2.0
Being very well off financially	70.1	67.9	-2.2



Self-Perceived Changes Among First-Year Students

One question on the YFCY instrument asks students to assess how much they have changed in several areas since entering college. Students' responses to this question are listed in Table 20, which provides a useful point of reference to the findings summarized above. Very few of these students felt as though their knowledge and skills declined since entering college, but many did not feel as if their knowledge and skills improved either. Areas in which these students noted the most improvement included their "knowledge of a particular field or discipline," their "ability to make your own decisions," and their "general knowledge." Other areas of strong self-reported change included their "ability to get along with others," their "knowledge of people from different races/cultures," their understanding of global and national issues, and their "ability to conduct research." The areas in which the majority of students noted "no change" included their "religious beliefs and convictions" and their "understanding of community problems."

Table 20. *Self-Perceived Changes Among First-Year Students*

Measure	Percentage of students responding...				
	Much Stronger	Stronger	No Change	Weaker	Much Weaker
Knowledge of a particular field or discipline	26.0	61.5	11.7	0.6	0.2
Ability to make your own decisions	23.9	52.1	22.7	1.0	0.2
General knowledge	16.3	71.5	11.2	0.8	0.2
Ability to get along with others	11.9	50.1	35.5	2.2	0.4
Knowledge of people from different races/cultures	11.5	42.4	44.0	1.6	0.5
Ability to conduct research	10.5	47.3	40.5	1.4	0.4
Understanding of global issues	10.3	45.1	40.0	3.9	0.7
Understanding of national issues	9.2	47.0	39.4	3.8	0.6
Religious beliefs/convictions	8.9	26.7	56.5	6.3	1.6
Understanding of community problems	8.0	39.9	49.5	2.1	0.4



Factor Analyses

The 2005 YFCY includes 219 items reflecting a wide range of cognitive and affective measures. Factor analyses are an important measure of the construct validity of this instrument, that is, “the degree to which a measure actually assesses the underlying theoretical construct it is supposed to assess” (Light, Singer, & Willett, 1990, p. 156). These analyses help to verify that the 2005 YFCY survey is, in fact, a valid measure of several constructs critical to the first-year experience. However, this methodology is also a valuable tool to assist with the analysis and dissemination of findings resulting from such a comprehensive instrument. “The primary objective of factor analysis is to construct a small number of variables (called factors) that do a good job of conveying the information present in a large number of variables” (Jaeger, 1990, p. 345). For example, the 2005 YFCY survey includes several critical measures of interaction with fellow students. Some examples are studying with peers, hours per week spent participating in student organizations, and feelings of success at establishing friendships with fellow students. Through factor analysis, we are able to group these items with other important measures of student-to-student interaction under the same rubric. Factor analyses were conducted for 208 items on the 2005 YFCY instrument (all items except the demographic questions). Exactly 155 of these variables clustered together to create 28 factors that included three or more variables each and had reliability values of .50 or greater. The factor loadings are reported from confirmatory factor analyses. Table 21 lists these factors with the measure of their reliability. See Appendix B for the complete results of the factor analysis, including the variables that comprise each factor and their loading on that factor.



Table 21. Factor Analysis of the 2005 YFCY National Aggregate Data

Factor	Cronbach's Alpha
Satisfaction with Campus Services	.91
Positive Race/Ethnic Relations	.89
Satisfaction with College	.87
Leadership and Community Orientation	.86
Religiousness and Spirituality	.84
Sense of Belonging	.84
Self-Concept -- This factor can be divided into three factors:	.82
<i>Social Self-Concept</i>	.72
<i>Emotional and Interpersonal Self-Concept</i>	.65
<i>Self-Assessed Academic Motivation</i>	.58
Racial/Ethnic Interactions of a Negative Quality	.80
Concerned Individual	.78
Academic Success Habits	.77
Artistic Abilities	.77
Poor Social and Emotional Adjustment	.77
Math and Analytical Orientation	.76
Informed Citizenship	.76
Self-Assessed Cognitive Development	.74
Authority and Status Values	.74
Partying	.71
Academic Disengagement	.69
Interactions with Faculty and Staff	.69
Advice and Counseling	.67
Campus Racial Climate	.66
Race/Ethnic Composition of the Environment	.66
Perceptions of Faculty Attitudes Towards Students	.64
Technology Related Leisure Activities	.64
External Commitments	.64
Physical Health and Athletic Involvement	.59
Conflicting Commitments	.59

Highlights and Summary

Student Satisfaction in the First Year

- Nearly three-fourths of the respondents reported being “satisfied” or “very satisfied” with their overall college experience.
- The majority of students in the sample were likewise satisfied with the quality of instruction they received, relevance of coursework to future career plans, amount of contact with faculty, overall sense of community among students, campus social activities, and relevance of coursework to everyday life.
- In regards to campus facilities, students felt most satisfied with library, classroom, computer, and recreational facilities. Areas in which students were comparatively less satisfied include the registrar’s office, student housing facilities, psychological counseling, career center, and financial aid services.

Academic Experiences in the First Year

- Although most respondents studied and discussed their courses with other students during the first year, findings suggest that many remain disengaged from their coursework: over half “frequently” or “occasionally” came late to class; almost half turned in course assignments that did not reflect their best work or felt bored in class; and approximately one-third skipped class at least “occasionally” in the first year.
- Close to one-third of the survey respondents felt intimidated by their professors in the first college year, which may help to explain why less than a quarter of respondents met with faculty members during or outside of class/office hours at least once a week.

Student Adjustment to College

- The majority of respondents felt “completely successful” in developing close friendships with other students; less than half felt similarly about understanding professors’ academic expectations and adjusting to the demands of college in general; less than a third were completely successful at utilizing campus services, developing effective study skills, managing their time effectively, or getting to know faculty. However, the vast majority of students were at least “somewhat successful” in each of these areas.

Personal Challenges and Social Networks in the First Year

- The majority of first-year students have some degree of concern about financing their college education, although less than one-third of the respondents work for pay on- or off- campus. Less than half of the students “frequently” felt overwhelmed, lonely or homesick, and worried about meeting new people in the first year.
- Students reported mostly positive interactions with their peers since entering college. Slightly more than one-third of the respondents interacted with family members on a daily basis.

Change Over the First Year of College

- As compared with when they entered college, first-year students:
 - Spend more time studying, partying, and socializing with friends;
 - Spend less time attending to household or childcare duties, exercising, performing volunteer work, attending religious services, and reading for pleasure;
 - Drink beer, wine, and/or other types of liquor more frequently;



- Feel more overwhelmed and depressed; and
- Feel less worried about the costs of college.
- Students' actual experiences in college often fall short of their expectations, especially with respect to changing career plans, getting a job to help pay for expenses, and participating in student clubs or groups. For example, the tendency is for students to overestimate their need to work, to change their major, or to change their career.
- When asked to assess how much they have changed since entering college, very few of the respondents felt as though their knowledge and skills declined since entering college, but many did not feel as if their knowledge and skills improved either. Areas in which students noted the most improvement included their knowledge of a particular field or discipline, their ability to make their own decisions, and their general knowledge.

Conclusion

The majority of students in the 2005 YFCY sample were generally satisfied with the quality of their first year of college experience. Regarding their academic experiences, many students remain somewhat disconnected from their coursework responsibilities as evidenced by their lack of overall engagement with faculty and their tendency to be tardy or to turn in late assignments. In terms of adjustment to college, students report mostly positive interactions with peers, although students retain a healthy concern over their finances. The longitudinal findings indicate that students' expectations generally exceed the reality of their experiences during the first year of college. These important preliminary findings offer a glimpse of the potential of YFCY survey data to better inform institutional policies and practices with regard to first-year student populations. By offering both cross-sectional and longitudinal assessment opportunities for this critical student population, these data can also serve to provoke further inquiry at the institution level.

References

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Appendix A: 2005 YFCY Institutions by Institutional Type

Public Universities (46)

Alabama A&M University* □
Bowie State University (MD)* ★ ~
Clemson University (SD)
Colorado State University* ★
Coppin State College (MD)* □
Elizabeth City State University (NC)* □
Florida Memorial College* □ ~
Georgia Institute of Technology* □
Medgar Evers College (NY) ~
Miami University*
Morgan State University (MD)* □
North Carolina Central University* □
North Dakota State University*
Northern Illinois University* ◆
Ohio State University* ◆ ★
Oregon State University* □
Rutgers University-New Brunswick* □
Savannah State University (GA)* □
Southern Illinois U-Carbondale*
Southern University-New Orleans* ★ ~
Spelman College (GA)* □ ~
SUNY-Stony Brook* ◆ ★
SUNY-University at Buffalo* □
Talladega College (AL)* □ ~

Tennessee State University* ★
Texas A&M University* ◆ ★
Texas Tech University* ★
Texas Woman's University* ◆ ★
Tuskegee University (AL)* ★ ~
U of Arkansas-Fayetteville* □
U of Arkansas-Pine Bluff* □
U of California-Irvine* □
U of California-Los Angeles* □
U of California-Riverside* □
U of California-San Diego* ◆
U of California-Santa Barbara* ◆ ★
U of California-Santa Cruz* □
U of Connecticut ◆
U of New Mexico* ★
U of Pittsburgh* □
U of Toledo (OH)*
U of the Virgin Islands* □
U of Wisconsin-Milwaukee* ◆ ★
Virginia Poly Inst and St University* ◆
Wayne State University (MI)* □
Winston-Salem State University (NC)* □

Private Universities (23)

Baylor University (TX)* □
California Institute of Technology* □
Case Western Reserve University* ◆ ★
Cornell University (NY)* □
Creighton University (NE)*
Emory University (GA)* ◆ ★
Fordham University (NY)*
Howard University (DC)* □
Lehigh University (PA) ◆
Loyola Marymount University (CA)*
Massachusetts Inst of Technology* ◆ ★
New York University* ◆

Northwestern University (IL)* ◆ ★
Rensselaer Polytechnic Institute (NY)* ★
Saint John's University-Queens (NY)*
Seton Hall University (NJ)*
Southern Methodist University (TX)* ◆ ★
Syracuse University (NY)
U of Notre Dame (IN)* □
U of Rochester (NY)* □
U of San Diego (CA)*
U of Southern California* □
Wake Forest University (NC)* □

Public Four-Year Colleges (33)



Bernard M Baruch College (NY)*
 Cal Poly State U-San Luis Obispo* ★
 California State U-Long Beach* □
 California State U-Los Angeles* □
 California State U-San Marcos* □
 Central Missouri State University*
 College of Staten Island (NY)* □
 East Central University (OK)* □
 Eastern Michigan University* □
 Eastern New Mexico University* ★
 Georgia Southern University* □
 Georgia Southwestern State University*
 Georgia State University* □
 Grand Valley State University (MI)*
 Michigan Technological University*
 Nevada State College*
 Northeastern Illinois University* □

Northeastern State University (OK)* □
 Northern Arizona University* □
 Oakland University (MI)* □
 San Francisco State University* □
 Sonoma State University (CA)*
 Southeastern Oklahoma State University* □
 SUNY Institute of Technology*
 Texas A&M U-Commerce
 Texas A&M U-Kingsville* □
 U of Arkansas-Fort Smith
 U of Louisiana at Lafayette* □
 U of Nebraska-Omaha* ◆
 U of South Carolina-Upstate*
 U of Texas-San Antonio* □
 Western Illinois University*
 Worcester State College (MA)*

Private Four-Year Colleges, Catholic (23)

Albertus Magnus College (CT)*
 Barry University (FL)* □
 Bellarmine University (KY)*
 Carlow College (PA)*
 College Misericordia (PA)*
 College of Santa Fe (NM)*
 Daemen College (NY)*
 Dominican University (IL)*
 Gannon University (PA)*
 Loyola College in Maryland*
 Manhattan College*
 Mount Saint Mary's College (CA)* ★

Niagara University (NY)*
 Notre Dame College (OH)*
 Ohio Dominican University*
 Sacred Heart University (CT)*
 Saint Norbert College (WI)*
 Saint Peter's College (NJ)* □
 Saint Thomas University (FL)* □
 Saint Xavier University (IL)* □
 Trinity University (DC)* ★
 U of Portland*
 Xavier University of Louisiana* ★~

Private Four-Year Colleges, Nonsectarian (39)

Atlanta College of Art*
 Babson College (MA)* ◆
 Bard College (NY)*
 Berea College (KY)* ◆
 Bowdoin College (ME)*
 Bucknell University (PA)* □
 Colby College (ME)* ◆
 Colgate University (NY)*
 Clark University (MA)*
 Dartmouth College (NH)* □

Dickinson College (PA)* ◆
 Hamilton College (NY)* ◆
 Haverford College (PA)* ◆
 Illinois Wesleyan University* ◆
 Johnson & Wales University (RI)
 Johnson & Wales U-Charlotte
 Johnson & Wales U-Denver
 Johnson & Wales U-North Miami
 Juniata College (PA)* ◆
 Lesley University (MA)*



Lynn University (FL)*
 Morehouse College (GA)* ★~
 Oberlin College (OH)* ◆
 Occidental College*
 Philadelphia University*
 Pine Manor College (MA)*
 Post University (CT)*
 Principia College (IL)*
 Quinnipiac University (CT)* ◆
 Rider University (NJ)*

Scripps College (CA)* ◆
 Southern New Hampshire University*
 Sweet Briar College (VA)*
 U of the Arts (PA)*
 Washington College (MD)* ◆
 Webber International University (FL)*
 Wells College (NY)*
 Wilkes University (PA)*
 Woodbury University (CA)* □

Private Four-Year Colleges, Other Religious (35)

Abilene Christian University (TX)*
 Agnes Scott College (GA)*
 Albion College (MI)*
 Augustana College (IL)*
 Austin College* □
 Bennett College (NC)* ★~
 Brevard College (NC)*
 Buena Vista University (IA)* ◆
 Campbell University (NC)*
 Carthage College (WI)*
 Central College (IA)*
 Charleston Southern University (SC)* ◆
 Crown College (MN)
 Dillard University (LA)* □
 Earlham College (IN)* ◆
 East Texas Baptist University*
 Elon University (NC)*
 Gardner-Webb University (NC)*

Hendrix College (AR)* ◆
 Iowa Wesleyan College*
 Lakeland College (WI)*
 Livingstone College (NC)*~
 Mercer University (GA)*
 Mount Olive College (NC)*
 North Central College (IL)*
 Northwest Nazarene University (ID)*
 Oklahoma Baptist University*
 Pepperdine University (CA)* ★
 Philander Smith College (AR)* □
 Point Loma Nazarene University (CA)*
 Randolph-Macon Woman's College (VA)* ◆
 Roberts Wesleyan College (NY)*
 Tennessee Temple University*
 Voorhees College (SC)*~
 Wittenberg University (OH)*

Two-Year Colleges (4)

College of the Sequoias (CA)* □
 Mount San Antonio College (CA)* ★

Southeast Kentucky Cmty & Tech College
 Spartanburg Methodist College (SC)

Notes:

- * indicates institutions that participated in the 2004 CIRP Freshman Survey
- ★ indicates institutions that are participating in YFCY as well as a special NIH funded project
- indicates institutions that are only participating in a special NIH funded project (limited sample and are not included in the national YFCY Aggregates or factor analysis)
- ◆ indicates an institution that is conducting a web-only administration of YFCY
- ~ indicates a Historically Black College or University (HBCU)



2005 YFCY Institutions
Alphabetical

Abilene Christian University (TX)*
 Agnes Scott College (GA)*
 Alabama A & M University * □
 Albertus Magnus College (CT)*
 Albion College (MI)*
 Atlanta College of Art *
 Augustana College (IL)*
 Austin College (TX)* □
 Babson College (MA)*◆
 Bard College (NY)*
 Barry University (FL)* □
 Baylor University (TX)* □
 Bellarmine University (KY)*
 Bennett College (NC)*★~
 Berea College (KY)*◆
 Bernard M Baruch College (NY)*
 Bowdoin College (ME)*
 Bowie State University (MD)*★~
 Brevard College (NC)*
 Bucknell University (PA)* □
 Buena Vista University (IA)*◆
 Cal Poly State U - San Luis Obispo *★
 California Institute of Technology * □
 California State U-Long Beach * □
 California State U-Los Angeles * □
 California State U-San Marcos * □
 Campbell University (NC)*
 Carlow College (PA)*
 Carthage College (WI)*
 Case Western Reserve U (OH)*◆★
 Central College (IA)*
 Central Missouri State University *
 Charleston Southern University (SC)*◆
 Clark University (MA)*
 Clemson University (SD)
 Colby College (ME)*◆
 Colgate University (NY)*
 College Misericordia (PA)*
 College of Santa Fe (NM)*
 College of Staten Island (NY)* □
 College of the Sequoias (CA)* □
 Colorado State University *★
 Coppin State College (MD)* □
 Cornell University (NY)* □
 Creighton University (NE)*
 Crown College (MN)
 Daemen College (NY)*
 Dartmouth College (NH)* □
 Dickinson College (PA)*
 Dillard University (LA)* □
 Dominican University (FL)*
 Earlham College (IN)*◆
 East Central University * □
 East Texas Baptist University *
 Eastern Michigan University * □
 Eastern New Mexico University *★
 Elizabeth City State University (NJ)* □
 Elon University (NC)*
 Emory University (GA)*◆★
 Florida Memorial College * □ ~
 Fordham University (NY)*
 Gannon University (PA)*
 Gardner-Webb University (NC)*
 Georgia Institute of Technology * □
 Georgia Southern University * □
 Georgia Southwestern State U * □
 Georgia State University * □
 Grand Valley State University (MI)*
 Hamilton College (NY)*◆
 Haverford College (PA)*◆
 Hendrix College (AR)*◆
 Howard University (DC)* □
 Illinois Wesleyan University *◆
 Iowa Wesleyan College *
 Johnson & Wales University
 Johnson & Wales U-Charlotte
 Johnson & Wales U-Denver
 Johnson & Wales U-North Miami
 Juniata College (PA)*◆
 Lakeland College (WI)*
 Lehigh University (PA)*◆
 Lesley University (MA)*
 Livingstone College (NC)*~
 Loyola College in Maryland *



Loyola Marymount University (CA)*
 Lynn University (FL)*
 Manhattan College *
 Massachusetts Inst of Technology *◆★
 Medgar Evers College (NY)~
 Mercer University (GA)*
 Miami University *
 Michigan Technological University *
 Morehouse College (GA)*★~
 Morgan State University (MD)* □
 Mount Olive College (NC)*
 Mount Saint Mary's College (CA)*★
 Mount San Antonio College (CA)*★
 Nevada State College *
 New York University *◆
 Niagara University (NY)*
 North Carolina Central University * □
 North Central College (IL)*
 North Dakota State University *
 Northeastern Illinois University * □
 Northeastern State University (OK)* □
 Northern Arizona University * □
 Northern Illinois University *◆
 Northwest Nazarene University (ID)*
 Northwestern University (IL)*◆★
 Notre Dame College (OH)*
 Oakland University (MI)* □
 Oberlin College (OH)*◆
 Occidental College (CA)*
 Ohio Dominican University (VA)*
 Ohio State University *◆★
 Oklahoma Baptist University *
 Oregon State University * □
 Pepperdine University (CA)*◆
 Philadelphia University *
 Philander Smith College (AR)* □
 Pine Manor College (MA)*
 Post University (CT)*
 Point Loma Nazarene University (CA)*
 Principia College (IL)*
 Quinnipiac University (CT)*◆
 Randolph-Macon Woman's College (VA)*◆
 Rensselaer Polytechnic Institute (NY)*★
 Rider University (NJ)*
 Roberts Wesleyan College (NY)*
 Rutgers University-New Brunswick * □
 Sacred Heart University (CT)*
 Saint John's University-Queens *
 Saint Norbert College (WI)*
 Saint Peter's College (NJ)* □
 Saint Thomas University (FL)* □
 Saint Xavier University (IL)* □
 San Francisco State University * □
 Savannah State University (GA)* □
 Scripps College (CA)*◆
 Seton Hall University (NJ)*
 Sonoma State University (CA)*
 Southeast Kentucky Cmty & Tech College
 Southeastern Oklahoma State U * □
 Southern Illinois U-Carbondale *
 Southern Methodist University (TX)*◆★
 Southern New Hampshire University *
 Southern University-New Orleans *★~
 Spartanburg Methodist College (SC)
 Spelman College (GA)* □~
 SUNY Institute of Technology *
 SUNY-Stony Brook *◆★
 SUNY-University at Buffalo * □
 Sweet Briar College (VA)*
 Syracuse University (NY)
 Talladega College (AL)* □~
 Tennessee State University * □
 Tennessee Temple University *
 Texas A&M U-Commerce
 Texas A&M University *◆★
 Texas A&M University-Kingsville * □
 Texas Tech University *★
 Texas Woman's University *◆★
 Trinity University (DC)* □
 Tuskegee University (AL)* □~
 U of Arkansas-Fayetteville * □
 U of Arkansas-Fort Smith
 U of Arkansas-Pine Bluff * □
 U of California-Irvine * □
 U of California-Los Angeles * □
 U of California-Riverside * □
 U of California-San Diego *◆
 U of California-Santa Barbara *◆★
 U of California-Santa Cruz * □
 U of Connecticut ◆
 U of Louisiana at Lafayette* □
 U of Nebraska-Omaha *◆



U of New Mexico * ★	Voorhees College (SC)*~
U of Notre Dame (IN)* □	Wake Forest University (NC)* □
U of Pittsburgh (PA)* □	Washington College (MD)* ◆
U of Portland (OR)*	Wayne State University (MI)* □
U of Rochester (NY)* □	Webber International University (FL)*
U of San Diego (CA)*	Wells College (NY)*
U of South Carolina-Upstate *	Western Illinois University *
U of Southern California* □	Wilkes University (PA)*
U of Texas-San Antonio * □	Winston-Salem State University (NC)* □
U of the Arts (PA)*	Wittenberg University (OH)*
U of the Virgin Islands * □	Woodbury University (CA)* □
U of Toledo (OH)*	Worcester State College (MA)*
U of Wisconsin-Milwaukee * ◆ ★	Xavier University of Louisiana * ★~
Virginia Polytechnic Inst and St U * ◆	

Notes:

- * indicates institutions that participated in the 2004 CIRP Freshman Survey
- ★ indicates institutions that are participating in YFCY as well as a special NIH funded project
- indicates institutions that are only participating in a special NIH funded project (limited sample and are not included in the national YFCY Aggregates or factor analysis)
- ◆ indicates an institution that is conducting a web-only administration of YFCY
- ~ indicates a Historically Black College or University (HBCU)



Appendix B: Factor Analysis of the 2005 YFCY National Aggregate Data

Factor 1: Satisfaction with Campus Services (Cronbach's alpha = .91)

Variable (all questions are from Question #6 on the 2005 YFCY Survey)	Factor Loading
Satisfaction: Career center/services	.77
Satisfaction: Registrar's office	.76
Satisfaction: Psychological counseling services	.74
Satisfaction: Tutoring or other academic assistance	.72
Satisfaction: Student health center/services	.71
Satisfaction: Classroom facilities	.70
Satisfaction: Financial aid services	.68
Satisfaction: Student housing facilities/services	.68
Satisfaction: Computer facilities	.67
Satisfaction: Academic advising	.67
Satisfaction: Orientation for new students	.67
Satisfaction: Library facilities and services	.65
Satisfaction: Recreational facilities	.64

Factor 2: Positive Race/Ethnic Relations (Cronbach's alpha = .89)

Variable	Factor Loading
Frequency: Shared personal feelings and problems (question #16)	.85
Frequency: Had intellectual discussions outside of class (question #16)	.85
Frequency: Dined or shared a meal (question #16)	.81
Frequency: Had meaningful and honest discussions about racial/ethnic issues outside of class (question #16)	.79
Frequency: Socialized or partied (question #16)	.78
Frequency: Studied or prepared for class (question #16)	.76
Frequency: Attended events sponsored by other racial/ethnic groups (question #16)	.63
Frequency: Socialized with someone of another racial/ethnic group (question #12)	.59



Factor 3: Satisfaction with College (Cronbach's alpha = .87)

Variable (all items are from Question #23 on the 2005 YFCY Survey)	Factor Loading
Satisfaction: Relevance of coursework to everyday life	.73
Satisfaction: Relevance of coursework to future career plans	.71
Satisfaction: Overall quality of instruction	.68
Satisfaction: Opportunities for community service	.65
Satisfaction: Amount of contact with faculty	.61
Satisfaction: Campus social activities	.60
Satisfaction: Overall sense of community among students	.59
Satisfaction: Overall college experience	.55

Factor 4: Leadership and Community Orientation (Cronbach's alpha = .86)

Variable (all items are from Question #13 on the 2005 YFCY Survey)	Factor Loading
Goal: Participating in a community action program	.78
Goal: Helping to promote racial understanding	.77
Goal: Improving the health of minority communities	.75
Goal: Improving my understanding of other countries and cultures	.70
Goal: Becoming a community leader	.67
Goal: Becoming involved in programs to clean up the environment	.66
Goal: Developing a meaningful philosophy of life	.58
Goal: Influencing social values	.51
Goal: Helping others who are in difficulty	.51

Factor 5: Religiousness and Spirituality (Cronbach's alpha = .84)

Variable	Factor Loading
Self-rating: Religiousness (question #11)	.81
Frequency: Attended a religious service (question #12)	.74
Self-rating: Spirituality (question #11)	.74
Goal: Integrating spirituality into my life (question #13)	.71
Hours per week: Prayer/meditation (question #21)	.56
Frequency: Discussed religion/spirituality (question #12)	.54
Self-rated change: Religious beliefs and convictions (question #19)	.48



Factor 6: Sense of Belonging (Cronbach's alpha = .84)

Variable (all items are from Question #15 on the 2005 YFCY Survey)	Factor Loading
Agreement: I feel I am a member of this college	.89
Agreement: I feel I have a sense of belonging to this college	.88
Agreement: I see myself as part of the campus community	.84

Factor 7: Self-Concept (Cronbach's alpha = .82)

Variable (all items are from Question #11 on the 2005 YFCY Survey)	Factor Loading
Self-rating: Self-confidence (social)	.77
Self-rating: Self-confidence (intellectual)	.76
Self-rating: Self-understanding	.71
Self-rating: Leadership ability	.70
Self-rating: Public speaking ability	.67
Self-rating: Emotional health	.60
Self-rating: Risk-taking	.57
Self-rating: Understanding of others	.55
Self-rating: Drive to achieve	.55
Self-rating: Writing ability	.48

**This can be broken down into additional factors:

Factor 7a: Social Self-Concept (Cronbach's alpha = .72)

Variable (all items are from Question #11 on the 2005 YFCY Survey)	Factor Loading
<i>Self-rating: Leadership ability</i>	.78
<i>Self-rating: Self-confidence (social)</i>	.77
<i>Self-rating: Public speaking ability</i>	.74
<i>Self-rating: Risk-taking</i>	.66

Factor 7b: Emotional and Interpersonal Self-Concept (Cronbach's alpha = .65)

Variable (all items are from Question #11 on the 2005 YFCY Survey)	Factor Loading
<i>RATE0519 Self-understanding</i>	.83
<i>RATE0508 Emotional health</i>	.74
<i>RATE0521 Understanding of others</i>	.73



Factor 7c: Self-Assessed Academic Motivation (Cronbach's alpha = .58)

Variable (all items are from Question #11 on the 2005 YFCY Survey)	Factor Loading
Self-rating: Self-confidence (intellectual)	.78
Self-rating: Drive to achieve	.73
Self-rating: Writing ability	.70

Factor 8: Racial/Ethnic Interactions of a Negative Quality (Cronbach's alpha = .80)

Variable (all items are from Question #16 on the 2005 YFCY Survey)	Factor Loading
Frequency: Had tense, somewhat hostile interactions	.88
Frequency: Felt insulted or threatened because of race/ethnicity	.84
Frequency: Had guarded, cautious interactions	.82

Factor 9: Concerned Individual (Cronbach's alpha = .78)

Variable (all items are from Question #11 on the 2005 YFCY Survey)	Factor Loading
Self-rating: Generosity	.78
Self-rating: Cooperativeness	.76
Self-rating: Forgiveness	.73
Self-rating: Compassion	.70
Self-rating: Ability to work as part of a team	.67

Factor 10: Academic Success Habits (Cronbach's alpha = .77)

Variable (all items are from Question #10 on the 2005 YFCY Survey)	Factor Loading
Success: Developing effective study skills	.80
Success: Adjusting to the academic demands of college	.79
Success: Managing your time effectively	.76
Success: Understanding what your professors expect of you academically	.66
Success: Getting to know faculty	.58
Success: Utilizing campus services available to students	.50



Factor 11: Artistic Abilities (Cronbach's alpha = .77)

Variable	Factor Loading
Goal: Creating artistic work (painting, sculpture, decorating, etc.) (question #13)	.82
Self-rating: Artistic ability (question #11)	.77
Self-rating: Creativity (question #11)	.69
Goal: Writing original works (poems, novels, short stories, etc.) (question #13)	.68
Goal: Becoming accomplished in performing arts (acting, dancing, etc.) (question #13)	.66

Factor 12: Poor Social and Emotional Adjustment (Cronbach's alpha = .77)

Variable	Factor Loading
Frequency: Worried about meeting new people (question #14)	.70
Frequency: Isolated from campus life (question #14)	.69
Frequency: Lonely or homesick (question #14)	.69
Frequency: Worried about your health (question #14)	.65
Frequency: Felt depressed (question #12)	.60
Frequency: Intimidated by your professors (question #14)	.59
Frequency: Unsafe on this campus (question #14)	.54
Frequency: Concerned about life after college (question #14)	.46

Factor 13: Math and Analytical Orientation (Cronbach's alpha = .76)

Variable (all items are from Question #11 on the 2005 YFCY Survey)	Factor Loading
Self-rating: Analytical/problem solving skills	.87
Self-rating: Critical thinking skills	.82
Self-rating: Academic ability	.74
Self-rating: Mathematical ability	.65

Factor 14: Informed Citizenship (Cronbach's alpha = .76)

Variable	Factor Loading
Self-rated change: Understanding of national issues (question #19)	.78
Self-rated change: Understanding of global issues (question #19)	.78
Self-rated change: Understanding of the problems facing your community (#19)	.64
Goal: Reading a newspaper to be informed of national/global issues (question #13)	.64
Goal: Keeping up to date with political affairs (question #13)	.63
Frequency: Read a newspaper (question #18)	.50



Factor 15: Self-Assessed Cognitive Development (Cronbach's alpha = .74)

Variable	Factor Loading
Self-rated change: General knowledge (question #19)	.73
Self-rated change: Ability to make your own decisions (question #19)	.69
Self-rated change: Knowledge of a particular field or discipline (question #19)	.66
Self-rated change: Ability to conduct research (question #19)	.65
Self-rated change: Ability to get along with others (question #19)	.62
Self-rated change: Knowledge of people from different races/cultures (question #19)	.59
Frequency: That your courses inspired you to think in new ways (question #14)	.49

Factor 16: Authority and Status Values (Cronbach's alpha = .74)

Variable (all items are from Question #13 on the 2005 YFCY Survey)	Factor Loading
Goal: Obtaining recognition from my colleagues for contributions to my special field	.75
Goal: Becoming an authority in my field	.73
Goal: Having administrative responsibility for the work of others	.73
Goal: Being very well off financially	.66
Goal: Becoming successful in a business of my own	.64

Factor 17: Partying (Cronbach's alpha = .71)

Variable	Factor Loading
Frequency: Drank beer (question #12)	.90
Frequency: Drank wine or liquor (question #12)	.89
Hours per week: Partying (question #21)	.80
Frequency: Smoked cigarettes (question #12)	.60

Factor 18: Academic Disengagement (Cronbach's alpha = .69)

Variable	Factor Loading
Frequency: Skipped class (question #18)	.68
Frequency: Turned in course assignments that did not reflect your best work (#18)	.65
Frequency: Came late to class (question #12)	.62
Frequency: Turned in course assignment(s) late (question #18)	.60
Frequency: Fell asleep in class (question #18)	.58
Frequency: Received negative feedback about your academic work (question #18)	.55
Frequency: Felt bored in class (question #12)	.45



Factor 19: Interactions with Faculty and Staff (Cronbach's alpha = .69)

Variable (all items are from Question #5 on the 2005 YFCY Survey)	Factor Loading
Frequency of interaction with: Faculty outside of class or office hours	.79
Frequency of interaction with: Faculty during office hours	.76
Frequency of interaction with: Academic advisors/counselors	.68
Frequency of interaction with: Other college personnel	.68

Factor 20: Advice and Counseling (Cronbach's alpha = .67)

Variable (all items are from Question #18 on the 2005 YFCY Survey)	Factor Loading
Frequency: Received advice and guidance about your educational program from a professor	.72
Frequency: Received emotional support and encouragement from a professor	.68
Frequency: Worked with an academic advisor to select your courses	.68
Frequency: Received advice/counseling from another first-year student	.63
Frequency: Received advice/counseling from a junior or senior	.58

Factor 21: Campus Racial Climate (Cronbach's alpha = .66)

Variable (all items are from Question #15 on the 2005 YFCY Survey)	Factor Loading
Agreement: I have been singled out because of my race/ethnicity, gender, or sexual orientation	.78
Agreement: I have heard faculty express stereotypes about racial/ethnic groups in class	.77
Agreement: There is a lot of racial tension on this campus	.76

Factor 22: Race/Ethnic Composition of the Environment (Cronbach's alpha = .66)

Variable (all items are from Question #9 on the 2005 YFCY Survey)	Factor Loading
Racial/ethnic composition of: Your informal study groups	.79
Racial/ethnic composition of: Clubs/organizations to which you belong	.79
Racial/ethnic composition of: Friends you socialize with in college	.77



Factor 23: Perceptions of Faculty Attitudes Towards Students (Cronbach's alpha = .64)

Variable (all items are from Question #15 on the 2005 YFCY Survey)	Factor Loading
Agreement: Faculty here are interested in students' academic problems	.77
Agreement: Faculty here are interested in students' personal problems	.73
Agreement: Faculty feel that most students here are well-prepared academically	.66
Agreement: The admissions/recruitment materials I received accurately portrayed the campus	.61

Factor 24: Technology Related Leisure Activities (Cronbach's alpha = .64)

Variable (all items are from Question #21 on the 2005 YFCY Survey)	Factor Loading
Hours per week: Surfing the Internet	.84
Hours per week: Communicating via e-mail, Instant Messenger, etc.	.77
Hours per week: Playing video/computer games	.58
Hours per week: Watching TV	.55

Factor 25: External Commitments (Cronbach's alpha = .64)

Variable (all items are from Question #21 on the 2005 YFCY Survey)	Factor Loading
Hours per week: Commuting	.83
Hours per week: Household/childcare duties	.78
Hours per week: Working (for pay) off campus	.73

Factor 26: Physical Health and Athletic Involvement (Cronbach's alpha = .59)

Variable	Factor Loading
Hours per week: Exercising or sports (question #21)	.77
Self-rating: Physical health (question #11)	.68
Participation: Played varsity/intercollegiate athletics (question #17)	.66
Frequency: Participated in intramural sports (question #18)	.58
Frequency: Maintained a healthy diet (question #12)	.53

Factor 27: Conflicting Commitments (Cronbach's alpha = .59)

Variable (all items are from Question #14 on the 2005 YFCY Survey)	Factor Loading
Frequency: That your family responsibilities interfered with your schoolwork	.81
Frequency: That your job responsibilities interfered with your schoolwork	.78
Frequency: That your social life interfered with your schoolwork	.63

Factor 28: Political Engagement (Cronbach's alpha = .55)

Variable	Factor Loading
Goal: Influencing the political structure (question #13)	.79
Frequency: Discussed politics (question #12)	.73
Frequency: Worked on a local, state, or national political campaign (question #12)	.68

**Appendix C:
2005 YFCY Institutional Profile - All Respondents**

First-time Full-time	All Institutions		
	Men	Women	Total
Number of Respondents	14,433	24,105	38,538
WHAT YEAR DID YOU FIRST ENTER:			
Your 1st college			
2004 or 2005	100.0	100.0	100.0
2003	0.0	0.0	0.0
2002	0.0	0.0	0.0
2001	0.0	0.0	0.0
2000 or earlier	0.0	0.0	0.0
This college			
2004 or 2005	100.0	99.9	99.9
2003	0.0	0.1	0.0
2002	0.0	0.0	0.0
2001	0.0	0.0	0.0
2000 or earlier	0.0	0.0	0.0
Your current enrollment status			
Full-time	100.0	100.0	100.0
Part-time	0.0	0.0	0.0
Not enrolled	0.0	0.0	0.0
Where did you primarily live while attending college this past year?			
College residence hall, suite, or other campus housing	85.4	85.7	85.6
Private home or apartment	13.8	13.4	13.6
Other	0.8	0.8	0.8
SINCE ENTERING THIS COLLEGE, HOW OFTEN HAVE YOU INTERACTED WITH THE FOLLOWING PEOPLE (E.G., BY PHONE, E-MAIL, INSTANT MESSENGER, OR IN PERSON):			
Faculty <u>during</u> office hours			
Never	11.0	9.6	10.2
1 or 2 times per term	36.1	40.8	39.0
1 or 2 times per month	25.0	26.3	25.8
Once a week	14.2	12.1	12.9
2 or 3 times per week	8.3	7.1	7.6
Daily	5.4	4.0	4.5
Faculty <u>outside</u> of class or office hours			
Never	29.1	29.7	29.5
1 or 2 times per term	31.2	32.7	32.2
1 or 2 times per month	18.2	19.2	18.8
Once a week	12.0	10.3	10.9
2 or 3 times per week	6.6	5.9	6.2
Daily	2.9	2.2	2.5
Academic advisors/counselors			
Never	11.3	8.7	9.7
1 or 2 times per term	55.8	61.5	59.4
1 or 2 times per month	22.1	20.7	21.2
Once a week	6.6	5.9	6.2
2 or 3 times per week	2.9	2.3	2.5
Daily	1.4	0.9	1.1
Other college personnel			
Never	24.8	27.9	26.7
1 or 2 times per term	31.4	35.1	33.7
1 or 2 times per month	17.6	16.2	16.8
Once a week	10.7	8.8	9.5
2 or 3 times per week	6.2	5.1	5.5
Daily	9.3	6.9	7.8

First-time Full-time	All Institutions		
	Men	Women	Total
Number of Respondents	14,433	24,105	38,538
SINCE ENTERING THIS COLLEGE, HOW OFTEN HAVE YOU INTERACTED WITH THE FOLLOWING PEOPLE (E.G., BY PHONE, E-MAIL, INSTANT MESSENGER, OR IN PERSON):			
Close friends at this institution			
Never	2.7	1.9	2.2
1 or 2 times per term	2.2	1.4	1.7
1 or 2 times per month	3.0	2.0	2.4
Once a week	5.3	3.9	4.4
2 or 3 times per week	11.0	9.0	9.8
Daily	75.9	81.9	79.6
Close friends <u>not</u> at this institution			
Never	4.5	2.7	3.4
1 or 2 times per term	11.9	9.2	10.2
1 or 2 times per month	16.0	13.6	14.5
Once a week	15.8	13.2	14.2
2 or 3 times per week	21.6	24.2	23.2
Daily	30.1	37.2	34.5
Your family			
Never	2.1	0.9	1.4
1 or 2 times per term	11.1	7.4	8.8
1 or 2 times per month	14.9	10.3	12.1
Once a week	20.8	13.3	16.1
2 or 3 times per week	25.0	25.3	25.2
Daily	26.1	42.7	36.5
Graduate students/teaching assistants			
Never	39.5	43.3	41.9
1 or 2 times per term	19.7	19.1	19.4
1 or 2 times per month	12.3	11.4	11.7
Once a week	14.0	13.5	13.7
2 or 3 times per week	10.2	9.3	9.6
Daily	4.2	3.4	3.7
Students reporting they were "satisfied" or "very satisfied" with each of the following at this institution [1]			
Classroom facilities	75.7	76.7	76.3
Computer facilities	74.3	76.3	75.5
Library facilities and services	76.2	77.8	77.2
Academic advising	60.1	61.1	60.7
Tutoring or other academic assistance	54.8	60.0	58.0
Registrar's office	52.0	54.1	53.3
Student housing facilities/services	49.8	53.2	51.9
Financial aid services	51.0	50.1	50.4
Career center/services	49.3	52.6	51.3
Student health center/services	55.5	57.0	56.5
Psychological counseling services	40.2	44.4	42.6
Recreational facilities	68.9	69.7	69.4
Orientation for new students	60.2	63.6	62.3
Type of survey returned			
Paper	71.5	69.1	70.0
Web	28.5	30.9	30.0
Are you: [2]			
White/Caucasian	77.4	75.1	76.0
African American/Black	10.0	10.8	10.5
American Indian/Alaska Native	1.7	1.8	1.8
Asian American/Asian	8.1	8.5	8.3
Native Hawaiian/Pacific Islander	1.0	1.0	1.0
Mexican American/Chicano	2.9	3.2	3.1
Puerto Rican	1.3	1.5	1.4
Other Latino	3.0	3.4	3.2
Other	3.7	3.7	3.7

[1] Respondents marking "No Experience/Not Available" were not included in these results.

[2] Percentages will sum to more than 100.0 if any respondents marked more than one ethnic group.

First-time Full-time	All Institutions		
	Men	Women	Total
Number of Respondents	14,433	24,105	38,538
Is English your native language?			
Yes	92.1	92.0	92.0
No	7.9	8.0	8.0
HOW WOULD YOU DESCRIBE THE RACIAL/ETHNIC COMPOSITION OF THE FOLLOWING GROUPS?			
High school you last attended			
Not applicable	1.5	1.0	1.2
All or nearly all racial/ethnic minorities	5.5	7.0	6.4
Mostly racial/ethnic minorities	6.9	8.0	7.6
Half white and half racial/ethnic minorities	21.9	23.1	22.7
Mostly white	34.3	31.9	32.8
All or nearly all white	29.8	29.0	29.3
Neighborhood where you grew up			
Not applicable	2.1	1.7	1.9
All or nearly all racial/ethnic minorities	6.7	7.5	7.2
Mostly racial/ethnic minorities	6.4	6.7	6.6
Half white and half racial/ethnic minorities	12.0	12.4	12.2
Mostly white	33.1	31.2	31.9
All or nearly all white	39.6	40.5	40.1
Friends you socialize with in college			
Not applicable	1.3	0.9	1.0
All or nearly all racial/ethnic minorities	5.1	6.3	5.9
Mostly racial/ethnic minorities	6.7	8.6	7.9
Half white and half racial/ethnic minorities	26.1	26.5	26.4
Mostly white	41.7	38.5	39.7
All or nearly all white	19.0	19.2	19.1
Your informal study groups			
Not applicable	28.1	27.5	27.7
All or nearly all racial/ethnic minorities	3.8	4.3	4.1
Mostly racial/ethnic minorities	4.5	5.4	5.1
Half white and half racial/ethnic minorities	17.5	18.3	18.0
Mostly white	28.4	27.8	28.0
All or nearly all white	17.7	16.6	17.0
HOW WOULD YOU DESCRIBE THE RACIAL/ETHNIC COMPOSITION OF THE FOLLOWING GROUPS?			
Clubs/organizations to which you belong			
Not applicable	26.1	26.8	26.5
All or nearly all racial/ethnic minorities	5.0	5.4	5.3
Mostly racial/ethnic minorities	4.6	5.3	5.0
Half white and half racial/ethnic minorities	18.8	20.1	19.6
Mostly white	30.1	28.6	29.2
All or nearly all white	15.5	13.7	14.4
Place of work			
Not applicable	33.6	34.7	34.3
All or nearly all racial/ethnic minorities	3.8	3.9	3.8
Mostly racial/ethnic minorities	5.3	5.1	5.2
Half white and half racial/ethnic minorities	17.7	17.4	17.5
Mostly white	22.0	21.3	21.5
All or nearly all white	17.7	17.7	17.7
SINCE ENTERING THIS COLLEGE, HOW SUCCESSFUL HAVE YOU FELT AT:			
Understanding what your professors expect of you academically			
Unsuccessful	3.6	2.2	2.8
Somewhat successful	54.6	55.5	55.1
Completely successful	41.8	42.3	42.1
Developing effective study skills			
Unsuccessful	12.8	9.5	10.7
Somewhat successful	59.7	61.3	60.7
Completely successful	27.5	29.2	28.6

First-time Full-time	All Institutions		
	Men	Women	Total
Number of Respondents	14,433	24,105	38,538
SINCE ENTERING THIS COLLEGE, HOW SUCCESSFUL HAVE YOU FELT AT:			
Adjusting to the academic demands of college			
Unsuccessful	6.8	5.3	5.9
Somewhat successful	53.1	54.0	53.6
Completely successful	40.1	40.8	40.5
Managing your time effectively			
Unsuccessful	17.0	13.7	14.9
Somewhat successful	55.9	59.1	57.9
Completely successful	27.1	27.2	27.2
Getting to know faculty			
Unsuccessful	20.5	21.9	21.3
Somewhat successful	55.4	58.5	57.4
Completely successful	24.1	19.6	21.3
Developing close friendships with other students			
Unsuccessful	6.5	6.6	6.5
Somewhat successful	36.3	32.5	33.9
Completely successful	57.2	60.9	59.6
Utilizing campus services available to students			
Unsuccessful	10.4	8.2	9.0
Somewhat successful	59.4	59.5	59.5
Completely successful	30.2	32.2	31.5
Students rating themselves "above average" or "highest 10%" compared with the average person their age in:			
Academic ability	69.7	64.6	66.5
Artistic ability	33.8	31.7	32.5
Compassion	63.9	74.6	70.6
Computer skills	54.4	34.4	41.9
Cooperativeness	70.9	72.9	72.1
Creativity	60.7	57.3	58.5
Drive to achieve	66.6	72.3	70.2
Emotional health	59.7	49.8	53.5
Forgiveness	60.4	58.4	59.1
Generosity	66.6	69.0	68.1
Leadership ability	65.9	58.3	61.1
Mathematical ability	53.2	38.5	44.0
Physical health	61.9	44.3	50.9
Public speaking ability	45.5	35.8	39.4
Religiousness	32.7	33.8	33.4
Risk-taking	49.8	35.3	40.7
Self-confidence (intellectual)	67.4	53.3	58.5
Self-confidence (social)	54.3	46.8	49.6
Self-understanding	60.9	54.2	56.7
Spirituality	40.9	41.2	41.1
Understanding of others	62.5	67.4	65.6
Writing ability	52.7	53.7	53.3
Ability to work as part of a team	69.4	66.4	67.5
Critical thinking skills	66.0	52.0	57.2
Analytical/problem-solving skills	65.2	48.2	54.5

First-time Full-time	All Institutions		
	Men	Women	Total
Number of Respondents	14,433	24,105	38,538
Since entering this college, how often have you:			
Attended a religious service	50.6	57.2	54.7
Felt bored in class [3]	44.7	42.8	43.5
Participated in organized demonstrations	41.6	41.6	41.6
Studied with other students	86.2	89.3	88.1
Smoked cigarettes [3]	9.6	7.4	8.2
Drank beer	63.3	51.5	55.9
Drank wine or liquor	64.3	63.0	63.5
Felt overwhelmed by all you had to do [3]	29.1	45.5	39.4
Felt depressed [3]	10.9	14.4	13.1
Performed volunteer work	53.1	63.2	59.4
Discussed politics [3]	23.0	18.1	19.9
Socialized with someone of another racial/ethnic group [3]	54.1	58.4	56.8
Come late to class	68.2	60.0	63.1
Discussed religion/spirituality [3]	19.6	22.9	21.7
Used the Internet for research or homework [3]	76.6	85.2	82.0
Used the library for research or homework [3]	29.9	35.8	33.6
Worked on a local, state, or national political campaign	16.7	11.4	13.4
Maintained a healthy diet [3]	28.9	25.7	26.9
Missed school because of illness [3]	4.1	4.9	4.6
Objectives considered to be "very important" or "essential":			
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	21.6	22.5	22.1
Becoming an authority in my field	67.1	64.9	65.7
Obtaining recognition from my colleagues for contributions to my special field	59.7	58.8	59.1
Influencing the political structure	26.2	19.2	21.8
Influencing social values	46.1	51.8	49.7
Raising a family	75.2	77.9	76.9
Having administrative responsibility for the work of others	46.5	41.4	43.3
Being very well off financially	71.6	68.7	69.8
Helping others who are in difficulty	66.8	78.7	74.3
Making a theoretical contribution to science	24.1	17.5	20.0
Writing original works (poems, novels, short stories, etc.)	24.6	21.3	22.5
Creating artistic work (painting, sculpture, decorating, etc.)	23.1	24.3	23.8
Becoming successful in a business of my own	53.3	41.7	46.0
Becoming involved in programs to clean up the environment	28.8	26.8	27.5
Developing a meaningful philosophy of life	56.0	50.3	52.4
Participating in a community action program	28.3	35.1	32.6
Helping to promote racial understanding	40.6	45.9	43.9
Keeping up to date with political affairs	44.5	38.3	40.6
Becoming a community leader	38.5	35.4	36.5
Integrating spirituality into my life	45.4	51.8	49.4
Working to find a cure for a health problem	28.0	29.9	29.2
Improving my understanding of other countries and cultures	48.8	56.6	53.7
Reading a newspaper to be informed of national and global issues	52.2	51.4	51.7
Improving the health of minority communities	34.3	39.6	37.6
Since entering this college, how often have you felt: [4]			
Lonely or homesick	38.3	55.0	48.8
Worried about meeting new people	35.2	45.8	41.9
Isolated from campus life	32.9	36.5	35.2
Unsafe on this campus	9.4	12.7	11.4
Worried about your health	20.5	32.6	28.1
Intimidated by your professors	22.6	31.9	28.4
That your courses inspired you to think in new ways	69.5	76.9	74.2
That your job responsibilities interfered with your schoolwork	23.2	26.1	25.0
That your family responsibilities interfered with your schoolwork	18.7	22.3	20.9
That your social life interfered with your schoolwork	47.8	47.2	47.5
Concerned about life after college	65.3	74.6	71.2
Family support to succeed	73.3	81.8	78.6

[3] Percentage marking "Frequently" only. All other results in this section represent the percentage marking "Frequently" or "Occasionally".

[4] Percentage marking "Frequently" or "Occasionally".

First-time Full-time	All Institutions		
	Men	Women	Total
Number of Respondents	14,433	24,105	38,538
Students indicating they "agree" or "strongly agree" with the following:			
I have been singled out because of my race/ethnicity, gender, or sexual orientation	14.1	11.8	12.7
I see myself as part of the campus community	76.4	81.2	79.4
I have heard faculty express stereotypes about racial/ethnic groups in class	20.3	17.3	18.4
The admission/recruitment materials I received accurately portrayed the campus	70.3	75.1	73.3
I feel I am a member of this college	86.2	89.7	88.4
Faculty here are interested in students' personal problems	57.2	58.8	58.2
There is a lot of racial tension on this campus	15.7	12.7	13.8
Most students here are treated like "numbers in a book"	29.5	20.8	24.0
There is strong competition among most of the students for high grades	50.9	49.0	49.7
Faculty here are interested in students' academic problems	76.5	82.0	80.0
I feel I have a sense of belonging to this college	78.2	82.6	80.9
Faculty feel that most students here are well-prepared academically	74.3	78.5	77.0
Students indicating they "very often" or "often" experienced the following with students from a racial/ethnic group other than their own.			
Dined or shared a meal	48.8	48.1	48.4
Had meaningful and honest discussions about race/ethnic relations outside of class	29.5	30.1	29.9
Had guarded, cautious interactions	12.2	8.4	9.8
Shared personal feelings and problems	30.6	42.5	38.1
Had tense, somewhat hostile interactions	9.5	5.3	6.8
Had intellectual discussions outside of class	34.9	37.5	36.5
Felt insulted or threatened because of race/ethnicity	8.0	4.1	5.5
Studied or prepared for class	33.0	36.9	35.5
Socialized or partied	47.1	48.8	48.2
Attended events sponsored by other racial/ethnic groups	18.8	19.7	19.4
Since entering this college have you:			
Changed your career choice	25.8	31.2	29.2
Decided to pursue a different major	26.6	31.8	29.9
Declared your major	47.4	48.1	47.8
Joined a social fraternity or sorority	9.1	9.5	9.3
Enrolled in an honors course	11.7	12.7	12.3
Played varsity/intercollegiate athletics	20.5	14.0	16.4
Enrolled in a remedial/developmental course	4.3	4.6	4.5
Transferred from another institution	2.9	2.2	2.5
Enrolled in a formal program where a group of students takes two or more courses together (e.g., FIG, learning cluster, learning community, linked courses)	7.0	8.2	7.7
Taken a college course or seminar specifically designed to help first-year students adjust to college (e.g., freshman seminar, student success seminar, University 101)	35.0	44.1	40.7
Voted in the 2004 presidential election	56.4	63.9	61.1
Participated in a health science research program sponsored by this college	6.0	8.1	7.3
Intended to major in a Health, Biomedical, or Behavioral Science	11.5	21.0	17.4
Joined a pre-professional or departmental club	12.5	15.9	14.6
Participated in an academic enrichment/support program for racial/ethnic minority students	5.8	7.3	6.7
Students indicating that since entering college, they:			
Turned in course assignment(s) late	20.5	12.8	15.7
Spoke up in class [3]	27.1	28.1	27.7
Discussed course content with students outside of class [3]	32.1	39.7	36.9
Skipped class	35.0	31.3	32.7
Received tutoring	21.0	23.8	22.7
Worked on a professor's research project	24.7	18.5	20.8
Turned in course assignments that did not reflect your best work	47.8	39.4	42.5
Participated in intramural sports	39.6	20.2	27.4
Had difficulty getting along with your roommate(s)/housemate(s)	29.0	31.3	30.5
Sought personal counseling	10.1	9.1	9.5
Went on a date	44.0	45.1	44.7
Received negative feedback about your academic work	31.0	24.0	26.6
Received advice and guidance about your educational program from a professor	41.8	42.2	42.0
Received emotional support and encouragement from a professor	29.6	31.4	30.8
Read a newspaper	60.3	55.9	57.5
Witnessed academic dishonesty/cheating	34.7	26.9	29.8

[3] Percentage marking "Frequently" only. All other results in this section represent the percentage marking "Frequently" or "Occasionally".

First-time Full-time	All Institutions		
	Men	Women	Total
Number of Respondents	14,433	24,105	38,538
Students indicating that since entering college, they:			
Went home for the weekend	52.1	57.0	55.2
Worked with an academic advisor to select your courses	50.4	55.9	53.9
Received advice/counseling from a junior or senior	38.7	38.7	38.7
Received advice/counseling from another first-year student	40.9	46.7	44.5
Fell asleep in class	30.5	20.1	24.0
Had difficulty getting into the courses you needed	41.5	42.6	42.2
Read newspaper articles as part of a class	32.4	33.6	33.1
Students noting "much stronger" skills compared with college entry in:			
General knowledge	16.5	15.9	16.1
Knowledge of a particular field or discipline	26.5	25.1	25.6
Knowledge of people from different races/cultures	10.8	11.9	11.5
Religious beliefs and convictions	8.3	8.8	8.6
Ability to get along with others	11.4	12.3	11.9
Understanding of the problems facing your community	7.8	7.8	7.8
Understanding of national issues	9.8	8.5	9.0
Understanding of global issues	10.7	9.4	9.9
Ability to make your own decisions	21.7	25.2	23.9
Ability to conduct research	12.5	10.4	11.2
How would you characterize your political views?			
Far left	6.0	4.5	5.1
Liberal	27.4	34.6	31.9
Middle-of-the-road	39.4	38.1	38.6
Conservative	24.0	21.3	22.3
Far right	3.3	1.4	2.1
SINCE ENTERING THIS COLLEGE, HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK:			
Attending classes/labs			
None	1.6	0.8	1.1
Less than 1 hour	0.9	0.3	0.5
1 to 2 hours	2.9	1.8	2.2
3 to 5 hours	6.2	4.8	5.3
6 to 10 hours	13.3	12.2	12.6
11 to 15 hours	31.5	33.0	32.5
16 to 20 hours	29.3	33.1	31.7
21 to 30 hours	11.0	11.0	11.0
Over 30 hours	3.3	2.9	3.1
Studying/homework			
None	1.0	0.2	0.5
Less than 1 hour	2.9	1.0	1.7
1 to 2 hours	13.2	6.9	9.2
3 to 5 hours	29.7	26.3	27.6
6 to 10 hours	27.2	32.9	30.8
11 to 15 hours	12.6	15.9	14.7
16 to 20 hours	6.9	9.3	8.4
21 to 30 hours	3.7	5.0	4.5
Over 30 hours	2.7	2.6	2.6
Socializing with friends			
None	1.2	0.5	0.7
Less than 1 hour	1.5	1.2	1.3
1 to 2 hours	4.8	4.9	4.9
3 to 5 hours	14.2	15.9	15.3
6 to 10 hours	23.3	25.8	24.8
11 to 15 hours	17.8	17.5	17.6
16 to 20 hours	13.4	12.2	12.7
21 to 30 hours	9.0	8.8	8.9
Over 30 hours	14.9	13.2	13.8

First-time Full-time	All Institutions		
	Men	Women	Total
Number of Respondents	14,433	24,105	38,538
SINCE ENTERING THIS COLLEGE, HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK:			
Exercising or sports			
None	6.3	9.2	8.1
Less than 1 hour	8.9	13.2	11.6
1 to 2 hours	17.1	21.8	20.1
3 to 5 hours	26.0	28.0	27.3
6 to 10 hours	20.6	16.6	18.1
11 to 15 hours	9.6	5.8	7.2
16 to 20 hours	5.6	2.9	3.9
21 to 30 hours	3.0	1.4	2.0
Over 30 hours	3.0	1.0	1.7
Partying			
None	20.0	25.5	23.4
Less than 1 hour	11.4	12.1	11.9
1 to 2 hours	15.7	16.2	16.0
3 to 5 hours	21.6	23.0	22.5
6 to 10 hours	16.5	14.4	15.2
11 to 15 hours	6.7	4.6	5.4
16 to 20 hours	3.5	2.1	2.6
21 to 30 hours	1.8	1.0	1.3
Over 30 hours	2.7	1.0	1.7
Working (for pay) <u>on</u> campus			
None	72.8	71.5	72.0
Less than 1 hour	1.5	1.0	1.2
1 to 2 hours	2.7	1.7	2.1
3 to 5 hours	4.7	4.9	4.8
6 to 10 hours	9.0	11.5	10.6
11 to 15 hours	5.0	6.0	5.6
16 to 20 hours	2.5	2.3	2.4
21 to 30 hours	1.0	0.6	0.7
Over 30 hours	0.8	0.4	0.6
Working (for pay) <u>off</u> campus			
None	71.7	73.1	72.6
Less than 1 hour	1.8	1.2	1.4
1 to 2 hours	2.9	1.8	2.2
3 to 5 hours	4.0	3.4	3.6
6 to 10 hours	5.0	5.4	5.2
11 to 15 hours	3.7	4.4	4.1
16 to 20 hours	3.9	4.7	4.4
21 to 30 hours	3.9	3.9	3.9
Over 30 hours	3.1	2.2	2.6
Student clubs and groups			
None	48.0	43.5	45.2
Less than 1 hour	10.5	12.0	11.4
1 to 2 hours	16.4	19.9	18.6
3 to 5 hours	13.5	15.7	14.9
6 to 10 hours	6.5	5.6	5.9
11 to 15 hours	2.2	1.8	2.0
16 to 20 hours	1.2	0.7	0.9
21 to 30 hours	0.6	0.3	0.4
Over 30 hours	1.1	0.5	0.7

First-time Full-time	All Institutions		
	Men	Women	Total
Number of Respondents	14,433	24,105	38,538
SINCE ENTERING THIS COLLEGE, HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK:			
Watching TV			
None	11.2	11.4	11.3
Less than 1 hour	14.5	16.3	15.6
1 to 2 hours	22.1	24.8	23.8
3 to 5 hours	23.3	25.7	24.8
6 to 10 hours	15.2	13.2	13.9
11 to 15 hours	6.4	4.5	5.2
16 to 20 hours	3.5	2.0	2.6
21 to 30 hours	1.5	0.9	1.1
Over 30 hours	2.4	1.1	1.6
Household/childcare duties			
None	66.1	57.3	60.5
Less than 1 hour	11.3	16.0	14.3
1 to 2 hours	11.5	15.4	14.0
3 to 5 hours	5.6	7.1	6.5
6 to 10 hours	2.7	2.2	2.3
11 to 15 hours	1.1	0.8	0.9
16 to 20 hours	0.6	0.3	0.4
21 to 30 hours	0.4	0.3	0.3
Over 30 hours	0.7	0.7	0.7
Reading for pleasure			
None	41.8	38.4	39.7
Less than 1 hour	21.2	26.9	24.8
1 to 2 hours	19.2	20.0	19.7
3 to 5 hours	10.0	9.6	9.8
6 to 10 hours	4.2	3.1	3.5
11 to 15 hours	1.6	0.9	1.2
16 to 20 hours	0.8	0.5	0.6
21 to 30 hours	0.3	0.2	0.3
Over 30 hours	0.7	0.3	0.5
Commuting			
None	56.5	63.2	60.7
Less than 1 hour	12.0	10.4	11.0
1 to 2 hours	12.9	10.5	11.4
3 to 5 hours	9.3	8.5	8.8
6 to 10 hours	5.0	4.4	4.7
11 to 15 hours	1.9	1.4	1.6
16 to 20 hours	0.9	0.6	0.7
21 to 30 hours	0.4	0.3	0.3
Over 30 hours	1.1	0.7	0.9
Playing video/computer games			
None	24.2	67.4	51.4
Less than 1 hour	17.2	15.6	16.2
1 to 2 hours	20.7	9.6	13.7
3 to 5 hours	17.8	4.7	9.5
6 to 10 hours	10.2	1.6	4.8
11 to 15 hours	4.3	0.5	1.9
16 to 20 hours	2.5	0.3	1.1
21 to 30 hours	1.2	0.1	0.5
Over 30 hours	2.0	0.2	0.9

First-time Full-time	All Institutions		
	Men	Women	Total
Number of Respondents	14,433	24,105	38,538
SINCE ENTERING THIS COLLEGE, HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK:			
Prayer/meditation			
None	47.3	44.8	45.8
Less than 1 hour	25.1	28.4	27.2
1 to 2 hours	15.2	16.6	16.1
3 to 5 hours	6.2	6.3	6.3
6 to 10 hours	3.1	2.2	2.5
11 to 15 hours	1.1	0.6	0.8
16 to 20 hours	0.6	0.4	0.5
21 to 30 hours	0.4	0.2	0.3
Over 30 hours	0.9	0.4	0.6
Surfing the Internet			
None	4.1	6.2	5.4
Less than 1 hour	10.4	15.9	13.8
1 to 2 hours	22.5	26.8	25.2
3 to 5 hours	27.7	26.5	27.0
6 to 10 hours	17.6	13.8	15.2
11 to 15 hours	8.0	5.0	6.1
16 to 20 hours	4.1	2.6	3.2
21 to 30 hours	2.0	1.4	1.6
Over 30 hours	3.7	1.9	2.5
Communicating via e-mail, Instant Messenger, etc.			
None	5.4	3.4	4.2
Less than 1 hour	13.3	11.4	12.1
1 to 2 hours	22.3	21.8	22.0
3 to 5 hours	24.5	26.6	25.8
6 to 10 hours	15.4	17.8	16.9
11 to 15 hours	7.9	7.9	7.9
16 to 20 hours	4.0	4.3	4.2
21 to 30 hours	2.4	2.5	2.5
Over 30 hours	4.8	4.2	4.4
What is your current grade average (as of your most recently completed academic term)?			
A (3.75-4.0)	14.9	18.8	17.4
A-,B+ (3.25-3.74)	30.0	35.8	33.6
B (2.75-3.24)	28.9	26.7	27.5
B-,C+ (2.25-2.74)	14.8	11.4	12.7
C (1.75-2.24)	7.5	5.0	6.0
C- or less (below 1.75)	3.5	1.9	2.5
I do not receive grades in my courses	0.5	0.3	0.4
Students noting they are "satisfied" or "very satisfied" with:			
Amount of contact with faculty	60.8	62.1	61.7
Opportunities for community service	45.8	52.2	49.8
Relevance of coursework to everyday life	49.7	51.9	51.1
Relevance of coursework to future career plans	62.1	63.0	62.7
Overall quality of instruction	69.7	73.0	71.8
Campus social activities	53.6	56.9	55.7
Overall sense of community among students	57.1	59.3	58.5
Overall college experience	69.4	73.4	72.0
If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?			
Definitely yes	38.6	43.0	41.4
Probably I would	37.1	35.5	36.1
Don't know	5.9	4.7	5.1
Probably not	12.2	11.7	11.9
Definitely no	6.2	5.1	5.5

First-time Full-time	All Institutions		
	Men	Women	Total
Number of Respondents	14,433	24,105	38,538
Do you have any concern about your ability to finance your college education?			
None (I am confident that I will have sufficient funds)	35.9	27.5	30.6
Some (but I probably will have enough funds)	48.7	53.6	51.8
Major (not sure I will have enough funds to complete college)	15.4	18.9	17.6
What do you think you will be doing in Fall 2005			
Attending your current (or most recent) institution	91.2	92.3	91.9
Attending another institution	7.5	7.3	7.4
Not attending any institution	1.3	0.5	0.8
Do you give the Higher Education Research Institute at UCLA permission to include your ID number should your college request the data for additional research analyses?			
Yes	45.1	46.6	46.0
No	54.9	53.4	54.0

**Appendix D:
2005 YFCY Longitudinal Profile - All Respondents**

All First-time Full-time	All Students			Men			Women		
	2004	2005	Change	2004	2005	Change	2004	2005	Change
Number of Respondents	22,480	22,480	---	7,841	7,841	---	14,639	14,639	---
Students rating themselves "above average" or "highest 10%" compared with the average person their age in:									
Academic ability	76.6	68.6	-8.0	79.7	72.7	-7.0	74.9	66.4	-8.5
Artistic ability	30.6	32.1	1.5	30.0	32.5	2.5	30.9	31.9	1.0
Compassion	70.2	72.2	2.0	62.9	65.4	2.5	74.2	75.8	1.6
Computer skills	34.2	40.9	6.7	49.8	54.9	5.1	26.0	33.5	7.5
Cooperativeness	70.4	73.4	3.0	70.2	72.7	2.5	70.5	73.7	3.2
Creativity	55.4	58.1	2.7	56.3	59.8	3.5	54.9	57.1	2.2
Drive to achieve	76.2	71.5	-4.7	73.0	67.6	-5.4	77.8	73.5	-4.3
Emotional health	51.5	53.9	2.4	58.9	60.6	1.7	47.6	50.4	2.8
Forgiveness	56.6	59.9	3.3	59.4	61.9	2.5	55.1	58.8	3.7
Generosity	67.3	68.3	1.0	65.4	66.8	1.4	68.3	69.2	0.9
Leadership ability	60.5	61.1	0.6	64.6	66.4	1.8	58.3	58.3	0.0
Mathematical ability	48.2	45.1	-3.1	59.7	55.4	-4.3	42.1	39.6	-2.5
Physical health	51.4	50.8	-0.6	64.5	62.5	-2.0	44.4	44.6	0.2
Public speaking ability	36.1	39.7	3.6	40.2	45.8	5.6	33.9	36.4	2.5
Religiousness	31.9	33.5	1.6	29.5	32.5	3.0	33.2	34.0	0.8
Self-confidence (intellectual)	59.2	58.5	-0.7	68.7	68.5	-0.2	54.1	53.2	-0.9
Self-confidence (social)	46.8	48.3	1.5	50.4	52.6	2.2	45.0	46.0	1.0
Self-understanding	52.3	56.8	4.5	56.9	61.1	4.2	49.8	54.4	4.6
Spirituality	37.3	41.1	3.8	35.0	40.7	5.7	38.6	41.3	2.7
Understanding of others	65.2	66.5	1.3	61.1	63.2	2.1	67.4	68.3	0.9
Writing ability	50.8	54.1	3.3	48.4	53.8	5.4	52.1	54.3	2.2
Since entering this college, how often have you:									
Attended a religious service	81.1	56.6	-24.5	78.3	52.0	-26.3	82.6	59.0	-23.6
Felt bored in class [1]	40.3	42.1	1.8	42.1	43.3	1.2	39.3	41.4	2.1
Participated in organized demonstrations	45.0	38.8	-6.2	43.9	37.2	-6.7	45.6	39.7	-5.9
Studied with other students	88.7	89.8	1.1	84.7	88.3	3.6	90.8	90.6	-0.2
Smoked cigarettes [1]	4.1	6.6	2.5	3.8	7.0	3.2	4.2	6.4	2.2
Drank beer	41.6	54.4	12.8	47.5	61.3	13.8	38.4	50.8	12.4
Drank wine or liquor	50.4	62.0	11.6	50.1	61.8	11.7	50.5	62.1	11.6
Felt overwhelmed by all you had to do [1]	29.7	39.9	10.2	16.6	28.6	12.0	36.6	45.8	9.2
Felt depressed [1]	7.2	12.4	5.2	4.8	9.8	5.0	8.5	13.8	5.3
Performed volunteer work	87.3	61.5	-25.8	83.5	54.5	-29.0	89.3	65.3	-24.0
Discussed politics [1]	28.3	20.8	-7.5	32.2	24.3	-7.9	26.2	19.0	-7.2
Socialized with someone of another racial/ethnic group [1]	69.9	57.2	-12.7	66.9	54.4	-12.5	71.5	58.7	-12.8
Come late to class	60.2	61.8	1.6	62.2	67.0	4.8	59.2	59.0	-0.2
Used the Internet for research or homework [1]	80.9	82.5	1.6	76.2	77.7	1.5	83.4	85.0	1.6
Worked on a local, state, or national political campaign	9.6	13.0	3.4	10.7	15.6	4.9	9.0	11.6	2.6
Maintained a healthy diet [1]	38.9	27.5	-11.4	41.0	29.7	-11.3	37.7	26.4	-11.3
Missed school because of illness [1]	4.6	3.9	-0.7	2.6	3.2	0.6	5.6	4.3	-1.3

[1] Percentage marking "Frequently" only. All other results in this section represent the percentage marking "Frequently" or "Occasionally".

All First-time Full-time	All Students			Men			Women		
	2004	2005	Change	2004	2005	Change	2004	2005	Change
Number of Respondents	22,480	22,480	---	7,841	7,841	---	14,639	14,639	---
Objectives considered to be "very important" or "essential":									
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	15.8	21.5	5.7	14.5	20.3	5.8	16.5	22.1	5.6
Becoming an authority in my field	58.8	65.4	6.6	61.4	67.1	5.7	57.5	64.5	7.0
Obtaining recognition from my colleagues for contributions to my special field	51.8	58.6	6.8	52.5	59.6	7.1	51.4	58.0	6.6
Influencing the political structure	19.4	21.5	2.1	22.1	25.5	3.4	18.0	19.4	1.4
Influencing social values	40.2	49.4	9.2	35.0	45.0	10.0	42.9	51.8	8.9
Raising a family	75.3	77.9	2.6	74.4	76.8	2.4	75.8	78.5	2.7
Having administrative responsibility for the work of others	36.1	42.1	6.0	39.8	45.8	6.0	34.1	40.1	6.0
Being very well off financially	70.0	67.9	-2.1	73.8	70.3	-3.5	68.0	66.5	-1.5
Helping others who are in difficulty	65.3	75.0	9.7	56.3	67.5	11.2	70.1	79.0	8.9
Making a theoretical contribution to science	17.2	19.5	2.3	20.4	23.0	2.6	15.5	17.6	2.1
Writing original works (poems, novels, short stories, etc.)	15.4	21.2	5.8	16.0	22.6	6.6	15.1	20.5	5.4
Creating artistic work (painting, sculpture, decorating, etc.)	15.3	22.1	6.8	13.7	20.3	6.6	16.1	23.1	7.0
Becoming successful in a business of my own	38.5	42.5	4.0	45.5	49.8	4.3	34.8	38.6	3.8
Becoming involved in programs to clean up the environment	18.5	26.5	8.0	18.1	26.8	8.7	18.8	26.3	7.5
Developing a meaningful philosophy of life	45.4	52.6	7.2	44.9	56.8	11.9	45.7	50.4	4.7
Participating in a community action program	24.6	32.5	7.9	19.0	27.4	8.4	27.6	35.1	7.5
Helping to promote racial understanding	31.6	43.4	11.8	28.2	39.4	11.2	33.4	45.5	12.1
Keeping up to date with political affairs	37.3	41.6	4.3	40.6	45.7	5.1	35.5	39.5	4.0
Becoming a community leader	32.4	36.6	4.2	33.0	38.2	5.2	32.0	35.7	3.7
Integrating spirituality into my life	41.7	49.8	8.1	36.8	45.2	8.4	44.3	52.2	7.9
Working to find a cure for a health problem	24.7	27.7	3.0	22.5	26.0	3.5	25.8	28.7	2.9
Improving my understanding of other countries and cultures	48.3	54.4	6.1	41.0	48.7	7.7	52.3	57.4	5.1
How would you characterize your political views?									
Far left	3.5	5.0	1.5	4.1	5.8	1.7	3.2	4.6	1.4
Liberal	30.7	32.9	2.2	27.3	28.6	1.3	32.4	35.2	2.8
Middle-of-the-road	43.5	37.9	-5.6	42.9	38.9	-4.0	43.8	37.3	-6.5
Conservative	20.9	22.4	1.5	23.4	23.9	0.5	19.5	21.7	2.2
Far right	1.5	1.8	0.3	2.3	2.8	0.5	1.1	1.3	0.2

All First-time Full-time	All Students			Men			Women		
	2004	2005	Change	2004	2005	Change	2004	2005	Change
Number of Respondents	22,480	22,480	---	7,841	7,841	---	14,639	14,639	---
SINCE ENTERING THIS COLLEGE, HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK:									
Studying/homework									
None	1.2	0.3	-0.9	2.4	0.6	-1.8	0.5	0.1	-0.4
Less than 1 hour	8.4	1.1	-7.3	12.5	2.0	-10.5	6.1	0.7	-5.4
1 to 2 hours	17.4	7.3	-10.1	21.2	11.0	-10.2	15.5	5.3	-10.2
3 to 5 hours	28.0	26.3	-1.7	27.1	28.7	1.6	28.5	25.0	-3.5
6 to 10 hours	22.4	32.1	9.7	19.4	28.9	9.5	23.9	33.8	9.9
11 to 15 hours	12.0	16.0	4.0	9.4	14.1	4.7	13.4	17.0	3.6
16 to 20 hours	6.2	9.1	2.9	4.6	7.5	2.9	7.0	10.0	3.0
Over 20 hours	4.5	7.8	3.3	3.4	7.1	3.7	5.1	8.1	3.0
SINCE ENTERING THIS COLLEGE, HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK:									
Socializing with friends									
None	0.3	0.5	0.2	0.4	0.9	0.5	0.2	0.3	0.1
Less than 1 hour	1.2	1.0	-0.2	1.2	1.2	0.0	1.2	0.9	-0.3
1 to 2 hours	5.4	4.5	-0.9	5.3	4.2	-1.1	5.5	4.6	-0.9
3 to 5 hours	17.8	15.6	-2.2	17.4	14.8	-2.6	18.1	16.0	-2.1
6 to 10 hours	26.8	26.0	-0.8	25.4	24.2	-1.2	27.6	26.9	-0.7
11 to 15 hours	20.2	18.3	-1.9	20.1	18.8	-1.3	20.3	18.1	-2.2
16 to 20 hours	12.2	12.9	0.7	12.1	14.0	1.9	12.3	12.4	0.1
Over 20 hours	16.0	21.2	5.2	18.2	22.0	3.8	14.8	20.7	5.9
Exercising or sports									
None	4.5	7.2	2.7	3.0	5.6	2.6	5.3	8.0	2.7
Less than 1 hour	9.8	11.4	1.6	7.2	8.9	1.7	11.1	12.8	1.7
1 to 2 hours	15.4	20.5	5.1	12.5	17.5	5.0	16.9	22.0	5.1
3 to 5 hours	19.7	28.3	8.6	18.2	26.8	8.6	20.5	29.0	8.5
6 to 10 hours	18.3	18.5	0.2	18.3	21.2	2.9	18.3	17.1	-1.2
11 to 15 hours	14.5	7.3	-7.2	16.1	9.7	-6.4	13.7	6.0	-7.7
16 to 20 hours	8.4	3.5	-4.9	10.4	4.9	-5.5	7.3	2.8	-4.5
Over 20 hours	9.4	3.4	-6.0	14.2	5.3	-8.9	6.8	2.3	-4.5
Partying									
None	26.9	24.1	-2.8	22.7	21.2	-1.5	29.2	25.7	-3.5
Less than 1 hour	16.4	12.4	-4.0	16.4	12.1	-4.3	16.5	12.6	-3.9
1 to 2 hours	18.5	16.3	-2.2	19.0	16.4	-2.6	18.3	16.3	-2.0
3 to 5 hours	19.4	23.1	3.7	19.9	22.5	2.6	19.2	23.4	4.2
6 to 10 hours	10.9	14.9	4.0	11.6	15.8	4.2	10.5	14.4	3.9
11 to 15 hours	4.5	4.9	0.4	5.7	6.2	0.5	3.9	4.1	0.2
16 to 20 hours	1.8	2.2	0.4	2.4	2.8	0.4	1.5	1.9	0.4
Over 20 hours	1.4	2.1	0.7	2.3	3.0	0.7	0.9	1.6	0.7
Student clubs and groups									
None	21.4	42.0	20.6	29.8	44.8	15.0	16.9	40.5	23.6
Less than 1 hour	14.2	11.7	-2.5	15.4	10.7	-4.7	13.6	12.2	-1.4
1 to 2 hours	27.5	20.0	-7.5	25.0	17.8	-7.2	28.9	21.1	-7.8
3 to 5 hours	20.3	16.3	-4.0	16.2	14.8	-1.4	22.5	17.0	-5.5
6 to 10 hours	9.1	6.3	-2.8	7.3	7.3	0.0	10.1	5.8	-4.3
11 to 15 hours	3.7	2.0	-1.7	3.3	2.1	-1.2	4.0	2.0	-2.0
16 to 20 hours	1.7	0.8	-0.9	1.2	1.0	-0.2	2.0	0.7	-1.3
Over 20 hours	1.9	0.9	-1.0	1.8	1.4	-0.4	2.0	0.7	-1.3

All First-time Full-time	All Students			Men			Women		
	2004	2005	Change	2004	2005	Change	2004	2005	Change
Number of Respondents	22,480	22,480	---	7,841	7,841	---	14,639	14,639	---
Watching TV									
None	5.7	12.2	6.5	5.7	11.9	6.2	5.7	12.4	6.7
Less than 1 hour	14.3	16.4	2.1	11.9	15.4	3.5	15.6	16.9	1.3
1 to 2 hours	23.2	24.1	0.9	20.1	22.5	2.4	24.8	24.9	0.1
3 to 5 hours	28.7	24.5	-4.2	28.1	22.8	-5.3	29.0	25.4	-3.6
6 to 10 hours	16.6	13.6	-3.0	19.0	14.8	-4.2	15.4	12.9	-2.5
11 to 15 hours	6.1	4.7	-1.4	7.9	6.1	-1.8	5.2	4.0	-1.2
16 to 20 hours	2.6	2.3	-0.3	3.5	3.2	-0.3	2.2	1.9	-0.3
Over 20 hours	2.7	2.2	-0.5	3.9	3.2	-0.7	2.1	1.7	-0.4
Household/childcare duties									
None	17.6	61.4	43.8	25.8	67.8	42.0	13.3	58.0	44.7
Less than 1 hour	21.2	14.9	-6.3	21.6	11.6	-10.0	21.0	16.6	-4.4
1 to 2 hours	32.3	14.0	-18.3	29.9	11.3	-18.6	33.6	15.4	-18.2
3 to 5 hours	19.3	6.0	-13.3	15.7	5.2	-10.5	21.2	6.5	-14.7
6 to 10 hours	5.8	2.0	-3.8	4.5	1.9	-2.6	6.5	2.1	-4.4
11 to 15 hours	2.0	0.8	-1.2	1.4	0.9	-0.5	2.3	0.7	-1.6
16 to 20 hours	0.8	0.4	-0.4	0.6	0.5	-0.1	0.8	0.3	-0.5
Over 20 hours	1.1	0.7	-0.4	0.6	0.8	0.2	1.3	0.6	-0.7
SINCE ENTERING THIS COLLEGE, HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK:									
Reading for pleasure									
None	20.6	39.2	18.6	27.6	41.2	13.6	16.8	38.1	21.3
Less than 1 hour	25.9	25.9	0.0	25.8	22.3	-3.5	25.9	27.7	1.8
1 to 2 hours	26.6	19.9	-6.7	24.1	19.5	-4.6	27.9	20.1	-7.8
3 to 5 hours	16.6	9.9	-6.7	13.8	10.3	-3.5	18.1	9.6	-8.5
6 to 10 hours	6.7	3.2	-3.5	6.0	3.8	-2.2	7.2	2.9	-4.3
11 to 15 hours	1.9	1.0	-0.9	1.7	1.4	-0.3	2.1	0.7	-1.4
16 to 20 hours	0.9	0.5	-0.4	0.6	0.6	0.0	1.1	0.5	-0.6
Over 20 hours	0.8	0.5	-0.3	0.6	0.8	0.2	0.9	0.3	-0.6
Playing video/computer games									
None	43.9	52.5	8.6	16.6	24.1	7.5	58.3	67.5	9.2
Less than 1 hour	21.8	16.3	-5.5	19.4	17.3	-2.1	23.1	15.8	-7.3
1 to 2 hours	15.3	13.6	-1.7	23.3	21.2	-2.1	11.1	9.6	-1.5
3 to 5 hours	10.2	9.3	-0.9	20.6	18.2	-2.4	4.7	4.6	-0.1
6 to 10 hours	4.9	4.6	-0.3	10.9	10.3	-0.6	1.8	1.7	-0.1
11 to 15 hours	1.8	1.7	-0.1	4.3	4.0	-0.3	0.5	0.4	-0.1
16 to 20 hours	0.8	0.9	0.1	2.0	2.2	0.2	0.2	0.2	0.0
Over 20 hours	1.1	1.1	0.0	2.9	2.7	-0.2	0.2	0.2	0.0
Prayer/meditation									
None	35.9	45.2	9.3	39.4	47.3	7.9	34.1	44.1	10.0
Less than 1 hour	33.5	27.7	-5.8	33.0	26.1	-6.9	33.7	28.6	-5.1
1 to 2 hours	20.0	17.0	-3.0	18.0	15.7	-2.3	21.1	17.7	-3.4
3 to 5 hours	7.1	6.0	-1.1	6.2	5.8	-0.4	7.6	6.2	-1.4
6 to 10 hours	2.0	2.4	0.4	2.0	2.8	0.8	2.1	2.1	0.0
11 to 15 hours	0.6	0.6	0.0	0.7	0.9	0.2	0.5	0.5	0.0
16 to 20 hours	0.3	0.4	0.1	0.3	0.5	0.2	0.3	0.3	0.0
Over 20 hours	0.6	0.6	0.0	0.5	0.9	0.4	0.7	0.5	-0.2

All First-time Full-time	All Students			Men			Women		
	2004	2005	Change	2004	2005	Change	2004	2005	Change
Number of Respondents	22,480	22,480	---	7,841	7,841	---	14,639	14,639	---
What is your grade average?									
A (3.75-4.0)	32.1	17.8	-14.3	27.9	15.1	-12.8	34.4	19.3	-15.1
A-,B+ (3.25-3.74)	47.4	34.5	-12.9	46.0	31.4	-14.6	48.1	36.1	-12.0
B (2.75-3.24)	13.9	27.6	13.7	16.4	29.0	12.6	12.5	26.9	14.4
B-,C+ (2.25-2.74)	5.7	12.3	6.6	8.3	14.4	6.1	4.3	11.2	6.9
C (1.75-2.24)	0.9	5.5	4.6	1.4	6.9	5.5	0.7	4.7	4.0
C- or less (below 1.75)	0.0	2.3	2.3	0.1	3.1	3.0	0.0	1.8	1.8
Do you have any concern about your ability to finance your college education?									
None (I am confident that I will have sufficient funds)	31.8	30.6	-1.2	39.5	36.6	-2.9	27.7	27.4	-0.3
Some (but I probably will have enough funds)	54.9	53.1	-1.8	50.2	50.0	-0.2	57.3	54.7	-2.6
Major (not sure I will have enough funds to complete college)	13.3	16.3	3.0	10.2	13.4	3.2	15.0	17.9	2.9
Do you give the Higher Education Research Institute at UCLA permission to include your ID number should your college request the data for additional research analyses?									
Yes	57.6	48.9	-8.7	58.3	48.4	-9.9	57.3	49.1	-8.2
No	42.4	51.1	8.7	41.7	51.6	9.9	42.7	50.9	8.2

Appendix E: 2005 Your First College Year Survey Instrument



9. How would you describe the racial/ethnic composition of the following groups? (Mark one for each item)

	All or nearly all racial/ethnic minorities	Mostly racial/ethnic minorities	Half white and half racial/ethnic minorities	Mostly white	All or nearly all white	Not applicable
High school you last attended	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Neighborhood where you grew up	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Friends you socialize with in college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your informal study groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Clubs/organizations to which you belong	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Place of work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

10. Since entering this college, how successful have you felt at: (Mark one for each item)

Completely Successful
Somewhat Successful
Unsuccessful

Understanding what your professors expect of you academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing effective study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjusting to the academic demands of college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Managing your time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Getting to know faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing close friendships with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilizing campus services available to students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself. (Mark one for each item)

Highest 10%
Above Average
Average
Below Average
Lowest 10%

Academic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Compassion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Cooperativeness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creativity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drive to achieve	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Emotional health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Forgiveness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Generosity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Leadership ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Mathematical ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Physical health	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Public speaking ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religiousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Risk-taking	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work as part of a team	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Critical thinking skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Analytical/problem-solving skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

12. Since entering this college, how often have you: (Mark one for each item)

Frequently
Occasionally
Not at all

Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt bored in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in organized demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all you had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion/spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet for research or homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the library for research or homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintained a healthy diet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Missed school because of illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. Indicate the importance to you personally of each of the following: (Mark one for each item)

Essential
Very Important
Somewhat Important
Not Important

Becoming accomplished in one of the performing arts (acting, dancing, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming an authority in my field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Obtaining recognition from my colleagues for contributions to my special field	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing the political structure	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Influencing social values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Raising a family	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Having administrative responsibility for the work of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Being very well off financially	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping others who are in difficulty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Making a theoretical contribution to science	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing original works (poems, novels, short stories, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Creating artistic work (painting, sculpture, decorating, etc.)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming successful in a business of my own	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming involved in programs to clean up the environment	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Developing a meaningful philosophy of life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participating in a community action program	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Helping to promote racial understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Keeping up to date with political affairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Becoming a community leader	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Integrating spirituality into my life	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Working to find a cure for a health problem	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving my understanding of other countries and cultures	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Reading a newspaper to be informed of national and global issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Improving the health of minority communities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

14. Since entering this college, how often have you felt: (Mark one for each item)

	Frequently	Occasionally	Rarely	Not at all
Lonely or homesick	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Worried about meeting new people	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Isolated from campus life	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Unsafe on this campus	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Worried about your health	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Intimidated by your professors	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
That your courses inspired you to think in new ways	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
That your job responsibilities interfered with your schoolwork	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
That your family responsibilities interfered with your schoolwork	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
That your social life interfered with your schoolwork	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Concerned about life after college	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Family support to succeed	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N

15. Please indicate the extent to which you agree or disagree with the following statements: (Mark one for each item)

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have been singled out because of my race/ethnicity, gender, or sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as part of the campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have heard faculty express stereotypes about racial/ethnic groups in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The admission/recruitment materials I received accurately portrayed the campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I am a member of this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty here are interested in students' personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a lot of racial tension on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Most students here are treated like "numbers in a book"	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is strong competition among most of the students for high grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty here are interested in students' academic problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel I have a sense of belonging to this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Faculty feel that most students here are well-prepared academically	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

16. To what extent have you experienced the following with students from a racial/ethnic group other than your own? (Mark one for each item)

	Very Often	Often	Sometimes	Seldom	Never
Dined or shared a meal	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had meaningful and honest discussions about race/ethnic relations outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had guarded, cautious interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Shared personal feelings and problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had tense, somewhat hostile interactions	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Had intellectual discussions outside of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt insulted or threatened because of race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied or prepared for class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized or partied	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Attended events sponsored by other racial/ethnic groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

17. Since entering this college have you: (Mark all that apply)

Changed your career choice	<input type="checkbox"/>
Decided to pursue a different major	<input type="checkbox"/>
Declared your major	<input type="checkbox"/>
Joined a social fraternity or sorority	<input type="checkbox"/>
Enrolled in an honors course	<input type="checkbox"/>
Played varsity/intercollegiate athletics	<input type="checkbox"/>
Enrolled in a remedial/developmental course	<input type="checkbox"/>
Transferred from another institution	<input type="checkbox"/>
Enrolled in a formal program where a group of students takes two or more courses together (e.g., FIG, learning cluster, learning community, linked courses)	<input type="checkbox"/>
Taken a college course or seminar specifically designed to help first-year students adjust to college (e.g., freshman seminar, student success seminar, University 101)	<input type="checkbox"/>
Voted in the 2004 presidential election	<input type="checkbox"/>
Participated in a health science research program sponsored by this college	<input type="checkbox"/>
Intended to major in a Health, Biomedical, or Behavioral Science	<input type="checkbox"/>
Joined a pre-professional or departmental club	<input type="checkbox"/>
Participated in an academic enrichment/support program for racial/ethnic minority students	<input type="checkbox"/>

18. Since entering this college, indicate how often you: (Mark one for each item)

	Frequently	Occasionally	Rarely	Not at all
Turned in course assignment(s) late	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Spoke up in class	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Discussed course content with students outside of class	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Skipped class	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Received tutoring	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Worked on a professor's research project	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Turned in course assignments that did <u>not</u> reflect your best work	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Participated in intramural sports	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Had difficulty getting along with your roommate(s)/housemate(s)	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Sought personal counseling	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Went on a date	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Received negative feedback about your academic work	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Received advice and guidance about your educational program from a professor	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Received emotional support and encouragement from a professor	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Read a newspaper	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Witnessed academic dishonesty/cheating	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Went home for the weekend	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Worked with an academic advisor to select your courses	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Received advice/counseling from a junior or senior	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Received advice/counseling from another first-year student	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Fell asleep in class	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Had difficulty getting into the courses you needed	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N
Read newspaper articles as part of a class	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> R	<input type="radio"/> N

