



**Findings from the
2005 College Student Survey (CSS):
National Aggregates**

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The 2005 College Student Survey (CSS)

Developed by the Higher Education Research Institute (HERI) in 1992, the College Student Survey (CSS), renamed the College Senior Survey in 2006, is administered through the Cooperative Institutional Research Program (CIRP), which has conducted national surveys of college students and faculty since 1966. When used in conjunction with the CIRP Freshman Survey or the Your First College Year (YFCY) Survey, the CSS generates valuable longitudinal data on students' cognitive and affective growth during college as well as important information on the impact of the college experience. The CSS has been used by institutional and other researchers to study such topics as college retention, service-learning experiences, leadership development, academic engagement, faculty mentoring, and to assess a wide variety of instructional and co-curricular practices. The CSS is typically administered to college seniors or used as an "exit" instrument upon college graduation. The CSS can also be used as a "stand-alone" instrument or as a follow-up to other CIRP surveys, especially since many items are direct post-tests of items on the CIRP Freshman Survey and the YFCY survey.

This summary of the 2005 CSS offers a broad overview of the reported experiences, goals, values, self-perceived changes, and after college plans for over 30,000 college students at 118 four-year institutions. The report begins with a look at the institutional and demographic characteristics of the sample. Next, we examine a variety of dimensions within the CSS instrument, including items related to college satisfaction, academic and social experiences, extra-curricular activities, and community and political activism. Then we delve into the longitudinal aspects of the data, pairing student responses from the CIRP freshman survey with their 2005 CSS data to track changes over their college years. Finally, we conclude with a review of students' plans immediately after college graduation. 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 CSS was 59.4 percent based on administration information obtained from representatives at each participating institution.

The 2005 Administration of the CSS Survey

The 2005 CSS was available to all colleges and universities regardless of institutional participation in the 2001 CIRP Freshman Survey or the 2002 YFCY Survey. Therefore, enrollment in the 2005 CSS was open to institutions planning on using the survey as a stand-alone instrument or a cross-sectional assessment tool, as well as those who planned on utilizing it for its longitudinal value. As shown in Table 1, 116 institutions participated in the 2005 administration; over 90 percent were private schools, with no two-year colleges participating.

Table 1. Participation in the 2005 CSS by Institutional Type

Institutional Type	Percent of Total Institutional Participation
Public Universities	1.6
Private Universities	30.7
Public Four-Year Colleges	8.4
Nonsectarian Four-Year Colleges	21.7
Catholic Four-Year Colleges	17.7
Other Religious Four-Year Colleges	19.1
Historically Black College/University	0.9

Note: CSS is predominantly administered at four-year institutions.

Exactly 30,188 students took part in the 2005 CSS, with 62.3 percent of those responding being female. An overwhelming majority of students identified themselves as White/Caucasian, accounting for 80.9 percent of all respondents. Among the other racial identifications, Asian/Pacific Islanders registered the next highest percentage at 6.7 percent, while African Americans made up 5.7 percent of the total. All other categories fell well below the five percent

mark. Table 2 offers a summary of the basic demographic characteristics of the 2005 CSS respondents.

Table 2. Demographic Summary by Gender and Race

	n	Percentage of Total
Female	18,821	62.3
Male	11,367	37.7
<i>Total</i>	30,188	
White		80.9
Asian/Pacific Islander		6.7
African American		5.7
Other Latino		2.9
Mexican American/Chicano		2.2
Puerto Rican		1.4
American Indian		1.5
Other Race		3.6

Note: Sum of percentages for racial/ethnic groups is greater than 100 because students may choose more than one group identification.

Summary of the 2005 CSS

Satisfaction with College

The majority of students reported an overall satisfaction with their college experience, with 82.2 percent indicating that they would probably or definitely choose to re-enroll in their current school (Table 3).

Table 3. Would you choose to enroll at your current college?

Percent of students reporting:	Percent
Definitely yes	43.9
Probably I would	38.3
Don't know	3.8
Probably not	10.9
Definitely no	3.2

Most students expressed that they were pleased with the academic experiences of their school (Table 4), stating among other things that they were either “satisfied” or “very satisfied” with their class size (89.8 percent), courses in their major field (87.2 percent), and the overall

quality of instruction (86.4 percent). Over half of students were satisfied with the tutoring or academic assistance on their campus; conversely, two-fifths of students reported that they were not satisfied with the ability to find help with their classes or reported that they simply had not utilized these services.

Table 4. Student Satisfaction with Academic Life

Item	Percent of Students Responding "Very Satisfied" or "Satisfied"
Class size	89.8
Courses in your major field	87.2
Overall quality of instruction	86.4
Amount of contact with faculty	83.9
General education or core curriculum courses	78.0
Relevance of coursework to future career plans	73.9
Library facilities	73.3
Relevance of coursework to everyday life	71.6
Social science courses	71.5
Humanities courses	71.3
Ability to find a faculty or staff mentor	69.7
Science and mathematical courses	61.3
Laboratory facilities and equipment	61.0
Academic advising	59.3
Tutoring or academic assistance	58.9

As seen in Table 5, on average, students were satisfied with the facilities and services of their school, with those pertaining to internet access (80.4 percent) and computer facilities (73.8 percent) receiving the highest marks. Among those that were not as popular with students were campus health services (50.2 percent responding “very satisfied or satisfied”), student housing (55.8 percent), and job placement services (44.6 percent). Perhaps more striking is the fact that just over half of students reported being satisfied with career counseling and advising (53.8 percent) and financial aid services (52.7 percent). Coming from students on the verge of graduation, these numbers demonstrate that many students were either not happy with the help

they have received from their school in paying for college or finding a career position, or that they simply did not utilize these services. In either case, the results should caution institutions to take note of such trends among their student populations.

Table 5. Student Satisfaction with Institutional Facilities and Services

Item	Percent of Students Responding "Very Satisfied" or "Satisfied"
Availability of internet access	80.4
Computer facilities	73.8
Opportunities for community service	65.3
Leadership opportunities	64.9
Recreational facilities	61.3
Student housing	55.8
Quality of computer training/assistance	54.0
Career counseling and advising	53.8
Financial aid services	52.7
Campus health services	50.2
Job placement services for students	44.6

Academic Experiences in College

A number of questions on the 2005 CSS measure students' academic experiences while in college, including those that take place both inside and outside of the classroom, as well as their interaction with faculty. This section provides an overview of students' responses to these academic engagement items (Tables 6 and 7).

Academic Activities and Engagement

Examining students' academic experiences reveals the importance of technology in how students go about their studies, as they more frequently turned to the internet for doing research or homework (84.4 percent) than they did the library (50.4 percent). Some students challenged themselves to engage in academic efforts that went beyond the minimum requirements. Nearly a quarter of students (23.1 percent) reported enrolling in honors or advanced classes, and a similar

number took advantage of opportunities to participate in study-abroad programs (23.3 percent).

This level of activity may be surprising considering that over one-third (35.7 percent) of all students reported studying less than six hours per week.

Table 6. Academic Activities During College

		Percent			Percent
<i>Percent of students reporting that they have:</i>			<i>Percent of students who responded that during a typical week, they spent time doing the following:</i>		
Participated in a study-abroad program	23.3		Studied or did homework:		
Enrolled in honors or advanced classes	23.1		Less than 6 hours per week		35.7
Failed one or more courses	13.1		6 to 10 hours per week		28.6
Transferred from a community college	9.5		11 or more hours per week		35.7
Transferred from a 4-year college	8.7		Attended class/labs:		
Taken a remedial course	6.9		Less than 6 hours per week		12.6
Taken a leave of absence	5.3		6 to 10 hours per week		27.1
Withdrawn from school	2.8		11 or more hours per week		60.2
<i>"Frequently" or "Occasionally":</i>			<i>Percent who responded that they were very successful:</i>		
Studied with other students	94.6		Developing effective study skills		51.3
Received course assignments through the internet	92.8				
Turned in course assignments electronically	91.5				
Came late to class	72.4				
Took interdisciplinary courses	66.0				
Failed to complete homework on time	60.0				
Worked on independent study projects	58.0				
Have been a guest in a professor's home	45.0				
<i>"Frequently" :</i>					
Used the internet for research or homework	84.4				
Discussed course content with students outside of class	64.6				
Used the library for research or homework	50.4				
Felt bored in class	27.0				

Evidence of students' experiences in the classroom was mixed. Whereas 60.2 percent of students reported attending classes and labs more than eleven hours per week, nearly three-quarters of students responded that they "frequently" or "occasionally" came late to class (72.4

percent), and over a quarter of students “frequently” felt bored in class (27.0 percent). These numbers, therefore, might indicate that although students feel the need to be in class often, they were not entirely engaged while in the classroom. Turning to interaction with faculty, we observed similar responses in terms of the students’ connection to their academic experiences.

Looking at the ways in which they interact with faculty, over half of students attended office hours less than an hour per week (Table 7). (Nearly a third attended 1 to 2 hours per week.) Add to this the fact that nearly all students (92.6 percent) met with faculty outside of class two hours or less per week, and it is apparent that students were not interacting with faculty on a regular basis. However, students did report that the time they spend with faculty result in generally positive outcomes.

Table 7. Interaction with Faculty

	Percent		Percent
<i>Percent of students who responded that they were "very successful":</i>		<i>Percent of students responding that professors "frequently" provided them with:</i>	
Understanding what your professors expect of you academically	67.0	Respect (treated you like a colleague/peer)	60.8
Getting to know faculty	48.2	Intellectual challenge and stimulation	47.4
<i>Percent who responded that during a typical week, they spent time doing the following:</i>		An opportunity to discuss coursework outside of class	43.5
Talking with faculty during office hours		Encouragement to pursue graduate/prof. study	37.5
Less than 1 hour per week	60.5	Advice & guidance about their educational program	31.9
1 to 2 hours per week	29.6	Emotional support and encouragement	27.5
3 or more hours per week	9.9	An opportunity to work on a research project	24.4
Talking with faculty outside of class or during office hours		Assistance to improve their study skills	17.0
Less than 1 hour per week	71.7	Negative feedback about their academic work	7.7
1 to 2 hours per week	20.9	An opportunity to publish	7.5
3 or more hours per week	7.3		

A quarter of respondents (24.4 percent) reported that professors “frequently” provided them with an opportunity to work on a research paper, and we found a similar proportion in terms of professors providing students with emotional support and encouragement. More

extensive interaction with faculty, therefore, would appear to present students with opportunities to enhance their academic experience and engagement.

Social Life: Challenges, Stress, and Activities

This section examines the personal challenges and sources of stress faced by students during their undergraduate years. Additionally, it looks at the ways in which students socialize with their peers while in college.

Personal Challenges

Responses in the 2005 CSS demonstrate the particular concerns of a cohort of students who entered college just prior to or just after the terrorist attacks of September 11, 2001, as 14.9 percent reported that they felt fearful about their safety because of world events since entering college. Although half of students report being very successful at adjusting to the demands of college life, over one-third “frequently” felt overwhelmed by all they had to do.

Table 8. Personal Challenges

Percent of students reporting that they:	Percent
Felt fearful about their safety because of world events	14.9
Were very successful adjusting to the demands of college	51.3
<i>"Frequently" or "Occasionally":</i>	
Drank wine or liquor	79.4
Drank beer	69.5
Attended a religious service	65.2
Felt lonely or homesick	53.0
Sought personal counseling	21.4
<i>"Frequently":</i>	
Felt overwhelmed by all I had to do	35.5
Smoked cigarettes	8.2
Felt depressed	7.2

Perhaps one way students chose to cope with these emotional concerns was by turning to alcohol. Most students reported that they “frequently” or “occasionally” drank wine or liquor (79.4 percent) or drank beer (69.5 percent), both higher than the proportion of students who report having attended a religious service (65.2 percent). About one in five students (21.4 percent) reported that they “frequently” or “occasionally” sought personal counseling, and over one-third reported feeling “frequently” overwhelmed by all they had to do.

Work and Stress

Work proved to be an important source of stress for students, as a quarter (25.0 percent) reported having missed class due to employment “frequently” or “occasionally”, and 45.0 percent stated that they did not have time to study due to job responsibilities (Table 9). Considering nearly one-fifth (18.2 percent) of all respondents reported that they worked full-time while attending school, these numbers are not surprising. The good news, in terms of academic engagement, is that most students reported working less than six hours per week, whether on-campus or off-campus.

Table 9. Work and Stress

Percent of students reporting that they:	Percent		Percent
		<i>Spent time working (for pay) off campus</i>	
Worked full-time while attending school	18.2	Less than 6 hours per week	87.1
		6 to 10 hours per week	7.0
		More than 10 hours per week	5.9
<i>"Frequently" or "Occasionally":</i>		<i>Spent time doing housework/childcare</i>	
Overslept and missed class or appointment	64.1	Less than 1 hour per week	61.1
Had difficulty getting the courses they needed	55.4	1 to 2 hours per week	21.3
Did not have time to study due to job responsibilities	45.0	More than 3 hours per week	17.6
Did not have time to study due to family responsibilities	42.8	<i>Spent time commuting</i>	
Missed class due to employment	25.0	Less than 1 hour per week	64.5
		6 to 10 hours per week	22.0
<i>Spent time working (for pay) on campus</i>		More than 3 hours per week	13.5
Less than 6 hours per week	72.0		
6 to 10 hours per week	15.3		
More than 10 hours per week	12.7		

Social Activities

Despite the stress of work, students in the sample still found time to engage in the social aspects of college, as indicated in Table 10. Two-thirds of students reported spending more than six hours per week socializing with friends, and over half were spending three or more hours per week partying. Just under half of all students (45.2 percent) reported that they “frequently” socialized with someone of another racial/ethnic group, which indicates that students were establishing networks across diverse peer groups.

Table 10. Social Experiences

	Percent
<i>Percent of students reporting that during college they:</i>	
Played varsity/intercollegiate athletics	23.9
Joined a social fraternity or sorority	16.0
Participated in an ethnic/racial student organization	16.4
<i>"Frequently":</i>	
Socialized with someone of another racial/ethnic group	45.2
<i>"Frequently" or "Occasionally":</i>	
Participated in intramural sports	48.0
<i>Spent time socializing with friends</i>	
Six or more hours per week	69.2
<i>Spent time partying</i>	
Three or more hours per week	52.9
<i>Spent time participating in student clubs/groups</i>	
Three or more hours per week	28.7

Extracurricular Activities

Service and Engagement

As campus administrators increasingly focus on the public service mission of their institutions, students are looking off-campus for civic engagement opportunities. Table 11 shows that just over one in ten students (10.8 percent) reported that they had participated in

student government. On the other hand, nearly 70 percent (67.0) responded that they had “frequently” or “occasionally” performed volunteer work. Reflective of this commitment to volunteerism is the fact that three-quarters of respondents (75.8 percent) viewed helping others in difficulty as a “very important” or “essential” goal.

Table 11. Student Involvement in Service

	Percent
<i>Percent of students responding that they:</i>	
Participated in student government during college:	10.8
<i>"Frequently" or "Occasionally":</i>	
Performed volunteer work	67.0
Performed community service as part of a class	49.3
Tutored another college student	45.3
<i>Percent indicating that the following goals are</i>	
<i>"very important" or "essential":</i>	
Helping others who are in difficulty	75.8
Influencing social values	50.6
Becoming a community leader	39.1
Participating in a community action program	33.0
Becoming involved in programs to clean up the environment	24.4

Social/Political Activism and Engagement

On the topic of social and political activism, the results demonstrate a possible impact of the September 11th events on this cohort. Nearly all students (84.8 percent) reported that they had discussed the September 11th terrorist attacks in class, while one-fifth of students reported having “frequently” discussed both politics and religion (Table 12). Perhaps reflective of this renewed level of engagement is the fact that four-fifths of students stated that they “frequently” or “occasionally” voted in a state or national election. However, this increased concern is not just limited to events on a national or global scale. Nearly twenty percent reported that their

understanding of the problems facing their community was “much stronger” compared to when they entered college.

Table 12. Political/Activist Engagement

	Percent
<i>Percent of students responding that they</i>	
<i>"Frequently" or "Occasionally":</i>	
Discussed the 9/11 terrorist attacks in class	84.8
Voted in a state/national election	79.5
Participated in a campus activity commemorating the victims of 9/11	45.4
Participated in organized demonstrations	19.7
Participated in protests against the war	13.8
Worked on a local, state, or national campaign	10.9
 <i>"Frequently" :</i>	
Voted in a student election	23.6
Discussed religion	20.7
Discussed politics	20.3
 <i>Student characterization of their political views:</i>	
Liberal or Far left	36.4
Middle of the road	37.5
Conservative or Far right	26.2
 <i>Compared to when they entered college, percent who</i>	
<i>responded that they feel "much stronger" in their:</i>	
Understanding of global issues	26.1
Understanding of the social problems facing our nation	25.9
Understanding of the problems facing their community	19.5

A Longitudinal Perspective on College Experiences

Because the CSS was designed in part as a follow-up instrument to the annual CIRP Freshman Survey and the annual CIRP Your First College Year Survey (YFCY), almost one-third of the items on the CSS instrument are direct post-tests of items on the each of the earlier surveys. With these longitudinal data, institutions that participate in the Freshman Survey and

one or both of the follow-up surveys can create a valuable data set to assess how much their students change over the course of their undergraduate years. 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.

In all, 17,929 students described in this report completed both a 2005 College Student Survey and a CIRP Freshman Survey between 1998 and 2004. The great majority of these students, approximately 92.5 percent, responded to the Freshman Survey prior to 2002, implying that they have been in college for at least four years. These students, along with the small proportion of remaining students with more recent CIRP Freshman Survey data, compose the sample for the following longitudinal analyses.

Expectations vs. Reality

The 2001 CIRP Freshman Survey included a series of items that asked incoming students to compare themselves to their peers on certain measures of self-concept. Nineteen of these measures were directly post-tested on the 2005 CSS, thereby allowing us to assess how students’ conception of self changes during the course of their college years. As seen in Table 13, respondents’ perceptions of themselves and their abilities relative to their peers generally increased while in college, particularly with regard to key academic and social indicators. For example, the percentage of students who rated their self-understanding as “above average” or in the “highest ten percent” grew from 56.3 percent at the time of college entry to 67.1 percent at the end of college, marking an increase of 10.8 percentage points. Likewise, social and intellectual self-confidence, as well as writing and public speaking ability, all demonstrated a growth in the percentage of students who rated themselves higher on these items after four years of college.

Table 13. Change in 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 college	Change
Computer skills	30.6	44.7	14.1
Self-understanding	56.3	67.1	10.8
Writing ability	52.7	62.8	10.1
Self-confidence (social)	48.1	57.4	9.3
Public speaking ability	40.2	48.8	8.6
Self-confidence (intellectual)	62.4	67.9	5.5
Understanding of others	68.5	71.7	3.2
Leadership ability	64.0	67.0	3.0
Artistic ability	28.8	31.0	2.2
Competitiveness	57.7	59.6	1.9
Academic ability	79.1	80.0	0.9
Drive to achieve	78.6	78.3	-0.3
Emotional health	57.4	56.9	-0.5
Spirituality	44.4	39.9	-4.5
Physical health	59.7	53.7	-6.0
Religiousness	39.5	31.9	-7.6
Mathematical ability	51.7	40.2	-11.5
Developing a meaningful philosophy of life	47.4	56.5	9.1
Creating artistic works (painting, sculpture, decorating, etc.)	13.4	19.2	5.8
Writing original works (poems, novels, etc.)	13.9	19.1	5.2
Having administrative responsibility for the work of others	35.5	40.3	4.8
Becoming an authority in my field	59.1	63.3	4.2
Integrating spirituality into my life	50.3	54.3	4.0
Obtaining recognition from my colleagues for contributions to my special field	49.9	53.3	3.4
Raising a family	77.2	80.0	2.8
Becoming successful in a business of my own	34.0	34.2	0.2
Being very well off financially	66.4	57.1	-9.3

Note: These figures were compiled only from cases with CIRP freshman data and 2005 CSS data.

Contrary to the general growth in self-concept, there are some measures where we observed a drop-off. The items that ask students to compare themselves to their peers in terms of spirituality and religiousness showed a decline from the time of college entry, suggesting that, while institutions are developing their students academically, perhaps they are not uniformly

focusing on spiritual development. A closer look at this trend by institutional type (e.g., religious institutions) could yield different results when taking institutional mission into account.

One academic measure that also did not fit the growth pattern was students' self-rating of mathematical ability. Whereas 51.7 percent rated themselves "above average" or in the "highest ten percent" in math ability at college entry, only 40.2 percent placed themselves in the same categories at the end of college, amounting to a drop-off of 11.5 percentage points. These numbers support a well-documented dilemma of academic experience which shows that students' self-confidence in mathematical ability generally declines while in college (Astin, 1993; Brainard and Carlin, 1998).

A longitudinal analysis using the 2001 CIRP Freshman Survey also allows us to examine the changes in students' life goals during their college experience. For example, Table 13 shows that the percentage of students who considered developing a meaningful philosophy of life as a "very important" or "essential" goal increased by 9.1 percentage points from college entry to the end of college. Conversely, those who responded that being very well off financially was a "very important" or "essential" goal *decreased* by the same amount, roughly nine percentage points. Interesting to note is that, whereas a significantly greater percentage of students were more interested in financial gain than a meaningful philosophy of life at the beginning of college, by the time of graduation the numbers had converged with regard to these two life objectives.

Self-Reported Changes since College Entry

Table 14 summarizes students' self-rated improvement in certain skills and abilities from the time of college entry to the end of college. In general, a third of the sample responded that they felt "much stronger" in their abilities to think critically, to solve problems, and to write

compared to when they entered college. Students rated themselves lower on mathematical skills (14.1 percent felt “much stronger”) and foreign language ability (13.0 percent). Although most students did not feel stronger in their mathematical abilities, greater than one in three (35.1 percent) rated their analytical and problem-solving skills as much stronger. Over a quarter of all students also reported that they had “much stronger” leadership (27.5 percent) and computer skills (27.0 percent) than when they entered college.

Table 14. Behaviors

Compared to when they entered college, percent who responded that they feel "much stronger" in the following abilities:	Percent
Ability to think critically	38.7
Analytical and problem-solving skills	35.1
Writing skills	30.2
Public speaking ability	28.1
Leadership abilities	27.5
Computer skills	27.0
Mathematical skills	14.1
Foreign language ability	13.0

Note: These figures were compiled from the entire CSS sample, not just cases with CIRP freshman data.

Values and Awareness

Increasing awareness of others was a common experience among the respondents, as two out of five students (41.2 percent) reported that they have taken an ethnic studies course and had a roommate of a different race/ethnicity (Table 15). However, positive outcomes as a result of these opportunities may be lacking, as only 20.7 percent of students reported that they felt “much stronger” in their ability to get along with people of different races/cultures, and under two-fifths (39.4 percent) stated that promoting racial understanding was a “very important” or an “essential” goal to them personally.

Table 15. Racial/Ethnic Awareness

	Percent
<i>Percent of students who responded that they have:</i>	
Taken an ethnic studies course	41.2
Had a roommate of different race/ethnicity	37.9
Attended a racial/cultural awareness workshop	27.6
Taken a women's studies course	22.6
<i>Compared to when they entered college, percent who responded that they feel "much stronger" in their:</i>	
Knowledge of people from different races/cultures	21.0
Ability to get along with people of different races/cultures	20.7
<i>Percent indicating that helping to promote racial understanding is a "very important" or an "essential" goal to them personally</i>	
	39.4

Note: These figures were compiled from the entire CSS sample, not just from cases with CIRP freshman data.

The percentage of students who reported that engaging in casual sex was acceptable, that marijuana should be legalized, and that abortion should be legal all increased by significant margins as compared to when they entered college (Table 16). In contrast, the percentage of students who reported that there is too much concern in the courts for the rights of criminals decreased by 11.4 percentage points. When asked if affirmative action in college admissions should be abolished, 54.6 percent of students at college entry responded that they “agree strongly” or “agree somewhat.” By the end of college, over half of students still agreed (the percentage decreased by three points). Clearly then, affirmative action continues to be an issue on which Americans are split.

Table 16. Values

Student Agreement with the Following Statements:	Percent of students responding...		
	Agree Strongly or Somewhat at College Entry	Agree Strongly or Somewhat at the End of College	Change
If two people really like each other, it's alright for them to have sex even if they've known each other for only a very short time	36.0	55.2	19.2
Marijuana should be legalized	31.5	44.0	12.5
Abortion should be legal	49.3	59.8	10.5
Wealthy people should pay a larger share of taxes than they do now	50.7	60.1	9.4
Same-sex couples should have the right to legal marital status	60.0	66.7	6.7
The death penalty should be abolished	39.1	45.1	6.0
Realistically, an individual can do little to bring about changes in our society	21.4	25.3	3.9
Racial discrimination is no longer a major problem in America	17.5	16.7	-0.8
It is important to have laws prohibiting homosexual relationships	21.8	20.2	-1.6
The federal government should do more to control the sale of handguns	83.9	81.5	-2.4
Affirmative action in college admissions should be abolished	54.6	51.9	-2.7
The activities of married women are best confined to the home & family	16.8	13.5	-3.3
Colleges should prohibit racist/sexist speech on campus	62.1	55.6	-6.5
There is too much concern in the courts for the rights of criminals	61.4	50.0	-11.4

Note: These figures were compiled only from cases with CIRP freshman data and CSS data.

Immediate Plans after College

Table 17 summarizes student responses as to what they planned to be doing six months after completing the survey. Among those who answered, 63.4 percent stated that they would be working full-time and 14.9 percent indicated they would be working part-time. Nearly 30 percent (28.2) of students reported that they planned on attending graduate/professional school within six months after graduating, indicating that a fairly high proportion of students were headed towards an advanced degree. A combined 11.8 percent of students said they would be attending an undergraduate institution either part-time or full-time. Among other responses, civic engagement also appeared to hold some interest for students, as 15.9 percent said they planned to participate in volunteer work, and 1 in 10 (10.5 percent) responded that they planned on participating in a community service organization.

Table 17. Immediate Plans After College

Percent of students responding that in six months they plan to be:	Percent
Working full-time	63.4
Attending graduate/professional school	28.2
Doing volunteer work	15.9
Working part-time	14.9
Traveling, hostelling, or backpacking	14.0
Participating in a community service organization	10.5
Attending undergraduate college full-time	9.7
Staying at home to be with or start a family	4.8
No current plans	2.9
Attending undergraduate college part-time	2.1
Serving in the Armed Forces	1.3
Attending a vocational training program	1.1

Note: Sum of percentages is greater than 100 because students may choose more than one answer. These figures were compiled from the entire CSS sample, not just from cases with CIRP freshman data.

Summary

In general, students reported being satisfied with their college experiences, particularly as they relate to their academic endeavors. However, despite the fact that students were participating in honors classes and taking advantage of study-abroad opportunities as well as other campus co-curricular experiences, some students still report being bored in class and showing up late to class at least some of the time, which suggests some disengagement by students relative to their academic responsibilities. One potential cause of this disconnect is the fact that students were generally not interacting with faculty outside of the classroom.

The events of September 11th may have had a strong effect on this particular cohort, as issues of concern for personal safety and civic engagement reflect a heightened sensibility. Increasing numbers of students were participating in volunteer efforts and were reporting a greater awareness of global affairs that results in political discussions both in and out of class.

Correspondingly, a larger percentage of students view developing a meaningful philosophy of life as an important goal.

For more information about the CSS, including a look at the 2007 survey instrument, details about registration and administration, and to view examples of how to use CSS and CIRP survey data, visit the website at: <http://www.gseis.ucla.edu/heri/css.html>.

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APPENDIX A:
2005 CSS INSTITUTIONS ALPHABETICALLY

<u>Institution</u>	<u>State</u>	<u>Institution</u>	<u>State</u>
Abilene Christian University	TX	Hanover College	IN
Asbury College	KY	Harvey Mudd College*	CA
Avila University*	MO	Henderson State University	AR
Barton College	NC	Illinois College*	IL
Beloit College*	WI	Illinois Wesleyan University*	IL
Bennett College for Women	NC	Iowa Wesleyan College*	IA
Bentley College*	MA	Johnson C Smith University	NC
Bethel College*	IN	King's College*	PA
Bluffton University*	OH	Knox College*	IL
Boston College*	MA	Lakeland College	WI
Bowie State University	MD	LIFE Pacific College	CA
Bucknell University*	PA	Loyola Marymount University*	CA
Cabrini College*	PA	Marian College	IN
California Baptist University*	CA	Marywood University*	PA
Carnegie-Mellon University*	PA	Master's College*	CA
Carthage College	WI	McPherson College*	KS
Central Connecticut State U	CT	Messiah College*	PA
Chapman University*	CA	Mississippi College	MS
Chatham College*	PA	Molloy College*	NY
Claremont McKenna College*	CA	Monmouth College*	IL
Clarkson University*	NY	Monmouth University	NJ
Coe College*	IA	Montclair State University	NJ
College of Mount Saint Vincent*	NY	Moore College of Art and Design*	PA
College of New Rochelle*	NY	Moravian College*	PA
College of Saint Mary*	NE	Morningside College*	IA
College of the Holy Cross	MA	Mount Olive College*	NC
Colorado College	CO	Mount Saint Mary College*	NY
Creighton University	NE	Mount Saint Mary's College	CA
Dartmouth College*	NH	Mount Saint Mary's University	MD
Davidson College	NC	Mount Vernon Nazarene University	OH
Dominican University*	IL	North Central College	IL
East Texas Baptist University*	TX	North Central University*	MN
Eastern Connecticut State U	CT	North Park University*	IL
Erskine College*	SC	Northwest Nazarene University*	ID
Fordham University*	NY	Notre Dame College	OH
Gannon University*	PA	Ohio Northern University*	OH
Gardner-Webb University*	NC	Pace University	NY
Gonzaga University	WA	Palm Beach Atlantic University	FL
Grace College*	IN	Point Loma Nazarene University*	CA
Gustavus Adolphus College	MN	Presbyterian College	SC

<u>Institution</u>	<u>State</u>	<u>Institution</u>	<u>State</u>
Principia College*	IL	Southwest Missouri State U*	MO
Quinnipiac University*	CT	Tabor College	KS
Regis College*	MA	Texas Tech University	TX
Regis University*	CO	Trinity University	DC
Rensselaer Polytechnic Institute*	NY	U of New Hampshire	NH
Rollins College*	FL	U of Notre Dame	IN
Sacred Heart University	CT	U of Redlands	CA
Saint Francis College*	NY	Villanova University*	PA
Saint John's University-Queens*	NY	Wabash College*	IN
Saint Joseph College	CT	Wake Forest University	NC
Saint Mary's College of California*	CA	Waynesburg College*	PA
Saint Mary's College*	IN	Wesleyan College*	GA
Saint Norbert College	WI	Western Connecticut State U	CT
Saint Vincent College	PA	Wheaton College	MA
Salem State College	MA	Wheeling Jesuit University*	WV
Santa Clara University*	CA	Wilkes University*	PA
Sarah Lawrence College*	NY	Woodbury University*	CA
Seattle Pacific University*	WA	Worcester State College*	MA

Notes:

* indicates institutions that participated in the 2001 CIRP Freshman Survey

APPENDIX A:
2005 CSS INSTITUTIONS by INSTITUTIONAL TYPE

Institution	State	Institution	State
PUBLIC UNIVERSITIES (3)			
Bowie State University	MD	U of New Hampshire	NH
Texas Tech University	TX		
PRIVATE UNIVERSITIES (12)			
Boston College*	MA	Rensselaer Polytechnic Institute*	NY
Carnegie-Mellon University*	PA	Saint John's University-Queens*	NY
Clarkson University*	NY	Santa Clara University*	CA
Creighton University	NE	U of Notre Dame	IN
Fordham University*	NY	Villanova University*	PA
Loyola Marymount University*	CA	Wake Forest University	NC
PUBLIC FOUR-YEAR COLLEGES (8)			
Central Connecticut State U	CT	Salem State College	MA
Eastern Connecticut State U	CT	Southwest Missouri State U*	MO
Henderson State University	AR	Western Connecticut State U	CT
Montclair State University	NJ	Worcester State College*	MA
PRIVATE FOUR-YEAR COLLEGES, CATHOLIC (25)			
Avila University*	MO	Mount Saint Mary's University	MD
Cabrini College*	PA	Notre Dame College	OH
College of Mount Saint Vincent*	NY	Regis University*	CO
College of Saint Mary*	NE	Sacred Heart University	CT
College of the Holy Cross	MA	Saint Francis College*	NY
Dominican University*	IL	Saint Joseph College	CT
Gannon University*	PA	Saint Mary's College*	IN
Gonzaga University	WA	Saint Mary's College of California*	CA
King's College*	PA	Saint Norbert College	WI
Marian College	IN	Saint Vincent College	PA
Marywood University*	PA	Trinity University	DC
Molloy College*	NY	Wheeling Jesuit University*	WV
Mount Saint Mary's College	CA		

Institution	State	Institution	State
PRIVATE FOUR-YEAR COLLEGES, NONSECTARIAN (28)			
Asbury College	KY	Knox College*	IL
Beloit College*	WI	Monmouth University	NJ
Bentley College*	MA	Moore College of Art and Design*	PA
Bucknell University*	PA	Mount Saint Mary College*	NY
Chapman University*	CA	Pace University	NY
Chatham College*	PA	Quinnipiac University*	CT
Claremont McKenna College*	CA	Regis College*	MA
Coe College*	IA	Rollins College*	FL
College of New Rochelle*	NY	Sarah Lawrence College*	NY
Colorado College	CO	U of Redlands	CA
Dartmouth College*	NH	Wabash College*	IN
Harvey Mudd College*	CA	Wheaton College	MA
Illinois College*	IL	Wilkes University*	PA
Illinois Wesleyan University*	IL	Woodbury University*	CA

PRIVATE FOUR-YEAR COLLEGES, OTHER RELIGIOUS (40)

Abilene Christian University	TX	Messiah College*	PA
Barton College	NC	Mississippi College	MS
Bennett College for Women	NC	Monmouth College*	IL
Bethel College*	IN	Moravian College*	PA
Bluffton University*	OH	Morningside College*	IA
California Baptist University*	CA	Mount Olive College*	NC
Carthage College	WI	Mount Vernon Nazarene University	OH
Davidson College	NC	North Central College	IL
East Texas Baptist University*	TX	North Central University*	MN
Erskine College*	SC	North Park University*	IL
Gardner-Webb University*	NC	Northwest Nazarene University*	ID
Grace College*	IN	Ohio Northern University*	OH
Gustavus Adolphus College	MN	Palm Beach Atlantic University	FL
Hanover College	IN	Point Loma Nazarene University*	CA
Iowa Wesleyan College*	IA	Presbyterian College	SC
Johnson C Smith University	NC	Seattle Pacific University*	WA
Lakeland College	WI	Tabor College	KS
LIFE Pacific College	CA	Waynesburg College*	PA
Master's College*	CA	Wesleyan College*	GA
McPherson College*	KS	Principia College*	IL

Notes:

* indicates institutions that participated in the 2001 CIRP Freshman Survey

APPENDIX B:
FACTORS

Factor Analysis of the 2005 CSS National Aggregate Data

Factor	Cronbach's Alpha
Satisfaction with College	.88
Religiousness and Spirituality	.87
Leadership and Community Orientation	.87
Engagement with Faculty	.87
Self-Concept	.85
Satisfaction with Campus Services	.85
Informed Citizenship	.84
Self-Assessed Cognitive Development	.83
Artistic Abilities	.79
Satisfaction with Technology and Facilities	.79
Academic Success Habits	.78
Partying	.76
Authority and Status Values	.74
Academic Disengagement	.71
Satisfaction with the Curriculum	.72
Conservative Political Orientation	.67
Technology Use in Courses	.63
Physical Health and Athletic Involvement	.63
External Commitments	.63
Poor Social and Emotional Adjustment	.61
Liberal Political Orientation	.61
Academic Achievement	.60
Political Engagement	.57
Planned Volunteerism/Community Service	.57
Engagement in Volunteerism/Community Service	.51
Academic Exploration of Race, Ethnicity, and Gender	.47
Academic Engagement	.47
Campus Leadership	.45

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

All Respondents	All Bacc Insts		
	Total	Men	Women
Number of Respondents	30,188	11,367	18,821
WHAT YEAR DID YOU FIRST ENTER:			
Your first college			
2004 or 2005	4.2	4.1	4.2
2003	2.3	1.3	2.9
2002	3.4	2.5	4.0
2001	72.5	75.6	70.6
2000 or earlier	17.6	16.5	18.2
This college			
2004 or 2005	5.6	5.3	5.8
2003	8.4	6.0	9.8
2002	10.2	8.8	11.0
2001	67.9	71.5	65.7
2000 or earlier	8.0	8.4	7.7
Your enrollment status			
Full-time undergraduate	93.1	94.1	92.4
Part-time undergraduate	3.8	3.2	4.2
Graduate student	2.0	1.7	2.2
Not enrolled	1.1	1.1	1.2
WHAT IS THE HIGHEST DEGREE YOU:			
Will have earned as of June 2005			
None	7.2	6.3	7.8
Vocational certificate	0.2	0.2	0.1
Associate (A.A. or equivalent)	1.9	1.3	2.3
Bachelor's degree (B.A., B.S., etc.)	88.8	90.3	87.8
Master's degree (M.A., M.S., etc.)	0.9	0.9	0.9
Ph.D. or Ed.D.	0.2	0.2	0.2
M.D., D.O., D.D.S., D.V.M.	0.0	0.1	0.0
LL.B. or J.D. (Law)	0.0	0.1	0.0
B.D. or M.Div. (Divinity)	0.0	0.0	0.0
Other	0.7	0.6	0.8
Plan to complete eventually at any institution			
None	1.5	1.5	1.4
Vocational certificate	0.1	0.1	0.2
Associate (A.A. or equivalent)	0.2	0.2	0.1
Bachelor's degree (B.A., B.S., etc.)	16.2	18.2	15.0
Master's degree (M.A., M.S., etc.)	47.7	43.3	50.3
Ph.D. or Ed.D.	17.6	17.1	17.9
M.D., D.O., D.D.S., D.V.M.	5.8	6.1	5.5
LL.B. or J.D. (Law)	8.5	10.7	7.2
B.D. or M.Div. (Divinity)	0.7	1.1	0.4
Other	1.9	1.6	2.0
Your undergraduate grade average			
A (3.75-4.0)	17.7	14.4	19.7
A-, B+ (3.25-3.74)	44.0	39.6	46.5
B (2.75-3.24)	28.4	32.4	26.0
B-, C+ (2.25-2.74)	8.2	11.1	6.5
C (1.75-2.24)	1.6	2.3	1.1
C- or less (below 1.75)	0.1	0.2	0.1

All Respondents	All Bacc Insts		
	Total	Men	Women
Number of Respondents	30,188	11,367	18,821
Since entering college have you:			
Joined a social fraternity or sorority	16.0	17.3	15.3
Failed one or more courses	13.1	15.9	11.4
Worked full-time while attending school	18.2	16.1	19.4
Participated in student government	10.8	11.3	10.5
Taken a remedial course	6.9	6.3	7.3
Taken an ethnic studies course	41.2	38.2	43.1
Taken a women's studies course	22.6	11.5	29.4
Attended a racial/cultural awareness workshop	27.6	23.7	30.0
Had a roommate of different race/ethnicity	37.9	41.6	35.7
Participated in an ethnic/racial student organization	16.4	15.2	17.1
Played varsity/intercollegiate athletics	23.9	30.9	19.7
Taken a leave of absence	5.3	5.1	5.4
Withdrawn from school	2.8	2.9	2.8
Enrolled in honors or advanced courses	23.1	22.6	23.4
Participated in an internship program	43.9	42.4	44.9
Participated in leadership training	22.4	21.9	22.7
Transferred from a community college	9.5	8.0	10.5
Transferred from a 4-year college	8.7	8.0	9.2
Participated in a study-abroad program	23.3	19.2	25.8
Felt fearful about your safety because of world events	14.9	9.0	18.5
Since entering college, have you "frequently" or "occasionally":			
Worked on independent study projects	58.0	58.6	57.7
Took interdisciplinary courses	66.0	67.8	64.9
Discussed course content with students outside of class [1]	64.6	59.8	67.4
Have been a guest in a professor's home	45.0	46.6	44.0
Participated in intramural sports	48.0	67.1	36.4
Failed to complete homework on time	60.0	66.6	56.0
Felt bored in class [1]	27.0	33.5	23.0
Came late to class	72.4	76.2	70.0
Studied with other students	94.6	93.8	95.2
Performed community service as part of a class	49.3	43.9	52.5
Voted in a student election [1]	23.6	23.6	23.6
Voted in a state/national election	79.5	78.2	80.2
Turned in course assignments electronically	91.5	92.9	90.7
Received course assignments through the Internet	92.8	94.1	92.0
Used the Internet for research or homework [1]	84.4	79.4	87.4
Used the library for research or homework [1]	50.4	43.2	54.8
Missed class due to employment	25.0	27.9	23.2
Tutored another college student	45.3	48.5	43.4
Since entering college, have you "frequently" or "occasionally":			
Did not have time to study due to:			
job responsibilities	45.0	40.4	47.7
family responsibilities	42.8	38.7	45.3
Met with an advisor/counselor about your career plans	81.4	77.0	84.0
Worked on a local, state, or national campaign	10.9	12.7	9.9
Overslept and missed class or appointment	64.1	71.9	59.4
Fell asleep in class	45.1	54.2	39.6
Had difficulty getting the courses I needed	55.4	55.6	55.3
Discussed the 9/11 terrorist attacks in class	84.8	83.1	85.8
Participated in protests against the war	13.8	14.4	13.4
Participated in a campus activity commemorating the victims of 9/11	45.4	43.2	46.7

[1] Percentage responding "frequently" only. All other results in this section represent the percentage responding "frequently" or "occasionally".

All Respondents	All Bacc Insts		
	Total	Men	Women
Number of Respondents	30,188	11,367	18,821
DURING THE PAST YEAR, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?			
Studying/homework			
None	0.3	0.5	0.2
Less than 1 hour	1.7	3.0	0.9
1 to 2 hours	8.2	11.8	6.0
3 to 5 hours	25.5	27.6	24.3
6 to 10 hours	28.6	26.3	29.9
11 to 15 hours	16.2	14.1	17.5
16 to 20 hours	10.2	7.9	11.6
Over 20 hours	9.3	8.7	9.7
Attending classes/labs			
None	0.7	0.9	0.6
Less than 1 hour	0.5	0.8	0.3
1 to 2 hours	1.7	2.5	1.3
3 to 5 hours	9.7	12.1	8.3
6 to 10 hours	27.1	27.5	26.9
11 to 15 hours	33.3	32.9	33.5
16 to 20 hours	19.2	17.3	20.4
Over 20 hours	7.7	6.0	8.8
Socializing with friends			
None	0.8	0.7	0.8
Less than 1 hour	2.3	1.7	2.8
1 to 2 hours	8.2	6.5	9.3
3 to 5 hours	19.5	16.3	21.4
6 to 10 hours	25.6	23.6	26.8
11 to 15 hours	17.9	19.4	17.1
16 to 20 hours	10.9	12.4	10.0
Over 20 hours	14.8	19.4	12.0
Talking with faculty during office hours			
None	13.3	14.7	12.4
Less than 1 hour	47.2	46.6	47.5
1 to 2 hours	29.6	28.3	30.5
3 to 5 hours	7.5	7.5	7.5
6 to 10 hours	1.7	2.0	1.5
11 to 15 hours	0.4	0.5	0.4
16 to 20 hours	0.1	0.2	0.1
Over 20 hours	0.2	0.2	0.1
Talking with faculty outside of class or office hours			
None	23.9	23.6	24.1
Less than 1 hour	47.8	47.0	48.4
1 to 2 hours	20.9	21.2	20.8
3 to 5 hours	5.2	5.6	4.9
6 to 10 hours	1.3	1.6	1.2
11 to 15 hours	0.5	0.6	0.4
16 to 20 hours	0.1	0.1	0.1
Over 20 hours	0.2	0.2	0.1

All Respondents	All Bacc Insts		
	Total	Men	Women
Number of Respondents	30,188	11,367	18,821
DURING THE PAST YEAR, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?			
Exercising/sports			
None	8.7	5.9	10.4
Less than 1 hour	12.8	9.9	14.5
1 to 2 hours	21.2	19.6	22.2
3 to 5 hours	27.2	26.9	27.3
6 to 10 hours	16.6	18.8	15.3
11 to 15 hours	5.9	7.6	4.9
16 to 20 hours	3.3	4.6	2.4
Over 20 hours	4.4	6.7	3.0
Partying			
None	20.3	15.8	22.9
Less than 1 hour	11.3	9.5	12.3
1 to 2 hours	15.5	14.4	16.2
3 to 5 hours	21.7	21.4	21.9
6 to 10 hours	16.5	18.1	15.5
11 to 15 hours	7.2	9.0	6.1
16 to 20 hours	3.7	5.1	2.9
Over 20 hours	3.8	6.7	2.1
Working (for pay) <u>on</u> campus			
None	57.2	57.2	57.2
Less than 1 hour	1.9	2.9	1.3
1 to 2 hours	4.0	4.9	3.5
3 to 5 hours	8.9	9.0	8.8
6 to 10 hours	15.3	13.9	16.1
11 to 15 hours	7.2	6.6	7.6
16 to 20 hours	3.3	3.0	3.5
Over 20 hours	2.2	2.4	2.0
Working (for pay) <u>off</u> campus			
None	51.0	57.6	47.0
Less than 1 hour	1.9	2.4	1.6
1 to 2 hours	3.1	4.0	2.7
3 to 5 hours	5.7	5.6	5.7
6 to 10 hours	9.0	6.9	10.2
11 to 15 hours	7.2	5.3	8.4
16 to 20 hours	7.6	5.7	8.7
Over 20 hours	14.5	12.5	15.7
Student clubs/groups			
None	38.4	37.7	38.9
Less than 1 hour	12.6	13.3	12.2
1 to 2 hours	20.3	19.8	20.6
3 to 5 hours	15.8	15.1	16.2
6 to 10 hours	7.0	7.4	6.8
11 to 15 hours	2.9	3.2	2.6
16 to 20 hours	1.4	1.6	1.3
Over 20 hours	1.6	2.0	1.3

All Respondents	All Bacc Insts		
	Total	Men	Women
Number of Respondents	30,188	11,367	18,821
DURING THE PAST YEAR, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?			
Watching TV			
None	9.6	9.3	9.8
Less than 1 hour	14.2	12.4	15.2
1 to 2 hours	25.7	22.9	27.4
3 to 5 hours	27.4	26.5	27.9
6 to 10 hours	14.6	16.8	13.3
11 to 15 hours	4.4	5.8	3.5
16 to 20 hours	1.8	2.7	1.3
Over 20 hours	2.3	3.6	1.5
Housework/childcare			
None	41.7	55.6	33.4
Less than 1 hour	19.4	16.5	21.2
1 to 2 hours	21.3	16.5	24.1
3 to 5 hours	9.9	6.8	11.7
6 to 10 hours	3.5	2.4	4.1
11 to 15 hours	1.3	0.9	1.5
16 to 20 hours	0.7	0.4	0.9
Over 20 hours	2.2	0.9	3.0
Reading for pleasure			
None	34.2	33.6	34.5
Less than 1 hour	28.2	25.3	30.0
1 to 2 hours	22.9	24.0	22.2
3 to 5 hours	10.0	11.3	9.3
6 to 10 hours	3.0	3.7	2.6
11 to 15 hours	0.9	1.2	0.8
16 to 20 hours	0.4	0.5	0.3
Over 20 hours	0.4	0.6	0.4
Using a personal computer			
None	2.1	2.3	2.0
Less than 1 hour	3.3	2.7	3.7
1 to 2 hours	11.5	10.2	12.2
3 to 5 hours	23.5	21.2	24.9
6 to 10 hours	23.5	23.6	23.4
11 to 15 hours	13.3	13.8	13.1
16 to 20 hours	8.3	8.8	8.0
Over 20 hours	14.5	17.4	12.7
Commuting			
None	40.5	43.1	38.9
Less than 1 hour	19.3	20.3	18.7
1 to 2 hours	16.0	16.7	15.6
3 to 5 hours	12.5	10.7	13.5
6 to 10 hours	7.0	5.5	7.9
11 to 15 hours	2.3	1.6	2.7
16 to 20 hours	0.9	0.7	1.1
Over 20 hours	1.5	1.4	1.6

All Respondents	All Bacc Insts		
	Total	Men	Women
Number of Respondents	30,188	11,367	18,821
Prayer/meditation			
None	35.7	39.3	33.6
Less than 1 hour	28.8	27.1	29.8
1 to 2 hours	22.0	20.6	22.9
3 to 5 hours	8.6	8.2	8.9
6 to 10 hours	3.0	2.8	3.1
11 to 15 hours	0.7	0.9	0.6
16 to 20 hours	0.4	0.4	0.4
Over 20 hours	0.8	0.9	0.8
General activities engaged in during the past year:			
Smoked cigarettes [1]	8.2	8.4	8.0
Felt lonely or homesick	53.0	41.7	59.7
Socialized with someone of another racial/ethnic group [1]	45.2	45.1	45.2
Felt depressed [1]	7.2	5.9	7.9
Felt overwhelmed by all I had to do[1]	35.5	22.6	43.2
Attended a religious service	65.2	60.6	68.0
Drank beer	69.5	80.2	63.1
Drank wine or liquor	79.4	79.0	79.7
Performed volunteer work	67.0	61.6	70.3
Participated in organized demonstrations	19.7	18.7	20.3
Discussed politics [1]	20.3	24.3	17.9
Sought personal counseling	21.4	18.8	23.0
Discussed religion [1]	20.7	20.5	20.8
SINCE ENTERING COLLEGE, HOW SUCCESSFUL HAVE YOU BEEN IN:			
Understanding what your professors expect of you academically			
Not successful	1.0	1.7	0.6
Somewhat successful	31.9	36.1	29.4
Very successful	67.0	62.2	69.9
Developing effective study skills			
Not successful	5.5	7.7	4.2
Somewhat successful	43.2	47.8	40.4
Very successful	51.3	44.4	55.4
Adjusting to the academic demands of college			
Not successful	1.7	2.6	1.2
Somewhat successful	32.8	36.8	30.4
Very successful	65.5	60.6	68.4
Managing your time effectively			
Not successful	6.5	8.8	5.2
Somewhat successful	45.3	47.1	44.2
Very successful	48.2	44.1	50.6
Getting to know faculty			
Not successful	9.9	12.2	8.5
Somewhat successful	49.4	49.5	49.3
Very successful	40.7	38.3	42.1
Developing close friendships with other students			
Not successful	4.6	4.8	4.5
Somewhat successful	28.6	30.7	27.3
Very successful	66.8	64.5	68.2
Utilizing campus services available to students			
Not successful	9.1	10.8	8.0
Somewhat successful	56.4	57.4	55.8
Very successful	34.5	31.8	36.2

[1] Percentage responding "frequently" only. All other results in this section represent the percentage responding "frequently" or "occasionally".

All Respondents	All Bacc Insts		
	Total	Men	Women
Number of Respondents	30,188	11,367	18,821
Your ethnic background [2]			
White/Caucasian	82.5	83.1	82.1
African American/Black	5.8	5.2	6.2
American Indian/Alaska Native	1.5	1.5	1.5
Asian American/Asian	5.9	6.4	5.6
Native Hawaiian/Pacific Islander	0.9	1.0	0.9
Mexican American/Chicano	2.2	2.1	2.2
Puerto Rican	1.5	1.2	1.6
Other Latino	3.0	2.7	3.1
Other	3.6	3.6	3.7
Professors at your current (or most recent) college "frequently" provided you with:			
Encouragement to pursue graduate/professional study	37.5	32.2	40.7
An opportunity to work on a research project	24.4	21.6	26.2
Advice and guidance about your educational program	31.9	26.5	35.2
Respect (treated you like a colleague/peer)	60.8	55.7	63.9
An opportunity to publish	7.5	7.6	7.5
Emotional support and encouragement	27.5	19.9	32.1
A letter of recommendation	31.0	25.8	34.1
Assistance to improve your study skills	17.0	15.2	18.0
Negative feedback about your academic work	7.7	9.0	6.9
Intellectual challenge and stimulation	47.4		50.1
An opportunity to discuss coursework outside of class	43.5	38.8	46.3
Help in achieving your professional goals	30.7	25.6	33.7
An opportunity to apply classroom learning to "real-life" issues	34.3	28.1	38.1
What do you plan to be doing six months from now? [2]			
Attending undergraduate college full-time	9.7	7.9	10.8
Attending undergraduate college part-time	2.1	1.8	2.3
Attending graduate/professional school	28.2	26.7	29.1
Working full-time	63.4	63.6	63.3
Working part-time	14.9	11.6	16.9
Participating in a community service organization	10.5	7.4	12.4
Serving in the Armed Forces	1.3	2.5	0.6
Attending a vocational training program	1.1	1.0	1.1
Traveling, hosteling, or backpacking	14.0	11.9	15.3
Doing volunteer work	15.9	11.1	18.7
Staying at home to be with or start a family	4.8	4.0	5.3
No current plans	2.9	3.9	2.2
Is English your native language?			
Yes	92.8	93.2	92.6
No	7.2	6.8	7.4

[2] Percentages may sum to more than 100.0 if any respondents marked more than one item.

All Respondents	All Bacc Insts		
	Total	Men	Women
Number of Respondents	30,188	11,367	18,821
Students reporting "much stronger" abilities and skills compared to when they first started college in:			
General knowledge	46.1	44.5	47.0
Analytical and problem-solving skills	35.1	36.7	34.1
Knowledge of a particular field or discipline	59.5	57.8	60.6
Ability to think critically	38.7	38.6	38.7
Foreign language ability	13.0	11.6	13.8
Knowledge of people from different races/cultures	21.0	19.6	21.8
Leadership abilities	27.5	28.2	27.1
Interpersonal skills	32.4	31.9	32.7
Ability to get along with people of different races/cultures	20.7	21.0	20.5
Understanding of the problems facing your community	19.5	18.3	20.2
Understanding of social problems facing our nation	25.9	25.4	26.2
Understanding of global issues	26.1	26.9	25.6
Writing skills	30.2	29.7	30.4
Public speaking ability	28.1	28.7	27.7
Mathematical skills	14.1	18.1	11.7
Computer skills	27.0	29.9	25.3
Compared with the average person of his/her age, student rated self "above average" or "highest 10 percent" in:			
Academic ability	77.6	80.2	76.0
Artistic ability	31.2	32.1	30.7
Computer skills	44.7	57.9	36.8
Competitiveness	57.6	70.2	50.1
Cooperativeness	76.2	75.8	76.4
Creativity	56.9	60.0	55.0
Drive to achieve	76.9	75.7	77.7
Emotional health	56.3	63.4	52.0
Leadership ability	65.6	74.1	60.5
Mathematical ability	38.6	50.5	31.4
Physical health	52.6	62.4	46.8
Popularity	39.9	49.9	34.0
Public speaking ability	47.8	57.1	42.3
Religiousness	32.8	32.7	32.9
Self-confidence (intellectual)	66.8	76.5	61.0
Self-confidence (social)	57.3	64.0	53.3
Self-understanding	66.9	71.3	64.3
Spirituality	41.2	41.0	41.4
Understanding of others	70.9	69.6	71.6
Writing ability	60.9	62.2	60.1

All Respondents	All Bacc Insts		
	Total	Men	Women
Number of Respondents	30,188	11,367	18,821
Students indicating they were "very satisfied" or "satisfied" with their current (or most recent) college in: [3]			
General education or core curriculum courses	78.0	76.5	78.9
Science and mathematics courses	61.3	62.4	60.7
Humanities courses	71.3	66.0	74.6
Social science courses	71.5	67.2	74.1
Laboratory facilities and equipment	61.0	61.8	60.5
Library facilities	73.3	73.0	73.4
Computer facilities	73.8	73.9	73.7
Quality of computer training/assistance	54.0	53.7	54.2
Availability of Internet access	80.4	80.0	80.6
Tutoring or other academic assistance	58.9	56.0	60.6
Academic advising	59.3	56.8	60.7
Career counseling and advising	53.8	50.8	55.7
Student housing	55.8	54.0	57.0
Financial aid services	52.7	53.1	52.5
Opportunities for community service	65.3	61.5	67.7
Job placement services for students	44.6	45.1	44.4
Campus health services	50.2	52.4	48.8
Ability to find a faculty or staff mentor	69.7	68.2	70.6
Leadership opportunities	64.9	63.5	65.9
Recreational facilities	61.3	63.1	60.2
Students indicating they were "very satisfied" or "satisfied" with this institution in:			
Courses in your major field	87.2	86.4	87.6
Amount of contact with faculty	83.9	82.8	84.6
Class size	89.8	88.3	90.7
Interaction with other students	87.6	86.1	88.5
Relevance of coursework to everyday life	71.6	67.9	73.8
Relevance of coursework to future career plans	73.9	71.8	75.2
Overall quality of instruction	86.4	85.2	87.2
Overall sense of community among students	73.5	72.1	74.4
Availability of campus social activities	64.4	63.8	64.8
Overall college experience	86.3	84.9	87.2
If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?			
Definitely yes	43.9	42.5	44.6
Probably I would	38.3	38.3	38.3
Don't know	3.8	4.0	3.7
Probably not	10.9	11.4	10.5
Definitely no	3.2	3.8	2.8

[3] Respondents marking "Can't Rate/No Experience" were not included in the calculation of these results.

All Respondents	All Bacc Insts		
	Total	Men	Women
Number of Respondents	30,188	11,367	18,821
Undergraduate major reported in 2005 (Disaggregated results are reported below)			
Agriculture	0.1	0.2	0.1
Biological Science	7.3	5.8	8.2
Business	19.3	25.1	15.8
Education	7.1	2.8	9.6
Engineering	5.2	10.6	2.0
English	5.1	3.7	6.0
Health Professional	4.8	1.6	6.7
History or Political Science	8.1	10.4	6.8
Humanities	7.3	7.4	7.2
Fine Arts	4.7	3.6	5.3
Mathematics or Statistics	1.9	2.2	1.7
Physical Sciences	2.2	3.0	1.7
Social Sciences	15.3	10.8	18.1
Other Technical	3.0	5.7	1.3
Other Non-technical	8.2	6.9	9.0
Undecided	0.3	0.3	0.4
Planned Graduate Major			
Agriculture	0.2	0.3	0.1
Biological Science	3.2	2.7	3.4
Business	18.1	25.7	13.9
Education	12.8	5.7	16.7
Engineering	3.5	7.5	1.2
English	2.1	1.6	2.3
Health Professional	13.2	9.6	15.3
History or Political Science	3.9	4.5	3.6
Humanities	5.3	6.7	4.6
Fine Arts	3.6	3.2	3.8
Mathematics or Statistics	0.9	1.5	0.6
Physical Sciences	1.7	3.0	1.1
Social Sciences	11.5	5.3	14.9
Other Technical	2.3	4.3	1.2
Other Non-technical	15.2	16.6	14.4
Undecided	2.5	1.9	2.9
Probable career noted in 2005			
Artist	7.1	6.1	7.7
Business	20.5	26.9	16.7
Business (clerical)	0.7	0.7	0.6
Clergy	1.4	2.3	0.8
College teacher	2.0	2.3	1.8
Doctor (MD or DDS)	4.7	5.2	4.5
Education (secondary)	6.2	4.9	6.9
Education (elementary)	7.1	1.3	10.6
Engineer	4.0	8.0	1.6
Farmer or forester	0.5	0.7	0.4
Health professional	3.2	1.8	4.0
Homemaker (full-time)	0.3	0.2	0.3
Lawyer	5.8	7.1	5.0
Military (career)	0.7	1.5	0.3
Nurse	3.8	0.6	5.8
Research scientist	2.3	2.6	2.2
Social, welfare, or recreation worker	2.8	0.8	4.0
Skilled worker	0.3	0.5	0.1
Other choice	19.4	19.7	19.3
Undecided	7.1	6.7	7.4

All Respondents	All Bacc Insts		
	Total	Men	Women
Number of Respondents	30,188	11,367	18,821
Student objectives noted as "very important" or "essential":			
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	17.3	17.4	17.3
Becoming an authority in my field	63.5	64.2	63.0
Obtaining recognition from my colleagues for contributions to my special field	53.1	51.4	54.1
Influencing the political structure	25.3	29.4	22.9
Influencing social values	50.6	46.3	53.1
Raising a family	79.7	78.0	80.8
Having administrative responsibility for the work of others	41.2	45.0	38.9
Being very well off financially	59.2	61.6	57.8
Helping others who are in difficulty	75.8	69.0	79.9
Making a theoretical contribution to science	16.9	20.1	15.1
Writing original works (poems, novels, short stories, etc.)	20.1	22.2	18.9
Creating artistic work (painting, sculpture, decorating, etc.)	20.0	19.0	20.6
Becoming successful in a business of my own	36.3	44.5	31.4
Becoming involved in programs to clean up the environment	24.4	25.0	24.0
Developing a meaningful philosophy of life	56.4	58.4	55.1
Participating in a community action program	33.0	29.3	35.2
Helping to promote racial understanding	39.4	35.6	41.6
Keeping up to date with political affairs	49.5	53.3	47.3
Becoming a community leader	39.1	42.7	36.9
Integrating spirituality into my life	55.4	51.4	57.8
How would you characterize your political views?			
Far left	4.2	4.6	3.9
Liberal	32.2	26.9	35.4
Middle-of-the-road	37.5	37.3	37.5
Conservative	24.8	28.9	22.3
Far right	1.4	2.3	0.9
Student agrees "strongly" or "somewhat":			
There is too much concern in the courts for the rights of criminals	52.5	55.0	50.9
Abortion should be legal	60.2	57.8	61.6
The death penalty should be abolished	42.6	41.5	43.3
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	52.8	61.2	47.8
Marijuana should be legalized	42.7	48.6	39.2
It is important to have laws prohibiting homosexual relationships	22.2	29.0	18.2
Student agrees "strongly" or "somewhat":			
The federal government should do more to control the sale of handguns	80.3	73.3	84.5
Racial discrimination is no longer a major problem in America	17.2	24.4	12.9
Realistically, an individual can do little to bring about changes in our society	26.2	32.5	22.5
Wealthy people should pay a larger share of taxes than they do now	60.8	58.3	62.3
Colleges should prohibit racist/sexist speech on campus	55.6	48.5	59.8
Same-sex couples should have the right to legal marital status	64.1	56.5	68.6
Affirmative action in college admissions should be abolished	50.5	58.7	45.6
The activities of married women are best confined to the home and family	14.6	21.7	10.4
Federal military spending should be increased	31.1	36.2	28.0
The federal government should raise taxes to help reduce the deficit	30.1	36.4	26.2

All Respondents	All Bacc Insts		
	Total	Men	Women
Number of Respondents	30,188	11,367	18,821
Your current religious preference			
Baptist	6.7	6.0	7.1
Buddhist	1.1	1.2	1.1
Eastern Orthodox	0.9	0.8	0.9
Episcopal	2.0	1.7	2.2
Hindu	0.5	0.5	0.5
Islamic	0.6	0.7	0.6
Jewish	1.9	2.2	1.7
LDS (Mormon)	0.2	0.2	0.2
Lutheran	3.8	3.6	3.9
Methodist	4.1	3.7	4.4
Presbyterian	3.7	3.3	3.8
Quaker	0.3	0.4	0.2
Roman Catholic	40.7	41.2	40.5
Seventh Day Adventist	0.5	0.6	0.5
United Church of Christ	1.0	0.9	1.1
Other Christian	13.4	11.9	14.3
Other Religion	2.6	2.6	2.6
None	15.9	18.5	14.4
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	51.4	50.1	52.2
No	48.6	49.9	47.8
Percentage responding to survey via:			
Paper	83.2	84.3	82.5
Web	16.8	15.7	17.5
DISAGGREGATED RESPONSES			
Probable career/occupation			
Accountant or actuary	4.2	5.0	3.8
Actor or entertainer	1.1	1.3	1.1
Architect or urban planner	0.7	0.8	0.6
Artist	2.1	1.6	2.5
Business (clerical)	0.7	0.7	0.6
Business executive (management, administrator)	11.2	14.0	9.5
Business owner or proprietor	2.5	4.4	1.4
Business salesperson or buyer	2.6	3.5	2.1
Clergy (minister, priest)	0.9	1.7	0.4
Clergy (other religious)	0.5	0.6	0.4
Clinical psychologist	1.4	0.5	1.9
College administrator/staff	0.5	0.3	0.6
College teacher	2.0	2.3	1.8
Computer programmer or analyst	2.5	5.3	0.9
Conservationist or forester	0.3	0.4	0.3
Dentist (including orthodontist)	0.6	0.7	0.6
Dietitian or home economist	0.2	0.1	0.3
Engineer	4.0	8.0	1.6
Farmer or rancher	0.2	0.3	0.1
Foreign service worker (including diplomat)	0.8	0.6	0.9
Homemaker (full-time)	0.3	0.2	0.3
Interior decorator (including designer)	0.3	0.0	0.5
Lab technician or hygienist	0.2	0.1	0.2
Law enforcement officer	0.9	1.6	0.4

All Respondents	All Bacc Insts		
	Total	Men	Women
Number of Respondents	30,188	11,367	18,821
Lawyer (attorney) or judge	5.8	7.1	5.0
Military service (career)	0.7	1.5	0.3
Musician (performer, composer)	0.7	1.0	0.6
Nurse	3.8	0.6	5.8
Optometrist	0.1	0.1	0.1
Pharmacist	0.9	0.8	0.9
Physician	4.1	4.4	3.9
Policymaker/government	1.5	1.6	1.4
School counselor	0.9	0.2	1.3
School principal or superintendent	0.1	0.1	0.1
Scientific researcher	2.3	2.6	2.2
Social, welfare or recreation worker	2.8	0.8	4.0
Therapist (physical, occupational, speech)	1.6	0.6	2.1
Teacher or administrator (elementary)	7.1	1.3	10.6
Teacher or administrator (secondary)	5.2	4.7	5.6
Veterinarian	0.3	0.1	0.4
Writer or journalist	2.8	2.2	3.1
Skilled trades	0.3	0.5	0.1
Other	11.2	9.0	12.6
Undecided	7.1	6.7	7.4
UNDERGRADUATE MAJOR REPORTED IN 2005			
Arts and Humanities			
Art, fine and applied	3.2	2.0	3.9
English (language and literature)	5.1	3.7	6.0
History	3.7	5.2	2.8
Journalism	0.9	0.7	1.0
Language and Literature (except English)	1.4	0.8	1.8
Music	0.9	0.9	0.9
Philosophy	1.1	1.9	0.6
Speech	0.1	0.1	0.1
Theater or Drama	0.9	0.7	1.1
Theology or Religion	1.8	2.4	1.4
Other Arts and Humanities	2.1	1.7	2.3
Biological Science			
Biology (general)	5.3	4.1	6.0
Biochemistry or Biophysics	0.7	0.8	0.7
Botany	0.0	0.0	0.0
Environmental Science	0.5	0.5	0.6
Marine (Life) Science	0.1	0.0	0.1
Microbiology or Bacteriology	0.1	0.0	0.1
Zoology	0.1	0.0	0.1
Other Biological Science	0.6	0.4	0.7
Business			
Accounting	4.1	5.0	3.5
Business Administration (general)	3.6	4.5	3.1
Finance	3.7	6.4	2.0
International Business	0.8	0.8	0.8
Marketing	3.3	3.3	3.4
Management	2.8	3.8	2.3
Secretarial Studies	0.0	0.0	0.0
Other Business	0.9	1.1	0.8

All Respondents	All Bacc Insts		
	Total	Men	Women
Number of Respondents	30,188	11,367	18,821
Education			
Business Education	0.1	0.1	0.1
Elementary Education	4.3	0.7	6.5
Music or Art Education	0.4	0.2	0.5
Physical Education or Recreation	0.5	0.8	0.4
Secondary Education	0.9	0.7	0.9
Special Education	0.3	0.1	0.5
Other Education	0.4	0.2	0.6
Engineering			
Aero-/Astronautical Engineering	0.3	0.6	0.1
Civil Engineering	0.8	1.4	0.4
Chemical Engineering	0.6	0.9	0.4
Electrical or Electronic Engineering	1.3	2.9	0.4
Industrial Engineering	0.1	0.3	0.0
Mechanical Engineering	1.5	3.3	0.4
Other Engineering	0.7	1.4	0.3
UNDERGRADUATE MAJOR REPORTED IN 2005			
Physical Science			
Astronomy	0.0	0.0	0.0
Atmospheric Science (incl. Meteorology)	0.0	0.0	0.0
Chemistry	1.2	1.4	1.1
Earth Science	0.2	0.2	0.2
Marine Science (incl. Oceanography)	0.0	0.0	0.0
Mathematics	1.8	2.2	1.7
Physics	0.6	1.1	0.2
Statistics	0.0	0.0	0.0
Other Physical Science	0.1	0.2	0.1
Professional			
Architecture or Urban Planning	0.4	0.5	0.4
Home Economics	0.1	0.0	0.1
Health Technology (medical, dental, laboratory)	0.1	0.1	0.1
Library/Archival Science	0.0	0.0	0.0
Medicine, Dentistry, Veterinarian	0.6	0.6	0.5
Nursing	3.4	0.5	5.2
Pharmacy	0.3	0.2	0.4
Therapy (occupational, physical, speech)	0.5	0.3	0.6
Other Professional	0.6	0.4	0.7
Social Science			
Anthropology	0.6	0.5	0.6
Economics	2.6	4.3	1.5
Ethnic Studies	0.1	0.1	0.1
Geography	0.1	0.1	0.1
Political Science (gov't, international relations)	4.4	5.2	4.0
Psychology	7.5	3.5	9.9
Social Work	1.1	0.2	1.6
Sociology	2.5	1.5	3.1
Women's Studies	0.1	0.0	0.1
Other Social Science	0.9	0.5	1.1

All Respondents	All Bacc Insts		
	Total	Men	Women
Number of Respondents	30,188	11,367	18,821
Technical			
Building Trades	0.0	0.1	0.0
Data Processing or Computer Programming	0.7	1.4	0.2
Drafting or Design	0.2	0.1	0.2
Electronics	0.0	0.0	0.0
Mechanics	0.0	0.1	0.0
Other Technical	0.2	0.4	0.1
Other			
Agriculture	0.1	0.1	0.1
Communications	3.9	3.1	4.5
Computer Science	1.7	3.5	0.7
Forestry	0.0	0.0	0.0
Kinesiology	0.5	0.4	0.5
Law Enforcement	0.5	0.9	0.3
Military Science	0.0	0.0	0.0
Other field	1.6	1.4	1.7
Undecided	0.3	0.3	0.4
PLANNED GRADUATE MAJOR			
Arts and Humanities			
Art, fine and applied	2.0	1.3	2.3
English (language and literature)	2.1	1.6	2.3
History	1.4	1.8	1.2
Journalism	0.8	0.5	0.9
Language and Literature (except English)	0.7	0.4	0.8
Music	0.8	1.1	0.6
Philosophy	0.5	1.0	0.3
Speech	0.1	0.0	0.2
Theater or Drama	0.8	0.8	0.7
Theology or Religion	2.1	3.6	1.3
Other Arts and Humanities	1.3	0.9	1.5
Biological Science			
Biology (general)	0.6	0.6	0.5
Biochemistry or Biophysics	0.5	0.6	0.4
Botany	0.0	0.0	0.1
Environmental Science	0.4	0.4	0.5
Marine (Life) Science	0.2	0.1	0.2
Microbiology or Bacteriology	0.3	0.1	0.4
Zoology	0.2	0.2	0.2
Other Biological Science	1.0	0.8	1.1
Business			
Accounting	2.5	3.2	2.1
Business Administration (general)	5.4	8.3	3.8
Finance	2.8	5.2	1.5
International Business	1.1	1.2	1.0
Marketing	2.1	1.7	2.3
Management	3.1	4.8	2.1
Secretarial Studies	0.0	0.0	0.0
Other Business	1.2	1.2	1.2

All Respondents	All Bacc Insts		
	Total	Men	Women
Number of Respondents	30,188	11,367	18,821
Education			
Business Education	0.2	0.2	0.3
Elementary Education	4.5	0.8	6.6
Music or Art Education	0.4	0.3	0.5
Physical Education or Recreation	0.5	0.7	0.4
Secondary Education	3.3	2.6	3.7
Special Education	1.3	0.3	1.9
Other Education	2.6	1.0	3.4
Engineering			
Aero-/Astronautical Engineering	0.3	0.6	0.1
Civil Engineering	0.5	1.1	0.2
Chemical Engineering	0.2	0.5	0.1
Electrical or Electronic Engineering	0.8	1.8	0.2
Industrial Engineering	0.0	0.1	0.0
Mechanical Engineering	0.8	2.1	0.2
Other Engineering	0.7	1.3	0.4
PLANNED GRADUATE MAJOR			
Physical Science			
Astronomy	0.1	0.3	0.0
Atmospheric Science (incl. Meteorology)	0.1	0.1	0.0
Chemistry	0.8	1.0	0.7
Earth Science	0.2	0.3	0.2
Marine Science (incl. Oceanography)	0.0	0.0	0.0
Mathematics	0.8	1.4	0.5
Physics	0.4	1.0	0.1
Statistics	0.1	0.1	0.1
Other Physical Science	0.1	0.2	0.1
Professional			
Architecture or Urban Planning	0.7	0.8	0.7
Home Economics	0.0	0.0	0.0
Health Technology (medical, dental, laboratory)	0.4	0.3	0.5
Law	9.7	12.4	8.2
Library/Archival Science	0.4	0.1	0.6
Medicine, Dentistry, Veterinarian	6.8	7.0	6.7
Nursing	3.0	0.4	4.5
Pharmacy	1.3	1.2	1.3
Therapy (occupational, physical, speech)	2.2	1.0	2.8
Other Professional	1.2	0.7	1.5
Social Science			
Anthropology	0.4	0.2	0.6
Economics	0.7	1.1	0.4
Ethnic Studies	0.1	0.0	0.1
Geography	0.1	0.1	0.1
Political Science (gov't, international relations)	2.5	2.7	2.4
Psychology	5.7	2.4	7.5
Social Work	2.9	0.6	4.2
Sociology	0.6	0.4	0.7
Women's Studies	0.1	0.0	0.1
Other Social Science	0.9	0.4	1.1

All Respondents	All Bacc Insts		
	Total	Men	Women
Number of Respondents	30,188	11,367	18,821
Technical			
Building Trades	0.0	0.1	0.0
Data Processing or Computer Programming	0.4	0.9	0.2
Drafting or Design	0.1	0.1	0.1
Electronics	0.0	0.1	0.0
Mechanics	0.0	0.0	0.0
Other Technical	0.1	0.3	0.1
Other			
Agriculture	0.1	0.2	0.1
Communications	1.1	0.9	1.2
Computer Science	1.1	2.6	0.4
Forestry	0.0	0.1	0.0
Kinesiology	0.2	0.2	0.2
Law Enforcement	0.3	0.5	0.2
Military Science	0.1	0.3	0.0
Other field	1.4	1.1	1.6
Undecided	2.5	1.9	2.9

Appendix D:
2005 CSS Longitudinal Profile - All Respondents

	All Students			Men			Women		
	CIRP	CSS	DIFF	CIRP	CSS	DIFF	CIRP	CSS	DIFF
Number of Respondents	17,929	17,929	---	6,798	6,798	---	11,131	11,131	---
Academic activities engaged in "occasionally" or "frequently":									
Was a guest in a teacher's home	31.0	50.7	19.7	31.4	50.9	19.5	30.8	50.6	19.8
Was bored in class [1]	37.7	27.5	-10.2	40.5	34.0	-6.5	36.0	23.6	-12.4
Came late to class	59.2	73.0	13.8	60.1	77.0	16.9	58.6	70.6	12.0
Studied with other students	90.3	95.8	5.5	87.3	94.8	7.5	92.1	96.4	4.3
Performed community service as part of a class	61.6	50.1	-11.5	59.8	44.3	-15.5	62.7	53.6	-9.1
Voted in a student election [1]	27.2	26.6	-0.6	27.6	25.7	-1.9	26.9	27.2	0.3
Used the Internet for research or homework [1]	78.9	85.3	6.4	75.8	80.3	4.5	80.8	88.4	7.6
Tutored another student	63.7	47.0	-16.7	62.3	49.5	-12.8	64.5	45.4	-19.1
General activities engaged in "occasionally" or "frequently":									
Smoked cigarettes [1]	4.7	7.5	2.8	3.7	8.1	4.4	5.2	7.2	2.0
Socialized with someone of another racial/ethnic group [1]	68.2	45.6	-22.6	67.3	45.4	-21.9	68.8	45.7	-23.1
Felt depressed [1]	6.4	6.8	0.4	4.6	5.6	1.0	7.6	7.5	-0.1
Felt overwhelmed by all I had to do [1]	30.3	34.5	4.2	17.8	21.9	4.1	37.9	42.2	4.3
Attended a religious service	88.1	65.5	-22.6	87.0	61.8	-25.2	88.8	67.7	-21.1
Drank beer	49.4	74.6	25.2	55.5	84.1	28.6	45.7	68.8	23.1
Drank wine or liquor	55.4	83.7	28.3	55.3	82.5	27.2	55.5	84.5	29.0
Performed volunteer work	90.5	69.4	-21.1	87.9	63.3	-24.6	92.0	73.0	-19.0
Participated in organized demonstrations	41.3	20.2	-21.1	38.7	18.3	-20.4	42.8	21.4	-21.4
Discussed politics [1]	22.9	21.1	-1.8	29.3	25.3	-4.0	19.0	18.6	-0.4
Overslept and missed class or appointment	27.6	67.5	39.9	28.8	75.2	46.4	26.9	62.9	36.0
Discussed religion [1]	34.4	20.4	-14.0	33.1	20.6	-12.5	35.1	20.3	-14.8
Your grade point average									
A (3.75-4.0)	36.1	17.7	-18.4	35.3	14.7	-20.6	36.6	19.6	-17.0
A-, B+ (3.25-3.74)	46.0	46.0	0.0	44.1	41.4	-2.7	47.2	48.7	1.5
B (2.75-3.24)	12.5	28.0	15.5	13.5	32.0	18.5	11.9	25.5	13.6
B-, C+ (2.25-2.74)	4.7	7.0	2.3	6.2	9.9	3.7	3.9	5.3	1.4
C (1.75-2.24)	0.6	1.2	0.6	0.9	1.8	0.9	0.4	0.8	0.4
C- or less (below 1.75)	0.0	0.1	0.1	0.0	0.2	0.2	0.0	0.0	0.0
What is the highest degree you plan to complete eventually at any institution?									
None	0.4	1.1	0.7	0.5	1.0	0.5	0.3	1.1	0.8
Vocational certificate	0.1	0.1	0.0	0.0	0.1	0.1	0.1	0.1	0.0
Associate (A.A. or equivalent)	0.2	0.1	-0.1	0.1	0.1	0.0	0.2	0.1	-0.1
Bachelor's (B.A., B.S., etc.)	15.3	13.8	-1.5	15.1	15.8	0.7	15.5	12.6	-2.9
Master's (M.A., M.S., etc.)	44.0	45.9	1.9	42.7	42.1	-0.6	44.8	48.3	3.5
Ph.D. or Ed.D.	19.3	18.9	-0.4	20.6	17.9	-2.7	18.5	19.5	1.0
M.D., D.O., D.D.S., D.V.M.	11.7	7.6	-4.1	10.2	8.0	-2.2	12.7	7.4	-5.3
LL.B. or J.D. (Law)	7.6	10.3	2.7	9.2	12.8	3.6	6.7	8.8	2.1
B.D. or M.Div. (Divinity)	0.4	0.5	0.1	0.6	1.0	0.4	0.3	0.3	0.0
Other	0.9	1.7	0.8	1.0	1.4	0.4	0.9	1.8	0.9

[1] Percentage marking "frequently" only.

	All Students			Men			Women		
	CIRP	CSS	DIFF	CIRP	CSS	DIFF	CIRP	CSS	DIFF
Number of Respondents	17,929	17,929	---	6,798	6,798	---	11,131	11,131	---
DURING THE PAST YEAR, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?									
Studying/homework									
None	0.9	0.2	-0.7	1.8	0.4	-1.4	0.4	0.1	-0.3
Less than 1 hour	6.4	1.6	-4.8	9.4	2.9	-6.5	4.6	0.7	-3.9
1 to 2 hours	14.8	7.5	-7.3	18.2	11.5	-6.7	12.8	5.0	-7.8
3 to 5 hours	26.4	24.6	-1.8	26.5	27.1	0.6	26.3	23.0	-3.3
6 to 10 hours	25.2	29.1	3.9	23.1	26.4	3.3	26.5	30.8	4.3
11 to 15 hours	13.9	17.0	3.1	11.4	14.8	3.4	15.4	18.3	2.9
16 to 20 hours	7.1	10.6	3.5	5.8	8.5	2.7	7.9	11.9	4.0
Over 20 hours	5.3	9.5	4.2	3.9	8.4	4.5	6.1	10.1	4.0
Socializing with friends									
None	0.1	0.3	0.2	0.2	0.4	0.2	0.1	0.2	0.1
Less than 1 hour	0.8	0.8	0.0	0.9	0.8	-0.1	0.8	0.9	0.1
1 to 2 hours	4.1	5.4	1.3	4.0	4.5	0.5	4.2	5.9	1.7
3 to 5 hours	16.3	17.9	1.6	15.7	14.5	-1.2	16.7	20.0	3.3
6 to 10 hours	28.4	27.1	-1.3	27.0	24.1	-2.9	29.3	28.9	-0.4
11 to 15 hours	21.1	19.6	-1.5	21.3	20.7	-0.6	20.9	19.0	-1.9
16 to 20 hours	13.5	12.3	-1.2	12.6	13.4	0.8	14.0	11.6	-2.4
Over 20 hours	15.6	16.6	1.0	18.3	21.5	3.2	14.0	13.6	-0.4
Exercising/sports									
None	3.1	6.8	3.7	2.1	5.1	3.0	3.7	7.9	4.2
Less than 1 hour	7.9	11.8	3.9	5.6	9.2	3.6	9.2	13.4	4.2
1 to 2 hours	13.6	20.9	7.3	10.5	19.4	8.9	15.5	21.8	6.3
3 to 5 hours	18.3	28.2	9.9	16.2	27.5	11.3	19.6	28.7	9.1
6 to 10 hours	19.2	18.1	-1.1	18.8	19.8	1.0	19.4	17.2	-2.2
11 to 15 hours	17.6	6.1	-11.5	18.8	7.6	-11.2	16.9	5.2	-11.7
16 to 20 hours	10.0	3.5	-6.5	12.2	4.8	-7.4	8.7	2.7	-6.0
Over 20 hours	10.3	4.5	-5.8	15.8	6.7	-9.1	7.0	3.2	-3.8
Partying									
None	20.6	14.5	-6.1	17.7	11.7	-6.0	22.4	16.2	-6.2
Less than 1 hour	14.9	10.5	-4.4	14.7	8.8	-5.9	14.9	11.4	-3.5
1 to 2 hours	18.6	15.6	-3.0	18.7	13.7	-5.0	18.5	16.7	-1.8
3 to 5 hours	22.7	23.9	1.2	22.7	22.4	-0.3	22.8	24.8	2.0
6 to 10 hours	13.7	19.0	5.3	13.9	20.7	6.8	13.6	18.0	4.4
11 to 15 hours	5.5	8.2	2.7	6.7	9.7	3.0	4.7	7.2	2.5
16 to 20 hours	2.2	4.2	2.0	2.5	5.8	3.3	1.9	3.2	1.3
Over 20 hours	1.9	4.2	2.3	3.0	7.2	4.2	1.2	2.4	1.2
Student clubs/groups									
None	15.8	31.2	15.4	21.5	32.3	10.8	12.4	30.6	18.2
Less than 1 hour	13.3	13.2	-0.1	15.5	13.7	-1.8	12.0	12.9	0.9
1 to 2 hours	29.4	22.8	-6.6	28.5	21.6	-6.9	29.8	23.6	-6.2
3 to 5 hours	23.4	18.1	-5.3	19.9	16.7	-3.2	25.5	18.9	-6.6
6 to 10 hours	10.2	8.2	-2.0	7.8	8.4	0.6	11.6	8.0	-3.6
11 to 15 hours	3.8	3.4	-0.4	3.2	3.6	0.4	4.2	3.2	-1.0
16 to 20 hours	2.0	1.5	-0.5	1.7	1.5	-0.2	2.3	1.4	-0.9
Over 20 hours	2.0	1.7	-0.3	1.9	2.1	0.2	2.0	1.4	-0.6

	All Students			Men			Women		
	CIRP	CSS	DIFF	CIRP	CSS	DIFF	CIRP	CSS	DIFF
Number of Respondents	17,929	17,929	---	6,798	6,798	---	11,131	11,131	---
DURING THE PAST YEAR, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?									
Watching TV									
None	6.1	10.1	4.0	4.6	9.1	4.5	7.0	10.6	3.6
Less than 1 hour	15.8	13.8	-2.0	12.2	12.1	-0.1	18.1	14.9	-3.2
1 to 2 hours	24.8	25.2	0.4	22.6	22.6	0.0	26.2	26.7	0.5
3 to 5 hours	28.6	27.9	-0.7	29.4	27.2	-2.2	28.0	28.2	0.2
6 to 10 hours	15.2	14.7	-0.5	17.7	16.9	-0.8	13.7	13.3	-0.4
11 to 15 hours	5.2	4.3	-0.9	7.3	5.6	-1.7	3.9	3.5	-0.4
16 to 20 hours	2.1	1.9	-0.2	3.0	2.8	-0.2	1.5	1.4	-0.1
Over 20 hours	2.3	2.2	-0.1	3.2	3.6	0.4	1.7	1.4	-0.3
Housework/childcare									
None	18.8	45.0	26.2	27.2	58.5	31.3	13.8	36.9	23.1
Less than 1 hour	23.1	21.0	-2.1	23.9	17.0	-6.9	22.5	23.3	0.8
1 to 2 hours	33.2	21.4	-11.8	30.4	16.3	-14.1	35.0	24.5	-10.5
3 to 5 hours	17.4	8.3	-9.1	13.4	5.5	-7.9	19.8	9.9	-9.9
6 to 10 hours	4.9	2.5	-2.4	3.7	1.5	-2.2	5.7	3.1	-2.6
11 to 15 hours	1.3	0.8	-0.5	0.8	0.6	-0.2	1.5	0.9	-0.6
16 to 20 hours	0.5	0.4	-0.1	0.3	0.2	-0.1	0.7	0.4	-0.3
Over 20 hours	0.8	0.7	-0.1	0.3	0.3	0.0	1.0	0.9	-0.1
Reading for pleasure									
None	21.0	34.9	13.9	25.8	34.3	8.5	18.0	35.2	17.2
Less than 1 hour	28.2	28.4	0.2	28.1	25.5	-2.6	28.3	30.2	1.9
1 to 2 hours	26.7	23.1	-3.6	24.2	24.4	0.2	28.3	22.2	-6.1
3 to 5 hours	15.2	9.6	-5.6	13.7	10.6	-3.1	16.1	8.9	-7.2
6 to 10 hours	5.9	2.8	-3.1	5.7	3.4	-2.3	6.0	2.4	-3.6
11 to 15 hours	1.7	0.7	-1.0	1.6	1.0	-0.6	1.8	0.6	-1.2
16 to 20 hours	0.7	0.3	-0.4	0.6	0.4	-0.2	0.7	0.3	-0.4
Over 20 hours	0.7	0.3	-0.4	0.5	0.4	-0.1	0.8	0.2	-0.6
Prayer/meditation									
None	27.8	36.7	8.9	30.2	39.7	9.5	26.3	34.9	8.6
Less than 1 hour	34.2	29.1	-5.1	34.9	27.3	-7.6	33.8	30.1	-3.7
1 to 2 hours	25.9	22.7	-3.2	24.2	21.5	-2.7	26.9	23.5	-3.4
3 to 5 hours	8.4	7.8	-0.6	7.5	7.4	-0.1	9.0	8.1	-0.9
6 to 10 hours	2.2	2.3	0.1	1.9	2.4	0.5	2.5	2.3	-0.2
11 to 15 hours	0.7	0.5	-0.2	0.7	0.7	0.0	0.7	0.4	-0.3
16 to 20 hours	0.3	0.3	0.0	0.2	0.3	0.1	0.3	0.3	0.0
Over 20 hours	0.5	0.5	0.0	0.5	0.7	0.2	0.5	0.4	-0.1
Compared with the average person of his/her age, student rated self "above average" or "highest 10 percent" in:									
Academic ability	79.1	80.0	0.9	84.2	82.6	-1.6	76.1	78.4	2.3
Artistic ability	28.8	31.0	2.2	27.6	31.7	4.1	29.5	30.5	1.0
Computer skills	30.6	44.7	14.1	46.1	58.4	12.3	21.2	36.4	15.2
Competitiveness	57.7	59.6	1.9	73.5	72.2	-1.3	47.8	51.8	4.0
Cooperativeness	75.9	76.9	1.0	75.7	76.6	0.9	76.1	77.1	1.0
Creativity	55.2	56.9	1.7	57.3	60.0	2.7	53.9	55.1	1.2
Drive to achieve	78.6	78.3	-0.3	78.1	77.1	-1.0	78.8	79.0	0.2
Emotional health	57.4	56.9	-0.5	66.4	64.0	-2.4	52.0	52.6	0.6
Leadership ability	64.0	67.0	3.0	70.0	75.4	5.4	60.4	61.9	1.5
Mathematical ability	51.7	40.2	-11.5	64.4	52.7	-11.7	44.1	32.7	-11.4
Physical health	59.7	53.7	-6.0	72.5	63.1	-9.4	52.0	48.1	-3.9
Popularity	39.5	42.2	2.7	50.1	52.7	2.6	33.0	35.9	2.9

	All Students			Men			Women		
	CIRP	CSS	DIFF	CIRP	CSS	DIFF	CIRP	CSS	DIFF
Number of Respondents	17,929	17,929	---	6,798	6,798	---	11,131	11,131	---
Public speaking ability	40.2	48.8	8.6	46.2	58.3	12.1	36.6	43.1	6.5
Religiousness	39.5	31.9	-7.6	39.3	32.6	-6.7	39.6	31.5	-8.1
Self-confidence (intellectual)	62.4	67.9	5.5	75.0	77.7	2.7	54.8	62.0	7.2
Self-confidence (social)	48.1	57.4	9.3	55.4	64.1	8.7	43.7	53.3	9.6
Self-understanding	56.3	67.1	10.8	63.4	71.4	8.0	52.1	64.6	12.5
Spirituality	44.4	39.9	-4.5	44.3	40.3	-4.0	44.4	39.6	-4.8
Understanding of others	68.5	71.7	3.2	66.9	70.3	3.4	69.4	72.6	3.2
Writing ability	52.7	62.8	10.1	53.7	64.0	10.3	52.0	62.1	10.1
Student agrees "strongly" or "somewhat"									
There is too much concern in the courts for rights of criminals	61.4	50.0	-11.4	62.2	53.3	-8.9	60.9	47.9	-13.0
Abortion should be legal				47.9	56.7	8.8	50.2	61.7	11.5
The death penalty should be abolished	39.1	45.1	6.0	35.1	43.5	8.4	41.6	46.1	4.5
If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time	36.0	55.2	19.2	47.4	62.0	14.6	28.9	51.0	22.1
Marijuana should be legalized	31.5	44.0	12.5	35.8	48.6	12.8	28.8	41.2	12.4
It is important to have laws prohibiting homosexual relationships	21.8	20.2	-1.6	28.7	27.0	-1.7	17.6	16.1	-1.5
The federal government should do more to control the sale of handguns	83.9	81.5	-2.4	76.1	74.6	-1.5	88.6	85.8	-2.8
Racial discrimination is no longer a major problem in America	17.5	16.7	-0.8	21.9	23.9	2.0	14.8	12.3	-2.5
Realistically, an individual can do little to bring about changes in our society	21.4	25.3	3.9	25.5	31.6	6.1	19.0	21.5	2.5
Wealthy people should pay a larger share of taxes than they do now	50.7	60.1	9.4	48.9	57.7	8.8	51.7	61.7	10.0
Colleges should prohibit racist/sexist speech on campus	62.1	55.6	-6.5	54.3	47.4	-6.9	66.8	60.5	-6.3
Same sex couples should have the right to legal marital status	60.0	66.7	6.7	50.2	58.2	8.0	65.9	71.8	5.9
Affirmative action in college admissions should be abolished	54.6	51.9	-2.7	62.1	60.0	-2.1	49.9	46.8	-3.1
The activities of married women are best confined to the home and family	16.8	13.5	-3.3	24.3	20.3	-4.0	12.2	9.4	-2.8
How would you characterize your political views?									
Far left	2.0	4.3	2.3	2.4	4.5	2.1	1.8	4.3	2.5
Liberal	26.3	33.5	7.2	24.9	27.7	2.8	27.2	37.1	9.9
Middle-of-the-road	46.5	35.8	-10.7	43.0	36.3	-6.7	48.7	35.5	-13.2
Conservative	23.8	25.0	1.2	27.5	29.4	1.9	21.5	22.3	0.8
Far right	1.4	1.3	-0.1	2.2	2.1	-0.1	0.8	0.8	0.0

	All Students			Men			Women		
	CIRP	CSS	DIFF	CIRP	CSS	DIFF	CIRP	CSS	DIFF
Number of Respondents	17,929	17,929	---	6,798	6,798	---	11,131	11,131	---
Student objectives noted as "very important" or "essential":									
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	14.2	17.2	3.0	12.0	17.3	5.3	15.5	17.1	1.6
Becoming an authority in my field	59.1	63.3	4.2	61.7	63.5	1.8	57.6	63.1	5.5
Obtaining recognition from my colleagues for contributions to my special field	49.9	53.3	3.4	50.8	50.9	0.1	49.3	54.7	5.4
Influencing the political structure	18.2	24.6	6.4	22.6	28.1	5.5	15.6	22.4	6.8
Influencing social values	40.3	49.7	9.4	36.9	45.2	8.3	42.3	52.4	10.1
Raising a family	77.2	80.0	2.8	77.8	78.7	0.9	76.8	80.8	4.0
Having administrative responsibility for the work of others	35.5	40.3	4.8	40.6	43.9	3.3	32.4	38.1	5.7
Being very well off financially	66.4	57.1	-9.3	71.1	60.3	-10.8	63.6	55.2	-8.4
Helping others who are in difficulty	67.2	75.4	8.2	59.3	68.5	9.2	72.0	79.4	7.4
Making a theoretical contribution to science	14.8	16.1	1.3	17.2	18.7	1.5	13.3	14.5	1.2
Writing original works (poems, novels, short stories, etc.)	13.9	19.1	5.2	13.6	20.8	7.2	14.1	18.1	4.0
Creating artistic work (painting, sculpture, decorating, etc.)	13.4	19.2	5.8	10.9	18.0	7.1	14.9	20.0	5.1
Becoming successful in a business of my own	34.0	34.2	0.2	41.0	42.0	1.0	29.7	29.6	-0.1
Becoming involved in programs to clean up the environment	16.1	23.1	7.0	15.8	23.2	7.4	16.4	23.0	6.6
Developing a meaningful philosophy of life	47.4	56.5	9.1	49.6	58.6	9.0	46.1	55.3	9.2
Participating in a community action program	28.5	32.9	4.4	23.2	28.2	5.0	31.8	35.7	3.9
Helping to promote racial understanding	31.5	38.1	6.6	29.1	33.2	4.1	33.0	41.0	8.0
Keeping up to date with political affairs	36.4	50.4	14.0	42.8	53.1	10.3	32.5	48.7	16.2
Becoming a community leader	36.1	39.9	3.8	39.0	43.2	4.2	34.4	38.0	3.6
Integrating spirituality into my life	50.3	54.3	4.0	47.6	50.8	3.2	51.9	56.3	4.4
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	68.8	54.6	-14.2	68.0	52.6	-15.4	69.2	55.8	-13.4
No	31.2	45.4	14.2	32.0	47.4	15.4	30.8	44.2	13.4

	All Students			Men			Women		
	CIRP	CSS	DIFF	CIRP	CSS	DIFF	CIRP	CSS	DIFF
Number of Respondents	17,929	17,929	---	6,798	6,798	---	11,131	11,131	---
Your probable career/occupation									
Artist	7.2	7.4	0.2	5.3	6.3	1.0	8.4	8.0	-0.4
Business	15.7	20.1	4.4	21.7	26.7	5.0	12.1	16.1	4.0
Business (clerical)	0.6	0.6	0.0	0.6	0.8	0.2	0.6	0.6	0.0
Clergy	0.8	1.0	0.2	1.4	1.7	0.3	0.4	0.5	0.1
College teacher	0.7	2.3	1.6	0.8	2.5	1.7	0.7	2.2	1.5
Doctor (MD or DDS)	8.9	5.8	-3.1	8.0	6.2	-1.8	9.5	5.5	-4.0
Education (secondary)	4.6	6.0	1.4	3.7	4.7	1.0	5.0	6.7	1.7
Education (elementary)	5.6	6.3	0.7	1.0	1.1	0.1	8.3	9.4	1.1
Engineer	5.8	4.2	-1.6	11.2	8.0	-3.2	2.5	1.9	-0.6
Farmer or forester	0.2	0.4	0.2	0.3	0.5	0.2	0.2	0.4	0.2
Health professional	3.8	3.1	-0.7	2.2	1.6	-0.6	4.8	4.0	-0.8
Homemaker (full-time)	0.1	0.3	0.2	0.0	0.2	0.2	0.2	0.3	0.1
Lawyer	5.8	6.6	0.8	6.6	8.0	1.4	5.3	5.8	0.5
Military (career)	0.4	0.7	0.3	0.8	1.5	0.7	0.1	0.3	0.2
Nurse	2.2	2.9	0.7	0.1	0.2	0.1	3.5	4.5	1.0
Research scientist	2.2	2.8	0.6	2.1	3.0	0.9	2.3	2.6	0.3
Social, welfare, or recreation worker	1.0	2.6	1.6	0.3	0.7	0.4	1.4	3.8	2.4
Skilled worker	0.2	0.2	0.0	0.3	0.4	0.1	0.1	0.1	0.0
Other choice	16.5	19.4	2.9	18.2	19.0	0.8	15.4	19.7	4.3
Undecided	17.9	7.4	-10.5	15.4	6.9	-8.5	19.4	7.7	-11.7
Your Major									
Agriculture	0.0	0.1	0.1	0.1	0.1	0.0	0.0	0.1	0.1
Biological Science	8.2	8.3	0.1	6.6	6.2	-0.4	9.2	9.6	0.4
Business	17.6	19.1	1.5	23.2	25.4	2.2	14.2	15.3	1.1
Education	8.7	5.9	-2.8	3.9	2.2	-1.7	11.7	8.1	-3.6
Engineering	7.3	5.6	-1.7	14.1	10.8	-3.3	3.1	2.3	-0.8
English	2.9	5.4	2.5	2.0	3.7	1.7	3.5	6.4	2.9
Health Professional	9.5	4.0	-5.5	5.7	1.3	-4.4	11.8	5.7	-6.1
History or Political Science	6.4	9.0	2.6	7.9	11.6	3.7	5.4	7.4	2.0
Humanities	4.2	7.3	3.1	4.2	7.2	3.0	4.2	7.3	3.1
Fine Arts	4.0	4.6	0.6	2.8	3.0	0.2	4.7	5.5	0.8
Mathematics or Statistics	1.3	2.1	0.8	1.6	2.3	0.7	1.2	1.9	0.7
Physical Sciences	2.4	2.7	0.3	3.1	3.8	0.7	2.0	2.0	0.0
Social Sciences	7.9	15.3	7.4	5.1	10.9	5.8	9.6	18.0	8.4
Other Technical	3.9	2.8	-1.1	7.4	5.2	-2.2	1.8	1.3	-0.5
Other Non-technical	6.7	7.7	1.0	5.1	6.1	1.0	7.7	8.7	1.0
Undecided	8.8	0.3	-8.5	7.1	0.2	-6.9	9.9	0.3	-9.6
Your current religious preference									
Baptist	6.0	5.7	-0.3	5.3	5.2	-0.1	6.4	6.1	-0.3
Buddhist	0.6	0.9	0.3	0.7	1.0	0.3	0.5	0.8	0.3
Eastern Orthodox	0.7	0.7	0.0	0.7	0.7	0.0	0.7	0.7	0.0
Episcopal	2.1	2.0	-0.1	1.9	1.7	-0.2	2.2	2.2	0.0
Islamic	0.4	0.4	0.0	0.5	0.5	0.0	0.3	0.4	0.1
Jewish	1.8	2.0	0.2	2.0	2.0	0.0	1.8	1.9	0.1
LDS (Mormon)	0.1	0.2	0.1	0.2	0.2	0.0	0.1	0.1	0.0
Lutheran	3.9	3.6	-0.3	3.8	3.4	-0.4	3.9	3.7	-0.2
Methodist	4.3	3.8	-0.5	3.9	3.3	-0.6	4.6	4.1	-0.5
Presbyterian	4.1	3.9	-0.2	3.9	3.4	-0.5	4.2	4.2	0.0
Quaker	0.2	0.3	0.1	0.2	0.4	0.2	0.1	0.2	0.1
Roman Catholic	49.0	45.4	-3.6	50.4	46.4	-4.0	48.1	44.7	-3.4
Seventh Day Adventist	0.2	0.1	-0.1	0.3	0.2	-0.1	0.1	0.1	0.0
United Church of Christ	1.3	1.1	-0.2	1.2	0.9	-0.3	1.3	1.2	-0.1
Other Christian	10.9	11.2	0.3	10.1	9.7	-0.4	11.4	12.0	0.6
Other religion	2.6	2.7	0.1	2.3	2.6	0.3	2.7	2.8	0.1

	All Students			Men			Women		
	CIRP	CSS	<i>DIFF</i>	CIRP	CSS	<i>DIFF</i>	CIRP	CSS	<i>DIFF</i>
Number of Respondents	17,929	17,929	---	6,798	6,798	---	11,131	11,131	---
None	11.9	16.1	4.2	12.8	18.4	5.6	11.4	14.7	3.3

Appendix E

2005 College Student Survey (CSS) Instrument

PLEASE PRINT (one letter or number per box)

FIRST

M I

LAST

When were you born?

NAME:

ADDRESS:

CITY:

STATE:

ZIP:

PHONE:

Month
(01-12)

Day
(01-31)

Year

2005 COLLEGE STUDENT SURVEY

MARKING DIRECTIONS

Your responses will be read by an optical mark reader. Please,

- Use a pencil or black or blue ballpoint pen.
- Fill in the oval completely.
- Erase cleanly any answer you wish to change or "X" out mark if in pen.

CORRECT MARK **INCORRECT MARKS**

○ ● ○ ○ ✓ ✗ ○ ●

4. Please indicate the highest degree you (A) will have earned as of June 2005 and (B) plan to complete eventually at any institution. (Mark one in each column)

Highest Earned
Highest Planned

- None (A) (B)
- Vocational certificate (A) (B)
- Associate (A.A. or equivalent) (A) (B)
- Bachelor's degree (B.A., B.S., etc.) (A) (B)
- Master's degree (M.A., M.S., etc.) (A) (B)
- Ph.D. or Ed.D. (A) (B)
- M.D., D.O., D.D.S., or D.V.M. (A) (B)
- LL.B. or J.D. (Law) (A) (B)
- B.D. or M.Div. (Divinity) (A) (B)
- Other (A) (B)

5. If you borrowed money to help pay for college expenses, estimate how much you will owe as of June 30, 2005:

\$ [][][][][] .00

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

- Joined a social fraternity or sorority ○
- Failed one or more courses ○
- Worked full-time while attending school . ○
- Participated in student government ○
- Taken a remedial course ○
- Taken an ethnic studies course ○
- Taken a women's studies course ○
- Attended a racial/cultural awareness workshop ○
- Had a roommate of different race/ethnicity. ○
- Participated in an ethnic/racial student organization ○
- Played varsity/intercollegiate athletics . . . ○
- Taken a leave of absence ○
- Withdrawn from school ○
- Enrolled in honors or advanced courses. ○
- Participated in an internship program . . . ○
- Participated in leadership training ○
- Transferred from a community college . . . ○
- Transferred from a 4-year college. ○
- Participated in a study-abroad program . . . ○
- Felt fearful about your safety because of world events ○

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

- Worked on independent study projects (F) (O) (N)
- Took interdisciplinary courses (F) (O) (N)
- Discussed course content with students outside of class (F) (O) (N)
- Have been a guest in a professor's home (F) (O) (N)
- Participated in intramural sports (F) (O) (N)
- Failed to complete homework on time (F) (O) (N)
- Felt bored in class (F) (O) (N)
- Came late to class (F) (O) (N)
- Studied with other students (F) (O) (N)
- Performed community service as part of a class (F) (O) (N)
- Voted in a student election (F) (O) (N)
- Voted in a state/national election (F) (O) (N)
- Turned in course assignments electronically. (F) (O) (N)
- Received course assignments through the Internet (F) (O) (N)
- Used the Internet for research or homework (F) (O) (N)
- Used the library for research or homework (F) (O) (N)
- Missed class due to employment (F) (O) (N)
- Tutored another college student (F) (O) (N)
- Did not have time to study due to job responsibilities (F) (O) (N)
- family responsibilities. (F) (O) (N)
- Met with an advisor/counselor about your career plans (F) (O) (N)
- Worked on a local, state, or national campaign (F) (O) (N)
- Overslept and missed class or appointment (F) (O) (N)
- Fell asleep in class (F) (O) (N)
- Had difficulty getting the courses I needed (F) (O) (N)
- Discussed the 9/11 terrorist attacks in class (F) (O) (N)
- Participated in protests against the war (F) (O) (N)
- Participated in a campus activity commemorating the victims of 9/11 (F) (O) (N)

Frequently
Occasionally
Not at all

PLEASE PROVIDE YOUR SOCIAL SECURITY NO.

Mark here if directed

GRP. CODE A GRP. CODE B

0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0
1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1
2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2	2
3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3	3
4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4	4
5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5	5
6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6	6
7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7	7
8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8	8
9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9	9

1. What year did you first enter:

(Mark one in each column)

- 2004 or 2005 ○ ○
- 2003 ○ ○
- 2002 ○ ○
- 2001 ○ ○
- 2000 or earlier ○ ○

Your 1st College
This College

2. Your sex: ○ Male ○ Female

3. If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?

- Definitely yes
- Probably I would
- Probably not
- Definitely no
- Don't know



DO NOT WRITE IN THIS BOX!

8. Please rate your satisfaction with your current (or most recent) college in each area:
(Mark one in each row)

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Can't Rate/No Experience
General education or core curriculum courses	V	S	N	D	?
Science and mathematics courses	V	S	N	D	?
Humanities courses	V	S	N	D	?
Social science courses	V	S	N	D	?
Laboratory facilities and equipment	V	S	N	D	?
Library facilities	V	S	N	D	?
Computer facilities	V	S	N	D	?
Quality of computer training/assistance	V	S	N	D	?
Availability of Internet access	V	S	N	D	?
Tutoring or other academic assistance	V	S	N	D	?
Academic advising	V	S	N	D	?
Career counseling and advising	V	S	N	D	?
Student housing	V	S	N	D	?
Financial aid services	V	S	N	D	?
Opportunities for community service	V	S	N	D	?
Job placement services for students	V	S	N	D	?
Campus health services	V	S	N	D	?
Ability to find a faculty or staff mentor	V	S	N	D	?
Leadership opportunities	V	S	N	D	?
Recreational facilities	V	S	N	D	?

9. Please indicate your enrollment status below:
(Mark one)

Full-time undergraduate Graduate student

Part-time undergraduate Not enrolled

10. Mark the one oval that best describes your undergraduate grade average.

A (3.75 - 4.0) B-, C+ (2.25 - 2.74)

A-, B+ (3.25 - 3.74) C (1.75 - 2.24)

B (2.75 - 3.24) C- or less (below 1.75)

11. During the past year, how much time did you spend during a typical week doing the following activities?
(Mark one in each row)

	None	Less than 1 hour	1-2	3-5	6-10	11-15	16-20	Over 20
Studying/homework								
Attending classes/labs								
Socializing with friends								
Talking with faculty during office hours								
Talking with faculty outside of class or office hours								
Exercising/sports								
Partying								
Working (for pay) <u>on</u> campus								
Working (for pay) <u>off</u> campus								
Student clubs/groups								
Watching TV								
Housework/childcare								
Reading for pleasure								
Using a personal computer								
Commuting								
Prayer/meditation								

12. Please mark your probable career/occupation below:
(Mark one)

Accountant or actuary

Actor or entertainer

Architect or urban planner

Artist

Business (clerical)

Business executive (management, administrator)

Business owner or proprietor

Business salesperson or buyer

Clergy (minister, priest)

Clergy (other religious)

Clinical psychologist

College administrator/staff

College teacher

Computer programmer or analyst

Conservationist or forester

Dentist (including orthodontist)

Dietitian or home economist

Engineer

Farmer or rancher

Foreign service worker (including diplomat)

Homemaker (full-time)

Interior decorator (including designer)

Lab technician or hygienist

Law enforcement officer

Lawyer (attorney) or judge

Military service (career)

Musician (performer, composer)

Nurse

Optometrist

Pharmacist

Physician

Policymaker/government

School counselor

School principal or superintendent

Scientific researcher

Social, welfare or recreation worker

Therapist (physical, occupational, speech)

Teacher or administrator (elementary)

Teacher or administrator (secondary)

Veterinarian

Writer or journalist

Skilled trades

Other

Undecided

13. For the activities listed below, please indicate how often you engaged in each during the past year.
(Mark one in each row)

	Frequently	Occasionally	Not at all
Smoked cigarettes	F	O	N
Felt lonely or homesick	F	O	N
Socialized with someone of another racial/ethnic group	F	O	N
Felt depressed	F	O	N
Felt overwhelmed by all I had to do	F	O	N
Attended a religious service	F	O	N
Drank beer	F	O	N
Drank wine or liquor	F	O	N
Performed volunteer work	F	O	N
Participated in organized demonstrations	F	O	N
Discussed politics	F	O	N
Sought personal counseling	F	O	N
Discussed religion	F	O	N

14. How would you characterize your political views? (Mark one)

Far left

Liberal

Middle-of-the-road

Conservative

Far right

15. Please indicate your ethnic background.
(Mark all that apply)

White/Caucasian

African American/Black

American Indian/Alaska Native

Asian American/Asian

Native Hawaiian/Pacific Islander

Mexican American/Chicano

Puerto Rican

Other Latino

Other

16. Is English your native language?

Yes No

17. Please rate your satisfaction with this institution on each of the aspects of campus life listed below.
(Mark one for each item)

	Very Satisfied	Satisfied	Neutral	Dissatisfied
Courses in your major field	V	S	N	D
Amount of contact with faculty	V	S	N	D
Class size	V	S	N	D
Interaction with other students	V	S	N	D
Relevance of coursework to everyday life	V	S	N	D
Relevance of coursework to future career plans	V	S	N	D
Overall quality of instruction	V	S	N	D
Overall sense of community among students	V	S	N	D
Availability of campus social activities	V	S	N	D
Overall college experience	V	S	N	D

18. Compared with when you first started college, how would you now describe your:

(Mark one for each item)

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
General knowledge	5	4	3	2	1
Analytical and problem-solving skills	5	4	3	2	1
Knowledge of a particular field or discipline	5	4	3	2	1
Ability to think critically	5	4	3	2	1
Foreign language ability	5	4	3	2	1
Knowledge of people from different races/cultures	5	4	3	2	1
Leadership abilities	5	4	3	2	1
Interpersonal skills	5	4	3	2	1
Ability to get along with people of different races/cultures	5	4	3	2	1
Understanding of the problems facing your community	5	4	3	2	1
Understanding of social problems facing our nation	5	4	3	2	1
Understanding of global issues	5	4	3	2	1
Writing skills	5	4	3	2	1
Public speaking ability	5	4	3	2	1
Mathematical skills	5	4	3	2	1
Computer skills	5	4	3	2	1

19. 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.)	E	V	S	N
Becoming an authority in my field	E	V	S	N
Obtaining recognition from my colleagues for contributions to my special field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Having administrative responsibility for the work of others	E	V	S	N
Being very well off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, short stories, etc.)	E	V	S	N
Creating artistic work (painting, sculpture, decorating, etc.)	E	V	S	N
Becoming successful in a business of my own	E	V	S	N
Becoming involved in programs to clean up the environment	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Participating in a community action program	E	V	S	N
Helping to promote racial understanding	E	V	S	N
Keeping up to date with political affairs	E	V	S	N
Becoming a community leader	E	V	S	N
Integrating spirituality into my life	E	V	S	N

20. Your current religious preference: (Mark one)

Baptist	<input type="radio"/>	Methodist	<input type="radio"/>
Buddhist	<input type="radio"/>	Presbyterian	<input type="radio"/>
Eastern Orthodox	<input type="radio"/>	Quaker	<input type="radio"/>
Episcopal	<input type="radio"/>	Roman Catholic	<input type="radio"/>
Hindu	<input type="radio"/>	Seventh Day Adventist	<input type="radio"/>
Islamic	<input type="radio"/>	United Church of Christ	<input type="radio"/>
Jewish	<input type="radio"/>	Other Christian	<input type="radio"/>
LDS (Mormon)	<input type="radio"/>	Other Religion	<input type="radio"/>
Lutheran	<input type="radio"/>	None	<input type="radio"/>

21. Since entering college, how successful have you been in:

(Mark one for each item)

	Very Successful	Somewhat Successful	Not Successful
Understanding what your professors expect of you academically	3	2	1
Developing effective study skills	3	2	1
Adjusting to the academic demands of college	3	2	1
Managing your time effectively	3	2	1
Getting to know faculty	3	2	1
Developing close friendships with other students	3	2	1
Utilizing campus services available to students	3	2	1

22. 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 in each row)

	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"/>
Computer skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Competitiveness	<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"/>
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"/>
Popularity	<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"/>
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"/>

23. How often have professors at your current (or most recent) college provided you with:

(Mark one for each item)

	Frequently	Occasionally	Not at all
Encouragement to pursue graduate/professional study	F	O	N
An opportunity to work on a research project	F	O	N
Advice and guidance about your educational program	F	O	N
Respect (treated you like a colleague/peer)	F	O	N
An opportunity to publish	F	O	N
Emotional support and encouragement	F	O	N
A letter of recommendation	F	O	N
Assistance to improve your study skills	F	O	N
Negative feedback about your academic work	F	O	N
Intellectual challenge and stimulation	F	O	N
An opportunity to discuss coursework outside of class	F	O	N
Help in achieving your professional goals	F	O	N
An opportunity to apply classroom learning to "real-life" issues	F	O	N

24. Below is a list of different major fields.

- (Mark only one in each column)
- Undergraduate major (final or most recent)
- Graduate major (omit if you do not plan to go to graduate school)

ARTS AND HUMANITIES

- Art, fine and applied
- English (language and literature)
- History
- Journalism
- Language and Literature (except English)
- Music
- Philosophy
- Speech
- Theater or Drama
- Theology or Religion
- Other Arts and Humanities

BIOLOGICAL SCIENCE

- Biology (general)
- Biochemistry or Biophysics
- Botany
- Environmental Science
- Marine (Life) Science
- Microbiology or Bacteriology
- Zoology
- Other Biological Science

BUSINESS

- Accounting
- Business Admin. (general)
- Finance
- International Business
- Marketing
- Management
- Secretarial Studies
- Other Business

EDUCATION

- Business Education
- Elementary Education
- Music or Art Education
- Physical Education or Recreation
- Secondary Education
- Special Education
- Other Education

ENGINEERING

- Aero-/Astronautical Engineering
- Civil Engineering
- Chemical Engineering
- Electrical or Electronic Engineering
- Industrial Engineering
- Mechanical Engineering
- Other Engineering

PHYSICAL SCIENCE

- Astronomy
- Atmospheric Science (incl. Meteorology)
- Chemistry
- Earth Science
- Marine Science (incl. Oceanography)
- Mathematics
- Physics
- Statistics
- Other Physical Science

PROFESSIONAL

- Architecture or Urban Planning
- Home Economics
- Health Technology (medical, dental, laboratory)
- Law
- Library/Archival Science
- Medicine, Dentistry, Veterinarian
- Nursing
- Pharmacy
- Therapy (occupational, physical, speech)
- Other Professional

SOCIAL SCIENCE

- Anthropology
- Economics
- Ethnic Studies
- Geography
- Political Science (gov't., international relations)
- Psychology
- Social Work
- Sociology
- Women's Studies
- Other Social Science

TECHNICAL

- Building Trades
- Data Processing or Computer Programming
- Drafting or Design
- Electronics
- Mechanics
- Other Technical

OTHER FIELDS

- Agriculture
- Communications
- Computer Science
- Forestry
- Kinesiology
- Law Enforcement
- Military Science
- Other Field
- Undecided

25. Please indicate your agreement with each of the following statements.

(Mark one for each item)

- | | | | | |
|---|----------------|----------------|-------------------|-------------------|
| | Agree Strongly | Agree Somewhat | Disagree Somewhat | Disagree Strongly |
| There is too much concern in the courts for the rights of criminals | 4 | 3 | 2 | 1 |
| Abortion should be legal | 4 | 3 | 2 | 1 |
| The death penalty should be abolished | 4 | 3 | 2 | 1 |
| If two people really like each other, it's all right for them to have sex even if they've known each other for only a very short time | 4 | 3 | 2 | 1 |
| Marijuana should be legalized | 4 | 3 | 2 | 1 |
| It is important to have laws prohibiting homosexual relationships | 4 | 3 | 2 | 1 |
| The federal government should do more to control the sale of handguns | 4 | 3 | 2 | 1 |
| Racial discrimination is no longer a major problem in America | 4 | 3 | 2 | 1 |
| Realistically, an individual can do little to bring about changes in our society | 4 | 3 | 2 | 1 |
| Wealthy people should pay a larger share of taxes than they do now | 4 | 3 | 2 | 1 |
| Colleges should prohibit racist/sexist speech on campus | 4 | 3 | 2 | 1 |
| Same-sex couples should have the right to legal marital status | 4 | 3 | 2 | 1 |
| Affirmative action in college admissions should be abolished | 4 | 3 | 2 | 1 |
| The activities of married women are best confined to the home and family | 4 | 3 | 2 | 1 |
| Federal military spending should be increased | 4 | 3 | 2 | 1 |
| The federal government should raise taxes to help reduce the deficit | 4 | 3 | 2 | 1 |

26. What do you plan to be doing six months from now?

(Mark all that apply)

- Attending undergraduate college full-time
- Attending undergraduate college part-time
- Attending graduate/professional school
- Working full-time
- Working part-time
- Participating in a community service organization
- Serving in the Armed Forces
- Attending a vocational training program
- Traveling, hostelling, or backpacking
- Doing volunteer work
- Staying at home to be with or start a family
- No current plans

27. 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 No

ADDITIONAL QUESTIONS: If you received an additional page of questions, please mark your answers below:

- | | | |
|---|---|---|
| 28. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 38. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 48. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 29. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 39. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 49. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 30. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 40. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 50. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 31. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 41. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 51. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 32. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 42. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 52. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 33. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 43. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 53. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 34. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 44. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 54. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 35. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 45. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 55. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 36. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 46. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 56. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |
| 37. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 47. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> | 57. <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> <input type="radio"/> |

THANK YOU!

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