



**Findings from the 2007
Administration of the
College Senior Survey (CSS):
National Aggregates**

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The College Senior Survey (CSS)

The College Senior Survey (CSS), developed by the Higher Education Research Institute (HERI) in 1992 is administered through the Cooperative Institutional Research Program (CIRP) at the University of California, Los Angeles. The CSS focuses on a broad range of college student experiences, including academic achievement and engagement, satisfaction with the college experience, cognitive and affective development, values, attitudes, goals, degree aspirations, career plans, and post-college plans. The CSS has been used by institutional and other researchers to study topics such as college retention, service-learning, leadership development, and faculty mentoring, and has also been used to assess a wide variety of instructional and co-curricular practices. The CSS is typically administered to college seniors as an “exit” survey, either as a “stand-alone” instrument, or as a follow-up to other CIRP surveys such as the CIRP Freshman Survey or the Your First College Year Survey (YFCY). This report summarizes the results of the 2006-2007 administration of the CSS.

The 2007 Administration of the CSS Survey

One hundred and nine institutions participated in the 2006-2007 CSS. The vast majority of these schools (88.1 percent) were private, and most (84.4 percent) were four-year institutions (Table 1). Ten participating institutions (9 percent of the institutional sample) were either public

Table 1
Participation in the 2007 CSS by Institutional Type

| Institutional Type | | Selectivity* | | | Total # institutions | Percent of total |
|----------------------|------------------------|--------------|--------|------|----------------------|------------------|
| | | Low | Medium | High | | |
| Public | University | -- | 3 | 2 | 5 | 4.6 |
| | 4-year | 2 | 2 | 1 | 5 | 4.6 |
| | 2-year | 1 | -- | -- | 1 | 0.9 |
| Private | University | 2 | 6 | 1 | 9 | 8.3 |
| | Nonsectarian 4-year | 4 | 6 | 20 | 30 | 27.5 |
| | Catholic 4-year | 6 | 7 | 11 | 24 | 22.0 |
| | Other Religious 4-year | 9 | 10 | 14 | 33 | 30.3 |
| HBCU | 4-year | n/a | n/a | n/a | 2 | 1.8 |
| Total # institutions | | 24 | 34 | 49 | 109 | 100 |
| Percent of total | | 22.0 | 31.2 | 45.0 | 100 | |

*The selectivity of a school is based on the mean score of entering freshmen on the Verbal plus Mathematical portions of the Scholastic Aptitude Test (or the converted SAT Math and Verbal equivalents from the American College Test composite).

universities (n = 5) or public four-year schools (n = 5), and two institutions (1.8 percent) were historically black colleges or universities (HBCUs). The sample was skewed towards more selective schools (as measured by the average SAT score of the first-year class); almost half of participating institutions were highly selective (45.0 percent), and only two in ten (22.0 percent) were of low selectivity.

The group of students that took the 2007 CSS was quite large, although not entirely representative of the undergraduate population nationwide. Of the 26,710 students who took part in the 2007 CSS, 60.5 percent were female, and nearly all (93.1 percent) were native English speakers. An overwhelming majority of respondents—82.8 percent—identified themselves as White/Caucasian; very few were Asian American/Asian (6.1 percent), African American/Black (5.3 percent) or any other race/ethnicity (less than five percent each). The vast majority of the students in the sample (95.5 percent) were full-time undergraduates, and nearly 90 percent reported an overall college grade point average of a “B” or better. Tables 2 and 3 offer a summary of the basic demographic characteristics of the 2007 CSS respondents.

Table 2
Demographic Summary by Gender & Race
Total Respondents = 26,710

| | Percent of Total |
|---|------------------|
| Female | 60.5 |
| Male | 39.5 |
| White/Caucasian | 82.8 |
| Asian American/Asian | 6.1 |
| African American/Black | 5.3 |
| Other Latino | 3.4 |
| Mexican American/Chicano | 2.6 |
| American Indian/Alaska Native | 1.5 |
| Puerto Rican | 1.3 |
| Native Hawaiian/Pacific Islander | 0.9 |
| Other Race | 3.4 |
| <i>Is English Your Native Language?</i> | |
| Yes | 93.1 |
| No | 6.9 |

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

Table 3
Student Academic Status

| Enrollment Status | Percent of Total |
|---------------------|------------------|
| Full-time undergrad | 95.5 |
| Part-time undergrad | 3.2 |
| Not enrolled | 1.3 |
| <hr/> | |
| Overall GPA | |
| A or A+ | 16.4 |
| A- | 25.8 |
| B+ | 25.6 |
| B | 19.1 |
| B- | 7.8 |
| C+ | 4.0 |
| C or below | 1.3 |

Satisfaction with College

When asked to reflect on college, students generally give positive reviews of their college experience (Table 4). The vast majority of CSS respondents (84.9 percent) report being satisfied or very satisfied with their overall college experience, and almost as many (83.7 percent) indicate they would definitely or probably choose to re-enroll in their current school if they could make their college choice over again. Further, over two-thirds of students report that

Table 4
Overall Satisfaction with College

| Measure | Percent satisfied or very satisfied |
|--|-------------------------------------|
| Overall college experience | 84.9 |
| Overall quality of instruction | 85.0 |
| Overall sense of community among students | 71.6 |
| <hr/> | |
| If you could make your college choice over, would you choose to enroll at your current (or most recent) college? | Percentage of Total |
| Definitely yes | 46.8 |
| Probably I would | 36.9 |
| Probably not | 12.1 |
| Definitely no | 4.2 |

they are satisfied or very satisfied with the overall quality of instruction (85.0 percent) and the sense of community on their campus (71.6 percent).

In terms academic life, most students express high levels of satisfaction with their academic experiences (Table 5). Over 80 percent feel satisfied or very satisfied with class size (88.6 percent), courses in their major field (87.9 percent), interaction with other students (86.3 percent), and general education or core curriculum courses (82.6 percent). Indeed, close to two-thirds or more students express satisfaction with each specific academic area asked about on the survey. The areas that the fewest students are satisfied with are academic advising (59.4 percent) and tutoring or other academic assistance (63.1 percent).

Table 5
Satisfaction with Academic Life

| Measure | Percent satisfied or very satisfied |
|--|-------------------------------------|
| Class size | 88.6 |
| Courses in your major field | 87.9 |
| Interaction with other students | 86.3 |
| General education or core curriculum courses | 82.6 |
| Humanities courses | 75.8 |
| Library facilities | 75.6 |
| Social science courses | 75.6 |
| Relevance of coursework to future career plans | 69.8 |
| Relevance of coursework to everyday life | 67.8 |
| Laboratory facilities and equipment | 65.3 |
| Science and math courses | 65.0 |
| Tutoring or other academic assistance | 63.1 |
| Academic advising | 59.4 |

Note: Respondents marking Can't rate/No experience were not included in these results

In terms of campus services and facilities, students are also generally pleased, although many of these areas did not get as enthusiastic of a review as did the more academic ones. As seen in Table 6, the facilities and services that the most students are satisfied or very satisfied with were computer-related, specifically availability of internet access (78.7 percent) and computer facilities and services (73.2 percent). Not as many students express satisfaction with the quality of computer training and assistance they received, however—just over half, 56.6 percent, report being satisfied with this service. Similar proportions of students indicate

satisfaction with psychological counseling services (52.6 percent), student health services (52.7 percent), financial aid packages (56.0 percent), financial aid services (56.7 percent), and student housing facilities (57.8 percent). More students expressed satisfaction with their campus' recreational facilities and social activities (65.0-64.7 percent). Somewhat troublingly, only about half of respondents report being satisfied or very satisfied with career counseling and advising (53.1 percent) and/or job placement services (47.4 percent); coming from students on the brink of graduation, these numbers may demonstrate that a good proportion of students are not happy with their school's help in finding a job or developing their career. If this is the case, career services may be an area that institutions could focus on for improvement.

Table 6
Satisfaction with Services & Facilities

| Measure | Percent satisfied or very satisfied |
|--|-------------------------------------|
| Availability of internet access | 78.7 |
| Computer facilities | 73.2 |
| Opportunities for community service | 71.2 |
| Recreational facilities | 64.7 |
| Availability of campus social activities | 64.0 |
| Student housing facilities | 57.8 |
| Financial Aid Office | 56.7 |
| Quality of computer training/assistance | 56.6 |
| Financial Aid Package | 56.0 |
| Career counseling and advising | 53.1 |
| Student Health Services | 52.7 |
| Psychological Counseling Services | 52.6 |
| Job placement services for students | 47.4 |

Note: Respondents marking Can't rate/No experience were not included in these results

Academic Experiences in College

A number of questions on the 2007 CSS measure students' academic experiences both inside and outside of the classroom. One interesting finding that comes from examining these experiences is that technology seems to be very important in students' studies (Table 7)—more students report frequently turning to the internet for research or homework (88.3 percent) than the library (55.7 percent). In addition, over a third of students report that they frequently received and/or turned in assignments electronically (47.8 and 40.7 percent, respectively).

Table 7*Academics & Technology*

| Percent of students reporting that since entering college, they have frequently: | Percent |
|--|---------|
| Used the internet for research or homework | 88.3 |
| Used the library for research or homework | 55.7 |
| Received course assignments electronically | 47.8 |
| Turned in course assignments electronically | 40.7 |

In terms of more traditional “brick and mortar” academic experiences, the 2007 CSS reveals that most college seniors spend a good amount of time in class, doing homework, and having conversations about schoolwork with other students (Table 8). In a typical week during senior year, over three-fifths of students attended classes/labs for more than ten hours (62.1 percent), and almost three-quarters (71.3 percent) studied or did homework for more than six hours. Further, over two-thirds of students (68.1 percent) indicate that since entering college they frequently discussed course content with their fellow students outside of class, and four in ten (41.8 percent) frequently studied with other students. About one in three students (31.1 percent) report having participated in a study abroad program during college, and almost the same proportion (32.3 percent) enrolled in honors or advanced courses. Overall, it seems that

Table 8*Academic Engagement*

| Time spent in a typical week during the past year: | Percent | Percent of students reporting that since entering college, they have: | Percent |
|--|---------|---|---------|
| <i>Studying/doing homework</i> | | Participated in an internship program | 53.3 |
| Less than 6 hours | 28.8 | Enrolled in honors or advanced classes | 32.3 |
| 6 to 10 hours | 28.0 | Participated in a study-abroad program | 31.1 |
| 11 to 15 hours | 18.8 | | |
| 16 to 20 hours | 12.9 | <i>Frequently:</i> | |
| More than 20 hours | 11.6 | Discussed course content with students outside of class | 68.1 |
| <i>Attending class/labs</i> | | Studied with other students | 41.8 |
| Less than 6 hours | 11.1 | Worked on independent study projects | 30.1 |
| 6 to 10 hours | 26.8 | | |
| 11 to 15 hours | 34.5 | | |
| 16 to 20 hours | 20.1 | | |
| More than 20 hours | 7.5 | | |

many seniors were engaged in academics during their four years of college.

However, there were some indications of academic disengagement among the 2007 CSS respondents as well (Table 9). Nearly a quarter of all respondents (23.2 percent) report frequently feeling bored in class during the previous four years, and more than one in ten (13.2 percent) failed at least one class. However, on the whole, very few students show significant signs of academic disengagement—fewer than 9 percent report that during college they frequently arrived late to class, missed class, did not complete homework on time, and/or fell asleep in class.

Table 9
Academic Disengagement

| Percent of students reporting that since entering college, they: | Percent |
|--|---------|
| Have failed one or more classes | 13.2 |
| Have withdrawn from school temporarily | 6.7 |
| <i>Frequently:</i> | |
| Felt bored in class | 23.2 |
| Came late to class | 8.6 |
| Missed class for reasons other than employment | 7.4 |
| Failed to complete homework on time | 5.5 |
| Fell asleep in class | 4.6 |
| Missed class due to employment | 3.0 |

Faculty Interaction

Most seniors do not report spending a significant amount of time interacting with their professors during college (Table 10). In an average week during senior year, seven in ten seniors (69.9 percent) spent less than an hour per week talking with faculty members outside of class or office hours, and six in ten (59.9 percent) spent less than an hour per week with faculty during office hours. Despite this lack of face-time, however, most students feel that the amount of time that they spent with their professors was sufficient; the vast majority of students, 83.2 percent, are satisfied or very satisfied with the amount of contact they had with faculty. In addition, students report that when they spent time with faculty, their interactions were positive—many students report that faculty at their college frequently provided them with intellectual challenge and stimulation (52.7 percent), encouragement to pursue graduate or professional study (43.9

percent), and advice and/or guidance about their educational program (37.5 percent). Many also report that they frequently or occasionally challenged a professor's idea in class (63.3 percent), which may suggest a certain sense of comfort with faculty.

Table 10
Faculty Interaction

| Percent of students reporting that they: | Percent |
|---|---------|
| <i>In the past year...</i> | |
| Spent less than 1 hour per week talking with faculty outside of class or office hours | 69.9 |
| Spent less than 1 hour per week talking with faculty during office hours | 59.9 |
| <i>Since entering college, frequently or occasionally:</i> | |
| Challenged a professor's idea in class | 63.3 |
| Contested a grade | 36.8 |
| <i>Felt very satisfied or satisfied with:</i> | |
| The amount of contact with faculty | 83.2 |
| The ability to find a faculty or staff mentor | 73.7 |
| <i>Percent reporting that professors frequently provided them with:</i> | |
| Intellectual challenge and stimulation | 52.7 |
| An opportunity to discuss coursework outside of class | 45.4 |
| Encouragement to pursue graduate/professional study | 43.9 |
| Advice and guidance about your educational program | 37.5 |
| An opportunity to apply classroom learning to "real-life" issues | 37.0 |
| Feedback about your academic work (outside of grades) | 36.4 |
| Help in achieving your professional goals | 33.4 |
| A letter of recommendation | 32.4 |
| Emotional support and encouragement | 30.6 |
| An opportunity to work on a research project | 28.8 |
| Help to improve your study skills | 20.1 |

Students' Lives Outside of the Classroom

Personal Challenges

Students have a variety of responsibilities in college that can be a source of stress, so it is perhaps not surprising that 33.8 percent of graduating seniors report that in the past year they frequently “felt overwhelmed with all they had to do.” However, most students do not seem to be significantly negatively affected by their multiple responsibilities (or other life stressors); fewer than one in four respondents (21.8 percent) sought counseling during the previous year, and only 6.9 percent frequently felt depressed (Table 11).

Table 11
Emotional Health

| <u>Percent of students reporting that <i>during the past year</i>, they:</u> | <u>Percent</u> |
|--|----------------|
| <i>Frequently:</i> | |
| Felt overwhelmed by all they had to do | 33.8 |
| Felt depressed | 6.9 |
| Felt lonely or homesick | 5.3 |
| <i>Frequently or occasionally:</i> | |
| Sought personal counseling | 21.8 |

Finances

One area that perennially causes students stress is the financing of their college education. Table 12 reveals that on average, students will owe approximately \$25,000 by the time they finish college. Perhaps because of the financial pressure they are feeling, a good number of students report working while in school. Nearly one-fifth of respondents indicate that they worked full time at some point during college (18.0 percent), and over a quarter (27.2 percent) worked more than ten hours per week off-campus during the previous year. It is perhaps not surprising to learn, then, that during college at least one in four students frequently or occasionally missed a class because of their job (26.5 percent).

Table 12
Financial Concerns

| Percent of students reporting that they had: | Percent |
|---|---------------|
| <i>Since entering college:</i> | |
| Frequently or Occasionally missed class due to employment | 26.5 |
| Worked full-time while attending school | 18.0 |
| <i>In a typical week in the past year:</i> | |
| Spent more than 10 hours per week working (for pay) on campus | 12.8 |
| Spent more than 10 hours per week working (for pay) off campus | 27.2 |
| Amount of money owed as of June 30, 2007 (rounded to the nearest dollar)*: | Amount |
| Mean | \$22,905 |
| Median | \$16,000 |
| Standard Deviation | \$27,500 |
| % Owning more than \$0 | 74.4 |

*These calculations do not include students who indicated that they owed more than \$200,000 (N = 86), as these were deemed outliers

Table 13 details how students report financing their past year of educational expenses (including room, board, tuition and fees). Students received the most financial help from their families (parents, relatives, spouse, etc.); almost half of students (48.2 percent) indicate that family resources paid more than \$10,000 of their educational expenses in the past year, and all but 14.1 percent received some money from their family to cover expenses. About a third of students report receiving \$10,000 or more from loans (31.1 percent) and/or grants (30.9 percent), although almost the same proportion of students report receiving no money from grants (29.5 percent) or loans (36.4 percent) during the past year.

Table 13
Aid Received

| Source of aid for educational expenses during the past year | Percent receiving \$0 | Percent receiving \$10,000 or more |
|---|-----------------------|------------------------------------|
| Family resources (parents, relatives, spouse, etc.) | 14.1 | 48.2 |
| Aid which need not be repaid (grants, scholarships, military funding, etc.) | 29.5 | 30.9 |
| Aid which must be repaid (loans, etc.) | 36.4 | 31.1 |
| My own resources (savings from work, work-study, etc.) | 28.6 | 4.9 |
| Other sources | 81.6 | 3.4 |

Spirituality

Many students report spending some of their extracurricular time during senior year on religious or spiritual activities (Table 14). Most commonly, students report discussing religion with their peers—73.6 percent of students frequently or occasionally did this during senior year. Fewer students used their time for actual religious or spiritual activities; only one-third of respondents (31.4 percent) spent more than an hour in a typical week in prayer or meditation, and only a quarter (24.7 percent) frequently attended religious services.

Table 14

Spirituality

| Percent of students reporting that during the past year they have: | Percent |
|--|---------|
| Frequently or occasionally discussed religion | 73.6 |
| Spent more than 1 hour per week in prayer/meditation | 31.4 |
| Frequently attended a religious service | 24.7 |

Social Life

Despite the stresses of academics and work, students still found time to engage in the social aspects of college, as shown in Table 15. During senior year, over two-thirds of students (71.7 percent) spent more than five hours in a typical week socializing with friends, and nearly one-third (31.6 percent) spent more than five hours per week partying. Students also report spending some of their free time drinking—nearly a third of all respondents indicate that they frequently drank beer and/or wine/liquor in the past year (32.0 and 30.5 percent, respectively), and more than half (58.8 percent) report having had five or more drinks in a row at least once in the past two weeks (Table 16). However, students still found time for healthy pursuits; 32.0 percent report that in the past year they spent more than five hours per week exercising or playing sports, and 52.5 percent frequently or occasionally participated in intramural sports in college (Table 15).

Table 15*Social & Leisure Activities*

| Percent reporting that they: | Percent |
|--|---------|
| Joined a social fraternity or sorority in college | 18.5 |
| <i>In an average week during the past year,</i> | |
| Spent more than 5 hours per week socializing with friends | 71.7 |
| Spent more than 5 hours per week exercising/playing sports | 32.0 |
| Spent more than 5 hours per week partying | 31.6 |
| Spent more than 5 hours per week watching TV | 24.3 |
| Spent more than 2 hours per week in student clubs/groups | 33.2 |
| <i>Since entering college, Frequently or Occasionally:</i> | |
| Participated in intramural sports | 52.5 |
| <i>In the past year, Frequently:</i> | |
| Drank beer | 32.0 |
| Drank wine or liquor | 30.5 |
| Smoked cigarettes | 6.2 |

Table 16*Heavy Episodic Drinking*

| Percent reporting that they had five or more alcoholic drinks in a row in the past two weeks: | Percent |
|--|---------|
| Zero times | 41.2 |
| Once | 13.8 |
| Twice | 13.2 |
| 3-5 times | 18.6 |
| 6-9 times | 8.4 |
| 10 or more times | 4.8 |

Diversity and Campus Climate

Students also found opportunities to socialize with diverse groups of peers during college (Table 17). Over two-fifths of students report that they frequently socialized with someone of another racial or ethnic group in the past year (45.6 percent), and almost as many (43.1 percent) had a roommate of a different race or ethnicity at some point in college. In addition, 53.4 percent of students took an ethnic studies course in college, and 33.6 percent attended a racial/cultural awareness workshop. Perhaps due in part to these activities, 64.3 percent of respondents indicate that their ability to get along with people of different races/cultures has become stronger or much stronger compared to when they first started college, and 74.5 percent feel that their knowledge of people from different races or cultures has become stronger or much stronger.

Table 17
Interactions with Diversity

| <u>Percent reporting that they:</u> | <u>Percent</u> |
|--|----------------|
| Frequently socialized with someone of another racial/ethnic group in the past year | 45.6 |
| <i>Since entering college:</i> | |
| Taken an ethnic studies course | 53.4 |
| Had a roommate of different race/ethnicity | 43.1 |
| Attended a racial/cultural awareness workshop | 33.6 |
| Taken a women's studies course | 27.6 |
| Participated in an ethnic/racial student organization | 20.8 |
| Consider improving one's understanding of other countries and cultures to be essential | 24.4 |
| Are very satisfied or satisfied with the respect accorded to the expression of diverse beliefs on campus | 71.0 |
| <i>Are much stronger or stronger (compared to when they entered college) in terms of:</i> | |
| Knowledge of people from different races/cultures | 74.5 |
| Ability to get along with people of different races/cultures | 64.3 |

Students' experiences with diverse others are further reflected in the variety of interactions they report with students from a different racial/ethnic group (Table 18). Most commonly, students indicate having socialized informally with students of different races and ethnicities—over half of respondents report having often or very often shared a meal (55.9 percent) or socialized/partied (51.1 percent) with students who were different from them. Students less often attended more formal social events such as those sponsored by other racial/ethnic groups; only 23.3 percent of students often or very often did this. In addition to socializing, a good deal of seniors also report participating in academic activities with students from another racial/ethnic group. Specifically, 41.7 percent report having often or very often studied or prepared for class with diverse others and 44.4 percent report often or very often having intellectual discussions outside of class. For the most part, students' experiences with diverse others seemed to be positive and productive; 43.9 percent of seniors often or very often shared personal feelings or problems with students of other races/ethnicities, and 41.1 percent often or very often had meaningful and honest discussions about racial/ethnic relations outside of class. Very few students report experiencing negative interactions with students of another race/ethnicity—14.2 percent report often or very often having had guarded interactions, but fewer than ten percent often or very often had tense/hostile interactions (8.3 percent) or felt insulted or threatened because of their race/ethnicity (7.4 percent).

Table 18
Diversity Exposure/Experiences

| Percent reporting that they had very often or often experienced the following with students from a racial/ethnic group other than their own: | Percent |
|--|---------|
| Dined or shared a meal | 55.9 |
| Socialized or partied | 51.1 |
| Had intellectual discussions outside of class | 44.4 |
| Shared personal feelings and problems | 43.9 |
| Studied or prepared for class | 41.7 |
| Had meaningful and honest discussions about racial/ethnic relations outside of class | 41.1 |
| Attended events sponsored by other racial/ethnic groups | 23.3 |
| Had guarded interactions | 14.2 |
| Had tense, somewhat hostile interactions | 8.3 |
| Felt insulted/threatened because of your race/ethnicity | 7.4 |

Civic Engagement

Table 19 reveals that many graduating seniors are paying attention to the world around them and are civically engaged in their communities in many arenas: over three-quarters of students (79.9 percent) report that they frequently or occasionally voted in a state or national election since entering college, and half (50.3 percent) report having performed community service as part of a class. Fewer students report frequently or occasionally demonstrating against a war (17.6 percent) and/or frequently or occasionally participating in political demonstrations (14.5 percent) while in college. In addition, the majority of respondents believe that over the course of college they have become stronger or much stronger in terms of their understanding of social problems facing our nation (80.9 percent), understanding of global issues (77.1 percent), and understanding of the problems facing their community (74.7 percent).

Table 19

Civic Engagement

| Percent reporting that since entering college, they frequently or occasionally: | Percent |
|---|---------|
| Voted in a state/national election | 79.9 |
| Performed community service as part of a class | 50.3 |
| Demonstrated for/against a war | 17.6 |
| Participated in political demonstrations | 14.5 |
| Compared with when they first started college, percent who rate themselves stronger or much stronger in terms of: | |
| Understanding of social problems facing our nation | 80.9 |
| Understanding of global issues | 77.1 |
| Understanding of the problems facing your community | 74.7 |

Changes in Skills

Table 20 summarizes students' self-ratings of improvement in seventeen skills and abilities, compared to the time of college entry. On eleven of the seventeen measures at least one-third of students feel that they became much stronger compared to when they began college. The areas in which the most students report improvement were in "knowledge of a particular field or discipline" (65.1 percent felt much stronger), "general knowledge" (53.2 percent), and "ability to think critically" (47.4 percent). On the low end, only one-quarter or fewer students feel that their computer skills (25.1 percent) and/or mathematical skills (16.4 percent) were much stronger compared to when they entered college.

Table 20
Student Self-ratings

| Compared with when they first started college, percent who rate themselves stronger or much stronger in terms of: | Percent |
|---|---------|
| Knowledge of a particular field or discipline | 65.1 |
| General knowledge | 53.2 |
| Ability to think critically | 47.4 |
| Analytical and problem-solving skills | 43.8 |
| Interpersonal skills | 39.5 |
| Preparedness for graduate or advanced education | 38.4 |
| Writing skills | 35.7 |
| Preparedness for employment after college | 34.5 |
| Leadership abilities | 34.5 |
| Public speaking ability | 32.3 |
| Understanding of social problems facing our nation | 32.0 |
| Ability to manage your time effectively | 29.7 |
| Knowledge of people from different races/cultures | 29.2 |
| Understanding of the problems facing your community | 27.6 |
| Ability to get along with people of different races/cultures | 26.6 |
| Computer skills | 25.1 |
| Mathematical skills | 16.4 |

A Longitudinal Perspective on College Experiences

Because the CSS was designed in part as a follow-up instrument to the annual CIRP Freshman Survey, almost one-third of the items on the CSS questionnaire directly post-test items from the earlier instrument. With these longitudinal data, institutions that administer the Freshman Survey as well as the CSS to the same cohort can create a valuable data set for assessing 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, 15,389 seniors who took the 2007 College Senior Survey also took the CIRP Freshman Survey. The great majority of these students (94.1 percent) responded to the Freshman Survey prior to 2004, implying that they have been in college for at least four years. These students, along with the small proportion of students from who took more recent CIRP Freshman Survey, comprise the sample for the following longitudinal analyses.

Changes in Self-Concept

The CIRP Freshman Survey includes a series of items that asked incoming students to compare themselves to their peers on a variety of measures of self-concept. Nineteen of these measures were directly post-tested on the 2007 CSS. As seen in Table 21, respondents’ perceptions of themselves and their abilities relative to their peers generally increased while in college, particularly in regard to key academic and social indicators. For example, the percentage of students who rated their “self-understanding” (compared to their peers) in the highest ten percent or above average grew from 56.8 percent at the time of college entry to 70.1 percent at the end of college, an increase of 13.3 percentage points. Likewise, computer skills, writing ability, public speaking ability, social self-confidence, and intellectual self-confidence all demonstrated a sizable growth in the percentage of students who rated themselves highly after four years of college.

There were also some self-concept measures that showed a decline in high self-ratings. Specifically, the proportion of students who rated themselves more highly than their peers in terms of “spirituality” and “physical health” declined from the time of college entry (by 1.4 and 6.1 percentage points, respectively), as did the proportion who felt their “drive to achieve” and/or

Table 21
Change in Students' Self-Concept

| Percent of students rating themselves above average or highest 10% relative to their peers on the following measures of self-concept: | At college entry (TFS) | At end of college (CSS) | Percentage point change |
|---|------------------------|-------------------------|-------------------------|
| Self-understanding | 56.8 | 70.1 | 13.3 |
| Computer skills | 33.7 | 45.9 | 12.2 |
| Writing ability | 55.7 | 67.6 | 11.9 |
| Public speaking ability | 42.4 | 54.2 | 11.8 |
| Self-confidence (social) | 46.9 | 57.9 | 11.0 |
| Self-confidence (intellectual) | 63.2 | 71.4 | 8.2 |
| Risk-taking | 37.6 | 45.1 | 7.5 |
| Understanding of others | 68.7 | 73.4 | 4.7 |
| Creativity | 56.7 | 61.2 | 4.5 |
| Artistic ability | 28.8 | 32.9 | 4.1 |
| Leadership ability | 66.6 | 69.5 | 2.9 |
| Emotional health | 57.7 | 59.1 | 1.4 |
| Cooperativeness | 77.0 | 78.2 | 1.2 |
| Academic ability | 83.3 | 82.7 | -0.6 |
| Spirituality | 42.5 | 41.1 | -1.4 |
| Drive to achieve | 81.1 | 79.6 | -1.5 |
| Physical health | 60.9 | 54.8 | -6.1 |
| Mathematical ability | 53.3 | 44.9 | -8.4 |

Note: These figures are compiled only from cases with Freshman Survey data and CSS data (n = 15,389)

“mathematical ability” was better than average (these declines were 1.5 and 8.4 percentage points, respectively).

Expectations vs. Reality

On the Freshman Survey, students were asked about a variety of expectations they had for what they would do in college, and seniors were asked about some of these same areas on the CSS in order to find out whether expectations matched reality. As shown in Table 22, students’ expectations did match up with their experiences in college in many instances. For example, the majority of students who reported as freshmen that there would be a very good chance that they would join a fraternity or sorority did, in fact, join one of these organizations during their college career (71.6 percent). Similarly, 60.7 percent of the students who expected to participate in study

abroad programs did so by their senior year, and 78.1 percent of those who felt there was a very good chance of playing varsity or intercollegiate athletics did participate in such activities in college. However, not all of students' expectations matched up with their experiences in college. For example, relatively few of those who believed they had a very good chance of participating in student government actually did so (37.0 percent), and only slightly more of those who believed they had a very good chance of working full-time while attending college did so (43.5 percent). Further, a few low expectations were unfulfilled as well: the vast majority of students who said as freshmen that there was no chance or very little chance they would make at least a B average actually did make a B average or better (73.0-73.8 percent did so), and the majority of students who did not expect to be satisfied with their college did end up reporting satisfaction during senior year (65.8 percent of those who reported no chance of being satisfied did so, as did 72.9 percent of students who reported very little chance of being satisfied).

Table 22
Expectations and College Experiences

| Percent who, during college... (CSS) | Likelihood (TFS) | | | |
|--|------------------|--------------------------|----------------|------------------------|
| | No Chance | Very Little Chance | Some Chance | Very Good Chance |
| Made at least a B average | 73.0 | 73.8 | 84.4 | 90.8 |
| Played varsity/intercollegiate athletics | 5.1 | 10.9 | 25.9 | 78.1 |
| Joined a social fraternity or sorority | 4.7 | 17.7 | 42.8 | 71.6 |
| Participated in a study-abroad program | 7.4 | 14.5 | 31.6 | 60.7 |
| Worked full-time while attending college | 6.6 | 11.4 | 22.7 | 43.5 |
| Participated in student government | 5.1 | 7.9 | 16.4 | 37.0 |

| Percent who were... (CSS) | Likelihood of <i>being satisfied with your college</i> (TFS) | | | |
|--|--|--------------------------|----------------|------------------------|
| | No Chance | Very Little Chance | Some Chance | Very Good Chance |
| Satisfied or very satisfied with their college | 65.8 | 72.9 | 80.4 | 90.0 |

Change in Life Goals

The CSS/TFS data comparison also allows for an examination of changes in students’ life goals during college, as both surveys ask students to rate the importance to them of a long list of goals in life (Table 23). The largest change in the percent of students rating a given goal as very important or essential was in “developing a meaningful philosophy of life,” which 13.1 percentage points more seniors than freshmen felt was essential or very important to them. The proportion of students believing that it is essential or very important to “become involved in programs to clean up the environment” also increased a fair amount (12.2 percentage points), as did the proportion of students who indicate that “influencing social values” was something they find important (11.5 percent). Only one goal showed a decrease in the percentage of students

Table 23
Goals

| Percent of students who responded that the following are essential or very important to them: | At college entry (TFS) | At end of college (CSS) | Change |
|---|------------------------|-------------------------|--------|
| Developing a meaningful philosophy of life | 46.2 | 59.3 | 13.1 |
| Becoming involved in programs to clean up the environment | 17.5 | 29.7 | 12.2 |
| Influencing social values | 40.0 | 51.5 | 11.5 |
| Participating in a community action program | 29.0 | 39.2 | 10.2 |
| Keeping up to date with political affairs | 42.3 | 52.1 | 9.8 |
| Helping others who are in difficulty | 68.6 | 77.5 | 8.9 |
| Helping to promote racial understanding | 31.6 | 40.5 | 8.9 |
| Having administrative responsibilities for the work of others | 35.9 | 44.1 | 8.2 |
| Becoming a community leader | 37.2 | 44.6 | 7.4 |
| Creating artistic work (painting, sculpture, etc.) | 12.8 | 20.1 | 7.3 |
| Influencing the political structure | 20.5 | 26.5 | 6.0 |
| Writing original works (poems, novels, etc.) | 14.5 | 20.2 | 5.7 |
| Obtaining recognition from my colleagues for contributions to my special field | 51.4 | 56.5 | 5.1 |
| Raising a family | 78.5 | 81.6 | 3.1 |
| Becoming an authority in my field | 60.4 | 63.0 | 2.6 |
| Making a theoretical contribution to science | 15.4 | 17.6 | 2.2 |
| Becoming accomplished in one of the performing arts (acting, dancing, etc.) | 16.0 | 17.7 | 1.7 |
| Becoming successful in a business of my own | 34.2 | 35.8 | 1.6 |
| Being very well off financially | 65.6 | 58.6 | -7.0 |

Note: These figures are compiled only from cases with Freshman Survey data and CSS data (n = 15,389)

rating it very important or essential, namely “being well-off financially” (7.0 percent decrease). Among other goals to see a large increase in the proportions of students rating them important were “participating in a community action program” (10.2 percentage points), “keeping up to date with political affairs” (9.8 percentage points), “helping others who are in difficulty” (8.9 percentage points), and “helping to promote racial understanding” (8.9 percentage points). Overall, these patterns indicate that that while in college, the importance of civic engagement becomes more salient to many students.

Change in Political Values

College seems to be a somewhat liberalizing force among CSS respondents. The proportion of students who characterize their political views as “liberal” or “far left” increased 11.2 percentage points from freshmen to senior year while the proportion rating themselves “middle-of-the-road” or “conservative” fell 9.0 and 4.5 percentage points, respectively (Table 24). Perhaps not surprisingly, student attitudes regarding important national policies also liberalized over college—the proportion of students who believe that marijuana should be legalized, that abortion should be legal, and/or that same-sex couples should have the right to legal marital status all increased by more than ten percentage points between freshman and senior year. Interestingly, as this cohort of students experienced most if not all of their undergraduate years while the United States was at war in Iraq, the percent of students who believe that federal military spending should be increased dropped 11.6 percentage points between freshman and senior year, from 34.5 percent to 22.9 percent.

Table 24
Political Values

| Percent of students who agree or agree strongly that... | At college entry (TFS) | At end of college (CSS) | Change |
|---|------------------------|-------------------------|--------|
| Marijuana should be legalized | 34.9 | 48.3 | 13.4 |
| Abortion should be legal | 53.3 | 66.2 | 12.9 |
| Same-sex couples should have the right to legal marital status | 62.4 | 72.7 | 10.3 |
| The death penalty should be abolished | 41.2 | 49.5 | 8.3 |
| Affirmative action in college admissions should be abolished | 58.8 | 53.0 | -5.8 |
| Racial discrimination is no longer a major problem in America | 19.4 | 13.1 | -6.3 |
| Colleges should prohibit racist/sexist speech on campus | 60.4 | 53.8 | -6.6 |
| It is important to have laws prohibiting homosexual relationships | 22.2 | 15.0 | -7.2 |
| Federal military spending should be increased | 34.5 | 22.9 | -11.6 |
| Students' characterization of their political views: | | | |
| Liberal or Far Left | 26.1 | 37.3 | 11.2 |
| Middle-of-the-road | 45.0 | 36.0 | -9.0 |
| Conservative or Far Right | 25.5 | 21.0 | -4.5 |

Note: These figures are compiled only from cases with Freshman Survey data and CSS data (n = 15,389)

Plans after College

Tables 25 and 26 summarize the plans that students have after graduation. In terms of activities for the upcoming fall, 66.1 percent of seniors plan to be working full-time and 11.3 percent plan to be working part-time. Over a quarter of students (25.9 percent) plan on attending graduate/professional school in the upcoming fall. Other common planned activities include traveling (15.9 percent), volunteer work (14.1 percent), and participating in community service organizations (8.7 percent). As for the careers students report they plan to pursue, business is the most popular choice (19.1 percent), and art, medicine, and law round out the top four. However, one in five students chose an occupation other than one listed (19.0 percent), and 9.7 percent of the students are undecided as to their future career path.

Table 25
Future Plans

| Percent of students responding that in fall 2007 they plan to be: | Percent | Percent of students choosing the following as their probable career/occupation: | Percent |
|---|---------|---|---------|
| Working full-time | 66.1 | Business | 19.1 |
| Attending graduate/professional school | 25.9 | Artist | 7.2 |
| Traveling | 15.9 | Doctor (MD or DDS) | 6.9 |
| Doing volunteer work | 14.1 | Lawyer | 6.8 |
| Working part-time | 11.3 | Education (secondary) | 5.7 |
| Participating in a community service org. | 8.7 | Education (elementary) | 5.2 |
| Staying at home to be with or start a family | 3.9 | Engineer | 4.1 |
| No current plans | 3.7 | Health professional | 3.2 |
| Attending undergraduate college full-time | 3.5 | Nurse | 2.8 |
| Attending undergraduate college part-time | 2.1 | Research scientist | 2.7 |
| Serving in the Armed Forces | 1.1 | College teacher | 2.5 |
| Attending a vocational training program | 1.0 | Social, welfare, or recreation worker | 2.0 |
| | | Clergy | 0.8 |
| | | Business (clerical) | 0.7 |
| | | Military (career) | 0.6 |
| | | Farmer or forester | 0.5 |
| | | Homemaker (full-time) | 0.4 |
| | | Skilled worker | 0.2 |
| | | Other choice | 19.0 |
| | | Undecided | 9.7 |

Note: Sum of percentages for fall 2007 plans is greater than 100 because students may choose all that apply.

During senior year, the vast majority of students (84.4 percent) spent at least some time during a typical week planning for their future careers (Table 26). For many students, these efforts paid off—among students who were planning on working full-time in the coming fall, almost half (48 percent) indicate that they had already received a job offer by the time they took the CSS. About four in ten (41 percent) had not yet received an offer but were looking, and the remaining 11 percent were not yet actively looking for a position. Among the students who reported plans to attend graduate/professional school in the fall, almost six in ten (57 percent) had already applied and accepted an offer of admission. Eighteen percent had applied but had

not yet received any acceptances, and 2 percent were accepted and decided to defer admission. The remaining 22 percent of students reported that they had not yet applied to graduate school but were planning to do so in the future.

Table 26
Career Planning

| Hours spent career planning (job searches, internships, etc.) during a typical week in the past year | Percent |
|---|---------|
| None | 15.6 |
| Less than one hour | 25.8 |
| 1 to 2 hours | 30.9 |
| 3 to 5 hours | 17.9 |
| 6 or more hours | 9.8 |
| <hr/> | |
| If you are planning on being employed full-time after graduation, which describes the current state of your employment plans?* | |
| Not actively looking for a position | 10.2 |
| Looking, but no offers yet | 41.1 |
| Received an offer for a position, but declined | 3.3 |
| Currently considering an offer | 12.3 |
| Accepted an offer of employment | 32.9 |
| <hr/> | |
| If planning to attend graduate or professional school after graduation, which describes the current state of your educational plans?*** | |
| Accepted and will be attending in the fall | 57.5 |
| Accepted and deferred admission until a later date | 1.6 |
| Placed on waiting list, no acceptances | 2.0 |
| Still awaiting responses, no acceptances | 16.3 |
| Will be applying this coming fall | 17.3 |
| Not applying this fall, but might apply at a future time | 5.0 |

*These numbers include only those students who planned to be working full-time in Fall 2007

***These numbers include only those students who planned to attend graduate or professional school in Fall 2007

Summary

Overall, graduating seniors seem satisfied with their college experiences, particularly as they relate to their academic endeavors. Most seniors report having been engaged in academics in a variety of ways, and few report significant signs of academic disengagement. While many students frequently interacted with their peers in the academic realm, relatively few students interacted with faculty with the same frequency. Well over half of seniors report spending little or no time with their professors during senior year, and fewer than half indicate that faculty provided them with support, help or feedback outside of grades. Nevertheless, most students graduate satisfied with the amount of time they spent with professors at their school and with their ability to find a faculty or staff mentor.

In terms of social life, seniors report involvement in a variety of activities, including student clubs, sports, and partying. Students spent a significant amount of time interacting with their friends in college, and many of these interactions seem to be with diverse groups of people. Over half of students frequently socialized, partied, or shared a meal with students from a racial/ethnic group other than their own, and most students report that their knowledge of and/or their ability to get along with people of different races/cultures became stronger or much stronger during college.

In terms of engagement with the world outside of academe, the vast majority of students believe they graduated from college with an improved understanding of local, national and global problems, and most students also report having voted in a state or national election. Politically, college seemed to be a liberalizing force for students; between freshman and senior year the proportion of students identifying themselves as liberal/left increased, while the proportion identifying themselves as conservative/right decreased. Additionally, at the end of college more students expressed typically “liberal” attitudes (e.g. that same sex couples should have the right to marry legally or that abortion should be legal) than at the start, and fewer expressed typically “conservative” attitudes (e.g. that affirmative action in college admissions should be abolished).

For more information about the CSS, including a look at the 2008-2009 survey instrument, details about registration and administration, and to view examples of how to use CSS and CIRP Freshman Survey data, visit the website at:

<http://www.gseis.ucla.edu/heri/css.html>.

Appendix A

2007 CSS Institutions by Institutional Type

Public Universities (5)

Colorado State University (CO) ^
Texas Tech University (TX) * ♦ ^
U of Georgia (GA) * ♦ ^
U of Michigan (MI) * ♦ ^
U of New Hampshire (NH) * ♦ ^

Private Universities (9)

Baylor University (TX) * ♦ ^
Boston College (MA) * ♦ ^
Creighton University (NE) * ♦ ^
Fordham University (NY) ♦ ^
Rensselaer Polytechnic Institute (NY) * ♦ ^
Santa Clara University (CA) * ♦ ^
U of Notre Dame (IN) * ♦ ^
U of the Pacific (CA) * ^
Wake Forest University (NC) ♦ ^

Public Four-Year Colleges (5)

California State U-Channel Islands (CA) ^
Montclair State University (NJ) * ♦ ^
Salem State College (MA) * ^
U of Michigan-Flint (MI) * ♦ ^
U of Wisconsin-Superior (WI) ♦

Private Four-Year Colleges, Catholic (25)

Cabrini College (PA) ♦ ^
Carlow University (PA) ♦ ^
College of Mount Saint Vincent (NY) ♦ ^
College of New Rochelle (NY) ^
College of the Holy Cross (MA) * ♦ ^
Dominican University (IL) ^
Fairfield University (CT) * ♦ ^
Gannon University (PA) ♦ ^
Gonzaga University (WA) ♦ ^
John Carroll University (OH) * ♦ ^
King's College (PA) * ^
Marian College (IN) ^
Marywood University (PA) * ♦
Molloy College (NY) * ♦ ^
Mount Mercy College (IA) ♦ ^
Mount Saint Mary's College (CA) ♦ ^
Mount Saint Mary's College (MD) * ♦ ^
Regis University (CO) ^
Saint Catharine College (KY)
Saint Joseph's University (PA) * ♦ ^
Saint Mary's College of California (CA) * ♦ ^
Saint Norbert College (WI) * ♦ ^
Spring Hill College (AL) ♦ ^
U of Scranton (PA) *
Wheeling Jesuit University (WV) ♦ ^

Notes:

- * indicates institutions that participated in the 2001 CIRP Freshman Survey
- ♦ indicates institutions that participated in the 2002 CIRP Freshman Survey
- ^ indicates institutions that participated in the 2003 CIRP Freshman Survey

Private Four-Year Colleges, Nonsectarian (30)

Allegheny College (PA) * ♦ ^
Azusa Pacific University (CA) ♦ ^
Bentley College (MA) ^
Bucknell University (PA) ♦ ^
Cazenovia College (NY)
Cedar Crest College (PA) ^
Chapman University (CA) * ^
Claremont McKenna College (CA) ♦ ^
Colgate University (NY) ♦ ^
Colorado College (CO) ♦ ^
Dartmouth College (NH) * ♦ ^
Davidson College (NC) ♦ ^
Dickinson College (PA) ♦ ^
Judson University (IL) ♦ ^
Knox College (IL) ♦ ^
Middlebury College (VT) ♦ ^
Monmouth University (NJ) * ♦ ^
Moore College of Art and Design (PA) ♦ ^
Regis College (MA) * ♦ ^
Rollins College (FL) ^
Sarah Lawrence College (NY) * ♦ ^
U of La Verne (CA) * ♦
U of Redlands (CA) * ♦ ^
U of Richmond (VA) ^
U of the Arts (PA) * ♦ ^
Wabash College (IN) ♦ ^
Washington and Lee University (VA) ^
Wheaton College (MA) * ♦ ^
Whitman College (WA) ♦ ^
Wilkes University (PA) * ♦ ^

Private Four-Year Colleges, Other Religious (33)

Abilene Christian University (TX) * ♦ ^
Anderson University (IN) ♦
Bethel College (KS) ♦ ^
Bluffton University (OH) ♦ ^
California Baptist University (CA) * ♦ ^
Carthage College (WI) ♦ ^
Dordt College (IA) ^
East Texas Baptist University (TX) * ♦ ^
Erskine College (SC) ^
Grace College (IN) ♦ ^
Iowa Wesleyan College (IA) ♦ ^
Kentucky Wesleyan College (KY) * ♦ ^
Luther College (IA) ^
Master's College (CA) * ♦ ^
McPherson College (KS) * ♦
Mississippi College (MS) ♦ ^
Monmouth College (IL) ^
Moravian College (PA) * ♦ ^
Mount Vernon Nazarene University (OH) ♦ ^
North Central College (IL) * ♦ ^
North Central University (MN) ♦
Northwest Nazarene University (ID) * ♦ ^
Ohio Northern University (OH) * ♦ ^
Oklahoma Wesleyan University (OK) ^
Palm Beach Atlantic University (FL) * ♦ ^
Point Loma Nazarene University (CA) * ♦ ^
Principia College (IL)
Roanoke Bible College (NC)
Tabor College (KS) ♦ ^
Union University (TN) ♦
Waynesburg College (PA) ♦ ^
Wesleyan College (GA) ♦ ^
Whitworth University (WA) ^

Historically Black College/University (2)

Johnson C Smith University (NC) * ♦ ^ Southern University-New Orleans (LA)

Notes:

- * indicates institutions that participated in the 2001 CIRP Freshman Survey
- ♦ indicates institutions that participated in the 2002 CIRP Freshman Survey
- ^ indicates institutions that participated in the 2003 CIRP Freshman Survey

2007 YFCY Institutions – Alphabetical

Abilene Christian University (TX) * ♦ ^
Allegheny College (PA) * ♦ ^
Anderson University (IN) ♦
Azusa Pacific University (CA) ♦ ^
Baylor University (TX) * ♦ ^
Bentley College (MA) ^
Bethel College (KS) ♦ ^
Bluffton University (OH) ♦ ^
Boston College (MA) * ♦ ^
Bucknell University (PA) ♦ ^
Cabrini College (PA) ♦ ^
California Baptist University (CA) * ♦ ^
California State U-Channel Islands (CA) ^
Carlow University (PA) ♦ ^
Carthage College (WI) ♦ ^
Cazenovia College (NY)
Cedar Crest College (PA) ^
Chapman University (CA) * ^
Claremont McKenna College (CA) ♦ ^
Colgate University (NY) ♦ ^
College of Mount Saint Vincent (NY) ♦ ^
College of New Rochelle (NY) ^
College of the Holy Cross (MA) * ♦ ^
Colorado College (CO) ♦ ^
Colorado State University (CO) ^
Creighton University (NE) * ♦ ^
Dartmouth College (NH) * ♦ ^
Davidson College (NC) ♦ ^
Dickinson College (PA) ♦ ^
Dominican University (IL) ^
Dordt College (IA) ^
East Texas Baptist University (TX) * ♦ ^
Erskine College (SC) ^
Fairfield University (CT) * ♦ ^
Fordham University (NY) ♦ ^
Gannon University (PA) ♦ ^
Gonzaga University (WA) ♦ ^
Grace College (IN) ♦ ^
Iowa Wesleyan College (IA) ♦ ^
John Carroll University (OH) * ♦ ^
Johnson C Smith University (NC) * ♦ ^
Judson University (IL) ♦ ^
Kentucky Wesleyan College (KY) * ♦ ^
King's College (PA) * ^
Knox College (IL) ♦ ^
Luther College (IA) ^
Marian College (IN) ^
Marywood University (PA) * ♦
Master's College (CA) * ♦ ^
McPherson College (KS) * ♦
Middlebury College (VT) ♦ ^
Mississippi College (MS) ♦ ^
Molloy College (NY) * ♦ ^
Monmouth College (IL) ^
Monmouth University (NJ) * ♦ ^
Montclair State University (NJ) * ♦ ^
Moore College of Art and Design (PA) ♦ ^
Moravian College (PA) * ♦ ^
Mount Mercy College (IA) ♦ ^
Mount Saint Mary's College (CA) ♦ ^
Mount Saint Mary's College (MD) * ♦ ^
Mount Vernon Nazarene University (OH) ♦ ^
North Central College (IL) * ♦ ^
North Central University (MN) ♦
Northwest Nazarene University (ID) * ♦ ^
Ohio Northern University (OH) * ♦ ^
Oklahoma Wesleyan University (OK) ^
Palm Beach Atlantic University (FL) * ♦ ^
Point Loma Nazarene University (CA) * ♦ ^
Principia College (IL)
Regis College (MA) * ♦ ^
Regis University (CO) ^
Rensselaer Polytechnic Institute (NY) * ♦ ^
Roanoke Bible College (NC)
Rollins College (FL) ^
Saint Catharine College (KY)
Saint Joseph's University (PA) * ♦ ^
Saint Mary's College of California (CA) * ♦ ^
Saint Norbert College (WI) * ♦ ^
Salem State College (MA) * ^
Santa Clara University (CA) * ♦ ^
Sarah Lawrence College (NY) * ♦ ^
Southern University-New Orleans (LA)
Spring Hill College (AL) ♦ ^
Tabor College (KS) ♦ ^
Texas Tech University (TX) * ♦ ^
U of Georgia (GA) * ♦ ^
U of La Verne (CA) * ♦

U of Michigan (MI) * ♦ ^
U of Michigan-Flint (MI) * ♦ ^
U of New Hampshire (NH) * ♦ ^
U of Notre Dame (IN) * ♦ ^
U of Redlands (CA) * ♦ ^
U of Richmond (VA) ^
U of Scranton (PA) *
U of the Arts (PA) * ♦ ^
U of the Pacific (CA) * ^
U of Wisconsin-Superior (WI) ♦
Union University (TN) ♦

Wabash College (IN) ♦ ^
Wake Forest University (NC) ♦ ^
Washington and Lee University (VA) ^
Waynesburg College (PA) ♦ ^
Wesleyan College (GA) ♦ ^
Wheaton College (MA) * ♦ ^
Wheeling Jesuit University (WV) ♦ ^
Whitman College (WA) ♦ ^
Whitworth University (WA) ^
Wilkes University (PA) * ♦ ^

Notes:

- * indicates institutions that participated in the 2001 CIRP Freshman Survey
- ♦ indicates institutions that participated in the 2002 CIRP Freshman Survey
- ^ indicates institutions that participated in the 2003 CIRP Freshman Survey

Appendix B

2007 CSS National Aggregates – Senior Respondents

| All Students | All Institutions | | |
|--|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| Students indicating they were “very satisfied” or “satisfied” with their current (or most recent) college in: [1] | | | |
| General education or core curriculum courses | 83.6 | 81.0 | 82.6 |
| Science and mathematics courses | 64.5 | 65.9 | 65.0 |
| Humanities courses | 78.7 | 71.3 | 75.8 |
| Social science courses | 78.1 | 71.9 | 75.6 |
| Laboratory facilities and equipment | 65.7 | 64.6 | 65.3 |
| Library facilities | 75.6 | 75.6 | 75.6 |
| Computer facilities and services | 73.0 | 73.5 | 73.2 |
| Quality of computer training/assistance | 56.7 | 56.5 | 56.6 |
| Availability of Internet access | 78.4 | 79.2 | 78.7 |
| Tutoring or other academic assistance | 64.9 | 60.5 | 63.1 |
| Academic advising | 60.2 | 58.2 | 59.4 |
| Career counseling and advising | 53.3 | 52.7 | 53.1 |
| Student housing facilities (residence halls, etc.) | 59.0 | 56.0 | 57.8 |
| Student housing office/services | 50.2 | 46.4 | 48.7 |
| Financial aid office | 56.3 | 57.1 | 56.7 |
| Financial aid package | 55.6 | 56.5 | 56.0 |
| Opportunities for community service | 73.6 | 67.4 | 71.2 |
| Job placement services for students | 45.6 | 50.0 | 47.4 |
| Student health services | 50.9 | 55.4 | 52.7 |
| Leadership opportunities | 70.7 | 67.5 | 69.4 |
| Recreational facilities | 63.3 | 66.7 | 64.7 |
| Psychological counseling services | 54.4 | 49.9 | 52.6 |
| WHAT YEAR DID YOU FIRST ENTER | | | |
| Your first college | | | |
| 2002 or earlier | 17.3 | 16.9 | 17.1 |
| 2003 | 82.3 | 82.4 | 82.4 |
| 2004 | 0.1 | 0.5 | 0.3 |
| 2005 | 0.0 | 0.0 | 0.0 |
| 2006 or 2007 | 0.2 | 0.2 | 0.2 |
| This college | | | |
| 2002 or earlier | 7.9 | 8.8 | 8.2 |
| 2003 | 77.2 | 79.2 | 78.0 |
| 2004 | 7.7 | 6.3 | 7.1 |
| 2005 | 5.8 | 4.5 | 5.3 |
| 2006 or 2007 | 1.5 | 1.2 | 1.4 |
| Please indicate your enrollment status | | | |
| Full-time undergraduate | 95.3 | 95.9 | 95.5 |
| Part-time undergraduate | 3.4 | 2.8 | 3.2 |
| Not enrolled | 1.3 | 1.3 | 1.3 |

[1] Respondents marking “Don't know/No experience” were not included in the calculation of these results.

| All Students | All Institutions | | |
|---|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| Since entering college, students “frequently” or “occasionally”: | | | |
| Worked on independent study projects | 69.2 | 70.4 | 69.7 |
| Discussed course content with students outside of class [2] | 70.5 | 64.4 | 68.1 |
| Have been a guest in a professor's home | 46.7 | 50.7 | 48.3 |
| Participated in intramural sports | 40.5 | 70.9 | 52.5 |
| Failed to complete homework on time | 49.8 | 61.9 | 54.5 |
| Felt bored in class [2] | 20.0 | 28.3 | 23.2 |
| Came late to class | 63.6 | 71.8 | 66.9 |
| Studied with other students | 94.5 | 93.5 | 94.1 |
| Performed community service as part of a class | 52.7 | 46.5 | 50.3 |
| Voted in a student election [2] | 24.2 | 24.6 | 24.3 |
| Voted in a state/national election | 80.6 | 78.9 | 79.9 |
| Received course assignments electronically | 96.3 | 97.1 | 96.6 |
| Turned in course assignments electronically | 94.9 | 95.6 | 95.2 |
| Used the Internet for research or homework [2] | 90.7 | 84.5 | 88.3 |
| Used the library for research or homework [2] | 58.9 | 50.8 | 55.7 |
| Missed class due to employment | 24.0 | 30.3 | 26.5 |
| Missed class for other reasons | 85.5 | 85.5 | 85.5 |
| Tutored another college student | 44.2 | 51.5 | 47.0 |
| Met with an advisor/counselor about your career plans | 79.6 | 76.7 | 78.5 |
| Fell asleep in class | 34.6 | 48.5 | 40.1 |
| Had difficulty getting the courses you needed | 63.1 | 63.4 | 63.2 |
| Used/purchased class notes from a professional service | 6.5 | 10.9 | 8.2 |
| Contested a grade | 33.0 | 42.5 | 36.8 |
| Played a musical instrument | 25.9 | 37.2 | 30.3 |
| Asked a professor for advice outside of class | 85.1 | 87.0 | 85.9 |
| Visited an art gallery or museum | 79.8 | 73.3 | 77.2 |
| Demonstrated for/against a war | 17.3 | 18.2 | 17.6 |
| Challenged a professor's ideas in class | 59.2 | 69.6 | 63.3 |
| Slept 8 or more hours a day [2] | 18.8 | 22.6 | 20.3 |
| Since entering college have you: | | | |
| Joined a social fraternity or sorority | 17.7 | 19.7 | 18.5 |
| Failed one or more courses | 12.0 | 15.1 | 13.2 |
| Worked full-time while attending school | 19.4 | 15.9 | 18.0 |
| Participated in student government | 11.3 | 13.5 | 12.2 |
| Taken a remedial course | 9.9 | 9.5 | 9.7 |
| Taken an ethnic studies course | 56.3 | 49.1 | 53.4 |
| Taken a women's studies course | 35.7 | 15.3 | 27.6 |
| Attended a racial/cultural awareness workshop | 36.6 | 29.0 | 33.6 |
| Had a roommate of different race/ethnicity | 40.8 | 46.7 | 43.1 |
| Participated in an ethnic/racial student organization | 21.7 | 19.4 | 20.8 |
| Played varsity/intercollegiate athletics | 19.8 | 31.3 | 24.4 |
| Withdrew from school temporarily | 6.7 | 6.7 | 6.7 |
| Enrolled in honors or advanced courses | 32.3 | 32.4 | 32.3 |
| Participated in an internship program | 54.0 | 52.3 | 53.3 |
| Participated in leadership training | 31.2 | 30.2 | 30.8 |

[2] Percentage marking “frequently” only.

| All Students | All Institutions | | |
|--|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| Since entering college have you: | | | |
| Transferred from a community college | 10.0 | 8.5 | 9.4 |
| Transferred from a four-year college | 9.3 | 8.4 | 8.9 |
| Participated in a study-abroad program | 34.7 | 25.5 | 31.1 |
| Taken courses for credit at another institution | 42.9 | 35.0 | 39.8 |
| Probable career/occupation [3]: | | | |
| Artist | 7.7 | 6.5 | 7.2 |
| Business | 15.1 | 25.7 | 19.3 |
| Business (clerical) | 0.7 | 0.8 | 0.7 |
| Clergy | 0.5 | 1.7 | 1.0 |
| College teacher | 2.1 | 2.9 | 2.4 |
| Doctor (MD or DDS) | 5.4 | 6.5 | 5.8 |
| Education (secondary) | 6.4 | 4.9 | 5.8 |
| Education (elementary) | 8.5 | 1.4 | 5.7 |
| Engineer | 1.4 | 7.2 | 3.6 |
| Farmer or forester | 0.5 | 0.7 | 0.6 |
| Health professional | 4.9 | 2.0 | 3.7 |
| Homemaker (full-time) | 0.5 | 0.3 | 0.4 |
| Lawyer | 5.4 | 7.1 | 6.0 |
| Military (career) | 0.2 | 1.5 | 0.7 |
| Nurse | 5.7 | 0.6 | 3.7 |
| Research scientist | 2.4 | 2.7 | 2.5 |
| Social, welfare, or recreation worker | 3.5 | 0.9 | 2.5 |
| Skilled worker | 0.2 | 0.5 | 0.3 |
| Other choice | 19.4 | 18.2 | 19.0 |
| Undecided | 9.5 | 8.1 | 9.0 |
| Undergraduate Major (final or most recent) [3]: | | | |
| Agriculture | 0.2 | 0.3 | 0.2 |
| Biological Science | 9.4 | 7.8 | 8.8 |
| Business | 13.7 | 22.0 | 16.9 |
| Education | 8.5 | 2.8 | 6.2 |
| Engineering | 1.8 | 9.2 | 4.7 |
| English | 6.2 | 3.6 | 5.2 |
| Health Professional | 6.6 | 1.4 | 4.6 |
| History or Political Science | 8.6 | 13.0 | 10.4 |
| Humanities | 8.3 | 8.3 | 8.3 |
| Fine Arts | 5.7 | 4.0 | 5.0 |
| Mathematics or Statistics | 1.5 | 2.0 | 1.7 |
| Physical Sciences | 2.0 | 3.5 | 2.6 |
| Social Sciences | 19.0 | 12.9 | 16.6 |
| Other Technical | 0.6 | 3.1 | 1.6 |
| Other Non-technical | 8.0 | 5.9 | 7.2 |
| Undecided | 0.1 | 0.1 | 0.1 |
| Planned graduate major [3]: | | | |
| Agriculture | 0.1 | 0.2 | 0.1 |
| Biological Science | 4.9 | 4.8 | 4.9 |
| Business | 11.3 | 20.4 | 14.7 |
| Education | 13.0 | 5.4 | 10.1 |
| Engineering | 1.4 | 6.0 | 3.1 |

[3] Disaggregated responses for these items can be found starting on pages 39 & 41.

| All Students | All Institutions | | |
|--|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| Planned graduate major [3]: | | | |
| English | 2.8 | 1.7 | 2.4 |
| Health Professional | 15.4 | 10.6 | 13.6 |
| History or Political Science | 3.7 | 5.0 | 4.2 |
| Humanities | 5.1 | 8.0 | 6.2 |
| Fine Arts | 4.1 | 3.6 | 3.9 |
| Mathematics or Statistics | 0.5 | 1.0 | 0.7 |
| Physical Sciences | 1.8 | 3.3 | 2.4 |
| Social Sciences | 14.6 | 6.4 | 11.5 |
| Other Technical | 0.9 | 1.9 | 1.3 |
| Other Non-technical | 12.8 | 14.7 | 13.5 |
| Undecided | 7.6 | 7.1 | 7.4 |
| Expected graduation date: | | | |
| 2006 | 2.2 | 1.7 | 2.0 |
| 2007 | 96.3 | 96.6 | 96.4 |
| Other | 1.2 | 1.3 | 1.3 |
| Not sure | 0.3 | 0.4 | 0.3 |
| DURING THE PAST YEAR, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES? | | | |
| Studying/homework | | | |
| None | 0.2 | 0.7 | 0.4 |
| Less than one hour | 0.5 | 1.7 | 1.0 |
| 1 to 2 hours | 4.3 | 7.9 | 5.7 |
| 3 to 5 hours | 19.1 | 25.6 | 21.7 |
| 6 to 10 hours | 29.0 | 26.4 | 28.0 |
| 11 to 15 hours | 20.1 | 16.8 | 18.8 |
| 16 to 20 hours | 14.3 | 10.8 | 12.9 |
| Over 20 hours | 12.6 | 10.1 | 11.6 |
| Attending classes/labs | | | |
| None | 0.8 | 1.2 | 0.9 |
| Less than one hour | 0.4 | 0.6 | 0.5 |
| 1 to 2 hours | 1.1 | 2.4 | 1.6 |
| 3 to 5 hours | 6.9 | 9.8 | 8.1 |
| 6 to 10 hours | 26.7 | 27.1 | 26.8 |
| 11 to 15 hours | 34.9 | 33.9 | 34.5 |
| 16 to 20 hours | 20.8 | 19.0 | 20.1 |
| Over 20 hours | 8.5 | 6.0 | 7.5 |
| Socializing with friends | | | |
| None | 0.6 | 0.8 | 0.6 |
| Less than one hour | 2.4 | 1.4 | 2.0 |
| 1 to 2 hours | 7.7 | 5.7 | 6.9 |
| 3 to 5 hours | 20.7 | 15.9 | 18.8 |
| 6 to 10 hours | 28.8 | 25.6 | 27.5 |
| 11 to 15 hours | 18.7 | 20.2 | 19.3 |
| 16 to 20 hours | 10.6 | 13.4 | 11.7 |
| Over 20 hours | 10.6 | 17.0 | 13.2 |

[3] Disaggregated responses for this item can be found starting on page 41.

| All Students | All Institutions | | |
|--|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| DURING THE PAST YEAR, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES? | | | |
| Talking with faculty during office hours | | | |
| None | 11.8 | 11.8 | 11.8 |
| Less than one hour | 48.4 | 47.7 | 48.1 |
| 1 to 2 hours | 30.0 | 29.1 | 29.6 |
| 3 to 5 hours | 7.6 | 8.3 | 7.9 |
| 6 to 10 hours | 1.4 | 2.1 | 1.7 |
| 11 to 15 hours | 0.4 | 0.5 | 0.5 |
| 16 to 20 hours | 0.2 | 0.2 | 0.2 |
| Over 20 hours | 0.2 | 0.3 | 0.2 |
| Talking with faculty outside of class or office hours | | | |
| None | 22.6 | 19.7 | 21.4 |
| Less than one hour | 48.4 | 48.6 | 48.5 |
| 1 to 2 hours | 21.8 | 22.2 | 21.9 |
| 3 to 5 hours | 5.3 | 6.3 | 5.7 |
| 6 to 10 hours | 1.4 | 2.2 | 1.7 |
| 11 to 15 hours | 0.3 | 0.5 | 0.4 |
| 16 to 20 hours | 0.2 | 0.2 | 0.2 |
| Over 20 hours | 0.2 | 0.3 | 0.2 |
| Exercising/sports | | | |
| None | 9.1 | 5.0 | 7.5 |
| Less than one hour | 13.4 | 9.3 | 11.7 |
| 1 to 2 hours | 20.8 | 17.9 | 19.6 |
| 3 to 5 hours | 29.2 | 28.9 | 29.1 |
| 6 to 10 hours | 16.6 | 21.1 | 18.4 |
| 11 to 15 hours | 5.1 | 7.7 | 6.1 |
| 16 to 20 hours | 2.7 | 4.3 | 3.3 |
| Over 20 hours | 3.2 | 5.9 | 4.2 |
| Partying | | | |
| None | 19.1 | 13.8 | 17.0 |
| Less than one hour | 11.9 | 9.5 | 10.9 |
| 1 to 2 hours | 16.5 | 14.1 | 15.6 |
| 3 to 5 hours | 25.2 | 24.3 | 24.9 |
| 6 to 10 hours | 17.8 | 20.3 | 18.8 |
| 11 to 15 hours | 6.1 | 9.1 | 7.3 |
| 16 to 20 hours | 2.1 | 4.6 | 3.1 |
| Over 20 hours | 1.3 | 4.2 | 2.4 |
| Working (for pay) on campus | | | |
| None | 54.4 | 54.0 | 54.3 |
| Less than one hour | 1.3 | 2.9 | 1.9 |
| 1 to 2 hours | 3.7 | 4.7 | 4.1 |
| 3 to 5 hours | 9.9 | 10.4 | 10.1 |
| 6 to 10 hours | 17.7 | 15.4 | 16.8 |
| 11 to 15 hours | 7.2 | 6.6 | 7.0 |
| 16 to 20 hours | 3.7 | 3.6 | 3.7 |
| Over 20 hours | 2.0 | 2.4 | 2.1 |

| All Students | All Institutions | | |
|--|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| DURING THE PAST YEAR, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES? | | | |
| Working (for pay) off campus | | | |
| None | 49.4 | 59.4 | 53.3 |
| Less than one hour | 1.3 | 2.5 | 1.8 |
| 1 to 2 hours | 2.8 | 3.8 | 3.2 |
| 3 to 5 hours | 6.2 | 5.5 | 5.9 |
| 6 to 10 hours | 10.0 | 6.7 | 8.7 |
| 11 to 15 hours | 8.5 | 5.2 | 7.2 |
| 16 to 20 hours | 8.3 | 5.7 | 7.3 |
| Over 20 hours | 13.7 | 11.1 | 12.7 |
| Student clubs/groups | | | |
| None | 34.3 | 33.0 | 33.8 |
| Less than one hour | 11.9 | 12.3 | 12.1 |
| 1 to 2 hours | 20.8 | 21.2 | 20.9 |
| 3 to 5 hours | 18.2 | 17.3 | 17.8 |
| 6 to 10 hours | 8.7 | 8.8 | 8.7 |
| 11 to 15 hours | 3.3 | 3.6 | 3.4 |
| 16 to 20 hours | 1.3 | 1.7 | 1.5 |
| Over 20 hours | 1.5 | 2.1 | 1.8 |
| Watching TV | | | |
| None | 8.7 | 9.6 | 9.1 |
| Less than one hour | 13.3 | 10.5 | 12.2 |
| 1 to 2 hours | 26.2 | 20.8 | 24.1 |
| 3 to 5 hours | 31.1 | 29.3 | 30.4 |
| 6 to 10 hours | 14.5 | 17.6 | 15.7 |
| 11 to 15 hours | 3.6 | 6.4 | 4.7 |
| 16 to 20 hours | 1.4 | 2.6 | 1.9 |
| Over 20 hours | 1.2 | 3.1 | 2.0 |
| Housework/childcare | | | |
| None | 31.6 | 50.6 | 39.0 |
| Less than one hour | 20.8 | 17.8 | 19.6 |
| 1 to 2 hours | 26.2 | 18.4 | 23.1 |
| 3 to 5 hours | 12.6 | 8.7 | 11.1 |
| 6 to 10 hours | 3.9 | 2.6 | 3.4 |
| 11 to 15 hours | 1.5 | 0.5 | 1.1 |
| 16 to 20 hours | 0.9 | 0.4 | 0.7 |
| Over 20 hours | 2.6 | 1.0 | 2.0 |
| Reading for pleasure | | | |
| None | 34.6 | 31.8 | 33.5 |
| Less than one hour | 29.6 | 26.1 | 28.2 |
| 1 to 2 hours | 22.3 | 24.2 | 23.0 |
| 3 to 5 hours | 9.8 | 12.6 | 10.9 |
| 6 to 10 hours | 2.5 | 3.6 | 2.9 |
| 11 to 15 hours | 0.7 | 0.9 | 0.8 |
| 16 to 20 hours | 0.3 | 0.3 | 0.3 |
| Over 20 hours | 0.3 | 0.4 | 0.4 |

| All Students | All Institutions | | |
|--|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| DURING THE PAST YEAR, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES? | | | |
| Commuting | | | |
| None | 42.4 | 46.7 | 44.1 |
| Less than one hour | 19.6 | 19.7 | 19.7 |
| 1 to 2 hours | 14.5 | 16.3 | 15.2 |
| 3 to 5 hours | 13.1 | 10.5 | 12.1 |
| 6 to 10 hours | 6.7 | 4.4 | 5.8 |
| 11 to 15 hours | 1.8 | 1.3 | 1.6 |
| 16 to 20 hours | 0.7 | 0.5 | 0.6 |
| Over 20 hours | 1.1 | 0.7 | 0.9 |
| Prayer/meditation | | | |
| None | 39.1 | 43.1 | 40.7 |
| Less than one hour | 28.9 | 26.5 | 28.0 |
| 1 to 2 hours | 21.1 | 19.2 | 20.4 |
| 3 to 5 hours | 7.3 | 7.5 | 7.4 |
| 6 to 10 hours | 2.0 | 2.5 | 2.2 |
| 11 to 15 hours | 0.6 | 0.5 | 0.5 |
| 16 to 20 hours | 0.3 | 0.3 | 0.3 |
| Over 20 hours | 0.6 | 0.6 | 0.6 |
| Career Planning (job searches, internships, etc.) | | | |
| None | 14.2 | 17.8 | 15.6 |
| Less than one hour | 24.7 | 27.6 | 25.8 |
| 1 to 2 hours | 32.0 | 29.2 | 30.9 |
| 3 to 5 hours | 18.7 | 16.7 | 17.9 |
| 6 to 10 hours | 6.0 | 5.4 | 5.8 |
| 11 to 15 hours | 2.0 | 1.5 | 1.8 |
| 16 to 20 hours | 1.0 | 0.7 | 0.9 |
| Over 20 hours | 1.4 | 1.1 | 1.3 |
| Playing video/computer games | | | |
| None | 77.8 | 34.0 | 60.6 |
| Less than one hour | 12.2 | 18.9 | 14.9 |
| 1 to 2 hours | 5.9 | 19.4 | 11.2 |
| 3 to 5 hours | 2.6 | 15.3 | 7.6 |
| 6 to 10 hours | 1.0 | 6.8 | 3.2 |
| 11 to 15 hours | 0.2 | 2.8 | 1.2 |
| 16 to 20 hours | 0.1 | 1.2 | 0.6 |
| Over 20 hours | 0.2 | 1.5 | 0.7 |
| Volunteer work | | | |
| None | 45.6 | 50.0 | 47.3 |
| Less than one hour | 18.3 | 20.7 | 19.2 |
| 1 to 2 hours | 20.1 | 15.4 | 18.3 |
| 3 to 5 hours | 10.8 | 8.6 | 10.0 |
| 6 to 10 hours | 3.3 | 3.1 | 3.2 |
| 11 to 15 hours | 1.0 | 1.0 | 1.0 |
| 16 to 20 hours | 0.5 | 0.6 | 0.5 |
| Over 20 hours | 0.6 | 0.6 | 0.6 |

| All Students | All Institutions | | |
|---|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| DURING THE PAST YEAR, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES? | | | |
| Surfing the Internet | | | |
| None | 4.8 | 2.8 | 4.0 |
| Less than one hour | 16.1 | 9.8 | 13.6 |
| 1 to 2 hours | 29.8 | 23.8 | 27.4 |
| 3 to 5 hours | 29.1 | 32.0 | 30.2 |
| 6 to 10 hours | 12.5 | 17.8 | 14.6 |
| 11 to 15 hours | 4.2 | 6.6 | 5.2 |
| 16 to 20 hours | 1.6 | 2.9 | 2.1 |
| Over 20 hours | 1.9 | 4.2 | 2.8 |
| General activities engaged in during the past year | | | |
| Smoked cigarettes [2] | 6.1 | 6.2 | 6.2 |
| Felt lonely or homesick | 58.2 | 40.4 | 51.2 |
| Socialized with someone of another racial/ethnic group [2] | 46.0 | 45.0 | 45.6 |
| Felt depressed [2] | 7.6 | 5.8 | 6.9 |
| Felt overwhelmed by all I had to do [2] | 41.7 | 21.7 | 33.8 |
| Attended a religious service | 64.1 | 58.1 | 61.8 |
| Drank beer | 68.1 | 82.7 | 73.8 |
| Drank wine or liquor | 84.8 | 81.8 | 83.6 |
| Performed volunteer work | 65.2 | 55.6 | 61.4 |
| Participated in political demonstrations | 14.4 | 14.7 | 14.5 |
| Discussed politics [2] | 15.4 | 21.4 | 17.8 |
| Sought personal counseling | 24.0 | 18.3 | 21.8 |
| Discussed religion [2] | 18.5 | 18.7 | 18.5 |
| Students indicating they “very often” or “often” interacted with students from a racial/ethnic other than their own: | | | |
| White/Caucasian | 96.2 | 95.6 | 96.0 |
| African American/Black | 50.8 | 44.8 | 48.4 |
| American Indian/Alaska Native | 10.3 | 10.1 | 10.2 |
| Asian American/Asian/Pacific Islander | 38.9 | 40.0 | 39.3 |
| Hispanic/Latino | 43.8 | 39.5 | 42.1 |
| Students from outside the United States | 34.3 | 37.4 | 35.6 |
| Students from a different religion than yours | 69.8 | 63.4 | 67.3 |
| Students from a different economic background | 72.4 | 69.9 | 71.4 |
| Students indicating they were "very satisfied" or "satisfied" with the following aspects of campus life: | | | |
| Courses in your major field | 88.3 | 87.3 | 87.9 |
| Amount of contact with faculty | 83.8 | 82.3 | 83.2 |
| Class size | 89.8 | 86.7 | 88.6 |
| Interaction with other students | 87.6 | 84.3 | 86.3 |
| Relevance of coursework to everyday life | 70.1 | 64.3 | 67.8 |
| Relevance of coursework to future career plans | 71.0 | 68.1 | 69.8 |
| Overall quality of instruction | 86.0 | 83.4 | 85.0 |
| Overall sense of community among students | 73.0 | 69.5 | 71.6 |
| Availability of campus social activities | 64.7 | 62.7 | 64.0 |

[2] Percentage marking “frequently” only. All other percentages represent the percentage marking “frequently” or “occasionally.”

| All Students | All Institutions | | |
|---|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| Students indicating they were "very satisfied" or "satisfied" with the following aspects of campus life: | | | |
| Overall college experience | 86.1 | 83.1 | 84.9 |
| Respect for the expression of diverse beliefs | 72.4 | 68.9 | 71.0 |
| Ability to find a faculty or staff member | 74.6 | 72.4 | 73.7 |
| Size of student population | 83.2 | 78.8 | 81.4 |
| Students reporting "much stronger" abilities and skills compared to when they first started college in: | | | |
| General knowledge | 54.0 | 51.9 | 53.2 |
| Analytical and problem-solving skills | 43.3 | 44.6 | 43.8 |
| Knowledge of a particular field or discipline | 66.0 | 63.6 | 65.1 |
| Ability to think critically | 48.0 | 46.5 | 47.4 |
| Knowledge of people from different races/cultures | 29.7 | 28.4 | 29.2 |
| Leadership abilities | 34.5 | 34.6 | 34.5 |
| Interpersonal skills | 39.7 | 39.2 | 39.5 |
| Ability to get along with people of different races/cultures | 26.5 | 26.7 | 26.6 |
| Understanding of the problems facing your community | 28.6 | 26.1 | 27.6 |
| Understanding of social problems facing our nation | 32.8 | 30.9 | 32.0 |
| Writing skills | 36.3 | 34.9 | 35.7 |
| Public speaking ability | 31.8 | 33.0 | 32.3 |
| Mathematical skills | 13.7 | 20.4 | 16.4 |
| Computer skills | 22.6 | 28.8 | 25.1 |
| Preparedness for employment after college | 33.3 | 36.4 | 34.5 |
| Preparedness for graduate or advanced education | 38.0 | 39.0 | 38.4 |
| Ability to manage your time effectively | 30.4 | 28.6 | 29.7 |
| Understanding of global issues | 27.2 | 29.1 | 27.9 |
| Foreign language ability | 18.0 | 15.8 | 17.1 |
| Compared with the average person of his/her age, student rated self "above average" or "highest 10%" in: | | | |
| Academic ability | 78.3 | 83.3 | 80.3 |
| Artistic ability | 32.9 | 33.8 | 33.3 |
| Computer skills | 37.1 | 60.0 | 46.1 |
| Cooperativeness | 77.4 | 77.1 | 77.3 |
| Creativity | 59.4 | 64.1 | 61.2 |
| Drive to achieve | 80.0 | 77.4 | 79.0 |
| Emotional health | 53.3 | 65.4 | 58.1 |
| Leadership ability | 63.9 | 75.7 | 68.5 |
| Mathematical ability | 35.3 | 54.9 | 43.0 |
| Physical health | 46.6 | 63.2 | 53.1 |
| Public speaking ability | 48.1 | 62.2 | 53.6 |
| Risk-taking | 38.8 | 57.1 | 46.0 |
| Self-confidence (intellectual) | 64.5 | 79.9 | 70.6 |
| Self-confidence (social) | 54.6 | 63.5 | 58.1 |
| Self-understanding | 67.0 | 74.2 | 69.8 |
| Spirituality | 42.1 | 42.8 | 42.4 |
| Understanding of others | 73.1 | 72.0 | 72.7 |
| Writing ability | 65.4 | 67.7 | 66.3 |

| All Students | All Institutions | | |
|--|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| WHAT IS THE HIGHEST DEGREE YOU: | | | |
| Will have earned as of June 2007 | | | |
| None | 1.9 | 2.5 | 2.1 |
| Vocational certificate | 0.2 | 0.1 | 0.1 |
| Associate (A.A. or equiv.) | 1.2 | 1.0 | 1.1 |
| Bachelor's (B.A., B.S., etc.) | 94.7 | 93.7 | 94.3 |
| Master's (M.A., M.S., etc.) | 0.7 | 0.9 | 0.8 |
| Ph.D. or Ed.D. | 0.3 | 0.2 | 0.3 |
| M.D., D.O., D.D.S., or D.V.M. | 0.0 | 0.1 | 0.1 |
| LL.B. or J.D. (Law) | 0.0 | 0.1 | 0.1 |
| B.D. or M.Div. (Divinity) | 0.1 | 0.2 | 0.2 |
| Other | 0.9 | 1.1 | 1.0 |
| Plan to complete eventually at any institution | | | |
| None | 1.4 | 1.6 | 1.5 |
| Vocational certificate | 0.2 | 0.1 | 0.1 |
| Associate (A.A. or equiv.) | 0.2 | 0.1 | 0.2 |
| Bachelor's (B.A., B.S., etc.) | 9.5 | 13.0 | 10.9 |
| Master's (M.A., M.S., etc.) | 49.5 | 41.7 | 46.5 |
| Ph.D. or Ed.D. | 20.0 | 19.3 | 19.7 |
| M.D., D.O., D.D.S., or D.V.M. | 7.0 | 7.9 | 7.4 |
| LL.B. or J.D. (Law) | 7.9 | 11.0 | 9.1 |
| B.D. or M.Div. (Divinity) | 0.6 | 1.4 | 0.9 |
| Other | 3.7 | 3.8 | 3.7 |
| Student objectives noted as "essential" or "very important" | | | |
| Becoming accomplished in one of the performing arts (acting, dancing, etc.) | 17.3 | 18.3 | 17.7 |
| Becoming an authority in my field | 62.3 | 65.0 | 63.4 |
| Obtaining recognition from my colleagues for contributions to my special field | 56.8 | 56.1 | 56.5 |
| Influencing the political structure | 24.4 | 31.1 | 27.0 |
| Influencing social values | 54.6 | 49.4 | 52.6 |
| Raising a family | 81.6 | 80.5 | 81.2 |
| Having administrative responsibility for the work of others | 41.7 | 50.0 | 45.0 |
| Being very well off financially | 58.3 | 63.4 | 60.3 |
| Helping others who are in difficulty | 81.5 | 72.5 | 78.0 |
| Making a theoretical contribution to science | 16.8 | 21.6 | 18.7 |
| Writing original works (poems, novels, short stories, etc.) | 19.7 | 23.3 | 21.1 |
| Creating artistic work (painting, sculpture, decorating, etc.) | 21.6 | 19.7 | 20.8 |
| Becoming successful in a business of my own | 32.2 | 45.7 | 37.5 |
| Becoming involved in programs to clean up the environment | 30.0 | 31.6 | 30.6 |
| Developing a meaningful philosophy of life | 57.2 | 61.4 | 58.9 |
| Participating in a community action program | 42.1 | 34.5 | 39.1 |
| Helping to promote racial understanding | 43.7 | 37.1 | 41.1 |
| Keeping up to date with political affairs | 48.2 | 53.9 | 50.4 |
| Becoming a community leader | 41.4 | 47.0 | 43.6 |
| Improving my understanding of other countries and cultures | 64.0 | 57.7 | 61.6 |

| All Students | All Institutions | | |
|--|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| Students indicating they “very often” or “often” experienced the following with students from a racial/ethnic group other than their own: | | | |
| Dined or shared a meal | 55.5 | 56.6 | 55.9 |
| Had meaningful and honest discussions about racial/ethnic relations outside of class | 41.3 | 40.8 | 41.1 |
| Had guarded interactions | 13.0 | 16.0 | 14.2 |
| Shared personal feelings and problems | 47.0 | 39.1 | 43.9 |
| Had tense, somewhat hostile interactions | 6.7 | 10.7 | 8.3 |
| Had intellectual discussions outside of class | 44.8 | 43.8 | 44.4 |
| Felt insulted or threatened because of your race/ethnicity | 6.1 | 9.5 | 7.4 |
| Studied or prepared for class | 43.2 | 39.3 | 41.7 |
| Socialized or partied | 50.2 | 52.7 | 51.1 |
| Attended events sponsored by other racial/ethnic groups | 24.4 | 21.5 | 23.3 |
| Your current religious preference | | | |
| Baptist | 6.1 | 5.4 | 5.8 |
| Buddhist | 1.2 | 1.4 | 1.3 |
| Eastern Orthodox | 0.8 | 0.9 | 0.9 |
| Episcopal | 2.5 | 1.8 | 2.2 |
| Hindu | 0.5 | 0.6 | 0.5 |
| Islamic | 0.6 | 0.7 | 0.6 |
| Jewish | 2.6 | 2.9 | 2.7 |
| LDS (Mormon) | 0.2 | 0.1 | 0.2 |
| Lutheran | 3.3 | 2.7 | 3.1 |
| Methodist | 3.9 | 3.3 | 3.7 |
| Presbyterian | 3.9 | 4.0 | 4.0 |
| Quaker | 0.2 | 0.4 | 0.3 |
| Roman Catholic | 38.4 | 37.8 | 38.2 |
| Seventh Day Adventist | 0.2 | 0.2 | 0.2 |
| United Church of Christ | 1.0 | 0.7 | 0.9 |
| Other Christian | 14.5 | 13.3 | 14.1 |
| Other Religion | 3.2 | 3.2 | 3.2 |
| None | 16.8 | 20.4 | 18.2 |
| Professors at your current (or most recent) college “frequently” provided you with: | | | |
| Encouragement to pursue graduate/professional study | 47.0 | 39.0 | 43.9 |
| An opportunity to work on a research project | 29.6 | 27.5 | 28.8 |
| Advice and guidance about your educational program | 40.1 | 33.6 | 37.5 |
| Emotional support and encouragement | 34.9 | 23.9 | 30.6 |
| A letter of recommendation | 34.8 | 28.6 | 32.4 |
| Help to improve your study skills | 20.5 | 19.7 | 20.1 |
| Feedback about your academic work (outside of grades) | 37.7 | 34.4 | 36.4 |
| Intellectual challenge and stimulation | 54.5 | 49.9 | 52.7 |
| An opportunity to discuss coursework outside of class | 47.2 | 42.7 | 45.4 |
| Help in achieving your professional goals | 35.2 | 30.6 | 33.4 |
| An opportunity to apply classroom learning to "real-life" issues | 39.9 | 32.5 | 37.0 |
| Student agrees “strongly” or “somewhat”: | | | |
| Abortion should be legal | 66.8 | 61.8 | 64.8 |
| The death penalty should be abolished | 48.1 | 43.1 | 46.1 |
| Marijuana should be legalized | 44.3 | 51.6 | 47.1 |

| All Students | All Institutions | | |
|--|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| Student agrees “strongly” or “somewhat”: | | | |
| It is important to have laws prohibiting homosexual relationships | 13.4 | 22.4 | 16.9 |
| Racial discrimination is no longer a major problem in America | 10.2 | 19.8 | 14.0 |
| Colleges should prohibit racist/sexist speech on campus | 58.1 | 45.9 | 53.3 |
| Same sex couples should have the right to legal marital status | 74.7 | 62.6 | 69.9 |
| Affirmative action in college admissions should be abolished | 47.6 | 58.7 | 52.0 |
| Federal military spending should be increased | 22.0 | 30.1 | 25.2 |
| The federal government should do more to encourage energy conservation | 93.2 | 90.2 | 92.0 |
| HOW MUCH OF THE PAST YEAR'S EDUCATIONAL EXPENSES (ROOM, BOARD, TUITION AND FEES) WERE COVERED FROM: | | | |
| Family resources (parents, relatives, spouse, etc.) | | | |
| None | 14.4 | 13.6 | 14.1 |
| Less than \$1,000 | 8.5 | 7.2 | 8.0 |
| \$1,000 to 2,999 | 9.0 | 9.1 | 9.1 |
| \$3,000 to 5,999 | 10.3 | 10.7 | 10.5 |
| \$6,000 to 9,999 | 10.4 | 9.9 | 10.2 |
| \$10,000 or more | 47.3 | 49.5 | 48.2 |
| My own resources (income from work, work-study, etc.) | | | |
| None | 29.2 | 27.6 | 28.6 |
| Less than \$1,000 | 27.1 | 23.0 | 25.5 |
| \$1,000 to 2,999 | 21.9 | 23.9 | 22.7 |
| \$3,000 to 5,999 | 11.9 | 14.1 | 12.8 |
| \$6,000 to 9,999 | 5.2 | 6.2 | 5.6 |
| \$10,000 or more | 4.6 | 5.3 | 4.9 |
| Aid which need not be repaid (grants, scholarships, military, etc.) | | | |
| None | 28.0 | 31.9 | 29.5 |
| Less than \$1,000 | 4.5 | 4.5 | 4.5 |
| \$1,000 to 2,999 | 10.4 | 9.3 | 10.0 |
| \$3,000 to 5,999 | 13.2 | 11.2 | 12.4 |
| \$6,000 to 9,999 | 13.7 | 11.0 | 12.7 |
| \$10,000 or more | 30.1 | 32.2 | 30.9 |
| Aid which must be repaid (loans, etc.) | | | |
| None | 34.9 | 38.8 | 36.4 |
| Less than \$1,000 | 1.3 | 1.7 | 1.5 |
| \$1,000 to 2,999 | 5.2 | 6.0 | 5.5 |
| \$3,000 to 5,999 | 12.7 | 13.6 | 13.1 |
| \$6,000 to 9,999 | 12.3 | 12.6 | 12.4 |
| \$10,000 or more | 33.6 | 27.2 | 31.1 |
| Other sources | | | |
| None | 82.2 | 80.7 | 81.6 |
| Less than \$1,000 | 5.8 | 6.9 | 6.2 |
| \$1,000 to 2,999 | 4.2 | 4.5 | 4.3 |
| \$3,000 to 5,999 | 2.6 | 3.1 | 2.8 |
| \$6,000 to 9,999 | 1.7 | 1.7 | 1.7 |
| \$10,000 or more | 3.6 | 3.1 | 3.4 |

| All Students | All Institutions | | |
|--|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| How many times in the past two weeks, if any, have you had five or more alcoholic drinks in a row? | | | |
| None | 46.7 | 32.7 | 41.2 |
| Once | 15.2 | 11.6 | 13.8 |
| Twice | 13.2 | 13.1 | 13.2 |
| 3-5 times | 16.2 | 22.3 | 18.6 |
| 6-9 times | 6.0 | 12.3 | 8.4 |
| 10 or more times | 2.7 | 8.1 | 4.8 |
| Considerations noted as “essential” or “very important” in thinking about student's career path: | | | |
| Work for social change | 53.4 | 40.6 | 48.3 |
| High income potential | 55.6 | 64.3 | 59.0 |
| Social recognition or status | 36.9 | 42.5 | 39.1 |
| Stable, secure future | 87.6 | 84.6 | 86.4 |
| Creativity and initiative | 66.9 | 64.9 | 66.1 |
| Expression of personal values | 74.9 | 64.6 | 70.8 |
| Availability of jobs | 77.5 | 69.6 | 74.4 |
| Limited working hours | 27.4 | 28.5 | 27.9 |
| Leadership potential | 62.8 | 68.8 | 65.2 |
| What do you plan to be doing in fall 2007? | | | |
| Attending undergraduate college full-time | 3.2 | 4.1 | 3.5 |
| Attending undergraduate college part-time | 2.3 | 1.8 | 2.1 |
| Attending graduate/professional school | 26.3 | 25.3 | 25.9 |
| Working full-time | 67.1 | 64.7 | 66.1 |
| Working part-time | 12.4 | 9.6 | 11.3 |
| Participating in a community service organization | 10.2 | 6.4 | 8.7 |
| Serving in the Armed Forces | 0.5 | 2.0 | 1.1 |
| Attending a vocational training program | 0.9 | 1.0 | 1.0 |
| Traveling | 17.8 | 13.1 | 15.9 |
| Doing volunteer work | 16.9 | 9.8 | 14.1 |
| Staying at home to be with or start a family | 4.5 | 3.1 | 3.9 |
| No current plans | 3.4 | 4.2 | 3.7 |
| If you are planning on being employed after graduation, which best describes the current state of your employment plans? | | | |
| Not actively looking for a position | 15.9 | 12.9 | 14.7 |
| Looking, but no offers yet | 35.6 | 31.6 | 34.0 |
| Received an offer for a position, but declined | 2.9 | 2.7 | 2.8 |
| Currently considering an offer | 9.8 | 11.2 | 10.3 |
| Accepted an offer of employment | 23.5 | 29.0 | 25.6 |
| Not planning on employment this fall | 12.2 | 12.6 | 12.4 |
| If you are planning to attend graduate or professional school, which of the following best describes the current state of your educational plans? | | | |
| Accepted and will be attending in the fall | 16.8 | 17.5 | 17.1 |
| Accepted and deferred admission until a later date | 1.4 | 1.4 | 1.4 |
| Placed on waiting list, no acceptances | 0.7 | 1.2 | 0.9 |
| Still awaiting responses, no acceptances | 5.6 | 5.2 | 5.4 |
| Will be applying this coming fall | 14.2 | 12.0 | 13.4 |
| Not applying this fall, but might apply at a future time | 49.9 | 47.2 | 48.9 |
| No plans to apply to school now or in the future | 11.3 | 15.4 | 12.9 |

| All Students | All Institutions | | |
|--|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| If you could make your college choice over, would you still choose to enroll at your current college? | | | |
| Definitely yes | 47.4 | 45.8 | 46.8 |
| Probably yes | 36.7 | 37.2 | 36.9 |
| Probably no | 12.2 | 12.0 | 12.1 |
| Definitely no | 3.7 | 5.0 | 4.2 |
| How would you characterize your political views? | | | |
| Far left | 4.1 | 4.3 | 4.2 |
| Liberal | 39.7 | 29.1 | 35.5 |
| Middle-of-the-road | 36.2 | 38.9 | 37.2 |
| Conservative | 19.3 | 25.5 | 21.7 |
| Far right | 0.7 | 2.1 | 1.3 |
| Is English your native language? | | | |
| Yes | 93.0 | 93.4 | 93.1 |
| No | 7.0 | 6.6 | 6.9 |
| WHAT IS THE AVERAGE GRADE YOU RECEIVED DURING YOUR COLLEGE CAREER? | | | |
| Overall GPA | | | |
| A or A+ | 18.1 | 13.9 | 16.4 |
| A- | 27.4 | 23.2 | 25.8 |
| B+ | 26.1 | 24.8 | 25.6 |
| B | 18.2 | 20.6 | 19.1 |
| B- | 6.4 | 10.1 | 7.8 |
| C+ | 3.0 | 5.5 | 4.0 |
| C | 0.8 | 1.8 | 1.2 |
| D | 0.0 | 0.1 | 0.1 |
| Major GPA | | | |
| A or A+ | 28.7 | 23.0 | 26.5 |
| A- | 28.7 | 26.3 | 27.7 |
| B+ | 21.7 | 22.2 | 21.9 |
| B | 13.2 | 16.5 | 14.5 |
| B- | 4.8 | 7.3 | 5.8 |
| C+ | 2.1 | 3.3 | 2.6 |
| C | 0.7 | 1.3 | 0.9 |
| D | 0.0 | 0.1 | 0.1 |
| Please indicate your racial/ethnic background | | | |
| White/Caucasian | 82.2 | 83.9 | 82.8 |
| African American/Black | 5.7 | 4.7 | 5.3 |
| American Indian/Alaska Native | 1.6 | 1.4 | 1.5 |
| Asian American/Asian | 5.9 | 6.4 | 6.1 |
| Native Hawaiian/Pacific Islander | 0.8 | 0.9 | 0.9 |
| Mexican American/Chicano | 2.8 | 2.3 | 2.6 |
| Puerto Rican | 1.4 | 1.1 | 1.3 |
| Other Latino | 3.5 | 3.2 | 3.4 |
| Other | 3.2 | 3.7 | 3.4 |

| All Students | All Institutions | | |
|---|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses? | | | |
| Yes | 55.2 | 52.9 | 54.3 |
| No | 44.8 | 47.1 | 45.7 |
| Survey type | | | |
| Paper | 60.6 | 62.8 | 61.5 |
| Web | 39.4 | 37.2 | 38.5 |
| DISAGGREGATED RESPONSES | | | |
| Undergraduate major (final or most recent) | | | |
| Art, fine and applied | 4.0 | 2.1 | 3.3 |
| English (language and literature) | 6.2 | 3.6 | 5.2 |
| History | 3.2 | 6.2 | 4.4 |
| Journalism | 1.1 | 0.7 | 0.9 |
| Language and Literature (except English) | 2.3 | 1.5 | 2.0 |
| Music | 1.1 | 1.2 | 1.1 |
| Philosophy | 0.7 | 2.0 | 1.2 |
| Speech | 0.3 | 0.3 | 0.3 |
| Theater or Drama | 1.2 | 0.9 | 1.0 |
| Theology or Religion | 1.1 | 1.9 | 1.4 |
| Other Arts and Humanities | 3.0 | 2.1 | 2.6 |
| Biology (general) | 6.1 | 4.9 | 5.6 |
| Biochemistry or Biophysics | 1.0 | 1.1 | 1.0 |
| Botany | 0.0 | 0.1 | 0.0 |
| Environmental Science | 0.7 | 0.6 | 0.7 |
| Marine (Life) Science | 0.1 | 0.1 | 0.1 |
| Microbiology or Bacteriology | 0.1 | 0.1 | 0.1 |
| Zoology | 0.1 | 0.0 | 0.1 |
| Other Biological Science | 1.4 | 0.8 | 1.1 |
| Accounting | 2.9 | 4.6 | 3.6 |
| Business Administration (general) | 2.6 | 4.0 | 3.1 |
| Finance | 1.7 | 5.5 | 3.2 |
| International Business | 0.7 | 0.9 | 0.8 |
| Marketing | 3.0 | 2.6 | 2.9 |
| Management | 1.8 | 3.1 | 2.3 |
| Secretarial Studies | 0.0 | 0.0 | 0.0 |
| Other Business | 0.8 | 1.2 | 1.0 |
| Business Education | 0.1 | 0.1 | 0.1 |
| Elementary Education | 5.4 | 0.7 | 3.6 |
| Music or Art Education | 0.5 | 0.2 | 0.4 |
| Physical Education or Recreation | 0.5 | 0.9 | 0.6 |
| Secondary Education | 0.8 | 0.6 | 0.7 |
| Special Education | 0.4 | 0.1 | 0.3 |
| Other Education | 0.8 | 0.2 | 0.6 |
| Aeronautical or Astronautical Engineering | 0.1 | 0.7 | 0.3 |
| Civil Engineering | 0.3 | 1.5 | 0.7 |
| Chemical Engineering | 0.3 | 0.6 | 0.4 |
| Computer Engineering | 0.1 | 1.2 | 0.5 |
| Electrical or Electronic Engineering | 0.1 | 1.4 | 0.7 |

| All Students | All Institutions | | |
|--|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| DISAGGREGATED RESPONSES | | | |
| Undergraduate major (final or most recent) | | | |
| Industrial Engineering | 0.1 | 0.2 | 0.2 |
| Mechanical Engineering | 0.3 | 2.7 | 1.3 |
| Other Engineering | 0.4 | 0.9 | 0.6 |
| Astronomy | 0.0 | 0.1 | 0.1 |
| Atmospheric Science (incl. Meteorology) | 0.0 | 0.0 | 0.0 |
| Chemistry | 1.1 | 1.6 | 1.3 |
| Earth Science | 0.3 | 0.3 | 0.3 |
| Marine Science (incl. Oceanography) | 0.0 | 0.0 | 0.0 |
| Mathematics | 1.4 | 2.0 | 1.7 |
| Physics | 0.3 | 1.3 | 0.7 |
| Statistics | 0.0 | 0.0 | 0.0 |
| Other Physical Science | 0.1 | 0.1 | 0.1 |
| Architecture or Urban Planning | 0.3 | 0.4 | 0.3 |
| Home Economics | 0.1 | 0.1 | 0.1 |
| Health Technology (medical, dental, laboratory) | 0.1 | 0.1 | 0.1 |
| Law <GRADUATE ONLY> | 0.2 | 0.1 | 0.2 |
| Library/Archival Science | 0.0 | 0.0 | 0.0 |
| Medicine, Dentistry, Veterinarian | 0.5 | 0.6 | 0.5 |
| Nursing | 5.1 | 0.4 | 3.3 |
| Pharmacy | 0.3 | 0.2 | 0.3 |
| Therapy (occupational, physical, speech) | 0.6 | 0.2 | 0.5 |
| Other Professional | 0.6 | 0.3 | 0.5 |
| Anthropology | 1.0 | 0.5 | 0.8 |
| Economics | 2.0 | 5.8 | 3.5 |
| Ethnic Studies | 0.1 | 0.1 | 0.1 |
| Geography | 0.2 | 0.3 | 0.3 |
| Political Science (gov't, international relations) | 5.4 | 6.8 | 5.9 |
| Psychology | 9.8 | 3.7 | 7.4 |
| Social Work | 1.2 | 0.2 | 0.8 |
| Sociology | 3.0 | 1.4 | 2.4 |
| Women's Studies | 0.2 | 0.0 | 0.1 |
| Other Social Science | 1.4 | 0.9 | 1.2 |
| Building Trades | 0.0 | 0.0 | 0.0 |
| Data Processing or Computer Programming | 0.1 | 0.4 | 0.2 |
| Drafting or Design | 0.1 | 0.1 | 0.1 |
| Electronics | 0.0 | 0.0 | 0.0 |
| Mechanics | 0.0 | 0.0 | 0.0 |
| Other Technical | 0.0 | 0.3 | 0.1 |
| Agriculture | 0.2 | 0.2 | 0.2 |
| Communications | 4.0 | 2.6 | 3.5 |
| Computer Science | 0.3 | 2.2 | 1.0 |
| Forestry | 0.0 | 0.1 | 0.0 |
| Kinesiology | 0.6 | 0.4 | 0.5 |
| Law Enforcement | 0.3 | 0.8 | 0.5 |
| Military Science | 0.0 | 0.0 | 0.0 |
| Other field | 1.1 | 0.9 | 1.0 |
| Undecided | 0.1 | 0.1 | 0.1 |

| All Students | All Institutions | | |
|---|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| Planned graduate major | | | |
| Art, fine and applied | 2.5 | 1.6 | 2.2 |
| English (language and literature) | 2.8 | 1.7 | 2.4 |
| History | 1.4 | 2.1 | 1.6 |
| Journalism | 0.7 | 0.3 | 0.5 |
| Language and Literature (except English) | 1.1 | 1.1 | 1.1 |
| Music | 0.8 | 1.3 | 1.0 |
| Philosophy | 0.3 | 1.2 | 0.7 |
| Speech | 0.2 | 0.1 | 0.1 |
| Theater or Drama | 0.7 | 0.9 | 0.8 |
| Theology or Religion | 1.2 | 3.3 | 2.0 |
| Other Arts and Humanities | 1.8 | 1.4 | 1.6 |
| Biology (general) | 1.1 | 1.5 | 1.3 |
| Biochemistry or Biophysics | 0.4 | 0.7 | 0.5 |
| Botany | 0.1 | 0.1 | 0.1 |
| Environmental Science | 0.5 | 0.4 | 0.5 |
| Marine (Life) Science | 0.2 | 0.2 | 0.2 |
| Microbiology or Bacteriology | 0.3 | 0.2 | 0.3 |
| Zoology | 0.3 | 0.3 | 0.3 |
| Other Biological Science | 1.9 | 1.5 | 1.8 |
| Accounting | 2.1 | 3.5 | 2.6 |
| Business Administration (general) | 2.9 | 6.2 | 4.1 |
| Finance | 1.3 | 4.3 | 2.4 |
| International Business | 0.9 | 1.0 | 0.9 |
| Marketing | 1.6 | 1.7 | 1.6 |
| Management | 1.7 | 2.6 | 2.0 |
| Secretarial Studies | 0.0 | 0.0 | 0.0 |
| Other Business | 0.9 | 1.1 | 1.0 |
| Business Education | 0.1 | 0.3 | 0.2 |
| Elementary Education | 4.2 | 0.6 | 2.8 |
| Music or Art Education | 0.5 | 0.1 | 0.4 |
| Physical Education or Recreation | 0.2 | 0.6 | 0.4 |
| Secondary Education | 3.0 | 2.0 | 2.6 |
| Special Education | 1.9 | 0.4 | 1.3 |
| Other Education | 3.1 | 1.3 | 2.4 |
| Aeronautical or Astronautical Engineering | 0.1 | 0.6 | 0.3 |
| Civil Engineering | 0.1 | 0.9 | 0.4 |
| Chemical Engineering | 0.1 | 0.4 | 0.2 |
| Computer Engineering | 0.1 | 0.6 | 0.3 |
| Electrical or Electronic Engineering | 0.2 | 0.7 | 0.4 |
| Industrial Engineering | 0.1 | 0.1 | 0.1 |
| Mechanical Engineering | 0.2 | 1.7 | 0.8 |
| Other Engineering | 0.4 | 0.9 | 0.6 |
| Astronomy | 0.1 | 0.3 | 0.2 |
| Atmospheric Science (incl. Meteorology) | 0.2 | 0.1 | 0.2 |
| Chemistry | 0.9 | 1.2 | 1.0 |
| Earth Science | 0.3 | 0.4 | 0.4 |
| Marine Science (incl. Oceanography) | 0.1 | 0.1 | 0.1 |
| Mathematics | 0.3 | 0.9 | 0.6 |
| Physics | 0.0 | 0.9 | 0.4 |

| All Students | All Institutions | | |
|--|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| Planned graduate major | | | |
| Statistics | 0.1 | 0.1 | 0.1 |
| Other Physical Science | 0.2 | 0.2 | 0.2 |
| Architecture or Urban Planning | 0.7 | 0.6 | 0.6 |
| Home Economics | 0.0 | 0.0 | 0.0 |
| Health Technology (medical, dental, laboratory) | 0.5 | 0.4 | 0.4 |
| Law <GRADUATE ONLY> | 7.5 | 10.9 | 8.8 |
| Library/Archival Science | 0.5 | 0.2 | 0.4 |
| Medicine, Dentistry, Veterinarian | 7.2 | 8.1 | 7.5 |
| Nursing | 3.9 | 0.5 | 2.6 |
| Pharmacy | 1.8 | 1.4 | 1.6 |
| Therapy (occupational, physical, speech) | 2.5 | 0.7 | 1.8 |
| Other Professional | 1.4 | 0.7 | 1.2 |
| Anthropology | 0.6 | 0.2 | 0.5 |
| Economics | 0.6 | 1.4 | 0.9 |
| Ethnic Studies | 0.2 | 0.1 | 0.2 |
| Geography | 0.1 | 0.1 | 0.1 |
| Political Science (gov't, international relations) | 2.4 | 3.0 | 2.6 |
| Psychology | 7.3 | 3.1 | 5.7 |
| Social Work | 3.8 | 0.4 | 2.5 |
| Sociology | 0.7 | 0.4 | 0.6 |
| Women's Studies | 0.2 | 0.0 | 0.1 |
| Other Social Science | 1.3 | 0.6 | 1.1 |
| Building Trades | 0.0 | 0.0 | 0.0 |
| Data Processing or Computer Programming | 0.1 | 0.2 | 0.1 |
| Drafting or Design | 0.1 | 0.1 | 0.1 |
| Electronics | 0.0 | 0.0 | 0.0 |
| Mechanics | 0.0 | 0.1 | 0.0 |
| Other Technical | 0.1 | 0.1 | 0.1 |
| Agriculture | 0.1 | 0.1 | 0.1 |
| Communications | 0.8 | 0.8 | 0.8 |
| Computer Science | 0.2 | 1.0 | 0.5 |
| Forestry | 0.0 | 0.1 | 0.0 |
| Kinesiology | 0.3 | 0.5 | 0.3 |
| Law Enforcement | 0.3 | 0.3 | 0.3 |
| Military Science | 0.1 | 0.1 | 0.1 |
| Other field | 1.3 | 0.8 | 1.1 |
| Undecided | 7.6 | 7.1 | 7.4 |
| Probable career/occupation | | | |
| Accountant or actuary | 3.4 | 5.2 | 4.1 |
| Actor or entertainer | 1.0 | 1.2 | 1.1 |
| Architect or urban planner | 0.6 | 0.6 | 0.6 |
| Artist | 2.6 | 1.9 | 2.3 |
| Business (clerical) | 0.7 | 0.8 | 0.7 |
| Business executive (management, administrator) | 8.4 | 14.4 | 10.7 |
| Business or proprietor | 1.1 | 2.8 | 1.7 |
| Business salesperson or buyer | 2.2 | 3.4 | 2.7 |
| Clergy (minister or priest) | 0.2 | 1.3 | 0.6 |
| Clergy (other religious) | 0.2 | 0.5 | 0.3 |
| Clinical psychologist | 1.8 | 0.6 | 1.4 |

| All Students | All Institutions | | |
|---|------------------|--------|--------|
| | Women | Men | Total |
| Number of respondents | 16,165 | 10,545 | 26,710 |
| Probable career/occupation | | | |
| College administrator/staff | 0.6 | 0.4 | 0.5 |
| College teacher | 2.1 | 2.9 | 2.4 |
| Computer programmer or analyst | 0.4 | 3.0 | 1.4 |
| Conservationist or forester | 0.3 | 0.4 | 0.3 |
| Dentist (including orthodontist) | 0.5 | 0.7 | 0.6 |
| Dietitian or home economist | 0.3 | 0.1 | 0.2 |
| Engineer | 1.4 | 7.2 | 3.6 |
| Farmer or rancher | 0.2 | 0.4 | 0.2 |
| Foreign service worker (including diplomat) | 1.1 | 0.9 | 1.0 |
| Homemaker (full-time) | 0.5 | 0.3 | 0.4 |
| Interior decorator (including designer) | 0.5 | 0.3 | 0.4 |
| Lab technician or hygienist | 0.4 | 0.2 | 0.3 |
| Law enforcement officer | 0.5 | 1.7 | 1.0 |
| Lawyer (attorney) or judge | 5.4 | 7.1 | 6.0 |
| Military service (career) | 0.2 | 1.5 | 0.7 |
| Musician (performer, composer) | 0.5 | 1.1 | 0.8 |
| Nurse | 5.7 | 0.6 | 3.7 |
| Optometrist | 0.4 | 0.2 | 0.3 |
| Pharmacist | 1.1 | 0.7 | 1.0 |
| Physician | 4.9 | 5.7 | 5.2 |
| Policymaker/government | 1.7 | 2.1 | 1.9 |
| School counselor | 1.1 | 0.2 | 0.7 |
| School principal or superintendent | 0.1 | 0.1 | 0.1 |
| Scientific researcher | 2.4 | 2.7 | 2.5 |
| Social, welfare or recreation worker | 3.5 | 0.9 | 2.5 |
| Therapist (physical, occupational, speech) | 2.0 | 0.6 | 1.5 |
| Teacher or administrator(elementary) | 8.5 | 1.4 | 5.7 |
| Teacher or administrator (secondary) | 5.2 | 4.6 | 5.0 |
| Veterinarian | 0.6 | 0.3 | 0.5 |
| Writer or journalist | 3.1 | 2.0 | 2.6 |
| Skilled trades | 0.2 | 0.5 | 0.3 |
| Other | 12.6 | 8.8 | 11.1 |
| Undecided | 9.5 | 8.1 | 9.0 |

Appendix C

2007 CSS Longitudinal Aggregates - Senior Respondents

| ALL STUDENTS | Women | | | Men | | | All Students | | |
|---|-------|-------|-------|-------|-------|-------|--------------|--------|-------|
| | TFS | CSS | DIFF | TFS | CSS | DIFF | TFS | CSS | DIFF |
| Number of respondents | 9,361 | 9,361 | --- | 6,028 | 6,028 | --- | 15,389 | 15,389 | --- |
| Since entering college, students “frequently” or “occasionally”: | | | | | | | | | |
| Have been a guest in a professor's home | 28.7 | 53.1 | 24.4 | 29.6 | 55.2 | 25.6 | 29.0 | 53.9 | 24.9 |
| Felt bored in class [1] | 34.9 | 20.2 | -14.7 | 38.0 | 28.0 | -10.0 | 36.1 | 23.3 | -12.8 |
| Came late to class | 56.7 | 63.7 | 7.0 | 58.1 | 72.4 | 14.3 | 57.2 | 67.1 | 9.9 |
| Studied with other students | 92.1 | 95.9 | 3.8 | 87.1 | 94.5 | 7.4 | 90.1 | 95.3 | 5.2 |
| Performed community service as part of a class | 58.1 | 53.1 | -5.0 | 54.9 | 46.1 | -8.8 | 56.9 | 50.4 | -6.5 |
| Voted in a student election [1] | 26.5 | 28.6 | 2.1 | 25.6 | 27.2 | 1.6 | 26.1 | 28.0 | 1.9 |
| Used the Internet for research or homework [1] | 88.0 | 91.3 | 3.3 | 83.6 | 85.5 | 1.9 | 86.3 | 89.1 | 2.8 |
| Tutored another college student | 65.5 | 46.1 | -19.4 | 63.1 | 52.3 | -10.8 | 64.5 | 48.5 | -16.0 |
| Played a musical instrument | 45.7 | 27.2 | -18.5 | 46.9 | 38.7 | -8.2 | 46.2 | 31.7 | -14.5 |
| Asked a professor for advice outside of class | 89.4 | 87.7 | -1.7 | 87.3 | 87.9 | 0.6 | 88.6 | 87.8 | -0.8 |
| Visited an art gallery or museum | 70.0 | 81.6 | 11.6 | 62.2 | 73.7 | 11.5 | 67.0 | 78.5 | 11.5 |
| Student's major | | | | | | | | | |
| Agriculture | 0.1 | 0.1 | 0.0 | 0.1 | 0.2 | 0.1 | 0.1 | 0.1 | 0.0 |
| Biological Science | 9.7 | 10.4 | 0.7 | 8.0 | 8.0 | 0.0 | 9.0 | 9.5 | 0.5 |
| Business | 12.4 | 13.2 | 0.8 | 21.5 | 20.8 | -0.7 | 15.9 | 16.2 | 0.3 |
| Education | 9.4 | 7.4 | -2.0 | 3.2 | 2.0 | -1.2 | 7.0 | 5.3 | -1.7 |
| Engineering | 2.7 | 2.0 | -0.7 | 12.6 | 9.9 | -2.7 | 6.6 | 5.1 | -1.5 |
| English | 4.0 | 6.6 | 2.6 | 2.6 | 4.0 | 1.4 | 3.5 | 5.6 | 2.1 |
| Health Professional | 12.8 | 4.8 | -8.0 | 6.6 | 1.2 | -5.4 | 10.4 | 3.4 | -7.0 |
| History or Political Science | 8.4 | 10.0 | 1.6 | 10.0 | 13.5 | 3.5 | 9.1 | 11.4 | 2.3 |
| Humanities | 3.7 | 8.7 | 5.0 | 3.6 | 8.6 | 5.0 | 3.7 | 8.7 | 5.0 |
| Fine Arts | 6.0 | 5.6 | -0.4 | 4.1 | 3.8 | -0.3 | 5.2 | 4.9 | -0.3 |
| Mathematics or Statistics | 1.1 | 1.7 | 0.6 | 1.7 | 2.4 | 0.7 | 1.3 | 1.9 | 0.6 |
| Physical Sciences | 2.1 | 2.2 | 0.1 | 3.8 | 3.6 | -0.2 | 2.8 | 2.7 | -0.1 |
| Social Sciences | 9.7 | 19.6 | 9.9 | 6.2 | 13.8 | 7.6 | 8.4 | 17.3 | 8.9 |
| Other Technical | 0.8 | 0.5 | -0.3 | 3.5 | 3.0 | -0.5 | 1.9 | 1.5 | -0.4 |
| Other Non-technical | 6.4 | 7.3 | 0.9 | 4.5 | 5.1 | 0.6 | 5.7 | 6.4 | 0.7 |
| Undecided | 10.6 | 0.1 | -10.5 | 8.1 | 0.1 | -8.0 | 9.7 | 0.1 | -9.6 |
| Student's probable career/occupation | | | | | | | | | |
| Artist | 9.4 | 7.8 | -1.6 | 6.2 | 6.1 | -0.1 | 8.1 | 7.2 | -0.9 |
| Business | 11.2 | 15.0 | 3.8 | 19.5 | 25.4 | 5.9 | 14.4 | 19.1 | 4.7 |
| Business (clerical) | 0.4 | 0.6 | 0.2 | 0.4 | 0.8 | 0.4 | 0.4 | 0.7 | 0.3 |
| Clergy | 0.3 | 0.4 | 0.1 | 1.0 | 1.4 | 0.4 | 0.6 | 0.8 | 0.2 |
| College teacher | 0.5 | 2.3 | 1.8 | 1.3 | 2.9 | 1.6 | 0.8 | 2.5 | 1.7 |
| Doctor (MD or DDS) | 10.7 | 6.6 | -4.1 | 9.6 | 7.4 | -2.2 | 10.3 | 6.9 | -3.4 |
| Education (secondary) | 4.4 | 6.3 | 1.9 | 3.1 | 4.7 | 1.6 | 3.9 | 5.7 | 1.8 |
| Education (elementary) | 6.1 | 7.9 | 1.8 | 0.9 | 1.1 | 0.2 | 4.1 | 5.2 | 1.1 |
| Engineer | 2.3 | 1.5 | -0.8 | 10.7 | 8.0 | -2.7 | 5.6 | 4.1 | -1.5 |
| Farmer or forester | 0.2 | 0.4 | 0.2 | 0.3 | 0.7 | 0.4 | 0.3 | 0.5 | 0.2 |
| Health professional | 5.1 | 4.3 | -0.8 | 2.2 | 1.6 | -0.6 | 4.0 | 3.2 | -0.8 |
| Homemaker (full-time) | 0.2 | 0.5 | 0.3 | 0.0 | 0.3 | 0.3 | 0.1 | 0.4 | 0.3 |
| Lawyer | 6.4 | 6.3 | -0.1 | 8.0 | 7.7 | -0.3 | 7.0 | 6.8 | -0.2 |
| Military (career) | 0.1 | 0.2 | 0.1 | 0.9 | 1.3 | 0.4 | 0.4 | 0.6 | 0.2 |

[1] Percentage marking “Frequently” only. All other percentages represent respondents marking “Frequently” or “Occasionally”

| ALL STUDENTS | Women | | | Men | | | All Students | | |
|--|-------|-------|-------|-------|-------|-------|--------------|--------|-------|
| | TFS | CSS | DIFF | TFS | CSS | DIFF | TFS | CSS | DIFF |
| Number of respondents | 9,361 | 9,361 | --- | 6,028 | 6,028 | --- | 15,389 | 15,389 | --- |
| Student's probable career/occupation | | | | | | | | | |
| Nurse | 3.8 | 4.3 | 0.5 | 0.3 | 0.4 | 0.1 | 2.4 | 2.8 | 0.4 |
| Research scientist | 2.8 | 2.8 | 0.0 | 2.8 | 2.6 | -0.2 | 2.8 | 2.7 | -0.1 |
| Social, welfare, or recreation worker | 1.0 | 2.8 | 1.8 | 0.1 | 0.7 | 0.6 | 0.7 | 2.0 | 1.3 |
| Skilled worker | 0.1 | 0.2 | 0.1 | 0.2 | 0.3 | 0.1 | 0.1 | 0.2 | 0.1 |
| Other choice | 15.1 | 19.4 | 4.3 | 15.6 | 18.2 | 2.6 | 15.3 | 19.0 | 3.7 |
| Undecided | 19.9 | 10.4 | -9.5 | 16.7 | 8.6 | -8.1 | 18.7 | 9.7 | -9.0 |
| DURING THE PAST YEAR, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES? | | | | | | | | | |
| Studying/homework | | | | | | | | | |
| None | 0.5 | 0.2 | -0.3 | 2.0 | 0.7 | -1.3 | 1.1 | 0.4 | -0.7 |
| Less than one hour | 4.4 | 0.3 | -4.1 | 8.9 | 1.6 | -7.3 | 6.1 | 0.8 | -5.3 |
| 1 to 2 hours | 11.4 | 3.6 | -7.8 | 16.2 | 7.1 | -9.1 | 13.3 | 4.9 | -8.4 |
| 3 to 5 hours | 24.8 | 16.9 | -7.9 | 26.8 | 24.5 | -2.3 | 25.5 | 19.8 | -5.7 |
| 6 to 10 hours | 26.4 | 28.8 | 2.4 | 23.3 | 26.9 | 3.6 | 25.2 | 28.1 | 2.9 |
| 11 to 15 hours | 16.4 | 21.8 | 5.4 | 12.5 | 17.4 | 4.9 | 14.9 | 20.1 | 5.2 |
| 16 to 20 hours | 9.9 | 15.1 | 5.2 | 5.7 | 11.6 | 5.9 | 8.3 | 13.8 | 5.5 |
| Over 20 hours | 6.2 | 13.3 | 7.1 | 4.6 | 10.3 | 5.7 | 5.6 | 12.1 | 6.5 |
| Socializing with friends | | | | | | | | | |
| None | 0.1 | 0.2 | 0.1 | 0.3 | 0.5 | 0.2 | 0.2 | 0.3 | 0.1 |
| Less than one hour | 0.9 | 1.1 | 0.2 | 1.0 | 0.8 | -0.2 | 0.9 | 0.9 | 0.0 |
| 1 to 2 hours | 4.4 | 4.6 | 0.2 | 4.7 | 4.3 | -0.4 | 4.5 | 4.5 | 0.0 |
| 3 to 5 hours | 18.0 | 17.7 | -0.3 | 16.8 | 14.1 | -2.7 | 17.5 | 16.3 | -1.2 |
| 6 to 10 hours | 29.9 | 30.6 | 0.7 | 28.1 | 26.1 | -2.0 | 29.2 | 28.9 | -0.3 |
| 11 to 15 hours | 21.4 | 21.0 | -0.4 | 20.0 | 21.1 | 1.1 | 20.9 | 21.1 | 0.2 |
| 16 to 20 hours | 12.6 | 12.4 | -0.2 | 13.1 | 14.7 | 1.6 | 12.8 | 13.3 | 0.5 |
| Over 20 hours | 12.7 | 12.3 | -0.4 | 16.2 | 18.4 | 2.2 | 14.0 | 14.7 | 0.7 |
| Talking with faculty outside of class or office hours | | | | | | | | | |
| None | 4.7 | 20.1 | 15.4 | 7.8 | 18.9 | 11.1 | 5.9 | 19.6 | 13.7 |
| Less than one hour | 38.9 | 50.1 | 11.2 | 41.8 | 49.0 | 7.2 | 40.0 | 49.7 | 9.7 |
| 1 to 2 hours | 37.4 | 22.4 | -15.0 | 35.0 | 22.9 | -12.1 | 36.5 | 22.6 | -13.9 |
| 3 to 5 hours | 14.2 | 5.4 | -8.8 | 11.3 | 6.1 | -5.2 | 13.1 | 5.7 | -7.4 |
| 6 to 10 hours | 3.2 | 1.4 | -1.8 | 2.8 | 2.2 | -0.6 | 3.1 | 1.7 | -1.4 |
| 11 to 15 hours | 1.0 | 0.3 | -0.7 | 0.8 | 0.5 | -0.3 | 0.9 | 0.4 | -0.5 |
| 16 to 20 hours | 0.3 | 0.2 | -0.1 | 0.3 | 0.2 | -0.1 | 0.3 | 0.2 | -0.1 |
| Over 20 hours | 0.2 | 0.1 | -0.1 | 0.3 | 0.2 | -0.1 | 0.3 | 0.1 | -0.2 |
| Exercising/sports | | | | | | | | | |
| None | 3.9 | 7.6 | 3.7 | 2.1 | 4.1 | 2.0 | 3.2 | 6.2 | 3.0 |
| Less than one hour | 9.5 | 12.0 | 2.5 | 5.7 | 8.8 | 3.1 | 8.0 | 10.8 | 2.8 |
| 1 to 2 hours | 14.0 | 19.7 | 5.7 | 11.1 | 17.5 | 6.4 | 12.9 | 18.9 | 6.0 |
| 3 to 5 hours | 18.7 | 30.4 | 11.7 | 16.4 | 29.4 | 13.0 | 17.8 | 30.0 | 12.2 |
| 6 to 10 hours | 19.8 | 18.1 | -1.7 | 19.5 | 22.4 | 2.9 | 19.7 | 19.7 | 0.0 |
| 11 to 15 hours | 16.9 | 5.5 | -11.4 | 18.7 | 7.6 | -11.1 | 17.6 | 6.3 | -11.3 |
| 16 to 20 hours | 9.5 | 3.2 | -6.3 | 11.7 | 4.5 | -7.2 | 10.4 | 3.7 | -6.7 |
| Over 20 hours | 7.8 | 3.5 | -4.3 | 14.7 | 5.8 | -8.9 | 10.5 | 4.4 | -6.1 |

| ALL STUDENTS | Women | | | Men | | | All Students | | |
|--|-------|-------|-------|-------|-------|-------|--------------|--------|-------|
| | TFS | CSS | DIFF | TFS | CSS | DIFF | TFS | CSS | DIFF |
| Number of respondents | 9,361 | 9,361 | --- | 6,028 | 6,028 | --- | 15,389 | 15,389 | --- |
| DURING THE PAST YEAR, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES? | | | | | | | | | |
| Partying | | | | | | | | | |
| None | 26.0 | 13.7 | -12.3 | 21.8 | 10.8 | -11.0 | 24.4 | 12.6 | -11.8 |
| Less than one hour | 16.3 | 10.6 | -5.7 | 15.1 | 8.6 | -6.5 | 15.9 | 9.8 | -6.1 |
| 1 to 2 hours | 19.1 | 16.0 | -3.1 | 19.2 | 14.0 | -5.2 | 19.1 | 15.2 | -3.9 |
| 3 to 5 hours | 20.7 | 27.5 | 6.8 | 21.6 | 25.4 | 3.8 | 21.1 | 26.7 | 5.6 |
| 6 to 10 hours | 11.7 | 21.0 | 9.3 | 12.8 | 22.4 | 9.6 | 12.2 | 21.6 | 9.4 |
| 11 to 15 hours | 3.7 | 7.3 | 3.6 | 5.0 | 9.6 | 4.6 | 4.2 | 8.2 | 4.0 |
| 16 to 20 hours | 1.5 | 2.4 | 0.9 | 2.3 | 5.0 | 2.7 | 1.8 | 3.4 | 1.6 |
| Over 20 hours | 0.9 | 1.4 | 0.5 | 2.0 | 4.3 | 2.3 | 1.4 | 2.5 | 1.1 |
| Student clubs/groups | | | | | | | | | |
| None | 11.6 | 26.3 | 14.7 | 20.6 | 27.1 | 6.5 | 15.1 | 26.6 | 11.5 |
| Less than one hour | 12.3 | 12.0 | -0.3 | 15.9 | 12.6 | -3.3 | 13.7 | 12.2 | -1.5 |
| 1 to 2 hours | 30.8 | 22.6 | -8.2 | 28.1 | 23.0 | -5.1 | 29.7 | 22.8 | -6.9 |
| 3 to 5 hours | 25.4 | 21.6 | -3.8 | 20.2 | 19.0 | -1.2 | 23.4 | 20.6 | -2.8 |
| 6 to 10 hours | 11.6 | 10.3 | -1.3 | 8.5 | 10.1 | 1.6 | 10.4 | 10.2 | -0.2 |
| 11 to 15 hours | 4.1 | 3.9 | -0.2 | 3.1 | 4.0 | 0.9 | 3.7 | 3.9 | 0.2 |
| 16 to 20 hours | 2.1 | 1.4 | -0.7 | 1.4 | 1.9 | 0.5 | 1.9 | 1.6 | -0.3 |
| Over 20 hours | 2.0 | 1.8 | -0.2 | 2.1 | 2.3 | 0.2 | 2.0 | 2.0 | 0.0 |
| Watching TV | | | | | | | | | |
| None | 7.1 | 9.1 | 2.0 | 5.6 | 10.2 | 4.6 | 6.5 | 9.5 | 3.0 |
| Less than one hour | 17.3 | 13.4 | -3.9 | 12.2 | 10.7 | -1.5 | 15.3 | 12.4 | -2.9 |
| 1 to 2 hours | 25.4 | 26.4 | 1.0 | 21.8 | 20.4 | -1.4 | 24.0 | 24.1 | 0.1 |
| 3 to 5 hours | 28.6 | 31.0 | 2.4 | 27.8 | 29.3 | 1.5 | 28.3 | 30.4 | 2.1 |
| 6 to 10 hours | 14.1 | 14.1 | 0.0 | 18.6 | 18.0 | -0.6 | 15.8 | 15.6 | -0.2 |
| 11 to 15 hours | 4.5 | 3.5 | -1.0 | 7.6 | 6.2 | -1.4 | 5.7 | 4.5 | -1.2 |
| 16 to 20 hours | 1.7 | 1.2 | -0.5 | 2.8 | 2.6 | -0.2 | 2.1 | 1.8 | -0.3 |
| Over 20 hours | 1.4 | 1.1 | -0.3 | 3.5 | 2.7 | -0.8 | 2.2 | 1.8 | -0.4 |
| Housework/childcare | | | | | | | | | |
| None | 14.4 | 36.3 | 21.9 | 27.8 | 55.1 | 27.3 | 19.6 | 43.6 | 24.0 |
| Less than one hour | 24.5 | 22.7 | -1.8 | 24.3 | 17.6 | -6.7 | 24.5 | 20.7 | -3.8 |
| 1 to 2 hours | 34.6 | 25.6 | -9.0 | 29.7 | 17.3 | -12.4 | 32.7 | 22.4 | -10.3 |
| 3 to 5 hours | 18.4 | 10.3 | -8.1 | 13.3 | 7.0 | -6.3 | 16.4 | 9.0 | -7.4 |
| 6 to 10 hours | 5.2 | 2.8 | -2.4 | 3.5 | 2.1 | -1.4 | 4.5 | 2.5 | -2.0 |
| 11 to 15 hours | 1.7 | 1.0 | -0.7 | 0.7 | 0.3 | -0.4 | 1.3 | 0.7 | -0.6 |
| 16 to 20 hours | 0.5 | 0.5 | 0.0 | 0.4 | 0.2 | -0.2 | 0.5 | 0.4 | -0.1 |
| Over 20 hours | 0.7 | 0.8 | 0.1 | 0.3 | 0.4 | 0.1 | 0.5 | 0.6 | 0.1 |
| Reading for pleasure | | | | | | | | | |
| None | 16.9 | 35.4 | 18.5 | 25.1 | 32.4 | 7.3 | 20.1 | 34.3 | 14.2 |
| Less than one hour | 27.6 | 30.2 | 2.6 | 26.9 | 27.3 | 0.4 | 27.3 | 29.1 | 1.8 |
| 1 to 2 hours | 27.8 | 21.6 | -6.2 | 25.4 | 23.7 | -1.7 | 26.9 | 22.4 | -4.5 |
| 3 to 5 hours | 18.2 | 9.4 | -8.8 | 14.5 | 11.8 | -2.7 | 16.8 | 10.3 | -6.5 |
| 6 to 10 hours | 6.2 | 2.2 | -4.0 | 5.1 | 3.5 | -1.6 | 5.8 | 2.7 | -3.1 |
| 11 to 15 hours | 1.9 | 0.6 | -1.3 | 1.7 | 0.8 | -0.9 | 1.8 | 0.7 | -1.1 |
| 16 to 20 hours | 0.8 | 0.2 | -0.6 | 0.7 | 0.2 | -0.5 | 0.7 | 0.2 | -0.5 |
| Over 20 hours | 0.6 | 0.3 | -0.3 | 0.6 | 0.3 | -0.3 | 0.6 | 0.3 | -0.3 |

| ALL STUDENTS | Women | | | Men | | | All Students | | |
|--|-------|-------|-------|-------|-------|-------|--------------|--------|-------|
| | TFS | CSS | DIFF | TFS | CSS | DIFF | TFS | CSS | DIFF |
| Number of respondents | 9,361 | 9,361 | --- | 6,028 | 6,028 | --- | 15,389 | 15,389 | --- |
| DURING THE PAST YEAR, HOW MUCH TIME DID YOU SPEND DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES? | | | | | | | | | |
| Prayer/meditation | | | | | | | | | |
| None | 29.3 | 41.1 | 11.8 | 32.3 | 43.9 | 11.6 | 30.5 | 42.2 | 11.7 |
| Less than one hour | 35.0 | 28.9 | -6.1 | 34.2 | 27.6 | -6.6 | 34.7 | 28.4 | -6.3 |
| 1 to 2 hours | 24.4 | 20.6 | -3.8 | 23.7 | 18.8 | -4.9 | 24.1 | 19.9 | -4.2 |
| 3 to 5 hours | 8.2 | 6.6 | -1.6 | 6.8 | 6.8 | 0.0 | 7.7 | 6.7 | -1.0 |
| 6 to 10 hours | 2.0 | 1.8 | -0.2 | 1.7 | 2.0 | 0.3 | 1.9 | 1.9 | 0.0 |
| 11 to 15 hours | 0.4 | 0.4 | 0.0 | 0.5 | 0.3 | -0.2 | 0.4 | 0.3 | -0.1 |
| 16 to 20 hours | 0.3 | 0.2 | -0.1 | 0.2 | 0.2 | 0.0 | 0.3 | 0.2 | -0.1 |
| Over 20 hours | 0.4 | 0.4 | 0.0 | 0.5 | 0.5 | 0.0 | 0.4 | 0.4 | 0.0 |
| Playing video/computer games | | | | | | | | | |
| None | 60.9 | 77.9 | 17.0 | 19.2 | 33.1 | 13.9 | 44.6 | 60.4 | 15.8 |
| Less than one hour | 23.6 | 12.2 | -11.4 | 21.6 | 19.0 | -2.6 | 22.8 | 14.9 | -7.9 |
| 1 to 2 hours | 9.3 | 6.0 | -3.3 | 22.9 | 20.1 | -2.8 | 14.6 | 11.5 | -3.1 |
| 3 to 5 hours | 4.1 | 2.5 | -1.6 | 19.6 | 16.0 | -3.6 | 10.1 | 7.8 | -2.3 |
| 6 to 10 hours | 1.3 | 0.9 | -0.4 | 9.6 | 6.6 | -3.0 | 4.5 | 3.1 | -1.4 |
| 11 to 15 hours | 0.4 | 0.3 | -0.1 | 3.8 | 2.8 | -1.0 | 1.7 | 1.2 | -0.5 |
| 16 to 20 hours | 0.2 | 0.1 | -0.1 | 1.4 | 1.2 | -0.2 | 0.7 | 0.5 | -0.2 |
| Over 20 hours | 0.2 | 0.2 | 0.0 | 2.0 | 1.3 | -0.7 | 0.9 | 0.6 | -0.3 |
| Volunteer work | | | | | | | | | |
| None | 15.5 | 42.9 | 27.4 | 23.9 | 49.0 | 25.1 | 18.8 | 45.3 | 26.5 |
| Less than one hour | 20.4 | 18.8 | -1.6 | 25.3 | 21.2 | -4.1 | 22.3 | 19.8 | -2.5 |
| 1 to 2 hours | 31.7 | 21.7 | -10.0 | 27.7 | 16.5 | -11.2 | 30.1 | 19.7 | -10.4 |
| 3 to 5 hours | 19.9 | 11.1 | -8.8 | 14.1 | 8.4 | -5.7 | 17.6 | 10.0 | -7.6 |
| 6 to 10 hours | 7.6 | 3.7 | -3.9 | 5.0 | 3.0 | -2.0 | 6.5 | 3.4 | -3.1 |
| 11 to 15 hours | 2.5 | 1.0 | -1.5 | 1.9 | 1.0 | -0.9 | 2.3 | 1.0 | -1.3 |
| 16 to 20 hours | 1.0 | 0.4 | -0.6 | 0.9 | 0.5 | -0.4 | 1.0 | 0.4 | -0.6 |
| Over 20 hours | 1.4 | 0.4 | -1.0 | 1.2 | 0.5 | -0.7 | 1.3 | 0.4 | -0.9 |
| General activities engaged in during the past year | | | | | | | | | |
| Smoked cigarettes [1] | 3.5 | 4.9 | 1.4 | 3.0 | 6.0 | 3.0 | 3.3 | 5.3 | 2.0 |
| Socialized with someone of another racial/ethnic group [1] | 69.3 | 47.2 | -22.1 | 68.2 | 46.9 | -21.3 | 68.9 | 47.1 | -21.8 |
| Felt depressed [1] | 6.9 | 7.3 | 0.4 | 4.3 | 5.8 | 1.5 | 5.9 | 6.7 | 0.8 |
| Felt overwhelmed by all I had to do [1] | 36.0 | 40.6 | 4.6 | 16.1 | 21.6 | 5.5 | 28.2 | 33.2 | 5.0 |
| Attended a religious service | 86.3 | 64.0 | -22.3 | 84.1 | 57.9 | -26.2 | 85.4 | 61.6 | -23.8 |
| Drank beer | 44.2 | 73.0 | 28.8 | 52.6 | 85.6 | 33.0 | 47.5 | 77.9 | 30.4 |
| Drank wine or liquor | 52.9 | 89.0 | 36.1 | 52.0 | 85.1 | 33.1 | 52.5 | 87.5 | 35.0 |
| Performed volunteer work | 93.5 | 68.2 | -25.3 | 88.4 | 56.5 | -31.9 | 91.5 | 63.6 | -27.9 |
| Discussed politics [1] | 24.1 | 16.3 | -7.8 | 34.2 | 22.5 | -11.7 | 28.0 | 18.7 | -9.3 |
| Discussed religion [1] | 35.1 | 18.1 | -17.0 | 34.5 | 18.7 | -15.8 | 34.8 | 18.3 | -16.5 |
| Compared with the average person of his/her age, student rated self "above average" or "highest 10% in: | | | | | | | | | |
| Academic ability | 81.3 | 80.9 | -0.4 | 86.4 | 85.5 | -0.9 | 83.3 | 82.7 | -0.6 |
| Artistic ability | 30.2 | 33.2 | 3.0 | 26.6 | 32.4 | 5.8 | 28.8 | 32.9 | 4.1 |

[1] Percentage marking "Frequently" only. All other percentages represent respondents marking "Frequently" or "Occasionally"

| ALL STUDENTS | Women | | | Men | | | All Students | | |
|--|-------|-------|------|-------|-------|------|--------------|--------|------|
| | TFS | CSS | DIFF | TFS | CSS | DIFF | TFS | CSS | DIFF |
| Number of respondents | 9,361 | 9,361 | --- | 6,028 | 6,028 | --- | 15,389 | 15,389 | --- |
| Compared with the average person of his/her age, student rated self "above average" or "highest 10% in: | | | | | | | | | |
| Computer skills | 23.5 | 36.4 | 12.9 | 49.8 | 60.7 | 10.9 | 33.7 | 45.9 | 12.2 |
| Cooperativeness | 78.1 | 78.1 | 0.0 | 75.3 | 78.3 | 3.0 | 77.0 | 78.2 | 1.2 |
| Creativity | 56.2 | 59.5 | 3.3 | 57.3 | 63.8 | 6.5 | 56.7 | 61.2 | 4.5 |
| Drive to achieve | 82.9 | 80.7 | -2.2 | 78.2 | 77.9 | -0.3 | 81.1 | 79.6 | -1.5 |
| Emotional health | 52.7 | 54.3 | 1.6 | 65.5 | 66.6 | 1.1 | 57.7 | 59.1 | 1.4 |
| Leadership ability | 63.3 | 65.1 | 1.8 | 71.7 | 76.5 | 4.8 | 66.6 | 69.5 | 2.9 |
| Mathematical ability | 45.9 | 36.7 | -9.2 | 64.9 | 57.6 | -7.3 | 53.3 | 44.9 | -8.4 |
| Physical health | 54.0 | 48.6 | -5.4 | 71.8 | 64.4 | -7.4 | 60.9 | 54.8 | -6.1 |
| Public speaking ability | 39.5 | 48.9 | 9.4 | 46.9 | 62.5 | 15.6 | 42.4 | 54.2 | 11.8 |
| Risk-taking | 33.5 | 38.1 | 4.6 | 44.1 | 56.1 | 12.0 | 37.6 | 45.1 | 7.5 |
| Self-confidence (intellectual) | 56.7 | 65.3 | 8.6 | 73.3 | 80.9 | 7.6 | 63.2 | 71.4 | 8.2 |
| Self-confidence (social) | 43.6 | 54.3 | 10.7 | 52.0 | 63.4 | 11.4 | 46.9 | 57.9 | 11.0 |
| Self-understanding | 54.1 | 67.4 | 13.3 | 61.0 | 74.2 | 13.2 | 56.8 | 70.1 | 13.3 |
| Spirituality | 43.0 | 40.8 | -2.2 | 41.8 | 41.5 | -0.3 | 42.5 | 41.1 | -1.4 |
| Understanding of others | 70.9 | 73.8 | 2.9 | 65.1 | 72.6 | 7.5 | 68.7 | 73.4 | 4.7 |
| Writing ability | 56.3 | 66.8 | 10.5 | 54.9 | 69.0 | 14.1 | 55.7 | 67.6 | 11.9 |
| Highest degree you plan to complete eventually at any institution | | | | | | | | | |
| None | 0.5 | 1.2 | 0.7 | 0.4 | 1.1 | 0.7 | 0.4 | 1.2 | 0.8 |
| Vocational certificate | 0.1 | 0.2 | 0.1 | 0.1 | 0.0 | -0.1 | 0.1 | 0.1 | 0.0 |
| Associate (A.A. or equiv.) | 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.) | 13.6 | 8.2 | -5.4 | 13.9 | 10.8 | -3.1 | 13.7 | 9.2 | -4.5 |
| Master's (M.A., M.S., etc.) | 43.1 | 48.1 | 5.0 | 39.3 | 41.7 | 2.4 | 41.6 | 45.6 | 4.0 |
| Ph.D. or Ed.D. | 18.5 | 20.5 | 2.0 | 21.0 | 20.1 | -0.9 | 19.5 | 20.3 | 0.8 |
| M.D., D.O., D.D.S., or D.V.M. | 13.8 | 8.8 | -5.0 | 12.5 | 9.6 | -2.9 | 13.3 | 9.1 | -4.2 |
| LL.B. or J.D. (Law) | 8.9 | 9.4 | 0.5 | 11.0 | 12.4 | 1.4 | 9.7 | 10.6 | 0.9 |
| B.D. or M.Div. (Divinity) | 0.2 | 0.5 | 0.3 | 0.6 | 1.1 | 0.5 | 0.3 | 0.7 | 0.4 |
| Other | 1.1 | 3.1 | 2.0 | 1.1 | 3.0 | 1.9 | 1.1 | 3.0 | 1.9 |
| Student objectives noted as "essential" or "very important" | | | | | | | | | |
| Becoming accomplished in one of the performing arts (acting, dancing, etc.) | 17.3 | 17.8 | 0.5 | 13.9 | 17.6 | 3.7 | 16.0 | 17.7 | 1.7 |
| Becoming an authority in my field | 59.0 | 62.2 | 3.2 | 62.6 | 64.3 | 1.7 | 60.4 | 63.0 | 2.6 |
| Obtaining recognition from my colleagues for contributions to my special field | 50.8 | 56.6 | 5.8 | 52.2 | 56.3 | 4.1 | 51.4 | 56.5 | 5.1 |
| Influencing the political structure | 17.8 | 24.2 | 6.4 | 24.6 | 30.2 | 5.6 | 20.5 | 26.5 | 6.0 |
| Influencing social values | 41.2 | 54.1 | 12.9 | 38.1 | 47.5 | 9.4 | 40.0 | 51.5 | 11.5 |
| Raising a family | 78.0 | 82.2 | 4.2 | 79.3 | 80.8 | 1.5 | 78.5 | 81.6 | 3.1 |
| Having administrative responsibility for the work of others | 33.3 | 40.7 | 7.4 | 39.9 | 49.4 | 9.5 | 35.9 | 44.1 | 8.2 |
| Being very well off financially | 62.7 | 56.0 | -6.7 | 70.1 | 62.8 | -7.3 | 65.6 | 58.6 | -7.0 |
| Helping others who are in difficulty | 73.5 | 81.3 | 7.8 | 60.9 | 71.6 | 10.7 | 68.6 | 77.5 | 8.9 |
| Making a theoretical contribution to science | 13.8 | 15.9 | 2.1 | 18.0 | 20.3 | 2.3 | 15.4 | 17.6 | 2.2 |
| Writing original works (poems, novels, short stories, etc.) | 14.5 | 18.9 | 4.4 | 14.5 | 22.2 | 7.7 | 14.5 | 20.2 | 5.7 |
| Creating artistic work (painting, sculpture, decorating, etc.) | 14.5 | 20.7 | 6.2 | 10.1 | 19.0 | 8.9 | 12.8 | 20.1 | 7.3 |
| Becoming successful in a business of my own | 30.7 | 30.8 | 0.1 | 39.7 | 43.6 | 3.9 | 34.2 | 35.8 | 1.6 |

| ALL STUDENTS | Women | | | Men | | | All Students | | |
|--|-------|-------|-------|-------|-------|-------|--------------|--------|-------|
| | TFS | CSS | DIFF | TFS | CSS | DIFF | TFS | CSS | DIFF |
| Number of respondents | 9,361 | 9,361 | --- | 6,028 | 6,028 | --- | 15,389 | 15,389 | --- |
| Student objectives noted as “essential” or “very important” | | | | | | | | | |
| Becoming involved in programs to clean up the environment | 18.1 | 28.9 | 10.8 | 16.6 | 31.0 | 14.4 | 17.5 | 29.7 | 12.2 |
| Developing a meaningful philosophy of life | 45.2 | 57.7 | 12.5 | 47.7 | 61.8 | 14.1 | 46.2 | 59.3 | 13.1 |
| Participating in a community action program | 33.3 | 42.4 | 9.1 | 22.2 | 34.1 | 11.9 | 29.0 | 39.2 | 10.2 |
| Helping to promote racial understanding | 33.2 | 43.4 | 10.2 | 28.9 | 36.0 | 7.1 | 31.6 | 40.5 | 8.9 |
| Keeping up to date with political affairs | 38.8 | 50.4 | 11.6 | 47.9 | 54.9 | 7.0 | 42.3 | 52.1 | 9.8 |
| Becoming a community leader | 35.9 | 42.9 | 7.0 | 39.3 | 47.3 | 8.0 | 37.2 | 44.6 | 7.4 |
| Improving my understanding of other countries and cultures | 58.4 | 66.1 | 7.7 | 48.3 | 58.5 | 10.2 | 54.5 | 63.1 | 8.6 |
| Your current religious preference | | | | | | | | | |
| Baptist | 6.0 | 4.9 | -1.1 | 5.3 | 4.6 | -0.7 | 5.7 | 4.8 | -0.9 |
| Buddhist | 0.5 | 0.9 | 0.4 | 0.8 | 1.3 | 0.5 | 0.6 | 1.1 | 0.5 |
| Eastern Orthodox | 0.8 | 0.8 | 0.0 | 0.9 | 0.9 | 0.0 | 0.9 | 0.8 | -0.1 |
| Episcopal | 3.0 | 2.7 | -0.3 | 2.2 | 2.0 | -0.2 | 2.7 | 2.4 | -0.3 |
| Islamic | 0.4 | 0.5 | 0.1 | 0.6 | 0.5 | -0.1 | 0.5 | 0.5 | 0.0 |
| Jewish | 2.7 | 2.8 | 0.1 | 3.4 | 3.6 | 0.2 | 3.0 | 3.1 | 0.1 |
| LDS (Mormon) | 0.2 | 0.1 | -0.1 | 0.1 | 0.1 | 0.0 | 0.1 | 0.1 | 0.0 |
| Lutheran | 4.2 | 3.6 | -0.6 | 3.7 | 3.0 | -0.7 | 4.0 | 3.4 | -0.6 |
| Methodist | 4.7 | 4.1 | -0.6 | 4.1 | 3.3 | -0.8 | 4.5 | 3.8 | -0.7 |
| Presbyterian | 4.7 | 4.5 | -0.2 | 4.6 | 4.1 | -0.5 | 4.7 | 4.3 | -0.4 |
| Quaker | 0.2 | 0.3 | 0.1 | 0.3 | 0.5 | 0.2 | 0.2 | 0.4 | 0.2 |
| Roman Catholic | 43.9 | 40.2 | -3.7 | 43.5 | 39.6 | -3.9 | 43.7 | 39.9 | -3.8 |
| Seventh Day Adventist | 0.2 | 0.2 | 0.0 | 0.1 | 0.2 | 0.1 | 0.2 | 0.2 | 0.0 |
| United Church of Christ | 1.5 | 1.2 | -0.3 | 1.1 | 0.8 | -0.3 | 1.4 | 1.0 | -0.4 |
| Other Christian | 10.5 | 12.5 | 2.0 | 10.7 | 11.6 | 0.9 | 10.6 | 12.1 | 1.5 |
| Other Religion | 2.7 | 3.3 | 0.6 | 2.5 | 3.6 | 1.1 | 2.6 | 3.4 | 0.8 |
| None | 13.8 | 17.4 | 3.6 | 16.0 | 20.5 | 4.5 | 14.7 | 18.6 | 3.9 |
| Student agrees “strongly” or “somewhat” | | | | | | | | | |
| Abortion should be legal | 54.2 | 68.0 | 13.8 | 51.8 | 63.3 | 11.5 | 53.3 | 66.2 | 12.9 |
| The death penalty should be abolished | 44.5 | 51.8 | 7.3 | 35.9 | 45.9 | 10.0 | 41.2 | 49.5 | 8.3 |
| Marijuana should be legalized | 32.4 | 45.3 | 12.9 | 39.0 | 53.1 | 14.1 | 34.9 | 48.3 | 13.4 |
| It is important to have laws prohibiting homosexual relationships | 17.8 | 11.8 | -6.0 | 29.1 | 20.0 | -9.1 | 22.2 | 15.0 | -7.2 |
| Racial discrimination is no longer a major problem in America | 16.7 | 9.5 | -7.2 | 23.8 | 18.7 | -5.1 | 19.4 | 13.1 | -6.3 |
| Colleges should prohibit racist/sexist speech on campus | 65.3 | 59.2 | -6.1 | 52.7 | 45.3 | -7.4 | 60.4 | 53.8 | -6.6 |
| Same sex couples should have the right to legal marital status | 68.8 | 77.5 | 8.7 | 52.3 | 65.2 | 12.9 | 62.4 | 72.7 | 10.3 |
| Affirmative action in college admissions should be abolished | 55.6 | 48.8 | -6.8 | 63.7 | 59.3 | -4.4 | 58.8 | 53.0 | -5.8 |
| Federal military spending should be increased | 31.1 | 20.1 | -11.0 | 39.6 | 27.3 | -12.3 | 34.5 | 22.9 | -11.6 |

| ALL STUDENTS | Women | | | Men | | | All Students | | |
|--|-------|-------|-------|-------|-------|-------|--------------|--------|-------|
| | TFS | CSS | DIFF | TFS | CSS | DIFF | TFS | CSS | DIFF |
| Number of respondents | 9,361 | 9,361 | --- | 6,028 | 6,028 | --- | 15,389 | 15,389 | --- |
| EDUCATIONAL EXPENSES (ROOM, BOARD, TUITION AND FEES) COVERED FROM: | | | | | | | | | |
| Family resources (parents, relatives, spouse, etc.) | | | | | | | | | |
| None | 12.3 | 14.2 | 1.9 | 11.5 | 15.7 | 4.2 | 12.0 | 14.8 | 2.8 |
| Less than \$1,000 | 6.4 | 7.2 | 0.8 | 6.4 | 6.1 | -0.3 | 6.4 | 6.8 | 0.4 |
| \$1,000 to 2,999 | 9.7 | 7.8 | -1.9 | 8.2 | 8.0 | -0.2 | 9.1 | 7.9 | -1.2 |
| \$3,000 to 5,999 | 11.3 | 9.3 | -2.0 | 10.9 | 9.8 | -1.1 | 11.1 | 9.5 | -1.6 |
| \$6,000 to 9,999 | 11.1 | 10.2 | -0.9 | 10.4 | 8.9 | -1.5 | 10.8 | 9.7 | -1.1 |
| \$10,000 or more | 49.4 | 51.3 | 1.9 | 52.5 | 51.5 | -1.0 | 50.6 | 51.4 | 0.8 |
| My own resources (income from work, work-study, etc.) | | | | | | | | | |
| None | 38.4 | 35.3 | -3.1 | 36.9 | 33.7 | -3.2 | 37.8 | 34.7 | -3.1 |
| Less than \$1,000 | 24.4 | 26.4 | 2.0 | 21.8 | 21.7 | -0.1 | 23.4 | 24.5 | 1.1 |
| \$1,000 to 2,999 | 25.6 | 20.7 | -4.9 | 27.8 | 22.2 | -5.6 | 26.5 | 21.2 | -5.3 |
| \$3,000 to 5,999 | 7.6 | 10.6 | 3.0 | 8.7 | 12.9 | 4.2 | 8.0 | 11.5 | 3.5 |
| \$6,000 to 9,999 | 2.2 | 4.2 | 2.0 | 2.5 | 5.3 | 2.8 | 2.3 | 4.6 | 2.3 |
| \$10,000 or more | 1.8 | 2.9 | 1.1 | 2.3 | 4.3 | 2.0 | 2.0 | 3.4 | 1.4 |
| Aid which need not be repaid (grants, scholarships, military, etc.) | | | | | | | | | |
| None | 30.0 | 33.2 | 3.2 | 32.9 | 37.0 | 4.1 | 31.2 | 34.7 | 3.5 |
| Less than \$1,000 | 4.4 | 3.7 | -0.7 | 3.8 | 4.0 | 0.2 | 4.2 | 3.8 | -0.4 |
| \$1,000 to 2,999 | 9.4 | 8.8 | -0.6 | 8.5 | 7.7 | -0.8 | 9.1 | 8.4 | -0.7 |
| \$3,000 to 5,999 | 10.2 | 10.7 | 0.5 | 7.6 | 9.3 | 1.7 | 9.2 | 10.2 | 1.0 |
| \$6,000 to 9,999 | 12.0 | 12.6 | 0.6 | 10.4 | 9.6 | -0.8 | 11.4 | 11.4 | 0.0 |
| \$10,000 or more | 34.0 | 31.0 | -3.0 | 36.7 | 32.3 | -4.4 | 35.1 | 31.5 | -3.6 |
| Aid which must be repaid (loans, etc.) | | | | | | | | | |
| None | 46.8 | 41.5 | -5.3 | 49.1 | 44.3 | -4.8 | 47.7 | 42.6 | -5.1 |
| Less than \$1,000 | 2.4 | 1.2 | -1.2 | 2.4 | 1.4 | -1.0 | 2.4 | 1.3 | -1.1 |
| \$1,000 to 2,999 | 16.0 | 5.2 | -10.8 | 15.1 | 5.7 | -9.4 | 15.7 | 5.4 | -10.3 |
| \$3,000 to 5,999 | 13.8 | 11.6 | -2.2 | 13.9 | 12.7 | -1.2 | 13.9 | 12.0 | -1.9 |
| \$6,000 to 9,999 | 9.7 | 11.5 | 1.8 | 8.9 | 11.8 | 2.9 | 9.4 | 11.6 | 2.2 |
| \$10,000 or more | 11.2 | 29.0 | 17.8 | 10.5 | 24.2 | 13.7 | 10.9 | 27.1 | 16.2 |
| Other sources | | | | | | | | | |
| None | 95.9 | 86.2 | -9.7 | 95.2 | 84.0 | -11.2 | 95.6 | 85.3 | -10.3 |
| Less than \$1,000 | 1.2 | 4.7 | 3.5 | 1.7 | 5.9 | 4.2 | 1.4 | 5.2 | 3.8 |
| \$1,000 to 2,999 | 1.0 | 3.2 | 2.2 | 1.1 | 3.9 | 2.8 | 1.0 | 3.5 | 2.5 |
| \$3,000 to 5,999 | 0.6 | 1.9 | 1.3 | 0.7 | 2.6 | 1.9 | 0.6 | 2.2 | 1.6 |
| \$6,000 to 9,999 | 0.4 | 1.2 | 0.8 | 0.4 | 1.4 | 1.0 | 0.4 | 1.3 | 0.9 |
| \$10,000 or more | 0.9 | 2.8 | 1.9 | 0.9 | 2.2 | 1.3 | 0.9 | 2.6 | 1.7 |
| How would you characterize your political views? | | | | | | | | | |
| Far left | 1.6 | 4.4 | 2.8 | 2.7 | 4.6 | 1.9 | 2.0 | 4.5 | 2.5 |
| Liberal | 27.8 | 41.7 | 13.9 | 23.5 | 30.6 | 7.1 | 26.1 | 37.3 | 11.2 |
| Middle-of-the-road | 47.3 | 34.6 | -12.7 | 41.5 | 38.0 | -3.5 | 45.0 | 36.0 | -9.0 |
| Conservative | 22.5 | 18.5 | -4.0 | 30.2 | 25.0 | -5.2 | 25.5 | 21.0 | -4.5 |
| Far right | 0.8 | 0.7 | -0.1 | 2.1 | 1.8 | -0.3 | 1.3 | 1.2 | -0.1 |

| ALL STUDENTS | Women | | | Men | | | All Students | | |
|---|-------|-------|-------------|-------|-------|-------------|--------------|--------|-------------|
| | TFS | CSS | <i>DIFF</i> | TFS | CSS | <i>DIFF</i> | TFS | CSS | <i>DIFF</i> |
| Number of respondents | 9,361 | 9,361 | --- | 6,028 | 6,028 | --- | 15,389 | 15,389 | --- |
| What is the average grade you received during your college career? | | | | | | | | | |
| A or A+ | 42.3 | 18.4 | -23.9 | 38.9 | 13.9 | -25.0 | 41.0 | 16.7 | -24.3 |
| A- | 29.6 | 29.0 | -0.6 | 27.7 | 24.5 | -3.2 | 28.9 | 27.2 | -1.7 |
| B+ | 15.8 | 26.2 | 10.4 | 17.6 | 25.8 | 8.2 | 16.5 | 26.0 | 9.5 |
| B | 9.4 | 17.5 | 8.1 | 11.4 | 20.1 | 8.7 | 10.2 | 18.5 | 8.3 |
| B- | 2.0 | 5.8 | 3.8 | 3.0 | 9.5 | 6.5 | 2.4 | 7.2 | 4.8 |
| C+ | 0.6 | 2.4 | 1.8 | 0.8 | 4.5 | 3.7 | 0.7 | 3.2 | 2.5 |
| C | 0.2 | 0.7 | 0.5 | 0.5 | 1.6 | 1.1 | 0.3 | 1.0 | 0.7 |
| D | 0.0 | 0.0 | 0.0 | 0.0 | 0.1 | 0.1 | 0.0 | 0.0 | 0.0 |
| Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses? | | | | | | | | | |
| Yes | 69.0 | 57.9 | -11.1 | 68.2 | 55.1 | -13.1 | 68.7 | 56.8 | -11.9 |
| No | 31.0 | 42.1 | 11.1 | 31.8 | 44.9 | 13.1 | 31.3 | 43.2 | 11.9 |

Appendix D

2007 College Senior Survey Instrument

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

| | Hours Per Week | | | | | | | |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| | None | Less than 1 hour | 1-2 | 3-5 | 6-10 | 11-15 | 16-20 | Over 20 |
| Studying/homework | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Attending classes/labs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Socializing with friends | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Talking with faculty during office hours | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Talking with faculty outside of class or office hours | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Exercising/sports | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Partying | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working (for pay) <u>on</u> campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Working (for pay) <u>off</u> campus | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Student clubs/groups | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Watching TV | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Housework/childcare | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Reading for pleasure | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Commuting | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Prayer/meditation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Career Planning (job searches, internships, etc.) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Playing video/computer games | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Volunteer work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Surfing the Internet | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

10. 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 | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Felt lonely or homesick | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Socialized with someone of another racial/ethnic group | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Felt depressed | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Felt overwhelmed by all I had to do | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Attended a religious service | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drank beer | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Drank wine or liquor | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Performed volunteer work | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Participated in political demonstrations | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discussed politics | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Sought personal counseling | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Discussed religion | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

11. Indicate the extent to which you have interacted with students from each of the following groups.
(Mark one in each row)

| | Very Often | Often | Sometimes | Seldom | Never |
|---|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| White/Caucasian | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| African American/Black | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| American Indian/Alaska Native | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Asian American/Asian/Pacific Islander | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Hispanic/Latino | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students from outside the United States | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students from a different religion than yours | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Students from a different economic background | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

12. Please rate your satisfaction with your college in each area.
(Mark one in each row)

| | Very Satisfied | Satisfied | Neutral | Dissatisfied | Very Dissatisfied |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| Courses in your major field | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Amount of contact with faculty | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Class size | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interaction with other students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Relevance of coursework to everyday life | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Relevance of coursework to future career plans | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall quality of instruction | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall sense of community among students | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Availability of campus social activities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Overall college experience | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Respect for the expression of diverse beliefs | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to find a faculty or staff mentor | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Size of student population | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

13. Compared with when you first entered this college, how would you now describe your:
(Mark one in each row)

| | Much Stronger | Stronger | No Change | Weaker | Much Weaker |
|--|-----------------------|-----------------------|-----------------------|-----------------------|-----------------------|
| General knowledge | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Analytical and problem-solving skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of a particular field or discipline | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to think critically | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Knowledge of people from different races/cultures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Leadership abilities | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Interpersonal skills | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to get along with people of different races/cultures | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding of the problems facing your community | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding of social problems facing our nation | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Writing skills | <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"/> |
| Mathematical skills | <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"/> |
| Preparedness for employment after college | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Preparedness for graduate or advanced education | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Ability to manage your time effectively | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding of global issues | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Foreign language ability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

14. 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"/> |
| 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"/> |
| Public speaking ability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Risk-taking | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Self-confidence (intellectual) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Self-confidence (social) | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Self-understanding | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Spirituality | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Understanding of others | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |
| Writing ability | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> | <input type="radio"/> |

15. Please indicate the highest degree you (A) will have earned as of June 2007 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 equiv.) (A) (B)
- Bachelor's (B.A., B.S., etc.) (A) (B)
- Master's (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)

16. Indicate the importance to you personally of each of the following: (Mark one in each row)

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)
- Improving my understanding of other countries and cultures (E) (V) (S) (N)

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

Very Often
Often
Sometimes
Seldom
Never

- Dined or shared a meal (5) (4) (3) (2) (1)
- Had meaningful and honest discussions about race/ethnic relations outside of class (5) (4) (3) (2) (1)
- Had guarded interactions (5) (4) (3) (2) (1)
- Shared personal feelings and problems (5) (4) (3) (2) (1)
- Had tense, somewhat hostile interactions (5) (4) (3) (2) (1)
- Had intellectual discussions outside of class (5) (4) (3) (2) (1)
- Felt insulted or threatened because of your race/ethnicity (5) (4) (3) (2) (1)
- Studied or prepared for class (5) (4) (3) (2) (1)
- Socialized or partied (5) (4) (3) (2) (1)
- Attended events sponsored by other racial/ethnic groups (5) (4) (3) (2) (1)

18. Your current religious preference: (Mark one)

- Baptist () Methodist ()
- Buddhist () Presbyterian ()
- Eastern Orthodox () Quaker ()
- Episcopal () Roman Catholic ()
- Hindu () Seventh Day Adventist ()
- Islamic () United Church of Christ ()
- Jewish () Other Christian ()
- LDS (Mormon) () Other Religion ()
- Lutheran () None ()

19. How often have professors at your college provided you with:

- (Mark one in each row)
- 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)
 - Emotional support and encouragement (F) (O) (N)
 - A letter of recommendation (F) (O) (N)
 - Help to improve your study skills (F) (O) (N)
 - Feedback on your academic work (outside of grades) (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)

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

- (Mark one in each row)
- Agree Strongly
Agree Somewhat
Disagree Somewhat
Disagree Strongly
- Abortion should be legal (4) (3) (2) (1)
 - The death penalty should be abolished (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)
 - Racial discrimination is no longer a major problem in America (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)
 - Federal military spending should be increased (4) (3) (2) (1)
 - The federal government should do more to encourage energy conservation (4) (3) (2) (1)

21. If you borrowed money to help pay for college expenses, estimate how much you will owe as of June 30, 2007:

\$.00

22. How much of the past year's educational expenses (room, board, tuition, and fees) were covered from each of the following sources? (Mark one answer for each possible source)

- None
Less than \$1,000
\$1,000 to 2,999
\$3,000 to 5,999
\$6,000 to 9,999
\$10,000 or more
- Family resources (parents, relatives, spouse, etc.) (6) (5) (4) (3) (2) (1)
 - My own resources (income from work, work-study, etc.) (6) (5) (4) (3) (2) (1)
 - Aid which need not be repaid (grants, scholarships, military, etc.) (6) (5) (4) (3) (2) (1)
 - Aid which must be repaid (loans, etc.) (6) (5) (4) (3) (2) (1)
 - Other sources (6) (5) (4) (3) (2) (1)

23. Think back over the past two weeks. How many times in the past two weeks, if any, have you had five or more alcoholic drinks in a row? (A drink can be a 12-ounce beer or wine cooler, a 4-ounce glass of wine, or a shot of liquor either straight or in a mixed drink.)
- None 3-5 times
 Once 6-9 times
 Twice 10 or more times

24. When thinking about your career path after college, how important are the following considerations: (Mark one in each row)

Essential
 Very Important
 Somewhat Important
 Not Important

- | | | | | |
|-------------------------------|-------------------------|-------------------------|-------------------------|-------------------------|
| Work for social change | <input type="radio"/> E | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| High income potential | <input type="radio"/> E | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Social recognition or status | <input type="radio"/> E | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Stable, secure future | <input type="radio"/> E | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Creativity and initiative | <input type="radio"/> E | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Expression of personal values | <input type="radio"/> E | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Availability of jobs | <input type="radio"/> E | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Limited working hours | <input type="radio"/> E | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |
| Leadership potential | <input type="radio"/> E | <input type="radio"/> V | <input type="radio"/> S | <input type="radio"/> N |

25. What do you plan to be doing in fall 2007? (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
 Doing volunteer work
 Staying at home to be with or start a family
 No current plans

26. If you are planning on being employed after graduation, which best describes the current state of your employment plans?

- (Mark one response only)
- Not actively looking for a position
 Looking, but no offers yet
 Received an offer for a position, but declined
 Currently considering an offer
 Accepted an offer of employment
 Not planning on employment this fall

27. If you are planning to attend graduate or professional school, which of the following best describes the current state of your educational plans?

- (Mark one response only)
- Accepted and will be attending in the fall
 Accepted and deferred admission until a later date
 Placed on waiting list, no acceptances
 Still awaiting responses, no acceptances
 Will be applying this coming fall
 Not applying this fall, but might apply at a future date
 No plans to apply to school now or in the future

28. If you could make your college choice over, would you still choose to enroll at your current college?

- Definitely yes Probably no
 Probably yes Definitely no

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

- Far left
 Liberal
 Middle-of-the-road
 Conservative
 Far right

30. Is English your native language?

- Yes No

31. What is the average grade you received during your college career, both overall and in your major? (Mark ONE circle in EACH column)

- | | | |
|---------|-----------------------|-----------------------|
| A or A+ | <input type="radio"/> | <input type="radio"/> |
| A- | <input type="radio"/> | <input type="radio"/> |
| B+ | <input type="radio"/> | <input type="radio"/> |
| B | <input type="radio"/> | <input type="radio"/> |
| B- | <input type="radio"/> | <input type="radio"/> |
| C+ | <input type="radio"/> | <input type="radio"/> |
| C | <input type="radio"/> | <input type="radio"/> |
| D | <input type="radio"/> | <input type="radio"/> |

Overall GPA
 Major GPA

32. Please indicate your racial/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

33. Your sex:

- Female Male

34. Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses? HERI maintains strict standards of confidentiality and would require your college to sign a pledge of confidentiality.

- Yes No

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

- | | |
|---------------|---------------|
| 35. A B C D E | 48. A B C D E |
| 36. A B C D E | 49. A B C D E |
| 37. A B C D E | 50. A B C D E |
| 38. A B C D E | 51. A B C D E |
| 39. A B C D E | 52. A B C D E |
| 40. A B C D E | 53. A B C D E |
| 41. A B C D E | 54. A B C D E |
| 42. A B C D E | 55. A B C D E |
| 43. A B C D E | 56. A B C D E |
| 44. A B C D E | 57. A B C D E |
| 45. A B C D E | 58. A B C D E |
| 46. A B C D E | 59. A B C D E |
| 47. A B C D E | 60. A B C D E |