



**Findings from the
2007 Administration of
Your First College Year
(YFCY):
National Aggregates**

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Your First College Year (YFCY): A Brief History

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

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

The 2007 Administration of the YFCY Survey

The Your First College Year survey (YFCY) was administered for the sixth time in Spring 2007. Registration for the 2007 YFCY was available to all colleges and universities regardless of institutional participation in the 2006 CIRP Freshman Survey. Therefore, the YFCY was open to institutions that were planning to use the survey as a stand-alone assessment tool as well as to those that were using it as a follow-up instrument. An invitation to participate was mailed in September 2006 to all regionally-accredited, two-year and four-year institutions across the country. These invitations were sent to various campus personnel, including

institutional researchers, vice presidents of academic affairs, student affairs officers, presidents, directors of first-year programs, and deans of students.

In the end, 114 institutions participated in the 2007 YFCY. Table 1 provides a breakdown of the participating institutions according to institutional type (see Appendix A for a complete institutional list). Almost 95 percent of these institutions (106 colleges and universities) also participated in the 2006 CIRP Freshman Survey.

Table 1
Participation in the 2007 YFCY by Institutional Type

Institutional Type	Number	Percent of Total Institutional Participation
Public Universities	11	9.6
Private Universities	10	8.8
Public Four-Year Colleges	12	10.5
Nonsectarian Four-Year Colleges	36	31.6
Catholic Four-Year Colleges	16	14.0
Other Religious Four-Year Colleges	29	25.4
Total	114	100.0

A Snapshot of the First-Year Experience

This report begins with an overview of responses from the 31,500 first-time, full-time students who responded to the YFCY. Table 2 offers a demographic overview of the respondents. As is common with many of our college student surveys, the group of respondents tended to have greater representation among women and white students.

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

presented. Finally, the report concludes with a longitudinal perspective on the first year of college.

Table 2
Demographic Characteristics

	Percent
<i>Total Respondents = 31,500</i>	
Women	62.6
Men	37.4
White/Caucasian	77.5
African American/Black	6.0
American Indian/Alaska Native	1.9
Asian American/Asian	10.5
Native Hawaiian/Pacific Islander	1.3
Mexican American/Chicano	3.6
Puerto Rican	1.4
Other Latino	3.5
Other	4.6

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

Student Adjustment to College

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

Satisfaction with College

Table 3 summarizes students' level of satisfaction with their first-year experiences. Most first-year students indicated a high degree of satisfaction with their overall college experience; 75.5 percent reported that they were "satisfied" or "very satisfied" on this item. Likewise, a majority of respondents indicated that they were "satisfied" or "very satisfied" with their interaction with other students (76.4 percent), overall quality of instruction (76.2 percent), class size (73.5 percent), respect for the expression of diverse beliefs (70.0 percent), campus social activities (67.3 percent), overall sense of community among students (65.1 percent), the amount of contact with faculty (65.0 percent), opportunities for community services (64.6 percent), the relevance of coursework to future career plans (64.4 percent), leadership opportunities (60.4

percent), and the relevance of coursework to everyday life (56.3 percent). When it came to the racial/ethnic diversity of the student body and faculty, less than 50 percent of the students were satisfied on this measure.

Table 3
Student Satisfaction with Campus Life

Measure	Percent of students responding...			
	Very Satisfied	Satisfied	Neutral	Dissatisfied/ Very Dissatisfied
Overall college experience	28.2	47.3	17.2	7.3
Class size	22.5	51.0	19.6	6.9
Interaction with other students	22.2	54.2	17.3	6.2
Opportunities for community service	22.1	42.5	29.9	5.6
Overall sense of community among students	18.9	46.2	24.0	10.9
Campus social activities	18.8	48.5	23.3	9.4
Overall quality of instruction	18.7	57.5	18.8	5.0
Leadership opportunities	17.8	42.6	34.6	5.0
Respect for the expression of diverse beliefs	16.9	53.1	25.3	4.6
Relevance of coursework to future career plans	16.7	47.7	25.3	10.4
Amount of contact with faculty	15.8	49.2	28.3	6.7
Relevance of coursework to everyday life	10.1	46.2	31.4	12.3
Racial/ethnic diversity of student body	9.8	37.1	35.7	17.4
Racial/ethnic diversity of faculty	8.3	38.0	42.3	11.3

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

On average, students felt satisfied with various institutional facilities and services that were available to them (Table 4). Specifically, students felt most satisfied with library, computer, and classroom facilities on campus; over 70.0 percent of students responded that they were “satisfied” or “very satisfied” with these facilities. Just over 30.0 percent of students were “very satisfied” with the availability of internet access on their campuses. When we pooled the respondents in the two highest categories (“satisfied” or “very satisfied”) some of the lowest levels of satisfaction were noted with respect to the student housing office/services, financial aid offices, and financial aid packages. The lowest percentage of students who were “satisfied” or “very satisfied” (37.7 percent) was reported among students who used psychological counseling services on campus. However, it should be noted that 56.4 percent of all students reported that

they “can’t rate” and/or had “no experience” with the psychological services on campus. A significant percent of students also indicated that they did not have access to or experience with other facilities and services including tutoring and other academic assistance (22.4 percent reported that they “can’t rate” and/or had “no experience”), student health services (22.1 percent), laboratory facilities and services (22.1 percent), and financial aid office (21.0 percent).

Table 4
Student Satisfaction with Institutional Facilities and Services

Measure	Percent of students responding...			
	Very Satisfied	Satisfied	Neutral	Dissatisfied/ Very Dissatisfied
Availability of internet access	30.7	41.4	14.5	13.4
Library facilities and services	28.7	50.1	16.5	4.7
Computer facilities	24.5	52.7	18.4	4.4
Recreational facilities	24.2	45.6	20.2	10.0
Academic advising	22.2	43.2	22.4	12.1
Orientation for new students	19.7	45.3	25.3	9.7
Laboratory facilities and services	19.0	49.2	26.8	5.0
Tutoring or other academic assistance	18.7	43.2	32.2	5.9
Classroom facilities	16.9	58.0	20.2	4.9
Quality of computer training/assistance	14.0	44.0	34.9	7.1
Student housing facilities	13.5	42.9	24.9	18.7
Financial aid package	13.1	33.2	33.4	20.3
Student health services	13.0	39.2	31.7	16.1
Psychological counseling services	10.9	26.8	56.3	6.0
Financial aid office	9.8	38.0	40.1	12.2
Student housing office/services	9.5	39.3	35.6	15.6

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

Feelings of Success Among First-Year Students

A set of questions on the YFCY asked students to assess how successful they feel in adjusting to the first year of college, both academically and socially (Table 5). Students had the most difficulty with managing their time effectively, with just over half of the respondents reporting that they found it “somewhat” or “very” difficult to do this. Nearly two out of five students found it difficult to develop effective study skills as well as to adjust to the academic

demands of college. The next difficulty that challenged first-year students was getting to know faculty (34.4 percent). Given the host of cognitive and affective benefits associated with faculty-student interaction (e.g., Astin, 1993; Pascarella & Terenzini, 1991) this last challenge reported by students points to an aspect of the first-year experience that may be in need of improvement.

In their transitional first year, students generally found it “very easy” to develop close friendships with female students (42.3 percent), male students (38.9 percent), and students of a different racial/ethnic group (33.7 percent). Finally, over 55 percent of students found it at least “somewhat easy” to understand what their professors expect of them academically and to utilize campus resources available to them.

Table 5

Student Self-Ratings of Success During the First Year of College

Measure of Student Success	Percent of students responding...			
	Very Difficult	Somewhat Difficult	Somewhat Easy	Very Easy
Manage your time effectively	10.3	41.6	36.9	11.1
Get to know faculty	5.9	28.5	48.5	17.1
Develop effective study skills	5.4	34.5	46.8	13.3
Adjust to the academic demands of college	5.1	32.9	44.7	17.2
Utilize campus services available to students	1.3	11.6	56.9	30.2
Understand what your professors expect of you academically	1.2	17.8	57.9	23.2
Develop close friendships with:				
Male students	5.2	15.5	40.4	38.9
Students of a different racial/ethnic group	4.6	18.2	43.5	33.7
Female students	3.2	13.4	41.0	42.3

Academic Experiences in the First Year

A number of questions on the YFCY questionnaire asked students about their academic experiences, including experiences in and out of the classroom as well as their interaction with faculty. This section provides an overview of students’ responses to these items.

Academic Activities and Engagement

Looking at students’ academic experiences in the first year (Table 6), a majority of students indicated spending eleven or more hours per week attending classes or labs (76.1 percent). This finding makes sense given that full-time students typically carry at least 12 credit

hours. However, less than one-third of students (29.2 percent) reported that they spend a similar amount of time studying or doing homework during the first college year.

Table 6
Academic Activities During the First Year of College

Percent of students reporting that they:	Percent
<i>Studied or did homework:</i>	
Less than 6 hours per week	37.5
6 to 10 hours per week	33.2
11 or more hours per week	29.2
<i>Attended class/labs:</i>	
Less than 6 hours per week	9.4
6 to 10 hours per week	14.6
11 or more hours per week	76.1
<i>“Frequently” or “Occasionally”:</i>	
Studied with other students	90.8
Turned in course assignments that did not reflect your best work	78.7
Skipped class	70.0
Came late to class	62.3
Fell asleep in class	44.1
Received tutoring	41.6
Turned in course assignments late	37.4
<i>“Frequently”:</i>	
Discussed course content with students outside of class	45.8
Felt bored in class	39.1
Spoke up in class	34.4
Felt that your courses inspired you to think in new ways	32.4

Students appear to be engaging in collaborative practices with respect to their academics. A good majority of survey respondents studied with other students on a “frequent” or “occasional” basis during the first year of college (90.8 percent). About 45 percent of students “frequently” discussed course content with other students outside of class. Students also reported engagement in the classroom, as 34.4 percent of respondents reported speaking up frequently in

class. Approximately 32 percent of those surveyed frequently felt that their courses inspired them to think in new ways.

However, there are also indications of academic disengagement among respondents. A large number of students indicated that they “frequently” or “occasionally” turned in course assignments that did not reflect their best work (78.7 percent), skipped class (70.0 percent), or came late to class (62.3 percent). Fewer students, but still a substantial proportion, reported that they “frequently” or “occasionally” fell asleep in class (44.1 percent) during their first year, though 39.1 percent of respondents “frequently” felt bored in class. These data yield a mixed picture of students’ academic involvement. On the one hand, students appear to be involved in some aspects of their courses and seem to study with their peers on a frequent basis, but findings also suggest that students are disengaged academically, especially with respect to their attendance patterns and the quality of their completed assignments.

In terms of participation in more formal academic programs during the first college year, 51.5 percent of first-year students enrolled in a college course or seminar – such as first-year seminars, student success seminars, and University 101 courses – designed expressly to help first-year undergraduates adjust to college (Table 7). Far fewer students enrolled in an honors or advanced course (19.4 percent), a learning cluster of some type (14.7 percent), or a remedial course (9.4 percent). It appears that while these curricular innovations and interventions are gaining a foothold in American higher education, most notably first-year seminars, they are not yet experienced by a large number of students.

Table 7
Involvement in Curricular Programs

Percent of students reporting that they have:	Percent
Taken a college course or freshman seminar designed to help first-year students adjust to college	51.5
Enrolled in an honors or advanced course	19.4
Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning cluster, learning community, linked courses)	14.7
Enrolled in a remedial or developmental course	9.4

Faculty and Staff Contact with First-Year Students

Turning to students' interactions with faculty and staff during the first year (Table 8), 65.6 percent of respondents found it "somewhat easy" or "very easy" to get to know faculty over the course of the first year, and nearly two-thirds (65.0 percent) were at least "satisfied" with the amount of contact they had with faculty. A smaller percentage of students (15.0 percent) "frequently" or "occasionally" were guests in a professor's home. Regular (i.e., at least weekly) contact with graduate students, teaching assistants, faculty, and/or other college personnel was uncommon, although the majority of these students met with an academic advisor/counselor (91.8 percent) or faculty member during office hours (90.0 percent) at least once or twice per academic term. About 59 percent of students surveyed stated that they communicated regularly with their professors. Less than a third of the respondents "frequently" or "occasionally" worked on a professor's research project during their first college year. The majority of students "frequently" or "occasionally" received advice or guidance about their educational program from their professors (70.7 percent), but fewer received encouragement (53.6 percent). Less than half of the students received negative feedback about their academic work (41.0 percent).

Table 8

Interactions with Faculty and Staff in the First College Year

<u>Percent of students reporting that they:</u>	<u>Percent</u>
Found it "somewhat easy" or "very easy" to get to know faculty	65.6
Felt "satisfied" or "very satisfied" with their amount of contact with faculty	65.0
<i>"Frequently" or "occasionally":</i>	
Received from your professor:	
Advice or guidance about your educational program	70.7
Emotional support or encouragement	53.6
Negative feedback about your academic work	41.0
Communicated regularly with your professors	58.5
Worked on a professor's research project	25.4
Been a guest in a professor's home	15.0

Table 8 (continued)*Interactions with Faculty and Staff in the First College Year*

Percent of students reporting that they:	Percent
<i>Interacted with faculty during office hours:</i>	
Never	10.0
1 to 2 times per term	36.3
1 to 2 times per month	27.3
Once a week	14.9
More than once a week	11.4
<i>Interacted with faculty outside of class or office hours:</i>	
Never	26.7
1 to 2 times per term	30.1
1 to 2 times per month	21.2
Once a week	12.8
More than once a week	9.2
<i>Interacted with graduate students/teaching assistants:</i>	
Never	40.1
1 to 2 times per term	17.4
1 to 2 times per month	12.8
Once a week	15.9
More than once a week	13.8
<i>Interacted with other college personnel:</i>	
Never	24.6
1 to 2 times per term	32.5
1 to 2 times per month	18.6
Once a week	11.2
More than once a week	13.1
<i>Interacted with academic advisors/counselors:</i>	
Never	8.2
1 to 2 times per term	58.1
1 to 2 times per month	23.3
Once a week	6.5
More than once a week	3.9

Personal Challenges and Social Networks in the First Year

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

Financial Concerns and Personal Challenges Among First-Year College Students

Table 9 summarizes the YFCY findings that relate to one important concern for students during the first year: finances. The majority (70.1 percent) reported “some” or “major” concerns about their ability to pay for their college expenses, although less than one-third of the students worked for pay on or off campus during their first year. Among those who did work, 35.2 percent felt that their job responsibilities interfered with their coursework “occasionally” or “frequently.” Of all the first-year, full-time students, 6.5 percent worked full-time during their first year of college.

Table 9

Financial Concerns in the First College Year

<u>Percent of students reporting that they:</u>	<u>Percent</u>
Had “some” or “major” concerns about financing their college education	70.1
Job responsibilities “frequently” or “occasionally” interfered with coursework	35.2
Worked for pay <u>on</u> campus	26.1
Worked for pay <u>off</u> campus	25.2
Worked full-time while attending school	6.5

As one might expect, students reported experiencing several different personal challenges during the first year of college (Table 10). YFCY data reveal that feeling lonely, homesick, and isolated from campus life are particularly common experiences for first-year students. A little under half of the respondents also reported that they “frequently” or “occasionally” had difficulty getting along with roommate(s)/housemate(s), or worried about their health. Approximately 21 percent felt unsafe on their campus. These challenges may partly contribute to the 41.2 percent of the survey respondents who “frequently” felt overwhelmed by all they had to do in the first year, and the 11.7 percent who “frequently” felt depressed.

Table 10
Personal Challenges During the First College Year

Percent indicating that they:	Percent
<i>“Frequently” felt:</i>	
Overwhelmed by all you had to do	41.2
Depressed	11.7
<i>“Frequently” or “occasionally” felt:</i>	
Lonely or homesick	65.1
Isolated from campus life	50.1
Had difficulty getting along with roommate(s)/housemate(s)	47.9
Worried about their health	45.4
Unsafe on this campus	20.6

Social Networks and Peer Interactions

As shown in Table 11, most YFCY respondents reported positive interactions with their peers in the first year. Approximately 65 percent of the survey respondents were “satisfied” or “very satisfied” with the overall sense of community among students at their school. These students also spent a lot of time with their friends—nearly 80 percent interacted “daily” with their friends on campus. Likewise, 75.0 percent socialized with their friends six or more hours per week. Some students were also successful in maintaining ties to off-campus friends during their first year; 32.8 percent of the survey respondents reported interacting “daily” with close friends who did not attend their college or university. These data on peer interaction are in stark contrast to the frequency of interaction between students and faculty (see above). However, high levels of interaction with friends may come at the expense of students’ studies—70.3 percent of first-year students “frequently” or “occasionally” felt that their social life interfered with their schoolwork.

YFCY collects information about several out-of-class experiences that provide opportunities for students to interact and form relationships with their peers including extra-curricular activities, involvement in student organizations, and residential life. For example, survey data suggest that “partying” (21.6 percent reported that they spent six or more hours per week “partying” since entering college) and spending time on “online social networks” such as

MySpace or Facebook (20.8 percent) are not uncommon activities. Joining a social fraternity or sorority, however, was less common (only 11.2 percent indicated that they became a member of such an organization as first-year college students). In addition, 18.9 percent of students were on an intercollegiate athletic team and 36.0 percent at least “occasionally” participated in intramural sports. While a new living situation (just over 80 percent were residential students) often can lead to new and challenging interpersonal relationships, nearly half (47.9 percent) reported “frequent” or even “occasional” conflict with roommates or housemates. Overall, the majority of students (75.8 percent) agreed that they have been able to find a balance between academics and extracurricular activities.

Table 11

Friendships and Social Networks in the First College Year

Percent of students reporting that they:	Percent
“Strongly agree” or “agree” they have been able to find a balance between academics and extracurricular activities	75.8
Socialized with friends six or more hours per week	75.0
“Frequently” or “occasionally” felt that their social life interfered with their schoolwork	70.3
Were “satisfied” or “very satisfied” with the overall sense of community among students	65.1
“Frequently” or “occasionally” had difficulty getting along with their roommate(s)/housemate(s)	47.9
“Frequently” or “occasionally” participated in intramural sports	36.0
“Partied” six or more hours per week	21.6
“Online social networking” six or more hours per week	20.8
Played varsity/intercollegiate athletics	18.9
Joined a social fraternity or sorority	11.2
Interacted “daily” with:	
family	39.6
close friends at this institution	79.9
close friends not at this institution	32.8
close friends from high school	25.3

Interaction with Family

Table 12 highlights the findings regarding students’ familial obligations and interactions. The vast majority of respondents reported receiving encouragement from home, as 89.7 percent

“frequently” or “occasionally” felt family support to succeed. More than one-third of respondents (39.6 percent) interacted with their family on a “daily” basis and a quarter (24.9 percent) “frequently” went home for the weekend. About one-third of these students (32.9 percent) felt that their family responsibilities interfered with their schoolwork during the first college year at least “occasionally,” but only 10.9 percent devoted three or more hours per week to household or childcare duties. These data suggest that for a minority of respondents, balancing familial ties and obligations with their new status as a student is a significant challenge to their adjustment.

Table 12
Family Issues in the First College Year

Percent of students reporting that they:	Percent
“Frequently” or “occasionally” felt family support to succeed	89.7
Interacted “daily” with family	39.6
“Frequently” or “occasionally” had family responsibilities that interfered with their schoolwork	32.9
“Frequently” went home for the weekend	24.9
Spent three or more hours per week on household/childcare duties	10.9

Religious and Spiritual Issues in the First College Year

The items on spirituality and religion yielded a very interesting set of findings. As Table 13 indicates, over one-third of the students (35.8 percent) reported that they strengthened their religious beliefs or convictions since time of college entry, and just over a quarter reported that they devoted one or more hours per week to prayer or meditation as first-year students (26.7 percent). Similarly, 24.6 percent attended a religious service “frequently” during the first year, and 26.8 percent of students discussed religion “frequently” over the same time period. However, this picture shifts when students are asked about the importance of spirituality. The goal of “developing a meaningful philosophy of life” was “very important” or “essential” to most students (54.1 percent); likewise nearly half (49.4 percent) reported that “integrating spirituality into my life” was a “very important” or “essential” goal. Thus, these findings suggest that first-year students may be less engaged in religious practice relative to their interest in spirituality and commitment to developing a sense of meaning. Perhaps time constraints in the first college year

impede traditional forms of religious involvement, yet do not detract from students’ spiritual-seeking altogether.

Table 13
Religion and Spirituality in the First College Year

Percent of students reporting that:	Percent
They strengthened their religious beliefs/convictions	35.8
They prayed or meditated one or more hours per week	26.7
<i>Felt that the following goals are “very important” or “essential”:</i>	
Developing a meaningful philosophy of life	54.1
Integrating spirituality into my life	49.4
<i>“Frequently”:</i>	
Discussed religion	26.8
Attended a religious service	24.6

Social Awareness & Racially Diverse Interactions among First-Year College Students

Table 14 provides results for YFCY items that reflected students’ social awareness and racially diverse interactions. In regards to interactions with students of another racial or ethnic group, the most common experiences reported were of a social nature, as 48.5 percent reported that they “often” or “very often” dined or shared a meal, and socialized or partied (43.0 percent) with someone of another racial/ethnic group. More than one-third of students reported having interpersonal interactions and conversations regarding personal (36.5 percent), academic (35.4 percent), and/or racial (28.5 percent) issues. Overall, 58.8 percent of students felt that their knowledge of people from different races or cultures was “stronger” or “much stronger” at the end of their first year than it was at the beginning. In addition, over a third of respondents (37.5 percent) felt that “helping to promote racial understanding” was “very important” or “essential” to them at the end of their first year. Over half of the students (55.0 percent) reported that their understanding of problems facing their communities was “stronger” or “much stronger” since entering college. Similarly, 53.5 percent of these students noted improvement in their understanding of national issues since they entered college. A small percentage of students (4.5-9.4 percent) reported having interactions with students of different race/ethnicities that were

guarded, cautious, hostile, insulting, or threatening, while 13.5 percent of students “strongly agree” or “agree” that they have felt discriminated against based on race/ethnicity.

Table 14

Social Awareness & Racially Diverse Interactions in the First College Year

Percent of students reporting that:	Percent
Helping to promote racial understanding is “essential” or “very important”	37.5
“Strongly agree” or “agree” that they have felt discriminated against based on race/ethnicity	13.5
<i>They “very often” or “often” experienced the following with someone of another racial/ethnic group:</i>	
Dined or shared a meal	48.5
Socialized or partied	43.0
Studied or prepared for class	37.3
Shared personal feelings and problems	36.5
Had intellectual discussions outside of class	35.4
Had meaningful and honest discussions about racial/ethnic issues outside of class	28.5
Attended events sponsored by other racial/ethnic groups	17.0
Had guarded/cautious interactions	9.4
Had tense, somewhat hostile interactions	6.0
Felt insulted or threatened because of race/ethnicity	4.5
<i>Compared to when they entered college, students feel “stronger” or “much stronger” in the following areas:</i>	
Knowledge of people from different races/cultures	58.8
Understanding of global issues	56.8
Understanding of the problems facing their community	55.0
Understanding of national issues	53.5

When asked to rate themselves in terms of their respect for diverse perspectives “compared with the average person” their age, students revealed that they have relatively high self-perceptions. Table 15 shows that students generally believe themselves to be tolerant and open to different beliefs. Relative to their peers, three-quarters of students (75.3 percent) rated themselves at least “above average” in their “ability to work cooperatively with diverse peoples.” Nearly as many, 73.1 percent, believed that they are above average in terms of their “tolerance of

others with different beliefs.” Similarly, students highly rated their “ability to see the world from someone else’s perspective” (67.4 percent), as well as their “ability to discuss and negotiate controversial issues” (62.6 percent). Finally, the majority of students (59.4 percent) rated themselves as being “open to having my own views challenged.”

Table 15
Respect for Diverse Perspectives

Percent rating themselves “above average” or “highest 10%” compared with the average person their age in:	Percent
Ability to work cooperatively with diverse people	75.3
Tolerance of others with different beliefs	73.1
Ability to see the world from someone else’s perspective	67.4
Ability to discuss and negotiate controversial issues	62.6
Openness to having my own views challenged	59.4

A Longitudinal Perspective on the First Year of College

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

Of the 31,500 first-time, full-time students at 114 four-year institutions who completed and returned the 2007 YFCY survey instrument, 20,802 students at 106 institutions also completed the 2006 CIRP Freshman Survey. These students comprise the group for the following longitudinal analyses.

Expectation vs. Reality

The 2006 CIRP Freshman Survey included a series of items that asked incoming students to assess the chances that they will have certain experiences in college and engage in various student activities in college. Sixteen of these measures are directly post-tested on the 2007 YFCY, thereby allowing us to examine the differences between students’ pre-college

expectations and their first-year experiences. It is important to note that the CIRP questions are worded such that they ask students about their expectations of the entire college experience (not just the first year), so the following comparisons should be interpreted with caution. However, the comparisons do offer the opportunity to see the degree to which students fulfill their expectations during the first year.

As seen in Table 16, nearly every comparison shows considerable disparity between the students' expectations and the reality of their first year. In fact, students' expectations exceeded reality on all items, with differences that range from 2.4 percentage points to 29.7 percentage points. For example, the overwhelming majority of first-year students predicted that there was

Table 16
Expectations vs. Reality Among First-Year Students

Expectation*	Percent of students responding...		Difference
	“Some chance” or “very good chance” that they will	That they engaged in this activity in the first year	
Socialize with someone of another racial/ethnic group	95.5	93.1	-2.4
Be satisfied with your college	96.5	86.7	-9.8
Make at least a “B” average	97.3	86.3	-11.0
Play varsity/intercollegiate athletics	32.4	19.0	-13.4
Work full-time while attending college	18.4	5.0	-13.4
Change major field	48.6	33.4	-15.2
Transfer to another college before graduating	19.2	2.6	-16.6
Participate in student protests or demonstrations	26.7	9.5	-17.2
Join a social fraternity or sorority	29.2	11.2	-18.0
Need extra time to complete degree requirements	31.0	10.1	-20.9
Participate in volunteer or community service work	77.1	55.2	-21.9
Seek personal counseling	36.7	14.1	-22.6
Change career choice	53.9	30.7	-23.2
Participate in student clubs/groups	89.0	62.4	-26.6
Participate in student government	37.1	8.1	-29.0
Communicate regularly with your professors	89.7	60.0	-29.7

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

“some chance” or a “very good chance” that they would earn at least a “B” average (97.3 percent), be satisfied with their college (96.5 percent), socialize with someone of a different racial or ethnic group (95.5 percent), communicate regularly with professors (89.7 percent), participate in student clubs and groups (89.0 percent), and participate in volunteer/community service work (77.1 percent). However, students’ first-year experiences did not meet these high expectations. The only measure that nearly met their expectations was socializing with someone of a different racial or ethnic group with 93.1 percent of first-year students having done so (compared to 95.5 percent who expected that they would). The two comparisons that yielded the largest negative disparity among these measures were communicating regularly with professors (a 29.7 percentage point drop from expectation to actual experience) and participating in student government (a 29.0 percentage point difference). Overall, these findings suggest that students’ expectations generally exceed the reality of their experience during the first year of college.

Change Over the First-Year of College

Table 17 summarizes the changes in students’ time allocation from high school to college. Students devoted more time to studying and homework in college than they did in high

Table 17

Change in First-Year Students' Time Allocation

Percent reporting that they spent:	During last year of high school	At the end of first college year	Change
<i>6 or more hours per week:</i>			
Studying/doing homework	44.1	64.7	+20.6
Partying	16.6	21.7	+5.1
Socializing with friends	72.9	76.1	+3.2
Participating in student clubs or groups	16.3	10.7	-5.6
Watching TV	25.9	18.5	-7.4
Exercising or sports	50.3	30.8	-19.5
<i>3 or more hours per week:</i>			
Playing video/computer games	19.5	18.7	-0.8
Reading for pleasure	26.9	13.2	-13.7
Attending to household/childcare duties	27.3	9.7	-17.6

school. They also allotted more hours to partying and socializing with friends. In contrast, there was a drop in the number of hours that students dedicated to student organizations and leisure activities. For example, there were notable declines in the number of hours that students spent exercising or playing sports, reading for pleasure, watching television, and participating in student clubs or groups. A decline was also noted with respect to time spent attending to household or childcare duties, and time spent playing video or computer games.

The increase in time students devoted to “partying” during the first year may partially account for the 13.5 percentage point gain in the proportion of students who drink beer and the 12.6 percentage point gain in the proportion drinking wine or liquor “frequently” or “occasionally” (Table 18). A 10.5 percentage point gain in students reporting that they “frequently” felt overwhelmed since entering college resulted in just over 40 percent of first-year college students frequently feeling overwhelmed by all they had to do. Slight increases were also reported in the percent who indicated “frequently” feeling depressed and smoking cigarettes.

Table 18
Change in Student Behaviors Over One Year

Percent indicating that they:	At college entry	At the end of the first college year	Change
<i>“Frequently” or “occasionally”:</i>			
Drink beer	39.9	53.4	+13.5
Drink wine or liquor	47.2	59.8	+12.6
Attend a religious service	79.3	56.3	-23.0
Performed community service as part of a class	56.3	31.0	-25.3
Perform volunteer work	88.0	61.4	-26.6
<i>“Frequently”:</i>			
Feel overwhelmed by all you had to do	30.7	41.2	+10.5
Feel depressed	6.9	11.6	+4.7
Smoke cigarettes	3.0	5.2	+2.2
Discuss religion/spirituality	34.6	26.8	-7.8
Discuss politics	36.1	21.9	-14.2
Socialize with someone of other ethnic group	69.1	53.3	-15.8

The data also show noticeable declines in certain behaviors. First-year students were less likely to discuss religion, discuss politics, and socialize with someone of another ethnic group in the first college year than they were in high school. The largest changes in students' behavior were observed with respect to attending religious services, performing community service as part of a class, and performing volunteer work during the first year. There was approximately a 25 percentage point drop in the proportion of students who engaged in these activities during the first year of college as compared to their last year of high school.

On both the CIRP Freshman Survey and the YFCY survey, students were asked to rate themselves along several measures of self-concept "compared with the average person" their age. Table 19 summarizes changes in self-concept and reveals that students have a mix of lower and higher self-perceptions at the end of their first college year. On eight measures, more

Table 19
Change in First-Year Students' Self-Concept

Percent rating themselves "above average" or "highest 10%" relative to their peers on the following measures of self-concept:	At college entry	At the end of the first college year	Change
Academic ability	77.0	69.8	-7.2
Drive to achieve	78.6	72.5	-6.1
Physical health	54.5	49.8	-4.7
Mathematical ability	48.6	46.0	-2.6
Emotional health	54.9	52.7	-2.2
Self-confidence (intellectual)	60.5	59.1	-1.4
Cooperativeness	76.0	75.3	-0.7
Leadership ability	61.5	61.3	-0.2
Religiousness	31.9	32.4	+0.5
Self-confidence (social)	48.9	49.7	+0.8
Understanding of others	68.6	69.9	+1.3
Public speaking ability	37.9	40.0	+2.1
Spirituality	38.2	40.5	+2.3
Creativity	55.5	57.9	+2.4
Self-understanding	57.0	59.4	+2.4
Artistic ability	29.2	31.8	+2.6
Computer skills	36.1	40.4	+4.3
Writing ability	51.3	55.7	+4.4

students rated themselves “above average” or in the “highest ten percent” at college entry than they did at the end of the first year. Note, for example, that 77.0 percent of these students rated their academic ability as “above average” or “highest ten percent” at time of college entry, versus 69.8 percent at the end of the year. Likewise, the percent of students who rated their drive to achieve as “above average” or “highest ten percent” decreased by 6.1 percentage points. In contrast, students rated themselves slightly higher on ten measures at the end of their first year. These include increases with regard to students’ self-rated writing ability and computer skills.

As Table 20 suggests, financial concerns appreciably change over the first college year. The proportion of students who reported major concerns about the ability to finance their undergraduate education from the point of entry to the end of the first year increased by 4.5 percentage points. Still, the majority of students (approximately 87 percent) had only some or no concern about financing college at either time point.

Table 20

Change in First-Year Students’ Concern About Financing College

Percent marking:	At college entry	At the end of the first college year	Change
Major	10.7	15.2	+4.5
Some	54.2	53.9	-0.3
None	35.1	30.9	-4.2

The CIRP Freshman Survey and YFCY data also assess changes in students’ commitment to various life goals from high school to college (Table 21). A greater percentage of students claimed that these personal and social goals were “very important” or “essential” to them after one year in college, with the exception of the goal to be well-off financially, which decreased by 3.0 percentage points. The percentage point gain of the remaining goals ranged from 0.1 to 9.2. The items with the largest gains were “becoming an authority in my field” (a 9.2 percentage point gain from the start of the year to the end), “helping others who are in difficulty” (an 8.1 percentage point gain), and “obtaining recognition from my colleagues” (a 7.5 percentage point gain). The smallest increases were noted for “raising a family,” “making a theoretical contribution to science,” and “becoming successful in a business of my own.”

Table 21*Change in First-Year Students' Life Goals*

Percent indicating that the following goals are "very important" or "essential":	At college entry	At the end of the first college year	Change
Being very well off financially	70.3	67.3	-3.0
Raising a family	77.0	77.1	+0.1
Making a theoretical contribution to science	18.0	19.4	+1.4
Becoming successful in a business of my own	37.7	39.8	+2.1
Becoming a community leader	35.2	37.6	+2.4
Influencing the political structure	19.3	22.3	+3.0
Improving my understanding of other countries and cultures	53.5	56.8	+3.3
Keeping up to date with political affairs	38.1	42.0	+3.9
Helping to promote racial understanding	33.1	37.2	+4.1
Creating artistic work (painting, sculpture, decorating, etc.)	14.5	19.3	+4.8
Participating in an organization like the Peace Corps or AmeriCorps/VISTA	10.9	15.7	+4.8
Writing original works (poems, novels, short stories, etc.)	14.6	19.6	+5.0
Becoming accomplished in one of the performing arts	14.9	20.0	+5.1
Having administrative responsibility for the work of others	37.9	43.2	+5.3
Developing a meaningful philosophy of life	48.1	53.8	+5.7
Becoming involved in programs to clean up the environment	22.4	29.2	+6.8
Participating in a community action program	29.1	36.0	+6.9
Influencing social values	41.8	48.8	+7.0
Obtaining recognition from my colleagues	51.9	59.4	+7.5
Helping others who are in difficulty	68.7	76.8	+8.1
Becoming an authority in my field	56.7	65.9	+9.2

Self-Perceived Changes Among First-Year Students

One question on the YFCY instrument asked students to assess how much they have changed in several areas since entering college. Students' responses to this question are listed in Table 22 and provide a useful point of reference to the findings summarized above. Very few students felt as though their knowledge and skills declined since entering college and the vast majority felt that they had improved. Areas in which students noted the most improvement included their "general knowledge," with 90.9 percent reporting at least "stronger" skill in this area compared with college entry, and their "knowledge of a particular field or discipline" (90.6

percent). Other areas of strong self-reported change included “critical thinking skills” (75.0 percent), their “analytical/problem-solving skills” (71.1 percent) and their “ability to conduct research” (63.0 percent). The areas in which the fewest students reported improvement included their “ability to work as part of a team” (52.3 percent) and their “understanding of national issues” (53.5 percent).

Table 22
Self-Perceived Changes Among First-Year Students

Measure	Percent of students responding...				
	Much Stronger	Stronger	No Change	Weaker	Much Weaker
Knowledge of a particular field or discipline	32.6	58.0	8.6	0.7	0.1
General knowledge	19.4	71.5	8.0	0.9	0.1
Critical thinking skills	16.4	58.6	23.8	1.1	0.1
Knowledge of people from different races/cultures	14.8	44.0	38.3	2.3	0.6
Analytical/problem-solving skills	14.7	56.4	27.5	1.1	0.2
Ability to conduct research	13.0	50.0	35.4	1.5	0.2
Understanding of global issues	11.7	45.1	37.4	4.7	1.1
Understanding of community problems	10.5	44.4	41.9	2.6	0.5
Ability to work as part of a team	10.8	41.5	45.3	2.1	0.3
Understanding of national issues	9.2	44.3	40.0	5.5	1.0

Factor Analyses

The 2007 YFCY includes 301 items reflecting a wide range of cognitive and affective measures. Factor analyses are an important measure of the construct validity of this instrument, confirming “the degree to which a measure actually assesses the underlying theoretical construct it is supposed to assess” (Light, Singer, & Willett, 1990, p. 156). That is, factor analyses help verify that the 2007 YFCY survey is a valid measure of constructs critical to the first-year experience. This methodology is also a valuable tool to assist with the analysis and dissemination of findings resulting from such a comprehensive instrument. Jaeger (1990) notes that “the primary objective of factor analysis is to construct a small number of variables (called factors) that do a good job of conveying the information present in a large number of variables” (p. 345). For example, the 2007 YFCY survey includes several critical measures of interaction with fellow

students. Some examples are studying with peers, hours per week spent participating in student organizations, and feelings of success at establishing friendships with fellow students. Through the process of factor analysis, we are able to group these items with other important measures of the college experience under the same rubric. Factor analyses were conducted for 180 items on the 2007 YFCY instrument. Exactly 177 of these variables clustered together to create 29 factors that included three or more variables each and had a reliability of .50 or greater. The factor loadings are reported from confirmatory factor analyses. Table 23 lists these factors with the measure of their reliability. See Appendix B for the complete results of the factor analysis including the variables that comprise each factor and their loading on that factor.

Based on the standard that a Cronbach's alpha of .70 or higher is considered a good measure of reliability (Pedhauzer & Schmelkin, 1991), the majority of the factors in our analysis demonstrated high levels of reliability. The factors with the highest reliability measure included satisfaction with campus services, positive race/ethnic relations, campus climate, leadership and community orientation, religion and spirituality, sense of belonging, and respect for diverse perspectives. On the more marginal side, the factors that had a reliability coefficient of less than .70 included academic engagement, math and analytical orientation, external commitments, physical health and athletic involvement, advice and counseling, and academic disengagement.

Table 23*Factor Analysis of the 2007 YFCY National Aggregate Data*

Factor	Cronbach's Alpha
Satisfaction with Campus Services – This can be broken down into additional factors:	.90
<i>Technological Services</i>	.79
<i>Personal Campus Services</i>	.79
<i>Academic Services</i>	.68
<i>Extracurricular Activities</i>	.58
Positive Race/Ethnic Relations	.90
Campus Climate	.89
Leadership and Community Orientation	.86
Religion and Spirituality	.86
Sense of Belonging	.86
Respect for Diverse Perspectives	.85
Satisfaction with College Experience	.84
Perceptions of Faculty/Staff Attitudes Towards Students	.84
Self-Concept – This can be broken down into additional factors:	.82
<i>Social Self-Concept</i>	.71
<i>Emotional and Interpersonal Self-Concept</i>	.67
<i>Self-Assessed Academic Motivation</i>	.56
Partying (drinking/smoking)	.81
Informed Citizenship	.80
Contact with Friends and Family	.80
Racial/Ethnic Interactions of a Negative Quality	.79
Self-Assessed Cognitive Development	.77
Artistic Abilities	.77
Academic Success Habits	.77
Authority and Status Values	.74
Community Service	.72
Developing Close Friendships	.69
Political Engagement	.69
Alcohol Education	.68
Interaction with Faculty, Staff, and Graduate Students	.66
Poor Social and Emotional Adjustment	.65
Academic Disengagement	.64
Advice and Counseling	.62
Physical Health and Athletic Involvement	.61
External Commitments	.59
Math and Analytical Orientation	.54
Academic Engagement	.53

Highlights and Summary

Student Satisfaction in the First Year

- About three-quarters of students reported being “satisfied” or “very satisfied” with their overall college experience.
- The majority of students were likewise satisfied with their interactions with other students, the overall quality of instruction they received, their class sizes, the respect for the expression of diverse beliefs, the campus social activities, the overall sense of community among students, their amount of contact with faculty, the relevance of coursework to their future career plans, and the relevance of coursework to everyday life.
- In regards to campus facilities, students felt most satisfied with library, computer, classroom, recreational, and laboratory facilities. Areas in which students were comparatively less satisfied include psychological counseling services, their financial aid packages, financial aid offices, and student housing office/services.

Feelings of Success Among First-Year Students

- Just over half of first-year students had difficulty managing their time effectively and nearly two-fifths found it difficult to develop effective study skills and/or to adjust to the academic demands of college. However, the majority of respondents felt it at least “somewhat easy” to adjust to the first year of college, both academically and socially. For over three-quarters of respondents, the easiest adjustments were in utilizing campus services, understanding professors’ academic expectations, and developing close friendships with other students.

Academic Experiences in the First Year

- Although most respondents studied and discussed their courses with other students during the first year, findings suggest that many remain disengaged from their coursework: well over half of first-years reported “frequently” or “occasionally” turning in course assignments that did not reflect their best work, skipping class and/or coming late to class. Further, almost half of students fell asleep in class and nearly two-fifths “frequently” felt bored in class in the first year.
- Nearly two-thirds of the survey respondents found it “very easy” or “somewhat easy” to get to know faculty in the first college year, though only a small percentage of respondents met with faculty members during or outside of class/office hours at least once a week.

Personal Challenges and Social Networks in the First Year

- The considerable majority of first-year students have some degree of concern about financing their college education, although only about one-quarter of the respondents work for pay on- or off-campus.
- Students reported mostly positive interactions with their peers since entering college. The vast majority of students interacted “daily” with their friends on campus and socialized with their friends six or more hours per week. However, these high levels of interaction with friends may come at the expense of some students’ studies, as the majority of students also responded that they “frequently” or “occasionally” felt that their social life interfered with their schoolwork.

Change Over the First Year of College

- As compared with when they entered college, first-year students:
 - Spend more time studying, partying, and socializing with friends;
 - Spend less time performing volunteer work, attending religious services, exercising, attending to household or childcare duties, or reading for pleasure;
 - Drink beer, wine, and/or other types of liquor more frequently;
 - Feel more overwhelmed and depressed; and
 - Feel more worried about the costs of college.
- Students’ actual experiences in college often fall short of their expectations, especially with respect to communicating regularly with professors, participating in student government, participating in student clubs or groups, changing career plans, and seeking personal counseling. The one area where students nearly met their expectations was with respect to socializing with someone of another racial group.
- When asked to assess how much they have changed since entering college, very few of the respondents felt as though their knowledge and skills declined since entering college. Most students noted “stronger” and “much stronger” knowledge and skills. Areas in which students reported the most improvement included their general knowledge, their knowledge of a particular field or discipline, and their critical thinking skills.

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Appendix A

2007 YFCY Institutions by Institutional Type

Public Universities (11)

Colorado State University (CO)*	U of California-Santa Barbara (CA)*◆
North Dakota State University (ND)*	U of Florida (FL)*◆
Northern Illinois University (IL)*◆	U of Illinois-Urbana-Champaign (IL)◆
Texas A & M University (TX)*◆	U of Louisville (KY)*◆
U of California-Los Angeles (CA)*◆	U of Toledo (OH)*
U of California-San Diego (CA)*◆	

Private Universities (10)

Baylor University (TX)*◆	Saint John's University-Queens (NY)*
Creighton University (NE)*◆	Seton Hall University (NJ)*
Fordham University (NY)*	U of San Diego (CA)*
New York University (NY)*◆	U of the Pacific (CA)*
Rensselaer Polytechnic Institute (NY)*◆	Villanova University (PA)*

Public Four-Year Colleges (12)

Bernard M Baruch College (NY)*	Sonoma State University (CA)*
Grand Valley State University (MI)*◆	U of Arkansas-Fort Smith (AR)
Kennesaw State University (GA)*◆	U of Houston-Downtown (TX)
Michigan Technological University (MI)*◆	U of North Carolina-Wilmington (NC)*
Nevada State College (NV)*	U of South Carolina-Aiken (SC)*◆
Northeastern Illinois University (IL)◆	Worcester State College (MA)*

Private Four-Year Colleges, Catholic (16)

Albertus Magnus College (CT)*	Marian College of Fond du Lac (WI)*◆
Cabrini College (PA)*◆	Mount Saint Mary's College (CA)*
College of Santa Fe (NM)*	Neumann College (PA)*
College of the Holy Cross (MA)*	Ohio Dominican University (OH)*
Dominican University (IL)*◆	Sacred Heart University (CT)*◆
Fairfield University (CT)*	Saint Mary's College of California (CA)*
Gannon University (PA)*	U of Portland (OR)*
Loyola College in Maryland (MD)*◆	U of Scranton (PA)*◆

Notes:

- * indicates institutions that participated in the 2006 CIRP Freshman Survey
- ◆ indicates an institution that is conducting a web-only administration of YFCY
- ~ indicates a Historically Black College or University (HBCU)

Private Four-Year Colleges, Nonsectarian (36)

Allegheny College (PA)*♦	Laguna College of Art & Design (CA)*
Azusa Pacific University (CA)*	Lawrence Technological University (MI)*♦
Babson College (MA)*♦	Lees-McRae College (NC)♦
Bard College (NY)*	Medaille College (NY)*
Beloit College (WI)*♦	Monmouth University (NJ)*♦
Berea College (KY)*♦	Occidental College (CA)*
Bucknell University (PA)*	Rider University (NJ)*
Cazenovia College (NY)*	Sarah Lawrence College (NY)*
Daemen College (NY)*	Scripps College (CA)*♦
Emerson College (MA)*♦	Southern New Hampshire University (NH)*
Franklin Pierce College (NH)♦	Sweet Briar College (VA)*
Goucher College (MD)*	Talladega College (AL)*~
Haverford College (PA)*♦	U of the Arts (PA)*
Hilbert College (NY)*	Villa Julie College (MD)*♦
Hollins University (VA)*	Washington and Lee University (VA)*
Ithaca College (NY)*♦	Washington College (MD)*♦
Juniata College (PA)*♦	Wilkes University (PA)*
Kenyon College (OH)*♦	Willamette University (OR)*♦

Private Four-Year Colleges, Other Religious (29)

Abilene Christian University (TX)*	Mercer University (GA)*
Austin College (TX)*	Millikin University (IL)
Brevard College (NC)*	North Central College (IL)*
Campbell University (NC)*♦	Northwest Nazarene University (ID)*
Carthage College (WI)*	Oklahoma Baptist University (OK)*
Cedarville University (OH)*♦	Oklahoma Wesleyan University (OK)*
Charleston Southern University (SC)*	Olivet Nazarene University (IL)
Dillard University (LA)*~	Point Loma Nazarene University (CA)*
Drew University (NJ)*♦	Shorter College (GA)*
East Texas Baptist University (TX)*	Tabor College (KS)*
Elon University (NC)*	Tennessee Temple University (TN)*
Gardner-Webb University (NC)*	Wesleyan College (GA)*
Hendrix College (AR)*♦	Peace College (NC)*♦
Iowa Wesleyan College (IA)*	Principia College (IL)*
Luther College (IA)*	

Notes:

- * indicates institutions that participated in the 2006 CIRP Freshman Survey
- ♦ indicates an institution that is conducting a web-only administration of YFCY
- ~ indicates a Historically Black College or University (HBCU)

2007 YFCY Institutions – Alphabetical

Abilene Christian University (TX)*
Albertus Magnus College (CT)*
Allegheny College (PA)*◆
Austin College (TX)*
Azusa Pacific University (CA)*
Babson College (MA)*◆
Bard College (NY)*
Baylor University (TX)*◆
Beloit College (WI)*◆
Berea College (KY)*◆
Bernard M Baruch College (NY)*
Brevard College (NC)*
Bucknell University (PA)*
Cabrini College (PA)*◆
Campbell University (NC)*◆
Carthage College (WI)*
Cazenovia College (NY)*
Cedarville University (OH)*◆
Charleston Southern University (SC)*
College of Santa Fe (NM)*
College of the Holy Cross (MA)*
Colorado State University (CO)*
Creighton University (NE)*◆
Daemen College (NY)*
Dillard University (LA)*~
Dominican University (IL)*◆
Drew University (NJ)*◆
East Texas Baptist University (TX)*
Elon University (NC)*
Emerson College (MA)*◆
Fairfield University (CT)*
Fordham University (NY)*
Franklin Pierce College (NH)◆
Gannon University (PA)*
Gardner-Webb University (NC)*
Goucher College (MD)*
Grand Valley State University (MI)*◆
Haverford College (PA)*◆
Hendrix College (AR)*◆
Hilbert College (NY)*
Hollins University (VA)*
Iowa Wesleyan College (IA)*
Ithaca College (NY)*◆
Juniata College (PA)*◆
Kennesaw State University (GA)*◆
Kenyon College (OH)*◆
Laguna College of Art & Design (CA)*
Lawrence Technological University (MI)*◆
Lees-McRae College (NC)◆
Loyola College in Maryland (MD)*◆
Luther College (IA)*
Marian College of Fond du Lac (WI)*◆
Medaille College (NY)*
Mercer University (GA)*
Michigan Technological University (MI)*◆
Millikin University (IL)
Monmouth University (NJ)*◆
Mount Saint Mary's College (CA)*
Neumann College (PA)*
Nevada State College (NV)*
New York University (NY)*◆
North Central College (IL)*
North Dakota State University (ND)*
Northeastern Illinois University (IL)◆
Northern Illinois University (IL)*◆
Northwest Nazarene University (ID)*
Occidental College (CA)*
Ohio Dominican University (OH)*
Oklahoma Baptist University (OK)*
Oklahoma Wesleyan University (OK)*
Olivet Nazarene University (IL)
Peace College (NC)*◆
Point Loma Nazarene University (CA)*
Principia College (IL)*
Rensselaer Polytechnic Institute (NY)*◆
Rider University (NJ)*
Sacred Heart University (CT)*◆
Saint John's University-Queens (NY)*
Saint Mary's College of California (CA)*
Sarah Lawrence College (NY)*
Scripps College (CA)*◆
Seton Hall University (NJ)*
Shorter College (GA)*
Sonoma State University (CA)*
Southern New Hampshire University (NH)*
Sweet Briar College (VA)*
Tabor College (KS)*
Talladega College (AL)*~

Tennessee Temple University (TN)*
Texas A & M University (TX)*◆
U of Arkansas-Fort Smith (AR)
U of California-Los Angeles (CA)*◆
U of California-San Diego (CA)*◆
U of California-Santa Barbara (CA)*◆
U of Florida (FL)*◆
U of Houston-Downtown (TX)
U of Illinois-Urbana-Champaign (IL)◆
U of Louisville (KY)*◆
U of North Carolina-Wilmington (NC)*
U of Portland (OR)*
U of San Diego (CA)*

U of Scranton (PA)*◆
U of South Carolina-Aiken (SC)*◆
U of the Arts (PA)*
U of the Pacific (CA)*
U of Toledo (OH)*
Villa Julie College (MD)*◆
Villanova University (PA)*
Washington and Lee University (VA)*
Washington College (MD)*◆
Wesleyan College (GA)*
Wilkes University (PA)*
Willamette University (OR)*◆
Worcester State College (MA)*

Notes:

- * indicates institutions that participated in the 2006 CIRP Freshman Survey
- ◆ indicates an institution that is conducting a web-only administration of YFCY
- ~ indicates a Historically Black College or University (HBCU)

Appendix B

Factor Analysis of the 2007 YFCY National Aggregate Data

Factor 1: Self-Concept (Cronbach's alpha=.82)

Variable (all items are from Question #7 on the 2007 YFCY Survey)	Factor Loading
Self-rating: Self-confidence (social)	.72
Self-rating: Self-confidence (intellectual)	.71
Self-rating: Self-understanding	.71
Self-rating: Leadership ability	.70
Self-rating: Emotional health	.62
Self-rating: Public speaking ability	.61
Self-rating: Understanding of others	.57
Self-rating: Drive to achieve	.55
Self-rating: Cooperativeness	.49
Self-rating: Writing ability	.45

**This can be broken down into additional factors:

Sub-Factor 1a: Social Self-Concept (Cronbach's alpha=.71)

Variable (all items are from Question #7 on the 2007 YFCY Survey)	Factor Loading
<i>Self-rating: Leadership ability</i>	.83
<i>Self-rating: Public speaking ability</i>	.80
<i>Self-rating: Self-confidence (social)</i>	.76

Sub-Factor 1b: Emotional and Interpersonal Self-Concept (Cronbach's alpha=.67)

Variable (all items are from Question #7 on the 2007 YFCY Survey)	Factor Loading
<i>Self-rating: Self-understanding</i>	.76
<i>Self-rating: Understanding of others</i>	.74
<i>Self-rating: Emotional health</i>	.68
<i>Self-rating: Cooperativeness</i>	.65

Sub-Factor 1c: Self-Assessed Academic Motivation (Cronbach's alpha=.56)

Variable (all items are from Question #7 on the 2007 YFCY Survey)	Factor Loading
<i>Self-rating: Self-confidence (intellectual)</i>	.78
<i>Self-rating: Drive to achieve</i>	.72
<i>Self-rating: Writing ability</i>	.69

Factor 2: Self-Assessed Cognitive Development (Cronbach's alpha=.77)

Variable (all items are from Question #1 on the 2007 YFCY Survey)	Factor Loading
Self-rated change: Critical thinking skills	.82
Self-rated change: Analytical/problem-solving skills	.81
Self-rated change: Ability to work as part of a team	.64
Self-rated change: General knowledge	.64
Self-rated change: Ability to conduct research	.61
Self-rated change: Knowledge of a particular field or discipline	.54
Self-rated change: Knowledge of people from different races/cultures	.48

Factor 3: Leadership and Community Orientation (Cronbach's alpha=.86)

Variable (all items are from Question #17 on the 2007 YFCY Survey)	Factor Loading
Goal: Participating in a community action program	.78
Goal: Helping to promote racial understanding	.77
Goal: Improving my understanding of other countries and cultures	.72
Goal: Becoming a community leader	.68
Goal: Becoming involved in programs to clean up the environment	.67
Goal: Influencing social values	.66
Goal: Participating in an organization like the Peace Corps or Americorps/VISTA	.64
Goal: Developing a meaningful philosophy of life	.60

Factor 4: Informed Citizenship (Cronbach's alpha=.80)

Variable (items are from questions #1 on the 2007 YFCY Survey)	Factor Loading
Self-rated change: Understanding of national issues	.91
Self-rated change: Understanding of global issues	.90
Self-rated change: Understanding of the problems facing your community	.73

Factor 5: Authority and Status Values (Cronbach's alpha=.74)

Variable (all items are from Question #17 on the 2007 YFCY Survey)	Factor Loading
Goal: Obtaining recognition from my colleagues for contributions to my special field	.76
Goal: Having administrative responsibility for the work of others	.74
Goal: Becoming an authority in my field	.73
Goal: Being very well off financially	.66
Goal: Becoming successful in a business of my own	.62

Factor 6: Poor Social and Emotional Adjustment (Cronbach's alpha=.65)

Variable (items are from questions #4 and #10 on the 2007 YFCY Survey)	Factor Loading
Frequency: Felt depressed (question #10)	.73
Frequency: Lonely or homesick (question #4)	.69
Frequency: Isolated from campus life (question #4)	.63
Frequency: Worried about your health (question #4)	.56
Frequency: Felt overwhelmed by all you had to do (question #10)	.54
Frequency: Unsafe on this campus (question #4)	.45

Factor 7: Artistic Abilities (Cronbach's alpha=.77)

Variable (items are from questions #7 and #17 on the 2007 YFCY Survey)	Factor Loading
Goal: Creating artistic works (painting, sculpture, decorating, etc.) (question #17)	.82
Self-rating: Artistic ability (question #7)	.76
Goal: Writing original works (poems, novels, short stories, etc.) (question #17)	.69
Self-rating: Creativity (question #7)	.68
Goal: Becoming accomplished in one of the performing arts (acting, dancing, etc.) (question #17)	.66

Factor 8: Religion and Spirituality (Cronbach's alpha=.86)

Variable (items are from various questions on the 2007 YFCY Survey)	Factor Loading
Self-rating: Religiousness (question #7)	.83
Goal: Integrating spirituality into my life (question #17)	.82
Frequency: Attended a religious service (question #10)	.79
Self-rating: Spirituality (question #7)	.79
Hours per week: Prayer/meditation (question #11)	.74
Participation: Strengthened your religious beliefs/convictions (question #20)	.73
Frequency: Discussed religion (question #10)	.48

Factor 9: Academic Success Habits (Cronbach's alpha=.77)

Variable (all items are from Question #8 on the 2007 YFCY Survey)	Factor Loading
Success: Develop effective study skills	.82
Success: Adjust to the academic demands of college	.82
Success: Manage your time effectively	.79
Success: Understand what your professors expect of you academically	.67
Success: Get to know faculty	.52
Success: Utilize campus services available to students	.38

Factor 10: Academic Engagement (Cronbach's alpha=.53)

Variable (items are from various questions on the 2007 YFCY Survey)	Factor Loading
Frequency: Discussed course content with students outside of class (question #21)	.72
Frequency: Spoke up in class (question #21)	.67
Participation: Communicated regularly with your professors (question #20)	.57
Frequency: Studied with other students (question #10)	.52
Frequency: Tutored another student (question #10)	.45

Factor 11: Academic Disengagement (Cronbach's alpha=.64)

Variable (items are from questions #10 and #21 on the 2007 YFCY Survey)	Factor Loading
Frequency: Came late to class (question #10)	.66
Frequency: Skipped class (question #21)	.65
Frequency: Turned in course assignments that did not reflect your best work (question #21)	.59
Frequency: Turned in course assignment(s) late (question #21)	.58
Frequency: Fell asleep in class (question #21)	.56
Frequency: Felt bored in class (question #10)	.45
Frequency: Received negative feedback about your academic work (question #21)	.42

Factor 12: Math and Analytical Orientation (Cronbach's alpha=.54)

Variable (items are from questions #7 and #20 on the 2007 YFCY Survey)	Factor Loading
Self-rating: Academic ability (question #7)	.78
Self-rating: Mathematical ability (question #7)	.76
Self-rating: Computer skills (question #7)	.52
Participation: Enrolled in an honors or advanced course (question #20)	.50

Factor 13: Satisfaction with Campus Services (Cronbach's alpha=.90)

Variable (all items are from Question #6 on the 2007 YFCY Survey)	Factor Loading
Satisfaction: Classroom facilities	.69
Satisfaction: Computer facilities/labs	.67
Satisfaction: Quality of computer training/assistance	.67
Satisfaction: Laboratory facilities and services	.66
Satisfaction: Leadership opportunities	.65
Satisfaction: Student housing office/services	.63
Satisfaction: Library facilities and services	.63
Satisfaction: Tutoring or other academic assistance	.63
Satisfaction: Orientation for new students	.62
Satisfaction: Financial aid office	.60
Satisfaction: Student housing facilities	.60
Satisfaction: Recreational facilities	.60
Satisfaction: Your overall academic experience	.59
Satisfaction: Opportunities for community service	.58
Satisfaction: Psychological counseling services	.58
Satisfaction: Academic advising	.56
Satisfaction: Student health services	.54
Satisfaction: Availability of internet access	.52
Satisfaction: Financial aid package	.51

**This can be broken down into additional factors:

Sub-Factor 13a: Academic Services (Cronbach's alpha=.68)

<i>Variable (all items are from Question #6 on the 2007 YFCY Survey)</i>	<i>Factor Loading</i>
<i>Satisfaction: Tutoring or other academic assistance</i>	.71
<i>Satisfaction: Academic advising</i>	.69
<i>Satisfaction: Your overall academic experience</i>	.68
<i>Satisfaction: Orientation for new students</i>	.63
<i>Satisfaction: Library facilities and services</i>	.62

Sub-Factor 13b: Technological Services (Cronbach's alpha=.79)

<i>Variable (all items are from Question #6 on the 2007 YFCY Survey)</i>	<i>Factor Loading</i>
<i>Satisfaction: Computer facilities/labs</i>	.82
<i>Satisfaction: Laboratory facilities and services</i>	.78
<i>Satisfaction: Classroom facilities</i>	.77
<i>Satisfaction: Quality of computer training/assistance</i>	.75
<i>Satisfaction: Availability of internet access</i>	.60

Sub-Factor 13c: Personal Campus Services (Cronbach's alpha=.79)

<i>Variable (all items are from Question #6 on the 2007 YFCY Survey)</i>	<i>Factor Loading</i>
<i>Satisfaction: Financial aid office</i>	.77
<i>Satisfaction: Student housing office/services</i>	.74
<i>Satisfaction: Financial aid package</i>	.70
<i>Satisfaction: Student housing facilities</i>	.67
<i>Satisfaction: Student health services</i>	.66
<i>Satisfaction: Psychological counseling services</i>	.65

Sub-Factor 13d: Extracurricular Activities (Cronbach's alpha=.58)

<i>Variable (all items are from Question #6 on the 2007 YFCY Survey)</i>	<i>Factor Loading</i>
<i>Satisfaction: Leadership opportunities</i>	.86
<i>Satisfaction: Opportunities for community service</i>	.85
<i>Satisfaction: Recreational facilities</i>	.41

Factor 14: Advice and Counseling (Cronbach's alpha=.62)

Variable (all items are from Question #21 on the 2007 YFCY Survey)	Factor Loading
Frequency: Received advice or guidance about your educational program from a professor	.79
Frequency: Received emotional support or encouragement from a professor	.76
Frequency: Worked with an academic advisor to select your courses	.61
Frequency: Received advice/counseling from another student	.56

Factor 15: Positive Race/Ethnic Relations (Cronbach's alpha=.90)

Variable (items are from Questions #13 and #10 on the 2007 YFCY Survey)	Factor Loading
Frequency: Had intellectual discussions outside of class (question #13)	.85
Frequency: Shared personal feelings and problems (question #13)	.84
Frequency: Dined or shared a meal (question #13)	.83
Frequency: Had meaningful and honest discussions about race/ethnic relations outside of class (question #13)	.79
Frequency: Studied or prepared for class (question #13)	.77
Frequency: Socialized or partied (question #13)	.76
Frequency: Attended events sponsored by other racial/ethnic groups (question #13)	.63
Frequency: Socialized with someone of another racial/ethnic group (question #10)	.62

Factor 16: Racial/Ethnic Interactions of a Negative Quality (Cronbach's alpha=.79)

Variable (all items are from Questions #13 on the 2007 YFCY Survey)	Factor Loading
Frequency: Had tense, somewhat hostile interactions	.87
Frequency: Felt insulted or threatened because of race/ethnicity	.83
Frequency: Had guarded, cautious interactions	.82

Factor 17: Campus Climate (Cronbach's alpha=.89)

Variable (all items are from Question #12 on the 2007 YFCY Survey)	Factor Loading
Agreement: I have felt discriminated against based on my: Race/ethnicity	.78
Agreement: In class, I have heard faculty express stereotypes about: Women	.77
Agreement: In class, I have heard faculty express stereotypes about: Men	.77
Agreement: In class, I have heard faculty express stereotypes about: Racial/ethnic groups	.77
Agreement: I have felt discriminated against based on my: Gender	.76
Agreement: I have felt discriminated against based on my: Socio-economic status	.76
Agreement: I have felt discriminated against based on my: Sexual orientation	.74
Agreement: I have felt discriminated against based on my: Religion	.73
Agreement: There is a lot of racial tension on this campus	.50

Factor 18: Sense of Belonging (Cronbach's alpha=.86)

Variable (items are from various questions on the 2007 YFCY Survey)	Factor Loading
Satisfaction: Overall college experience (question #18)	.86
Agreement: I feel a sense of belonging to this college (question #12)	.82
Satisfaction: Overall sense of community among students (question #18)	.81
Agreement: I see myself as part of the campus community (question #12)	.79
Satisfaction: Your social life (question #18)	.73
Participation: Been satisfied with this college (question #19)	.66
Agreement: The admission/recruitment materials portrayed this campus accurately (question #12)	.60

Factor 19: Satisfaction with College Experience (Cronbach's alpha=.84)

Variable (all items are from Question #18 on the 2007 YFCY Survey)	Factor Loading
Satisfaction: Overall quality of instruction	.77
Satisfaction: Relevance of coursework to everyday life	.74
Satisfaction: Relevance of coursework to future career plans	.73
Satisfaction: Interaction with other students	.71
Satisfaction: Amount of contact with faculty	.68
Satisfaction: Respect for the expression of diverse beliefs	.65
Satisfaction: Class size	.65
Satisfaction: Availability of campus social activities	.62

Factor 20: Perceptions of Faculty/Staff Attitudes Towards Students (Cronbach's alpha=.84)

Variable (all items are from Question #12 on the 2007 YFCY Survey)	Factor Loading
Agreement: Staff here are interested in students' personal problems	.85
Agreement: Faculty here are interested in students' personal problems	.83
Agreement: Staff here are interested in students' academic problems	.83
Agreement: Faculty here are interested in students' academic problems	.79

Factor 21: Interaction with Faculty, Staff, and Graduate Students (Cronbach's alpha=.66)

Variable (all items are from Question #2 on the 2007 YFCY Survey)	Factor Loading
Frequency of interaction with: Faculty outside of class or office hours	.77
Frequency of interaction with: Faculty during office hours	.75
Frequency of interaction with: Academic advisors/counselors	.70
Frequency of interaction with: Other college personnel	.70
Frequency of interaction with: Graduate students/teaching assistants	.37

Factor 22: Developing Close Friendships (Cronbach's alpha=.69)

Variable (all items are from Question #8 on the 2007 YFCY Survey)	Factor Loading
Success: Develop close friendships with students of a different racial/ethnic group	.81
Success: Develop close friendships with female students	.78
Success: Develop close friendships with male students	.76

Factor 23: Contact with Friends and Family (Cronbach's alpha=.80)

Variable (all items are from Question #2 on the 2007 YFCY Survey)	Factor Loading
Frequency of interaction with: Close friends not at this institution	.88
Frequency of interaction with: Close friends from your high school	.86
Frequency of interaction with: Your family	.79

Factor 24: Physical Health and Athletic Involvement (Cronbach's alpha=.61)

Variable (items are from various questions on the 2007 YFCY Survey)	Factor Loading
Hours per week: Exercising or sports (question #11)	.79
Self-rating: Physical health (question #7)	.72
Participation: Played varsity/intercollegiate athletics (question #20)	.67
Frequency: Participated in intramural sports (question #21)	.55
Frequency: Maintained a healthy diet (question #10)	.52

Factor 25: Community Service (Cronbach's alpha=.72)

Variable (items are from questions #10 and #20 on the 2007 YFCY Survey)	Factor Loading
Frequency: Performed volunteer work (question #10)	.88
Participation: Participated in volunteer or community service work (question #20)	.86
Frequency: Performed community service as part of class (question #10)	.67

Factor 26: Political Engagement (Cronbach's alpha=.69)

Variable (items are from various questions on the 2007 YFCY Survey)	Factor Loading
Goal: Influencing the political structure (question #17)	.72
Frequency: Participated in political demonstrations (question #10)	.71
Goal: Keeping up to date with political affairs (question #17)	.69
Frequency: Discussed politics (question #10)	.59
Participation: Participated in student protests or demonstrations (question #20)	.59
Frequency: Worked on a local, state, or national political campaign (question #10)	.56

Factor 27: Partying (drinking/smoking) (Cronbach's alpha=.81)

Variable (items are from various questions on the 2007 YFCY Survey)	Factor Loading
Frequency: Drank beer (question #10)	.90
Frequency: Drank wine or liquor (question #10)	.89
Number of times in two weeks: Binge drinking (question #14)	.84
Hours per week: Partying (question #11)	.82
Frequency: Smoked cigarettes (question #10)	.52

Factor 28: Alcohol Education (Cronbach's alpha=.68)

Variable (all items are from Question #15 on the 2007 YFCY Survey)	Factor Loading
Participation: A live presentation about alcohol by college officials	.69
Participation: A live presentation about alcohol by college students	.66
Participation: Written material about alcohol from your college	.65
Participation: Small group discussions about alcohol	.62
Participation: Other alcohol education program	.53
Participation: A discussion with a parent or guardian about alcohol before entering college	.44
Participation: An on-line alcohol education program sponsored by your college	.44
Participation: No alcohol education program (reverse coded)	.40

Factor 29: External Commitments (Cronbach's alpha=.59)

Variable (all items are from Question #11 on the 2007 YFCY Survey)	Factor Loading
Hours per week: Commuting	.81
Hours per week: Household/childcare duties	.75
Hours per week: Working (for pay) off campus	.71

Factor 30: Conflicting Commitments (Cronbach's alpha=.43)

Variable (all items are from Question #4 on the 2007 YFCY Survey)	Factor Loading
Frequency: That your job responsibilities interfered with your schoolwork	.70
Frequency: That your family responsibilities interfered with your schoolwork	.73
Frequency: That your social life interfered with your schoolwork	.62

Factor 31: Respect for Diverse Perspectives (Cronbach's alpha=.85)

Variable (all items are from Question #9 on the 2007 YFCY Survey)	Factor Loading
Self-rating: Tolerance of others with different beliefs	.81
Self-rating: Ability to work cooperatively with diverse people	.81
Self-rating: Openness to having my own views challenged	.79
Self-rating: Ability to discuss and negotiate controversial issues	.76
Self-rating: Ability to see the world from someone else's perspective	.76

Appendix C

2007 YFCY National Aggregates – All Respondents

First-time Full-time	All Institutions		
	Women	Men	Total
Number of Respondents	19,719	11,781	31,500
Students reporting “much stronger” skill compared with college entry in:			
General knowledge	19.3	19.7	19.4
Knowledge of a particular field or discipline	31.9	33.9	32.6
Knowledge of people from different races/cultures	14.6	15.0	14.8
Understanding of the problems facing your community	10.8	10.2	10.5
Understanding of national issues	8.8	9.9	9.2
Understanding of global issues	11.3	12.4	11.7
Ability to conduct research	12.5	13.8	13.0
Ability to work as part of a team	10.1	12.0	10.8
Critical thinking skills	15.5	17.8	16.4
Analytical/problem-solving skills	13.5	16.9	14.7
SINCE ENTERING THIS COLLEGE, HOW OFTEN HAVE YOU INTERACTED WITH THE FOLLOWING PEOPLE (E.G., BY PHONE, E-MAIL, INSTANT MESSENGER, OR IN PERSON):			
Faculty <u>during</u> office hours			
Never	9.5	10.9	10.0
1 or 2 times per term	37.6	34.2	36.3
1 or 2 times per month	28.0	26.3	27.3
Once a week	14.2	15.9	14.9
2 or 3 times per week	7.5	8.6	7.9
Daily	3.2	4.1	3.5
Faculty <u>outside</u> of class or office hours			
Never	26.7	26.7	26.7
1 or 2 times per term	30.4	29.5	30.1
1 or 2 times per month	21.8	20.2	21.2
Once a week	12.5	13.3	12.8
2 or 3 times per week	6.7	7.5	7.0
Daily	1.9	2.7	2.2
Academic advisors/counselors			
Never	7.6	9.2	8.2
1 or 2 times per term	60.4	54.3	58.1
1 or 2 times per month	22.7	24.3	23.3
Once a week	5.8	7.6	6.5
2 or 3 times per week	2.6	3.2	2.8
Daily	0.9	1.3	1.1
Other college personnel			
Never	25.3	23.5	24.6
1 or 2 times per term	34.1	29.8	32.5
1 or 2 times per month	18.4	19.0	18.6
Once a week	10.3	12.8	11.2
2 or 3 times per week	5.5	6.5	5.9
Daily	6.4	8.5	7.2

First-time Full-time	All Institutions		
	Women	Men	Total
Number of Respondents	19,719	11,781	31,500
SINCE ENTERING THIS COLLEGE, HOW OFTEN HAVE YOU INTERACTED WITH THE FOLLOWING PEOPLE (E.G., BY PHONE, E-MAIL, INSTANT MESSENGER, OR IN PERSON):			
Close friends at this institution			
Never	1.5	2.0	1.7
1 or 2 times per term	1.3	1.8	1.5
1 or 2 times per month	1.9	2.6	2.2
Once a week	4.3	5.3	4.7
2 or 3 times per week	9.4	11.1	10.1
Daily	81.6	77.2	79.9
Close friends <u>not</u> at this institution			
Never	2.0	3.3	2.5
1 or 2 times per term	7.2	9.8	8.2
1 or 2 times per month	13.1	16.7	14.5
Once a week	15.4	16.8	15.9
2 or 3 times per week	27.2	24.6	26.2
Daily	35.2	28.7	32.8
Your family			
Never	0.8	1.5	1.0
1 or 2 times per term	5.0	7.6	6.0
1 or 2 times per month	8.6	13.8	10.6
Once a week	13.0	21.2	16.0
2 or 3 times per week	26.4	27.3	26.7
Daily	46.2	28.6	39.6
Graduate students/teaching assistants			
Never	41.5	37.7	40.1
1 or 2 times per term	17.4	17.4	17.4
1 or 2 times per month	12.3	13.6	12.8
Once a week	15.5	16.5	15.9
2 or 3 times per week	10.1	11.0	10.4
Daily	3.2	3.8	3.4
Close friends from your high school			
Never	4.8	5.9	5.2
1 or 2 times per term	10.6	12.6	11.3
1 or 2 times per month	17.1	18.1	17.4
Once a week	16.2	17.0	16.5
2 or 3 times per week	25.2	22.3	24.1
Daily	26.1	24.0	25.3
Do you have any concern about your ability to finance your college education?			
None (I am confident that I will have sufficient funds)	26.8	35.1	29.9
Some (but I probably will have enough funds)	55.5	50.9	53.8
Major (not sure I will have enough funds to complete college)	17.7	14.0	16.3
Students indicating that since entering this college, they felt: [1]			
Lonely or homesick	72.4	52.8	65.1
Isolated from campus life	52.1	46.7	50.1
Unsafe on this campus	25.4	12.6	20.6
Worried about your health	51.4	35.2	45.4
That your courses inspired you to think in new ways	90.5	84.7	88.3

[1] Percentage making "Frequently" or "Occasionally."

First-time Full-time	All Institutions		
	Women	Men	Total
Number of Respondents	19,719	11,781	31,500
Students indicating that since entering this college, they felt: [1]			
That your job responsibilities interfered with your schoolwork	37.0	32.3	35.2
That your schoolwork interfered with your job responsibilities	28.7	26.8	28.0
That your family responsibilities interfered with your schoolwork	34.9	29.5	32.9
That your social life interfered with your schoolwork	70.4	70.1	70.3
Family support to succeed	91.5	86.5	89.7
How would you characterize your political views?			
Far left	3.0	4.1	3.4
Liberal	32.8	25.6	30.1
Middle-of-the-road	40.3	41.4	40.7
Conservative	22.8	26.3	24.1
Far right	1.0	2.6	1.6
Students reporting they were “satisfied” or “very satisfied” with each of the following at this institution: [2]			
Your overall academic experience	83.6	80.0	82.3
Classroom facilities	75.4	74.3	74.9
Computer facilities/labs	77.9	76.1	77.2
Library facilities and services	79.3	78.0	78.8
Laboratory facilities and services	69.3	66.4	68.2
Quality of computer training/assistance	58.0	57.9	58.0
Availability of internet access	72.0	72.1	72.1
Academic advising	65.8	64.9	65.5
Tutoring or other academic assistance	63.6	59.1	61.9
Student housing facilities	58.1	53.7	56.4
Student housing office/services	49.8	46.9	48.8
Financial aid office	48.0	47.4	47.8
Financial aid package	46.0	46.8	46.3
Student health services	51.5	53.4	52.2
Psychological counseling services	39.1	35.7	37.7
Recreational facilities	70.2	69.0	69.7
Orientation for new students	66.7	62.1	65.0
Leadership opportunities	61.7	58.2	60.4
Opportunities for community service	67.0	60.2	64.5
Students rating themselves “above average” or “highest 10%” compared with the average person their age in:			
Academic ability	65.8	73.0	68.5
Artistic ability	32.1	32.6	32.3
Computer skills	32.8	54.4	40.8
Cooperativeness	75.0	73.1	74.3
Creativity	56.8	60.5	58.2
Drive to achieve	73.7	67.4	71.3
Emotional health	48.2	59.4	52.4
Leadership ability	58.2	66.6	61.3
Mathematical ability	39.0	54.9	44.9
Physical health	42.9	61.9	50.0
Public speaking ability	36.5	46.4	40.2
Religiousness	33.2	32.5	33.0
Self-confidence (intellectual)	53.4	69.3	59.3

[1] Percentage making “Frequently” or “Occasionally.”

[2] Respondents marking “Can’t rate/No experience” were not included in these results.

First-time Full-time	All Institutions		
	Women	Men	Total
Number of Respondents	19,719	11,781	31,500
Students rating themselves “above average” or “highest 10%” compared with the average person their age in:			
Self-confidence (social)	47.6	56.1	50.7
Self-understanding	57.1	64.1	59.7
Spirituality	41.1	41.4	41.2
Understanding of others	70.6	68.0	69.6
Writing ability	54.9	54.9	54.9
SINCE ENTERING THIS COLLEGE, HOW HAS IT BEEN TO:			
Understand what your professors expect of your academically			
Very easy	23.4	22.8	23.2
Somewhat easy	58.3	57.1	57.9
Somewhat difficult	17.2	18.7	17.8
Very difficult	1.1	1.4	1.2
Develop effective study skills			
Very easy	13.8	12.5	13.3
Somewhat easy	46.8	46.9	46.8
Somewhat difficult	34.5	34.4	34.5
Very difficult	5.0	6.2	5.4
Adjust to the academic demands of college			
Very easy	17.0	17.7	17.2
Somewhat easy	44.7	44.8	44.7
Somewhat difficult	33.3	32.2	32.9
Very difficult	5.0	5.3	5.1
Manage your time effectively			
Very easy	11.1	11.3	11.1
Somewhat easy	37.1	36.7	36.9
Somewhat difficult	42.0	41.1	41.6
Very difficult	9.9	10.9	10.3
Get to know faculty			
Very easy	16.5	18.1	17.1
Somewhat easy	48.1	49.3	48.5
Somewhat difficult	29.3	27.0	28.5
Very difficult	6.0	5.5	5.9
Develop close friendships with: male students			
Very easy	35.3	45.0	38.9
Somewhat easy	39.1	42.6	40.4
Somewhat difficult	18.7	10.1	15.5
Very difficult	6.9	2.3	5.2
Develop close friendships with: female students			
Very easy	44.5	38.7	42.3
Somewhat easy	40.5	42.0	41.0
Somewhat difficult	12.6	14.8	13.4
Very difficult	2.4	4.5	3.2

First-time Full-time	All Institutions		
	Women	Men	Total
Number of Respondents	19,719	11,781	31,500
SINCE ENTERING THIS COLLEGE, HOW HAS IT BEEN TO:			
Develop close friendships with: students of a different racial/ethnic group			
Very easy	33.6	33.9	33.7
Somewhat easy	42.8	44.6	43.5
Somewhat difficult	19.1	16.7	18.2
Very difficult	4.4	4.8	4.6
Utilize campus services available to students			
Very easy	31.4	28.1	30.2
Somewhat easy	56.4	57.8	56.9
Somewhat difficult	11.1	12.3	11.6
Very difficult	1.1	1.7	1.3
Students rating themselves “above average” or “highest 10%” compared with the average person their age in:			
Ability to see the world from someone else’s perspective	67.2	67.7	67.4
Tolerance of others with different beliefs	74.2	71.2	73.1
Openness to having my own views challenged	58.2	61.4	59.4
Ability to discuss and negotiate controversial issues	58.7	69.2	62.6
Ability to work cooperatively with diverse people	75.9	74.3	75.3
Since entering this college, how often have you:			
Attended a religious service	58.0	52.8	56.0
Felt bored in class [3]	38.1	40.9	39.1
Participated in political demonstrations	17.1	19.8	18.1
Tutored another student	39.0	45.5	41.4
Studied with other students	91.8	89.2	90.8
Been a guest in a professor’s home	14.4	16.1	15.0
Smoked cigarettes [3]	5.2	7.2	5.9
Drank beer	48.9	59.2	52.7
Drank wine or liquor	59.0	59.4	59.2
Felt overwhelmed by all you had to do [3]	48.3	29.4	41.2
Felt depressed [3]	13.3	9.1	11.7
Performed volunteer work	63.7	53.3	59.8
Played a musical instrument	25.3	39.5	30.6
Worked on a local, state, or national political campaign	6.9	9.7	7.9
Socialized with someone of another racial/ethnic group [3]	53.1	50.5	52.1
Came late to class	58.8	68.2	62.3
Used the Internet: [3]			
for research or homework	84.8	75.0	81.1
to read news sites	48.6	52.1	49.9
to read blogs	40.5	31.8	37.2
Performed community service as part of class	31.7	29.4	30.8
Discussed religion [3]	28.2	24.5	26.8
Discussed politics [3]	20.8	23.7	21.9
Maintained a healthy diet [3]	28.1	30.1	28.8
Missed class because of illness [3]	5.5	4.4	5.1
Slept 8 or more hours a day [3]	19.4	22.6	20.6

[3] Percentage marking “Frequently” only. All other results represent the percentage marking “Frequently” or “Occasionally.”

First-time Full-time	All Institutions		
	Women	Men	Total
Number of Respondents	19,719	11,781	31,500
SINCE ENTERING THIS COLLEGE, HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?			
Attending classes/labs			
None	1.0	1.5	1.2
Less than 1 hour	0.3	0.7	0.5
1 to 2 hours	1.7	2.2	1.9
3 to 5 hours	5.2	6.8	5.8
6 to 10 hours	14.3	15.1	14.6
11 to 15 hours	34.9	35.1	35.0
16 to 20 hours	32.0	27.6	30.3
Over 20 hours	10.7	11.0	10.8
Studying/homework			
None	0.1	0.7	0.3
Less than 1 hour	0.6	2.0	1.1
1 to 2 hours	5.7	11.9	8.0
3 to 5 hours	26.0	31.8	28.1
6 to 10 hours	35.5	29.4	33.2
11 to 15 hours	17.1	12.5	15.4
16 to 20 hours	8.5	6.2	7.7
Over 20 hours	6.4	5.5	6.1
Socializing with friends			
None	0.4	0.8	0.6
Less than 1 hour	1.3	1.4	1.4
1 to 2 hours	5.7	5.8	5.7
3 to 5 hours	17.7	16.9	17.4
6 to 10 hours	29.0	26.7	28.1
11 to 15 hours	18.2	17.2	17.8
16 to 20 hours	11.3	11.5	11.4
Over 20 hours	16.5	19.7	17.7
Exercising or sports			
None	7.8	4.9	6.7
Less than 1 hour	13.7	8.8	11.9
1 to 2 hours	23.5	18.3	21.6
3 to 5 hours	30.4	27.0	29.1
6 to 10 hours	15.3	21.7	17.7
11 to 15 hours	4.9	9.3	6.5
16 to 20 hours	2.4	4.9	3.3
Over 20 hours	2.1	5.1	3.2
Partying			
None	30.2	24.2	28.0
Less than 1 hour	12.5	12.4	12.5
1 to 2 hours	15.6	15.4	15.5
3 to 5 hours	22.4	22.3	22.4
6 to 10 hours	13.4	15.4	14.1
11 to 15 hours	3.9	5.3	4.4
16 to 20 hours	1.2	2.3	1.6
Over 20 hours	0.8	2.6	1.5

First-time Full-time	All Institutions		
	Women	Men	Total
Number of Respondents	19,719	11,781	31,500
SINCE ENTERING THIS COLLEGE, HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?			
Working (for pay) <u>on</u> campus			
None	73.6	74.4	73.9
Less than 1 hour	0.8	1.3	1.0
1 to 2 hours	2.1	2.9	2.4
3 to 5 hours	5.2	5.5	5.3
6 to 10 hours	10.4	8.5	9.7
11 to 15 hours	5.4	4.6	5.1
16 to 20 hours	1.9	1.8	1.8
Over 20 hours	0.6	1.0	0.8
Working (for pay) <u>off</u> campus			
None	74.4	75.5	74.8
Less than 1 hour	1.0	1.5	1.2
1 to 2 hours	1.8	2.7	2.1
3 to 5 hours	3.7	4.2	3.9
6 to 10 hours	5.4	4.5	5.0
11 to 15 hours	4.4	3.3	4.0
16 to 20 hours	4.5	3.3	4.0
Over 20 hours	4.9	5.1	5.0
Student clubs and groups			
None	38.9	44.1	40.9
Less than 1 hour	11.9	10.7	11.5
1 to 2 hours	22.0	18.7	20.8
3 to 5 hours	17.4	14.7	16.4
6 to 10 hours	6.4	6.7	6.5
11 to 15 hours	1.8	2.3	2.0
16 to 20 hours	0.7	1.0	0.8
Over 20 hours	0.8	1.8	1.2
Watching TV			
None	12.3	13.1	12.6
Less than 1 hour	16.6	15.2	16.1
1 to 2 hours	27.6	23.0	25.9
3 to 5 hours	26.8	25.2	26.2
6 to 10 hours	11.3	13.6	12.2
11 to 15 hours	3.1	5.0	3.8
16 to 20 hours	1.1	2.1	1.5
Over 20 hours	1.2	2.9	1.8
Household/childcare duties			
None	54.0	65.8	58.4
Less than 1 hour	16.4	11.9	14.7
1 to 2 hours	18.2	12.0	15.9
3 to 5 hours	7.9	6.6	7.4
6 to 10 hours	2.2	2.2	2.2
11 to 15 hours	0.5	0.7	0.6
16 to 20 hours	0.2	0.3	0.2
Over 20 hours	0.5	0.5	0.5

First-time Full-time	All Institutions		
	Women	Men	Total
Number of Respondents	19,719	11,781	31,500
SINCE ENTERING THIS COLLEGE, HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?			
Reading for pleasure			
None	40.0	42.3	40.8
Less than 1 hour	27.2	22.8	25.5
1 to 2 hours	20.1	19.2	19.8
3 to 5 hours	8.8	10.1	9.3
6 to 10 hours	2.9	3.8	3.2
11 to 15 hours	0.6	0.9	0.7
16 to 20 hours	0.2	0.4	0.3
Over 20 hours	0.2	0.5	0.3
Playing video/computer games			
None	63.7	22.4	48.3
Less than 1 hour	17.1	17.6	17.3
1 to 2 hours	11.2	21.8	15.1
3 to 5 hours	5.3	19.8	10.7
6 to 10 hours	1.7	10.3	4.9
11 to 15 hours	0.5	3.8	1.7
16 to 20 hours	0.2	1.6	0.7
Over 20 hours	0.3	2.7	1.2
Prayer/meditation			
None	44.6	46.3	45.2
Less than 1 hour	28.9	26.8	28.1
1 to 2 hours	17.6	16.4	17.2
3 to 5 hours	6.0	6.5	6.2
6 to 10 hours	1.9	2.2	2.0
11 to 15 hours	0.4	0.8	0.6
16 to 20 hours	0.1	0.3	0.2
Over 20 hours	0.3	0.7	0.5
Commuting			
None	58.9	54.7	57.3
Less than 1 hour	12.7	13.8	13.1
1 to 2 hours	12.7	14.0	13.2
3 to 5 hours	9.2	10.1	9.5
6 to 10 hours	4.3	4.9	4.5
11 to 15 hours	1.1	1.2	1.1
16 to 20 hours	0.4	0.6	0.5
Over 20 hours	0.7	0.8	0.7
Online social networks (MySpace, Facebook, etc.)			
None	4.9	8.4	6.2
Less than 1 hour	11.3	18.9	14.1
1 to 2 hours	27.9	30.9	29.0
3 to 5 hours	32.7	25.1	29.9
6 to 10 hours	13.8	8.9	12.0
11 to 15 hours	4.4	3.3	4.0
16 to 20 hours	2.1	1.6	1.9
Over 20 hours	2.9	2.9	2.9

First-time Full-time	All Institutions		
	Women	Men	Total
Number of Respondents	19,719	11,781	31,500
Students indicating they “agree” or “strongly agree” with the following:			
I have felt discriminated against based on my:			
Race/ethnicity	12.7	15.0	13.5
Socio-economic status	12.9	12.4	12.7
Gender	15.2	10.0	13.3
Religion	9.9	10.3	10.0
Sexual orientation	2.6	5.9	3.8
In class, I have heard faculty express stereotypes about:			
Racial/ethnic groups	21.6	20.0	21.0
Women	23.5	20.0	22.2
Men	19.5	20.5	19.9
The admission/recruitment materials portrayed this campus accurately	81.3	77.5	79.9
I see myself as part of the campus community	81.4	77.9	80.1
The Faculty here are interested in:			
students' academic problems	88.0	84.7	86.8
students' personal problems	58.5	58.8	58.6
The Staff here are interested in:			
students' academic problems	79.9	77.5	79.0
students' personal problems	61.8	61.5	61.7
There is a lot of racial tension on this campus	13.7	16.0	14.6
I feel like I am just another number on this campus	32.1	35.0	33.2
I have been able to find a balance between academics and extracurricular activities	76.9	73.8	75.8
My college experiences have exposed me to diverse opinions, cultures, and values	80.3	77.3	79.2
There is strong competition among most of the students for high grades	59.0	59.7	59.3
I feel a sense of belonging to this college	80.0	76.7	78.8
Students indicating they “very often” or “often” experienced the following with students from a racial/ethnic group <u>other than their own</u>:			
Dined or shared a meal	48.0	49.4	48.5
Had meaningful and honest discussions about race/ethnic relations outside of class	28.1	29.0	28.5
Had guarded, cautious interactions	8.1	11.8	9.4
Shared personal feelings and problems	40.2	30.2	36.5
Had tense, somewhat hostile interactions	4.8	7.9	6.0
Had intellectual discussions outside of class	35.3	35.7	35.4
Felt insulted or threatened because of race/ethnicity	3.3	6.4	4.5
Studied or prepared for class	38.4	35.4	37.3
Socialized or partied	42.9	43.1	43.0
Attended events sponsored by other racial/ethnic groups	17.2	16.6	17.0
How many times in the past two weeks, if any, have you had five or more alcoholic drinks in a row?			
None	64.2	54.8	60.7
Once	12.0	11.6	11.8
Twice	10.2	10.9	10.5
3 to 5 times	10.4	15.1	12.2
6 to 9 times	2.2	4.9	3.2
10 or more times	0.8	2.7	1.5
During the past year did you participate in or receive any of the following?			
A discussion with a parent or guardian about alcohol before entering college	52.9	52.4	52.7
An on-line alcohol education program sponsored by your college	34.7	34.4	34.6
A live presentation about alcohol by college officials	39.3	42.0	40.3
A live presentation about alcohol by college students	41.1	40.4	40.8

First-time Full-time	All Institutions		
	Women	Men	Total
Number of Respondents	19,719	11,781	31,500
During the past year did you participate in or receive any of the following?			
Small group discussions about alcohol	34.7	35.0	34.8
Written material about alcohol from your college	46.0	46.8	46.3
Other alcohol education program	19.7	23.8	21.3
No alcohol education program	18.9	19.0	18.9
Where did you primarily live while attending college this past year?			
On Campus			
Special interest housing			
First-year student housing	21.2	21.4	21.3
Cultural or minority student housing	0.2	0.3	0.3
Single-sex housing	2.4	1.2	2.0
Special academic program	2.0	1.3	1.8
Other special interest housing	1.1	1.1	1.1
Regular college housing			
Residence hall	51.8	51.8	51.8
Apartment	2.9	2.8	2.9
Fraternity or sorority housing	0.1	0.3	0.2
Other residential housing	0.6	0.8	0.7
Off Campus			
At home with family	12.7	13.5	13.0
Fraternity or sorority	0.1	0.2	0.1
Rented apartment or house	4.0	4.3	4.1
Other	0.9	1.0	0.9
Objectives considered to be “very important” or “essential”:			
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	20.7	21.0	20.8
Becoming an authority in my field	64.4	67.1	65.4
Obtaining recognition from my colleagues for contributions to my special field	59.0	59.6	59.2
Influencing the political structure	20.6	27.8	23.3
Influencing social values	50.7	46.3	49.1
Raising a family	77.0	74.6	76.1
Having administrative responsibility for the work of others	41.3	46.4	43.2
Being very well off financially	66.5	69.7	67.7
Helping others who are in difficulty	80.4	69.3	76.2
Making a theoretical contribution to science	17.7	24.1	20.1
Writing original works (poems, novels, short stories, etc.)	19.1	23.2	20.6
Creating artistic works (painting, sculpture, decorating, etc.)	20.8	20.2	20.6
Becoming successful in a business of my own	37.5	48.6	41.6
Becoming involved in programs to clean up the environment	29.9	29.8	29.8
Developing a meaningful philosophy of life	52.0	57.6	54.1
Participating in a community action program	39.1	29.8	35.6
Helping to promote racial understanding	39.3	34.5	37.5
Keeping up to date with political affairs	39.6	45.9	41.9
Becoming a community leader	37.3	38.2	37.6
Integrating spirituality into my life	51.4	46.1	49.4
Improving my understanding of other countries and cultures	60.2	50.8	56.7
Participating in an organization like the Peace Corps or Americorps/VISTA	17.9	14.5	16.6
Engaging with members of my own racial/ethnic group	44.7	44.3	44.6

First-time Full-time	All Institutions		
	Women	Men	Total
Number of Respondents	19,719	11,781	31,500
Students noting they are “very satisfied” or “satisfied” with: [2]			
Amount of contact with faculty	65.7	63.9	65.0
Racial/ethnic diversity of faculty	44.7	49.2	46.4
Racial/ethnic diversity of student body	45.6	49.0	46.9
Class size	75.4	70.2	73.5
Interaction with other students	77.1	75.3	76.5
Relevance of coursework to everyday life	57.6	54.2	56.4
Relevance of coursework to future career plans	65.2	62.9	64.3
Overall quality of instruction	77.9	73.4	76.2
Respect for the expression of diverse beliefs	72.0	66.8	70.1
Availability of campus social activities	68.9	64.5	67.3
Your social life	72.9	69.8	71.7
Overall sense of community among students	66.2	63.3	65.1
Overall college experience	76.9	73.2	75.6
What is your overall grade average (as of your most recently completed academic term)?			
A (3.75-4.0)	20.3	16.5	18.9
A-,B+ (3.25-3.74)	36.8	32.1	35.0
B (2.75-3.24)	26.4	28.2	27.1
B-,C+ (2.25-2.74)	10.6	13.6	11.7
C (1.75-2.24)	4.2	7.0	5.2
C- or less (below 1.75)	1.3	2.3	1.7
I do not receive grades in my courses	0.4	0.3	0.4
Since entering this college have you:			
Decided to pursue a different major	34.9	31.9	33.8
Remained undecided about a major	20.8	22.9	21.6
Changed your career choice	32.7	28.1	31.0
Participated in student government	7.4	9.4	8.2
Made at least a "B" average	87.7	79.8	84.8
Needed extra time to complete your degree requirements	11.6	13.0	12.1
Socialized with someone of another racial/ethnic group	93.6	90.1	92.3
Worked full-time while attending school	5.8	7.6	6.5
Joined a social fraternity or sorority	10.8	12.0	11.2
Played varsity/intercollegiate athletics	15.1	25.4	18.9
Participated in student protests or demonstrations	9.8	9.7	9.8
Participated in volunteer or community service work	58.0	44.0	52.8
Participated in student clubs/groups	61.7	54.3	58.9
Sought personal counseling	15.4	13.2	14.6
Strengthened your religious beliefs/convictions	37.1	33.6	35.8
Failed one or more courses	8.4	12.5	10.0
Participated in leadership training	18.0	19.8	18.7
Communicated regularly with your professors	60.9	54.5	58.5
Enrolled in an honors or advanced course	18.7	20.5	19.4
Enrolled in a remedial or developmental course	9.3	9.5	9.4
Transferred from another institution	4.6	7.2	5.5
Been satisfied with this college overall	86.7	82.2	85.0
Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning cluster, learning community, linked courses)	14.2	15.7	14.7
Taken a course or first-year seminar designed to help first-year students adjust to college	53.5	48.1	51.5
Participated in an academic support program	11.5	12.6	11.9

[2] Respondents marking “Can't rate/No experience” were not included in these results.

First-time Full-time	All Institutions		
	Women	Men	Total
Number of Respondents	19,719	11,781	31,500
Since entering this college, indicate how often you:			
Turned in course assignment(s) late	33.4	44.3	37.4
Spoke up in class [3]	34.5	34.2	34.4
Discussed course content with students outside of class [3]	47.8	42.4	45.8
Skipped class	69.5	70.7	70.0
Received tutoring	42.3	40.3	41.6
Worked on a professor's research project	23.0	29.4	25.4
Turned in course assignments that did <u>not</u> reflect your best work	77.1	81.4	78.7
Participated in intramural sports	26.8	51.6	36.0
Had difficulty getting along with your roommate(s)/housemate(s)	50.1	44.1	47.9
Received from your professor:			
Advice or guidance about your educational program	70.8	70.7	70.7
Emotional support or encouragement	54.9	51.3	53.6
Negative feedback about your academic work	38.0	46.1	41.0
Witnessed academic dishonesty/cheating	36.1	46.4	39.9
Went home for the weekend	75.3	73.1	74.5
Worked with an academic advisor to select your courses	82.6	79.7	81.5
Received advice/counseling from another student	76.4	72.1	74.8
Fell asleep in class	38.9	53.0	44.1
Had difficulty getting into the courses you need	62.9	60.4	62.0
If you could make your college choice over, would you still choose to enroll at your current (or most recent) college?			
Definitely yes	43.9	39.4	42.2
Probably yes	35.2	37.7	36.1
Probably not	10.7	10.5	10.6
Definitely not	4.7	5.4	5.0
Not sure yet	5.5	7.0	6.1
What do you think you will be doing in Fall 2007?			
Attending your current (or most recent) institution	90.2	88.5	89.6
Attending another institution	5.6	5.9	5.7
Don't know/have not decided yet	4.0	5.1	4.4
Not attending any institution	0.2	0.5	0.3
Are you currently a full-time or part-time student?			
Full-time	100.0	100.0	100.0
Part-time	0.0	0.0	0.0
Not enrolled	0.0	0.0	0.0
WHAT YEAR DID YOU FIRST ENTER:			
This college			
2006 or 2007	100.0	100.0	100.0
2005	0.0	0.0	0.0
2004	0.0	0.0	0.0
2003	0.0	0.0	0.0
2002 or earlier	0.0	0.0	0.0

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

First-time Full-time	All Institutions		
	Women	Men	Total
Number of Respondents	19,719	11,781	31,500
WHAT YEAR DID YOU FIRST ENTER:			
Your 1st college			
2006 or 2007	95.0	94.7	94.9
2005	2.2	1.9	2.1
2004	1.5	1.5	1.5
2003	0.7	1.0	0.8
2002 or earlier	0.6	0.9	0.7
Is English your native language?			
Yes	90.6	90.3	90.5
No	9.4	9.7	9.5
Are you:			
White/Caucasian	77.5	77.6	77.5
African American/Black	6.2	5.6	6.0
American Indian/Alaska Native	1.8	2.1	1.9
Asian American/Asian	10.2	11.0	10.5
Native Hawaiian/Pacific Islander	1.2	1.4	1.3
Mexican American/Chicano	3.7	3.3	3.6
Puerto Rican	1.3	1.6	1.4
Other Latino	3.5	3.4	3.5
Other	4.4	4.8	4.6
Type of survey returned			
Paper	58.5	64.0	60.6
Web	41.5	36.0	39.4
Do you give the Higher Education Research Institute at UCLA permission to include your ID number should your college request the data for additional research analyses?			
Yes	53.1	55.4	54.0
No	46.9	44.6	46.0

Appendix D

2007 YFCY Longitudinal Profile - All Respondents

All First-time Full-time	Women			Men			All Students		
	2006	2007	CHG	2006	2007	CHG	2006	2007	CHG
Number of Respondents	13,445	13,445	---	7,357	7,357	---	20,802	20,802	---
Do you have any concern about your ability to finance your college education?									
None (I am confident that I will have sufficient funds)	31.7	27.9	-3.8	41.1	36.4	-4.7	35.1	30.9	-4.2
Some (but I probably will have enough funds)	55.8	55.7	-0.1	51.2	50.8	-0.4	54.2	53.9	-0.3
Major (not sure I will have enough funds to complete college)	12.4	16.5	4.1	7.7	12.8	5.1	10.7	15.2	4.5
How would you characterize your political views?									
Far left	2.3	2.9	0.6	2.9	3.9	1.0	2.5	3.3	0.8
Liberal	31.6	33.2	1.6	26.0	26.7	0.7	29.6	30.8	1.2
Middle-of-the-road	40.5	40.2	-0.3	41.4	41.0	-0.4	40.8	40.5	-0.3
Conservative	24.7	22.8	-1.9	27.6	25.9	-1.7	25.7	23.9	-1.8
Far right	0.9	0.9	0.0	2.2	2.5	0.3	1.4	1.5	0.1
Students rating themselves "above average" or "highest 10%" compared with the average person their age in:									
Academic ability	75.0	67.1	-7.9	80.6	74.8	-5.8	77.0	69.8	-7.2
Artistic ability	29.9	31.8	1.9	27.9	31.8	3.9	29.2	31.8	2.6
Computer skills	28.8	32.7	3.9	49.5	54.3	4.8	36.1	40.4	4.3
Cooperativeness	76.4	75.8	-0.6	75.1	74.3	-0.8	76.0	75.3	-0.7
Creativity	54.9	56.6	1.7	56.5	60.2	3.7	55.5	57.9	2.4
Drive to achieve	80.2	74.7	-5.5	75.6	68.4	-7.2	78.6	72.5	-6.1
Emotional health	50.6	48.8	-1.8	62.8	59.9	-2.9	54.9	52.7	-2.2
Leadership ability	59.2	58.3	-0.9	65.6	66.9	1.3	61.5	61.3	-0.2
Mathematical ability	42.7	40.2	-2.5	59.4	56.7	-2.7	48.6	46.0	-2.6
Physical health	47.8	43.2	-4.6	66.5	61.8	-4.7	54.5	49.8	-4.7
Public speaking ability	35.3	36.3	1.0	42.5	46.8	4.3	37.9	40.0	2.1
Religiousness	32.6	32.7	0.1	30.6	31.9	1.3	31.9	32.4	0.5
Self-confidence (intellectual)	54.2	53.2	-1.0	72.0	69.8	-2.2	60.5	59.1	-1.4
Self-confidence (social)	45.9	46.6	0.7	54.3	55.4	1.1	48.9	49.7	0.8
Self-understanding	53.9	56.6	2.7	62.6	64.4	1.8	57.0	59.4	2.4
Spirituality	38.8	40.3	1.5	37.3	40.9	3.6	38.2	40.5	2.3
Understanding of others	69.6	70.6	1.0	66.7	68.5	1.8	68.6	69.9	1.3
Writing ability	51.9	55.5	3.6	50.1	56.1	6.0	51.3	55.7	4.4
Indicate which activities you did during the past year									
Attended a religious service	80.1	58.0	-22.1	77.7	53.2	-24.5	79.3	56.3	-23.0
Was bored in class [1]	37.8	37.1	-0.7	38.8	40.2	1.4	38.1	38.2	0.1
Tutored another student	61.2	40.5	-20.7	56.5	47.1	-9.4	59.5	42.8	-16.7
Studied with other students	89.9	92.7	2.8	84.8	90.5	5.7	88.1	91.9	3.8
Was a guest in a teacher's home	23.5	15.0	-8.5	23.2	16.5	-6.7	23.4	15.6	-7.8
Smoked cigarettes [1]	2.8	4.6	1.8	3.3	6.5	3.2	3.0	5.2	2.2

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

All First-time Full-time	Women			Men			All Students		
	2006	2007	CHG	2006	2007	CHG	2006	2007	CHG
Number of Respondents	13,445	13,445	---	7,357	7,357	---	20,802	20,802	---
Indicate which activities you did during the past year									
Drank beer	36.2	49.6	13.4	46.5	60.2	13.7	39.9	53.4	13.5
Drank wine or liquor	46.8	59.6	12.8	47.8	60.3	12.5	47.2	59.8	12.6
Felt overwhelmed by all I had to do[1]	38.0	47.9	9.9	17.3	29.0	11.7	30.7	41.2	10.5
Felt depressed [1]	8.1	12.9	4.8	4.7	9.1	4.4	6.9	11.6	4.7
Performed volunteer work	90.4	65.4	-25.0	83.6	54.2	-29.4	88.0	61.4	-26.6
Played a musical instrument	42.4	25.1	-17.3	46.9	38.9	-8.0	44.0	30.0	-14.0
Socialized with someone of another racial/ethnic group [1]	70.0	54.1	-15.9	67.5	51.9	-15.6	69.1	53.3	-15.8
Came late to class	54.7	56.7	2.0	57.3	66.9	9.6	55.6	60.3	4.7
Used the Internet: [1]									
For research or homework	82.8	84.6	1.8	72.6	75.8	3.2	79.2	81.5	2.3
To read news sites	40.0	48.0	8.0	49.0	52.6	3.6	43.2	49.6	6.4
To read blogs	39.2	40.3	1.1	29.8	31.1	1.3	35.9	37.0	1.1
Performed community service as part of a class	58.2	32.0	-26.2	52.9	29.0	-23.9	56.3	31.0	-25.3
Discussed religion [1]	35.6	28.1	-7.5	32.8	24.3	-8.5	34.6	26.8	-7.8
Discussed politics [1]	34.1	20.8	-13.3	39.7	23.9	-15.8	36.1	21.9	-14.2
HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?									
Studying/homework									
None	0.6	0.1	-0.5	2.1	0.7	-1.4	1.2	0.3	-0.9
Less than one hour	6.0	0.5	-5.5	11.8	1.7	-10.1	8.1	0.9	-7.2
1 to 2 hours	15.9	5.0	-10.9	20.9	10.7	-10.2	17.7	7.0	-10.7
3 to 5 hours	29.1	24.9	-4.2	28.6	31.0	2.4	28.9	27.1	-1.8
6 to 10 hours	24.4	36.3	11.9	20.4	30.3	9.9	22.9	34.2	11.3
11 to 15 hours	13.1	17.6	4.5	9.0	13.7	4.7	11.6	16.2	4.6
16 to 20 hours	6.5	8.8	2.3	3.9	6.3	2.4	5.6	7.9	2.3
Over 20 hours	4.4	6.8	2.4	3.2	5.6	2.4	4.0	6.4	2.4
Socializing with friends									
None	0.2	0.3	0.1	0.2	0.8	0.6	0.2	0.5	0.3
Less than one hour	1.4	1.2	-0.2	1.2	1.3	0.1	1.3	1.2	-0.1
1 to 2 hours	6.4	5.2	-1.2	6.2	5.0	-1.2	6.4	5.1	-1.3
3 to 5 hours	20.2	17.3	-2.9	17.5	16.3	-1.2	19.2	17.0	-2.2
6 to 10 hours	29.5	29.4	-0.1	27.3	26.6	-0.7	28.7	28.4	-0.3
11 to 15 hours	19.6	18.5	-1.1	19.4	18.1	-1.3	19.6	18.3	-1.3
16 to 20 hours	10.5	11.5	1.0	11.6	11.8	0.2	10.9	11.6	0.7
Over 20 hours	12.2	16.6	4.4	16.5	20.2	3.7	13.7	17.8	4.1
Exercise or sports									
None	5.2	7.5	2.3	3.1	4.5	1.4	4.4	6.4	2.0
Less than one hour	11.3	13.5	2.2	6.7	8.8	2.1	9.7	11.9	2.2
1 to 2 hours	17.1	23.5	6.4	12.9	17.8	4.9	15.7	21.5	5.8
3 to 5 hours	20.6	30.5	9.9	19.1	27.5	8.4	20.0	29.5	9.5
6 to 10 hours	18.5	15.9	-2.6	19.2	22.2	3.0	18.8	18.1	-0.7
11 to 15 hours	13.7	4.9	-8.8	15.6	9.8	-5.8	14.4	6.6	-7.8
16 to 20 hours	7.6	2.4	-5.2	9.9	4.6	-5.3	8.4	3.2	-5.2
Over 20 hours	6.1	1.9	-4.2	13.5	4.7	-8.8	8.7	2.9	-5.8

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

All First-time Full-time	Women			Men			All Students		
	2006	2007	CHG	2006	2007	CHG	2006	2007	CHG
Number of Respondents	13,445	13,445	---	7,357	7,357	---	20,802	20,802	---
HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?									
Partying									
None	33.5	29.7	-3.8	25.6	24.1	-1.5	30.7	27.7	-3.0
Less than one hour	16.2	12.6	-3.6	15.6	11.8	-3.8	16.0	12.3	-3.7
1 to 2 hours	17.6	15.5	-2.1	19.6	15.5	-4.1	18.3	15.5	-2.8
3 to 5 hours	18.1	22.7	4.6	19.1	22.7	3.6	18.5	22.7	4.2
6 to 10 hours	9.5	13.8	4.3	11.0	15.9	4.9	10.0	14.5	4.5
11 to 15 hours	2.9	3.9	1.0	5.0	5.4	0.4	3.7	4.4	0.7
16 to 20 hours	1.2	1.2	0.0	2.3	2.5	0.2	1.6	1.6	0.0
Over 20 hours	0.9	0.7	-0.2	1.9	2.3	0.4	1.3	1.2	-0.1
Student clubs/groups									
None	15.3	36.5	21.2	27.5	41.2	13.7	19.6	38.1	18.5
Less than one hour	13.2	12.2	-1.0	15.9	11.3	-4.6	14.2	11.9	-2.3
1 to 2 hours	29.8	22.9	-6.9	26.5	19.8	-6.7	28.6	21.8	-6.8
3 to 5 hours	23.6	18.4	-5.2	17.2	15.4	-1.8	21.3	17.4	-3.9
6 to 10 hours	10.2	6.5	-3.7	6.7	7.3	0.6	9.0	6.8	-2.2
11 to 15 hours	3.9	1.9	-2.0	2.8	2.2	-0.6	3.5	2.0	-1.5
16 to 20 hours	1.8	0.7	-1.1	1.3	1.0	-0.3	1.6	0.8	-0.8
Over 20 hours	2.2	0.8	-1.4	2.1	1.8	-0.3	2.2	1.1	-1.1
Watching TV									
None	5.8	11.9	6.1	6.0	12.9	6.9	5.9	12.2	6.3
Less than one hour	14.9	16.9	2.0	13.0	15.8	2.8	14.2	16.5	2.3
1 to 2 hours	26.6	28.1	1.5	21.3	23.2	1.9	24.7	26.4	1.7
3 to 5 hours	30.4	26.9	-3.5	27.6	25.3	-2.3	29.4	26.3	-3.1
6 to 10 hours	14.9	11.2	-3.7	19.0	13.4	-5.6	16.4	12.0	-4.4
11 to 15 hours	4.1	2.9	-1.2	6.9	4.7	-2.2	5.1	3.5	-1.6
16 to 20 hours	1.7	1.1	-0.6	3.0	2.1	-0.9	2.2	1.4	-0.8
Over 20 hours	1.6	1.1	-0.5	3.2	2.7	-0.5	2.2	1.6	-0.6
Household/childcare duties									
None	13.8	55.3	41.5	25.0	67.6	42.6	17.7	59.6	41.9
Less than one hour	21.8	16.7	-5.1	22.3	12.1	-10.2	22.0	15.1	-6.9
1 to 2 hours	34.3	17.8	-16.5	30.7	11.4	-19.3	33.0	15.6	-17.4
3 to 5 hours	20.3	7.3	-13.0	15.5	5.8	-9.7	18.6	6.7	-11.9
6 to 10 hours	6.1	2.0	-4.1	4.1	1.9	-2.2	5.4	1.9	-3.5
11 to 15 hours	2.0	0.5	-1.5	1.3	0.7	-0.6	1.8	0.6	-1.2
16 to 20 hours	0.7	0.1	-0.6	0.3	0.2	-0.1	0.6	0.2	-0.4
Over 20 hours	1.1	0.3	-0.8	0.6	0.3	-0.3	0.9	0.3	-0.6
Reading for pleasure									
None	16.1	40.4	24.3	26.4	42.8	16.4	19.7	41.3	21.6
Less than one hour	25.6	27.5	1.9	27.0	23.4	-3.6	26.1	26.1	0.0
1 to 2 hours	28.8	19.7	-9.1	24.5	19.2	-5.3	27.3	19.5	-7.8
3 to 5 hours	17.8	8.5	-9.3	13.6	9.7	-3.9	16.3	9.0	-7.3
6 to 10 hours	7.1	2.8	-4.3	5.6	3.3	-2.3	6.6	3.0	-3.6
11 to 15 hours	2.6	0.6	-2.0	1.8	0.9	-0.9	2.3	0.7	-1.6
16 to 20 hours	1.0	0.2	-0.8	0.6	0.3	-0.3	0.8	0.2	-0.6
Over 20 hours	1.0	0.2	-0.8	0.6	0.4	-0.2	0.9	0.3	-0.6

All First-time Full-time	Women			Men			All Students		
	2006	2007	CHG	2006	2007	CHG	2006	2007	CHG
Number of Respondents	13,445	13,445	---	7,357	7,357	---	20,802	20,802	---
HOW MUCH TIME HAVE YOU SPENT DURING A TYPICAL WEEK DOING THE FOLLOWING ACTIVITIES?									
Playing video/computer games									
None	59.5	63.6	4.1	17.9	21.9	4.0	44.8	48.9	4.1
Less than one hour	21.5	17.3	-4.2	19.6	17.7	-1.9	20.8	17.5	-3.3
1 to 2 hours	10.6	11.1	0.5	23.0	21.9	-1.1	15.0	14.9	-0.1
3 to 5 hours	5.0	5.3	0.3	19.4	20.2	0.8	10.1	10.5	0.4
6 to 10 hours	2.0	1.8	-0.2	10.7	10.3	-0.4	5.1	4.8	-0.3
11 to 15 hours	0.8	0.5	-0.3	4.6	3.7	-0.9	2.2	1.6	-0.6
16 to 20 hours	0.3	0.2	-0.1	1.9	1.6	-0.3	0.9	0.7	-0.2
Over 20 hours	0.3	0.3	0.0	2.8	2.7	-0.1	1.2	1.1	-0.1
Objectives considered to be “very important” or “essential”:									
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	15.4	20.1	4.7	13.9	19.8	5.9	14.9	20.0	5.1
Becoming an authority in my field	55.1	65.2	10.1	59.7	67.4	7.7	56.7	65.9	9.2
Obtaining recognition from my colleagues for contributions to my special field	51.3	59.1	7.8	52.9	59.9	7.0	51.9	59.4	7.5
Influencing the political structure	17.3	19.9	2.6	23.0	26.8	3.8	19.3	22.3	3.0
Influencing social values	43.6	50.6	7.0	38.3	45.7	7.4	41.8	48.8	7.0
Raising a family	77.3	77.8	0.5	76.4	75.7	-0.7	77.0	77.1	0.1
Having administrative responsibility for the work of others	35.8	41.5	5.7	41.8	46.2	4.4	37.9	43.2	5.3
Being very well off financially	68.3	66.0	-2.3	74.1	69.7	-4.4	70.3	67.3	-3.0
Helping others who are in difficulty	73.2	80.6	7.4	60.5	69.7	9.2	68.7	76.8	8.1
Making a theoretical contribution to science	16.8	17.5	0.7	20.3	22.8	2.5	18.0	19.4	1.4
Writing original works (poems, novels, short stories, etc.)	14.5	18.5	4.0	14.9	21.7	6.8	14.6	19.6	5.0
Creating artistic work (painting, sculpture, decorating, etc.)	15.4	19.8	4.4	12.8	18.4	5.6	14.5	19.3	4.8
Becoming successful in a business of my own	33.9	35.8	1.9	44.6	47.2	2.6	37.7	39.8	2.1
Becoming involved in programs to clean up the environment	23.0	29.0	6.0	21.1	29.6	8.5	22.4	29.2	6.8
Developing a meaningful philosophy of life	47.7	51.5	3.8	49.0	58.0	9.0	48.1	53.8	5.7
Participating in a community action program	32.4	39.4	7.0	22.9	29.9	7.0	29.1	36.0	6.9
Helping to promote racial understanding	34.5	39.1	4.6	30.6	33.8	3.2	33.1	37.2	4.1
Keeping up to date with political affairs	36.1	39.6	3.5	41.8	46.3	4.5	38.1	42.0	3.9
Becoming a community leader	35.3	37.2	1.9	35.1	38.3	3.2	35.2	37.6	2.4
Improving my understanding of other countries and cultures	56.9	60.3	3.4	47.1	50.5	3.4	53.5	56.8	3.3
Participating in an organization like the Peace Corps or AmeriCorps/VISTA	12.6	17.0	4.4	7.8	13.3	5.5	10.9	15.7	4.8
What was your average grade?									
A (3.75-4.0)	35.2	20.8	-14.4	28.3	17.5	-10.8	32.8	19.6	-13.2
A-,B+ (3.25-3.74)	49.6	38.0	-11.6	49.1	33.3	-15.8	49.4	36.3	-13.1
B (2.75-3.24)	11.4	26.2	14.8	15.3	27.8	12.5	12.8	26.8	14.0
B-,C+ (2.25-2.74)	3.6	10.0	6.4	6.4	13.1	6.7	4.5	11.1	6.6
C (1.75-2.24)	0.2	3.8	3.6	1.0	6.2	5.2	0.5	4.7	4.2
C- or less (below 1.75)	0.0	1.2	1.2	0.0	2.1	2.1	0.0	1.5	1.5

Appendix E

2007 Your First College Year Survey Instrument

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

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability . . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Artistic ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
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"/>
Religiousness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (intellectual)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-confidence (social)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Self-understanding	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Spirituality	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Understanding of others	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Writing ability	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

8. Since entering this college, how has it been to: (Mark one for each item)

	Very Easy	Somewhat Easy	Somewhat Difficult	Very Difficult
Understand what your professors expect of you academically. . .	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop effective study skills	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Adjust to the academic demands of college.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Manage your time effectively	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Get to know faculty.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Develop close friendships with:				
male students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
female students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
students of a different racial/ethnic group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Utilize campus services available to students.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Ability to see the world from someone else's perspective	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tolerance of others with different beliefs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Openness to having my own views challenged	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to discuss and negotiate controversial issues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Ability to work cooperatively with diverse people	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

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

	Frequently	Occasionally	Not at all
Attended a religious service	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt bored in class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Participated in political demonstrations	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Tutored another student	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Studied with other students	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Been a guest in a professor's home	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Smoked cigarettes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank beer	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Drank wine or liquor	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt overwhelmed by all you had to do	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Felt depressed	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed volunteer work	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Played a musical instrument	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Worked on a local, state, or national political campaign.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socialized with someone of another racial/ethnic group.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Come late to class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Used the Internet:			
For research or homework	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To read news sites	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
To read blogs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Performed community service as part of class	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Discussed politics	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Maintained a healthy diet	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Missed class because of illness	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Slept 8 or more hours a day	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

11. Since entering this college, how much time have you spent during a typical week doing the following activities? (Mark one for each item)

	None	Less than 1 hour	1 - 2	3 - 5	6 - 10	11 - 15	16 - 20	Over 20
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"/>
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"/>
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"/>
Exercising or 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) on 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) off 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 and 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"/>
Household/childcare duties	<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"/>
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"/>
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"/>
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"/>
Online social networks (MySpace, Facebook, 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"/>

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

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have felt discriminated against based on my:				
Race/ethnicity	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Socio-economic status	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Gender	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Religion	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Sexual orientation	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
In class, I have heard faculty express stereotypes about:				
Racial/ethnic groups	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Women	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Men	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The admission/recruitment materials portrayed this campus accurately	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I see myself as part of the campus community	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Faculty here are interested in students' academic problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Faculty here are interested in students' personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Staff here are interested in students' academic problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The Staff here are interested in students' personal problems	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is a lot of racial tension on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel like I am just another number on this campus	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I have been able to find a balance between academics and extracurricular activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
My college experiences have exposed me to diverse opinions, cultures, and values	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
There is strong competition among students for high grades	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
I feel a sense of belonging with this college	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

13. To what extent have you experienced the following with students from a racial/ethnic group other than your own?

(Mark one for each item)

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

14. 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
- Once
- Twice
- 3-5 times
- 6-9 times
- 10 or more times

15. During the past year did you participate in or receive any of the following? (Mark Yes or No)

	Yes	No
A discussion with a parent or guardian about alcohol before attending college	<input checked="" type="radio"/> Y	<input type="radio"/> N
An on-line alcohol education program sponsored by your college	<input checked="" type="radio"/> Y	<input type="radio"/> N
A live presentation about alcohol by college officials	<input checked="" type="radio"/> Y	<input type="radio"/> N
A live presentation about alcohol by college students	<input checked="" type="radio"/> Y	<input type="radio"/> N
Small group discussions about alcohol	<input checked="" type="radio"/> Y	<input type="radio"/> N
Written material about alcohol from your college	<input checked="" type="radio"/> Y	<input type="radio"/> N
Other alcohol education program	<input checked="" type="radio"/> Y	<input type="radio"/> N
No alcohol education program	<input checked="" type="radio"/> Y	<input type="radio"/> N

16. Where did you primarily live while attending college this past year? (Mark one)

On Campus

Special interest housing

- First-year student housing
- Cultural or minority student housing
- Single-sex housing
- Special academic program
- Other special interest housing

Regular college housing

- Residence hall
- Apartment
- Fraternity or sorority housing
- Other residential housing

Off Campus

- At home with family
- Fraternity or sorority
- Rented apartment or house
- Other

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

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Becoming an authority in my field	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Obtaining recognition from my colleagues for contributions to my special field	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Influencing the political structure	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Influencing social values	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Raising a family	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Having administrative responsibility for the work of others	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Being very well off financially	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Helping others who are in difficulty	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Making a theoretical contribution to science	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Writing original works (poems, novels, short stories, etc.)	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Creating artistic works (paintings, sculpture, decorating, etc.)	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Becoming successful in a business of my own	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Becoming involved in programs to clean up the environment	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Developing a meaningful philosophy of life	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Participating in a community action program	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Helping to promote racial understanding	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Keeping up to date with political affairs	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Becoming a community leader	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Integrating spirituality into my life	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Improving my understanding of other countries and cultures	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Participating in an organization like the Peace Corps or Americorps/VISTA	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N
Engaging with members of my own racial/ethnic group	<input type="radio"/> E	<input type="radio"/> V	<input type="radio"/> S	<input type="radio"/> N

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

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Can't Rate/No Experience
Amount of contact with faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial/ethnic diversity of faculty	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Racial/ethnic diversity of student body	<input type="radio"/>	<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"/>	<input type="radio"/>
Interaction with other students	<input type="radio"/>	<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"/>	<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"/>	<input type="radio"/>
Overall quality of instruction	<input type="radio"/>	<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"/>	<input type="radio"/>
Availability of campus social activities	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Your social life	<input type="radio"/>	<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"/>	<input type="radio"/>
Overall college experience	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

19. What is your overall grade average (as of your most recently completed academic term)? (Mark one)

- A (3.75 - 4.0)
- A-, B+ (3.25 - 3.74)
- B (2.75 - 3.24)
- B-, C+ (2.25 - 2.74)
- C (1.75 - 2.24)
- C- or less (below 1.75)
- I do not receive grades in my courses

20. Since entering this college have you:

(Mark Yes or No)	Yes	No
Decided to pursue a different major	<input type="radio"/> Y	<input type="radio"/> N
Remained undecided about a major	<input type="radio"/> Y	<input type="radio"/> N
Changed your career choice	<input type="radio"/> Y	<input type="radio"/> N
Participated in student government	<input type="radio"/> Y	<input type="radio"/> N
Made at least a "B" average	<input type="radio"/> Y	<input type="radio"/> N
Needed extra time to complete your degree requirements	<input type="radio"/> Y	<input type="radio"/> N
Socialized with someone of another racial/ethnic group	<input type="radio"/> Y	<input type="radio"/> N
Worked full-time while attending school	<input type="radio"/> Y	<input type="radio"/> N
Joined a social fraternity or sorority	<input type="radio"/> Y	<input type="radio"/> N
Played varsity/intercollegiate athletics	<input type="radio"/> Y	<input type="radio"/> N
Participated in student protests or demonstrations	<input type="radio"/> Y	<input type="radio"/> N
Participated in volunteer or community service work	<input type="radio"/> Y	<input type="radio"/> N
Participated in student clubs/groups	<input type="radio"/> Y	<input type="radio"/> N
Sought personal counseling	<input type="radio"/> Y	<input type="radio"/> N
Strengthened your religious beliefs/convictions	<input type="radio"/> Y	<input type="radio"/> N
Failed one or more courses	<input type="radio"/> Y	<input type="radio"/> N
Participated in leadership training	<input type="radio"/> Y	<input type="radio"/> N
Communicated regularly with your professors	<input type="radio"/> Y	<input type="radio"/> N
Enrolled in an honors or advanced course	<input type="radio"/> Y	<input type="radio"/> N
Enrolled in a remedial or developmental course	<input type="radio"/> Y	<input type="radio"/> N
Transferred from another institution	<input type="radio"/> Y	<input type="radio"/> N
Been satisfied with this college overall	<input type="radio"/> Y	<input type="radio"/> N
Enrolled in a formal program where a group of students take two or more courses together (e.g., FIG, learning cluster, learning community, linked courses)	<input type="radio"/> Y	<input type="radio"/> N
Taken a course or first-year seminar designed to help first-year students adjust to college	<input type="radio"/> Y	<input type="radio"/> N
Participated in an academic support program	<input type="radio"/> Y	<input type="radio"/> N

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

	Frequently	Occasionally	Not at all
Turned in course assignment(s) late	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Spoke up in class	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Discussed course content with students outside of class	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Skipped class	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Received tutoring	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Worked on a professor's research project	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Turned in course assignments that did <u>not</u> reflect your best work	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Participated in intramural sports	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Had difficulty getting along with your roommate(s)/housemate(s)	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Received from your professor:			
Advice or guidance about your educational program	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Emotional support or encouragement	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Negative feedback about your academic work	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Witnessed academic dishonesty/cheating	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Went home for the weekend	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Worked with an academic advisor to select your courses	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Received advice/counseling from another student	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Fell asleep in class	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N
Had difficulty enrolling in the courses you need	<input type="radio"/> F	<input type="radio"/> O	<input type="radio"/> N

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

<input type="radio"/> Definitely yes	<input type="radio"/> Definitely not
<input type="radio"/> Probably yes	<input type="radio"/> Not sure yet
<input type="radio"/> Probably not	

23. What do you think you will be doing in Fall 2007? (Mark one)

<input type="radio"/> Attending your current (or most recent) institution
<input type="radio"/> Attending another institution
<input type="radio"/> Don't know/have not decided yet
<input type="radio"/> Not attending any institution

24. Are you currently a full-time or part-time student?

<input type="radio"/> Full-time
<input type="radio"/> Part-time
<input type="radio"/> Not enrolled

25. What year did you first enter:

	Your 1st College	This College
(Mark <u>one</u> in each column)		
2006 or 2007	<input type="radio"/>	<input type="radio"/>
2005	<input type="radio"/>	<input type="radio"/>
2004	<input type="radio"/>	<input type="radio"/>
2003	<input type="radio"/>	<input type="radio"/>
2002 or earlier	<input type="radio"/>	<input type="radio"/>

26. Your sex:

<input type="radio"/> Male
<input type="radio"/> Female

27. Is English your native language?

<input type="radio"/> Yes
<input type="radio"/> No

28. Are you: (Mark all that apply)

<input type="radio"/> White/Caucasian
<input type="radio"/> African American/Black
<input type="radio"/> American Indian/Alaska Native
<input type="radio"/> Asian American/Asian
<input type="radio"/> Native Hawaiian/Pacific Islander
<input type="radio"/> Mexican American/Chicano
<input type="radio"/> Puerto Rican
<input type="radio"/> Other Latino
<input type="radio"/> Other

The remaining ovals are provided for additional questions that may be supplied by your institution.

29. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	39. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
30. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	40. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
31. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	41. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
32. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	42. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
33. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	43. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
34. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	44. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
35. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	45. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
36. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	46. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
37. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	47. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E
38. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E	48. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E

Thank You!



DO NOT WRITE IN THIS AREA