



COOPERATIVE INSTITUTIONAL RESEARCH PROGRAM  
*at the* HIGHER EDUCATION RESEARCH INSTITUTE AT UCLA

# **Findings from the 2009 Administration of the College Senior Survey (CSS): National Aggregates**

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## **The College Senior Survey (CSS)**

Developed by the Higher Education Research Institute (HERI) in 1992, the College Senior Survey (CSS) is administered annually through the Cooperative Institutional Research Program (CIRP) at the University of California, Los Angeles. The CSS, which is typically administered to college seniors as an “exit” survey, offers valuable feedback on students' academic and campus life experiences. Information from the CSS can be used for student assessment activities, accreditation and self-study reports, campus planning, research, and policy analysis. When used as a follow-up instrument to other CIRP surveys, such as the Freshman Survey (TFS) or the Your First College Year (YFCY) Survey, the CSS generates valuable longitudinal data on students' cognitive and affective growth during college. With its focus on a broad range of college student experiences, including academic achievement and engagement, satisfaction with the college experience, values, attitudes, goals, degree aspirations, career plans, and other post-college plans, institutional and other researchers have used the CSS to study topics such as college retention, leadership development, faculty mentoring, civic engagement, student development and learning, and college satisfaction. The CSS has also been used to assess a wide variety of instructional and co-curricular practices.

This report summarizes the results of the 2009 administration of the CSS. For the first time this report includes the CIRP Constructs. The Constructs are designed to capture the experiences and outcomes institutions are often most interested in understanding, but which present a measurement challenge because of their complex and multifaceted nature. To measure these broad underlying areas more precisely, we use Item Response Theory (IRT) to combine individual survey items into global measures which we call Constructs. In this report we examine differences in the Constructs by gender, race/ethnicity, and first-generation status.

### **2009 National Demographics**

In 2009, 111 baccalaureate institutions participated in the CSS (Appendix A). As Table 1 shows, the majority of these four-year colleges and universities were private (83.8%) and religiously affiliated (50.4%). Fifteen participating institutions (13.5%) were either public universities (n = 5) or public four-year colleges (n = 10), and three additional institutions (2.7%) were historically black colleges or universities (HBCUs). The sample skewed towards more

selective schools (as measured by the median SAT and/or ACT composite score of the entering class): almost half of participating institutions were highly selective (45.0%) and only one quarter (24.3%) were of low selectivity.

**Table 1**  
*Participation in the 2009 CSS by Institutional Type*

Institutional Type		Selectivity*			Total # institutions	Percent of total
		Very Low/ Low	Medium	High/ Very High		
Public	University	1	3	1	5	4.5
	4-year	1	4	5	10	9.0
Private	University	--	3	6	9	8.1
	Nonsectarian 4-year	7	3	18	28	25.2
	Catholic 4-year	6	4	13	23	20.7
	Other Religious 4-year	12	14	7	33	29.7
HBCU	Public 4-year	--	--	--	2	1.8
	Other Religious 4-year	--	--	--	1	0.9
Total # institutions		27	31	50	111	
Percent of total		24.3	27.9	45.0		

\*Note: Selectivity is based on median SAT Verbal and Math scores and/or ACT composite scores of the entering class as reported to IPEDS. Institutions with unknown selectivity are grouped with the low-selectivity institutions. Selectivity groups should not be used as a measure of institutional or program quality.

The group of graduating seniors that took the 2009 CSS was quite large, although not entirely representative of the undergraduate population nationwide. In this report, a “graduating senior” is defined as a student who indicates that she or he will earn a Bachelor’s (B.S., B.A., etc.) degree as of June 2009, regardless of time of college entry. Of the 24,457 graduating seniors who participated in the survey, 62.2% were female and nearly all (94.9%) were native English speakers (Table 2). About one in ten students (11.3%) were the first in their family to graduate from college. The overwhelming majority of respondents (80.0%) identified as white/Caucasian; fewer were Asian American/Asian (6.8%), African American/Black (5.4%), Mexican American/Chicano (4.1%), or other (3.6%). A small percentage identified as other Latino (3.1%), American Indian/Alaska Native (1.6%), Native Hawaiian/Pacific Islander (1.1%), or Puerto Rican (1.0%). By comparison, national bachelor’s degree completion figures for 2008, the latest year available, reflect white students in the majority (70.8%), followed by Black students

(11.1%), Latino/a (8.0%), Asian and Pacific Islanders (6.6%), and American Indians/Alaskan Natives (0.8%) (NCES, 2008).

**Table 2**

*Demographic Summary by Gender & Race*

*Total Respondents = 24,457*

	Percent of total*
Female	62.2
Male	37.8
Native language is English	94.9
First generation in college	11.3
White/Caucasian	80.0
Asian American/Asian	6.8
African American/Black	5.4
Mexican American/Chicano	4.1
Other	3.6
Other Latino/a	3.1
American Indian/Alaska Native	1.6
Native Hawaiian/Pacific Islander	1.1
Puerto Rican	1.0

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

With regard to students' academic status (Table 3), the vast majority of the students in the sample (95.4%) were full-time undergraduates when they completed the survey, and 86.0% reported an overall college grade point average of a "B" or better. Additionally, approximately one out of every five students transferred to their current college from either a community college (12.3%) or another four-year institution (9.9%). Only a small percentage of students (6.8%) indicated they temporarily withdrew from school at some point during their undergraduate years.

**Table 3**  
*Student Academic Status*

Enrollment Status at time of CSS	Percent
Full-time undergraduate	95.4
Part-time undergraduate	3.7
Not currently enrolled	0.9
Transferred from a community college	12.3
Transferred from a 4-year college	9.9
Withdrawn from school temporarily	6.8
<b>Overall GPA</b>	
A or A+	16.8
A-	25.5
B+	24.7
B	19.0
B-	8.5
C+	4.3
C or below	1.2

### **Academic Experiences and Engagement in College**

Engagement and participation in the academic curriculum is the hallmark of the college experience. In terms of academic life, and as would be expected, college seniors reported spending a significant amount of their time attending classes and labs (Table 4). In a typical week during senior year, three-fifths of students attended classes/labs for more than ten hours (64.2%). However, only four in ten students (43.6%) spent more than ten hours per week studying or doing homework.

**Table 4**  
*Time Spent on Academics*

Hours spent during a typical week in the past year:	Attending classes/labs	Studying/homework
10 hours or less	35.7	56.4
11 to 15 hours	34.1	18.7
16 to 20 hours	21.7	12.7
More than 20 hours	8.4	12.2

Overall, seniors report being academically engaged in and out of the classroom during their four years of college (Table 5). The majority of students (69.8%) indicated that since entering college they “frequently” discussed course content with their fellow students outside of class, and two in five (45.0%) “frequently” studied with other students. Nearly three in ten students (30.4%) report having participated in a study-abroad program during college, and the same proportion (31.9%) enrolled in honors or advanced courses. Additionally, since entering college, 54.6% of students reported participating in an internship program.

**Table 5**  
*Academic Engagement*

Percent of students reporting that since entering college, they “frequently”:	Percent
Discussed course content with students outside of class	69.8
Studied with other students	45.0
Worked on independent study projects	33.4
Tutored another student	11.2
Percent of students reporting that since entering college, they:	Percent
Participated in an internship program	54.6
Enrolled in honors or advanced courses	31.9
Participated in a study-abroad program	30.4

The 2009 CSS contains items that ask students to reflect on their growth during their undergraduate education (Table 6). When asked to compare themselves to when they first started college, nearly all of the seniors rated themselves “stronger” or “much stronger” in their knowledge of a particular field or discipline (98.0%) and general knowledge (96.7%). Also noteworthy is that an overwhelming majority of students felt that their ability to think critically (93.7%) and their analytical and problem solving skills (93.5%) were “stronger” or “much stronger” after college. In addition to making academic gains, students also report improvement in areas such as interpersonal skills and leadership abilities, where 88.0% and 82.8%, respectively, of all seniors felt “stronger” or “much stronger” than prior to beginning their college education.

**Table 6**  
*Self-Rated Gains*

Compared with when they first started college, percent of students rating themselves “stronger” or “much stronger” in terms of:	Percent
Knowledge of a particular field or discipline	98.0
General knowledge	96.7
Ability to think critically	93.7
Analytical and problem-solving skills	93.5
Interpersonal skills	88.0
Preparedness for employment after college	86.8
Preparedness for graduate or advanced education	87.3
Leadership abilities	82.8

Although seniors generally report high levels of academic engagement and gains in college, there were some indications of academic disengagement among students as well. The CIRP *Academic Disengagement* Construct measures the extent to which students engage in behaviors that are inconsistent with academic success. The construct is made up of four variables on the CSS (see Appendix D). The data in Table 7 show that there are notable differences in academic disengagement by gender and race/ethnicity, but not by first-generation status. Specifically, men are more likely to show signs of academic disengagement than women; 34.0% of males are in the high score group on academic disengagement and only 21.6% of females are in this group. American Indian, Asian/PI American and African American students are more likely to have academic disengagement behaviors (46.2%, 34.8%, and 39.5% in high score group, respectively) than other racial/ethnic groups, and white students at only 24.0% in the high score group are less likely than all other racial/ethnic groups to score high on academic disengagement.



**Table 7***CIRP Construct: Academic Disengagement (Percentages)*

	Academic Disengagement		
	Low	Average	High
<i>Gender</i>			
Male	23.5	42.4	34.0
Female	30.8	47.7	21.6
<i>Race/Ethnicity Group</i>			
American Indian	15.4	38.5	46.2
Asian/PI American	25.3	39.9	34.8
African American	17.8	42.8	39.5
Latino/a	23.8	47.5	28.7
White	29.7	46.3	24.0
Multi-Racial	21.7	46.6	31.7
Other	27.9	42.6	29.4
<i>First Generation in College</i>			
Yes	27.9	45.3	26.8
No	31.3	44.1	24.7

Note: CIRP Constructs are scored on a normal curve, a “Low” score represents students who are one-half standard deviation or more below the mean, a “High” score represents students who are one-half standard deviation or more above the mean, and an “Average” score represents students whose scores are within one-half standard deviation of the mean.

### Interaction with Faculty

CIRP has developed a *Student-Faculty Interaction* Construct to measure the extent to which students and faculty establish mentoring relationships. This construct encompasses both academic and personal support from members of the faculty and is made up of ten variables on the CSS (see Appendix D). Looking at the distribution by score group (Table 8), results show that female students are more likely to establish mentoring relationships in their interactions with faculty than male students. One third (33.3%) of female students are in the high score group on student-faculty interaction compared to just over one fourth (26.7%) of male students. There are few appreciable differences in this construct by race/ethnicity or first-generation status, although a larger percentage of American Indian students (36.5%) are in the high score group as compared to all other racial/ethnic groups.

**Table 8***CIRP Construct: Student-Faculty Interaction (Percentages)*

		Student-Faculty Interaction		
		Low	Average	High
<i>Gender</i>				
	Male	33.2	40.1	26.7
	Female	29.3	37.4	33.3
<i>Race/Ethnicity Group</i>				
	American Indian	28.8	34.6	36.5
	Asian/PI American	33.8	36.4	29.7
	African American	30.9	36.2	32.8
	Latino/a	32.5	36.3	31.2
	White	30.2	38.9	30.9
	Multi-Racial	32.8	38.0	29.2
	Other	31.4	38.1	30.5
<i>First Generation in College</i>				
	Yes	29.7	39.7	30.6
	No	32.5	34.7	32.9

Note: CIRP Constructs are scored on a normal curve, a “Low” score represents students who are one-half standard deviation or more below the mean, a “High” score represents students who are one-half standard deviation or more above the mean, and an “Average” score represents students whose scores are within one-half standard deviation of the mean.

In regard to actual time spent per week with faculty during senior year, distributions across settings vary somewhat (Table 9). Only about one in ten students (11.3%) report having no interaction at all with faculty during office hours and almost one-fifth of the seniors (19.6%) report no interaction outside of class or office hours in a typical week. About half of the students report less than one hour of interaction with faculty members per week during office hours (47.2%) or outside the classroom or office hours (48.6%). Approximately one-third (30.9%) indicate having engaged and interacted with faculty between one and two hours per week during office hours and almost one in four students (23.2%) reported this amount of weekly interaction beyond official consultation hours and the classroom in their senior year. Very few students reported interacting with faculty outside of the classroom for two hours or more per week senior year; 10.6% reported this amount of interaction during office hours and 8.7% reported this amount of interaction outside of class and office hours.

**Table 9**  
*Time Spent with Faculty During Senior Year*

Percent of students reporting they:	Percent
Interacted with faculty during office hours	
None	11.3
Less than one hour	47.2
1 to 2 hours	30.9
2 hours and more	10.6
Interacted with faculty outside of class or office hours	
None	19.6
Less than one hour	48.6
1 to 2 hours	23.2
2 hours and more	8.7

### **Satisfaction with College and Campus Community**

#### *Overall Satisfaction and Satisfaction with Courses*

The CIRP *Overall College Satisfaction* Construct is a unified measure of student satisfaction with the college experience and is comprised of three items on the CSS (see Appendix D). Although there are no appreciable differences in overall satisfaction by gender, there are differences in satisfaction based on race/ethnicity and first-generation status. In terms of race/ethnicity, white, Latino/a, and multi-racial students are more satisfied with their overall college experience than students in other racial/ethnic groups, with 36.6%, 36.3% and 32.8% of students, respectively, in the high score group on this construct. African American students are the least likely to be satisfied with the college experience; only one in five (21.2%) African American students are in the high score group, compared to almost four in ten (37.9%) who are in the low score group of this construct. Additionally, first-generation students (38.9% in high score group) are more likely to be satisfied with their overall college experience than students whose parents have attended college (30.4% in high score group).

**Table 10**  
*CIRP Construct – Overall Satisfaction (Percentages)*

		Overall Satisfaction		
		Low	Average	High
<i>Gender</i>				
	Male	24.0	42.0	34.0
	Female	22.5	42.3	35.2
<i>Race/Ethnicity Group</i>				
	American Indian	26.9	42.3	30.8
	Asian/PI American	28.0	45.4	26.6
	African American	37.9	40.9	21.2
	Latino/a	23.0	40.6	36.3
	White	21.3	42.1	36.6
	Multi-Racial	25.1	42.1	32.8
	Other	31.5	43.6	24.9
<i>First Generation in College</i>				
	Yes	19.7	41.4	38.9
	No	27.9	41.6	30.4

Note: CIRP Constructs are scored on a normal curve, a “Low” score represents students who are one-half standard deviation or more below the mean, a “High” score represents students who are one-half standard deviation or more above the mean, and an “Average” score represents students whose scores are within one-half standard deviation of the mean.

The CIRP Construct *Satisfaction with Courses* measures the extent to which students see their coursework as relevant, useful, and applicable to their academic success and future plans. The construct examines response pattern across four items on the CSS survey (see Appendix D). Assessing the distributions by score groups (Table 11), results indicate significant differences by race/ethnicity, few appreciable differences by gender, and no differences by first generation status. American Indian (40.4% in high score group) and Latino/a students (33.5% in high score group) are the most satisfied with their coursework and Asian/PI Americans are the least satisfied, with only one-fourth (25.0%) in the high score group on this construct. African American and white college seniors appear equally satisfied and dissatisfied with their coursework, with 31.7% and 29.2%, respectively, of the students in the low score group and 28.7% and 28.6%, respectively, in the high score group on this construct.

**Table 11**  
*CIRP Construct – Satisfaction with Courses (Percentages)*

		Satisfaction with Courses		
		Low	Average	High
<i>Gender</i>				
	Male	31.6	40.9	27.5
	Female	28.6	42.2	29.2
<i>Race/Ethnicity Group</i>				
	American Indian	25.0	34.6	40.4
	Asian/PI American	33.1	41.9	25.0
	African American	31.7	39.7	28.7
	Latino/a	25.8	40.7	33.5
	White	29.2	42.2	28.6
	Multi-Racial	32.8	39.0	28.2
	Other	35.3	37.3	27.4
<i>First Generation in College</i>				
	Yes	29.8	42.0	28.2
	No	29.4	41.8	28.8

Note: CIRP Constructs are scored on a normal curve, a “Low” score represents students who are one-half standard deviation or more below the mean, a “High” score represents students who are one-half standard deviation or more above the mean, and an “Average” score represents students whose scores are within one-half standard deviation of the mean.

The majority of students also expressed strong satisfaction with academic services and facilities (Table 12), though some areas rate higher than others. For those students who expressed an opinion, the top domains included class size, where a resounding 89.9% of seniors reported being “satisfied” and “very satisfied” with the number of students in their classes. In regard to library facilities and academic advising, almost four out of five students (78.1%) and almost two-thirds (62.7%), respectively, expressed similar levels of satisfaction. Noticeably, fewer students indicated such high levels of satisfaction in the areas of laboratory facilities and equipment (55.9%), tutoring or other forms of academic assistance (51.2%), and career counseling and advising (49.4%).

**Table 12**  
*Satisfaction with Academic Services & Facilities*

Percent of students reporting that they are “satisfied” or “very satisfied” with:	Percent*	Percent “can’t rate/don’t know”
Class size	89.9	--
Library facilities	78.1	0.9
Academic advising	62.7	1.6
Laboratory facilities and equipment	55.9	15.7
Tutoring or other academic assistance	51.2	22.4
Career counseling and advising	49.4	9.7

\*Note: Respondents marking “Can’t rate/Don’t know” were not included in these results

*Satisfaction with Campus Community and Sense of Belonging*

Taking a closer look at students’ satisfaction with the campus community (Table 13), the majority of seniors respond with favorable reviews. Nearly nine in ten students report they are “satisfied” or “very satisfied” about their interaction with other students (88.0%), and almost as many (82.5%) are “satisfied” or “very satisfied” with the size of their college’s student population. Additionally, three out of four graduating seniors (74.8%) report high levels of satisfaction with the overall sense of community among students and more than two-thirds (69.3%) are “satisfied” or “very satisfied” with the availability of social activities on campus.

**Table 13**  
*Satisfaction with Campus Community*

Percent of students reporting that they are “satisfied” or “very satisfied” with:	Percent
Interaction with other students	88.0
Size of student population	82.5
Overall sense of community among students	74.8
Availability of campus social activities	69.3

The CIRP Construct *Sense of Belonging* measures the extent to which students feel a sense of academic and social integration on campus. It is made up of three variables on the CSS (see Appendix D). The data in Table 14 show that there are notable differences in sense of belonging by first generation status and for different racial/ethnic groups, but no appreciable

differences by gender. Examining differences by first generation status reveals that students who are the first in their families to attend college have a much stronger sense of belonging to their campus and campus community (42.4% in the high score group) when compared to non first-generation students (32.5% in the high score group). In regard to race/ethnicity, American Indian and white students show the highest amount of academic and social integration on campus, with approximately four out of ten seniors (40.4% and 38.3%, respectively) in the high score group. African Americans report the lowest attachment to the campus and campus community and represent the only racial/ethnic group in which the number of students in the low score group (29.1%) exceeds those in the high score group (28.6%) of this construct.

**Table 14**  
*CIRP Construct – Sense of Belonging (Percentages)*

		Sense of Belonging		
		Low	Average	High
<i>Gender</i>				
	Male	21.8	40.5	37.7
	Female	19.7	44.2	36.1
<i>Race/Ethnicity Group</i>				
	American Indian	21.2	38.5	40.4
	Asian/PI American	22.7	46.2	31.1
	African American	29.1	42.3	28.6
	Latino/a	23.3	44.0	32.8
	White	18.9	42.9	38.3
	Multi-Racial	26.8	39.2	34.0
	Other	27.4	41.4	31.1
<i>First Generation in College</i>				
	Yes	15.4	42.2	42.4
	No	20.1	47.3	32.5

Note: CIRP Constructs are scored on a normal curve, a “Low” score represents students who are one-half standard deviation or more below the mean, a “High” score represents students who are one-half standard deviation or more above the mean, and an “Average” score represents students whose scores are within one-half standard deviation of the mean.

## Finances and Employment

Financial concerns are a growing source of anxiety for students. As seniors graduate with increasing debt burden, the repercussions will undoubtedly be felt in the types of jobs they pursue, whether or not they apply to graduate school, or any number of different post-college options (Bernard, 2009; Rothstein & Rouse, 2007). Table 15 reveals that almost half of all college seniors (44.7%) rely on the help of family resources to pay for more than \$10,000 of their educational expenses (including room, board, tuition and fees) in just the past year. In addition to family resources, students are also tapping into their own reserves to pay for increasing college costs. Of the seniors surveyed, 40.4% of them spent between \$1,000 and \$9,999 of their own money in the past year on their education.

**Table 15**  
*Sources of Aid*

Source of aid for educational expenses during the past year	Percent receiving less than \$1,000	Percent receiving \$1,000-\$9,999	Percent receiving \$10,000 or more
Family resources (parents, relatives, spouse, etc.)	25.1	30.2	44.7
Aid which must be repaid (loans, etc.)	37.8	30.8	31.3
Aid which need not be repaid (grants, scholarships, military funding, etc.)	30.8	36.9	32.4
Students' own resources (savings from work, work-study, etc.)	54.8	40.4	4.9
Other sources	88.4	8.2	3.5

Besides family and personal resources, most students are also eligible to receive financial aid that they may or may not be required to pay back. Approximately a third of respondents (32.4%) reported that, in the past year, they received more than \$10,000 in aid that *did not* need to be repaid. A slightly smaller proportion of students accumulated over \$10,000 in aid in the past year that *must* be repaid (31.3%). For those who borrowed money to help pay for college expenses, Table 16 reveals that on average, students who borrowed money will owe approximately \$33,000 by the time they finish college.



**Table 16**  
*Student Debt*

Estimated amount owed as of June 30, 2009 (among those students who borrowed money to pay for college):		Amount
Mean		\$33,168
Median		\$24,000
% with loan debt (N=14,525)		59.4

Perhaps because of the financial pressure, many students report working while in college (Table 17). About one in four seniors indicated they worked (for pay) between six to twenty hours per week on campus (28.8%) and/or off campus (22.6%) during the last year. Another 12.4% of students reported working more than 20 hours per week off campus, but only a small percentage (2.2%) indicated the same workload on campus. Working while in school can have its drawbacks, however. Of the students that reported working six to twenty hours on campus, almost one-fourth (22.8%) “occasionally” or “frequently” missed classes due to their employment. This number increases to 34.7% of the students that work off-campus this amount of hours. Of the seniors reporting to work more than 20 hours a week on campus, almost two out of every five students (39.0%) indicated they at least “occasionally” missed classes due their work obligations. For students working this many hours off campus, more than half (52.9%) reported that they at least “occasionally” missed class due to employment.

**Table 17**  
*Employment*

In a typical week in the past year:	Percent	
	On Campus	Off Campus
Spent 6-20 hours per week working (for pay):	28.8	22.6
Spent more than 20 hours per week working (for pay)	2.2	12.4

  

Of these students, percent reporting that they had:	Percent	
	On Campus	Off Campus
“occasionally” or “frequently” missed class due to employment		
Spent 6-20 hours per week working (for pay):	22.8	34.7
Spent more than 20 hours per week working (for pay)	39.0	52.9

## Civic Engagement, Awareness, and Social Agency

Many graduating seniors are paying attention to the world around them and are civically engaged in their communities. The data in Table 18 reveals that students on the nation’s campuses show strong interest in politics and political matters. More than four out of five students (83.7%) report that since entering college they “occasionally” or “frequently” discussed politics with their peers. They were also heavily involved in volunteer work; over two-thirds of the seniors (71.4%) report having “occasionally” or “frequently” performed volunteer work since entering college. In addition, more than two-thirds of the students (68.6%) indicated that they “occasionally” or “frequently” voted in student elections. However, only a small proportion of graduating seniors report that same amount of involvement in regard to participation in political demonstrations (15.4%), demonstrations for/against a war (15.3%), or work on a local, state, or national political campaigns (12.4%).

**Table 18**  
*Civic Engagement*

Percent of students reporting that since entering college they “occasionally” or “frequently”:	Percent
Discussed politics	83.7
Performed volunteer work	71.4
Voted in a student election	68.6
Participated in political demonstrations	15.4
Demonstrated for/against a war	15.3
Worked on a local, state, or national political campaign	12.4

During the course of their studies, these seniors witnessed a historically long presidential campaign leading up to the election in 2008, for which the majority of them reported voting (78.0%). However, data in Table 19 show that there exist noticeable differences in voting behavior. Female students were more likely to report voting in the election (80.5%) than their male peers (73.7%). White students report the highest percentage of voters in 2008 presidential election (80.7%), followed by American Indian (80.4%), multi-racial (80.1%), African American (79.8%), Latino/a (67.6%), and other (66.7%) students. Asian/PI Americans report the lowest percentage with only about half of the seniors (53.8%) indicating they voted in the 2008 presidential election.

**Table 19**  
*Voting behavior in 2008 Presidential Election*

Percent of students reporting they voted in the 2008 presidential election (by group)	Percent
<i>Gender</i>	
Female	80.5
Male	73.7
<i>Race/Ethnicity Group</i>	
White	80.7
American Indian	80.4
Multi-Racial	80.1
African American	79.8
Latino/a	67.6
Other	66.7
Asian/PI American	53.8

To better understand changes in students' understanding of issues facing their community, nation, and the world, CIRP introduced the *Civic Awareness Construct*. This construct is comprised of three CSS items (see Appendix D). The data in Table 20 show notable differences on growth in civic awareness by race/ethnicity, but only few differences by first generation status and gender. Examining results by race/ethnicity, data show that Latino/a, American Indian, and African American students show a heightened sense of civic awareness, as more than two out of five seniors fall into the high score group (44.5%, 42.3%, and 40.9% respectively) of this construct. Asian/PI American and white students show less growth in understanding issues facing the world, the nation, and their community, as only about one-third of the seniors in these groups are in the high score group (31.8% and 33.8%, respectively) on this construct.

**Table 20**  
*CIRP Construct: Civic Awareness (Percentages)*

		Civic Awareness		
		Low	Average	High
<i>Gender</i>				
	Male	27.9	38.7	33.4
	Female	26.0	38.6	35.4
<i>Race/Ethnicity Group</i>				
	American Indian	21.2	36.5	42.3
	Asian/PI American	26.9	41.3	31.8
	African American	25.5	33.6	40.9
	Latino/a	21.6	33.9	44.5
	White	27.0	39.2	33.8
	Multi-Racial	27.9	35.2	36.8
	Other	26.7	39.1	34.3
<i>First Generation in College</i>				
	Yes	25.0	40.0	35.0
	No	28.0	38.5	33.5

Note: CIRP Constructs are scored on a normal curve, a “Low” score represents students who are one-half standard deviation or more below the mean, a “High” score represents students who are one-half standard deviation or more above the mean, and an “Average” score represents students whose scores are within one-half standard deviation of the mean.

The CIRP Construct *Social Agency* measures the extent to which students value political and social involvement as a personal goal. This construct is comprised of six CSS survey items (see appendix D). Examining the data on social agency in Table 21 by gender and race/ethnicity reveals notable differences, but only slight differences by first generation status. Female students give greater weight to social agency in their lives than their male peers. Results show that almost one-third of the female students (32.3%) are in the high score group of this construct, compared to 28.2% of their male counterparts. Assessing the data by race/ethnicity reveals that African Americans are high on social agency compared to all other racial/ethnic groups, with more than half (53.1%) falling into the high score group, followed by Latino/a (43.6%), other (39.1%), Asian/PI American (37.8%), American Indian (36.5%), and multi-racial students (35.8%). White students seem to place lower value on political and social involvement, as only about one out of four students (27.3%) fall into the high score group. Furthermore, white students are the only student group that shows a larger representation in the low score group (32.8%), when compared to the number of seniors in the high score group of this construct.

**Table 21**  
*CIRP Construct - Social Agency (Percentages)*

	Social Agency		
	Low	Average	High
<i>Gender</i>			
Male	34.6	37.3	28.2
Female	28.0	39.7	32.3
<i>Race/Ethnicity Group</i>			
American Indian	32.7	30.8	36.5
Asian/PI American	25.5	36.8	37.8
African American	15.6	31.3	53.1
Latino/a	21.7	34.7	43.6
White	32.8	39.9	27.3
Multi-Racial	26.5	37.7	35.8
Other	25.0	35.9	39.1
<i>First Generation in College</i>			
Yes	30.9	39.4	29.7
No	29.5	38.9	31.6

Note: CIRP Constructs are scored on a normal curve, a “Low” score represents students who are one-half standard deviation or more below the mean, a “High” score represents students who are one-half standard deviation or more above the mean, and an “Average” score represents students whose scores are within one-half standard deviation of the mean.

### Experiences with Diversity

Students’ experiences with diversity throughout the course of their undergraduate education foster the development of the pluralistic orientation necessary to operate in today’s diverse society (Hurtado, 2007). The CIRP *Positive Cross-Racial Interaction* Construct is a unified measure of students’ level of positive interaction with diverse peers. It is comprised of six CSS variables (see Appendix D). The data in Table 22 shows differences by race/ethnicity and gender, but few appreciable differences by first-generation status. Examining results by race/ethnicity shows that students of color report more positive cross-racial interaction than their white peers. More than half of Asian/PI American (53.2%) and Latino/a students (51.4%) are in the high score group of this construct, followed by other (49.9%), multi-racial (47.7%), African American (47.0%), and American Indian (40.4%) students. In contrast, only 26.3% of white students are in the high score group, and the percentage in the low score group (33.8%) on this construct actually exceeds the percentage in the high score group. In addition, female students

report higher levels of positive cross-racial interaction (33.6% in high score group) than their male counterparts (29.5% in high score group).

**Table 22**  
*CIRP Construct – Positive Cross-Racial Interaction (Percentages)*

		Positive Cross-Racial Interaction		
		Low	Average	High
<i>Gender</i>				
	Male	29.9	40.6	29.5
	Female	28.7	37.6	33.6
<i>Race/Ethnicity Group</i>				
	American Indian	19.2	40.4	40.4
	Asian/PI American	10.8	36.0	53.2
	African American	18.8	34.3	47.0
	Latino/a	12.9	35.7	51.4
	White	33.8	39.9	26.3
	Multi-Racial	17.7	34.5	47.7
	Other	15.5	34.6	49.9
<i>First Generation in College</i>				
	Yes	28.6	39.0	32.5
	No	30.1	36.5	33.5

Note: CIRP Constructs are scored on a normal curve, a “Low” score represents students who are one-half standard deviation or more below the mean, a “High” score represents students who are one-half standard deviation or more above the mean, and an “Average” score represents students whose scores are within one-half standard deviation of the mean.

Although the vast majority of students’ experiences with diversity are positive and productive, seniors did report incidents of negative interactions during their college years. To this end, CIRP developed the *Negative Cross-Racial Interaction* Construct, which is a unified measure of students’ level of negative interaction with diverse peers. This construct is made up of three CSS variables (see Appendix D). Data in Table 23 show that, overall, students of color report more negative cross-racial interaction than their white peers. More than half of African Americans indicate high levels of negative interaction with other racial/ethnic groups (55.1% in the high score group), followed by other (48.1%), Asian/PI Americans (47.4%), American Indian (44.2%), Latino/a (40.7%), and multi-racial (35.5%). In contrast, white students report far less negative cross-racial interaction, with more than four out of ten students (43.2%) in the low score group and only one-fifth (21.6%) in the high score group. Given that white students also report less positive cross-racial interaction (Table 22), perhaps, this is indicative of the lower overall

level of cross-racial interaction for students in this group. First generation status and gender also make a difference in how students score on this construct. Students who are the first in their family to attend college or university report notably fewer negative cross-racial interaction (26.0% in high score group) than non first-generation students (32.6% in this group), and female students report noticeable fewer negative cross-racial interactions (24.4% in high score group) than male students (31.9% in high score group).

**Table 23**  
*CSS Construct – Negative Cross-Racial Interaction (Percentages)*

	Negative Cross-Racial Interaction		
	Low	Average	High
<i>Gender</i>			
Male	32.8	35.4	31.9
Female	41.5	34.2	24.4
<i>Race/Ethnicity Group</i>			
American Indian	21.2	34.6	44.2
Asian/PI American	18.2	34.4	47.4
African American	18.0	26.9	55.1
Latino/a	25.4	33.9	40.7
White	43.2	35.3	21.6
Multi-Racial	28.8	35.7	35.5
Other	22.9	29.0	48.1
<i>First Generation in College</i>			
Yes	38.5	35.6	26.0
No	34.5	32.9	32.6

Note: CIRP Constructs are scored on a normal curve, a “Low” score represents students who are one-half standard deviation or more below the mean, a “High” score represents students who are one-half standard deviation or more above the mean, and an “Average” score represents students whose scores are within one-half standard deviation of the mean.

Table 24 offers a snapshot of the personal importance of diversity for students and satisfaction with diversity on their campuses. While a majority of respondents (61.6%) indicate that improving understanding of other countries/cultures is “very important” or “essential” to them, fewer students (36.9%) feel that helping to promote racial understanding is “very important” or “essential” to them. In terms of respect for the expression of diverse beliefs on their campuses, an overwhelming majority of students are “satisfied” or “very satisfied” (74.4%). Only half, however, were “satisfied” or “very satisfied” with the racial/ethnic diversity of their college’s student body (50.5%).

**Table 24***Personal Importance and Satisfaction with Diversity*

Percent of students reporting that the following are “very important” or “essential” to them:	Percent
Improve understanding of other countries/cultures	61.6
Help promote racial understanding	36.9
Percent of students reporting they are very satisfied or satisfied with their college’s:	Percent
Respect for the expression of diverse beliefs	74.4
Racial/ethnic diversity of the student body	50.5

**Leisure Activities and Emotional Health**

In addition to their academic pursuits, students found plenty of time to engage in the social aspects of college, as shown in Table 25. During senior year, over two-thirds of students (70.7%) spent more than five hours in a typical week socializing with friends, and nearly one-third spent more than five hours per week exercising/playing sports (31.7%) or partying (27.9%). Some students also report spending some of their free time drinking; about a third of all respondents indicate that they “frequently” drank beer (33.4%) and/or wine/liquor (31.5%) in the past year. In terms of heavy episodic drinking, slightly less than half the students report they had not had more than five drinks in a row in the past two weeks (44.7%), though the majority did at least once (55.3%). One quarter of students found time to watch TV (24.8%) or surf the internet (25.7%) for more than 5 hours per week in a typical week senior year and one in seven (12.8%) actively engaged in online social networks such as MySpace or Facebook for the same amount of time.



**Table 25**  
*Social & Leisure Activities*

Percent of students reporting that they:	Percent
In an average week during the past year, spent more than 5 hours per week:	
Socializing with friends	70.7
Exercising/playing sports	31.7
Partying	27.9
Surfing the internet	25.7
Watching TV	24.8
Student clubs/groups	14.9
Online social networks (MySpace, Facebook)	12.8
In the past year, “frequently”:	
Drank beer	33.4
Drank wine or liquor	31.5
Smoked cigarettes	6.2
Had five or more alcoholic drinks in a row in the past two weeks:	
Zero times	44.7
Once	14.7
Twice	13.6
3-5 times	16.8
6-9 times	6.8
10 or more times	3.4
Joined a social fraternity or sorority in college	17.5

Despite their social and leisure activities, students have a variety of responsibilities in college that can be a source of stress, so it is perhaps not surprising that 35.1% of graduating seniors report that in the past year they “frequently” felt overwhelmed by all they had to do (Table 26). While most students did not frequently feel emotionally dispirited—approximately one in twenty respondents “frequently” felt lonely or homesick (5.7%) or depressed (6.9%)—nearly half of the students feel such sentiments at least “occasionally” (48.1% and 46.6%, respectively). Additionally, about one out of five students (21.2%) “occasionally” and one out of twenty (4.5%) “frequently” sought personal counseling.

**Table 26**  
*Emotional Health*

Percent of students reporting that during the past year, they:	Percent “occasionally”	Percent “frequently”
Felt overwhelmed by all they had to do	57.0	35.1
Felt depressed	46.6	6.9
Felt lonely or homesick	48.1	5.7
Sought personal counseling	21.2	4.5

### Career Choice and Future Plans

During senior year, the vast majority of students (85.7%) spent at least some time during a typical week planning for their future careers (Table 27). However, students did not necessarily *begin* their career planning during senior year, as 83.3% reported meeting with counselors or advisors about their career plans “occasionally” or “frequently” over the entire course of college.

**Table 27**  
*Career Planning*

Hours spent career planning (job searches, internships, etc.) during a typical week in the past year	Percent
None	14.3
Less than one hour	24.6
1 to 2 hours	31.4
3 to 5 hours	19.1
6 or more hours	10.6
Since entering college, “occasionally” or “frequently” meeting with an advisor or counselor about career plans	
Never	16.7
Occasionally	62.5
Frequently	20.8

Students were asked to think about their careers after college and to rate the importance of a variety of career or job attributes to them. In thinking about their career path (Table 28), the vast majority of students (86.7%) indicated that having a “stable, secure future” was “very

important” or “essential” to them. Almost as many (79.0%) rated the availability of jobs as a “very important” or “essential” attribute of their future career. Students were not only interested in job stability and security, however. Almost four out of every five students (77.7%) also indicated that the discovery or enhancement of knowledge was “very important” or “essential” to them, and about two-thirds placed the same amount of importance on the expression of personal values (69.8%), creativity and initiative (65.7%), and leadership potential (65.4%). Only three attributes were rated by fewer than half of graduating seniors as “very important” or “essential.” These were working for social change (46.2%), social recognition or status (36.5%), and limited working hours (25.7%).

**Table 28**  
*Career Path Considerations*

Percent of students rating the importance for future career path “very important” or “essential” of:	Women	Men	Total
Stable, secure future	88.0	84.5	86.7
Availability of jobs	82.2	73.7	79.0
Discovery-enhancement of knowledge	79.1	75.4	77.7
Expression of personal values	73.0	64.5	69.8
Creativity and initiative	66.2	65.0	65.7
Leadership potential	63.5	68.6	65.4
High income potential	55.3	62.7	58.1
Working for social change	50.5	39.1	46.2
Social recognition or status	33.6	41.2	36.5
Limited working hours	25.1	26.5	25.7

On the whole, male and female students evaluated each career attribute somewhat differently. On six of the ten career path considerations shown in Table 28, the difference in the proportion of males and females responding “very important” or “essential” was five percentage points or more. Specifically, approximately seven percentage points more males than females indicated that social recognition/status (41.2% of males vs. 33.6% of females) and high income potential (62.7% vs. 55.3%) are “very important” or “essential” attributes of a future career path, and five percentage points more males than females felt leadership potential is “very important” or “essential” (68.6% vs. 63.5%). In contrast, 8.5 percentage points more females than males felt that the availability of jobs (82.2% of females vs. 73.7% of males) and/or the expression of

personal values (73.0% vs. 64.5%) are “very important” or “essential” characteristics of careers. Further, 11.4 percentage points more females than males indicated that working for social change is a “very important” or “essential” consideration (50.5% vs. 39.1%).

Students had a variety of different plans for the fall immediately after college (Table 29). The most popular fall 2009 plans reported by students were working full-time and attending graduate/professional school, activities which 64.1% and 28.9%, respectively, of graduating seniors had planned. While most students indicated plans to either work *or* attend graduate school, some students planned to do both—7.0% of students reported they would be working full-time in the fall while simultaneously attending graduate/professional school. In addition to graduate school and full-time work, a good proportion of students also indicated plans to travel (19.4%) and/or do volunteer work (18.2%). The least popular fall plans were the military and vocational programs—approximately only one in one hundred students indicated plans to go into the armed forces (1.5%) or attend a vocational training program (1.1%).

**Table 29**  
*Fall 2009 Plans and Probable Occupation*

Percent of students reporting that in fall 2009 they plan to be:	Percent*	Percent of students reporting the following as their probable career/occupation:	Percent
Working full-time	64.1	Business	19.0
Attending graduate-professional school	28.9	Artist	7.7
Traveling	19.4	Education (secondary)	6.1
Doing volunteer work	18.2	Doctor (MD or DDS)	6.0
Working part-time	14.9	Lawyer	5.1
Working in a humanities-social science related job	9.6	Education (elementary)	5.1
Working in a science-math-technology related job	8.9	Health professional	4.1
Participating in a community service organization	8.8	Engineer	3.9
Staying at home to be with or start a family	5.3	Nurse	3.4
No current plans	5.1	Research scientist	2.6
Participating in a post-baccalaureate program	3.7	Social, welfare, or recreation worker	2.5
Attending undergraduate college full-time	2.5	College teacher	2.3
Attending undergraduate college part-time	2.0		
Serving in the Armed Forces	1.5	Other choice	23.2
Attending a vocational training program	1.1	Undecided	8.9

\*Note: Sum of percentages for fall 2009 plans is greater than 100 because students may choose all that apply.

In terms of long-term career goals, the CSS asks students to indicate the lifetime career they will most likely pursue (also shown in Table 29). The most common careers that students selected were in business (19.0%), elementary or secondary education (5.1% and 6.1%, respectively, for a total of 11.2%), artist (7.7%), medicine (6.0%), law (5.1%), health professions other than medical doctors or nursing (4.1%), engineering (3.9%), and nursing (3.4%), although 8.9% of students were undecided. Interestingly, there were some notable differences in likely careers between male and female students. Specifically, more males than females planned to go into business (24.7% of males planned to enter this field, compared to 15.5% of females) and engineering (7.9% vs. 1.5%). On the other hand, more females than males planned to go into nursing (5.1% of females indicated this as a planned career, compared to 0.6% of males) and education (14.2% vs. 6.0%).

Table 30 summarizes the current job search status for students who intend on being employed full-time in the fall after graduation (N = 15,570). Approximately one-third of the students (36.8%) reported having received a job offer at the time that they took the survey—24.3% reported having accepted an offer they received, a further 10.3% were considering an offer, and 2.2% had received an offer that they declined. Perhaps as a sign of the weak economy, most students (52.9%) were actively looking for jobs and had not yet received any offers. The remaining 10.3% were not actively seeking a position when they took the survey.

**Table 30**  
*Fall 2009 Plans: Job Search Status*

Of those planning on working in fall 2009 (N=15,570), percent of students reporting their current state of employment plans as:	Percent
Looking, but no offers yet	52.9
Accepted an offer of employment	24.3
Not actively looking for a position	10.3
Currently considering an offer	10.3
Received an offer for a position, but declined	2.2

Table 31 displays the application status of students who intend on enrolling in graduate school the next fall (N = 7,001). Most of these students, 53.3%, had already applied and been accepted to school. Another fifth (19.8%) had applied and were awaiting response, 1.9% had applied and been placed on the wait list (no acceptances), and 1.5% had applied, been accepted,

and had deferred admission until a later date. Curiously, almost a quarter of students who indicated plans to attend graduate school in fall 2009 had not yet applied to school—18.3% indicated that they planned to apply *in* fall 2009, and 5.1% indicated that they would not apply in fall 2009 but at some point in the future after that.

**Table 31**

*Fall 2009 Plans: Graduate School*

Of those indicating plans to attend graduate school in fall 2009 (N=7,001), percent of students reporting they were:	Percent
Accepted and will be attending in the fall	53.3
Still awaiting responses, no acceptances	19.8
Will be applying this coming fall	18.3
Not applying this fall, but might apply at a future time	5.1
Placed on waiting list, no acceptances	1.9
Accepted and deferred admission until a later date	1.5

### **A Longitudinal Perspective on College Experiences**

Because the CSS was designed in part as a follow-up instrument to the annual Freshman Survey, almost one-third of the items on the CSS questionnaire directly post-test items from the earlier instrument. With these longitudinal data, institutions that administer the Freshman Survey (TFS) as well as the CSS to the same cohort of students can create a valuable data set for assessing how much their students change over the course of their undergraduate years. One of the most valuable aspects of longitudinal data collection is the ability to move beyond just a “snapshot” of the student experience toward a more effective measure of change and development over time. In 2009, over half of the graduating seniors who took the 2008 College Senior Survey also took The Freshman Survey (13,177 of 24,457, or 53.9%). This next section of the report looks at this subset of matched data from this group.

#### *Changes in Self-Concept When Entering College*

The Freshman Survey includes a series of items that asked incoming students to compare themselves to their peers on a variety of self-concept measures. Sixteen of these measures were directly post-tested on the 2009 CSS. As seen in Table 32, respondents’ perceptions of

themselves and their abilities relative to their peers generally increased while in college, particularly in regard to academic and social indicators. For example, the percentage of students who rated their self-understanding “above average” or “in the highest 10%” grew from 56.8% at the time of college entry to 69.0% at the end of college, an increase of 12.2 percentage points. Likewise, computer skills and writing ability also demonstrated double digit growth in the percentage of students who rated themselves highly after four years of college. Notably, two areas showed noticeable declines in high self-ratings from freshman to senior year. Specifically, from the time of college entry, the proportion of students who rated themselves “above average” or “in the highest 10%” relative to their peers in terms of mathematical ability decreased by 7.9 percentage points (from 52.6% to 44.7%), and the proportion of students rating themselves the same in terms of physical health decreased 5.0 percentage points (from 59.2% to 54.2%).

**Table 32**  
*Change in Students’ Self-Concept*

Percent of students rating themselves “above average” or “in the highest 10%” relative to their peers:	At college entry (TFS)	At end of college (CSS)	Change
Self-understanding	56.8	69.0	12.2
Computer skills	34.2	45.6	11.4
Writing ability	55.2	66.2	11.0
Public speaking ability	42.0	51.3	9.3
Self-confidence (social)	49.7	55.1	5.4
Self-confidence (intellectual)	64.3	68.5	4.3
Artistic ability	27.5	31.8	4.3
Understanding of others	68.9	73.0	4.1
Creativity	56.7	60.5	3.8
Leadership ability	66.5	70.2	3.7
Cooperativeness	77.5	79.6	2.1
Academic ability	82.0	80.6	-1.4
Emotional health	57.8	56.2	-1.6
Drive to achieve	81.9	79.9	-1.9
Physical health	59.2	54.2	-5.0
Mathematical ability	52.6	44.7	-7.9

### *Expectations and Reality*

On the TFS, students were asked to give their best guess as to the chances that they would engage in various activities during college. Seniors were asked about some of these same

areas on the CSS in order to determine whether their freshman expectations matched their undergraduate reality. Table 33 shows the extent to which students' experiences in college corresponded to expectations they had as they began. In some cases, students' initial expectations very closely matched the reality they experienced during college. For example, almost every student (97.1%) who thought there was a "very good chance" that he or she would communicate regularly with their professors actually did so; the same was true for socializing with someone of another race/ethnicity (97.1%), being satisfied with the overall college experience (90.7%), and making at least a "B" average (90.3%). However, it was not only students who expected to engage in the above activities that ended up doing so; over 80% of students who thought there was "no chance" that they would have any of the aforementioned experiences actually did have them—93.4% of the "no chance" students communicated regularly with their professors, 84.1% socialized with someone of another race/ethnicity, 87.2% were satisfied with their college, and 85.4% made at least a "B" average. Participating in volunteer or community service work was another activity for which a similar pattern was seen; 85.5% of students who felt there was a "very good chance" they would volunteer in college did so, as did 46.8% of those who felt there was "no chance."

**Table 33**  
*Student Expectations and Reality*

Percent who reported doing each of the following:	Among students who felt there was...	
	"Very good chance" they would do this	"No chance" they would do this
Communicate regularly with your professors	97.1	93.4
Socialize with someone of another racial/ethnic group	97.1	84.1
Be satisfied with your college	90.7	87.2
Make at least a 'B' average	90.3	85.4
Participate in volunteer or community service work	85.5	46.8
Play varsity/intercollegiate athletics	71.9	2.4
Join a social fraternity or sorority	69.8	5.6
Participate in a study abroad program	60.5	6.5
Seek personal counseling	45.7	17.5
Participate in student protests or demonstrations	43.4	8.5
Work full-time while attending college	41.6	6.6
Participate in student government	37.0	4.1



Not all of students' initial expectations closely matched the reality they experienced during college. As shown in Table 33, relatively few students who said there was a "very good chance" that they would participate in student protests or demonstrations actually did so (only 43.4% did this), the same was true for participating in student government (37.0% did so). Also, only 41.6% of students who believed there was a "very good chance" that they would have to work full-time while attending college ended up doing so.

### *Change in Life Goals*

The CSS and TFS data also allow for an examination of changes in students' life goals during college (Table 34). For the most part, respondents did not demonstrate major shifts in their life goals over the course of college. From the beginning of freshman year to the end of senior year, only eight of the twenty-one goals on both surveys saw a difference of six percentage points or more in the proportion of students rating them as "very important" or "essential." The largest differences were observed for the goals of becoming involved in programs to clean up the environment (19.9% at college entry vs. 30.2% at the end of senior year), keeping up with political affairs (43.4% vs. 51.9%), influencing social values (41.9% vs. 50.2%) and developing a meaningful philosophy of life (50.7% vs. 58.8%). Other differences could be seen in the proportion of students aspiring to help others who are in difficulty (70.0% vs. 76.6% rating it "very important" or "essential") and their inclination towards participating in a community action program (29.8% vs. 36.0% rating it "very important" or "essential"). Only one goal saw a large decrease in the proportion of students rating it "very important" or "essential." Specifically, 7.3 percentage points fewer students felt that being very well-off financially was "very important" to them at the end of college compared to the beginning (a decrease from 67.2% to 59.9%)

**Table 34**  
*Change in Life Goals*

Percent of students reporting that the following are “essential” or “very important” to them:	At college entry (TFS)	At end of college (CSS)	Change
Becoming involved in programs to clean up the environment	19.9	30.2	10.3
Keeping up to date with political affairs	43.4	51.9	8.5
Influencing social values	41.9	50.2	8.4
Developing a meaningful philosophy of life	50.7	58.8	8.1
Helping others who are in difficulty	70.0	76.6	6.6
Participating in a community action program	29.8	36.0	6.2
Having administrative responsibility for the work of others	36.7	42.7	6.0
Creating artistic work (painting, sculpture, decorating, etc.)	13.2	18.8	5.6
Improving my understanding of other countries and cultures	57.5	62.0	4.5
Writing original works (poems, novels, short stories, etc.)	13.8	18.2	4.4
Obtaining recognition from my colleagues for contributions to my special field	51.3	55.6	4.2
Becoming a community leader	38.3	42.5	4.2
Helping to promote racial understanding	32.2	35.5	3.4
Integrating spirituality into my life	48.3	51.4	3.1
Influencing the political structure	20.6	23.5	3.0
Becoming an authority in my field	58.4	61.2	2.9
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	14.4	16.3	1.9
Raising a family	78.5	80.4	1.9
Making a theoretical contribution to science	16.7	17.0	0.3
Becoming successful in a business of my own	36.2	35.2	-1.0
Being very well off financially	67.2	59.9	-7.3

*Change in Political Values*

Over the course of college, students showed a shift in political views and values. Specifically, the proportion of students who characterized their political views as liberal or far left increased 9.2 percentage points from freshman to senior year while the proportion rating themselves middle-of-the-road or conservative/far right fell 2.6 and 6.6 percentage points, respectively (Table 35). Further, and perhaps not surprisingly, student attitudes regarding important national policies also liberalized during this time. Specifically, the proportion of students who believe that marijuana should be legalized (32.3% at college entry vs. 53.4% at the end of senior year), that same-sex couples should have the right to legal marital status (59.3% vs. 72.8%), and/or that abortion should be legal (51.6% vs. 63.8%) all increased by more than ten percentage points between freshman and senior year. Correspondingly, a decrease of nine

percentage points was seen among the proportion of students believing that it is important to have laws prohibiting homosexual relationships (23.8% vs. 14.9%). Interestingly, as this cohort of students experienced most if not all of their undergraduate years while the United States was at war in Iraq, the percent of students who believe that federal military spending should be increased dropped 9.9 percentage points between freshman and senior year (32.0% vs. 22.1%).

**Table 35**  
*Political Values*

Students' characterization of their political views:	At college entry (TFS)	At end of college (CSS)	Change
Liberal or Far Left	29.8	39.0	9.2
Middle-of-the-road	39.9	37.3	-2.6
Conservative or Far Right	30.3	23.7	-6.6
Percent of students reporting that they "agree somewhat" or "agree strongly" that:	At college entry (TFS)	At end of college (CSS)	Change
Marijuana should be legalized	32.3	53.4	21.2
Same-sex couples should have the right to legal marital status	59.3	72.8	13.5
Abortion should be legal	51.6	63.8	12.2
The death penalty should be abolished	41.2	46.7	5.6
Wealthy people should pay a larger share of taxes than they do now	55.6	57.9	2.4
Realistically, an individual can do little to bring about changes in our society	20.5	21.1	0.6
Affirmative action in college admissions should be abolished	55.2	55.2	0.1
Racial discrimination is no longer a major problem in America	18.5	18.1	-0.5
The federal government is not doing enough to control environmental pollution	78.8	76.2	-2.6
Colleges should prohibit racist/sexist speech on campus	62.1	56.2	-5.8
A national health care plan is needed to cover everybody's medical costs	70.0	64.0	-5.9
It is important to have laws prohibiting homosexual relationships	23.8	14.9	-9.0
Federal military spending should be increased	32.0	22.1	-9.9

## Summary

This report shows that most seniors are highly engaged in academics in a variety of ways, both inside and outside of the classroom. In addition to spending time attending classes and labs, the majority reported frequently discussing course content with their peers in more informal settings outside the classroom. As one would expect, the vast majority of students also rated themselves “stronger” or “much stronger” in their knowledge of a particular field or discipline (98.0%) and general knowledge (96.7%). Overall, seniors also expressed high levels of satisfaction with their general education and core curriculum courses, class sizes, and educational facilities on campus.

In terms of extra-curricular experiences during college, seniors reported spending their time engaged in a number of activities including volunteering, working, exercising, and partying. The majority of students report spending significant amounts of time socializing with friends, and many of these interactions seem to be within diverse peer groups. Nearly half of all students surveyed have regularly socialized or shared a meal with students from a racial/ethnic group other than their own, and most students report that their knowledge of different races and cultures became “stronger” or “much stronger” during college.

Apart from their peers, students also spent time interacting with faculty. During senior year, two out of five students spent one hour or more per week talking with faculty members during office hours. Only about one in ten (11.3%) students report having no interaction at all with faculty during office hours and one in five (19.6%) students report no interaction outside of class or office hours in a typical week. Perhaps, this contributes to the fact that most students graduate satisfied with the amount of time they spent with professors at their college or university.

Many seniors are also paying attention to the world around them and are civically engaged. The large majority of students (83.7%) at least “occasionally” discussed politics with their peers and almost four out of five seniors (78.0%) reported voting in the 2008 presidential election. In addition, the undergraduate years appear to be a time of changing political preferences, as time spent in college seems to correspond with a change towards more liberal political values among CSS respondents.

Given the economic environment in 2009, it is probably not surprising that, among the students seeking employment, only one-fourth of the respondents (24.3%) indicated having

accepted a job offer they received, whereas more than half of the students (52.9%) were still actively seeking a position by the end of senior year. Perhaps in response to this, students report that the most important considerations in choosing their career path were the promise of a stable, secure future, and the availability of jobs.

For more information about the CSS, including a look at the 2010 survey instrument, details about registration and administration, and to view examples of how to use CSS and Freshman Survey data, visit our website: <http://www.heri.ucla.edu/cssoverview.php>.

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**Appendix A**  
**Institutional Participation**

**2009 CSS Institutions by Institutional Type**

**Public Universities (7)**

Colorado State University (CO) * ♦ ^	U of Michigan-Ann Arbor (MI) * ♦ ^
Miami University (OH) * ♦ ^	U of New Hampshire-Main Campus (NH) * ^
Texas Tech University (TX) * ♦ ^	U of North Dakota (ND) * ♦ ^
U of Colorado-Colorado Springs (CO)	

**Private Universities (10)**

Baylor University (TX) * ♦ ^	Santa Clara University (CA) * ♦ ^
Catholic University of America (DC) * ♦ ^	St. John's University-Queens (NY) * ♦ ^
Creighton University (NE) * ♦ ^	University of Notre Dame (IN) * ♦ ^
Fordham University (NY) * ♦ ^	U of the Pacific (CA) * ^
Loyola University Chicago (IL) * ♦	Wake Forest University (NC) * ♦ ^

**Public Four-Year Colleges (8)**

California Polytechnic State University-San Luis Obispo (CA) * ♦	College of Charleston (SC) * ♦ ^
California State Polytechnic University-Pomona (CA) * ♦ ^	Montclair State University (NJ) * ♦ ^
California State University-San Marcos (CA) * ♦ ^	University of Central Oklahoma (OK) * ♦ ^
	U of Illinois-Springfield (IL) * ♦ ^
	U of Northern Colorado (CO)

**Private Four-Year Colleges, Catholic (20)**

Anna Maria College (MA) *	Holy Names University (CA)
Ave Maria University (FL)	John Carroll University (OH) * ^
Cabrini College (PA) *	Marian College (IN)
Canisius College (NY) * ♦ ^	Regis College (MA) * ♦ ^
College of Mount Saint Vincent (NY) * ♦ ^	Saint Mary's College of California (CA) * ♦ ^
College of the Holy Cross (MA) * ♦ ^	Saint Norbert College (WI) * ♦ ^
Dominican University (IL) * ♦ ^	Saint Vincent College (PA) * ♦ ^
Fairfield University (CT) * ♦ ^	Spring Hill College (AL) * ♦ ^
Gannon University (PA) * ♦ ^	University of Saint Thomas (MN) * ♦ ^
Gonzaga University (WA) * ♦ ^	Wheeling Jesuit University (WV) * ♦ ^

**Notes:**

- \* indicates institutions that participated in the 2003 CIRP Freshman Survey
- ♦ indicates institutions that participated in the 2004 CIRP Freshman Survey
- ^ indicates institutions that participated in the 2005 CIRP Freshman Survey

### Private Four-Year Colleges, Nonsectarian (28)

Bucknell University (PA) \* ♦ ^  
Cazenovia College (NY) ^  
Claremont McKenna College (CA) \* ♦ ^  
Columbus College of Art and Design (OH) ^  
Dartmouth College (NH) \* ♦ ^  
Dickinson College (PA) \* ♦ ^  
Fisher College (MA) \* ♦ ^  
Hamilton College (NY) \* ♦ ^  
Harvey Mudd College (CA) ♦  
Juniata College (PA) \* ♦ ^  
Knox College (IL) \* ♦  
Laguna College of Art and Design (CA) ^  
Middlebury College (VT) \* ♦ ^  
Monmouth College (IL) \* ♦ ^  
Moore College of Art and Design (PA) \* ♦ ^  
Principia College (IL) ♦ ^  
Quinnipiac University (CT) \* ♦ ^  
Rollins College (FL) \* ^  
Southern New Hampshire University (NH) ♦ ^  
Sweet Briar College (VA) \* ♦ ^  
The College of New Rochelle (NY) \* ♦ ^  
The University of the Arts (PA) \* ♦ ^  
University of LaVerne (CA) ♦  
University of Redlands (CA) \* ♦ ^  
Wabash College (IN) \* ♦ ^  
Wheaton College-Norton (MA) \* ♦ ^  
Wilkes University (PA) \* ♦ ^  
Worcester Polytechnic Institute (MA) \* ♦ ^

### Private Four-Year Colleges, Other Religious (34)

Azusa Pacific University (CA) \* ♦ ^  
Bethany Lutheran College (MN) \* ♦ ^  
Bluffton University (OH) \* ♦ ^  
California Baptist University (CA) \* ♦ ^  
Carthage College (WI) \* ♦ ^  
Chapman University (CA) \* ♦ ^  
Coe College (IA) \* ♦ ^  
Columbia College-South Carolina (SC) ^  
Davidson College (NC) \* ♦ ^  
East Texas Baptist University (TX) \* ♦ ^  
Erskine College (SC) \* ♦ ^  
Ferrum College (VA) \* ♦ ^  
Freed-Hardeman University (TN) \* ♦ ^  
George Fox University (OR) ^  
Greenville College (IL) ♦  
Huntingdon College (AL) \* ♦ ^  
Iowa Wesleyan College (IA) \* ♦ ^  
Life Pacific College (CA)  
McPherson College (KS) ♦ ^  
Mississippi College (MS) \* ♦  
Moravian College (PA) \* ♦ ^  
Mount Vernon Nazarene University (OH) \* ^  
North Central College (IL) \* ♦  
North Greenville University (SC) \* ♦ ^  
Northwest Nazarene University (ID) \* ♦ ^  
Northwestern College (IA) ♦  
Oklahoma Wesleyan University (OK) \* ♦  
Palm Beach Atlantic University-West Palm Beach (FL) \* ♦ ^  
Roanoke Bible College (NC) ^  
Susquehanna University (PA) \* ♦ ^  
Tabor College (KS) \* ♦ ^  
Union University (TN) ♦  
Wartburg College (IA) \* ♦  
Waynesburg College (PA) \* ♦ ^

#### Notes:

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- ^ indicates institutions that participated in the 2005 CIRP Freshman Survey



### Historically Black College/University (3)

Morgan State University (MD) \* ♦  
Southern University-New Orleans (LA) \* ♦  
Xavier University of Louisiana (LA) \* ♦

Notes:

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- ^ indicates institutions that participated in the 2005 CIRP Freshman Survey

## 2009 CSS Institutions – Alphabetical

Anna Maria College (MA) \*  
Ave Maria University (FL)  
Azusa Pacific University (CA) \* ♦ ^  
Baylor University (TX) \* ♦ ^  
Bethany Lutheran College (MN) \* ♦ ^  
Bluffton University (OH) \* ♦ ^  
Bucknell University (PA) \* ♦ ^  
Cabrini College (PA) \*  
California Baptist University (CA) \* ♦ ^  
California Polytechnic  
State University-San Luis Obispo (CA) \* ♦  
California State  
Polytechnic University-Pomona (CA) \* ♦ ^  
California State University-San Marcos (CA) \* ♦ ^  
Canisius College (NY) \* ♦ ^  
Carthage College (WI) \* ♦ ^  
Catholic University of America (DC) \* ♦ ^  
Cazenovia College (NY) ^  
Chapman University (CA) \* ♦ ^  
Claremont McKenna College (CA) \* ♦ ^  
Coe College (IA) \* ♦ ^  
College of Charleston (SC) \* ♦ ^  
College of Mount Saint Vincent (NY) \* ♦ ^  
College of the Holy Cross (MA) \* ♦ ^  
Colorado State University (CO) \* ♦ ^  
Columbia College-South Carolina (SC) ^  
Columbus College of Art and Design (OH) ^  
Creighton University (NE) \* ♦ ^  
Dartmouth College (NH) \* ♦ ^  
Davidson College (NC) \* ♦ ^  
Dickinson College (PA) \* ♦ ^  
Dominican University (IL) \* ♦ ^  
East Texas Baptist University (TX) \* ♦ ^  
Erskine College (SC) \* ♦ ^  
Fairfield University (CT) \* ♦ ^  
Ferrum College (VA) \* ♦ ^  
Fisher College (MA) \* ♦ ^  
Fordham University (NY) \* ♦ ^  
Freed-Hardeman University (TN) \* ♦ ^  
Gannon University (PA) \* ♦ ^  
George Fox University (OR) ^  
Gonzaga University (WA) \* ♦ ^  
Greenville College (IL) ♦  
Hamilton College (NY) \* ♦ ^  
Harvey Mudd College (CA) ♦  
Holy Names University (CA)  
Huntingdon College (AL) \* ♦ ^  
Iowa Wesleyan College (IA) \* ♦ ^  
John Carroll University (OH) \* ^  
Juniata College (PA) \* ♦ ^  
Knox College (IL) \* ♦  
Laguna College of Art and Design (CA) ^  
Life Pacific College (CA)  
Loyola University Chicago (IL) \* ♦  
Marian College (IN)  
McPherson College (KS) ♦ ^  
Miami University (OH) \* ♦ ^  
Middlebury College (VT) \* ♦ ^  
Mississippi College (MS) \* ♦  
Monmouth College (IL) \* ♦ ^  
Montclair State University (NJ) \* ♦ ^  
Moore College of Art and Design (PA) \* ♦ ^  
Moravian College (PA) \* ♦ ^  
Morgan State University (MD) \* ♦  
Mount Vernon Nazarene University (OH) \* ^  
North Central College (IL) \* ♦  
North Greenville University (SC) \* ♦ ^  
Northwest Nazarene University (ID) \* ♦ ^  
Northwestern College (IA) ♦  
Oklahoma Wesleyan University (OK) \* ♦  
Palm Beach Atlantic  
University-West Palm Beach (FL) \* ♦ ^  
Principia College (IL) ♦ ^  
Quinnipiac University (CT) \* ♦ ^  
Regis College (MA) \* ♦ ^  
Roanoke Bible College (NC) ^  
Rollins College (FL) \* ^  
Saint Mary's College of California (CA) \* ♦ ^

Saint Norbert College (WI) \* ♦ ^  
 Saint Vincent College (PA) \* ♦ ^  
 Santa Clara University (CA) \* ♦ ^  
 Southern New Hampshire University (NH) ♦ ^  
 Southern University-New Orleans (LA) \* ♦  
 Spring Hill College (AL) \* ♦ ^  
 St. John's University-Queens (NY) \* ♦ ^  
 Susquehanna University (PA) \* ♦ ^  
 Sweet Briar College (VA) \* ♦ ^  
 Tabor College (KS) \* ♦ ^  
 Texas Tech University (TX) \* ♦ ^  
 The College of New Rochelle (NY) \* ♦ ^  
 The University of the Arts (PA) \* ♦ ^  
 U of Central Oklahoma (OK) \* ♦ ^  
 U of Colorado-Colorado Springs (CO)  
 U of Illinois-Springfield (IL) \* ♦ ^  
 U of LaVerne (CA) ♦  
 U of Michigan-Ann Arbor (MI) \* ♦ ^  
 U of New Hampshire-Main Campus (NH) \* ^  
 U of North Dakota (ND) \* ♦ ^  
 U of Northern Colorado (CO)  
 U of Notre Dame (IN) \* ♦ ^  
 U of Redlands (CA) \* ♦ ^  
 U of Saint Thomas (MN) \* ♦ ^  
 U of the Pacific (CA) \* ^

Union University (TN) ♦  
 Wabash College (IN) \* ♦ ^  
 Wake Forest University (NC) \* ♦ ^  
 Wartburg College (IA) \* ♦  
 Waynesburg College (PA) \* ♦ ^  
 Wheaton College-Norton (MA) \* ♦ ^  
 Wheeling Jesuit University (WV) \* ♦ ^  
 Wilkes University (PA) \* ♦ ^  
 Worcester Polytechnic Institute (MA) \* ♦ ^  
 Xavier University of Louisiana (LA) \* ♦

Notes:

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**Appendix B**  
**2009 National Aggregates – Graduating Seniors**



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Graduating Seniors</b>	24,457	9,252	15,205
<b>Please rate your satisfaction with your college in each area:</b>			
<b>General education or core curriculum courses</b>			
Very satisfied	23.9%	24.4%	23.6%
Satisfied	58.7%	56.9%	59.8%
Neutral	12.8%	13.4%	12.5%
Dissatisfied	3.7%	4.2%	3.4%
Very dissatisfied	0.8%	1.1%	0.6%
Total (n)	24,104	9,139	14,965
<b>Science and mathematics courses</b>			
Very satisfied	20.3%	23.1%	18.6%
Satisfied	45.2%	44.4%	45.7%
Neutral	24.9%	24.3%	25.3%
Dissatisfied	7.6%	6.4%	8.3%
Very dissatisfied	1.9%	1.8%	2.1%
Total (n)	23,042	8,800	14,242
<b>Humanities courses</b>			
Very satisfied	26.4%	24.9%	27.4%
Satisfied	49.5%	46.3%	51.4%
Neutral	20.4%	23.9%	18.2%
Dissatisfied	3.0%	3.8%	2.5%
Very dissatisfied	0.8%	1.0%	0.6%
Total (n)	22,831	8,697	14,134
<b>Social science courses</b>			
Very satisfied	27.8%	25.9%	29.0%
Satisfied	48.3%	45.8%	49.7%
Neutral	20.2%	23.5%	18.1%
Dissatisfied	3.0%	3.8%	2.6%
Very dissatisfied	0.7%	1.0%	0.5%
Total (n)	22,888	8,689	14,199
<b>Laboratory facilities and equipment</b>			
Very satisfied	22.4%	24.3%	21.1%
Satisfied	43.9%	41.9%	45.2%
Neutral	24.5%	24.2%	24.7%
Dissatisfied	7.1%	7.2%	7.1%
Very dissatisfied	2.1%	2.4%	1.9%
Total (n)	20,542	7,932	12,610
<b>Library facilities</b>			
Very satisfied	35.2%	35.8%	34.8%
Satisfied	43.6%	42.4%	44.3%
Neutral	13.4%	14.1%	12.9%
Dissatisfied	6.1%	5.7%	6.3%
Very dissatisfied	1.7%	2.0%	1.6%
Total (n)	24,172	9,120	15,052



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Please rate your satisfaction with your college in each area:</b>			
<b>Computer facilities and services</b>			
Very satisfied	28.2%	29.3%	27.5%
Satisfied	45.5%	44.0%	46.4%
Neutral	15.6%	15.3%	15.7%
Dissatisfied	8.4%	8.4%	8.5%
Very dissatisfied	2.3%	3.0%	1.9%
Total (n)	24,204	9,169	15,035
<b>Quality of computer training/assistance</b>			
Very satisfied	17.7%	18.0%	17.4%
Satisfied	40.1%	39.2%	40.7%
Neutral	30.8%	30.7%	30.9%
Dissatisfied	8.9%	9.0%	8.9%
Very dissatisfied	2.5%	3.1%	2.2%
Total (n)	22,056	8,317	13,739
<b>Availability of Internet access</b>			
Very satisfied	36.1%	38.5%	34.6%
Satisfied	40.4%	37.9%	41.9%
Neutral	12.4%	12.2%	12.5%
Dissatisfied	8.2%	7.8%	8.4%
Very dissatisfied	2.9%	3.5%	2.6%
Total (n)	24,273	9,179	15,094
<b>Tutoring or other academic assistance</b>			
Very satisfied	23.4%	22.6%	23.8%
Satisfied	42.6%	41.2%	43.5%
Neutral	28.7%	30.9%	27.3%
Dissatisfied	4.0%	3.7%	4.2%
Very dissatisfied	1.4%	1.7%	1.1%
Total (n)	18,921	7,085	11,836
<b>Academic advising</b>			
Very satisfied	24.8%	24.6%	25.0%
Satisfied	38.9%	38.6%	39.0%
Neutral	19.1%	20.2%	18.4%
Dissatisfied	12.2%	11.5%	12.7%
Very dissatisfied	5.0%	5.1%	5.0%
Total (n)	23,989	9,029	14,960
<b>Career counseling and advising</b>			
Very satisfied	19.6%	19.4%	19.7%
Satisfied	35.1%	34.1%	35.8%
Neutral	26.8%	28.1%	26.1%
Dissatisfied	13.0%	12.5%	13.3%
Very dissatisfied	5.4%	5.9%	5.1%
Total (n)	21,975	8,317	13,658



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Please rate your satisfaction with your college in each area:</b>			
<b>Student housing facilities (residence halls, etc.)</b>			
Very satisfied	15.4%	17.1%	14.3%
Satisfied	42.8%	39.7%	44.8%
Neutral	23.9%	24.2%	23.8%
Dissatisfied	12.4%	12.6%	12.3%
Very dissatisfied	5.5%	6.4%	4.8%
Total (n)	21,061	8,200	12,861
<b>Student housing office/services</b>			
Very satisfied	11.7%	12.7%	11.1%
Satisfied	37.0%	34.3%	38.7%
Neutral	31.3%	31.9%	30.9%
Dissatisfied	13.4%	13.4%	13.4%
Very dissatisfied	6.6%	7.7%	5.9%
Total (n)	20,162	7,811	12,351
<b>Financial aid office</b>			
Very satisfied	17.6%	20.0%	16.2%
Satisfied	39.9%	38.9%	40.5%
Neutral	28.7%	29.0%	28.6%
Dissatisfied	9.1%	7.6%	9.9%
Very dissatisfied	4.6%	4.5%	4.7%
Total (n)	20,111	7,545	12,566
<b>Financial aid package</b>			
Very satisfied	20.8%	23.3%	19.4%
Satisfied	37.0%	36.2%	37.5%
Neutral	25.0%	24.8%	25.2%
Dissatisfied	11.8%	10.3%	12.7%
Very dissatisfied	5.3%	5.3%	5.2%
Total (n)	20,268	7,636	12,632
<b>Opportunities for community service</b>			
Very satisfied	30.7%	29.2%	31.6%
Satisfied	41.1%	40.0%	41.7%
Neutral	23.6%	26.0%	22.2%
Dissatisfied	3.6%	3.5%	3.7%
Very dissatisfied	1.0%	1.4%	0.8%
Total (n)	21,292	7,925	13,367
<b>Job placement services for students</b>			
Very satisfied	13.1%	15.2%	11.8%
Satisfied	30.8%	30.5%	31.0%
Neutral	33.2%	33.0%	33.3%
Dissatisfied	15.5%	13.4%	16.8%
Very dissatisfied	7.4%	7.9%	7.0%
Total (n)	19,772	7,656	12,116



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Please rate your satisfaction with your college in each area:</b>			
<b>Student health services</b>			
Very satisfied	15.6%	17.5%	14.4%
Satisfied	37.5%	38.7%	36.7%
Neutral	25.7%	26.9%	24.9%
Dissatisfied	14.1%	11.4%	15.7%
Very dissatisfied	7.2%	5.5%	8.2%
Total (n)	21,489	8,150	13,339
<b>Leadership opportunities</b>			
Very satisfied	25.8%	25.2%	26.1%
Satisfied	44.7%	43.5%	45.4%
Neutral	25.7%	27.1%	24.9%
Dissatisfied	2.9%	2.9%	2.8%
Very dissatisfied	0.9%	1.2%	0.7%
Total (n)	21,826	8,308	13,518
<b>Recreational facilities</b>			
Very satisfied	23.8%	26.4%	22.2%
Satisfied	43.3%	40.9%	44.7%
Neutral	19.0%	17.9%	19.6%
Dissatisfied	9.8%	9.8%	9.9%
Very dissatisfied	4.2%	5.1%	3.6%
Total (n)	22,851	8,808	14,043
<b>Psychological counseling services</b>			
Very satisfied	20.4%	18.4%	21.6%
Satisfied	34.3%	32.4%	35.5%
Neutral	36.3%	41.2%	33.3%
Dissatisfied	5.5%	4.7%	5.9%
Very dissatisfied	3.5%	3.3%	3.7%
Total (n)	13,208	4,874	8,334
<b>What year did you first enter your first college?</b>			
2004 or earlier	19.7%	21.2%	18.8%
2005	77.6%	76.4%	78.3%
2006	2.3%	2.0%	2.4%
2007	0.2%	0.2%	0.2%
2008 or 2009	0.3%	0.2%	0.3%
Total (n)	20,621	7,801	12,820
<b>What year did you first enter this college?</b>			
2004 or earlier	8.8%	10.7%	7.5%
2005	72.8%	72.5%	73.0%
2006	10.6%	9.8%	11.1%
2007	6.5%	5.7%	6.9%
2008 or 2009	1.4%	1.3%	1.4%
Total (n)	21,628	8,219	13,409
<b>Please indicate your enrollment status below:</b>			
Full-time undergraduate	95.4%	96.0%	95.1%
Part-time undergraduate	3.7%	3.2%	4.0%
Not enrolled	0.9%	0.9%	0.9%
Total (n)	23,291	8,737	14,554





2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Expected graduation date:</b>			
2008	2.7%	2.8%	2.6%
2009	96.7%	96.5%	96.8%
Other	0.6%	0.6%	0.5%
Not sure	0.1%	0.1%	0.1%
Total (n)	24,069	9,110	14,959
<b>Since entering college, indicate how often you:</b>			
<b>Worked on independent study projects</b>			
Frequently	33.4%	30.5%	35.1%
Occasionally	38.6%	42.1%	36.6%
Not at all	28.0%	27.4%	28.3%
Total (n)	24,401	9,228	15,173
<b>Discussed course content with students outside of class</b>			
Frequently	69.8%	66.4%	71.9%
Occasionally	28.8%	31.9%	26.9%
Not at all	1.4%	1.7%	1.2%
Total (n)	24,424	9,237	15,187
<b>Have been a guest in a professor's home</b>			
Frequently	5.7%	6.4%	5.3%
Occasionally	37.0%	39.1%	35.7%
Not at all	57.3%	54.5%	58.9%
Total (n)	24,390	9,215	15,175
<b>Failed to complete homework on time</b>			
Frequently	4.2%	6.4%	2.8%
Occasionally	47.9%	53.2%	44.6%
Not at all	48.0%	40.3%	52.6%
Total (n)	24,383	9,224	15,159
<b>Have been bored in class</b>			
Frequently	25.5%	29.3%	23.1%
Occasionally	70.1%	66.5%	72.4%
Not at all	4.4%	4.2%	4.5%
Total (n)	24,419	9,235	15,184
<b>Came late to class</b>			
Frequently	7.7%	10.1%	6.2%
Occasionally	58.5%	60.9%	57.1%
Not at all	33.8%	29.0%	36.8%
Total (n)	24,408	9,233	15,175
<b>Studied with other students</b>			
Frequently	45.0%	44.1%	45.6%
Occasionally	49.6%	49.8%	49.5%
Not at all	5.4%	6.1%	4.9%
Total (n)	24,380	9,220	15,160
<b>Performed community service as part of a class</b>			
Frequently	10.5%	7.5%	12.3%
Occasionally	40.9%	39.6%	41.7%
Not at all	48.6%	52.8%	46.0%
Total (n)	24,416	9,234	15,182



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Since entering college, indicate how often you:</b>			
<b>Voted in a student election</b>			
Frequently	25.1%	23.9%	25.8%
Occasionally	43.5%	43.2%	43.7%
Not at all	31.4%	32.9%	30.5%
Total (n)	24,364	9,222	15,142
<b>Received course assignments electronically</b>			
Frequently	55.4%	56.5%	54.8%
Occasionally	42.6%	41.9%	43.1%
Not at all	1.9%	1.7%	2.1%
Total (n)	24,407	9,235	15,172
<b>Turned in course assignments electronically</b>			
Frequently	47.0%	45.5%	47.9%
Occasionally	50.2%	51.7%	49.2%
Not at all	2.8%	2.7%	2.9%
Total (n)	24,277	9,188	15,089
<b>Used the Internet for research or homework</b>			
Frequently	92.0%	88.6%	94.1%
Occasionally	7.7%	11.0%	5.7%
Not at all	0.3%	0.4%	0.2%
Total (n)	24,436	9,242	15,194
<b>Used the Internet to read news sites</b>			
Frequently	73.3%	75.1%	72.3%
Occasionally	22.8%	21.3%	23.8%
Not at all	3.8%	3.6%	4.0%
Total (n)	24,419	9,238	15,181
<b>Used the Internet to read blogs</b>			
Frequently	34.1%	35.6%	33.1%
Occasionally	32.8%	33.8%	32.3%
Not at all	33.1%	30.6%	34.6%
Total (n)	24,404	9,234	15,170
<b>Used the Internet to blog</b>			
Frequently	14.9%	14.7%	15.0%
Occasionally	20.2%	20.7%	19.9%
Not at all	64.9%	64.5%	65.2%
Total (n)	24,377	9,221	15,156
<b>Used the library for research or homework</b>			
Frequently	56.0%	50.8%	59.1%
Occasionally	40.4%	44.5%	37.9%
Not at all	3.6%	4.8%	2.9%
Total (n)	24,400	9,232	15,168
<b>Missed class due to employment</b>			
Frequently	2.8%	3.6%	2.4%
Occasionally	22.2%	24.8%	20.6%
Not at all	75.0%	71.6%	77.0%
Total (n)	24,404	9,220	15,184
<b>Missed class for other reasons</b>			
Frequently	6.5%	8.6%	5.3%
Occasionally	78.2%	75.6%	79.8%
Not at all	15.3%	15.9%	14.9%
Total (n)	24,390	9,225	15,165



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Since entering college, indicate how often you:</b>			
<b>Tutored another college student</b>			
Frequently	11.2%	12.0%	10.8%
Occasionally	36.9%	40.2%	34.9%
Not at all	51.9%	47.9%	54.3%
Total (n)	24,384	9,218	15,166
<b>Met with an advisor/counselor about your career plans</b>			
Frequently	20.8%	18.0%	22.6%
Occasionally	62.5%	63.2%	62.1%
Not at all	16.7%	18.7%	15.4%
Total (n)	24,412	9,230	15,182
<b>Fell asleep in class</b>			
Frequently	3.9%	6.2%	2.4%
Occasionally	33.6%	39.4%	30.1%
Not at all	62.5%	54.4%	67.4%
Total (n)	24,383	9,222	15,161
<b>Had difficulty getting the courses you needed</b>			
Frequently	11.0%	11.9%	10.5%
Occasionally	49.7%	49.1%	50.0%
Not at all	39.3%	39.0%	39.5%
Total (n)	24,416	9,234	15,182
<b>Asked a professor for advice after class</b>			
Frequently	31.3%	30.5%	31.8%
Occasionally	62.0%	62.7%	61.5%
Not at all	6.7%	6.8%	6.7%
Total (n)	24,393	9,220	15,173
<b>Demonstrated for/against a war</b>			
Frequently	2.5%	3.0%	2.2%
Occasionally	12.8%	13.3%	12.6%
Not at all	84.6%	83.7%	85.2%
Total (n)	24,362	9,217	15,145
<b>Challenged a professor's ideas in class</b>			
Frequently	9.0%	12.2%	7.0%
Occasionally	52.5%	56.6%	50.0%
Not at all	38.5%	31.2%	43.0%
Total (n)	24,391	9,226	15,165
<b>Felt intimidated by your professors</b>			
Frequently	4.4%	3.9%	4.7%
Occasionally	51.1%	43.1%	55.9%
Not at all	44.6%	53.0%	39.4%
Total (n)	24,372	9,222	15,150
<b>Worked on a professor's research project</b>			
Frequently	9.0%	9.8%	8.5%
Occasionally	21.2%	23.4%	19.8%
Not at all	69.9%	66.8%	71.7%
Total (n)	24,413	9,234	15,179
<b>Communicated regularly with your professors</b>			
Frequently	50.1%	44.4%	53.6%
Occasionally	44.8%	48.9%	42.4%
Not at all	5.0%	6.7%	4.0%
Total (n)	24,402	9,232	15,170



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Since entering college have you:</b>			
<b>Joined a social fraternity or sorority</b>			
Yes	17.5%	18.1%	17.2%
No	82.5%	81.9%	82.8%
Total (n)	24,417	9,235	15,182
<b>Failed one or more courses</b>			
Yes	15.1%	17.7%	13.5%
No	84.9%	82.3%	86.5%
Total (n)	24,411	9,232	15,179
<b>Worked full-time while attending school</b>			
Yes	18.9%	16.8%	20.2%
No	81.1%	83.2%	79.8%
Total (n)	24,400	9,225	15,175
<b>Participated in student government</b>			
Yes	10.9%	12.5%	9.9%
No	89.1%	87.5%	90.1%
Total (n)	24,412	9,231	15,181
<b>Taken a remedial course</b>			
Yes	10.0%	9.7%	10.2%
No	90.0%	90.3%	89.8%
Total (n)	24,341	9,216	15,125
<b>Taken an ethnic studies course</b>			
Yes	49.0%	45.0%	51.4%
No	51.0%	55.0%	48.6%
Total (n)	24,383	9,225	15,158
<b>Taken a women's studies course</b>			
Yes	26.2%	14.3%	33.5%
No	73.8%	85.7%	66.5%
Total (n)	24,402	9,227	15,175
<b>Attended a racial/cultural awareness workshop</b>			
Yes	32.6%	27.8%	35.5%
No	67.4%	72.2%	64.5%
Total (n)	24,384	9,221	15,163
<b>Had a roommate of different race/ethnicity</b>			
Yes	43.3%	46.3%	41.5%
No	56.7%	53.7%	58.5%
Total (n)	24,390	9,223	15,167
<b>Participated in an ethnic/racial student organization</b>			
Yes	21.5%	20.0%	22.3%
No	78.5%	80.0%	77.7%
Total (n)	24,401	9,226	15,175
<b>Played club, intramural, or recreational sports</b>			
Yes	56.6%	72.6%	46.8%
No	43.4%	27.4%	53.2%
Total (n)	24,405	9,226	15,179
<b>Played intercollegiate athletics</b>			
Yes	18.7%	24.4%	15.2%
No	81.3%	75.6%	84.8%
Total (n)	24,410	9,227	15,183



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Since entering college have you:</b>			
<b>Withdrawn from school temporarily</b>			
Yes	6.8%	7.4%	6.4%
No	93.2%	92.6%	93.6%
Total (n)	24,401	9,230	15,171
<b>Enrolled in honors or advanced courses</b>			
Yes	31.9%	31.9%	31.8%
No	68.1%	68.1%	68.2%
Total (n)	24,379	9,219	15,160
<b>Participated in an internship program</b>			
Yes	54.6%	53.9%	55.0%
No	45.4%	46.1%	45.0%
Total (n)	24,399	9,227	15,172
<b>Participated in leadership training</b>			
Yes	31.5%	30.4%	32.2%
No	68.5%	69.6%	67.8%
Total (n)	24,395	9,226	15,169
<b>Transferred from a community college</b>			
Yes	12.3%	12.0%	12.5%
No	87.7%	88.0%	87.5%
Total (n)	24,378	9,218	15,160
<b>Transferred from a 4-year college</b>			
Yes	9.9%	9.4%	10.1%
No	90.1%	90.6%	89.9%
Total (n)	24,407	9,226	15,181
<b>Participated in a study-abroad program</b>			
Yes	30.4%	25.1%	33.6%
No	69.6%	74.9%	66.4%
Total (n)	24,325	9,200	15,125
<b>Taken courses for credit at another institution</b>			
Yes	44.5%	39.1%	47.9%
No	55.5%	60.9%	52.1%
Total (n)	24,382	9,217	15,165
<b>Participated in an undergraduate research program (e.g. MARC, MBRS, REU)</b>			
Yes	9.7%	10.7%	9.2%
No	90.3%	89.3%	90.8%
Total (n)	24,398	9,221	15,177
<b>Participated in an academic support program</b>			
Yes	8.1%	7.6%	8.3%
No	91.9%	92.4%	91.7%
Total (n)	24,367	9,212	15,155
<b>Voted in the 2008 presidential election</b>			
Yes	78.0%	73.7%	80.5%
No	22.0%	26.3%	19.5%
Total (n)	24,350	9,209	15,141



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Undergraduate primary major (aggregated)</b>			
Agriculture	0.5%	0.4%	0.5%
Biological Science	9.4%	8.3%	10.0%
Business	18.5%	23.9%	15.2%
Education	5.4%	2.4%	7.2%
Engineering	4.8%	9.6%	1.9%
English	4.4%	3.1%	5.2%
Health Professional	4.1%	1.5%	5.7%
History or Political Science	8.7%	10.7%	7.5%
Humanities	8.1%	8.1%	8.1%
Fine Arts	5.2%	4.3%	5.8%
Mathematics or Statistics	1.6%	1.9%	1.5%
Physical Science	2.6%	3.9%	1.8%
Social Science	17.1%	13.2%	19.5%
Other Technical	1.6%	2.8%	0.9%
Other Non-technical	7.9%	5.8%	9.2%
Undecided	0.1%	0.1%	0.1%
Total (n)	24,238	9,140	15,098
<b>Undergraduate secondary major (aggregated)</b>			
Agriculture	0.3%	0.2%	0.4%
Biological Science	4.0%	4.0%	4.0%
Business	15.4%	18.9%	13.4%
Education	7.6%	3.9%	9.6%
Engineering	1.0%	2.2%	0.3%
English	3.1%	2.1%	3.7%
Health Professional	2.3%	1.9%	2.6%
History or Political Science	8.2%	10.4%	6.9%
Humanities	21.5%	18.8%	23.0%
Fine Arts	4.1%	3.7%	4.3%
Mathematics or Statistics	2.9%	5.0%	1.7%
Physical Science	2.4%	2.7%	2.2%
Social Science	19.4%	18.2%	20.1%
Other Technical	1.1%	1.7%	0.8%
Other Non-technical	5.9%	5.0%	6.4%
Undecided	0.8%	1.1%	0.6%
Total (n)	6,793	2,479	4,314



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Graduate major (aggregated)</b>			
Agriculture	0.3%	0.2%	0.4%
Biological Science	5.0%	4.9%	5.0%
Business	15.3%	21.3%	11.9%
Education	10.6%	5.6%	13.4%
Engineering	4.1%	8.5%	1.7%
English	1.7%	1.4%	1.9%
Health Professional	15.6%	11.9%	17.7%
History or Political Science	3.7%	4.8%	3.0%
Humanities	5.3%	6.5%	4.7%
Fine Arts	4.0%	4.2%	3.9%
Mathematics or Statistics	0.8%	1.2%	0.6%
Physical Science	2.4%	3.7%	1.7%
Social Science	13.2%	7.5%	16.4%
Other Technical	1.3%	2.1%	0.9%
Other Non-technical	14.3%	14.6%	14.2%
Undecided	2.2%	1.6%	2.6%
Total (n)	9,906	3,546	6,360
<b>Probable career (aggregated)</b>			
Artist	7.7%	6.8%	8.2%
Business	19.0%	24.7%	15.5%
Business (clerical)	0.9%	1.1%	0.7%
Clergy	1.0%	1.9%	0.5%
College teacher	2.3%	2.9%	2.0%
Doctor (MD or DDS)	6.0%	6.7%	5.5%
Education (secondary)	6.1%	4.9%	6.8%
Education (elementary)	5.1%	1.1%	7.5%
Engineer	3.9%	7.9%	1.5%
Farmer or forester	0.6%	0.7%	0.5%
Health professional	4.1%	2.3%	5.3%
Homemaker (full-time)	0.4%	0.3%	0.4%
Lawyer	5.1%	5.9%	4.6%
Military (career)	0.9%	1.8%	0.3%
Nurse	3.4%	0.6%	5.1%
Research scientist	2.6%	3.0%	2.4%
Social, welfare, recreation worker	2.5%	0.8%	3.6%
Skilled worker	0.3%	0.5%	0.1%
Other	19.2%	17.4%	20.4%
Undecided	8.9%	8.6%	9.1%
Total (n)	23,579	8,882	14,697



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>During the past year, how much time did you spend during a typical week doing the following activities?</b>			
<b>Studying/homework</b>			
Over 20 hours	12.2%	10.9%	12.9%
16 to 20 hours	12.7%	10.3%	14.2%
11 to 15 hours	18.7%	16.7%	19.9%
6 to 10 hours	28.3%	27.1%	29.0%
3 to 5 hours	21.3%	24.4%	19.4%
1 to 2 hours	5.7%	8.5%	4.0%
Less than one hour	0.9%	1.6%	0.5%
None	0.2%	0.4%	0.1%
Total (n)	24,408	9,233	15,175
<b>Attending classes/labs</b>			
Over 20 hours	8.4%	7.2%	9.2%
16 to 20 hours	21.7%	19.9%	22.8%
11 to 15 hours	34.1%	33.8%	34.2%
6 to 10 hours	25.8%	26.3%	25.5%
3 to 5 hours	7.5%	9.4%	6.3%
1 to 2 hours	1.4%	2.0%	1.1%
Less than one hour	0.3%	0.5%	0.2%
None	0.7%	0.9%	0.6%
Total (n)	24,397	9,230	15,167
<b>Socializing with friends</b>			
Over 20 hours	13.8%	18.1%	11.1%
16 to 20 hours	11.2%	12.9%	10.1%
11 to 15 hours	18.7%	19.5%	18.3%
6 to 10 hours	27.0%	24.4%	28.6%
3 to 5 hours	19.7%	17.0%	21.3%
1 to 2 hours	7.0%	5.6%	7.8%
Less than one hour	2.2%	1.8%	2.4%
None	0.5%	0.6%	0.4%
Total (n)	24,349	9,211	15,138
<b>Talking with faculty during office hours</b>			
Over 20 hours	0.2%	0.2%	0.1%
16 to 20 hours	0.2%	0.2%	0.2%
11 to 15 hours	0.5%	0.5%	0.5%
6 to 10 hours	1.5%	1.9%	1.3%
3 to 5 hours	8.2%	8.8%	7.9%
1 to 2 hours	30.9%	29.9%	31.5%
Less than one hour	47.2%	46.7%	47.5%
None	11.3%	11.9%	11.0%
Total (n)	24,346	9,212	15,134
<b>Talking with faculty outside of class or office hours</b>			
Over 20 hours	0.2%	0.2%	0.1%
16 to 20 hours	0.2%	0.2%	0.1%
11 to 15 hours	0.4%	0.5%	0.4%
6 to 10 hours	1.5%	1.8%	1.3%
3 to 5 hours	6.4%	7.4%	5.8%
1 to 2 hours	23.2%	23.5%	23.0%
Less than one hour	48.6%	48.1%	49.0%
None	19.6%	18.3%	20.3%
Total (n)	24,347	9,205	15,142





2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>During the past year, how much time did you spend during a typical week doing the following activities?</b>			
<b>Exercising/sports</b>			
Over 20 hours	4.1%	6.1%	2.9%
16 to 20 hours	3.3%	4.5%	2.5%
11 to 15 hours	6.1%	7.9%	4.9%
6 to 10 hours	18.2%	20.7%	16.6%
3 to 5 hours	29.4%	28.7%	29.9%
1 to 2 hours	19.9%	17.6%	21.4%
Less than one hour	11.6%	9.0%	13.1%
None	7.5%	5.6%	8.6%
Total (n)	24,389	9,232	15,157
<b>Partying</b>			
Over 20 hours	2.3%	4.0%	1.2%
16 to 20 hours	2.3%	3.4%	1.7%
11 to 15 hours	6.1%	8.1%	4.9%
6 to 10 hours	17.2%	19.1%	16.0%
3 to 5 hours	24.7%	24.0%	25.1%
1 to 2 hours	16.4%	15.2%	17.1%
Less than one hour	11.3%	10.2%	12.0%
None	19.7%	16.0%	22.0%
Total (n)	24,338	9,211	15,127
<b>Working (for pay) on campus</b>			
Over 20 hours	2.2%	2.4%	2.1%
16 to 20 hours	4.1%	3.9%	4.2%
11 to 15 hours	7.7%	7.1%	8.1%
6 to 10 hours	17.0%	15.2%	18.0%
3 to 5 hours	9.9%	10.0%	9.9%
1 to 2 hours	3.9%	5.0%	3.3%
Less than one hour	1.6%	2.2%	1.2%
None	53.7%	54.3%	53.3%
Total (n)	24,363	9,218	15,145
<b>Working (for pay) off campus</b>			
Over 20 hours	12.4%	11.5%	12.9%
16 to 20 hours	7.6%	5.7%	8.8%
11 to 15 hours	7.0%	5.0%	8.2%
6 to 10 hours	8.0%	6.3%	9.0%
3 to 5 hours	5.6%	5.8%	5.5%
1 to 2 hours	2.9%	3.1%	2.7%
Less than one hour	1.6%	2.2%	1.1%
None	55.0%	60.4%	51.7%
Total (n)	24,343	9,210	15,133
<b>Student clubs/groups</b>			
Over 20 hours	1.6%	1.9%	1.4%
16 to 20 hours	1.4%	1.6%	1.3%
11 to 15 hours	3.3%	3.3%	3.3%
6 to 10 hours	8.6%	8.4%	8.7%
3 to 5 hours	18.4%	17.7%	18.9%
1 to 2 hours	21.2%	20.4%	21.7%
Less than one hour	11.3%	11.8%	11.1%
None	34.2%	34.9%	33.7%
Total (n)	24,349	9,215	15,134



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>During the past year, how much time did you spend during a typical week doing the following activities?</b>			
<b>Watching TV</b>			
Over 20 hours	2.0%	3.1%	1.4%
16 to 20 hours	1.9%	2.8%	1.5%
11 to 15 hours	5.1%	6.5%	4.2%
6 to 10 hours	15.8%	17.5%	14.8%
3 to 5 hours	30.2%	28.5%	31.3%
1 to 2 hours	24.1%	21.9%	25.5%
Less than one hour	12.3%	11.2%	13.0%
None	8.5%	8.4%	8.5%
Total (n)	24,379	9,228	15,151
<b>Housework/childcare</b>			
Over 20 hours	1.8%	0.9%	2.4%
16 to 20 hours	0.6%	0.4%	0.7%
11 to 15 hours	1.0%	0.9%	1.1%
6 to 10 hours	3.5%	2.8%	4.0%
3 to 5 hours	12.2%	9.3%	14.0%
1 to 2 hours	24.2%	19.1%	27.3%
Less than one hour	18.7%	16.9%	19.8%
None	37.9%	49.8%	30.6%
Total (n)	24,369	9,220	15,149
<b>Reading for pleasure</b>			
Over 20 hours	0.4%	0.4%	0.4%
16 to 20 hours	0.3%	0.4%	0.3%
11 to 15 hours	1.0%	1.1%	0.9%
6 to 10 hours	3.9%	3.8%	3.9%
3 to 5 hours	12.2%	13.1%	11.7%
1 to 2 hours	24.6%	24.7%	24.5%
Less than one hour	27.0%	25.0%	28.2%
None	30.7%	31.4%	30.2%
Total (n)	24,388	9,228	15,160
<b>Commuting</b>			
Over 20 hours	0.9%	0.8%	1.0%
16 to 20 hours	0.6%	0.5%	0.7%
11 to 15 hours	1.6%	1.2%	1.8%
6 to 10 hours	6.3%	5.2%	7.0%
3 to 5 hours	12.0%	11.0%	12.6%
1 to 2 hours	15.2%	15.7%	15.0%
Less than one hour	20.8%	20.9%	20.7%
None	42.6%	44.6%	41.3%
Total (n)	24,379	9,224	15,155
<b>Prayer/mediation</b>			
Over 20 hours	0.5%	0.5%	0.5%
16 to 20 hours	0.3%	0.4%	0.2%
11 to 15 hours	0.6%	0.6%	0.6%
6 to 10 hours	2.3%	2.4%	2.3%
3 to 5 hours	7.7%	7.8%	7.6%
1 to 2 hours	19.7%	18.7%	20.2%
Less than one hour	27.5%	26.1%	28.3%
None	41.5%	43.4%	40.3%
Total (n)	24,347	9,213	15,134



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>During the past year, how much time did you spend during a typical week doing the following activities?</b>			
<b>Career planning (job searches, internships, etc.)</b>			
Over 20 hours	1.4%	1.3%	1.5%
16 to 20 hours	0.9%	0.8%	0.9%
11 to 15 hours	2.1%	2.0%	2.1%
6 to 10 hours	6.2%	5.8%	6.5%
3 to 5 hours	19.1%	17.0%	20.4%
1 to 2 hours	31.4%	30.2%	32.2%
Less than one hour	24.6%	26.1%	23.7%
None	14.3%	16.7%	12.7%
Total (n)	24,352	9,208	15,144
<b>Playing video/computer games</b>			
Over 20 hours	0.7%	1.7%	0.1%
16 to 20 hours	0.7%	1.5%	0.2%
11 to 15 hours	1.3%	3.0%	0.3%
6 to 10 hours	3.2%	7.2%	0.8%
3 to 5 hours	8.1%	16.5%	3.0%
1 to 2 hours	11.2%	18.3%	6.9%
Less than one hour	15.2%	18.6%	13.2%
None	59.5%	33.2%	75.5%
Total (n)	24,371	9,220	15,151
<b>Volunteer work</b>			
Over 20 hours	0.6%	0.6%	0.6%
16 to 20 hours	0.4%	0.4%	0.4%
11 to 15 hours	0.8%	0.7%	0.9%
6 to 10 hours	3.2%	2.7%	3.5%
3 to 5 hours	10.5%	8.6%	11.7%
1 to 2 hours	19.2%	16.4%	20.9%
Less than one hour	18.9%	20.3%	18.0%
None	46.4%	50.2%	44.0%
Total (n)	24,357	9,216	15,141
<b>Surfing the Internet</b>			
Over 20 hours	3.1%	4.7%	2.2%
16 to 20 hours	2.4%	3.3%	1.8%
11 to 15 hours	5.1%	6.8%	4.1%
6 to 10 hours	15.1%	18.4%	13.0%
3 to 5 hours	29.3%	30.8%	28.4%
1 to 2 hours	27.4%	23.9%	29.6%
Less than one hour	13.4%	9.7%	15.7%
None	4.2%	2.5%	5.2%
Total (n)	24,287	9,184	15,103
<b>Online social networks (MySpace, Facebook, etc.)</b>			
Over 20 hours	1.5%	1.5%	1.5%
16 to 20 hours	1.2%	1.1%	1.2%
11 to 15 hours	2.4%	2.1%	2.6%
6 to 10 hours	7.7%	6.0%	8.8%
3 to 5 hours	22.5%	17.8%	25.4%
1 to 2 hours	31.1%	29.9%	31.8%
Less than one hour	23.9%	29.8%	20.3%
None	9.7%	11.9%	8.4%
Total (n)	24,354	9,219	15,135



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Compared with when you first entered this college, how would you now describe your:</b>			
<b>General knowledge</b>			
Much stronger	52.1%	52.3%	52.0%
Stronger	44.6%	43.7%	45.2%
No change	2.5%	3.0%	2.2%
Weaker	0.5%	0.7%	0.4%
Much weaker	0.2%	0.3%	0.1%
Total (n)	24,405	9,231	15,174
<b>Analytical and problem solving skills</b>			
Much stronger	44.5%	46.7%	43.2%
Stronger	49.0%	46.4%	50.5%
No change	5.7%	5.9%	5.6%
Weaker	0.6%	0.8%	0.6%
Much weaker	0.1%	0.2%	0.1%
Total (n)	24,394	9,222	15,172
<b>Knowledge of a particular field or discipline</b>			
Much stronger	69.3%	67.2%	70.6%
Stronger	28.7%	30.0%	28.0%
No change	1.6%	2.3%	1.1%
Weaker	0.3%	0.3%	0.2%
Much weaker	0.1%	0.2%	0.1%
Total (n)	24,396	9,225	15,171
<b>Ability to think critically</b>			
Much stronger	48.4%	48.6%	48.3%
Stronger	45.3%	44.2%	46.0%
No change	5.7%	6.4%	5.2%
Weaker	0.5%	0.6%	0.4%
Much weaker	0.1%	0.2%	0.1%
Total (n)	24,399	9,228	15,171
<b>Knowledge of people from different races/cultures</b>			
Much stronger	30.7%	29.1%	31.7%
Stronger	46.0%	46.2%	45.9%
No change	21.3%	22.2%	20.8%
Weaker	1.5%	1.9%	1.3%
Much weaker	0.5%	0.6%	0.4%
Total (n)	24,391	9,221	15,170
<b>Leadership abilities</b>			
Much stronger	35.9%	35.2%	36.4%
Stronger	46.9%	47.3%	46.7%
No change	15.8%	16.0%	15.7%
Weaker	1.1%	1.2%	1.1%
Much weaker	0.2%	0.3%	0.1%
Total (n)	24,398	9,230	15,168
<b>Interpersonal skills</b>			
Much stronger	39.6%	39.3%	39.7%
Stronger	48.4%	47.8%	48.8%
No change	10.7%	11.2%	10.4%
Weaker	1.1%	1.3%	1.0%
Much weaker	0.2%	0.3%	0.2%
Total (n)	24,389	9,226	15,163



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Compared with when you first entered this college, how would you now describe your:</b>			
<b>Ability to get along with people of different races/cultures</b>			
Much stronger	27.3%	27.2%	27.3%
Stronger	37.1%	37.4%	36.9%
No change	34.0%	33.0%	34.6%
Weaker	1.3%	1.8%	1.0%
Much weaker	0.4%	0.6%	0.2%
Total (n)	24,390	9,223	15,167
<b>Understanding the problems facing your community</b>			
Much stronger	27.0%	25.6%	27.8%
Stronger	51.1%	50.0%	51.8%
No change	20.5%	22.5%	19.3%
Weaker	1.2%	1.5%	1.0%
Much weaker	0.2%	0.4%	0.1%
Total (n)	24,391	9,227	15,164
<b>Understanding of social problems facing our nation</b>			
Much stronger	35.1%	33.8%	36.0%
Stronger	50.9%	50.6%	51.1%
No change	12.8%	14.2%	12.0%
Weaker	0.9%	1.2%	0.8%
Much weaker	0.2%	0.3%	0.1%
Total (n)	24,389	9,223	15,166
<b>Preparedness for employment after college</b>			
Much stronger	36.1%	38.3%	34.7%
Stronger	50.7%	47.6%	52.6%
No change	10.9%	11.5%	10.6%
Weaker	1.9%	2.0%	1.8%
Much weaker	0.4%	0.6%	0.3%
Total (n)	24,387	9,227	15,160
<b>Preparedness for graduate or advanced education</b>			
Much stronger	39.4%	40.7%	38.7%
Stronger	47.9%	45.5%	49.3%
No change	11.1%	12.0%	10.6%
Weaker	1.2%	1.1%	1.2%
Much weaker	0.4%	0.7%	0.3%
Total (n)	24,383	9,219	15,164
<b>Ability to manage your time effectively</b>			
Much stronger	31.2%	31.7%	31.0%
Stronger	48.8%	47.7%	49.4%
No change	16.6%	16.5%	16.6%
Weaker	3.0%	3.4%	2.8%
Much weaker	0.5%	0.7%	0.3%
Total (n)	24,393	9,227	15,166
<b>Understanding of global issues</b>			
Much stronger	30.4%	32.2%	29.3%
Stronger	52.0%	50.9%	52.7%
No change	16.3%	15.3%	16.9%
Weaker	1.1%	1.2%	1.0%
Much weaker	0.3%	0.4%	0.2%
Total (n)	24,387	9,222	15,165



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Compared with when you first entered this college, how would you now describe your:</b>			
<b>Foreign language ability</b>			
Much stronger	17.7%	16.6%	18.4%
Stronger	29.1%	28.5%	29.4%
No change	41.3%	39.7%	42.2%
Weaker	9.4%	11.6%	8.1%
Much weaker	2.6%	3.6%	1.9%
Total (n)	24,372	9,220	15,152
<b>Please indicate the extent to which you agree or disagree with the following statements:</b>			
<b>I have been singled out because of my race/ethnicity, gender, religious affiliation, or sexual orientation</b>			
Strongly agree	3.8%	4.8%	3.2%
Agree	14.6%	14.0%	14.9%
Disagree	40.9%	36.9%	43.3%
Strongly disagree	40.7%	44.3%	38.5%
Total (n)	24,363	9,204	15,159
<b>I see myself as part of the campus community</b>			
Strongly agree	24.5%	24.9%	24.2%
Agree	58.4%	57.1%	59.2%
Disagree	13.8%	14.1%	13.7%
Strongly disagree	3.3%	3.9%	2.9%
Total (n)	24,369	9,211	15,158
<b>I have heard faculty express stereotypes about racial/ethnic groups in class</b>			
Strongly agree	3.3%	3.6%	3.1%
Agree	21.0%	20.2%	21.5%
Disagree	44.7%	42.7%	45.9%
Strongly disagree	31.0%	33.5%	29.5%
Total (n)	24,349	9,201	15,148
<b>I feel I am a member of this college</b>			
Strongly agree	34.3%	35.8%	33.4%
Agree	57.6%	55.3%	59.0%
Disagree	6.6%	7.2%	6.2%
Strongly disagree	1.5%	1.7%	1.4%
Total (n)	24,353	9,206	15,147
<b>Faculty here are interested in students' personal problems</b>			
Strongly agree	14.8%	14.4%	15.1%
Agree	58.1%	57.3%	58.5%
Disagree	23.5%	24.1%	23.1%
Strongly disagree	3.6%	4.2%	3.3%
Total (n)	24,346	9,198	15,148
<b>There is a lot of racial tension on this campus</b>			
Strongly agree	2.6%	3.1%	2.2%
Agree	14.0%	14.2%	13.8%
Disagree	52.9%	49.8%	54.7%
Strongly disagree	30.6%	32.9%	29.2%
Total (n)	24,349	9,202	15,147



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Please indicate the extent to which you agree or disagree with the following statements:</b>			
<b>There is strong competition among most of the students for high grades</b>			
Strongly agree	14.5%	14.7%	14.3%
Agree	44.7%	45.2%	44.5%
Disagree	36.8%	35.6%	37.5%
Strongly disagree	4.0%	4.5%	3.7%
Total (n)	24,371	9,213	15,158
<b>Faculty here are interested in students' academic problems</b>			
Strongly agree	22.6%	22.5%	22.7%
Agree	66.4%	65.1%	67.1%
Disagree	9.7%	10.7%	9.2%
Strongly disagree	1.3%	1.7%	1.0%
Total (n)	24,374	9,211	15,163
<b>I feel I have a sense of belonging to this campus</b>			
Strongly agree	28.7%	29.0%	28.5%
Agree	56.6%	55.1%	57.4%
Disagree	12.3%	12.9%	11.9%
Strongly disagree	2.4%	2.9%	2.2%
Total (n)	24,344	9,197	15,147
<b>Faculty feel that most students here are well-prepared academically</b>			
Strongly agree	15.9%	18.0%	14.6%
Agree	68.8%	66.5%	70.2%
Disagree	13.9%	13.7%	14.0%
Strongly disagree	1.5%	1.9%	1.3%
Total (n)	24,275	9,172	15,103
<b>Please rate your satisfaction with your college in each area:</b>			
<b>Courses in your major field</b>			
Very satisfied	40.6%	41.3%	40.1%
Satisfied	47.5%	46.6%	48.0%
Neutral	6.5%	6.6%	6.4%
Dissatisfied	4.5%	4.3%	4.7%
Very dissatisfied	1.0%	1.2%	0.8%
Total (n)	24,385	9,222	15,163
<b>Amount of contact with faculty</b>			
Very satisfied	36.2%	34.7%	37.1%
Satisfied	48.9%	49.5%	48.6%
Neutral	11.6%	12.6%	11.1%
Dissatisfied	2.9%	2.7%	3.0%
Very dissatisfied	0.4%	0.5%	0.3%
Total (n)	24,382	9,219	15,163



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Please rate your satisfaction with your college in each area:</b>			
<b>Class size</b>			
Very satisfied	42.6%	41.7%	43.2%
Satisfied	47.3%	47.0%	47.4%
Neutral	7.5%	8.4%	6.9%
Dissatisfied	2.2%	2.4%	2.1%
Very dissatisfied	0.3%	0.4%	0.3%
Total (n)	24,391	9,223	15,168
<b>Interaction with other students</b>			
Very satisfied	35.8%	35.1%	36.2%
Satisfied	52.2%	51.9%	52.4%
Neutral	9.7%	10.2%	9.4%
Dissatisfied	2.0%	2.2%	1.8%
Very dissatisfied	0.3%	0.5%	0.2%
Total (n)	24,377	9,219	15,158
<b>Relevance of coursework to everyday life</b>			
Very satisfied	19.8%	18.2%	20.7%
Satisfied	51.6%	50.1%	52.5%
Neutral	21.3%	22.5%	20.5%
Dissatisfied	6.2%	7.4%	5.5%
Very dissatisfied	1.1%	1.7%	0.7%
Total (n)	24,365	9,210	15,155
<b>Relevance of coursework to future career plans</b>			
Very satisfied	27.6%	27.5%	27.7%
Satisfied	47.9%	46.3%	48.9%
Neutral	17.1%	18.2%	16.5%
Dissatisfied	6.0%	6.1%	6.0%
Very dissatisfied	1.3%	1.9%	1.0%
Total (n)	24,358	9,206	15,152
<b>Overall quality of instruction</b>			
Very satisfied	34.2%	34.6%	34.0%
Satisfied	53.9%	53.1%	54.3%
Neutral	9.0%	8.9%	9.0%
Dissatisfied	2.4%	2.6%	2.2%
Very dissatisfied	0.5%	0.7%	0.4%
Total (n)	24,372	9,212	15,160
<b>Overall sense of community among students</b>			
Very satisfied	25.8%	26.2%	25.5%
Satisfied	49.0%	48.1%	49.6%
Neutral	18.6%	18.6%	18.5%
Dissatisfied	5.4%	5.4%	5.3%
Very dissatisfied	1.3%	1.6%	1.0%
Total (n)	24,363	9,208	15,155
<b>Availability of campus social activities</b>			
Very satisfied	23.2%	22.8%	23.5%
Satisfied	46.1%	45.8%	46.2%
Neutral	22.3%	22.3%	22.4%
Dissatisfied	6.6%	6.7%	6.5%
Very dissatisfied	1.8%	2.4%	1.5%
Total (n)	24,358	9,210	15,148





2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Please rate your satisfaction with your college in each area:</b>			
<b>Overall college experience</b>			
Very satisfied	39.4%	38.8%	39.8%
Satisfied	46.4%	45.9%	46.7%
Neutral	10.2%	10.3%	10.0%
Dissatisfied	3.0%	3.7%	2.6%
Very dissatisfied	1.0%	1.3%	0.8%
Total (n)	24,359	9,214	15,145
<b>Respect for the expression of diverse beliefs</b>			
Very satisfied	24.1%	23.5%	24.5%
Satisfied	50.3%	49.4%	50.8%
Neutral	18.9%	20.2%	18.1%
Dissatisfied	5.1%	4.8%	5.3%
Very dissatisfied	1.6%	2.1%	1.3%
Total (n)	24,352	9,206	15,146
<b>Ability to find a faculty or staff mentor</b>			
Very satisfied	27.8%	26.9%	28.4%
Satisfied	49.1%	49.4%	48.9%
Neutral	18.2%	19.0%	17.7%
Dissatisfied	4.0%	3.7%	4.2%
Very dissatisfied	0.9%	1.0%	0.8%
Total (n)	24,352	9,207	15,145
<b>Size of student population</b>			
Very satisfied	31.3%	30.2%	32.0%
Satisfied	51.2%	49.6%	52.2%
Neutral	13.5%	15.2%	12.4%
Dissatisfied	3.4%	4.2%	3.0%
Very dissatisfied	0.6%	0.8%	0.4%
Total (n)	24,363	9,212	15,151
<b>Racial/ethnic diversity of the student body</b>			
Very satisfied	13.7%	14.2%	13.3%
Satisfied	36.8%	36.8%	36.8%
Neutral	31.9%	31.9%	31.8%
Dissatisfied	13.7%	12.5%	14.4%
Very dissatisfied	4.0%	4.5%	3.7%
Total (n)	24,341	9,202	15,139
<b>For the activities listed below, please indicate how often you engaged in each during the past year:</b>			
<b>Smoked cigarettes</b>			
Frequently	6.2%	7.4%	5.4%
Occasionally	15.8%	19.5%	13.5%
Not at all	78.0%	73.0%	81.1%
Total (n)	24,379	9,215	15,164
<b>Felt lonely or homesick</b>			
Frequently	5.7%	4.5%	6.4%
Occasionally	48.1%	37.7%	54.4%
Not at all	46.2%	57.8%	39.2%
Total (n)	24,369	9,211	15,158



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>For the activities listed below, please indicate how often you engaged in each during the past year:</b>			
<b>Socialized with someone of another racial/ethnic group</b>			
Frequently	49.8%	49.6%	49.9%
Occasionally	45.4%	44.9%	45.7%
Not at all	4.9%	5.5%	4.5%
Total (n)	24,357	9,211	15,146
<b>Felt depressed</b>			
Frequently	6.9%	6.3%	7.2%
Occasionally	46.6%	40.8%	50.2%
Not at all	46.5%	52.9%	42.6%
Total (n)	24,362	9,210	15,152
<b>Felt overwhelmed by all I had to do</b>			
Frequently	35.1%	23.4%	42.3%
Occasionally	57.0%	62.2%	53.8%
Not at all	7.9%	14.4%	3.9%
Total (n)	24,374	9,213	15,161
<b>Attended a religious service</b>			
Frequently	26.4%	24.5%	27.5%
Occasionally	36.4%	35.9%	36.8%
Not at all	37.2%	39.6%	35.8%
Total (n)	24,359	9,211	15,148
<b>Drank beer</b>			
Frequently	33.4%	45.7%	26.0%
Occasionally	41.4%	38.0%	43.5%
Not at all	25.1%	16.3%	30.5%
Total (n)	24,356	9,209	15,147
<b>Drank wine or liquor</b>			
Frequently	31.5%	35.3%	29.2%
Occasionally	52.6%	47.8%	55.5%
Not at all	15.9%	16.9%	15.3%
Total (n)	24,345	9,203	15,142
<b>Participated in volunteer or community service work</b>			
Frequently	19.0%	13.7%	22.2%
Occasionally	52.4%	51.4%	53.1%
Not at all	28.5%	34.8%	24.7%
Total (n)	24,355	9,205	15,150
<b>Participated in student protests or demonstrations</b>			
Frequently	2.0%	2.1%	1.9%
Occasionally	13.4%	12.8%	13.8%
Not at all	84.6%	85.1%	84.3%
Total (n)	24,339	9,198	15,141
<b>Discussed politics in class</b>			
Frequently	23.5%	24.0%	23.2%
Occasionally	60.2%	58.6%	61.2%
Not at all	16.3%	17.4%	15.6%
Total (n)	24,361	9,210	15,151
<b>Discussed politics with friends</b>			
Frequently	33.3%	36.6%	31.3%
Occasionally	59.2%	55.9%	61.3%
Not at all	7.5%	7.5%	7.4%
Total (n)	24,369	9,214	15,155



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>For the activities listed below, please indicate how often you engaged in each during the past year:</b>			
<b>Discussed politics with family</b>			
Frequently	29.8%	30.2%	29.6%
Occasionally	57.7%	55.8%	58.8%
Not at all	12.5%	14.0%	11.6%
Total (n)	24,358	9,209	15,149
<b>Sought personal counseling</b>			
Frequently	4.5%	3.2%	5.3%
Occasionally	21.2%	18.9%	22.5%
Not at all	74.3%	77.8%	72.2%
Total (n)	24,338	9,199	15,139
<b>Discussed religion</b>			
Frequently	22.9%	22.9%	22.9%
Occasionally	59.6%	58.4%	60.3%
Not at all	17.5%	18.7%	16.7%
Total (n)	24,338	9,203	15,135
<b>Worked on a local, state, or national political campaign</b>			
Frequently	2.7%	3.2%	2.5%
Occasionally	9.7%	10.9%	9.0%
Not at all	87.6%	85.9%	88.5%
Total (n)	24,349	9,204	15,145
<b>Contributed money to help support my family</b>			
Frequently	7.1%	6.2%	7.6%
Occasionally	22.2%	21.8%	22.5%
Not at all	70.7%	72.0%	69.9%
Total (n)	24,336	9,197	15,139
<b>Contributed money to a political campaign</b>			
Frequently	1.2%	1.7%	1.0%
Occasionally	9.5%	11.9%	8.1%
Not at all	89.2%	86.5%	90.9%
Total (n)	24,336	9,202	15,134
<b>Rate yourself on each of the following traits as compared with the average person your age:</b>			
<b>Academic ability</b>			
Highest 10%	27.7%	35.9%	22.8%
Above average	51.2%	47.1%	53.8%
Average	20.2%	16.0%	22.7%
Below average	0.8%	0.9%	0.8%
Lowest 10%	0.1%	0.1%	0.1%
Total (n)	24,350	9,205	15,145
<b>Artistic ability</b>			
Highest 10%	8.5%	10.4%	7.3%
Above average	24.6%	23.3%	25.4%
Average	34.9%	31.2%	37.1%
Below average	26.6%	27.9%	25.7%
Lowest 10%	5.5%	7.2%	4.5%
Total (n)	24,354	9,204	15,150



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Rate yourself on each of the following traits as compared with the average person your age:</b>			
<b>Computer skills</b>			
Highest 10%	9.5%	17.1%	4.8%
Above average	37.2%	43.7%	33.3%
Average	47.3%	34.8%	54.9%
Below average	5.6%	3.9%	6.6%
Lowest 10%	0.4%	0.4%	0.4%
Total (n)	24,357	9,212	15,145
<b>Cooperativeness</b>			
Highest 10%	24.7%	28.3%	22.6%
Above average	53.9%	50.5%	56.0%
Average	19.9%	19.1%	20.4%
Below average	1.3%	2.0%	1.0%
Lowest 10%	0.1%	0.2%	0.1%
Total (n)	24,363	9,211	15,152
<b>Creativity</b>			
Highest 10%	17.5%	21.7%	14.9%
Above average	43.8%	43.3%	44.0%
Average	32.8%	29.0%	35.1%
Below average	5.6%	5.6%	5.6%
Lowest 10%	0.4%	0.5%	0.4%
Total (n)	24,361	9,210	15,151
<b>Drive to achieve</b>			
Highest 10%	34.3%	36.1%	33.1%
Above average	45.3%	42.1%	47.2%
Average	18.1%	18.0%	18.1%
Below average	2.2%	3.5%	1.4%
Lowest 10%	0.2%	0.4%	0.1%
Total (n)	24,394	9,226	15,168
<b>Emotional health</b>			
Highest 10%	17.1%	25.0%	12.4%
Above average	38.4%	39.4%	37.8%
Average	36.6%	28.5%	41.6%
Below average	7.2%	6.3%	7.8%
Lowest 10%	0.6%	0.8%	0.5%
Total (n)	24,397	9,227	15,170
<b>Leadership ability</b>			
Highest 10%	23.7%	31.8%	18.8%
Above average	45.8%	44.4%	46.6%
Average	26.9%	20.9%	30.6%
Below average	3.4%	2.6%	3.8%
Lowest 10%	0.2%	0.3%	0.2%
Total (n)	24,394	9,225	15,169
<b>Mathematical ability</b>			
Highest 10%	12.5%	20.5%	7.6%
Above average	31.0%	35.9%	28.0%
Average	37.8%	30.1%	42.5%
Below average	16.1%	11.6%	18.9%
Lowest 10%	2.5%	1.8%	3.0%
Total (n)	24,398	9,227	15,171



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Rate yourself on each of the following traits as compared with the average person your age:</b>			
<b>Persistence</b>			
Highest 10%	28.2%	32.6%	25.6%
Above average	48.0%	46.2%	49.1%
Average	22.3%	19.4%	24.1%
Below average	1.4%	1.7%	1.2%
Lowest 10%	0.1%	0.2%	0.0%
Total (n)	24,397	9,225	15,172
<b>Physical health</b>			
Highest 10%	16.1%	24.6%	10.9%
Above average	36.8%	39.0%	35.5%
Average	38.7%	29.5%	44.3%
Below average	7.9%	6.4%	8.8%
Lowest 10%	0.6%	0.6%	0.6%
Total (n)	24,392	9,226	15,166
<b>Public speaking ability</b>			
Highest 10%	14.9%	21.1%	11.2%
Above average	35.8%	38.8%	34.0%
Average	36.4%	30.3%	40.1%
Below average	11.5%	8.6%	13.2%
Lowest 10%	1.5%	1.2%	1.6%
Total (n)	24,399	9,227	15,172
<b>Risk-taking</b>			
Highest 10%	10.6%	16.9%	6.8%
Above average	32.5%	37.7%	29.4%
Average	43.8%	35.9%	48.6%
Below average	12.0%	8.4%	14.2%
Lowest 10%	1.1%	1.1%	1.1%
Total (n)	24,386	9,221	15,165
<b>Self-confidence (intellectual)</b>			
Highest 10%	21.7%	32.4%	15.2%
Above average	47.0%	47.1%	46.9%
Average	27.2%	17.4%	33.1%
Below average	3.9%	2.7%	4.6%
Lowest 10%	0.3%	0.3%	0.3%
Total (n)	24,390	9,224	15,166
<b>Self-confidence (social)</b>			
Highest 10%	17.0%	23.2%	13.2%
Above average	38.8%	39.0%	38.6%
Average	34.0%	27.4%	38.1%
Below average	9.3%	9.3%	9.3%
Lowest 10%	0.9%	1.1%	0.8%
Total (n)	24,394	9,225	15,169
<b>Self-understanding</b>			
Highest 10%	23.5%	29.8%	19.7%
Above average	45.9%	45.1%	46.4%
Average	28.2%	22.8%	31.5%
Below average	2.1%	1.9%	2.2%
Lowest 10%	0.2%	0.3%	0.2%
Total (n)	24,394	9,226	15,168



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Rate yourself on each of the following traits as compared with the average person your age:</b>			
<b>Understanding of others</b>			
Highest 10%	21.3%	24.0%	19.7%
Above average	51.3%	48.9%	52.7%
Average	25.8%	24.6%	26.5%
Below average	1.4%	2.2%	1.0%
Lowest 10%	0.2%	0.3%	0.1%
Total (n)	24,402	9,229	15,173
<b>Writing ability</b>			
Highest 10%	20.3%	23.6%	18.3%
Above average	44.9%	42.9%	46.0%
Average	29.7%	27.2%	31.3%
Below average	4.6%	5.5%	4.0%
Lowest 10%	0.5%	0.7%	0.3%
Total (n)	24,388	9,223	15,165
<b>Highest degree earned as of June 2009:</b>			
None	0.0%	0.0%	0.0%
Vocational certificate	0.0%	0.0%	0.0%
Associate (A.A. or equivalent)	0.0%	0.0%	0.0%
Bachelor's (B.A., B.S., etc.)	100.0%	100.0%	100.0%
Master's (M.A., M.S., etc.)	0.0%	0.0%	0.0%
Ph.D. or Ed.D.	0.0%	0.0%	0.0%
M.D., D.O., D.D.S., D.V.M.	0.0%	0.0%	0.0%
LL.B or J.D. (Law)	0.0%	0.0%	0.0%
B.D. or M.DIV. (Divinity)	0.0%	0.0%	0.0%
Other	0.0%	0.0%	0.0%
Total (n)	24,457	9,252	15,205
<b>Highest degree planned to complete at any institution:</b>			
None	1.7%	1.7%	1.7%
Vocational certificate	0.2%	0.1%	0.2%
Associate (A.A. or equivalent)	0.1%	0.1%	0.1%
Bachelor's (B.A., B.S., etc.)	11.8%	13.5%	10.8%
Master's (M.A., M.S., etc.)	47.8%	44.0%	50.2%
Ph.D. or Ed.D.	19.3%	19.3%	19.3%
M.D., D.O., D.D.S., D.V.M.	7.4%	7.8%	7.2%
LL.B or J.D. (Law)	8.0%	9.8%	7.0%
B.D. or M.DIV. (Divinity)	0.6%	1.0%	0.3%
Other	3.0%	2.7%	3.3%
Total (n)	22,313	8,423	13,890



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Indicate the importance to you personally of each of the following:</b>			
<b>Becoming accomplished in one of the performing arts (acting, dancing, etc.)</b>			
Essential	6.9%	7.2%	6.8%
Very important	10.1%	10.6%	9.7%
Somewhat important	22.6%	20.8%	23.7%
Not important	60.4%	61.4%	59.8%
Total (n)	24,375	9,215	15,160
<b>Becoming an authority in my field</b>			
Essential	18.9%	21.9%	17.0%
Very important	42.8%	41.8%	43.5%
Somewhat important	30.1%	27.4%	31.8%
Not important	8.2%	8.9%	7.8%
Total (n)	24,373	9,216	15,157
<b>Obtaining recognition from my colleagues for contributions to my special field</b>			
Essential	14.5%	16.1%	13.5%
Very important	40.7%	38.8%	41.9%
Somewhat important	34.6%	33.4%	35.3%
Not important	10.2%	11.7%	9.3%
Total (n)	24,354	9,210	15,144
<b>Influencing the political structure</b>			
Essential	6.7%	9.0%	5.2%
Very important	18.0%	20.1%	16.7%
Somewhat important	38.7%	38.3%	38.9%
Not important	36.7%	32.6%	39.1%
Total (n)	24,354	9,211	15,143
<b>Influencing social values</b>			
Essential	13.7%	13.9%	13.5%
Very important	38.2%	34.6%	40.4%
Somewhat important	34.7%	34.4%	34.8%
Not important	13.5%	17.1%	11.2%
Total (n)	24,350	9,206	15,144
<b>Raising a family</b>			
Essential	47.0%	46.3%	47.5%
Very important	32.4%	33.0%	32.1%
Somewhat important	14.7%	15.1%	14.5%
Not important	5.9%	5.7%	6.0%
Total (n)	24,354	9,207	15,147
<b>Having administrative responsibilities for the work of others</b>			
Essential	10.3%	13.1%	8.6%
Very important	32.7%	33.7%	32.1%
Somewhat important	37.5%	34.3%	39.4%
Not important	19.5%	18.8%	19.9%
Total (n)	24,301	9,192	15,109



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Indicate the importance to you personally of each of the following:</b>			
<b>Being very well off financially</b>			
Essential	22.9%	26.3%	20.9%
Very important	37.9%	37.4%	38.2%
Somewhat important	32.0%	28.8%	33.9%
Not important	7.2%	7.5%	7.0%
Total (n)	24,357	9,207	15,150
<b>Helping others who are in difficulty</b>			
Essential	30.5%	26.9%	32.6%
Very important	46.5%	44.4%	47.8%
Somewhat important	21.0%	25.3%	18.4%
Not important	2.1%	3.4%	1.2%
Total (n)	24,343	9,205	15,138
<b>Making a theoretical contribution to science</b>			
Essential	5.3%	7.0%	4.3%
Very important	12.8%	15.2%	11.4%
Somewhat important	26.4%	28.2%	25.2%
Not important	55.5%	49.7%	59.1%
Total (n)	24,338	9,202	15,136
<b>Writing original works (poems, novels, etc.)</b>			
Essential	7.7%	8.9%	6.9%
Very important	11.9%	13.6%	10.8%
Somewhat important	24.4%	24.5%	24.3%
Not important	56.1%	53.0%	58.0%
Total (n)	24,349	9,210	15,139
<b>Creating artistic work (painting, sculpture, etc.)</b>			
Essential	8.9%	9.0%	8.9%
Very important	11.6%	12.0%	11.4%
Somewhat important	22.4%	21.4%	23.0%
Not important	57.1%	57.7%	56.8%
Total (n)	24,341	9,204	15,137
<b>Becoming successful in a business of my own</b>			
Essential	14.3%	18.7%	11.7%
Very important	23.4%	26.8%	21.4%
Somewhat important	29.4%	29.8%	29.1%
Not important	32.9%	24.8%	37.8%
Total (n)	24,323	9,200	15,123
<b>Becoming involved in programs to clean up the environment</b>			
Essential	8.4%	8.4%	8.4%
Very important	23.6%	23.3%	23.9%
Somewhat important	46.1%	44.0%	47.3%
Not important	21.9%	24.4%	20.4%
Total (n)	24,325	9,201	15,124
<b>Developing a meaningful philosophy of life</b>			
Essential	24.7%	28.7%	22.3%
Very important	34.1%	33.4%	34.6%
Somewhat important	27.7%	25.0%	29.4%
Not important	13.4%	12.9%	13.8%
Total (n)	24,343	9,205	15,138





2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Indicate the importance to you personally of each of the following:</b>			
<b>Participating in a community action program</b>			
Essential	9.5%	7.7%	10.6%
Very important	27.1%	23.2%	29.4%
Somewhat important	42.3%	42.7%	42.0%
Not important	21.1%	26.4%	17.9%
Total (n)	24,324	9,192	15,132
<b>Helping to promote racial understanding</b>			
Essential	10.9%	9.2%	12.0%
Very important	26.0%	23.5%	27.6%
Somewhat important	40.5%	39.5%	41.1%
Not important	22.5%	27.7%	19.4%
Total (n)	24,337	9,201	15,136
<b>Keeping up to date with political affairs</b>			
Essential	15.9%	18.7%	14.3%
Very important	35.5%	36.4%	34.9%
Somewhat important	36.1%	33.7%	37.5%
Not important	12.5%	11.2%	13.3%
Total (n)	24,343	9,203	15,140
<b>Becoming a community leader</b>			
Essential	12.2%	13.6%	11.4%
Very important	29.5%	30.4%	28.9%
Somewhat important	38.5%	36.9%	39.4%
Not important	19.8%	19.1%	20.3%
Total (n)	24,331	9,197	15,134
<b>Integrating spirituality into my life</b>			
Essential	27.6%	25.5%	28.9%
Very important	25.1%	24.6%	25.4%
Somewhat important	26.8%	26.1%	27.2%
Not important	20.5%	23.7%	18.6%
Total (n)	24,310	9,197	15,113
<b>Improving my understanding of other countries and cultures</b>			
Essential	23.8%	21.0%	25.5%
Very important	37.8%	35.9%	39.0%
Somewhat important	30.5%	32.8%	29.1%
Not important	7.9%	10.3%	6.5%
Total (n)	24,324	9,197	15,127
<b>Adopting "green" practices to protect the environment</b>			
Essential	19.5%	16.6%	21.2%
Very important	35.1%	32.2%	36.8%
Somewhat important	34.9%	36.1%	34.2%
Not important	10.5%	15.1%	7.8%
Total (n)	24,323	9,201	15,122



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>To what extent have you experienced the following with students from a racial/ethnic group other than your own?</b>			
<b>Dined or shared a meal</b>			
Very often	30.1%	30.4%	29.9%
Often	25.0%	25.6%	24.6%
Sometimes	27.0%	26.1%	27.6%
Seldom	13.5%	13.4%	13.6%
Never	4.4%	4.5%	4.3%
Total (n)	24,293	9,190	15,103
<b>Had meaningful and honest discussions about race/ethnic relations outside of class</b>			
Very often	17.2%	16.5%	17.6%
Often	20.5%	20.5%	20.5%
Sometimes	30.9%	31.2%	30.7%
Seldom	21.4%	21.5%	21.4%
Never	10.0%	10.3%	9.8%
Total (n)	24,288	9,181	15,107
<b>Had guarded interactions</b>			
Very often	4.5%	5.4%	3.9%
Often	8.3%	9.7%	7.4%
Sometimes	27.1%	28.8%	26.0%
Seldom	31.8%	30.5%	32.6%
Never	28.4%	25.6%	30.1%
Total (n)	24,110	9,119	14,991
<b>Shared personal feelings and problems</b>			
Very often	19.7%	15.7%	22.1%
Often	23.3%	21.6%	24.4%
Sometimes	30.5%	32.5%	29.3%
Seldom	16.9%	18.7%	15.9%
Never	9.6%	11.5%	8.4%
Total (n)	24,268	9,183	15,085
<b>Had tense, somewhat hostile interactions</b>			
Very often	2.7%	3.5%	2.2%
Often	4.5%	5.8%	3.7%
Sometimes	14.3%	17.3%	12.4%
Seldom	25.6%	27.1%	24.7%
Never	53.0%	46.3%	57.0%
Total (n)	24,238	9,166	15,072
<b>Had intellectual discussions outside of class</b>			
Very often	20.2%	19.6%	20.6%
Often	24.7%	25.1%	24.4%
Sometimes	29.5%	30.2%	29.2%
Seldom	15.8%	15.6%	15.9%
Never	9.8%	9.5%	10.0%
Total (n)	24,222	9,165	15,057



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>To what extent have you experienced the following with students from a racial/ethnic group other than your own?</b>			
<b>Felt insulted or threatened because of your race/ethnicity</b>			
Very often	2.3%	3.0%	2.0%
Often	3.7%	4.9%	2.9%
Sometimes	10.6%	11.9%	9.8%
Seldom	18.8%	18.3%	19.0%
Never	64.6%	61.9%	66.3%
Total (n)	24,248	9,169	15,079
<b>Studied or prepared for class</b>			
Very often	22.6%	19.4%	24.6%
Often	21.4%	22.3%	20.9%
Sometimes	28.0%	29.1%	27.3%
Seldom	16.8%	17.2%	16.5%
Never	11.2%	12.0%	10.7%
Total (n)	24,207	9,153	15,054
<b>Attended events sponsored by other racial/ethnic groups</b>			
Very often	9.1%	7.9%	9.9%
Often	12.5%	11.2%	13.4%
Sometimes	27.9%	26.6%	28.7%
Seldom	24.5%	25.1%	24.1%
Never	25.9%	29.2%	23.9%
Total (n)	24,265	9,177	15,088
<b>How often have professors at your college provided you with:</b>			
<b>Encouragement to pursue graduate/professional study</b>			
Frequently	44.6%	40.5%	47.1%
Occasionally	44.0%	47.5%	41.9%
Not at all	11.4%	12.1%	11.0%
Total (n)	24,319	9,193	15,126
<b>An opportunity to work on a research project</b>			
Frequently	22.2%	22.2%	22.2%
Occasionally	40.7%	43.3%	39.1%
Not at all	37.1%	34.5%	38.7%
Total (n)	24,303	9,184	15,119
<b>Advice and guidance about your educational program</b>			
Frequently	37.4%	32.7%	40.2%
Occasionally	53.7%	57.3%	51.5%
Not at all	8.9%	10.0%	8.3%
Total (n)	24,307	9,186	15,121
<b>Emotional support and encouragement</b>			
Frequently	29.5%	22.9%	33.5%
Occasionally	50.6%	52.5%	49.5%
Not at all	19.8%	24.6%	17.0%
Total (n)	24,299	9,177	15,122



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>How often have professors at your college provided you with:</b>			
<b>A letter of recommendation</b>			
Frequently	32.8%	28.7%	35.3%
Occasionally	48.1%	49.2%	47.4%
Not at all	19.1%	22.0%	17.3%
Total (n)	24,292	9,175	15,117
<b>Help to improve your study skills</b>			
Frequently	21.4%	21.3%	21.5%
Occasionally	52.2%	53.1%	51.7%
Not at all	26.4%	25.7%	26.9%
Total (n)	24,301	9,181	15,120
<b>Feedback on your academic work (outside of grades)</b>			
Frequently	36.7%	35.1%	37.8%
Occasionally	51.7%	53.6%	50.5%
Not at all	11.6%	11.3%	11.7%
Total (n)	24,295	9,180	15,115
<b>Intellectual challenge and stimulation</b>			
Frequently	53.7%	50.8%	55.4%
Occasionally	42.0%	44.4%	40.6%
Not at all	4.3%	4.8%	4.0%
Total (n)	24,290	9,175	15,115
<b>An opportunity to discuss coursework outside of class</b>			
Frequently	49.2%	45.9%	51.1%
Occasionally	45.9%	48.6%	44.2%
Not at all	5.0%	5.4%	4.7%
Total (n)	24,297	9,178	15,119
<b>Help in achieving your professional goals</b>			
Frequently	34.3%	30.7%	36.5%
Occasionally	51.3%	54.0%	49.7%
Not at all	14.3%	15.3%	13.8%
Total (n)	24,296	9,178	15,118
<b>An opportunity to apply classroom learning to "real-life" issues</b>			
Frequently	36.6%	31.4%	39.8%
Occasionally	54.1%	57.9%	51.8%
Not at all	9.3%	10.8%	8.4%
Total (n)	24,283	9,175	15,108
<b>Respect (treated you like a colleague/peer)</b>			
Frequently	62.0%	58.1%	64.3%
Occasionally	35.1%	38.4%	33.1%
Not at all	2.9%	3.5%	2.6%
Total (n)	24,265	9,167	15,098
<b>An opportunity to publish</b>			
Frequently	8.5%	9.1%	8.2%
Occasionally	31.4%	34.1%	29.8%
Not at all	60.1%	56.8%	62.1%
Total (n)	24,234	9,159	15,075



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>How often have professors at your college provided you with:</b>			
<b>Honest feedback about your skills and abilities</b>			
Frequently	44.5%	40.5%	46.9%
Occasionally	49.5%	52.6%	47.6%
Not at all	6.1%	6.9%	5.6%
Total (n)	24,274	9,172	15,102
<b>Negative feedback about your academic work</b>			
Frequently	8.7%	10.6%	7.5%
Occasionally	57.6%	62.2%	54.8%
Not at all	33.7%	27.1%	37.7%
Total (n)	24,231	9,161	15,070
<b>Please indicate your agreement with each of the following statements:</b>			
<b>Abortion should be legal</b>			
Agree strongly	34.3%	29.2%	37.5%
Agree somewhat	29.4%	32.2%	27.6%
Disagree somewhat	15.1%	16.3%	14.4%
Disagree strongly	21.2%	22.3%	20.5%
Total (n)	24,057	9,076	14,981
<b>The death penalty should be abolished</b>			
Agree strongly	19.4%	18.7%	19.8%
Agree somewhat	25.3%	22.5%	27.0%
Disagree somewhat	36.1%	34.6%	37.0%
Disagree strongly	19.2%	24.1%	16.2%
Total (n)	24,015	9,083	14,932
<b>Marijuana should be legalized</b>			
Agree strongly	19.3%	25.3%	15.7%
Agree somewhat	33.5%	32.9%	33.9%
Disagree somewhat	24.6%	21.5%	26.6%
Disagree strongly	22.6%	20.4%	23.9%
Total (n)	23,971	9,050	14,921
<b>It is important to have laws prohibiting homosexual relationships</b>			
Agree strongly	7.0%	9.1%	5.7%
Agree somewhat	9.7%	12.5%	7.9%
Disagree somewhat	20.1%	24.4%	17.5%
Disagree strongly	63.2%	53.9%	68.8%
Total (n)	23,986	9,057	14,929
<b>Racial discrimination is no longer a major problem in America</b>			
Agree strongly	3.0%	4.8%	1.9%
Agree somewhat	15.7%	21.4%	12.2%
Disagree somewhat	44.9%	44.2%	45.3%
Disagree strongly	36.4%	29.5%	40.6%
Total (n)	23,893	9,024	14,869



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Please indicate your agreement with each of the following statements:</b>			
<b>Realistically, an individual can do little to bring about changes in our society</b>			
Agree strongly	3.0%	4.4%	2.2%
Agree somewhat	19.0%	24.3%	15.7%
Disagree somewhat	44.4%	43.3%	45.0%
Disagree strongly	33.6%	28.0%	37.1%
Total (n)	23,945	9,050	14,895
<b>Wealthy people should pay a larger share of taxes than they do now</b>			
Agree strongly	19.0%	18.9%	19.1%
Agree somewhat	39.7%	35.9%	42.0%
Disagree somewhat	25.5%	26.4%	25.0%
Disagree strongly	15.8%	18.9%	13.9%
Total (n)	23,920	9,054	14,866
<b>Colleges should prohibit racist/sexist speech on campus</b>			
Agree strongly	23.8%	18.3%	27.1%
Agree somewhat	31.7%	29.6%	33.0%
Disagree somewhat	28.6%	32.9%	25.9%
Disagree strongly	15.9%	19.3%	13.9%
Total (n)	23,956	9,061	14,895
<b>Same sex couples should have the right to legal marital status</b>			
Agree strongly	47.7%	37.9%	53.6%
Agree somewhat	23.2%	26.4%	21.3%
Disagree somewhat	14.1%	16.7%	12.6%
Disagree strongly	15.0%	19.1%	12.5%
Total (n)	23,956	9,049	14,907
<b>Affirmative action in college admissions should be abolished</b>			
Agree strongly	20.1%	27.6%	15.5%
Agree somewhat	33.6%	33.1%	34.0%
Disagree somewhat	36.4%	30.7%	39.8%
Disagree strongly	9.9%	8.6%	10.7%
Total (n)	23,650	9,002	14,648
<b>Federal military spending should be increased</b>			
Agree strongly	4.2%	6.1%	3.1%
Agree somewhat	19.0%	22.1%	17.1%
Disagree somewhat	48.6%	46.5%	49.9%
Disagree strongly	28.2%	25.3%	29.9%
Total (n)	23,809	9,042	14,767
<b>The federal government is not doing enough to control environmental pollution</b>			
Agree strongly	26.5%	25.2%	27.3%
Agree somewhat	49.0%	46.2%	50.7%
Disagree somewhat	20.2%	22.7%	18.7%
Disagree strongly	4.2%	5.8%	3.3%
Total (n)	23,863	9,041	14,822



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Please indicate your agreement with each of the following statements:</b>			
<b>A national health care plan is needed to cover everybody's medical costs</b>			
Agree strongly	26.6%	21.3%	29.8%
Agree somewhat	38.7%	36.3%	40.2%
Disagree somewhat	20.1%	23.1%	18.3%
Disagree strongly	14.6%	19.3%	11.7%
Total (n)	23,889	9,039	14,850
<b>Undocumented immigrants should be denied access to public education</b>			
Agree strongly	15.5%	20.7%	12.4%
Agree somewhat	26.2%	28.0%	25.0%
Disagree somewhat	35.9%	33.1%	37.7%
Disagree strongly	22.4%	18.2%	24.9%
Total (n)	23,872	9,039	14,833
<b>Through hard work, everybody can succeed in American society</b>			
Agree strongly	25.2%	30.5%	21.9%
Agree somewhat	43.0%	41.9%	43.7%
Disagree somewhat	24.1%	20.5%	26.3%
Disagree strongly	7.8%	7.2%	8.1%
Total (n)	23,951	9,061	14,890
<b>Dissent is a critical component of the political process</b>			
Agree strongly	23.2%	29.8%	19.0%
Agree somewhat	47.5%	46.0%	48.4%
Disagree somewhat	26.6%	21.5%	29.8%
Disagree strongly	2.8%	2.7%	2.8%
Total (n)	23,337	8,948	14,389
<b>Addressing global warming should be a federal priority</b>			
Agree strongly	30.4%	28.3%	31.7%
Agree somewhat	44.1%	41.6%	45.5%
Disagree somewhat	18.0%	19.4%	17.2%
Disagree strongly	7.5%	10.7%	5.6%
Total (n)	23,876	9,049	14,827
<b>If you borrowed money to help pay for college expenses, estimate how much you will owe as of June 30, 2009:</b>			
Reported borrowing money	59.4%	57.2%	60.7%
Did not report borrowing money	40.6%	42.8%	39.3%
Total (n)	24,457	9,252	15,205
Median	\$24,000	\$22,000	\$25,000



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>How much of the past year's educational expenses (room, board, tuition and fees) were covered from each of the following sources?</b>			
<b>Family resources (parents, relatives, spouse, etc.)</b>			
\$10,000 or more	44.7%	46.5%	43.7%
\$6,000 - \$9,999	10.2%	9.8%	10.4%
\$3,000 - \$5,999	11.0%	11.2%	10.9%
\$1,000 - \$2,999	9.0%	8.9%	9.1%
Less than \$1,000	8.7%	8.0%	9.1%
None	16.4%	15.5%	16.8%
Total (n)	23,811	8,987	14,824
<b>My own resources (income from work, work-study, etc.)</b>			
\$10,000 or more	4.9%	5.9%	4.3%
\$6,000 - \$9,999	5.6%	6.1%	5.2%
\$3,000 - \$5,999	12.3%	13.6%	11.5%
\$1,000 - \$2,999	22.5%	23.3%	22.0%
Less than \$1,000	25.3%	22.6%	26.9%
None	29.5%	28.5%	30.1%
Total (n)	23,552	8,890	14,662
<b>Aid which need not be repaid</b>			
\$10,000 or more	32.4%	32.9%	32.1%
\$6,000 - \$9,999	13.1%	12.0%	13.7%
\$3,000 - \$5,999	13.3%	12.6%	13.7%
\$1,000 - \$2,999	10.5%	9.9%	10.9%
Less than \$1,000	4.2%	4.2%	4.1%
None	26.6%	28.3%	25.5%
Total (n)	23,551	8,876	14,675
<b>Aid which must be repaid</b>			
\$10,000 or more	31.3%	27.5%	33.6%
\$6,000 - \$9,999	13.0%	13.1%	13.0%
\$3,000 - \$5,999	12.7%	13.0%	12.5%
\$1,000 - \$2,999	5.1%	5.8%	4.7%
Less than \$1,000	1.5%	1.8%	1.3%
None	36.3%	38.8%	34.8%
Total (n)	23,401	8,818	14,583
<b>Other sources</b>			
\$10,000 or more	3.5%	3.4%	3.5%
\$6,000 - \$9,999	1.6%	1.6%	1.5%
\$3,000 - \$5,999	2.6%	2.9%	2.4%
\$1,000 - \$2,999	4.0%	4.4%	3.8%
Less than \$1,000	6.0%	6.4%	5.7%
None	82.4%	81.3%	83.1%
Total (n)	21,806	8,315	13,491





2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>When thinking about your career path after college, how important are the following considerations:</b>			
<b>Working for social change</b>			
Essential	18.6%	14.4%	21.2%
Very important	27.6%	24.7%	29.3%
Somewhat important	38.4%	38.9%	38.0%
Not important	15.5%	22.0%	11.5%
Total (n)	24,176	9,143	15,033
<b>High income potential</b>			
Essential	20.7%	25.9%	17.6%
Very important	37.4%	36.8%	37.7%
Somewhat important	32.3%	28.6%	34.5%
Not important	9.6%	8.8%	10.1%
Total (n)	24,207	9,154	15,053
<b>Social recognition or status</b>			
Essential	9.6%	11.7%	8.3%
Very important	26.9%	29.5%	25.3%
Somewhat important	43.1%	40.9%	44.4%
Not important	20.5%	17.9%	22.0%
Total (n)	24,190	9,153	15,037
<b>Stable, secure future</b>			
Essential	43.6%	42.4%	44.4%
Very important	43.0%	42.1%	43.5%
Somewhat important	11.6%	13.0%	10.8%
Not important	1.7%	2.5%	1.3%
Total (n)	24,188	9,151	15,037
<b>Creativity and initiative</b>			
Essential	25.0%	25.4%	24.8%
Very important	40.7%	39.6%	41.4%
Somewhat important	28.8%	29.0%	28.7%
Not important	5.5%	6.0%	5.1%
Total (n)	24,194	9,153	15,041
<b>Expression of personal values</b>			
Essential	25.9%	24.0%	27.1%
Very important	43.9%	40.5%	46.0%
Somewhat important	25.9%	29.2%	23.9%
Not important	4.3%	6.3%	3.1%
Total (n)	24,193	9,153	15,040
<b>Availability of jobs</b>			
Essential	30.2%	26.7%	32.2%
Very important	48.8%	47.0%	49.9%
Somewhat important	18.4%	22.2%	16.2%
Not important	2.6%	4.1%	1.7%
Total (n)	24,187	9,152	15,035
<b>Limited working hours</b>			
Essential	5.5%	6.1%	5.2%
Very important	20.1%	20.4%	19.9%
Somewhat important	46.2%	44.9%	47.1%
Not important	28.1%	28.6%	27.8%
Total (n)	24,129	9,141	14,988



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>When thinking about your career path after college, how important are the following considerations:</b>			
<b>Leadership potential</b>			
Essential	23.7%	27.8%	21.2%
Very important	41.8%	40.8%	42.4%
Somewhat important	27.6%	24.5%	29.5%
Not important	7.0%	6.9%	7.0%
Total (n)	24,184	9,152	15,032
<b>Discovery/advancement of knowledge</b>			
Essential	35.8%	36.2%	35.5%
Very important	41.9%	39.2%	43.6%
Somewhat important	18.6%	20.0%	17.8%
Not important	3.7%	4.6%	3.1%
Total (n)	24,174	9,152	15,022
<b>What do you plan to be doing in fall 2009? (Mark all that apply)</b>			
Attending undergraduate college full-time	2.5%	2.5%	2.5%
Attending undergraduate college part-time	2.0%	1.9%	2.0%
Attending graduate/professional school	28.9%	28.8%	28.9%
Working full-time	64.1%	62.8%	65.0%
Working part-time	14.9%	13.3%	15.9%
Working in science/math/technology related job	8.9%	10.1%	8.2%
Working in humanities/social science related job	9.6%	6.1%	11.7%
Participating in a post-baccalaureate program	3.7%	3.2%	4.0%
Participating in a community service organization	8.8%	6.1%	10.4%
Serving in the Armed Forces	1.5%	2.8%	0.6%
Attending a vocational training program	1.1%	1.1%	1.1%
Traveling	19.4%	17.6%	20.5%
Doing volunteer work	18.2%	12.8%	21.5%
Staying at home to be with or start a family	5.3%	5.0%	5.6%
No current plans	5.1%	5.8%	4.7%
Total (n)	24,457	9,252	15,205
<b>If you are planning on being employed after graduation, which best describes the current state of your employment plans?</b>			
Not actively looking for a position	13.9%	13.0%	14.4%
Looking, but no offers yet	43.4%	39.5%	45.7%
Received an offer for a position, but declined	1.9%	2.3%	1.6%
Currently considering an offer	8.6%	10.0%	7.7%
Accepted an offer of employment	19.2%	21.8%	17.6%
Not planning on employment this fall	13.1%	13.5%	12.9%
Total (n)	23,590	8,918	14,672



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>If you are planning to attend graduate or professional school, which of the following best estimates the current state of your educational plans?</b>			
Accepted and will be attending in the fall	16.8%	17.1%	16.7%
Accepted and deferred admission until a later date	1.1%	1.3%	1.0%
Placed on waiting list, no acceptances	0.9%	1.1%	0.8%
Still awaiting responses, no acceptances	7.0%	6.9%	7.1%
Will be applying this coming fall	14.9%	13.3%	15.8%
Not applying this fall, but might apply at a future date	47.2%	46.4%	47.7%
No plans to apply to school now or in the future	12.0%	13.8%	10.9%
Total (n)	23,361	8,821	14,540
<b>How many times in the past two weeks, if any, have you had five or more alcoholic drinks in a row?</b>			
10 or more times	3.4%	5.9%	1.9%
6-9 times	6.8%	10.5%	4.5%
3-5 times	16.8%	21.3%	14.1%
Twice	13.6%	13.8%	13.5%
Once	14.7%	12.6%	15.9%
None	44.7%	35.8%	50.1%
Total (n)	24,200	9,138	15,062
<b>If you could make your college choice over, would you still choose to enroll at your current college?</b>			
Definitely yes	45.8%	44.5%	46.6%
Probably yes	36.8%	37.4%	36.5%
Probably no	12.8%	13.2%	12.6%
Definitely no	4.6%	4.9%	4.4%
Total (n)	24,242	9,160	15,082
<b>How would you characterize your political views?</b>			
Far left	3.4%	3.7%	3.3%
Liberal	34.8%	28.1%	39.0%
Middle-of-the-road	38.0%	40.6%	36.5%
Conservative	22.4%	25.8%	20.4%
Far right	1.3%	2.0%	0.8%
Total (n)	23,984	9,055	14,929
<b>What is the average grade you received during your college career - overall GPA?</b>			
A or A+	16.8%	13.5%	18.9%
A-	25.5%	23.0%	26.9%
B+	24.7%	24.4%	24.9%
B	19.0%	20.9%	17.9%
B-	8.5%	10.5%	7.3%
C+	4.3%	5.8%	3.4%
C	1.2%	1.9%	0.8%
D	0.0%	0.0%	0.0%
Total (n)	24,092	9,113	14,979



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>What is the average grade you received during your college career - primary major GPA?</b>			
A-	25.9%	21.5%	28.6%
A	27.6%	26.5%	28.3%
B+	21.4%	22.0%	21.0%
B	14.8%	16.7%	13.7%
B-	6.4%	8.1%	5.4%
C+	2.8%	3.7%	2.3%
C	1.0%	1.4%	0.7%
D	0.0%	0.0%	0.0%
Total (n)	23,817	9,022	14,795
<b>Your current religious preference:</b>			
Baptist	6.6%	6.3%	6.9%
Buddhist	1.2%	1.5%	1.1%
Church of Christ	1.5%	1.5%	1.4%
Eastern Orthodox	0.8%	0.8%	0.9%
Episcopalian	1.7%	1.6%	1.8%
Hindu	0.5%	0.6%	0.4%
Jewish	3.0%	2.6%	3.3%
LDS (Mormon)	0.2%	0.2%	0.1%
Lutheran	3.8%	3.5%	3.9%
Methodist	3.7%	3.2%	3.9%
Muslim	0.6%	0.7%	0.5%
Presbyterian	2.9%	2.9%	2.9%
Quaker	0.3%	0.3%	0.3%
Roman Catholic	34.6%	34.6%	34.5%
Seventh Day Adventist	0.2%	0.1%	0.2%
United Church of Christ/Congregational	0.8%	0.7%	0.9%
Other Christian	13.2%	12.1%	13.9%
Other Religion	2.5%	2.4%	2.5%
None	21.9%	24.4%	20.4%
Total (n)	24,021	9,083	14,938
<b>Please indicate your racial/ethnic background:</b> (mark all that apply)			
American Indian/Alaska Native	1.6%	1.4%	1.8%
Asian American/Asian	6.9%	7.6%	6.5%
Native Hawaiian/Pacific Islander	1.1%	1.2%	1.0%
African American/Black	5.5%	4.8%	5.8%
Mexican American/Chicano	4.2%	3.9%	4.3%
Puerto Rican	1.0%	0.9%	1.1%
Other Latino	3.1%	3.0%	3.2%
White/Caucasian	81.0%	81.5%	80.7%
Other	3.6%	3.7%	3.5%
Total (n)	24,145	9,121	15,024
<b>Single and multiple racial/ethnic groups:</b> (total add to 100%)			
American Indian/Alaska Native	0.2%	0.2%	0.2%
Asian American/Asian/Native Hawaiian/Pacific Islander	6.0%	6.6%	5.6%
African American/Black	4.2%	3.9%	4.5%
Mexican American/Chicano/Puerto Rican/Other Latino	5.5%	4.8%	5.9%
White/Caucasian	75.6%	76.1%	75.3%
Other	2.3%	2.4%	2.2%
Two or more races/ethnicities	6.2%	6.1%	6.3%
Total (n)	24,145	9,121	15,024



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses?</b>			
Yes	57.0%	57.5%	56.7%
No	43.0%	42.5%	43.3%
<b>Total (n)</b>	<b>24,087</b>	<b>9,107</b>	<b>14,980</b>
<b>Undergraduate primary major (disaggregated)</b>			
Total (n)	24,238	9,140	15,098
Art, fine and applied	3.5%	2.3%	4.3%
English (language and literature)	4.4%	3.1%	5.2%
History	3.4%	4.6%	2.7%
Journalism	1.0%	0.7%	1.2%
Language and Literature (except English)	1.9%	1.3%	2.3%
Music	1.1%	1.3%	1.0%
Philosophy	1.1%	1.9%	0.6%
Speech	0.1%	0.1%	0.1%
Theater or Drama	1.0%	0.9%	1.1%
Theology or Religion	1.4%	2.1%	1.0%
Other Arts and Humanities	2.6%	1.9%	3.1%
Biology (general)	6.0%	5.1%	6.4%
Biochemistry or Biophysics	0.9%	1.1%	0.9%
Botany	0.0%	0.1%	0.0%
Environmental Science	0.8%	0.8%	0.8%
Marine (Life) Science	0.1%	0.1%	0.1%
Microbiology or Bacteriology	0.1%	0.1%	0.1%
Zoology	0.1%	0.1%	0.1%
Other Biological Science	1.3%	1.0%	1.5%
Accounting	4.0%	4.9%	3.4%
Business Admin. (general)	3.5%	4.3%	3.1%
Finance	3.4%	6.1%	1.7%
International Business	1.1%	1.4%	0.9%
Marketing	2.7%	2.3%	2.9%
Management	2.5%	3.0%	2.2%
Secretarial Studies	0.0%	0.0%	0.0%
Other Business	1.3%	1.8%	1.0%
Business Education	0.1%	0.0%	0.1%
Elementary Education	3.0%	0.6%	4.5%
Music or Art Education	0.3%	0.2%	0.4%
Physical Education or Recreation	0.5%	0.8%	0.4%
Secondary Education	0.5%	0.4%	0.6%
Special Education	0.4%	0.1%	0.6%
Other Education	0.5%	0.3%	0.6%
Aeronautical or Astronautical Engineering	0.3%	0.6%	0.1%
Civil Engineering	0.8%	1.8%	0.3%
Chemical Engineering	0.5%	0.8%	0.3%
Computer Engineering	0.3%	0.8%	0.1%



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Undergraduate primary major (disaggregated)</b>			
Electrical or Electronic Engineering	0.7%	1.6%	0.2%
Industrial Engineering	0.1%	0.2%	0.1%
Mechanical Engineering	1.3%	2.8%	0.3%
Other Engineering	0.7%	1.1%	0.5%
Astronomy	0.0%	0.1%	0.0%
Atmospheric Science (incl. Meteorology)	0.0%	0.0%	0.0%
Chemistry	1.4%	1.9%	1.1%
Earth Science	0.2%	0.3%	0.2%
Marine Science (incl. Oceanography)	0.0%	0.0%	0.0%
Mathematics	1.6%	1.9%	1.5%
Physics	0.7%	1.4%	0.3%
Statistics	0.0%	0.0%	0.0%
Other Physical Science	0.1%	0.1%	0.1%
Architecture or Urban Planning	0.5%	0.5%	0.4%
Home Economics	0.0%	0.0%	0.1%
Health Technology (medical, dental, laboratory)	0.1%	0.1%	0.2%
Law	0.2%	0.2%	0.2%
Library/Archival Science	0.0%	0.0%	0.0%
Medicine, Dentistry, Veterinarian	0.7%	0.8%	0.7%
Nursing	2.7%	0.4%	4.1%
Pharmacy	0.0%	0.0%	0.0%
Therapy (occupational, physical, speech)	0.7%	0.2%	0.9%
Other Professional	0.7%	0.4%	0.9%
Anthropology	1.0%	0.7%	1.2%
Economics	3.4%	5.8%	2.0%
Ethnic Studies	0.2%	0.1%	0.2%
Geography	0.3%	0.3%	0.2%
Political Science (gov't, international relations)	5.2%	6.1%	4.7%
Psychology	7.7%	3.9%	10.0%
Social Work	0.7%	0.2%	1.0%
Sociology	2.4%	1.3%	3.2%
Women's Studies	0.2%	0.1%	0.2%
Other Social Science	1.3%	0.9%	1.5%
Building Trades	0.0%	0.1%	0.0%
Data Processing or Computer Programming	0.2%	0.4%	0.0%
Drafting or Design	0.3%	0.2%	0.3%
Electronics	0.0%	0.0%	0.0%
Mechanics	0.0%	0.0%	0.0%
Other Technical	0.1%	0.2%	0.0%
<b>Undergraduate secondary major (disaggregated)</b>			
Agriculture	0.4%	0.4%	0.5%
Communications	3.4%	2.0%	4.2%
Computer Science	0.9%	1.9%	0.3%
Forestry	0.0%	0.1%	0.0%
Kinesiology	0.7%	0.6%	0.8%
Law Enforcement	0.4%	0.6%	0.3%
Military Science	0.0%	0.0%	0.0%
Other Field	1.3%	1.1%	1.5%
Undecided	0.1%	0.1%	0.1%



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Undergraduate secondary major (disaggregated)</b>			
Total (n)	6,793	2,479	4,314
Art, fine and applied	2.6%	1.8%	3.1%
English (language and literature)	3.1%	2.1%	3.7%
History	3.5%	4.9%	2.7%
Journalism	1.0%	0.7%	1.3%
Language and Literature (except English)	11.7%	8.6%	13.6%
Music	1.2%	1.6%	1.0%
Philosophy	2.0%	3.3%	1.3%
Speech	0.1%	0.2%	0.1%
Theater or Drama	0.8%	0.6%	0.9%
Theology or Religion	2.5%	2.5%	2.5%
Other Arts and Humanities	4.3%	3.9%	4.6%
Biology (general)	1.9%	1.8%	2.0%
Biochemistry or Biophysics	0.4%	0.5%	0.3%
Botany	0.0%	0.0%	0.0%
Environmental Science	0.9%	0.9%	0.9%
Marine (Life) Science	0.0%	0.0%	0.0%
Microbiology or Bacteriology	0.1%	0.1%	0.0%
Zoology	0.1%	0.1%	0.0%
Other Biological Science	0.6%	0.6%	0.6%
Accounting	1.1%	1.5%	0.9%
Business Admin. (general)	3.4%	3.9%	3.1%
Finance	2.5%	3.6%	1.9%
International Business	1.1%	1.4%	0.9%
Marketing	2.8%	3.3%	2.5%
Management	2.2%	2.7%	1.9%
Secretarial Studies	0.0%	0.0%	0.0%
Other Business	2.2%	2.5%	2.1%
Business Education	0.1%	0.1%	0.1%
Elementary Education	1.7%	0.1%	2.6%
Music or Art Education	0.2%	0.0%	0.3%
Physical Education or Recreation	0.3%	0.4%	0.3%
Secondary Education	2.9%	2.5%	3.1%
Special Education	1.1%	0.2%	1.6%
Other Education	1.2%	0.6%	1.6%
Aeronautical or Astronautical Engineering	0.0%	0.1%	0.0%
Civil Engineering	0.1%	0.2%	0.1%
Chemical Engineering	0.0%	0.1%	0.0%
Computer Engineering	0.2%	0.4%	0.0%
Electrical or Electronic Engineering	0.2%	0.5%	0.0%
Industrial Engineering	0.0%	0.1%	0.0%
Mechanical Engineering	0.1%	0.2%	0.0%
Other Engineering	0.3%	0.6%	0.1%
Astronomy	0.0%	0.0%	0.1%
Atmospheric Science (incl. Meteorology)	0.0%	0.0%	0.0%
Chemistry	1.3%	1.2%	1.4%
Earth Science	0.3%	0.4%	0.2%
Marine Science (incl. Oceanography)	0.1%	0.0%	0.1%
Mathematics	2.8%	5.0%	1.5%
Physics	0.5%	0.9%	0.3%



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Undergraduate secondary major (disaggregated)</b>			
Statistics	0.1%	0.0%	0.2%
Other Physical Science	0.1%	0.2%	0.1%
Architecture or Urban Planning	0.1%	0.1%	0.2%
Home Economics	0.0%	0.0%	0.1%
Health Technology (medical, dental, laboratory)	0.1%	0.1%	0.1%
Law	0.5%	0.5%	0.4%
Library/Archival Science	0.0%	0.0%	0.0%
Medicine, Dentistry, Veterinarian	1.8%	1.7%	1.8%
Nursing	0.3%	0.0%	0.4%
Pharmacy	0.0%	0.0%	0.0%
Therapy (occupational, physical, speech)	0.3%	0.2%	0.4%
Other Professional	0.4%	0.2%	0.5%
Anthropology	1.5%	1.3%	1.7%
Economics	4.4%	7.8%	2.5%
Ethnic Studies	0.8%	0.7%	0.8%
Geography	0.4%	0.7%	0.2%
Political Science (gov't, international relations)	4.7%	5.6%	4.3%
Psychology	4.7%	3.1%	5.6%
Social Work	0.4%	0.1%	0.6%
Sociology	3.5%	2.6%	4.1%
Women's Studies	1.0%	0.2%	1.6%
Other Social Science	2.6%	1.7%	3.2%
Building Trades	0.0%	0.1%	0.0%
Data Processing or Computer Programming	0.2%	0.4%	0.1%
Drafting or Design	0.1%	0.2%	0.1%
Electronics	0.0%	0.0%	0.0%
Mechanics	0.0%	0.0%	0.0%
Other Technical	0.2%	0.3%	0.1%
Agriculture	0.3%	0.1%	0.4%
Communications	1.6%	0.9%	2.0%
Computer Science	0.5%	0.7%	0.3%
Forestry	0.0%	0.1%	0.0%
Kinesiology	0.2%	0.2%	0.2%
Law Enforcement	0.4%	0.4%	0.3%
Military Science	0.3%	0.7%	0.1%
Other Field	1.4%	1.3%	1.5%
Undecided	0.8%	1.1%	0.6%
<b>Graduate primary major (disaggregated)</b>			
Total (n)	9,906	3,546	6,360
Art, fine and applied	2.2%	2.0%	2.3%
English (language and literature)	1.7%	1.4%	1.9%
History	1.3%	1.9%	0.9%
Journalism	0.7%	0.4%	0.9%
Language and Literature (except English)	0.9%	0.6%	1.1%
Music	0.8%	1.1%	0.7%
Philosophy	0.5%	0.8%	0.3%
Speech	0.2%	0.1%	0.2%
Theater or Drama	0.6%	0.5%	0.6%
Theology or Religion	1.8%	3.4%	1.0%
Other Arts and Humanities	1.5%	1.1%	1.8%
Biology (general)	1.1%	1.3%	1.0%





2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Graduate primary major (disaggregated)</b>			
Biochemistry or Biophysics	0.4%	0.5%	0.3%
Botany	0.1%	0.1%	0.1%
Environmental Science	0.6%	0.5%	0.7%
Marine (Life) Science	0.3%	0.2%	0.3%
Microbiology or Bacteriology	0.4%	0.3%	0.4%
Zoology	0.1%	0.2%	0.1%
Other Biological Science	2.0%	1.9%	2.0%
Accounting	2.6%	3.9%	1.9%
Business Admin. (general)	4.9%	6.9%	3.8%
Finance	1.9%	3.6%	0.9%
International Business	1.0%	1.4%	0.7%
Marketing	1.9%	1.7%	2.0%
Management	1.8%	2.5%	1.4%
Secretarial Studies	0.0%	0.0%	0.0%
Other Business	1.2%	1.4%	1.1%
Business Education	0.1%	0.1%	0.1%
Elementary Education	2.9%	0.5%	4.2%
Music or Art Education	0.5%	0.3%	0.6%
Physical Education or Recreation	0.4%	0.6%	0.2%
Secondary Education	2.9%	2.2%	3.3%
Special Education	1.1%	0.5%	1.5%
Other Education	2.7%	1.3%	3.4%
Aeronautical or Astronautical Engineering	0.3%	0.8%	0.1%
Civil Engineering	0.7%	1.5%	0.2%
Chemical Engineering	0.3%	0.5%	0.2%
Computer Engineering	0.3%	0.5%	0.1%
Electrical or Electronic Engineering	0.7%	1.6%	0.1%
Industrial Engineering	0.2%	0.3%	0.1%
Mechanical Engineering	0.8%	1.9%	0.1%
Other Engineering	1.0%	1.5%	0.7%
Astronomy	0.2%	0.2%	0.2%
Atmospheric Science (incl. Meteorology)	0.2%	0.2%	0.1%
Chemistry	1.1%	1.4%	0.9%
Earth Science	0.3%	0.4%	0.2%
Marine Science (incl. Oceanography)	0.1%	0.1%	0.0%
Mathematics	0.7%	1.0%	0.5%
Physics	0.5%	1.3%	0.1%
Statistics	0.2%	0.2%	0.1%
Other Physical Science	0.2%	0.2%	0.1%
Architecture or Urban Planning	0.8%	1.0%	0.8%
Home Economics	0.0%	0.0%	0.0%
Health Technology (medical, dental, laboratory)	0.4%	0.3%	0.5%
Law	7.8%	10.0%	6.6%
Library/Archival Science	0.5%	0.3%	0.6%
Medicine, Dentistry, Veterinarian	9.0%	10.1%	8.3%
Nursing	3.0%	0.3%	4.5%
Pharmacy	0.7%	0.5%	0.8%
Therapy (occupational, physical, speech)	3.0%	1.0%	4.0%
Other Professional	1.7%	1.0%	2.0%
Anthropology	0.9%	0.5%	1.0%
Economics	0.8%	1.6%	0.4%



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Graduate primary major (disaggregated)</b>			
Ethnic Studies	0.2%	0.2%	0.2%
Geography	0.1%	0.2%	0.1%
Political Science (gov't, international relations)	2.4%	2.9%	2.1%
Psychology	5.9%	3.0%	7.5%
Social Work	2.7%	0.6%	3.9%
Sociology	0.8%	0.5%	0.9%
Women's Studies	0.2%	0.0%	0.2%
Other Social Science	1.7%	0.8%	2.2%
Building Trades	0.0%	0.0%	0.0%
Data Processing or Computer Programming	0.1%	0.2%	0.0%
Drafting or Design	0.1%	0.2%	0.1%
Electronics	0.0%	0.0%	0.0%
Mechanics	0.0%	0.0%	0.0%
Other Technical	0.1%	0.2%	0.0%
Agriculture	0.3%	0.1%	0.4%
Communications	1.2%	0.7%	1.5%
Computer Science	0.5%	1.2%	0.2%
Forestry	0.1%	0.1%	0.0%
Kinesiology	0.5%	0.5%	0.5%
Law Enforcement	0.3%	0.3%	0.3%
Military Science	0.1%	0.1%	0.0%
Other Field	1.6%	1.2%	1.8%
Undecided	2.2%	1.6%	2.6%
<b>Probable career (disaggregated)</b>			
Total (n)	23,579	8,882	14,697
Accountant or actuary	4.5%	5.4%	4.0%
Actor or entertainer	1.0%	1.1%	1.0%
Architect or urban planner	0.7%	0.8%	0.6%
Artist	2.7%	2.4%	2.9%
Business (clerical)	0.9%	1.1%	0.7%
Business executive (management, administrator)	10.1%	12.7%	8.5%
Business owner or proprietor	2.3%	3.9%	1.3%
Business salesperson or buyer	2.1%	2.7%	1.7%
Clergy (minister or priest)	0.6%	1.4%	0.2%
Clergy (other religious)	0.4%	0.5%	0.4%
Clinical psychologist	1.2%	0.5%	1.7%
College administrator/staff	0.5%	0.5%	0.5%
College teacher	2.3%	2.9%	2.0%
Computer programmer or analyst	1.4%	3.0%	0.4%
Conservationist or forester	0.3%	0.3%	0.3%
Dentist (including orthodontist)	0.8%	0.9%	0.7%
Dietitian or home economist	0.3%	0.1%	0.4%
Engineer	3.9%	7.9%	1.5%
Farmer or rancher	0.2%	0.4%	0.2%
Foreign service worker (including diplomat)	1.2%	1.0%	1.3%
Homemaker (full-time)	0.4%	0.3%	0.4%
Interior decorator (including designer)	0.6%	0.2%	0.7%
Lab technician or hygienist	0.5%	0.4%	0.5%
Law enforcement officer	0.9%	1.4%	0.6%
Lawyer (attorney) or judge	5.1%	5.9%	4.6%
Military service (career)	0.9%	1.8%	0.3%



2008-2009 College Senior Survey  
Graduating Seniors

	All Baccalaureate Institutions		
	Total	Men	Women
<b>Probable career (disaggregated)</b>			
Musician (performer, composer)	0.7%	1.2%	0.4%
Nurse	3.4%	0.6%	5.1%
Optometrist	0.3%	0.3%	0.3%
Pharmacist	0.5%	0.4%	0.5%
Physician	5.2%	5.8%	4.9%
Policymaker/government	2.0%	2.2%	1.9%
School counselor	0.8%	0.3%	1.2%
School principal or superintendent	0.2%	0.1%	0.2%
Scientific researcher	2.6%	3.0%	2.4%
Social, welfare or recreation worker	2.5%	0.8%	3.6%
Therapist (physical, occupational, speech)	2.1%	1.0%	2.8%
Teacher or administrator (elementary)	5.1%	1.1%	7.5%
Teacher or administrator (secondary)	5.1%	4.5%	5.4%
Veterinarian	0.5%	0.2%	0.7%
Writer or journalist	2.7%	1.9%	3.2%
Skilled trades	0.3%	0.5%	0.1%
Other	11.4%	8.2%	13.4%
Undecided	8.9%	8.6%	9.1%

**Appendix C**  
**2009 Longitudinal Aggregates – Graduating Seniors**



The Freshmen Survey / 2008-09 College Senior Survey  
All Baccalaureate Institutions

	TFS			CSS			Change		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
<b>All Respondents</b>	14,134	5,504	8,630	14,134	5,504	8,630	-	-	-
<b>What was your average grade?</b>									
A or A+	39.5%	36.7%	41.3%	17.0%	13.9%	19.0%	-22.5%	-22.8%	-22.3%
A-	28.5%	28.2%	28.7%	26.5%	24.3%	28.0%	-2.0%	-3.9%	-0.7%
B+	17.6%	17.7%	17.5%	25.5%	25.2%	25.6%	7.9%	7.5%	8.1%
B	11.0%	12.4%	10.1%	18.2%	20.1%	17.0%	7.2%	7.7%	6.9%
B-	2.3%	3.2%	1.7%	7.9%	9.6%	6.8%	5.6%	6.4%	5.1%
C+	0.8%	1.2%	0.6%	3.8%	4.9%	3.0%	3.0%	3.7%	2.4%
C	0.3%	0.5%	0.2%	1.1%	1.9%	0.6%	0.8%	1.4%	0.4%
D	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Total (n)	13,616	5,288	8,328	13,616	5,288	8,328	-	-	-
<b>Your current religious preference:</b>									
Baptist	6.0%	5.8%	6.2%	5.4%	5.0%	5.7%	-0.6%	-0.8%	-0.5%
Buddhist	0.6%	0.8%	0.4%	0.9%	1.1%	0.8%	0.3%	0.3%	0.4%
Church of Christ	1.8%	2.1%	1.7%	1.3%	1.4%	1.2%	-0.5%	-0.7%	-0.5%
Eastern Orthodox	0.7%	0.7%	0.7%	0.7%	0.6%	0.8%	0.0%	-0.1%	0.1%
Episcopalian	2.2%	2.1%	2.3%	2.2%	2.0%	2.3%	0.0%	-0.1%	0.0%
Hindu	0.4%	0.5%	0.4%	0.4%	0.6%	0.3%	0.0%	0.1%	-0.1%
Jewish	2.7%	2.7%	2.7%	3.4%	3.2%	3.6%	0.7%	0.5%	0.9%
LDS (Mormon)	0.1%	0.2%	0.1%	0.1%	0.2%	0.1%	0.0%	0.0%	0.0%
Lutheran	4.5%	4.4%	4.6%	4.0%	3.7%	4.1%	-0.5%	-0.7%	-0.5%
Methodist	4.7%	4.5%	4.8%	3.9%	3.6%	4.1%	-0.8%	-0.9%	-0.7%
Muslim	0.4%	0.3%	0.5%	0.4%	0.4%	0.4%	0.0%	0.1%	-0.1%
Presbyterian	3.8%	3.6%	4.0%	3.1%	2.9%	3.2%	-0.7%	-0.7%	-0.8%
Quaker	0.3%	0.4%	0.2%	0.3%	0.4%	0.3%	0.0%	0.0%	0.1%
Roman Catholic	45.0%	45.0%	45.0%	39.9%	39.6%	40.1%	-5.1%	-5.4%	-4.9%
Seventh Day Adventist	0.2%	0.3%	0.2%	0.2%	0.2%	0.1%	0.0%	-0.1%	-0.1%
United Church of Christ/Congregational	1.2%	1.1%	1.2%	0.9%	0.7%	1.0%	-0.3%	-0.4%	-0.2%
Other Christian	9.8%	9.4%	10.0%	10.7%	10.4%	10.8%	0.9%	1.0%	0.8%
Other Religion	2.0%	2.1%	1.9%	2.1%	2.2%	2.1%	0.1%	0.1%	0.2%
None	13.5%	14.1%	13.1%	20.1%	21.9%	19.0%	6.6%	7.8%	5.9%
Total (n)	13,516	5,223	8,293	13,516	5,223	8,293	-	-	-
<b>How would you characterize your political views?</b>									
Far left	2.4%	2.8%	2.2%	3.3%	3.3%	3.3%	0.9%	0.5%	1.1%
Liberal	27.3%	22.8%	30.2%	35.2%	27.8%	40.0%	7.9%	5.0%	9.8%
Middle-of-the-road	40.0%	40.0%	40.1%	37.5%	40.6%	35.5%	-2.5%	0.6%	-4.6%
Conservative	28.4%	31.4%	26.5%	22.6%	26.2%	20.4%	-5.8%	-5.2%	-6.1%
Far right	1.8%	3.0%	1.0%	1.3%	2.2%	0.8%	-0.5%	-0.8%	-0.2%
Total (n)	13,464	5,235	8,229	13,464	5,235	8,229	-	-	-
<b>Undergraduate primary major (aggregated)</b>									
Agriculture	0.1%	0.2%	0.1%	0.2%	0.2%	0.3%	0.1%	0.0%	0.2%
Biological Science	9.5%	8.8%	10.0%	10.3%	9.2%	11.0%	0.8%	0.4%	1.0%
Business	17.4%	23.0%	13.9%	18.4%	23.3%	15.3%	1.0%	0.3%	1.4%
Education	6.5%	3.2%	8.6%	4.5%	1.9%	6.2%	-2.0%	-1.3%	-2.4%
Engineering	6.8%	13.0%	2.8%	5.4%	10.5%	2.2%	-1.4%	-2.5%	-0.6%
English	3.0%	1.7%	3.8%	5.0%	3.3%	6.1%	2.0%	1.6%	2.3%
Health Professional	11.0%	7.3%	13.3%	3.7%	1.8%	5.0%	-7.3%	-5.5%	-8.3%
History or Political Science	8.1%	9.4%	7.3%	9.5%	11.5%	8.2%	1.4%	2.1%	0.9%
Humanities	4.2%	3.7%	4.5%	8.1%	7.8%	8.3%	3.9%	4.1%	3.8%
Fine Arts	4.3%	3.6%	4.7%	4.7%	3.6%	5.3%	0.4%	0.0%	0.6%
Mathematics or Statistics	1.4%	1.6%	1.2%	1.8%	2.2%	1.6%	0.4%	0.6%	0.4%
Physical Science	3.1%	4.2%	2.3%	2.9%	4.3%	2.0%	-0.2%	0.1%	-0.3%
Social Science	7.9%	5.4%	9.5%	17.3%	13.4%	19.7%	9.4%	8.0%	10.2%
Other Technical	1.6%	2.6%	1.0%	1.4%	2.5%	0.8%	-0.2%	-0.1%	-0.2%
Other Non-technical	5.9%	4.3%	6.8%	6.7%	4.6%	8.0%	0.8%	0.3%	1.2%
Undecided	9.3%	8.1%	10.0%	0.0%	0.0%	0.0%	-9.3%	-8.1%	-10.0%
Total (n)	13,394	5,173	8,221	13,394	5,173	8,221	-	-	-



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	TFS			CSS			Change		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
<b>Highest degree planned to complete at any institution:</b>									
None	0.3%	0.3%	0.3%	1.2%	1.3%	1.1%	0.9%	1.0%	0.8%
Vocational certificate	0.0%	0.0%	0.0%	0.1%	0.1%	0.2%	0.1%	0.1%	0.2%
Associate (A.A. or equivalent)	0.2%	0.1%	0.2%	0.1%	0.1%	0.1%	-0.1%	0.0%	-0.1%
Bachelor's (B.A., B.S., etc.)	16.0%	15.6%	16.2%	11.7%	13.6%	10.6%	-4.3%	-2.0%	-5.6%
Master's (M.A., M.S., etc.)	41.7%	40.2%	42.6%	45.4%	41.5%	47.8%	3.7%	1.3%	5.2%
Ph.D. or Ed.D.	17.8%	17.9%	17.8%	19.0%	18.4%	19.3%	1.2%	0.5%	1.5%
M.D., D.O., D.D.S., D.V.M.	13.9%	13.7%	14.0%	9.2%	10.1%	8.6%	-4.7%	-3.6%	-5.4%
LL.B or J.D. (Law)	8.8%	10.6%	7.7%	9.5%	11.4%	8.3%	0.7%	0.8%	0.6%
B.D. or M.DIV. (Divinity)	0.3%	0.4%	0.2%	0.6%	1.0%	0.4%	0.3%	0.6%	0.2%
Other	1.0%	1.1%	1.0%	3.2%	2.4%	3.7%	2.2%	1.3%	2.7%
<b>Total (n)</b>	<b>10,489</b>	<b>4,035</b>	<b>6,454</b>	<b>10,489</b>	<b>4,035</b>	<b>6,454</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Probable career (aggregated)</b>									
Artist	7.5%	5.2%	9.0%	7.1%	6.1%	7.7%	-0.4%	0.9%	-1.3%
Business	15.2%	20.4%	11.9%	19.1%	24.8%	15.5%	3.9%	4.4%	3.6%
Business (clerical)	0.3%	0.3%	0.4%	0.8%	1.2%	0.6%	0.5%	0.9%	0.2%
Clergy	0.8%	1.2%	0.5%	0.9%	1.3%	0.6%	0.1%	0.1%	0.1%
College teacher	0.8%	1.1%	0.6%	2.4%	2.8%	2.1%	1.6%	1.7%	1.5%
Doctor (MD or DDS)	10.8%	10.6%	10.9%	7.0%	8.2%	6.3%	-3.8%	-2.4%	-4.6%
Education (secondary)	4.3%	3.5%	4.9%	5.7%	4.7%	6.4%	1.4%	1.2%	1.5%
Education (elementary)	3.7%	0.7%	5.6%	4.4%	0.7%	6.7%	0.7%	0.0%	1.1%
Engineer	5.8%	11.0%	2.5%	4.3%	8.3%	1.7%	-1.5%	-2.7%	-0.8%
Farmer or forester	0.4%	0.4%	0.3%	0.6%	0.6%	0.6%	0.2%	0.2%	0.3%
Health professional	5.4%	3.1%	6.9%	4.7%	2.7%	6.1%	-0.7%	-0.4%	-0.8%
Homemaker (full-time)	0.1%	0.0%	0.1%	0.4%	0.3%	0.4%	0.3%	0.3%	0.3%
Lawyer	5.9%	6.5%	5.4%	5.6%	6.7%	5.0%	-0.3%	0.2%	-0.4%
Military (career)	0.4%	0.7%	0.1%	1.0%	2.1%	0.3%	0.6%	1.4%	0.2%
Nurse	2.2%	0.3%	3.4%	2.7%	0.4%	4.1%	0.5%	0.1%	0.7%
Research scientist	2.8%	3.1%	2.7%	2.9%	3.2%	2.7%	0.1%	0.1%	0.0%
Social, welfare, recreation worker	0.7%	0.3%	1.0%	2.3%	0.6%	3.3%	1.6%	0.3%	2.3%
Skilled worker	0.2%	0.3%	0.1%	0.2%	0.3%	0.1%	0.0%	0.0%	0.0%
Other	14.7%	14.4%	15.0%	18.8%	16.4%	20.2%	4.1%	2.0%	5.2%
Undecided	18.1%	17.0%	18.7%	9.2%	8.6%	9.6%	-8.9%	-8.4%	-9.1%
<b>Total (n)</b>	<b>12,968</b>	<b>5,018</b>	<b>7,950</b>	<b>12,968</b>	<b>5,018</b>	<b>7,950</b>	<b>-</b>	<b>-</b>	<b>-</b>
<b>Do you give the Higher Education Research Institute (HERI) permission to include your ID number should your college request the data for additional research analyses?</b>									
Yes	71.1%	71.2%	71.1%	59.5%	59.7%	59.4%	-11.6%	-11.5%	-11.7%
No	28.9%	28.8%	28.9%	40.5%	40.3%	40.6%	11.6%	11.5%	11.7%
<b>Total (n)</b>	<b>12,517</b>	<b>4,826</b>	<b>7,691</b>	<b>12,517</b>	<b>4,826</b>	<b>7,691</b>	<b>-</b>	<b>-</b>	<b>-</b>



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	TFS			CSS			Change		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
<b>Indicate how often you:</b>									
<b>Have been bored in class</b>									
Frequently	34.2%	35.7%	33.2%	25.5%	29.5%	23.0%	-8.7%	-6.2%	-10.2%
Occasionally	62.5%	60.7%	63.6%	71.3%	67.2%	73.9%	8.8%	6.5%	10.3%
Not at all	3.4%	3.6%	3.2%	3.2%	3.4%	3.2%	-	-	-
Total (n)	13,988	5,432	8,556	13,988	5,432	8,556	-	-	-
<b>Came late to class</b>									
Frequently	6.5%	7.1%	6.1%	7.7%	10.3%	6.1%	1.2%	3.2%	0.0%
Occasionally	49.2%	49.8%	48.8%	58.5%	61.4%	56.7%	9.3%	11.6%	7.9%
Not at all	44.3%	43.2%	45.0%	33.8%	28.3%	37.2%	-	-	-
Total (n)	13,918	5,411	8,507	13,918	5,411	8,507	-	-	-
<b>Studied with other students</b>									
Frequently	33.0%	28.5%	35.8%	47.2%	46.0%	48.0%	14.2%	17.5%	12.2%
Occasionally	57.5%	59.4%	56.3%	48.8%	49.6%	48.4%	-8.7%	-9.8%	-7.9%
Not at all	9.6%	12.1%	8.0%	3.9%	4.4%	3.6%	-	-	-
Total (n)	13,978	5,434	8,544	13,978	5,434	8,544	-	-	-
<b>Performed community service as part of a class</b>									
Frequently	17.8%	15.6%	19.1%	10.3%	7.4%	12.1%	-7.5%	-8.2%	-7.0%
Occasionally	41.5%	41.8%	41.2%	42.2%	40.7%	43.1%	0.7%	-1.1%	1.9%
Not at all	40.8%	42.6%	39.6%	47.5%	51.9%	44.8%	-	-	-
Total (n)	13,960	5,412	8,548	13,960	5,412	8,548	-	-	-
<b>Voted in a student election</b>									
Frequently	26.0%	22.8%	28.0%	28.4%	25.4%	30.3%	2.4%	2.6%	2.3%
Occasionally	56.7%	58.6%	55.6%	47.8%	47.5%	48.0%	-8.9%	-11.1%	-7.6%
Not at all	17.3%	18.6%	16.4%	23.8%	27.1%	21.7%	-	-	-
Total (n)	13,852	5,387	8,465	13,852	5,387	8,465	-	-	-
<b>Used the Internet for research or homework</b>									
Frequently	84.1%	79.8%	86.8%	92.3%	89.1%	94.4%	8.2%	9.3%	7.6%
Occasionally	15.5%	19.5%	12.9%	7.4%	10.5%	5.4%	-8.1%	-9.0%	-7.5%
Not at all	0.4%	0.7%	0.3%	0.3%	0.4%	0.2%	-	-	-
Total (n)	14,001	5,443	8,558	14,001	5,443	8,558	-	-	-
<b>Tutored another student</b>									
Frequently	14.6%	12.8%	15.8%	11.6%	11.8%	11.5%	-3.0%	-1.0%	-4.3%
Occasionally	48.6%	47.7%	49.1%	37.8%	40.8%	36.0%	-10.8%	-6.9%	-13.1%
Not at all	36.8%	39.4%	35.1%	50.6%	47.4%	52.6%	-	-	-
Total (n)	13,954	5,425	8,529	13,954	5,425	8,529	-	-	-
<b>Asked a professor for advice after class</b>									
Frequently	28.6%	24.7%	31.1%	31.5%	29.8%	32.6%	2.9%	5.1%	1.5%
Occasionally	60.3%	63.1%	58.6%	62.0%	63.1%	61.2%	1.7%	0.0%	2.6%
Not at all	11.0%	12.2%	10.3%	6.5%	7.1%	6.2%	-	-	-
Total (n)	13,981	5,431	8,550	13,981	5,431	8,550	-	-	-
<b>Smoked cigarettes</b>									
Frequently	2.5%	2.2%	2.7%	5.2%	6.6%	4.3%	2.7%	4.4%	1.6%
Occasionally	10.1%	10.7%	9.8%	16.7%	20.1%	14.5%	6.6%	9.4%	4.7%
Not at all	87.3%	87.1%	87.5%	78.1%	73.3%	81.1%	-	-	-
Total (n)	13,866	5,363	8,503	13,866	5,363	8,503	-	-	-
<b>Socialized with someone of another racial/ethnic group</b>									
Frequently	69.3%	67.3%	70.5%	49.9%	49.2%	50.3%	-19.4%	-18.1%	-20.2%
Occasionally	28.5%	30.0%	27.6%	45.5%	45.5%	45.5%	17.0%	15.5%	17.9%
Not at all	2.2%	2.7%	1.9%	4.6%	5.3%	4.2%	-	-	-
Total (n)	13,629	5,241	8,388	13,629	5,241	8,388	-	-	-
<b>Felt depressed</b>									
Frequently	5.0%	3.6%	6.0%	6.5%	5.5%	7.0%	1.5%	1.9%	1.0%
Occasionally	47.1%	41.6%	50.5%	46.8%	41.6%	50.1%	-0.3%	0.0%	-0.4%
Not at all	47.9%	54.7%	43.5%	46.7%	52.8%	42.9%	-	-	-
Total (n)	13,829	5,347	8,482	13,829	5,347	8,482	-	-	-



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	TFS			CSS			Change		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
<b>Indicate how often have you:</b>									
<b>Felt overwhelmed by all I had to do</b>									
Frequently	27.5%	15.7%	34.9%	34.1%	22.1%	41.6%	6.6%	6.4%	6.7%
Occasionally	63.6%	67.8%	61.0%	58.3%	63.7%	54.9%	-5.3%	-4.1%	-6.1%
Not at all	8.9%	16.5%	4.1%	7.6%	14.2%	3.5%	-	-	-
Total (n)	13,866	5,356	8,510	13,866	5,356	8,510	-	-	-
<b>Attended a religious service</b>									
Frequently	51.1%	49.4%	52.2%	26.4%	24.9%	27.4%	-24.7%	-24.5%	-24.8%
Occasionally	34.4%	35.4%	33.8%	38.2%	37.3%	38.8%	3.8%	1.9%	5.0%
Not at all	14.5%	15.2%	14.0%	35.4%	37.9%	33.9%	-	-	-
Total (n)	13,865	5,355	8,510	13,865	5,355	8,510	-	-	-
<b>Drank beer</b>									
Frequently	8.3%	10.5%	6.9%	38.4%	50.2%	30.9%	30.1%	39.7%	24.0%
Occasionally	36.0%	39.5%	33.8%	41.0%	36.4%	44.0%	5.0%	-3.1%	10.2%
Not at all	55.7%	50.0%	59.2%	20.6%	13.4%	25.1%	-	-	-
Total (n)	13,827	5,345	8,482	13,827	5,345	8,482	-	-	-
<b>Drank wine or liquor</b>									
Frequently	7.4%	7.5%	7.4%	35.9%	38.5%	34.2%	28.5%	31.0%	26.8%
Occasionally	43.0%	43.2%	42.8%	51.7%	47.2%	54.5%	8.7%	4.0%	11.7%
Not at all	49.6%	49.3%	49.8%	12.5%	14.2%	11.3%	-	-	-
Total (n)	13,805	5,338	8,467	13,805	5,338	8,467	-	-	-
<b>Indicate how often you:</b>									
<b>Discussed religion</b>									
Frequently	41.4%	40.3%	42.0%	22.6%	22.1%	22.9%	-18.8%	-18.2%	-19.1%
Occasionally	49.0%	48.8%	49.1%	60.8%	59.4%	61.7%	11.8%	10.6%	12.6%
Not at all	9.6%	10.9%	8.9%	16.6%	18.5%	15.4%	-	-	-
Total (n)	12,921	4,894	8,027	12,921	4,894	8,027	-	-	-
<b>Worked on a local, state, or national political campaign</b>									
Frequently	2.9%	3.1%	2.8%	2.6%	2.9%	2.4%	-0.3%	-0.2%	-0.4%
Occasionally	10.0%	10.3%	9.9%	10.2%	11.1%	9.6%	0.2%	0.8%	-0.3%
Not at all	87.0%	86.6%	87.3%	87.2%	85.9%	88.0%	-	-	-
Total (n)	13,441	5,179	8,262	13,441	5,179	8,262	-	-	-





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	TFS			CSS			Change		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
<b>During the past year, how much time did you spend during a typical week doing the following activities?</b>									
<b>Studying/homework</b>									
Over 20 hours	5.4%	3.9%	6.3%	11.9%	10.2%	13.0%	6.5%	6.3%	6.7%
16 to 20 hours	8.0%	6.1%	9.2%	13.4%	11.0%	14.9%	5.4%	4.9%	5.7%
11 to 15 hours	14.2%	12.5%	15.3%	19.7%	17.3%	21.2%	5.5%	4.8%	5.9%
6 to 10 hours	24.8%	23.0%	25.9%	28.6%	28.0%	29.0%	3.8%	5.0%	3.1%
3 to 5 hours	25.7%	26.9%	24.9%	20.2%	23.7%	17.9%	-5.5%	-3.2%	-7.0%
1 to 2 hours	14.7%	17.3%	13.1%	5.1%	7.8%	3.4%	-9.6%	-9.5%	-9.7%
Less than one hour	6.3%	8.7%	4.8%	0.9%	1.5%	0.5%	-5.4%	-7.2%	-4.3%
None	0.9%	1.7%	0.5%	0.2%	0.5%	0.1%	-0.7%	-1.2%	-0.4%
Total (n)	13,739	5,315	8,424	13,739	5,315	8,424	-	-	-
<b>Socializing with friends</b>									
Over 20 hours	13.0%	14.9%	11.8%	15.9%	20.4%	13.1%	2.9%	5.5%	1.3%
16 to 20 hours	12.3%	12.5%	12.3%	12.2%	13.4%	11.4%	-0.1%	0.9%	-0.9%
11 to 15 hours	20.5%	20.5%	20.4%	20.6%	20.3%	20.7%	0.1%	-0.2%	0.3%
6 to 10 hours	29.4%	28.5%	30.0%	28.2%	25.1%	30.2%	-1.2%	-3.4%	0.2%
3 to 5 hours	18.5%	17.7%	19.1%	17.1%	14.9%	18.5%	-1.4%	-2.8%	-0.6%
1 to 2 hours	5.1%	4.7%	5.4%	4.4%	4.2%	4.6%	-0.7%	-0.5%	-0.8%
Less than one hour	0.9%	1.0%	0.9%	1.3%	1.3%	1.3%	0.4%	0.3%	0.4%
None	0.2%	0.2%	0.1%	0.3%	0.4%	0.2%	0.1%	0.2%	0.1%
Total (n)	13,663	5,295	8,368	13,663	5,295	8,368	-	-	-
<b>Talking with faculty outside of class or office hours</b>									
Over 20 hours	0.3%	0.3%	0.3%	0.1%	0.2%	0.1%	-0.2%	-0.1%	-0.2%
16 to 20 hours	0.3%	0.3%	0.3%	0.1%	0.2%	0.1%	-0.2%	-0.1%	-0.2%
11 to 15 hours	0.7%	0.7%	0.7%	0.4%	0.4%	0.3%	-0.3%	-0.3%	-0.4%
6 to 10 hours	2.8%	2.3%	3.1%	1.5%	2.1%	1.2%	-1.3%	-0.2%	-1.9%
3 to 5 hours	12.9%	11.0%	14.1%	6.3%	7.0%	5.8%	-6.6%	-4.0%	-8.3%
1 to 2 hours	35.7%	33.3%	37.2%	24.6%	24.6%	24.5%	-11.1%	-8.7%	-12.7%
Less than one hour	41.3%	43.8%	39.7%	48.7%	47.9%	49.2%	7.4%	4.1%	9.5%
None	6.1%	8.4%	4.6%	18.3%	17.6%	18.7%	12.2%	9.2%	14.1%
Total (n)	13,690	5,293	8,397	13,690	5,293	8,397	-	-	-
<b>Exercise/sports</b>									
Over 20 hours	10.2%	14.5%	7.4%	4.4%	6.4%	3.2%	-5.8%	-8.1%	-4.2%
16 to 20 hours	9.8%	11.6%	8.6%	3.7%	4.8%	3.0%	-6.1%	-6.8%	-5.6%
11 to 15 hours	17.9%	19.0%	17.2%	6.5%	8.2%	5.5%	-11.4%	-10.8%	-11.7%
6 to 10 hours	20.3%	20.1%	20.4%	19.5%	21.8%	18.2%	-0.8%	1.7%	-2.2%
3 to 5 hours	18.1%	16.8%	18.9%	30.6%	29.4%	31.3%	12.5%	12.6%	12.4%
1 to 2 hours	13.0%	10.2%	14.8%	18.9%	16.4%	20.5%	5.9%	6.2%	5.7%
Less than one hour	7.6%	5.2%	9.2%	10.2%	8.3%	11.4%	2.6%	3.1%	2.2%
None	3.2%	2.6%	3.6%	6.1%	4.8%	7.0%	2.9%	2.2%	3.4%
Total (n)	13,711	5,300	8,411	13,711	5,300	8,411	-	-	-
<b>Partying</b>									
Over 20 hours	1.1%	1.7%	0.7%	2.7%	4.6%	1.5%	1.6%	2.9%	0.8%
16 to 20 hours	1.4%	1.8%	1.2%	2.7%	3.8%	2.1%	1.3%	2.0%	0.9%
11 to 15 hours	3.5%	3.9%	3.2%	7.3%	9.5%	5.9%	3.8%	5.6%	2.7%
6 to 10 hours	10.4%	11.2%	9.8%	19.9%	21.0%	19.2%	9.5%	9.8%	9.4%
3 to 5 hours	19.9%	21.0%	19.3%	26.9%	25.2%	28.0%	7.0%	4.2%	8.7%
1 to 2 hours	17.8%	18.6%	17.4%	15.8%	14.5%	16.7%	-2.0%	-4.1%	-0.7%
Less than one hour	16.8%	17.0%	16.7%	9.7%	8.8%	10.3%	-7.1%	-8.2%	-6.4%
None	29.0%	24.7%	31.7%	15.0%	12.6%	16.4%	-14.0%	-12.1%	-15.3%
Total (n)	13,656	5,289	8,367	13,656	5,289	8,367	-	-	-



The Freshmen Survey / 2008-09 College Senior Survey  
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	TFS			CSS			Change		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
<b>During the past year, how much time did you spend during a typical week doing the following activities?</b>									
<b>Student clubs/groups</b>									
Over 20 hours	1.9%	1.8%	1.9%	1.9%	2.3%	1.6%	0.0%	0.5%	-0.3%
16 to 20 hours	1.7%	1.4%	2.0%	1.6%	1.9%	1.4%	-0.1%	0.5%	-0.6%
11 to 15 hours	3.8%	3.2%	4.2%	3.7%	3.6%	3.8%	-0.1%	0.4%	-0.4%
6 to 10 hours	9.7%	7.7%	11.0%	10.1%	9.7%	10.3%	0.4%	2.0%	-0.7%
3 to 5 hours	22.3%	18.9%	24.3%	21.2%	19.8%	22.1%	-1.1%	0.9%	-2.2%
1 to 2 hours	30.2%	28.2%	31.5%	23.2%	21.7%	24.2%	-7.0%	-6.5%	-7.3%
Less than one hour	14.0%	16.2%	12.6%	11.4%	12.0%	11.0%	-2.6%	-4.2%	-1.6%
None	16.4%	22.6%	12.5%	26.9%	29.1%	25.5%	10.5%	6.5%	13.0%
Total (n)	13,640	5,284	8,356	13,640	5,284	8,356	-	-	-
<b>Watching TV</b>									
Over 20 hours	1.9%	2.7%	1.4%	2.0%	3.1%	1.3%	0.1%	0.4%	-0.1%
16 to 20 hours	2.1%	2.8%	1.6%	1.9%	2.7%	1.4%	-0.2%	-0.1%	-0.2%
11 to 15 hours	5.5%	7.0%	4.5%	4.7%	6.2%	3.8%	-0.8%	-0.8%	-0.7%
6 to 10 hours	16.2%	18.3%	14.9%	16.1%	18.1%	14.8%	-0.1%	-0.2%	-0.1%
3 to 5 hours	29.7%	29.0%	30.2%	29.9%	28.6%	30.6%	0.2%	-0.4%	0.4%
1 to 2 hours	24.8%	22.5%	26.3%	24.5%	22.1%	26.0%	-0.3%	-0.4%	-0.3%
Less than one hour	14.0%	12.5%	14.9%	12.6%	11.3%	13.4%	-1.4%	-1.2%	-1.5%
None	5.9%	5.2%	6.3%	8.4%	7.8%	8.7%	2.5%	2.6%	2.4%
Total (n)	13,689	5,291	8,398	13,689	5,291	8,398	-	-	-
<b>Housework/childcare</b>									
Over 20 hours	0.7%	0.3%	0.8%	0.6%	0.4%	0.7%	-0.1%	0.1%	-0.1%
16 to 20 hours	0.6%	0.4%	0.7%	0.3%	0.2%	0.3%	-0.3%	-0.2%	-0.4%
11 to 15 hours	1.4%	1.0%	1.6%	0.6%	0.5%	0.7%	-0.8%	-0.5%	-0.9%
6 to 10 hours	4.7%	3.7%	5.4%	2.6%	2.1%	2.8%	-2.1%	-1.6%	-2.6%
3 to 5 hours	17.7%	14.7%	19.7%	10.4%	7.8%	12.0%	-7.3%	-6.9%	-7.7%
1 to 2 hours	33.4%	31.4%	34.7%	23.1%	17.7%	26.5%	-10.3%	-13.7%	-8.2%
Less than one hour	24.0%	24.2%	23.9%	20.3%	17.8%	21.9%	-3.7%	-6.4%	-2.0%
None	17.5%	24.4%	13.2%	42.2%	53.4%	35.2%	24.7%	29.0%	22.0%
Total (n)	13,671	5,287	8,384	13,671	5,287	8,384	-	-	-
<b>Reading for pleasure</b>									
Over 20 hours	0.7%	0.6%	0.7%	0.4%	0.4%	0.3%	-0.3%	-0.2%	-0.4%
16 to 20 hours	0.8%	0.7%	0.9%	0.3%	0.4%	0.2%	-0.5%	-0.3%	-0.7%
11 to 15 hours	2.0%	1.8%	2.2%	0.7%	0.9%	0.6%	-1.3%	-0.9%	-1.6%
6 to 10 hours	6.6%	5.9%	7.0%	3.4%	3.6%	3.3%	-3.2%	-2.3%	-3.7%
3 to 5 hours	17.2%	14.2%	19.0%	11.4%	12.4%	10.9%	-5.8%	-1.8%	-8.1%
1 to 2 hours	27.3%	24.5%	29.0%	24.1%	24.2%	24.1%	-3.2%	-0.3%	-4.9%
Less than one hour	26.9%	27.9%	26.2%	27.8%	26.0%	29.0%	0.9%	-1.9%	2.8%
None	18.6%	24.4%	14.9%	31.8%	32.2%	31.5%	13.2%	7.8%	16.6%
Total (n)	13,669	5,280	8,389	13,669	5,280	8,389	-	-	-
<b>Prayer/mediation</b>									
Over 20 hours	0.4%	0.4%	0.5%	0.4%	0.4%	0.3%	0.0%	0.0%	-0.2%
16 to 20 hours	0.2%	0.2%	0.3%	0.2%	0.3%	0.1%	0.0%	0.1%	-0.2%
11 to 15 hours	0.5%	0.5%	0.5%	0.5%	0.6%	0.4%	0.0%	0.1%	-0.1%
6 to 10 hours	2.1%	2.0%	2.2%	1.9%	1.9%	1.9%	-0.2%	-0.1%	-0.3%
3 to 5 hours	7.3%	6.8%	7.6%	7.1%	7.5%	6.9%	-0.2%	0.7%	-0.7%
1 to 2 hours	24.1%	23.4%	24.4%	19.6%	18.9%	20.0%	-4.5%	-4.5%	-4.4%
Less than one hour	35.8%	36.7%	35.3%	28.1%	26.7%	29.0%	-7.7%	-10.0%	-6.3%
None	29.5%	30.0%	29.2%	42.2%	43.5%	41.4%	12.7%	13.5%	12.2%
Total (n)	13,662	5,278	8,384	13,662	5,278	8,384	-	-	-



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	TFS			CSS			Change		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
<b>During the past year, how much time did you spend during a typical week doing the following activities?</b>									
<b>Playing video/computer games</b>									
Over 20 hours	1.0%	2.4%	0.2%	0.8%	1.8%	0.1%	-0.2%	-0.6%	-0.1%
16 to 20 hours	0.7%	1.5%	0.1%	0.7%	1.6%	0.2%	0.0%	0.1%	0.1%
11 to 15 hours	1.8%	3.8%	0.5%	1.3%	2.9%	0.3%	-0.5%	-0.9%	-0.2%
6 to 10 hours	4.6%	9.8%	1.3%	3.4%	7.6%	0.8%	-1.2%	-2.2%	-0.5%
3 to 5 hours	9.9%	18.9%	4.2%	8.4%	16.9%	3.0%	-1.5%	-2.0%	-1.2%
1 to 2 hours	14.3%	22.6%	9.2%	11.3%	18.9%	6.6%	-3.0%	-3.7%	-2.6%
Less than one hour	21.3%	21.6%	21.1%	15.0%	18.5%	12.8%	-6.3%	-3.1%	-8.3%
None	46.4%	19.5%	63.4%	59.1%	31.8%	76.3%	12.7%	12.3%	12.9%
Total (n)	13,689	5,292	8,397	13,689	5,292	8,397	-	-	-
<b>Volunteer work</b>									
Over 20 hours	1.5%	1.2%	1.7%	0.4%	0.6%	0.4%	-1.1%	-0.6%	-1.3%
16 to 20 hours	0.9%	0.8%	0.9%	0.4%	0.5%	0.3%	-0.5%	-0.3%	-0.6%
11 to 15 hours	2.0%	1.6%	2.3%	0.8%	0.6%	0.9%	-1.2%	-1.0%	-1.4%
6 to 10 hours	5.9%	4.8%	6.6%	3.2%	2.9%	3.5%	-2.7%	-1.9%	-3.1%
3 to 5 hours	17.1%	13.1%	19.7%	11.0%	8.5%	12.6%	-6.1%	-4.6%	-7.1%
1 to 2 hours	30.8%	29.3%	31.7%	20.4%	17.9%	22.0%	-10.4%	-11.4%	-9.7%
Less than one hour	23.1%	25.7%	21.5%	19.9%	21.3%	19.1%	-3.2%	-4.4%	-2.4%
None	18.7%	23.6%	15.6%	43.8%	47.8%	41.3%	25.1%	24.2%	25.7%
Total (n)	13,635	5,275	8,360	13,635	5,275	8,360	-	-	-
<b>Rate yourself on each of the following traits as compared with the average person your age:</b>									
<b>Academic ability</b>									
Highest 10%	28.5%	36.1%	23.7%	28.4%	36.7%	23.1%	-0.1%	0.6%	-0.6%
Above average	52.7%	48.1%	55.6%	51.2%	46.8%	54.1%	-1.5%	-1.3%	-1.5%
Average	18.4%	15.3%	20.3%	19.3%	15.4%	21.9%	0.9%	0.1%	1.6%
Below average	0.4%	0.4%	0.4%	0.9%	1.0%	0.8%	0.5%	0.6%	0.4%
Lowest 10%	0.1%	0.1%	0.0%	0.1%	0.2%	0.1%	0.0%	0.1%	0.1%
Total (n)	13,841	5,359	8,482	13,841	5,359	8,482	-	-	-
<b>Artistic ability</b>									
Highest 10%	5.4%	5.6%	5.3%	7.9%	9.5%	6.9%	2.5%	3.9%	1.6%
Above average	22.1%	20.0%	23.5%	23.9%	22.4%	24.9%	1.8%	2.4%	1.4%
Average	33.7%	29.9%	36.1%	34.9%	31.8%	36.8%	1.2%	1.9%	0.7%
Below average	29.2%	32.1%	27.4%	27.4%	28.6%	26.7%	-1.8%	-3.5%	-0.7%
Lowest 10%	9.6%	12.4%	7.8%	5.8%	7.7%	4.7%	-3.8%	-4.7%	-3.1%
Total (n)	13,840	5,355	8,485	13,840	5,355	8,485	-	-	-
<b>Computer skills</b>									
Highest 10%	5.1%	9.7%	2.2%	9.1%	17.0%	4.2%	4.0%	7.3%	2.0%
Above average	29.2%	38.3%	23.4%	36.6%	43.3%	32.3%	7.4%	5.0%	8.9%
Average	53.6%	44.0%	59.7%	48.2%	35.6%	56.1%	-5.4%	-8.4%	-3.6%
Below average	10.7%	7.0%	13.1%	5.7%	3.8%	7.0%	-5.0%	-3.2%	-6.1%
Lowest 10%	1.3%	1.0%	1.5%	0.4%	0.4%	0.4%	-0.9%	-0.6%	-1.1%
Total (n)	13,838	5,355	8,483	13,838	5,355	8,483	-	-	-
<b>Cooperativeness</b>									
Highest 10%	24.0%	23.6%	24.2%	25.0%	28.5%	22.7%	1.0%	4.9%	-1.5%
Above average	53.3%	53.1%	53.4%	54.4%	51.1%	56.5%	1.1%	-2.0%	3.1%
Average	21.5%	21.4%	21.5%	19.2%	18.3%	19.7%	-2.3%	-3.1%	-1.8%
Below average	1.2%	1.8%	0.8%	1.3%	1.9%	0.9%	0.1%	0.1%	0.1%
Lowest 10%	0.1%	0.1%	0.0%	0.1%	0.1%	0.1%	0.0%	0.0%	0.1%
Total (n)	13,827	5,353	8,474	13,827	5,353	8,474	-	-	-



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	TFS			CSS			Change		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
<b>Rate yourself on each of the following traits as compared with the average person your age:</b>									
<b>Creativity</b>									
Highest 10%	14.1%	14.7%	13.8%	16.7%	20.3%	14.5%	2.6%	5.6%	0.7%
Above average	42.4%	42.3%	42.4%	43.6%	43.6%	43.6%	1.2%	1.3%	1.2%
Average	34.9%	34.0%	35.5%	33.7%	30.4%	35.8%	-1.2%	-3.6%	0.3%
Below average	8.0%	8.3%	7.8%	5.6%	5.5%	5.7%	-2.4%	-2.8%	-2.1%
Lowest 10%	0.6%	0.7%	0.6%	0.4%	0.3%	0.4%	-0.2%	-0.4%	-0.2%
Total (n)	13,829	5,349	8,480	13,829	5,349	8,480	-	-	-
<b>Drive to achieve</b>									
Highest 10%	37.2%	36.4%	37.8%	34.1%	35.7%	33.0%	-3.1%	-0.7%	-4.8%
Above average	44.1%	42.9%	44.9%	45.3%	42.2%	47.3%	1.2%	-0.7%	2.4%
Average	16.8%	18.0%	16.0%	18.3%	18.5%	18.2%	1.5%	0.5%	2.2%
Below average	1.7%	2.5%	1.2%	2.1%	3.2%	1.4%	0.4%	0.7%	0.2%
Lowest 10%	0.1%	0.2%	0.1%	0.2%	0.4%	0.1%	0.1%	0.2%	0.0%
Total (n)	13,841	5,354	8,487	13,841	5,354	8,487	-	-	-
<b>Emotional health</b>									
Highest 10%	20.0%	25.5%	16.5%	17.4%	25.4%	12.3%	-2.6%	-0.1%	-4.2%
Above average	37.7%	40.2%	36.2%	38.5%	39.0%	38.2%	0.8%	-1.2%	2.0%
Average	36.3%	29.5%	40.5%	36.3%	28.8%	41.1%	0.0%	-0.7%	0.6%
Below average	5.6%	4.3%	6.3%	7.2%	6.2%	7.9%	1.6%	1.9%	1.6%
Lowest 10%	0.5%	0.5%	0.5%	0.5%	0.6%	0.5%	0.0%	0.1%	0.0%
Total (n)	13,834	5,348	8,486	13,834	5,348	8,486	-	-	-
<b>Leadership ability</b>									
Highest 10%	23.0%	27.6%	20.0%	24.2%	32.6%	18.9%	1.2%	5.0%	-1.1%
Above average	43.4%	43.3%	43.4%	45.6%	43.2%	47.1%	2.2%	-0.1%	3.7%
Average	27.9%	23.9%	30.4%	26.7%	21.3%	30.1%	-1.2%	-2.6%	-0.3%
Below average	5.3%	4.8%	5.7%	3.3%	2.6%	3.7%	-2.0%	-2.2%	-2.0%
Lowest 10%	0.4%	0.3%	0.4%	0.2%	0.3%	0.2%	-0.2%	0.0%	-0.2%
Total (n)	13,840	5,353	8,487	13,840	5,353	8,487	-	-	-
<b>Mathematical ability</b>									
Highest 10%	16.2%	25.4%	10.4%	12.8%	21.1%	7.6%	-3.4%	-4.3%	-2.8%
Above average	36.0%	37.9%	34.8%	32.0%	36.9%	28.9%	-4.0%	-1.0%	-5.9%
Average	32.6%	26.4%	36.5%	37.2%	29.4%	42.2%	4.6%	3.0%	5.7%
Below average	13.3%	9.1%	15.9%	15.7%	11.0%	18.6%	2.4%	1.9%	2.7%
Lowest 10%	2.0%	1.2%	2.4%	2.3%	1.6%	2.8%	0.3%	0.4%	0.4%
Total (n)	13,833	5,350	8,483	13,833	5,350	8,483	-	-	-
<b>Physical health</b>									
Highest 10%	20.6%	29.9%	14.7%	16.6%	25.5%	11.0%	-4.0%	-4.4%	-3.7%
Above average	38.9%	41.0%	37.5%	37.6%	38.8%	36.9%	-1.3%	-2.2%	-0.6%
Average	34.8%	24.8%	41.1%	38.0%	29.0%	43.6%	3.2%	4.2%	2.5%
Below average	5.5%	4.2%	6.3%	7.3%	6.2%	8.0%	1.8%	2.0%	1.7%
Lowest 10%	0.3%	0.2%	0.4%	0.5%	0.5%	0.5%	0.2%	0.3%	0.1%
Total (n)	13,831	5,348	8,483	13,831	5,348	8,483	-	-	-
<b>Public speaking ability</b>									
Highest 10%	12.8%	16.3%	10.6%	14.9%	21.0%	11.0%	2.1%	4.7%	0.4%
Above average	28.9%	30.3%	28.0%	36.1%	38.1%	34.8%	7.2%	7.8%	6.8%
Average	36.3%	33.4%	38.1%	36.4%	31.0%	39.7%	0.1%	-2.4%	1.6%
Below average	18.5%	16.9%	19.6%	11.2%	8.7%	12.8%	-7.3%	-8.2%	-6.8%
Lowest 10%	3.5%	3.2%	3.7%	1.5%	1.2%	1.7%	-2.0%	-2.0%	-2.0%
Total (n)	13,840	5,353	8,487	13,840	5,353	8,487	-	-	-
<b>Self-confidence (intellectual)</b>									
Highest 10%	18.9%	27.1%	13.7%	21.3%	32.1%	14.5%	2.4%	5.0%	0.8%
Above average	45.1%	47.5%	43.7%	46.9%	46.8%	46.9%	1.8%	-0.7%	3.2%
Average	31.5%	22.9%	36.9%	27.4%	18.0%	33.4%	-4.1%	-4.9%	-3.5%
Below average	4.0%	2.2%	5.1%	4.2%	2.9%	5.0%	0.2%	0.7%	-0.1%
Lowest 10%	0.4%	0.3%	0.6%	0.2%	0.2%	0.3%	-0.2%	-0.1%	-0.3%
Total (n)	13,826	5,352	8,474	13,826	5,352	8,474	-	-	-



The Freshmen Survey / 2008-09 College Senior Survey  
All Baccalaureate Institutions

	TFS			CSS			Change		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
<b>Rate yourself on each of the following traits as compared with the average person your age:</b>									
<b>Self-confidence (social)</b>									
Highest 10%	13.7%	17.3%	11.4%	16.5%	22.5%	12.6%	2.8%	5.2%	1.2%
Above average	36.0%	37.4%	35.2%	38.7%	38.5%	38.7%	2.7%	1.1%	3.5%
Average	38.5%	33.7%	41.5%	34.4%	28.1%	38.4%	-4.1%	-5.6%	-3.1%
Below average	10.7%	10.3%	11.0%	9.6%	9.9%	9.4%	-1.1%	-0.4%	-1.6%
Lowest 10%	1.1%	1.2%	1.0%	0.9%	1.0%	0.8%	-0.2%	-0.2%	-0.2%
Total (n)	13,841	5,352	8,489	13,841	5,352	8,489	-	-	-
<b>Self-understanding</b>									
Highest 10%	16.0%	19.1%	14.1%	22.8%	28.6%	19.2%	6.8%	9.5%	5.1%
Above average	40.5%	42.4%	39.3%	46.0%	45.5%	46.4%	5.5%	3.1%	7.1%
Average	39.4%	34.6%	42.4%	28.8%	23.7%	32.0%	-10.6%	-10.9%	-10.4%
Below average	3.8%	3.4%	4.0%	2.1%	1.9%	2.2%	-1.7%	-1.5%	-1.8%
Lowest 10%	0.3%	0.5%	0.2%	0.3%	0.4%	0.2%	0.0%	-0.1%	0.0%
Total (n)	13,822	5,346	8,476	13,822	5,346	8,476	-	-	-
<b>Understanding of others</b>									
Highest 10%	19.0%	18.4%	19.4%	21.5%	24.1%	19.8%	2.5%	5.7%	0.4%
Above average	49.7%	47.9%	50.8%	51.2%	49.0%	52.6%	1.5%	1.1%	1.8%
Average	29.5%	30.8%	28.7%	25.7%	24.5%	26.5%	-3.8%	-6.3%	-2.2%
Below average	1.6%	2.5%	1.1%	1.4%	2.1%	1.0%	-0.2%	-0.4%	-0.1%
Lowest 10%	0.2%	0.3%	0.1%	0.2%	0.3%	0.1%	0.0%	0.0%	0.0%
Total (n)	13,837	5,353	8,484	13,837	5,353	8,484	-	-	-
<b>Writing ability</b>									
Highest 10%	13.5%	13.9%	13.2%	20.7%	23.8%	18.7%	7.2%	9.9%	5.5%
Above average	41.0%	39.5%	42.0%	44.9%	43.1%	46.0%	3.9%	3.6%	4.0%
Average	36.8%	35.8%	37.5%	29.4%	26.7%	31.0%	-7.4%	-9.1%	-6.5%
Below average	7.8%	9.6%	6.6%	4.6%	5.7%	3.9%	-3.2%	-3.9%	-2.7%
Lowest 10%	0.9%	1.2%	0.7%	0.5%	0.7%	0.3%	-0.4%	-0.5%	-0.4%
Total (n)	13,830	5,350	8,480	13,830	5,350	8,480	-	-	-
<b>Indicate the importance to you personally of each of the following:</b>									
<b>Becoming accomplished in one of the performing arts (acting, dancing, etc.)</b>									
Essential	5.8%	5.3%	6.1%	6.3%	6.6%	6.2%	0.5%	1.3%	0.1%
Very important	8.7%	7.7%	9.3%	10.2%	10.4%	10.0%	1.5%	2.7%	0.7%
Somewhat important	22.4%	19.0%	24.5%	22.7%	20.2%	24.2%	0.3%	1.2%	-0.3%
Not important	63.2%	68.0%	60.1%	60.8%	62.7%	59.6%	-2.4%	-5.3%	-0.5%
Total (n)	13,509	5,210	8,299	13,509	5,210	8,299	-	-	-
<b>Becoming an authority in my field</b>									
Essential	17.7%	19.1%	16.9%	18.1%	21.1%	16.2%	0.4%	2.0%	-0.7%
Very important	40.7%	41.4%	40.2%	43.1%	41.4%	44.1%	2.4%	0.0%	3.9%
Somewhat important	33.2%	31.3%	34.3%	30.6%	28.6%	31.8%	-2.6%	-2.7%	-2.5%
Not important	8.4%	8.1%	8.6%	8.3%	9.0%	7.8%	-0.1%	0.9%	-0.8%
Total (n)	13,481	5,207	8,274	13,481	5,207	8,274	-	-	-
<b>Obtaining recognition from my colleagues for contributions to my special field</b>									
Essential	13.0%	13.8%	12.5%	13.8%	15.1%	13.0%	0.8%	1.3%	0.5%
Very important	38.4%	38.0%	38.6%	41.6%	39.9%	42.7%	3.2%	1.9%	4.1%
Somewhat important	38.9%	37.6%	39.7%	34.5%	33.4%	35.2%	-4.4%	-4.2%	-4.5%
Not important	9.7%	10.6%	9.1%	10.0%	11.6%	9.0%	0.3%	1.0%	-0.1%
Total (n)	13,462	5,200	8,262	13,462	5,200	8,262	-	-	-



	TFS			CSS			Change		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
<b>Indicate the importance to you personally of each of the following:</b>									
<b>Influencing the political structure</b>									
Essential	6.2%	7.7%	5.2%	6.1%	8.3%	4.8%	-0.1%	0.6%	-0.4%
Very important	14.3%	16.8%	12.7%	17.4%	19.5%	16.1%	3.1%	2.7%	3.4%
Somewhat important	41.4%	41.9%	41.1%	38.8%	39.1%	38.6%	-2.6%	-2.8%	-2.5%
Not important	38.1%	33.7%	41.0%	37.6%	33.2%	40.4%	-0.5%	-0.5%	-0.6%
Total (n)	13,455	5,200	8,255	13,455	5,200	8,255	-	-	-
<b>Influencing social values</b>									
Essential	10.2%	9.6%	10.6%	12.5%	12.7%	12.3%	2.3%	3.1%	1.7%
Very important	31.6%	28.9%	33.3%	37.4%	32.9%	40.1%	5.8%	4.0%	6.8%
Somewhat important	43.2%	43.6%	43.0%	36.4%	36.8%	36.1%	-6.8%	-6.8%	-6.9%
Not important	15.0%	17.9%	13.2%	13.8%	17.6%	11.5%	-1.2%	-0.3%	-1.7%
Total (n)	13,451	5,196	8,255	13,451	5,196	8,255	-	-	-
<b>Raising a family</b>									
Essential	45.4%	46.3%	44.8%	47.5%	47.5%	47.5%	2.1%	1.2%	2.7%
Very important	33.2%	33.8%	32.7%	32.9%	33.5%	32.6%	-0.3%	-0.3%	-0.1%
Somewhat important	16.2%	15.1%	17.0%	14.7%	14.3%	14.9%	-1.5%	-0.8%	-2.1%
Not important	5.2%	4.8%	5.5%	4.9%	4.7%	5.0%	-0.3%	-0.1%	-0.5%
Total (n)	13,482	5,204	8,278	13,482	5,204	8,278	-	-	-
<b>Having administrative responsibilities for the work of others</b>									
Essential	8.0%	10.0%	6.8%	9.9%	12.6%	8.2%	1.9%	2.6%	1.4%
Very important	28.8%	31.7%	26.9%	33.0%	34.1%	32.4%	4.2%	2.4%	5.5%
Somewhat important	44.4%	40.9%	46.6%	37.9%	35.5%	39.5%	-6.5%	-5.4%	-7.1%
Not important	18.8%	17.4%	19.7%	19.1%	17.8%	20.0%	0.3%	0.4%	0.3%
Total (n)	13,382	5,179	8,203	13,382	5,179	8,203	-	-	-
<b>Being very well off financially</b>									
Essential	28.5%	33.1%	25.6%	21.4%	25.5%	18.9%	-7.1%	-7.6%	-6.7%
Very important	39.0%	38.7%	39.2%	38.7%	38.2%	39.1%	-0.3%	-0.5%	-0.1%
Somewhat important	27.5%	23.3%	30.2%	32.7%	29.2%	34.9%	5.2%	5.9%	4.7%
Not important	4.9%	4.9%	5.0%	7.1%	7.2%	7.1%	2.2%	2.3%	2.1%
Total (n)	13,481	5,206	8,275	13,481	5,206	8,275	-	-	-
<b>Helping others who are in difficulty</b>									
Essential	25.5%	21.6%	28.0%	30.1%	26.3%	32.4%	4.6%	4.7%	4.4%
Very important	44.2%	42.1%	45.5%	46.2%	43.7%	47.9%	2.0%	1.6%	2.4%
Somewhat important	27.5%	32.2%	24.6%	21.6%	26.5%	18.6%	-5.9%	-5.7%	-6.0%
Not important	2.8%	4.1%	1.9%	2.1%	3.5%	1.1%	-0.7%	-0.6%	-0.8%
Total (n)	13,447	5,196	8,251	13,447	5,196	8,251	-	-	-
<b>Making a theoretical contribution to science</b>									
Essential	4.5%	5.5%	3.9%	4.9%	6.3%	4.0%	0.4%	0.8%	0.1%
Very important	12.3%	13.9%	11.3%	12.3%	14.2%	11.0%	0.0%	0.3%	-0.3%
Somewhat important	30.0%	33.2%	28.0%	25.6%	28.3%	23.8%	-4.4%	-4.9%	-4.2%
Not important	53.2%	47.4%	56.9%	57.3%	51.1%	61.2%	4.1%	3.7%	4.3%
Total (n)	13,428	5,191	8,237	13,428	5,191	8,237	-	-	-
<b>Writing original works (poems, novels, etc.)</b>									
Essential	5.3%	5.2%	5.3%	7.0%	8.0%	6.4%	1.7%	2.8%	1.1%
Very important	8.5%	8.1%	8.7%	11.3%	12.6%	10.5%	2.8%	4.5%	1.8%
Somewhat important	22.8%	22.7%	22.9%	23.9%	24.4%	23.6%	1.1%	1.7%	0.7%
Not important	63.4%	64.0%	63.0%	57.7%	55.0%	59.4%	-5.7%	-9.0%	-3.6%
Total (n)	13,450	5,194	8,256	13,450	5,194	8,256	-	-	-
<b>Creating artistic work (painting, sculpture, etc.)</b>									
Essential	5.1%	3.8%	5.9%	8.2%	7.9%	8.3%	3.1%	4.1%	2.4%
Very important	8.3%	7.1%	9.0%	10.8%	10.9%	10.8%	2.5%	3.8%	1.8%
Somewhat important	20.3%	17.6%	22.1%	21.9%	21.3%	22.3%	1.6%	3.7%	0.2%
Not important	66.3%	71.5%	63.0%	59.1%	59.8%	58.6%	-7.2%	-11.7%	-4.4%
Total (n)	13,437	5,189	8,248	13,437	5,189	8,248	-	-	-



	TFS			CSS			Change		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
<b>Indicate the importance to you personally of each of the following:</b>									
<b>Becoming successful in a business of my own</b>									
Essential	13.8%	16.4%	12.2%	12.6%	16.6%	10.1%	-1.2%	0.2%	-2.1%
Very important	22.4%	26.1%	20.1%	22.7%	26.2%	20.5%	0.3%	0.1%	0.4%
Somewhat important	31.0%	31.4%	30.8%	30.6%	31.6%	29.9%	-0.4%	0.2%	-0.9%
Not important	32.7%	26.1%	36.9%	34.1%	25.6%	39.5%	1.4%	-0.5%	2.6%
Total (n)	13,418	5,182	8,236	13,418	5,182	8,236	-	-	-
<b>Becoming involved in programs to clean up the environment</b>									
Essential	4.5%	4.2%	4.7%	7.7%	7.4%	7.9%	3.2%	3.2%	3.2%
Very important	15.4%	14.4%	16.1%	22.7%	22.7%	22.7%	7.3%	8.3%	6.6%
Somewhat important	46.5%	45.9%	46.8%	46.5%	44.0%	48.0%	0.0%	-1.9%	1.2%
Not important	33.6%	35.5%	32.3%	23.1%	25.9%	21.4%	-10.5%	-9.6%	-10.9%
Total (n)	13,415	5,180	8,235	13,415	5,180	8,235	-	-	-
<b>Developing a meaningful philosophy of life</b>									
Essential	19.3%	21.2%	18.1%	24.1%	27.5%	21.9%	4.8%	6.3%	3.8%
Very important	31.0%	30.5%	31.3%	34.5%	34.0%	34.8%	3.5%	3.5%	3.5%
Somewhat important	33.0%	31.6%	33.9%	28.1%	25.5%	29.7%	-4.9%	-6.1%	-4.2%
Not important	16.7%	16.7%	16.7%	13.4%	12.9%	13.7%	-3.3%	-3.8%	-3.0%
Total (n)	13,421	5,183	8,238	13,421	5,183	8,238	-	-	-
<b>Participating in a community action program</b>									
Essential	6.5%	5.1%	7.4%	8.8%	6.9%	10.0%	2.3%	1.8%	2.6%
Very important	23.2%	18.3%	26.2%	27.1%	22.8%	29.9%	3.9%	4.5%	3.7%
Somewhat important	47.6%	48.3%	47.2%	42.6%	43.2%	42.2%	-5.0%	-5.1%	-5.0%
Not important	22.8%	28.3%	19.3%	21.4%	27.0%	17.8%	-1.4%	-1.3%	-1.5%
Total (n)	13,397	5,172	8,225	13,397	5,172	8,225	-	-	-
<b>Helping to promote racial understanding</b>									
Essential	8.2%	7.7%	8.5%	9.7%	7.8%	11.0%	1.5%	0.1%	2.5%
Very important	23.7%	21.3%	25.2%	25.7%	22.9%	27.5%	2.0%	1.6%	2.3%
Somewhat important	45.9%	44.8%	46.6%	41.5%	40.5%	42.1%	-4.4%	-4.3%	-4.5%
Not important	22.2%	26.2%	19.7%	23.0%	28.8%	19.4%	0.8%	2.6%	-0.3%
Total (n)	13,411	5,178	8,233	13,411	5,178	8,233	-	-	-
<b>Keeping up to date with political affairs</b>									
Essential	12.9%	15.4%	11.4%	15.6%	17.9%	14.2%	2.7%	2.5%	2.8%
Very important	30.2%	31.6%	29.3%	35.9%	36.9%	35.2%	5.7%	5.3%	5.9%
Somewhat important	39.5%	38.7%	40.0%	36.4%	34.3%	37.8%	-3.1%	-4.4%	-2.2%
Not important	17.4%	14.4%	19.3%	12.1%	10.9%	12.8%	-5.3%	-3.5%	-6.5%
Total (n)	13,421	5,179	8,242	13,421	5,179	8,242	-	-	-
<b>Becoming a community leader</b>									
Essential	10.1%	11.6%	9.2%	11.8%	12.9%	11.1%	1.7%	1.3%	1.9%
Very important	28.0%	27.8%	28.1%	30.5%	30.7%	30.3%	2.5%	2.9%	2.2%
Somewhat important	41.8%	40.3%	42.8%	39.0%	37.9%	39.8%	-2.8%	-2.4%	-3.0%
Not important	20.1%	20.3%	19.9%	18.7%	18.6%	18.7%	-1.4%	-1.7%	-1.2%
Total (n)	13,405	5,173	8,232	13,405	5,173	8,232	-	-	-
<b>Integrating spirituality into my life</b>									
Essential	22.9%	21.9%	23.6%	26.1%	24.1%	27.5%	3.2%	2.2%	3.9%
Very important	25.1%	23.8%	25.9%	25.3%	25.0%	25.4%	0.2%	1.2%	-0.5%
Somewhat important	31.7%	32.0%	31.5%	28.0%	27.6%	28.3%	-3.7%	-4.4%	-3.2%
Not important	20.3%	22.2%	19.0%	20.6%	23.3%	18.8%	0.3%	1.1%	-0.2%
Total (n)	13,404	5,180	8,224	13,404	5,180	8,224	-	-	-



The Freshmen Survey / 2008-09 College Senior Survey  
All Baccalaureate Institutions

	TFS			CSS			Change		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
<b>Please indicate your agreement with each of the following statements:</b>									
<b>Abortion should be legal</b>									
Agree strongly	24.6%	19.9%	27.5%	33.9%	28.0%	37.6%	9.3%	8.1%	10.1%
Agree somewhat	26.9%	29.4%	25.4%	29.9%	33.4%	27.7%	3.0%	4.0%	2.3%
Disagree somewhat	17.0%	18.7%	16.0%	15.5%	16.5%	14.9%	-1.5%	-2.2%	-1.1%
Disagree strongly	31.5%	32.0%	31.1%	20.7%	22.2%	19.8%	-10.8%	-9.8%	-11.3%
Total (n)	13,500	5,207	8,293	13,500	5,207	8,293	-	-	-
<b>The death penalty should be abolished</b>									
Agree strongly	17.7%	15.9%	18.7%	20.7%	19.7%	21.3%	3.0%	3.8%	2.6%
Agree somewhat	23.2%	20.1%	25.1%	25.7%	22.4%	27.8%	2.5%	2.3%	2.7%
Disagree somewhat	38.0%	37.7%	38.2%	36.2%	34.7%	37.2%	-1.8%	-3.0%	-1.0%
Disagree strongly	21.2%	26.2%	18.0%	17.4%	23.2%	13.8%	-3.8%	-3.0%	-4.2%
Total (n)	13,405	5,201	8,204	13,405	5,201	8,204	-	-	-
<b>Marijuana should be legalized</b>									
Agree strongly	7.8%	10.1%	6.3%	18.7%	24.7%	14.8%	10.9%	14.6%	8.5%
Agree somewhat	24.7%	25.3%	24.3%	34.8%	34.0%	35.4%	10.1%	8.7%	11.1%
Disagree somewhat	30.9%	29.6%	31.8%	25.4%	21.9%	27.6%	-5.5%	-7.7%	-4.2%
Disagree strongly	36.6%	35.0%	37.6%	21.1%	19.4%	22.2%	-15.5%	-15.6%	-15.4%
Total (n)	13,391	5,187	8,204	13,391	5,187	8,204	-	-	-
<b>It is important to have laws prohibiting homosexual relationships</b>									
Agree strongly	10.5%	14.0%	8.3%	6.0%	7.9%	4.8%	-4.5%	-6.1%	-3.5%
Agree somewhat	13.5%	18.5%	10.3%	9.3%	12.3%	7.4%	-4.2%	-6.2%	-2.9%
Disagree somewhat	24.9%	28.0%	23.0%	20.2%	25.1%	17.2%	-4.7%	-2.9%	-5.8%
Disagree strongly	51.1%	39.5%	58.5%	64.4%	54.7%	70.6%	13.3%	15.2%	12.1%
Total (n)	13,406	5,199	8,207	13,406	5,199	8,207	-	-	-
<b>Racial discrimination is no longer a major problem in America</b>									
Agree strongly	2.1%	3.3%	1.4%	3.0%	5.0%	1.8%	0.9%	1.7%	0.4%
Agree somewhat	16.6%	20.6%	14.1%	15.4%	21.1%	11.8%	-1.2%	0.5%	-2.3%
Disagree somewhat	50.5%	48.9%	51.6%	46.2%	45.8%	46.4%	-4.3%	-3.1%	-5.2%
Disagree strongly	30.7%	27.3%	32.9%	35.3%	28.1%	39.9%	4.6%	0.8%	7.0%
Total (n)	13,370	5,191	8,179	13,370	5,191	8,179	-	-	-
<b>Realistically, an individual can do little to bring about changes in our society</b>									
Agree strongly	2.7%	3.5%	2.3%	2.7%	4.0%	1.8%	0.0%	0.5%	-0.5%
Agree somewhat	17.9%	21.0%	15.9%	18.9%	24.6%	15.2%	1.0%	3.6%	-0.7%
Disagree somewhat	44.2%	44.1%	44.3%	45.7%	44.4%	46.5%	1.5%	0.3%	2.2%
Disagree strongly	35.2%	31.4%	37.6%	32.8%	27.0%	36.4%	-2.4%	-4.4%	-1.2%
Total (n)	13,374	5,198	8,176	13,374	5,198	8,176	-	-	-
<b>Wealthy people should pay a larger share of taxes than they do now</b>									
Agree strongly	16.4%	17.6%	15.7%	17.6%	17.4%	17.7%	1.2%	-0.2%	2.0%
Agree somewhat	39.0%	35.3%	41.3%	40.2%	36.1%	42.9%	1.2%	0.8%	1.6%
Disagree somewhat	29.6%	29.6%	29.5%	25.8%	27.3%	24.8%	-3.8%	-2.3%	-4.7%
Disagree strongly	15.0%	17.5%	13.5%	16.4%	19.2%	14.6%	1.4%	1.7%	1.1%
Total (n)	13,297	5,167	8,130	13,297	5,167	8,130	-	-	-
<b>Colleges should prohibit racist/sexist speech on campus</b>									
Agree strongly	25.5%	21.0%	28.3%	23.1%	17.9%	26.4%	-2.4%	-3.1%	-1.9%
Agree somewhat	36.5%	35.1%	37.5%	32.9%	29.9%	34.8%	-3.6%	-5.2%	-2.7%
Disagree somewhat	26.7%	30.2%	24.5%	28.6%	33.1%	25.8%	1.9%	2.9%	1.3%
Disagree strongly	11.3%	13.7%	9.8%	15.4%	19.1%	13.0%	4.1%	5.4%	3.2%
Total (n)	13,336	5,182	8,154	13,336	5,182	8,154	-	-	-





	TFS			CSS			Change		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
<b>Please indicate your agreement with each of the following statements:</b>									
<b>Same-sex couples should have the right to legal marital status</b>									
Agree strongly	34.4%	24.9%	40.5%	48.9%	38.1%	55.8%	14.5%	13.2%	15.3%
Agree somewhat	24.7%	24.8%	24.7%	23.5%	27.6%	20.9%	-1.2%	2.8%	-3.8%
Disagree somewhat	18.9%	22.8%	16.5%	14.5%	17.4%	12.6%	-4.4%	-5.4%	-3.9%
Disagree strongly	21.9%	27.6%	18.3%	13.1%	17.0%	10.7%	-8.8%	-10.6%	-7.6%
Total (n)	13,357	5,172	8,185	13,357	5,172	8,185	-	-	-
<b>Affirmative action in college admissions should be abolished</b>									
Agree strongly	21.2%	26.8%	17.5%	21.1%	28.5%	16.2%	-0.1%	1.7%	-1.3%
Agree somewhat	33.9%	32.9%	34.6%	34.5%	34.0%	34.8%	0.6%	1.1%	0.2%
Disagree somewhat	36.9%	32.8%	39.5%	35.8%	29.7%	39.8%	-1.1%	-3.1%	0.3%
Disagree strongly	8.0%	7.4%	8.3%	8.6%	7.7%	9.2%	0.6%	0.3%	0.9%
Total (n)	12,934	5,111	7,823	12,934	5,111	7,823	-	-	-
<b>Federal military spending should be increased</b>									
Agree strongly	4.6%	6.5%	3.3%	4.0%	6.1%	2.7%	-0.6%	-0.4%	-0.6%
Agree somewhat	27.6%	30.3%	25.9%	18.6%	22.3%	16.3%	-9.0%	-8.0%	-9.6%
Disagree somewhat	48.1%	44.0%	50.8%	49.9%	47.6%	51.3%	1.8%	3.6%	0.5%
Disagree strongly	19.7%	19.2%	20.0%	27.4%	23.9%	29.7%	7.7%	4.7%	9.7%
Total (n)	13,115	5,152	7,963	13,115	5,152	7,963	-	-	-
<b>The federal government is not doing enough to control environmental pollution</b>									
Agree strongly	29.7%	28.1%	30.6%	26.3%	24.5%	27.4%	-3.4%	-3.6%	-3.2%
Agree somewhat	48.9%	46.1%	50.7%	49.8%	47.1%	51.4%	0.9%	1.0%	0.7%
Disagree somewhat	18.7%	21.9%	16.7%	20.1%	22.8%	18.4%	1.4%	0.9%	1.7%
Disagree strongly	2.7%	3.9%	1.9%	3.9%	5.6%	2.8%	1.2%	1.7%	0.9%
Total (n)	12,207	4,636	7,571	12,207	4,636	7,571	-	-	-
<b>A national health care plan is needed to cover everybody's medical costs</b>									
Agree strongly	22.2%	19.8%	23.7%	24.6%	19.2%	27.9%	2.4%	-0.6%	4.2%
Agree somewhat	47.7%	44.4%	49.7%	39.3%	36.7%	40.8%	-8.4%	-7.7%	-8.9%
Disagree somewhat	21.7%	24.1%	20.2%	20.9%	23.8%	19.2%	-0.8%	-0.3%	-1.0%
Disagree strongly	8.5%	11.7%	6.4%	15.2%	20.3%	12.1%	6.7%	8.6%	5.7%
Total (n)	12,148	4,615	7,533	12,148	4,615	7,533	-	-	-
<b>Undocumented immigrants should be denied access to public education</b>									
Agree strongly	13.6%	19.2%	10.1%	14.8%	20.6%	11.2%	1.2%	1.4%	1.1%
Agree somewhat	27.6%	29.3%	26.6%	26.7%	29.0%	25.3%	-0.9%	-0.3%	-1.3%
Disagree somewhat	40.4%	36.2%	42.9%	37.0%	33.3%	39.3%	-3.4%	-2.9%	-3.6%
Disagree strongly	18.4%	15.3%	20.3%	21.5%	17.0%	24.2%	3.1%	1.7%	3.9%
Total (n)	12,522	4,777	7,745	12,164	4,628	7,536	-	-	-
<b>Through hard work, everybody can succeed in American society</b>									
Agree strongly	35.9%	39.2%	33.9%	22.7%	29.4%	18.6%	-13.2%	-9.8%	-15.3%
Agree somewhat	40.9%	39.9%	41.6%	43.7%	42.7%	44.3%	2.8%	2.8%	2.7%
Disagree somewhat	19.2%	16.7%	20.6%	25.7%	21.4%	28.4%	6.5%	4.7%	7.8%
Disagree strongly	4.0%	4.2%	3.9%	7.9%	6.5%	8.7%	3.9%	2.3%	4.8%
Total (n)	12,669	4,811	7,858	12,331	4,665	7,666	-	-	-



The Freshmen Survey / 2008-09 College Senior Survey  
All Baccalaureate Institutions

	TFS			CSS			Change		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
<b>Please indicate your agreement with each of the following statements:</b>									
<b>Dissent is a critical component of the political process</b>									
Agree strongly	20.6%	24.5%	18.2%	25.1%	31.8%	20.7%	4.5%	7.3%	2.5%
Agree somewhat	50.2%	49.7%	50.5%	47.8%	45.9%	49.1%	-2.4%	-3.8%	-1.4%
Disagree somewhat	27.1%	23.8%	29.3%	24.7%	20.0%	27.7%	-2.4%	-3.8%	-1.6%
Disagree strongly	2.1%	2.0%	2.1%	2.4%	2.2%	2.5%	0.3%	0.2%	0.4%
Total (n)	11,450	4,509	6,941	11,450	4,509	6,941	-	-	-
<b>How much of the past year's educational expenses (room, board, tuition and fees) were covered from each of the following sources?</b>									
<b>Family resources (parents, relatives, spouse, etc.)</b>									
\$10,000 or more	53.5%	55.3%	52.3%	52.1%	52.9%	51.6%	-1.4%	-2.4%	-0.7%
\$6,000 - \$9,999	11.7%	11.6%	11.7%	10.8%	10.8%	10.9%	-0.9%	-0.8%	-0.8%
\$3,000 - \$5,999	11.3%	10.8%	11.6%	10.6%	10.8%	10.4%	-0.7%	0.0%	-1.2%
\$1,000 - \$2,999	9.5%	9.4%	9.5%	8.0%	8.1%	7.9%	-1.5%	-1.3%	-1.6%
Less than \$1,000	7.5%	6.6%	8.1%	7.1%	6.5%	7.4%	-0.4%	-0.1%	-0.7%
None	6.6%	6.4%	6.7%	11.4%	10.9%	11.8%	4.8%	4.5%	5.1%
Total (n)	12,781	4,944	7,837	12,781	4,944	7,837	-	-	-
<b>My own resources (income from work, work-study, etc.)</b>									
\$10,000 or more	2.9%	3.2%	2.8%	3.5%	4.2%	3.1%	0.6%	1.0%	0.3%
\$6,000 - \$9,999	2.9%	3.6%	2.5%	5.5%	6.1%	5.2%	2.6%	2.5%	2.7%
\$3,000 - \$5,999	10.2%	11.0%	9.7%	12.8%	14.3%	11.8%	2.6%	3.3%	2.1%
\$1,000 - \$2,999	31.6%	33.5%	30.3%	24.1%	24.8%	23.6%	-7.5%	-8.7%	-6.7%
Less than \$1,000	30.6%	27.4%	32.7%	26.5%	23.5%	28.3%	-4.1%	-3.9%	-4.4%
None	21.8%	21.3%	22.0%	27.6%	27.0%	28.0%	5.8%	5.7%	6.0%
Total (n)	10,777	4,168	6,609	10,777	4,168	6,609	-	-	-
<b>Aid which need not be repaid</b>									
\$10,000 or more	43.2%	45.4%	41.9%	39.4%	39.4%	39.3%	-3.8%	-6.0%	-2.6%
\$6,000 - \$9,999	14.4%	12.5%	15.6%	13.2%	11.8%	14.0%	-1.2%	-0.7%	-1.6%
\$3,000 - \$5,999	11.4%	10.6%	12.0%	12.6%	11.8%	13.2%	1.2%	1.2%	1.2%
\$1,000 - \$2,999	11.0%	10.0%	11.6%	9.7%	9.7%	9.7%	-1.3%	-0.3%	-1.9%
Less than \$1,000	5.3%	5.5%	5.2%	3.9%	4.2%	3.7%	-1.4%	-1.3%	-1.5%
None	14.6%	16.1%	13.8%	21.2%	23.1%	20.1%	6.6%	7.0%	6.3%
Total (n)	11,517	4,418	7,099	11,517	4,418	7,099	-	-	-
<b>Aid which must be repaid</b>									
\$10,000 or more	17.0%	16.4%	17.3%	33.9%	30.4%	36.0%	16.9%	14.0%	18.7%
\$6,000 - \$9,999	11.9%	11.0%	12.6%	14.5%	14.4%	14.6%	2.6%	3.4%	2.0%
\$3,000 - \$5,999	16.8%	16.5%	17.0%	13.8%	14.6%	13.3%	-3.0%	-1.9%	-3.7%
\$1,000 - \$2,999	20.0%	19.6%	20.2%	6.0%	6.6%	5.6%	-14.0%	-13.0%	-14.6%
Less than \$1,000	3.2%	3.3%	3.1%	1.6%	1.9%	1.5%	-1.6%	-1.4%	-1.6%
None	31.1%	33.2%	29.8%	30.2%	32.1%	29.1%	-0.9%	-1.1%	-0.7%
Total (n)	10,581	4,072	6,509	10,581	4,072	6,509	-	-	-
<b>Other sources</b>									
\$10,000 or more	2.3%	2.4%	2.3%	3.2%	3.4%	3.1%	0.9%	1.0%	0.8%
\$6,000 - \$9,999	0.9%	1.1%	0.8%	1.1%	0.9%	1.3%	0.2%	-0.2%	0.5%
\$3,000 - \$5,999	1.4%	1.5%	1.4%	2.2%	2.2%	2.2%	0.8%	0.7%	0.8%
\$1,000 - \$2,999	2.7%	3.1%	2.4%	3.7%	4.3%	3.3%	1.0%	1.2%	0.9%
Less than \$1,000	4.1%	4.1%	4.1%	5.7%	5.8%	5.6%	1.6%	1.7%	1.5%
None	88.6%	87.8%	89.1%	84.1%	83.3%	84.5%	-4.5%	-4.5%	-4.6%
Total (n)	5,117	2,090	3,027	5,117	2,090	3,027	-	-	-

The Freshmen Survey / 2008-09 College Senior Survey  
All Baccalaureate Institutions

	TFS			CSS			Change		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
<b>Please indicate your agreement with each of the following statements:</b>									
<b>Dissent is a critical component of the political process</b>									
Agree strongly	20.6%	24.5%	18.2%	25.1%	31.8%	20.7%	4.5%	7.3%	2.5%
Agree somewhat	50.2%	49.7%	50.5%	47.8%	45.9%	49.1%	-2.4%	-3.8%	-1.4%
Disagree somewhat	27.1%	23.8%	29.3%	24.7%	20.0%	27.7%	-2.4%	-3.8%	-1.6%
Disagree strongly	2.1%	2.0%	2.1%	2.4%	2.2%	2.5%	0.3%	0.2%	0.4%
Total (n)	11,450	4,509	6,941	11,450	4,509	6,941	-	-	-
<b>How much of the past year's educational expenses (room, board, tuition and fees) were covered from each of the following sources?</b>									
<b>Family resources (parents, relatives, spouse, etc.)</b>									
\$10,000 or more	53.5%	55.3%	52.3%	52.1%	52.9%	51.6%	-1.4%	-2.4%	-0.7%
\$6,000 - \$9,999	11.7%	11.6%	11.7%	10.8%	10.8%	10.9%	-0.9%	-0.8%	-0.8%
\$3,000 - \$5,999	11.3%	10.8%	11.6%	10.6%	10.8%	10.4%	-0.7%	0.0%	-1.2%
\$1,000 - \$2,999	9.5%	9.4%	9.5%	8.0%	8.1%	7.9%	-1.5%	-1.3%	-1.6%
Less than \$1,000	7.5%	6.6%	8.1%	7.1%	6.5%	7.4%	-0.4%	-0.1%	-0.7%
None	6.6%	6.4%	6.7%	11.4%	10.9%	11.8%	4.8%	4.5%	5.1%
Total (n)	12,781	4,944	7,837	12,781	4,944	7,837	-	-	-
<b>My own resources (income from work, work-study, etc.)</b>									
\$10,000 or more	2.9%	3.2%	2.8%	3.5%	4.2%	3.1%	0.6%	1.0%	0.3%
\$6,000 - \$9,999	2.9%	3.6%	2.5%	5.5%	6.1%	5.2%	2.6%	2.5%	2.7%
\$3,000 - \$5,999	10.2%	11.0%	9.7%	12.8%	14.3%	11.8%	2.6%	3.3%	2.1%
\$1,000 - \$2,999	31.6%	33.5%	30.3%	24.1%	24.8%	23.6%	-7.5%	-8.7%	-6.7%
Less than \$1,000	30.6%	27.4%	32.7%	26.5%	23.5%	28.3%	-4.1%	-3.9%	-4.4%
None	21.8%	21.3%	22.0%	27.6%	27.0%	28.0%	5.8%	5.7%	6.0%
Total (n)	10,777	4,168	6,609	10,777	4,168	6,609	-	-	-
<b>Aid which need not be repaid</b>									
\$10,000 or more	43.2%	45.4%	41.9%	39.4%	39.4%	39.3%	-3.8%	-6.0%	-2.6%
\$6,000 - \$9,999	14.4%	12.5%	15.6%	13.2%	11.8%	14.0%	-1.2%	-0.7%	-1.6%
\$3,000 - \$5,999	11.4%	10.6%	12.0%	12.6%	11.8%	13.2%	1.2%	1.2%	1.2%
\$1,000 - \$2,999	11.0%	10.0%	11.6%	9.7%	9.7%	9.7%	-1.3%	-0.3%	-1.9%
Less than \$1,000	5.3%	5.5%	5.2%	3.9%	4.2%	3.7%	-1.4%	-1.3%	-1.5%
None	14.6%	16.1%	13.8%	21.2%	23.1%	20.1%	6.6%	7.0%	6.3%
Total (n)	11,517	4,418	7,099	11,517	4,418	7,099	-	-	-
<b>Aid which must be repaid</b>									
\$10,000 or more	17.0%	16.4%	17.3%	33.9%	30.4%	36.0%	16.9%	14.0%	18.7%
\$6,000 - \$9,999	11.9%	11.0%	12.6%	14.5%	14.4%	14.6%	2.6%	3.4%	2.0%
\$3,000 - \$5,999	16.8%	16.5%	17.0%	13.8%	14.6%	13.3%	-3.0%	-1.9%	-3.7%
\$1,000 - \$2,999	20.0%	19.6%	20.2%	6.0%	6.6%	5.6%	-14.0%	-13.0%	-14.6%
Less than \$1,000	3.2%	3.3%	3.1%	1.6%	1.9%	1.5%	-1.6%	-1.4%	-1.6%
None	31.1%	33.2%	29.8%	30.2%	32.1%	29.1%	-0.9%	-1.1%	-0.7%
Total (n)	10,581	4,072	6,509	10,581	4,072	6,509	-	-	-
<b>Other sources</b>									
\$10,000 or more	2.3%	2.4%	2.3%	3.2%	3.4%	3.1%	0.9%	1.0%	0.8%
\$6,000 - \$9,999	0.9%	1.1%	0.8%	1.1%	0.9%	1.3%	0.2%	-0.2%	0.5%
\$3,000 - \$5,999	1.4%	1.5%	1.4%	2.2%	2.2%	2.2%	0.8%	0.7%	0.8%
\$1,000 - \$2,999	2.7%	3.1%	2.4%	3.7%	4.3%	3.3%	1.0%	1.2%	0.9%
Less than \$1,000	4.1%	4.1%	4.1%	5.7%	5.8%	5.6%	1.6%	1.7%	1.5%
None	88.6%	87.8%	89.1%	84.1%	83.3%	84.5%	-4.5%	-4.5%	-4.6%
Total (n)	5,117	2,090	3,027	5,117	2,090	3,027	-	-	-

	TFS			CSS			Change		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
<b>Through hard work, everybody can succeed in American society</b>									
Agree strongly	35.9%	39.2%	33.9%	22.7%	29.4%	18.6%	-13.2%	-9.8%	-15.3%
Agree somewhat	40.9%	39.9%	41.6%	43.7%	42.7%	44.3%	2.8%	2.8%	2.7%
Disagree somewhat	19.2%	16.7%	20.6%	25.7%	21.4%	28.4%	6.5%	4.7%	7.8%
Disagree strongly	4.0%	4.2%	3.9%	7.9%	6.5%	8.7%	3.9%	2.3%	4.8%
Total (n)	12,669	4,811	7,858	12,331	4,665	7,666	-	-	-
<b>Please indicate your agreement with each of the following statements: Dissent is a critical component of the political process</b>									
Agree strongly	20.6%	24.5%	18.2%	25.1%	31.8%	20.7%	4.5%	7.3%	2.5%
Agree somewhat	50.2%	49.7%	50.5%	47.8%	45.9%	49.1%	-2.4%	-3.8%	-1.4%
Disagree somewhat	27.1%	23.8%	29.3%	24.7%	20.0%	27.7%	-2.4%	-3.8%	-1.6%
Disagree strongly	2.1%	2.0%	2.1%	2.4%	2.2%	2.5%	0.3%	0.2%	0.4%
Total (n)	11,450	4,509	6,941	11,450	4,509	6,941	-	-	-
<b>How much of the past year's educational expenses (room, board, tuition and fees) were covered from each of the following sources?</b>									
<b>Family resources (parents, relatives, spouse, etc.)</b>									
\$10,000 or more	53.5%	55.3%	52.3%	52.1%	52.9%	51.6%	-1.4%	-2.4%	-0.7%
\$6,000 - \$9,999	11.7%	11.6%	11.7%	10.8%	10.8%	10.9%	-0.9%	-0.8%	-0.8%
\$3,000 - \$5,999	11.3%	10.8%	11.6%	10.6%	10.8%	10.4%	-0.7%	0.0%	-1.2%
\$1,000 - \$2,999	9.5%	9.4%	9.5%	8.0%	8.1%	7.9%	-1.5%	-1.3%	-1.6%
Less than \$1,000	7.5%	6.6%	8.1%	7.1%	6.5%	7.4%	-0.4%	-0.1%	-0.7%
None	6.6%	6.4%	6.7%	11.4%	10.9%	11.8%	4.8%	4.5%	5.1%
Total (n)	12,781	4,944	7,837	12,781	4,944	7,837	-	-	-
<b>My own resources (income from work, work-study, etc.)</b>									
\$10,000 or more	2.9%	3.2%	2.8%	3.5%	4.2%	3.1%	0.6%	1.0%	0.3%
\$6,000 - \$9,999	2.9%	3.6%	2.5%	5.5%	6.1%	5.2%	2.6%	2.5%	2.7%
\$3,000 - \$5,999	10.2%	11.0%	9.7%	12.8%	14.3%	11.8%	2.6%	3.3%	2.1%
\$1,000 - \$2,999	31.6%	33.5%	30.3%	24.1%	24.8%	23.6%	-7.5%	-8.7%	-6.7%
Less than \$1,000	30.6%	27.4%	32.7%	26.5%	23.5%	28.3%	-4.1%	-3.9%	-4.4%
None	21.8%	21.3%	22.0%	27.6%	27.0%	28.0%	5.8%	5.7%	6.0%
Total (n)	10,777	4,168	6,609	10,777	4,168	6,609	-	-	-
<b>Aid which need not be repaid</b>									
\$10,000 or more	43.2%	45.4%	41.9%	39.4%	39.4%	39.3%	-3.8%	-6.0%	-2.6%
\$6,000 - \$9,999	14.4%	12.5%	15.6%	13.2%	11.8%	14.0%	-1.2%	-0.7%	-1.6%
\$3,000 - \$5,999	11.4%	10.6%	12.0%	12.6%	11.8%	13.2%	1.2%	1.2%	1.2%
\$1,000 - \$2,999	11.0%	10.0%	11.6%	9.7%	9.7%	9.7%	-1.3%	-0.3%	-1.9%
Less than \$1,000	5.3%	5.5%	5.2%	3.9%	4.2%	3.7%	-1.4%	-1.3%	-1.5%
None	14.6%	16.1%	13.8%	21.2%	23.1%	20.1%	6.6%	7.0%	6.3%
Total (n)	11,517	4,418	7,099	11,517	4,418	7,099	-	-	-

	TFS			CSS			Change		
	Total	Men	Women	Total	Men	Women	Total	Men	Women
<b>Aid which must be repaid</b>									
\$10,000 or more	17.0%	16.4%	17.3%	33.9%	30.4%	36.0%	16.9%	14.0%	18.7%
\$6,000 - \$9,999	11.9%	11.0%	12.6%	14.5%	14.4%	14.6%	2.6%	3.4%	2.0%
\$3,000 - \$5,999	16.8%	16.5%	17.0%	13.8%	14.6%	13.3%	-3.0%	-1.9%	-3.7%
\$1,000 - \$2,999	20.0%	19.6%	20.2%	6.0%	6.6%	5.6%	-14.0%	-13.0%	-14.6%
Less than \$1,000	3.2%	3.3%	3.1%	1.6%	1.9%	1.5%	-1.6%	-1.4%	-1.6%
None	31.1%	33.2%	29.8%	30.2%	32.1%	29.1%	-0.9%	-1.1%	-0.7%
Total (n)	10,581	4,072	6,509	10,581	4,072	6,509	-	-	-
<b>Other sources</b>									
\$10,000 or more	2.3%	2.4%	2.3%	3.2%	3.4%	3.1%	0.9%	1.0%	0.8%
\$6,000 - \$9,999	0.9%	1.1%	0.8%	1.1%	0.9%	1.3%	0.2%	-0.2%	0.5%
\$3,000 - \$5,999	1.4%	1.5%	1.4%	2.2%	2.2%	2.2%	0.8%	0.7%	0.8%
\$1,000 - \$2,999	2.7%	3.1%	2.4%	3.7%	4.3%	3.3%	1.0%	1.2%	0.9%
Less than \$1,000	4.1%	4.1%	4.1%	5.7%	5.8%	5.6%	1.6%	1.7%	1.5%
None	88.6%	87.8%	89.1%	84.1%	83.3%	84.5%	-4.5%	-4.5%	-4.6%
Total (n)	5,117	2,090	3,027	5,117	2,090	3,027	-	-	-

**Appendix D**  
**2009 College Senior Survey Constructs**

<b>IRT CONSTRUCTS OF THE COLLEGE SENIOR SURVEY 2009</b>	<b>WEIGHT</b>
<b>Academic Disengagement</b>	
Came late to class	1.82
Missed class for other reasons	1.76
Failed to complete homework on time	1.26
Fell asleep in class	1.00
<b>Student –Faculty Interactions</b>	
Help in achieving your professional goals	3.32
Advice and guidance about your educational program	2.89
Emotional support and encouragement	2.40
Feedback about your academic work (outside of grades)	2.33
An opportunity to discuss coursework outside of class	2.13
Encouragement to pursue graduate/professional study	1.91
Help to improve your study skills	1.84
A letter of recommendation	1.71
An opportunity to work on a research project	1.09
<b>Satisfaction with Coursework</b>	
Relevance of coursework to future career plans	3.52
Relevance of coursework to everyday life	3.13
Courses in your major field	1.54
General education or core curriculum courses	0.92
<b>Satisfaction Overall</b>	
Overall college experience	3.69
If you could make your college choice over, would you still choose to enroll at your current college?	1.90
Overall quality of instruction	1.69
<b>Positive Cross–Racial Interaction</b>	
Had intellectual discussions outside of class	3.57
Shared personal feelings and problems	3.52
Dined or shared a meal	2.72
Had meaningful and honest discussions about racial/ethnic relations outside of class	2.46
Studied or prepared for class	2.22
Socialized or partied	2.12
<b>Negative Cross–Racial Interaction</b>	
Had tense, somewhat hostile interactions	3.81
Felt insulted or threatened because of your race/ethnicity	2.63
Had guarded interactions	2.10
<b>Social Agency</b>	
Participating in a community action program	2.64
Helping to promote racial understanding	2.15
Becoming a community leader	2.06
Influencing social values	1.62
Keeping up to date with political affairs	1.42
Helping others who are in difficulty	1.36

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Sense of Belonging	
I feel I am a member of this college	5.10
I feel I have a sense of belonging to this campus	4.62
I see myself as part of the campus community	3.81

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Civic Awareness	
Understanding of social problems facing our nation	7.88
Understanding of global issues	3.32
Understanding of the problems facing your community	2.09

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**Appendix E**  
**2009 Instrument**





PLEASE PRINT (one letter or number per box). All information is confidential.

BIRTH DATE:	<input type="text"/>	Month (01-12)	<input type="text"/>	Day (01-31)	<input type="text"/>	Year	<input type="text"/>
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Your name and email address here helps facilitate follow-up studies to improve the college experience.

NAME: First	MI	LAST	PHONE:
<input type="text"/>	<input type="text"/>	<input type="text"/>	<input type="text"/>

STUDENT ID# (as instructed):	EMAIL (print letters carefully):
<input type="text"/>	<input type="text"/>

Congratulations on your impending graduation! We are very interested in your experiences as a college student. This form has been designed to provide feedback that can help improve the college experience. Thank you very much for your help with this important project.

SERIAL #

### MARKING DIRECTIONS

- Use a #2 pencil or black or blue pen.
- Erase cleanly any answer you wish to change or "X" out mark if in pen.

CORRECT MARK INCORRECT MARKS



A

B

Group Code

### 1. Please rate your satisfaction with your college in each area:

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied	Can't Rate/Don't Know
General education or core curriculum courses	6	5	4	3	2	1
Science and mathematics courses	6	5	4	3	2	1
Humanities courses	6	5	4	3	2	1
Social science courses	6	5	4	3	2	1
Laboratory facilities and equipment	6	5	4	3	2	1
Library facilities	6	5	4	3	2	1
Computer facilities and services	6	5	4	3	2	1
Quality of computer training/ assistance	6	5	4	3	2	1
Availability of Internet access	6	5	4	3	2	1
Tutoring or other academic assistance	6	5	4	3	2	1
Academic advising	6	5	4	3	2	1
Career counseling and advising	6	5	4	3	2	1
Student housing facilities (residence halls, etc.)	6	5	4	3	2	1
Student housing office/services	6	5	4	3	2	1
Financial aid office	6	5	4	3	2	1
Financial aid package	6	5	4	3	2	1
Opportunities for community service	6	5	4	3	2	1
Job placement services for students	6	5	4	3	2	1
Student health services	6	5	4	3	2	1
Leadership opportunities	6	5	4	3	2	1
Recreational facilities	6	5	4	3	2	1
Psychological counseling services	6	5	4	3	2	1

### 2. What year did you first enter:

2008 or 2009	<input type="radio"/>	<input type="radio"/>
2007	<input type="radio"/>	<input type="radio"/>
2006	<input type="radio"/>	<input type="radio"/>
2005	<input type="radio"/>	<input type="radio"/>
2004 or earlier	<input type="radio"/>	<input type="radio"/>

Your 1st College      This College

### 3. Please indicate your enrollment status below:

Full-time undergraduate

Part-time undergraduate

Not enrolled

4. Expected Graduation Date:  2008     Other  
 2009     Not sure

### 5. Since entering college, indicate how often you:

	Frequently	Occasionally	Not At All
Worked on independent study projects	F	O	N
Discussed course content with students outside of class	F	O	N
Have been a guest in a professor's home	F	O	N
Failed to complete homework on time	F	O	N
Have been bored in class	F	O	N
Came late to class	F	O	N
Studied with other students	F	O	N
Performed community service as part of a class	F	O	N
Voted in a student election	F	O	N
Received course assignments electronically	F	O	N
Turned in course assignments electronically	F	O	N
Used the Internet:			
For research or homework	F	O	N
To read news sites	F	O	N
To read blogs	F	O	N
To blog	F	O	N
Used the library for research or homework	F	O	N
Missed class due to employment	F	O	N
Missed class for other reasons	F	O	N
Tutored another college student	F	O	N
Met with an advisor/counselor about your career plans	F	O	N
Fell asleep in class	F	O	N
Had difficulty getting the courses you needed	F	O	N
Asked a professor for advice after class	F	O	N
Demonstrated for/against a war	F	O	N
Challenged a professor's ideas in class	F	O	N
Felt intimidated by your professors	F	O	N
Worked on a professor's research project	F	O	N
Communicated regularly with your professors	F	O	N

### 6. Since entering college have you:

(Mark yes or no for each item)

Y  N Joined a social fraternity or sorority

Y  N Failed one or more courses

Y  N Worked full-time while attending school

Y  N Participated in student government

Y  N Taken a remedial course

Y  N Taken an ethnic studies course

Y  N Taken a women's studies course

Y  N Attended a racial/cultural awareness workshop

Y  N Had a roommate of different race/ethnicity

Y  N Participated in an ethnic/racial student organization

Y  N Played club, intramural, or recreational sports

Y  N Played intercollegiate athletics (e.g., NCAA or NAIA-sponsored)

Y  N Withdrew from school temporarily

Y  N Enrolled in honors or advanced courses

Y  N Participated in an internship program

Y  N Participated in leadership training

Y  N Transferred from a community college

Y  N Transferred from a 4-year college

Y  N Participated in a study-abroad program

Y  N Taken courses for credit at another institution

Y  N Participated in an undergraduate research program (e.g., MARC, MBRS, REU)

Y  N Participated in an academic support program

Y  N Voted in the 2008 presidential election

### 7. Mark your undergraduate and graduate major.

Undergraduate primary major

Undergraduate secondary major (omit if you do not have a secondary major)

Graduate major (omit if you do not plan to go to graduate school)

### 8. Please mark your probable career/occupation.

**9. During the past year, how much time did you spend during a typical week doing the following activities?**

(Mark one in each row)

**Hours Per Week**

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

**10. Compared with when you first entered this college, how would you now describe your:**

(Mark one in each row)

	Much Stronger	Stronger	No Change	Weaker	Much Weaker
General knowledge	5	4	3	2	1
Analytical and problem-solving skills	5	4	3	2	1
Knowledge of a particular field or discipline	5	4	3	2	1
Ability to think critically	5	4	3	2	1
Knowledge of people from different races/cultures	5	4	3	2	1
Leadership abilities	5	4	3	2	1
Interpersonal skills	5	4	3	2	1
Ability to get along with people of different races/cultures	5	4	3	2	1
Understanding of the problems facing your community	5	4	3	2	1
Understanding of social problems facing our nation	5	4	3	2	1
Preparedness for employment after college	5	4	3	2	1
Preparedness for graduate or advanced education	5	4	3	2	1
Ability to manage your time effectively	5	4	3	2	1
Understanding of global issues	5	4	3	2	1
Foreign language ability	5	4	3	2	1

**11. Please indicate the extent to which you agree or disagree with the following statements:**

(Mark one in each row)

	Strongly Agree	Agree	Disagree	Strongly Disagree
I have been singled out because of my race/ethnicity, gender, religious affiliation, or sexual orientation	4	3	2	1
I see myself as part of the campus community	4	3	2	1
I have heard faculty express stereotypes about racial/ethnic groups in class	4	3	2	1
I feel I am a member of this college	4	3	2	1
Faculty here are interested in students' personal problems.	4	3	2	1
There is a lot of racial tension on this campus	4	3	2	1

**11. Cont.**

**Please indicate the extent to which you agree or disagree with the following statements:**

(Mark one in each row)

	Strongly Agree	Agree	Disagree	Strongly Disagree
There is strong competition among most of the students for high grades	4	3	2	1
Faculty here are interested in students' academic problems	4	3	2	1
I feel I have a sense of belonging to this campus	4	3	2	1
Faculty feel that most students here are well-prepared academically	4	3	2	1

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

	Very Satisfied	Satisfied	Neutral	Dissatisfied	Very Dissatisfied
Courses in your major field	5	4	3	2	1
Amount of contact with faculty	5	4	3	2	1
Class size	5	4	3	2	1
Interaction with other students	5	4	3	2	1
Relevance of coursework to everyday life	5	4	3	2	1
Relevance of coursework to future career plans	5	4	3	2	1
Overall quality of instruction	5	4	3	2	1
Overall sense of community among students	5	4	3	2	1
Availability of campus social activities	5	4	3	2	1
Overall college experience	5	4	3	2	1
Respect for the expression of diverse beliefs	5	4	3	2	1
Ability to find a faculty or staff mentor	5	4	3	2	1
Size of student population	5	4	3	2	1
Racial/ethnic diversity of the student body	5	4	3	2	1

**13. For the activities listed below, please indicate how often you engaged in each during the past year.**

(Mark one in each row)

	Frequently	Occasionally	Not At All
Smoked cigarettes	F	O	N
Felt lonely or homesick	F	O	N
Socialized with someone of another racial/ethnic group	F	O	N
Felt depressed	F	O	N
Felt overwhelmed by all I had to do	F	O	N
Attended a religious service	F	O	N
Drank beer	F	O	N
Drank wine or liquor	F	O	N
Participated in volunteer or community service work	F	O	N
Participated in student protests or demonstrations	F	O	N
Discussed politics:			
In class	F	O	N
With friends	F	O	N
With family	F	O	N
Sought personal counseling	F	O	N
Discussed religion	F	O	N
Worked on a local, state, or national political campaign	F	O	N
Contributed money to help support my family	F	O	N
Contributed money to a political campaign	F	O	N

**14. Rate yourself on each of the following traits as compared with the average person your age. We want the most accurate estimate of how you see yourself.**

(Mark one in each row)

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Academic ability	5	4	3	2	1
Artistic ability	5	4	3	2	1
Computer skills	5	4	3	2	1
Cooperativeness	5	4	3	2	1
Creativity	5	4	3	2	1

14. Cont.

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

	Highest 10%	Above Average	Average	Below Average	Lowest 10%
Drive to achieve	5	4	3	2	1
Emotional health	5	4	3	2	1
Leadership ability	5	4	3	2	1
Mathematical ability	5	4	3	2	1
Persistence	5	4	3	2	1
Physical health	5	4	3	2	1
Public speaking ability	5	4	3	2	1
Risk-taking	5	4	3	2	1
Self-confidence (intellectual)	5	4	3	2	1
Self-confidence (social)	5	4	3	2	1
Self-understanding	5	4	3	2	1
Understanding of others	5	4	3	2	1
Writing ability	5	4	3	2	1

15. Please indicate the highest degree you (A) will have earned as of June 2009 and (B) plan to complete eventually at any institution. (Mark one in each column)

	Highest Earned	Highest Planned
None	<input type="radio"/>	<input type="radio"/>
Vocational certificate	<input type="radio"/>	<input type="radio"/>
Associate (A.A. or equiv.)	<input type="radio"/>	<input type="radio"/>
Bachelor's (B.A., B.S., etc.)	<input type="radio"/>	<input type="radio"/>
Master's (M.A., M.S., etc.)	<input type="radio"/>	<input type="radio"/>
Ph.D. or Ed.D.	<input type="radio"/>	<input type="radio"/>
M.D., D.O., D.D.S., or D.V.M.	<input type="radio"/>	<input type="radio"/>
LL.B. or J.D. (Law)	<input type="radio"/>	<input type="radio"/>
B.D. or M.Div. (Divinity)	<input type="radio"/>	<input type="radio"/>
Other	<input type="radio"/>	<input type="radio"/>

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

	Essential	Very Important	Somewhat Important	Not Important
Becoming accomplished in one of the performing arts (acting, dancing, etc.)	E	V	S	N
Becoming an authority in my field	E	V	S	N
Obtaining recognition from my colleagues for contributions to my special field	E	V	S	N
Influencing the political structure	E	V	S	N
Influencing social values	E	V	S	N
Raising a family	E	V	S	N
Having administrative responsibilities for the work of others	E	V	S	N
Being very well off financially	E	V	S	N
Helping others who are in difficulty	E	V	S	N
Making a theoretical contribution to science	E	V	S	N
Writing original works (poems, novels, etc.)	E	V	S	N
Creating artistic work (painting, sculpture, etc.)	E	V	S	N
Becoming successful in a business of my own	E	V	S	N
Becoming involved in programs to clean up the environment	E	V	S	N
Developing a meaningful philosophy of life	E	V	S	N
Participating in a community action program	E	V	S	N
Helping to promote racial understanding	E	V	S	N
Keeping up to date with political affairs	E	V	S	N
Becoming a community leader	E	V	S	N
Integrating spirituality into my life	E	V	S	N
Improving my understanding of other countries and cultures	E	V	S	N
Adopting "green" practices to protect the environment	E	V	S	N

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

	Very Often	Often	Sometimes	Seldom	Never
Dined or shared a meal	5	4	3	2	1
Had meaningful and honest discussions about race/ethnic relations outside of class	5	4	3	2	1
Had guarded interactions	5	4	3	2	1
Shared personal feelings and problems	5	4	3	2	1
Had tense, somewhat hostile interactions	5	4	3	2	1
Had intellectual discussions outside of class	5	4	3	2	1
Felt insulted or threatened because of your race/ethnicity	5	4	3	2	1
Studied or prepared for class	5	4	3	2	1
Attended events sponsored by other racial/ethnic groups	5	4	3	2	1

18. How often have professors at your college provided you with: (Mark one in each row)

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

19. Please indicate your agreement with each of the following statements. (Mark one in each row)

	Agree Strongly	Agree Somewhat	Disagree Somewhat	Disagree Strongly
Abortion should be legal	4	3	2	1
The death penalty should be abolished	4	3	2	1
Marijuana should be legalized	4	3	2	1
It is important to have laws prohibiting homosexual relationships	4	3	2	1
Racial discrimination is no longer a major problem in America	4	3	2	1
Realistically, an individual can do little to bring about changes in our society	4	3	2	1
Wealthy people should pay a larger share of taxes than they do now	4	3	2	1
Colleges should prohibit racist/sexist speech on campus	4	3	2	1
Same sex couples should have the right to legal marital status	4	3	2	1
Affirmative action in college admissions should be abolished	4	3	2	1
Federal military spending should be increased	4	3	2	1
The federal government is not doing enough to control environmental pollution	4	3	2	1
A national health care plan is needed to cover everybody's medical costs	4	3	2	1
Undocumented immigrants should be denied access to public education	4	3	2	1
Through hard work, everybody can succeed in American society	4	3	2	1
Dissent is a critical component of the political process	4	3	2	1
Addressing global warming should be a federal priority	4	3	2	1

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20. If you borrowed money to help pay for college expenses, estimate how much you will owe as of June 30, 2009: \$  .00

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

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

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

	Essential	Very Important	Somewhat Important	Not Important
Working for social change	E	V	S	N
High income potential	E	V	S	N
Social recognition or status	E	V	S	N
Stable, secure future	E	V	S	N
Creativity and initiative	E	V	S	N
Expression of personal values	E	V	S	N
Availability of jobs	E	V	S	N
Limited working hours	E	V	S	N
Leadership potential	E	V	S	N
Discovery/advancement of knowledge	E	V	S	N

23. What do you plan to be doing in fall 2009? (Mark all that apply)

- Attending undergraduate college full-time
- Attending undergraduate college part-time
- Attending graduate/professional school
- Working full-time
- Working part-time
- Working in a science/math/technology related job
- Working in a humanities/social science related job
- Participating in a post-baccalaureate program
- Participating in a community service organization
- Serving in the Armed Forces
- Attending a vocational training program
- Traveling
- Doing volunteer work
- Staying at home to be with or start a family
- No current plans

24. If you are planning on being employed after graduation, which best describes the current state of your employment plans? (Mark one response only)

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

25. If you are planning to attend graduate or professional school, which of the following best estimates the current state of your educational plans? (Mark one response only)

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

26. 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

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

- Definitely yes
- Probably yes
- Probably no
- Definitely no

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

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

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

	A or A+	A-	B+	B	B-	C+	C	D
Overall GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Primary Major GPA	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

30. Your current religious preference: (Mark one)

- Baptist
- Buddhist
- Church of Christ...
- Eastern Orthodox
- Episcopalian
- Hindu
- Jewish
- LDS (Mormon)
- Lutheran
- Methodist
- Muslim
- Quaker
- Roman Catholic
- Seventh Day Adventist
- United Church of Christ/
- Congregational
- Other Christian
- Other Religion
- None

31. Please indicate your racial/ethnic background.

- (Mark all that apply)
- White/Caucasian
  - African American/Black
  - American Indian/Alaska Native
  - Asian American/Asian
  - Native Hawaiian/Pacific Islander
  - Mexican American/Chicano
  - Puerto Rican
  - Other Latino
  - Other

32. Your sex:  Female  Male

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

- Yes
- No

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

- |   |   |   |
|---|---|---|
| 34. <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 | 48. <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 | 42. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 49. <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 | 43. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 50. <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 | 44. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 51. <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 | 45. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 52. <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 | 46. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E | 53. <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 | 47. <input type="radio"/> A <input type="radio"/> B <input type="radio"/> C <input type="radio"/> D <input type="radio"/> E |   |

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**COLLEGE SENIOR SURVEY  
STUDENT INFORMATION SHEET**

**PURPOSE OF THE STUDY**

You are asked to complete this survey as part of a national study of higher education conducted by the Higher Education Research Institute (HERI) at the University of California, Los Angeles. One major goal of this research is to determine what happens to students when they attend college. The data gathered are used in studies designed to better understand student learning and development and to help improve the quality of college education. Your decision to participate (or not to participate) will not affect your relationship with your college nor your grades.

**PROCEDURES**

If you volunteer to participate in this study, we would ask you to complete the attached survey and return it to the designated person at your campus. Most respondents can complete this questionnaire in about 25 minutes, although individual progress will vary by how quickly you move through the questions.

If you volunteer to complete this survey, you may decide not to complete the survey for any reason at any time without consequence of any kind. The Higher Education Research Institute does not offer payment for participation. Your completion and return of the enclosed questionnaire indicate your consent to participate in the study.

**POTENTIAL BENEFITS TO SUBJECTS AND/OR SOCIETY**

You may have the opportunity to reflect on your prior academic experiences and your expectations for college as you complete the survey, which may enhance self-understanding. Results of your participation also will be directly beneficial to your college or university, and may benefit future generations of college students as well.

**POTENTIAL RISKS AND DISCOMFORTS**

There could be survey items that you are uncomfortable answering or to which you would simply prefer not to respond. Your participation in this study is strictly voluntary, and you will be under no obligation whatsoever to answer any questions that you are not inclined to answer. You may choose not to answer any specific questions you do not want to answer and still remain in the study.

**CONFIDENTIALITY**

Please note that your responses will be used for research purposes only and will be strictly confidential. Any information that is obtained in connection with this study and that can be identified with you will remain confidential and we will release your survey data back to your institution with identifying information only if we have your explicit permission to do so (survey question #33). Further, all colleges receiving such information are required to certify in advance that the data will only be used for research purposes and will not be used to investigate specific individuals. If you do not give us your permission to release your survey data with identifying information, we will provide your college with non-identifiable data.

**IDENTIFICATION OF INVESTIGATORS**

If you have any questions or concerns about the research, please contact Mr. John Pryor at this address:

Higher Education Research Institute  
UCLA Graduate School of Education and Information Studies  
Box 951521  
Los Angeles, CA 90095-1521  
Email: [heri@ucla.edu](mailto:heri@ucla.edu)  
Phone: 310-825-1925

**RIGHTS OF RESEARCH SUBJECTS**

You may withdraw your consent at any time and discontinue participation without penalty. You are not waiving any legal claims, rights or remedies because of your participation in this research study. If you have questions regarding your rights as a research subject, contact the Office for Protection of Research Subjects, 1401 Ueberroth Building, UCLA, Box 951694, Los Angeles, CA 90095-1694, (310) 825-8714.

7. Below is a list of different MAJOR fields for undergraduate and graduate study. (Fill in appropriate two-digit code on your survey) Undergraduate major (final or most recent) & Graduate major (omit if you do not plan to go to graduate school).

ARTS AND HUMANITIES	ENGINEERING	SOCIAL SCIENCE
01 Art, fine and applied	35 Aeronautical or astronomical eng	62 Anthropology
02 English (language and literature)	36 Civil Engineering	63 Economics
03 History	37 Chemical Engineering	64 Ethnic Studies
04 Journalism	38 Computer Engineering	65 Geography
05 Language and Literature (except English)	39 Electrical or Electronic Engineering	66 Political Science (gov't. international relations)
06 Music	40 Industrial Engineering	67 Psychology
07 Philosophy	41 Mechanical Engineering	68 Social Work
08 Speech	42 Other Engineering	69 Sociology
09 Theater or Drama	PHYSICAL SCIENCE	70 Women's Studies
10 Theology or Religion (incl. Meteorology)	43 Astronomy	71 Other Social Science
11 Other Arts and Humanities	44 Atmospheric Science	TECHNICAL
BIOLOGICAL SCIENCE	45 Chemistry	72 Building Trades
12 Biology (general)	46 Earth Science	73 Data Processing or Computer Programming
13 Biochemistry or Biophysics	47 Marine Science (incl. Oceanography)	74 Drafting or Design
14 Botany	48 Mathematics	75 Electronics
15 Environmental Science	49 Physics	76 Mechanics
16 Marine (Life) Science	50 Statistics	77 Other Technical
17 Microbiology or Bacteriology	51 Other Physical Science	PROFESSIONAL
18 Zoology	52 Architecture or Urban Planning	OTHER FIELDS
19 Other Biological Science	53 Home Economics	78 Agriculture
BUSINESS	54 Health Technology (medical, dental, laboratory)	79 Communications
20 Accounting	55 Law	80 Computer Science
21 Business Admin. (general)	56 Library/Archival Science	81 Forestry
22 Finance	57 Medicine, Dentistry, Veterinary	82 Kinesiology
23 International Business	58 Nursing	83 Law Enforcement
24 Marketing	59 Pharmacy	84 Military Science
25 Management	60 Therapy (occupational, physical, speech)	85 Other Field
26 Secretarial Studies	61 Other Professional	86 Undecided
27 Other Business		
EDUCATION		
28 Business Education		
29 Elementary Education		
30 Music or Art Education		
31 Physical Education or Recreation		
32 Secondary Education		
33 Special Education		
34 Other Education		

8. Please mark your probable CAREER/OCCUPATION below: (Fill in appropriate two-digit code on your survey)

01 Accountant or actuary	23 Lab technician or hygienist
02 Actor or entertainer	24 Law enforcement officer
03 Architect or urban planner	25 Lawyer (attorney) or judge
04 Artist	26 Military service (career)
05 Business (clerical)	27 Musician (performer, composer)
06 Business executive (management, administrator)	28 Nurse
07 Business owner or proprietor	29 Optometrist
08 Business sales person or buyer	30 Pharmacist
09 Clergy (minister or priest)	31 Physician
10 Clergy (other religious)	32 Policymaker/government
11 Clinical psychologist	33 School counselor
12 College administrator/staff	34 School principal or superintendent
13 College teacher	35 Scientific researcher
14 Computer programmer/analyst	36 Social, welfare or recreation worker
15 Conservationist or forester	37 Therapist (physical, occupational, speech)
16 Dentist (including orthodontist)	38 Teacher or administrator (elementary)
17 Dietitian or home economist	39 Teacher or administrator (secondary)
18 Engineer	40 Veterinarian
19 Farmer or rancher	41 Writer or journalist
20 Foreign service worker (including diplomat)	42 Skilled trades
21 Homemaker (full-time)	43 Other
22 Interior decorator (including designer)	44 Undecided

Carefully detach this section after answering Questions 7 and 8.